

UNIT 7: FOOD - LESSON 1***Learning objectives***

- Can say some common food words

Target language

- Bread, cake, cheese, fish, fruit, milk, salad, yogurt

Recycled language

- Colours

Receptive language

- Welcome to the market
- I like fish.

Resources and Materials

- Pupil's Book page 52
- Activity Book page 46
- Audio CD2 track
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	<ul style="list-style-type: none"> • Play the song from the Welcome Unit. Pupils listen and sing. <p>AUDIO SCRIPT – CD 1:02</p> <p><i>Harry: Hello, I'm Harry.</i></p> <p><i>Beth, Cody, Waldo: Hello Harry.</i></p> <p><i>Beth: Hello, I'm Beth.</i></p> <p><i>Harry, Cody, Waldo: Hello Beth.</i></p> <p><i>Cody: Hello, I'm Cody.</i></p> <p><i>Beth, Harry, Waldo: Hello Cody.</i></p> <p><i>Waldo: Hello, I'm Waldo.</i></p> <p><i>Harry, Beth, Cody: Hello Waldo.</i></p>	<ul style="list-style-type: none"> • Listen and sing the song from the Welcome Unit
<i>Learning adventure</i> 2 min	<ul style="list-style-type: none"> • Have pupils look at the lesson 1 and ask, <i>What are we learning today?</i> Look at the lesson objective: <i>We're learning food words.</i> • Ask pupils what food words they know in English e.g. <i>pizza, apple.</i> Write them on the board. 	<ul style="list-style-type: none"> • Look at the lesson 1, listen and answer T's question to recognize the lesson objective • Look at the poster and listen

	<ul style="list-style-type: none"> Refer to the learning adventure poster and say, <i>Great! You are already moving along your learning adventure!</i> 	
PRESENTATION		
	<ul style="list-style-type: none"> Introduce the new words using the flashcards. Show the flashcard in turn, say the words and pupils repeat. Stick the flashcards on the board as you say each word. Indicate the flashcards on the board and say, <i>Fruit</i> Point to various flashcards and ask, <i>Is it a cake? Yes/ No</i> Write the common fruit words on the board and invite pupils to stick the flashcard next to the correct word. fruit, salad, cake, bread, yoghurt, milk, cheese, fish 	<ul style="list-style-type: none"> Look at the flashcard and learn the new words Look and answer T's question
PRACTICE		
PB page 52, Act.2 5 min	<p><i>Listen and circle.</i></p> <ul style="list-style-type: none"> Ask pupils to look at Activity 2 in their Pupil's Books. Play the audio again. Pupils listen and point to each item in the main illustration as it is mentioned. Pupils listen again and circle each item. Ask pupils what food each character talks about. Say, <i>Fruit and salad? (Harry) Milk and cheese? (Cody) Bread and cake? (Beth).</i> <p>AUDIO SCRIPT – CD3:01 Woman: <i>Hello. Welcome to the market!</i> Harry: <i>Hello! Mmm...fruit and salad.</i> Cody: <i>Mmm...milk and cheese. And yoghurt!</i></p>	<ul style="list-style-type: none"> Look at Activity 2 in their Pupil's Books Listen to the audio and point to each item in the main illustration as it is mentioned. Listen again and circle each item. Listen and answer T's questions

	<p>Beth: <i>Mmm...bread and cake and...Oh, no! Waldo!</i></p> <p>Waldo: <i>Mmm. I like fish.</i></p>	
<p>PB page 52, Act. 3 5 min</p>	<p>Listen and say.</p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 3 in their Pupil's Books. • Play the audio. Pupils listen and point to the food items. • Play the audio again. Pupils listen, point to the food items and repeat the words. <p>AUDIO SCRIPT – CD3:02 <i>fruit, salad, cake, bread, yoghurt, fish, milk, cheese</i></p>	<ul style="list-style-type: none"> • Look at Activity 3 in their Pupil's Books • Listen and point to the food items. • Listen the audio again and point to the food items and repeat the words.
<p>AB page 46 5 min</p>	<p>Draw. Then trace.</p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 1 in their Activity Books. • Pupils trace the dotted lines to find out what each food item is. • They then trace the words and read them. 	<ul style="list-style-type: none"> • Look at Activity 1 in their Activity Books • Trace the dotted lines to find out what each food item is. • Trace the words and read them.
POP QUIZ		
<p>5 min</p>	<p>Say the food.</p> <ul style="list-style-type: none"> • Show the pictures of common fruit on the board and nominate a pupil to name the food (<i>Fruit!</i>). • Ask for 7 volunteer pupils and ask them to line up at the board. Then go through the words and ask pupils to name the word. • Once all words have been said, ask another group of pupils to line up at the screen and go through the activity again. 	<ul style="list-style-type: none"> • Watch the pictures of common fruit on the board and name the food • 7 volunteer pupils line up at the board, then go through the words and name the word • Once all words have been said, another group of pupils lines up at the screen and go through the activity again

UNIT 7: FOOD - LESSON 2***Learning objectives***

- Can talk about food I like

Target language

- I like (cheese).

Recycled language

- Food
- I've got (milk).

Receptive language

- Do you like (salad)?
- Can I have some, please?

Resources and Materials

- Pupil's Book page 53
- Activity Book page 47
- Audio CD2 track
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	<ul style="list-style-type: none"> • Show the pictures on the board and make an example for the first picture. Model the sentence, <i>I've got bread...</i> • Have pupils line up at the board. The first pupil says, <i>I've got bread...</i> and turns to the next pupil. The next pupil repeats the first sentence and adds a new food item (<i>I've got bread...and cheese...</i>). • Continue with the following pupils until all have had a chance to make a sentence. 	<ul style="list-style-type: none"> • Watch the pictures on the board and listen to T's example for the first picture • Line up at the board. The first pupil says, <i>I've got bread...</i> and turns to the next pupil. The next pupil repeats the first sentence and adds a new food item • Continue with the following pupils until all have had a chance to make a sentence.
<i>Learning adventure</i> 2 min	<ul style="list-style-type: none"> • Have pupils look at the lesson 2 and ask: <i>What are we learning today?</i> Ask pupils to look at the image and guess what they will 	<ul style="list-style-type: none"> • Look at the lesson 2, listen and answer T's question, look at the image and guess what

