

# 10

## Let's Eat!

### Classroom Materials/Extra Practice



CD 3  
Tracks 18–32



Transparencies 10.1–10.6  
Vocabulary Cards Unit 10



MCA  
Unit 10



Workbook  
Unit 10



Interactive Practice  
Unit 10

### Unit Overview

#### Goals

- See the list of goals on the facing page.

#### Grammar

- Count nouns / Non-count nouns
- *How much* / *How many*
- Comparative adjectives with *than*
- Quantifiers with plural and non-count nouns

#### Pronunciation

- Weak pronunciation of *to*, *the*, *a*, and *of*

#### Reading

- Read an article about the nutrients in food
- *Reading Skill*: Read about the effects of caffeine

#### Writing

- Write a food shopping list
- Write a radio commercial for a food product
- Keep a caffeine journal

#### Life Skills Writing

- Complete a healthy eating log

### Preview

- Set the context of the unit by asking questions about eating habits (for example, *Where do you shop for food? Do you try to eat a healthy diet? How often do you eat out?*).
- Hold up page 185 or show Transparency 10.1. Read the unit title and ask the class to repeat.
- Say: *Look at the picture.* Ask the Preview questions: *Where are the people?* (at the supermarket) *What are they doing?* (shopping for food / reading a label)

### 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 the class to repeat. Explain unfamiliar vocabulary as needed:

*Quantity*: an amount of something that can be counted or measured (Use items in your classroom to demonstrate; for example, *10 paperclips is a quantity. Half a glass of water is a quantity.*)

*Nutrition information*: the amount of calories, fat, cholesterol, etc., in a food product (Bring in a food product or container and point to the nutrition information on the label.)

*Log*: a record; a list of dates, times, and facts

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

## Getting Started

10 minutes

1

## WHAT DO YOU KNOW?

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

- Show Transparency 10.2 or hold up the book. Tell students to cover the list of words on page 187.
- Say: *Look at the pictures. Which foods do you know?* Elicit a food (for example, *Number 6 has donuts.*).
- Students call out answers. Help students pronounce foods if they have difficulty.
- Say: *Look at the pictures. Which containers and quantities do you know?* Elicit a container or quantity and write it on the board (for example, *Number 4 is "box."*).
- If students call out an incorrect container or quantity, change the student's answer into a question for the class (for example, *Number 8 is "jar?"*). If nobody can identify the correct container or quantity, tell students they will now listen to a CD and practice the food containers and quantities vocabulary.

## Presentation

10 minutes

**B**  Look at the pictures and listen. Then...

- Play CD 3, Track 18. Students listen. Pause after number 14 (*pound*).
- To check comprehension, say each container or quantity in random order and ask students to point to the appropriate picture.
- Resume playing Track 18. Students listen and repeat.

**Teaching Tip**

To make sure students are connecting the new words with their meanings, tell them to point to the pictures as they listen / listen and repeat.

## Controlled Practice

25 minutes

2

## PRACTICE

**A**  Look at the pictures and listen. Check...

- Read the directions. Say: *For example, when you hear "a bag of potato chips," write a checkmark in the box under the potato chips.*
  - Tell students to look at the pictures and read the labels on the food containers.
  - Play CD 3, Track 19. Students listen and write a checkmark under the correct items.
- B PAIRS.** Check your answers.
- Pair students and tell them to compare checkmarks.
  - *Optional:* Tell pairs to look at the pictures they didn't check and identify the container or quantity and the food.
  - *Optional:* If you are using the transparency, as the class listens, check the pictures on Transparency 10.2.

**C WORD PLAY. GROUPS OF 3.** Which foods...

- Read the directions.
- On the board, write: *a bag of . . .* Ask: *Which picture shows bag?* (picture 1) *What foods are in picture 1?* On the board, list: *potato chips, rice, oranges.* Ask: *What other foods come in a bag?* Use students' responses to add to the list on the board (for example, *pasta, flour, pretzels, frozen vegetables*).
- Form groups of 3. Walk around and check spelling. If you see a misspelled food, write the word correctly on the board.

**Learning Strategy: Draw pictures**

- Provide each student with four index cards or tell students to cut up notebook paper into four pieces.
- Read the directions. If you have students with low first-language skills, pair them with more capable peers if possible.
- Walk around as students work. If misspellings occur, tell them to check the list on page 187.
- Say: *You can make cards with pictures to remember new words.* Remind students to use this strategy to remember other new vocabulary.

**Community Building**

When students make cards for vocabulary words, they can use them to quiz each other.

**Communicative Practice** 15 minutes**Show what you know!****STEP 1. Think about the food you have at home...**

- Read the directions.
- Write the examples on the board. Underline *of* in each item. Add *a dozen eggs* to the list. Point out that we use *of* after all the containers and quantities except *dozen*.
- Model the activity. Write your own list of several food items on the board (for example, *a box of cereal, a bag of pretzels, a bottle of apple juice, a half-gallon of milk, a dozen bagels*). Underline *a* and *of* in each item.
- Walk around and spot-check students' spelling. Remind students to use *a* and *of* (except with *dozen*).

**STEP 2. GROUPS OF 4. Compare your lists. Circle...**

- Read the directions.
- Model the activity. Ask three students to read you their lists. As each student reads, check the items that are also on your list. Circle the items on your list that have three checkmarks.
- Form groups of 4. Students take turns reading their lists. Group members listen and check the items that are also on their list.

**STEP 3. Tell the class about the food your group has...**

- Read the directions and the example.
- Point to the circled items on your list on the board and say: *We all have . . .*
- Tell groups to check that all members circled the same items.
- Tell groups to write a sentence similar to the example and practice telling the class about the food the group has at home.
- Call on one student from each group to report to the class.

**EXPANSION: Listening Practice for STEP 3**

- As each group reports to the class in Step 3, tell students to listen and check the circled items that are also on their list.
- Ask the class: *Are there any foods that everyone in the class has at home?* Write these on the board.

