

## UNIT 3 FOOD CRAVINGS

**UNIT OVERVIEW:** In this unit students will talk about their favorite foods.

**Conversation Starters: Favorite Foods**

Friends talk about the foods they cannot live without.

**Building Fluency**

Expressing likes and dislikes; verb phrases — free time activities

**Conversation Model**

Ice cream again? — Blend sounds

**Let's Talk About It: What are you crazy about?**

Talk about things you are crazy about and things you are sick of.

**Conversation Idioms:**

am crazy about

am sick of

can't live without

crave for

marinate in a sauce

am dying for a cuppa

the first thing in the morning

be hard to find

am tired of

can't get enough of

taste like soy sauce

not be one's cup of tea

cook over a hot charcoal grill

there's nothing like...

at first sight

kind of food

am fed up with

be fat free

get homesick

my mouth is watering

once in a while

have for breakfast

be easy to read

Additional Links for this unit: Six people talk about food they crave.

<http://www.elllo.org/english/Mixer/32-Crave.html>

### STEP 1 BUILDING THE ATMOSPHERE

Ask your students if they know what *craving* means, and if not explain it to them or have them check in their dictionaries. Ask them to briefly discuss what kinds of foods they often have cravings for, and when they crave these foods. Tell them that Erik mentions one of his favorite foods in the **Amy and Erik introduction**. Tell your students to try to guess what Erik's favorite food is, and then have them listen to the introduction to check their answer. Ask them if they think Erik's craving is strange or normal.

**Script [Track 14]**

Amy: Hi there and welcome to Unit 3, "Food Cravings."

Erik: You're with Amy and Erik.

Amy: Erik... are you eating something?

Erik: Just some gum... I can't live without my gum.

Amy: Gum, hey? Well, that's an original food craving.

Erik: Wanna piece?

Amy: No, no thanks... Anyway, we asked 6 of our friends what kind of food they crave. Let's listen to what they have to say.

### STEP 2 CONVERSATION STARTERS: FAVORITE FOODS

*Students will listen to people talk about the foods they can't live without.*

#### 1. First Listening

Play the audio and have students mark which food is being talked about. Allow students to compare answers before confirming as a class.

#### 2. Second Listening

- Before starting, remind students to write just a few words or simple phrases for their answers. Play the audio again and have them write their answers. Have students check their answers in pairs and then go over the answers as a class.
- Alternatively, you could have students do a dictogloss. Don't let them write notes as the audio plays. Play each

track one at a time. When the track ends, have students discuss what they heard. It is at this time they can jot down notes. If students struggle, play the tracks multiple times. Once all the tracks have been played and discussed, elicit some of the language they heard including how each person describes the type of food he or she craves.

- Finally, let the students read the audio script and compare with their notes. Encourage students to share any discrepancies they found.

### Answer Key

First Listening:

1 – b, 2 – a, 3 – a, 4 – c, 5 – a, 6 – b

Second Listening:

(There are probably a few possible answers, but here are some examples.):

1 – blackish, salty

2 – spicy, chopped tomatoes, onions, chili pepper

3 – thin slices of beef, marinated in sauce, sesame oil, onions, ginger, garlic, indescribable

4 – beverage, British

5 – thin crust, cheese pizza, cold, reheated

6 – Sweden, bread, crisp bread, cracker, butter, fresh tomatoes, cucumber, ham, shrimp, breakfast, Scandinavia

### VOCAB TROUBLESHOOTING

Vegemite – a salty black Australian spread eaten with bread or toast

Salsa – a spicy Mexican sauce made from tomatoes, chilies and onions

Raw vegetables – uncooked vegetables

### BONUS

Have students discuss the questions. Encourage the students to use the audio script to answer Question #1. You could have them highlight or underline language associated with strong emotion in the script.

### Script [Tracks 15-20]

#### 1. Trish

I don't eat it every day, but the one food I just can't live without is Vegemite.® It's a blackish color, so at first sight it looks a lot like chocolate. But actually it's really salty and I guess it tastes like soy sauce. Whenever I'm traveling overseas and get homesick, I start craving for a Vegemite sandwich or Vegemite on toast. It's not everyone's cup of tea, but I'm crazy about it.

#### 2. Carlos

I love Mexican food. Really hard to live without it. I guess I especially love the different Mexican salsas, which you can put on almost any dish to spice it up. Salsa is just chopped tomatoes and onions and some kind of chili pepper, like jalapenos or habaneros. Oh, man, my mouth is watering just talking about it.

#### 3. Soon

I usually don't eat much meat, but I really love Korean barbecue. We call it *pulgoki*, which is usually thin slices of beef. And the beef is marinated in a sauce and cooked over a hot charcoal grill at the table. The sauce is what makes it so good. It's kind of a sesame oil, with onions and ginger and garlic. It's indescribable. So good. I don't want to eat it every day, but once in a while... it's just so good.

