

**UNIT 6: FOOD - LESSON 1*****Learning objectives***

- Can identify food items

***Target language***

- Apples, bananas, burgers, chicken, eggs, fish, hot, dogs, pizza, rice

***Receptive language***

- What's your favourite food?
- I like (chicken).
- I'm hungry.
- Me, too!

***Resources and Materials***

- Pupil's Book page 44
- Activity Book page 39
- Audio CD 2track 33, 34
- Flashcards 41-49
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
<b>INTRODUCTION</b>		
<b><i>Warm-up</i></b> <b>5 min</b>	<ul style="list-style-type: none"> <li>• Revise all the vocabulary learned so far. Say a word, e.g. a dog. Pupils say as many words as possible from the same category, e.g. horse, cat,...</li> <li>• Do this as a team game and award points to correct answers.</li> </ul>	<ul style="list-style-type: none"> <li>• Revise all the vocabulary learned so far, listen and say as many words as possible from the same category, e.g. horse, cat,...</li> <li>• Do this as a team game and award points to correct answers.</li> </ul>
<b><i>Learning adventure</i></b> <b>2 min</b>	<ul style="list-style-type: none"> <li>• Have pupils look at the lesson 1 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.</li> <li>• Look at the lesson objective: <i>We're learning food words.</i></li> <li>• Ask pupils what English words they know for food, e.g. <i>bread</i>,</li> </ul>	<ul style="list-style-type: none"> <li>• Look at the lesson 1 ; 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 objective</li> <li>• Say what English words they know for food</li> </ul>

	<p><i>pizza</i>. Write them on the board.</p> <ul style="list-style-type: none"> <li>Refer to the learning adventure poster and say, <i>Great! You are already moving along your learning adventure!</i></li> </ul>	<ul style="list-style-type: none"> <li>Look at the poster and listen</li> </ul>
<b>PRESENTATION</b>		
<b>5 min</b>	<ul style="list-style-type: none"> <li>Present the new vocabulary with Flashcards 41-49. Show the cards in turn, say the words and pupils repeat. Stick the flashcards on the board as you say each word.</li> <li>Now say the words again and pupils find the food items in the main illustration.</li> <li>Indicate the flashcards on the board and say, <i>My food</i>.</li> </ul> <p>apples, bananas, pizza, chicken, eggs, rice, burgers, hot dogs, fish</p>	<ul style="list-style-type: none"> <li>Look at the new vocabulary with Flashcards ; listen and repeat.</li> <li>Listen again and find the food items in the main illustration.</li> <li>Look at the flashcards on the board and listen</li> </ul>
<b>PRACTICE</b>		
<b>PB page 44, Act. 2 5 min</b>	<p><b><i>Listen and circle.</i></b></p> <ul style="list-style-type: none"> <li>Ask pupils to look at Activity 2 in their Pupil's Books.</li> <li>Focus on the scene. Ask about the characters, e.g. <i>Where are they? (In a café.), What are they doing? (buying food).</i></li> </ul> <p>AUDIO SCRIPT – CD2:33  <b><i>Rose:</i></b> Look at the food! Mmm... Pizza. My favourite.  <b><i>Charlie:</i></b> Mmm. And hot dogs...  <b><i>Uncle Dan:</i></b> What's your favourite food Charlie?  <b><i>Charlie:</i></b> Burgers! I like chicken, too... And eggs.  <b><i>Uncle Dan:</i></b> I like fish and rice.  <b><i>Rose:</i></b> I like apples.  <b><i>Ola:</i></b> Mmm, bananas!  <b><i>Charlie:</i></b> No, Ola!</p>	<ul style="list-style-type: none"> <li>Look at Activity 2 in their Pupil's Books.</li> <li>Focus on the scene, say about the characters</li> </ul>

	<p><b><i>Rose: Let's go, Charlie! I'm hungry.</i></b>  <b><i>Charlie: Me, too.</i></b>  <b><i>Ola: Me, too!</i></b></p>	
<p><b>PB page 44, Act. 3</b>  <b>5 min</b></p>	<p><b><i>Listen and say.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 3 in their Pupil's Books.</li> <li>• Play the audio. Pupils listen, point to the food items and repeat the words.</li> <li>• Focus on the labels next to each food item. Read them to the class one by one. Pupils find the words as they hear them and repeat them.</li> <li>• Play the audio again. Pupils listen, point to the food items and repeat the words. Pupils then continue in pairs.</li> </ul> <p>AUDIO SCRIPT – CD2: 34</p> <p><i>rice</i>  <i>hot dogs</i>  <i>eggs</i>  <i>chicken</i>  <i>burgers</i>  <i>bananas</i>  <i>pizza</i>  <i>fish</i>  <i>apples</i></p>	<ul style="list-style-type: none"> <li>• Look at Activity 3 in their Pupil's Books.</li> <li>• Listen, point to the food items and repeat the words.</li> <li>• Focus on the labels next to each food item; listen and find the words as they hear them and repeat them.</li> <li>• Listen again and point to the food items and repeat the words; then continue in pairs.</li> </ul>
<p><b>AB page 39</b>  <b>5 min</b></p>	<p><b><i>Look and write. Then draw and say.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 1 in their Activity Books.</li> <li>• Ask pupils to write the food words from the word bank next to the pictures of the foods. For the last item ask pupils to draw their favourite food and write the word.</li> <li>• Ask pupils to put a tick on the list</li> </ul>	<ul style="list-style-type: none"> <li>• Look at Activity 1 in their Activity Books.</li> <li>• Look and draw their favourite food and write the word.</li> <li>• Put a tick on the list next to the food items they like. Then they draw the foods with a tick next to</li> </ul>

	<p>next to the food items they like. Then they draw the foods with a tick next to them on the plate.</p> <ul style="list-style-type: none"> <li>Ask pupils to check their answers with a partner, saying each food word as they point to the pictures.</li> </ul> <p>Activity answer key: 1 eggs 2 pizza 3 chicken 4 rice 5 apples 6 bananas 7 hot dogs 8 burgers 9 Pupil's own answer</p>	<p>them on the plate.</p> <ul style="list-style-type: none"> <li>Check their answers with a partner, saying each food word as they point to the pictures.</li> </ul>
<b>POP QUIZ</b>		
<b>5 min</b>	<ul style="list-style-type: none"> <li>Ask pupils, <i>How many food words do you know now?</i> Give pupils a minute to tell their partner the new words they know.</li> <li>Ask pupils, <i>Where are you on your learning adventure?</i> Ask pupils which words they find easiest or most difficult to remember.</li> <li>Tell pupils, <i>Well done!</i> to reinforce the progress they are making.</li> </ul>	<ul style="list-style-type: none"> <li>Tell their partner the new words they know.</li> <li>Say which words they find easiest or most difficult to remember.</li> </ul>
	<p><b><i>Look and say.</i></b></p> <ul style="list-style-type: none"> <li>Show the activity on the board and nominate a pupil to name the food (<i>Apples!</i>).</li> <li>Ask for 8 volunteer pupils and ask them to line up at the screen. Then go through the flashcards and ask pupils to name the words. Click on the flashcard to confirm the answer.</li> </ul>	<ul style="list-style-type: none"> <li>See the activity on the board, name the food.</li> <li>8 volunteer pupils line up at the screen. Then look at the flashcards and name the words</li> </ul>

**UNIT 6: FOOD - LESSON 2*****Learning objectives***

- Can talk about food I like

***Target language***

- I like (apples).

