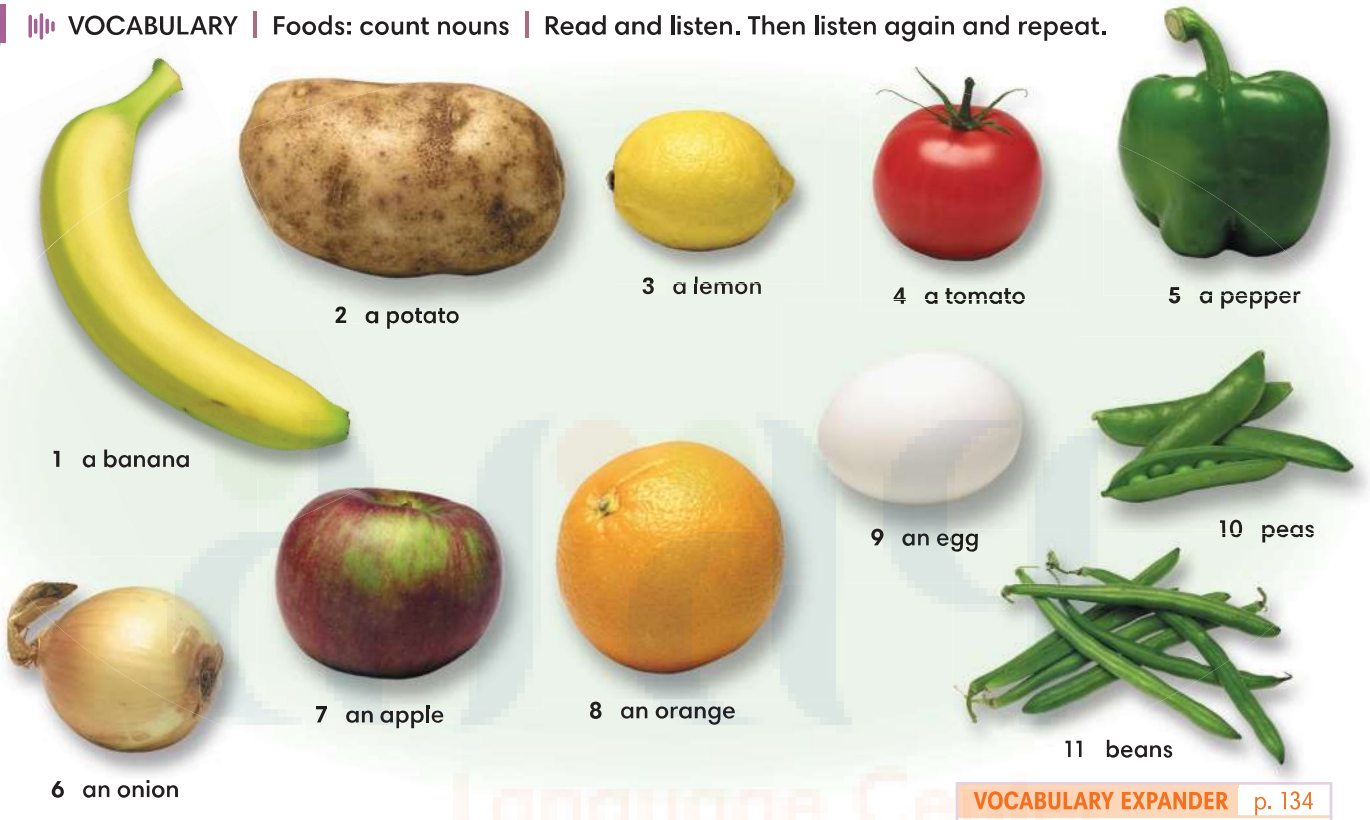
UNIT 10

Foods and Drinks

Warm-Up

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



VOCABULARY EXPANDER p. 134
More vegetables and fruits

B VOCABULARY PRACTICE | Classify foods by their colors. *Answers will vary.*

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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Unit 10 Foods and Drinks

WARM-UP	Students learn how to talk about different foods and drinks.	
LESSON 1 Discuss ingredients for a recipe	*Vocabulary*	Places to keep things in a kitchen
	Grammar	*Any* in questions, negative statements, and negative short answers
LESSON 2 Offer and ask for food and drinks	*Vocabulary*	More foods: non-count nouns
	Grammar	Count nouns and non-count nouns
	Grammar	*How much / Is there any*
	Vocabulary	Containers: count nouns
	Pronunciation	Vowel sounds
LESSON 3 Invite someone for a meal	*Grammar*	The simple present tense and the present continuous
LESSON 4 Describe the food in a restaurant	*Vocabulary*	Describing taste
	Reading	Read restaurant reviews
	Listening	Listen for information about restaurants
	Writing	Write about what you eat on a typical day
INTERACTIVE COOL DOWN	*Crazy Eights Kitchen Quiz; One-minute Shopping List Contest; Chat*	

Choose a warm-up activity from the Warm-Up Activity Bank on pages xxii–xxiii.

Warm-Up

A VOCABULARY

Suggested time: 2–3 minutes | Your time:

- Point to the pictures. Say, *Look at the different foods.*
- Have Ss read and listen and then repeat. Make sure Ss clearly pronounce *a* and *an*.

TEACHING TIP Avoid asking Ss to produce forms they have not yet learned. For example, here and in Lesson 1, Ss are exposed to count and non-count nouns, but they learn to distinguish between them in Lesson 2.

VOCABULARY EXPANDER (optional, page 134)

B VOCABULARY PRACTICE

Suggested time: 5–7 minutes | Your time:

- Tell Ss to look at the chart. Read the colors aloud.
- Go over the example. Ask, *What color is a banana?*
- Have Ss complete the exercise individually and then compare answers in pairs.
- To go over answers, copy the chart on the board. Invite Ss to write the foods under the appropriate color word.

C PERSONALIZE THE VOCABULARY

Suggested time: 4–5 minutes | Your time:

- Ask Ss to underline the foods in each item.
- Point out the plural form of the foods. Say, *Use the plural form to talk about foods you love, like, or don't like.*
- Do item 1 as a class. Say, *I love peas for breakfast.* Ask, *What about you?* Elicit a few responses.
- Have Ss complete the exercise individually. Monitor. Remind them to make the statements true for them.
- To review, call on Ss to read their sentences aloud.

D PAIR WORK

Suggested time: 10–15 minutes | Your time:

- Write on the board each item in Exercise A. Elicit the plural forms. (bananas, potatoes, lemons, tomatoes, peppers, onions, apples, oranges, eggs, peas, beans) Say each item and have Ss repeat. Make sure Ss clearly pronounce the plural noun endings (*oranges* ends with the sound /ɪz/; the other items end with /z/).
- Read the conversations aloud with a higher-level S. Play Speaker B. Complete the sentences with foods. For example: *Me? I really like beans.*
- Direct Ss' attention to the **Ideas** note. Say, *Use these phrases to talk about what you eat for different meals.*
- Form similar-level pairs. Tell Ss to take turns describing what food they like or don't like.
- Monitor as Ss complete the task. Listen for the correct pronunciation of foods.

