

UNIT 4 WOULD YOU LIKE SOMETHING TO EAT?

LESSON 1 VOCABULARY

A Match the sentence beginnings with the endings.

- | | |
|---|--------------------|
| ___ 1. Would you like a garden | a. mushroom pasta. |
| ___ 2. Would you please pass the salad | b. soup. |
| ___ 3. Is there any iced | c. wrap. |
| ___ 4. I'm going to have a bowl of tomato | d. dressing? |
| ___ 5. You should try the spinach and | e. tea? |
| ___ 6. I think I'll have the grilled vegetable | f. salad? |
| ___ 7. Do you like veggie burgers with | g. lemon? |
| ___ 8. Would you like your iced tea with sugar and | h. burger, please. |
| ___ 9. I'm sorry, but there aren't any more oatmeal | i. cookies. |
| ___ 10. If you'd like a drink, there are several kinds of | j. soda |
| ___ 11. I'd like onions on my veggie | k. ketchup on top? |

B Label each group with the correct category. Use the words from the box.

Mains Drinks Dessert Condiments / flavorings Starters

1.	2.	3.
a veggie burger a grilled vegetable wrap spinach and mushroom pasta	lemon salad dressing ketchup	an oatmeal cookie

4.	5.
fruit salad tomato soup a garden salad	soda iced tea

LESSON 1 GRAMMAR

A Underline the correct words to complete the sentences.

1. There are **any** / **some** tomatoes on the counter.
2. There isn't **no** / **any** more cheese.
3. I'm sorry, but there's **no** / **any** milk.
4. I think there's **any** / **some** ketchup in the fridge.
5. I'm afraid there are **no** / **some** veggie burgers left. Would you like a sandwich instead?
6. Sorry, but there aren't **any** / **no** more French fries.
7. There are **any** / **some** grilled vegetable wraps for lunch.
8. There isn't **any** / **some** chocolate! Who ate it all?

B Complete the conversations with *some*, *any*, or *no*.

1. A: Are there _____ cookies? I hope there are!
B: No, there are _____ cookies. We finished them.
2. A: Do we have _____ soda? I'm thirsty.
B: Yes, I think there's _____ orange soda in the fridge.
3. A: I'm afraid there's _____ salad dressing.
B: That's OK. I can make _____.
4. A: Have _____ French fries—they're delicious!
B: Thanks, but I'm on a diet. I don't need _____.

C Complete the questions with *Is there* / *Are there* + *any*. Complete the answers with *there's* / *there are* + *some* or *no*.

1. A: Are there any onions in this salad?
B: No, there are no onions. Would you like some?
A: No, thanks! I don't like onions.
2. A: _____ sugar in the iced tea?
B: Yes, _____ sugar, but only a little.
3. A: _____ apples?
B: No, _____ apples.
4. A: _____ cheeseburgers?
B: _____ burgers, but _____ cheese.
5. A: _____ oranges or bananas?
B: I'm sorry, but _____ fruit.

LESSON 2 VOCABULARY

A Complete the sentences. Look at each picture. Underline the correct word.



1. Please add "a **quart / dozen / piece** of juice" to the shopping list.



2. There's a **bag / jar / slice** of honey in the cabinet above the stove.



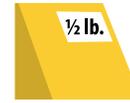
3. Please buy a **glass / can / bag** of flour, so I can make some bread.



