SIDE by SIDE Plus

BOOK 2

Life Skills, Standards, & Test Prep

PEARSON Longman

Steven J. Molinsky • Bill Bliss

SIDE by SIDE Plus

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Illustrated by Richard E. Hill

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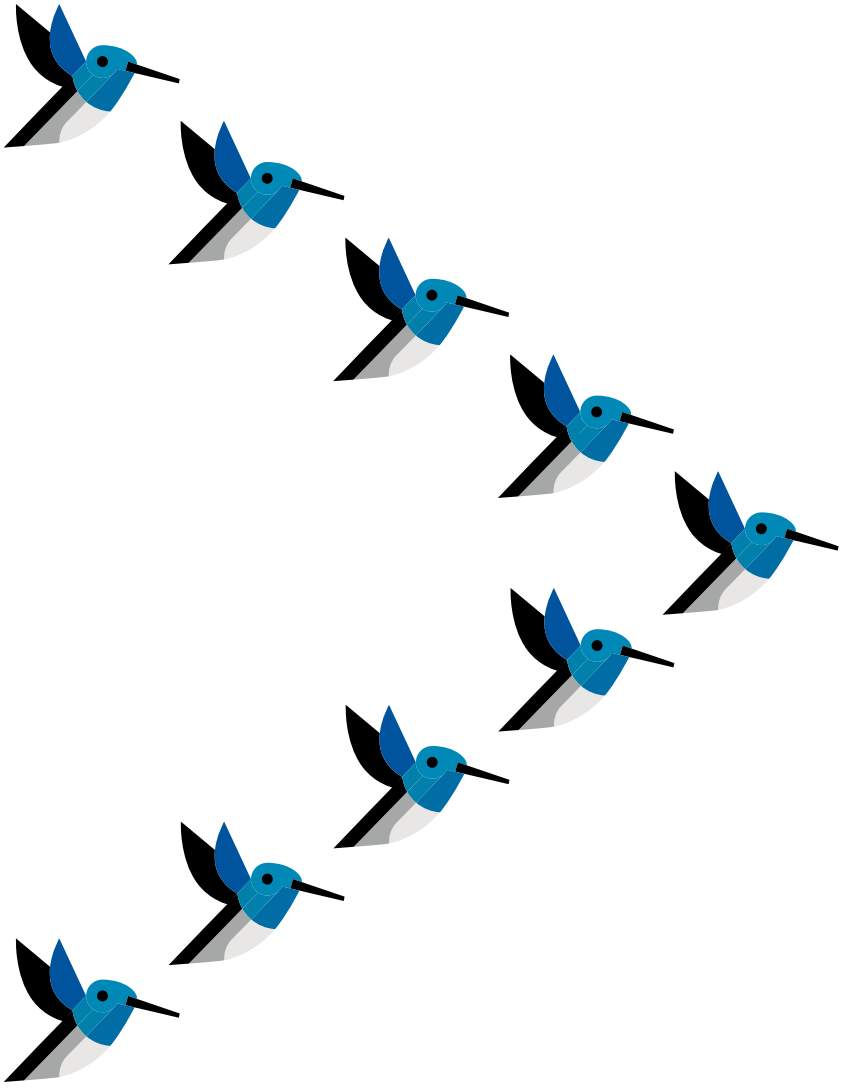

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Red type indicates new standards-based lessons.

Scope and Sequence

All-Skills Communication: Listening, Speaking, Reading, Writing

Unit	Topics, Vocabulary, & Math	Grammar	Functional Communication	Listening & Pronunciation	Writing
1	• Describing present, past, & future actions • Birthdays & gifts • Telling about friendships • Days of the week • Months of the year • Seasons • The calendar & dates • Reading a date using ordinal numbers • School registration • The American education system	• Tense review: Simple Present, Present Continuous, Simple Past, Future: Going to • Like to • Time expressions • Indirect object pronouns	• Talking about likes & dislikes • Describing future plans & intentions	• Listening for correct tense in information questions • Pronouncing contrastive stress	• Writing about your last birthday • Writing about a friendship • Filling out a personal information form • Filling out a school registration form
2	• Food • Buying food • Being a guest at mealtime • Describing food preferences • School personnel & locations • Reading a school floor plan • Reading skill: Facts & inferences • Following written instructions • Technology: Setting up a computer	• Count/Non-count nouns	• Asking the location of items • Making a suggestion • Complimenting about food	• Listening for key words to determine subject matter of conversations • Pronouncing reduced *for*	• Making a list of foods in the kitchen and their location • Writing about favorite foods • Writing about school • Writing information in a chart
3	• Buying food • Describing food • Eating in a restaurant • Recipes • Units of measure & abbreviations • Supermarket sections • Reading a store directory • Supermarket receipts • Food labels • Restaurant menus • Dollar amounts in numerals	• Partitives • Count/Non-count nouns • Imperatives	• Asking for information • Asking for and making recommendations about food • Giving and following instructions	• Listening for key words to determine subject matter of conversations • Pronouncing *of* before consonants & vowels	• Making a shopping list • Writing a recipe • Writing about a special meal • Writing about a supermarket
Gazette	• Food shopping • Ordering fast food • Interpreting statistics about food • Culture concept: Where people shop for food around the world	• Simple past tense • Present tense • Count/Non-count nouns	• Describing people's customs & consumer behavior	• Listening to & interpreting announcements in a supermarket correctly	• Writing an e-mail or instant message to tell about the meals you eat
4	• Telling about the future • Identifying life events • Health problems & injuries • Probability • Possibility • Talking about favorite season • Warnings • Calling in sick • Calling school to report absence • Cross-cultural expectations • Reading skill: Signal words	• Future tense: Will • Time expressions • Might	• Asking & telling about future events • Asking for and making predictions • Asking for repetition • Expressing fears • Providing reassurance • Social interaction: Offers & invitations	• Listening to & responding appropriately to a speaker in a telephone conversation • Pronouncing *going to*	• Writing a note to a child's teacher to explain an absence • Writing about your future • Writing about plans for the weekend • Writing invitations
5	• Making comparisons • Advice • Expressing opinions • Agreement & disagreement • Teenager & parent relationships • Community features & problems • Shopping • Advertisements • Reading skill: Inference questions • Civics: Letters to the editor	• Comparatives • Should • Possessive pronouns	• Asking for & giving advice • Agreeing & disagreeing • Comparing things, places, & people • Exchanging opinions • Compliments	• Listening to determine the subject matter of a conversation • Pronouncing yes/no questions with *or*	• Writing about a comparison of two places • Writing a letter to the editor of a newspaper

CORRELATION and PLACEMENT KEY

Side by Side Plus 2 correlates with these standards-based curriculum levels and assessment system score ranges.

