

A cartoon character with a red face, purple hair, and a yellow helmet is holding a purple skateboard with yellow wheels. The character is smiling and looking towards the viewer.

Share It!

Teacher
Edition

2

+ Teacher App
Sarah Jane Lewis-Mantzaris



4 Yummy Food!

Overview

Unit Objectives

By the end of this unit, students can:

- name fruit and food items
- ask and answer questions about likes and dislikes
- ask and answer questions about breakfast, lunch, and dinner

Teacher Resources

- Teacher App Unit 4
- Teacher Resource Center: Vocabulary, Grammar, Values, and CLIL Worksheets, Flashcards, Parent Letter, Unit 4 Test, Mid-Year Test

Progress Tracker

Review Game: *Spin to Win!*



Share the World 2

Poem: *Snack Time*



Exam Practice 2

Listening, Reading and Writing



Lesson 1 Vocabulary

pineapples, pears, apples, kiwis, watermelons, oranges, coconuts, bananas

Vocabulary Chant

fruit

Lesson 2 Grammar

Questions about likes with *does*

Yes, No answers with *does* and *doesn't*



Find Out!

Lesson 3 Story

Try it, Dan!

Value: Try new things!

Lesson 4 Vocabulary

burger, corn, egg, French fries, pancakes, pie, sandwich, soup

Song: *A Yummy Treat*

Lesson 5 Grammar

Questions with *want* for breakfast, lunch, and dinner

Positive short answers with *want*



What Do You Want For Dinner?

Lesson 6 Science



seed, grows, plant, ground

Text: *Life Cycle of a Fruit*

Lesson 7 Science



Project: Make a life cycle poster for a fruit

Lesson 8 Phonics

Short e

Words with the short e sound

Teacher Reflection

Try these Unit 4 Teacher Tips with your class! Then, as you reflect on your lesson, assess how well they worked for you. Use the Teacher Reflection Log on page x, download it from the Teacher Resource Center, or record your thoughts in a notebook.

Lesson	Tip	Focus	Rating 1–5
1	Mixing up student pairs	Classroom Management	1 2 3 4 5
2	Practicing mindfulness meditation	Social-emotional Learning	1 2 3 4 5
3	Making an activity more competitive	Communication	1 2 3 4 5
4	Building in time for more games	Communication	1 2 3 4 5
5	Including a daily question routine	Classroom Management	1 2 3 4 5
6	Connecting the text to students' lives	Communication	1 2 3 4 5
7	Reusing classroom supplies and materials	Classroom Management	1 2 3 4 5
8	Managing noise levels	Classroom Management	1 2 3 4 5
Share the World	Expanding on the poetry genre	Communication	1 2 3 4 5

Teachers Share It!

Share your insights with other teachers. Ask questions to learn from them.

This works for me! What works for my colleagues?



Lesson 1

Lesson Aims

- To name fruit
- To practice asking and answering questions about a picture

New Vocabulary

pineapples, pears, apples, kiwis, watermelons, oranges, coconuts, bananas

Materials: set of index cards

Warm Up

Review familiar food words, such as the food words from Student Book 1. Play **Pictionary**. See page xiii.

Activity 1

Introduce the idea of a store. Display the picture. Point to the man buying bread in the picture and say *What does he want?* Elicit *bread*. Say *He wants bread*. Point to the page and say *There is food at the store*.

Do the **Unit Opener Routine**. See page xiv.

Point to the Shareville characters in the picture. Say *They are at the store*. *Who's this?* (It's May!) *Where's Alex?* (He's next to Nancy.) Point to the pizza. Say *What's this?* (It's pizza!) Point to a basket of fruit. Say *What's this?* *Let's read and find out*.

Classroom Management

Encourage creativity and engagement by regularly mixing up students so they're not always working with the same partner. Have a set of cards that contain sets of pairs, e.g., pictures, numbers, letters. Pass out the cards to all students. Students find the person with the matching card and work with that student as their partner.

4 Yummy Food!

Lesson 1 Vocabulary

1 Talk about the picture.

Where's Alex?

He's next to Nancy.

2 Listen, point, and say. Then quiz a friend.

3 Listen and point. Then chant.

Watermelons, watermelons,
Coconuts and pears.
Apples and oranges,
We can share!

Pineapples, pineapples,
Coconuts and pears.
Bananas and kiwis,
We can share!

44 I can name fruit.

Workbook page 37

Activity 2 CD2 Track 01

Do the **Vocabulary Routine**.

See page xiv.
Fast finishers can take turns asking *How many [watermelons]?* and count each fruit to answer.

Activity 3 CD2 Track 02

Do the **Chant Routine**.

See page xiv.

Chant Extension

Play the audio, and right before a fruit item, pause it. For example, pause the audio right before the word "coconuts." Ask students to listen and chant the missing fruit word when the audio is paused. Replay and pause before a different fruit word each time.

Continue until students have chanted all eight fruit words.

Wrap Up

Play the **Whisper Word Game**. See page xiii. Review all eight fruits.

I Can routine

Do the **I Can Routine**. See page xiv.

