4 WOULD YOU LIKE SOMETHING TO EAT?

LEARNING GOALS

In this unit, you

- talk about food choices
- talk about food customs
- talk about what you have and need
- read about the science of dessert
- write about a holiday meal



GET STARTED

A Read the unit title and learning goals.

B Look at the photo of a meal. What do you see?

C Now read Mandy's message. What does she mean?



MANDY WILSON

@MandyW

I'm always hungry! Thank goodness it's so easy to find great food in my city.

LESSON 1 TALK ABOUT FOOD CHOICES



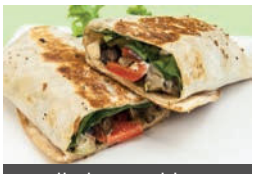
MANDY WILSON
@MandyW
Just got out of a meeting. So hungry! My stomach is making noises.

1 VOCABULARY Lunch foods

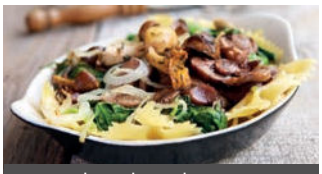
A ▶04-01 Listen. Then listen and repeat.


a garden salad


salad dressing

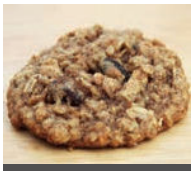

a grilled vegetable wrap


tomato soup


spinach and mushroom pasta


a veggie burger

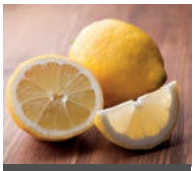

ketchup


an oatmeal cookie


fruit salad


soda


iced tea


lemon

B Put the lunch foods from 1A in the correct category.

Starters	Mains	Desserts	Drinks	Condiments / Flavorings

C PAIRS Add one food to each category in 1B.

2 GRAMMAR Count and non-count nouns with *some*, *any*, and *no*

Count nouns		Non-count nouns	
Singular count nouns	**Plural count nouns**	tomato soup	ketchup
a tomato	two tomato**es**	fruit salad	salad dressing
an apple	some apple**s**		

Questions				Short answers	Answers with *some, any,* and *no*				
Are	there	**any**	burgers?	Yes. Yes, there are.	Yes,	there	are	**some**	burgers.
					No,	there	aren't	**any**	
						There	are	**no**	
Is			ketchup?	No. No, there isn't.	Yes,	there	is	**some**	ketchup.
					No,	there	isn't	**any**	
						There	is	**no**	

Notes
- Use *any* in questions and negative statements. Do not use *any* in affirmative statements.
- Do not use *no* with a negative verb.
- Many nouns have both a count and a non-count meaning.
  I love ***chocolate***. (chocolate in general) *Do you want* ***a chocolate***? (one piece of chocolate)

>> FOR PRACTICE, GO TO PAGE 134

3 PRONUNCIATION

COACH

A ▶04-03 Listen. Notice the dropped syllable. Then listen and repeat.

veg~~e~~table choc~~o~~late ev~~e~~rything

B ▶04-04 Listen. Draw a line (/) through the vowel letter that is ***not*** pronounced. Then listen and repeat.

1. favorite 2. different 3. evening 4. interested 5. family 6. comfortable

C PAIRS Student A, say a word from 3A or 3B. Student B, say the number of syllables.

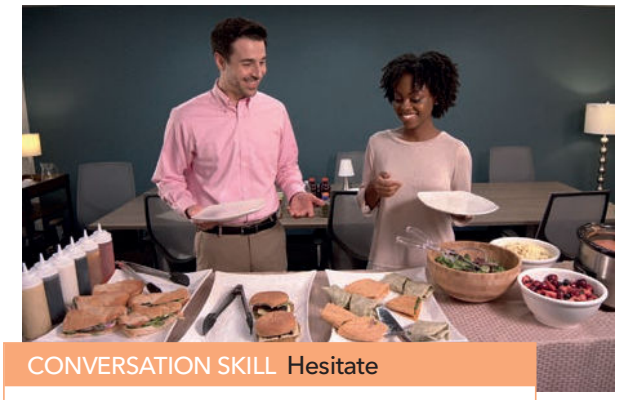
Dropped syllables

Some words have a vowel letter in the middle that is not usually pronounced. When we don't pronounce the vowel, the word loses, or drops, a syllable.

