



Fruit

Subject Area

The World of Science & Technology

Topics & Curriculum Links

types of fruit (Science)

life cycle of a fruit plant (Science)

parts of a plant (Science)

plants and animals (Science)

weather and climate (Science)

food and drink (Science)

how to eat fruit (Civics)

uses and benefits of fruit (Civics)

shapes (Mathematics)

sizes and measurements (Mathematics)

Vocabulary

fruit; animals; parts of fruit; food and drink; shapes; sizes; colors; weather; daily activities

Grammar

present simple; *can/can't*; question forms; imperative; adjectives; prepositions

Activities Answers

Page 20 1 1 plants 2 Trees 3 fruit 4 grow 5 mango 2 1 Apples grow on big trees. 2 Some types of fruit grow on little plants. 3 Some fruit plants grow on the ground. 4 Strawberry plants grow on the ground. 5 Kiwi plants are tall and thin.

Page 21 1 1 banana 2 apple 3 lemon 4 strawberry 5 orange 6 mango 2 1 places 2 rainy 3 hot 4 cool 5 grow 6 cool

Page 22 1 1 one big seed 2 many little seeds 3 soft fruit 4 hard fruit 2 1 true 2 true 3 true 4 false 5 false

Page 23 1 1 A seed in the fruit makes a new plant. 2 Leaves make food for the new plant so it can grow 3 Flowers grow on the plant. 4 Petals fall from the plant. 5 New fruit grows. 6 Old fruit falls to the ground and rots. 2 1 flowers 2 petals 3 seeds 4 plants 5 ground 6 leaves

Page 24 1 1 fruit 2 bird 3 seeds 4 plants 5 monkey 6 mice 2 1 new 2 ground 3 plants 4 grow

Page 25 1 1 flesh 2 skin 3 seeds 2 1 peel, flesh 2 wash, skin 3 skin, fruit

Page 26 1 1 juice 2 jam 3 pizza 4 olive oil 2 1 We press fruit to make fruit juice. 2 We use soft fruit to make jam. 3 We use tomatoes to make pizza. 4 We press olives to make olive oil. 5 We use olive oil to cook food.

Page 27 1 1 eyes 2 skin 3 walk 4 run 5 grow 2 1 true 2 true 3 true 4 false 5 false 6 true

Teaching Ideas

See also pages 8–9 for general ideas that you can adapt. Or go to www.oup.com/elt/teacher/readanddiscover

A Fruit Survey

After completing the project activity on page 28 of the Reader, students collect the results from the whole class. They can do this by listening to each student giving their information in turn, or by collecting the information in a big version of the chart on page 28 of the Reader. Students then make a class bar graph showing which types of fruit and how much fruit the class ate in a week.

A Fruit Poster

After completing the project activity on page 29 of the Reader, students use their notes to make posters about fruit. Then students can display the posters in class and vote for the best one.

Which Fruit Is It?

Students work in pairs and choose a fruit from the Reader. Then they write about it like this, without saying its name: *It's [color]; It's soft/hard. It's long/short/round; It has one seed/many seeds; You (don't) peel the skin; It grows on big trees/little plants/on the ground.* Then students read out their descriptions and ask the rest of the class to guess which fruit it is.

Food and Drink from Fruit

Students work in small groups and make a chart listing fruit and the types of food and drink you can make from the fruit. They can complete three columns: 'Type of Fruit', 'Food', 'Drink'. Students then share their findings with the class.

Fruit Around the World

Students find out about where fruit grows around the world. They display their findings on a poster with pictures and labels giving the name of the fruit and the countries where the fruit grows. Students can use a copy of the world map on page 9. Posters can then be displayed together.