For correlation keys to other major state and local curriculum frameworks, please visit: www.pearsonlongman.com/sidebysideplus

NRS (National Reporting System) Educational Functioning Level	High Beginning
SPL (Student Performance Level)	3
CASAS (Comprehensive Adult Student Assessment System)	191–200
BEST Plus (Basic English Skills Test)	418–438
BEST Oral Interview	29–41
BEST Literacy	36–46

Life Skills, Civics, Test Preparation, Curriculum Standards and Frameworks

Life Skills, Civics, & Test Preparation	EFF	SCANS/Employment Competencies	CASAS	LAUSD	Florida*
• Asking & answering personal information questions • Providing information about family members • Calendars, dates, & ordinal numbers • Writing months, days, & dates • Writing ordinal numbers • Registering for school • Reading a community center activity calendar • Identifying types of schools • The American education system	• Interact in a way that is friendly • Identify family relationships • Identify supportive friendships • Work together	• Sociability • Allocate time • Participate as a member of a team • Understand an organizational system (the education system)	0.1.2, 0.1.6, 0.2.1, 0.2.2, 0.2.4, 2.3.2, 2.5.5	1, 2, 3, 4, 5, 6, 7a, 11e, 13, 25	3.05.01, 3.08.03, 3.08.04, 3.14.01, 3.14.02, 3.14.04, 3.16.02
• School personnel & locations • Classroom instructions • School registration • Reading a class schedule • The education system • Learning skills: Chronological order, Steps in a process • Reading a diagram • Technology: Setting up a computer	• Manage resources: Identify those resources you have; Determine where they are • Understand, interpret, and work with symbolic information • Use technology	• Identify resources • See things in the mind's eye (Interpret a diagram) • Understand an organizational system (a school; the education system) • Work with technology	0.1.2, 0.1.4, 0.1.5, 2.5.5, 4.5.1, 4.5.2	9a, 10c, 12, 13, 14, 15, 59, 60, 61	3.04.01, 3.07.05, 3.14.02, 3.14.03, 3.16.06
• Food containers & quantities • Food weights & measures: Abbreviations • Asking about availability & location of items in a store • Food advertisements • Food packaging & label information • Reading a supermarket receipt • Reading a menu & computing costs • Ordering a meal • Learning skill: Categorizing food	• Manage resources • Understand, interpret, & work with numbers • Work together • Gather, analyze, & use information	• Identify resources • Allocate money • Serve clients/customers • Participate as a member of a team • Acquire & evaluate information	0.1.2, 0.1.3, 1.1.4, 1.1.7, 1.2.1, 1.2.2, 1.3.8, 1.3.9, 1.6.1, 2.6.4, 3.5.1, 6.6.4, 8.1.4	27, 30, 31, 32, 34, 35, 36	3.07.05, 3.08.05, 3.11.01, 3.11.03, 3.12.03, 3.16.06
• Interpreting a reading about customs & consumer behavior • Interpreting statistical facts • Ordering fast food • Interpreting store announcements	• Analyze information • Identify community needs & resources • Respect others & value diversity	• Acquire & evaluate information • Identify resources • Work with cultural diversity	0.1.2, 1.1.7, 1.3.8	34, 36	3.07.05, 3.15.12, 3.16.02, 3.16.06
• Small talk at work & at school • Invitations & offers • Asking for clarification • Interpreting a narrative reading about cross-cultural expectations	• Interact in a way that is friendly • Seek input from others • Identify problems • Provide for family members' needs • Create a vision & goals for the future • Respect others & value diversity	• Sociability • Identify goal-relevant activities • Identify workplace safety problems & state warnings • Self-management • Responsibility • Work with cultural diversity	0.1.2, 0.1.4, 0.1.6, 0.2.4, 2.5.5, 4.4.1	7, 9, 11, 16a, 55a	3.02.01, 3.02.02, 3.02.03, 3.03.02, 3.05.02, 3.05.03, 3.05.04, 3.07.03, 3.15.12, 3.16.02
• Small talk at work & at school • Thank-you notes • Expressing opinions • Teenager & parent relationships • Community features & problems • Comparing store products • Interpreting advertisements • Letters to the editor	• Seek input from others • Guide & support others • Identify supportive family relationships • Meet family needs & responsibilities • Advocate & influence • Gather, analyze, & use information • Work together	• Sociability • Decision making • Understand a social system (community) • Acquire & evaluate information • Participate as a member of a team	0.1.2, 0.1.4, 0.2.4, 1.2.1, 1.2.2	7, 10, 32	3.02.03, 3.03.02, 3.05.01, 3.05.02, 3.05.03, 3.05.04, 3.11.03, 3.14.01, 3.16.03

EFF: Equipped for the Future (Content standards, Common activities, & Key activities for Citizen/Community Member, Worker, & Parent/Family role maps; EFF Communication and Reflection/Evaluation skills are covered in every unit)
SCANS: Secretary's Commission on Achieving Necessary Skills (U.S. Department of Labor)
CASAS: Comprehensive Adult Student Assessment System
LAUSD: Los Angeles Unified School District (ESL Beginning High content standards)
Florida: Adult ESOL High Beginning Standardized Syllabi

(*Florida benchmarks 3.15.01, 3.15.02, 3.15,03, 3.15.04, 3.15.05, 3.15.11, 3.15.13, 3.16.01, 3.16.02, 3.16.05, 3.16.06, 3.16.07, 3.16.09, 3.17.01, 3.17.02, and 3.17.03 are covered in every unit.)

Scope and Sequence

All-Skills Communication: Listening, Speaking, Reading, Writing

Unit	Topics, Vocabulary, & Math	Grammar	Functional Communication	Listening & Pronunciation	Writing
6	• Describing people, places, & things • Shopping in a department store • Expressing opinions • Store directories • Returning & exchanging items • Using an ATM • Checks • Store return policies • Identifying different types of stores and comparing prices, quality of products, convenience, & service	• Superlatives	• Expressing an opinion • Offering assistance	• Listening to determine a speaker's attitude or opinion • Pronouncing linking words with duplicated consonants	• Writing about the most important person in your life • Writing checks to pay bills
Gazette	• Interpreting numerical and descriptive facts about world records and geographic features • Culture concept: Recreation & entertainment around the world	• Superlatives • Adjectives with negative prefixes	• Interpreting factual statements • Describing	• Listening to and interpreting radio advertisements correctly	• Writing an e-mail or instant message to tell about a favorite vacation place
7	• Getting around town • Places in the community • Public transportation • Following a map or diagram indicating directions to a destination • Schedules of building hours • Bus schedules • Traffic & safety signs • Safe driving practices	• Imperatives • Directions	• Giving & following instructions • Asking for repetition • Asking for & giving recommendations	• Listening for specific information in directions • Listening to make deductions about the location of conversations • Pronouncing *could you* & *would you*	• Drawing a map & writing directions to your home • Writing about how to get to different places in the community • Drawing schedule signs found in the community • Drawing traffic signs found in the community
8	• Describing people's actions • Occupations • Describing plans & intentions • Consequences of actions • Job interview • Stating skills & work experience • Asking for permission at work • Help wanted ads • Reading a paycheck & pay stub • Employee accident report	• Adverbs • Comparative of adverbs • Agent nouns • If-clauses	• Expressing an opinion • Expressing agreement • Asking for & giving feedback about job performance • Asking about & giving information about future plans • Giving & receiving advice	• Listening to determine the correct consequences of actions • Pronouncing contrastive stress	• Writing about something you want to do and the consequences of doing it • Filling out a job application form • Filling out an employee accident report form
Gazette	• Tips for a successful job interview • Occupations • Culture concept: Men's & women's jobs in different countries	• Adverbs • Agent nouns	• Interpreting advice • Describing self	• Listening to & interpreting announcements at a workplace correctly	• Writing an e-mail or instant message to tell about your skills & activities
9	• Describing ongoing past activities • Describing an accident • Reporting a home emergency • Emergency preparedness • First-aid instructions • Warning labels on household products • Safety procedures: Earthquakes & hurricanes	• Past continuous tense • Reflexive pronouns • While-clauses	• Asking about & giving information about past events • Expressing concern about someone • Expressing sympathy • Reacting to bad news • Describing a sequence of events	• Listening to make deductions about the context of conversations • Pronouncing *did* & *was*	• Writing about preference for doing things alone or with other people