	be learning in the lesson. <ul style="list-style-type: none"> Look at the lesson objective: <i>We're talking about food we like.</i> 	they will be learning in the lesson to recognize the lesson objective
PRESENTATION		
CHANT PB page 53, Act. 4 5 min	<i>Listen and find.</i> <ul style="list-style-type: none"> Ask pupils to look at Activity 4 in their Pupil's Books. Play the audio. Pupils listen and point to the food items in the picture. Play the chant and ask pupils to chant along. AUDIO SCRIPT – CD3:03 <i>I like fruit and yoghurt.</i> <i>I like salad and cheese.</i> <i>I like bread and milk and cake.</i> <i>Can I have some, please?</i> <i>I like fruit and yoghurt.</i> <i>I like salad and cheese.</i> <i>I like bread and milk and cake.</i> <i>Can I have some, please?</i>	<ul style="list-style-type: none"> Look at Activity 4 in their Pupil's Books Listen and point to the food items in the picture. Listen to the chant and chant along
	<i>Say.</i> <ul style="list-style-type: none"> Ask pupils to look at board. Read the sentences, <i>Salad and cheese. I like salad and cheese.</i> Read again and ask pupils to say along with you. Put pupils in pairs and have them tell each other which food they like (use the book or flashcards as prompts). 	<ul style="list-style-type: none"> Look at board and listen Listen again and say along with T Work in pairs and say which food they like
PRACTICE		
PB page 53, Act.5 5 min	<i>Listen and match. Say.</i> <ul style="list-style-type: none"> Ask pupils to look at Activity 5 in their Pupil's Books. Focus on the pictures at the 	<ul style="list-style-type: none"> Look at Activity 5 in their Pupil's Books Focus on the pictures at

	<p>bottom of the page. Play the audio. Pupils point to the food items which they hear mentioned in the audio.</p> <ul style="list-style-type: none"> • Play the audio again. Pupils draw lines to the foods which Waldo and Cody like. • Play the audio again and ask the class to say the food words. <p>Activity answer key: Cody: bread, cheese, yoghurt, fruit Waldo: milk, fish</p>	<p>the bottom of the page. Listen to the audio and point to the food items which they hear mentioned in the audio.</p> <ul style="list-style-type: none"> • Listen again and draw lines to the foods which Waldo and Cody like. • Listen again and say the food words
<p>QUEST 7 min</p>	<p><i>Listen and sing.</i></p> <ul style="list-style-type: none"> • Ask pupils (in L1) to remember the Quest items from the Welcome Unit, which the characters have to find. Ask them to guess which item could be found here. • Play the Quest song. Pupils listen for the quest item. • Pupils then look at the main scene to find the Quest item (the apple). • Ask pupils to turn to the stickers at the back of their books. They find the sticker of the apple and stick it into the correct place on page 52, over the grey apple on the left. • Play the audio again and pupils sing the Quest song. <p>AUDIO SCRIPT – CD3:05 <i>Come with us, come on a quest. Come on a quest today! Come with us, come on a quest. Look for an apple today. A balloon, a cake, a tablet, a photo, a</i></p>	<ul style="list-style-type: none"> • Remember the Quest items from the Welcome Unit, which the characters have to find and guess which item could be found here • Listen to the Quest song for the quest item • Look at the main scene to find the Quest item (the apple). • Turn to the stickers at the back of their books and find the sticker of the apple and stick it into the correct place on page 52, over the grey apple on the left. • Listen to the audio again and sing the Quest song.

	<i>teddy, a bird, a door and... an apple!</i> <i>Look for an apple today.</i>	
AB page 47 5 min	<p><i>Find and colour. Then read and tick.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 2 in their Activity Books. • Pupils colour the shapes with dots to find food that Cody likes. • They then read the words on the right and tick the ones they found. <p>Activity answer key: yoghurt, bread, cheese, cake</p> <p><i>Read and draw.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 3 in their Activity Books. • Pupils read the sentence in the speech bubble and draw the food on the plates. 	<ul style="list-style-type: none"> • Look at Activity 2 in their Activity Books. • Colour the shapes with dots to find food that Cody likes. • Then read the words on the right and tick the ones they found • Look at Activity 3 in their Activity Books • Read the sentence in the speech bubble and draw the food on the plates
POP QUIZ		
5 min	<ul style="list-style-type: none"> • As pupils are leaving the class, ask them what food they like. They answer, <i>I like (cheese).</i> 	<ul style="list-style-type: none"> • Leave the class and say what food they like

UNIT 7: FOOD - LESSON 3***Learning objectives***

- Can talk about likes and dislikes
- Can follow a simple song

Target language

- Honey, jelly
- I don't like (cheese).

Recycled language

- Mouse
- Rooms
- I like (honey).

Receptive language

- Bee
- Does he like (milk)?
- Do you like (jelly)?

Resources and Materials

- Pupil's Book page 54
- Activity Book page 48
- Audio CD2
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	<ul style="list-style-type: none"> • Tell pupils that they are going to listen to the chant about food. • Play the audio. Pupils point to the food when they hear the food in the chant. • Play once more and have pupils chant along. <p>AUDIO SCRIPT – CD3:03</p> <p><i>I like fruit and yoghurt.</i></p> <p><i>I like salad and cheese.</i></p> <p><i>I like bread and milk and cake.</i></p> <p><i>Can I have some, please?</i></p> <p><i>I like fruit and yoghurt.</i></p> <p><i>I like salad and cheese.</i></p>	<ul style="list-style-type: none"> • Listen to the chant about food and point to the food when they hear the food in the chant • Listen again and chant along

