

UNIT 7

Overview

TOPICS

- Food
- Prices
- Food product containers and quantities
- Supermarkets and groceries
- Recipes and cooking

COMMUNICATION GOALS

Listening and Speaking

- Making a shopping list
- Talking about availability
- Offering help
- Talking about quantities
- Asking for locations of food items in a supermarket
- Asking about prices
- Talking about recipes and food preferences

GRAMMAR

- Count/noncount nouns
- *Some* and *any*
- Questions and statements using *a lot / much / many*
- Affirmative and negative sentences
- *Yes/No* questions and short answers with *do* and *does*

Reading and Writing

- Reading supermarket ads
- Reading for specific information
- Writing instructions for a recipe
- Determining the sequence of cooking instructions
- Following directions in a recipe

SKILL STANDARDS

Fundamentals

Basic Skills

Reading, writing, listening, speaking

Thinking Skills

Knowing how to learn

Personal Qualities

Sociability—Demonstrates understanding, friendliness, adaptability, and politeness in group settings

Competencies

Information

Acquires and evaluates information
Organizes and maintains information
Interprets and communicates information
Uses computers to process information

Interpersonal

Participates as member of a team
Contributes to group efforts

Technology

Applies technology to task

Resources

Allocates time

GENERAL COMPETENCIES / CASAS *

1 Consumer Economics

- 1.1.1 Interpret recipes
- 1.1.7 Identify product containers and interpret weight volume
- 1.2.1 Interpret advertisements, labels, charts, and price tags in selecting goods and services
- 1.2.2 Compare price or quality to determine the best buys for goods and services
- 1.3.5 Use coupons to purchase goods and services
- 1.3.7 Interpret information or directions to locate merchandise
- 1.3.8 Identify common food items

* See page viii for additional information on SCANS and CASAS.

Lesson 1

WARM UP

- Write the following chart on the board or show it on the OHP. Explain to the students that on each day of the week, the supermarket has a special sale on certain items.

Weekly Specials

Sunday	coffee
Monday	lettuce
Tuesday	bananas
Wednesday	juice
Thursday	fish
Friday	hot dogs
Saturday	napkins

- Then write the following exchange on the board, underlining *bananas* and *Tuesday*.

A: When is the special sale on bananas?

B: The special sale on bananas is on Tuesday.

- Ask the students to volunteer additions to the list of food items on the board. As they do, add them to the list. For example: *chicken, cake, sausages, ice cream, broccoli, milk, rice, etc.*
- Demonstrate with a volunteer how the students can practice the dialog, substituting different grocery items and days. Have them practice saying the dialog aloud in pairs.
- Pairs should begin their exchanges by using the food items from the chart on the board. They then continue by substituting additional items of their choice.

PRESENTATION

I'm making a grocery list.

- **Set the stage.** Read the lesson title aloud. Tell the students to look at the picture and describe what they see. Elicit appropriate verb phrases and write them on the board: *going shopping, making a grocery list, coming for dinner*. Ask the class to predict the topics of the unit (*shopping for groceries and preparing food*).
- **Personalize the situation.** Ask the students to think about a simple dish they like to prepare. Write the name of the dish and the heading **Shopping List** on the board. Ask the students to volunteer necessary ingredients for you to list.
- **Focus on selected items.** Explain specific vocabulary that will help the students to understand the overall meaning of the conversation.
- **Set the listening task.** Write the following chart on the board for the students to copy. Tell them that their task is to put a check next to each food item that Lynn and Yumiko do **not** need to buy for their dinner and breakfast. Play or read the conversation.

Ingredients	Which ones don't Lynn and Yumiko need?
chicken	
salt	
mushrooms	
celery	
onions	
lemons	

- **Check the listening task.** Call individual students to the board to check the items Lynn and Yumiko don't need to buy (*salt, celery, lemons*).
- **Play or read the conversation aloud with pauses after each line.** Have the students listen and repeat each line after you. Make sure they use natural speed and intonation.
- **Engage students in pair work.** Have the students work in pairs and practice reading the conversation aloud. Each student reads one role and then switches parts. Then call on several pairs to act out the conversation for the class.

