Let's eat!

Lesson 1

Vegetables

Classroom Materials/ **Extra Practice** T Transparencies 6.1-6.8 MCA Tracks 26-50 Vocabulary Cards Unit 6 Unit 6 Workbook Interactive Practice Unit 6

Unit Goals

- Identify vegetables
- Use Like/Don't Like
- Identify fruit
- Use Likes/Doesn't like
- · Name containers and amounts
- · Read food ads
- Write a shopping list
- Read a menu
- · Order a meal
- Write about how people eat in different cultures

Getting Started

5 minutes



- Elicit vocabulary students may already know. Show Transparency 6.1. Ask: *What are these?* What vegetables do you eat? Give students the opportunity to answer without correcting their English.
- Repeat students' answers for the class to repeat chorally. Write the words on the board.
- State the lesson objective: We're learning the names of vegetables.

Presentation

10 minutes



A Look at the vegetables...

- Show Transparency 6.1 again or hold up your book. Point to the group of pictures and say: *Vegetables*.
- Play CD 3, Track 26. Point to each vegetable. Students listen.
- Continue playing Track 26. Point to each picture and have students repeat.

Books open.

- Play Track 26 again. Students listen and point to the vegetables in their books.
- Continue playing Track 26. Students point as they listen and repeat.

Expansion: Vocabulary Practice for A

• Form pairs. Use the Vocabulary Cards for page 96. Student A points to a vegetable. Student B says the word. Then students switch roles.

B Listen and read...

- Play CD 3, Track 27. Students listen and read.
- Continue playing Track 27. Ask students to listen and repeat as they read.

Expansion: Writing Practice for B

• Dictation. Books closed. Say and spell three words from the box. Students write the words on a piece of paper. Then students check their spelling. Repeat this activity two more times.

Presentation

10 minutes

Controlled Practice

5 minutes



G Listen. Listen and repeat.

- Show Transparency 6.2 or have students look at their books.
- Set the context. Elicit information about the picture without correcting students' answers. Ask: What do you think? What is the man buying? What is he asking the woman?
- Play CD 3, Track 28. Students listen. Pause the CD. Ask the comprehension questions above again.
- Continue playing Track 28. Students listen and repeat.
- Now show the dialog on Transparency 6.2 or have students read in their books. Play Track 28 again. Students listen and read silently.
- Continue playing Track 28. Students repeat.

Controlled Practice

10 minutes

D PAIRS. Practice the conversation.

- Model the conversation in Exercise C. Say the lines of Speaker A. Have the class say the lines of Speaker B chorally.
- Pairs practice the conversation two times. Have students role-play Speakers A and B.

PAIRS. Make new conversations...

- Show Transparency 6.1 or hold up your book showing page 96. Choose any three vegetables. Say each word and have students repeat.
- Model a new conversation with these three vegetables. Ask a volunteer to say the lines for Speaker A. You say the lines for Speaker B. Point to the vegetables during the new conversation.
- Ask volunteers to role-play new conversations.

G Read the story again...

- Tell students to read the story in Exercise F.
- Read item 1 with the class. Model circling No.
- To review this exercise, ask a volunteer to read the sentences. Tell students to hold up their YES or No cards to answer.

Communicative Practice 15 minutes



GROUPS. Look at the vegetables...

- Say the sentence in the speech bubble and have the class repeat.
- Tell the class the vegetables you like. If some of your favorite vegetables are not in Exercise A, draw and label pictures of your favorites on the board.
- Ask two or three students to tell the class the vegetables they like.
- Circulate and assess students' ability to say the vegetables they like. If the class needs more practice, review pages 96 and 97.

Critical Thinking Skill: Listing

- Set the context. Say: Doctors say we should eat vegetables and fruits every day.
- Form cross-ability groups. Students take turns saying the vegetables they ate yesterday or on another day. Have one or two students write the list for each group.
- Ask the groups for their information. Write the groups' lists on the board in two columns. Talk with students about good eating habits.

Presentation

5 minutes





(E) Listen and read the story.

- Play CD 3, Track 29. Students listen and read.
- Check comprehension. Ask: Does Pam's family like vegetable soup? Does she need mushrooms? Does Pam go to the store to buy onions and peas?
- Play Track 29 again. Students listen for answers.

