

UNIT 12 Fabulous food

Language notes

Lesson A Eating habits

Grammar Countable and uncountable nouns

(See Student's Book p. 119.)

Countable nouns

- In English, some nouns are considered "countable": for example, *one potato, two potatoes, three potatoes*, etc.
- Countable nouns are nouns that have singular *and* plural forms. Singular countable nouns can be used with *a / an*.
a carrot (singular) *carrots* (plural)
- Singular countable nouns need a determiner before them (e.g., *a carrot, the carrot, this carrot*).
- Plural countable nouns can stand for general categories (e.g., *I love carrots*). They do not need a determiner before them for this use.

Uncountable nouns

- Uncountable nouns do not have a plural form. They cannot be used with *a / an* or plural *-s*.
rice, not *a rice* or *rices*
- Uncountable nouns are often used with *some* (e.g., *some rice*) and other determiners (*the rice*).

Nouns that can be either countable or uncountable

- Some nouns can be both countable and uncountable with little difference in meaning (e.g., *fruit, food, cheese*). Many of these are food words. In conversation, the uncountable or singular forms of these words are much more frequent than the plural forms.
- Sometimes there is a difference in meaning:
I love coffee. (uncountable = the substance in general)
Can I have (a) coffee / three coffees? (countable = a cup / three cups of coffee)
I like chicken. (uncountable = the meat)
I saw some chickens today. (countable = the animals)

Grammar Many and much

(See Student's Book p. 119.)

How much and How many

How many is used in questions with plural countable nouns, and *how much* is used with uncountable nouns.

How many apples do you eat every week?

How much fruit do you eat every day?

Many and much in statements

- Many* is used in statements with plural countable nouns. *Much* is used with uncountable nouns.
- Many* is not usually used in affirmative statements like the following:
not: *I eat many eggs*.
instead: *I eat a lot of eggs*.
Much is not usually used in affirmative statements like the following:
not: *I eat much fruit*.
instead: *I eat a lot of fruit*.
- However, both *many* and *much* are used in negative statements.
I don't eat many eggs.
I don't eat much fruit.

Note: *A lot of* can also be used in negative statements (e.g., *I don't eat a lot of eggs. I don't eat a lot of fruit*).



Corpus information

Common errors with *the* before nouns

Ss sometimes use *the* before nouns to talk about things in general. (*I don't like meat, but I eat eggs*. NOT *I don't like the meat, but I eat the eggs*.)

Lesson B What's for dinner?

Vocabulary Food words

(See Student's Book p. 120.)

The food words are presented as either singular or plural according to the most common forms in the corpus. Words like *melon* and *pineapple* can be plural, but they are usually used as singular uncountable nouns, so they are singular in the captions on p. 120. To help Ss, tell them to use the forms in Building Vocabulary as they complete the chart in Exercise 1B.

Grammar Would you like . . . ? I'd like . . .

(See Student's Book p. 121.)

In this lesson, *would like* is taught in questions with *you* and in statements with *I'd*. The focus is on *would like* in offers and suggestions.

Form

Would like can be followed by a *to*-infinitive or a noun. Like other modal verbs, *would* inverts with the subject in questions.

- Yes-No* questions (with following *to*-infinitive)
Would + subject + *like* + *to*-infinitive?
Would you like to go out tonight?
- Yes-No* questions (with following nouns)
Would + subject + *like* + noun?
Would you like some dinner?
- Information questions
question word + *would* + subject + *like*?
What would you like?
When would he like to meet?

Use

Would you like and *I'd like* are often taught as “more polite” forms of *Do you want . . . ?* and *I want*. This is a useful guideline for Ss. However, forms with *would like* are actually often used when people are speaking informally.



Corpus information *Would like*

The full form *would like* is almost as frequent as the contracted form *'d like*. The pronoun *I* is the most common subject for both forms (up to 75 percent), and they are both commonly followed by *to*-infinitives (in up to 78 percent of the examples).

Common errors with *like*

Ss often use the base form of the verb after *I'd like*. They need to use *to* + verb. Ss also confuse *I'd like* with *I like*.

Grammar *Some and any*

(See Student's Book p. 121.)

- *Some* and *any* are used both as determiners (e.g., *We have some chicken.*) and as pronouns (e.g., *We don't have any.*).
- The basic rule is that *some* is used in affirmative statements (e.g., *I'd like some fish.*) and that *any* is used in questions (e.g., *Do you have any fish?*) and in negative statements (e.g., *I don't want any fish.*).
- In offers with *Would you like . . . ?*, people usually use *some*, perhaps because they expect a *yes* answer. After *Do you have . . . ?*, *any* is more frequent than *some*.

Speaking naturally *Would you . . . ?*

(See Student's Book p. 121.)

- This section gives Ss practice in understanding and saying the blended pronunciation of *would you* in rapid speech.
- The *d* and *y* of *would you* are generally pronounced as *j* in conversation: /wʊdʒʊw/, and the vowel of *you* is often reduced: /wʊdʒə/.

Lesson C I just want a sandwich or something.

Conversation strategy *Or something and or anything*

(See Student's Book p. 122.)

This strategy introduces the notion of “vague” language, which is very common in informal conversation. The expressions *or something* (like that) and *or anything* are common in contexts of food and drink.

Note: The expressions follow the same basic rules as *some* and *any* as described for Lesson B: *or something* is used in affirmative statements (e.g., *I'd like a sandwich or something.*). In negative statements and questions, *or anything* is used (e.g., *I don't want a big meal or anything. Do you have any soda or anything?*). In offers, both are possible, although *or something* is more common.

Use

- People use these expressions, partly to avoid giving long lists of examples, when they expect that listeners will understand what they mean. By saying *or something*, the speaker can avoid lengthy or elaborate explanations. For example:

I just want a sandwich or something.

or something = a snack, maybe a sandwich, maybe not, but something small, not a big meal

- In addition, *or something* makes offers sound more open. *Would you like a sandwich or something?*
or something = please feel free to ask for something different



Corpus information *Or something*

The expression *or something* is one of the top 10 two-word expressions in conversation. About one-third of the uses of *something* are in the expression *or something*.

Strategy plus *Or . . . ?*

(See Student's Book p. 123.)

This Strategy Plus presents another expression associated with the notion of vagueness or openness. *Or . . . ?* at the end of a *yes-no* question makes the question less direct and allows the other person to answer *no* more easily or to offer a different suggestion. For example:

Do you want to go out, or . . . ?

Lesson D Great places to eat

Reading tip

(See Student's Book p. 124.)

The Reading Tip tells Ss to imagine what they are reading about. This strategy, visualizing, helps readers activate background knowledge that can help with reading comprehension. Creating a mental image can also make information easier to remember.

Help note Useful expressions

(See Student's Book p. 125.)

- The Help Note provides a useful list of “opposites,” or antonyms, to describe good and bad features of restaurants (e.g., *The food was delicious / awful.*). Studying expressions together with their “opposites” is a useful vocabulary learning strategy.

Fabulous food

Teach this unit opener page together with Lesson A in one class period.

- **Introduce the theme of the unit** Read the unit title aloud. Have Ss call out any food words they already know in English, and write them on the board. Tell Ss to see if the foods on the board are pictured on the unit opener page and, if so, to name and point to them.

In this unit, you learn how to . . .

- **Unit aims** Read the lesson headings and key unit aims aloud. Tell Ss to listen and read along.

Extra activity CLASS

Ss look through the unit and find one task that they look forward to doing. Several Ss tell the class which task they chose and why they chose it (e.g., *I chose Talk About It on p. 125 because I like to talk about restaurants.*).

Before you begin . . .

- **Introduce the foods in the pictures** Tell Ss to look at the list of food words. Read each item aloud, and have Ss repeat.
- Tell Ss to look at the example in the exercise. Point out to Ss that *dairy: milk and cheese* describe the food in picture 1. Explain that dairy is a category of food. Say, “Milk and cheese are dairy. What else is dairy? Look at picture 1.” [butter, eggs, yogurt]
- Tell Ss to work in pairs and match the other food descriptions with the pictures. Help with new vocabulary as needed, and consider allowing Ss to use dictionaries.
- When Ss have finished, read aloud each category and the food words and have Ss call out the number of the picture [grains: bread, rice, and pasta – 5; dairy: milk and cheese – 1; seafood: fish and shellfish – 2; meat: beef and chicken – 6; vegetables: broccoli and carrots – 3; fruit: bananas and a papaya – 4].
- Review the food words by calling out items (e.g., *milk, chicken, fish*). Have Ss call out the number of the picture for the food and point to the food item in their books.
- Tell Ss to look at the food words again, and circle the things they ate yesterday. Have Ss tell the class two things they ate yesterday (e.g., *I ate fish yesterday, and I ate fruit.*).

↻ Recycle a conversation strategy This task recycles answering a question and then asking a similar one. Tell Ss to work in pairs and ask questions about each food item (e.g., *S1: Do you like fish? S2: Yes, I love fish. How about you? Do you eat fish?*).

- **Follow-up** Write on the board: 1, 2, 3, 4, 5, 6. Call out the numbers one at a time. A S then reads aloud the foods in the picture with that number, and other Ss raise their hands for the foods they ate yesterday. For each item, count hands, write the number on the board, and then find the top foods eaten.

