6 HOW'S YOUR LUNCH?

LEARNING GOALS

In this unit, you

- talk about food preferences
- talk about gifts
- talk about past events
- read about unique restaurants
- write about an unusual food



GET STARTED

A Read the unit title and learning goals.

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

C Now read Sarah's message. What does she mean by "catching up"?

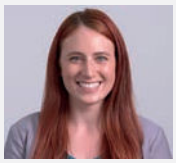


SARAH GOLD

@SarahG

Having lunch with my co-worker today. We haven't talked in a few weeks—looking forward to catching up with her.

LESSON 1 TALK ABOUT FOOD PREFERENCES



SARAH GOLD
@SarahG
If you ask me what my favorite food is, the answer is, everything!

1 VOCABULARY Adjectives to describe food

A ▶06-01 Listen. Then listen and repeat.


salty


spicy


sweet


bitter

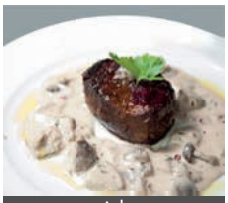

hot


cold


strong


weak


sour


rich

B Complete the sentences with adjectives from 1A.

1. These cookies are very _____ . They must have a lot of sugar in them.
2. This yogurt is _____ . I think it's lemon flavored.
3. My coffee is _____ , so I'm going to put it in the microwave.
4. The soup has a lot of cream in it–it's really _____ .
5. This popcorn is very _____ ! I need something to drink.
6. My tea is too _____–it's like drinking hot water!

C PAIRS Name one new food for each adjective in 1A.

salty: *pretzels*; sweet: *cookies*

2 GRAMMAR *Too* and *enough* + adjectives

COACH

Too has a negative meaning. It means more than is needed or wanted. *Too* comes before an adjective.

Subject	Verb	*Too*	Adjective
This coffee	is	**too**	**weak**.
The chips	are	**too**	**salty**.

Enough means the right amount. *Not enough* means less than is needed or wanted. *Enough* comes after an adjective.

Subject	Verb	*Not*	Adjective	*Enough*
The soup	is		**spicy**	**enough**.
Those cookies	are	**not**	**sweet**	**enough**.

Note: Infinitives often follow expressions with *too* and *enough*.
It's not ***warm enough to eat.*** *My coffee is* ***too hot to drink*** *right now.*

Use contractions, such as *isn't* or *aren't*, in spoken English and informal writing.

>> FOR PRACTICE, GO TO PAGE 140

3 PRONUNCIATION

COACH

A ▶06-03 Listen. Notice the different vowel sounds and their spellings. Then listen and repeat.

/i/ eat sweet weak /ɪ/ it rich bitter

B ▶06-04 Circle the word in each line that has a different vowel sound. Then listen and check your answers.

1. is spinach delicious pizza
2. meat bread beans ice cream
3. coffee cheese lemon evening
4. drink milk spicy grilled

C PAIRS Compare your answers in 3B. Then make 2–3 sentences with the words in 3B.

The vowels /i/ and /ɪ/

To say the sound /i/ in *eat*, pull your lips into a smile. The sound /i/ is a long sound. To say the sound /ɪ/ in *it*, open your mouth just a little more. The sound /ɪ/ is a shorter and more relaxed sound than /i/.

4 CONVERSATION



A ▶06-05 Listen or watch. Complete the sentences.

1. Sarah is eating a salad with _____ and _____ dressing.
2. When Sarah says the soup is hot, she means that it's very _____ .
3. Sarah likes _____ foods like French fries.
4. They decide to order something _____ after lunch.

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

Sarah: How's the curry?
Alba: It's delicious! But I don't really like the tea. It's _____bitter.
Sarah: That's too bad.
Alba: How do you like the soup?
Sarah: It's OK, but it's _____ spicy.
Alba: Really? I don't think it's spicy _____ .

CONVERSATION SKILL Show surprise

You can ask short questions to show that you are surprised by something. To show surprise, ask: *(Oh,) really?, It is?, They are?, Is that right?, Oh, yeah?,* or *You do/don't?*

A: This salad is really bitter.
B: Really? I think it tastes good.

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

C ▶06-07 Listen and repeat. Then practice with a partner.

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

5 TRY IT YOURSELF

A MAKE IT PERSONAL Think of a time when you had a bad experience with food, at a restaurant or someplace else. For example, was the food too spicy or was it not spicy enough? Take notes.