4. To make the soup, I'll need a **loaf / piece / can** of tomatoes, some fresh vegetables, water, oil, and spices.



5. Would you get a **box / bottle / slice** of cereal when you go to the store?



6. We need a **half-pound / gallon / bottle** of cheese for the hamburgers.



7. Will we need more than one **jar / loaf / pint** of bread for the sandwiches?



8. For a gallon of iced tea, you'll need about a **piece / quart / cup** of sugar.

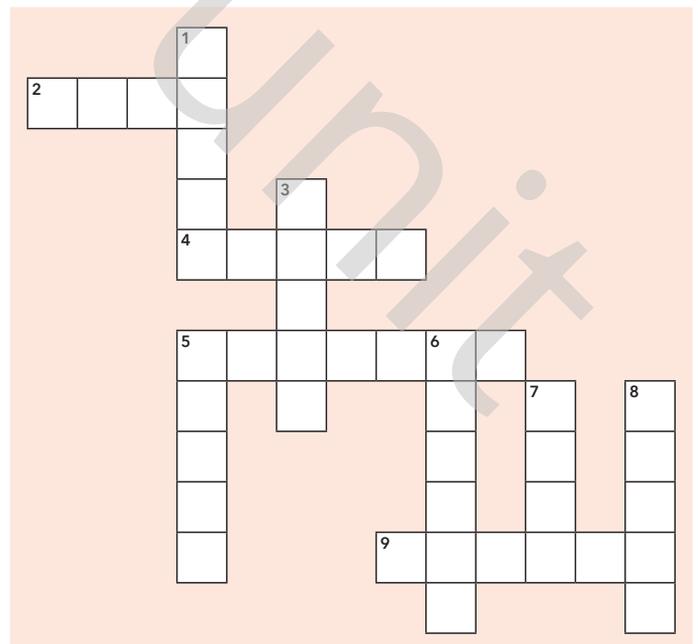
B Complete the crossword puzzle.

ACROSS

- I often have a ___ of ice cream after dinner.
- I can eat more than one ___ of pizza.
- Did we finish the whole ___ of cookies?
- Please get a ___ of oil at the store.

DOWN

- Could I please have a ___ of water?
- Would you like another ___ of cake?
- How many hamburgers can we make from a ___ of meat?
- There's a ___ of milk in the refrigerator.
- We need more than a ___ of blueberries to make a pie.
- When I go shopping, I'll get a ___ eggs.



LESSON 2 GRAMMAR

A Underline the correct word.

1. My co-workers drink **much** / **a lot of** soda.
2. Bob and his friends eat **a lot of** / **many** meat.
3. Do you eat **much** / **many** fruit?
4. I like **how many** / **many** flavors of ice cream.
5. **How much** / **How many** cheese do we need to make the pizza?
6. **How much** / **How many** cups of coffee have you had today?
7. Tom puts **much** / **a lot of** lemon juice in his tea.
8. I can cook, but I can't make **much** / **many** different dishes.

B Complete the conversations. Use the words from the box. Not all words are used.

a lot of how many how much many much

1. A: _____ glasses of water do you drink in a day?
B: I don't know, but I drink _____ water. What about you? _____ water do you drink?

a lot of how many how much much

2. A: Are you going shopping? We need some fruit.
B: _____ fruit should I buy?
A: Well, I want to make a big fruit salad, so I need _____ fruit.

how many how much many much

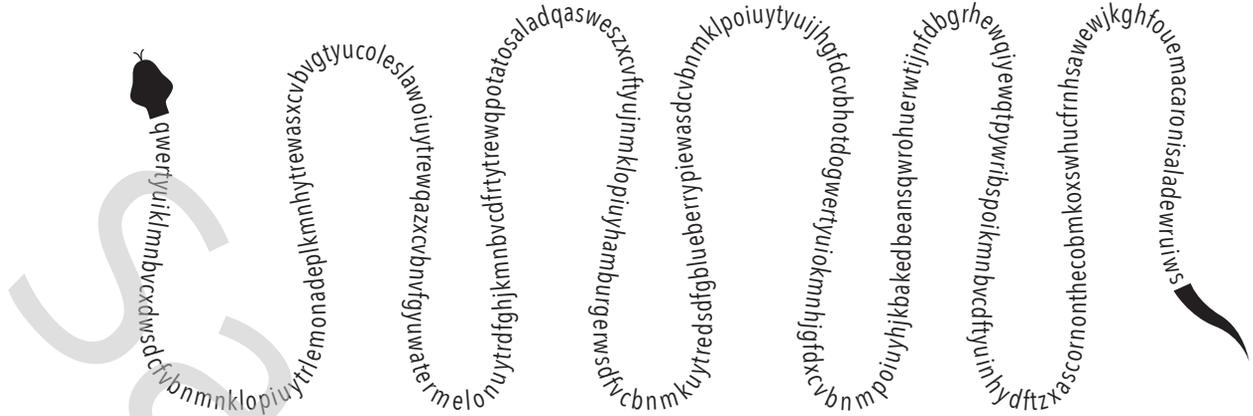
3. A: _____ coffee do you drink?
B: I don't drink _____ coffee. I like tea better. What about you?
A: I'm a big coffee drinker. I drink _____ cups a day.

C Complete the conversations with *much*, *many*, or *a lot of*.

