

# 10 In a restaurant

At a glance: Unit overview	Speaking outcomes
<b>LESSON A The ice cream is fantastic!</b> Ss learn vocabulary for menu items. They use articles.	Ss can . . . talk about menus and eating out.
<b>LESSON B I'll have the fish, please.</b> Ss learn expressions for ordering food and checking information.	Ss can . . . order food in a restaurant.
<b>LESSON C Have you ever . . . ?</b> Ss learn vocabulary for interesting food. They use the present perfect to describe past and current experiences.	Ss can . . . ask about and describe food experiences.
<b>LESSON D Restaurant experiences</b> Ss read a webpage with reviews of three restaurants; they write a restaurant review.	Ss can . . . describe restaurant experiences.

## Warm-up

**Learning objective:** Preview the topic and talk about menu items.

### A

- To introduce the topic of eating in restaurants, direct Ss' attention to the pictures. Explain that the pictures show different types of restaurants.
- Read the question.
- Have Ss work in pairs or groups to discuss the kind of food each place might serve.
- Elicit the answers from the class.
- **Option** Do the activity as a class.

#### Possible answers

- 1 sandwiches
- 2 hamburgers, breakfast and lunch dishes
- 3 expensive food
- 4 noodles, vegetables
- 5 fish, seafood
- 6 fast food (Food that can be cooked and served very quickly by a restaurant; it is usually inexpensive.)

### B

- Go over the instructions. Have Ss choose three places they would like to try.
- Have Ss work in pairs or groups and discuss the reasons for their choices.
- **Option** Do the activity as a class.
- Call on Ss to share the top restaurants they would like to try and their reasons.
- Tell Ss that they will learn how to talk about food and restaurants in this unit. Point out the Unit 10 lesson overviews. Go over what Ss will learn in each lesson.

#### Presentation Plus: Tip

Before class, create a text box with the following questions: 1. *Which place do you think has the best food? Why?* 2. *Which places are the most fun / cheapest / have loud music? Why?* Minimize text box. In class, after doing Part B, open the text box and have pairs talk about their answers to get students thinking and talking more in English about these places / themes.

# 10 In a restaurant

## LESSON A

- Menu items
- Articles

## LESSON B

- Ordering food
- Checking information

## LESSON C

- Interesting food
- Present perfect for experience

## LESSON D

- Reading: “Restaurants with a Difference”
- Writing: A review



## Warm Up

A What kinds of food do you think each place serves? *See page T-95 for possible answers.*

B Check (✓) the top three places you would like to try. Why?

# A The ice cream is fantastic!

## 1 Vocabulary Menu items

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

Appetizers    Desserts    Main dishes    Side dishes

### CLEO'S DINER


<u>Appetizers</u>		<u>Side dishes</u>	
 Tomato soup	 Garlic bread	 French fries	 Mashed potatoes
 Onion rings	 Crab cakes	 Rice	 Mixed vegetables
<u>Main dishes</u>		<u>Desserts</u>	
 Steak	 Chicken stir-fry	 Ice cream	 Cheesecake
 Lamb chops	 Cheese ravioli	 Pie	 Fruit salad


B **PAIR WORK** Give an example of another menu item for each category.


“Another example of a main dish is spaghetti with meatballs. Another side dish . . .”


## 2 Language in context Any recommendations?


A  Listen to Jeff chat with his friends online. Who recommends the ice cream? *See page T-96 for the answer.*


 **Jeff** I'm thinking of eating out tonight. Any recommendations?


 **Junko** I'd recommend going to Cleo's Diner. They have great food and good service.

 **Tony12** Yeah, Cleo's is amazing. Get an appetizer there. They're excellent.

 **Jeff** GR8! How are the main dishes?

 **Tony12** I had steak with some French fries. The steak was great, but the fries weren't.

 **Junko** You should try a dessert there, too. The ice cream is fantastic!

 **Jeff** I love ice cream! THX. 😊 Does anyone want to join me?

B What about you? What do you do when you need a recommendation for a restaurant?

## LESSON A overview

**Vocabulary:** Menu items

**Grammar:** Articles

**Pronunciation:** *The* before vowel and consonant sounds

**Speaking:** Discussion about eating out

# 1 Vocabulary Menu items

**Learning objective:** Use vocabulary for menu items.

## A (Level 2, Track 131)

- Direct Ss' attention to the words in the box and the menu. Explain that the words in the box show categories of menu items. The words and pictures on the menu show specific examples from each category.
- Go over the instructions.
- Have Ss work individually or in pairs to label the menu.
- **Option** Have Ss check answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation.

## B

- Go over the instructions and read the example. Give an example of another side dish.
- Have Ss work in pairs to discuss examples of menu items for each category in Part A.
- Call on pairs to share their additional examples for each category.

