

Summary of Lesson Plan

► Vocabulary (Student pages 72-73)

Suggested teaching time: 60 minutes

Your actual teaching time: _____



Vocabulary (Student pages 72-73)

Suggested teaching time: 60 minutes

Your actual teaching time: _____

Content: foods and drinks; actions; singular and plural forms of count nouns

Procedure:

🔊 A-B.

- Review the articles *a* and *an* and the singular and plural forms of count nouns introduced in Unit 1. Write 1 and 2+ in two columns on the board. Below the numeral 1, write *an apple*. Say *an apple*, pausing a moment on the final *-n* sound to link *an* and *apple*. Have students repeat several times. Below 2+, write *apples*. Have the class repeat several times. Say the word *carrot*. Elicit from the class the correct singular and plural forms of *carrot* and write them in the appropriate column. Continue in this manner with *onion*, *bean*, *tomato*, and *egg*.

Note: The distinction between count and non-count nouns is highlighted by their separation in the *Picture dictionary*. Count and non-count nouns are presented in detail in the *Practical grammar* section on page 76.

- To suggest that non-count nouns have only one form, write on the board *I have an apple. I have 2 apples*. Then write *I have a rice*. Cross out the article *a*. Write *I have 2 rices*. Cross out the 2 and the final letter *-s*. Write on the board and say *I have rice*. Have students repeat several times.
- Write on the board *I have _____*. Prompt the class or individual students with foods and drinks from the *Picture dictionary* and elicit sentences; for example, say *sugar* and elicit the sentence *I have sugar*. You may wish to point out that the words *food(s)* and *drink(s)* can be both count and non-count.

- If students need further examples of the word *buy*, refer them to the illustrations of a customer and cashier on pages 77, 113, and 114.

Option: To reinforce food and drink vocabulary, use the vocabulary builder flashcards provided in the Teacher's Resource Binder. Photocopy a set of flashcards for each student and have students quiz each other in small groups.

If your students are ready ...

Language note: Count nouns have a singular and a plural form. Non-count nouns usually have only one form. However, some non-count nouns can have either a singular or plural form in certain situations. For example, when ordering drinks in a restaurant, it is common to say *I'll have a coffee* or *Two coffees, please*.

Workbook Link: Exercise 1

🔊 C. Listen to the sentences. Look ...

- Point to pictures a. through c. and have the class identify each food or drink. While students look at the pictures, read each sentence in the tape-script out loud or play the cassette.
- Read item 1 in the tapescript out loud again or play the cassette. Have the class identify the picture that corresponds to item 1 and write the letter *c* on the board.
- Read items 2 through 3 out loud again or play the cassette. Students listen again and write the letter of the picture that corresponds to each sentence on the line.

Tapescript

1. Maria wants milk.
2. I like sugar in my coffee.
3. We need onions.

(continued on p. 2)

Summary of Lesson Plan

- **PROGRESS CHECK**
Check assigned **Workbook** pages
Suggested teaching time: 10 minutes
- **REVIEW/WARMUP**
Do it yourself! (Student page 73)
Suggested teaching time: 15 minutes
Your actual teaching time: _____
- **PRESENTATION**
Practical conversations (Student pages 74-75)
Suggested teaching time: 35 minutes
Your actual teaching time: _____

➤ Do it yourself! (Student page 73)

Suggested teaching time: 15 minutes
Your actual teaching time: _____

Procedure:

A. Ask your partner about foods ...

- Model the activity with a more advanced student. Copy the chart on the board. Ask the student *Do you eat eggs?* Elicit a response and check the appropriate column. Continue with the foods *cheese, meat, and fish.*
- In pairs, students ask their partner about the foods and complete the chart.

B. Tell the class about your partner ...

- Using the chart on the board, write a sentence about the student who modeled Exercise A. For example, write on the board *My partner doesn't eat meat.* Then write a sentence about yourself; for example, *I eat meat.*
- Have students tell the class about their partner and then about themselves.