Resources

Workbook page 37
Student App Lesson 1



Lesson 2 Grammar

1 Listen to Nancy and Alex. Read and say.

Grammar

Does Dan like bananas?
Yes, he **does**. / No, he **doesn't**.

doesn't = does not

Grammar Practice page 107

2 Look at the picture. Listen and answer.

1 Yes, she does.
2 Yes, she does.

Does Nancy like apples?

Yes, she does.

3 No, she doesn't.
4 Yes, she does.
5 No, she doesn't.
6 Yes, she does.

3 Sharebook

A: page 21
B: page 21

Find Out!

Does she like pears?

Yes, she does!

Workbook page 38

I can ask and answer about likes.

Unit 4 45

Lesson 2

Lesson Aims

- To make questions about likes with *like* and *does*
- To make *Yes, No* answers with *does* and *doesn't*

New Grammar

Does he like ... ?

Yes, he does. / No, he doesn't.

Warm Up

Review Lesson 1 vocabulary. Play the **Popcorn Game**. See page xiii.

Activity 1 CD2 Track 03

Do the **Grammar Routine**. See page xvi.

Do Grammar Practice on page 107 for homework, or in class.

Grammar Practice Answers

1 like, does 2 Does, No
3 Does, doesn't

Activity 2 CD2 Track 04

Point to Sally the Share Pal in the picture and say *Does Sally like cake?* Point to the cake in the display window. Say *Yes, she does*. Then, point to May and say *Does May like bananas?* Point to her plate

with watermelon on it and say *No, she doesn't*.

Do the first item as an example. Play the audio for item 1. Have students call out the answer. Play the rest.

AUDIO SCRIPT

Na: Narrator; **N:** Nancy; **M:** May
Na: Listen and answer.

N: Hi, I'm Nancy. I like apples and oranges. I don't like kiwis.

Na: 1 Does Nancy like apples?
2 Does Nancy like oranges?
3 Does Nancy like kiwis?

M: Hi, I'm May. I like bananas and watermelons. I don't like pineapples.

Na: 4 Does May like watermelons?
5 Does May like pineapples?
6 Does May like bananas?

Activity 3 Sharebook

See page 66 for instructions on setting up and playing *Find Out!*

Social-emotional Learning

To help students reset after a fun activity, practice mindfulness meditation. Have students pause until everyone is quiet. Speak calmly and say *Close your eyes. Think of something happy*. Model the calm breathing technique: take a deep breath in with your nose and a deep breath out with your mouth. Do this for one minute.

Wrap Up

Have students share their results from the Sharebook survey in Activity 3. Make a tally on the board of what students like and dislike in the class. Then, see what is the most popular fruit and the least popular fruit in the class.

I Can Routine

Do the **I Can Routine**. See page xiv.

Resources

Workbook page 38
Student App Lesson 2

Lesson 3

Lesson Aims

- To read a story about food
- To understand the value of trying new things

New Vocabulary

birthday, great

Vocabulary Review

bananas

Materials: magazine photos of different foods; paper, colored pencils

Warm Up

Get students thinking about birthdays. Have students call out food items that they might eat at a birthday party. Write the items on the board. Then find out which student has the closest birthday and sing the *Happy Birthday* song for him/her.

Activity 1

Display the story. Point to it and ask students to scan the story panels for words they recognize from Lesson 1 vocabulary. To help students, direct them to story panels 1, 2, 4, and 5. Check answers as a class. (banana) Say *Who is in story panel 1?* (Dan, Alex, May, and Nancy) *What are they making in story panels 2 and 3?* (banana cake and ice-cream cake) *Which Share Pal is in story panel 4?* (Sally) *Does Dan like the food in panel 5?* (yes) *Does Dan want to try the food in story panel 6?* (He doesn't know.)

Have students look at the story again. Read the title and ask *What does Dan try?* Direct students to story panels 5 and say *Try it, Dan!* Repeat for story panel 6.

Ask *How many cakes are there?* Point to the ice-cream cake and say *I see one cake. Is there another cake?* Have students point to the banana cake. Ask the question again and elicit the answer. (two)

Lesson 3 Story Try It, Dan!

1 Look and answer. How many cakes are there? Two

2 Read the story. Then act.



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Communication

Looking for the Lesson 1 vocabulary words is a great way to get students interested in the story before they read it. Make it more challenging and fun by turning it into a competition. Create a checklist of things to find in the picture, e.g., chocolate cake, Sally Share Pal, purple balloon. Have students work in pairs to find the items. The first pair to finish is the winner.

Activity 2 CD2 Track 05

Play the audio and have students follow along in their books. Give students time to reread the story silently.

To help students understand the value in this lesson, teach the idea of *try new things*. Model behavior that shows trying new things and not trying new things. Give a photo of a food to a student and have him/her take it and pretend to eat it. Say *Try new things*. Repeat the action and have the student shake their head and not take the photo. Say *Not try new things*. Then, point to story panels 4–6 and say *Look at Dan. Does Dan try new things? Yes or no?* (yes) Play the audio again.

3 Circle. Who tries ice-cream cake?

1 2 3 4

Workbook page 39 I can read the story. Unit 4 47

Ask five volunteers to come to the front and assign them the speaking parts from the story. Have them act it out without words. Then, have the same volunteers read the story as if it were a play. Ask them to close their books and say their parts from memory. This can be repeated with different volunteers.

