

Food

LESSON A

- Food preparation
- Present passive

LESSON B

- Giving a recommendation
- Accepting a recommendation

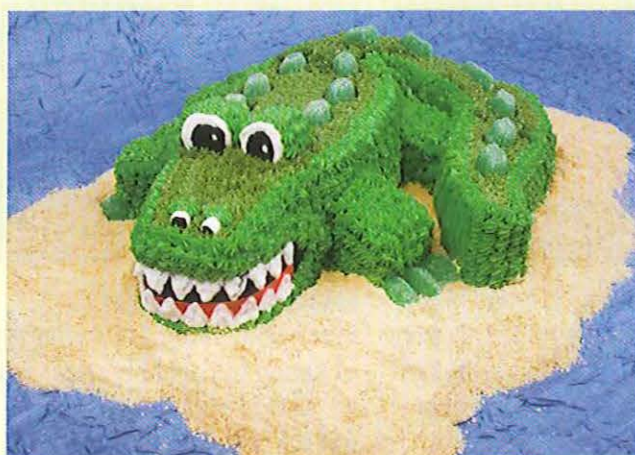
LESSON C

- Tastes and textures
- Time clauses

LESSON D

- Reading: "Chocolate - From Forest to Factory"
- Writing: A recipe

Warm-up



A Describe the pictures. What foods do you see?

B What have the foods been made into?

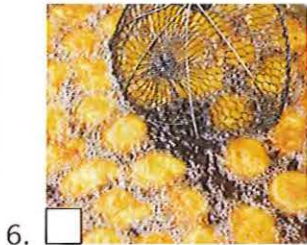
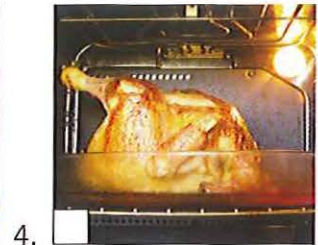
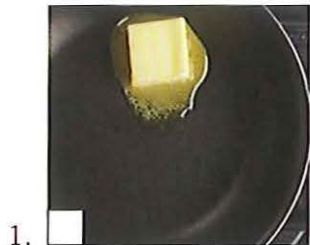
A

Street food

1 Vocabulary Food preparation

A Match the words and the pictures. Then listen and check your answers.

- | | | | |
|---------|----------|--------------|----------|
| a. bake | c. fry | e. melt | g. roast |
| b. boil | d. grill | f. microwave | h. steam |



B Pair work What food can you prepare with each method in Part A? What food can't you prepare with each method? Tell your partner.

"You can melt cheese, but you can't melt fish."

2 Language in context On every street corner

A Read the descriptions of popular street foods. What ingredients are mentioned?



Empanadas are a typical street snack in the Dominican Republic. They're dough that is filled with meat, vegetables, cheese, or a combination of all three. Then they're fried.



Bagels are a kind of bread that is sold by street vendors all over New York City. Bagels are boiled and then baked. They're often eaten with butter or cream cheese.



Satay is very popular in Indonesia. There are many types of satay, but usually meat is put on wooden sticks and then grilled. Satay is often served with peanut sauce.

B What about you? Do you have similar foods where you live? Which would you like to try right now?

3 Grammar Present passive

The active voice places the focus of a sentence on the doer of an action. The passive voice places the focus on the receiver of the action. Use the passive voice when the doer is not known or is not important.

Active

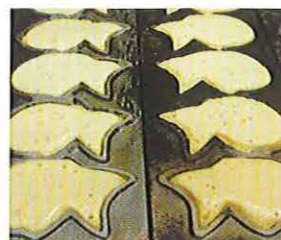
You **serve** satay with peanut sauce.
The cook **fries** the empanadas.
The vendor **boils** and then **bakes** the bagels.

Passive

Satay **is served** with peanut sauce.
The empanadas **are fried**.
Bagels **are boiled** and then **baked**.

A Complete the sentences with the present passive voice. Then compare with a partner.

- Tamales are a traditional Mexican food. They _____
(sell) on street corners all over the country. They
_____ (make) by filling dough with meat or
vegetables. Then the dough _____ (wrap) in corn
husks and it _____ (steam).
- Crepes _____ (eat) as a street snack all over France.
Flour, eggs, and milk _____ (mix) together to make a
batter. The batter _____ (pour) onto a hot, flat pan,
and then it _____ (cook). Crepes
_____ (fill) with a variety of ingredients, such as
cheese, chocolate, or vegetables.
- In Japan, *taiyaki* is a popular snack that _____
(shape) like a fish. The sides of a mold _____
(cover) with batter. Then a filling such as sweet red bean paste
_____ (add) to the mold. The mold
_____ (close), and the taiyaki cakes
_____ (cook) until they are golden brown.