Extra activity PAIRS

Ss work in pairs and look at the pictures again. Ss find other food items that are not listed in the exercise, and make a list. Ss then call out the food words. Write them on the board (e.g., 1: *butter, yogurt*; 2: *salmon, lobster*; 3: *carrots, radish*; 4: *grapes, apples*; 5: *beans*).

↻ Recycle grammar This task recycles frequency adverbs. Write on the board:

sometimes never often hardly ever always

Have Ss put these in order from most frequent to least frequent [always, often, sometimes, hardly ever, never].

- Say, “Copy the list of frequency adverbs. Then think how often you eat the foods in the pictures. Write each food next to a frequency adverb.” When Ss finish, say, “Tell your partner about your list.” Model by saying, for example, “I often eat pasta. I hardly ever eat beef.”

Fabulous food



In this unit, you learn how to . . .

Lesson A

- Talk about eating habits using countable and uncountable nouns, *How much*, and *How many*

Lesson B

- Talk about food
- Make offers using *Would you like . . .* and *some* or *any*

Lesson C

- Use *or something* and *or anything* in lists
- End *yes-no* questions with *or . . . ?* to be less direct

Lesson D

- Read a restaurant guide
- Write a restaurant review

1



2



3



4



5



6



Before you begin . . .

Match the pictures with the food categories. Which foods did you eat yesterday?

- ☐ grains: bread, rice, and pasta
- ☒ dairy: milk and cheese
- ☐ seafood: fish and shellfish

- ☐ meat: beef and chicken
- ☐ vegetables: broccoli and carrots
- ☐ fruit: bananas and a papaya

Voice-mail greeting:
We're not home
right now. Please
leave a message.

Hi, Mom and Dad! I need
some help fast! I invited
some friends for dinner
tonight, and I don't
know what to cook.

Amy's a vegetarian, so
she doesn't eat meat,
fish, cheese, or eggs. I
guess she just eats a lot
of fruits and vegetables,
and maybe rice.

Juan's on a diet. He
can't eat much rice,
bread, or pasta. But he
eats a lot of meat,
cheese, eggs, and
vegetables, like carrots
and cucumbers.

And David is picky – I
mean, he doesn't eat
many vegetables. And
he's allergic to milk and
shellfish. But he likes
potatoes. Oh, and
bananas. Please call
me! Bye.



1 Getting started

A What are some foods that the people below don't eat? Make a list.

- a vegetarian
- a "picky" eater
- a person on a diet
- a person with food allergies

B 3.29 Listen. Ellen is leaving a message for her parents. What is her problem? Which plate of food does Ellen think is right for Amy? for Juan? for David?

Figure
it out

C Find the food words in Ellen's message. Are they singular or plural? Write them in the chart. Then circle *a lot of*, *much*, and *many*. Do singular or plural nouns follow the words?

Singular			Plural		
<i>meat</i>			<i>eggs</i>		

About
you

D Pair work Which of the foods above do you like? Which don't you like? Tell a partner.

A *I love meat. How about you?*

B *Um, I don't eat meat, but I like fish and vegetables.*

Lesson A Eating habits

1 Getting started

- **Set the scene** Write on the board: *Eating habits*. Tell Ss to look at the title of the lesson. Say, “A habit is something you do a lot or all the time.” Give Ss an example of an eating habit you have (e.g., *I put sugar in my coffee all the time. It’s a habit. I always cut up apples. It’s a habit.*). Ask Ss to think of an eating habit they have, and write it down. Then have Ss tell the class an eating habit.

A

- **Preview and do the task** Have Ss read the words. Ask, “What is a vegetarian?” [someone who doesn’t eat meat] “What is a picky eater?” [someone who only likes certain foods] “What does a person on a diet do?” [watch their weight, count calories, not eat certain food items.] “What does it mean to have food allergies?” [It means certain foods make you sick.]
- Point to the first item again. Ask, “What are some food items that a vegetarian doesn’t eat?” Have Ss call out ideas and write them on the board (e.g., *chicken, beef, fish. Some strict vegetarians don’t eat eggs or any animal products.*).
- **Do the task** Have Ss work in pairs and make a list of foods that the other people on the list don’t eat.
- Have Ss call out ideas on their lists. Have Ss raise their hands if they have the same items on their lists [Possible answers: Picky eaters often don’t eat unusual food or food prepared in a different way. A person on a diet often doesn’t eat bread or pasta, high fat food like cream and butter. A person with food allergies often doesn’t eat grains, nuts, fruit like strawberries, or shellfish.].

B 3.29

- **Preview the task** Say, “Look at the picture. What do you think Ellen is doing?” [making dinner; choosing recipes] “Who is she calling, and why?” (e.g., *maybe she’s calling a friend; maybe she can’t find a recipe or can’t cook*) Say, “Ellen is calling her parents with some questions. Cover the phone message. Work with a partner, and try to label the pictures of food. You can use your dictionaries.” Have pairs call out their answers [top plate: potatoes / French fries, fruit / bananas; middle plate: rice, vegetables / broccoli, fruit / apple, grapes, kiwi, banana; bottom plate: meat, eggs, vegetables / potatoes, carrots].
- Say, “What is Ellen’s problem? Listen for the answer.”
- **Play the recording** Ss listen for the answer. Check the answer with the class [Ellen has to make dinner, but she doesn’t know what to cook: one friend is a vegetarian, one friend is on a diet, and one friend is a picky eater.].
- **Play the recording again** Say, “Listen again. Which plate of food does Ellen think is right for Amy? for Juan? for David? Write the person’s name next to the correct plate.” Check answers with the class [top plate: David; middle plate: Amy; bottom plate: Juan].
- Write the names of Ellen’s friends in a column on the board: *Amy, Juan, David*. In another column write *on a diet, vegetarian, picky, allergic to milk and shellfish*. Ask Ss to match the people with the descriptions [Amy: vegetarian; Juan: on a diet; David: picky, allergic to milk and shellfish].

Figure it out

C

- **Preview the task** Tell Ss to look back at Ellen’s message and underline all the food words. Ask, “What’s the first food word you see?” [meat] “Is it singular or plural? How do you know?” [singular; there’s no -s ending] Point out *meat* in the chart.
- Ask, “What’s the first food word you see that’s plural?” [eggs] Point out *eggs* in the chart.
- **Do the task** Say, “Now look at each food word you underlined. Decide which ones are singular and which ones are plural, and add them to the chart.” Have Ss complete the chart, and then compare answers with a partner. Check answers with the class. Have Ss circle the words *a lot of*, *much*, and *many*. Ask, “Do singular or plural nouns follow these expressions in her message?” [*a lot of* – both; *much* – singular; *many* – plural]

Answers

Singular: meat, fish, cheese, rice, bread, pasta, milk, shellfish

Plural: eggs, fruits, vegetables, carrots, cucumbers, potatoes, bananas

- **Focus on the form** Say, “Most nouns in English have both singular and plural forms.” Write on the board: *egg, eggs*. Say, “You can count them: *one egg, two eggs, three eggs*. But some nouns do not have plural forms: for example, *rice*. The nouns that you wrote in the *Singular* part of the chart are not usually used in the plural. They don’t usually have plural forms.”

About you

D

- **Preview the task** Read the instructions aloud. Have two Ss read the example conversation aloud. Model the task by saying, “I don’t like shellfish. How about you?” Have individual Ss answer.
- **Do the task** Have pairs discuss their food likes and dislikes. Go around the class, checking that Ss are using singular and plural forms correctly. Ask a few Ss to report one fact about their partners.

Extra activity INDIVIDUALS / GROUPS

Write the following headings on the board: *Foods I Love, Foods I Hate, Foods I Don’t Eat / I’m Allergic To*. Ss copy the headings on a piece of paper, write the names of food words under the headings using true information, and add their names. Ss then exchange papers. In groups of three, Ss plan a menu for the three classmates whose papers they have. When finished, groups read out the names of their “dinner guests” and the foods they plan to cook.

2 Grammar

3.30

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Tell Ss to look at the chart. Say, "There are two kinds of nouns: countable nouns and uncountable nouns." (For more information, see Language Notes at the beginning of this unit.)
- Explain, "Things you can count are countable nouns: for example, *eggs*." Draw three eggs on the board, and count them: *one egg, two eggs, three eggs*. Countable nouns have plural forms, which usually end in *-s*. They also have singular forms. Singular countable nouns can have *a* or *an* before them."
- Say, "Things you can't count are uncountable nouns: for example, *milk*." Draw a glass of milk on the board. Explain, "You can't count milk. With uncountable nouns, don't use plural *-s* or *a* or *an*. For example, you have to say *rice*, not *rices* or *a rice*." Say, "Some nouns are both countable and uncountable. *Fruit* is one example. *Fruit* is usually uncountable, but people say *fruits and vegetables*."
- Write the following sentences on the board, and ask Ss to complete them with *Countable* or *Uncountable*:
 1. ____ nouns have plural forms.
 2. ____ nouns do not have *a* / *an* before them.
 3. ____ nouns do not have plural forms.
 4. ____ nouns can have *a* / *an* before them.

[1. Countable; 2. Uncountable; 3. Uncountable; 4. Countable]
- Write on the board:

How much? How many?

Say, "Look at the chart. Which do you use with countable nouns?" [How many] "Which do you use with uncountable nouns?" [How much]
- Say, "Look at the answers to the questions with *many* and *much*. With affirmative statements such as *I eat*, use *a lot of*. For negative statements such as *I don't eat*, you can use *a lot of* for all nouns, or you can use *many* for countable nouns and *much* for uncountable nouns." (For more information, see Language Notes at the beginning of this unit.)
- **Follow-up** Write on the board:

How much ____ do you eat?