Put students in pairs or in groups of five and have them read the story.

Activity 3

Look at the pictures of the course characters and at the story. Say *Who tries ice-cream cake?* Then, point to Sally and ask *Does she try ice-cream cake?* Elicit *Yes, she does*. Circle the picture of Sally and say *Sally tries*

ice-cream cake. Students complete the rest of the activity individually. Check answers as a class.

Values Extension

To be sure students understand the value in the story, do the Values extension activity. Have volunteers come to the front, secretly tell them to mime trying new things or not trying new things. Give them different photos or drawings of foods. Use the pictures to help students understand what to do. The class calls out *Try it, [Dan]!* Each student mimes a reaction to their picture, trying or not trying it.

Wrap Up

Have students draw their own birthday cake. Hand out paper and colored pencils. Have students label the picture with what the cake has inside, e.g., chocolate, banana, ice cream. Draw a model cake on the board with labels. Students share their cake with the class and talk about what type of cake it is.

I Can Routine

Do the **I Can Routine**. See page xiv.

Resources

Workbook page 39
Student App Lesson 3

Lesson 4

Lesson Aims

- To name food
- To practice asking and answering questions about food

New Vocabulary

burger, corn, egg, French fries, pancakes, pie, sandwich, soup

Materials: soft ball, index cards

Warm Up

Play the **Sentence Chain Game**. See page xiii. Start off with *Sally likes pears*.

Activity 1 CD2 Track 06

Do the **Vocabulary Routine**. See page xiv.

Activity 2 CD2 Track 07

Read the song aloud and have students follow along in their books. Pause after the first stanza and ask students to predict the answers, based on the pictures. Say *What does he want to eat?* Read the rest of the song and do the same after each stanza.

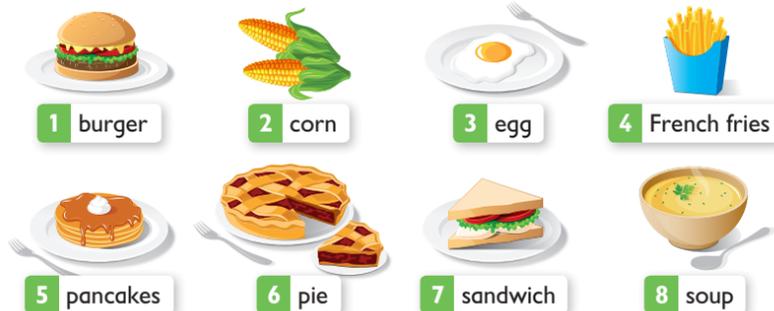
Then, play the audio and have students follow along in their books. Pause after the first stanza. Do the first item as an example. Write the word *pancakes* on the line. Elicit the word *eggs* for the second line. Then, play the rest. Have students do the remaining items. Pause after each question to give students time to write the correct word. Replay the audio several times. Check answers as a class. Then, play the audio again and sing along as a class.

Activity 3

Students describe different foods but without revealing the name. Model an example for the class. Say *It has bread and meat*. Add details as needed, such as *It's hot* or *I eat it with my hands*. Have the class raise their hand to answer, and call on the first student who raised his/her hand. Elicit *It's a burger*. Then, divide the class in pairs. Have one student describe the foods. The other student

Lesson 4 Vocabulary

1 Listen, point, and say. Then quiz a friend.



2 Listen and write. Then sing.

A Yummy Treat

- | | |
|---|---|
| 1 Does he want <u>pancakes</u> and <u>eggs</u> ?
What does he want to eat? | 2 Does he want a <u>burger</u> and <u>French fries</u> ?
What does he want to eat? |
| 3 Does he want a <u>sandwich</u> and <u>soup</u> ?
What does he want to eat? | 4 Does he want <u>pie</u> and <u>corn</u> ?
What does he want to eat? |



3 Talk about food. Then guess.

It has bread and meat.

It's a burger!

48 I can name more food.

Workbook page 40

guesses. Have students play until all eight food words are guessed.

Wrap Up

Review Lesson 4 vocabulary. Play the **Memory Card Game**. See page xii.

Communication

To make learning vocabulary fun, build in time to play games. This is useful for teaching less confident students, as they will focus on playing the game and not realize they are also learning new words. Some fun vocabulary games include Bingo, Board Race, Guessing Game, Hangman, Hot Potato, Memory Card Game and Pictionary.

I Can Routine

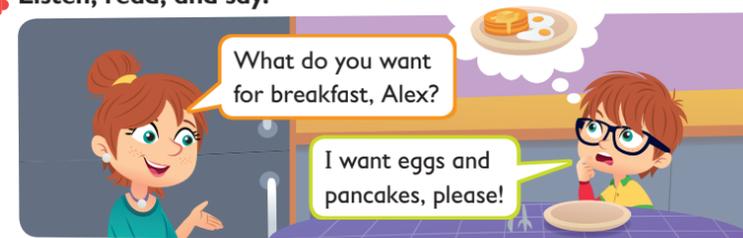
Do the **I Can Routine**. See page xiv.