OPTION Have Ss also share their opinions about the foods in the **Vocabulary Expander.**

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E VOCABULARY

Suggested time: 2–3 minutes | Your time:

- Hold up your book. Point to the pictures. Say, *These are different kinds of drinks.*
- Have Ss read and listen. Then have them listen again and repeat.
- Say, *We usually don't use* a *or* an *with these drinks.*

LANGUAGE AND CULTURE Other words for *soda* are *soft drink* and *(soda) pop*.

F LISTENING COMPREHENSION

Suggested time: 7–10 minutes | Your time:

- Tell Ss to look at the chart. Ask them to label the pictures before listening. (a banana, water, coffee, an orange, a lemon, milk, an egg, beans)
- Say, *Listen for these foods and drinks in the conversations.* Tell Ss that some conversations will have more than one answer.
- Do item 1 as a class. Play the audio and pause after the first conversation. Ask, *What foods or drinks are they talking about?* Elicit the answers. Walk around to make sure Ss made checkmarks under the pictures of the orange and banana for item 1 in the chart.
- Play the rest of the audio. Have Ss complete the exercise individually. Replay the audio if appropriate.
- Go over the answers as a class. Have Ss say the items they checked for each conversation.

OPTION (+3 minutes) Write on the board: *Water is good for you.* Ask, *What does it mean to say something is* good for you? (It is a good for your health.) *What other foods or drinks are good for you?* Elicit ideas.

SPEAKING | PAIR WORK

Suggested time: 10 minutes | Your time:

- Tell Ss to look at the photo. Read the example conversation aloud with a higher-level S. Play Speaker B. Hold up two fingers as you say *Twice a day*.
- Remind Ss we use *How often* to ask questions about how many times someone does something. Point out we use the verb *eat* with the vocabulary on page 114 and the verb *drink* with the vocabulary on page 115.
- Read items 1–4 aloud. Ask Ss to repeat.
- Give Ss a couple of minutes to write their own question for item 5. Tell them to use the questions in items 1–4 as models.
- Form pairs. Tell Ss to take turns asking and answering the questions with *How often*.
- If appropriate, refer Ss to Exercise B on page 82 for information about questions and answers with *How often* and time expressions. Remind them we also use time expressions with *a day* and *a week*. Also remind Ss to say, *Me?* to give themselves time to think of a personal response and to ask, *And you?* to show interest in their partner.
- Monitor as Ss complete the task. Listen for the correct pronunciation of foods and drinks.
- To review, read the questions aloud and call on Ss to answer.

CHALLENGE (+5 minutes) Have Ss ask follow-up questions to learn more about their partner. For example:

A: When do you drink coffee?

B: In the morning with breakfast and in the afternoon after lunch.

Refer Ss to Exercise C on page 56 for information about questions with *When* and *What time.*

EXTENSION (+10 minutes) Form pairs. Have Ss take turns asking each other *What* questions about foods and drinks with time expressions and frequency adverbs. For example: *What do you usually eat on Saturday night? What do you drink three times a week?* Refer them to page 82 to review time expressions and page 84 to review frequency adverbs.

Remind Ss of additional vocabulary practice in their digital resources.

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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)

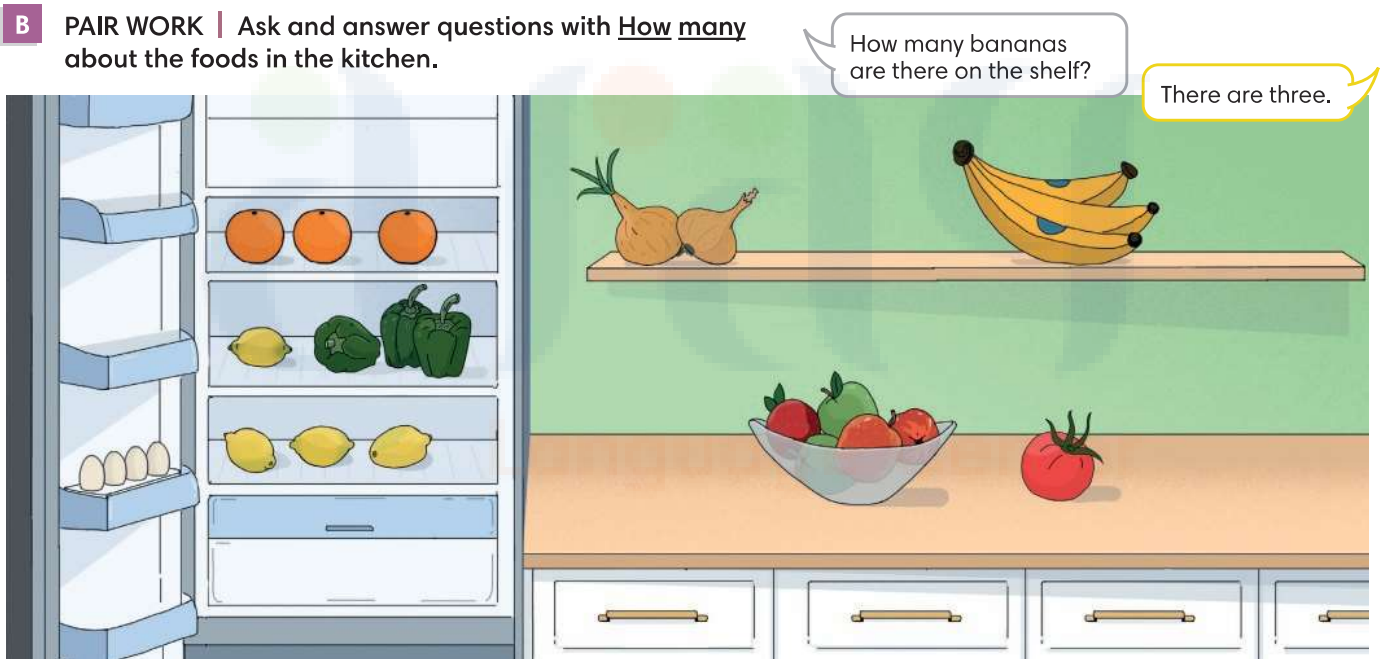


2 on the shelf



3 on the counter

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



COACH **C** 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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LESSON 1 Discuss ingredients for a recipe

A VOCABULARY

Suggested time: 2–3 minutes | Your time:

- Write *keep* on the board. Say, *To keep things in a place is to always put them in the same place.*
- Point to the photos. Say, *These are places we usually keep food in the kitchen.* Have Ss identify the foods in the photos before listening.
- Have Ss read and listen. Then have them listen again and repeat.
- Write on the board: *in the fridge / on the shelf / on the counter*. Underline the prepositions *in* and *on* in the phrases.
- Demonstrate the difference between *in* and *on*. Place an object inside a purse or backpack. Say, *[This pen] is in the [purse].* Place an object on top of a table. Say, *[This book] is on the [table].*

EXTENSION (+10 minutes) Draw two columns on the board with the headings *Keep in the fridge* and *Don't keep in the fridge*. Form groups of three. Have Ss copy the chart on a blank sheet of paper. Ask them to write the foods and drinks from pages 114 and 115 in the appropriate column. Invite volunteers to write their answers on the board.

