

COMMUNICATION GOALS

- 1 Report news about relationships.
- 2 Describe extended families.
- 3 Compare people.
- 4 Discuss family cultural traditions.

UNIT

3

The Extended Family

PREVIEW



A FAMILY VOCABULARY REVIEW Look at Andrew's family photos. Write the six missing relationship words.

B ▶ 2:02 **VOCABULARY • The Extended Family** Listen and repeat.

C PAIR WORK Ask and answer questions about Andrew's relatives. Use Who.

“ Who are Barbara and Rick? ”

“ They're Diane's in-laws. ”

“ Who's Jeff's wife? ”

“ Maureen. ”

ENGLISH FOR TODAY'S WORLD

Understand English speakers from different language backgrounds.

Emma = Portuguese speaker

D ▶ 2:03 **PHOTO STORY** Read and listen to two women discussing family photos.

Emma: Who's that guy? Your brother?

Grace: No, that's my brother-in-law, Matthew. He's married to my older sister, Alexa. And this is their son, Aiden. He's adopted.*

Emma: Do they have any other children?

Grace: No, just the one. He's an only child.



Emma: Looks like they're having a great time in New York.

Grace: Actually, they live there.

Emma: They do? Wow! How often do you see them?

Grace: We get together about twice a year.



Emma: And what about these kids?

Grace: They're my younger sister's. Ariana's the girl. And these are her little brothers, Cole and Casey.

Emma: Cole and Casey look so much alike! Are they twins?*

Grace: They are. They all live in Vancouver, but we keep in touch on the Internet.

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*adopted: Matthew and Alexa aren't Aiden's birth parents.

*twins: Cole and Casey were born at the same time.

E **THINK AND EXPLAIN** Check true or false, based on information from the Photo Story. Then explain each answer.

- 1 Grace is Aiden's aunt.
- 2 Grace is Matthew's sister-in-law.
- 3 Matthew is Ariana's brother-in-law.
- 4 Alexa has one niece and three nephews.
- 5 Ariana, Cole, and Casey are Aiden's cousins.
- 6 Matthew and Alexa have two children.

true**false**☐☐☐☐☐☐☐☐☐☐☐☐

“ It's true. Aiden is her sister's son. ”

SPEAKING**A** Complete the chart with information about your extended family. Write the number of people for each relationship.

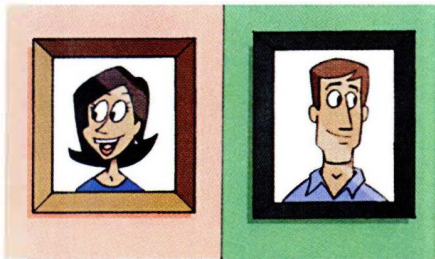
I have ...			مرجع زبان ایرانیان
..... brother(s) uncle(s) cousin(s)	
..... sister(s) aunt(s) brother(s)-in-law	
..... nephew(s) niece(s) sister(s)-in-law	

B **GROUP WORK** Compare charts with your classmates. Who in your class has a very large extended family?

“ How many ____s do you have? ”

VOCABULARY Relationships and marital status

A ▶ 2:04 Read and listen. Then listen again and repeat.

They're **single**.They're **engaged**.
(He's her **fiancé**. / She's his **fiancée**.)They're **married**.They're **separated**.They're **divorced**.
(He's her **ex-husband**. / She's his **ex-wife**.)She's **widowed**.B ▶ 2:05 LISTEN TO CLASSIFY Listen and infer the marital status of the person in each conversation.
Circle the correct status.

- 1 The woman is (single / engaged / married).
2 His aunt is (engaged / widowed / divorced).

- 3 His sister is (engaged / separated / divorced).
4 Her sister is (engaged / separated / divorced).

GRAMMAR The simple present tense: Review

Affirmative statements

My in-laws **live** in Rio.
My ex-wife **lives** in Tokyo.

Negative statements

My aunt and uncle **don't work** in an office.
My cousin **doesn't work** at home.

Yes / no questions and short answers

Do they **have** any children? Yes, they do. / No, they don't.
Does she **have** any nieces or nephews? Yes, she does. / No, she doesn't.

Spelling rules with **he**, **she**, and **it**

Add **-s** to the base form of most verbs.
works **likes** **plays** **calls**

Add **-es** to verbs that end in **-s**, **-sh**, **-ch**, or **-x**.
washes **watches** **relaxes**

Exceptions:

do → **does**
go → **goes**
have → **has**
study → **studies**

Contractions

don't = do not
doesn't = does not

GRAMMAR BOOSTER p. 126

- The simple present tense: usage and form

GRAMMAR PRACTICE Complete the conversations. Use the simple present tense.

- 1 A: your cousin (have) any children?
B: Yes, she She two kids—a girl and a boy.
- 2 A: your in-laws (live) in Toronto?
B: No, they They in Ottawa.
- 3 A: your parents (work) in Quito?
B: Yes, they They for the government.

- 4 A: your fiancé (like) hip-hop?
B: No, he He it at all.
- 5 A: her ex-husband (see) their kids?
B: Yes, he He them a lot.
- 6 A: you (call) your nieces every day?
B: No, I They me!

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EXERCISES

CONVERSATION MODEL

A ▶2:06 Read and listen to good news about a relationship.

- A: What's new?
B: Actually, I have some good news. My sister just got engaged!
A: That's great. Congratulations!
B: Thanks!
A: So tell me about her fiancé. What does he do?
B: Well, he works at Redcor. He's an engineer.

Or bad news . . .

- B: Actually, I have some bad news. My sister just got divorced.
A: I'm sorry to hear that. Is she OK?
B: Yes, she is. Thanks for asking.

B ▶2:07 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.



NOW YOU CAN Report news about relationships

A **NOTEPADDING** Imagine that you have good or bad news about someone in your extended family (or use real news). Write notes to plan a conversation.

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B **CONVERSATION ACTIVATOR** Personalize the Conversation Model. Tell your partner your news. Then change roles.

- A: What's new?
B: Actually, I have some news. My
A:

C **CHANGE PARTNERS** Practice the conversation again. Report other good or bad news.

What's the news?

What does he / she do?

Other information:

DON'T STOP!

Ask yes / no questions.

Is [she] ___? / Does [he] ___? / Do [they] ___?

