CHAPTER 3 OVERVIEW: Text Pages 19–26

GRAMMAR

Count / Non-Count Nouns

<table>
<thead>
<tr>
<th>Lettuce</th>
<th>is</th>
<th>very expensive.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Butter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Milk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apples</td>
<td>are</td>
<td></td>
</tr>
<tr>
<td>Carrots</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Onions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Add

<table>
<thead>
<tr>
<th>a little</th>
<th>salt, sugar, honey.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a few</td>
<td>potatoes, nuts, raisins.</td>
</tr>
</tbody>
</table>

I recommend our chocolate ice cream.
It's delicious.

Expressing Surprise-Disbelief

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

Making a Recommendation

I recommend our chocolate ice cream.

FUNCTIONS

Inquiring About Want-Desire

Do we need anything from the supermarket?
What would you like for dessert?

Expressing Want-Desire

We need a loaf of bread.
I'm looking for a head of lettuce.

Asking for and Reporting Information

How much does a head of lettuce cost?
A dollar ninety-five.

Lettuce is very expensive this week.
Apples are very expensive this week.
There isn’t any more lettuce.
There aren’t any more bananas.
Everybody says it’s delicious.

Expressing Satisfaction

It’s delicious.

Instructing

Put a little butter into a saucepan.
Chop up a few onions.

Checking Understanding

A loaf of bread?
There isn’t?
There aren’t?

IMPERATIVES

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

PARTITIVES

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

GRAMMAR

Count / Non-Count Nouns

a loaf of bread?
There isn’t?
There aren’t?

Asking for a Recommendation

What do you recommend?

What do you recommend for breakfast?

Making a Recommendation

I recommend the pancakes.

Inquiring About Satisfaction

How is the vegetable soup?

Expressing Satisfaction

It’s delicious.

Instructing

Put a little butter into a saucepan.
Chop up a few onions.

Checking Understanding

A loaf of bread?
There isn’t?
There aren’t?

PARTITIVES

a bag of flour
a bottle of ketchup
a box of cereal
a bunch of bananas
a can of soup
NEW VOCABULARY

Foods
baking soda
cereal
chicken soup
chocolate ice cream
fruitcake
honey
hot chocolate
jam
mushroom
nuts
raisin
scrambled eggs
soup stew
strawberry
Swiss cheese
tomato juice
vanilla ice cream
vegetable soup
vegetable stew
water
white bread
whole wheat bread

Adjectives
magnificent
out of this world
romantic
tasty

Partitives
bottle of
bowl of
box of
bunch of
can of
cup of
dish of
gallon of
glass of
half a pound of
half pound of
head of
jar of
loaf/loaves of
order of
piece of
pint of
pound of
quart of
dozen

Cooking Verbs
add
chop up
cut up
mix (in)
pour
put (into)
slice

Miscellaneous
appetite
appetizer
baked (adj)
broiled (adj)
cents
cost
decide
disappointed
get home
get there
main course
menu
mixing bowl
need
order (v)
recipe
saucepan
shopping list
sit down
suggest
table
wedding anniversary

EXPRESSIONS
Anything else?
lost her appetite
What would you like for dessert?
VOCABULARY PREVIEW

You may want to introduce these words before beginning the chapter, or you may choose to wait until they first occur in a specific lesson. If you choose to introduce them at this point, here are some suggestions:

1. Have students look at the illustrations on text page 19 and identify the words they already know.

2. Present the vocabulary. Say each word and have the class repeat it chorally and individually. Check students' understanding and pronunciation of the words.

3. Practice the vocabulary as a class, in pairs, or in small groups. Have students cover the word list and look at the pictures. Practice the words in the following ways:
   • Say a food item and have students tell the number of the illustration.
   • Give the number of an illustration and have students say the food item.
Text Page 20: Do We Need Anything from the Supermarket?

FOCUS

• Introduction of Partitives
  - a bag of
  - a bottle of
  - a bunch of
  - a box of
  - a can of
  - a gallon of
  - a head of

• Making a Shopping List

CLOSE UP

RULE: Non-count nouns cannot be counted, but they may be measured. Partitives measure specific quantities of non-count nouns. Partitives can be counted.

