Introduction
DINING OUT

FROM APPLES TO ZUCCHINI

Marisa Ferraro
FLA 518
DINING OUT

All your learners need to know about Dining Out: From Apples to Zucchini.

Marisa Ferraro

ADULT ESL/EFL

This unit invites you and your ESL/EFL students to a night of “Dining Out.” This unit is intended to be used in an ESL/EFL classroom composed entirely of English Language Learners (ELLs), whose levels of English proficiency range from mid beginner to high intermediate. As the topic is fun for most ages of ELLs, materials could be used, and if necessary, easily modified for younger learners, e.g. 16 – up.

“Dining Out” begins with the basics: typical American food (and I am not just talking about fast food – American does have its own cuisine). It explores methods of preparing and cooking the food, which could be applicable to “dining in” as well. Once your ELLs learn about food, the unit illustrates various ways in which people eat, restaurant customs and cultures.

Now that your ELLs have acquired a vast knowledge of American food and restaurant etiquette, it’s time to choose where to dine. Reading restaurant reviews and menus will help students further develop their reading skills. After all, students will surely know how to read and interpret a menu in order to be satisfied with their dinner choice. Students will act out scenes from a restaurant in an effort to understand how the following functions interact with one another: making a reservation, ordering a meal, complaining when it’s not up to snuff, requesting to pay and calculating the bill, including the tip.

With full bellies, students leave the restaurants. This brings us to the final issue of this unit: You Are What You Eat. Students will revisit the food pyramid to learn about diet and nutrition. Students will also enjoy reading about organic versus non-organic food, which is an integral aspect of eating in America.
DINING OUT

FROM APPLES TO ZUCCHINI

LEVEL
Middle – High Intermediate Adult

TARGET GROUP
Content-based EFL class (Business)

MATERIALS
International Express, Intermediate Edition
Interchange
Market Leader, Business Grammar in Use

LESSONS
Adapted from above sources
Modified by Marisa Ferraro

GOALS
I want my students to know the vocabulary associated with food, including its methods of cooking and preparation.
I want my students to know how to read a restaurant guide, order food from a restaurant menu, request the check, and pay the bill.
I want my students to know about food growing techniques (organic vs. non-organic), its nutritional value and its effects on the body.
Typical ESL/EFL classroom setting

...in a company conference room for adults:

Or in a private language school for younger ELLs:
ENGLISH / L.A.
Restaurant Reviews & Critiques
Menu Guides (interpreting symbols)
Write own menus
Grammar: some/any, much/many, countable/uncountable nouns

MISC
Role Play
Fieldtrip to restaurant at end of unit

MATH
Chart top restaurants based on number of stars from guide (to fit certain criteria)
Working with US Dollars
Gratuity/Tipping

FUNCTIONS
Ordering
Requesting & Offering
Sending things back
Suggesting

ART
Design restaurant (make diorama)

SCIENCE
Organic vs. non-organic food – Alice Waters (see article from Town & Country)
Experiment: keeping food warm
Explore various heating/warming methods.

HEALTH / GYM
Nutritional facts (e.g. How to Clean Up Your Life, Town & Country)
Food pyramid
Fitness and exercise

SOCIAL STUDIES / GEOGRAPHY
Studying other cultures and the way they view dining/eating, e.g. Chinese eat on floor and take shoes off, etc.
Where various ethnic varieties of food originate? Most popular food type: Chinese, Mexican, Thai, Italian, French, etc. and their countries.
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<td>Typically American Food Methods of Cooking/Preparing Food Grammar Focus: Countable vs. Uncountable</td>
<td>Following a review of basic food vocabulary, Ss will learn the pronunciation, spelling, and denotation and grammatical function of new vocabulary items: seven cooking methods, and will demonstrate the pronunciation of these new vocabulary items as T points to each illustration on board and Ss participate in demonstration with use of cardboard oven prop.</td>
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<td>Lesson 2</td>
<td>Restaurant Customs and Cultures: Traditions about how people eat. Read: How My Parents Learned to Eat, by Ina Friedman.</td>
<td>Following a close read and role play of the book, How My Parents Learned to Eat, Ss will be able to identify and describe details and customs of American culture, as contrasted to Japanese culture.</td>
</tr>
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<td>Lesson 3</td>
<td>Where to Dine? Choosing a restaurant. Restaurant Reviews (e.g. Zagat, restaurantrow.com) Introduction to the Menu</td>
<td>Upon receiving menu, Ss will read food items and cooking methods IN CONTEXT, and will decide what each S wants to eat for lunch or dinner by sharing choices with the class.</td>
</tr>
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<td>Lesson 4</td>
<td>Functions Focus: Ordering your meal &quot;Waiter....there's a problem.&quot; Complaining Check, please! -- Requesting to pay Calculating the TIP using US Dollars</td>
<td>While ordering food from the &quot;American Bar &amp; Grill&quot; menu, Ss will use functions of ordering and requesting, in order to successfully receive the bill/check from the server. Upon receipt of the bill/check, Ss will collect, organize and present the correct amount of US dollars to the server. In adding the bill/check, Ss will calculate the necessary tip/gratuity and give it to an &quot;approving&quot; server.</td>
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<td>Lesson 5</td>
<td>You Are What You Eat Nutrition, Diet (e.g. Food Pyramid) Dining Out Healthfully</td>
<td>By learning about each food group, the nutritional value associated with food, as well as several agricultural methods of growing food, Ss will be able to make well-formed decisions about what food to eat, and how to take care of their bodies.</td>
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## Dining Out

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<th>TESOL STANDARDS Grades 9-12</th>
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<td>• Goal 1, Standard 1, 2</td>
<td>• Where to Dine? Choosing restaurants Introduction to the menu</td>
<td>• Read “How My Parents Learned to Eat,” - act out scenes</td>
<td>• Wh- questions</td>
<td>• “How My Parents Learned to Eat,” is about Japanese food culture/etiquette</td>
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<td>• Table for Two “Check, please!” Calculating TIP</td>
<td>• Making reservations Ordering meal Complaining Requesting</td>
<td>• Polite requests with can, could, may I?</td>
<td>• Study of how different types of food (e.g. Indian, Chinese, Italian, etc.), are served in American restaurants</td>
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<td>• You Are What You Eat: Diet &amp; Nutrition Dining Out Healthfully</td>
<td>• Make food pyramid and list of nutritional value of foods</td>
<td>• Future &amp; conditional verb tenses</td>
<td>• Compare restaurants in US to restaurants in other countries</td>
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Lesson 1 ~ Narrative

Welcome to an adventure! Everyone love to talk about food, especially when comparing similarities and differences from their homes to that of their new culture. By the time you and your students finish this lesson, you will be ready for the next meal. The first lesson of this unit serves as an introduction to popular American food and various preparation methods.

Students will review basic food vocabulary (see 14 colored illustrations on construction paper), some of which should be highlighted through the course of this discussion as being more American than others. For example, there are some pictures of apples. I tend to believe apples are relatively universal and your students will have most likely seen or eaten them before. But you will see other illustrations are more American, e.g. peanut butter and jelly sandwich, corn on the cob, hamburgers and hot dogs, etc. While reviewing these items, pause and ask the students if they have seen or eaten these items before. Allow for a share out, stopping when students pick up a conversation about American food. Throughout the basic food vocabulary review, students will learn the correct pronunciation, spelling, denotation and grammatical function of the new items.

Attached you will find KLWH charts – pass them around to students at the beginning and encourage them to complete the first column as the illustrations are passed around. Students should list their knowledge of popular American food. It would be great to have students begin a discussion of how the foods native to their countries. Students can ask each other “What is your favorite American food?” Students should also complete the second column from their KLWH chart. Shortly after doing both of these activities, handout the Beginner Word Power worksheets.
for students to work on in groups. Have students interview other students asking them “have you eaten this?” For the matching exercise, don’t forget about the envelope filled with cut outs of the popular American food items – they can place the pictures in the corresponding categories. Lastly, beginner ELLs should also identify which foods are eaten for breakfast, lunch and dinner.

Throughout the lesson, students should feel comfortable discussing food from their country, with regard to similarities and differences.

Intermediate students could also follow the same steps as those just listed for beginner ELLs if their knowledge of American food is limited. They should also move on soon to learning traditional cooking methods in US culture. Share the handout with the students and discuss cooking methods. This is a great opportunity to incorporate some realia – see pictures. Be careful not to lecture about cooking methods too much – if you can find some realia, have students look at the handouts and explore the stove/oven set up for themselves (assuming it is not real). Use the realia to demonstrate cooking methods to the students. It would be good to use index cards, one for each cooking method, and stick them on various students. When stuck with an index card that reads “Fry,” the student will have to demonstrate it in some creative manner to other students. It may be drawing it on the board, mimicking the movements, talking about the foods that could be fried, etc.

Advanced ELLs can also participate in the demonstration of cooking methods. They should also be encouraged to take part in the activities listed behind the Advanced level tab at the back of the lesson. See Venn diagram for compare and contrast exercise.
Dining Out

Lesson 1

Goal: Students will be introduced to typical American food and methods of preparation and cooking through illustrations and props and will engage in listening, writing and reading exercises.

I. Learning Objectives for Beginner ELLs

Language Objectives
1. Students will identify typical types of American food.
2. Students will write three types of food they associate with US culture in the first column of KWL chart.
3. Students will write three things they want to know about American food in the second column of KWL chart.
4. Students will write three of their favorite foods, in both their own culture and in US.
5. Students will pass around visual illustrations of food items and will complete a handout with same vocabulary terms with accompanying pictures. Students will have to write a sentence using the new vocabulary item in context. See handout: Beginner Word Power. *This is the master copy - in handouts, the vocab words (middle column) would be blank, with possible matching exercises (picture → word) to follow.
6. Students will revisit KWL chart and write three words for food items that they just learned.
7. Students will complete a vocabulary unit called Food from English Vocabulary In Use, Unit 58.

Content Objectives
1. Younger students will sing a song about the typical fruits and vegetables found in the US - lyrics are appropriate for ELLs 16-20.
2. Students will discuss what fruits and vegetables are grown in their home countries.
3. Students will discuss what food they associate with other countries.

II. Learning Objectives for Intermediate ELLs

Language Objectives
1. Students will work use the KWL chart in the same way as the beginner groups except the intermediate ELLs have one additional column - "How I Can Learn More About American Food," which should be completed with suggestions like, "Go to a restaurant."
2. Students will learn seven methods of cooking: bake, fry, grill, broil, stir-fry, boil, and sauté by reviewing packet with visuals representing each method of cooking.
3. Students will work with realia (e.g. mini pot, pan, wok, etc.), and an oven and place each piece on or in the correct location (stove or oven).
4. Students will complete a vocabulary unit called Cooking & Restaurants from English Vocabulary In Use, Unit 59.
III. Learning Objectives for Advanced ELLs

Language Objectives

1. Students will work in groups to make a Venn Diagram comparing what food is similar and/or different in their own culture. In comparing various food groups, students will practice comparatives and superlatives with new vocab items, e.g. spicy → spicier.

2. Students will test their knowledge of basic restaurant vocabulary by brainstorming how many words they know for each of the six categories: (See handout)
   ♦ 1. What different meats do we get from these animals: cow, pig, sheep?
   ♦ 2. How many different kinds of poultry can you think of?
   ♦ 3. How many different kinds of fish can you think of?
   ♦ 4. What about shellfish?
   ♦ 5. Name some different herbs and spices.
   ♦ 6. How many different cooking methods can you think of?

3. Students will also complete cool down activity – word find – of identifying 6 vegetables, 5 fruits, four herbs and spices, etc.

4. Students will complete a vocabulary unit called Cooking & Restaurants from English Vocabulary In Use, Unit 59.

5. Students will complete page 41, Intermediate International Express, Wordpower examining sample menus and types of food and methods of cooking.
# Unit: DINING OUT

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<td>- Self monitoring, peer editing, note taking</td>
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<td>- Applying to real life situations</td>
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<td>- Repetition of vocabulary words</td>
<td>- Discussing one’s cultural food as it relates to identity.</td>
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<tr>
<td>- Compare and contrast various cuisine</td>
<td>- Reading aloud of sentences</td>
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<tr>
<td>- Awareness of cultural similarities and differences</td>
<td>- Completing KWL(H) chart and Venn Diagram</td>
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<td>- Choosing appropriate responses for questions that are open or closed ended</td>
<td>- Reading aloud examples from class work or lectures</td>
<td>- Skimming for words that you already know.</td>
<td>- Spelling</td>
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<td>- Listening for key information in discussions</td>
<td>- Answering questions</td>
<td>- Identifying vocabulary</td>
<td>- Structuring of a sentence.</td>
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- Some vs. Any  
- Yes/No Questions | - Rules governing proper pronunciation  
- Intonation when asking question vs. reading | - Typically American food  
- Methods of cooking and preparation |
# DINING OUT

## Lesson 1  (Intermediate)

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<th>TIME</th>
<th>TYPE</th>
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<tbody>
<tr>
<td>1. Warm-up – students will pass around the illustrations of popular American food types (see attached). Teacher will pass out KWLH chart (attached) and students will fill in the first column, listing their knowledge of popular American food.</td>
<td>5 minutes</td>
<td>Individual</td>
<td>Illustrations of popular American food KWLH chart</td>
</tr>
<tr>
<td>2. Discussion of favorite foods and meals in detail (mainly traditional/national dishes from their countries) – students ask each other, “What is your favorite food?” Students will revisit KWLH chart and complete second column, “What I want to know about American food.”</td>
<td>5 minutes</td>
<td>Class discussion</td>
<td>KWLH Chart</td>
</tr>
<tr>
<td>3. Each student will complete a handout of Beginner Word Power ~ American Food (attached) and place the correct pictures in the appropriate columns with corresponding food labels. Students will list which food items fall into the following categories: breakfast, lunch, dinner, snack/dessert. Teacher will initiate discussion and the class will pronounce each food item out loud and tell the class which category it should be assigned to.</td>
<td>10 minutes</td>
<td>Groups of 3</td>
<td>Handout of Beginner Word Power ~ American food ~ Meals throughout day along with cut out images of food items.</td>
</tr>
<tr>
<td>4. Following the identification of various American food items, teacher will distribute handout “Cooking Methods,” (attached) and we will go through each method together, e.g. “What do you boil?” “Potatoes, spaghetti, etc.” Seven cooking methods include: deep fry, boil, stir-fry, bake, sauté, broil, and grill. Discuss relevant parts of vocabulary item – pronunciation, spelling, grammar, e.g. deep fried, boiling, grilled chicken, etc.).</td>
<td>10 minutes</td>
<td>Individual</td>
<td>“Cooking Methods” handout</td>
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Marisa Ferraro, FLA 518, 3.8.05
5. After briefly reviewing “Cooking Methods,” students will participate in a demonstration with oven/stove (see attached) in front of class in their original groups. They will be handed a frying pan, pyrex, boiling pot, sauté pan, and grill tray and will have to place each item in the most appropriate location in the oven/stove. Each group will have a turn and while they are in the front of the class, the other students may ask, “Where does the frying pan go? What can you fry?”

6. Handout from Vocabulary in Use, Units 58 & 59 to be completed in groups of 6 (merging two previous groups of 3). Only complete half of the exercises. The rest can be done for homework.

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<th>Duration</th>
<th>Group Size</th>
<th>Materials Description</th>
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<tr>
<td>KWL chart section “What I Learned”</td>
<td>5 minutes</td>
<td>Individual</td>
<td>KWLH Chart</td>
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<tr>
<td>Oven/stove cardboard prop, aprons and chef hat.</td>
<td></td>
<td></td>
<td>Frying pan, pyrex, boiling pot, sauté pan, and grill tray</td>
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<tr>
<td>Handouts Vocabulary In Use, Units 58 and/or 59 (depending on level and prior “food” knowledge.)</td>
<td>10 minutes</td>
<td>Groups of 6</td>
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LESSON 1

BEGINNER
THINGS WE EAT

orange

apples

peanuts

grapes
cereal
hamburger

hot dog
tomatoes
apples
bananas
bread

peanut butter

jelly
tacos

pizza
broccoli

green beans
muffins

bacon

eggs
pie

watermelon
spaghetti
popcorn
eggs
broccoli
carrots
milk
carrots

cheese
<table>
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<tr>
<th>PICTURE</th>
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<tr>
<td></td>
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<tr>
<td></td>
<td>Peanut butter</td>
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<td></td>
<td>Muffins</td>
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<td>Bacon &amp; Eggs</td>
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<td>Pie</td>
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<td>Corn</td>
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<td>Hot dog</td>
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</tbody>
</table>
Pictures of Vocab Items

13 Pictures
<table>
<thead>
<tr>
<th>PICTURE</th>
<th>WORD</th>
<th>Have you eaten this?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Peanuts</td>
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<td>Peanut butter</td>
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<td>Hot dog</td>
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</tbody>
</table>

Breakfast foods:

Lunch foods:

Dinner foods:

Dessert or Snack foods:

My favorite food is ___________________________ because ___________________________.

Marisa Ferraro, 3.8.05, Lesson 1
<table>
<thead>
<tr>
<th>WORD</th>
<th>BREAKFAST</th>
<th>LUNCH</th>
<th>SNACK/DESSERT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peanuts</td>
<td></td>
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<tr>
<td>Peanut butter</td>
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</tbody>
</table>
**Exercises**

**58.1** Can you write down a vegetable and fruit:

<table>
<thead>
<tr>
<th>Vegetable</th>
<th>Fruit</th>
</tr>
</thead>
<tbody>
<tr>
<td>potato</td>
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</tr>
<tr>
<td>potato</td>
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<td>potato</td>
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<td>potato</td>
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<tr>
<td>potato</td>
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</tbody>
</table>

**58.2** Find a word in the right-hand box where the underlined letter(s) are pronounced in the same way as the underlined letter(s) in a word in the left-hand box. Be careful: there are two extra words in the right-hand box which you do not need.

<table>
<thead>
<tr>
<th>lettuce</th>
<th>onion</th>
<th>tomato</th>
<th>melon</th>
</tr>
</thead>
<tbody>
<tr>
<td>orange</td>
<td>banana</td>
<td>salad</td>
<td>chicken</td>
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<tr>
<td>aubergine</td>
<td>salmon</td>
<td>calf</td>
<td>lamb</td>
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<tr>
<td></td>
<td></td>
<td>cauliflower</td>
<td>mushroom</td>
</tr>
</tbody>
</table>

**58.3** Which is the odd one out in each group, and why?

1. pork, veal, salmon, beef
2. salmon, shrimp, oyster, lobster
3. lettuce, aubergine, tomato, cucumber
4. peach, onion, mushroom, courgette
5. chicken, lamb, beef, mussels

**58.4** Do you eat the skin (= the outside) of these fruits – always, usually, or never? Make three lists.

- apples, pineapples, cherries, grapes
- pears, bananas, peaches, mangoes
- oranges, lemons, melons, strawberries

**58.5** Using words from the opposite page, complete these sentences about yourself and your country. If possible, compare your answers with someone else who has done this exercise.

1. In my country... is/are more common than...
2. In my country... is/are more expensive than...
3. In my country a mixed salad usually contains...
4. In my country we don’t grow...
5. And we don’t often eat...
6. Personally, I prefer... to...
7. I love... but I don’t really like...
8. My favourite meat is...
A Fruit
apple
orange
lemon
strawberry
peach
melon
pear
banana
grapes
pineapple
cherry

B Vegetables
potato
green beans
peas
carrot
cauliflower
pepper
cabbage
aubergine
mushrooms
courgette

C Salad
A salad is a mixture of uncooked vegetables. The main ingredient in a salad is lettuce, but it may also contain tomato, cucumber, and other things.

D Animals (meat), fish and shellfish

animal: cow
calf (= young cow)
lamb (= young sheep)
pig

meat: beef
veal
lamb
pork

Note: A person who does not eat meat is a vegetarian.
LESSON 1

INTERMEDIATE
<table>
<thead>
<tr>
<th>What I Know About...</th>
<th>What I Want to Know About...</th>
<th>What I Learned About...</th>
<th>How I Can Learn More About...</th>
</tr>
</thead>
<tbody>
<tr>
<td>American food</td>
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<td>What I Know About...</td>
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<td>What I Learned About...</td>
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<td>PICTURE</td>
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<td>Peanuts</td>
<td><em>Peanuts are a popular American snack.</em></td>
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</table>

Breakfast foods:

Lunch foods:

Dinner foods:

Dessert or Snack foods:

My favorite food is ___________________ because ___________________
Cooking and restaurants

Ways of cooking food
boil: in water, e.g. carrots
fry: in oil or butter above the heat, e.g. sausages
grill: under the heat, e.g. toast or meat
roast: in the oven using oil, e.g. meat
bake: in the oven without oil, e.g. cakes
Note: Food which is not cooked is raw.

Cooking steak
If you have steak you can eat it rare (= cooked very quickly and still red); medium-rare (cooked a bit longer and just red in the middle); medium (cooked a bit more and just pink); or well-done (cooked even longer and not pink at all).

Describing food
tasty: has lots of taste; a positive word; tasteless: a negative word
bland: without a strong taste; neutral in flavour, e.g. boiled rice
sweet: lots of sugar; bitter
salty: lots of salt
hot/spicy: lots of spice, e.g. curry
fresh: recently produced, e.g. fresh bread; recently picked, e.g. fresh fruit
tender: easy to cut; a positive word used to describe meat; tough
fatty: meat with a lot of fat; lean
fattening: food which makes you put on weight / get fat, e.g. cream, biscuits, etc.

Eating in restaurants
In Britain you often have three courses: a starter (e.g. soup), a main course (e.g. steak or chicken), and a dessert (e.g. strawberries or ice cream). You may also have an aperitif (= a drink before the meal, e.g. gin and tonic), and coffee after the meal. When you pay the bill (= the money for the meal; AmEng = check), you sometimes also leave a tip (= money) for the waiter if service is not included in the price. (10% is a normal tip.) If it is a popular restaurant, you may also need to book (= reserve) a table in advance (= before you go).

The menu

Starters
- Broccoli Soup
- Home-made Chicken Liver Pate
- Tagliatelle with Courgettes, Cream and Bacon

Main Courses
- Baked Salmon with Spinach
- Breast of Chicken in a White Wine Sauce with Mushrooms
- Grilled Fillet Steak in a Pepper Sauce
- Mushroom Risotto

Dessert
- Chocolate Mousse
- Fruit Salad
- Ice Cream

English Vocabulary in Use (pre-intermediate & intermediate)
Exercises

59.1 Do you often eat the following food in your country? If so, do you eat it in the same way?

*Example:* In Britain, we often eat ‘fish’ but not usually ‘raw fish’.

- raw fish
- fried eggs
- baked potatoes
- raw spinach
- fried bread
- grilled cheese
- fried rice
- grilled sausages
- roast beef
- roast peppers
- boiled eggs
- baked bananas

59.2 Look at the menu on the opposite page again, and answer these questions.

1. Which starter doesn’t contain vegetables?
2. Which dish contains pasta?
3. Which dish may be rare or well-done?
4. Which dish is definitely cooked in the oven?
5. Which dish will probably be quite spicy?
6. Which dish contains alcohol?
7. Which meat may be fatty or tough if you are unlucky?
8. Which dessert(s) will be quite sweet?
9. Which dessert must be very fresh?
10. You are on a diet (= you are trying to lose weight) and you do not want to have a fattening meal. Which would probably be the best dish to choose for each course?

59.3 Choose a possible adjective from the opposite page to describe each of these foods.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>lemon</td>
<td>ice cream</td>
</tr>
<tr>
<td>chicken</td>
<td>fillet steak</td>
</tr>
<tr>
<td>honey</td>
<td>chillies</td>
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<tr>
<td>bacon</td>
<td>avocado</td>
</tr>
</tbody>
</table>

59.4 What about restaurants in your country, and your own taste in food? Answer these questions about yourself and your country.

1. Do you normally need to book a restaurant in advance?
2. Is it common to give the waiter a tip? If so, how much?
3. Do you normally eat three courses in a restaurant? If not, how many courses do you normally have?
4. How many of these do you normally find on the table in a restaurant in your country?
   - salt  yes/no
   - pepper yes/no
   - oil yes/no
   - vinegar yes/no
   - napkins yes/no
5. Generally, do you add more salt to your food when you eat in restaurants?
6. Do you like steak? If so, how do you like it cooked?
7. Would you say that food in your country is very spicy?
8. Would you say that food in your country is generally quite fattening?

If possible, ask another person the same questions.
COOKING METHODS

Fry
Boil
Sauté
Stir-fry
Grill
Broil
Bake
**BROIL**

Heat from *TOP* of oven

*BROILED STEAK*

---

**BAKE**

Heat from *BOTTOM* of oven

*BAKED BREAD*
Realia

Oven, stove & mini cookware set to demonstrate **cooking methods**
Close up of oven/stove set-up

Students can place the pan, pot, pyrex in the appropriate spot while other students in the room give direction, if necessary. With such props, students can explore how cooking methods differ.
LESSON 1

ADVANCED
**Listening**

1. How good is your restaurant vocabulary? How many words do you know? Test yourself with these questions.

<table>
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<th>1</th>
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<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>What different meats do we get from these animals?</td>
<td>How many different kinds of poultry can you think of?</td>
<td>How many different kinds of fish can you think of?</td>
<td>What about shellfish?</td>
<td>Name some different herbs and spices.</td>
<td>How many different cooking methods can you think of?</td>
</tr>
</tbody>
</table>

2. Study the restaurant menu on the opposite page. Find the names of
   1. some fruits
   2. some vegetables
   3. a poultry dish
   4. a fish dish
   5. a shellfish
   6. a herb
   7. a spice
   8. some different cooking methods.

What would you choose from the menu?

3. You are going to hear two people discussing what to eat at a business lunch at Dartford Lodge. Listen to their conversation and make a note of what they decide to order.

The man is going to have .................................................................
The woman is going to have ..............................................................

4. Notice how we explain things by type.
   * Prawns are a type of shellfish.
   * Turbot is a kind of flat fish.
   * Oatmeal is a sort of flour.

Describe what these things are in a similar way.
- blackcurrants
- parsley
- lettuce
Soup of the Day
Galia Melon
Chilled and served on crushed ice with a blackcurrant sorbet
Savoury Pancakes
With spinach and stilton
Avocado Pear
On a nest of lettuce leaves, garnished with prawns

* Fillet of Turbot
Dusted with oatmeal and served with a parsley sauce

Lamb Cutlets
Charcoal grilled and served with mustard and tomatoes

Beef Wellington
Scottish beef with mushroom purée in a crisp pastry case

Breast of Chicken
Stir-fried and served with beanshoots and ginger

* A Choice of Desserts from the Sweet Menu
British and Continental Cheeses

* Coffee with Hand-Made Chocolates

5 We sometimes make adjectives (words that describe things) by adding -y to a noun, e.g. leafy (like a leaf).

How could you describe
• a dish that contained a lot of salt?
• a meal that contained a lot of fat?
• a wine that tasted of vinegar?
• a whisky that tasted of smoke?

6 Study the different prepositions in these sentences.

The sauce is made of butter and parsley.
Oatmeal is made from oats.
Porridge is made in Scotland.
The chocolates are made by hand.
The menu is made up of starters, main courses, and desserts.

Take an object from your briefcase, or choose an object in the room and make up sentences about it, using the expressions in **bold** print.

7 Think of some of the typical dishes of your country or region.
Describe what they are like to a foreign visitor. Say what they are made of and how they are cooked.
How good is your restaurant menocabulary? Look at this word square and find the names of: six vegetables, five fruits, four herbs and spices, three kinds of fish, two kinds of shellfish, four meats, and two kinds of poultry.
Food file. Word groups

1 Work in pairs. Organize the foods from the menu of The Full Moon restaurant into groups. Give each group a heading.

Starters
- Tomato, apple, and celery cream soup
- Avocado and fresh crab salad
- Smoked trout pâté
- Beef and artichoke salad

Main courses
- Poached plaice with orange and grapefruit sauce and parsley potatoes
- Steamed salmon with fresh herbs and mint peas
- Roast lamb with rosemary, baked aubergines, and courgettes
- Grilled sirloin steak with watercress and mustard butter
- Fried breast of chicken with smoked bacon, tomato and garlic sauce, and spinach

Desserts
- Frozen yoghurt with honey and lemon zest
- Raspberry sorbet
- Apricot hazelnut meringue
- Selection of cheeses

2 Think of other foods to add to each group. Use a dictionary if you need to.

3 Find seven words in the menu which describe the method of cooking and explain their meaning.

4 Look at the photograph and the recipe for the Spanish dish, Paella Valenciana. How many of the ingredients can you identify in the photograph?

Paella Valenciana

1.5 kg chicken
250g squid
8 king prawns, in their shells
16 mussels
800g rice
olive oil
2 chopped onions
4 cloves finely chopped garlic
2 red peppers

100g green peas or beans
1.4l chicken stock
4g saffron powder
chopped parsley
salt and pepper

To garnish:
lemon wedges
chopped parsley

Cut the chicken into eight serving pieces and season with salt and pepper. Heat two tablespoons of oil and fry the chopped onion...

5 Work in groups. Discuss one or more of the questions.
1 Which national dishes of other countries are popular in your country?
2 Which cuisines from other countries do you enjoy eating?
3 Describe a dish you like. Say what the ingredients are and how it is cooked.
4 Describe the best or worst meal you have ever had.
Food in US and Food in your Country

FOOD in the US

FOOD in the US and your country

FOOD in your country
ADDITIONAL MATERIALS
A. peel potatoes
B. boil water
C. cut broccoli
D. slice onions
E. chop peppers
F. fry onions and peppers
G. stir onions and peppers
H. grate cheese
I. steam vegetables
J. pour milk
K. mix ingredients
L. bake a casserole
M. broil fish
Lesson 2
## Dining Out

<table>
<thead>
<tr>
<th>TESOL STANDARDS Grades 9-12</th>
<th>TOPICS</th>
<th>FUNCTIONS</th>
<th>GRAMMAR</th>
<th>CULTURE</th>
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<tr>
<td>LESSON 1</td>
<td></td>
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<tr>
<td>LESSON 2</td>
<td>Goal 1, Standard 1, 2</td>
<td>Cultural Differences</td>
<td>Read “How My Parents Learned to Eat,” aloud</td>
<td>Wh- questions</td>
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<td>Goal 2, Standard 1</td>
<td>Dining Out Etiquette</td>
<td>Record own script</td>
<td>Write questionnaire</td>
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<tr>
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<td>Goal 3, Standard 3</td>
<td>Place settings</td>
<td>Act out scenes in play</td>
<td>for fellow students</td>
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<td>Restaurant Customs</td>
<td>Write cartoon</td>
<td>from other cultures</td>
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<td>WHAT utensils, etc</td>
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</table>

Marisa Ferraro, FLA 518, Lesson 2
<table>
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<tbody>
<tr>
<td>Lesson 1</td>
<td>Restaurant Customs and Cultures: Traditions about how people eat. Read: <em>How My Parents Learned to Eat</em>, by Ina Friedman.</td>
<td>Following a close read and role play of the book, <em>How My Parents Learned to Eat</em>, Ss will be able to identify and describe details and customs of American culture, as contrasted to Japanese culture.</td>
</tr>
<tr>
<td>Lesson 2</td>
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Marisa Ferraro, PLA 518, 2.22.08
Lesson 2 ~ Narrative

This lesson focuses on familiarizing students with restaurant customs in other countries. Through reading *How My Parents Learned to Eat*, by Ina R. Friedman, students will be exposed to traditions and etiquette variations practiced in Japan, America and Great Britain. Lesson 2 objectives have been modified to accommodate three levels of ELLs: beginner, intermediate and advanced. The lesson plan has been written for the Intermediate level, although helpful suggestions are included, so teachers only need to make slight changes to incorporate other levels of learners. The students are members of an ESL or EFL classroom with ages ranging from 16-up. I have chosen a text that can be relevant to both young adults and adults and the activities corresponding to this text can interest and motivate a wide group of students.

Students will begin the lesson with a discussion of cultural differences that they have experienced, not necessarily related to restaurant etiquette. It is important for students to begin thinking about cultural differences – the discussion will activate schema and call attention to cultural and regional diversity. The warm-up activity (see handout from *Business Opportunities*, pg. 80), will facilitate a discussion of cultural differences. Before distributing to the students, I like to open the floor, asking them to comment on any experiences they made have previously had in the course of their business or personal travels. Although the handout targets professional men and women, it can be used with young adults, as its goal is to stress the importance of intercultural communication, which is an issue any age ELL can relate to. Referring to page 80, follow the steps for part I, but note that I change the setting. It doesn’t necessarily have to take place at an international conference. It could a tour group while on a family holiday. Note the topics that can be discussed range from work and family to sports and hobbies. Depending upon how many students are in the class, they can be
grouped in pairs, threes, or more and assigned a “CULTURE” form the list of A-F (see envelopes for cut outs to give to students). Follow steps 2 & 3. In completing step 3, I usually add “ways of eating” or “dining out etiquette” to the list in order to focus the students to today’s lesson. I encourage students to ask each other questions in an interview-like format. See #2 of language objectives for Intermediate level ELLs (II).

Vocabulary items will be written in the margins of the text and, if desired, highlighted throughout the text. Students will receive a copy of How My Parents Learned to Eat and will participate in several pre-reading activities. I have listed a few, so that the teacher can decide which activities best fit the learners’ interests and age levels:

♦ Photocopy and scramble the illustrations found in How My Parents Learned to Eat and have the students decide in which order they will appear in the book. Students can also use this opportunity to make any predictions of what they think the text will be about.

♦ Photocopy and scramble the text (if it appears on a page with illustrations, please cut out text only). Again, based on their first reading of the text, they are to place the pieces of text in the correct sequential order. When I feel the students are high intermediate, I will cut out the text in sentence pieces, as opposed to cutting the whole body of text as it appears on each page.

♦ In an attempt to get the students thinking about stories, sequencing and creative thinking, they can participate in an activity not based on the book. I have attached two comic strips – Archie and Doonesbury. The text usually found in the blurb boxes has been omitted. Working in groups, students can create their own text for the cartoon characters. This is an excellent pre-listening and pre-reading exercise and I have found it motivates students of all levels and ages.

♦ Students will listen to the audio version of How My Parents Learned to Eat (found in the Lesson 2, Unmodified Content). Before playing cassette, distribute the Beginner-Intermediate Word Power handouts (see attached) with the corresponding vocabulary items in envelope. (This handout is designed for beginner students but can be used in this context with the audiocassette for intermediate level students.) Ask students to listen to the tape, and as they listen and hear each word mentioned in the text, they must place the corresponding picture next to the word.
For example, on page 3, the word chopsticks is read in the first sentence. Students will be looking at the two-page handout Beginner-Intermediate Word Power and will place the picture of chopsticks next to the word on the first page. The Intermediate Word Power handout can be used as an information gap activity while reading the text or as a review upon completion.

At this point, I like to have students read the text independently first. Then I assign some students to read various roles of the characters in the text, e.g. girl, great uncle, etc. The class will read How My Parents Learned to Eat out loud as a group. If the teacher feels as if younger students would enjoy a role-play of the text, I suggest doing this activity following the reading. The text could be divided into parts and various students could be assigned a character and then, depending how artistic and creative the students are, scenes could be acted out in front of the class.

After reading the How My Parents Learned to Eat, students will work in groups of three to complete the eight-page packet, beginning on page 1 with a graphic organizer identifying characters in the story. Students will compare and contrast the little girl in the story on pages 3 and 32 by listing everything they see on both pages. Students will also compare and contrast cultural differences between Japan and America by completing page 4 of packet. For example, listed under the Japan column is the word bow. Students will be asked to list the American equivalent (see list at bottom of page 4) and will state the situation in which these words are encountered. In the case with bow, students will write shake hands in the America column. I like to ask students what both bow and shake hands refers to, expecting students to answer “manners of greeting.”

The last page of the packet is a Story Map Outline which can be used to assess the students understanding of the How My Parents Learned to Eat.
Dining Out

Lesson 2

Goal: Students will become familiar with restaurant customs and traditions practiced in various cultures through reading *How My Parents Learned to Eat*, by Ina Friedman. Specifically, students will learn restaurant etiquette of American, Japanese and British cultures. In addition to closely reading the book, students will engage in listening, speaking (reading out loud), creative and theatrical exercises that broaden their knowledge base of restaurant customs and expand their “dining out” lexicon.

I. Learning Objectives for Beginner ELLs

Language Objectives
1. Students will identify typical types of utensils and develop appropriate vocabulary.
2. Students will draw a typical place setting, representing dining customs of their country. (This serves as a warm-up activity linking this lesson to something personal and meaningful.)
3. Students will label items drawn on above place setting and share in groups of 5.
4. Students will cover each vocabulary item labeled on place setting with post-its and pass to another group member to complete. Process is repeated within the group as place settings are passed in circular motion until each student receives his/her own place setting.
5. Students will set up a place setting using items in picnic basket (supplied by teacher).
6. Students will practice simple Wh- question formation by asking each other:
   - What is this/that utensil? (while pointing to place setting)
   - How do you eat with this utensil? (again pointing and referring to place setting)
   - How do you spell ‘chopstick’?
   - When do you eat dinner?
   - What time of the day is lunch?
7. Students will develop reading skills as they closely read *How My Parents Learned to Eat* together.
8. Students will review and learn new vocabulary used in text before, during and after reading commences.
9. Students will listen to audio cassette of book first, following along in book.
10. Students will match corresponding new vocabulary word (previously prepared on individual note cards), and will list them in order as they hear them throughout audio cassette.

Content Objectives
1. Students will take turns in groups to discuss the place settings they have drawn. Using their limited vocabulary, they will point to items and, if necessary, draw additional pictures in an attempt to teach other students of “dining out” customs and traditions in their culture.
2. Students will develop the ability to read for understanding.
3. Students will be introduced to Japanese and American cultural differences and restaurant etiquette when “dining out.”

Marisa Ferraro, FLA 518
4. Students will activate schema of their own cultural traditions by drawing a typical restaurant scene in their culture and will share with group members.
5. Students will be introduced to title of book and will be given photocopies of each illustration in the book → 19 total. Students will arrange in an appropriate sequence.
6. Optional: As a pre-reading exercise, students will have the opportunity to practice sequencing and ordering of speech acts. Photocopies of cartoons will be brought into class with the blurbs blank. Students will write what they think the character is saying based on cartoon drawing. This activity will help students gear up for reading and speaking in How My Parents Learned to Eat.

II. Learning Objectives for Intermediate ELLs

Language Objectives
1. Students will discuss cultural differences they have experienced, perhaps apart from restaurant etiquette, (warm-up activity), activating schema and calling attention to cultural diversity.
   Students will engage in dialogue about the pictures at bottom of page.
   *See handout from Business Opportunities, Chapter 8, Visitors: Cultural differences, page 80.
2. Students will practice Wh- question formation by asking each other:
   - What is appropriate restaurant etiquette in your country?
   - What is appropriate dress for dining out?
   - How do restaurants differ in your country?
   - Where is your favorite city?
   - What kind of food would you recommend I eat if I were to visit your country?
3. Students will preview and review new vocabulary before, during, and after reading How My Parents Learned to Eat.
4. Students will listen to audio cassette of book first, following along in book.
5. Students will match and write corresponding new vocabulary word (previously prepared on individual cut outs), and will list them in order as they hear them throughout audio cassette. (*see Beginner-Intermediate Word Power worksheet)
6. Students will complete Intermediate Word Power, which can be altered to information gap activity.
7. Students will develop reading skills as they closely read How My Parents Learned to Eat together.
8. Students will read out loud in class (teacher will assign roles to each student).
9. Students will record their reading of How My Parents Learned to Eat, and will compare and contrast the differences between their audio cassette and the one produced by the publisher.

