

# Unit 1 How Much Food?

## Let's Talk

**Unit 1 How Much Food? Let's Talk**

**A Listen and say.**

Kate: Is everything ready for the party? Are there enough pretzels?  
Jenny: I think so. There are three bags.

Kate: Do we have any soda?  
Jenny: Yes, we do.  
Kate: How many cans of soda are there?  
Jenny: There's only one can. We don't have enough.

Kate: How many cans do we need?  
Jenny: We need twelve cans.  
Kate: OK. See you soon!

Are there enough pretzels?  
I think so.  
I don't think so.

**B Watch the video.**

**C Practice the words. Ask and answer.**

1. a can of tomatoes 2. cans of beans 3. a bag of potato chips 4. bags of pretzels  
5. a bottle of water 6. bottles of soda 7. a piece of pizza 8. pieces of watermelon

How many cans of tomatoes are there?  
There is one can.  
There are three cans.

**D Listen and sing.**

**One Piece of Pizza**

Oh, there is one piece of pizza.  
There are pretzels in a bag.  
One piece of pizza.  
Pretzels in a bag.

Oh, there are three cans of soda.  
Pretzels in a bag.  
Four bags of potato chips.  
Oh, I love parties!

Pizza, pizza.  
Is there enough pizza?  
Yes, there is.  
There's enough pizza.  
There are enough pieces of pizza.  
There's plenty of pizza, too. YES!

I can do this lesson.

Unit 1 How Much Food? 5

Student Book pages 4–5

### Topic:

- Quantities: non-countable foods

### Lesson Objective:

- Using counters to talk about food quantities

### Language:

*Is everything ready for the party? Are there enough pretzels? I think so. How many cans of soda are there? There's only one can. We don't have enough. How many cans do we need? We need twelve cans.*

*a can of tomatoes, cans of beans, a bag of potato chips, bags of pretzels, a bottle of water, bottles of soda, a piece of pizza, pieces of watermelon*

### Materials:

Teacher Cards 1–8; CD1 Tracks 03–07; Student Cards 1–8, Unit 1 Let's Talk Video, and Unit 1 Let's Talk Video Script (Teacher's Resource Center)

## Warm up

- Play **Question Toss** to review food vocabulary. S1 asks (José), *which food do you like better, (chicken) or (pizza)?* S1 tosses a beanbag or ball to S2. S2 answers the question, says another student's name, and asks another question.
- Introduce the quantities vocabulary using Teacher Cards 1–8. Have students repeat each phrase several times.

### Student Book page 4

## A Listen and say.

See *Teaching Conversation*, Teacher's Guide page 13.

- Use student volunteers to introduce the conversation. Have the students stand back to back to indicate that they are on the phone. Say both parts or prompt students. Repeat three times and have students identify words they hear.
- Have students look at the pictures and identify the characters and any objects they recognize. Play Class CD1 Track 03. Students listen to the conversation. Ask *What do they need?* (cans of soda) *How many?* (twelve)
- Play the audio again and have students point to and repeat the sentences. Explain new language.

**1.03** Is everything ready for the party? Are there enough pretzels?  
I think so. There are three bags.  
Do we have any soda?  
Yes, we do.  
How many cans of soda are there?  
There's only one can. We don't have enough.  
How many cans do we need?  
We need twelve cans.  
OK. See you soon!

- Play Class CD1 Track 04. Have students listen. Then have them repeat, focusing on natural intonation, rhythm, and speed.

**1.04** Are there enough pretzels?  
I think so. I don't think so.

- Have two groups practice the conversation.

## B Watch the video.

See *Teaching with Video*, Teacher's Guide page 14.

- Play the video (see video script on page 101). Ask *Where is Kate?* (at the supermarket) *Why?* (She's buying drinks for a party.) Explain new language.


2. Play the video. Students raise their hands when they hear a food word. Elicit what they heard (*pretzels, cake, cupcakes, soda*). Play it again, pausing after each exchange. Students repeat the conversation, copying any gestures, emotions, or actions.
3. Distribute the Unit 1 Let's Talk video script. In two groups, have the class read the conversation as Jenny and Kate. Then have students practice in pairs, focusing on language and gestures.
4. Have students role-play the conversation, using different food and drink words.

