2 Healthy Food

Overview

Unit Objectives

By the end of this unit, students can:

- name fruits and vegetables
- ask and answer questions with *some* and *any*
- understand the value of eating healthy food
- name food and drinks
- ask and answer questions using *Is / Are there any ...?*
- read about essential nutrients
- make and share a healthy eating plan
- read and say words with *s-* blends
- understand different cultures' perspectives.

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	• Vary activities; make them personalized and contextualized. • Allow learners to propose activities.
Focusing	• Display their goals in multiple ways. • Provide prompts to guide learners through their tasks.
Self-regulation	• Help learners set realistic goals. • Encourage self-reflection activities.
Perception	• Display language in flexible formats. Utilize different font sizes and contrasting colors, and vary layout of visual elements. • Provide written transcripts for videos or audio tracks.
Language learning	• Pre-teach vocabulary.
Comprehension	• Activate prior knowledge.
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 fruits and vegetables

New Vocabulary

mangoes, potatoes, peaches, carrots, tomatoes, cucumbers, avocados

Ask students to look at the picture on pages 24 and 25. Say *I can't find Raya, where is she?* Have students point to where she is. Then, tell them to look at the picture again and have them spot five things that the Shareville market has in common with a market in their own town. Have a few volunteers tell you the similarities they find. Then ask them to share any differences.

Activity 1

Display the picture. Read the questions aloud. Elicit the answers from students. Say *This is a market in Shareville. What can people buy here?* (food, fruit, vegetables) Point to Julie and ask *Who's this?* (It's Julie!) *What else can you see in this picture? How many Share Pals do you see?* (four)

Activity 2 Track 19

Have students look at the picture again. Play the audio and point to each new word or phrase 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 20

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 words. Check the answers as a class. Finally, have students sing the chant together.

Activity 4 Track 20

Ask students what their favorite food in the chant is and have them wave their hands when they hear it. Play the audio again. Then, ask *Who likes (mangoes)? Why?* Elicit answers from students. Allow any mistakes in grammar and pronunciation.

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 17
- **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 ask and answer questions with *some* and *any*

New Grammar

Make statements and questions about count nouns using *some* and *any*

Warm Up

Play a game to review Lesson 1 vocabulary. Show or whisper a word to a student. They describe it to the class without saying it. Whoever guesses correctly goes next or chooses another student to go. Continue until all seven food vocabulary words have been used.

Activity 1 Track 21

Point to the dialogue. Play the audio while students follow along in their books. 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.

Grammar

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

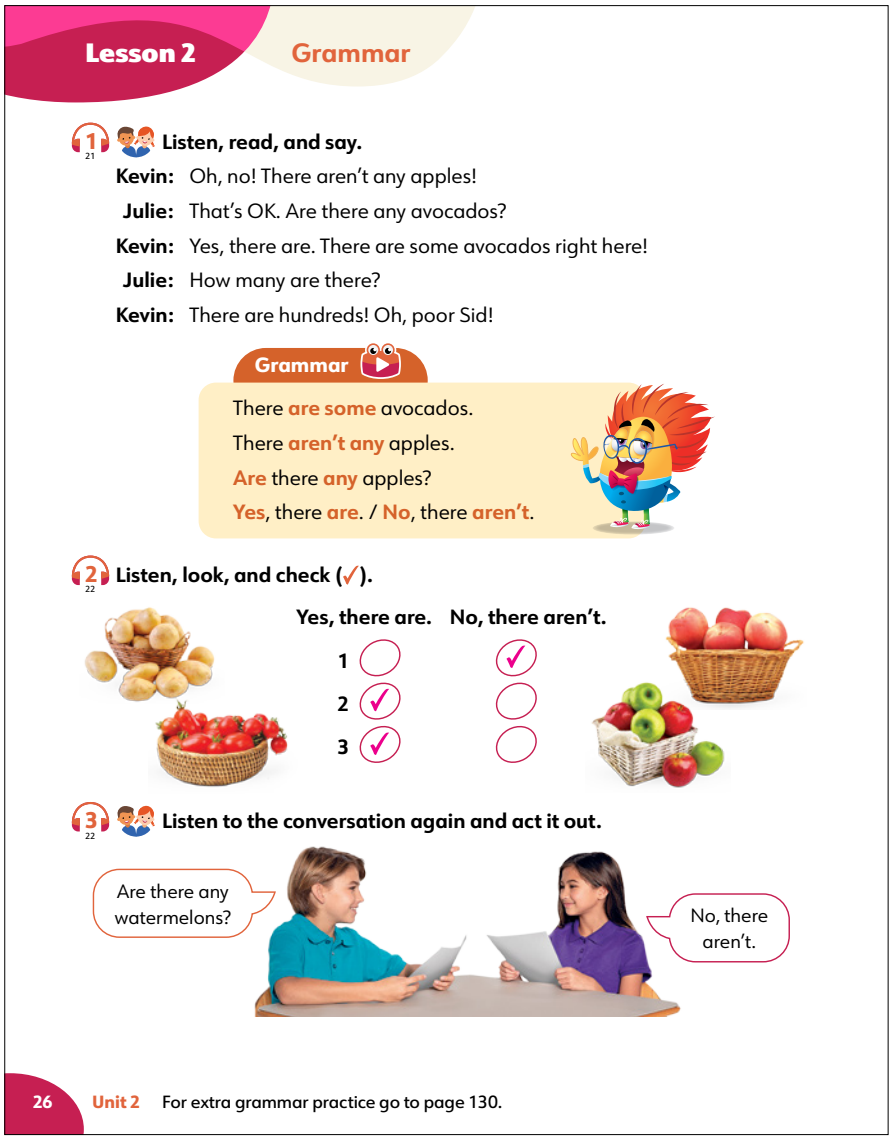
Activity 2 Track 22

Have students look at the pictures. Model the activity. Say *Listen and look at the pictures. Are there any apples?* (Yes, there are.) Tell students for the rest of this activity they will check the box in the correct column based on their answer. Do not have them check a box for this example.

Play the audio. Pause after each item to give students time to look at the pictures and check their answer. Play the audio again. Pause after each item and have the class call out the answer. Encourage students to point to the foods.

Audio script

1 Are there any watermelons?
No, there aren't.
2 Are there any potatoes.
Yes, there are.
3 Are there any peaches?
Yes, there are.



