

## Food

## LESSON

1

1



## Vocabulary

Suggested teaching time:	5 minutes	Your actual teaching time:	
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## V Vocabulary Flash Card Player

**FYI:** Count nouns and non-count nouns are presented in Exercise 3 on page 10.

- Tell students *Count nouns are things we can count.* To demonstrate, count out the number of beans in picture 10 (Eight.). You can draw three apples on the board and count them out, too.
- First listening: Have students listen and point to the items.
- Second listening: Have students listen and repeat chorally.

**Option:** (+3 minutes) As an alternative, after students listen and repeat each item, ask them to say the plural form. For example:

/z/ eggs, onions, apples, lemons, bananas, tomatoes, potatoes, peppers, beans, peas

/ɪz/ oranges

/s/ None of the food items on page 8 have this final sound in the plural. In the Vocabulary Booster, the following plural forms have this final sound: *grapefruits, grapes, apricots, dates.*

**Option:** VOCABULARY BOOSTER (+7–10 minutes)

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## Listening comprehension

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Before students listen, have them look at the answer choices (the pictures) and say each food item shown.
- First listening: Stop the audio after item 1 and review the example. Tell students that some conversations will have more than one answer. Then continue.
- Second listening: Have students listen to confirm their answers.
- To review answers, have students say the foods that should be checked for each conversation.

## AUDIOSCRIPT

## CONVERSATION 1

**F1:** Let's see. I have oranges, lemons, bananas. What do you like?

**F2:** Hmm. I really like oranges. I guess I'll have an orange.

## CONVERSATION 3

**M1:** What are you making?

**M2:** Nothing special. Just some eggs.

**M1:** That's all?

**M2:** Well, actually, I'm making some potatoes, too.

## CONVERSATION 4

**M:** I really want bananas for breakfast tomorrow.

**F:** Well, the bananas are right over there.

**M:** Where?

**F:** Next to the apples.

## CONVERSATION 2

**M:** Where are you going?

**F:** To the supermarket. We need onions.

**M:** Actually, we need potatoes, too.

**F:** Oh yeah, I forgot. Thanks!

## CONVERSATION 5

**F:** Excuse me. Where are the onions?

**M:** Onions? They're on the right . . . next to the oranges and lemons.

**F:** Oh! And I need some peas, too.

**M:** Peas are between the potatoes and the onions.

**F:** Thanks!

## 3 Pair work

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Model the activity. Write the following sentence on the board:  
*I don't like \_\_\_\_, but I really like \_\_\_\_.*

Talk about your food preferences; for example, *I don't like onions, but I really like tomatoes.* Then have a student read the example to the class.

## 4 Grammar

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Direct attention to the questions and answers in the Grammar box. Have students read the rule and study the examples.
- Write on the board:  
*How many \_\_\_\_ are there?*  
*Are there any \_\_\_\_?*
- Point out that the answer to *how many* is a number.
- To check comprehension, ask various students questions with *How many*; for example, *How many students are there in this class? How many months are there in a year? How many days are there in a week?*
- Write on the board *Are there any \_\_\_\_?*
- Remind students that a question beginning with *Are there . . .* is a *yes / no* question.
- Write the following responses on the board:  
*Yes, there are. There are [number].*  
*No there aren't.*
- To check comprehension, ask *Are there any computers in this room? Are there any desks in this room? Are there any windows in this room?*



Inductive Grammar Charts

## 5 Vocabulary

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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### Vocabulary Flash Card Player

- Illustrate the new word, *keep*. Ask *Where do you keep your food? Do you keep your food in the stove? Do you keep your food in the closet? Say I keep my food in the fridge. Where do you keep your food?*
- First listening: Students listen and pay special attention to the prepositions of place: *in* and *on*.
- Second listening: Students listen and repeat chorally.

*Option: (+5 minutes)* For additional practice, do the following exercise in groups of three. Write two columns on the board.

1. *Keep in the fridge* and 2. *Don't keep in the fridge*. Have students categorize the foods in Exercise 1, using the two categories. After a few minutes, write students' ideas on the board.

