

7 Food

At a glance: Unit overview	Speaking outcomes
LESSON A Breakfast, lunch, and dinner Ss learn food vocabulary from different food groups. They use <i>some / any</i> and count and noncount nouns.	Ss can . . . say what meals they eat.
LESSON B I like Chinese food! Ss express their own likes and dislikes about food.	Ss can . . . say what they like and dislike.
LESSON C Meals Ss learn food vocabulary for popular meals. They use <i>How often . . . ?</i> and time expressions.	Ss can . . . talk about their eating habits.
LESSON D Favorite food Ss read an article about people's favorite food and write about a typical meal in their country.	Ss can . . . talk about their favorite food.

Warm-up

Learning objective: Preview the topic and talk about food.

A

- To introduce the topic of food, direct Ss' attention to the picture. Ask: *Do you think this food is good? Which food is popular in your country?*
- Go over the instructions.
- Have Ss work in pairs or groups to match each type of food with the country.
- Go over the answers with the class.

Classware Make connections page xxix

After doing Part A, follow the steps for *Make connections* to activate prior knowledge, preview the content of the unit, and review language.

B

- Go over the instructions.
- Have Ss work in pairs or groups to say at least ten food words they know. Set a time limit.
- Have one S from each pair or group give different examples from their list.
- Tell Ss that they will learn how to talk about food in this unit. Point out the Unit 7 lesson overviews. Go over what Ss will learn in each lesson.

Extra activity Extension

Write on the board some English food words that are similar to words in the Ss' language (possible ideas: *chocolate, fruit, banana, spaghetti, sandwich, burger, pie, pancake, juice*). Invite Ss to add more words to the list if they can.

Cultural note

In the United States and Canada, the biggest meal of the day is usually dinner. Dinner is eaten in the early evening, usually sometime between 6:00 and 8:00 p.m.

LESSON A overview


Vocabulary: Food

Grammar: Count and noncount nouns; *some* and *any*

Speaking: Survey about meals

1 Vocabulary Food

Learning objective: Use food vocabulary.

A  (CD 2, Track 32)

Extra activity Realia

Bring some food to class, preferably one item from each food group. Use it to present the vocabulary.

- Direct Ss' attention to the pictures. Explain that the pictures are grouped according to the food groups.
- Go over the instructions and the example. Model the activity. Point to the first group. Ask: *What kind of food is cheese? (Dairy.) What is another kind of dairy food? (Milk.)*
- Have Ss work individually or in pairs to match the words and pictures. Go around the room and give help as needed.
- **Option** Have Ss check answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation.

B

- Have Ss work in pairs to tell each other what they eat from Part A, and how frequently. Tell Ss to make a note of the food their partner *often* eats.
- Call on Ss to tell the class about the food their partner often eats.

Classware Search and highlight page xxxi

After doing Part B, follow the steps for *Search and highlight* to review vocabulary for food. Have the first S at the board highlight a vegetable. Have the next S highlight a type of dairy food, and so forth.

2 Language in context Favorite meals

Learning objective: See use of count and noncount nouns and *some* and *any* in context.

A  (CD 2, Track 33)


- Elicit the meaning of *breakfast*, *lunch*, and *dinner*. Ask: *Who eats all three meals? Who never eats breakfast?*
- Direct Ss' attention to the pictures to set the scene. Ask: *Which meal can you see in each picture? (Breakfast, lunch, dinner.)*
- Go over the instructions.
- Play the audio. Have Ss underline the food words as they listen and read silently.
- Go over the answers with the class.
- Play the audio again. Have Ss listen and repeat to practice pronunciation.

B

- Model the activity. Have a S answer the questions for the class.
- Have Ss discuss the questions in pairs or groups.
- Elicit ideas from the class.
- **Option** Do the activity as a class.
- Elicit answers from the class.

3 Grammar Count and noncount nouns; some and any

Learning objective: Practice count and noncount nouns and some and any.

