

Teacher's Guide

ExpressWays

Second Edition



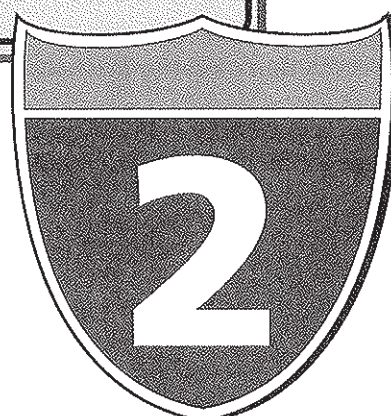
longman.com

Steven J. Molinsky
Bill Bliss

Teacher's Guide

Express Ways

Second Edition



Steven J. Molinsky

Bill Bliss

Contributing Authors

Sarah Lynn

Jane Sloan

CONTENTS

To the Teacher	iv
Continuum of Language Learning Chart	vii
Language Proficiency Levels	viii
EXIT 1 • Friends and Neighbors	2
EXIT 2 • Calling People Going Places	44
EXIT 3 • Food	82
EXIT 4 • Personal Finances	128
EXIT 5 • At Work	170
EXIT 6 • Rules and Regulations	206
EXIT 7 • School, Families, and Friends	246
EXIT 8 • Strategies for Communicating Saying Good-bye	290
Activity Workbook Answer Key	327
<i>ExpressWays</i> Picture Cards	343
Correlation Key	344



EXIT 3

OVERVIEW

Student Text
Pages 43–62

Topics

Functions

Grammar

P. 44 *Do We Need Anything from the Supermarket?*

Food: Food Items

Asking for and Reporting
Information
Checking and Indicating
Understanding
Intention
Gratitude

Partitives

P. 45 *What Do You Want Me to Get?*

Food: Food Items

Requests
Want–Desire
Checking and Indicating
Understanding
Gratitude

Partitives

P. 48 *I Want a Pound of Roast Beef*

Food: Food Items
Supermarket: Purchasing
Items

Offering to Help
Want–Desire
Checking and Indicating
Understanding

May
Partitives

P. 50 *Your Change Is \$2.75*

Supermarket: Purchasing
Items
Money: Paying for Goods
and Services, Change

Asking for and Reporting
Information
Checking and Indicating
Understanding
Gratitude
Leave Taking

P. 52 I'd Like a Hamburger and an Order of French Fries

Restaurant and Food
 Services: Placing an
 Order
 Food: Food Items
 Money: Paying for
 Goods and Services

Greeting People
 Offering to Help
 Want-Desire
 Checking and Indicating
 Understanding
 Asking for and Reporting
 Information

May
 Partitives

P. 54 I'd Like the Chicken

Restaurant and Food
 Services: Placing an
 Order
 Food: Food Items

Want-Desire
 Preference
 Hesitating
 Checking and Indicating
 Understanding

Would
 Partitives

P. 56 Would You Like a Few More Meatballs?

Social Communication:
 Compliments
 Food: Food Items

Want-Desire
 Complimenting
 Persuading-Insisting

Would
 Count/Non-Count
 Nouns
 Adjectives

P. 58 Can You Tell Me the Recipe?

Food: Recipes

Complimenting
 Asking for and Reporting
 Information
 Instructing
 Checking and Indicating
 Understanding
 Gratitude

Imperatives
 Partitives



Vocabulary This Exit

Food Items

apple
banana
beans
baked beans
refried beans
beef
ground beef
bread
white bread
whole wheat bread
butter
cake
cheese
American cheese
Swiss cheese
cheeseburger
chicken
coffee
cole slaw
cookies
chocolate chip cookies
donut
egg

fish
flour
grapes
hamburger
hot dog
ice cream
vanilla ice cream
juice
apple juice
ketchup
lamb chop
lemonade
lettuce
mayonnaise
meatballs
meat loaf
milk
chocolate milk
skim milk
mineral water
mushrooms
mustard
noodles
orange
orange juice
peanut butter
pie

potato
baked potato
french fries
mashed potatoes
potato chips
potato salad
rice
roast beef
rolls
salad
salt
sandwich
fish sandwich
roast beef sandwich
shake
chocolate shake
soda
Coke
orange soda
Pepsi
spaghetti
sugar
taco
tea
iced tea
tuna fish
water

Food Units

bag
bottle
box
bunch
can
dozen
gallon
head
jar
loaf-loaves
piece
pint
pound
quart
half a cup
half a dozen
half a gallon
half a pound
tablespoon
teaspoon
container
cup
glass
order
piece

small
medium
large

Purchasing Food

change for here
"special of the day"
to go

Describing Food

delicious
excellent
fantastic
very good

Recipes

add
bake
baking pan
350 degrees
mix together
mixture
recipe

Grammar This Exit

Partitives

a bag of potato chips
a bottle of ketchup
a box of rice
a bunch of bananas
a can of tuna fish
a container of cole slaw
a cup of coffee
a dozen eggs
a gallon of orange juice
a glass of milk
a head of lettuce
a jar of mayonnaise
a loaf of bread
an order of french fries
a piece of chicken
a pint of ice cream
a pound of apples
a quart of milk
half a dozen eggs

half a gallon of apple juice
half a pound of cheese

a cup of flour
a tablespoon of water
a teaspoon of salt

Would

What would you like?
Would you prefer rice or a baked potato?
I'd like the chicken.
I'd prefer a baked potato.

Count/Non-Count Nouns

Count

Would you like a few more meatballs?
Have a few more.

They're delicious.
Not too many.

Non-Count

Would you like a little more salad?
Have a little more.
It's very good.
Not too much.

Imperatives

Add half a cup of sugar.

May

May I help you?

Adjectives

They're delicious.

Functions This Exit

Want-Desire

Inquiring about . . .

What would you like?

Would you like *anything to drink*?

Do you want *anything to drink*?

What do you want me to *get*?

Expressing . . .

I want a *pound of roast beef*.

I'd like a *hamburger*.

I'll have a *cup of coffee*.

We need a *few things from the supermarket*.

Complimenting

Expressing Compliments

It's/They're

{	delicious.
	very good.
	excellent.
	fantastic.

Your *cake* was delicious.

Requests

Direct, Polite

Could you do me a *favor*?

Responding to Requests

Sure.

Preference

Inquiring about . . .

Would you prefer *rice* or a *baked potato*?

Expressing . . .

I'd prefer a *baked potato*.

Instructing

First, *mix together a cup of flour, a teaspoon of salt, and two tablespoons of water*.

Then, *add a half a cup of sugar*.

Next, *add two eggs*.

And then, *put the mixture into a baking pan*.

Persuading-Insisting

Oh, come on!

Asking for and Reporting Information

Do we need *anything from the supermarket*?

Yes. We need a *quart of milk*.

That'll be *seven twenty-five*.

That comes to *three dollars and thirteen cents*.

Your change is *two dollars and seventy-five cents*.

Can you tell me *the recipe*?

Intention

Expressing . . .

I'll get a *quart of milk*.

Gratitude

Expressing . . .

Thank you.

Thanks.

Offering to Help

Making an Offer

May I help you?

Leave Taking

Have a nice day.

Greeting People

Welcome to *Burger Town*.

Checking and Indicating Understanding

Checking Another Person's Understanding

Are you with me so far?

Have you got all that?

Checking One's Own Understanding

A *quart*?

Seven twenty-five?

A *can of tuna fish, a loaf of white bread, and a head of lettuce*.

That's a *pound of roast beef and a dozen rolls*.

Okay. That's a *hamburger, an order of french fries, and a cup of coffee*.

Indicating Understanding

I see.

Uh-húh.

I'm following you.

I've got it.

Hesitating

Let me see . . .

PREVIEWING EXIT 3: CHAPTER-OPENING PHOTOS

Have students talk about the people and the situations, and as a class or in pairs, predict what the characters might be saying to each other. Students in pairs or small groups may enjoy practicing role plays based on these scenes and then presenting them to the class.

FOCUS

TOPIC

Food: Food Items

GRAMMAR

Partitives

a **box of** rice
a **dozen** eggs
a **gallon of** orange juice
a **jar of** mayonnaise
a **pound of** apples
a **quart of** milk

FUNCTIONS

1. Asking for and Reporting Information

Do we need *anything from the supermarket*?
Yes. We need *a quart of milk*.

2. Checking and Indicating Understanding

Checking One's Own Understanding
A quart?

3. Intention

Expressing . . .
I'll *get a quart of milk*.

4. Gratitude

Expressing . . .
Thanks.

VOCABULARY

Food Items	Food Units
apple	box
egg	dozen
mayonnaise	gallon
milk	jar
orange juice	pound
rice	quart

COMMENTARY

1. In line 4, Speaker A repeats "A quart?" with rising intonation to double-check the amount of milk.
2. In line 6, "Anything else?" is a shortened form of "Do you want anything else?"

