

OBJECTIVES: By the end of the lesson, pupils will have learned to name and talk about different foods.

● **TARGET LANGUAGE**

Key language: *bread, water, milk, juice, chicken, eggs, chips, rice, potatoes, carrots, lemons, meat*

Additional language: *breakfast, dinner, lunch, tea, evening, fridge, food, list*

Revision: *kitchen, chocolate cake, table, oranges, bananas, apples, burgers, ice cream, fish, sofa, cupboard, clock, lamp, bath, favourite, school*

● **MATERIALS REQUIRED**

Flashcards: (food) 58–65, 93, 94, 96

Kids Box 1 Flashcards: (food) 91, 92, 96 or pictures to show: bananas, apples, ice cream

Picture of fish

Extra activity 1: Two rolled up newspapers

Optional: *Kid's Box Teacher's Resource Book 2* Unit 6

Reinforcement worksheet 1 (page 39)

Warmer

- Write *Food* in the centre of the board. Elicit food words from pupils (they will give ones they know) and show the pictures as they say them. Stick the pictures around the word to show they are a word family. Elicit which foods they like.

Presentation

- Elicit/teach the new food vocabulary using the flashcards. Show each flashcard in turn and elicit/teach the word. Pupils repeat in chorus and then in groups. Stick the flashcard (picture side) on the board as part of the food family. Point to each of the new food flashcards in turn. Pupils chorus the word. Turn the flashcard to show the word side. Pupils repeat again.

PB40. ACTIVITY 1. Listen and point.

- Say *Open your Pupil's Books at page 40, please*. Elicit what pupils can see in the picture to review food words and characters. Say *Can you find the hidden star?* Pupils look and check in pairs. Elicit where it is (on the fridge). Pupils say *Here it is*. Teach *fridge* and check understanding. Say *Listen and point to the food*. Play the CD. Pupils listen and point to the food. Set the focus listening questions: *What's Mr Star doing? What's Suzy's favourite drink? What's for dinner?* Play the CD. Pupils listen for the answers. They check in pairs. Check with the class (Making dinner, Milk, Chicken and rice) and encourage pupils to say *Chicken and rice* as it's said on the CD. Check comprehension of the different meals (*dinner, tea, breakfast, lunch*) and the times people eat them. Check what food the Star family say is for different meals. Pupils listen again to check (breakfast: bread and milk, lunch: egg and chips, tea: chocolate cake, dinner: chicken and rice). Elicit if that's what pupils have for their meals.

CD 2, 19

SIMON: What are you doing, Dad?

MR STAR: I'm making dinner. This evening we've got bread and water.

STELLA: No, we can't have bread and water for dinner, Dad. We have bread and milk for breakfast.

SUZY: Hmm. Milk's my favourite drink.

SIMON: Orange juice is my favourite.

SUZY: So, what is for dinner, Daddy?

SIMON: Let's have egg and chips.

STELLA: No, Simon! We have egg and chips at school for lunch.

SUZY: Let's have chocolate cake!

MR STAR: No, Suzy. Chocolate cake's for tea.

ALL THREE CHILDREN: So, what's for dinner?

MR STAR: Hmm ... for dinner? It's your favourite, it's my favourite, it's our favourite. This evening we've got ... Dad's Star dinner! ... Chicken and rice!

STELLA, SIMON AND SUZY: Lovely.

PB40. ACTIVITY 2. Listen and repeat.

- Say *Now listen and repeat*. Play the CD. Pupils repeat the words in chorus. Listen for correct pronunciation of the plurals, of *chicken* and of the consonant clusters *-lk*, *-ggs*, *-ps*.

CD 2, 20

Bread, water, milk, juice, chicken, eggs, chips, rice

AB40. ACTIVITY 1. Read the lists and find the food.

- Say *Open your Activity Books at page 40, please*. Focus pupils on the two shopping lists on the page and on the grid of pictures. Check understanding of the vocabulary. The following words are new for pupils: *potatoes, carrots, lemons, meat*. Pupils take out a pencil, find 'A Start' on the grid and read the first items on A's shopping list (oranges, bread, rice). They draw a line on the grid from oranges to bread to rice. They work individually, continuing in this way, for lists A and B, until they reach 'A Finish' and 'B Finish'.

Extra activities: see page T119–T120 (if time)

Optional activity

- Unit 5 Reinforcement worksheet from *Teacher's Resource Book 2* pages 38 and 39.