	<p><i>I like bread and milk and cake.</i></p> <p><i>Can I have some, please?</i></p>	
<p>Learning adventure</p> <p>2 min</p>	<ul style="list-style-type: none"> Have pupils look at the lesson 3 and ask, <i>What are we learning today?</i> Look at the lesson objective: <i>We're talking about things we like and things we don't like.</i> Ask pupils what English words they can remember for food objects, e.g. <i>cheese, bread</i>. Write them on the board. Refer to the learning adventure poster and say, <i>Great! You are moving along your learning adventure!</i> 	<ul style="list-style-type: none"> Look at the lesson 3, listen and answer T's question to recognize the lesson objective Say what English words they can remember for food objects Look at the poster and listen
PRESENTATION		
	<ul style="list-style-type: none"> Show the pictures on the board. Focus on the pictures and labels and play the audio. Have pupils listen and repeat the words until they are comfortable with the new words. Draw a happy and sad face at the top of the board. Say, <i>Yum! I like (honey)</i>. Then make a horrible face and say, <i>Ugh! I don't like (jelly)</i>. Draw some cheese below the sad face. 	<ul style="list-style-type: none"> Look at the pictures on the board Listen and repeat the words until they are comfortable with the new words Pay attention to T's demonstration
PRACTICE		
<p>SONG</p> <p>PB page 54, Act.6</p> <p>5 min</p>	<p><i>Listen and find.</i></p> <ul style="list-style-type: none"> Ask pupils to look at Activity 6 in their Pupil's Books. Ask pupils which food they can see in the picture. Ask, <i>Where's the bear? (It's in the garden/park.)</i> 	<ul style="list-style-type: none"> Look at Activity 6 in their Pupil's Books Say which food they can see in the picture, listen and answer T's question Listen and put their hands

	<ul style="list-style-type: none"> Play the audio. Pupils listen and put their hands up when they hear a food word. <p>AUDIO SCRIPT – CD3:06, 07</p> <p><i>I like jelly.</i></p> <p><i>It's nice and sweet!</i></p> <p><i>I like fruit.</i></p> <p><i>It's good to eat!</i></p> <p><i>I like yoghurt,</i></p> <p><i>But I don't like cheese.</i></p> <p><i>I like honey,</i></p> <p><i>But I don't like bees!</i></p> <p><i>Yes, I like honey,</i></p> <p><i>But I don't like bees.</i></p> <p><i>Yes, I like honey,</i></p> <p><i>But I don't like bees. (x2)</i></p>	up when they hear a food word.
PB page 54, Act.7 5 min	<p><i>Draw and say.</i></p> <ul style="list-style-type: none"> Ask pupils to look at Activity 7 in their Pupil's Books. Play the Activity 6 audio again, pausing after each line. Pupils draw a happy face or a sad face to record what the bear likes and doesn't like. Pupils then do the same for themselves. Pupils tell each other which of the foods they like or don't like in pairs, e.g. <i>I like (honey). I don't like (jelly).</i> 	<ul style="list-style-type: none"> Look at Activity 7 in their Pupil's Books Listen to the Activity 6 audio, draw a happy face or a sad face to record what the bear likes and doesn't like when T pauses after each line Then do the same for themselves. Say which of the foods they like or don't like in pairs
Home-school link	<ul style="list-style-type: none"> Encourage pupils to sing the song at home for their families. 	<ul style="list-style-type: none"> Sing the song at home for their families
AB page 48 5 min	<p><i>Circle the odd one out. Then listen and check.</i></p> <ul style="list-style-type: none"> Ask pupils to look at Activity 4 in their Activity Books. Pupils circle the odd picture out 	<ul style="list-style-type: none"> Look at Activity 4 in their Activity Books Circle the odd picture out

	<p>in each row and make a sentence about each picture, e.g. <i>I like honey / I don't like honey.</i></p> <ul style="list-style-type: none"> • Play the audio for pupils to check their answers. • Ask pupils, <i>Do you like honey?</i> Pupils put up their hands if they like honey. Do the same with <i>jelly.</i> <p>Activity answer key: 1 the second picture 2 the third picture</p> <p><i>Read and number.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 5 in their Activity Books. • Pupils read the sentences and number each bear in the picture accordingly. <p>Activity answer key: 3, 4, 2, 1 AUDIO SCRIPT – CD3:08 1 <i>I like jelly.</i> <i>I don't like jelly</i> <i>I like jelly.</i> <i>Yuk! I don't like jelly.</i> 2 <i>I don't like honey.</i> <i>I don't like honey.</i> <i>I like honey.</i> <i>Yum! I like honey.</i></p>	<p>in each row and make a sentence about each picture</p> <ul style="list-style-type: none"> • Listen to the audio and check their answers • Listen and answer T's question, put up their hands if they like honey. Do the same with <i>jelly.</i> <ul style="list-style-type: none"> • Look at Activity 5 in their Activity Books • Read the sentences and number each bear in the picture accordingly
POP QUIZ		
	<p>Write the food and drink words on the board. Point to a food or drink word and ask, <i>Do you like (honey)?</i> Pupils stand if they like a food/drink item and stay seated if they don't.</p>	<p>Look at the board, listen to the T and do as T's instructions.</p>

UNIT 7: FOOD - LESSON 4***Learning objectives***

- Can talk about likes and dislikes
- Can say the sounds /j/

Target language

- Juice, jellyfish, yak

Recycled language

- Big, small
- Food, Animals, Colours
- I like/don't like (milk).

Resources and Materials

- Pupil's Book page 55
- Activity Book page 49
- Audio CD2 track
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	<ul style="list-style-type: none"> • Tell pupils that they are going to listen to the song about food. • Play the audio. Pupils point to the food when they hear the food in the song. • Play again and have pupils mime whether they hear 'like' or 'don't like'. Play once more and have pupils sing along. <p>AUDIO SCRIPT – CD3:06,07</p> <p><i>I like jelly.</i></p> <p><i>It's nice and sweet!</i></p> <p><i>I like fruit.</i></p> <p><i>It's good to eat!</i></p> <p><i>I like yoghurt,</i></p> <p><i>But I don't like cheese.</i></p> <p><i>I like honey,</i></p> <p><i>But I don't like bees!</i></p> <p><i>Yes, I like honey,</i></p>	<ul style="list-style-type: none"> • Listen to the song about food and point to the food when they hear the food in the song. • Listen again and mime whether they hear 'like' or 'don't like', then listen and sing along