Life Skills, Civics, Test Preparation, Curriculum Standards and Frameworks

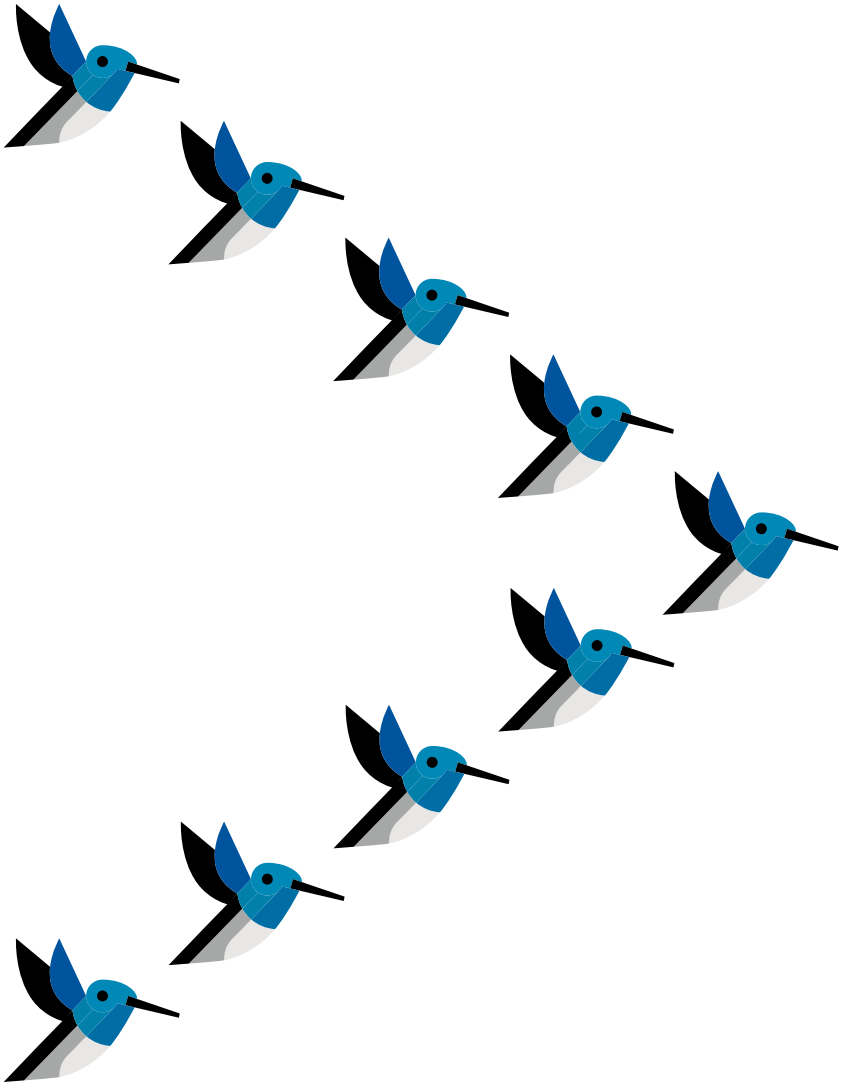
Life Skills, Civics, & Test Preparation	EFF	SCANS/Employment Competencies	CASAS	LAUSD	Florida*
• Expressing pride in a child's personal qualities • Shopping requests & locating items • Comparing store prices, products, convenience, & service • Learning skills: Steps in a process; Categorizing types of products • Understanding ATM instructions • Interpreting a check • Problems with purchases • Returning & exchanging items • Store sales	• Interact in a way that is friendly • Identify a strong sense of family • Advocate & influence • Identify community resources • Use technology to accomplish goals • Work together • Gather, analyze, & use information • Use technology	• Sociability • Integrity/Honesty • Serve clients/customers • Identify resources • Participate as a member of a team • Acquire & evaluate information • Work with technology	0.1.3, 0.1.4, 1.3.3, 1.3.9, 1.6.3, 1.8.1, 1.8.2, 8.1.4	10a, 28, 29, 30, 33, 59	3.08.05, 3.08.06, 3.11.02, 3.11.03, 3.16.03
• Interpreting statistical facts • Interpreting radio advertisements	• Analyze & use information • Understand, interpret, & work with numbers • Respect others & value diversity	• Acquire & evaluate information • Work with cultural diversity	0.1.3, 1.3.9	30	3.15.12, 3.16.03
• Interpreting schedules • Locating places on a map • Compass directions • Reading a bus schedule • Traffic & safety signs & symbols • Police commands & traffic signs • Postal services • Simple written directions • Drawing a map • Safe driving practices	• Identify community resources • Seek & receive assistance • Give direction • Understand, interpret, & work with numbers & symbolic information • Gather, analyze, & use information • Reflect & evaluate • Provide for family members' safety & physical needs	• Identify resources • Communicate information • See things in the mind's eye (Interpret a simple route map; Draw a simple route map; Interpret symbols on signs) • Acquire & evaluate information • Problem solving	0.1.2, 1.1.4, 1.9.1, 2.2.1, 2.2.2, 2.4.2, 2.4.4, 2.5.4, 2.6.1, 2.6.2, 6.6.4	8a, 22, 23, 24, 31, 41, 42	3.02.02, 3.08.02, 3.09.02, 3.09.03, 3.09.04, 3.09.05, 3.09.06, 3.12.01, 3.12.02, 3.15.08
• Help wanted ads (with abbreviations) • Job interview questions about skills & work history • Describing a work schedule • Calling in sick & late • Requesting a schedule change • Employee accident reports • Reading a paycheck & pay stub • Nonverbal behavior at the job interview • Identifying ways to improve performance at work & at school	• Cooperate with others • Work together • Seek input from others • Guide & support others • Work within the big picture • Create goals • Reflect & evaluate • Gather, analyze, & use information • Work together	• Participate as a member of a team • Self-management: Monitor progress • Responsibility • Decision making • Self-esteem • Identify human resources (occupations; work skills) • Problem solving • Acquire & evaluate information • Participate as a member of a team	0.1.3, 0.2.1, 0.2.2, 4.1.2, 4.1.3, 4.1.5, 4.1.6, 4.1.7, 4.2.1, 4.3.4, 4.4.1, 4.4.3, 4.6.5	8, 51, 52, 53, 54, 55, 56, 57	3.01.01, 3.01.02, 3.01.03, 3.01.05, 3.01.06, 3.02.01, 3.02.02, 3.02.03, 3.02.04, 3.05.01, 3.16.08
• Identifying appropriate job interview behaviors, including dress, promptness, eye contact, speaking style, honesty, & confidence • Identifying occupations • Interpreting announcements over a workplace P.A. system	• Analyze & use information • Develop & express sense of self • Interact in a way that is friendly & courteous • Respect others & value diversity	• Acquire & evaluate information • Self-esteem • Integrity/Honesty • Sociability • Work with cultural diversity	0.2.1, 4.1.5, 4.1.6, 4.1.7	53, 54	3.01.01, 3.01.02, 3.01.06, 3.02.02, 3.02.03, 3.03.02, 3.05.02, 3.05.03, 3.05.04, 3.15.12, 3.16.08
• Calling 911 • First-aid instructions • Describing a suspect's physical characteristics to the police • Warning labels on household products • Interpreting emergency procedures on safety posters • Learning skills: Categorizing words, Word sets	• Interact in a way that is friendly • Identify problems • Develop & express sense of self • Identify resources • Provide for family members' safety & physical needs • Work together • Reflect & evaluate	• Sociability • Self-esteem • Communicate information • Participate as a member of a team • Problem solving	0.1.2, 0.1.4, 0.2.2, 0.2.4, 2.1.2, 3.4.1, 3.4.2, 3.4.3, 7.2.3	3, 6, 7a, 7b, 10b, 20, 48, 49, 50, 64	3.05.01, 3.06.01, 3.10.01, 3.10.02, 3.13.01, 3.14.01, 3.15.07, 3.16.02

