



LEVEL 1
LESSON 35
LET'S MAKE
DINNER!

Topics Foods Shopping Giving reasons for concern	Prepare Before Class Play foods Photos of foods Paper plates and cups
Learning Strategy Cooperate	Goals Grammar: partitives (measure words) with count and noncount nouns Speaking: using measure words, like “jar of” and “bag of.” Pronunciation: reduced form of the word “of” before measure words

Day 1

Introduce the Lesson Topic

Say, “Today we will learn about foods. We will learn about getting foods and planning meals with these foods.”

Ask students, “What kinds of foods do you like to eat?” Write down some of their answers on the board.

Tell students, “When people work together to cook food, they are cooperating. You can cooperate with people in many other ways. You can even cooperate to help your own language study.”

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

After the key words, the video teaches about noncount nouns – nouns that are too small or too difficult to count. Examples include peanut butter and rice.

Speaking Practice Script – Lesson 35

1. To talk about noncount nouns in English, we need to use another word, called a “measure word.”

In this lesson, you hear Anna and Marsha use measure words to talk about food.

Marsha: Let me see. You bought a bunch of bananas, a box of pancake mix, a bag of coffee ... Anna, this is all wrong!

2. Now you try it.

Use a measure word for these foods: peanut butter (jar) and bread (loaf)

Listen:

What did you buy?

Speak:

I bought a ____ of peanut butter and a ____ of bread. (jar, loaf)

Day 2

Present the Conversation

Tell students that the video will show Anna and Marsha planning a dinner party. Anna comes home from the store with some unusual foods for dinner.

Play the video or ask a few students to read the conversation.

Tell students to respond when there are pauses in the video.

Main Video Script – Lesson 35

1. Listen

Yes, I will.

Speak:

Yes, _____. (I will)

2. Listen

No, I won't.

Speak:

No, _____. (I won't)

3. Listen:

This is all wrong!

Speak:

This is _____! (all wrong)

4. Listen:

What do you mean, wrong?

Speak:

What do you _____, wrong? (mean)

Learning Strategy

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

Give an example. Say, "At the beginning of the lesson Anna says, 'Well, she is cooking. I am doing the shopping.'"

Say, "Anna and Marsha are working together to get ready for the party. In English, we call working together cooperating. You can use this strategy in learning, too. When you practice speaking English with a friend, you are cooperating."

Activity 1

Give students the first and third pages of the Activity Sheet. Pronounce the names of the foods on the third page and explain if students are not familiar with them. Ask students to form pairs.

Tell the class: "Practice the conversation shown on the sheet, but make sure that your partner uses the correct measure word for the food they ask about."

Say, "For example, if a student asks for a jar of tomatoes, the partner should cooperate and help them by pointing out that the correct measure word is a bunch of tomatoes (on the vine) or a jar of tomato sauce."

Tell students, "Cooperating means working together in a friendly way. So if your partner makes a mistake, tell them the correct word softly so others around you are not aware of your partner's mistake."

Day 3

Pronunciation Practice

The Pronunciation Practice video teaches about the reduced pronunciation of the word "of" before measure words.

Pronunciation Practice Video Script – Lesson 35

1. In Lesson 16 you heard Anna pronounce “a couple of” as “a couple-a.”

Anna: Hello! I am Anna Matteo from The News. Do you have time to answer a couple of question?

2. In this lesson, you hear Anna use the same pronunciation with measure words.

For example, “I bought a jar of peanut butter” sounds like “jar-/ə/ peanut butter.”

3. Remember, the schwa symbol “ə” sounds like “uh.” We will write it like this to show it is a sound and not a letter: /ə/

Anna: What do you mean wrong? I bought a jar of peanut butter and a loaf of bread ... no, wait ... two loaves of bread.

4. Now you try it. When you answer, use “/ə/” to pronounce the word “of.”

Listen:

What is in the bag?

Speak:

I have a ____ __ bananas,

A _____ pancake mix, and a _____ coffee. (bunch /ə/, box /ə/, bag /ə/)

Activity 2

Give students the second page of the Activity Sheet.

Ask students to form pairs.

Tell the class: “We will practice pronouncing measure words.”