How many ____ do you eat?

Ss copy and complete the questions. Ask a few Ss to call out their questions (e.g., *How much bread do you eat? How*

many bananas do you eat?). Ss take turns asking and answering questions in pairs.

- **Present Common Errors** Read the information aloud. Write on the board: *I like the milk / milk. I eat a lot of the cheese / cheese. I don't eat the seafood / seafood*. Have Ss come to the board and circle the correct words [milk; cheese; seafood].

A

- **Preview and do the task** Read the instructions aloud. Ask, "In conversation 1, what's the correct word in *A*'s question?" [much] "Why?" [Here, *fruit* is uncountable – it doesn't have an *s*.] "What's the first correct choice for *B*'s answer?" [a banana] "Why?" [*Banana* is countable and singular.] Have Ss complete the task. Check answers with the class: Have pairs of Ss read the questions and answers.

Answers

1. A How much fruit do you eat a day?
B Well, I have a banana every day for breakfast, and I eat a lot of fruit after dinner for dessert.
2. A How many times a week do you eat potatoes?
B About once a week. But I eat rice every day.
3. A Do you eat a lot of red meat? Or do you prefer chicken?
B Actually, I'm a vegetarian, so I never eat meat.
4. A How often do you eat seafood?
B Well, I eat a lot of fish, but I'm allergic to shellfish.
5. A How many eggs do you eat a week?
B I don't eat many. I don't really like eggs.
6. A How often do you eat vegetables?
B I usually eat a lot of French fries. Is that a vegetable?

- Tell Ss to take turns asking and answering the questions with a partner.

About you

B

- **Preview and do the task** Read the instructions aloud. Have pairs take turns asking and answering the questions, but this time giving their own answers.

Extra practice

Tell Ss to turn to Extra Practice 12A on p. 150 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-150.)

3 Talk about it

- **Preview and do the task** Read the instructions aloud. Have Ss ask and answer the questions in groups.
- When Ss finish, call on a few Ss to tell the class something interesting about a group member.
- **Follow-up** Ss choose two of the questions and write answers to them using true information.

Extra activity GROUPS

Groups choose three foods that are good for you and three foods that are not. Group members ask and answer questions about how much of each they eat. Groups decide on the Ss with good eating habits.

Workbook

- Assign Workbook pp. 90 and 91. (The answer key begins on p. T-173.)

2 Grammar Countable / uncountable nouns 3.30

Extra practice p. 150

Countable nouns

Examples: an apple, six potatoes

Use a / an or plural -s:

I have **an egg** for breakfast every day.

I don't eat **bananas**.

Use how many, a lot of, and many:

How many eggs do you eat a week?

I eat **a lot of eggs**.

I don't eat **a lot of eggs**.

I don't eat **many (eggs)**.

Uncountable nouns

Examples: cheese, meat, fish

Don't use a / an or plural -s:

I drink **milk** every morning.

I don't eat **seafood**.

Use how much, a lot of, and much:

How much milk do you drink a day?

I drink **a lot of milk**.

I don't drink **a lot of milk**.

I don't drink **much (milk)**.

A Circle the correct words in these conversations. Then practice with a partner.

- A How **much** / **many** fruit do you eat a day?

B Well, I have **banana** / **a banana** every day for breakfast, and I eat **much** / **a lot of** fruit after dinner for dessert.
- A How **much** / **many** times a week do you eat **potato** / **potatoes**?

B About once a week. But I eat **rice** / **the rice** every day.
- A Do you eat **many** / **a lot of** red meat?
Or do you prefer **chicken** / **the chicken**?

B Actually, I'm a vegetarian, so I never eat **meat** / **meats**.
- A How often do you eat **seafood** / **the seafood**?

B Well, I eat **much** / **a lot of** fish, but I'm allergic to **shellfish** / **a shellfish**.
- A How **much** / **many** eggs do you eat a week?

B I don't eat **much** / **many**. I don't really like **egg** / **eggs**.
- A How often do you eat **vegetable** / **vegetables**?

B I usually eat **much** / **a lot of** French fries. Is that a vegetable?

Common errors

Don't use *the* before nouns to talk about food in general.

I don't like meat, but I eat eggs.
(NOT ~~*I don't like the meat, but I eat the eggs.*~~)

About you **B Pair work** Ask and answer the questions. Give your own answers.

3 Talk about it What's your diet?

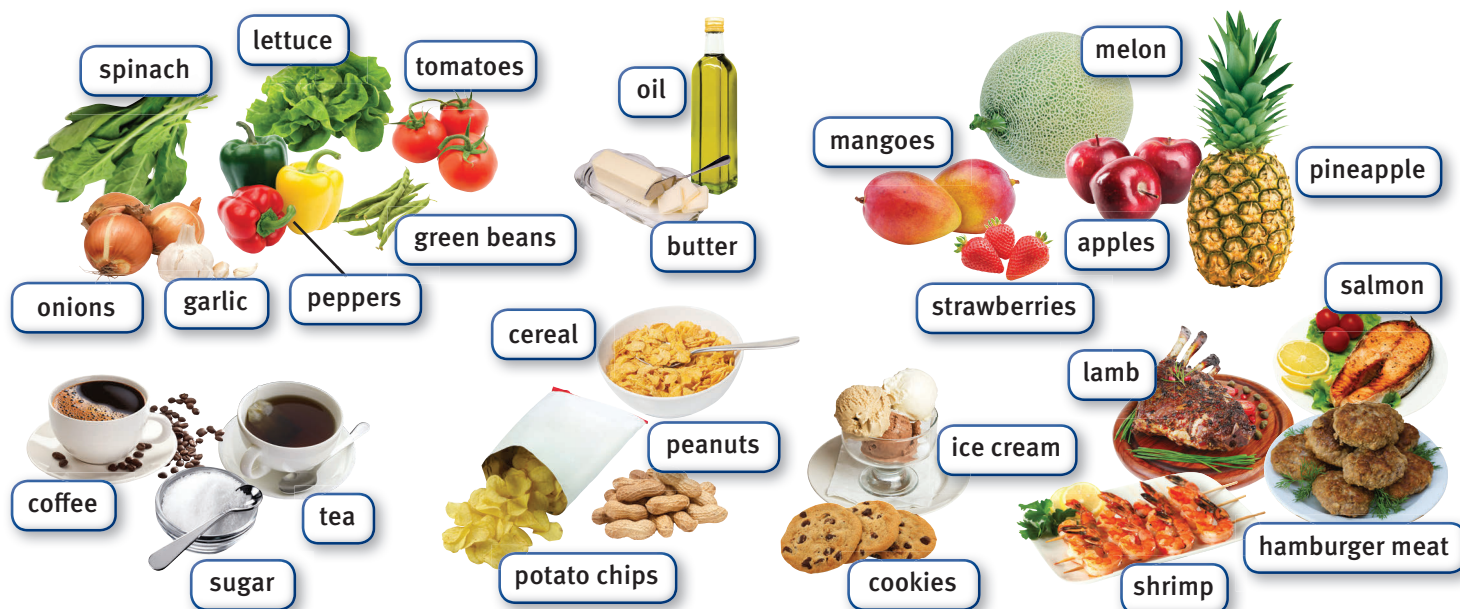
Group work Discuss the questions. Do you have similar habits?
Then tell the class one interesting thing about a person in your group.

- Are you a picky eater? What foods do you hate?
- Are you allergic to any kinds of food? What are you allergic to?
- Are you on a special diet? What can't you eat?
- How many times a day do you eat?
- Do you ever skip meals?
- In your opinion, what foods are good for you? What foods aren't?
- Do you have any bad eating habits? What are they?



1 Building vocabulary

A 3.31 Listen and say the words. Which foods do you like? Which don't you like? Tell the class.



Word
sort

B Complete the chart with the foods above. Add ideas. Then tell a partner about your diet.

meat	seafood	vegetables	fruit	dairy	grains	drinks	snacks	other
<i>lamb</i>	<i>clams</i>							

"I eat a lot of lamb."

"I don't eat many clams."

"I don't eat much ice cream."

2 Building language

Vocabulary notebook p. 126

A 3.32 Listen. What do Ted and Phil have to do before dinner?
Practice the conversation.

Ted I guess it's my turn to cook dinner. So what would you like?

Phil Um, I'd like some chicken. Do we have any?

Ted Um, no, we need to get some. We don't have any vegetables, either. Would you like to go out for pizza?

Phil Again? No, I think I'd like to stay home tonight.

Ted OK. Then we have to go to the grocery store.

Phil Well, I went grocery shopping last week. I think it's your turn.



Figure
it out

B Circle the correct words. Then practice with a partner.

1. A What would you **like** / **like to** eat?

B I'd **like** / **like to** some chicken.

2. A I'd like **some** / **any** fish.

B We don't have **some** / **any**. Let's go buy **some** / **any**.


Lesson B What's for dinner?

1 Building vocabulary

- **Set the scene** Tell Ss to look at the pictures in Lesson B, and the lesson title. Ask questions about dinner and elicit responses from Ss (e.g., *Do you usually make dinner every evening? What do you like to make for dinner?*).

A 3.31

- **Preview the task** Tell Ss to look at the food words in the picture. Have Ss call out any words they already know. Read the instructions aloud.
- **Play the recording** Ss listen and repeat.
- **Play the recording again** Say, "Listen. Check the foods you like, and put an X next to the foods you don't like."