GETTING READY

1. Use real objects, your own visuals, or *ExpressWays* Picture Cards 61, 63, 65, 75, 189, and 190 to teach: *a quart of milk, a pound of apples, a gallon of orange juice, a box of rice, a dozen eggs, a jar of mayonnaise.*

- a. (optional) Write the English and metric equivalents on the board:

1 quart (qt.)	=	.946 liters
1 pound (lb.)	=	.45 kilos
1 gallon (gal.)	=	3.78 liters

- b. Have students practice saying the English measures.
- c. Show the class real objects or visuals to teach liquid and dry measures. Have them practice saying the singular and plural. For example:
 - a quart of milk — 2 quarts of milk
 - a gallon of orange juice — 2 gallons of orange juice
 - a pound of apples — 3 pounds of apples
 - a dozen eggs — 2 dozen eggs

Language Note

"Dozen" is used for both the singular and plural.

- d. Show the class real containers or visuals to teach containers. Have them practice saying the singular and plural. For example:

a box of rice — 2 boxes of rice
a jar of mayonnaise — 3 jars of mayonnaise

2. Practice partitives.

- a. Write on the board:

Quart-Gallon	Pound	Box	Dozen
milk	apples	rice	eggs

- b. Have students suggest other food items for each category. You can use your own visuals, real objects, or *ExpressWays* Picture Cards 59-65, 67, 69, 77, and 189-190 to elicit suggestions. Write students' suggestions on the board.

THE MODEL CONVERSATION

1. **Set the Scene:** "A husband and wife are talking."
2. **Listen to the Model.**
3. **Class Practice.**
4. **Read.**
5. **Pair Practice.**

THE EXERCISES

Examples

1. A. Do we need anything from the supermarket?
B. Yes. We need a pound of apples.
A. A pound?
B. Yes.
A. Anything else?
B. No, I don't think so.
A. Okay. I'll get a pound of apples.
B. Thanks.
2. A. Do we need anything from the supermarket?
B. Yes. We need a gallon of orange juice.
A. A gallon?
B. Yes.
A. Anything else?
B. No, I don't think so.
A. Okay. I'll get a gallon of orange juice.
B. Thanks.

Exercise Practice (optional). Have pairs of students simultaneously practice all the exercises.

Exercise Presentations. Call on pairs of students to present the exercises.

ORIGINAL STUDENT CONVERSATIONS

Have pairs of students create and present original conversations based on the model. (You may want students to prepare their original conversations as homework, then practice them the next day with another student and present them to the class.)

EXPANSION

1. Role Play: I'm Going to the Supermarket

- a. Write on the board:

A. I'm going to the supermarket.
B. Oh, good! Please get _____ and _____.
A. _____ and _____? Okay.

- b. Have pairs of students create role plays based on the model on the board. Give each pair a card with two food items. Students must choose appropriate containers or measurements for the food items on their cards. Possible *food cards*:

a _____ cookies
2 _____ apples

a _____ yogurt
2 _____ eggs

3 _____ orange juice
a _____ milk

3 _____ tomatoes
a _____ ice cream

Example:

- A. I'm going to the supermarket.
B. Oh, good! Please get a box of cookies and two pounds of apples.
A. A box of cookies and two pounds of apples? Okay.

2. Chain Game

Make a chain game in which each student adds a new food item and increases the quantity. For example:

You: Do we need anything from the supermarket?

Student A: Yes. We need a quart of milk.

Student A: Do we need anything from the supermarket?

Student B: Yes. We need a quart of milk and two boxes of rice.

Student B: Do we need anything from the supermarket?

Student C: Yes. We need a quart of milk, two boxes of rice, and three jars of mayonnaise.

3. Quantities of Food

- a. On separate cards, write the names of different foods you have introduced in class. Give each student one card.
- b. Call out a category, such as: *a pound of*, *a gallon of*, *a box of*, *a jar of*.
- c. Have all the students whose food can be measured in that category go to the left side of the room and call out their foods.

4. Telephone

- a. Have students sit in a circle or semi-circle.
- b. Whisper the names of one or more food items to the first student. For example:
“A gallon of milk, a pound of cheese, three boxes of soup, and a dozen muffins.”
- c. The first student whispers what he or she heard to the second, and so forth around the room. When the message gets to the last student, that person says it aloud. Is it the same message you started with?
- d. Give each student in the class a chance to start his or her own telephone message.

5. Fill That Container!

Call out the name of a container or quantity and have students repeat it, adding an appropriate noun. For example:

Teacher: jar

Student: a jar of mustard

Teacher: quart

Student: a quart of milk

This activity can also be done as a game with competing teams.

6. Category Dictation

- a. Have students take out a piece of paper and draw three columns. Tell them to write jar at the top of the left column, pound at the top of the middle column, and box at the top of the right column.
- b. Dictate various foods. For example:

cereal
cheese
chicken
cookies
mayonnaise
peanut butter

- c. Have students write the foods in appropriate columns. For example:

<u>jar</u>	<u>pound</u>	<u>box</u>
peanut butter	cheese	cookies
mayonnaise	chicken	cereal

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

FOCUS

TOPIC

Food: Food Items

GRAMMAR

Partitives

a **bag of** potato chips
a **bottle of** ketchup
a **box of** chocolate chip cookies
a **bunch of** bananas
a **can of** tuna fish
a **dozen** oranges
a **gallon of** skim milk
a **head of** lettuce
a **jar of** peanut butter
a **loaf of** white bread
2 **loaves of** whole wheat bread
a **pint of** vanilla ice cream
a **pound of** butter
a **quart of** chocolate milk
half a **dozen** eggs
half a **gallon of** apple juice

FUNCTIONS

1. Requests

Direct, Polite

Could you do me a favor?

Responding to Requests

Sure.

2. Want-Desire

Inquiring about . . .

What do you want me to *get*?

Expressing . . .

We need *a few things from the supermarket.*

3. Checking and Indicating Understanding

Checking One's Own Understanding

A can of tuna fish, a loaf of white bread, and a head of lettuce.

4. Gratitude

Expressing . . .

Thanks.

VOCABULARY

Food Items	Food Units
banana	bag
bread	bottle
white bread	box
whole wheat bread	bunch
butter	can
cookies	dozen
chocolate chip cookies	gallon
egg	head
grapes	jar
ice cream	loaf-loaves
vanilla ice cream	pint
juice	pound
apple juice	quart
ketchup	half a dozen
lettuce	half a gallon
mayonnaise	
milk	
chocolate milk	
skim milk	
orange	
potato chips	
tuna fish	

COMMENTARY

1. "Could you do me a favor?" (line 1) is a polite way to preface a request.
2. In line 8, Speaker B is confirming his understanding of the items he is to buy.

GETTING READY

Use *ExpressWays* Picture Cards (numbers are noted below), your own visuals, or real food items to introduce the new vocabulary:

can of tuna fish (#191)
 loaf of white bread (#66)
 head of lettuce (#68)
 dozen oranges (#64)
 pound of butter (#72)
 bunch of bananas (#62)
 gallon of skim milk (#65)
 bottle of ketchup (#192)
 bag of potato chips (#193)
 loaf of whole wheat bread (#66)
 half a gallon of apple juice (#194)
 pint of vanilla ice cream (#69)
 half a dozen eggs (#63)
 bunch of grapes (#195)
 jar of peanut butter (#196)
 quart of chocolate milk (#197)
 box of chocolate chip cookies (#59)

- a. Show the class visuals or real food items and have them practice saying the new food items and partitives.
- b. Point to each item and have students tell what it is.
- c. Practice plural forms:
 - (1) Model singular and plural partitives. For example, "a can of tuna fish — two cans of tuna fish."
 - (2) Say the singular forms of the items on the list. Have students say the plural.

THE MODEL CONVERSATION

1. **Set the Scene:** "A father is talking to his son."
2. **Listen to the Model.**
3. **Class Practice.**
4. **Read.**
5. **Pair Practice.**

THE EXERCISES

Examples

1. A. Could you do me a favor?
B. Sure. What is it?
A. We need a few things from the supermarket.
B. What do you want me to get?
A. A dozen oranges, a pound of butter, and a bunch of bananas.
B. A dozen oranges, a pound of butter, and a bunch of bananas. Anything else?
A. No. That's all. Thanks.
2. A. Could you do me a favor?
B. Sure. What is it?
A. We need a few things from the supermarket.
B. What do you want me to get?
A. A gallon of skim milk, a bottle of ketchup, and a jar of mayonnaise.
B. A gallon of skim milk, a bottle of ketchup, and a jar of mayonnaise. Anything else?
A. No. That's all. Thanks.

