



**LEVEL 1**  
**LESSON 23**  
**WHAT DO YOU WANT?**

**Topics**

Asking the time  
Counting change

**Prepare Before Class**

Teaching clock or drawing of a clock  
Play money

**Learning Strategy**

Respond

**Goals**

**Grammar:** Using want to express desires  
**Speaking:** Counting Change  
**Pronunciation:** Informal expressions - outta, yep, and whaddaya.

**Day 1**

***Introduce the Lesson Topic***

Say, "Today, we will see Anna and her friends getting food. We will learn about telling time and making change."

Continue, "Let's learn how to do that in English today."

***Teach Key Words***

Have students listen to the Speaking Practice video and say the new words for this lesson or repeat them after you.

## Speaking Practice

The Speaking Practice video offers a guide for how to count back change.

### Speaking Practice Script – Lesson 23

1. When you buy something in a store, you may hear two ways of counting change.

In this lesson, Jonathan counts the dollars that he has after buying the dish.

Okay, here is your change. The dish costs \$7.

So, here is 1, 2, 3 dollars back from your 10.

2. Another way to count change is to count up from the price.

I want the chicken. Here is 10 dollars. The chicken costs 7 dollars. Here is your change: 8, 9, 10 dollars.

Now you try it. Imagine you work at a pizza shop. John buys a pizza for \$6.00. He gives you \$10.00.

“I’ll have a slice of pizza. Here is \$10.00.”

Count up from six.

Thanks. Here is your change: seven, \_\_\_\_\_, \_\_\_\_\_, ten dollars. (eight, nine)

Tell students, “Now we are going to practice some more.”

Ask students to work in pairs. Distribute the play money to students. Each pair of students should have one bill showing \$10 and four bills showing \$1 each.

Tell students to practice making change both ways - just like in the video. Tell them to count the dollars left after buying the dish, then tell them to count change up from the price.

Say, “Imagine the dish costs \$6. Practice counting change both ways.”

Give students time to practice using the prices \$6, \$7, or \$8.

If time permits, ask students to volunteer in front of the class.

**Present the Conversation**

Tell students that the video will show Anna getting food with her friends in Washington, DC. They talk about telling time and making change. Play the video or ask a few students to read the conversation.

**Main Video Script – Lesson 23**

1. Listen:

What time is it now?

Speak:

What \_\_\_\_ is it \_\_\_\_? (time, now)

3. Listen:

Here is your change.

Speak:

\_\_\_\_ is your \_\_\_\_\_. (Here, change)

2. Listen

It is 11:50. We have to go!

Speak:

It is \_\_\_\_\_. We \_\_\_\_\_ go!

4. Listen:

The dish costs \$5. Here is \$5 back.

Speak:

The dish \_\_\_\_\_ \$5. (costs)

Here is \$5 \_\_\_\_\_. (back)

## Pronunciation Practice

The Pronunciation Practice video teaches how to pronounce the words “outta,” “yep,” and “whaddaya.” Here is the script for the video:

### Pronunciation Practice Video Script – Lesson 23

1. In fast speech, Americans say out of as *outta*. Listen as Anna talks to a woman working at a food truck:

Anna: I want the chicken dish.

Truck worker: We're outta chicken.

Now, you try it. You are a teacher. The time for a test is over.

Students, put your pencils down. We are \_\_\_\_\_ time for today. (outta)

2. Yes and Yep

In informal speech, Americans sometimes say yes as yep. The food truck worker uses an informal way of saying, yes.

Anna: You're outta chicken?

Worker: Yep!

Now you try it.

Answer this question: “Are you learning informal English?”

\_\_\_\_\_, I am! (Yep)

3. What Do You Want?

In fast speech, Americans often say words without a break between them.

One example of this is “What do you want?”

Notice how Caty asks Jonathan and Anna about buying more food:

Well, we still have \$8!

Whaddaya want now?

Now you try it.

Imagine you are at a game with a friend. The game is over.

Ask your friend what they want to do now.