Content Objectives
1. Students will be introduced to title of book and will be given photocopies of each illustration in the book → 19 total. Students will arrange in an appropriate sequence.
2. Students will attach 19 corresponding parts of script (separate from illustrations) to correlating illustrations. Students will share out to other groups, explaining their sequences while retelling their version of the story.
3. **Optional**: As a pre-reading exercise, students will have the opportunity to practice sequencing and ordering of speech acts. Photocopies of cartoons will be brought into class with the blurbs blank. Students will write what they think the character is saying based on cartoon drawing. This activity will help students gear up for reading and speaking in *How My Parents Learned to Eat*.

### III. Learning Objectives for Advanced ELLs

#### Language Objectives

1. Students will discuss cultural differences they have experienced, perhaps apart from restaurant etiquette, (warm-up activity), activating schema and calling attention to cultural diversity. Students will engage in dialogue about the pictures at bottom of page.  
   *See handout from Business Opportunities, Chapter 8, Visitors: Cultural differences, page 80.*

2. Students will read *How My Parents Learned to Eat* aloud, with each student assigned to a character in the book (repeat as necessary so every S has a turn).

3. Students will work in groups to discuss difficult (unknown) vocabulary and try to come up with their own definitions based on context and use. Students will share out thoughts and findings.

4. Students will read and act out roles for each character, with one student acting as narrator.

5. Students will rehearse and produce a small play based on *How My Parents Learned to Eat*.

6. Students will be able to write their own story based on new vocabulary items presented. Each vocabulary item will be prepared on individual pieces of paper. In groups, students will use each new word correctly to build a cohesive story. Students could use TKS software from eBooks to create an interactive story. Students will be asked to present this story to the class.

#### Content Objectives

1. Students will learn about Japanese restaurant etiquette through real life experience – at the end of lesson (based on a more than satisfactory performance), the class will go to a Japanese restaurant where they can experience cultural differences and taste food.

2. Students will openly discuss if and how their sensitivity and awareness towards restaurant etiquette of other cultures has improved during this lesson.
### DIETING OUT

<table>
<thead>
<tr>
<th>Participatory processes</th>
<th>Learning Strategies</th>
<th>Content</th>
</tr>
</thead>
</table>
| - Using realistic techniques for learning  
- Applying to real life situations  
- Drawing from past experiences to activate schema | - Self monitoring, peer editing, note taking, rehearsing lines to act out in role-play | - Language Arts  
Awareness of another’s culture, with a specific focus on restaurant etiquette  
- Social Studies (geography, history) |

<table>
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<tr>
<th>Culture</th>
<th>Tasks and activities</th>
<th>Competencies</th>
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</table>
| - Sharing cultural diversity in areas other than dining out  
- Making connections to own restaurant culture  
- Compare and contrast various dining out customs and traditions  
- Awareness of cultural similarities and differences | - Repetition of vocabulary words  
- Association of vocabulary items to real life pictures  
- Reading aloud of sentences in *How My Parents Learned to Eat*  
- Completing compare and contrast graphic organizer in Intermediate packet (page 3)  
- Listening to audiocassette  
- Completing Story Map Outline | - Discussing one’s cultural restaurant etiquette, customs, and traditions.  
- Performing a play  
- Writing an interactive e-Book |

<table>
<thead>
<tr>
<th>Listening Skills</th>
<th>Speaking Skills</th>
<th>Reading Skills</th>
<th>Writing Skills</th>
</tr>
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</table>
| - Choosing appropriate responses for Wh-questions that are open or closed ended  
- Listening for key information in text relevant to discussions | - Reading aloud examples from class work or lectures  
- Answering Wh-questions  
- Identifying vocabulary listed in the margin and pronouncing items correctly | - Reading for understanding  
- Skimming the text for known words  
- Pre-reading exercises include sequencing texts and/or illustrations  
- Completing cartoon blurbs | - Spelling  
- Structuring sentences  
- Using new vocabulary items in contextually correct instances |

<table>
<thead>
<tr>
<th>Functions</th>
<th>Notions and topics</th>
<th>Communicative situations</th>
<th>Vocabulary</th>
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</table>
| - Rehearsing a play based on the text *How My Parents Learned to Eat* | - Cultural identification,  
- International dining out etiquette  
- Ways of eating | - Talking about one’s national restaurant etiquette while comparing and contrasting it to others | - 27 vocabulary items found in text (see attached list) using new learning strategies.  
- Vocabulary items associated with place settings of various countries, e.g. utensils, spoons, chopsticks, etc. |

| Grammar | Pronunciation | |
|---------|---------------||
| - Sentence structure  
- Wh- Questions  
- Proper use of tense (present vs. past)  
- Syntax | - Rules governing proper pronunciation (vocab in text)  
- Intonation when asking Wh-questions  
- Reading out loud in class | |
### Lesson 2 (Intermediate)

<table>
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<tr>
<th>ACTIVITIES</th>
<th>TIME</th>
<th>TYPE</th>
<th>MATERIALS</th>
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</thead>
<tbody>
<tr>
<td><strong>1. Warm-up:</strong> Students will begin the lesson with a discussion of cultural differences that they have experienced, not necessarily related to restaurant etiquette. It is important for students to begin thinking about cultural differences - the discussion will activate schema and call attention to cultural and regional diversity. Ask students to comment on any experiences they made have previously had in the course of their business or personal travels.</td>
<td>5 minutes</td>
<td>Class discussion</td>
<td>Illustrations of place setting Materials to set up a place setting in class (plates, napkins, utensils)</td>
</tr>
<tr>
<td><strong>2. See handout from Business Opportunities, Chapter 8, Visitors: Cultural differences, page 80. Students will engage in dialogue about the pictures at bottom of page 80. Assign “CULTURE” form the list of A-F (see envelopes for cut outs to give to students). Follow steps 2 &amp; 3. In completing step 3, I usually add “ways of eating” or “dining out etiquette” to the list in order to focus the students to today’s lesson.</strong></td>
<td>15 minutes</td>
<td>Group work (Divided into six groups assigned to each Culture A-F.)</td>
<td>Business Opportunities packet, page 80, and 2 page handout listing and identifying Cultures A-F. Envelope containing cut outs of each culture to be distributed to each group.</td>
</tr>
<tr>
<td><strong>3. Students will practice Wh- question formation by conducting interviews:</strong> Students will ask each other: • What is appropriate restaurant etiquette in your country?</td>
<td>5 minutes</td>
<td>Pairs (2)</td>
<td>Blank paper with marker so students can record Q &amp; A to share with class following interviews.</td>
</tr>
</tbody>
</table>
- What does the place setting look like? Can you draw a picture for me and label the utensils?
- What is appropriate dress for dining out?
- How do restaurants differ in your country?
- What kind of food would you recommend I eat if I were to visit your country?

4. Students will preview and review new vocabulary before, during, and after reading *How My Parents Learned to Eat*. Students will listen to audiocassette of book first, following along in book.

Students will match and write the corresponding new vocabulary word (previously prepared on individual note cards), and will list them in order as they hear them throughout audiocassette.

5. Read book out loud in class, assigning roles (characters) for each student to read.

6. Students will complete Intermediate Graphic Organizer packet of *How My Parents Learned to Eat*. (pgs. 1-4)

7. **Assessment:** to assess students’ understanding of *How My Parents Learned to Eat*, students will complete Story Map Outline.

*For additional pre-reading activities (e.g. cartoon blurbs) and reading activities (acting out scenes: role-play), please see Lesson 2 Narrative.
How My Parents Learned to Eat
By Ina R. Friedman

This copy of the book has been prepared to be used as a pre-reading activity. Both the pages of illustrations and text can easily be cut out and scrambled. Students can make predictions about the story, sequence of events, etc. before reading.
Ina R. Friedman

How My Parents Learned to Eat

Illustrated by Allen Say

THIS TEXT COULD BE USED FOR PRE-READING EXERCISES.
How My Parents Learned to Eat

Ina R. Friedman
Illustrated by Allen Say

HOUGHTON MIFFLIN COMPANY BOSTON
When my mother met my father, she was a Japanese schoolgirl and he was an American sailor. His ship was stationed in Yokohama.

Every day, my father, whose name is John, walked in the park with my mother, Aiko. They sat on a bench and talked. But my father was afraid to invite my mother to dinner.
If we go to a restaurant, he thought, I'll go hungry because I don't know how to eat with chopsticks. And if I go hungry, I'll act like a bear. Then Aiko won't like me. I'd better not ask her to dinner.

My mother wondered why my father never invited her to dinner. Perhaps John is afraid I don't know how to eat with a knife and fork and I'll look silly, she thought. Maybe it is best if he doesn't invite me to dinner.

So they walked and talked and never ate a bowl of rice or a piece of bread together.
One day, the captain of my father's ship said, "John, in three weeks the ship is leaving Japan."

My father was sad. He wanted to marry my mother. How can I ask her to marry me? he thought. I don't even know if we like the same food. And if we don't, we'll go hungry. It's hard to be happy if you're hungry. I'll have to find out what food she likes. And I'll have to learn to eat with chopsticks.

So he went to a Japanese restaurant.
Everyone sat on cushions around low tables. My father bowed to the waiter. “Please, teach me to eat with chopsticks.”

“Of course,” said the waiter, bowing.

The waiter brought a bowl of rice and a plate of sukiyaki. Sukiyaki is made of small pieces of meat, vegetables, and tofu. It smelled good. My father wanted to gobble it up.

The waiter placed two chopsticks between my father’s fingers. “Hold the bottom chopstick still. Move the top one to pick up the food,” the waiter said.

My father tried, but the meat slipped off his chopstick and fell on his lap.
The waiter came back with a bowl of soup. How can I eat soup with chopsticks? my father thought.

"Drink," said the waiter. "Drink from the bowl."

"Thank goodness," my father said. After the soup my father felt better. He picked up the chopsticks. Finally, my father put one piece of meat in his mouth. Delicious!

"More soup, please," he said.

After three bowls of soup my father felt much better. Then he practiced some more with his chopsticks. Soon, there was more sukiyaki in his belly than on the floor. But it was too late to call my mother. He had to run back to his ship.
That night, my mother was sad. Every other day my father had come to see her. That day he did not come. He did not call on the telephone. Perhaps he was tired of walking and talking. Perhaps he was ashamed of her because she did not know how to eat with a knife and fork. Perhaps his ship had sailed away. All night she could not sleep.
And all night my father sat on his bunk, pretending to pick up sukiyaki.
The next morning my father called my mother. “Please, will you eat dinner with me tonight?”

“Yes!” my mother shouted into the phone. First she was happy. Then she was afraid. She took her schoolbooks and ran to the house of Great Uncle.
Great Uncle had visited England. He had seen the British Museum. He had eaten dinners with Englishmen.

My mother knocked at the door. Great Uncle opened it.
“Why are you so sad, child?” he asked.

“Because I must learn to eat with a knife and fork by seven o’clock tonight.”

Great Uncle nodded. “Foreign ways are quite strange. Why do you want to eat with a knife and fork?”

My mother blushed.

“Is it the American sailor?” Great Uncle asked.

“I see . . . Here, take this note to your teacher. At lunchtime I will come and take you to a foreign restaurant. By seven o’clock tonight you will eat with a knife and fork.”

My mother picked up her school bag and bowed.

“No,” Great Uncle stuck out his hand. “In the West you shake hands.”
The restaurant had red carpets and many lights. Great Uncle pulled out a chair for my mother. "In the West, men help ladies into chairs," he told her.

My mother looked at the small fork and the large fork on the left. She looked at the knife, little spoon, and big spoon on the right. Her head grew dizzy.

"Different utensils for different foods," Great Uncle said.

"How strange to dirty so many things," said my mother. "A chopstick is a chopstick. I can eat everything with two chopsticks."
When the waiter brought the soup, Great Uncle pointed at the large spoon. "Dip it slowly, bring it to your mouth. Sip quietly."

My mother's hand trembled. The soup spilled onto the white cloth.

"You'll learn," Great Uncle encouraged her.
When my mother was finished with the soup, the waiter brought her a plate of mashed potatoes, roast beef, and peas.

"This is the way Westerners eat," Great Uncle said. "With the knife and fork they cut the meat. Then they hold the fork upside down in their left hand. Like birds, they build a nest of mashed potatoes. They put the peas in the nest with the knife. Then they slip the nest into their mouth. Try it."
The mashed potatoes were not difficult. But the peas rolled all over the plate. "Impossible," said my mother. "I'll never learn by seven o'clock tonight."

"You can learn anything," Great Uncle said. "Try again. More mashed potatoes and peas, please," he said to the waiter.
At seven o'clock my father came to see my mother.
"Why didn't you wear your kimono?" he asked.
"We are going to a Japanese restaurant."
"A Japanese restaurant? Don't you think I know how to eat Western food?" my mother asked.
"Of course. Don't you think I know how to eat Japanese food?"
"Of course."
"Then, tonight we'll eat meat and potatoes. Tomorrow night we'll eat sukiyaki."
"Tomorrow night I will wear my kimono," my mother said. She started to bow. Then she stopped and put out her hand. My father shook it.
My father ordered two plates of mashed potatoes, roast beef, and peas. He watched my mother cut the meat into pieces. He stared when she turned over her fork and made a bird's nest. He was amazed.

"You are very clever with a knife and fork," he said.

"Thank you," said my mother.

"You must teach me," my father said. "That's a new way of eating peas."

"Teach you?"

"Yes, Americans don't eat that way." He slid his fork under some peas and put them in his mouth.

My mother stared at him. "But Great Uncle taught me. He lived in England. He knows the ways of the West."
My father began to laugh. "He taught you to eat like an Englishman. Americans eat differently."

"Oh, dear," my mother said. "A chopstick is a chopstick. Everyone uses them in the same way."

"Yes. When we are married we'll eat only with chopsticks." He took her hand.

"Married! If I marry you I want to eat like an American."

"I'll teach you to eat with a knife and fork and you teach me to use chopsticks."

My mother shook my father's hand. My father bowed.
That's why at our house some days we eat with chopsticks and some days we eat with knives and forks.
How My Parents Learned
How to Eat

Prepared to be read as a play
Character roles are clearly marked
How My Parents Learned to Eat
By Ina R. Friedman

This copy of the book has been prepared to be read as a play. Character roles are clearly defined throughout the story and can easily be assigned to students.
Ina R. Friedman

How My Parents Learned to Eat

Illustrated by Allen Say

Characters: - Narrator (little girl)
- John
- Aiko
- Captain
- Waiter
- Great Uncle

* THIS TEXT IS HIGHLIGHTED FROM VOCAB

S DIVIDED INTO ROLE-PLAYS
This photocopy of text is for:
- roles of play
- highlighting vocabulary items

Ina R. Friedman

How My Parents Learned to Eat

Illustrated by Allen Say
How My Parents Learned to Eat

Ina R. Friedman
Illustrated by Allen Say

HOUGHTON MIFFLIN COMPANY BOSTON
When my mother met my father, she was a Japanese schoolgirl and he was an American sailor. His ship was stationed in Yokohama.

Every day, my father, whose name is John, walked in the park with my mother, Aiko. They sat on a bench and talked. But my father was afraid to invite my mother to dinner.
"If we go to a restaurant, I'll go hungry because I don't know how to eat with chopsticks. And if I go hungry, I'll act like a bear. Then Aiko won't like me. I'd better not ask her to dinner."

My mother wondered why my father never invited her to dinner. Perhaps John is afraid I don't know how to eat with a knife and fork and I'll look silly, she thought. Maybe it is best if he doesn't invite me to dinner.

So they walked and talked and never ate a bowl of rice or a piece of bread together.
Narrative/narrator

One day, the captain of my father's ship said,
"John, in three weeks the ship is leaving Japan." - captain
My father was sad. He wanted to marry my mother.
"How can I ask her to marry me? I don't even know if we like the same food. And if we don't, we'll go hungry. It's hard to be happy if you're hungry. I'll have to find out what food she likes. And I'll have to learn to eat with chopsticks."

So he went to a Japanese restaurant.
Everyone sat on cushions around low tables. My father bowed to the waiter. "Please, teach me to eat with chopsticks."

"Of course," said the waiter, bowing. 

The waiter brought a bowl of rice and a plate of sukiyaki. Sukiyaki is made of small pieces of meat, vegetables, and tofu. It smelled good. My father wanted to gobble it up.

The waiter placed two chopsticks between my father’s fingers. "Hold the bottom chopstick still. Move the top one to pick up the food," the waiter said.

My father tried, but the meat slipped off his chopstick and fell on his lap.
The waiter came back with a bowl of soup. How can I eat soup with chopsticks? my father thought.

"Drink," said the waiter. "Drink from the bowl."

"Thank goodness," my father said. After the soup my father felt better. He picked up the chopsticks. Finally, my father put one piece of meat in his mouth.

"Delicious!" he said.

"More soup, please," he said.

After three bowls of soup my father felt much better. Then he practiced some more with his chopsticks. Soon, there was more sukiyaki in his belly than on the floor. But it was too late to call my mother. He had to run back to his ship.
That night, my mother was sad. Every other day my father had come to see her. That day he did not come. He did not call on the telephone. Perhaps he was tired of walking and talking. Perhaps he was ashamed of her because she did not know how to eat with a knife and fork. Perhaps his ship had sailed away. All night she could not sleep.
Narrator

[And all night my father sat on his bunk pretending to pick up sukiyaki.]
The next morning my father called my mother. "Please, will you eat dinner with me tonight?"

"Yes!" my mother shouted into the phone. First she was happy. Then she was afraid. She took her schoolbooks and ran to the house of Great Uncle.
Great Uncle had visited England. He had seen the British Museum. He had eaten dinners with Englishmen.

My mother knocked at the door. Great Uncle opened it.
“Why are you so sad, child?” he asked.

“Because I must learn to eat with a knife and fork by seven o’clock tonight.”

[Great Uncle nodded.]

[Foreign ways are quite strange. Why do you want to eat with a knife and fork?]

[My mother blushed.]

“Is it the American sailor?” Great Uncle asked.

“I see . . . Here, take this note to your teacher. At lunchtime I will come and take you to a foreign restaurant. By seven o’clock tonight you will eat with a knife and fork.”

[My mother picked up her school bag and bowed.]

“No,” [Great Uncle stuck out his hand.] “In the West you shake hands.”
The restaurant had red carpets and many lights. Great Uncle pulled out a chair for my mother. "In the West, men help ladies into chairs," he told her. 

My mother looked at the small fork and the large fork on the left. She looked at the knife, little spoon, and big spoon on the right. Her head grew dizzy.

"Different utensils for different foods," Great Uncle said.

"How strange to dirty so many things," said my mother. "A chopstick is a chopstick. I can eat everything with two chopsticks."
Narrator

When the waiter brought the soup, Great Uncle pointed at the large spoon. "Dip it slowly, bring it to your mouth. Sip quietly."

My mother's hand trembled. The soup spilled onto the white cloth.

"You'll learn," Great Uncle encouraged her. - Uncle
When my mother was finished with the soup, the waiter brought her a plate of mashed potatoes, roast beef, and peas.

"This is the way Westerners eat," Great Uncle said. "With the knife and fork they cut the meat. Then they hold the fork upside down in their left hand. Like birds, they build a nest of mashed potatoes. They put the peas in the nest with the knife. Then they slip the nest into their mouth. Try it."
The mashed potatoes were not difficult. But the peas rolled all over the plate. "Impossible," said my mother. "I'll never learn by seven o'clock tonight."

"You can learn anything," Great Uncle said. "Try again. More mashed potatoes and peas, please." (he said to the waiter)
At seven o'clock my father came to see my mother.

"Why didn't you wear your kimono?" asked - John

"We are going to a Japanese restaurant."

"A Japanese restaurant? Don't you think I know how to eat Western food?" my mother asked. - Aiko

"Of course. Don't you think I know how to eat Japanese food?"

"Of course." - Aiko

"Then, tonight we'll eat meat and potatoes. Tomorrow night we'll eat sukiyaki."

"Tomorrow night I will wear my kimono," said - Aiko

mother. She started to bow. Then she stopped and put out her hand. My father shook it. - Narrator
Narrator

My father ordered two plates of mashed potatoes, roast beef, and peas. He watched my mother cut the meat into pieces. He stared when she turned over her fork and made a bird's nest. He was amazed.

"You are very clever with a knife and fork," he said.

"Thank you," said my mother.

"You must teach me," my father said. "That's a new way of eating peas."

"Teach you?"

"Yes, Americans don't eat that way. [He slid his fork under some peas and put them in his mouth.]"

Narrator

My mother stared at him. "But Great Uncle taught me. He lived in England. He knows the ways of the West."
Narrator

My father began to laugh. "He taught you to eat like an Englishman. Americans eat differently."

"Oh, dear," my mother said. "A chopstick is a chopstick. Everyone uses them in the same way."

"Yes. When we are married we'll eat only with chopsticks." He took her hand.

"Married! If I marry you I want to eat like an American."

"I'll teach you to eat with a knife and fork and you teach me to use chopsticks."

My mother shook my father's hand. My father bowed.
Narrator

[That's why at our house some days we eat with **chopsticks** and some days we eat with **knives** and **forks**.]
LESSON 2

BEGINNER
<table>
<thead>
<tr>
<th></th>
<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td>table</td>
</tr>
<tr>
<td>2</td>
<td>silverware</td>
</tr>
<tr>
<td>3</td>
<td>place mat</td>
</tr>
<tr>
<td>4</td>
<td>bowl</td>
</tr>
<tr>
<td>5</td>
<td>plate</td>
</tr>
<tr>
<td>6</td>
<td>glass</td>
</tr>
<tr>
<td>7</td>
<td>cup</td>
</tr>
<tr>
<td>8</td>
<td>saucer</td>
</tr>
<tr>
<td>9</td>
<td>salt and pepper shakers</td>
</tr>
<tr>
<td>10</td>
<td>napkin</td>
</tr>
<tr>
<td>11</td>
<td>fork</td>
</tr>
<tr>
<td>12</td>
<td>knife</td>
</tr>
<tr>
<td>13</td>
<td>spoon</td>
</tr>
</tbody>
</table>
A Table Setting

A. Look in your dictionary.
   Label the picture.
   a. saucer
   b. __________
   c. __________
   d. __________
   e. __________
   f. __________
   g. __________
   h. __________

B. Write the missing words.

1. Please give me a __________
2. My __________ is missing.
3. I need a __________

*C. Draw and label a table setting at your home.
PLACE SETTING (AMERICAN)
BEGINNER - INTERMEDIATE WORD POWER

Place the correct picture next to the vocabulary item:

sailor

bunk

Japanese food

kimono

bench

utensils

Great Britain

knives

British

the West

chopsticks

mashed potatoes

cushions

embarrassed

waiter

bow
peas

the East

ship

belly

ashamed

futon

knife

to gobble up (eat)
Using chopsticks

One stick is held between the thumb and rests on the third finger.

The other is held between the thumb and the base of the first two fingers.

Practice bringing the sticks together, and enjoy dinner.
Cultural differences

Language mistakes can cause problems when we're doing business with people from other countries. But communication can also break down when we misunderstand the way another culture works. In this task, you will be considering how behaviour can vary between cultures.

1. You are all attending an international conference and meeting people who come from many different cultures. Stand up, walk around the room, and talk to the other conference participants. You can talk about anything you like: whether they are enjoying the conference, what talks they have been to, their work, their family, hobbies, holidays, sports — anything at all. However, you need to follow some rules.

   Everyone's rules are different and they are at the back of the book. Different people should turn to the following files:

   File 11 on page 155 (Culture A)
   File 15 on page 157 (Culture B)
   File 18 on page 158 (Culture C)
   File 22 on page 159 (Culture D)
   File 20 on page 158 (Culture E)
   File 17 on page 157 (Culture F)

2. Describe any unusual behaviour you noticed at the conference. What sort of culture did you think the other people came from? Ask them if you were right.

   How did their behaviour make you feel when you were speaking to them? How did they feel about your behaviour?

3. Discuss some of the cultural differences you have experienced in your working life. For example, differences in:
   - social distances and touching
   - gestures
   - how loudly people speak
   - eye contact.

Traditional greeting, Dubai

Traditional handshake (snapping third finger), Ghana

Sharing wine bowl, Nigeria
CULTURE A
You come from a culture where people pause for a long time before they speak, taking time to think about what they are going to say. And when they do speak, they speak very slowly. You must behave in this way at the conference, BUT DON'T TELL ANYONE WHAT YOU ARE DOING.
Observe the other people at the conference closely. Do you notice anything unusual about their behaviour? What sort of culture do you think they come from?

CULTURE B
You come from a culture where people use their hands a lot when they are speaking. They also speak very loudly to show they are interested. You must behave in this way at the conference, BUT DON'T TELL ANYONE WHAT YOU ARE DOING.
Observe the other people at the conference closely. Do you notice anything unusual about their behaviour? What sort of culture do you think they come from?

CULTURE C
You come from a culture where it is rude to look people in the eye when you are listening or speaking, so you try to avoid eye contact as much as possible. You must behave in this way at the conference, BUT DON'T TELL ANYONE WHAT YOU ARE DOING.
Observe the other people at the conference closely. Do you notice anything unusual about their behaviour? What sort of culture do you think they come from?
CULTURE D
You come from a culture where people like to stand very close to one another. They also like to touch each other a lot. You must behave in this way at the conference, BUT DON'T TELL ANYONE WHAT YOU ARE DOING.

Observe the other people at the conference closely. Do you notice anything unusual about their behaviour? What sort of culture do you think they come from?

CULTURE E
You come from a culture where people don't move their hands, faces, or bodies when they are speaking. They also speak very quietly. You must behave in this way at the conference, BUT DON'T TELL ANYONE WHAT YOU ARE DOING.

Observe the other people at the conference closely. Do you notice anything unusual about their behaviour? What sort of culture do you think they come from?

CULTURE F
You come from a culture where people speak very fast. They also like to stand a long way away from the person they are talking to. You must behave in this way at the conference, BUT DON'T TELL ANYONE WHAT YOU ARE DOING.

Observe the other people at the conference closely. Do you notice anything unusual about their behaviour? What sort of culture do you think they come from?
CULTURE A

You come from a culture where people pause for a long time before they speak, taking time to think about what they are going to say. And when they do speak, they speak very slowly. You must behave in this way at the conference, BUT DON'T TELL ANYONE WHAT YOU ARE DOING.

Observe the other people at the conference closely. Do you notice anything unusual about their behaviour? What sort of culture do you think they come from?

CULTURE B

You come from a culture where people use their hands a lot when they are speaking. They also speak very loudly to show they are interested. You must behave in this way at the conference, BUT DON'T TELL ANYONE WHAT YOU ARE DOING.

Observe the other people at the conference closely. Do you notice anything unusual about their behaviour? What sort of culture do you think they come from?

CULTURE C

You come from a culture where it is rude to look people in the eye when you are listening or speaking, so you try to avoid eye contact as much as possible. You must behave in this way at the conference, BUT DON'T TELL ANYONE WHAT YOU ARE DOING.

Observe the other people at the conference closely. Do you notice anything unusual about their behaviour? What sort of culture do you think they come from?
CULTURE D
You come from a culture where people like to stand very close to one another. They also like to touch each other a lot. You must behave in this way at the conference, BUT DON'T TELL ANYONE WHAT YOU ARE DOING.

Observe the other people at the conference closely. Do you notice anything unusual about their behaviour? What sort of culture do you think they come from?

CULTURE E
You come from a culture where people don't move their hands, faces, or bodies when they are speaking. They also speak very quietly. You must behave in this way at the conference, BUT DON'T TELL ANYONE WHAT YOU ARE DOING.

Observe the other people at the conference closely. Do you notice anything unusual about their behaviour? What sort of culture do you think they come from?

CULTURE F
You come from a culture where people speak very fast. They also like to stand a long way away from the person they are talking to. You must behave in this way at the conference, BUT DON'T TELL ANYONE WHAT YOU ARE DOING.

Observe the other people at the conference closely. Do you notice anything unusual about their behaviour? What sort of culture do you think they come from?
How My Parents Learned to Eat
by Ina R. Friedman
INTERMEDIATE

1. Who are the six characters in the story? Write their names in the boxes below:

2. What is the relationship of the girl on pages 2 and 32 to the other characters above. Draw a line from her shape above to the others. Label the relationship on the line. For example:

3. What name would you give the girl? _______________________

4. Compare the two pictures. Write the name in the blank(s) below.

What is _______ wearing?

Page 3

Page 32

Marisa Ferraro, FLA 518
What is ______________ eating?

What is ______________ drinking?

What utensil(s) is ______________ using?
List everything you see on page 3:

List everything you see on page 32:
<table>
<thead>
<tr>
<th>JAPAN</th>
<th>AMERICA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bow</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fork</td>
</tr>
<tr>
<td>Futon</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chair</td>
</tr>
<tr>
<td>Drink soup</td>
<td>Use a ___________________________</td>
</tr>
<tr>
<td>Women wear a ___________________</td>
<td>Women wear a <strong>dress</strong> when they go Somewhere special</td>
</tr>
<tr>
<td>when they go somewhere special</td>
<td></td>
</tr>
<tr>
<td>Your ideas:</td>
<td>Your ideas:</td>
</tr>
</tbody>
</table>

→ Fill in the blanks above with these words:

bunk, chopsticks, kimono, cushion, shake hands, spoon
## INTERMEDIATE WORD POWER
Find the correct definition. Write the number in the blank space.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>sailor</td>
<td>pillows</td>
</tr>
<tr>
<td>2.</td>
<td>waiter</td>
<td>long chair</td>
</tr>
<tr>
<td>3.</td>
<td>Japanese food</td>
<td>two sticks used to pick up food</td>
</tr>
<tr>
<td>4.</td>
<td>to gobble it up</td>
<td>large boat</td>
</tr>
<tr>
<td>5.</td>
<td>belly</td>
<td>combination of meat, raw fish, rice, &amp; vegetables</td>
</tr>
<tr>
<td>6.</td>
<td>bunk</td>
<td>more than one knife (plural)</td>
</tr>
<tr>
<td>7.</td>
<td>bow</td>
<td>to eat fast</td>
</tr>
<tr>
<td>8.</td>
<td>peas</td>
<td>Japanese bed on the floor</td>
</tr>
<tr>
<td>9.</td>
<td>ashamed</td>
<td>person on a Navy ship</td>
</tr>
<tr>
<td>10.</td>
<td>kimono</td>
<td>English</td>
</tr>
<tr>
<td>11.</td>
<td>utensils</td>
<td>one of two single beds, usually on top of the other</td>
</tr>
<tr>
<td>12.</td>
<td>country in Northern Europe</td>
<td>stomach</td>
</tr>
<tr>
<td>13.</td>
<td>cushions</td>
<td>embarrassed</td>
</tr>
<tr>
<td>14.</td>
<td>mashed potatoes</td>
<td>from another country</td>
</tr>
<tr>
<td>15.</td>
<td>nod</td>
<td>Japanese robe</td>
</tr>
<tr>
<td>16.</td>
<td>lap</td>
<td>red face when you are embarrassed or confused</td>
</tr>
<tr>
<td>17.</td>
<td>the West</td>
<td>person at a restaurant who serves food</td>
</tr>
<tr>
<td>18.</td>
<td>futon</td>
<td>China, India, Japan, Korea, Vietnam, etc. (Asia)</td>
</tr>
<tr>
<td>19.</td>
<td>the East</td>
<td>when you are sitting, the top of your legs</td>
</tr>
<tr>
<td>20.</td>
<td>British</td>
<td>move your head up and down – it means &quot;Yes&quot;</td>
</tr>
<tr>
<td>21.</td>
<td>bench</td>
<td>stomach</td>
</tr>
<tr>
<td>22.</td>
<td>utensils</td>
<td>little green vegetables (green)</td>
</tr>
<tr>
<td>23.</td>
<td>blush</td>
<td>bend forward</td>
</tr>
<tr>
<td>24.</td>
<td>chopsticks</td>
<td>vegetable dish, boiled and crushed</td>
</tr>
<tr>
<td>25.</td>
<td>ship</td>
<td>anything used to eat food</td>
</tr>
<tr>
<td>26.</td>
<td>foreign</td>
<td>country in Northern Europe</td>
</tr>
<tr>
<td>27.</td>
<td>knives</td>
<td>North America, South America, Europe</td>
</tr>
</tbody>
</table>
# Story Map Outline

**Name**

**Title**

**Author**

**Genre**

## Setting (Where? When?)

- 
- 
- 
- 
- 

## Characters (Who?)

- 
- 
- 
- 
- 

## Problem (What is the main problem?)

- 
- 
- 
- 
- 

## Solution (How is the problem solved?)

- 
- 
- 
- 
- 

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Creative Teaching Press  
Managing the Whole Language Classroom  
43
LESSON 2

ADVANCED
YOUR PLACE LOOKS GREAT FOR THE GALA TONIGHT!
AND DADDY'S PERSONAL CHEF IS HARVEST WORK.
SOMEONE MENTION MY MIDDLE NAME?
WHY CAN'T I COME TO THE PARTY TONIGHT?
YOU'RE WELCOME, BUT YOU CAN'T WEAR YOUR USUAL SLOPPY SWEATER!
SO WHAT DO I WEAR?
SOMETHING APPROPRIATE LOOKS AROUND AT THIS FANCY PLACE.

IT'S FILLED WITH MASTERPIECES, MIXING VATS, OBJECTS D'ART! FIGURE IT OUT!
YOU WANT TO FIT IN, DON'T YOU?
SOMETHING BAD JUST ROB'T GET IT!
DON'T WORRY, I GET HIM STRAIGHT.
I HAVEN'T SEEN OJAHAD!
HE SHOULDN'T BE SHOWING UP ANY TIME.
FRANK OF YOURS?
HEY, ROLAND. STILL TAKING MONEY FROM THE DARK SIDE?

NO! NOT THAT I EVER WAS!

AND IF YOU'RE SO SURE I WAS, WHY DON'T YOU GO AHEAD AND REPORT IT?

YOU ALMOST SOUND DISAPPOINTED. SHOULDN'T YOU BE RELIEVED?

WELL, I AM, NOT THAT I NEED TO BE.

BUT STILL, WHY DID GANNON GET ALL THE INK?

WHEN HE WAS FINGERED AS A PARTISAN STOOGE, YOU ALL REPORTED IT? WHY NOT ME?

THE GUYS ARE DEFINITELY ON TO ME.

I'D MISS YOU TOO MUCH.

THAT'S WHAT EVERY-ONE SAYS! BUT YOU GUYS AIN'T SO SENTIMENTAL ABOUT JEFF GANNON...

BECUSE HE WAS A REPUBLICAN GAY MALE ESCORT? JUST GUESSEING.

SO WHAT? I'M A MUCH BIGGER NAME!
ADDITIONAL MATERIALS
Eating for Good Luck

On special occasions, do you ever eat any of the foods in these pictures?

On New Year’s Day, many people eat special foods for good luck in the new year.

1. Some Chinese people eat tangerines. Tangerines are **sweet**, like years.
2. Some Jewish people eat apples with honey for a sweet new year.
3. Greeks eat *vasilopitta*, bread with a coin inside. Everyone tries to find the coin for luck and money in the new year.
4. In Spain and some Latin American countries, people eat twelve grapes at midnight on New Year’s Eve—one grape for good luck in each month of the new year.
5. On New Year’s Day in Japan, people eat mochi rice cakes—***for strength*** in the new year.
6. Some Americans from southern states eat black-eyed peas and rice with collard greens. The black-eyed peas are like coins, and the greens are like dollars.

**A** Read the article. Then correct the information in these sentences.

**B** *Group work* Talk about these questions.

1. Do you eat anything special on New Year’s Day for good luck? What?
2. Do you do anything special on New Year’s Day for good luck? What?
FOCUS ON FUNCTIONS  Eating out

1. Do you prefer to entertain guests at your home or at a restaurant? Abroad, would you prefer to be invited to someone's house or to a local restaurant? Why?

2. What is a typical eating or drinking experience in your town or region? What would you arrange for a guest who wanted to experience local hospitality? How much difference is there between home cooking and restaurant food?

2. Read this text about eating out in West Africa. What does it tell you about:
   1. the presentation of food?
   2. table manners?
   3. the influence of foreign cuisines?
   4. the difference between home cooking and restaurant food?

Cooking and eating in both Senegal and The Gambia are based on the tradition of hospitality. Meals are copious, geared to feeding a large family and to always having enough for the unexpected guest. Food is served on a large flat tray, rice underneath and vegetables arranged over the top, with careful attention to final presentation. (It must appeal to the senses of sight and smell as well as to taste.) This is placed on a mat on the floor and the family sits grouped around it.

Traditionally, eating is done with the right hand, so a bowl of water is provided before and after the meal for hand-washing. A little rice is rolled up in the fingers, squeezed into a ball, and popped into the mouth. If you feel you cannot manage this, a spoon will be provided. Succulent pieces of fish, meat, or vegetables are broken off by the hostess and tossed in front of the visitor because stretching is not good manners.

French influence in Senegal, though relatively unobtrusive in the cooking, has left the Senegalese with a taste for fresh French bread, dressed salads, and hors d'oeuvres. British culinary practices have fortunately not affected Gambian cuisine, but have regrettably left their mark on some modern hotel kitchens. These have a tendency to serve unimaginative meat dishes in bland sauces, chips with everything, and unseasoned garnishes.

Regrettably also, not enough traditional Gambian or Senegalese dishes find their way on to hotel menus. The gourmet visitor will have to seek out smaller bars and restaurants, or be lucky enough to be invited to a Gambian or Senegalese home for lunch.
Lesson 3
# Dining Out

<table>
<thead>
<tr>
<th>TESOL STANDARDS Grades 9-12</th>
<th>TOPICS</th>
<th>FUNCTIONS</th>
<th>GRAMMAR</th>
<th>CULTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON 1</td>
<td></td>
<td></td>
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<tr>
<td>LESSON 2</td>
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</tr>
</tbody>
</table>
| LESSON 3                   | - Goal 1, Standard 1, 2  
- Goal 2, Standard 2, 3 | - Where to Dine?  
- Choosing restaurants  
- Introduction to the menu | - Read restaurant reviews  
- Write menus  
- Restaurant role play | - Structure of sentences  
- Syntax | - Study of how different types of food (e.g. Indian, Chinese, Italian, etc.), are served in American restaurants |
<p>| LESSON 4                   |        |           |         |         |
|                            |        |           |         |         |
| LESSON 5                   |        |           |         |         |</p>
<table>
<thead>
<tr>
<th>LESSON</th>
<th>TITLE</th>
<th>OBJECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 3</td>
<td>Where to Dine?</td>
<td>Upon receiving menu, Ss will read food items and cooking methods IN CONTEXT, and will decide what each S wants to eat for lunch or dinner by sharing choices with the class.</td>
</tr>
<tr>
<td></td>
<td>Choosing a restaurant.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Restaurant Reviews (e.g. Zagat, restaurantrow.com)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introduction to the Menu</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 3 ~ Narrative

The third lesson focuses on familiarizing students with restaurant reviews, parts of the menu, and the types of cuisine originating from countries across the globe, with emphasis on popular American menu items.