	<p><i>But I don't like bees.</i> <i>Yes, I like honey,</i> <i>But I don't like bees. (x2)</i></p>	
<p>Learning adventure 2 min</p>	<ul style="list-style-type: none"> Have pupils look at the lesson 3 and ask, <i>What are we learning today?</i> Ask pupils to look at the image and guess what they will be learning in the lesson. Look at the lesson objectives: <i>We're talking about things we like and things we don't like and We're saying some English sounds.</i> 	<ul style="list-style-type: none"> Look at the lesson 3, listen and answer T's question, then look at the image and guess what they will be learning in the lesson to recognize the lesson objectives
<p>SKILL PRACTICE</p>		
<p>PB page 55, Act.8 5 min</p>	<p>Play.</p> <ul style="list-style-type: none"> Ask pupils to look at Activity 8 in their Pupil's Books. Pupils name the animals to the left in the activity and the food items to the right. Play the audio and pupils guess which animal is being described after each pause. Pupils play the game in pairs. One pupil points to the food photos and says, e.g. <i>I like (cheese). I don't like (fruit).</i> His/Her partner says which animals he/she is talking about (<i>the mouse</i>) and points to the relevant photo. <p>AUDIO SCRIPT – CD3:09 Mouse: <i>I like cheese.</i> <i>I like bread.</i> <i>I don't like fish.</i> <i>I'm small.</i> <i>I'm brown.</i></p>	<ul style="list-style-type: none"> Look at Activity 8 in their Pupil's Books Name the animals to the left in the activity and the food items to the right. Listen the audio and guess which animal is being described after each pause. Work in pairs to play the game. One pupil points to the food photos and says, e.g. <i>I like (cheese). I don't like (fruit).</i> His/Her partner says which animals he/she is talking about (<i>the mouse</i>) and points to the relevant photo.

	<p><i>Who am I?</i> <i>Yes, I'm a mouse.</i> Cat: <i>I like milk.</i> <i>I like fish.</i> <i>I don't like bread.</i> <i>I'm small.</i> <i>I'm black and white.</i> <i>Who am I?</i> <i>Yes, I'm a cat.</i> Tortoise: <i>I like salad and fruit.</i> <i>I don't like fish.</i> <i>I'm big.</i> <i>I'm brown.</i> <i>Who am I?</i> <i>Yes, I'm a tortoise.</i> Bird: <i>I like bread.</i> <i>I don't like cheese.</i> <i>I'm small.</i> <i>I'm yellow.</i> <i>Who am I?</i> <i>Yes, I'm a bird.</i></p>	
PHONICS PRESENTATION		
	<ul style="list-style-type: none"> Remind pupils of the words jelly and yellow. Ask pupils which sound they hear in both words. Say /j/ sound and ask pupils to repeat after you. Do the same for the /y/ sound Play the audio. Ask pupils which sound they can hear. Play the audio again and have pupils repeat. <p>AUDIO SCRIPT – CD3:10 <i>j j y y</i> <i>j, j, j</i></p>	<ul style="list-style-type: none"> Remember the words jelly and yellow and say which sound they hear in both words; then listen and repeat after T Do the same for the /y/ sound Listen to the audio and say which sound they can hear. Listen the audio again and repeat.

	<p>y, y, y j, y, j, y, j, y</p>	
PHONICS PRACTICE	<p><i>Listen and say.</i></p> <ul style="list-style-type: none"> • Play the audio and point to the sounds. Play the audio again and ask pupils to say the words. <p>AUDIO SCRIPT - CD3:10</p> <p><i>j</i> <i>Jonny Jellyfish</i> <i>juice</i> <i>jelly</i></p> <p><i>Listen and say.</i></p> <ul style="list-style-type: none"> • Play the audio and point to the sounds. Play the audio again and ask pupils to say the words. <p>AUDIO SCRIPT - CD3:10</p> <p><i>y</i> <i>Yasmin Yak</i> <i>yoghurt</i> <i>yellow</i></p> <p><i>Listen and say.</i></p> <ul style="list-style-type: none"> • Focus on the first picture. Indicate the jellyfish and say, e.g. <i>Look, a jellyfish!</i> • Play the audio. Play the audio again, and have pupils repeat the phrase. • Move on to the next picture. Focus on the second picture. Indicate the yak and say, e.g. <i>Look, a yak!</i> • Play the audio. Play the audio again, and have pupils repeat. <p>AUDIO SCRIPT – CD3:10 <i>Jonny Jellyfish, Jonny Jellyfish</i></p>	<ul style="list-style-type: none"> • Listen to the audio and point to the sounds. Listen again and say the words • Listen to the audio and point to the sounds. Listen again and say the words • Look at the first picture and listen • Listen to the audio again, and repeat the phrase. • Look at the second picture and listen • Listen the audio again, and repeat

	<p><i>juice, jelly</i> <i>Jonny Jellyfish!</i> <i>Yasmin Yak, Yasmin Yak</i> <i>yoghurt, yellow</i> <i>Yasmin Yak!</i></p>	
<p>AB page 49 5 min</p>	<p><i>Trace. Then listen and play bingo.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 6 in their Activity Books. • Pupils name all the items in the grid. Encourage them to think about the <i>y</i> and <i>j</i> sounds at the beginning of each word. Pupils trace each letter. • Play the first two sentences of the audio. Pupils listen and repeat, then trace the words <i>jelly</i> and <i>yoghurt</i> in the speech bubbles. • Pupils cover up one square on their grid with a coin or a small piece of paper. Play the rest of the audio and pupils tick off the pictures as they hear them. The first pupil to tick their five uncovered squares is the winner. <p>AUDIO SCRIPT – CD3:11 I like jelly. I like yoghurt. j juice y yak j jellyfish y yoghurt j jelly j jump</p> <p><i>Trace and colour.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 7 in their Activity Books. 	<ul style="list-style-type: none"> • Look at Activity 6 in their Activity Books • Name all the items in the grid; then think about the <i>y</i> and <i>j</i> sounds at the beginning of each word and trace each letter. • Listen to the first two sentences of the audio and repeat, then trace the words <i>jelly</i> and <i>yoghurt</i> in the speech bubbles. • Pupils cover up one square on their grid with a coin or a small piece of paper. Play the rest of the audio and pupils tick off the pictures as they hear them. The first pupil to tick their five uncovered squares is the winner. • Look at Activity 7 in their Activity Books