B Pair work What similarities can you find among the street foods in Exercises 2 and 3? Tell your partner.

"Both empanadas and crepes are filled."

4 Speaking Popular street foods

Group work List three popular street foods. Then discuss these questions for each one.

- How is it made?
- Where is it sold?
- When is it usually eaten?
- What is it served with?
- How much does it cost?
- What do you like about it?

"Lamb shish kebabs are popular in Turkey. Pieces of lamb are put on a stick and grilled."

5 Keep talking!

Go to page 128 for more practice.


I can describe ways food is prepared.



B Sounds good to me.

1 Interactions Recommendations

A Do your friends or family ever give you recommendations for good places to eat? Do you ever recommend places to them? What qualities do you look for in a restaurant?

B  Listen to the conversation. What is each person probably going to order? Then practice the conversation.

Ralph: I'm really glad we could meet for dinner.

Mai: So am I. I've been studying so much lately. All I've been eating is junk food.

Ralph: I know what you mean. Well, this is one of my favorite restaurants.

Mai: Everything looks so good. I have no idea what to get.


Ralph: Why don't you try the fish? This place is famous for it. It's grilled and served with fried rice or a baked potato, and a salad.

Mai: That's a good idea. Are you going to get the same?

Ralph: I'm not sure. I might try the roasted lamb with grilled vegetables.

Mai: Oh, that sounds delicious. Will you let me try some?



C  Read the expressions below. Complete each box with a similar expression from the conversation. Then listen and check your answers.

Giving a recommendation

If I were you, I'd . . .

My recommendation would be to . . .

Accepting a recommendation

Sounds good to me.

OK, I think I'll do that.


D Pair work Have a conversation like the one in Part B. Use these foods.



2 Pronunciation **Linked consonant and vowel sounds**

A  Listen and repeat. Notice how consonant sounds are often linked to the vowel sounds that follow them.

if I were you a good idea for a long time rice or potatoes

B  Listen to the conversation. Then practice with a partner. Pay attention to the linked sounds.

A: If I were you, I'd order the steak and shrimp.

B: That's a good idea. Where's our waiter?

3 Listening **Eating habits**

A  Listen to Tom talk to a nutritionist about his eating habits. Write the number of servings of each food Tom eats.

Food group	Number of servings	Recommendation
Grains (rice, bread, pasta, cereal, etc.)		more / less
Fruits (apples, berries, bananas, etc.)		more / less
Vegetables (lettuce, corn, carrots, etc.)		more / less
Dairy (milk, yogurt, cheese, etc.)		more / less
Protein (meat, fish, eggs, nuts, etc.)		more / less
Fats and oils (butter, olive oil, etc.)		more / less

B  Listen again. Does the nutritionist recommend that Tom eat more or less of each food group? Circle your answers.

4 Speaking **Good recommendation!**

A Read the situation. Check (✓) your recommendations and add other ideas.

My friend has no time to cook. My recommendation would be to . . .

- | | |
|---|--|
| <input type="checkbox"/> buy frozen dinners | <input type="checkbox"/> visit friends at dinnertime |
| <input type="checkbox"/> order takeout | <input type="checkbox"/> other: _____ |
| <input type="checkbox"/> move back home with parents | <input type="checkbox"/> other: _____ |
| <input type="checkbox"/> find a roommate who can cook | <input type="checkbox"/> other: _____ |

B Pair work Role-play the situation. Then change roles.

Student A: You have no time to cook. Listen to Student B's recommendations.
Accept one recommendation.

Student B: Student A has no time to cook. Give some recommendations.

A: I have no time to cook. I don't know what to do.

B: If I were you, I'd buy frozen dinners.

A: But I don't have a microwave.

B: Well, why don't you . . . ?

I can give and accept recommendations.





Mix and bake

1 Vocabulary Tastes and textures

A Label the pictures with the correct words. Then listen and check your answers.

