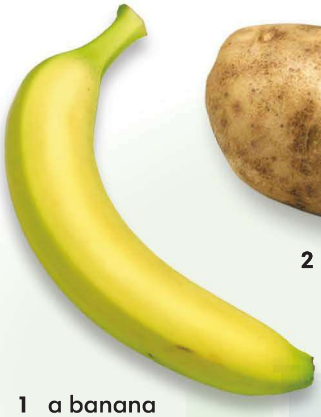
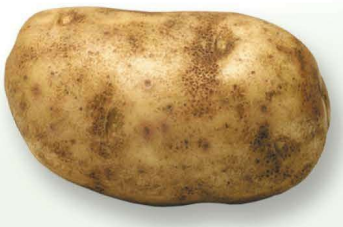
UNIT 10

# Foods and Drinks

## Warm-Up

**A** VOCABULARY | Foods: count nouns | Read and listen. Then listen again and repeat.


1 a banana


2 a potato

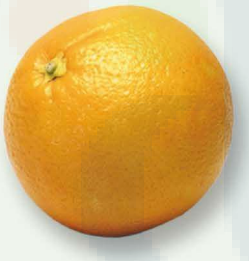

3 a lemon


4 a tomato


5 a pepper

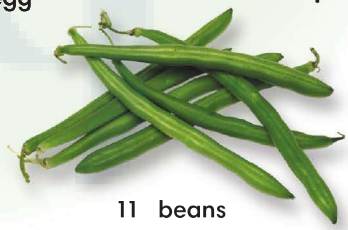

6 an onion


7 an apple


8 an orange


9 an egg


10 peas


11 beans

**VOCABULARY EXPANDER** p. 134
More vegetables and fruits

**B** VOCABULARY PRACTICE | Classify foods by their colors.

| Red | Orange | Yellow | Green | White | Brown |
|---|---|---|---|---|---|
| | | a banana | | | |
| | | | | | |
| | | | | | |

**C** PERSONALIZE THE VOCABULARY | Complete each sentence with true information about you. Use love, like, or don't like.

1 I ..... peas for breakfast.
2 I ..... peppers and onions with my eggs.
3 In the morning, I ..... oranges and bananas.
4 I ..... apples. I ..... lemons.
5 I ..... eggs for dinner.

**D** PAIR WORK | Ask your partner about foods he or she likes and doesn't like. Use the ideas in your questions and answers. Then change partners.

**Ideas**
- in [the morning]
- for [lunch]
- with [eggs]

Which foods do you like for lunch?
Me? I really like . . .
Which foods don't you like in the morning?
I really don't like . . .


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## E VOCABULARY | Drinks: non-count nouns | Read and listen. Then listen again and repeat.




1 milk



2 juice




3 soda



4 water

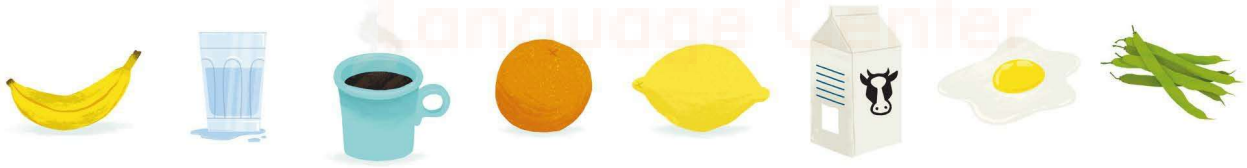


5 tea



6 coffee

## F LISTENING COMPREHENSION | Listen to the conversations. Check the foods and drinks you hear in each conversation.



| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1 | | | | | | | | |
| 2 | | | | | | | | |
| 3 | | | | | | | | |
| 4 | | | | | | | | |
| 5 | | | | | | | | |

## SPEAKING PAIR WORK | Take turns asking and answering the questions.

1 How often do you drink water?
2 How often do you eat eggs?
3 How often do you drink juice?
4 How often do you eat apples?
5 Your own question: .....