## 6 Pair work

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Model an example with *How many . . . ?* Ask *How many tomatoes are there on the counter?* (There are two.)
- In pairs, have students take turns asking and answering questions with *How many . . . ?* and *Are there any . . . ?*, using the photos from Exercise 5.

### ★ Extra Grammar Exercises

**NOW YOU CAN** Discuss ingredients for a recipe

## 1 Conversation model

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Introduce the words *recipe* and *ingredients*. Point to the recipes and their ingredients and say *These are recipes for lunch and dinner. Each recipe has ingredients; for example, the ingredients for green bean salad are beans, peas, and onions.*

This conversation strategy is implicit in the model:

- Say *I'll check* to indicate you'll get information for someone.

- To prepare students for this conversation, say *Two people are in their home. They are talking about lunch.*
- After students listen, ask *Are there any beans in the fridge?* (Yes, there are.) *Are there any onions?* (The person is not sure.)

## 2 Rhythm and intonation

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- Have students repeat each line chorally. Make sure they:
  - use falling intonation for *How about some green bean salad?*
  - use rising intonation for *Green bean salad?*, *Are there any beans in the fridge?*, and *And do we have any onions?*
  - say *That sounds delicious!* with enthusiasm.

## 3 Conversation activator

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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### Conversation Activator Video

- Review the names of the recipes and the ingredients needed. Ask comprehension questions; for example, *Are there any onions in the tomato potato soup?* (Yes, there are.) *Are there any eggs in the stuffed peppers?* (No, there aren't.) *How many ingredients are there in the potato pancakes?* (There are three ingredients.)

**DON'T STOP!** Read the instructions in the Don't stop! box. Review the language in the Recycle box. Give some examples: *I like stuffed peppers. We have tomatoes and onions. We need peppers. Do you want fruit salad?*, etc. Have students practice making statements and asking questions using this language.

- For more support, play the Conversation Activator Video before students do this activity themselves. In Scene 1, the actors use different words in the gaps from the ones in the Conversation Model. In Scene 2, the actors extend the conversation. After each scene, ask students how the model has been changed by the actors.
- Model the conversation with a more confident student. Play the role of Student A so that you can model expanding the conversation with questions about what you need, want, have, and like. For example:
 

A: *How about some fruit salad?*  
 B: *Fruit salad? That sounds delicious! I love fruit salad!*  
 A: *Are there any apples in the fridge?*  
 B: *Yes, there are.*  
 A: *And do we have any oranges?*  
 B: *I'm not sure. I'll check. . . . No there aren't.*  
 A: *We need oranges.*
- Be sure to reinforce the use of the conversation strategy; for example, make sure students pause after *I'll check* and mime looking in the fridge.
- To provide feedback on student conversations, move around the room and listen in. Encourage students to ask about all of the ingredients needed for the recipe. Make sure students use language from the Recycle box.

### Conversation Activator Video Script; Conversation Activator Pair Work Cards

## 4 Change partners

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- When all pairs are finished with their conversations, ask *What recipe do you like? What ingredients do you have? What ingredients do you need?*

### EXTRAS

Workbook or MyEnglishLab

### SPEAKING ACTIVITIES: UNIT 1, ACTIVITY 1



## 1 Vocabulary

Suggested teaching time:	5 minutes	Your actual teaching time:	
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### V Vocabulary Flash Card Player

- Tell students *Non-count nouns are things we can't count. For example, we can't count water. We can't say one water, two waters.*
- Point out that *a* or *an* is not used with non-count nouns.
- First listening: Have students listen, look at the pictures, and study the words.
- Second listening: Have students listen, point, and repeat chorally.

**FYI:** Containers and quantities are presented on page 11.

**Option: (+5 minutes)** For additional practice, have students take turns covering the words and saying the name of a food or drink and pointing to the picture of it. Student A: *Coffee*. Student B: (points to coffee).

### Language and culture

- Other words for soda are *soft drink* and *(soda) pop*.

