

UNIT 2

This Is Delicious



Unit Overview

Themes

Food
Special food

Synopsis

In this unit, students will find out where food comes from, learn about healthy eating, and think about why food is different in different countries. They will plan and prepare a conversation about buying food and write a food survey using target vocabulary and grammar from the unit.



Vocabulary

broccoli, carrots, coconuts, limes,
mushrooms, onions, peaches,
potatoes, strawberries,
tomatoes, watermelons

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Think It Over

Review and Reflection

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Explore Language

Simple Present: *Like*

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Language Book

Write About It

A Rainbow Food Survey
Punctuation: question
marks

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Global Citizenship

What do people eat around
the world?
cheese, cereal, chicken, eggs, pasta,
rice, salad, soup, breakfast,
dinner, lunch

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Talk About It

Conversation: agreeing and
disagreeing

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Explore Language

Simple Present: *What ...?,
Want*

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Think Together

Where does food come from?

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Visible Thinking

VTR: See, Think, Wonder

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Fiction

Play: *The Yum Café*
Words in Context: waiter, menu, cookies, special, chef

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Literacy Book

Nonfiction

Creative Nonfiction: *The Right Place*
Words in Context: farm, something, sweet, honey, hungry

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Reading Skill

Identifying characters and setting

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Phonics

long e

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Language and Literacy Connections

The connecting theme in Unit 2 is healthy eating.

Language

Literacy

Vocabulary	Set 1 and 2: food	Nonfiction: broccoli, chicken, eggs, strawberries Fiction: peaches
Grammar	Simple Present: <i>Like</i> I like strawberries. My mom doesn't like watermelon. Do you like coconut milk? Yes, I do. No, I don't. Simple Present: What ...?, Want What do you want for dinner? She wants breakfast. She doesn't want dinner.	Nonfiction I want some eggs, please. Fiction What do you want today? Do you like it?
Skills	Pronunciation: /æ/ and /ɔ/	Reading: identifying characters and setting Phonics: the long e /i/
International English	color/colour; flavor/flavour	cookies/biscuits

Vocabulary

Lesson Objectives


- to learn food vocabulary: *broccoli, carrots, coconuts, limes, mushrooms, onions, peaches, potatoes, strawberries, tomatoes, watermelons*
- to sing a song which explores the value of healthy eating

Materials

Audio Tracks 15 to 18; Video

Warm Up

Play *Mime It!* (see TB p. 26). Act out preparing (e.g. peeling, cooking, cutting) and eating a food. Ask *What am I eating?* Useful items to check include apples, bananas, beans, grapes, oranges, mangos, bread, cheese, and ice cream.

 **A TRACK 15 TB p. 214 Listen and find. What do Adam and his mom buy?**

- Have students look at the scene to find Uncle Jim from Unit 1.
- Tell students they are going to listen to Adam and his mom shopping. Play the audio and have students point to the words or pictures as they listen.
- Ask the comprehension question *What do Adam and his mom buy?* and elicit answers. Play the audio again for students to check. Have students share their answers with a friend before checking as a class.
- Look back at p. 21. Ask *Can you answer Uncle Jim's question?* (Suggested answer: fruit and vegetables)

Answer



carrots; tomatoes; strawberries; a watermelon; a lime; a coconut; onions

 **B TRACK 16 TB p. 215 Listen, say, and number the pictures in A.**


- Play the audio and have students point to the pictures and say the words.
- Tell students to listen again and write numbers next to the words in the picture. Do the example together (carrots). Pause the audio after each vocabulary word, giving students enough time to find it on the page and write their answers. Then check answers as a class.

Answers

1 carrots 2 potatoes 3 tomatoes 4 onions
5 mushrooms 6 strawberries 7 watermelons
8 peaches 9 coconuts 10 limes 11 broccoli

 **C TRACK 17 TB p. 215 Listen. Close your eyes and visualize.** 

- Prepare students for the visualization (see TB p. 21).
- Play the audio, allowing students to visualize the food and do actions where appropriate as they listen. They can say the word after they hear say.
- Ask volunteers to describe what they imagined or to demonstrate their mime.

D How big are the fruit and vegetables, do you think? Complete the shopping list in order of size. 

- Students are going to order the fruit and vegetables from small to big to complete the shopping list. Draw students' attention to the shopping list and point to *strawberries*. Ask *Are strawberries big or small?* (small) Point to *watermelons* and repeat the question (big). Tell students to think about how big or small each food is and write them in order from small to big.
- Have students do the activity. Monitor and help as necessary. Check answers as a class. Students may have different answers. This is fine; the purpose of the activity is for students to think critically and make decisions.

Suggested Answers

1 strawberries 2 mushrooms 3 limes 4 carrots
5 tomatoes 6 onions 7 potatoes 8 peaches
9 broccoli 10 coconuts 11 watermelons

 **E TRACK 18 TB p. 215 Listen and sing. Then watch and sing.**

- Write the title of the song, *The Healthy Way*, on the board. Tell students that healthy means "good for you." Elicit examples of healthy food.
- Play the song once, encouraging students to close their books and enjoy the music. When they have listened, check if anyone recognized any words. Don't correct any misheard yet.
- Have students listen again, this time following in their books. Ask students *Why does the song say "A rainbow of colors"?* (We should eat food of different colors to be healthy.) Have students suggest healthy food of different colors.
- Play the song again, this time pausing after each line for students to repeat.
- Play the song again and encourage the class to sing together.
- Then play the song video and encourage students to sing and move to the music as they watch.



International English



Say *Look at the words. What's different?* Highlight the different spellings. Explain that the pronunciation is the same. Ask *Which spelling do we use?*

Cool Down

Play *Draw It!* with the lesson vocabulary (see TB p. 25).

Practice Student's App: Vocabulary Practice; Video

Explore Language

Lesson Objectives

- to learn how to make statements and questions with the verb *like* in the simple present
- to practice using fruit and vegetable vocabulary

Materials

Audio Tracks 19 and 20

Warm Up

Play *Versus* (see TB p. 27) using words from Lesson 1; e.g. *Which do you like—strawberries or peaches?*

A TRACK 19 TB p. 215 Listen and read. What fruit do they have?