 (CD 2, Track 34)

Count and noncount

- Books closed. Write on the board:

<i>apple</i>	<i>milk</i>
<i>tomato</i>	<i>cereal</i>
- Ask: *What is the plural of these nouns?* Point out that milk and cereal don't have a plural.
- Introduce the concept of count and noncount nouns. Explain:
 1. Count nouns use *a / an* (e.g., *an apple, a tomato*) or a plural (e.g., *apples, tomatoes*).
 2. Noncount nouns do not use *a / an* or plurals (e.g., *milk, cereal*).
- Books open. Direct Ss to the noncount nouns in the grammar box. Explain that there is no rule, but noncount nouns are often:
 1. liquids (e.g., *milk*)
 2. food that is too small to be counted separately (e.g., *cereal*)
 3. food that is too big for one serving (e.g., *cheese, bread*)
- Check comprehension. Ask: *Is the word banana count or noncount?* (*Count.*) *Is pasta count or noncount?* (*Noncount.*)

Some and any

- Direct Ss' attention to the examples of *some* and *any* count and noncount nouns in the grammar box.
- Elicit the rules for *some* and *any*:
 1. Point to the questions in the first row. Ask: *Do we use the word some with questions?* (*No.*) *What word do we use with questions?* (*Any.*)
 2. Point to the third row. Ask: *Do we use some with negatives?* (*No.*) *What word do we use?* (*Any.*)
- Write on the board:
Affirmative: Some + count / noncount nouns
Negative / Questions: Any + count / noncount nouns
- Refer to Exercise 2. Have Ss underline *some* and *any*.
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A

- Go over the instructions. Have Ss complete the chart. When Ss are finished, have them compare charts with a partner.
- Go over the answers with the class. Elicit other examples of count / noncount food.

B

- Direct Ss' attention to the picture to set the scene. Ask: *Where are they?* (*In the kitchen.*) *What food do you see?* (*Carrots, milk, and eggs.*)
- Go over the instructions. Ask: *Which word is correct in the second line?* (*Some.*) *Why is any not correct?* (*Any is used in questions and negatives.*)
- Have Ss work individually or in pairs to circle the correct words.
- Go over the answers with the class.
- Have Ss practice the conversation in pairs and then change roles and practice again.

C

- Suggest a different lunch. Elicit ideas for four food items, e.g., *rice, beans, beef, and tomatoes*. Explain that Ss are going to replace the words with the new food items. Model the conversation with a S.
- Have Ss practice the conversation in Part B in pairs, using new food. Call on one or two pairs to act out their conversation for the class.

4 Speaking What do you eat?

Learning objective: Talk about food for each meal.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Explain the activity. Have Ss complete the *Me* column in the chart individually.

B

- Model the activity. Have two Ss take turns asking you about breakfast, lunch, and dinner. As you answer their questions, give more information about each meal.
- Have Ss work in groups of three to interview each other. Tell Ss to follow your example. Remind Ss to write their classmates' answers in the chart.
- Call on Ss to tell the class some interesting facts about their classmates.
- Finally, tell Ss to check the "can do" statement if they can say what meals they eat. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 49–51
Self-study CD-ROM	Lesson A

LESSON B overview

Interactions: Expressing likes and dislikes

Pronunciation: Word stress

Listening: Food preferences

Speaking: Information exchange about food preferences

1 Interactions Likes and dislikes

Learning objective: Express likes and dislikes.

A

- Direct Ss' attention to the pictures to set the scene. Ask: *Where are Maria and Tom? (On the street.) What kind of food can you see? (Italian food and Chinese food.)*

B (CD 2, Track 35)

- Play the audio. Have Ss listen and read silently. If helpful, play the audio line by line and have Ss listen and repeat.
- Have Ss practice the conversation in pairs, then change roles and practice again.