**Extra Practice**

Interactive Practice



pages 110–111

## Getting Started

10 minutes

## 1 BEFORE YOU LISTEN

**CLASS.** Where do you go food shopping? What...

- Tell the class to look at the pictures. Say each type of store and ask the class to repeat.
- To check understanding, ask questions: *Which is bigger, a supermarket or a convenience store?* (a supermarket) *Which one usually has better prices?* (a supermarket) *Where can you find the freshest fruits and vegetables?* (at an outdoor market)
- Ask: *Where do you go food shopping?* Tell students to write down the name of the store where they usually shop for food. Ask: *What kind of store is it?* Tell students to circle the kind of store.
- Tell students to stand, mingle, and ask each other: *Where do you go food shopping? What kind of store is it?* Say: *When you find a classmate who shops at the same kind of food store, stay together. Look for other classmates who shop at the same kind of food store. When you've formed a small group, sit down and talk about why you shop there.*
- Write the three types of store on the board as headings. Ask a member from each group to come to the board and write a couple of the group's reasons under the appropriate heading.
- Read the reasons why students shop at each kind of store. Ask the class: *Which type of store is most popular? Why?*

## Presentation

5 minutes

## 2 LISTEN

**A CLASS.** Look at the picture of two roommates....

- Read the directions. Ask: *What are they talking about?*
- Elicit students' guesses and list them on the board. Students will listen for the answer in Exercise B.

**Teaching Tip**


*Optional:* Remember that if students need additional support, tell them to read the Audio Script on page 305 as they listen to the conversations.

**B**  Listen to the conversation. Was your...


- Read the directions. Play CD 3, Track 20. Students listen.
- Ask: *What are they talking about?* Read the guesses on the board. Elicit and circle the best answer. (Answer: what they need from the grocery store)

## Controlled Practice

10 minutes

**C**  Listen again. What does Agnes need...

- Tell students to look at the picture again. Say: *Point to Agnes. Point to Yuka.* Ask: *Which roommate is going to the grocery store?* (Agnes)
- Read the directions.
- Point to each picture and ask the class to call out the food item (*a can of tomatoes, onions, milk*)
- Play Track 20 again. Students listen and write A or Y next to the pictures.
- To review, ask: *What does Agnes need from the grocery store?* (milk) *What does Yuka need?* (a can of tomatoes and two onions)

**D**  Listen to the whole conversation....

- Read the directions.
- Tell students to read the item and answer choices silently.
- Play CD 3, Track 21. Students listen and circle the letter of the correct answer.
- Call on a student to read the sentence.

**EXPANSION: Vocabulary and listening practice for 2D**

- Tell students they will write Agnes's complete grocery list. Tell them to first write the items pictured in Exercise 2C.
- Play CD 3, Track 21.
- Students listen to the whole conversation and write three more items. Tell them to use the food containers and quantities vocabulary from page 187.
- Play Track 21 as many times as needed to aid comprehension.
- Call on students to list the items on the board (*a can of tomatoes, two onions, a jar of mayonnaise, a loaf of bread, a box of cereal*).

## Presentation

5 minutes

## 3 CONVERSATION



Listen and repeat the conversation.

- Note: This conversation is the same one students heard in Exercise 2B on page 188.
- Tell students to read the conversation silently.
- Play CD 3, Track 22. Students listen and repeat.

## Controlled Practice

15 minutes

## 4 PRACTICE

**A PAIRS.** Practice the conversation. Then....

- Pair students and tell them to practice the conversation in Exercise 3. Walk around and help with pronunciation as needed.
- Read the directions.
- Tell students to look at the pictures of food items. Ask the class to call out the foods. Say each food and ask the class to repeat. Use the plurals *cucumbers*, *apples*, and *oranges*.
- Copy the conversation onto the board with blanks. Read through the conversation. When you come to a blank, fill it in with a student's name or information from the same row in the boxes. As you fill in each blank, say the color of the answer space and point to the picture in the same-color box.
- Ask two students to read the conversation on the board. Ask the student whose name you used to play B.
- Ask two on-level students to practice a new conversation in front of the class.

- Tell pairs to take turns playing each role and to use information from the same row in the boxes to fill in the blanks.
- Walk around and check that students use the plurals *cucumbers*, *apples*, and *oranges* when appropriate.
- Tell students to stand, mingle, and practice the conversation with several new partners.
- Call on pairs to perform for the class.

## Communicative Practice

15 minutes

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

- Read the directions.
- On the board, write as headings: *some* \_\_\_\_\_, *a can of* \_\_\_\_\_, and *two* \_\_\_\_\_. Brainstorm and list one food item under each heading.
- Tell students to look at the headings and example and think of their own three food items. Tell them to write their food items under the pictures in Exercise 4A. Walk around and check that the food items students choose work with *some*, *a can of*, and *two* respectively.
- Pair students and tell them to use B's food items in the conversation from Exercise 4A. Walk around and make sure partners take turns playing each role.
- Call on pairs to perform for the class.

**MULTILEVEL INSTRUCTION for 4B**

**Cross-ability** Direct the higher-level student to play A first and model by repeating B's food items in A's second and third lines.

## Extra Practice



Interactive Practice

## Getting Started

5 minutes

- Say: *We're going to study count nouns and non-count nouns. In the conversation on page 189, Agnes and Yuka used this grammar.*
- Play CD 3, Track 22. Students listen. Write on the board: *I'm going to the store for some milk; Oh, and I need some onions; and two onions.* Underline *some milk, some onions, and two onions.*

## Presentation

15 minutes

## Count nouns / Non-count nouns

- Copy the grammar charts onto the board or show Transparency 10.3 and cover the exercise.
- Point to the top charts. Ask: *What are the singular count nouns?* Underline *an* and *a* in *an* *onion* and *a* *sandwich*. Ask: *What are the plural forms of the count nouns?* Underline the plural endings in *onions*s and *sandwiches*s.
- Ask: *What are the non-count nouns?* (*bread, fish, milk, and rice*) Next to the heading *Non-count nouns*, write and then cross out *a, an* and *-s*:

~~a~~ ~~an~~ ~~-s~~

Say: *Do not use a or an with non-count nouns. Non-count nouns do not have plural forms.*

- Point to the bottom charts. To the left, label the top row *plural count nouns* and the bottom row *non-count nouns*.
- Read the sentences for the plural count nouns across the charts (*Are there any onions? Yes, there are some on the counter. / No there aren't any. Sorry.*) and ask the class to repeat. Say: *Use there are with plural count nouns.*
- Read the statements for the non-count nouns across the charts (*Is there any milk? Yes, there is some in the fridge. / No there isn't any. Sorry.*) and ask the class to repeat. Say: *Use there is with non-count count nouns.*
- Read the *Yes / No* questions and the negative answers again and ask the class to repeat. Say: *Use any in questions and negative sentences.*
- Read the affirmative answers and ask the class to repeat. Say: *Use some in affirmative sentences.*
- Tell students to read the Grammar Watch note silently. Tell them to turn to pages 288–289 and read more about nouns.
- If you are using the transparency, do the exercise with the class.