Tastes				
bland	salty	sour	spicy	sweet

Textures				
chewy	creamy	crunchy	juicy	sticky



B Pair work What are some foods that are both salty and crunchy? sweet and juicy? spicy and sticky? sour and chewy? bland and creamy? Tell your partner.

"Peanuts are both salty and crunchy."

2 Conversation A guest chef

A Listen to the conversation. What ingredients are in cheese popcorn?

Host: Our guest today is chef Todd Brown. Welcome.

Todd: Thank you. Today we're going to make a salty, spicy, and super crunchy snack – cheese popcorn.

Host: Sounds good. What do we do first?

Todd: Well, we need to make a cheese sauce. But before we do that, we need to make the popcorn. I have some here that I've already microwaved.

Host: OK, so after you make the popcorn, you start the cheese sauce. And how do you do that?

Todd: Heat some cheese and butter in a pan until they melt. Once the cheese and butter are melted, add some salt and red pepper.

Host: Do you need to let the sauce cool?

Todd: No. As soon as it's done, pour it over the popcorn. Then bake it for about 20 minutes.

B Listen to the rest of the conversation. What ingredients are in trail mix? How is it described?



3 Grammar

Time clauses

Use time clauses to show the order of events.

Before you start the cheese sauce, you make some popcorn.

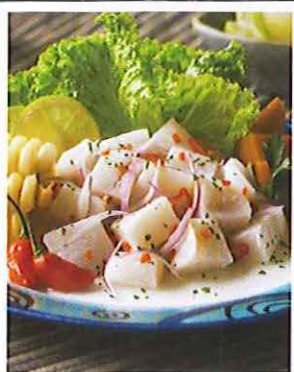
After you make the popcorn, you start the cheese sauce.

Heat some cheese and butter in a pan **until they melt**.

Once they're melted, add some salt and red pepper.

As soon as it's done, pour it over the popcorn.

A Read the recipe. Circle the correct words in the sentences below the recipe. Then compare with a partner.



Peruvian ceviche

Ingredients

1 kilogram of fresh fish
8 cloves of garlic
1 chili pepper
juice from 10 limes
salt
1 red onion

Directions

Cut the fish into small pieces. Put them in a bowl. Chop the garlic and chili pepper. Add them to the fish. Pour the lime juice in the bowl. This "cooks" the fish. Add salt. Then mix everything together. Slice the onion. Place it on top of the mixture. Let everything sit in the refrigerator for two hours. Mix and serve immediately with crunchy corn chips.

1. **Before** / As soon as you put the fish in a bowl, cut it into small pieces.
2. **Once** / Until the fish is in the bowl, chop the garlic and pepper.
3. **Before** / **After** you chop the garlic and pepper, add it to the fish.
4. Add salt after **before** you pour the juice over the mixture.
5. Don't mix the onion with the fish **until** once you remove it from the refrigerator.
6. **As soon as** / Until you mix the onion with the fish, serve it and enjoy!

B Pair work Close your books. Tell your partner the recipe for ceviche.

4 Speaking A new snack

A Pair work Use the food in the picture, or other food you know, and create an original snack. Give your snack a name, and describe how to make it.



"Here's how to make Spicy Egg Surprise. Boil two eggs until they are done. Once . . ."

B Class activity Tell the class how to make your snack. Then vote on the best snack.

5 Keep talking!

Go to page 129 for more practice.

I can describe steps in a recipe.



1 Reading

A Do you like chocolate? What ingredients can you name in a chocolate bar?

B Read the article. Where do you think it comes from? Check (✓) the answer.

☐ a news blog ☐ a textbook ☐ a company brochure ☐ a newspaper

Chocolate – From Forest to Factory

Born in the rain forests

From Brazil to Indonesia to Ghana, you can find a very special tree – the cacao tree. Inside each fruit of this tree are 20 to 40 cocoa beans. These beans give chocolate its special taste.

Drying the beans

First the beans are removed from the fruit. After the beans are removed, they are dried. During this time, the familiar cocoa flavor develops. Then the beans are sent to the chocolate factory.

Liquid chocolate

At the factory, the beans are roasted. A machine then separates the shell from the bean. The insides of the beans are then ready for a process that makes them liquid (called chocolate liquor). As soon as the beans become liquid, they are ready for the rest of the ingredients.

Mixing it up

The primary ingredients in chocolate are chocolate liquor, cocoa butter, sugar, and milk. Milk is mixed with sugar, and this mixture is dried until it becomes thick. The chocolate liquor is combined with the milk and sugar mixture. This new mixture is then dried.

