Al-Balqa Applied English (1)



Third Edition
LANGUAGE CENTER

UNIT 6

Al-Balqa Applied University

Balqa Applied English 1
Unit 6
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Learning Objectives

By the end of this unit you should be able to:

1. **Recognize countable and uncountable nouns.**
2. **Use expressions of quantity to create a shopping list.**
3. **Recognize the use of "some" and "any" in sentences.**
4. **Categorize food and drink items.**
5. **Identify silent letters in words covered in the unit.**
6. **Write a paragraph using new vocabulary from the Word List.**
7. **Participate in short conversations using expressions of quantity.**
8. **Participate in short conversations using some and any.**
9. **Use common restaurant expressions to order a meal.**
10. **Discuss your thoughts about restaurant or cafeteria food.**

"One should eat to live, not live to eat."

Benjamin Franklin

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Vocabulary

VOCABULARY FOCUS 1
Foods and Categories

Dairy Products	Vegetables	Fruits	Seafood	Meat	Desserts	Cereals
milk	eggplant	peaches	tuna	ham	cake	rice
butter	lettuce	oranges	cod	bacon	pie	oatmeal
cheese	onions	apples	prawns	beef	ice cream	bread
sour cream	corn	bananas	haddock	lamb	tart	maize
yoghurt	carrots	cherries	sole	chicken	chocolate	barley

The table above indicates different categories of foods and it provides a few examples of the foods that belong into each category.

Vocabulary Focus 2
Restaurant Expressions

The following expressions will assist you when you are dining out:

When you enter some restaurants, the host or hostess will be the first person you meet. He or she will ask you the following questions:

- Do you ***have a reservation***?
- Would you ***like a table***?
- Will ***anyone be joining*** you?
- Would you like a ***table for one*** (two, three)?
- Would you like to be seated in the ***smoking or non-smoking section***?
- Do you ***mind waiting***?

As a customer, when you are speaking with the host or hostess, you will find the following statements and questions useful:

- I have a ***reservation at 7 o'clock***. My name is Svetlana.
- We don't have a reservation.
- Do we have to ***wait long for a table***?
- Can we have a ***table in the non-smoking section,*** please?
- I ***don't mind waiting***.

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Once you are seated at your table, the server will approach you. You will find the following statements and questions useful:

Here is the ***menu***.

- Would you like to ***order a beverage*** to start?
- Before you take a look at the menu, I'd like to tell you about our ***special of the day***.
- Our ***catch of the day*** is grilled salmon.
- I'll give you a few moments to ***take a look at the menu***.
- I'll ***take your order*** in a few minutes.

Once the server comes back to take your order, he or she will ask questions like these:

- Would you like an ***appetizer***?
- Would you like a ***starter***?
- ***Soup or salad***?
- Would you like to ***go to the salad bar***?
- What kind of ***dressing*** would you like?
- ***How would you like that cooked***?
- ***Rare, medium or well done***?
- What ***kind of potato*** would you like with that?
- ***Fries or baked potato***?

After dinner, the server may ask the following questions:

- Would you like ***dessert*** with that?
- Would you like coffee or tea?
- Are you ***ready for the cheque***?

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Activity 1
Drag and Drop
Categorizing Foods

The heading for each column in the table below is a category of food.

Dairy Products	Cereals	Vegetables	Fruits	Fish	Meat	Desserts
milk	bread	tomatoes	peaches	tuna	ham	cake
butter	rice	lettuce	oranges	cod	bacon	pie
cheese	pasta	onions	apples	prawns	beef	ice cream
sour cream	flour	corn	bananas	haddock	lamb	tart
yoghurt	noodles	carrots	cherries	sole	chicken	chocolate

Activity 2
Write It

Read the following sentences and try to guess the missing words. Type the words into the spaces provided.

tempting delicious sandwich indicated seasoned starter server seasonal

1. The chicken is_____ with garlic.
2. I think I'll have a_____ before ordering the main course.
3. He had a ham and cheese_____for lunch.
4. His blood tests_____that his cholesterol level was high.
5. Why is the_____taking so long to bring us our main course?
6. That's his favorite restaurant because it has such _____ appetizers.
7. Have you got any_____fruits and vegetables?
8. Just look at that chocolate ice cream cone. It is so_____!

