8

From Soup to Nuts

Classroom Materials/Extra Practice T CD 3 Transparencies 8.1–8.6 Vocabulary Cards Unit 8 Workbook Unit 8 Interactive Practice Unit 8

Unit Overview

Goals

• See the list of goals on the facing page.

Grammar

- · Count nouns and non-count nouns
- Choice questions with or
- Simple present: Questions with *How many* and *How much*

Pronunciation

• I like and I'd like

Reading

• Read an article about expiration dates on foods

Writing

- Write a shopping list
- Write a sentence about the nutritional value of foods
- Write sentences about food your classmates want

Life Skills Writing

• Write a note about things you need at the store

Preview

- Set the context of the unit by asking: Where do you buy food? (Possible answers: local grocery stores, farmer's market, local restaurants)
- Hold up page 145 or show Transparency 8.1. Read the unit title and explain: From Soup to Nuts means from beginning to end. Soup is sometimes the first part of a meal, and nuts are sometimes the end of a meal. So, in this unit you will learn all kinds of foods.
- Say: Look at the picture. Ask the Preview questions: Where are the people? (at the check-out counter / in a supermarket or grocery store) What are they doing? (shopping / buying groceries / checking out)

Unit Goals

- Point to the Unit Goals. Explain that this list shows what the class will be studying in this unit.
- Tell students to read the goals silently.
- Say each goal and ask students to repeat. To explain *food label*, show a box or can of food and point to the label. To explain *menu*, show a restaurant menu or pass menus around the room. (Many restaurants have menus available for printing on their website.)
- Explain additional unfamiliar vocabulary as needed:

Meal: food that you eat at a certain time; breakfast, lunch, and dinner are meals Nutritional value: how good a certain food is for you

 Tell students to circle one goal that is very important to them. Call on several students to say the goal they circled.

Getting Started

5 minutes



WHAT DO YOU KNOW?

A CLASS. Look at the pictures. Which foods...

- Show Transparency 8.2 or tell students to cover the list of words on page 147.
- Point to picture 19 and read the example. Ask: Which foods do you know?
- Students call out answers (for example, *Number 10* is bananas.).
- If students call out an incorrect food, change the answer into a question for the class (for example, *Number 3 is cereal?*). If nobody can identify the correct item, tell students they will now listen to a CD and practice the names of the food.

Presentation

5 minutes

B Listen and point to the pictures....

- Play CD 3, Track 18. Pause after number 20 (beans).
- Walk around and check that students are pointing.
- To check comprehension, say each food in random order and ask students to point to the appropriate picture.
- Resume playing Track 18. Students listen and repeat. Say: Each food is in a food group. Remember the foods in each group.

Controlled Practice

20 minutes

PRACTICE

A PAIRS. Student A, name a food group. Student B,...

- Read the directions. Read each line in the example and ask the class to repeat.
- Play A and model the example with an above-level student. Pair students and tell them to take turns playing A and B. Say: Student A, don't point to the pictures.
- Walk around and, as needed, remind students not to point to the pictures. To check comprehension, say a food group and call on individual students to say two foods in the group (for example, T: Fruit. S: Apples and oranges. T: Yes!).

MULTILEVEL INSTRUCTION for 2A

Cross-ability Tell the higher-level student to play A. When saying the name of the food group, A also points to the picture to aid B's comprehension.

Expansion: Vocabulary Practice for 2A

 Say words at random (foods and groups) from the list on page 147 and the pictures. Tell students to call out whether it is a food or a group (for example, T: Fruits. Ss: Group. T: Good! Butter. Ss: Food. T: Excellent!).

B WORD PLAY. GROUPS OF 4. Student A, look at...

- On the board, write the following headings: Meal, Group, and Color. Ask: What meals do you have? (breakfast, lunch, . . .) What colors are the *foods?* (red, orange, . . .) What are the food groups? (vegetables, grains, . . .) Write the answers.
- Read the directions. Remind students that a *yes/no* question begins with Do, Is, or Are.
- Read each line in the example conversation and ask the class to repeat. Model correct intonation.
- Form groups of 4 and tell students to take turns playing A. Tell students to make questions using the colors, meals, and food groups on the board.

MULTILEVEL INSTRUCTION for 2B

Pre-level Assign roles. B always asks a meal question (Do you eat it for breakfast?). C always asks the food group question (Is it a kind of fruit?). D always asks a color question (Is it *red?*). Students practice a few times in one role before switching.

Above-level Ask A to also think about foods not listed on page 147.

Q PAIRS. Look at the food pyramid. The colors show...

- Say: This is a food pyramid. It shows us the different food groups.
- Explain: Amount *means* how much.
- As an example, hold up your book (or use Transparency 8.2) and draw a line to match the vegetable group to the green bar in the pyramid.
- Walk around and check that students are matching each group to a bar in the pyramid.

Learning Strategy: Make word groups

- Read the directions. Ask: Which foods from the list do you eat for breakfast? Students call out answers (cereal, yogurt, . . .). Write a few answers on the board.
- Tell students to write a three-column chart in their notebooks with *Breakfast*, *Lunch*, and *Dinner* as the headings.
- Walk around as students work. If misspellings occur, tell them to check the vocabulary list on page 147.
- Say: You can remember new words by putting them into groups. Remind students to use this strategy to remember other new vocabulary.

Communicative Practice 25 minutes

Show what you know!

STEP 1. Which foods do you eat? Fill in the "You"...

- Copy the chart onto the board. Read the directions.
- Ask a couple of students: What vegetables do you eat? Write responses in the chart on the board (for example, potatoes, carrots, onions). Then ask them how often they eat that food. Write responses in the chart (for example, onions—once a week).
- Tell students they can write once a week, twice a week, three times a week, four times a week, five times a week, or every day in the How often? column. Write these expressions on the board for easy reference.

STEP 2. PAIRS. Talk about the foods you eat....

- Read the directions.
- Play Marcus and model the example with an above-level student.
- On the board, write: What _______ do you eat? Under the blank write vegetables, fruit, and meat and beans. Ask several students: What kind of vegetables/fruit/meat and beans do you eat? and write responses on the board. Follow this question with How often? and write students' responses in the chart on the board.
- Pair students.
- Walk around and check that students are talking about foods from the correct groups and filling in the chart.