Use the simple present tense to say more.

He lives / works ____.

She likes / hates / studies ____.

They have / don't have ____.

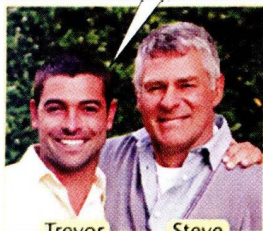
good news
got married
got engaged

bad news
got separated
got divorced

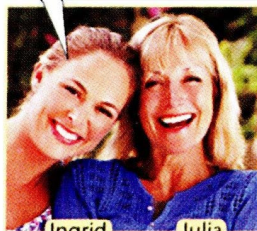
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VOCABULARY Other family relationships

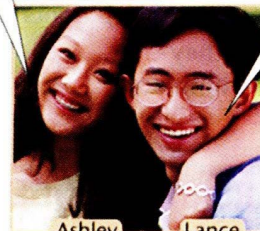
A ▶ 2:08 Read and listen. Then listen again and repeat.

Steve is my **stepfather**. He's my mother's second husband.

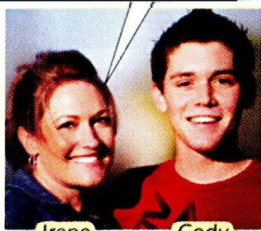
1 Trevor Steve

Julia is my **stepmother**. She's my father's second wife.

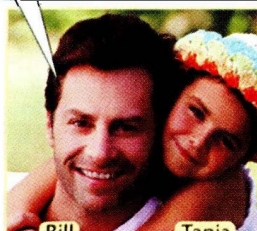
Ingrid Julia

Lance is my **stepbrother**. His mother married my father.

2 Ashley Lance

Ashley is my **stepsister**.Cody is my **stepson**. I married his father three years ago.

3 Irene Cody

Tania is my **stepdaughter**. I married her mother when Tania was three.

Bill Tania

Darcy is my **half-sister**. We have the same mother, but different fathers.*

4 Jake Darcy

Jake is my **half-brother**.

*Half-brothers and half-sisters can also have the same father but different mothers.

B PAIR WORK Ask your partner to find people in the photos.

“ Who's Cody's stepmother? ”

“ Cody's stepmother is Irene. ”

C ▶ 2:09 LISTEN TO INFER Listen to the speakers and infer the relationships. Use the Vocabulary to complete each statement. Listen again if necessary.

- | | |
|-------------------------------|---------------------|
| 1 Her brother has three | 4 Leo is his |
| 2 Carol is his | 5 Hank is her |
| 3 She calls her “Mom.” | |

GRAMMAR The simple present tense—information questions: Review

What **do** your in-laws **do**?
 Where **do** their cousins **live**?
 When **do** you **visit** your aunt?
 Who **do** their stepchildren **live** with?
 How often **do** you **call** your niece?
 How many children **do** they **have**?

What **does** your sister-in-law **do**?
 Where **does** your stepsister **live**?
 When **does** your brother **visit** his niece?
 Who **does** your stepdaughter **live** with?
 How often **does** she **call** her nephew?
 How many half-brothers **does** he **have**?

Be careful! **Who** as subject:

Who **lives** in Hong Kong?
 NOT Who ~~does live~~ in Hong Kong?

GRAMMAR BOOSTER p. 127

Information questions in the simple present tense:

- Form
- Questions with **Who**
- Common errors

A FIND THE GRAMMAR Look at the Photo Story on page 27 again. Find and underline one information question in the simple present tense.

B GRAMMAR PRACTICE Complete the conversations with the simple present tense.

- 1 A: your sister ?
B: She lives in Dublin.
- 2 A: nieces and nephews ?
B: Three. My sister two girls—both adopted—and my brother a stepson.
- 3 A: stay with when you visit Los Angeles?
B: I with my aunt and uncle.
- 4 A: with your grandfather?
B: My half-sister Louise lives with him.
- 5 A: your stepfather do?
B: He in a restaurant. He's the chef and manager.
- 6 A: your uncle work?
B: At the hospital around the corner.
A: your aunt there, too?
B: No,

CONVERSATION MODEL

- A** ▶ 2:10 Read and listen to people describing their families.

A: Do you come from a large family?
B: Not really. I have two brothers.
A: What about aunts and uncles?
B: Well, I have three aunts on my father's side. And on my mother's side, I have two aunts and three uncles.
A: That's pretty big!

- B** ▶ 2:11 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.



NOW YOU CAN Describe extended families

- A NOTEPADDING** List your extended family relationships on the notepad.

- B CONVERSATION ACTIVATOR** With a partner, use your notepads to personalize the Conversation Model. Describe your extended family. Then change roles.

A: Do you come from a large family?
B: I have
A: What about ?
B: Well, I have on my 's side.
And
A:

DON'T STOP!

Ask for more information.

Tell me about your [aunts / uncles / cousins].
What about your [sister-in-law]?
Does he ____? / Do they ____?
Is she / Are they [single]?
What ____? How old ____?
Where ____? How often ____?
When ____? How many ____?
Who ____?

On my father's side . . .	On my mother's side . . .

- C GROUP WORK** Now tell your classmates about your partner's extended family.

BEFORE YOU LISTEN

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CARDSA ▶ 2:12 VOCABULARY • *Similarities and differences*

Read and listen. Then listen again and repeat.

How are you similar?

We **look alike**.We wear **the same kind of** clothes.We **both** like rock music.

How are you different?

We **look different**.We wear **different kinds of** clothes.I like rock, **but** he likes classical.

- B PAIR WORK** Find similarities and differences between you and a partner. Write sentences describing the similarities and differences. Use the Vocabulary.

LISTENING COMPREHENSION

- A ▶ 2:13 LISTEN TO IDENTIFY SIMILARITIES AND DIFFERENCES** Listen to Lucille talk about herself and her sister, Laura. Check the statements that are true. Explain your answers.

Lucille and Laura . . .		
1	<input type="checkbox"/> look alike.	<input type="checkbox"/> look different.
2	<input type="checkbox"/> like the same kind of food.	<input type="checkbox"/> like different kinds of food.
3	<input type="checkbox"/> like the same kind of movies.	<input type="checkbox"/> like different kinds of movies.
4	<input type="checkbox"/> like the same kind of music.	<input type="checkbox"/> like different kinds of music.
5	<input type="checkbox"/> have the same number of kids.	<input type="checkbox"/> have different numbers of kids.
6	Lucille and Laura are <input type="checkbox"/> twins. <input type="checkbox"/> stepsisters. <input type="checkbox"/> half-sisters.	



