



2

What is food for?

Literacy

Read: nonfiction texts about breakfast around the world and eating healthily; a fiction text about a birthday surprise

Reading Strategy: monitoring comprehension

Process Writing: write a party invitation

Improve Your Writing: *before and after + noun: Before dinner, we wash our hands. After lunch, we'll play games.*

Oracy

Skill: Giving Positive Feedback

Cue Cards 4–6: 4. *Good point!* 5. *Great idea!* 6. *That's awesome!*

Speaking Mission: ordering food from a food stand

Language

Key Words 1: *energy, balanced diet, fat, nutritious, tasty, protein, unhealthy, mealtimes*

Key Words 2: *syrup, soup, butter, lemon, strawberry, popcorn, pumpkin*

Key Words 3: *carbohydrates, grilled, chopsticks, digest*

Key Words 4: *fry, sausage, potato, ingredients, fork, roast, honey, cupboard, frosting, pot*

Speaking Mission Words: *bottle of water, cup of fruit juice, bag of chips, can of lemonade, sandwich, ice-cream cone, slice of pizza, cup of noodles*

Grammar in Context

Present Progressive with Future Meaning: *I'm having chilaquiles for breakfast this weekend.*

Should/shouldn't, must/mustn't: *You shouldn't be sad. People must stay indoors.*

Phonics and Spelling

Initial Consonant Blends with l and r: *bl/br, fl/fr, cl/cr*

Listening

Radio Show: Amazing Restaurants

Values

Healthy Eating

The Big Challenge

How can we make good choices about food?

Create a healthy menu and present it to the class



What is food for?

- **Talk** about the reasons we eat food.
- **Learn** how to give positive feedback.
- **Write** a party invitation.
- **Make** a healthy menu.
- **Do** a role play about ordering street food.

What
can you
see?



What
foods are in
the pictures?



Which
picture is
different and
why?



Key Words 1

| | |
|---------------|-----------|
| energy | tasty |
| balanced diet | protein |
| fat | unhealthy |
| nutritious | mealtimes |

1 2:1 Watch the video. Mark the best title.

- a Eating in Restaurants
- b Dinner at My House
- c Food Culture and Traditions

2 2:1 Watch again. Complete the graphic organizer in the Activity Book.

AB page 22

28

29

Objective: to introduce the topic of food and what it is for

Key Words 1: energy, balanced diet, fat, nutritious, tasty, protein, unhealthy, mealtimes

Materials: Video 2.1, Audio CD 2.1, Flashcards 2.1–2.8



WHAT IS FOOD FOR?

- Read the Big Question aloud. Encourage students to give possible answers. Accept all their ideas. Brainstorm *Food* vocabulary. Draw a spider diagram on the board with the word *Food* in the center. Write different headings associated with food on lines coming off the center (*meals, fruits, vegetables, meat, places, etc.*). Ask students for words and ideas associated with each category, and write them under each heading.
- Go over the pictures and questions on the page. Provide language as needed, and accept all logical answers. *Where are the people? What are they doing? What are they eating/drinking? Why?*
- Ask which picture is different and why. (*The boy is eating food to give him energy. In the other two pictures, the families are celebrating and food brings them together.*) Ask: *What events do you celebrate with your family? What food do you eat? What foods give us energy?*
- Read the unit objectives aloud, and discuss them with students.



2.1

Key Words 1

Use the flashcards and audio to present Key Words 1. Say: *This food is tasty. Listen and say it with me.* Hold up the *nutritious* Flashcard. Ask: *What foods are nutritious? (fruit, vegetables, etc.)* Hold up the *unhealthy* Flashcard and repeat. (*candy, chips, etc.*) Ask questions to check comprehension. *What foods contain protein?*



2:1

1 Watch the video. Mark the best title.

Watch the video and invite students to ask questions. Watch the video again, pause as needed, and ask: *What types of food did you see? (mangos, insects, spaghetti, kangaroo meat, etc.) What is a balanced diet? (Eating different foods like vegetables, fruit, cereals, meat, and fats.) What meat do people eat in Peru? (Llama.) Why is tofu good for us? (It has a lot of protein.) What is an example of unhealthy food? (donuts, chips) How is food part of traditions and culture? (There are different foods for different celebrations and festivals.)*



2:1

2 Watch again. Complete the graphic organizer in the Activity Book.

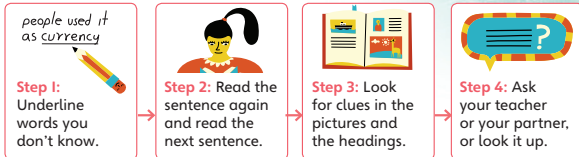
Play the video again and have students complete Activity 1 in their Activity Books. Have pairs compare answers.

Unit 2A Ready to Read: Nonfiction

Reading Strategy: Monitoring Comprehension

To understand a text better, ask yourself these questions while reading:
Do I understand the words? Which words do I not understand?

- 1 Look at the flow chart and answer the questions.
 - a How many steps are there? 4
 - b What can you do when you see words you don't understand? See steps 2, 3, and 4



- 2 Read the text and use the flow chart to guess the meaning of the words in blue.

Garlic—The SUPER Food!

Garlic is in the same family as onions. It has a strong smell and taste. In the past, it was very important. People used it as **currency**, instead of money!

You can make paper from garlic **skin**. It's true! Mix lots of white and purple garlic skins with water. Then, press the paper flat and let it dry.

Some people say garlic is good for your health. Since it has a strong flavor, it is an **alternative** to salt. Some people also think garlic can help prevent illness.

garlic - a food from the onion family
taste - a sense in the mouth
currency - money
skin - external layer/cover
alternative - offer of choice



Can you think of other foods that help prevent illness?

Don't forget the ground rules for discussion!

- 3 You're going to read a text about breakfast around the world. In your opinion, what's the healthiest thing to eat for breakfast? Why?

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Objective: to use strategies for monitoring comprehension and prepare to read a nonfiction text

Key Words I: energy, balanced diet, fat, nutritious, tasty, protein, unhealthy, mealtimes

Materials: Audio CD 2.1, Flashcards 2.1–2.8;

Build Creativity: paper



2.1

Key Words 1

Use the flashcards and audio to review Key Words I.

- 1 Look at the flow chart and answer the questions.

Read the text in the Reading Strategy box aloud, and ask students to explain in their own words what monitoring comprehension is. Ask: *What do you do when you don't understand a word in a text?* Write ideas on the board (*look it up in a dictionary, ask the teacher, guess, etc.*).

Tell students to read the flow chart. Ask: *Do you follow this procedure when you don't understand a word? How can reading the next sentence help? (It can give more context.) Why is it important to look at pictures and headings? (They provide clues to meaning.)*

- 2 Read the text and use the flow chart to guess the meaning of the words in blue.

Ask students to read the first two sentences of the text and to look at the title and pictures. Remind them of the steps in the flow chart. Ask: *What can you see? (garlic) What is garlic? (a type of food) What type of food? (a food from the onion family)* Have students read the whole text and guess the meaning of the other words.



Big Question Link

Read the Big Question Link box aloud, point to the oracy character, and elicit who he is from students (*Jack*). Read the ground rules reminder on discussion and collaboration. Elicit ground rules from the class, and write them on the board. Divide the class into small groups, and have students work together to answer the question. If further guidance is needed, elicit different types of illnesses (*sore throat, cold, headache, stomachache, etc.*). Ask them what types of foods they eat to avoid getting these illnesses. Allow group members time to share their experiences. Have groups share their ideas with the class.

- 3 You're going to read a text about breakfast around the world. In your opinion, what's the healthiest thing to eat for breakfast? Why?

Have students form pairs and write a list of breakfast foods. Ask: *Which of these foods are healthy? Why? (Orange juice is healthy because it has vitamin C.)* Have pairs say which breakfast on their list they think is the healthiest, and write these on the board. Finally, have students vote on the healthiest breakfast food.



Build Creativity!

Guess the Number of Candies

Objective: Try, Try, and Try Again

Ask students to guess and write down how many pieces of candy the whole class has eaten today. Have some students call out their guesses. Ask the class if they think the actual number is higher or lower. Next, divide the class into groups and have students write how many pieces of candy they have eaten today. They add the totals for their group and extrapolate to get an answer for the whole class. Add the totals from each group together to get a more accurate number.

2.2 **Key Words 2** Use the flashcards and audio to pre-teach Key Words 2.

2.3 **Page 31**

Have students look at the title and pictures on page 31. Ask what the text will be about.

Play Track 2.3 up to the phrase “I have cereal with milk.” Pause, point to the pictures, and ask questions:

What is the most important meal of the day? Why do you think it is important?

