

UNIT

1

Eating Well



COMMUNICATION GOALS

- 1 Talk about food passions.
- 2 Make an excuse to decline food.
- 3 Discuss lifestyle changes.
- 4 Describe local dishes.

KEY VOCABULARY

- Food passions
- Food descriptions

KEY GRAMMAR

- Use to / used to
- Negative yes / no questions

Eating Well

A HEALTHY DIET

The right balance of foods will keep you healthy.



VOCABULARY

Calcium: Dairy products and leafy green vegetables provide calcium for healthy bones and teeth.

Carbohydrates: Grains, pasta, and bread are sources of healthy carbohydrates.

Protein: Meat, fish, poultry, eggs, legumes, and nuts are rich sources of protein.

Vitamins: Vitamins A, B, C, and D come from a variety of foods, and they are important for good health.

- A** Look at the suggestions above for eating a healthy diet. Do you think this diet is healthy? Why or why not?
- B** Complete the chart about the foods you eat each day. Compare charts with a partner.
- C DISCUSSION** How are the Healthy Diet suggestions different from your chart? Which do you think is a healthier diet? Explain.

2-3 servings a day
3-5 servings a day
More than 5 servings a day



PHOTO STORY Read and listen to people talking about food choices.



Rita: Didn't you tell me you were avoiding sweets?

Joy: I couldn't resist! I had a craving for chocolate.

Rita: Well, I have to admit it looks pretty good. How many calories are in that thing anyway?



Joy: I have no idea. Want to try some?

Rita: Thanks. But I think I'd better pass. I'm avoiding carbs.*

Joy: You? I don't believe it. You never used to turn down chocolate!

Rita: I know. But I'm watching my weight now.



Joy: Come on! It's really good.

Rita: OK. Maybe just a bite.

Joy: Hey, you only live once!

*carbs (informal) = carbohydrates

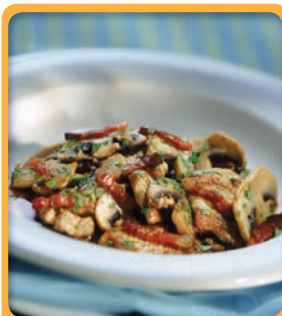
E FOCUS ON LANGUAGE Find an underlined sentence or phrase in the Photo Story with the same meaning as each of the following.

- 1 I don't know.
- 2 I should say no.
- 3 I couldn't stop myself.
- 4 I'm trying not to get heavier.

- 5 I really wanted
- 6 I agree
- 7 say no to
- 8 I'll try a little.

SPEAKING Read the descriptions of diets.
Would you ever try any of them? Why or why not?

“I don't believe in the Atkins Diet. A lot of meat, eggs, and cheese doesn't sound like the right balance of foods for good health.”



The Mushroom Diet
For weight loss.
Replace lunch or dinner every day—for two weeks—with a mushroom dish.

The Vegan Diet
For better health and prevention of disease.
Avoid all animal products, including dairy and eggs. Eat lots of grains, beans, vegetables, and fruits.



The Atkins Diet
For weight loss.
Eat high-protein foods such as meat, eggs, and cheese. Avoid foods that are high in carbohydrates, such as potatoes, bread, grains, and sugar.

The Juice Fast
For better health and prevention of disease.
Instead of food, drink four to six glasses of fresh vegetable and fruit juices for anywhere from three days to three weeks. Get plenty of rest and avoid exercise during the fast.





A


VOCABULARY • Food passions Read and listen. Then listen again and repeat.


B


LISTEN TO ACTIVATE VOCABULARY Circle the correct words to complete each statement about the speakers' food passions.

- 1 She **(is crazy about / doesn't care for)** sushi.
- 2 He **(loves / can't stand)** asparagus.
- 3 She **(is a mango lover / doesn't care for mangoes)**.
- 4 He **(is a big pasta eater / isn't crazy about pasta)**.
- 5 She **(is an ice cream addict / can't stand ice cream)**.



sushi



mangoes



pasta



ice cream



asparagus

C PAIR WORK Tell your partner about some of your food passions.

“ I'm really a seafood lover, but I'm not crazy about clams. ”

GRAMMAR • Use to / used to

Use **use to** and **used to** + the base form of a verb to describe things that were true in the past but are no longer true in the present.

I **used to be** crazy about candy, but now I don't care for it.

She **didn't use to eat** cheese, but now she has it all the time.