***Recycled language***

- Food

***Receptive language***

- What food do you like?

***Resources and Materials***

- Pupil's Book page 45
- Activity Book page 40
- Audio CD 2 track 35, 36
- Flashcards 41-49
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
<b>INTRODUCTION</b>		
<b><i>Warm-up</i></b> <b>5 min</b>	<ul style="list-style-type: none"> <li>• Show the Flashcards 41-49 in turn and ask, Is it an apple? Pupils answer, Yes or No.</li> <li>• Divide pupils into groups and give each a food flashcard. Call out a food, then an action, e.g. Apples- Clap your hands! Bananas- touch your toes. The group with the corresponding food flashcard does the action</li> </ul>	<ul style="list-style-type: none"> <li>• See the Flashcards 41-49 in turn and answer</li> <li>• Work in groups , do the action with the corresponding food flashcard</li> </ul>
<b><i>Learning adventure</i></b> <b>2 min</b>	<ul style="list-style-type: none"> <li>• 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 be learning in the lesson.</li> <li>• Look at the lesson objective: <i>We're saying what food we like.</i> Ask pupils what food words they know in</li> </ul>	<ul style="list-style-type: none"> <li>• Look at the lesson 2 ; 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 objective</li> <li>• Say what food words they</li> </ul>

	English, e.g., <i>rice, chicken</i> . Write them on the board	know in English,
<b>PRESENTATION</b>		
<b>CHANT</b> <b>PB page 45, Act. 4</b> <b>5 min</b>	<p><b><i>Listen and chant.</i></b></p> <ul style="list-style-type: none"> <li>Ask pupils to look at Activity 4 in their Pupil's Books.</li> <li>Tell pupils that they are going to listen to a chant about food. Play the audio. Pupils listen and rub their stomach when they hear <i>I like</i>.</li> <li>Create actions to go with the chant, e.g. mime biting into an apple and peeling a banana. Play the audio again. Ask pupils to do the actions as they chant.</li> <li>Play the chant again and ask pupils to chant along.</li> </ul> <p>AUDIO SCRIPT – CD 2: 35</p> <p><i>Food, food, food.</i>  <i>Tasty, tasty food.</i>  <i>I like apples.</i>  <i>I like bananas.</i>  <i>I like eggs and burgers, too.</i>  <i>Food, food, food.</i>  <i>Tasty, tasty food.</i>  <i>I like pizza.</i>  <i>I like rice.</i>  <i>I like fish and chicken, too.</i></p>	<ul style="list-style-type: none"> <li>Look at Activity 4 in their Pupil's Books.</li> <li>Listen to a chant about food and rub their stomach when they hear <i>I like</i>.</li> <li>Look at T's actions to go with the chant the audio again and do the actions as they chant.</li> <li>Listen again and chant along.</li> </ul>
	<ul style="list-style-type: none"> <li>Teach the statements: <i>I like apples. I like bananas</i>. Use body language to emphasis the meaning Read again and ask pupils to read along with you.</li> <li>Look at the flashcards 41-49 in turn; listen, stand up and repeat the sentence. Continue with other food items.</li> </ul>	<ul style="list-style-type: none"> <li>Learn the statements; listen and repeat</li> </ul>

PRACTICE		
<p><b>PB page 45, Act. 5</b> <b>5 min</b></p>	<p><b><i>Listen and number. Then say.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 5 in their Pupil's Books.</li> <li>• Point to the food items at the bottom of the page. Elicit what they are. Point to the first picture and ask, <i>Is it pizza?</i> Pupils answers (<i>No</i>). Continue with other pictures.</li> <li>• Explain that pupils are going to listen to Charlie and Rose who are talking about food that they like. Play the audio. Pupils listen and number the pictures.</li> <li>• Have pupils work in pairs and say what food they like.</li> </ul> <p>Activity answer key:  <b>a 3   b 4   c 2   d 1</b>  <b>AUDIO SCRIPT – CD2:36</b>  <b>1</b> <i>Mmm. I like hot dogs.</i>  <b>2</b> <i>Mmm. I like eggs.</i>  <b>3</b> <i>Mmm. I like apples.</i>  <b>4</b> <i>Mmm. I like burgers.</i></p>	<ul style="list-style-type: none"> <li>• Look at Activity 5 in their Pupil's Books</li> <li>• Look at the food items at the bottom of the page; see the first picture and answer the question. Continue with other pictures.</li> <li>• Listen to Charlie and Rose who are talking about food that they like and number the pictures.</li> <li>• Work in pairs and say what food they like.</li> </ul>
<p><b><i>QUEST SONG</i></b> <b>PB page 45</b></p>	<p><b><i>Listen and sing.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look carefully at the scene on pages 44–45 in their books. Remind them that Rose and Charlie want to win the Amazing Helper Award but to do so, they need to help people around the island.</li> <li>• Play the Quest song. Ask pupils to listen and sing along.</li> </ul> <p><b>AUDIO SCRIPT – CD2:37</b>  <i>Stand up, jump up, come on a quest,</i>  <i>Come on a quest today.</i>  <i>Turn around, sit down, come on a quest,</i></p>	<ul style="list-style-type: none"> <li>• Look carefully at the scene on pages 44–45 in their books. Remember that Rose and Charlie want to win the Amazing Helper Award but to do so, they need to help people around the island.</li> <li>• Listen to the Quest song and sing along</li> </ul>

	<p><i>How can we help today? Help with the shopping!</i></p> <p><i>At the castle, with dinner, at the cave, the doctor, the farmer and... the shopping!</i></p> <p><i>Help with the shopping today!</i></p>	
<p><b>AB page 40</b></p> <p><b>5 min</b></p>	<p><b><i>Look and write. Then say.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 2 in their Activity Books.</li> <li>• Pupils write the correct word from the word bank below each picture to complete the sentence.</li> <li>• They then read their sentences to a partner to check the answers.</li> </ul> <p>Activity answer key: 1 chicken 2 apples 3 bananas 4 eggs</p> <p><b><i>Read and look. Then circle and say.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 3 in their Activity Books.</li> <li>• Ask pupils to look at the pictures of the food that Rose likes. They then circle the words that correspond to the pictures.</li> <li>• They read the words they've circled aloud to a partner to check the answers.</li> </ul> <p>Activity answer key: Chicken bananas fish</p>	<ul style="list-style-type: none"> <li>• Look at Activity 2 in their Activity Books.</li> <li>• Write the correct word from the word bank below each picture to complete the sentence.</li> <li>• Then read their sentences to a partner to check the answers</li> </ul> <ul style="list-style-type: none"> <li>• Look at Activity 3 in their Activity Books.</li> <li>• Look at the pictures of the food that Rose likes. They then circle the words that correspond to the pictures.</li> <li>• Then read their sentences to a partner to check the answers</li> </ul>
<b>POP QUIZ</b>		
<p><b>5 min</b></p>	<p><b><i>Tell a friend.</i></b></p> <ul style="list-style-type: none"> <li>• Stick photos of food on the board and ask <i>what food do you like?</i> Pupils point to one of the pictures and answer, <i>I like pizza.</i></li> <li>• Nominate two pupils to come up to the board. The first pupil says the food item (<i>hot dogs</i>) and the second pupil says the sentence (<i>I</i></li> </ul>	<ul style="list-style-type: none"> <li>• See photos of food on the board and answer the question</li> <li>• Come up to the board. The first pupil says the food item (<i>hot dogs</i>) and the second pupil says the</li> </ul>



	<p><i>like hot dogs.)</i></p> <ul style="list-style-type: none"> <li>• Pair pupils and have them say the food item and make sentences about the pictures, taking turns to be the pupil saying the food item or sentence.</li> </ul>	<p>sentence (<i>I like hot dogs.)</i></p> <ul style="list-style-type: none"> <li>• Work in pairs to say the food item and make sentences about the pictures, taking turns to be the pupil saying the food item or sentence.</li> </ul>
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**UNIT 6: FOOD - LESSON 3*****Learning objectives***

- Can talk about food I like and don't like
- Can sing a song

***Target language***

- Bread, cheese, salad
- I don't like (fish).