Lesson 2 Grammar

1 21 **Listen, read, and say.**

Kevin: Oh, no! There aren't any apples!
Julie: That's OK. Are there any avocados?
Kevin: Yes, there are. There are some avocados right here!
Julie: How many are there?
Kevin: There are hundreds! Oh, poor Sid!

Grammar

There are some avocados.
There aren't any apples.
Are there any apples?
Yes, there are. / No, there aren't.

2 22 **Listen, look, and check (✓).**

	Yes, there are.	No, there aren't.
1		✓
2	✓	
3	✓	

3 22 **Listen to the conversation again and act it out.**

Are there any watermelons?
No, there aren't.

26 Unit 2 For extra grammar practice go to page 130.

Activity 3 Track 22

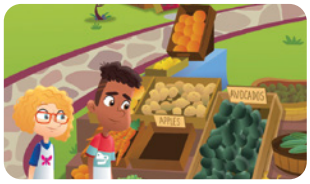
Put students in pairs. Direct their attention to the speech bubbles. Tell them they are going to act out the conversation from the previous activity. Replay the audio as needed. Have two volunteers act out the conversation. Make sure students switch roles.

For extra Grammar Practice, tell students to go to page 130.

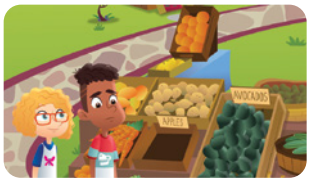
Grammar Practice Answers

1 Are there any potatoes?
Yes, there are.
2 There aren't any peaches.
3 There are some tomatoes.
4 Are there any cucumbers?
No, there aren't.

4 **Watch the video again and complete.**



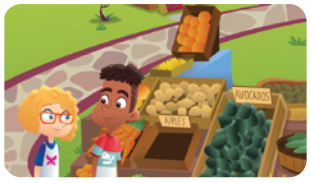
1 There ___aren't any___ apples.



2 ___Are___ there ___any___ avocados?



3 ___Yes___, there ___are___.



4 There ___are some___ avocados.

5 **Look and answer.**

1 Are there any tomatoes?
Yes, there are.

2 Are there any peaches?
No, there aren't.

3 Are there any cucumbers?
Yes, there are.

4 Are there any carrots?
Yes, there are.



6 Speaking Sharebook pages 13 and 14

Activity 4

Play the Grammar video again. Have students look at the pictures and write in the missing words. Replay as needed. Check answers as a class.

Social-emotional Learning

To calm students down and help them transition from one activity to another, try practicing deep breathing together. Model breathing in for two seconds, holding your breath for one second, and breathing out for two seconds. Then count: one. Repeat ten times. This technique will help students regulate their emotions in and outside of the classroom.

Activity 5

Have students look at the picture. Then, encourage them to read the questions aloud. Elicit answers from students and tell them to write the answers in the blanks. Check answers as a class.

Activity 6

Speaking Sharebook

See page 144 for instructions on setting up and playing *At the Market!*

Wrap Up

Write *Yes, there are.* and *No, there aren't.* on the board. Have students look at the pictures on pages 38 and 39 and see what food there is or isn't. Have volunteers choose one of the foods they see and come to the board. The students write the question *Are there any (avocados)?* using the food they chose under the correct "answer" heading.

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 18
- **Sharebook** pages 13 and 14
- **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 eat the right food to stay healthy

Vocabulary Review

mangoes, cucumbers, candy, cookies, carrots, vegetables, juice, peaches, fruit

Grammar Review

Statements and questions about count nouns using *some* and *any*

Materials: index cards, basket, pictures of healthy and unhealthy foods

Warm Up

Write Lesson 1 food words on small cards. Put three of the cards in a basket and give it to a student, who stands at the front of the class and silently reads the cards. Say *[Maria] is at the market. Which fruits and vegetables are in her basket?* Elicit questions from the rest of the class, e.g., *Are there any avocados?* Have students guess until they identify all three words. Continue with other volunteers and different combinations of all seven words.

Activity 1

Display the story. Point to it and ask students to scan the story panels for words they recognize. Ask questions about each story panel and call on students to answer. *What fruits and vegetables do you see in story panel 1?* (carrots, mangoes, potatoes, tomatoes, avocados, kiwi, cucumbers, pears, oranges) *How many Share Pals are in story panel 2?* (two) *What does Matt have in story panel 3?* (a box of oranges) *Which Shareville characters do you see in story panel 4?* (Matt, Julie, Kevin, Clara) *Who is unhappy in story panel 5?* (Clara) *What does Kevin have in story panel 6?* (a drink, juice) *Who likes the juice in story panel 7?* (Clara)

Have students look at the story again. Read the title and ask *What do the children make?* Call on volunteers to answer and identify the story panels with the answer (3, 5).

Activity 2 **Track 23**

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 *eating the right food to stay healthy*. Model behavior that shows eating the right food and not eating the right food. Use word cards from the Vocabulary Review words to demonstrate. Pretend you are eating from the card that says *candy*. Ask the class, *Am I eating healthy?* Elicit *No!* Then, repeat the scene, this time "eating" from the card for cucumbers. Ask the question again and elicit *Yes!* Say *I'm eating cucumbers. I'm eating healthy*.

Then, ask five volunteers to come to the front and assign them 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 the volunteers to close their books and recite 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. One student should be the narrator and read the sentences above each panel.

Have students write or say their favorite things to eat. Use pictures of these things to give the student examples of healthy and unhealthy foods. The class calls out *healthy* or *not healthy*, and the volunteer miming the activity says what the food is.



Activity 3 Track 24

Say *Listen to the question and choose the correct answer.* Do the first item as an example. Play the audio and pause after item 1. Repeat the question, then say *Do they go to Julie's house?* (no) *Do they go to Kevin's house?* (yes) *Let's circle* b. Then, play the rest. Repeat if necessary.

To check answers, read the questions from the audio out loud. Call on volunteers to answer. Ask the rest of the class if they agree. Confirm or correct the answer.

Audio script

1. Whose house do the children go to?
2. Who wants cookies?
3. What do the children make with the vegetables?
4. What fruit do they use?

Story Video

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

Activity 4

Point to the pictures. Elicit the name of each food (cookies, mangoes, candy). Have students check which food is healthy. Check answers as a class.

Communication

Everyone takes in information differently and at different speeds, so when you ask the class questions, pause. Give every student a little more time to think about the question, understand it, and think about an answer. Pausing after the question gives everyone a chance to participate and stay actively involved in class.