B PAIRS Discuss your bad experiences. Ask questions to get more information.

A: I ordered soup for lunch last week and it was too hot!
B: Is that right? Where were you? What soup did you order?

☐ I CAN TALK ABOUT FOOD PREFERENCES.

LESSON 2 TALK ABOUT GIFTS



SARAH GOLD
@SarahG
It's great to get gifts, but it's even better to give them.

1 VOCABULARY Gift items

A 06-08 Listen. Then listen and repeat.


roses

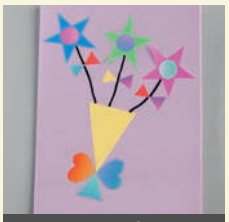

chocolates

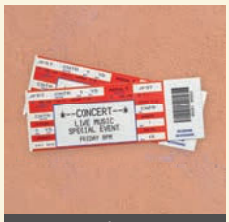

a necklace


a scarf



a gift card


a card



tickets


perfume


cologne


a watch

B 06-09 Listen to the descriptions. Write a gift item from 1A. More than one answer may be possible.

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

C PAIRS Look at the gift items in 1A. Which would you give to a family member and which would you give to a co-worker? Discuss.

I would give perfume to a family member. I would give a card to a co-worker.

2 GRAMMAR Verbs + two objects

COACH

Some verbs can have two objects, the direct object and the indirect object. The direct object receives the action of the verb. The indirect object tells who the direct object is for and it often refers to a person.

For some verbs, two different sentence patterns are possible:

subject + verb + indirect object + direct object.

subject + verb + direct object + the preposition *to* or *for* + the indirect object.

Subject	Verb	Indirect object	Direct object
My husband	**cooked**	**me**	**a wonderful dinner**.
I	**got**	**him**	**a gift card**.
My kids	**made**	**me**	**lots of handmade gifts**.

Subject	Verb	Direct object	*For / To*	Indirect object
He	**cooked**	**dinner**	for	**Mary**.
My kids	**gave**	**the necklace**	to	**me**.

Notes

- Use *to* + the indirect object for these verbs: *bring, give, offer, read, send, show, take, teach, tell, write*
- Use *for* + the indirect object for these verbs: *cook, find, get, make*

>> FOR PRACTICE, GO TO PAGE 141

3 PRONUNCIATION

COACH

A ▶06-11 Listen. Notice the pronunciation of the unstressed object pronouns and the linking when *h* is silent. Then listen and repeat.

Ask ∫er. He gave ∫er a necklace.
Tell ∫im. She got ∫im a watch.
Call them. We bought them a card.

Weak pronunciation of object pronouns

Pronouns like *him*, *her*, and *them* are usually unstressed. When *him* and *her* are unstressed, the *h* is often silent. We link the vowel sound after the silent *h* to the word before it: Ask ∫er.

B ▶06-12 Listen. Circle the word you hear. Then listen and repeat.

1. I sent **her** / **him** / **them** an e-mail.
2. We got **her** / **him** / **them** tickets to a show.
3. I gave **her** / **him** / **them** some chocolates.
4. We bought **her** / **him** / **them** a gift card.
5. Did you give **her** / **him** / **them** the gift?
6. I made **her** / **him** / **them** some coffee.

C PAIRS Make 2–3 new sentences like the ones in 3B. Then say the sentences to your partner.

4 CONVERSATION

A ▶06-13 Listen or watch. Circle the correct answers.

1. Alba's children gave her ***a necklace*** / ***perfume*** / ***a gift card*** for Valentine's Day.
2. Sarah's son gave her ***chocolates*** / ***a card*** / ***cologne***.
3. Sarah got her husband a gift card, but he might also like ***a watch*** / ***cologne*** / ***chocolates***.
4. Alba is allergic to ***perfume*** / ***strawberries*** / ***roses***.



B ▶06-14 Listen or watch. Complete the conversation.

Sarah: How was Valentine's Day? Did you get anything special?
Alba: It was good. My boyfriend _____ some roses.
Sarah: Aww. That's sweet. My husband _____ a watch.
Alba: Nice! And what did you get him?
Sarah: I _____ a gift card.

C ▶06-15 Listen and repeat. Then practice with a partner.

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

5 TRY IT YOURSELF

A MAKE IT PERSONAL Think about the best gift you ever got or gave someone. Complete the chart.

Who was it from / for?	What was it?	Why was it the best gift?

B PAIRS Tell your partner about the gift. Explain why it was the best gift.