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# 1 COMMUNICATION GOAL Discuss ingredients for a recipe

**A** VOCABULARY | Places to keep things in a kitchen | Read and listen. Then listen again and repeat.



1 in the fridge (in the refrigerator)

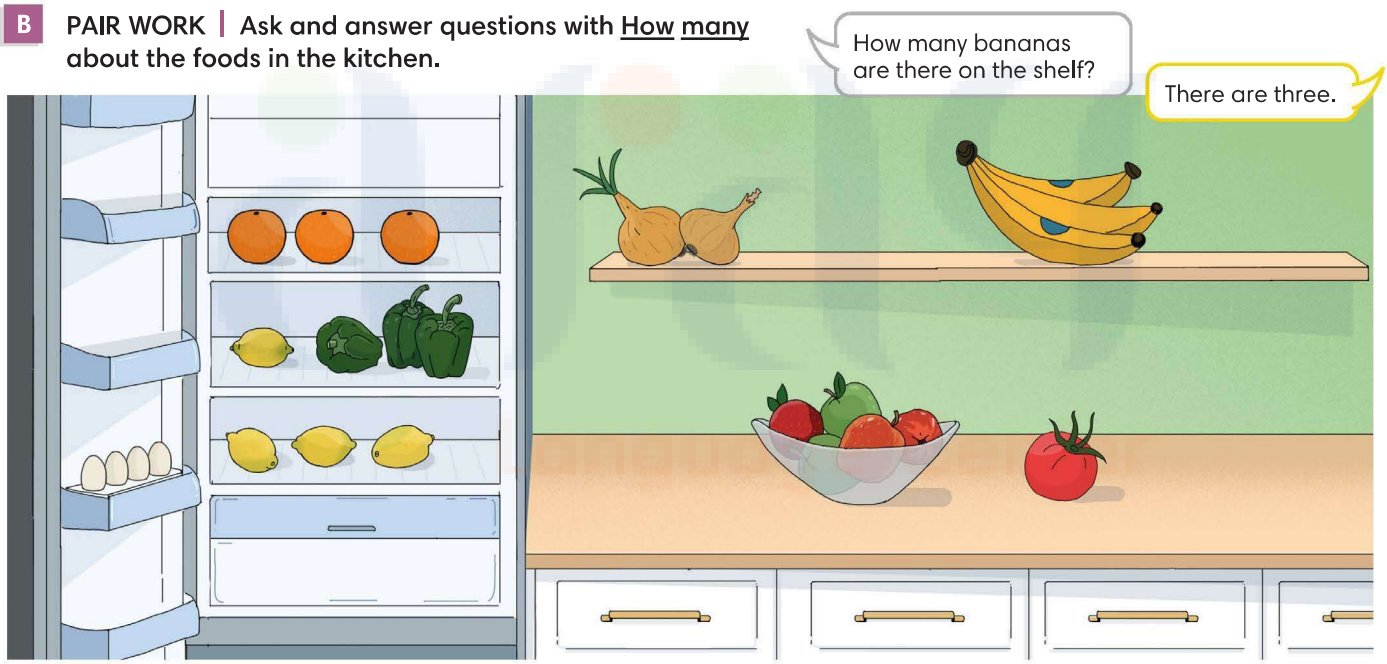


2 on the shelf



3 on the counter

**B** PAIR WORK | Ask and answer questions with How many about the foods in the kitchen.




**C** COACH GRAMMAR | Any in questions, negative statements, and negative short answers

**Use any before plural nouns in yes / no questions.**
Are there **any** lemons in the fridge?
Do you have **any** apples in this store?

**Use any in negative statements and negative short answers.**
There aren't **any** oranges in the fridge.
Are there any potatoes on the shelf? No, there aren't **any**. (OR No, there aren't.)
Do you have any tomatoes for our lunch? No, I don't have **any**. (OR No, I don't.)




**D** PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

**E** PAIR WORK | Ask and answer yes / no questions about the foods in the pictures in Exercise A. Use any in the questions.

Are there any oranges in the fridge?


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**F** GRAMMAR PRACTICE | Complete each conversation with a question. Use Are there any.

1 **A:** ..... ?
**B:** Peppers? I think there are. Look on the counter, OK?

