

UNIT

1

# Food



Sample Material

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## COMMUNICATION GOALS

- 1 Discuss ingredients for a recipe.
- 2 Offer and ask for foods.
- 3 Invite someone to join you at the table.

## KEY VOCABULARY

- Foods and drinks
- Places to keep food in a kitchen
- Containers and quantities
- Cooking verbs

## KEY GRAMMAR

- How many / Are there any
- Count nouns and non-count nouns
- How much / Is there any



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**VOCABULARY • Foods: count nouns** Read and listen. Then listen again and repeat.

1 an egg

2 an onion

3 an apple

4 an orange

5 a lemon

6 a banana

7 a tomato

8 a potato

9 a pepper

10 beans

11 peas

**VOCABULARY BOOSTER • p. 57**  
 More vegetables and fruits

2


**LISTENING COMPREHENSION** Listen to the conversations.

Check the foods you hear in each conversation.

1		✓					✓	✓
2								
3								
4								
5								

**3 PAIR WORK** Which foods do you like? Tell your partner.  
 Compare your likes and dislikes.

“ I don't like bananas,  
 but I really like apples. ”

**4 GRAMMAR • How many / Are there any**

Use How many and Are there any with plural nouns.

How many onions are there? (Ten or twelve.)

How many apples are there in the refrigerator? (I'm not sure. Maybe two.)

Are there any lemons? (Yes, there are. OR Yes. There are three.) (No, there aren't. OR No. There aren't any.)

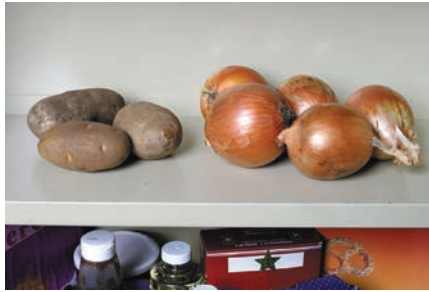




## 5 VOCABULARY • Places to keep food in a kitchen Read and listen. Then listen again and repeat.



1 in the fridge (in the refrigerator)



2 on the shelf



3 on the counter



## 6 PAIR WORK Ask and answer questions about the Vocabulary pictures. Use How many and Are there any.

“ How many potatoes are there on the shelf? ”

“ There are three. ”

### NOW YOU CAN

Discuss ingredients for a recipe



## 1 CONVERSATION MODEL Read and listen.

- A: How about some green bean salad?  
 B: Green bean salad? That sounds delicious! I love green beans.  
 A: Are there any beans in the fridge?  
 B: Yes, there are.  
 A: And do we have any onions?  
 B: I'm not sure. I'll check.



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



## 3 CONVERSATION ACTIVATOR With a partner, change the conversation. Use the recipes. Then change roles. Start like this:

- A: How about some .....?  
 B: .....? That sounds delicious! I love .....  
 A: Are there any .....?  
 B: .....

Continue with the other ingredients in the recipe.



### RECYCLE THIS LANGUAGE.

We need [onions].	And how about ____ ?
We don't have [eggs].	Uh-oh.
I really like [beans].	I don't know.
I don't like [peas].	Sounds nice.

## 4 CHANGE PARTNERS Discuss another recipe.

### Green Bean Salad

Ingredients:  
beans  
peas  
onions



### Fruit Salad

Ingredients:  
apples  
bananas  
oranges



### Tomato Potato Soup

Ingredients:  
tomatoes  
potatoes  
onions



### Potato Pancakes

Ingredients:  
potatoes  
onions  
eggs



### Stuffed Peppers

Ingredients:  
peppers  
tomatoes  
onions



**DON'T STOP!**  
Talk about what you need, want, have, and like.



1 VOCABULARY • Drinks and foods: non-count nouns Read and listen. Then listen again and repeat.

DRINKS



1 water



2 coffee



3 tea



4 juice



5 milk



6 soda

FOODS



7 bread



8 pasta



9 rice



10 cheese



11 meat



12 chicken



13 fish



14 oil



15 butter



16 sugar



17 salt



18 pepper

2 VOCABULARY PRACTICE Which foods from the Vocabulary do you like? Discuss with your classmates.

“ I like cheese. ”

“ Me too! Cheese is my favorite food! ”

“ Not me. I really don't like cheese. ”

3 GRAMMAR • Count nouns and non-count nouns

Count nouns name things you can count. They can be singular or plural.

I want **an apple**.

I like **bananas**.

We have **three tomatoes** on the shelf.

Non-count nouns name things you cannot count. They are not singular or plural.

I don't eat **sugar**.

**Rice** is good for you.

**Pasta** is my favorite food.

BE CAREFUL!

- Use singular verbs with non-count nouns.

Rice is good for you.  
NOT Rice **are** good for you.