### **Presentation Plus: Choose ABC** page xxvii

After doing Part B, follow the steps for *Choose ABC* to practice menu items.

### **Cultural note**

The typical sequence of a meal in North America is:

1. Appetizer (and / or soup or salad): food served in small portions before the main dish;
2. Main dish (also called the *main course*, or *entrée*): the largest part of the meal that usually includes a meat dish served with side dishes;
3. Dessert: the final course of a meal that is usually a sweet food item, such as cake, pie, or ice cream.

# 2 Language in context

## Any recommendations?

**Learning objective:** See use of menu vocabulary and articles in context.

## A (Level 2, Track 132)

- Direct Ss' attention to the text to set the scene. Explain that Ss will read and listen to an online chat about food recommendations.
- Go over the instructions.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Go over the answer with the class.

### **Answer**

Junko recommends the ice cream.

## B


- Read the questions. Have Ss work in pairs or groups to discuss how or where they get restaurant recommendations.
- **Option** Do the activity as a class.
- Call on Ss to share their answers to the questions.

### **Extra activity: Extension**

If you have a course management tool with a chat room function, or if your Ss have access to a chat room that you can manage, have them chat in the same way that Jeff does in *Language in context*. Have Ss post a topic asking for restaurant recommendations in the area and have Ss respond to each other's posts, using the categories and some of the menu item words from Part A.

### 3 Grammar Articles

**Learning objective:** Practice the articles *a, an, the, and some*.


 (Level 2, Track 133)

- Books closed. Write on the board: *Get a / an / some / the appetizer*. Underline *a / an / some / the*. Explain that these are called *articles*; articles are used before nouns.
- Explain the difference in meaning between *a / an* and *the*. Write on the board: *Let's get an appetizer. Let's get some appetizers. The appetizers at Cleo's Diner are great*. Explain that in the first two examples, *an appetizer* and *some appetizers* refer to appetizers in general (any appetizer; not one in particular). In the third example, *the appetizers* refers to specific appetizers (the appetizers at this particular restaurant), not appetizers in general.
- Focus on form. Write on the board:
  - 1 *A / an* + nonspecific singular count noun
  - 2 *Some* + nonspecific plural count and noncount noun
  - 3 *The* + specific count and noncount nouns
- Books open. Direct Ss' attention to the left side of the box.
  - 1 Read the rules. Have Ss read the examples.
  - 2 Elicit the difference between *a* and *an*. Ask: *Why do we use a before dessert and an before appetizer? (We use a before words that begin with a consonant. We use an before words that begin with vowels or vowel sounds, such as an hour.)*
  - 3 Direct Ss' attention to the last two examples on the left. Ask: *Which noun is noncount? (Garlic bread.) Which is count? (French fries.)* Point out that *some* can be used with both types of nouns.
- Direct Ss' attention to the right side of the box.
  - 1 Read the rules and have a S read the examples.
  - 2 Point out that in the first two sentences, it is understood that the crab cakes and the ice cream are the ones served at this particular restaurant.
  - 3 Point out that in the second two sentences, the first mention of the nouns is nonspecific. The second mention is specific because the speaker and the listener understand that they are now talking about a particular steak and fries.
- Refer to the online chat in Exercise 2. Have Ss circle the articles *a, an, the, some*. Elicit the examples. Ask why each article is used.
- Check comprehension. Ask: *Where can you get an excellent appetizer? (Cleo's Diner.) What did tony12 eat at Cleo's? (A steak and some French fries.) According to Junko, what is a fantastic dessert at Cleo's? (The ice cream.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

- Go over the instructions for the grammar practice activity. Do the first item as a class (*an appetizer*). Have Ss work individually to circle the correct words.
- Go over the answers with the class.
- Have Ss work in pairs to practice the dialogue.

### 4 Pronunciation The before vowel and consonant sounds

**Learning objective:** Focus on the before vowel and consonant sounds.

**A**  (Level 2, Track 134)

- Read the words and have Ss watch how the position of your mouth changes. Exaggerate the difference.
- Play the audio. Have Ss listen, paying particular attention to the pronunciation of *the*.
- Play the audio again. Have Ss listen and repeat.

**B**

- Go over the instructions. Have Ss work in pairs to practice the conversation in Exercise 3, paying attention to the pronunciation of *the*.

### 5 Speaking What to order?

**Learning objective:** Talk about menus and eating out.

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

**A**

- Go over the instructions. Have two Ss read the dialogue.
- Have Ss work in pairs to discuss what they order.

**B**

- Go over the instructions and read the example.
- Have Ss work in pairs to discuss menu items.
- Finally, tell Ss to check the "can do" statement if they can talk about menus and eating out. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

#### Extra activity: Realia

Download menus in English from restaurant websites. Distribute the menus to Ss.

#### Additional practice

For more practice, use:

Workbook	pages 73–75
Online Self-study	Lesson A

### 3 Grammar Articles

Use a / an to talk about nonspecific singular count nouns

Try **a** dessert.

