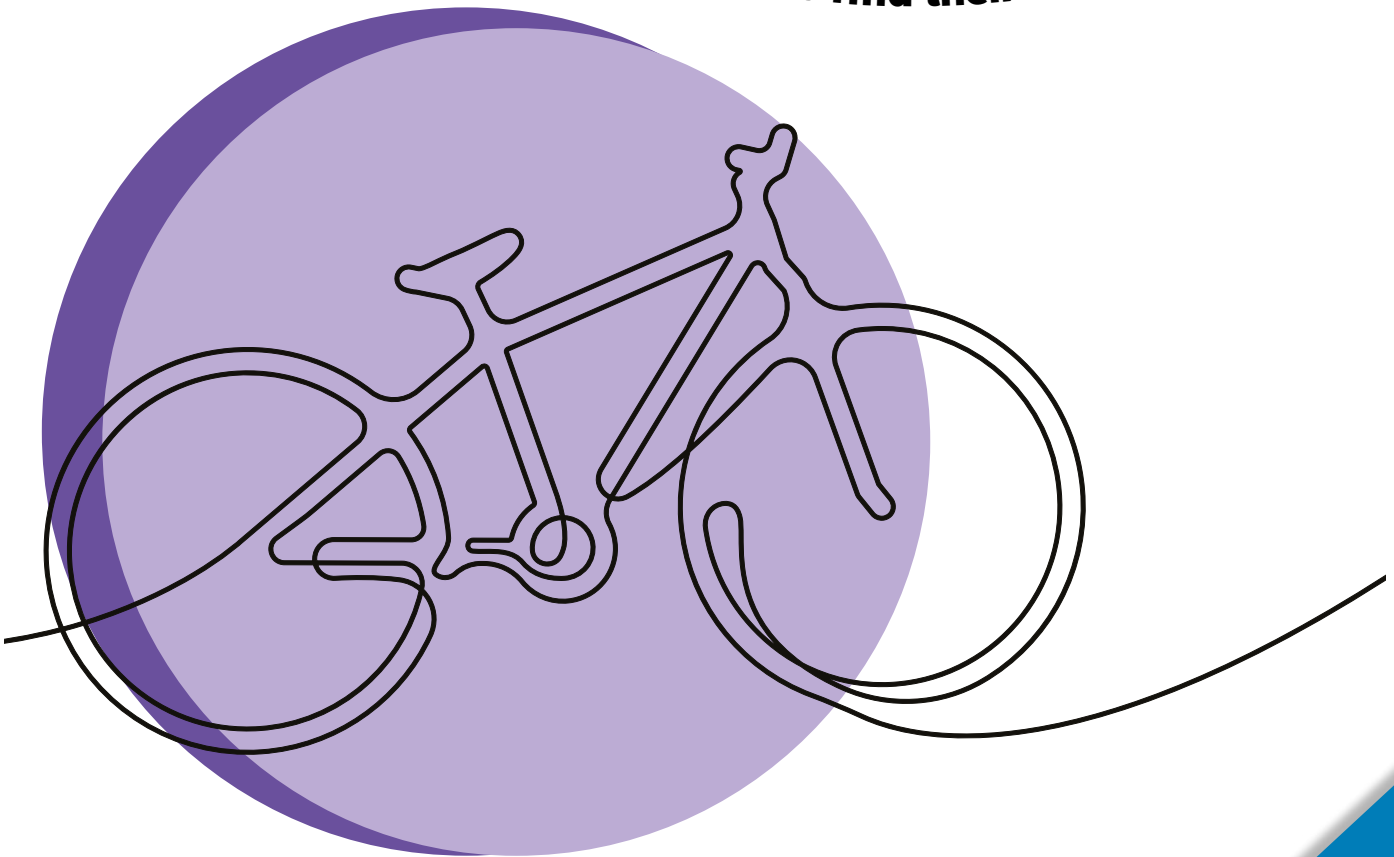


Teacher Guide

5

All **Sorts**

Empowering multilingual learners to find their voice in English



**Mc
Graw
Hill**

Nico Dantaz • Rachel Finnie

**Unit
Sampler**

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Welcome!

Welcome to the *All Sorts* Teacher Guide!

We are delighted that you have chosen *All Sorts* as your English language course. We sincerely hope you will find this Teacher Guide to be a valuable resource, informing and supporting your teaching practices throughout the year, as you and your learners progress through the material and discover English the *All Sorts* way.

At McGraw Hill we understand the challenges facing students and teachers in the classroom and at home today. And we know that every classroom, every lesson, and every student is different. That's why we've created *All Sorts*.

Our aim is to uncover and develop the potential of every learner. We seek to encourage our young students to be brave and curious: without being afraid of making mistakes, and curious enough to want to know more and to enjoy the process of learning.

All Sorts is a course that genuinely celebrates and values the differences we find among children, teachers, and lessons around the world. *All Sorts* delivers a fresh perspective for young learners, encompassing a range of approaches, embracing a variety of learning styles, and, importantly, making learning fun.

How do we make learning fun? Songs and chants, stories, and puzzles—all designed to improve young learners' English in a non-threatening, enjoyable way. And your students will be helped along the way by our seven *All Sorts* mascots, each designed to support a specific language learning area.

This Teacher Guide contains all the resources and support you will need in order to have the very best teaching experience with your young learners. As a result, your lessons will be an enjoyable and stimulating experience, and will achieve the most successful learning outcomes.

The *All Sorts* Teacher Guide contains detailed, step-by-step teaching notes to inform your teaching practice in every lesson. Experienced teachers may use them as a quick guide or a refresher, whereas newer teachers can use them for more extensive support in the classroom.

In addition to comprehensive information and guidance relating to the print and digital content, this Guide also includes detailed information about the methodology used in *All Sorts*, the instructional process, suggestions for starting and ending the lessons, ideas for presenting lexis and language, and clarification around the different opportunities for assessment.

Learning is scaffolded at every stage throughout *All Sorts*. Prior knowledge is explored at the beginning of each lesson, allowing students to build upon what they already know. Learning is supported by the use of visual aids such as artwork, flashcards (Levels 1–3), and graphic organizers, all of which help students think more deeply about a topic, and support them in discovering answers themselves. The teaching notes will provide guidance on how to make the best use of scaffolding.

Another feature of *All Sorts* is *active learning*. Active learning embraces a broad range of teaching strategies designed to actively engage learners so they can become empowered participants in their learning process. Activities related to this center around writing, speaking, problem-solving, etc., and include discussions, role plays, and journal writing. These activities can be done individually, with partners, or in a group. Whenever these activities are referred to in this Guide, you will see the acronym **AL** in blue.

Each unit of *All Sorts* covers four to five weeks of instruction. This means teachers can break each unit, or even each lesson, into manageable “chunks,” allowing learners sufficient time to fully understand everything about the new language they're studying.

McGraw Hill and the *All Sorts* team wish you a happy and successful school year!



