

A What can you remember? Spin and play.

START



The elephant is _____ than the hippo.
a. big
b. smaller
c. bigger

Where were your friends yesterday?
_____ at school.

- a.** They're
- b.** We are
- c.** They were

Today I'm _____ English.

- a.** studying
- b.** teaching
- c.** teach

We like _____ video games.

- a.** playing
- b.** do
- c.** doing

END

Which word sounds like *game*?

- a.** bike
- b.** home
- c.** cake

How was the cartoon?
It was really _____!

- a.** silly
- b.** scary
- c.** funny

What's the weather like today?

- a.** It's raining.
- b.** It's snowing.
- c.** It's hot and sunny.



Welcome

In this unit, students will:

- play a game.
- review and use words and grammar from Level 3.
- sing a song about the first day of school.
- ask and answer personal questions.

Twenty-First Century Skills

Collaboration

Play a game in groups, Lesson 1

Communication

Discuss favorite things in a group, Lesson 2

Creativity

Express personal preferences and other information, Lesson 2

Critical Thinking

Analyze a picture to determine the answer to a question, Lesson 1

Lesson 1 Welcome Game

In this lesson, students will:

- review language from Level 3.
- play a game.

Resources: eBook, Classroom Presentation Tool, Workbook pp. 4–5, Workbook Audio Track 0.1, Online Practice

Materials: one game piece for each student, index cards

TEACHER TIP

Not all students work at the same pace. It's important to identify your learners' abilities and needs early on. To keep students focused, have an activity ready that extends learning. The **Extra Challenge** notes in this program provide additional, more advanced learning opportunities to fast finishers. This will enrich students as well as maintain order in the classroom, as these students may be tempted to disrupt their classmates if they're not working. Other students need more time to work through instructions and activities, which can be disruptive. Walk around the room, monitoring students' progress and helping those who get stuck before they get too frustrated and lose focus. The **Extra Support** notes help you modify instructions to make the lesson accessible to students who need more support.

Warm Up

- Greet students. Go around the class and say *Hello* to every student. When students say *hello* back, say *My name is [Ms. Brown]*. Write your name on the board, or point to it if it's displayed somewhere, and have students say *Hello, [Ms. Brown]*.
- Ask each student *What's your name?* Write the question on the board and have students repeat it.

- Point to a student and ask *How are you?* If the student can't respond right away, model and say *I'm fin , thank you!* Have the student repeat. Then, call on several other students to respond. You may want to review other ways to respond to this question, such as *I'm great* or *I'm OK*.
- Have each student greet the classmate next to him or her, ask his or her name, and ask how he or she is. After students finish, have them turn to greet the classmate on the other side (or nearby).

A

- Organize students into groups of three or four. Give each group one game piece per player. Make sure players in the same group have different-colored game pieces.
- Have each group share a Student's Book. Have them open their books to pp. 4–5. Read the instructions aloud and draw students' attention to the game.
- Say *Look! This is a game with questions.* Ask *How many questions are there?* (14) Point to START and say *You start here. Put your game pieces here.* Model placing a game piece on the book, then look around the class and check that students have put their pieces on the correct space. Next, point to END and say *Look! End. You end here.* Trace the direction that players have to move their game pieces in.
- Give students simple instructions to play the game, pointing and modeling as you explain. Remind students how to use a pencil and a paper clip as a spinner.
- Point to the first question. Read the sentence aloud. Say the three options and have students answer *A, B, or C*.
- Model the game: have one student in a group use the spinner and move his or her game piece the number of spaces indicated. Say *Look at the question. Read the question and the correct answer aloud.* Accept either the correct word or the letter.
- If the student completes the sentence correctly, have him or her stay on the space. If not, have him or her go back to the start (or, later in the game, the space he or she started from). Then have the second student in the group take a turn.
- Have all the students in their groups take turns spinning and answering questions. The winner is the first student in each group to reach the end space.
- **Extra Challenge** After students answer each question, challenge them to make a correct sentence using the word or words in the answer.
- **Extra Support** Remove one wrong option from each question. Tell students which options to cross off before they play.