C (CD 2, Track 36)

- Point out the target expressions in the conversation (*don't like / like*). Explain that there are other ways to express likes and dislikes.
- Go over the expressions in the boxes. Explain that these expressions differ in degree, or how much. Point out that in some situations, saying *I hate* a kind of food might not be as polite as using one of the other expressions.
- Play the audio and have Ss listen and focus on the intonation. If helpful, exaggerate the like / dislike words by using intonation, facial expressions, and / or gestures.
- Model the activity with a S. Have the S play the role of Tom. He or she must replace the phrases that Tom uses with two new expressions from the list (e.g., *I hate*. and *I really like*.). Remind Ss about the differences in meaning of the expressions.
- Have Ss practice the substitution conversation in pairs.

Extra activity Extension

Call on one or two pairs to act out their conversation for the class. Encourage them to include gestures and actions.

D

Classware Tip

Before class, hide the food words in the conversation in Part B. In class, books closed, instead of doing Part D, have Ss substitute the words from the chart in Part D (for Tom) into the first part of the dialogue and give the correct response according to the chart. (e.g., A: Do you like *cheese*? B: Yes, I *love* cheese.) Have Ss change roles and practice using Maria's likes and dislikes.

- Model the activity. Say: *Maria loves fish, but I don't like fish at all*. Explain that *but* is used to add information that is very different. Point to the next box and give another example. Remind Ss that *he* and *she* verbs end in -s.
- Have Ss work in pairs to practice the sentences. Remind Ss to use the correct form of the expressions *like*, *really like*, *love*, *don't like*, *don't like at all*, and *hate*. Go around the room and take notes on errors you hear in how Ss form the target expressions.
- Write the errors you heard Ss make on the board. Encourage Ss to correct them. Make sure Ss use the correct form of the expressions for likes and dislikes.

Extra activity Game

Play a memory game. Have Ss sit in a circle. Ask S1 to begin by saying something that he or she likes or dislikes, (e.g., *I hate cheese*.). S2 (the person on S1's left) repeats and adds something, but with a different expression: *John hates cheese. I really like beef*. S3 (the next person on the left) continues the chain. If someone makes a mistake, begin the chain again with that person. NOTE: Ss cannot write anything down!

2 Pronunciation Word stress

Learning objective: Identify stress in words.

A (CD 2, Track 37)

- Direct Ss' attention to the chart. Say the first word in each column and clap as you say the stressed syllable.
- Explain the meaning of the circles at the top of each column:
 1. Words in the left column have one syllable.
 2. Words in the middle column have two syllables and the first is stressed.
 3. Words in the third column have three syllables and the second syllable is stressed.
- Play the audio. Have Ss listen, paying particular attention to word stress.
- Play the audio again. Have Ss listen and repeat.
- **Tip** Using word stress correctly will help Ss sound more like native speakers. Suggest Ss underline or circle the stressed syllable in new words so they remember it.

B (CD 2, Track 38)

- Go over the instructions and the words.
- Play the audio. Have Ss listen and write the words in the correct place in the chart.
- Go over the answers with the class.
- Have Ss practice the words in pairs.

Classware Highlight and say it! page xxviii

After doing Part B, zoom in on the vocabulary list in Exercise 1, Part A, on page 66, and follow the steps for *Highlight and say it!* to practice word stress for food vocabulary.

3 Listening I love it!

Learning objective: Develop skills in listening for specific information.

A (CD 2, Track 39)

- Set the scene. Two people are talking about the food they like and don't like.
- Go over the instructions.
- Play the audio. Have Ss listen and check the food words they hear.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (CD 2, Track 39)

- Go over the instructions.
- Play the audio again. Have Ss listen and circle the correct answers.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

4 Speaking What do you like?

Learning objective: Talk about likes and dislikes.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Have Ss write three foods they like and three foods they don't like in the boxes. Encourage Ss to include food words from both Lessons A and B.

