

# 7

# ARE YOU READY TO ORDER?

## LEARNING GOALS

In this unit, you

- talk about food
- order in a restaurant
- ask for restaurant items
- read and write a restaurant review



## GET STARTED

- A** Read the unit title and learning goals.
- B** Look at the photo of a restaurant. What do you see?
- C** Now read Pedro's message. What is he doing?



**PEDRO CAMPOS**

@PedroC

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



# LESSON 1 TALK ABOUT FOOD



PEDRO CAMPOS

@PedroC

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



## 1 VOCABULARY Food groups

**A** 07:01 Listen. Then listen and repeat.

### FRUIT



a banana



an apple



an orange

### MEAT



beef



pork

### VEGETABLES



a potato



an onion



a carrot



a tomato

### POULTRY



chicken



turkey

### DAIRY



cheese



milk



butter

### SEAFOOD



fish



shrimp

**B** What is your favorite:  
vegetable? \_\_\_\_\_ fruit? \_\_\_\_\_ meat / poultry / seafood? \_\_\_\_\_

**C PAIRS** Compare answers.

**A:** Oranges are my favorite fruit, but I love apples and bananas, too.

**B:** I like oranges and apples, but I don't like bananas.



## 2 GRAMMAR Count / non-count nouns; Some and any

### Count / non-count nouns

#### Count nouns

= things you can count

one tomato

two onions

five bananas

#### Non-count nouns

= things you cannot count

soup

butter

milk

**Note:** Non-count nouns take singular verbs.

*Cheese is my favorite food.*

*The beef isn't good.*

### Some and any

#### Yes/no questions

Do you have

**any**

**some**

milk?

oranges?

**Note:** We usually use *any* in yes/no questions. We can also use *some* in yes/no questions when we offer or ask for something.

#### Statements

##### Affirmative

Yes, I have **some** milk.

##### Negative

No, I don't have **any** oranges.

>> FOR PRACTICE, GO TO PAGE 119



### 3 PRONUNCIATION

**A** ▶ 07:03 Listen. Notice the different vowel sounds.

Then listen and repeat.

/i/ cheese meat beef turkey

/ɪ/ chicken fish shrimp a little bit

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

1. eat / it

4. seat / sit

2. he's / his

5. these / this

3. leave / live

**C** **PAIRS** Practice the conversation. Use the foods in 3A.

**A:** Does the dish have \_\_\_ in it?

**B:** A little bit.

**A:** Oh. I don't eat \_\_\_.

#### The vowels /i/ and /ɪ/

Notice the different vowel sounds in *meat* /i/ and *fish* /ɪ/. The sound /i/ (*meat*) usually has a spelling with e. The sound /ɪ/ (*fish*) usually has a spelling with i.

### 4 CONVERSATION



**A** ▶ 07:05 Listen or watch. Check (✓) all correct answers.

Pedro doesn't eat \_\_\_.

☐ beef

☐ carrots

☐ pork

☐ milk

☐ chicken

☐ cheese

☐ apples

☐ onions



**B** ▶ 07:06 Listen or watch. Complete the conversation.



Pedro: Does the tomato soup have \_\_\_\_\_ in it?

Server: Yes, it does. There's milk in it. We have chicken soup.

Pedro: Oh ... I don't eat meat.

Server: Oh. Well, how about \_\_\_\_\_ soup?

Pedro: Does it have onions in it?

Server: Yes, it does.



**C** ▶ 07:07 Listen and repeat. Then practice with a partner.

**D** **PAIRS** Make new conversations. Use these words or your own ideas.

carrot

beef

tomatoes

### 5 TRY IT YOURSELF

**A** **MAKE IT PERSONAL** Plan an interesting dish. Use words in 1A.

Give it a name. What do you need to make the dish?

**A:** Let's make a chicken dish.

**B:** OK. We need a chicken, an onion ...

**B** **CLASS** Report to the class. Then vote on the most interesting dish.

Our dish is called "Grandma's Chicken." It has onions, a tomato, ...



