

# 7 ARE YOU READY TO ORDER?

## PREVIEW THE UNIT

LESSON 1	Talk about food	
	<b>Vocabulary</b>	Food groups
	<b>Grammar</b>	Count / non-count nouns; <i>Some</i> and <i>any</i>
	<b>Pronunciation</b>	The vowels /i/ and /ɪ/
LESSON 2	Order in a restaurant	
	<b>Vocabulary</b>	Food and beverages
	<b>Speaking</b>	Order in a restaurant
	<b>Pronunciation</b>	Dropped syllables
LESSON 3	Ask for restaurant items	
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	<b>Grammar</b>	<i>Can</i> and <i>could</i> for requests; <i>Some</i> and <i>any</i> as indefinite pronouns
	<b>Conversation skill</b>	Use polite expressions
LESSON 4	Read a restaurant review	
	<b>Reading skill</b>	Context clues
LESSON 5	Write a restaurant review	
	<b>Writing skill</b>	Commas in a list
PUT IT TOGETHER		
	<b>Media project</b>	Video: A favorite restaurant or meal
	<b>Learning strategy</b>	Make word webs



Choose a warm-up activity from the Warm-Up Activity Bank on page xxii.

## GET STARTED

- A** • Books closed, write *Are you ready to order?* on the board. Ask, *Where do you hear this question?* (in a restaurant) *Who asks this question?* (a server)
- Books open, read the unit title again. Ask, *What type of question is this?* (a yes/no question) Ask a **higher-level S**, *Are you ready to order?* Elicit *Yes, I am*, or *No, I'm not*.
- Then tell Ss to read the Learning Goals individually. Ask, *Which topics do you feel confident about? Which topics are new for you?* If Ss have studied the topics before, reassure them that they will learn some new things.
- B** • Ask, *What do you see?* Call on volunteers and write answers on the board. (For example, a restaurant, a waitress, customers, tables, chairs, flowers)
- C** • Focus on the social media message. Ask, *Who's this?* (Pedro Campos) *What do you remember about Pedro?* (For example, He's a photographer at TSW Media. He is Ester's friend. He works in Mexico City.)
- Have a S read Pedro's post on page 65. Ask, *Who is Lily?* (the New York photographer) *Where are Pedro and Lily meeting?* (at a restaurant) *For lunch or dinner?* (lunch) *When?* (today)

# 7 ARE YOU READY TO ORDER?

## LEARNING GOALS

In this unit, you

- 🕒 talk about food
- 🕒 order in a restaurant
- 🕒 ask for restaurant items
- 🕒 read and write a restaurant review



## GET STARTED

- A** Read the unit title and learning goals.
- B** Look at the photo of a restaurant. What do you see?
- C** Now read Pedro's message. What is he doing?



**PEDRO CAMPOS**

@PedroC

I'm meeting the New York photographer Lily for lunch today. She knows a great restaurant.



# LESSON 1 TALK ABOUT FOOD



PEDRO CAMPOS

@PedroC

At Sam's Diner. I hope they have food I like!



## 1 VOCABULARY Food groups

**A** ▶ 07-01 Listen. Then listen and repeat.

### FRUIT



a banana



an apple



an orange

### MEAT



beef



pork

### VEGETABLES



a potato



an onion



a carrot



a tomato

### POULTRY



chicken



turkey

### DAIRY



cheese



milk



butter

### SEAFOOD



fish



shrimp

**B** What is your favorite:  
vegetable? \_\_\_\_\_ fruit? \_\_\_\_\_ meat / poultry / seafood? \_\_\_\_\_

**C PAIRS** Compare answers.

**A:** Oranges are my favorite fruit, but I love apples and bananas, too.

**B:** I like oranges and apples, but I don't like bananas.



## 2 GRAMMAR Count / non-count nouns; Some and any

### Count / non-count nouns

#### Count nouns

= things you can count

one tomato

two onions

five bananas

#### Non-count nouns

= things you cannot count

soup

butter

milk

**Note:** Non-count nouns take singular verbs.

*Cheese is my favorite food.*

*The beef isn't good.*

### Some and any

#### Yes/no questions

Do you have

any

some

milk?

oranges?

**Note:** We usually use *any* in yes/no questions. We can also use *some* in yes/no questions when we offer or ask for something.

#### Statements

##### Affirmative

Yes, I have **some** milk.

##### Negative

No, I don't have **any** oranges.

>> FOR PRACTICE, GO TO PAGE 119

## LESSON 1 TALK ABOUT FOOD

- Books closed, write *Food* on the board. Invite Ss to brainstorm food items and quickly write the words they say on the board. Then point to individual items on the board and poll the class, *Who likes \_\_\_\_\_? And who likes \_\_\_\_\_?* Leave the words on the board to refer to later.
- Books open, point to the Lesson title. Say, *In this lesson we will talk about food.*
- Focus on the social media message. Ask, *What do we know from Pedro's last post?* (He's meeting the New York photographer Lily for lunch.) If helpful, refer Ss to the social media message on page 65. Then turn back to page 66 and ask, *Where are Pedro and Lily having lunch?* (at Sam's Diner) *Do they have food Pedro likes?* (He doesn't know yet.)

### 1 VOCABULARY

- A** • Read the Vocabulary topic and write the food groups in a vertical list on the board: *fruit, vegetables, dairy, meat, poultry, seafood*. Ask, *Can you think of another food group?* (bread / grains) Add it to the list.
  - Have Ss preview the pictures and captions.
  - Ask Ss to listen. Then have them listen and repeat. Ask individual Ss, *Which food group do you eat the most from?*
  - B** • To review, ask, *What does favorite mean?* (the thing you like the most)
  - Have Ss fill in the blanks. Say, *Use words from 1A or your own words.* Assist Ss with spelling as needed.
  - C** • Read the example conversation with a **higher-level S**. Point out *but* in B's line. To review, ask, *What does but do in a sentence?* (connects ideas that show contrast) *What are the contrasting ideas in B's comment?* (B likes oranges and apples; B doesn't like bananas.)
  - Encourage Ss to use *but* to contrast their preferences with their partner's.
- ... **OPTION** Match the words on the board from the brainstorm with the food groups. If there are junk food items on the board, introduce *sweets / junk food* as another food group.

