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

- can
- jar
- bottle
- box
- bag
- loaf
- bunch
- head
- pound
- quart
- dozen

b. Divide the class into pairs.

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

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

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

   A. Do we need anything at the supermarket?
   B. Yes. We need a *bleep* of flour.
   A. Do we need anything else?
   B. Yes. We also need two *bleeps* of vegetable soup.
a. Write down on two sets of cards as many of the following food vocabulary items as you wish:

- bananas
- bread
- carrots
- milk
- onions
- cheese
- soda
- oranges
- lettuce
- apples
- butter
- eggs
- tomatoes
- lemons
- french fries
- ice cream
- rice
- meatballs
- cake
- cookies
- grapes

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

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

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

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

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

g. The team that guesses the words in the shortest time wins the game.
Students play a *tic tac toe* game based on a grammar structure.

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

<table>
<thead>
<tr>
<th>bag</th>
<th>head</th>
</tr>
</thead>
<tbody>
<tr>
<td>bottle</td>
<td>jar</td>
</tr>
<tr>
<td>box</td>
<td>loaf</td>
</tr>
<tr>
<td>bunch</td>
<td>pound</td>
</tr>
<tr>
<td>can</td>
<td>quart</td>
</tr>
<tr>
<td>dozen</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>box</th>
<th>jar</th>
<th>head</th>
</tr>
</thead>
<tbody>
<tr>
<td>loaf</td>
<td>bunch</td>
<td>quart</td>
</tr>
<tr>
<td>bottle</td>
<td>bag</td>
<td>pound of butter</td>
</tr>
</tbody>
</table>

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

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

Students use a dialog framework for talking about their experiences.

Have students use a conversational model to talk about their favorite places to eat, such as restaurants or coffee shops.

a. Write on the board:

A. Where do you like to eat?
B. I like to eat at ____________________.
A. Oh, really? What do you recommend?
B. I recommend the _____________. (It’s/They’re) _____________. How about you? Where do you like to eat?
A. I like to eat at ________________. The ________________ there (is/are) ________________.

b. Have pairs of students create conversations. Encourage students to expand the dialog in any way they wish.

Example:

A. Where do you like to eat?
B. I like to eat at Stanley’s Restaurant.
A. Oh, really? What do you recommend?
B. I recommend the chicken. It’s excellent.
   How about you? Where do you like to eat?
A. I like to eat at Mr. Burger. The hamburgers there are fantastic.