4 CONVERSATION

A ▶04-05 Listen or watch. Circle the correct answers.

1. What does Mandy eat for lunch?
   a. salad and a roast beef sandwich
   b. tomato soup and salad
   c. a veggie burger and salad
2. Why doesn't Mario eat what Mandy offers him?
   a. He doesn't like soup.
   b. He doesn't like sandwiches.
   c. He doesn't like vegetables.
3. Why does Mario say, "I guess I do like vegetables."?
   a. because he tries some salad
   b. because he wants to be nice
   c. because the burger is made with vegetables



CONVERSATION SKILL Hesitate

Sometimes you need to hesitate in a conversation because you need time to think or you aren't sure about something. When you need to hesitate, say: *Well…, Um…, Hmm…, Let me think…, Let's see…,* or *You know…*

A: Are there any chicken sandwiches?
B: Let's see…No, there aren't any left.

Listen to or watch the conversation in 4A again. Underline the words that you hear above.

B ▶04-06 Listen or watch. Complete the conversation.

Mario: Let's have something to eat.
Mandy: OK. I'm going to have _____ salad. Would you like _____ ?
Mario: No, thanks. Are there_____ chicken sandwiches?
Mandy: Let's see. No, I'm sorry! There aren't_____ .
Mario: That's OK. Um…I think I'll have a burger.

C ▶04-07 Listen and repeat. Then practice with a partner.

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

tomato soup
grilled vegetable wraps
cheese sandwich

5 TRY IT YOURSELF

A MAKE IT PERSONAL Plan a menu. Choose one food for each category in 1B. Take notes.

B PAIRS Talk about what you're going to eat.

A: Let's see...I'm going to have some fruit salad for dessert. What about you?
B: I'm going to have an oatmeal cookie.

☐ I CAN TALK ABOUT FOOD CHOICES.

LESSON 2 TALK ABOUT FOOD CUSTOMS



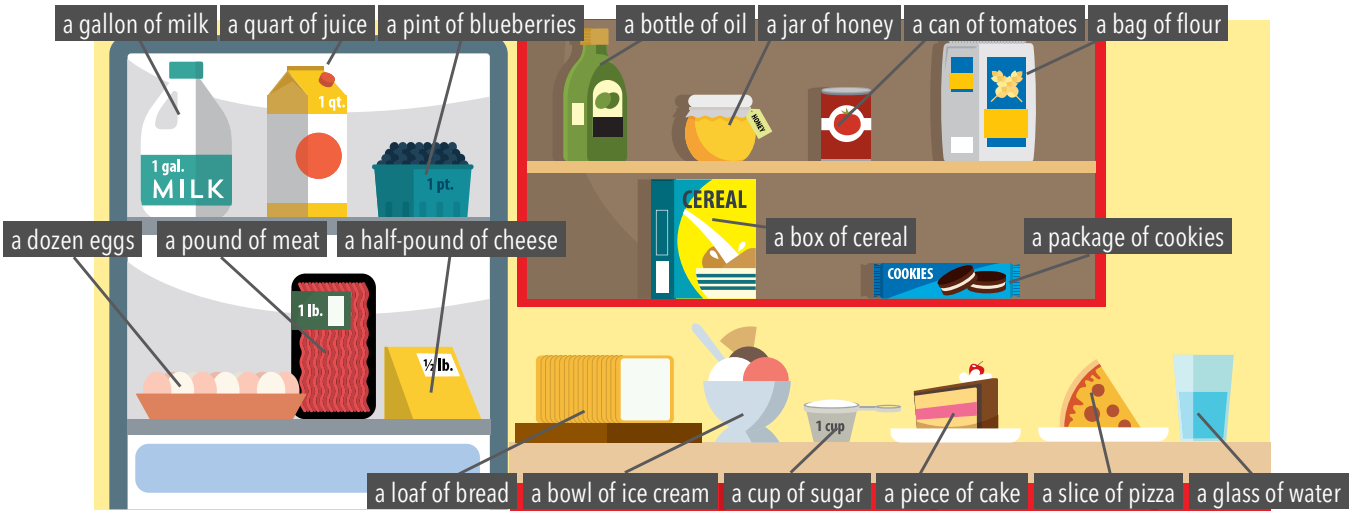
MANDY WILSON

@MandyW

There are places where almost everyone lives to 100. Can you guess what people eat there? Hint: It's not burgers!