Perfecting the product

Once the new mixture has dried, cocoa butter is added. This gives the chocolate its special taste and creamy texture. A paste is created and poured into huge containers until it is cooled.

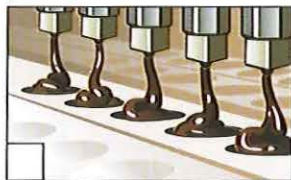
Wrapping it up

Chocolate bars are made by pouring the paste into molds. Finally, the paste is cooled until it becomes a candy bar. Now it's ready to wrap. And then unwrap . . . and eat!

Join our free tour to find out more!

Source: Adapted from www.hersheys.com/discover/chocolate.asp#

C Number the steps in the chocolate-making process from 1 to 6.



D Pair work Describe your favorite chocolate. What color is it? How does it taste? Does it have other ingredients in it?

2 Writing A recipe

A Make a list of your favorite dishes. Which dish is the most difficult to make? Which is the easiest?

B Write a simple recipe for one of your favorite dishes. Include the ingredients and the directions.

C Pair work Share your recipe with a partner. Are the steps clear?

Chocolate-covered strawberries

20 strawberries
4–5 chocolate bars
chopped nuts

Wash and dry the strawberries.
Boil some water, and then turn off the heat.
Place the chocolate in a bowl over the water.
Stir until it's melted. Remove the bowl from the heat.
Dip each strawberry in the chocolate. Then dip into the nuts.
Put in the refrigerator for 30 minutes.



3 Listening A tour for chocolate lovers

A Listen to Yumiko get information about the San Francisco Gourmet Chocolate Tour. Check (✓) the things that the tour includes.

- ☐ a chocolate factory that makes chocolate bars
- ☐ the winner of *SF Weekly's* "Best Chocolate" Award
- ☐ chocolate that's made using fresh ingredients from local farms
- ☐ a newsstand that sells 225 different kinds of chocolate
- ☐ a sculpture that's made of both white and dark chocolate
- ☐ hot chocolate that's prepared by one of the best chocolate makers in the city
- ☐ a Swiss chocolate maker who is famous for chocolate truffles
- ☐ a Mexican chef who makes a sauce from chocolate and chilies



chocolate truffles

B Listen to the rest of the conversation. Complete the information.

Cost	Meeting place	Times	Group size

4 Speaking A food tour

A Pair work Plan a food tour of a restaurant, a farmers' market, or another place where you live. Answer these questions, and add your own ideas.

- What food will your tour include?
- Who will lead the tour?
- What places will you visit?
- What will be the cost, meeting place, time, and group size?
- What will your tour do there?

A: Everyone likes ice cream. My recommendation would be to create an ice-cream tour.

B: That's a good idea. Or we could do something more unusual. How about a chili-pepper tour?

B Class activity Share your tour plan. Which tours are the most interesting? Why?

I can plan and describe a food tour.



Wrap-up

1 Quick pair review

Lesson A Brainstorm! Make a list of food-preparation verbs. How many do you know? You have one minute.

Lesson B Find out! What are two things both you and your partner would eat at a food fair? Give and accept recommendations to find out. You and your partner have two minutes.

A: *I want something fried.*

B: *Me, too. My recommendation would be to try a fried candy bar.*

A: *That's a good idea.*

Lesson C Guess! Give simple directions for a cooking recipe. Use time clauses. Can your partner guess the food? You and your partner have two minutes.

A: *Before you pop it, heat oil in the pan.*

B: *Is it popcorn?*

A: *Yes.*

Lesson D Give your opinion! What do you think of these foods? Check (✓) *Easy to make* or *Hard to make*. Write a description of the taste and texture. Then discuss. You and your partner have three minutes.

	Easy to make	Hard to make	Taste	Texture
pizza				
lemon cake				
rice				
onion rings				

A: *I think pizza is easy to make!*

B: *I think it's hard to make, but it tastes good. It's spicy and chewy.*

2 In the real world

What's your favorite food? Go online or look in a magazine, and find a recipe for it in English. Then write about it.

- What is it?
- What are the ingredients?
- How do you make it?

Chicken and rice

Ingredients: chicken, rice, peanuts, oil, vegetables
Heat the oil. Fry the chicken and vegetables in the oil. Cook the rice. Put the peanuts on top and serve.