Scope and Sequence



UNIT	VOCABULARY			GRAMMAR	SAMPLE LANGUAGE
W Welcome, All Sorts!	REVIEW OF: comic book, lion, mountain, prepare, rainbow, snail, tall, time, tired, year	TEACHING OF: ago, calendar, date, early, how long, late, month; months of the year; numbers 101–1000	EXPOSURE TO: festival, have no fear	TEACHING OF: <i>How many/How long</i> with questions REVIEW OF: Simple Past Superlatives	
1 All Sorts of Personal Interests	REVIEW OF: clean, little, loud, scary, sad, everywhere, anyone	TEACHING OF: amazing, enormous, excellent, friendly, frightening, important, interesting, lovely, lucky, noisy, popular, special, wonderful, tidy; enjoy, excited, horrible, messy, ride, unfriendly, unkind, unlucky, untidy, unusual	EXPOSURE TO: believe, carving, fair, hobby, origami, prefer, yarn bombing	TEACHING OF: (Grammar 1) Simple Present vs. Simple Past TEACHING OF: (Grammar 2) State Verbs vs. Action Verbs	Grammar 1: • I go nearly every day. • Yesterday, I didn't go. Grammar 2: • I want to go to the fair again! • My cousin is playing at the fair right now.
2 All Sorts of House Designs	REVIEW OF: door, floor, stairs	TEACHING OF: architect, basement, design, entrance, fridge, gate, key, layout, materials, measurements, oven, phone, screen, Wi-Fi; actually, corner, cushion, else, empty, front, instead, later, shelf, take (an hour)	EXPOSURE TO: also, flashlight, haunted, much, of course, slide, slumber party, spire, wonder	TEACHING OF: (Grammar 1) Future plans with <i>will</i> TEACHING OF: (Grammar 2) <i>Will vs. be going to</i>	Grammar 1: • I will look for the key. • We won't come here again. Grammar 2: • I am going to sleep at Luna's house tonight. • I will tell my dad you don't like fish. • Add a few strawberries and a little cereal using a spoon.
3 All Sorts of Job Paths	REVIEW OF: prefer, work	TEACHING OF: actor/actress, artist, businessman/businesswoman, driver, engineer, fashion designer, flight attendant, journalist, manager, mechanic, photographer, pilot, singer, waiter; airport, factory, gallery, job, news, newspaper, meeting, office, stage, work	EXPOSURE TO: repair, population, sound (v)	RETEACHING OF: (Grammar 1) Future plans with <i>be going to</i> TEACHING OF: (Grammar 1) Unlikely and impossible future plans with <i>may</i> and <i>might</i> TEACHING OF: (Grammar 2) Question tags	Grammar 1: • I'm not going to work in an office. • She may be a pilot because she likes flying. • Julian might not be a pilot because he's scared of planes. Grammar 2: • This is a theater, isn't it? • I can come, can't I?
4 All Sorts of Glorious Food	REVIEW OF: buy, cook, chocolate, pancake, sweet	TEACHING OF: bake, butter, cookies, countertop, fetch, flour, honey, ingredients, recipe, smell (n), snack, sugar, topping, yogurt; cut, dough, enough, measure, mix, pour, roll, smell (v), stir, taste	EXPOSURE TO: It smells ...; balanced, dairy, diet, proteins	TEACHING OF: (Grammar 1) Expressing advice with <i>should</i> and warnings with <i>had better</i> TEACHING OF: (Grammar 2) Zero conditional	Grammar 1: • You should get your ingredients ready first. • You had better not leave the cookies in the oven too long! Grammar 2: • We add more water if the sauce is too thick. • If it doesn't taste great, I stir in more salt.



Scope and Sequence

READING	LLM	LISTENING	SPEAKING	WORD WORK	WRITING	INTEGRATED LEARNING	PROJECT
<ul style="list-style-type: none"> A story about making a new friend (Comparing and contrasting information) An email describing a special interest (Identifying and ordering events) 	<ul style="list-style-type: none"> Relationship skills and social awareness: Initiating and engaging in social interactions with peers and adults 	<ul style="list-style-type: none"> An interview with a writer (Listening for specific details) 	<ul style="list-style-type: none"> Talking about a dream youth center 	<ul style="list-style-type: none"> Working with the prefix <i>un-</i> 	<ul style="list-style-type: none"> Writing an email about a special interest 	<ul style="list-style-type: none"> Social Studies: Unusual interests around the world 	<ul style="list-style-type: none"> Creating a community-interests poster
<ul style="list-style-type: none"> A story about moving house (Identifying setting) A magazine article about redesigning a bedroom (Reading for detail) 	<ul style="list-style-type: none"> Responsible decision-making: Selecting the appropriate supplies and tools needed to complete a task 	<ul style="list-style-type: none"> A conversation about animal houses (Listening to make inferences) 	<ul style="list-style-type: none"> Describing an ideal house 	<ul style="list-style-type: none"> Working with words that can be used as verbs and nouns 	<ul style="list-style-type: none"> Writing an email about plans to redesign a bedroom 	<ul style="list-style-type: none"> Social Studies: Buildings of the future 	<ul style="list-style-type: none"> Creating a plan for a house of the future
<ul style="list-style-type: none"> A story about applying for college (Identifying characters' feelings) Article about jobs of the future (Reading for detail) 	<ul style="list-style-type: none"> Social awareness: Solving problems in various situations 	<ul style="list-style-type: none"> A conversation about moving abroad (Listening for specific details) 	<ul style="list-style-type: none"> Talking about different professions and professional plans for the future 	<ul style="list-style-type: none"> Working with the suffix <i>-ist</i> 	<ul style="list-style-type: none"> Writing about professional plans for the future 	<ul style="list-style-type: none"> Social Studies: Future population percentages 	<ul style="list-style-type: none"> Creating a poster showing the most common jobs in your community now and in the future
<ul style="list-style-type: none"> A story about an experiment in cooking class (Reading for specific information) An article about <i>dos</i> and <i>don'ts</i> for sports and food (Identifying specific information) 	<ul style="list-style-type: none"> Self-management: Accepting mistakes; working independently and showing initiative 	<ul style="list-style-type: none"> A conversation between a doctor and a patient about healthy eating habits (Listening for specific information) 	<ul style="list-style-type: none"> Talking about different types of food and eating habits 	<ul style="list-style-type: none"> Working with words that can be used as verbs and nouns 	<ul style="list-style-type: none"> Writing an article about food advice 	<ul style="list-style-type: none"> Natural Science: Healthy eating 	<ul style="list-style-type: none"> Creating a pancake recipe

Scope and Sequence



Unit	VOCABULARY			GRAMMAR	SAMPLE LANGUAGE
5 All Sorts of Storylines	REVIEW OF: end, movie	TEACHING OF: animation, cartoon, comedy, documentary, drama, fairy tale, horror, musical, mystery, play, plot, sci-fi, thriller, western; act (n), alone, appear, character, decide, end (v), feel, storyboard, whisper, wish	EXPOSURE TO: act (v), begin, beginning, climax, meet, middle, study	TEACHING OF: (Grammar 1) Past Progressive RETEACHING OF: (Grammar 2) Making suggestions with <i>Why don't/How about/What about</i>	Grammar 1: <ul style="list-style-type: none"> Were you studying last night? He wasn't watching the movie. We were studying! Grammar 2: <ul style="list-style-type: none"> Why don't we draw a storyboard? How about making a comedy? What about writing a story?
6 All Sorts of Outdoor Activities		TEACHING OF: camping, canoe, canoeing, climbing, fishing, fishing rod, helmet, hiking, hiking boots, outdoors, sleeping bag, surfboard, surfing, tent, backpack, backpacking, campfire, flashlight, horseback riding, hot dog, life jacket, mountain biking, raft, rafting	EXPOSURE TO: until	TEACHING OF: (Grammar 1) Simple Past vs. Past Progressive TEACHING OF: (Grammar 2) <i>When</i> and <i>while</i> with Simple Past and Past Progressive	Grammar 1: <ul style="list-style-type: none"> I was lying in my tent, and I heard a bear! Grammar 2: <ul style="list-style-type: none"> We were eating hot dogs while we were rafting. I was looking at the water when my sandwich fell in.
7 All Sorts of Styles	REVIEW OF: hotel, plane, ticket, train, trip	TEACHING OF: suitcase, passenger, platform, station, taxi, traffic, hurry, railroad, terminal, tour, subway, passport, security, depart; arrive, check in, check out, directions, find out, get away, go out, land, prepare, take off	EXPOSURE TO: follow	TEACHING OF: (Grammar 1) Present Perfect Simple TEACHING OF: (Grammar 2) Present Perfect with <i>already, just, and yet</i>	Grammar 1: <ul style="list-style-type: none"> Evelyn has traveled on the subway before, but she has not been on the railroad. Grammar 2: <ul style="list-style-type: none"> Mom has already printed the tickets. The taxi has just arrived. We haven't checked the weather yet!
8 All Sorts of Outfits		TEACHING OF: comb, belt, bracelet, brush, costume, crown, earrings, necklace, purse, ring, striped, tie, umbrella, uniform; cotton, gold, leather, metal, plastic, silk, silver, spotted, wood, wool	EXPOSURE TO: decision, design, fashion, functional, outfits	TEACHING OF: (Grammar 1) Present Perfect questions and short answers TEACHING OF: (Grammar 2) <i>be made of</i>	Grammar 1: <ul style="list-style-type: none"> Have you tried the new uniform? Yes, I have./ No, I haven't. Grammar 2: <ul style="list-style-type: none"> The necklace is made of silver. The earrings are not made of gold.
G Goodbye All Sorts!	REVIEW OF: backpack, camping, climbing, cookies, flashlight, helmets, hiking, hiking boots, horror, hot dog, hurry, platform, station, subway, taxi			REVIEW OF: Simple Past, Past Progressive, Present Perfect, future forms, advice and warnings with <i>should</i> and <i>had better</i>	