### 2 GRAMMAR

- Write *banana* on the board. Ask, *Can you count bananas?* (yes) On the board, draw three *bananas* and count them. Say, *Banana is a count noun. There are three bananas. You can count them.*
- Then write *milk* on the board. Ask, *Can you count milk?* (no) Draw a glass of milk on the board and ask, *Can you count the milk in the glass?* (no) Say, *Milk is a non-count noun. There is some milk. You can't count it.*
- Focus on the *Count / non-count nouns* section of the grammar chart. Point to and read the column headings and examples. Then say, *Look at the pictures in 1A. Which items can you count?* (a banana, an apple, an orange, a potato, an onion, a carrot, a tomato) *Which items can you not count?* (cheese, milk, butter, beef, pork, chicken, turkey, fish, shrimp) Say, *Look at these words again. What is different about the count and the non-count nouns?* (The count nouns have the article *a / an*.)
- +** **EXTENSION** Point out that it is possible to use a quantity expression to make non-count nouns countable. For example, *a cup of (soup), a glass of (milk), a piece of (cheese), or a pound of (butter).*
- Next, write *some / any* on the board. Say, *We use these words when the speaker doesn't want to specify the exact amount of something and with non-count nouns.* Write *We have some apples* and *We have three apples* on the board. Point out that for count nouns the plural form is always used with *some* or *any*. Explain that with non-count nouns, there is no plural form. Write examples on the board: *I'd like some cheese. We don't need any cheese.*
- Focus on the *Some* and *any* section of the grammar chart. Read each *yes/no* question and answer statement and have Ss repeat. To summarize, write on the board: *In affirmative statements, use some. In negative statements, use any. In questions, some or any is possible.* Read this rule aloud.
- Read the Note at the bottom of the grammar chart. Ask, *Do we usually use some or any in questions?* (any) Then write on the board: *Do you want some ice cream? Do you want any ice cream?* Say, *Here both forms are correct since the speaker is offering something.*
- In pairs, have Ss ask and answer *yes/no* questions using *some / any* and vocabulary from 1A. Write on the board: *Do we have \_\_\_\_\_? Do we need \_\_\_\_\_? Do you want \_\_\_\_\_?* (For example, A: *Do we have any cheese?* B: *Yes, there's some cheese in the refrigerator.* A: *Do we need any milk?* B: *No, we don't need any milk.* A: *Do you want some fish?* B: *No, I don't like fish.*)
- Read the Note on the right aloud. Have Ss repeat the example sentences. Then say, *Look at the non-count nouns in 1A and make up sentences. Remember that these words take singular verbs.* (For example, *The pork is delicious. There is butter in the fridge. The fish smells bad.*)

### 3 PRONUNCIATION

- A** • Read *The vowels /i/ and /ɪ/* aloud. Write *meat* and *fish* on the board. Stretch your mouth into a smile as you pronounce *meat*. Contrast with a neutral face to pronounce *fish*. Have Ss repeat and practice the mouth positions.
- Give Ss a minute to preview the two lists of words. Have Ss look at the different spellings that can make the /i/ sound.
  - Have Ss listen. Then have them listen and repeat.
- B** • Have Ss listen and circle the word they hear.
- Have Ss listen again and repeat.
  - Then have Ss practice saying the pairs of words with a partner.
- C** • Model the conversation with a volunteer. Read role A and fill in the blanks with one of the foods from 3A.
- Have Ss practice the conversation in pairs. Circulate and listen for the correct pronunciation of /i/ and /ɪ/. Tell Ss to swap roles and practice both parts.

### 4 CONVERSATION

- A** • Have Ss look at the video still. Ask, *Who are they?* (Pedro and a server) *Who is Pedro meeting at the restaurant?* (Lily, the New York photographer) If helpful, have Ss turn back to page 65 and reread Pedro's social media message.
- Have Ss listen or watch. If appropriate, play the audio or video again.
  - Have Ss complete the exercise individually.
  - Go over the answers as a class.
- B** • Ask Ss to preview the conversation and predict ways the gaps might be filled.
- Then have them listen and fill in the blanks with the words they hear.
  - Call on two Ss to read the completed conversation. Go over any questions.
  - Focus on the content of the conversation. Ask, *What is the problem with the tomato soup?* (It has milk. Pedro doesn't eat dairy.) *What is the problem with the chicken soup?* (Pedro doesn't eat meat.) *What is the problem with the vegetable soup?* (It has onions. Pedro doesn't eat onions.)
- C** • Play the audio and have Ss repeat chorally, line by line.
- Have Ss scan the conversation for words with the /i/ and /ɪ/ sounds (/i/: meat, eat; /ɪ/: in, it, milk, chicken)
  - Have Ss listen and repeat again.
  - Then in pairs, have Ss practice the conversation. Circulate and listen for correct pronunciation of the vowels /i/ and /ɪ/. Time permitting, have Ss swap roles and practice again.
- D** • Ask a volunteer to read the highlighted words. Say, *You can use these words in place of same-color words in the conversation, or you can use your own words.*
- Then, in pairs, have Ss make their own conversations. Time permitting, have Ss swap roles and practice again.

### 5 TRY IT YOURSELF

- A** • Read the example conversation with a volunteer.
- Have pairs talk and plan their dish. Provide prompts on the board:  
*Let's make ...*  
*We need some ...*  
*We don't need any ...*  
*Do we need any ... ?*
- B** • Read the example answer. Write on the board: *Our dish is called ...* Tell pairs, *Give your dish a name.*
- Call on pairs to describe their dish to the class. Write the prompt *It has...* on the board. Have each pair write the name of their dish on the board when they present. Have the class vote on the most interesting dish.

- +** **EXTENSION** Ask a S to read Pedro's social media message at the beginning of the lesson. Ask, *What are some possible responses to Pedro's post?* (For example, I'm sure they do! Sam's Diner is great!) Ask, *Do they have food that Pedro likes at Sam's Diner?* (Not really. He doesn't eat meat, and there are a lot of meat dishes.)



**LOOK FOR** While Ss are completing the Try It Yourself activity, walk around the class and listen to Ss' conversations. Listen to determine if Ss are correctly

- ✓ using vocabulary to talk about food
- ✓ using count and non-count nouns
- ✓ using *some* and *any*
- ✓ pronouncing the vowels /i/ and /ɪ/



**EXIT TICKET** Write on the board: *I'm at the supermarket, but I forgot my list. Do we have any potatoes? Milk? Do we need anything else? Say, This is a text from your roommate. Write a response. Answer the questions. Say what you have or don't have at home and what you need from the supermarket. Use some and any. Have Ss write their names and answers on a blank card or piece of paper. Collect and read Ss' answers to identify areas for review in later lessons and to identify individual Ss who may need additional practice.*



### 3 PRONUNCIATION

- A** ▶07-03 Listen. Notice the different vowel sounds.

Then listen and repeat.

/i/ cheese meat beef turkey

/ɪ/ chicken fish shrimp a little bit

- B** ▶07-04 Look at each pair of words. Listen and circle the word you hear. Then listen and repeat.

1. eat/ it

4. seat/ sit

2. he's/ his

5. these/ this

3. leave/ live

- C** PAIRS Practice the conversation. Use the foods in 3A.

A: Does the dish have \_\_\_ in it?

B: A little bit.

A: Oh. I don't eat \_\_\_.

#### The vowels /i/ and /ɪ/

Notice the different vowel sounds in *meat* /i/ and *fish* /ɪ/. The sound /i/ (*meat*) usually has a spelling with e. The sound /ɪ/ (*fish*) usually has a spelling with i.

### 4 CONVERSATION



- A** ▶07-05 Listen or watch. Check (✓) all correct answers.