Wrap Up

Have students make two lists: Healthy Food I Like and Not Healthy Food I Like. Have them compare their lists with a partner and circle the foods they have in common. Write on the board *I like* _____. *Do you like,* _____*? Yes, I do. / No, I don't.*

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 19
- **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 food and drinks

New Vocabulary

pasta, popcorn, tea, coffee, soda, beef, chicken, lemonade

Warm Up

Have pairs revisit the Lesson 3 story on pages 28–29 and take turns asking and answering questions about foods in the story. Model one round with a volunteer. Say *Are there any avocados?* Elicit *Yes, there are* and have the volunteer point to where in the story they found their answer (story panel 1). Have students play until they have asked about at least five foods.

Activity 1 Track 25

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 pointing and saying the words.

Point to the new words and ask *Which are food?* (pasta, popcorn, beef, chicken) Write them on the board under the category *Food*. Then ask *Which are drinks?* (tea, coffee, soda, lemonade) Write them on the board under the category *Drinks*. Leave the words on the board for Activity 3.

Activity 2 Track 26

Have students look at the picture. Ask what they see. Read the title of the song aloud. Have students read the lyrics first and guess what words are missing. Play the audio. Have students listen and write in the missing words. Replay the audio as needed. Check answers as a class. Read the lyrics (or have a student read them) and have the class act out the missing words. Play the audio again and sing along as a class.



Activity 3

Model an example for the class using the language in the speech bubbles. Then, divide the class into pairs. Have them play until all eight food and drink words are guessed.

Wrap Up

Divide the class into teams and have them line up. Whisper a word or sentence to the first student in each line. Those students then whisper it to the next student, and so on, until the last student in the line has to say it out loud. If the team says it correctly, they get a point.

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 20
- **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

Grammar Lesson 5

1 27 **Listen, read, and say.**

Clara: I want a snack. What do we have?
Mom: There's some soda.
Clara: Great! Is there any popcorn?
Mom: No, there isn't.
Clara: Oh, no! Not again!



Grammar

There's some soda. Is there any coffee?
There isn't any popcorn. Yes, there is. / No, there isn't.



2 28 **Listen and check (✓).**

	chicken	beef	coffee	tea	pasta
Yes, there is.	◯	✓	◯	✓	✓
No, there isn't.	✓	◯	✓	◯	◯

3 Complete the sentences.

1 There isn't ___any___ popcorn.
2 There's ___some___ pasta.
3 Is there ___any___ lemonade? No, there ___isn't___.
4 _____ there _____? Yes, there _____.
Student's own answers.

4 Speaking Sharebook page 15

Workbook page 21 I can ask and answer with *Is there any ...?* ◯ Unit 2 31

Lesson 5

Lesson Aim

- To ask and answer questions using *Is/Are there any ...?*

New Grammar

Statements and questions about non-count nouns using *some* and *any*

Warm Up

Ask *Are there any chairs in this classroom?* Elicit the answer. Continue with other count nouns, such as *desks, backpacks, tablets, boys, girls,* etc. Encourage students to ask their own questions for the rest of the class to answer.

Activity 1 Track 27

Point to the dialogue. Play the audio while students follow along in their books. 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.

Grammar

If you are using the Teacher's App, play the Grammar Animation. Replay as needed. Do Grammar Practice on page 130 for homework, or in class.

Grammar Practice Answers

1 There's **2** isn't **3** any, isn't
4 Is, Yes

Activity 2 Track 28

Tell students that they are going to listen to a conversation between two children about what food there is. Do the first item as an example. Play the audio and pause after *There's some beef!* Ask *Is there any beef?* (Yes, there is.) Check the first box under *beef*. Play the rest. Have students complete the activity individually. Check answers as a class.

Audio script

Child 1: Do you have any food?
Child 2: Yes, look here. There's some beef!
Child 1: Yummy! I like beef!
Child 2: And look, there's some pasta, too! Do you like pasta?
Child 1: I love pasta! Is there any tea?
Child 2: Yes, there's some tea right here!
Child 1: Great, let's eat!

Activity 3

Direct students' attention to the sentences. Have them write in the missing words. Do the first one as an example. Check answers as a class.

Activity 4

Speaking Sharebook

See page 145 for instructions on setting up and playing *Concentration*.

Wrap Up

Divide the class in pairs. Have students secretly write three food or drinks that are in their kitchen in their notebooks. Have partners take turns asking and answering, using *Is there any _____?*

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 21
- **Sharebook** page 15
- **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 read about essential nutrients

New Vocabulary

essential nutrients, water, hydrated, protein, fat, carbohydrates, vitamins, minerals

Vocabulary Review

avocados, beans, broccoli, cheese, fruit, pasta, thirsty, vegetables

Materials: index cards, tape

Warm Up

Make vocabulary flashcards and place them on the board. Give students time to remember them. While they close their eyes, take one or more flashcards away. Students guess the missing words.

Activity 1

Put students into pairs and tell them to scan the pictures on the page. Ask *What do you see?* Invite volunteers to share their answers with the class.

Activity 2 Track 29

Tell students to read the title and look at the pictures again. Read the activity question aloud. Play the audio and have students follow along in their books. Reread the activity question aloud and elicit the answer. Have students point to the paragraph where the answer can be found (1). Tell students that even though the title mentions six essential nutrients, sometimes fiber can be considered a nutrient. In that case, the number may be seven.

Teach the bold new words in the text. Point to each word and say the word aloud. Have students repeat them.

Activity 3

Arrange students in small groups. Read the activity question aloud. Give students 1–2 minutes to think and make notes on their ideas. Then, call on students to share their ideas with the class.



Lesson 6 CLIL

1 **Look at the pictures. Tell a friend what you see.** Answers will vary.

2 29 **Listen and read. Where do we get essential nutrients?** Food
Why do we need them? To be healthy

Six Essential Nutrients

What makes food healthy? Healthy food has a lot of **essential nutrients**. They give our bodies energy to help us run, walk, and think! They also protect against illness.

Water is an essential nutrient. We need water to stay **hydrated**. When you play sports and use energy, you may be thirsty. Drinking water will help give you energy again.

Protein builds our bodies and brains! We get protein from meat, cheese, and beans. Our bodies also need some **fat** to give us energy. Avocados and cheese are two types of food that have fat.