 **Recycle vocabulary** Ask Ss to call out expressions they can use to talk about likes and dislikes and write them on the board (e.g., *I like, I love, I hate, I can't stand*).

- Have Ss take turns telling the class about out one food they like, and one food they don't like.

Extra vocabulary FOOD

Present or have Ss suggest extra vocabulary for food such as *bacon, steak, clams, lobster, corn, eggplant, peas, cherries, coconut, grapefruit, lemons, limes, milk, cream, yogurt, rice, pasta, juice, soda, raisins, cake, pie*.



B

- **Preview the task** Read the instructions aloud. Tell Ss to look at the headings in the chart.

- **Do the task** Have Ss complete the chart, then compare answers with a partner. Check answers with the class.

Answers

meat: lamb, hamburger meat

seafood: shrimp, salmon

vegetables: spinach, onion, peppers, lettuce, tomatoes, garlic, green beans

fruit: strawberries, pineapple, melon, mangoes, apples, pears

dairy: ice cream

grains: cereal

drinks: coffee, tea

snacks: potato chips, peanuts, cookies

other: oil, butter, sugar

- Have three Ss read the example sentences. Remind Ss to use *I don't eat much* with uncountable nouns and *I don't eat many* with countable nouns. *I eat a lot of* can be used with countable and uncountable nouns. Then have Ss take turns telling a partner about their diet.



Vocabulary notebook

Tell Ss to turn to Vocabulary Notebook on p. 126 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-126.)

Workbook

- Assign Workbook pp. 92 and 93. (The answer key begins on p. T-173.)

2 Building language

A 3.32

- **Set the scene** Write on the board: *What do you want for dinner?* Ask a few Ss to answer (e.g., *I want pasta, and cheese, and garlic bread*).
- **Preview the task** Tell Ss they are going to hear the conversation between two roommates, Ted and Phil. They are talking about dinner. Say, "Listen for the answer to the question *What do Ted and Phil have to do before dinner?*"
- **Play the recording** Ss listen for the answer. Ask, "What do Ted and Phil have to do before dinner?" Call on a few Ss for the answer [go to the grocery store].
- Say, "Look at the conversation. Find a question that means *Do you want to go out?*" [Would you like to go out?] Write it on the board, and underline *would, like*. "Now find a sentence that means *I want to stay home tonight*." [I'd like to stay home tonight.] Write it on the board, and underline *I'd like*. Tell Ss that *would like* is a polite way to say *want*.
- **Practice** Tell Ss to practice the conversation in pairs, taking turns playing each role. Then have pairs change the food words and practice again using their own ideas. Ask a few pairs to act out their conversation for the class.



B

- **Preview the task** Read the instructions aloud. Tell Ss to underline any sentences using *would / 'd like* in the conversation. Point Ss to the first question in the exercise. Ask, "What's the correct answer?" [like to] "How do you know?" [Ted asks "Would you like to go out for pizza?"] Then tell Ss to circle *some* and *any* in the conversation. Ask, "Which word do you use in negative statements?" [any]
- **Do the task** Have Ss complete the task themselves. Check answers with the class.

Answers

1. A like to; B like 2. A some; B any, some

- Have Ss practice the conversations in pairs.
- **Focus on the form** Write on the board *Would you like . . . ?* Have Ss find and underline the question in the conversation [Would you like to go out for pizza?]. Ask, "What form of the verb follows the expression *I'd like* or questions with *would you like?*" [*to + verb*] "Do we use *some* or *any* in affirmative statements with *would like?*" [*some*] "Do we use *some* or *any* in negative statements?" [*any*]

3 Grammar

3.33

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Ask, “*Would like* is a polite way to say what word?” [want] Point out the contraction *I’d* in the answer. Ask, “What two words make up *I’d*?” [I, would] (For more information, see Language Notes at the beginning of this unit.)
- Write on the board: *Would you like a drink? Would you like to go for a drink after class?* Ask, “What comes after *would like*?” [a noun, *to* + verb]
- Tell Ss to think of questions with nouns and *to* + verbs on the topic of food (e.g., *Would you like some coffee? Would you like to eat early tonight?*). Call on a few Ss, and write their questions on the board.
- Direct Ss’ attention to the second column in the chart. Say, “Look for *some* and *any*. Which is used in questions?” [any] “Which is used in affirmative statements?” [some] “Which is used in negative statements?” [any]
- Ask Ss to write three affirmative and three negative statements about what they ate yesterday using *some* and *any* (e.g., *I ate some cookies. I didn’t eat any meat.*). Call on a few Ss to each write a statement on the board.
- **Present In Conversation** Read the information aloud. Write on the board:

Would you like some coffee? = offer

Can I have some coffee? = request

Say, “In offers, you have something that you want to give another person. In requests, you ask someone for something you want.” Call on Ss to respond to each (e.g., offer: *Yes, please. / No, thanks.*; request: *Sure. / OK.*).

A

- **Preview and do the task** Read the instructions aloud. Have Ss complete the conversations. Have Ss review their partners’ answers. Then check answers with the class.

Answers

1. A I’m sleepy. I’d like to go for a walk. Would you like to come?
B Sure. Let’s go out for some coffee. I’d like / would like to get some cake, too.
2. A I’m really thirsty. Do you have any water with you?
B Well, I have some soda. Would you like some?
3. A Would you like a snack? I have some cookies and peanuts. Oh wait, I don’t have any peanuts.
B Um, I’d like / would like some fruit. Do you have any?
4. A What would you like to do after class? Do you have any plans?
B Well, I need to go shopping and get some food.
A Oh, I can come with you. I need to get some milk, too. I don’t have any.

- Tell Ss to practice the conversations in pairs, taking turns playing each role.
- **Present Common Errors** Books closed. Write on the board: *I’d like to go for a walk*. Say, “Look at the sentence. It’s correct. What common error do you think Ss make?” Elicit ideas. Books open. Tell Ss to read Common Errors and see if they were correct.

About you

B

- **Preview and do the task** Read the instructions aloud. Have two Ss read the example conversation aloud. Have pairs ask and answer the questions giving their own answers.

Extra practice

Tell Ss to turn to Extra Practice 12B on p. 150 of their Student’s Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-150.)

4 Speaking naturally

A 3.34

- **Preview the task** Tell Ss to look at the three questions. Say, “When *would you* is spoken quickly, the two words often sound like one word.” (For more information, see Language Notes at the beginning of this unit.)
- **Play the recording** Ss listen and repeat. Remind Ss to listen carefully to the pronunciation of *would you*.

B 3.35

- **Preview the task** Tell Ss to read the five incomplete questions. Tell Ss to listen and complete the questions with what they hear.
- **Play the recording** *Audio script p. T-172* Pause after each question to give Ss time to write. Check answers with the class: Read the first part of each sentence aloud, and call on a S to complete it.

Answers

1. What would you like to do tonight?
2. Would you like to go out for dinner?
3. Would you like to try a new place?
4. Where would you like to meet?
5. What would you like to do after dinner?

- **Play the recording again** *Audio script p. T-172* Pause and have Ss repeat the questions.

About you

C

- **Preview and do the task** Tell Ss to work in pairs and make plans for dinner tonight. When Ss finish, have a few pairs tell the class what their plans are.

3 Grammar *Would like; some and any* 3.33

Extra practice p. 150

Use **would like** + **to** + verb
or **would like** + noun.

Would you like to go out?

No, I'd like to stay home.

What **would you like** for dinner?

I'd like some chicken.

Would you like some tea?

Yes, please. / No, thanks.

I'd = I would

Use **some** in affirmative statements and **any**
in questions and negative statements.

Do we have **any** vegetables?

Yes, we have **some** (vegetables).

No, we don't have **any** (vegetables).

Do we have **any** chicken?

Yes, we have **some** (chicken).

No, we don't have **any** (chicken).

In conversation

Any is common in questions:

*Do you have **any** cookies?*

Some is common in questions
that are offers or requests:

*Would you like **some** chicken?*

*Can I have **some** chocolate?*

A Complete the conversations. Use **some**, **any**, **would** . . . **like**, or **'d like**.
Sometimes there are two correct answers.

- A I'm sleepy. I'd like to go for a walk. Would you like to come?
B Sure. Let's go out for _____ coffee. I _____ to get _____ cake, too.
- A I'm really thirsty. Do you have _____ water with you?
B Well, I have _____ soda. Would you like _____ ?
- A _____ you _____ a snack? I have _____ cookies and peanuts.
Oh wait, I don't have _____ peanuts.
B Um, I _____ some fruit. Do you have _____ ?
- A What _____ you _____ to do after class? Do you have _____ plans?
B Well, I need to go shopping and get _____ food.
A Oh, I can come with you. I need to get _____ milk, too. I don't have _____ .

About
you

B Pair work Ask and answer the questions. Give your own answers.

A I'm sleepy. I'd like to go for a walk. Would you like to come?

B Sure. Let's get some soda, too.

Common errors

Always add **to** when **I'd like**
is followed by a verb.

I'd like to go for a walk.
(NOT ~~I'd like go for a walk.~~)

4 Speaking naturally *Would you . . . ?*

What **would you like**?

Would you like a snack?

Would you like to have dinner?

A 3.34 Listen and repeat the questions above. Notice the pronunciation of **Would you . . . ?**

B 3.35 Listen and complete the questions. Then listen again and practice.