1 Word Bag: Food Items

► Reading

- Have the students read the conversation on page 73 again. Then set up pairs and have them do the exercise. Go over the directions, making sure that students understand that they have to put a check next to the items needed and an X next to those that are not needed.
 - While students are working, copy the list of food items onto the board. Then call on different students to come to the board and put a check or an X next to a food item.
 - Verify the answers with the class.
- Answers**

Lynn and Yumiko need some chicken, rice, milk, black pepper, green peppers, onions, carrots, coffee, orange juice, bread, milk. They don't need any soup, potatoes, salt, beans, sugar.
- For the second part of the exercise, write the following headings on the board: **Count Nouns** and **Noncount Nouns**. Write *potatoes* under the first heading, and *rice* under the second. Then call out a food item, such as *milk*, and ask the students to tell you in which column it belongs. To help the students, ask: *Do we say one milk, two milks?* Write *milk* under the **Noncount** heading. Ask the students to give you other examples of food items (from the list), and write them under the appropriate headings.
 - Using the examples on the board, elicit a rule about count and noncount nouns from the students. Point out that noncount nouns are always in the singular. (*I like to eat rice.*) Count nouns may be in the singular or plural. (*I like apples. I will have an apple for lunch.*)
 - When your students are ready, tell them to look at the list of food items from the Word Bag and the additional list under the chart on page 74. Have the students divide the words into count and noncount nouns and write the words in the appropriate column on the chart.
 - Have the students do the exercise individually, then compare their answers with a partner. Verify the answers as a class by calling on volunteers to write the food items under the appropriate headings on the board.

Teaching Tip

The concept of count and noncount nouns might be difficult for some students. This distinction may not pertain in all languages, or nouns that are countable in English may be noncountable in another language. In addition, some nouns (such as chicken) are both countable and noncountable in English.

2 What do we have?

► **Listening** ► **Speaking**

- With books open, play the cassette or model the conversations aloud. Have the students listen and read along. Read the exchanges again and have the students repeat and practice the sentences.
- Explain the usage of *some* and *any*. Tell the students to use *some* in affirmative statements; use *any* in negative statements and questions. Write these guidelines on the board:
 - any:** used to ask questions about plural count nouns and noncount nouns
used with negative statements
 - some:** used to ask questions about plural count nouns and noncount nouns
used in affirmative statements
- To make sure the students understand the difference between *some* and *any*, write these exchanges on the board and ask the students to fill in the blanks.
 - A:** Is there _____ black pepper?
 - B:** There isn't _____ black pepper, but there's _____ salt.
 - A:** Are there _____ carrots?
 - B:** There aren't _____ carrots, but there are _____ green beans.
- Using the model exchanges, point out that both *some* and *any* are used in questions. *Some* is used in affirmative statements, and *any* is used in negative statements. Have the students give you additional examples, following the sample patterns.
- Set up pairs. Have the pairs ask and answer questions about the food items in Lynn and Yumiko's cupboard. Clarify the instructions: the items checked are present in Lynn and Yumiko's kitchen, while those marked with an X are not.

Answers

- A:** Are there any mushrooms?
B: There aren't any mushrooms, but there are some onions.
- A:** Are there any green peppers?
B: There aren't any green peppers, but there are some red peppers.
- A:** Is there any garlic?
B: There isn't any garlic, but there are some onions.
- A:** Is there any coffee?
B: There isn't any coffee, but there's some soda.

3 Information Gap Activity, pages 131 and 132.

► **Listening** ► **Speaking** ► **Reading** ► **Writing**

- Explain the exercise: Working in pairs, students go grocery shopping in their partner's store and try to find all the items on their shopping list.
- Divide the class into pairs. Student A looks only at page 131, and Student B looks only at page 132. Students will take turns asking for grocery items and serving each other's request. When they have obtained an item, they should check it off on their list. Have the students look at the **Useful Language** section at the bottom of the page. Make sure they understand the question format. Demonstrate the information exchange with a volunteer. If necessary, continue your demonstration until you feel that your students understand the task.
- Have pairs do the activity and compare books after finishing the exercise.

4 Do you have brown rice?

► **Listening** ► **Speaking**

- This exercise focuses on *yes/no* questions with *do* and *does*. On the board, write groups of sentences.
 1. Lynn shares her apartment with Yumiko.
Does Lynn share her apartment with Yumiko?
Yes, she *does*.
 2. Do Lynn and Yumiko *share* an apartment?
Yes, they *do*.