Fruit, some vegetables, pasta, and bread are **carbohydrates**. Carbohydrates become glucose when we eat them. Glucose is essential for our brains. Our bodies also need **vitamins** and **minerals**. They help make us strong and healthy. Fruit has vitamin C to stop a cold and broccoli has calcium for strong bones! Want to be healthy? Choose food with essential nutrients!

3 **Think, answer, and share. Do you eat food with all the nutrients every day?** Answers will vary.

32 Unit 2 I can read about the six essential nutrients. Workbook page 22

Classroom Management

If you have a quiet class, use a points system to make participation a game. Give students (as groups or individuals) points for participating in class and volunteering to answer questions, model language, etc. At the end of the day or week, reward the student or group that has the highest points.

Wrap Up

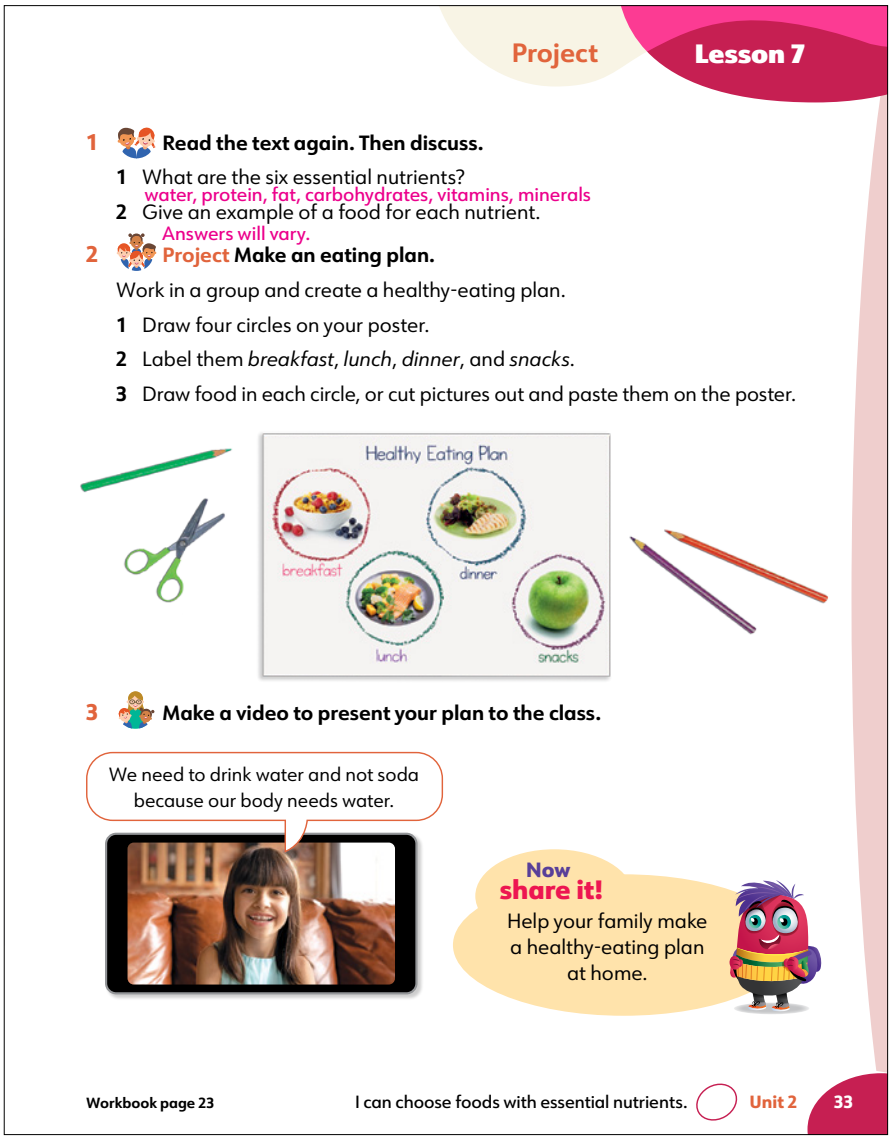
Play a game to review the lesson vocabulary. Make a word card using nutrient words for each student in the class. Tape a card to each student's back. Have them mingle, asking questions and giving clues to guess their words.

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 22
- **Navio App** Lesson 6
- **Teacher's Resource Center** Worksheet Lesson 6
- **Student's Digital Book** Lesson 6
- **Student's Digital Workbook** Lesson 6



Lesson 7

Lesson Aim

- To choose foods with essential nutrients and make and share a healthy eating plan

Materials: paper, markers, crayons, colored pencils, food magazines, scissors, tape, glue, any device with a camera

Warm Up

Say a letter and ask students to stand up and shout a word that begins with that letter. Students who stand up at the same time are out. Students who say the wrong word are also out. The student left standing wins!

Activity 1

Put students in pairs. Have them take turns reading sections of the text aloud to each other. Read the item questions aloud. Have students answer the questions. Check answers as a class.

Activity 2

Students work in groups to make an eating plan. Display the model eating plan in the book. Read the activity steps aloud. Before they start, have students talk about what the eating plan should include and decide how to divide up the work. For example, each student could work on a different meal. If pictures from food magazines are not available, students can draw pictures.

Activity 3

Tell students they are going to make a video to present their eating plan. Point to the text in the speech bubble and model the language.

All students must participate in the video, so have them take turns in front of the camera. Students talking to the camera may read notes held by another student standing out of frame. Ask one volunteer to hold the poster and another to point to the pictures whenever the video mentions one of the meals.

Wrap Up

Display the eating plans around the classroom. Ask each student to make a positive comment about another group's eating plan, or point out similarities and differences. Model the language: *They are similar because they both have (chicken). They are different because one has (pasta) and the other one has (rice).*

Now share it!

To help students prepare for this at-home task, write the names of the meals (*breakfast, lunch, dinner, snacks*) on the board and ask students what they usually eat at home for each one. Ask them *Are your meals healthy? Why?* If they answer with a *no*, encourage them to make a healthy eating plan with their family. If students do have healthy meals at home, encourage them to come up with an alternative healthy eating plan with their family.