MULTILEVEL INSTRUCTION for STEP 2

Pre-level To help build confidence, practice with students (or ask an above-level student to assist) until they are comfortable making new conversations on their own.

Above-level Tell students to also ask their partner what kind of oils, dairy, and meat and beans they eat. Students can write this additional information on the side of the chart or in their notebooks.

STEP 3. Report to the class.

- Read the directions and the example.
- Call on students to report. Say: *Tell us about your partner*. As needed, prompt them by asking: *What vegetable/fruit/meat and beans does your partner eat? How often?*
- Correct pronunciation as needed.

Expansion: Graphic Organizer Practice for STEP 3

- Identify a food that most of the class eats (for example, *bread*).
- On the board, create a bar chart whose horizontal axis (*x*-axis) contains space to write ten students names and whose vertical axis (*y*-axis) contains the following: never, once a week, twice a week, three times a week, four times a week, five times a week, six times a week, every day.
- Call on a few students to say how often they eat bread. Write their names along the x-axis and also draw a bar to represent how often they eat it.
- Tell students to copy the chart into their notebooks. Students stand, mingle, and ask ten other students how often they eat bread. While mingling, students jot down other students' names and how often they eat bread.
- Students then return to their seats and finish their chart.
- Call on students to report on what they found (for example, S: *Maria eats bread five times a week. Pascual eats bread three times* . . .).



Talk about foods you like and don't like

Getting Started

10 minutes

Presentation

20 minutes

Culture Connection

- Say: Fast-food restaurants are very popular in the United States.
- On the board, write several popular fast-food chains in your area (for example, McDonald's, Wendy's, Taco Bell). Ask students to call out more names as you write. Ask: What kinds of food can you get there? (hamburgers, french fries, soda, tacos, salad, . . .)
- Ask: Are fast-food restaurants popular in your country? What fast-food restaurants are there *in your country? Is the food different from U.S.* restaurants? List some foods that students name on the board.
- Ask above-level students: Why are U.S. fastfood restaurants popular? (Because people don't make time to cook at home.)
- Ask: *Is the food at fast-food restaurants* healthy? (Possible answers: Some of the food is healthy, for example, salad and yogurt. A lot of the food is not healthy.)

BEFORE YOU LISTEN



READ. Look at the pictures. Listen and read....

- Read the directions. Play CD 3, Track 19. Students listen and read along silently.
- To check comprehension, ask the following and point to the correct picture: What does Jason eat at 12:00? (a hamburger) What does he eat at 12:10 (a piece of pizza) What does he eat at 12:20? (a taco) What does he want at 12:30? (ice cream)
- Call on students to say answers to the questions.

Expansion: Speaking Practice for 1

- Pair students. Ask: *Do you eat pizza? Hamburgers?* Tacos? Desserts? Tell students to use adverbs of frequency (never, sometimes, usually, always) in their answers (for example, I sometimes eat hamburgers.).
- To wrap up, ask the class the questions and call on students to answer.

LISTEN

A Look at the picture.... Guess:...

- Read the directions. Point to the people in the picture. Ask: What are they talking about?
- Call on students to answer. Write answers on the board.

B Listen to the conversation. Was...

- Read the directions. Play CD 3, Track 20.
- Explain expressions as needed:

What do you want for lunch? is a common way to ask, What food do you want to eat for lunch? Yeah, me too is a common way to say you feel the same as the person talking.

I love as in I love pizza is a common way to say you enjoy something very much.

• Ask: Was your guess in Exercise A correct? Circle the correct answers on the board. (Answer: what to eat for lunch)

Teaching Tip

Optional: Remember that if students need additional support, tell them to read the Audio Script on page 286 as they listen to the conversation.

Listen again. Answer the questions.

- Read the directions. Play Track 20 again. Students listen and answer the questions.
- Students compare answers with a partner.
- Call on students to say answers.

Conversation...

- Read the directions. Play CD 3, Track 21.
- Explain: Marius says only in It's only 10:30 to stress that he thinks it's not time for lunch.
- Call on students to say the answers.

Talk about foods you like and don't like

Controlled Practice

20 minutes

Communicative Practice 10 minutes



CONVERSATION



Listen and read the conversation. Then...

- Note: This conversation is the same one students heard in Exercise 2B on page 148.
- Play CD 3, Track 22. Students listen and read along
- Resume playing Track 22. Students listen and repeat.

PRACTICE

A PAIRS. Practice the conversation. Then make new...

- Pair students and tell them to practice the conversation in Exercise 3.
- Then, in Exercise 4A, ask students to look at the pictures and the words in the boxes. Say each one and ask the class to repeat.
- Copy the conversation onto the board with blanks and read it. When you come to a blank, fill it in with information from the boxes (breakfast, scrambled eggs, and pancakes). As you fill in the blanks, remind Student A to say another food for the same meal.
- Ask two on-level students to practice the conversation in front of the class.
- Tell pairs to take turns playing each role and to use different information from the boxes to fill in the blanks.
- Tell students to stand, mingle, and practice the conversation with several new partners.

■ MULTILEVEL INSTRUCTION for 4A

Pre-level Play Track 22 again and allow students to listen and repeat a few more times. **Above-level** Ask students to include how often they eat some food (for example, *I love* scrambled eggs! I always eat scrambled eggs for breakfast.).

B MAKE IT PERSONAL. PAIRS. Make your own...

- With an above-level student, make up a new conversation and practice for the class. Base the conversation on Exercise 3.
- Tell students to copy the vocabulary words for food from pages 146, 147, and 149 into their notebooks and direct them to use these words in their conversations.
- Pair students and tell them to take turns playing A and B.
- Walk around and check that students are using correct falling intonation for statements and rising intonation for questions.
- Call on pairs to perform for the class.
- To wrap up, on the board write some of the errors you heard during the role plays. Ask students to correct the mistakes. Go over the corrections by saying the words or sentences correctly and asking the class to repeat.

Language Note

To help pairs sound more realistic, practice with them. Model personal expression and emotion in your speaking parts (such as enthusiasm in the conversation in Exercises 3 and 4) and encourage students to do the same.



