CHAPTER 3 OVERVIEW: Text Pages 19–26

3

GRAMMAR

Count / Non-Count Nouns

Lettuce Butter Milk	is	very expensive.
Apples Carrots Onions	are	very expensive.

Add	a little	salt. sugar. honey.
Add	a few	potatoes. nuts. raisins.

I recommend our	chocolate ice cream. scrambled eggs.

It's They're	delicious.

Imperatives

Please **give me** a dish of ice cream.
Put a little butter into a saucepan.
Cook for 3 hours.

Partitives

a bag of flour
a bottle of ketchup
a box of cereal
a bunch of bananas
a can of soup
a dozen eggs
a gallon of milk
a half pound (half a pound) of cheese
a head of lettuce
a jar of jam
a loaf of bread
a pint of ice cream
a pound of meat
a quart of orange juice
a bowl of chicken soup
a cup of hot chocolate
a dish of ice cream
a glass of milk
an order of scrambled eggs
a piece of apple pie

FUNCTIONS

Inquiring About Want-Desire

Do we need anything from *the supermarket*?

What would you like *for dessert*?

Expressing Want-Desire

We need *a loaf of bread*.

I'm looking for *a head of lettuce*.

Please give me a *dish of chocolate ice cream*.
I'd like *a glass of tomato juice*.

Asking for and Reporting Information

How much does *a head of lettuce* cost?
A dollar ninety-five.

Lettuce is very *expensive this week*.
Apples are very *expensive this week*.

There isn't any more *lettuce*.
There aren't any more *bananas*.

Everybody says *it's delicious*.

Expressing Surprise-Disbelief

A DOLLAR NINETY-FIVE?! That's a lot of money!

Asking for a Recommendation

What do you recommend?
What do you recommend for *breakfast*?

Making a Recommendation

I recommend *our chocolate ice cream*.

I recommend the *pancakes*.

Inquiring About Satisfaction

How is *the vegetable soup*?

Expressing Satisfaction

It's *delicious*.

Instructing

Put a little butter into a saucepan.
Chop up a few onions.

Checking Understanding

A loaf of bread?
There isn't?
There aren't?

NEW VOCABULARY

Foods

baking soda
cereal
chicken soup
chocolate ice cream
fruitcake
honey
hot chocolate
jam
mushroom
nuts
raisin
scrambled eggs
soup stew
strawberry
Swiss cheese
tomato juice
vanilla ice cream
vegetable soup
vegetable stew
water
white bread
whole wheat bread

Adjectives

magnificent
out of this world
romantic
tasty

Partitives

bottle of
bowl of
box of
bunch of
can of
cup of
dish of
gallon of
glass of
half a pound of
half pound of
head of
jar of
loaf/loaves of
order of
piece of
pint of
pound of
quart of

dozen

Cooking Verbs

add
chop up
cut up
mix (in)
pour
put (into)
slice

Miscellaneous

appetite
appetizer
baked (adj)
broiled (adj)
cents
cost
decide
disappointed
get home
get there
main course
menu
mixing bowl
need
order (v)
recipe
saucepan
shopping list
sit down
suggest
table
wedding anniversary

EXPRESSIONS

Anything else?
lost *her* appetite
What would you like for *dessert*?

Text Page 19: Chapter Opening Page

Vocabulary Preview

You may want to introduce these words before beginning the chapter, or you may choose to wait until they first occur in a specific lesson. If you choose to introduce them at this point, here are some suggestions:

1. Have students look at the illustrations on text page 19 and identify the words they already know.

2. Present the vocabulary. Say each word and have the class repeat it chorally and individually. Check students' understanding and pronunciation of the words.

3. Practice the vocabulary as a class, in pairs, or in small groups. Have students cover the word list and look at the pictures. Practice the words in the following ways:
   - Say a food item and have students tell the number of the illustration.
   - Give the number of an illustration and have students say the food item.

Text Page 20: Do We Need Anything from the Supermarket?

FOCUS

- Introduction of Partitives

a bag of	*a jar of*
a bottle of	*a loaf of (two loaves of)*
a bunch of	*a pint of*
a box of	*a pound (lb.) of*
a can of	*a half pound of / half a pound of*
a gallon of	*a quart of*
a head of	*a dozen*

- Making a Shopping List

CLOSE UP

RULE: Non-count nouns cannot be *counted*, but they may be measured. *Partitives* measure specific quantities of non-count nouns. Partitives can be counted.

EXAMPLES:
a **head** of lettuce
two **heads** of lettuce

a **can** of soup
three **cans** of soup

RULE: Partitives can measure by weight or size.

EXAMPLES:
a **pound** of cheese
a **gallon** of milk
a **quart** of orange juice
a **pint** of ice cream

RULE: Partitives can measure by describing the container.

EXAMPLES:
a **box** of cereal
a **bag** of flour
a **can** of soup
a **jar** of jam
a **bottle** of ketchup

RULE: Partitives can measure by describing the shape.

EXAMPLES:
a **head** of lettuce
a **bunch** of carrots
a **loaf** of bread

RULE: English measurements are different from the metric system.

EXAMPLES:
1 pound = 0.45 kilograms
1 pint = 0.475 liters
1 quart (2 pints) = 0.95 liters
1 gallon (4 quarts) = 3.8 liters

GETTING READY

1. Check students' understanding of what a *shopping list* is.
2. Introduce or review the partitive constructions in the shopping list on text page 20, using *Side by Side* Picture Cards 163–198, the illustrations on text page 19, or real food items you bring to class. Refer to the suggestions for presenting the vocabulary on Teacher's Guide page 000.

   Language Notes

   A *dozen* means a group of twelve. Like other determiners, it is used with count nouns, but it is not followed by the word *of* —for example: *a dozen eggs, a dozen apples.*

   1/2 pound may be expressed as *a half pound* or *half a pound.*

   On price labels and in advertisements, weight measurements are usually abbreviated as follows: *pt.* for *pint, qt.* for *quart, gal.* for *gallon,* and *lb.* for *pound.*

3. Practice plural forms.
   a. Model singular and plural partitives, and have students repeat. For example:

      a can of soup
      two cans of soup

      a jar of jam
      two jars of fam

   b. Give the singular form of the other items on the shopping list, and have students give the plural.

INTRODUCING THE MODEL

1. Have students look at the model illustration.
2. Set the scene: "A husband and wife are talking."
3. Present the model.
4. Full-Class Repetition.

   Pronunciation Note

   The pronunciation focus of Chapter 3 is ***Of* Before Consonants and *Vowels*** (text page 26). You may wish to model this pronunciation and encourage students to incorporate it into their language practice.

   a jar of jam

   a head of lettuce

   a pound of oranges

   a dish of ice cream

5. Ask students if they have any questions. Check understanding of new vocabulary: *loaf, need, anything else.*

   Culture Note

   Supermarket: Most people in the United States shop for food in supermarkets, where they can buy all their groceries in one store. Supermarkets typically have separate departments for foods, such as baked goods, meat, fruit, and vegetables.

6. Group Choral Repetition.
7. Choral Conversation.
8. Call on one or two pairs of students to present the dialog.

   (For additional practice, do Choral Conversation in small groups or by rows.)