Review question formation and short answer structure. Explain that we use *does* when the subject is singular and *do* when the subject is plural. Elicit some questions with *do* or *does*

from volunteers, and have the class answer these questions, giving short answers.

- Call the students' attention to the model conversations in their books. Then play the cassette or read the conversations aloud as students follow along in their books.
- Set up pairs and have them ask and answer questions about the availability and locations of the food items listed. Tell them to follow the model exchanges in their books. Remind the students that a check means the item is in the store, while an X means it isn't available.
- Circulate to monitor progress and offer help as needed.

5 Where's the meat?

► **Listening** ► **Speaking** ► **Writing**

- Tell the students that they are going to hear a conversation between Lynn and a clerk at the supermarket. They have to listen to the conversation and write the food items under the aisles where they can be found.
- Play the cassette or read the conversation aloud. Have the students listen and write the food items.
- Set up pairs and have them compare answers. Then play the second reading on the cassette for students to verify their answers.
- To check answers with the class, write the column headings on the board and ask students to come to the board and list the food items under the appropriate columns.

- Finally, in pairs, have the students look at the sample exchange at the bottom of page 76. Have the pairs practice the exchange about the locations of food items in the supermarket. Call on several pairs to act out their conversation for the class.

Answers

Aisle 1: green peppers, onions, milk, oranges

Aisle 2: oil, salt, bread

Aisle 3: coffee, chicken

6 A family that eats together . . .

► **Speaking** ► **Reading**

- To personalize the situation, have several students describe their favorite dinner. Ask others if there are any foods they really don't like.
- Have the students look at the picture. *Are the family members enjoying their meal?* Have the students give reasons for their answers.
- Then read the text aloud, modeling pronunciation and intonation. Explain any unfamiliar vocabulary.
- Then have the students read the text silently, paying special attention to the **boldfaced** expressions. While the students are reading, write the boldfaced words on the board in three columns as follows (at this point do not write the nouns yet):

much (meat, cola)	many (burgers)	some (cheese)
a little (fish)	a few (vegetables)	a lot [of] (meat, gravy, fat)
any (fast food)		

Explain to the students that these words are expressions of quantity that describe the

number or amount of a noun. Ask the students to look in the text and find the nouns with which these expressions are used. Now, write these nouns next to the quantity words on the board. Explain that *much* and *a little* are used with noncount nouns, *many* and *a few* are used with count nouns. The remaining terms, *some*, *a lot (of)*, and *any* can be used with either count or noncount nouns. Have the students give you more examples of specific foods that can be used with these expressions of quantity.

- For the second half of the exercise, have the class discuss their family's eating habits. Then, have them list in their books their family's favorite foods, using expressions of quantity.
- Circulate to monitor progress and offer help with vocabulary as needed. Have pairs share their answers, then call on a few students to share their lists with the class. Correct any mistakes with the class.
- As a follow-up, have students work in pairs to plan a dinner menu and write down their choices. Volunteers can share their menus with the class, explaining why they have picked these foods.

WORKBOOK In class or for homework, assign Workbook Lesson 1.

Lesson 2

WARM UP

- To explain *coupons* and *fliers*, bring to class some supermarket fliers with coupons. Explain how coupons work: You present them to the cashier, and the store will give you a cheaper price on special items. For example, with a coupon, you can get a big bottle of soda for 99 cents instead of the regular price of \$1.59.
- Ask the students how many take the time to clip and use coupons. Pass around an individual coupon and have the class look for the savings indicated.
- Explain the meaning of *regular price* and be sure the students understand the distinction between this and the sale price with coupon.

PRESENTATION

This Week Only!

- **Set the stage.** Read the lesson title aloud. Have the students look at the picture and tell you what they see. Introduce new words: *clip coupons, produce, price, advertisement, and sale*, and write them on the board. Ask the students where they would often see these words in print (*in newspaper ads, store fliers, magazines, etc.*).
- Write the following on the board and ask the students which column has the sale prices (*the right-hand column*).

Fish:	\$3.99/pound	\$2.49/pound
Apples:	3 for \$1.00	5 for a \$1.00
- **Personalize the situation.** Write the following on the board. Introduce or review any unfamiliar vocabulary. Have the students check all categories that apply. Ask volunteers to share their information with the class. Discuss the following with students:

Who does the grocery shopping in my household?

