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?
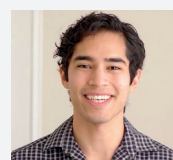
C Now read Pedro's message. What is he doing?

PEDRO CAMPOS
@PedroC

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

PEDRO CAMPOS
@PedroC

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

abc 1 VOCABULARY Food groups

A ▶07:01 Listen. Then listen and repeat.
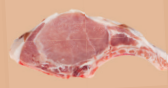
FRUIT

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*
COACH

Count / non-count nouns		
Count nouns = things you can count	**Non-count nouns = things you cannot count**	**Note:** Non-count nouns take singular verbs. *Cheese is my favorite food.* *The beef isn't good.*
one tomato	soup	
two onions	butter	
five bananas	milk	

Some and *any*				Statements	
Yes/no questions				**Affirmative**	Yes, I have **some** milk.
Do you have	**any** **some**	milk? oranges?		**Negative**	No, I don't have **any** 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.					

3 PRONUNCIATION
COACH

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

> **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.

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

1. eat / it
2. he's / his
3. leave / live
4. seat / sit
5. these / this

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 ___ .

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 _____ in it?
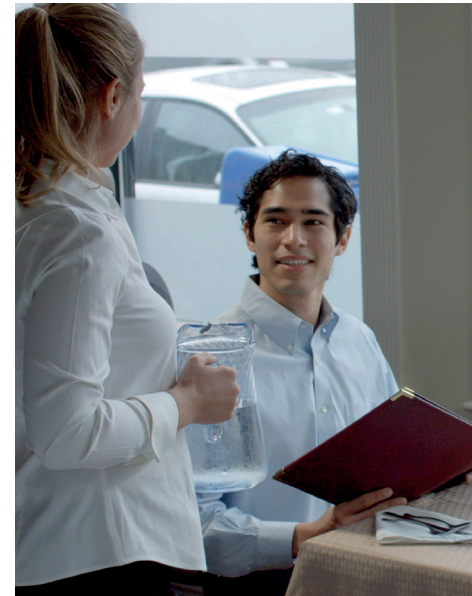>
> **Server:** Yes, it does. There's milk in it. We have chicken soup.
>
> **Pedro:** Oh … I don't eat meat.
>
> **Server:** Oh. Well, how about _____ soup?
>
> **Pedro:** Does it have onions in it?
>
> **Server:** Yes, it does.

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?
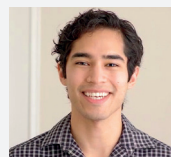**A:** Let's make a chicken dish.
B: OK. We need a chicken, an onion …

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, …

☐ I CAN TALK ABOUT FOOD.

PEDRO CAMPOS
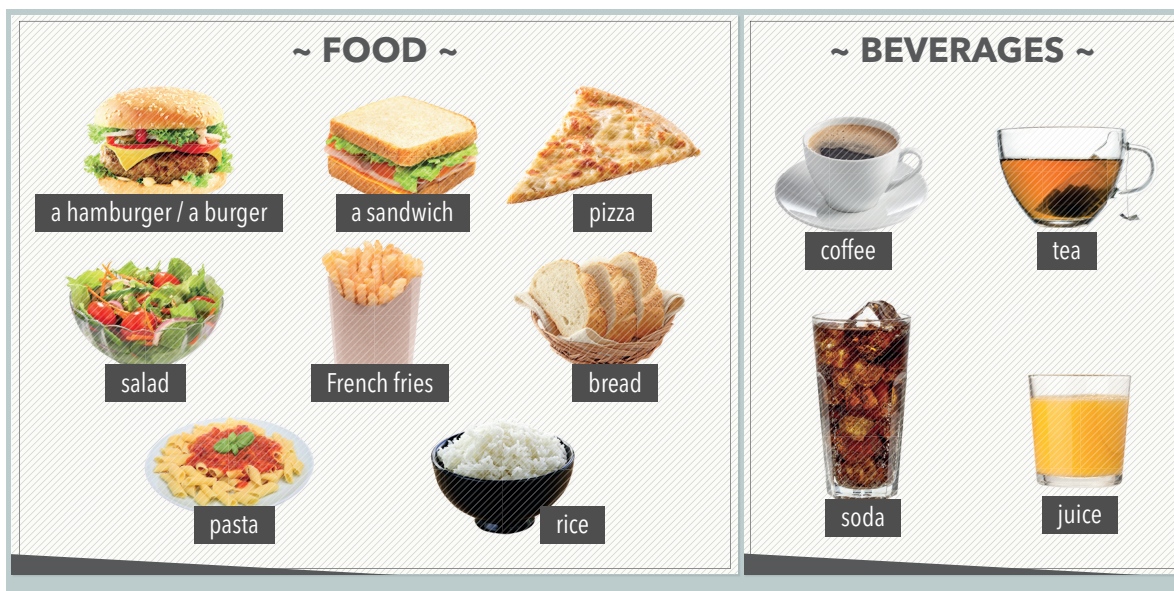@PedroC

Time to order. The servers
here are very nice.

1 VOCABULARY Food and beverages

A ▶07:08 Listen. Then listen and repeat.

~ FOOD ~

a hamburger / a burger   a sandwich   pizza

salad   French fries   bread

pasta   rice

~ BEVERAGES ~

coffee   tea

soda   juice

B ▶07:09 Listen to the descriptions. Write the food from 1A.