2 **A:** ..... ?
**B:** Yes. There are two or three onions on the shelf.

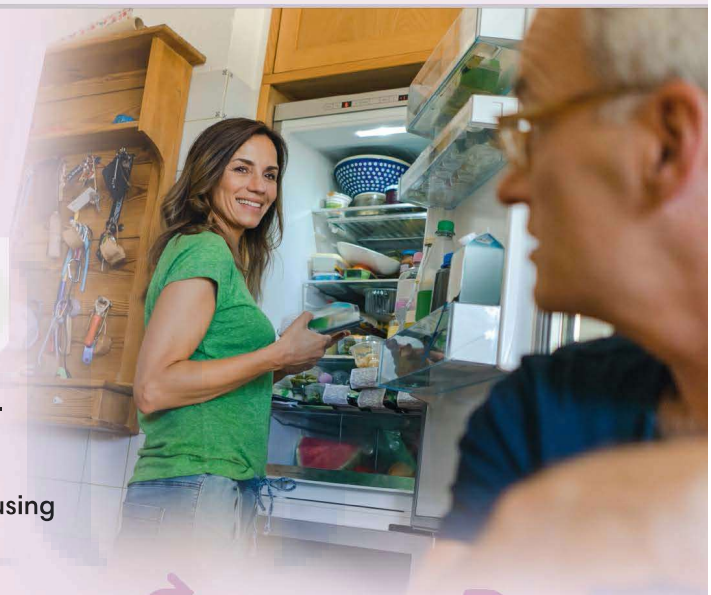
3 **A:** ..... ?
**B:** No. There aren't any potatoes in the kitchen. Let's go shopping!

4 **A:** ..... ?
**B:** Oranges? Yes, there are. They're in the fridge.

**G** PAIR WORK | Practice the conversations from Exercise E.

## COMMUNICATION ACTIVATOR

### Now let's discuss ingredients for a recipe.



**A** CONVERSATION MODEL | Read and listen.

**A:** I'm hungry! Let's make egg salad.
**B:** Good idea. Are there any eggs in the fridge?
**A:** I don't know. I'll check. . . . Uh-oh. There aren't any.
**B:** Well, how about soup?
**A:** OK. We have tomatoes and potatoes.
**B:** Great! Let's make tomato potato soup.
**A:** That's my favorite!

**Social language**
**Suggest an alternative with "How about . . . ?"**

**B** PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

**C** CONVERSATION PAIR WORK | Change the conversation, using two of the recipes for ingredients. Then change roles.

**A:** I'm hungry! Let's make ..... .
**B:** Good idea. Are there any ..... the ..... ?
**A:** I don't know. I'll check. . . . Uh-oh. There aren't any.
**B:** Well, how about ..... ?
**A:** OK. We have ..... .
**B:** Great! Let's make ..... .
**A:** ..... .

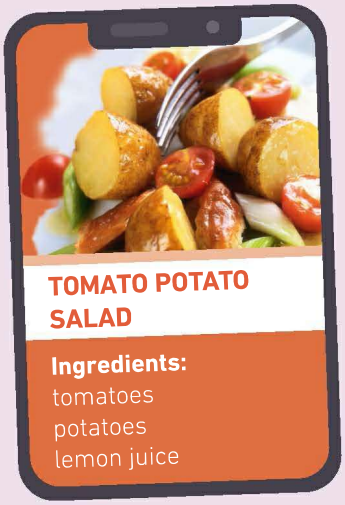
**KEEP TALKING!**

**Talk about ...**
- other recipe ingredients
- other foods you have or need
- other foods you want or like

**RECYCLE THIS LANGUAGE**
We need [onions].
We don't have [eggs].
How many ___ are there?
How many ___ do we need?
I don't like [peas].
Sounds nice.