Getting Started

5 minutes

Controlled Practice

30 minutes

- Say: We're going to study count and non-count nouns. In the conversation on page 149, Gabriela used this grammar.
- Play CD 3, Track 22. Students listen. Write *I don't really like pizza*, *but I love tacos!* on the board. Underline *pizza* and *tacos*.

Presentation

10 minutes

Count nouns and Non-count nouns

- Copy the grammar charts onto the board or show Transparency 8.3 and cover the exercise.
- Read the Grammar Watch note while students read along silently. Write it on the board.
- Say sentences from the count nouns chart and ask the class to repeat.
- Say sentences from the non-count nouns chart and ask the class to repeat.
- On the board, make a two-column chart with *Count nouns* and *Non-count nouns* as the headings. Write several foods from pages 146, 147, and 149 on the board (not in the chart). Include count and non-count foods (for example, *milk*, *potatoes*, *apples*, *rice*). Point to each word and ask the class if it is a count or non-count noun. After the class correctly identifies each food as count or non-count, write it under the appropriate heading.
- If you are using the transparency, do the exercise with the class.

Expansion: Writing and Speaking Practice

- Using foods on the board, students write three simple sentences with *want* and three simple sentences with *like*. For *want*, students use the singular form of count nouns (for example, *I want an apple*.). For *like*, students use the plural form of count nouns (for example, *I like apples*.). Students can use non-count nouns for either *like* or *want*.
- Students then turn their statements into questions and ask a partner (for example, A: *Do you like apples?* B: *Yes, I do. Do you like bread?* A: *No, I don't.*).

1

PRACTICE

Culture Connection

- Say: Look at the picture. What place is this? (a market, a grocery store) In the United States, most people buy their food at a grocery store. Large grocery stores are called supermarkets. Write supermarket on the board.
- Ask: In your country, are supermarkets popular? Here in the United States, do you shop at a supermarket? Call on students to say answers.

Complete the shopping list.

- Say: Look at the shopping list. Ask: Do you use a shopping list when you go to the store?
- Say: Look at the food in the picture. Ask: How many oranges do you see? (four) Say: Look at the shopping list. It says 4 oranges.
- Read the directions. Say: Look at the word or number in the list. Then try to find the food in the picture.
- Walk around and check that students are completing the prompts on the shopping list.
- Students compare answers with a partner.
- Say each prompt on the list and call on students to complete each one (for example, T: *We need to buy* 6 . . . S: *Eggs*. T: *Good!*).

Teaching Tip

Bring in some actual food items to illustrate the difference between count and non-count nouns.

2

LIFE SKILLS WRITING

Turn to page 260 and ask students to complete the note. See pages Txi–Txii for general notes about the Life Skills Writing activities.

Lesson 3 Talk about common foods



PRACTICE

Look at the pictures. Complete the conversations....

- Ask students to call out what food is in each picture. Students can write the name of the food next to the picture. Say: *Remember, some foods are* count nouns and some are non-count.
- Walk around and check for accurate spelling. Tell students to review the words on pages 146–147 if
- *Optional*: Tell students to practice the completed conversations with a partner.
- To check answers, call on pairs to role-play the individual conversations. After each one, ask students if the food in question is a count noun or a non-count noun.

Communicative Practice 15 minutes

Show what you know!

STEP 1. WRITE. You have five minutes. Write foods...

- Read the directions and the Writing Watch note.
- Play A and read the example conversation with a student. Tell students to write cheese next to bananas. Ask: *Is cheese a count or non-count noun?* (non-count)
- Say: Use the plural form for count nouns. Don't change non-count nouns.
- Pair students and tell them to use foods from pages 146-147 and 150-151.
- Walk around and check for accuracy. If a student writes the wrong food, change the student's answer to a question and ask, for example: Are apples white?

MULTILEVEL INSTRUCTION for STEP 1

Cross-ability Assign higher-level students to sit with lower-level students and suggest one food for each color to get them started (white: eggs; red: apples; green: broccoli).

STEP 2. GROUPS of 3. Compare answers.

- Form groups of 3 and tell them to take turns asking and answering the questions.
- Call on students to write answers on the board.
- Brainstorm with the class to generate more foods for each color.

Expansion: Graphic Organizer and Speaking Practice

- Ask students to make a two-column chart in their notebooks with Foods I love and Foods I like as the headings.
- Say: Foods you love are your favorite foods. Foods you like are foods that you enjoy, but they are not your favorite.
- Ask students to write food under each heading. Pair students and tell them to compare answers:
 - A: What foods do you love?
 - B: I love bread. I love cheese . . . What foods do you love?
 - A: I love pizza. I love beans. What foods do vou like?
 - B: I like rice.

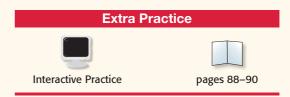
Community Building

Divide the class into groups of four or five. Tell each group to make a list of food they want to take for an imaginary three-day camping trip with the students in their group (for example, We want lots of fruit. We need 20 apples, 15 bananas.). Each group can appoint a secretary to write the list. Each group must choose foods from all six food groups.

Progress Check

Can you . . . talk about common foods?

Say: We have practiced talking about common foods. *Now, look at the question at the bottom of the page.* Can you talk about common foods? Tell students to write a checkmark in the box.



Read about expiration dates on food

Getting Started

15 minutes

1

BEFORE YOU READ

A Look at the pictures. Where do you keep...

- Read the directions. Say each storage area (for example, *freezer*) and ask the class to repeat.
- Ask: *Where do oranges go?* (on the counter or in the refrigerator) *Where does cereal go?* (in the cabinets or on the counter)
- Walk around and check that students are writing foods in the boxes. Note that students may keep things in different places.
- Students compare answers with a partner. Encourage students to talk about why they keep each food item in a particular place. (For example, I keep potatoes in my cabinets because I don't have counter space.)
- Call on students to say answers.

Community Building

Divide the class into four groups for *freezer*, *cabinets*, *refrigerator*, and *counter*. Ask each group to make a list of foods that is kept in that place (for example, the freezer group makes a list of freezer foods). The interaction among group members will help build class community.