Ending the lesson

- Teach the following chant to pupils. They repeat it softly, loudly, in groups, pairs, going faster and faster each time. Note: The first line is countable nouns; the second uncountable nouns. Don't focus on this, but it will be a useful mnemonic for pupils later on.
Apples, oranges, bananas, pears
Water, milk, rice, bread
Chicken and chips, chicken and chips

OBJECTIVES: By the end of the lesson, pupils will have had more practice talking about food and sung a song.

● **TARGET LANGUAGE**

Key language: *We're having ... , mum, afternoon, lunch time, morning, garden, our, dad*

Additional language: *with, floats, sinks*

Revision: *friends, food words, What's this? What are these?*

● **MATERIALS REQUIRED**

Flashcards: (food) 58–65, 93, 94, 96

Kids Box / Flashcards: (food) 91, 92, 96 or pictures to show: bananas, apples, ice cream

Picture of fish

The following written on a large piece of paper:

My favourite meal is _____ .

For _____ I like eating

_____ .

Photocopiable 6a (see page T105), one copy for each pupil, crayons, a bucket half full of water and six real food objects, e.g. an egg, a banana, a pear, a lemon, a tomato, a carrot

Optional: *Kid's Box Teacher's Resource Book 2* Unit 6 song worksheet (page 43)

Warmer

- Review the food words and meals. Display the flashcards (picture side). Say *It's breakfast time. I'm having milk.* Pupil I continues: *It's breakfast time. I'm having milk and bananas.* Continue with three or four more pupils adding to the list. If the class disagrees with food at that meal, they shout *Change!* Then the game starts again with another meal, e.g. *It's lunch time. I'm having chicken.*

PB41. ACTIVITY 3. Listen and point. Sing.

- Say *Open your Pupil's Books at page 41, please.* Elicit what pupils can see in the pictures and encourage them to guess which meal it is: *breakfast, lunch, tea, dinner.*
- Play the CD. Pupils listen and check their guesses. Elicit what the children are eating for each meal and check understanding of *morning, evening, garden, mum, dad.* Play the CD again in sections. Pupils repeat. Continue until pupils have learnt the song. Pupils sing the song without the CD, as a class and in pairs. Divide the class into four, one group for each meal. They sing their part of the song. Swap roles and repeat.

CD 2, 21

It's morning. It's morning.

We're having breakfast with our mum.

Bread and milk, bread and milk.

It's morning. It's morning.

It's lunchtime. It's lunchtime.

We're having lunch with our friends.

Egg and chips, egg and chips.

It's lunchtime. It's lunchtime.

It's afternoon. It's afternoon.

We're having tea in the garden.

Chocolate cake, chocolate cake.

We're having tea in the afternoon.

It's evening. It's evening.

We're having dinner with Mum and Dad.

Chicken and rice, chicken and rice.

It's evening. It's evening. [Repeat]

CD 2, 22

Now sing the song again. (Karaoke version)

PB41. ACTIVITY 4. Point, ask and answer.

- Point to one of the food flashcards on the board (e.g. rice). Ask *What's this?* Pupils: *It's rice.* Point to the eggs and ask *What are these?* Pupils: *They're eggs.* Say *Look at Activity 4.* Ask and answer about the pictures. Work in pairs. Pupils use the model and ask and answer about the pictures in Activity 3. Monitor pupils and check for use of singular and plural (*'s this / are these*).

Photocopiable 6a: see pages T98 and T105

AB41. ACTIVITY 2. Find and colour.

- Say *Open your Activity Books at page 41, please.* Focus pupils on the sentences. Check they understand what to do. They work in pairs and find all the food, e.g. pears, carrots. Check with the class how many there are of each one. Pupils then colour the food according to the instructions.

Key: pears (5) green, carrots (7) orange, tomatoes (4) red, chicken (3) brown, meat (2) slices red, lemons (6) yellow

AB41. ACTIVITY 3. Draw and write about your favourite food. Ask and answer.

- Remind pupils of the diagrams they did for Extra activity 2 in the previous lesson (if appropriate). Elicit what their favourite food for breakfast/lunch/dinner is. Pupils draw their favourite food for one of these meals in their books. Display the model text (see Materials required) on the board. Pupils use the model to help them write their text. Monitor and help where necessary. In pairs, pupils ask and answer about their favourite food.

Extra activity: see page T120 (if time)

Optional activity

- Pupils complete the Unit 6 song worksheet from *Teacher's Resource Book 2* pages 38 and 43.

Ending the lesson

- Sing the song again with the class. Pupils only sing the verse which is about their favourite meal. Count the singers for each meal and announce the class's favourite meal.