This lesson begins with a fun activity involving lots of creativity. Each student is given a large piece of oak tag paper and is asked to make a collage. Students will work on this activity in groups of five. Each student in the group will be assigned a heading or course of a menu, e.g. appetizers, soups, salads, entrees, desserts. Depending on the level and age of the group, you may even find it appropriate to hang the heading names around each person’s neck – or better yet, ask them to write the heading on an index card and stick it to their shirt. I will pass around magazines such as Gourmet, Food & Wine, Real Simple, etc. and ask that students browse through the food images, discussing their reactions, thoughts and comments with their group members. This activity makes students feel at ease in the beginning of the lesson and really gets their creative juices flowing (and activates previous schema). Students can talk freely about the parts of the menu, with one student informing the group that appetizers could also be called starters. Students are to cut out pictures, graphics, and illustrations that can be listed on a menu under their assigned menu heading. If I designate a student as “Appetizers,” I expect that he or she will be looking for related food items and making a collage of nachos, buffalo chicken wings, cheese and crackers, etc. Following this activity (15-20 minutes), students are asked to arrange their collages on the board in order of how each heading would appear on a menu. Regardless of level, I try to have the students point, label, and discuss the pictures they chose to include in their collage.
The next step of this lesson is reading restaurant reviews. In the specific case of my target audience, I chose New Haven restaurants as it will make it easy for students to find a connection. Discussing local eateries may motivate them to read and understand the reviews as it will have a direct impact on them if they decide to visit the restaurants. I have compiled reviews from twelve restaurants (all of one is in New Haven) ranging in price, ambiance and cuisine. Various types of cuisine (which are also represented in the “Tasting Passport”) include Chinese, Italian, French, Spanish, Malaysian, Mexican, etc. The original (unmodified) reviews are found under Lesson 3 towards the back of this binder. However, I have made some modifications in terms of making the text more simplified and comprehensible, without too many idioms, slang terms and fancy culinary expressions. The language in the restaurant reviews is geared towards the intermediate level. Although, it would be worthwhile to modify the text further to include highlighting key words, glossing, and providing definitions in margin. Students will get into groups of 5 to complete worksheet titled “Restaurant Decisions.” In addition to completing this exercise, you as the teacher may also want to assign one restaurant to one, two or three students. This group of students will have to read and understand the review of their designated restaurant and will then be asked to inform other groups of their ‘restaurant.’ (Following this activity, for advanced learners, see the worksheet titled “Write Your Own Review”)

Students will review the modified menu “American Bar & Grill,” and we will discuss the five parts of the menu – and make reference to the collages that have been hung on the board, illustrating each of the five courses. The menu has been modified (underlined and bolded words represent cooking methods reviewed in Lesson 1), which gives students the opportunity to use the vocabulary items they have learned in context. Discussion will follow about “Have you seen or tasted any of these items before?” “What are your favorite items on the menu?” “What would you order?” “Why?”
After a thorough review and discussion of the modified ESL menu, students can create their own menu – this will be a good way to measure the students’ understanding of the Unit thus far since it incorporates: vocabulary of American food and cooking methods, culturally related issues, and specific language/style necessary to write a menu.

Lastly, students can put their “Tasting Passports” to work! You will find them behind Beginner Level – as they could be used for all levels, I placed them first. Make a copy for each student and plan to have a tasting in class. This may be an expensive endeavor, so set a budget. It would be great to order a sample dish from restaurants specializing in the cuisines listed on the passport: Japanese, Chinese, Italian, Spanish, Mexican, French and Thai …as well as any others you feel would be appropriate for your students. Bring the samplers into class and place one of each area of the table with a sign labeling the nationality and country of origin of the food, like: CHINA, CHINESE food. Have the students ‘travel around the world’ of food you have provided, tasting each cuisine. Use a stamp to mark their travel to each country represented by the food sampler, and stamp the box under the appropriate country in the passport. Following or during their tasting, allow time for students to write their thoughts and opinions of the international foods. They can make comments in their “Tasting Passports.” Students should complete the inside of their passports, answering all three questions listed.

This is a fun way to celebrate their accomplishments made in this lesson and the unit. It will prove to be a guaranteed hit with all!
Dining Out

Lesson 3

Goal: Students will learn how to read and interpret restaurant reviews in order to decide which restaurant to choose for various cultural cuisines. Through dissecting a restaurant review, students will understand symbols used to represent price, quality and other features of restaurants. Students will rate restaurants and write their own reviews based on tasting of these cuisines. Students will also learn how to read a menu, from appetizers to desserts, in order to understand the courses and selection of restaurant offerings.

I. Learning Objectives for Beginner ELLs

Language Objectives
1. Students will become familiar with the writing style of restaurant menus.
2. Students will have the opportunity to ask and answer questions about the appearance and design of American menus.
3. Students will be able to write (limited) parts of their own menu using oral and written directions.
4. Students will be able to pronounce vocabulary (see Mike’s Munchies handout) commonly associated with each course.
5. Students will become familiar with prices associated with popular menu items in completing the “How Much?” worksheet.
6. Students will read authentic language of real restaurant reviews.
7. Students will write and record their “Thoughts” in their “Tasting Passports.”

Content Objectives
1. Students will learn about the food from other countries through conversations and discussions with students in the classroom.
2. Students will develop the ability to read and comprehend restaurant reviews.
3. Students will make “Tasting Passports” and “travel” to foreign countries through sampling various cuisines and will comment on and share their experience. Tasting passports are stamped each time students taste a new food.
4. Students will browse through culinary magazines (Food & Wine, Gourmet, etc.), and clip graphics to assemble a collage illustrating food from each of the five courses: appetizers, soups, salads, entrees, desserts.
5. Students will explore their attitudes towards the way in which ethnic restaurants (perhaps their own national cuisine) are prepared, served and represented in America. For example, if the ELL is German, the student will examine a menu from a German restaurant as well as taste the food of that restaurant to see how it matches up and compares to the cuisine served in Germany.
II. Learning Objectives for Intermediate ELLs

*Language Objectives*

1. Students will learn how to read and comprehend restaurant reviews, including the significance of symbols commonly used to represent qualities assigned to restaurants reviewed.
2. Students will read restaurant reviews out loud in class to increase oral proficiency in the newly learned restaurant vocabulary.
3. Students will demonstrate their understanding of the content of the review by choosing their dining destination.
4. Students will write in a similar style to the writing of restaurant reviews to demonstrate their comprehension of the reviews read earlier.
5. Students will engage in discussions in expressing their opinions of which restaurant to choose and will explain why they have chosen a specific restaurant based on the review.
6. Students will be able to pronounce vocabulary (see modified menu for ELLs) commonly associated with each course.
7. Students will write and record their “Thoughts” in their “Tasting Passports.”

*Content Objectives*

1. Students will learn about the five courses of a meal and how they differ in other countries.
2. Students will be able to label a menu (blanked out in random places) using appropriate spelling and heading names (e.g. appetizers or starters).
3. Students will make “Tasting Passports” and “travel” to foreign countries through sampling various cuisines and will comment on and share their experience. Tasting passports are stamped each time students taste a new food.
4. Students will develop the ability to write their own menu items, demonstrating their understanding of the contents of a menu.
5. Students will be sample cuisines from other countries and will learn what cuisines are associated with various cultures.

III. Learning Objectives for Advanced ELLs

*Language Objectives*

1. Students will create their own menu, demonstrating their understanding of food vocabulary, methods of preparation and cooking, and the writing style in which most menus are written.
2. Students will write restaurant reviews, in response to a critique of fellow students’ menus.
3. Students will share self-made menus and reviews to class in 10 minutes presentations.
4. Students will bring in a sampling of menus of their favorite restaurants and critique their writing style (presentation) as if they were restaurant reviewers themselves.

*Content Objectives*

1. Students will be aware of how various cultures present their cuisine in menu form.
2. Students will discuss which menu items appear to be most appealing to them and will explain what characteristics make them appealing.
3. Students will bring in a sampling of menus of their favorite restaurants and share them with the class.

Marisa Ferraro, FLA 518
# Dining Out

## Participatory processes
- Using realistic techniques for learning
- Applying to real life situations
- Drawing from past experiences to activate schema

## Learning Strategies
- Self monitoring
- Peer collaboration
- Peer editing
- TPR

## Content
- Language Arts
  - Awareness of another’s culture, with a specific focus on menu and review language, form and style.
- Art
- Social Studies/Geography

## Culture
- Making connections to own restaurant culture
- Compare and contrast menu styles
- Awareness of cultural similarities and differences

## Tasks and activities
- Repetition of vocabulary items
- Reading aloud of restaurant reviews
- Completing worksheets attached
- Identifying and labeling parts of menus
- Writing menus
- Creating collages depicting groupings of menu items

## Competencies
- Discussing one’s cultural restaurant style in the presentation of menus
- Describing their dining decisions based on reading restaurant reviews.

## Listening Skills
- Listening for key information in restaurant reviews

## Speaking Skills
- Reading aloud examples from reviews and menus.
- Identifying five courses illustrated in most menus

## Reading Skills
- Reading for understanding
- Skimming the text for known words
- Understanding how symbols are used to represent restaurant features and qualities.

## Writing Skills
- Spelling
- Structuring sentences
- Using new vocabulary items in contextually correct instances
- Learning style used in menu writing

## Functions
- Pricing of popular menu items in American menus.

## Notions and topics
- Cultural identification
- International presentation of food through menu writing
- Introduction to pricing, money

## Communicative situations
- Discussing about the presentation of one’s national cuisine while comparing and contrasting it to others

## Grammar
- Sentence structure – in general and specifically, how it differs in menu writing
- Syntax

## Pronunciation
- Rules governing proper pronunciation (vocab in menu and restaurant reviews)
- Reading out loud in class

## Vocabulary
- Vocabulary items associated with each of the five courses: appetizers/starter, soups, salads, entrees, desserts.

---

Marisa Ferraro, FLA 518
# DINING OUT

## Lesson 3  (Intermediate)

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>TIME</th>
<th>TYPE</th>
<th>MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Warm-up:</strong> Students are asked to write down quickly the parts of the menu they think of, e.g. appetizers, entrees, desserts, etc. Teacher writes these headings on board as students share what they have written.</td>
<td>5 minutes</td>
<td>Class discussion</td>
<td>Chalk and board to write menu headings (parts of menu) and share together.</td>
</tr>
<tr>
<td><strong>2. Students will begin the lesson with a fun creative activity to activate schema and make them feel relaxed and comfortable. Divide class into 5 groups, each group representing a different part of the menu, e.g. appetizer group, soup group, etc. Stick signs by each group so that other groups can recognize them. Pass out culinary magazines and 1 piece of large oak tag per group. Students will look through magazines and cut out any graphics illustrating their part of the menu. Students will create a collage on the oak tag using these graphics.</strong></td>
<td>15 minutes</td>
<td>Group work</td>
<td>5 large pieces of oak tag for collages Markers (5) Glue (5) Scissors (5)</td>
</tr>
<tr>
<td><strong>3. The five groups of students will post their finished collages on board and will explain each food graphic and explain why they chose it. Allow for free conversations at this point, i.e. if a student has never seen a Caesar salad before, have another student explain the ingredients and taste.</strong></td>
<td>10 minutes</td>
<td>Group work/Class discussion</td>
<td>Magnets (to post collages on board) Pointer (if teacher would like)</td>
</tr>
</tbody>
</table>
4. To prepare for next activity, ask students if they have ever read a restaurant review. If so, share with class. If not, ask class what they think a restaurant review tells them – what do they learn by reading it? Distribute 3 page copy of Restaurant Reviews to each student and have them sit quietly and read several reviews – ask them to read 3 or 4 independently. T writes on board the six main components of a review: restaurant title, location, price range, cuisine type, sample dish, and ambience/features.

5. Divide class into groups of 5 and pass out worksheet titled Restaurant Decisions. Students will have to read through several reviews again, discuss with their group, and choose their personal favorite and the favorite restaurant of the group.

6. Teacher pass out unmodified menus (see Lesson 3, Unmodified/Original Material) or students will have to bring some menus to class in a previous class. At this time, begin passing them around to the students. Also pass out copies of the American Bar & Grill menu modified for ELLs. Have a brief discussion about it:
   - Have you see or tasted any of these items before?
   - What are your favorite items on the menu?
   - What would you order from this menu? Why?

7. Pass out pieces of construction paper and ask the students to begin thinking of writing their own menu. The work will be individual but it could be done in groups or as a class. The menu does not have to be long and exhaustive – it merely has to have at least two food items in each of the five courses or parts of the menu (if time permits, students can work to develop their menus further and then share with class).
8. If there is time remaining, or if there is another time – perhaps after school – to plan a tasting. Students will receive a copy of the "Tasting Passports." T should set a budget for this tasting event. T should request a sampler dish from most of the nationalities and countries represented on the passport, e.g. Mexican, Chinese, Japanese, Italian, etc. Each sampler dish should be placed around the room with clear labels, e.g. China, Chinese food. The food items in the dish need to be clearly written beside the dish – the students might remember seeing similar words as they read the menus earlier.

Students can take their passport and walk around the room and sample the foods and record their thoughts. They will answer the questions in the passport. If they want to, and if clipboards are available, the students can walk around with the clipboards and record their thoughts simultaneously, as if they are virtually traveling around the world. The teacher can stamp each box in their passport as the students travel from one table to another.

*For additional activities, please see Advanced section, Lesson 3 as well as a product recall exercise (more appropriate for Business English students) at the back on Lesson, Additional Exercises.
LESSON 3

BEGINNER
1. scrambled eggs
2. sausage
3. fried eggs
4. toast
5. muffin / English muffin
6. waffles
7. pancakes
8. syrup
9. donuts
10. sandwich
11. hamburger
12. french fries
13. hot dog
14. salad  
15. spaghetti  
16. pizza  
17. baked potato  
18. pork chop  
19. mashed potatoes  
20. fried chicken  
21. ice cream  
22. apple pie
A. Look in your dictionary.

Write the desserts you see.

B. Look at the pictures.

Circle the correct words.

What is he eating for . . .

1. breakfast?
   - scrambled eggs
   - toast
   - fried eggs

2. lunch?
   - a hamburger
   - french fries
   - a sandwich
   - salad

3. a snack?
   - pizza
   - a donut
   - a hot dog
   - ice cream

4. dinner?
   - spaghetti
   - mashed potatoes
   - fried chicken
   - salad
C. Write the missing letters on the menu.

D. Follow the directions.

You are at Norma's Family Restaurant.

You have $5 to buy breakfast.

Write your order and the prices.

Write the total.

E. Circle your answers.

What American foods do you like?

I like  hot dogs, hamburgers, pizza, fried chicken.
### A. What Doesn't Belong?

Cross out the word that doesn't belong.

<table>
<thead>
<tr>
<th>Main Course</th>
<th>Other Foods</th>
</tr>
</thead>
<tbody>
<tr>
<td>fried chicken</td>
<td>mashed potatoes</td>
</tr>
<tr>
<td></td>
<td>taco</td>
</tr>
<tr>
<td></td>
<td>biscuit</td>
</tr>
<tr>
<td>hamburger</td>
<td>french fries</td>
</tr>
<tr>
<td></td>
<td>jelly</td>
</tr>
<tr>
<td></td>
<td>bun</td>
</tr>
<tr>
<td>eggs</td>
<td>salad dressing</td>
</tr>
<tr>
<td></td>
<td>bacon</td>
</tr>
<tr>
<td></td>
<td>toast</td>
</tr>
<tr>
<td>hot dog</td>
<td>mustard</td>
</tr>
<tr>
<td></td>
<td>pickle</td>
</tr>
<tr>
<td></td>
<td>egg roll</td>
</tr>
<tr>
<td>steak</td>
<td>baked potato</td>
</tr>
<tr>
<td></td>
<td>syrup</td>
</tr>
<tr>
<td></td>
<td>mixed vegetables</td>
</tr>
</tbody>
</table>

### B. Planning Meals

Plan a sandwich and a drink for lunch.

Plan the main course for dinner.

<table>
<thead>
<tr>
<th></th>
<th>Lunch</th>
<th>Dinner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Mike's Munchies

## The Main Stuff

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicken taco</td>
<td>1.29</td>
</tr>
<tr>
<td>Corn dog</td>
<td>1.49</td>
</tr>
<tr>
<td>Veggie burger</td>
<td>2.99</td>
</tr>
<tr>
<td>Giant salad</td>
<td>3.49</td>
</tr>
<tr>
<td>Buffalo burger</td>
<td>2.99</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cole slaw</td>
<td>1.19</td>
</tr>
<tr>
<td>Curly fries</td>
<td>0.99</td>
</tr>
<tr>
<td>Plantains</td>
<td>1.49</td>
</tr>
<tr>
<td>Tomato salad</td>
<td>1.29</td>
</tr>
</tbody>
</table>

## The Wet Stuff

<table>
<thead>
<tr>
<th>Drink</th>
<th>Small</th>
<th>Medium</th>
<th>Large</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soda</td>
<td>79</td>
<td>99</td>
<td>139</td>
</tr>
<tr>
<td>Lemonade</td>
<td>79</td>
<td>99</td>
<td>139</td>
</tr>
<tr>
<td>Iced tea</td>
<td>79</td>
<td>99</td>
<td>139</td>
</tr>
<tr>
<td>Orange Juice</td>
<td>1.19</td>
<td>1.39</td>
<td>1.89</td>
</tr>
<tr>
<td>Apple Juice</td>
<td>1.09</td>
<td>1.29</td>
<td>1.69</td>
</tr>
<tr>
<td>Milk</td>
<td>59</td>
<td>69</td>
<td>89</td>
</tr>
</tbody>
</table>

## The Sweet Stuff

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fruit cup</td>
<td>1.39</td>
</tr>
<tr>
<td>Pudding</td>
<td>1.39</td>
</tr>
<tr>
<td>Chocolate cake</td>
<td>1.39</td>
</tr>
<tr>
<td>Giant cookie</td>
<td>1.39</td>
</tr>
</tbody>
</table>
How Much?

A. These are orders placed at Mike’s Munchy Meals Restaurant. Write the price next to each item. Add them to find the subtotal. Then figure 5% tax on the subtotal. Write the total on the last line. Use the prices on page 14 in the magazine. The first one is done for you.

1. **Mike’s Munchy Meals**
   - 1 Chicken taco: $1.29
   - 1 cole slaw: $1.19
   - 1 med. lemonade: $0.99
   - 1 cookie: $1.39
   - Subtotal: $4.86
   - 5% tax: $0.24
   - Total: $5.10

2. **Mike’s Munchy Meals**
   - 2 Veggie burgers
   - 1 corn dog
   - 2 tomato salads
   - 2 sm. iced teas
   - Subtotal
   - 5% tax
   - Total

3. **Mike’s Munchy Meals**
   - 1 Buffalo burger
   - 1 order plantains
   - 1 lg. soda
   - 1 chocolate pudding
   - Subtotal
   - 5% tax
   - Total

4. **Mike’s Munchy Meals**
   - 1 med. iced tea
   - 1 lg. lemonade
   - 2 sm. sodas
   - 4 orders curly fries
   - Subtotal
   - 5% tax
   - Total

B. Now make up your own orders. Figure out how much the total is.

1. **Mike’s Munchy Meals**

2. **Mike’s Munchy Meals**

(Supports Mostly Math magazine, pages 14-15) Percents; filling in forms. Students complete the page independently. Check answers in class.
A. Answer the questions about the menu.

1. Which foods at Mike’s restaurant do you like best?
2. How much does a fruit cup cost?
3. How many corn dogs can you buy with $5.00?
4. How much does a small lemonade cost?
5. How many giant cookies can you buy with $4.00?
6. How much does a veggie burger cost?
7. How much do large curly fries cost?
8. How much do all the Sweet Stuff desserts cost?
9. How much does milk cost?
10. How much does it cost to buy a giant salad, curly fries, and a large lemonade?

B. Take four friends to lunch at Mike’s. Write down what each person wants. Find the cost of the meal.

C. Imagine you have $5.00. You want to buy one item from each part of the menu — the Main Stuff, The Side Stuff, The Wet Stuff, and the Sweet Stuff. What four items can you afford to buy? Write your answers on another sheet of paper.
TASTING PASSPORT

Name: ____________________________

Year of Birth: ________________

Country of Origin: ___________________
**THOUGHTS**

What type of food is your favorite?

What country is it from?

What does it taste like? Explain.

<table>
<thead>
<tr>
<th>DESTINATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>China</strong></td>
</tr>
<tr>
<td>Chinese food</td>
</tr>
<tr>
<td><strong>Thailand</strong></td>
</tr>
<tr>
<td>Thai food</td>
</tr>
<tr>
<td><strong>Italy</strong></td>
</tr>
<tr>
<td>Italian food</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
LESSON 3

INTERMEDIATE
American Bar & Grill
APPETIZERS (Starters)

Chicken Tender Crisps $4.50
Strips of lightly-breaded and fried chicken breast. Served with Honey Mustard dressing.

Crab Cakes $6.00
Seasoned crab cakes pan fried. Served with lemon.

Zesty Mozzarella Sticks $4.50
Tasty sticks of fried mozzarella served with marinara dipping sauce.

Baked Stuffed Mushrooms $5.00
Mushrooms stuffed with vegetables and topped with Swiss cheese.

SALADS

Caesar Salad $5
Add grilled chicken $2 extra

Cobb Salad $9
Lettuce, tomato, bacon, blue cheese, onion, avocado, egg and grilled chicken.

Dressing choices: Ranch, Blue Cheese, Caesar, 1000 Island, Balsamic Vinegar and olive oil, Creamy Italian, Honey Mustard.

SANDWICHES

Hamburger $6
Served with French fries and a pickle.

Grilled Turkey & Swiss $6
Served with lettuce and tomato on toast.

Country Chicken Wrap $6.50
Grilled Chicken with Honey Dijon dressing and wrapped in a warm flour tortilla.

Ham B.L.T. $8
Baked ham, lettuce, tomato, crispy bacon, Swiss cheese and Russian dressing white bread.

Vegetarian Delight $6.25
Avocado, sprouts, lettuce and tomato on roll with honey mustard.
DINNERS

Chicken Marsala $14
Boneless breast of chicken sautéed with mushrooms. Served with mashed potato.

All American Fried Chicken $9
Served with mashed potatoes and green beans.

Steamed or Stir-fried Vegetables $11
Tossed in peanut oil. Served with noodles. (broccoli, carrots, peppers, mushrooms, onions)

Fire-Grilled Top Sirloin $16
Grilled to perfection. Served with baked potato and boiled corn.

Broiled Tuna or Salmon $14
Served with mashed potatoes and sautéed onions.

Boiled Lobster $18
Served with corn on the cob.

Shrimp Sauté $18
Jumbo shrimp sautéed in lemon dill sauce. Served with boiled baby potatoes.

DRINKS

Fresh Brewed Coffee $1
Hot Chocolate, Milk, Hot Tea $1
Orange or Cranberry Juice $2
Soda Pop, Fresh Brewed Iced Tea, Coffee $1
Bottled Water $2

DESSERTS

Ice Cream $3
Two scoops: vanilla, chocolate or strawberry.

Hot Apple Pie with Ice Cream $5

Baked chocolate chip cookie $1
Additional Features

RESTAURANT NAME

HOURS

Monday—Friday:
Saturday:
Sunday:

ADDRESS

PHONE

MENU

CUISINE TYPE

THANK YOU!
Please visit us again soon
<table>
<thead>
<tr>
<th>APPETIZERS</th>
<th>SALADS</th>
<th>DESSERTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item</td>
<td>5.25</td>
<td>Item</td>
</tr>
<tr>
<td>Mexican Nachos</td>
<td>Chef Salad</td>
<td>Chocolate Cake</td>
</tr>
<tr>
<td>Item</td>
<td>Item</td>
<td>Item</td>
</tr>
<tr>
<td>Item</td>
<td>Item</td>
<td>Item</td>
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<td>Item</td>
<td>Item</td>
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<tr>
<td>Item</td>
<td>Item</td>
<td>Item</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SOUPS</th>
<th>ENTREES</th>
<th>DRINKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item</td>
<td>4.50</td>
<td>Item</td>
</tr>
<tr>
<td>Garden Vegetable</td>
<td>Filet Mignon with Baked Potato and Green Beans</td>
<td>Item</td>
</tr>
<tr>
<td>Item</td>
<td>Item</td>
<td>Item</td>
</tr>
<tr>
<td>Item</td>
<td>Item</td>
<td>Item</td>
</tr>
<tr>
<td>Item</td>
<td>Item</td>
<td>Item</td>
</tr>
</tbody>
</table>

| Item               | 12.00        | Item        |
| Item               | Soda         | Item        |
| Item               | Item         | Item        |
| Item               | Item         | Item        |
Bentara
76 Orange St
New Haven, CT 06510
Ambiance: Elegant
Cuisine: Fusion, Malaysian
Price range: US$ 35-40
Bentara offers regional Malay dishes that are hot and spicy. Red hot chili peppers and varieties of spices including coriander, star anise, cardamom, cumin and others used in the cooking. The principal staple of Malaysia, satay -- skewered meat grilled over charcoal and served with coconut milk peanut sauce -- is also featured at Bentara with slices of cucumber, red onion and ketupat (compressed rice cut into cubes).

Hot Tomato's
261 College St, New Haven, Connecticut 06510
Cuisines: American, Barbecue, Italian, Seafood, Steakhouse, Contemporary
Price range: US$ 20-35
Special features: Reservations suggested, Kid-friendly, Full bar, Private room(s)
The menu here has the freshest fish, certified Angus beef and the best of greens. Coupled with fast and friendly service, it makes for a winning combination. Begin your meal with the house signature garlic bread, a mini-loaf loaded with four cheeses. Move on to appetizers of beef carpaccio and arugula with grilled eggplant vinaigrette, or sweet potato ravioli with sage cream. While there are all sorts of grilled and seafood dishes to tempt (seared yellowfin tuna, grilled rib-eye, smoked center-cut pork chop and free range chicken breast), most people come here for pasta. Our favorites are the lobster, mushroom and asparagus over tagliatelle smothered in lobster cream sauce and the famed cheese tortellini tossed with sweet sausage and tomato cream.

Roomba
Cuisines: Caribbean, Cuban, Latin, Seafood, South American, Spanish, Contemporary
Price range: US$ 45
Special features: Romantic, Business
Bright flavors, big plates of food, lots of drinks and a great vibe. But that's all part of the charm of this underground Cuban restaurant. Order another mojito (Cuban drink), shake your body and enjoy yourself. The food is as sexy as the room and just as playful. Every plate is highly decorated: vegetable topiary, fruit froufrou, sauce curlicue, herb confetti. Plates look good, and the meals taste wonderful, full of unexpected textures and flavors. For starters, try the Cuban-style pulsed-pork spring rolls, the crab and rock shrimp cake, or the coconut-crusted shrimp with mango relish. Recommended dinner items include plantain-crusted mahi mahi with banana/lentil salad; crispy snapper with paella rice; Cuban steak; and ginger-crusted tuna loin with rock shrimp.
Villa Del Sol
236 Crown St
New Haven, CT 06510
Cuisine: Mexican
Price range: US$ 10-15
Villa del Sol serves authentic Mexican cuisine for lunch and dinner. The menu features Cheese Nachos, Quesadillas, Guacamole, Ceviche, Gazpacho, Sopa de Frijoles Negros, Caldo de Pollo, Taco salads, vegetarian dishes and more. A children’s menu, too! There are specialty Tequilas and Margaritas and, of course, Cervezas!

Rainbow Cafe
1022 Chapel St
New Haven, CT 06510
Cuisine: American, Healthy, Vegetarian
Price range: US$ 8-16
Rainbow Cafe offers healthy, eclectic American cuisine with vegetarian specialties.

Frank Pepe Pizzeria Napoletana
157 Wooster St., New Haven, Connecticut 06511-5709, United States
Cuisines: Pizza
Price range: US$ 5-12
Tel: 203-865-5762
With a long history, Pepe's has always won the local pizza crown. In exchange for super, thin-crusted pies, customers deal with long lines, not much ambiance and a sullen staff the management prefers to think of as experienced. A big favorite is the white clam pie.

Delmonaco Restaurant & Bar
172 Temple St
New Haven, CT 06511
Cuisine: Italian
Price range: US$ 12-28
Located near Yale University, Delmonaco Restaurant & Bar offers family style dining in an elegant atmosphere. Soft lights, modern art, candles and flowers on every table creates a romantic setting. They serve traditional Southern Italian cuisine with a wide selection of fresh breads, appetizers, soups, salads, side dishes and desserts. Selected entrees include pasta, veal, lamb, chicken, steak and seafood. They have an elegant bar with domestic and imported liquors, wines and beers.

Istanbul Cafe, New Haven
Cuisines: Turkish
Price range: US$ 35
Special features: Business
Try one of the appetizer dips like the hummus or spinach ispanak ezme even if you only want to eat the warm, crusty breads. Entrée highlights are mainly of lamb and beef, but there are options for vegetarians as well. Desserts are the standard, syrupy baklava and kadayif. A better choice might be a shot of strong Turkish coffee or a cup of delicate Turkish tea.

Marisa Ferraro, FLA 518
Union League Cafe
1032 Chapel St, New Haven, Connecticut 06510-2443, United States
Cuisines: French, Contemporary
Price range: US$ 40
Special features: Romantic, Business
Tel: (203) 562-4299

Pika Tapas
39 High Street, New Haven, Connecticut 06511, United States
Cuisines: Mediterranean, Spanish, Tapas
Price range: US$ 19
Tel: 203-865-1933
Pika Tapas is a contemporary Spanish restaurant offering small meals. If you’ve ever wished for a place to take a sip of sherry while munching on olives and chorizo, this is the place. With tapas averaging about $6 a plate, you can make a meal ordering several dishes such as grilled squid, Serrano ham, grilled sardines, steamed mussels, baked snails and the classic tortilla de patatas (potato omelet). If you’re not satisfied with tapas, the kitchen has larger plates (raciones) and full entrées (platos). It’s impossible not to enjoy Pika Tapas. The room with its sexy curves and colorful wall drawings brings a smile as bright as a ray of Andalusian sunshine.

Butterfly Chinese Restaurant
831 Farmington Ave.
West Hartford, CT 06119
860-236-2816
This elegant spot is alive with piano music and a distinguished menu of Szechuan and Cantonese specialties like Peking duck, butterfly shrimp and chicken in black bean sauce.

Samurai Japanese Restaurant
230 College St. (Crown St.)
New Haven, CT 06510

Samurai is a comfortable and reliable place for good sushi and noodles. Begin your meal with very nice miso, tasty seaweed salad or a lettuce salad topped with a vivid ginger dressing. The gyoza are particularly good here, as are the delicate shumai. From the sushi bar enjoy tuna, yellowtail, salmon, fluke, sea urchin and ccl. While the kitchen offers a variety of teriyaki and tempura dishes, we recommend the good house noodles. Nabeyaki udon—a collection of chicken, shrimp, vegetables and sturdy noodles in broth—is particularly good.

Restaurant reviews compiled from: Frommers.com, Restaurantrow.com, Gayot.com, Tripadvisor.com
1. Read the restaurant reviews.

2. Ask your group any questions you had about the reading.

3. If you could not find your answer, write it below, ask students in other groups, and if you still cannot find the answer, ask the teacher.


4. Choose the restaurant you would like to visit.

   Restaurant →

I choose _______________________ (restaurant)
located at ______________________ (address) for its
___________________________ (type of cuisine). I would like to eat
a meal here because ____________________________________________


5. Share your decision with the group.

6. Choose the restaurant your group (all of you) wants to visit together. Discuss the choices in order to find one that makes everyone happy 😊

We have decided to choose ______________________________________
because we ____________________________________________________
and we ________________________________________________________.
LESSON 3

ADVANCED
Write Your Own Review

Restaurant Name

Price Range

Location

Cuisine Type

Sample Dish

Ambiance/Features
There are six (6) components of a restaurant review: (examples in italics)

1. Restaurant name – Sophie’s Brewery
2. Price Range - $12-17
3. Location – 34 King Street, New Haven, CT, 203.776.2165
4. Cuisine Type - German
5. Sample Dish – Lentils with Spätzle and Sausage
6. Ambiance/Features/Other – Architecture and design of restaurant reflects southern German countryside, kid-friendly, reservations required. Bands perform on weekends.

✓ Look at the menus provided by students and the teacher.
✓ Read the dishes served. Perhaps you have been to one of the restaurants. Share with your group.
✓ Choose a restaurant based on its menu, which you have read in class

OR

Choose your favorite restaurant in the area

✓ Complete the graphic organizer on page 1.
✓ Using the graphic organizer on page 1, write a review for the restaurant you choose:

Name of restaurant: ____________________________
Location: ____________________________
Telephone number: ____________________________
Cuisine: ____________________________
Price Range: ____________________________

Name of restaurant is an excellent restaurant because ____________________________

One of the best dishes made here is ____________________________.

The taste is very authentic. The ambiance is ____________________________. Reservations (are/aren’t) ____________________________ necessary. The best time of the day to visit name of restaurant is ____________________________. It is a nice place to bring family, friends and colleagues.

More about name of restaurant:

__________________________________________________________________________

__________________________________________________________________________

Marisa Ferraro, FLA 518
ADDITIONAL MATERIALS
Explaining food

Here are some typical items that you might find on a menu in an international hotel. With your partner, put them in the order that you would expect to eat or drink them. Group some of them together into courses, and decide what name to give each course.

<table>
<thead>
<tr>
<th>bread</th>
<th>cheese</th>
<th>digestif</th>
<th>ham</th>
<th>meat</th>
<th>pasta</th>
<th>sorbet</th>
<th>whisky</th>
</tr>
</thead>
<tbody>
<tr>
<td>cake</td>
<td>coffee</td>
<td>fish</td>
<td>ice-cream</td>
<td>melon</td>
<td>salad</td>
<td>soup</td>
<td>wine</td>
</tr>
</tbody>
</table>
Product recall

The biggest ever product recall in the UK has left the food industry counting the cost and asking: who is to blame?

1 Which is the ‘odd one out’ in the list below? Why? Which kinds of food do you usually buy?

| fresh | health | ready-made | spicy | sauce | pre-cooked |

2 Study the flow chart of a recent product recall. Complete the missing information by scanning the article below.

(A) .......... powder is contaminated at a factory in India.  
(B) The powder is used to manufacture .................. which is used to flavour ready-made meals.  
(C) A red dye, known as ....................., is discovered in these food products.  
(D) More than .......... different products are withdrawn from sale, February 2005.

Food scare

Britain's biggest ever product recall could cost the insurance industry over £100 million. The Food Standards Agency discovered a cancer-causing dye known as Sudan 1 in a batch of chilli powder used to manufacture Worcester sauce. The dye, used for colouring solvents, oils, and waxes, is banned for use in foodstuffs across the EU. The recall has led to the withdrawal of more than 40 products from supermarkets.

The sauce was sent to food manufacturers in order to flavour ready-made meals. These are sold in hundreds of pubs, restaurants, office canteens and hospitals. The FSA said the health risk was small but it was sensible not to eat the affected products. Critics of the food industry say it shows just how similar supermarket food is, since rival shops all buy from the same manufacturers.

Anyone breaking the food safety regulations faces a two-year prison sentence and an unlimited fine. Some say that there is not enough testing of food imports at ports, in food factories or by supermarkets. In Germany, testing is much stricter than in Britain. In July 2003 products containing Sudan 1 were first found in France and traced to exporters in India.

Contaminated food has now turned up in 12 EU countries. China said it would now screen food imports from the EU.

Product recalls do happen quite regularly. The UK is now adding up the cost of stopped production and the cost to consumer confidence. Who will pay? Retail outlets are looking to pass liability back to the supplier. Meanwhile, there are many questions still to be answered, most importantly: how can products such as Sudan 1 be kept out of the food chain?

3 Read the article again. What type of food products were withdrawn? Did they present a danger to consumers?

4 How many collocations with food can you find in the article?

5 Match these words to create more collocations from the article.

(1) product  (a) outlets  
(2) insurance  (b) risk  
(3) safety  (c) confidence  
(4) consumer  (d) regulations  
(5) retail  (e) recall  
(6) health  (f) industry

6 Discuss the following questions in small groups and report your ideas to the class.

(a) Have you ever experienced a food scare? If so, who was to blame?
(b) Do you know any other examples of a product recall? What was the problem and the outcome?
(c) Are you happy with the rise of powerful supermarket chains, or do you prefer smaller food shops?
Product recall

Level
Intermediate and above

Tasks
Identifying the ‘odd one out’ from a list of food related words
Completing a flow chart of a product recall by scanning an article
Creating collocations with words taken from the article
Discussing issues arising from the article.

How to use the lesson
1 Introduce the lesson by explaining the term ‘product recall’. Check students understand the concept of ‘odd one out’ by giving an easy example. Hand out the worksheet and ask students to find the ‘odd one out’ in exercise 1. Offer clues if students are having trouble finding the answer.
Answer: sauce (all the others collocate with the word ‘food’)

Ask students to tell you which kinds of food they usually buy. Do they like spicy food? Who buys ready-made meals etc. Tell the students that this lesson will be about a problem in the UK with contaminated food.

2 Check students know what a ‘dye’ is. Ask students to read about the problem in the flow chart. When they have finished, they should complete the missing information by scanning the article. Teacher’s note: Worcester sauce is a popular sauce to put on cooked meals in the UK.
Answers: (a) Chilli (b) Worcester sauce (c) Sudan 1 (d) 400

3 Students read the article again. Ask comprehension questions such as: What kind of products were withdrawn? Was the risk very high? Ask students who they think is responsible e.g. manufacturer, supplier, retailer? Deal with any other useful vocabulary at this point, such as: a batch, a fine, to screen something, liability.

4 Ask students to find collocations with ‘food’ in the article.
Answers: food manufacturers, food industry, food safety, food factories, food imports, food chain
Note: ‘Food Standards Agency’ and ‘Supermarket food’ also occurs in the article.

5 Students match the words to create collocations.
   Answers
   (1) – (e) product recall (4) – (c) consumer confidence
   (2) – (f) insurance industry (5) – (a) retail outlets
   (3) – (d) safety regulations (6) – (b) health risk

6 Ask students to work in small groups to discuss their answers to the questions. Monitor the discussion. Ask the groups to report their ideas to the class, then hold a feedback session.

Related websites
Send your students these websites, or just take a look yourself.
http://www.food.gov.uk/safereating/sudan/sudanlist
http://www.epsc.gov/epscpub/prerel/prerel.html
http://www.consumerreports.org/main/search/recalls.jsp
Lesson 4
<table>
<thead>
<tr>
<th>LESSON 1</th>
<th>TESOL STANDARDS Grades 9-12</th>
<th>TOPICS</th>
<th>FUNCTIONS</th>
<th>GRAMMAR</th>
<th>CULTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td>LESSON 2</td>
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<tr>
<td>LESSON 3</td>
<td></td>
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</tr>
</tbody>
</table>
| LESSON 4 | - Goal 1, Standard 1, 3  
- Goal 3, Standard 1 | - Table for Two  
- “Check, please!”  
- Calculating TIP | - Making reservations  
- Ordering meal  
- Complaining  
- Requesting | - Polite requests with *can, could, may I?* | - Compare restaurants in US to restaurants in other countries  
- US “tip culture” |
<p>| LESSON 5 |                             |        |           |         |         |</p>
<table>
<thead>
<tr>
<th>LESSON</th>
<th>TITLE</th>
<th>OBJECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 4</td>
<td>Functions Focus: Ordering your meal &quot;Waiter...there's a problem.&quot; Complaining Check, please! Requesting to pay Calculating the TIP using US Dollars</td>
<td>While ordering food from the &quot;American Bar &amp; Grill&quot; menu, Ss will use functions of ordering and requesting, in order to successfully receive the bill/check from the server. Upon receipt of the bill/check, Ss will collect, organize and present the correct amount of US dollars to the server. In adding the bill/check, Ss will calculate the necessary tip/gratuity and give it to an &quot;approving&quot; server.</td>
</tr>
</tbody>
</table>
Lesson 4 ~ Narrative

The fourth lesson focuses on familiarizing students with what takes place in a restaurant. Much emphasis is placed on functions – introducing the language of suggesting, recommending (giving advice), ordering a meal, complaining when it is not satisfactory, and requesting to pay. Drawing from what they have learned in previous lessons, students will pretend they are IN the restaurant of their choice. (As part of lesson 3, students should have chosen a restaurant to visit based a close reading of the reviews.)

