

A Sample Lesson from

Discoveries
in
English



12

Multi-Level
English Lessons

***Welcome to the sample lesson of Discoveries in English,
teacher's curriculum.***

This ***Discoveries in English*** curriculum focuses on helping students improve their English conversation and reading comprehension abilities.

The curriculum is divided into two books: ***Discoveries in English*** multi-level conversation curriculum and ***Discoveries in English***, reading and discussion curriculum.

The first book contains twelve English conversation lessons, with each lesson focusing on a different theme (see the *Order of Curriculum* on p. 3 of this sample).

Each lesson includes vocabulary practice, American idioms, discussions, grammar practice, activities and a writing assignment. Based on the English ability of the students, the teacher can choose discussions and activities for beginner, intermediate or advanced levels of speaking ability.

The second book contains 12 reading lessons from the New Testament. These lessons are tied to the themes of the English lessons (see the *Order of Curriculum*). These are academic reading lessons: they are not Bible studies. This second book also contains outlines for 12 discussion times related to the reading lessons. In this class, using guided question-and-answer discussions, the teacher can make the spiritual application to the reading lesson.

Besides the multi-level curriculum, we also have an entry-level book for teachers of students with no, or very little previous English experience.

We can also provide you with other teachers' resources and student materials. See the pricelist on this website for a complete listing of materials available in this ***Discoveries*** curriculum and our other series.

If you have questions about using this curriculum, our other resources, or the possibility of a Teacher-Training Weekend Workshop,
contact OutreachEnglishClasses@efca.org.

or

call 1-800-745-2202.

ORDER OF CURRICULUM

The opening pages of the English curriculum and reading book contain teaching guides for each part of the lesson as well as a brief review of English grammar.

- Lesson 1** English theme: Family p.21
Bible reading topic: The Birth Of Jesus – Matthew 1
- Lesson 2** English theme: Food p.37
Bible reading topic: Jesus Provided Food For 4000 People – Matthew 15:29-39
- Lesson 3** English theme: Recreation p.55
Bible reading topic: The Parable Of The Rich Fool – Luke 12:16-21, 34
- Lesson 4** English theme: Health p.69
Bible reading topic: Jesus Healed A Deaf, Mute Man – Mark 7:31-37
- Lesson 5** English theme: Communication p.87
Bible reading topic: Zaccheus Wanted To See Jesus – Luke 19:1-10
- Lesson 6** English theme: The Environment p.103
Bible reading topic: Peter Walked On The Water – Matthew 14:22-33
- Lesson 7** English theme: Communities p.117
Bible reading topic: Picture-stories About The Nation Of God –
Matthew 13:31-33, 44-48
- Lesson 8** English theme: Cultures p.131
Bible reading topic: The Stories Of The Lost Sheep And Coin – Luke 15: 3-10
- Lesson 9** English theme: Occupations p.147
Bible reading topic: The Captain’s Servant – Luke 7:1-10
- Lesson 10** English theme: Learning p.165
Bible reading topic: Jesus Rode Into Jerusalem – Luke 19:29-40
- Lesson 11** English theme: Holidays p.183
Bible reading topic: The Crucifixion And Resurrection Of Jesus –
Selected verses from Mark 15, Mark 16 and Acts 1
- Lesson 12** English theme: Relationships p.197
Bible reading topic: Jesus Will Return – John 14:1-6 and 1 Corinthians 15:50-55

**English lessons
introduce the
reading lessons**

*A typical class-day includes two hours of conversational English class,
a one-hour reading class and a one-hour discussion time.*

*Each English lesson begins with two pages for writing lessons plans for a two-hour
English class. If less time is available, do fewer discussions or activities.*

DISCOVERIES IN FOOD

Icebreaker

1. **Food Memory (B, I):** For about one minute let your students look at the picture on p. 53 at the end of this lesson. They should try to remember the names of as many of items shown as possible. After one minute (or other time you decide on) remove the picture and ask students to write down the names of as many of the food items shown in the picture that they can remember. They can write in English or their own language. Give two minutes to write down the names. Go over the list together. Award one point for each item correctly named in their own language, two points if named in English. Deduct one point if a named food item is not shown in the picture.