What is one traditional breakfast in the U.S.A.? What are some other things you can eat with pancakes? Do you think pancakes are a healthy breakfast?

2.3 **Page 31**

Play the next part of Track 2.3 (up to the phrase “I can use chopsticks, can you?”), and repeat the procedure:

How does Tomomi describe breakfast in Japan? Is a Japanese breakfast similar to your typical breakfast? Why or why not?

Where are the chopsticks in the picture? Can you use them? Are the breakfasts in the U.S.A. and Japan similar or different? (different) Which breakfast is sweet? (pancakes with syrup)

Digging Deeper

Say: Breakfast is the most important meal of the day, but a lot of people don't eat breakfast. Why do you think that is? Why do you think it's a bad idea not to eat breakfast?

2.3 **Page 31**

Play the next part of Track 2.3 (up to the phrase “How about you?”), and repeat the procedure:

When does Cesar eat chilaquiles?

What does he eat them with?

Is your breakfast different on weekends? What special foods do you eat?

2.3 **Page 31**

Play the next part of Track 2.3 (up to the phrase “What's your favorite meal?”), and repeat the procedure:

What is aloo paratha?

What is Irum's favorite meal? What is your favorite meal?

Personalization

Ask: Which breakfast do you like the best? Why? Have students give reasons in pairs.

2.2 **Key Words 2**

2.3 Everybody knows that breakfast is the most important meal of the day. But what is breakfast? What foods do you think of? Does breakfast mean different things in different places? Let's investigate breakfasts around the world.

The U.S.A.
Hi, I'm Zack. A traditional breakfast in the U.S.A. is pancakes with fruit and **syrup**. Mmm! They're so yummy, but I don't eat them every day, only on special occasions. Usually I have cereal with milk.

Japan
Hello! I'm Tomomi. In Japan, we have lots of different things for breakfast—grilled fish, rice, **soup**, beans. . . . Our breakfasts are delicious! I can use chopsticks. Can you?

Mexico
Hi, I'm Cesar. In Mexico, my family loves to eat **chilaquiles** for breakfast on weekends or on special occasions. They're made from corn chips, tomato sauce, and cheese. We eat them with onions, meat, and beans. Yum! I'm having **chilaquiles** for breakfast this weekend. How about you?

Pakistan
My name's Irum. In Pakistan, we eat a delicious breakfast called **aloo paratha**. It's a special kind of flatbread filled with potatoes. We eat it with **butter** or yogurt. Breakfast is my favorite meal! What's your favorite meal?

Think
Which do you think is the healthiest breakfast? Why?

Objective: to use strategies to monitor comprehension in a nonfiction text

Key Words 2: *syrup, soup, butter, lemon, strawberry, popcorn, pumpkin*

Materials: Audio CD 2.2, 2.3, Flashcards 2.9–2.15

Think

Read the text in the Think box aloud. Ask questions to promote critical thinking: *Which breakfasts have unhealthy ingredients? Which breakfasts are part of a balanced diet? Which foods are nutritious? Which breakfasts contain protein? Which foods contain fat?*

Ask Doctor Doors

QUESTION: How can I eat healthily?

ANSWER: A balance of foods is important. Your body needs ...

- Protein from meat, fish, eggs, nuts, beans, milk, and cheese. Children need lots of protein.
- Fat from meat, oil, and foods made with milk. Eating some fat is important, but too much is bad for you!
- Carbohydrates from cereal, potatoes, pasta, and rice. They give you energy!
- Vitamins and minerals from fruit and vegetables. You need lots of these!
- Fiber from beans, fruit, vegetables, nuts, whole-grain bread, whole-grain pasta, and brown rice. Fiber helps your body digest food. Most children need more fiber!

You also need to eat three meals every day: breakfast, lunch, and dinner.

QUESTION: What about sugar?

ANSWER: Sugar is a carbohydrate and gives us energy, but the energy doesn't last very long. A little bit of sugar is OK, but most children and adults eat too much sugar. You can find sugar in cake, cookies, and drinks like soda or lemonade.

Fun Food Facts

- ★ Potatoes can grow in space.
- ★ Popcorn has existed for about 6,000 years.
- ★ We eat 200 different types of plants.
- ★ Lemons contain more sugar than strawberries.
- ★ When you cut an onion, it releases a gas into the air. This gas makes your eyes water.
- ★ Tomatoes and pumpkins are fruits, not vegetables!

Think

Does your typical breakfast contain protein?

Objective: to use strategies to monitor comprehension in a nonfiction text

Key Words 2: syrup, soup, butter, lemon, strawberry, popcorn, pumpkin

Materials: Audio CD 2.4, poster paper (optional); Build Creativity: paper

2.4 Page 32

Have students look at the text and the pictures on page 32. Ask: *What do you think this part of the text will be about? Who is the woman? What does she do?*

Play Track 2.4 up to the phrase “breakfast, lunch, and dinner.” Pause and ask questions:

Which foods contain protein? Why do you think children need lots of protein?

What foods should you eat? What shouldn't you do? What foods that you eat contain carbohydrates? How can you eat healthily?

2.4 Page 32

Play the next part of Track 2.4, up to the phrase “like soda or lemonade,” and repeat the procedure:

Why is sugar not the best way to get energy? What other foods give us energy? What foods do you eat that contain sugar?

Personalization

Ask: Do you eat a balance of foods? Do you follow the advice Doctor Doors gives? Have students share their ideas in pairs.

2.4 Page 32

Play the last part of Track 2.4. Ask questions:

Where can potatoes grow? Where is a popular place to eat popcorn? (the movie theater) What types of plants can we eat? Does it surprise you that lemons have more sugar than strawberries? What do lemons taste like? What makes your eyes water? (cutting an onion) Do any other foods make your eyes water? (spicy food)

Digging Deeper

Ask: What question do you want to ask Doctor Doors about food? Write ideas on the board. Encourage each student to research the answer to their question.

Think

Read the question in the Think box aloud. Ask questions to promote critical thinking: *What foods do you eat for breakfast? Do they contain protein? If not, what can you eat for breakfast that contains protein? If time allows, organize students into small groups and have them illustrate and label a protein-rich breakfast on poster paper.*

Build Creativity!

Make a Quiz

Objective: Focus

Have students work in pairs or groups. Tell them to research and find five more fun food facts and make questions about them for a quiz. Have groups ask the class their questions.

Explore the Text 2A

1 Read the advice from Doctor Doors. Then, look and label.

fats and sugars protein carbohydrates fiber vitamins and minerals

2 What foods do you need a lot of? What foods do you need a little of? Discuss. **A lot of vitamins and minerals, and carbohydrates, a little fats and sugars**

3 Use the flow chart on page 30. Tell your partner three new words you learned, and mark ✓ the strategies you used.

guessing picture clues asking a partner or the teacher
 reading the sentence again using a dictionary
 reading the next sentence using background knowledge

4 **Key Words 3** Find the words in the article and circle them. Then, read and write the words.

carbohydrates grilled chopsticks digest

a Your body takes hours to digest food and get the nutrition from it.
 b You can find carbohydrates in foods such as pasta and bread.
 c In some Asian countries, people use chopsticks instead of knives and forks.
 d It's healthier to eat grilled meat than to cook it in oil or fat.

Think about your last meal. Was it balanced among the five food groups? Why or why not?

33

Objective: to identify specific information in a nonfiction text and use comprehension strategies
Key Words 3: carbohydrates, grilled, chopsticks, digest
Materials: Audio CD 2.5; Build Creativity; a pair of chopsticks

1 Read the advice from Doctor Doors. Then, look and label.

Tell students to refer to the texts on page 32 to label the food plate. Point to each section of the food plate and ask if some of the foods contain more than one kind of nutrient (*the cereal contains fiber and carbohydrates; the fruits contain vitamins and minerals and fiber*). Have volunteers read their answers out loud.

2 What foods do you need a lot of? What foods do you need a little of? Discuss.

Read the questions out loud. Form groups for students to discuss answers. Tell students to find and circle evidence in the texts on page 32. Discuss ideas with the class and have students point to the relevant sections of the texts.

3 Use the flow chart on page 30. Tell your partner three new words you learned, and mark ✓ the strategies you used.

Tell students to turn to page 30 and review the steps in the flow chart. Have them form pairs and list new words they learned. Tell them to turn back to page 33 to mark the strategies they used. Ask: *Which was the best strategy for you? Why?* Accept all ideas.

4 **Key Words 3** Find the words in the article and circle them. Then, read and write the words.

Have students turn to page 31. Read aloud the following sentences from the text: *Mmm! They're so yummy.* Ask: *What does yummy mean? (Delicious.) How do you know? (We say "mmm" when we like the taste of something.)* Have students find the four words in the text and follow the same procedure to complete the sentences. Check answers as a class.