Ask students to work together to write out items on the grocery list and then practice pronouncing the schwa (/ə/) sound, just like in the video.

If any time remains at the end of class, ask several students to practice the conversation in front of the class.

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 says, "In fact, tonight Marsha and I are cooking for friends."
2. Marsha says, "Anna, please buy all the ingredients on the list."
3. Anna says, "I love shopping! And, I did not spend too much money. Oh, no! But I did spend too much time! I have to return home now!"
4. Marsha says, "Let me see. You bought a bunch of bananas, a box of pancake mix, a bag of coffee ... Anna, this is all wrong!"
5. Marsha says, "Anna, these are the wrong ingredients."
6. Marsha says "I said take the shopping list on the refrigerator ... for dinner!"
7. Anna wants Marsha to trust her to fix the problem of having the wrong ingredients for dinner.

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:

Do you like shopping for food?

What do you like to make for a dinner with guests?

If time allows have students act out a dinner party using paper plates, cups and toy foods or the photos of foods prepared before class.

Conversation

- Anna: Hi there! Washington, D.C. has many fun places to eat. But, sometimes it's more fun to cook. In fact, tonight Marsha and I are cooking for friends. Well, she is cooking. I am doing the shopping.
(phone rings) It's Marsha. Hi, Marsha.
- Marsha: Hi, Anna. Do you have the shopping list?
- Anna: Yes, I told you: I have the shopping list. Can you hear it?
- Marsha: Okay, good. I hear the list. Anna, please buy all the ingredients on the list.
- Anna: Yes, Marsha, I will.
- Marsha: And do not spend too much time shopping.
- Anna: No, Marsha, I won't. See you later.
- Anna: Sometimes, Marsha worries too much. I love shopping! And, I did not spend too much money. Oh, no! But I did spend too much time! I have to return home now!
- Marsha: Anna, what took you so long? Our guests will be here soon!
- Anna: Don't worry, Marsha. I bought everything on the list.
- Marsha: Let me see. You bought a bunch of bananas, a box of pancake mix, a bag of coffee ... Anna, this is all wrong!
- Anna: What do you mean wrong? I bought a jar of peanut butter and a loaf of bread ... no, wait ... two loaves of bread.
- Marsha: Anna, these are the wrong ingredients!
- Anna: These ingredients are all on the list! I took this list from the counter.
- Marsha: Anna, this is the shopping list for breakfast. I said, take the shopping list - on the refrigerator - for dinner!
- Anna: Marsha, there was no shopping list - on the refrigerator - for dinner!
- Marsha: Oh no! It's on the floor!!
- Anna/Marsha: Ahh!!! Ahh!!!
- Marsha: What are we going to do?
- Anna: When do our guests arrive?
- Marsha: They arrive in 30 minutes!
- Anna: I can fix this. Do you trust me?
- Marsha: Do I have to?
- Anna: Yes.

(The story continues next week)

Key Words

banana - *n.* a long curved fruit with a thick peel that is yellow when it is ripe

bought - *v.* past tense of buy: to get (something) by paying money for it

box - *n.* a container that is made of a hard material (such as wood, metal, or cardboard) and that usually has four straight sides

bread - *n.* a baked food made from a mixture of flour and water

bunch - *n.* a group of things of the same kind that are held or tied together or that grow together

counter - *n.* a long, flat surface on which food is prepared in a kitchen

floor - *n.* the part of a room on which you stand

ingredient - *n.* one of the things that are used to make a food or product

jar - *n.* a glass container that has a wide opening and usually a lid

loaf - *n.* an amount of bread that has been baked in a long, round, or square shape (plural: loaves)

mix - *n.* a dry mixture of ingredients that is sold in one package and used for making something (such as a type of food)

pancake - *n.* a thin, flat, round cake that is made by cooking batter on both sides in a frying pan or on a hot surface

peanut butter - *n.* a creamy food made from peanuts

shopping list - *n.* a list of things to be bought at a shop or store

told - *v.* past tense of tell: to give information to (someone) by speaking or writing

trust - *v.* to believe that someone or something is reliable, good, honest, or effective

Quiz - Level 1, Lesson 35 - Let's Make Dinner!

Listen. Circle the letter of the correct answer.