- B** ▶ 2:14 **LISTEN TO TAKE NOTES** Listen again for what Lucille says about these topics. On your notepad, use the Vocabulary to write sentences about how she and her sister are similar or different.

appearance <i>Lucille and Laura look alike.</i>	favorite colors
sports preferences	musical tastes
families	clothes



PRONUNCIATION *Linking sounds*

- A** ▶ 2:15 Read and listen. Pay attention to the linking of sounds in does she and does he. Then listen again and repeat.

/dʌʃi/
1 **Does she** have any stepchildren?

/dʌzi/
3 **Does he** live near you?

/dʌʃi/
2 How many stepchildren **does she** have?

/dʌzi/
4 Where **does he** live?

- B** Now practice the questions on your own. Pay attention to blended sounds.

NOW YOU CAN

Compare people

- A** **NOTEPADDING** Choose someone in your extended family. On the notepad, write your similarities and differences. Use the Vocabulary from page 32.

The person's name:	Relationship to you:		
	You	Both of you	Your relative

Ideas

- marital status
- occupation
- family relationships
- appearance
- clothing
- likes and dislikes
- abilities

- B** **PAIR WORK** Tell your partner about you and your relative. Use your notepad. Then compare other people in your families.



RECYCLE THIS LANGUAGE.

Similarities and differences

How are you similar?
How are you different?
Do you look alike?
Do you both ___?
Do you ___ the same kind of ___?
Do you ___ different kinds of ___?

For more information

How about ___?
Do you have any ___?
How old ___?
What does your ___ do?
Where does your ___ live?
How many ___ does your ___ have?

“ My cousin and I are both single. ”

“ My uncle likes rock music, but my aunt likes classical. ”

BEFORE YOU READ

WARM-UP In your opinion, how long should adult children live in their parents' homes?

READING ▶ 2:16

Ask Mr. Dad

http: www.mrdad.com www.ir Language. com

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Ask Mr. Dad With Armin Brott

Home About Mr. Dad **Get Advice** Mr. Dad Blog Reviews

When Adult Children Come Home

Q: *My wife and I recently sent our last child off to college. We are ready to sell the house and travel, but our oldest daughter doesn't have a job and plans to move back home. What should we do?*

A: Most North Americans expect their children to move out of the house at eighteen. But that's changing. Today, more adult children are returning home to live. Some don't have jobs or can't pay for the high costs of housing. Some are recently separated or divorced. Most are single, but some come home with a wife, husband, or child, too.

Most parents are happy when their kids come back home to live. However, when a son or daughter can't find a job—or is recently divorced—there can be problems. And if their son or daughter is still at home at the age of thirty-five, many parents are no longer happy.

In your case, what if your daughter moves back home?

- Don't worry. If you and your daughter had a good relationship when she was younger, she'll be fine. Help her in any way you can. And it's OK to ask, "How long do you plan on staying?"
- Don't treat your daughter like a child. In our culture, adult children don't feel good about living at home, and they don't want to depend on their parents' help. Tell her you understand.
- Talk to your daughter as an adult. Have a discussion about paying for expenses and helping with household responsibilities and chores, such as kitchen cleanup and doing laundry. If you and your daughter talk and try to understand each other, everyone will be happier.

Source: www.mrdad.com

A CONFIRM FACTS Complete each statement.

- The parents are worried because their daughter
 - wants to move into their home
 - wants to move away from their home
 - doesn't want to leave their home
 - doesn't want to come home
- According to Armin Brott, most North Americans expect children to move out of their parents' home when they
 - reach the age of eighteen
 - finish college
 - find a job
 - get married

B INFER INFORMATION Check all the correct answers, according to what Armin Brott says.

- 1** What are the reasons adult children are moving back home?
- ☐ They don't have jobs.
 - ☐ They get divorced.
 - ☐ They can't afford housing.
 - ☐ They feel good about living with their parents.
 - ☐ They want to depend on their parents.

- 2** What are Mr. Brott's suggestions to the father?
- ☐ to sell his house and go traveling
 - ☐ to discuss chores at home
 - ☐ to ask his daughter to find a job
 - ☐ to try to understand his daughter
 - ☐ to not worry too much about his daughter

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EXERCISES

NOW YOU CAN Discuss family cultural traditions

A FRAME YOUR IDEAS Complete the survey about adult children in your country. Then compare answers with a partner.

Living At Home?

1 At what age do children usually leave home in your country?

- ☐ between 18 and 20
- ☐ between 21 and 25
- ☐ between 26 and 30
- ☐ over 30
- ☐ It depends on their marital status.

2 What are the reasons adult children usually leave home?

- ☐ They get a job.
- ☐ They get married.
- ☐ They go away to study.
- ☐ They don't want to depend on their parents.
- ☐ Other

3 How do parents feel when their adult children are living at home?

- ☐ They're very happy.
- ☐ They're very worried.
- ☐ They don't think about it.
- ☐ They don't want them to stay.
- ☐ Other

4 What do adult children usually do when they live at home?

- ☐ They help with the chores.
- ☐ They help pay for expenses.
- ☐ They look for a job.
- ☐ They look for a new place to live.
- ☐ Other

B NOTEPADDING Write some similarities and differences between family cultural traditions in your country and those Armin Brott describes.

What's the same?	What's different?

C GROUP WORK Imagine you are speaking to a visitor to your country. Explain your country's family cultural traditions about adult children living at home. Use your notepad.

Text-mining (optional)

Find and underline three words or phrases in the Reading that were new to you. Use them in your Group Work. For example: "household responsibilities."

REVIEW

- A** ▶ 2:17 Listen to the people talk about their families. Check the box for family size for each speaker. Then listen again and write the number of children in each person's family.

		A big family	A small family	Number of children
1	Brenda	<input type="checkbox"/>	<input type="checkbox"/>	
2	Steven	<input type="checkbox"/>	<input type="checkbox"/>	
3	Leslie	<input type="checkbox"/>	<input type="checkbox"/>	
4	Jason	<input type="checkbox"/>	<input type="checkbox"/>	

- B** Complete the sentences with the correct word or phrase.