	<ul style="list-style-type: none"> • Pupils trace the words on each domino and read the word. • They then colour the picture that matches the word. 	<ul style="list-style-type: none"> • Trace the words on each domino and read the word. • Then colour the picture that matches the word
POP QUIZ		
	<p><i>Listen and choose.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at the pictures. Do the first question together as a class. Pupils look at the pictures while you play the audio and decide whether it is a <i>j</i> (represented by the jelly) or <i>y</i> (represented by the yellow). • Go through the answers as a class, calling on different groups to give you their answer. Review any incorrect answers. 	<ul style="list-style-type: none"> • Look at the pictures, listen and answer T's question; then listen the audio look at the pictures and decide whether it is a <i>j</i> or <i>y</i> • Give T their answer

UNIT 7: FOOD - LESSON 5***Learning objectives***

- Can understand a simple story
- Can act out a story

Target language

- I like apples/ice cream.

Functional language

- This is the market.
- Look at the bull.
- Look out!
- Stop!
- Stop!
- An (ice cream) for you.

Resources and Materials

- Pupil's Book page 56
- Activity Book page 50
- Audio CD2 track
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	<ul style="list-style-type: none"> • Remind pupils of the story from Unit 6. Then look at the questions and ask the first question, <i>Where's Waldo?</i> Nominate a pupil to answer (<i>He's in the kitchen.</i>). • Move on to the next question and have pupils raise their hands if they know the answer. <i>Waldo likes cakes and loves eating!</i> As an extension, see if any pupils can tell you anything more about the story. <p>Activity answer key: 1 He's in the kitchen. 2 Waldo's favorite things are ca</p>	<ul style="list-style-type: none"> • Remember the story from Unit 6, look at the questions and answer • Look at the next question and raise their hands if they know the answer, then say anything more about the story if they can

Learning adventure 2 min	<ul style="list-style-type: none"> • Have pupils look at the lesson 5 and ask, <i>What are we learning today?</i> Ask pupils to look at the image and guess what they will be learning in the lesson. • Look at the lesson objectives: <i>We're listening to a story and acting it out.</i> 	<ul style="list-style-type: none"> • Look at the lesson 5, listen and answer T's question, then look at the image and guess what they will be learning in the lesson to recognize the lesson objectives
PRESENTATION		
PB page 56, Act. 10 5 min	Listen. <ul style="list-style-type: none"> • Ask pupils to look at Activity 10 in their Pupil's Books. • Direct pupils' attention to the story and ask questions about the characters and the scene: <i>What can you see in the pictures? Where is Waldo? (at the market)</i> • Pre-teach the new words <i>apple</i>, <i>ice cream</i> and <i>bull</i> by pointing to the pictures in the story. • Ask pupils to predict what will happen in the story. • Play the audio. Ask pupils to listen to the story and follow along in their books. • Check pupils' understanding of the story by asking questions and pointing to the pictures, e.g. <i>Does (Waldo) like apples? Does he like ice cream?</i> If necessary, explain that Aunt Fifi, Harry and Waldo visit the farmer's market, where a bull knocks over the apples. • After pupils have a clear understanding of the story, play the audio again. Pause after each frame and encourage pupils to 	<ul style="list-style-type: none"> • Look at Activity 10 in their Pupil's Books. • Pay attention to the story, listen and answer T's questions • Look at the pictures in the story and learn the new words • Predict what will happen in the story • Listen to the story and follow along in their books • Understand of the story by looking at the pictures and answer T's questions • Listen to the audio again repeat the words and phrases aloud when T pauses after each frame

	<p>repeat the words and phrases aloud.</p> <p>AUDIO SCRIPT – CD3:12</p> <p>1</p> <p>Aunt Fifi: <i>This is the market.</i></p> <p>Waldo: <i>Yum. Apples! I like apples.</i></p> <p>2</p> <p>Farmer: <i>Oh no! Look at the bull. Help!</i></p> <p>3</p> <p>Aunt Fifi: <i>Oh, no!</i></p> <p>Harry: <i>Look out!</i></p> <p>4</p> <p>Waldo: <i>Argh! Look at the apples!</i></p> <p>5</p> <p>Waldo: <i>OK, bull. Stop!</i></p> <p>Bull: <i>Oooh!</i></p> <p>6</p> <p>Aunt Fifi: <i>Oh, thank you, Waldo! Here, an ice cream for you.</i></p> <p>Waldo: <i>Mmm. Thank you! I like ice cream.</i></p>	
PRACTICE		
	<p>Yes or No?</p> <ul style="list-style-type: none"> • Check pupils' understanding of the story. • Read through the statement and ask: <i>Yes or No?</i> Elicit answers from different students in open class or ask for a show of hands. • Repeat with the second and third pictures. <p>Activity answer key: 1 No 2 Yes 3 Yes</p>	<ul style="list-style-type: none"> • Understand the story • Listen and answer Ts question
	<p>Act out the story.</p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 11 in their Pupil's Books. 	<ul style="list-style-type: none"> • Look at Activity 11 in their Pupil's Books

	<ul style="list-style-type: none"> • Invite a group of pupil volunteers to act out the roles. Say the lines while the pupils act out the story and then ask pupils to repeat them after you. • Encourage pupils to say the lines from memory. You may wish to use props for the roleplay. • Divide pupils into groups of five. Give groups time to practise their roleplay. • Read the the lines again and ask pupils to speak along. Ask other groups of pupils to come to the front to act out the story. <p><i>You might like to give the pupils feedback on their roleplay.</i></p>	<ul style="list-style-type: none"> • A group of pupil volunteers to act out the roles, then listen and repeat the lines • Say the lines from memory and use props for the roleplay • Work in groups of five to practise their roleplay • Listen and speak along; other groups of pupils to come to the front to act out the story
AB page 50 5 min	<p><i>Read and match.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 8 in their Activity Books. • Pupils read the sentences in Waldo's speech bubble and match each one with the correct food in the thought bubble. <p>Activity answer key: 1 b 2 d</p> <p><i>Read and draw. Then say.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 9 in their Activity Books. • Pupils read the sentences in Waldo's thought bubbles and draw either a sad or a happy face to indicate whether Waldo likes the food or not. <p>Activity answer key: (happy) milk, fish, fruit, bread (sad) cheese</p>	<ul style="list-style-type: none"> • Look at Activity 8 in their Activity Books • Read the sentences in Waldo's speech bubble and match each one with the correct food in the thought bubble • Look at Activity 9 in their Activity Books • Read the sentences in Waldo's thought bubbles and draw either a sad or a happy face to indicate whether Waldo likes the food or not.

