

LONGMAN ENGLISH INTERACTIVE 2 UNIT A.3 NOTES TABLE OF CONTENTS

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UNIT A.3 AT A GLANCE

A.3: A Quick Lunch

Characters: Emi, Dave, other: customers in café

Theme: Food

Functions: Ordering food, making decisions

Story note: Emi orders a sandwich and has to make numerous choices.

Pronunciation Point 1: *Wh-* question stress and intonation

Pronunciation Point 2: Intonation in questions with *or*

Grammar Point 1: Count/Non-count nouns

Grammar Point 2: Quantifiers: *Some* and *any*

Grammar Point 3: Quantifiers: *How much, how many, a little, a few*

Learning Objectives

You will use the vocabulary and grammar of this unit to:

- order food and drinks: *I'd like a sandwich.*
- talk about quantities: *I'd like some coffee but I don't want any milk.*

Scene Description

Dave and Rich are working behind the counter at the Rock Café: Dave is delivering orders to customers. Emi is now at the counter, speaking with Dave.

Emi looks indecisive.

Emi is a little irritated, but good-natured.

Dave is unfazed.

Listening Script (Video)

Dave: Here you go. A half-caf, half-decaf, low-fat latte. Enjoy! Next, please.

Emi: Hi, Dave.

Dave: Oh, hi, Emi. What can I get for you?

Emi: I'd like a tuna fish sandwich.

Dave: For here, or to go?

Emi: For here.

Dave: Sure. What kind of bread would you like?

Emi: Bread? Whole wheat, I guess.

Dave: Sorry, we don't have any whole wheat. How about white or rye?

Emi: White is fine.

Dave: Would you like a slice of tomato or lettuce on it?

Emi: Um. Tomato or lettuce? Just lettuce, no tomato.

Dave: Would you like mustard or mayo?
Emi: Dave, look, I don't really care. Just give me a tuna fish sandwich!

Dave: Sure. One tuna fish sandwich. Coming right up!

Scene Description	Listening Challenge (Video)
<p>Dave is now deliberately teasing. Emi is exasperated.</p> <p>Emi laughs.</p>	<p>Dave: Anything to drink with that? Emi: Maybe some iced tea. Dave: With ice? Emi: Of course! Dave: Sure. Large, medium, or small? Emi: Small. Dave: Regular or decaf? Emi: Regular or decaf? You have decaf tea? Dave: Emi, there's always a choice, didn't you know that? Emi: OK, Dave. Regular. Dave: With sugar or sweetener? Emi: Dave, cut it out! Why are there so many choices?</p>

Listening Culture Notes

Emi says, *I don't really care*. This is very informal. More formal expressions are *It doesn't matter* or *Anything is fine*.

Listening Challenge Culture Notes

1. Many people in the United States drink iced tea in warm weather.
2. *Decaf* is short for *decaffeinated*. There is very little caffeine in this kind of coffee or tea.

More Listening (Audio)

Dave: Rock Café. Can I help you?
Customer: Do you do take-out orders?
Dave: Sure. What would you like?
Customer: I'd like three sandwiches: two ham and one tuna.
Dave: What kind of bread?
Customer: Whole wheat for the ham sandwiches.
Dave: With cheese?
Customer: Yeah, both with everything on them.
Dave: Mustard, mayo, pickles?
Customer: Yeah, with everything.
Dave: And the tuna?
Customer: Tuna on white bread.
Dave: Anything on that?
Customer: Just lettuce.
Dave: Anything else?
Customer: Yeah, could you throw in three bags of potato chips?
Dave: OK. Something to drink?
Customer: I guess . . . Three bottles of something . . . like . . . mineral water. Yeah, mineral water.
Dave: OK, you got it. It'll be ready in about 15 minutes. Your name? . . .