Scope and Sequence

All-Skills Communication: Listening, Speaking, Reading, Writing

Unit	Topics, Vocabulary, & Math	Grammar	Functional Communication	Listening & Pronunciation	Writing
10	• Expressing past & future ability • Expressing past & future obligation • Giving an excuse • Renting an apartment • Housing ads • Reading a floor plan • Requesting maintenance & repairs • Building rules & regulations	• Could • Be able to • Have got to • Too + adjective	• Asking and telling about ability to do things • Expressing obligation • Describing physical states & emotions	• Listening for correct situation or context • Pronouncing *have to* & *have got to*	• Writing about a time you were frustrated, disappointed, or upset • Writing about an apartment or home • Drawing a floor plan • Writing a housing ad
Gazette	• Families & time • Interpreting a table with number facts • Home appliances • Culture concept: Child-care around the world	• Tense review • Have to / Have got to	• Describing daily life & customs	• Listening to messages on a telephone answering machine	• Writing an e-mail or instant message to tell about activities and occurrences during the week
11	• Medical examinations • Medical advice • Health • Foods • Nutrition • Home remedies • Making a doctor appointment • Calling in sick • Reporting absence from school • Medicine labels • Medicine safety tips • Nutrition & recipes	• Past tense review • Count/Non-count noun review • Must • Mustn't vs. Don't have to • Must vs. Should	• Asking for & giving advice • Describing a future sequence of events • Describing a past sequence of events • Expressing concern	• Listening for key words to determine subject matter of conversations • Pronouncing *must* & *mustn't*	• Making a list of healthy and unhealthy foods • Writing about rules in life • Writing a note to a teacher to explain a child's absence • Writing about favorite healthy foods • Writing a recipe • Filling out a medical history form
12	• Describing future activities • Expressing time & duration • Making plans by telephone • Handling wrong-number calls • Leaving & taking phone messages • Telephone directory: White pages, government pages, & yellow pages • Using a telephone response system	• Future continuous tense • Time expressions	• Asking and telling about future plans & activities • Calling people on the telephone • Borrowing & returning items	• Listening to messages on a telephone answering machine • Pronouncing contractions with *will*	• Writing about a family holiday celebration • Writing telephone messages
13	• Offering help • Indicating ownership • Household problems • Using the telephone to request household maintenance and repairs • Reading a rental agreement • Tenants' rights • Car trouble • Friends	• Some/Any • Pronoun review • Verb tense review	• Offering help • Asking & telling about past events • Asking for & giving advice • Describing problems	• Listening for correct pronouns in conversations • Listening to make deductions about the subject of conversations • Pronouncing deleted *h*	• Writing about relying on friends for help • Writing about a very good friend • Filling out an apartment maintenance/repair request form
Gazette	• Communities—urban, suburban, & rural • Interpreting a bar graph with population data in millions • Household repair people • Culture concept: Where friends gather in different countries around the world	• Present tense review • Future tense review	• Describing community life • Describing future events	• Listening to telephone conversations & answering machine messages to make deductions about the subject of conversations	• Writing an e-mail or instant message to tell about a future family celebration