1. What does Anna say about this evening?

- a. Anna and her friends will eat dinner in a restaurant.
- b. Marsha wants to go shopping with Anna.
- c. She and Marsha are cooking dinner for some friends.
- d. Anna is cleaning the house with Marsha.

5. What is wrong with the food in the bag?

- a. There are too many loaves of bread.
- b. They are the wrong ingredients for dinner.
- c. Anna bought too much peanut butter.
- d. Their guests cannot eat these ingredients.

2. What does Marsha want Anna to do?

- a. Meet her at the market to go shopping
- b. Tell her what is on the shopping list
- c. Buy all the ingredients on the shopping list
- d. Spend lots of time shopping for food

6. Where did Marsha put the shopping list for dinner?

- a. Marsha put it on the kitchen table.
- b. She said it was near the refrigerator.
- c. Marsha put it on the counter.
- d. She said it was on the refrigerator.

3. What does Anna say about shopping?

- a. She spent too much time.
- b. Marsha gave her some money.
- c. She did not have enough money.
- d. Marsha called to change the list.

7. What does Anna want Marsha to trust her to do?

- a. Find the right shopping list for dinner
- b. Return the wrong ingredients to the market
- c. Tell the guests not to come for dinner
- d. Fix the problem of having the wrong ingredients

4. What does Marsha say to Anna?

- a. Anna went to the wrong store.
- b. The food will take too long to cook.
- c. The food cost too much money.
- d. Anna bought the wrong foods.

STEP 1

Write all the ingredients you will need for your three meals on the grocery list below. Find the measure word in the box below.
Take note if you see an ingredient in more than one meal.
That means you will have to buy a larger amount of that ingredient.

STUDENT A



PANCAKES

eggs
flour
milk
syrup



SALAD

lettuce
tomato
carrots
mushrooms



HAMBURGER

buns
beef
tomato
lettuce

GROCERY LIST	PRICE	GROCERY LIST	PRICE
bunch of tomatoes	\$5.50		

TOTAL COST OF GROCERY LIST

STEP 2

Now pretend your partner is a clerk at a grocery store. Ask them if their store has the items on your list. Then ask them for the price of each item on your list. Make sure if you are asking for a larger amount that you ask for the price of the food using a measure word. Next, pretend you are a store clerk. Match the measure word with the items in your store. Then answer your partner's questions.

STUDENT A

Prices for your store

MEASURE	FOOD	PRICE
dozen	bread	\$4.75
bottle of	olive oil	\$9
block of	cheese	\$6
loaf of	lettuce	\$3.50
head of	eggs	\$5
package of	bacon	\$7
box of	tomato sauce	\$5.50
jar of	milk	\$4
carton of	noodles	\$3
shaker of	salt	\$2.25



Do you have any tomatoes?

How much for a bunch of tomatoes?

I have bunches of tomatoes.

Five dollars and fifty cents.



STEP 1

Write all the ingredients you will need for your three meals on the grocery list below. Find the measure word in the box below.
Take note if you see an ingredient in more than one meal. That means you will have to buy a larger amount of that ingredient.

STUDENT B



SCAMBLED EGGS

eggs

milk

cheese

salt



SANDWICH

bread

bacon

cheese

lettuce



PASTA

noodles

tomato sauce

salt

olive oil

GROCERY LIST	PRICE	GROCERY LIST	PRICE
block of cheese	\$6		

TOTAL COST OF GROCERY LIST

STEP 2

Now pretend your partner is a clerk at a grocery store. Ask them if their store has the items on your list. Then ask them for the price of each item on your list. Make sure if you are asking for a larger amount that you ask for the price of the food using a measure word. Next, pretend you are a store clerk. Match the measure word with the items in your store. Then answer your partner's questions.

STUDENT B

Prices for your store

MEASURE	FOOD	PRICE
dozen	flour 	\$4.75
bottle of	syrup 	\$7
box of	mushrooms 	\$5
bag of	lettuce 	\$3.50
head of	eggs 	\$6
package of	beef 	\$9
bag of	tomatoes 	\$5.50
bunch of	milk 	\$4
carton of	buns 	\$3
bag of	carrots 	\$2.25

Do you have any cheese?

How much for a block of cheese?

I have blocks of cheese.

Six dollars.