Extension 1

- Have students make a card game similar to the board game with multiple-choice questions. Put students into pairs and give each pair two or three index cards, according to how many questions you want them to write.
- Depending on the number of students in your class, have individual students, pairs, or small groups each look at the questions in the Welcome Game. Say *[Paula and Raúl], you look at questions 1–3.*
- Have the students, pairs, or groups write two or three new questions for the same multiple-choice answers. Give an example to your students. Say *Question 1: The mouse is _____ than the dog.* Have them write the questions first in their notebooks and then, after you've checked the sentences, on index cards. Have them write the three multiple-choice answer options on the same side of each card as the question, with the answer given on the other side.
- Collect all the cards. Then put students into teams of three or four to play. Shuffle and deal the cards.
- Have students place the cards in a pile on the table with the questions facing up. Have players take turns picking up a card, reading it, and then answering the question, checking the answers by turning the card over. If a player gets the answer right, have him or her keep the card. If the player gets the answer wrong, have him or her put the card at the bottom of the pile.
- Set a time limit for the game and stop students when the time is up. The player in each group with the most correct answers wins.

Extension 2

- Model this spelling game. Say *I'm thinking of a word we have learned before. Its first letter is d.* Write *d* on the board. Call on a student on one side of the room to continue spelling the word. If he or she asks you what word you are thinking of, say *I can't tell you my word, but if you can think of a word beginning with d, say the next letter of that word.* Let's imagine that you were thinking of *dinosaur*, but the student thinks of *dark*. He or she can say *D – A –*. Point to the next student to say the next letter. He or she may think of *dark*, or he or she may think of *dangerous*, so he or she could say either *D – A – R* or *D – A – N*. Alternatively, if he or she can't think of a word that starts *D – A –*, he or she can say *Challenge!* to the previous person, who then must reveal the word by spelling it entirely.

- Explain the scoring. Say *Everyone starts with 5 points. You can win a point by finishing a word and spelling it correctly. When you finish a word, you must say it in a sentence to win your point. But you lose a point if you can't think of a way to continue the word, or you say Challenge! and the student you challenge can spell out his or her word correctly. If you spell the word incorrectly you also lose a point. You're out when you have 0 points. The winner is the person with the most points at the end.*
- Put students in circles of four to six. Choose one student to secretly think of a word. Have them say *I'm thinking of a word. Its first letter is ...* Once the word is completed, have the next student in the circle say the first letter of a new word of his or her choice.

Wrap Up

- Write five questions—each on its own index card—and place the cards randomly on the board. Each question should pick up on a similar language point from the board game. For example, *Is it rainy today? How often do you study English? Which is faster: a rabbit or a lion?*
- Have students volunteer to come forward and pick a question to ask the class.
- Allow students to answer individually or in teams, as appropriate.

Additional Practice: Workbook p. 4, Online Practice

Which words sound the same as *night* and *snow*?

- a. big and now
- b. kite and cook
- c. light and stone

We can see a rainbow when it's raining and _____.

- a. cloudy
- b. windy
- c. sunny



_____ do you feed the dog?
I sometimes feed the dog.

- a. How
- b. How often
- c. When

Do they canoe on that river?

- a. Yes, they do.
- b. Yes, they does.
- c. They do canoe.



Which word sounds like the three pictures?

- a. stone
- b. train
- c. cube



He's from a very big country. He's from _____.

- a. the UK
- b. Italy
- c. the US

How does she get to school?
She _____ a bike.

- a. goes
- b. walks
- c. rides

Lose a turn!

Welcome

A Listen and sing. TR: 0.1

Welcome back! Welcome back to school!
The vacation was great, but school is really cool.
I have my markers and a new school bag.
I want to learn a lot and speak English with you!
Welcome, welcome—welcome back to school!
It's three o'clock. It's time to stop.
What's the weather like? It's sunny and hot.
Let's go outside. Let's go and play.
I'm happy I'm back at school—hooray!
Welcome, welcome—welcome back to school!

B Write questions. Then ask and answer the questions in pairs.

- are / you / old / how
How old are you _____ ?
- your / is / when / birthday
When is your birthday _____ ?
- and sisters / have / brothers / any / you / do
Do you have any brothers and sisters _____ ?
- Saturdays / you / do / on / what / usually / do
What do you usually do on Saturdays _____ ?
- like / books / you / do / comic / reading
Do you like reading comic books _____ ?
- on Sunday / going to / you / what / do / are
What are you going to do on Sunday _____ ?

C Think about your favorite things. Then ask and answer in small groups.

activity animal country food fruit place to visit sport

What's your favorite animal?

Cats. What's yours?

Lesson 2 Welcome

In this lesson, students will:

- review and use vocabulary from Level 3.
- ask and answer personal questions.
- talk about their favorite things.