Before doing each exercise, use the illustration to teach additional new vocabulary: *skim milk* (Exercise 2), *whole wheat bread* (Exercise 3), *vanilla ice cream* (Exercise 4), *chocolate milk*, *chocolate chip cookies* (Exercise 5).

Exercise Practice (optional). Have pairs of students simultaneously practice all the exercises.

Exercise Presentations. Call on pairs of students to present the exercises.

Language Notes

Exercise 4: A pint is half a quart.

Exercise 5: Chocolate chip cookies are popular in the United States. They contain small pieces, or "chips," of chocolate.

ORIGINAL STUDENT CONVERSATIONS

Have pairs of students create and present original conversations based on the model. (You may want students to prepare their original conversations as homework, then practice them the next day with another student and present them to the class.)

EXPANSION

1. Review Food Items and the Model Conversation

For the following exercise, use visuals, *ExpressWays* Picture Cards, or cue cards for food items. For example:

a _____ potato chips

2 _____ bananas

half _____ orange juice

- a. Put these face down in a pile.
- b. Have pairs of students pick three items from the pile and use them as cues for creating a dialog based on the model conversation in the text.

2. Chain Game: We Need to Get . . .

- a. Begin the game by saying, "We need to get a loaf of bread."
- b. Student 1 repeats what you said and adds another item. For example: "We need to get a loaf of bread and a bottle of ketchup."
- c. Continue around the room in this fashion, with each student repeating what the previous one said and adding another item.
- d. Play the game again, beginning and ending with different students.

If the class is large, you can divide students into groups to give students more container and quantity practice.

3. Ranking

- a. Dictate the following measurements:

gallon
half a gallon
pint
quart

- b. Have students then rank these items from smallest to largest unit. For example:

pint
quart
half a gallon
gallon

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

4. Quantities of Food

- On separate cards, write the names of different foods you have introduced in class. Give each student one card.
- Call out a category, such as: *a head, a dozen, a bottle, a bag, a pint, a quart*.
- Have all the students whose food can be packaged or measured in that category go to the left side of the room and then call out their foods.

5. Fill That Container!

Call out the name of a container or quantity and have students repeat it, adding an appropriate noun. For example:

Teacher: a gallon

Student: a gallon of milk

Teacher: a bag

Student: a bag of cookies

This activity can also be done as a game with competing teams.

6. Category Dictation

- Have students take out a piece of paper and draw three columns. Tell them to write can at the top of the left column, bottle at the top of the middle column, and bag at the top of the right column.
- Dictate various foods. For example:
 - cookies
 - ketchup
 - potato chips
 - soda
 - soup
 - tuna fish
- Have students write the foods in appropriate columns. For example:

<u>can</u>	<u>bottle</u>	<u>bag</u>
tuna fish	ketchup	cookies
soup	soda	potato chips
- At the end of the dictation, have students compare their lists.

7. Tic Tac Quantities

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

bag	head
bottle	jar
box	loaves
bunch	pint
can	pound
dozen	quart
gallon	

- Call out the name of a supermarket item. If a student has a container or quantity that the item comes in written on the grid, the student should write "of" and the name of the item in the appropriate box. For example: *cheese*.

jar	quart	gallon
loaf	bag	pint
bottle	bunch	pound of cheese

- The first student to write in three items in a straight line — horizontally, vertically, or diagonally — wins the game.
- Have the winner call out the words to check for accuracy.

Fill It In!

Have students do the activity individually, in pairs, or as a class. You may want to assign this exercise as homework.

- | | |
|------|-------|
| 1. b | 7. a |
| 2. b | 8. b |
| 3. a | 9. a |
| 4. a | 10. b |
| 5. a | 11. b |
| 6. b | 12. a |

Listen

What food items do you hear?

1. A. What do you want me to get at the supermarket?
B. A quart of milk and a bottle of ketchup.
2. A. Could you get a can of tuna?
B. All right. Anything else?
A. No, thank you.
3. A. What do you need from the supermarket?
B. Let's see. I need a gallon of orange juice and a pound of apples.
4. A. Could you do me a favor?
B. Sure. What is it?
A. Could you get half a dozen eggs and a pound of butter?
5. A. We need a loaf of white bread.
B. Okay. Anything else?
A. Yes. A box of chocolate chip cookies.

6. A. Let's buy a bag of potato chips.
B. Okay. Good idea.
7. A. Do we need anything from the supermarket?
B. Yes. We need a jar of peanut butter.
A. Okay. Anything else?
B. Oh, yes. We also need a head of lettuce.
8. A. What should I get at the supermarket?
B. I think we need some bananas.
A. Is one bunch enough?
B. Yes. I think so.
9. A. Could you do me a favor?
B. Sure. What?
A. Could you get half a gallon of apple juice at the supermarket?
B. No problem.
10. A. What do we need at the supermarket?
B. Why don't you get a pint of vanilla ice cream and a dozen oranges?
A. Anything else?
B. No. I think that's all we need.

Answers

- | | |
|---------|----------|
| 1. a, c | 6. b |
| 2. a | 7. a, c |
| 3. a, b | 8. c |
| 4. a, c | 9. b |
| 5. a, c | 10. a, c |

Matching Lines

Have students do the activity individually, in pairs, or as a class. You may want to assign this exercise as homework.

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

Cultural Intersections

Have students do the activity in class, in pairs, or in small groups.

CrossTalk

Have students first work in pairs and then share with the class what they talked about.

Text Page 48: I Want a Pound of Roast Beef

FOCUS

TOPICS

Food: Food Items
Supermarket: Purchasing Items

GRAMMAR

1. May

May I help you?

2. Partitives

a dozen rolls
a jar of mustard
a loaf of whole wheat bread
a piece of chicken
a pound of roast beef
half a pound of Swiss cheese

FUNCTIONS

1. Offering to Help

Making an Offer
May I help you?

2. Want-Desire

Expressing . . .
I want a pound of roast beef.

3. Checking and Indicating Understanding

Checking One's Own Understanding
That's a pound of roast beef and a dozen rolls.

VOCABULARY

Food Items

beef
ground beef
bread
whole wheat bread
cheese
American cheese
Swiss cheese
chicken
donut
hot dog
lamb chop
mustard
potato salad
roast beef
rolls

Food Units

dozen
jar
loaf-loaves
piece
pound
half a pound

COMMENTARY

1. Many supermarkets have deli (delicatessen) departments where you can buy such foods as roast beef and potato salad that are already prepared and ready to eat. Supermarkets may also have a bakery where you can buy baked goods, such as rolls, bread, and donuts. These special departments are not self-service. A supermarket employee behind a counter serves the customers.
2. "May I help you?" (line 1) is commonly used by clerks and salespeople when they are available to help customers.
3. In line 5, the clerk says "All right" to indicate that he has understood the order and is going to repeat it to double-check the items.
4. "Is that it?" (line 5) is an informal expression meaning "Do you want anything else?" "That's it" (line 6) means "I don't want anything else."

GETTING READY

Use your own visuals, real items, or the illustrations in the student text on page 48 to review previous vocabulary and introduce the new vocabulary:

- a pound of roast beef
- a pound of American cheese
- a pound of ground beef
- a pound of potato salad
- half a pound of Swiss cheese
- a dozen rolls
- a dozen hot dogs
- a piece of chicken
- a lamb chop
- a loaf of whole wheat bread
- a jar of mustard

- a. Show the class visuals or real food items and have them practice saying each one.
- b. Point to each item and have students tell what it is.

THE MODEL CONVERSATION

1. **Set the Scene:** "A clerk is speaking to a customer at the supermarket."
2. **Listen to the Model.**
3. **Class Practice.**
4. **Read.**
5. **Pair Practice.**

THE EXERCISES

Examples

1. A. May I help you?
B. Yes, please. I want four pieces of chicken.
A. Anything else?
B. Yes. A pound of American cheese.
A. All right. That's four pieces of chicken and a pound of American cheese. Is that it?
B. Yes. That's it.
2. A. May I help you?
B. Yes, please. I want a pound of ground beef.
A. Anything else?
B. Yes. Two lamb chops.
A. All right. That's a pound of ground beef and two lamb chops. Is that it?
B. Yes. That's it.

Exercise Practice (optional). Have pairs of students simultaneously practice all the exercises.

Exercise Presentations. Call on pairs of students to present the exercises.

Language Note

Exercise 1: "American cheese" is processed cheddar cheese.

Culture Note

Exercise 2: This conversation takes place in a butcher shop or meat market. In a U.S. supermarket, ground beef and lamb chops are in the self-service meat section.

ORIGINAL STUDENT CONVERSATIONS

Have pairs of students create and present original conversations based on the model. (You may want students to prepare their original conversations as homework, then practice them the next day with another student and present them to the class.)