SIDE BY SIDE EXERCISES

Examples

1. A. Do we need anything from the supermarket?
   B. Yes. We need a box of cereal.
   A. A box of cereal?
   B. Yes.
   A. Anything else?
   B. No. Just a box of cereal.

2. A. Do we need anything from the supermarket?
   B. Yes. We need a jar of jam.
   A. A jar of jam?
   B. Yes.
   A. Anything else?
   B. No. Just a jar of jam.

1. **Exercise 1:** Call on two students to present the dialog. Check understanding of *box, cereal*. Then do Choral Repetition and Choral Conversation practice.
2. **Exercise 2:** Check understanding of *jar, jam*. Same as above.
3. **Exercises 3–9:** Either Full-Class Practice or Pair Practice.

New Vocabulary

3. bottle	6. loaves
4. bunch	7. bag
5. can soup	8. quart
	9. gallon

4. **Exercise 10:** Have students use the model as a guide to create their own conversations, using vocabulary of their choice. (They can use any food products they wish.) Encourage students to use dictionaries to find new words they want to use. This exercise can be done orally in class or for written homework. If you assign it for homework, do one example in class to make sure students understand what's expected. Have students present their conversations in class the next day.

WORKBOOK

Pages 21–23

EXPANSION ACTIVITIES

1. Clap in Rhythm

a. Have students sit in a circle.

b. Establish a steady, even beat—one-two-three-four, one-two-three-four—by having students clap their hands to their laps twice and then clap their hands together twice. Repeat throughout the game, maintaining the same rhythm.

c. The object is for each student in turn to name a food item with a partitive each time the hands are clapped together twice. Nothing is said when students clap their hands on their laps.

Note: The beat never stops! If a student misses a beat, he or she can either wait for the next beat or pass to the next student.

2. Shopping List Chain Game

a. Begin the game by saying:

"We're going shopping and we need a can of soup."

b. Call on a student to repeat what you said and add another food item to the list. For example:

"We're going shopping and we need a can of soup and a bag of flour."

c. Have each student take a turn in which he or she repeats what the person before said and adds a new food item to the shopping list. For example:

"We're going shopping and we need a can of soup, a bag of flour, and a loaf of bread."

3. Bleep!

a. Write the following vocabulary words on cards, mix up the cards, and put them face-down in a pile on a table or desk in front of the room:

can	jar	bottle	box
bag	loaf	bunch	head
pound	quart	dozen	

b. Divide the class into pairs.

c. Have each pair come to the front of the room, pick two cards from the pile, and create a conversation in which they use those two words.

(continued)

d. Call on the pairs to present their conversations to the class. However, instead of saying the two words when they come up in the conversations, students should say the word *bleep* instead!

e. Other students then try to guess the *bleeped* words. For example:

A. Do we need anything from the supermarket?
B. Yes. We need a *bleep* of flour.
A. Do we need anything else?
B. Yes. We also need two *bleeps* of soup.

4. Dictation Game

a. Make up a list of 6–10 food items. Write the list in large print on a piece of paper. For example:

a loaf of bread
a jar of jam
a bag of flour
a bunch of bananas
a pint of ice cream
a pound of cheese
a gallon of milk
a dozen eggs

b. Put the paper on the far side of the room or out in the hallway so that students can't read it from their seats.

c. Divide the class into pairs. One student from each pair runs to read the list and then returns to dictate the list to the partner. The runner may go back and forth as many times as necessary. The first pair to finish the list wins.

5. Partitive Match

a. Make a set of split sentence cards such as the following:

We need a bunch of . . .	bananas.
We need a bag of . . .	flour.
We need a loaf of . . .	bread.
We need a jar of . . .	jam.
We need a bottle of . . .	ketchup.
We need a quart of . . .	orange juice.
We need a dozen . . .	eggs.
We need a can of . . .	soup.
We need a box of . . .	cereal.
We need a pint of . . .	ice cream.
We need a pound of . . .	cheese.
We need a head of . . .	lettuce.

b. Distribute a card to each student.

c. Have students memorize the sentence portion on their cards, then walk around the room trying to find their corresponding match.

d. Then have pairs of students say their completed sentences aloud to the class.

6. Sense or Nonsense?

a. Divide the class into four groups.

b. Make four copies of the cards from the previous activity.

c. Mix up the cards and distribute sets of cards to each group, keeping the beginning and endings cards in different piles.

d. Have students take turns picking up one card from each pile and reading the sentence to the group. For example:

We need a bottle of . . .	bananas.

e. That group decides if the sentence makes *sense* or is *nonsense*.

f. After all the cards have been picked, have the groups lay out all the cards and put together all the sentence combinations that make sense.

7. Expanding Shopping List

a. Establish a chain game in which students add new items to a shopping list in increasing quantities. For example:

Teacher: Do we need anything from the supermarket?
Student A: Yes. We need a box of cereal. *(to Student B)* Do we need anything from the supermarket?
Student B: Yes. We need a box of cereal and two quarts of milk. *(to Student C)* Do we need anything from the supermarket?
Student C: Yes. We need a box of cereal, two quarts of milk, and three loaves of bread.

b. Continue the chain with other students.

Note: If your class is large, you might want to divide the class into groups of 6 to 8 students for this activity.

8. What Will I Make?

a. Set the scene:

"Tomorrow my friends are going to eat lunch at my house. Tonight I'm going to the supermarket. Here's what I'm going to buy."

b. Then dictate the following food items.

1. a head of lettuce
2. a bunch of carrots
3. three tomatoes

c. After the dictation, review the shopping list. Call out each number and have students tell you the food item.

d. Have students look at the list and guess what you're going to make for lunch *(a salad)*.

e. Repeat with other shopping lists of ingredients. For example:

1. a quart of milk
2. a bag of flour
3. a dozen eggs
4. a bag of sugar

(a cake)

1. a pound of meat
2. a loaf of bread
3. a bag of onions
4. a bottle of ketchup
5. a jar of mustard

(hamburgers)

Make a Shopping List!

Assign this activity as homework. Encourage students to use dictionaries to find new words they want to use. In class, have students compare their shopping lists.

EXPANSION ACTIVITY

What Do We Need to Buy?

1. Divide the class into four groups.
2. Have each group make a *menu* of what they would like to make for breakfast, for lunch, and for dinner.
3. Have each group give their list to another group. That group must then make a list of the foods they would need to buy at the supermarket in order to make the things on the other group's menu.
4. Have students share their *shopping lists* with the whole class.

Text Page 21: How Much Does a Head of Lettuce Cost?

FOCUS

- Partitives
- Asking About Prices

CLOSE UP

RULE: Cent prices are written in two ways: with a cent sign (¢), or with a dollar sign ($) and a decimal point.

EXAMPLES: 10¢ = $0.10
75¢ = $0.75

RULE: There are two ways of expressing prices: *formal* and *informal*.

EXAMPLES: $1.25 = *(formal)* one dollar and twenty-five cents
(informal) a dollar twenty-five
$10.50 = *(formal)* ten dollars and fifty cents
(informal) ten fifty

GETTING READY

1. Review numbers from 1 to 100.

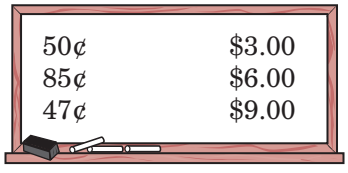
a. Count together as a class from 1 to 100.

b. Write different numbers on the board and call on students to say the number.