Did you **use to eat** a lot of fatty foods?

Yes, I did.

No, I didn't.

OR

Yes, I used to.

No, I didn't use to.

What **did** you **use to have** for breakfast? (Eggs and sausage. But not anymore.)

Why **did** you **use to eat** so much? (Because I didn't use to worry about my health.)

Be careful!

They **used to** ... BUT

They **didn't use to** ...
Did they **use to** ...?

GRAMMAR BOOSTER p. 79

Use to / used to: use and form, common errors

Be used to vs. get used to

Repeated actions in the past:
would + base form, common errors

GRAMMAR PRACTICE Use the context to help you complete each sentence with used to or didn't use to. Then write two sentences about yourself.

- Gary go out to eat a lot, but now he eats at home more often.
- Nina eat a lot of pasta, but now she does.
- Vinnie drink a lot of coffee, but now he's a coffee addict.
- Anton eat a lot of vegetables, but now he doesn't.
- Cate hate seafood, but now she's crazy about fish.

- Ted eat a lot of fatty foods, but now he avoids them.
- Burt drink a lot of water, but now he has several glasses a day.
- May like salad, but now she has salads several times a week.
- (used to) I
- (didn't use to) I



PRONUNCIATION • Sound reduction: used to

Notice how the pronunciation of to in used to changes to /tə/ in natural speech. Read and listen. Then listen again and repeat. Practice the sentences on your own.

- I used to be a big meat eater.
- Jack used to like sweets.
- Sally used to be crazy about fries.
- They didn't use to like seafood.



A CONVERSATION MODEL Read and listen to two people talking about their food passions.

A: Are you a big coffee drinker?

B: Definitely. I'm crazy about coffee. What about you?

A: I used to drink it a lot. But recently I've cut back.

B: Well, I couldn't live without it.



B RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.

NOW YOU CAN

Talk about food passions

A NOTEPADDING Complete the notepad with foods you like and dislike.

B CONVERSATION ACTIVATOR With a partner, change the Conversation Model, exchanging information about your food passions. Talk about what you used to and didn't use to eat or drink. Use your notepad and the Vocabulary from page 10.

A: Are you a big ?

B: What about you?

A:

DON'T STOP!

- Ask about more foods and drinks.

C CHANGE PARTNERS Talk about other food passions.



My food passions

Foods I'm crazy about	Foods I can't stand





A ⁷ **CONVERSATION MODEL** Read and listen to a dinner guest make an excuse to decline food.

A: Please help yourself.

B: Everything looks great! But I'll pass on the chicken.

A: Don't you eat chicken?

B: Actually, no. I'm a vegetarian.

A: I'm sorry. I didn't know that.

B: It's not a problem. I'll have something else.

B ⁸ **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.



Variations

It's not a problem.
Don't worry.
I'm fine.



A ¹⁰ **EXCUSES FOR NOT EATING SOMETHING** Read and listen. Then listen again and repeat.



FLASH CARDS



Coffee **doesn't** agree with me.



I'm **on a diet.** /
I'm **trying to lose weight.**



I don't eat beef.
It's **against my religion.**



I'm **allergic to** chocolate.



I'm **avoiding** sugar.



I **don't care for** broccoli.

LISTENING

B ¹¹ **LISTEN TO ACTIVATE VOCABULARY** Listen to each conversation. Write the letter to complete each statement. Then listen again to check your work.

- | | |
|---------------------|--|
| 1 Cindy ... | a is a vegetarian. |
| 2 Frankie ... | b is avoiding fatty, salty foods. |
| 3 Marie ... | c is trying to lose weight. |
| 4 Susan ... | d is allergic to something. |
| 5 George ... | e doesn't care for seafood. |

C PAIR WORK Talk about foods or drinks you avoid. Explain why.

“ I usually don't eat fried foods.
I'm trying to lose weight. ”

Use negative yes / no questions . . .

- to confirm information you think is true.
Isn't Jane a vegetarian? (Yes, she is.)
Didn't he go on a diet last week? (Yes. He's trying the Atkins Diet.)
- when you want someone to agree with you.
Don't you love Italian food? (Yes, it's delicious!)
Wasn't that a terrible dinner? (Actually, no. I thought it was good.)
- to express surprise.
Aren't you going to have cake? (I'm sorry, but I'm on a diet.)
Hasn't he tried the chicken? (No. He's a vegetarian.)