- Tell students that they are going to listen to Adam and his friend Felix making smoothies. Before playing the audio, ask *What do you think Adam puts in his smoothie?* and take suggestions. Play the audio and have students follow the dialogue in their books.
- Ask the gist question *What fruit do they have?* and elicit answers. Play the audio again for students to check. Ask further questions; for example, *What are they making?* (a smoothie) *What is a smoothie?* Explain, using LI if necessary.

Answer

strawberries; oranges; limes; bananas; watermelon

B Look at A. Complete.

- Write or project the table onto the board. Tell students that the sentences they need are all in the dialogue.
- Draw students' attention to the first example in blue (like). Refer them to the dialogue in A. Have students find the sentence *I like strawberries*. Then ask *What does Adam's mom like?* Have students find the answer (oranges and limes) in A to fill out the blank (likes).
- Focus on the part of the table with negative sentences. Say *I ... like bananas. What does Felix say?* Have students find the missing word in A (don't). Have them notice the words in green (all verbs). Remind students that verbs have different forms for different people.
- Allow students to work with a partner to complete the other sentences in the table in the same way, encouraging students to find them in the dialogue and to copy the words into the blanks.
- Have students look at the Grammar tip *Remember*. Write *I like strawberries. My mom likes strawberries*. Ask *What's the difference?* Repeat for *I don't like bananas. My mom doesn't like bananas*. Tell students that when we talk about a different person, the verb ends with s.
- Complete the table on the board and point out the different forms.

Answers

like; don't; likes; do; Does; doesn't

C Think and discuss. Then choose.

- You may need to pre-teach opinions: opinions are what we think. They are not always the same—people can have different opinions.
- Have students work in pairs to read and discuss the sentence. Tell them they can look at the table and at p. 24 to help them. Have students circle the correct option. Then check the answer as a class.

Answer

1 opinions

D TRACK 20 TB p. 215 Listen and say.

- Tell students they're going to practice saying the new structures.
- Play the audio, pausing after each sentence for students to repeat.
- For ideas on how to vary the drill, see TB p. 22.

E Look and complete.

- Have students look at the pictures and say what they see in a general sense (boys with fruit—they're going to make smoothies). Elicit that the crosses show what they don't like.
- Look at the first blank together. Ask them what is missing from the sentence (don't). Ask why it is not *doesn't*. Ask *Do they like bananas?* (no)
- Have students do the activity individually. Remind them to look at the pictures and the table to help them and to add the third-person -s where necessary. Check answers as a class.

Answers

1 *like*; don't 2 Does; does 3 *like*; doesn't 4 Do; like
5 *like*

F Complete. Then ask a friend.

- Students are going to choose three fruits or vegetables and ask a friend questions. Do an example orally with the class first. Write an example question on the board, then ask someone and circle the answer given.
- Have students complete their questions individually. Then they work in pairs to ask and answer questions.

Cool Down

Play *Chain Game* (see TB p. 25) to practice the third-person -s; e.g. Student A: *I like apples*. Student B: *He likes apples. I like bananas*. Student C: *She likes bananas. I like peaches*.



Global Citizenship

Lesson Objectives

- to learn food vocabulary: *breakfast, cereal, cheese, chicken, dinner, eggs, lunch, pasta, rice, salad, soup*
- to explore what people eat around the world
- to practice listening for gist and details

Materials

Audio Tracks 21 to 23; (optional) Audio Track B

Opening Question

Ask the opening question: *What do people eat around the world?* Elicit ideas and encourage students to think about all types of food. Ask *What's typical food from your country?* Don't correct them or give much feedback; students will find out more about the topic during the lesson.

A TRACK 21 TB p. 215 Listen to Antonio and his mom talk about food. What food does he like?

- Tell students they are going to listen to a boy named Antonio talking about food with his mom. Play the audio and have students point to the words or pictures as they listen. Words mentioned: *salad, soup, chicken, pasta, cheese, lunch, breakfast, dinner, cereal* (all but *rice* and *eggs*).
- Ask the gist question *What food does he like?* and elicit the answer. Play the audio again for students to check.

Answer

ice cream

B TRACK 22 TB p. 215 Listen, say, and number the pictures in A.

- Play the audio and have students point to the pictures and say the words.
- Tell students to listen again and this time number the pictures. Point out the example answer (*chicken*). Pause the audio after each word, giving students enough time to write their answer.
- Check answers by calling out a number and having students call out the word, in chorus. Afterward, display the answers using the TTL for students to check.

Answers

1 *chicken* 2 *salad* 3 *cereal* 4 *rice* 5 *cheese*
6 *soup* 7 *pasta* 8 *eggs* 9 *breakfast* 10 *lunch*
11 *dinner*

TRACK B TB p. 216 Visualization

The TTL has a visualization audio track for this vocabulary set. (See TB p. 21.)

C What do you like to eat? Tell your friend.

- Tell students they are going to talk in pairs about food they like.
- Model a conversation with the class, saying *I like (salad). Do you like salad?* Have students discuss their opinions

in pairs. Ask them to use at least six of the new words in their conversation. Encourage them to ask questions using *Do you like ...?* Tell them that a conversation must involve questions.

D TRACK 23 TB p. 216 Now listen to Safi and Hoa. Number the pictures. Who eats a lot of eggs?

- Have some students report back to the class on what they and their partner like to eat.
- Listening for main idea: tell students that they are going to listen to two children from different countries talking about what they eat. The first time they listen, students will number the pictures. Play the audio. Then check answers.
- Ask the gist question *Who eats a lot of eggs?* and elicit the answer. Play the audio again for students to check.

Answers

a 2 b 1 Hoa eats a lot of eggs.

E Listen again. Choose True or False.

- Listening for detail: have students look at the sentences before they listen again and see if they remember any of the answers from their first listen.
- Play the audio again and have students circle the answers. Check answers as a class.

Answers

1 True 2 False 3 True 4 True 5 False

Discussion Questions

- Draw students' attention to the discussion questions: *Do you have the same food in your country? Why is food different in different countries?* Have students discuss the questions in pairs or small groups (see **ETB**).
- Elicit the conclusion that the food we eat depends on where we live. However, if students are interested, discuss the fact that now we can buy food from other countries and transport it. As an extension, you could bring in some fruit or vegetables and have students look at the sticker with the origin (or have students take pictures of the origin of different foods in the grocery store).
- Return to the opening question to ask again *What do people eat around the world?* Discuss the differences and similarities you have discovered through the lesson. Decide together if there are more differences or more similarities. Decide if there are any foods that are enjoyed everywhere. See **ETB** for extension activities and projects.

