

4 WOULD YOU LIKE SOMETHING TO EAT?

PREVIEW THE UNIT

LESSON 1	Talk about food choices	
	Vocabulary	Lunch foods
	Grammar	Count and non-count nouns with <i>some</i> , <i>any</i> , and <i>no</i>
	Pronunciation	Dropped syllables
	Conversation skill	Hesitate
LESSON 2	Talk about food customs	
	Vocabulary	Partitives
	Grammar	<i>Much / Many / A lot of</i> and <i>How much / How many</i>
	Pronunciation	Phrases with <i>of</i>
	Listening skill	Listen for comparisons
LESSON 3	Talk about what you have and need	
	Vocabulary	Food at a barbecue
	Grammar	<i>Enough</i> and <i>Too much / Too many</i> + nouns
LESSON 4	Read about the science of dessert	
	Reading skill	Identify supporting details
LESSON 5	Write about a holiday meal	
	Writing skill	Add sentence variety
PUT IT TOGETHER		
	Media project	Video: Talk about a food or recipe
	Learning strategy	Use grammar on flashcards



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

GET STARTED

- A** • Write the unit title on the board. Say, *In this unit, you will learn how to talk about food choices and customs.*
 - Tell Ss to read the learning goals. Answer any questions Ss have about them.
- B** • Direct Ss' attention to the picture. Lead a class discussion. Ask Ss, *What kinds of food do you see?* (fruits, vegetables, dips, strawberries, cherries, potatoes, peppers, zucchini, onions, lettuce) Ask, *Does this food look good to you?*
- C** • Focus on the social media message. Ask, *What do you know about Mandy?* (She's in her twenties and from New York. She's a market researcher.) Have them read what Mandy says on page 4 or play the video of Mandy.
 - Read Mandy's social media message aloud. Ask, *What is Mandy feeling when she says, "Thank goodness"?* (relief and happiness) *Why does she say this?* (She is happy her city has great food because she's always hungry.)
 - Ask Ss, *Are you always hungry? Do you know somebody who is always hungry?*

4

WOULD YOU LIKE SOMETHING TO EAT?

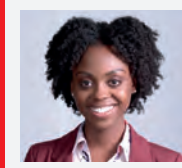
LEARNING GOALS

- In this unit, you
- ⊗ talk about food choices
 - ⊗ talk about food customs
 - ⊗ talk about what you have and need
 - ⊗ read about the science of dessert
 - ⊗ write about a holiday meal



GET STARTED

- A** Read the unit title and learning goals.
- B** Look at the photo of a meal. What do you see?
- C** Now read Mandy's message. What does she mean?



MANDY WILSON

@MandyW

I'm always hungry! Thank goodness it's so easy to find great food in my city.

LESSON 1

TALK ABOUT FOOD CHOICES



MANDY WILSON

@MandyW

Just got out of a meeting. So hungry!
My stomach is making noises.



1 VOCABULARY Lunch foods

A 04-01 Listen. Then listen and repeat.



a garden salad



salad dressing



a grilled vegetable wrap



tomato soup



spinach and mushroom pasta



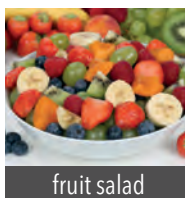
a veggie burger



ketchup



an oatmeal cookie



fruit salad



soda



iced tea



lemon

B Put the lunch foods from 1A in the correct category.

Starters	Mains	Desserts	Drinks	Condiments / Flavorings
a garden salad tomato soup	a grilled vegetable wrap spinach and mushroom pasta a veggie burger	an oatmeal cookie fruit salad	iced tea soda	salad dressing ketchup lemon

C PAIRS Add one food to each category in 1B.



2 GRAMMAR Count and non-count nouns with *some*, *any*, and *no*

Count nouns					Non-count nouns					
Singular count nouns			Plural count nouns		tomato soup		ketchup			
a tomato			two tomatoes		fruit salad		salad dressing			
an apple			some apples							
Questions				Short answers	Answers with <i>some</i> , <i>any</i> , and <i>no</i>					
Are	there	any	burgers?	Yes.	Yes,	there	are	some	burgers.	
				Yes, there are.	No,	there	aren't	any		
Is			ketchup?	No. No, there isn't.		There	are	no	ketchup.	
					Yes,	there	is	some		
					No,	there	isn't	any		
						There	is	no		

Notes

- Use *any* in questions and negative statements. Do not use *any* in affirmative statements.
- Do not use *no* with a negative verb.
- Many nouns have both a count and a non-count meaning.
I love chocolate. (chocolate in general) *Do you want a chocolate?* (one piece of chocolate)

>> FOR PRACTICE, GO TO PAGE 134

LESSON 1 TALK ABOUT FOOD CHOICES

- Read the lesson title. Ask, *What does it mean to make a choice?* (choose/decide between two or more possibilities) Ask, *What did you eat for breakfast today?* Write Ss' responses on the board. Say, *Wow, so many choices!*
- Read the social media message aloud. Ask, *What does Mandy mean when she says, "I just got out of*

a meeting?" (I just left a meeting.) *Why is her stomach making noises?* (She's very hungry.)



LANGUAGE NOTE The phrasal verb *get out* is commonly used in American English to mean *leave*. It's considered informal but can also be used in business or academic settings. For example, *What time do you get out of work/class?*

1 VOCABULARY

- A** • Say, *The words in 1A are foods that people usually eat for lunch.* Have Ss scan the pictures and captions.
- Read the directions aloud. Play the audio.



CULTURE NOTE In the US, most people have 30–60 minutes to eat lunch, so it is usually a small, light meal. Dinner is typically the main meal of the day.

- B** • Copy the chart on the board. Lead a class discussion about the meaning of each heading. Ask leading questions, such as, *Is a starter before or after a main course? Is a starter a big or small plate?* (**starter**: a small dish of food served before the main part of a meal; **main**: the main dish of a meal; **dessert**: sweet food eaten after the main part of a meal; **drink**: a hot or cold beverage; **condiments/flavorings**: something added to food to give it more flavor)
- Have Ss complete the exercise individually and then compare answers in pairs. Invite volunteers to write their answers in the chart on the board.



LANGUAGE NOTE Confusion arises between the nouns *desert* (an area of dry land) and *dessert* (sweet food eaten after the main part of a meal). To pronounce the noun *desert*, stress the first syllable: desert. To pronounce the noun *dessert*, stress the second syllable: dessert.



CULTURE NOTE In the US, it's common to use the word *appetizer* instead of *starter* and *entrée* instead of *main*.



EXTENSION Compare food traditions and practices as a class. Ask, *Are these lunch foods common in your home country or culture? Which ones are similar? Which are different?*



- C** • Have Ss work in pairs to add another entry in each category. Call on Ss to share their answers and add them in the chart on the board.

2 GRAMMAR

- To introduce the grammar, say, *There are two groups of nouns in English: count and non-count.* Ask, *Is cookie singular or plural?* (singular) *Do you think it's a count or non-count noun?* (count) *Why?*
- Explain that a count noun can be counted. Say *one cookie, two cookies, three cookies.* Use your fingers as you count. Exaggerate the final -s sound in *cookies*.
- Read the singular count nouns aloud. Ask, *How many tomatoes is a tomato?* (one) *How many apples is an apple?* (one) Write on the board *a/an = one*.
- Read the plural count nouns aloud. Ask, *How many apples is some apples?* (two or more) Write *some = two or more*. Point out the spelling change between the singular and plural form of *tomato*.
- Explain that a non-count noun cannot be counted. Write the examples from the book on the board, with a final -s. Try to count the words and say them aloud with the -s. Say, *One tomato soup, two tomato soups...* Ask, *Can I say tomato soups?* (no) Shake your head, and cross out (or erase) the -s.
- Read aloud the questions and answers in the chart. Say, *The words some, any, and no in English tell us the amount or number of something. They can be used with both count and non-count nouns.*

- Read the first Note aloud. Point out the use of *any* in questions and negative statements.
- Read the second Note aloud. Say, *Are is an example of a positive verb, and aren't is an example of a negative verb.* Write on the board: *There aren't any cookies. = There are no cookies.*
- Read the third Note aloud. Provide additional examples, such as *food(s)* and *fruit(s)*.
- Have Ss ask and answer the questions in the chart in pairs. Encourage them to use contractions.