EXPANSION

1. Dictation

- a. Set the scene: "Tomorrow my friends are going to have lunch at my house. Tonight I'm going shopping and here's what I'm going to buy:"

1. a quart of milk
2. a dozen eggs
3. 2 pounds of butter
4. 3 pounds of ground beef
5. 2 dozen rolls
6. 3 pounds of tomatoes
7. 3 jars of mustard
8. half a pound of Swiss cheese
9. 4 bunches of grapes
10. 5 pounds of apples
11. a quart of vanilla ice cream
12. 2 heads of lettuce

- b. After the dictation, review the shopping list. Say each number and have students tell you the quantity and food item.
- c. Have students look at the shopping list and guess what you are going to have for lunch. (For example, based on this list you can make a salad, cheese sandwiches, or hamburgers. For dessert, you can have ice cream or fruit.)

2. Practice Partitives

Say a partitive and have the class tell you a possible food item used with that partitive — for example, say "a bag of." Students respond "potato chips" or "apples" or any food items commonly sold in a bag in the United States or in their country. Other possibilities:

- a box of (rice, cookies)
- a bottle of (ketchup, most beverages)
- a bunch of (bananas, grapes)
- a can of (tuna fish, many beverages)
- a dozen (eggs, hot dogs, many fruits)
- a gallon of (most beverages, ice cream)
- a head of (lettuce)
- a jar of (mayonnaise, peanut butter)
- a loaf of (bread)
- a piece of (chicken)
- a pint of (most beverages, ice cream)
- a pound of (fruit, rice, fish, meat, chicken, butter, cheese)
- a quart of (most beverages, ice cream)

3. Telephone

- a. Divide the class into large groups. Have each group sit in a circle.
- b. Whisper a shopping list to one student. For example:
"We need to get a pound of ground beef, a dozen donuts, two jars of mustard, three heads of lettuce, and a quart of milk."
- c. The first student whispers the list to the second student, and so forth around the circle.
- d. When the message gets to the last student, that person says it aloud. Is it the same message you started with? The group with the most accurate message wins.

4. Kinds of Food

- a. On separate cards, write the names of different foods you have introduced in class. Give each student one card.
- b. Call out a category of food, such as: *dairy products, meat, vegetables, fruits, sweets, relishes, liquids, snack foods*.
- c. Have all the students whose food belongs to that category go to one side of the room and then call out their foods.

5. Association Game

- a. Divide the class into several teams.
- b. Call out a category, such as: *dairy products, meat, vegetables, fruits, sweets, relishes, liquids, snack foods*.
- c. Have the students in each group work together to see how many foods they can associate with that category. For example:
dairy products: skim milk/ice cream/
chocolate milk/American cheese
- d. The team with the most items wins.

6. What Did You Buy at the Supermarket?

In pairs or in small groups, have students tell what they bought the last time they went to a supermarket. Tell students to specify a container or quantity with each item.

7. What Are We Going to Make?

- a. Divide the class into groups.
- b. Have each group think of something they want to prepare to eat and then, based on that, make a list of things they would need to buy.
- c. A student from each group takes a turn reading that group's *shopping list* and others guess what it is they are going to make. For example:

a dozen eggs
an onion
a pint of milk
a pound of mushrooms
a half pound of cheese

[Possible answer: a mushroom, cheese and onion omelet]

8. What Do We Need?

- a. Divide the class into several groups.
- b. Call out the name of a dish and have the class tell you what you need to buy to make that dish. For example:
tuna fish sandwiches
- c. Possible ingredients:
a loaf of bread
a can of tuna fish
a jar of mayonnaise
- d. Compare the different groups' suggestions.

9. Discussion

Ask questions to encourage students to give information about food, containers, and measures in their countries. For example:

Do people in your country eat tuna fish? If so, do they buy it in a can? by the pound/kilo?

Do they drink skim milk? chocolate milk? Do they eat white bread? whole wheat bread?

Do you like ice cream? If so, what kind do you like?

Do people in your country eat ketchup?

Do they eat rice? Do they buy it in a box? a bag? by the pound/kilo?

Timmy Isn't Feeling Well

Have students do the activity individually, in pairs, or as a class. You may want to assign this exercise as homework.

1. dozen
2. bag
3. bottle
4. box
5. pint
6. pint
7. quart

Fill It In!

Have students do the activity individually, in pairs, or as a class. You may want to assign this exercise as homework.

1. dozen
2. bottles
3. jars
4. gallon
5. pieces
6. bags
7. dozen
8. boxes

CrossTalk

Have students first work in pairs and then share with the class what they talked about.

Reflections

Have students discuss the questions in pairs or small groups and then share their ideas with the class.

FOCUS

TOPICS

Supermarket: Purchasing Items
Money: Paying for Goods and Services
Change

FUNCTIONS

1. Asking for and Reporting Information

That'll be seven twenty-five.

Your change is two dollars and seventy-five cents.

2. Checking and Indicating Understanding

Checking One's Own Understanding
Seven twenty-five?

3. Gratitude

Expressing . . .
Thank you.

4. Leave Taking

Have a nice day.

VOCABULARY

Purchasing Food
change

COMMENTARY

1. "That'll be" (line 1) is used to state the amount of a purchase.
2. In line 4, Speaker B says "Here's ten (\$10)" as she hands the cashier the money. It's a good idea for customers to say the amount they're giving to a cashier, especially if it's a large amount.
3. When the cashier says, "Here you are" (line 6), he is actually handing the customer her change.
4. The expression "Have a nice day" (line 8) is very commonly used by sales clerks or cashiers as a way of saying good-bye after a purchase has been completed.

GETTING READY

Review prices.

- a. Write prices on the board and have students practice saying the long forms. For example, students say, "seven dollars and twenty-five cents."

\$7.25	\$2.75
\$3.85	\$1.15
\$16.43	\$3.57
\$21.60	\$68.40

- b. Have students practice saying the short forms. For example, students say "seven twenty-five."

THE MODEL CONVERSATION

1. **Set the Scene:** "A cashier and a customer are talking in a supermarket."
2. **Listen to the Model.**
3. **Class Practice.**
4. **Read.**
5. **Pair Practice.**

THE EXERCISES

Examples

1. A. That'll be three eighty-five (\$3.85).
B. Three eighty-five?
A. Yes.
B. Here's five (\$5).
A. All right. Your change is one dollar and fifteen cents (\$1.15). Here you are.
B. Thank you.
A. Have a nice day.
2. A. That'll be sixteen forty-three (\$16.43).
B. Sixteen forty-three?
A. Yes.
B. Here's twenty (\$20).
A. All right. Your change is three dollars and fifty-seven cents (\$3.57). Here you are.
B. Thank you.
A. Have a nice day.

Exercise Practice (optional). Have pairs of students simultaneously practice all the exercises.

Exercise Presentations. Call on pairs of students to present the exercises.

ORIGINAL STUDENT CONVERSATIONS

Have pairs of students create and present original conversations based on the model. (You may want students to prepare their original conversations as homework, then practice them the next day with another student and present them to the class.)

EXPANSION

1. Role Play: Here's Your Change

- a. Write on the board:

A. That'll be \$ _____.
B. I'm sorry. Did you say \$ _____?
A. No. \$ _____.
B. Oh, okay. Here's \$ _____.
A. All right. Your change is _____.
B. Thank you.

- b. Have pairs of students use the model on the board to role-play a money transaction in a store. Use *play money* from Monopoly or another board game (or have students make their own paper currency) and use real coins, if possible. Give the cashier a card with the amount of the purchase. Give the customer a card indicating the amount of money to be given to the cashier. Possible cue cards:

Cashier

Customer

\$32.50

Give the cashier a twenty-dollar bill, a ten, and a five.

\$21.25

Give the cashier 5 five-dollar bills.

\$37.50

Give the cashier 3 ten-dollar bills, a five-dollar bill, and 3 ones.

\$47.75

Give the cashier 2 twenty-dollar bills and a ten.

Example:

- A. That'll be \$32.50.
B. I'm sorry. Did you say (\$33.50).
A. No. \$32.50.
B. Oh, okay. Here's \$35.
A. All right. Your change is two fifty.
B. Thank you.

2. Price Line Up

- Divide the class into groups of six.
- Give each group a set of the following six cards.

1	2
0	.
5	6

- Call out prices such as the following:
\$56.12
\$65.02
\$650.21
\$5016
- Have students line themselves up in the correct order.

3. Game: What's the Price?

- Bring in pictures of food items from supermarket advertisements. Delete the prices.
- Divide the class into two teams.
- Show the class a food item advertisement and have both teams guess the price.
- The team with the guess closest to the price wins a point.
- The team with the most points in the end wins the game.