Life Skills, Civics, & Test Preparation	EFF	SCANS/Employment Competencies	CASAS	LAUSD	Florida*
• Housing ads (with abbreviations) • Inquiring about rentals • Describing maintenance & repairs needed in a rental unit • Interpreting a floor plan/diagram • Interpreting an apartment building regulations notice	• Interact in a way that is tactful • Identify supportive friendships • Reflect & evaluate • Work together • Gather, analyze, & use information • Exercise rights & responsibilities	• Sociability • Self-esteem • Participate as a member of a team • Acquire & evaluate information • See things in the mind's eye (Interpret and draw diagrams)	0.1.2, 0.1.4, 1.4.2, 1.4.7, 7.4.1	7b, 9b, 10a, 37, 38, 39, 62	3.11.04, 3.15.08, 3.16.03
• Interpreting a narrative reading about daily life & customs • Interpreting statistical facts in a table • Interpreting telephone messages on an answering machine	• Analyze information • Identify supportive family relationships • Meet family needs & responsibilities • Understand, interpret, & work with numbers • Respect others & value diversity • Use technology & other tools to accomplish goals	• Acquire & evaluate information • Work with cultural diversity • Work with technology (telephone answering device)	0.1.2, 0.2.4, 2.1.7, 7.4.1	7a, 18, 62	3.06.02, 3.14.03, 3.15.08, 3.15.12, 3.16.02
• Identifying parts of the face & body • Common symptoms • Calling to report an absence • Making a doctor appointment • Procedures during a medical exam • Common prescription & non-prescription medicines • Interpreting medicine label dosages & instructions • A note to the teacher explaining a child's absence • Learning skill: Categorizing foods & nutrients	• Seek guidance & support from others • Guide & support others • Meet family needs & responsibilities • Work together	• Acquire & evaluate information • Self-management • Understand a social system • Participate as a member of a team	0.1.2, 2.5.5, 3.1.1, 3.1.2, 3.2.1, 3.3.1, 3.3.2, 3.3.3, 4.4.1	16, 43, 44, 45, 46, 47, 55	3.07.01, 3.07.03, 3.07.04, 3.07.05, 3.14.04, 3.16.02, 3.16.06
• Life cycle—stages & events • Holidays • Beginning & ending a telephone conversation • Using the telephone directory: White pages, government pages, & yellow pages • Phone messages • Recorded telephone information • Fahrenheit & Celsius temperatures	• Interact in a way that is friendly & courteous • Manage resources: Allocate time • Create a vision for the future • Identify a strong sense of family • Gather information • Identify community resources • Use technology	• Identify goal-relevant activities • Allocate time • Self-esteem • Acquire & evaluate information • Identify resources • Work with technology (recorded telephone announcements; telephone response system)	0.1.4, 0.2.4, 1.1.5, 2.1.1, 2.1.7, 2.1.8, 2.3.2, 7.4.5	7a, 9, 17, 18, 19, 21, 25, 26, 58	3.05.01, 3.06.02, 3.06.03, 3.06.05, 3.12.04, 3.13.01, 3.14.01, 3.16.02
• Household repair problems • Securing household repair services • Interpreting a lease • Tenants' rights & responsibilities • Reading a TV schedule • Recorded telephone instructions • Making a schedule	• Identify problems • Interact in a way that is tactful • Identify supportive friendships • Identify problems • Seek & receive assistance • Reflect & evaluate • Exercise rights & responsibilities	• Participate as a member of a team • Understand a social system (an apartment building & neighbors) • Identify resources • Work with technology (recorded telephone instructions) • Problem solving	1.4.7, 2.1.7, 2.1.8, 2.6.1, 2.6.2	17, 18, 22, 39, 63	3.05.01, 3.06.02, 3.06.05, 3.08.03, 3.11.04, 3.14.01, 3.15.08, 3.16.02
• Interpreting a narrative reading about types of communities • Interpreting statistical facts in a bar graph • Identifying home repair needs & home repair services	• Analyze & use information • Identify community needs & resources • Understand, interpret, & work with numbers & symbolic information • Respect others & value diversity • Use technology & other tools to accomplish goals	• Acquire & evaluate information • Understand a social system (communities) • See things in the mind's eye (Interpret a bar graph) • Work with cultural diversity	0.1.2, 0.2.4, 1.4.7, 7.4.1	7a, 39, 62	3.05.01, 3.15.08, 3.15.12, 3.16.02

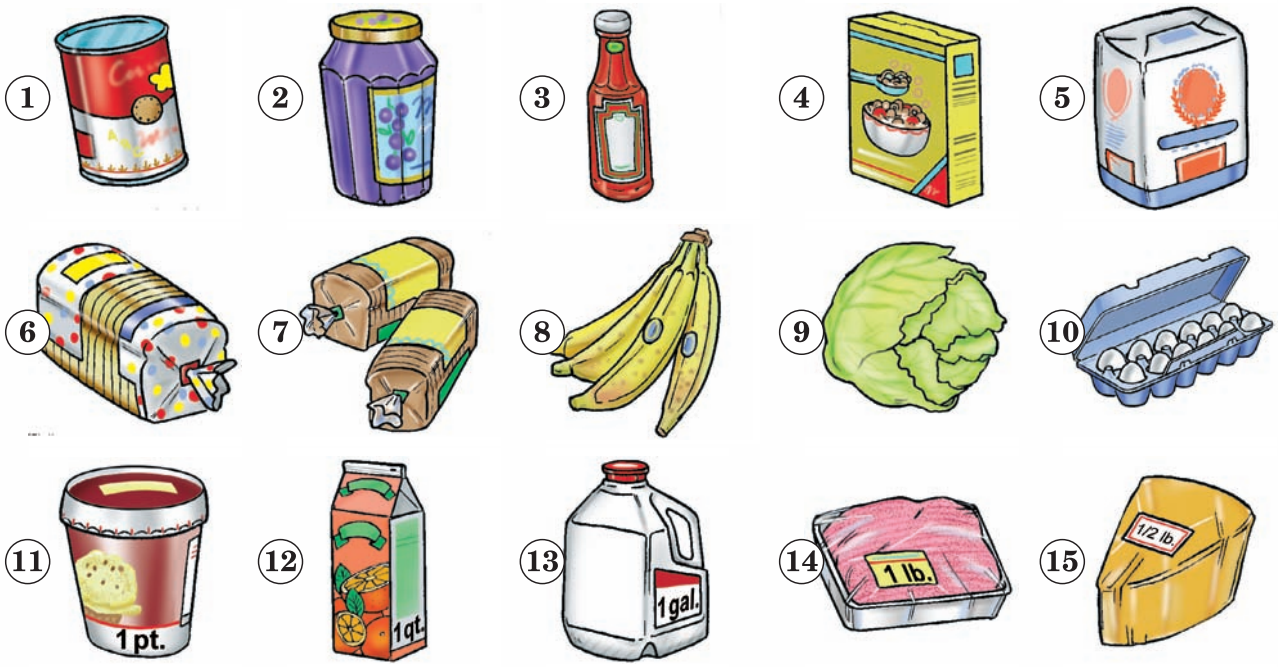


3

Partitives
Count/Non-Count Nouns
Imperatives

- Buying Food
- Describing Food
- Eating in a Restaurant
- Recipes
- Supermarket Sections
- Reading a Store Directory
- Supermarket Receipts
- Food Labels
- Restaurant Menus

Vocabulary Preview



1. a **can** of soup
2. a **jar** of jam
3. a **bottle** of ketchup
4. a **box** of cereal
5. a **bag** of flour
6. a **loaf** of white bread
7. two **loaves** of whole wheat bread
8. a **bunch** of bananas
9. a **head** of lettuce
10. a **dozen** eggs
11. a **pint** of ice cream
12. a **quart** of orange juice
13. a **gallon** of milk
14. a **pound** of meat
15. a **half pound** / **half a pound** of cheese

Do We Need Anything from the Supermarket?

My Shopping List

a can of soup
a jar of jam
a bottle of ketchup
a box of cereal
a bag of flour
a loaf of white bread
2 loaves of whole wheat bread
a bunch of bananas
2 bunches of carrots

a head of lettuce
a dozen eggs

a pt.* of ice cream
a qt.* of orange juice
a gal.* of milk
a lb.* of meat
1/2 lb.* of cheese

* pt. = pint
qt. = quart
gal. = gallon
lb. = pound

A. Do we need anything from the supermarket?

B. Yes. We need a loaf of bread.

A. A loaf of bread?

B. Yes.

A. Anything else?

B. No. Just a loaf of bread.

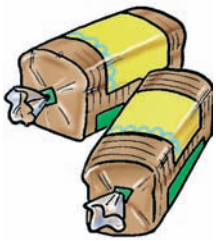
1.

2.

3.

4.

5.



6.

7.

8.

9.

10.

What do you need from the supermarket?
Make a shopping list.

How Much Does a Head of Lettuce Cost?