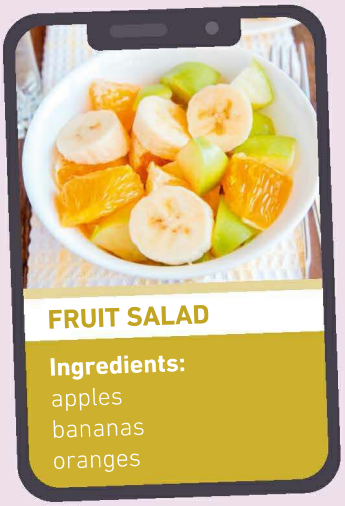
**BLACK-AND-WHITE BEAN SOUP**
**Ingredients:**
black beans
white beans
onions



**TOMATO POTATO SALAD**
**Ingredients:**
tomatoes
potatoes
lemon juice



**VEGETABLE OMELET**
**Ingredients:**
peppers
peas
eggs



**FRUIT SALAD**
**Ingredients:**
apples
bananas
oranges

**D** CHANGE PARTNERS | Discuss other recipes.



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# 2 COMMUNICATION GOAL Offer and ask for foods and drinks

**A** VOCABULARY | More foods: non-count nouns | Read and listen. Then listen again and repeat.




**B** GRAMMAR | Count nouns and non-count nouns

**Count nouns name things you can count. They can be singular or plural.**
She wants **an orange**.
I like **peppers**.
You have **three lemons** in the fridge.

**Non-count nouns name things you cannot count. They are not singular or plural.**
**Chicken** is my favorite food.
I don't like **soup**.
My brother loves **cheese**.

**Be careful!**
**Use singular verbs with non-count nouns.**
Rice **is** good for you.
NOT Rice ~~are~~ good for you.
**Don't use a / an or -s with non-count nouns.**
We need **butter**. NOT ~~a butter~~
NOT ~~two butters~~

**C** GRAMMAR PRACTICE | Circle the correct word to complete each sentence.

1 How many (apple / apples) do we need?
2 Who wants (tea / teas) for breakfast?
3 I like (salt / salts) in my soup.
4 Are there any (bean / beans) in the fridge?
5 We need three (orange / oranges) for juice.
6 She likes (bread / breads) and (butter / butters) for breakfast.
7 Where do you have your (potato / potatoes)? I need two for my potato omelet.

**D** PAIR WORK | Tell your partner about the foods and drinks you like, eat, and drink.

"I like bread for breakfast, but I don't like eggs."

**E** GRAMMAR | How much / Is there any

**Use How much and Is there any to ask about non-count nouns.**
**How much tea** do you want? (NOT ~~How many~~ tea do you want?)
**How much juice** is there in the fridge? (NOT ~~How many~~ juice is there in the fridge?)
**Is there any coffee**? Yes, there is. / No. There isn't **any**. (OR No, there isn't.)

**Remember: Use How many and Are there any with plural count nouns.**
How many apples are there?
Are there any apples in the fridge?

**F** PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

**G** GRAMMAR PRACTICE | Complete each question with Is there any or Are there any.

1 ..... tea in the kitchen?
2 ..... sugar in the juice?
3 ..... onions in the salad?
4 ..... pepper for the soup?


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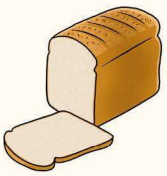
**H** VOCABULARY | Containers: count nouns | Read and listen. Then listen again and repeat.



1 a box of pasta



2 a bag of sugar


3 a loaf of bread


4 a bottle of juice


5 a cup of coffee

**I** ACTIVATE GRAMMAR AND VOCABULARY | Complete each question with How much or How many.

1 ..... cups of coffee do you drink every day?
2 ..... loaves of bread do we have?
3 ..... sugar does he like in his tea?
4 ..... pasta do you make for two people?


6 a glass of water



7 two cans of soda

**J** COACH PRONUNCIATION | Vowel sounds | Read and listen to the words in each group. Then listen again and repeat. Then, with a partner, read a word. Your partner says another word from the same group.




| 1 /i/ | 2 /ɪ/ | 3 /eɪ/ | 4 /ɛ/ | 5 /æ/ |
|---|---|---|---|---|
| see | six | late | pepper | apple |
| tea | fish | potato | red | jacket |
| street | this | train | lemon | has |

## COMMUNICATION ACTIVATOR

**Now let's offer and ask for foods and drinks.**



**A** CONVERSATION MODEL | Read and listen.

**A:** Would you like salad?
**B:** Yes, please. It looks delicious!
**A:** Thank you. Here you go. Enjoy!
**B:** Thanks! Oh, and please pass the bread.
**A:** Sure! . . . Are you thirsty? How about a glass of water or juice?
**B:** Juice, please.