<p>Vocabulary [FOOD]</p> <ul style="list-style-type: none"> • menu • order • choose • take-out food • meal • snack 	<p>Reading</p> <p>Pancakes Can you think of a food that people eat all around the world? Almost every country has a flat bread or pancake recipe. The French have <i>crepes</i>, the Mexicans have <i>tortillas</i>, and the Chinese have <i>bing</i>. Pancakes are popular because they are easy and cheap to make. You don't need many ingredients, and they don't take a lot of time to make. Pancakes also make people happy!</p> <p>Pancakes can be large or small. You can make them with many different kinds of flour, and you can add many ingredients to them. Try them with fruit, cheese, or vegetables! North Americans often eat pancakes with syrup for breakfast.</p> <p>Here is a recipe for North American pancakes.</p> <p>Ingredients 2 cups flour 2 teaspoons baking powder 1 teaspoon salt 3 tablespoons sugar 3 cups milk 2 eggs 4 tablespoons oil</p> <p>Directions 1. Mix the flour, baking powder, salt, and sugar in a bowl. 2. Add the milk, eggs, and oil. 3. Put some butter in a hot pan. 4. Pour some of the mixture into the pan. 5. Cook one side, and then turn the pancake over. 6. Cook the other side.</p>
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WEB RESEARCH AND WRITING ASSIGNMENTS

Web Research Assignment

Summary: Students research cooking websites. Then they choose one recipe to write about. This will be the basis for the activity "WebTalk" on page 13 of the *Communication Companion*.

Procedure

1. Hand out copies of "Web Research Assignment: Recipes," on page 6 of this document. Give this to students before they do the CD-ROM exercises and *Communication Companion* activities for Unit A.3.
2. Show students the model for writing their answers in Part C of the handout.
3. If you have additional websites to suggest related to cooking, write them on the board. Have students copy this on the lines in Part B of the handout.
4. Have students complete the assignment for homework and bring the handout to the next class session.
5. Go to the "WebTalk" section on page 17 of this document. This section provides instructions for doing the in-class *Communication Companion* activity based on this assignment.

Web Research Assignment: Recipes

**You are going to do research on the web.
You will find answers on a website.**

A. Read the questions.

Recipes

1. What is the name of the website?
2. Choose one recipe. What dish is the recipe for?
3. What are some of the ingredients?
4. Do you want to make this dish? Why or why not?

B. Go to these Internet websites to do your research:

www.cookinglight.com/cooking/home
www.eat.epicurious.com
www.foodnetwork.com
www.meals.com

C. Choose one recipe. Answer the questions in Part A. Write your answers in complete sentences below.

Model

1. The name of the website is Recipenet.
2. I chose Grilled Orange Chicken with Cilantro Salsa.
3. It has oranges, red onions, and olive oil.
4. I want to make this dish because I like the ingredients.

Your Answers

1. _____

2. _____

3. _____

4. _____

Writing Assignment

Summary: Students write a letter to a friend describing a kind of food from their country.

Procedure

1. Hand out copies of "Writing Assignment: Write About Food," on page 8 of this document. Give this to students before they do the CD-ROM exercises and *Communication Companion* activities for Unit A.3.
2. Explain to students that they will do this assignment after completing the Reading section of the CD-ROM course.
3. Elicit from students typical foods from their countries and what they would tell a friend about these foods. Write some of these ideas on the board.
4. Tell students they will write a letter to a friend describing a kind of food from their country. Show them the model for writing their letter in Part B of the handout.
5. Have students complete the assignment for homework.

Writing Assignment: Write About Food

Imagine that a friend is coming to visit you. Write your friend a letter. Tell him or her about a food from your country.

A. What kind of food will you write about? What will you tell your friend about it? Write your notes in the space below.

B. Read the model letter.

Dear Aurora,

When you visit, we'll have a dish called *llapingachos*. *Llapingachos* are potato and cheese pancakes. They're very popular here in Ecuador. I like them because they're so easy to make. Even I can cook them! You don't need a lot of ingredients, and they don't take a long time to make. We usually eat them with corn and hot sauce.