## 2 Vocabulary practice

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
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- Write the following model on the board to guide students in their conversations:

A: I like \_\_\_\_.

B: Me too! \_\_\_\_ is my favorite food.

C: Not me. I really don't like \_\_\_\_.

- Call on three students to read the example in the book aloud to the class.

**Option: (+5 minutes)** To extend the activity, take a poll to see how many students like the drinks and foods on this page. Ask *How many people like [coffee]*? Keep track on the board of the number of yes responses. For example:

How many people like . . .	
coffee?	4
tea?	10
juice	19

Call on various students to summarize the survey results; for example, Student A: *Four people like coffee*. Student B: *Ten people like tea*.

## 3 Grammar

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Direct attention to the Grammar box and have students study the rules and examples.
- Explain the difference between count and non-count nouns.
- Write on the board:  
*count nouns: egg, apple, banana*  
*non-count nouns: butter, milk, meat*  
 Say *one egg, two eggs, three eggs*. Then do the same with *apple* and *banana*. Then shake your head as you say *Don't say one butter, two butters.*
- Write on the board:  
*I want \_\_\_\_.*  
*I like \_\_\_\_.*  
*I need \_\_\_\_.*
- Ask students to complete the sentences with count nouns from Exercise 1 on page 8. Tell students to use an article, the plural form, or a number; for example, *I want an apple. I like bananas. I need two lemons.*
- Then ask students to complete the same sentences on the board with non-count nouns from Exercise 1 on page 10. Tell students not to use articles, plural forms, or numbers; for example, *I want butter. I like tea. I need bread.*
- Direct attention to the Be careful! box. Read the first rule and examples. Write on the board *Pasta is good for you*. Circle *is* and say *Non-count nouns use singular verbs*. Ask *Is milk good for you?* Model the answer *Milk is good for you*. Ask the same question with other non-count nouns. Call on students to answer.
- Read the second rule and examples in the Be careful! box. Read aloud the sentences with non-count nouns. For each sentence, emphasize the form of the noun; for example, say *I don't eat sugar. We don't say "I don't eat a sugar" or "I don't eat sugars."*

**Option: (+5 minutes)** To review count and non-count nouns, do the following exercise with students, books closed. Say or write vocabulary from this page and page 8 and ask students to say if each word is a count noun or a non-count noun.

### Language and culture

- The word *pepper* is a count noun when it refers to the vegetable; it is a non-count noun when it refers to the seasoning.



### Inductive Grammar Charts

#### 4 Grammar practice

Suggested teaching time:	3–4 minutes	Your actual teaching time:	
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- After students complete the chart, have them take turns talking about what they eat or drink.

*Option: (+5 minutes)* To extend the activity, have students take turns asking about what their partners eat or drink. Student

A: *Do you eat fish?* Student B: *No, I don't. Do you drink soda?* Student A: *I love soda!*

#### Extra Grammar Exercises

#### 5 Grammar

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Have students study the rule and examples.
- Direct attention to the Remember box. Read the rule and examples aloud.
- To check comprehension of *How much* vs. *How many*, write the following questions on the board:
  - How many \_\_\_ are there?*
  - Are there any \_\_\_ in the fridge?*
  - How much \_\_\_ is there?*
  - Is there any \_\_\_ on the shelf?*
 Then tell students to complete each question with an appropriate count or non-count noun.

#### Inductive Grammar Charts

#### 6 Vocabulary

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Point out that each item has an article (*a*).
- Point out that the stress is on the nouns; for example, *a BOX of PASTa*, *a LOAF of BREAD*.
- Point out that containers and quantities are count nouns. Write the plural forms of the ones in this activity on the board. For example:  
*boxes, loaves, bottles, cans, bags*

*Option: (+5 minutes)* As an alternative, have students think about different foods and drinks they know and the types of containers they come in. Make a list on the board.

#### Learning Strategies

#### 7 Grammar practice

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Review how to choose between *much* and *many*. Write on the board:
  - How \_\_\_ bags of rice do you need?*
  - How \_\_\_ rice do you need?*
 Ask *Is rice a count noun?* (No.) Do I write *much* or *many*? (*Much*.) *Is bag a count noun?* (Yes.) Do I write *much* or *many*? (*Many*.)