It is important for beginner ELLs to become familiar with the vocabulary items found in a restaurant. Such vocabulary items (nouns) include: waiter/waitress (server), busboy, booth, high chair, tray, apron, bar stool, etc. A few restaurant verbs students must learn are: burn, give, pay, cook. Students will become familiar with functions used while dining out (see PowerPoint presentation) and will practice reciting such commonly used expressions. Beginner student will also complete activity sheets taken from the Basic Oxford Picture Dictionary and workbook, sections 8, 9, 10 and 43 behind the beginner lesson tab.

As part of the lesson plan for the intermediate level, students will listen to a tape, follow a tape script of three people at a restaurant and then answer questions about what happened during the course of the tape script (see handout from Business Basics behind Intermediate tab). Students will be assigned to different characters in this tape script and will engage in a dialogue. Students will break out into groups to work on mock scenarios, e.g. you and your group are at a restaurant. Look at the menu on page 46 and discuss what you would like to order. Why have you chosen these
items? How will your group pay for the meal? The power point slides detailing the each function, with samples will appear on OHP to help guide students through these mock situations.

As a grammar point to this lesson, students use countable and uncountable nouns in context – when ordering meals, e.g. “Can we have some bread, please?” Students will be given a list of food items likely to appear on the menu and will be asked to determine if they are countable or uncountable. Then they will have to form sentences measuring their understanding of this grammar point.

Examples of menu items include: water, butter, soup, wine, fruit, etc. (see page 47 for extended list).

In discussing common complaints heard at restaurants, students will participate in an activity where the teacher can elicit complaints students in the class have given or have heard throughout their previous dining experience. Examples of complaints could be recited in native language or English. The teacher makes a list of these on the board or OHP. See page 48 for exercise number 3 using common complaint language and vocabulary.

The Restaurant Game is a hit with ELLs of all ages. It should be played towards the end of the lesson, following a review of functions. The aim of the game is to get from the start to the end of the meal as soon as possible and could easily be played with coins (heads and tails). Playing with real money would be more appropriate since the next activity of this lesson deals with US money.

As a final activity, students can perform a restaurant role play in pairs. Use the handout titled “Restaurant Role Play,” and assign roles to Student A and Student B. After the role play has been completed, switch roles and continue. If it is beneficial for the students, the role play can be continued by mixing the pairs and repeated the same steps. This activity can be modified further by
typing each action or move (e.g. suggest a table) onto a strip of paper and then provide samples from authentic speech (e.g. Would you like to sit here by the window?) on the back for students to use as a guide the first time. Refer to the back side of the sheet protector for more samples to include on the strips.

Another important aspect of this lesson involves money. ELLs should be introduced to the look of US money (see realia bills and coins). Students should also be encouraged to use the money flashcards included to reinforce their understanding of US monetary units. These flashcards help ELLs perform simple math using their new currency, e.g. Your meal total is $18.23. How much change do you receive if you give the server a $20? During the introduction to US money, the transparency titled “$ US MONEY $” should be placed on OHP. Reference the last slide of the power point function slides to explain and illustrate how gratuity is calculated at the time of paying for a meal. The single handout titled “gratuity” should be placed on OHP or distributed to ELLs to keep for future reference. Students can revisit their first activity in this lesson for intermediate learners, where they had to pretend they were in a restaurant ordering from the menu on page 46. Students can rewrite the prices in US dollars and total their meal, add a gratuity and then give the total money spent at that given meal. Students should also be encouraged to use the menu from the previous lesson titled “American Bar & Grill” to place an order, calculate the tip as well as their own self-made menu from the previous lesson. This lesson draws on rich content (modified menus) to practice several complete role plays within the framework of group work.

***For additional activities, please refer to the advanced level tab for more on suggestions, offers and requests.
Dining Out

Lesson 4

Goal: Students will learn functions of language associated with dining out. Students will use functions when making a reservation, giving suggestions, recommendations, ordering a meal, complaining, and requesting to pay the bill. In the role play situation, after ordering, when students receive the bill/check, they will have to collect, organize, and present the correct amount of US dollars to the server. Students will accurately calculate the gratuity and give it to an “approving” server.

I. Learning Objectives for Beginner ELLs

Language Objectives
1. Students will continue learning and practicing relevant restaurant vocabulary introduced through a restaurant setting, e.g. bus boy, booth, server, etc.
2. Students will read (recite) a poem out loud titled “Smart” which will serve as a warm up to introducing the US monetary system.
3. Students will have the opportunity to listen to and discuss information from the reading.
4. Students will develop the ability to retell the story about the boy in the poem, “Smart.”
5. Students will learn the vocabulary associated with the US money system, e.g. coins, nickels, quarters, dollar bills, check, bill, etc.
6. Students will label categories with appropriate vocabulary: People who work in a restaurant and Things in a restaurant to demonstrate their understanding of this lesson’s vocabulary.
7. Students will learn the most common functions used in a restaurant setting, including holophrastic chunks such as, “May I take your order?” “Are you ready to order?”

Content Objectives
1. Students will develop awareness of how to act in a restaurant environment through the reading menus, discussing the lecture, and participating in the activities (role play).
2. Students will be introduced to the US monetary system and will learn how to use money to pay for menu items, how to calculate a bill, including how to add gratuity (tip).

II. Learning Objectives for Intermediate ELLs

Language Objectives
1. Students will read (recite) a poem out loud titled “Smart” which will serve as a warm up to introducing the US monetary system.
2. Students will have the opportunity to listen to and discuss information from the reading.
3. Students will develop the ability to retell the story about the boy in the poem, “Smart.”
4. Students will be able to engage in discussion about the restaurant environment, correctly identifying parts of the restaurant.
5. Students will listen to a tape and demonstrate their understanding of the dialogue through group discussion.
6. Students will read tape scripts assigned to them and work through issues of pronunciation.
7. Students will learn the functions associated with restaurant language along with most commonly used holophrastic chunks.
8. Students will practice using countable or uncountable nouns in the context of ordering their meals, e.g. May I have some bread, please?
9. Student will engage in authentic meaning based conversation while playing The Restaurant Game.
10. Students will take part in a restaurant role play, focusing on all aspects of restaurant language.

Content Objectives
1. Students will discuss where they can eat out in their country – differences in restaurant environments.
2. Students will discuss the differences in meal times between America and their native country.
3. Students will take part in a restaurant role play, focusing on all aspects of restaurant behavior.
4. Students will be introduced to the US monetary system and will learn how to use money to pay for menu items, how to calculate a bill, including how to add gratuity (tip).

III. Learning Objectives for Advanced ELLs

Language Objectives
1. Students will discuss cultural differences they have observed in restaurant environments, activating schema and calling attention to cultural diversity.
2. Students will read dialogue while acting out dialogues provided by tape scripts.
3. Students will learn the subtle differences between offers, requests, invitations and suggestions.
4. Students will learn polite expressions associated with dining out, “May I have……?”
5. Students will complete an exercise focusing on giving opinions, agreeing and disagreeing.
6. Student will engage in authentic meaning based conversation while playing The Restaurant Game.
7. Students will take part in a restaurant role play, focusing on all aspects of restaurant language.
8. Students will write a dialogue, creating their own restaurant scene and will act out roles in group work.

Content Objectives
1. Students will take part in a restaurant role play, focusing on all aspects of restaurant behavior.
2. Students will be introduced to the US monetary system and will learn how to use money to pay for menu items, how to calculate a bill, including how to add gratuity (tip).
## Lesson 4 → Syllabus Grid

### DINING OUT

<table>
<thead>
<tr>
<th>Participatory processes</th>
<th>Learning Strategies</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Using realistic techniques for learning (restaurant organization: role play) - Application to real life situations</td>
<td>- Self monitoring - Peer collaboration - Contextualized role play</td>
<td>- Language Arts - Functions - Art - Math (calculating tip) - Social Studies/Geography</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Culture</th>
<th>Tasks and activities</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Making connections to own restaurant culture - Compare and contrast restaurant environments. - Awareness of cultural similarities and differences during meal times - US tip culture</td>
<td>- Repetition of “In a Restaurant” vocabulary items - Completing worksheets attached (Business Basics) - Identifying parts of a restaurant - Writing recommendations suggestions (to clients/colleagues) - Role play incorporating all new functions learned in this lesson.</td>
<td>- Discussing meal choices while understanding food and cooking methods vocabulary. - Recommending/suggesting food. - Ordering their meal choice. - Complaining when meal is below satisfactory. - Requesting to pay a bill/check. - Calculating gratuity.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Listening Skills</th>
<th>Speaking Skills</th>
<th>Reading Skills</th>
<th>Writing Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Listening for key information in presentation of functions. - Listening to tape scripts accompanied by tape/audio guide.</td>
<td>- Reading aloud meal choices. - Using polite language, “May I, Could I……” - Dialogue of role play when acting out functions. - Reciting the tape scripts</td>
<td>- Reading for understanding - Reading tape scripts out loud - Skimming the text for known words</td>
<td>- Spelling - Structuring sentences - Using new vocabulary items in contextually correct instances - Writing list of recommendations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Functions</th>
<th>Notions and topics</th>
<th>Communicative situations</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Making reservations - Recommendations &amp; Suggestions (Giving Advice) - Ordering - Complaining - Paying</td>
<td>- Cultural identification - Meal times in restaurants - Introduction to US money - Gratuity</td>
<td>- Role play in a restaurant setting - Dialogue incorporating functions - Communicating a menu selection and being satisfied with an order</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grammar</th>
<th>Pronunciation</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Sentence structure—using polite expressions and requests - Countable vs. uncountable nouns (some bread, water, etc.)</td>
<td>- Enunciation when giving suggestions, ordering meal, complaining, requesting check. - Attention to pronunciation while reading tape scripts.</td>
<td>- Vocabulary items associated with restaurant setting, e.g. waiter/waitress (server), busboy, booth, table, tray, high chair, apron, bar stool and restaurant verbs, e.g. burn, give, pay, cook.</td>
</tr>
</tbody>
</table>

Marisa Ferraro, FLA 518
**Dining Out**

**Lesson 4 (Intermediate)**

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>TIME</th>
<th>TYPE</th>
<th>MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Warm-up: Students are asked to read a poem quietly. They are to</td>
<td>10 minutes</td>
<td>Individual/Class</td>
<td>“Smart” poem copies</td>
</tr>
<tr>
<td>highlight the known words in the text. The class will then read it out</td>
<td></td>
<td>discussion</td>
<td></td>
</tr>
<tr>
<td>loud together. Discussion will follow about the poem – ask one of the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>students to retell the story. Or if the students understand the poem,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>have them spend 5 minutes of individual quiet work at their seats writing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a retell. This activity serves as a listening warm up to the tape scripts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>they will hear in the next part of the lesson.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Place a picture of “At a Restaurant” on OHP. Cover the labels</td>
<td>5 minutes</td>
<td>Group work</td>
<td>“At a Restaurant” scene on OHP</td>
</tr>
<tr>
<td>identifying parts of the restaurant. Create a natural discussion around</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>identifying parts of the restaurant, e.g. server, tray, booth, high</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>chair, etc. Ask the students if this restaurant scene differs from their</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>personal experiences in their home countries. Explain how to the class.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depending on the mood of the class, have students come to OHP and label</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>parts of the restaurant as they believe to be correct.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Refer to handout from Business Basics, pages 46-49. Ask questions</td>
<td>10 minutes</td>
<td>Individual/Pair</td>
<td>Business Basics handout (p. 46-49)</td>
</tr>
<tr>
<td>listed on page 46, e.g. “How long do you take for lunch?”</td>
<td></td>
<td>work</td>
<td>Tape</td>
</tr>
<tr>
<td>Listen to tape from B, page 46 together. Have students write any words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>that they hear, known or unknown as they listen. Repeat tape and have</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>students listen silently.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Ask students to work in pairs and write down what the characters, Robert, Charles, and Sally order at the wine bar. After they have completed this, pass out copies of the tape script. Assign roles to the class and pair up each pair so that a new group of 4 is formed. Act out roles in tape script with attention to pronunciation.

4. Review functions on page 47 of Business Basics handout. Individually review each slide either through Power Point or OHP beginning (found under Beginner level tab), Giving Advice, then Ordering, etc. Read thru. Functions with examples on page 47 of Business Basics handout.

Have students break out into groups of three to work on mock scenarios, e.g. the group pretends they are at a restaurant. They first use the menu on page 46 to discuss what they would like to order. Use the proper functions (see OHP) or handout to place your order, ask questions, give recommendations, etc. Repeat this same activity with the menu titled “American Bar & Grill” from the Lesson 3 as well as the menu they created. Have students swap menus and have them ask their group, “What would you order from my menu? Why?”

Have one student from the group write down menu order, as if he/she were the server. Use this “check/bill” as a way to add the prices, and include gratuity (refer to power point slide) and handout titled gratuity.

5. Restaurant Role Play sheet.

6. Play The Restaurant Game in groups (OPTIONAL – If time permits.)

---

*For additional activities, please see Advanced section, Lesson 4.
LESSON 4

BEGINNER
1. cook
2. dishwasher
3. booth
4. water
5. busboy
6. waiter
7. waitress
8. menu
9. high chair
10. smoking section
11. no smoking section
12. cashier
A. Look in your dictionary.
Circle the answers.

1. Is the waitress giving the customers menus?  Yes  No
2. Is the waiter bringing a high chair for a child? Yes  No
3. Is the cashier taking money now? Yes  No
4. Is the dishwasher carrying the dishes? Yes  No
5. Is the cook eating dinner? Yes  No
6. Is the busboy smoking? Yes  No

B. Write the word in the correct box.

booth  busboy  cashier  chair  cook  menu  waitress  water

People who work in a restaurant

busboy

Things in a restaurant


*C. Circle your answers.

Do you work in a restaurant? Yes  No

Do you eat at restaurants? Yes  No
A. What Do You See?

Look at the picture.

Write the words.

- restaurant
- straw
- sandwich
- waiter
- tray
- soft drink
- jukebox
- booth
- sugar
- menu

1. menu
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 
B. All the Words
▶ Write the words in alphabetical order.

soft drink  sugar  apron  bar  cork  busboy
ketchup  bar stool  cook  menu  check  sandwich
beer  straw  lighter  tea  pipe  high chair

Words beginning with b:

1. beer

2. 

3. 

4. 

Words beginning with c:

1. 

2. 

3. 

Words beginning with s:

1. 

2. 

3. 

4. 

All the other words:

1. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 


A. What's the Verb?
   Write the verb.

1. burn
2.
3.
4.

B. Scrambled Sentences
   Form a sentence with the words.

1. lunch waitress The is serving
   The waitress is serving lunch.

2. milk is drinking The baby

3. boy The is eating sandwich a

4. is busboy the clearing The table
A. **What Doesn’t Belong?**

- Cross out the word that doesn’t belong.

<table>
<thead>
<tr>
<th>Main Course</th>
<th>Other Foods</th>
</tr>
</thead>
<tbody>
<tr>
<td>fried chicken</td>
<td>mashed potatoes</td>
</tr>
<tr>
<td></td>
<td>tacob</td>
</tr>
<tr>
<td></td>
<td>biscuit</td>
</tr>
<tr>
<td>hamburger</td>
<td>french fries</td>
</tr>
<tr>
<td></td>
<td>jelly</td>
</tr>
<tr>
<td></td>
<td>bun</td>
</tr>
<tr>
<td>eggs</td>
<td>salad dressing</td>
</tr>
<tr>
<td></td>
<td>bacon</td>
</tr>
<tr>
<td></td>
<td>toast</td>
</tr>
<tr>
<td>hot dog</td>
<td>mustard</td>
</tr>
<tr>
<td></td>
<td>pickle</td>
</tr>
<tr>
<td></td>
<td>egg roll</td>
</tr>
<tr>
<td>steak</td>
<td>baked potato</td>
</tr>
<tr>
<td></td>
<td>syrup</td>
</tr>
<tr>
<td></td>
<td>mixed vegetables</td>
</tr>
</tbody>
</table>

B. **Planning Meals**

- Plan a sandwich and a drink for lunch.
- Plan the main course for dinner.

<table>
<thead>
<tr>
<th></th>
<th>Lunch</th>
<th>Dinner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SMART

My dad gave me one dollar bill
'Cause I'm his smartest son,
And I swapped it for two shiny quarters
'Cause two is more than one!

And then I took the quarters
And traded them to Lou
For three dimes—I guess he don't know
That three is more than two!

Just then, along came old blind Bates
And just 'cause he can't see
He gave me four nickels for my three dimes,
And four is more than three!

And I took the nickels to Hiram Coombs
Down at the seed-feed store,
And the fool gave me five pennies for them,
And five is more than four!

And then I went and showed my dad,
And he got red in the cheeks
And closed his eyes and shook his head—
Too proud of me to speak!
In a Restaurant

Giving Advice
Ordering
Complaining
Paying ~ Gratuity
GIVING ADVICE

- I suggest...
- I recommend.....(the fruit plate)

Why?
It’s a local dish.
It’s made of.....
It’s very spicy and you will enjoy it.
ORDERING

Server: Are you ready to order?
What can I get for you?
What would you like?
May I take your order?

Student: May/Could/Can I have ... please?
Yes, I would like......please.
I’ll have............
Student: Excuse me.....

Server: Yes, what is it?

Student: This is not what I ordered.
This is not cooked properly.
Can you change it?
REQUESTING TO PAY

Student:  May we have the check please?  
           Could we have the bill, please?  
           Do you accept credit cards?  
           Can I have a receipt, please?

Server:   Sure, here it is.  
           The total is ........
THE TIP

Step 1: Take **total** amount of bill (check)
Step 2: Multiply amount by 15% - 20%

EXAMPLE: $43.00
        x 0.18

$7.74  tip/gratuity

TOTAL amount paid: $50.74
HAVE A NICE DAY!

Come again real soon!
1. bills
2. dollar
3. coins
4. penny
5. nickel
6. dime
7. quarter
8. cents
9. check
10. bill
11. receipt
12. credit card
A. Look in your dictionary.

Write the word under the picture.

1. 
2. 
3. 

B. Write the word.

1.  
2.  
3.  

I need 2 ________ .  I need a ________ .  I need a ________ .  

and a ________ .

C. Unscramble the sentences.

1. Josh's Deli  check The for is $15.00  

Mama Schulberg, M.D.  for is The $40.00 bill  

Date: 3/4/03  is The for receipt $1.75  

Office Visit $40.00  

3. Pearl's Bakery  

is The for receipt $1.75  

$1.75

D. Write your answer.

What coins do you have today?

I have ___________________________.
LESSON 4

INTERMEDIATE
3.4 Eating out

Restaurant vocabulary
I'd like... I recommend...

SPEAKING
1. Where can you eat out in your country?
2. What kinds of food can you eat quickly?
3. How long do you take for lunch?

LISTENING AND PRACTICE
Robert Dillon and Charles Mant go to a wine bar. Charles's wife Sally meets them there.

1. Listen. What do they order? Tapescript on next page—
Characters:
A – Charles
B – Robert Dillon
C – Sally
D – Waiter/waitress (server)

Listening: to be used with page 46
A. I’m sure Sally will be here in a minute. There she is. Sally, this is an old friend of mine, Robert Dillon. Robert, this is my wife, Sally.
B. Pleased to meet you Sally.
C. Nice to meet you, Robert. Have you ordered?
A. No. We’ve just arrived.
D. Are you ready to order?
A. Yes, I think so. Sally, what would you like?
C. aaaaahhh....cottage pie, please.
B. What exactly is that?
C. It’s minced meat cooked with mashed potato on top.
B. Sounds nice, but I think I will have the lasagne, please.
A. And I would like the chilli, please.
D. No starters?
A. No thanks, we’re in a hurry.
D. What would you like to drink?
C. I’d like a glass of white wine, please.
A. What would you like, Robert?
B. I’d like red, please.
A. Me too.
D. So, that’s one white wine and two glasses of red.
A. Thanks very much.

AFTER THE MEAL →

Listening: To be used with page 48
A. Well, that was very nice.
C. Lovely.
B. Can I pay?
A. Not at all. You are my guest. This is on me. (to the server) Excuse me.
D. Yes?
A. Can I have the bill, please? Do you take American Express?
D. Yes, of course.
A. And could I have a receipt, please?
D. Certainly.
B. Well, thank you very much Charles. That was excellent!
2 You and your partner are in the wine bar. Look at the menu on page 46 and discuss what you want to eat. Use some of the expressions from the Language Note below.

**LANGUAGE NOTE**

**Restaurant language**

---

### Asking for information
- What would you like?
- What do you want?
- What do you recommend?
- What exactly is that?

### Giving advice
- I suggest...
- I recommend...
- It's a local dish.
- It's made of...
- It's very spicy.

### Ordering
- To start...as a starter...
- To follow...as a main course...
- For dessert...
- I'd like...
- I'll have...

---

### Complaining
- Excuse me...
- I think this bill is wrong.
- That's not what I ordered.
- Can you change it?

### Paying
- Do you take (Visa cards)?
- Shall we split the bill?
- I'm paying.
- Please, I insist.
- Is service included?
- Can I have a receipt, please?

---

**VOCABULARY**

1 Are these words countable or uncountable? Mark them C or U.

<table>
<thead>
<tr>
<th>butter</th>
<th>bread</th>
<th>fruit</th>
<th>bottle of wine</th>
</tr>
</thead>
<tbody>
<tr>
<td>water</td>
<td>sugar</td>
<td>mushroom</td>
<td>wine</td>
</tr>
<tr>
<td>glass</td>
<td>serviette</td>
<td>salt</td>
<td>soup</td>
</tr>
<tr>
<td>glass of water</td>
<td>spoon</td>
<td>pepper</td>
<td>cup of coffee</td>
</tr>
</tbody>
</table>

2 Now ask the waiter for them, like this.

- Can I have some bread, please?
- Could you bring me a glass of water, please?
- I'd like a glass of water, please.
3 Here are some restaurant complaints. Fill in the spaces with one of the words below.

<table>
<thead>
<tr>
<th>clean</th>
<th>cold</th>
<th>some</th>
<th>hot</th>
<th>cup</th>
<th>rare</th>
<th>stale</th>
<th>dirty</th>
<th>strong</th>
<th>broken</th>
</tr>
</thead>
</table>

a. This soup is ........ and I like my soup very ........ . Can you change it, please?
b. This knife is ........ . Can you bring me a ........ one, please?
c. This glass is ........ . Can you bring me another one, please?
d. This bread is ........ . Can you bring me ........ fresh bread, please?
e. This coffee is very weak and I like ........ coffee. Can you bring me another ........ , please?
f. This steak is very well done, but I asked for ........ . Can I have another one, please?

LISTENING (see previous tape script)

1. It is the end of the meal. What do you think Charles says in these situations?
   a. He wants the bill.
   b. He wants to pay for everyone.
   c. He wants to pay by American Express.
   d. He wants a receipt.

2. Now listen and check your answers.

SPEAKING

The Restaurant Game

Play the game in groups of three. Choose one of the restaurants opposite.

The aim of the game is to get from the start of the meal to the end as quickly as possible. Throw a coin to see where you land. If it is heads, you move one square forward. If it is tails, you move two squares forward. To finish, you must land exactly on the END square. When you use the right language for the square you land on, you can throw again. If you don’t know what to say, you miss a turn!
Eating out

1. Ask for an explanation of "Dish of the day."
2. Ask to order.
3. The wine is not cold.
4. Your steak is raw.
5. You break a glass.
6. The first course was good.
7. Offer dessert to your guests.
8. Order coffee for four.
10. Check service is included.

1. Order a bottle of champagne.
2. Ask for the toilets.
3. Your knife is dirty.
4. The beans are cold.
5. Offer more wine.
6. The first course was not very good.
7. Ask for an aspirin.
8. Ask if the coffee is fresh.
9. There is a mistake on the bill.
10. Offer to pay for everyone.

1. Apologize for being late.
2. The music is very loud.
3. You want salt.
4. You wanted peas, not carrots.
5. Ask for the bread.
6. You want a jug of water.
7. Ask for the phone.
8. Offer your friend a cigar.
9. Ask to pay by Visa.
10. Suggest dividing the bill.

END
3.4 Eating out

VOCABULARY
In the list of words below there are nine pairs of words and one on its own. Find the pairs to discover which one is left.

Definition
1 two vegetables
2 two types of meat
3 two drinks
4 two places to go for a drink
5 two Italian dishes
6 two things to eat with
7 two people who work in a restaurant
8 two desserts
9 two fruits

a spaghetti  b knife  c beans  d waiter
e chef  f jelly  g pub  h sorbet
i cabbage  j pear  k pizza  l tea
m coffee  n gravy  o bar  p lamb
q orange  r beef  s fork

QUESTIONS
March the questions below with the answers.
1 Could I book a table for three?  a Not for me, thanks.
2 How would you like to pay?  b I'm sorry, we are full tonight.
3 Could you tell me where the toilet is?  c Here you are.
4 Would you like a drink?  d Do you take VISA?
5 Would you like a dessert?  e It's downstairs.
6 Could I have the wine-list?  f Could I have a small whisky?

COMPLAINTS
Here are some complaints in restaurants. Put the words in the right order.
1 not This enough hot soup is.
2 this you please Can change?
3 clean bring Can glass me you please a?
4 mistake bill There in is this a.
5 table kitchen close is the Our too to.
6 another to we Can move please table?
VOCABULARY

1. Complete this word grid. Each line represents one letter.

1. a drink made from grapes
2. a fruit which is red or green
3. you put it in drinks
4. cooked bread
5. a way of cooking meat
6. part of a British breakfast
7. a hot liquid starter
8. tomatoes, lettuce, cucumber, etc.

2. The first letters make another word. What is it?

DIALOGUE

Read this dialogue and complete with an appropriate phrase. Bernard and Hitoshi are having lunch together at a restaurant in London.

B Right, let's have a look.
H There is so much choice. What .......... ..........(1)?
B Well the fish is very good, or the dish of the day.
H What is the dish of the day?
B Irish Stew.
H What .......... ..........(2)?
B It's lamb cooked for a long time with potato and vegetables. Are you hungry? It's very filling.
H I think I want something lighter. .......... ..........(3) the salmon.
B And .......... ..........(4)?
H The soup. What about you?
H Wine, please. Red.
B Right. I think we're ready. Excuse me, .......... .......... ..........(7), please?

'And you eat this?'
RESTAURANT ROLE PLAY

As preparation for this activity, preview the following with the students and ask them to write possible answers.

STUDENT A

You are meeting Student B at a restaurant where the menu is the one you have just created in Lesson 3. You meet your friend inside the restaurant.

Greet student B
Suggest a table
Explain the menu
Suggest particular items
Offer something to drink (wine, mineral water, etc.)
Ask student B what food they would like
Suggest that student B tries your food
Ask if student B would like a dessert

STUDENT B

Greet student A
Thank student A for meeting you
Respond positively to student A’s offers and suggestions
Answer student A’s questions appropriately
Ask relevant questions about the menu ad restaurant
Ask A to pass you some things on the table (bread, water, salt, pepper)
Refuse politely anything you don’t want
Thank A for the meal

Marisa Ferraro, FLA 518
Suggesting
How about (another coffee)?
Perhaps we should (an appetizer)?

Reserving
I would like to make a reservation (for four, please).
We would like to reserve a table for two.

Offering
Can I get you another drink?
Would you like anything else?
Shall I order (some wine)?

Requesting
Could you order (some water?)
Can you (ask what it this is)?
Would you mind passing the bread, please?

Marisa Ferraro, FLA 518
** gratuity **

(græ-tju-rı, -tyju-rı) n. pl. gra-tu-i-tyes

A favor or gift, usually in the form of money, given in return for service

Step 1: Take total amount of bill (check)

Step 2: Multiply amount by 15% - 20%

EXAMPLE:

$43.00

x 0.18

$7.74 tip/gratuity

TOTAL amount paid: $50.74

** Check [www.xe.com](http://www.xe.com) for up-to-date exchange rates

Marisa Ferraro, FLA 518
coins
$ US MONEY $

one dollar $1.00
five dollars $5.00
ten dollars $10.00
twenty dollars $20.00

penny 1¢
nickel 5¢
dime 10¢
quarterm 25¢
LESSON 4

ADVANCED
A visitor has been invited to a restaurant. Her host has already arrived.

1. During the first few minutes, the host says all of these things. In each case, decide whether she is making an offer, a request, or a suggestion.
   a. Can I take your coat?
   b. Shall we have something to drink before we order?
   c. Why don't you try the seafood pasta? It's really good.
   d. Shall I ask the waiter if there are any other vegetarian dishes?
   e. Excuse me, I'm just going to the bathroom. Would you mind ordering for me?
   f. Would you like to try some of this asparagus? It's delicious.
   g. Can I pour you some wine?
   h. Could you pass me the bread, please?

2. Decide how the guest might reply to each offer, request, or suggestion.

See attached tape scripts:

1. Listen to some extracts from the conversation. Match the guest's answers to the questions in 5.

2. Listen to the complete exchanges. What phrases does the guest use to accept or reject her host's offers, requests, and suggestions? What else could she say?

Pocket Book page 33
Offers, requests and suggestions

9.5
1. Yes, please. If you wouldn’t mind.
2. Yes, I’d love some.
3. Thank you, that’s very kind of you.
4. Of course. Here you are.
5. Mmm. That sounds like a good idea.
6. Actually, I don’t eat seafood. I think I’d rather have the goat’s cheese salad.
7. Of course. Asparagus, and then the beef. Is that right?
8. No, thank you, I’m fine with this.

9.6
a. Can I take your coat?
   Thank you, that’s very kind of you.
b. Shall we have something to drink before we order?
   Mmm. That sounds like a good idea.
c. Why don’t you try the seafood pasta? It’s really good.
   Actually, I don’t eat seafood. I think I’d rather have the goat’s cheese salad.
d. Shall I ask the waiter if there are any other vegetarian dishes?
   Yes, please. If you wouldn’t mind.
e. Excuse me, I’m just going to the bathroom.
   Would you mind ordering for me?
   Of course. Asparagus, and then beef. Is that right?
f. Would you like to try some of this asparagus?
   It’s delicious.
   No, thank you, I’m fine with this.
g. Can I pour you some wine?
   Yes, I’d love some.
h. Could you pass me the bread, please?
   Of course. Here you are.

SCRIPT from International Express, Upper-Intermediate, pg. 135
Requests, invitations and suggestions

A Requests and replies

We use different expressions to introduce a request – it depends who we are talking to, and the 'size' of the request ('big' or 'small'). These are some of the most common (the 'small' requests first), with suitable positive and negative replies.

A: Could you pass me the salt?  
B: Yes, sure.

A: Could I (possibly) borrow your dictionary?  
B: Yes, of course. or Yes, help yourself (= yes, take it) or Go ahead.

A: Do you think you could possibly lend me two or three pounds?  
B: Yes sure or I'm afraid I can't.  
I'm afraid not.  
I wish I could but, I'm sorry but,  
I haven't any money on me at all.

A: I was wondering if I could (possibly) leave work half an hour early today. or Would you mind if I left work ...  
B: Yeah, no problem. or Well I'd rather you didn't (actually), because ...

B Invitations and replies

A: Would you like to go out this evening?  
B: Yeah great / lovely / I'd love to or I'm sorry I can't.

A: We're going to a restaurant and we were wondering if you'd like to come with us?  
B: I'd love to, but I'm afraid I can't.  
Oh, I'm afraid I have to look after my younger sister.

C Suggestions and replies

Here are some common ways of asking for and making suggestions (= ideas for things to do/say/make, etc.) and suitable replies.

Asking for suggestions
What shall we do tonight? Where shall we go this evening?

Making suggestions
How about (or what about) going to the cinema? (Note: How/What about + -ing)
We could go to the leisure centre and watch the basketball.
Why don't we try that new club in the main square?

Responding
Yeah, great / fine / OK / that's a good idea.
Yeah, if you like. (= if you want to go, then I am happy to go)
Yes, I don't mind. (= I have no preference)
I think I'd rather (= I would prefer to) go out for a meal.

Note: In this situation, learners often say 'it's the same for me'. We don't use this expression in English; we say I don't mind.
Exercises

24.1 Correct the mistakes in this dialogue.
A: Do you like to go out this evening?
B: I'm afraid but I haven't got any money.
A: That's OK, I'll pay. How about go to see a film?
B: No, actually I think I'd rather to stay at home and do my homework.
A: Why you don't do your homework this afternoon?
B: I'm busy this afternoon.
A: OK. How about tomorrow evening, then?
B: Yeah good.
A: Great. What film shall we go to?
B: For me it's the same.

24.2 Complete these dialogues with a suitable word or phrase.
1 A: Could you ................. open that window? It's very hot in here.
   B: Yeah, .................
2 A: Clive and Sally are here at the moment and we were ................. if you'd like to come
   over and join us for a meal this evening?
   B: Yes, I'd .................
3 A: What ................. we do this evening?
   B: I don't know really. Any ideas?
   A: Why ................. go to the cinema? We haven't been for ages.
   B: Yeah, that's a .................
4 A: OK. Where ................. we go on Saturday?
   B: ................. going to the beach if the weather is good?
   A: Yeah. Or we ................. try that new sports centre just outside town.
   B: Mmm. I think I'd ................. go to the beach.
   A: Yeah OK, if you .................
5 A: What ................. you like to do this weekend?
   B: I don't ................. You decide.

24.3 Here are eight requests, invitations or suggestions. Respond to each one as fast as you can
with a suitable reply. If possible, do this activity with someone else: one of you asks the
questions, the other answers.
1 Could I borrow a pen for a minute?
2 Do you think you could post a letter for me?
3 I was wondering if you've got a suitcase you could lend me?
4 Would you like to go out this evening?
5 I've got some tickets for a concert of classical music and I was wondering if you'd like to
go with me?
6 How about going to a football match at the weekend?
7 Why don't we meet this afternoon and practise our English for an hour?
8 We couldinvite some other people from our English class to meet us as well.

24.4 There will be many situations when you make requests, invitations and suggestions in your
own language, and respond to the requests, invitations and suggestions of others. Try using
English expressions in place of your first language. If your friends don't understand, you can
teach them a bit of English.
Opinions, agreeing and disagreeing

A  Asking someone for their opinion

What do you think of his new book?
How do you feel about working with the others?
What are your feelings (pl) about the change in the timetable?
What's your honest opinion of that painting?

B  Giving your opinion

I think Charles had the best idea.
I don't think he knew very much about the subject.
Personally, I think his first book is terrible.
In my opinion we should sell the old car and buy a new one.
As far as I'm concerned the whole evening was a waste of time.

Note:
- If you want to say something isn't a good idea you make 'think' negative:
  I don't think it's a good idea. [NOT I think it's not a good idea-]
- Personally and As far as I'm concerned are more common in spoken English.
- As far as I'm concerned can mean, 'this is my opinion and I don't care what others think'.

C  Giving the opinion of others

According to one of the journalists on television (= in the opinion of this journalist), the Prime Minister knew nothing about it.
The newspaper says that the Prime Minister knew weeks ago. (Note: we still use the verb say when referring to a written opinion)

D  Agreeing with someone

We often agree by continuing with the same opinion or adding to it.
A: I think we should concentrate on this one project.
B: Yes, it's better to do one thing well than two things badly.
But if we want to make it clear we agree, we can use these expressions:
Yes, I agree (with you). (Note: agree is a verb in English. [NOT I am agree])
Yes, I think you're right.

E  Disagreeing with someone

It is very common in English to begin with a short expression of agreement, and then give a different opinion. Here are some expressions used to introduce the disagreement:

perhaps/maybe/possibly, but don't you think ...  
Yes, that's true, but I'm not sure that ...  
you could be right, but don't forget ...

If you disagree strongly with someone you can say: I'm afraid I totally disagree (with you).

Note: When we want to disagree but not completely, we can use these phrases:
Yes, I partly agree (with you), but ...  
I agree to some extent / a certain extent, but ...
Exercises

25.1 Complete these sentences in at least three different ways to ask people their opinion.
1 ........................................... the proposed changes?
2 ........................................... the new building?
3 ........................................... the transport system?
4 ........................................... the new divorce law?
5 ........................................... the government's decision to make parents responsible?

25.2 Fill the gaps with the correct word. (One word only.)
1 A: What did you think .................. it?
   B: Well, ....................... I didn't like it.
2 ....................... to the radio, we won't know the result until tomorrow morning.
3 I agreed with him to a certain ......................
4 As far as I'm ....................... , we need to buy a new photocopier immediately.
5 I'm afraid I ....................... disagree with you.

25.3 Rewrite these sentences without using the underlined words and phrases. The meaning must stay the same.
1 In my opinion you can't learn a language in three months.
2 I think the club needs to buy new players.
3 Yes, I think you're right.
4 According to the newspaper, terrorists started the fire.
5 I agree with her to some extent.

25.4 Continue these short conversations. You can either agree with the point of view and add to the argument; or introduce a different point of view. If you introduce a different point of view, remember to start with a short expression of agreement first.
1 A: A lot of women are quite happy to stay at home and be housewives.
   B: .................................
2 A: The state shouldn't give money to people who don't want to work.
   B: .................................
3 A: People from developing countries need all the help we can give them.
   B: .................................
4 A: We should think about legalising cannabis.
   B: .................................
5 A: It can be very dangerous if people become too nationalistic.
   B: .................................
Lesson 5
<table>
<thead>
<tr>
<th>TESOL STANDARDS</th>
<th>TOPICS</th>
<th>FUNCTIONS</th>
<th>GRAMMAR</th>
<th>CULTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LESSON 1</strong></td>
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<tr>
<td><strong>LESSON 2</strong></td>
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<td><strong>LESSON 3</strong></td>
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<td><strong>LESSON 4</strong></td>
<td></td>
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<tr>
<td><strong>LESSON 5</strong></td>
<td>- Goal 2, Standard 1, 2</td>
<td>- You Are What You Eat: Diet &amp; Nutrition</td>
<td>- Make food pyramid and list of nutritional value of foods</td>
<td>- Future &amp; conditional verb tenses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Dining Out Healthfully</td>
<td>- Food Journals</td>
<td>- Dining Out culture on the rise</td>
</tr>
</tbody>
</table>
# DINING OUT
From Apples to Zucchini

<table>
<thead>
<tr>
<th>LESSON</th>
<th>TITLE</th>
<th>OBJECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td></td>
<td></td>
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<tr>
<td>Lesson 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 4</td>
<td>You Are What You Eat Nutrition, Diet (e.g. Food Pyramid) Dining Out Healthfully</td>
<td>By learning about each food group, the nutritional value associated with food, as well as several agricultural methods of growing food, Ss will be able to make well-formed decisions about what food to eat, and how to take care of their bodies.</td>
</tr>
<tr>
<td>Lesson 5</td>
<td></td>
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</tr>
</tbody>
</table>

Marisa Ferraro, FLA 518
Lesson 5 ~ Narrative

The fifth and final lesson of this unit is very appropriate after taking the previous four lessons to describe, discuss, taste, order and eat food! This lesson titled "You Are What You Eat," focuses on eating well, forming good habits, making wise food choices and exercising to stay healthy. The focal point of the lesson is the food pyramid. I have included both the new and old versions of the food pyramid to use with your classes. ELLs will learn about nutrition through the food pyramid, relying heavily on its colors and pictures to associate word meanings.