- Don't use **-s** or **a** / **an** with non-count nouns.

rice NOT **a rice**  
NOT **two rices**



- 4 **GRAMMAR PRACTICE** Complete the chart. Be careful! Make your count nouns plural. But don't make your non-count nouns plural. Then compare with a partner.

I eat	pasta, peas . . .
I don't eat	
I drink	
I don't drink	

- 5 **GRAMMAR** • *How much / Is there any*

Use How much and Is there any to ask about non-count nouns.

How much bread does she want? (NOT ~~How many~~ bread does she want?)

How much milk is there? (NOT ~~How many~~ milk is there?)

Is there any butter? Yes, there is. / No, there isn't. OR No. There isn't any.

**REMEMBER**

Use How many with plural count nouns.

How many apples are there?  
NOT ~~How much~~ apples are there?

- 6 **VOCABULARY** • *Containers and quantities* Read and listen. Then listen again and repeat.



1 a box of pasta



2 a loaf of bread



3 a bottle of juice



4 a can of soda



5 a bag of onions



- 7 **GRAMMAR PRACTICE** Complete each question with How much or How many.

1 ..... loaves of bread do you need?

2 ..... bags of potatoes do we have?

3 ..... cheese is there in the fridge?

4 ..... sugar do you want in your tea?

5 ..... eggs are there for the potato pancakes?

6 ..... cans of tomatoes are there on the shelf?

**NOW YOU CAN**

**Offer** and ask for foods

- 1 **CONVERSATION MODEL** Read and listen.

A: Would you like coffee or tea?

B: I'd like coffee, please. Thanks.

A: And would you like sugar?

B: No, thanks.

A: Please pass the butter.

B: Here you go.

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

- 3 **CONVERSATION ACTIVATOR** With a partner, change the conversation. Use other foods and drinks. Then change roles.

A: Would you like ..... or .....?

B: I'd like ....., please. Thanks.

A: And would you like .....?

B: .....

A: Please pass the .....

B: Here you go.

- 4 **CHANGE PARTNERS** Change the conversation again.





## 1 GRAMMAR • The simple present tense and the present continuous

Remember: Use the simple present tense with verbs have, want, need, and like.

I like coffee. NOT I'm liking coffee.

Use the simple present tense to describe habitual actions and with frequency adverbs.

I cook dinner every day.

I never eat eggs for breakfast.

Use the present continuous for actions in progress right now.

We're making dinner now.

She's studying English this year.

## BE CAREFUL!

Don't say: We cook dinner now.

Don't say: I am cooking dinner every day.

## 2 GRAMMAR PRACTICE Complete each statement or question with the simple present tense or the present continuous.

1 Who ..... lunch in the kitchen right now?  
eat

2 Where ..... he usually ..... lunch—at home or at the office?  
eat

3 They ..... a lot of sugar in their tea.  
not like

4 We ..... the kitchen every day.  
clean

5 Elaine and Joe aren't here. They ..... to work.  
drive

6 Why ..... six cans of tomatoes?  
you / need

..... tomato soup for lunch?  
you / make

7 ..... to work tomorrow?  
she / go

8 How many boxes of rice .....?  
he / want

9 I ..... a bottle of juice in the fridge.  
not have

10 I can't talk right now. I .....  
study

## 3 GRAMMAR PRACTICE Look at Suzanne and her weekly schedule. Then write about Suzanne. What is she doing right now? What does she do at other times? Use the present continuous and the simple present tense.



May	May
<b>10 Monday</b> Teach English [intermediate] at SCS: 10:00 A.M.	<b>Thursday 13</b> Work at home 8:00-12:00 Teach English [beginning] at Bank Street School: 4:00-6:00
<b>11 Tuesday</b> Work at home 8:00-12:00 Teach English [beginning] at Bank Street School: 4:00-6:00	<b>Friday 14</b> Study Chinese
<b>12 Wednesday</b> Teach English [intermediate] at SCS: 10:00 A.M.	<b>Saturday 15</b> Laundry/shopping
	<b>Sunday 16</b> Cook for Mom and Dad

Suzanne is listening to music right now. She teaches English on Mondays, Tuesdays . . .



MORE EXERCISES

## 4 PAIR WORK Ask and answer questions about Suzanne's activities. Use the simple present tense and the present continuous.

“ Does Suzanne teach English? ”

“ Yes, she does. ”

“ What's Suzanne doing right now? ”

“ She's listening to music. ”



5

**10 PRONUNCIATION • Vowel sounds** Read and listen to the words in each group.

Then listen again and repeat.

1 /i/	2 /ɪ/	3 /eɪ/	4 /ɛ/	5 /æ/
see	six	late	pepper	apple
tea	fish	potato	red	jacket
street	this	train	lemon	has

6 **PAIR WORK** Read aloud a word from the Pronunciation chart.  
Your partner says another word from the same group.