Student Book page 5


## C Practice the words. Ask and answer.

See *Teaching Grammar*, Teacher's Guide page 13.

1. Have students identify the food and drinks in the pictures. Play Class CD1 Track 05. Play it again and have students repeat the phrases.

-  **I.05**
- |                          |                         |
|--------------------------|-------------------------|
| 1. a can of tomatoes     | 2. cans of beans        |
| 3. a bag of potato chips | 4. bags of pretzels     |
| 5. a bottle of water     | 6. bottles of soda      |
| 7. a piece of pizza      | 8. pieces of watermelon |

2. Direct students' attention to the language focus. Hold up a pencil and ask *How many pencils are there?* Then repeat with three pencils.
3. Play Class CD1 Track 06. Students point to the pictures. Play it again. Students listen and repeat.

-  **I.06**
- How many cans of tomatoes are there?  
There is one can.      There are three cans.
1. How many cans of tomatoes are there?  
There is one can.
  2. How many cans of beans are there?  
There are three cans.
  3. How many bags of potato chips are there?  
There is one bag.
  4. How many bags of pretzels are there?  
There are two bags.
  5. How many bottles of water are there?  
There is one bottle.
  6. How many bottles of soda are there?  
There are six bottles.
  7. How many pieces of pizza are there?  
There is one piece.
  8. How many pieces of watermelon are there?  
There are five pieces.


4. Display Teacher Cards 1–8. Point and ask *How many (cans of beans) are there?* Students say *There is (one can) or There are (three cans)*. Repeat.

5. Have student pairs take turns asking and answering questions about the pictures.

## D Listen and sing.

See *How to Use Songs and Chants*, Teacher's Guide page 14.

1. Play Class CD1 Track 07. Students clap along.

-  **I.07 One Piece of Pizza**
- Oh, there is one piece of pizza.  
There are pretzels in a bag,  
One piece of pizza, pretzels in a bag.  
Oh, there are three cans of soda,  
Pretzels in a bag, four bags of potato chips.  
Oh, I love parties!
- Pizza, pizza, is there enough pizza?  
Yes, there is. There's enough pizza.  
There are enough pieces of pizza.  
There's plenty of pizza pie. YES!

2. Model the song line by line. Students repeat with any gestures, stress, and intonation.
3. Divide the class into two groups to sing the song. Encourage students to add gestures and actions.
4. Have students work in groups to create an original song by using different food and counter words.



## I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

## Games and Activities

See the Teacher's Resource Center for instructions.

- Use **Back-to-Back** to practice the conversation.
- **Stand Up Game**. Assign counters. As you say each food item, students stand up if their counter can be used with that food.
- **Find Your Partner**. Use Student Cards 1–8. Students ask *How many (bottles of soda) are there?*

## Additional Resources

Workbook pages 2–3  
Online Practice

# Unit 1 How Much Food?

## Let's Learn

**Let's Learn**

**A Learn the words.** (1.08)

1. a lot of nuts    2. a few nuts    3. a lot of cupcakes    4. a few cupcakes  
5. a lot of blueberries    6. a few blueberries    7. a lot of cherries    8. a few cherries

**B Make sentences.** (1.09)

Jenny and Kate are getting food ready for a party. Do they have enough food?

There are a lot of nuts.  
There are a few cupcakes.

**C Ask and answer.** (1.10)

How many sandwiches are there?  
There are a lot of sandwiches.

**D Ask your partner. Look at the picture in C.** (1.11)

Are there a lot of cookies?  
Yes, there are. No, there aren't.

I can do this lesson.

Unit 1 How Much Food? 7

Student Book pages 6–7

### Topic:

- Quantities: foods

### Lesson Objective:

- Talking about quantities of foods

### Language:

a lot of/a few nuts, a lot of/a few cupcakes, a lot of/a few blueberries, a lot of/a few cherries

There are a lot of nuts. There are a few cupcakes. How many sandwiches are there? There are a lot of/a few sandwiches. Are there a lot of cookies?

### Materials:

Teacher Cards 1–16; CD1 Tracks 08–11; Student Cards 1–16 (Teacher's Resource Center)

## Warm up

- Pair Dictation.** S1 tells S2 about five items. S1: *There are three pieces of pizza.* S2 writes down (or draws) the appropriate number of each item. Then they switch.
- Do a quick drill with Teacher Cards 1–8 to practice asking and answering *How many (cans of tomatoes) are there?* Show each card quickly as you ask the question.