By learning about each food group, and the nutritional value assigned to each, ELLs will be able to make well-formed decisions about what food to eat and how to take care of their bodies once the food has been eaten! Beginner students will learn and review the vocabulary associated with each food group by labeling them appropriately. To measure their understanding of this vocabulary, students will identify favorite foods within each food group. They will be asked to complete an empty food pyramid, by pasting clippings from food magazines, drawing, or writing their own words within the food groups. Beginners will also complete the designated activities behind the beginner tab (Basic Oxford Picture Dictionary). Which Food Do You Like? (see handout) Is an exercise to be completed in a similar fashion: students can cut and paste food items within each group, draw their own foods, write simple words or complete sentences.

Intermediate students will read about making wise choices when dining out and learn new vocabulary in the word box of exercise. The Healthy Plate. A group activity involves reading and discussing three possible dining out scenarios in which students will have to think of healthy meal choices. A discussion of additional healthy tips will follow this exercise.
The next activity for intermediate level ELLs is *Rate Your Plate*. Students will read about (and see) a not so healthy plate and rate it. Then students will read about (and see) a healthy plate and rate that, too. Students will assemble their plates, including a moderate portion of each food group in an effort to make a balanced meal. Students can once again use the menus they have read or made in previous lessons to design their “plates.” This activity could be done in pairs or groups so that students have the opportunity to rate each others plates.

In learning about the nutritional value of food, students will participate in two activities. They will be asked to bring in any food labels from home. Following a class discussion about each of the major nutritional categories (calories, fat, sodium, protein, iron, calcium, vitamins, fiber and carbohydrate) students will identify and label them appropriately using their own food labels. Allow for a discussion between students about what food item each brought to class with its corresponding nutritional value. Students can work on *Unscramble the Nutrients* individually.

As a last activity for intermediate ELLs, they will be asked to keep a food journal. Discuss *How to Keep a Food Journal* in class and pass out individual journals. This activity should span at least one week. Remind students to be sure to identify the corresponding food group and the general nutritional value of the food items they eat throughout the time period.

Advanced students can also partake in the food journal activity as well the nutritional fact labels. They should be encouraged to complete the exercises behind the Advanced tab. Additional materials are provided at the end of the lesson 5.

Marisa Ferraro, FLA 518
Dining Out

Lesson 5

Goal: Students will learn about the food pyramid and the corresponding food groups for both the old and new models. Students will develop awareness about food group preferences within the American culture. Students will expand their vocabulary of food groups and nutritional facts/categories. Students will learn how to make healthy meal decisions while dining out. Students will be more sensitive of their eating habits through tracking and recording their food intake in food diaries.

I. Learning Objectives for Beginner ELLs

Language Objectives
1. Students will develop the ability to brainstorm a list of words associated with the food pyramid (food groups) as well as nutrition.
2. Students will engage in discussions about their eating habits.
3. Students will learn the vocabulary associated with the food pyramid and nutrition.
4. Students will write words and sentences in answer to the question of which food in each food group they like.
5. Students will make their own food pyramid and then present it (give reasons for why they chose certain pictures to represent the food group) in their groups.

Content Objectives
1. Students will develop awareness of food group preferences within the American culture.
2. Students will learn the six basic nutrients, their sources, and what they are needed for.
3. Students will be able to determine the nutritional value of foods.
4. Students will learn which foods are “good, better or worse.”

II. Learning Objectives for Intermediate ELLs

Language Objectives
1. Students will develop the ability to brainstorm a list of words associated with the food pyramid (food groups) as well as nutrition.
2. Students will engage in discussions about their eating habits.
3. Students will learn the vocabulary associated with the food pyramid and nutrition.
4. Students will be able to identify, write, record and discuss the nutritional value of their favorite foods.
5. Students will read about making wise meal choices when dining out.
6. Students will read parts of articles assigned to them and work through issues of pronunciation.
7. Students will learn the vocabulary associated with planning a meal, e.g. portion, serving, requirement, ounces, exercise, activity.
8. Students will learn the personal writing style associated with journaling.
9. Students will use the future tense to plan healthy meals the following day.
10. Students will use the conditional tense to discuss possible meal options when in pretend scenarios,
    e.g. If I were at a wine bar, I would order........

Content Objectives
1. Students will develop awareness of food group preferences within the American culture.
2. Students will be able to determine the nutritional value of foods.
3. Students will learn about what food items constitute a healthy diet.
4. Students will design their own plate incorporating all food groups.
5. Students will discuss the differences in the nutritional value of foods between America and
    their native country.
6. Students will learn about their own eating habits through a food diary, and in doing so, will
    determine if their food intake and their activity are considered to be at healthy levels.
7. Students will explore their personal attitudes towards eating healthy, dieting, and exercise.

III. Learning Objectives for Advanced ELLs

Language Objectives
1. Students will engage in discussions about their eating habits, diet and exercise.
2. Students will learn the vocabulary associated with the food pyramid and nutrition.
4. Students will be able to identify, write, record and discuss the nutritional value of their favorite
    foods.
5. Students will read about healthy eating and the vocabulary associated with planning a meal, e.g.
    portion, serving, requirement, ounces, exercise, activity.
6. Students will read parts of articles assigned to them and work through issues of pronunciation.
7. Students will learn verb-noun collocations corresponding to nutrition, e.g. to be rich in... vitamins
    and minerals.
8. Students will learn about adverb-adjective collocations, e.g. absolutely packed.....with vitamins.
9. Students will use the future tense to plan healthy meals the following day.
10. Students will use the conditional tense to discuss possible meal options when in pretend scenarios,
    e.g. If I were at a wine bar, I would order........

Content Objectives
1. Students will discuss the differences in the nutritional value of foods between America and their
   native country.
2. Students will learn about their own eating habits through a food diary, and in doing so, will
   determine if their food intake and their activity are considered to be at healthy levels.
3. Students will explore their personal attitudes towards eating healthy, dieting, and exercise.
4. Students will exchange information about ways to improve their diet and general health.

Marisa Ferraro, FLA 518
### Lesson 5 → Syllabus Grid

#### DINING OUT

<table>
<thead>
<tr>
<th>Participatory processes</th>
<th>Learning Strategies</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Using realistic techniques for learning (nutritional fact label, rate your plate, food journals) - Application to real life situations</td>
<td>- Self monitoring - Peer collaboration</td>
<td>- Language Arts - Art - Health - Gym - Home Economics - Math (calculating portions)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Culture</th>
<th>Tasks and activities</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Making connections to own culture: eating habits - Compare and contrast eating habits of US and native culture - Cultural Behavior and attitude towards nutrition</td>
<td>- Identifying food groups in food pyramid - Designing own healthy plate - Recording eating habits in a food diary - Reading dining out healthfully</td>
<td>- Planning a healthy meal - Discussing healthy eating choices - Discussing healthy habits - Compare and contrast - Tracking food intake - Awareness of nutritional values</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Listening Skills</th>
<th>Speaking Skills</th>
<th>Reading Skills</th>
<th>Writing Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Listening for key information in student presentations</td>
<td>- Reading aloud meal choices. - Discussion during eating out scenarios in determining healthy meal options - Presentations of plate designs</td>
<td>- Reading for understanding - Reading nutritional labels - Skimming the text for known words</td>
<td>- Spelling - Structuring sentences - Diary/journal writing as a more informal personal style</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Functions</th>
<th>Notions and topics</th>
<th>Communicative situations</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Persuading - Forecasting &amp; predicting (next meals)</td>
<td>- Cultural identification - Personal identification</td>
<td>- Talking about cultural behaviors - Communicating eating habits and healthy meal choices</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grammar</th>
<th>Pronunciation</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Future tense to plan meals for next day, week, etc. - Conditionals, e.g. If I were in a restaurant, the healthy meal to order would be.....</td>
<td>- Rules governing proper pronunciation - Attention to pronunciation while reading tape scripts.</td>
<td>- Vocabulary items associated with food groups - Vocabulary associated with eating healthfully (serving, portion, etc.) - Vocabulary associated with nutritional facts (reading labels)</td>
</tr>
</tbody>
</table>

Marisa Ferraro, FLA 518
## DINING OUT

### Lesson 5  (Intermediate)

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>TIME</th>
<th>TYPE</th>
<th>MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Warm-up: Students are asked to brainstorm vocabulary items associated</td>
<td>5 minutes</td>
<td>Class discussion</td>
<td>New and old food pyramid on OHP</td>
</tr>
<tr>
<td>with the food pyramid and/or nutrition. Discuss differences and</td>
<td></td>
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<tr>
<td>similarities to old and new food pyramid. Allow for a brief discussion</td>
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<tr>
<td>about eating habits, diets, and exercise as it pertains directly to</td>
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<tr>
<td>students.</td>
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<tr>
<td>2. Depending upon the students’ knowledge or familiarity with</td>
<td>10 minutes</td>
<td>Group work</td>
<td>Empty food pyramid design</td>
</tr>
<tr>
<td>the food pyramid, have them design their own food pyramids using a</td>
<td></td>
<td></td>
<td>Scissors</td>
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<tr>
<td>pyramid with empty food groups. This will activate previous schema and</td>
<td></td>
<td></td>
<td>Glue</td>
</tr>
<tr>
<td>help in next activity dealing with nutrition. Provide the students with</td>
<td></td>
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<tr>
<td>food magazines and other materials from which they can cut and paste.</td>
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<tr>
<td>3. Begin reading <em>The Healthy Plate</em>. Discuss vocabulary words outlines</td>
<td>15 minutes</td>
<td>Class discussion/small</td>
<td><em>The Healthy Plate: Making Wise</em></td>
</tr>
<tr>
<td>in word bank. Tell students to highlight known words. Allow for</td>
<td></td>
<td>group work</td>
<td><em>Food Choices When Dining Out</em></td>
</tr>
<tr>
<td>discussion of cultural differences with regard to frequency of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Americans who dine out and their diets. Following the reading, have</td>
<td></td>
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<tr>
<td>students participate in activity on back of worksheet. Divide the class</td>
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<tr>
<td>into three groups and assign a scenario to them, e.g. “After a hard</td>
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<tr>
<td>week of classes or work, you go out with your friends for appetizers and</td>
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<tr>
<td>drinks. What would you order as a healthy meal option?” Make sure to</td>
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<tr>
<td>clip (or fold) the scenarios so that students are unable to read meal</td>
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<td></td>
</tr>
<tr>
<td>suggestions. When students are finished, have them present their</td>
<td></td>
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<td></td>
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<tr>
<td>scenario to the class, along with their</td>
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</tbody>
</table>

Marisa Ferraro, FLA 518
suggestions. Open it up for discussion -- what would other students order in that given situation?

4. *Rate your Plate* exercise. Have students read out loud about portion control. Review vocabulary. Look at the first picture of a hamburger and fries. Ask students to rate the healthiness of this meal. Follow the same steps for the second page, rating that meal as well. Compare and contrast in open discussion. Review page 3, healthy ways to arrange a plate, incorporating all necessary food groups. Have students split into pairs and design their own plate. Swap with a partner and have that partner rate it. Students can use clippings from magazines or they can draw or write food items.

5. Read *What is a Healthy Diet?* *(OPTIONAL)*

6. Assuming students brought nutritional fact labels in from home (or if you happen to have some extra) have them read and discuss the labels. Put transparency on overhead titled, "...use the label." Discuss the vocabulary used. Ask students to complete *Unscramble the Nutrients* worksheet in groups of three.

7. Discuss the assignment of keeping a *Food Diary*. Place "How to Keep a Food Journal" on OHP and read together. Distribute copies of journals. Assign length of tracking time, at least a week. Remind them how to eat out healthfully (see last worksheet in this section) while tracking their meals on the go. Most of all, remind them to have fun with this project!

<table>
<thead>
<tr>
<th>Duration</th>
<th>Setting</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 minutes</td>
<td>Individual/Pair work</td>
<td><em>Rate Your Plate</em> 4 page handout</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Class</td>
<td><em>What is a Healthy Diet?</em> handout</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Class/groups of three</td>
<td><em>...Use the Label</em> on OHP</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Class discussion</td>
<td><em>Food Diary</em></td>
</tr>
</tbody>
</table>

*For additional activities, please see Advanced section, Lesson 5, as well as Additional Activities.*
### Grains
- Make half your grains whole
- Eat at least 3 oz. of whole-grain cereals, breads, crackers, rice, or pasta every day
- 1 oz. is about 1 slice of bread, about 1 cup of breakfast cereal, or 1/2 cup of cooked rice, cereal, or pasta

### Vegetables
- Vary your veggies
- Eat more dark-green veggies like broccoli, spinach, and other dark leafy greens
- Eat more orange vegetables like carrots and sweetpotatoes
- Eat more dry beans and peas like pinto beans, kidney beans, and lentils

### Fruits
- Focus on fruits
- Eat a variety of fruit
- Choose fresh, frozen, canned, or dried fruit
- Go easy on fruit juices

### Milk
- Get your calcium-rich foods
- Go low-fat or fat-free when you choose milk, yogurt, and other milk products
- Go lean with protein
- If you don't or can't consume milk, choose lactose-free products or other calcium sources such as fortified foods and beverages

### Meat & Beans
- Go lean with protein
- Choose low-fat or lean meats and poultry
- Bake it, broil it, or grill it
- Vary your protein routine - choose more fish, beans, peas, nuts, and seeds

---

For a 2,000-calorie diet, you need the amounts below from each food group. To find the amounts that are right for you, go to MyPyramid.gov.

<table>
<thead>
<tr>
<th>Grains</th>
<th>Vegetables</th>
<th>Fruits</th>
<th>Milk</th>
<th>Meat &amp; Beans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eat 6 oz. every day</td>
<td>Eat 2 1/2 cups every day</td>
<td>Eat 2 cups every day</td>
<td>Get 3 cups every day for kids aged 2 to 8, it's 2</td>
<td>Eat 5 1/2 oz. every day</td>
</tr>
</tbody>
</table>

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**Find your balance between food and physical activity**

- Be sure to stay within your daily calorie needs.
- Be physically active for at least 30 minutes most days of the week.
- About 60 minutes a day of physical activity may be needed to prevent weight gain.
- For sustaining weight loss, at least 60 to 90 minutes a day of physical activity may be required.
- Children and teenagers should be physically active for 60 minutes every day, or most days.

**Know the limits on fats, sugars, and salt (sodium)**

- Make most of your fat sources from fish, nuts, and vegetable oils.
- Limit solid fats like butter, stick margarine, shortening, and lard, as well as foods that contain these.
- Check the Nutrition Facts label to keep saturated fats, trans fats, and sodium low.
- Choose food and beverages low in added sugars. Added sugars contribute calories with few, if any, nutrients.

---

U.S. Department of Agriculture
Center for Nutrition Policy and Promotion
April 2005
CNPP-15

MyPyramid.gov
STEPS TO A HEALTHIER YOU
LESSON 5

BEGINNER
Food Guide Pyramid
A Guide to Daily Food Choices

Fats, Oils, & Sweets
USE SPARINGLY

Milk, Yogurt, Cheese Group
2-3 SERVINGS

Vegetable Group
3-5 SERVINGS

Meat, Poultry, Fish, Dry Beans, Eggs, & Nuts Group
2-3 SERVINGS

Fruit Group
2-4 SERVINGS

Bread, Cereal, Rice, & Pasta Group
6-11 SERVINGS

<table>
<thead>
<tr>
<th>Substances</th>
<th>Sources</th>
<th>Needed For</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proteins</td>
<td>Soybeans, milk, eggs, lean meats, fish, beans, peas, cheese</td>
<td>Growth, maintenance, and repair of tissues</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Manufacture of enzymes, hormones, and antibodies</td>
</tr>
<tr>
<td>Carbohydrates</td>
<td>Cereals, breads, fruits, vegetables</td>
<td>Energy source</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fiber or bulk in diet</td>
</tr>
<tr>
<td>Fats</td>
<td>Nuts, butter, vegetable oils, fatty meats, bacon, cheese</td>
<td>Energy source</td>
</tr>
<tr>
<td>Vitamins</td>
<td>Milk, butter, lean meats, leafy vegetables, fruits</td>
<td>Prevention of deficiency diseases</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Regulation of body processes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Growth</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Efficient biochemical reactions</td>
</tr>
<tr>
<td>Mineral salts</td>
<td>Whole grain cereals, meats, milk, green leafy vegetables, vegetables,</td>
<td>Strong bones and teeth</td>
</tr>
<tr>
<td>Calcium and phosphorus compounds</td>
<td></td>
<td>Blood and other tissues</td>
</tr>
<tr>
<td>Iron compounds</td>
<td>Meats, liver, nuts, cereals</td>
<td>Hemoglobin formation</td>
</tr>
<tr>
<td>Iodine</td>
<td>Iodized salt, seafoods</td>
<td>Secretion by thyroid gland</td>
</tr>
<tr>
<td>Water</td>
<td>All foods</td>
<td>Dissolving substances</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Blood</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tissue fluid</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Biochemical reactions</td>
</tr>
</tbody>
</table>
1. broccoli
2. cabbage
3. lettuce
4. spinach
5. corn
6. garlic
7. string beans
8. tomato
9. (bell) pepper
10. cucumber
11. potato
12. onion
13. carrot
14. mushrooms
15. peas
A. Look in your dictionary.

Alphabetize the words that begin with C.

1. ________ 2. ________ 3. ________ 4. ________

B. Write the missing words in this recipe.

**VEGETABLE SOUP**

1. Fry the onions and ________.

2. Cut up ________, ________, ________, and ________.

3. Put all the vegetables into a pot. Add 3 quarts of water and cook slowly.

*C. Write your answer.

What vegetables do you put in soup?

_________  _________  _________
1. bananas
2. grapes
3. apples
4. oranges
5. pears
6. grapefruit
7. lemons
8. limes
9. plums
10. peaches
11. strawberries
12. cherries
13. watermelons
14. nuts
A. Look in your dictionary.
   Alphabetize the words.

1. apples  
2. 
3. 
4. 
5. 

B. Write the missing letters in the ads.

1. Special Sale!
   P E A C H E S
   3 lbs. / $1.00

2. 
   L M O S
   5 / 89¢  this week only!

3. Don’t miss this bargain!
   C H R I S
   $.79/lb. while supplies last

4. 
   J U I C Y, R E F R E S H I N G
   W A T E R E O N!
   only 10¢/lb

5. 
   S T A B E I S
   99¢/basket

6. 
   P M S
   39¢/lb.

7. 
   G R P E R U T
   29¢ ea.

*C. Write your answer.

What fruits do you put in a fruit salad?
Milk, Yogurt & Cheese
1. milk
2. cream
3. sugar
4. eggs
5. cheese
6. butter
7. margarine
8. yogurt
9. bread
10. cereal
11. coffee
12. tea
13. flour
14. oil
15. rice
16. (dried) beans
17. pasta/noodles
18. soup
19. soda/pop
20. juice
21. cookies
22. salt
23. pepper
24. mustard
25. ketchup
26. mayonnaise
A. Look in your dictionary.

Alphabetize the words that end in \( r \).

1. __________ 2. __________ 3. __________ 4. __________

B. Write the words in the correct space below.

butter cereal cheese cream ketchup mayonnaise milk mustard rice yogurt

1. Dairy
   
   butter

2. Non-Dairy

3. Liquid

4. Dry

beans bread flour juice milk noodles oil soda soup spaghetti
C. Read the doctor’s advice.

Circle the food words.

1. You can eat yogurt but not cheese.
2. You can eat bread but not cookies.
3. You can eat pepper on your eggs but not salt.
4. You can put milk in your cereal but not cream.
5. You can put milk in your coffee but not sugar.
6. You can put margarine on your bread but not butter.

D. Cross out the foods the man can’t eat.

butter  bread  cheese  cookies  margarine
milk  pepper  salt  cream  sugar  yogurt

E. Circle your answer.

What do you put in your coffee?

nothing  milk  sugar  cream  I don’t like coffee.

What do you put on your eggs?

nothing  salt  pepper  I don’t like eggs.
1. beef
2. steak
3. ground meat
4. pork
5. bacon
6. ham
7. lamb
8. chicken
9. turkey
10. fish
11. lobster
12. shrimp
13. clams
A. Look in your dictionary.
   How many shrimp do you see? ________
   How many clams do you see? ________

B. Cross out (X) the word that doesn’t belong in each line.
   1. bacon  lamb  pork  ham
   2. lobster  shrimp  clams  chicken
   3. beef  fish  steak  ground meat
   4. turkey  lamb  ham  steak

C. Match the food to the restaurant.
   A. John's Steak House
   B. Hamburger Heaven
   C. Marilyn's Clambake
   D. Woody's Seafood
   E. The Pink Pig Barbeque
   F. Millie's Country Fried Chicken

   1. ground meat  B
   2. clams  ________
   3. chicken  ________
   4. beef  ________
   5. pork  ________
   6. fish  ________

*D. Write your answer.

What meat do you eat?

________

What seafood do you eat?

________
Bread, Cereal, Rice & Pasta Group
Fats, Oils, Sweets

- Popsicle
- Chips
- Cake
- Candy
- Cookies
- Soft Drink
- Pie
- SODA
- Oils, Dressings, Jams & Syrups
- Sugar
- Doughnuts
- Butter or Margarine

Marisa Ferraro, FLA 518
apple
avocado
banana

cherry
grapes
lemon

orange
pear
strawberry
watermelon
MEAT AND SEAFOOD

chicken  
crab  
fish  
ham

hamburger  
hot dog  
lobster  
salami

sausage  
shrimp  
steak

Marisa Ferraro, FLA 518
Food Pyramid Chart

Below is a chart for the Food Pyramid. Research the different sections. Label each section and draw a picture of the foods that fit that category. Write neatly.
Which food do you like?

Vegetables

Fruit

Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts

Fats, Oils & Sweets

Bread, Cereal, Rice & Pasta

Milk, Yogurt & Cheese
A **balanced diet** in accordance with the food pyramid, **adequate** rest and regular exercise are all important in **maintaining** health.
LESSON 5

INTERMEDIATE
The Healthy Plate

Making Wise Food Choices When Dining Out

WORD BANK

habits        exercise
nutrition    cuisine
fare          splurging
pattern (eating)  requirement
tricks (tips)
portions  ounces
huge        calorie

Americans are dining out more frequently than ever, an average of four times a week according to the National Restaurant Association. Unfortunately, it's easy to get into the habit of passing up healthy foods and splurging on "treats". The down side to this eating behavior is that it often becomes a pattern that is difficult to change. Eating meals away from home may be a fact of life for many people due to work, school and personal commitments. But, the same good nutrition habits you follow at home apply when eating out. Sometimes, all it takes is knowing the right tricks.
Intermediate

**ACTIVITY:** Choose to discuss the following scenarios in class or cut them into strips for students to work on in groups or pairs. If you decide to use this as a group activity, present them group with the situation, e.g. you go out with your friends for appetizers and drinks. What would be some healthy eating choices? After they have answered, then present them with the suggestion below.

---

**After a hard week of classes or work, you go out with friends for appetizers and drinks.**
This is a tough environment for anyone watching their eating habits to be in. Not only does drinking alcohol stimulate appetite, so does socializing in groups. People tend to eat more when they are in the company of others. Compounding this problem is the array of high-fat appetizer choices on many restaurant menus. One way to keep your alcohol consumption reasonable is to order water or another non-alcoholic beverage along with your drink, making your intake of the alcohol-free beverage two to one in favor of the alcoholic drink. As far as appetizers go, stick with lower fat choices such as steamed seafood, grilled vegetables, or non-creamy soups.

---

**You're eating lunch at your favorite Chinese restaurant for the second time this week.**
There's been a lot of negative press about the fatty food choices at many restaurants, and Asian cuisine has been targeted. Entrees such as sweet and sour pork and peanut noodles are rich in fat, but there are many healthful low-fat foods to choose from. Order low fat and tasty dishes such as chicken chow mein, stir-fried vegetables, and lo meins especially if they are prepared in a minimal amount of oil. Or, split a higher fat entree with a friend and order extra servings of steamed rice and vegetables.
You're stopping for take-out at that trendy Mexican restaurant that has just opened in your neighborhood.

Enchiladas, flautas and refried beans; items on the menus of most Mexican restaurants are dripping with fat. But, lighter fare can be found at these establishments. Some good choices include wrap sandwiches consisting of chicken, beans, or grilled vegetables mixed with rice and stuffed into flour tortillas. Other healthful choices include vegetarian bean burritos (with low fat cheese), chicken soft tacos, and bean soups.

Additional Tips When Dining Out

Restaurant portions tend to be huge, so eat half of what you are served and take the rest home with you.

Avoid foods that contain descriptive words such as Au gratin, smothered, creamy, sautéed, or batter-dipped. These cooking methods are rich in fat.

Ask for sauces on the side, vegetables served without butter, and entrees prepared with minimal amounts of oils. Most restaurants are more than willing to comply with your requests.

If you want dessert order sorbet, fresh fruit tarts or cobblers, or angel food cake. Or, if you are craving something really decadent, split a rich dessert with a friend.

http://www.balancemindbodysoul.com/foodfacts-2000-03.html
This hamburger club sandwich with french fries is an example of portions that are too large.

Circle a number, 1 for least healthy and 10 for most healthy:

1  2  3  4  5  6  7  8  9  10

PORTION CONTROL →

In order to eat a healthy diet, you need to understand how big a serving really is. For instance, this tasty looking hamburger club sandwich with a large side of fries looks like an average meal. However, there is enough ground beef to qualify as at least two servings, plus one serving of bacon. The lettuce and tomatoes are great, but the bread counts as three servings. One serving of potatoes should equal about one half a cup, so there are about four servings of a starchy vegetable there.

According to the USDA, one serving of meat is equal to two or three ounces, which is about the size of a deck of cards. The USDA Food Pyramid suggests two or three servings of meat per day. This meal would satisfy that requirement all alone. The potatoes, lettuce, and tomato would total about five servings of vegetables and the USDA Food Pyramid suggests a total of three to five per day. Again this meal covers all the servings of vegetables you should have for one day.

It is also important to note that a meal like this may have up to 1500 calories. Unless you are very active, that would be way too many calories for one meal.
RATe your plate

Compared to the previous photo, this hamburger and vegetables show better serving sizes.

Circle a number, 1 for least healthy and 10 for most healthy:

1 2 3 4 5 6 7 8 9 10

This meal is much smaller than the meal in the photo on the previous page. This sandwich has just one serving of meat. There is less bread with this roll, and there are three servings of healthy vegetables. The calorie count for this meal is probably closer to 500 calories, which is much easier to fit into most people's daily diet.

Healthy Portion Size
According to the USDA Food Pyramid Guide:

- A serving of meat is about two or three ounces, or about the size of a deck of cards. Serving sizes for other proteins would be two tablespoons of nut butters, two eggs, and one third cup of dry beans.
- A serving of bread is equal to one slice of white or whole grain bread, one ounce of prepared cereal, or just one half cup of pasta, or rice.
- A serving of is equal to one piece of fresh fruit, one half a cup of chopped fruit, or three-fourths cup of fruit juice.
- A serving of dairy is equal to one cup of milk or one and one half ounces of cheese.
RATE YOUR PLATE

Healthy Choices:
YOUR HEALTHY PLATE

Draw your own food choices
Use clippings from magazines
Use a combination of picture or words

Have a classmate rate your plate:
Circle a number, 1 for least healthy and 10 for most healthy:

1 2 3 4 5 6 7 8 9 10

Marisa Ferraro, FLA 518
What is a Healthy Diet?

A summary of the key concepts from the Dietary Guidelines for Americans:

Eat a variety of foods to get the energy, protein, vitamins, minerals and fiber you need for good health.

Balance the food you eat with physical activity; maintain or improve your weight to reduce your chances of having high blood pressure, heart disease, a stroke, certain cancers, and the most common kind of diabetes.

Choose a diet with plenty of grain products, vegetables and fruit which are important sources of fiber, complex carbohydrates, and other food components that can help reduce your risk of some chronic diseases.

Choose a diet low in fat, saturated fat, and cholesterol to reduce your risk of heart disease and certain cancers, and to help you maintain a healthy weight. Because fat contains more than twice the calories of an equal amount of carbohydrates or protein, a diet low in fat can help maintain a healthy weight.

Choose a diet moderate in sugars. A diet with lots of sugars often has foods with too many calories and too few nutrients and can contribute to tooth decay and overweight.

Choose a diet moderate in salt and sodium which may help reduce the risk of high blood pressure.

If you drink alcoholic beverages, do so in moderation because alcoholic beverages supply calories but little or no nutrients and in excess are harmful. Children and adolescents should not drink at all.

Less than one in five children eat the recommended numbers of servings of fruit and vegetables daily.
Are You at a Healthy Weight?

The BMI ranges shown above are for adults. They are not exact ranges of healthy and unhealthy weights. However, they show that health risk increases at higher levels of overweight and obesity. Even within the healthy BMI range, weight gains can carry health risks for adults.

**Directions:** Find your weight on the bottom of the graph. Go straight up from that point until you come to the line that matches your height. Then look to find your weight group.

- Healthy Weight: BMI from 18.5 up to 25 refers to healthy weight.
- Overweight: BMI from 25 up to 30 refers to overweight.
- Obese: BMI 30 or higher refers to obesity. Obese persons are also overweight.


---

**Food Guide Pyramid**

- **KEY**
  - □ Fat (Naturally occurring and added)
  - □ Sugar (added)
- These symbols show fats and added sugars in foods.

**Group Servings**

- Milk, Fruit & Vegetables: 1-2 Servings
- Meat, Poultry, Fish, Dry Beans, Nuts & Seeds: 2-3 Servings
- Grains: 3-5 Servings
- Fats, Oils, & Sweets: Use Sparingly
- Vegetables: 3-4 Servings
- Fruit: 2-4 Servings
- Milk: 1-1 Servings

---

Marina Ferraro, FLA 518
Mix up your choices within each food group.

Focus on fruits. Eat a variety of fruits—whether fresh, frozen, canned, or dried—rather than fruit juice. Most of your fruit choices should be whole rather than juices. For a 2,000-calorie diet, you will need 2 cups of fruit each day: 1 1/2 cups of fruit (e.g., strawberries, grapes, melons, and 1/2 cup of dried apricots or prunes).

Vary your veggies. Eat more dark green veggies, such as broccoli, kale, and other dark leafy greens; orange veggies, such as carrots, sweet potatoes, pumpkin, and winter squash; and beans and peas, such as pinto beans, kidney beans, black beans, garbanzo beans, split peas, and lentils.

Get your calcium-rich foods. Get 3 cups of low-fat or fat-free milk—or an equivalent amount of low-fat yogurt and/or low-fat cheese (1 1/2 ounces of cheese equals 1 cup of milk)—every day. For kids aged 2 to 8, it's 2 cups of milk. If you don't or can't consume milk, choose lactose-free milk products and/or calcium-fortified foods and beverages.

Make half your grains whole. Eat at least 3 ounces of whole-grain cereals, breads, crackers, rice, or pasta every day. One ounce is about 1 slice of bread, 1 cup of breakfast cereal, or 1/2 cup of cooked rice or pasta. Look to see that grains such as wheat, rice, oats, or corn are referred to as "whole" in the list of ingredients.

Go lean with protein. Choose lean meats and poultry. Bake it, broil it, or grill it. And vary your protein choices—such as nuts, beans, peas, fish, and eggs.

Know the limits on fats, salt, and sugars. Read the Nutrition Facts label on foods. Look for foods low in saturated fats and trans fats. Choose and prepare foods and beverages with little salt (sodium) and/or added sugars (caloric sweeteners).
NUTRITION FACTS
Warm up to learn vocabulary associated with nutrition

Unscramble the Nutrients

TROYHADRACEB
gives you energy to learn and play. This nutrient comes from food, such as bread. Energy has another name, calories.

TAF
provides calories, too.

ROTHENIP
builds muscles and helps you grow.

'ATMIVIS
keep you skin healthy and hair shiny. Some help heal your cuts and help you see in the dark, too.

CLAMUIC
helps grow strong bones and teeth.

ORIN
is an important part of your blood.

MISOUD
helps control fluid, such as perspiration, in your body.

REBIF
helps you digest food.
...use the label.
**Nutrition Facts**

**Serving Size**: 27 crackers (30g)  
**Servings Per Container**: about 15

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>Calories</th>
<th>% Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>160</td>
<td>Calories from Fat 30</td>
</tr>
<tr>
<td>Total Fat</td>
<td>8g</td>
<td>12%</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>2g</td>
<td>10%</td>
</tr>
<tr>
<td>Cholesterol</td>
<td>0mg</td>
<td>0%</td>
</tr>
<tr>
<td>Sodium</td>
<td>240mg</td>
<td>10%</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>16g</td>
<td>6%</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>less than 1g</td>
<td>3%</td>
</tr>
<tr>
<td>Sugars</td>
<td>less than 1g</td>
<td>3%</td>
</tr>
<tr>
<td>Protein</td>
<td>4g</td>
<td></td>
</tr>
</tbody>
</table>

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

<table>
<thead>
<tr>
<th>Calories</th>
<th>Total Fat</th>
<th>Sat Fat</th>
<th>Cholesterol</th>
<th>Sodium</th>
<th>Total Carbohydrate</th>
<th>Dietary Fiber</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,000</td>
<td>65g</td>
<td>25g</td>
<td>300mg</td>
<td>2,400mg</td>
<td>30g</td>
<td>25g</td>
</tr>
<tr>
<td>2,500</td>
<td>80g</td>
<td>25g</td>
<td>300mg</td>
<td>2,400mg</td>
<td>30g</td>
<td>25g</td>
</tr>
<tr>
<td>3,000</td>
<td>95g</td>
<td>25g</td>
<td>300mg</td>
<td>2,400mg</td>
<td>30g</td>
<td>25g</td>
</tr>
</tbody>
</table>

**Fig. 1.** Food labels for regular and reduced fat Cheez-It crackers.
How to Keep a Food Journal

Keeping a journal of your eating habits can help you determine which habits need breaking - and how you can get back on the path of eating right.

Recording Your Eating Habits

Steps:
1. Record the day and time of your snack or meal.

2. List the food and serving size at every snack or meal, with a different food or drink on each line. For instance, if you ate a hamburger, fries and a soda, list fries on one line and soda on another; then break up the hamburger into its components: meat on one line, buns on the next, tomatoes on another.

3. Make a note of where the snack or meal took place. Did you eat at home? At a fast-food restaurant?

Interpreting Your Journal

Steps:
1. Compare the types of food and portions you eat with the food pyramid. Do you eat well-balanced meals with good serving sizes? Do some areas have room for improvement?

2. Take note of your eating habits. Do you eat regularly, or do you eat a little and then overindulge later?

3. Use the above as guidelines to determine your problem areas, and brainstorm ways to repair those problems.

http://www.chow.com/how_4723_keep-food-journal.html
Food Diary

Use this page to record what you eat and when. Most experts say you need to keep your first food diary for at least three consecutive days before you can really get an idea of what your diet is normally like and what your problem areas are.

INCLUDE WHICH FOOD GROUP YOUR MEAL OR SNACK BELONG TO!

Date: ____/_____/____

Breakfast

Time: ________

Beverage: ____________________

Lunch

Time: ________

Beverage: ____________________

Dinner

Time: ________


Beverage: ____________________________

______________________________

**Snacks**

Time: ____________________________

Time: ____________________________

Time: ____________________________

Did you find any meal in particular to be a problem area? If so, which foods can you exchange for a healthier alternative? ____________________________

List at least one alternative activity you will use tomorrow instead of eating in response to feelings:

______________________________

______________________________

**ADDITIONAL THOUGHTS/NOTES:**
How to Eat Out Healthfully

Eating out doesn't have to mean eating unhealthfully. There are many foods you can enjoy while dining out without raising your blood cholesterol and sacrificing the health of your heart. These guidelines follow the recommendations of the American Heart Association.

Breakfast

Steps:
1. Request omelettes and scrambled eggs prepared from egg substitutes or egg whites only.
2. Avoid high-fat meats such as bacon and sausage. Eat lean ham or Canadian bacon instead.
3. Be careful in your consumption of dairy products. Try low-fat or nonfat yogurt, low-fat cottage cheese, and skim milk with your cereals.
4. Drink fruit juices instead of coffee.
5. Watch the spreads that you eat. Try an English muffin, toast or a bagel with jam or margarine instead of butter.
6. Eat plenty of fresh fruits, either alone or with a waffle.
7. Consider ordering hot cereals such as oatmeal, cream of wheat or cream of rice - or eat whole-grain cold cereals.

Lunch and Dinner

Steps:
1. Look for steamed, broiled, baked, grilled, poached or roasted dishes.
2. Avoid high-fat foods such as fried, basted, braised, au gratin, escalloped, sautéed, stewed or stuffed dishes, as well as creamy and buttery foods.
3. Avoid foods high in salt or MSG, as well as gravy and sauces. If you plan to eat salad dressings and sauces, ask for them on the side.
4. Trim fat off meat and skin off poultry.
5. Try fruit, ices, sherbet or nonfat frozen yogurt for dessert.

Tips:
* Look for low-fat menus.
* Don't hesitate to make special requests at a restaurant or to send back meals that are not prepared as you want them.

Marisa Ferraro, FLA 518
1. How healthy is your diet? Work in pairs and discuss how many portions of these foods or units of alcohol you eat and drink in an average day.

2. What is the best way to ensure you have a balanced diet? What effect do you think concerns for health have on the food industry?

1. Read the article and check your answers to the questions.

Healthy eating

If you thought healthy eating was simply about buying a balanced mix of meat and fish, fruit and vegetables, bread and pasta, and ensuring that less than one third of your calories come from fat, it is time to think again.

Soon, supermarket shelves will not only take care of our present state of health, but also guard against our future propensity to such conditions as high blood pressure, heart disease, arthritis, and diabetes. Already a huge range of products exists from which animal fat has been removed, lowered or replaced with less life-threatening substances. And there are also foods, such as milk, cereals and salt, which have been added to, or fortified with vitamins and minerals or fibre.

In Japan, where functional foods are hugely popular, there are drinks with added polyols to reduce the risk of dental cavities. Coca-Cola has also launched a controversial adolescent soft drink containing DHA, an essential fatty acid, which is said to promote learning ability. Meanwhile, scientists in Australia are trying to produce a low-cholesterol 'super egg' by feeding fish oils to chickens.

Not all the theories about functional foods can be proved. But it is useful to have some idea of what the foods contain. The healthiest approach, however, is still to choose a varied diet and to avoid too much sugar and fat.

2. What are ‘functional foods’? Find five examples mentioned in the article.

3. What do food producers tend to add to, or remove from, food? Do you think this is a good idea?

3. Work in pairs. Student A should turn to the information on page 114. Student B should turn to the information on page 118. Discuss what you’ve learned about the different types of food.

4. Complete the table with more examples from the texts, then add further examples of your own.

<table>
<thead>
<tr>
<th>fish</th>
<th>meat</th>
<th>vegetables</th>
<th>fruit</th>
<th>dairy products</th>
<th>drinks</th>
<th>others</th>
</tr>
</thead>
<tbody>
<tr>
<td>salmon</td>
<td>chicken</td>
<td>spinach</td>
<td>strawberries</td>
<td>milk</td>
<td>tea</td>
<td></td>
</tr>
<tr>
<td>sardines</td>
<td>beef</td>
<td>soya</td>
<td>cherries</td>
<td>eggs</td>
<td>Coca-Cola</td>
<td>flour</td>
</tr>
</tbody>
</table>

Tell your partner which are your favourite and least favourite foods. Do any of these include foods that are **good for you or bad for you**?

