

OBJECTIVES: By the end of the lesson, pupils will be able to talk about quantity with reference to food.

● TARGET LANGUAGE

Key language: countable and uncountable, *enough, not enough, too much, too many, cookery, a little*

Additional language: *Tarte Tatin, base*

Revision: food

● MATERIALS REQUIRED

Extra activity 1: The CD script from Pupil's Book Activity 1 written on a large sheet of paper

Optional: *Kid's Box Teacher's Resource Book 6 Unit 4*

Reinforcement worksheet 1 (page 37)

Warmer

- Write *Food* on the board. Brainstorm food words that pupils remember. Include countable and uncountable nouns, e.g. *milk, eggs, cheese, water, sugar, coffee, biscuits, apples, oranges.*

Presentation

- Use the words from the Warmer to introduce *enough, not enough, too much, too many*. Give different situations, e.g. *There are three eggs. Six people want eggs. There are not enough eggs.*

There is one small bar of chocolate. Everyone likes chocolate.

There is not enough chocolate.

There are three big bags of apples. Two people want apples.

There are too many apples.

There are five litres of milk. No-one likes milk! There is too much milk.

Pupils copy the sentences into their notebooks.

PB36. SHOW WHAT YOU KNOW! *What food words can you remember?*

- Draw a circle around the word *Food* on the board and elicit words from the Warmer to start the mind map. Say *Show what you know ... about food*. Brainstorm food words that pupils know and create a mind map on the board. Write next to each word *c* (for countable) or *u* (for uncountable). Pupils copy the mind map.

PB36. ACTIVITY 1. *Listen and tick (✓) the food words you hear.*

- Tell pupils to open their Pupil's Books at page 36. Focus on the Activity 1 pictures. Elicit the names of the characters and where they are (school cookery club). Remind pupils they do the same as for the *Show what you know* in the previous units.
- Play the CD. Pupils listen and tick. They check in pairs. Use the mind map on the board to check with the class.

CD 2, 14

TEACHER: As part of our international food project, we'll make Tarte Tatin next Wednesday afternoon.

DAN: What'll we make?

SHARI: Tarte Tatin. That's apple cake in French.

DAN: Oh, OK.

TEACHER: So, decide in your groups: who's going to bring the apples, the flour and the sugar. You'll need to bring enough apples to cover the base ...

NARRATOR: It's Wednesday afternoon.

SHARI: OK, let's see what we've got. I've got a big bag of apples.

DAN: And I've got two bags. I think we've got too many apples.

ALVIN: Look, we've got three kilos of sugar too. We've got too much!

DAN: Have we got enough flour? I've got a little.

SHARI: Er, I haven't got any flour.

ALVIN: I haven't got any flour either.

DAN: Oh, dear. We haven't got enough flour.

ALVIN: There's only one egg, so we haven't got enough eggs either.

SHARI: We've got too much sugar and too many apples. We haven't got enough flour or eggs. What shall we do?

DAN: Well, we can't make anything for the international food project, but we can write about it in our ezine.

PB36. ACTIVITY 2. *Listen again. Who said it?*

- Give pupils time to read. Play the CD again. Pupils listen for who said each one. Check the concept each time. Focus pupils on the Look box to help them remember.

Key: 2 Dan, 3 Alvin, 4 Dan, 5 Alvin, 6 Shari

CD 2, 15

PB36. ACTIVITY 3. *Read and order the words.*

- Focus pupils on Activity 3. Do the example with the class. Pupils write the sentences in their notebooks.

Key: 1 Shari's got a big bag of apples. 2 They've got too many apples. 3 They've got a little flour. 4 We haven't got enough flour. 5 They've only got one egg. 6 They haven't got enough flour or eggs.

AB36. ACTIVITY 1. *Follow the uncountable food words.*

- Focus pupils on the Look again box before they do the activities on the Activity Book page.