OBJECTIVES: By the end of the lesson, pupils will have practised asking politely for different foods.

● **TARGET LANGUAGE**

Key language: polite request *Can I have ... ? Here you are, brown bread*

Additional language: *tonight, after, good, but*

Revision: food vocabulary, *dinner time, some, thank you, please, I'm sorry, favourite*

● **MATERIALS REQUIRED**

Extra activity 1: CD of lively music

Extra activity 2: a piece of paper for each pupil

Warmer

- Play a Spelling bee game. Write the 15 food words: *bread, water, milk, juice, chicken, eggs, chips, rice, chocolate cake, oranges, bananas, apples, burgers, fish, ice cream* in your notebook and write a number between 1 and 15 next to each one. Divide the class into two teams: A and B. A member from Team A chooses a number between 1 and 15, e.g. 5. On your list, word 5 is, e.g. *meat*. Say *Spell meat*. If the pupil spells it correctly, they win two points for their team. If not, a pupil from Team B has a go. If he/she spells it correctly, the team wins one point. Team B then chooses a number. Play continues until all words are spelt. The team with the most points is the winner. Make sure different pupils in each team have a go at spelling out.

PB42. ACTIVITY 5. Listen and answer.

- Say *Open your Pupil's Books at page 42, please*. Elicit what and who pupils can see. Set the pre-listening questions: *What are the Star family doing? What are they drinking? What meal is it?* Play the CD. Pupils listen for the answers. They check in pairs. Check with the class (Eating and drinking, Fruit juice: orange/apple, Dinner). Play the CD again. Stop after // and check comprehension.
 - a. *What's Suzy drinking?* (orange juice). Elicit her question *Can I have some fruit juice, please?*
 - b. *What's Stella eating?* (brown bread). Elicit her question *Can I have some brown bread, please?* and Mrs Star's answer *Here you are*.
- Play the last part of the CD. Elicit Simon's question *Can I have some egg and chips, please?* and Mr Star's reply *No, Simon. I'm sorry*.

CD 2, 23

MR STAR: Come on, everybody. Sit down. It's dinner time.

ALL THREE CHILDREN: OK, Dad.

SUZY: Can I have some fruit juice, please, Mum?

MRS STAR: Yes, Suzy. Orange juice or apple juice?

SUZY: Orange juice, please.

MRS STAR: Here you are.

SUZY: Thank you. // a.

STELLA: Can I have some brown bread, please?

MRS STAR: Here you are.

STELLA: Thanks. // b.

SIMON: Can I have some egg and chips, please?

MR STAR: No, Simon. I'm sorry. It's chicken and rice for dinner tonight, but, if you're good, you can have chocolate ice cream after.

SIMON: Hmm, great! Chocolate ice cream's my favourite.

PB42. ACTIVITY 6. Listen and repeat.

- Say *Listen to the CD. Repeat what they say*. Play the CD. Pupils listen and repeat in chorus. Divide the class into two. One half says the first line; the other half replies with the second line. Groups change roles. Repeat for lines 3 and 4.

CD 2, 24

SUZY: Can I have some fruit juice, please, Mum?

MRS STAR: Here you are.

STELLA: Can I have some brown bread, please?

MR STAR: Here you are.

AB42. ACTIVITY 4. Listen and tick (✓) or cross (X). [YLE]

- Say *Open your Activity Books at page 42, please*. Elicit what pupils can see in the pictures. Say, *Look at number 1*. Play number 1 on the CD. Elicit from pupils if it's the right question or not (no). Say *No, it isn't the right question. There's a cross in the box. Tick for yes. Cross for no*. Play the CD. Pupils tick or cross. They check in pairs. Play the CD again. Check with the class. Elicit the requests for each one and the corrected requests for the crossed boxes.

Key: 2 ✓, 3 X Juice, please. 4 ✓

CD 2, 25

1. Can I have some carrots, please?
Here you are.
2. Can I have some bread, please?
Here you are.
3. Can I have a drink, please?
Milk, fruit juice or water?
Water, please.
Here you are.
4. Can I have some cake, please?
Here you are.

AB42. ACTIVITY 5. Read and write the numbers.

- Focus pupils on the pictures in Activity 5 and on the text under the pictures. Review/elicite the conversations from Activity Book Activity 4 and Pupil's Book Activity 5. Pupils work individually. They look at the pictures and sequence the two conversations by numbering the sentences in each column. They check in pairs. Check with the class by eliciting the dialogues from pairs. Give different pairs opportunities to repeat the correct dialogues.

