

Week 2: FOOD

Yellow indicates goal is also **intermediate level**

Students will be able to:	Necessary Vocabulary and Phrases:
<p>1. Identify and describe common foods</p> <p>2. Use product container words, and units of measure (can of soda, carton, bunch of bananas, 6-pack, e.g.)</p> <p>3. Interpret/comment on prices/advertisements, labels, charts and price in selecting goods and services</p> <p>4. Locate items on a shelf/in a store</p> <p>5. Buy food/use a cashier</p> <p>6. Describe mealtimes and common meals</p> <p>7. Order in a restaurant/fast food and compute related costs</p> <p>8. Give/follow/ask for directions/interpret signs</p> <p>9. Task-related directions (recipes, e.g.)</p> <p>10. Interpret and use measurements with food (cup, a teaspoon, a dozen, e.g.)</p> <p>11. Recognize healthy food/drink choices</p> <p>12. Make an emergency call re:poisoning</p> <p><u>Grammar Verb Focus</u></p> <p>Ø Gram 2 – Regular verbs + contractions</p> <p>Ø Gram 3 – Auxiliary verb “do” / “do not” + contractions</p>	<p>*Locate items -to the left/right/on the top shelf/middle shelf/bottom shelf; far right-hand side; etc.</p> <p>*Identify foods and understand and interpret prices -Vinegar, rice, shampoo; etc. -Expensive, cheap; size (small, medium, large); etc. -How do you want to pay?; Cash or credit?; Do you want cash or credit on this return?; etc,</p> <p>*Giving/following directions -go in/out of here; etc. -Don't eat or drink anything after twelve midnight; etc. -Meet me at a quarter to _____ (three, two); etc. -Upstairs to the right, to the left; around the corner, across the street, etc. -Can you tell me where to find the _____? ; Go one or two blocks; Turn right at the first street after _____ (Elm St); It'll be half a block down on your right (or your left); -Take this medicine with meals, (before meals, after meals); etc.</p> <p>*Restaurant/fast food talk -What size do you want?; (small, medium, large); etc. -Do you need a menu?; Thank you for the dinner; You're welcome; Excuse me/Pardon me; I'm sorry; Do you want _____?; How do you want your coffee? (black, with cream, sugar); How do you want your eggs? (scrambled/fried/ poached); May I take your order, please?; Is there anything else?; Do you want eggs? vs. How do you want your eggs? or How many eggs?; Fine; Thank you; tip 15%; etc.</p> <p>*Important conversational phrases -Did you understand?; I'm sorry; Please say that again vs. I'm sorry to hear that, and I'm sorry; I have the wrong number; May I help you?; Could you do me a favor?; Excuse me; Is this seat taken?; Go ahead (as if to speak); Let me see; That's wonderful; I'm sorry to hear that; Oh! That's good news -It's hot in here; Why don't you take off your jacket?; Why don't you close the window; Why don't you turn off the fan?</p> <p>*Grammar Confusion Q: What do you do? A: I am a cashier Q: What are you doing? A: I am eating lunch</p>

Goal	Level	Textbook Reference
Goal #1: Identify and describe common foods.	Literacy	The Basic Oxford Picture Dictionary, 2nd Ed. -- p. 34-35 - vegetables/fruits, p. 36 - meat/seafood, p. 37-39 - dairy, p. 44-45 - breakfast/lunch/dinner/dessert foods
	Beginner 1	English in Action 1 , Unit 11: Food, p. 152 - 153 Pictures of foods for breakfast/lunch/dinner p. 154 - 167 Grammar exercises, ordering food English in Action 1, SECOND EDITION -- Unit 12: Food, p. 158-159 Snacks, beverages, and meal pictures p. 160 - 165 Grammatical exercises, fill-in-the-blanks, personal questions p. 168 - Pizza toppings and dialogue p. 169 - Holidays and food p. 170 - 171 Reading menus and ordering food Interactive English 1A -- p. 60 Identifying different foods p. 68-69 Identifying items in your refrigerator p. 70 Matching food pictures with words Impact Listening 1 -- p. 44-45 - Identifying different ways of expressing quantity of food.
	Beginner 2	English in Action 2, 1st Edition -- p: 152-156 - grocery display of fresh & prepared foods p. 158 - 161 Food prices, coupons, buying food at a supermarket p. 162 - 163 Food shopping lists p. 164 - 165 Preparing food/reading a recipe5 p. 166 - 167 Grammar/practice exercises English in Action 2, SECOND EDITION , Unit 9; Food Shopping, p. 124-125 Grocery display of fresh/prepared foods p. 126 - 129 Food vocab., grammar exercises p. 132 Food shopping lists p. 134-135 Preparing Food Interactive English 1B -- p. 20-21 Identifying common foods and various grammatical exercises
	Intermediate 1	Interactive English 2 -- p. 20