- I do _____
My husband/wife does _____
My father/mother does _____
My children do _____
My roommate does _____
Another person does _____

- **Focus on selected items.** Go over abbreviations (*pkg, doz, lb, gal, qt*) used in packaging, weighing, and labeling common food items. If possible, display samples of grocery items.
- **Set the listening task.** Tell the students that they are going to listen to an advertisement about the items on sale at the supermarket. Write the following price and grocery lists on the board and have the students copy it in their notebooks. Have the students match the prices with the food items. Play the cassette or read the script aloud.

__ 1. chicken	a. \$1.59 per bag
__ 2. tomato sauce	b. 4 cans for 99 cents
__ 3. green peppers	c. \$1.09 per pound
__ 4. potato chips	d. 5 for a dollar
- **Check the listening task.** Call on individual students to come to the board and write the correct letter next to the food item.

Answers

- | | |
|------|------|
| 1. c | 3. d |
| 2. b | 4. a |
- **Play or read the conversation aloud with pauses after each line.** Have the students listen and then repeat each line after you.
 - **Engage students in pair work.** Have the students practice reading the conversation in pairs.

1 Word Bag: Containers and Quantities

► Reading ► Writing

- Assign partners for each student. Before students do the exercise, make sure they understand all the words. Read each word and have the students repeat after you. Bring in real containers to illustrate *jar*, *bottle*, *bag*, *can*, etc.
- Model the activity by asking students which containers should be used for various items. Several items may be placed in more than one category. Elicit the names of other food items, and show where these would be placed on the chart.
- Have the students do the activity. As a follow-up, have the students add three more food items to each column.
- Call on different students to come to the board and write the answers. Verify these with the class.

Answers

can: beans, soda, peas, soup

bottle/jar: mayonnaise, jam, vinegar, oil, mustard

box: candy, cookies, cereal, crackers, tea

bag: salt, rice

- To complete the second part of the exercise, use the pictures in the book to make sure the students recognize each item. Ask individual students questions about the items by going around the class and pointing to different pictures on page 79. For example, point to A and ask:

Teacher: What's this?

Student: A loaf of bread.

- Now have the students work in pairs to complete the matching exercise. When they finish, call on different students to give the answers aloud.

Answers

1. A	4. I	7. G
2. H	5. F	8. E
3. D	6. B	9. C

Pronunciation Note

- Go over the pronunciation of reduced *of* with the students. In casual speech *of* is often pronounced /ə/ before a consonant.

Some **of** /ə/ them are here.

Before a vowel, *of* is pronounced /əv/ (shwa plus v sound).

Most **of** /əv/ us are here.

- Write these phrases on the board: a bunch *of* carrots, a loaf *of* bread, a head *of* lettuce.
- Say the phrases and have the students listen and repeat.

2 Hear it. Say it.

► Listening ► Speaking

Sounds /a/ and /ə/

- Have the students look at the pairs of words in their Student Books. Read each pair and have the students repeat after you.
- Tell the students to listen and circle the word they hear in each pair. Play the cassette or read the script with pauses after each line. Have students listen to the second reading and

check their work. Call on individual students to come to the board and write down the words they heard.

Answers

1. cop	4. jog
2. cut	5. hot
3. nut	6. bunch

3 What's the price? 🎧

► **Listening** ► **Speaking**

- On the board, write the model exchanges. Have the students identify the difference between the use of *are* in the first exchange and the use of *is* in the second. Review count and noncount nouns, using the illustration on page 78.
- Play the cassette or read the conversation. Have students repeat each line during the second reading.
- Set up pairs and tell the students to ask and answer questions about the items in the ad on page 78. Model the task by asking a volunteer, *How much are potato chips?* Use the opportunity to give corrective feedback. Ask another, *How much is the sliced ham?*
- Finally, assign one food item to each pair. Have them present their exchange to the class. Give feedback.

Expansion

- If possible, bring in supermarket ads from newspapers. Divide students into small groups, and give each group an ad. Have the group members take turns pretending to telephone the supermarket to ask about the price of an item in the ad. Other group members should take turns answering. For example:

A: How much are the potatoes?

B: Potatoes are a dollar fifty a bag.