I can't wait to see you!

Jorge

C. Write a letter to your friend on the lines below.

TEACHING UNIT A.3 IN CLASS

Communication Companion Notes

What Can I Get for You?

Summary: Students reconstruct a dialog from the video, practice the dialog, and then create a role play based on the conversation.

Language Points

- Stress and intonation in information questions
- Choice question intonation

Groups: Pairs

Materials Needed: 1 photocopy per group of the menu on page 11

Procedure

1. Create pairs. Designate one student as A and the other as B.
2. Have students look at the picture and identify the characters from the video. Discuss what the characters are doing. Tell students to try to remember the conversation.
3. Have students work together to reconstruct the dialog, filling in the missing words. If students can't remember the conversation, encourage them to think of their own words to fill in the blanks.
4. When students have finished, go over the answers with the class as a whole.
5. Now tell the students to repeat the dialog after you, one phrase at a time. Model intonation in questions with *or* and intonation in information questions.
6. Ask students to identify the parts of the dialog with *or* questions. Point out that the voice rises for the first half of the question, then falls.
7. Do a choral repetition of the following *or* questions. Have students move their hands up as your voice goes up, then down as your voice falls:
For here or to go?
Would you like mayonnaise or mustard?
8. Now work on stress and intonation in information questions. Point out that the voice falls after the most important (stressed) word in the sentences.
9. Say the following questions. Ask students to identify the last important (stressed) word in each. Now do a choral repetition. Get students to move their hands down as your voice falls.
What kind of bread would you **like**?
What kind of **coffee**?
What sort of sandwich do you **want**?
10. Tell students to practice the dialog. Remind Student A to begin. Students should read each line to themselves, then look up and say it. Remind them to make eye contact.
11. Have students change roles and practice the dialog again. Student A becomes B and Student B becomes A.
12. Create new pairs.
13. Give out the copies of the menu. Ask students to look at it. Explain any vocabulary they don't understand.

14. Take students through the role play once: the students play the waiter's part; you select choices from the menu.
15. Ask students to improvise a dialog in the sandwich bar. Student A is the waiter, and Student B is the customer. Then get them to change roles and do it again.
16. Ask one or two pairs to act out their role play in front of the class, if appropriate.

Answer Key

Emi: Hi, Dave. I'd like a tuna fish sandwich.

Dave: For here or to go?

Emi: For here.

Dave: Sure. What kind of bread would you like?

Emi: Bread? Whole wheat, I guess.

Dave: Would you like mayonnaise or mustard?

Emi: Just mayonnaise, no mustard.

Dave: Sure. One tuna fish sandwich coming right up!

Menu for Role Plays

SAM'S SANDWICH BAR

Create your own sandwich.

Choose from:

Fillings

tuna, chicken, egg, cheese

Bread

white, whole wheat, rye, sourdough

Extras

tomato, lettuce, cheese, avocado, pickles

Sauces

mayonnaise, mustard, ketchup

And to drink:

Coffee—*espresso, cappuccino, latte, iced coffee*

Tea—*green tea, lemon tea, herbal tea*

Milk shakes—*strawberry, chocolate, banana*

Juices—*apple, orange, pineapple, mango*

Information Gap: We Don't Have Any!

Summary: Students ask and answer questions about the items on a shopping list.

Language Points

- Count and non-count nouns
- *Some* and *any*

Groups: Pairs

Materials Needed (Optional): Pictures of any food items students may be unfamiliar with

Procedure

1. Introduce or review the vocabulary for the activity by showing the students pictures, and eliciting the vocabulary.
2. Create pairs. Designate one student in each pair as A and the other as B.
3. Tell A students to look at the pictures on page 10 and B students to look at the pictures on page 12. Remind students not to let their partners see their books.
4. Give students time to look through the activity. Circulate and assist with vocabulary and pronunciation as necessary.
5. Tell the class that Student A is a customer in a small grocery store and Student B is the store owner.
6. Student A must ask for the items on the shopping list. Student B must reply. Student A asks Student B, "Do you have any _____?" Student B replies, "Sorry, we don't have any." or "Yes, we do. How much/many would you like?"
7. Student A should check off the available items on the list.
8. Model the activity for the class. You take the role of A and have a student take the role of B. (Two students can also model the dialog.)
9. Have the students take turns exchanging information.
10. When the pairs have finished, go over the answers with the whole class, or have students check their answers with their partners.