---

Learning tip

It can be difficult to memorize all the words connected with food and drink. It’s best just to learn those foods and drinks that you are likely to want (and not want) to eat and drink. In the next few weeks, at mealtimes or when you’re having a snack, try to remember the English word for what you are eating or drinking. Note these words down in your vocabulary list and revise them mentally whenever you’re eating.
1. Match each of the verbs/verb phrases with a suitable noun phrase. There may be several possible combinations.

<table>
<thead>
<tr>
<th>Verbs/Verb phrases</th>
<th>Noun phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>be rich in</td>
<td>the risk of heart disease/cancer</td>
</tr>
<tr>
<td>contain</td>
<td>blood pressure</td>
</tr>
<tr>
<td>destroy</td>
<td>cholesterol levels</td>
</tr>
<tr>
<td>have a high level of</td>
<td>vitamins and minerals</td>
</tr>
<tr>
<td>increase/lower/reduce</td>
<td>cancer cells</td>
</tr>
<tr>
<td>prevent</td>
<td>anti-oxidants</td>
</tr>
<tr>
<td>protect against</td>
<td>blood clots forming</td>
</tr>
</tbody>
</table>

2. Make sentences explaining the benefits of different foods using the verb–noun collocations. For example:

   Eating plenty of fruit and vegetables can help reduce the risk of heart disease.

6. [93] Listen to a Japanese woman, an American man, and an English man talking about some of the foods in the table in 4. Tick the items that they mention.

7. [93] Listen again and answer the questions.

1. How many glasses of red wine should you drink to stay healthy?
2. What is the effect of drinking a lot of coffee?
3. What kinds of food can you get in pill form?
4. Why is soya good for you?
5. What is bad about red meat and white meat?
6. What conclusion do the speakers reach?

8. Look at these examples from the listening.

   Fish oils as well, you know, keep you very healthy.

   Meat is absolutely packed with fat and cholesterol.

   We're pretty lucky to even be making these choices.

Some adjectives aregradable(healthy, lucky) – they describe a quality you can have more or less of. We normally use adverbs like extremely or very with gradable adjectives.

Others are ungradable(packed) – they already imply 'a maximum amount'. We normally use adverbs like absolutely or completely with ungradable adjectives.

1. Divide these adjectives into two groups,gradable or ungradable. Then decide which adverbs they can combine with. Which combinations are not possible?

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>Adverbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>angry</td>
<td>absolutely</td>
</tr>
<tr>
<td>dangerous</td>
<td>pretty</td>
</tr>
<tr>
<td>delicious</td>
<td>totally</td>
</tr>
<tr>
<td>difficult</td>
<td>completely</td>
</tr>
<tr>
<td>interesting</td>
<td>rather</td>
</tr>
<tr>
<td>effective</td>
<td>really</td>
</tr>
<tr>
<td>useful</td>
<td>very</td>
</tr>
<tr>
<td>useless</td>
<td>extremely</td>
</tr>
</tbody>
</table>


9. Work in pairs. Think of a food. Describe it and explain its benefits to your partner without naming it. See if your partner can guess what it is.

10. Work in pairs and exchange information about the following questions.

   - How healthy is your own diet?
   - How important to you is eating healthily?
   - Which foods do you actively try to eat, and which ones do you avoid?
   - How do you think you could improve your diet?
   - Are there any other things you could do to improve your health?
ADDITIONAL MATERIALS
Broccoli is good for you.

SNAPSHOT

Listen and practice.

Food Pyramid

The Food Pyramid is a guide of what to eat and how much to eat each day. For good health, eat a lot of grains, vegetables, and fruit. Eat some dairy, meat, and other protein. Eat very little fat, oil, and sugar.

According to this Food Pyramid, which foods are good for you? bad for you? Do you agree with the idea of a Food Pyramid? Which foods do you eat? Which foods don’t you eat?
**WORD POWER**  Foods: countable and uncountable

**A**  Listen and practice.

<table>
<thead>
<tr>
<th>Countable</th>
<th>General</th>
</tr>
</thead>
<tbody>
<tr>
<td>I'm buying an orange.</td>
<td>I love oranges. Oranges are delicious.</td>
</tr>
<tr>
<td>I'm buying some broccoli.</td>
<td>I like broccoli. Broccoli is good for you.</td>
</tr>
</tbody>
</table>

**B**  Divide the words in the Food Pyramid into two lists: countable and uncountable nouns. Add two more foods to each list.

<table>
<thead>
<tr>
<th>Countable (singular and plural)</th>
<th>Uncountable (only singular)</th>
</tr>
</thead>
<tbody>
<tr>
<td>bananas</td>
<td>beef</td>
</tr>
</tbody>
</table>

**C**  **Pair work**  Complete these general statements with is or are. Then rewrite the sentences with your own information. Compare with a partner.

1. Carrots  
2. I think mangoes  
3. Broccoli  
4. Strawberries  
5. I think yogurt  
6. Chicken

A: Tomatoes are my favorite vegetable.
B: Broccoli is my favorite vegetable.
CONVERSATION

A Listen and practice.

Adam: What do you want for the barbecue?
Amanda: Hmm. How about chicken and hamburgers?
Adam: OK. We have some chicken in the freezer, but we don’t have any hamburger meat.
Amanda: And there aren’t any hamburger rolls.
Adam: Do we have any soda?
Amanda: No, we don’t. We need some. Oh, and let’s get some lemonade, too.
Adam: All right. And how about potato salad?
Amanda: Oh, yeah. Everyone likes potato salad.

B Listen to the rest of the conversation. Check (√) the desserts Adam and Amanda want for their barbecue.

☐ fruit salad   ☐ pie
☐ cake   ☐ cookies  ☐ ice cream

GRAMMAR FOCUS

Some and any

Do we need any meat? We need some hamburger meat. We don’t need any chicken.
Do we need any soda? Yes, let’s get some soda. No, we don’t need any soda.
Yes, let’s get some.

Complete this conversation with some or any.
Then compare with a partner.

Amanda: Hmm. Let’s not buy any potato salad.
   Let’s make some at home.
Adam: OK. So we need some potatoes.
   Is there mayonnaise at home?
Amanda: No, we need to buy .
Adam: OK. And we need onions, too.
Amanda: Oh, I don’t want onions in the salad. I hate onions!
Adam: Then let’s buy celery.
   That’s delicious in potato salad.
Amanda: Good idea. And carrots, too.
**PRONUNCIATION**  Sentence stress

A É Listen and practice. Notice the words with the most stress.

A: What do you need?
B: I need some bread and some fish.
A: Do you need any fruit?
B: Yes. I want some bananas.

B What do you need from the grocery store today?
Make a list. Then compare your list with a partner.

---

**CONVERSATION**

Listen and practice.

Sarah: Let's have breakfast together on Sunday.
Kumiko: OK. Come to my house. My family always has a Japanese-style breakfast on Sundays.
Sarah: Really? What do you have?
Kumiko: We usually have fish, rice, and soup.
Sarah: Fish for breakfast? That's interesting.
Kumiko: Sometimes we have a salad, too. And we always have green tea.
Sarah: Well, I never eat fish for breakfast, but I love to try new things.

---

**GRAMMAR FOCUS**

**Adverbs of frequency**

<table>
<thead>
<tr>
<th>Adverb</th>
<th>Sentence</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>always</td>
<td>I always eat breakfast.</td>
<td>100%</td>
</tr>
<tr>
<td>usually</td>
<td>Do you ever have fish for breakfast?</td>
<td>usually</td>
</tr>
<tr>
<td>often</td>
<td>Yes, I always do.</td>
<td>often</td>
</tr>
<tr>
<td>sometimes</td>
<td>Sometimes I do.</td>
<td>sometimes</td>
</tr>
<tr>
<td>seldom</td>
<td>No, I never do.</td>
<td>seldom</td>
</tr>
<tr>
<td>never</td>
<td></td>
<td>never</td>
</tr>
</tbody>
</table>

Sometimes I eat breakfast.

A Add the adverbs in the correct places. Then practice with a partner.

_A: What do you have for breakfast? (usually)_
_B: Well, on Sundays I have eggs, bacon, and toast. (often)_
_A: Do you eat breakfast at work? (ever)_
_B: I have breakfast at my desk. (sometimes)_
_A: Do you eat rice for breakfast? (usually)_
_B: No, I have rice. (seldom)_
B Pair work Put the words in order to make sentences. Then rewrite the sentences with your own information. Compare with a partner.

1. I never have breakfast on weekends.
   I never breakfast on have weekends
2. work I snacks eat at seldom
3. eat for pasta dinner sometimes I
4. have I dinner with often family my

A: I always have breakfast on weekends.
B: I seldom have breakfast on weekends. I get up very late.

LISTENING

Listen to Paul and Megan talk about food. How often does Megan eat these foods? Check (✓) often, sometimes, or never.

<table>
<thead>
<tr>
<th></th>
<th>Often</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>pasta</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hamburgers</td>
<td>❑</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fish</td>
<td>❑</td>
<td></td>
<td></td>
</tr>
<tr>
<td>eggs</td>
<td>❑</td>
<td></td>
<td></td>
</tr>
<tr>
<td>broccoli</td>
<td>❑</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

BREAKFAST, LUNCH, AND DINNER

A Pair work Add three questions to the list. Then ask and answer the questions with a partner.

1. Do you usually have breakfast in the morning?
2. What time do you eat?
3. Do you ever eat meat or fish for breakfast?
4. Do you ever go to a restaurant for breakfast?
5. Do you always drink the same thing in the morning?
6. What is something you never have for breakfast?
7.
8.
9.

B Group work Ask and answer similar questions about lunch and dinner.
Eating for Good Luck

On special occasions, do you ever eat any of the foods in these pictures?

On New Year’s Day, many people eat special foods for good luck in the new year.

- It is a Jewish custom to eat apples with honey for a sweet new year.
- Greeks eat vasilopitta, bread with a coin inside. Everyone tries to find the coin for luck and money in the new year.
- In Spain and some Latin American countries, people eat twelve grapes at midnight on New Year’s Eve – one grape for good luck in each month of the new year.
- On New Year’s Day in Japan, people eat mochi rice cakes – for strength in the new year.
- Some Americans from southern states eat black-eyed peas and rice with collard greens. The black-eyed peas are like coins, and the greens are like dollars.

A Read the article. Then correct the information in these sentences.

1. Some Chinese people eat tangerines. Tangerines are sweet, like years.
2. Some Jewish people eat apples with candy for a sweet new year.
4. In Europe, people eat twelve grapes for good luck in the new year.
5. The Japanese eat chocolate cake for strength in the new year.
6. Some Americans eat black-eyed peas. Black-eyed peas are like dollars.

B Group work Talk about these questions.

1. Do you eat anything special on New Year’s Day for good luck? What?
2. Do you do anything special on New Year’s Day for good luck? What?
Broccoli is good for you.

Write the names of the foods.

Fruit
1. mangoes
2. 
3. 
4. 

Vegetables
5. 
6. 
7. 
8. 

Grains
9. 
10. 
11. 

Fat, oil, and sugar
12. 
13. 
14. 

Dairy
15. 
16. 

Meat and other protein
17. 
18. 
19. 
20. 
2. **What are your favorites? Write sentences.**

1. fruit  
   **Apples are my favorite fruit.**
2. vegetable  
3. meat or other protein  
4. dairy food  
5. drink  
6. dessert

3. **Do you like these foods? Write about these foods. Use delicious, OK, awful, and good for you.**

1. strawberries  
   **Strawberries are delicious.**
2. cheese  
3. broccoli  
4. fish  
5. potato chips  
6. noodles  
7. mangoes  
8. yogurt
Complete these conversations with some or any.

1. A: What do you want for dinner?
   B: Let's make ___some___ pasta with our favorite sauce.
   A: Good idea. Do we have ______ meat?
   B: Well, we have ______ beef, but I don't want ______ meat in the sauce.
      Let's get ______ tomatoes and onions.
   A: OK. Do we need ______ green peppers for the sauce?
   B: Yes, let's get ______ peppers, too.
      Oh, and ______ garlic.
   A: Great. Let's see. We don't need ______ pasta. We have ______ spaghetti here.
   B: Yeah, but let's get ______ bread.
      And ______ cheese, too.

2. A: What do you eat for breakfast?
   B: Well, first, I have fruit — ______ grapes and strawberries.
   A: That sounds good. Do you have ______ eggs or bacon?
   B: No, I don't eat ______ eggs or meat in the morning.
   A: What else do you have?
   B: I have ______ bread, but I don't use ______ butter.
   A: What do you drink?
   B: I have ______ juice and coffee. I don't use ______ sugar in my coffee, but I like ______ milk.
5 What do you need to make these foods? Write sentences. Name one thing you don’t need.

1. a chicken sandwich
   You need some bread, some chicken, lettuce, and mayonnaise. You don't need any cheese.

2. a cheeseburger

3. chicken soup

4. a mixed salad

5. a fruit salad

6. your favorite dish
6 Put the adverbs in the correct places.

1. Americans use cream in their coffee. (often)
   Americans often use cream in their coffee.

2. Some people in Korea eat pickled vegetables for breakfast. (always)

3. In China, people use sugar in their tea. (seldom)

4. In England, people have milk in their tea. (usually)

5. In Japan, people have fish for breakfast. (sometimes)

6. Brazilians make drinks with fruit. (often)

7. People in Canada have salad for breakfast. (seldom)

8. Some Mexicans eat pasta. (never)

7 Rewrite the sentences in Exercise 6. Make the sentences true for you.

1. Americans often use cream in their coffee.
   I seldom use cream in my coffee. / 
   I sometimes use milk in my coffee.

2. 

3. 

4. 

5. 

6. 

7. 

8. 

8. **How often do you eat or drink these things for dinner? Write sentences.**

<table>
<thead>
<tr>
<th>never</th>
<th>seldom</th>
<th>sometimes</th>
<th>often</th>
<th>usually</th>
<th>always</th>
</tr>
</thead>
<tbody>
<tr>
<td>cheese</td>
<td>I seldom eat cheese for dinner.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>milk</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>coffee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>eggs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>yogurt</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>rice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>beans</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>chicken</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. **Answer the questions with your own information.**

1. What do you usually have for breakfast?  
2. What time do you usually have lunch?  
3. What is something you never have for dinner?  
4. Do you ever go to a restaurant on weekends?  
5. What time do you eat dinner on Sundays?  
6. What is your favorite drink?  
7. Do you usually drink coffee in the morning?  
8. Do you ever eat yogurt for lunch?  
9. Do you ever eat ice cream for dessert?  
10. Do you like cookies?
# BROCCOLI IS GOOD FOR YOU.

## KEY VOCABULARY

### Nouns
- **Dairy foods**
  - cheese
  - milk
  - yogurt
- **Sweets**
  - cake
  - cookie(s)
  - ice cream
  - pie
- **Fat, Oil, Sugar**
  - butter
  - candy
  - cream
  - oil
  - potato chips
- **Fruit**
  - apple(s)
  - banana(s)
  - grape(s)
  - mango(es)
  - orange(s)
  - strawberry (-ies)
  - tangerine(s)
- **Meat / Protein**
  - bacon
  - chicken
  - egg(s)
  - fish
  - hamburger(s)
  - nut(s)

### Grains
- bread
- cereal
- cracker(s)
- noodles
- pasta
- rice
- rolls
- toast

### Salads
- fruit salad
- potato salad

### Vegetables
- broccoli
- carrot(s)
- celery
- lettuce
- onion(s)
- potato(es)
- tomato(es)

### Beverages
- lemonade
- soda
- (green) tea

### Other
- barbecue
- freezer
- grocery store
- health
- mayonnaise
- snacks
- soup

### Pronouns
- everyone
- something

### Determiners
- any
- some

### Adjectives
- awful
- delicious
- (Japanese)-style

### Verbs
- drink
- get
- hate
- try
- want

### Adverbs
- Adverbs of frequency
  - always
  - ever
  - never
  - often
  - seldom
  - sometimes
  - usually

### Prepositions
- at (my desk)
- for (breakfast/the barbecue)
- in (the salad)
Lesson 4
Eating out

3 Here are some restaurant complaints. Fill in the spaces with one of the words below.

| clean | cold | some | hot | cup | rare | stale | dirty | strong | broken |

a  This soup is .......... and I like my soup very ............ Can you change it, please?
b  This knife is .......... Can you bring me a ............ one, please?
c  This glass is ............ Can you bring me another one, please?
d  This bread is ............ Can you bring me ............ fresh bread, please?
e  This coffee is very weak and I like ............ coffee. Can you bring me another ............ please?
f  This steak is very well done, but I asked for ............ Can I have another one, please?

LISTENING  (see previous tape script)

1 It is the end of the meal. What do you think Charles says in these situations?

a  He wants the bill.
b  He wants to pay for everyone.
c  He wants to pay by American Express.
d  He wants a receipt.

2 Now listen and check your answers.

SPEAKING

The Restaurant Game

Play the game in groups of three. Choose one of the restaurants opposite.

The aim of the game is to get from the start of the meal to the end as quickly as possible. Throw a coin to see where you land. If it is heads, you move one square forward. If it is tails, you move two squares forward. To finish, you must land exactly on the END square. When you use the right language for the square you land on, you can throw again. If you don't know what to say, you miss a turn!
Eating out

1. Ask for an explanation of "Dish of the day."
2. Ask to order.
3. The wine is not cold.
4. Your steak is raw.
5. You break a glass.
6. The first course was good.
7. Ask for dessert to your guests.
8. Order coffee for four.
10. Check service is included.

1. Order a bottle of champagne.
2. Ask for the toilets.
3. Your knife is dirty.
4. The beans are cold.
5. Offer more wine.
6. The first course was not very good.
7. Ask for an aspirin.
8. Ask if the coffee is fresh.
9. There is a mistake on the bill.
10. Offer to pay for everyone.

1. Apologize for being late.
2. The music is very loud.
3. You want salt.
4. You wanted peas, not carrots.
5. Ask for the bread.
6. You want a jug of water.
7. Ask for the phone.
8. Offer your friend a cigar.
9. Ask to pay by Visa.
10. Suggest dividing the bill.

END
3.4 Eating out

**VOCABULARY**

In the list of words below there are nine pairs of words and one on its own. Find the pairs to discover which one is left.

**Definition**
1. two vegetables
2. two types of meat
3. two drinks
4. two places to go for a drink
5. two Italian dishes
6. two things to eat with
7. two people who work in a restaurant
8. two desserts
9. two fruits

a. spaghetti  b. knife  c. beans  d. waiter
   e. chef  f. jelly  g. pub  h. sorbet
   i. cabbage  j. pear  k. pizza  l. tea
   m. coffee  n. gravy  o. bar  p. lamb
   q. orange  r. beef  s. fork

**QUESTIONS**

Match the questions below with the answers.

1. Could I book a table for three?
   a. Not for me, thanks.
2. How would you like to pay?
   b. I'm sorry, we are full tonight.
3. Could you tell me where the toilet is?
   c. Here you are.
4. Would you like a drink?
   d. Do you take VISA?
5. Would you like a dessert?
   e. It's downstairs.
6. Could I have the wine-list?
   f. Could I have a small whisky?

**COMPLAINTS**

Here are some complaints in restaurants. Put the words in the right order.

1. not This enough hot soup is.
2. this you please Can change?
3. clean bring Can glass me you please a?
4. mistake bill There in is this a.
5. table kitchen close is the Our too to.
6. another to we Can move please table?
VOCABULARY

1 Complete this word grid. Each line represents one letter.

1 [ ] [ ] [ ] [ ] [ ] [ ] [ ] a drink made from grapes
2 [ ] [ ] [ ] [ ] [ ] [ ] [ ] a fruit which is red or green
3 [ ] [ ] [ ] [ ] [ ] [ ] [ ] you put it in drinks
4 [ ] [ ] [ ] [ ] [ ] [ ] [ ] cooked bread
5 [ ] [ ] [ ] [ ] [ ] [ ] [ ] a way of cooking meat
6 [ ] [ ] [ ] [ ] [ ] [ ] [ ] part of a British breakfast
7 [ ] [ ] [ ] [ ] [ ] [ ] [ ] a hot liquid starter
8 [ ] [ ] [ ] [ ] [ ] [ ] [ ] tomatoes, lettuce, cucumber, etc.

2 The first letters make another word. What is it?

DIALOGUE

Read this dialogue and complete with an appropriate phrase. Bernard and Hitoshi are having lunch together at a restaurant in London.

B Right, let’s have a look.
H There is so much choice. What .......... ..........(1)?
B Well the fish is very good, or the dish of the day.
H What is the dish of the day?
B Irish Stew.
H What .......... ..........(2)?
B It’s lamb cooked for a long time with potato and vegetables. Are you hungry? It’s very filling.
H I think I want something lighter. .......... ..........(3) the salmon.
B And .......... ..........(4)?
H The soup. What about you?
B .......... ..........(5) the smoked salmon followed by a steak. .......... ..........(6)?
H Wine, please. Red.
B Right. I think we’re ready. Excuse me, .......... ..........(7), please?

‘And you eat this?’
RESTAURANT ROLE PLAY

As preparation for this activity, preview the following with the students and ask them to write possible answers.

STUDENT A

You are meeting Student B at a restaurant where the menu is the one you have just created in Lesson 3. You meet your friend inside the restaurant.

Greet student B
Suggest a table
Explain the menu
Suggest particular items
Offer something to drink (wine, mineral water, etc.)
Ask student B what food they would like
Suggest that student B tries your food
Ask if student B would like a dessert

STUDENT B

Greet student A
Thank student A for meeting you
Respond positively to student A’s offers and suggestions
Answer student A’s questions appropriately
Ask relevant questions about the menu and restaurant
Ask A to pass you some things on the table (bread, water, salt, pepper)
Refuse politely anything you don’t want
Thank A for the meal
Suggesting

How about (another coffee)?
Perhaps we should (an appetizer)?

Reserving

I would like to make a reservation (for four, please).
We would like to reserve a table for two.

Offering

Can I get you another drink?
Would you like anything else?
Shall I order (some wine)?

Requesting

Could you order (some water?)
Can you (ask what it this is)?
Would you mind passing the bread, please?
gratuity

(græ-tjuə-ti, -tyoʊ-) n. pl. gratuities

A favor or gift, usually in the form of money, given in return for service

Step 1: Take total amount of bill (check)

Step 2: Multiply amount by 15% - 20%

EXAMPLE: $43.00

$43.00 x .18

$7.74  tip/gratuity

TOTAL amount paid: $50.74

** Check www.xe.com for up-to-date exchange rates

Marisa Ferraro, FLA 518
money
coins
$ US MONEY $

one dollar $1.00
five dollars $5.00
ten dollars $10.00
twenty dollars $20.00

penny 1¢
nickel 5¢
dime 10¢
quarter 25¢
LESSON 4

ADVANCED
Offers, requests, and suggestions

A visitor has been invited to a restaurant. Her host has already arrived.

1. During the first few minutes, the host says all of these things. In each case, decide whether she is making an offer, a request, or a suggestion.
   a. Can I take your coat?
   b. Shall we have something to drink before we order?
   c. Why don't you try the seafood pasta? It's really good.
   d. Shall I ask the waiter if there are any other vegetarian dishes?
   e. Excuse me, I'm just going to the bathroom. Would you mind ordering for me?
   f. Would you like to try some of this asparagus? It's delicious.
   g. Can I pour you some wine?
   h. Could you pass me the bread, please?

2. Decide how the guest might reply to each offer, request, or suggestion.

See attached tape scripts:

1. 9.5 Listen to some extracts from the conversation. Match the guest's answers to the questions in 5.

2. 9.6 Listen to the complete exchanges. What phrases does the guest use to accept or reject her host's offers, requests, and suggestions? What else could she say?

Pocket Book page 33
Offers, requests and suggestions

9.5
1. Yes, please. If you wouldn’t mind.
2. Yes, I’d love some.
3. Thank you, that’s very kind of you.
4. Of course. Here you are.
5. Mmm. That sounds like a good idea.
6. Actually, I don’t eat seafood. I think I’d rather have the goat’s cheese salad.
7. Of course. Asparagus, and then the beef. Is that right?
8. No, thank you, I’m fine with this.

9.6
a. Can I take your coat?
   Thank you, that’s very kind of you.
b. Shall we have something to drink before we order?
   Mmm. That sounds like a good idea.
c. Why don’t you try the seafood pasta? It’s really good.
   Actually, I don’t eat seafood. I think I’d rather have the goat’s cheese salad.
d. Shall I ask the waiter if there are any other vegetarian dishes?
   Yes, please. If you wouldn’t mind.
e. Excuse me, I’m just going to the bathroom.
   Would you mind ordering for me?
   Of course. Asparagus, and then beef. Is that right?
f. Would you like to try some of this asparagus?
   It’s delicious.
   No, thank you, I’m fine with this.
g. Can I pour you some wine?
   Yes, I’d love some.
h. Could you pass me the bread, please?
   Of course. Here you are.

SCRIPT from International Express, Upper-Intermediate, pg. 135

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Requests, invitations and suggestions

A Requests and replies

We use different expressions to introduce a request – it depends who we are talking to, and the ‘size’ of the request (‘big’ or ‘small’). These are some of the most common (the ‘small’ requests first), with suitable positive and negative replies.

A: Could you pass me the salt?  
B: Yes, sure.

A: Could I (possibly) borrow your dictionary?  
B: Yes, of course. or Yes, help yourself (= yes, take it) or Go ahead.

A: Do you think you could possibly lend me two or three pounds?  
B: Yes sure or I’m afraid I can’t. I haven’t any money on me at all. I wish I could but, I’m sorry but,

A: I was wondering if I could (possibly) leave work half an hour early today. or Would you mind if I left work ...
B: Yeah, no problem. or Well I’d rather you didn’t (actually), because ...

B Invitations and replies

A: Would you like to go out this evening?  
B: Yeah great / lovely / I’d love to or I’m sorry I can’t.

A: We’re going to a restaurant and we were wondering if you’d like to come with us?  
B: I’d love to, but I’m afraid I can’t.
Oh, I’m afraid I have to look after my younger sister.

C Suggestions and replies

Here are some common ways of asking for and making suggestions (= ideas for things to do/say/make, etc.) and suitable replies.

Asking for suggestions
What shall we do tonight? Where shall we go this evening?

Making suggestions
How about (or what about) going to the cinema? (Note: How/What about + -ing)
We could go to the leisure centre and watch the basketball.
Why don’t we try that new club in the main square?

Responding
Yeah, great / fine / OK / that’s a good idea.
Yeah, if you like. (= if you want to go, then I am happy to go)
Yes, I don’t mind. (= I have no preference)
I think I’d rather (= I would prefer to) go out for a meal.

Note: In this situation, learners often say ‘it’s the same for me’. We don’t use this expression in English; we say I don’t mind.
Exercises

24.1 Correct the mistakes in this dialogue.
A: Do you like to go out this evening?
B: I’m afraid but I haven’t got any money.
A: That’s OK, I’ll pay. How about go to see a film?
B: No, actually I think I’d rather to stay at home and do my homework.
A: Why you don’t do your homework this afternoon?
B: I’m busy this afternoon.
A: OK. How about tomorrow evening, then?
B: Yeah good.
A: Great. What film shall we go to?
B: For me it’s the same.

24.2 Complete these dialogues with a suitable word or phrase.
1 A: Could you open that window? It’s very hot in here.
   B: Yeah, 
2 A: Clive and Sally are here at the moment and we were if you’d like to come
   over and join us for a meal this evening?
   B: Yes, I’d 
3 A: What we do this evening?
   B: I don’t know really. Any ideas?
   A: Why go to the cinema? We haven’t been for ages.
   B: Yeah, that’s a 
4 A: OK. Where we go on Saturday?
   B: going to the beach if the weather is good?
   A: Yeah. Or we try that new sports centre just outside town.
   B: Mmm. I think I’d go to the beach.
   A: Yeah OK, if you 
5 A: What you like to do this weekend?
   B: I don’t 

24.3 Here are eight requests, invitations or suggestions. Respond to each one as fast as you can
with a suitable reply. If possible, do this activity with someone else: one of you asks the
questions, the other answers.
1 Could I borrow a pen for a minute?
2 Do you think you could post a letter for me?
3 I was wondering if you’ve got a suitcase you could lend me?
4 Would you like to go out this evening?
5 I’ve got some tickets for a concert of classical music and I was wondering if you’d like to
   go with me?
6 How about going to a football match at the weekend?
7 Why don’t we meet this afternoon and practise our English for an hour?
8 We could invite some other people from our English class to meet us as well.

24.4 There will be many situations when you make requests, invitations and suggestions in your
own language, and respond to the requests, invitations and suggestions of others. Try using
English expressions in place of your first language. If your friends don’t understand, you can
teach them a bit of English.
Opinions, agreeing and disagreeing

A Asking someone for their opinion
What do you think of his new book?
How do you feel about working with the others?
What are your feelings (pl!) about the change in the timetable?
What's your honest opinion of that painting?

B Giving your opinion
I think Charles had the best idea.
I don't think he knew very much about the subject.
Personally, I think his first book is terrible.
In my opinion we should sell the old car and buy a new one.
As far as I'm concerned the whole evening was a waste of time.

Note:
• If you want to say something isn't a good idea you make 'think' negative:
  I don't think it's a good idea. [NOT I think it's not a good idea]
• Personally and As far as I'm concerned are more common in spoken English.
• As far as I'm concerned can mean, 'this is my opinion and I don't care what others think'.

C Giving the opinion of others
According to one of the journalists on television (= in the opinion of this journalist), the Prime Minister knew nothing about it.
The newspaper says that the Prime Minister knew weeks ago. (Note: we still use the verb say when referring to a written opinion)

D Agreeing with someone
We often agree by continuing with the same opinion or adding to it.
A: I think we should concentrate on this one project.
B: Yes, it's better to do one thing well than two things badly.
But if we want to make it clear we agree, we can use these expressions:
Yes, I agree (with you). (Note: agree is a verb in English. [NOT I am agree])
Yes, I think you're right.

E Disagreeing with someone
It is very common in English to begin with a short expression of agreement, and then give a different opinion. Here are some expressions used to introduce the disagreement:

perhaps/may/maybe/possibly, but don't you think ...
Yes, that's true, but I'm not sure that ...
you could be right, but don't forget ...

If you disagree strongly with someone you can say: I'm afraid I totally disagree (with you).

Note: When we want to disagree but not completely, we can use these phrases:
Yes, I partly agree (with you), but ...
I agree to some extent / a certain extent, but ...
Exercises

25.1 Complete these sentences in at least three different ways to ask people their opinion.
1 ........................................ the proposed changes?
2 ........................................ the new building?
3 ........................................ the transport system?
4 ........................................ the new divorce law?
5 ........................................ the government's decision to make parents responsible?

25.2 Fill the gaps with the correct word. (One word only.)
1 A: What did you think .............. it?
   B: Well, ...................... I didn't like it.
2 ...................... to the radio, we won't know the result until tomorrow morning.
3 I agreed with him to a certain ......................
4 As far as I'm .............. , we need to buy a new photocopier immediately.
5 I'm afraid I ...................... disagree with you.

25.3 Rewrite these sentences without using the underlined words and phrases. The meaning must stay the same.
1 In my opinion you can't learn a language in three months.

2 I think the club needs to buy new players.

3 Yes, I think you're right.

4 According to the newspaper, terrorists started the fire.

5 I agree with her to some extent.

25.4 Continue these short conversations. You can either agree with the point of view and add to the argument; or introduce a different point of view. If you introduce a different point of view, remember to start with a short expression of agreement first.
1 A: A lot of women are quite happy to stay at home and be housewives.
   B: ......................
2 A: The state shouldn't give money to people who don't want to work.
   B: ......................
3 A: People from developing countries need all the help we can give them.
   B: ......................
4 A: We should think about legalising cannabis.
   B: ......................
5 A: It can be very dangerous if people become too nationalist.
   B: ......................
Lesson 5
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<tr>
<td>LESSON 1</td>
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<td>LESSON 2</td>
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<td>LESSON 5</td>
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<td>Goal 2, Standard 1, 2</td>
<td>Make food pyramid and list of nutritional value of foods</td>
<td>Future &amp; conditional verb tenses</td>
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<td></td>
<td>You Are What You Eat: Diet &amp; Nutrition</td>
<td>Dining Out Healthfully</td>
<td>Food Journals</td>
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<tr>
<th>LESSON</th>
<th>TITLE</th>
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<td>Lesson 1</td>
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<td>Lesson 2</td>
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<tr>
<td>Lesson 3</td>
<td></td>
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<tr>
<td>Lesson 4</td>
<td>You Are What You Eat Nutrition, Diet (e.g. Food Pyramid)</td>
<td>By learning about each food group, the nutritional value associated with food, as well as several agricultural methods of growing food, Ss will be able to make well-formed decisions about what food to eat, and how to take care of their bodies.</td>
</tr>
<tr>
<td>Lesson 5</td>
<td>Dining Out Healthfully</td>
<td></td>
</tr>
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</table>

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Lesson 5 ~ Narrative

The fifth and final lesson of this unit is very appropriate after taking the previous four lessons to describe, discuss, taste, order and eat food! This lesson titled "You Are What You Eat," focuses on eating well, forming good habits, making wise food choices and exercising to stay healthy. The focal point of the lesson is the food pyramid. I have included both the new and old versions of the food pyramid to use with your classes. ELLs will learn about nutrition through the food pyramid, relying heavily on its colors and pictures to associate word meanings.

By learning about each food group, and the nutritional value assigned to each, ELLs will be able to make well-formed decisions about what food to eat and how to take care of their bodies once the food has been eaten! Beginner students will learn and review the vocabulary associated with each food group by labeling them appropriately. To measure their understanding of this vocabulary, students will identify favorite foods within each food group. They will be asked to complete an empty food pyramid, by pasting clippings from food magazines, drawing, or writing their own words within the food groups. Beginners will also complete the designated activities behind the beginner tab (Basic Oxford Picture Dictionary). Which Food Do You Like?(see handout) Is an exercise to be completed in a similar fashion: students can cut and paste food items within each group, draw their own foods, write simple words or complete sentences.

Intermediate students will read about making wise choices when dining out and learn new vocabulary in the word box of exercise. The Healthy Plate. A group activity involves reading and discussing three possible dining out scenarios in which students will have to think of healthy meal choices. A discussion of additional healthy tips will follow this exercise.

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The next activity for intermediate level ELLs is *Rate Your Plate.* Students will read about (and see) a not so healthy plate and rate it. Then students will read about (and see) a healthy plate and rate that, too. Students will assemble their plates, including a moderate portion of each food group in an effort to make a balanced meal. Students can once again use the menus they have read or made in previous lessons to design their “plates.” This activity could be done in pairs or groups so that students have the opportunity to rate each others plates.

In learning about the nutritional value of food, students will participate in two activities. They will be asked to bring in any food labels from home. Following a class discussion about each of the major nutritional categories (calories, fat, sodium, protein, iron, calcium, vitamins, fiber and carbohydrate) students will identify and label them appropriately using their own food labels. Allow for a discussion between students about what food item each brought to class with its corresponding nutritional value. Students can work on *Unscramble the Nutrients* individually.

As a last activity for intermediate ELLs, they will be asked to keep a food journal. Discuss *How to Keep a Food Journal* in class and pass out individual journals. This activity should span at least one week. Remind students to be sure to identify the corresponding food group and the general nutritional value of the food items they eat throughout the time period.

Advanced students can also partake in the food journal activity as well the nutritional fact labels. They should be encouraged to complete the exercises behind the Advanced tab. Additional materials are provided at the end of the lesson 5.
Dining Out

Lesson 5

Goal: Students will learn about the food pyramid and the corresponding food groups for both the old and new models. Students will develop awareness about food group preferences within the American culture. Students will expand their vocabulary of food groups and nutritional facts/categories. Students will learn how to make healthy meal decisions while dining out. Students will be more sensitive of their eating habits through tracking and recording their food intake in food diaries.

I. Learning Objectives for Beginner ELLs

Language Objectives
1. Students will develop the ability to brainstorm a list of words associated with the food pyramid (food groups) as well as nutrition.
2. Students will engage in discussions about their eating habits.
3. Students will learn the vocabulary associated with the food pyramid and nutrition.
4. Students will write words and sentences in answer to the question of which food in each food group they like.
5. Students will make their own food pyramid and then present it (give reasons for why they chose certain pictures to represent the food group) in their groups.

Content Objectives
1. Students will develop awareness of food group preferences within the American culture.
2. Students will learn the six basic nutrients, their sources, and what they are needed for.
3. Students will be able to determine the nutritional value of foods.
4. Students will learn which foods are “good, better or worse.”

II. Learning Objectives for Intermediate ELLs

Language Objectives
1. Students will develop the ability to brainstorm a list of words associated with the food pyramid (food groups) as well as nutrition.
2. Students will engage in discussions about their eating habits.
3. Students will learn the vocabulary associated with the food pyramid and nutrition.
4. Students will be able to identify, write, record and discuss the nutritional value of their favorite foods.
5. Students will read about making wise meal choices when dining out.
6. Students will read parts of articles assigned to them and work through issues of pronunciation.
7. Students will learn the vocabulary associated with planning a meal, e.g. portion, serving, requirement, ounces, exercise, activity.

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8. Students will learn the personal writing style associated with journaling.
9. Students will use the future tense to plan healthy meals the following day.
10. Students will use the conditional tense to discuss possible meal options when in pretend scenarios, e.g. If I were at a wine bar, I would order........

Content Objectives
1. Students will develop awareness of food group preferences within the American culture.
2. Students will be able to determine the nutritional value of foods.
3. Students will learn about what food items constitute a healthy diet.
4. Students will design their own plate incorporating all food groups.
5. Students will discuss the differences in the nutritional value of foods between America and their native country.
6. Students will learn about their own eating habits through a food diary, and in doing so, will determine if their food intake and their activity are considered to be at healthy levels.
7. Students will explore their personal attitudes towards eating healthy, dieting, and exercise.

III. Learning Objectives for Advanced ELLs

Language Objectives
1. Students will engage in discussions about their eating habits, diet and exercise.
2. Students will learn the vocabulary associated with the food pyramid and nutrition.
4. Students will be able to identify, write, record and discuss the nutritional value of their favorite foods.
5. Students will read about healthy eating and the vocabulary associated with planning a meal, e.g. portion, serving, requirement, ounces, exercise, activity.
6. Students will read parts of articles assigned to them and work through issues of pronunciation.
7. Students will learn verb-noun collocations corresponding to nutrition, e.g. to be rich in...vitamins and minerals.
8. Students will learn about adverb-adjective collocations, e.g. absolutely packed.... with vitamins.
9. Students will use the future tense to plan healthy meals the following day.
10. Students will use the conditional tense to discuss possible meal options when in pretend scenarios, e.g. If I were at a wine bar, I would order........