4 How much are the eggs? 🎧

► **Listening** ► **Writing**

- Establish the context: a man in a small grocery store is asking the clerk about the prices of different food items.
- Read the tapescript or play the cassette. Introduce any unfamiliar vocabulary (*total, margarine, cabbage*).
- Now have the students listen again. This time tell them to record the prices (in arabic numerals) in their books. Remind them to add up all the prices and write down the total.
- Have a student go to the board and write the

answers as you play the cassette or read the tapescript again. Have the class check the answers.

Answers

eggs: \$1.29 a dozen	potatoes: \$2.49 a bag
margarine: \$1.19 a pound	bread: \$1.59 a loaf
cabbage: \$1.79 a head	jam: \$1.39 a jar
total = \$9.74	

5 Let's have a party!

► **Speaking** ► **Writing**

- Help the students plan a class party. Each student should volunteer to bring something.
- Choose a class secretary to go around the class and find out what everyone plans to bring. Have the secretary record the information in a chart in his or her notebook.
- Have the secretary dictate the names of classmates and food items or party supplies each person will bring. Record the information in chart form on the board. Make sure the students do not duplicate food items. Have the class copy the chart in their notebooks.

WORKBOOK In class or for homework, assign Workbook Lesson 2.

Lesson 3

WARM UP

- Bring to class one of your favorite recipes. If possible, bring in some of the food itself and have the students taste it. Cookies or small fruit tarts are a possible choice.
- Write the recipe on the board or use the OHP. Describe your ingredients and how you prepare the dish. Introduce common cooking and recipe-reading vocabulary to the students.
- Ask a volunteer to describe a favorite recipe and explain its directions. As he/she dictates, write the cooking instructions on the board in recipe format.
- Ask the class to help you gather any missing information: *Did I forget to write down any ingredients in Joe's soup? How much fish does he put in?*

PRESENTATION

This is a favorite family recipe.

- **Set the stage.** Read the lesson title aloud. Have the students look at the pictures. Elicit vocabulary words about baking and write these on the board. Ask what students think the topic of the lesson will be (*recipes; baking and cooking*).
 - **Personalize the situation.** Ask for a show of hands from those who like cooking or baking. Prompt several students to share information about their favorite recipes.

If you have access to the school kitchen, have the class make the sugar nut cookie recipe in the Student Book. If not, suggest that the students try the recipe at home and bring in the cookies.
 - **Focus on selected items.** On the board, write verbs and verb phrases that are used in baking cookies. Have the students copy the list in their notebooks. Go over synonyms or equivalent phrases. If possible, demonstrate each action in the school kitchen with actual ingredients, or have students guess the meaning of each verb phrase by looking at the illustrations (*mix or stir, bake, add or pour in, drop the batter, heat the oven, put on a plate or serve, etc.*).
 - **Play or read the cassette aloud with pauses.** Have the students listen and repeat after you. Be sure they use natural speed and intonation.
 - **Engage students in pair work.** Have pairs of students practice reading the lines in the recipe aloud. Help students with their pronunciation and intonation.
- As an alternative to actual baking, have volunteers mime the actions in the recipe. Have their classmates guess which word is being mimed.

EXERCISES

1 First, heat the oven.

► Speaking ► Writing

- Have the students, in pairs, read the recipe for *Sugar Nut Cookies* and then number the steps. Next have them discuss what they see in each picture and write the action word or phrase under each illustration. They may use the vocabulary list from the presentation (in their notebooks) as a reference. Verify the answers with the class.

Answers

- | | |
|-------------|--------------------|
| a. drop (4) | d. bake (5) |
| b. cool (6) | e. heat (1) |
| c. pour (3) | f. mix or stir (2) |

2 How much margarine do you need?

► **Speaking**

- Go over the use of *how much* and *how many* to describe quantities. On the board, write **How much** and **How many** as column heads. Then say *apples* and *sugar*. Ask someone to tell you under which column to write these words. Write *apples* and *sugar* under the appropriate headings. Repeat with other count and noncount nouns until the concept is clear to all. Elicit the rule: we use *how much* with noncount nouns like *sugar*, and *how many* with count nouns like *apples*. Give the students additional examples of both types of nouns if necessary.
- Next model the sample exchange with a student. Then have the students work in pairs to ask and answer questions about the ingredients in the recipe.
- Circulate to monitor progress and offer help as needed. Then call on different pairs to say the exchanges.