EXAMPLES: a head of lettuce
two heads of lettuce
a can of soup
three cans of soup

RULE: Partitives can measure by weight or size.

EXAMPLES: a pound of cheese
a gallon of milk
a quart of orange juice
a pint of ice cream

RULE: Partitives can measure by describing the container.

EXAMPLES: a box of cereal a jar of jam
a bag of flour a bottle of ketchup
a can of soup

RULE: Partitives can measure by describing the shape.

EXAMPLES: a head of lettuce
a bunch of carrots
a loaf of bread

RULE: English measurements are different from the metric system.

EXAMPLES: 1 pound = 0.45 kilograms
1 quart (2 pints) = 0.95 liters
1 pint = 0.475 liters
1 gallon (4 quarts) = 3.8 liters
GETTING READY

1. Check students’ understanding of what a shopping list is.

2. Introduce or review the partitive constructions in the shopping list on text page 20, using Side by Side Picture Cards 163–198, the illustrations on text page 19, or real food items you bring to class. Refer to the suggestions for presenting the vocabulary on Teacher’s Guide page 000.

Language Notes

A dozen means a group of twelve. Like other determiners, it is used with count nouns, but it is not followed by the word of—for example: a dozen eggs, a dozen apples.

1/2 pound may be expressed as a half pound or half a pound.

On price labels and in advertisements, weight measurements are usually abbreviated as follows: pt. for pint, qt. for quart, gal. for gallon, and lb. for pound.

3. Practice plural forms.
   a. Model singular and plural partitives, and have students repeat. For example:
      a can of soup
      two cans of soup
      a jar of jam
      two jars of jam
   b. Give the singular form of the other items on the shopping list, and have students give the plural.

INTRODUCING THE MODEL

1. Have students look at the model illustration.

2. Set the scene: “A husband and wife are talking.”

3. Present the model.

4. Full-Class Repetition.

Pronunciation Note

The pronunciation focus of Chapter 3 is Of Before Consonants and Vowels (text page 26). You may wish to model this pronunciation and encourage students to incorporate it into their language practice.

- a jar of jam
- a head of lettuce
- a pound of oranges
- a dish of ice cream

5. Ask students if they have any questions. Check understanding of new vocabulary: loaf, need, anything else.

Culture Note

Supermarket: Most people in the United States shop for food in supermarkets, where they can buy all their groceries in one store. Supermarkets typically have separate departments for foods, such as baked goods, meat, fruit, and vegetables.


7. Choral Conversation.

8. Call on one or two pairs of students to present the dialog.

(For additional practice, do Choral Conversation in small groups or by rows.)

SIDE BY SIDE EXERCISES

Examples

1. A. Do we need anything from the supermarket?
   B. Yes. We need a box of cereal.
   A. A box of cereal?
   B. Yes.
   A. Anything else?
   B. No. Just a box of cereal.

2. A. Do we need anything from the supermarket?
   B. Yes. We need a jar of jam.
   A. A jar of jam?
   B. Yes.
   A. Anything else?
   B. No. Just a jar of jam.
1. Exercise 1: Call on two students to present the dialog. Check understanding of box, cereal. Then do Choral Repetition and Choral Conversation practice.

2. Exercise 2: Check understanding of jar, jam. Same as above.

3. Exercises 3–9: Either Full-Class Practice or Pair Practice.

4. Exercise 10: Have students use the model as a guide to create their own conversations, using vocabulary of their choice. (They can use any food products they wish.) Encourage students to use dictionaries to find new words they want to use. This exercise can be done orally in class or for written homework. If you assign it for homework, do one example in class to make sure students understand what's expected. Have students present their conversations in class the next day.