My mom bought me a necklace. It was the best gift because...

☐ I CAN TALK ABOUT GIFTS.

LESSON 3 TALK ABOUT PAST EVENTS



SARAH GOLD
@SarahG
I love hearing stories about how people met each other.

1 VOCABULARY Storytelling expressions

A 06-16 Listen. Then listen and repeat.

eventually: after a long time
soon: in a short time from now
later: after the present time
as soon as: right after something has happened
during: all through a period of time
at that moment: at a point in time
meanwhile: at the same time
by the time: not later than the moment that something happened

B Circle the correct answers.

1. We danced a lot ***during*** / ***meanwhile*** the party.
2. ***As soon as*** / ***Soon*** Ann got to the bus stop, it started to rain.
3. After looking for over an hour, we ***eventually*** / ***later*** found the restaurant.
4. ***By the time*** / ***At that moment*** he got home, everyone was eating dinner.
5. Tom baked a cake. ***Meanwhile*** / ***Soon***, my Dad was wrapping presents.
6. I couldn't meet with him because I was busy ***later*** / ***at that moment***.

C PAIRS Make sentences using the expressions in 1A. *I fell asleep during the movie.*

2 GRAMMAR Past continuous; past continuous with *when*

COACH

Use the past continuous to show an action that was happening at a certain time in the past. The past continuous shows the duration of an action, not its completion.

Affirmative statement			Negative statement			
Subject	***Was / Were***	**Verb + *-ing***	**Subject**	***Was / Were***	***Not***	**Verb + *-ing***
I	**was**	**cooking** dinner.	I	**was**	**not**	**taking** the train.

Yes / No question			Short answers	
Was / Were	**Subject**	**Verb + *-ing***	**Affirmative**	**Negative**
Was	it	**raining**?	Yes, it **was**.	No, it **wasn't**.

Information question				Answer		
***Wh-* word**	***Was / Were***	**Subject**	**Verb + *-ing***	**Subject**	***Was / Were***	**Verb + *-ing***
What	**were**	you	**watching** yesterday?	**I**	**was**	**watching** a movie.

Use *when* + the simple past for actions that interrupt the action in the past continuous.

Affirmative statement				
Subject	***Was / Were***	**Verb + *-ing***	***When***	**Simple past**
She	**was**	**waiting** to pay	**when**	she **saw** him.

Notes

- Use the simple past, not the past continuous, for actions that were completed without interruptions. *Jim **dropped** his phone and **broke** it.*
- In sentences with *when,* the past continuous shows the action that happened first. *Everyone was **eating when** Scott **got** home. = First, they began eating. Then, Scott got home.*

>> FOR PRACTICE, GO TO PAGE 142

3 LISTENING



A ▶06-18 Listen to the story. What is the woman talking about?

a. an interesting trip she took
b. how she met her husband
c. a concert she went to

B ▶06-18 Listen again. Put the events from the story in order. Write the number on the line.

___ a. She went to a concert with her friends, and the man was there.
___ b. She went to the supermarket and saw the man.
___ c. She saw a man with a book she liked.
___ d. They got married.
___ e. They went to dinner and talked for a long time.
___ f. She took the train to work.

C ▶06-18 Read the Listening Skill. Listen again. Listen for the lines below. Circle the emotion that you hear.

1. "I saw someone holding my favorite book, *The Elephant Vanishes*."
   a. surprised b. angry c. bored
2. "…all of a sudden I saw the man from the train in the line next to me."
   a. confused b. tired c. excited
3. "A few days passed, but I didn't see the 'mystery man' again. To be honest, I was beginning to think I had imagined him!"
   a. worried b. happy c. lonely
4. "By the time the concert was over, it was like we had known each other for years."
   a. bored b. happy c. confused

LISTENING SKILL
Listen for intonation

Speakers vary the pitch, tone, speed, and volume of their voices to make the things they say more interesting. They also express different emotions such as excitement, surprise, anger, or fear. They may talk slower to emphasize what they are saying, or louder or higher if they are excited, happy, surprised, or angry. As you listen, pay attention to the clues that tell you how the speaker feels.

D PAIRS Compare your answers in 3C. Did you hear the same emotions?

4 TRY IT YOURSELF

A MAKE IT PERSONAL Think about how you met your best friend, boyfriend / girlfriend, husband / wife, or someone important in your life. Take notes.

B PAIRS Tell your partner about how you met this person. Ask questions to get more information.