Content Objectives
1. Students will discuss the differences in the nutritional value of foods between America and their native country.
2. Students will learn about their own eating habits through a food diary, and in doing so, will determine if their food intake and their activity are considered to be at healthy levels.
3. Students will explore their personal attitudes towards eating healthy, dieting, and exercise.
4. Students will exchange information about ways to improve their diet and general health.
### Lesson 5 → Syllabus Grid

**DINING OUT**

<table>
<thead>
<tr>
<th>Participatory processes</th>
<th>Learning Strategies</th>
<th>Content</th>
</tr>
</thead>
</table>
| - Using realistic techniques for learning (nutritional fact label, rate your plate, food journals)  
- Application to real life situations | - Self monitoring  
- Peer collaboration | - Language Arts  
- Art  
- Health  
- Gym  
- Home Economics  
- Math (calculating portions) |

**Culture**

- Making connections to own culture: eating habits  
- Compare and contrast eating habits of US and native culture  
- Cultural Behavior and attitude towards nutrition

**Tasks and activities**

- Identifying food groups in food pyramid  
- Designing own healthy plate  
- Recording eating habits in a food diary  
- Reading dining out healthfully

**Competencies**

- Planning a healthy meal  
- Discussing healthy eating choices  
- Discussing healthy habits  
- Compare and contrast  
- Tracking food intake  
- Awareness of nutritional values

<table>
<thead>
<tr>
<th>Listening Skills</th>
<th>Speaking Skills</th>
<th>Reading Skills</th>
<th>Writing Skills</th>
</tr>
</thead>
</table>
| - Listening for key information in student presentations | - Reading aloud meal choices.  
- Discussion during eating out scenarios in determining healthy meal options  
- Presentations of plate designs | - Reading for understanding  
- Reading nutritional labels  
- Skimming the text for known words | - Spelling  
- Structuring sentences  
- Diary/journal writing as a more informal personal style |

<table>
<thead>
<tr>
<th>Functions</th>
<th>Notions and topics</th>
<th>Communicative situations</th>
</tr>
</thead>
</table>
| - Persuading  
- Forecasting & predicting (next meals) | - Cultural identification  
- Personal identification | - Talking about cultural behaviors  
- Communicating eating habits and healthy meal choices |

<table>
<thead>
<tr>
<th>Grammar</th>
<th>Pronunciation</th>
<th>Vocabulary</th>
</tr>
</thead>
</table>
| - Future tense to plan meals for next day, week, etc.  
- Conditionals, e.g. If I were in a restaurant, the healthy meal to order would be..... | - Rules governing proper pronunciation  
- Attention to pronunciation while reading tape scripts. | - Vocabulary items associated with food groups  
- Vocabulary associated with eating healthfully (serving, portion, etc.)  
- Vocabulary associated with nutritional facts (reading labels) |
## DINING OUT

### Lesson 5  (Intermediate)

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>TIME</th>
<th>TYPE</th>
<th>MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Warm-up</strong>: Students are asked to brainstorm vocabulary items associated with the food pyramid and/or nutrition. Discuss differences and similarities to old and new food pyramid. Allow for a brief discussion about eating habits, diets, and exercise as it pertains directly to students.</td>
<td>5 minutes</td>
<td>Class discussion</td>
<td>New and old food pyramid on OHP</td>
</tr>
<tr>
<td>2. Depending upon the students’ knowledge or familiarity with the food pyramid, have them design their own food pyramids using a pyramid with empty food groups. This will activate previous schema and help in next activity dealing with nutrition. Provide the students with food magazines and other materials from which they can cut and paste.</td>
<td>10 minutes</td>
<td>Group work</td>
<td>Empty food pyramid design Scissors Glue</td>
</tr>
<tr>
<td>3. Begin reading <em>The Healthy Plate</em>. Discuss vocabulary words outlines in word bank. Tell students to highlight known words. Allow for discussion of cultural differences with regard to frequency of Americans who dine out and their diets. Following the reading, have students participate in activity on back of worksheet. Divide the class into three groups and assign a scenario to them, e.g. “After a hard week of classes or work, you go out with your friends for appetizers and drinks. What would you order as a healthy meal option?” Make sure to clip (or fold) the scenarios so that students are unable to read meal suggestions. When students are finished, have them present their scenario to the class, along with their</td>
<td>15 minutes</td>
<td>Class discussion/small group work</td>
<td><em>The Healthy Plate: Making Wise Food Choices When Dining Out</em></td>
</tr>
</tbody>
</table>

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suggestions. Open it up for discussion – what would other students order in that given situation?

4. **Rate your Plate** exercise. Have students read out loud about portion control. Review vocabulary. Look at the first picture of a hamburger and fries. Ask students to rate the healthiness of this meal. Follow the same steps for the second page, rating that meal as well. Compare and contrast in open discussion. Review page 3, healthy ways to arrange a plate, incorporating all necessary food groups. Have students split into pairs and design their own plate. Swap with a partner and have that partner rate it. Students can use clippings from magazines or they can draw or write food items.

| 15 minutes | Individual/Pair work | **Rate Your Plate** 4 page handout |

5. **Read What is a Healthy Diet? (OPTIONAL)**

| 5 minutes | Class | **What is a Healthy Diet?** handout |

6. Assuming students brought nutritional fact labels in from home (or if you happen to have some extra) have them read and discuss the labels. Put transparency on overhead titled, "...use the label.) Discuss the vocabulary used. Ask students to complete **Unscramble the Nutrients** worksheet in groups of three.

| 10 minutes | Class/groups of three | **...Use the Label** on OHP |

7. Discuss the assignment of keeping a Food Diary. Place "How to Keep a Food Journal" on OHP and read together. Distribute copies of journals. Assign length of tracking time, at least a week. Remind them how to eat out healthfully (see last worksheet in this section) while tracking their meals on the go. Most of all, remind them to have fun with this project!

| 5 minutes | Class discussion | **Food Diary**  
How to eat Out Healthfully |

*For additional activities, please see Advanced section, Lesson 5, as well as Additional Activities.*

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<table>
<thead>
<tr>
<th>GRAINS</th>
<th>VEGETABLES</th>
<th>FRUITS</th>
<th>MILK</th>
<th>MEAT &amp; BEANS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make half your grains whole</td>
<td>Vary your veggies</td>
<td>Focus on fruits</td>
<td>Get your calcium-rich foods</td>
<td>Go lean with protein</td>
</tr>
<tr>
<td>Eat at least 3 oz. of whole-grain cereals, breads, crackers, rice, or pasta every day</td>
<td>Eat more dark-green veggies like broccoli, spinach, and other dark leafy greens</td>
<td>Eat a variety of fruit</td>
<td>Go low-fat or fat-free when you choose milk, yogurt, and other milk products</td>
<td>Choose low-fat or lean meats and poultry</td>
</tr>
<tr>
<td>1 oz. is about 1 slice of bread, about 1 cup of breakfast cereal, or 1/2 cup of cooked rice, cereal, or pasta</td>
<td>Eat more orange vegetables like carrots and sweetpotatoes</td>
<td>Choose fresh, frozen, canned, or dried fruit</td>
<td>If you don’t or can’t consume milk, choose lactose-free products or other calcium sources such as fortified foods and beverages</td>
<td>Bake it, broil it, or grill it</td>
</tr>
<tr>
<td></td>
<td>Eat more dry beans and peas like pinto beans, kidney beans, and lentils</td>
<td>Go easy on fruit juices</td>
<td></td>
<td>Vary your protein routine – choose more fish, beans, peas, nuts, and seeds</td>
</tr>
</tbody>
</table>

For a 2,000-calorie diet, you need the amounts below from each food group. To find the amounts that are right for you, go to MyPyramid.gov.

<table>
<thead>
<tr>
<th>GRAINS</th>
<th>VEGETABLES</th>
<th>FRUITS</th>
<th>MILK</th>
<th>MEAT &amp; BEANS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eat 6 oz. every day</td>
<td>Eat 2 1/2 cups every day</td>
<td>Eat 2 cups every day</td>
<td>Get 3 cups every day; for kids aged 2 to 8, it’s 2</td>
<td>Eat 5 1/2 oz. every day</td>
</tr>
</tbody>
</table>

Find your balance between food and physical activity

- Be sure to stay within your daily calorie needs.
- Be physically active for at least 30 minutes most days of the week.
- About 60 minutes a day of physical activity may be needed to prevent weight gain.
- For sustaining weight loss, at least 60 to 90 minutes a day of physical activity may be required.
- Children and teenagers should be physically active for 60 minutes every day, or most days.

Know the limits on fats, sugars, and salt (sodium)

- Make most of your fat sources from fish, nuts, and vegetable oils.
- Limit solid fats like butter, stick margarine, shortening, and lard, as well as foods that contain these.
- Check the Nutrition Facts label to keep saturated fats, trans fats, and sodium low.
- Choose food and beverages low in added sugars. Added sugars contribute calories with few, if any, nutrients.
LESSON 5

BEGINNER
Food Guide Pyramid
A Guide to Daily Food Choices

Fats, Oils, & Sweets
USE SPARINGLY

Key:
- Fat (naturally occurring and added)
- Sugars (added)

These symbols show fat and added sugars in foods.

Milk, Yogurt, Cheese Group
2-3 Servings

Meat, Poultry, Fish, Dry Beans, Eggs, & Nuts Group
2-3 Servings

Vegetable Group
3-5 Servings

Fruit Group
2-4 Servings

Bread, Cereal, Rice, & Pasta Group
6-11 Servings

## The Six Basic Nutrients

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<th>Sources</th>
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<tbody>
<tr>
<td>Proteins</td>
<td>Soybeans, milk, eggs, lean meats, fish,</td>
<td>Growth, maintenance, and repair of tissues</td>
</tr>
<tr>
<td></td>
<td>beans, peas, cheese</td>
<td>Manufacture of enzymes, hormones, and antibodies</td>
</tr>
<tr>
<td>Carbohydrates</td>
<td>Cereals, breads, fruits, vegetables</td>
<td>Energy source</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fiber or bulk in diet</td>
</tr>
<tr>
<td>Fats</td>
<td>Nuts, butter, vegetable oils, fatty meats,</td>
<td>Energy source</td>
</tr>
<tr>
<td></td>
<td>bacon, cheese</td>
<td></td>
</tr>
<tr>
<td>Vitamins</td>
<td>Milk, butter, lean meats, leafy vegetables,</td>
<td>Prevention of deficiency diseases</td>
</tr>
<tr>
<td></td>
<td>fruits</td>
<td>Regulation of body processes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Growth</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Efficient biochemical reactions</td>
</tr>
<tr>
<td>Mineral salts</td>
<td></td>
<td>Strong bones and teeth</td>
</tr>
<tr>
<td>Calcium and</td>
<td>Whole grain cereals, meats, milk, green</td>
<td>Blood and other tissues</td>
</tr>
<tr>
<td>phosphorus</td>
<td>leafy vegetables, vegetables, table salt</td>
<td></td>
</tr>
<tr>
<td>compounds</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Iron compounds</td>
<td>Meats, liver, nuts, cereals</td>
<td>Hemoglobin formation</td>
</tr>
<tr>
<td>Iodine</td>
<td>iodized salt, seafoods</td>
<td>Secretion by thyroid gland</td>
</tr>
<tr>
<td>Water</td>
<td>All foods</td>
<td>Dissolving substances</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Blood</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tissue fluid</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Biochemical reactions</td>
</tr>
</tbody>
</table>
vegetables

tomato
spinach
cucumber
lettuce
turnip
broccoli
red cabbage
potato
Brussels sprouts
mint
squash
garlic
asparagus
carrot
peas
radish
okra
eggplant
onion
cauliflower
mushroom
string beans
1. broccoli
2. cabbage
3. lettuce
4. spinach
5. corn
6. garlic
7. string beans
8. tomato
9. (bell) pepper
10. cucumber
11. potato
12. onion
13. carrot
14. mushrooms
15. peas
34 Vegetables

A. Look in your dictionary.

Alphabetize the words that begin with C.

1. __________ 2. __________ 3. __________ 4. __________

B. Write the missing words in this recipe.

VEGETABLE SOUP

1. Fry the __________ onions __________ and __________.

2. Cut up __________, __________, and __________.

3. Put all the vegetables into a pot. Add 3 quarts of water and cook slowly.

*C. Write your answer.

What vegetables do you put in soup?

________________________  ____________________

________________________  ____________________

________________________  ____________________
1. bananas
2. grapes
3. apples
4. oranges
5. pears
6. grapefruit
7. lemons
8. limes
9. plums
10. peaches
11. strawberries
12. cherries
13. watermelons
14. nuts
Fruits

A. Look in your dictionary.
   Alphabetize the words.

   1. apples       2.          3.          
   4.          5.          

B. Write the missing letters in the ads.

   1. Special Sale!
      P E A C H E S
      3 lbs. / $1.00

   2. L M O S
      5 / 89¢          this week only!

   3. Don’t miss this bargain!
      C H R I S
      $.79/lb. while supplies last

      W A T E R E O N!
      only 10¢/lb

   5. S T A B E I S
      99¢/basket

   6. P M S
      39¢/lb.

   7. G R P R U T
      29¢ ea.

*C. Write your answer.

   What fruits do you put in a fruit salad?
Milk, Yogurt & Cheese
1. milk
2. cream
3. sugar
4. eggs
5. cheese
6. butter
7. margarine
8. yogurt
9. bread
10. cereal
11. coffee
12. tea
13. flour
14. oil
15. rice
16. (dried) beans
17. pasta/noodles
18. soup
19. soda/pop
20. juice
21. cookies
22. salt
23. pepper
24. mustard
25. ketchup
26. mayonnaise
A. Look in your dictionary.

Alphabetize the words that end in r.

1. __________ 2. __________ 3. __________ 4. __________

B. Write the words in the correct space below.

butter cereal cheese cream ketchup mayonnaise milk mustard rice yogurt

1. Dairy
   butter

2. Non-Dairy

3. Liquid

4. Dry
C. Read the doctor's advice.

Circle the food words.

1. You can eat __yogurt__ but not __cheese__.
2. You can eat bread but not cookies.
3. You can eat pepper on your eggs but not salt.
4. You can put milk in your cereal but not cream.
5. You can put milk in your coffee but not sugar.
6. You can put margarine on your bread but not butter.

D. Cross out the foods the man can't eat.

butter  bread  cheese  cookies  margarine
milk  pepper  salt  cream  sugar  yogurt

*E. Circle your answer.

What do you put in your coffee?

nothing  milk  sugar  cream  I don't like coffee.

What do you put on your eggs?

nothing  salt  pepper  I don't like eggs.
1. beef
2. steak
3. ground meat
4. pork
5. bacon
6. ham
7. lamb
8. chicken
9. turkey
10. fish
11. lobster
12. shrimp
13. clams
A. Look in your dictionary.
   How many shrimp do you see? _________
   How many clams do you see? _________

B. Cross out (X) the word that doesn’t belong in each line.
   1. bacon lamb pork ham
   2. lobster shrimp clams chicken
   3. beef fish steak ground meat
   4. turkey lamb ham steak

C. Match the food to the restaurant.

   A. John’s Steak House
   B. Hamburger Heaven
   C. Marilyn’s Clambake
   D. Woody’s Seafood
   E. The Pink Pig Barbeque
   F. Millie’s Country Fried Chicken

   1. ground meat __ B __________
   2. clams ______
   3. chicken ______
   4. beef ______
   5. pork ______
   6. fish ______

D. Write your answer.
   What meat do you eat?
   ____________________________

   What seafood do you eat?
   ____________________________
Bread, Cereal, Rice & Pasta Group

Breads

Grains

Crackers

Pancakes

Pretzels

Muffins

Cereals

Muffins

Rice

Pasta
Fats, Oils, Sweets

- Chips
- Popsicle
- Cake
- Gum
- Candy
- Cookies
- Soda
- Soft Drink
- Pie
- Oils, Dressings, Jams & Syrups
- Doughnuts
- Sugar
- Butter or Margarine

Marisa Ferraro, FLA 518
apple
avocado
banana
cherry
grapes
lemon
orange
pear
strawberry
watermelon
MEAT AND SEAFOOD

- Chicken
- Crab
- Fish
- Ham

- Hamburger
- Hot dog
- Lobster
- Salami

- Sausage
- Shrimp
- Steak
Food Pyramid Chart

Below is a chart for the Food Pyramid. Research the different sections. Label each section and draw a picture of the foods that fit that category. Write neatly.
Which food do you like?

Vegetables

Fruit

Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts

Fats, Oils & Sweets

Bread, Cereal, Rice & Pasta

Milk, Yogurt & Cheese
A balanced diet in accordance with the food pyramid, adequate rest and regular exercise are all important in maintaining health.
LESSON 5

INTERMEDIATE
The Healthy Plate
Making Wise Food Choices When Dining Out

Americans are dining out more frequently than ever, an average of four times a week according to the National Restaurant Association. Unfortunately, it’s easy to get into the habit of passing up healthy foods and splurging on "treats". The down side to this eating behavior is that it often becomes a pattern that is difficult to change. Eating meals away from home may be a fact of life for many people due to work, school and personal commitments. But, the same good nutrition habits you follow at home apply when eating out. Sometimes, all it takes is knowing the right tricks.
Intermediate

**ACTIVITY:** Choose to discuss the following scenarios in class or cut them into strips for students to work on in groups or pairs. If you decide to use this as a group activity, present them group with the situation, e.g. you go out with your friends for appetizers and drinks. What would be some healthy eating choices? After they have answered, then present them with the suggestion below.

**After a hard week of classes or work, you go out with friends for appetizers and drinks.**
This is a tough environment for anyone watching their eating habits to be in. Not only does drinking alcohol stimulate appetite, so does socializing in groups. People tend to eat more when they are in the company of others. Compounding this problem is the array of high-fat appetizer choices on many restaurant menus. One way to keep your alcohol consumption reasonable is to order water or another non-alcoholic beverage along with your drink, making your intake of the alcohol-free beverage two to one in favor of the alcoholic drink. As far as appetizers go, stick with lower fat choices such as steamed seafood, grilled vegetables, or non-creamy soups.

**You're eating lunch at your favorite Chinese restaurant for the second time this week.**
There's been a lot of negative press about the fatty food choices at many restaurants, and Asian cuisine has been targeted. Entrees such as sweet and sour pork and peanut noodles are rich in fat, but there are many healthful low-fat foods to choose from. Order low fat and tasty dishes such as chicken chow mein, stir-fried vegetables, and lo meins especially if they are prepared in a minimal amount of oil. Or, split a higher fat entree with a friend and order extra servings of steamed rice and vegetables.
You're stopping for take-out at that trendy Mexican restaurant that has just opened in your neighborhood.
Enchiladas, flautas and refried beans; items on the menus of most Mexican restaurants are dripping with fat. But, lighter fare can be found at these establishments. Some good choices include wrap sandwiches consisting of chicken, beans, or grilled vegetables mixed with rice and stuffed into flour tortillas. Other healthful choices include vegetarian bean burritos (with low fat cheese), chicken soft tacos, and bean soups.

**Additional Tips When Dining Out**

Restaurant **portions** tend to be **huge**, so eat half of what you are served and take the rest home with you.

Avoid foods that contain descriptive words such as Au gratin, smothered, creamy, sautéed, or batter-dipped. These cooking methods are rich in fat.

Ask for sauces on the side, vegetables served without butter, and entrees prepared with minimal amounts of oils. Most restaurants are more than willing to comply with your requests.

If you want dessert order sorbet, fresh fruit tarts or cobblers, or angel food cake. Or, if you are craving something really decadent, split a rich dessert with a friend.

http://www.balancemindbodysoul.com/foodfacts-2000-03.html
RATE YOUR PLATE

This hamburger club sandwich with french fries is an example of portions that are too large.

Circle a number, 1 for least healthy and 10 for most healthy:
1 2 3 4 5 6 7 8 9 10

PORTION CONTROL

In order to eat a healthy diet, you need to understand how big a serving really is. For instance, this tasty looking hamburger club sandwich with a large side of fries looks like an average meal. However, there is enough ground beef to qualify as at least two servings, plus one serving of bacon. The lettuce and tomatoes are great, but the bread counts as three servings. One serving of potatoes should equal about one half a cup, so there are about four servings of a starchy vegetable there.

According to the USDA, one serving of meat is equal to two or three ounces, which is about the size of a deck of cards. The USDA Food Pyramid suggests two or three servings of meat per day. This meal would satisfy that requirement all alone. The potatoes, lettuce, and tomato would total about five servings of vegetables and the USDA Food Pyramid suggests a total of three to five per day. Again this meal covers all the servings of vegetables you should have for one day.

It is also important to note that a meal like this may have up to 1500 calories. Unless you are very active, that would be way too many calories for one meal.
RAT YOUR PLATE

Compared to the previous photo, this hamburger and vegetables show better serving sizes.

Circle a number, 1 for least healthy and 10 for most healthy:

1  2  3  4  5  6  7  8  9  10

This meal is much smaller than the meal in the photo on the previous page. This sandwich has just one serving of meat. There is less bread with this roll, and there are three servings of healthy vegetables. The calorie count for this meal is probably closer to 500 calories, which is much easier to fit into most people's daily diet.

Healthy Portion Size

According to the USDA Food Pyramid Guide:

- A serving of meat is about two or three ounces, or about the size of a deck of cards. Serving sizes for other proteins would be two tablespoons of nut butters, two eggs, and one third cup of dry beans.
- A serving of bread is equal to one slice of white or whole grain bread, one ounce of prepared cereal, or just one half cup of pasta, or rice.
- A serving of is equal to one piece of fresh fruit, one half a cup of chopped fruit, or three-fourths cup of fruit juice.
- A serving of dairy is equal to one cup of milk or one and one half ounces of cheese.
RATE YOUR PLATE

Healthy Choices:
YOUR HEALTHY PLATE

Draw your own food choices
Use clippings from magazines
Use a combination of picture or words

Have a classmate rate your plate:
Circle a number, 1 for least healthy and 10 for most healthy:
1 2 3 4 5 6 7 8 9 10
What is a Healthy Diet?

A summary of the key concepts from the Dietary Guidelines for Americans:

- **Eat a variety of foods** to get the energy, protein, vitamins, minerals and fiber you need for good health.
- **Balance the food you eat with physical activity; maintain or improve your weight** to reduce your chances of having high blood pressure, heart disease, a stroke, certain cancers, and the most common kind of diabetes.
- **Choose a diet with plenty of grain products, vegetables and fruit** which are important sources of fiber, complex carbohydrates, and other food components that can help reduce your risk of some chronic diseases.
- **Choose a diet low in fat, saturated fat, and cholesterol** to reduce your risk of heart disease and certain cancers, and to help you maintain a healthy weight. Because fat contains more than twice the calories of an equal amount of carbohydrates or protein, a diet low in fat can help maintain a healthy weight.
- **Choose a diet moderate in sugars**. A diet with lots of sugars often has foods with too many calories and too few nutrients and can contribute to tooth decay and overweight.
- **Choose a diet moderate in salt and sodium** which may help reduce the risk of high blood pressure.
- **If you drink alcoholic beverages, do so in moderation** because alcoholic beverages supply calories but little or no nutrients and in excess are harmful. Children and adolescents should not drink at all.

Less than one in five children eat the recommended numbers of servings of fruit and vegetables daily.
Are You at a Healthy Weight?

The BMI ranges shown above are for adults. They are not exact ranges of healthy and unhealthy weights. However, they show that health risk increases at higher levels of overweight and obesity. Even within the healthy BMI range, weight gains can carry health risks for adults.

**Directions:** Find your weight on the bottom of the graph. Go straight up from that point until you come to the line that matches your height. Then look to find your weight group.

- **Healthy Weight:** BMI from 18.5 up to 25 refers to healthy weight.
- **Overweight:** BMI from 25 up to 30 refers to overweight.
- **Obese:** BMI 30 or higher refers to obesity. Obese persons are also overweight.


---

Food Guide Pyramid

- **Fruits & Vegetables:** USE SPARINGLY
- **Milk, Pork & Cheese Groups:** 1-3 Servings
- **Protein & Grains Groups:** 2-3 Servings
- **Fats, Oils & Sweets:** USE SPARINGLY

**KEY:**
- Fat (Naturally occurring and added)
- Sugar (added)

These symbols show fats, sugars, and added sugars in foods.

---

Marjoe Ferraro, FIA 518
Mix up your choices within each food group.

Focus on fruits. Eat a variety of fruits—whether fresh, frozen, canned, or dried—rather than fruit juice. Most of your fruit choices should be fruit that is fresh, frozen, canned, or dried, rather than fruit juice. It is not necessary to drink fruit juice. For a 2,000-calorie diet, you will need 2 cups of fruit each day: 1 cup of whole fruit, such as an apple, banana, peach, or orange, and 1 small fruit juice or prune.

Vary your veggies. Eat more dark green veggies, such as broccoli, kale, and other dark leafy greens; orange veggies, such as carrots, sweet potatoes, pumpkin, and winter squash; and beans and peas, such as pinto beans, kidney beans, black beans, garbanzo beans, split peas, and lentils.

Get your calcium-rich foods. Get 3 cups of low-fat or fat-free milk—or an equivalent amount of low-fat yogurt and/or low-fat cheese (1 1/2 ounces of cheese equals 1 cup of milk)—every day. For kids aged 2 to 8, it’s 2 cups of milk. If you don’t or can’t consume milk, choose lactose-free milk products and/or calcium-fortified foods and beverages.

Make half your grains whole. Eat at least 3 ounces of whole-grain cereals, breads, crackers, rice, or pasta every day. One ounce is about 1 slice of bread, 1 cup of breakfast cereal, or 1/2 cup of cooked rice or pasta. Look to see if grains such as wheat, rice, oats, or corn are referred to as “whole” in the list of ingredients.

Go lean with protein. Choose lean meats, and poultry, fish, and beans. And vary your protein choices with more fish, beans, peas, nuts, and seeds.

Know the limits on fats, salt, and sugars. Read the Nutrition Facts label on foods. Look for foods low in saturated fats and trans fats. Choose and prepare foods and beverages with little salt (sodium) and/or added sugars (caloric sweeteners).
NUTRITION FACTS
Warm up to learn vocabulary associated with nutrition

Unscramble the Nutrients

TROYHADRACEB

gives you energy to learn and play. This nutrient comes from food, such as bread. Energy has another name, calories.

TAF

provides calories, too.

ROTENIP

builds muscles and helps you grow.

'ATMIVIS

keep you skin healthy and hair shiny. Some help heal your cuts and help you see in the dark, too.

CLAMUIC

helps grow strong bones and teeth.

ORIN

is an important part of your blood.

MISODU

helps control fluid, such as perspiration, in your body.

REBIF

helps you digest food.
...use the label.

<table>
<thead>
<tr>
<th>Nutrition Facts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serving Size: 1 cup (228g)</td>
</tr>
<tr>
<td>Servings Per Container: 2</td>
</tr>
</tbody>
</table>

| Amount Per Serving | Calories 420 | Calories from Fat 210 | |
|-------------------|-------------|----------------------| |
| Total Fat: 11g | 18% | 5% or less is low | |
| Saturated Fat: 3g | 13% | 20% or more is high | |
| Trans Fat: 3g | 2% | 0% or less is best | |
| Cholesterol: 300mg | 10% | | |
| Sodium: 470mg | 20% | | |
| Potassium: 700mg | 20% | | |
| Total Carbohydrate: 31g | 12% | | |
| Dietary Fiber: 6g | 25% | Get enough of these | |
| Sugars: 5g | | | |
| Protein: 5g | | | |

| Vitamin A: | 6% | | |
| Vitamin C: | 2% | | |
| Calcium: | 2% | | |
| Iron: | 2% | | |

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.*

| Footnote | | |
|-----------|-------------|----------------------| |
| Calories: 15% | 15% | 20% or more is high | |
Fig. 1. Food labels for regular and reduced fat Cheez-It crackers.
How to Keep a Food Journal

Keeping a journal of your eating habits can help you determine which habits need breaking - and how you can get back on the path of eating right.

Recording Your Eating Habits

Steps:
1. Record the day and time of your snack or meal.

2. List the food and serving size at every snack or meal, with a different food or drink on each line. For instance, if you ate a hamburger, fries and a soda, list fries on one line and soda on another; then break up the hamburger into its components: meat on one line, buns on the next, tomatoes on another.

3. Make a note of where the snack or meal took place. Did you eat at home? At a fast-food restaurant?

Interpreting Your Journal

Steps:
1. Compare the types of food and portions you eat with the food pyramid. Do you eat well-balanced meals with good serving sizes? Do some areas have room for improvement?

2. Take note of your eating habits. Do you eat regularly, or do you eat a little and then overindulge later?

3. Use the above as guidelines to determine your problem areas, and brainstorm ways to repair those problems.

http://www.chow.com/how_4723_keep-food-journal.html

Marisa Ferraro, FLA 518
Food Diary

Use this page to record what you eat and when. Most experts say you need to keep your first food diary for at least three consecutive days before you can really get an idea of what your diet is normally like and what your problem areas are.

INCLUDE WHICH FOOD GROUP YOUR MEAL OR SNACK BELONG TO!

Date: ___/____/____

Breakfast

Time: ________

Beverage: ______________________

Lunch

Time: ________

Beverage: ______________________

Dinner

Time: ________

Marisa Ferraro, FLA 518
Beverage: ____________________________

______________________________

**Snacks**

Time: ____________________________

Time: ____________________________

Time: ____________________________

Did you find any meal in particular to be a problem area? If so, which foods can you exchange for a healthier alternative? ____________________________

List at least one alternative activity you will use tomorrow instead of eating in response to feelings:

______________________________

______________________________

**ADDITIONAL THOUGHTS/NOTES:**
How to Eat Out Healthfully

Eating out doesn’t have to mean eating unhealthfully. There are many foods you can enjoy while dining out without raising your blood cholesterol and sacrificing the health of your heart. These guidelines follow the recommendations of the American Heart Association.

Breakfast

Steps:
1. Request omelettes and scrambled eggs prepared from egg substitutes or egg whites only.

2. Avoid high-fat meats such as bacon and sausage. Eat lean ham or Canadian bacon instead.

3. Be careful in your consumption of dairy products. Try low-fat or nonfat yogurt, low-fat cottage cheese, and skim milk with your cereals.

4. Drink fruit juices instead of coffee.

5. Watch the spreads that you eat. Try an English muffin, toast or a bagel with jam or margarine instead of butter.

6. Eat plenty of fresh fruits, either alone or with a waffle.

7. Consider ordering hot cereals such as oatmeal, cream of wheat or cream of rice - or eat whole-grain cold cereals.

Lunch and Dinner

Steps:
1. Look for steamed, broiled, baked, grilled, poached or roasted dishes.

2. Avoid high-fat foods such as fried, basted, braised, au gratin, escalloped, sautéed, stewed or stuffed dishes, as well as creamy and buttery foods.

3. Avoid foods high in salt or MSG, as well as gravy and sauces. If you plan to eat gravy and sauces, ask for them on the side.

4. Trim fat off meat and skin off poultry.

5. Try fruit, ices, sherbet or nonfat frozen yogurt for dessert.

Tips:
- Look for low-fat menus.
- Don’t hesitate to make special requests at a restaurant or to send back meals that are not prepared as you want them.

Marisa Ferraro, FLA 518
LESSON 5

ADVANCED
1. How healthy is your diet? Work in pairs and discuss how many portions of these foods or units of alcohol you eat and drink in an average day.

2. What is the best way to ensure you have a balanced diet? What effect do you think concerns for health have on the food industry?

Read the article and check your answers to the questions.

Healthy eating

If you thought healthy eating was simply about buying a balanced mix of meat and fish, fruit and vegetables, bread and pasta, and ensuring that less than one third of your calories come from fat, it is time to think again.

Soon, supermarket shelves will not only take care of our present state of health, but also guard against our future propensity to such conditions as high blood pressure, heart disease, arthritis, and diabetes. Already a huge range of products exists from which animal fat has been removed, lowered or replaced with less life-threatening substances. And there are also foods, such as milk, cereals, and salt, which have been added to, or fortified with vitamins and minerals or fibre.

In Japan, where functional foods are hugely popular, there are drinks with added 'polysac' to reduce the risk of dental cavities. Coca-Cola has also launched a controversial adolescent soft drink containing DHA, an essential fatty acid, which is said to promote learning ability. Meanwhile, scientists in Australia are trying to produce a low-cholesterol 'super egg' by feeding fish oils to chickens.

Not all theories about functional foods can be proved, but it is useful to have some idea of what the foods contain. The healthiest approach, however, is still to choose a varied diet and to avoid too much sugar and fat.

Daily Telegraph

2. What are 'functional foods'? Find five examples mentioned in the article.

3. What do food producers tend to add to, or remove from, food? Do you think this is a good idea?

4. Work in pairs. Student A should turn to the information on page 114. Student B should turn to the information on page 118. Discuss what you've learned about the different types of food.

Learning tip

It can be difficult to memorize all the words connected with food and drink. It's best just to learn those foods and drinks that you are likely to want (and not want) to eat and drink. In the next few weeks, at mealtimes or when you're having a snack, try to remember the English word for what you're eating or drinking. Note these words down in your vocabulary list and review them mentally whenever you're eating.

<table>
<thead>
<tr>
<th>fish</th>
<th>meat</th>
<th>vegetables</th>
<th>fruit</th>
<th>dairy products</th>
<th>drinks</th>
<th>others</th>
</tr>
</thead>
<tbody>
<tr>
<td>salmon</td>
<td>chicken</td>
<td>spinach</td>
<td>strawberries</td>
<td>milk</td>
<td>tea</td>
<td>Coca-Cola</td>
</tr>
<tr>
<td>sardines</td>
<td>beef</td>
<td>soya</td>
<td>cherries</td>
<td>eggs</td>
<td>tea</td>
<td>flour</td>
</tr>
</tbody>
</table>

Tell your partner which are your favourite and least favourite foods. Do any of these include foods that are good for you or bad for you?
1 Match each of the verbs/verb phrases with a suitable noun phrase. There may be several possible combinations.

<table>
<thead>
<tr>
<th>Verbs/Verb phrases</th>
<th>Noun phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>be rich in</td>
<td>the risk of heart disease/cancer</td>
</tr>
<tr>
<td>contain</td>
<td>blood pressure</td>
</tr>
<tr>
<td>destroy</td>
<td>cholesterol levels</td>
</tr>
<tr>
<td>have a high level of</td>
<td>vitamins and minerals</td>
</tr>
<tr>
<td>increase/lower/reduce</td>
<td>cancer cells</td>
</tr>
<tr>
<td>prevent</td>
<td>anti-oxidants</td>
</tr>
<tr>
<td>protect against</td>
<td>blood clots forming</td>
</tr>
</tbody>
</table>

2 Make sentences explaining the benefits of different foods using the verb–noun collocations. For example:

*Eating plenty of fruit and vegetables can help reduce the risk of heart disease.*

6 [9.3] Listen to a Japanese woman, an American man, and an English man talking about some of the foods in the table in 4. Tick the items that they mention.

7 [9.3] Listen again and answer the questions.

1 How many glasses of red wine should you drink to stay healthy?
2 What is the effect of drinking a lot of coffee?
3 What kinds of food can you get in pill form?
4 Why is soya good for you?
5 What is bad about red meat and white meat?
6 What conclusion do the speakers reach?

8 Look at these examples from the listening.

*Fish oils as well, you know, keep you very healthy.*

*Meat is absolutely packed with fat and cholesterol.*

*We're pretty lucky to even be making these choices.*

Some adjectives are *gradable* (*healthy, lucky*) – they describe a quality you can have more or less of. We normally use adverbs like *extremely* or *very* with gradable adjectives.

Others are *ungradable* (*packed*) – they already imply ‘a maximum amount’. We normally use adverbs like *absolutely* or *completely* with ungradable adjectives.

1 Divide these adjectives into two groups, gradable or ungradable. Then decide which adverbs they can combine with. Which combinations are not possible?

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>Adverbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>angry</td>
<td>absolutely</td>
</tr>
<tr>
<td>difficult</td>
<td>pretty</td>
</tr>
<tr>
<td>interesting</td>
<td>totally</td>
</tr>
<tr>
<td>delicious</td>
<td>completely</td>
</tr>
<tr>
<td>disgusting</td>
<td>rather</td>
</tr>
<tr>
<td>useful</td>
<td>very</td>
</tr>
<tr>
<td>ineffective</td>
<td>really</td>
</tr>
</tbody>
</table>


9 Work in pairs. Think of a food. Describe it and explain its benefits to your partner without naming it. See if your partner can guess what it is.

10 Work in pairs and exchange information about the following questions.

*How healthy is your own diet?*
*How important to you is eating healthily?*
*Which foods do you actively try to eat, and which ones do you avoid?*
*How do you think you could improve your diet?*
*Are there any other things you could do to improve your health?*
ADDITIONAL MATERIALS
Broccoli is good for you.

SNAPSHOT

Listen and practice.

Food Pyramid

The Food Pyramid is a guide of what to eat and how much to eat each day. For good health, eat a lot of grains, vegetables, and fruit. Eat some dairy, meat, and other protein. Eat very little fat, oil, and sugar.

Source: Adapted from the U.S. Department of Agriculture Food Guide Pyramid

According to this Food Pyramid, which foods are good for you? bad for you?
Do you agree with the idea of a Food Pyramid?
Which foods do you eat? Which foods don’t you eat?
**WORD POWER** Foods: countable and uncountable

A **Listen and practice.**

<table>
<thead>
<tr>
<th>Countable</th>
<th>General</th>
</tr>
</thead>
<tbody>
<tr>
<td>I'm buying an orange.</td>
<td>I love oranges. Oranges are delicious.</td>
</tr>
<tr>
<td>I'm buying some broccoli.</td>
<td>I like broccoli. Broccoli is good for you.</td>
</tr>
</tbody>
</table>

B **Divide the words in the Food Pyramid into two lists: countable and uncountable nouns. Add two more foods to each list.**

<table>
<thead>
<tr>
<th>Countable (singular and plural)</th>
<th>Uncountable (only singular)</th>
</tr>
</thead>
<tbody>
<tr>
<td>bananas</td>
<td>beef</td>
</tr>
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<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

C **Pair work** Complete these general statements with is or are. Then rewrite the sentences with your own information. Compare with a partner.

1. Carrots are my favorite vegetable.
2. I think mangoes are delicious.
3. Broccoli is very good for you.
4. Strawberries are my favorite fruit.
5. I think yogurt is awful.
6. Chicken is my favorite meat.

A: Tomatoes are my favorite vegetable.
B: Broccoli is my favorite vegetable.
CONVERSATION

A Listen and practice.

Adam: What do you want for the barbecue?
Amanda: Hmm. How about chicken and hamburgers?
Adam: OK. We have some chicken in the freezer, but we don’t have any hamburger meat.
Amanda: And there aren’t any hamburger rolls.
Adam: Do we have any soda?
Amanda: No, we don’t. We need some. Oh, and let’s get some lemonade, too.
Adam: All right. And how about potato salad?
Amanda: Oh, yeah. Everyone likes potato salad.

B Listen to the rest of the conversation. Check (√) the desserts Adam and Amanda want for their barbecue.

- fruit salad
- pie
- cake
- cookies
- ice cream

GRAMMAR FOCUS

Some and any

Do we need any meat?  We need some hamburger meat.  We don’t need any chicken.
Do we need any soda? Yes, let’s get some soda.  No, we don’t need any soda.
Yes, let’s get some.

Complete this conversation with some or any.
Then compare with a partner.

Amanda: Hmm. Let’s not buy any potato salad.
Adam: OK. So we need some potatoes.
Amanda: No, we need to buy some.
Adam: OK. And we need some onions, too.
Amanda: Oh, I don’t want any onions in the salad. I hate onions!
Adam: Then let’s buy some celery.
Amanda: Good idea. And some carrots, too.
**PRONUNCIATION**  **Sentence stress**

A Listen and practice. Notice the words with the most stress.

A: What do you need?
B: I need some bread and some fish.
A: Do you need any fruit?
B: Yes, I want some bananas.

B What do you need from the grocery store today? Make a list. Then compare your list with a partner.

---

**CONVERSATION**

Listen and practice.

Sarah: Let’s have breakfast together on Sunday.
Kumiko: OK. Come to my house. My family always has a Japanese-style breakfast on Sundays.
Sarah: Really? What do you have?
Kumiko: We usually have fish, rice, and soup.
Sarah: Fish for breakfast? That’s interesting.
Kumiko: Sometimes we have a salad, too. And we always have green tea.
Sarah: Well, I never eat fish for breakfast, but I love to try new things.