Scope and Sequence

READING	LLM	LISTENING	SPEAKING	WORD WORK	WRITING	INTEGRATED LEARNING	PROJECT
<ul style="list-style-type: none"> A story about a school project (Identifying characters' feelings) A blog post about movie scenes (Identifying positive and negative information) 	<ul style="list-style-type: none"> Social awareness: Demonstrating collaborative skills; acknowledging others' strengths and contributions to a group effort 	<ul style="list-style-type: none"> The plot of a story (Listening for similarities and differences) 	<ul style="list-style-type: none"> Talking about favorite kinds of stories; telling stories 	<ul style="list-style-type: none"> Working with word families 	<ul style="list-style-type: none"> Writing a blog post about a favorite movie scene 	<ul style="list-style-type: none"> Language Arts: Understanding parts of a story 	<ul style="list-style-type: none"> Creating a movie poster
<ul style="list-style-type: none"> A story about a camping experience (Sequencing events) A blog post about an outdoor adventure (Identifying facts and opinions) 	<ul style="list-style-type: none"> Self-awareness and self-management: Identifying and demonstrating self-regulating strategies to manage emotions and reframe thoughts and behaviors 	<ul style="list-style-type: none"> A conversation about an outdoor experience (Listening for note-taking) 	<ul style="list-style-type: none"> Talking about outdoor activities, trips, and landscape features 	<ul style="list-style-type: none"> Forming new words with <i>-ing</i> 	<ul style="list-style-type: none"> Writing a blog post about outdoor safety 	<ul style="list-style-type: none"> Social Studies: Landscapes 	<ul style="list-style-type: none"> Creating a travel brochure
<ul style="list-style-type: none"> A story about a trip to the airport (Identifying mood) A website describing different school field trips (Identifying fact and opinion) 	<ul style="list-style-type: none"> Responsible decision-making: Identifying new thinking as the result of the problem-solving process 	<ul style="list-style-type: none"> Directions to Grandma's house (Listening for specific information) 	<ul style="list-style-type: none"> Talking about different ways to travel and school field trips 	<ul style="list-style-type: none"> Working with phrasal verbs 	<ul style="list-style-type: none"> Writing a post about a field trip 	<ul style="list-style-type: none"> Math: Using basic calculations 	<ul style="list-style-type: none"> Creating a model plane or train
<ul style="list-style-type: none"> A story about making a belt (Understanding literal and figurative language) An article about how fashion has changed (Reading for gist and inferring) 	<ul style="list-style-type: none"> Self- and social awareness: Understanding how personal identity influences choices and outcomes 	<ul style="list-style-type: none"> A presentation about home-made accessories (Listening for specific information) 	<ul style="list-style-type: none"> Talking about preferred clothing styles 	<ul style="list-style-type: none"> Working with the suffixes <i>-sion</i> and <i>-tion</i> 	<ul style="list-style-type: none"> Writing a blog post about changes in fashion 	<ul style="list-style-type: none"> Design: Art and design 	<ul style="list-style-type: none"> Designing an outfit that reflects your personality
<ul style="list-style-type: none"> A story about a camping trip 		<ul style="list-style-type: none"> A journey on the subway 	<ul style="list-style-type: none"> Talking about activities, vacations, and fears 		<ul style="list-style-type: none"> Writing a story using sequencers 		

Glorious Food



Prior Learning

- **Vocabulary:** Students should be confident with words related to food items (e.g., *chocolate, cookies, honey*) and verbs related to food and food preparation (e.g., *cook, boil, grow, buy*).
- **Verb forms:** In this unit, students will use the zero conditional to talk about facts that are always true. They should be confident with identifying and using the Simple Present tense.
- **Functions and habits:** Students should have experience working in pairs and using language to discuss topics, give advice, and talk about general truths. They should know how to research information on the internet, including scanning for information and note-taking.

Unit Theme

The unit covers food and food preparation. Students will learn to talk about their favorite food, making food, and healthy eating habits. The grammar points allow students to give advice on how to prepare food and eat healthily, as well as talk about general truths about food preparation. Talking about their cooking experiences can enable students to reflect on their successes and failures, and how to cope when we don't succeed. The aim of this unit is to help students trust their ideas, accept failure as part of any process, and develop the persistence to try again.

Objectives

- Talk about favorite foods.
- Give advice.
- Predict information about a text or audio track, using images and titles.
- Role play a conversation.
- Discuss questions related to eating habits.
- Give a presentation.

Grammar

- Use *should (not)* and *had better (not)* to give advice and warnings.
- Use the zero conditional to talk about facts that are always true.

Vocabulary

- Use new vocabulary related to food and food preparation.
- Use verbs related to food preparation.

Reading

- Read and understand a story about an experiment in a cooking class.
- **Sub-skill:** Read for specific information.
- Read an article on dos and don'ts for sports and food.
- Read a text about healthy eating habits.
- **Sub-skill:** Read for note-taking and identify specific information.

Listening

- Listen to and understand a conversation between a doctor and a patient about healthy eating habits.
- **Sub-skill:** Listen for specific information.

Speaking

- Discuss questions with a partner.
- Give advice on how to make snacks and improve eating habits.
- Role play a conversation between a doctor and a patient who feels sick.
- Discuss eating habits and how to improve them.

Writing

- Write an article about food advice.

Language Learning Mindset

Self-management

This unit applies English language skills to reinforce self-management when trying hard to achieve a goal and not giving up even when things don't go well. Encourage students to use new vocabulary from the unit to practice self-management by discussing the importance of having confidence in their own ideas, persevering when things go wrong, and learning from their mistakes.

Word Work and Writing

In this unit, students will continue to learn about words that can belong to more than one word class. The Word Work and Writing lesson introduces more words that can be used both as verbs and nouns. Students need to find sentences which contain these words, and also write their own sentences.

Common errors in this area involve using the noun as a verb when forming a sentence.