Option: Review the verb *like* from Unit 4. Introduce the verb *drink*. Have students ask questions about other foods and drinks; for example, *Do you like rice? Do you drink tea?*

Workbook Link: Exercise 2

Practical conversations (Student pages 74-75)

Suggested teaching time: 35 minutes
Your actual teaching time: _____

Model 1

Content: starting a conversation; responding to a greeting; talking about supplies you need; asking for additional information

Procedure:

🔊 A. Listen and read.

- The following new vocabulary should be comprehensible from context: *What's up? Not much, Anything else? No, that's all.*
- To check comprehension after students listen to the conversation, point to the man in the photo and ask the class: *What's his name? (Tony) What does he need? (two boxes of rice) Does he need anything else? (No, that's all.)*

🔊 B. Listen again and repeat.

- Encourage students to imitate the rhythm, stress, and intonation of the conversation as closely as possible. Correct where necessary, helping students to pronounce the language clearly.

🔊 Containers

Option: Write in four columns on the board, *a box of, a bottle of, a bag of, a can of.* Below the column headed *a box of,* write the word *rice.* Say *a box of rice* and have students repeat several times. In this manner, write the words *juice, onions, and coffee* on the board in the appropriate column. Elicit more foods and drinks from the class and have them place each item in the appropriate column.

Challenge: Introduce more container words such as *a package of (fish), a carton of (eggs), a case of (milk).* Present other words used for talking about non-count foods and drinks, such as *a pound of (meat), a gallon of (milk), a loaf of (bread), a bunch of (carrots), a head of (lettuce).*

C. Pair work ...

- Model the activity with a more advanced student. Play the role of Student B to demonstrate that students should use the containers pictured in the *Containers* note.

(continued on p. 4)

Model 2

Content: talking about what you like; agreeing and disagreeing; soliciting an opinion

Procedure:

A–B.

- To set the scene for the conversation, point to the photo and ask the class *Where are they?* (a restaurant) Have the class speculate about what drinks are in the picture; ask *What drinks are in the picture?*
- The following new vocabulary should be comprehensible from context: *really like, Not me, what about milk? love, Me too!*

C. Pair work . . .

- To prepare students to use their own opinions, write on the board *I like _____. I really like _____. I love _____.* Complete each sentence with foods or drinks that you like. Have each student make three sentences, using the foods and drinks in the box or their own ideas. In pairs, students read their sentences out loud to their partner.

Challenge: Introduce the verbs *dislike* and *hate*. Have students do the *Pair work* again, this time talking about foods they don't like, dislike, and hate.

Model 3

Content: asking about supplies; the prepositions *in* and *on*; the article *the*; talking about supplies

Procedure:

A–B.

- To set the scene for the conversation, ask the class *Where are they?* (in the supply room)
- The following new vocabulary should be comprehensible from context: *Is there any? there is, there aren't, out of.*
- If necessary, dramatize that the phrase *out of* means not having something. Write on the board *We are out of apples.* Say the sentence while gesturing with open palms. Draw a picture of an apple on the board and then cross it out. Write *out of = no*. To practice this phrase, ask students what foods or drinks they are out of at home.

How to say it

- Use the location of objects in the classroom to demonstrate the prepositions *in* and *on*. For example, point to an object inside a desk drawer or backpack and say *in*. Point to an object on a table or desk and say *on*.
- For another illustration of a refrigerator, refer students to page 95. More illustrations of shelves are in the *Do it yourself!* exercises on pages 75 and 83.

C. Pair work . . .

- Model the activity with a more advanced student. Play the role of Student A to demonstrate that students should use the pictures.