Answer Key

apples
butter
flour
tomatoes
cheese

Extension

Groups of 4: Student A is the store owner. Students B, C, and D are customers. The customers must be helped one at a time. Students improvise, buying and selling items of their own choice. The store owner can even run out of an item before the next customer! Encourage students to use language they would use in a real grocery store.

Excuse me. Is this the line?
Were you before me?
I'm sorry, we've just run out of flour.

Memory Game: Lots of Eggs!

Summary: Students play a memory game to create a list of food items.

Language Points

- Count and non-count nouns
- *Some* and *any*

Groups: Pairs

Materials needed: One piece of paper for each group

Procedure

1. Set up the context by telling students about your cabinet: "There are some cookies on the top shelf. I don't have any jam. I need to buy some."
2. Ask students what is in their cabinet at home; "Do you have any spaghetti?" Elicit vocabulary and introduce the following words if students don't know them: *flour, sugar, rice, spaghetti, jam, candy*.
3. Ask students how much or how many of particular items they have, eliciting the answers: *a few, a little, some, a lot*.
4. Create pairs.
5. Ask students to open their books to page 11 and look at the picture silently for 10 seconds, and then ask them to close their books.
6. Students try to remember what is in the cabinet and how much there is of each item. Ask them to tell each other and create a list together. They should use the following language:
 - A:** There's some jam.
 - B:** How much jam?
 - A:** A lot of jam.
 - B:** And there are some bananas!
 - A:** How many bananas?
 - B:** A few bananas.
7. When students have finished, go through the answers with the class.
8. Ask students to open their books and check their list with the picture or text.

Answer Key

glass jar labeled FLOUR with only a little bit in it
 glass jar labeled SUGAR that is full
 glass jar labeled RICE that is full
 2 packets (boxes) of spaghetti
 3 onions
 4 jars of jam
 big jar of candy
 2 slices left in a loaf of bread
 a jar of coffee that is 1/3 full
 1 teabag
 2 apples
 a large bag of potatoes
 6 cans of tomatoes
 a big jar of mayonnaise
 a jar of mustard
 3 bananas

5 cans of tuna
 $\frac{3}{4}$ of a stick of butter
a big wedge of cheese
a dozen eggs

Extension

Pairs. Have students tell their partner about what's in their cabinet at home. How many items do both students have?

Interviews: Your Favorite Restaurant

Summary: Students ask and answer questions about their favorite restaurant.

Language Point: Stress and intonation in *wh*- questions

Groups: Pairs

Procedure

1. Ask students what their favorite restaurant is and why they like it.
2. Ask students a few of the questions in the chart.
3. Tell students that in *wh*- questions the intonation falls after the most important (stressed) word in the sentences.
4. Say the questions for the students. Ask them to identify the most important (stressed) word in each question. Then repeat the questions. Have them move their hands down to show falling intonation as your voice falls.
5. Tell students to think of more questions they would like to ask their partner and to write them in the chart. Circulate to check for accuracy and assist with vocabulary.
6. When students have finished writing their questions, create pairs.
7. Ask students to take turns asking each other the questions. They should take notes on their partner's answers by writing key words only, not complete sentences. Tell students to pay particular attention to question stress and intonation as they interview each other.
8. Have two pairs join together and form groups of 4. Each student tells the group what he or she found out about his or her partner.
9. When students have finished exchanging information, call on individuals from various groups to report to the class about what they learned.

Survey: Coffee or Tea?