Big Question Link

Read the question aloud, and have students work in pairs to answer it. If their last meal was not balanced, ask them what they could do to make their meals more balanced in the future.

Build Creativity!

Funny Uses for Everyday Objects

Objective: A Different Point of View

Show the class a pair of chopsticks, and challenge students to think of as many uses for it as possible (e.g., *a flagpole for a very small flag, a drumstick, a pencil for imaginary writing*). Hold it at different angles to encourage more ideas.

AB pages 24–25

Differentiated Instruction

| Below-level ★ | On-level ★★ | Above-level ★★★ |
|--|---|---|
| Have pairs choose one breakfast from the text, describe it, and say if it is healthy or not. | Have pairs recall the different breakfasts and say what food types the different ingredients belong to. | Have pairs discuss which breakfast from the text is the most balanced. Tell them to make a weekly planner of balanced breakfasts. |

Grammar in Context

1 Read the sentence and do the tasks.

I'm **having** chilaquiles for breakfast this weekend.

- a Underline a form of the verb to be. Circle a verb ending in -ing.
- b Find the sentence in the article. Does it refer to the past, present, or future? **future**

Grammar: Present Progressive with Future Meaning

Sometimes we use the present progressive to talk about our plans for the future.
I'm **having** chilaquiles for breakfast this weekend.

2 With a partner, talk about your plans. Can you find a time when you are both free?

What are you doing on Tuesday?
Do you want to come to my house?

I can't. I'm visiting my cousins for dinner. What about Thursday?

| Student A | |
|-----------|--------------------------------|
| Monday | soccer practice |
| Tuesday | visit Grandma |
| Wednesday | |
| Thursday | art club |
| Friday | Anna's surprise birthday party |

| Student B | |
|-----------|---------------------|
| Monday | swimming lesson |
| Tuesday | dinner with cousins |
| Wednesday | |
| Thursday | shopping with Mom |
| Friday | picnic in the park |

Time to Talk!

What do you want for dinner tonight?
What do you think you're having?

34

Objective: to use the present progressive with future meaning

1 Read the sentence and do the tasks.

Read the example sentence aloud. Have students follow the instructions, and review answers on the board. Make sure students understand that the sentence refers to future plans.

Read the grammar box as a class, and elicit other examples: *I'm playing soccer on Saturday. I'm visiting my grandparents next week.* Ask students what else the present progressive can refer to (*an action happening at the moment of speaking*).

Practice Time I Write two sentences on the board: *I'm seeing my friends on Sunday. I'm teaching English.* Ask: *Which sentence refers to something I'm doing now? (teaching English) Which sentence refers to a future plan? (seeing friends)* Make sure students recognize that the meaning is different, but the form is the same.

Have students write three sentences to describe their future plans. Have them compare sentences with their classmates and try to find people who have the same future plans they do.

2 With a partner, talk about your plans. Can you find a time when you are both free?

Have volunteers read aloud the sentences in the speech bubbles. Elicit more examples by asking questions and having volunteers answer them with their own ideas: *What are you doing after school? Do you want to play soccer? (I can't. I'm doing my homework.)* Form pairs: Students A and B. Tell Student As to look at the activities in the Student A table. Tell Student B to turn their books upside down and use the Student B table. Have them ask and answer questions about what they are doing each day, following the model. When they get to the day when they are both free (*Wednesday*), tell them to come to an agreement about what to do (e.g., *Do you want to go to the park? No. Do you want to come to my house? OK!*) and to write it in the empty space.

Time to Talk!

Read the Time to Talk! aloud. Ask students to write a list of things they want for dinner tonight. Encourage them to use vocabulary from the unit. Have students answer the Time to Talk! questions in small groups. Remind them about the list of ground rules for discussion and collaboration. Walk around the class as students are working and provide vocabulary as needed. Then, ask groups to report back to the class. Make sure students use the present progressive when appropriate. *I want fish tonight, but I think I'm having meat and potatoes.*

Fun Corner!

Alphabet Food Chain

Start off by saying *apples*, point to a student and elicit the word *banana*, and then point to another student and elicit *cheese*. Help students see they need to think of food items in alphabetical order. Continue with the rest of the alphabet. For difficult letters such as *q*, encourage the children to be playful and say something along the lines of *quite nice oranges*.

AB pages 26–27

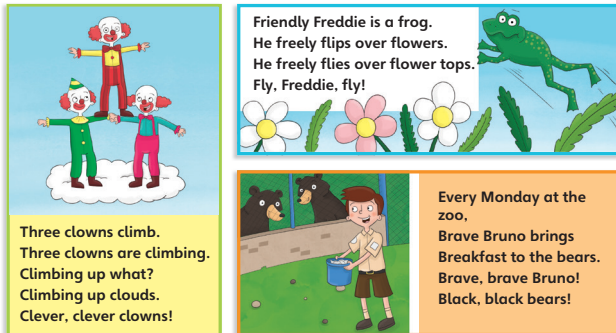
Phonics and Spelling

2A

1 2.6 Listen and circle the picture that starts with a different sound.



2 2.7 Listen and say the poems.



3 Choose your favorite poem. Read it aloud to your partner.

35

Objective: to identify and pronounce initial consonant blends with *l* and *r*

Materials: Audio CD 2.6, 2.7; Fun Corner: six pieces of paper labeled *cl*, *cr*, *bl*, *br*, *fl*, and *fr*

1 2.6 Listen and circle the picture that starts with a different sound.

Have students look at the pictures and tell you what they can see. Then, play Track 2.6. Have students listen and repeat. Demonstrate how to make each of the *l*- and *r*-blend sounds. Ask them which sound is different in each set of four, and have them circle the correct picture.

Fun Corner!

Listen and Run to the Sound

Attach the sheets of paper with different *l*- and *r*-blends to the walls around the classroom. Have students stand in the middle of the room. Then, say a word and tell students to run to the piece of paper labeled with the sound they heard. The last person to reach the correct sound is eliminated until only one student remains. If you have too many students in your class, do the activity with a few members of the class in each round.

2 2.7 Listen and say the poems.

Have students describe what they can see in the pictures. Ask questions to elicit information: *How many clowns are there? (three) What are they doing? (climbing) What are they climbing up? (clouds) What is in the second picture? (a frog) What is it doing? (flying) What is it flying over? (flowers) What animals are in the zoo? (bears) What color are they? (black and brown)* Play Track 2.7 and have students follow along in their books. Play the track again several times, and encourage students to say the poems along with the recording.

3 Choose your favorite poem. Read it aloud to your partner.

Have students practice the poems in pairs. Tell them to choose their favorite poem and practice saying it with the correct intonation and stress. Monitor the activity, checking students' pronunciation of the *l*- and *r*-blends. Encourage students to say the poems in different ways (fast, slow, happy, excited, etc.). Invite volunteers to perform their poems for the class.

Oracy



Oracy Skill: Giving Positive Feedback
When someone shares an idea or opinion, we often respond with positive comments.

1 2.2 2.8 Read and guess which responses match the statements. Then, watch and match.

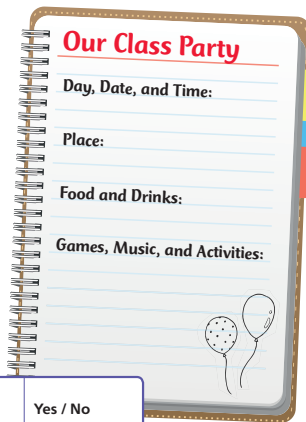
- | | |
|--|-------------------|
| 1 I have an idea—let's have a class party on Thursday. | a Good point! |
| 2 But we can't have the party on Thursday because lots of kids go to soccer practice after school. | b Great idea! |
| 3 I'll be the DJ! | c That's awesome! |

2 Why do we say the phrases from Activity 1? Circle two answers.

- a Because they make the speaker ask more questions.
- b Because they give the speaker confidence.**
- c Because they make the speaker feel that others are listening.

Let's Practice Oracy! 4, 5, 6

- 1 Form groups. Plan a class party.
- 2 Complete the party planner.
- 3 Remember to give positive feedback.



Check Your Oracy!

| | |
|--|----------|
| 1 I gave positive feedback. | Yes / No |
| 2 I used the phrases on the cue cards. | Yes / No |

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Objective: to plan a class party and give positive feedback

Cue Cards: 4. *Good point!* 5. *Great idea!* 6. *That's awesome!*

Materials: Audio CD 2.8, Video 2.2, Cue Cards 4–6

1 2.2 2.8 Read and guess which responses match the statements. Then, watch and match.