1¢	$.01	one cent	$1.00	one dollar
25¢	$.25	twenty-five cents	$10.00	ten dollars

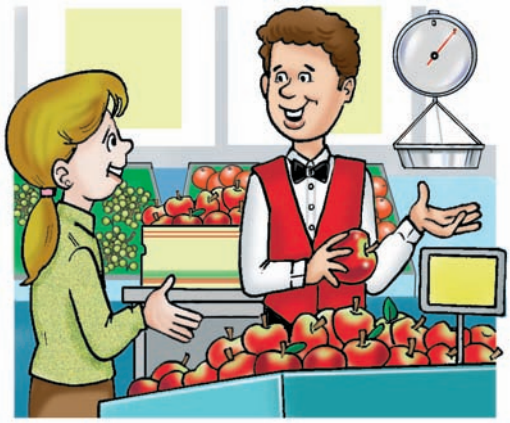
A. How much does **a head of lettuce** cost?

B. **A dollar ninety-five.*** ($1.95)

A. **A DOLLAR NINETY-FIVE?!** That's a lot of money!

B. You're right. **Lettuce** is very expensive this week.

* $1.95 = { a dollar ninety-five / one dollar and ninety-five cents }



A. How much does **a pound of apples** cost?

B. **Two eighty-nine.*** ($2.89)

A. **TWO EIGHTY-NINE?!** That's a lot of money!

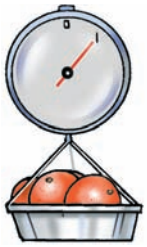
B. You're right. **Apples** are very expensive this week.

* $2.89 = { two eighty-nine / two dollars and eighty-nine cents }

1.

2.

3.

4. 

5.

6.

7.

8.

READING

NOTHING TO EAT FOR DINNER

Joan got home late from work today, and she was very hungry. When she opened the refrigerator, she was upset. There was nothing to eat for dinner. Joan sat down and made a shopping list. She needed a head of lettuce, a bunch of carrots, a quart of milk, a dozen eggs, two pounds of tomatoes, half a pound of chicken, and a loaf of bread.

Joan rushed out of the house and drove to the supermarket. When she got there, she was very disappointed. There wasn't any lettuce. There weren't any carrots. There wasn't any milk. There weren't any eggs. There weren't any tomatoes. There wasn't any chicken, and there wasn't any bread.

Joan was tired and upset. In fact, she was so tired and upset that she lost her appetite, drove home, didn't have dinner, and went to bed.

✓ READING *CHECK-UP*

Q & A

Joan is at the supermarket. Using these models, create dialogs based on the story.

A. Excuse me. I'm looking for *a head of lettuce*.
B. Sorry. There isn't any more *lettuce*.
A. There isn't?
B. No, there isn't. Sorry.

A. Excuse me. I'm looking for *a bunch of carrots*.
B. Sorry. There aren't any more *carrots*.
A. There aren't?
B. No, there aren't. Sorry.

LISTENING

Listen and choose what the people are talking about.

1.	a. chicken	b. milk		**5.**	a. eggs	b. meat
2.	a. oranges	b. flour		**6.**	a. cereal	b. bananas
3.	a. cookies	b. bread		**7.**	a. cake	b. soup
4.	a. potatoes	b. lettuce		**8.**	a. onions	b. soda

What Would You Like?

A. What would you like **for dessert**?

B. I can't decide. What do you recommend?

A. I recommend our **chocolate ice cream**. Everybody says **it's** delicious.*

B. Okay. Please give me **a dish of chocolate ice cream**.

A. What would you like **for breakfast**?

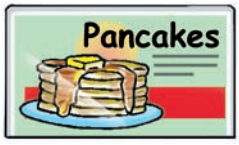
B. I can't decide. What do you recommend?

A. I recommend our **scrambled eggs**. Everybody says **they're** out of this world.*

B. Okay. Please give me **an order of scrambled eggs**.

* delicious / very good / excellent / wonderful / fantastic / magnificent / out of this world

1. for lunch?
a bowl of



2. for breakfast?
an order of

3. for dessert?
a piece of

4. to drink?
a glass of

5. for dessert?
a bowl of

6. to drink?
a cup of

7. for dessert?
a dish of

8.

How to Say It!

Making a Recommendation About Food

A. What do you recommend for *breakfast*?*

B. I { recommend / suggest } the *pancakes*.

* breakfast / lunch / dinner / dessert

Practice conversations with other students. Ask for and make recommendations.

Stanley's Favorite Recipes

Are you going to have a party soon? Do you want to cook something special? Stanley the chef recommends this recipe for VEGETABLE STEW. Everybody says it's fantastic!

1. Put **a little butter** into a saucepan.

2. Chop up **a few onions**.

3. Cut up (**a little**/**a few**) _____.

4. Pour in _____.

5. Slice _____.

6. Add _____.

7. Chop up _____.

8. Slice _____.

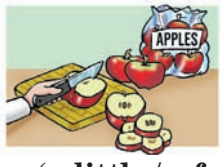
9. Add _____.

10. Cook for 3 hours.

When is your English teacher's birthday? Do you want to bake a special cake? Stanley the chef recommends this recipe for FRUITCAKE. Everybody says it's out of this world!

1. Put **a few cups of flour** into a mixing bowl.

2. Add **a little sugar**.



3. Slice (**a little**/**a few**) _____.

4. Cut up _____.

5. Pour in _____.

6. Add _____.

7. Chop up _____.

8. Add _____.

9. Mix in _____.

10. Bake for 45 minutes.

Do you have a favorite recipe? Write the recipe, and share it with other students. Then as a class, put all your recipes together and make a class cookbook.

READING

AT THE CONTINENTAL RESTAURANT

Yesterday was Sherman and Dorothy Johnson's thirty-fifth wedding anniversary. They went to the Continental Restaurant for dinner. This restaurant is a very special place for Sherman and Dorothy because they went there on their first date thirty-six years ago.

Sherman and Dorothy sat at a quiet romantic table in the corner. They looked at the menu, and then they ordered dinner. For an appetizer, Dorothy ordered a bowl of vegetable soup, and Sherman ordered a glass of tomato juice. For the main course, Dorothy ordered baked chicken with rice, and Sherman ordered broiled fish with potatoes. For dessert, Dorothy ordered a piece of apple pie, and Sherman ordered a bowl of strawberries.

Sherman and Dorothy enjoyed their dinner very much. The soup was delicious, and the tomato juice was fresh. The chicken was wonderful, and the rice was tasty. The fish was fantastic, and the potatoes were excellent. The apple pie was magnificent, and the strawberries were out of this world.

Sherman and Dorothy had a wonderful evening at the Continental Restaurant. It was a very special anniversary.

ROLE PLAY

Sherman and Dorothy are ordering dinner from their waiter or waitress. Using these lines to begin, work in groups of three and create a role play based on the story.

A. Would you like to order now?
B. Yes. For an appetizer, I'd like . . .
C. And I'd like . . .

Now, the waiter or waitress is asking about the dinner. Using this model, continue your role play based on all the foods in the story.

A. How (is / are) the _____?
B. (It's / They're) _____.
A. I'm glad you like (it / them).
And how (is / are) the _____?
C. (It's / They're) _____.
A. I'm glad you like (it / them).