Expansion: Vocabulary Practice for 1A

- Ask: What's in your freezer/refrigerator/cabinets? Ask students to make a list in their notebooks of all the food they can remember in each storage place at home.
- Pair students. Students ask each other the questions and share answers.

B Sometimes there's a date on food. Why? Read...

- Say: *Sometimes there's a date on food.* Ask: *Why?* (Because stores cannot sell food after that date.) Call on a couple of students to guess.
- Tell students to look at the picture. Slowly read the explanation under the picture. Ask: *What is the sell-by date for the milk in the picture?* (October 14)

Expansion: Critical Thinking Practice for 1B

• Ask: What other foods have a sell-by date? (meat, chicken, milk products, . . .) Write responses on the board.

G CLASS. Look at the label again. Can a store sell...

• Read the directions. Ask: Can a store sell this milk on October 15? (No.) Why not? (Because the sell-by date is October 14.) Can you drink this milk on October 15? (Yes.)

Expansion: Vocabulary and Critical Thinking Practice for 1C

- Say: You will see a use-by date on some foods. The use-by date is when the food is too old to eat. The use-by date is also called the expiration date.
- Write the above terms on the board for students to copy into their notebooks.
- Ask: Which date is later, the sell-by or the use-by date? (the use-by date)

Read about expiration dates on food

Presentation

15 minutes

Communicative Practice 15 minutes



READ



Listen. Read the article.

- Tell students to look at the picture. Ask: What is *this person (shopper) doing?* (checking the sell-by date on a bottle of milk)
- Ask: What is the title of the article? What does Eat Fresh *mean?* (It means to eat new food.)
- Play CD 3, Track 23. Students listen and read along silently.
- If students have difficulty following along, play Track 23 again and pause at various points.
- Ask if there are words they do not understand and explain them (for example, Fresh food is new food.).
- Optional: Play Track 23 again.

Controlled Practice

15 minutes

CHECK YOUR UNDERSTANDING

A Read the article again. What is the main idea?

- Read the directions. Allow time for students to read the article again.
- Remind students: The main idea is the most important point in the article.
- By a show of hands, poll the class and ask who thinks the answer is *a* and who thinks it is *b*.
- Explain that b is true, but it is just a detail, not the main point. Say that *a* is the answer.

B Read the sentences. Circle *True* or *False*.

- Read the directions.
- Walk around and help as needed. Tell students to check their answers by looking back at the article.
- Call on students to say answers. For false items, call on students to correct the statement to make it true. (3. Keep eggs in the refrigerator. 4. Cook or freeze chicken a day or two after you buy it.)

Show what you know!

PAIRS. Talk about it. How can you use...

- Read the directions and the example.
- On the board, write *I* want to look at the dates on the _____ in my _____. Tell students they can use this sentence when talking to their partner.
- Pair students. Walk around and check that students are talking about the information in the article and the food in their homes.
- Call on individual students to say the foods they will check when they go home.

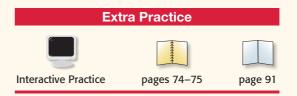
MULTILEVEL INSTRUCTION

Pre-level If students have difficulty saying original sentences, provide them with the following prompt: *I want to look at the dates on the* (*food*) *in my refrigerator/freezer/cabinet.*

Above-level Ask students to also discuss how often (always, usually, sometimes, or never) they buy food that is very close to the sell-by or useby date (for example, I never buy milk that's old. Sometimes I buy bread that's old.).

Expansion: Writing and Speaking Practice

- Form groups of 5. Each group makes a poster that contains tips related to sell-by dates.
- One student can copy tips from the article onto notebook paper and list them in order from most important to least important. Another student can write the tips on poster paper. A third student can present the poster and read the tips to the class.
- All students can contribute to the poster by drawing pictures of food or affixing clippings of food pictures from magazines or advertisements.
- If possible, groups can add tips of their own (for example, Put bread in the freezer to keep it fresh.).
- Students create a poster that can be displayed in the classroom or taken home.



Lesson 5

Order a meal in a restaurant

Getting Started

10 minutes

Culture Connection

- Say: *In the United States, it is very common to see a menu on the wall at fast-food restaurants.*
- Ask: In your country, do all fast-food restaurants have menus on the wall? Are the prices on the menu?



BEFORE YOU LISTEN

CLASS. Look at the pictures. Which foods do you eat...

- Read the directions. Ask: *Who eats tomato soup?* Ask students to raise their hands if they eat tomato soup. Note that students should not mark the checkboxes, because they will use the checkboxes in Exercise 2B.
- Go through each featured food in the same way (for example, T: *Who drinks coffee?* [Students raise their hands.]).
- As needed, say each food and ask the class to repeat.

Language Note

Encourage students to keep a personal dictionary in their notebooks. As they learn new vocabulary (such as food items here), they can copy the words into their notebooks and write a translation in their native language next to it.

Presentation

30 minutes

2

LISTEN

A Look at the picture. Greg and his wife are ordering...

- Tell students to look at the picture.
- Ask: What do you see in the picture? What is happening? (Greg and his wife are ordering lunch.)
- Write the answer choices on the board and read them. Say: *Greg says*, "*I'd like a hamburger*." What does this mean? Call on students to answer.

B Listen to the conversation. Was your...

- Read the directions. Play CD 3, Track 24.
- Explain: I'd like is a polite way of saying I want.
- Ask: Was your answer correct?
- On the board, write: *I'd like a* ______. and *I'd like* _____. Remind students: *Say* I'd like + a or an to ask for food that is a singular count noun, for example, I'd like a green salad. If you are asking for a food that is a plural count noun or a non-count noun, say I'd like without a or an, for example, I'd like fries. I'd like ice cream.
- Circle the correct answer on the board. Ask: *Was your answer correct?*

Teaching Tip

Optional: Remember that if students need additional support, tell them to read the Audio Script on page 286 as they listen to the conversation.

Listen again. What does Greg order? Check (✓)...

- Read the directions. Play Track 24 again.
- Call on students to say the answers.

G Listen to the whole conversation....