LANGUAGE NOTE Some words have no singular form, such as *pajamas*, *pants*, and *sunglasses*. Some nouns may look plural, but they're actually singular, such as *news* and *politics*.



EXTENSION Have Ss choose one count noun and one non-count noun and write an affirmative statement, a negative statement, and a question for each one. Have them share and check each other's work.

- To review *some / any* with count and non-count nouns, have Ss look at the chart on page 161.

3 PRONUNCIATION

- A** • Read the Pronunciation box about dropped syllables aloud. Ask Ss, *What are the vowel letters in English?* (a, e, i, o, u) Write them on the board.
- Write *pronunciation* on the board. Ask, *How many syllables are in this word?* (five) Rewrite it separated in syllables: *pro-nun-ci-a-tion*. Have Ss clap or tap out the syllables as you say the word aloud.
 - Read the directions aloud. Point out that the vowel letter that is *dropped* has a line drawn through it. Play the audio.



TEACHING TIP When teaching syllable or word stress, exaggerate and over-enunciate the pronunciation. However, as you repeat, return to more natural pronunciation so Ss are challenged to understand English in a real-life context.

- B** • Write on the board, 1. *favorite*. Play the audio for number 1. Ask Ss, *How many vowels does this word have?* (three) *Which vowel should we draw a line through?* (o) *How do you know?* (It's in the middle of the word and not pronounced.)
- Play the rest of the audio. Have Ss complete the activity.
 - To review, write the words. Draw a line through the vowel letter that is not pronounced.
- C** • Put Ss in pairs. Assign roles. Read the directions aloud.
- To review, call on volunteers to pronounce the word and say how many syllables it has.



TEACHING TIP If Ss are consulting dictionaries for pronunciation, explain that some show the dropped syllable as optional while others simply leave it out. For example, the pronunciation of *vegetable* may be shown as /vedʒ(ə)təbəl/ or /vedʒtəbəl/.

4 CONVERSATION

- A** • Have Ss look at the video still. Ask, *Who are these people?* (Mandy and Mario) *What is their relationship?* (co-workers) *What are they doing?* (eating lunch) *How do they feel?* (happy)
- Give Ss time to preview the exercise items. Ask, *What do you think Mandy and Mario are talking about?* (what to eat for lunch)
 - Have Ss listen or watch and complete the exercise. Ask, *Were your predictions correct?* Go over the answers.
 - Clarify the meaning of any new or confusing words, such as *buffet*. (a meal for which different foods are placed on a table so that people can serve themselves)
 - Read the Conversation Skill aloud, exaggerating and drawing out the hesitation words and expressions. Have Ss repeat each hesitation.
 - Replay the audio. Have Ss listen for hesitations.



LANGUAGE NOTE When someone's stomach is making noises because he or she is hungry, it's common to say that the stomach is *growling* or *rumbling*.



LANGUAGE NOTE Mario says, *No thanks. I don't really care for salad*. This is a polite way to turn down the offer of a food or drink that you don't like.

- B** • Ask Ss to predict ways the gaps might be filled.
- Then have them listen and complete the conversation.
 - Review answers as a class.
- C** • Play the audio and have Ss repeat. Point out the rising intonation in the *yes/no* questions.
- In pairs, have Ss practice the conversation. Walk around and assist with intonation and pronunciation.
- D** • Arrange Ss in same-level pairs. Have them make new conversations by swapping the highlighted text with different examples of food for lunch.

5 TRY IT YOURSELF

- A** • Copy the chart on the board. Ask Ss, *What should I eat for lunch tomorrow?* Write an idea in each category.
- Tell Ss to plan a lunch menu. Ask them to include food from Lesson 1 as well as their favorite foods. Have Ss complete their chart individually.



OPTION Ss can create a restaurant-style menu and draw pictures portraying the dishes. **Higher-level Ss** can write descriptions of different items on the menu.

- B** • In pairs, have Ss share their menus and discuss what they are going to eat for lunch one day this week. Encourage them to ask follow-up questions.



LOOK FOR While Ss are completing the Try It Yourself activity, walk around and listen. Make sure that Ss are correctly doing the following:

- ✓ using vocabulary with the correct articles (*a/an*)
- ✓ using *any* in questions and negative statements and *some* in affirmative statements
- ✓ not adding -s to non-count nouns
- ✓ dropping the syllable when appropriate
- ✓ using hesitation words and phrases when thinking



EXIT TICKET Write on the board, *What do you want for lunch?* Give Ss a few minutes to review the target vocabulary in the lesson and prepare an answer. As Ss leave, ask them the question on the board. Take notes on any common errors to identify areas for review.



3 PRONUNCIATION

- A** ▶ 04-03 Listen. Notice the dropped syllable. Then listen and repeat.
vegetable chocolate everything
- B** ▶ 04-04 Listen. Draw a line (/) through the vowel letter that is **not** pronounced. Then listen and repeat.
1. favorite 2. different 3. evening 4. interested 5. family 6. comfortable
- C** **PAIRS** Student A, say a word from 3A or 3B. Student B, say the number of syllables.

Dropped syllables

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

4 CONVERSATION



- A** ▶ 04-05 Listen or watch. Circle the correct answers.
- What does Mandy eat for lunch?
 - salad and a roast beef sandwich
 - tomato soup and salad
 - a veggie burger and salad
 - Why doesn't Mario eat what Mandy offers him?
 - He doesn't like soup.
 - He doesn't like sandwiches.
 - He doesn't like vegetables.
 - Why does Mario say, "I guess I do like vegetables."?
 - because he tries some salad
 - because he wants to be nice
 - because the burger is made with vegetables



- B** ▶ 04-06 Listen or watch. Complete the conversation.

Mario: Let's have something to eat.

Mandy: OK. I'm going to have some salad. Would you like some ?

Mario: No, thanks. Are there any chicken sandwiches?

Mandy: Let's see. No, I'm sorry! There aren't any .

Mario: That's OK. Um...I think I'll have a burger.



CONVERSATION SKILL Hesitate

Sometimes you need to hesitate in a conversation because you need time to think or you aren't sure about something. When you need to hesitate, say: *Well...*, *Um...*, *Hmm...*, *Let me think...*, *Let's see...*, or *You know...*

A: Are there any chicken sandwiches?

B: Let's see...No, there aren't any left.

Listen to or watch the conversation in 4A again. Underline the words that you hear above.

- C** ▶ 04-07 Listen and repeat. Then practice with a partner.
- D** **PAIRS** Make new conversations. Use these words or your own ideas.

tomato soup

grilled vegetable wraps

cheese sandwich

5 TRY IT YOURSELF

- A** **MAKE IT PERSONAL** Plan a menu. Choose one food for each category in 1B. Take notes.

- B** **PAIRS** Talk about what you're going to eat.

A: Let's see...I'm going to have some fruit salad for dessert. What about you?

B: I'm going to have an oatmeal cookie.



LESSON 2 TALK ABOUT FOOD CUSTOMS



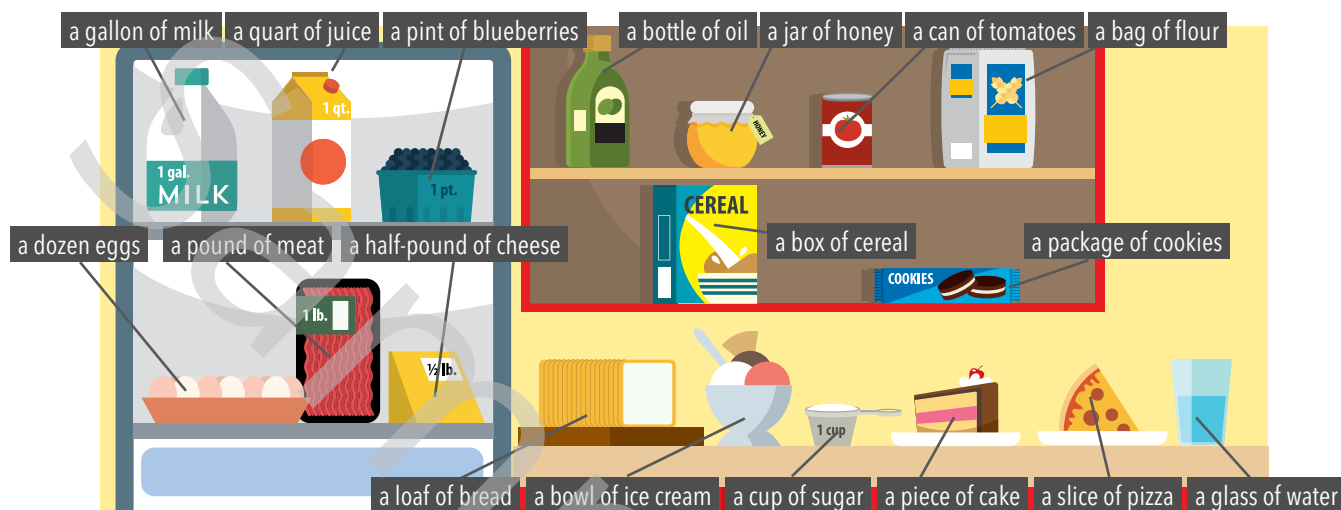
MANDY WILSON

@MandyW

There are places where almost everyone lives to 100. Can you guess what people eat there? Hint: It's not burgers!