2. Have students look at the box at the top of text page 21.

a. Introduce the cent (¢) symbol and the dollar ($) symbol. Read the prices aloud and have students repeat chorally and individually.

b. Write more prices on the board and have students repeat chorally and individually.



c. On the board, write prices with dollars and cents. For example:

Model the two different ways of saying them and have students repeat:

one dollar and seventy-five cents
a dollar seventy-five

three dollars and fifty cents
three fifty

two dollars and twenty-nine cents
two twenty-nine

d. Write other prices on the board and have students say each of them in two different ways.

INTRODUCING THE MODELS

There are two model conversations. Introduce and practice each separately. For each model:

1. Have students look at the model illustration.
2. Set the scene: "A customer is talking to a clerk in a supermarket."
3. Present the model.
4. Full-Class Repetition.
5. Ask students if they have any questions. Check understanding of new vocabulary: *cost, cents, You're right.*
6. Group Choral Repetition
7. Choral Conversation.
8. Call on one or two pairs of students to present the dialog.

   (For additional practice, do Choral Conversation in small groups or by rows.)

SIDE BY SIDE EXERCISES

In these exercises, students can use any prices they wish.

Examples

1. A. How much does a loaf of bread cost?
   B. Three seventy-five.
   A. Three seventy-five?! That's a lot of money!
   B. You're right. Bread is very expensive this week.
2. A. How much does a bunch of carrots cost?
   B. A dollar ten.
   A. A dollar ten?! That's a lot of money!
   B. You're right. Carrots are very expensive this week.

1. **Exercise 1:** Call on two students to present the dialog. Then do Choral Repetition and Choral Conversation practice.
2. **Exercise 2:** Same as a above.
3. **Exercises 3–7:** Either Full-Class Practice or Pair Practice.

   New Vocabulary

   7. Swiss cheese

4. **Exercise 8:** Have students use the model as a guide to create their own conversations, using vocabulary of their choice. (They can use any foods and prices they wish.) Encourage students to use dictionaries to find new words they want to use. This exercise can be done orally in class or for written homework. If you assign it for homework, do one example in class to make sure students understand what's expected. Have students present their conversations in class the next day.

WORKBOOK

Page 24

EXPANSION ACTIVITIES

1. Dictation

Dictate prices, and have students write them with a dollar sign and decimal point. For example:

Teacher: three dollars and twenty-eight cents
Students: *[write]* $3.28

Teacher: two forty-five
Students: *[write]* $2.45

Variation: Have students dictate the prices.

2. Associations

a. Divide the class into pairs or small groups.

b. Call out the name of a unit of measurement, and tell students to write down all the words they associate with that unit of measurement. For example:

a gallon of: milk, ice cream, water
a bag of: onions, potatoes, flour
a box of: cereal, cookies, rice

c. Have a student from each pair or group come to the board and write their words.

Variation: Do the activity as a game in which you divide the class into teams. The team with the most number of associations is the winner.

3. Tic Tac Grammar

a. Have students draw a tic tac grid and fill it in with any nine of the following words:

bag	head
bottle	jar
box	loaf
bunch	pound
can	quart
dozen	

b. Call out the name of a food item. If a student has written on his or her grid a container or quantity that the item you have named comes in, the student should write "of" and the name of the item in the appropriate box. For example: *butter.*

box	jar	head
loaf	bunch	quart
bottle	bag	pound of butter

c. The first student to write three items in a straight line—either horizontally, vertically, or diagonally—wins the game.

d. Have the winner call out the words to check for accuracy.

4. Tic Tac Partitive

a. Have students draw a tic tac grid and fill it in with any nine of the following food items:

soup	jam
ketchup	cereal
sugar	bread
carrots	lettuce
eggs	ice cream
oranges	milk

b. Make statements about food items such as the following:

A can costs eighty cents.
A bunch costs a dollar nineteen.
A pint costs two twenty-five.

c. Students should cross out a food item on their grid that comes in that container.

d. The first student to cross out three items in a straight line—either horizontally, vertically, or diagonally—wins the game.

e. Have the winner call out the words to check for accuracy.

5. Price Concentration

a. Write 12 prices in words and numbers. For example:

$1.25	one twenty-five

(continued)

$10.25	ten twenty-five
$12.25	twelve twenty-five
$120.25	one twenty twenty-five
$112.25	one twelve twenty-five
$125.25	one twenty-five twenty-five

b. Shuffle the cards and place them face-down in three rows of 4 each.

c. Divide the class into two teams. The object of the game is for students to find the matching cards. Both teams should be able to see all the cards, since *concentrating* on their location is an important part of playing the game.

d. A student from Team 1 turns over two cards. If they match, the student picks up the cards, that team gets a point, and the student takes another turn. If the cards don't match, the student turns them face-down, and a member of Team 2 takes a turn.

e. The game continues until all the cards have been matched. The team with the most matches wins the game.

Variation: This game can also be played in groups and pairs.

6. Compare the Prices

a. Cut out several supermarket advertisements from the newspaper and bring them to class.:

b. Divide the class into pairs or small groups.

c. Have students compare the prices of the same food items in different supermarkets.

7. Dialog Builder

a. Divide the class into pairs.

b. Write the following line on the board:

> Ten dollars!? That's a lot of money!

c. Have each pair create a conversation incorporating that line. Students can begin and end their conversations any way they wish, but they must include that line in their dialogs.

d. Call on students to present their conversations to the class.

8. Supermarket Role Play

Bring a variety of food items to class. You can also use *Side by Side* Picture Cards for foods (163–198) or your own visuals. Have students create role plays, using the conversational model below and the food items or visuals as *props*. Students can use any prices they wish.

a. Write on the board:

> A. How much does _____ cost?
> B. _____.
> A. _____ ?! { That's a lot of money! / That's a bargain! }
> B. You're right.
> _____ is/are very { expensive / cheap } this week.

b. Introduce the word *bargain*. Then call on pairs of students to role play the conversation, using visuals or real food items.

9. Guess the Prices!

a. Brainstorm with the class a short list of common foods and write students' suggestions on the board.

b. As a class, in pairs, or in small groups, have students guess how much each of these food items costs.

c. Then have students go to a supermarket and find out the actual cost of these foods.

d. Have everybody report back to the class and see how accurate the predictions were.

Text Page 22

READING *Nothing to Eat for Dinner*

FOCUS

- Partitives
- Count/Non-Count Nouns

NEW VOCABULARY

appetite
disappointed
get home
get there
lost (lose) her appetite
sat (sit) down

READING THE STORY

Optional: *Preview the story by having students talk about the story title and/or illustration. You may choose to introduce new vocabulary beforehand, or have students encounter the new vocabulary within the context of the reading.*

1. Have students read silently or follow along silently as the story is read aloud by you, by one or more students, or on the audio program.
2. Ask students if they have any questions. Check understanding of vocabulary.
3. Check students' comprehension, using some or all of the following questions:

   Why was Joan upset when she opened her refrigerator?
   What did she need from the supermarket?
   Why was she disappointed when she got to the supermarket?
   How did Joan feel?
   What did Joan do?