Extra Practice

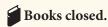
Interactive Practice

Pages 62-63

Vegetables • Like/Don't like

Getting Started

5 minutes



- Show Transparency 6.3 or hold up your book to page 96. Ask: Are there vegetables you don't like? What are the vegetables you don't like? Repeat students' answers and have the class repeat. Write the words on the board.
- State the lesson objective: We're learning to say what we like and don't like.

Presentation

25 minutes

Books open.



A Listen. Listen and repeat.

- Show Transparency 6.3 or have students look at their books. Cover the dialog or have students cover the dialog in their books.
- Elicit information about the picture. Tell students to hold up their YES or NO cards to answer. Ask: What do you think? Are they at the market? Are they talking about shampoo? Do they like all types of vegetables?
- Play CD 3, Track 30. Students listen. Pause the CD. Ask the comprehension questions (above) again.
- Continue playing Track 30. Ask students to listen and repeat.
- Now show the dialog on Transparency 6.3 or have students read in their books. Play Track 30 again. Students listen and read silently.
- Continue playing Track 30. Students listen and repeat.

B Listen again. Check (✓)...

- Play CD 3, Track 31. Students listen and read.
- After students check the boxes for the vegetable that the women like, have them compare their answers with a partner.

G Listen again. Check (✓)...

- Play CD 3, Track 31 again. Students listen and read.
- After students check the boxes for the vegetable that the women don't like, have them compare their answers with a partner.

D PAIRS. Practice the conversation.

- Model the conversation in Exercise A. Say the lines for Speaker A. Have the class say the lines of Speaker B chorally.
- Pairs practice the conversation two times. Have each student role-play Speakers A and B.
- Ask volunteers to role-play the conversation for the class.

E PAIRS. Make new conversations...

- · Model a new conversation with an above-level
- Show Transparency 6.1 or draw the vegetables on the board. Demonstrate choosing one vegetable you like and one vegetable you don't like. Circle the vegetable you like and make an X over the vegetable you don't like.
- Then ask the above-level student to choose a vegetable he or she likes and a vegetable he or she doesn't like. Circle the vegetable that he or she likes and make an X over the vegetable that he or she doesn't like.
- Use the vegetables to role-play a new conversation with the above-level student.
- If you feel the class needs more support, do this activity again with another student.
- Walk around and help as necessary. Then ask volunteers to role-play one of their new conversations.

Vegetables • Like/Don't like

Presentation

10 minutes

Communicative Practice 15 minutes

Read the sentences.

- Use Transparency 6.3 or have students look at the chart in their books. Cover the dialog on the transparency.
- Say each sentence in the chart and have students read silently. Say each sentence again and have students repeat chorally.
- Point to the sentences on the left and say: *I like*, You like, Luz and Pavel (They) like, John and I (We) like. Explain: Use the same verb like for I, you, they,
- Point to the sentences on the right and say: *I don't* like, You don't like, They don't like, We don't like. Explain: *Add* don't *before* like *to make a negative* sentence.
- Point to the conversation on Transparency 6.3 or have students look at Exercise A on page 98 in their books. Say: *like and don't like*.
- Review the answers by asking a volunteer to circle *like* and underline *don't like* on Transparency 6.3.

CLASS. Take turns. Talk about...

• Ask groups to say what they found out. Use We like

Controlled Practice 5 minutes

G Look at the pictures...

- Model item 1. Ask the class: What is the vegetable in the picture? (tomatoes) Demonstrate writing the sentence on the board.
- Model item 2. Ask the class: What is the vegetable *in the picture?* (onions) Explain: *The X on the* onions means it's a negative sentence. Demonstrate writing the negative sentence on the board.
- To review this exercise, call on students to write the sentences on the board.

GROUPS. Write one vegetable...

Show what you know!

- Say the sentences in the speech bubbles and have the class repeat. Ask volunteers to say sentences about what they like and don't like: *I like* _____. I don't like
- Tell students their goal is to find one vegetable they all like and one vegetable they all don't like!
- Students take turns saying the vegetables they like and don't like. They can use vegetables that are not on page 96. One student writes the group's information.
- Circulate and assess students' ability to express likes and dislikes. If students need more practice, review pages 98 and 99.