4. The Best Places in Town

- Divide the class into groups.
- Have students write down the two best places to buy produce, the two best places to buy supermarket items, and the two best places to buy meat. Have them consider the following issues:
price
coupon values
quality
service
hours open
location and parking

- Have groups compare their lists and come up with a final class list of recommendations.

5. Tic Tac Price

- Have students draw a tic tac grid on a piece of paper and fill it in with any nine combinations of a dollar sign, a decimal point, and these numbers: 1, 2, 3. For example:

\$123	\$1.23	\$2.13
\$2.31	\$3.21	\$3.12
\$321	\$231	\$213

- Call out any combination of the numbers. Tell students to look for that combination on their grids. If they have that number on their grids, they should cross it out.
- The first student to cross out three numbers in a straight line — vertically, horizontally, or diagonally — wins.
- Have the winner call out the numbers to check the accuracy.

6. Count Fast!

- Divide the class into small groups.
- Give each group a supermarket flier that displays foods and prices.
- Have students take turns pointing to items, paying for them, and telling the change. For example:

Student 1: That'll be 3.75.

Student 2: Here's five dollars.

Student 1: Your change is a dollar twenty-five.

ExpressWays

Have students do the activity individually, in pairs, or as a class. You may want to assign this exercise as homework.

1. \$3.76
2. \$6.44
3. \$2.48
4. \$10.02

Listen

Listen and choose the correct number.

1. That'll be thirteen fifty.
2. Your change is four dollars and five cents.
3. That comes to seventy-two dollars and thirty-six cents.
4. That'll be sixty cents.
5. Your change is twenty-eight dollars.
6. With tax, that comes to ten forty-two.
7. Here's five.
8. That'll be one twenty-five.

Answers

- | | |
|------|------|
| 1. b | 5. a |
| 2. b | 6. b |
| 3. b | 7. a |
| 4. a | 8. b |

Community Connections

Have students do the activity in pairs and then report back to the class.

FOCUS**TOPICS****Restaurant and Food Services: Placing an Order****Food: Food Items****Money: Paying for Goods and Services****GRAMMAR****1. May**

May I help you?

2. Partitives

a container of cole slaw

a cup of coffee

an order of french fries

a piece of chicken

a small order of french fries

a large order of french fries

a medium Coke

FUNCTIONS**1. Greeting People**Welcome to *Burger Town*.**2. Offering to Help***Making an Offer*

May I help you?

3. Want-Desire*Inquiring about . . .*Do you want *anything to drink*?*Expressing . . .*I'd like a *hamburger*.I'll have a *cup of coffee*.**4. Checking and Indicating Understanding***Checking One's Own Understanding*Okay. That's a *hamburger, an order of french fries, and a cup of coffee*.**5. Asking for and Reporting Information**That comes to *three dollars and thirteen cents*.

VOCABULARY

Food Items	Food Units	Purchasing Food
beans	container	change
refried beans	cup	for here
cheeseburger	order	to go
chicken	piece	
coffee	small	
cole slaw	medium	
hamburger	large	
lemonade		
potato		
french fries		
salad		
sandwich		
fish sandwich		
roast beef sandwich		
shake		
chocolate shake		
soda		
Coke		
orange soda		
taco		
tea		
iced tea		

COMMENTARY

1. "Welcome to (Burger Town/Windy's . . .)" is a typical greeting used in fast-food restaurants.
2. In line 10, "Is that for here or to go?" means "Are you going to eat it in the restaurant or take it with you?"
3. The expression "That comes to" in line 12 is used to state the total amount of a purchase. An equivalent expression is "That'll be . . ."
4. In line 14, when Speaker B says, "Here you are," he is actually handing the money to Speaker A.
5. "Your food will be ready in a moment" (lines 15-16): In fast-food restaurants, it is common to pay for the food before receiving it. The customer pays and then waits at the counter as the server fills the order.

THE MODEL CONVERSATION

1. **Set the Scene:** "Someone is ordering food in a fast-food restaurant."
2. **Listen to the Model.**
3. **Class Practice.**
4. **Read.**
5. **Pair Practice.**

THE EXERCISES

Examples

1. A. Welcome to Windy's. May I help you?
B. Yes. I'd like a cheeseburger and a small order of french fries.
A. Do you want anything to drink with that?
B. Yes. I'll have a small orange soda.
A. Okay. That's a cheeseburger, a small order of french fries, and a small orange soda. Is that for here or to go?
B. To go.
A. That comes to two dollars and sixty-five cents (\$2.65), please.
B. Here you are.
A. And here's your change. Your food will be ready in a moment.
2. A. Welcome to Ray Roger's. May I help you?
B. Yes. I'd like a roast beef sandwich and a small salad.
A. Do you want anything to drink with that?
B. Yes. I'll have a chocolate shake.
A. Okay. That's a roast beef sandwich, a small salad, and a chocolate shake. Is that for here or to go?
B. For here.
A. That comes to five dollars and four cents (\$5.04), please.
B. Here you are.
A. And here's your change. Your food will be ready in a moment.

Before doing each exercise, use the illustration to teach the new vocabulary: *cheeseburger*, *order of french fries*, *orange soda* (Exercise 1), *chocolate shake* (Exercise 2), *fish sandwich*, *Coke* (Exercise 3), *taco*, *refried beans*, *iced tea* (Exercise 4), *container of cole slaw*, *lemonade* (Exercise 5). Have students practice saying the words and check understanding.

Exercise Practice (optional). Have pairs of students simultaneously practice all the exercises.

Exercise Presentations. Call on pairs of students to present the exercises.

Language Notes

Exercise 1: "An order of" refers to servings of food in a restaurant.

Exercise 2: "A (chocolate) (milk) shake" is a beverage made from milk, ice cream, and flavorings. The ingredients are mixed, or "shaken," together.

Exercise 3: A "Coke" is a commonly used, shortened form for "Coca-Cola."

Exercise 4: A "taco" is a fried corn chip stuffed with fillings, such as spicy ground beef, cheese, chopped onion, lettuce, and tomatoes, and served with a spicy sauce on top. "Refried beans" are beans that have been cooked in water and then fried in fat.

Culture Note

Exercise 3: In fast-food restaurants, the fish in fish sandwiches is usually breaded and deep fried.

ORIGINAL STUDENT CONVERSATIONS

Have pairs of students create and present original conversations based on the model. (You may want students to prepare their original conversations as homework, then practice them the next day with another student and present them to the class.)

EXPANSION

1. Letter Game

- a. Divide the class into two teams.
 - b. Say, "I'm thinking of a fast food that starts with *h*."
 - c. The first person to raise his or her hand and guess correctly (*hamburger*) wins a point for the team.
 - d. Continue with other letters of the alphabet.
- The team that gets the most correct answers wins the game.

2. Scrambled Fast Foods

- a. Choose a word from page 52 of the student text and write it on the board on a card with the letters scrambled out of order. For example:

c e n h r f i r s e f

- b. Have students take turns guessing what the word is. [*french fries*]

Variation 1: Do the activity in pairs or small groups, with students taking turns scrambling words for others to guess.

Variation 2: Do the activity as a class game, with two competing teams.

3. Stand in Order!

- a. Have students write the name of their favorite fast food from page 52 of the student text on a piece of paper.
- b. Have the students stand up, hold their word in front of them so everyone can see, and arrange themselves in alphabetical order.
- c. When everyone is in order, have students call out the first letter of their words and then the words themselves. For example:
Student 1: c — cheeseburger
Student 2: f — fish sandwich
Student 3: h — hamburger
Student 4: t — taco

4. Likes and Dislikes

- a. Have students take out a piece of paper and draw a line down the center of the page. At the top of the left column, have them write I like, and at the top of the right column, have them write I don't like.
- b. Dictate various fast foods. For example:
cheeseburgers
roast beef sandwiches
tacos
chicken
cole slaw
- c. Have students write the foods in either the left or right column, depending on whether they *like* or *don't like* them. Some students may write an item under I like, and others may write it under I don't like.
- d. At the end of the dictation, have students compare their lists to see which fast foods people *like* and *don't like*.

5. Ranking

- a. Have students look at the vocabulary on page 52 of the student text and choose the five items they eat the most often.
- b. Have students then rank these items from one to five, with one being the one they eat the most often. For example:
 1. french fries
 2. milk shakes
 3. fish sandwiches
 4. fried chicken
 5. refried beans
- c. As a class, in pairs, or in small groups, have students compare their lists.

6. Clue!

- a. Have one student leave the classroom for a few minutes.
- b. Call out one of the food items on page 52 of the student text and have the class think of different ways to describe it. Students can either say or write their answers. For example:
[french fries]
You eat more than one.
They're hot.
I like them with ketchup.
They're good with hamburgers.
- c. The student then returns to the classroom, listens as others read or say their clues, and tries to guess the food.