2. **TV Interviews (I, A):** Begin today's class by interviewing one of your students for the local TV news report. Don't be afraid to ham it up a bit – carry a microphone, take notes, etc. Ask the following questions:
 - a. Today is Tuesday (or Wed, Thurs....). On Monday (Tues. Wed.) did you eat breakfast? Did you eat lunch? Did you eat supper?
 - b. Which meal did you like most?
 - c. At (that favorite meal) what did you eat?
 - d. Why did you like that more than the others?
 - e. What was wrong with (one of the other meals) that it wasn't the best?
 You can follow this icebreaker with discussion 6.

An icebreaker gets students comfortable with hearing themselves speak English again.

Idioms

apple of someone's eye	square meal	meat and potatoes
as cool as a cucumber	out of the frying pan and into the fire	
flat as a pancake	packed like sardines	eat and run
food for thought	eat crow	talk turkey
spoon-feed someone	have another fish to fry	everything from soup to nuts
live off the fat of the land		

Discussion Exercises

1. **Set The Dinner Table (B):** vocabulary – spoon, fork, knife, plate, napkin, cup, saucer, bowl, glass, salt/pepper shaker

Show your students p. 29 of the Picture Dictionary, or bring pictures of table settings. Teach your students the names of various items on a dining table and how these items are placed on the table in America. Use words and phrases such as 'to the right of', 'to the left of', 'next to', 'in front of', to describe where things are placed. Write these phrases on your white-board with diagrams to illustrate their meanings. Bring enough plastic knives, forks and spoons, and paper plates, etc. to class so that students can practice 'setting the table' as they give each other instructions. Small pictures of dishes, silverware, glasses, etc. can also be used, but will not be as much fun.

Ask the students how the American dining table is set differently from the dining tables in their homes.

2. Fruit Or Vegetable (B): vocabulary – plant, fruit, vegetable, names of several common fruits and vegetables

Begin by defining for your class the words ‘plant’, ‘fruit’ and ‘vegetable’. (*A fruit is the fleshy part of a plant surrounding the seeds. What is a vegetable? A dictionary definition of a vegetable is a plant we cook and eat. Some fruits we call vegetables – squash, peppers, tomatoes.*)

Divide your class into two or more groups of two or three students. Give all the groups the same picture of 14 fruits and vegetables available at the end of this lesson (p. 55). Pictures from grocery store advertisements will be more dramatic. Write the following chart on your white-board and ask the students to put the fruits and vegetables in the correct column.

<u>Fruit</u>	<u>Vegetable</u>
apple	carrot
banana	peas

Let the groups determine if their divisions are correct according to the definitions. The tomato and the beans are fruits, but can also be considered vegetables.

Teach your students the names of some of the fruits and vegetables they do not know, giving them lots of practice identifying the fruit or vegetable. You can point to a fruit or vegetable and ask a student to name it using a complete sentence, “This fruit is an apple.” Reverse the order also – you name a fruit and ask a student to point to it, again saying in a complete sentence what he/she is pointing to. Can they name other fruits or vegetables not shown on your pictures?

3. What Does This Do? (B, I): vocabulary – oven, stove, refrigerator, freezer, sink, bake, wash, cook, freeze, cool

Use page 30 of the Picture Dictionary to teach some of the vocabulary words related to appliances in an American kitchen. As you discuss the kitchen item, teach the English verb that describes the function of that appliance. Make a chart showing the appliance or kitchen item and how it is used.

<u>In the kitchen</u>	<u>I use it to</u>
Oven	bake
Refrigerator	cool

Most (*I*) students will already know the basic kitchen vocabulary. For your (*I*) level class, add more appliances and kitchen utensils and associated verbs.

When you have a list of several kitchen appliances and their uses, ask questions about them and their uses: “Tom, what keeps food cold?” “Lucy, why do I use a sink?” Be sure students answer in complete sentences. Change the question for a second round: “Mike, can I cook in the sink?” Students should answer in complete sentences. “No, you can cook on the stove.” Or, “No, you can wash in the sink.”