Activity 3
Type It
Anagrams

Fill in the blanks with the suitable word from the table.

mouth watering - irreversible - seasonal - seasoned - quantity- plaque – rare - experiment

1. When something cannot be changed into what it was _____
2. When food looks, sounds or smells so delicious that it makes mouths water _____
3. A test that is done to gain new knowledge _____
4. Fruits and vegetables in season locally _____
5. Substance that lines the arteries and can cause heart attacks _____
6. Food prepared with added herbs and spices _____
7. An amount or number of something _____
8. Slightly cooked, meat that is pink inside _____

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Activity 4 Fill in the blanks

Read the following sentences and try to guess the missing words.

Tempting -menu –hereditary- irreversible- indicate – morbidly- appetizer- fattening- cafeteria

1. I am trying to lose weight, so I'm not going to order anything_____.
2. Are you eating lunch in the university_____?
3. I have been eating salads for a week. It is so_____to eat something sweet.
4. Do you think that morbid obesity is_____?
5. I think we're ready to order. May I see the_____ please?
6. Before I order the main course, I think I'd like an_____.
7. If you don't watch what you eat, many of the conditions you can end up with are_____.
8. Many studies_____that high fat diets are linked to all kinds of health problems.
9. He is 100 pounds overweight. He's_____obese.

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Reading

The belly rules the mind. ~Spanish Proverb

Activity 1
Multiple Choice
Super-Sized!

Read the following passage and answer the multiple choice questions that follow.



Morgan Spurlock, director of the film "Super-Size Me"

Super-Sized!

After reading about two American teenage girls who were suing McDonalds for causing them to be obese, Morgan Spurlock, the director of "Super-Size Me," was intrigued. The story caused him to wonder about the link between fast foods and obesity.

To investigate this issue, Spurlock decided to launch an experiment which aimed to determine whether there was a link between obesity in America and fast food. To determine the impact of fast foods in general – and McDonalds in particular – Spurlock recruited three doctors to document the state of his health at the beginning of the experiment and to monitor and record the impact of the experiment on his health. For 30 days, according to the rules of the experiment, Spurlock ate three meals a day, every

Day, at McDonalds – and only at McDonalds. He filmed that experiment and called the film "Super-Size Me".

When he began, Spurlock's health was above average and he was not in danger of obesity related health risks, such as cardiovascular disease or diabetes. He ate a relatively healthy diet and only rarely ate fast foods. However, through the course of the experiment, the impact that the fast food diet had on his health exceeded anything he – or anyone else - would have anticipated.

What did the doctors find? Not only did Spurlock gain a lot of weight and experience headaches and depression, medical tests indicated that Spurlock's cholesterol level soared and his liver indicated signs of damage. Toward the end of the experiment, Spurlock's doctors advised him to end the experiment because the amount of damage, if he were to continue, may have been irreversible. All of that after just one month! Would anyone like a Big Mac?

1. Spurlock decided to determine:
a) Why the two girls were suing McDonalds.
b) If there was a link between fast food and obesity.
c) If he would get sick of eating at McDonalds every day.

2. When the director began the experiment:
a) His doctors advised him not to do it.
b) He recruited a doctor to assist him.
c) His health was quite good.

3. According to the rules of the experiment:
a) Spurlock had to eat one meal every day, for 30 days, at McDonalds.
b) Spurlock had to "super-size" every meal.
c) He had to eat three meals at McDonald's every day for thirty days.

4. The doctors and Spurlock were surprised to find:
a) That the impact of the experiment was much worse than they would have imagined.
b) That McDonalds fast food really wasn't as harmful as they thought it would be.
c) That Spurlock had gained weight but otherwise he was in good health.