Option: Have students complete the *Pair work* using other foods and drinks from the *Picture dictionary*. To review foods and drinks, write in two columns on the board *Is there any _____?* *Are there any _____?* Elicit foods and drinks from the class. Write non-count foods and drinks in the column headed *Is there any?* and count foods in the column headed *Are there any?*

Workbook Link: Exercises 3, 4

Summary of Lesson Plan

- **PROGRESS CHECK**
Check assigned **Workbook** pages
Suggested teaching time: 10 minutes
- **REVIEW/WARMUP**
Do it yourself! (Student page 75)
Suggested teaching time: 20 minutes
Your actual teaching time: _____
- **PRESENTATION**
Practical grammar (Student pages 76-77)
Suggested teaching time: 40 minutes
Your actual teaching time: _____

➤ Do it yourself! (Student page 75)

Suggested teaching time: 20 minutes
Your actual teaching time: _____

Procedure:

- Review the singular and plural forms of foods and drinks with containers. Write in two columns on the board 1 and 2+. Point to a single can of coffee in the picture. Say *a can of coffee* and write this in the 1 column on the board. Point to the four cans of coffee. Say *Four cans of coffee* and write it in the 2+ column. Point to the beans, tea, juice, onions, and rice in the picture and elicit from the class a singular and plural form. Write the forms in the appropriate column on the board.
- Model the activity with a more advanced student. Write on the board and ask *How many cans of coffee do we have?* Elicit the response *Four cans of coffee* or *We have four cans of coffee*.
- In pairs, students create a conversation from the picture, talking about the supplies on the shelves. To review, have several volunteers act out their conversation in front of the class.

Your students can say ...

A: How many cans of coffee do we have? **B:** Four cans. / We have four cans of coffee. **A:** How many cans of beans do we have? **B:** Six cans. / We have six cans of beans. **A:** How many boxes of tea do we have? **B:** Two boxes. / We have two boxes of tea. **A:** How many bottles of juice do we have? **B:** Two bottles. / We have two bottles of juice. **A:** How many bags of onions do we have? **B:** Three bags. / We have three bags of onions. **A:** How many boxes of rice do we have? **B:** One box. / We have one box of rice.



Practical grammar (Student pages 76-77)

Suggested teaching time: 40 minutes
Your actual teaching time: _____

Count and non-count nouns

Content: count and non-count nouns; the articles *a* and *an*; plural forms

Procedure:

- Copy the grammar box on the board. Point to *a tomato* and *an apple* and underline the articles *a* and *an*. Write *a milk* and cross out the article *a*. Point out that count nouns use *a* and *an* but non-count nouns do not. Point to *tomatoes* and *apples* and underline the plural endings *-es* and *-s*. Write *milks* and *cheeses* and cross out the final *-s* in each word. Point out that count nouns have plural forms but that non-count nouns do not.
- Read out loud the foods and drinks from the *Picture dictionary* on page 72; for example, *a carrot*, *eggs*, *juice*. Elicit from the class whether the words are count or non-count and write them on the board in the appropriate columns. For count nouns, write both the singular and plural forms.

(continued on p. 6)

Lesson Plan, Unit 6: Practical grammar (for Student pages 76-77)–continued

A. Write these words in the lists.

- Students work individually, writing the words from the box in the appropriate list. Have students check answers with a partner and then review as a class.

Option: Have students write more foods and drinks from page 72 in the lists.

Challenge: To demonstrate that the count / non-count distinction applies to all nouns, not just food vocabulary, have students classify the following nouns in the correct list: *pants, shirt, store, clothes, tie*.

Workbook Link: Exercise 5

Questions with **How many** and **How much**

- Write in two columns on the board *count nouns* and *non-count nouns*. In the *count nouns* column, write *How many eggs do you want?* Say the question and have students repeat several times. Circle the count noun *eggs* and underline the words *How many*. Point out that *How many* is used to ask questions with count nouns.
- In the *non-count* column, write *How much milk do you want?* Say the question and have students repeat several times. Circle the non-count noun *milk* and underline the words *How much*. Point out that *How much* is used to ask questions about non-count nouns.
- Write on the board *How (many / much) _____ do you want?* Say the word *apples*, and have the class use the word *many* to complete the question. Continue by eliciting *many* or *much* from the class or individual students for the words *tomatoes, bread, fish, carrots, and meat*.
- To demonstrate that containers are count nouns, say the word *juice* and elicit the question *How much juice do you want?* Then say *bottles of juice* and elicit the question *How many bottles of juice do you want?* Continue by eliciting questions for *cans of coffee, coffee, onions, bags of onions, rice, and boxes of rice*.

