8 A Picnic

Overview

Unit Objectives

By the end of this unit, students can:

- name food
- talk about food
- recognize the value of eating healthy food
- name more food
- ask and answer questions about food
- recognize food that is good for them
- make a food rainbow and encourage others to eat healthy food
- read, write, and say the letters *Ww*, *Xx*, *Yy*, and *Zz*
- talk about food from other countries

Teacher's Resources

- Teacher's App
- Teacher's Resource Center
- Digital Student's Book
- Digital Workbook
- Online Assessment
- Sharebook ebook
- Teacher's Edition ebook



Inclusive Practice

Appreciating all the ways in which students learn is essential for a supportive learning environment. Elicit students' answers and assess what their needs are. Use the tips below and record your thoughts in a notebook.

NEEDS	TIPS
Sparking excitement	• Promote active participation and experimentation. • Minimize threats and distractions.
Focusing	• Provide prompts to guide learners through their tasks. • Provide frequent, timely, and specific feedback.
Self-regulation	• Foster positive beliefs that their goals can be met. • Encourage self-reflection activities.
Perception	• Use visual diagrams and charts, and tactile material like physical objects to explain concepts. • Provide written transcripts for videos or audio tracks.
Language learning	• Provide information in their first language when necessary. • Use other media to illustrate key concepts.
Comprehension	• Activate prior knowledge. • Give explicit prompts.
Use of materials	• Provide alternatives for physically interacting with materials.
Expressing and communicating	• Use different media for communicating like drawing, comics, film, dance, sculpture, blocks, etc.





Lesson 1

Lesson Aim

- To name food

New Vocabulary

meat, ice cream, cheese, candy, bread, salad, cake, pizza

Ask students to look at the picture on pages 114 and 115. Have them find and point to Raya. Say *Look! She's standing behind Nancy. Nancy is eating pizza. What food do you have for your picnic?* Have students share their answers with the class. Encourage them to share food items that are not at the Shareville picnic.

Activity 1

Display the picture. Say *Let's talk about the picture. The Shareville characters are at a picnic. A picnic is at a park. You can play. You can eat. You can meet friends.* Ask *Who's at the Shareville picnic?* Point to Grandpa. Say *Who's this?* (It's Grandpa!) Point to the other people, the Shareville characters, and the Share Pals and repeat the question. Ask *How many Share Pals are there?* (seven)

Activity 2 Track 96

Have students continue looking at the picture. Play the audio and point to each new word as you hear it. Then, have students do the same and repeat the words out loud. Put students in pairs to quiz each other. Model the activity by asking one student to point to a picture while another student says the word. Students take turns pointing and saying the words.

Activity 3 Track 97

Play the audio and have students point to the words in the picture as they hear them. Then, play the audio again and have them write in the missing letters to complete the words. Check answers as a class. Finally, have students sing the chant together.

Activity 4 Track 97

Have students think of the vocabulary words and decide which is their favorite food. Play the audio again. Students chant along but this time they make a check mark in the air when they hear their favorite food mentioned.

I Can

Have students look at the *I Can* statement at the bottom of the page. Say *What can you now do in English? I can ...* Then, elicit the rest of the sentence from the students. Have them check the *I Can* statement in their books.

Resources

- **Workbook** page 84
- **Navio App** Lesson 1
- **Teacher's Resource Center** Worksheet Lesson 1, digital flashcards
- **Student's Digital Book** Lesson 1
- **Student's Digital Workbook** Lesson 1

Lesson 2

Lesson Aim

- To talk about food

New Grammar

I like ... / I don't like ...

Materials: slips of paper

Warm Up

Review Lesson 1 vocabulary. Play a drawing game. Write the Lesson 1 vocabulary on slips of paper. Have a volunteer come to the front and choose a slip of paper and draw the food written on it on the board. Ask students to guess. The student who guesses the correct answer comes to the front, chooses another slip of paper, and draws the food on the board. Repeat until all eight words have been drawn.

Activity 1 Track 98

Point to the dialogue. Play the audio while students follow along in their books. Repeat the audio as needed. Then, students read the dialogue in pairs. Review the Grammar Box on the page, making sure students understand the meaning and form of the highlighted words. Have volunteers read the two sentences aloud.

Grammar

If you are using the Teacher App, play the Grammar Animation. Replay as needed.

Activity 2 Track 99

Have students look at the pictures and elicit the vocabulary word shown in each one. Tell them they will say *Yuck* or *Mmm* for each picture depending on what they hear.

Do item 1 as an example. Tell students to look at the first picture. Play the audio. Pause after item 1. Say *I like salad. Is that a* Yuck *or a* Mmm? Have the class call out the answer. (Mmm) Play the rest. Walk around and listen to see if students respond to the audio appropriately.

Audio script

salad ... I like salad.
ice cream ... I like ice cream.
pizza ... I don't like pizza.
candy ... I don't like candy.
bread ... I like bread.
meat ... I don't like meat.
cheese ... I don't like cheese.
cake ... I like cake.

Activity 3

Have students work on their own to write the foods from Activity 2 into the correct column in the table. Remind them that this is based on their own preferences and not on the audio from Activity 2. Ask volunteers to share what they *like* and *don't like*.

Communication

Personalizing helps students remember language they have a connection to, as well as applying what they've learned to their own lives. Ask students simple questions about themselves. Ask about likes and dislikes, as well as other facts about them. *Do you like [pizza]? Do you have a pet?* As students improve fluency, ask questions each lesson to give them a chance to use what they've learned in a personalized way.

For extra Grammar Practice, tell students to go to page 133.

Grammar Practice Answers
Student's own answers

1 98 **Listen to May and Alex. Then read and say.**

May: I like cheese. Mmm!

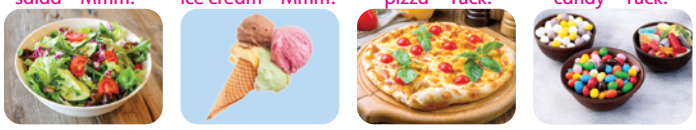
Alex: I don't like cheese. Yuck! I like salad.

Grammar

I **like** cheese.
I **don't like** cheese.



2 99 **Listen, point, and say Yuck or Mmm.**



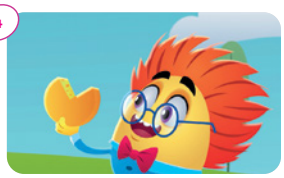


3 **Look at the food in Activity 2. Then complete the table for you.**

I like ...	I don't like ...
Students' own answers	

4 Watch the video and number.

a 4



b 2



c 3



d 1

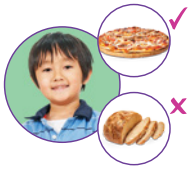


5 Look and complete.



1 I don't like ice cream.

2 I like salad.



3 I like pizza.

4 I don't like bread.

6 Speaking Sharebook pages 41 and 43

Workbook page 85

I can talk about food. Unit 8 117

Activity 4

Play the Grammar video again. Have students look at the pictures and number them according to when they appear. Replay as needed. Check answers as a class.

Activity 5

Ask students to look at the photos next to the girl and boy. Review the words for the images. Point out the check and cross marks indicating *like* and *don't like*. Have students work on their own to write sentences based on what they see. Refer them back to the Grammar Box on page 116 for help. Check answers as a class.

Activity 6

Speaking Sharebook

See page 156 for instructions on setting up and playing *I Like It!*

Wrap Up

Review Lessons 1 and 2 vocabulary and grammar. Elicit different foods and write them on the board. Say *I like salad, milk, and bread. I don't like candy, yogurt, and meat.* In pairs, tell students to share what foods they like and don't like, using complete sentences with two or three food names in each.