READING *CHECK-UP*

Q & A

1. Call on a pair of students to present each model.
2. Have students work in pairs to create new dialogs.
3. Call on pairs to present their new dialogs to the class.

READING EXTENSION

Dictate the following sentences. Have students decide whether the sentences are *true* or *false*, or *we don't know*, based on the story. Have students explain their reasoning.

Joan lives alone.
Joan works very hard.
Joan has a car.
Joan doesn't spend much time at home.
Joan shops at the supermarket very often.
The supermarket had a lot of food.

LISTENING

Listen and choose what the people are talking about.

1. A. How much does a gallon cost?
   B. Two seventy-nine.
2. A. They're very expensive this week.
   B. You're right.
3. A. How many loaves do we need?
   B. Three.
4. A. Sorry. There aren't any more.
   B. There aren't?!
5. A. I need two pounds.
   B. Two pounds? Okay.
6. A. How much does the large box cost?
   B. Five thirty-nine.

7. A. How many cans do we need?
B. Three.

8. A. I bought too much.
B. Really?

Answers

1. b

2. a

3. b

4. a

5. b

6. a

7. b

8. b

Text Page 23: What Would You Like?

FOCUS

- Introduction of Partitives:

  a bowl of *a glass of*
  a cup of *an order of*
  a dish of *a piece of*

- Ordering Food in a Restaurant

INTRODUCING THE MODELS

There are two model conversations. Introduce and practice each separately. For each model:

1. Have students look at the model illustration.

2. Set the scene:

1st model: "A waiter is talking to a customer in a restaurant."
2nd model: "A waitress is talking to a customer in a restaurant."

3. Present the model.

4. Full-Class Repetition.

5. Ask students if they have any questions. Check understanding of new vocabulary:

1st model: *What would you like?, decide, a dish of*
2nd model: *scrambled eggs, out of this world, an order of*

Language Note

The expression *an order of* refers to servings of food in a restaurant—for example, *an order of pancakes, an order of french fries.*

6. Group Choral Repetition.

7. Choral Conversation.

8. Call on one or two pairs of students to present the dialog.

9. Introduce the new expressions *magnificent, out of this world*. Have pairs of students practice the model again, using different expressions in place of *delicious* (1st model) and *out of this world* (2nd model).

(For additional practice, do Choral Conversation in small groups or by rows.)

SIDE BY SIDE EXERCISES

Examples

In the exercises, students can choose any adjectives for describing the food.

1. A. What would you like for lunch?
   B. I can't decide. What do you recommend?
   A. I recommend our chicken soup. Everybody says it's (delicious).
   B. Okay. Please give me a bowl of chicken soup.

2. A. What would you like for breakfast?
   B. I can't decide. What do you recommend?
   A. I recommend our pancakes. Everybody says they're (fantastic).
   B. Okay. Please give me an order of pancakes.

1. Exercise 1: Introduce the new expression *a bowl of chicken soup*. Call on two students to present the dialog. Then do Choral Repetition and Choral Conversation practice.

2. Exercise 2: Same as above.

3. Exercises 3–7: Either Full Class Practice or Pair Practice.

New Vocabulary

3. a piece of
4. a glass of
5. strawberries
6. a cup of hot chocolate
7. vanilla ice cream

4. **Exercise 8:** Have students use the model as a guide to create their own conversations, using vocabulary of their choice. (They can use any foods they wish.) Encourage students to use dictionaries to find new words they want to use. This exercise can be done orally in class or for written homework. If you assign it for homework, do one example in class to make sure students understand what's expected. Have students present their conversations in class the next day.

WORKBOOK

Pages 25–26

EXPANSION ACTIVITIES

1. Concentration

a. Write the following on cards:

a bowl of	cereal
a piece of	pie
a cup of	hot chocolate
a dish of	ice cream
a glass of	milk
an order of	pancakes

b. Shuffle the cards and place them face-down in three rows of 4 each.

c. Divide the class into two teams. The object of the game is for students to find the matching cards. Both teams should be able to see all the cards, since *concentrating* on their location is an important part of playing the game.

d. A student from Team 1 turns over two cards. If they match, the student picks up the cards, that team gets a point, and the student takes another turn. If the cards don't match, the student turns them face-down, and a member of Team 2 takes a turn.

e. The game continues until all the cards have been matched. The team with the most matches wins the game.

Variation: This game can also be played in groups and pairs.

2. Match the Sentences

a. Make a set of split sentence cards such as the following:

Please give me a dish of . . .	ice cream.
Please give me an order of . . .	pancakes.
Please give me a bowl of . . .	strawberries
Please give me a piece of . . .	pie.

Please give me a glass of . . .	milk.
Please give me a cup of . . .	tea.

b. Distribute a card to each student.

c. Have students memorize the sentence portion on their cards, then walk around the room trying to find their corresponding match.

d. Then have pairs of students say their completed sentences aloud to the class.

3. Sense or Nonsense?

a. Divide the class into four groups.

b. Make four copies of the cards from the previous activity.

c. Mix up the cards and distribute sets of cards to each group, keeping the beginning and endings cards in different piles.

d. Have students take turns picking up one card from each pile and reading the sentence to the group. For example:

Please give me a glass of . . .	pancakes.

e. That group decides if the sentence makes *sense* or is *nonsense*.

f. After all the cards have been picked, have the groups lay out all the cards and put together all the sentence combinations that make sense.

4. Telephone

a. Divide the class into large groups. Have each group sit in a circle.

b. Whisper a sentence to one student in each group. For example:

"I'd like a bowl of chicken soup, an order of pancakes, a dish of strawberries, and a cup of hot chocolate."

c. The first student whispers the sentence to the second student, and so forth around the circle. The student listening may ask for clarification by saying, "I'm sorry. Could you repeat that?"

d. When the message gets to the last student, that person says it aloud. Is it the same message you started with? The group with the most accurate message wins.

5. Restaurant Role Play

a. Write on the board:

A. What would you like {for / to} _____?
B. I don't know. What do you recommend?
A. How about a/an _____ of _____?
B. No, thank you. I don't really like _____.
A. Well, how about a/an _____ of _____?
B. Okay. That's fine.

b. Call on two students to create a conversation using word cues such as those below. Student A is the waiter or waitress. Student B is the customer.

Give the waiter/waitress a word card with appropriate cues. Sample word cards:

breakfast pancakes cereal	drink orange juice milk	dessert vanilla ice cream apple pie
breakfast yogurt eggs	drink hot chocolate tea	dessert chocolate cake strawberry ice cream

Example:

A. What would you like for breakfast?
B. I don't know. What do you recommend?
A. How about an order of pancakes?
B. No, thank you. I don't really like pancakes.
A. Well, how about a bowl of cereal?
B. Okay. That's fine.

(continued)

EXPANSION ACTIVITIES (Continued)

6. Dialog Builder!

a. Divide the class into pairs.

b. Write the following line on the board:

> I can't decide.

c. Have each pair create a conversation incorporating that line. Students can begin and end their conversations any way they wish, but they must include that line in their dialogs.

d. Call on students to present their conversations to the class.