- Larry doesn't have any brothers or sisters. He's an
- Bob's brother is Ron. They have the same birth date. They are
- Jun's brother has two daughters. They are Jun's
- Eva is Alfonso's wife. Alfonso's parents are Eva's
- Hariko's father has five nieces and nephews. They are Hariko's
- Jill's father married Wendy's mother. Jill's father is Wendy's
- Julie and Brett are divorced. Brett is Julie's
- Teresa's mother has two brothers. They are Teresa's

- C** Complete the questions. Use the simple present tense.

- A: Where ?
B: My brother? He lives in Cuzco, Peru.
- A: What ?
B: My sister? She's a nurse.
- A: How many ?
B: I have two sons and a daughter.
- A: ?
B: Cousins? Yes, I do. I have seven.
- A: Where ?
B: My brother? He lives near me.
- A: ?
B: Children? Yes. My sister has two daughters.

WRITING

Compare two people in your family. Write six statements about how they are similar and how they are different. Start like this:

*My brother and his wife are similar in some ways,
but they are also very different...*

WRITING BOOSTER p. 143

- Combining sentences with and or but
- Guidance for this writing exercise

For additional language practice ...

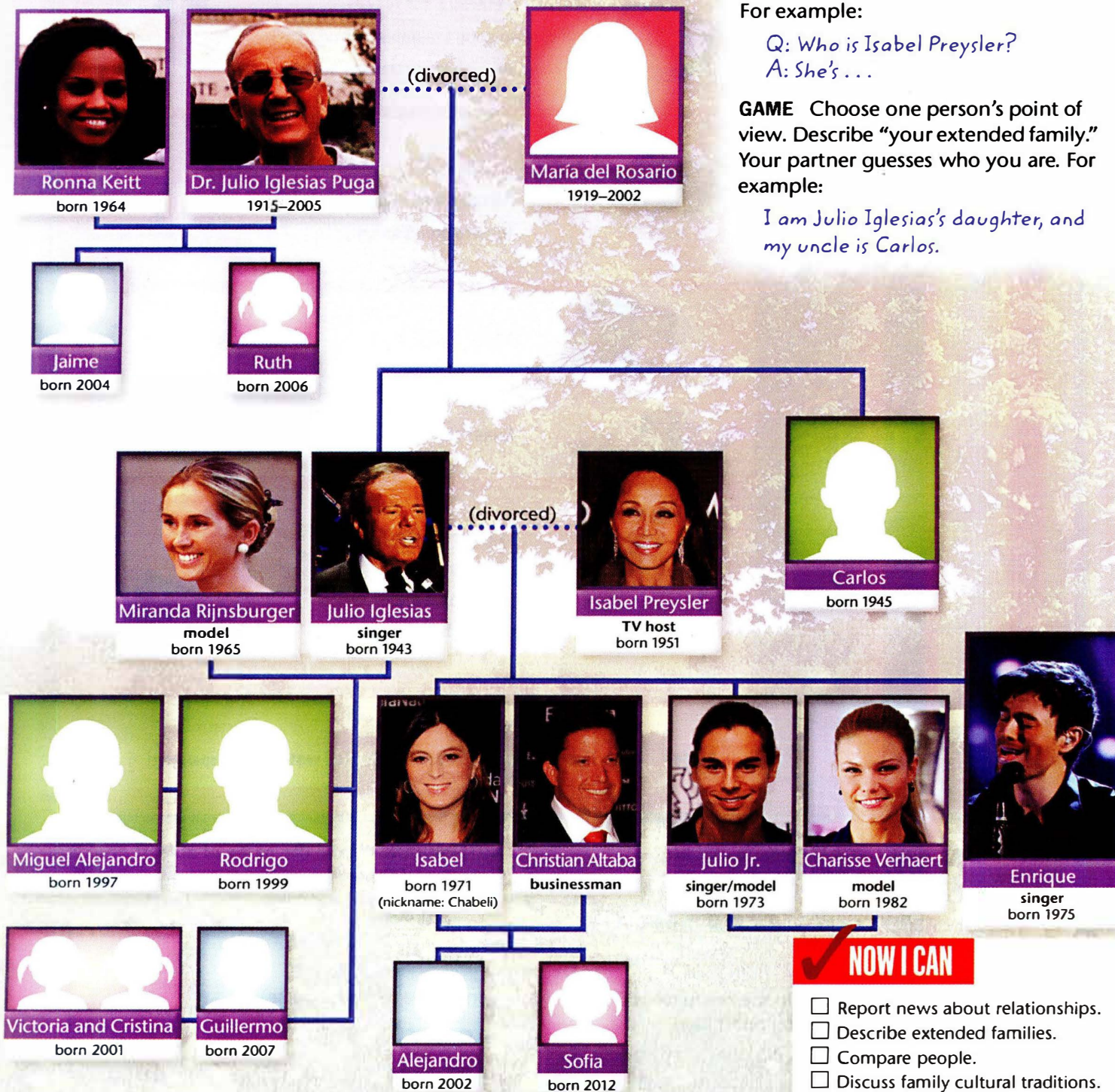
TOP NOTCH POP • Lyrics p. 149
"An Only Child"

DIGITAL SONG **DIGITAL KARAOKE**



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Enrique Iglesias's Family



ORAL REVIEW

CONTEST Study the family tree. Who can answer this question first: How many sisters, brothers, half-sisters, and half-brothers do Enrique Iglesias and Julio Iglesias each have?

PAIR WORK Ask and answer questions about the family relationships. Use Who, What, When, and How many. For example:

Q: Who is Isabel Preysler?

A: She's...

GAME Choose one person's point of view. Describe "your extended family." Your partner guesses who you are. For example:

I am Julio Iglesias's daughter, and my uncle is Carlos.

NOW I CAN

- ☐ Report news about relationships.
- ☐ Describe extended families.
- ☐ Compare people.
- ☐ Discuss family cultural traditions.

COMMUNICATION GOALS


- 1 Ask for a restaurant recommendation.
- 2 Order from a menu.
- 3 Speak to a server and pay for a meal.
- 4 Discuss food and health.