B

- Read the model conversation with a S. Have the S read B's lines. Then point out how you added information when you answered the question.
- Model the conversation with another S. Make a different statement (e.g., *I hate meat.*) Elicit follow-up questions and write them on the board.
- Have Ss ask and answer questions about food they like or don't like in pairs. Encourage Ss to add questions.
- Have pairs share with the class some things they both like or don't like (e.g., *Peter likes fish. I like it, too.*).
- Finally, tell Ss to check the "can do" statement if they can say what they like and dislike. NOTE: If Ss need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 52
Self-study CD-ROM	Lesson B

LESSON C overview


Vocabulary: More food

Grammar: *How often*; time expressions

Speaking: Comparison of eating habits

1 Vocabulary More food

Learning objective: Use more food vocabulary.

A  (CD 2, Track 40)

- Direct Ss' attention to the words and the pictures. Explain that the pictures show more food.
- Go over the instructions and the example.
- Have Ss label the pictures. Encourage Ss to start with the words they know and make guesses if they are not sure.
- **Option** Have Ss check answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Explain that *sushi* is food from Japan made with rice, seafood, and vegetables; *dumplings* are from China and usually have meat inside.
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation.

Cultural note

Point out that many of the foods in Exercise A are examples of street food. In many cities in the United States and Canada, you can often buy pizza, tacos, hot dogs, and hamburgers at stands on the street.

Classware Show the word! page xxxi

After doing Part A, follow the steps for *Show the word!*, Option 2, to practice more food vocabulary.

Extra activity Game


Divide the class into teams. Call a volunteer to the board and whisper one of the vocabulary words. The S will draw it on the board. The first team to guess the word correctly earns a point. Continue with other words from Part A and other words from the unit.

B

- Go over the instructions and the example conversation. Model the activity with a S. Have the S read B's line and add another food. Tell Ss that *dislike / dislikes* means the same as *don't / doesn't like*.
- Pre-teach the expressions: *I don't know. / I'm not sure. / I don't know that dish.*
- Have Ss ask and answer questions about the food in Part A. Encourage Ss to discuss all ten foods above. Have early finishers discuss food from Lesson A or other food they know.
- Elicit answers from the class.

2 Conversation I eat pizza every day.

Learning objective: Practice a conversation about food; see *How often and time expressions in context*.

 (CD 2, Track 41)


Classware Tip

Before class, hide the text in the conversation, leaving only the picture showing. In class, books closed, zoom in on the picture. Elicit information about the situation to help the Ss predict what the conversation is about. Use the questions in the notes below.

- Direct Ss' attention to the picture to set the scene. Ask: *Where are David and Megan? (In a cafeteria.) What's David eating? (Pizza.) What food is on his pizza? (Cheese, tomatoes, black beans, and fish.)*
- Play the audio. Have Ss listen and read silently. If helpful, play the audio line by line and have Ss repeat.
- Have Ss practice the conversation in pairs. Then call on two pairs to act it out for the class.

3 Grammar *How often; time expressions*

Learning objective: Use how often and time expressions.

 (CD 2, Track 42)

- Direct Ss' attention to the grammar box. Explain the rules:
 1. Most time expressions are at the end of the sentence.
 2. *Ever* and *never* come before the verb.
- Refer to the conversation in Exercise 2. Have Ss underline the target expressions in the conversation.
- Check Ss' comprehension. Ask: *How often does David eat pizza? (Every day.) How often does Megan eat pizza? (Not very often.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A

- Go over the instructions and the example.
- Have Ss work individually to look at Matt's menu and answer the questions.
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- Have Ss practice asking and answering the questions in pairs.

B

- Go over the instructions and the example sentence. Then have Ss make six true sentences about their habits.
- Have Ss work in pairs to tell each other their sentences.
- Elicit examples of partners' eating habits from the class.

Extra activity Game

Have Ss write three true sentences and three false sentences about their eating habits. Have Ss read them in pairs and elicit which ones are false. Set a time limit of two minutes, and then have Ss change roles.