Get **an** appetizer.

Use some before plural count and noncount nouns.

Let's order **some** French fries.

Let's order **some** garlic bread.

Use the to talk about specific count and noncount nouns.

I had **the** crab cakes.

**The** ice cream is fantastic.

Use the to name count and noncount nouns a second time.

I had a steak and **some** French fries.

**The** steak was great, but **the** fries weren't.

Circle the words. Then compare with a partner.

- A** I'm glad we came here. It's a great place.  
**B** So, do you want to share **an** / **some** appetizer?  
**A** Sure. How about **an** / **the** onion rings?  
**B** Perfect!  
**A** And do you want to get **a** / **some** crab cakes?  
**B** I don't think so. I'm not *that* hungry.  
**A** I'm going to get **a** / **the** lamb chops with **a** / **some** rice.  
**B** I think I want **a** / **the** steak. I heard it's delicious.  
**A** **A** / **The** desserts are good. I love **an** / **the** ice cream.  
**B** Yeah, we should order **a** / **an** dessert later.  
**A** Let's find **the** / **some** waiter. Where is he?



### 4 Pronunciation *The* before vowel and consonant sounds

**A**  Listen and repeat. Notice how *the* is pronounced before vowel and consonant sounds.

/i/		
the appetizer	the ice cream	the orange

/ə/		
the lamb	the fruit	the pie

**B** **PAIR WORK** Practice the conversation in Exercise 3.

### 5 Speaking What to order?

**A** **PAIR WORK** Do you usually order an appetizer, a main dish, a side dish, and a dessert in restaurants? Discuss your ideas.

**A:** I usually order a main dish and a side dish. I don't really like desserts.

**B:** I sometimes order an appetizer, but I always order a dessert.

**B** **PAIR WORK** Look at the menu in Exercise 1. What would you order?

"The chicken stir-fry and the rice look good. I'd order that."

### 6 Keep talking!

Go to page 147 for more practice.

# B I'll have the fish, please.

## 1 Interactions At a restaurant

A When was the last time you went to a restaurant? Who did you go with? What did you order?

B  Listen to the conversation. What does Maria order? Then practice the conversation. *See page T-98 for the answer.*



**Waiter** Are you ready to order?

**Maria** Yes, I think so.

**Waiter** What would you like?

**Maria** I'll **have** the fish with some rice, and a small salad, **please**.

**Waiter** Anything else?

**Maria** No, I don't think so.

**Waiter** All right. **Let me check that.** You'd like the fish, with rice, and a small salad.

**Maria** Yes, that's right.

**Waiter** Would you like some water?

**Maria** Sure, that would be great. Thank you.

C  Listen to the expressions. Then practice the conversation again with the new expressions.

### Ordering food

I'll have . . . , please.

I'd like . . . , please.

Can I have . . . , please?

### Checking information

Let me check that.

Let me read that back.

Let me repeat that.

D **PAIR WORK** Have conversations like the one in Part B. Use the food below.



## LESSON B overview

**Interactions:** Ordering food and checking information

**Listening:** Customers ordering food

**Speaking:** Role play of a restaurant situation

# 1 Interactions At a restaurant

**Learning objective:** *Ordering food; checking information.*

## A

- Direct Ss' attention to the pictures to set the scene. Ask: *What is this woman doing? (Reading a menu, ordering in a restaurant.)*
- Read the questions. Have Ss work in pairs or groups to discuss the questions.
- Elicit answers to the questions.
- **Option** Do the activity as a class.

## B (Level 2, Track 135)

- Play the audio. Have Ss answer the question as they listen and read silently.
- Go over the answer with the class.

## Answers

Maria orders the fish, some rice, and a small salad.

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

## Presentation Plus: Restoring text page xxx

After doing Part B, follow the steps for *Restoring text* to review language.

## C (Level 2, Track 136)


- Point out the target expressions in the conversation (*I'll have . . . please.*; *Let me check that.*) Explain that the first expression is used to order food and the second expression is to check information; it can be used in other situations, too. Explain that there are other ways to order food and to check information.
- Go over the expressions in the box. Point out that the expressions are all equally polite. Explain that the expressions on the right can be used in other situations; elicit examples (*checking information you get over the phone, such as addresses or phone numbers; checking directions to a place*).
- Play the audio. Have Ss listen and read silently.
- **Option** Play the audio. Have Ss listen and repeat.
- Model the activity with a S. Take the part of Maria and substitute *I'd like . . . please.* for *I'll have . . . please.*
- Have Ss practice the substitution conversation in pairs.
- Go around the room and give help as needed.