Resources

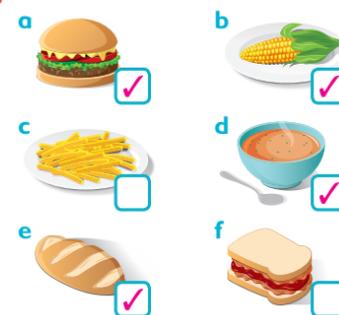
Workbook page 40
Student App Lesson 4

Lesson 5 Grammar

1 Listen, read, and say.



2 Listen and check (✓).



Grammar

What **do** you **want** for breakfast?
lunch?
dinner?

I **want** eggs and pancakes, please.

Grammar Practice page 107

3 Sharebook A: page 23 B: page 25 What Do You Want for Dinner?

What do you want for dinner?

I want a burger and pie, please.

Workbook page 41

I can ask and answer about food.

Unit 4 49

Lesson 5

Lesson Aims

- To make questions with *want*
- To make positive short answers with *want*

New Grammar

What do you want for ... ?
I want ...

Warm Up

Review Lesson 1 and 4 vocabulary. Play **Hot Seat**. See page xii.

Activity 1 CD2 Track 08

Do the **Grammar Routine**. See page xvi.

Do Grammar Practice on page 107 for homework, or in class.

Grammar Practice Answers

1 do, want 2 What, want, please 3 What, want, I, please

Activity 2 CD2 Track 09

Review the names of the items as a class. Point to the first picture and say *What's this?* Elicit *burger*. Do the same for items b–f. Then model one item with a student volunteer. Say *What do you want for lunch?* Have him/her point to a picture and elicit *I want [a burger], please*. Draw a check ✓ on the board. Then, play the audio. Students put a check

in the box next to the items they hear. Play the audio several times to give students time to listen and check. Check answers as a class.

AUDIO SCRIPT

N: Narrator; **E:** Emma

N: What do you want for lunch, Emma?

E: I want a burger and corn. I also want soup and bread, please.

Activity 3 Sharebook

See page 67 for instructions on setting up and playing *What Do You Want for Dinner?*

Wrap Up

Have groups of three act out being in a restaurant. Two students play the customers and one student plays the server. The server asks the customers *What do you want for breakfast/lunch/dinner?* The customers respond one at a time: *I want [a burger and French fries], please*.

Classroom Management

Taking surveys or asking simple questions about students' lives is an easy way to practice English. As students gain fluency, you can ask a question each day to give students a chance to use what they've learned in a personalized way, e.g., *What do you want for lunch? Do you like burgers?* You can use the daily questions as a routine after Lesson 5 to review language and target grammar from the unit and previous units.

I Can Routine

Do the **I Can Routine**. See page xiv.

Resources

Workbook page 41
Student App Lesson 5

Lesson 6

Lesson Aims

- To read about the life cycle of a fruit
- To learn about the life cycle of a watermelon

New Vocabulary

seed, grows, plant, ground

Vocabulary Review

watermelon

Warm Up

Review Lesson 1 and 4 vocabulary using *like* and *don't like*. Give students 1 minute to brainstorm food words. Write their ideas on the board. Point to one of the words and say *Do you like [pineapples]?* Elicit possible responses and write them on the board. Put students in pairs and have them take turns asking and answering questions.

Activity 1

Have students scan the pictures on the page. Say *What fruit do you see?* Point to one of the pictures of the watermelon and ask students to name the fruit.

Activity 2 CD2 Track 10

Teach the bolded new words in the text. Point to a word and say the word aloud. Have students repeat. Point to a picture in the book that explains that word. For example, point to the illustration of the watermelon seed and say *Seed*.

These are seeds. Read the activity question aloud. Say *Can you find a plant?* Have students point to a picture of a plant in their books. Say *What grows into a plant? Let's read and listen and find out.*

Play the audio and have students follow along in their books. If students need more practice, play the audio again and pause to focus on specific pictures or words.

Reread the activity question and call on a student to answer. Have the student point to the place in the text where he/she found the answer.

Lesson 6 Science



1 Look. What fruit do you see? **watermelon**

2 Read the text. What grows into a plant? **A seed grows into a plant.**

Life Cycle of a Fruit

1 This is a watermelon farm. Many people like watermelons. They're a very healthy fruit. You can read about watermelons here. They're yummy!

2 This is the life cycle of a watermelon.



1 A watermelon **seed** is black.

It **grows** into a **plant**.

2 The plant is green. It grows big.

3 The plant grows flowers.

4 Then the plant has fruit.

5 The fruit has seeds.

6 Now the seeds are on the **ground**. They grow into more watermelons.

3 Watermelons are green and red. They are also very big! Watermelons have a lot of juice. You can drink the juice.

4 I love watermelons!

What's your favorite fruit?



50 I can read about the life cycle of a fruit.

Workbook page 42

Have students answer the question at the end of the text: *What's your favorite fruit?* Have them write the name of their fruit in their books. Read the text as a class. You can read it or ask for volunteers.

Communication

The CLIL lesson can help to connect topics to students' everyday lives. Say *Do you like watermelons? When do you eat watermelons? Can you draw one?* Have students work in pairs to draw a watermelon and write one sentence about it. Draw one on the board as a model and write *I like watermelons. I eat them in summer.*



Wrap Up

Revisit the question at the end of the text: *What's your favorite fruit?* Do a class survey and write the results on the board. See how many students have the same favorite fruit.