Key: 4, 1, 3, 2, 2, 4, 1, 3.

Extra activities: see page T120 (if time)

Ending the lesson

- Review the chant below. Divide the class into two groups. One group asks the questions; the other chants the reply. Divide the class into six groups. Give each group a line. Groups stand up to chant their line and then sit down again. Give groups different lines and repeat.
What's for breakfast? What's for breakfast?
Apples, oranges, bananas, pears.
What's for lunch? What's for lunch?
Water, milk, rice, bread.
What's for dinner? What's for dinner?
Chicken and chips, chicken and chips.

OBJECTIVES: By the end of the lesson, pupils will have had further practice asking and answering politely.

● **TARGET LANGUAGE**

Additional language: *bingo*

Revision: *Can I have ... ? Here you are, favourite, lunch, friend, My name's ... , morning, at night, supper, food vocabulary*

● **MATERIALS REQUIRED**

Flashcards: (food) 58–65, 93, 94, 96

Kid's Box 1 Flashcards (food): 91, 92, 96 or pictures to show: bananas, apples, ice cream

Picture of fish

Small pieces of paper (four per pupil) to cover the bingo squares in Pupil's Book Activity 7

Optional: *Kid's Box Teacher's Resource Book 2* Unit 6

Reinforcement worksheet 2 and Extension worksheet 1 (pages 40 and 41)

Warmer

- Display the food flashcards around the room. Pupils stand up. Say, e.g. *Breakfast*. Pupils point to a food that they eat for breakfast. Repeat for *Lunch* and *Dinner* and then say the words quickly at random. Pupils point each time.

PB43. ACTIVITY 7. Play bingo.

- Say *Open your Pupil's Books at page 43, please*. Elicit what foods pupils can see in the pictures. Pupils choose one column of four foods. They cover the others with their notebooks. Hand out four small pieces of paper to each pupil. Call out the foods at random. Pupils cover food in their columns with a piece of paper when they hear it. The first to cover all four shouts *Bingo!* Elicit the foods from the pupil to check. Repeat. Pupils choose other columns each time.
- Pupils play the game in groups of four, one pupil taking turns to be the caller each time.

PB43. ACTIVITY 8. Read and answer. [YLE]

- Focus pupils on the picture and on the text. Say *This is a story about Alex. Read the story*. Pupils read the story again in pairs, this time working out what the picture words are. Check by going around the class asking pupils to read sections aloud. Don't force pupils to read aloud if they don't want to. Check comprehension using the questions at the bottom of the page.

Key: fish, chips, Fish, chicken, fruit, milk, meat, rice
1 Fruit and milk. 2 Chicken. 3 Meat and rice.

AB43. ACTIVITY 6. Read and choose a word from the box. Write the word next to numbers 1-5. There is one example. [YLE]

- Say *Open your Activity Books at page 43, please*. Read the instructions at the top of the page and explain that the pupils are going to read a puzzle (or riddle) about a thing, person or place. Read the text aloud, pausing at the spaces and talking about what type of word the pupils need to write, but not eliciting answers. Point out that the final line 'What am I? I'm a kitchen.' is the solution to the riddle.
- Make sure pupils know that they have to choose words from the box at the bottom of the page to complete the riddle (and that they don't need to use all the words). Focus on the example answer and show them that it is from the box. Pupils work individually to complete the text. They write in pencil and then compare their answers in pairs. Elicit answers and ask pupils which words they didn't use (*teacher, chairs*).

Key: 1 brother, 2 oranges, 3 milk, 4 banana, 5 egg

Extra activities: see page T120 (if time)

Optional activity

- Unit 6 Reinforcement worksheet 2 and Extension worksheet 1 from *Teacher's Resource Book 2* pages 38, 40, 41.

Ending the lesson

- Display the food flashcards (pictures) around the room. Write ten scrambled food words on the board, e.g. *klim, tame, nasaban, hicckne*. Pupils work in pairs to unscramble them, find the picture and put it next to the right word on the board.

OBJECTIVES: By the end of the lesson, pupils will be able to identify and say the sound *ch* /tʃ/ and have had more practice asking and answering questions.

● **TARGET LANGUAGE**

Key language: the phoneme /tʃ/ as in *chicken, kitchen*

Additional language: *very, only, a lot*

Revision: *Can I have some ... , please? Here you are, cooking, kitchen*

● **MATERIALS REQUIRED**

Photocopiable 6b, (see T106) one copy for each pair of students, cut in half

Extra activity 2: Flashcards: (food) 58–65, 93, 94, 96

Kid's Box 1 Flashcards (food): 91, 92, 96 or pictures to show: bananas, apples, ice cream

Warmer

- Sing the chant below. Pupils take turns to ask and answer and to stand up and sit down.