Assessment

Students will be assessed through the following:

- The Initial Assessment activity at the start of each lesson
- A Continuous Assessment activity at the end of each lesson
- The Review Game and Project presentation at the end of the unit
- The Unit 4 Test
- The Term 2 Test (which covers Units 3–5)

Storytelling Video

The *All Sorts* storytelling video that can be used at this point features the story **The Tree Doctor** by Carl Lewis. It is a factual story about the life and work of a tree doctor or arborist. The story is told from the point of view of the tree doctor, who describes why he loves trees, and what his job involves. The story includes examples from the tree doctor's experience over the years, and how he feels when he has saved trees from disease.

Vocabulary and grammar that students have learned so far are recycled through the video.

The story includes a **value message** about how rewarding it is to do something you love.

You can download a Worksheet for students and a set of Teaching Notes to use with this video.

Digital Content

The digital resources for this unit include: audio files for listening activities in the Student Book and Workbook and a karaoke version of the unit song to consolidate learning.



Objective

By the end of this lesson, students should be able to identify food items and words related to food preparation.

Initial Assessment

Books closed. Split students into six groups, and give them one minute to write down as many food-related words as they can. Elicit words from each group. The group with the longest list wins.

Warm-Up

Open books to page 46 and have students look at the main picture. Ask, *What are they doing?* (They are cooking.) *What ingredients can you see?* (milk, eggs, and sugar or flour) *Do you like cooking?* *What can you cook?*

Focus Question

AL Read the focus question aloud, and check understanding. Students discuss their favorite type of food in small groups. Monitor and offer support as needed. Elicit answers, and write them on the board. Then have a class survey to find out which food is the most popular.

Exercises

1 **PRESENTATION.** Write on the board, *Who is Noah?* *What is he making now?* *What is he going to make next week?* Have students listen to the audio and answer the questions (*He's a chef. He's making cookies. Next week, he's going to make pancakes.*). Ask, *What do you need to make cookies?* Play the audio again, and have students say, *Stop!* when they hear what ingredient Noah is using. Write those ingredients on the board. Then have students circle the ingredients in their books.

Answers: flour, butter, sugar or honey, chocolate

2 **PRACTICE.** Play the first word, and have students find and point to it on the page. (For *smell*, students should point to the small icon above the photo of the cookies on page 47.) Encourage students to repeat, focusing on pronunciation. Continue with the rest of the audio. Consolidate the activity by having students take turns to point to or read aloud one of the target vocabulary words.



Continuous Assessment

Books closed. Play a game of *Picture Dictation* with words from the page that are easy to draw. Give students some instructions for a drawing. For example say, *Draw fruit which is long, yellow, and curved.* (The picture should resemble a banana.) Ask students to compare their pictures and decide what the drawing is of.


Fast Finishers

Invite students to use the new vocabulary to make a wordsearch for a partner to complete.

Workbook








Workbook, page 42. Ex 1, 2, 3






Vocabulary

3 Look and write instructions.

1  <i>Melt the butter in a pan.</i>	2 	3 
4 	5 	6 
7 	8 	9 
10 	11 	12 
13 	14 	

4 Read and complete with words from Exercise 3.

My favorite snack is empanadas. It is common in many Latin American countries. It's a dough with filling in it. First, you make the dough with ¹ flour, salt, and some ² sugar. You also need ³ butter and water to help the ⁴ ingredients combine. There are different fillings. The common ones are meat, chicken, or cheese. Empanadas taste and ⁵ smell delicious. I can eat them every day.



5 Discuss the questions with your partner.

- What is your favorite snack?
- How do you make it?



My favorite snack is ...



I think you mix flour and eggs ...

4

Exercises

3 Open books to page 47. Read the instructions and the example. Check understanding. Before students start making sentences, make sure they know what each picture shows (see answers below). Have students do the activity in pairs, then check answers as a class. You can also make a class recipe for a new snack on the board. Invite a student to read one of their instructions, and write it on the board. Then ask this student to appoint another classmate to read one of their instructions, and write it on the board. Proceed in the same way until you have a recipe on the board. Read it aloud and ask, *Do you think it will taste good?* Invent a name for your snack with the class.

Answers may vary, but should include: 2 countertop 3 snacks 4 cookies 5 yogurt 6 fetch 7 flour 8 topping 9 honey 10 bake 11 smell 12 ingredients 13 sugar 14 recipe

4 Point to the picture and ask, *Do you know this snack? Have you ever tried it? Would you try it?* Accept contributions. Then have students do the activity in pairs. Check answers as a class.

Answers: 2 sugar 3 butter 4 ingredients 5 smell

5 AL PRODUCTION. Students read the instructions and example sentences. Check understanding. In pairs, have them ask each other the questions, giving their own answers. Ensure students use full sentences and the new vocabulary.

Answers: Students' own answers

Objective

By the end of this lesson, students should be able to talk about their favorite foods.

Initial Assessment

AL Books closed. Play a game of *Letter Scramble* (see page 13, Warm-Up activity) with some new words from the previous lesson.

Warm-Up

AL Write on the board, 1 sugar/honey/butter, 2 flour/cookies/pancakes 3 butter/yogurt/topping. Then put students into pairs to play a game of *Odd One Out* (see page 49, Warm-Up activity).

Continuous Assessment

AL Books closed. Write the words from the lesson on the board. In groups of three, students categorize them into *snacks*, *cooking verbs*, and *ingredients*. The group that finishes first and makes no mistakes wins.

Fast Finishers

Invite students to draw their favorite food and list the ingredients to make it.

Workbook

Workbook, page 43. Ex 4, 5, 6



Objective

By the end of this lesson, students should be able to use *should (not)* and *had better (not)* to give advice and warnings.

Initial Assessment

Books closed. Put students into groups, and ask them to give examples of good and bad practices when we prepare food. Invite groups to share their ideas with the class.

Warm-Up

AL Ask, *Do you like cooking? What do you usually do before you start cooking?* If necessary, give them these prompts, *wash/hands, get/ingredients, read/recipe.*

Exercises

1 PRESENTATION. Open books to page 48. Read the sentences aloud as students follow. Students complete the activity in pairs. Check answers as a class, and ask some further questions about *should* and *had better* to make sure students understand.

Answers: 1 present or future 2 "It's a good idea to ..."
3 "It's important to ..."

2 PRACTICE. Refer students to the table, and to the titles. Emphasize the use of the contracted form in the negative form of *should* (*shouldn't*). Students complete the chart in pairs. While checking answers, explain that *had better (not)* can also be used as a warning against negative consequences. It's also worth mentioning that you can make a question with *should*, but you can't make a question with *had better*.

Answers: 2 *should not/shouldn't* 3 *Should* 4 *had better*
5 *had better not*

3 Have students read the instructions and the example. Check comprehension. Students then complete the activity in pairs. Check answers as a class. Then have students look at the sentences again and check the ones in which *should* can be replaced with *had better* and *had better* can be replaced with *should* (*all except sentences 1 and 6*). Point out though that the meaning is slightly different.

Answers: 2 *We had better add more water.* 3 *You had better turn the oven off when you finish.* 4 *You should not/shouldn't mix water and milk.* 5 *We had better not forget to add chocolate.* 6 *Should I/we make (some) pancakes?*

Grammar



1 Read and choose the correct option.

1 You **should** get your ingredients ready first.

2 You **had better** wash your hands before you begin.

3 You **should** turn on the oven before making the cookies.

4 You **had better** not leave them in the oven too long!

- The sentences give advice for the *past / present or future*.
- Sentences 1 and 3 are similar to: "It's a good idea to ...". "It's a bad idea to ...".
- Sentences 2 and 4 are similar to: "It's important to ..." / "Don't worry about ...".