“ fish ”

“ six ”

**NOW YOU CAN**

Invite someone to join you at the table

1

**11 CONVERSATION MODEL**

Read and listen.

- A: Hi, Alison. Nice to see you!  
B: You too, Rita. Do you come here often?  
A: Yes, I do. Would you like to join me?  
B: Sure. What are you drinking?  
A: Lemonade.  
B: Mmm. Sounds good.

2

**12 RHYTHM AND INTONATION**

Listen again and repeat. Then practice the Conversation Model with a partner.

3 **CONVERSATION ACTIVATOR** With a partner, personalize the conversation. Use your own name and your own foods or drinks or use the pictures. Then change roles.

- A: Hi, ..... Nice to see you!  
B: You, too, ..... Do you come here often?  
A: Yes, I do. Would you like to join me?  
B: Sure. What are you .....?  
A: .....  
B: Mmm. Sounds good.

**DON'T STOP!**

Offer foods and drinks.

**RECYCLE THIS LANGUAGE.**

Would you like [coffee]?  
Yes, thanks. / No, thanks.

4 **CHANGE PARTNERS** Invite another classmate to join you.





## EXTENSION

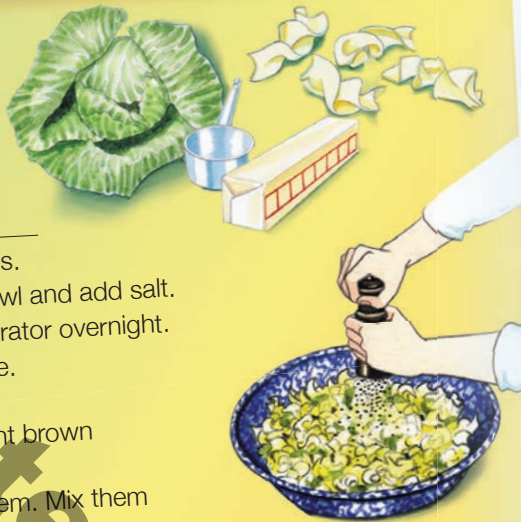
- 1 <sup>13</sup> **READING** Read a recipe with only three ingredients.

### Hungarian Cabbage and Noodles

#### Ingredients

- 1 large head of green cabbage
- 1/2 cup unsalted butter
- 11 ounces (700 grams) of egg noodles

1. Cut the cabbage into small slices.
2. Put the cabbage into a large bowl and add salt.
3. Put the cabbage into the refrigerator overnight.
4. The next day, drain the cabbage.
5. Melt the butter in a large pan.
6. Sauté the cabbage until it is light brown and very soft (30-40 minutes).
7. Cook the noodles and drain them. Mix them with the cabbage. Add lots of black pepper.



**Source:** Adapted from *Recipes 1-2-3* by Rozanne Gold (New York: Viking, 1997)

- 2 **READING COMPREHENSION** Answer the questions. Compare your answers with a partner.

- 1 How many ingredients does the recipe have? .....
- 2 What are the ingredients? .....
- 3 Is there any butter or oil in the recipe? .....

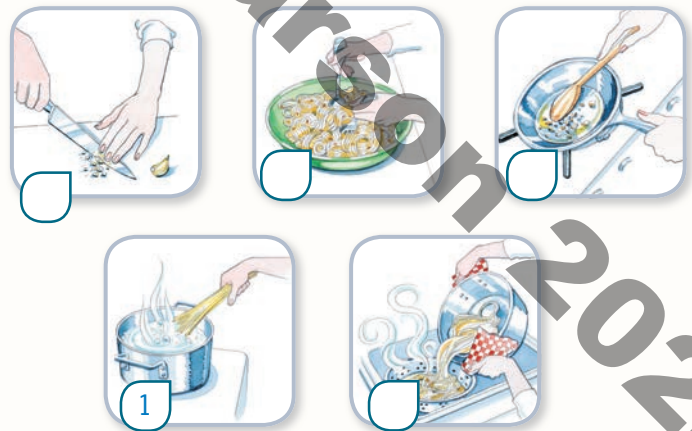


- 3 <sup>15</sup> **LISTENING COMPREHENSION** Listen to the radio cooking program. Write the correct quantity next to each ingredient. Then listen again and number the pictures in the correct order. Listen again and check your work.