#### Extra Grammar Exercises

#### NOW YOU CAN

Offer and ask for foods

#### 1 Conversation model

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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These conversation strategies are implicit in the model:

- Decline an offer politely with *No, thanks*.
- Use *Please pass the ...* to ask for something at the table.
- Say *Here you go* as you offer something.

- After students read and listen, ask *What is she drinking?* (Coffee.) *Does she want sugar?* (No.)
- Demonstrate *Here you go* by offering something.

#### Language and culture

- Would you like* and *Do you want* have the same meaning, but *Would you like* is more formal.

#### 2 Rhythm and intonation

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- Have students repeat each line chorally. Make sure they:
  - use rising intonation for *Would you like coffee* and falling intonation with *or tea?*
  - use rising intonation for *And would you like sugar?*

#### 3 Conversation activator

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Model the conversation with a more confident student. As you speak, mime the gestures for offering food.

For example:

T: *Would you like juice or water?*

S: *I'd like juice, please. Thanks.*

T: *Here you go. . . And would you like cheese?*

S: *Yes, please.*

T: *Here you go.*

S: *Thanks.*

T: *Please pass the meat, etc.*

- Be sure to reinforce the use of the conversation strategies when modeling the conversation.

#### Conversation Activator Pair Work Cards

#### 4 Change partners

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Remind students to create new conversations.

#### EXTRAS

Workbook or MyEnglishLab

#### SPEAKING ACTIVITIES: UNIT 1, ACTIVITY 2

## 1 Grammar

Suggested teaching time:	6–10 minutes	Your actual teaching time:	
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- Have students study the first rule about the simple present tense and the examples. Show that we use *have*, *want*, *need*, and *like* with the simple present tense (not with the present continuous). Write *We are needing a box of pasta*. Cross out *are needing* and write *need*.
- Ask students to study the second rule about the simple present tense and the examples.
- Point out that the simple present tense is used to talk about actions a person does as a habit (again and again); for example, *She takes the bus every morning. He studies English on Tuesdays*.
- Ask students if they remember the four frequency adverbs.
- Ask students to study the rule about the present continuous and the examples.
- Point out that the present continuous is used to talk about actions that are happening now.
- Have students identify the time expressions in these sentences. (Now. / This year.)
- Have students practice distinguishing between the simple present tense and the present continuous.
- Write on the board:
 

<i>simple present tense</i>	<i>present continuous</i>
1. You study English.	3. You are studying English.
2. They eat breakfast.	4. They are eating breakfast.
- Have students work in pairs to add frequency adverbs to sentences 1 and 2; for example, *always*, *usually*. Have students add time expressions to sentences 3 and 4; for example, *now*, *today*, *this week*.
- Ask students for their answers and make necessary corrections. (Possible answers: 1 Always / usually / sometimes / never. 2 Always / usually / sometimes / never. 3 Now / this [year]/[tomorrow] morning. 4 Now / in the morning / on [Friday]).



### Inductive Grammar Charts

## 2 Grammar practice

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Read through all the exercise items with the class. For each one, ask *Is this happening now? Does this happen every day? Is the verb have, want, need, or like?* Then have students complete the exercises.
- To review answers, ask students to say the completed sentences.

*Option: (+10 minutes)* For additional practice, write sentence prompts on the board and have students complete the sentences. For example:

1. *we / practice English / every day* (We practice English every day.)
2. *I / never / go out for dinner* (I never go out for dinner.)
3. *we / cook / all our meals / at home / this month* (We are cooking all our meals at home this month.)
4. *I / need / milk / for my coffee* (I need milk for my coffee.)
5. *you / watch / TV / every evening* (You watch TV every evening.)
6. *I / eat / only / fruit and vegetables / today* (I'm eating only fruit and vegetables today.)