## Controlled Practice

10 minutes

## 1 PRACTICE

A Complete the questions with *Is / Are there any...*

- Read the first sentence of the directions. Write the first line of the example on the board. Ask: *Why is the answer Is there any?* (because *bread* is non-count)
- Read the second sentence of the directions. Write the second line of the example on the board. Ask: *Why is the answer there's?* (because *bread* is non-count and the answer is affirmative)
- Tell students to look at the noun in each item. Remind students that nouns with plural endings are count nouns.
- Walk around as students complete the exercise and spot-check students' answers. If you see an incorrect answer, ask the student to circle the noun in the item and then ask: *Is the answer Is there any or Are there any? or Is the answer There's or There are?* If the error is with affirmative / negative, tell the student to circle *Yes* or *No* in the second line.

## B PAIRS. Practice the conversations in Exercise A.

- Pair students and tell them to compare answers by asking and answering the questions.
- Call on pairs to ask and answer the questions for the class. Correct as needed.

## EXPANSION: Speaking Practice for 1B

- Tell students to look at the foods on pages 186–187 and make a list of five count and five non-count nouns. Model by writing the headings *count* and *non-count* on the board and numbering from 1 to 5. Elicit and list on the board a couple of count nouns (for example, *oranges, eggs*) and a couple of non-count nouns (for example, *rice, olive oil*).
- Pair students. Say: *Ask your partner about the food in his or her fridge or cupboard at home. Use Are there any or Is there any and the foods on your lists.* Model by pointing to a count noun on the board and asking an above-level student: *Are there any [eggs] in your fridge?* Then point to a non-count noun and ask the same student: *Is there any [rice] in your cupboard?*

## Presentation

5 minutes

*How much / How many*

- Copy the grammar chart onto the board or show the chart on Transparency 10.3 and cover the exercise.
- Read the sentences and ask the class to repeat.
- Ask: *Do we use How many or How much with plural count nouns like eggs or oranges? (How many) What do we use with non-count nouns like chicken or sugar? (How much)*
- Point out that containers and quantities can be used to make non-count nouns countable. *Optional:* For practice with this, write on the board: *rice—2, soda—5, yogurt—8, milk—3, meat—1.* Tell students to use containers or quantities to write the amounts (*2 bags of rice, 5 bottles of soda, 8 containers of yogurt, 3 gallons of milk, a pound of meat*)
- On the board, write: *How \_\_\_\_\_ rice? How \_\_\_\_\_ bags of rice?* Ask the class to complete the questions. (*much, many*)

## Controlled Practice

10 minutes

## 2 PRACTICE

**A** Complete the conversation. Underline the correct...

- Read the directions and the example. Ask: *Why is the answer many?* (because *potatoes* is a plural count noun)
- Remind students to refer to page 289 for more examples of non-count nouns.
- Students compare answers by reading the conversation with a partner.
- Call on two higher-level students to read the conversation for the class.

**B** WRITE. Write Beatriz's shopping list.

- Read the directions. Read the first two lines of the conversation in Exercise 2A. Then point to the shopping list and read: *5 lbs. of potatoes.*
- On the board, write: *lbs. = pounds, lb. = pound.*
- Call on students to write the items on Beatriz's shopping list on the board.

## Communicative Practice

15 minutes

## Show what you know!

## STEP 1. What food do you like to take on a picnic...

- Read the directions. To model, elicit a couple of ideas and write them on the board.
- Walk around and check that students use plural count nouns or non-count nouns (no -s).
- Ask several students to write three items each on the board. Ask the class to check that the count nouns end in -s and the non-count nouns don't.

## STEP 2. GROUPS OF 5. Plan a picnic. Decide...

- Form groups of 5. Read the directions.
- Ask a group to model the example. Assign roles of A, B, C, D, and E. A, B, and C read the example. Prompt D to suggest a food item from his or her list (*Let's take some . . .*). Prompt E to ask: *How much / How many do we need?* Say: *OK. We have [five chicken sandwiches] and [two bags of potato chips]. What else will we take?*
- Say: *Every group member should take a turn suggesting a food item to take. You can say: Let's take some . . . Every group member should ask How much / How many do we need? about another member's suggestion.*
- Walk around and make sure all group members take a turn suggesting a food item and asking *How much / How many do we need?* about another member's suggestion.

## MULTILEVEL INSTRUCTION for STEP 2

**Cross-ability** Assign roles of D and E to higher-level students in the group.

## Progress Check

## Can you . . . ask for quantities of food?

Say: *We have practiced asking for quantities of food. Now, look at the question at the bottom of the page. Can you ask for quantities of food?* Tell students to write a checkmark in the box.

## Extra Practice



Interactive Practice



pages 92–93



pages 112–113

## Getting Started

5 minutes

- Ask: *When you go food shopping, do you read food labels? What nutrition information do you look for?*
- Write students' responses on the board (for example, *calories, sugar, fat, fiber, sodium*).

## Presentation

35 minutes

## 1 READ FOOD LABELS

**A CLASS.** Do you eat a healthy diet? How do you...

- Ask: *Do you eat a healthy diet?* Ask for a show of hands.
- Ask students who raised their hands: *How do you know the foods you eat are healthy? What fresh foods are healthy?* (fruit, vegetables, fish, nuts) *What packaged foods are healthy?* Elicit a couple of ideas and then ask: *How do you know?*
- Say: *To find out what packaged foods are healthy, you can read the nutrition information on the food label.* Point to students' responses from Getting Started on the board. Point to each one and ask: *What's healthy? High [fiber] or low [fiber]?* Write *high* or *low* in front of each response.

**B Scan the article.** What is a nutrient?

- Read the directions.
- Remind students: Scanning an article *means reading it quickly to find specific information. Look quickly at the article to find the word nutrient.*
- Allow about a minute for students to scan the article. Ask where they found *nutrient* (in the first paragraph).
- Ask: *What is a nutrient?* (Possible answers: what's in food; the things in food that are good for you; things like carbohydrates, cholesterol, fiber.) Write students' responses on the board.

**C Read the article.** Write the missing food item...

- Direct students to read the article silently.
- Read the directions and the example. Tell students to find the part of the article that talks about carbohydrates and underline the foods that have a lot of carbohydrates.

- Students compare answers with a partner.
- Say each nutrient category and ask the class to repeat.
- Tell students to close their books. Say the groups of food items in random order and ask the class to call out the nutrient categories.