Resources: Audio Track 0.1, eBook, Classroom Presentation Tool, Online Practice

Materials: colored pencils or markers, a soft ball

Warm Up

- Say *I always buy new things before I come back to school.* Show the class a new thing that you bought. Put students in groups to show each other their new things. When students finish, call on them to show their favorite new things for school. Write them on the board, for example, *pen, markers, crayons, lunch box, etc.*

A

- Have students open their books to p. 6. Read the instructions aloud. Play **TR: 0.1** and have students follow with their fingers.
- Play **TR: 0.1** again and have students sing along.
- **Extra Challenge** Play **TR: 0.1** again, turning the sound down halfway through each line and encouraging the class to sing the missing words.
- **Extra Support** Play **TR: 0.1**, pausing after each line to give students time to practice singing each line. Repeat, slowly building up to having students sing full verses, and eventually the full song.

B

- Draw students' attention to the first question. Invite a student to give you the correct order. (How old are you?) Say *Write the questions.* Give students time to work on their own. Then have them compare answers in pairs. Check the questions as a class by inviting individual students to read each question aloud.

- Say *Take turns asking and answering with your partner.* Give students time to do this. Move around the classroom. Encourage students to answer with complete sentences. To close the activity, invite pairs of students to ask and answer different questions.

C

- Call on a student and say *[Javier], ask me a question about my favorite things.* Point to the words in the box. (What's your favorite animal?) Answer the question. Then invite other students to ask you each question.
- Say *Take one minute and think about your answers.* After a minute, have students ask and answer with their partners.

Extension

- Have students draw and color a picture of themselves and their favorite things. Ask them to write sentences around the picture. Say *Write about your favorite things and your answers to Activity C.*
- Display the pictures around the classroom so students can get to know each other.

Wrap Up

- Have students stand in a circle. Ask a personal question and toss a soft ball to a student. For example, ask *When's your birthday?* Encourage the student to answer with a complete sentence. Then say *Toss the ball and ask a question.* Continue until each student has had a chance to answer a question.

Additional Practice: Workbook p. 5, Online Practice

1

Who's Hungry?

In this unit, students will:

- identify and name different foods.
- talk about quantities of food.
- read about helping to reduce waste when eating out in restaurants.
- talk about containers of food.
- practice ordering food in a restaurant.
- identify three ways to spell the /u:/ sound: *oo*, *ue*, and *u_e*.
- listen to and sing a song about crazy food.
- identify the value of trying new things.

Language

Vocabulary

ketchup, milkshakes, noodles, pancakes, pasta, salad, sandwiches, soup, vegetables; bottles, cups, glass, plates, straws

Grammar

- *There's a sandwich./There's some juice.*
- *Can I have a glass of water, please?*

Phonics

/u:/ *moon, blue, flute*

Twenty-First Century Skills

Collaboration

Work together to play a game of phonics Bingo, Lesson 5

Communication

Order food and drink in a café or restaurant, Lesson 4

Creativity

Invent new dishes for a menu, Lesson 6

Critical Thinking

Identify ways to help the environment, Lesson 3

In the Unit Opener, students will:

- respond to a photo showing a woman selling street food.
- discuss their own experience of eating snacks and eating out in restaurants.

Resources: Home School Connection Letter, eBook, Classroom Presentation Tool, Formative Assessment Strategies Guide

Materials: index cards, a bag

Introduce the Theme

- Introduce the theme of eating out and food. Get students brainstorming food items they know by doing a trick. Have the index cards and a pen ready. Ask the class to call out some food and drink words. Write the first word on the first card, fold it, and put it into a bag.
- When students call out the second word, *don't* write this word; write the *first* word again. (Students mustn't see the words you're writing!) Keep repeating the first word every time students call out words until you have written the first word on all of the cards. Put them in the bag.
- Say *I know what you're thinking*, and that you'd like to do an experiment with them. You can make this announcement as dramatic and mysterious as you like. Tell a student to take out one of the words but not to show you. Then turn around so that the student can show the rest of the class the word without you seeing.
- When you turn around again, ask the class to think very hard of the word and look into your eyes. Make eye contact with all students and pretend to gradually "see" the word in their eyes.
- Say the word that you wrote. For example, say *OK, I think that the word is [potato]. Is that right?* Students may ask how the trick is done, but resist the temptation to tell them!

A

- **Use the Photo** Have students open their books to p. 7. Focus their attention on the photo and ask simple questions to

engage the whole class. Ask *Where's the woman?* (in a street market, Chongqing, China) *What is she wearing?* (a pink top, an apron) *What are the people doing?* (walking, cooking, shopping) *Do you like this photo? Why? Why not?* Listen to students' responses.

- Read the unit title aloud. Say *Where do you usually eat food? Do you eat out in a restaurant? Is the woman in a restaurant? (no) Eating out is also eating in the street.* Direct students' attention to Activity A at the bottom of the page.
- Work together as a class to answer the three true-or-false questions. Give students time to write their answer in the box provided.