Key: rice, milk, meat, flour, fruit juice, chocolate, lemonade, soup, pasta, tea, coffee, sugar, salt, pepper, water, orange juice

AB36. ACTIVITY 2. *Read and match.*

Key: 2c, 3e, 4f, 5d, 6a

AB36. ACTIVITY 3. *Read and choose the right words.*

Key: 2 enough, 3 too many, 4 enough, 5 too many, 6 enough

AB36. ACTIVITY 4. *Write four sentences in your notebook about your city.*

Key: Pupils' own answers

Extra activities: see page T123 (if time)

Optional activity

- Unit 4 Reinforcement worksheet 1 from *Kid's Box Teacher's Resource Book 6* (see pages 36 and 37).

Ending the lesson

- Play a chain game. Say, e.g. *In my bag I've got three apples.* A pupil continues: *In my bag I've got three apples and some milk.* Continue around the class, up to about ten items.

OBJECTIVES: By the end of the lesson, pupils will have had more practice using expressions of quantity.

● **TARGET LANGUAGE**

Key language: countable and uncountable, *enough, not enough, too much, too many*

Additional language: *set the table*

Revision: *food, plates, knife / knives, spoon, fork, Could you pass me ... ?, How often ... ?, twice, three times, polite requests*

● **MATERIALS REQUIRED**

Photocopiable 4 (see page T113), one copy for each pair of pupils

Warmer

- Play a game to revise food words. Start by saying, e.g. *1, 2, 3, potato*. A pupil repeats *1, 2, 3, potato* and adds, e.g. *1, 2, 3, cheese*. Continue around the class at random, with pupils counting and adding a new food item each time. Keep up a fast pace.

PB37. ACTIVITY 4. *Listen and tick (✓) the box. [YLE]*

- Tell pupils to open their Pupil's Books at page 37. Focus them on the pictures and on the questions for each one. Pupils take turns to read the questions aloud. Tell pupils to read the activity instruction and check they know what to do. Play the CD. They listen and tick. They check in pairs. Play the CD again. Check with the class.

Key: 2c, 3a, 4c, 5b

CD 2, 16

1. Why doesn't Michael like the coffee?

WOMAN: How's your coffee, Michael?

MICHAEL: It doesn't taste very good.

WOMAN: Why not?

MICHAEL: There isn't enough sugar. Could you pass me some more, please?

WOMAN: Of course.

2. What's the problem?

MUM: Come on, children. Sit down. It's time for lunch.

PAUL: We're coming, Mum.

MUM: Paul, have you set the table?

PAUL: Er, I think so.

MUM: What about spoons?

PAUL: Oops. No, there aren't enough spoons, Mum.

3. Why isn't Robert eating his pasta?

DAD: What's wrong, Robert? Why aren't you eating your pasta?

ROBERT: I'm sorry, Dad, but it's got too much salt.

4. What did Mary put on the table?

MUM: Mary, did you get the plates out?

MARY: Yes, Mum. Is there a problem? Aren't there enough?

MUM: No, it isn't that. We've got too many plates. Dad's at work tonight and William's having dinner at Harry's house. We only need three.

MARY: Oh, OK. I'll put two in the cupboard.

5. Will Dad and Emma be hungry?

DAD: Well, I don't think we'll be hungry today.

EMMA: No, you're right, Dad. But do you think there are too many pizzas?

DAD: Too many pizzas? Do you think five pizzas are too many for the two of us? Hmm.

PB37. ACTIVITY 5. *Look. Correct the sentences.*

- Focus pupils on the Activity 5 pictures. Elicit what they can see in the pictures. Tell pupils to read the activity instruction and check they know what to do. They read the sentences in pairs and correct them orally. They only need to correct one piece of information per sentence. Check with the class. Pupils write corrected sentences in their notebooks.

Key: 1 There are too many forks. 2 There are enough spoons. 3 There are too many sandwiches. 4 There isn't enough water. 5 There are too many chips. 6 There isn't enough chocolate ice cream.

PB37. ACTIVITY 6. *Ask your friend ten questions. Use these words. Write your friend's answers.*

- Focus pupils on the speech bubbles for Activity 6. Check understanding of *How often* and the possible responses, e.g. *Twice / Three times / Four times a week/day/month / Never*. Focus pupils on the food words in the box and check understanding. Individually, pupils write ten questions in their notebooks with a space under each one for their partner's answer. They take turns to ask and note the answers.