Have a volunteer read the title in the Oracy Skill box. Ask students what they think *feedback* means (*helpful information or criticism that improves someone's performance*). Tell students that when people express an opinion or idea, we should respond in a positive way. Then, have students read the statements and responses and guess which go together.

Play the video and have students identify the different responses in the conversation. Have volunteers call out the appropriate responses and match the response to the statement in their books.

2 Why do we say the phrases from Activity 1? Circle two answers.

Ask: *Why is it important to give positive feedback?* Read the options aloud, and check answers with the class. Ask if the reasons are related to the ground rules they developed in Unit 1.

Present and Practice Tell students they are going to practice giving positive feedback. Invite a volunteer: to the front and display Cue Cards 4–6. Tell the students to use the phrases on the Cue Cards to respond to each other while planning a class party.

Point to the party planner. Demonstrate an interaction by making a statement (e.g., *Let's have a party!*) and asking the students to give positive feedback. Have the volunteer hold up the appropriate to give and have the class respond: *Great idea!* Then, ask a volunteer to suggest a time or place: *Let's have it on the playground.* Respond to the suggestion: *But it might rain!* Ask a volunteer to hold up an appropriate Cue Card to give positive feedback: *Good point!*

Let's Practice Oracy! 4, 5, 6

- 1 Form groups and have them plan a party. Have them look at each of the headings in the party planner and discuss each point in turn.
- 2 Remind students they can use the Cue Cards in the order they think appropriate. Remind them to follow the Oracy Ground Rules for Discussion and Collaboration. Monitor and provide support as needed, and have students fill in the planner.
- 3 As you monitor, encourage students to give positive feedback. Have students complete Check Your Oracy!
- Optional: Invite volunteers to video their discussions for their portfolios.

Home-school Portfolio: Oracy

AB page 28

Differentiated Instruction

Below-level ★

Ensure students are using the three phrases on the Cue Cards appropriately.

On-level ★★

Encourage students to give different alternatives for each of the sections and respond with positive feedback.

Above-level ★★★

Have students present their final ideas, give positive feedback, and justify their feedback.

Write an Invitation

1 Read the invitation. Then, mark ✓ its features.

PARTY INVITATION

To: Jamie From: Amelia and Jake

Please come to our birthday picnic in the park! It's on Saturday, June 22, from 11a.m. to 2p.m., at Ford Park. Before 11a.m., we will set up the picnic. If you arrive early, you can help!

Please bring your swimsuit. After the picnic, we're all going swimming!

PARTY INVITATION

- | | | | |
|--|-------------------------------------|------------------------------|-------------------------------------|
| a information about the place | <input checked="" type="checkbox"/> | e information about the day | <input checked="" type="checkbox"/> |
| b information about what to wear | <input type="checkbox"/> | f information about the time | <input checked="" type="checkbox"/> |
| c information about what to bring | <input checked="" type="checkbox"/> | g To and From | <input checked="" type="checkbox"/> |
| d information about other people who are going | <input type="checkbox"/> | | |

Improve Your Writing: *before* and *after* + Noun

We use *before* and *after* to explain the order of events. We can use *before* and *after* with a noun.

Before dinner, we wash our hands.
After lunch, we'll play games.

2 Read and underline an example of *before* and *after* + noun in the invitation.

3 Prepare to make a party invitation in the Activity Book.



AB pages 29–30

Objective: to identify the characteristics of, and write, an invitation; to practice *before* and *after* + noun

Materials: materials for writing an invitation (paper, colored pens and pencils)

1 Read the invitation. Then, mark ✓ its features.

Have students read the invitation, and ask additional questions to check comprehension. Ask: *Who is the invitation to? Who is it from? Where is the picnic? When? What does Jamie need to bring? Why?* Have students mark the features of the invitation.

Present and Practice: *before* and *after* + Noun Read the Improve Your Writing box aloud. Write the two example sentences on the board. Point to the first sentence and ask: *What will we do first, have dinner or wash our hands? (Wash our hands.)* Circle *before* and explain to students that this word indicates the order of events. Repeat the procedure for the second sentence. *What will we do first, have lunch or play games? (Have lunch.)* Circle *after* and explain that this, too, indicates the order of events.

Have students write two sentences each, one with *before* and one with *after*. Tell them to write about two things they plan to do today. *After class, I'm going home. Before dinner, I'm doing my homework.* Form pairs and tell students to share their sentences. Have volunteers read their sentences aloud to the class, and see how students' plans are similar or different.

2 Read and underline an example of *before* and *after* + noun in the invitation.

Have students underline the examples. Ask: *If you arrive at 12 p.m., can you help set up the picnic? (No.) How do we know? (Because the invitation says you need to arrive before 11 a.m. to help set up.)* Explain that the use of *before* indicates the order of events. Then, ask: *What will they do first at the party, have a picnic or go swimming? (Have a picnic.)* Ask how they know this. *(Because of the use of the word after to indicate order of events.)*

Fun Corner!

What Will You Bring to My Birthday Party?

Have students sit in a circle. Tell the class that it is your birthday soon and that you are planning a birthday party. Tell them that they are all invited, but they must bring some food or drinks. Each food or drink must begin with a letter of the alphabet in order. Each student in turn tells you what they will bring to give you on your birthday, starting with the letter A. *I will bring an apple. I will bring a banana,* etc. To make the game more challenging, you could have students list the previous items that other students mentioned: *I will bring an apple. I will bring an apple and a banana. I will bring an apple, a banana, and a cookie.*

3 Prepare to make a party invitation in the Activity Book.

Have students turn to pages 29–30 in their Activity Book. Follow the instructions reproduced on page 57 of the Teacher's Edition.

ACTIVITY BOOK PAGE 30

Writing

1 **READ** Answer the question. Label the invitation with the descriptions.
 What is everyone doing after the picnic? **They're all going swimming.**

the time the day the place what to bring the date

PARTY INVITATION

To: Jamie From: Amelia and Jake

Please come to our birthday picnic in the park! It's on Saturday, June 22, from 11 a.m. to 2 p.m., at Ford Park. Before 11 a.m., we will set up the picnic. If you arrive early, you can help!

Please bring your swimsuit. After the picnic, we're all going swimming!

PARTY INVITATION

2 **PLAN** Prepare to make a party invitation. Complete the graphic organizer. **students' own answers**

party

Bring:

After the party:

Day: _____ Date: _____ Time: _____ Place: _____

3 **WRITE** Use the graphic organizer to write your invitation. **students' own answers**

4 **EDIT** Did you ... **students' own answers**

- write the day, date, time, and place? tell your friends what to bring?
- use *before* and *after* + noun correctly?

30

SB page 37

Objective: to follow the process writing steps; to write an invitation

Materials: Fun Corner: paper

1 **READ** Answer the question. Label the invitation with the descriptions.

Tell students to read the invitation on page 30 of the Activity Book and find the answer to the question. Ask a volunteer to read the line where they find the answer. (*After the picnic, we're all going swimming!*) Have students recall the different parts of an invitation and what they are for. Tell them to label the parts of the invitation.

2 **PLAN** Prepare to make a party invitation. Complete the graphic organizer.

Brainstorm different types of parties with the class, and write ideas on the board. Have students look at the graphic organizer on page 30 of their Activity Book and complete the first balloon with a party of their choice. Then, have them complete the rest of the graphic organizer with more details. Monitor and provide support as needed.

3 **WRITE** Use the graphic organizer to write your invitation.

Guide students in using the information in their graphic organizer to make a party invitation. Draw attention to the parts of an invitation in Activity I, and tell students to make sure they include these elements. Remind them to use sentences including *before* and *after* to indicate the order of events. Encourage students to illustrate their invitations. Tell them to use the invitation on page 37 of the Student's Book as a model.

4 **EDIT** Did you ...?

Have students do the self-assessment. Allow students to revise their invitations as needed. Then, have them compare their invitations in small groups. Have students say whether they would like to go to each other's parties and why.

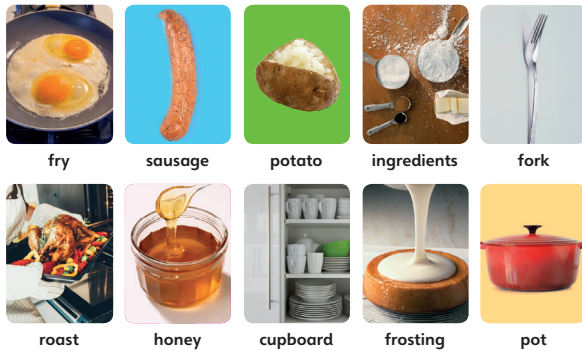
Fun Corner!