_____ and *We don't like* _____.

Critical Thinking Skill: Categorizing

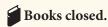
- Write on the board: *cooked* raw. Point to each word and tell the class you are going to talk about cooking and not cooking vegetables.
- Write on the board: What vegetables do you cook? I cook _____. What vegetables do you eat raw? I don't cook _
- Form cross-ability pairs. Ask one student in each group to write the list.
- To finish this activity, ask groups to report to the class. Students should say: We cook _____. *We don't cook* _____.

Extra Practice Interactive Practice Pages 52-53 Pages 64-65

Fruit • *Likes/Doesn't like*

Getting Started

5 minutes



- Elicit vocabulary students may already know. Show Transparency 6.4. Ask: *What are these? What fruit do you eat?* Give students the opportunity to answer without correcting their English.
- Repeat students' answers for the class to repeat chorally. Write the words on the board.
- State the lesson objective: We're learning the names of fruit.

Presentation

10 minutes

Language Note

The class may naturally say *fruits* instead of *fruit*. Both words are used for the plural.

A Look at the fruit...

- Show Transparency 6.4 again or hold up your book. Point to the groups of pictures and say: *Fruit*.
- Play CD 3, Track 32. Point to each type of fruit. Students listen.
- Continue playing Track 32. Point to each picture and have students repeat.

Books open.

- Play Track 32 again. Students listen and point to the fruit in their books.
- Continue playing Track 32. Students point as they listen and repeat.

Expansion: Vocabulary Practice for A

• Form pairs. Use the Vocabulary Cards for page 100. Student A points to the fruit. Student B says the word. Then students switch roles.

B Listen and read...

- Play CD 3, Track 33. Students listen and read.
- Continue playing Track 33. Ask students to listen and repeat as they read.

Expansion: Writing Practice for B

• Dictation. Books closed. Say and spell three words from the box. Students write the words on a piece of paper. Then students check their spelling. Repeat this activity two more times.

Controlled Practice 5 minutes

G Look at the words...

Model the activity. Look at Transparency 6.4. Point and say: *I like* _______, _____, and ______.
 Write the three fruits on the board.

D PAIRS. Tell your classmate...

- Walk around and help as needed.
- You can ask: *Are there fruits that both of you like?* Students can answer: *We like* _____.

Presentation

20 minutes

Controlled Practice

10 minutes

(E) Listen. Listen and repeat.

- Show Transparency 6.5 or have students look at their books. Cover the dialog or have students cover the dialog in their books.
- Set the context. Elicit information about the picture without correcting students' answers. Tell students to hold up their YES or NO cards to answer. Ask: What do you think? Is the woman at a drugstore? Is the man shopping for vegetables?
- Play CD 3, Track 34. Point to the speakers on the transparency. Students listen. Pause the CD. Ask the comprehension questions (above) again.
- Continue playing Track 34. Ask students to listen and repeat.
- Now show the dialog on Transparency 6.5 or have students read in their books. Play Track 34 again. Students listen and read silently.
- Continue playing Track 34. Students listen and repeat.

Read the sentences.

- Use Transparency 6.5 or have students look at the chart in their books. Cover the dialog on the transparency.
- Say each sentence in the chart and have students read silently. Say each sentence again and have students repeat chorally.
- Write on the board: *I like apples*. *She likes apples*. Say each sentence and have the class repeat. Circle the *s* in *likes*. Explain: *Add* -s *to the verb when the* subject is he, she, or it. This is called third person singular.
- Write on the board: *I don't like apples. She doesn't* like apples. Say each sentence and have the class repeat. Circle doesn't. Explain: Use doesn't to show the negative with he, she, or it.
- Point to the conversation on Transparency 6.5 or have students look at Exercise E in their books. Say: Circle the third person singular and the negative form.
- Review the answers by asking a volunteer to circle the words on Transparency 6.5 or write the answers on the board: likes, doesn't like.

G Complete the sentences.

- Copy item 1 onto the board. Point to the verb *like*. Ask: Do we add -s to the verb like? Why? Call on a volunteer to write the word in the blank.
- Copy item 2 onto the board. Point to the verb not/like. Ask: For the negative, do we use don't or doesn't? Do we add -s to the verb like? Call on a volunteer to write the words in the blank.
- To review this exercise, ask various students to write their sentences on the board. Make necessary corrections. Say the sentences for the class to repeat.

Communicative Practice 10 minutes

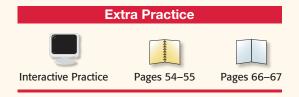


GROUPS OF 4. Say one fruit you like...