1 VOCABULARY Partitives

A ▶04-08 Listen. Then listen and repeat.



B ▶04-09 Listen to the conversations. Write the words that you hear.

1. a _____ of tomatoes and a _____ of sugar
2. a _____ of ice cream and a _____ of cookies
3. a _____ of soda with a _____ of lemon
4. a _____ of blueberries and one _____ of butter

C PAIRS List a new food for five of the partitives in 1A.

a bottle of soda, a pound of butter,...

2 GRAMMAR *Much / Many / A lot of* and *How much / How many*

COACH

Use *much* with non-count nouns. Use *many* with plural count nouns. Use *a lot of* with both non-count nouns and plural count nouns.

Questions with *How much / How many*			Statements with *Much / Many / A lot of*		
How much / How many	**Noun**			***Much / Many / A lot of***	**Noun**
How much	**water**	do you drink?	I drink	**a lot of**	**water.**
	meat	did she eat?	She didn't eat	**much**	**meat.**
How many	**vegetables**	did they cook?	They didn't cook	**many**	**vegetables.**

Notes

- We usually use *much* in questions and negative statements. Do not use *much* in affirmative statements. *I usually drink **a lot of water**.* not *I usually drink **~~much~~ water**.*
- *Many* and *a lot of* are often used the same way.
  *I like **many** different **vegetables**. I like **a lot of** different **vegetables**.*
- Use *how many* with words like *cartons, bottles, bags, pounds, bowls,* and *cups*.
  ***How much water** do you drink? **How many bottles of water** do you drink?*

>> FOR PRACTICE, GO TO PAGE 135

3 PRONUNCIATION

COACH

A 04-11 Listen. Notice the way we link *of* to the words around it. Then listen and repeat.

a piece of cake a bowl of ice cream
a box of cookies a box of oatmeal

B 04-12 Draw a line (/) through *f* in *of* if we can drop the sound. Draw linking lines to show where we link *of* to the words around it. Then listen and check your answers.

1. a cup of coffee
2. a carton of eggs
3. a bowl of soup
4. a bottle of water
5. a glass of iced tea
6. a lot of oil

C PAIRS Make three sentences using the phrases in 3A or 3B. Link *of* to the words around it.

Phrases with *of*

The word *of* is unstressed and has the short, weak vowel /ə/. When the next word begins with a vowel sound, we say /əv/: *a cup of ice*. When the next word begins with a consonant sound, the /v/ sound is often dropped: *a glass of milk*. We link *of* to the words around it.

4 LISTENING



Centenarians in Okinawa and Sardinia

A 04-13 Listen to the podcast. What is it about?

a. the foods people grow in Sardinia and Okinawa
b. famous dishes from Sardinia and Okinawa
c. how food affects health in Sardinia and Okinawa

B 04-13 Read the Listening Skill. Listen again. Put a check mark (✓) under the things that people eat and drink in Sardinia and Okinawa, according to the speaker.

LISTENING SKILL Listen for comparisons

Speakers sometimes talk about two different things or situations. Listen for words that show comparisons, such as *both, also, similar, whereas*, and *alike*.

	Sweet potatoes	Vegetables	Soup	Tea	Wine	Water
Sardinia						
Okinawa						

C 04-13 Listen again. Complete the sentences.

1. A centenarian is _____ years old or older.
2. A person's _____ can help them live a long life.
3. Antioxidants help to _____ aging.
4. The biggest meal in Blue Zones is _____ of the day.

D PAIRS Which idea from the podcast do you think is the most important? Why?

5 TRY IT YOURSELF

A MAKE IT PERSONAL Think about your local foods and customs. What are the best healthy foods and drinks in your country? How much should you eat or drink every day? Take notes.

mangos; 1 cup per day

B PAIRS Discuss your notes from 5A. Ask questions to get more information.

A: Mangos are a big part of our local diet. It's important to eat a lot of fruits and vegetables.
B: I agree. How many mangos do you think you should eat?
A: I think you should eat one cup of mango every day.

☐ I CAN TALK ABOUT FOOD CUSTOMS.