Food Categorizing Game

Have students form teams and write the names of three foods from each food group. Put pairs of teams together to play against each other. Start with one category (e.g., *fiber*). One team has a minute to guess the three foods on the other team's list. They win a point for a correct guess. Go through all the categories, with teams taking turns guessing.

Unit 2B Ready to Read: Fiction

1 2.9 **Key Words 4** Listen, look, and repeat.



2 Write eight key words under the correct heading.

| Sweet Food | Salty Food | Cooking Equipment | A Way to Cook |
|-----------------|----------------|-------------------|---------------|
| <u>honey</u> | <u>sausage</u> | <u>fork</u> | <u>fry</u> |
| <u>frosting</u> | <u>potato</u> | <u>pot</u> | <u>roast</u> |

3 Have a class competition! In teams, list as many salty and sweet foods as you can in three minutes.

Time to Talk!

Do you like cooking or preparing food? Do you help your family members cook? What food can you make?

38

Objective: to learn words related to food and cooking

Key Words 4: fry, sausage, potato, ingredients, fork, roast, honey, cupboard, frosting, pot

Materials: Audio CD 2.9, index cards, paper

1 2.9 **Key Words 4** Listen, look, and repeat.

Point to the pictures, and have students explain what they mean or give examples. For example, say: *Look. These are eggs. We can fry eggs. Can we fry sausages? How do they taste? This is a cupboard. This is a place to keep cups and plates.*

Play Track 2.9 and point to the words. Have students listen again, point to the correct picture, and repeat the words.

Practice Time 1 Have students write the Key Words on index cards. Form pairs, and tell students to put the cards face down in a pile. Have them take turns picking up a card and making a sentence with the word. *We can fry eggs. I like sausages. We put frosting on a cake.* Write examples on the board.

2 Write eight key words under the correct heading.

Read the headings for each column aloud. Have students point to an example of each in the pictures in Activity 1. Have them complete the table with two examples for each category.

Practice Time 2 Have students look for other examples of sweet and salty foods in the unit so far. Tell them to focus on the Key Words lists. Ask them which types of foods they like.

3 Have a class competition! In teams, list as many salty and sweet foods as you can in three minutes.

Tell students to close their books, and divide the class into teams. On the board, draw a table with two columns: *sweet* and *salty*. Tell each team to copy the table onto a sheet of paper. Tell teams they have three minutes to write as many foods as they can. When they have finished, have teams exchange papers to check each other's work. Check answers with the class, and award points for each food item and correct spelling.

Time to Talk!

Read the Time to Talk! aloud. Have students discuss the questions in groups. Remind them about the list of ground rules for discussion and collaboration. Walk around the class as students are working and provide vocabulary as needed. Then, ask groups to report back to the class. On the board, write examples of the types of dishes the students make. Ask: *How do you make...? What does it taste like?* Encourage further discussion.

Build Creativity!

Use Both Words in a Phrase

Objective: Try, Try, and Try Again

Have students use their word cards to play a game. Form pairs, and have students place the cards face down on the table. Tell them to pick up pairs of cards and make a sentence using both words. If they succeed, they keep the pair. *You can fry a sausage. I can't eat honey with a fork. Put the pot in the cupboard.* Play for a few minutes or until there are no cards left.

Ready to Read: Fiction

Reading Strategy: Monitoring Comprehension

1 Read the nonsense recipe and answer the questions.



HOW TO MAKE DELICIOUS POGGLES

Dig up three small **poggles**. You can find them in forests, under leaves on the ground. Wash them and put them in a pot with sugar and chocolate. Cook them slowly for five hours. Stir often. Add two cups of milk. When the **poggles** are black and smelly, take them out, and keep them under your bed for three years. Decorate your **poggles**. Enjoy!

possible answers: an animal or type of food

- a What do you think the blue words mean?
- b Are they nouns, verbs, or adjectives? **nouns**
- c What do you know about them from the rest of the text?
- d Can you understand most of the text without knowing all the words? **possible answers: they are animals, they live in forests under leaves on the ground, they are smelly after cooking**

2 Look at the party invitation. With a partner, read it aloud and guess the missing words. **party, February, clock, a**

3 In pairs, discuss how you guessed the missing words.

4 Think about the last party you went to, and discuss the questions with a partner.

- a Where was the party?
- b Who were the guests?
- c What was the best thing about the party?



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Objective: to use monitoring comprehension skills and prepare students to read the fiction text

Materials: Fun Corner: poster paper (optional); Build Creativity: paper (optional)

1 Read the nonsense recipe and answer the questions.

Read the Reading Strategy box. Ask students if they remember the steps for monitoring comprehension. Write them on the board, and tell students to turn to page 30 to check. Tell students to turn back to page 39 and look at the nonsense recipe. Explain what *nonsense* means (*words or language that has no meaning*). Tell students to use the steps to answer the questions. Monitor and ask questions: *What is in the picture? Where can you find them? How do you think they taste?* Check answers with the class.

2 Look at the party invitation. With a partner, read it aloud and guess the missing words.

Have students work in pairs to guess the answers. Again, point to the steps from the flow chart. Ask: *What kind of information can we find in invitations?* Monitor the activity, and ask questions to elicit more information. *What comes between a day of the week and a number that is part of a date? (month) What month starts with F? (February)* Hold a class feedback session, and write ideas on the board.

3 In pairs, discuss how you guessed the missing words.

After students have discussed ideas in pairs, have them share their ideas with the class. Go through the steps for monitoring comprehension, and check which strategies the students used. Ask: *Which strategy did you find most useful? Why?* Accept all answers.

4 Think about the last party you went to, and discuss the questions with a partner.

Have the students continue to work in their pairs. Monitor the activity as they are discussing the questions, and help with language and vocabulary as needed. Ask students to tell the class about the party they went to.

Fun Corner!

The Most Amazing Party Ever

Have students work in groups to invent "The Most Amazing Party Ever." Tell them to think about guests, location, food, and activities. If there is time, have them create an invitation for the party on poster paper and display the invitations in the classroom. Ask groups to present and share their ideas with the class.

Build Creativity!

Picture a Cake

Objective: Flow

Ask children to close their eyes and imagine a cake—not just any cake, but their favorite cake, with each layer a different color and flavor. It's the best cake in the world. Tell students to imagine what it looks like as you cut into it. *How does it smell? How does it taste?* Ask students to put their finger out and touch the cake. *How does it feel?* Share some of the ideas with the class. If you have time, have students draw the cake.

Objective: to use monitoring comprehension skills while reading a fiction text

Materials: Audio CD 2.10, 2.11

 2.10 **Page 40**

Play Track 2.10 up to the phrase “next to the river.” Pause and ask questions:

- Why is it a special day for Jan?
- What do you think the news from “last night” was?
- Where does Jan live?
- Why is Peissnitz Park a good place to go?
- Why is Jan worried?
- What problems is the rain causing?
- Why is it good advice to stay indoors?

 **Think**

Point to the Think box and ask the question. Have students write a list of similarities and differences between their birthday traditions and Jan’s.

Digging Deeper

Ask: *How does the weather affect Jan on his birthday? Do you think the weather affects people’s emotions in general? How?*

 2.10 **Page 41**

Point to the illustration, and ask *Who is in the picture? How does Jan feel?* Then, play Track 2.10 up to the phrase “This is the worst birthday ever!” Pause and ask questions:

- Where is Jan? What is he wearing? How does he feel?
- Why can’t Aunt Ada buy the ingredients?

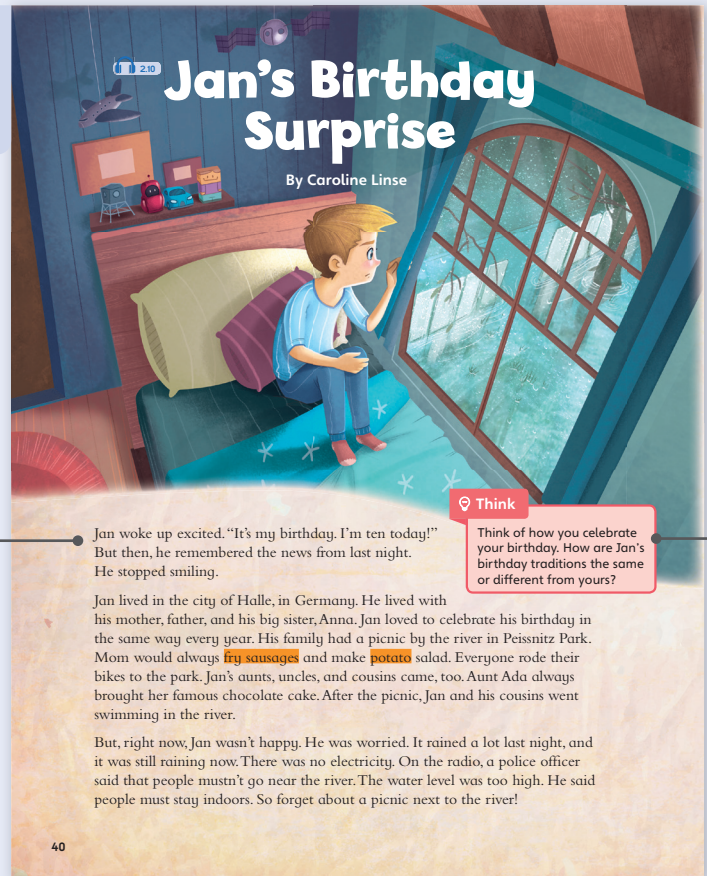
 2.10 **Page 41**

Play Track 2.10 up to the phrase “playing a video game.” Pause and ask questions.