4 Speaking *Eating habits*

Learning objective: Describe eating habits.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Have Ss add three food words to the chart.
- Have Ss work individually to answer the questions in the *Me* column.

B

- Model the activity. Ask a S the first question: *How often do you eat hot dogs?* Pretend to take notes. Ask the same S the second question (*How often do you eat salad?*) and take notes.
- Have Ss work in pairs to ask and answer questions about how often they eat each food item. Go around the room and take notes on the food vocabulary they are using correctly.
- **Option** Have early finishers ask and answer questions about foods from Lesson A.
- Point out the food vocabulary you heard used correctly.

C

- Have Ss work with different partners so that everyone has a new partner.
- **Tip** Ss will sound more fluent if they connect their ideas as they speak. Encourage Ss to use *and* when adding similar information, and *but* when adding different information.
- Have the new pairs exchange information about their first partner. Encourage them to share information and to respond with natural expressions (*Really? Wow!*). Go around the room and take notes on errors you hear in placement of time expressions as well as in the use of the expressions.
- Write the errors you heard Ss make in Part C on the board. Encourage Ss to correct them. Make sure Ss use the correct placement of time expressions.
- Finally, tell Ss to check the "can do" statement if they can talk about their eating habits. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 53–55
Self-study CD-ROM	Lesson C

LESSON D overview

Reading: “My Favorite Food” (an article)

Listening: A meal in Sweden

Writing: A typical meal

Speaking: Interview about favorite food

1 Reading My Favorite Food

Learning objective: Read and discuss an article about food; develop skills in reading for gist and specific information.



(CD 2, Track 43)

A

- Direct Ss’ attention to the pictures. Elicit names of food they know.

Possible answers

tortilla chips, cheese, beef, tomatoes, onions, dumplings, chocolate ice cream, pancakes

B

- Set the scene. Ask: *Do you ever read food magazines? How often?* Elicit some ideas from the class.
- Pre-teach any unfamiliar vocabulary.

Vocabulary

nachos corn chips and cheese

tortilla chips chips made from corn tortillas

flavors the tastes that different foods have

jam food made with sugar and fruit, often spread on bread

- Go over the instructions. Have Ss read the article and choose a title.
- Elicit the answer.

C

- Direct Ss’ attention to the chart. Go over the instructions.
- **Option** Read about Heather’s favorite food as a class and answer her section.

- **Tip** Suggest that Ss identify key words or phrases that will help them complete the reading task (e.g., food words, adverbs of frequency). Have Ss scan for the key words to find the answers.
- Have Ss read the article again and complete the chart. While they are reading, draw the chart on the board.
- Go over answers with the class and complete the chart on the board. Alternatively, invite four Ss to come to the board and write the answers. Have the rest of the class check their answers.
- **Option** If your Ss enjoy reading aloud, have them practice reading one or two letters as a class.

Extra activity Jigsaw reading

Have Ss do a “jigsaw reading” in groups of four. Each person reads just one paragraph from the article. Then they take turns exchanging information with the others in their group, e.g., S1: *Heather’s favorite food is nachos. She makes them once a week.*

Classware Search and highlight page xxxi

After doing Part C, follow the directions for *Search and highlight* to review count and noncount nouns.

D

- Go over the instructions and the example. Model the activity with a S. Tell him or her what food you would like right now and why. Then have the S do the same.
- Have Ss work in pairs to discuss what food they want and why. Ask early finishers to discuss what food they *don’t* want and why.
- Call on Ss to tell the class about their partners.

2 Listening A meal in Sweden

Learning objective: Develop skills in listening for gist and for specific information.

A (CD 2, Track 44)

- Set the scene. Point to the flag on the globe and ask Ss to guess what people might eat in Sweden. Explain that Olga is going to describe a Swedish meal she likes.
- Go over the instructions.
- Play the audio. Have Ss listen and choose the meal she talks about.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (CD 2, Track 44)

- Have Ss read the list of foods.
- Go over the instructions and point out the example.
- Play the audio again. Have Ss listen and circle all the words they hear.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

3 Writing A typical meal

Learning objective: Write a paragraph about a typical meal.