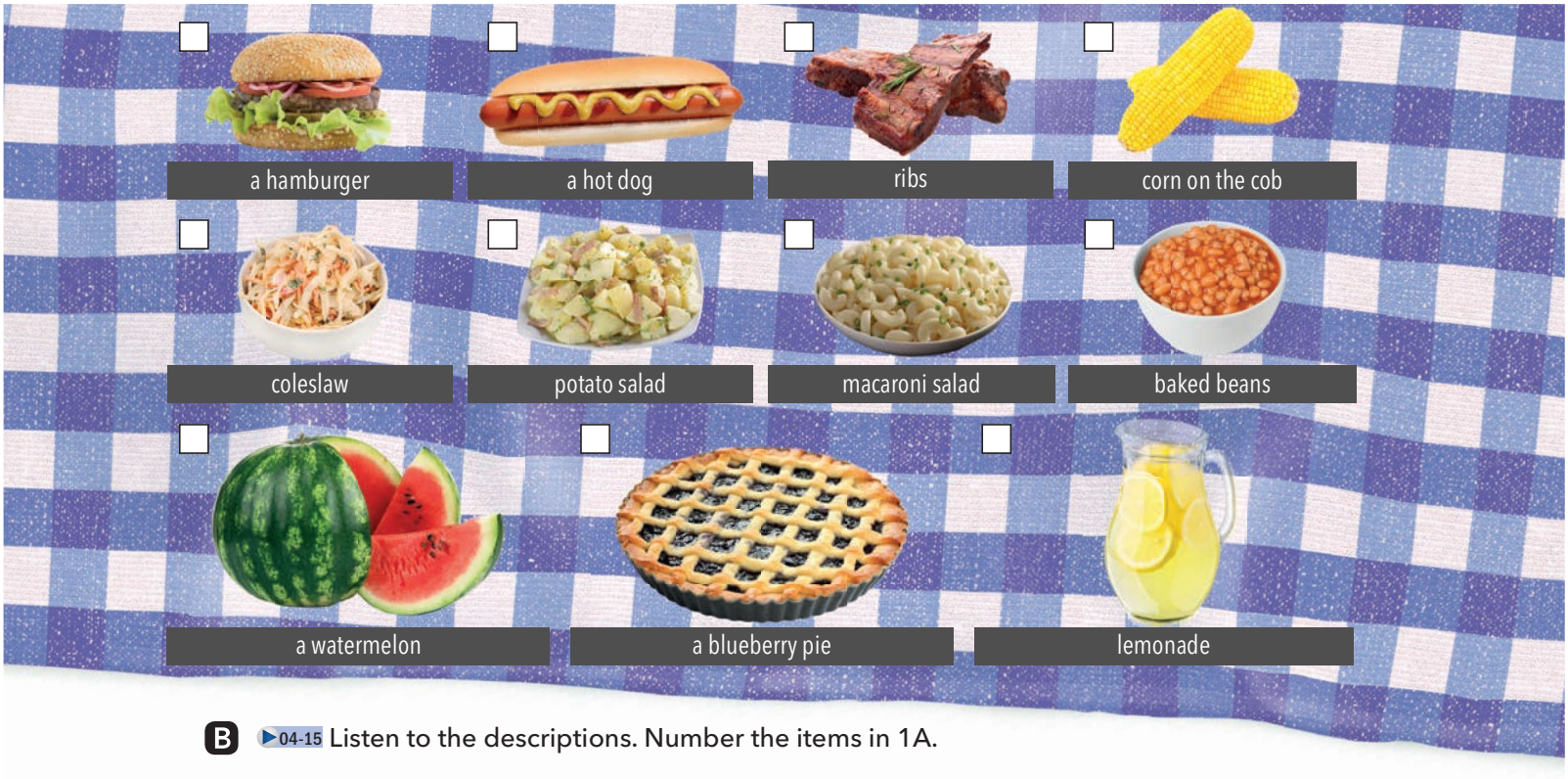
LESSON 3 TALK ABOUT WHAT YOU HAVE AND NEED



MANDY WILSON
@MandyW
Some friends are coming over this weekend. What's the best barbecue food?

1 VOCABULARY Food at a barbecue

A ▶04-14 Listen. Then listen and repeat.



B ▶04-15 Listen to the descriptions. Number the items in 1A.

C PAIRS Student A, choose a food from 1A or think of another barbecue food and describe it. Student B, guess the food.

A: It's a side dish. It's made with potatoes, mayonnaise, and cooked eggs.
B: Is it potato salad?