Suggested games/activities for goal #1

- Games:

- Game #1 - Alphabet Flashcards
- Game #1 - Food Flashcards
- Game #1.5 - Vowels and Vowel Teams Flashcards
- Game #9 - My Word! Junior
- (Game # 25 Cooking-themed Scrabble
- Game #31 - Food Flash Cards

- Youtube Videos - go to Online Resources Tab in the Curriculum Binder

- Manipulators:

- Plastic food pieces
- Spice Containers (in basket on the bookcase on the right)

- Visuals:

- Binder with pictures - Identify & describe foods (
- Pizza (ordering and toppings)
- Fish (pictures/labels)
- Breakfast foods
- Latino/Hispanic foods
- Vegetables
- Desserts

- Hanging Files:

- Common Foods
- Spices
- Food Cards #3
- What's In My refrigerator?

Goal	Level	Textbook Reference
Goal #2: Use product container words, and units of measure (i.e. can of soda, 6-pack, bunch of bananas, etc.)	Literacy	The Basic Oxford Picture Dictionary, 2nd Ed. -- p. 37 Food packaging/sizes
	Beginner 1	English in Action 1 -- p. 158 - 159 Food containers English in Action 1, SECOND EDITION -- p. 162 Food Containers
	Beginner 2	English in Action 2, -- p. 157 Food container types p. 154 Countables food items vs. non-countable food items English in Action 2, SECOND EDITION, p. 157 Identifying product containers
	Intermediate 1/2	English in Action 3 -- p. 166 Comparative terms, using pictures of food/drug containers Interactive English 2A -- p. 72 Not container specific; pictures of cups, glasses, cans

Suggested games/activities for goal #2

- Games:
 - Game #9 - My Word! Junior
 - Game #11 - Build-A-Sentence
- Youtube Videos - go to Online Resources Tab in the Curriculum Binder
- Visuals:
 - Binder with pictures - Identify & describe foods (FOOD VISUALS)
 - Plastic food pieces
 - Brown and green baskets of food containers

- Hanging Files:
 - Food Containers

Goal	Level	Textbook Reference
<p>Goal#3: Interpret/comment on prices/ advertisements, labels, charts and prices in selecting goods and services</p>	<p>Literacy</p>	<p>The Basic Oxford Picture Dictionary, 2nd Ed. -- p. 10 Money and its value</p>
	<p>Beginner 1</p>	<p>English in Action 1, 1st Ed. -- p. 104 - 105 Coins and bills word builder p. 110-111 Non-food consumer products & prices English in Action 1, 2nd Ed. -- p. 100-101 Coins and bills p. 112 Interpreting receipts p. 110 Discount activity p. 113 Sale activity</p>
	<p>Beginner 2</p>	<p>English in Action 2 -- p. 143-144 Fast food menu with prices p. 158-160 Prices per unit English in Action 2, SECOND EDITION, p. 115 Stating prices p. 117 Fast food menu with prices p. 122 Reading nutritional labels p. 129 Describing prices p. 136-137 Understanding unit pricing and using coupons</p>
	<p>Intermediate 1</p>	<p>Interactive English 2A -- p. 38-43, 50, 66-71 - not food-specific; money, expressing/asking costs, writing checks, furniture/clothing prices; p. 76 - foods with prices</p>
	<p>Intermediate 2</p>	<p>Interactive English 2A -- p. 66 - non-food items with price tags, 76 - pictures of foods with price tags per unit; question/answer exercises on costs Choices: An ESL Lifeskills Series for Adults: Consumer Sense -- p. 7-12 Buying items in a supermarket, interpreting ingredients</p>

Suggested games/activities for goal #3

- Games:
 - Game #11 - Build-A-Sentence
 - Game #9 - My Word! Junior
 - Game #22 - Fake Money Game

- Youtube Videos - go to Online Resources Tab in the Curriculum Binder

- Manipulators:
 - Fake food

- Visuals:
 - Food w/ prices Poster

- Hanging Files:
 - Look at newspaper ads in Food folder and identify food
 - Review newspaper front page and ads (available at display)
 - Ads do not necessarily have to be food-specific

