





TEACHER'S GUIDE
UNIT FOUR: MY INTERESTS

Contents: Describing: kinds of food and beverages, pet animals, storybooks, hobbies and games, different articles of clothing


Transversal theme: Human Rights Ed.

Functions:

1. Identifying pet animals.
2. Understanding information from different stories.
3. Recognizing foods and beverages.
4. Describing different types of items.

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|  <p>Activity Warm-up</p> | <p>Song: Do you like? Function: Identifying food vocabulary. Content: apples, grapes, rice and beans, ham, eggs, juice, bread, jelly, cake. Seating arrangement: I Skills: L MI: VL, Intra, VS, M Time: 3' Materials: 1 Computer per student. Procedure:</p> <ol style="list-style-type: none">1. Have students click on the speaker icon.2. Tell students that they are going to listen to a song related food vocabulary.3. Tell students to click on the play icon to listen to the song.4. Have students listen to the song as they observe the pictures of the food pop out. |
| |  <p>Do you like? Music and Lyrics: Roxana Chevez Do you like apples and grapes? Do you like apples and grapes? Do you like apples and grapes? Yummy to your tummy!!! Do you like rice and beans? Do you like rice and beans? Do you like rice and beans? Early in the morning. I love ham, eggs, and juice I love ham, eggs, and juice I love ham, eggs, and juice Yummy to your tummy!!!! What about bread, jelly, or cake? what about bread, jelly, or cake? what about bread, jelly, or cake?</p> |

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| | |
|------------|---|
| Vocabulary | <p>Ummm!! So sweet dessert</p> <p>The Kitchen Function: Identifying names of different fruits. Content: Oranges, grapes, apples, bananas, peaches, tangerines, strawberries, lemons, watermelons, melons, guabas, mangos. Seating arrangement: I Skills: L MI: Intra, VL, VS Time: 5' Materials: CPU</p> <p>Procedure:</p> <ol style="list-style-type: none">1. Have the students click on the speaker icon to listen to the instructions.2. Tell the students that they are going to learn about the names of different fruits.3. Students click on the pictures of the fruits as they listen to the pronunciation.  |
|------------|---|

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TEACHER'S GUIDE
UNIT FOUR

Pre-listening



Pre-listening

Classifying food items.

Function: Classifying food items.

Content: Classification: dairy products, bakery, poultry, fish, vegetables, biscuits and crackers, fruit, beverages, meat, snacks and sweets. Food items.

Seating arrangement: I

Skills: L

MI: Intra, VL, LM, VS

Time: 20'

Materials: CPU

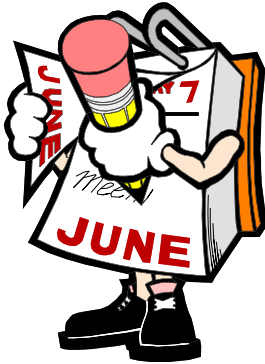
Procedure:

1. Have the students click on the speaker icon.
2. Tell students that they are going to do an activity about classifying food.
3. Students have to click on a food item and drag it to the correct classification box.
4. Do one yourself as an example.
5. Have students classify correctly all food items.



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While-listening



While-Listening

Story: *A day in the farmers market*

Function: Reading comprehension about likes and dislikes.

Content: Food vocabulary, food stands.

Seating arrangement: I

Skills: L

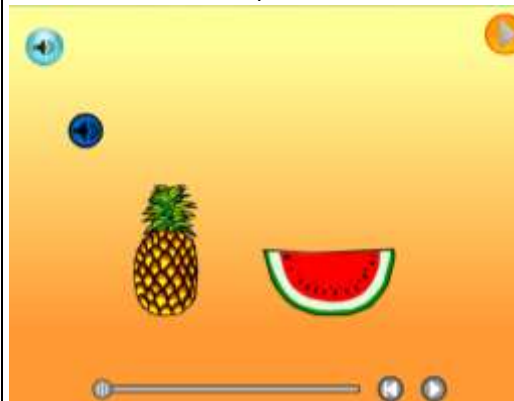
MI: Intra, VL, VS

Time: 15'

Materials: CPU

Procedure:

1. Have the students click on the speaker icon. They will hear "Click on the speaker icon, listen to the story of a day in the farmers market, then answer the questions given by clicking on the right answer"
2. Tell the students that they are going to listen to a story about a shopping trip to the farmers market.
3. Tell students to click on the play button to listen to the story.
4. After listening to the story, tell students to click on the blue speaker icon to listen to the question.
5. Have students answer the question by clicking on the correct item of food.
6. Tell student to click on the forward arrow in the top-right corner to continue with the next question.



Script: Daniel and Julie always go with their parents to the farmers market. They love to go there to buy seasonal fruit and vegetables. Every Saturday, they buy mangoes, pineapples, and guavas. They also find plantains, watermelon and papayas, but they do not like these very much. Their mom goes to Don Quique and asks for

1 kilogram of potatoes and carrots. Then, they move to the fish stand, where they buy fresh shrimps. The last stand they visit is the flower stand where they buy ginger and bird of paradise flowers to put in a vase at home. They all leave the farmers market, but before leaving they stop at Doña Carmen's stand to buy some delicious turnovers or empanadas.

Questions: What type of fruit do Daniel and Julie dislike?

Pineapples watermelon

What type of fruit do Daniel and Julie buy?

Mangoes strawberries

What did their mom buy from Don Quique?

Potatoes melons

What did they buy in the fish stand?

Fish Shrimp

What did they buy from Dona Carmen?

Empanadas Tortillas

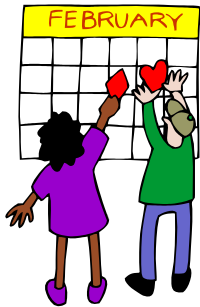
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Post-listening



Listening

Fix your own meal

Function: Identifying food vocabulary

Content: food vocabulary

Seating arrangement: I

Skills: L

MI: Intra, VL, VS, LM

Time: 10'

Materials: CPU

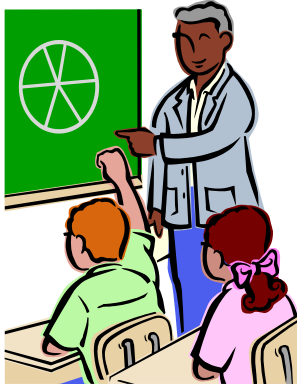
Procedure:

1. Have the students click on the speaker icon to listen to the instructions
2. Tell students that they are going to fix their own meal.
3. Tell students to drag the items of food they want to create their own meal.



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Practice



Practice

Specific objective: Identify food vocabulary

Content:

Seating arrangement: I

Skills: L

MI: Intra, VL, VS

Time: 10'

Materials: CPU

Procedure:

1. Have the students click on the speaker icon.
2. Tell the students that they are going to review the food vocabulary
3. Students click on the yellow speaker icon to listen to the question, and then click on the right answer.
4. Tell students to click on the forward arrow to continue to the next question.



Script: What is this fruit? This is a peach.

What is this vegetable? This is lettuce.

What is this? It is a tangerine.

Are these grapes? No, they are oranges.

Are these tomatoes? Yes. They are.

Do you need milk? No, I need grape juice.

Do you want to eat chocolate chips? Yeah!

Do you love pop corn? Yummy! I love it.

What type of sandwich do you want? I want a cheese sandwich.

Do you want dessert? Oh Yeah I want to eat a strawberry ice-cream cone.