Let students ask each other similar questions about items in the kitchen. For a (*B*) level class, write the question and answer patterns on your white-board for your students to follow.

4. This Food Is... (B, I): vocabulary – sour, sweet, salty, bitter, bland, hot, spicy, greasy, gooey, crusty, crisp, chewy, smooth, crunchy, etc.

Give each student a small piece of the same kind of food that has a distinctive taste or texture. Using this food, teach the words that describe its taste and texture. Repeat this for several foods with different tastes and textures, teaching some of the vocabulary words listed above.

Possible foods to use: chewy - caramels, sour - lemon drops, crunchy - pretzels, sweet - sugar candy, crisp - potato chips, salty - salt packages.

After teaching several of the above vocabulary words, show pictures of foods familiar to your students. Ask them which words describe that food. Ask the students to name some other foods that have these tastes or textures.

5. Grocery Shopping (I): vocabulary – department, bakery, dairy, produce, frozen food, canned food, aisle, shelf(ves), delicatessen,

See Picture Dictionary pp. 14-15 for a picture of a grocery store. Bring to class some full-page, colorful grocery store advertisements from several different stores. Distribute these advertisements to your students. Explain to the class that they have just moved into their new homes. The kitchen shelves are empty; they need to buy food items. Using their advertisements each student is to make a list of items to purchase at the grocery store in order to be able to eat properly in his or her new home. Not every ad will have everything needed so after a couple of minutes let students exchange ads to complete their lists.

Ask each student to tell what items he or she 'purchased' and why. You can also ask other students to say what should have been purchased but was not on the list.

6. TV Interview (I, A): vocabulary – interview, reporter, newscast, spontaneous, on-the-street, impromptu

When you have finished interviewing the student in the icebreaker, ask the class what questions you asked? Write these questions on your white-board. Let students take turns being the on-the-street reporter interviewing each other, asking the same questions.

An (A) level class can use activity 10 for a follow-up exercise.

7. Plan A Dinner (I, A): vocabulary – appetizer, main course, entrée, salad, side dishes, dessert

Ask your students to plan a dinner for themselves. If they could have any food items they wanted, what would they choose? Ask questions to get them thinking about the various parts of an elaborate and expensive dinner: what would they want as appetizer, drinks, main course (or several small courses), entrée, breads, salad, side dishes, dessert?

8. Table Manners (I, A): vocabulary – manners, polite, etiquette, proper,

Tell your students that you, your spouse and your two children (girl age 8, boy age 10) have been invited to the home of a family in their country for dinner. You are unsure of proper table manners. Divide the class into groups of two or three, and ask each group to come up with five etiquette rules American families, including children, should know when eating in their country.

Discussions are graded for (B) beginner, (I) intermediate and (A) advanced students

Ask each group to present their rules to the class. Do other students agree with them? What have they already noticed about American dining etiquette? Ask students to share their observations with the class.

- 9. Idiom Exercises (I, A):** Teach the meaning of new idioms and practice familiar ones by using them in sentences. Write several idioms on your white-board without explaining their meanings. Next, write an introductory sentence and the beginning of a second sentence on your white-board. Ask a student to finish the second sentence by choosing the correct idiom. As each idiom is used teach the related vocabulary and the meaning of the idiom. Ask students to use the idiom in a new sentence.

Here are some examples of introductory sentences and idioms. You can use others more appropriate to your lesson goals:

- The bus was so crowded there was no space for more people. We were *packed in like sardines*.
- Robert likes simple meals. He's a *meat and potatoes* man.
- The teacher helps the students too much. He *spoon-feeds* them.
- Each meal should have the right amounts of healthful foods. You should eat a *square meal*.
- I didn't want to get a bad grade so I copied the answers from the person next to me. The teacher saw me cheating. *I went from the frying pan into the fire*.

10. True Sayings (A):

Discuss the meaning of these clichés and proverbs. Do your students think the proverbs are true? Do they have proverbs with similar meanings in their language? Teach the meaning of any unknown vocabulary as you teach the proverb.