PB37. ACTIVITY 7. *Talk with your friend.*

- Focus pupils on the Activity 7 instruction and examples and check understanding. Remind them also to use, e.g. *I think I don't eat enough vegetables*. They work in pairs, looking at the answers they gave their partner. Elicit some demonstration answers first. Monitor and help / give suggestions. Avoid being judgmental about their habits; make sure their comments are based purely on the recorded answers.

PB37. ACTIVITY 8. *Tell the rest of the class.*

- Pupils take turns to report their conclusions to the rest of the class.

Photocopiable 4 (see pages T108 and T113)

AB37. ACTIVITY 5. *Complete the sentences.*

Key: 2 too many, 3 enough, 4 haven't, 5 is, 6 too much

AB37. ACTIVITY 6. *Complete the conversation. Write a letter (A–F) for each answer.*

Key: 2B, 3D, 4F, 5A, 6C

AB37. ACTIVITY 7. *Write about the picture. Use 'too much', 'too many', 'enough' and the words in the box.*

Key (possible answers): There aren't enough forks. There isn't enough water. There's too much pasta. There aren't enough cakes. There are too many bananas. There are enough plates.

AB37. ACTIVITY 8. *What do you think? Answer the questions.*

Key: Pupils' own answers

Extra activity: see page T123 (if time)

Ending the lesson

- Elicit from pupils what food items they think form part of a healthy diet.

OBJECTIVES: By the end of the lesson, pupils will have read and talked about dishes from all over the world.

● **TARGET LANGUAGE**

Key language: *dish* (as in typical food), *chopsticks*, *butter*, *biscuit*, *jam*, *snack*, *pan*, *sauce*, *popcorn*, *macaroni*, *sushi*, *paella*, *seafood*, *peanut butter*, *cookies*, *corn*

Revision: food

● **MATERIALS REQUIRED**

Extra activity 1: If possible, write one of the texts from Pupil's Book Activity 9 on the board before the lesson and cover it.

Optional: *Kid's Box Teacher's Resource Book 6 Unit 4*

Reinforcement worksheet 2 (page 38)

Kid's Box 6 Language Portfolio page 10

Warmer

- Tell pupils to close their eyes and think of their favourite food. Elicit some ideas. Then elicit typical foods from their country and pre-teach the word *dish* for this usage.

PB38. ACTIVITY 9. *Read and think. Which of these don't have sugar?*

- Tell pupils to open their Pupil's Books at page 38. Focus them on Activity 9 and on the activity instructions. Ask a pupil to read them aloud. Check understanding by eliciting which foods they mentioned in the Warmer don't have sugar in. Focus pupils on the text and elicit that it's the webpage for *Kid's Box* ezine. Make sure they notice the key vocabulary at the bottom of the text. Ask a pupil to read the introduction aloud to set the context. Pupils then read the text silently to find the answers. Check with the class, asking pupils to read out relevant sections from the texts. Check comprehension of key vocabulary by asking pupils to read each text aloud around the class. Encourage them to work out the meanings for themselves. Check general comprehension by asking, e.g. *What's macaroni? Where does it come from? What are biscuits called in the United States?* Discuss which of these dishes pupils have heard of / eaten and whether they like them.

Key: sushi, pizza, pasta, paella, hot dog, salted popcorn

PB38. ACTIVITY 10. *Listen. Repeat the word and say the letter.*

- Focus pupils on the Activity 10 instructions and on the example. Play the CD. Pause after each one for pupils to repeat the word and whisper the letter to their partner. Play the CD again. Elicit a choral response each time.

Key: 2 Butter. That's f. 3 Pan. That's c. 4 Biscuit. That's g. 5 Snack. That's d, e, g and h. 6 Chopsticks. That's a. 7 Popcorn. That's h. 8 Jam. That's e.