3 Online *(Teacher's Notes for each Online activity can be found on the Web page for that activity.)*

4 Wrap Up

► **Speaking** ► **Writing**

- Review the idiomatic meaning of the word *dish*: *a type of food that one prepares or cooks*.
- Have the students form groups of three. Each group will decide on a simple-to-make favorite dish. Have the group choose something they all like to eat, and write step-by-step instructions for their dish on an index card. Encourage students who live near one another to get together outside class and prepare their dish. They can then bring the prepared dish to school and share it with the class.
- Have the groups exchange their recipes. You may decide to compile a class cookbook to copy and distribute to all the students.

STRATEGIES FOR SUCCESS

- Review the earlier strategies and remind the students that these strategies allow students to practice certain techniques outside the classroom. For this unit, the techniques are (1) connecting new words with real-life images, (2) finding out the word for something, (3) writing to practice the English vocabulary learned in school.
- Have the students go through their kitchen cabinets and refrigerator at home and try to name all the items they find. If the students encounter things they can't name, identify some ways of finding out the English names, such as using a dictionary, asking a friend, etc.
- Students list all the food items they identified. They should also list in their own languages any words they don't know in English. With a partner, they should try to translate these words. Encourage pairs to come to you with any vocabulary questions they cannot answer.
- Have the students compose a paragraph in their journal about their favorite foods, and a second paragraph about foods they dislike. Put a model paragraph on the board, or distribute a xeroxed copy to everyone.
- As a follow-up, have the students work in writing pairs. Encourage partners to read each other's paragraphs and give feedback by asking questions in English. Their paragraphs can be delivered as oral reports in the next class.

WORKBOOK In class or for homework, assign Workbook Lesson 3.

CHECKPOINT

The Checkpoint is a quick self-assessment of the students' level of comfort with each proficiency in this unit.

- Have the students read along while you read each entry under the **I Can** heading. Explain that they should make a checkmark in their books next to each entry to show what they have learned in the unit.
- Explain that students should check the appropriate column, depending upon how comfortable they feel with each new learning topic. If they are certain they can communicate specific information, for example, they should check the **Yes!** column. If they are in some doubt, they should check the **Sometimes** box. And if they feel unable to communicate the information, they should check the **Not Yet** box. Have the students evaluate themselves in regard to each of the items under the **I Can** heading.
- Monitor all the **Checkpoints** in the classroom for a quick assessment of your students' self-reported level of comfort with each competency.
- Explain the **Learning Preferences**. In terms your students can understand, discuss the importance of identifying and using various learning strategies. Tell the students that we all learn new things in different ways. Some prefer to work with a partner; others learn better by working alone. The student book tries to give all students a chance to learn in various ways through listening, speaking, reading, writing, doing activities, and playing games.

GRAMMAR AND COMMUNICATION SUMMARY

- Point out to the students the vocabulary, grammar summaries, and communication summaries on the last two pages of each Student Book unit. Explain any unfamiliar

terms on these pages as clearly as possible. Have the students review these pages before they go on to the next unit, or as needed while studying the unit.

Appendix

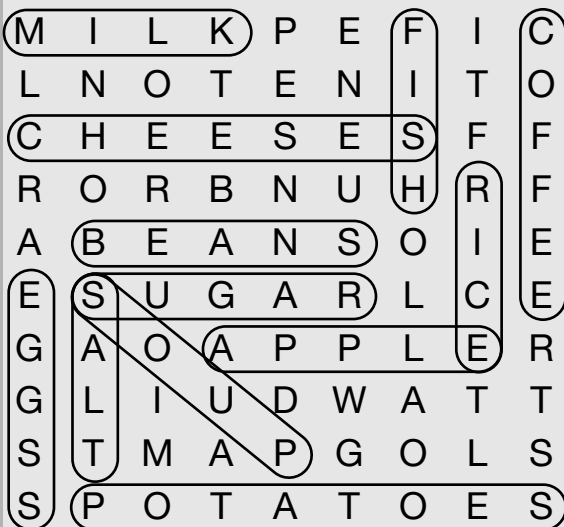
WORKBOOK ANSWER KEY Lesson 1, pp. 49–51

Exercise 1

Order will vary.