# LESSON 2

# ORDER IN A RESTAURANT



PEDRO CAMPOS

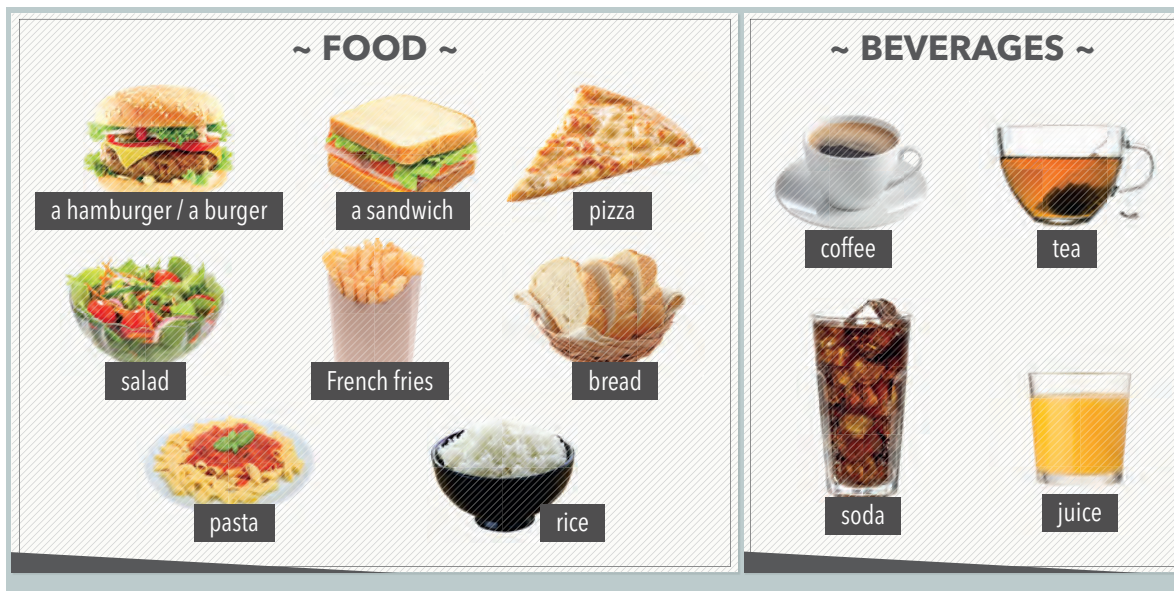
@PedroC

Time to order. The servers here are very nice.



## 1 VOCABULARY Food and beverages

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



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

1. pizza
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

**C PAIRS** Find one food you both eat a lot of. Find one beverage you both drink a lot of.

A: I drink a lot of coffee.

B: Me, too!

## 2 SPEAKING

**A** ▶ 07:10 Notice how we order in a restaurant. Listen. Then listen and repeat.

Can I take your order?	I'll have the chicken sandwich.	<i>I'd like = I would like</i>	<i>I'll have = I will have</i>
Anything to drink?	Yes, I'd like some coffee, please.	Use <i>the</i> to talk about items on the menu: <i>I'll have the small salad.</i>	

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

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
				I'll have	

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



### 3 PRONUNCIATION

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

favorite vegetable restaurant

- B** ▶ 07:13 Listen. Draw a line (/) through the vowel letter that is not pronounced. Then listen and repeat.

1. chocolate 2. every 3. different 4. family 5. business

- C** **PAIRS** Student A, say a word from 3A or 3B. Student B, say how many syllables you hear.

#### Dropped syllables

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

### 4 CONVERSATION



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

#### Main dishes

- ☐ hamburger  
☐ chicken sandwich  
☐ fried fish  
☐ pizza  
☐ garden salad

#### Sides

- ☐ French fries  
☐ fruit salad  
☐ tomato soup  
☐ baked potato  
☐ cooked carrots

#### Beverages

- ☐ coffee  
☐ hot tea  
☐ iced tea  
☐ soda  
☐ juice



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



Server: Are you ready to order?

Pedro: Yes, I am. \_\_\_\_\_ the garden salad, please.

Server: And would you like something to drink?

Pedro: \_\_\_\_\_ some tea.

Server: Thank you. And for you?

Lily: \_\_\_\_\_ the hamburger.



- C** ▶ 07:15 Listen and repeat. Then practice with two partners.

- D** **PAIRS** Make new conversations. Use these words or your own ideas.

pizza coffee chicken sandwich

### 5 TRY IT YOURSELF

**ROLE PLAY** Imagine that you are in a restaurant. Student A, you are the server. Student B, you are the customer. Order food from 4A. Student A, write the order. Read it back to check that it is correct.



