



# Fruits and Nuts

## Frutas y Nueces

### Words in Context

**Grapes** are one of the most popular **fruits** in the world. Every day, millions of people enjoy them. Many people also like **apples**. Apples first came from Afghanistan. **Oranges, lemons,** and **limes** are also popular around the world. These fruits came from China.



### Frutas Frutas

- 1 a pear  
una pera
- 2 a kiwi  
un kiwi
- 3 an orange  
una naranja
- 4 a pomegranate  
una granada
- 5 grapes  
uvas
- 6 a watermelon  
una sandía
- 7 a pineapple  
una piña
- 8 a mango  
un mango
- 9 a grapefruit  
una toronja
- 10 an avocado  
un aguacate
- 11 an apple  
una manzana
- 12 a cantaloupe  
un melón
- 13 a coconut  
un coco
- 14 a lemon  
un limón
- 15 cherries  
cerezas
- 16 a plum  
una ciruela
- 17 figs  
higos
- 18 dates  
dátiles
- 19 olives  
aceitunas
- 20 an apricot  
un chabacano
- 21 strawberries  
fresas
- 22 blueberries  
arándanos
- 23 a peach  
un durazno
- 24 a papaya  
una papaya
- 25 raspberries  
frambuesas
- 26 raisins  
pasas
- 27 a lime  
lima agría
- 28 a tangerine  
una mandarina
- 29 a banana  
un plátano

### Nuts Nueces

- 30 pecans  
nueces (pacanas)
- 31 almonds  
almendras
- 32 pistachios  
pistaches
- 33 peanuts  
cacahuates
- 34 walnuts  
nueces (de nogal)

### Word Partnerships

peel	a banana an orange an apple
crack (open)	a nut
ripe	fruit
juicy	
canned	
dried	
citrus	
tropical	

### Words in Action

1. What are your five favorite fruits? Rank them in order. Share your list with your class. Is your list similar to other students' lists?
2. Create a recipe for a delicious fruit drink. Use at least four fruits.



**Level:** ★  
**Objective:** Identify fruits and nuts.

**Warm-up:** 7-10 minutes  
Ask students to keep their books closed. Say, *I'm hungry*. Ask students if they are hungry, too. Write *breakfast, lunch, dinner,* and *snacks* on the board in four different columns. Ask students to brainstorm some foods they might eat in each of these categories. Circle any fruits or nuts they may mention. If students don't mention any fruits or nuts, add a few to the list. Students may not know the words for each fruit and nut you add. Draw pictures or describe them by color and size.

**Introduction:** State the objective.

**Presentation 1:** 15-20 minutes  
Ask students to open the *HPD* to pages 82 and 83. Ask students to look at the pictures of the different fruits and to identify any fruit that is mostly green. Create a column on the board labeled *green*. List the green fruits students call out in this column. Add additional columns labeled *red, orange, brown, white,* and *yellow*.

**Practice 1:** 10-15 minutes  
Have students work in groups. Point to the chart on the board. Explain that this chart divides the fruits by color. Ask each group to make its own chart and to place each fruit or nut in the appropriate column.

**Evaluation 1:** Ask individuals from different groups to write their groups' chart on the board.

**Presentation 2:** 10-12 minutes  
Review all the fruits and nuts on the pages with the students. Make sure they have opportunities to pronounce each word. Review the simple present and negative simple present with students.

Present this short, model conversation to students.

**Student 1:** I like watermelon and peaches, but I don't like apples. What fruit do you like?

**Student 2:** I like raisins and bananas, but I don't like kiwi.

**Practice 2:** 10-15 minutes  
Ask students to practice the short conversation with several partners. While doing this, they should complete a grid that has three columns: *Student's Name, Like, Don't like*. The grid is available on the *Activity Bank CD-ROM*.  
**Evaluation 2:** Observe activity and ask volunteers to present a conversation for the class.

**Application:** 15-25 minutes  
Teach the students how to complete a simple Venn diagram by having each student compare the fruits he or she likes with a partner. A Venn diagram can be found on the *Activity Bank CD-ROM*.

### Fruits and Nuts

**Words in Context**

Grapes are one of the most popular fruits in the world. Every day, millions of people enjoy them. Many people also like **apples**. Apples first came from Afghanistan. **Oranges, lemons,** and **limes** are also popular around the world. These fruits came from China.