## 3 Grammar practice

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
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- Tell students to look at the photo and read the date book. Then read the example. Ask *What is Suzanne doing right now? What does she do every week? What is she doing this week?* (Answers may vary, but it is important to decide which activities are habitual and which ones are not, so students can write correct sentences.)
- Encourage students to write as many sentences as they can using the simple present tense and the present continuous.
- To review, ask students to work in small groups and check each other's sentences. Then have students submit their writing to you for correction.
- Call on various students to read one or two sentences to the class. Make necessary corrections.

### Possible responses . . .

#### Present continuous

Suzanne is listening to music. She's eating an apple. She's checking her e-mail. She's sitting in a chair. On Sunday she is cooking for her mom and dad.

#### Simple present tense

Suzanne teaches on Mondays, Tuesdays, Wednesdays, and Thursdays. She works at home on Tuesdays and Thursdays. She studies Chinese on Fridays. She does the laundry and goes shopping on Saturdays.

## 4 Pair work

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
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- Encourage students to write *yes / no* and information questions and to use both the simple present tense and the present continuous; for example, *What does Suzanne do on Mondays and Wednesdays at 10:00? Is Suzanne eating at her desk? Does Suzanne speak Chinese?*

*Option: (+5 minutes)* As an alternative, play this game. Set a time limit of two minutes and have students write as many questions as they can. Then have students read their questions aloud to the class. Each grammatically correct question receives one point.



### Extra Grammar Exercises



## 5 Pronunciation

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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### Pronunciation Coach Video

- Point to each column and clearly pronounce each vowel sound. Ask students to study the chart.
- Have students listen and focus on the vowel sound represented in each group.
- FYI:** For the sounds /i/ and /eɪ/, the tongue is tensed. For the sounds /ɪ/, /ɛ/, and /æ/, the tongue is relaxed. Make sure students open their mouths wide for the sound /æ/.
- Have students listen again and repeat chorally.

**Option: (+5 minutes)** For a challenge, call out the following words in random order and have students listen and identify which vowel category each word belongs to.

For example:

/i/ cheese, peas, meat  
 /ɪ/ chicken, fridge, milk  
 /eɪ/ game, tomato, rain  
 /ɛ/ shelf, egg, bread  
 /æ/ class, practice, bank

### Pronunciation Activities

## 6 Pair work

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Model the activity. Tell a student to choose a word from the Pronunciation box and read it aloud as you write it on the board.
- Have students work in pairs saying and writing words.
- After a few minutes, have students compare the words they wrote with the words in the Pronunciation box. Ask the class *Which words were difficult?* Write those words on the board and practice them again.

**NOW YOU CAN** Invite someone to join you at the table

## 1 Conversation model

Suggested teaching time:	5 minutes	Your actual teaching time:	
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These conversation strategies are implicit in the model:

- Say Nice to see you to greet someone you already know.
- Use You too to repeat a greeting politely.

- After students read and listen, ask *What is Rita drinking?* (Lemonade.)
- Tell students that *Would you like to join me?* means *Would you like to [sit] with me?*

## 2 Rhythm and intonation

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
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- Have students repeat each line chorally. Make sure they:
  - use rising intonation for *Do you come here often?* and *Would you like to join me?*
  - use falling intonation for *What are you drinking?*
  - pause after *Sure*.

## 3 Conversation activator

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Write on the board *Would you like \_\_\_?* Ask students what they could say to complete the question. Write their ideas on the board and then practice the exchange; for example, A: *Would you like [soda]?* B: *No, thanks.*
- To prepare students, have them think about different language they can use during the conversation. Have them identify the drinks and foods they see in the photos at the bottom of the page. (Coffee, fruit salad, soda, stuffed peppers.) For example: *What are you drinking?* Soda. *What are you eating?* Fruit salad.

**DON'T STOP!** Extend the conversation. Tell students to use language from the Recycle box in their conversations.

- Model the conversation with a more confident student. Be sure to ask additional questions using *Would you like . . . ?*. For example:

T: Hi, [Paul]. Nice to see you!  
 S: You too, [Ms. Williams]. Do you come here often?  
 T: Yes, I do. Would you like to join me?  
 S: Sure. What are you eating?  
 T: Stuffed peppers.  
 S: Mmm. Sounds good.  
 T: Would you like some green bean salad?  
 S: No, thanks.