## Pre-teach Language

- Introduce the vocabulary using Teacher Cards 9–16. Say the words and have students repeat them several times.
- On the board, write *How many sandwiches are there? There are a lot of sandwiches. There are a few sandwiches.* Have students brainstorm words for plural foods and write them on the board. Add simple pictures showing *a lot of* or *a few* for each. On another part of the board, write *Are there a lot of cookies? Yes, there are. No, there aren't.* Have student pairs take turns asking and answering the questions.

### Student Book page 6

## A Learn the words.

See *Teaching Grammar*, Teacher's Guide page 13.

- Play Class CD1 Track 08 and have students listen and point to the foods as they hear them. Play the audio again and have students repeat the words.


- 1.08
- |                         |                      |
|-------------------------|----------------------|
| 1. a lot of nuts        | 2. a few nuts        |
| 3. a lot of cupcakes    | 4. a few cupcakes    |
| 5. a lot of blueberries | 6. a few blueberries |
| 7. a lot of cherries    | 8. a few cherries    |

- Call out the phrases in random order, and have students repeat them and point to the pictures.

## B Make sentences.

See *How to Practice Language in Pairs and Groups*, Teacher's Guide page 14.

- Have students look at the picture and describe what they see. Then play Class CD1 Track 09.

-  **1.09** Jenny and Kate are getting food ready for a party.  
Do they have enough food?  
There are a lot of nuts.  
There are a few cupcakes.  
1. There are a lot of nuts.  
2. There are a few cupcakes.  
3. There are a lot of cherries.  
4. There are a few blueberries.


2. Have student pairs take turns making sentences about the foods in the picture.

*Student Book page 7*

### **C** Ask and answer.

See *How to Practice Language in Pairs and Groups*, Teacher's Guide page 14.

1. Have students identify the foods and drinks they see. Then direct students' attention to the pattern in the language focus. Finally, play Class CD1 Track 10. Point to the foods and drinks as students listen. Have them repeat after the audio.


-  **1.10** How many sandwiches are there?  
There are a lot of sandwiches.  
There are a few sandwiches.  
1. How many sandwiches are there?  
There are a lot of sandwiches.  
2. How many hot dogs are there?  
There are a few hot dogs.  
3. How many blueberries are there?  
There are a lot of blueberries.  
4. How many pretzels are there?  
There are a lot of pretzels.  
5. How many cherries are there?  
There are a few cherries.  
6. How many cookies are there?  
There are a lot of cookies.  
7. How many nuts are there?  
There are a lot of nuts.  
8. How many cans of soda are there?  
There are a few cans of soda.  
9. How many bottles of water are there?  
There are a few bottles of water.  
10. How many cupcakes are there?  
There are a few cupcakes.

2. Give one of Teacher Cards 9–16 to eight volunteers. Point to each volunteer and ask the class *How many (cherries) are there?* The volunteer shows his or her card, and students reply *There are (a few) (cherries)*.
3. Have student pairs take turns asking and answering the question about the foods and drinks.

### **D** Ask your partner. Look at the picture in **C**.

See *How to Practice Language in Pairs and Groups*, Teacher's Guide page 14.

1. Have students look again at the picture on page 7. Model the question and answers, and ask students to repeat.
2. Play Class CD1 Track 11. Students listen and point to the words as they hear them.

-  **1.11** Are there a lot of cookies?  
Yes, there are.  
No, there aren't.

3. Have student pairs take turns asking and answering questions about the food and drinks in the picture.

### I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

## Games and Activities

See the Teacher's Resource Center for instructions.

- **Walk and Talk.** Place nonmatching pairs of Student Cards 9–16 around the room. When you signal *Stop!* students stop at a pair of cards and exchange questions and answers. S1: *Are there a lot of cherries?* S2: *Yes, there are.* Students then switch roles.
- **Find Your Partner.** Give half the class a piece of paper with a question [e.g., *How many (cherries) are there?* or *Are there a lot of (cherries)?*] and the other half the matching answer. Make sure there is only one possible answer for each question. Students try and find the matching questions and answers.

