

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



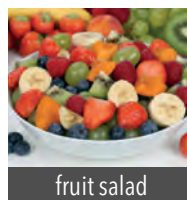
a veggie burger



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 |
|----------|-------|----------|--------|-------------------------|
| | | | | |

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 some, any, and no | | | | |
| Are | there | any | burgers? | Yes. | Yes, | there | are | some | burgers. |
| | | | | Yes, there are. | No, | there | aren't | any | |
| | | | | | There | are | no | | |
| Is | | | ketchup? | No. | Yes, | there | is | some | ketchup. |
| | | | | No, there isn't. | 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)

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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 _____ salad. Would you like _____ ?

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

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

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

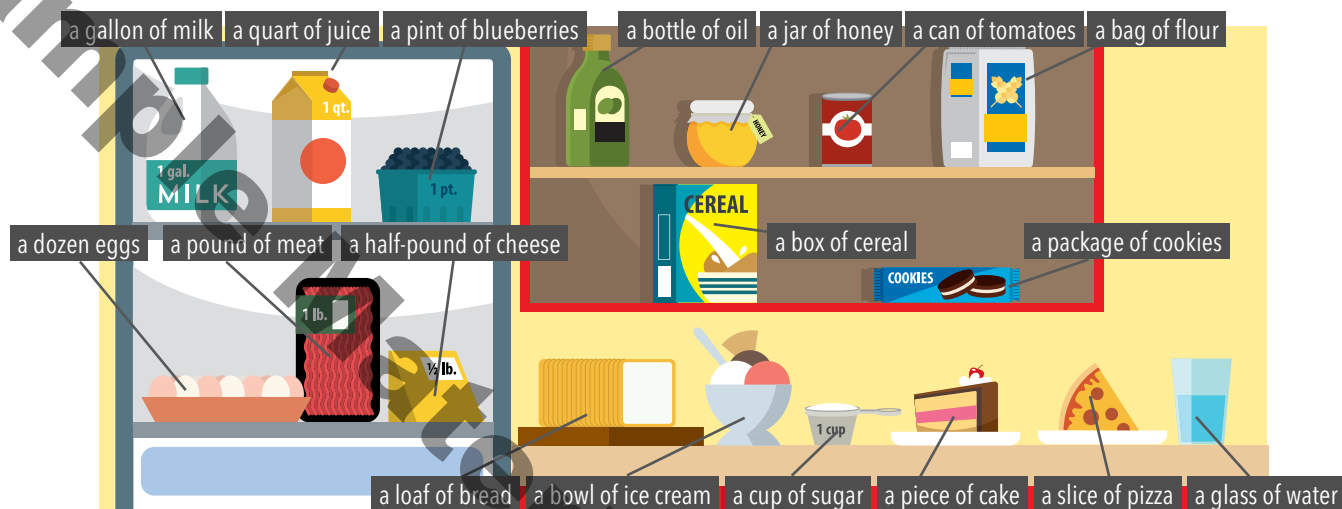
@MandyW

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 _____ of tomatoes and a _____ of sugar
2. a _____ of ice cream and a _____ of cookies
3. a _____ of soda with a _____ of lemon
4. a _____ of blueberries and one _____ 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 / How many</i> | | | Statements with <i>Much / Many / A lot of</i> | | |
|---|------------|----------------|---|-------------------------------|-------------|
| <i>How much / How many</i> | Noun | | | <i>Much / Many / 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



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 | | | | | | |



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*.

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

- A centenarian is _____ years old or older.
- A person's _____ can help them live a long life.
- Antioxidants help to _____ aging.
- The biggest meal in Blue Zones is _____ of the day.

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

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.



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.



a hamburger



a hot dog



ribs



corn on the cob



coleslaw



potato salad



macaroni salad



baked beans



a watermelon



a blueberry pie



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?



COACH

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.

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3 CONVERSATION

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

- There are ___ hot dogs and ribs.
 - enough
 - not enough
 - too many
- Hailey and Mandy decide to buy ___ cans of beans.
 - two
 - three
 - four
- Mandy is a little mad at her sister because she _____.
 - invited too many people
 - bought too much food
 - forgot about the food
- There will be ___ people at the barbecue.
 - two
 - six
 - ten
- They think Layla and Tom should bring _____.
 - 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 _____ 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 _____. Let's get six.
Anything else?

Mandy: Coleslaw, potato salad, and macaroni salad.

Hailey: That's too _____ 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.



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?

- 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.

- 5 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
10 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
15 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
20 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?

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 _____.
- 2. Dessert appeals to our brains because the _____.
- 3. When we eat dessert, our stomachs expand because food _____ against the stomach and sugar _____ the walls of the stomach.
- 4. Scientists say we should have a _____ 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.

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!

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 | |
| mangos | |
| <i>chiles en nogada</i> | |
| <i>tres leches</i> cake | |

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.

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?



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

1. What does Yu-jin want to cook? _____
2. What does she have? _____
3. What does she need? _____

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.