I Can

Have students look at the *I Can* statement at the bottom of the page. Say *What can you now do in English? I can ...* Then, elicit the rest of the sentence from the students. Have them check the *I Can* statement in their books.

Resources

- **Workbook** page 85
- **Sharebook** pages 41 and 43
- **Navio App** Lesson 2
- **Teacher's Resource Center** Worksheet Lesson 2
- **Student's Digital Book** Lesson 2
- **Student's Digital Workbook** Lesson 2

Lesson 3

Lesson Aim

- To recognize the value of eating healthy food

New Vocabulary

healthy, OK

Vocabulary Review

cake, pizza, ice cream, candy, salad

Grammar Review

I like ... / I don't like ...

Materials: newspapers or magazines with pictures of healthy and unhealthy food, scissors, glue, paper

Warm Up

Play a game to review Lesson 1 vocabulary. Say a letter or sound and have students pop up from their seats to say a vocabulary word with that letter/sound. Use the letters *P, C, I, M, B, S*. Note there are three vocabulary words that begin with *C* (candy, cheese, cake). If two students stand up at the same time, they sit down. If a student repeats the word they also sit down. The last student standing is the winner.

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, 3, 4, and 6. Check answers as a class. (1 cake 2 pizza 3 ice cream 4 candy 6 cake, ice cream, pizza, candy) Say *Who is in story panel 1?* (Nancy and May) *Where are they in story panel 2?* (the park) *Is there ice cream in story panel 3?* (yes) *Is there candy in story panel 4?* (yes) *Who is in story panel 5?* (Dan, Sam, and May) *Does Sam think May was eating healthy in story panel 6?* (no)

Have students look at the story again. Read the title. Direct them to story panel 5 and say *Is May OK?* (no)

Say *May has a lot of food. Yes* or *no?* (yes) If needed, direct students to story panels 1 through 4. Have them circle the answer.

Check the answer as a class. Write on the board: _____ *has a lot of* _____. Ask students to complete the sentence. (May has a lot of food.)



Activity 2 Track 100

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

To help students understand the value in this lesson, teach the idea of *healthy.* Show pictures of food that is healthy and not healthy. Show a picture of a salad and say *Healthy.* Show a picture of pizza and say *Not healthy.* Then point to story panels 1–4 and say *Look at May. Is cake healthy? Yes or no?* (no) *Is pizza healthy? Yes or no?* (no) *Is ice cream healthy? Yes or no?* (no) *Is candy healthy? Yes or no?* (no) Play the audio again.

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.





3 **Watch, read, and check (✓). Which food is healthy?**

1 candy ◯ 

2 salad ✓ 

3 ice cream ◯ 

4 cake ◯ 

Workbook page 86

I can recognize healthy food. ◯ Unit 8 119

Divide the class in small groups. Provide pictures of food from newspapers or magazines. Have students make two collages, one with healthy food and one with unhealthy food. It is important to get across the idea that cake, pizza, and candy are OK in small amounts, but they are not healthy in large amounts. May has clearly had too much unhealthy food and now she feels sick.

Communication

Studies have shown that reading with your students in English can result in enormous progress in literacy and oral language skills. Allow students to choose the books they want to read, through voting or as a reward. This helps students stay engaged.

Activity 3

Look at the pictures of food. Say *Which food is healthy?* Tell students to find the food in the story and put a check in the box next to the correct answer. Check the answer as a class.

Story Video

You can also play the video. Have students listen and watch the animated version of the story.

Wrap Up

Ask volunteers to present their food collages to the class. Model the language. Say *This is healthy food. This isn't healthy food.* Students do not need to specifically identify each food, only to say if it is healthy or not.

I Can

Have students look at the *I Can* statement at the bottom of the page. Say *What can you now do in English? I can ...* Then, elicit the rest of the sentence from the students. Have them check the *I Can* statement in their books.

Resources

- **Workbook** page 86
- **Navio App** Lesson 3
- **Teacher's Resource Center** Worksheet Lesson 3
- **Student's Digital Book** Lesson 3
- **Student's Digital Workbook** Lesson 3

Lesson 4

Lesson Aim

- To name more food

New Vocabulary

milk, yogurt, water, juice, rice, fish, fruit

Materials: eight index cards

Warm Up

Play a game to review Lesson 1 vocabulary. Write the words on index cards. Invite a student to the front of the class and show them a word card. The class asks *yes/no* questions until they guess the word. Repeat with other students until all the words have been reviewed.

Activity 1 Track 101

Have students look at the pictures. Play the audio and point to each new word as you hear it. Then, have students do the same and repeat the words out loud. Put students in pairs to quiz each other. Model the activity by asking one student to point to a picture while another student says the word. Students take turns at pointing and saying the words.

Activity 2 Track 102

Write on the board _____ *is very good for you.* Say *Healthy food is very good for you.* Have students say other words to fill in the blank.

Read the song aloud. Pause before the first picture and say *What is it?* Elicit the answer *yogurt*. Read the rest of the song and do the same before each picture. Play the audio and have students listen and point.

For each picture, ask *Is it healthy?*

Read the song as a class. Play the audio again and have everyone sing along.