- Model the sentences students should use. You may also want to write them on the board. Use information about yourself: My name is _____. I like _____. I don't like _
- Students take turns asking each other: What fruit do you like? What fruit don't you like? Students write their classmates' information in the chart.
- Circulate and assess students' ability to express likes and dislikes about fruit. If students need more practice, review pages 100 and 101.

CLASS. Take turns. Talk about...

- Say the sentences in the speech bubble and have the class repeat.
- Ask various students to talk about one of their classmates. Help students if necessary.



Life Skills • Containers and amounts

Getting Started

5 minutes

10 minutes



- Hold up your book. Elicit vocabulary students may already know. Ask: What is this place? What food *items do you see?* Write answers on the board.
- Tell the class to read the food items on the board. Explain: *The foods in the picture are sold by the* pound. Write: pound = lb.
- State the lesson objective: We're learning about containers and amounts.

Presentation

15 minutes



- Hold up your book. Play CD 3, Track 35. Point to each food sign. Students listen.
- Continue playing Track 35. Point to each sign and have students repeat.

Books open.

- Play Track 35 again. Students listen and point to the signs in their books.
- Pause the CD. Check comprehension. Tell students to answer by holding up their YES or NO cards. Ask: Are the avocados \$1.99 each? Is the fish \$6.99 a pound? Is the chicken \$2.89 each?
- Continue playing Track 35. Students point as they listen and repeat.

B Listen, Listen and repeat.

- Play CD 3, Track 36. Students listen and read.
- Pause the CD. Check comprehension. Tell students to hold up their YES or NO cards to answer. Ask: Does she need two pounds of grapes? Does she need two pounds of ground beef? Does she need one pound of grapes?
- Continue playing Track 36. Ask students to listen and repeat as they read.

© PAIRS. Practice the conversation.

Controlled Practice

- Model the conversation in Exercise B. Say the lines for Speaker A. Have the class say the lines of Speaker B chorally.
- Pairs practice the conversation two times. Have each student role-play Speakers A and B.
- Ask volunteers to role-play the conversation for the class.

MULTILEVEL INSTRUCTION for C

Pre-level Students role-play the conversation for the class with books open.

Above-level Students role-play the conversation for the class with books closed.

Culture Connection

Many students may come from cultures where people buy their food daily at a local farm or market. Writing a shopping list may be new for them. Discuss why some people in the United States write a shopping list before going to the store. Elicit ideas from students first. If students need help, say: Making a list saves time and money. It helps us do all of our shopping in one visit. Stores in the United States can be very large, so often we see many items that we don't need! A list keeps you focused and helps you buy the things you really need.

D PAIRS. Look at the shopping...

- Ask the class to read the shopping list for Conversation 1. Say each item. Have the class repeat.
- Model a new conversation with the shopping list for Conversation 1. Say the lines for Speaker A. The class says the lines of Speaker B chorally.
- Walk around and help as necessary. To finish this activity, ask volunteers to role-play one of their new conversations.

Expansion: Writing Practice for D

• Have each student write their own list. Then have them share it with a classmate.

Life Skills • Containers and amounts

Presentation

15 minutes

Controlled Practice 15 minutes





- Hold up your book. Play CD 3, Track 37. Point to each food item. Students listen.
- Continue playing Track 37. Point to each item and have students repeat.
- Check comprehension. Tell students to hold up their YES or NO cards to answer. Ask: *Is there a loaf of bread? Is there a can of eggs? Is there a bag of rice?*

Books open.

- Play Track 37 again. Have students listen. Continue playing Track 37. Students listen and repeat.
- Point out the note about singular and plural. Say each item and have the class repeat.
- Check comprehension. Write some examples on the board:

a of milk	two of orange juice	
a of bread	three of bread	
Ask volunteers to find the correct word in the list		
and then come up and fill in the blank. Ask the		
class to help check each answer.		

() Listen. Listen and repeat.

- Play CD 3, Track 38. Students listen and read.
- Pause the CD. Check comprehension. Tell students to hold up their YES or NO cards to answer. Ask: Do they need a bag of bread? Do they need two dozen eggs? Do they need a gallon of milk?
- Continue playing Track 38. Ask students to listen and repeat as they read.

G PAIRS. Practice the conversation.