***Recycled language***

- I like (apples).
- Food, Numbers

***Receptive language***

- How about you? It's very nice.

***Resources and Materials***

- Pupil's Book page 46
- Activity Book page 41
- Audio CD2 track 3, 39, 40, 41
- Flashcards
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
<b>INTRODUCTION</b>		
<b><i>Warm-up</i></b> <b>5 min</b>	<p><b><i>Listen, point and chant.</i></b></p> <ul style="list-style-type: none"> <li>• Show the first set of flashcards. Have pupils name the different food items (<i>apples/eggs/burgers/bananas</i>). Then show the second set for them to name these food items (<i>chicken/fish/rice/pizza</i>).</li> <li>• Tell pupils they are going to listen to the chant and they should point to the food item they hear (click onto the next screen after the first verse). Have pupils mime eating the foods as they're mentioned.</li> <li>• Play the chant again and have pupils chant along.</li> </ul>	<ul style="list-style-type: none"> <li>• See the first set of flashcards and name the different food items; then show the second set for them to name these food items</li> <li>• Listen to the chant and point to the food item they hear (click onto the next screen after the first verse); then mime eating the foods as they're mentioned.</li> <li>• Listen again and chant</li> </ul>

	<p>AUDIO SCRIPT – CD2:35</p> <p><i>Food, food, food.</i></p> <p><i>Tasty, tasty food.</i></p> <p><i>I like apples.</i></p> <p><i>I like bananas.</i></p> <p><i>I like eggs and burgers, too.</i></p> <p><i>Food, food, food.</i></p> <p><i>Tasty, tasty food.</i></p>	along.
<b>Learning adventure</b> <b>2 min</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Look at the lesson objective: <i>We're talking about food.</i></li> <li>• Ask pupils what English words they know for food items, e.g. <i>apples, eggs</i>. Write them on the board.</li> <li>• Refer to the learning adventure poster and say, <i>Great! You are moving along your learning adventure!</i></li> </ul>	<ul style="list-style-type: none"> <li>• 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 objective</li> <li>• Say what English words they know for food items</li> <li>• Look at the poster and listen</li> </ul>
<b>PRESENTATION</b>		
<b>VOCABULARY</b> <b>5 min</b>	<ul style="list-style-type: none"> <li>• Ask pupils to look at the activity 6. Use it to teach the words (or revise) <i>bread, salad, cheese</i> which were first learnt at Starter level. Say the words several times and pupils repeat.</li> <li>• Draw two faces on the board, a happy and sad face. Hold up the bread flashcard and say, <i>I like bread</i>. Stick it under the happy face. Now show the cheese flashcard, shake your head, make an unhappy face and say, <i>I don't like cheese</i>. Stick it under the sad face.</li> <li>• Ask pupils what they like or don't like.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at the activity 6; listen and repeat the word</li> <li>• Pay attention to T's demonstration</li> <li>• Say what they like or don't like.</li> </ul>
<b>PRACTICE</b>		
<b>SONG</b> <b>PB page 46, Act. 6</b>	<p><b><i>Listen and find.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 6 in their Pupil's Books.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at Activity 6 in their Pupil's Books.</li> </ul>

<p><b>5 min</b></p>	<ul style="list-style-type: none"> <li>• Ask pupils to name other food items they can see in the picture, e.g. <i>pizza, chicken</i>. Ask, <i>How many apples/eggs/bananas?</i></li> <li>• Point to the fish and ask, <i>What's this? (It's a fish.)</i> Pretend that you are holding the fish like the boy in the illustration. Make an unhappy face and say, <i>I don't like fish!</i></li> <li>• Play the audio. Pupils listen and find the food in the illustration as they hear the words in the song.</li> </ul> <p>AUDIO SCRIPT – CD2:38</p> <p><i>I like food, I like food, I like food.</i>  <i>How about you?</i>  <i>I like food, I like food, I like food.</i>  <i>How about you?</i>  <i>I like cheese and chicken, too.</i>  <i>I like bananas, how about you?</i>  <i>I like pizza, my favourite dish!</i>  <i>But I don't like fish.</i>  <i>I like food, I like food, I like food.</i>  <i>How about you?</i>  <i>I like food, I like food, I like food.</i>  <i>How about you?</i>  <i>I like bread and apples, too.</i>  <i>I like salad, how about you?</i>  <i>I like fish, it's very nice,</i>  <i>But I don't like rice!</i>  <i>I like food, I like food, I like food.</i>  <i>How about you?</i>  <i>I like food, I like food, I like food.</i>  <i>How about you?</i></p>	<ul style="list-style-type: none"> <li>• Name other food items they can see in the picture</li> <li>• Look at the fish and answer</li> <li>• Listen and find the food in the illustration as they hear the words in the song</li> </ul>
<p><b>PB page 46, Act. 7</b> <b>5 min</b></p>	<p><b><i>Listen and point. Play.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 7 in their Pupil's Book.</li> <li>• Explain (in L1) that pupils are going to play a guessing game. Play the audio to</li> </ul>	<ul style="list-style-type: none"> <li>• Look at Activity 7 in their Pupil's Book.</li> <li>• Listen to T's instruction and play a guessing game.</li> </ul>

	<p>give pupils an idea of the language they will need. One pupil says, <i>I like fish</i>. His/Her partner says the number of the correct photo, e.g. <i>Number 1</i>.</p> <p>AUDIO SCRIPT – CD2: 40</p> <p><i>I like fish. Number 1.</i></p> <p><i>I don't like salad. Number 4.</i></p>	<p>Listen to the audio to have an idea of the language they will need. One pupil says, <i>I like fish</i>. His/Her partner says the number of the correct photo</p>
<p><b>AB page 41</b></p> <p><b>5 min</b></p>	<p><b><i>Listen and draw.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 4 in their Activity Books.</li> <li>• Play the audio and stop it after the first sentence. Ask pupils to look at the happy face next to the salad.</li> <li>• Play the rest of the audio. Pupils draw a happy/sad face next to each picture as it's mentioned.</li> </ul> <p>Activity answer key:</p> <p><b>1</b> like <b>2</b> don't like <b>3</b> like <b>4</b> don't like <b>5</b> don't like <b>6</b> like</p> <p><b><i>Find and write. Then say.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 5 in their Activity Books.</li> <li>• Ask pupils to follow the lines from each child to the food on the right. They then complete the sentences using the words from the word bank and read their sentences to a partner.</li> </ul> <p><b>1</b> fish, salad <b>2</b> pizza, eggs</p> <p>AUDIO SCRIPT - CD2: 41</p> <p><b>1</b> <i>I like salad! Mmmh!</i></p> <p><b>2</b> <i>I don't like cheese! Yuck!</i></p> <p><b>3</b> <i>I like apples. Yum.</i></p> <p><b>4</b> <i>I don't like fish.</i></p> <p><b>5</b> <i>I don't like bread.</i></p> <p><b>6</b> <i>I like eggs. Tasty!</i></p>	<ul style="list-style-type: none"> <li>• Look at Activity 4 in their Activity Books.</li> <li>• Listen to the audio and look at the happy face next to the salad when T stops it after the first sentence</li> <li>• Draw a happy/sad face next to each picture as it's mentioned.</li> </ul> <ul style="list-style-type: none"> <li>• Look at Activity 5 in their Activity Books.</li> <li>• Follow the lines from each child to the food on the right. They then complete the sentences using the words from the word bank and read their sentences to a partner.</li> </ul>