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5. Before the experiment, Spurlock:

a) Ate a lot of other fast foods.
b) Didn't like junk food at all.
c) Ate fast foods occasionally, but usually had a healthy diet.

6. As a result of the experiment, medical tests indicated that"

a) Spurlock gained weight.
b) Spurlock gained weight, his cholesterol levels soared, his liver showed signs of damage, he had headaches and he became depressed.
c) Spurlock experienced mild symptoms but he was still healthy.

7. In the second paragraph, what does the word "launch" mean?

a) discharge
b) reveal
c) start

Activity 2
True or False
Morbid Obesity in America

Read the following passage and answer the true or false questions that follow.

In America, obesity is rapidly becoming the major cause of premature death. America has the number one position as the most obese nation on the planet. An alarming number of America's obese people are morbidly obese. Morbid obesity is defined either as being 100 pounds over the ideal weight in relation to height or 50 to 100% above the ideal weight. Nearly 5% of Americans are morbidly obese. The causes for this condition can range from heredity, metabolism, and psychological problems to environment and culture.

To name a few. In many cases, the cause may be based on all of those factors or combinations of them. An overwhelming number of studies point to a high fat, fast food/ junk food diet as one of the primary causes of this significant health problem.

Recent studies indicate that it starts with pre-school children who watch fast food commercials that appear while they are watching their favorite children's shows. Children are too young to realize that the foods that are made to look so enticing will have a devastating impact on their health if they eat them on a regular basis. At this point, however, even if they eat fast foods occasionally, if their parents eat a fairly healthy and balanced diet, then most of the time the kids will be eating well.

Once children enter the American public school system, things take a turn for the worse.Recent studies have revealed that American public school lunch menus feature a

wide range of unhealthy, high fat foods, such as: pizza, French fries, high fat hamburgers and fried chicken. At this age, children eat what their friends eat and if no healthy alternatives are available, then they end up eating high-fat foods on a regular basis. Worse still, they begin to crave those foods even when they are not in school. Some people associate certain foods with certain memories. For instance, teenagers who recall many good times eating pizza and laughing with their friends in the cafeteria, may begin to think of pizza as the food to order whenever friends get together. As you can see, something that began innocently enough can turn into a lifelong bad habit with serious health consequences, such as cardiovascular disease, diabetes, high blood pressure, cancer and many more.

Children cannot choose their environment, and even if they could, they are simply too young to understand the long term consequences of their choices. The kinds and quantities of foods available to children, along with the amount of exercise they engage in, and the habits of their families and friends – all of these factors play a significant role in the diet and exercise habits they develop throughout their lives. This is why it is imperative that parents use their judgment to help their children make healthy choices.

1. Morbid obesity is the number one cause of premature death in America. **(T/F)**

2. People who weigh 30% more than their ideal body weight are considered 'morbidly obese". **(T/F)**

3. Morbid obesity can be caused by a wide variety of factors, such as heredity, environment, metabolism or psychological issues. **(T/F)**

4. Morbidly obese people are just lazy. **(T/F)**

5. Obese people are at risk for cardiovascular disease, diabetes, high blood pressure cancer and many other serious conditions and diseases. **(T/F)**

6. Children are never too young to learn how to make healthy food choices. **(T/F)**

7. Currently, many cafeterias in the American public school system, offer children plenty of healthy choices for lunch. **(T/F)**

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Grammar

Grammar Focus 1
Countable and Uncountable Nouns

Countable Nouns

By the term ***countable nouns***, we mean anything that you can count. ***Countable nouns*** can take singular or plural form.

- I have two pizzas in the oven.
- She ordered an ice cream dessert.

By the term "***collective noun"*** we mean nouns that refer to groups of more than one. The following examples are all collective nouns: family, faculty, government, committee, minority, and majority.