## D


- Go over the instructions. Model the activity with a S, taking the role of the waiter. Ask: *Are you ready to order?* Have the S use one of the pictures of food to answer. (If the S does not know the name of the dish, the S can point to the picture and say: *I'll have this dish, please.*)
- Have Ss work in pairs to take turns ordering food and checking information, using the pictures for ideas. Have Ss change roles for the second picture.
- Go around the room and give help as needed.

## 2 Listening Food orders

**Learning objective:** Develop skills in listening for specific information.

**A**  (Level 2, Track 137)

- Set the scene. Explain that Ss are going to hear two people ordering food in a restaurant.
- Go over the instructions.
- Play the audio. Have Ss listen and write down the number of people who order dessert.
- **Option** Play the audio again if needed.
- Go over the answer with the class.

**B**  (Level 2, Track 137)

- Direct Ss' attention to the two lists. Explain that these are pages from a waiter's notepad. The waiter wrote down the customers' orders, but some information is not correct.
- Go over the instructions.
- Play the audio again. Have Ss listen and correct the wrong information.
- **Option** Play the audio again. Ss check their answers.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

## 3 Speaking Role play

**Learning objective:** Order food in a restaurant.

### **Presentation Plus: Tip**

Before beginning the speaking activity, zoom in on the menu on the board. Have pairs look at it and add things to each category. Elicit ideas from volunteers and add them to the menu. Then have Ss do a role play using the expanded menu.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)
- Direct Ss' attention to the notepad and the menu to set the scene. Explain that Ss will role-play a situation in a restaurant.
- Put Ss in pairs, and assign one S to be Student A and one S to be Student B.
- Go over the instructions and the descriptions of roles for A and B. Have two Ss read the dialogue, with Student B continuing the conversation.
- Have Ss work in pairs to role-play the situation.
- Go around the room and take notes on errors you hear in the expressions for ordering and for checking information. Pay particular attention to word order, and pronunciation errors with *the* before vowels or consonants.
- Write the errors you heard on the board. Encourage Ss to correct them.
- Finally, tell Ss to check the "can do" statement if they can order food in a restaurant. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

### **Additional practice**

For more practice, use:

Workbook	page 76
Online Self-study	Lesson B

## 2 Listening Food orders

**A** Listen to people order food. How many people order dessert? Circle the correct answer.

one two three

**B** Listen again. Correct any wrong information on these orders.

**1**

**Mickey's**

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chicken

---

~~rice~~ mashed potatoes

---

mixed vegetables

---

apple pie

---



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**2**

**Mickey's**

---

crab cakes

---

lamb chops

---

French fries

---

small salad

---

water

---

~~chocolate cake~~ cheesecake

---

~~medium mushroom pizza~~ small mushroom pizza

---

iced tea

## 3 Speaking Role play

**PAIR WORK** Role-play the situation. Then change roles.

**Student A:** You are waiter or waitress at Puck's Place. Greet the customer, take his or her order, and then check the information.

**Student B:** You are a customer at Puck's Place. Order from the menu.

**PUCK'S PLACE**

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**PUCK'S PLACE**

*Appetizers*

Chicken salad • Pasta salad • Onion soup  
Chicken soup • Crab cakes • Garlic bread

*Main dishes*

Lamb chops • Steak  
Chicken stir-fry • Fish • Cheese ravioli

*Sides*

French fries • Rice  
Mixed vegetables • Mashed potatoes

*Desserts*

Apple pie • Chocolate ice cream • Fruit salad

*Drinks*

Tea • Coffee • Lemonade • Soda

**A:** Hello. Are you ready to order?

**B:** Yes. I'll have the onion soup. And can I have the fish and some white rice, please? Also, . . .

# C Have you ever ...?

## 1 Vocabulary Interesting food

A Complete the chart with the correct words. Then listen and check your answers.



avocados



blue cheese



carrot juice



dates



frozen yogurt



oysters



plantains



seaweed



soy milk



squid

Dairy	Seafood	Fruits / Vegetables	Drinks
frozen yogurt	oysters	avocados	carrot juice
blue cheese	squid	plantains	soy milk
		dates	
		seaweed	

B **PAIR WORK** Which food in Part A do you like? do you dislike? would you like to try? Tell your partner.

"I like oysters. I don't like carrot juice. I'd like to try squid."

## 2 Conversation Dinner plans

A Listen and practice.

**Ellen** What are you doing tonight?

**Peter** I'm going to World Café with my brother.  
Have you ever been there?

**Ellen** No, I haven't. But I heard it's good.

**Peter** I looked at their menu online this morning.  
They serve some really interesting food.

**Ellen** Oh, yeah? Like what?

**Peter** Fresh oysters. I've never had oysters, so I want  
to try them. Have you ever eaten them?

**Ellen** Yeah, I have. I think they're delicious.

**Peter** I've had squid. Are they similar?

**Ellen** Um, not really. Do they only serve seafood?

**Peter** No, they serve a little of everything.



B Listen to Peter's message to Ellen the next day. What food did he like? See page T-100 for the answer.