I Can Routine

Do the **I Can Routine**. See page xiv.

Resources

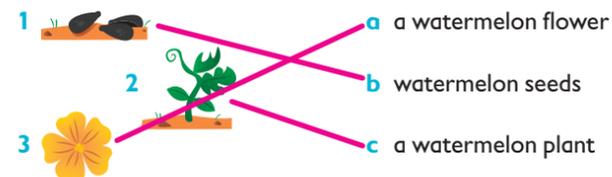
Workbook page 42

Lesson 7 Science



1 Read the text again.

2 Look and match.



3 Project Make a life cycle poster for a fruit.

Life Cycle of an Orange



4 Share it! Talk about your life cycle poster.

These are the seeds.

Share at Home

Talk about the life cycle of your favorite fruit.

Workbook page 43

I can share my life cycle poster. Unit 4 51

Lesson 7

Lesson Aims

- To make a life cycle poster for a fruit
- To talk about a life cycle poster

Materials: poster board, markers, magazines, scissors, tape or glue, crayons, colored pencils

Activity 1 CD2 Track 11

Play the audio again and have students follow along in their books.

Activity 2

Do the first item as an example. Point to item 1 and say

What are these? These are seeds.

Then, point to answer choice *b* and read it aloud. Draw a line from item 1 to answer choice *b*. Have students do 2–3 individually. Check answers as a class.

Activity 3

Student pairs create a life cycle poster of a fruit. Display the life cycle poster in the book as a model. Point out how it includes different stages in the life of an orange. Point out the seed, plant, tree with flowers, and tree with fruit, showing how they are similar to the stages in the CLIL text.

Divide the class in pairs. Provide students with the necessary

materials. Students draw the different life cycle stages.

Classroom Management

As the year goes on, you may begin to accumulate classroom supplies and materials from previous projects. Create a space or have a box where you can collect these items and reuse them in the next projects. Instead of throwing paper and material away, have students put them in the box, too.

Activity 4

Model presenting the life cycle poster in the book, using the language in the speech bubble. Then, have student pairs take turns talking about their life cycle poster. Students can write notes on the back of the poster to read while holding it up.

Remind them to look out at their classmates and make eye contact when they are presenting.

Wrap Up

Display all the projects and have students tell the class something interesting they saw or learned from a classmate's presentation. Model language they could use and write on the board, *I like [Aya's] poster because ...* or *Her poster is my favorite because ...*

Share at Home

To help them prepare for this at-home task, have students make a list of words and practice what they will say with a partner. Ask a volunteer to demonstrate what they will say at home.

I Can Routine

Do the **I Can Routine**. See page xiv.

Resources

Workbook page 43

Lesson 8

Lesson Aims

- To read and say words with the short *e* sound

Materials: index cards

Warm Up

Play **Simon Says**. See page xiii. Have students repeat the sound you make if you say *Simon Says*. Use sounds that students already know, such as consonants and short vowels *a*, *i*, and *o*.

Activity 1 CD2 Track 12

Do the **Phonics Chant Routine**. See page xx.

To extend, ask students to call out other words that have a short *e*, such as *elephant*, *get*, *leg*. Write the words on the board and circle the letter *e*.

AUDIO SCRIPT

- 1 /e/ /e/ /e/ ten, ten (x2)
- 2 /e/ /e/ /e/ egg, egg (x2)
- 3 /e/ /e/ /e/ bed, bed (x2)
- 4 /e/ /e/ /e/ bell, bell (x2)
- 5 /e/ /e/ /e/ yell, yell (x2)
- 6 /e/ /e/ /e/ wet, wet (x2)

Activity 2 CD2 Track 13

Play the audio. Point to the words. Have students listen and repeat. Tell them that line 3 is a review of words that they learned in previous units.

Then, have students read the words and letters chorally without the audio.

Classroom Management

Here's a useful tip for managing noise levels in the classroom during or after loud activities, such as Activity 2. Use a clapping rhythm to signal the end of the activity or item being read aloud. Have students repeat the rhythm. This will get the students to focus on you and will quiet the classroom for the next item.

Lesson 8 Phonics Short e

1 Listen, point, and chant.

1  ten	2  egg	3  bed
4  bell	5  yell	6  wet

2 Listen and repeat. Then read and say.

1	ten	hen	pen	red
2	bell	yell	fell	mess
REVIEW				
3	mom	hot	kick	sad

3 Listen, read, and say.



The bed is a mess.



I see ten hens.

52 I can read and say words with the short *e* sound. Workbook page 44

Activity 3 CD2 Track 14

Read the sentences as students follow along in their books. Repeat. Play the audio. Read the sentences together as a class.

To extend, have students come up with 2–3 of their own sentences using short *e* sounds. Have students work in pairs to share ideas and read their sentences aloud to the class.

Wrap Up

Make word cards with words that have a short letter *e* and put them on the board. Students take turns saying a word to the class.

I Can Routine

Do the **I Can Routine**. See page xiv.