POP QUIZ		
5 min	<ul style="list-style-type: none"> • Say some of the lines from the story but leaves out the last word. Pupils finish the sentence, e.g <i>I like (apples)</i> • Repeat with other lines from the story. 	<ul style="list-style-type: none"> • Listen to some of the lines from the story and finish the sentence
For the next lesson	<ul style="list-style-type: none"> • Explain in L1 that in the next lesson pupils are going to talk about healthy diet. Ask pupils to bring various photos of healthy food, e.g. carrots, tomatoes, lettuce... to make a poster. 	<ul style="list-style-type: none"> • Pay attention to T's explanation and talk about healthy diet; bring various photos of healthy food

UNIT 7: FOOD - LESSON 6***Learning objectives***

- Can talk about healthy food

Cross-curricular focus

- Food Science: healthy food

Values

- The importance of a healthy diet

Target language

- Bad, good
- Chocolate
- It's good/ bad for me.

Recycled language

- Food
- *I like (cake).*

Receptive language

- Is it (good) for me?
- Do you like the (salad)?

Resources and Materials

- Pupil's Book page 57
- Activity Book page 51
- Audio CD2 track
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	<i>Play Bingo!</i> <ul style="list-style-type: none"> • Have pupils look at the board Tell them that they are going to play <i>Bingo!</i>. Have pupils draw four items of food on a piece of paper. Tell them that if they see an item of food on the screen they can cross it off, until all four food items are crossed off and they shout out, <i>Bingo!</i> • Show through the pictures one at 	<ul style="list-style-type: none"> • Look at the board Tell and play <i>Bingo!</i>, then draw four items of food on a piece of paper • Look at the pictures and check their food items.

	a time and give pupils a chance to check their food items.	
Learning adventure 2 min	<ul style="list-style-type: none"> Have pupils look at the lesson 6 and ask, <i>What are we learning today?</i> Look at the lesson objective: <i>We're learning about healthy food.</i> Ask pupils what English words they know for food, e.g. <i>cheese, bread.</i> Write them on the board. Refer to the learning adventure poster and say, <i>Great! You are already moving along your learning adventure.</i> 	<ul style="list-style-type: none"> Look at the lesson 6, listen and answer T's question to recognize the lesson objective Say what English words they know for food Look at poster and listen
PRESENTATION		
	<p><i>Is it good for me?</i></p> <ul style="list-style-type: none"> Tell pupils they are going to find out about healthy diet. Stick the food flashcards on the board. Use the homemade flashcards to teach the new vocabulary Point out the flashcards and say the name for each food. Point to each of the pictures again and have the pupils repeat the words until they are comfortable with them. 	<ul style="list-style-type: none"> Find out about healthy diet. Look at the food flashcards on the board and learn the new vocabulary Listen and repeat the words
PRACTICE		
PB page 57, Act.12 5 min	<p><i>Listen and number.</i></p> <ul style="list-style-type: none"> Ask pupils to look at Activity 12 in their Pupil's Books. Play the audio. Pupils listen and point to the photos of the children. Play the audio again. Ask pupils to number the photos in the order they hear them. 	<ul style="list-style-type: none"> Look at Activity 12 in their Pupil's Books Listen and point to the photos of the children Listen the audio again and number the photos in the order they hear them Listen and repeat when T

	<ul style="list-style-type: none"> Play the audio, pausing it after each line for pupils to repeat. <p>Activity answer key: 3, 1, 2</p> <p>AUDIO SCRIPT – CD3:13</p> <p><i>1 Mmm! I like salad. It's good for me.</i> <i>2 Mmm! I like cake. But it's bad for me.</i> <i>3 Mmm! I like chocolate. But it's bad for me.</i></p>	pauses it after each line
PB page 57, Act.13 5 min	<p><i>Tick the healthy foods. Say.</i></p> <ul style="list-style-type: none"> Ask pupils to look at Activity 13 in their Pupil's Books. Pupils name the food items in the photos. Ask, <i>Do you like (chocolate)?</i> Then ask (in L1) whether the food is healthy or unhealthy. Repeat with other photos. Pupils tick the foods they think are healthy. Then ask them to work with a partner, point to each photo and say whether they like it and whether it's good for them, e.g. <i>I like / don't like (salad). It's good/bad for me.</i> Pupils can make a happy or a sad face as they say the words. Compare answers with the whole class, pointing to each picture and asking, <i>Is (salad) good for me? (Yes/No.)</i> <p>Activity answer key: tick: 1 salad 2 cheese 4 fish 5 yoghurt 7 honey 8 fruit</p>	<ul style="list-style-type: none"> Look at Activity 13 in their Pupil's Books Name the food items in the photos, listen and answer T's questions Tick the foods they think are healthy; work with a partner, point to each photo and say whether they like it and whether it's good for them Compare answers with the whole class, listen and answer T's question
PROJECT 7 min	<p>Make a poster.</p> <ul style="list-style-type: none"> Tell pupils they are going to make 	<ul style="list-style-type: none"> Make a poster showing