POP QUIZ		
5 min	<ul style="list-style-type: none"> <li>• Ask pupils, <i>How many food words do you know now?</i> Give pupils a minute to tell their partner the new words they know.</li> <li>• As a whole class or in pairs, ask pupils to say where they are on their adventure now.</li> <li>• Tell pupils, <i>Well done!</i> to reinforce the progress they are making.</li> </ul>	<ul style="list-style-type: none"> <li>• Tell their partner the new words they know</li> <li>• As a whole class or in pairs, say where they are on their adventure now.</li> </ul>
	<ul style="list-style-type: none"> <li>• As pupils are leaving the room, show them Flashcards 41-49 in turn, e.g. pizza and either smile or frown. Ask pupils to say, I like/ don't like pizza, accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>• Leave the room, look at the flashcards 41-49 in turn and say, I like/ don't like pizza, accordingly.</li> </ul>

**UNIT 6: FOOD - LESSON 4*****Learning objectives***

- Can talk about the food I like and don't like
- Can say the sound /aɪ/

***Target language***

- Bike, mice

***Recycled language***

- I like (apples). I don't like (rice).
- Food

***Resources and Materials***

- Pupil's Book page 47
- Activity Book page 42
- Audio Cd2 track 42,43
- Pictures and flashcards
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
<b>INTRODUCTION</b>		
<b><i>Warm-up</i></b> <b>5 min</b>	<b><i>What do you like?</i></b> <ul style="list-style-type: none"> <li>• Show the flashcards on the board. Ask pupils to say the words that they see on the board. Tell pupils that you like rice, but you don't like eggs.</li> <li>• Have pupils work in pairs and decide which items they like or don't like.</li> <li>• Go around the class asking pairs what they like and don't like, and pupils say the word (e.g. <i>Trains!</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• See the flashcards on the board and say the words that they see on the board.</li> <li>• Work in pairs and decide which items they like or don't like.</li> <li>• Go around the class asking pairs what they like and don't like, and pupils say the word</li> </ul>
<b><i>Learning adventure</i></b> <b>2 min</b>	<ul style="list-style-type: none"> <li>• Have pupils look at the lesson 1 and ask, <i>What are we learning today?</i> Ask pupils to look at the images and guess what they will be learning in the lesson.</li> <li>• Look at the lesson objectives: <i>We're</i></li> </ul>	<ul style="list-style-type: none"> <li>• Look at the lesson 1; listen and answer T's question; then look at the images and guess what they will be learning in the lesson to recognize the lesson objectives</li> </ul>

	<i>talking about foods we like and don't like. We're saying some English sounds.</i>	
<b>SKILL PRACTICE</b>		
<b>GAME</b> <b>PB page 47, Act.8</b> <b>5 min</b>	<p><b><i>Play the game. Say.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 8 in their Pupil's Books.</li> <li>• Ask pupils to turn to the Unit 6 Cutouts on page 77 of the Pupil's Book.</li> <li>• Say the food items in turn and pupils hold up the correct card.</li> <li>• Focus on the plates in the pictures in the Pupil's Book. Pupils choose four food cards and put them either on the <i>I like</i> plate or on the <i>I don't like</i> plate.</li> <li>• Call out sentences using <i>I like/I don't like</i> with food. Say, e.g. <i>I like (cheese)</i>. Pupils with the cheese card on the <i>I like</i> plate flip over the cheese card. The first pupil to flip over all their cards wins.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at Activity 8 in their Pupil's Books.</li> <li>• Turn to the Unit 6 Cutouts on page 77 of the Pupil's Book.</li> <li>• Listen to the food items in turn and hold up the correct card.</li> <li>• Focus on the plates in the pictures in the Pupil's Book; choose four food cards and put them either on the <i>I like</i> plate or on the <i>I don't like</i> plate.</li> <li>• Listen to T's instruction and play the game</li> </ul>
<b>PHONICS</b>		
	<ul style="list-style-type: none"> <li>• Focus on the picture of the mice at the bottom of the page. Indicate the mice and say, Look! Two mice. Ask which toy is in the picture (a bike). Now ask what food pupils can see (rice). Emphasize the sound /ai/.</li> <li>• ai, ai ai, ai, ai</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on the picture of the mice at the bottom of the page and listen ; say which toy is in the picture and what food pupils can see</li> </ul>
<b>PB page 47, Act. 9</b>	<p><b><i>Listen and say.</i></b></p> <ul style="list-style-type: none"> <li>• Point to the sounds and ask pupils to say the words. Each time, play the audio for the word to confirm the sound.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at the sounds and say the words</li> </ul>



	<p>AUDIO SCRIPT – CD2:42</p> <p><i>ai</i> <i>like</i> <i>mice</i> <i>bikes</i></p> <p><b><i>Listen and say.</i></b></p> <ul style="list-style-type: none"> <li>Point to the sounds and ask pupils to say the words. Each time, play the audio for the word to confirm the sound.</li> </ul> <p>AUDIO SCRIPT – CD2:42</p> <p><i>white</i> <i>rice</i> <i>white rice</i> <i>I like mice on bikes with white rice.</i></p> <p><b><i>Listen and say.</i></b></p> <ul style="list-style-type: none"> <li>Focus on the picture. Indicate the mice and say, e.g. <i>Look, two mice!</i></li> <li>Ask which toy is in the picture (<i>a bike</i>). Now ask which food pupils can see (<i>rice</i>). Emphasise the /ai/ sound. Play the audio.</li> <li>Play the audio again, and have pupils repeat.</li> </ul> <p>AUDIO SCRIPT – CD2:42</p> <p><i>I like mice on bikes with white rice.</i></p>	<ul style="list-style-type: none"> <li>Look at the sounds and say the words</li> <li>Focus on the picture and listen</li> <li>Say which toy is in the picture ; say which food pupils can see</li> <li>Listen to the audio again and repeat</li> </ul>
<p><b>AB page 42</b> <b>5 min</b></p>	<p><b><i>Find and colour.</i></b></p> <ul style="list-style-type: none"> <li>Ask pupils to look at Activity 6 in their Activity Books.</li> <li>Ask pupils to read the words in the word bank and find them in the picture. They then colour them in the picture.</li> <li>You could do this as a picture dictation in pairs. One pupil says, e.g. <i>brown mice</i> and his/her partner</li> </ul>	<ul style="list-style-type: none"> <li>Look at Activity 6 in their Activity Books.</li> <li>Read the words in the word bank and find them in the picture. They then colour them in the picture.</li> <li>Do this as a picture dictation in pairs. One pupil says, e.g. <i>brown mice</i> and his/her</li> </ul>