Pedro doesn't eat \_\_\_.

☒ beef

☐ carrots

☒ pork

☒ milk

☒ chicken

☒ cheese

☐ apples

☒ onions



- B** ▶07-06 Listen or watch. Complete the conversation.



Pedro: Does the tomato soup have any dairy in it?

Server: Yes, it does. There's milk in it. We have chicken soup.

Pedro: Oh ... I don't eat meat.

Server: Oh. Well, how about some vegetable soup?

Pedro: Does it have any onions in it?

Server: Yes, it does.



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

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

carrot beef tomatoes

### 5 TRY IT YOURSELF

- A** MAKE IT PERSONAL Plan an interesting dish. Use words in 1A.

Give it a name. What do you need to make the dish?

A: Let's make a chicken dish.

B: OK. We need chicken, an onion ...

- B** CLASS Report to the class. Then vote on the most interesting dish.

Our dish is called "Grandma's Chicken." It has onions, a tomato, ...





# LESSON 2

## ORDER IN A RESTAURANT



PEDRO CAMPOS

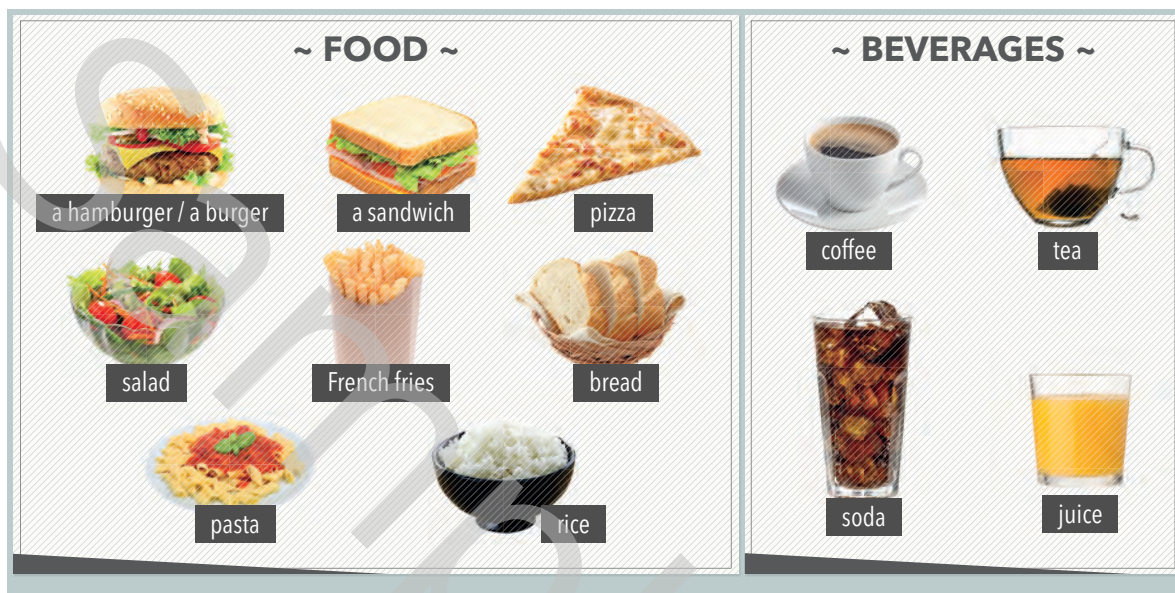
@PedroC

Time to order. The servers here are very nice.



### 1 VOCABULARY Food and beverages

**A** ▶07-08 Listen. Then listen and repeat.



**B** ▶07-09 Listen to the descriptions. Write the food or beverage from 1A.

- |                        |                    |                 |                 |
|------------------------|--------------------|-----------------|-----------------|
| 1. <u>pizza</u>        | 3. <u>sandwich</u> | 5. <u>rice</u>  | 7. <u>salad</u> |
| 2. <u>French fries</u> | 4. <u>tea</u>      | 6. <u>juice</u> | 8. <u>pasta</u> |

**C PAIRS** Find one food you both eat a lot of. Find one beverage you both drink a lot of.

A: I drink a lot of coffee.



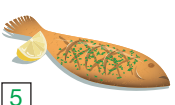



B: Me, too!

### 2 SPEAKING

**A** ▶07-10 Notice how we order in a restaurant. Listen. Then listen and repeat.

Can I take your order?	I'll have the chicken sandwich.	<i>I'd like = I would like</i> <i>I'll have = I will have</i> Use <i>the</i> to talk about items on the menu: <i>I'll have the small salad.</i>
Anything to drink?	Yes, I'd like some coffee, please.	

**B** ▶07-11 Listen. Match the picture with the conversation. Write the number in the correct box.

					
6	2	5	4	1	3
I'd like	I'll have	I'll have	I'd like	I'll have	I'd like

**C** ▶07-11 Listen again. Write *I'd like* or *I'll have* in the correct box in 2B.

## LESSON 2 ORDER IN A RESTAURANT

- Books closed, write *restaurant* on the board. Ask, *Do you eat in restaurants often?*
- Books open, read the Lesson title. Ask, *What does order mean?* (to ask a server to bring you specific food or drinks)

- Call on a volunteer to read the social media message. Ask, *What is a server?* (the person who brings your food in a restaurant) *What is another word for server?* (waiter / waitress) *How are the servers at Sam's Diner like?* (They are nice.)

### 1 VOCABULARY

- A** • Have Ss preview the food and beverage items. On the board, write the Vocabulary topic: *Food and beverages*. Ask, *What is another word for beverages?* (drinks)
- Ask Ss to listen. Then have them listen and repeat.
  - Ask, *Which of the food items and beverages are count nouns?* (a hamburger, a sandwich, French fries) *Which are non-count nouns?* (the rest of the vocabulary items)

**+** **EXTENSION** Say, *Pizza and salad are non-count when referring to a type of food. (For example, I like pizza. I eat a lot of salad.) However, they can be count nouns when talking about an entire round pizza or a portion of salad. (For example, Let's order two pizzas for dinner. I buy a salad for lunch every day.)* Point out that beverages can also become countable by adding *a / an* before them. (For example, *Two coffees and a tea, please. The kids' meal comes with a juice. Do you want a soda with the burger?*)

- B** • Play the audio and pause after the first item. Have a S read the example answer. Say, *For each item, the answer will be a food or beverage from 1A.*

- Have Ss listen and write the food or beverage. Then let them listen again to check their answers.
- Go over any questions. Play the audio again if appropriate.

**+** **EXTENSION** Ask, *Which items from 1A were not in 1B?* (a hamburger, bread, coffee, soda) Have pairs write their own description for one of these items. Then have pairs read their description for the class to guess. For example,  
Pair: It's a hot or cold drink. People drink it in the morning to wake up.  
Class: Is it coffee?