B. Choose **How many** or **How much** ...

- Write item 1 on the board. Point to the two answer choices and elicit the correct answer from the class. Write on the line *How much*.
- Students work individually, choosing *How many* or *How much* for each sentence and writing the words on the line.

Option: Have students create new questions for items 1 through 5 by substituting another food or drink for each noun. For example, students could change item 1 to *How much milk do you want?*

Workbook Link: Exercises 6, 7

There is and There are

Procedure

- Introduce the contraction *There's* by writing on the board *There is = There's*. For more examples of contractions, refer students to Unit 1, pages 16 and 17 (contractions with *be*, singular), and Unit 2, page 28 (contractions with *be*, plural).
- Write on the board *There is* and *There's*. Below this, write *There's an apple on the shelf*. Circle the words *an apple* and point out that singular count nouns use *There is* or *There's*. Next, write *There's sugar in this coffee*. Circle the word *sugar* and point out that non-count nouns also use *There is* or *There's*.
- Write on the board *There are*. Below this, write *There are four onions in that bag*. Circle the words *four onions* and point out that plural nouns use *There are*.

C. Choose **There's** or **There are** ...

- Write item 1 on the board. Point to the two answer choices and elicit the correct answer from the class. Write on the line *There are*.

Option: Have students create new sentences for items 1 through 4 by substituting another food or drink for each noun. For example, students could change item 1 to *There are six tomatoes in that bag*.

Workbook Link: Exercise 8

Questions with **Are there any** and **Is there any**

- Write across the board *There are onions on the shelf. There is milk in this tea*. Below this, write the questions *Are there any onions on the shelf? Is there any milk in this tea?* Use arrows to show the inversion of the word *there* and the verb *be*. Below the question *Are there any onions on the shelf?*, write the responses *Yes, there are. / No, there aren't*. Below *Is there any sugar in this tea?* write *Yes, there is. / No, there isn't*.

(continued on p. 7)

Summary of Lesson Plan

- **PROGRESS CHECK**
Check assigned **Workbook** pages
Suggested teaching time: 15 minutes
- **REVIEW/WARMUP**
Do it yourself! (Student page 77)
Suggested teaching time: 20 minutes
Your actual teaching time: _____
- **PRESENTATION**
Authentic practice 1 (Student pages 78-79)
Suggested teaching time: 25 minutes
Your actual teaching time: _____

➤ Do it yourself! (Student page 77)

Suggested teaching time: 20 minutes
Your actual teaching time: _____

Procedure:

A. Pair work ...

- As a warm-up, elicit from the class the names of the foods and drinks in the picture and write them on the board.
- To model the activity, ask questions about the picture using *Is there any* or *Are there any*. Point to the picture and ask the class *Are there any eggs in this picture?* Elicit the response *Yes, there are*. Ask *Is there any milk in the picture?* Elicit the response *No, there isn't*.

Option: For more practice asking and answering *Is there any* and *Are there any* questions, have students continue this activity with the pictures of foods and drinks in Exercise D on page 73.

Your students can say ...

A: Are there any onions / bags of onions / bottles of juice / boxes of spaghetti in this picture?
B: Yes, there are. **A:** Are there any apples / carrots / cans of beans / tomatoes? **B:** No, there aren't. **A:** Is there any cheese / meat / chicken?
B: Yes, there is. **A:** Is there any rice / fish / bread / water / tea / lettuce / coffee / sugar / milk?
B: No, there isn't.

B. Personalization ...

- Write on the board *How much juice do you have at home?* Have a student ask you this question. Demonstrate that students must use their own information by telling the class how much juice you have at home. For example, write on the board and say *Two bottles of juice* or *I have two bottles of juice at home*.

➤ Authentic practice 1 (Student pages 78-79)

Suggested teaching time: 25 minutes
Your actual teaching time: _____

Procedure:

🔊 A. Listen and read.