B PAIR WORK

Suggested time: 5–7 minutes | Your time:

- Tell Ss to look at the picture. Read aloud the conversation with a higher-level S.
- Remind Ss we use *How many* to ask questions about the number of things. Point out that the answer is a number.
- Form pairs. Tell Ss to take turns asking and answering the questions with *How many* about the foods in the kitchen.
- Refer Ss to Exercise C on page 92 for information about questions with *How many* and answers with *There is* and *There are*. Remind them that we always use a plural noun with *How many* and that we cannot contract *there are*.
- Monitor as Ss complete the task. Listen for the correct pronunciation of places to keep things in a kitchen.
- To review, ask questions with *How many* and call on Ss to answer.

C GRAMMAR

Suggested time: 4–5 minutes | Your time:

- Direct Ss' attention to the photo. Read the couple's conversation aloud.
- Tell Ss to look at the grammar chart.
- Read the first rule and examples with *any* aloud. Ask, *What foods are in the questions?* (lemons, apples) *Are those words singular or plural?* (plural)
- Read aloud the second rule and the negative statement. Explain that in negative statements, *any* comes after *not* and before the plural noun.
- Provide additional examples of *any* in negative statements, such as *There aren't any apples in this store.*
- Read aloud the example *yes / no* questions and negative short answers. Point out that *there are* and *any* change places.
- Tell Ss they can also answer *Are there any* questions with *Yes, there are.* and *Do you have any* questions with *Yes, I do.* Tell Ss we don't use *any* in affirmative answers. We also can't respond to a *Do you have any* question with the short answer *No, I don't have.*

TEACHING TIP Avoid asking Ss to produce forms they have not yet been taught. For example, this grammar chart teaches how to use *any* with count nouns. Ss learn how to use *How much* and *any* with non-count nouns in the next lesson.

OPTION Have Ss read the examples again and underline phrases that express places to keep things. (in the fridge, in this store, on the shelf)

D PRONOUNCE THE GRAMMAR

Suggested time: 2–3 minutes | Your time:

- Have Ss listen to the examples in the grammar chart and repeat.
- Monitor as Ss complete the task.

E PAIR WORK

Suggested time: 5–7 minutes | Your time:

- Read the example question aloud. Elicit the answer and write it on the board. (Yes, there are.) Remind Ss that *there are* cannot be contracted.
- Demonstrate how to ask different questions about the same food. For example: *Are there two oranges?* (No, there are three.) *Are there any oranges on the shelf?* (No, there aren't.)
- Form pairs. Have Ss take turns asking and answering questions about the foods in Exercise A.
- Monitor. Listen for the correct use of any in *yes / no* questions and affirmative and negative answers.

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F GRAMMAR PRACTICE

Suggested time: 5–7 minutes | Your time:

- Do item 1 as a class. Read Speaker B's lines aloud. Ask, *What food is Speaker B talking about?* (peppers) *What is Speaker A's question?* Elicit the answer and write it on the board.
- Have Ss complete the exercise individually.
- To go over the answers, ask for volunteers to read them aloud. Correct as appropriate.
- Point out that some questions may include *on the shelf* or *in the kitchen*.

G PAIR WORK

Suggested time: 4–5 minutes | Your time:

- Form pairs. Have Ss role-play the conversations and then switch roles.
- Monitor. Make sure Ss use rising intonation for each question.
- Have volunteers perform their conversations for the class.

Communication Activator

A CONVERSATION MODEL

Suggested time: 4–5 minutes | Your time:

These conversation strategies are implicit in the model

- Say *I'll check* to indicate you'll get information for someone
- Say *Uh-oh.* to indicate that there may be a problem
- Suggest an alternative with *How about . . . ?*
- Use *Great!* to show enthusiasm for an idea

- Have Ss explore the context of the photo. Ask, *Where are these people?* (the kitchen)
- Have Ss preview the conversation before listening. Elicit examples in the conversation of places to keep things in the kitchen, and *any* in questions and negative short answers.
- Play the audio as Ss follow along in their books.
- Call Ss' attention to the **Social language** box. Read the explanation aloud. Say, *How about soup?* Have Ss repeat.
- Point to the photos in Exercise C to clarify the meaning of *soup* and *salad*.

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss listen and repeat.
- Form pairs. Monitor as Ss role-play.

C CONVERSATION PAIR WORK

Suggested time: 8 minutes | Your time:

- Write *recipe* and *ingredients* on the board. Point to the four recipes. Say, *These are recipes for breakfast, lunch, and dinner. The* ingredients *are the foods in the recipe.*
- Read the recipes aloud. Write the names of two of them on the board.
- Model the exchange with a higher-level S. Role-play the conversation with the recipes on the board. Make sure to pause after *I'll check* and mime looking in the fridge.
- Form pairs. Make sure Ss understand that they should choose two recipes to talk about in each conversation. Have them role-play the conversation and then switch roles. Monitor as Ss complete the task.
- Go over the ideas in the **Keep Talking!** box. Encourage Ss to talk about other ingredients and foods to extend their conversations. Remind them they can find more foods in the **Vocabulary Expander** on page 134.
- Point to the phrases in the **Recycle This Language** box. Say, *You can use this language in your conversation.*

OPTION To check understanding of the recipes, say the names of the dishes and elicit the ingredients. For example, say, *Black-and-white bean soup. What are the ingredients?*

D CHANGE PARTNERS

Suggested time: 5 minutes | Your time:

- Form different pairs than in Exercise C. This time, encourage Ss to talk about different recipes. Monitor.
- Time permitting, have Ss switch roles and practice again.
- Have volunteers perform their conversations for the class.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are

- ✓ using vocabulary for foods and places to keep things in a kitchen
- ✓ using *any* in questions, negative statements, and negative short answers
- ✓ using the conversation strategies

OPTION For all Communication Activator sections in this unit, use the ORAL PROGRESS ASSESSMENT CHARTS to provide feedback to Ss on their speaking (see Teacher Resources in the Pearson English Portal).

CLOSURE ACTIVITY (+10 minutes) Form pairs. Have Ss take turns asking and answering questions with *Are there any* about the recipes in Exercise C. Model the activity. Ask, *Are there any peppers in the fruit salad?* (No, there aren't.) Remind Ss to respond with short answers and use contractions when possible. Monitor. Take notes on areas for review.

Remind Ss of additional vocabulary, grammar, and speaking practice in their digital resources.

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

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

2 **A:** *Are there any onions (on the shelf)* ?
B: Yes. There are two or three onions on the shelf.

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

4 **A:** *Are there any oranges* ?
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.

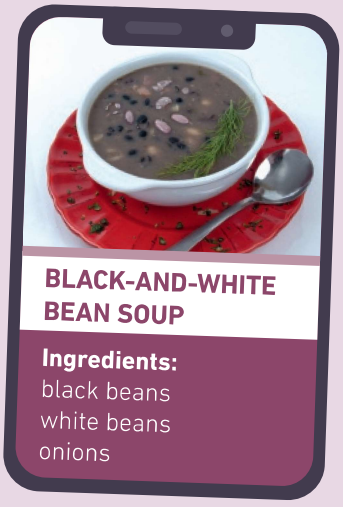
C CONVERSATION PAIR WORK | Change the conversation, using two of the recipes for ingredients. Then change roles.