■ I CAN ORDER IN A RESTAURANT.



# LESSON 3

## ASK FOR RESTAURANT ITEMS



PEDRO CAMPOS

@PedroC

Lily's right. The food here is good!



### 1 VOCABULARY Restaurant items

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



**B** Write words that the sentences describe. Use words from 1A.

1. You put these on meat. salt and pepper
2. You put this in coffee. \_\_\_\_\_
3. You put this on French fries. \_\_\_\_\_
4. You put this in soda. \_\_\_\_\_
5. You use this to order food. \_\_\_\_\_
6. You get this at the end of a meal. \_\_\_\_\_
7. You leave this for the server. \_\_\_\_\_
8. You put this on your lap. \_\_\_\_\_

**C GROUPS** One person acts out using a word from 1A. The first person to guess correctly chooses a different word to act out.



### 2 GRAMMAR *Can* and *could* for requests; *Some* and *any* as indefinite pronouns

#### Can and could for requests

Can / Could	Subject	Verb		Answers
Can Could	you	bring	some water, please?	Yes, of course.
	I	see	the menu?	Sure.
	we	have	the check?	No problem.

**Note:** *Could* is more polite than *can*.

#### Some and any as indefinite pronouns

There's cake. Do you want **some**?

I'd like pasta, but they don't have **any**.

**Note:** Use *some* and *any* without a noun when it is clear what we are talking about.

>> FOR PRACTICE, GO TO PAGE 120



### 3 CONVERSATION



**A** ▶ 07:19 Listen or watch. Check (✓) all correct answers.

1. What does Pedro ask for?

- ☐ water with no ice
- ☐ a burger
- ☐ a salad
- ☐ some pepper
- ☐ the check

2. What does Lily ask for?

- ☐ water with ice
- ☐ a napkin
- ☐ ketchup
- ☐ salt
- ☐ a spoon



**B** ▶ 07:20 Read the Conversation Skill.



Listen or watch. Complete the conversation.

Pedro: Excuse me. \_\_\_\_\_  
some **pepper**, please?

Server: Yes, of course.

Pedro: Also, there's no **ketchup**.  
\_\_\_\_\_, too?

Server: Sure. Anything else?

Pedro: No, I think that's it. Thanks.

#### CONVERSATION SKILL

Use polite expressions

When you ask for something, say *Please* and then *Thank you*.

Listen or watch the conversation in 3A. Raise your hand when you hear someone use polite expressions.

**C** ▶ 07:21 Listen and repeat. Then practice with a partner.

**D** **PAIRS** Make new conversations. Use these words or your own ideas.

**salt** **sugar**

### 4 TRY IT YOURSELF

**A** **ROLE PLAY** Prepare a funny skit.  
Student A, you are a new server.  
Students B and C, you are customers.  
There's nothing on the table.  
Customers, ask politely for the things you need.

**B** **CLASS** Present your skit to the class.



■ I CAN ASK FOR RESTAURANT ITEMS.

# LESSON 4

## READ A RESTAURANT REVIEW



PEDRO CAMPOS

@PedroC

Read my review of Sam's Diner—great food and service.

### 1 BEFORE YOU READ

What kind of restaurant do you like?

What's your favorite lunch?

### 2 READ

**A** ▶ 07:22 Listen. Read the review. How does Pedro feel about Sam's Diner? \_\_\_\_\_



**Sam's Diner**  
restaurant website

map view

nearby

save

**Pedro Campos** checks in to Sam's Diner

★★★★★ May 12 at 12:30 P.M.

This is a great place to eat. It's in a convenient location on a quiet street and close to the office.

They have a huge menu. There are many kinds of sandwiches, soups, salads, and pastas. They also have about twenty different kinds of pizza. The pizzas come with lots of toppings like onions, chicken, and olives. My favorite is pizza with salad on top! The service is excellent. The servers are really friendly.




**B** Read the Reading Skill. Match the words with the meanings.

- |                        |                                     |
|------------------------|-------------------------------------|
| <u>c</u> 1. convenient | a. a place                          |
| ___ 2. location        | b. the help people give             |
| ___ 3. huge            | c. near or easy to get to           |
| ___ 4. topping         | d. very large                       |
| ___ 5. service         | e. something you put on top of food |

#### READING SKILL Context clues

To guess the meaning of an unfamiliar word, look at other words in the text around it.