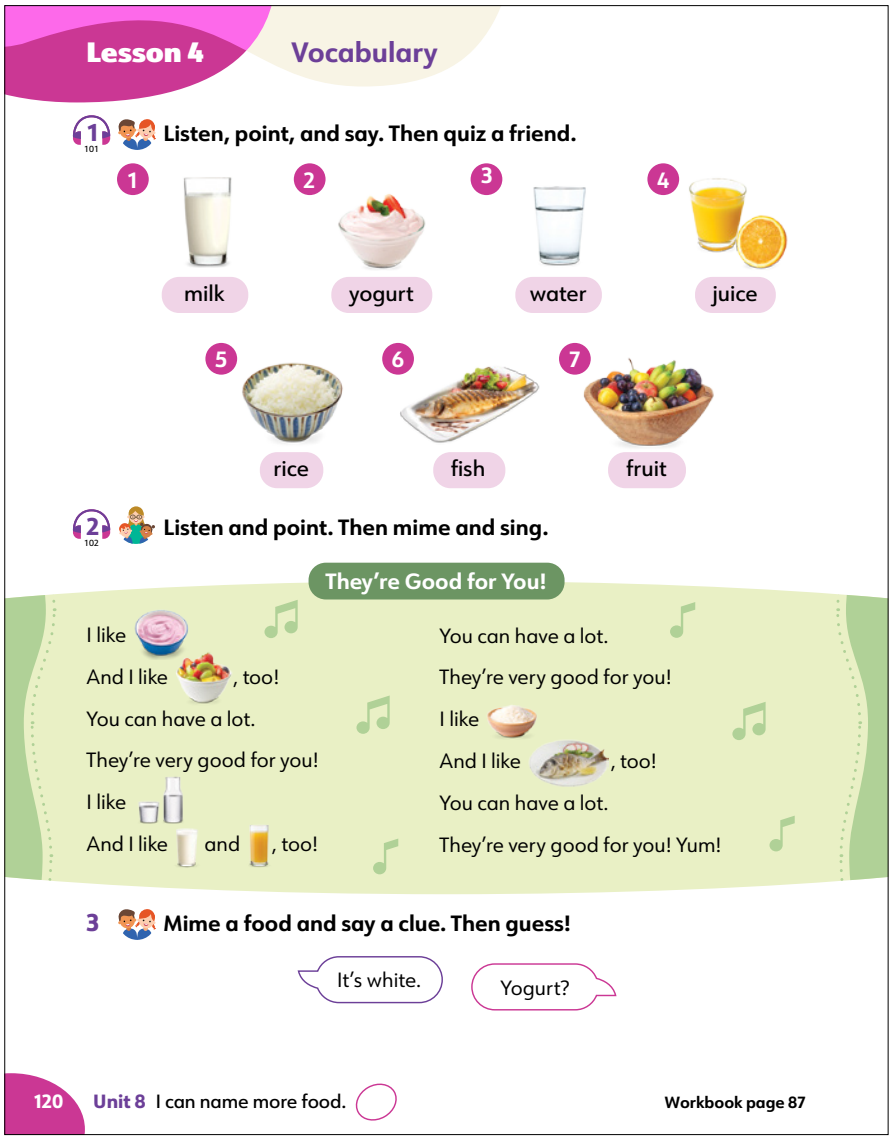
Activity 3

Model the dialogue in the speech bubbles. Choose a food item from Activity 1, e.g., yogurt. Say the color *It's white!* and mime the action of eating yogurt from a small container with a spoon. Have students guess the food. Say *Yes, it is!* or *No, it isn't.* to respond to the guesses. If needed, help students guess. Say *Is it milk?* (no) *Is it yogurt?* (yes)

Put students in pairs to mime food or drink, share a clue and guess. Play until all food words have been mimed. To extend, have students use Lesson 1 vocabulary.

Wrap Up

Put students in pairs. Have them take turns pointing to a food, mime eating or drinking it, and saying if they like it. For example, point to a food, mime the shape of it and the action of eating it, and say *I like pizza*.

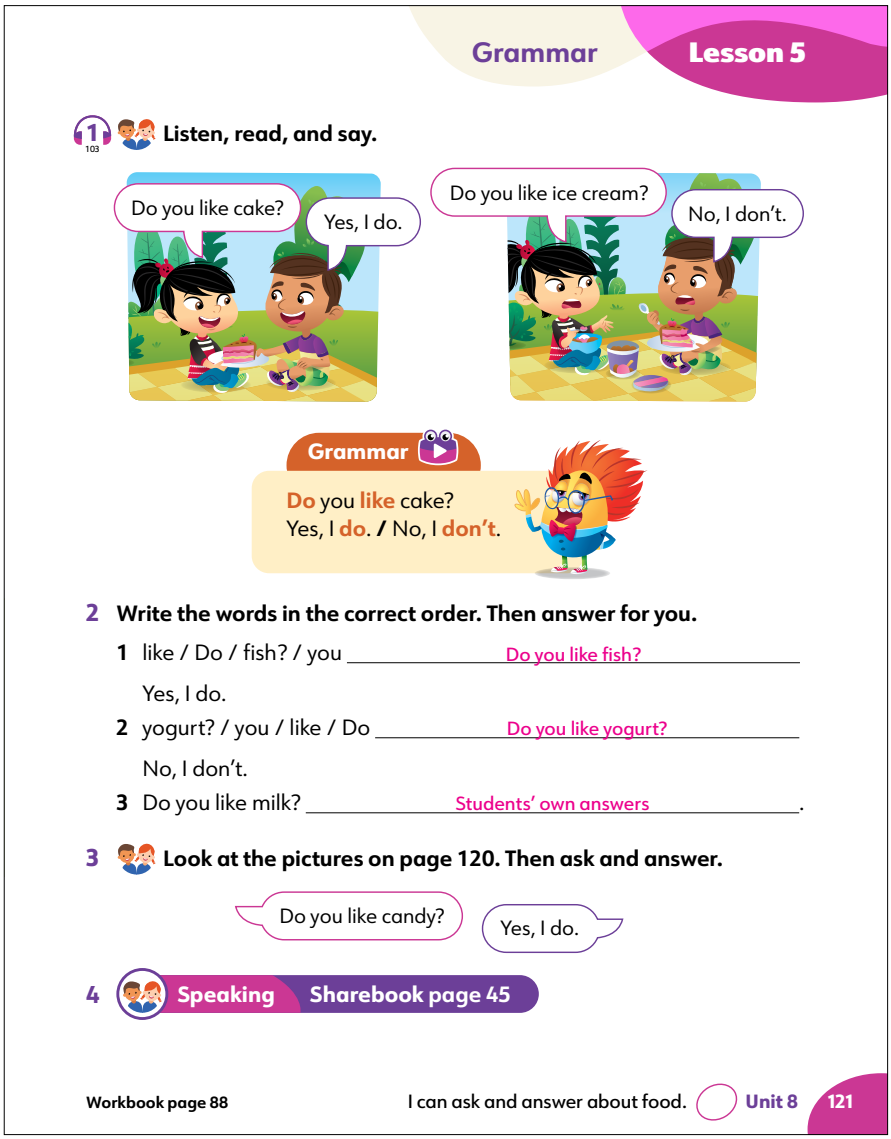


I Can

Have students look at the *I Can* statement at the bottom of the page. Say *What can you now do in English? I can ...* Then, elicit the rest of the sentence from the students. Have them check the *I Can* statement in their books.

Resources

- **Workbook** page 87
- **Navio App** Lesson 4
- **Teacher's Resource Center** Worksheet Lesson 4, digital flashcards
- **Student's Digital Book** Lesson 4
- **Student's Digital Workbook** Lesson 4



Lesson 5

Lesson Aim

- To ask and answer about food

New Grammar

Do you like ... ?

Grammar Review

Yes, I do./No, I don't.

Warm Up

Review Unit 8 vocabulary and grammar. Do a sentence chain. Tell students that you want to know what food and drink they like and don't like. Stand in a circle. Say *I like yogurt.* The student on your left says your sentence and adds a food or drink, e.g., *I like yogurt and milk.* The student on the left adds another food or drink, e.g., *I like yogurt, milk, and cheese.* Continue until all students have added to the sentence.

Activity 1 Track 103

Point to the dialogue. Play the audio while students follow along in their books. Replay the audio as needed. Then, have students read the dialogue in pairs. Review the Grammar Box on the page, making sure students understand the meaning and form of the highlighted words. Ask the question and have students call out one of the answers.

Grammar

If you are using the Teacher App, play the Grammar Animation. Replay as needed. Do Grammar Practice on Student's Book page 133 for homework or in class.

Grammar Practice Answers

1 like, do
2 Do, don't
3 Student's own answers, Yes
4 you, Student's own answers, No

Activity 2

Have students unscramble the sentences for items 1 and 2. Then, they answer item 3 by themselves. Invite volunteers to read each of the questions and answers aloud.

Activity 3

Read the speech bubbles aloud. Point to the pictures in Activity 1 on Student's Book page 120. Say *Do you like milk?* and elicit answers *Yes, I do.* or *No, I don't.* Choose a volunteer to ask you a question. Answer *Yes, I do.* or *No, I don't.*

Put students in pairs to ask and answer questions about the pictures.

Activity 4

Speaking Sharebook

See page 157 for instructions on setting up and playing *The Food Quiz*.

Wrap Up

Ask *Do you like pizza?* Tell students to stand if the answer is *yes*. Once they are standing, elicit *Yes, I do.* and have them repeat chorally. Then elicit *No, I don't.* from the students who are sitting and have them repeat chorally. Ask a volunteer to ask the next question. Continue with all the foods.