CD 2, 17

1 sauce, 2 butter, 3 pan, 4 biscuit, 5 snack, 6 chopsticks, 7 popcorn, 8 jam

PB38. ACTIVITY 11. *Read again and say 'yes' or 'no'.*

- Check understanding of the Activity 11 instruction. Pupils work in pairs. They take it in turns to read the statements and answer 'yes' or 'no' according to the text. Check using open pairs.

Key: 1 yes, 2 no, 3 yes, 4 yes, 5 no, 6 yes, 7 no, 8 yes

AB38. ACTIVITY 9. *Label the photos.*

Key: 2 jam, 3 sauce, 4 chopsticks, 5 biscuit, 6 pan, 7 butter, 8 popcorn

AB38. ACTIVITY 10. *Write the words. [YLE]*

Key: 2 snack, 3 chopsticks, 4 jam, 5 pan, 6 biscuits, 7 popcorn, 8 butter

AB38. ACTIVITY 11. *Write definitions for these words.*

Key: Pupils' own answers

AB38. ACTIVITY 12. *Read and complete the sentences with 1, 2, 3 or 4 words. [YLE]*

Key: 2 the USA, 3 were too thick, 4 too thin to eat, 5 in Britain

Extra activities: see page T123 (if time)

Optional activity

- Unit 4 Reinforcement worksheet 2 from *Kid's Box Teacher's Resource Book 6* (see pages 36 and 38).

Language Portfolio

- Pupils complete page 10 of *Kid's Box 6 Language Portfolio* (A typical dish from my country).

Ending the lesson

- Write the new words from the lesson (the words from Pupil's Book Activity 9) on the board in jumbled form for pupils to unjumble. Check spellings as they give you the words.

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

● **TARGET LANGUAGE**

Key language: food, past simple, survey, lift, poem

Additional language: recipe

Revision: too much, too many, enough

● **MATERIALS REQUIRED**

Optional: *Kid's Box Teacher's Resource Book 6* Unit 4 Song worksheet (page 41) and / or *Kid's Box Interactive DVD 6: The music room* (pages 28–33), *Kid's Box Teacher's Resource Book 6* Unit 4 Extension worksheet 1 (page 39)

Warmer

- Review the key vocabulary from the previous lesson by providing definitions, e.g. as in Activity Book page 38 Activity 10, for pupils to say the word.

PB39. ACTIVITY 12. Listen and write the words.

- Tell pupils to open their Pupil's Books at page 39. Focus them on the Activity 12 instruction and check understanding. Play the CD. They write the words in their notebooks. They check in pairs. Play the CD again. Check with the class.

CD 2, 18

1 p-a-n, 2 j-a-m, 3 s-a-u-c-e, 4 b-u-t-t-e-r, 5 p-o-p-c-o-r-n
6 b-i-s-c-u-i-t, 7 s-n-a-c-k, 8 c-h-o-p-s-t-i-c-k-s

PB39. ACTIVITY 13. Read and order the pictures.

- Focus pupils on the pictures for Activity 13. Elicit some of the things they can see. Check they know what to do. They do the activity in pairs. Check with the class, eliciting key words that helped them do the matching task.

Key: a - 2, b - 5, c - 3, d - 1, e - 4

PB39. ACTIVITY 14. Listen and sing the song.

- Focus pupils on the Activity 14 instruction. Play the CD for them to listen to the song and look at the pictures. Play the CD again, line by line, for pupils to repeat. Then play it again for them to say at the same time as the CD. When pupils are more competent, ask them to say the whole song with the karaoke version on CD and possibly record them.

CD 2, 19

As in Pupil's Book

CD 2, 20

Now sing the song again. (Karaoke version)

PB39. ACTIVITY 15. Write four sentences. Use the words in the boxes. Play 'Food bingo'.

- Focus pupils on the Activity 15 instructions and on the words in the box. Draw a table on the board for pupils to copy:

There's too much	butter.

- They complete with phrases of their choice from the boxes. Say, e.g. *There isn't enough rice*, pupils cross out phrases in their boxes. When they have crossed out all four sentences (eight phrases), they shout *Bingo!* and read out their sentences for you to check. Brainstorm more food words (countable and uncountable) onto the board and play again.