- The way to a man's heart is through his stomach.
- Honey catches more flies than vinegar.
- Give a man a fish, and you feed him for a day; teach him to fish and you feed him for a lifetime.
- Don't cry over spilled milk.
- A tree is known by its fruit.
- One rotten apple spoils the whole barrel.
- An apple a day keeps the doctor away.
- You cannot have your cake and eat it too.
- There's no such thing as a free lunch.
- Enough is as good as a feast.
- He that would eat the kernel must crack the nut.
- Hunger is the best sauce.

For follow-up exercise, see activity 8.

- 11. Holiday Foods (A):** Begin this discussion by asking students if they eat special foods for holidays and other special occasions. Ask the students in pairs to prepare a two to three minute report on the foods (meals, snacks, special treats) eaten during a particular holiday or festival in their country. Allow them several minutes to plan, then bring the class back together to hear what each group reports. The reports should name the festival or holiday and its date. It can include any of the following, but don't let one group talk too long, depriving others of their time: special foods eaten, why they are eaten, how the foods are prepared and table decorations. Each group must have its opportunity to give its report.

There are many discussions from which you can choose ones that will interest you and your students

Grammar Focus: Past Tense

1. **Simple Past Tense Questions And Answers:** Model asking and answering questions using the following charts.

- a. Show your class that we ask questions about past actions by using the word 'Did' + subject + simple form of verb (and maybe the object of the verb).

Ex: Question: Did he talk to you?

Question	person	action?
Did	I you he, she, it we they	eat (lunch)? cook (the rice)? buy some chicken?

The grammar part of each lesson is very short -- only ten minutes.

Ask your students to copy the chart into their notebooks.

Following the pattern in the chart, let your students ask each other questions about actions done earlier in the day or yesterday.

- b. Demonstrate for your class how we answer questions about past action. We begin the answer with 'Yes' or 'No', + subject + verb + object. Or we may begin with 'Yes' (or 'No') + subject + did (or did not). Or we may answer with just a 'Yes' or 'No'.

Answer: Yes, he talked to me. (or 'Yes, he did.' or 'Yes.')

Answer	person	action
Yes,	I you he, she, it we they	cooked the rice.
		did
No,		did not (didn't)

These charts give an orderly way for students to practice grammar rules in natural ways.

Ask your students to copy this second chart into their notebooks. Following the pattern in the two charts, let your students ask each other questions about actions done earlier in the day or yesterday and answer them in one of the three ways.

2. **Memories Using "Used To":**

Explain that "used to" can be used to describe something that happened regularly in the past, but doesn't happen now.

- a. Write these examples on the white-board prior to class:

Q: Where did people go to eat before 'fast food' restaurants?

A: People used to bring a lunch from home.

Q: What did you eat when you were a baby?

A: I used to eat mashed bananas.

- b. Let students ask questions of one another about what they or others used to do. To get them started, give some examples of questions they can ask.

Ex: What did your grandparents eat when they were young?

How did people cook their food 100 years ago?

Activities

1. **Make A Sandwich (B):** vocabulary – sandwich, bread, mayonnaise, butter, peanut butter, jelly (jam), lettuce, tomato, slice, cheese, meat, ham, chicken, turkey, roast beef, mustard, catsup

Using pictures, teach five to eight new words and review words students already know. After you are sure everyone is familiar with the vocabulary tell your students that you are going to make a sandwich today.

Begin by explaining the activity to your students, “I will begin by saying what I am doing. The next person repeats what I said and adds another item to the sandwich we are making.” Begin by saying “I will make a sandwich. I will need a piece of bread.” Ask the first student to repeat what you just said and add another ingredient. Write the ingredients on your white-board as students add to the sandwich. Depending on the words you taught and what they already know you can end up building a strange sandwich. Be sure to end the chain by adding a top slice of bread.

A low (B) class may need the pattern for the sentences written on the white-board.