B

- Put students in pairs. Say *Look at the questions in B. Don't write. Talk to your partner about the answers.*
- When students finish, call on pairs to share their answers with the class. Guide the discussion. Ask follow-up questions. Ask *What snacks do you like eating, [Mauro]? Do other people like them?* Write the most popular foods in the class on the board. Then, ask *How often do you eat out with your family? Do you eat out on weekends? Where do you go? What do you eat? And do you ever eat out with your friends?*

FORMATIVE ASSESSMENT STRATEGIES

- **Before You Teach** Start each lesson by telling students what they're going to learn, and have them tell you what they know and what they want to learn. Use Formative Assessment Strategies like Checklists, Entry Charts, etc.
- **While You Teach** Model each activity clearly. Monitor students' work and check their understanding constantly. Use Formative Assessment Strategies like 3-2-1, Learning Logs, etc. Provide students with timely feedback and support when needed.
- **After You Teach** Wrap up each lesson by having students reflect on their own learning. Use Formative Assessment Strategies like Think-Pair-Share, Exit Tickets, etc.

1

Who's Hungry?

ABOUT THE PHOTO

This photo was taken at the Chaotianmen wholesale market area in Nanshan, Chongqing, China. This market is near the Chaotianmen Dock, one of the busiest in China due to its location at the meeting point of the Yangtze and Jialing rivers. Ferries, sightseeing boats, and cruise lines bring people in and out of this area. As a result, the dock and surrounding wholesale market are always packed with people.

**A busy market,
Chongqing, China**

A Look at the photo. Read the sentences and write *T* (true) or *F* (false).

1. The woman is selling food. T
2. The people are at a restaurant. F
3. It's a hot and sunny day. F

B Work in pairs. Discuss.

1. What food do you like eating?
2. How often do you eat out with your friends or family?

Lesson 1 Vocabulary

A Listen and point.  TR: 1.1



ketchup



milkshakes



noodles



pancakes



pasta



salad



sandwiches



soup



vegetables

B Listen and repeat.  TR: 1.2

ABOUT THE PHOTO

The photo shows sweet treats from a mermaid-themed café in Bangkok, Thailand. There are two such cafés—Mermaid Castle and Mermaid Island. Both are very popular, especially with social-media influencers who like to get their photos taken while wearing a mermaid tail blanket and enjoying rainbow waffles or mermaid-tail sundaes. In addition to the café, there are shops filled with mermaid-themed merchandise.



Lesson 1 Vocabulary

In this lesson, students will:

- identify and name different foods.

Resources: Audio Tracks 1.1–1.2, eBook, Classroom Presentation Tool, Flashcards 1–9, Workbook p. 6, Workbook Audio Track 1.1, Online Practice, Formative Assessment Strategies Guide

Warm Up

- Put students in pairs or groups of three. Make sure each group has a piece of paper and a pen. Explain that they are going to race to complete each task, and they must say *Ready!* as soon as they have completed each task.
- Say *Write five fruits. Go!* When a pair/group says *Ready!*, get them to list their fruits immediately. Award a point to each pair/group if they are correct. To make this more of a competition, you can also give the group that finishes first an extra point.
- Do the same for the following lists: *five things you can eat for breakfast, three sweet foods, five drinks, three meat dishes, and three vegetables.*

A

- Have students open their books to p. 8. Read the instructions aloud. Play **TR: 1.1** and have students point to each word.
- Write the nine food items on the board. Act out each one, for example, squeezing a bottle of ketchup, eating soup with a spoon, eating noodles with chopsticks. Each time, elicit the correct word from the students to see how many items they know or can make educated guesses about.
- Hold a flashcard in front of you without looking at it. For example, ask *Is this [soup]?* Have students respond by saying *Yes, it is/No, it isn't* (remind them of short answers with *to be*). Keep asking until you receive a *Yes* answer. Continue in this way with all the flashcards. Use this to introduce the difference between singular and plural nouns. Ask *Are these [sandwiches]?* for plural items (and have students respond *Yes, they are/No, they aren't*) and *Is this [pasta]?* for singular (Yes, it is/No, it isn't).
- **Extra Challenge** Have a student call out the food words for others to point to.
- **Extra Support** Pause the audio after each word. Call on a student to come to the board and point to the right word.

B

- Read the instructions aloud. Point to the activity and say *Listen and repeat*. Play **TR: 1.2**. Have students repeat the words in chorus. Play **TR: 1.2** again and call on individual students to repeat the words.