- What would you like to _____ ?
- Would you like to _____ ?
- Would you like to _____ ?
- Where would you like to _____ ?
- What would you like to _____ ?

About
you

C Pair work Make dinner plans with a partner. Use the questions above.

1 Conversation strategy *or something* and *or anything*

A What kinds of food are popular for lunch? Make a list.

B  3.36 Listen. What do Carrie and Henry decide to do for lunch?



- Carrie Let's take a break for lunch.
 Henry Sure. Would you like to go out or . . . ?
 Carrie Well, I just want a sandwich or something.
 Henry OK. I don't want a big meal or anything, either. But I'd like something hot.
 Carrie Well, there's a new Spanish place near here, and they have good soup.
 Henry That sounds good.
 Carrie OK. And I can have a sandwich or a salad or something like that.
 Henry Great. So let's go there.

C Notice how Carrie and Henry use *or something* (like *that*) and *or anything*. They don't need to give a long list of things. Find examples in the conversation.

"I just want a sandwich or something."

D Complete the conversations with *or something* and *or anything*. Then practice with a partner.

- A Do you eat a big lunch?
 B No, I usually just have a salad _____.
- A What do you usually have for breakfast?
 B Oh, I just have some coffee and a muffin _____.
 A You don't have eggs _____?
- A Would you like to go out for dinner _____?
 B Sure. But I don't want a big meal _____. Something light maybe.
 A OK. Well, let's go somewhere with a salad bar _____.

Note

Use ***or something*** in affirmative statements and in questions that are offers and requests.

Use ***or anything*** in negative statements and most questions.

Lesson C I just want a sandwich or something.

Lesson C recycles questions and statements with the simple present and *would like*.

1 Conversation strategy

- **Set the scene** Tell Ss to look at the title of the lesson. Ask, "Do you eat sandwiches?" Have Ss raise their hands. Ask a few Ss what kind of sandwiches they like. Ask Ss when they eat sandwiches. Tell Ss to raise their hands if they don't eat sandwiches. Ask, "Why not?"

A

- **Preview and do the task** Have Ss look at the picture. Ask, "What are they doing?" [working, meeting] Say, "They're going to take a break for lunch. What kinds of food are popular for lunch?" Elicit ideas and write them on the board.

B 3.36

- Tell Ss to look at the picture. Say, "Carrie and Henry are at work. Carrie is asking Henry about lunch. What do they decide to do for lunch? Listen for the answer."
- **Play the recording** Ss listen for the answer. Check the answer with the class [They decide to go to a Spanish restaurant.]. Say, "Listen again. What does Carrie want for lunch? How about Henry? Write the answers."
- **Play the recording again** Ss listen and write the answers. Check answers with the class [Carrie: a sandwich or a salad; Henry: a light meal, something hot].

C

- **Present Notice** Read the information aloud. Ask Ss to read aloud the examples of the expressions in the conversation [I just want a sandwich or something. I don't want a big meal or anything. I can have a sandwich or a salad or something like that.]. Tell Ss that people use these expressions when they do not need to be specific or do not want to list all the possibilities. For example, the speaker presents an idea (e.g., *Would you like a sandwich?*) and then uses *or something* instead of a long list of similar ideas (e.g., *a snack, some soup, something light*). The speaker knows the listener understands the kind of thing meant. (For more information, see Language Notes at the beginning of this unit.)
- Direct Ss' attention to Henry's sentence *I'd like something hot* in the conversation. Point out that with *something* the adjective comes after the word it describes, which is not common in English. Write on the board:
I'd like something ____ right now.
Call on a few Ss to complete the sentence (e.g., *I'd like something sweet right now.*).
- **Practice** Ask Ss to practice the conversation in Exercise 1B in pairs, taking turns playing each role. Then tell Ss to practice it again, changing two pieces of information and using another adjective for *hot*. Ask a few pairs to act out their conversations for the class.

D

- **Present Note** Read the information aloud. Point out that the use of *something* and *anything* is similar to the use of *some* and *any* although *something* is used in more situations than *some*.

- **Preview and do the task** Read the instructions aloud. Tell Ss to look at the first conversation. Ask Ss to write the missing expression. Then ask Ss to call out the answer [or something]. Ask, "Why is the answer *or something*?" [Because it's an affirmative statement.]
- Have Ss complete the remaining conversations. Then Ss compare answers with a partner. Check answers with the class: Have pairs of Ss stand up and each read one of the conversations aloud.

Answers

1. A Do you eat a big lunch?
B No, I usually just have a salad or something.
2. A What do you usually have for breakfast?
B Oh, I just have some coffee and a muffin or something.
A You don't have eggs or anything?
3. A Would you like to go out for dinner or something?
B Sure. But I don't want a big meal or anything.
Something light maybe.
A OK. Well, let's go somewhere with a salad bar or something.

- Tell Ss that they can also use *like that* after *or something* and *or anything* but they are more common without.
- **Practice** Have Ss practice the conversation in pairs, taking turns playing each role.

About you 

E

- **Preview and do the task** Read the instructions aloud. Ask two Ss to model the activity for the class: S1 asks the first question in Exercise 1D, and S2 answers, giving true information. Have pairs take turns asking the questions and giving their own answers.
- **Follow-up** Ss find another partner and do the task again.

Extra activity PAIRS

Pairs make up a conversation about where to go for something to drink after class. Tell them to use actual places if possible and to try to use *or something* or *or anything* at least once in the conversation.

Extra activity PAIRS

Ss think of three questions to ask a partner about his or her lunch habits. Ss then take turns asking a partner their questions and answering, giving as much information as they can. Ss have to use *or something* (*like that*) or *or anything* in their answers.

2 Strategy plus

- **Present Strategy Plus** Read the information aloud. Ask a pair of Ss to read Henry and Carrie's parts. Say, "Notice how Henry uses *or* . . . ? at the end of his *yes-no* question. This makes the question less direct and more open-ended. It also makes it easier for Carrie to answer *no* or to respond with a suggestion of her own." (For more information, see Language Notes at the beginning of this unit.)
- **Present In Conversation** Point out that *or* is one of the top 50 words in conversation. Tell Ss to find *or*'s in Carrie's final lines on p. 122, and have a S read them aloud [a sandwich or a salad or something like that]. Point out that a basic use of *or* is to give choices.

About you

- **Preview and do the task** Tell Ss to read the questions. Say, "Work on your own. Check the questions that can

end in *or* . . . ? , and then write *or* . . . at the end of those questions." Check answers with the class.

Answers

The *or* . . . questions are 1, 2, 4, and 5.

- Tell Ss that questions with *or* . . . ? have a rising intonation. Tell Ss to read the questions aloud.
- Have a pair of Ss read the example conversation aloud. Tell pairs to take turns asking and answering the questions using true information.

Sounds right

Tell Ss to turn to Sounds Right on p. 138 of their Student's Books. Have Ss do the task for Unit 12 in class, or assign it for homework. (See the teaching notes on p. T-138.)

3 Listening and strategies

A 3.37

- **Preview the task** Tell Ss to read the items in Exercise 3A. Say, "Listen to the four conversations. Complete the sentence about each person." Go over any unfamiliar vocabulary.
- **Play the recording Audio script p. T-172** Pause after each conversation to give Ss time to write. If Ss have difficulty, guide them with questions (e.g., *What kind of restaurant does Jack want to go to? What does he want to eat? When did he have breakfast? Does he want a big or small meal?*). Check answers with the class.

Answers

1. d 2. e 3. a 4. c

Extra activity PAIRS

Pairs make up a conversation in which one of the speakers doesn't usually eat anything for lunch (the extra phrase from Exercise 3A). Have Ss act out their conversations for the class.

B 3.37

- **Preview the task** Tell Ss to listen again. Say, "This time, listen very carefully to the last thing each person says in the conversation. Think about it, and circle either *I agree* or *I don't agree*. Then complete the sentence with your own opinion." Explain that *I feel* and *I believe* mean *I think*.
- **Play the recording Audio script p. T-172** Stop after the first conversation and ask, "What does the woman tell Jack?" [It's not good to eat a big meal at noon. It makes you really sleepy in the afternoon. You can't work after a heavy meal like that.] "Do you agree?" Call on a few Ss to give their opinions. Continue to play the recording. Pause after each conversation to give Ss time to think and write.
- Have Ss compare their ideas with a partner. Check answers with the class: Ask several Ss to share their ideas.

Possible answers

1. I agree. I think that a big meal makes you sleepy.
I don't really agree. I think that a big meal gives you energy.
2. I agree. I feel that a big lunch is important. You need a big lunch. You don't need a big dinner.
I don't really agree. I feel that eating a lot of small meals is good for you.
3. I agree. I think that breakfast is important.
I don't really agree. I think that you can skip breakfast and be OK.
4. I agree. I believe that eggs, cheese, and butter can cause health problems.
I don't really agree. I believe that dairy foods are good for you.

C

- **Preview and do the task** Read the instructions aloud. Have two Ss read the example conversation. Tell Ss to work in pairs and make plans to go out after class. Alternatively, have Ss write a conversation first and then practice it.
- Have a few pairs act out their conversations for the class.

Free talk

Tell Ss to turn to Free Talk 12 at the back of their Student's Books. Have Ss do the task. (See the teaching notes on p. T-136.)

Workbook

Assign Workbook pp. 94 and 95. (The answer key begins on p. T-173.)