2. **At The Restaurant (B):** vocabulary – restaurant, server (waiter), customer, menu, drink, water, milk, meat, chicken, fish, rice, potatoes

Before class photocopy the following dialog and word choices list so that each student can have a copy. Use pages 16 and 17 of the Picture Dictionary to introduce the vocabulary. After you are sure all students are familiar with the vocabulary divide the class into groups of two. If you have an odd number of students, let one student work alone rather than forming a group of three. Ask them to complete the restaurant dialog by filling in the blanks with the correct vocabulary word from the list given below the dialog. For some blanks there can be more than one correct answer.

Let the groups read their dialogs to the rest of the class.

AT THE RESTAURANT

Waiter: Good _____. How are you?

Customer: I am _____, thank you.

Waiter: I am your waiter. Do you want to drink _____ or _____?

Customer: I want to drink _____.

Waiter: What do you want to eat?

Customer: I want to eat _____ and _____ and _____.

Waiter: Thank you. I will bring your food.

Word choices: morning, afternoon, evening, fine, happy, hungry, water, milk, coffee, tea, chicken, fish, rice, potatoes

3. **Food Puzzle (B, I):** A crossword puzzle based on today’s theme is at the end of this lesson for you to duplicate and use as necessary. After everyone has finished the puzzle review the answers with your students. As you review the words, ask students to use them in sentences.

Activities provide a more active way to practice English.

4. **Ingredients In Foods (B, I): vocabulary - hamburger, pizza, salad, pancakes, spaghetti.** See Picture Dictionary, p. 18 for pictures of prepared foods, or use other pictures.

Depending on the pictures you can find of typical prepared foods, make a chart similar to the one below. Photo copy the chart or write it on your white-board. Ask students to tell what each ingredient is and which one doesn't belong in this food. Then ask if there is a missing ingredient.

a. a hamburger:	bun	lettuce	catsup	sugar	onions
b. a pizza:	meat	tomato sauce	onions	ice cream	cheese
c. a salad:	lettuce	mushrooms	flour	tomato	salt
d. pancakes:	flour	catsup	salt	egg	oil
e. spaghetti:	pasta	tomato sauce	meat	apples	cheese

Activities are graded for student ability: Beginner, Intermediate, Advanced.

5. **You Give The Clue (I):** Before class make enough photocopies of the crossword puzzle halves shown at the end of this lesson so that each student can get one of the halves.

Divide the class into groups of two and give each partner a different half of the crossword. If you have an odd number of students you will need to be someone's partner, or have a group of three. The students must complete the crossword by asking questions for their partners for clues to the words that belong in the blank spaces. Ex: student B asks A, "What is the clue for 1-across?" Student A answers, "It's what we put coffee in when we drink it." Teachers should walk around the room to be sure that students do not actually tell the word, spell it for their partners, or show their parts of the puzzle.

6. **Bag Story (I, A):** Provide a bag or box of objects (or pictures) related to food: a fork, spoon, napkin, restaurant menu, a bill, candy, pictures of a dinner plate of food, a restaurant, kitchen, appliance for food preparation, etc. There should be enough items in the bag for each student to get two or three. Begin your story by taking an object out of the bag, without looking into the bag to see what you are taking. If you take out a spoon, you may begin your story with, "One day when I came home I went to the kitchen to make dinner. I found a spoon." Give the bag to a student who must pull another object out of the bag (without 'peeking') and continue to story. Keep this up until a student empties the bag and completes the story.

After using all the items, go back to the beginning of the story, asking students retell their parts of the story using the items as reminders. This activity can also be done with vocabulary words on a card, but it will be more fun with actual objects or pictures of them.

7. **Buying Dinner (I, A): vocabulary – menu, appetizer, main course, dessert, entrée, drinks, side dish, salad, tip, gratuity**

Bring to class copies of a menu from a restaurant that serves dinner. There is also a menu that can be copied at the end of this lesson. Distribute a copy of the menu to each student. Tell the students that they each have \$20 (or some other amount depending on the prices on the menus you have) to buy a meal, including a 15% tip for the waiter. After they have studied the menus ask students to tell what they would order and why they would order it.

- 8. Using A True Saying (I, A):** As a follow-up to discussion 10, working in groups of two, have the students write a short dialog demonstrating the meaning of a proverb or cliché. The more advanced your class the longer the dialog should be. For an (*I*) class, ask for a minimum of three lines each; for an (*A*) class the minimum can be four or five lines.