Extension

- A fun way to repeat is to teach students a conversation activity. Model with a student *This is a _____. A what?!* A _____. (Louder!) *Ah! A _____*. Exaggerate when you model the conversation. For example, sound confused on *A what!?* and cup your ears as if you can't hear. Do the same while showing realization on *Ah! A _____*. Encourage students to do the same as you monitor their conversations. Again, model grammatical correctness with plural items. For example, say *These are [vegetables]. They're what? They're [vegetables]. Oh! [Vegetables].*

C

- Write on the board *_____ you like pasta?* Turn to a student and ask *What word is missing?* (Do) Complete the sentence on the board, and then ask a student to answer it with *Yes, I do.* or *No, I don't.*
- Put students in pairs. Tell them to take turns asking and answering questions about the new food items, and other food items they know. Tell them to find five things they both like.
- As you review, ask students different questions. For example, ask *Did you find five things you both like? What are they? Is there anything you like but your partner doesn't? Do you like similar foods or different foods?*

Wrap Up

- Have students write in their notebooks a daily food diary that only contains the items learned today. Write these sentence stems on the board and have them complete them:

For breakfast, I have ____ and ____.
For lunch, I have ____ and ____.
For dinner, I have ____ and ____.
I have ____ as a snack.

- Walk around, check spelling, and point out questionable food combinations.
- Have students compare their diary with a classmate's.

Additional Practice: Workbook p. 6, Online Practice

Lesson 2 Grammar

In this lesson, students will:

- talk about quantities of food using *a*, *some*, *a lot of*, and *any*.

Resources: Audio Tracks 1.3–1.4, eBook, Classroom Presentation Tool, Flashcards 1–9, Workbook p. 7, Workbook Audio Track 1.2, Online Practice, Formative Assessment Strategies Guide

Warm Up

- Review the Lesson 1 vocabulary. Write *Do you have any...?* on the board. Say *Welcome to my restaurant! Ask me about the food I have.* Point to the question. Call on students to ask you questions, and each time they ask for one of the words, say *Yes, I have some [vegetables]* and hold up the flashcard.

A

- Focus students' attention on the grammar box. Say *In this lesson, we are talking about quantities of food: no food or some food.* Play **TR: 1.3** and have the class read along in the grammar box.
- Play **TR: 1.3** a second time and have the class repeat the sentences.
- To clarify the difference between count and noncount nouns, put the flashcards in two groups: count (*noodles, sandwiches, milkshakes, vegetables, pancakes*) and noncount (*soup, pasta, salad, ketchup*). Point out that the count group all end in *s*.
- Have students close their books. Write the sentences in the grammar box on the board, but only write the blue words, for example, *_____ a sandwich, _____ any pancakes?*
- Elicit the missing words (*There's, Are there, There isn't*, etc.), and each time ask *Why?* Guide students to respond with answers such as *We use There are with more than one.* You may want to write reasons on the board and have students choose the correct reason from the list.

B

- Say *You're going to hear a chant about a snack bar. What foods do you think you will hear in the chant?* Ask for one or two ideas. Then say *Write five food items you think are in the chant.*
- Say *Let's listen to the chant.* Tell students to write a check mark next to any food items on their list. Play **TR: 1.4**.
- Ask students to call out the food items that they heard from their list of predictions. Say *You heard noodles? OK, good. Who else heard noodles? Raise your hands, please.*
- Have students open their books to p. 9. Point to the chant. Play **TR: 1.4** again and have students read along.
- Play **TR: 1.4** a third time, pausing after each line for students to repeat it. Encourage them to copy the rhythm.
- Play **TR: 1.4** once more, this time all the way through, with students chanting at the same time.

- **Listening Strategy: Using Textual Clues to Predict** You can prepare students for listening comprehension activities by having them predict what they may hear, both general ideas and specific words. Have students write the prediction in their notebooks. Then, have them check if they were correct after they hear the audio.

Extension

- Draw a dining table on the board and ask *What's on the table?* Call on a student to suggest something. If he or she says, for example, *milkshakes*, ask *Can I say two milkshakes?* (yes) *OK, so how many are there?* Invite that student to come up and draw the milkshakes.
- While he or she is doing that, call on other students to suggest more items, each time getting the student to draw it.
- When there are six or seven items drawn, put students in pairs and have them write five *There is/are ...* sentences, including one question.
- Walk around and clarify the grammar as necessary. Then put pairs together in groups of four. Have them find out how many of their sentences were the same.
- Elicit as many sentences about the picture as you can.