UNIT


4

Food and Restaurants





PREVIEW



WORLD CAFÉ



TODAY'S SPECIALS

APPETIZERS	
	Potato soup Colombian style Fried squid with spicy tomato sauce
	SALADS Mixed green salad Tomato onion salad
	ENTRÉES Brazilian steak Grilled fish Roast chicken
	DESSERTS Ice cream Apple pie German chocolate cake
BEVERAGES Coffee Tea Soft drinks Fruit juice Bottled water (still or sparkling)	

A Read the menu. Circle the words that are new to you.

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B ▶ 2:20 **VOCABULARY • Parts of a meal** Listen and repeat.

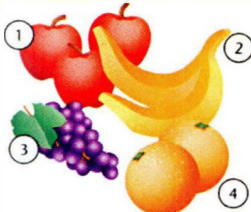

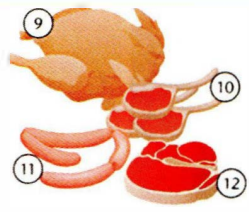
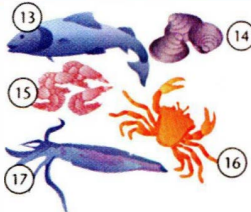


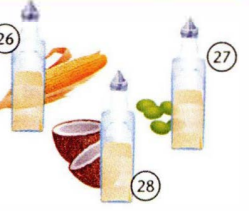

C PAIR WORK Which foods on the menu do you like? Are there any foods you don't like? Compare ideas with a partner.

D NOTEPADDING Write the name of at least one dish from your country for each category.

an appetizer
a salad
an entrée (a main course)
a dessert
a beverage

VOCABULARY Categories of food

A ▶ 2:22 Read and listen. Then listen again and repeat. Add another food to each category.

fruit	vegetables	meat	seafood
			
① apples ② bananas ③ grapes ④ oranges mangoes	⑤ carrots ⑥ peppers ⑦ broccoli ⑧ onions	⑨ chicken ⑩ lamb ⑪ sausage ⑫ beef	⑬ fish ⑭ clams ⑮ shrimp ⑯ crab ⑰ squid
grains	dairy products	oils	sweets
			
⑱ pasta ⑲ rice ⑳ noodles ㉑ bread	㉒ butter ㉓ cheese ㉔ milk ㉕ yogurt	㉖ corn oil ㉗ olive oil ㉘ coconut oil	㉙ candy ㉚ pie ㉛ cake ㉜ cookies

B EXPAND THE VOCABULARY How many foods can you create? Use the Vocabulary. Follow the example.

- | | |
|---|-----------------------------|
| 1 orange juice ..apple juice, mango juice..... | 4 grilled fish |
| 2 tomato onion salad | 5 fried squid |
| 3 apple pie | 6 potato soup |

GRAMMAR There is / There are with count and non-count nouns; Anything and nothing

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Use **there is** with non-count nouns and singular count nouns. Use **there are** with plural count nouns.

There's (some) milk and an apple in the fridge.
There are (some) cookies in the kitchen.

There isn't any cheese.
There aren't any bananas.

Remember:

- Count nouns name things you can count. They are singular or plural.
- Non-count nouns name things you cannot count. They are not singular or plural.
- Don't use a, an, or a number with non-count nouns: rice NOT ~~a~~-rice NOT ~~rices~~

Questions

Is there any (or some) pasta?
Are there any (or some) noodles?
 What kind of fruit **is there** in this fruit salad?
 How many eggs **are there** in the fridge?

Use **Is there** with **anything** and **nothing**.

Is there **anything** to eat? (No, there is **nothing**.
 OR No, there isn't **anything**.)

Be careful!

Use **nothing** in affirmative statements.
 Use **anything** in negative statements.
 There is **nothing**. NOT There isn't ~~nothing~~.
 There isn't **anything**. NOT There is ~~anything~~.

GRAMMAR BOOSTER p. 128

- Expressing quantities
- Some and any
- How much / how many
- Count and non-count nouns
- Spelling rules

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GRAMMAR PRACTICE Complete each statement or question with an affirmative or negative form of there is or there are.

- | | |
|--------------------------------------|---|
| 1 some fish in the fridge. | 5 some orange juice for your breakfast. |
| 2 onions in the salad. | 6 anything in the fridge? |
| 3 some cheese for my sandwich? | 7 anything to eat in this house! |
| 4 any apple pies at the store? | 8 any pasta for tonight's dinner. |

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EXERCISES

CONVERSATION MODEL

A ▶2:23 Read and listen to someone asking for a restaurant recommendation.

A: Could you recommend a restaurant for this evening?

B: Sure. What are you in the mood for?

A: I don't know. Maybe a sandwich. I'm not very hungry.

B: Actually, there's a great place nearby. It's called Tom's. Would you like directions?

B ▶2:24 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the Conversation Model with a partner.



▶2:25 **Degrees of hunger**
 - not very hungry
 + really hungry
 +++ starving



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NOW YOU CAN Ask for a restaurant recommendation

DIGITAL
VIDEO

A CONVERSATION ACTIVATOR With a partner, change the Conversation Model. Ask for a recommendation for today, tonight, dinner, breakfast, or lunch. Recommend a restaurant from the map. Then change roles.

A: Could you recommend a restaurant for ?

B: What are you in the mood for?

A: I don't know. Maybe I'm

B: Actually, there's a great place nearby. It's called Would you like directions?

DON'T STOP!

Use the map and give directions to the restaurant you recommended.

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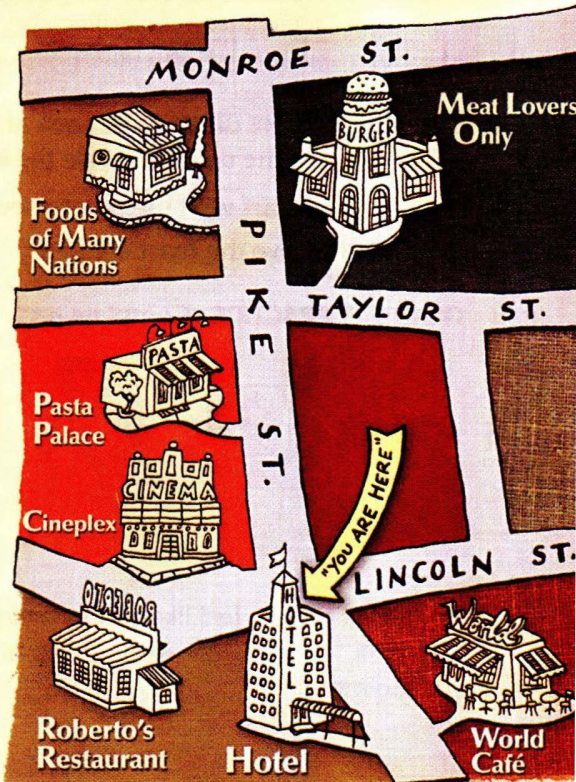
RECYCLE THIS LANGUAGE.