Variation: This activity can be done as a game with two competing teams. The team whose students guess the words with the fewest number of clues wins the game.

7. What's Your Opinion?

Have an *open* discussion about fast-food restaurants. Encourage students to express their opinions by asking questions. For example, ask:

Are there fast-food restaurants in your city or country?
If so, what do they serve?
Do you ever go to fast-food restaurants?
If so, where do you go?
Do you like the food?
Is fast food good for you?
Why do many people go to fast-food restaurants?

Matching Lines

Have students do the activity individually, in pairs, or as a class. You may want to assign their exercise as homework.

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

CrossTalk

Have students first work in pairs and then share with the class what they talked about.

Community Connections

Have students do the activity individually, in pairs, or in small groups and then report back to the class.

InterActions

Have the whole class participate in this simulation activity.

- a. Assign roles or have students choose roles. To make identification easier, have students wear role cards, such as: *customer, counter worker, cashier, busboy, busgirl, manager*.
- b. Have students arrange desks and chairs to simulate a fast-food restaurant. Bring to class props, such as plastic utensils, paper bags, and paper plates.
- c. Divide the class into two groups. The employees can decide on the menu and write it on the board. The manager can assign each employee with specific tasks. The customers can organize themselves into family groups, couples, or single diners.

FOCUS

TOPICS

Restaurant and Food Services: Placing an Order
Food: Food Items

GRAMMAR

1. Would

What **would** you like?

Would you prefer rice or a baked potato?

I'd like the chicken.

I'd prefer a baked potato.

2. Partitives

a cup of tea

a glass of milk

FUNCTIONS

1. Want-Desire

Inquiring about . . .

What would you like?

Would you like *anything to drink*?

Expressing . . .

I'll have *a glass of milk*.

2. Preference

Inquiring about . . .

Would you prefer *rice* or *a baked potato*?

Expressing . . .

I'd prefer *a baked potato*.

3. Hesitating

Let me see . . .

4. Checking and Indicating Understanding

Checking One's Own Understanding

Okay. That's *the chicken with a baked potato and a glass of milk*.

VOCABULARY

Food Items	Food Units	Purchasing Food
beans	cup	"special of the day"
baked beans	glass	
chicken		
coffee		
fish		
lamb chop		
meat loaf		
milk		
mineral water		
noodles		
potato		
baked potato		
french fries		
mashed potatoes		
rice		
roast beef		
soda		
Pepsi		
spaghetti		
tea		
iced tea		

COMMENTARY

- When ordering items on a menu, the indefinite article *a/an* is normally used — for example, "I'll have a glass of milk." When the food being served is a specialty of the restaurant, the definite article *the* may be used — for example, "I'd like the chicken" (line 2). People may use the definite article when they are referring to specific items on the menu. For example, you might say, "I'll have the fish," as you point to that item on the menu.
- In line 3, the waitress gives the customer a choice of side dishes. She says, "And would you prefer rice or a baked potato with that?" Many restaurants include a choice of side dishes in the price of the main course.

THE MODEL CONVERSATION

- Set the Scene:** "A customer is ordering in a restaurant."
- Listen to the Model.**
- Class Practice.**
- Read.**
- Pair Practice.**

THE EXERCISES

Examples

- What would you like?
 - I'd like the fish.
 - All right. And would you prefer noodles or rice with that?
 - I'd prefer noodles.
 - And would you like anything to drink?
 - Yes. Let me see . . . I'll have a cup of coffee.
 - Okay. That's the fish with noodles, and a cup of coffee.
- What would you like?
 - I'd like the meat loaf.
 - All right. And would you prefer french fries or mashed potatoes with that?
 - I'd prefer mashed potatoes.
 - And would you like anything to drink?
 - Yes. Let me see . . . I'll have a Pepsi.
 - Okay. That's the meat loaf with mashed potatoes, and a Pepsi.

Before doing each exercise, use the illustration to teach the new vocabulary: *noodles* (Exercise 1), *mashed potatoes*, *meat loaf*, *Pepsi* (Exercise 2), *spaghetti* (Exercise 3), *mineral water* (Exercise 4), *the special of the day*, *baked beans*, *iced tea* (Exercise 5). Have students practice saying the words and check understanding.

Exercise Practice (optional). Have pairs of students simultaneously practice all the exercises.

Exercise Presentations. Call on pairs of students to present the exercises.

Language Note

Exercise 2: "Meat loaf" is made from ground beef or pork, bread crumbs, seasonings, and other ingredients. It is shaped into a loaf and baked.

ORIGINAL STUDENT CONVERSATIONS

Have pairs of students create and present original conversations based on the model. (You may want students to prepare their original conversations as homework, then practice them the next day with another student and present them to the class.)

EXPANSION

1. Stand in Order!

- Have students write the name of their favorite food from page 54 of the student text on a piece of paper.
- Have the students stand up, hold their word in front of them so everyone can see, and arrange themselves in alphabetical order.
- When everyone is in order, have students call out the first letter of their words and then the words themselves. For example:

Student 1: f — fish
Student 2: l — lamb chops
Student 3: r — roast beef
Student 4: s — spaghetti

2. Likes and Dislikes

- Have students take out a piece of paper and draw a line down the center of the page. At the top of the left column, have them write I like, and at the top of the right column, have them write I don't like.

- Dictate various foods and drinks. For example:

roast beef
meat loaf
baked beans
iced tea

- Have students write the foods in either the left or right column, depending on whether they *like* or *don't like* them. Some students may write an item under I like, and others may write it under I don't like.
- At the end of the dictation, have students compare their lists to see which foods and drinks people *like* and *don't like*.

3. Ranking

- Have students look at the vocabulary on page 54 of the student text and choose the five items they eat the most often.
- Have students then rank these items from one to five, with one being the one they eat the most often. For example:
 - spaghetti
 - noodles
 - rice
 - meat loaf
 - lamb chops
- As a class, in pairs, or in small groups, have students compare their lists.

4. Clue!

- Have one student leave the classroom for a few minutes.
- Call out one of the food items on page 54 of the student text and have the class think of different ways to describe it. Students can either say or write their answers. For example:

[*meat loaf*]

You can eat it hot or cold.
It has many different ingredients.
It's not spicy.
It has meat in it.

- The student then returns to the classroom, listens as others read or say their clues, and tries to guess the food.

Variation: This activity can be done as a game with two competing teams. The team whose students guess the words with the fewest number of clues wins the game.

5. *What's on Our Menu?*

Have the class create a menu. Write it on the board.

- a. Set the scene: Say, "We're going to plan today's menu for our restaurant." Ask:
 - What are the main courses?
 - What are the side dishes?
 - What are the beverages?
- b. Call on pairs of students to act out the roles of *waiter/waitress* and *customer* based on the model conversation and the menu on the board.

6. *Reading a Menu*

Bring in real menus from restaurants. Go over the vocabulary with the class. Call on pairs of students to role-play ordering food using the menus.

7. *Discussion*

Have students talk about the last time they went to a restaurant. Ask:

- Where did you go?
- What did you eat?
- What did you drink?
- Did you have dessert?
- If so, what did you have?

8. *Foods from Our Lands*

Page 54 of the student text features traditional American food. Have students talk about traditional foods in their home country. Have them answer the following questions:

- What are the three most common dinner dishes in your country?
- What kind of meat do people eat?
- What kind of vegetables do people eat?
- Do people eat fast food?
- What kinds of drinks do you have with your meal?
- Which meal is the principal meal of the day?

Listen

You will hear four conversations at a restaurant. Put the number next to the correct food items.

Conversation 1

- A. What would you like for an appetizer?
- B. I'd like a small salad.
- A. What would you like as a main dish?
- B. I'd like the fried chicken.
- A. And would you like anything to drink?
- B. Yes. Let me see . . . I'll have a lemonade.

Conversation 2

- A. Would you like an appetizer?
- B. Yes. I'll have the egg rolls.
- A. And for a main dish?
- B. I'd like the fish.
- A. What would you like to drink?
- B. I'll have iced tea, please.

Conversation 3

- A. What would you like?
- B. For an appetizer, I'd like the mushrooms.
- A. All right. What else would you like?
- B. I'd like the tacos.
- A. What would you like to drink?
- B. Orange soda, please.

Conversation 4

- A. What would you like?
- B. I'd like the bread and cheese, the lamb chops, and a glass of mineral water.

Answers

- | | |
|-----------|-----------|
| <u>2</u> | <u>4</u> |
| <u>3</u> | <u>1</u> |
| <u> </u> | <u>1</u> |
| <u>4</u> | <u> </u> |
| <u>2</u> | <u>3</u> |
| <u>2</u> | <u>3</u> |
| <u>4</u> | <u>1</u> |

InterActions

Have pairs of students complete the conversation and practice role-playing the activity. Then have students present their role plays to the class.