#### 4. Emma

It's more a beverage than a food, but tea is the one thing I can't live without. Maybe this is a British thing, I don't know. But the first thing in the morning, my body is just screaming for a morning cup of tea. And to be honest, I'm actually dying for a cuppa right now as well! My brain just doesn't work without tea.

#### 5. Scott

One food I could definitely not live without is pizza. There is nothing like pizza ordered out and delivered to my house. Thin crust, definitely. I'm a pizza purist. I mean, I like just cheese pizza. That's it. The thing about it is, it's good cold for breakfast the next morning. It's good reheated for lunch or dinner again. It's the perfect food.

#### 6. Simon

One food I love, and I always had this for breakfast when I lived in Sweden was a kind of open sandwich. It's just a piece of bread, or even a kind of crisp bread or cracker, with butter on it, and some fresh tomatoes or cucumbers or ham or shrimp. It's the perfect breakfast food, and it's really hard to find outside of Scandinavia.

### STEP 3 BUILDING FLUENCY: EXPRESSING LIKES AND DISLIKES

Students will practice expressing likes and dislikes and learn several free time activity phrases.

#### 1. Expressions

Start the activity by writing the following partial phrases on the board.

- 1) I \_ c \_ a \_
- 2) I \_ t \_ o \_
- 3) I \_ f \_ u \_ w \_
- 4) I \_ s \_ o \_
- 5) I r \_ l \_
- 6) I c \_ g \_ e \_ o \_

- Books closed. Pencils down. Tell the students they have thirty seconds to look at the phrases on page 18. Then, when the time is up, have them close their books and complete the word puzzle on the board. Have students compare in pairs and then go over the answers as a class.
- Then, have them decide which expressions are similar in meaning. Have students go over their answers in pairs and then check as a class.

#### Answer Key

Like = 1, 5, 6

Dislike = 2, 3, 4

#### 2. Vocabulary

- Have students match the phrases with the best pictures. Allow them to compare answers in pairs before discussing as a class.
- Explain to the students that verb phrases are really powerful constructions that aid fluency. Students often tend to think of words individually when in reality most idea units (or thoughts) are a grouping of a few words expressing one concept or idea. To reinforce the idea, have students write other words with the verbs to make other combinations. See sample below:  
*eating junk food / eating fast food / eating frozen food, etc.*

#### Answer Key

1 – d, 2 – f, 3 – e, 4 – g, 5 – b, 6 – a, 7 – h, 8 – c

#### VOCAB TROUBLESHOOTING

Junk food – unhealthy processed food such as chips, chocolates and hamburgers

Sci-fi movies – science fiction movies

#### HOW THE GRAMMAR WORKS

Before moving on to **Let's Practice**, be sure to inform students of the different nuances of each expression.

I'm crazy about *sth/sb* – I really really love *sth/sb*.

I'm tired of / I'm fed up with / I'm sick of *sth/sb* – I don't like *sth/sb* anymore. It's becoming boring / annoying. I don't enjoy it anymore.

I can't get enough of *sth/sb* – No matter how much I *eat it* I never get bored of it.

#### 3. Let's Practice

- Have students talk about their likes and dislikes using the expressions and vocabulary above.
- Alternatively, you could have the students play Bingo: Each student draws a 3x3 grid. In the grid, they write a phrase from step (2).
- Then have students mingle and play Bingo. If someone loves something they mark a (✓). If they hate something, they mark an (X). Each time students make a mark they have to say a sentence starting with an expression from step (1) and the phrase in the grid. The first person to get three in a row wins.

## STEP 4 CONVERSATION MODEL: ICE CREAM AGAIN!

Students will look at how sounds can blend.

### Optional Warm-up:

- Write the following questions on the board.

- 1) *What are the speakers' names?*
- 2) *Do they know each other?*
- 3) *What does the woman love?*

- Books closed. Direct the students to the questions on the board. Next, have the students listen to the audio and try to answer the questions above. After listening as needed, students compare answers in pairs and then as a class.

### 1. Situation

- Have your students check the conversation for unknown words, and explain any difficult phrases.

### VOCAB TROUBLESHOOTING

there are plenty of other things to eat – there are many other things to eat

### HOW THE PRONUNCIATION WORKS: BLEND SOUNDS

Explain the unit pronunciation point to your students. This unit looks at how certain sound combinations blend together. When a consonant sound is followed by a vowel sound the consonant sound often jumps to and blends with the vowel sound. For example, in the case of “get sick of it” the “k” sound in “sick” jumps to join the “o” sound in “of,” and the “v” sound in “of” jumps to the “i” sound in “it” to become “gesikovit”. In the same way “can’t get enough of it” becomes “cangetanufovit.” Also note how the “t” sound in “get” and “can’t” is cut and blended (see **How the Pronunciation Works** in Unit 2). While students do not have to pronounce phrases in this way, it is important for them to be aware of these pronunciation points, in particular for listening comprehension purposes.