**Social language**
When you hand something to somebody, say "Here you go."

**B** PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

**C** CONVERSATION PAIR WORK | Change the conversation. Offer other foods and drinks. Then change roles.

**A:** Would you like ..... ?
**B:** Yes, please. It looks delicious!
**A:** Thank you! Here you go. Enjoy!
**B:** Thanks! Oh, and please pass the ..... .
**A:** Sure! . . . Are you thirsty? How about a ..... of ..... or ..... ?
**B:** ..... , please.

**KEEP TALKING!**

- Offer more foods and drinks.
- Ask your partner to pass other foods or drinks.
- Express likes and dislikes.

Watch the video for ideas!

**D** CHANGE PARTNERS | Change the conversation again.

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# 3 COMMUNICATION GOAL Invite someone for a meal

## A GRAMMAR | The simple present tense and the present continuous




**Use the simple present tense for habitual actions and with frequency adverbs.**

Neal **makes** coffee every morning.
I always **eat** eggs for breakfast.

**Use the simple present tense with like, want, need, and have.**

We **have** eggs in the fridge.

**Use the present continuous for actions in progress right now and future plans.**

He**'s making** coffee right now.
On Sunday, **I'm eating** dinner with my parents.

**Be careful!**
We're eating now. NOT We ~~eat~~ now.
I cook every day. NOT I ~~am cooking~~ every day.

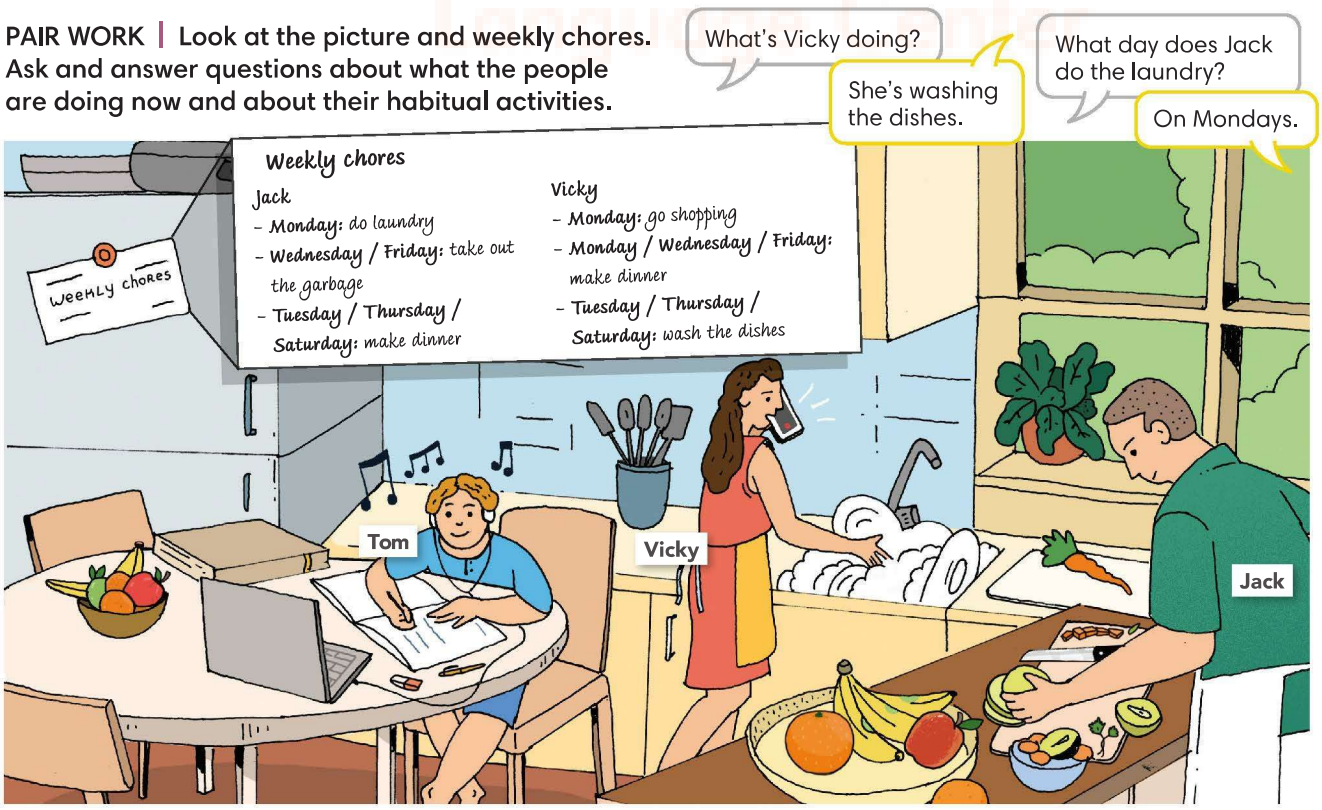
## B GRAMMAR PRACTICE | Read each sentence. Then check habitual action or action in progress.