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: ..... .

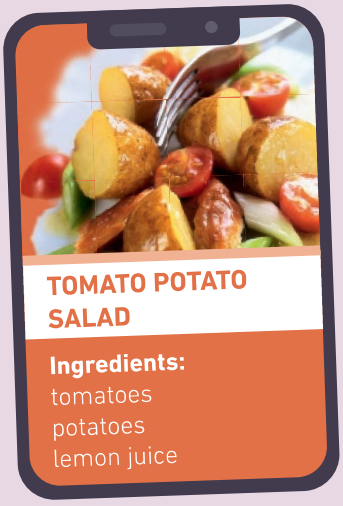
KEEP TALKING!

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.



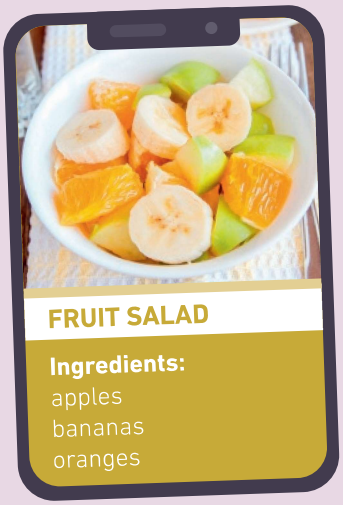
BLACK-AND-WHITE BEAN SOUP
Ingredients:
black beans
white beans
onions



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.



COACH **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."

COACH **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 *Is there any* tea in the kitchen?
2 *Is there any* sugar in the juice?
3 *Are there any* onions in the salad?
4 *Is there any* pepper for the soup?

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LESSON 2 Offer and ask for foods and drinks

A VOCABULARY

Suggested time: 2–3 minutes | Your time:

- Point to the photos. Say, *Listen to the names of more foods.*
- Have Ss read and listen, then listen again and repeat.

LANGUAGE NOTE The word *pepper* is a count noun when it refers to the vegetable and a non-count noun when it refers to the seasoning.

B GRAMMAR

Suggested time: 5 minutes | Your time:

- Tell Ss to look at the grammar chart. Read the first rule aloud. Write the examples with count nouns on the board. Read them aloud. Have Ss repeat.
- Point to *an orange*. Say, An orange *is one orange*. Orange *is a count noun.*
- Underline *an,* the *-s* in *peppers* and *lemons,* and *three*. Tell Ss we use articles, plural forms, and numbers with count nouns.
- Read the second rule and the examples with non-count nouns aloud. Have Ss repeat.
- Direct Ss' attention to the **Be careful!** box. Read the rules and the examples aloud.
- Point to Exercise A. Say, *These words usually don't have a plural form.*

C GRAMMAR PRACTICE

Suggested time: 4–5 minutes | Your time:

- Do item 1 as a class. Read the question aloud and elicit the answer. Ask, *Is* apple *a count or non-count noun?* (count) *Why do we use a count noun after* How many? (because *How many* asks about the number of things)
- Have Ss complete the exercise individually and then compare answers in pairs.
- To go over answers, ask for volunteers to read the completed sentences aloud.

D PAIR WORK

Suggested time: 5 minutes | Your time:

- Model the activity. Read the example aloud.
- Form similar-level pairs. Tell Ss to take turns talking about the foods and drinks they like, eat, and drink. Suggest they also say what they don't like, eat, or drink.
- Tell Ss to use the vocabulary from Warm-Up and Lessons 1–2 as they talk. Encourage them to use time expressions to give more information, such as *for lunch* or *in the morning.*
- Monitor as Ss complete the task. Listen for the correct use of count and non-count nouns.
- To review, invite volunteers to tell the class about the foods and drinks they like, eat, and drink.

OPTION Have Ss take turns asking each other *yes / no* questions about what they like, eat, or drink. For example: *A: Do you eat fish? B: No, I don't usually eat fish. I prefer meat.*

E GRAMMAR

Suggested time: 5 minutes | Your time:

- Have Ss look at the grammar chart. Read the rule and example questions and answers aloud. Tell Ss to underline the non-count nouns. (tea, juice, coffee)
- If appropriate, provide example answers to the *How much* questions. For example: *One cup. A glass.*
- Point out the two alternative negative short answers to questions with *Is there any.*
- Say, *Look at the* **Remember** *note.* Remind Ss that we use *How many* and *Are there any* with count nouns only. Read the questions aloud. Ask, *What's the plural count noun?* (apples)
- To check understanding of *How much* and *How many,* write these questions on the board:
  1. How many ____ are there?
  2. Are there any ____ in the fridge?
  3. How much ____ is there?
  4. Is there any ____ on the shelf?
  Have Ss complete each question with an appropriate count or non-count noun. For example: *How many peppers are there?* Call on Ss to read their questions aloud for the class. Correct as necessary.

F PRONOUNCE THE GRAMMAR

Suggested time: 2–3 minutes | Your time:

- Have Ss listen to the examples in the grammar chart and repeat.
- Monitor as Ss complete the task. Listen for the correct pronunciation of the dates.

G GRAMMAR PRACTICE

Suggested time: 4–5 minutes | Your time:

- Do item 1 as a class. Read it aloud and elicit the answer. Ask, *Why is this the correct answer?* (*Tea* is a non-count noun.)
- Have Ss complete the exercise individually and then compare answers in pairs.
- To go over answers, ask for volunteers to read the completed sentences aloud.

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H VOCABULARY

Suggested time: 2–3 minutes | Your time:

- Have Ss preview the pictures (including items 6 and 7) and underline the food and drink words. Ask, *Are these count or non-count nouns?* (non-count)
- Have Ss read and listen, then listen again and repeat.
- Write on the board: *a box of pasta*. Ask, *What is the food?* (pasta) *What is the container?* (box) Say, *We keep pasta in a box. A box is a container*. Circle *of*. Write on the board: *container* + of + *food / drink*.
- Tell Ss to circle the containers in each item. (box, bag, loaf, bottle, cup, glass, can) Ask, *Are these count or non-count nouns?* (count) *How do you know?* (They use *a*, numbers, and the plural form.)

I ACTIVATE GRAMMAR AND VOCABULARY

Suggested time: 2–3 minutes | Your time:

- Do item 1 as a class. Write it on the board. Underline *cups*. Ask, *Is* cups *a count or non-count noun?* (count) *Do we use* How much *or* How many *with count nouns?* (How many) Complete the question.
- Have Ss complete the exercise individually and compare answers in pairs.
- To review answers, write the questions on the board and have Ss complete them. Correct as necessary.
- Point out the spelling of the plural form *loaves* in item 2.

J PRONUNCIATION

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss listen and repeat.
- Model the activity. Read the example words aloud. Say, Pepper *and* lemon *are both in the /ɛ/ Group, 4*.
- Form pairs. Have Ss complete the task. After a few turns, have them switch roles.
- Monitor. Make sure Ss say words from the same vowel category in each turn.

LANGUAGE NOTE For the sounds /i/ and /eɪ/, the tongue is tense. For the sounds /ɪ/, /ɛ/, and /æ/, it is relaxed. The mouth is open wide for the sound /æ/.