PB39. ACTIVITY 16. Read and write the right words. [YLE]

- Focus pupils on the Activity 16 pictures and text. Elicit what the girl's name is (Katy) and when she was cooking (last Saturday). Check pupils have noticed the words at the bottom and know what to do. They read the story silently and fill the gaps. They check in pairs. Check with the class. Ask questions to check comprehension.

Key: 2 dish, 3 salt, 4 hot, 5 sauce, 6 cooked, 7 tomatoes, 8 salt, 9 too much, 10 fork

PB39. ACTIVITY 17. Invent a story about food. Give words for your friend to choose.

- Focus pupils on the Activity 17 instructions and check they know what to do. Tell them to use the Activity 16 text as a model, replacing the dish and the ingredients only if appropriate. Pupils write their complete texts first in their notebooks. Then they decide which ten words to blank out. Check pupils' words before they continue. Pupils then rewrite their texts on paper, leaving ten gaps. They then write the three options for each gap under the text. Again monitor and check they have done this correctly. Pupils then swap their texts with a new partner and complete their friend's text.

AB39. ACTIVITY 13. Join the children with their snacks. Write sentences.

Key: Katy's favourite snack is bananas. Michael's favourite snack is popcorn. Sarah's favourite snack is chocolate. David's favourite snack is crisps. Robert's favourite snack is biscuits.

AB39. ACTIVITY 14. Read the poem. Find the word.

Key: sauce

AB39. ACTIVITY 15. Read and answer 'yes' or 'no'. [YLE]

Key: 2 no, 3 yes, 4 no, 5 no, 6 yes

Extra activities: see page T123 (if time)

Optional activities

- Unit 4 Song worksheet from *Kid's Box Teacher's Resource Book 6* (see pages 36 and 41).
- Unit 4 song and / or karaoke worksheet from *Kid's Box Interactive DVD 6*. See pages 28–33 of the Teacher's Booklet for the Interactive DVD.
- Unit 4 Extension worksheet 1 from *Kid's Box Teacher's Resource Book 6* (see pages 36 and 39).

Ending the lesson

- Sing the song again with pupils.

OBJECTIVES: By the end of the lesson, pupils will have practised pronouncing different words containing the letters *gh* and completed a communication activity.

● **TARGET LANGUAGE**

Key language: words containing the letters *gh* (e.g. *night, laugh, cough, enough, through*), *international party, recipe, ingredients, instructions, garlic, break, heat, mix, cut, Would you like ... ?*

Revision: food, imperatives

● **MATERIALS REQUIRED**

Extra activity 2: Reference books and dictionaries
Optional: *Kid's Box Teacher's Resource Book 6 Unit 4 Extension worksheet 2* (page 40)

Warmer

- Write the following words on the board: *daughter, straight, laugh, might, enough*. Ask pupils to look carefully at the words and tell you what they all have in common (they all contain the letters *gh*). Say *Think about the way we say the letters 'gh' in each word. Is it the same?* Give pupils time to think and practise saying the words in pairs. Elicit that the letters *gh* can be pronounced in different ways. Tell pupils they will be practising pronouncing more words with these letters in today's lesson.

PB40. ACTIVITY 18. *Focus on phonics.*

- Tell pupils to open their Pupil's Books at page 40. Focus them on Activity 18 and on the instruction. Play the CD. Pupils repeat after each line and then after the whole rhyme. Play the CD again. Listen for correct pronunciation of the letters *gh*. Repeat the rhyme once more as a class. In pairs, pupils practise the rhyme.

CD 2, 21

As in Pupil's Book

PB40. ACTIVITY 19. *Imagine you're at an international party. Ask and answer.*

- Focus pupils on the Activity 19 instructions and check they understand the context. Ask pupils to read the speech bubbles aloud. Make groups of four. Pupils copy the table into their notebooks and add the names of their friends (not Richard, Lucy, Emma). They take turns to ask and answer in pairs within their groups, first in one pair, then in another and then in another. Monitor and help / correct.