- C** • Say, *Look at the food and beverages in 1A. Check the items that you eat or drink a lot of.*
- Read the example conversation with a volunteer. Read part B and model the intonation of *Me, too!* Have the volunteer read A's line again and model a negative response. Say, *Oh, not me* or *Oh, I don't*. Write these responses on the board.
  - Say, *Student A, say items you eat a lot of. Student B, respond Me, too or Oh, I don't until you find one food you both eat a lot of. Repeat with beverages.*

### 2 SPEAKING

- A** • Give Ss a few minutes to preview the exchange in speech balloons. Read the blue speech balloons aloud and ask, *Who says this?* (a server) Say, *Anything to drink?* is short for *Would you like anything to drink?* Read the green speech balloons aloud and ask, *Who says this?* (a customer in a restaurant)
- Focus on the chart on the right. Read each contraction and full form and have Ss repeat. Say, *These two expressions for ordering in a restaurant are interchangeable. They mean the same thing.*
  - Next, read the explanation about using *the*. Say, *Look at the conversation. Find the*. Read the first green speech balloon aloud. Ask, *What item is the customer ordering from the menu?* (the chicken sandwich) Read the second green speech balloon aloud. Point out that for beverages, you don't usually use *the*.
  - Have Ss listen. Then have them listen and repeat.
- B** • Call on volunteers to identify the food items in the exercise. (juice, a hamburger, fish, salad, chicken, pasta)

- Say, *In 2B, only match the conversation to the picture. Don't write I'd like or I'll have. You will do this in 2C.*
  - Play the audio, pausing after the first conversation. Ask, *What is the person ordering?* (the chicken) Point to the example answer.
  - Have Ss listen to the remaining conversations and write the numbers in the correct boxes. If appropriate, have them listen again.
  - Ask Ss to compare answers in pairs.
- C** • Have Ss listen again and write *I'd like* and *I'll have*. Replay the audio if appropriate.
- Go over the answers as a class.
  - Remind Ss that even though they listened for a specific way to order, either way, *I'd like* or *I'll have*, is correct.

**...** **OPTION** Have pairs use the completed chart in 2B to practice ordering. To model, point to the first picture and say, *I'd like some apple juice*. Point to the second picture and elicit, *I'll have the burger / hamburger*. Then have pairs continue.



### 3 PRONUNCIATION

- A** • Write *syllable* on the board. Say, *A syllable is a part of a word that has one vowel sound. Say, tea-cher and clap two syllables. Then clap for each syllable in Ss' names, for example, Ma-ri-a; To-ny; Jack.*
- Read *Dropped syllables*. Have Ss look at the three words in 3A. Ask, *Which vowels are not pronounced? (o in favorite; e in vegetable; au in restaurant)*
  - Ask Ss to listen. Then ask them to listen and repeat.
  - Then bring the class together and have Ss clap for each syllable: *fa-verite* (2); *vege-ta-ble* (3); *res-taurant* (2).
- B** • Give Ss a few minutes to preview the words.
- Then have Ss listen and cross out the vowel they don't hear in each word.
  - Have Ss listen again and repeat. Write the words on the board and invite volunteers to cross out the vowel that is not pronounced in each word.
- C** • To model, say *fa-verite*. Ask, *How many syllables do you hear?* (two) Say the word again and clap two syllables.
- In pairs, have Ss take turns pronouncing words and counting syllables. Encourage Ss to clap to help them count syllables.

### 4 CONVERSATION

- A** • Have Ss look at the video still. Say, *This is Lily. She's at Sam's Diner. What do we know about the restaurant from the last lesson?* (It doesn't have a lot of food that Pedro likes.)
- Tell Ss to read the headings above the check boxes. Write a *side* on the board. Elicit or explain that a *side* is a small portion of food that you can order to add to the main dish. Call on a volunteer to read the list of sides. Then call on two volunteers to read the list of main dishes and the list of beverages.
  - Have Ss listen or watch.
  - Then have them complete the exercise individually. Say, *Listen carefully. Lily names food from the menu that she does not order.*
  - Go over the answers as a class. Replay the audio if appropriate.
- B** • Ask Ss to preview the conversation and predict ways the gaps might be filled.
- Then have them listen and fill in the gaps with the words they hear.
  - Call on two Ss to read the completed conversation. Go over any questions.
- C** • Play the audio and have Ss repeat chorally, line by line.
- Point out that Pedro and Lily use *I'd like* and *I'll have* to order and *the* to talk about food items on the menu.
  - Have Ss listen and repeat again.
  - Then, in groups of three, have Ss practice the conversation. Time permitting, have Ss swap roles and practice again.
- D** • Ask a volunteer to read the highlighted words. Say, *You can use these words in place of same-color words in the conversation, or you can use your own words.*
- Then, in groups of three, have Ss make their own conversations. Time permitting, have Ss swap roles and practice again.

### 5 TRY IT YOURSELF

- Read the directions. Focus on the pronunciation of *restaurant*. Then write **A**: *Are you ready to order?* on the board. Say, *Student A, start with this line. Have paper and a pencil ready to write Student B's order.*
- Have pairs role play. Circulate and listen. Remind servers to read the order back to the customer. Have Ss swap roles and practice both parts.

... **OPTION** Bring the class together and have servers report their partner's order. (For example, *My customer Anna wants...*)

+ **EXTENSION** Ask a S to read Pedro's social media message at the beginning of the lesson. Ask, *Is Lily and Pedro's server nice?* (Yes, he is.) *What are some possible responses to Pedro's post?* Invite Ss to write responses on the board. (For example, *Enjoy your meal!* 🍴)



**LOOK FOR** While Ss are completing the Try It Yourself activity, walk around the class and listen to Ss' conversations. Listen to determine if Ss are correctly

- ✓ using vocabulary for food and beverages
- ✓ using *I'll have* and *I'd like* to order
- ✓ using *the* to talk about menu items
- ✓ pronouncing words with dropped syllables



**EXIT TICKET** Say, *I am a waiter, and you all are a large group of guests at a restaurant. I will come around and take your order. Order items from 1A on page 68 or 4A on page 69. Use I'd like or I'll have. Follow up with questions like Do you want French fries or potatoes with that?* Note which Ss speak with ease and which ones are less sure of themselves.



### 3 PRONUNCIATION

**A** ▶07-12 Listen. Notice the dropped syllable.

Then listen and repeat.

favorite vegetable restaurant

**B** ▶07-13 Listen. Draw a line (/) through the vowel letter that is not pronounced. Then listen and repeat.

1. chocolate 2. every 3. different 4. family 5. business

**C** **PAIRS** Student A, say a word from 3A or 3B. Student B, say how many syllables you hear.

#### Dropped syllables

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

### 4 CONVERSATION



**A** ▶07-14 Listen or watch. Check (✓) all of the items that Lily orders.

#### Main dishes

- ☒ hamburger
- ☐ chicken sandwich
- ☐ fried fish
- ☐ pizza
- ☐ garden salad

#### Sides

- ☒ French fries
- ☐ fruit salad
- ☒ tomato soup
- ☐ baked potato
- ☐ cooked carrots

#### Beverages

- ☐ coffee
- ☐ hot tea
- ☒ iced tea
- ☐ soda
- ☐ juice



**B** ▶07-15 Listen or watch. Complete the conversation.



Server: Are you ready to order?