- Present the new vocabulary *grocery store* and *grocer*. Use the picture to convey that a grocery store is a store, smaller than a supermarket, where you can buy food. Point to the man in the apron to show that a grocer is a grocery store worker.
- To set the scene for the conversation, point to the picture and ask: *Where are they?* (next to a grocery store) *Are there any carrots in the picture?* (Yes, there are.) *Is there any juice?* (No, there isn't.) *Are there any apples?* (Yes, there are.) *Is there any lettuce?* (Yes, there is.)
- Read the conversation out loud or play the cassette. With books open, students listen and read.

Note: The *Grocer* role contains the following new language: *How's it going? a case of eggs, actually, let's make that, I'll take*. In addition, language learned in prior exercises has been modified; for example, *that's all for today* is a variation of *that's all* on page 74.

Although students are encouraged to comprehend this new language through context and its similarity to language they know, it is not essential for students to know this new language to complete the task.

🔊 B. Listen to the grocer. Read your part.

- Read out loud the *Grocer* role in Exercise A or play the cassette. Have students read the YOU role out loud as a class.

Challenge: After practicing with books open, students listen with books closed and say the YOU role out loud.

(continued on p. 9)

Lesson Plan, Unit 6: Authentic practice 1 (for Student pages 78-79)–continued

🔊 C. Listen and read. Choose ...

- Model the task by writing the statement and the two answer choices for item 1 on the board. Say *I need to buy a box of large tomatoes*. Elicit the correct response from the class. Demonstrate that students must circle the letter of the correct answer by circling *a* on the board.
- Check answers by reading the next two items out loud and having the class give the correct response.

🔊 D. Listen. Choose your response ...

- Read each item in the tapescript out loud or play the cassette as many times as necessary for students to complete the exercise.

Tapescript

1. Actually, I'm out of eggs.
2. I'll take the Mexican tomatoes.
3. How's it going?

Workbook Link: Exercise 10

Listening comprehension

Content: understanding and following instructions

Procedure:

🔊 A. Listen to the conversations ...

Note: Although these conversations contain new language (*salad bowl, Then what? chopped, put in / on, next, cooked, plate, a piece of bread, By the way, fridge, That's right, Last*), it is not essential for students to know this language to complete the task.

🔊 B. Read the list of foods ...

- To illustrate the meaning of the words *Super Salad*, bring to class a picture of a salad. Point out common salad ingredients in the *Picture dictionary* on page 72 such as lettuce, carrots, chicken, cheese, onions, and tomatoes. Ask students what foods they like in a salad.

🔊 C. Look at the pictures ...

- To illustrate the new vocabulary word *sandwich*, point to the pictures of sandwiches and ask students *Do you like sandwiches?* Point out common sandwich ingredients in the picture such as lettuce, chicken, cheese, onions, and tomatoes. Ask students what foods they like in a sandwich.

Option: To prepare students for the listening task, have them list the order of the ingredients for each sandwich using ordinal numbers; for example, *first, bread; second, cheese*; and so on.

Challenge: Introduce the new vocabulary words *next, then, and last*. Have students write simple directions for making their own sandwich using their favorite ingredients; for example, *first, bread; then, tomatoes*; and so on.

Tapescript

Conversation 1

- Greta:** OK, Jean. Let's review the directions for the Super Salad.
- Jean:** Sure, Greta.
- Greta:** You'll need a large salad bowl. First put some lettuce in the salad bowl.
- Jean:** OK. I start with the lettuce. Then what?
- Greta:** Then put in chopped onions and tomatoes.
- Jean:** Onions and tomatoes?
- Greta:** Right. Next is the cooked chicken.
- Jean:** OK. Then the chicken. Anything else? What about this cheese and these carrots?
- Greta:** No, there are no carrots or cheese in the Super Salad. The carrots and cheese are for the California Salad.
- Jean:** OK, Greta. No ... carrots ... or cheese ... in the ... Super Salad.