- Model the conversation in Exercise F. Say the lines for Speaker A. Have the class say the lines of Speaker B chorally.
- Pairs practice the conversation two times. Have students role-play Speakers A and B.
- Ask volunteers to role-play the conversation.

MULTILEVEL INSTRUCTION for G

Pre-level Students role-play the conversation for the class with books open.

Above-level Students role-play the conversation for the class with books closed.

H PAIRS. Look at the pictures...

- Model a new conversation with the pictures for Conversation 1. Call on a volunteer to say the food items for Conversation 1: *a loaf of bread and two cans of soup*.
- Say the lines for Speaker A. The class says the lines of Speaker B chorally.
- Walk around and help as necessary. Then ask volunteers to role-play one of their new conversations.

Expansion: Writing Practice for H

 Have students choose items from Exercise E or use their own food items. Then they write a new conversation.

Critical Thinking Skill: Associating

• Ask the class to associate other food items	3
with common containers. Write on the boa	rd

a box of	a bag of
a can of	a gallon of

- Form cross-ability groups. Tell each group to write two items for each container. Ask one student to write the list for each group.
- Ask each group to share their list. Write the ideas on the board.

Extra Practice Interactive Practice Pages 68–69

Life Skills • Read ads, write a list

Getting Started

5 minutes

15 minutes



- Elicit vocabulary students may already know. Ask the class: When we buy food, how can we save money? Give students an opportunity to offer ideas, such as: read shopping ads, make shopping lists, buy food on sale, buy fruit and vegetables in season, buy large size packages.
- Repeat students' answers out loud and have the class repeat chorally. Write the ideas on the board.
- State the lesson objective: We're learning to read ads and write shopping lists.

Presentation

15 minutes

Books open.



- Tell students to first read the shopping ad
- individually. Ask them to circle any words they don't understand. Write the words on the board and elicit definitions from the class.
- Hold up your book or have students look at their books. Play CD 3, Track 39. Have students listen and read.
- Pause the CD and check comprehension. Tell students to hold up their YES or NO cards to answer. Ask: *Are the specials in the ad for one day? Are a dozen eggs* 99¢? *Is the chicken* \$2.99 a pound?
- Continue playing Track 39. Have students listen and point to the pictures.
- Review the new words on the board. Elicit definitions from the class again.

B Read the shopping ad...

Controlled Practice

- Copy item 1 onto the board. Read the question for the class to repeat. Ask the class: *Is the answer* a. \$1.79 a loaf *or* b. \$1.79 a pound? Model circling *a*.
- Have students compare answers with a partner.
- Call on various students to read the sentences. Tell the class to answer *a* or *b*.

Expansion: Speaking Practice for B

• Form pairs. Instruct students to take turns asking and answering the questions in Exercise B.

Life Skills • Read ads, write a list

Controlled Practice

25 minutes

Culture Connection

Many students may come from cultures where people buy their food daily at a local farm or market. Writing a shopping list may be new for them. Discuss why some people in the United States write a shopping list before going to the store. Elicit ideas from students first. If students need help, say: Making a list saves time and money. It helps us do all of our shopping in one visit. Stores in the United States can be very large, so often we see many items that we don't really need! A list keeps you focused on the things you really need.

(G) Look at the pictures...

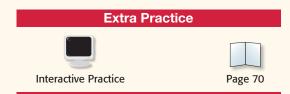
- Discuss with the class: Why do some people write shopping lists?
- Tell the class to look at the thought bubble in item 1. Ask: What food does he need? Write students' answers on the board. Their answers should match the shopping list in the book. Then read the list for students to repeat.
- Tell the class to look at item 2. Ask: What food does she need? Help the woman write her shopping list. Elicit items from students and write the items on the board. Instruct students to copy the items into their books.
- Circulate and assist students with items 3 and 4. For more practice, review pages 102 and 103.

D PAIRS. Tell your classmate...

- Students take turns reading their lists. Tell pairs their lists should be the same.
- Call on volunteers to write their lists on the board.

Expansion: Writing Practice for D

- Ask students to write their own shopping list of food items they really need that day.
- Form small groups. Students take turns reading their lists.



Lesson 6

Read a menu and order a meal

Getting Started

5 minutes

10 minutes



- Show Transparency 6.6. Elicit vocabulary students may already know. Ask: What is this? What food items do you see? What other information does the menu have?
- Repeat students' answers out loud and have the class repeat chorally
- State the lesson objective: We're learning to read a menu and order a meal.