GRAMMAR BOOSTER p. 80
Negative yes / no questions: short answers

GRAMMAR PRACTICE Complete each negative yes / no question.

- A: you allergic to tomatoes?
B: Me? No. You're thinking of my brother.
- A: that lunch yesterday delicious?
B: It was fantastic!
- A: we already have steak this week?
B: Yes, we did.
- A: your husband been on a diet?
B: Yes. But it's driving him crazy.
- A: asparagus disgusting?
B: Actually, I like it.
- A: you like your pasta?
B: Actually, it was a little too spicy for me.

NOW YOU CAN Make an excuse to decline food.

A NOTEPADDING Look at the photos. On a separate sheet of paper, use the Vocabulary to write an excuse to decline each food.

B CONVERSATION ACTIVATOR With a partner, change the Conversation Model to role-play a dinner conversation. Use the photos to offer foods. Use your notepad to make excuses to decline that food. Then change roles. **OPTION:** Role-play a dinner conversation with more than one classmate.

A: Please help yourself.

B: Everything looks ! But I'll pass on the

A: Don't you eat ?

B: Actually,

A: I'm sorry. I didn't know that.

B: I'll have

DON'T STOP!

- Offer drinks and other foods.
- Talk about food passions.

RECYCLE THIS LANGUAGE.

be crazy about ____	can't stand ____
be a big ____ eater / drinker	be not crazy about ____
be a(n) ____ addict / lover	not care for ____

C CHANGE PARTNERS Practice the conversation again.



octopus



shellfish



tofu



steak



broccoli



beets



chocolate

BEFORE YOU READ • Explore your ideas Do you think people's eating habits are better or worse than they used to be? Explain with examples.



READING

How Can It Be?

Americans gain weight . . . while the French stay thin

Have you ever wondered why Americans struggle with watching their weight, while the French, who consume all that rich food—the bread, the cheese, the wine, and the heavy sauces—continue to stay thin? Now a report from Cornell University suggests a possible answer. A study of almost 300 participants from France and the U.S. provides clues about how lifestyle and decisions about eating may affect weight. Researchers concluded that the French tend to stop eating when they feel full. However, Americans tend to stop when their plate is completely empty, or they have reached the end of their favorite TV show.

According to Dr. Joseph Mercola, who writes extensively about health issues, the French see eating as an important part of their lifestyle. They enjoy food and, therefore, spend a fairly long time at the table. In contrast, Americans see eating as something to do quickly as they squeeze meals between the other activities of the day. Mercola believes Americans have lost the ability to sense when they are actually full. So they keep eating long after the French would have stopped. In addition, he argues that, by tradition, the French tend to shop daily, walking to small shops and farmers' markets where they have a choice of fresh fruits, vegetables, and eggs as well as high-quality meats and cheeses for each meal. In contrast, Americans tend to drive their cars to huge supermarkets to buy canned and frozen foods for the whole week.

Despite all these differences, new reports show that recent lifestyle changes may be affecting French eating habits. Today, the rate of obesity—or extreme overweight—among adults is only 6%. However, as American fast-food restaurants gain acceptance, and the young turn their backs on older traditions, the obesity rate among French children has reached 17%—and is growing.



A UNDERSTAND FROM CONTEXT Use the context of the article to help you choose the same meaning as each underlined word or phrase.

- Have you ever wondered why Americans struggle with watching their weight . . .
 - have an easy time
 - have a difficult time
 - don't care about
- . . . while the French, who consume all that rich food, . . .
 - fatty, high-calorie food
 - low-fat, low-calorie food
 - expensive food
- . . . continue to stay thin?
 - worry about their weight
 - not become overweight
 - gain weight
- Researchers concluded that the French tend to stop eating when they feel full.
 - like they can't eat any more
 - worried about their weight
 - hungry
- . . . the French see eating as an important part of their lifestyle.
 - personal care and appearance
 - culture or daily routine
 - meals

- B SUMMARIZE** According to the article, why do the French stay thin while Americans gain weight? Write a four-sentence summary of the Reading. Then share your summary with the class.

Compared to Americans, the French stay thin because ...

- C COMPARE AND CONTRAST** In your country, do people generally stay thin or do they struggle with watching their weight? Are lifestyles in your country closer to those of France or the U.S., as described in the article?