Cool Down

Play a guessing game. Have a student say a sentence about what he/she eats or what food he/she likes; e.g. *I don't like soup* or *I eat cereal for breakfast*. The sentence can be true or false. Assign one side of the classroom as true and the other as false. Students guess and move to the appropriate side of the room. Choose someone who was correct to say the next sentence.

Explore Language

Lesson Objectives

- to learn how to make questions with *What ...?* in the simple present
- to learn how to use *want* in statements and questions in the simple present
- to practice using food vocabulary

Materials

Audio Tracks 24 and 25

Warm Up

Open up the theme of restaurants with a short, personalized discussion. Ask *Do you ever eat out in a restaurant? Which restaurants do you like? What do you eat there?* Have students discuss in pairs before sharing ideas with the class.

A TRACK 24 TB p. 216 Listen and read. Does Wendy like cereal?

- Tell students they are going to listen to Felix and his family in a restaurant. Have students look at the picture and identify Felix. Ask *What do you remember about Felix?* (He makes a smoothie with Adam. He doesn't like bananas. He likes strawberries and coconut milk.)
- Ask *Who do you think the other characters are?* Encourage students to guess from the pictures. (Felix's mom, his sister Wendy, and his friend Lulu—but students won't know the characters' names until they read the story.)
- Play the audio and have students follow the story in their books.
- Ask the gist question *Does Wendy like cereal?* and elicit the answer. Play the audio again to check.

Answer

Yes, she does.

B Look at A. Complete.

- Write or project the table onto the board.
- Point to the first word in green (What). Ask *What kind of word is it?* (a question word) Refer students to the story in A. Ask *What does Felix's mom say?* Have students find the question. Then have students look for *your sister* and complete the second question by finding and copying the missing words from the story.
- Ask students what is different between the two questions in the table (do/does). Ask why this is. Decide with students that verbs have different forms for different people.
- Ask students to find the missing words from the other sentences in the story and to copy them into the table.
- Have students look at the Grammar tip *Remember*. Check students' understanding by naming some people and having them call out *he* or *she*.

- Go through the other forms (you, he, we, they) with students on the board.

Answers

do; does; want; wants; doesn't

C Think and discuss. Then choose.

- Clarify with students that opinions are what we think. They saw this in the first grammar lesson of this unit (with *like*). Explain wishes by drawing on the board a simple genie coming out of a lamp. Say *The genie gives you three wishes*.
- Have students work in pairs to read and discuss the sentence. Tell them they can look at the table and at p. 28 to help them circle the correct option. Then check the answer as a class.
- Ask students what they use for opinion, and elicit the answer *like*. Conclude that *like* is for opinions and *want* is for wishes.

Answer

I wishes

D TRACK 25 TB p. 216 Listen and say.

- Tell students they're going to practice saying the new structures.
- Play the audio, pausing after each sentence for students to repeat.
- For ideas on how to vary the drill, see TB p. 22.

E Put the words in order.

- Do the example together. Elicit that the first word always starts with a capital letter and the sentence always ends in a period or question mark.
- Have students do the activity individually. Write the unscrambled sentences on the board for students to check.

Answers

1 *What does she want?* 2 She wants cheese. 3 What do you want? 4 We don't want eggs. 5 Do you want soup? 6 Does she want pizza?

F Choose your pizza. Draw. Then ask and answer.

- Students are going to design a pizza. Point to each ingredient in the picture and ask students *What's this?*
- Have students draw ingredients on their pizza.
- Students then ask and answer questions about their pizzas. Have two students demonstrate with the examples on the page.

Cool Down

Play *What's the Question?* (see TB p. 27) Write the following answers on the board: *She wants ice cream. / I want a smoothie. / We want strawberries. / He wants chicken and rice. / They want breakfast.* (What does she want? / What do you want? / What do you want? / What does he want? / What do they want?)

Talk About It

Lesson Objectives

- to prepare and practice a conversation about agreeing and disagreeing
- to express opinions about foods
- to recognize and reproduce /æ/ and /ɔ/


Materials

A piece of paper for each student with a food written on it (WU); Video; Audio Track 26

Warm Up

Give each student a piece of paper with a food written on it. Ask students to write a *like* question about the food; e.g. *Do you like coconuts?* Tell them to ask their question to as many other students as possible and note down how many answered *Yes, I do* or *No, I don't*. Ask how many likes each student had to find out what the most popular class food is.



A TB p. 236 Watch and listen. Who likes chocolate ice cream? 

- Ask *Do you like ice cream? What flavor ice cream do you like?* Elicit responses and help with vocabulary as necessary.
- Tell students that they are going to watch a video of two girls buying ice cream. Ask *Where do you buy ice cream?* (students' own answers)
- Introduce the gist question *Who likes chocolate ice cream?* Play the video and check the answer. Ask further comprehension questions, e.g. *Who doesn't like coconut?* (Olivia) (see ETB)

Answer


both girls (Olivia and Vicky)



International English



Highlight the different spellings. Explain that the pronunciation is the same. Ask *Which spelling do we use?*

B Watch again. Check (✓) the answers you hear. 

- Have students read the phrases and draw their attention to the example.
- Play the video again, pausing for students to check the responses they hear after each statement. Check answers as a class.
- Have students categorize the phrases. Write *Agree* and *Disagree* on the board. Check understanding and ask *What phrase can we use to show we agree?* (Me, too!) *What phrase can we use to show we disagree?* (Really? I don't.) Write the answers on the board.



Answers

1 Me, too! 2 Really? I don't. 3 Me, too!

Pronunciation /æ/ and /ɔ/

TRACK 26 TB p. 216 Listen and say.



- Demonstrate the mouth position for the /æ/ sound, as in *have*, and encourage students to copy you. Do the same for the /ɔ/ sound, as in *chocolate*.
- Play the audio for students to repeat the sounds and words. Repeat if students need more practice.
- Say *These words are used in the video. What other words do you know with these sounds?* Have students discuss in pairs, then elicit ideas (e.g. *salad, water*) and write them on the board in two sections. Drill all the words at the end.

C Plan. Think about types of food. Complete.  