7. Recommending Restaurants

Have students use the following conversational model to talk about favorite places to eat in their community.

a. Write on the board:

> A. Tell me, where do you like to eat?
> B. I like to eat at _____.
> A. Oh, really? What do you recommend?
> B. I recommend the _____.
> (It's/They're) _____. How about you?
> Where do you like to eat?
> A. I like to eat at_____. The _____
> there (is/are) _____.

b. Have pairs of students create conversations. Encourage students to expand the dialog any way they wish. This can be done as Full-Class Practice or Pair Practice.

Example:

A. Tell me, where do you like to eat?
B. I like to eat at Stanley's Restaurant.
A. Oh, really? What do you recommend?
B. I recommend the pizza. It's excellent. How about you? Where do you like to eat?
A. I like to eat at Mr. Burger. The hamburgers there are out of this world.

8. Ranking Restaurants

a. Brainstorm with the class several good local restaurants.

b. Have students rank these restaurants from *very expensive* to *not very expensive*, with the first being *very expensive*.

c. As a class, in pairs, or in small groups, have students compare their lists.

d. Then try other rankings, such as:

good for your health — bad for your health
fun for a family — not fun for a family
romantic — not romantic

How to Say It!

Making a Recommendation About Food: When recommending food, people say "I recommend/I suggest the _____." The use of the definite article *the* refers to that particular dish on the menu.

1. Set the scene: "Two friends are talking in a restaurant."
2. Present the conversation.
3. Full-Class Repetition.
4. Ask students if they have any questions. Check understanding of new vocabulary: *suggest*.
5. Group Choral Repetition.
6. Choral Conversation.
7. Call on one or two pairs to present the dialog.

8. Have pairs of students practice conversations in which they recommend foods. To inspire students' conversations, you may want to display *Side by Side* Picture Cards for foods, food products from your home, or pictures of foods. You should also encourage students to expand the conversations to include other recommendations. Have pairs present their conversations to the class.

Text Page 24: Stanley's Favorite Recipes

FOCUS

- Imperatives
- Review of *a little* and *a few*
- Recipes

CLOSE UP

RULE: The *imperative* is the base form of the verb, with *you* as the understood subject. The imperative is used to give introductions.

EXAMPLES: *(You)* **Chop up** a few onions.
(You) **Add** a little salt.

GETTING READY

1. Introduce the new word *mushrooms*.
2. Practice saying *a little* or *a few* with the foods below:

mushrooms	potatoes	salt
butter	flower	tomatoes
onions	carrots	pepper

Say each word and have students form expressions with *a little* or *a few*. For example:

Teacher	Students
mushrooms	a few mushrooms
butter	a little butter

STANLEY'S FAVORITE RECIPES

1st Recipe

1. Have students follow along in the book as you read the introduction to the recipe at the top of the page.
2. Ask students if they have any questions. Check understanding of new vocabulary: *recipe, vegetable stew.*
3. **Step 1:** Introduce the new words *put (into), saucepan.* Read the sentence and have students repeat.
4. **Step 2:** Introduce the new expression *chop up*. Same as above.
5. **Steps 3–10:**

New Vocabulary

3. cut up
4. pour in, water
5. slice
6. add

For each:

a. Introduce any new words.

b. Call on a student to say the sentence, filling in either *a little* or *a few.*

Answer Key for 3–9:

3. Cut up a few potatoes.
4. Pour in a little water.
5. Slice a few carrots.
6. Add a little salt.
7. Chop up a few mushrooms.
8. Slice a few tomatoes.
9. Add a little pepper.

2nd Recipe

1. Have students follow along in the book as you read the introduction to the recipe.
2. Check understanding of the word *fruitcake*.
3. **Steps 1 and 2:** Introduce the new expression *mixing bowl*. Then read each sentence and have students repeat.
4. **Steps 3–10:**

New Vocabulary

5. honey
6. baking soda
7. nuts
9. mix in
   raisins

For each:

a. Introduce any new words.

b. Call on a student to say the sentence, filling in either *a little* or *a few*.

Answer Key for 3–9:

3. Slice a few apples.
4. Cut up a few oranges.
5. Pour in a little honey.
6. Add a little baking soda.
7. Chop up a few nuts.
8. Add a little salt.
9. Mix in a few raisins.

WORKBOOK

Page 27

EXPANSION ACTIVITIES

1. True or False?

a. Have students open their books to text page 24.

b. Make statements about the recipes and have students tell you *True* or *False*. If the statement is false, have students correct it. For example:

Recipe 1

Teacher: Cut up a few potatoes.
Student: True.

Teacher: Slice a few onions.
Student: False. Slice a few tomatoes.

Variation: You can call on students to make true or false statements about the recipe, and have other students respond.

2. Miming

a. Write down on cards the following verbs from Stanley's recipes:

chop	cut up
slice	add
pour	put
mix in	cook

(continued)

b. Have students take turns picking a card from the pile and pantomiming the action on the card.

c. The class must guess what the person is doing.

Variation: This can be done as a game with competing teams.

3. Let's Make a Recipe!

a. Have students sit in a circle.

b. Distribute to the class *Side by Side* Picture Cards 163–198 or your own visuals of food items.

c. Begin by saying: "Put a little butter into a saucepan."

d. Student 1 repeats what you said and adds the item in the visual. For example:

Student 1: *[holding a visual of onions]* Put a little butter into a saucepan. Chop up a few onions.

Student 2: *[holding a visual of carrots]* Put a little butter into a saucepan. Chop up a few onions. Slice a few carrots.

e. Continue around the room in this fashion, with each student repeating what the previous one said and adding another sentence. To help their classmates remember the long recipe, students may pantomime their cooking action as well as hold up the visual.

f. You can do the activity again, beginning and ending with different students.

If the class is large, you may want to divide students into groups to give students more practice.

4. Two-Way Dictation

a. Make up a short recipe. Divide the information on two recipe cards. For example:

Card A:

Stanley's Special Apple Dessert

1. Slice 8 apples.
2. _____.
3. Chop up some butter in a mixing bowl.
4. _____.
5. Put the flour and the butter on top of the apples and the sugar.
6. _____.

Card B:

Stanley's Special Apple Dessert

1. _____.
2. Mix in some sugar.
3. _____.
4. Add some flour to the butter.
5. _____.
6. Bake for 45 minutes.

b. Divide the class into pairs. Give each member of the pair a different recipe card. Have students dictate their lines to each other to complete the recipe.

c. Have students look at their partner's recipe card to make sure that they have written the information correctly.

5. Telephone

a. Divide the class into large groups. Have each group sit in a circle.

b. Whisper the following recipe instructions to one student in each group:

"Slice a few apples, add a little sugar, chop up a few nuts, add a little salt, pour in a little honey, and mix in a few raisins."

c. The first student whispers the instructions to the second student, and so forth around the circle. The student listening may ask for clarification by repeating the phrases: "Slice a few apples?"

d. When the recipe gets to the last student, that person says it aloud. Is it the same recipe you started with? The group with the most accurate recipe wins.