- | | | |
|-----------------|--------------------|-----------------|
| 1. chicken | 1. lettuce | 1. apples |
| 2. mushrooms | 2. carrots/olives | 2. bananas |
| 3. rice | 3. onions | 3. grapes |
| 4. bread | 4. pepper | 4. strawberries |
| 5. black pepper | 5. oil and vinegar | 5. oranges |

Exercise 2



Exercise 3

- | | | |
|----------------|---------------------|----------------------|
| 1. some oil | 5. some mushrooms | 9. some black pepper |
| 2. an onion | 6. some tomatoes | 10. some cheese |
| 3. a pepper | 7. some ground beef | |
| 4. some garlic | 8. some salt | |

Exercise 4

- | | | |
|---|---|---|
| 1. Karen doesn't need <i>any</i> chicken. | 4. She doesn't need <i>any</i> butter. | 8. She needs <i>some</i> tomatoes. |
| 2. She needs <i>some</i> salt. | 5. She needs <i>some</i> pepper. | 9. She needs <i>some</i> meat. |
| 3. She needs <i>some</i> garlic. | 6. She doesn't need <i>any</i> carrots. | 10. She doesn't need <i>any</i> potatoes. |
| | 7. She doesn't need <i>any</i> beans. | |

WORKBOOK ANSWER KEY Lesson 1 (cont.)

Exercise 5

A.

- | | | | | |
|----------|-----------|-------------|-----------|-------------|
| 1. any | 6. it | 11. some | 16. there | 21. there's |
| 2. isn't | 7. It's | 12. are | 17. any | 22. some |
| 3. any | 8. any | 13. they | 18. there | 23. is |
| 4. some | 9. aren't | 14. They're | 18. isn't | 24. it |
| 5. is | 10. any | 15. Is | 20. any | 25. It's |

B.

- | | | | | |
|----------|-----------|----------|-----------|----------|
| 1. Do | 7. it | 13. we | 18. Do | 25. have |
| 2. we | 8. It's | 14. have | 20. we | 26. it |
| 3. have | 9. Do | 15. some | 21. have | 27. It's |
| 4. we | 10. we | 16. they | 22. we | |
| 5. don't | 11. no | 17. they | 23. don't | |
| 6. is | 12. don't | 18. are | 24. we | |

WORKBOOK ANSWER KEY Lesson 2, pp. 52-53

Exercise 1

- | | | | |
|------------|---------|----------|-----------|
| 1. head | 3. box | 5. dozen | 7. quarts |
| 2. bottles | 4. loaf | 6. can | 8. bag |

Exercise 2

- | | | | | |
|------------|-----------------|-----------|-----------------|-----------|
| 1. \$1.58 | 3. \$.69 or 69¢ | 5. \$3.00 | 7. \$.49 or 49¢ | 9. \$2.79 |
| 2. \$12.43 | 4. \$1.29 | 6. \$1.19 | 8. \$1.09 | |

Exercise 3

- | | | |
|---|---|---|
| 1. A: How much is the meat?
B: It's \$4.85 a pound. | B: They're \$1.49 a bag. | 7. A: How much are the carrots?
B: They're \$1.19 a bunch. |
| 2. A: How much is the apple juice?
B: It's \$1.29 a quart. | 4. A: How much is the lettuce?
B: It's \$.99 a head. | 8. A: How much is the cheese?
B: It's \$4.99 a pound. |
| 3. A: How much are the potato chips? | 5. A: How much are the eggs?
B: They're \$1.29 a dozen | |
| | 6. A: How much is the bread?
B: It's \$1.79 a loaf. | |

Exercise 4

- | | | |
|-----------|-----------|------------|
| 1. \$2.58 | 3. \$2.58 | 5. \$3.77 |
| 2. \$4.47 | 4. \$3.57 | 6. \$11.27 |

Exercise 1

Answers will vary.

- | | | | |
|-------------|--------|-------------|---------|
| 1. heat | 3. add | 5. Mix/Beat | 7. Bake |
| 2. Mix/Beat | 4. mix | 6. Pour | 8. cool |

Exercise 2

- | | | |
|---|---|--|
| 1. You: How much milk do we need?
Friend: We need 1 cup of milk. | 3. You: How much sugar do we need?
Friend: We need 2 cups of sugar. | 5. You: How many cups of flour do we need?
Friend: We need 2 ½ cups of flour. |
| 2. You: How many eggs do we need?
Friend: We need 4 eggs. | 4. You: How much butter do we need?
Friend: We need 1 cup of butter. | |

Exercise 3

Answers will vary.