### LESSON C overview

**Vocabulary:** Interesting food

**Grammar:** Present perfect for experience

**Speaking:** Discussion about food experiences

## 1 Vocabulary Interesting food

**Learning objective:** Use vocabulary for interesting food.

**A** 🎧 (Level 2, Track 138)

- Direct Ss' attention to the pictures. Explain that the pictures show examples of interesting food items. Direct Ss' attention to the chart and read the headings. Explain that these are categories of food.
- Go over the instructions. Do the first item together as a class. Ask: *What is an example of a dairy food? (Frozen yogurt.)*
- Have Ss work individually to complete the chart.
- **Option** Have Ss check answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation.

**B**

- Go over the instructions. Read the example and add an example of your own.
- Have Ss work in pairs to discuss the food in Part A.

### **Presentation Plus: Label that picture page xxix**

After doing Part B, follow the steps for *Label that picture* to review vocabulary for interesting food.

### **Extra activity: Game**

For more practice with the food vocabulary and categories, write the names of the food items from Lessons A and C on index cards and distribute them to groups. Have Ss work in groups to organize the foods in the correct categories (dairy, seafood, fruit / vegetables, drinks) as quickly as possible. Award an edible prize to the first group to finish categorizing their food items correctly.

## 2 Conversation Dinner plans

**Learning objective:** Practice a conversation about a restaurant, see interesting food vocabulary and the present perfect for experience in context.

**A** 🎧 (Level 2, Track 139)

- Direct Ss' attention to the picture to set the scene. Ask: *Where are these people talking? (In an office.) What do you think they are discussing? (What to eat. / Where to go out for dinner. / Dinner plans.)*
- Play the audio. Have Ss listen and read silently. If helpful, play the audio line by line and have Ss repeat.
- Have Ss work in pairs to practice the conversation.
- **Option** Call on two pairs to act it out for the class.

**B** 🎧 (Level 2, Track 140)

- Go over the instructions. Explain that Ss are going to hear a phone message from Peter to Ellen the next day.
- Play the audio. Have Ss listen for the answer to the question.
- Go over the answers with the class

### **Answers**

Peter liked the oysters, the steak, and the avocado ice cream.

### **Presentation Plus: Disappearing dialogue page xxvii**


After doing Part B, follow the steps for *Disappearing dialogue* to practice the conversation.

### **Extra activity: Extension**

For more speaking practice, have Ss work in pairs or groups to discuss other interesting or unusual foods they know of. Have them add the foods to these categories. Alternatively, change the categories to courses in a meal or to different ethnic foods and have Ss place the new interesting foods in those categories.

### 3 Grammar Present perfect for experience

**Learning objective:** Practice the present perfect for experience.

 (Level 2, Track 141)

- Direct Ss' attention to the left side of the grammar box. Have Ss read the examples. Explain that these statements and questions use a verb tense called the *present perfect*.
- Focus on use: Explain that we use the present perfect to talk about experiences we've had (or haven't had) between some point in the past and now. We are more interested in the experience than the time.
- Focus on form:
  - 1 Statements: Write on the board: *has / have* + past participle. Remind Ss to use *has* for subjects *he / she / it* (third-person singular).
  - 2 Questions: Write on the board: *has / have* + subject + (*ever*) + past participle. Point out that *ever* is optional, but is often used with the present perfect.
  - 3 Negative statements: Write on the board: *has / have* + *not* + past participle. Explain that *never* is a stronger negative word than *not*. Explain that we can use *never* in answers (*I've never eaten oysters.*) but not usually in questions.
  - 4 Point out the contractions. Explain that with short answers, we cannot use the contraction *I've*.
- Direct Ss' attention to the right side of the box. Read the verbs followed by their past participles. Refer Ss to page 153 for a longer list of past participles.
- Refer to the conversation in Exercise 2. Have Ss underline all the present-perfect verbs.
- Check comprehension. Ask: *Has Ellen ever been to World Café? (No, she hasn't.) Has Peter had oysters? (No, he's never had them.) Has Ellen eaten oysters? (Yes, she has.) Has Peter had squid? (Yes, he has.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

#### A

- Go over the instructions. Do the first sentence as a class (*I've never been . . .*). Have Ss work individually to complete the conversation.
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- Have Ss practice the conversation in pairs.

#### B

- Go over the instructions. Elicit both positive and negative examples for the first sentence (*I've been / I've never been to a Turkish restaurant.*)
- Have Ss work individually to write true sentences.
- Go around the room and offer help as needed. Remind Ss not to use specific time phrases with the present perfect (incorrect: *I've drunk soy milk last week.*).

#### C

- Go over the instructions. Model the activity with several Ss. Ask: *Have you ever been to a Turkish restaurant? Have you ever eaten oysters?*
- Have Ss work in pairs to ask and answer questions.
- Call on Ss to share one of their partner's food experiences.