1 VOCABULARY Partitives

A 04-08 Listen. Then listen and repeat.



B 04-09 Listen to the conversations. Write the words that you hear.

1. a half-pound of tomatoes and a bag of sugar
2. a pint of ice cream and a box of cookies
3. a glass of soda with a slice of lemon
4. a quart of blueberries and one cup of butter

C PAIRS List a new food for five of the partitives in 1A.

a bottle of soda, a pound of butter,...



2 GRAMMAR Much / Many / A lot of and How much / How many

Use *much* with non-count nouns. Use *many* with plural count nouns. Use *a lot of* with both non-count nouns and plural count nouns.

Questions with <i>How much</i> / <i>How many</i>			Statements with <i>Much</i> / <i>Many</i> / <i>A lot of</i>		
<i>How much</i> / <i>How many</i>	Noun			<i>Much</i> / <i>Many</i> / <i>A lot of</i>	Noun
How much	water	do you drink?	I drink	a lot of	water.
	meat	did she eat?	She didn't eat	much	meat.
How many	vegetables	did they cook?	They didn't cook	many	vegetables.

Notes

- We usually use *much* in questions and negative statements. Do not use *much* in affirmative statements. *I usually drink a lot of water.* not *I usually drink much water.*
- *Many* and *a lot of* are often used the same way.
I like many different vegetables. I like a lot of different vegetables.
- Use *how many* with words like *cartons*, *bottles*, *bags*, *pounds*, *bowls*, and *cups*.
How much water do you drink? How many bottles of water do you drink?

>> FOR PRACTICE, GO TO PAGE 135

LESSON 2 TALK ABOUT FOOD CUSTOMS



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

- Read the lesson title. Ask, *What does custom mean?* (an action or way of behaving that is common and traditional among people in a particular group or place) Say, *My family has a custom of going to the beach on New Year's Eve.* Ask, *Do you have any family customs?* Have volunteers share.
- Read the social media message aloud. Ask Ss, *Where do you think almost everyone lives to be 100 years old? What do you think people eat in these places?* (fruits, vegetables, fish)

1 VOCABULARY

- A** • Say, *This morning I had a cup of coffee.* Ask Ss, *Who had a cup of coffee this morning?* Write, *a cup of coffee.*
- Read the Vocabulary title, *Partitives*. Say, *A partitive is a word or phrase that refers to only a part of a whole, instead of all of it.* Point at the board. Ask, *What is the partitive in this phrase?* (a cup of) Say, *That's right! I made a whole pot of coffee, and there was so much! So, I only had a cup of it.* Underline *a cup of*. Circle *coffee*, and write *noun* above it.
 - In pairs, have Ss discuss what they see in 1A.
 - Say, *Point to the picture that says milk.* Say, *You will hear the pronunciation of the items one by one, starting with this picture.*
 - Read the directions aloud. Play the audio.

... **OPTION** If possible, project the image in 1A on the board. Point at each item as it's said. This will help Ss more easily follow along.

🌐 **CULTURE NOTE** While most countries use the metric system for measurement, the US uses customary units. Consider providing the following conversions to help Ss understand the vocabulary.

Type of Measurement	Unit, Metric System	Unit, US Customary	Abbreviation
Weight	0.45 kilogram	1 pound	lb.
Volume	3.8 liter	1 gallon	gal.
Volume	0.95 liter	1 quart	qt.
Volume	0.47 liter	1 pint	pt.
Volume	0.24 liter	1 cup	c.

- B** • Read the directions aloud. Give Ss time to review the exercise items.
- Play the audio. Pause after each conversation to give Ss time to write the answer.
 - To review, have volunteers read each item aloud. Write the answers on the board for Ss to check their spelling.
- C** • Tell Ss to list a new food for five of the partitives in 1A. Read the examples aloud.
- Arrange Ss in same-level pairs. Have **lower-level Ss** work together to write five new foods. Have **higher-level Ss** work alone and then compare in pairs.
 - Invite volunteers to share. Write Ss' ideas on the board.

... **OPTION** Show images of other food and drink partitives to activate Ss' prior knowledge.

2 GRAMMAR

- To introduce grammar, have Ss close their books. Write the following questions on the board. Underline *a lot of*, *much*, and *many*.
 1. How many days a week do you go to the store?
 2. Do you spend a lot of money when you buy food?
 3. How much money do you spend?
- Read the questions aloud. Elicit answers. Ask, *What is the noun after each of the quantity words many, a lot of, and much?* (1. days; 2. money; 3. money) *Are those nouns count or non-count nouns?* (1. count; 2. non-count; 3. non-count) *Is the count noun singular or plural?* (plural)
- Ask, *So, when do we use each of these quantity words?* Give Ss time to analyze the sentences in pairs and deduce the grammar rule.
- Read the description in the grammar chart aloud. Ask, *Were your predictions correct?*
- Say, *We can use many and much in questions with the word How.* Circle *How* in numbers 1 and 3 on the board. Say, *How many days; How much money.*
- Read through the examples in the chart. After each line, ask Ss questions to check for understanding. For example, *What is the noun in these sentences? Why do we use How much in this question?* etc.
- Read the Notes and examples aloud. Remind Ss to use *how many* with the partitives they learned in 1A.
- To review questions with *How much* and *How many*, have Ss look at the chart on page 162.

3 PRONUNCIATION

- A**
- Read aloud the first sentence in the Pronunciation box. Remind Ss that if a word is unstressed that means it is softer and shorter. Ask, *What kinds of words are usually unstressed in a sentence?* (words that do not communicate meaning: prepositions, pronouns, auxiliary verbs, conjunctions, articles)
 - Write the examples from the box on the board. In *a cup of ice*, underline *of* and draw an arrow from *of* pointing to *ice*. Circle the *i* in *ice*, and say, *When the word after of begins with a vowel sound, of is pronounced /əv/*. Repeat the phrase aloud.
 - In *a glass of milk*, underline *of* and draw an arrow pointing to *milk*. Circle the *m* in *milk*, and say, *When the word after of begins with a consonant sound, of is pronounced /ə/. The /v/ sound is dropped.* Write a slash through the *f*. Repeat the phrase aloud.
- B**
- In pairs, have Ss predict the pronunciation of each phrase in 3A. Then play the audio.
- C**
- Explain the directions. Have Ss complete the exercise individually and then compare answers in pairs.
 - Play the audio. Confirm each correct answer by writing the links and/or slashes on the board.
 - If desired, replay the audio. Have Ss repeat.
- C**
- In same-level pairs, have Ss make questions, affirmative statements, or negative statements using the phrases with *of* in 3A and 3B. **Lower-level Ss** write three sentences. **Higher-level Ss** write five sentences.
 - Join pairs to share their sentences and provide feedback on each other's pronunciation.

4 LISTENING

- A**
- Bring Ss' attention to the pictures. Read the caption aloud. Ask Ss if they know what and where Okinawa and Sardinia are. (Okinawa is a Japanese prefecture with more than 150 islands in the East China Sea between Taiwan and Japan's mainland; Sardinia is a large Italian island in the Mediterranean Sea.) Show them on a world map.
 - Write *centenarian* on the board. Ask, *What does this mean?* Have Ss guess based on the pictures. Tell Ss they will hear the answer in the podcast.
 - Preview 4A as a class. Ask Ss to guess the answer.
 - Play the audio. Have Ss complete the exercise. Ask, *Was your prediction correct?* Go over the answer.
- B**
- Read the Listening Skill aloud.
 - Read the directions and the headings aloud. Remind Ss some of the items are consumed in both countries.
 - Play the audio. Spot-check Ss' work. If most Ss are missing items, replay the audio.



