

Use page 76 of the OPD. We will study this page in two lessons. Today we will use the vocabulary in A-D only. Next lesson we will finish this page.

Answer these questions in your group.

What is your name?

Who do you live with?

When did you come to the US? Where are you from?

Do you work here?

Do you go to school?

Are you married?

Do you have children?

Where did you study English?

How many years did you study English? What do you dream of doing?

Teachers: Ask the students to tell everything they learned about one of the other students. This is a good test of listening skills.

Read the vocabulary A-D at the top of page 76. Teachers: go over each word to make sure they understand the meaning. Look at the pictures for A-D and read the sentences.

Fill in the missing vowels.

r _ f r _ g _ r _ t _

l _ f t _ v _ r s

c _ _ k

c h _ l l

c l _ _ n

s _ p _ r _ t _

v _ g _ t _ b l _ s

c _ _ n t _ r s

Fill in the blanks: Students should fill in the blanks themselves. Teacher should call on students to read their answers and correct if necessary.

1. In picture _____ the carrots and meat are separated.

2. In picture _____, she is putting leftovers into the refrigerator.

3. In picture _____, he is cleaning the counters.

4. In picture _____, she is washing her hands.

5. I use soap and water to _____.

6. I use separate _____ for vegetables and meat.

7. Leftovers should be _____ quickly. (Hint: use past tense)

8. It is important to cook foods at the right _____.

9. I cut up meat on a _____.

10. I keep food cold in my _____.

11. Use a thermometer to cook meat at the right _____. 12. List some things in your refrigerator:

Separate is an adjective and a verb. For example, I use separate cutting boards for meat and vegetables. In this sentence, separate is an adjective. It is pronounced with the emphasis on “sep”.

Separate is pronounced differently if it is used as a verb. We say separate with the emphasis on the “ate”. Practice saying each form of separate.

In these sentences, tell whether separate is used as an adjective or a verb.

1. Don't separate the twins. They are happy together.
2. I want a separate plate for my salad.
3. The children are in separate rooms.
4. Separate the egg white from the yolk.

Practice these conversations with a partner. Teachers: Ask the students what is happening in these conversations. Ask if there are words they do not know.

A: Please wash your hands before you touch the food.

B: Yes, I did that.

A: Will you wash the carrots and potatoes?

B: I will wash them. Do you want me to peel them?

A: Yes, please remove the peels.

Teachers: If the students don't recognize the vegetables in this conversation, have them look at page 69.

A: I cooked chicken and vegetables today.

B: That sounds good. How did you prepare it?

A: I peeled and chopped the carrots. I cut up the chicken

B: Did you cook them in oil?

A: I added a little oil to the pan. Then I put the chopped chicken and carrots in to cook.

B: How long did you cook them?

A: I cooked them about 5 minutes.

B: That sounds easy. I like that recipe.

Discussion Questions:

1. Who cooks the meals at your house?
2. Do you like cooking more than cleaning?
3. Name something you put in the refrigerator.
4. Where do you shop for groceries?
5. Do you like your food separated, or cooked together?
6. What do you like to eat chilled?