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 23
- **Navio App** Lesson 7
- **Student's Digital Book** Lesson 7
- **Student's Digital Workbook** Lesson 7

Lesson 8

Lesson Aim

- To read and say words with *s*-blends

Warm Up

Have students to report back about the *Now share it!* task. Say *What's your healthy eating plan for (breakfast)*? Model the language for the class: Say *My healthy eating plan for (breakfast is eggs and tomatoes).* Call on volunteers to share with the class, or put students in small groups to share.

Activity 1

Draw students' attention to the pictures and ask which ones they know. Assist as needed. Then, have students write the missing letters to complete each word. Check answers as a class. Then, repeat the words chorally.

Activity 2 Track 30

Play the audio. Point to the words and have students listen and repeat them. Then, have them say the words chorally.

Activity 3 Track 31

Play the audio and have students follow along in their book. Play the audio again and have students fill in the blanks with the words for each picture. Repeat the sentences together as a class.

Audio script

1 The spider rides a skateboard to school.
2 The snake goes down the slide on its scooter.

Communication

To help students be clearly understood in English, tell them to focus on accuracy as they pronounce the *s*- blend words. Remind students to speak more slowly as they repeat the words and to not become frustrated if they can't make the exact same sounds as the speaker. Once their accuracy improves, their speech will naturally speed up again.



Lesson 8 Phonics *s*- blends

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

1 s c h ool
2 s n ake
3 s l ide
4 s q u are
5 s p ider
6 s c ooter
7 s k ateboard
8 s h are

2 **Listen and repeat.**

1 skateboard 2 share 3 scooter 4 slide
5 school 6 square 7 spider 8 snake

3 **Listen and read. Then write the word.**

1 The spider rides a skateboard to school.
2 The snake goes down the slide on its scooter.

34 Unit 2 I can say words with *s*- blends. Workbook page 24

Wrap Up

Have pairs of students write a silly sentence with as many *s*- blends as they can. If needed, help the class brainstorm names (*Spencer*, *Steve, Stella, Smith, Scarlet*) and verbs (*start, stop, smile, smell, spell, step, spend, spill, swim*) that start with *s*- blends and write them on the board. Write an example sentence on the board, *Smith smiles at a snake.* Then, have volunteers share their sentences with the class.

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 24
- **Navio App** Lesson 8
- **Student's Digital Book** Lesson 8
- **Student's Digital Workbook** Lesson 8



Progress Tracker

Lesson Aim

- To practice Unit 2 language

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

Activity 1

Demonstrate how to play *Up, Down, All Around!* Read the instructions aloud. Students start with their marker to the left of square 1. Model rolling the dice and moving your marker to the correct square. Follow the prompts. Explain how the squares with snakes and ladders work (move up if you land on a ladder, slide down if you land on a snake).

Divide the class in pairs and hand out one game piece per student. Have students take turns rolling the dice, moving their marker to a square, reading the prompt aloud, and completing the prompt. Students play until one student reaches Home. Give them 15 minutes to play.

Walk around and monitor while pairs play the game. Check to make sure students are playing correctly. Students may raise their hands if they're not sure whether an answer is correct. Fast finishers can play the game again with a different partner.

Classroom Management

Sometimes students have a hard time staying on track when working in pairs. Rather than calling out bad behavior, call out all of the good behavior that you see. Students respond well to praise and are often prompted to motivate each other to stay on task to receive more praise.

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 25
- **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

Have students look at the pictures to the right and say what they are aloud. Do the first item as an example. Say *There are some carrots. True or False?* Elicit the answer from students and have them circle it (False). Students then answer the rest of the items. 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 as a guide to complete Activities 2 and 4. Have students look at the pictures to the right again. Do the first item as an example. Say *There isn't _____ rice.* Elicit the answer from students and have them circle it (any). Students then answer the rest of the items. Check answers as a class.

Activity 3

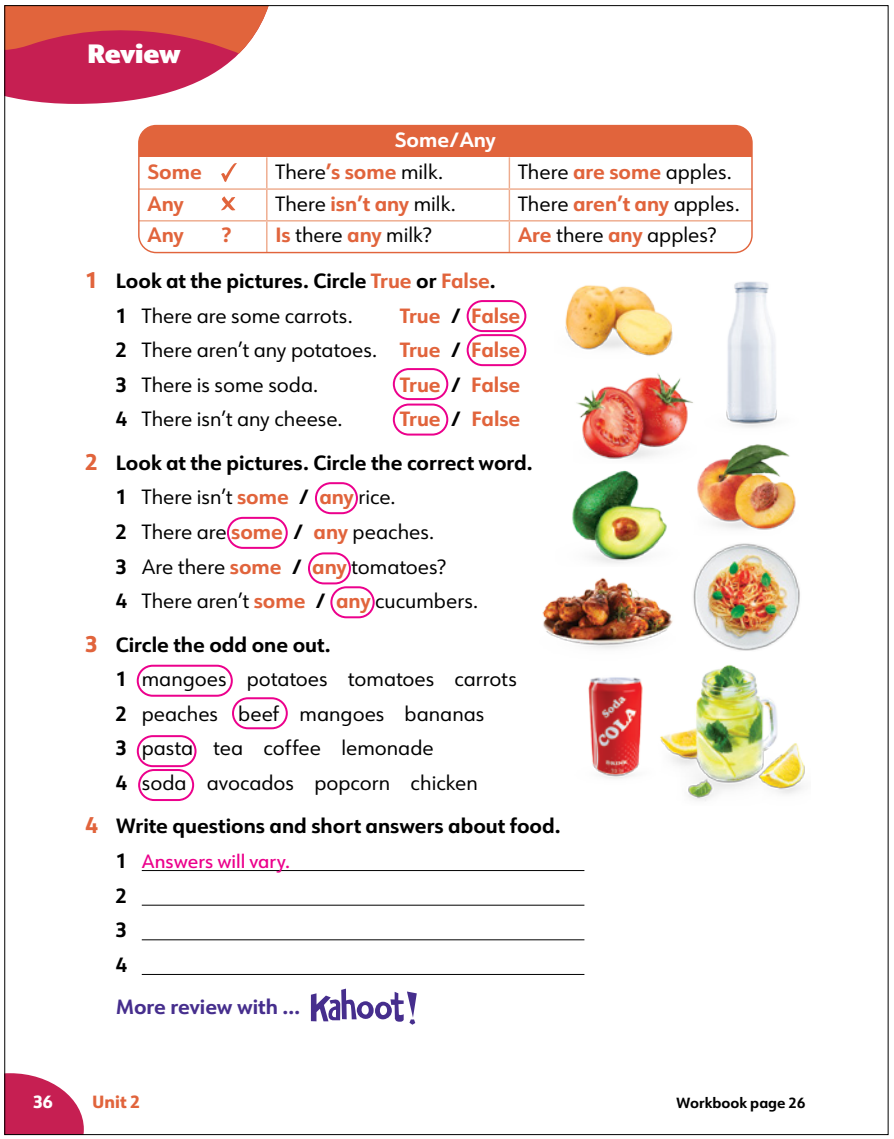
Explain to students that they are going to circle the vocabulary word that does not correspond to the group. Have a volunteer read the words in item 1. Ask *What are (mangoes)?* (fruit) Repeat the same question for each word in item 1. Ask students which word does not correspond and why (mangoes, they are not vegetables.) Students circle the answer. Have them answer the rest of the items. Check answers as a class.