I Can

Have students look at the *I Can* statement at the bottom of the page. Say *What can you now do in English? I can ...* Then, elicit the rest of the sentence from the students. Have them check the *I Can* statement in their books.

Resources

- **Workbook** page 88
- **Sharebook** page 45
- **Navio App** Lesson 5
- **Teacher's Resource Center** Worksheet Lesson 5
- **Student's Digital Book** Lesson 5
- **Student's Digital Workbook** Lesson 5

Lesson 6

Lesson Aim

- To recognize food that is good for us

New Vocabulary

fruits, vegetables, vitamins, portions, protein, fat, salt, sugar

Vocabulary Review

colors, healthy

Materials: multi-colored rubber bands, construction paper, pictures of healthy and unhealthy meals

Warm Up

Review colors. Use a pile of multi-colored rubber bands, construction paper, or other classroom items that come in different colors and show one to the class. The first student to raise their hand and say the correct color wins. The winner comes up and chooses another colored item. Continue with all colors.

Activity 1

Have students scan the pictures on the page. Have them talk with a partner about the food they like.

Communication

Often, and particularly with food, students will know English vocabulary beyond what they have been taught in the text. Students will be eager to hear and try to say the English words they know. Allowing students to go beyond the taught vocabulary will excite and engage them in the material.

Activity 2 Track 104

Teach the bold new words in the text. Point to a word and say the word aloud. Have students repeat. Ask students to call out healthy food, e.g., *yogurt, fruit*. Draw a plate with a fish and some salad. Say *Fish and salad is a healthy meal*. Draw a rainbow on the board and review the colors. Point out the food rainbow next to paragraph 2.

Read the activity questions aloud. Play the audio and have students follow along in their books. Have them follow the text with their finger under the words. If students need more practice, play the audio again and pause to focus on specific pictures or words.



Lesson 6 CLIL

1 **Look at the pictures. Tell a friend about the food you like.**
Students' own answers

2 104 **Listen and read. Which food is good for you? Which food is not good for you?** Fruits, vegetables, fish, and meat are good for you. Foods like ice cream, donuts, and candy are not good for you.

Eating Healthy Food!

1 **Fruits** and **vegetables** are good for you. They have **vitamins**. Eat them every day. Try to eat fish and meat in small **portions**. They have **protein**.

2 You can eat fruits and vegetables in the food rainbow. It looks fun!

3 Try not to eat too much food like ice cream, donuts, and candy. They aren't **healthy**!

4 Do you like this food? It looks **tasty**, but it has **fat**, **salt**, and **sugar**. Don't eat it every day.

3 **Think, answer, and share. What healthy food do you eat?**
Students' own answers

122 Unit 8 I can recognize food that is good for me. Workbook page 89

Reread the activity questions. Have students answer and point to the paragraphs where they found the answers (fruits and vegetables, 1; ice cream, donuts, candy, 3).

Read the text as a class. Have the class read aloud or ask for volunteers.

Activity 3

Ask the activity question. Discuss as a class.

Wrap Up

Display two pictures of meals, one that isn't healthy, e.g., macaroni and cheese, and one that is healthy, e.g., a salad. Have students call out the colors they see in the pictures and make a list under each picture. Have them count the number of colors in each picture. Then point at each picture and ask *Is this meal healthy*?

I Can

Have students look at the *I Can* statement at the bottom of the page. Say *What can you now do in English? I can ...* Then, elicit the rest of the sentence from the students. Have them check the *I Can* statement in their books.

Resources

- **Workbook** page 89
- **Navio App** Lesson 6
- **Teacher's Resource Center** Worksheet Lesson 6
- **Student's Digital Book** Lesson 6
- **Student's Digital Workbook** Lesson 6

1 **Read the text again. Then read and match.**

1	Fruits	**a**	are good for you.
2	Eat vegetables	**b**	ice cream, donuts, and candy.
3	Be careful of	**c**	every day.

2 **Project** **Make a food rainbow picture.**

1. Make a list of the colors you want for your rainbow.
2. For each color, add fruits and vegetables.
3. Draw or cut and paste your food rainbow.
4. Write the colors, fruits, and vegetables you used.



3 **Share the colors and food in your food rainbow with the class.**



Lesson 7

Lesson Aim

- To make a food rainbow and encourage others to eat healthy food

Materials: markers, crayons or colored pencils, paper, magazines, scissors, glue

Warm Up

Put students in pairs. Draw five columns on the board with the headings *Red, Green, Yellow, Purple, Orange*. Have pairs discuss and come up with names of 2-3 foods for each column. Have students keep this list handy for the project.

Activity 1

Have students read the text again. Then, have them read and match the sentence halves (1–3 with a–c). Play the audio again to check answers as a class.

Activity 2

Students work in small groups to make a food rainbow poster.

Display the food rainbow poster in the book. Point out the five colors and the various fruits and vegetables in each color band. Before students start read the activity steps aloud.

Arrange students in groups. Provide students with the necessary materials and time to complete the project.

Monitor students' work. Walk around and check they are using a variety of colors of the rainbow and are choosing healthy foods for each color. Check they know the words for the food they choose.

Activity 3

Model presenting the food rainbow poster in the book. Point to the text in the speech bubble and model the language. Then, have groups take turns presenting their posters.

All group members must present, so they should take turns pointing to the poster and talking about it. Help students with any new vocabulary that they may need to know to present their pictures.

Ask a volunteer to write a list on the board of all the foods that are being presented as each group presents. Use this list in the Wrap Up.

Communication

For CLIL projects, students may need to know more vocabulary than is taught in the unit. Make sure to walk around the room and check in with each student to help them learn those words prior to the presentation. Point and say *What is that?* to confirm students are ready.

Wrap Up

Point to the list of foods on the board and chorally count how many times each one was presented. Have students in pairs talk about which they like or don't like.

Now share it!

To help them prepare for this task, have students write a list of questions about what foods their family likes or doesn't like. Encourage them to include the foods their family likes in their at-home food rainbows.

I Can

Have students look at the *I Can* statement at the bottom of the page. Say *What can you now do in English? I can ...* Then, elicit the rest of the sentence from the students. Have them check the *I Can* statement in their books.

Resources

- **Workbook** page 90
- **Navio App** Lesson 7
- **Student's Digital Book** Lesson 7
- **Student's Digital Workbook** Lesson 7

Lesson 8

Lesson Aim

- To read, write, and say the letters *Ww, Xx, Yy,* and *Zz*

Warm Up

Write *Ww Xx Yy Zx* on the board. Point to and say each letter. Have students repeat chorally.

Activity 1

Draw students' attention to the pictures and ask which ones they know. Assist as needed. Tell them they will focus on /w/, /ks/, /y/, and /z/sounds in this lesson. Have students write the missing letters to complete each word. Check answers as a class. Then, repeat the words chorally.

Activity 2 Track 105

Play the audio. Point to the incomplete words. Have students listen and repeat.

Then have them fill in the blanks to complete the words. Next, have them read the words chorally without the audio.

Activity 3 Track 106

Have students look at the pictures. Point to each picture and have the class call out what it is. Play the audio. Have students point to the pictures as they hear the words. Then, repeat the sentences together as a class.