	<p>colours the picture accordingly.</p> <p>Activity answer key:</p> <p>finger – fish</p> <p>chicken – sister</p> <p>white – bike</p> <p>rice – mice</p> <p><b><i>Listen and match. Then say.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 7 in their Activity Books.</li> <li>• Play the audio. Pupils listen and draw a line connecting the words with the /ɪ/ sound, then draw a separate line connecting the words with the /aɪ/ sound.</li> <li>• Play the audio again and pupils say the words.</li> </ul> <p>AUDIO SCRIPT – CD2: 43</p> <table> <tr> <td><i>i</i></td> <td><i>ai</i></td> </tr> <tr> <td><i>finger</i></td> <td><i>white</i></td> </tr> <tr> <td><i>fish</i></td> <td><i>bike</i></td> </tr> <tr> <td><i>chicken</i></td> <td><i>rice</i></td> </tr> <tr> <td><i>sister</i></td> <td><i>mice</i></td> </tr> </table>	<i>i</i>	<i>ai</i>	<i>finger</i>	<i>white</i>	<i>fish</i>	<i>bike</i>	<i>chicken</i>	<i>rice</i>	<i>sister</i>	<i>mice</i>	<p>partner colours the picture accordingly.</p> <ul style="list-style-type: none"> <li>• Look at Activity 7 in their Activity Books.</li> <li>• Listen and draw a line connecting the words with the /ɪ/ sound, then draw a separate line connecting the words with the /aɪ/ sound.</li> <li>• Listen to the audio again and pupils say the words.</li> </ul>
<i>i</i>	<i>ai</i>											
<i>finger</i>	<i>white</i>											
<i>fish</i>	<i>bike</i>											
<i>chicken</i>	<i>rice</i>											
<i>sister</i>	<i>mice</i>											
<b>POP QUIZ</b>												
<b>5 min</b>	<p><b><i>Listen and point.</i></b></p> <ul style="list-style-type: none"> <li>• Show the pictures on the board and look at the first picture. Play the sound. Nominate a pupil to choose the correct word based on the sound.</li> <li>• Pair pupils, play the audio, and have them work together to choose the correct word. Pause at each audio and ask pupils to raise their hands if they know the answer. Play the audio to confirm the sound, and have pupils repeat.</li> </ul> <p>Activity answer key:</p> <p>bike   rice   mice   white</p>	<ul style="list-style-type: none"> <li>• See the pictures on the board and look at the first picture. Listen to the sound and choose the correct word based on the sound.</li> <li>• Work in pairs, listen and choose the correct word; raise their hands if they know the answer when t pauses at each. Listen to the audio to confirm the sound, and repeat.</li> </ul>										

**UNIT 6: FOOD - LESSON 5*****Learning objectives***

- Can listen to and act out a story
- Can act out a story

***Functional language***

- Yum! Pizza for me, please. What do you like?

***Recycled language***

- I like (milk). I don't like (burgers).

***Receptive language***

- Milkshake

***Resources and Materials***

- Pupil's Book page 48
- Activity Book page 43
- Audio CD2 track 44
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
<b>INTRODUCTION</b>		
<b><i>Warm-up</i></b> <b>5 min</b>	<b><i>Story</i></b> <ul style="list-style-type: none"> <li>• Remind pupils of the story from Unit 5. Then look at the questions and nominate a pupil to read the first question, <i>Who's in the story?</i> Have the class call out the characters they remember. (<i>Rose, Charlie, Ola and the farmer.</i>)</li> <li>• Move through the other two questions, having different pupils come out to ask the question and to have the class answer.</li> </ul> Activity answer key: <b>1</b> Rose, Charlie, Ola and the farmer. <b>2</b> On a farm. <b>3</b> They're looking for the animals.	<ul style="list-style-type: none"> <li>• Remember the story from Unit 5. Then look at the questions and read the first question, call out the characters they remember</li> <li>• Move through the other two questions, different pupils come out to ask the question and have the class answer</li> </ul>
<b><i>Learning adventure</i></b> <b>2 min</b>	<ul style="list-style-type: none"> <li>• Have pupils look at the lesson 5 and ask, <i>What are we learning today?</i> Ask pupils to look at the</li> </ul>	<ul style="list-style-type: none"> <li>• Look at the lesson 5; listen and answer T's question; then look at the</li> </ul>

	<p>image and guess what they will be learning in the lesson.</p> <ul style="list-style-type: none"> <li>• Look at the lesson objectives: <i>We're reading and acting out a story.</i></li> <li>• Remind pupils that Rose and Charlie want to win the Amazing Helper Award. They will complete challenges by helping people around the island.</li> </ul>	<p>image and guess what they will be learning in the lesson to recognize the lesson objectives</p> <ul style="list-style-type: none"> <li>• Remember that Rose and Charlie want to win the Amazing Helper Award. They will complete challenges by helping people around the island.</li> </ul>
<b>PRESENTATION</b>		
<p><b><i>STORY</i></b>  <b>PB page 48, Act.10</b>  <b>7 min</b></p>	<p><b><i>Listen to the story. Read.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 10 in their Pupil's Books.</li> <li>• Direct pupils' attention to the story and ask questions about the characters and each scene: <i>Who can you see in the pictures? (Charlie, Rose, Ola, a waitress and Uncle Dan.) What food items can you see?</i> Pre-teach the word <i>milkshake</i>.</li> <li>• Ask pupils to predict what will happen in the story.</li> <li>• Play the audio and ask pupils to listen to the story as they follow along in their books.</li> <li>• Play the audio again. Check pupils' understanding of the story by asking questions and pointing to the pictures. Make sure pupils understand that Rose and Charlie are helping with the shopping.</li> <li>• After pupils have a clear understanding of the story, play the audio again and ask different groups of pupils to read along the parts of Rose, Ola, Charlie and</li> </ul>	<ul style="list-style-type: none"> <li>• Look at Activity 10 in their Pupil's Books.</li> <li>• Pay attention to the story and answer the questions about the characters and each scene</li> <li>• Predict what will happen in the story.</li> <li>• Listen to the story as they follow along in their books.</li> <li>• Listen the audio again; look at the pictures and answer the questions to check the understanding of the story .Make sure they understand that Rose and Charlie are helping with the shopping.</li> <li>• Listen to the audio again and different groups of pupils read along the parts of Rose, Ola, Charlie and Uncle Dan.</li> </ul>

	<p>Uncle Dan. AUDIO SCRIPT – CD2: 44</p> <p><b>1</b> <i>Rose: Mmm. I like apples.</i> <i>Ola: I like bananas.</i></p> <p><b>2</b> <i>Rose: I like milk.</i> <i>Ola: I like banana milkshakes.</i></p> <p><b>3</b> <i>Charlie: I like burgers.</i> <i>Uncle Dan: I don't like burgers. I like chicken.</i></p> <p><b>4</b> <i>Charlie: Yum! I like apple cake.</i> <i>Ola: Well, I like banana cake.</i></p> <p><b>5</b> <i>Charlie: Pizza for me, please.</i> <i>Uncle Dan: Salad for me, please. What do you like, Ola?</i></p> <p><b>6</b> <i>Charlie and Rose: BANANAS!</i></p>	
<b>PRACTICE</b>		
	<p><b>Yes or No?</b></p> <ul style="list-style-type: none"> <li>Check pupils' understanding of the story. Show the first picture and 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 picture.</li> </ul>	<ul style="list-style-type: none"> <li>Look at the first picture; listen to the statement and answer. Repeat with the second picture</li> </ul>
<b>PB page 48, Act.11</b> <b>5 min</b>	<p><b>Act out the story.</b></p> <ul style="list-style-type: none"> <li>Ask pupils to look at Activity 11 in their Pupil's Books.</li> <li>Invite four pupil volunteers to act out the roles of Rose, Charlie, Ola and Uncle Dan. Play the audio while pupils mime the story first. Then play the story audio again</li> </ul>	<ul style="list-style-type: none"> <li>Look at Activity 11 in their Pupil's Books.</li> <li>Four pupil volunteers act out the roles of Rose, Charlie, Ola and Uncle Dan; listen to the story audio and mime the</li> </ul>