Activity 4

Explain to students that they are going to write questions and answers about food using *some* and *any*. Remind them to look at the chart at the top of the page for spelling and sentence structure. Check answers 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.



Review

Some/Any			
Some	✓	There's some milk.	There are some apples.
Any	✗	There isn't any milk.	There aren't any apples.
Any	?	Is there any milk?	Are there any apples?

1 Look at the pictures. Circle True or False.

1 There are some carrots. True / False
2 There aren't any potatoes. True / False
3 There is some soda. True / False
4 There isn't any cheese. True / False

2 Look at the pictures. Circle the correct word.

1 There isn't some / any rice.
2 There are some / any peaches.
3 Are there some / any tomatoes?
4 There aren't some / any cucumbers.

3 Circle the odd one out.

1 mangoes potatoes tomatoes carrots
2 peaches beef mangoes bananas
3 pasta tea coffee lemonade
4 soda avocados popcorn chicken

4 Write questions and short answers about food.

1 Answers will vary.
2 _____
3 _____
4 _____

More review with ... Kahoot!

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Resources

- **Workbook** page 26
- **Teacher's Resource Center** Online Assessment
- **Student's Digital Book** Review
- **Student's Digital Workbook** Quiz

Movers A1 Reading and Writing

1 **Read the story. Choose a word from below. Write the correct word next to numbers 1-5. There is one example.**

Jim is helping with the food for his dad's birthday party. "Dad likes meat. Is there any [1] chicken ?" asks Jim. "No, there isn't," says Grandma. "Oh, no!" says Jim. "Is there any pasta?" "Yes, there is," she says. "And there's some popcorn and cake, too." "Great!" says Jim.

"Dad likes fruit. Are there any [2] peaches ? asks his sister Zoe. "No, there aren't," says Grandpa. "There are some [3] carrots and cucumbers." "Good! He likes vegetables, too," says Zoe.

"The food is ready. Now let's clean up," says Grandma. "Whose keys are these? Are they yours, Jim?" asks Grandma. "No, they're [4] mine ," says Zoe. "OK. Here you are. And this e-reader? Is it [5] yours , Jim?" Grandma asks. "Yes, it is," says Jim. "I can put it away."

Their dad is at the door. "He's here!" says Grandpa. "Let's sing Happy Birthday."


pasta


chicken


carrots


peaches


mangoes


mine


ours


yours

2 **Now choose the best name for the story. Tick one box.**

A Birthday Party for Dad ☑ Saturday at Home ☐

Exam Practice

Lesson Aim

- Read and understand some short, simple stories about familiar topics with the help of pictures

Movers A1 Reading and Writing

This is a practice activity modeled on Part 3 of the Reading and Writing Test of the Movers Young Learners English Exam. This practice activity helps students become familiar with the format and structure of the Movers exam while reviewing the vocabulary and grammar from Unit 2.

Exam Overview

In this activity, students read the text and choose the correct words from beneath the pictures to complete the text. They should write each word in the blank space in the text. Not all the words are used. Students then check the best name for the story by checking a multiple choice box.

Activity 1

Tell students to look at the items in the box. Have volunteers read them aloud. Say *How many food words are there?* (five) *How many are not food words?* (three) *What are they?* (mine, ours, yours) *How many blanks are there in the story?* (five, including the example) *So how many words from the box do we need?* (five, including the example) Read the first paragraph, including the example, aloud. Ask *Why does it say chicken? Why not carrots?* (The text says, "Dad likes meat.") *Why not pasta? The pasta has meat.* (Jim later asks, "Is there any pasta?")

Tell students to complete 1–5 individually. Give them time to write their answers. Have students compare their answers in pairs. Check answers as a class.

Activity 2

Say *This story doesn't have a name. Which name is best?* Have a volunteer read the two possible names for the story. Have students choose the name individually. Ask them to think about what the story is about. Say *Is it about Dad's birthday party?* (yes) *Is it a Saturday? Can you find* Saturday *in the story?* (no) Have students check the correct box. Check the answer as a class.

Resources

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

Our Shared World

Lesson Aim

- To gain perspective of and understand different cultures around the world

Materials: paper

Warm Up

Have students write a list of five food words, in which four of the words are from a similar category and one of the words is different. For example, four fruits and one vegetable, or four healthy foods and one unhealthy food. Have students swap papers with a partner and say which word doesn't fit.

Activity 1

Say *I ate chicken and a salad for lunch yesterday. What did you eat for lunch at school yesterday?* Elicit answers from students. To extend, you can ask students if they liked their lunch or not, and why.

Activity 2 Track 32

Explain to students what a magazine article is. Then, draw students' attention to the text and pictures. Ask them *What do you think the text is about?* Elicit answers from them.

Review the Glossary on page 39 with the students. Make sure they understand the terms.

Play the audio and have the students follow along in their books. Ask if their guesses about the article were correct. Play the audio again, or read the article aloud to the class, this time pausing after each panel. To check comprehension, ask questions such as *What time do students in the USA have lunch?* (12:00 to 12:30) *What is paella?* (A typical lunch. Rice with meat, vegetables, and fish.)

Read the activity question aloud. Have students share with the class which lunches they would like to eat and why.



Our Shared World

1 **Discuss. What did you eat for lunch yesterday at school?**

2 32 **Read and listen to the magazine article. Which lunches would you like to eat?** answers will vary

What's for Lunch?

USA

Students eat lunch at school from 12:00 to 12:30. Schools usually have a cafeteria that students can choose food from, but a lot of students bring a small lunch from home. Peanut butter and jelly sandwiches, some vegetables, and fruit are popular. They also have a juice box or water.