### Pasta with Garlic and Olive Oil

#### Ingredients:

- \_\_\_ cloves of garlic
- \_\_\_ tablespoons of olive oil
- \_\_\_ box of pasta

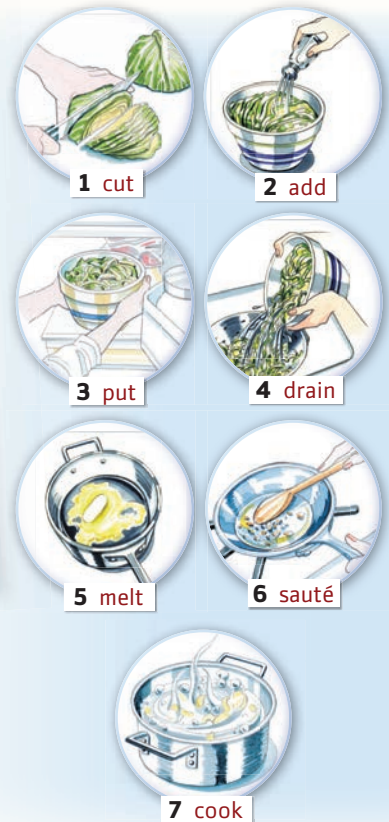


- 4 **SPEAKING PRACTICE** Tell a partner what you eat for each meal.

“ My favorite food for breakfast is eggs. ”

**GRAMMAR BOOSTER** • p. 61  
Unit 1 review

- 14 **Cooking verbs**



FOR ADDITIONAL LANGUAGE PRACTICE...

🎵 **FLAGSHIP POP** • Lyrics p. 67  
“Fruit Salad, Baby”

## REVIEW

Monday / Wednesday / Friday

Michael: do laundry

(Monday only)

Sylvia: go shopping

Sylvia: cook dinner

Tuesday / Thursday / Saturday

Sylvia: take out the garbage

Michael: go shopping and cook dinner

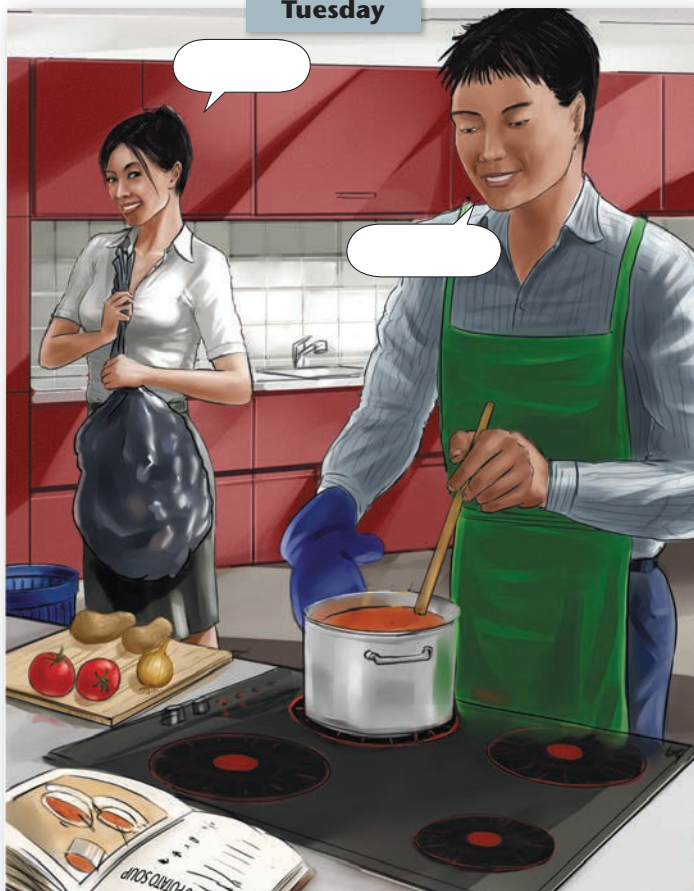
Sunday

No chores!

Monday



Tuesday



**MEMORY GAME** Look at the pictures for one minute. Then close your books and say all the foods and drinks you remember. Use count and non-count nouns correctly.

**DESCRIPTION** Use the schedule and the pictures to describe Michael and Sylvia's activities and habitual actions. Use the present continuous and the simple present tense. For example:

It's Tuesday. Michael is cooking dinner.  
Sylvia cooks dinner on Mondays.

### PAIR WORK

1 Ask and answer questions about the pictures. Use How many and How much. Answer with There is and There are. For example:

A: How many boxes of pasta are there on the counter?

B: There are two.

2 Create conversations for Michael and Sylvia in the three pictures. For example:

A: Would you like peas?

B: Yes, please. And please pass the salt.

**WRITING** Write about what you eat on a typical day. Start like this:

For breakfast I eat . . .

**WRITING BOOSTER** • p. 65

Guidance for this writing exercise

Friday



### ✓ NOW I CAN

- ☐ Discuss ingredients for a recipe.
- ☐ Offer and ask for foods.
- ☐ Invite someone to join me at the table.