New Vocabulary
3. bottle 6. loaves
4. bunch 7. bag
5. can 8. quart
soup 9. gallon

WORKBOOK
Pages 21–23

EXPANSION ACTIVITIES

1. Clap in Rhythm
   a. Have students sit in a circle.
   b. Establish a steady, even beat—one-two-three-four, one-two-three-four—by having students clap their hands to their laps twice and then clap their hands together twice. Repeat throughout the game, maintaining the same rhythm.
   c. The object is for each student in turn to name a food item with a partitive each time the hands are clapped together twice. Nothing is said when students clap their hands on their laps.

   Note: The beat never stops! If a student misses a beat, he or she can either wait for the next beat or pass to the next student.

2. Shopping List Chain Game
   a. Begin the game by saying:
      “We're going shopping and we need a can of soup.”
   b. Call on a student to repeat what you said and add another food item to the list. For example:
      “We're going shopping and we need a can of soup and a bag of flour.”
   c. Have each student take a turn in which he or she repeats what the person before said and adds a new food item to the shopping list. For example:
      “We're going shopping and we need a can of soup, a bag of flour, and a loaf of bread.”

3. Bleep!
   a. Write the following vocabulary words on cards, mix up the cards, and put them face-down in a pile on a table or desk in front of the room:
      can jar bottle box
      bag loaf bunch head
      pound quart dozen
   b. Divide the class into pairs.
   c. Have each pair come to the front of the room, pick two cards from the pile, and create a conversation in which they use those two words.

(continued)
d. Call on the pairs to present their conversations to the class. However, instead of saying the two words when they come up in the conversations, students should say the word **bleep** instead!

e. Other students then try to guess the **bleeped** words. For example:

A. Do we need anything from the supermarket?
B. Yes. We need a **bleep** of flour.
A. Do we need anything else?
B. Yes. We also need two **bleeps** of soup.

4. Dictation Game

a. Make up a list of 6–10 food items. Write the list in large print on a piece of paper. For example:

<table>
<thead>
<tr>
<th>a loaf of bread</th>
<th>a jar of jam</th>
</tr>
</thead>
<tbody>
<tr>
<td>a bag of flour</td>
<td>a bunch of bananas</td>
</tr>
<tr>
<td>a pint of ice cream</td>
<td>a pound of cheese</td>
</tr>
<tr>
<td>a gallon of milk</td>
<td>a dozen eggs</td>
</tr>
</tbody>
</table>

b. Put the paper on the far side of the room or out in the hallway so that students can't read it from their seats.

c. Divide the class into pairs. One student from each pair runs to read the list and then returns to dictate the list to the partner. The runner may go back and forth as many times as necessary. The first pair to finish the list wins.

5. Partitive Match

a. Make a set of split sentence cards such as the following:

| We need a bunch of . . . bananas. |

b. Distribute a card to each student.

c. Have students memorize the sentence portion on their cards, then walk around the room trying to find their corresponding match.

d. Then have pairs of students say their completed sentences aloud to the class.
6. Sense or Nonsense?
   a. Divide the class into four groups.
   b. Make four copies of the cards from the previous activity.
   c. Mix up the cards and distribute sets of cards to each group, keeping the beginning and endings cards in different piles.
   d. Have students take turns picking up one card from each pile and reading the sentence to the group. For example:
   
   We need a bottle of . . . bananas.
   
   e. That group decides if the sentence makes sense or is nonsense.
   f. After all the cards have been picked, have the groups lay out all the cards and put together all the sentence combinations that make sense.

7. Expanding Shopping List
   a. Establish a chain game in which students add new items to a shopping list in increasing quantities. For example:
   
   Teacher: Do we need anything from the supermarket?
   Student A: Yes. We need a box of cereal.
   (to Student B)
   Do we need anything from the supermarket?
   Student B: Yes. We need a box of cereal and two quarts of milk.
   (to Student C)
   Do we need anything from the supermarket?
   Student C: Yes. We need a box of cereal, two quarts of milk, and three loaves of bread.

b. Continue the chain with other students.
   Note: If your class is large, you might want to divide the class into groups of 6 to 8 students for this activity.

8. What Will I Make?
   a. Set the scene:

   “Tomorrow my friends are going to eat lunch at my house. Tonight I’m going to the supermarket. Here’s what I’m going to buy.”

   b. Then dictate the following food items.

