

Get ready!

Before you read the passage, talk about these questions.

- What are some common units of measurement in your country?
- 2 Why might someone prefer the metric system instead of the imperial system?

Reading

Read the conversion chart. Then, mark the following statements as true (T) or false (F).

- 1 ___ A fluid ounce is larger than a milliliter.
- 2 __ Less than five liters are in a gallon.
- 3 To change a measurement from metric to imperial, you have to multiply.

Vocabulary

Match the words (1-6) with the definitions (A-F).

- 1 __ gallon
 - 4 __ milliliter 5 __ kilogram

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- 2 ____ pound 5 3 ____ Celsius 6
 - 6 _ Fahrenheit
- A a metric unit of weight
- 8 an imperial unit of volume
- C based on boiling at 212 degrees
- D an imperial unit of weight
- E based on boiling at 100 degrees
- F a metric unit of volume

4 Read the sentence pairs. Choose which word or phrase best fits each blank.

- 1 ounces / fluid ounces
 - A Use a measuring cup to measure ____
 - B Use a scale to measure _____
- 2 liter / gram
 - A A _____ is a smaller amount than a gallon.
 - B A _____ weighs less than a pound.

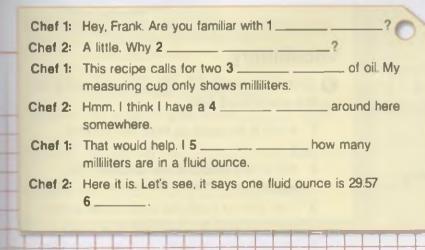
3 Imperial / metric

- A The ______ system uses the gallon.
- B The ______ system uses the kilogram.
- 5 Solution Listen and read the conversion chart again. How are fluid ounces converted into milliliters?

Listening

- 6 S Listen to a conversation between a two chefs. Choose the correct answers.
 - 1 What is the main idea of the conversation?
 - A whether to use metric or imperial measurements
 - B the proper way to read a conversion chart
 - C which measurement unit is most appropriate
 - D how to determine the right number of milliliters
 - 2 Which unit appears in the recipe?
 - A liter C ounce
 - B milliliter D fluid ounce

Isten again and complete the conversation.



Speaking

With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

Are you familiar with ...? I always forget how many ... I think I have ...

Student A: You are a chef. Talk to Student B about:

- the units in a recipe.
- the units you can measure
- converting units

Student B: You are a chef. Talk to Student A about converting units.

Writing

Use the conversion chart and the conversation from Task 8 to fill out the conversion notes.



There are _____ in an __

___ in a ___

in a ___

There are _____

There are ____