## Additional Resources

Workbook pages 4–5  
Online Practice



# Unit 1 How Much Food?

## Let's Learn More

**Let's Learn More**

**A Learn the words.** 1. a lot of pudding 2. a little pudding 3. a lot of fruit 4. a little fruit 5. a lot of lemonade 6. a little lemonade 7. a lot of pie 8. a little pie

**B Ask and answer.** Scott and Andy are at the party, too. They are helping with the food.

**C Ask and answer.** How many peaches are there? There are a lot of peaches. How much yogurt is there? There is a lot of yogurt.

**D Listen and chant.** Is There a Lot of Milk? Is there a lot of milk? Yes, there is. There are bottles and bottles and bottles of milk. Is there a lot of popcorn? There's a little popcorn. Are there a lot of grapes? One or two. How many grapes? One or two.

I can do this lesson.

Student Book pages 8–9

### Topic:

- Quantities: non-countable foods
- Countable vs. non-countable foods

### Lesson Objectives:

- Talking about quantities of food
- Distinguishing between countable and non-countable foods

### Language:

a lot of/a little pudding, a lot of/a little fruit, a lot of/a little lemonade, a lot of/a little pie  
How much fruit is there? There is a lot of fruit. There is a little pie.  
How many peaches are there? There are...

### Materials:

Teacher Cards 5–24; CD1 Tracks 12–15; Student Cards 5–24 (Teacher's Resource Center)

## Warm up

- Play **Concentration** with Student Cards 9–16 to review food vocabulary and the patterns *There are a lot of (nuts)* and *There are a few (cupcakes)*.

## Pre-teach Language

- Use Teacher Cards 17–24 to introduce the vocabulary. Show each card and say the phrase. Have students repeat several times.
- Use Teacher Cards 5–8 to introduce the concept of non-countable nouns. Write on the board *There is a lot of (water)*. *There is a little (water)*. Then hold up each of the cards, asking *How much (water) is there?* Students respond *There is a little (water)* or *There is a lot of (water)* about each picture.

Student Book page 8

### A Learn the words.

See *Teaching Vocabulary*, Teacher's Guide page 13.

- Play Class CD1 Track 12. Have students listen to the vocabulary and point to the foods as they hear them. Play the audio again and have students repeat the phrases.

- 1.12 1. a lot of pudding 2. a little pudding  
3. a lot of fruit 4. a little fruit  
5. a lot of lemonade 6. a little lemonade  
7. a lot of pie 8. a little pie

- Do a quick practice with the vocabulary. Display Teacher Cards 17–24. Call out a phrase. Have students point to the picture and describe the quantity shown. Repeat with each quantity.

### B Ask and answer.

See *Teaching Grammar*, Teacher's Guide page 13.

- Have students look at the picture and describe what they see. Then play Class CD1 Track 13.

- 1.13 Scott and Andy are at the party, too. They are helping with the food.  
How much fruit is there?  
There is a lot of fruit.  
How much pie is there?  
There is a little pie.  
1. How much fruit is there?  
There is a lot of fruit.  
2. How much pie is there?  
There is a little pie.  
3. How much pudding is there?  
There is a lot of pudding.

4. How much water is there?  
There is a lot of water.
5. How much popcorn is there?  
There is a lot of popcorn.
6. How much chicken is there?  
There is a little chicken.
7. How much lemonade is there?  
There is a little lemonade.

2. Point to the picture and review the sentences *There is a lot of/a little (water)*. Students repeat. Then introduce the question-and-answer pattern and have students practice saying it several times.
3. Have student pairs take turns asking and answering questions about the foods and drinks in the picture.

**Student Book page 9**

### **C** Ask and answer.

See *How to Practice Language in Pairs and Groups*, Teacher's Guide page 14.

1. Read the questions and answers. Read again, having students repeat. Play Class CD1 Track 14, and point to the foods. Then students repeat.

- 1.14** How many peaches are there?  
There are a lot of peaches. There are a few peaches.  
How much yogurt is there?  
There is a lot of yogurt. There is a little yogurt.
1. How many peaches are there?  
There are a few peaches.
  2. How many cookies are there?  
There are a lot of cookies.
  3. How many eggs are there?  
There are a few eggs.
  4. How many hamburgers are there?  
There are a lot of hamburgers.
  5. How much yogurt is there?  
There is a lot of yogurt.
  6. How much cheese is there?  
There is a lot of cheese.
  7. How much chicken is there?  
There is a little chicken.
  8. How much cake is there?  
There is a little cake.