Example: For the proverb, “An apple a day keeps the doctor away.” students might write a dialog similar to the following.

- * Karen: “Ruth, I’m not feeling well. Let’s not go shopping.”
- * Ruth: “Are you sick or just tired?”
- * Karen: “I hope I’m not getting sick.”
- * Ruth: “You need to eat better food. An apple a day keeps the doctor away.”

- 9. TV Documentary (I, A):** Begin by asking your class for a list of typical well-known national dishes. Write this list on your white-board.

Explain to the students that they are famous chefs in their country and you have been asked make a TV documentary of them preparing a national dish. Assign each student or pair of students one dish to ‘prepare’ during the filming of the documentary. If you have video camera, actually filming this and showing it later will add to the realism of the ‘show’.

Have each student (or pair) prepare a two- to three-minute presentation for the class. The student should tell what the national dish is, its ingredients and demonstrate preparation and serving of the dish. Bringing the necessary cooking utensils to class for students to use will make their demonstrations more fun. If you can’t bring utensils try to bring large pictures of them.

- 10. Answers And Questions (A):** You can use this activity as a follow-up to discussion 6. Write this answer on the white-board: “I will eat either one, but I prefer that one.” Ask students to think up a question about food and eating that could produce that answer. Let students read their questions and ask others if the questions are appropriate.

There are many possible questions, but some questions logically or grammatically should not produce the given answer. Show your students why the questions are good or bad. A question like, “Do you like apples, oranges or grapes?” is not a good question for answer (a) because the word ‘either’ in the answer implies choosing one object from a choice of two, not three.

Write more answers on your white-board, asking students for possible questions.

- | | |
|---|---|
| a. “I will eat either one, but I prefer the chicken.” | e. “Invite friends to dinner at my home.” |
| b. “No, thank you. I have had plenty.” | f. “Because the soup was cold” |
| c. “Usually, at seven in the evening.” | g. “I don’t know. I’ve never eaten it.” |
| d. “Yes, I think it is very delicious.” | h. “We were eating sandwiches.” |
| | i. “Sometimes I use a napkin.” |

Writing Topics

- 1. (B)** Complete these sentences:

- A. Three vegetables that I like to eat are: _____, _____ and _____.
- B. Three fruits that I like to eat are: _____, _____ and _____.

2. (B) Complete these sentences:
- A. For breakfast I like to eat _____, _____, and drink _____.
 - B. For lunch I like to eat _____, _____, and drink _____.
 - C. For dinner I like eat _____, _____, and drink_____.
3. (I) If you could open a ‘fast food’ restaurant, what foods would you like to make and sell?

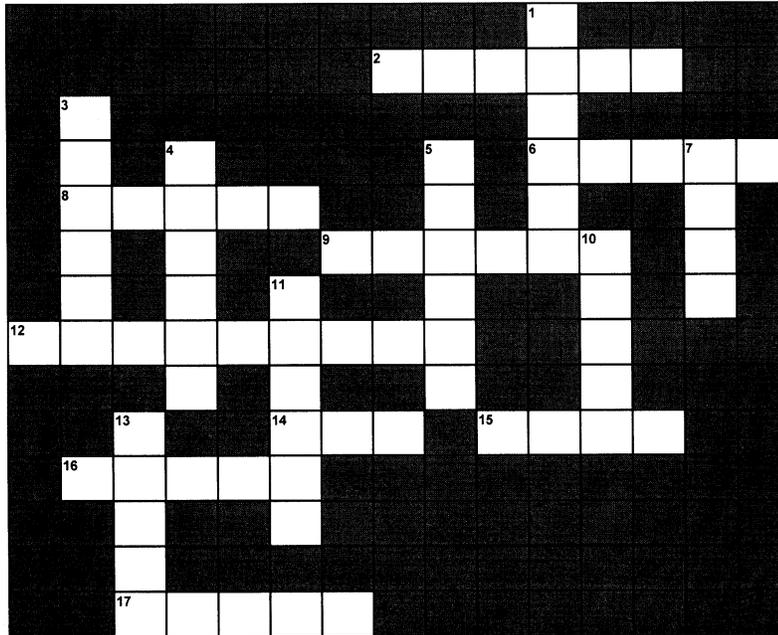
**After a few days of class, students will write
to you what they will never say in class.**

4. (I, A) A proverb in America is, “Eat, drink and be merry, for tomorrow we die.” What do you think this proverb means? Do you think this is a good plan for how we should live?
5. (I, A) In the Bible (Luke 12:22), Jesus said, “Life is more than food, and the body more than clothes.” What do you think he meant?