2 Strategy plus *or...?*

You can use ***or...?*** at the end of ***yes-no*** questions to make them less direct.



Would you like to go out *or...?*

Well, I just want a sandwich *or something*.

In conversation

Or is one of the top 50 words.

About you

Pair work Check (✓) the questions you can end with *or...?* and write it in the blank. Then ask and answer all of the questions.

- ☒ 1. Do you eat lunch every day *or...?*
- ☐ 2. Do you make your own lunch _____?
- ☐ 3. Where do you usually eat _____?
- ☐ 4. Do you just have something light _____?
- ☐ 5. Would you like to have lunch sometime _____?
- ☐ 6. Where would you like to go _____?

A *Do you eat lunch every day **or...?***

B *Well, I never skip lunch. I usually go out and buy a sandwich **or something**.*

Sounds right p. 138

3 Listening and strategies *If you want my advice...*

A **3.37** Listen to the conversations. Complete the sentence about each person. Write *a* to *e*. There is one extra phrase.

- | | |
|-----------------|---|
| 1. Jack _____ | a. wants to buy a sandwich at a food stand. |
| 2. Rachel _____ | b. doesn't usually eat anything for lunch. |
| 3. Peter _____ | c. would like a nice big omelette. |
| 4. Abby _____ | d. would like to have a big meal. |
| | e. doesn't want pizza or anything. |

B **3.37** Listen again. Do you agree with the advice that is given to the people above? Circle *I agree* or *I don't really agree*, and complete each sentence with your own view.

- 1. I agree / I don't really agree. I think that _____.
- 2. I agree / I don't really agree. I feel that _____.
- 3. I agree / I don't really agree. I think that _____.
- 4. I agree / I don't really agree. I believe that _____.

C **Pair work** Make plans to go out after class today. Discuss what kind of food you'd like. Agree on a place to go.

A *So, would you like to go out for lunch after class, **or...?***

B *Sure. I don't really want a big meal **or anything**. So maybe a sandwich **or something**.*

Free talk p. 136

1 Reading

A Do you know an interesting restaurant? What's special about it? Check (✓) the boxes. Then tell the class.

- | | |
|--|---|
| <input type="checkbox"/> It has a nice atmosphere. | <input type="checkbox"/> It has a beautiful view. |
| <input type="checkbox"/> It has live music. | <input type="checkbox"/> It has good service. |
| <input type="checkbox"/> It serves unusual food. | <input type="checkbox"/> other _____ |

B Read the restaurant guide. Which restaurant would you like to try? Tell a partner why you'd like to go there.

Reading tip

As you read, imagine each place. Ask yourself, "Would I like to eat there?"



Restaurant Guide: Try something different!

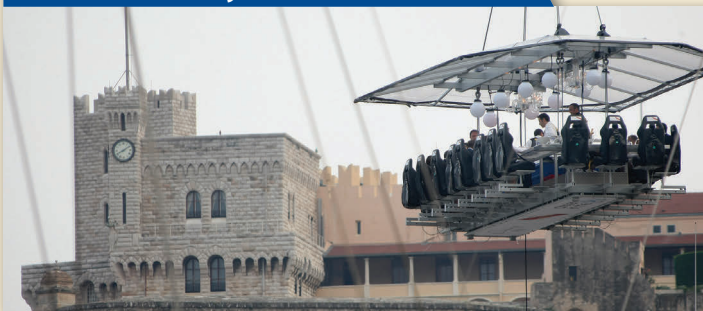
We searched the world and found these unusual places to eat.

Chillout ice restaurant, Dubai

Would you like to visit a *really* cool restaurant? Then try this place. Everything is made of ice, from the tables and chairs to the pictures on the walls. When you order a soda, it comes in an ice glass, and your meal is served on an ice plate. Luckily, if you get too cold, you can ask for a warm blanket and some hot chocolate. Be sure to try some ice cream, too. It never melts!



Dinner in the Sky, in over 35 countries



How would you like to dine 50 meters (164 feet) above your favorite view? Then hire Dinner in the Sky for a special event. You and 21 guests can enjoy dinner at a table hanging in the air! A chef, a server, and an entertainer go with you to make a perfect evening. But if you're scared of heights, we don't recommend it!

The Hajime Robot Restaurant, Bangkok

Here's something *really* different – a restaurant with robots. Choose your food from a touchscreen computer menu, and a few minutes later, a smiling robot brings it to you. You can also barbecue food at your table or order other delicious Asian dishes from the menu. Try a green tea smoothie and then sit back and enjoy the entertainment – every hour the robots dance to music! It's a fun and lively atmosphere, and the service is excellent!



Lesson D Great places to eat

1 Reading

- **Set the scene** Tell Ss to look at the title of the lesson. Ask, “Do you know any great places to eat?” Have Ss raise their hands. Ask a few Ss with raised hands, to tell you the name of the place, and what kind of restaurant it is.
- Ask, “Do you read restaurant guides? How else do you find out about restaurants?” Elicit ideas from Ss.

A

Prereading

- **Preview the task** Ask different Ss to read the five statements aloud. Make sure Ss understand the meaning of each item. Elicit ideas for the sixth statement and write them on the board (e.g., *It has a great location. It's convenient. It has a great chef. It serves really good coffee. The servers are friendly. It's quiet.*). Then read the instructions aloud.
- **Do the task** Tell Ss to think of an interesting restaurant they know and to write its name. Have Ss check (✓) the sentences that are true about the restaurant, and to write one other thing in the other space.
- Write the five sentences on the board. Read each aloud. Have Ss raise their hands if they checked (✓) it. Count the hands for each. At the end, circle the three features that most of the restaurants have in common.

Extra activity PAIRS

Books closed. Write the names of the restaurants from the restaurant guide on the board:

Chillout ice restaurant, Dubai; Dinner in the Sky; The Hajime Robot Restaurant, Bangkok

Then write these questions:

What kind of food do you think each restaurant serves?

Is each restaurant expensive or cheap?

What's the atmosphere like – quiet or noisy?

What is special about each restaurant?

What other guesses can you make about the restaurants?

Ss work in pairs and write guesses about each of the restaurants. Pairs then share some of their guesses with the class (e.g., *I think Chillout is very cold.*). After reading the guide, pairs see if their guesses were correct. A few pairs report to the class (e.g., *I thought Chillout was very cold. It's actually made of ice.*).

B

During reading

- **Present Reading Tip** Have a S read the tip aloud. Say, “If you imagine or think about each place when you read and ask questions about it, it means that you are reading actively. If you are an active reader, it helps you to read and understand more of the article.”
- Have Ss read the first review (Chillout ice restaurant). Ask, “Would you like to eat there?” Elicit responses from Ss. Have them say why or why not.
- **Preview the reading** Tell Ss to skim the guide and find some things the reviewer(s) mention. Elicit examples (e.g., *things you can order like soda, hot chocolate, green tea smoothie; location – up in the air; special things – made of ice, served by robots*). Read the instructions aloud.
- **Do the reading** Tell Ss to read the restaurant guide and decide which restaurant they would like to try and why.
- Tell Ss to work in pairs and tell their partner which restaurant they chose and why. Have a few Ss report to the class about their partners' choices.
- Tell Ss to scan (read quickly) the guide again and circle any new words. Ask Ss to compare new words with a partner and help each other with the meanings. Then help with any vocabulary Ss are still unsure of.

Recycle a conversation strategy This task recycles the strategy of taking time to think. Have S1 cover the restaurant guide. S2 asks questions about the restaurants. S1 answers with as much information as possible. Remind Ss that if they need time to think they can use expressions like *well, Let's see, Let me think* (see Unit 8C) (e.g., S1: *What drink can you order in the Ice restaurant?* S2: *Let's see, um, I think you can order hot chocolate.*). Ss then change roles.

Extra activity CLASS

Call out a piece of information about one of the restaurants in the guide (e.g., *This restaurant serves Asian dishes.*). Ss quickly look through the guide and find the name of the restaurant that the information is about. Ss raise their hands when they find the answer. When most Ss have their hands raised, call on a S to say the answer (e.g., *Hajime Robot Restaurant*). After several examples, ask a few Ss to call out information for the class to respond to.

Extra activity GROUPS

Ss take turns giving a piece of interesting information about a local restaurant (e.g., *I know a Mexican restaurant. Its name is El Jardin. It has great seafood and a mariachi band.*). At the end, group members tell if they would like to try any of the restaurants the other Ss described and why.

C

Postreading

- **Preview the task** Read the instructions aloud. Ask different Ss to each read a question aloud.
- **Do the task** Have Ss answer the questions and then explain their answers to a partner.

Answers

1. You can ask for a warm blanket and some hot chocolate.
2. ice cream
3. 22
4. a chef, a server, and an entertainer
5. Asian dishes from the menu
6. Possible answer: People like to try new and unusual places.

2 Listening and writing

A 3.38

- **Preview the task** Read the instructions aloud. Have Ss read through the eight sentences. Go over new vocabulary from the script as needed (e.g., *specialty, authentic, paella, service, in a hurry, recommend*).
- **Play the recording** *Audio script p. T-172* Ss listen.
- **Play the recording again** Ss listen and circle their answers. Check answers with the class.

Answers

1. The restaurant was Spanish.
2. They serve great seafood.
3. Olivia had a rice dish.
4. It's good for vegetarians.
5. The service was slow.
6. The atmosphere was fun.
7. It was expensive.
8. Olivia recommends it.