LANGUAGE NOTE Other terms to show comparisons are *same*, *like*, *each*, *just as*, and *in the same way*.



- C**
- Say, *Now listen for more details*. Give Ss time to preview the exercise items. In pairs, have them predict/recall the answers.
 - Play the audio. To review, have Ss read the sentences.
 - Ask Ss comprehension questions. For example, have Ss define *diet*, *nutritionist*, *antioxidants*, and *Blue Zone*.
 - Ask, *Do you know any centenarians?* Have Ss share.
- D**
- In pairs, have Ss discuss which idea in the podcast they think is the most important. Have them give reasons and real-life examples to support their opinions.



EXTENSION In pairs, have Ss research and take notes on food customs in two other Blue Zones (Loma Linda in California, the Nicoya Peninsula in Costa Rica, and Ikaria island in Greece). Then have them write 3–5 sentences comparing them.

5 TRY IT YOURSELF

- A**
- Tell Ss to complete the chart with at least three of the healthiest foods and drinks from their country. Remind them to include quantities and partitives.
 - Help with vocabulary or spelling as needed.
- B**
- Model the example with a **higher-level S**.
 - Have Ss share their notes in pairs. Encourage Ss to agree or disagree with their partners and ask follow-up questions to get more information.



LOOK FOR While Ss are completing the Try It Yourself activity, walk around and listen. Make sure that Ss are correctly doing the following:

- ✓ using partitives to talk about food quantities
- ✓ using *How much* and *How many* correctly

- ✓ using *much*, *many*, and *a lot of* in statements
- ✓ pronouncing *of* as /əv/ or /ə/ appropriately
- ✓ identifying words that show comparisons



EXIT TICKET Write on the board, *What is the most important food custom in your country?* Give Ss one minute to write down ideas in their notebooks. If possible, arrange Ss in small groups with classmates from a different country or culture. In their groups, have Ss take turns asking and answering the question on the board. As Ss discuss, listen and take notes on areas for review and extra practice in later lessons.



3 PRONUNCIATION

- A** ▶04-11 Listen. Notice the way we link *of* to the words around it. Then listen and repeat.

a piece of cake a bowl of ice cream
a box of cookies a box of oatmeal

- B** ▶04-12 Draw a line (/) through *f* in *of* if we can drop the sound. Draw linking lines to show where we link *of* to the words around it. Then listen and check your answers.

1. a cup of coffee 3. a bowl of soup 5. a glass of iced tea
2. a carton of eggs 4. a bottle of water 6. a lot of oil

- C** **PAIRS** Make three sentences using the phrases in 3A or 3B. Link *of* to the words around it.

Phrases with *of*

The word *of* is unstressed and has the short, weak vowel /ə/. When the next word begins with a vowel sound, we say /əv/: a cup *of* ice. When the next word begins with a consonant sound, the /v/ sound is often dropped: a glass *of* milk. We link *of* to the words around it.

4 LISTENING

- A** ▶04-13 Listen to the podcast. What is it about?
- the foods people grow in Sardinia and Okinawa
 - famous dishes from Sardinia and Okinawa
 - how food affects health in Sardinia and Okinawa

- B** ▶04-13 Read the Listening Skill. Listen again. Put a check mark (✓) under the things that people eat and drink in Sardinia and Okinawa, according to the speaker.

	Sweet potatoes	Vegetables	Soup	Tea	Wine	Water
Sardinia		✓	✓		✓	✓
Okinawa	✓	✓		✓		✓

- C** ▶04-13 Listen again. Complete the sentences.

1. A centenarian is 100 years old or older.
2. A person's diet can help them live a long life.
3. Antioxidants help to slow down aging.
4. The biggest meal in Blue Zones is in the middle of the day.

- D** **PAIRS** Which idea from the podcast do you think is the most important? Why?



Centenarians in Okinawa and Sardinia

LISTENING SKILL Listen for comparisons

Speakers sometimes talk about two different things or situations. Listen for words that show comparisons, such as *both*, *also*, *similar*, *whereas*, and *alike*.

5 TRY IT YOURSELF

- A** **MAKE IT PERSONAL** Think about your local foods and customs. What are the best healthy foods and drinks in your country? How much should you eat or drink every day? Take notes.
mangos; 1 cup per day

- B** **PAIRS** Discuss your notes from 5A. Ask questions to get more information.

A: Mangos are a big part of our local diet. It's important to eat a lot of fruits and vegetables.

B: I agree. How many mangos do you think you should eat?

A: I think you should eat one cup of mango every day.

■ I CAN TALK ABOUT FOOD CUSTOMS.



LESSON 3

TALK ABOUT WHAT YOU HAVE AND NEED



MANDY WILSON

@MandyW

Some friends are coming over this weekend. What's the best barbecue food?



1 VOCABULARY Food at a barbecue

A ▶ 04-14 Listen. Then listen and repeat.

1



a hamburger

3



a hot dog

7



ribs

8



corn on the cob

9



coleslaw

11



potato salad

6



macaroni salad

4



baked beans

2



a watermelon

10



a blueberry pie

5



lemonade

B ▶ 04-15 Listen to the descriptions. Number the items in 1A.

C PAIRS Student A, choose a food from 1A or think of another barbecue food and describe it. Student B, guess the food.

A: It's a side dish. It's made with potatoes, mayonnaise, and cooked eggs.

B: Is it potato salad?



2 GRAMMAR Enough and Too much / Too many + nouns

Enough + noun

	Not	Enough	Noun	
We have		enough	hamburgers.	We don't need any more.
There are	not	enough	hot dogs.	We need some more.

Note: *Enough* means the right amount. *Not enough* means less than you need.

Too much / Too many + noun

	Too Much / Too Many	Noun	
We have	too much	food.	We can't finish everything.
There are	too many	hamburgers.	We can't finish all of them.

Note: *Too much* and *too many* have negative meanings. They describe a quantity that is more than you need. Use *too much* with non-count nouns and *too many* with count nouns.

>> FOR PRACTICE, GO TO PAGE 136

LESSON 3 TALK ABOUT WHAT YOU HAVE AND NEED



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

- Read the lesson title. Ask, *What did we learn in Lesson 2?* (to talk about food customs) *What will we learn in this lesson?* (to talk about what we have and need)
- Ask, *What are some things you have? What are some things you need?* Give Ss a couple of minutes to share their ideas in pairs.
- Read the social media message aloud. Clarify the meaning of new words, such as *barbecue* (an outdoor meal or party at which food is cooked on a barbecue). Ask, *Have you ever been to a barbecue? Are barbecues a common activity in your country?* Invite volunteers to share their experiences with the class.

1 VOCABULARY

- A** • Say, *The items in 1A are common things people eat and drink at a barbecue.* Have Ss share, in pairs, what food and drink items they are familiar or unfamiliar with.
- Tell Ss to listen, and then listen again and repeat. Play the audio.
- B** • Tell Ss, *You will hear descriptions of different items in 1A. After each description, write the number above the food or drink it describes.*
- Do number 1 as a class. Play the audio and pause after the first description. Make a simple drawing of a hamburger on the board, talking aloud as you draw. For example, *Let's see... it's round and has meat. We eat it on a bun with ketchup and cheese.* Ask, *What food or drink item did the speaker describe?* Elicit ideas from the Ss. Write a number 1 in a small box above the hamburger on the board. Tell Ss to do the same in their books.
- Play the rest of the audio. Pause after each description to give Ss time to write their answers. Have Ss compare their answers in pairs. Then play the audio again.
- To review, read each description aloud and elicit the answer from the class.



OPTION In pairs or small groups, have Ss write a description of each food or drink item in 1A. Tell Ss, *Use sensory verbs to describe how the food looks, smells, tastes, and feels.* Have them include any information they know about what ingredients the item is made from and how it's cooked or eaten. Read the description of number 1 aloud as a model. Write *It's... / It's a...* on the board, and suggest Ss start their descriptions this way. When finished, have pairs form a group of four. Ask pairs to take turns reading each description aloud and guessing the item it describes. Then have Ss compare their descriptions with those in the audio and complete the exercise.