PRONUNCIATION *Of* Before Consonants and Vowels

Listen. Then say it.

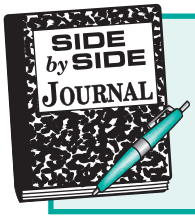
a bowl of soup
a head of lettuce

a piece of apple pie
a bag of onions

Say it. Then listen.

a glass of milk
a jar of jam

a pound of oranges
a dish of ice cream



In your journal, write about a special meal you enjoyed—in your home, in someone else's home, or at a restaurant. What foods did you have? Who was at the meal? Why was it special?

GRAMMAR FOCUS

Count / Non-Count Nouns

Lettuce Butter Milk	is	very expensive.
Apples Carrots Onions	are	

Add	a little	salt. sugar. honey.
	a few	potatoes. nuts. raisins.

Imperatives

Please **give me** a dish of ice cream.
Put a little butter into a saucepan.
Cook for 3 hours.

Choose the correct word.

1. Add a (little few) salt.
2. Cheese (is are) very expensive this week.
3. Put a (little few) cups of flour into a bowl.
4. There (isn't aren't) any more lettuce.
5. Slice a (little few) tomatoes.
6. The fish (was were) tasty.
7. The potatoes (was were) excellent.
8. Chop up a (little few) nuts.

Partitives

a bag of flour
a bottle of ketchup
a box of cereal
a bunch of bananas
a can of soup
a dozen eggs
a gallon of milk
a half pound (half a pound) of cheese
a head of lettuce
a jar of jam
a loaf of bread
a pint of ice cream
a pound of meat
a quart of orange juice
a bowl of chicken soup
a cup of hot chocolate
a dish of ice cream
a glass of milk
an order of scrambled eggs
a piece of apple pie

Complete the sentences.

9. I bought a _____ of lettuce.
10. Please get a _____ eggs.
11. We need two _____ of cereal.
12. I'm looking for a _____ of flour.
13. I had a _____ of chicken soup for lunch.
14. He had a _____ of pie for dessert.
15. Please give me an _____ of scrambled eggs.
16. I'd like a _____ of ice cream for dessert, please.

LIFE SKILLS

• Supermarket sections • Reading a store directory

1 CONVERSATION Locating Items in a Supermarket

Practice conversations with a classmate. Use the directory to find the correct section and aisle for these items.

A. Excuse me. Where are the _____?
B. They're in the _____ section, Aisle ____.
A. Thank you.

A. Excuse me. Where's the _____?
B. It's in the _____ section, Aisle ____.
A. Thank you.

STORE DIRECTORY

Section	Aisle
Baked Goods	6
Beverages	4
Dairy	2
Frozen Foods	5
Meat	3
Produce	1

1.
2.
3.

4.
5.
6.
7.
8.
9.
10.
11.
12.

2 TEAMWORK Categorizing

Bring a supermarket ad to class. Work with a classmate. On a piece of paper, write the names of the six supermarket sections on this page. Then list items in your supermarket ad in the correct section.

READING A SUPERMARKET RECEIPT

SAVE MORE SUPERMARKET

LETTUCE	1.80
WHOLE WHEAT BREAD	2.50
ORANGE JUICE 1 GAL.	3.19
MILK 1 QT.	1.29
3 LBS. @ $1.20 LB. CHICKEN	3.60
4 @ $1.00 TOMATOES	4.00
1/2 LB. @ $9.00 LB. SWISS CHEESE	4.50
8 @ 4 FOR $1.00 BANANAS	2.00
TOTAL	$22.88
CASH TENDERED	$25.00
CHANGE	$ 2.12

Look at the receipt and answer the questions.

1. How much is a loaf of whole wheat bread?
   A. $1.80 B. $2.50 C. $1.29
2. How much orange juice did the person buy?
   A. a pound B. a quart C. a gallon
3. How much does a pound of chicken cost?
   A. $1.20 B. $3.60 C. $2.00
4. How many tomatoes did the person buy?
   A. three B. eight C. four
5. How much do eight bananas cost?
   A. $1.00 B. $2.00 C. $3.00
6. How much does Swiss cheese cost?
   A. 4 for $1.00 B. $4.50 a pound C. $9.00 a pound

Now find the answers to these questions. Circle the answers on the receipt.

1. How many pounds of chicken did the person buy?
2. How much does a head of lettuce cost?
3. How much Swiss cheese did the person buy?
4. How much milk did the person buy?
5. How much did the person pay for tomatoes?
6. How much did the person spend today?

READING A FOOD LABEL

COLUMBUS LOW FAT MILK 1% Milk Fat
Nutrition Facts
Serving Size 1 cup (240mL)
Servings per Container 4

Amount per Serving	
Calories 110	Calories from Fat 20
	% Daily Value
Total Fat 3g	4%
Cholesterol 10mg	4%
Sodium 130 mg	5%
Total Carbohydrate 13mg	4%
Vitamin A 10% •	Vitamin C 4%
Calcium 30% •	Vitamin D 25%

Keep Refrigerated

Read the label. Decide if the following sentences are True (T) or False (F).

____ 1. This milk doesn't have any fat.

____ 2. There are four cups of milk in the container.

____ 3. A cup of this milk has four grams of fat.

____ 4. This milk contains three types of vitamins.

____ 5. You can put this milk in your kitchen cabinet.

____ 6. This milk has more fat than regular milk.

TEAMWORK Bring a supermarket receipt and a food label to class. Work with a classmate. Ask each other questions about your receipts and labels.

Look at the menu and answer the questions.

Annie's Place

Soups

Chicken Soup	Cup	$2.25
	Bowl	$3.00
Mushroom Soup	Cup	$2.50
	Bowl	$3.50

Salads

Greek Salad	Small	$3.00
	Large	$4.25
Chef's Salad		$3.50
with chicken		$5.00

Sandwiches

Chicken Salad	$4.00
Egg Salad	$2.75
Cheese	$2.50
Hamburger	$4.50

served with lettuce, tomato, and french fries

Lunch Specials

Baked Chicken	$10.00
served with rice and choice of vegetable	
Broiled Fish of the Day	$12.00
served with any two side dishes	
Spaghetti with Annie's Tomato Sauce	$6.50
served with salad and choice of vegetable	
with meatballs	$8.50

Side Dishes ($1.50 each)

Baked Potato	French Fries	Rice
Mushrooms	Carrots	Green Beans

Beverages

Soda	$1.50	Coffee	$2.00
Juice	$2.00	Tea	$1.50

Desserts

Chocolate Cake	$3.50	Apple Pie	$4.00

1. A bowl of chicken soup and a cheese sandwich cost ____.
   A. $5.50 C. $6.25
   B. $6.00 D. $6.50

2. A cup of chicken soup and a large Greek salad cost ____.
   A. $6.00 C. $6.50
   B. $6.25 D. $7.25

3. A hamburger comes with ____.
   A. soup C. soda
   B. salad D. french fries

4. A chicken salad sandwich with french fries and a glass of juice costs ____.
   A. $6.50 C. $8.00
   B. $7.50 D. $8.50

5. When you order baked chicken with rice and green beans you pay ____.
   A. $10.00 C. $12.00
   B. $11.50 D. $13.00

6. Roberto only has two dollars. He can order ____.
   A. a salad C. soup
   B. a sandwich D. a beverage

7. Spaghetti and meatballs, a cup of tea, and a piece of apple pie cost ____.
   A. $13.00 C. $14.00
   B. $13.50 D. $15.00

8. Broiled fish does NOT come with ____.
   A. carrots C. rice
   B. salad D. a baked potato

9. A chef's salad with chicken, a glass of soda, and a piece of chocolate cake cost ____.
   A. $8.50 C. $10.00
   B. $9.50 D. $12.50

10. Baked chicken comes with rice and any ____.
   A. beverage C. salad
   B. dessert D. side dish

TEAMWORK Bring a restaurant menu to class. Work with a classmate. Ask each other questions about the food and the prices on the menus.