Locations

around the corner
 across the street
 across from [the] ____
 near [the] ____

down the street from [the] ____
 between ____ and ____
 on the ____ side of the street

B CHANGE PARTNERS Practice the conversation again. Talk about other foods and restaurants.



CONVERSATION MODEL

A ▶ 2:26 Read and listen to someone ordering dinner from a menu.

A: I'll have the pasta for my main course, please.
What does that come with?

B: It comes with soup or a salad.

A: What kind of soup is there?

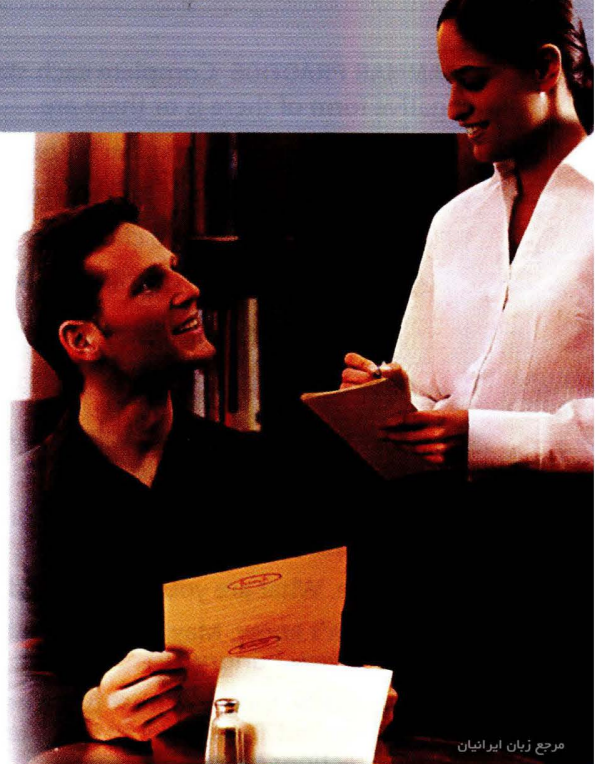
B: There's tomato soup or chicken soup.

A: I'd like the salad, please.

B: Certainly. And to drink?

A: Water, please.

B ▶ 2:27 **RHYTHM AND INTONATION** Listen again and repeat.
Then practice the Conversation Model with a partner.



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GRAMMAR *Definite article the*

Use the definite article the to name something a second time.

A: It comes with a salad.

B: OK. I'll have the salad.

Also use the to talk about something specific.

A: Would you like an appetizer? (not specific; general)

B: Yes. The fried clams sound delicious. (specific; they're on the menu)

A: I'm in the mood for seafood. (not specific; general)

B: Then I recommend the grilled shrimp. (specific; they're on the menu)

Remember:

Indefinite articles a and an:

a salad	an appetizer
a beverage	an entrée

GRAMMAR BOOSTER p. 130

- Non-count nouns: categories and verb agreement

A UNDERSTAND THE GRAMMAR Look at the Photo Story on page 39 again. Explain why the customer uses the definite article the in the following sentences.

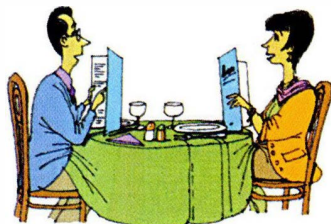
1 "I think I'll start with the potato soup."

3 "I'd like the carrots, please."

2 "Then I'll have the roast chicken."

4 "... maybe I'll have the tomatoes."

B GRAMMAR PRACTICE Complete each conversation with a, an, or the.

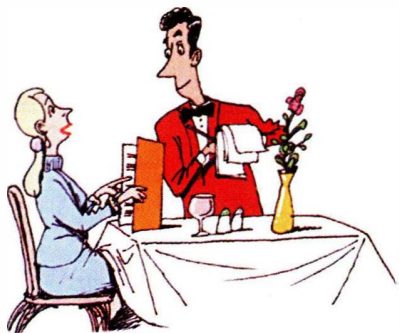


1 A: What do you feel like eating tonight?

B: Well, seafood special sounds delicious.

2 A: I'm in the mood for really spicy dish.

B: Well, what about Thai chicken?
Thai food is usually spicy.



- 3 A: There are two kinds of soup: chicken noodle and mixed vegetable.
B: I think I'd like chicken noodle. I'm not a vegetable fan.
- 4 A: What would you like for your main course? We have nice grilled chicken special on menu tonight.
B: That sounds good. I'll have chicken special.

PRONUNCIATION *The*

- A ▶ 2:28 Compare the pronunciation of the before consonant and vowel sounds. Read and listen. Then listen again and repeat.

/ə/ (before consonant sounds)

the chicken
the soup
the juice
the hot appetizer
the fried eggs

/i/ (before vowel sounds)

the orange juice
the onion soup
the apple juice
the appetizer
the eggs

- B Write a check mark if the underlined word begins with a vowel sound.

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> the <u>e</u> gg salad | <input type="checkbox"/> the <u>a</u> pple cake | <input type="checkbox"/> the <u>c</u> lam soup |
| <input type="checkbox"/> the <u>C</u> hinese fried squid | <input type="checkbox"/> the <u>i</u> ce cream | <input type="checkbox"/> the <u>o</u> live oil |
| <input type="checkbox"/> the <u>t</u> omato sauce | <input type="checkbox"/> the <u>c</u> hocolate milk | <input type="checkbox"/> the <u>g</u> rilled fish |

- C PAIR WORK Now take turns saying each phrase. Be sure to use the correct pronunciation of the.