**EXPANSION: Speaking and Vocabulary Practice for 1C**

- Tell students to look at the food items in Exercise 1C and underline the ones they eat often. Ask: *What nutrients do you eat a lot of?*
- On the board, write: *For a healthy diet, eat foods that are high in \_\_\_\_\_. Eat foods that are low in \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_. Tell students to read the article again and complete the sentences (*high in fiber; low in cholesterol, sodium, and sugar*).*
- Pair students. Say: *Tell your partner what foods you will eat less of and why. Tell your partner what foods you will eat more of and why.* Write on the board: *I will drink / eat less \_\_\_\_\_. I will drink / eat more \_\_\_\_\_. Model by talking about your own diet. Say: *I will drink less soda because it has a lot of sugar. I will eat more fruits and vegetables because they have a lot of fiber.**

**EXPANSION: Graphic Organizer for 1C**

- Draw a chart on the board with the column headings: *Nutrient, Foods with a lot, What it does, and Eat a lot or a little?* Use the nutrient categories as row headings.
- Tell students to read the article again and complete the chart. Tell them that some information will be missing from the chart.
- To model, read the *Carbohydrates* section of the article and fill in the first row of the chart: *pasta, bread, potatoes; gives you energy.* Explain to students that for *carbohydrates*, they can leave the last column blank, since the article does not provide information about how many carbohydrates to eat.



**D Read the nutrition labels for a gallon of whole milk...**

- Say: *Read the nutrition labels for a gallon of whole milk and a gallon of non-fat milk.*
- Ask: *What nutrient does milk have that makes your body strong? (protein) How many grams of fat does whole milk have? (8 grams) How many grams of fat does non-fat milk have? (0 grams)*
- Say: *Greasy, oily foods like French fries, donuts, and butter have a lot of fat. Too much fat is not good for you. On the board, write: For a healthy diet, eat foods that are high / low in fat. Tell the class to call out the answer. Circle low.*
- Tell students to find *calories* on the labels. Explain: *Calories are a measure of 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. People gain weight when they eat a lot of calories and don't burn them. On the board, write: If you aren't trying to gain weight, eat foods that are high / low in calories. Tell the class to call out the answer. Circle low.*
- Read the example. Tell students to find *servings per container* on each label. Ask: *How much milk is in one serving? (one cup)* Say: *The nutrition information on each label is for one cup of milk.*

**E PAIRS. Check your answers.**

- Students compare answers with a partner. Tell them to take turns reading the sentences out loud.
- Tell pairs to correct the false sentences (3. 8 grams, 6. 0 grams, 8. 8 grams).

**Communicative Practice** 15 minutes**2 PRACTICE****A GROUPS OF 3. Look at the two nutrition labels...**

- Form groups of 3.
- Say: *Look at the two nutrition labels in Exercise D again. Circle the numbers that are different for each.*
- Ask groups: *Which milk do you think is better for your health? Why?* Say: *Take turns completing the example with one reason. Each group member should try to give a different reason.*
- Ask the class: *Which milk do you think is better for your health? Why?* Elicit and write on the board: *It's lower in calories. It's lower in fat. It's lower in cholesterol.*

**MULTILEVEL INSTRUCTION for 3A**

**Cross-ability** Direct higher-level students to say a reason why non-fat milk is better for your health first, modeling the language to use. Direct lower-level students to say a reason second.

**B PAIRS. Look at the labels. Circle...**

- Read the directions.
- Tell students to silently re-read the last section (*How do you find out what's in your food?*) of the article on page 192.
- Pair students and tell them to find the sentence in the article that tells which ingredient is the main ingredient. (*The first ingredient on the list . . .*) Students circle the main ingredient on each label.
- Tell students to silently re-read the *Sugar* section of the article. Then tell pairs to find the other names for sugar (*high-maltose corn syrup, high-fructose corn syrup*). Students underline the sugar ingredients on each label.
- To review, ask: *What's the main / largest ingredient in the peanut energy bar? (peanuts) What's the main / largest ingredient in the orange drink? (water) What are the sugar ingredients in the peanut energy bar? (high-maltose corn syrup, sugar, high-fructose corn syrup) What are the sugar ingredients in the orange drink? (high-fructose corn syrup, sugar)*

**3 LIFE SKILLS WRITING**

Turn to page 265 and ask students to complete the healthy eating log. See page T-xii for general notes about the Life Skills Writing activities.

**Progress Check****Can you . . . read nutrition information?**

Say: *We have practiced reading nutrition information. Now, look at the question at the bottom of the page. Can you read nutrition information?* Tell students to write a checkmark in the box.

**Extra Practice**

Interactive Practice



pages 94–95



pages 114–115

## Getting Started

10 minutes

## 1 BEFORE YOU LISTEN

**CLASS.** Look at the people. Read the reasons...

- Read the directions. Tell students to read the reasons silently.
- Read the reasons. Say the boldfaced words and ask the class to repeat.
- Write the boldfaced words on the board, and tell students to close their books. Say the following and ask the class to call out a word or phrase from the board:

*It doesn't cost a lot.* (price)

*It's not frozen or canned.* (fresh)

*It's easy to prepare.* (convenience)

*It's good for you.* (healthy)

*I like to eat it.* (tastes good)

- Tell students to open their books. Ask: *What's important to you when you buy food? Draw a star next to the reason that's most important to you.* Say each reason and ask for a show of hands. Tally the responses on the board and circle the most popular answer.

## Presentation

10 minutes

## 2 LISTEN

**A**  Listen to the food commercial...


- Point to each picture and ask the class to call out the food item (fish, meat, chicken).
- Read the directions. Play CD 3, Track 23.
- Ask: *What is the commercial for?* Ask the class to call out the answer.

## Teaching Tip

*Optional:* Remember that if students need additional support, tell them to read the Audio Script on page 305 as they listen to the conversations.

## Controlled Practice

10 minutes

**B**  Listen again. Check the words...

- Read the directions.
- Play Track 23 again.
- Ask the class: *How many boxes did you check?* Ask for a show of hands: *One box? Two boxes?* etc. Play Track 23 again as needed.
- Call on students to say the answers.

## EXPANSION: Vocabulary Practice for 1B

- Tell students to number the people in Exercise 1 from 1 to 5.
- Tell pairs to look at the answers for Exercise 2B. Ask: *According to the ad, who should buy French's Chicken?* (person 2, person 4, and person 5).


## Controlled Practice

20 minutes

## 3 CONVERSATION

**A CLASS.** Look at the picture of Lucy and her...

- Tell students to cover Exercise 3C. Read the directions. Ask: *What is Estela holding?* (a can of coffee) Ask: *What are they talking about?*
- Elicit students' guesses and list them on the board.