\_\_\_\_\_ want to do now? (Whaddaya)

## ***Learning Strategy***

Tell students that in today's lesson, they will learn to respond.

Say, "We respond to what we hear. You respond to the topic that you hear another speaker talk about. In other words, you are listening actively."

Give an example. Say, "In the video, Jonathan listens to the food truck worker. She says they are out of shrimp. Jonathan responds. First, he repeats the sentence, 'Oh, you're out of shrimp.' That shows he understands. You can respond this way, too."

## ***Activity Sheet***

Hand out the Activity Sheet. Ask two students to stand at the front and read the following:

Student A: I'll have the pizza.

Student B: Sorry, we're out of (/outta/\*) pizza.

Student A: Okay, I'll have a veggie burger, then.

Student B: The veggie burger is \$4.00.

Student A: Okay. Thanks.

\*see the Pronunciation Practice video for this reduced form

Conclude, "Let's practice talking about buying foods."

Have students form pairs. Instruct students to complete the words, write the prices, then complete the pair practice.

While students are working on the activity, encourage the pairs to think about what their partner is saying. Remind them, "You are listening carefully and answering your partner."

If there are students at a higher level within the class, have them write very high or very low prices to see if their partner is listening and can answer appropriately.

When the pairs have completed their conversations, have a few students volunteer to come to the front of the class to demonstrate to the class as a whole.

## ***Listening Quiz***

Give each student a paper copy of the listening quiz. Play each question's video and pause for students to answer. Ask students to choose the correct answer.

If not using the video, read the sentences below aloud.

1. Anna asks, "What time is it now?" And Jonathan says, "11:50."
2. Anna and Jonathan are meeting Ms. Weaver at 12:00. Jonathan says it is 11:50.
3. Jonathan says: "Okay, here is your change. The dish is \$7. So, here is 1, 2, 3 dollars back from your 10." Caty says, "Great."
4. Jonathan says, "Excuse me, I'll have the shrimp. Oh, you're out of shrimp? I'll have the beef, then."
5. Anna says, "Hello. I want the chicken dish."  
Truck worker: We're out of chicken.  
Anna: You're out of chicken.  
Worker: Yep.  
Anna: I'll try another food truck. Thanks!

Collect the papers or ask students to trade papers and check the answers together.

## ***Writing***

Discuss the key words that may be used for the topic. Write some of them on the board for students to use in their written work. Write the writing topic on the board:

What do you usually have for lunch on a weekday?

What kinds of restaurants do you like to go to?

When do you like to eat different meals?

If time allows, have students make a menu for a restaurant they would like to visit.

## Resources

### *Conversation*

- Anna: Washington, D.C. has great food from all over the world.
- Anna: Today I'm having lunch with my boss. Ms. Weaver says we're going on a trip around the world. But she knows I only have an hour for lunch! Silly woman.
- Jonathan: Hi, Anna!
- Anna: Hi Jonathan! Hey, we are meeting Ms. Weaver for lunch at noon, aren't we?
- Jonathan: Yes.
- Anna: What time is it now?
- Jonathan: 11:50.
- Anna: 11:50! We have to go!
- Anna: So, where is this world food restaurant?
- Caty: We're not eating at a restaurant.
- Anna: Where are we eating?
- Caty: We are eating at ... food trucks!
- Anna: Food trucks ... awesome! What's a food truck?
- Caty: These are food trucks!
- Anna: Wow!
- Jonathan: Whoa!
- Caty: Okay, Jonathan, you will buy the first dish. Here is \$10. Surprise us!
- Jonathan: Okay, I'll be back in 15 minutes.
- Anna: What country do I want to visit?
- Caty: Anna, you pick the second country. Here is \$10.
- Anna: I want chicken.
- Caty: The food truck, over there, has great chicken.
- Anna: Awesome!
- Caty: After you buy your food, meet me here.
- Jonathan: Excuse me, I'll have the shrimp.
- Jonathan: Oh, you're out of shrimp. Okay, I'll have the beef then.
- Anna: Hello. I want the chicken dish.
- Worker: We're out of chicken.
- Anna: You're out of chicken.
- Worker: Yep.
- Anna: I'll try another food truck. Thanks!
- Worker: You're welcome.
- Jonathan: Okay, here is your change. The dish is \$7. So, here is 1, 2, 3 dollars back from your 10.
- Caty: Great.
- Jonathan: Where's Anna? Is she dancing by that food truck?
- Caty: Yes. Yes, she is.