Presentation

10 minutes



- Show Transparency 6.6 or hold up your book. Play CD 3, Track 40. Point to each item on the menu. Students listen.
- Continue playing Track 40. Point to each item on the menu and have students repeat.

Books open.

- Play Track 40 again. Students listen and point to the menu in their books.
- Pause the CD. Check comprehension. Tell students to hold up their YES or NO cards to answer. Ask: *Is there milk on the menu? Are there bananas on the menu? Is the coffee \$1.00?*
- Continue playing Track 40. Students point as they listen and repeat.

B Listen. Listen and repeat.

- Play CD 3, Track 41. Students listen and read.
- Pause the CD. Check comprehension. Tell students to hold up their YES or NO cards to answer. Ask: Is the customer ordering pancakes and juice? Is the customer ordering breakfast? Does the customer want coffee?
- Continue playing Track 41. Ask students to listen and repeat as they read.

© PAIRS. Practice the conversation.

Controlled Practice

- Model the conversation in Exercise B. Say the lines for Speaker A. Have the class say the lines of Speaker B chorally.
- Pairs practice the conversation two times. Have each student role-play Speakers A and B.
- Ask volunteers to role-play the conversation for the class.

MULTILEVEL INSTRUCTION for C

Pre-level Students role-play the conversation for the class with books open.

Above-level Students role-play the conversation for the class with books closed.

D PAIRS. Make new conversations...

- Model a new conversation using the menu in Exercise A. Ask a volunteer to choose two items from the menu. Then say the lines for Speaker A. The volunteer says the lines for Speaker B using the two items from the menu.
- Walk around and help as necessary. Then ask volunteers to role-play their new conversations.

Expansion: Writing Practice for D

• Tell students to choose two items from the menu. Then they write a new conversation.

Read a menu and order a meal

Presentation

10 minutes



(E) Listen and point to...

- Show Transparency 6.7 or hold up your book. Play CD 3, Track 42. Point to each item on the menu. Students listen.
- Continue playing Track 42. Point to each item on the menu and have students repeat.
- Check comprehension. Tell students to hold up their YES or NO cards to answer. Ask: Is the hamburger \$2.50? Is there a fruit salad? Is this a breakfast menu?
- Play Track 42 two more times. Students listen and point, then listen and repeat.

Listen, Listen and repeat.

- Play CD 3, Track 43. Students listen and read.
- Pause the CD. Check comprehension. Tell students to hold up their YES or NO cards to answer. Ask: Is she ready to order? Is she ordering a chicken sandwich? Is she ordering French fries?
- Continue playing Track 43. Ask students to listen and repeat as they read.

Controlled Practice 10 minutes

G PAIRS. Practice the conversation.

- Model the conversation in Exercise F. Say the line for Speaker A. Have the class say the line of Speaker B chorally.
- Pairs practice the conversation two times. Have each student role-play Speakers A and B.
- Ask volunteers to role-play the conversation.

Language Note

Tell students that when they order one item, they use a. When they order more than one item, they use the number and the plural form. Write on the board:

a fish sandwich 2 fish sandwiches a hamburger 3 hamburgers 4 tacos

5 green salads a green salad

Say I'd like __ for each item and have the class repeat.

H PAIRS. Make new conversations...

- Model a new conversation using the menu in Exercise E. Ask a volunteer to choose three items from the menu. Then say the line for Speaker A. The volunteer says the line for Speaker B using the three menu items.
- Walk around and help as necessary. Then ask volunteers to role-play their new conversations.

Expansion: Writing Practice for H

• Tell students to choose three items from the menu and write a new conversation.

Communicative Practice 15 minutes

Show what you know!

GROUPS. Take turns. Ask...

- Ask a student: What do you eat for breakfast? Write the answer on the board: For breakfast, I
- Ask a student: What do you eat for lunch? Write the answer on the board: For lunch, I eat ___
- Students take turns asking and answering the questions. Students can write a list of classmates' answers.
- Circulate and assess students' ability to talk about the food and drink they consume. If the class needs more practice, review pages 106 and 107.