**B**  Listen to the conversation....

- Read the directions. Play CD 3, Track 24. Students listen.
- Ask: *What are Lucy and her mother talking about?* Read the guesses on the board. Elicit and circle the best answer. (reasons to buy the brand of coffee—better taste, lower price)

**C**  Listen and repeat the conversation.

- Tell students to uncover Exercise 3C and read the conversation silently. Ask: *What brand of coffee does Estela buy?* (Franklin) *Why?* (It tastes great and it's not expensive.)
- Play CD 3, Track 25. Students listen and repeat.

## 4 PRACTICE

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

- Pair students and tell them to practice the conversation in Exercise 3C.
- Then, in Exercise 4A, tell students to look at the information in the boxes. Say each word or phrase and ask the class to repeat.
- Read the directions.
- Copy the conversation onto the board with blanks. Read through the conversation. When you come to a blank, ask what color it is. Point to the box that's the same color and fill in the blank with the first item in the box.
- Ask two on-level students to practice the conversation on the board for the class.
- Erase the words in the blanks and ask two above-level students to make up a new conversation in front of the class.

- Tell pairs to take turns playing A and B. Tell them to use information from the same row in the boxes to fill in the blanks.
- Tell students to stand, mingle, and practice the conversation with several new partners.
- Call on pairs to practice for the class.

## Communicative Practice

10 minutes

**B MAKE IT PERSONAL. GROUPS OF 3.** Talk...

- Read the directions. Tell students to think about a product they like. Tell them to draw a simple picture of the product that shows the brand name. Do the same on the board.
- Model a conversation with an above-level student. Ask an above-level student to read A's lines from Exercise 4A, substituting your brand and product in the first line. Respond with B's lines from Exercise 4A. For B's last line, give your own two reasons.
- Pair students and tell them to practice the conversation. Tell A to ask about the product in B's drawing. Tell B to give two reasons for liking the product.
- Walk around and remind students to switch roles and practice both parts.
- Call on pairs to perform for the class.

**MULTILEVEL INSTRUCTION for 4B****Pre-level** Direct students to write down two reasons why they like their product.**Above-level** Tell pairs to talk about a few products.**EXPANSION: Listening and Graphic Organizer Practice for 4B**

- Draw a six-column chart on the board with the headings: *Brand and product, Convenient, Tastes good, Low price, Healthy, and Fresh.*
- As students listen to classmates' conversations, tell them to write the brand and product in the first column of the chart, then check the reasons they hear.

## Extra Practice



Interactive Practice

## Getting Started

5 minutes

- Say: *We're going to study comparative adjectives with than. In the conversation on page 195, Estela used this grammar.*
- Play CD 3, Track 25. Students listen. Write on the board: *I think it's better than all the other brands.* Underline *better than*.

## Presentation

10 minutes

Comparative adjectives with *than*

- On the board, write: *fresh, tasty, and expensive.*
- Read the first item from the Grammar Watch note. Point to and say: *fresh.* Ask: *How many syllables does fresh have? (one) How do we form the comparative? Add -er to fresh on the board. Say fresher and ask the class to repeat.*
- Read the second item from the Grammar Watch note. Point to and say: *tasty.* Ask: *How many syllables does tasty have? (two) Draw a line between ta and sty. Does it end in -y? (Yes.) How do we form the comparative? On the board, change the y in tasty to i and add -er. Say tastier and ask the class to repeat.*
- Read the third item from the Grammar Watch note. Point to and say: *expensive.* Ask: *How many syllables does expensive have? (three) Draw lines between ex and pen and pen and sive. How do we form the comparative? Write more in front of expensive on the board. Say more expensive and ask the class to repeat.*
- Tell student to read the fourth item from the Grammar Watch note silently. Say: *There are no rules for forming irregular comparatives. You have to study and practice them.*
- Tell students to turn to page 289 for more examples of spelling rules.
- Copy the grammar chart onto the board or show Transparency 10.4 and cover the exercise.
- Read the sentences in the grammar chart and ask the class to repeat. Point out that the first sentence in each pair describes one thing—*this coffee*—and the second compares two things—*this coffee and the other brands*.
- If you are using the transparency, do the exercise with the class.

## Controlled Practice

20 minutes

## 1 PRACTICE

- A Write the comparative forms with -er or more.**
- Read the directions and the example.
  - Tell students to say the adjectives and count the syllables. Walk around and pronounce adjectives for students as needed.
  - Students compare answers with a partner.
  - Call on students to write answers on the board and correct as needed. Say the comparative adjectives and ask the class to repeat.
  - *Optional:* Draw a four-column chart on the board with the headings: *one syllable: add -er; two syllables ending in -y: y → i, add -er; 2+ syllables: more \_\_\_\_\_; irregular.* Ask students who come to the board to write answers in the appropriate column. Say the comparative adjectives in each column and ask the class to repeat.
- B Complete the sentences. Write the comparative...**
- Read the directions and the example.
  - Tell students to look at their answers and check that they all include *than*.
  - Students compare answers with a partner. Tell them to take turns reading the sentences.
  - Call on students to read the completed sentences. Ask students who read items 4 and 8 to spell *tastier* and *easier*.
- EXPANSION: Grammar Practice for 1B**
- Tell students to use the answers from Exercise 1B in new sentences.
  - Model by writing your own sentence with *sweeter than* on the board (for example, *Ice cream is sweeter than yogurt.*).
  - Pair students. Say: *Student A, read your sentences to your partner. Student B, say whether you agree or disagree with each statement. On the board, write: I agree, I disagree.*

## 2 PRACTICE

**A PAIRS. Compare the food in the supermarket ad....**

- Read the directions. Say the adjectives in the box and ask the class to call out the comparatives.
- *Optional:* Direct students to write the comparative forms next to the adjectives in the box.
- Read the example. Tell students to look at the supermarket ad. Ask: *How much is a small salad?* (\$2.99) *How much is a large salad?* (\$4.99) Elicit another comparison from the class (for example, *The potato chips are saltier than the pretzels.*).
- Pair students. Walk around and check that students are using the correct comparative forms and *than*.

**B On a separate piece of paper, write six sentences...**

- Read the directions. Tell students to use the example in Exercise 2A as a model.
- To provide an additional model, call on a pair to say a comparison. Write the sentence on the board. Correct as needed.
- Tell partners to exchange papers and check each other's sentences. Tell students to check that the sentences are true, that the comparative forms are correct and correctly spelled, and that the sentences contain *than*.
- Call on students to write sentences on the board with each of the adjectives from the box. Read them and correct as needed.