Pedro: Yes, I am. I'd like the garden salad, please.

Server: And would you like something to drink?

Pedro: I'll have some tea.

Server: Thank you. And for you?

Lily: I'd like the hamburger.



**C** ▶07-15 Listen and repeat. Then practice with two partners.

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

pizza coffee chicken sandwich

### 5 TRY IT YOURSELF

**ROLE PLAY** Imagine that you are in a restaurant. Student A, you are the server. Student B, you are the customer. Order food from 4A. Student A, write the order. Read it back to check that it is correct.



# LESSON 3

## ASK FOR RESTAURANT ITEMS



PEDRO CAMPOS

@PedroC

Lily's right. The food here is good!



### 1 VOCABULARY Restaurant items

**A** ▶ 07-17 Listen. Then listen and repeat.



**B** Write words that the sentences describe. Use words from 1A.

1. You put these on meat. salt and pepper
2. You put this in coffee. sugar
3. You put this on French fries. ketchup
4. You put this in soda. ice
5. You use this to order food. a menu
6. You get this at the end of a meal. a check
7. You leave this for the server. a tip
8. You put this on your lap. a napkin

**C GROUPS** One person acts out using a word from 1A. The first person to guess correctly chooses a different word to act out.



### 2 GRAMMAR Can and could for requests; Some and any as indefinite pronouns

#### Can and could for requests

Can / Could	Subject	Verb		Answers
Can Could	you	bring	some water, please?	Yes, of course.
	I	see	the menu?	Sure.
	we	have	the check?	No problem.

Note: *Could* is more polite than *can*.

#### Some and any as indefinite pronouns

There's cake. Do you want **some**?

I'd like pasta, but they don't have **any**.

Note: Use *some* and *any* without a noun when it is clear what we are talking about.

>> FOR PRACTICE, GO TO PAGE 120



## LESSON 3 ASK FOR RESTAURANT ITEMS

- Books closed, say, *Can I have a piece of paper? Can I use your pen? Could I see your dictionary?* Then ask, *What am I doing?* (asking for things)
- Books open, read the lesson title aloud
- Focus on the social media message. Review, *Pedro and Lily are at Sam's Diner. It's a restaurant that Lily likes.*

What problem does Pedro have at first (in Lesson 1)? (He doesn't eat a lot of the food on the menu.) Does he find something on the menu he can eat (in Lesson 2)? (Yes, a salad.) Then ask a S to read the social media message. Ask, *So, do you think (in Lesson 3) that Pedro will like the salad he ordered?* (yes)

### 1 VOCABULARY

- A** • Have Ss preview the pictures and captions.  
• Have Ss listen and repeat.

... **OPTION** Ask, *Which restaurant items are count nouns?* (a menu, a napkin, a check, a tip) As needed, hint to Ss that words with the article *a / an* are count. Then ask, *Which restaurant items are non-count?* Write them on the board: *ice, sugar, salt, pepper, ketchup.* Then, to help Ss understand the concept of non-count nouns, circle the first three and ask, *Can you count tiny grains of salt, pepper, and sugar?* (no) Underline *ketchup* and say, *Ketchup is a liquid. Can you count a liquid?* (no) Finally ask, *Can you count ice?* If Ss respond affirmatively, explain, *You can count cubes of ice, but you don't say: I'd like five ices in my soda.*

- B** • Have Ss preview the exercise items. Elicit the meaning of *lap* in item 8 (the upper part of a person's legs when sitting).

- Call on a volunteer to read item 1 and the example answer. Ask, *Is there anything else you can put on meat?* (ketchup) Tell Ss that more than one answer may be possible.
- Tell Ss to complete the exercise individually. Then have them compare answers in pairs.
- C** • Sit at your desk and pretend to look at a menu. Act out opening the menu and pointing to items. Then say, *Guess the restaurant item from 1A. (a menu)*
- Then have groups continue acting out using the restaurant items. Remind Ss that the person who guesses correctly takes the next turn acting out a word.
- **For higher-level Ss**, say, *Keep your books closed while guessing.*
- Tell Ss they can act out words that another S already used, as long as they present them differently.

### 2 GRAMMAR

- Ask a S, *Can I use your phone?* Elicit an answer. (For example, Yes. Sure.) Write the question and the answer on the board. Point to the question and say, *This is a request. I am asking for something. I am asking to use a phone. What word does the request start with?* (Can)
- Focus on the first section of the grammar chart. Read the heading, *Can and could for requests.* Ask, *What other word can requests start with?* (Could)
- Write on the board: *Can / Could + subject + verb.* Focus on the question format in the chart. Read each request, first with *Can*, then with *Could*, and have Ss repeat.
- Focus on the *Answers* section of the grammar chart. Read the three answers and have Ss repeat. Say, *These are different ways of saying yes.* In pairs, have Ss take turns asking and answering questions from the chart. Then ask several Ss, *Can I use your phone?* and elicit answers from the chart.
- Read the Note aloud. Point out that saying *please* at the end of a request makes it even more polite. Read the first sentence with *Can* and emphasize *please*. Then read the sentence again with *Could* and

emphasize *please*. Point out that when writing *please* at the end of a request, it's necessary to put a comma before *please*.

... **OPTION** In pairs, have Ss take turns making simple requests with *Can / Could*. Say, *Use affirmative answers from the grammar chart, or say no politely.* Brainstorm negative answers as a class. (For example, Sorry, I can't. No, maybe later.)

- Review *some* and *any* as taught in Exercise 2 on page 66. Say, *Remember that you use some with affirmative statements and any with negative statements.* Write on the board:  
*I'd like some cake.*  
*There isn't any pasta.*  
Say, *It is also possible to use some and any as indefinite pronouns.* Read the Note at the bottom of the chart. Then read the first example in the bottom section of the chart. Ask, *Is it clear what some refers to?* (yes, cake) Read the second example and ask, *Is it clear what any refers to?* (yes, pasta)