Japan

In Japan, students also eat at school, but they eat their big lunch in their classroom! They take their trays of rice, soup, salad, meat or fish, and a bottle of milk to their desks. Students eat from 12:30 to 1:10.

Colombia

A lot of Colombian students finish school at 12:30 and eat at home. Others bring lunch from home and eat at school. They eat meat, rice, beans, potatoes, and vegetables. Lunch is the big meal of the day.

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Social-emotional Learning

Use quiet thinking time before a group project. Have students sit for a few minutes to think about what they want to say and do for a project before speaking with their group. This helps students come up with ideas and contribute to the group, leading to stronger group work.

Resources

- **Workbook** page 28

Spain

Many students go to school from 9 to 2. Eating together as a family is important. Adults and children eat lunch at home every day. Lunch is a big meal at 2 or 3 pm. A typical lunch is paella. Paella is rice with meat, vegetables, and fish.





India

Many students in India eat a big lunch at school. They do not bring it from home. The cafeteria food is delicious, so there are long lines. There is rice, flatbread, and vegetable or meat stews. They usually eat lunch from 12:30 to 1:20.

Glossary

flatbread: a type of thin, flat bread
tray: an object used for carrying food

3 **Complete the chart. Put each country in two categories.**

At school	At home	Big lunch	Small lunch
USA	Colombia	Japan	USA
Japan	Spain	Colombia	
India		Spain	
		India	

What is the same and what is different about your school lunch?



Activity 3

Read the column headings in the chart aloud. Do the first one as an example. Ask *Which country eats lunch at school?* (USA) *Do students in the USA eat big or small lunches?* (small) Have students write the country in the correct column.

Put students in pairs and have them fill in the rest of the chart. Remind students to go back and check the magazine article as needed. Then, check answers as a class.

Wrap Up

Write some of the food items from this lesson on cards. Divide the class into teams. Give one card per student. Students draw the word on the board until team members guess correctly.

Draw students' attention to Simon at the bottom of the page and have a volunteer read the speech bubble. Draw a Venn diagram that says *My lunch* on one circle, *Other country's lunch* on the other, and *Both* in the middle where the circles overlap. Then, explain to students that in the first circle they are going to write the food in their lunch; in the second one, they are going to write the food in the lunch of one of the countries from Activity 2; and in the middle, they are going to write the food both lunches have in common. Have them draw their Venn diagrams in their notebooks. Finally, encourage students to share their Venn diagrams with the class.

Be sure to remind students that people and countries are different and that is OK. We should respect differences and celebrate diversity.

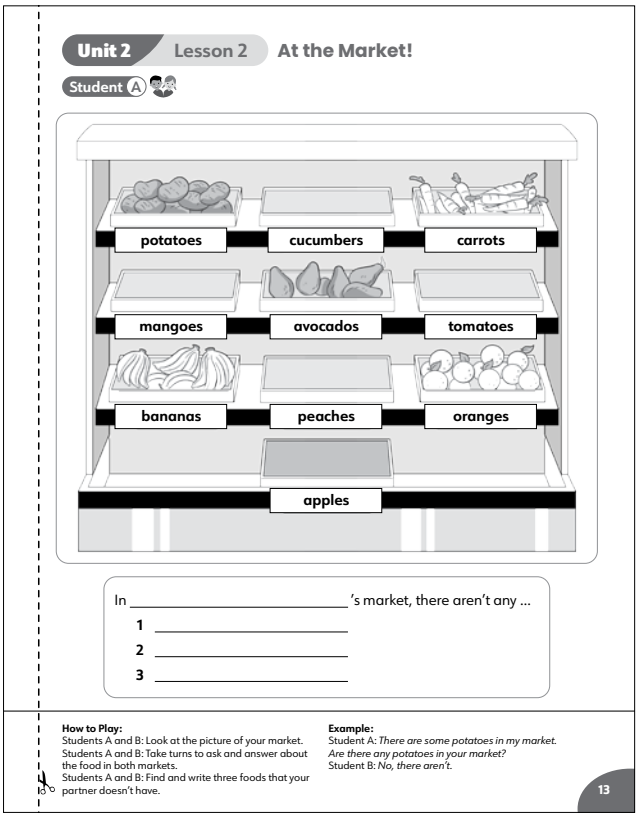
To extend the activity, ask students what they think Simon eats for lunch.

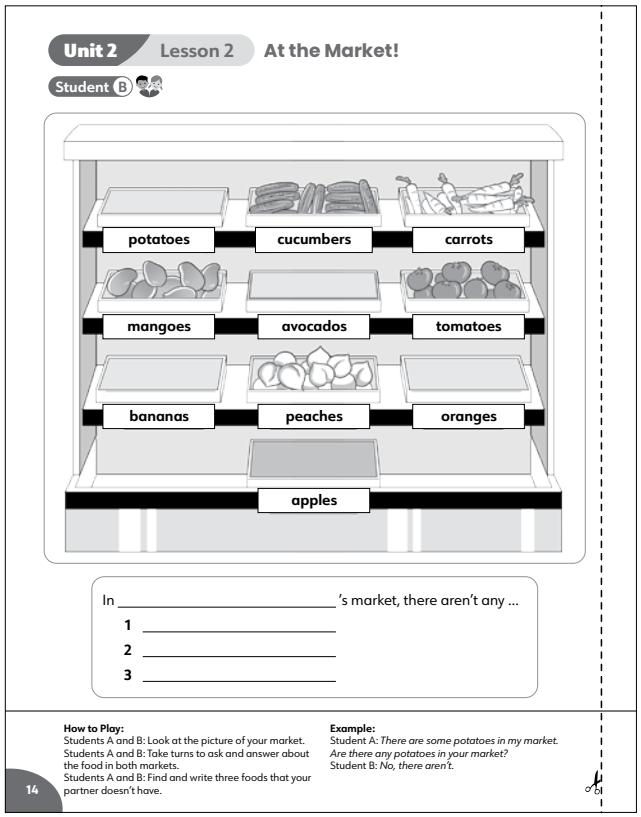
I Can

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 29
- **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 2 Lesson 2 At the Market!
Student A
potatoes cucumbers carrots
mangoes avocados tomatoes
bananas peaches oranges
apples
In _____'s market, there aren't any ...
1 _____
2 _____
3 _____
How to Play:
Students A and B: Look at the picture of your market.
Students A and B: Take turns to ask and answer about the food in both markets.
Students A and B: Find and write three foods that your partner doesn't have.
Example:
Student A: *There are some potatoes in my market. Are there any potatoes in your market?*
Student B: *No, there aren't.*
13