2. Have student pairs take turns asking and answering the questions.

### **D** Listen and chant.

See *How to Use Songs and Chants*, Teacher's Guide page 14.

1. Have students identify the foods in the pictures.

2. Play Class CD1 Track 15. Have students listen to the chant and point to the pictures.

#### **1.15** Is There a Lot of Milk?

Is there a lot of milk?  
Yes, there is.  
There are bottles and bottles and bottles of milk.  
Is there a lot of popcorn?  
There's a little popcorn.  
Are there a lot of pancakes?  
No, there aren't.  
Are there a lot of grapes?  
There are a few.  
How many grapes?  
One or two.

3. Model the song line by line. Have students clap to keep the beat and repeat after you.
4. Divide the class into two groups. Have students do the chant several times in pairs or groups.

### **I can do this lesson.**

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

## Games and Activities

See the Teacher's Resource Center for instructions.

- **Team Game.** Make word cards for different foods. Have a student from each team come to the front. Hold up a card. The first student to make a sentence with *There is a lot of/a little* or *There are a lot of/a few* wins a point.
- Play **Deli Game** in groups of three or four. Have students create picture cards showing *a lot of juice, a little juice, a lot of oranges, a few oranges*, etc. Put the cards face down in a pile. One student plays the deli clerk, and the others are the customers. S1: *What do you want?* S2 turns over the top card and responds *Please give me (a few oranges)*. S1: *Here you are.* S2: *Thank you.*

## Additional Resources

Unit 1 Worksheet A (Teacher's Resource Center)  
Unit 1 Worksheet B (Teacher's Resource Center)  
Workbook pages 6–7  
Online Practice

# Unit 1 How Much Food?

## Let's Read

**Let's Read**

**A Listen and read along. Then read again.**

### DINOSAURS

Dinosaurs lived millions of years ago. There were a lot of dinosaurs then. What did they eat? Did they buy bags of dinosaur food? Did they eat pieces of bread? No!

Scientists studied dinosaur teeth. The scientists learned many things. For example, many dinosaurs ate plants. Some dinosaurs ate meat.




Apatosaurus: plant-eater  
Tyrannosaurus: meat-eater

Scientists studied bones, too. Many dinosaurs had big, long bones. They were tall. They could reach the leaves on trees, but they couldn't jump. Some dinosaurs had little, short bones. They could climb trees.

**New Words**  
dinosaurs  
millions of years ago  
plants  
meat

**B Choose the correct answer.**

- What did dinosaurs eat?  
a. a few pieces of bread  
b. a lot of plants and meat
- Could tall dinosaurs jump?  
a. No, they couldn't.  
b. Yes, they could.

**C Understand the vocabulary.**  
They could reach the leaves on trees.  
What does reach mean?  
a.  b.  c. 

**D Ask your partner.**

- When did dinosaurs live?
- What did scientists study?
- What did scientists learn from dinosaur bones?

**E Listen and write. Do you hear mp or mb?**

- reach
- climb
- lamp
- comb

**F Learn about words. Read and write.**

long → long + er → longer  
1. short → \_\_\_\_\_ 2. tall → \_\_\_\_\_

I can do this lesson.

Unit 1 How Much Food? 11

### Topic:

• Dinosaurs

### Lesson Objectives:

- Reading a nonfiction article that recycles the language from previous lessons
- Learning new vocabulary words
- Learning words ending in /mp/ and /mb/
- Learning how to form comparative adjectives

### Language:

reach, jump, climb, lamp, comb  
long + er = longer

### Materials:

CD1 Tracks 16–18

Student Book pages 10–11

## Warm up

1. Make word cards for some of the language from the unit (e.g., *there, is, are, a, little, lot of, few, cupcakes, lemonade*). Give each pair of students a set of cards. Say *There are a lot of sandwiches*. Students find the appropriate cards and form the sentence. Students can also form sentences and read them to each other.
2. Make a chart showing the phonics letters and words that students will learn in the readings at this level. Add to it in each unit. As students discover other words with those letters and sounds, add them to the chart.