| | | habitual action | action in progress |
|---|---|---|---|
| 1 | I always eat lunch at the office. | ☐ | ☐ |
| 2 | Jean is studying in her bedroom. | ☐ | ☐ |
| 3 | We're making fruit salad. | ☐ | ☐ |
| 4 | Scott makes lunch on Saturdays. | ☐ | ☐ |

## C GRAMMAR PRACTICE | Complete each statement with the simple present tense or the present continuous. Use contractions when possible.

1 My husband ..... (cook) dinner now. He always ..... (make) dinner on Fridays.
2 How often ..... your wife ..... (shop) for food?
3 I ..... (not like) sugar in my tea.
4 We ..... (clean) the apartment on Tuesdays.
5 My sister isn't here. She ..... (drive) to work.
6 How many cans of tomatoes ..... (you / need) to make tomato soup?
7 Who ..... (eat) in the kitchen right now?
8 Where ..... you usually ..... (eat) lunch—at the office or at a restaurant?

## D PAIR WORK | Look at the picture and weekly chores. Ask and answer questions about what the people are doing now and about their habitual activities.





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## COMMUNICATION ACTIVATOR

# Now let's invite someone for a meal.



**A** CONVERSATION MODEL | Read and listen.

**A:** Hey, Nora. Would you like to come for dinner tonight? I'm making chicken and rice salad.

**B:** Chicken and rice salad? That sounds delicious.

**A:** Thanks! It's my specialty. I always make that on Wednesdays.

**B:** Actually, I'd love to come, but I'm eating with my parents tonight. I'm sorry! But thanks for the invitation.

**A:** No worries! Maybe some other time.

**Or to *accept* the invitation:**

**B:** Actually, I'd love to come. Thanks for the invitation! What time?

**A:** Eight o'clock?

**B:** That's great. See you at eight!

**Social language**
**Assure someone that everything's OK with "No worries!"**

**B** PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

**C** CONVERSATION PAIR WORK | Role-play the conversation. Change the meal, the food, and other information. Accept or decline the invitation. If you decline, explain why. Then change roles.

**A:** Hey, ..... . Would you like to come for ..... ? I'm making ..... .

**B:** ..... ? That sounds delicious.

**A:** Thanks! It's my specialty. I ..... make that on ..... .

**B:** Actually, ..... .

**A:** ..... .

**Frequency adverbs**
always
sometimes
often

**KEEP TALKING!**

- Ask about the ingredients. Use the recipe cards for ideas.
- Suggest another day or time.



### Vegetable Omelet

INGREDIENTS:
peppers
peas
eggs



### Tomato Potato Salad

INGREDIENTS:
tomatoes
potatoes
lemon juice



### Black-and-White Bean Soup

INGREDIENTS:
black beans
white beans
onions



### Fruit Salad

INGREDIENTS:
apples
bananas
oranges



**D** CHANGE PARTNERS | Practice the conversation again, making other changes.



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# 4 COMMUNICATION GOAL Describe the food in a restaurant

**A** VOCABULARY | Describing taste | Read and listen. Then listen again and repeat.



"No, thanks. This coffee is very **sweet**! It has a lot of sugar."