<p><b>Fruits</b></p> <p>1 a pear</p> <p>2 a kiwi</p> <p>3 an orange</p> <p>4 a pomegranate</p> <p>5 grapes</p> <p>6 a watermelon</p> <p>7 a pineapple</p> <p>8 a mango</p> <p>9 a grapefruit</p> <p>10 an avocado</p> <p>11 an apple</p> <p>12 a cantaloupe</p> <p>13 a coconut</p> <p>14 a lemon</p> <p>15 cherries</p> <p>16 a plum</p> <p>17 figs</p> <p>18 dates</p>	<p>19 olives</p> <p>20 an apricot</p> <p>21 strawberries</p> <p>22 blueberries</p> <p>23 a peach</p> <p>24 a papaya</p> <p>25 raspberries</p> <p>26 raisins</p> <p>27 a lime</p> <p>28 a tangerine</p> <p>29 a banana</p> <p><b>Nuts</b></p> <p>30 pecans</p> <p>31 almonds</p> <p>32 pistachios</p> <p>33 peanuts</p> <p>34 walnuts</p>
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**Word Partnerships**

peel	a banana
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	an apple
<hr/>	
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ripe	fruit
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tropical	

**Words in Action**

1. What are your five favorite fruits? Rank them in order. Share your list with your class. Is your list similar to other students' lists?
2. Create a recipe for a delicious fruit drink. Use at least four fruits.

**Level:** ★ ★  
**Objective:** Describe fruits and nuts.

**Warm-up:** 8-10 minutes  
Draw a chart on the board with three columns. Label the three columns *not very healthy, healthy,* and *very healthy*. With their books closed, ask students to suggest foods to put in each of the three columns. There will be differences of opinion that will generate discussion. Fruit will certainly appear in the last column, but may also appear in the first and second columns. Ask students if there are any fruits that are healthier than others. Ask students whether nuts are healthy. You may also ask students what kind of foods they might find fruits and nuts in, such as *pies, cakes, cereals,* etc.

**Introduction:** State the objective.

**Presentation 1:** 15-20 minutes  
With books open, ask students to cover the word list. Tell them that you will call out the names of fruits and nuts randomly from the list. Ask them to point to each fruit and nut they hear and to call out the number of the item as well. Next, prepare students for a cluster activity. The central circle of this cluster will contain the word *fruit*.

Extending out from this central word, show circles containing the words *ripe, juicy,* and *canned* found in the last section of the **"Word Partnership."** Explain the meaning of each of

these words to the class. Then, for each word, give an example on the cluster chart of a fruit that has this quality. For example, extend another circle from the word *juicy* and add the word *grape*. A template for this cluster chart can be found on the *Activity Bank CD-ROM*.

**Practice 1:** 15-30 minutes  
Ask students to work in groups to complete the cluster chart.  
**Evaluation 1:** Ask each group to contribute to the final cluster you started on the board. Different groups will have paired different fruits with the **"Word Partnership"** words. Encourage discussion of this fact.

**Application:** 10-15 minutes  
Ask each student to rank his or her five favorite fruits as suggested in **"Words in Action."** After students complete their ranking, have them share their lists and describe the items on their lists to a group.

**Level:** ★ ★ ★  
**Objective:** Describe the taste of fruits and nuts.

**Warm-up:** 10-15 minutes  
Ask students to open their books to pages 82 and 83. Ask them to identify any fruits and nuts that are not found in their country. Ask students whether they have tried every fruit and nut in the picture.

**Introduction:** State the objective.

**Presentation 1:** 10-20 minutes  
Present the following vocabulary to students: *sweet, bitter, sour,* and *delicious*. Review also all the additional words in the **"Word Partnership"** section.

**Practice 1:** 15-25 minutes  
Ask the students to write a simple paragraph about their favorite fruits, describing the fruits using the adjectives you have presented. Working in pairs, ask students to read each other's paragraph.

**Evaluation 1:** Ask volunteers to tell the class about their partners' favorite fruits.

**Practice 2:** 5-10 minutes  
Give the students a dictation with their books closed. Use the **"Words in Context."**  
**Evaluation 2:** Ask the students to check their work against the paragraph in the book.

**Application:** 10-15 minutes  
Ask students to have a conversation with a partner in which they tell what fruits and nuts they like, why they like them, and when and how often they eat them.

**Project:**  
Ask students to take a poll to decide which are their favorite fruit and nuts. Then ask them to prepare a recipe for a fruit drink, a cake, a pie, a casserole, or other food using fruits and nuts. There is a recipe template in the *Activity Bank CD-ROM*.

PREVIEW

14 from *The Heinle Picture Dictionary Lesson Planner* for Unit 7, page 82

PREVIEW

from *The Heinle Picture Dictionary Lesson Planner* for Unit 7, page 83 15