Conversation 2

- Greta:** Now, let's talk about the directions for our chicken sandwich. Look at this picture. It shows how to make the chicken sandwich. First, start with a small plate.
- Jean:** A small plate?
- Greta:** Yes. Put a piece of bread on the plate. Put the cheese on the bread. Then put the chicken on the sandwich. By the way, the cheese and the chicken are in the small fridge.
- Jean:** OK. So I get the cheese and chicken from the small fridge.
- Greta:** Correct. Put the cheese on first and then the chicken.
- Jean:** OK, so it's bread, cheese, and chicken. Then what?
- Greta:** Next are the onion, tomato, and lettuce. First onion, then tomato, then lettuce.
- Jean:** First onion, then tomato, then lettuce?
- Greta:** Yes. That's right. Last, put on another piece of bread.
- Jean:** OK. Thanks, Greta.

Workbook Link: Exercises 11, 12

Summary of Lesson Plan

- **PROGRESS CHECK**
Workbook pages not assigned for Lesson Four.
- **REVIEW/WARMUP**
Do it yourself! (Student page 79)
 Suggested teaching time: 10 minutes
 Your actual teaching time: _____
- **PRESENTATION**
Authentic practice 2 (Student pages 80-81)
 Suggested teaching time: 35 minutes
 Your actual teaching time: _____
- **REVIEW**
Do it yourself! (A plan-ahead project) (Student page 81)
 Suggested teaching time: 15 minutes
 Your actual teaching time: _____

➤ Do it yourself! (Student page 79)

Suggested teaching time: 10 minutes
 Your actual teaching time: _____

Procedure:

A. Write your own response ...

- Write on the board *Yes, we need bread. We need apples. We need onion.* Add a final -s to the word *onion* and point out that in affirmative responses to the second speech balloon, students should use the plural forms of count foods.

Your students can say ...

- YOU OK. / Sure. / No problem.
- YOU No, that's all. / Yes, we need apples / rice.
- YOU You're welcome. See you later. / Bye.

B. Discussion ...

- Model the activity by talking about supplies you need at home or about foods and drinks you really like; for example, *I'm out of onions. I need milk. I really like coffee.*



Authentic practice 2

(Student pages 80-81)

Suggested teaching time: 35 minutes
 Your actual teaching time: _____

Note: For the plan-ahead project on page 81, students should bring recipes to class.

Reading

Critical thinking skill: reasoning (sequencing)

Procedure:

A. Look at the box ...

- The verb *cook* and the nouns *spaghetti*, *salt*, *tablespoon*, *teaspoon*, and *oil* are new vocabulary that students should be able to comprehend from the illustrations.
- To remind students of the occupation *a cook*, presented in Unit 1, and to illustrate the meaning of the verb, refer students to the picture of a chef cooking at a stove in the *Do it yourself!* exercise on page 85. Bring a set of measuring spoons to class to demonstrate that a tablespoon is larger than a teaspoon. (A tablespoon holds three times as much as a teaspoon.) For another picture of a bottle of oil, refer students to Exercise B on page 81.
- Read the six answer choices out loud and copy them on the board. Point to the spaghetti box and ask *Do you need water to cook spaghetti?* Elicit the correct response and check the box next to the word *water* on the board.
- Students work individually, checking off the ingredients that are needed to cook spaghetti.

B. Critical thinking ...

- Students should be able to understand the meaning of the new vocabulary *put*, *boil*, *cook*, and *drain* from the illustrations. To further demonstrate that the verb *put* means to move something into a particular place or position, say *put* as you move a book into a desk drawer or book bag.
- Have a more advanced student read the six illustrated steps for cooking spaghetti. Write each step on the board and number them 1 through 6.

(continued on p. 11)

Lesson Plan, Unit 6: Authentic practice 2 (for Student pages 80-81)—continued

- Convey that the word *then* can be used to introduce the next step in a series of instructions. Point to step 1 and say *First, put water in the pot.* Point to step 2 and say *Then put 1 tablespoon of oil and 1 teaspoon of salt in the pot.* Read steps 3 through 6, beginning with the word *Then.*
- Copy item 1 on the board. Read the two sentences and ask the class if the directions are correct. Elicit the correct answer and write *no* on the line.

Option: Have the class rewrite the incorrect directions in items 1 and 4 to make them correct. For example, item 1 could be changed to *Boil the water. Then put the spaghetti in the pot.*

C. Pair work . . .

- To model the task, write on the board *First, _____.* Below this write *Then, _____.* Elicit from the class steps 1 and 2 for cooking spaghetti.
- In pairs, students tell their partner how to cook spaghetti.