Summary: Students ask and answer questions about food preferences.

Language Points

- The present simple tense
- Intonation in questions with *or*

Groups: Groups of 3

Procedure

1. Talk about what kind of food you like. Ask students what their preferences are: white bread or wheat bread, coffee or tea, etc.
2. Introduce the following words if students don't know them: *toast, carrots, peas, pears, vanilla*.
3. Tell students they are going to conduct a group survey.
4. Create groups of 3.
5. Designate four questions per student.
6. In groups, students ask each other their questions.
7. Have students keep track of each other's responses on a piece of paper and then record the totals in the boxes.
8. When all of the groups have finished, ask each group for its totals and record them on the board or on a wall poster, calculating the class results. Record the results like this:
 In our class:
 13 people prefer white bread
 7 people prefer wheat bread
9. Discuss the answers with the class.

WebTalk

Summary: Students use the information they found on the web to discuss food and create a menu.

Language Points

- Count and non-count nouns
- Food vocabulary

Groups: Groups of 4

Materials Needed: A large piece of paper for each group, (optional) colored felt-tip pens for each group

Procedure

1. Ask students to take out the completed "Web Research Assignment: Recipes," which you assigned in the previous class.
2. Ask students to look at the names of the dishes and ingredients they wrote down. Ask for the names and ingredients of a few dishes.
3. Create groups of 4. Try to arrange the groups so the students in each group have visited different websites.
4. Ask students to share the names of the dishes they wrote down, why they chose that dish, and what the ingredients are.
5. When they are finished, give each group a large piece of paper.
6. Have students work together to produce a menu. They should write the names of the dishes with the ingredients in brackets below.
7. Ask groups to exchange menus. Designate one waiter in each group. The rest are customers.
8. The waiter should ask students what they want from the menu. The customers should talk about what they want to eat and order something to eat.

WebTalk Homework

For homework, assign students the Web Research activity for Unit A.4. (See "Web Research and Writing Assignments" in *Unit A.4 Notes*.)

To find out more about the in-class activity, go to "WebTalk" in the *Unit A.4 Notes*.

Extra Classroom Practice

Extra Practice 1

Summary: Students wait on you, providing you with food choices, in a rapid drill.

Language Point: Choice question intonation

Groups: Whole class

Procedure

1. Tell students you are ordering a take-out meal and they have to offer you quick choices each time you place an order.
2. Call on as many students as possible.
3. If the student's intonation is off, repeat your statement and allow him/her to try again.

Example:

A: I'll have a soda.

B: Large or small?

A: I'd like a chicken sandwich.

B: Would you like mayonnaise or mustard?

A: Can I have a hamburger?

B: Sure. Do you want onion or tomato?

Extra Practice 2

Summary: Students do a chain drill to make a grocery list.

Language Points:

- Count and non-count nouns
- *Some* and *any*

Groups: Whole class

Procedure

1. Start the drill by saying to one student, "I'm going to the grocery store, and I'm going to buy some apples."
2. That student says the item you said, and then turns to the next student and adds an item to the list. For example, she would say, " I'm going to the grocery store, and I'm going to buy some apples and some milk." Each subsequent person adds to the list, repeating all items said previously.
3. The chain continues until the last student has had a turn.

PREVIEW OF UNIT A.4

Unit A.4 takes place in the office coffee room. Ana tells Chris about her weekend away. Here is a brief overview of the content:

Unit A.4: What a Weekend!

Theme: Activities, Entertainment

Functions: Asking/talking about personal activities, making small talk

Speaking: Role play–Talking about weekend activities

Pronunciation Point 1: Shortened phrases: "Didja"

Pronunciation Point 2: City names around the world

Grammar Point 1: *Was* and *were*

Grammar Point 2: The simple past tense

Grammar Point 3: The Simple past tense: Irregular verbs

For more complete information, look at "Unit A.4 at a Glance" in the *Unit A.4 Notes*.