### 3 CONVERSATION

- A**
- Have Ss look at the video still. Ask, *Are Pedro and Lily still at the restaurant?* (Yes, they are.) Point to the lesson title on page 70 and ask, *What do you think Pedro is doing?* (maybe asking for a restaurant item)
  - Have Ss preview the items. To review requests with *can* and *could*, invite volunteers to ask for the items in the answer choices. (For example, *Could I have water with no ice, please?*)
  - Then have Ss **listen** or watch and check the items Pedro and Lily actually ask for.
  - Go over the answers as a class. Replay the audio if appropriate.
  - Ask, *Why does Lily say she feels bad for the server?* (because they ask her for many things) *Do you agree with Pedro when he says, We need to leave a big tip?*
- B**
- Read the Conversation Skill aloud. Play the conversation in 3A again. Have Ss listen and raise their hands when they hear a polite expression. If appropriate, hint to Ss that there are four instances.
  - Ask Ss to preview the conversation in 3B and predict ways the gaps might be filled.
- C**
- Then have them listen and fill in the gaps with the words they hear.
  - Point out *some* in line 5. Ask, *What is some referring to?* (*ketchup* in the previous sentence) Say, *Find an example of some + noun.* (*some pepper* in line 2)
  - Call on two Ss to read the completed conversation. Go over any questions.
- D**
- Play the audio and have Ss repeat chorally, line by line.
  - Ask, *What are the server's responses to Pedro's requests?* (Yes, of course. Sure.)
  - Write *Anything else?* on the board. Explain, *It's short for Would you like anything else?*
  - Have Ss listen and repeat again.
  - Then, in pairs, have Ss practice the conversation. Time permitting, have Ss swap roles and practice again.
- D**
- Ask a volunteer to read the highlighted words. Say, *You can use these words in place of same-color words in the conversation, or you can use your own words.*
  - Then, in pairs, have Ss make their own conversations. Time permitting, have Ss swap roles and practice again.

### 4 TRY IT YOURSELF

- A**
- Read the directions aloud. Ask, *How is this situation funny?* (There's nothing on the table. The customers need to ask for everything.) Say, *Remember to be kind to the server. Use polite expressions.*
  - Divide the class into groups of three. Have them choose roles and plan their lines. Encourage them to be lively in their actions and interactions as they practice their skit. **For lower-level Ss**, write the following lines on the board to start them off: *Excuse me. Can I have...? Could we get...? Can you bring...?*
- B**
- Have each group present their skit to the class. Then have Ss vote on which skit they think is the funniest.

**+** **EXTENSION** Ask a S to read Pedro's social media message at the beginning of the lesson. Ask the class, *What are some possible responses to Pedro's post?* (For example, *Enjoy.* 🍷 Where is Sam's Diner? Can you tell me the address?)



**LOOK FOR** While Ss are completing the Try It Yourself activity, walk around the class and listen to Ss' conversations. Listen to determine if Ss are correctly

- ✓ using vocabulary for restaurant items
- ✓ making requests with *can* and *could*
- ✓ using *some* and *any* as indefinite pronouns
- ✓ using polite expressions



**EXIT TICKET** Say, *I am a waiter, and you are guests in a restaurant. Think of something you need at your table. Call me over and make a request.* Note which Ss speak with ease and which ones are less sure of themselves.

### 3 CONVERSATION



**A** ▶07-19 Listen or watch. Check (✓) all correct answers.

1. What does Pedro ask for?

- ☒ water with no ice
- ☐ a burger
- ☐ a salad
- ☒ some pepper
- ☒ the check

2. What does Lily ask for?

- ☐ water with ice
- ☒ a napkin
- ☒ ketchup
- ☐ salt
- ☒ a spoon



**B** ▶07-20 Read the Conversation Skill.

Listen or watch. Complete the conversation.

Pedro: Excuse me. Could I have  
some pepper, please?

Server: Yes, of course.

Pedro: Also, there's no ketchup.  
Can you bring some, too?

Server: Sure. Anything else?

Pedro: No, I think that's it. Thanks.

#### CONVERSATION SKILL

Use polite expressions

When you ask for something, say *Please* and then *Thank you*.

Listen or watch the conversation in 3A. Raise your hand when you hear someone use polite expressions.

**C** ▶07-21 Listen and repeat. Then practice with a partner.

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

salt sugar

### 4 TRY IT YOURSELF

**A** **ROLE PLAY** Prepare a funny skit.  
Student A, you are a new server.  
Students B and C, you are customers.  
There's nothing on the table.  
Customers, ask politely for the things you need.

**B** **CLASS** Present your skit to the class.



■ I CAN ASK FOR RESTAURANT ITEMS.



# LESSON 4

## READ A RESTAURANT REVIEW



PEDRO CAMPOS

@PedroC

Read my review of Sam's Diner—great food and service.

### 1 BEFORE YOU READ

What kind of restaurant do you like?

What's your favorite lunch?

### 2 READ

**A** 07-22 Listen. Read the review. How does Pedro feel about Sam's Diner? *Possible answer: Pedro likes Sam's Diner.*

**Sam's Diner**  
restaurant website

map view

nearby

save

**Pedro Campos** checks in to Sam's Diner

★★★★★ May 12 at 12:30 P.M.

This is a great place to eat. It's in a convenient location on a quiet street and close to the office.

They have a huge menu. There are many kinds of sandwiches, soups, salads, and pastas. They also have about twenty different kinds of pizza. The pizzas come with lots of toppings like onions, chicken, and olives. My favorite is pizza with salad on top! The service is excellent. The servers are really friendly.

**B** Read the Reading Skill. Match the words with the meanings.

- |                        |                                     |
|------------------------|-------------------------------------|
| <u>c</u> 1. convenient | a. a place                          |
| <u>a</u> 2. location   | b. the help people give             |
| <u>d</u> 3. huge       | c. near or easy to get to           |
| <u>e</u> 4. topping    | d. very large                       |
| <u>b</u> 5. service    | e. something you put on top of food |

#### READING SKILL Context clues

To guess the meaning of an unfamiliar word, look at other words in the text around it.

**C** Read the review again. Choose the best answer.

- Sam's Diner is \_\_\_\_\_.
  - far from the office
  - ☒ near the office
  - next to a park
- Pedro likes a \_\_\_\_ place to eat.
  - noisy
  - ☒ quiet
  - interesting
- Pedro's favorite pizza has \_\_\_\_ on it.
  - olives
  - onions
  - ☒ salad
- The service at Sam's Diner is \_\_\_\_\_.
  - ☒ very good
  - very bad
  - just OK

### 3 MAKE IT PERSONAL

**A** Describe a restaurant you really like.

**B PAIRS** Discuss what you like about your favorite restaurant.

Find out about the history of pizza.



☒ I CAN READ A RESTAURANT REVIEW.

## LESSON 4 READ A RESTAURANT REVIEW

- Ask, *What is a restaurant review?* (an evaluation of a restaurant) *What other kinds of reviews are there?* (movie reviews, book reviews, hotel reviews) Ask, *Where can you find reviews?* (online, in magazines and newspapers)
- Then read the social media message and ask, *Does Pedro give Sam's Diner a good or a bad review?* (a good review) *Do you read restaurant reviews?* *Do you ever write restaurant reviews?*

### 1 BEFORE YOU READ

- Read the first question aloud. Elicit Ss' ideas and list them on the board. They can be types of restaurants or specific restaurant names. (For example, Japanese restaurants, burger places, diners, Kate's Café)
- Then read the second question aloud and call on Ss to share their favorite lunch. Create a second list on the board.
- Say, *Let's study the list of favorite lunches on the board.* Then point to the restaurant list and ask, *Which restaurant would be a good place for all of us to have lunch together?* (For example, If a lot of Ss like pizza, maybe an Italian restaurant or pizzeria. If Ss like lots of different things for lunch, then a diner would be a good choice.)