### 4 Speaking Food experiences

**Learning objective:** Ask about and describe food experiences.

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

#### A

- Go over the instructions.
- Have Ss work individually to add two more experiences to the list. They can use any of the verbs already in the chart as well as the verb *be* (for example, *be / to a Thai restaurant*).
- Elicit examples of additional food experiences.

#### B

- Go over the instructions. Read the dialogue with a S, taking the role of A. Ask an additional question: *Would you like to try Thai food?*
- Have Ss work in pairs or groups to discuss their food experiences. Go around the room and offer help as needed. Encourage Ss to ask questions with the present perfect and with *Would you like . . . ?*
- Finally, tell Ss to check the "can do" statement if they can ask about and describe food experiences. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

#### Additional practice

For more practice, use:

Workbook	pages 77–79
Online Self-study	Lesson C

### 3 Grammar Present perfect for experience

I've been to World Café.	I haven't tried the desserts.	<b>Past participles</b> be          been drink      drunk eat        eaten have      had try        tried
I've had squid.	I've never eaten oysters.	
Have you ever been to World Café?		
Yes, I have.	No, I haven't.	
<i>Contractions</i> I've = I have    I haven't = I have not.		

**A** Complete the conversations with the present perfect form of the verbs. Then practice with a partner.

- 1 **A** This place looks fun. I 've never been (never / be) here.  
**B** I love it here. I 've been (be) here many times.  
**A** Everything looks delicious.  
**B** Have you ever eaten (ever / eat) Mexican food before?  
**A** I 've had (have) tacos, but I'd like to try something new.
- 2 **A** I 've never tried (never / try) frozen yogurt. Can you recommend a flavor?  
**B** I 've had (have) most flavors, and they're all good.  
**A** Have you ever tried (ever / try) the green tea flavor?  
**B** No, I haven't (have / not), but you should try it!



**B** Make sentences about your food experiences. *Answers may vary. Possible answers:*

- 1 be / to a Turkish restaurant I've been / I haven't been to a Turkish restaurant.
- 2 eat / oysters I've eaten / I haven't eaten oysters.
- 3 drink / soy milk I've drunk / I haven't drunk soy milk.
- 4 have / plantains I've had / I haven't had plantains.
- 5 try / blue cheese I've tried / I haven't tried blue cheese.

**C** **PAIR WORK** Ask *Have you ever . . . ?* questions about the experiences in Part B.

### 4 Speaking Food experiences

**A** Add two more food experiences to the list.

eat / dates	have / seaweed	_____ / _____
try / Vietnamese food	drink / carrot juice	_____ / _____

**B** **PAIR WORK** Discuss your experiences. What food would you like to try?

**A:** Have you ever tried Vietnamese food?


**B:** Yes, I have. It's delicious.

### 5 Keep talking!

Go to page 148 for more practice.

# D Restaurant experiences

## 1 Reading

A  Read the web page. Which sentence describes all three restaurants? Check (✓) the correct answer.

- They don't have a lot of light.                       They are in good locations.  
 They're not very expensive.                       They are very unusual.



The screenshot shows a social media page with a blue background and a yellow title bar that reads "RESTAURANTS WITH A DIFFERENCE". There are three posts, each with a photo on the left and text on the right. The first post is for "Ninja Akasaka" in Tokyo, showing a person in a dark ninja costume. The second is for "Annalakshmi" in Chennai, India, showing a table with food. The third is for "Dans Le Noir" in Paris, showing the restaurant's exterior. Each post has a heart icon, a comment icon, a like count, and a "Follow" button.

**RESTAURANTS WITH A DIFFERENCE**

**Ninja Akasaka** is a popular restaurant in Tokyo. A ninja in dark clothes greets guests at the door and takes them through the dark hallways of the ninja house to their tables. The waiters also dress as ninjas. Ninja Akasaka has over a hundred delicious dishes to choose from. There's also a branch of the restaurant in Manhattan – Ninja New York. 95 likes Follow

**Annalakshmi** is a vegetarian restaurant in Chennai, India, with additional restaurants in three other countries. There are no prices on the menu, so guests pay what they can! The people who work there are volunteers and take turns serving customers, cleaning tables, and washing dishes. Indian art covers the walls, and there are even live music and dance performances. 78 likes Follow

At **Dans Le Noir** (In the Dark) in Paris, guests order their food in a place with a lot of light, but then they eat in darkness. They focus on the touch, smell, and taste of the food. The waiters there are blind, so when guests are ready to leave, they call the waiter's name. Their waiter then takes them back to the place where they ordered the food. There are additional restaurants in London and Moscow. 64 likes Follow

B Read the web page again. Write T (true), F (false), or NI (no information) next to the sentences.