C

- Draw a simple open refrigerator on the board. Tell students to copy it into their notebooks.
- Have students draw six items in their refrigerator. Ask them to hide their pictures from other students. Walk around and check that students can say what they are drawing, for example, *There's some milk.*
- Put students in pairs. Have them take turns guessing what's in their partner's refrigerator by asking questions. The first student to guess all six things in his or her partner's refrigerator is the winner.
- **Extra Challenge** Have students swap something in their refrigerators for an item they don't think anyone else will have.
- **Extra Support** Have students write sentences describing what they've drawn. Check the sentences as you walk around.

Wrap Up

- Ask *What's in my refrigerator at home? Can you tell me?*
- Erase any items from the refrigerator used in Activity C and use this to help students imagine your refrigerator at home.
- Have students ask questions, for example, *Are there any eggs?* Respond and say *Yes, there are* or *No, there aren't*. Draw the items in the refrigerator when students guess correctly.
- Once they guess most of the contents of your refrigerator, call on students to suggest what you can have for dinner this evening.

Additional Practice: Workbook p. 7, Online Practice

C Ask and say.

Do you like pasta?

Yes, I do! What about you?

I like noodles!

Mermaid snacks in a café, Thailand

A Listen and read.  TR: 1.3

Count nouns

There's **a sandwich**.

There are **some noodles**.

There are **a lot of things** to eat.

There aren't **any milkshakes**.

Are there **any pancakes**?

Noncount nouns

There's **some juice**.

There's **some water**.

There's **a lot of ketchup**.

There isn't **any salad**.

Is there **any water**?

B Listen and chant.  TR: 1.4

There's a snack bar down the street.

There are a lot of things to eat.

There isn't any salad,
but that's OK.

There are noodles as a yummy treat.

There's some fruit juice for us all.

Some cheese sandwiches — big and small.

There aren't any milkshakes,
but that's alright.

There are pancakes with lots of chocolate on top!

C Draw and ask.

Is there any salad in your refrigerator?

No, there isn't. Are there any eggs in your refrigerator?

Yes, there are. There are six.

Lesson 3 Reading

ABOUT THE PHOTO

This photo shows a variety of plastic trash that has entered into the ocean, including plastic bags and straws. Researchers estimate that by 2050 there will be more plastic than fish in the world's oceans. Plastic takes a long time to biodegrade, and fish and other marine animals swallow small pieces of plastic, which can kill them. In fact, sea turtles cannot distinguish these bags from the jellyfish they typically eat and end up getting sick because they ingest plastic bags. Studies show that 100,000 marine animals die every year because of plastic bags in the ocean. It's important to make people aware of the problem and encourage them to consume less plastic.

A Look at the words. Listen and repeat.  TR: 1.5

cups plates straws bottles glass

B How are restaurants good and bad? Listen and read.  TR: 1.6

Don't Waste Food . . . and Plastic!

Eating at restaurants is fun. You can spend time with family and friends. But eating in restaurants can be bad for the planet.

Food in restaurants is usually delicious. Many people ask for more food than they can eat. A lot of it goes into the trash. Farmers use 70 percent of the world's water to grow the world's food. So, wasting food is wasting water, too!

Some restaurants use a lot of plastic: **cups, plates, straws, and bottles**, too. This makes a lot of plastic trash. This trash often goes into rivers and oceans. It's very bad for wildlife and humans.

Next time you go to a restaurant, here are some ideas to try:

- Always ask: "Can I have a **glass** of water with no straw, please?"
- Don't ask for more food than you can eat.
- Don't ask for plastic knives and forks.

C Read again and complete.

bad help plastic restaurants straw trash

Many people like going to ^{1.} restaurants to eat. They often order too much food. This can be ^{2.} bad for the planet. A lot of food goes into the ^{3.} trash.

Also, some restaurants use a lot of ^{4.} plastic that goes into rivers and oceans.

What can you do to ^{5.} help? One thing is to ask for a glass of water with no ^{6.} straw.

D What can you do to help the planet?

Lesson 3 Reading

In this lesson, students will:

- read about helping to reduce waste when eating in a restaurant.
- complete a text.

Resources: Audio Tracks 1.5–1.6, eBook, Classroom Presentation Tool, Flashcards 10–14, Workbook p. 8, Online Practice, Formative Assessment Strategies Guide

Materials: a garbage bag; single-use plastic bottles (one per group); a disposable plastic cup, plate, and straw

Warm Up

- Put the plastic items into the bag and show the class the bag of garbage. You can draw the items on the board if you don't have them. Ask *What's in it?* Elicit guesses from students and produce the objects one by one. Ask *What are they made of?*, indicating the material. Hold up a piece of plastic from the garbage bag and say *Plastic*.
- Ask students to open their schoolbags and find things made of plastic. Point out any items they find that are meant for single use, such as plastic water bottles, plastic food bags, and packaging. Ask *When you finish a bottle of water, what do you do with the bottle? Do you throw it on the floor? Put it in the trash can? Use it again?* Ask *If we don't want lots of plastic garbage, what can we do to help?* Encourage students to share their opinions and habits.
- **Use the Photo** Have students open their books to pp. 10–11 and focus their attention on the photo. Say *Look at these objects. What are they made of?* (plastic) *Where are they?* (in the water/ocean) Ask *Is that good?* (no) *Why not?* Listen to students' responses.