6. What Is It?

Have students use word cues to present recipes to the class. Other students must then guess what the recipe is for.

a. Write the ingredients for recipes on word cards. Put the name of the recipe in parentheses at the bottom of each card. For example:

a quart/cold water lemon juice sugar (lemonade)	5 eggs pepper milk butter salt cheese (omelet)
lettuce tomatoes carrots (salad)	hot milk chocolate sugar (hot chocolate)

butter milk flour salt eggs chocolate baking sugar powder (chocolate cake)	butter salt onions mushrooms water tomatoes carrots pepper (vegetable stew)

b. Give the cards to students and have them present the recipes, using vocabulary on text page 24. For example:

Student 1: Pour in a quart of cold water. Add a little lemon juice. Mix in a little sugar. What is it?

Student 2: Lemonade.

Student 3: Put five eggs in a bowl. Add a little milk. Add a little salt and pepper. Cook it in a little butter for five minutes. Put a little cheese on it. What is it?

Student 4: An omelet.

Project

1. For homework, have students write their favorite recipes, using the models on text page 24 as a guide. Encourage students to use dictionaries if necessary.
2. Have students present their recipes in class the next day. Students should write any new words on the board and introduce them to the class.

READING *At the Continental Restaurant*

FOCUS

- Partitives
- Count/Non-Count Nouns

NEW VOCABULARY

appetizer
baked chicken
broiled fish
date
main course
menu
order (v)
romantic
tasty
tomato juice
vegetable soup
wedding anniversary

READING THE STORY

Optional: *Preview the story by having students talk about the story title and/or illustration. You may choose to introduce new vocabulary beforehand, or have students encounter the new vocabulary within the context of the reading.*

1. Have students read silently or follow along silently as the story is read aloud by you, by one or more students, or on the audio program.
2. Ask students if they have any questions. Check understanding of vocabulary.
3. Check students' comprehension, using some or all of the following questions:

   Where did Sherman and Dorothy Johnson go for dinner?
   Why?
   Where did they sit?
   What did they order?
   How was the food?

READING EXTENSION

Dictate the following sentences. Have students decide whether the sentences are true or false, then explain the reasoning for their answers.

1. The Johnsons are married.
2. The Continental Restaurant is new.
3. The Johnsons like noisy and crowded restaurants.
4. The Johnsons were not hungry.
5. The Continental Restaurant is a good restaurant.
6. The Johnsons go to the Continental Restaurant every year on their anniversary.

ROLE PLAY

1. Divide the class into groups of three.
2. Have each group use the conversational frameworks on text page 25 to create a conversations between Sherman and Dorothy Johnson and their waiter or waitress.
3. Call on different groups to present their role plays to the class.

PRONUNCIATION

***Of* Before Consonant and Vowels:** In informal English, the /v/ in the word *of* is dropped before words beginning with a consonant. The final /v/ sound is pronounced when the following word begins with a vowel. For example:

a bowl of soup

a pound of oranges

Focus on Listening

Practice the sentences in the left column. Say each sentence or play the audio one or more times. Have students listen carefully and repeat.

Focus on Pronunciation

Practice the sentences in the right column. Have students say each sentence and then listen carefully as you say it or play the audio.

If you wish, have students continue practicing the sentences to improve their pronunciation.

JOURNAL

Have students write their journal entries at home or in class. Encourage students to use a dictionary to look up words they would like to use. Students can share their written work with other students if appropriate. Have students discuss what they have written as a class, in pairs, or in small groups.

WORKBOOK

Check-Up Test: Pages 28–29

GRAMMAR FOCUS

GRAMMAR CHARTS

1. Divide the class into pairs or small groups.
2. Have students take turns forming sentences from the words in the grammar boxes. Student A says a sentence, and Student B points to the words from each column that are in the sentence. Then have students switch: Student B says a sentence, and Student A points to the words.

ANSWER KEY

1. little	**7.** were	**12.** bag
2. is	**8.** few	**13.** can
3. few		**14.** piece
4. isn't	**9.** head	**15.** order
5. few	**10.** dozen	**16.** dish
6. was	**11.** boxes	

EXPANSION ACTIVITIES

1. Do You Remember the Words? ★

Check students' retention of the vocabulary depicted on the opening page of Chapter 3 by doing the following activity:

a. Have students open their books to page 19 and cover the list of vocabulary words.

b. Either call out a number and have students tell you the food item, or say a food item and have students tell you the number.

Variation: You can also do this activity as a game with competing teams.

2. Student-Led Dictation ★

a. Tell each student to choose any word or phrase from the chapter and look at it very carefully.

b. Have students take turns dictating their words to the class. Everybody writes down that student's word.

(continued)

EXPANSION ACTIVITIES (Continued)

c. When the dictation is completed, call on different students to write each word on the board to check the spelling.

3. Beanbag Toss ★

a. Call out a topic—for example: *Describing Food.*

b. Have students toss a beanbag back and forth. The student to whom the beanbag is tossed must name a word in that category. For example:

Student 1: fantastic
Student 2: delicious
Student 3: out of this world

c. Continue until all of the words in the category have been named.

Variation: You can also do this activity as a game with competing teams.

4. Letter Game ★

a. Divide the class into teams.

b. Say: "I'm thinking of a food that starts with *h.*"

c. The first person to raise his or her hand and guess correctly *[honey]* wins a point for his or her team.

d. Continue with other letters of the alphabet and food items.

The team that gets the most correct answers wins the game.

5. Movable Categories ★★

a. Write out names of food items from the chapter on separate cards.

b. Give each student a card.

c. Call out one of the following categories:

foods you can slice
foods you can chop up
foods you can cook
foods you can bake
food you can pour

d. All those students whose food items are appropriate for that category go to the right side of the room. All the other students go to the left side.

e. Those who are in the right group call out their words for the class to verify.

f. Continue with other categories.

6. Category Dictation ★★

a. Have students draw three columns on a piece of paper. Tell them to write <u>a cup of</u> at the top of the left column, <u>an order of</u> at the top of the middle column, and <u>a piece of</u> at the top of the right column.

b. Dictate various food items from the text. Have students write them in the approriate column. For example:

<u>a cup of</u>	<u>an order of</u>	<u>a piece of</u>
hot chocolate	pancakes	pie
milk		pizza

c. At the end of the dictation, have students compare their lists.

END-OF-CHAPTER ACTIVITIES

1. Board Game

a. On poster boards or on manila file folders, make up game boards with a pathway consisting of separate spaces. You may use any theme or design you wish.

b. Divide the class into groups of two to four students. Give each group a game board, a die, and each student something to be used as a playing piece.

c. Give each group a pile of cards face-down with sentences written on them. Some sentences should be correct, and others incorrect. For example:

Cut up a few oranges.
Slice a little water.
Chop up a few meat.
Please give me an order of french fries.
We need a bottle of jam.
We need a gallon of flour.
We need a box of cereal.
I'm looking for a lettuce.
There aren't any more cake.
Add a little eggs.
We need a bunch bananas.
Please give me a piece of pancakes.

d. Each student in turn rolls the die, moves the playing piece along the game path, and after landing on a space, picks a card, reads the sentence, and says if it is *correct* or *incorrect*. If the sentence is incorrect and the student is able to give the correct version, that student takes an additional turn.

e. The first student to reach the end of the pathway is the winner.

2. Associations

a. Divide the class into pairs or small groups.

b. Call out cooking verbs and tell students to write down all the foods they associate with that verb. For example:

slice: tomatoes, carrots, bananas
cook: stew, soup, scrambled eggs
bake: cookies, bread, cake, chicken

c. Have a student from each pair or group come to the board and write their words.