- What can Jan hear while he is waiting in his room?
- Why do you think Jan smells smoke?
- Why does he start playing a video game?

 **Think**

Point to the Think box and ask the question. Write students’ predictions on the board and accept all ideas.



Jan’s Birthday Surprise

By Caroline Linse

Jan woke up excited. “It’s my birthday. I’m ten today!” But then, he remembered the news from last night. He stopped smiling.

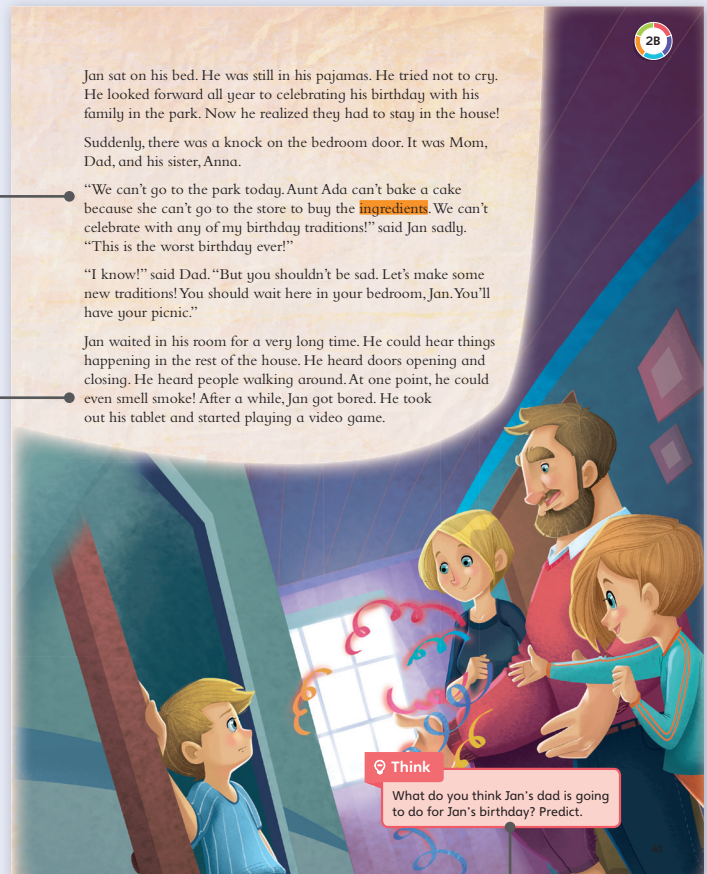
 **Think**

Think of how you celebrate your birthday. How are Jan’s birthday traditions the same or different from yours?

Jan lived in the city of Halle, in Germany. He lived with his mother, father, and his big sister, Anna. Jan loved to celebrate his birthday in the same way every year. His family had a picnic by the river in Peissnitz Park. Mom would always **fry sausages** and make **potato** salad. Everyone rode their bikes to the park. Jan’s aunts, uncles, and cousins came, too. Aunt Ada always brought her famous chocolate cake. After the picnic, Jan and his cousins went swimming in the river.

But, right now, Jan wasn’t happy. He was worried. It rained a lot last night, and it was still raining now. There was no electricity. On the radio, a police officer said that people mustn’t go near the river. The water level was too high. He said people must stay indoors. So forget about a picnic next to the river!

40



Jan sat on his bed. He was still in his pajamas. He tried not to cry. He looked forward all year to celebrating his birthday with his family in the park. Now he realized they had to stay in the house!

Suddenly, there was a knock on the bedroom door. It was Mom, Dad, and his sister, Anna.

“We can’t go to the park today. Aunt Ada can’t bake a cake because she can’t go to the store to buy the **ingredients** . We can’t celebrate with any of my birthday traditions!” said Jan sadly. “This is the worst birthday ever!”

“I know!” said Dad. “But you shouldn’t be sad. Let’s make some new traditions! You should wait here in your bedroom, Jan. You’ll have your picnic.”

Jan waited in his room for a very long time. He could hear things happening in the rest of the house. He heard doors opening and closing. He heard people walking around. At one point, he could even smell smoke! After a while, Jan got bored. He took out his tablet and started playing a video game.

28

 **Think**

What do you think Jan’s dad is going to do for Jan’s birthday? Predict.

2.11 **Jan's Birthday Surprise**

In the meantime, Dad went into the kitchen. He called Anna to come and help him. They were in there for a long time. At last, Dad and Anna came out with a box. They placed it on the table in the living room.

Mom was worried. "What can we have for lunch?"

Dad had an idea. He and Mom built a fire in the fireplace. Mom opened a package of sausages. She placed them on a long metal **fork** and started to **roast** them over the fire.

Think

How do you think Jan's family members feel while they're organizing his birthday party?



At last, Jan's cousins and aunts and uncles, who lived in the house next door, arrived. Aunt Ada didn't bring the usual chocolate cake. She brought some big **honey** cookies instead!

Aunt Ada asked Anna to help her. They found some powdered sugar in the **cupboard**. Anna added milk to the powdered sugar to make **frosting**. Then, they wrote "Happy" on one cookie, "Birthday" on another cookie, and "Jan" on another. They put the three big cookies together on a plate. Instead of a cake, Jan had birthday cookies!

Mom made a sign: "Welcome to Jan's Indoor Birthday Picnic!"

42

2.11 **Page 42**

Have students look at the illustrations and say what is happening. Ask: *What are Jan's mom and dad cooking? Who is the other person? What does she have in her hands? Where are they?* Then, play Track 2.11 up to the phrase "roast them over a fire." Pause and ask questions:

How do Mom and Dad cook the sausages? (They roast them on the fire with forks.)

What is making the smell of smoke at Jan's house? (The roasting sausages.)

Think

Have a volunteer read the Think box, and have volunteers share their ideas. Tell students to look at the picture again, and ask: *How do they feel?* Elicit more information: *Who helps organize the party?*

2.11 **Page 42**

Play Track 2.11 up to the phrase "Welcome to Jan's Indoor Birthday Picnic!" Pause and ask questions:

Who lives next door? (Jan's cousins, aunts, and uncles.)

What do they write on the cookies? ("Happy Birthday Jan.")
What do you think will happen next? How will Jan feel?

28

Finally, Dad called Jan to come downstairs. "Happy birthday!" everyone shouted when he appeared. Jan saw his family, the big sign, the birthday cookies, and the sausages over the fire. "Cool!" he said. "Thank you!"

Anna pointed to the box on the table. "Open it, Jan!" she said. Inside it, Jan found lots of delicious pieces of chocolate.

"This year we're going to play Hit the Pot," said Anna. "For this game, you put on the blindfold and crawl around the room. You bang a stick until you find the **pot**. In the pot, there are pieces of chocolate."

"Yay!" shouted the cousins excitedly. They played the game again and again, until there was no more chocolate. Then, everyone sat down to eat the sausages and the birthday cookies.

It was Jan's best birthday ever. "There's always room for surprises and new traditions!" said Dad. Jan realized he was right. Next year, he was going to have a lot of birthday traditions to choose from!

Think

Why do you think it was Jan's best birthday ever?



2.11 **Page 43**

Have students look at the illustration. Ask: *Who is in the picture? What is the little girl doing? How does Jan feel?* Then, play Track 2.11 up to the phrase "In the pot, there are pieces of chocolate." Pause and ask questions:

What does Jan think of the Indoor Birthday Picnic idea? What game does Anna describe? Does it sound fun?

2.11 **Page 43**

Play the rest of Track 2.11. Pause and ask questions:

Do the cousins enjoy the game? How do you know?

Why does Jan think it is his best birthday ever?

Personalization

Ask: *Do you know the game "Hit the Pot"? What party games do you enjoy playing?* Write a list on the board. Have the class vote on their favorite party game.