A

- Focus students' attention on the new words. Play **TR: 1.5** and have students listen and repeat the words as a class. Play **TR: 1.5** a second time, this time holding up the flashcard as students repeat each word.
- Check understanding by having students act out using the different objects. For example, say *Drink from a glass with a straw. Eat food from a plate.* Repeat this with other requests.

B

- Write the question on the board. Point to the text and say *Now listen and read. Find the answer to the question.* Give students additional support by dividing the board into a column for *Good* and a column for *Bad*.
- Play **TR: 1.6**. When the audio ends, give students a minute in pairs to compare their answers. Then elicit some answers from the whole class. Write answers in the *Good* and *Bad* columns as students give them. Conclude and say *Restaurants can bring us together, and the food is delicious. But getting too much can waste food and water. We also use a lot of plastic in restaurants.*
- Have students reread the text aloud in pairs.

- **Reading Strategy: Activating Prior Knowledge** Young learners know a lot about the world, and they bring this information to texts when they read. Ask questions at the start of the lesson to push students to consider what they know about the topic of the text before they read.

C

- Point to the paragraph and missing words. Say *Look at item 1.* Read the sentence. Ask *Do we need a verb or a noun in the space?* (a noun) *Could the first word be trash?* (no) *Right, because the sentence is about somewhere we eat. What word goes there?* (restaurants) *Right.* Remind students that *restaurant* is a countable noun and we're talking about going to more than one restaurant here.
- Put students in pairs. Say *Read the paragraph and choose the right word for the other spaces.* Walk around and check students' answers, questioning any that are incorrect.
- Have students read the completed paragraph aloud together to check answers.
- **Extra Challenge** Have students cover up the words in the word box and complete the text.
- **Extra Support** Write 1–6 on the board and give just two of the words for each space, for example, *2 bad/help*.

D

- Read the instructions aloud. Write *I can ...* on the board and tell students to write two sentences. Walk around and prompt them with ideas.
- Discuss the ideas as a class.

Extension

- Before class, cut a plastic bottle in half to make a pencil holder. Ask *Do you have any plastic garbage in your bags? What can we do with it?* (Throw it in the trash can.) *Is there anything we can make with it or use it for?* For example, *let's make a pencil holder, like this.* (Show the cut up bottle, and put some pencils in it.)
- Put students in groups, and make sure that each group has a bottle. Say *Think of one thing you can do with a bottle, a lot of bottles, or plastic plates, cups, or glasses.*
- Give students five minutes to come up with an idea. Walk around and help them with their ideas. Look online for additional ideas on how to reuse plastic bottles and share some ideas with students.
- Call on each group to come to the front to present their ideas. Have the class vote for the best idea.

Wrap Up

- Say *I sometimes buy water in a bottle, but now I'm going to put water in an old bottle.* Challenge students to adopt at least one new habit between now and the next class. Say *What about you? How can you change?*
- Have each student say what they are going to do, and make a note of what they say (*[Leticia, Javier] – use no straws, [Ana, Bertran] – use old water bottles at school, etc.*).

Additional Practice: Workbook p. 8, Online Practice

Lesson 4 Grammar

In this lesson, students will:

- talk about quantities and containers of food.

Resources: Audio Tracks 1.7–1.8, eBook, Classroom Presentation Tool, Workbook p. 9, Online Practice, Formative Assessment Strategies Guide

Materials: a glass, a bottle, a bowl, a plate, a slice of bread, a bag (all with real or pretend food/drink); tablecloths, napkins, and other props for a restaurant scene

Warm Up

- Say *We are in a restaurant. Who wants to be the server?* Pretend to be a server in a restaurant, and then call on a student to play the role. Say *OK, you are my server and I am the customer.* Sit down at a table and pretend to eat with a knife and fork.
- After a moment, deliberately act in a rude way to the server. Gesture to show impatience and in a barking way say *I want juice! And chicken. Bring me chicken!* Have the server act out, responding to your commands.
- Have the student return to his or her seat. Ask *What was the problem? Was that OK?* (no) *How can I be nice to the server?* (Say “Please” and “Thank You,” smile) Teach students the phrase *Can I have... please?* and repeat it with polite intonation.
- Have students in pairs practice asking for food politely. Walk around and check that they are being polite.