NOW YOU CAN

Order from a menu

- A PAIR WORK With a partner, invent a restaurant. Give your restaurant a name. Write foods on the menu. Include two or more choices for each category. irLanguage.com

- B CONVERSATION ACTIVATOR With a partner, change the Conversation Model, using your menu to order food. Pay attention to count and non-count nouns and definite and indefinite articles. Then change roles.

A: I'll have for my main course, please. What does that come with?

B: It comes with

A: What kind of is there?

B:

A: I'd like, please.

B: Certainly. And to drink?

A:, please.

DON'T STOP!

- Ask more questions.
- Order more food.
- Order a dessert.

- C EXTENSION Bring in a real menu from your favorite restaurant. Use it to practice the conversation. Change partners and menus and practice the conversation again.

Welcome to

(name of restaurant)

appetizers:

soup:

entrées:

beverages:

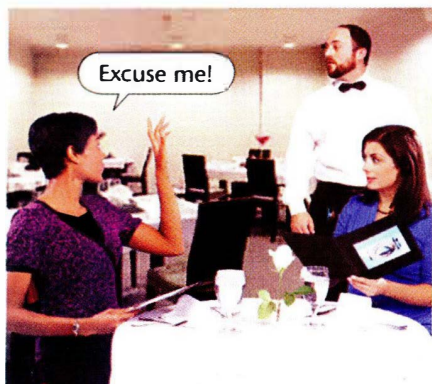
All entrees come with:

BEFORE YOU LISTEN

DIGITAL
FLASH
CARDS

▶ 2:29 VOCABULARY • Communicating with a waiter or waitress

Read and listen. Then listen again and repeat.



LISTENING COMPREHENSION

A ▶ 2:30 LISTEN TO PREDICT Listen to the conversations in a restaurant. Then listen again and predict the next thing you think the customer will say to the server. Explain your answers.

- | | |
|--|---|
| <p>1 <input type="checkbox"/> We'll take the check, please.
 <input type="checkbox"/> Do you accept credit cards?
 <input type="checkbox"/> We're ready to order.</p> <p>2 <input type="checkbox"/> This isn't what I ordered.
 <input type="checkbox"/> We're ready to order.
 <input type="checkbox"/> Is the tip included?</p> <p>3 <input type="checkbox"/> No, thanks. We'll take the check, please.
 <input type="checkbox"/> Is the tip included?
 <input type="checkbox"/> Do you accept credit cards?</p> | <p>4 <input type="checkbox"/> Excuse me! This isn't what I ordered.
 <input type="checkbox"/> Excuse me! We're ready to order.
 <input type="checkbox"/> Excuse me! We'll take the check, please.</p> <p>5 <input type="checkbox"/> Excuse me!
 <input type="checkbox"/> We'll start with the seafood soup, please.
 <input type="checkbox"/> We'll take the check, please.</p> |
|--|---|

B PAIR WORK Decide what to say to the server in each conversation. Then practice the conversation.

- 1 A: Oh, no! Take a look at this check!
 B: I'm not sure we have enough money.
 Excuse me! Do you accept credit cards?

- 2 A: Oh, no! They brought us onion soup. We ordered the tomato soup.
 B: You're right. Excuse me!

3 A: Oh, no! I left my money at home.
B: Excuse me!

4 A: We can't order dessert. We don't have time.
B: Right. Excuse me!

5 A: Here's the check. Do we need to leave a tip?
B: I'll ask. Excuse me!

6 A: Where's the waitress? I'm starving.
B: Excuse me!

NOW YOU CAN Speak to a server and pay for a meal

A NOTEPADDING Plan your meal. Read the menu and choose what you'd like to order. Write your choice for each category.

appetizer
soup
salad
main course
beverage
dessert

THE BISTRO

APPETIZERS

Crab cake Mini lamb pies Mixed grilled vegetables

SOUP

Spicy shrimp Chicken noodle Tomato

SALADS

Tomato pepper Green bean Pasta

ENTRÉES

All entrées include bread, soup or salad, vegetable, and coffee or tea.

Roast beef Fried fish Pasta with clam sauce

CHOICE OF VEGETABLES:

Broccoli Grilled tomatoes Potatoes (any style)

BEVERAGES

Bottled water (still or sparkling) Soft drinks Fruit juices Tea Coffee

DESSERTS

Ice cream sandwiches Carrot cake Mixed fruit salad Fruit and cheese plate

B GROUP WORK Form groups of diners at tables, with some students as servers. Discuss the menu. Ask the server questions about the food. Order and pay for the meal.



RECYCLE THIS LANGUAGE.

Discuss food

What are you in the mood for?
I'm in the mood for ____.
There's ____ on the menu.
The ____ sound(s) delicious.
What about ____?
This isn't what I ordered.

Serve food

Are you ready to order?
Do you need more time?
That comes with ____.
Would you like ____?
Anything to drink?
And to drink?
And for your [entrée]?

Order food

Excuse me!
I'm / We're ready.
I'd like to start with ____.
I think I'll have ____.
And then I'll have ____.
Does that come with ____?
What does that come with?
What kind of ____ is there?

Pay for food

I'll / We'll take the check, please.
Is the tip included?
Do you accept credit cards?

BEFORE YOU READ

DIGITAL
FLASH
CARDS

A ▶ 2:31 VOCABULARY • Adjectives to describe the healthfulness of food

Read and listen. Then listen again and repeat.

healthy is good for you**unhealthy** is bad for you**fatty / high-fat** contains a lot of oil**low-fat** doesn't contain a lot of oil**salty** contains a lot of salt**sweet** contains a lot of sugar**high-calorie** can make you fat or overweight**low-calorie** is not going to make you fat

B WARM-UP Do you like to eat at fast-food restaurants? Is it possible to get healthy food there? Use the Vocabulary as you express your opinion.

READING ▶ 2:32

DID YOU KNOW?

Just one super-sized fast-food meal can have more calories than you should eat in an entire day! These tips can help you eat healthy meals and maintain a healthy weight when eating out and when eating at home.

When you eat out . . .

Control your portions. Many people eat larger portions than they need, especially when eating away from home. Order something small. Or ask for a half-portion. If you do order a large meal, take half of it home or split it with someone else at the table. Sharing food is also less expensive.

Avoid unhealthy snacks such as pizza, candy, and fast food. When you do get fast food, skip the fries and other high-calorie, fatty, or salty options.



Skip the fries.