Think

Have a volunteer read the Think box, and discuss answers as a class. Encourage students to give reasons. Model as needed. *I think it was Jan's best birthday ever because it was a surprise.*

Explore the Text

1 Read and mark ✓ the questions that the story answers. Discuss the answers with a partner.

- | | |
|---|---|
| a How old is Jan? <input checked="" type="checkbox"/> | f What does Jan eat for breakfast? <input type="checkbox"/> |
| b What does Jan do every year for his birthday? <input checked="" type="checkbox"/> | g What's Jan's favorite food? <input type="checkbox"/> |
| c Why can't they do Jan's normal birthday traditions? <input checked="" type="checkbox"/> | h What do they have instead of a birthday cake? <input checked="" type="checkbox"/> |
| d How many friends does Jan have? <input type="checkbox"/> | i What game do they play at the birthday party? <input checked="" type="checkbox"/> |
| e What does Jan do for his next birthday? <input type="checkbox"/> | |

2 Tell your partner three new words you guessed from the story. Which strategies from the flow chart on page 30 did you use to understand them?

3 With a partner, retell the story.



4 Is food important to the characters in the story? How do you know?

Remember to give positive feedback when your classmates talk!

44

Objective: to use comprehension strategies to deepen understanding of a fiction text

Materials: Cue Cards 4–6 (optional); Build Creativity: paper, tablets (optional)

1 Read and mark ✓ the questions that the story answers. Discuss the answers with a partner.

Point to the questions. Read the first question (*How old is Jan?*) and elicit the answer (*ten*). Tell students to mark that question. Repeat with a question that is not answered in the text. *What does Jan eat for breakfast?* (*We don't know.*) Have students go through the rest of the questions, and check answers as a class. When checking answers, have volunteers answer the questions and point out where in the story they found the answers.

2 Tell your partner three new words you guessed from the story. Which strategies from the flow chart on page 30 did you use to understand them?

Remind students of the steps from monitoring comprehension. Write them on the board, and tell students to turn to page 30 to check. Form pairs, and ask students to share lists of words. Make sure they tell each other the correct meanings of the words and say which comprehension strategy they used. Write some of the words on the board and check their meanings. Find out what the most popular comprehension strategy was.

3 With a partner, retell the story.

Point to the pictures, and ask what is happening in each. Ask more questions to elicit further information: *Where is the pot? What is Jan trying to do? Who else is there?* Form pairs, and have students retell the story to their partner using the pictures.

Build Creativity!

Creating a Story Sketch

Objective: Flow

Have students form groups of five or six to create a short skit of the story. Tell them to work together on a script, to assign acting roles, and to appoint a director. Give students time to rehearse their skits, and have them perform them for the class. Have students record each other's skits on a tablet and give positive feedback.

Big Question Link

Point to the oracy reminder and elicit which character is speaking (*Emma*). Tell students to give positive feedback when they talk to each other, and elicit the phrases they can use: *Good point! Great idea! That's awesome!* Use the Cue Cards if necessary. Read the question aloud, and have students work in groups to answer it. Have students point to examples in the story where characters show that food is important (birthday cookies, roasted sausages, etc.).

AB pages 32–33

Differentiated Instruction

Below-level ★

Have small groups look at the illustrations from the story again and say what the people are doing and how they are feeling in each.

On-level ★★

Have students create a mind map of Jan's party. Have them list words in categories: *food, games, guests, feelings, etc.*

Above-level ★★★

Have groups imagine they are organizing a surprise party. Tell them to identify the different ways people helped organize the party in the story and then assign each other tasks.

Grammar in Context

28

1 Read the sentences and do the tasks.

You should wait here in your room.

People **mustn't** go near the river.

People **must** stay indoors.

You **shouldn't** be sad.

- Underline the phrases that give advice.
- Circle the phrases that give orders.

Grammar: *should/shouldn't, must/mustn't*

We use *should* to give advice and make recommendations.

You **shouldn't** be sad.

Must is stronger than *should*. We use *must* to give orders and talk about rules.

People **must** stay indoors.

2 Listen to the song. Say three things the baby should do and three things he **mustn't** do.

should: have fruit, drink milk, come here, sit with me
mustn't: eat pens, books, or bubbles; eat shoes, phones, bags, or the chair



3 Listen again and sing along.

4 Play a guessing game. What's the problem?

You should ...

go to bed earlier drink more water say sorry to the teacher play more sports

You should go to bed earlier!

He's tired!

45

Objective: to use *should/shouldn't* and *must/mustn't*

Materials: Audio CD 2.12; Fun Corner: paper

1 Read the sentences and do the tasks.

On the board, write the headings *Orders* and *Advice*. Then, under the appropriate heading, write: *You must do your homework. You should do your homework.* Underline *must* and *should*, and ask what the difference between the two sentences is. Then, elicit other examples for each modal verb.

Have students do the tasks in their books. Check answers as a class. Read the Grammar box aloud.

Practice Time I Tell students to imagine they are preparing a surprise birthday party like the one in the story. Have them write sentences describing three things they *must* or *mustn't* do and three things they *should* do. *I must not tell ... I must get a cake ... I should invite ... I should buy a present ...* Have students work in groups to share their ideas.

2 Listen to the song. Say three things the baby should do and three things he **mustn't** do.

Before playing the song, have students look at the picture. Elicit what is happening, and ask who they think is at the door. Point to the bite marks in the various objects, and ask: *What is the baby doing? Should the baby do that? What should he do? Write ideas on the board in two columns labeled *should* and *mustn't*. Play Track 2.12 and have students check their predictions. Ask them to call out other things the baby should and *mustn't* do according to the song. Add them to the lists on the board.*

3 Listen again and sing along.

Play Track 2.12 again. Have the class sing along. Encourage them to sing with feeling. You could add to the activity by having half the group sing the *must* statements and the other half sing the *should* statements. Then, they all sing the final line in each verse.

Fun Corner!

Writing Song Lyrics

Have groups invent an additional verse about other things the baby *mustn't* or *should* do and write it down. If necessary, write one of the verses on the board as a model. Students should follow the same structure, only changing the nouns. Have groups sing their verses to the class.

4 Play a guessing game. What's the problem?

Have students work in pairs. Tell them to read the advice and think of different problems the advice could be for. Encourage them to be creative and think of as many different problems as possible. Elicit answers for the first example from the class: *You should go to bed earlier. (He's tired! He's late for school! He missed breakfast!)* When pairs have discussed all the advice, review ideas as a class and write them on the board.

AB pages 34–35

Listening

1 Listen and mark ✓ the pictures of the restaurants mentioned.



2 Listen again and match the phrases with the correct restaurant.

fish swim over your head Pizzalicious Sharky Surprise an aquarium
 seafood twenty toppings takes ten minutes to cook sweet and salty toppings

3 Listen again and mark ✓ or X.

| | Pizzalicious | Sharky Surprise |
|---|--------------|-----------------|
| a You make your own meal. | ✓ | X |
| b You don't feel like you're in a restaurant. | X | ✓ |
| c There are lots of toppings to choose from. | ✓ | X |
| d It's a unique experience. | X | ✓ |
| e You have to be brave. | X | ✓ |

4 Take a class vote. Which restaurant do you think has the biggest wow factor? Why?

Do you prefer to eat at home or in a restaurant? Why?

Values AB page 36

46

Objective: to listen for general information and specific details about different restaurants; to take a healthy eating quiz

Materials: Audio CD 2.13

1 Listen and mark ✓ the pictures of the restaurants mentioned.

Play Track 2.13 and ask: *Who is talking? What is the topic of the report?* Have students mark the pictures.

2 Listen again and match the phrases with the correct restaurant.

Tell students to predict which statements go with which restaurant, and tell them to draw lines to the statements. Play Track 2.13 again and have them check their answers.

3 Listen again and mark ✓ or X.

Have students match each sentence to the correct restaurant. Play Track 2.13 again for them to check their answers.

4 Take a class vote. Which restaurant do you think has the biggest wow factor? Why?

First, have students form small groups to discuss the question and give reasons. Then, have a class vote.

Big Question Link

Read the Big Question Link aloud, and have students work in the same groups to answer it.

ACTIVITY BOOK PAGE 36

Values: Healthy Eating

1 Take the healthy eating quiz. Circle your answers. **students' own answers**

- How many times every day do you eat fruit or vegetables?
a 0 b 1-3 c 4-6
- How often do you eat chocolate or candy?
a never b every day c only on special occasions
- What do you normally drink?
a milk or natural fruit juice b water c soda
- What's your perfect meal?
a burger and fries b salad c eggs and beans
- Do you like eating fish?
a Yuck! No, thanks.
b Yes, I sometimes have fish.
c Yes, I eat fish every week.
- What do you have for breakfast?
a milk, cereal, and fruit b bread c nothing
- What's your favorite snack?
a cookies b potato chips c fruit
- Which is true for you?
a I always eat as much as possible.
b I stop when I feel full.
c Sometimes I eat too much.