[illegible]

		<ul style="list-style-type: none"> <li>• They check answers in pairs</li> </ul>
<b>POP QUIZ</b>		
<b>5 min</b>	<ul style="list-style-type: none"> <li>• Nominate a pupil to say the name of the character. Tell pupils that they need to match the character to the sentence that the character said in the story.</li> <li>• Pair pupils and have them work together to match the picture of the story character with the sentence.</li> <li>• Once all pairs have had a chance to work it out, ask individual pupils to come to the screen to match the sentence with the character. The class gives feedback on whether they think the pupil is correct or not.</li> <li>• Review as a class any questions that pupils got wrong.</li> </ul> <p>Activity answer key:  <b>Charlie:</b> I like burgers.  <b>Ola:</b> I like bananas.  <b>Rose:</b> Mmm. I like apples.  <b>Charlie:</b> Pizza for me, please.  <b>Ola:</b> I like banana cake.  <b>Rose:</b> I like milk.</p>	<ul style="list-style-type: none"> <li>• Say the name of the character and match the character to the sentence that the character said in the story.</li> <li>• Work in pairs to match the picture of the story character with the sentence.</li> <li>• Once all pairs have had a chance to work it out, individual pupils come to the screen to match the sentence with the character. The class gives feedback on whether they think the pupil is correct or not.</li> </ul>

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

- Can talk about what I eat for breakfast, lunch and dinner

***Cross-curricular***

- Social Science: breakfast, lunch and dinner

***Target language***

- Breakfast, lunch, dinner, toast, cereal

***Values***

- Eating healthily

***Recycled language***

- Food

***Resources and Materials***

- Pupil's Book page 49
- Activity Book page 44
- Audio CD2 track 45
- Pictures and Flashcards 41-49
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
<b>INTRODUCTION</b>		
<b><i>Warm-up</i></b> <b>5 min</b>	<ul style="list-style-type: none"> <li>• Show the flashcards on the board and look at the tick and the first picture. Nominate a pupil to make the sentence (<i>I like apples</i>).</li> <li>• Pair pupils and have them make sentences as you click through the flashcards. Pupils take turns to be the pupil making the sentence.</li> <li>• Go back to the first flashcard, and ask pairs to give you their sentences. To extend the activity, ask pupils to make more sentences about the thing they like or don't like.</li> </ul>	<ul style="list-style-type: none"> <li>• See the flashcards on the board and look at the tick and the first picture, make the sentence</li> <li>• Work in pairs to make sentences as T clicks through the flashcards; then take turn to be the pupil making the sentence.</li> <li>• Go back to the first flashcard, and pairs give their sentences. To extend the activity, make more sentences about the thing they like or don't like.</li> </ul>
<b><i>Learning adventure</i></b>	<ul style="list-style-type: none"> <li>• Have pupils look at the lesson 6 and</li> </ul>	<ul style="list-style-type: none"> <li>• Look at the lesson 6; listen</li> </ul>



2 min	<p>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.</p> <ul style="list-style-type: none"> <li>• Look at the lesson objective: <i>We're learning about breakfast, lunch and dinner.</i></li> <li>• Ask pupils what English words they know for food, e.g. <i>bread, cheese.</i> Write them on the board.</li> <li>• Refer to the learning adventure poster and say, <i>Great! You are already moving along your learning adventure!</i></li> </ul>	<p>and answer t's question; then look at the image and guess what they will be learning in the lesson to recognize the lesson objective</p> <ul style="list-style-type: none"> <li>• Say what English words they know for food</li> <li>• Look at the poster and listen</li> </ul>
<b>PRESENTATION</b>		
	<ul style="list-style-type: none"> <li>• Have pupils look at the board. Focus on the illustration. Read the word labels for <i>breakfast, lunch, dinner.</i> Play the audio. Have pupils listen, and then listen and repeat.</li> </ul> <p><b><i>Breakfast, Lunch or Dinner?</i></b></p> <ul style="list-style-type: none"> <li>• Show the pictures on the board and look at the first picture. Ask a pupil the question, <i>Breakfast, Lunch or Dinner?</i> And elicit the answer, <i>Dinner</i> (it's okay here if pupils come up with different answers or choose two meals for the same food).</li> <li>• Pair pupils and have them work together deciding if the food item is to be eaten at Breakfast, Lunch or Dinner. Go through all the items again as a class, and discuss any differences pupils have.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at the board. Focus on the illustration; listen and repeat</li> <li>• See the pictures on the board and look at the first picture; listen and answer the question</li> <li>• Work in pairs to decide if the food item is to be eaten at Breakfast, Lunch or Dinner. Go through all the items again as a class, and discuss any differences pupils have.</li> </ul>
<b>PRACTICE</b>		
PB page 49, Act. 13 5 min	<p><b><i>Listen and circle. Then say.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 13 in their Pupil's Books.</li> <li>• Ask pupils which food they can see in each photo. Say breakfast and pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Look at Activity 13 in their Pupil's Books.</li> <li>• Say which food they can see in each photo; say what</li> </ul>

	<p>say what food they see in that section. Repeat with the other meals.</p> <ul style="list-style-type: none"> <li>• Play the audio. Pupils listen and circle each food as they hear it.</li> </ul> <p>Activity answer key: breakfast: cereal, toast, bananas lunch: pizza, cheese, apples dinner: fish, salad, chicken</p> <p>AUDIO SCRIPT - CD2: 45</p> <p><b>Girl:</b> <i>Mmm! Breakfast! I like cereal for breakfast. And I like toast and bananas, too.</i></p> <p><b>Girl:</b> <i>It's time for lunch! I like pizza and cheese for lunch. I like apples, too.</i></p> <p><b>Boy:</b> <i>This is my dinner. Fish and salad. I like chicken, too!</i></p>	<p>food they see in that section when T say breakfast. Repeat with the other meals.</p> <ul style="list-style-type: none"> <li>• Listen and circle each food as they hear it.</li> </ul>
<p><b>PROJECT</b> <b>5 min</b></p>	<p><b><i>Make a food poster. Tell the class about your poster.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 13 in their Pupil's Books.</li> <li>• Divide pupils in pairs and ask them to talk about what they like to eat for lunch and dinner. They make a list together. Offer any words in English they might not know.</li> <li>• Give each pupil a large sheet of paper. Pupils write the title as shown in the example poster on page 49. At the top of the page, they write, <i>Breakfast, Lunch</i> and <i>Dinner</i>. They then draw the food or stick pictures of food they have brought from home onto the page below the headings.</li> <li>• Ask pupils to share their posters with a partner. They talk about their favourite meals, e.g. <i>I like (hot dogs) for (lunch)</i>.</li> <li>• Display pupils' posters in the classroom.</li> <li>• You might like to give pupils feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Look at Activity 13 in their Pupil's Books.</li> <li>• Work in pairs and talk about what they like to eat for lunch and dinner. They make a list together. Offer any words in English they might not know.</li> <li>• Write the title as shown in the example poster on page 49. At the top of the page, write, <i>Breakfast, Lunch</i> and <i>Dinner</i>; then draw the food or stick pictures of food they have brought from home onto the page below the headings.</li> <li>• Share their posters with a partner; then talk about their favourite meals</li> </ul>