Challenge: Bring to class several empty food containers that have simple, clear directions for preparing the food; for example, the packaging from a box of rice, microwave popcorn, instant soup, and frozen vegetables. Divide the class into small groups. Give each group one of the food containers and have students use the directions to tell each other how to cook the food.

Workbook Link: Exercise 13

Writing

Critical thinking skill: reasoning (drawing conclusions)

Procedure:

A. Read the recipe . . .

- Have the class read the recipe for tomato bean soup. Then have volunteers read the recipe out loud.
- Students should be able to determine from context that a *recipe* is a set of directions on how to cook a type of food and that *ingredients* are the different things that are put together to make a type of food. The recipe and the illustrations should make it clear that *soup* is a liquid food that usually has meat or vegetables in it.

- To prepare students for Exercise B, ask questions about the recipe, such as *How many ingredients are in the soup?* (six) *What ingredients are in the soup?* (an onion, two carrots, oil, water, two cans of tomatoes, a can of beans) Have the class list the ingredients on the board.

Option: As a class, write a recipe card for spaghetti on the board. Have students first list the ingredients and then write directions.

🔄 Recipe words

Challenge: Have students list the other recipe words they know on the board. (The verbs *put, boil, cook, drain* and the nouns *a teaspoon, a tablespoon, a pot* were presented on page 80.) Present other recipe words, such as *cut, add, simmer, sauté, stir,* and *mix.* Say each word and have students repeat several times.

If your students are ready . . .

Culture / Civics note: The United States remains one of the few countries that has not yet adopted the metric system as the standard for measurement. Some common traditional / metric conversion values include 1 tablespoon (Tbs.) = 15 ml., 1 teaspoon (tsp.) = 5 ml., 1 cup (C.) = 236 ml., 1 pound (lb.) = 454 g., 1 ounce (oz.) = 28 g., 1 fluid ounce (fl. oz.) = 30 ml., 1 pint (pt.) = 473 ml., 1 quart (qt.) = 946 ml. Measurements such as tablespoon, teaspoon, and cup are made using measuring utensils found at any housewares store, not an ordinary household cup or spoon.

B. Critical thinking . . .

- Tell the class that Raquel Taylor wants to make tomato bean soup. Write on the board *Raquel has . . .* Point to the picture and ask the class *What foods does Raquel have in her kitchen?* (a bag of carrots, a can of tomatoes, an onion, a bottle of oil) Write each food that Raquel has on the board.
- Have the class compare the list of ingredients for tomato bean soup and the list of foods Raquel has in her kitchen. Ask the class *Does Raquel need oil / carrots?*
- Students work individually, writing a shopping list of the foods Raquel needs to buy.

Workbook Link: Exercises 14, 15

Summary of Lesson Plan

- ▶ **PROGRESS CHECK**
Check assigned **Workbook** pages
Suggested teaching time: 20 minutes
- ▶ **Review (Student page 82)**
Suggested teaching time: 40 minutes
Your actual teaching time: _____
- ▶ **UNIT REVIEW**
Do it yourself! (Student page 83)
Includes expansion activities
 - role play
 - dialogues
 - writing
 - outside reading
 - realia applications
 - math skills applications
 - civic lesson applications
 - Booster Pak activities

Pronunciation (optional)

Stressed syllables and words within sentences and phrases: concept and practice

To introduce the concept that within sentences or groups of words, certain syllables or words are more strongly stressed than others, read the following sentences: *There's an apple on the shelf. She eats eggs. These apples are new. Do you have any black shoes?*

Write the sentences on the board. Say each sentence and have students repeat. Underline each stressed word or syllable as it is said. Write additional sentences on the board. Ask one or more students to come to the board and mark the stressed syllables or words after you say each one.

Option: If students are ready for the concept, you may wish to explain that nouns, the main verbs, adjectives, adverbs, demonstratives (such as *this, that, these, those*), and the information question words usually receive stress. Articles (*a, an, and the*), prepositions, conjunctions (*and, but, etc.*), personal pronouns, forms of *be*, and the auxiliaries *do / does* ordinarily do not receive stress.