Variation: You can do the activity as a game in which you divide the class into teams. The team with the most number of associations is the winner.

3. Sense or Nonsense?

a. Make a set of split sentence cards such as the following:

Slice a few . . .	carrots.
Cook the stew . . .	in a saucepan.
Add a little . . .	salt.
Pour in a little . . .	water.
Bake the . . .	cake.
Chop up a little . . .	meat.
Mix in a few . . .	nuts.

b. Place the cards in two piles—one pile of verb phrases and the other of objects.

c. Have students take turns picking one card from each pile and reading the two phrases to the group. For example:

Mix in a few . . .	meat.

d. The group decides if the sentence makes *sense* or is *nonsense*.

e. After all the cards have been picked, have the group lay out all the cards and put together phrase combinations that *make sense*.

(continued)

END-OF-CHAPTER ACTIVITIES (Continued)

4. Dialog Builder!

a. Divide the class into pairs.

b. On the board, write a line from a conversation in Chapter 3, such as the following:

Other possible lines are:

I'm glad you like it.
What would you like?
There aren't any.
There isn't any.
Anything else?
That's a lot of money!

c. Have each pair create a conversation incorporating that line. Students can begin and end their conversations any way they wish, but they must include that line in their dialogs.

d. Call on students to present their conversations to the class.

WORKBOOK ANSWER KEY AND LISTENING SCRIPTS

WORKBOOK PAGE 21

A. SHOPPING LISTS

1. can of, head of, bottle of, pound of, bag of
2. box of, jar of, loaf of, bunch of, dozen
3. gallons of, boxes of, bunches of, pounds of, loaves of

WORKBOOK PAGE 22

B. WHAT ARE THEY SAYING?

1. jam
2. ice cream
3. bananas
4. cookies
5. onions
6. cheese

C. LISTENING

Listen to the conversations. Put a check under the foods you hear.

1. A. Do we need anything from the supermarket?
   B. Yes. We need a pound of apples, a bunch of bananas, and a head of lettuce.
2. A. What do we need at the supermarket?
   B. We need a pound of cheese, a box of rice, and a bottle of soda.
3. A. Do we need anything from the supermarket?
   B. Yes. We need a loaf of bread, a pound of onions, and a dozen oranges.
4. A. What do we need at the supermarket?
   B. We need a pound of potatoes, a pint of ice cream, and a jar of mustard.

Answers

1.	✔		✔		✔
2.		✔	✔	✔	
3.	✔		✔		✔
4.		✔	✔		✔

WORKBOOK PAGE 24

E. SHOPPING FOR FOOD

1. much, quart, cost
   quart, milk costs
   money
   right, is
2. much, loaf of
   loaf, bread costs
   loaves
   loaves, of
   bread is
3. much does, pound
   pound of, costs
   much
   are
   are

F. LISTENING

Listen and circle the price you hear.

1. A box of cereal costs a dollar ninety-nine.
2. Two cans cost five dollars.
3. Three jars cost four dollars and seventy-nine cents.
4. It costs twenty-five cents.
5. A bottle costs two forty-seven.
6. Two boxes cost six dollars and sixty cents.
7. Three thirteen?! That's a lot of money!
8. A pound costs a dollar fifty.
9. Two dollars and ten cents?! That's cheap!

Answers

1. $1.99	4. 25¢	7. $3.13
2. $5	5. $2.47	8. $1.50
3. $4.79	6. $6.60	9. $2.10

WORKBOOK PAGE 25

G. WHAT'S THE WORD?

1. b
2. a
3. b
4. a
5. a
6. b

H. WHERE WOULD YOU LIKE TO GO FOR LUNCH?

1. is
2. it
3. order
4. of
5. is
6. glass
7. are
8. they
9. order
10. of
11. are
12. is
13. much
14. many
15. piece
16. of
17. bowl
18. of
19. dish
20. of
21. is
22. cup
23. of

WORKBOOK PAGE 27

K. WHAT'S THE WORD?

1. carrots
2. oranges
3. nuts
4. water
5. apples
6. bowl
7. Mix in
8. Cook

L. WHAT'S THE RECIPE?

1. a little
2. a few
3. a few, a little
4. a few
5. a little, a little
6. a few

M. LISTENING

Listen and circle the correct word to complete the sentence.

1. Add a little . . .
2. Chop up a few . . .
3. Cut up a few . . .
4. Pour in a little . . .
5. Slice a few . . .
6. Mix in a little . . .

Answers

1. b
2. b
3. a
4. a
5. b
6. a

WORKBOOK PAGES 28–29

CHECK-UP TEST: Chapters 1-3

A.

1. bunch
2. can
3. bag
4. piece
5. boxes
6. loaves

B.

1. many
2. much
3. like to
4. much
5. few, them, they're
6. This, is, little

C.

1. drove, He's going to drive
2. went, I'm going to go
3. played, We're going to play
4. wrote, She's going to write
5. made, He's going to make

D.

1. he's going to give her
2. she's going to give him
3. we're going to give them

E.

Listen and circle the correct word.

Ex. I want some lemons.

1. I'd like some ice cream.
2. I need some tomatoes.
3. I'm looking for lettuce.
4. May I have some meatballs?
5. I want some whole wheat bread.

Answers

1. isn't
2. aren't
3. isn't
4. aren't
5. isn't

Text Pages 27–28: *Side by Side* Gazette

FEATURE ARTICLE
Food Shopping

PREVIEWING THE ARTICLE

1. Have students talk about the title of the article and the accompanying photographs.
2. You may choose to introduce the following new vocabulary beforehand, or have students encounter it within the context of the article:

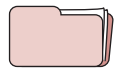
items open market past wholesale store

READING THE ARTICLE

1. Have students read silently or follow along silently as the article is read aloud by you, by one or more students, or on the audio program.
2. Ask students if they have any questions. Check understanding of new vocabulary.
3. Check students' comprehension. Have students read the text again and take notes on the differences between people's shopping habits in the past and today. For example:

In the Past	Today
There weren't any refrigerators.	People have refrigerators.
People shopped every day.	People shop once or twice a week.
People shopped at small food stores and at open markets.	People shop in small grocery stores, large supermarkets, wholesale stores, and on the Internet.

WORKBOOK Page 29a Exercise A



FACT FILE
One Day's Food

1. Before reading the Fact File, ask students: "How many eggs do you think are produced every day? How many chocolate bars are made every day? How much rice is made every day?" Write students' ideas on the board.
2. Introduce the new vocabulary: *hens, produce (v), billion, enough, island, size, Cyprus, ton, cocoa beans, chocolate bars, amount, pyramid*. Have students read the Fact File and then check to see how accurate their predictions were.

Language Notes

A *billion* is the number 1,000,000,000.
A *ton* is 2,240 pounds.

WORKBOOK Page 29b Exercise C

BUILD YOUR VOCABULARY!
Ordering Fast Food

hamburger	slice of pizza
hot dog	donut
sandwich	bagel
taco	muffin
bowl of chili	

1. Introduce the phrase *I'd like*. Explain that this expression is used in polite requests. Have the class repeat it chorally and individually.
2. Have students look at the illustrations of fast-food items and identify any words they already know.