What's for breakfast? What's for breakfast?

Apples, oranges, bananas, pears.

What's for lunch? What's for lunch?

Water, milk, rice, bread.

What's for dinner? What's for dinner?

Chicken and chips, chicken and chips.

PB44. ACTIVITY 9. Monty's phonics.

- Say *Open your Pupil's Books at page 44, please.* Point to the small pictures and say them, emphasizing the sound /tʃ/. Pupils practise pronunciation of each word. Point at the large picture and say *Look! Where are the chickens? (In the kitchen.) What are they doing? (Cooking).* Say *Now listen to Monty, point and repeat.*
- Play the CD. Pupils listen and repeat the sounds, words, and sentence using the same tone and speed as Monty.
- Play the CD. Pupils listen and repeat in chorus. Play the CD again. This time pupils repeat in groups and then in pairs. They try saying the tongue twister as fast as they can. Ask volunteers to say it quickly to the class.
- Write the tongue twister on the board and elicit the /tʃ/ sounds. Underline them. Ask pupils if they can think of other words with this sound (chair, chocolate).

Key: The chickens are cooking in the kitchen.

CD 2, 26

MONTY: Hi, I'm Monty! Repeat after me!

/tʃ/, /tʃ/, chicken

/tʃ/, /tʃ/, kitchen

The chickens are cooking in the kitchen!

The chickens are cooking in the kitchen!

The chickens are cooking in the kitchen!

Photocopiable 6b: see below and pages 98 and T106

PB44. ACTIVITY 10. Ask and answer.

- Write six food words on the board. Review asking politely for food and drink. Point to, e.g. *apples* and prompt a pupil (1) to ask another pupil (2) *Can I have some apples, please?* Make a thumbs up gesture to Pupil 2. The pupil responds *Here you are* and mimes handing over the apples. Repeat with another two pupils, but pointing to a different food word. After Pupil 1 asks the question, make a thumbs down gesture to Pupil 2 who replies *No, (name). I'm sorry.* Repeat for the other food words for practice.
- Hand out copies of Photocopiable 6b (see page T106); part A to half the class, and part B to the other half. Make sure pupils know if they are A or B. Teach/check the words *customer* and *shopkeeper*. Say Pupil A, *you are the customer.* Pupil B, *you are the shopkeeper.* All the pupils who are 'A' look at the items on their shopping list, while all the pupils who are 'B' look at the items on sale in their shop. Monitor this reading stage and answer any questions.
- Point out the target language in the speech bubbles at the top of each worksheet. Check pupils know which lines are for the customer and which are for the shopkeeper. Drill the target language.
- Pupils work in pairs, A and B. Pupil A asks for the items on his/her shopping list. Pupil B looks at the items on sale in his/her shop. If the item is available, it should be sold. Pupil A ticks or crosses the items on his/her shopping list when he/she knows whether they are available at the shop.
- Pupils exchange roles (Pupil A becomes the shopkeeper and Pupil B is the customer). Pupils compare their worksheets at the end of the activity to check that their answers are correct.

AB44. ACTIVITY 7. Listen write the words.

- Say *Open your Activity Books at page 44, please. Say Look at the pictures. All the words have the sound 'ch'. Look and think.* Give pupils time to guess what each word is and how to say it.
- Play the example on the CD and point to the answer on the first line. Play the rest of the CD, pausing for pupils to repeat the word and to write. They check answers in pairs.
- Play the CD again. Correct as a class.

Key: 2 chicken, 3 teacher, 4 chips, 5 watch, 6 lunch, 7 chair, 8 kitchen

CD 2, 27

1. children; 2. chicken; 3. teacher; 4. chips; 5. watch; 6. lunch
7. chair; 8. kitchen

AB44. ACTIVITY 8. Write the words and the letters. [YLE]

- Go through the example for Activity 8. Pupils work individually, solve the anagrams and match the words with the pictures. They check in pairs. Check with the class.

Key: 2 milk b, 3 chips a, 4 rice f, 5 water h, 6 chicken d, 7 juice e, 8 bread c

Extra activity: see page T120 (if time)

Ending the lesson

- Do the tongue twister again once with the class. Invite groups of four pupils to come to the front and say it quickly to the other pupils.

OBJECTIVES: By the end of the lesson, pupils will have read a story and reviewed language from the unit.