Goal	Level	Textbook Reference
Goal #4: Locate items on a shelf/ in a store.	Literacy	The Basic Oxford Picture Dictionary, 2nd Ed. -- p. 40-41 Sample grocery store
	Beginner 1	English in Action 1, 2nd Ed. -- p. 135 - shoe shelves Interactive English 1A -- p. 66 Identifying food items on a grocery list
	Beginner 2	English in Action 2 -- p. 152-153 Grocery display of foods English in Action 2, SECOND EDITION , p. 124-125 Grocery display of foods
	Intermediate 1	Interactive English 2A -- p. 66 - not food; clothing on counters/racks
	Intermediate 2	Interactive English 2A -- p. 38-39 - money, non-food "cost of" question/answer activity, p. 41 - non-food, check writing, p. 42 - non-food cost activity

Suggested games/activities for goal #4

- Youtube Videos - go to Online Resources Tab in the Curriculum Binder

- Speaking Activities:
 - Point out objects on shelves and describe where they are
 - Ask the student to explain where in a food store they might find each of the following:
 - milk, batteries, yogurt, fresh spinach, applesauce
 - Ask the student to explain where in a department store they might find each of the following:
 - ties, blouses, belts, towels, perfume, mattresses, lamps, t-shirt

Goal	Level	Textbook Reference
Goal #5: Buy food/use a cashier	Literacy	The Basic Oxford Picture Dictionary -- p. 10 Money, p. 40 - 41 Sample supermarket setting
	Beginner 1	English in Action 1, 2nd Edition -- p: 100 - money vocab/pictures, p: 101-105 - money exercises; p: 142 - clerk/customer dialogue, p: 168 - ordering pizza Interactive English 1A -- p.72-77 Prices of different food items
	Beginner 2	English in Action 2 -- p. 161 Describing checkout lines p. 162-164 Making a shopping list English in Action 2, SECOND EDITION — p. 129 food prices p. 132-133 Describing a shopping list The Basic Oxford Picture Dictionary -- p: 40- 41 (basic vocabulary for grocery shopping)
	Intermediate 1	Interactive English 2A -- p: 76 - Asking for prices
	Intermediate 2	Interactive English 2A -- p:38-39 (money, non-food "cost of" question/answer activity), 41 (non-food, check writing), 42 (non-food cost activity)

Suggested games/activities for goal #5

- Games:
 - Game #22 - Fake Money Game
- Visuals:
 - Food poster with shopping cart (At the Store)
 - Food poster with prices
- Hanging Files:
 - Food Ads/Flyers

- Speaking Activities:
 - Pretend the student is the customer and the teacher is the store clerk. Use the plastic food products and distribute fake money (available at display). Set prices on individual items and give a certain amount of money to each student.

Goal	Level	Textbook Reference
Goal #6: Describe mealtimes and common meals	Literacy	The Basic Oxford Picture Dictionary -- p. 42 Dinner table setup, pg. 44, Common prepared foods P. 44-47
	Beginner 1	English In Action 1, 2nd Edition -- p: 158- 161 (mealtime exercises/vocab) p: 166 (restaurant setting) English In Action 1, 1st Edition -- p: 155, 156 (mealtime exercises)
	Beginner 2	English In Action 1, 1st Edition -- p: 155, 156 (mealtime exercises) English In Action 2, 1st Edition -- p. 141 Saying what individuals are eating at a meal. The Basic Oxford Picture Dictionary -- p: 44-45 (breakfast/ lunch/ dinner/ dessert foods, basic dialogues and ordering at a restaurant) Perfect Picture Stories for Language Learning 'Picture Story 20' These can be used to generate descriptions, identify words. Then conduct a discussion composing a story using the 6 picture frame
	Intermediate 1	Interactive English 2A -- p:72 (meal names), 74 (chart to identify foods for particular meals), 78-83 (Activities: at various times of day, including meals), 93 (meal-associated verbs and foods)
	Intermediate 2	Interactive English 2A -- p:72 (meal names), 74 (chart to identify foods for particular meals), 78-83 (Activities: at various times of day, including meals), 93 (meal-associated verbs and foods) Pathways to English -I'm not used to eating with chopsticks p. 98-110. Not all exercises are useful, but several are, e.g. comparative and superlative, using varying ways to express time. Peruse the text for exercises that are useful for your student(s). There are many exercises.

Suggested games/activities for goal #6

- Games:

- Game # 11 - Build-A-Sentence
- Game #1.5 - Vowels and Vowel Teams Flash Cards
- Game #3 - What Is It?