“ I think people here are more like people in France. They like to eat, but they don't gain weight easily. ”

NOW YOU CAN

Discuss lifestyle changes

- A FRAME YOUR IDEAS** Complete the lifestyle self-assessment.



1	Have you ever changed the way you eat in order to lose weight?	<input type="radio"/> yes <input type="radio"/> no
	If so, what have you done?	
	<input type="radio"/> ate less food	Were you successful? <input type="radio"/> yes <input type="radio"/> no
	<input type="radio"/> cut back on desserts	Why or why not? Explain. _____
	<input type="radio"/> avoided fatty foods	_____
	<input type="radio"/> other (explain) _____	_____
2	Have you ever changed the way you eat in order to avoid illness?	<input type="radio"/> yes <input type="radio"/> no
	If so, what changes have you made?	
	<input type="radio"/> stopped eating fast foods	Were you successful? <input type="radio"/> yes <input type="radio"/> no
	<input type="radio"/> started eating whole grains	Why or why not? Explain. _____
	<input type="radio"/> started eating more vegetables	_____
	<input type="radio"/> other (explain) _____	_____
3	Have you ever tried to lead a more active lifestyle?	<input type="radio"/> yes <input type="radio"/> no
	If so, what have you done?	
	<input type="radio"/> started working out in a gym	Were you successful? <input type="radio"/> yes <input type="radio"/> no
	<input type="radio"/> started running or walking	Why or why not? Explain. _____
	<input type="radio"/> started playing sports	_____
	<input type="radio"/> other (explain) _____	_____

- B CLASS SURVEY** On the board, summarize your class's lifestyles.

- C DISCUSSION** How do you think your classmates compare to most people in your country? Are they generally healthier or less healthy? What do you think people need to do to have a healthy lifestyle?

How many students ...

- want to make some lifestyle changes?
- have gone on a diet to lose weight?
- have changed their diet to improve their health?
- have been successful with a diet?
- lead an active lifestyle?

“ I think my classmates are healthier than most people in this country. Too many people eat fast foods. They need to eat healthier food and exercise more. ”

Text-mining (optional)

Find and underline three words or phrases in the Reading that were new to you. Use them in your Discussion.
For example: “gain weight.”

BEFORE YOU LISTEN



13

A **VOCABULARY** • **Food descriptions** Read and listen. Then listen again and repeat.



It looks terrific.



It smells terrible.



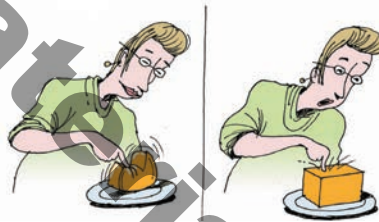
It tastes

sweet.
spicy.
salty.
sour.



It smells like
It tastes like
It looks like

chicken.



It's

soft.
hard.



It's

chewy.
crunchy.

“ Apples are crunchy. ”

B PAIR WORK Use the Vocabulary to describe foods you know.

LISTENING COMPREHENSION

A **14** **LISTEN FOR DETAILS** First, listen to the descriptions of foods from around the world and write the letter of each food. Then listen again and choose the Vocabulary that completes each description.

- 1 It's (crunchy / chewy / hard), and it tastes (salty / sweet / sour).
- 2 It tastes (salty / sweet / spicy), and it's (soft / hard / crunchy).
- 3 It's (soft / chewy / crunchy), and it tastes (salty / sweet / spicy).
- 4 It tastes (salty / sweet / spicy). Some think it (tastes / smells / looks) awful.
- 5 It (smells / tastes / looks) great, and it (smells / tastes / looks) awful.
- 6 They're (crunchy / chewy / hard), and they taste (salty / sweet / spicy).





- B LISTEN TO PERSONALIZE** Listen again. After each food, discuss with a partner whether you would like to try that food. Explain why or why not.

NOW YOU CAN

Describe local dishes

- A FRAME YOUR IDEAS** Choose three local dishes that you would recommend to a visitor to your country. Write notes about each.

Name of dish:

Description:

What's in it?

1

Name of dish:

Description:

What's in it?

2

Name of dish:

Rain doughnuts

Description:

soft and sweet

What's in it?

flour, eggs, milk

Name of dish:

Description:

What's in it?

3

- B PAIR WORK** Role-play a conversation in which one of you is a visitor to your country. Introduce and describe your dishes to the "visitor." Use the Vocabulary. For example:

“ Have you tried rain doughnuts? ”

“ No, I haven't. What are they like? ”

“ Well, they're soft. And they taste sweet ... ”



“rain doughnuts” / Brazil



RECYCLE THIS LANGUAGE.