- Say *In the video, what do the girls talk about?* (what ice cream flavors they like) Tell students they are going to plan a conversation about food. Write the three categories from the plan onto the board and brainstorm different flavors for each type of food.
- Have students look at the plan. Point to the emojis and elicit what they mean (like, don't like). Say *Complete the plan with what you like and don't like.* Make sure they write the singular form of the noun. Monitor and help as necessary.

D Prepare your conversation. Use your ideas from C and phrases from B.  

- Project or write the conversation onto the board and complete it as you demonstrate.
- Have a confident student read *Let's have ice cream* aloud. Point to the second bubble and say *Ooh, yes! I love ice cream.* Point to the third bubble and have the student ask *What flavor do you want?* Say *I like chocolate ice cream.* Point out *Agree or disagree* above the next bubble and encourage the student to respond *Me, too!* or *Really? I don't.* Then say *I want chocolate and strawberry ice cream!* Encourage the student to agree or disagree.
- Have students prepare their conversations in pairs. Ask them to choose one type of food to talk about. Have them use the notes they made in C and the phrases from B to complete their conversation. Monitor and help as necessary.

E Practice with a friend.  

- Have students practice their conversation as many times as they need to.
- Invite pairs to come to the front of the classroom to perform their conversation. Have the audience give a round of applause after each conversation.

Cool Down

Play *Me, Too!* (See TB p. 26.)

Write About It

Lesson Objectives

- to learn how to use question marks
- to plan and write a survey about healthy eating

Materials

Support, Standard, and Challenge Writing printouts from the Resource Bank (C, D)

Warm Up

Have students name a food for each color (red, orange, yellow, green, purple). Sing *The Healthy Way* song from earlier in this unit (p. 23) to remind students of the rainbow of foods.

A Read the survey. Circle the question marks (?).

- Have students read the title of the survey in A. Ask *Do you think the questions are about animals or food?* (food) Have students read the questions and answers. Check comprehension; e.g. ask *Do you think Maria eats a rainbow?* Have students point to the circle around *eats*, then ask *Why do you think that?* Elicit answers.
- Project the activity onto the board or write the title of the survey on the board. Ask students to point to the question mark. Invite a student to come up and circle it. Ask *When do we use question marks?* Elicit *at the end of a question.*
- If you have posters containing questions displayed in the classroom, have students identify the question marks.
- Ask students to circle all the question marks in the rest of the survey. Write the survey questions on the board (if you aren't projecting them). Circle the question marks so students can check their answers.
- Read the questions aloud. Use exaggerated intonation to show how our voices go up at the end of a question. Have students repeat each question chorally. Encourage them to draw a question mark in the air with a finger as they do so.

Answers

- 1 Do you like tomatoes?
- 2 Do you like peaches?
- 3 Do you like cheese?
- 4 Do you like limes?
- 5 Do you like grapes?

B Write periods (.) or question marks (?).

- Have students look at A. Ask *Can you find a period?* *Do we use a period at the beginning or end of a sentence?* (end) *Do we use a period at the end of a question?* (no)
- Write the first sentence on the board. Have students read it and find a similar sentence in A (e.g. *Do you like tomatoes?*). Ask *Is it a question?* (yes) *What do we write at the end?* (a question mark) Write the second sentence on the board and ask *Is it a question?* (no) *What do we write at the end?* (a period) Have students decide whether to write a period or a question mark at the end of the other sentences.

- Tell students to compare answers with a partner. Write or project the correct answers on the board for students to check. Ask *Which words tell us it is a question?* (Do, What, How many)
- Ask if students can name more question words. (Does, Who, Why, Where, When, How, Which)

Answers

1 ? 2 . 3 ? 4 ? 5 .

C Plan. Think about food for your survey. Check (✓) or write.

- Have students look at A. Explain it is a survey and ask if they know what a survey is. Brainstorm ideas. Students can use LI for this. Elicit that a survey is a list of questions used to find out information about people.
- Tell students they are going to write a food survey like the one in A. Make an empty version of the table in C on the board and elicit a list of foods of each color from students.
- Have students look at the table in C. Tell them they need to choose at least one food of each color for their survey. They should choose one of the foods that is provided (and check the box) or write in their own food, using the list on the board for ideas. Challenge printouts can be handed out now.

D Write your Rainbow Food survey.

- Ask students to write five (or more) questions about the food they checked in C for their survey. Elicit the question structure (*Do you like ...?*). Have students write questions first in their notebooks. Remind them that they need to include answer options and checkboxes.
- Students should exchange their work with a friend and peer-correct. You can put a checklist of things to correct on the board (e.g. spelling, capital letters, question marks).
- Provide the Support and Standard survey printouts and have students write their survey questions out neatly. Allow them time to decorate their survey.
- If you have time, students can ask and answer questions in pairs.

Cool Down

Play *Pass the Whisper!* using a question from one of the surveys. (See TB p. 26.)

Think It Over

Lesson Objectives




- to review what has been learned in the unit
- to reflect on the unit and their progress
- to think about learning strategies and how to continue learning at home

Warm Up




Play *Find Someone Who* (see TB p. 25). Have students go around the class asking questions to find the following: someone who likes peaches, someone who likes chicken, someone who doesn't like cheese, someone who wants pizza for dinner, and so on.

Read the questions and draw or write your answers.

- Encourage review of the language and reflection on the ideas from the unit to help students make connections to past learning experiences.

What did I do?   




- Give students a few minutes to look back through the unit at the activities they did. Ask questions about the unit; e.g. *Who can sing me a line from the song? Does Felix like bananas? What does Wendy want to eat?*
- Tell students they can draw or write about activities they found interesting, but encourage them not to choose their favorite activity yet. Instead, encourage them to identify something in the unit that they found challenging but which they completed and feel proud of. Alternatively, ask them to choose something that was particularly memorable for them—either because it was interesting, or it was different, or even because it was noisy! You can use LI to explain these ideas to the class.

What did I learn?   




- Ask questions about the unit; e.g. *What words do you know? What sentences can you say? What questions can you ask? What did you talk about in your Talk About It conversation? What phrases did you use?* Brainstorm some ideas on the board.
- Encourage students to draw a picture or write sentences about the outcome of their learning.

What was my favorite part?   