	on their projects.	<ul style="list-style-type: none"> <li>• Display pupils' posters in the classroom.</li> <li>• Listen to T's feedback on their projects.</li> </ul>
<b>AB page 44</b> <b>5 min</b>	<p><b><i>Read. Then look and number.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 10 in their Activity Books.</li> <li>• Ask pupils to read the sentences to decide which meal is described. They write the sentence number in the box next to the correct picture.</li> </ul> <p>Activity answer key: toast and bananas 1 cereal 2 pizza 3 fish and salad 4</p> <p><b><i>Find and circle.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 11 in their Activity Books.</li> <li>• Ask pupils to find the food words in the puzzle and circle them.</li> <li>• Ask pupils to check their answers in pairs.</li> <li>• Early finishers may label the pictures.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at Activity 10 in their Activity Books.</li> <li>• Read the sentences to decide which meal is describe; then write the sentence number in the box next to the correct picture.</li> <li>• Look at Activity 11 in their Activity Books.</li> <li>• Find the food words in the puzzle and circle them.</li> <li>• Check their answers in pairs.</li> <li>• Early finishers may label the pictures.</li> </ul>
<b>POP QUIZ</b>		
<b>5 min</b>	<ul style="list-style-type: none"> <li>• Ask pupils, <i>How many food words do you know now?</i> Give pupils a minute to tell their partner the new words they know.</li> <li>• Ask pupils, <i>Where are you on your learning adventure?</i> Ask pupils which words they find easiest or most difficult to remember.</li> <li>• Tell pupils, <i>Well done!</i> to reinforce the progress they are making.</li> </ul>	<ul style="list-style-type: none"> <li>• Tell their partner the new words they know.</li> <li>• Say which words they find easiest or most difficult to remember.</li> </ul>

	<ul style="list-style-type: none"><li>• Hold up the food flashcards or photos of food from magazine one by one. Pupils call out breakfast/lunch/dinner, depending on when that particular food is usually eaten. Also use local specialities and suggest English names for the dishes when possible.</li></ul>	<ul style="list-style-type: none"><li>• See the food flashcards or photos of food from magazine one by one and call out breakfast/lunch/dinner, depending on when that particular food is usually eaten. Also use local specialities and suggest English names for the dishes when possible.</li></ul>
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**UNIT 6: FOOD - LESSON 7*****Learning objectives***

- Can assess what I have learnt in Unit 6

***Recycled language***

- Food
- I like (toast) for (breakfast).
- I don't like (fish).

***Resources and Materials***

- Pupil's Book page 50
- Activity Book page 45
- Audio CD2 track 46
- Flashcards and pictures
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
<b>INTRODUCTION</b>		
<b><i>Warm-up</i></b> <b>5 min</b>	<p><b>Write.</b></p> <ul style="list-style-type: none"> <li>• Show the activity on the board and write the first sentence. Nominate a pupil to complete the sentence (<i>I like bananas.</i>).</li> <li>• Put pupils into two teams and have them take turns to go to the board to complete the sentence. If a team gets it wrong, the other team gets a go at completing the sentence.</li> <li>• At the end, go through the sentences together, spelling out the words.</li> </ul> <p>Activity answer key:</p> <p><b>1</b> I like bananas.  <b>2</b> I don't like hot dogs.  <b>3</b> I don't like apples.  <b>4</b> I like chicken.</p>	<ul style="list-style-type: none"> <li>• See the activity on the board and look at the first sentence, complete the sentence</li> <li>• Work in two teams and take turns to go to the board to complete the sentence. If a team gets it wrong, the other team gets a go at completing the sentence.</li> <li>• At the end, go through the sentences together, spelling out the words.</li> </ul>
<b><i>Learning adventure</i></b> <b>2 min</b>	<ul style="list-style-type: none"> <li>• Have pupils look at the lesson 7 and the lesson objective, <i>We're thinking</i></li> </ul>	<ul style="list-style-type: none"> <li>• Look at the lesson 7 and the lesson objective</li> </ul>

	<p><i>about our learning adventure.</i></p> <ul style="list-style-type: none"> <li>Ask pupils if they can remember the things they have been learning in this unit, e.g. <i>How many food words can you remember?</i> Put their ideas on the board.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Say the things they have been learning in this unit if they can remember</li> <li>Listen and answer the question</li> </ul>
<b>PRACTICE</b>		
<b>PB page 50, Act.14</b> <b>5 min</b>	<p><b><i>Look and write. Then say.</i></b></p> <ul style="list-style-type: none"> <li>Ask pupils to look at Activity 14 in their Pupil's Books.</li> <li>Ask pupils to point to the appropriate words in the word bank as you read the words aloud</li> <li>Ask pupils to look at the pictures and say the food words.</li> <li>Finally, Ask pupils to write the name of the food under each picture, choosing from the words in the word bank.</li> <li>Ask pupils to stick the star sticker in place if they feel they have learnt the unit vocabulary words successfully.</li> </ul> <p>Activity answer key:  <b>1</b> rice <b>2</b> egg <b>3</b> chicken <b>4</b> apple <b>5</b> fish <b>6</b> banana <b>7</b> pizza <b>8</b> burger <b>9</b> hot dog</p>	<ul style="list-style-type: none"> <li>Look at Activity 14 in their Pupil's Books.</li> <li>Point to the appropriate words in the word bank as you read the words aloud.</li> <li>Look at the pictures and say the food words.</li> <li>Write the name of the food under each picture, choosing from the words in the word bank.</li> <li>Stick the star sticker in place if they feel they have learnt the unit vocabulary words successfully.</li> </ul>
<b>PB page 50, Act.15</b> <b>5 min</b>	<p><b><i>Draw two foods you like and don't like. Write</i></b></p> <ul style="list-style-type: none"> <li>Ask pupils to look at Activity 15 in their Pupil's Books.</li> <li>Ask pupils to choose two foods they like and two they don't like. They draw the food on the appropriate plate.</li> <li>Ask pupils to complete the sentences</li> </ul>	<ul style="list-style-type: none"> <li>Look at Activity 15 in their Pupil's Books.</li> <li>Choose two foods they like and two they don't like. They draw the food on the appropriate plate.</li> </ul>

