



## TEACHER'S GUIDE

### LESSON 2: WHAT DO YOU LIKE TO EAT?

**Video summary:** Anna talks about her favorite foods. She goes to a shop and buys her favorite food.

**Functional purpose:** Talk about food and preferences; polite requests

**Grammar:** DO helping verb; negatives with DO; Yes/No questions and answers

**Letters and sounds:** *Bb, Nn*; Plural -s sound in eggs: /z/

**Numbers:** 4, 5, 6

**Questions:** *What do you like to eat?*

**Answers:** *I like to eat \_\_\_\_\_.*

**Key words:** *like, food, eat, bag, banana, buy, shop, song, sing*

### PREPARE TO WATCH

#### Get students' attention

- Bring fruits or vegetables or cut pictures of foods from a magazine or printout from the Internet. Before students arrive in the classroom, place them around the room on shelves or tables. Ask students to “shop” for food in the classroom.
- Or, bring a bag containing food items. Pull out the items one by one and practice naming them with the students.
- Ask students how many fruits they can name, how many vegetables, how many snacks, etc.

See the How-to Guide for more ways to do this.

#### Connect to students' experiences

This can be done in students' native language or English

- Tell students this lesson is about how to say what foods we like.
- Ask: “What foods do you like to eat? Where do you and your family shop for food?”
- “What do you think Anna likes to eat?”
- Write the foods the students say on the board in English.

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### Guess: What will happen?

- Show the image below or describe the situation. Tell students, "In this video, we see Anna at a shop. She has a problem with her bag." (The handle is broken, making it harder to carry the bag.)



- Ask: "What does Anna do?" Take several student guesses. After watching the video, check on guesses.

### WATCH AND REVIEW THE VIDEO

#### Check understanding with specific questions

- What is Anna's favorite food? Why does she go to the shop?
- What problem does Anna have? How does she fix the problem? (Who guessed this? Note that guessing helps us even if we do not guess correctly. See How-to guide for more on predicting.)
- What other ways could Anna fix the problem?

#### Talk more about the video

- Ask students what they liked, what made them laugh, and what parts they want to see again.
- Teach one or two new words for your students from the video.
- Ask students to say what happened in the video.
- More advanced students can re-tell the story in their own words. Students can do this individually. Or groups of students can do this together.

## **ACTIVITIES**

### **1. Sounds of B, N**

#### **Set up/materials**

- Play the video again and stop at “Yes, I go. You stay.” In this part, Anna began by saying the sounds of the letters *B* and *N*. She asks Max for three *A*s.

#### **How to**

- Practice the sound of *B* and *N* using short words:

/b/ *bag, boy, big*; /n/ *name, nose, nice*

- Ask, “What does Anna do with the letters *B*, *N*, and *A*?” Students try to answer.
- Write *banana* on board, then say and repeat *banana* with students.

#### **Variations**

- Say *banana* very slowly and have students repeat. Then increase speed. Have students try to say it three times in a row fast: *banana-banana-banana*
- Ask students if anyone has the /b/ sound or the /n/ sound in their name. Write the names on the board and show the letters and sounds.
- Ask students if any objects in the classroom begin with *B* or *N*. Students try to find them and say them. You can place objects such as these:

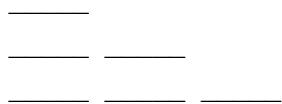
*B*: book, ball, bat, bag; pictures of bears, babies, bus, boys ...

*N*: nuts, notebooks, newspapers; pictures of noses, nurses, nests, nighttime ...

### **2. Syllables/Beats**

#### **Set up/materials**

- Draw a group of short lines, from one to three, on the board like this:



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### How to

- Say a short, one-syllable (one “beat”) word, such as *eat*. Point to the single line on the board when you say it. Then say the word again and clap your hands together once at the same time as you say the word.
- Next, say a two-syllable (two “beats”) word such as *apple*. Point to each of the two lines on the board when you say it. Then say the word and clap your hands together twice, one clap for each syllable or “beat”: *a + pple*.
- Continue with a three-syllable word such as *banana*: *ba +na+na*
- Then continue with different words from the video and the names of different foods.
- Say words and ask students how many “beats” they hear for each word. You may use a few words from students’ native language as well.

### Variations

- Teach the word *syllable*. Explain, “Each time you say a separate sound in English, we call that sound a syllable, or beat.” Demonstrate with the names of students in the class: “ ‘Mo-ham-med.’ This name has three syllables.” Clap the three beats when you say “Mohammed”.
- Explain that for one-syllable words, such as *food*, *eat*, *bag*, even though there are two or three sounds in each word (in the students’ native language), you may explain that there are both vowels and consonants in the words), we count syllables by the separate beats they make. So, these words each have only one syllable.
- Have students make short lists of words. They say and show their lists to other students and the other students have to say how many syllables are in each word. Let students clap the beats to help them learn.