Choose the correct answer.

1. I ordered a ____ for dessert.
   A. bowl of soup
   B. bag of flour
   C. piece of pie
   D. loaf of bread

2. I'm slicing some ____.
   A. tomatoes
   B. sugar
   C. soup
   D. juice

3. I recommend our ____ for breakfast.
   A. flour
   B. chocolate ice cream
   C. lettuce
   D. pancakes

4. Next, chop up some ____.
   A. jam
   B. nuts
   C. flour
   D. milk

5. The recipe says to pour in some ____.
   A. fish
   B. bread
   C. cheese
   D. water

6. Oranges are in the ____ section.
   A. Produce
   B. Dairy
   C. Meat
   D. Beverages

Look at the supermarket receipt. Choose the correct answer.

BUY & SAVE SUPERMARKET
* * *

WHITE BREAD	2.20
SUGAR	1.80
MILK 1 GAL.	3.10
ORANGE JUICE 1 QT.	1.63
2 LBS @ $7.00 LB. FISH	14.00
3 @ $1.10 ONIONS	3.30
1/2 LB.@ $8.00 LB. CHEESE	4.00
6 @ 3 FOR $1.00 LEMONS	2.00
TOTAL	$32.03
CASH TENDERED	$40.00
CHANGE	$ 7.97

7. The person bought ____ of milk.
   A. a pint
   B. a quart
   C. a gallon
   D. a pound

8. A pound of fish costs ____.
   A. $2.00
   B. $7.00
   C. $8.00
   D. $14.00

9. The person bought ____.
   A. a pound of cheese
   B. seven pounds of fish
   C. six onions
   D. six lemons

10. The person spent ____.
    A. $32.03
    B. $7.97
    C. $40.00
    D. $47.97

SKILLS CHECK

Words:

- ☐ apple
- ☐ apple pie
- ☐ baked chicken
- ☐ baking soda
- ☐ banana
- ☐ bread
- ☐ broiled fish
- ☐ carrot
- ☐ cereal
- ☐ cheese
- ☐ chicken
- ☐ eggs
- ☐ flour
- ☐ grapes
- ☐ honey
- ☐ hot chocolate
- ☐ ice cream
- ☐ jam
- ☐ ketchup
- ☐ lettuce
- ☐ meat
- ☐ milk
- ☐ mushrooms
- ☐ nuts
- ☐ onions
- ☐ orange juice
- ☐ pancakes
- ☐ raisins
- ☐ scrambled eggs
- ☐ soda
- ☐ soup
- ☐ strawberries
- ☐ sugar
- ☐ Swiss cheese
- ☐ tomato juice
- ☐ tomatoes
- ☐ vanilla ice cream
- ☐ water
- ☐ white bread
- ☐ whole wheat bread

- ☐ Baked Goods
- ☐ Beverages
- ☐ Dairy
- ☐ Frozen Foods
- ☐ Meat
- ☐ Produce

I can ask & answer:

- ☐ How much does *a head of lettuce* cost?
- ☐ What would you like for *dessert*?
- ☐ What do you recommend for *breakfast*?
- ☐ Excuse me. Where are the *apples*?

I can:

- ☐ identify supermarket sections
- ☐ interpret a supermarket receipt
- ☐ read a food label
- ☐ order from a restaurant menu

I can write:

- ☐ a shopping list
- ☐ recipe instructions

I can write about:

- ☐ a meal I enjoyed

SIDE by SIDE Gazette

Volume 2 Number 1

Food Shopping

Everybody eats, and everybody shops for food!

In the past, people shopped for fruits, vegetables, bread, and meat at small food stores and at open markets. Before there were refrigerators, it was difficult to keep food fresh for a long time, so people shopped almost every day.

Life today is very different from the past. Refrigerators keep food fresh so people don't have to shop every day. People also have very busy lives. They have time to shop for food only once or twice a week.

People shop for food in different kinds of places—in small grocery stores, at large supermarkets, and sometimes at enormous wholesale stores that sell food and other items at very low prices. Some people even shop on the Internet. They order food online, and the company delivers it to their home. And in many places around the world, people still shop in little food stores and at open markets. There are certainly many different ways to shop for food these days!

FACT FILE

One Day's Food

Eggs: The world's hens produce more than 2 billion eggs a day—enough eggs to make an omelet the size of the island of Cyprus!

Chocolate: The world produces 8,818 tons of cocoa beans every day—enough to make 700 million chocolate bars!

Rice: The world produces 1.6 million tons of rice every day—an amount the size of Egypt's Great Pyramid!

BUILD YOUR VOCABULARY!

Ordering Fast Food

I'd like _____ , please.

- a hamburger

- a hot dog

- a sandwich

- a taco

- a bowl of chili

- a slice of pizza

- a donut

- a bagel

- a muffin

AROUND THE WORLD

Where People Shop for Food

People in different places shop for food in different ways.

These people shop for food at an open market.

This person buys a fresh loaf of bread every day at this bakery.

These people go to a big supermarket once a week.

Where do people shop for food in countries you know? Where do YOU shop for food?

Global Exchange

Glen25: Hi, Maria. How are you today? I just had breakfast. I had a glass of orange juice, a bowl of cereal, and a muffin. At 12 noon I'm going to have lunch. For lunch I usually have a sandwich and a glass of milk. Our family's big meal of the day is dinner. We usually eat at about 6 P.M. We usually have meat, chicken, or fish, rice or potatoes, and vegetables. How about you? When do you usually eat? What do you have? What's your big meal of the day?

MariaV: Hi, Glen. It's the middle of the afternoon here. Our family just had our big meal of the day. Today we had meat, potatoes, and vegetables. For breakfast I usually have a roll and a cup of hot chocolate. We don't have a big dinner in the evening. We usually have a snack early in the evening and a light supper at about 9:30.

Send a message to a keypal. Tell about the meals you eat.

LISTENING

Attention, Food Shoppers!

d	1	cereal	a.	$2.75
____	2	bread	b.	$ .40
____	3	orange juice	c.	$3.25
____	4	ice cream	d.	$3.49
____	5	bananas	e.	$1.79

What Are They Saying?