Communication Activator

A CONVERSATION MODEL

Suggested time: 4 minutes | Your time:

These conversation strategies are implicit in the model

- Say *Yes, please*. to accept an offer of food
- Say *Here you go*. when you hand something to somebody
- Use *Please pass the . . .* to ask for things at the table

- Have Ss preview the conversation before listening. Elicit examples of count and non-count nouns in the conversation.
- Play the audio as Ss follow along in their books.
- Call Ss' attention to the **Social language** box. Read it aloud. Say, *Here you go*. and demonstrate handing something to a S.

TEACHING TIP If Ss ask about *the* in *the bread*, explain that it means something specific that's on the table.

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss listen and repeat.
- Form pairs. Monitor as Ss role-play. Listen for correct pronunciation of the vowel sounds /æ/ and /ɛ/.

C CONVERSATION PAIR WORK

Suggested time: 5 minutes | Your time:

- To model the exchange, role-play the conversation with a higher-level S.
- Go over the ideas in the **Keep Talking!** box and play the video. Encourage Ss to use these ideas to extend their conversations.
- Form pairs. Have Ss role-play the conversation and then switch roles. Monitor as Ss complete the task.

D CHANGE PARTNERS

Suggested time: 4 minutes | Your time:

- Form different pairs than in Exercise C. Monitor.
- Have volunteers perform their conversations for the class.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are

✓ using vocabulary for foods, drinks, and containers
✓ using count and non-count nouns
✓ pronouncing the vowel sounds /i/, /ɪ/, /eɪ/, /ɛ/, /æ/
✓ using the conversation strategies

CLOSURE ACTIVITY (+10 minutes) Form pairs. Write *breakfast* on the board. Say, *Offer and ask for breakfast foods and drinks*. Model a conversation with a higher-level S. For example: *[Norman], would you like orange juice?* After 2 minutes, tell Ss to find a new partner. Write *lunch* on the board. Repeat the activity for all three meals. Monitor. Listen for the correct use of count and non-count nouns. Take notes on areas for review in later lessons.

Remind Ss of additional vocabulary, grammar, pronunciation, and speaking practice in their digital resources.

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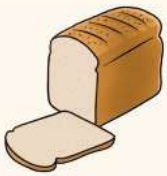
H VOCABULARY | Containers: count nouns | Read and listen. Then listen again and repeat.



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


6 a glass of water



7 two cans of soda

COACH

J 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

pepper

lemon

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.

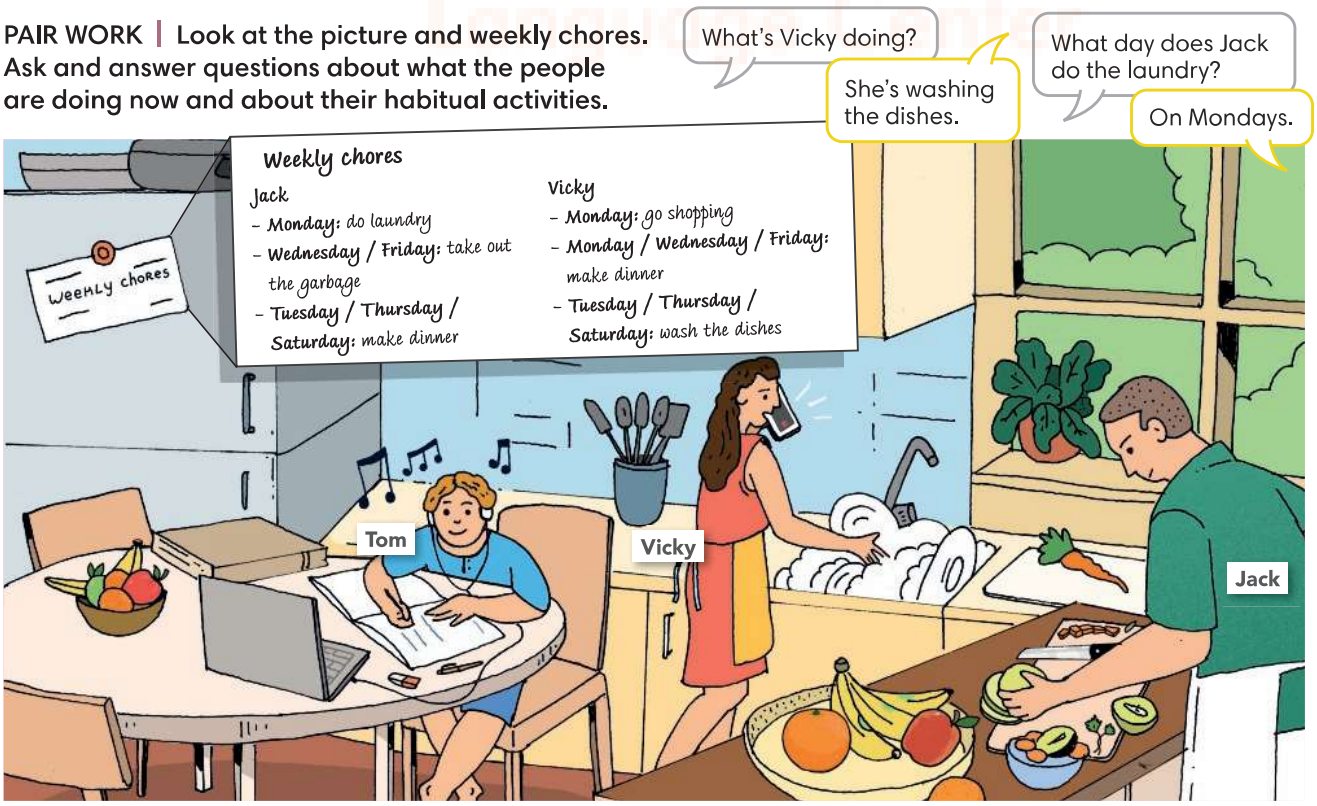
B GRAMMAR PRACTICE | Read each sentence. Then check habitual action or action in progress.

		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 *'s cooking* (cook) dinner now. He always *makes* (make) dinner on Fridays.
2 How often *does* your wife *shop* (shop) for food?
3 I *don't like* (not like) sugar in my tea.
4 We *clean* (clean) the apartment on Tuesdays.
5 My sister isn't here. She *'s driving* (drive) to work.
6 How many cans of tomatoes *do you need* (you / need) to make tomato soup?
7 Who *'s eating* (eat) in the kitchen right now?
8 Where *do* you usually *eat* (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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LESSON 3 Invite someone for a meal

A GRAMMAR

Suggested time: 4–5 minutes | Your time:

- Direct Ss' attention to the photo. Read the woman's statement aloud.
- Have Ss look at the grammar chart. Read the first rule and examples in the simple present aloud. Have Ss repeat.
- Ask, *How often does Neal make coffee?* (every morning) *How often do I eat eggs for breakfast?* (always) Say, *Habitual actions are things that you usually or always do.*
- Read the next rule and the example with *have* aloud. Have Ss repeat. Provide additional examples, such as *I like fish for dinner*.
- Read the present continuous rule and examples aloud. Have Ss repeat. Ask, *When is he making coffee?* (right now) *When am I eating dinner with my parents?* (on Sunday)
- Direct Ss' attention to the **Be careful!** note. Read the examples aloud. Remind Ss to use the appropriate time expressions for each verb form.