2 Read and complete the chart.

should (not) had better (not)

Expressing Advice with <i>Should</i> and Warnings with <i>Had Better</i>			
Subject + <i>Should (Not)</i> + Verb (Base Form)		Subject + <i>Had Better (Not)</i> + Verb (Base Form)	
✓	1 We <u>should</u> turn the oven on.	✓	4 We _____ check the recipe again.
X	2 You _____ use too much sugar.		
<i>Should</i> + Subject + Verb (Base Form)		X	5 You _____ make a mess!
?	3 _____ I use eggs in the mixture?		

3 Read and write full sentences.

- Should / use / sugar / mixture?* Should I use sugar in the mixture?
- We / better / add / more / water.* _____
- You / better / turn / oven / off / when / finish.* _____
- You / should / not / mix / water / milk.* _____
- We / better / not / forget / add / chocolate.* _____
- Should / make / pancakes?* _____

4

48

Continuous Assessment

Books closed. Play a game of *Now ...* (see page T25) with sentences related to cooking, such as *You should wash your hands. You had better turn on/off the oven. You should get the ingredients.*

Fast Finishers

Invite students to rewrite two sentences about good practices when cooking.

Workbook

Workbook, page 44. Ex 1, 2, 3



Grammar

4 Listen and read. Circle the advice and underline the warnings.

Chorus
Do you want to bake a cake?
Bake a cake, bake a cake?
You won't make any mistakes!
If you follow my advice.

You should buy all your ingredients before you begin.
You'd better wash your hands.
You have dirt on your skin!

Chorus

You'd better not forget the sugar to make the cake sweet.
You shouldn't add too much, though, so it's not too sweet to eat!

Chorus
You should bake the cake in the oven, and watch the mixture rise.
You'd better watch the clock, or you'll get a big surprise!

Chorus

5 Listen again and sing.

6 Look at the pictures and write another verse.

Do you want to bake _____?

Do you want to bake _____?

Follow my advice and _____.

You should _____ because _____.

You'd better _____.

You shouldn't _____.

You'd better not _____.

7 Discuss your advice for making snacks using the words in the boxes.

Verbs
add bake put buy smell fetch wash make

Nouns
butter snack chocolate sugar flour sweet honey yogurt



You should add honey or sugar to make a sweet snack.



You'd better wash your hands before you start!

49

4

Objective

By the end of this lesson, students should be able to use *should (not)* and *had better (not)* to give advice and warnings.

Initial Assessment

Books closed. Write on the board, *You _____ read the recipe before cooking. You _____ turn off the oven before you leave the kitchen.* Have students complete the sentences with *should* or *had better*.

Warm-Up

AL Ask, *Can you bake a cake? What ingredients do you need? What should or shouldn't you do when you make a cake?* Have students discuss in pairs. Invite pairs to share their ideas with the class. Check the use of *should* and *shouldn't* in students' answers. Correct where necessary.

Exercises

4 Open books to page 49. Have students listen and read the song. Explain that they should circle the advice in the song and underline the warnings. Check answers as a class.

Answers: Circle: You should buy all your ingredients before you begin. You shouldn't add too much, though. You should bake the cake in the oven and watch the mixture rise.

Underline: You'd better wash your hands. You'd better not forget the sugar. You'd better watch the clock or you'll get a big surprise.

5 Have students think of actions for each line of the song. Play the song for them to sing along and do the actions.

6 AL PRODUCTION. Split students into three groups. Have groups use the pictures to write another verse about pancakes, pizza, or cookies.

Answers: Students' own answers

Karaoke

Play the karaoke version of the song. Have each group sing their own verses.

7 AL Have students read the instructions and the example sentences. Model the activity with a confident student. Check answers as a class.

Answers: Students' own answers

Continuous Assessment

AL Books closed. Say, *I am learning how to cook. Can you give me some advice?* Have students give advice in front of the class.

Fast Finishers

Invite students to write three pieces of advice for kids who are learning how to cook.

Workbook

Workbook, page 45. Ex 4, 5



Objective

By the end of this lesson, students should be able to read for specific information in a story about an experiment in cooking class.

Sub-skill

Reading for specific information. Students develop their ability firstly to find where the answer to a question is, and secondly to read a section of text more carefully to find the exact answer.

Initial Assessment

Books closed. Write on the board, *Jim's favorite snack is cake. He likes chocolate, strawberry, and carrot cake. But his favorite is carrot cake. Ask, What is Jim's favorite snack? What cake flavors does he like? What is Jim's favorite cake?* Elicit answers from students.

Warm-Up

AL Do a *Pair Discussion* activity (see page T18) about students' favorite cookie flavors.

Exercises

1 PRE-READING. Open books to page 50. Put students into pairs, and have them describe what they see in the pictures. Then have students choose a title for the story, based on the pictures. Ask pairs which title they choose, and have them give reasons for their choice.

Answers: Students' own answers

2 46 IN-READING. Sub-skill: Reading for specific information. Play the audio, and have students read along and listen to check their prediction in Exercise 1. Check answers as a class (the answer is 3 An Experiment in Cooking Class). Read the questions aloud, and help students identify the key words in them that will focus their reading. Students answer the questions individually. Check answers as a class.

Answers: 2 Theo is Layla's friend. 3 Theo doesn't want Layla to use broccoli. 4 Layla tries garlic first. 5 Because Layla is using garlic. 6 The teacher says Layla should try carrots. 7 Layla has 15 minutes to make her cookies. 8 Theo likes her cookies.

Story



1 Look at the pictures. Choose a title.

- 1 Layla's Experiment Goes Wrong
- 2 Layla Bakes at Home
- 3 An Experiment in Cooking Class

Layla arrives at her cooking class, excited to experiment. She puts her ingredients on the counter, ready to bake. Layla's friend, Theo, looks at her strangely. "Why did you bring vegetables to class?" he asks. "You know we're baking cookies, right?" "Sure!" replies Layla. "My cookies will be the best!" "You'd better not put any broccoli in your cookies!" Theo continues, sticking out his tongue.

Layla tries different flavors. First, she puts in garlic, but a horrible smell fills the classroom. "That was a mistake," she thinks. She puts some new flour and butter into a bowl, this time with onion.

"What's that smell?" asks the teacher. "You should try carrots." Then Layla remembers the carrot cake she ate for her birthday. Carrots can be in sweet snacks! But she looks at the clock. Only 15 minutes left! She'd better be quick! Layla fetches the ingredients again and puts in some carrot. She puts her cookies in the oven and waits. A sweet smell starts to fill the classroom, and everyone is interested! When the cookies are ready, she gives everyone a bite. "You should sell these!" says Theo with cookie around his mouth.



2 Read and listen to check. Then scan the story to answer the questions.

- 1 Where is Layla? *Layla is at school, in her cooking class.*
- 2 Who is Theo? _____
- 3 What does Theo not want Layla to use? _____
- 4 What is the first ingredient Layla tries in her cookies? _____
- 5 Why does the room smell bad? _____
- 6 What is the teacher's advice? _____
- 7 How much time does she have to make her carrot cookies? _____
- 8 What does Theo think of her new cookies? _____

Language Learning Mindset

Discuss the questions with your partner.

- 1 What do you do if someone makes fun of your idea?
- 2 Is it important to trust your own ideas? Why?
- 3 Why is it important to keep trying even after you fail?
- 4 What can we learn from our mistakes?

4

50

Language Learning Mindset

Put students into pairs, and have them discuss the questions. Monitor and offer support where necessary. Then encourage students to share ideas with the class.

Answers: Students' own answers

Continuous Assessment

AL Books closed. Play a game of *Correct Me!* (see page T25).

Fast Finishers

Invite students to research and write instructions for something else they would like to cook.