2 Look at the key. How healthy are you? **students' own answers**

- 1-8 Oh, dear! You like lots of unhealthy foods. Try to include some fruit and vegetables, too!
 9-16 Well done. You have some healthy habits. Try eating less unhealthy food.
 17-24 Congratulations! You are very good at healthy eating!

3 How can you eat a more balanced diet? **students' own answers**

- a I should / shouldn't _____
 b I should / shouldn't _____
 c I should / shouldn't _____

| | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Z | E | 9 | 1 | 0 | 8 | 1 | 2 | 9 | 0 | 9 | Z | E | 9 | 1 | 0 | 7 | Z | 1 | 9 | 0 | 2 |
| E | 3 | 7 | 0 | 2 | 7 | E | 3 | 7 | 0 | 5 | 1 | 3 | 9 | 2 | 0 | E | E | 3 | 7 | 0 | 1 |

36

SB page 46

1 Take the healthy eating quiz. Circle your answers.

Have students turn to Activity Book page 36. Read the questions aloud, and have students complete the quiz.

2 Look at the key. How healthy are you?

Point to the key at the bottom of the page. Tell students to calculate their score and share their findings with a partner. Ask individual students to share how they feel about their score.

3 How can you eat a more balanced diet?

Have students complete the sentences with their own ideas. Encourage students to share their ideas in groups.

AB page 36

The Big Challenge

The Big Challenge

How can we make good choices about food?

Your challenge is to create a healthy menu.

- 1 Brainstorm** Imagine you have a restaurant. Make a list of your favorite foods for the restaurant menu.
- 2 Analyze** Share your ideas in groups. Which options are unhealthy? Can you make any changes to make your menu healthier?
- 3 Create** Make the menu. Fold two pieces of paper in half to make a book. Write and illustrate the foods on the menu page. Decorate the cover with the name of your restaurant.
- 4 Present** Display your menus in class.
- 5 Reflect** Give your classmates feedback on their menus. Whose is the healthiest?

Remember to give positive feedback on your classmates' ideas! Complete **Check Your Oracy!** in the Activity Book.

What is food for?
Look back through the unit. Share your ideas with the class.

CARMEN'S RESTAURANT

Appetizers
Vegetable soup
Grilled shrimp

Main Course
Chicken and rice
Meat and potato pie

Dessert
Fresh fruit salad
Strawberries in dark chocolate

AB page 37-39

Objective: to consolidate, extend, and personalize learning on the unit topic and oracy skills

Materials: Cue Cards 4–6, paper, colored pencils

- Read the Big Challenge question and statement out loud. Point to the images of the girl's menu and ask what the dishes are. Explain to students that they will create a similar healthy menu. Have students brainstorm different types of healthy dishes, and write them on the board.
- I Have students form groups of four to read the instructions and complete the task. Monitor and provide support with vocabulary as needed.

Oracy Extension Activity

Before students begin their discussions, have a volunteer read the Oracy Extension box aloud and elicit which character is speaking (*Liam*). Ask them if they remember the phrases for giving positive feedback. If not, hold up Cue Cards 4–6 and have the class read them out loud. Encourage students to use these phrases as they share ideas about their menus.

- 2 Ask the class: *What types of food are unhealthy?* to elicit ideas. Have groups go through their lists and make changes where necessary.
 - 3 Have groups follow the instructions for step 3. Demonstrate if necessary. Point to the example on page 47, and encourage groups to be creative with their decorations.
 - 4 Remind students to listen carefully to their classmates' presentations and to read each other's menus with interest. Record or have students record one another's presentations for the class portfolio.
- Home-school Portfolio: Big Challenge
- 5 After each group presents and displays its menu, encourage positive feedback from the class on the group's presentation.
 - Finally, have students complete **Check Your Oracy!** on page 37 of their Activity Books.

Big Question Circle

Have a volunteer read the Big Question Link. Then, have the class revisit the Big Question links throughout the unit and discuss what they have learned about what food is for. You may wish to encourage students to include ideas from their Big Challenge presentations on how to make good choices about food and to eat more healthily.

- Use the following questions to help review the Big Question: *How are breakfasts different around the world? Why is breakfast important? What food groups do we need to eat foods from? Why? Do you eat balanced meals? How can you make your meals more balanced? What kind of healthy food can you offer at a party? What food can you make? On what occasions do you eat special types of food? How is food important to you and your family? What celebrations do you have that involve different foods? Do you have a favorite restaurant? What type of food does it serve? Why do you like it?*
- Finally, have students turn to page 37 of their Activity Books to complete the Big Challenge self-assessment and The Big Question and Me box.

AB pages 37–39

SPEAKING MISSION

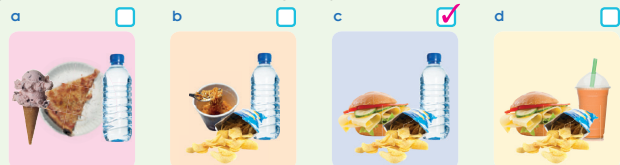
You are going to order some food from a food stand in an English-speaking country. Prepare what to say.

Before Your Mission

- 1 2.14 **Key Words** Listen and point. Then, say which of these you can buy at a food stand in your country.



- 2 2.15 Listen and mark what the girl buys.



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During Your Mission

- 3 2.15 Listen again. What are the missing words?

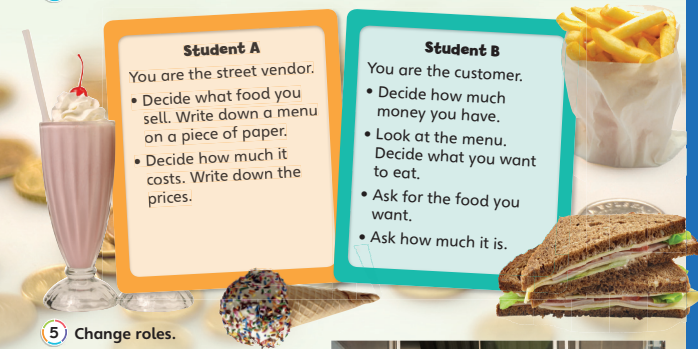
Can I **have** a sandwich, please?

I'd **like** a bottle of water, too.

Anything **else** ?

How **much** is it?

- 4 Practice buying street food.



- 5 Change roles.

Key Language

Can I have (a bag of chips), please?
I'd like (a sandwich), too.
Here you go.
Anything else?
That's all, thanks.

How much is it?
That will be (ten) dollars, please.
Can you repeat that?
Thank you!
Here's your change.



- What are the differences between food you can buy in a restaurant and food you can buy from a food stand?

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Objective: to use functional language in a real-world situation in order to accomplish a task

Speaking Mission Words: bottle of water, cup of fruit juice, bag of chips, can of lemonade, sandwich, ice-cream cone, slice of pizza, cup of noodles

Materials: Audio CD 2.14, 2.15

Ask a volunteer to read the Speaking Mission aloud. Ask: *What is a food stand?* Point to the picture and ask: *Where are the people? (On the street.)* Explain that a food stand is a place where you can buy food to eat on the street.

- 1 2.14 **Key Words** Listen and point. Then, say which of these you can buy at a food stand in your country.

Play Track 2.14 and have students point to the pictures. Play the track again and ask after each food: *Is it healthy?*

- 2 2.15 Listen and mark what the girl buys.

Have students tell you what they can see in each picture. Play Track 2.15 and have students mark the correct picture. Check the answer with the class.

- 3 2.15 Listen again. What are the missing words?

Point to the sentences and have students predict what the missing words are, before having students complete the task.

- 4 Practice buying street food.

Divide the class into pairs and draw their attention to the prompt cards. Ask: *What food do you want to sell?*

How much does it cost? etc. Write ideas on the board. Point to the Key Language box, and have students match each phrase to the correct prompt. Model the first part of a conversation with a student: *Can I have a sandwich, please? Here you go. Anything else?* Then, have them practice in pairs, first with their notes, and afterwards, without them. Monitor the activity, giving help as needed.

Home-school Portfolio: Speaking Mission

- 5 Change roles.

Have students change roles and practice again. Invite pairs to perform their dialogues for the class. Encourage positive feedback.

Big Question Link

Have a volunteer read the Big Question Link aloud. Have students answer the question in small groups. Ask volunteers to share their group's ideas, and write the ideas on the board.