- Read the directions. Say: *Listen for the food that Greg orders*.
- Play CD 3, Track 25.
- Ask: *Does Greg make a healthy choice?* (No, because apple pie is not healthy.)
- Call on students to ask and answer the questions.
- Play Track 25 as many times as needed to aid comprehension.

Order a meal in a restaurant

CONVERSATION



A Listen. Notice the pronunciation of...

- Read the directions. Play CD 3, Track 26. Students listen.
- Say: *I'd* is a contraction for *I would*. On the board, write: I'd = I would. Remind students that I'd like is a polite way to say *I want*.
- Ask: What is the difference between I like and I'd like? (I like means that you enjoy that food, but I'd *like* means you want to eat that food now.)
- As needed, provide isolated repetition practice of *I* vs. I'd. Emphasize the /d/ in I'd and ask students to repeat in isolation and in full sentences.
- Resume playing Track 26. Students listen and repeat.

Controlled Practice

20 minutes



B Listen and read the conversation. Then...

- Note: This conversation is the same one students heard in Exercise 2B on page 154.
- Tell students to listen for *I'd*. Play CD 3, Track 27. Students listen and read along silently.
- Resume playing Track 27. Students listen and repeat.

PRACTICE

A PAIRS. Practice the conversation. Then make...

- Pair students and tell them to practice the conversation in Exercise 3B. Say: Say please to be polite when ordering.
- Then, in Exercise 4A, point to the menu, say the items, and ask the class to repeat.
- Copy the conversation onto the board with blanks. Read through it. When you come to a blank, fill it in with the name of a food or drink from the menu (for example, a cup of tomato soup, soda, and a green salad). Tell students: Say a cup of or a bowl of tomato soup.
- Ask two on-level students to practice the conversation in front of the class. Tell the class that A is the waitress and B is the customer. Tell pairs to take turns playing each role and to use the menu to fill in the blanks.

• Walk around and check that students are clearly pronouncing *I'd like*. Tell students to stand, mingle, and practice the conversation with new partners.

MULTILEVEL INSTRUCTION for 4A

Pre-level Say each line and ask students to repeat after you before they practice in pairs. Monitor pronunciation carefully.

Above-level After pairs practice a couple of times, ask them to cover all but the first words of each line as they speak.

Communicative Practice 10 minutes

B ROLE PLAY. PAIRS. Make your own....

- Play A and, with an above-level student, use information from the menu and make up a new conversation.
- Pair students and tell them to take turns playing A
- Walk around and check that students are using information from the menu.
- Call on pairs to role-play for the class.

MULTILEVEL INSTRUCTION for 4B

Pre-level To help build confidence, practice with students until they are comfortable making new conversations on their own.

Above-level Ask students to order something and then change their mind (for example, I'd like pepperoni pizza. No, wait, I'm sorry. I'd like a green salad.).

Expansion: Speaking Practice for 4B

• At the end of the conversation, tell A to offer a special price for one or two items that are "on sale" when B is ordering (for example, A: *Hamburgers* are only \$3.00 today. B: Really? OK. I'd like one.).

Extra Practice



Interactive Practice

Order a meal in a restaurant

Getting Started

5 minutes

Communicative Practice 10 minutes

- Say: We're going to study choice questions with or. In the conversation on page 155, the waitress used this grammar.
- Play CD 3, Track 27. Students listen. Write Is that a large soda or a small soda? on the board. Underline a large soda or a small soda.

Presentation

5 minutes

Choice questions with or

- Copy the grammar charts onto the board or show Transparency 8.4 and cover the exercise.
- Read the questions and answers from the charts and ask the class to repeat.
- Read the Grammar Watch note.
- If you are using the transparency, do the exercise with the class.

Controlled Practice

10 minutes

PRACTICE

A Complete the questions. Use the words...

- Read the directions and do the first item with the class. Write it on the board.
- Read the pronunciation note. To demonstrate, ask the example question in item 1. Make your voice go up on chicken soup and down on salad. Ask the class to repeat.
- Tell students they will know if the question is a choice question because the person asking the question will stress the choices and will pause slightly after the first example (for example, Do you want coffee or tea? The answer could be Tea, please or it could be *Coffee*, *please*.).
- Walk around and check that students are writing or between the choices.

B Listen and check your answers. Then...

- Play CD 3, Track 28. Students listen and check their answers.
- Resume playing Track 28. Students listen and repeat.

Show what you know!

STEP 1. PAIRS. Student A, you are a waiter....

- Read the directions.
- Play the waiter and practice with an above-level student. Write the customer's choices on the board.
- Pair students and tell them to take turns as the waiter and the customer.
- Walk around and check that the customer is answering as in the grammar chart (for example, A hamburger, please.).

MULTILEVEL INSTRUCTION for STEP 1

Cross-ability Ask the lower-level student to play the waiter (A) first. The higher-level student can be the customer and repeat the answers as needed until A can write them correctly.

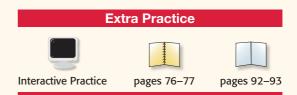
STEP 2. Report to the class.

- Read the directions and the example.
- Call on individual students to say what their partner wants (for example, Maria wants . . .).
- Optional: Introduce Maria would like. . . .

Progress Check

Can you . . . order a meal in a restaurant?

Say: We have practiced ordering a meal in a restaurant. Now, look at the question at the bottom of the page. Can you order a meal in a restaurant? Tell students to write a checkmark in the box.



Compare food prices; Read food labels

Getting Started

10 minutes

- Say: It is common to receive advertisements from food stores in the mail or see them in the newspaper. *Many stores try to offer the cheapest prices. You can* compare one ad to another. Let's look at some ads.
- Optional: Bring in food ads to show the class.

Presentation

5 minutes

COMPARE FOOD PRICES



A Look at the ad for Farmer Tom's....

- Read the note. Ask students what lb. is the abbreviation for (pound). Point to various foods to provide examples for the points in the note. Ask: Which food's price depends on weight? (chicken, bananas, apples, and onions)
- Play CD 3, Track 29. Students listen and repeat.

Controlled Practice

25 minutes



B Look at the ad for Country Market....

- Read the directions. Play CD 3, Track 30. Students listen and fill in the amounts.
- Play Track 30 again as needed.
- To check answers, write the foods on the board and call on five students to write the price for each.