   1. a head of lettuce
   2. a bunch of carrots
   3. three tomatoes

   c. After the dictation, review the shopping list. Call out each number and have students tell you the food item.

   d. Have students look at the list and guess what you’re going to make for lunch (a salad).

   e. Repeat with other shopping lists of ingredients. For example:

   1. a quart of milk
   2. a bag of flour
   3. a dozen eggs
   4. a bag of sugar
   (a cake)
   1. a pound of meat
   2. a loaf of bread
   3. a bag of onions
   4. a bottle of ketchup
   5. a jar of mustard
   (hamburgers)

Assign this activity as homework. Encourage students to use dictionaries to find new words they want to use. In class, have students compare their shopping lists.
EXPANSION ACTIVITY

What Do We Need to Buy?

1. Divide the class into four groups.

2. Have each group make a menu of what they would like to make for breakfast, for lunch, and for dinner.

3. Have each group give their list to another group. That group must then make a list of the foods they would need to buy at the supermarket in order to make the things on the other group’s menu.

4. Have students share their shopping lists with the whole class.
Text Page 21: How Much Does a Head of Lettuce Cost?

FOCUS

• Partitives
• Asking About Prices

CLOSE UP

RULE: Cent prices are written in two ways: with a cent sign (¢), or with a dollar sign ($) and a decimal point.
EXAMPLES: 10¢ = $0.10
75¢ = $0.75

RULE: There are two ways of expressing prices: formal and informal.
EXAMPLES: $1.25 = (formal) one dollar and twenty-five cents  
            (informal) a dollar twenty-five
$10.50 = (formal) ten dollars and fifty cents  
           (informal) ten fifty

GETTING READY

1. Review numbers from 1 to 100.
   a. Count together as a class from 1 to 100.
   b. Write different numbers on the board and call on students to say the number.

2. Have students look at the box at the top of text page 21.
   a. Introduce the cent (¢) symbol and the dollar ($) symbol. Read the prices aloud and have students repeat chorally and individually.
   b. Write more prices on the board and have students repeat chorally and individually.

   50¢ $3.00
   85¢ $6.00
   47¢ $9.00

   50¢ $3.00
   85¢ $6.00
   47¢ $9.00

   $1.75
   $3.50
   $2.29

   Model the two different ways of saying them and have students repeat:
   one dollar and seventy-five cents
   a dollar seventy-five
   three dollars and fifty cents
   three fifty
   two dollars and twenty-nine cents
   two twenty-nine

   On the board, write prices with dollars and cents. For example:
   c. 50¢ $3.00
   85¢ $6.00
   47¢ $9.00

   d. Write other prices on the board and have students say each of them in two different ways.
INTRODUCING THE MODELS

There are two model conversations. Introduce and practice each separately. For each model:

1. Have students look at the model illustration.
2. Set the scene: “A customer is talking to a clerk in a supermarket.”
3. Present the model.
4. Full-Class Repetition.
5. Ask students if they have any questions. Check understanding of new vocabulary: cost, cents, You’re right.
6. Group Choral Repetition
7. Choral Conversation.
8. Call on one or two pairs of students to present the dialog.
   (For additional practice, do Choral Conversation in small groups or by rows.)

SIDE BY SIDE EXERCISES

In these exercises, students can use any prices they wish.

Examples

1. A. How much does a loaf of bread cost?
   B. Three seventy-five.
   A. Three seventy-five?! That’s a lot of money!
   B. You’re right. Bread is very expensive this week.

2. A. How much does a bunch of carrots cost?
   B. A dollar ten.
   A. A dollar ten?! That’s a lot of money!
   B. You’re right. Carrots are very expensive this week.

1. Exercise 1: Call on two students to present the dialog. Then do Choral Repetition and Choral Conversation practice.
2. Exercise 2: Same as a above.
3. Exercises 3–7: Either Full-Class Practice or Pair Practice.