Collective nouns are countable

- *Fifty* ***families*** attended the barbeque.
- My street has at least *ten* ***restaurants*** on it!

Uncountable Nouns

Things we cannot count are referred to as ***uncountable nouns.*** They **usually take singular form unless we give them countable meanings.** The following example will contrast the difference between the two ways in which some uncountable nouns canbe used:

Throughout history, religion has been one of the most cohesive and one of the most divisive forces.

- All religions are viewed upon as equal in our university.

"Abstract nouns" refer to an event, thought, condition or quality. **Abstract nouns are uncountable.** You cannot taste, smell, see, touch or hear abstract nouns. The following are examples of abstract nouns: intelligence, bravery, discipline, freedom, poverty and strength.

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Grammar Focus 2
Articles for Countable and Uncountable Nouns

Using Articles with Countable and Uncountable Nouns

Countable nouns may take ***a*** or ***an*** **– *when they are singular***.

Uncountable nouns do not take ***a*** or ***an***, however, when uncountable nouns refer to a specific group or idea, they take ***the***.

- He uses his extensive ***knowledge*** to improve living conditions in low income developing countries.
- Do you have ***the knowledge*** you will need to excel in this field?
- ***Oil*** prices have skyrocketed lately.
- Check ***the oil*** before you go for a long trip with that car.

Remember: When countable nouns are in the plural form, they take ***the.***

Grammar Focus 3: Making Uncountable Nouns Countable

When asking ***how much*** or ***how many***, to answer, simply put the uncountable noun ***into a container*** or ***make them measurable***. Take a look at the following sentences to see examples of how to make ***uncountable*** nouns ***countable***.

How much ***water*** do you drink a day?
I drink eight ***glasses of water*** a day.

How much ***coffee*** do you drink?
I drink ***three cups*** a day.

How much ***bread*** would you like?
I'd like ***two loaves*** of bread please.

How much pizza would you like?
I'll have ***two slices*** please.

How much ***toothpaste*** do you have?
I have ***two tubes***.

How much ***ham*** would you like?
I'd like ***250 grams***.

How much ***chicken*** would you like?
I'd like ***1 kilo*** please.

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How much ***ice cream*** did you buy?
I bought ***three containers***.

Remember: To make an uncountable noun Countable, simply put it into a container or measure it.

Grammar Focus 4
Modifying Countable and Uncountable Nouns

You can use *some* or *any* to modify countable or uncountable nouns.

- There is ***some juice*** in the fridge.
- There are ***some restaurants*** on that street.
- Do you have ***any pizza*** left?
- Do you have ***any coffee***?

Some is usually used for positive statements, such as:

- We have some wonderful pasta dishes on the menu today.

Any is usually used for negative statements and questions, such as:

- We don't have any cake left.
- Don't you want any?

***Much* can only be used to modify uncountable nouns.**

- They don't have much snow in Jordan.

***Many* can only be used to modify countable nouns.**

- I have too many unhealthy habits.

***Few* can only be used to modify countable nouns.**

- *Few* universities offer that degree.
- *Few* children choose items that are healthy for lunch.

***Little* can only be used to modify uncountable nouns.**

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- We had *a little* argument this morning.
- I had a *little* chocolate today.

Activity 1
Drag and Drop
Are these nouns countable or uncountable?

Look at the nouns below and determine whether they are countable or uncountable. Once you have decided, Write the nouns to place them under either the countable or uncountable heading in the table below.

apples-yoghurt-cucumbers-sugar-strawberries-bread –eggs-ice cream -vegetables water –nuts-cheese -carrots-flour –potato-meat –tomato-fish

Countable	Uncountable

Activity 2
Write It
Some or any?