PRACTICE

A Look at the prices in the ads again. Where is each...

- Read the directions. To demonstrate, ask: Where is chicken cheaper? (Students circle the price at Farmer Tom's.)
- Ask where each food is cheaper. (*Answers:* Farmer Tom's—chicken, bananas, yogurt, apples, and onions; Country Market-bread.)

Expansion: Speaking Practice for 2A

 Ask students to continue the conversation by discussing the price difference between the two stores (for example, A: Where is chicken cheaper? B: At Farmer Tom's. A: How much cheaper is it? B: Let's see. [Calculates \$3.29 - \$2.99 = \$0.30] It's 30 cents cheaper.).

B Two friends are comparing prices at...

- Read the directions. Play CD 3, Track 31. Students
- Resume playing Track 31. Students listen and
- Pair students and tell them to take turns playing A
- Walk around and check that in A's question students' voices go up for the first choice and down for the second.

OPAIRS. Practice the conversations. Then make...

- Pair students and tell them to practice the conversation in Exercise 2B.
- Write the conversation on the board, leaving blanks where students can substitute new information. Explain that students must choose a count noun for the first food choice and a noncount noun for the second choice.
- Ask a pair of on-level students to practice the conversation in front of the class.
- Tell pairs to take turns playing each role and to use information from the ads in the blanks.
- Tell students to stand, mingle, and practice the conversation with several new partners.

D NETWORK. Talk to your classmates. Ask, Where...

- Read the directions. Ask an above-level student the questions.
- Brainstorm with the class reasons why a store is a good place to shop (for example, low prices, wide *selection*, *good service*, *short lines*, *fresh produce*).

Progress Check

Can you . . . use measurements and compare food prices?

Say: We have practiced using measurements and comparing food prices. Now, look at the question at the bottom of the page. Can you use measurements and compare food prices? Tell students to write a checkmark in the box.

Lesson 7

Compare food prices; Read food labels

Presentation

10 minutes



TALK ABOUT NUTRITION

How do you stay healthy? Here are some tips.

- Ask: What is the title of the box? Explain: A tip is advice or helpful information.
- Point to the pictures and ask students to identify the food they see (*meat*, *butter*, *salt*, *chips*, *sugar*, *cake*).
- Read the tips. Students read along.
- Use the pictures to help explain unfamiliar vocabulary as needed:

Fat is oily and is in beef. What other foods have a lot of fat? (butter, ice cream, some cheese, . . .)
Sodium is in salt. We often put it on foods like french fries.

Sugar makes food taste sweet. One food with a lot of sugar is cake. What other foods have a lot of sugar? (cookies, ice cream, pie, . . .)

A calorie tells you how much energy a food can produce. People need a certain amount of calories every day to stay healthy. We burn calories through exercise and everyday activities.

Controlled Practice

5 minutes



PRACTICE

A Look at the pictures. Check (✓) the foods that...

- Read the directions.
- Ask: Do healthy foods have a lot of fat or a little fat? (a little fat) Do healthy foods have a lot of sodium or a little sodium? (a little) What about sugar? (Healthy foods have a little sugar.)
- Poll the class on each item. If students disagree, ask them to explain their position (for example, *I think ice cream is good for you if it is low fat.*).

Communicative Practice 15 minutes

B PAIRS. Talk about your answers in Exercise A.

• Play A and read the example conversations with a student.

- Say: When food is healthy, we say it is good for you. When food is not healthy, we say it isn't good for you.
- Call on a few students to explain their position about a couple of foods from Exercise A as in the example conversations (for example, *Are pancakes good for you?*).
- Pair students and tell them to practice each conversation using the foods in the pictures. Tell them to take turns playing A and B.
- Walk around and check that students are discussing whether each food is healthy or not healthy.

MULTILEVEL INSTRUCTION for 4B

Cross-ability Tell the higher-level student in each pair to first ask the lower-level student a question to get the conversation started (for example, A: *Are pancakes good for you?* B: *No.* A: *Why?* B: *Because* . . .).

GROUPS OF 3. Which healthy foods do you...

- Form groups of 3 and tell them to discuss the question: Which healthy foods do you usually eat? Tell them to say how often they eat healthy foods (for example, I like apples. I usually eat an apple every day at lunch.).
- Walk around and help students who are having difficulty by asking them first to write two or three healthy foods they eat and how often they eat them.
- Call on several students to say what healthy foods they usually eat.

Expansion: Graphic Organizer and Writing Practice for 4C

- Form groups of 3. Ask students to make a weekly meal planner that includes as much healthy food as possible.
- First, students write a list of healthy food they have in their kitchen or that they plan to buy.
- Then students list meals they will serve their family (or themselves) for each day of the coming week (for example, *Friday—dinner—chicken and salad*). They can use true or made-up information.
- In a week, ask students to take out their meal plans. Ask students if they actually made those meals.

Compare food prices; Read food labels

Controlled Practice

10 minutes

D Food labels give you important...

- As a warm-up, bring in examples of food labels if possible. Pass around packages or cans of food with labels for students to see.
- Point to the bread label. Ask: What information do you see? (serving size, servings per container, . . .)
- Read the notes. Copy them on the board and allow adequate time for students to digest the information in each one.
- Read the example question and ask the class to call out the answer. To explain *slice*, point to the picture of a slice of bread.
- Walk around and check that students are referring to the food label as they answer the questions.
- To check answers, read each question and call on individual students to say answers.

Communicative Practice 5 minutes

B WRITE. Look at the labels. Which drink is better...

- Read the directions. Ask: What is oz. the abbreviation for? (ounce or ounces) Remind students that healthy foods have little fat, sodium, and sugar.
- Ask students to compare both labels and complete the sentence.
- Walk around and help students write complete sentences if they have difficulty.
- Students compare their answer with a partner. Tell students that they each may give different reasons.

Expansion: Life Skills Speaking Practice for 4F

- Pair students. Partners take turns asking each other the questions in Exercise D for the soda and iced tea in the pictures in Exercise E (for example, Soda, A: *How much is one serving?* B: Twelve ounces. *How many servings are in the can?* A: *One. How many* . . .).
- To wrap up, call on several individual students to answer questions about either food (for example, T: *How many calories are in the iced tea?*).