## Communicative Practice 25 minutes

## Show what you know!

**STEP 1. GROUPS OF 3. You are the owners of...**

- Read the directions.
- Form groups of 3. Tell groups to decide on a product and invent a brand name. Say: *Each group member, think of one reason why your product is better than other brands. Groups, write three sentences.* Point out that students can use adjectives from the box in Exercise 2A.
- Walk around and check that groups write three complete sentences with correct comparatives and *than*.

**STEP 2. WRITE. SAME GROUPS OF 3. Write...**

- Read the directions and the example.
- Play CD 3, Track 23, the commercial for French's Chicken, again.
- Tell groups to use their sentences from Step 1 in a radio commercial.

**STEP 3. Read your commercial to the class....**

- Read the directions.
- Tell students to take turns reading their commercial in their groups. Tell them to choose one group member to read the commercial to the class.
- As students read their commercials, write the brand name and product on the board. When all groups have read, say each brand and product and ask students to raise their hands for the best one.
- Circle the best product. Ask the class: *Why did you like this product?*

**MULTILEVEL INSTRUCTION for STEP 3**

**Cross-ability** Make sure there is at least one higher-level student in each group to help write the commercial. In Step 3, direct the higher-level student to read the commercial first, modeling for other group members.

**EXPANSION: Listening and Writing Practice for STEP 3**

- For homework, tell students to listen to radio or TV commercials in English.
- For five commercials, tell them to write down the brand name, product, and one reason why the product is better than other brands.

**Progress Check****Can you . . . compare information in food ads?**

Say: *We have practiced comparing information in food ads. Now, look at the question at the bottom of the page. Can you compare information in food ads? Tell students to write a checkmark in the box.*

**Extra Practice**

Interactive Practice



pages 96–97



pages 116–117

## Getting Started

10 minutes

## Presentation

15 minutes

## 1 BEFORE YOU READ

**A CLASS.** What do you know about the drug...

- Ask: *What do you know about the drug caffeine?* Elicit students' responses and write them on the board (for example, *It's in coffee. It helps you wake up / stay awake. Pregnant women shouldn't have too much.*).
- Ask: *How does it make people feel?* Elicit students' responses and write them on the board (for example, *awake, energetic, focused, nervous, shaky*).
- Ask for a show of hands: *Is it good for you? Or bad for you?* Ask students who raised their hands for *good for you*: *Why?* Ask students who raised their hands for *bad for you*: *Why?*

**B Look at the products. Check the products...**

- Tell students to look at the products but cover the words. Ask: *Can you name the products?* Point to each picture and ask the class to call out the product.
- Ask: *Which products do you think have caffeine?* Write a checkmark next to them. *Which product do you think has the most caffeine?* Circle it.
- Ask the class: *Which product do you think has the most caffeine?* Ask for a show of hands for each product. Write the most popular guess on the board.

**C  Listen and check your answers. Are you...**

- Read the directions.
- Play CD 3, Track 26. Tell students to listen and use a different color to check and circle the products in Exercise 1B.
- Ask the class: *Which products have caffeine?* (cola, coffee, tea, chocolate, headache medicine) *Were your guesses correct? Which product has the most caffeine?* (coffee) Point to the guess on the board and ask: *Was our guess correct?*
- Ask: *Are you surprised by this information? Is there a product that you didn't know had caffeine?*

## 2 READ

 Listen. Read the article.

- Play CD 3, Track 27. Students listen and read silently.
- Play Track 27 again. Pause the CD after the first paragraph and ask: *What percentage of Americans has caffeine every day?* (90 percent)
- Resume playing Track 27.
- Pause the CD after the *What are the effects of caffeine?* section and ask:
  - What is caffeine?* (a chemical found in coffee beans, tea leaves, cocoa beans, and other plants)
  - How does caffeine make people feel?* (Your heart beats faster. You have more energy. You feel more awake. You feel happier.)
  - How do they feel several hours later?* (tired and sad)
- Finish playing Track 27. Ask: *Is some caffeine bad for you?* (No.) *Is too much caffeine bad for you?* (Yes.) *Why? What can it do?* (can make you feel nervous and irritable, can give you a headache or an upset stomach, can make it difficult to sleep) *How can you find out whether products have caffeine?* (read the labels) Explain to students that some product labels do not include information about caffeine. Brainstorm with the class a list of additional caffeine-containing products (for example, *energy drinks, some bottled water, green tea*).

## Controlled Practice

20 minutes

3

## CHECK YOUR UNDERSTANDING

**A** Look at the words in bold in the article. Guess...

- Read the Reading Skill note as students read along silently.
- Read the directions. Say the words and ask the class to repeat.
- Tell students to find the word *contain* in the article. Tell them to read the sentence before the sentence with *contain*, the sentence with *contain*, and the sentence after the sentence with *contain*.
- Tell students to read the definitions and find the one for *contain*.
- Read the sentences around *contain*, from *After work . . . to consumes caffeine*. Ask: *What does contain mean?* (have something inside it)
- Tell students to find each word in the article, read the sentences around the word, and choose the definition.
- Students compare answers with a partner.
- Call on students to read the definitions for the words.
- *Optional:* Write the words on the board. Tell students to close their books. Read the definitions in random order and ask the class to call out the words.

**EXPANSION: Vocabulary Practice for 3A**

- Tell students to use the words from Exercise 3A in their own sentences.
- Model the activity by asking the class to compose a sentence with *contain* (for example, *Milk contains protein.*).
- Students compare sentences in small groups.

**B** Read the article again. Complete the statements.

- Read the directions.
- Write item 1 on the board. Ask: *What does consume mean?* (eat or drink something) Elicit the answer to item 1 and complete the sentence on the board.

**C PAIRS.** Check your answers.

- Students compare answers with a partner. Tell partners to take turns reading the sentences in Exercise 3B. Say: *If you and your partner have a different answer, refer back to the article.*
- Call on students to read the sentences in Exercise 3B.

## Communicative Practice

15 minutes

## Show what you know!

**PRE-WRITING. PAIRS.** Is caffeine bad for you....

- Read the directions. Tell students to read the *Is caffeine bad for you?* section of the article again.
- Pair students and tell them to read items 4–6 in Exercise 3B.
- On the board, write the questions: *How much coffee is it OK to drink?* (2–3 cups a day) *When is caffeine harmful?* (when you have too much) *What are the bad effects of caffeine?* (It can make you feel nervous or irritable, or it can give you a headache or an upset stomach.) Tell pairs to talk about each question.
- Ask pairs: *Is caffeine bad for you?* Tell pairs to write a few sentences explaining their answer (for example, *It's OK to drink two to three cups of coffee a day. Too much caffeine is bad for you. It can make you feel irritable, can give you an upset stomach, or can make it difficult to sleep.*).
- Call on pairs to read their answers.