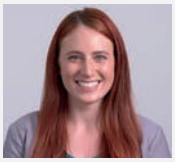
A: I went to the library to study. As soon as I sat down, a beautiful woman walked in.
B: Really? What happened next?

C WALK AROUND Continue the conversation with your classmates. Take notes in the chart. Report to the class. Who had the most surprising or unusual story?

Who	Where you met	Details

☐ I CAN TALK ABOUT PAST EVENTS.

LESSON 4 READ ABOUT UNIQUE RESTAURANTS



SARAH GOLD
@SarahG
Have you ever eaten dinner while hanging 160 feet above the ground?

1 BEFORE YOU READ

A PAIRS Where is the most interesting or unique restaurant you have ever visited? Discuss.

I once ate at a restaurant under the ocean...

B VOCABULARY ▶06-19 Listen. Then listen and repeat.

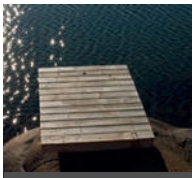

a cave


wildlife


limestone


a cliff


a crane


a platform

2 READ

>> FOR PRACTICE, GO TO PAGE 156

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

B ▶06-20 Listen. Read the article.

WHERE ON EARTH?

Restaurants are all about food, right? Well, not always. Sometimes, we go to restaurants because of *where they are*, rather than *what they serve*. Have you ever eaten dinner under the sea? How about in a cave? Or up in the sky? Well, there are restaurants in all of those places!

Under the Sea

Imagine eating dinner in the ocean! There are several underwater restaurants, but the most famous is called Ithaa. It's located in the Maldives, which are islands south of India. The whole restaurant is 16 feet below sea level! The walls and ceiling are made of glass so you can view the ocean's wildlife all around you while you eat! It's been called the "most beautiful restaurant in the world."

In a Cave

What about eating dinner underground? In Polignano a Mare, Italy, there is a restaurant, Grotta Palazzese, that was built inside a cave. The walls of the cave are made of limestone, and the cave is lit by lanterns and candles. The cave is on the side of a cliff right next to the sea, so you can look out over the water as you eat. People have been eating dinner in this cave for hundreds of years! In the 1700s, rich people had special dinners there.

In the Sky

If eating underwater or underground isn't exciting enough, then what about having dinner up in the sky? Really! Dinner in the Sky serves people their meals about 160 feet off of the ground in midair. A dinner table is hung from a crane and raised up into the sky. It's not just a dinner table, though. It's a special platform with room for a chef, a small kitchen, and people to serve the food. Since it first started, Dinner in the Sky has set up special flying dinners all over the world, from Dubai to China.

So, if you're bored with the restaurants in your town, plan a trip to one of these exciting places. You won't even taste the food—you'll be too busy looking around!


People eat dinner 160 feet in the air when they eat at Dinner in the Sky.

3 CHECK YOUR UNDERSTANDING

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

a. Most restaurants are located in really unique places.
b. Restaurants located in unique places serve the best food.
c. It can be fun to eat at restaurants located in unique places.

B Read the article again. Answer the questions.

1. What might you see when you look out the window at Ithaa? _____
2. What can people see outside the cave while eating at Grotta Palazzese? _____
3. What is raised up in the air during the Dinner in the Sky?
4. What kind of event might have been held at the Grotta Palazzese in the 1700s? _____

C FOCUS ON LANGUAGE Reread lines 27–36 in the article. Think about the words *Really!* and *set up*. Circle the correct answers.

1. What does the writer mean by the one-word sentence *Really!*?
   a. I know this sounds strange, but I'm not joking.
   b. I'm not telling you the truth.
   c. I have never heard of anything so silly!
2. What does the phrase *set up* mean?
   a. made strong
   b. put together
   c. started

READING SKILL Construct mental images

When you read, you should pause to think about what the writer is describing and make a picture in your mind. The writer might include information about what something looks like, where it is, or give you other clues to help you imagine what he or she is describing. This can make the reading easier to understand.

D Read the Reading Skill. Read the article again. What descriptive words does the author use to describe each place? What would you experience if you were there? Complete the chart.

Place	Descriptive words and phrases	What I imagine it would be like

E PAIRS What is the article about? Retell the most important ideas in the article. Use your own words. The article is about restaurants that are...

Find out about other restaurants that are in unique places.

4 MAKE IT PERSONAL

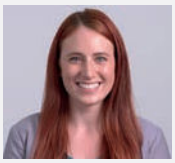
A Look at the restaurant locations in the chart. Describe what each restaurant would look like, and what it would be like to eat there. Add your own idea for a unique restaurant.