---

**GRAMMAR FOCUS**

**Adverbs of frequency**

<table>
<thead>
<tr>
<th>Adverb</th>
<th>Example</th>
<th>Frequency</th>
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</thead>
<tbody>
<tr>
<td>I always</td>
<td>I always eat breakfast.</td>
<td>100%</td>
</tr>
<tr>
<td>usually</td>
<td>I always eat breakfast.</td>
<td>100%</td>
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<tr>
<td>often</td>
<td>I always eat breakfast.</td>
<td>100%</td>
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<tr>
<td>sometimes</td>
<td>I always eat breakfast.</td>
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</tr>
<tr>
<td>seldom</td>
<td>I always eat breakfast.</td>
<td>100%</td>
</tr>
<tr>
<td>never</td>
<td>I always eat breakfast.</td>
<td>100%</td>
</tr>
</tbody>
</table>

Sometimes I eat breakfast.

A Add the adverbs in the correct places. Then practice with a partner.

A: What do you have for breakfast? (usually)
B: I have breakfast at my desk. (often)
A: Do you eat breakfast at work? (ever)
B: No, I have rice. (seldom)
**B Pair work** Put the words in order to make sentences. Then rewrite the sentences with your own information. Compare with a partner.

1. I never have breakfast on weekends.
   - I never breakfast on have weekends
2. work I snacks eat at seldom
3. eat for pasta dinner sometimes I
4. have I dinner with often family my

A: I always have breakfast on weekends.
B: I seldom have breakfast on weekends. I get up very late.

---

**LISTENING**

Listen to Paul and Megan talk about food. How often does Megan eat these foods? Check (✓) often, sometimes, or never.

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<tr>
<th></th>
<th>Often</th>
<th>Sometimes</th>
<th>Never</th>
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</thead>
<tbody>
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<tr>
<td>eggs</td>
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<td></td>
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<tr>
<td>broccoli</td>
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</tbody>
</table>

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**BREAKFAST, LUNCH, AND DINNER**

**A Pair work** Add three questions to the list. Then ask and answer the questions with a partner.

1. Do you usually have breakfast in the morning?
2. What time do you eat?
3. Do you ever eat meat or fish for breakfast?
4. Do you ever go to a restaurant for breakfast?
5. Do you always drink the same thing in the morning?
6. What is something you never have for breakfast?
7. ................................................
8. ................................................
9. ................................................

**B Group work** Ask and answer similar questions about lunch and dinner.

---

**Interchange 9**

Eating habits
What foods do you eat?
Turn to page IC-12.
Eating for Good Luck

On special occasions, do you ever eat any of the foods in these pictures?

On New Year's Day, many people eat special foods for good luck in the new year.

It is a Jewish custom to eat apples with honey for a sweet new year.

Greeks eat vasilopitta, bread with a coin inside. Everyone tries to find the coin for luck and money in the new year.

In Spain and some Latin American countries, people eat twelve grapes at midnight on New Year's Eve - one grape for good luck in each month of the new year.

On New Year's Day in Japan, people eat mochi rice cakes for strength in the new year.

Some Americans from southern states eat black-eyed peas and rice with collard greens. The black-eyed peas are like coins, and the greens are like dollars.

A Read the article. Then correct the information in these sentences.

1. Some Chinese people eat tangerines. Tangerines are sweet, like years.
2. Some Jewish people eat apples with candy for a sweet new year.
4. In Europe, people eat twelve grapes for good luck in the new year.
5. The Japanese eat chocolate cake for strength in the new year.
6. Some Americans eat black-eyed peas. Black-eyed peas are like dollars.

B Group work Talk about these questions.

1. Do you eat anything special on New Year's Day for good luck? What?
2. Do you do anything special on New Year's Day for good luck? What?
Broccoli is good for you.

Write the names of the foods.

Fruit
1. mangoes
2. 
3. 
4. 

Vegetables
5. 
6. 
7. 
8. 

Grains
9. 
10. 
11. 

Fat, oil, and sugar
12. 
13. 
14. 

Dairy
15. 
16. 

Meat and other protein
17. 
18. 
19. 
20.
2. **What are your favorites? Write sentences.**

1. fruit
   - *Apples are my favorite fruit.*
2. vegetable
3. meat or other protein
4. dairy food
5. drink
6. dessert

3. **Do you like these foods? Write about these foods. Use delicious, OK, awful, and good for you.**

1. strawberries
   - *Strawberries are delicious.*
2. cheese
3. broccoli
4. fish
5. potato chips
6. noodles
7. mangoes
8. yogurt
Complete these conversations with some or any.

1. A: What do you want for dinner?
   B: Let's make ___ some ___ pasta with our favorite sauce.
   A: Good idea. Do we have ______ meat?
   B: Well, we have ______ beef, but I don't want ______ meat in the sauce.
   B: Let's get ______ tomatoes and onions.
   A: OK. Do we need ______ green peppers for the sauce?
   B: Yes, let's get ______ peppers, too.
   B: Oh, and ______ garlic.
   A: Great. Let's see. We don't need ______ pasta. We have ______ spaghetti here.
   B: Yeah, but let's get ______ bread.
   B: And ______ cheese, too.

2. A: What do you eat for breakfast?
   B: Well, first, I have fruit — ______ grapes and strawberries.
   A: That sounds good. Do you have ______ eggs or bacon?
   B: No, I don't eat ______ eggs or meat in the morning.
   A: What else do you have?
   B: I have ______ bread, but I don't use ______ butter.
   A: What do you drink?
   B: I have ______ juice and coffee. I don't use ______ sugar in my coffee, but I like ______ milk.
What do you need to make these foods? Write sentences. Name one thing you don't need.

1. a chicken sandwich
   You need some bread, some chicken, lettuce, and mayonnaise. You don't need any cheese.

2. a cheeseburger

3. chicken soup

4. a mixed salad

5. a fruit salad

6. your favorite dish
6. **Put the adverbs in the correct places.**

1. Americans use cream in their coffee. (often)
   
   *Americans often use cream in their coffee.*

2. Some people in Korea eat pickled vegetables for breakfast. (always)

3. In China, people use sugar in their tea. (seldom)

4. In England, people have milk in their tea. (usually)

5. In Japan, people have fish for breakfast. (sometimes)

6. Brazilians make drinks with fruit. (often)

7. People in Canada have salad for breakfast. (seldom)

8. Some Mexicans eat pasta. (never)

---

7. **Rewrite the sentences in Exercise 6. Make the sentences true for you.**

1. Americans often use cream in their coffee.
   
   *I seldom use cream in my coffee.*

2. 

3. 

4. 

5. 

6. 

7. 

8. 

Unit 9

8 How often do you eat or drink these things for dinner? Write sentences.

<table>
<thead>
<tr>
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<th>seldom</th>
<th>sometimes</th>
<th>often</th>
<th>usually</th>
<th>always</th>
</tr>
</thead>
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<tr>
<td>beans</td>
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<tr>
<td>chicken</td>
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</tbody>
</table>

9 Answer the questions with your own information.

1. What do you usually have for breakfast?

2. What time do you usually have lunch?

3. What is something you never have for dinner?

4. Do you ever go to a restaurant on weekends?

5. What time do you eat dinner on Sundays?

6. What is your favorite drink?

7. Do you usually drink coffee in the morning?

8. Do you ever eat yogurt for lunch?

9. Do you ever eat ice cream for dessert?

10. Do you like cookies?
**BROCCOLI IS GOOD FOR YOU.**

**KEY VOCABULARY**

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Grains</th>
<th>Pronouns</th>
</tr>
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<tbody>
<tr>
<td>Dairy foods</td>
<td>bread</td>
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<tr>
<td>cheese</td>
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<td>yogurt</td>
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<tr>
<td></td>
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<tr>
<td>Fat, Oil, Sugar</td>
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<td>Prepositions</td>
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<td>for (breakfast/the barbecue)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>in (the salad)</td>
<td></td>
</tr>
</tbody>
</table>
Original Lessons
ORIGINAL MATERIAL

(UNMODIFIED)
Ina R. Friedman

How My Parents Learned to Eat

Illustrated by Allen Say
“Friedman has created a delightful, original and very funny book that goes far beyond simple table manners. Say’s realistic yet slightly stylized illustrations are done in muted watercolors that catch the nuances of Japanese culture. The book is wonderfully thought-provoking in its portrayal of the subtle similarities and differences among cultures.” — School Library Journal
Bentara
76 Orange St
New Haven, CT 06510
Ambiance: Elegant
Cuisine: Fusion, Malaysian
Price range: US$ 35-40
Bentara offers regional Malay dishes, with most of them, as with most dishes in Malaysian diet, hot and spicy, although the recipes can be "toned down" if requested. Red hot chili peppers and varieties of spices including coriander, star anise, cardamom, cumin and others are widely used in the cooking. The principal staple of Malaysia, satay -- skewered meat grilled over charcoal and served with coconut milk peanut sauce -- is also featured at Bentara and, as tradition would dictate, is accompanied with slices of cucumber, red onion and ketupat (compressed rice cut into cubes).

Hot Tomato's
261 College St, New Haven, Connecticut 06510-2405, United States
Cuisines: American, Barbecue, Italian, Seafood, Steakhouse, Contemporary
Price range: US$ 20-35
Special features: Reservations suggested, Kid-friendly, Full bar, Private room(s)
The menu here has the freshest fish, certified Angus beef and the choicest of greens. Coupled with swift and amiable service, it makes for a winning formula. Begin your meal with the house signature garlic bread, a mini-loaf loaded with four cheeses. Move on to appetizers of beef carpaccio and arugula with grilled eggplant vinaigrette, or sweet potato ravioli with sage cream. While there are all sorts of grilled and seafood dishes to tempt (seared yellowfin tuna, grilled rib-eye, smoked center-cut pork chop and free range chicken breast), most people come here for pasta. Our favorites are the lobster, mushroom and asparagus over tagliatelle smothered in lobster cream sauce and the famed cheese tortellini tossed with sweet sausage and tomato cream. Perched adjacent to the venerable Shubert Theater, Hot Tomato's makes for perfect pre- or post-theater dining. In fact, the restaurant itself is culinary theater.

Roomba
Cuisines: Caribbean, Cuban, Latin, Seafood, South American, Spanish, Contemporary
Price range: US$ 45
Special features: Romantic, Business
Big, bright flavors, enormous plates of food, arena-like noise, hugely intoxicating drinks and a plus-sized vibe. But that's all part of the charm of this subterranean Cuban rathskeller. So order another mojito, shake your bon-bon and enjoy yourself. The food is as sexy as the room and just as playful. Every plate sports Edward Scissorhands flights of culinary fancy: vegetable topiary, fruit froufrou, sauce curlicue, herb confetti. Visually astonishing, the meals are also very good, full of unexpected textures and flavors. For starters, try the Cuban-style pulled-pork spring rolls, the crab and rock shrimp cake, or the coconut-crusted shrimp with mango relish (so good, you'll be tempted to order it for dinner, too). Recommended dinner items include plantain-crusted mahi
mahi with banana/lentil salad; crispy snapper with paella rice; Cuban steak with yucca fries; and ginger-crusted tuna loin with rock shrimp. Daily specials do their all to pull you from the menu, and they’re worth considering. About the only complaint that can be made of Roomba is that the kitchen is too generous. The first gasp is usually at how gorgeous the plates are. The second gasp is at how much food is on the plate. Waiter, another mojito, por favor!

Villa Del Sol
236 Crown St
New Haven, CT 06510
Cuisine: Mexican
Price range: US$ 10-15
Villa del Sol serves authentic Mexican cuisine for lunch and dinner. The menu features Cheese Nachos, Quesadillas, Guacamole, Ceviche, Gazpacho, Sopa de Frijoles Negros, Caldo de Pollo, Taco salads, vegetarian dishes and more. A children’s menu, too! There are specialty Tequilas and Margaritas and, of course, Cervezas!

Rainbow Cafe
1022 Chapel St
New Haven, CT 06510
Cuisine: American, Healthy, Vegetarian
Price range: US$ 8-16
Rainbow Cafe offers healthy, eclectic American cuisine with vegetarian specialties.

Frank Pepe Pizzeria Napoletana
157 Wooster St., New Haven, Connecticut 06511-5709, United States
Cuisines: Pizza
Price range*: US$ 5-12
Tel: 203-865-5762
On the scene for most of the last century, Pepe’s has long claimed the local pizza crown while fighting off perpetual challenges. In exchange for super, almost unimaginably thin-crusted pies, pilgrims put up with long lines, a nothing decor, and a sullen staff the management prefers to think of as "seasoned." A big favorite is the white clam pie.

Delmonaco Restaurant & Bar
172 Temple St
New Haven, CT 06511
Cuisine: Italian
Price range: US$ 12-28
Located near Yale University, Delmonaco Restaurant & Bar offers family style dining in an elegant atmosphere. Soft lights, modern art on light yellow walls, candles and flowers on every table creates a romantic setting. They serve traditional Southern Italian cuisine with a wide selection of fresh breads, appetizers, soups, salads, side dishes and desserts. Selected entrees include pasta, veal, lamb, chicken, steak and seafood. They have an upscale bar with domestic and imported liquors, wines and beers.

Istanbul Cafe, New Haven
Cuisines: Turkish
Price range: US$ 35
Special features: Business

Marisa Ferraro, FLA 518
This favorite of the college crowd delivers on all accounts with reliable food to boot! Try one of the appetizer dips like the hummus or spinach ispanak ezme, if only as an excuse to eat the warm, crusty breads. Entrée highlights rely heavily on lamb and beef, but there are options for vegetarians as well. Desserts are the standard, syrupy baklava and kadayif. A better choice might be a shot of hair-raising Turkish coffee or a cup of delicate Turkish tea.

**Union League Cafe**  
1032 Chapel St, New Haven, Connecticut 06510-2443, United States  
*Cuisines:* French, Contemporary  
*Price range:* US$ 40  
*Special features:* Romantic, Business  
Tel: (203) 562-4299

**Pika Tapas**  
39 High Street, New Haven, Connecticut 06511, United States  
*Cuisines:* Mediterranean, Spanish, Tapas  
*Price range:* US$ 19  
Tel: 203-865-1933

Pika Tapas is a contemporary Spanish restaurant offering the sunny little nibbles hailing from the home of the bullfight and the bolero, paella and Picasso. If you’ve ever wished for a place to take a sip of sherry while munching on olives and chorizo, this is the place. With tapas averaging about $6 a plate, you can make a meal ordering several dishes such as grilled squid, Serrano ham, grilled sardines, steamed mussels, baked snails and the classic tortilla de patatas (potato omelet). If you’re not tapped out on tapas, the kitchen has larger plates (raciones) and full entrées (platos). It’s impossible not to enjoy Pika Tapas. The room with its sexy curves and colorful wall drawings brings a smile as bright as a ray of Andalusian sunshine.

**Butterfly Chinese Restaurant**  
831 Farmington Ave.  
West Hartford, CT 06119  
860-236-2816

Were you expecting a nondescript takeout joint? If so, go elsewhere. This elegant spot is alive with piano music and a distinguished menu of Szechuan and Cantonese specialties like Peking duck, butterfly shrimp and chicken in black bean sauce.

**Samurai Japanese Restaurant**  
230 College St. (Crown St.)  
New Haven, CT 06510

Samurai is a comfortable, reliable and positively serene spot for good sushi and noodles. Begin your meal with very nice miso, tasty seaweed salad or an unassuming lettuce salad invigorated by a vivid ginger dressing. The gyoza are particularly good here, as are the delicate shumai. From the sushi bar enjoy tuna, yellowtail, salmon, fluke, sea urchin and eel. While the kitchen offers a variety of teriyaki and tempura dishes, we recommend the good house noodles. Nabeyaki udon—a collection of chicken, shrimp, vegetables and sturdy noodles in broth—is particularly good. Of the ramen noodles, try the curry beef ramen.

Restaurant reviews compiled from: Frommers.com, Restaurantrow.com, Gayot.com, TripAdvisor.com

Marisa Ferraro, FLA 518
When Archibald Moore opened his neighborhood bar and restaurant in 1996, he probably had no idea it would become a New Haven landmark known for its hot and spicy chicken wings. In 1982, Archie Moore's introduced their Buffalo Wings to Connecticut. Today they serve more than 16,000 wings each month. Since then, Archie Moore's continues to win "Best Buffalo Wing" awards throughout the state of Connecticut. Visit all our locations and see why "the wings are so good, so delicious, once you try them you won't be able to go without them."

Enjoy!

39 NORTH MAIN STREET
WALLINGFORD, CT 06492
203.265.7100
HALF MOON
Coffee and Grill Café

Menu

Mediterranean & Caribbean
Cuisine & Coffee

50 North Main Street
Wallingford, CT
Phone: 203.265.4571
Fax: 203.265.4536

Hours:
Mon. & Tues.: 7 a.m. - 9 p.m.
Wed.-Sat.: 7 a.m. - 10 p.m.
Sun.: 8 a.m. - 9 p.m.
Karen's
Menemsha
Deli
Menu

Breakfast, Lunch, and
Famous Sandwiches

Eat In or Take Out

24 Basin Road
Menemsha, Mass.
508-645-9902
MATH

US Dollar System
Name

<table>
<thead>
<tr>
<th>Penny</th>
<th>Nickel</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Penny" /></td>
<td><img src="image" alt="Nickel" /></td>
</tr>
<tr>
<td>1¢</td>
<td>5¢</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dime</th>
<th>Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Dime" /></td>
<td><img src="image" alt="Quarter" /></td>
</tr>
<tr>
<td>10¢</td>
<td>25¢</td>
</tr>
</tbody>
</table>

How much?

1. ![Coins](image) 6¢
2. ![Coins](image) _¢
3. ![Coins](image) _¢
4. ![Coins](image) _¢
5. ![Coins](image) _¢
How much is in each coin? Color each coin which has 25¢.

1. 25¢
2. __¢
3. __¢
4. __¢
5. __¢
6. __¢
7. __¢
8. __¢
How much is in each coin? Color the coin that has more.

1. 50¢
   45¢

2. ____________¢
   ____________¢

3. ____________¢
   ____________¢

4. ____________¢
   ____________¢

Lesson 8—Comparing groups of coins
<table>
<thead>
<tr>
<th></th>
<th>How much?</th>
<th>Ring a group of coins with the same value.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><img src="image1" alt="Coins" /></td>
<td><img src="image2" alt="Coins" /></td>
</tr>
<tr>
<td></td>
<td><strong>35¢</strong></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td><img src="image3" alt="Coins" /></td>
<td><img src="image4" alt="Coins" /></td>
</tr>
<tr>
<td></td>
<td>___¢</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td><img src="image5" alt="Coins" /></td>
<td><img src="image6" alt="Coins" /></td>
</tr>
<tr>
<td></td>
<td>___¢</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td><img src="image7" alt="Coins" /></td>
<td><img src="image8" alt="Coins" /></td>
</tr>
<tr>
<td></td>
<td>___¢</td>
<td></td>
</tr>
</tbody>
</table>
How much?

1. 26¢

Ring a group of coins with the same value.

2. 

3. 

4. 

172 one hundred seventy-two

Lesson 9—Problem solving: equal groups of coins
I buy

1. Turtle with a tag saying $20\text{¢}$

I pay

2. Dog with a tag saying $60\text{¢}$

3. Beaver with a tag saying $30\text{¢}$

4. Hippo with a tag saying $50\text{¢}$
5 AMOUNTS OF MONEY

Half-dollar 50¢  Quarter 25¢  Dime 10¢  Nickel 5¢  Penny 1¢

How do you count amounts of money?
First, learn the number of cents for each coin. Then, count on.

Number of cents → 25¢  10¢  5¢  5¢  1¢  1¢
Total amount → 25 35 40 45 46 47 47¢

TRYOUT EXERCISES
What is the total amount of money?

Write using c.
A.  
B.  
C.  
D.  

Write using $ and cents point.
E.  
F.  

138 UNIT 6 TIME, MONEY, AND ESTIMATION
EXERCISES  Write the total amount of money using ¢.

1. 

2. 

3. 

4. 

5. 

6. 

Write the total amount using $ and cents point.

7. 

8. 

9. 

10. 

PROBLEM SOLVING

11. Han had 3 dimes and 2 nickels. How much money did he have in all?


13. Laura had 3 five-dollar bills, 1 ten-dollar bill, 3 quarters, and 2 dimes. How much money did she have?

14. What is the total amount of money pictured on this entire page?
Kate is helping at her mother's pet store. Eli wants to buy this toy for his cat. He gives Kate a nickel. What coins should she give Eli in change?

**Step 1**
Give pennies until you have an amount ending in 0 or 5.

**Step 2**
Give a dime, or 2 dimes if you can.

**Step 3**
Give a nickel if you need to.

**TRYOUT EXERCISES**

Is the change from a quarter correct? Count on to see.

<table>
<thead>
<tr>
<th>Amount Spent</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. 15¢</td>
<td><img src="pennies.png" alt="pennies" /></td>
</tr>
<tr>
<td>B. 10¢</td>
<td><img src="pennies.png" alt="pennies" /></td>
</tr>
<tr>
<td>C. 5¢</td>
<td><img src="pennies.png" alt="pennies" /></td>
</tr>
<tr>
<td>D. 14¢</td>
<td><img src="pennies.png" alt="pennies" /></td>
</tr>
<tr>
<td>E. 18¢</td>
<td><img src="pennies.png" alt="pennies" /></td>
</tr>
</tbody>
</table>

Draw coins in change.

<table>
<thead>
<tr>
<th>Spend</th>
<th>Give</th>
</tr>
</thead>
<tbody>
<tr>
<td>F. 23¢</td>
<td>Quarter</td>
</tr>
<tr>
<td>G. 8¢</td>
<td>Dime</td>
</tr>
<tr>
<td>H. 44¢</td>
<td>Half-dollar</td>
</tr>
<tr>
<td>I. 39¢</td>
<td>Half-dollar</td>
</tr>
<tr>
<td>J. 31¢</td>
<td>Half-dollar</td>
</tr>
</tbody>
</table>
EXERCISES

Draw the coins in change from 25¢.
1. 20¢  2. 18¢  3. 22¢  4. 15¢  5. 13¢  6. 11¢

7. 10¢  8. 8¢   9. 16¢  10. 12¢  11. 5¢   12. 2¢

Draw the coins in change from 50¢.
13. 30¢  14. 40¢  15. 35¢  16. 45¢  17. 32¢  18. 41¢

19. 38¢  20. 36¢  21. 44¢  22. 27¢  23. 48¢  24. 26¢

Draw coins in change from a half-dollar.
Use a quarter if you can.

★ 25. 20¢  ★ 26. 15¢  ★ 27. 10¢  ★ 28. 25¢  ★ 29. 5¢   ★ 30. 17¢
★ 31. 14¢  ★ 32. 9¢  ★ 33. 4¢  ★ 34. 23¢  ★ 35. 24¢  ★ 36. 5¢

Solve. Write the amount of change in cents.

You buy  You give  You buy  You give

37. 

38. 

39. 

40. 

PROBLEM SOLVING—COINS IN CHANGE
Making a Purchase

LEARN ABOUT IT

EXPLORE  Think About the Situation
Ron counted his money to see if he had enough to buy a World Series pennant.

TALK ABOUT IT

1. Did Ron have enough money to buy the pennant? How do you know?

2. How did Ron use skip counting to count money?

When counting money, start with the bills and coins with the greatest value.

half dollar  quarter  dime  nickel  penny

50 cents  25 cents  10 cents  5 cents  1 cent
50¢  25¢  10¢  5¢  1¢

TRY IT OUT:

1. How much money does Gillian have? Is it enough to buy the pennant?

2. What bills and coins could she give the clerk?
PRACTICE

Give the value of each set of money. Choose an item that you could buy with each amount.

1.  

Write these amounts in words.

3. $1.35  
4. $0.87

APPLY

MATH REASONING  Use play money to show two ways to make each amount.

7. 37¢  
8. $1.14  
9. $0.82

PROBLEM SOLVING

10. Roger had 3 dimes, 2 quarters, 1 nickel, and 4 pennies. Does he have enough money to buy popcorn for 80¢?  

11. Fitness Data Bank  John was at the World Series. He had 3 quarters. Did he have enough money to buy a bag of peanuts? See page 481.

MIXED REVIEW

Round to the nearest ten.

12. 49  
13. 31  
14. 54  
15. 26  
16. 45  
17. 50

Round to the nearest hundred or dollar.

18. $2.49  
19. 831  
20. 654  
21. $8.26  
22. 345  
23. $7.50

Write a fact family for each pair of addends.

24. 2 and 5  
25. 9 and 7  
26. 8 and 4  
27. 3 and 3

More Practice, page 314, set C
Estimating Amounts of Money

LEARN ABOUT IT

EXPLORE Think About the Situation
Suppose you wanted to buy a birthday card that cost $1.00. You looked at the change in your coin purse.

I need 4 quarters to make $1.00.
I have 3 quarters and some other coins.

TALK ABOUT IT

1. How can you decide quickly, without counting, if you have enough? Explain.
2. Is it always necessary to count money exactly?
Estimating amounts of money is easier if you remember these relationships.

TRY IT OUT

Do you have more or less than $1.00?

1. 

2. 

I need 4 quarters to make $1.00.
I have that much and more.
Is each amount more than or less than $1.50?

1. [Image of coins]

2. [Image of dollar bill and coins]

Estimate if you have enough to buy each card.

3. [Image of card and coins]

4. [Image of card and coins]

APPLY

MATH REASONING

5. Jenny was counting pennies from her piggy bank. What could she do to make it easy to count the pennies by skip counting?

PROBLEM SOLVING

6. Yuan had 2 quarters, 2 dimes, and 2 pennies. Did he have more or less than $0.59?

7. Talking About Your Solution
Willie had a bag of quarters, dimes, and nickels that he earned from a popcorn stand. What is a good way to pile the money to count it? Explain.

USING CRITICAL THINKING

8. Estimate the amount of money lying inside the circle.

9. Estimate the amount of money lying on the circle.

10. Estimate the amount of money lying outside the circle.
Counting Change

LEARN ABOUT IT

EXPLORE  Solve to Understand
Ernie gave the clerk $1.00 to pay for a flower for his mother. The clerk counted out the change. How much change did Ernie get from $1.00?

TALK ABOUT IT

1. What is the first amount the clerk said?
2. What coins did the clerk give Ernie as she said 84¢ and 85¢?
3. Why did the clerk stop calling out amounts when she got to $1.00?

Examples

- Ernie gave 75¢.
  - 62¢
  - 63¢, 64¢, 65¢, 75¢

- Ernie gave $1.25.
  - $1.04
  - $1.05
  - $1.15, $1.25

TRY IT OUT

Use play money to count out change. Work with a partner.

1. Give the clerk $1.00 for a 92¢ flower. The change is 3 pennies and 1 nickel.

2. Give the clerk $1.00 for a 63¢ card. The change is 2 pennies, 1 dime, and 1 quarter.
Count the change. Write the numbers the clerk would say.

1. You gave the clerk 3 quarters.

2. You gave the clerk $1.00.

![Currency images]

APPLY

MATH REASONING Tell what coins are missing.

3. You gave the clerk 75¢.

4. You gave the clerk $1.00.

![Currency images]

PROBLEM SOLVING

5. Lizzy bought some seeds for $0.95. She gave the clerk $1.00. How much change did she get back?

6. Bert bought a garden plant for 44¢. He gave the clerk 2 quarters. Write what the clerk said when he gave back the change.

ALGEBRA

7. Marcy bought one of these items. She paid for it with a $1 bill and got this much change back. What did she buy?

![Items images]
Mathematics Book A
Learning Strategies for Problem Solving

Language Development Through Content: Mathematics Book A is intended for intermediate and advanced ESL students who are preparing to transition into mainstream mathematics classes. It can also be used as supplemental material by ESL teachers in mainstream classrooms who are experiencing language-related difficulties with their mathematics textbooks and tests assignments.

- Each lesson contains a large number of practice problems and exercises, as well as a review of the mathematical concepts and operations to be covered.
- Vocabulary exercises provide practice with main terms and examples that will help students to understand the words in the lessons.
- Problem-solving exercises contain a step-by-step checklist which teaches students how to solve word problem problems systematically.
- Write Your Own Problems exercises give practical experience in planning and writing original problems.
- Estimation activities provide students practice in rounding and making informal approximations of answers to problems.
- Measurement and graphing give students experience in dealing with numeric and geometric information through visual means and hands-on activities.
- The Teacher's Guide gives suggestions for teaching each lesson. Thinking Skills Discussion Questions, reproducibles, and suggested answers for all exercises in the text.

Language Development Through Content: Social Studies

American: The Early Years 1292
American: After Independence 1293
Our People and Their Stories 1294

A Book of 100 Introductions through a Selection of American History by Annette P. Dumas.

Artistic Wesley Publishing Company
Multiplying with Money

Lin Quong owns the Party Planner store in San Francisco. She is ordering some party favors to sell in her store. She has filled out the order form to show how many of each item she wants.

<table>
<thead>
<tr>
<th>PARTY PLANNER Order Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item</td>
</tr>
<tr>
<td>1. Balloons (pkg)</td>
</tr>
<tr>
<td>2. Top Hat</td>
</tr>
<tr>
<td>3. Party Hats</td>
</tr>
<tr>
<td>4. Decorations</td>
</tr>
<tr>
<td>5. Candles (pkg)</td>
</tr>
<tr>
<td>6. Horns</td>
</tr>
<tr>
<td>7. Noisemakers</td>
</tr>
<tr>
<td>8. Masks</td>
</tr>
</tbody>
</table>

TOTAL

A. Use the order form to answer these questions:
   1. How much do 6 masks cost? [Blank]
   2. How much do 5 packages of candles cost? [Blank]
   3. What is the cost of 1 noisemaker and 1 horn? [Blank]
   4. How much more does a top hat cost than a party hat? [Blank]
   5. What is the total cost of the order? [Blank]

B. Check your answers with two friends.
Finding Your Way to a Healthier You:

Based on the Dietary Guidelines for Americans

U.S. Department of Health and Human Services
U.S. Department of Agriculture
www.healthierus.gov/dietaryguidelines
Feel better today.
Stay healthy for tomorrow.

Here's how: The food and physical activity choices you make every day affect your health—how you feel today, tomorrow, and in the future. The science-based advice of the Dietary Guidelines for Americans, 2005 in this booklet highlights how to:

- Make smart choices from every food group.
- Find your balance between food and physical activity.
- Get the most nutrition out of your calories.

You may be eating plenty of food, but not eating the right foods that give your body the nutrients you need to be healthy. You may not be getting enough physical activity to stay fit and burn those extra calories.

This booklet is a starting point for finding your way to a healthier you.

Eating right and being physically active aren't just a "diet" or a "program"—they are keys to a healthy lifestyle. With healthful habits, you may reduce your risk of many chronic diseases such as heart disease, diabetes, osteoporosis, and certain cancers, and increase your chances for a longer life.

The sooner you start, the better for you, your family, and your future. Find more specific information at www.healthierus.gov/dietaryguidelines.
Make smart choices from every food group.

The best way to give your body the balanced nutrition it needs is by eating a variety of nutrient-packed foods every day. Just be sure to stay within your daily calorie needs.

A healthy eating plan is one that:
- Emphasizes fruits, vegetables, whole grains, and fat-free or low-fat milk and milk products.
- Includes lean meats, poultry, fish, beans, eggs, and nuts.
- Is low in saturated fats, $trans$ fats, cholesterol, salt (sodium), and added sugars.

DON'T GIVE IN WHEN YOU EAT OUT AND ARE ON THE GO

It's important to make smart food choices and watch portion sizes wherever you are—at the grocery store, at work, in your favorite restaurant, or running errands. Try these tips:
- At the store, plan ahead by buying a variety of nutrient-rich foods for meals and snacks throughout the week.
- When grabbing lunch, have a sandwich on whole-grain bread and choose low-fat/fat-free milk, water, or other drinks without added sugars.
- In a restaurant, opt for steamed, grilled, or broiled dishes instead of those that are fried or sautéed.
- On a long commute or shopping trip, pack some fresh fruit, cut-up vegetables, string cheese sticks, or a handful of unsalted nuts—to help you avoid impulsive, less healthful snack choices.
Mix up your choices within each food group.

**Focus on fruits.** Eat a variety of fruits—whether fresh, frozen, canned, or dried—rather than fruit juice for most of your fruit choices. For a 2,000-calorie diet, you will need 2 cups of fruit each day (for example, 1 small banana, 1 large orange, and 2 cups of dried apricots or peaches).

**Vary your veggies.** Eat more dark green veggies such as broccoli, kale, and other dark leafy greens; orange veggies such as carrots, sweet potatoes, pumpkin, and winter squash; and beans and peas such as pinto beans, kidney beans, black beans, garbanzo beans, split peas, and lentils.

**Get your calcium-rich foods.** Get 3 cups of low-fat or fat-free milk or an equivalent amount of low-fat yogurt and/or low-fat cheese (1 1/2 ounces of cheese equals 1 cup of milk) every day. For kids aged 2 to 8, it's 2 cups of milk. If you don't or can't consume milk, choose lactose-free milk products and/or calcium-fortified foods and beverages.

**Make half your grains whole.** Eat at least 3 ounces of whole-grain cereals, breads, crackers, rice, or pasta every day. One ounce is about 1 slice of bread, 1/2 cup of breakfast cereal, or 1/4 cup of cooked rice or pasta. Look to see that grains such as wheat, rice, oats, or corn are referred to as "whole" in the list of ingredients.

**Go lean with protein.** Choose lean meats and poultry. Bake it, broil it, or grill it. And vary your protein choices—such as fish, beans, peas, nuts, and seeds.

**Know the limits on fats, salt, and sugars.** Read the Nutrition Facts label on foods. Look for foods low in saturated fats and trans fats. Choose and prepare foods and beverages with little salt (sodium) and/or added sugars (caloric sweeteners).
Find your balance between food and physical activity.

Becoming a healthier you isn’t just about eating healthy—it’s also about physical activity. Regular physical activity is important for your overall health and fitness. It also helps you control body weight by balancing the calories you take in as food with the calories you expend each day.

- Be physically active for at least 30 minutes most days of the week.
- Increasing the intensity or the amount of time that you are physically active can have even greater health benefits and may be needed to control body weight. About 60 minutes a day may be needed to prevent weight gain.
- Children and teenagers should be physically active for 60 minutes every day, or most every day.

**CONSIDER THIS:**

If you eat 100 more food calories a day than you burn, you’ll gain about 1 pound in a month. That’s about 10 pounds in a year. The bottom line is that to lose weight, it’s important to reduce calories and increase physical activity.
Get the most nutrition out of your calories.

There is a right number of calories for you to eat each day. This number depends on your age, activity level, and whether you’re trying to gain, maintain, or lose weight. You could use up the entire amount on a few high-calorie items, but chances are you won’t get the full range of vitamins and nutrients your body needs to be healthy.

Choose the most nutritionally rich foods you can from each food group each day—those packed with vitamins, minerals, fiber, and other nutrients but lower in calories. Pick foods like fruits, vegetables, whole grains, and fat-free or low-fat milk and milk products more often.

* 2,000 calories is the value used as a general reference on the food label. But you can calculate your number at www.healthierus.gov/dietaryguidelines.
NUTRITION:
To know the facts...

Most packaged foods have a Nutrition Facts label. For a healthier you, use this tool to make smart food choices quickly and easily. Try these tips:

- Keep these low: saturated fats, trans fats, cholesterol, and sodium.
- Get enough of these: potassium, fiber, vitamins A and C, calcium, and iron.
- Use the % Daily Value (DV) column when possible: 5% DV or less is low, 20% DV or more is high.

Check servings and calories. Look at the serving size and how many servings you are actually consuming. If you double the servings you eat, you double the calories and nutrients, including the % DVs.

Make your calories count. Look at the calories on the label and compare them with what nutrients you are also getting to decide whether the food is worth eating. When one serving of a single food item has over 400 calories per serving, it is high in calories.

Don’t sugarcoat it. Since sugars contribute calories with few, if any, nutrients, look for foods and beverages low in added sugars. Read the ingredient list and make sure that added sugars are not one of the first few ingredients. Some names for added sugars (caloric sweeteners) include sucrose, glucose, high fructose corn syrup, corn syrup, maple syrup, and fructose.

Know your fats. Look for foods low in saturated fats, trans fats, and cholesterol to help reduce the risk of heart disease (5% DV or less is low, 20% DV or more is high). Most of the fats you eat should be polyunsaturated and monounsaturated fats. Keep total fat intake between 20% to 35% of calories.

Reduce sodium (salt), increase potassium. Research shows that eating less than 2,300 milligrams of sodium (about 1 tsp of salt) per day may reduce the risk of high blood pressure. Most of the sodium people eat comes from processed foods, not from the saltshaker. Also look for foods high in potassium, which counteracts some of sodium’s effects on blood pressure.
...use the label.

**Nutrition Facts**

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<thead>
<tr>
<th>Serving Size</th>
<th>1 cup (226g)</th>
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</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>Calories</th>
<th>260</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Fat</td>
<td>12g</td>
<td></td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>3g</td>
<td></td>
</tr>
<tr>
<td>Trans Fat</td>
<td>3g</td>
<td></td>
</tr>
<tr>
<td>Cholesterol</td>
<td>32mg</td>
<td></td>
</tr>
<tr>
<td>Sodium</td>
<td>470mg</td>
<td></td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>31g</td>
<td></td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>5g</td>
<td></td>
</tr>
<tr>
<td>Sugars</td>
<td>5g</td>
<td></td>
</tr>
<tr>
<td>Protein</td>
<td>5g</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>% Daily Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>3%</td>
</tr>
<tr>
<td>16%</td>
</tr>
<tr>
<td>15%</td>
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<tr>
<td>10%</td>
</tr>
<tr>
<td>20%</td>
</tr>
<tr>
<td>20%</td>
</tr>
<tr>
<td>10%</td>
</tr>
<tr>
<td>0%</td>
</tr>
</tbody>
</table>

| Vitamin A | 4% |
| Vitamin C | 2% |
| Calcium | 20% |
| Iron | 4% |

Footnote

- Quick guide to % DV
  - 5% or less is low
  - 20% or more is high
- Limit these
- Get enough of these
Appendix
ADDITIONAL MATERIALS
Vegetables

Just like fruits, vegetables are full of vitamins A & C and minerals your body needs for healthy skin, hair and eyes.

Here are many vegetable examples:
Bread, Cereal, Rice & Pasta

The bottom level of the Pyramid is the largest level. Foods in this group contain iron, thiamin and niacin to give you the best fuel or energy for your body.
Fruits

Just like vegetables, fruits are full of vitamins A & C and minerals your body needs for healthy skin, hair and eyes.

Popular Fruits
- Orange
- Apple
- Pear
- Peach
- Lime
- Lemon
- Grapes

Berries
- Strawberries
- Cherries
- Raspberries & Blackberries

Melons
- Watermelon
- Cantaloupe

Tropical Fruits
- Banana
- Pineapple
- Kiwi

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A. Look in your dictionary.
   Draw a line between the words.
   Write the words on the line.

1. a container of yogurt
   
2. a package of cookies
   
3. a carton of milk
   
4. a bar of soap
   
5. a bag of flour

B. Write the missing letters in this shopping list.

1. 2 b O X es of cereal
2. 1 j ______ of coffee
3. 2 l ______ ves of bread

Write your answer.

1. How many loaves of bread do you buy?
2. How many cartons of milk do you buy?
3. How many bottles of soda do you buy?
1. a carton of milk
2. a container of yogurt
3. a bottle of soda
4. a package of cookies
5. a loaf of bread
6. a bag of flour
7. a jar of coffee
8. a can of soup
9. a roll of toilet paper
10. a box of cereal
11. a bar of soap
12. a tube of toothpaste