- Ask Ss to recall information from 1B and take turns describing and guessing barbecue foods in pairs. Model the example conversation with a **higher-level S**.
- Give Ss plenty of time to complete the exercise. Encourage them to ask questions for further information about the items being described.

2 GRAMMAR

- Ask Ss to close their books. To introduce the grammar, say, *I've had too much coffee today and not enough water.* Ask, *How many cups of coffee have you had? Is that too much? How much water have you drunk today? Is that enough?*
- Say, *In this lesson, you'll learn more ways to talk about things you do or don't need.* Write on the board, *enough* and *too much/many*. Ask Ss, *What do you think the word enough means? What do you think the phrases too much or too many mean?* Have volunteers share their ideas with the class.
- Bring Ss' attention to the grammar chart. Read the examples and the explanation about *enough* in the Note aloud.
- Read the next two examples and the explanation about *too much* and *too many* in the Note aloud. Make sure Ss understand that *too much* and *too many* have negative meanings and are often used to complain about something.
- Point out that *too much* is used with non-count nouns while *too many* is used with count nouns.
- +** **EXTENSION** Write these sentences on the board.
1. *Some people get only six hours of sleep. This is not enough.*
 2. *Most people can't sleep because they have too much anxiety or too many things to do.*
 3. *But without enough sleep, people do not have enough energy to make it through the day.*
 4. *Also, there are often not enough healthy food options at school or work.*
 5. *Because of this, they drink too much soda and eat too many sweets.*
- In pairs, have Ss explain why the underlined word or phrase is used in each sentence. Then ask, *Do you get enough sleep? Is your diet healthy enough?* Have Ss discuss the questions in pairs or small groups.

3 CONVERSATION

- A** • Have Ss look at the video still. Ask, *What is the relationship between Hailey and Mandy?* (They are twins.) *Where are they?* (Mandy is at work, and Hailey is at home.) *What are they doing?* (talking to each other on a video call)
- Tell Ss, *You will hear (or watch) a conversation between Hailey and Mandy. The first time, listen for the main ideas. The second time, complete the exercise.*
 - Have Ss listen or watch. Ask, *What are Hailey and Mandy talking about?* (They are planning the food menu for a barbecue they are having.)
 - Give Ss time to preview the exercise items before listening or watching again. In pairs, have them predict the answers based on the information they recall from the conversation.
 - Replay the audio or video. Ask them to complete the exercise individually.
 - Go over the answers as a class.

 **LANGUAGE NOTE** In American English, the expression *It's a good thing...* is another way of saying *It's lucky*. It's used to say that you are glad something is the way it is because if not, there would be problems. For example, when Hailey says, *It's a good thing you're my sister*, she means, *It's lucky you are my sister*. In British English, the expression *It's a good job...* has the same meaning.

- B** • Ask Ss to predict ways the gaps might be filled.
- Then have them listen and complete the conversation.
 - Review answers as a class.



CULTURE NOTE Coleslaw, potato salad, and macaroni salad are common side dishes at a barbecue. Coleslaw is a salad consisting of raw shredded cabbage with a salad dressing, commonly either vinaigrette or mayonnaise. Potato salad is a dish consisting of cooked potatoes, served cold, chopped and mixed with a dressing and seasonings. Macaroni salad is a type of pasta salad, made with cooked macaroni, served cold, and usually prepared with mayonnaise.

- C** • Play the audio again. Have Ss repeat each line.
- Then in pairs, have Ss practice the conversation.
- D** • Arrange Ss in same-level pairs. Have them make new conversations by substituting the highlighted words with the target vocabulary from 1A. **Higher-level Ss** can make longer conversations by adding details or asking and answering more questions.

4 TRY IT YOURSELF

- A** • Write on the board, *Let's plan a barbecue!* Arrange Ss in pairs. Say, *You and your partner are going to plan a barbecue for six friends.*
- Tell Ss to make lists of at least three items from 1A they will bring to the barbecue.
- B** • Have Ss compare and combine their lists.
- Have Ss plan a menu based on the food they have on their list. Encourage them to discuss their favorite recipes as well. If a new item comes up, tell them to add it to their list.
 - Tell Ss to imagine what items on their combined list they already have in their kitchen at home. Model the example with a **higher-level S**. Remind Ss they need enough food and drink for six people.
- C** • Tell Ss, *Make a shopping list by adding how much of each item you need to buy.* Remind them to use partitives and phrases with *of*.
- Invite volunteers to share their shopping list and describe the menu for their barbecue.

+ **EXTENSION** Return to Mandy's social media message at the beginning of the lesson. Ask, *So, what is the best barbecue food?* Take a class poll.



LOOK FOR While Ss are completing the Try It Yourself activity, walk around and listen. Make sure Ss are correctly doing the following:

- ✓ using target vocabulary to talk about food at a barbecue
- ✓ using *enough* to describe a quantity that is the right amount
- ✓ using *not enough* to describe a quantity that is less than needed
- ✓ using *too much* and *too many* to describe a quantity that is more than needed



EXIT TICKET Write on the board, *What do you have? What do you need?* Have Ss write their names on a blank card or piece of paper. Tell them to write down two things they already have for a barbecue and two things they still need to buy. Remind Ss to write in complete sentences. Collect cards as Ss leave. Read the cards to identify areas for review and to identify individual Ss who may need additional practice.

3 CONVERSATION

A ▶ 04-17 Listen or watch. Circle the correct answers.

- There are ___ hot dogs and ribs.
 - enough
 - b. not enough**
 - too many
- Hailey and Mandy decide to buy ___ cans of beans.
 - two
 - b. three**
 - four
- Mandy is a little mad at her sister because she _____.
 - invited too many people
 - bought too much food
 - c. forgot about the food**
- There will be ___ people at the barbecue.
 - two
 - b. six**
 - ten
- They think Layla and Tom should bring _____.
 - a. potato salad and corn**
 - corn and coleslaw
 - potato salad and blueberry pie



B ▶ 04-18 Listen or watch. Complete the conversation.



Hailey: What do we need for the barbecue? I'm making a list.

Mandy: We have enough hamburgers. What about hot dogs?

Hailey: OK. Hot dogs. What else?

Mandy: Well, we need some corn on the cob. Let's get twelve.

Hailey: That's too many. Let's get six. Anything else?

Mandy: Coleslaw, potato salad, and macaroni salad.

Hailey: That's too much food.



C ▶ 04-19 Listen and repeat. Then practice with a partner.

D PAIRS Make new conversations. Use the words in 1A or your own ideas.

4 TRY IT YOURSELF

A ROLE PLAY Plan a barbecue for six people. Write down four things you'll bring to the barbecue. Complete the chart.

Main	Side	Drink	Dessert

B PAIRS Compare your charts. Talk about what you have.

A: We have enough hot dogs and hamburgers.

B: Yes. And I think we have enough potato salad.

C PAIRS Talk about what you still need for the barbecue. Make a shopping list.

A: We need some watermelon. Let's get three.

B: That's too many watermelons. Let's get one.

■ I CAN TALK ABOUT WHAT I HAVE AND NEED.



LESSON 4

READ ABOUT THE SCIENCE OF DESSERT



MANDY WILSON

@MandyW

I've often wondered why I ALWAYS find room for dessert. Now I know! 😊

1 BEFORE YOU READ

- A PAIRS** Do you like dessert? Have you ever eaten dessert even when you weren't hungry? Talk about it.
I love dessert! I...



- B VOCABULARY** ▶ 04-20 Listen. Then listen and repeat.

a bite: a small piece of food that can easily fit in the mouth
room: enough space
a sweet treat: a dessert
taste: the flavors you experience when you eat or drink something
pleasure: the feeling of being happy or enjoying something
get used to: to become comfortable with something, so that it does not seem new
satisfied: pleased or happy
expand: to become larger
push: to move something away from you by pressing against it
relax: to become looser; to become less tight

>> FOR PRACTICE, GO TO PAGE 156

2 READ

- A PREVIEW** Look at the title and the photograph. What do you think the article is about?
Possible answer: The article is about how people have room for dessert after a big meal.
- B** ▶ 04-21 Listen. Read the article.



Calories in Desserts

dessert	calories
1 slice of apple pie	411
1 slice of cheesecake	257
1 slice of chocolate cake	235
1 bowl of ice cream	267
1 slice of pecan pie	503

A calorie is a unit for measuring the amount of energy food will produce.