Place	Descriptive words and phrases	What I imagine it would be like
up in a tree		
in an ice cave		

B PAIRS Tell your partner about the restaurant you have imagined.
I think a restaurant in the jungle would be...

☐ I CAN READ ABOUT UNIQUE RESTAURANTS.

LESSON 5 WRITE ABOUT AN UNUSUAL FOOD



SARAH GOLD

@SarahG

I just tried a durian, the world's smelliest fruit! It smells so bad, it's not allowed in subways, buses, and hotels!

1 BEFORE YOU WRITE

A What are some strange or unusual foods in your country? Do you like them or not? What are they like?

B Sarah wrote a blog post about an unusual fruit she tried. Why does she think this food is unusual?

Yesterday's Food Adventure

Home | Discussion Board | Logout

Yesterday, my friend Ava and I were shopping downtown when we came across a strange-looking fruit. It's called a durian. We decided to try one, and we were really surprised. Both the inside and outside of the fruit look different. The outside is very rough with spikes, but the inside is smooth and thick. Although the appearance of this fruit is very unusual, the strangest thing about it is how it smells and tastes.

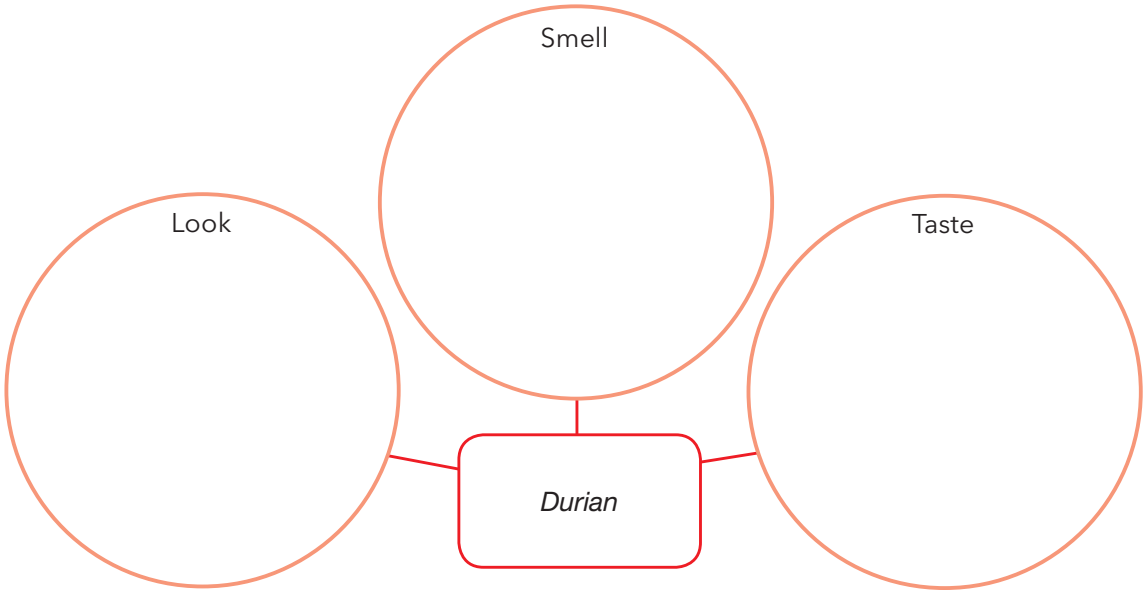
Once you open a durian, the smell is very strong. I thought it smelled like old onions! However, I tried a bite anyway. In contrast to the smell, I thought the fruit tasted wonderful! It was rich, a little bit sweet and bitter, and had a fl avor of nuts and cheese. Ava, on the other hand, disliked the taste. It wasn't sweet enough for her.

Durian is quite popular in Indonesia, Malaysia, and the Philippines. Personally, I can see why!



Durian is one of the strangest-looking fruits in the world.

C Read the post again. How does Sarah describe the food? What does the food look, smell, and taste like? Take notes in the chart.



2 FOCUS ON WRITING

A Read the Writing Skill.

B Read the post in 1B again. Underline the words that show contrast.