1. A: Wow, you're making _____ salad! How _____ people is it for?
B: It's for Ann's birthday party. I think we'll need _____ food.
2. A: I wanted to make vegetable soup, but we don't have _____ vegetables.
B: Let's have pasta instead. I know we have _____ different kinds of that.
A: But how _____ tomato sauce is there?
B: Enough.
3. A: What are you doing?
B: I'm making cookies.
A: How _____ cookies are you making? I can eat _____ cookies, you know.
B: I can't make a lot because we don't have _____ flour.

LESSON 3 VOCABULARY

A Circle 12 barbecue food items in the word snake below.



B Complete the conversations. Write the correct answers using words from A.

- A: Do you like your _____ with cheese, lettuce, and tomato?
B: Of course! I also like mustard on it.
- A: What would you like to drink?
B: _____, please.
- A: What's for dessert?
B: There's _____ and ice cream.
- A: What would you like on your _____?
B: Mustard and ketchup, please.
- A: Did you try the _____?
B: No, I don't eat meat.
A: Oh, so you didn't have a hot dog or hamburger either.
- A: I think _____ is my favorite fruit.
B: I love it, too.
- A: What side dish will you take to the barbecue?
B: I'm making _____. I need to buy the pasta today.
- A: What do you want to put on your _____?
B: Salt, pepper, and butter! I might have two.
- A: Do you want to make _____ for the barbecue?
B: I can't. There isn't any mayonnaise.
A: Oh, but there are potatoes and eggs. I will go get the mayonnaise.
- A: What do you call this side dish?
B: _____
A: What is in it?
B: Cabbage, carrots, vinegar, salt, and pepper.
- A: Are you making _____ for the barbecue?
B: Yes, they're in the oven now.
A: Great! They will be a delicious side with my hot dog!



LESSON 3 GRAMMAR

A Complete the conversations with the words from the box. Not all words are used.

enough too many too much

1. A: We have _____ pizzas! We'll never be able to finish them all.
B: We have _____ soda, too. What should we do?
A: Let's invite more people.

enough not enough too much

2. A: There are _____ burgers now. You can stop making them.
B: OK. But there are _____ hot dogs. I'll cook some more.

enough not enough too much

3. A: Would you like more milk in your coffee?
B: No, thanks. I have _____ milk. It's perfect.
A: How about another piece of chocolate cake?
B: Oh please, no! I've already eaten _____ cake. I'm really full. I can't eat another piece.

not enough too many too much

4. A: Let's take Henry to Dina's Diner for lunch on his birthday.
B: Not Dina's. Henry doesn't eat meat, and there are _____ vegetarian dishes on the menu there.
A: OK, then, how about India Palace?
B: It's too busy at lunchtime. Let's not spend _____ time waiting in line.
A: Fine. *YOU* pick a restaurant!

B Complete the conversations with *enough*, *not enough*, *too much*, or *too many*.

1. A: There are _____ chairs for everyone.
B: Oh no! Where can we get more?
2. A: We have _____ plates and bowls of food.
B: You're right. They won't all fit on the table.
3. A: Is there enough salt in the soup?
B: Actually, there's _____ salt. It tastes really salty.
4. A: Wow, I didn't expect so many people to come.
B: Yeah, we have a problem. There's _____ food.
5. A: Do we have _____ fruit?
B: Yes, we do. We have just the right amount.
6. A: Would you like some of these French fries?
B: No, thanks. You put _____ ketchup on them. I don't really like ketchup.
7. A: Have another burger!
B: Thanks, but I've already eaten _____ burgers. In fact, I feel a little sick.
8. A: There's _____ ice cream for everyone.
B: Yes, there is! Look again in the freezer. There's more at the back.

LESSON 4 READING

A Read the article. What happens to people's taste in food when they get older? Check (✓) the correct answer. They:

- eat more healthy food. eat less food. prefer different kinds of food.