### 2 READ

- A** • Invite Ss to preview Pedro's review.
- Point to the dark green bar and read, *Pedro Campos checks in to Sam's Diner.* Ask, *What does check in mean?* (It means that he is there right now.) Elicit or explain that *checking in* is a way for users of a social networking site to share their location with people they are connected to.
- Have Ss listen and read. Then read the question in the directions. Call on volunteers to answer. (For example, He loves it. He likes it a lot. He thinks it's great.) Ask, *How many stars does Pedro give Sam's Diner?* (four)
- B** • Read the Reading Skill aloud. Then say, *Find the word convenient in the review in 2A and circle it.* (second sentence) Ask a S to read the sentence. Then ask, *What other words in the sentence give you a hint to the meaning of convenient?* (close to the office) Have Ss underline the context clue. Then say, *Look at the answer choices. Which one best describes the meaning of convenient?* (c. near or easy to get to)
- C** • Say, *Do the rest of the exercise in the same way.* Find and circle the word, underline the context clue, and then choose the best meaning. Have Ss work individually. Then have them compare answers in pairs.
- Bring the class together and call on Ss to share the context clues they underlined. (2. on a quiet street; 3. many kinds of / twenty different kinds of; 4. like onions, chicken, and olives / on top; 5. servers are really friendly)
- Have Ss read the review again. Then have them complete the exercise individually. Encourage Ss to refer back to the text to find answers.
- Have Ss go over the answers in pairs.



**EXTENSION** Return to the social media message at the beginning of the lesson. Ask a S to read it. Ask, *Would you eat at Sam's Diner after reading Pedro's review? Why? Why not?* Then ask, *What are some possible responses to Pedro's review?* Invite Ss to write responses on the board. (For example, Nice review! I'll check it out. Pizza with salad on top? That's interesting!)

### 3 MAKE IT PERSONAL

- A** • Say, *Think of a restaurant you really like. Write the name of the restaurant in your notebook. Write a few notes describing why you like it.*
- B** • Write on the board: *I like Joe's restaurant because it has the best pasta in town and it's really inexpensive.* Ask a S to read the statement. Then in pairs, have Ss talk about their favorite restaurants.
- Circulate as Ss discuss and write down restaurant names Ss mention on the board. Then bring the class together and ask, *Do any students like the same restaurant? Does everyone know all of these restaurants?* If not, encourage Ss to ask each other questions. (For example, Where is [name of restaurant]? What kind of food do they have? Is the service good?)



**EXIT TICKET** Write on the board, *Gilligan's Garden is a posh new restaurant in upper Manhattan. It's expensive, but the food is amazing. Don't forget to dress nicely!* Say, *These lines are from a restaurant review. Use context clues to figure out what posh means.* Have Ss write their names on a blank card or piece of paper and write the meaning of *posh*. (For example, fancy, elegant) Collect cards as Ss leave. Read the cards to identify areas for review in later lessons.

## LESSON 5 WRITE A RESTAURANT REVIEW

### 1 FOCUS ON WRITING

- A** • To assess Ss' background knowledge, write on the board: *I love bread cheese and apples.* Ask, *What's missing in this sentence?* (commas) Insert the missing commas or call on a volunteer to add them. (I love bread, cheese, and apples.)
- Read the Writing Skill aloud. In their notebooks, have Ss write a **sentence** listing their three favorite foods. Circulate and check that Ss use commas correctly.



**LANGUAGE NOTE** If Ss ask if it's OK to omit the comma before *and* at the end of a list, explain, *There are different style guides, and some do not require a comma before and at the end of a list.* For example, *I'd like pasta, salad and tea.* The key is to be consistent in a piece of writing. Also, it's a good idea to check if there is a preferred style and to follow it, for example, when writing an essay for school or a report for work.

- B** • Ask, *How many items do you need for a list?* (three or more) Say, *Read the review again. Find the lists and circle the commas.*
- Bring the class together and go over the answers. Ask, *How many items are in the first list?* (four) *How many items are in the second list?* (three)

### 2 PLAN YOUR WRITING

- A** • Have Ss look at the word webs. Say, *As you plan your restaurant review, think about three categories: location, food, and service.* Invite Ss to look back at Pedro's review in 2A on page 72. Ask, *Where does the review talk about the location?* (at the beginning) *About the food?* (in the middle) *About the service?* (at the end) Say, *Using word webs helps you organize your ideas and write a better review.*
- Have Ss write the name of a restaurant. Say, *It can be the same restaurant you discussed in 3B on page 72 or a different restaurant.* Then have them complete the

word webs with notes about the location, the food, and the service. Remind Ss not to write complete sentences yet. If they need more space, tell Ss to copy the word webs into their notebook. Circulate and assist as needed.

- B** • In pairs, have Ss talk about the restaurant they chose, using the example prompts.



**OPTION** If any Ss chose the same restaurant, pair them together so they can compare their ideas.

### 3 WRITE

- Have Ss look at the review in 2A on page 72. Point to the sentence *My favorite is pizza with salad on top.* Say, *Pedro includes what he personally likes in the restaurant. Include a line about your favorite dish, too.*

- Say, *Use your word webs to write your review. Remember to include commas for lists.* Have Ss look back at the Writing Skill in 1A if helpful.
- Circulate and assist as needed.

### 4 REVISE YOUR WRITING

- A** • Tell Ss they will peer review their partner's writing. Say, *Read your partner's description and complete the checklist in your partner's book.*

- B** • Then have Ss return books and give and receive advice about how to improve their reviews. Circulate as pairs work and monitor that feedback is correct and constructive. Help steer Ss in the right direction if they are not giving appropriate feedback.

### 5 PROOFREAD

- Have Ss proofread their reviews.
- Then collect Ss' work and offer individual feedback. If Ss write by hand, encourage them to recopy their descriptions if a lot of changes are necessary.



**EXIT TICKET** Write on the board: *Nona's is an excellent Italian restaurant and bakery. They have homemade pasta amazing salads and fresh bread.* Ask, *Are there any lists in this review?* (yes, one) Have Ss write their names on a blank card or piece of paper and copy the sentences, adding any necessary commas. (They have homemade pasta, amazing salads, and fresh bread.) Collect cards as Ss leave. Read the cards to identify areas for review and to identify individual Ss who may need additional practice.



## 1 FOCUS ON WRITING

- A** Read the Writing Skill.
- B** Read the review on page 72 again.  
Circle the commas in the lists. *see page 72*

### WRITING SKILL Commas in a list

A list contains three things (or more). We use commas to separate things in a list. Look at this example:

*My favorite foods are pasta, pizza, and hamburgers.*

## 2 PLAN YOUR WRITING

- A** Think about a restaurant you like. Write the name. Then complete the chart. Describe the location, food, and service. Complete the word webs.