- Have students look back through the unit and decide what they enjoyed the most. Tell them it can be an activity they found fun, a story they enjoyed reading, a favorite character, or a favorite food. They should try to choose just one and draw a picture or write about it. Explain that when we like something, it is often easier to learn.

How well did I do?   

- In this activity, students evaluate their own progress. Tell students to color in the number of strawberries that best expresses how well they have learned the unit content (i.e. the more they color, the more they feel they have learned). Ask *What do you understand? What do you want to practice more?* Encourage students to look back through the unit to see how much they remember, what they did well, and what they found hard.

What can I do next?   

- Brainstorm ideas with the class about what students can do to continue to learn (e.g. sing the song again, read the stories again).
- Encourage students to think about what they can do at home to improve their English using the verbs in the box as prompts. Some suggestions: watch a TV show or video clips in English; practice vocabulary or grammar by using the Student's App on Navio; share what they have learned with family members; find out more about where their food comes from, and so on.
- Ask students to choose one or more activities from the list (watch, practice, share, find out more) that they will do to practice their English.
- Once students have completed the page in their books, have them discuss with a friend what they drew or wrote. Did they choose the same activities or different ones?

Looking Forward

Draw students' attention to the bottom of the page. Ask *Who's this?* and elicit what they remember about her (Lulu is Felix's friend and appears in *Explore Language*, p. 28). Ask *What do you think is Lulu's favorite toy?* and elicit suggestions from the class. Tell them they will find out in the next unit.

Put It Together

To further review and recycle the language in Units 1 and 2, play the game, *Special People*, *Special Food Bingo*, on pp. 34–35. See TB p. 206 for teaching notes.

Get Ready to Read

Lesson Objectives

- to activate prior knowledge about food
- to encourage students to observe and interpret through a See, Think, Wonder VTR
- to preview the reading skill of identifying characters and setting

Materials

VTR printout from the Resource Bank (A, B, C)

Warm Up

Use this activity to create interest in the topic of food.

First look at the title of the unit: *This Is Delicious*. Discuss the meaning of *delicious* with the class (if you haven't already in the **Language Book**). Use gestures to ensure everyone understands.

Play a *Chain Game* (see TB p. 25) with *I eat ...*; e.g. Student A: *I eat apples. Mmm, delicious!* Student B: *I eat apples and strawberries. Mmm, delicious!* Student C: *I eat apples and strawberries and bread. Mmm, delicious!*



See, Think, Wonder

A Look at the picture. What do you see?

Students are going to do a VTR to explore the image.

- Ask *What do you see?* Give them one minute to look at the picture before sharing answers in small groups or pairs.
- Then bring the class together and have a class discussion about what they found. Encourage them to talk about more than just objects—help them use adjectives such as colors and shapes.
- Students will likely find: *bananas, four, mom/woman, child/girl, people, boots, shoes, house, window, door, street, sky, pants, legs, hat, coat, wall, road*, and various colors and shapes.
- Students may also notice: *curtain, brick, doorknob, sidewalk, fence, wood, costume, garbage can*.

Here's an example of this part of the routine:

Teacher: What do you see?

Student A: (I see) bananas.

Teacher: What colors do you see?

Student B: Yellow. (Yellow bananas!)

Teacher: Great! What else do you see?

Student C: (I see) people (walking).

B What do you think?

- Say *I think the woman is a mom. What do you think about the picture?* Give students 1–3 minutes to think about the picture silently. Then have students work in small groups to share their ideas, before sharing them as a class. Monitor and provide language help when needed.

- Answers will vary depending on students' opinions. Remind students to respect each other's thoughts and opinions.

Here's an example of this part of the routine:

Teacher: What do you think?

Student A: (I think it's) sunny.

Teacher: OK. Anything else?

Student B: (I think they're) go(ing) to the circus.

C What do you wonder?

- Say *I wonder if they can see. What do you wonder about the picture? What questions do you have?* Give students one minute to think about the picture.
- Have students share their ideas in groups or as a class. Allow students to be creative and encourage them to share. There are no wrong answers.

Here's an example of this part of the routine:

Teacher: What do you wonder?

Student A: Where (do they) live?

Teacher: OK, what else?

Student B: Where (are they) going?

Student C: (Do they) like bananas?

Transition

Ask students what they think this unit is about. Suggested answers: food, fruit, parties, dressing up.

D Think, draw, and share. What food do you make at home?



- Tell students to think about food they make at home. Do they sometimes help with the cooking? Have students suggest things they help prepare, in LI if necessary.
- Give students 5 minutes to think and draw their answers. Have students show their pictures to a friend. Have volunteers show their work to the class.
- Display students' pictures around the classroom.

E Look and answer.

This is a preview of the reading skill identifying characters and setting.

- Have students look at the picture. If you are using the TTL, enlarge the image.
- Have students answer the questions in pairs. Then ask students if they ever go to a farm. Ask *What can you find on a farm?*

Answers

1 10 people 2 at a farm; at a market

Now read **The Right Place**

Nonfiction: *The Right Place*— Creative Nonfiction

Lesson Objectives

- to read creative nonfiction about a farm
- to learn through CLIL (science): Food and where it comes from
- to make a personal connection to the reading

Materials

Audio Tracks 13 and 14; Video; real or toy food / pictures of food to make a food stall

Warm Up

Look at the small picture at the bottom of p. 25 again (enlarge it on the board if you are using the TTL) and have students work in small groups to make a list of words they think will be in the reading. You could give them categories to think about (e.g. food, animals).



TRACK 13 TB p. 231 Reading Approach

First Reading: Listen and Engage

- Ask students to notice the title, the text, and the people on the pages.
- Play the audio while they follow the text in their books.
- Pause after the second page and ask students prediction questions; e.g. *What other food do you think they sell?*
- After the first reading, have students check if the words they came up with in the Warm Up appear in the reading.
- Read the whole text before looking at the Words in Context.