CrossTalk

Have students first work in pairs and then share with the class what they talked about. Have students compile all their ideas into a *class guide* to the best places to eat in town.

FOCUS

TOPICS

Social Communication: Compliments
Food: Food Items

GRAMMAR

1. Would

Would you like a few more meatballs?

2. Count/Non-Count Nouns

Count

Would you like **a few** more meatballs?
Have **a few** more.

They're delicious.
Not **too many**.

Non-Count

Would you like **a little** more salad?
Have **a little** more.

It's very good.
Not **too much**.

3. Adjectives

They're **delicious**.

FUNCTIONS

1. Want--Desire

Inquiring about . . .
Would you like *a few more meatballs?*

2. Complimenting

Expressing Compliments

It's/They're { delicious.
very good.
excellent.
fantastic.

3. Persuading--Insisting

Oh, come on!

VOCABULARY

Food Items	Describing Foods
cake	delicious
cookies	excellent
ice cream	fantastic
meatballs	very good
pie	
salad	

COMMENTARY

1. "Would you like" (line 1) is a common, polite way of saying "Do you want."
2. In line 3, "Oh, come on!" is a friendly informal expression to persuade Speaker B to eat more.

GETTING READY

1. Practice count nouns.

- a. Write on the board:

A. What do you want me to get at the supermarket?
B. We need _____s.
A. How many?
B. Just a few.

- b. Use your own visuals, use real objects, select count-noun food items from *ExpressWays* Picture Cards 59–77, or say a food item and model the following dialog for the class:

A. What do you want me to get at the supermarket?
B. We need some (apples).
A. How many?
B. Just a few.

Have a few pairs of students present the dialog.

- c. Call on pairs of students to practice with other count-noun food items. For example: *egg, orange, banana, grape.*

2. Practice non-count nouns.

- a. Write on the board:

A. What do you want me to get at the supermarket?
B. We need _____.
A. How much?
B. Just a little.

- b. Use your own visuals, use real objects, select non-count food items from *ExpressWays* Picture Cards 59–77, or say a food item and model the following dialog for the class:

A. What do you want me to get at the supermarket?
B. We need (milk).
A. How much?
B. Just a little.

Have a few pairs of students present the dialog.

- c. Call on pairs of students to practice with other non-count food items. For example: *juice, mayonnaise, tuna fish, bread, rice.*

3. Practice count and non-count nouns.

- a. Erase the model dialogs on the board.
- b. Show a visual or say a word and have pairs of students create the appropriate dialog.
Possible cues:

butter	ketchup
cookie	lamb chop
donut	peanut butter
hot dog	roast beef
ice cream	roll

THE MODEL CONVERSATIONS

There are two model conversations. Introduce and practice the first before going to the second. For each model:

1. **Set the Scene:** "Someone is having dinner at a friend's home."
2. **Listen to the Model.**
3. **Class Practice.**
4. **Read.**
5. **Pair Practice.**

THE EXERCISES

Examples

1. A. Would you like a few more mushrooms?
B. They're excellent . . . but no, thank you.
A. Oh, come on! Have a few more.
B. All right. But, please . . . not too many.
2. A. Would you like a little more ice cream?
B. It's delicious . . . but no, thank you.
A. Oh, come on! Have a little more.
B. All right. But, please . . . not too much.

Before doing each exercise, use the illustration to teach the new vocabulary: *mushroom*, *excellent* (Exercise 1), *delicious* (Exercise 2), *cake*, *very good* (Exercise 3), *pie*, *fantastic* (Exercise 5). Have students practice saying the words and check understanding.

Exercise Practice (optional). Have pairs of students simultaneously practice all the exercises.

Exercise Presentations. Call on pairs of students to present the exercises.

ORIGINAL STUDENT CONVERSATIONS

Have pairs of students create and present original conversations based on the model. (You may want students to prepare their original conversations as homework, then practice them the next day with another student and present them to the class.)

EXPANSION

1. What Did You Have?

- a. Have each student write out a menu for lunch or dinner. For example:

lunch

salad
roast beef with rice and carrots
chocolate ice cream
coffee

- b. Write on the board:

I had (lunch) with (Ken).
We had (roast beef). It was
(delicious).
I ate too (much).
We also had (carrots). They were
(fantastic).
I ate too (many).

Model the sentences for the class. Erase the words in parentheses.

- c. Have students exchange menus. Each student will tell the class about a meal based on a classmate's menu.

2. A Few and a Little

- a. Have students take out a piece of paper and draw a line down the center of the page. At the top of the left column, have them write a few, and at the top of the right column, have them write a little.
- b. Dictate various foods. For example:
roast beef
meat loaf
carrots
cookies
mushrooms
- c. Have students write the foods in the appropriate column.
- d. At the end of the dictation, have students compare their lists.

3. Chain Game: What a Meal!

- a. Begin the game by saying, "What a meal! I had a few carrots."
- b. Student 1 repeats what you said and adds another item. For example: "What a meal! I had a few carrots and a little meat loaf."
- c. Continue around the room in this fashion, with each student repeating what the previous one said and adding another item.
- d. Play the game again, beginning and ending with different students.

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

4. Polite Variations

Every culture has different rules for polite behavior. Have students discuss what is polite in their home countries by answering these questions:

- How many times should a person insist when offering food?
- How many times should a person refuse before accepting more food?
- What does a person say if he or she really doesn't want more food?
- How should a guest compliment the cook?
- How can a guest show that he or she is finished with the meal?

5. Role Plays: *Have Some More!*

- a. Divide the class into pairs.
- b. Write these ideas on the board, and have pairs choose one to develop into a role play.

Host: offers food many times
Guest: is really not hungry

Host: offers food many times
Guest: accepts food many times

Host: offers food many times
Guest: doesn't like the food, and politely says no

Host: doesn't offer more food
Guest: likes food a lot and would like to ask for more politely

- c. Have students practice role plays and then perform them for the class.

Constructions Ahead!

Have students do the activity individually, in pairs, or as a class. You may want to assign this exercise as homework.

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

Listen

Listen and choose the correct food.

1. Have a little more.
2. I'd like a few more, please.
3. Please, not too much.
4. Would you like a little more?
5. I already ate too much.
6. Don't give me too much, please.

Answers

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

Cultural Intersections

Have students do the activity as a class, in pairs, or in small groups.

Text Page 58:
INTERCHANGE: Can You Tell Me the Recipe?

FOCUS

TOPIC

Food: Recipes

GRAMMAR

1. Imperatives

Add half a cup of sugar.

2. Partitives

a cup of flour

half a cup of sugar

a tablespoon of water

a teaspoon of salt

FUNCTIONS

1. Complimenting

Expressing Compliments

Your *cake* was delicious.

2. Asking for and Reporting Information

Can you tell me *the recipe*?

3. Instructing

First, *mix together a cup of flour, a teaspoon of salt, and two tablespoons of water.*

Then, *add half a cup of sugar.*

Next, *add two eggs.*

And then, *put the mixture into a baking pan.*

4. Checking and Indicating Understanding

Checking Another Person's Understanding

Are you with me so far?

Have you got all that?

Indicating Understanding

I see.

Uh-húh.

I'm following you.

I've got it.

5. Gratitude

Expressing . . .

Thanks.

VOCABULARY

Food Items	Food Units
egg	cup
flour	half a cup
salt	tablespoon
sugar	teaspoon
water	
Recipes	Describing Food
add	delicious
bake	
baking pan	
350 degrees	
mix together	
mixture	
recipe	

COMMENTARY

1. It can be gracious and appropriate to ask your host or hostess for the recipe of a dish you particularly liked.
2. "First" (line 3), "Then" (line 7), "Next" (line 10), and "And then" (line 12) are commonly used in giving instructions, especially when there are a series of steps to follow.
3. "I see" (line 6) and "Uh-huh" (line 11) are ways of indicating to a speaker that you are listening to him or her. These and similar expressions are common and expected in conversation.
4. In line 8, Speaker B checks Speaker A's understanding by saying, "Are you with me so far?" This expression means, "Do you understand what I have said up to this point?"
5. In line 9, Speaker A indicates understanding by saying, "Yes. I'm following you."
6. "Have you got all that?" (line 14) is another expression used to check a listener's understanding. It means, "Do you understand that?" Speaker A indicates understanding by saying, "Yes. I've got it" (line 15).

GETTING READY

Introduce *recipe* vocabulary.

- a. Bring in real objects or use visuals to introduce: *a cup of flour, a teaspoon of salt, two tablespoons of water, half a cup of sugar, two eggs, a baking pan.*

- b. Demonstrate the steps in the recipe in the model conversation. As you demonstrate, say:

"First, mix together a cup of flour, a teaspoon of salt, and two tablespoons of water."
 "Add half a cup of sugar and two eggs."
 "Put the mixture into a baking pan."
 "Bake for one hour."