Critical Thinking Skill: Summarizing

- Same groups. Have students say what they have for breakfast and lunch again.
- Write on the board: *Everyone in our group has* ____ for breakfast. Everyone in our group has _____ for lunch.
- Tell each group to make a list of what every member of the group has for breakfast and for lunch. Then they need to find a common food or drink to complete the sentences on the board.

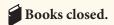
Extra Practice Interactive Practice Pages 56-57 Page 71

a taco

Lesson 7 Tran's story

Getting Started

5 minutes



- Elicit students' ideas. Ask the class: *How do you eat dinner*? Use the board to draw simple pictures of a fork, a knife, a spoon, and chopsticks. Point to each picture and ask: *Do you use a fork to eat dinner*? *Do you use a knife*? *Do you use a spoon*? *Do you use chopsticks*? Tell students to hold up their YES or NO cards to answer.
- State the lesson objective. Say: We're listening to Tran, a young man. He's talking about how people eat in his country.

Presentation

20 minutes

A CLASS. Look at each picture...

- Show Transparency 6.8 or hold up your book. Point to each picture and ask: *What do you see*?
- Elicit information without correcting students' answers. If students have difficulty expressing an idea, try to say it for them.
- Write words or phrases on the board about the pictures.

Books open.

B Listen to the story.

- Play CD 3, Track 44. Point to each picture on Transparency 6.8 or have students look in their books. Students listen.
- Check comprehension. Show Transparency 6.8 or hold up your book. Ask:
 - 1. What is his name? What do people eat with in his country?
 - 2. Do children sometimes eat with their fingers?
 - 3. In Kyoko's country, how do people have soup?
 - 4. *In the United States, what do people eat with?*
 - 5. When do people eat with their fingers?
 - 6. Is there only one way to eat in this country?
- Play Track 44 again. Ask students to listen and look at the pictures in their books.
- Check comprehension. Ask the questions above again. Say the answers and have the class repeat.

Presentation

10 minutes

6 Listen again and read.

- Play CD 3, Track 45. Have students listen and read the story in their book.
- Ask students to identify any words they don't understand. Write the words on the board and encourage students to guess the meaning.

Expansion: Reading Practice for C

• Form cross-ability pairs. Students take turns reading the story out loud.

Controlled Practice 15 minutes

Read the story again...

- Write item 1 on the board and demonstrate circling *No* as the answer.
- To review answers, ask volunteers to read a sentence and say the answer.

© GROUPS. Read the questions...

• Model the discussion. Ask a few students: *In your country* . . .

Do people use chopsticks? What do they use? Do people drink soup? How do they have their soup?

Do people use their fingers to eat? What do they eat with their fingers?

- Write on the board the roles for the group:
 - Student 1: Read each question out loud.
 - Student 2: Make sure each student talks.
 - Student 3: Tell the class the group's answers.
- Walk around and encourage each student to participate in the discussion. To finish the activity, ask each group to share their information.

() Write about how people eat.

- Model writing the sentences. Then ask a volunteer to say his or her information. Write the sentences on the board.
- Walk around the room and help as necessary.

MULTILEVEL INSTRUCTION for F

Pre-level Students copy Tran's story in Exercise C on a piece of paper.

Above-level Students write their own stories on a piece of paper using Exercise C as a model.

Communicative Practice 10 minutes

G GROUPS. Take turns. Read...

• Form cross-ability groups. Encourage above-level students to help as they share their information.

Critical Thinking Skill: Problem Solving

- Set the context. Say: Tran's boss invited him to a company dinner at a big restaurant. Tran wants to go, but he is nervous. At big dinners, there are two forks, two spoons, and two knives to use. He doesn't know how to use them. What can you tell him to do?
- Form cross-ability groups. One student writes the group's ideas for solving this problem.
- To finish the activity, ask groups to share their ideas. Write all the ideas on the board. Talk about which ideas are similar.

Extra Practice Interactive Practice Pages 58–59 Page 72

REVIEW

Show what you know!



THE SOUNDS OF F AND V

Teaching Tip

The sounds of f and v are both made with the same mouth position. To make the f sound, touch your top teeth with your bottom lip. Blow out air between your lip and your teeth. Do not use your voice to say the f sound as you practice it with the word f ruit. To make the v sound, touch your top teeth with your bottom lip. Use your voice as you practice the v sound with the word v

A Read the words out loud...

- Have students work individually. Students point to each word and say it out loud softly two or three times.
- Students can use mirrors to check the position of their teeth.
- Walk around and provide help as needed.