- Next, play the conversation model [Track 21] and encourage students to listen out for the “blended sounds.”
- As a class do a choral practice of this conversation, focusing particularly on the pronunciation point. Say each line or chunk, and have your students repeat.

### EXTRA PRONUNCIATION POINTS: CUT AND BLEND SOUNDS, JUMP THE /T/ AND /D/ SOUNDS

And it’s fat free – an(d)its fat free

But there are – bu(t) there ra(r)

But I –budai

### 2. Substitution

Have students work individually to number the phrases within each column to make a coherent conversation. Then have students compare answers in pairs.

### Answer Key

- 1, 3, 2  
2, 1, 3  
1, 3, 2  
2, 1, 3

### 3. Practice

- Have students use the **substitution** words to practice the conversation. Remind them to take particular care with the “blended sounds.” Have early finishers create their own conversations.
- Choose a pair to demonstrate the conversation. Comment on their pronunciation of “get sick of it” and “can’t get enough of it” and offer pronunciation and intonation advice as necessary.

## STEP 5 LET’S TALK ABOUT IT: WHAT ARE YOU CRAZY ABOUT?

Students will talk about things they are crazy about and things they are sick of.

### Optional Warm-up Game:

- On slips of paper write words associated with the categories at the top of the page. Some example:

Sports: *Tennis, Golf, Soccer*

Food: *Vegetables, Ice cream, Pizza*

Music: *Rap, Classical, Punk*

- There should be a slip of paper for each student in the class. Next, have students mingle and use their words as prompts for discussion. Have students talk briefly about each item but not extensively. Have students swap partners as frequently as possible. See sample dialogue below:

A: *What do you think of vegetables?*

B: *I am sick of them. I hate them. And you?*

A: *I love them, especially asparagus.*

- After students have mingled for about five minutes (remember they should talk to as many people as possible), put them in pairs and see if together they can recall and categorize the topics based on the list of themes in the **Get Ready** section. See sample below:

A: *What were the topics for food?*

B: *I think they were ice cream and vegetables.*

A: *Also, pizza. I talked about pizza.*

Note: You could also have students play this game in small groups or pairs using stacks of cards with the words on them. At the end, have students try to recall all of the items that they talked about.

### 1. Get Ready

Have students fill in the table with themes of their choice and provide both examples and reasons.

### 2. Let's Talk

Have students discuss their answers in small groups. Go over the sample dialogue in the student book before they begin.

Option for younger learners ??

### 3. Follow Up

Have each group assign one person to report their ideas to the class.

### BONUS ACTIVITY

Have students think of a product that they really, really love or really, really hate. Have them pretend that they will write a customer review of this product on a customer review website. Encourage them to use the expressions practiced on page 18 as appropriate. Find some examples of actual customer reviews from online shopping sites to give them an idea of how to structure their reviews.

## STEP 6 LANGUAGE AWARENESS

Assign the language awareness activity on page 83 for homework. If necessary, do the first one or two questions together as a class. Leave 5 or 10 minutes at the beginning of the next class to go through the answers.

### Answer Key

- |  |   |
|--|---|
| 1. blackish                                  | 2. It's not everyone's cup of tea.            |
| 3. spice it up                               | 4. my mouth is watering just talking about it |
| 5. It's indescribable.                       | 6. once in a while                            |
| 7. I'm actually dying for a cuppa right now. | 8. My brain just doesn't work.                |
| 9. I mean                                    | 10. There is nothing like                     |
| 11. a kind of open sandwich                  | 12. shrimp                                    |

## STEP 7 AMY'S CULTURE TIP

In informal British and Australian English people love to shorten words. Being aware of this, and knowing which words are commonly used in their shortened forms, is useful for students, especially those who are planning to visit Britain or Australia. We've listed a selection of some commonly shortened words on page 20 of the Student Book. Have your students look at these and discuss what they think of them. For homework tell your students to find the meaning of these shortened words (or any others you can think of): chook, snag, bikkie/bickie, footy, prezzie. These shortened forms should be listed in a good English-English dictionary and are easily found on the Internet.

## STEP 8 UNIT TEST

Make copies of the Unit Test for each student. Start by playing the audio for the Listening section (download Track 3 from <http://www.elttestcenter.com>). Decide whether you give them one or two listenings. Then, allow the students about 5-10 minutes to complete the rest of the test. Correct the test in class, and record the score.

**AUDIO Script**

At the moment I'm totally hooked on yogurt. Yeah... I know it sounds strange... but I can't get enough of it. Of course I like flavored yogurt – especially blueberry and strawberry – and I always have my refrigerator stocked with it. ...But I also love plain yogurt... you know... the stuff with no sugar or flavoring added... I put it on everything... on breakfast cereal, toast, salads, cold noodles... you name it. I'm crazy about it.

**Answer Key****Part A.**

1. a
2. b

**Part B.**

3. the Beatles
4. of
5. with
6. getting up early in the morning

**Part C.**

7. rap
8. sci-fi
9. comic
10. junk