1. _____pizza_____   3. _____   5. _____   7. _____
2. _____   4. _____   6. _____   8. _____

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.

Anything
to drink?

Yes, I'd like some
coffee, please.

I'd like =	*I'll have =*
I would like	*I will have*
Use *the* to talk about items on the menu: *I'll have the small salad.*	

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

				1	
				I'll have	

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

3 PRONUNCIATION

COACH

A ▶07:12 Listen. Notice the dropped syllable. Then listen and repeat.

fav~~o~~rite   veg~~e~~table   rest~~au~~rant

> **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.

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.

4 CONVERSATION

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

Main dishes	Sides	Beverages
☐ hamburger	☐ French fries	☐ coffee
☐ chicken sandwich	☐ fruit salad	☐ hot tea
☐ fried fish	☐ tomato soup	☐ iced tea
☐ pizza	☐ baked potato	☐ soda
☐ garden salad	☐ cooked carrots	☐ juice

B ▶07:15 Listen or watch. Complete the conversation.

Server: Are you ready to order?

Pedro: Yes, I am. _____ the garden salad, please.

Server: And would you like something to drink?

Pedro: _____ some tea.

Server: Thank you. And for you?

Lily: _____ 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.
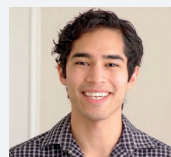
pizza   coffee   chicken sandwich

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.

☐ **I CAN** ORDER IN A RESTAURANT.

PEDRO CAMPOS
@PedroC

Lily's right. The food here is good!

1 VOCABULARY Restaurant items

A ▶07:17 Listen. Then listen and repeat.

Menu

a napkin

a check

a tip

a menu

ice

sugar

salt

pepper

ketchup

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. _____
3. You put this on French fries. _____
4. You put this in soda. _____
5. You use this to order food. _____
6. You get this at the end of a meal. _____
7. You leave this for the server. _____
8. You put this on your lap. _____

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

COACH

Can and *could* for requests				Answers
Can / Could	Subject	Verb		
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.

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. _____ some pepper, please?
Server:	Yes, of course.
Pedro:	Also, there's no ketchup. _____, 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.
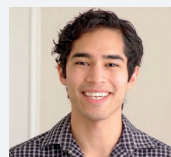
B CLASS Present your skit to the class.

☐ I CAN ASK FOR RESTAURANT ITEMS.

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? _____

Pedro Campos checks in to Sam's Diner   💬 ⚙

Sam's Diner
restaurant website

🌐 map view

📍 nearby

★ save

★★★★ 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.

_c_ 1. convenient   a. a place
___ 2. location   b. the help people give
___ 3. huge   c. near or easy to get to
___ 4. topping   d. very large
___ 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.

1. Sam's Diner is ___ .
   a. far from the office   (b.) near the office   c. next to a park
2. Pedro likes a ___ place to eat.
   a. noisy   b. quiet   c. interesting
3. Pedro's favorite pizza has ___ on it.
   a. olives   b. onions   c. salad
4. The service at Sam's Diner is ___ .
   a. very good   b. very bad   c. just OK

3 MAKE IT PERSONAL

Find out about the history of pizza. 🔍

A   Describe a restaurant you really like.

B   PAIRS Discuss what you like about your favorite restaurant.

☐ I CAN READ A RESTAURANT REVIEW.

1 FOCUS ON WRITING

A Read the Writing Skill.

B Read the review on page 72 again.
Circle the commas in the lists.

> **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. Complete the chart.
Describe the location, food, and service. Complete the word webs.

Name: _____

_____   (Location)   _____   _____   (Service)   _____

_____   _____   _____   _____

                    (Food)

                    _____

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?
   _____

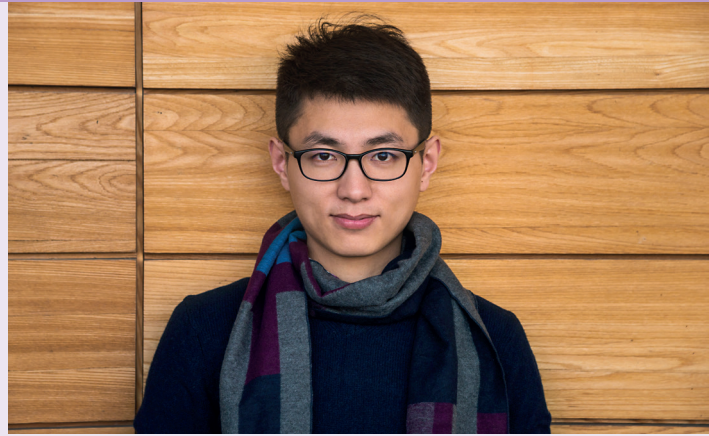2. Why does he like the restaurant?
   _____

3. What is his favorite dish?
   _____

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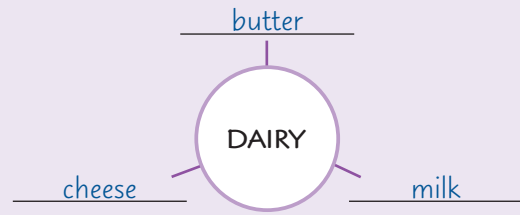
Step 3 Share your video. Answer questions and get feedback.

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.

butter

DAIRY

cheese   milk

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.

‹ Notes   Done

In the app, listen to
Pronunciation 3A:
Dropped syllables
_____
_____
_____
_____
_____
_____