PB40. ACTIVITY 20. *Copy the chart and write about your answers.*

- Focus pupils on the Activity 20 instruction and on the chart. Draw a chart on the board and demonstrate how pupils can fill it in. Pupils copy the chart onto a piece of paper and collaborate to produce one chart for each group of four, using the data from Activity 19. Tell the groups they only need to complete the chart up to number 4 as they are working in groups of four. Monitor and help.
- When pupils have finished, bring the class together and draw their attention to the text at the bottom of the page. Demonstrate, using the information on the chart on the board and providing other model sentences if necessary. Pupils work individually and write about their information in their notebooks.

PB40. Joke Corner

- Focus pupils on the Joke Corner and review the meaning of *joke*. Play the CD as pupils read the joke in their books. Play the joke a second time and explain if necessary.

CD 2, 22

As in Pupil's Book

AB40. ACTIVITY 16. *Match the rhyming words.*

- Tell pupils to open their Activity Book at page 40. Make sure they understand they need to match the rhyming words which are in columns next to each other.
- Pupils work in pairs. They match the rest of the words by saying them out loud. Remind pupils that they can remember how to pronounce unusual words by using rhyme.

AB40. ACTIVITY 17. *Listen, check and say.*

- Play the CD for pupils to check their answers. Check with the class. Play the CD again for pupils to listen and repeat.

Key: 2 e, 3a, 4 b, 5 d, 6 h, 7 i, 8 f, 9 j, 10 g

CD 2, 23

1 enough, puff; 2 straight, eight; 3 daughter, water; 4 laugh, half; 5 lights, tights; 6 cough, off; 7 through, zoo; 8 thought, caught; 9 high, why; 10 night, right

AB40. ACTIVITY 18. *Read and order the instructions.*

- Before pupils do the activity, focus them on the Write it right box and read it through with the class.

Key: 2 5 3
6 1 4

AB40. ACTIVITY 19. *Look at the ingredients and the pictures. Write the recipe. Use these words.*

Key: Pupils' own answers

Extra activities: see page T123 (if time)

Optional activity

- Unit 4 Extension worksheet 2 from *Kid's Box Teacher's Resource Book 6* (see pages 36 and 40).

Ending the lesson

- Do the chant again with 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 story, *symbol*

Revision: language from the unit

● **MATERIALS REQUIRED**

Optional: *Kid's Box Interactive DVD 6*: The school hall

'Cookery Club' episode

Warmer

- Review the story so far. Elicit who Richard Tricker was, when Diggory and Emily first met him and what he offered to do for them when he met them in Teotihuacan. Elicit if he's friends with Iyam or not.

PB41. STORY. DIGGORY BONES.

- Tell pupils to open their Pupil's Books at page 41. Focus them on the story and elicit who they can see in the first picture and what Iyam's saying to Richard. Set the gist questions: *How long will their food and water last? What's under the pyramid? Why is Iyam jumping up and down? Play the CD with books closed. Pupils listen to find the answers. They check in pairs with books open. Check with the class (Three days, Possible Aztec gold, Because he's angry). Play the CD again. Pupils listen and read. Pause after each frame for pupils to repeat. At the end, check general comprehension by asking, e.g. Does Iyam need the Sun Stone? What was an important food for the Aztecs? Why do you think corn was a symbol for gold? Have you eaten chocolate with pepper? What happened to Iyam?*

CD 2, 24

As in Pupil's Book

AB41. ACTIVITY 20. Read and answer.

Key: 2 When he finishes the job for him. 3 They're under the Pyramid of the Sun. 4 Because it was their most important food. 5 They ate pepper with chocolate. 6 They ate insects as well.

AB41. ACTIVITY 21. Correct the sentences.

Key (possible answers): 2 There are pictures of corn on the Sun Stone. 3 Corn was the most important Aztec food. 4 The door to the caves is about three kilometres east. 5 Iyam shouldn't jump because the ground is moving. 6 Diggory asked Emily to get him a big knife.

AB41. DO YOU REMEMBER?

- Pupils try to do the activity first without looking back through the unit. Once they have tried to complete all the sentences, they can look back through the unit to find the answers.