- Youtube Videos - go to Online Resources Tab in the Curriculum Binder

- Visuals

- Breakfast Foods
- Pizza

- Speaking Activities:

- Talk to your student about the times that they usually eat dinner, lunch, and breakfast. Use the plastic foods and select which you would eat at each appropriate time (Ex: pancakes during breakfast)

Goal	Level	Textbook Reference
Order in a Goal #7: restaurant/fast food and compute related costs	Literacy	The Basic Oxford Picture Dictionary, 2nd Ed. --p. 10 Money, p. 43 Restaurant vocabulary
	Beginner 1	English In Action 1, 1st Edition -- p. 157, 160 (lunch/ dinner menus/ exercises) p. 166 - 167 Italian restaurant - ordering food, restaurant setting English In Action 1, 2nd Edition -- p. 166 - 167 Restaurant setting p. 168 Pizza Delivery p. 170 - 171 Reading a menu and interpreting a bill Interactive English 1A -- p. 61-65 Practice ordering different foods on the phone/in a restaurant
	Beginner 2	English in Action 2 -- p: 138-140 Working/ordering at a fast food restaurant p. 142 - 147 Grammatical exercises, interactive activities, describing restaurant scenes English in Action 2, 2nd Edition -- p. 108-112 Working at a fast food restaurant/ordering food p. 118-119 Describing a coffee shop The Pizza Tastes Great -- p: 11-13 - practice ordering at a restaurant with a sample conversation, with vocabulary, comprehension questions, and fill-in-the-blank exercises
	Intermediate 1	English in Action 3 -- p: 238 - passage about a hot dog stand with questions
	Intermediate 2	English in Action 3 -- p: 238 - passage about a hot dog stand with questions Choices: An ESL Lifeskills Series for Adults: Consumer Sense -- p. 33-38 Interpreting prices when ordering out

Suggested games/activities for goal #7

- Games:
 - Game #11 - Build-A-Sentence
 - Game #29 - 6-scene Sequencing Cards
- Youtube Videos - go to Online Resources Tab in the Curriculum Binder
- Speaking Activities:
 - Create a scenario in which you give directions in a store using words like left, right, 2nd or 3rd aisle etc.
 - Ask the student where they would locate certain items in a store, such as:
 - canned soup, fresh vegetables, pasta, etc.
 - Have student play the role of the customer and have the teacher act as the cashier. Practice the basic dialogue that would happen at a fast food restaurant.
 - Give/follow/ask for directions or help interpret signs.

Goal	Level	Textbook Reference
Goal #8: Give/follow /ask for directions/ interpret signs	Literacy	The Basic Oxford Picture Dictionary, 2nd Ed. -- p. 46 - 47 Cooking directions
	Beginner 1	English in Action 1, 2nd Edition -- p: 194 (medicine directions)
	Beginner 2	English in Action 2 -- p: 164-165 (utensils, food products and processes for recipes) English in Action 2, 2nd Edition -- p. 51-53 Identifying/describing places on a map, using prepositions
	Intermediate 1	
	Intermediate 2	

Suggested games/activities for goal #8

- Games:

- Game #29 - Sequencing Rummy - Students sequences several sets of cards, discuss the scenes, read the English sentences on the other sides of the cards.
- Game #11 Build-A-Sentence

- Youtube Videos - go to Online Resources Tab in the Curriculum Binder

- Speaking Activity:

- Discuss and go over cooking words (bake, boil, chop, etc)
- Discuss what the student uses to cook for certain recipes at home

- Laptop Activity:

- Using a laptop go to <http://allrecipes.com/recipe/lighter-mexican-meatloaf/detail.aspx> and review the ingredients, where to purchase them, directions for the recipe, advantage of ground turkey over beef, etc.

Goal	Level	Textbook Reference
Goal #9: Task-related directions (e.g. recipes)	Literacy	The Basic Oxford Picture Dictionary, 2nd Ed. -- p. 46 - 47 Preparing a meal, p. 101 Liquid measurements
	Beginner 1	English in Action 1, 1st Edition -- p:158 (only can, glass, cup, bottle) English in Action 1, 2nd Edition -- p:161 (same as Edition 1 plus carton and bowl)
	Beginner 2	English in Action 2, p. 164-165 Preparing an omelette English in Action 2, 2nd Edition -- p. 134 Making an omlette
	Intermediate 1	Interactive English 2A, p. 93 - 97 What, Where, and When to eat
	Intermediate 2	English in Action 3, p. 73 describing how someone became interested in cooking Choices: An ESL Lifeskills Series for Adults: Consumer Sense -- p. 11 Following recipes

Suggested games/activities for goal #9

- Games:

- Game #11 - Build-A-Sentence
- Game #34 - Granny's Candies Card Set 3
- Game #29 - 6-scene Sequencing Cards

- Youtube Videos - go to Online Resources Tab in the Curriculum Binder

- Hanging Files:

- Cooking Words (Intermediate)

- Manipulators:

- Use measuring cups and bottles to explain the units of measure (available at display).