Picture this. You just finished eating a huge meal. You're so full your stomach hurts. You don't want to see another bite of food ever again! But then the dessert comes out, and it looks wonderful. Suddenly you think you can eat some more. Sound familiar? Well, you're not alone—we've all felt this way. But have you ever wondered why? New research explains why we always have room for a sweet treat.

Dessert isn't boring—at least that's what our brains are telling us! When we eat something and like the taste, we feel pleasure. As we eat more, our brains get used to the flavor of that food, and we begin to feel less satisfied. Our brains get bored of the food. It actually begins to lose its taste, and our brains tell us we're full. But if we eat food with a different flavor, such as dessert at the end of a meal, that new flavor "wakes our brains up" and we feel hungry again. Even if we're full, our brains tell us that we want that new flavor.

But our brains aren't the only reason we always have room for dessert. Our stomachs actually do make more room. It's true! When we eat, our stomachs expand to make room for the food. When the food pushes against the walls of the stomach, we start to feel full. But sugar relaxes the walls of the stomach, so it can expand even more. And since most desserts have a lot of sugar, even if we're really full, the sugar in the dessert helps our stomachs make more room.

We all might enjoy eating dessert, but remember, if we eat too much we can feel sick later. Scientists say we can solve this problem by having a small bite of dessert, rather than the whole thing. This way we satisfy our desire for a new flavor, but we don't eat too much. So, what do you have room for today?

LESSON 4 READ ABOUT THE SCIENCE OF DESSERT



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

- Read the lesson title aloud. Ask, *What do you think the science of dessert means?* Have Ss discuss in pairs.
- Read the social media message aloud. Stress the word *always*. Ask, *What does Mandy mean when she says, I always find room for dessert?* (She always wants to eat dessert, even if she's had enough to eat for her main meal and doesn't otherwise feel hungry.) *How is Mandy feeling?* (happy) *How do you know?* (She included a happy face emoji.)
- Ask Ss, *Why did Mandy use all caps to write the word always in her message?* (to emphasize the word and make it stronger) Remind Ss that they can use all caps in very informal writing but that it's not a good idea to use all caps in academic or formal writing.

1 BEFORE YOU READ

- A** • Lead a class brainstorm of different food and drink people typically have for dessert. (ice cream, cake, pie, hot chocolate, etc.) Elicit ideas from the class and write them on the board for reference.
- Ask Ss, *Do you like dessert? Have you ever eaten dessert even when you weren't hungry?* Give Ss about three minutes to share their opinions and experiences in pairs. Encourage them to tell each other real-life stories to explain their opinions.
- Bring the class back together. Take a class vote. Ask, *How many people like dessert? How many don't like dessert?* Write the numbers down on the board. Invite a representative from each group to explain to the class why they do or don't like dessert.
- B** • Tell Ss to listen to the vocabulary, and then listen again and repeat. Play the audio.
- Review the definitions as a class.
- For more vocabulary practice, have Ss turn to page 156.
- ... **OPTION** Have Ss close their books. Tell them to write down the words as they hear them. Replay the audio if appropriate. In pairs, have Ss predict the meaning of the words. Then have them open their books and check their definitions with those in 1B.



LANGUAGE NOTE When someone is satisfied with the amount of food they have eaten, it's common to say, *I'm full* rather than *I'm satisfied*.



LANGUAGE NOTE In informal English, to describe people who really like dessert, we say they *have a sweet tooth*. For example, *Marta has always had a sweet tooth* means *Marta has always liked sweets*.



TEACHING TIP To help Ss gain a deeper understanding of the vocabulary words, remind them that one word can have more than one meaning. For example, the word *relax* as a verb has several meanings, including to become looser and to stop feeling nervous or worried. Explain that one word can also have different forms, all of which share a core meaning. For example, the word *taste* can be a noun, meaning the flavors you experience when you eat or drink something, as well as a verb, meaning to put a small amount of food or drink in your mouth in order to find out what its flavor is.

2 READ

- A** • Read the title of the interview aloud. Remind Ss of the meaning of *room* in this context. (enough space) Ask them, *What does it mean to make room for dessert?* (to leave space in your stomach for dessert)
- Give Ss a minute to look at the picture and skim the information below. Ask, *What do you see in the picture?* (a dessert with chocolate, caramel, nuts, and whipped cream) *What do you think this article is about?* Elicit ideas from the class.
- B** • Have Ss listen to and read the article. As they listen, ask them to underline the vocabulary words from 1B.
- Tell Ss to scan the text for words in italics. Ask, *Are there any words in the article that are styled in italics?* (yes, *why* in line 5 and *do* in line 15) *What does it mean when a word is styled in italics for emphasis?* (It should be emphasized, or stressed, when read aloud.)
- Replay the audio. This time, tell Ss to pay attention to the speaker's pronunciation of the words in italics used to show emphasis.



LANGUAGE NOTE The quotes in line 12 are referred to as scare or shudder quotes. Putting quotes around a word or phrase in this way implies that you're using a term in an unusual way. For example, the new flavor discussed in line 12 doesn't literally wake up our brain, but the expression is used figuratively to describe the effect the flavor has on our brain.



... **OPTION** Arrange Ss in mixed-level pairs and have them read the article aloud. As the **higher-level S** reads the first paragraph aloud, tell the **lower-level S** to listen. Then ask the **lower-level S** to reread the same paragraph aloud. By listening to the **higher-level S** read first, the **lower-level Ss** will have a model for correct pronunciation.



TEACHING TIP Whenever possible, give Ss extra time in class to reread the same article several times. This will help them build fluency and, over time, they will stop less often to decode words.

3 CHECK YOUR UNDERSTANDING

- A** • Ask, *What is the main idea of this article?* Read the sentence and answer choices aloud.
- Have Ss discuss the answer to the question in pairs. Suggest they go back to the article and skim the text again if necessary.
 - Review the answer as a class. Ask volunteers to share their answer and explain why the other answer choices are incorrect.
- B** • Tell Ss to preview the exercise items, and answer the ones they can. Say, *Read the article one more time to answer any questions you are not sure about.*
- Have Ss compare answers in pairs.
 - To review, call on Ss to read the complete sentences aloud.
- C** • Ask Ss to find the phrase *picture this* and the word *full* in lines 1–2 of the article. Ask a volunteer to read the lines aloud for the class.
- Then have Ss complete the exercise individually and compare answers in pairs.
 - Review answers as a class. Give additional examples of the phrase *picture this*, such as, *Picture this. You are on a deserted island. What three things do you have to have with you?* Elicit ideas from Ss.
 - Ask Ss, *Have you ever been so full that your stomach hurt? Tell your partner.*
- D** • Read the Reading Skill aloud. Ask comprehension questions to check for Ss' understanding, such as,

What are supporting details? (facts and ideas that add more information to support the main idea) *What are examples of supporting details?* (examples, research, quotes) *Why are supporting details important?* (They help the reader understand what the writer is trying to say.)

- Have Ss read the article again. Tell them to circle the main idea and underline one supporting detail in each paragraph. Ss can work together but should complete the exercise in their books individually.
 - Review answers as a class. Clarify the meaning of any words or expressions that Ss still don't understand.
 - Have volunteers share the most interesting piece of information they learned in the article.
- E** • Arrange Ss in same-level pairs. Ask them to retell the main ideas in the article. Remind them to use their own words as they summarize.
- Challenge **higher-level Ss** to close their book to complete the exercise.
 - Invite volunteers to retell the main ideas in the article in front of the class. Keep time and give each volunteer one minute to present.

+ **EXTENSION** Write on the board, *What do you have room for today?* Have Ss reread the last paragraph of the article. In pairs, have them take turns asking and answering the question on the board.

4 MAKE IT PERSONAL

- A** • Copy the chart on the board. Read the headings aloud for the class. Tell Ss that they can talk about how the food tastes or is prepared to give more details.
- Model the activity for the class. Say, *I always have room for lava cake. In the chart on the board under Type of food, write lava cake. Say, Lava cake is a sweet dessert that is popular in the United States and France. The cake is not made with flour. Instead, it's baked with a lot of chocolate and butter. This is probably why it tastes so good!* Under *Details*, write *sweet, popular, a lot of chocolate and butter.*
 - Have Ss brainstorm their favorite foods and complete the chart individually.