Workbook

Workbook, page 46. Ex 1



Listening and Speaking



Listening and Speaking

1 Look at the picture and answer the question.

What does Gabriel need help with?

- 1 his homework
- 2 his eating habits
- 3 cleaning his room



2 Listen and choose the correct answers.

- 1 Who is the conversation between?
 - a a boy and a teacher
 - b a girl and a parent
 - c a boy and a doctor
- 2 How is Gabriel feeling?
 - a hungry and excited
 - b tired and his teeth hurt
 - c nervous about an exam
- 3 What doesn't Gabriel eat?
 - a breakfast
 - b chocolate
 - c cake
- 4 Why is breakfast important?
 - a it tastes great.
 - b It helps you sleep.
 - c It gives you energy.
- 5 What does Dr. Diaz say about pizza?
 - a You should never eat it.
 - b You should eat it every day.
 - c It's OK to eat it sometimes.
- 6 What does Dr. Diaz say you should do to have a balanced diet?
 - a eat a bit of everything
 - b eat a lot of everything
 - c only eat one thing

3 Use the information to role play a conversation.

Student A

You're feeling sick. You go to the doctor for advice. Think about:

- how you are feeling
- what you normally eat
- what you don't eat

Hi, Doctor. I feel really ill. What should I do?

You'd better sit down. What do you eat?

Yesterday I ate ...

Student B

You are a doctor. Give advice to Student A about their eating habits.

- What should they not eat too much of?
- What had they better avoid?
- What should they eat more of?

51

4

Objective

By the end of this lesson, students should be able to listen for specific information in a conversation about healthy eating habits, and role play a conversation between a doctor and a patient.

Sub-skill

Listening for specific information. When students listen for specific information, they should use the key words in the questions and options to help them know what to listen for.

Initial Assessment

AL Books closed. Write on the board, *I don't have breakfast. I have lots of sugar in my diet.* Have students imagine they are doctors and give advice.

Warm-Up

AL Write on the board, *What do you usually have for breakfast? Why?* Do a *Group Discussion* activity (see page T18) in groups of three.

Exercises

1 AL PRE-LISTENING. Open books to page 51. Students describe the picture in pairs (e.g., *The boy is at the doctor's. He looks sick.*) and then answer the question. Check answers as a class. Elicit reasons for students' answers.

Answer: 2 his eating habits

2 47 IN-LISTENING. Sub-skill: Listening for specific information. Have students listen to the audio and check their answer to Exercise 1. Then read the instructions, questions, and options together with students. Have them underline the key words in each question and option. Play the audio, and have students choose the correct answer. Check answers as a class. Then draw a four-column chart on the board with the following headings: *What / eat?*, *What / doesn't eat?*, *What / should eat?*, *What / shouldn't eat?* Play the audio again, and have students complete the chart in their notebooks (*What / eat?: a cake with lots of sugar, chocolate snacks; What / doesn't eat?: breakfast; What / should eat?: breakfast, salad with meat, fish, rice, pasta, snacks with natural sugars, e.g. fruit; What / shouldn't eat?: too much sugar, pizza with a lot of meat and cheese.*)

Answers: 2 b 3 a 4 c 5 c 6 a

3 AL POST-LISTENING. Put students into pairs, and label them A and B. Have them read their information cards, and check understanding. If necessary, model the role play with a confident student. Then, invite pairs to role play their conversation for the class.

Answers: Students' own answers

Continuous Assessment

AL Books closed. Play a game of *Right or Wrong?* (see page T25) with the content of the listening text.

Fast Finishers

Have students design a flyer or poster with their top tips for healthy eating.

Note to teacher

- You need to supply pictures of children helping in the kitchen for the next lesson.

Workbook

Workbook, page 47. Ex 1, 2



Objective

By the end of this lesson, students should be able to use verbs related to food preparation.

Initial Assessment

AL Books closed. Put students into small groups, and have them play a game of *Letter Scramble* (see page 13, Warm-Up activity) with *bake*, *fetch*, *smell*, and *wash*.

Warm-Up

AL Show students pictures of children helping in the kitchen. Ask, *Do you help your parents in the kitchen? Why or why not?* Elicit answers from the class.

Exercises

1 **PRESENTATION.** Open books to page 52, and have students look at the picture. Say, *You're going to listen to a conversation in the kitchen. The animals are cooking, and the chef is managing their work.* Point to each animal, read the corresponding verb, and check understanding. Then play the audio for students to number the steps. If necessary, play the audio again, pausing after each item is mentioned. Students check answers in pairs, and then as a class.

Answers: 2 taste 3 roll 4 cut 5 mix 6 pour 7 stir 8 smell

2 **PRACTICE.** Play the first word, and have students find and point to it on the page. Encourage students to repeat, focusing on pronunciation. Continue with the rest of the audio.

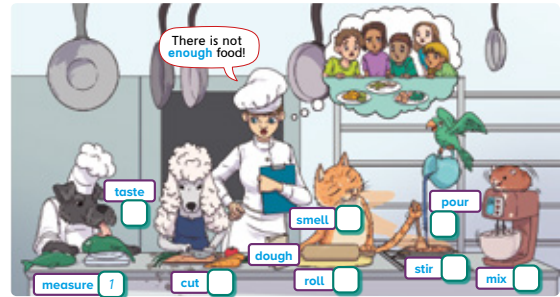
3 **AL PRODUCTION.** Put students into pairs, and draw their attention to the pictures. Have pairs match each picture to a vocabulary word in Exercise 1. Check answers as a class. Then draw their attention to the example sentence, and explain that they will use the words in the pictures to make their own sentences. Monitor as they work, offering support as needed. Encourage them to write full sentences. Check answers as a class. Invite some students to read their sentences to the class.

Answers: Students' own answers, but must include: 2 roll, dough, (not) enough 3 measure, cut, smell 4 mix, taste

Vocabulary

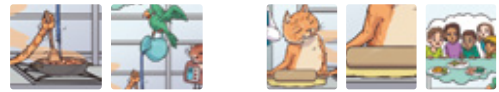


1 Look, listen, and order the steps.



2 Listen, point, and say.

3 Look and write possible sentences.

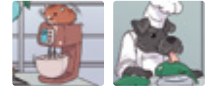


1 *Keep stirring while I pour the sauce.*

2 _____



3 _____



4 _____

4

52

Continuous Assessment

AL Books closed. Play *Letter Scramble* (see page 13, Warm-Up activity), but use the verbs from this lesson.

Fast Finishers

Invite students to write three sentences to describe the picture in Exercise 1, e.g., *The grey dog is tasting the fish.*

Workbook

Workbook, page 48. Ex 1, 2, 3



Grammar

1 Read and check (✓) or cross (X).



- The animals are saying facts that are always true.
- The dog says to always stir in salt.
- The parrot says to add water when the sauce is very thick.
- The animals are only talking about this sauce on this day.

☒
☐
☐
☐

2 Read and complete the chart.

Add -add- don't if -if- If use want -want-

Zero Conditional			
If + Subject + Verb (Simple Present), Verb Phrase (Simple Present)			
1 If you <u>want</u> a sweet snack, you <u>add</u> sugar.	2 _____ sugar if you _____ a sweet snack.		
3 _____ we don't have sugar, we _____ honey.	4 We use honey _____ we _____ have sugar.		

3 Order the words to make sentences.

- bake / If / cookies / , / I like / cake / . / you don't / a
If you don't like cookies, bake a cake.
- sauce / enough / you / don't / If / , / have / . / add / you / water

- wet / add / flour / . / dough / I / more / If / is / the

- you / . / measure / you / have / , / enough / If / food

- want / snack / If / yogurt / Try / sweet / you / . / a / fruit / with

53

4

Objective

By the end of this lesson, students should be able to use the zero conditional to talk about facts that are always true.