Resources

Workbook page 44
Student App Lesson 8

Progress Tracker

1 Play Spin to Win! Use the language from Unit 4.



How to Play

- Spin with a pencil and paper clip.
- Look, read, and answer.
- Don't know? Lose a turn.
- Get six correct answers to win!

2 Now complete your Progress Tracker in the Workbook.

Workbook page 45 I can use the language in Unit 4. Unit 4 53

Progress Tracker

Lesson Aims

- To use Unit 4 language.

Materials: pencils, paper clips (one set per pair)

Activity 1

Demonstrate how to play **Spin to Win!** Show students how to make a spinner with a paper clip and a pencil. Spin the paper clip and read aloud the prompt the paper clip points to. For example, *Name it*. Show the class the triangle you landed on. Point to the picture. Say *What is it?* Elicit the answer. (French fries)

Show students how to keep score using tally marks or checks. Have a volunteer spin the paper clip and answer the prompt. Tell students that if the answer is not correct or if he/she doesn't know the answer, he/she loses a turn. Point to *Lose a turn!* and say students lose a turn if they land here. If a student lands on the same space twice, he/she can spin again. Tell students to answer six questions correctly to win and to keep score in their notebooks.

Make sure every pair has a pencil and paper clip. Put students in pairs, A and B. Ideally the pairs should be students that are *not* sitting next to each other. Give them about 15 minutes to play.

Have them take turns spinning and answering the questions. While students are playing, walk around and monitor and help as necessary. Fast finishers can play the game again with a different partner.

Activity 2

Students go to Workbook page 45, Activity 2. Do the **Progress Tracker Routine**. See page xxi.

I Can Routine

Do the **I Can Routine**. See page xiv.

Resources

Workbook page 45
Student App Progress Tracker

Put students in pairs, A and B. Each student has the same share page, page 21. Student pairs find out what foods the other pair likes and dislikes.

Model how to fill out the *ME!* column. Use a check (✓) for food you like or a cross (✗) for food you dislike. Write a key on the board: Like ✓ Don't like ✗.

Model the activity. You are Student A. Have a volunteer be Student B. Model filling out column 2. Write your volunteer's name at the top, and have your volunteer put your name at the top of his/her column 2. Ask your volunteer a question about the first item, pears: *Do you like pears?* and elicit the response *Yes, I do. / No, I don't.*

Depending on his/her response, put the correct mark in the box in column 2. Then, switch roles and have your volunteer ask you a question.

Write the model on the board and have students repeat it chorally.

Student A: *Do you like pears?*

Student B: *No, I don't.*

Have two students come to the front of the room and model another round for the class. Correct any errors.

Pair up with two more volunteers so that you now have a group of four. Have your original volunteer interview one of the new volunteers and fill out his/her information in column 3. Make sure that he/she writes the name of the new partner at the top of column 3.

To fill out column 4, write the name of your volunteer's previous partner at the top of column 4. Ask a question about your volunteer's previous partner: *Does she like pears?* and elicit the response *Yes, she does. / No, she doesn't.*

Write the model on the board and have students repeat it chorally.

Student A: *Does she like pears?*

Student B: *Yes, she does!*

Have students write each other's names in column 2 and take turns asking each other questions about each food.

Then, match pairs with another pair to form groups of four. Have students swap partners so that both Student As are interviewing each other and both Student Bs are interviewing each other, using *Do you like _____?* Students complete column 3 in this way.

Lastly, Students A and B ask about each other's previous partners. Student A writes the name of Student B's previous partner in column 4. Student A asks *Does he/she like _____?* Student B does the same for Student A's previous partner. Walk around and check students are on task and help as necessary.

Unit 4 Lesson 2 Find Out!				
NAME:	1 ME!	2	3	4
				
				
				
				
				
				
				
				

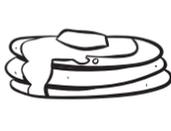
How to Play:
Students A and B: Work with another pair. Write your names in the chart. Then complete the *ME!* column. Use a check (✓) or cross (✗).
Students A and B: Work together to ask, answer, and complete the information in column 2. Then change partners and complete columns 3 and 4.

Example:
Student A: Do you like pears?
Student B: No, I don't.
Student A: Does she like pears?
Student B: Yes, she does!

Answers

Do you like pears? Do you like bananas? Do you like kiwis? Do you like apples? Do you like watermelons? Do you like pineapples? Do you like coconuts? Do you like oranges? (Yes, I do. No, I don't.)

Does he/she like pears? Does he/she like bananas? Does he/she like kiwis? Does he/she like apples? Does he/she like watermelons? Does he/she like pineapples? Does he/she like coconuts? Does he/she like oranges? (Yes, he/she does. No, he/she doesn't.)

Unit 4 Lesson 5 What Do You Want for Dinner?			
Student A	Student B	Student A	Student B
			
			
			
			

How to Play:
Students A and B: Place the food cards face up in a pile. Place the meal cards face down in a pile.
Student A: Pick a meal card. Ask Student B a question.
Student B: Choose two food cards and answer the question. Keep the food cards. Put the meal card back in the pile. Continue until all the cards are gone. Then change roles.

Example:
Student A: What do you want for dinner?
Student B: I want a burger and pie, please.