	<p>a poster showing healthy and unhealthy food. Pupils draw their own pictures or use the photos cut from magazines they brought. Give pupils some drawing time if necessary.</p> <ul style="list-style-type: none"> • Give each pupil a large sheet of paper. Pupils divide the paper into two sections and draw a heart on one side for 'healthy food' and a crossed out heart on the other side for 'unhealthy food'. They stick their food pictures in the appropriate section. They can write word labels and stick them onto their poster if they wish. • Ask pupils to describe their posters to the class, e.g. <i>I like (fruit). It's (good) for me.</i> The posters can then be displayed in the classroom. 	<p>healthy and unhealthy food; then draw their own pictures or use the photos cut from magazines they brought</p> <ul style="list-style-type: none"> • Divide the paper into two sections and draw a heart on one side for 'healthy food' and a crossed out heart on the other side for 'unhealthy food'. Then stick their food pictures in the appropriate section. They can write word labels and stick them onto their poster if they wish. • Describe their posters to the class
<p>AB page 51 5 min</p>	<p><i>Find and trace.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 10 in their Activity Books. • Pupils identify the pictures and follow the lines to the words. • Pupils then trace the words and read them. <p>Activity answer key: 1 salad 2 chocolate 3 cake</p> <p><i>Read and tick. Then draw.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 11 in their Activity Books. • Explain (in L1) that pupils need to decide which foods are good for them. Pupils read the words, 	<ul style="list-style-type: none"> • Look at Activity 10 in their Activity Books • Identify the pictures and follow the lines to the words. • Then trace the words and read them. • Look at Activity 11 in their Activity Books • Decide which foods are good for them, read the words, then write a tick next to the healthy foods

	<p>then write a tick next to the healthy foods.</p> <ul style="list-style-type: none"> • They then draw the healthy food on the plate. Encourage pupils to make sentences, e.g. <i>Salad is good for me.</i> 	<ul style="list-style-type: none"> • Then draw the healthy food on the plate, then make sentences
POP QUIZ		
	<ul style="list-style-type: none"> • Ask pupils, <i>How many common food vocabulary do you know now?</i> Give pupils a minute to tell their partner the new words they know. • As pupils leaving, show them the flashcards of food and ask them to tell you the name and if it is good or bad for health. 	<ul style="list-style-type: none"> • Listen and answer T's question, then tell their partner the new words they know. • Look at the flashcards of food and tell you the name and if it is good or bad for health.

UNIT 7: FOOD - LESSON 7***Learning objectives***

- Can assess what I learnt in Unit 7

Recycled language

- Food
- I like/ don't like (bread).

Resources and Materials

- Pupil's Book page 58
- Activity Book page 52
- Audio CD2 track
- Stickers
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	<ul style="list-style-type: none"> • Have 5 pupils line up at the board to see the picture of food. Have the first pupil choose a food and make a sentence. The next pupil in line has to repeat this sentence and then add their own. Continue until all pupils have had a chance to say a sentence. 	<ul style="list-style-type: none"> • Line up at the board to see the picture of food. The first pupil chooses a food and make a sentence. The next pupil in line has to repeat this sentence and then add their own. Continue until all pupils have had a chance to say a sentence
<i>Learning adventure</i> 2 min	<ul style="list-style-type: none"> • Have pupils look at the lesson 7 and ask, <i>What are we learning today?</i> Write the lesson objective on the board: <i>We're thinking about our learning adventure.</i> • Ask pupils if they can remember the things they have been learning in the unit, e.g. <i>How many food words can you remember?</i> Put their ideas on the board. 	<ul style="list-style-type: none"> • Look at the lesson 7, listen and answer T's question to recognize the lesson objective • Listen and answer T's questions in the unit

	<ul style="list-style-type: none"> For each example, ask pupils, <i>Where are you on your learning adventure?</i> Reassure pupils who are less confident that they will have opportunities for more practice. 	
PRACTICE		
PB page 58, Act. 14 5 min	<p><i>Listen and draw. Then trace.</i></p> <ul style="list-style-type: none"> Ask pupils to look at Activity 14 in their Pupil's Books. Play the audio. Ask pupils to listen and point to the pictures. Draw a happy and sad face on the board and elicit <i>I like (bread)</i> and <i>I don't like (fruit)</i> sentences. Play the audio again, pausing it after each sentence to give pupils time to draw a happy or a sad face depending on whether the food is liked or disliked. Ask pupils to trace the food words on the page. Pupils stick the star sticker in place if they feel they have learnt the unit vocabulary successfully. <p>Activity answer key:</p> <p>1 happy 2 sad 3 happy 4 happy 5 sad 6 sad 7 happy 8 sad</p> <p>AUDIO SCRIPT – CD3:14</p> <p>1 <i>I like bread.</i> 2 <i>I don't like fruit.</i> 3 <i>I like fish.</i> 4 <i>I like salad.</i> 5 <i>I don't like cake.</i> 6 <i>I don't like yoghurt.</i></p>	<ul style="list-style-type: none"> Look at Activity 14 in their Pupil's Books Listen and point to the pictures Listen the audio again and draw a happy or a sad face depending on whether the food is liked or disliked when T pauses it after each sentence Trace the food words on the page. Stick the star sticker in place if they feel they have learnt the unit vocabulary successfully

	<p><i>7 I like milk.</i></p> <p><i>8 I don't like cheese.</i></p>	
<p>PB page 58, Act.15</p> <p>5 min</p>	<p><i>Draw. Say.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 15 in their Pupil's Books. • Focus on the plates in Activity 15. Pupils draw food they like and dislike on the plates. • In pairs, pupils make sentences about the food they have drawn, e.g. <i>I like (fish), I don't like (cake).</i> • Pupils stick the star sticker in place if they feel they have learnt the unit structures successfully. 	<ul style="list-style-type: none"> • Look at Activity 15 in their Pupil's Books • Draw food they like and dislike on the plates • Work in pairs make sentences about the food they have drawn • Stick the star sticker in place if they feel they have learnt the unit structures successfully
<p>GAME</p>	<p><i>Complete the word.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at the board. Do the first question together as a class. Pupils look at the picture and word. Then pupils work out the missing letter to complete the word (<i>read</i>). • Put pupils into pairs to do the same. Review the questions as a class, and ask for volunteers to come to the board to complete the word. <p>Activity answer key:</p> <p>1 bread 2 cake 3 fish 4 fruit</p>	<ul style="list-style-type: none"> • Look at the picture and word, work out the missing letter to complete the word • Work in pairs to do the same, volunteers come to the board to complete the word
<p>AB page 52</p> <p>5 min</p>	<p><i>Find. Then read and write.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 12 in their Activity Books. • Pupils look at the pictures in the activity and find the matching 	<ul style="list-style-type: none"> • Look at Activity 12 in their Activity Books • Look at the pictures in the activity and find the