- B** • In pairs, have Ss describe their favorite foods and explain what make them taste so good. Encourage them to ask each other follow-up questions to keep the conversation going.
- Invite volunteers to share their answers with the class.

EXIT TICKET Ask Ss, *What is one piece of research that explains why most people enjoy eating dessert?* Have Ss write their names on a blank card or piece of paper and answer the question on the board in 2–3 complete sentences. Collect cards as Ss leave. Read the cards to identify areas for review and to identify individual Ss who may need additional practice.

3 CHECK YOUR UNDERSTANDING

A Which statement best describes the main idea of the article?

- ☒ a. Our brains and our bodies both make room for dessert.
- b. Everyone loves a sweet treat at the end of a meal.
- c. Eating the same kinds of food all the time is boring.

B Read the article again. Complete the sentences.

1. When our brains get used to a food, we feel less satisfied.
2. Dessert appeals to our brains because the taste is different.
3. When we eat dessert, our stomachs expand because food pushes against the stomach and sugar relaxes the walls of the stomach.
4. Scientists say we should have a small bite instead of eating the whole dessert.

C **FOCUS ON LANGUAGE** Reread lines 1–2 in the article. Think about the words *picture this* and *full*. Then circle the correct answers.

1. The expression *picture this* means _____.
 - a. to take a picture of something
 - ☒ b. to imagine something
 - c. to show someone a picture
2. In this sentence, *full* means _____.
 - a. having a lot of something
 - b. being happy
 - ☒ c. having eaten enough

D Read the Reading Skill. Read the article again. Circle the main idea in each paragraph. Then underline one supporting detail in each paragraph. *Answers will vary. All possible answers are shown.*

E **PAIRS** What is the article about? Retell the most important ideas in the article. Use your own words.

The article is about dessert and...

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.

Find out about the science of other food groups.



4 MAKE IT PERSONAL

A Think about the article. Are there specific kinds of desserts or other types of foods that you always have room for? What are they? What makes the foods taste so good?

Type of food	Details

B **PAIRS** Tell your partner about the foods from 4A. Explain why the foods taste so good.
I really like to eat...

I CAN READ ABOUT THE SCIENCE OF DESSERT.



MANDY WILSON

@MandyW

My friend Alba wrote to me about a spicy sauce that's made with chili and chocolate. I've got to try that!

Possible answers: Alba's family eats chicken, corn, mangos, and cake. They also eat a special dish with peppers and meat that has the colors of the Mexican flag.

1 BEFORE YOU WRITE

A Think about a dish that is popular in your country. Why do you think it is popular? What are the ingredients?

B Read Alba's email. What does her family eat on Mexican Independence Day?

Re: Mexican Independence Day

From: Alba Pardo

To: Mandy

Hi, Mandy.

It's Independence Day in Mexico! Let me tell you about it. We usually celebrate with our family and friends. There's lots of music, dancing, and fireworks. And there's the food. We cook so much delicious food!

My family usually serves *molé chicken*, which is chicken in a spicy sauce made with chili and chocolate. We also have grilled corn with cheese and lime juice, and we have mangos with chili powder on top.

The most special dish is *chiles en nogada*. It's made with green peppers, meat, and spices. We top the peppers with a white sauce made from nuts, and we put some pomegranate seeds on top. This dish is always served on Independence Day because it has all the colors of the Mexican flag. The peppers are green, the sauce is white, and the pomegranate seeds are red.

For dessert, we have *tres leches* cake, which is made with three different kinds of milk. Tres leches means "three milks" in English. It's my favorite part of the meal!

How does your country celebrate Independence Day? I'd love to hear about it!

Alba



C Read the email again. Complete the chart with details from the email.

Food	Ingredients
<i>molé chicken</i>	chicken in a spicy sauce made with chili and chocolate
grilled corn	served with cheese and lime juice
mangos	chili powder on top
<i>chiles en nogada</i>	peppers, meat, spices, topped with a sauce made from nuts and pomegranate seeds
<i>tres leches</i> cake	made with three kinds of milk

LESSON 5 WRITE ABOUT A HOLIDAY MEAL



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

- Read the lesson title and the social media message aloud. Ask, *Where is Alba from?* (Mexico City)

1 BEFORE YOU WRITE

- A** • Have Ss share and describe the most popular desserts in their country or culture. In pairs, ask them to share the recipes and what makes the dessert popular.
- Invite volunteers to share their recipes with the class. Ask Ss to identify any ingredients the recipes have in common, such as sugar, salt, chocolate, butter, spices, etc.
- B** • If possible, show where Mexico is on a map. Bring up the Mexican flag and any images of people celebrating Independence Day in Mexico.
- Tell Ss to look at the text. Ask, *What is it?* (an email) *Who is it from?* (Alba) *Who is it to?* (Mandy) *What do you think it will be about?* (popular holiday foods)
- Have Ss follow along in their books as you read the email aloud for the class. Ask the target question, *What does Alba's family eat on Mexican Independence Day?* (molé chicken, grilled corn, mangos, *chiles en nogada*, *tres leches* cake)
- ⋮ **OPTION** Have a **higher-level S** read the email aloud as the rest of the class follows along.
- Give Ss time to read Alba's email silently. If **higher-level Ss** finish early, ask them to underline any words that are unfamiliar to them and look them up in a dictionary.
- Then have Ss take turns reading Alba's email aloud in pairs. Tell them to swap roles every paragraph. Encourage them to discuss the meaning of any new or confusing words. Walk around as Ss read and provide help with vocabulary or pronunciation as necessary.
- Bring the class back together. Ask Ss, *How does your country celebrate Independence Day?* Give Ss a few minutes to write down their ideas. Then ask them to stand up and talk to three different classmates. Have them take turns asking and answering the question.
- C** • Copy the chart on the board and leave the boxes blank. Say, *Explaining the ingredients can help someone understand what makes food taste so good.*
- Call on Ss to tell you the different foods that Alba's family eats. Fill in the food column as Ss say the answers aloud. Then have a volunteer say the ingredients in molé chicken aloud, and write them in the appropriate box in the chart.
- Tell Ss to complete the chart individually. Encourage them to reference specific parts of the email in their responses. Encourage them to include details other than ingredients when relevant. Then have them compare their answers in pairs.
- To review, ask volunteers to write the answers in the chart on the board. Review the answers as a class.
- ⊕ **EXTENSION** Have Ss return to Mandy's social media message at the beginning of the lesson. Ask a S to read it. Ask, *What is the name of the sauce Mandy describes in her message?* (molé sauce)

2 FOCUS ON WRITING

- A**
- Read the Writing Skill aloud. Ask, *Why is it important to add sentence variety in your writing?* (It makes your writing more interesting and reduces repetition.)
 - Read through the sentence patterns one by one. Review the meaning of dependent and independent clauses. (An independent clause is a group of words that contains a subject and verb and expresses a complete thought. It is a sentence. A dependent clause is a group of words that contains a subject and verb but does not express a complete thought. It cannot be a sentence.)
 - Provide additional coordinating conjunctions, such as *yet, for, and nor*.
- B**
- Write the two sentences on the board. Lead a class discussion about the similarities and differences. Ask leading questions as you point to the sentences, such as, *What word does this sentence start with? What is the word order? Is this a complete thought? A complete sentence? What sentence pattern is this?*
- C**
- Ask Ss to look back at Alba's email and find one more example of each sentence pattern.
 - To review, invite volunteers to write their answers on the board. Ask them to explain the sentence pattern.
- +** **EXTENSION** Have Ss work in pairs or small groups to identify the sentence pattern of each sentence in Alba's email.

3 PLAN YOUR WRITING

- A**
- Model the activity by completing the chart on the board with your own information. Talk aloud as you fill in the answers.
 - Say, *Now, what's your favorite holiday?* Elicit answers from the class. Then ask, *What food is served on this holiday?* Tell Ss to write down the names of the dishes and list the ingredients in the chart in their book. Allow them to research recipes, if appropriate.
- B**
- Remind them to only write key words and ideas for now, not complete sentences.
 - Ask Ss to take turns talking about their ideas in pairs. Read the example sentence prompt in the book aloud. Suggest that Ss start their description in that way.
 - Encourage Ss to give each other feedback on idea development.