Use *ExpressWays* Picture Card 172, use your own visual, or draw a stove on the board to teach *bake*.

- c. Demonstrate the steps again. After each step, ask:

"What did I do with the flour, salt, and water?"
 "What did I add to the mixture?"
 "Where did I put the mixture?"
 "How long am I going to bake it?"

Have students answer. For example:

"You mixed them together."
 "Sugar and eggs."
 "Into a baking pan."
 "One hour."

THE MODEL CONVERSATION

1. **Set the Scene:** "Someone is asking for a recipe."
2. **Listen to the Model.**
3. **Class Practice.**
4. **Read.**

5. Pair Practice.

Now have pairs of students create and present original conversations using the model conversation as a guide. Encourage students to be inventive and to use new vocabulary. (You may want to assign this exercise as homework, having students prepare their conversations, practice them the next day with another student, and then present them to the class.) Students should present their conversations without referring to the written text, but they also should not memorize them. Rather, they should feel free to adapt and expand them any way they wish.

EXPANSION

1. What Is it?

- a. Write out a list of ingredients for recipes. Use vocabulary from Exit 3 of the student text when possible. Read the ingredients, and have the class guess what the recipe is for. For example:

a quart of cold water lemon juice sugar (lemonade)	lettuce tomatoes onions (salad)
hot milk sugar chocolate (hot chocolate)	1 lb. cooked potatoes mayonnaise onions salt and pepper (potato salad)

- b. Give the cards to students, and have them present the recipes to the class, using the vocabulary on student text page 58. For example:

"Mix a quart of cold water and lemon juice. Add sugar. Mix together."

Encourage students to add information and expand on the recipes.

2. Recipe Dictation Game

- a. Make up a 4–5 sentence recipe, using several words from the lesson. Write the recipe in large print on a piece of paper. For example:

Tomato Sauce

Chop two onions and one pepper.
Cook the vegetables.
Pour in one can of tomato sauce.
Stir in salt and pepper.
Cook for twenty minutes.

- b. Put the paper on the far side of the room or out in the hallway.
- c. Divide the class into pairs. One student from each pair runs to read the recipe and then returns to dictate it to the partner. The runner may go back and forth as many times as necessary. The first pair to finish the story wins.

Crossed Lines

Individually, or in pairs, have students put the instructions in the correct order, complete the conversations, and practice them together.

- 3 put the mixture into a baking pan
- 1 mix together sugar and butter
- 2 add one egg and a bag of chocolate chips
- 4 bake for 12 minutes

- 2 add a cup of bread crumbs
- 4 bake for an hour
- 3 put the mixture into a loaf pan
- 1 mix together ground beef, onions, and mushrooms

- 3 add mushrooms and onions
- 2 mix the rice with carrots and raisins
- 1 cook a cup of rice for half an hour
- 4 put the mixture in the refrigerator for 2 hours

- 3 bake it for one and a half hours at 350 degrees
- 1 put salt, pepper, and garlic all over the roast
- 2 put it on a rack in the oven
- 4 serve it with baked potatoes and a salad

ExpressWays

Have students do the activity individually, in pairs, or as a class. You may want to assign this exercise as homework.

1. bananas
2. apples
3. grapes
4. Mix
5. orange juice
6. mixture
7. it
8. little
9. much
10. bowls

Your Turn

Have students discuss the activity as a class, in pairs, or in small groups. Then have students write their responses at home, share their written work with other students, and discuss in class. Students may enjoy making a class recipe book and publishing it for each other or for the whole school.

Reading: *Saving Time*

Preview: Have students discuss the following questions:

- What are the people in the illustration doing?
- How are they saving time?
- How do you save time?

Then have students read the passage silently, or have them listen to the passage and take notes as you read it or play the audiotape.

True or False?

Have students do the activity individually, in pairs, or as a class. You may want to assign this exercise as homework.

- | | |
|----------|----------|
| 1. True | 6. True |
| 2. True | 7. False |
| 3. False | 8. False |
| 4. True | 9. True |
| 5. True | |

Your Turn

Have students discuss the activity as a class, in pairs, or in small groups. Then have students write their responses at home, share their written work with other students, and discuss in class.

Looking Back

Have students look at the vocabulary list. Encourage them to ask you any questions they have about the meaning or pronunciation of any of the words. If students ask for the pronunciation, repeat after the student until the student is satisfied with his or her pronunciation of the word.

Vocabulary Review Activities

To review the vocabulary introduced in the unit, do any of the following activities.

1. Beanbag Toss

- Call out a topic from the unit — for example: *food units*.
- Have students toss a beanbag back and forth. The student to whom the beanbag is tossed must name a word in that category. For example:
 Student 1: dozen
 [throws ball to Student 2]
 Student 2: pound
- Continue until all the words in the category are named.

2. Drawing Game

- Write down on two sets of cards the vocabulary from this unit that can be *drawn*.
- Place the two piles of cards on a table or desk in the front of the room. Also place a pad of paper and pencil next to each set of cards
- Divide the class into two teams. Have each team sit together in a different part of the room.
- When you say “Go!” a person from each team comes to the front of his or her team, picks a card from the pile, and draws the word. The rest of the team then guesses what the word is.
- When a team correctly guesses a word, another team member picks a card and draws the word written on that card.
- Continue until each team has guessed all the words in their pile.

3. Letter Game

- Divide the class into two teams.
 - Decide on one of the topic categories from the unit — for example: *beverages*. Say, “I’m thinking of a beverage that starts with *c*.”
 - The first person to raise his or her hand and guess correctly (*Coke*) wins a point for the team.
 - Continue with other letters of the alphabet.
- The team that gets the most correct answers wins the game.

4. Student-Led Dictation

- Tell each student to choose a word from *Looking Back* and look at it very carefully.
- Have students take turns dictating their words to the class. Everybody writes down each student’s word.
- When the dictation is completed, call on different students to write each word on the board to check the spelling.

5. Category Game

- Divide the class into groups of four students.
- Write out the following cards and give a different one to each student in the group.

Vegetables:

lettuce
mushrooms
beans
potatoes

Sweet Foods:

chocolate chip cookie
ice cream
cake
pie

Beverages:

iced tea
orange soda
coffee
mineral water

Meats:

hot dog
ground beef
chicken
hamburger

7. *Kinds of Food*

- On separate cards write out the names of different foods from the *Looking Back* section on page 62. Give each student at least one card.
- Call out a category, such as: *main dishes, appetizers, desserts, beverages, meats, vegetables, fruits, sauces and condiments, salads, dairy products, sandwich ingredients, foods made with flour, sweet foods, fried foods, baked foods.*
- Have all the students whose food belongs to that category go to the left side of the room and then call out their foods.

- Have the student announce the category to the group and then give a clue for the first word. For example:

"Beverages: It has ice in it."

- The groups members try to guess the word.
[iced tea]
- The game continues until all the students in the group have given clues for the words in their categories. The person who guesses the most words wins the game.

6. *Scrambled Foods*

- Choose a food word and write it on the board or on a card with the letters scrambled out of order. For example:

d u g n o r e f e b

- Have students take turns guessing what the word is. [ground beef]

Variation 1: Do the activity in pairs or small groups, with students taking turns scrambling words for others to guess.

Variation 2: Do the activity as a class game, with two competing teams.

Have students talk about the people and the situations, and then present role plays based on the scenes. Students may refer to previous lessons as a resource, but they should not simply re-use specific conversations. (You may want to assign this as written homework, having students prepare their conversations, practice them the next day with another student, and then present them to the class.)

**1. FOCUS: Neighbors: Greeting Someone,
Introducing Yourself, Asking
Information about the
Neighborhood**

A neighbor is welcoming someone to the neighborhood.

**2. FOCUS: Friends and Neighbors: Offering
Help**

A teenage girl is offering to help a neighbor clean his garage.

**3. FOCUS: Friends and Neighbors: Giving Advice
Home: Calling about Housing
Problems**

Someone is calling a plumber.

4. FOCUS: Telephone: Operator-Assisted Calls
Someone is talking to a telephone operator.

**5. FOCUS: Transportation: Schedules,
Purchasing Tickets**

A customer is at an airline ticket counter.

**6. FOCUS: Food: Food Items
Supermarket: Purchasing Items**

A customer is speaking to a clerk in a grocery store.

**7. FOCUS: Restaurant and Food Services:
Placing an Order
Food: Food Items
Money: Paying for Goods and
Services**

Someone is ordering food at a fast-food restaurant.

**8. FOCUS: Restaurant and Food Services:
Placing an Order
Food: Food Items**

Someone is ordering food in a restaurant.