Initial Assessment

AL Write on the board, *We want to bake a cake, but there's no sugar.* Then write, *If there's no sugar, we _____.* Encourage students to complete the sentence.

Warm-Up

AL Books closed. Ask, *What happens if we don't measure the ingredients?* Discuss ideas as a class.

Exercises

1 PRESENTATION. Open books to page 53, and read the speech bubbles. Check understanding. Check answers as a class. Draw students' attention to the fact that the sentences show general truths.

Answers: 2 X 3 ✓ 4 X

2 PRACTICE. Read the instructions, and direct students' attention to the example sentence. Check they understand that they should look at the structures in Exercise 1 to help them. Check answers as a class. Point out that the use of comma in a Zero Conditional sentence depends on where you put the word *if*. When you start a sentence with *if*, you need to use a comma to separate the two clauses. Otherwise there is no comma in the middle of a sentence.

Answers: 2 Add, want 3 If, use 4 if, don't

3 AL PRODUCTION. Have students read the instructions and the example. Students complete the activity in pairs. Check answers as a class. Read the beginning of a sentence for students to complete it in pairs. Say, *If you use fresh ingredients, ...*. Repeat this with three more sentences: *Pancakes are too sweet if ...*, *If the milk tastes bad, ...*, and *The cookies burn if* Check answers as a class.

Answers: 2 If you don't have enough sauce, you add water. 3 I add more flour if the dough is wet. 4 If you measure food, you have enough. 5 Try yogurt with fruit if you want a sweet snack.

Continuous Assessment

AL Write various zero conditional sentences on cards, with the condition and the result on separate cards. Make sure to have one card per student. Distribute the cards, and have students mingle to find the missing part of their sentence.

Fast Finishers

Write two sentences that express facts about cooking, using the zero conditional.

Workbook

Workbook, page 49. Ex 1, 2, 3



Objective

By the end of this lesson, students should be able to read an article about dos and don'ts for sports and food.

Sub-skill

Reading for note-taking and identifying specific information. When taking notes, students need to be able to focus on relevant details and write only what is essential. When identifying specific information, they should focus on key words in the activities and then find the information in the text.

Initial Assessment

AL Play a game of *Hot Potato* (see page T25). Have students holding the potato give an example of something a sports person should or shouldn't eat.

Warm-Up

AL PRE-READING. Books closed. Ask, *How do you think sports people make healthy eating decisions?* Discuss as a class. Open books to page 54 and look at the pictures and title. Ask, *What is the text about?* (what people in sports should and shouldn't eat).

Exercises

1 IN-READING. Read the questions, and check understanding. Have students read the text quickly to answer the questions. Then check answers as a class.

Suggested answers: 2 It is written for people in sports who want to improve their diets. 3 Sports people should eat healthily to stay strong and full of energy.

2 Sub-skill: Reading for note-taking and identifying specific information. Check the instructions. Explain that from 1 to 4 students must read and take notes, and from 5 to 7 they must identify specific information. Students do the activity individually. First, have them concentrate on taking notes. Ask them to scan the text and underline the parts which refer to items 1–4 and then write the notes. Secondly, have students read sentences 5–7 and identify any information which they think doesn't make sense, e.g., *eating sugar*, *5 p.m.*, *fresh*. Then ask them to find the correct information in the text and rewrite the sentences. Check answers as a class.

Reading



1 Read the text quickly and answer the questions.

- 1 What kind of text is it? *It is an article found in a magazine.*
- 2 Who do you think it is written for? _____
- 3 What is the main idea? _____

Food and Sports: Dos and Don'ts.

Everyone knows people in sports should eat healthily to stay strong and full of energy. We asked a soccer and a tennis player what they think.



Do:

- 1 You should drink lots of water. Water is good for your body and keeps you awake. It also helps when your head hurts! If you don't like the taste of water, mix in some fruits or herbs.
- 2 You should eat enough fruit and vegetables. If you want a snack, you can cut up some carrots or apples.
- 3 You should use fresh ingredients. They taste better and are healthier!

Don't:

- 1 You shouldn't skip meals. If you can't eat a full meal, make a small snack.
- 2 You'd better not eat after 7 p.m. because you won't sleep well. Plan your eating well. If you are still hungry after 7 p.m., eat some fruit or bread and honey.
- 3 You shouldn't eat meat that smells bad. Old meat can make you sick. If you don't like the smell, you'd better throw it away!

2 Read again and write notes. Then correct the sentences.

- 1 water *You should drink lots of water.*
- 2 fruit _____
- 3 skipping meals _____
- 4 7 p.m. _____
- 5 Eating sugar helps when your head hurts. _____
- 6 You don't sleep well if you eat after 5 p.m. _____
- 7 Meat smells bad if it is fresh. _____

3 Discuss the questions with a partner.

- 1 Do you follow this advice? Why or why not?
- 2 How can you improve your eating habits?
- 3 What other advice can you add to the list?



4

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Suggested answers: 2 You should eat enough fruit. 3 You shouldn't skip meals. 4 You'd better not eat after 7 p.m. 5 Water helps when your head hurts. 6 You don't sleep well if you eat after 7 p.m. 7 Meat smells bad if it is old.

3 AL POST-READING. Put students into pairs, and have them discuss the questions. Then encourage students to share ideas with the class.

Answers: Students' own answers

Continuous Assessment

AL Books closed. Play a game of *Right or Wrong?* (see page T25) about the information in the article.

Fast Finishers

Have students choose another job or activity and come up with three pieces of healthy eating advice.

Workbook

Workbook, page 50. Ex 1, 2, 3



Word Work and Writing

1 Find the words in the text on page 54. Write sentences. Then think of one more.

Word	Used as a Noun	Used as a Verb
smell	1 <i>If you don't like the smell, throw it away!</i>	2 _____
taste	3 _____	4 _____
_____	5 _____	6 _____

2 Fill out the graphic organizer.

Food Advice for a Local Sports Person

Advice for: _____

Dos: What should they do/eat?
Drink lots of water.

Don'ts: What shouldn't they do/eat?

3 Write and draw your article.

Food Advice for _____

Useful Expressions
 He/She should/shouldn't ...
 He/She had better (not) ...
 Don't forget ...

55 **4**

Objective

By the end of this lesson, students will have further practiced using words that can be used both as verbs and as nouns, and should be able to write an article about food advice.

Initial Assessment

Books closed. Write on the board, *I cook lunch every day.* *I'm a good cook.* Ask, *Which word appears in both sentences? (cook) In which sentence is cook a verb? (sentence 1) In which sentence is cook a noun? (sentence 2).*

Warm-Up

AL Play a game of *What's the Word?* (see page T25) with the vocabulary words from the unit so far.

Exercises

1 Open books to page 55. Read the instructions, and have volunteers explain what a verb and a noun are (*action words and things*). Then have students find the words in the text on page 54 and copy the sentences in the correct box. Check answers.

Answers: 2 *You shouldn't eat meat that smells bad.* 3 *If you don't like the taste of water, mix in some fruits or herbs.* 4 *They taste better and are healthier.* 5 and 6 *Students' own answers*

2 **AL** Direct students' attention to the graphic organizer, read the titles, and check understanding. Point out that such graphic organizers help to break a task into smaller steps and organize thoughts in a visual way. Encourage them to make a graphic organizer before doing a writing task. Then have students do the activity. They choose a group (e.g., children, elderly people, etc.) and write what they should/shouldn't do or eat. Monitor and help as needed.