TEACHING TIP Avoid asking Ss to produce forms they have not yet been taught. For example, in this lesson, Ss learn that the simple present is used for habitual actions. They won't learn that it is also used for future plans until Level 1.

B GRAMMAR PRACTICE

Suggested time: 4 minutes | Your time:

- Do item 1 as a class. Read the statement aloud. Ask, *Is this a habitual action or an action in progress?* (habitual action) *Why?* (because the statement has the frequency adverb *always* and the verb is in the simple present)
- Have Ss complete the exercise individually and then compare answers in pairs.
- To go over answers, read the statements aloud and elicit the answers.

C GRAMMAR PRACTICE

Suggested time: 5–7 minutes | Your time:

- Do item 1 as a class. Write the statements with blanks on the board. Tell Ss to use the blue verbs under the blanks to complete the sentences.
- Elicit the answers and complete the sentences. Point to each answer and ask, *Why do we use* is cooking *here?* (It's an action in progress.) *Why do we use* makes *here?* (It's a habitual action.) Underline *now* and *on Fridays*.
- Have Ss complete the exercise individually. Remind them to use contractions, *be* to make verbs in the present continuous, and *do* to make information questions and negative statements in the simple present. If appropriate, refer them to page 104 for present participle spelling rules. Then have them compare answers in pairs.
- To review answers, read the sentences and elicit the answers. Write them on the board.

D PAIR WORK

Suggested time: 15 minutes | Your time:

- Tell Ss to look at the picture. Say, *This is a family. Vicky is the mother, Jack is the father, and Tom is their son.*
- Point to the list. Say, *These are the weekly chores Jack and Vicky do every week.*
- Ask, *What chores are on the list?* (do laundry, take out the garbage, make dinner, go shopping, wash the dishes)
- Point to the woman in the picture. Read the first example conversation aloud. Say, *Right now, Vicky is washing the dishes. Is this a habitual action or an action in progress?* (action in progress)
- Point to the list. Read the second example conversation aloud. Say, *Every Monday, Jack does the laundry. Is this a habitual action or an action in progress?* (habitual action)
- Point out to Ss that the question and answer in each conversation use the same verb form.
- Form similar-level pairs. Tell Ss to take turns asking and answering questions about the activities. Say, *Use the present continuous to talk about the activities in the picture. Use the simple present for the activities in the list.*
- Encourage Ss to ask both *yes / no* and information questions with *What, Who, When, What day,* and *How often,* and to use contractions when possible.
- Monitor. Make sure Ss are correctly forming questions and answers using the simple and continuous form. Model and correct as needed.

EXTENSION (+5 minutes) To recycle vocabulary, have Ss work in pairs to describe other objects they see in the picture, such as the family's clothes, foods, furniture, and appliances. For example: *Tom has two books and one computer.*

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Communication Activator

A CONVERSATION MODEL

Suggested time: 5–7 minutes | Your time:

These conversation strategies are implicit in the model

- Use *Would you like to* to make invitations
- Assure someone that everything is OK with *No worries!*
- Say *I'm sorry!* when presenting disappointing information

- Write *invitation* on the board. Say, *In this conversation, the woman makes an invitation. She invites Nora to come to her house for dinner.*
- Write on the board: *decline = say "no" / accept = say "yes."* Say, *To* decline *an invitation is to say no. To* accept *an invitation is to say yes. In the first part of the conversation, Nora declines the invitation. In the second part, she accepts it.*
- Have Ss preview the conversation before listening. Elicit examples of the simple present and the present continuous. For each, ask, *Is this a habitual action or an action in progress?*
- Play the audio as Ss follow along in their books.
- To check comprehension, ask, *What meal is she making?* (dinner) *What food is she cooking?* (chicken and rice salad) *What day does she cook this meal?* (on Wednesdays)
- Write *specialty* on the board. Say, *Chicken and rice salad is her* specialty. *She is very good at making this meal.*
- Write on the board: *I always make that on Wednesdays.* Point to *that*. Ask, *What is she talking about?* (chicken and rice salad)
- Direct Ss' attention to the **Social language** box. Read it aloud. Tell Ss to look at Speaker A's last line in the first conversation. Read it aloud. Ask Ss to repeat.

LANGUAGE AND CULTURE When making an invitation, it's common to say the time of the event as a question. For example: *Eight o'clock?* means *Is 8:00 a good time for you to come?*

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss listen and repeat. Make sure Ss say *Eight o'clock?* with rising intonation.
- Monitor as Ss complete the task.

C CONVERSATION PAIR WORK

Suggested time: 5–7 minutes | Your time:

- Point to the **Frequency adverbs** note. Read the adverbs aloud. Say, *You can use these adverbs to talk about when you make your specialty.*
- Write on the board: *Actually, I'd love to, but ____.* Ask, *What are some reasons to say no to an invitation?* Write Ss' ideas on the board. Tell them to use one of these prompts as a reason if they decline their partner's invitation.
- To model the exchange, role-play the conversation with a higher-level S. Play Speaker A. Make sure to invite the S to *breakfast* or *lunch* and talk about different foods.
- Form similar-level pairs. Have Ss role-play the conversation and then switch roles.
- Monitor as Ss talk. Make sure they are talking about a different meal and foods.
- Direct Ss' attention to the recipe cards. Ask, *Which recipe do you like? Why?* Elicit a few answers. Then go over the information in the **Keep Talking!** box. Encourage Ss to use these ideas to extend their conversations. For example, they can ask about the dish: *Are there any onions in the soup? I don't like onions.*

D CHANGE PARTNERS

Suggested time: 7–10 minutes | Your time:

- Form different pairs than in Exercise C.
- Monitor. Have Ss switch roles and practice again.
- Have volunteers perform their conversations for the class.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are

- ✓ using the simple present tense for habitual actions and the present continuous for actions in progress and future plans
- ✓ using the conversation strategies

CLOSURE ACTIVITY (+10 minutes) Have Ss write their names on a blank sheet of paper. Write three activities on the board. For example: *drink coffee, make dinner, eat pasta.* For each activity, tell Ss to write a statement in the simple present and another in the present continuous. Remind them to use time expressions and frequency adverbs to make the verb form clear. Model the activity. Write on the board: *I drink coffee twice a week. I am drinking coffee right now.* Collect Ss' papers. Read them to identify areas for review.

Remind Ss of additional grammar and speaking practice in their digital resources.