Ask about the dish


What's in [it / them]?
Is it / Are they [spicy / sweet]?
How do you make [it / them]?
Is it / Are they [popular]?
Does it / Do they taste [salty]?

Comment on the dish


It sounds / they sound [great].
I'm crazy about ____.
I'm a big ____ eater.
I'm a(n) ____ [addict / lover].
I [used to / didn't use to] eat ____.
I don't care for ____.

I'm allergic to ____.
I'm avoiding ____.
____ [don't / doesn't] agree with me.
____ [is / are] against my religion.
I'm not much of a ____ [eater].
I'm [on a diet / trying to lose weight].

EXTENSION

- A**  Listen to the conversation in a restaurant. Cross out the foods that the speakers don't mention.

beef and broccoli	chicken	clams	noodles	pasta
pizza	salmon	scallops	shrimp	steak

- B**  Now listen again and complete the statements.

The man doesn't care for

He would rather eat

- C** Complete the negative **yes** / **no** question for each situation.

- The weather today is sunny and beautiful. You turn to your friend and say: "..... the weather fantastic?"
- You've just finished dinner. It was a terrible meal. As you leave, you say to your friend: "..... that meal awful?"
- You're sightseeing in China. From your tour bus window you see a long wall in the distance. You say to the person sitting next to you: "..... that the Great Wall?"
- You're surprised to see your friend eating breakfast at 11:30. You say: "..... you breakfast yet?"
- You see a woman on the street. You're pretty sure it's Norah Jones, the singer. You go up to her and ask: "..... you Norah Jones?"

- D** Write five sentences about things you used to or didn't use to do or think when you were younger. For example:

I didn't use to like coffee when I was younger.

- E** Write short descriptions of the following foods.

apples	bananas	carrots	grapefruit
ice cream	onions	squid	steak

Carrots are orange, and they're sweet and crunchy.

WRITING Write a paragraph on the following topic: Do you think people are eating healthier or less healthy foods than they used to? Give examples to support your opinion.

I think people are eating a lot of unhealthy foods today.

People used to eat a lot of fresh foods. However, lately . . .

For additional language practice . . .

 **FLAGSHIP POP** • Lyrics p. 93
"A Perfect Dish"

 **DIGITAL SONG**

 **DIGITAL KARAOKE**

WRITING BOOSTER p. 88

- Connecting ideas: subordinating conjunctions
- Guidance for this writing exercise

REVIEW

International Buffet Today's Selections

Pad Thai • Thailand

Ingredients: rice noodles, tofu, peanuts, fish sauce, sugar, lime juice, vegetable oil, garlic, shrimp, eggs, hot peppers



Bi Bim Bop • Korea

Ingredients: rice, beef, soy sauce, sesame oil, garlic, black pepper, salt, eggs, lettuce, rice wine, hot peppers



Chicken Mole • Mexico

Ingredients: chicken, salt, vegetable oil, onions, garlic, tomatoes, chocolate, hot peppers



Potato Soup • Colombia

Ingredients: chicken, three kinds of potatoes, corn, avocados



Tabouleh Salad • Lebanon

Ingredients: parsley, mint, onions, tomatoes, salt, black pepper, cracked wheat, lemon juice, olive oil



Pot Stickers • China

Ingredients: flour, cabbage, pork, green onions, sesame oil, salt



Stuffed Rocoto Peppers • Peru

Ingredients: onions, garlic, ground beef, hard-boiled eggs, raisins, cheese, rocoto peppers, vegetable oil



ORAL REVIEW

CHALLENGE Choose a dish and study the photo and the ingredients for one minute. Then close your book. Describe the dish.

PAIR WORK

- 1 Create a conversation for the man and woman in which they look at the foods and talk about their food passions. For example:

Have you tried Pad Thai? It's terrific!

- 2 Create a conversation in which the man or the woman suggests and offers foods. The other makes excuses. Start like this:

A: Would you like some ___?

B: Actually, ___.

- 3 Choose a dish and create a conversation between someone from that country and a visitor. For example:

Have you ever tried ___?



✓ NOW I CAN

- ☐ Talk about food passions.
- ☐ Make an excuse to decline food.
- ☐ Discuss lifestyle changes.
- ☐ Describe local dishes.