- Laptop Activity:

- Go to <http://www.epicurious.com/tools/conversions/common> and review the various measurements. Ask when this resource might be useful.

Goal	Level	Textbook Reference
Goal #10: Interpret and use measurements with food (i.e. cup, a teaspoon, a dozen)	Literacy	The Basic Oxford Picture Dictionary, 2nd Ed. -- p. 101 Liquid measurements
	Beginner 1	English in Action (1st ed.) -- p: 158 (only can, glass, cup, bottle) English in Action (2nd ed.) -- p: 161 (same as 1st ed. plus carton and bowl)
	Beginner 2	English in Action (2nd ed.) -- p: 164-165 (utensils, food products, and processes for recipes)
	Intermediate 1	
	Intermediate 2	

Suggested games/activities for goal #10

- Games:
 - Game #34 - Granny's Candies Card Set 3
 - Game #3 - What Is It?

- Visuals:
 - Nutrition and Diet - visuals box
 - Fruit/ vegetable flashcards in the FOOD Binder
 - Box (Title: Nutrition and Diet – Read the Label)
 - Categorize foods by nutritional value (i.e. food, vegetables, sweets).
 - Nutritional brochures & fruits/ vegetables flashcards

Goal	Level	Textbook Reference
Goal #11: Recognize healthy food/ drink choices	Literacy	The Basic Oxford Picture Dictionary, 2nd Ed. -- p. 34 Vegetables, p. 35 Fruits Oxford Picture Dictionary (black cover) -- p. 84 Farmers Market
	Beginner 1	English in Action 1 -- p:152-161, 166 (foods, meals, menus, ordering/requesting foods; not specifically for healthy foods, but can easily be used to distinguish healthy and less healthy foods and the need for proper meals) English in Action 1, 2nd Edition -- p. 170 Reading a menu Interactive English 1A -- p:66-71 (as with EIA, not specific for this purpose but can be used; produce dept. foods) Interactive English 1B -- p:20-25 (as with EIA and IE 1A, not specific for this purpose but can be used) True Stories in the News -- p: 29-32; A New Man (A man loses a lot of weight. Discuss consequences of unhealthy/ healthy food choices)
	Beginner 2	English in Action 2 -- p: 152-153 (grocery store displays) English in Action 2, 2nd Edition -- p. 124 -125 Grocery store displays, p. 126 Identifying common food groups True Stories in the News -- p: 29-32; A New Man (A man loses a lot of weight. Discuss consequences of unhealthy/ healthy food choices)
	Intermediate 1	Interactive English 2A -- p:72-77 (food choices, meals, specifically "healthy or not healthy")
	Intermediate 2	English in Action 3 -- p: 92-93 Interactive English 2B -- p: 62 (activity for categorizing healthy/ unhealthy foods) NorthStar Reading and Writing -- p. 125-127 - Readings with questions and writing exercises; topic is organic vs. non-organic food -- p. 129-130 - Very advanced activity about interpreting Nutrition Facts labels; Exercises on p. 130 answer questions about the labels on p. 129

Suggested games/activities for goal #11

- Games:
 - Game #9 - My Word! Junior
- Posters:
 - Nutrition and Diet: Read the Label

Goal	Level	Textbook Reference
Goal #12: Make an emergency call re: poisoning	Literacy	The Basic Oxford Picture Dictionary, 2nd Ed. -- p. 75 Poison/chocking
	Beginner 1	English in Action 1, 2nd ed -- pgs. 70-71 - reviewing telephone communication and how to use a phone book Interactive English 1A -- pgs. 14-15 - phone numbers and relaying information over the phone Speak out in English, 2nd ed -- pg 107 - review important phone numbers and role play an emergency situation
	Beginner 2	Interactive English 1B -- pgs. 78-83 - how to express ailments
	Intermediate 1	
	Intermediate 2	

Suggested Games/Activities for Goal #12

- Games:
 - Game #11 - Build-A-Sentence
 - Game #29 - 6-scene Sequencing Cards

- Speaking Activities:
 - Discuss procedure for a poison emergency in the US:
 - Call the American Association of Poison Control Centers: 1-800-222-1222
 - Ask what examples of situations are where you should call the poison control to be safe.

- Laptop Activities:
 - Examine <http://www.mdpoison.com/>
 - If relevant, review ASPCA | Animal Poison Control Center
<http://www.aspca.org/pet-care/poison-control/>