2 GRAMMAR *Enough* and *Too much / Too many* + nouns

COACH

***Enough* + noun**				
	Not	***Enough***	**Noun**	
We have		**enough**	hamburgers.	We don't need any more.
There are	**not**	**enough**	hot dogs.	We need some more.
Note: *Enough* means the right amount. *Not enough* means less than you need.				

***Too much / Too many* + noun**			
	Too Much / Too Many	**Noun**	
We have	**too much**	food.	We can't finish everything.
There are	**too many**	hamburgers.	We can't finish all of them.
Note: *Too much* and *too many* have negative meanings. They describe a quantity that is more than you need. Use *too much* with non-count nouns and *too many* with count nouns.			

>> FOR PRACTICE, GO TO PAGE 136

3 CONVERSATION

A 04-17 Listen or watch. Circle the correct answers.

1. There are ___ hot dogs and ribs.
   a. enough b. not enough c. too many
2. Hailey and Mandy decide to buy ___ cans of beans.
   a. two b. three c. four
3. Mandy is a little mad at her sister because she ___ .
   a. invited too many people b. bought too much food c. forgot about the food
4. There will be ___ people at the barbecue.
   a. two b. six c. ten
5. They think Layla and Tom should bring ___ .
   a. potato salad and corn b. corn and coleslaw c. potato salad and blueberry pie

B 04-18 Listen or watch. Complete the conversation.

Hailey: What do we need for the barbecue? I'm making a list.

Mandy: We have _____hamburgers. What about hot dogs?

Hailey: OK. Hot dogs. What else?

Mandy: Well, we need some corn on the cob. Let's get twelve

Hailey: That's too_____. Let's get six. Anything else?

Mandy: Coleslaw, potato salad, and macaroni salad.

Hailey: That's too _____food.



C 04-19 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use the words in 1A or your own ideas.

4 TRY IT YOURSELF

A ROLE PLAY Plan a barbecue for six people. Write down four things you'll bring to the barbecue. Complete the chart.

Main	Side	Drink	Dessert

B PAIRS Compare your charts. Talk about what you have.

A: We have enough hot dogs and hamburgers.
B: Yes. And I think we have enough potato salad.

C PAIRS Talk about what you still need for the barbecue. Make a shopping list.

A: We need some watermelon. Let's get three.
B: That's too many watermelons. Let's get one.

☐ I CAN TALK ABOUT WHAT I HAVE AND NEED.

LESSON 4 READ ABOUT THE SCIENCE OF DESSERT



MANDY WILSON
@MandyW
I've often wondered why I ALWAYS find room for dessert. Now I know! 😀

1 BEFORE YOU READ

A PAIRS Do you like dessert? Have you ever eaten dessert even when you weren't hungry? Talk about it.

I love dessert! I...

B VOCABULARY 04-20 Listen. Then listen and repeat.

a bite: a small piece of food that can easily fit in the mouth
room: enough space
a sweet treat: a dessert
taste: the flavors you experience when you eat or drink something
pleasure: the feeling of being happy or enjoying something
get used to: to become comfortable with something, so that it does not seem new
satisfied: pleased or happy
expand: to become larger
push: to move something away from you by pressing against it
relax: to become looser; to become less tight

>> FOR PRACTICE, GO TO PAGE 156

2 READ

A PREVIEW Look at the title and the photograph. What do you think the article is about?

B 04-21 Listen. Read the article.



There's always room for a sweet treat!

Calories in Desserts

dessert	calories
1 slice of apple pie	411
1 slice of cheesecake	257
1 slice of chocolate cake	235
1 bowl of ice cream	267
1 slice of pecan pie	503

A calorie is a unit for measuring the amount of energy food will produce.

Picture this. You just finished eating a huge meal. You're so full your stomach hurts. You don't want to see another bite of food ever again! But then the dessert comes out, and it looks wonderful. Suddenly you think you can eat some more. Sound familiar? Well, you're not alone—we've all felt this way. But have you ever wondered *why*? New research explains why we always have room for a sweet treat.

Dessert isn't boring—at least that's what our brains are telling us! When we eat something and like the taste, we feel pleasure. As we eat more, our brains get used to the flavor of that food, and we begin to feel less satisfied. Our brains get bored of the food. It actually begins to lose its taste, and our brains tell us we're full. But if we eat food with a different flavor, such as dessert at the end of a meal, that new flavor "wakes our brains up" and we feel hungry again. Even if we're full, our brains tell us that we want that new flavor.