	<p>under the plates.</p> <ul style="list-style-type: none"> <li>• Invite pupils to the board to share their artwork with the class and read their sentences aloud.</li> <li>• Ask pupils to stick the star sticker in place if they feel they have done this successfully.</li> </ul> <p><b><i>Look at Activity 15. Say with a partner.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 16 in their Pupil's Books.</li> <li>• Ask pupils to read the speech bubbles on the page. They then tell their partner about the food they like and dislike. Share likes and dislikes around the class.</li> <li>• Pupils stick the star sticker in place if they feel they have learnt the unit structures successfully.</li> </ul>	<ul style="list-style-type: none"> <li>• Then complete the sentences under the plates.</li> <li>• Some pupils come to the board to share their artwork with the class and read their sentences aloud.</li> <li>• Stick the star sticker in place if they feel they have done this successfully.</li> <li>• Look at Activity 16 in their Pupil's Books.</li> <li>• Read the speech bubbles on the page. They then tell their partner about the food they like and dislike. Share likes and dislikes around the class.</li> <li>• Stick the star sticker in place if they feel they have learnt the unit structures successfully.</li> </ul>
	<p><b><i>Read and choose.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at the pictures. Do the first question together as a class. Pupils look at the sentence and decide which picture is correct (<i>fish</i>).</li> <li>• Put pupils into groups and ask them to work out the answers. Give pupils a minute to choose the correct answer and then click through to the next screen.</li> <li>• Go through the answers as a class, calling on different groups to give you their answer. Review any incorrect answers.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at the pictures; look at the sentence and decide which picture is correct</li> <li>• Work in groups to work out the answers and choose the correct answer; then move to the next screen.</li> </ul>
<b>AB page 45 5 min</b>	<p><b><i>Listen and circle. Then write.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 12 in their Activity Books.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at Activity 12 in their Activity Books.</li> </ul>

[illegible]



	<p><b><i>Say the Unit 6 words.</i></b></p> <ul style="list-style-type: none"><li>• Tell pupils that we are reviewing the words that have been learnt in the unit.</li><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• Review the words that have been learnt in the unit.</li><li>• Work in pairs; look at the pictures and say the words. Review any difficult words.</li></ul>
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**UNIT 6: FOOD - LESSON 8*****Learning objectives***

- Can use what I have learnt in Unit 6

***Recycled language***

- Food

***Resources and Materials***

- Pupil's Book page 51
- Activity Book page 61
- Stickers, pictures, photos
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
<b>INTRODUCTION</b>		
<b><i>Warm-up</i></b> <b>5 min</b>	<ul style="list-style-type: none"> <li>• Show the pictures on the board and have pupils say all the different foods they like. Then say the first food item (<i>apples</i>) and ask <i>Do you like apples?</i></li> <li>• Pupils who like apples all stand up and together say <i>I like apples</i>, then pupils who don't like them stand up and say <i>I don't like apples</i>. Repeat with all foods.</li> </ul>	<ul style="list-style-type: none"> <li>• See the pictures on the board and say all the different foods they like. Then listen the first food item and answer</li> <li>• Pupils who like apples all stand up and together say <i>I like apples</i>, then pupils who don't like them stand up and say <i>I don't like apples</i>. Repeat with all foods.</li> </ul>
<b><i>Learning adventure</i></b> <b>2 min</b>	<ul style="list-style-type: none"> <li>• Have pupils look at the lesson 8 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.</li> <li>• Look at the lesson objective: <i>We're playing a game about food.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Look at the lesson 8; 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 objective</li> </ul>
<b>PRACTICE</b>		
<b><i>GAME</i></b> <b>PB page 51, Act.17</b>	<b><i>Play the game.</i></b> <ul style="list-style-type: none"> <li>• Ask pupils to look at Activity 17 in their Pupil's Books.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at Activity 17 in their Pupil's Books.</li> </ul>

7 min	<ul style="list-style-type: none"> <li>• Point to each of the items on the food cards. Ask pupils to say each food.</li> <li>• Explain the key at the top of the activity. Tell them that each number on the die represents a different food as shown in the key.</li> <li>• Divide pupils in pairs and give each pair a die. Ask them to throw the die a few times and say the number.</li> <li>• Throw a die. Say the number, e.g. Number 2 and ask pupils to say which food it represents, e.g. <i>Hot dogs</i>.</li> <li>• Each pupil chooses one of the meal cards from the book. Pupils take turns throwing the die and trying to collect each item on their card. As they collect each item, they say the word and tick the box next to it. The pupil who ticks all the boxes first wins the game.</li> <li>• Ask pupils to be able to play again, choosing different meal cards or with a different partner.</li> </ul>	<ul style="list-style-type: none"> <li>• look at each of the items on the food cards and say each food.</li> <li>• Pay attention to T's explanation</li> <li>• Work in pairs; throw the die a few times and say the number.</li> <li>• Look at number 2 and say which food it represents</li> <li>• Listen to T's instruction and play the game</li> <li>• Then play again, choosing different meal cards or with a different partner.</li> </ul>
	<p><b><i>Look and choose.</i></b></p> <ul style="list-style-type: none"> <li>• Ask pupils to look at the pictures. Do the first question together as a class. Pupils look at the picture and decide which sentence is correct (<i>I don't like rice</i>).</li> <li>• Put pupils into groups and ask them to work out the answers. Give pupils a minute to choose the correct answer and then click</li> </ul>	<ul style="list-style-type: none"> <li>• Look at the pictures and decide which sentence is correct</li> <li>• Work in groups to work out the answers; then choose the correct answer and then click through to the next screen.</li> </ul>

	<p>through to the next screen.</p> <ul style="list-style-type: none"> <li>Go through the answers as a class, calling on different groups to give you their answer. Review any incorrect answers.</li> </ul> <p>Activity answer key:</p> <p><b>1</b> I don't like rice.</p> <p><b>2</b> I like apples.</p> <p><b>3</b> I don't like hot dogs.</p> <p><b>4</b> I like chicken.</p>	
<b>AB page 61</b> <b>5 min</b>	<ul style="list-style-type: none"> <li>Ask pupils to colour the food pictures in the Picture dictionary.</li> <li>Ask pupils to be able to play a game in pairs. Each pupil takes turns to say a word and his /her partner points to the correct picture.</li> <li>Stronger pupils may wish to cover the written words below each picture.</li> </ul>	<ul style="list-style-type: none"> <li>Colour the food pictures in the Picture dictionary.</li> <li>Then play a game in pairs. Each pupil takes turns to say a word and his /her partner points to the correct picture.</li> <li>Stronger pupils may wish to cover the written words below each picture.</li> </ul>
<b>Consolidation and extension worksheet 6</b>	<ul style="list-style-type: none"> <li>Ask pupils to complete the consolidation and extension activities on Worksheet 6 page 118</li> </ul>	<ul style="list-style-type: none"> <li>Complete the consolidation and extension activities on Worksheet 6 page 118</li> </ul>
<b>POP QUIZ</b>		
<b>5 min</b>	<ul style="list-style-type: none"> <li>Ask pupils to get into pairs and to think about what they remember from Unit 6. Ask them to tell each other if they feel ready for Unit 7.</li> </ul>	<ul style="list-style-type: none"> <li>Get into pairs and to think about what they remember from Unit 6; then tell each other if they feel ready for Unit 7.</li> </ul>
<b>What I Know</b>	<ul style="list-style-type: none"> <li>Tell pupils that for homework, they will check and review what they learnt in the unit.</li> </ul> <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</i></p>	<ul style="list-style-type: none"> <li>Do the homework; check and review what they learnt in the unit.</li> <li>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</li> </ul>

	<p><i>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"> <li>• 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.</li> </ul>	<p>not, they should drag it into the <i>I don't know</i> box.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Review the words, pupils repeat the <i>What I Know</i> activity and see how many more words they can remember this time.</li> </ul>
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