## 3. Polite Language

### Set up/materials

- Replay the part of video where Anna asks Max for three As.

### How to

- Note that Anna asks Max politely to give her three *As*: “Max, please give me 3 As.” Say, “We use *please* to ask for something nicely.” Have students repeat several times: *please*.
- Ask, “After you get something what do you say?” Explain, “We say, *Thank you* when someone gives us something.”

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- Have students repeat *Thank you* and point out the correct pronunciation of the /th/ sound at the beginning. (See how-to guide for more on the pronunciation of /th/.)

### Variation

- Have students ask each other for a letter of the alphabet using polite language. The other student writes the letter and shows it. The first student responds with *Thank you*.

## 5. Letters B and N

### Set up/materials

Print copies of the *B* and *N* sheets for students to practice. If printing is not available, show on a shared screen or write the examples on the board.

### How to

- Write the letters *B* and *N* on the board. Say each letter and have students repeat. Have students trace each letter in the air as you show how to write it.
- Have students practice writing the letters *B* and *N* with the activity sheets.

### Variations

- Ask students if any objects in the classroom begin with *B* or *N*. Students try to find them and say them. You can place objects such as these:

*B*: book, ball, bat, bag; pictures of bears, babies, bus, boys ...

*N*: nuts, notebooks, newspapers; pictures of noses, nurses, nests, napkins, nighttime ...

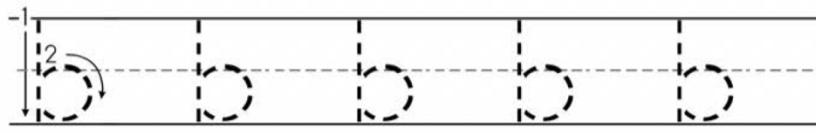
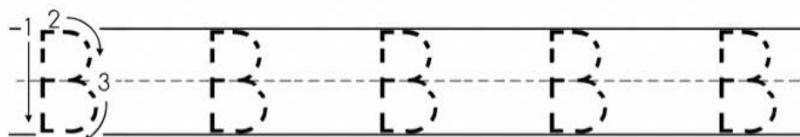
You can give an example: “I see a boy. Boy begins with the letter *B*. What else do you see that begins with the *B* sound?”

- Write the names of the objects on the board to show how the words start with *B* or *N*.

**B** is for



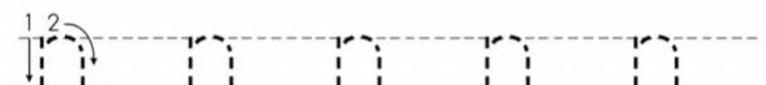
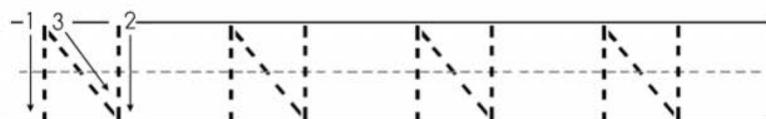
Bear



**N** is for



Nut



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### 6. Read and Write

#### Set up/materials

- *Read and Write* activity sheet; blackboard or whiteboard

#### How to

- Point to the first question and read it aloud: “What do you like to eat?”
- Say, “In the box next to this question, draw a picture of the food you like.”
- Ask students to tell you the foods they like and list the foods on the board in English.
- Show how to trace over the dotted lines to write the first part of the answer: “I like...” Ask students to copy (from the board) the name of the food they drew in the box on the line next to the box.
- Guide students to complete the next sentences by writing over the letters or by writing letters independently.

#### Variation

- Ask students to form pairs and take turns asking and answering questions by reading the completed words and phrases. Choose two or three pairs to demonstrate their reading for the rest of the group.
- More advanced learners can write about what other students like. For example, (Student's name) likes (name of food). Anand likes rice.



# **READ AND WRITE**



# What do you like to eat?

I like

### **Write the name of a food.**

# What does your friend like to eat?



# What do they like to eat?



# My friend likes to



Write your question and answer here.

## **7. Listen and Speak**

### **Set up/materials**

- Give students the Listen and Speak activity sheet or show it on a shared screen.
- Point out the lines below the five pictures and one box. Say the names of the foods and ask students to repeat after you.

### **How to**

- Ask students to write the name of the food by tracing the letters.
- Ask students to draw a picture of a food in the empty box.
- Say, “We usually talk about more than one egg. At the end of the word egg here you see the letter S. Say the sound with me: ssssss. But after the G sound, we say zzzzz. Say it after me: /egz/.”
- Explain how to ask and answer *yes/no* questions about the foods. “We always use *do* before the word *you* when we ask a *yes* or *no* question in English.”
- Say, “Answers with the word *no* have *not* before the action word. For example, *I do not like bananas.*”
- Here are other ways to answer: *No, I do not / No, I do not like bananas. / No, I don't like bananas.*

### **Variations**

- Explain that we sometimes use *do* to emphasize or say something strongly. Write:

*Do you like to eat bananas? Yes, I do like bananas.*

- For more advanced students, you can introduce the short form, *don't* for *do not*:

*No, I don't like bananas.*

- Model the activity with a student. Choose a food and ask about it.
- Have students work with one or two other students. They should take turns asking and answering as follows:

Student A: “Do you like corn?”