B Listen and repeat.

- Play CD 3, Track 46. Students listen and repeat to self-correct.
- Ask students to point to each word in Exercise A as they listen.
- Walk around and check students' pronunciation of *f*.
- Play the audio two or three times.

@ Read the words out loud...

- Have students work individually. Students point to each word and say it out loud softly two or three times.
- Tell students to check to feel a vibration in their throats with the letter *v*.
- Walk around and provide help as needed.

D Listen and repeat.

- Play CD 3, Track 47. Students listen and repeat to self-correct.
- Ask students to point to each word in Exercise C as they listen.
- Walk around and check students' pronunciation of *v*.
- Play the audio two or three times.

☐ Listen. Write f or v...

- Explain that students will complete each word with *f* or *v*.
- Do the first two items with the class. Write on the board: 1. __ood 2. __egetables. Say each word. Have a volunteer come up and write the correct letter
- Play CD 3, Track 48. You may want to play the track two times.
- Have students check their answers with a partner.

F DICTATION. PAIRS. Student A...

- Form cross-ability pairs.
- Model the activity with a higher-level student. Ask
 the student to say a word from Exercise A. Write it
 on the board. Ask the class to check your spelling.
- Encourage students to check spelling after each word.

G DICTATION. SAME PAIRS. Student B...

- Tell students to switch roles. Student B says the words from Exercise C. Student A writes the words.
- If necessary, model the activity again with a word from Exercise C.

MULTILEVEL INSTRUCTION for F and G

Pre-level Students copy the words in Exercises A and C on a piece of paper. Have a classmate check the spelling.

Above-level Each student writes five more words with f and ν . They can use any words they know. Form pairs. Have students share their words.

REVIEW

Show what you know!

2

VOCABULARY

Teaching Tip

Show an example of grouping on the board. Write: *apple*, *orange*, and *onion*. Ask: *Which word is different? Why?*

A Circle the word...

- Do item 1 with the class. Ask: *Why is* cucumbers *the answer?*
- Have students compare answers with a partner.
 Then have students say the answer for each item.
 Make any necessary corrections.

B PAIRS. Use the words...

- Have students review quantities on pages 102 and 103. Students can also use the vocabulary in Exercise A.
- To review this exercise, ask pairs for their answers and make a list on the board.

3 si

SPEAKING

You are reading a menu...

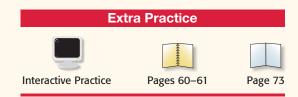
- Have students read the situation and the answer choices in their books.
- Say: Circle the answer that completes the dialog.
- Have students compare answers with a classmate.
- Ask a volunteer to write the answer on the board.

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 6, 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.



EXPAND

Show what you know!

Teaching Tip

To prepare students for Exercises A and B, review pages 106 and 107 or show Transparencies 6.6 and 6.7. Say the vocabulary words and the dialogs, and have the class repeat.

1

READ A MENU AND ORDER FOOD

A Listen. A customer is...

- Set the context. Say: A customer is ordering food. What does the customer ask for?
- Play CD 3, Track 49. Have students listen.
- Ask students to say what the customer orders and write it on the board.

B ROLE PLAY. GROUPS OF 3. Change roles...

- Review the menu items and prices for pronunciation and understanding.
- Form cross-ability groups. Choose one group and model the role play.
- Remind students to do the role play at least three times so each person is the waiter/waitress.
- Have volunteers perform the role plays.

EXPAND

Show what you know!

2 WRITE A SHOPPING LIST

A Listen. Peter and Wendy...

- Set the context. Say: Two people are writing a shopping list. What do they need from the store?
- Play CD 3, Track 50. Have students listen.
- Ask students what Peter and Wendy need from the store and write the items on the board.

B PAIRS. What do you need...

- Students can use real or made-up information.
- Have pairs share their list with the class.

3 WRITE ABOUT YOURSELF

A Write about yourself...

- Review vocabulary needed for this activity. Ask: Where do you shop for food? What do you have on your shopping list each week?
- Write a model on the board. Use your information. Encourage students to look at the model on the board as they write.
- Walk around the room and help as needed.
- To review this exercise, students can also write their answers in complete sentences on the board.

4 CONNECT

For your Team Project...

• Go to page T-xi for the general teaching notes for the projects.