Crossword puzzle for activity 3

FOOD

Use the clues below to fill in the spaces with words related to food.

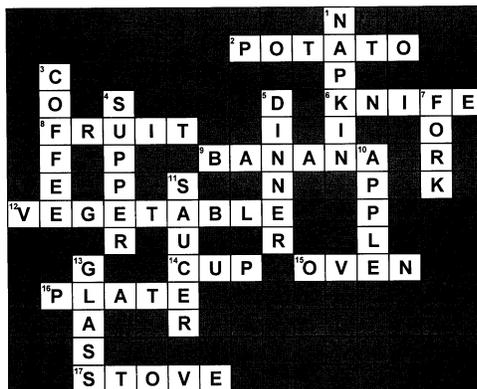


Across

2. white vegetable, grows in the ground
6. use this to cut meat
8. part of plant that has the seeds
9. peel this yellow fruit
12. a plant we can eat
14. put coffee in this
15. bake food in this
16. put your food on this when you eat
17. cook food on this

Down

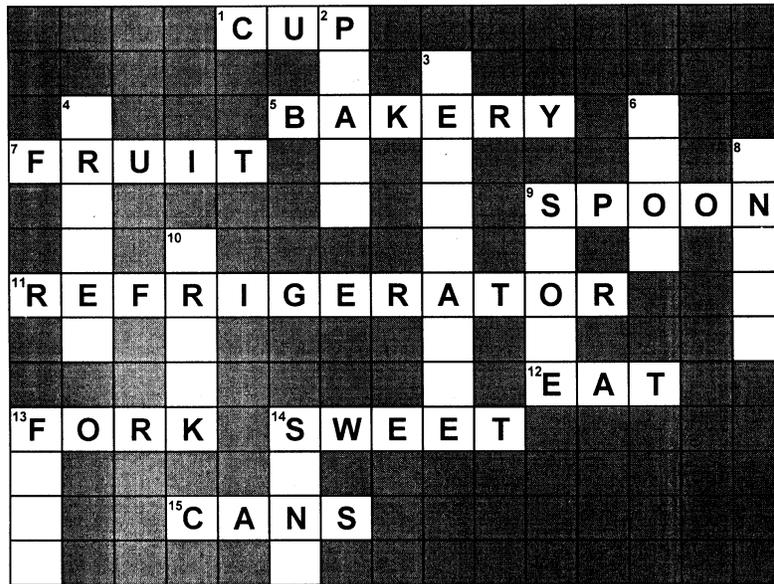
1. wipe your mouth with
3. dark brown hot drink
4. the evening meal
5. big meal of the day
7. use this to put food in your mouth
10. white fruit with red skin
11. put your cup on this
13. put your cold drink in this