"No, thanks. This salad has a lot of salt. It's pretty **salty**!"



"No, thanks. This soup is too **spicy**. It has a lot of red peppers!"

**Note:**
Use a lot of with both count and non-count nouns.

**B** READING | Read the restaurant reviews. Does the reviewer like the restaurants?

## THIS WEEK'S RESTAURANT REVIEWS




### CHARLIE'S HAPPY FISH CAFÉ $$

We usually order the excellent blue plate special at Charlie's wonderful fish restaurant. It comes on a large blue plate, and it's different every night of the week. One night it's fish with potatoes and delicious vegetables. The next night it's a different kind of fish with a big salad. The blue plate special is large, but it's never too large for me!

*"The blue plate special is large, but it's never too large for me!"*

A word about Chef Charlie: Charlie loves to greet his customers and ask, "How's the food?" If the food is too salty, for example, he always brings you another plate. Prices? Charlie's isn't exactly cheap, but it's really not too expensive for a special evening. You always leave happy when you eat there.



### JUST SOUP 'N SALAD $

If you just want soup and salad but don't have a lot of time, your "go-to" place is Just Soup 'n Salad. There are ten different soups every night, and the veggies in the salad are from the restaurant's kitchen garden. You make your own salad at the salad bar. There are a lot of possible ingredients, including tomatoes, peppers, potatoes, meat, fish, beans, even cold pasta. And to dress your salad, there's fresh lemon juice and bottles of three or four kinds of oil. Everything is fast, easy, and delicious.

*"Veggies come fresh from the vegetable garden!"*

And good news! On Mondays, you get two dinners for the price of one. That's why my wife and I are going there tonight!

### RESTAURANT DELICIOUS $$$

This cute new neighborhood restaurant has a lot of great pasta specials on its Wednesday night menu. Try their excellent pasta with green pepper sauce. If you like spicy peppers, ask for the red pepper sauce. But be careful: Sometimes the sauce is a little *too* spicy.




$ cheap $$$$ very expensive


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**C** READING COMPREHENSION | Complete each sentence.

1 You can eat vegetables from the restaurant's own garden at _____.
2 If you don't have a lot of time and don't want an expensive dinner, go to _____.
3 If you want to choose the ingredients in your salad, go to _____.
4 If you don't like your food at _____, the chef brings you another plate.
5 The spaghetti sauce at _____ is sometimes too spicy.
6 Food is very cheap at Just Soup 'n Salad on _____.
7 _____ is expensive, but it has a lot of great food.

**D** PAIR WORK | Which of the restaurants sound good to you? Which don't sound good? Discuss, explaining your reasons.

**E** LISTENING COMPREHENSION | Listen to the conversations about other restaurants. Circle the correct word or phrase to complete each statement. Listen again to check your answers.

**Conversation 1**

1 He's (cooking / not cooking) tomorrow.
2 They want to go to (The Neighborhood Café / MacDougal's Café).
3 They're (walking / taking a taxi) to the restaurant.

**Conversation 2**

4 There aren't any (fish / pasta) dishes on the specials menu.
5 The woman would like (fish / meat).
6 The fish dishes (are / aren't) too expensive.

**Conversation 3**

7 (His / Her) food is too spicy.
8 His food (is / isn't) too salty.
9 She (wants to tell / doesn't want to tell) the chef.

**Conversation 4**

10 Sarah (eats / doesn't eat) fish.
11 Brad (eats / doesn't eat) fish.
12 They're going to (Main Street Café / Michael's Pub).

## COMMUNICATION ACTIVATOR

**Now let's describe the food in a restaurant.**

**A** TALKING POINTS | Complete the chart about your two favorite restaurants.

| | The restaurant's name | What do you eat there? Describe the food. | How often do you eat there? |
|---|---|---|---|
| 1 | | | |
| | | | |
| 2 | | | |
| | | | |

**B** PAIR WORK | Use your Talking Points to discuss your restaurants. Then invite your partner to one of your favorite restaurants.