B

- **Preview the task** Read the instructions aloud. Tell Ss to look at the example review for Healthy Bites.
- **Present Help Note** Call on six Ss to each read a sentence in the Help Note aloud. Say, "The words under *good* and *bad* are all adjectives. The ones under *good* have a positive meaning. The ones under *bad* have a negative meaning."
- Books closed. Read a sentence from the Help Note, and have Ss say the sentence with the opposite meaning.
- Books open. Say, "Look at the restaurant guide on p. 124. Find the adjectives that describe things related to the restaurants." Have Ss call out the adjectives, and write them on the board [cool, cold, warm, hot, favorite, special, scared, different, smiling, delicious, fun, lively, excellent].
- **Do the task** Tell Ss to underline the adjectives in the review of Healthy Bites. Elicit the adjectives and write them on the board [small, healthy, famous, excellent, delicious, spicy, excellent, fast, friendly].

About you

C

- **Preview the task** Read the instructions aloud. Write on the board: *The service is excellent*. Ask Ss to write three sentences like the one on the board using a different adjective and noun in each one (e.g., *The atmosphere was romantic. The food is fantastic. The prices are cheap*).
- **Do the task** Have Ss write a review of a restaurant or café. Walk around the class, and help Ss as needed.

Recycle a conversation strategy Review the use of *Me too* or *Me neither* to agree. Tell Ss to write five statements with opinions of a restaurant, each with an adjective (e.g., *I don't like noisy restaurants. I like good, cheap restaurants*). Have Ss take turns reading their sentences to a partner, who responds using *Me too* or *Me neither* when he or she agrees. Pairs count to see how many sentences they agreed on.

D

- **Preview and do the task** Display Ss' reviews in the classroom. Tell Ss to read four or five of the reviews and choose a restaurant that they would like to try. Then ask a few Ss to tell the class which restaurant they want to try and why.
- **Follow-up** Ask, "Did you know any of the restaurants in your classmates' reviews?" Ss raise their hands if they did. Ask a few Ss questions (e.g., *When did you go there? What did you eat? How was the food? Do you agree with the review?*).

Extra activity INDIVIDUALS

Ss find a review that they strongly agree or disagree with. They write a response to the writer of the review.

3 Talk about it

- **Preview the task** Read the instructions aloud. To model the activity, have a S ask you two of the questions.
- **Do the task** Have Ss work in groups to discuss the questions and agree on a place they would like to go together. Have Ss make notes of the answers. Encourage Ss to use English only.

- Call on a S in each group to present their idea to the class.

Workbook

- Assign Workbook pp. 96 and 97. (The answer key begins on p. T-173.)

C Read the article again, and answer these questions. Explain your answers to a partner.

1. What can you do if you feel cold at the Chillout ice restaurant?
2. What dish does the writer recommend there?
3. How many people can dine in the sky at one time?
4. Who goes up with the guests at Dinner in the Sky?
5. What can you order at the Hajime Robot Restaurant?
6. Why do you think people try restaurants like these?

2 Listening and writing Do you recommend it?

A  3.38 Listen to Olivia talk about a restaurant she went to last week. What do you find out about it? Circle the correct words.

- | | |
|---|--|
| 1. The restaurant was Italian / Spanish. | 5. The service was fast / slow. |
| 2. They serve great seafood / pasta. | 6. The atmosphere was fun / relaxed. |
| 3. Olivia had a rice dish / a seafood salad. | 7. It was expensive / inexpensive. |
| 4. It's good for meat eaters / vegetarians. | 8. Olivia recommends it / doesn't recommend it. |

B Read the review and the Help note. Underline the adjectives that describe the Healthy Bites restaurant.

RESTAURANT REVIEW: Healthy Bites

Last week I had dinner at a small neighborhood restaurant called Healthy Bites. It serves healthy fast food, and it is famous for its hamburgers. The food is excellent. The hamburgers come with delicious toppings like spicy cabbage with onions and a lot of garlic. The service was excellent – fast but friendly. I highly recommend it.

Help note

Useful expressions

<i>Was it . . .</i>	<i>good?</i>	<i>bad?</i>
<i>The restaurant was</i>	<i>good.</i>	<i>terrible.</i>
<i>The service was</i>	<i>excellent.</i>	<i>slow.</i>
<i>The servers were</i>	<i>friendly.</i>	<i>unfriendly.</i>
<i>The meal was</i>	<i>delicious.</i>	<i>awful.</i>
<i>The food was</i>	<i>tasty.</i>	<i>tasteless.</i>
<i>The potatoes were</i>	<i>hot.</i>	<i>cold.</i>

About you **C** Write a review of a restaurant you know. Talk about the atmosphere, the food, the service, and the price.

D Read your classmates' reviews. Which restaurant would you like to try?

3 Talk about it What are your favorite places to eat?

Group work Discuss the questions. Agree on a place you'd like to go to together.

- ▶ How often do you go out to eat?
- ▶ When you eat out, do you go to restaurants? cafés? fast-food places? food stands?
- ▶ Do you have a favorite place to eat? Where is it? Why do you like it?
- ▶ Where can you get good, cheap food?
- ▶ Where can you hang out with friends?
- ▶ Which restaurant in your city would you like to try?
- ▶ Which restaurant don't you recommend? Why not?



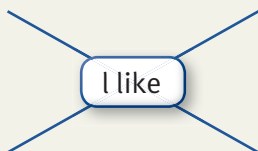


Learning tip *Grouping vocabulary*

You can group some vocabulary by the things you like and don't like.

- 1 Which of these types of food do you like? Which don't you like?
Complete the word webs.

fish



✓ cereal
✓ fish
fruit
meat
milk and cheese
pasta and bread
shellfish
vegetables

cereal



- 2 What foods do you love, and which do you hate? Complete the chart.

I love ...	I like ...	I don't like ...	I can't stand ...
			<i>onions</i>

In conversation

Talk about food

The top food words people use with the verb **eat** are:

- | | |
|------------|---------------|
| 1. meat | 7. vegetables |
| 2. beef | 8. seafood |
| 3. popcorn | 9. cheese |
| 4. eggs | 10. cookies |
| 5. fish | 11. pizza |
| 6. steak | 12. bread |



On your own

Label your food at home in English.
Learn the word before you eat the food!



Can Do!

Now I can ...

- ☒ I can ... ☐ I need to review how to ...

- | | |
|---|--|
| <input type="checkbox"/> talk about foods I like and my eating habits. | <input type="checkbox"/> understand conversations about eating habits. |
| <input type="checkbox"/> make offers of food and drink. | <input type="checkbox"/> understand a conversation about a restaurant. |
| <input type="checkbox"/> use <i>or something</i> and <i>or anything</i> in lists. | <input type="checkbox"/> read a restaurant review. |
| <input type="checkbox"/> end <i>yes-no</i> questions with <i>or ... ?</i> | <input type="checkbox"/> write a restaurant review. |

Vocabulary notebook

If done for homework

Briefly present the Learning Tip and the task directions. Make sure Ss understand what they need to do.

If done in class

- **Present Learning Tip** Read the information aloud. Say, "Here's another idea to help you remember words. Group

them into things you like and things you don't like. On this page, make groups of kinds of food you like and kinds you don't like. You can also do the same thing with kinds of music or TV shows or many other topics."

1

↻ The following task recycles food vocabulary.

- **Preview and do the task** Read the instructions aloud. Have Ss use the words in the list to complete the word webs.

- Books open. Ask Ss to compare their word webs with a partner. Call on several pairs to tell the class the kinds of foods they both like (e.g., *Ana and I both like fruit.*).

2

↻ The following task recycles vocabulary for talking about food and for talking about likes and dislikes.

- **Preview and do the task** Read the instructions aloud. Say, "In this chart, don't just write *vegetables*. You have to name the vegetable. Look at the example, *onions*, in the *I Can't Stand* column." Tell Ss to list at least five foods for each column on the chart.
- Have Ss complete the chart. Remind them to be careful not to use plural forms for uncountable nouns (e.g., write *beef*, not *beefs*).
- When Ss finish, have them compare charts with a partner and find the food items they have in common.
- **Present In Conversation** Books closed. Write on the board:
The top food words that come after the verb eat are:
Tell Ss to guess food words to complete the sentence. As Ss call out ideas, make a list on the board. Then ask Ss to guess the top three words.
- Books open. Tell Ss to read the information in the box. Ask Ss to find how many of their guesses were correct.

On your own

- **Present On Your Own** Read the information aloud. Have Ss do the activity at home. Tell them to use dictionaries and try to learn at least three new food words in English.
- **Follow-up** At the start of the next class, Ss work in small groups to read the list of foods they labeled and the new words they learned.

Now I can . . .

- Go over the Now I Can items. Put Ss in pairs to give one example each for the first four items. Call on Ss and ask for examples or explanations.
- Have Ss look over the four lessons and identify any areas they want to review.
- Tell Ss to complete the Now I Can items. Ss check (✓) the items they know and put a question mark (?) by items that they are not confident about. Check with individual Ss which areas need review to see if there are general problems to review in class. Help individual Ss as required. Have Ss hand in a piece of paper with their name and a schedule showing what they plan to review and when. Review or reteach these language items in a future class.

Checkpoint Units 10–12

Before you begin the Checkpoint, write on the board: *Grammar, Vocabulary, Conversation Strategies*. Tell Ss to think about Units 10–12 and write down which area they are most sure about. Say each area, and ask Ss to raise their hands for the one they wrote.