Review (Student page 82)

Suggested teaching time: 40 minutes
Your actual teaching time: _____

Procedure:

A–D.

- ▶ Students work individually to complete the review exercises.
- ▶ Circulate to offer help as needed.
- ▶ Have students check answers with a partner.
Review answers as a class.
- ▶ Identify any areas of difficulty that may require additional practice.

Option: For Exercise B, read items 1 through 3 out loud and have students circle the correct responses.

▶ Do it yourself! (Student page 83)

Procedure:

1. Point. Name the foods and drinks.

Challenge: True/false statements. In pairs, students write five *true* / *false* statements with *There is* or *There are* about the picture. Divide the class into groups of four. One pair reads their statements to the other pair, who say *True* or *False*. For example, *A: There are two bottles of juice in the picture. B: True. A: There is a can of coffee next to the bus driver. B: False. There isn't a can of coffee next to the bus driver.* For non-count items, introduce the words *some* and *any*; for example, *There is some meat. There isn't any milk.*

Your students can say ...

meat, eggs, cheese, chicken, a bottle of apple juice, a can of coffee, a can of beans, a can of tomatoes, a bag of onions, a box of tea, a box of spaghetti, a can of soup

2. Point. Ask questions.

Option: Question prompts. Write on the board *eggs, boxes of tea, on the shelf, meat, coffee, bus driver, manager.* Have students use these words as prompts for questions about the picture.

Your students can say ...

Is he a bus driver / manager? Is she a customer / salesperson / cashier? What does he do? (Unit 1) Where's the soup? Where are the beans? (Unit 2) How much juice does he have? How many eggs does he want? Are there any boxes of tea on the shelf? Is there any bread on the shelf? Are there any bananas in the picture? Does she need / have meat? Does he want / like coffee? Does he need help? (Unit 4)

3. Create conversations for the people.

Option: Writing activity. Have students write their conversations in dialogue form. (For more ideas on using the picture for writing activities, see the Teacher's Resource Binder.)

Your students can say ...

(The customer and the salesperson next to aisle 2)

A: Excuse me, where's the coffee? / I'm looking for coffee. **B:** Coffee? It's in aisle 2. It's next to the tea. **A:** Thank you. **B:** You're welcome. (Unit 2)

(The two customers next to the cashier)

A: Do you eat / like meat? (Unit 4) **B:** Yes, I do. / I really like meat. **A:** Not me. I like fish. **B:** What about cheese? **A:** I love it! **B:** Me too! (Unit 4)

(The salesperson and the manager in aisle 2)

A: How much bread / How many eggs do you want / need? **B:** One case. (Unit 4) **A:** OK. Anything else? **B:** Yes, we need two boxes of green tea. **A:** Great. Thanks.

4. Say more about the picture ...

Option: Competition. Divide the class into groups of three or four. Taking turns, each team makes one true sentence about the picture. If the sentence is true and grammatically correct, the team gets one point. If the sentence is not true or is grammatically incorrect, the sentence passes to the next team, who can win an extra point for correcting it. The team with the most points at the end of the game wins.

Your students can say ...

The soup is in aisle 2. There are cans of coffee / bottles of juice on the shelf. There isn't any bread / aren't any apples in aisle 2. There is meat / a box of spaghetti next to the cash register. There are eggs and two bottles of juice next to the cashier. He's a manager / bus driver. (Unit 1) They are in the supermarket. The parking lot is across from the supermarket. The soup is between the beans and the tomatoes. The tea is on the right. (Unit 2) The bus driver has two bottles of juice. She is a cashier / customer. (Units 2 and 4) This customer doesn't eat / like meat. That customer wants a can of coffee. (Unit 4)

Oral test (optional)

Use the *Do it yourself!* exercise on page 83 for an oral test. Point to items or people in the picture and have individual students make a statement about each person or thing; for example, *The can of coffee is on the shelf, next to the green tea.* Evaluate students on correctness, intelligibility, and completeness.