**WRITE.** Keep a caffeine journal. See page 272.

Turn to page 272 and ask students to complete the activities. See page T-xii for general notes about Writing activities.

## Extra Practice



Interactive Practice



pages 118–119

## Getting Started

10 minutes

## 1 BEFORE YOU LISTEN

**CLASS.** Look at the menu. Which foods...

- Tell students to look at the menu. Ask: *What's the name of the restaurant?* (Mom's Café) *How much are the main dishes?* (\$9.95) *What do the main dishes come with?* (a house salad and one side) Say: *Point to the sides. Do you have to pay extra for the salad or the sides?* (No.)
- Say each main dish, side, and drink and ask the class to repeat.
- Ask: *Which foods do you know?* Tell students to write a checkmark next to the foods they know.
- Ask: *Which foods do you not know?* Call on students to name foods they don't know. Describe these foods or elicit descriptions from other students (for example, S: *I don't know macaroni and cheese.* T / classmate: *It's pasta with cheese sauce. My kids love it!*).
- Ask: *Which foods look good?* Call on a few students to answer. Then ask questions with comparatives: *Which looks better, the hamburger or the fish sandwich? Which looks tastier, the French fries or the mashed potatoes?*

## EXPANSION: Speaking Practice for 1

- Form groups of 3. Ask groups: *If you're trying to eat a healthy diet, what can you order at Mom's Café?* Tell groups to talk about the main dishes, sides, and drinks and choose the healthiest one in each group. Ask: *Which foods and drinks are not healthy? Why? Why is the food or drink you chose healthier than the others?*
- Say: Talk about one choice and explain your choice to your group. Provide an example: *Mixed vegetables are healthy. Vegetables have fiber. French fries and onion rings have more sodium (also more calories, fat, and cholesterol) than mixed vegetables.*

## Presentation


20 minutes

## 2 LISTEN

**A**  Ernesto and Angela are ordering...

- Read the directions.

- Tell students to look at the guest check. Ask: *What drinks did Ernesto and Angela order?* (iced teas) *What sides did they order?* (mixed vegetables and onion rings) *What's missing from the guest check?* (the main dishes)
- Play CD 3, Track 28. Students listen for the main dishes and write them on the guest check.
- Call on students to say the answers.
- Tell students to point to the pictures of *meatloaf*, *mixed vegetables*, *hamburger*, and *onion rings* in Exercise 1.

**B**  Listen to the whole conversation....

- Ask a student to read the directions and answer choices.
- Play CD 3, Track 29. Read the question again. Call on a student to say the answer.

## EXPANSION: Speaking Practice for 2B


- On the board, write:  
*Angela: I'd like the \_\_\_\_\_.*  
*Waitress: And what would you like with that?*  
*Angela: \_\_\_\_\_.*
- Pair students and tell partners to take turns ordering for Angela.

## Culture Connection


- Tell students to fill in the prices on the guest check. Assign a price for the drinks, such as \$1.50 each. Write the sales tax for your state on the board. Tell pairs to calculate the tax and total.
- Elicit the total and write it on the board. Ask: *How much should Ernesto and Angela leave for a tip?* Explain that in the U.S. a tip is not included in the bill (except for large groups). Point out that servers in the U.S. are usually paid a low wage because it's expected that they will receive a tip from every table.
- Next to the total on the board, write: *15–20% tip.* Say: *Tip 15% for normal service. Tip 20% for really good service.* Ask pairs to calculate a 15% tip and a 20% tip for Ernesto and Angela's waitress.
- Ask: *Do servers usually receive tips in your country? Is the tip / service included in the bill? How much do customers generally tip?*



## 3 CONVERSATION

**A**  Listen to the sentences. Notice...

- Read the Pronunciation Watch note.
- Read the directions. Play CD 3, Track 30. Students listen.
- Resume playing Track 30. Students listen and repeat.

**B**  Listen to the sentences. Complete...

- Read the directions. Play CD 3, Track 31.
- Write the items on the board. Call on students to write the answers.
- Read the sentences with the weak pronunciation of *a*, *to*, *the*, and *of*. Ask the class to repeat.
- Tell students to take turns reading the sentences to a partner. Tell them to practice the weak pronunciation of *a*, *to*, *the*, and *of*. Walk around and listen. Model as needed.

## Controlled Practice 10 minutes

**C**  Listen and repeat the conversation.

- Note: This conversation is the same one students heard in Exercise 2A on page 200.
- Tell students to look at the picture. Say: *Point to the waitress. Point to Ernesto. What is Ernesto's wife's name?* (Angela)
- Tell students to read the conversation silently. Tell them to underline *to*, *the*, *a*, and *of*.
- Read the directions. Play CD 3, Track 32.
- As students repeat, listen carefully for the weak pronunciation of *to*, *the*, *a*, and *of*.

## 4 PRACTICE

**A** PAIRS. Practice the conversation.

- Pair students and tell them to practice the conversation in Exercise 3C. Remind them to practice the weak pronunciation of *to*, *the*, *a*, and *of*.

## Communicative Practice 20 minutes

**B** ROLE PLAY. GROUPS OF 3. Make your own...

- Read the directions.
- Model a conversation with two above-level students. Play C (the waiter or waitress). To prompt A and B, write *I'd like the \_\_\_\_\_* on the board. Ask: *Are you ready to order? And what would you like with that? And for you?* Repeat A's and B's orders back to them. End the conversation by saying: *I'll be right back with your salads.*
- Tell students to look at the conversation in Exercise 3C and underline language they can use when they're the waiter or waitress (*Are you ready to order? And what would you like with that?*). Brainstorm and write on the board how to ask for the second customer's order (for example, *And for you? What would you like? What can I get for you?*).
- Tell students to look at the menu on page 200 and circle the two main dishes and two sides they will order. Say: *You'll play a customer twice. What will you order each time?*
- Form groups of 3. Tell groups that each member should take a turn playing the waiter or waitress.
- Walk around and check that C takes A's and B's orders. Listen for the weak pronunciation of *to*, *the*, *a*, and *of*.
- Call on pairs to role play for the class.
- *Optional:* As pairs role play, tell students to listen and write down their orders.