1 What's the question?

 This task recycles simple past information questions and questions with *would like*.

- **Set the scene** Have Ss read the incomplete conversation quickly. Ask, “What’s the conversation about?” [things people did last night; things they would like to do tonight]
- **Preview and do the task** Read the instructions and the example aloud. Tell Ss that there may be more than one correct question. Have Ss complete the conversation. Check answers with the class: Read the conversation aloud, pausing at each missing part. Call on Ss to read their questions, and ask if other Ss have different questions.


Possible answers

- A I’m so tired this morning.
B So what did you do last night?

- A Last night? Oh, I went to see a band.
B You did? What band?
A The Mall Kids. They’re a new group.
B Yeah? What were they like?
A They were great. I was at the club really late.
B What time did you leave?
A About 2:00 a.m. So anyway, how about you? What did you do last night?
B Oh, I just went home and watched TV. The usual.
A Well, let’s go out tonight or something.
B Oh, OK. What would you like to do? . . .

- **Practice** Tell Ss to practice the conversation in pairs, taking turns playing each role. Then have Ss practice the conversation again, changing the last two lines. Ask a few pairs to act out their conversation for the class.

2 Do you have a balanced diet?

 This task recycles food vocabulary, questions with *How much* and *How many*, and statements and questions with *some* and *any*.

A


- **Preview the task** Read aloud the instructions and the headings in the chart. To check that Ss remember food vocabulary and count and noncount nouns, ask, “Who eats a lot of seafood?” and have Ss raise their hands. Ask a couple of Ss what kind they eat, and tell them to write that in the chart. Ask, “What are some food words we can use with *many*?” Elicit ideas and write them on the board. Then ask, “Who doesn’t eat many bananas?” Tell Ss to write examples of count nouns in the second column and examples of noncount nouns in the third column.

- **Do the task** Have Ss complete the chart. When Ss finish, elicit examples from the class: Write the categories on the board, and call on six Ss to each write his or her words under one category.

B

- **Preview the task** Read the instructions aloud. Have two Ss read the example conversation aloud. Write on the board *How much* and *How many*. Have Ss tell you which category words in Exercise 2A are used with *How much* and which are used with *How many* (e.g., *How much seafood*, *How many vegetables*).
- **Do the task** Have Ss compare their charts with a partner, taking turns asking and answering questions about each category. Have a few pairs present their conversations to the class.

3 Ask a question in two ways; answer and ask a similar question.

 This task recycles answering a question and then asking a similar one and using *or . . . ?* It also recycles asking a question in two ways and the expression *I mean*.

A

- **Preview the task** Read the instructions and the example aloud. Ask, “What other good second questions can you ask? Use *or . . . ?* at the end.” Have Ss call out questions.
- **Do the task** Have Ss write a second question ending with *or . . . ?* for each item. Check answers with the class: Ask a few Ss for their questions.

Possible answers

1. did you do anything special or . . . ?
2. did you go away or . . . ?

3. did you go out for dinner or . . . ?
4. would you like to see a movie or . . . ?

B

- **Preview the task** Read the instructions aloud. Have two Ss read the example conversation aloud. Point out how B asks a similar question. Encourage Ss to ask follow-up questions to continue each conversation.
- **Do the task** Have pairs take turns asking and answering the questions.

1 What's the question?

Complete the conversation with information questions. Then practice with a partner.

- A I'm so tired this morning.
 B So what did you do last night ?
 A Last night? Oh, I went to see a band.
 B You did? _____ ?
 A The Mall Kids. They're a new group.
 B Yeah? _____ ?
 A They were great. I was at the club really late.
 B _____ ?
 A Around 2:00 a.m. So anyway, _____ ?
 B Oh, I just went home and watched TV. The usual.
 A Well, let's go out tonight or something.
 B Oh, OK. _____ ?
 A Actually, I'd like to see The Mall Kids again.
 B OK. But let's not stay out too late. We both have to work tomorrow!



2 Do you have a balanced diet?

A Think about the different types of food you eat. Complete the chart.

I eat a lot of ...	I don't eat many ...	I don't eat much ...	I never eat ...

B Pair work Compare your chart with a partner. Ask follow-up questions.

A I eat a lot of meat.

B Really? How much do you eat? Do you eat it every day?

3 Ask a question in two ways; answer and ask a similar question.

A Think of a *yes-no* question to add to each question below. End the question with *or ... ?*

- How was your weekend? I mean, did you do anything special or ... ?
- What did you do last summer? I mean, _____ ?
- What did you do for your last birthday? I mean, _____ ?
- What would you like to do tonight? I mean, _____ ?

B Pair work Ask and answer the questions. After you answer a question, ask a similar one.

A How was your weekend? I mean, did you do anything special or ... ?

B Well, I went to the beach on Saturday. How about you? What did you do?

4 What's the right expression?

Complete the conversation with these expressions. (Use *anyway* twice.) Then practice with a partner.

or something	Good for you	anyway	Congratulations	You did
✓ or anything	good luck	I know	thank goodness	I'm sorry to hear that

- Bryan How was your weekend? Did you go away or anything ?
- Julia No, but I went to a karaoke club.
- Bryan Really? _____ ? So how was it?
- Julia Great! I sang in a contest and won \$50.
- Bryan _____ ! I didn't know you were a singer.
- Julia Well, I practiced every day for a month.
- Bryan _____ !
- Julia And _____ I practiced! Ten of my friends were there. So, _____ , did you do anything special?
- Bryan Not really. I had to study for an exam on Saturday and Sunday. I studied all weekend and then got sick.
- Julia _____ . You need to take care of yourself.
- Bryan Yeah. _____ . . . Well, _____ , I have to go. I want to study my notes. But after the exam, let's meet for coffee _____ .
- Julia OK. So _____ with your exam.



5 Show some interest!

A Complete each sentence with a simple past verb. Then add time expressions to five sentences to make them true for you.

- I went on an interesting trip. *I went on an interesting trip last month.*
- I _____ some new clothes.
- I _____ someone famous.
- I _____ an international phone call.
- I _____ a party at my house.
- I _____ some Italian food.
- I _____ on the beach.
- I _____ English with a tourist.
- I _____ some money.
- I _____ lost in the city.


B Pair work Take turns telling a partner your sentences. Respond with *You did?* and ask questions.

A I went on an interesting trip last month.

B You did? Where did you go? . . .



4 What's the right expression?

 This task recycles two conversation strategies: using appropriate responses like *Congratulations!* and *Good luck!* and the use of *or something* and *or anything*. It also recycles the expressions *You did?*, *Anyway*, and *I know*.

- **Set the scene** Tell Ss to look at the picture and think of a question to ask about it (e.g., *Where is the woman? What is she doing?*). Have Ss call out ideas.
- **Preview the task** Read the instructions and the example aloud. Point out that Ss need to use each expression at least once and they will use *anyway* twice.
- **Do the task** Have Ss complete the conversation. Tell Ss to check answers in pairs: S1 reads Bryan's lines, and S2 reads Julia's lines. Then check answers with the class.


Answers

Bryan How was your weekend? Did you go away or anything?
Julia No, but I went to a karaoke club.

Bryan Really? You did? So how was it?
Julia Great! I sang in a contest and won \$50.
Bryan Congratulations! I didn't know you were a singer.
Julia Well, I practiced every day for a month.
Bryan Good for you!
Julia And thank goodness I practiced! Ten friends of mine were there. So, anyway, did you do anything special?
Bryan Not really. I had to study for an exam on Saturday and Sunday. I studied all weekend and then got sick.
Julia I'm sorry to hear that. You need to take care of yourself.
Bryan Yeah. I know . . . Well, anyway, I have to go. I want to study my notes. But after the exam, let's meet for coffee or something.
Julia OK. So good luck with your exam.

- **Practice** Tell Ss to practice the conversation in pairs, taking turns playing each role.

5 Show some interest!

 This task recycles simple past tense verbs, time expressions, and responses with *You did?*

A

- **Preview the task** Read the instructions aloud. Write the first sentence on the board: *I ____ on an interesting trip.* Ask Ss to call out a simple past verb to complete it [went].
- **Do the task** Have Ss complete the sentences with a simple past verb. Tell Ss that there may be more than one correct answer for some sentences.
- Check answers with the class: Call on Ss to read their statements, and ask if other Ss have different answers.

Possible answers

1. I went on an interesting trip.
2. I bought some new clothes.
3. I met someone famous.
4. I made an international phone call.
5. I had a party at my house.
6. I made some Italian food.
7. I walked on the beach.
8. I spoke English with a tourist.
9. I spent some money.
10. I got lost in the city.

- Call on a S to read the first sentence again. Ask, "When did you go on an interesting trip?" Ask the S to answer with true information. Write the sentence with the time expression on the board (e.g., *I went on an interesting trip last year.*).
- Have Ss choose five sentences and add time expressions to the sentences to make true statements about themselves.

Extra activity PAIRS

Ss each write 10 incomplete sentences like the ones in the Student's Book. Encourage them to look back over the units for expressions to use. Ss exchange papers with a partner and complete the sentences with a simple past verb.

B

- **Preview the task** Read the instructions aloud. Model the task by reading the first line of the example. Call on a S to read the second line, and then respond, continuing the conversation with the S.
- **Do the task** Have pairs take turns reading the five sentences they wrote in Exercise 4A. Say, "Respond with *You did?* and ask questions to continue the conversation."