WRITING SKILL Show contrast

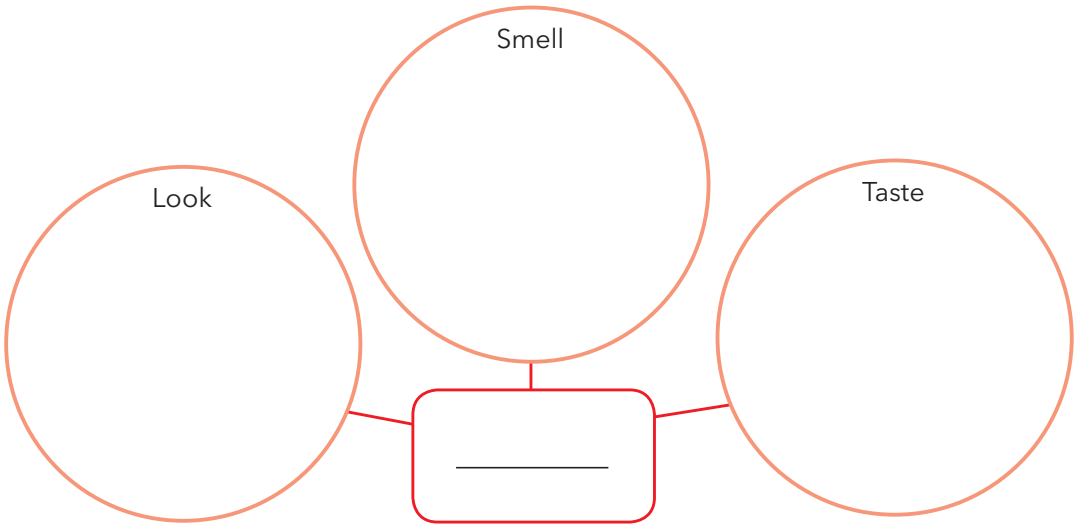
Some words show contrast, or the differences between things. We can use these words to contrast two different things or two different ways of thinking about something. These words are used to help the reader understand when something is not like something else.

Some words that show contrast are: *but, however, on the other hand, in contrast, although, even though, while,* and *unlike*.

Hector likes papayas a lot. On the other hand, he doesn't like bananas at all.

3 PLAN YOUR WRITING

A Think about the most unusual food you have ever eaten. What made it so unusual? How did it look, smell, and taste? Take notes in the chart.



B PAIRS Describe the food to your partner.

The most unusual food I have ever eaten was...

4 WRITE

Write about the food you described in 3A. Describe how the food looked, smelled, and tasted, and why you felt it was unusual. Remember to use words that show contrast. Use the post in 1B as a model.

5 REVISE YOUR WRITING

A PAIRS Exchange posts and read your partner's.

1. Did your partner describe why he or she felt the food was so unusual?
2. Did your partner describe how the food looked, smelled, and tasted?
3. Did your partner use words that show contrast?

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

Check your
- spelling
- punctuation
- capitalization

6 PROOFREAD

Read your post again. Can you improve your writing?

☐ I CAN WRITE ABOUT AN UNUSUAL FOOD.

PUT IT TOGETHER

1 MEDIA PROJECT



A 06-21 Listen or watch. What does Andre talk about?

B 06-21 Listen or watch again. Answer the questions.

1. What did they do at the party? _____
2. What food did they have?
3. What gifts did Oscar get?
4. What's one detail about the food and one detail about the gifts?

C Show your own photos.

Step 1 Think about a celebration in the past, for example, a birthday, a holiday, or a graduation party. Choose 3–5 photos that show what you did during the celebration.

Step 2 Show your photos to the class. Talk about the celebration. Describe what you did.

Step 3 Answer questions about your photos. Get feedback on your presentation.

2 LEARNING STRATEGY



FIND NEW SOURCES

Listen to different people speaking English to hear different kinds of intonations and pronunciations. For example, use the Internet to find movies, songs, news, TV shows, and interviews in English. Listen for at least one hour a week.

Listen to the audio or watch the videos from the unit. Pay attention to intonation and pronunciation.

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 preferences
- ☐ Talk about gifts
- ☐ Talk about past events

Vocabulary
- ☐ Adjectives to describe food
- ☐ Gift items
- ☐ Storytelling expressions

Pronunciation
- ☐ The vowels /i/ and /ɪ/
- ☐ Weak pronunciation of object pronouns

Grammar
- ☐ *Too* and *enough* + adjectives
- ☐ Verbs + two objects
- ☐ Past continuous; past continuous with *when*

Reading
- ☐ Construct mental images

Writing
- ☐ Show contrast

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.