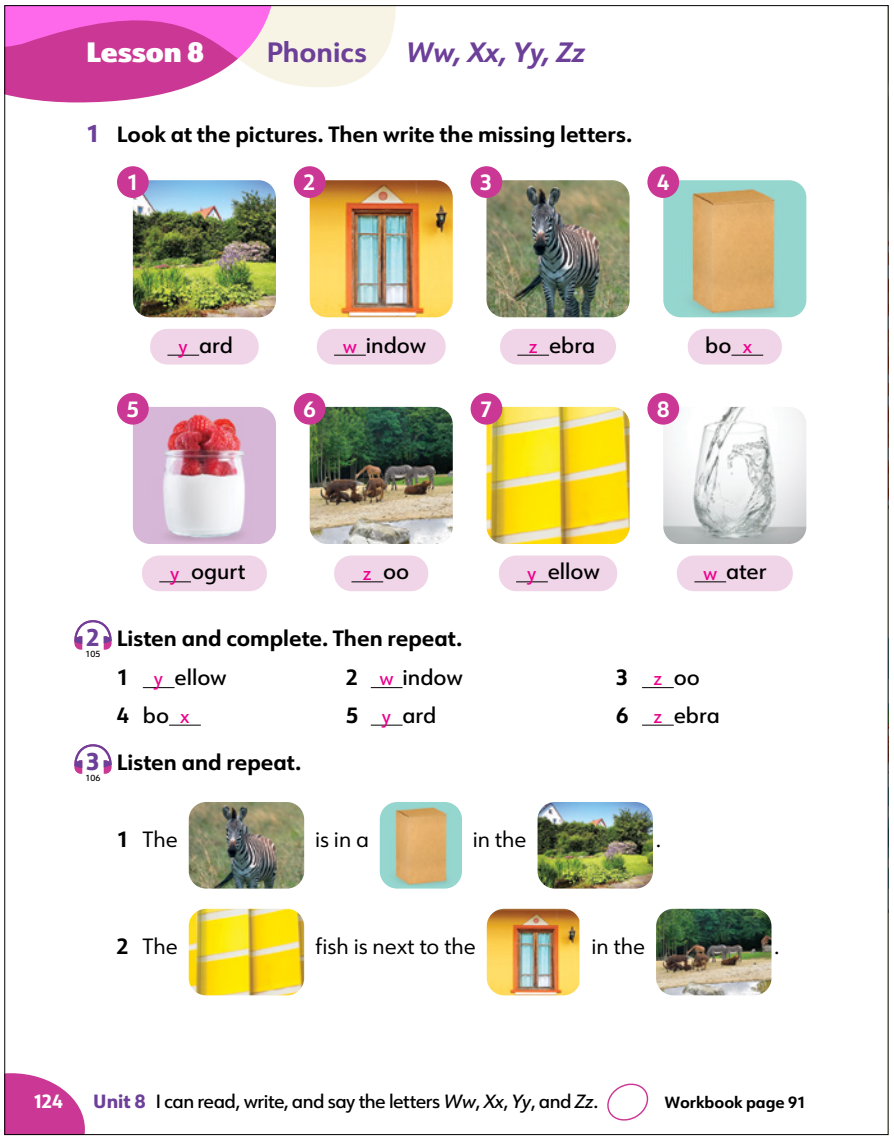
For extra practice, have students say the sentences quickly, slowly, quietly, and loudly.

Audio script

1 The zebra is in a box in the yard.
2 The yellow fish is next to the window in the zoo.

Communication

When practicing pronunciation, put students in mixed-level pairs so that students who are struggling can learn from their classmates and stronger students can help reinforce their own skills by helping others.



Lesson 8 Phonics *Ww, Xx, Yy, Zz*

1 Look at the pictures. Then write the missing letters.

1 _y_ard
2 _w_indow
3 _z_ebra
4 bo_x_
5 _y_ogurt
6 _z_oo
7 _y_ellow
8 _w_ater

2 105 Listen and complete. Then repeat.

1 _y_ellow
2 _w_indow
3 _z_oo
4 bo_x_
5 _y_ard
6 _z_ebra

3 106 Listen and repeat.

1 The [zebra] is in a [box] in the [yard].
2 The [yellow] fish is next to the [window] in the [zoo].

124 Unit 8 I can read, write, and say the letters *Ww, Xx, Yy,* and *Zz.* Workbook page 91

Wrap Up

Elicit words that begin with or include the letters *w*, *x*, *y*, or *z* from the class and write on the board, e.g., *we, sixteen, yellow*, *zebra*. If a student suggests a word that's new to the class, add it to the list. Then, have students echo-read each word after you.

I Can

Have students look at the *I Can* statement at the bottom of the page. Say *What can you now do in English? I can ...* Then, elicit the rest of the sentence from the students. Have them check the *I Can* statement in their books.

Resources

- **Workbook** page 91
- **Navio App** Lesson 8
- **Student's Digital Book** Lesson 8
- **Student's Digital Workbook** Lesson 8



Progress Tracker

Lesson Aim

- To practice Unit 8 language

Materials: one marker per student (e.g., coin, small piece of paper), dice

Activity 1

Demonstrate how to play *Up, Down, All Around!* Read the instructions aloud. Model the game by placing a game piece on *START*. Roll the dice and move the appropriate number of spaces.

Read the text and answer the prompt, e.g., *Name it. ...* Say *Milk. Correct?* (yes) Have a volunteer roll the dice and move the appropriate number of spaces. Have him/her 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 the ladders and snakes and explain how students move up (forward) if they land on a ladder or down (backward) if they land on a snake. The first person to reach *HOME* is the winner.

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. Both players place their game pieces on *START*. Have them take turns rolling the dice, moving the appropriate number of spaces, and answering the prompts.

While students are playing, walk around and monitor and help as necessary. Fast finishers can play the game again with a different partner.

Classroom Management

Have a system for random selection of volunteers to assist in demonstrations to keep everyone engaged and attentive. Write the name of each student on a small piece of paper in a jar or box in the classroom. Pull out a name to identify the volunteer. After that student has a turn, if there will be more volunteers needed for the day, have them choose the next volunteer's name.

Activity 2 Me

Have students complete the statements with their own answers. Remind them there are no right or wrong answers.

I Can

Have students look at the *I Can* statement at the bottom of the page. Say *What can you now do in English? I can ...* Then, elicit the rest of the sentence from the students. Have them check the *I Can* statement in their books.

Resources

- **Workbook** page 92
- **Navio App** Progress Tracker
- **Student's Digital Book** Progress Tracker
- **Student's Digital Workbook** Progress Tracker

Review

Lesson Aim

- To review grammar and language

Activity 1

Point out that the items in this activity are vocabulary words from this unit. Have students look at the pictures to the right and say what they are aloud. Do the first item as an example. Say *juice. Which picture shows juice?* Elicit the answer from students and have them draw a line to match *1* with *c*. Students then match the rest of the items on their own. Check answers as a class.

Activity 2

Direct students' attention to the chart at the top of the page. Go through each line as a class. Tell students to use this chart to complete Activities 2 and 3. Do the first item as an example. Say *I _____ yogurt. Like or likes?* Elicit the answer from students and have them circle it (like). Have them complete the rest of the items on their own. Check answers as a class.