Name: \_\_\_\_\_

<div style="border: 1px solid black; border-radius: 50%; width: 100px; height: 100px; margin: 0 auto; display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; width: 80%; height: 80%;"></div> </div> <p style="text-align: center;">Location</p>	<div style="border: 1px solid black; border-radius: 50%; width: 100px; height: 100px; margin: 0 auto; display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; width: 80%; height: 80%;"></div> </div> <p style="text-align: center;">Service</p>	<div style="border: 1px solid black; border-radius: 50%; width: 100px; height: 100px; margin: 0 auto; display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; width: 80%; height: 80%;"></div> </div> <p style="text-align: center;">Food</p>
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- B PAIRS** Talk about the restaurant.  
*The restaurant is ... They have ...*

## 3 WRITE

Write a restaurant review. Talk about the location, food, and service. Use the review on page 72 as a model.

## 4 REVISE YOUR WRITING

- A PAIRS** Read your partner's review. Complete the chart.

Did your partner ...?	Yes	No
describe the location		
describe the food and service		
use commas in a list		

- B PAIRS** Can you improve your partner's restaurant review? Make suggestions. Then revise your writing.

## 5 PROOFREAD

Read your review again. Check your spelling, punctuation, and capitalization.

**I CAN WRITE A RESTAURANT REVIEW.**

# PUT IT TOGETHER

## 1 MEDIA PROJECT



**A** ▶ 07-23 Listen or watch. Answer the questions.

1. What is Ji-Ho's favorite food?  
Ji-Ho's favorite food is Chinese food.
2. Why does he like the restaurant?  
The food is really good.
3. What is his favorite dish?  
His favorite dish is chicken, vegetables, and rice.

**B** Make your own video.

Step 1 Choose a favorite restaurant or meal.

Step 2 Make a 30-second video. Talk about the meal. Describe what you eat and drink.  
Explain why you like it.

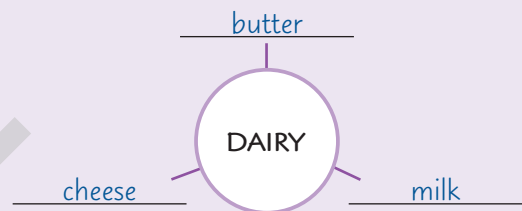
Step 3 Share your video. Answer questions and get feedback.



## 2 LEARNING STRATEGY

### MAKE WORD WEBS

Word webs show how words are related. Put the main idea word in the center of a circle. Write related words around it.



Look at the food and restaurant vocabulary.  
Make at least three word webs.

## 3 REFLECT AND PLAN

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

### Speaking objectives

- ☐ Talk about food
- ☐ Order in a restaurant
- ☐ Ask for restaurant items

### Vocabulary

- ☐ Food groups
- ☐ Food and beverages
- ☐ Restaurant items

### Pronunciation

- ☐ The vowels /i/ and /ɪ/
- ☐ Dropped syllables

### Grammar

- ☐ Count/non-count nouns
- ☐ Some and any
- ☐ Can/could for requests
- ☐ Some and any as indefinite pronouns

### Reading

- ☐ Context clues

### Writing

- ☐ Commas in a list

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



# PUT IT TOGETHER

## 1 MEDIA PROJECT

- A** • Have Ss look at the video still on the right. Ask, *What do you see?* (a man with a menu)
- Before Ss listen or watch, have them preview the questions. Focus on items 1 and 3. Ask, *What is the difference between food and dish?* (Food refers to a general type of food, like seafood. A dish refers to a specific recipe; for example, smoked salmon.)
  - Have Ss listen or watch. Then have them answer the questions. If appropriate, let them listen or watch again.
  - In pairs, have Ss compare answers. Then bring the class together and go over any questions.



**LANGUAGE NOTE** Ji-Ho says *It's my favorite!* when referring to Chinese food. It's possible to use this shortened sentence to talk about food, other things, or even people. For example, when talking about an actor on a TV show, you could say, *He's my favorite!*

- B** • Ask Ss to work individually on Step 1 and choose a favorite restaurant or meal. Tell them to answer the questions in 1A with their own information. Invite Ss to share in pairs. Say, *Ask your partner: What is your favorite food? What is your favorite restaurant? Why do you like the restaurant? What is your favorite dish?*
- Tell Ss, *Create a script of what you want to say.* Model an introduction on the board: *Hello! I'm \_\_\_\_\_. Do you like \_\_\_\_\_? I do! It's my favorite!*
  - Have Ss do Step 2 for homework. Say, *Use notes or the script you prepared in class.*

- For Step 3, have Ss share their videos in class. Write the following questions on the board:

1. *Does the person describe a favorite restaurant or meal and why he / she likes it?*
2. *Does the person talk about what he / she eats and drinks?*
3. *Does the person speak clearly?*
4. *Is the video interesting?*

Give Ss a few minutes to read over the questions.

Tell them to write each person's name on a piece of paper before the person presents, and then take notes during the presentation referring to the questions on the board.

- Then invite Ss to ask questions and give feedback. You may choose to save the feedback until the very end and let Ss walk around, refer to their notes, and tell Ss individually what they did well or could do better. Remind Ss to speak kindly and constructively.



**OPTION** To provide an opportunity for self-critique, have Ss watch their own video for homework and complete the following checklist:

- ☐ *Did I describe my favorite restaurant or meal and why I like it?*
- ☐ *Did I talk about what I eat and drink?*
- ☐ *Did I speak clearly?*
- ☐ *Was my video interesting?*

Encourage Ss to be honest with themselves and to keep notes of their observations for the next time they prepare a similar presentation.

## 2 LEARNING STRATEGY

- Tell Ss to look at the word webs on pages 53 and 73. Ask, *What did these word webs help you do?* (gather ideas about specific topics)
- Read the Learning Strategy aloud. Then have Ss look at the example word web. Ask, *What is dairy?* (a food group) *What are butter, milk, and cheese?* (examples of dairy products)

- Refer Ss to the Vocabulary on pages 66, 68, and 70 and have them create several word webs. Ss can work individually or in groups. Circulate and observe what types of connections Ss are finding.
- Bring the class together and have volunteers share their word webs and talk about how the words are related. Write prompts on the board: *The main idea word is... The related words are...*

## 3 REFLECT AND PLAN

- A** • Have Ss complete the checklists individually. Circulate and answer any questions. Encourage Ss to look back at each lesson in the unit.
- Have Ss compare checklists in pairs and talk about the things they need to study or practice more.
- B** • Have Ss work individually to think about what might help them learn the topics they don't feel they know yet. Refer individual Ss to specific handouts, app practice, workbook pages, etc., to help them master any problem areas. If Ss feel confident about all of the

topics in this unit, encourage them to think of other topics they need help with or want to learn.

- Then invite Ss to walk around and compare ideas for learning different topics.



**UNIT REVIEW BOARD GAME** To review the Unit content, go to the Pearson English Portal / Reproducibles / Unit Review Board Games folder and print out and make copies of the Unit 7 Board Game. You'll find instructions for the game in the same folder.