TRACK 14 TB p. 231 Words in Context

- Play the audio and have students repeat the words.
- Play the video and encourage students to **use actions in the video to help discover meaning** (see TB p. 23).
- Alongside this technique, use these questions to help students understand the words.

farm Look at the first picture with students and read the phrase *Welcome to our farm!* Ask *What place is it? How do you know?* Elicit that the pictures can help us understand new words.

something Have students look at p. 30 and what Lilly is holding. Say *The woman wants something sweet. Does she know what she wants? (no) She doesn't know what sweet things Lilly has, so she says "something".*

sweet Point to p. 30 again and ask *What does Lilly have in her hands? (honey) Say Honey and jam are sweet. Ice cream is sweet.* Ask students to name more sweet things.

honey Have students look at the sentence that contains *honey*. Ask *Can you see a bee? What food do bees make? (honey)*

hungry Have students find *hungry* in the reading (on p. 31). Say *He's hungry, rubbing your stomach.* Ask *What do you think he buys?* Accept students' suggestions. Personalize the word by asking *Are you hungry before or after breakfast? Are you hungry now?*

Second Reading: Analyze the Text and Features

- If you haven't already, play the video now to consolidate students' understanding of the story (video script TB p. 238). Ask comprehension questions, e.g. *Are the white eggs from the ducks or the chickens?*
- Then look at the reading again and tell students they are going to discuss the four questions in the blue boxes using Think, Pair, Share (see TB p. 20). Encourage students to listen to their friends by having them say *Me, too!* if they agree.
 - **Gist** (p. 26): *Does the farm have a lot of food?* Have students look at the different scenes and point out the foods they can name. Then ask one or two students for their answer to the overall question.
 - **Making Connections** (p. 28): *What other animals give us milk?* Have students name the animal giving milk in the picture (cow). Explore the CLIL science concept of food and where it comes from. See if they know other animals we drink milk from (goats, sheep).
 - **Personalization** (p. 30): *Do you like honey?* Ask *Do you eat honey at home?* You could bring in some honey for students to try.
 - **Personalization** (p. 31): *What do you like at Lilly's farm?* This is a personalized question to involve students and help them connect with the story.

Third Reading: Interact with the Text

- Now that students are familiar with the story, prepare a farm stall role-play. Bring in some realia or pictures of food from the story. Place this on a table representing the farm stall. Put students into groups. Have one or two students in each group be the sellers and the others form a line of customers.
- Have students act out the reading as they watch the video or listen to the audio. Encourage students to say *Hello, please, and thank you.* See TB p. 23 for ideas on how to do role-plays.

Cool Down

Have students choose the word from the reading they like best. Tell them it can be because they like the sound of it, the look of it, or the meaning. Have them write their word on a slip of paper and hand it in. Find out which is the most popular word.

Explore the Reading

Lesson Objectives

- to understand and analyze *The Right Place* through reading comprehension activities
- to learn to identify dialogue in a reading
- to learn through CLIL (science): Food and where it comes from
- to recognize and reproduce the long e /i/

Materials

A3 paper with headings, one sheet per group (WU);
Video; Audio Track 15

Warm Up

Do a Chalk Talk routine (see TB p. 20) with the following headings: Food from animals; Food from trees and plants; Food that is sweet.

A Read and match.

- If more than one day has passed since students read *The Right Place*, have them watch the video again (video script TB p. 238).
- With all books closed, arrange students in a circle and have a Circle Time discussion (see TB p. 21) about the story. Ask *Where is the story?* (on a farm) *Who is hungry?* (the man with the blue shirt) *What food is sweet?* (honey) *Which animals are the eggs from?* (chickens and ducks) *Where does the food come from?* (the farm/animals)
- Draw students' attention to the activity. Ask *What are the pictures?* (food) *What are the words?* (what animal or fruit it comes from) This activity allows students to explore the science concept of food and where it comes from.
- Do the example together. Say *Where do eggs come from?* *Eggs come from chickens.* Have students complete the rest of the activity. Then check answers as a class.
- Ask students where berries come from and elicit that they grow on plants. Ask if they have ever seen berries growing and if they remember what kind they were. Let them answer in LI and provide vocabulary as necessary. Tell them that people use berries to make jam.

Answers

1 e 2 d 3 b 4 a 5 c

B Read and number. Who says it?

- Do the first question together. Have a student read the phrase out loud. Ask *Who says it?* *Look at the pictures.* Encourage students to look back at the reading to check. Then say *Write number 1 in the box.*
- Have students complete the activity individually. To check answers, have students say each sentence in the voice of the character. They can imitate the audio or make up their own voice for each character.

- Discuss what all of these sentences and questions have in common. Ask *What do they all have at the beginning and end?* (quotation marks) *Why do they need these?* (to indicate that someone is speaking) *Are they the same for sentences and for questions?* (yes) *Are they the same at the beginning and the end?* (No, at the beginning they curve one way, and at the end they curve the other way, around the text.)
- Ask what other reading-used quotation marks (*Come On, Family!*).

Answers

4; 1; 2; 3

C Think and discuss. Your family has a farm stall. What food do you sell?

- Use Think, Pair, Share for this activity (see TB p. 20). Encourage students to think about the CLIL science concept of food and where it comes from.
- Give students a few minutes to think and discuss in pairs.
- Encourage students to draw or write their ideas in their notebooks. They could draw a stall with food on it. Then have students share their ideas with the class.

Phonics long e

TRACK 15 TB p. 231 Listen and say.

- Close books. Introduce the long e sound by saying *Treats, please! Treats, please! May I have some treats, please?* encouraging students to imitate you. Allow students to say it as many times as they like, and experiment with the sound.
- Ask students if they know any more words that sound like the long e. Write suggestions on the board.
- Open books and have students look at the words in the Phonics box. Encourage them to notice the variety of spellings that all sound the same (ee, ea, y, ey). Check if any of the spellings match the words students came up with on the board.
- Play the audio once for students to listen and look at each of the long e sounds, and a second time for them to repeat each word.
- Ask students to choose their favorite word from the list and to tell a friend.
- Then have students look back at the reading and find more long e words. Give a two-minute time limit. Ask volunteers to write a word they found on the board.

Answers

Lilly; please; these; we; strawberries; sweet; bees; honey; hungry (You could remind students that the singular *strawberry* ends with a *y*, so it fits with the rule.)