Anna: Ms. Weaver, here is your change. The dish costs \$5. So - \$5 back.

Caty: Thanks, Anna. But where is the food?

Anna: I'm eating it. The Peruvian chicken is delicious! Try some!  
(Caty and Jonathan shake their heads "no")

Caty: Well, we still have \$8! What do you want now?

Anna: We can buy dessert!

Caty: I'll buy dessert.

Anna: In Washington, D.C., you can travel around the world ... with food trucks! And it  
does not cost a lot.

Anna: Until next time!

## Key Words

**after** - *adv.* following in time or at a later time

**beef**- *n.* meat from a cow or the meat of the cow used as food

**chicken** - *n.* a bird that is raised by people for its eggs and meat or the meat of the chicken used as food

**cost** - *v.* to have (an amount of money) as a price

**delicious** - *adj.* very pleasant to taste

**dessert** - *n.* sweet food eaten after the main part of a meal

**dish** - *n.* food that is prepared in a particular way

**hour** - *n.* one of the 24 equal parts of a day; 60 minutes

**minute** - *n.* a unit of time equal to 60 seconds; one 60th of an hour

**noon** - *n.* the middle of the day; 12 o'clock in the daytime

**only** - *adv.* no more than

**pick** - *v.* to choose or select (someone or something) from a group

**shrimp** -- *n.* small shellfish that has a long body and legs and that is eaten as food

**trip** - *n.* a journey to a place

**truck** - *n.* a very large, heavy vehicle that is used to move large or numerous objects

## Quiz - Level 1, Lesson 23 - What Do You Want?

Listen. Circle the letter of the correct answer.

1. What time is it now?

- a. It is eleven-fifteen.
- b. It is twelve-fifteen.
- c. It is eleven-fifty. I want shrimp.
- d. It is twelve-fifty.

4. What does Jonathan say to ask for food?

- a. I want shrimp.
- b. Give me beef.
- c. I have some shrimp.
- d. I'll have the beef.

2. Why does Anna say "We have to go?"

- a. Anna does not want to be late.
- b. She wants to take Jonathan to lunch.
- c. Anna sees a person who she knows.
- d. She does not want to see Ms. Weaver.

5. How does Anna respond to what the woman says?

- a. She says "I want the chicken dish."
- b. Anna says "Thanks."
- c. She repeats what the woman says.
- d. Anna asks for a different dish.

3. How much does the dish cost?

- a. The dish is \$3.
- b. Jonathan says the dish is \$7.
- c. The dish is \$10.
- d. Jonathan says the dish is \$5.

STEP 1

Fill in the missing letters to write the names of each coin and bill. Then draw a line to match each coin and bill with its number value.



p e n n y

q \_ a \_ t \_ r

n i \_ \_ \_ l

\_ \_ \_ m e

\$.05

\$.25

\$10

\$.01

\$5

\$1

\$.10



\_ i \_ \_ r  
d \_ l l \_ r  
\_ \_ l l

o \_ e  
\_ o \_ \_ ar  
b \_ l \_

\_ \_ en  
\_ \_ ol \_ \_ r  
\_ \_ l l

STEP 2

Now look at the prices for the food below. Pretend you work in a shop. Listen to your friend say the things they want to buy. Tell them with the bills and coins they need to buy those things. Then let your friend pretend they work in a shop. Tell them the things you want to buy. Listen to their answers.

SHOP	
soda	\$1.95
sandwich	\$8.50
lollipop	\$0.25
cookie	\$0.80
hot dog	\$2.42

You need three quarters and one nickel.

I want to buy a cookie.