Activity 3

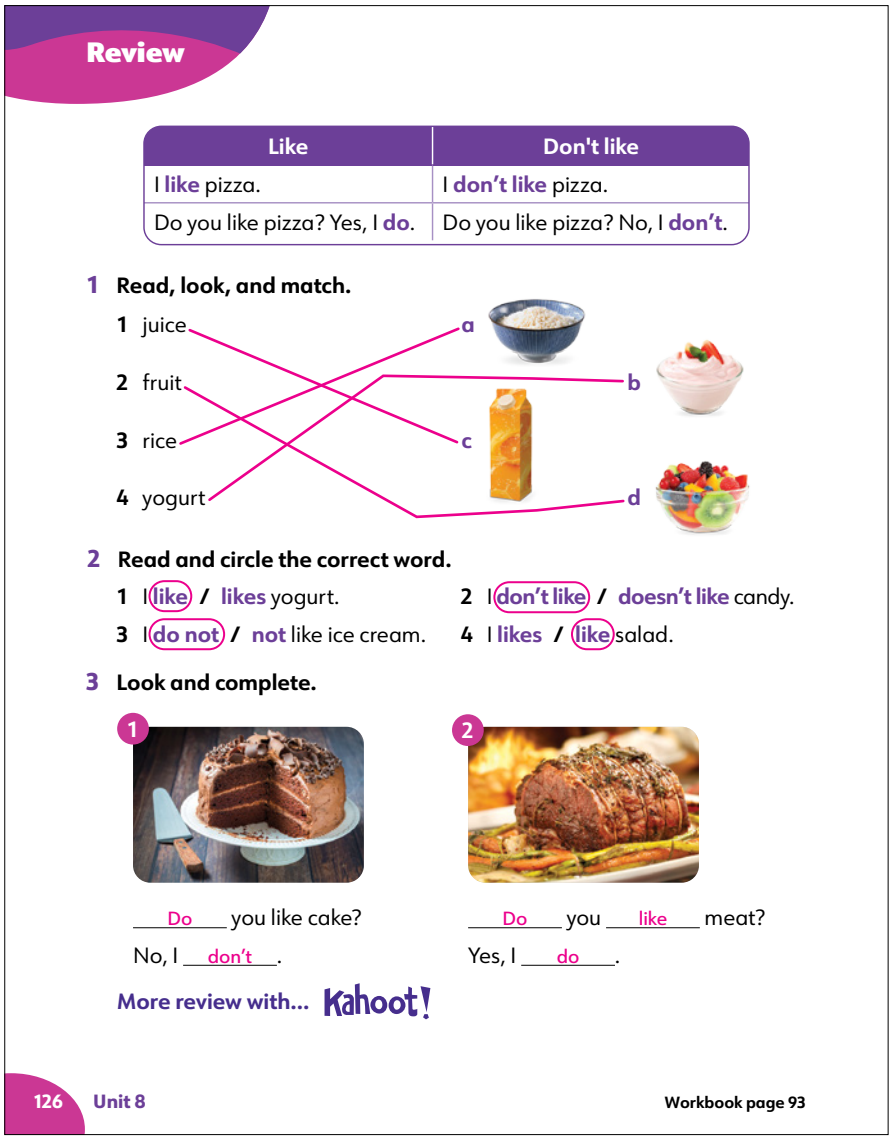
Explain to students that they are going to fill in the blanks to complete the questions and answers below each picture. Remind them to look at the chart at the top of the page as needed for spelling or sentence structure. Have students work individually to complete the activity. Invite volunteers to read the answers aloud. Check as a class.

Kahoot!

Use Kahoot to review content, foster creativity, and engage students. Adapt the content for your class depending on your class objectives.

Resources

- **Workbook** page 93
- **Teacher's Resource Center** Online Assessment
- **Student's Digital Book** Review
- **Student's Digital Workbook** Quiz



Review

Like	Don't like
I **like** pizza.	I **don't like** pizza.
Do you like pizza? Yes, I **do**.	Do you like pizza? No, I **don't**.

1 Read, look, and match.

1 juice
2 fruit
3 rice
4 yogurt

a
b
c
d

2 Read and circle the correct word.

1 I (like) / **likes** yogurt.
2 I (don't like) / **doesn't like** candy.
3 I (do not) / **not** like ice cream.
4 I **likes** / (like) salad.

3 Look and complete.

1

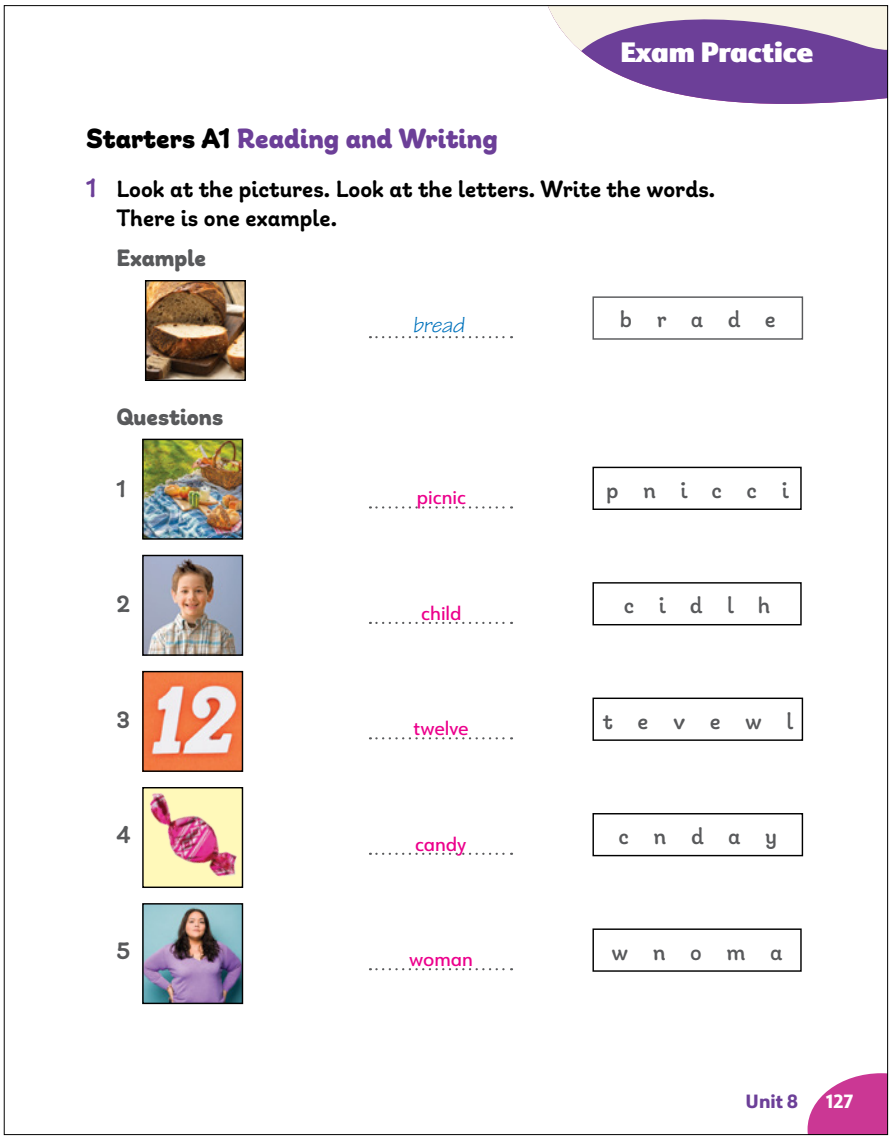
___Do___ you like cake?
No, I ___don't___.

2

___Do___ you ___like___ meat?
Yes, I ___do___.

More review with... Kahoot!

126 Unit 8 Workbook page 93



Exam Practice

Lesson Aim

- Write names using the English alphabet

Starters A1 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. This practice activity helps students become familiar with the format and structure of the Starters exam while reviewing the vocabulary and grammar from Unit 8.