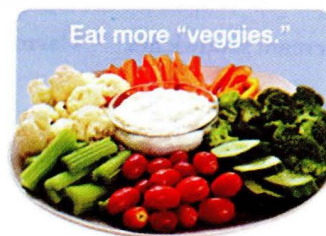
Choose healthy

options. Grilled chicken and fish are low-fat and low-calorie. If you really want some fried food, remove the breading from the food so it won't have so many calories.

And at home . . .

Avoid eating in front of the TV. If you eat while you are doing other things, it's easy to lose track of how much you are eating.

Eat slowly. Let your brain get the message that your stomach is full. Your brain needs about twenty minutes before it gets that message. If you eat fast, you will eat more food.



Eat more "veggies."



Maintain a healthy weight.

QUICK TIPS

- Try to avoid high-calorie cookies and cake for dessert. If you love sweets, try low-fat frozen yogurt or fruit for dessert instead. Yogurt and fruit are both sweet and healthy.
- Avoid adding sugar to your food and drinks.

For more information about healthy eating, visit <http://win.niddk.nih.gov>

A UNDERSTAND FROM CONTEXT Find the following words and phrases in the Reading and match them with their meanings. Then use the words to write your own sentences.

- | | |
|----------------------------|----------------------------------|
| 1 "veggies" | a the amount you eat at one time |
| 2 "skip" or "avoid" | b not choose |
| 3 "portion" | c vegetables |
| 4 "split" or "share" | d choice |
| 5 "option" | e order one dish for two people |

DIGITAL
MORE
EXERCISES

B INFER INFORMATION Which suggestions help you avoid eating too much fat? Which ones help you avoid too much sugar?

NOW YOU CAN

Discuss food and health

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A FRAME YOUR IDEAS Write a ✓ next to the foods you think are healthy. Write an ✗ next to the foods you think are not. Then discuss your answers with a partner. Explain why some of the foods are unhealthy.

“French fries are not healthy. They're too fatty.”

“I agree.”



☐ salad



☐ hot peppers



☐ pasta with sauce



☐ rice



☐ chicken



☐ pizza



☐ hamburgers



☐ french fries



nuts



chips

☐ snacks



☐ ice cream

B NOTEPADDING List other foods and drinks you think are good for you and bad for you.

Healthy foods	Unhealthy foods
oranges	salty foods, like potato chips

C DISCUSSION Now discuss food and health with your class. Suggest healthy eating tips. Use your lists.

Text-mining (optional)

Find and underline three words or phrases in the Reading that were new to you. Use them in your Discussion. For example: "a half-portion."



RECYCLE THIS LANGUAGE.

Categories of foods

grains	meat
seafood	sweets
dairy products	fruit
vegetables	oils

Adjectives

healthy / unhealthy
good / bad for you
high-calorie / low-calorie
fatty / salty / sweet / spicy

Verbs

skip / avoid
split / share

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REVIEW

A ▶ 2:33 Listen to the conversations. Where are the people? Circle at home or in a restaurant. Then predict what each person will say next. Listen again and complete the statements.

1 The man and woman are (at home / in a restaurant).

I think he's going to ask, "Does dessert with my ?"

2 Caroline and her mom are (at home / in a restaurant).

Her mom is probably going to say, "But Caroline, are really"

3 The man and woman are (at home / in a restaurant).

It's possible that he's going to say, "..... the grilled"

4 The couple is (at home / in a restaurant).

It's possible that she's going to say, "Terrific! Let's an omelette and a salad. I'm really !"

B Write examples of foods for each category.

Spicy foods	Salty foods	Sweet foods	Fatty foods

C Write questions you can ask a waiter or a waitress. Begin each question with a capital letter and end with a question mark.

-
-
-
-

D Complete each sentence with an affirmative or negative form of there is or there are.

- too much pepper in the soup. It's too spicy.
- Excuse me. I'm looking for a restaurant.
..... any good restaurants in the neighborhood?
- any low-fat desserts on the menu?
- an inexpensive restaurant nearby?
- You should eat some fruit. some nice oranges on the kitchen table.
- enough cheese in the fridge for two sandwiches. Let's go shopping.
- I hope too much sugar in the cake. Sugar isn't good for you.
- I'm in the mood for soup. What kind of soup on the menu?

WRITING

Write a short article for a travel blog about foods in your country.
Write at least five sentences, but write more if you can.

In my country we eat a lot of vegetables.

Vegetable soup is a very typical appetizer ...

WRITING BOOSTER p. 143

- Connecting words or ideas: and and in addition
- Guidance for this writing exercise

For additional language practice ...

TOP NOTCH POP • Lyrics p. 149
"The World Café"

DIGITAL SONG DIGITAL KARAOKE

At a hotel



1

ORAL REVIEW

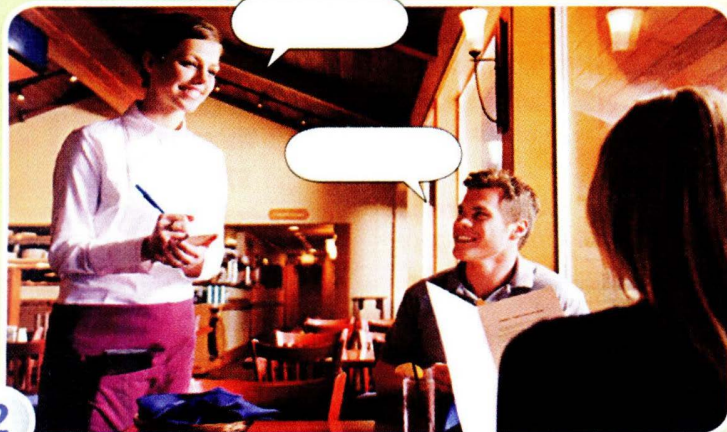
PAIR WORK Create conversations for the people in Pictures 1, 2, and 3. For example:

A: Can I help you?

B: Could you recommend a restaurant for ... ?

CONTEST Form teams. Each team takes turns making statements about the foods in Picture 4 with there is or there are. (Teams get one point for each correct statement.)

At a restaurant



2



3



4

NOW I CAN

- ☐ Ask for a restaurant recommendation.
- ☐ Order from a menu.
- ☐ Speak to a server and pay for a meal.
- ☐ Discuss food and health.