Cool Down

Play *Silly Sentence* with the long e sound (see TB p. 26). Do an example first: *She eats green cheese.*

Get Ready to Read

Lesson Objectives

- to activate prior knowledge about eating out at a café
- to practice the reading skill of identifying characters and setting
- to make a personal connection to the reading

Warm Up

Elicit the two reading titles from Unit 1. Write each title on one side of the board (*Come On, Family!* and *Zoom Town*). Have students stand in the middle of the classroom. Call out various names from the stories and have students move to one side of the room, according to which reading they are in. Characters' names are as follows:

Come On, Family!: Rose, Sophie, Mom, Dad

Zoom Town: Leo, Chris, Grandma, Joy, Grandpa

A Look at these pictures from Unit 1. Are they characters or settings? Match.  

This lesson practices the skill of identifying characters and setting, which students previewed on p. 25.

- Have students look back at the first reading, *The Right Place*. Tell students that the people in a story are called *characters*. Ask *How many characters are there in The Right Place?* (Students may say up to 11, as this is the number of people in the first scene, or they may say six, as this is how many people speak.) Tell students that the place where the story happens is called the *setting*. Ask *Where's the setting in The Right Place?* (a farm) Read the reading skill box with the class: *In a story, the characters are the people. The setting is the place.*
- Have students look at the pictures from Unit 1 in A. Have them match the pictures to the words Characters and Setting.
- Check answers by calling out *Characters* and having volunteers say the numbers they have matched to the word. Repeat for *Setting*.

Answers

Characters: 3; 5 Setting: 1; 2; 4

B Look and write C (Characters) or S (Setting).



- Ask students *Are characters people or places?* Elicit *people*. Then ask *Is the setting a person or a place?* Elicit *a place*. Tell students that the pictures are from the next reading. Have students look at the example in number 1. Ensure that students understand what the letter represents (Characters).

- Write *C = characters* and *S = setting* on the board. Have students look at the pictures in pairs, saying *Character* or *Setting* before they write their answers. Check answers as a class.

Answers

1 C 2 S 3 C 4 S 5 C 6 C

C Think and discuss. Look at the pictures in the reading.

What do you think it's about?  

- This activity provides further practice of the skill of predicting from pictures from Unit 1. Use the Think, Pair, Share routine to discuss the question (see TB p. 20).
- Project pp. 34–35 on the board, using the mask feature to hide the text. Discuss the characters and the setting (a café). Ask *How do we know that it is in a café?* (the waiter, the tables, the food)
- In the reading, students will look at the use of dialogue in a play. Preview this by pointing to each picture and asking students what they think the character is saying. You could write this in a speech bubble on the board. If you are using the TTL, use the *Write* tool.

Cool Down

Do a quick review of what students have learned in the lesson. Ask them how many letters are in the word *character* (nine). Tell them they have to come up with nine different characters. They can be from stories in this course or from famous movies or TV shows.

Ask them how many letters are in the word *setting* (seven). Tell them they have to come up with seven different settings. Again, they can be from this course or from other stories and movies or TV shows. They can also make them up, but tell students to be precise (e.g. a school bus in China). Provide vocabulary when necessary.

You can write the words *character* and *setting* vertically on the board and have students volunteer to come and write an answer next to a letter until there is something against every letter.

If time allows, have students now combine two characters in a setting (e.g. Rose and Felix in a spaceship, or the hungry man and Leo on a train in India).

Now read **The Yum Café**

Fiction: *The Yum Café*—A Play

Lesson Objectives

- to read a play about a café
- to identify dialogue and genre features of a play
- to make a personal connection to the reading

Materials

Audio Tracks 16 and 17

Warm Up

Display the picture from p. 34 for a few seconds. Have students raise their hands to say what they noticed. Repeat several times. Each time students should notice more things. Repeat the prediction question from the previous lesson: *What do you think the story is about?* Ask *What is the setting?* *Who are the characters?* *Let's find out if we are right!*

TRACK 16 TB p. 231 Reading Approach

First Reading: Listen and Engage

- Ask students to notice the title. Have them identify the characters they don't yet know using the framed pictures under the title.
- Play the audio and have students use a finger to point to the text as they listen.
- Pause before students turn the page. Ask *What do Amy and Felix want to eat?* (milk and cookies) *Can they have milk and cookies?* (no) Say *Oh, no! There's a problem! There's no milk and cookies today! What will they eat?* Have students discuss in pairs what the children will eat. Elicit some ideas.
- Read to the end of the play and ask students what the children were eating.
- Read the whole play before looking at the Words in Context.

TRACK 17 TB p. 231 Words in Context

- Play the audio and have students repeat the words.
- Have a race to find the words in the story.
- **Use the story itself to establish meaning.** Ask students if they already know the meaning of any of these new words. In reading the story once, they have probably worked out what a *waiter* and a *chef* are, for example. Use these questions to help them understand any words they still don't fully understand.

waiter Ask *Who is the waiter?* Have them point to the waiter. Ask *Does he cook the food?* (no) *What does the waiter do?* (writes down what people want to eat)

menu Point to the waiter's second line and say *Here's the menu*, miming giving something to students. Ask *Where's the menu?* Point. Students should point to the menu on p. 34. Say *What can you see on the menu?* (food to eat)

cookies Ask students what Amy and Felix want to eat (milk and cookies). Ask *Is a cookie sweet?* (yes) Ask students to mime eating a cookie; this will help consolidate the meaning.

special Have students find the word *special* in the text and on the blackboard. Ask *What do you think it means?* *Can they have this special food every day?* (no, only today)

chef Have students find the word *chef*. Say *Point to the "chef."* Students should identify the chef through a process of elimination, as they know who the other people in the story are. If not, use the framed picture on p. 34 to guide them. Ask *Does she cook the food?* (yes)



International English



Highlight the different words and elicit *cookies* is American English and *biscuits* is British English. Ask *Which word do we use?*

Second Reading: Analyze the Text and Features

- Read the play chorally.
- Say the phrases *The chef. Hooray! The chef of Yum Café.* Ask *Who says it?* Students may respond *Chorus*. Point out that *Chorus* means some other characters speaking together. Have them identify the chorus (the three children in the background).
- Discuss the two questions in the blue boxes using Think, Pair, Share (see TB p. 20).
 - **Text Focus** (p. 34): *What does the waiter say? How many lines does he have? Tell students that the words written for each character in a play have a special name, lines. Have them count the waiter's lines (five).*
 - **Personalization** (p. 37): *What kind of food makes you say "yum"? Ask When do you say "yum"? Is it negative or positive / good or bad? What do you say when you don't like something? Elicit what students say in their own language and tell them that the opposite of yum in English is yuck. Ask Is it OK to say "yuck" in a café?* (no)

Third Reading: Interact with the Text

- Practice pronunciation by playing the audio and having students repeat each line. Then play it a second time and ask students to concentrate on the intonation and emotion of the characters and social cues.
- Have students practice performing the play in groups of five (see TB p. 23). At the end of the lesson, invite groups to perform their play in front of the class.