**New Vocabulary**

7. Swiss cheese

4. Exercise 8: Have students use the model as a guide to create their own conversations, using vocabulary of their choice. (They can use any foods and prices they wish.) Encourage students to use dictionaries to find new words they want to use. This exercise can be done orally in class or for written homework. If you assign it for homework, do one example in class to make sure students understand what’s expected. Have students present their conversations in class the next day.
1. Dictation

Dictate prices, and have students write them with a dollar sign and decimal point. For example:

Teacher: three dollars and twenty-eight cents
Students: [write] $3.28
Teacher: two forty-five
Students: [write] $2.45

Variation: Have students dictate the prices.

2. Associations

a. Divide the class into pairs or small groups.
b. Call out the name of a unit of measurement, and tell students to write down all the words they associate with that unit of measurement. For example:
   a gallon of: milk, ice cream, water
   a bag of: onions, potatoes, flour
   a box of: cereal, cookies, rice
c. Have a student from each pair or group come to the board and write their words.

Variation: Do the activity as a game in which you divide the class into teams. The team with the most number of associations is the winner.

3. Tic Tac Grammar

a. Have students draw a tic tac grid and fill it in with any nine of the following words:
   bag head
   bottle jar
   box loaf
   bunch quart
   can pound
   dozen
b. Call out the name of a food item. If a student has written on his or her grid a container or quantity that the item you have named comes in, the student should write “of” and the name of the item in the appropriate box. For example: butter.

4. Tic Tac Partitive

a. Have students draw a tic tac grid and fill it in with any nine of the following food items:
   soup jam
   ketchup cereal
   sugar bread
   carrots lettuce
   eggs ice cream
   oranges milk
b. Make statements about food items such as the following:
   A can costs eighty cents.
   A bunch costs a dollar nineteen.
   A pint costs two twenty-five.

c. Students should cross out a food item on their grid that comes in that container.

d. The first student to cross out three items in a straight line—either horizontally, vertically, or diagonally—wins the game.

e. Have the winner call out the words to check for accuracy.

5. Price Concentration

a. Write 12 prices in words and numbers. For example:

   $1.25 one twenty-five

(continued)
EXPANSION ACTIVITIES (Continued)

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b. Shuffle the cards and place them face-down in three rows of 4 each.
c. Divide the class into two teams. The object of the game is for students to find the matching cards. Both teams should be able to see all the cards, since concentrating on their location is an important part of playing the game.
d. A student from Team 1 turns over two cards. If they match, the student picks up the cards, that team gets a point, and the student takes another turn. If the cards don’t match, the student turns them face-down, and a member of Team 2 takes a turn.
e. The game continues until all the cards have been matched. The team with the most matches wins the game.

Variation: This game can also be played in groups and pairs.

6. Compare the Prices

a. Cut out several supermarket advertisements from the newspaper and bring them to class.
b. Divide the class into pairs or small groups.
c. Have students compare the prices of the same food items in different supermarkets.

7. Dialog Builder

a. Divide the class into pairs.
b. Write the following line on the board:

Ten dollars!? That’s a lot of money!

c. Have each pair create a conversation incorporating that line. Students can begin and end their conversations any way they wish, but they must include that line in their dialogs.
d. Call on students to present their conversations to the class.

8. Supermarket Role Play

Bring a variety of food items to class. You can also use Side by Side Picture Cards for foods (163–198) or your own visuals. Have students create role plays, using the conversational model below and the food items or visuals as props. Students can use any prices they wish.

a. Write on the board:

A. How much does ______ cost?
B. ______.
A. ______?!
   { That’s a lot of money!
   That’s a bargain!
B. You’re right.
   ______ is/are very {expensive cheap} this week.

b. Introduce the word bargain. Then call on pairs of students to role play the conversation, using visuals or real food items.

9. Guess the Prices!

a. Brainstorm with the class a short list of common foods and write students’ suggestions on the board.
b. As a class, in pairs, or in small groups, have students guess how much each of these food items costs.
c. Then have students go to a supermarket and find out the actual cost of these foods.
d. Have everybody report back to the class and see how accurate the predictions were.