4 WRITE

- Tell Ss to work individually to write an email about the foods prepared on their favorite holiday.
- Remind them to pay attention to quantity words and count and non-count nouns as they write. Encourage them to also include descriptive adjectives to help the reader picture what they are describing.
- Help with spelling and punctuation as necessary. Take this opportunity to work one-on-one with **lower-level Ss** who struggle with writing.

5 REVISE YOUR WRITING

- A**
- Arrange Ss in mixed-level pairs so **lower-level Ss** benefit from seeing models of more complex writing, and **higher-level Ss** benefit from reviewing key English skills as they edit and suggest revisions.
 - Read the review questions aloud. Make sure Ss understand them before moving on.
 - Ask Ss to exchange emails and take notes on corrections or suggestions for improvements.
- B**
- Have Ss give peer feedback. Encourage them to ask clarification questions if any feedback is unclear.
 - Walk around as Ss work and check that their feedback is correct and constructive.
- TEACHING TIP** When giving feedback, tell Ss to always provide examples or reasons for their opinions so that their partners have a clear idea of why they did well or what they can improve on.

6 PROOFREAD

- Give Ss time to consider their partners' feedback and make any necessary corrections.
 - Have Ss read their writing again and check their spelling, punctuation, and capitalization.
 - If several edits were made, suggest that Ss rewrite a clean version of their text.
- EXIT TICKET** Write on the board, *My holiday meal*. Have Ss write their names on a blank card or piece of paper. In two minutes, have Ss write down as many foods and ingredients as they can remember from their favorite holiday meal. Collect cards as Ss leave.

2 FOCUS ON WRITING

- A** Read the Writing Skill.
- B** Look at these two sentences from the email in 1B. Look at the sentence openings and structures. Notice the differences.

And there's the food.

My family usually serves *molé chicken*, which is chicken in a spicy sauce made with chili and chocolate.

- C** **PAIRS** Find one more simple sentence, compound sentence, and complex sentence in the email in 1B. Underline the sentences in the email. All possible answers are shown.

WRITING SKILL Add sentence variety

Use different sentence styles and structures in your writing. Doing this makes your writing more interesting and reduces repetition. There are several sentence patterns in English:

- **Simple sentences:** a subject + verb + object (also called an independent clause). *My family usually serves molé chicken.*
- **Compound sentences:** two independent clauses connected by a coordinating conjunction, like *and*, *but*, *so*, and *or*. *We top the peppers with a white sauce made from nuts, and we put some pomegranate seeds on top.*
- **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. *This dish is always served on Independence Day because it has all the colors of the Mexican flag.*

3 PLAN YOUR WRITING

- A** Think about your favorite holiday. What foods are served on this holiday? List the foods and any interesting ingredients or details in the chart to help plan your writing.

Food	Ingredients / Details

- B** **PAIRS** Describe the foods that are served on your favorite holiday.
My favorite holiday is... We always eat...

4 WRITE

Write an email about the foods that are served on your favorite holiday. Use your ideas from 3A to help you. Remember to use a variety of sentences when you write. Use the email in 1B as a model.

5 REVISE YOUR WRITING

- A** **PAIRS** Exchange emails and read your partner's.
1. Did your partner include details about his or her favorite foods?
 2. Did your partner use a variety of sentence types?
 3. Did this make the email more interesting to read?
- B** **PAIRS** Can your partner improve his or her email? Make suggestions.

Check your

- spelling
- punctuation
- capitalization

6 PROOFREAD

Read your email again. Can you improve your writing?

☐ I CAN WRITE ABOUT A HOLIDAY MEAL.

PUT IT TOGETHER

1 MEDIA PROJECT



A ▶04-22 Listen or watch. What does Yu-jin talk about?
Possible answer: Yu-jin talks about making her favorite meal, Japchae.



B ▶04-22 Listen or watch again. Answer the questions.

1. What does Yu-jin want to cook? Japchae, Korean glass noodles
2. What does she have? a package of noodles, a bag of carrots, three cups of spinach, two green onions, a bottle of sesame oil, and bottle of soy sauce, a jar of sesame seeds
3. What does she need? mushrooms and beef



C Make your own video.

Step 1 Choose a dish you want to cook. Think about what you need to make it.

Step 2 Make a 30-second video. Show the food you have in your cupboard or refrigerator. Talk about what you have and what ingredients you still need.

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

2 LEARNING STRATEGY

USE GRAMMAR ON FLASHCARDS

Sometimes vocabulary is related to grammar. For example, you need to memorize the past tense of irregular verbs (*did, was, were, etc.*). When you make flashcards for vocabulary, also include grammar. Write an example sentence to help you study. Make new flashcards for 3-5 items a week.

Bread

non-count: Is there any bread?

Review the count and non-count nouns in the unit. What words do you need to learn?

Make five flashcards with the words and the unit's grammar. Include example sentences for each flashcard. Review the cards twice a week.

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 choices
- ☐ Talk about food customs
- ☐ Talk about what you have and need

Vocabulary

- ☐ Lunch foods
- ☐ Partitives
- ☐ Food at a barbecue

Pronunciation

- ☐ Dropped syllables
- ☐ Phrases with *of*

Grammar

- ☐ Count and non-count nouns with *some, any, and no*
- ☐ *Much / Many / A lot of and How much / How many*
- ☐ *Enough and Too much / Too many + nouns*

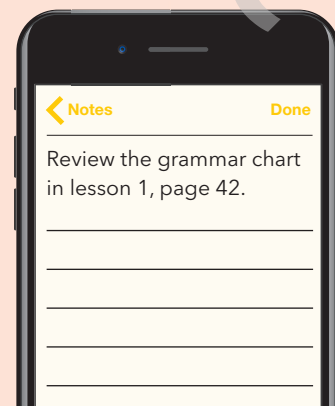
Reading

- ☐ Identify supporting details

Writing

- ☐ Use sentence variety

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, *How would you describe what you see in this picture?* (groceries on a counter)
- Tell Ss to listen to or watch Yu-jin describe the ingredients of her favorite meal. Remind them to listen for the main idea, not the details, at this stage. Then ask, *What is Yu-jin talking about?* (her favorite meal) Review the answer as a class.
- B** • Give Ss time to preview the questions. In pairs, have them recall information from the video and guess the answers based on what they remember.
- Have Ss listen or watch and answer the questions individually. If appropriate, replay the audio or video.
 - Have Ss discuss in pairs if their predictions were correct. Ask them, *Does this meal sound good to you? Why or why not?* Invite volunteers to share their opinions with the class.
- C** • Ask Ss, *How was this video recorded?* (Yu-jin spoke in the background while showing many shots of the food in her kitchen.) Explain to Ss that they will create a similar project.
- Read the three steps aloud for the class. Tell Ss they can talk about any meal they want to cook in their project. Have them write down 5-7 ingredients that are in the meal. Next to each ingredient, have them note whether they have this ingredient at home or would need to buy it. (Remind Ss that they don't actually have to buy ingredients or make the meal; they just need to talk about it, as in the video.) Tell Ss to list partitives and other quantity words to describe the amount of each ingredient that is needed.
 - Invite them to share their ideas in pairs. Encourage them to ask each other questions and give feedback to help improve their presentations.
 - Write the following checklist on the board and review it with the class:
 - ☐ Introduce the name of the meal.
 - ☐ Identify 5-7 ingredients.
 - ☐ Include quantity words for each ingredient.
 - ☐ Speak clearly and loudly.
 - For homework, tell Ss to create the video. Tell them the video should be 30 seconds.
 - Back in class, have Ss present their videos.
 - Leave 2-3 minutes for questions and feedback after each presentation. Remind Ss to give constructive feedback based on the checklist.

2 LEARNING STRATEGY

- Read the Learning Strategy aloud. Have Ss make flashcards to help them remember the rules for which quantity words to use with count and non-count nouns.
- Ask Ss to make five flashcards and have them practice saying the example words aloud in pairs.
- Remind Ss to review their flashcards twice a week to study.

3 REFLECT AND PLAN

- A** • Have Ss complete the checklists individually. Walk around 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 feel they don't know yet. Refer individual Ss to specific handouts, app practice, workbook pages, etc., to help them master any problem areas. Encourage them to make a study plan.
- If Ss feel confident about all of the topics in this unit, encourage them to think of other topics they need 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 4 Board Game. You'll find instructions for the game in the same folder.