## 4 Change partners

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Encourage students to talk about the different foods written on the board from your brainstorming session in Exercise 3.
- Make sure students switch roles so that each student has a chance to practice inviting someone to join him or her at the table.

### EXTRAS

Workbook or MyEnglishLab

**SPEAKING ACTIVITIES: UNIT 1, ACTIVITY 3**

# EXTENSION

## 1 Reading

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
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- Direct attention to the recipe.
- Introduce the following vocabulary by pointing to the items in the pictures.  

head of cabbage	pan
measuring cup	black pepper
egg noodles	

If necessary, make simple drawings on the board for *1/2 cup* and *pan*.
- Play the audio of the cooking verbs and have students look at the numbered pictures.
- Pre-reading: To practice the reading strategy of scanning, have students read quickly and underline all the cooking verbs in the recipe. (Cut, put, add, put, drain, melt, sauté, cook, drain, mix, add.)
- Then have students read the recipe silently.
- Check comprehension. Ask the following questions:  
*After you cut the cabbage, what do you do?* (put in a large bowl and add salt.)  
*Where do you put the cabbage overnight?* (In the refrigerator.)  
*What do you sauté the cabbage with?* (Butter.)  
*What do you mix with the noodles?* (The cabbage.)  
*What is the last ingredient you add?* (Black pepper.)

**Option: (+10 minutes)** To extend the activity, have students listen to the audio as they read. Pause after each step and have students repeat, imitating the intonation and pronunciation.

**Option: (+5 minutes)** For additional practice, have students work in pairs. As one student reads steps 1–7, the other student acts out the instructions with imaginary kitchen tools.

## Learning Strategies

## 2 Reading comprehension

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Ask students to scan the text again to find the answer to each question.
- Review answers by asking the questions and having students say the answer.
- Have students read the text one more time to confirm the correct answers.

## Extra Reading Comprehension Exercises

## 3 Listening comprehension

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Pre-teach the following vocabulary by asking students to point to the items in the pictures and read the captions: cloves of garlic, olive oil, tablespoon. Point to the pictures of *pot* and *bowl* and say these words.
- To prepare for the listening activity, give students several minutes to look at the illustrations. Ask them to guess what is happening in each picture. (Cut the garlic, put the pasta in a bowl, sauté / cook the garlic, cook the pasta, drain the pasta.)
- Play the audio once and have students mark their responses. Have students listen a second time to confirm their answers.
- Ask students which of the two recipes on this page they want to try. Ask why.

### AUDIOSCRIPT

**F:** Good morning. This is Alexis Allen with today's radio recipe. Do you have your pencils ready? OK, let's begin.  
 Today's recipe is for pasta with garlic and olive oil.  
 These are the ingredients: 4 cloves of garlic, 6 tablespoons of olive oil, and 1 box of pasta.  
 Here are the steps:  
**1** Cook the pasta in a large pot of water.  
**2** Drain the pasta into the sink.  
**3** Cut the garlic into small slices.  
**4** Cook the garlic in oil.  
**5** Put the pasta and the garlic in a bowl. Add salt and pepper if you like.

Enjoy! Tomorrow I'll have another delicious recipe for you.  
 This is Alexis Allen with your radio recipe for today.

## 4 Speaking practice

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
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- Brainstorm with students all the words for foods and drinks they have learned from this unit. Write the words on the board. For example:

apple	fish	pepper	coffee
banana	lemon	potato	juice
beans	meat	rice	milk
bread	oil	salt	soda
butter	onion	sugar	tea
cheese	orange	tomato	water
chicken	pasta		
egg	peas		

- Write the meals of the day on the board. Ask students *What do you like to eat for breakfast? For lunch? For dinner?* Have students answer the question in pairs.
- Ask students to tell the class about one food their partner likes.