Student Book page 10

## A Listen and read along. Then read again.

See *Teaching Phonics and Reading*, Teacher's Guide page 15.

1. Before students listen to the article, have them preview it by looking at the pictures and identifying words they know. Read the title.
2. Write the new words on the board or draw students' attention to the box on the page.

3. **Read Along.** Play Class CD1 Track 16. Have students listen to the article and follow along in their books. Encourage students to point to the words as they listen. Then have them read along with the audio, trying to match the intonation and rhythm.

### 1.16 Dinosaurs

Dinosaurs lived millions of years ago. There were a lot of dinosaurs then. What did they eat? Did they buy bags of dinosaur food? Did they eat pieces of bread? No!

Scientists studied dinosaur teeth. The scientists learned many things. For example, many dinosaurs ate plants. Some dinosaurs ate meat.

Scientists studied bones, too. Many dinosaurs had big, long bones. They were tall. They could reach the leaves on trees, but they couldn't jump. Some dinosaurs had little, short bones. They could climb trees.

4. Discuss the article, asking students *When did dinosaurs live? What did scientists learn when they studied dinosaur teeth? What could tall dinosaurs do? What could shorter dinosaurs do?*
5. **Paired Reading.** Have students take turns reading the article in small groups or pairs.

## B Choose the correct answer.

See *Teaching Phonics and Reading*, Teacher's Guide page 15.

1. Point to one of the pictures, and have student volunteers say anything they can about what is happening in the picture.
2. Play Class CD1 Track 17. Have students read along.



1. What did dinosaurs eat?
2. Could tall dinosaurs jump?

3. Have pairs take turns asking and answering the questions. Finally, help students understand why *b* and *a* are the correct answers.

Student Book page 11

## C Understand the vocabulary.

See *Teaching Vocabulary*, Teacher's Guide page 13.

1. Direct students' attention to the sentence *They could reach the leaves on trees*. Then read the question *What does reach mean?*
2. Have students choose the picture that illustrates the word *reach*. Then help students understand why picture *a* is the correct choice.

## D Ask your partner.

See *How to Practice Language in Pairs and Groups*, Teacher's Guide page 14.

1. Have students point to the questions as you read them aloud. Then have students repeat after you. Check pronunciation and intonation.
2. Point to a student and ask the first question. Have the student answer. Ask the remaining questions and have other students answer.
3. Have student pairs take turns asking and answering the questions.

## E Listen and write.

### Do you hear *mp* or *mb*?

See *Teaching Phonics and Reading*, Teacher's Guide page 15.

1. Ask students to point to the letters *mp* and *mb*. Point out that in the words ending in the letters *mb*, the final sound is silent.
2. Play Class CD1 Track 18. Have students listen and point to the letters and words as they hear them. Play the audio again and have students repeat.



1. jump
2. climb
3. lamp
4. comb

3. Play the audio again, and have students fill in the missing letters. Then say the words in random order and ask students to decide whether the final sound is *mp* or *mb* with the silent *b*. Ask students to clap once for *mp* sounds and twice for *mb* sounds. Add the new sounds and words to your chart.

## F Learn about words. Read and write.

See *Teaching Writing*, Teacher's Guide page 15.

1. Direct students' attention to the text within the arrow. Ask *What two letters do we add to long to make the word longer?*
2. Put students into pairs to complete the activity. Have volunteers write the answers on the board.



## I can do this lesson.

See *Teaching with Can-Do Statements*, Teacher's Guide page 14.

Access the Can-Do Activity on the Student Book Classroom Presentation Tool. Have students complete the task in pairs or small groups.

## Games and Activities

See the Teacher's Resource Center for instructions.

- **Concentration.** Make two sets of word cards for the *mp* and *mb* phonics words.
- Play **That's Not Right!** using the article.
- **Sentence Dictation.** Choose five or six sentences from the article to dictate.
- **Workbook Activity.** Have students identify new or familiar words from "Dinosaurs" in "A Plant Eater and a Meat Eater" on Workbook page 8. Encourage students to find and say the words with *mp* or *mb*. Draw students' attention to the Review Words box on the page. Ask volunteers to choose a word, say it aloud, and use it in a sentence that shows the meaning. Then have students read the text and complete the activities for homework or in class.

## Additional Resources

Workbook pages 8–9  
Online Practice