● **TARGET LANGUAGE**

Key language: language from the unit

Additional language: *It isn't mine, There isn't ... , picnic*

Revision: *yours, mine, food vocabulary, colours*

● **MATERIALS REQUIRED**

Two rolled up newspapers for the Warmer

Extra activity 2: Flashcards: (food) 58–65

Kid's Box 1 Flashcards (food): 91, 92, 96 or pictures to show:

bananas, apples, ice cream

Pictures of oranges and fish

Optional: *Teacher's Resource Book 2* Unit 6 Extension worksheet 2 (page 42) and/or animated version of the Unit 6 story from *Kid's Box 2 Interactive DVD* (Suzy's room section), Test Units 1-6 from *Kid's Box 2 Teacher's Resource Book* (pages 100–114),

Kid's Box 2 Language Portfolio page 4

Warmer

- Display the food flashcards (word side) over the board. Make two teams. Teams line up, pupils one behind another, facing the board. Hand a rolled up newspaper to the two pupils at the front. Say, e.g. *Chicken*. Pupils run to hit the flashcard. The first to hit it takes the flashcard for the team. Repeat. The team with the most flashcards wins.

Story

PB45. ACTIVITY 11. *Listen to the story.*

- Say *Open your Pupil's Books at page 45, please*. Elicit who they can see (Trevor, Monty, Marie and Maskman) and what they're doing (eating / having a picnic). Set the pre-listening questions: *What's Marie eating? Is there any chocolate cake? Whose is the orange juice? What is Trevor eating? Say Listen and look*. Play the CD. Check with the class (Tomatoes and carrots, No, Marie's, A long brown pencil).
- Play the CD again. Pupils listen and repeat.
- Check comprehension by pointing to each picture in turn and asking, e.g. *What are they doing?* (Eating lunch). *What does Monty ask?* (Can I have some apple juice, please?). *Is there chocolate cake or chocolate ice cream?* (Ice cream).
- Ask pupils if they have picnics and what they like to eat.

CD 2, 28

Toys in the toy box,

Come alive.

Walk and talk,

On the count of five.

One, two, three, four, five.

MARIE: I'm having tomatoes and carrots.

MONTY: Can I have some apple juice, please?

MARIE: Here you are.

MASKMAN: Is there any chocolate cake?

TREVOR: No, there isn't, but there's some chocolate ice cream.

MASKMAN: Is this orange juice yours, Monty?

MONTY: No, it isn't mine. It's Marie's.

MASKMAN: What are you eating, Trevor? Is it chicken?

TREVOR: Er, no. It isn't chicken. It's a long brown pencil!

MARIE: Oh, Trevor!

PB45. ACTIVITY 12. *Listen and say 'yes' or 'no'.*

- Say *Listen to the CD. Are they the same as the story or not?* Play the first one as an example. Play the CD. Pupils whisper the answers to their partner. Play the CD again. Check with the class. Elicit the correct phrase for the 'No' answers.

Key:

No. I'm having tomatoes and carrots.; No. Can I have some apple juice, please?; Yes.; No. No, there isn't.; No. No, it isn't mine. It's Marie's.; Yes.

CD 2, 29

MARIE: I'm having chicken and rice.

MONTY: Can I have some milk, please?

MASKMAN: Is there any chocolate cake?

TREVOR: Yes, there is.

MONTY: No, it isn't mine. It's Trevor's.

TREVOR: Er, no. It isn't chicken. It's a long brown pencil!

AB45. MY PICTURE DICTIONARY.

- Say *Open your Activity Books at page 45, please. Look at the picture dictionary*. Pupils prepare the stickers.
- Point to the scrambled word in the first square and the example answer. Elicit the word (*chicken*). Say *Look at the letters. Unscramble the letters and write words. They are all food words*. Pupils work individually or in pairs to solve the anagrams. Check answers.
- Pupils prepare the classroom stickers and lay them out on their desks in the correct order. Check around the class before they stick them in their books.

Key: eggs, chips, milk, rice, bread

Extra activities: see page T120 (if time)

AB45. MY PROGRESS.

- Say *Let's read the sentences together*. Read the first sentence. Focus pupils on the words they wrote for My picture dictionary. Say *Good, you can write food words*. Read the second sentence and elicit from pupils what their favourite meal is. Repeat for the third sentence. Pupils work in pairs. They take turns to point to a sentence in their books and show each other / talk about what it says.
- Say *Now tick or cross the sentences*. Encourage pupils to practise so that they can tick all the statements and colour the star.