Student B: “No, I do not like corn.” Or, “Yes, I like to eat corn.”

- After giving some time for this practice, choose two or three pairs to demonstrate.

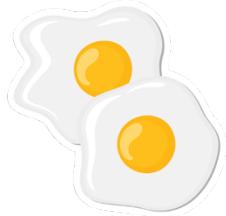
## LISTEN AND SPEAK

Write the food name on each line.

Ask your partner, "Do you like to eat (food name)?"

Answer with "Yes, I like to eat \_\_\_\_\_."

or "No, I do not like \_\_\_\_\_."



eggs



cake



soup



bread



fruit



corn



pizza



rice

Draw a food you like here.

Write the name: \_\_\_\_\_

## **LEARN MORE**

### **1. Food Shop**

#### **Set up/materials**

- Students can pretend to shop for food in their classroom.
- Have students draw a variety of foods on paper or cardboard. If old magazines are available, students may cut out pictures of food. Try to make some pictures have more than one example of each food so students can practice counting as they do this role play. Teachers with access to the Internet may print pictures of foods. Place them around the classroom or along a hallway.

#### **How to**

- Have students form small groups of four to five. Ask one student in each group to act as a shop keeper, describing the foods as they walk through the imaginary shop. The ‘shop keeper’ can ask the other students about the foods, “Do you want apples?” ‘Shopper’ students can answer with “Yes, I want apples.” or “No, I do not want apples.”
- When possible, the ‘shop keeper’ can ask, “How many apples do you want?” and the ‘shopper’ student can then use a number to answer. “I want five apples.”

#### **Variations**

- If drawing materials or food pictures are not available, students can write the names of foods on the board or pieces of paper.

### **2. Make /sh/ words**

#### **Set up/materials**

- Before class, write *sh* and some endings on cards. Use this word list:

Easy: *shop, ship, shot, shack, sheep, shin, shut, shed*

Harder: *show, shoe, short, shallow, shower, shove, shout, shift, shelf, shine*

#### **How to**

- Make the *sh* letters (or cards) a different color than the endings.
- Pass out /sh/ cards to some students and ending cards to others.
- Call students (one from each group) to the board to make a word.

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- First, they say their own sounds separately. Then each student blends the sounds together. The whole class says the word.

### Variation

- Use words with /sh/ as endings: *wish, wash, cash, crash, mash, rash*

## 2. Healthy Foods

Talk with students about how some foods we eat taste good but do not make our body healthy.

- Ask students to list the snack foods they think are healthy and unhealthy and put them on the board in two groups. Have students practice saying the names of these foods in English.
- The U.S. Department of Agriculture offers these free nutrition resources at the 6th grade level: <https://www.fns.usda.gov/tn/digital-nutrition-resources-kids> .

## 3. Favorite Food Song

- Anna sings about bananas in this lesson. Encourage students to make up a song about their favorite foods. Use the pattern of spelling the name of the food as Anna does.
- If musical instruments are available, have some students improvise with the instruments as they share their song in English with the class.

## CHECK UNDERSTANDING

### 1. Quiz

Give students the printed quiz at the end of this lesson guide, have them use the online quiz, or simply write the questions on the board. If you want to test only their listening skills, say the questions but don't write them.

#### Questions:

1. How many bananas do you see?
2. Write the first two letters: \_\_op.
3. What starts with B?
4. What is it?
5. What food do you like? I like to \_\_\_\_ \_\_\_\_.

#### Answer key:

1. 6
2. sh
3. bag
4. apple
5. eat (name of food)

### 2. Identifying First Sounds

- Tell students, “I will say a letter. Then I will say two words. Listen to the first sound in each word. Raise your hand if you hear the letter. Say the word that starts with the letter.”
- Say, “The letter is ‘b’ as in ‘banana.’ The words are *beet* and *meet*.”
- Continue with *n - nut, but*; *m - mug, rug*; *s - sit, fit*; *i - inn, fin*.
- Praise students for careful listening. Write the words on the board and ask one or two more students to try saying them.
- Ask students if they can think of a few other words in English that rhyme and have different first letters. Have students take turns saying the pairs and seeing if their classmates can say the first letters.
- Write a few of the rhyming words on the board and circle the first letter as students say it.

## QUIZ

1. How many bananas do you see?



2. Anna buys bananas at a  op.



3. What starts with B?



1      2      3

4. What is it? It is an .



5. What do you like to eat?

Draw here