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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.**



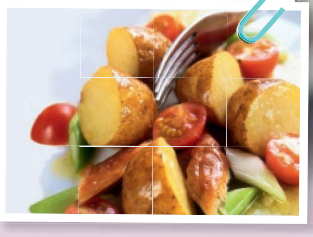
Vegetable Omelet

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? *Yes*

THIS WEEK'S RESTAURANT REVIEWS



Charlie's Blue Plate Special

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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LESSON 4 Describe the food in a restaurant

A VOCABULARY

Suggested time: 4–5 minutes | Your time:

- Have Ss preview the pictures. Ask, *Where are these people?* (in a restaurant)
- Have Ss underline the foods and drinks in each statement. Say, *Listen to these people describe their foods and drinks.*
- Have Ss read and listen. Have them listen again and repeat.
- Tell Ss to look at the **Note.** Explain that *a lot of* means a large number or amount.
- Direct Ss' attention back to the statements. Have Ss circle *a lot of* in the statements.
- Remind Ss that the intensifier *too* expresses a negative meaning.
- Write on the board: *No, thanks.* Tell Ss this is a polite way to say you don't want something. Say the expression. Have Ss repeat.
- To check understanding, ask additional questions about each picture. For example:

  Picture 1: *What is she drinking?* (coffee) *How does the coffee taste?* (very sweet) *Why?* (It has a lot of sugar.) *Does she want more sugar?* (no)

  Picture 2: *What is she eating?* (salad) *How does the salad taste?* (salty) *Why?* (It has a lot of salt.) *Does she want more salt?* (no)

  Picture 3: *What is he eating?* (soup) *How does the soup taste?* (spicy) *Why?* (It has a lot of red peppers.) *Does he want more red peppers?* (no)

OPTION Tell Ss to cover the statements and describe what they see in each picture before listening.

EXTENSION (+3 minutes) Have Ss close their books. Write this matching activity on the board:

1. Sugar is ____.	*a. salty*
2. Salt is ____.	*b. spicy*
3. Red peppers are ____.	*c. sweet*

Say, Complete the statements with the correct taste. Read the statements aloud and elicit the answers. (1. c; 2. a; 3. b)

B READING

Suggested time: 10 minutes | Your time:

- Preview the reading as a class. Read the title aloud. Write *restaurant review* on the board. Say, *In a* restaurant review, *someone writes his or her opinion about a restaurant's foods and drinks.*
- Point to the photos. Ask, *What foods do you see?* Elicit a few answers. (For example: rice, fish, pasta)
- Say, *Listen to reviews of three restaurants.* Play the audio. Have Ss read along silently as they listen.
- Clarify any new or confusing words in the reading, such as *excellent* (very good), *fast* (does not take a long time), and *menu* (a list of the foods a restaurant makes).
- Direct Ss' attention to the key for *$ cheap* and *$$$$ very expensive* at the end of the reading. Ask, *Which restaurant is cheap?* (Just Soup 'n Salad) *Are any of the restaurants very expensive?* (no)
- Tell Ss to look at the review of Charlie's Happy Fish Café. Ask, *Who is Charlie?* (the chef of this restaurant) Read the quote aloud. Ask, *What does the special "is never too large for me" mean?* (The writer likes the size of the meal.)
- Read the quote for Just Soup 'n Salad aloud. Point to the photo of the garden. Say, *This is a garden.* Tell Ss *veggies* means *vegetables.*
- Write *fresh* on the board. Say, Fresh vegetables *are vegetables from the garden.* Fresh lemon juice *is lemon juice from a lemon, not from a can or bottle.*
- Point to the photo of the pasta. Write *sauce* on the board. Say, *This pasta has sauce on it.* Sauce *adds taste to food. What kind of sauce is this?* (red pepper) *How does it taste?* (spicy)
- Write *reviewer* on the board. Say, *A reviewer is the person who writes the review.*
- Ask, *Does the reviewer like the restaurants?* (yes) *How's the food at [Charlie's Happy Fish Café]?* Elicit a few answers about each restaurant.

LANGUAGE AND CULTURE

- *Blue plate special* is a term used in the U.S. and Canada by restaurants to refer to a cheap meal that usually changes every day.
- In informal English, we often use the shortened form *'n* in place of *and* in names to mimic spoken language.
- A "go-to" place is your favorite place to go.

OPTION Before Ss listen, ask them to scan the text and complete a prereading task. First, have Ss underline foods or ingredients. Then ask them to circle adjectives, including tastes.

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C READING COMPREHENSION

Suggested time: 5 minutes | Your time:

- Do item 1 as a class. Write the statement on the board.
- Underline *vegetables* and *garden*. Ask, *Which restaurant has a vegetable garden?* Complete the sentence with the answer.
- Have Ss complete the exercise individually and then compare answers in pairs.
- To go over answers, read the statements aloud and elicit the answers.

D PAIR WORK

Suggested time: 4–5 minutes | Your time:

- Model the activity. Say, *Restaurant Delicious sounds good to me because I love pasta.*
- Form pairs. Have Ss take turns sharing their opinions about the restaurants.
- Monitor. Listen for the correct pronunciation of foods, drinks, and tastes.
- Invite volunteers to share their opinions with the class.

E LISTENING COMPREHENSION

Suggested time: 5–7 minutes | Your time:

- Have Ss preview the items. Encourage them to underline key words or phrases to listen for, such as time expressions, foods, and tastes.
- Do Conversation 1 as a class. Have Ss read items 1–3 silently. Then play the audio. Pause after *OK, no worries.* Elicit the answer for each statement.
- Play the rest of the audio. Have Ss complete the exercise individually and then compare answers in pairs.
- To go over answers, call on Ss to read the completed sentences aloud. Replay the audio as appropriate.

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Copy the chart on the board. Read the headings aloud.
- To model the activity, complete item 1 with information about your favorite restaurant. Write foods and drinks under the second heading. Use *sweet, salty,* or *spicy* to describe the foods. Write time expressions like *once a week* or *twice a month* in the last column.
- Have Ss work individually to complete their charts with information about two of their favorite restaurants. Monitor.

B PAIR WORK

Suggested time: 10 minutes | Your time:

- Model the activity. Describe your favorite restaurant with the information from your chart.
- Provide an example of how to invite someone to a restaurant. Ask, *Would you like to go to breakfast at [The Sunshine Café] tomorrow morning?*
- Read the phrases in the **Recycle This Language** box aloud. Say, *You can use this language as you discuss.*
- Form similar-level pairs. Have Ss take turns describing their restaurants and making invitations.
- Monitor. Listen for the correct use of expressions to accept or decline an invitation.
- Invite volunteers to describe their restaurants to the class. Ask for two volunteers to invite you to a restaurant.

LOOK FOR While Ss are doing Exercise B, monitor their conversations to determine if they are

✓ using vocabulary for foods, drinks, and tastes

✓ using frequency adverbs and the simple present tense

WRITING

Suggested time: 8 minutes | Your time:

- Read the writing sample aloud.
- Encourage Ss to write sentences in paragraph format on a blank sheet of paper and to start their statements with *For breakfast / lunch / dinner. . . .* Remind them to use frequency adverbs to talk about how often they eat different foods at each meal.
- After Ss finish, have them exchange papers in pairs to give peer feedback. Have Ss edit their work based on the peer feedback before turning in their papers.
- Collect Ss' writing and compile feedback. Check to make sure Ss have included ingredients in their descriptions of meals.
- Review areas for improvement as a class.

GUIDED WRITING (optional, page 138)

OPTION Ss can use the WRITING PROCESS WORKSHEETS during this activity. They offer step-by-step guides for completing the writing task (see Teacher Resources in the Pearson English Portal).

CLOSURE ACTIVITY (+15 minutes) Write on the board: *What do you never eat or drink? Why?* Form pairs. Tell Ss to take turns describing a food and drink they never eat or drink. Model the activity: say, *I never drink soda because it is too sweet for me.* Encourage Ss to ask follow-up questions about ingredients and taste. Monitor. Take notes on areas for review in later lessons.