**C** Read the review again. Choose the best answer.

- Sam's Diner is \_\_\_\_\_.
  - far from the office
  - b.** near the office
  - next to a park
- Pedro likes a \_\_\_\_ place to eat.
  - noisy
  - b. quiet
  - c. interesting
- Pedro's favorite pizza has \_\_\_\_ on it.
  - olives
  - b. onions
  - c. salad
- The service at Sam's Diner is \_\_\_\_\_.
  - a. very good
  - b. very bad
  - c. just OK

### 3 MAKE IT PERSONAL

Find out about the history of pizza.



**A** Describe a restaurant you really like.

**B PAIRS** Discuss what you like about your favorite restaurant.

■ I CAN READ A RESTAURANT REVIEW.



# LESSON 5

## WRITE A RESTAURANT REVIEW

### 1 FOCUS ON WRITING

- A** Read the Writing Skill.
- B** Read the review on page 72 again.  
Circle the commas in the lists.

#### WRITING SKILL Commas in a list

A list contains three things (or more). We use commas to separate things in a list. Look at this example:

*My favorite foods are pasta, pizza, and hamburgers.*

### 2 PLAN YOUR WRITING

- A** Think about a restaurant you like. Write the name. Complete the chart. Describe the location, food, and service. Complete the word webs.

Name: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Location

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Food

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Service

\_\_\_\_\_

- B PAIRS** Talk about the restaurant.  
*The restaurant is ... They have ...*

### 3 WRITE

Write a restaurant review. Talk about the location, food, and service. Use the review on page 72 as a model.

### 4 REVISE YOUR WRITING

- A PAIRS** Read your partner's review. Complete the chart.

Did your partner ...?	Yes	No
describe the location		
describe the food and service		
use commas in a list		

- B PAIRS** Can you improve your partner's restaurant review? Make suggestions. Then revise your writing.

### 5 PROOFREAD

Read your review again. Check your spelling, punctuation, and capitalization.

**I CAN WRITE A RESTAURANT REVIEW.**

# PUT IT TOGETHER

## 1 MEDIA PROJECT



**A** ▶ 07:23 Listen or watch. Answer the questions.

1. What is Ji-Ho's favorite food?

\_\_\_\_\_

2. Why does he like the restaurant?

\_\_\_\_\_

3. What is his favorite dish?

\_\_\_\_\_

**B** Make your own video.

**Step 1** Choose a favorite restaurant or meal.

**Step 2** Make a 30-second video. Talk about the meal. Describe what you eat and drink.  
Explain why you like it.

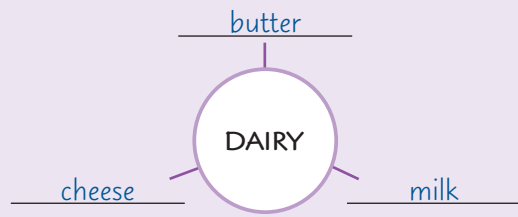
**Step 3** Share your video. Answer questions and get feedback.



## 2 LEARNING STRATEGY

### MAKE WORD WEBS

Word webs show how words are related. Put the main idea word in the center of a circle. Write related words around it.



Look at the food and restaurant vocabulary.  
Make at least three word webs.

## 3 REFLECT AND PLAN

**A** Look back through the unit. Check the things you learned. Highlight the things you need to learn.

### Speaking objectives

- ☐ Talk about food
- ☐ Order in a restaurant
- ☐ Ask for restaurant items

### Vocabulary

- ☐ Food groups
- ☐ Food and beverages
- ☐ Restaurant items

### Pronunciation

- ☐ The vowels /i/ and /ɪ/
- ☐ Dropped syllables

### Grammar

- ☐ Count/non-count nouns
- ☐ *Some* and *any*
- ☐ *Can/could* for requests
- ☐ *Some* and *any* as indefinite pronouns

### Reading

- ☐ Context clues

### Writing

- ☐ Commas in a list

**B** What will you do to learn the things you highlighted? For example, use your App, review your Student Book, or do other practice. Make a plan.