Answers: *Students' own answers*

3 **AL** Read the instruction with students. Have them use the information from the graphic organizer to write an article with a short introduction and two charts (*Do* and *Don't*), like the article on page 54. Refer students to the useful expressions, and elicit how they might use them in the text.

Answers: *Students' own answers*

Continuous Assessment

Display students' writing for everyone to read. Encourage them to say one thing they learned and one thing they liked about each article.

Fast Finishers

Invite students to write two sentences, using *smell* or *taste* as a noun and a verb.

Workbook

Workbook, page 51. Ex 1, 2, 3



Objective

By the end of this lesson, students should be able to read a text about healthy eating habits, and research and give a presentation.

Initial Assessment

AL Books closed. Draw three columns on the board, and write the following at the top of each one, *vegetables and fruit*, *dairy*, *fatty foods*. Elicit words related to each category, and write them under the appropriate heading.

Warm-Up

AL Books closed. Write on the board, *What's a good diet, in your opinion?* Carry out a *Group Discussion* activity (see page T18).

Exercises

1 AL Open books to page 56. Have students read the text. Read the questions with students, and check understanding. Then have students read the text again and underline the important information. Students then answer the questions. Check answers as a class. Invite students to point out the part of the text that supports their answers.

Answers: 2 The three most important food types are vegetables and fruit, starches, and proteins. 3 We should only eat a small amount of fatty foods. 4 Pasta is a starch. 5 If you don't eat meat, you can eat fish, eggs, or beans. 6 You should only put a little bit of butter on bread.

2 AL Have students read the questions, and check understanding. Then in pairs, have students discuss their eating habits and how healthy they think they are. After that, allow students enough time to do research and write some notes for their presentation. Finally, have students give their presentations. Invite the class to ask questions and say what they learned after each presentation.

Answers: Students' own answers

Integrated Learning: Natural Science



1 Read and answer the questions.

Healthy Eating: The Best Kind of Diet

The best kind of diet is a balanced one. That means you shouldn't just eat salads. You'd better eat a bit of everything if you want to stay healthy. See below the kind of food you should eat.

Vegetables and Fruit

Your plate should be mostly fruits and vegetables. If you don't see a lot of colorful vegetables, add more! Vegetables taste great. Fruits are sweet and make a great dessert!

Dairy

Dairy products include milk, yogurt, and cheese. You should have some of this in your diet, but not too much.



Starches

You'd better check that you eat enough foods like potatoes, pasta, and rice. These give you energy. If you don't have enough rice, you can have a sandwich with bread! You shouldn't put lots of butter on the bread.

Proteins

Proteins include fish, meat, eggs, and beans. You'd better have some in every meal if you want to be strong. If you don't eat meat, eat beans or eggs instead!

Fatty Foods

Foods made of flour, butter, and sugar are fatty foods. You can have small amounts, but not too much. Sweet food often tastes great! But it doesn't make our body healthy. If you want a sweet snack, eat some fruit and yogurt or a little bit of chocolate.

- 1 What does a "balanced diet" mean? *A balanced diet means eating the right amount of everything.*
- 2 What are the three most important food types? _____
- 3 What is the food type we should only eat a small amount of? _____
- 4 What kind of food is pasta? _____
- 5 What protein can you eat if you don't eat meat? _____
- 6 What should you only put a little bit of on bread? _____

2 Discuss the questions with your partner. Then research and present.

- 1 Which food group do you eat the most of?
- 2 Is there any food group you should eat more of? Which one, and why?
- 3 How similar or different is your diet to a healthy diet?



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Continuous Assessment

AL Play a game of *Correct Me!* (see page T25) with the content of the text.

Fast Finishers

Invite students to write a few sentences about what they should or shouldn't do to improve their diet.

Note to teacher

- You need to supply dot cubes for teams of four in the next lesson.
- You need to supply poster paper for the project in the next lesson.

Workbook

Workbook, page 52. Ex 1, 2

Unit Review

1 Play and answer.

<p>Start / Finish</p>	1 Mention three DON'Ts of a balanced diet.	2 Give your partner advice on how to make your favorite snack.	3 Tell your partner what foods to eat if they don't eat meat.
7 Write your top five tips for making snacks.	6 Tell your partner something they shouldn't do when cooking.	5 Name two senses we use with food.	4 Give your partner five healthy eating tips.
8 Say four actions you do while cooking.	9 Answer. Which ingredient did everyone love in Layla's cookies?	10 Mention three DOs of a balanced diet.	11 Answer. Where in the kitchen can you prepare food and mix ingredients?
<p>Return</p>	14 Explain why breakfast is important.	13 Answer. What are the three most important food groups?	12 Tell your partner what they can make if they want a healthy snack.

Project

Create a pancake recipe.

- Brainstorm different ingredients you like.
- Decide which ones you can use with pancakes.
- Write the list of ingredients you will use and draw them.
- Write and draw the recipe.
- Present your recipe to the group.

57
4

Objective

By the end of this lesson, students should be able to remember what they have learned in Unit 4, and create a fun project.

Warm-Up

AL Books closed. Split students into groups. First, give them two minutes to brainstorm all the vocabulary from the unit. Then play *Last Person Standing* (see page 12, Continuous Assessment activity), using the unit vocabulary.

Review

1 AL Open books to page 57. Invite students to play a memory review game. To play the game, they need a dot cube (if you don't have any, students can make their own) and different color pieces. Students work in pairs or small groups. Point out that each color on the board represents a lesson from the unit: Vocabulary, Grammar, Story, etc. Students take turns to roll the dot cube, move their piece over that number of squares, and complete the task on the square they land on. Students must complete the task successfully before they can roll the dot cube again.

They are allowed to flip back through the unit to find the answers. When students reach the end of the game, or land on the Return square for the first time, they go back to the Start/Finish square and continue to play. Students should go around the board twice so they land on as many squares as possible. The first student to go around the board twice and return to the Start/Finish square is the winner. Remind students that this isn't a memory competition, but a fun opportunity for review.

Answers: 1 You shouldn't skip meals. You'd better not eat after 7 p.m. You shouldn't eat meat that smells bad. 2 Suggested answer: Cut apples and bananas and add some honey. 3 They can eat beans or eggs instead. 4 Suggested answer: You should drink a lot of water. You should eat fruit and vegetables. You shouldn't eat too many sweets. You shouldn't skip meals. You should use healthy ingredients. 5 smell, taste 6 Suggested answer: You had better not cook with dirty hands. 7 Suggested answer: They should be healthy. They should be fresh. They shouldn't be too sweet. They should be small. They shouldn't be too salty. 8 Four words from: fetch, roll, measure, pour, stir, mix, bake, cut 9 carrot 10 You should drink lots of water. You should eat enough fruit and vegetables. You'd better use fresh ingredients. 11 countertop 12 Suggested answer: You can make a fruit salad. 13 Vegetables and Fruit, Starches, and Proteins 14 Breakfast gives you energy.

Project

AL Draw students' attention to the project steps and the picture. First, have students discuss and brainstorm the ingredients of pancakes (e.g., flour, milk, eggs, baking powder, etc.). Then have students brainstorm the ingredients they like and do some research to find out which ones can be used with pancakes. Next, have students list the ingredients they will use, as well as the quantities (how much of each one) they will use. After that, have students write the recipe step by step, giving clear instructions. Then have them draw the ingredients, label them, and write their quantities. Finally, provide students with sheets of poster paper, and allow them time to copy their recipes. Afterwards, display the recipes around the classroom for everyone to read.

Fast Finishers

Have students make a list of four interesting things they learned in this unit.

Workbook

Workbook, page 53. Ex 3, 4, 5