Progress Check

Can you . . . talk about the nutritional value of foods?

Say: We have practiced talking about the nutritional value of foods. Now, look at the question at the bottom of the page. Can you talk about the nutritional value of foods? Tell students to write a checkmark in the box.



Plan a healthy meal

Getting Started

5 minutes

Presentation

15 minutes



BEFORE YOU LISTEN

CLASS. Look at the pictures. Which other foods...

- Tell students to look at the pictures. Say: *There are* many ways to cook food.
- Point to each of the pictures in turn and explain:

These vegetables are steamed. When water is very hot, it changes to steam.

The chicken is grilled. In a grill, the heat is under the food.

The fish is fried. To fry means to cook something in hot oil.

• On the board, write the following headings: steamed, grilled, and fried. Under each, ask students to call out additional foods from pages 146-149, 154, and 158.

Expansion: Speaking Practice for 1

• Choose three foods (for example, *chicken*, *potatoes*, and broccoli) and ask students to discuss which way (grilled, steamed, or fried) is the healthiest (for example, I think grilled chicken is healthy because there is only a little fat.). Students can discuss in pairs or small groups.

LISTEN



A CLASS. Listen to the radio talk show....

- Read the directions, including the questions. Play CD 3, Track 32. Students listen.
- Call on students to answer the questions.

B Listen again. Answer the questions...

- Tell students to look at the chart. Say each question and point out the areas that students must fill in (for example, Listen for how many calories are in *fried chicken.*).
- Play Track 32 again. Students listen and fill in the
- Play Track 32 again if students had difficulty understanding all the information.
- Call on students to write answers on the board.

G GROUPS OF 3. Look at the pictures. Plan...

- Read the directions.
- Pair students. To help students organize a meal, ask them to choose a main course, a drink, a side dish, and a dessert. Write these headings on the board and review the menu on page 155.
- Walk around and help as needed. Check that students aren't including unhealthy foods (for example, *chocolate cake*).
- Call on pairs to say their dinner plan for Greg. Partners can take turns discussing different foods they chose.

Plan a healthy meal

Controlled Practice

25 minutes



CONVERSATION

A CLASS. Look at the pictures. Which of these...

- Point to each picture, say the food, and ask the class to repeat.
- Ask: Which of these foods do you like? Call on several students to say answers.

Expansion: Vocabulary Practice for 3A

• Pair students and tell them to ask each other which food group each of the foods belongs to (for example, A: Which food group do shrimp belong to? B: Meat and beans.).

B Greg and Liz are planning dinner....

- Read the directions. Play CD 3, Track 33. Students listen and read along silently.
- Explain: Let's is a contraction for Let us. It is common in conversation to say Let's have _
- Resume playing Track 33. Students listen and repeat.

PRACTICE

A PAIRS. Practice the conversation. Then make...

- Pair students and tell them to practice the conversation in Exercise 3B.
- Then point to the words in the boxes, say them, and ask the class to repeat.
- Copy the conversation onto the board with blanks and read it. When you come to a blank, fill it in with information from the boxes (turkey, tomatoes).
- Ask two on-level students to practice the conversation in front of the class.
- Pair students and tell them to take turns playing each role and to use the words in the boxes to fill in the blanks.
- · Walk around and check that students are stressing two-word nouns correctly.
- Tell students to stand, mingle, and practice the conversation with several new partners.

MULTILEVEL INSTRUCTION for 4A

Pre-level Say each line and ask students to repeat after you before they practice in pairs. While pairs practice, listen closely to their pronunciation.

Above-level After pairs practice a couple of times, ask them to cover all but the first words of each line as they speak.

Communicative Practice 10 minutes

B MAKE IT PERSONAL. PAIRS. Plan an...

- Read the directions.
- Ask two students to role-play the sample conversation. Model pronunciation as needed.
- Review ways of making suggestions as in the example conversation (Let's put . . . And how *about . . . ? I'd like . . .*). Write these expressions on the board and ask students to call out several suggestions before pairs complete the task.
- Pair students.
- Walk around and check that students are agreeing, disagreeing, and making further suggestions about food to put in the salad.

MULTILEVEL INSTRUCTION for 4B

Pre-level Form groups of 4. Each student suggests at least one ingredient.

Above-level Ask students to name their salad and to create a menu with two or three salad options if time permits.

CLASS. Tell your classmates about the salad.

- Read the directions and the example line. To warm up, ask students to call out additional ingredients (for example, T: *Tell me what to put in the salad.* Ss: Tomatoes. Onions. Avocado.). Repeat the ingredients students say.
- Call on students to report to the class about their salad as in the example.

Extra Practice



Interactive Practice

Plan a healthy meal

Getting Started

5 minutes

Controlled Practice

PRACTICE

10 minutes

- Say: We're going to study questions with How many and How much. In the conversation on page 155, Greg used this grammar.
- Play CD 3, Track 33. Students listen. Write *How much chicken do we need?* and *How many onions do we need?* on the board. Underline *How much chicken* and *How many onions*.

Presentation

10 minutes

Simple present: Questions with How many and How much

- Copy the grammar charts onto the board or show Transparency 8.5 and cover the exercise. Read the Grammar Watch note.
- Read questions and answers from the charts and ask students to repeat.
- Ask students for examples of count nouns. Say: We use many with plural count nouns. For example, I can say many apples or many bananas.
- Point to are in *How many eggs are there?* in the grammar chart and say: *Remember to use* are *with plural nouns*.
- Ask students for examples of non-count nouns. Say: We use much with non-count nouns. For example, I can ask How much milk is there? or How much water is there? Point to is in How much milk is there? and say: Remember to use is with non-count nouns.
- Tell students they can also say *A little* to express *Not much*. Both expressions (*Not much* and *A little*) are common in everyday conversation.
- On the board, write (but do not label) a plural count noun form, for example, *tomatoes*. Point to *tomatoes* and ask students if they should use *How much* or *How many* with this word (*How many*, because *tomatoes* is a plural count noun).
- On the board, write (but do not label) a non-count noun, for example, *rice*. Point to *rice* and ask students if they should use *How much* or *How many* with this word (*How much*, because *rice* is a non-count noun).
- If you are using the transparency, do the exercise with the class.