Exam Overview

In this activity, students look at pictures and scrambled words. They unscramble the words and write them on the line. Students should look carefully at the pictures and then at the scrambled words.

Activity 1

Tell students to look at the pictures. Say *What can you see?* Elicit *bread, picnic, child, twelve, candy, woman*. Do not write the words on the board.

Have students look at the example picture. Say *This is bread. How do you spell "bread"?* Point to the scrambled letters. Think aloud while you spell the word. Say *I know "bread" begins with "b." Here is a "b." I will write "b" on the line.* Write on the board to demonstrate. Continue with the remaining letters. Then spell the word aloud: *B-R-E-A-D. That spells "bread."*

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.

Resources

- **Teacher's Resource Center** Starters A1 Reading and Writing Exam
- **Student's Digital Book** Exam Practice

Our Shared World

Lesson Aim

- To talk about food from other countries

Materials: paper, colored pencils, index cards, tape

Warm Up

Elicit the vocabulary words from Lessons 1 and 4. Write them on the board. Ask students to consider which food items can be used in a recipe. Provide a model: *I think cheese can be used in many different recipes ... like tacos.* Circle *cheese* on the board. Have students call out other vocabulary words they think can be ingredients and if possible name a meal they could be used in. Encourage a group discussion on which words are finished foods (e.g., salad) and which might be ingredients. Allow for a variety of answers.

Social-emotional Learning

Have students work in pairs to encourage all students, including less confident ones, to join in class activities. Students can sometimes feel afraid or embarrassed to speak to the whole class, but they might feel safer in pairs. Try this strategy before talking about the pictures as a class in Activity 1. Students will have a chance to discuss their ideas about the picture before opening up to the class.

Activity 1

Have students scan the pictures. Ask *What do you see?* Encourage students to use full sentences to point to and name any foods or ingredients that look familiar to them. Review the bold words with the class. Point them to the Glossary on page 129 for the definitions. Then, ask the activity question and invite students to name foods they know. Discuss as a class.



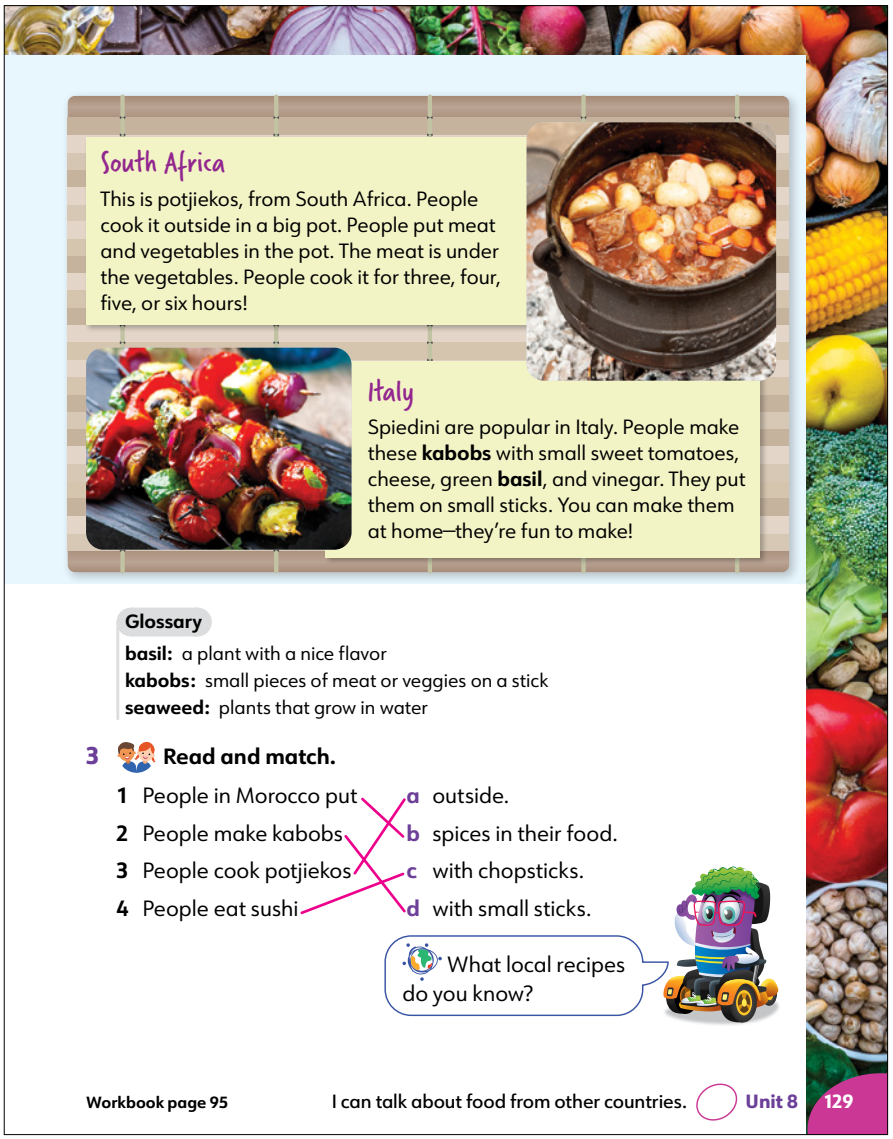
Activity 2 Track 107

Read the activity question aloud. Say *Let's read and find out*. Play the audio and have the students follow along in their books. Have them follow the text with their finger under the words. To check comprehension, ask questions such as *What do people in Japan eat?* (seafood and rice) *What do people in Morocco eat with Tajine?* (bread) *Where is potjekos from?* (South Africa) *Where are spiedini kabobs popular?* (Italy) Invite volunteers to answer the activity question.

Play the audio again or have four volunteers each read one of the paragraphs aloud. Readers can stand up at their desks or come to the front of the class. Read again with another set of volunteers. Go over any new words students may need help pronouncing or understanding.

Resources

- **Workbook** page 94



Activity 3

Do the first item as an example. Read the first part of item 1 aloud. Say *People in Morocco put ...* Call on a volunteer to read the options in a–d to complete the sentence. Elicit the answer (b). Have students draw a line from *1* to *b*.

Have students complete 2–4 individually. Encourage them to try to do as much as possible from memory before rereading the text. Check answers as a class. Ask students to point to where they found each answer.

Wrap Up

Play a game. Make a word card for each student in the class, using the unit's vocabulary words and/or words from the reading text. Tape a card to each student's back. Have them mingle, asking questions to guess their words and giving clues to others to help them guess theirs.

Draw students' attention to Simon at the bottom of the page and have a volunteer read the speech bubble. Invite volunteers to share their answers with the class. Point out that making our favorite recipes is great, but trying new recipes is even more fun.

Pass out paper and colored pencils. Invite the students to write about a local recipe they know, including the ingredients and any preparation directions they can. Ask them to draw a picture of the dish as well. Invite students to share their recipes and drawings with the class.

Display the recipes so students can walk around and look at them. Encourage students to ask questions about any recipes they are not familiar with or that they'd like to know more about.