Interactive crossword puzzle for activity 5

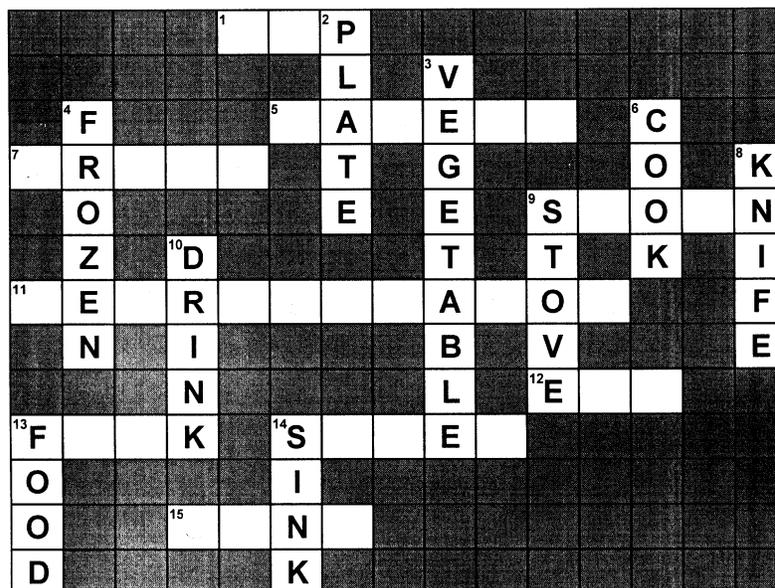
You Give The Clue

You have the horizontal half of this crossword puzzle; your partner has the vertical half. You cannot tell your partner the words that go in the spaces. You must give each other clues so you can complete the puzzle. Your partner needs a clue for 1-across. You can say, "I put coffee into this to drink it."



You Give The Clue

You have the vertical half of this crossword puzzle; your partner has the horizontal half. You cannot tell your partner the words that go in the spaces. You must give each other clues so you can complete the puzzle. Your partner needs a clue for 2-down. You can say, "I put my food on this so I can eat it."



HOUSE OF ENGLISH FINE DINING

DRINKS YOU CAN ORDER

<i>Coffee</i>	<i>\$1.00</i>
<i>Tea</i>	<i>\$1.00</i>
<i>Milk</i>	<i>\$1.50</i>
<i>Coca-Cola, 7-Up, Pepsi-Cola,</i>	<i>\$2.00</i>
<i>Orange juice</i>	<i>\$2.00</i>
<i>Bottled water</i>	<i>\$0.50</i>

APPETIZERS TO EAT WHILE WE COOK YOUR DINNER

<i>Bread slices</i>	<i>\$2.00</i>	<i>Bread rolls</i>	<i>\$2.00</i>
<i>Crackers</i>	<i>free</i>	<i>Bread sticks</i>	<i>\$1.00</i>

YOUR DINNER

First Course

Salads

<i>fruit salad</i>	<i>\$2.00</i>
<i>lettuce salad</i>	<i>\$2.00</i>
<i>potato salad</i>	<i>\$2.00</i>

Soups

<i>bean soup</i>	<i>\$2.00</i>
<i>chicken noodle soup</i>	<i>\$3.00</i>
<i>vegetable soup</i>	<i>\$2.00</i>
<i>beef soup</i>	<i>\$3.00</i>
<i>chicken and rice soup</i>	<i>\$2.00</i>

Second Course

Entrées

<i>fried chicken</i>	<i>\$6.00</i>
<i>roast beef</i>	<i>\$9.00</i>
<i>barbecued pork ribs</i>	<i>\$6.00</i>
<i>beef stew</i>	<i>\$5.00</i>
<i>broiled fish</i>	<i>\$8.00</i>
<i>hamburger or hotdog</i>	<i>\$3.00</i>
<i>chicken stew</i>	<i>\$4.00</i>
<i>pork roast</i>	<i>\$9.00</i>

Side dishes

<i>rice</i>	<i>\$3.00</i>
<i>mashed potatoes and gravy</i>	<i>\$3.00</i>
<i>fried potatoes</i>	<i>\$2.00</i>
<i>French fried potatoes</i>	<i>\$2.00</i>
<i>vegetable</i>	<i>\$2.00</i>
<i>(corn or peas or carrots)</i>	
<i>buttered noodles</i>	<i>\$3.00</i>

FINISH YOUR DINNER WITH DESSERT

<i>dish of ice cream</i>	<i>\$2.00</i>	<i>piece of cherry pie</i>	<i>\$2.00</i>
<i>piece of chocolate cake</i>	<i>\$2.00</i>	<i>* with ice cream --</i>	<i>\$4.00</i>
<i>* with ice cream --</i>	<i>\$4.00</i>	<i>freshly-baked cookies</i>	<i>\$1.00</i>

Picture for (B, I) icebreaker



Fruits and vegetables for discussion 2