Cool Down

Have students look at the second callout question again: *What kind of food makes you say "yum"?* Have students work in pairs and do a Rally Robin (see TB p. 20).

Explore the Reading

Lesson Objectives

- to understand and analyze *The Yum Café* through reading comprehension activities
- to practice the reading skill of identifying characters and setting
- to explore the SEL competency of social awareness by identifying social cues to determine how others feel
- to make a personal connection with the reading

Materials

Pictures of people showing different emotions (B)

Warm Up

Use mime to explore facial expressions and feelings. Say to students *You have a big orange*. Mime a big, round, juicy orange. Then pass it over to a student. The student mimes (silently) his/her feelings about the orange. Ask the rest of the class *How does he/she feel? Does he/she feel happy? Does he/she feel sad?* Pass the orange on and repeat. Encourage students to use facial expressions to demonstrate their feelings.

Do the same with more food situations; e.g. *You have a big orange / You have eggs for dinner / You have salad for lunch / You have milk to drink / You have water to drink / You have a banana / You have bread and jam / You have ice cream for breakfast*.

A Read and choose True or False. 💡

- Have students read *The Yum Café* again. What do they notice about all the food at the café? Elicit that the food is all fruit and vegetables. Ask *Why do you think the café only sells this type of food?* Discuss the idea of making healthy food interesting and fun.
- Do the example together, encouraging students to look back at the reading to check the answer.
- Have students complete the activity individually. Then check answers as a class by having students call out *True* or *False*.

Answers

1 True 2 False 3 True 4 True 5 False

B Read and choose the answers. 💡

- Explore the SEL competency of social awareness by identifying social cues to determine how others feel. Show students some pictures of people expressing different feelings. Ask if they can identify the feelings. Try to find pictures expressing the following adjectives: bored, happy, sad/disappointed, angry.
- Have students do the activity individually.

- Check answers to this activity as a quiz. Read out each question as if you were presenting a quiz show on TV. Read the options, pointing at each picture. Say *Raise your hand if you think it's a, b, c*. When all students have responded, say *And the answer is ... (C)*. You can add a drum roll and longer pauses to make this more dramatic.

Answers

1 c 2 b 3 a 4 b

- C Think and discuss.** You are the chef at the Yum Café. What does your special food have in it? How does your friend feel about it? 💡 🍌
- Have students read the instructions. Say *You are the chef. Put on your chef's hat*, miming putting on a hat. Taking on the role of a character can help students be creative and take more risks.
 - Brainstorm ideas of yummy ingredients. Make sure that some of the food is a fruit or vegetable. Allow students to use LI at this stage while you write the words they need in English on the board. Add drawings as required.
 - Give students a minute to think about the ingredient for their special dish.
 - Then have students role-play in pairs. Tell them to take turns being the chef and the customer. The chef announces what's in the special food and the customer expresses what they think about it by saying *Yum, I feel happy* or *Yuck, I feel sad*. Encourage customers to also use facial expressions to show how they feel.
 - Ask *How does your friend feel about your special food?* and invite students to answer. Encourage them to show their friend's facial expression. This allows students to explore the SEL competency of identifying social cues to determine how others feel.
 - If time allows, have students draw a picture of their dish.

Cool Down

Play *Draw It!* (see TB p. 25), with emotions.



Think Together

Lesson Objectives

- to make connections between the readings
- to explore the key concept: Where does food come from?
- to reflect on the unit and provide personal thoughts and opinions

Warm Up

Have students look back at the VTR picture from pp. 24–25. Review some of the things students thought and wondered about. Ask *What do you think now?* Discuss what emotions they feel when looking at the picture.

A Write and share. What foods are on Lilly's farm? What foods are at the Yum Café? Are any foods in both places?  

Students are going to make connections between the two readings.

- Introduce the key concept question: *Where does food come from?* Have students suggest ideas.
- Draw or project the Venn diagram from p. 39 onto the board. Ask *Which foods are on the farm?* Encourage students to call out suggestions. They can include foods that are in the background, too. Write one or two in the graphic organizer. Repeat for *Which foods are at the café?* Then ask *Are any foods in both places?* Move any across from the sides to the middle, or add new ones as necessary.
- Have students complete the Venn diagram in their books individually. Monitor and help as necessary.
- Check answers as a class. Ask students if they can think of any more food from farms or cafés. Give them 2–3 minutes to add more words to their diagrams.





Suggested Answers

On the Farm: eggs; milk; jam; honey

At the Café: apples; bananas; oranges; cherries

Both: strawberries



B Think and share. Where does food come from? What foods are there? Do a Rally Robin.    

Students are going to explore further the key concept question by making connections between what they know and what they have learned in the unit.

- Brainstorm places food comes from. Students may suggest a farm, store, or café. Have students think about foods you can find in these places. Write these on the board in three columns. There may be overlap (e.g. you can get carrots at the farm and at the grocery store).
- Set the class up for a Rally Robin cooperative learning routine (see TB p. 20) Demonstrate the Rally Robin with two students. Ask the question *What foods come from farms?* and point to one of the students to answer. Then point to the other student to answer. Repeat. Say *Now do it with your friend. Take turns.*

My Reading Journal

Who is your favorite character in the unit?

Draw and write.

This question focuses on personalization. Have students look back through the two readings. Ask them to name the different characters. Ask *Who is your favorite character?* Have students draw their favorite character and write. Encourage students to give reasons for their choice.

Example Answers

I like Lilly because I like her T-shirt.

I like Felix because I like eating cookies, too.

Do you like this unit? How many strawberries do you give it?

Give students a few minutes to look back through the unit. Tell them that five is the best score. If they love it, they should color five strawberries. If they don't like it, they should color one or two strawberries. Demonstrate this on the board. Remind them to write *Yes* or *No* in answer to the first question.

Cool Down

Play *Versus* (see TB p. 27). For this version, use two-option questions about food (e.g. strawberries or apples?).