But our brains aren't the only reason we always have room for dessert. Our stomachs actually *do* make more room. It's true! When we eat, our stomachs expand to make room for the food. When the food pushes against the walls of the stomach, we start to feel full. But sugar relaxes the walls of the stomach, so it can expand even more. And since most desserts have a lot of sugar, even if we're really full, the sugar in the dessert helps our stomachs make more room.

We all might enjoy eating dessert, but remember, if we eat too much we can feel sick later. Scientists say we can solve this problem by having a small bite of dessert, rather than the whole thing. This way we satisfy our desire for a new flavor, but we don't eat too much. So, what do you have room for today?

3 CHECK YOUR UNDERSTANDING

A **Which statement best describes the main idea of the article?**

a. Our brains and our bodies both make room for dessert.
b. Everyone loves a sweet treat at the end of a meal.
c. Eating the same kinds of food all the time is boring.

B **Read the article again. Complete the sentences.**

1. When our brains get used to a food, we feel less _____
2. Dessert appeals to our brains because the _____ .
3. When we eat dessert, our stomachs expand because food _____ against the stomach and sugar _____ the walls of the stomach.
4. Scientists say we should have a _____ instead of eating the whole dessert.

C FOCUS ON LANGUAGE **Reread lines 1–2 in the article. Think about the words *picture this* and *full*. Then circle the correct answers.**

1. The expression *picture this* means ___ .
   a. to take a picture of something
   b. to imagine something
   c. to show someone a picture
2. In this sentence, *full* means ___ .
   a. having a lot of something
   b. being happy
   c. having eaten enough

D **Read the Reading Skill. Read the article again. Circle the main idea in each paragraph. Then underline one supporting detail in each paragraph.**

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

The article is about dessert and...

READING SKILL Identify supporting details

Supporting details are facts and ideas that add more information to support the main idea. Supporting details can include examples, research, or quotes. Identifying these details can help you understand what the writer is trying to tell you.

Find out about the science of other food groups.

4 MAKE IT PERSONAL

A **Think about the article. Are there specific kinds of desserts or other types of foods that you always have room for? What are they? What makes the foods taste so good?**

Type of food	Details

B PAIRS **Tell your partner about the foods from 4A. Explain why the foods taste so good.**

I really like to eat...

☐ I CAN READ ABOUT THE SCIENCE OF DESSERT.

LESSON 5 WRITE ABOUT A HOLIDAY MEAL



MANDY WILSON

@MandyW

My friend Alba wrote to me about a spicy sauce that's made with chili and chocolate. I've got to try that!

1 BEFORE YOU WRITE

A Think about a dish that is popular in your country. Why do you think it is popular? What are the ingredients?

B . Read Alba's email. What does her family eat on Mexican Independence Day?

Re: Mexican Independence Day

From: Alba Pardo

To: Mandy

Hi, Mandy.
It's Independence Day in Mexico! Let me tell you about it. We usually celebrate with our family and friends. There's lots of music, dancing, and fireworks. And there's the food. We cook so much delicious food!
My family usually serves *molé chicken*, which is chicken in a spicy sauce made with chili and chocolate. We also have grilled corn with cheese and lime juice, and we have mangos with chili powder on top.
The most special dish is *chiles en nogada*. It's made with green peppers, meat, and spices. We top the peppers with a white sauce made from nuts, and we put some pomegranate seeds on top. This dish is always served on Independence Day because it has all the colors of the Mexican fl ag. The peppers are green, the sauce is white, and the pomegranate seeds are red.
For dessert, we have *tres leches* cake, which is made with three different kinds of milk. Tres leches means "three milks" in English. It's my favorite part of the meal!
How does your country celebrate Independence Day? I'd love to hear about it!
Alba







C Read the email again. Complete the chart with details from the email.

Food	Ingredients
molé chicken	chicken in a spicy sauce made with chili and chocolate
grilled corn	
mangos	
chiles en nogada	
tres leches cake	

2 FOCUS ON WRITING

A Read the Writing Skill.

B Look at these two sentences from the email in 1B. Look at the sentence openings and structures. Notice the differences.

And there's the food.