	<p>words in the word bank.</p> <ul style="list-style-type: none"> • They then write the words in the correct order, from 1 to 6, in the appropriate lists. • Ask pupils, <i>Do you like (bread)? (Yes./No.)</i> <p>Activity answer key: I like: 1 bread 2 milk 3 yoghurt I don't like: 4 jelly 5 honey 6 cake</p> <p>Read and tick.</p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 13 in their Activity Books. • Pupils read the sentences in Waldo's thought bubble. • They then look at the picture and they tick the sentence that is true. <p>Activity answer key: I like cheese.</p>	<p>matching words in the word bank</p> <ul style="list-style-type: none"> • Write the words in the correct order, from 1 to 6, in the appropriate lists • Listen and answer T's question <ul style="list-style-type: none"> • Look at Activity 13 in their Activity Books • Read the sentences in Waldo's thought bubble • Then look at the picture and they tick the sentence that is true
POP QUIZ		
5 min	<p>Say the Unit 7 words.</p> <ul style="list-style-type: none"> • Tell pupils that we are reviewing the words that have been learnt in the unit. Ask for a volunteer pupil to say the first word. Click on the first picture to check the answer. Repeat the word and have the rest of the pupils repeat. • Put pupils into pairs and have them look at the pictures and say the words. Work from pair to pair to hear their answers. Review any difficult words. 	<ul style="list-style-type: none"> • A volunteer pupil says the first word, then listen and repeat • Work in pairs, look at the pictures and say the words

UNIT 7: FOOD - LESSON 8***Learning objectives***

- Can assess what I learnt in Unit 7

Recycled language

- Food
- I like/don't like (milk).
- He/She likes (jelly).

Receptive language

- Do you like (cheese)?

Resources and Materials

- Pupil's Book page 59
- Activity Book page 53
- Audio CD2 track
- Flashcards
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	<ul style="list-style-type: none"> • Take the class through pictures of the food quickly. • Tell the class to remember the food, and show the next picture. Indicate the missing item, and ask if anyone can remember what it was (<i>fish</i>). Continue through the screens as a whole class activity. 	<ul style="list-style-type: none"> • Look at pictures of the food quickly • Remember the food, and look at the next picture. Then say the name of the missing item if anyone can remember what it was. Continue through the screens as a whole class activity.
<i>Learning adventure</i> 2 min	<ul style="list-style-type: none"> • Have pupils look at the lesson 7 and ask, <i>What are we learning today?</i> Ask pupils to look at the image and guess what they will be learning in the lesson. • Look at the lesson objective: <i>We're talking about food.</i> 	<ul style="list-style-type: none"> • Look at the lesson 7, then look at the image and guess what they will be learning in the lesson to recognize the lesson objective

PRACTICE		
GAME PB page 59, Act.16 5 min	<p><i>Play the game.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 16 in their Pupil's Books. • Ask questions about the food in the picture, e.g. <i>What's this? Do you like (ice cream)?</i> • Pupils work in pairs. They start with Beth and follow her path through the maze, saying, <i>I don't like (cheese). I don't like (fish).</i>, etc. as they go, depending on whether there's a happy or sad face next to the food item. • They repeat, following Harry's path through the maze. • They then complete the chart at the bottom of the page, drawing a happy/sad face under each food item accordingly and saying a sentence each time, e.g. <i>I like (ice cream).</i> • Check the activity by saying, <i>(He) likes (jelly).</i> Pupils say <i>Yes</i> or <i>No</i>. • Pupils then play a game in pairs. One pupil says, e.g. <i>I like (chocolate).</i> Their partner guesses whether they are Beth or Harry. <p>Activity answer key: Harry: bread (sad), chocolate (happy), salad (happy), fruit (happy) Beth: cake (happy), fish (sad), cheese (sad), yoghurt (happy)</p>	<ul style="list-style-type: none"> • Look at Activity 16 in their Pupil's Books • Listen and answer the questions about the food in the picture • Work in pairs. They start with Beth and follow her path through the maze, saying, <i>I don't like (cheese). I don't like (fish).</i>, etc. as they go, depending on whether there's a happy or sad face next to the food item • Listen and repeat, following Harry's path through the maze • Then complete the chart at the bottom of the page, draw a happy/sad face under each food item accordingly and saying a sentence each time • Say <i>Yes</i> or <i>No</i> • Then play a game in pairs. One pupil says, e.g. <i>I like (chocolate).</i> Their partner guesses whether they are Beth or Harry
WHAT I KNOW	<ul style="list-style-type: none"> • Tell pupils that for homework, they will check and review what they learnt in the Unit. 	<ul style="list-style-type: none"> • Do the homework ; Check and review what they learnt in the Unit

	<p><i>What I Know:</i> Pupils look at each picture and if they can remember the word for it, they can drag it into the <i>I know</i> box. If not, they should drag it into the <i>I don't know</i> box.</p> <p><i>Let's Review:</i> Pupils revise some key vocabulary from the unit using the flashcards. They should try to remember the word for each card, then click on it to see the answer.</p> <ul style="list-style-type: none"> • Having reviewed the words, pupils repeat the <i>What I Know</i> activity and see how many more words they can remember this time. You could suggest that they look back at the unit and revise the vocabulary until they can drag all the pictures into the <i>I know</i> box! 	<ul style="list-style-type: none"> • Look at each picture and if they can remember the word for it, they can drag it into the <i>I know</i> box. If not, they should drag it into the <i>I don't know</i> box • Revise some key vocabulary from the unit using the flashcards. They should try to remember the word for each card, then click on it to see the answer • Repeat the <i>What I Know</i> activity and see how many more words they can remember this time
POP QUIZ		
5 min	<ul style="list-style-type: none"> • Make an example for the first flashcards. Nominate a pupil to say, <i>I like milk</i>. • Put pupils into groups. Point to the flashcard and then to a group and ask them to say a sentence. • Return to the start and work through the pictures as a class, reviewing any words that are difficult. 	<ul style="list-style-type: none"> • Look at an example for the first flashcards and say • Work in groups; look at the flashcard and say a sentence