A

- Focus students’ attention on the grammar box. Hold up a glass of water and ask *What’s this? Look at the first sentence.* Repeat for the other items, calling on a different student each time.
- Say *In this lesson, we are learning about quantities and containers of food. For example, a glass of water.* Play **TR: 1.7** and have students read along in the grammar box. Play **TR: 1.7** a second time and pause the audio after each sentence for students to repeat.
- Write *a ___ of ___* on the board. Repeat the noun phrases from the grammar box. Say *a glass of water*, emphasizing the rhythm from the stress on the nouns, for example, *a glass of water*. Point out that the items are interchangeable: a glass of juice, a bowl of pasta, etc.

B

- Ask students what they can see in Activity B (a server’s notebook). Say *We are going to listen to three conversations in a restaurant. Each person is ordering different food and drink items.*
- Play **TR: 1.8**. Pause after the first conversation and elicit what the first person orders (a bowl of soup and a plate of noodles).
- Play the rest of **TR: 1.8** and allow students plenty of time to write their answers. Play **TR: 1.8** a second time if necessary.
- Draw the notebook on the board and run through answers as a class.

Script for TR: 1.8

1

A: Hello, are you ready to order?

B: Yes, please. Can I have a bowl of soup and a plate of noodles, too, please?

A: OK, no problem.

2

A: Can I help you?

B: Yes. Can I have a bowl of pasta, please?

A: Anything to drink?

B: Yes, a glass of juice, please.

3

A: Hello. Can I help you?

B: Can I have a slice of pizza, please? And a bowl of salad.

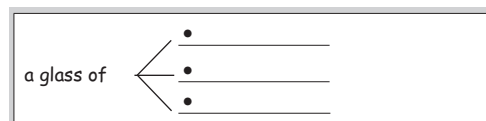
A: Anything else?

B: OK. Can I have a glass of strawberry milkshake too, please?

- Have students check their answers in pairs before reviewing them as a class. Model polite intonation for the questions.
- **Extra Challenge** Have more confident students role-play the conversations in pairs or in front of the rest of the class.
- **Extra Support** Write all of the prompts on the board and work through the activity as a class.

Extension 1

- Help students organize their vocabulary using a graphic. Have students brainstorm as many words as they can for each container. Do the first item as an example on the board; write *a glass of* and draw three or more spaces coming from it:



- Have students write the containers in the Grammar box in their notebooks in the same way, with two to four spaces for each.
- Do the matching for item 1, *a glass of...*, with the whole class. Say *Which things can you have in a glass?* (juice, water, a milkshake) Write the words in the spaces on the board.
- Put students in pairs and tell them to do the same for the other items. Have students give answers in the context of requests, for example, *Can I have a glass of juice, please?*

C

- Explain that students are going to practice ordering food in a restaurant. Put students in pairs to take turns being the customer and the server. Tell them they can order anything from Activity A or B. Review responses such as *Here you are* and *No, sorry. We don't have any [mango juice]*.
- Walk around, listen, and make a note of any errors.
- When all students have had a chance to be the customer, correct any errors you noticed on the board.

Extension 2

- Once students have practiced ordering food in pairs (Activity C), convert the classroom into a restaurant. Choose a quarter of the students to be servers and the rest customers. Use the props you have brought with you to turn desks into dining tables and arrange the seating to be more restaurant-like. Have customers go out of the class and let each server invite a table of between two and four students to their seats. Put background music on if you can, and tell students to order food.

Wrap Up

- Read a variety of food items aloud, calling on a different student each time to suggest a quantity. For example, say *Rice?* (a bowl of rice) *Candy?* (a bag of candy). Continue until each student has had a turn, or as time allows.

Additional Practice: Workbook p. 9, Online Practice

A Listen and read.  TR: 1.7

- Can I have **a glass of** water, please?
- Can I have **a bottle of** juice, please?
- Can I have **a bowl of** rice, please?
- Can I have **a plate of** pasta, please?
- Can I have **a slice of** bread, please?
- Can I have **a bag of** grapes, please?

B Listen. Complete the notes.  TR: 1.8

1.	a bowl	_____ of soup
	a plate	_____ of noodles
2.	a bowl	_____ of pasta
	a glass	_____ of juice
3.	a slice	_____ of pizza
	a bowl	_____ of salad
	a glass	_____ of strawberry milkshake

C Ask and answer.

Can I help you?

Yes. Can I have a bowl of pasta, please? And a glass of pineapple juice?

Yes, of course. Here you are.

Thank you.

Plastic garbage floating in the sea