**MULTILEVEL INSTRUCTION for 4B**

**Pre-level** Direct students to cross out the food in Ernesto's lines in Exercise 3C and write in new foods.

**Above-level** Direct students to also take their customers' drink orders. Provide language as necessary: *What would you like to drink? Can I get you (started with) some drinks?*

## Extra Practice



Interactive Practice

## Getting Started

5 minutes

- Say: *We're going to study quantifiers with plural nouns and non-count nouns. In the conversation on page 201, Ernesto used this grammar.*
- Play CD 3, Track 32. Students listen. Write on the board: *Oh, and could we have some sugar?* Underline *some*.

## Presentation

15 minutes

## Quantifiers with plural nouns

- Copy the top grammar charts onto the board or show the top charts on Transparency 10.5 and cover the exercise.
- Read each affirmative sentence, and then its corresponding negative sentence (*We have many apples, We don't have many apples, etc.*).
- Ask: *Which quantifiers for plural nouns can you use in the affirmative and the negative? (many, a lot of) Which ones can only be used in the affirmative? (some, a few) What do some and a few change to in the negative? (any)*

## Quantifiers with non-count nouns

- Copy the bottom grammar charts onto the board or show all the charts on Transparency 10.5 and cover the exercise.
- Read the affirmative sentences with plural nouns and with non-count nouns. Ask: *Which quantifiers can you use with plural nouns and non-count nouns? (a lot of, some) Say: a lot of apples, a lot of sugar, some apples, some sugar.*
- Ask: *Which quantifiers can only be used with plural nouns? (many, a few) Say: many apples, a few apples.*
- Ask: *Which quantifier can only be used with non-count nouns? (a little) Say: a little sugar.*
- Read the sentences under *Quantifiers with non-count nouns*. Read each affirmative sentence and then its corresponding negative sentence (*We have a lot of sugar, We don't have a lot of sugar, etc.*).
- Ask: *Which quantifier for non-count nouns can be used in the affirmative and the negative? (a lot of) Which ones can only be used in the affirmative? (some, a little) What does some change to in the negative? (any) What does a little change to in the negative? (much)*

- Tell students to read the Grammar Watch note silently.
- If you are using the transparency, do the exercise with the class.

## Controlled Practice

15 minutes

## PRACTICE

## A Underline the correct words.

- Read the directions and the example. Ask: *Why is the answer a lot of? (because the sentence is affirmative and sugar is non-count)*
- Students compare answers with a partner. Tell them to take turns reading the sentences out loud.
- Call on students to read the sentences.

## B Complete the conversations. More than one...

- Read the directions.
- Write item 1 on the board. Read the conversation. Point to: *I eat only \_\_\_\_\_ eggs a week.* Ask: *Is the sentence affirmative or negative? (affirmative) Is eggs a plural noun or a non-count noun? (a plural noun)* Point to the top left chart. Ask: *What are the possible answers? (many, a lot of, some, a few)* Read the conversation again and ask: *What is the best answer? (a few)*
- Walk around and spot-check students' answers. If you see an incorrect answer, ask questions (*Affirmative or negative? Plural or non-count?*) to help the student determine the correct chart to choose an answer from.
- Students compare answers with a partner by reading the conversations.
- Call on pairs to read the conversations.

## Extra Practice



Interactive Practice



pages 98–99



pages 120–121

**1** GRAMMAR

**A** Complete the conversation. Underline the correct...

- Read the directions. Tell students to refer back to the grammar charts on page 190 (Count nouns / Non-count nouns), page 191 (*How much / How many*), and page 202 (Quantifiers with plural nouns and non-count nouns) as needed.
- Students compare answers with a partner by reading the conversation.
- Call on an above-level pair to read the conversation for the class. Discuss any errors.
- *Optional:* Tell students to read the conversation again and write the shopping list.

**B** Compare two foods. Write four sentences. Use...

- Read the directions. Tell students to refer back to the grammar chart on page 196 (Comparative adjectives with *than*) as needed.
- Tell students that they can use different foods in each sentence if they wish.
- Walk around and spot-check students' sentences for correct comparative forms and *than*. Remind students to start sentences with a capital letter and end with a period.
- Tell students to read their sentences to a partner. Students say whether or not they agree with each of their partner's sentences. On the board, write: *I agree, I disagree.*
- For each adjective in the box, call on a few students to read a sentence. Discuss any errors.

**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 10, 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 100–101

## 2 ACT IT OUT

**PAIRS. Read the nutrition labels. Compare...**

- Read the directions. Ask: *Which chicken do you think tastes better? Which chicken do you think is better for your health?*
- Pair students. Tell them to say which brand they would buy and to say at least two reasons why each. Remind pairs to use the comparative forms of the verbs in the box and *than*.
- Walk around and observe partners interacting. Check pairs' use of comparatives and *than*.
- Call on pairs to perform for the class.
- While pairs are performing, use the scoring rubric on page T-xiii 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.

## 3 READ AND REACT

**STEP 1. Read about Amalya'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 many hours a week does Amalya work? What does she have to do after work? What does she not have time to do? Why doesn't she buy fresh fruit and vegetables?*).

**STEP 2. PAIRS. What is Amalya's problem? What...**

- Ask: *What is Amalya's problem?* (She doesn't have time to prepare a healthy dinner for her family, and fruits and vegetables are expensive in her neighborhood.) *What can Amalya do?*
- Pair students. Read the ideas in the list. Give pairs a couple of minutes to discuss possible solutions for Amalya.

- Ask: *Which ideas are good?* Call on students to say their opinion about the ideas in the list (for example, S: *I think she can ask her family to help with shopping, cooking, and washing dishes. This is a good idea.*).
- Now tell students to think of one new idea not in the list (for example, *She can prepare healthy meals on the weekend and freeze them.*) 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**

**Pre-level** Ask: *Which ideas save time? Which ideas save money?* Pair lower-level students and tell them to draw a two-column chart with the headings *save time* and *save money*. Tell pairs to write the ideas from the book and the board in the chart.

**Above-level** Tell pairs to compare two ideas for saving time and two ideas for saving money. Tell them to write two sentences (for example, *Asking her family to help is easier than preparing meals on the weekend. Buying frozen vegetables is cheaper than shopping at a farmer's market.*).

## 4 CONNECT

Turn to page 253 for the Community-building Activity and page 283 for the Team Project. See page T-xi for general notes about teaching these activities.

**Progress Check**

**Which goals can you check off? Go back to page 185.**

Ask students to turn to page 185 and check off any remaining goals they have reached. Call on students to say which goals they will practice outside of class.