- 1 Guests dress as ninjas at Ninja Akasaka.   F
- 2 Ninja New York is more popular than Ninja Akasaka.   NI
- 3 Annalakshmi has restaurants in four countries.   T
- 4 Every guest at Annalakshmi pays the same price.   F
- 5 Guests never see their food at Dans Le Noir.   T
- 6 The cooks at Dans Le Noir are blind.   NI

C **PAIR WORK** Which restaurants in Part A do you think you'd enjoy? Why? Have you ever been to an unusual restaurant? Tell your partner.

## LESSON D overview

**Reading:** “Restaurants with a Difference” (a webpage)


**Listening:** Restaurant impressions

**Writing:** A review

**Speaking:** Restaurant recommendations

# 1 Reading Restaurants with a Difference

**Learning objective:** Read a web page with restaurant descriptions; develop skills in synthesizing information and reading for specific information.

**A**  (Level 2, Track 142)

- Direct Ss’ attention to the web page. Have Ss look at the pictures of the restaurants. Elicit several adjectives to describe the restaurant.
- Pre-teach unfamiliar vocabulary.

### Vocabulary

**branch** the same restaurant or business in a different location

**volunteer** someone who does a job for no money, usually for the good of the community

**cover** to take up every bit of space

**blind** unable to see

- Go over the instructions.
- Have Ss read the web page silently and check the correct sentence.
- Go over the answer with the class.

## B

- Go over the instructions.
- Have Ss read the webpage again.
- Have Ss work individually to write *T*, *F*, or *NI*.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

### Presentation Plus: Tip

As you go over the answers with the class, zoom in on the text. Have volunteers come to the board to highlight the part of the text that supports their answers in Part B.

## C

- Go over the questions.
- Have Ss work in pairs to discuss the questions.

### Extra activity: Extension

For more discussion of the text, ask: *Do these restaurant descriptions ever include the writer’s opinion? Where? (Yes. The writer’s opinion is shown by the adjective delicious. Some of the descriptions include only positive information.)* Explain that a restaurant review usually uses many adjectives (positive or negative) to show a writer’s opinion, and may also use language such as *I recommend* or *Be sure to try* . . . For more writing practice, have Ss choose one of the reviews and add more opinion sentences by adding adjectives or other phrases.

## 2 Listening So, what did you think?

**Learning objective:** *Develop skills in inferencing and listening for opinions.*

### A (Level 2, Track 143)

- Set the scene. Explain that Ss will hear three couples talking about the restaurants they read about in Exercise 1.
- Go over the instructions.
- Play the audio. Have Ss listen and number the restaurant.
- **Option** Play the audio again if needed.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

### B (Level 2, Track 143)

- Go over the instructions.
- Play the audio again. Have Ss work individually to check the things each couple liked.
- **Option** Play the audio again. Ss check their answers.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

#### **Extra activity: Extension**

For more practice listening for opinions, play the audio again and have Ss write down any adjectives they hear that show the speakers' opinion about the restaurants.

## 3 Writing A review

**Learning objective:** *Write a restaurant review.*

### A

- Go over the instructions. Read the five questions. Have Ss work individually to think of answers. Set a time limit of five minutes.
- **Option** Have Ss free-write answers in a journal.

#### **Presentation Plus: Analyzing the model page xxvii**

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

### B

- Go over the instructions.
- Draw Ss' attention to the model paragraph. Ask a S to read it aloud. Call on individual Ss to identify the answers to the five questions from Part A.

- Have Ss circle the adjectives and underline any phrases that give the writer's opinion.
- Have Ss write the text in class or for homework.

### C

- Go over the instructions.
- Have Ss post their reviews around the room. Be sure their names are on their reviews.
- Have Ss walk around and read the reviews. Then have Ss talk to the writer of a review that interested them. Encourage Ss to ask questions to get more information.
- **Option** To make sure that every S gets to talk to someone about his or her review, write a number on each review and have Ss choose numbers from a hat. The S who chooses that number must then talk to the writer of that review.
- **Option** Before collecting the assignment, have Ss proofread for errors with target vocabulary, articles, and the simple past.

## 4 Speaking Restaurant recommendations

**Learning objective:** *Describe restaurant experiences.*

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)
- Go over the instructions and have a S read the list of situations. Have two Ss read the dialogue, with Student B naming a specific restaurant. Encourage Ss to ask questions in the present perfect to get more information (*Have you ever eaten there? Have you heard the music there?*).
- Have Ss work in pairs to discuss recommendations for each situation.
- Finally, tell Ss to check the "can do" statement if they can describe restaurant experiences. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

#### **Additional practice**

For more practice, use:

Workbook	page 80
Online Self-study	Lesson D

## 2 Listening So, what did you think?

**A** 🎧 Listen to three couples talk about the restaurants in Exercise 1. Where did each couple eat? Number the restaurants from 1 to 3.