**RECYCLE THIS LANGUAGE**

It's cheap.
It's not too expensive.
I love the food.
The food is delicious.
The food isn't too [sweet / salty / spicy].
Let's eat at [Kate's Kitchen] together tonight.
I'm sorry. I'd love to, but ___.
No worries.
Maybe some other time.
Thanks for the invitation.

**WRITING** Write about what you eat on a typical day. For example:

*For lunch we often have red bean soup. It's my dad's specialty. It has red beans and . . .*

GUIDED WRITING p. 138



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# Interactive Cool Down

## 1 CRAZY EIGHTS KITCHEN QUIZ

- Study the picture for three minutes. Then, on a separate sheet of paper, complete the 8 questions about the kitchen.
  1. Are there any ___ ?
  2. Is there any ___ ?
  3. How many ___ ?
  4. How much ___ ?
  5. Where is ___ ?
  6. Where are ___ ?
  7. What's on the ___ ?
  8. What's in the ___ ?

1 Are there any onions on the counter?

- Close your books. Take turns asking your partner your questions. Write your partner's answers on the paper.
- When you are finished, look at the picture and check your answers. The person with more correct answers wins.



## 2 One-minute shopping list contest

Form teams. Look at the picture again for one minute. Write a shopping list for the foods and drinks that are NOT in the kitchen. Which team has the longest list?


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## 3 Chat

Read the conversation. Then, with a partner, use the Chat Guides to create your own conversation. Cover your partner's Chat Guide with a sheet of paper.




### SCENE 1

**Tina:** Hi, Jack. Would you like to come for lunch on Saturday? Dan and I are making chicken with a potato omelet. It's our specialty!

**Jack:** Oh. That sounds delicious! But I'm sorry. I'm working on Saturday.

**Tina:** That's OK. What about dinner on Sunday?

**Jack:** I'd *love* to come! Thanks for the invitation! What time?

**Tina:** Seven thirty?

**Jack:** That's great. See you at 7:30.

### SCENE 2

**Dan:** I'm going shopping. What do we need?

**Tina:** I'll check.

**Dan:** Do we have lemons?

**Tina:** Yes, we do. But we need potatoes.

**Dan:** OK. And how about onions?

**Tina:** We have onions.

**Dan:** Great. See you later.

**Tina:** Bye.

### SCENE 3

**Jack:** Everything looks delicious.

**Dan:** Would you like bread?

**Jack:** Yes, thanks.

**Dan:** Here you go.

**Jack:** Thank you. And please pass the water.

### SCENE 1

**Partner A's Chat Guide**

A Hi, ___ . Would you like to come for ___ on ___ ? ___ making ___ . It's ___ specialty!

B

A That's OK. What about ___ on ___ ?

B

A ___ ?

B

**Partner B's Chat Guide**

A

B Oh. That sounds delicious! But I'm sorry. I ___ on ___ .

A

B I'd *love* to come! Thanks for the invitation! What time?

A

B That's great. See you at ___ .

### SCENE 2

**Partner C's Chat Guide**

C I'm going shopping. What do we need?

A

C Do we have ___ ?

A

C OK. And how about ___ ?

A

C ___ . See you later.

A

**Partner A's Chat Guide**

C

A I'll check.

C

A Yes, we do. But we need ___ .

C

A We have ___ .

C

A ___ .

### SCENE 3

**Partner B's Chat Guide**

B Everything looks delicious.

C

B Yes, ___ .

C

B ___ . And please pass ___ .

**Partner C's Chat Guide**

B

C Would you like ___ ?

B

C Here you go.

B

## PROGRESS SELF-CHECK

NOW I CAN

- ☐ Discuss ingredients for a recipe.
- ☐ Offer and ask for foods and drinks.
- ☐ Invite someone for a meal.
- ☐ Describe the food in a restaurant.

For more practice . . . Unit Review, p. 156 / Practi-Chant, p. 163
Connect TV / Test-Taking Skills Booster

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