Optional activities

- Unit 6 Extension worksheet 2 (see pages 38 and 42 of *Teacher's Resource Book 2*).
- The animated version of the story from *Kid's Box 2 Interactive DVD* (Suzy's room section). See pages 41–45 of the *Teacher's* booklet for the *Interactive DVD*.
- The test for Units 1-6 from *Teacher's Resource Book 2*.

Language Portfolio

- Pupils complete page 4 of *Kid's Box 2 Language Portfolio* (*I can ... Units 4-6*).

Ending the lesson

- Sing the song from *Pupil's Book* page 41 again.

OBJECTIVES: By the end of the lesson, pupils will have asked and answered about where food comes from.

● **TARGET LANGUAGE**

Key language: *meat, plant, tree, Where is meat from? Eggs are from animals.*

Additional language: animals

Revision: *eggs, lemons, potatoes, carrots, milk*

● **MATERIALS REQUIRED**

Photographs/pictures of plants and trees, flashcards 66–71, *Kid's Box 1* Flashcards: animals

Warmer

- Draw or stick some pictures of various plants on the board in a group to teach the word *plants*. Add pictures of trees in a group and elicit/teach *trees*. Stick flashcards of different animals in a third group on the board and say *They are all ...* Pupils say *Animals*. Write the three key words under each group of pictures/photos.

Presentation

- Say *Open your Pupil's Books at page 46, please*. Point to the picture of Marie at the top of the page. Say *This is Marie's science*. Say *Today's lesson is about food*.

PB46. ACTIVITY 1. Look and say.

- Hold up your book. Point to e.g. the milk and say *What's this?* Elicit the word. Repeat for the other foods in the photos (also use the apples in the trees in the picture to elicit *apples*).
- Point to and read the question in the speech bubble *Where is milk from?* Pupils respond together *Animals*. Ask about lemons in the same way but emphasise *are* (*Where are lemons from?*). Talk briefly about the singular *is* and plural *are* so that pupils use the verb correctly in their questions. Say *Look and say*.
- Pupils work in pairs and use the labels on the large picture to help them ask and answer the questions.

Key: *Where is milk from? Animals. Where is meat from? Animals. Where are eggs from? Animals. Where are carrots from? Plants. Where are potatoes from? Plants. Where are lemons from? Trees.*

PB46. ACTIVITY 2. Listen and correct.

- Focus pupils on the photos. Say *Look at the eggs*. Play the CD for number 1. Elicit the answer *No, eggs are from animals*. Make sure the pupils say the verb and the source of the food. Play each one in turn. Pupils whisper the answer to their partner. Don't correct at this stage. Play the CD a second time. Stop after each one and correct as a class.

Key: 1 No, eggs are from animals. 2 No, lemons are from trees. 3 No, milk is from animals. 4 No, carrots are from plants. 5 No, potatoes are from plants. 6 No, meat is from animals.

CD 2, 30

1 Eggs are from trees. 2 Lemons are from animals. 3 Milk is from plants. 4 Carrots are from trees. 5 Potatoes are from animals. 6 Meat is from plants.

AB46. ACTIVITY 1. Read and match.

- Say *Open your Activity Books at page 46, please*. Hold up your book and point to the food words and the large picture. Say *Read and match*. Pupils draw lines from each word to the correct part of the picture (animal, plant or tree), e.g. a line from the word *milk* to a cow in the big picture. Monitor pupils as they are working and help those who are having difficulty.

AB46. ACTIVITY 2. Write the words.

- Hold up your book. Point to the outline of the cow's head and read *From animals*. Point at the word box and elicit a word which fits with the 'From animals' category (e.g. milk). Do the same with the other two categories if necessary. Say *Write the words*. Pupils work in pairs. Check by asking volunteer pairs for the answers.

Key: From animals: milk, eggs, meat, chicken ; From plants: potatoes, carrots, rice, tomatoes ; From trees: apples, bananas, lemons, pears

Extra activities: see page T120 (if time)

Ending the lesson

- End with quick questions from the lesson such as *Where are lemons from?* Pupils put their hands up to answer (*Trees*).

OBJECTIVES: By the end of the lesson, pupils will have listened to people describing different meals. They will have talked about good and bad food and their favourite food.