Unit 4 Lesson 5 What Do You Want for Dinner?			
Student B	Student A	Student B	Student A
			
			
			
			

How to Play:
Students A and B: Place the food cards face up in a pile. Place the meal cards face down in a pile.
Student A: Pick a meal card. Ask Student B a question.
Student B: Choose two food cards and answer the question. Keep the food cards. Put the meal card back in the pile. Continue until all the cards are gone. Then change roles.

Example:
Student A: What do you want for dinner?
Student B: I want a burger and pie, please.

Materials: scissors, two sets of pre-cut cards (for you to model with)

Put students in pairs, A and B. Each student has a different share page; Student A page 23, Student B page 25. Students decide what food they want for dinner.

Before modeling the activity, cut out two sets of cards so you can model with them.

Model the activity. You are Student A. Have a volunteer be Student B. Show how to separate the food cards from the meal cards. Place the food cards face up in one pile near you and the meal cards face down in another pile. Have Student B do the same. Pick up a meal card from your own meal card pile and ask *What do you want for [dinner]?* Student B picks up two food cards from either pile and uses them to answer the question *I want a [burger] and [pie], please.*

Have Student B set aside the food cards, but put your meal card back in the pile to reuse. Model going through all of the food cards and say *Use all the cards. Then switch.* Switch roles and have Student B use a meal card to ask you a question.

Write the model on the board and have students repeat it chorally.

Student A: *What do you want for [dinner]?*

Student B: *I want [a burger] and [pie], please.*

Then, have two students come to the front of the room and model another round for the class. Have them play the roles of Students A and B. Correct any errors and make sure students switch roles.

Have students each cut out their own set of cards. Then, have them do the activity with a partner. Walk around and check students are on task and help as necessary.

Answers will vary.

What do you want for breakfast? (I want an apple and a banana/pancakes and eggs/watermelon and an orange, please.)

What do you want for lunch? (I want soup and bread/a sandwich and French fries/corn and cake, please.)

What do you want for dinner? (I want pizza and ice cream/a burger and pie/rice and kiwi, please.)

Lesson Aims

- To read a poem about different snacks
- To ask and answer questions about snacks

New Vocabulary

snack, sea, sand

Vocabulary Review

corn, bees, zoo

Grammar Review

short positive statements with *want*, prepositions of place: *at, on*

Materials: 3–5 magazine pictures of different types of snacks

A *snack* is a small amount of food eaten between meals. Snacks come in a variety of forms and can be healthy or unhealthy. It is best for young children to have a healthy snack during mid-morning and mid-afternoon, for example, fruit, yogurt, raw vegetables like carrots and peppers, cheese, milk, or juice. Unhealthy snacks should be given much less often, as they contain high levels of sugar or fats. This type of snack is a treat and may include chocolate, cookies, chips, or cake.

Warm Up

Review healthy and unhealthy foods. Play **Board Race**. See page xii. In addition to *healthy* and *unhealthy*, call out categories such as *fruit, snacks, or chocolate*.

Activity 1

Talk about the word *snacks*. Ask students what snacks they like. Say *Do you like [ice cream]?* Have students raise their hands to respond *yes*. Alternatively, bring in some magazine pictures of different types of snacks, so students can see real-life examples and understand how they are different from meals. Read the activity question aloud. Say *How many snacks are there?* Have students scan the pictures on

Share the World 2 **Snack Time**

1 Look at the pictures. How many snacks are there?
 six - cookies, corn, (a bag of) grapes, chocolate cake, ice cream, milk

2 Read the poem. What do they eat at the store? (a bag of) grapes

1 After school, I want a snack.
 I share it with my brother Jack.
 Our mom's cookies are a treat,
 But lots of snacks are good to eat.

2 By the sea, on the sand,
 Yellow corn is in my hand.

3 In the park, with the bees,
 Two or three more cookies, please!

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the page and have them point to the different foods and name them. Then, count all the foods together as a class.

Activity 2 CD2 Track 15

Remind students of the definition of the word *store*. Point students to the big picture in Lesson 1 on pages 44–45. Say *Where are they?* (at the store) Point to the man buying bread and say *You can get food at the store*. Then read the activity question aloud. Point to the children in the picture when you say the word “they.” Say *Let's read and listen and find out*.

Play the audio as students follow along in their books. Repeat as

necessary. Point to the numbers and show students how to follow along with the poem.

Reread the activity question aloud. Reread the poem, one story panel at a time. After each panel, say *Are they at the store?* After reading story panel 4, ask again and elicit *yes*. Read the line *At the store, a bag of grapes!* Have students repeat after you.

To extend, have students identify what the children in the poem eat at each place. Say *What do they eat by the sea?* (yellow corn) *What do they eat in the park?* (cookies) *What do they eat at the house?* (chocolate cake) *What do they eat at the zoo?* (ice cream)

4 At the store, a bag of grapes!
 At my house, chocolate cake!

5 At the zoo, in the sun,
 I like ice cream – it's fun!

6 After school, I want a snack.
 I share it with my brother Jack.
 Milk and cookies are a treat.
 What snacks do you like to eat?