To complete the following sentences, select ***some*** or ***any*** and type your selection into the spaces provided below**.**

1. I don't have_____sugar. **some/any**
2. Could I borrow_____ coffee? **Some/any**
3. Are there_____good restaurants on this street? **Some/any**
4. Do you have_____ideas about where we should go for dinner? **Some/any**
5. I have_____ delicious chocolate cake in the fridge! **Some/any**
6. Do you have_____advice about changing my diet? **Some/any**
7. I just want_____coffee for now. **Some/any**

Activity 3
Write It
Much or many?

Type the correct option (either *much* or *many*) in the spaces provided in each sentence.

1. How_____ dessert did you eat?

2. How_____pieces of pie are leftover?
3. Did you drink_____water today?
4. How _____does she like sports?
5. How_____sports do you play?
6. How_____ hours did you study last night?
7. How_____ did you study?

Activity 4
Write It
Few or little?

Type the correct answer (few or little) in the spaces provided in each sentence.

1. Would you like a_____nuts?
2. I just had a_____water.
3. I had a_____ideas about that.
4. Do you think you would like a_____coffee?
5. Would you like to have a_____nap?
6. I just have to pick up a_____potatoes
7. How would you like to go for a_____walk?
8. I have a_____money left over.
9. I would love to have a_____of those DVDs.

Activity 5
Write It
Select the article that goes with the noun?

Type the correct option (either *a, an* or X) to the space provided before each noun.

___ apple

___ banana

___ restaurant

___ water

___ strawberries

___ glass

___ kilo

___ beans

___ pound

___ orange

___document

___documents

___ habit

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___ habits

___container

___containers

___pot

Listening

Activity 1
True or False?
What a night!

Based on the audio script, answer the following true or false questions.

Tiffany: You would not believe the terrible evening I had.

Cristina: Why, what happened?

Tiffany: My supervisor and I went to the new restaurant on Vine Street.

Cristina: That sounds nice enough. So what happened?

Tiffany: To begin with our server was new! Not only was this his first day on the job, it was also his first day working in any restaurant.

Cristina: So you had bad service?

Tiffany: That's the understatement of the year!

Cristina: What do you mean?

Tiffany: First he seated us in the smoking section when we asked to be seated in the nonsmoking section. By the time we realized that, the last table in the non-smoking section was gone!

Cristina: And I know how you hate smoke!

Tiffany: Yes and my boss can't stand it either!

Cristina: Then what happened?

Tiffany: The server spilled the soup on my new pants!

Cristina: REALLY? That must have hurt!

Tiffany: Yes it did – and it was really embarrassing to get up with that stain on my

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pants!Then he got our order wrong and had to go back to the kitchen to find the right order.

Cristina: Did he find it?

Tiffany: Yes, but by that time, it was cold!

Cristina: What a terrible time!

Tiffany: Oh that isn't the worst thing! The worst thing is that I left my credit card at home and my boss had to pay for my dinner. I'll pay him back tomorrow, but I felt like such a jerk!

Cristina: It really wasn't your night was it? Don't worry, at least it's behind you now and you're at home.

1. Tiffany went to the restaurant with her best friend. **T / F**
2. Tiffany's boss had to pay the bill. **T / F**
3. They had awful service at the restaurant. **T / F**
4. Tiffany and her boss were seated in the non-smoking section. **T / F**
5. The server dropped the salad on Tiffany. **T / F**
6. The server dropped the soup on Tiffany. **T / F**
7. Tiffany is going to try going back to that restaurant again. **T / F**

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Pronunciation

Pronunciation Focus: Silent Letters

A silent letter is a letter that appears in a word but is not pronounced when the word is spoken aloud. In English, many words have silent letters, which can make the spelling of words difficult to learn and remember. Silent letters can occur in any position within a word, and are often the result of historical or etymological reasons. For example, the "k" in "knight" is silent, and was originally pronounced in Old English, but over time, the pronunciation of the word evolved and the "k" sound was dropped.

When ***k*** is followed by ***n,*** it is usually silent.

Knowledge knife knee know

When ***l*** is followed by ***k, d, f*** or ***m***, it is usually silent.