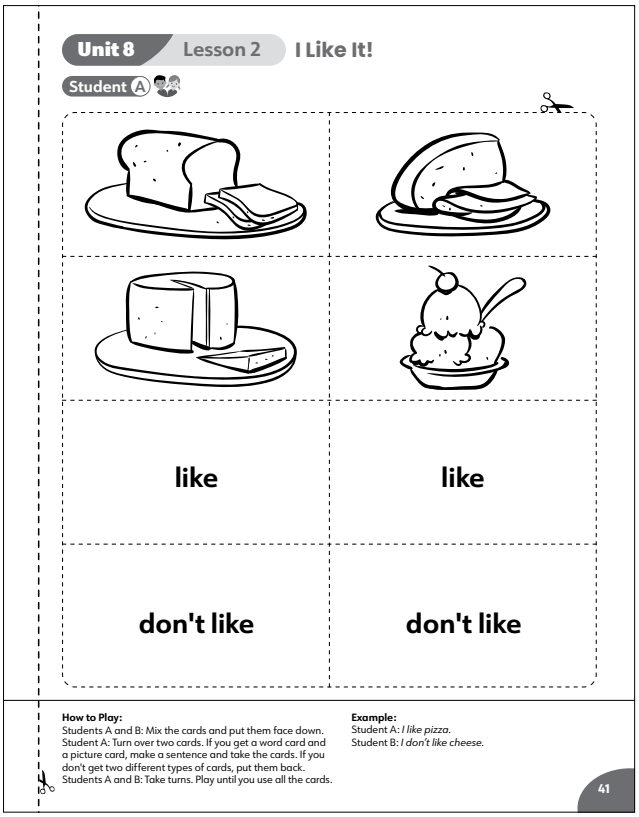
If possible, make a copy of any recipes students would like to take home to try.

I Can

Have students look at the *I Can* statement at the bottom of the page. Say *What can you now do in English? I can ...* Then, elicit the rest of the sentence from the students. Have them check the *I Can* statement in their books.

Resources

- **Workbook** page 95
- **Teacher's Resource Center**
  Education for Sustainable Development and Citizenship Lessons
- **Student's Digital Book**
  Our Shared World
- **Student's Digital Workbook**
  Our Shared World


Unit 8 Lesson 2 I Like It!

Student A

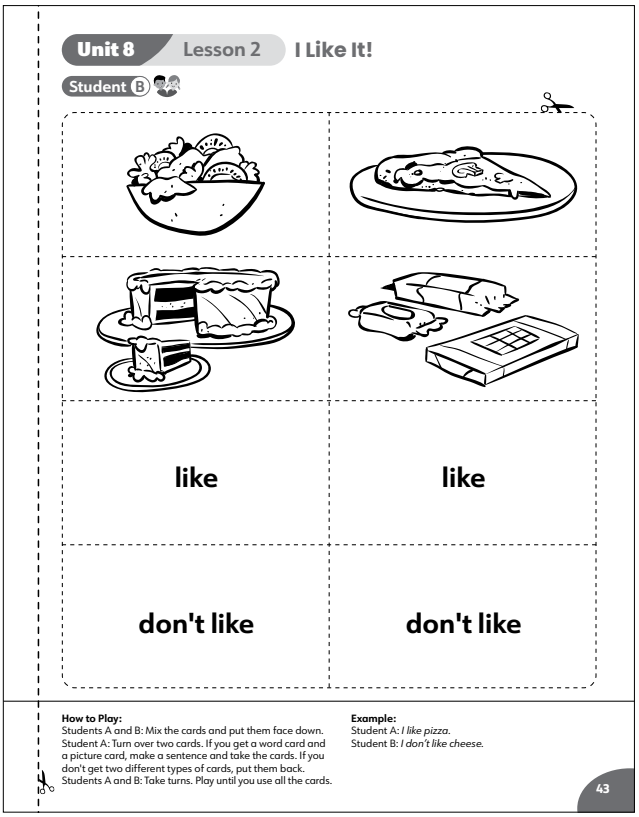
like like

don't like don't like

How to Play:
Students A and B: Mix the cards and put them face down. Student A: Turn over two cards. If you get a word card and a picture card, make a sentence and take the cards. If you don't get two different types of cards, put them back. Students A and B: Take turns. Play until you use all the cards.

Example:
Student A: *I like pizza.*
Student B: *I don't like cheese.*

41


Unit 8 Lesson 2 I Like It!

Student B

like like

don't like don't like

How to Play:
Students A and B: Mix the cards and put them face down. Student A: Turn over two cards. If you get a word card and a picture card, make a sentence and take the cards. If you don't get two different types of cards, put them back. Students A and B: Take turns. Play until you use all the cards.

Example:
Student A: *I like pizza.*
Student B: *I don't like cheese.*

43

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 41, and Student B, page 43. Make sure partners don't look at each other's pages. Students make sentences about their likes.

Before modeling the game, cut out both sets of cards.

Model the activity. You are Student A. Have a volunteer be Student B. Mix all the cards and put them face done in two piles. Turn over two cards. If you get one word card and one picture card, then make a sentence out of it, e.g., *I like pizza*. You keep those cards. Switch roles and have Student B turn over two cards. Demonstrate one or two more times, if extra support is needed. If two word cards or two picture cards are turned over, then students lose a turn. Play until all cards have been matched.

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

Student A: *I like pizza.*

Student B: *I don't like cheese.*

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

Have students each cut out their own set of cards. Then, have pairs do the activity.

Walk around and check students are on task and help as necessary.

Fast finishers can shuffle and play again.

Answers

Answers will vary: I like bread. I don't like bread. I like meat. I don't like meat. I like cheese. I don't like cheese. I like ice cream. I don't like ice cream. I like salad. I don't like salad. I like pizza. I don't like pizza. I like cake. I don't like cake. I like candy. I don't like candy.

Unit 8 Lesson 5 The Food Quiz

Student A Student B

Do you like ... ?

	**yes** (2 points)	**no** (0 points)
	**yes** (0 points)	**no** (2 points)
	**yes** (3 points)	**no** (0 points)
	**yes** (2 points)	**no** (1 point)
	**yes** (1 point)	**no** (1 point)
	**yes** (0 points)	**no** (2 points)
	**yes** (2 points)	**no** (1 point)
	**yes** (1 point)	**no** (1 point)
	**yes** (3 points)	**no** (0 points)
	**yes** (0 points)	**no** (2 points)

Name _____
Score _____

Points
1–10 Unhealthy
11–15 Healthy
16–20 Very Healthy

How to Play:
Student A: Ask Student B about the food.
Student B: Answer the questions.
Student A: Circle Student B's answers on your page. Add up the points and tell Student B their score. Then change roles.

Example:
Student A: *Do you like candy?*
Student B: *Yes, I do.*

45

Put students in pairs, A and B. Each pair has the same share page, page 45. Have students ask and answer questions about food.

Model the activity. You are Student A. Have a volunteer be Student B. Ask Student B a question about the food, e.g., *Do you like candy?* Student B answers *Yes, I do* or *No, I don't*. Demonstrate recording the answer in the chart with a circle. Demonstrate how to score the answer that Student B has given. Switch roles and have Student B ask you a question.

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

Student A: *Do you like candy?*

Student B: *Yes, I do. / No, I don't.*

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.

Tell students that when the chart is complete, they can add up the score. Point to the key to determine if their answers are *unhealthy*, *healthy*, or *very healthy*. Say *Healthy—how many points?* (11–15) *Good. And Very Healthy?* (16–20) *Good job! And Unhealthy?* (1–10)

If extra support is needed, elicit all the food words for the pictures and write them on the displayed page so students can look at it throughout the activity.

Then, have pairs do the activity. Walk around and check students are on task and help as necessary.

Fast finishers can find a new partner and play again.

Answers

Answers will vary: Do you like milk/cake/salad/yogurt/bread/candy/fish/pizza/fruit/ice cream? Yes, I do./No, I don't.