A

- Go over the instructions.
- Model the activity. Talk about a typical meal in your country. Elicit the names of some typical meals from Ss. Write the ideas on the board.
- Have Ss choose one meal and give short answers (e.g., *What do people drink? Fruit juice.*).

Classware Analyzing the model page xxvii

After doing Part A, follow the steps for *Analyzing the model* to prepare Ss for the writing activity.

B

- Have Ss read the example paragraph *A Japanese Breakfast*. Point out that all the questions in Part A are answered in the writing model.
- Ask questions about the meal: *Where do people eat this meal? (Japan.) Which meal is it? (Breakfast.) Does the writer eat it? (No.)*
- Explain that Ss are going to write about a meal from their country, using their notes from Part A.
- Have Ss work individually to write about a typical meal.

C

- Go over the instructions.
- Have Ss put their writing on the wall around the classroom. Make sure names are on the writing.
- Have Ss walk around and read their classmates' writing. Have them take notes about the meals.
- Ask: *Who wrote about similar dishes? Did anyone write about the same one as you?*

4 Speaking What's your favorite meal?

Learning objective: Ask and answer questions about a favorite meal.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions.
- Have Ss add two questions to the chart. Possible ideas: *When do you eat it? Why do you like it? Do you eat it at home?*
- Model the activity. Ask a S the first question: *What's your favorite meal?* When the S replies, pretend to take notes. Then ask the same S the second question and take notes.
- Have Ss work in pairs to interview each other about their dish and take notes. Go around the room and give help as needed.

B

- Have Ss work in groups.
- Have Ss take turns telling the group about their partner's favorite food. Encourage follow-up questions (e.g., *When does he [she] eat it?*) and comments (e.g., *I like _____, too! That's my favorite! Yuck!*).
- Call on a S in each group to report to the class.
- Finally, tell Ss to check the "can do" statement if they can talk about their favorite food. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 56
Self-study CD-ROM	Lesson D

1 Quick pair review

Learning objective: Review count and noncount food words, eating habits, and favorite foods.

Lesson A Brainstorm!

- Go over the instructions. Model the activity. Elicit the name of one count and one noncount food word.
- Have Ss work in pairs to make a list of count and noncount food words. Set a time limit of one minute.
- Elicit the ideas.

Classware Guided brainstorming page xxviii

After doing brainstorming, follow the steps for *Guided brainstorming* to review count and noncount nouns.

Lesson B Do you remember?

- Go over the instructions and the example.
- Have Ss work in pairs to complete the sentences. Set a time limit of one minute.
- Go over the answers with the class.

Lesson C Find out!

- Go over the instructions. Model the activity. Read A's line and ask a S to answer the question. Ask two more questions (e.g., *I eat beans once in a while. Do you? I never eat fish. Do you?*).
- Have Ss talk in pairs about their eating habits. Remind Ss to use time expressions in their questions and answers. Set a time limit of two minutes.
- Go around the room and give help as needed. Make sure Ss are using time expressions.

Lesson D Guess!

- Go over the instructions and the example. Model the activity. Describe your favorite food. Elicit guesses.
- Have Ss work in pairs to take turns describing a food and guessing what it is.
- **Option** Have volunteers describe the food to the class. Elicit guesses.

2 In the real world

Learning objective: Research a famous person's eating habits and write about it.

- Go over the instructions and the example.
- Model the activity. Tell about your favorite movie star's or musician's eating habits, or say: *One of my favorite movie stars is Penelope Cruz. She likes to eat pasta and pizza, but she doesn't eat them all the time.*
- Have Ss do research online as an out-of-class assignment. Remind Ss to write down the information.
- When Ss return to class, have them work in pairs or small groups to read what they wrote.
- **Option** Ask volunteers to describe the food habits of the person. Elicit guesses about who it is.