● **TARGET LANGUAGE**

Key language: *It's a bad/good breakfast/lunch/dinner, burger, fizzy drink, toast*

Additional language: *(Chicken) is very good for you, Dinner's on the table, Are your hands clean? Can I/we have..? Here you are.*

Revision: *chicken, egg, fruit, fruit juice, chips, carrots, potatoes, apples, tomatoes, oranges*

● **MATERIALS REQUIRED**

Flashcards/pictures of good and bad foods, e.g. fruits, chocolate, fruit juice, lemonade, a chicken dinner, burgers and chips

Warmer

- Write the word *Food and drink* at the top of the board and then draw two columns with the heading 'good' at the top of one and 'bad' at the top of the other. Elicit food and drink words to write in each column. Teach new vocabulary the pupils can use in the lesson, for example, *fizzy drink* and *burger*.

PB47. ACTIVITY 3. *Listen and say the number.*

- Say *Open your Pupil's Books at page 47, please.* Point to the word *breakfast* and tell pupils to look at pictures 1 and 2. Ask pupils *What food is there?* Elicit the food pupils know in the pictures (*some chocolate, some toast, a fizzy drink, an egg, some toast, fruit and fruit juice*). Don't worry about new words. Say *Listen and say the number.*
- Play the CD. Stop after the first dialogue. Give pupils time to think which picture is correct before asking for the answer from the class. Repeat for the pictures for lunch (picture 3 shows *chips and a drink*, picture 4 shows *chicken, potatoes, carrots, tomatoes and a drink*) and dinner (picture 5 shows *meat, potatoes, carrots and tomato juice* and picture 6 shows *cake and fizzy drink*).

Key: breakfast number 2, lunch number 4, dinner number 5

CD 2, 31

1.
Hello, Mum.
Hello. How are you this morning?
I'm OK, thanks.
Here's your breakfast: an egg, some toast and orange juice.
Mmm, lovely. Can I have some fruit, please?
Yes, of course.
Thanks, Mum.
That's a good breakfast.
Which breakfast is it?

2.
Hello, Miss Green. What have we got for lunch?
We've got chips; or chicken, potatoes, carrots and tomatoes.
Hmm. I love carrots. Can I have chicken, potatoes, carrots and tomatoes, please?

Yes, of course. Chicken is very good for you!
Yes, it is. And can I have some orange juice and an apple too, please?
Yes. Here you are.
Which lunch is it?

3.
Hello, Dad.
Hello. Dinner's on the table.
Mmm. Good!
Are your hands clean?
Yes, they are.
Good. There you are. Sit down. We've got a good dinner today.
We've got meat and potatoes with carrots and tomato juice.
Lovely! Can we have some fruit, too?
Yes. You can have some apples or oranges.
OK. Thanks Dad.
Which dinner is it?

PB47 ACTIVITY 4. *Ask and answer.*

- Hold up the Pupil's Book, point to picture number 1 and read the first speech bubble *What's number 1?* Pupils look at the picture and answer as in the example, *It's a bad breakfast.* Say *Ask and answer.* Pupils work in pairs to ask and answer in the same way for the different meals in the pictures.

Key: 1 It's a bad breakfast, 2 It's a good breakfast, 3 It's a bad lunch, 4 It's a good lunch, 5 It's a good dinner, 6 It's a bad dinner

AB47 ACTIVITY 3. *Draw your favourite food.*

- Draw two circles, one inside the other to look like a plate on the board. Under the plate write *for breakfast*. Then draw your favourite breakfast from the foods in the lesson e.g. *eggs, toast and juice*. Also draw some fruit on the plate e.g. *an apple*. Point to the apple, for example and say *What is it?* Pupils answer *apple*. Write the word next to the food or ask confident pupils to come and write the words. (Don't rub the drawing off the board as you may use it in Activity 4.)
- Say *Open your Activity Books at page 47, please.* Point to the circles. Say *Draw your favourite food. Think about your favourite food for breakfast, for lunch and for dinner.* Pupils work individually to draw their favourite food from the box on the three plates. Go around checking the pictures match with the words given. Pupils can also use words from the lesson not in the box, such as *toast*.

AB47. ACTIVITY 4. *Now tell your partner. Draw your friend's food.*

- Read the question in the speech bubble *What's your favourite food for breakfast?* Pupils read the example *I like oranges and apples*. Choose a confident pupil and encourage him/her to ask you about the food you have drawn on your plate on the board. Say *Now tell your partner. Draw your friend's food.*
- Pupils work in pairs to ask and answer in the same way about their drawings from Activity 3. Go around listening to the conversations and helping where necessary. Make sure pupils are speaking English as much as possible.

Extra activities: see page T121 (if time)

Ending the lesson

- Play 'hangman' with food words from the lesson.