② Ninja Akasaka      ① Annalakshmi      ③ Dans Le Noir

**B** 🎧 Listen again. Check (✓) the things each couple liked about the experience.

	the service	the prices	the location	the food
1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

## 3 Writing A review

**A** Think of a restaurant you like. Answer the questions.

- What is the name of the restaurant?
- What type of food does it serve?
- When were you there last?
- What would you recommend ordering?
- What do you like about the restaurant?

**B** Write a short review of your favorite restaurant. Use the model and your answers from Part A to help you.

### *My Favorite Restaurant*

*Seoul Barbecue is my favorite restaurant. It serves delicious, healthy Korean food. I went there last week and loved it. I ordered beef, and I had some small side dishes. I would recommend doing that. It's fun because you cook your own meat at the table. It's a little expensive, but I really liked the service. I'd recommend this restaurant.*

**C** **CLASS ACTIVITY** Post your reviews around the room. Read your classmates' reviews. Then get more information about the restaurant that interests you the most.

## 4 Speaking Restaurant recommendations

**PAIR WORK** Recommend a good place to go for each situation. Discuss your ideas.

- take an overseas visitor
- meet a big group of friends
- have a child's birthday party
- have a quiet dinner for two
- get a quick, cheap lunch
- enjoy live music

**A:** What's a good place to meet a big group of friends?

**B:** How about...? There's a private room for big groups.



# Wrap-up

## 1 Quick pair review

### Lesson A **Brainstorm!**

Make a list of menu items. How many do you know? You have two minutes.

### Lesson B **Do you remember?**

Check (✓) the things you can say to order food. You have one minute.

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> I'll have some French fries, please. | <input checked="" type="checkbox"/> Can I have the steak, please? |
| <input type="checkbox"/> Try the cheesecake, please.                     | <input type="checkbox"/> Let me check that.                       |
| <input type="checkbox"/> What would you like?                            | <input checked="" type="checkbox"/> I'd like some pie, please.    |

### Lesson C **Find out!**

What interesting food have you and your partner both tried? Take turns.

You and your partner have two minutes.

A: I've eaten squid.

B: I haven't. I've eaten ...

### Lesson D **Guess!**

Describe a restaurant in your city, but don't say its name. Can your partner guess which one it is? Take turns. You and your partner have two minutes.

A: This restaurant is on Main Street. It has good seafood, and the food is cheap. The service is fantastic.

B: Is it Big Fish?

A: Yes, it is.

## 2 In the real world

What would you like to order? Go online and find a menu for a restaurant in English. Then write about it.

- What is the name of the restaurant?
- What appetizers, main dish, and side dishes would you like to order?
- What drink would you like to try?
- What dessert would you like to eat?

*Alphabet Café*

*I'd like to eat at Alphabet Café. I'd like some garlic bread and the spaghetti . . .*



# 1 Quick pair review

**Learning objectives:** Review vocabulary for menu items and interesting food; review expressions ordering food; practice describing restaurant experiences and the present perfect for experience.

## Lesson A Brainstorm!

- Go over the instructions.
- Have Ss work in pairs to brainstorm menu items in each category. Set a time limit of two minutes.
- Elicit the words and write them on the board.
- Add words from Lesson A and Lesson C that Ss may not have mentioned.

**Presentation Plus: Guided brainstorming page xxviii**  
After brainstorming, follow the steps for *Guided brainstorming* to review menu items.

## Lesson B Do you remember?

- Go over the instructions.
- Have Ss work in pairs to check the things they can say to order food. Set a time limit of one minute.
- Go over the answers with the class.

## Lesson C Find out!

- Go over the instructions. Read the example with a S, taking the role of B and adding your own information.
- Have Ss work in pairs to discuss interesting food they have tried. Set a time limit of two minutes. Encourage Ss to find at least two interesting food items that they have both tried.
- Call on pairs to share their interesting food items with the class.

## Lesson D Guess!

- Go over the instructions and have two Ss read the dialogue. Ask: *How many facts or opinions does Student A state about the restaurant? (Four.)* Encourage Ss to describe the restaurant with at least three facts or opinions.
- Have Ss work in pairs to take turns describing a restaurant and guessing its name. Set a time limit of two minutes for each person.

# 2 In the real world

**Learning objective:** Research a menu for a restaurant in English and write about what you would like to try there.

- Go over the instructions, the research questions, and the example.
- Have Ss do research online as an out-of-class assignment. Remind Ss to write down the information in their own words. (This could be done in their prewriting journal, if they are keeping one.)
- When Ss return to class, have them work in pairs or small groups to read what they wrote. Have pairs or groups decide if they like this restaurant, too.
- **Option** If you are collecting the writing assignment, have Ss proofread for errors with target vocabulary, articles, and present perfect for experience (as well as other errors) before they hand it in.