My family usually serves *molé chicken*, which is chicken in a spicy sauce made with chili and chocolate.

C PAIRS Find one more simple sentence, compound sentence, and complex sentence in the email in 1B. Underline the sentences in the email.

WRITING SKILL Add sentence variety

Use different sentence styles and structures in your writing. Doing this makes your writing more interesting and reduces repetition. There are several sentence patterns in English:

- **Simple sentences:** a subject + verb + object (also called an independent clause). *My family usually serves* molé chicken.
- **Compound sentences:** two independent clauses connected by a coordinating conjunction, like *and, but, so,* and *or*. *We top the peppers with a white sauce made from nuts, and we put some pomegranate seeds on top.*
- **Complex sentences:** an independent clause + a dependent clause; a dependent clause can refer to the subject (*who, which*), the sequence / time (*since, while*), or the causal elements (*because, if*) of the independent clause. *This dish is always served on Independence Day because it has all the colors of the Mexican flag.*

3 PLAN YOUR WRITING

A Think about your favorite holiday. What foods are served on this holiday? List the foods and any interesting ingredients or details in the chart to help plan your writing.

Food	Ingredients / Details

B PAIRS Describe the foods that are served on your favorite holiday.

My favorite holiday is... We always eat...

4 WRITE

Write an email about the foods that are served on your favorite holiday. Use your ideas from 3A to help you. Remember to use a variety of sentences when you write. Use the email in 1B as a model.

5 REVISE YOUR WRITING

A PAIRS Exchange emails and read your partner's.

1. Did your partner include details about his or her favorite foods?
2. Did your partner use a variety of sentence types?
3. Did this make the email more interesting to read?

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

Check your
- spelling
- punctuation
- capitalization

6 PROOFREAD

Read your email again. Can you improve your writing?

☐ I CAN WRITE ABOUT A HOLIDAY MEAL.

PUT IT TOGETHER

1 MEDIA PROJECT



A 04-22 Listen or watch. What does Yu-jin talk about?

B 04-22 Listen or watch again. Answer the questions.

1. What does Yu-jin want to cook?
2. What does she have? _____
   _____
   _____
3. What does she need? _____

C Make your own video.

Step 1 Choose a dish you want to cook. Think about what you need to make it.

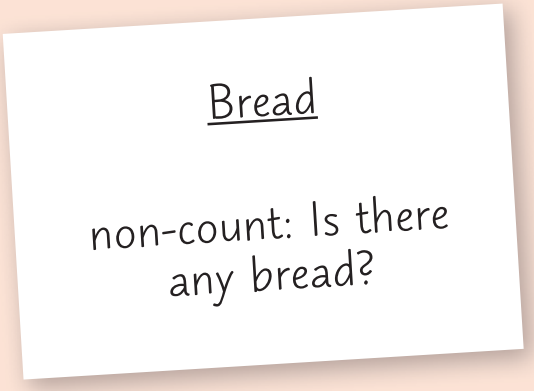
Step 2 Make a 30-second video. Show the food you have in your cupboard or refrigerator. Talk about what you have and what ingredients you still need.

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

2 LEARNING STRATEGY

USE GRAMMAR ON FLASHCARDS

Sometimes vocabulary is related to grammar. For example, you need to memorize the past tense of irregular verbs (*did*, *was*, *were*, etc.). When you make flashcards for vocabulary, also include grammar. Write an example sentence to help you study. Make new flashcards for 3–5 items a week.



Review the count and non-count nouns in the unit. What words do you need to learn? Make five flashcards with the words and the unit's grammar. Include example sentences for each flashcard. Review the cards twice a week.

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 choices
- ☐ Talk about food customs
- ☐ Talk about what you have and need

Vocabulary
- ☐ Lunch foods
- ☐ Partitives
- ☐ Food at a barbecue

Pronunciation
- ☐ Dropped syllables
- ☐ Phrases with *of*

Grammar
- ☐ Count and non-count nouns with *some*, *any*, and *no*
- ☐ *Much* / *Many* / *A lot of* and *How much* / *How many*
- ☐ *Enough* and *Too much* / *Too many* + nouns

Reading
- ☐ Identify supporting details

Writing
- ☐ Use sentence variety

B What will you do to learn the things you highlighted? For example, use your app, review your Student Book, or do other practice. Make a plan.