**Option: GRAMMAR BOOSTER (+10 minutes)**

## Flagship Pop Song Video and Karaoke Video

## Digital Games

Before the first activity, give students a few minutes of silent time to explore the pictures and become familiar with them.

### Memory game

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Give students one minute to study the pictures.
- Set a two-minute time limit for students to write what they remember. Encourage them to describe the containers; for example, *boxes of pasta, a bottle of juice*.
- Have students compare their lists in pairs or small groups. Then have them open their books to check their lists and add words they forgot.

#### Possible responses . . .

(a bottle of ) olive oil, (a bottle of) apple juice, (cans of) soda, (cans of) tomatoes, (cans of) coffee, (a bag of) onions, potatoes, tomatoes, (a bag of) apples, (a loaf of) bread, (boxes of) pasta, (a box of) rice, (a box of) milk, eggs, butter, cheese, chicken, meat, salt and pepper

*Option: (+5 minutes)* For more practice, tell students to write sentences about the picture with *There is* and *there are* . . . and to indicate the location of the items; for example, *There is a bag of apples on the counter*.

### Description

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Remind students to use the present continuous to describe what the people are doing now and the simple present to give information about habitual actions.

#### Possible responses . . .

In the pictures, on Monday Michael is doing the laundry. Sylvia is putting food in the refrigerator. On Tuesday, Michael is reading a recipe and making soup. Sylvia is taking out the garbage. On Friday, Sylvia and Michael are eating dinner. Sylvia is saying *Would you like peas?* Michael is saying *Yes, please*.

Michael does the laundry once a week. He does the laundry on Mondays. Sylvia cooks dinner and goes shopping on Mondays, Wednesdays, and Fridays. Michael goes shopping and cooks dinner on Tuesdays, Thursdays, and Saturdays. Sylvia takes out the garbage on Tuesdays, Thursdays, and Saturdays. Michael and Sylvia don't have chores on Sundays.

### Pair work 1

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- Write the question words on the board:  
*How many \_\_\_? How much \_\_\_?*
- Say a few items from the pictures and have students tell you which question they can ask about that item; for example, T: *cans of soda* S: *How many cans of soda are there?* T: *olive oil* S: *How much olive oil is there?*
- In pairs, have students take turns asking and answering questions about the items in the pictures. Then have them switch roles.

### Pair work 2

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Encourage students to include follow-up questions.

#### Possible responses . . .

##### Monday

**Sylvia:** What are you doing, Michael? **Michael:** I'm doing the laundry. Are you making dinner tonight? **Sylvia:** Yes, I am. **Michael:** What are you making? **Sylvia:** Meat and potatoes. **Michael:** That sounds good.

##### Tuesday

**Sylvia:** What are you making? **Michael:** Tomato potato soup. **Sylvia:** Mmm. That sounds delicious. I love soup. What are the ingredients?

##### Friday

**Sylvia:** Would you like peas? **Michael:** Please. I love peas. **Sylvia:** Here you go. **Michael:** Thanks. And please pass the salt. **Sylvia:** Here you go. Would you like tomatoes?

### Writing

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
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- Remind students to use the simple present tense for habitual actions such as things you do on a typical day.
- Complete the example with students; for example, write *For breakfast, I eat eggs and bread and drink coffee*.

### Option: Oral Progress Assessment

Use the illustration on page 15. Encourage the student to use the language practiced in previous units.

**Description:** Ask the student to describe different things the two people in the pictures are doing or do every week, according to their list of chores; for example, *Michael is doing the laundry*.

Evaluate students on intelligibility, fluency, correct use of target grammar, and appropriate use of vocabulary.



### Oral Progress Assessment Charts

*Option:* **WRITING BOOSTER** (Structured support for preparing writing)

### EXTRAS

Additional printable resources on the ActiveTeach:

- Assessment
- *Flagship Pop Song Activities*
- *Supplementary Pronunciation Lessons*
- *Conversation Activator Video Scripts*
- *Audioscripts and Answer keys*
- *Unit Study Guides*