3 Read and circle the answer.

1 What is the poem about? snacks / ice cream

2 What is the boy's name? Jack / John

3 What color is the corn? white / yellow

4 Which snack is fun in the sun? grapes / ice cream

4 Share Your World What's your favorite snack?
 Where do you eat it? Draw it in your Workbook.

Workbook pages 46–47

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Communication

Students may not have come across a poem before. Find some other examples of rhyming poems for children to read aloud to the class. This will help them understand the genre. You can also play a rhyming word game: say a word and the class has to think of a word that rhymes (e.g., *hen* and *pen*). This will make reading *Snack Time* more enjoyable and easier for students to understand.

Activity 3

Have students read the poem again. Then, do the first item as an example. Read the first item aloud and say *This means: what is the big, important idea in this poem? Is ice cream the most important idea? (no) Are snacks the most important idea? (yes) Good. Let's circle snacks.*

Have students complete 2–4 individually, then compare their answers with a partner. Check answers as a class. Call on students to read the questions and give the answers.

Activity 4

Review the word *snack*. Say *What foods are snacks?* (chips, fruit, cookies, ice cream) *Do you eat snacks? What snacks do you like?* Turn to Workbook pages 46–47. Students draw their favorite snack.

Wrap Up

Students share their pictures and talk about their favorite snacks with a partner. Write the sentence starters on the board: *My favorite snack is _____ . I eat it at _____ .* Give an example: *My favorite snack is chocolate. I eat it at my house.* Have pairs share their answers with the whole class. Write their responses on the board and keep a tally on the board so you can find out what the class favorite is.

Listening

This is a practice activity modeled on Part 2 of the Listening Test of the Starters Young Learners English Exam.

In this activity, students read five short questions. They have to answer the questions based on what they hear in the audio.

In preparation for the task:

- Students should read the questions carefully before listening to the audio.

Activity 1 CD2 Track 16

Tell students to look at the picture. Say *What can you see?* Elicit observations such as *a teacher, student/boy, desk, book.*

Read the example questions aloud. Play the audio up to the first pause. Read aloud the first example question again, then write *Matt* on the line. Say *The boy's name is Matt.* Do the same for the second example question. Replay the example audio once more.

Tell students to listen to five short dialogues and to write a name or a number on each line. Play the audio. Have students compare answers in pairs. Check answers as a class.

AUDIO SCRIPT

N: Narrator; B: Boy; W: Woman

- N:** Look at the picture. Listen and write a name or number. There are two examples.
- B:** It's my first day at this school.
- W:** What's your name, please?
- B:** Matt.
- W:** Matt?
- B:** Yes, M-A-T-T.
- W:** Thank you.
- W:** Do you have any brothers or sisters?
- B:** Yes, I have two brothers.
- W:** Two. Thank you.
- N:** Can you see the answers? Now you listen and write a name or a number.

1 **W:** What's your last name, please?

B: It's King.

W: How do you spell that?

B: It's K-I-N-G.

W: Thank you.

2 **W:** Where do you live, Matt?

B: On Sea Street.

W: Is that S-E-A?

B: Yes, that's right.

3 **W:** What number is your house?

B: It's 10.

W: Number 10. Is it the house next to the beach?

B: Yes, it is. It has big windows.

4 **W:** What do you want for lunch?

B: I want a sandwich, please.

W: A sandwich. OK.

B: That's my favorite lunch!

5 **W:** How old are you, Matt?

B: I'm 7.

W: 7. OK. Welcome to your new class, Matt.

B: Thank you!

N: Now listen again. That is the end of the Listening Exam.



Starters

Listening

- 1 Read the question. Listen and write a name or number. There are two examples.



Examples

What is the new boy's name? *Matt*

How many brothers does the new boy have? *2*

Questions

1 What is Matt's last name? *King*

2 Where does Matt live? on *Sea* Street

3 What number is Matt's house? *10*

4 What does Matt want for lunch? *a sandwich*

5 How old is Matt? *7*

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Reading and Writing

- 2 Look at the pictures. Look at the letters. Write the words.

Example



s h e e p



Questions



..... *donkey*



..... *chicken*



..... *goat*



..... *horse*



..... *butterfly*



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Tell students to look at the pictures and the scrambled words. Tell them to write each word on the line next to the picture. Do not leave any lines blank. Give them time to write their answers.

Have students compare answers in pairs. Check answers as a class.

Reading and Writing

This is a practice activity modeled on Part 3 of the Reading and Writing Test of the Starters Young Learners English Exam.

In this activity, students look at five pictures and five sets of scrambled words. They unscramble the words and write the name of the animal in the picture on the line.

In preparation for the task:

- Students should look carefully at the pictures first and then look at the scrambled words.

Activity 2

Tell students to look at the pictures. Say *What can you see?* Elicit *sheep, donkey, chicken, goat, horse, butterfly.* Do not write the words on the board.

Have students look at the first example picture. Say *This is a sheep. How do you spell "sheep"?* Point to the scrambled letters. Think aloud while you spell the word. Say *I know "sheep" begins with "s." Here is an "s." I will write "s" on the line.* Continue with the remaining letters. Show how there is one small line for each letter. Then spell the word aloud: *S-H-E-E-P. That spells "sheep."*