A CHANGE OF TASTE

- 1 Imagine the most delicious food you can think of. What does it taste like? Is it salty, sweet, or sour? Is it crunchy or chewy? Is it the same food you liked as a child? Probably not!
- 2 When I was young, I loved sweet things like candy, cereal, cookies, and chocolate milk. And the foods I hated as a child—olives, yogurt, and spinach—are three foods I eat all the time now. Apparently, my taste changed when I grew up. Does this sound familiar?
- 3 Children prefer sweet foods because their taste buds (the little bumps on our tongues that make us taste things) are very sensitive. This sensitivity makes children not want to eat bitter or sour foods. It also makes sweet foods more attractive. How something smells also influences what we eat, especially for children, who have a stronger sense of smell than adults.
- 4 As we age, we begin to lose some of our taste buds and our sense of smell is less strong. We also learn to “accept” some foods into our diets due to experiences related to that food—the food made us feel good, the food didn’t make us sick, or we enjoyed the food and felt safe while eating it.
- 5 Stress also plays a role in how our tastes change. When we’re stressed we may eat more junk food, and if we eat a lot of foods with sugar, salt, and oil, we want to eat more foods like that.
- 6 Luckily, we can train our taste buds to enjoy new flavors. I started eating healthier foods like yogurt and spinach, and now I really enjoy them. I don’t eat much sugar these days, so my body doesn’t want that anymore. Now, the most delicious food, in my opinion, is a spinach salad with a veggie burger. The younger me would never eat that!

B Read the Reading Skill. Then read the article again. Circle the correct supporting detail for each main idea.

1. Paragraph 2: My taste changed when I grew up.
 - a. When I was young, I loved sweet things like candy, cereal, cookies, and chocolate milk.
 - b. Imagine the most delicious food you can think of.
 - c. What does it taste like?
2. Paragraph 3: Children have a stronger sense of taste and smell than adults.
 - a. How something smells also influences what we eat...
 - b. This sensitivity makes children not want to eat bitter or sour foods.
 - c. Children prefer sweet foods because their taste buds are very sensitive.
3. Paragraph 4: Older people lose taste buds and learn to accept certain foods.
 - a. As we age, we begin to lose some of our taste buds.
 - b. ...the food made us feel good, the food didn’t make us sick, or we enjoyed the food and felt safe while eating it.
 - c. ...our sense of smell is less strong.
4. Paragraph 5: Stress makes our tastes change too.
 - a. When we’re stressed we may eat more junk food...
 - b. Stress also plays a role in how our tastes change.
 - c. Children prefer sweet foods.
5. Paragraph 6: We can learn to enjoy new foods.
 - a. When I was young, I loved sweet things...
 - b. I started eating healthier foods like yogurt and spinach, and now I really enjoy them.
 - c. I don’t eat much sugar these days.

READING SKILL Identify supporting details

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

LESSON 5 WRITING

A Complete the email with information from the box.

at the end of the New Year's Eve meal
 Do they have special meanings, too
 My grandmother cooks long noodles to represent "long life"
 Then we play games and set off fireworks afterwards

From:  Yi-chen To:  Jen

Hi, Jen,

It's Lunar New Year this week. I'm in China visiting my grandparents. Last week, we cleaned the house, and my grandparents bought flowers for decoration. On Lunar New Year's Eve, we eat a huge meal. _____ 1.

For the meal, my grandmother cooks certain foods because they are an important part of Chinese culture. The main dish is usually a whole fish.

We always leave some fish on the plate _____ 2. This means we will have "extra" at the end of the year. In Mandarin, the main language of China, the word for fish sounds like "extra." The saying "nian nian you yu," means "may you have more than you need, every year."

Noodles are also an important New Year's food. _____ 3, and she also makes a delicious turnip cake. Turnips are a popular root vegetable in Asia. In Mandarin, the name of this cake sounds like "fortune."

Do you eat any special foods for your holidays? _____ 4? I'd love to hear about them!

See you soon,
 Yi-chen





B Read the Writing Skill. Then read each sentence from the email. What kind of sentence is it? Write *simple*, *compound*, or *complex*.

- _____ It's Lunar New Year this week.
- _____ Last week we cleaned the house, and my grandparents bought flowers for decoration.
- _____ We also bought a lot of food because on Lunar New Year's Eve, my grandmother makes a huge meal.

WRITING SKILL Add sentence variety

Use different sentence styles and structures in your writing. There are several sentence patterns:

- **Simple sentences:** a subject + verb + object (also called an independent clause).
- **Compound sentences:** two independent clauses connected by a coordinating conjunction, like *and*, *but*, *so*, and *or*.
- **Complex sentences:** an independent clause + a dependent clause; a dependent clause can refer to the subject (*who*, *which*) the sequence / time (*since*, *while*), or the causal elements (*because*, *if*) of the independent clause.