Unit 2 Lesson 2 At the Market!
Student B
potatoes cucumbers carrots
mangoes avocados tomatoes
bananas peaches oranges
apples
In _____'s market, there aren't any ...
1 _____
2 _____
3 _____
How to Play:
Students A and B: Look at the picture of your market.
Students A and B: Take turns to ask and answer about the food in both markets.
Students A and B: Find and write three foods that your partner doesn't have.
Example:
Student A: *There are some potatoes in my market. Are there any potatoes in your market?*
Student B: *No, there aren't.*
14

Put students in pairs, A and B. Each student has a different share page; Student A page 13, Student B page 14. Be sure partners don't see each other's page. Students work together to determine which food is at each of their markets.

Model the activity. You are Student A. Have a volunteer be Student B. Point to the picture of the full basket of potatoes and say *There are some potatoes in my market. Are there any potatoes in your market?* Tell Student B to look at his/her picture and elicit *No, there aren't.* Switch roles and have Student B ask you a question about something in his/her market. Then, point to the lines at the bottom of the page. Show how to write your partner's name on the line.

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

Student A: *There are some potatoes in my market. Are there any potatoes in your market?*

Student B: *No, there aren't.*

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

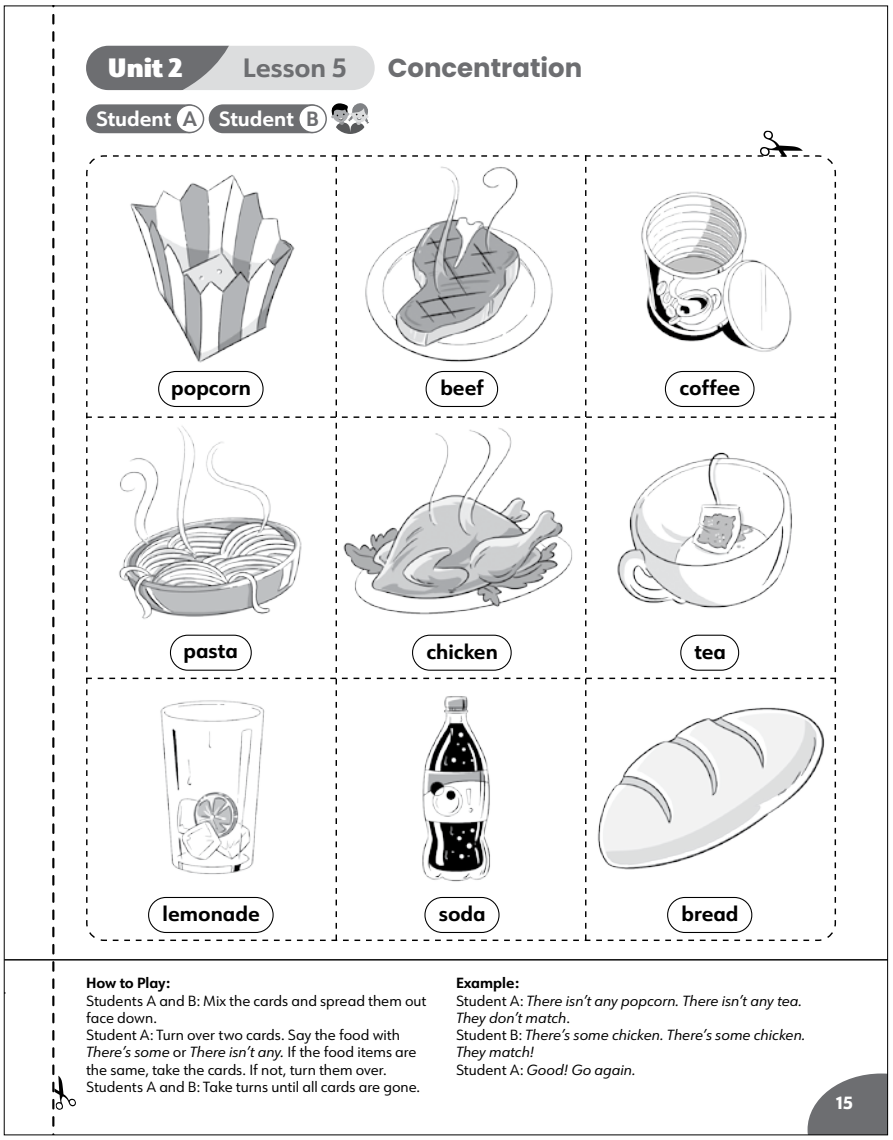
Answers

Student A

1 potatoes **2** avocados **3** bananas (also oranges, apples)

Student B

1 cucumbers **2** mangoes **3** tomatoes (also peaches, apples)



Unit 2 Lesson 5 Concentration

Student A Student B

popcorn

beef

coffee

pasta

chicken

tea

lemonade

soda

bread

How to Play:
Students A and B: Mix the cards and spread them out face down.
Student A: Turn over two cards. Say the food with *There's some* or *There isn't any.* If the food items are the same, take the cards. If not, turn them over.
Students A and B: Take turns until all cards are gone.

Example:
Student A: *There isn't any popcorn. There isn't any tea. They don't match.*
Student B: *There's some chicken. There's some chicken. They match!*
Student A: *Good! Go again.*

15

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

Put students in pairs, A and B. Each student has the same share page. Students play a memory game to find matches of foods and drinks.

Before modeling the activity, have a set of cards from the activity cut out, so you can model with them.

Model the activity. You are Student A. Have a volunteer be Student B. Mix up both sets of the cards and spread them out face down. Turn over two cards. First, make a sentence about each food or drink card using *There's some …* or *There isn't any …* about each card. Then, determine if the cards match. If the cards are the same, say *They match* and take the cards. If not, say *They don't match* and turn them back over. If you match a pair of cards, go again. Switch roles and have Student B try to find a match.

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

Student A: *There isn't any popcorn. There isn't any tea. They don't match.*

Student B: *There's some chicken. There's some chicken. They match!*

Student A: *Good! Go again.*

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

Answers
Answers will vary.