Salmon half talk calm would

When ***gh*** is followed by ***t*** or final position, it is usually silent.

Weigh weight right fright thought though

When ***b*** comes after the letter **m**, it is silent.

Dumb crumb climb tomb

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Activity 1

Underline the words that include silent letters.

Half Salmon Autumn Bit Elephant Psychology Receipt

Activity 2
Type It

Type the silent letter in the space provided.

weight	
know	
tomb	
fright	
knee	

Activity 3 - Revision
Match the words

Match each word with its corresponding sound.

Cat	/θɪŋk/
Jam	/kæt/
Bench	/rʌn/
Think	/bɛntʃ/
Couch	/dʒæm/
Bed	/bɛd/
Run	/kaʊtʃ/

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Activity 4 - Revision
Match the words

Match each word with its corresponding sound.

cake	/foʊn/
shirt	/gri:n/
thing	/keɪk/
green	/dæns/
dance	/ʃɜ:rt/
phone	/θɪŋ/

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Speaking

Activity 1
Offline Activity
Restaurant Role Playing

Work in teams of two and follow these instructions:

i) One of you will be the server and the other will be the customer.
ii) The server will take the customer's order using vocabulary learned in this unit.
iii) Your instructor will ask each team to go through part of your dialogue in front of the class.

Activity 2
Offline Activity
What do you think about the food in the university cafeteria?

i) Form teams of 5
ii) Work together and discuss whether you think the cafeteria has good food or not.
iii) Do you think the cafeteria has healthy food or not?
iv) Discuss whether the menu should be improved. If so, how would you change the menu?
v) Your instructor will call on you to share your team's opinion with the rest of your class.

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Writing

My favorite animal is steak. ~Fran Lebowitz

Activity 1
Offline Activity
Using Expressions of Quantity to Write a Grocery List

1. Form teams of 2
2. With your team member, use expressions of quantity to create a grocery list with 5 different items.
3. Combine your lists so that you have 10 items.
4. Check each other's work.
5. Your instructor will ask you to read the items on your list.

Activity 2
Offline Activity
Writing About Food, Restaurants or Cafeterias

1. Write a paragraph about one of the topics below.
2. Use vocabulary from the Word List.
3. Work with a partner to check each other's work.
4. Correct any errors.
5. Your instructor will provide you with instructions about how to submit the assignment.

Examples of topics:

6. Your favorite fast food.
7. A time that you had bad service in a restaurant.
8. Food in the university cafeteria. Is it healthy? Do you like it?Should they change it?
9. Any topic that relates to the theme of this unit.

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Word List

delicious (adj.)	having a very pleasant taste or smell
fattening (adj.)	food or drinks that make you gain weight
spicy (adj.)	having a strong taste because spices have been added for flavor
sweet (adj.)	tastes as if it contains quite a bit of sugar
sour (adj.)	tastes like an unripe fruit or lemon
fast food(n.)	food cooked quickly; often taken out of the restaurant to eat
beverages (n.)	drinks or liquids
disease (n.)	condition in humans plants or animals; sickness or illness
onset(n.)	the beginning of something; usually something negative
seafood(n.)	fish and shell creatures that lived in the sea and can be eaten
plaque(n.)	substance that lines the arteries and can cause heart attacks
seasonal(adj.)	available during specific seasons, such as fruits and vegetables in season locally
mouthwatering (adj.)	looks or sounds so delicious it makes mouths water
tempting (adj.)	appealing; so attractive it makes people want it
dairy products (n.)	milk products, such as cheese, yoghurt, milk
rare(adj.)	slightly cooked, meat that is pink inside
seasoned (adj.)	food prepared with added herbs and spices
grilled (adj.)	to broil on a grill or fry on a griddle
dessert(n.)	sweet food eaten at the end of a meal
server (n.)	a person who serves food in a restaurant
morbidly obese (n.)	in a way relates to or is caused by disease
crave (v.)	a strong feeling of wanting something

PUBLIC

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