Remind Ss of additional reading, listening, and writing practice in their digital resources.

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C READING COMPREHENSION | Complete each sentence.

1 You can eat vegetables from the restaurant's own garden at *Just Soup 'n Salad*.
2 If you don't have a lot of time and don't want an expensive dinner, go to *Just Soup 'n Salad*.
3 If you want to choose the ingredients in your salad, go to *Just Soup 'n Salad*.
4 If you don't like your food at *Charlie's Happy Fish Café*, the chef brings you another plate.
5 The spaghetti sauce at *Restaurant Delicious* is sometimes too spicy.
6 Food is very cheap at Just Soup 'n Salad on *Mondays*.
7 *Restaurant Delicious* 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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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 ___ ?
- 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.

1 Are there any onions on the counter?



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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Interactive Cool Down

1 CRAZY EIGHTS KITCHEN QUIZ

Suggested time: 25 minutes | Your time:

- Tell Ss to follow along as you read the directions aloud.
- Write the example question on the board. Read it aloud. Point to *onions*. Ask, *Is this a count or non-count noun?* (count) Remind Ss that we use *Are there any* with plural count nouns.
- Tell Ss to copy the eight question prompts in list format on a blank sheet of paper. Suggest they leave a line in between each prompt. Model the list on the board if appropriate.
- Monitor as Ss make their lists. Make sure they leave space to write their partner's answers.
- Direct Ss' attention to the picture. Say, *Look at the objects in the picture for 3 minutes*. Keep time. Monitor and make sure Ss are not writing anything down.
- After 3 minutes, say, *Close your books*. Tell Ss to complete their questions with the foods, drinks, and places in the kitchen they remember from the picture. Remind them to also use containers when appropriate. For example: *boxes of pasta, a bottle of oil.* If appropriate, refer them to Exercises B and E on page 118 to review questions with *How much, Is there any, How many,* and *Are there any*.
- Monitor as Ss complete the task. Check their questions for the correct use of count and non-count nouns.
- When Ss are ready, form similar-level pairs. Make sure their books are still closed. Read the example question aloud again. Elicit the answer. (yes)
- Have Ss take turns asking their questions. Remind them to write their partner's answers on their papers.
- After Ss complete this task, have them open their books to page 124 and check the answers. The partner with the most correct answers wins the game.

Possible answers for *Crazy Eight Kitchen Quiz:*

1. Are there any potatoes? (yes)
2. Is there any fish in the fridge? (no)
3. How many cans of soda are there? (three)
4. How much bread do we have? (one loaf)
5. Where is the carton / box of milk? (in the fridge)
6. Where are the onions? (on the counter)
7. What's on the table? (two cups of tea)
8. What's in the fridge? (six eggs, cheese, a carton of milk, meat, a bottle of orange juice)

OPTION (+5 minutes) After Ss close their books, suggest they first write down as many objects from the picture as they can remember. (For example: tea, potatoes, onions, spaghetti boxes) Have Ss compare lists in pairs or small groups, and add any items they forgot. Tell Ss to use these words and phrases to complete the eight questions.

EXTENSION (+10 minutes) If Ss finish early, they can also take turns asking and answering questions about the furniture and appliances in the kitchen. For example: *How many chairs are there? What color is the stove?*

2 ONE-MINUTE SHOPPING LIST CONTEST

Suggested time: 15 minutes | Your time:

- Write on the board: *What do these people have in the kitchen? What do they need?* Tell Ss to think about these questions as they study the quiz picture for 1 more minute.
- Keep time. After 1 minute, say, *Close your books!*
- Divide the class into two teams. Say, *Time to go shopping! Make a shopping list of items they need.* Have each team choose one team member to write the list.
- Suggest Ss sit in a circle with their team. Tell them to talk about the foods and drinks that are not in the kitchen.
- As they discuss, encourage Ss to ask each other questions with *How much, How many,* and *Is there any.* For example: *How much salt and pepper do they need?*
- Remind Ss to use an article, the plural form, or a number before the count nouns. For example: *A: How much bread do they have? B: They have one loaf of bread, but they need two.*
- Encourage Ss to write how many of each item they need in their shopping list. Monitor.
- To review, ask a volunteer from each team to read his or her shopping list aloud. Write the number of items in each list on the board. The team with the longest list wins.

OPTION Have Ss play the game in pairs. When they finish, have them play again in different pairs.

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3 CHAT

Suggested time: 20 minutes | Your time:

- Have Ss explore the context of the pictures. Ask, *Where are they? What are they doing? What is their conversation about? What day and time are they talking?* Elicit ideas.
- Read the scenes aloud with higher-level Ss. For each conversation, read with a different higher-level S. Ask the rest of the class to follow along in their books as they listen.
- Form groups of three. Ask Ss to choose roles. Tell Ss that Partner A's role is similar to Tina's, Partner B's role is similar to Jack's, and Partner C's role is similar to Dan's.
- Say, *Complete your Chat Guide with information about your own meal.*
- Give Ss time to work together to fill out their Chat Guides in their groups. Suggest they write on a blank sheet of paper if they need more room.
- Walk around as Ss work and provide help with spelling and vocabulary.
- When groups are ready, have them practice their new conversations.
- Invite groups to role-play all three scenes for the class.

OPTION Rather than reading the conversation at the top of the page as a class, Ss can read it aloud once they are in groups.

OPTION Before they fill out the Chat Guides, have Partners A and C work together to write a recipe. Tell them to give it a name and include at least 3–4 ingredients. Then have Partners A and C refer to this recipe as they complete the Chat Guides with new information.

OPTION If possible, make a copy of page 125 and cut out each Chat Guide. Then make copies of each Partner's Chat Guide and hand them out to the appropriate Ss before starting the exercise.

PROGRESS SELF-CHECK

- Have Ss complete the **Now I Can** checklist individually. Encourage them to look back at each lesson in the unit and consider the speaking objectives, vocabulary, pronunciation, grammar, and listening, reading, and writing skills.
- Have Ss compare checklists in pairs and talk about the things they need to study or practice more.
- Have Ss work individually to think about what might help them master these goals. Refer individual Ss to specific materials for more practice.

FOR MORE PRACTICE . . .

To review and extend the unit content, additional materials are available in the back of the Student's Book and online. For the online content, go to Teacher Resources in the Pearson English Portal. Instructions for each resource are included in the resource's folder.

UNIT REVIEW, pp. 156–157 The Unit Review section offers two pages of workbook-style activities to review the unit content.

PRACTI-CHANT, p. 163 Practi-Chants reinforce pronunciation, rhythm, and intonation as well as increase vocabulary retention, listening comprehension, and speaking fluency.

***CONNECT TV* (online)** Video presents language from the unit through fun and engaging situational comedy episodes.

TEST-TAKING SKILLS BOOSTER (online) Practice tests featuring *Connectivity*-leveled content expose students to item types found on high-stakes tests.

ADDITIONAL PRINTABLE RESOURCES (online) Abundant supplemental materials include extra practice worksheets, Assessments, Unit Study Guides, Audio and Video Scripts, Answer Keys, and much more.

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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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