Culture Note

These foods are extremely common in the United States, especially in *fast-food* restaurants, where food is prepared beforehand and served quickly.

3. Present the vocabulary. Say each word and have the class repeat it chorally and individually. Check students' understanding and pronunciation of the words.

4. To give students more practice with the words, you may wish to do the following:

   a. Write this conversation on the board:

   A. May I help you?
   B. Yes. I'd like_____, please.

   b. Have pairs of students practice the fast-food items, using the conversational model on the board.

   c. Call on pairs to present their conversations to the class.

WORKBOOK Page 29a Exercise B

EXPANSION ACTIVITIES

1. Clap in Rhythm

Object: Once a clapping rhythm is established, students must continue naming different fast foods.

a. Have students sit in a circle.

b. Establish a steady even beat—one-two-three-four, one-two-three-four—by having students clap their hands to their laps twice and then clap their hands together twice. Repeat throughout the game, maintaining the same rhythm.

c. The object is for each student in turn to name a fast-food item each time the hands are clapped together twice. Nothing is said when students clap their hands on their laps.

Note: The beat never stops! If a student misses a beat, he or she can either wait for the next beat or pass to the next student.

2. Drawing Game

a. Write down on two sets of cards the food vocabulary items on text page 27.

b. Divide the class into two teams. Have each team sit together in a different part of the room.

c. Place each set of cards on a table or desk in front of the room. Also place a pad of paper and pencil next to each team's set of cards.

d. When you say "Go!", a person from each team comes to the table, picks a card from that team's pile, draws the item on the card, and shows the drawing to the rest of the team. The team then guesses what the word is.

e. When a team correctly guesses a word, another team member picks a card and draws the word written on that card.

f. Continue until each team has guessed all the words in their pile.

g. The team that guesses the words in the shortest time wins the game.

3. Category Dictation

a. Have students draw two columns on a piece of paper. At the top of one column, have students write Breakfast, and at the top of the other column have them write Lunch.

b. Dictate various food items from the text, and have students write them in the appropriate column. For example:

Breakfast	Lunch
muffin	sandwich
bagel	pizza
	hamburger

c. At the end of the dictation, have students compare their lists.

AROUND THE WORLD
Where People Shop for Food

1. Have students read silently or follow along silently as the text is read aloud by you, by one or more students, or on the audio program.

2. Have students first work in pairs or small groups to respond to the questions. Then have students tell the class what they talked about. Write any new vocabulary on the board.

EXPANSION ACTIVITIES

1. Ranking

a. Have students brainstorm all the ways to shop for food. Write their ideas on the board.

b. Have students rank these ways to shop from *expensive* to *cheap*, with the first being the *most expensive*. For example:

1. small grocery store
2. Internet
3. supermarket
4. open market
5. wholesale food store

c. As a class, in pairs, or in small groups, have students compare their lists.

d. Then have students rank the items from *easy* to *difficult*, from *takes a little time* to *takes a long time*, and from *fun* to *not fun*.

2. Survey on Food Shopping Habits

a. Have students find out how their classmates shop for food. Have students conduct their surveys by circulating around the room, asking each other.

b. For homework, have students draw up the survey results in graph form (such as a bar graph or pie chart.) In class, have students share their graphs and report their results.

Variation: Instead of interviewing fellow classmates, have students interview friends, family members, or students in another English class.

3. Advantages and Disadvantages

a. Have students draw two columns on a piece of paper. At the top of one column, have students write Good. At the top of the other column, have them write Bad.

b. Say one of the ways to buy food, and have students brainstorm ways in which it is *good* and ways in which it is *bad*. Write their ideas in columns on the board and have students copy on their papers. For example:

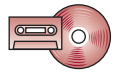
Open Markets

Good	Bad
The food is fresh.	It's slow.
It's fun.	It can be expensive.

c. For homework, have students write a paragraph about where they like to buy food and why.

GLOBAL EXCHANGE

1. Set the scene: "Two keypals, Glen25 and MariaV, are writing to each other."
2. Have students read silently or follow along silently as the message is read aloud by you, by one or more students, or on the audio program.
3. Ask students if they have any questions. Check understanding of new vocabulary: *middle, roll, snack, light, supper.*
4. Suggestions for additional practice:
   - Have students write a response to Glen25 and share their writing in pairs.
   - Have students correspond with a keypal on the Internet and then share their experience with the class.



LISTENING *Attention, Food Shoppers!*

1. Set the scene: "You're listening to announcements on special food prices in different supermarkets."
2. Introduce new vocabulary: *on sale, price, section, special* (n), *flavor*.

LISTENING SCRIPT

Listen and match the products and the prices.

Attention, food shoppers! Thank you for shopping at Save-Rite Supermarket! Crispy Cereal is on sale this week. A box of Crispy Cereal is only three dollars and forty-nine cents. Three forty-nine is a very good price for Crispy Cereal. So buy some today!

Attention, shoppers! Right now in the bakery section, whole wheat bread is on sale. Buy a loaf of whole wheat bread for only two seventy-five. That's right! Just two seventy-five! The bread is hot and fresh. So come to the bakery section and get a loaf now!

Thank you for shopping at Sunny Supermarket! We have a special low price on orange juice today. A quart of orange juice is only a dollar seventy-nine. Orange juice is in Aisle 5, next to the milk.

Hello, food shoppers! It's 95 degrees today. It's a good day for Sorelli's Ice Cream! Sorelli's Ice Cream comes in vanilla, chocolate, and other delicious flavors. And today, a pint of Sorelli's Ice Cream is only three twenty-five!

Welcome to Bartley's Supermarket! We have a special today on bananas. You can buy bananas for only forty cents a pound. Bananas are good for you! So walk over to our fruit section and buy a bunch of bananas today!

Answers

1. d

2. a

3. e

4. c

5. b

WHAT ARE THEY SAYING?

FOCUS

- Ordering Fast Food

Have students talk about the people and the situation, and then create role plays based on the scene. Students may refer back to previous lessons as a resource, but they should not simply reuse specific conversations.

Note: You may want to assign this exercise as written homework, having students prepare their role plays, practice them the next day with other students, and then present them to the class.

WORKBOOK Page 29b Exercise D

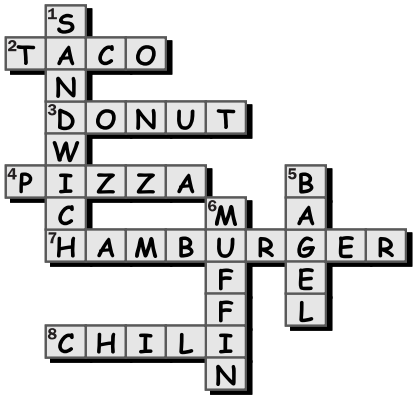
WORKBOOK ANSWER KEY

WORKBOOK PAGE 29a

A. FOOD SHOPPING

1. c
2. a
3. b
4. d
5. a
6. c
7. d
8. b

B. BUILD YOUR VOCABULARY! Crossword



WORKBOOK PAGE 29b

C. FACT FILE

1. c
2. b
3. c
4. d
5. c
6. b
7. d
8. a

D. "CAN-DO" REVIEW

1. e
2. i
3. a
4. h
5. b
6. j
7. d
8. g
9. c
10. f