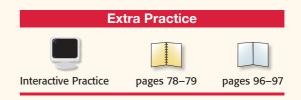
A Look at the picture. Read the answers. Complete...

- Read the directions and the example.
- Tell students to look at the picture of the refrigerator. Say: *The conversations are about the food in the refrigerator.*
- Explain: Do you see the three oranges? Use the picture to help you understand the conversations and how to complete the question. Also, read the answer carefully and decide if the food is a count or non-count noun.
- Students role-play the completed conversations with a partner to check answers.
- *Optional:* Call on pairs to perform the completed conversations for the class.

Communicative Practice 10 minutes

B PAIRS. Look at the picture again. Continue...

- Read the directions.
- Play A and read the example conversation with a student. Continue the conversation as directed for one or two more exchanges.
- Pair students. Tell A to look at the food in the refrigerator and ask B a question.
- Walk around and check that B is expanding on the conversation after saying how much food there is (for example, *There's a lot. We don't need orange juice.*).
- To wrap up, pair students and ask them to ask and answer at least two questions about how much food there is in the refrigerator.



Show what you know!

GRAMMAR



DICTATION. Two friends are talking...

- Read the directions. Ask: What is an omelet? If no one can answer correctly, say: To make an omelet, you mix eggs together and cook them. Many people put cheese and other foods in the omelet.
- Tell students they will listen to the conversation twice. The first time they will just listen. The second time they will listen and fill in the blanks.
- Play CD 3, Track 34. Students listen.
- Play Track 34 again. Students listen and fill in the blanks. If students cannot keep up, pause the CD to allow more time.
- Now tell students they will listen to the conversation again and check their answers. Play Track 34 again.
- Pair students and tell them to role-play the completed conversation.
- Ask one pair to role-play the completed conversation for the class. Correct as needed.

WRITING

STEP 1. You are planning a meal. Which foods...

- Read the directions.
- Students circle one food in each pair.

STEP 2. GROUPS OF 5. Ask your classmates...

- Read the directions. Form groups of 5.
- Tell students to ask choice questions with or (for example, Do you want soup or salad?).
- As needed, review how to make choice questions with *or* on page 156.
- Tell students to count how many people choose each food and fill in the blanks in their book just like the example.
- Walk around and listen for students correctly asking and answering choice questions with *or*.

STEP 3. Write six sentences in your notebook about...

- Read the directions and the example sentence.
- On the board, write: (Number) students want (choice 1), and (Number) students want (choice 2). Ask students for information to complete the sentence (for example, Three students want rice, and three students want potatoes.). Work through another example with them.
- Tell students to use the model on the board to help them write their sentences. Say: Begin the sentence with the word for a number. For example, write Four, *not* 4. Remember to use a capital letter and a period.
- Walk around and check that students are writing complete sentences with proper capitalization and punctuation. Also check that students are writing numbers in words (for example, *Four*, not 4).

STEP 4. Tell the class about your group's meal.

- Read the directions and the example. First, call on an above-level student from a group to tell the class about their group's meal.
- Call on other groups to share.

CD-ROM Practice



Go to the CD-ROM for more practice.

If your students need more practice with the vocabulary, grammar, and competencies in Unit 8, encourage them to review the activities on the CD-ROM. This review can also help students prepare for the final role play on the following Expand page.

Extra Practice pages 80-81

EXPAND

Show what you know!

3

ACT IT OUT

STEP 1. Review the Lesson 5...

- Tell students to review the conversation in Exercise 3B on page 155.
- Tell them to first read the conversation silently and then practice it with a partner.
- Play CD 3, Track 24. Students listen.
- As needed, play Track 24 again to aid comprehension.

STEP 2. PAIRS. You are at a small restaurant....

- Read the directions and the guidelines for A and B.
- Pair students and tell them to study the menu before they begin practicing.
- Review foods that come in sizes. Point out various menu items (for example, *soda*, *juice*, *coffee*, and *tea*).
- The waiter or waitress (Student A) can begin the conversation with *Can I help you?* as on page 155.
- Walk around and check that Student A is taking the customer's order and asking about size.
- Call on pairs to practice for the class.
- While pairs are performing, use the scoring rubric on page Txiv to evaluate each student's vocabulary, grammar, fluency and how well they complete the task.
- *Optional:* After each pair finishes, discuss the strengths and weakness of each performance either in front of the class or privately.

4

READ AND REACT

STEP 1. Read about Eduardo's problem.

- Say: We are going to read about a student's problem, and then we need to think about a solution.
- · Read the directions.
- Read the story while students follow along silently. Pause after each sentence to allow time for students to comprehend. Periodically stop and ask simple Wh- questions to check comprehension (for example, How old is Eduardo? What does Eduardo's doctor say? Where does Eduardo like to eat?).

STEP 2. PAIRS. Talk about it. What is Eduardo's...

- Pair students. Ask: What is Eduardo's problem? (He is heavy.) What can Eduardo do?
- Read the ideas in the list. Give pairs a couple of minutes to discuss possible solutions for Eduardo.
- Ask: Which ideas are good? Call on students to say their opinion about the ideas in the list (for example, S: I think he can bring a sandwich from home. He can save money, too.).
- Now tell students to think of one new idea not in the box (for example, *He can exercise more*.) and to write it in the blank. Encourage students to think of more than one idea and to write them in their notebooks.
- Call on pairs to say their additional solutions. Write any particularly good ones on the board and ask students if they think it is a good idea, too (*Do you think this is a good idea? Why or why not?*).

■ MULTILEVEL INSTRUCTION for STEP 2

Cross-ability Form groups of 3 pre-level students and assign an above-level student to facilitate discussion by asking each of the pre-level students his or her opinion (*What can Eduardo do?*).

5

CONNECT

Turn to page 249 for the Community-building Activity and page 270 for the Team Project. See pages Txi–Txii for general notes about teaching these activities.

Progress Check

Which goals can you check off? Go back to page 145.

Ask students to turn to page 145 and check off the goals they have reached. Call on students to say which goals they will practice outside of class.