Key: 2 enough, 3 jam, 4 chopsticks, 5 Laugh, 6 put

AB41. CAN DO.

- Focus pupils on the *Can do* section of the page. Ask a pupil to read the first sentence. Elicit / remind them of the activities when they used countable and uncountable nouns. Review what the three faces mean (not very well / OK / very well). Remind pupils they circle the one they think is true for them. Repeat for the second sentence, eliciting / reminding them of the activities when they talked about food. Pupils circle the appropriate face. Repeat for the third sentence, eliciting what recipes they wrote.
- Say *Now show and tell your friends*. Pupils work in groups of three and take turns to show their work for / talk about each one.

Extra activities: see page T123 (if time)

Optional activity

- 'Cookery Club' episode from *Kid's Box Interactive DVD 6 (The school hall section)*. See pages 16–19 of the Teacher's Booklet for the Interactive DVD.

Ending the lesson

- Ask pupils which chant / song they'd like to do again from the unit. Do it together to end the lesson.

OBJECTIVES: By the end of the lesson, pupils will have read about different kinds of micro-organisms found in food.

● **TARGET LANGUAGE**

Key language: *micro-organism, microscope, bacteria, fungus, mould, yeast, yoghurt, tips*

Revision: food, present simple

● **MATERIALS REQUIRED**

Extra activity 2: Packaging from foods from the pupils' region / photographs of regional food / coloured pens or pencils, Optional: *Kid's Box Teacher's Resource Book 6 Unit 4 Topic worksheet (page 42)*

Warmer

- Elicit some different types of cheese from pupils (soft, hard, blue). Ask pupils if they know what makes cheese go blue and supply / tell them the word in English (mould). Ask if they think mould is alive – tell them we know it is because it 'grows'. Tell pupils mould is a type of *micro-organism*. Tell the class that some micro-organisms in food are good and some are bad – they can make us ill.

PB42. FACT

- Tell pupils to open their Pupil's Books at page 42. Focus them on the top of the page and say *Did you know ... ?* Ask a pupil to read the fact to the class. Elicit how this can be possible and how they thought the holes got there.

PB42. ACTIVITY 1. Read and match the words with photos a-d.

- Focus pupils on the Activity 1 text and pictures. Pre-teach *bacteria* and *fungus*. Focus pupils on the activity instructions and check they know what to do. Tell pupils to read quickly to find the words in bold and match them with the photos. They check in pairs. Check with the class.
- Read the text through with the class, with pupils taking turns to read sections aloud. Discuss the information in each section with the class and check understanding and pronunciation of the new words. Elicit if they can add other ideas for the healthy tips section.

Key: a mould, b bacteria / micro-organisms, c microscope, d yeast

PB42. ACTIVITY 2. Choose the best title for the text.

- Focus pupils on the Activity 2 instruction and on the three possible titles. Give them time to think and read the text again before making a choice. They check and discuss in pairs. Check with the class and elicit reasons.

Key: Micro-organisms help us and hurt us

PB42. ACTIVITY 3. Read again and choose the right answer.

- Focus pupils on the Activity 3 instruction and do the first one as an example with the class. Pupils then work in pairs to complete the rest of the activity. Remind them to think carefully about their answers and to check the text again where necessary. Check with the class. Elicit / tell pupils what the prefix *micro* means (very small) and elicit other words they know with this prefix. Teach *microscope*.

Key: 1C, 2A, 3B, 4B, 5C

AB42. ACTIVITY 1. Match the words with the definitions.

Key: 2a, 3e, 4f, 5b, 6d

AB42. ACTIVITY 2. Now look at the letters in the grey boxes in Activity 1. Find a food word.

Key: biscuit

AB42. ACTIVITY 3. Read and match.

Key: 2 b, 3 e, 4 a, 5 d

AB42. ACTIVITY 4. Read about an English cheese. Then write about your favourite food from your region.

- Focus on Activity 4 and on the photograph. Review / present *smell* and *vein*. Give pupils time to read the article and then ask questions to check understanding, e.g. *Do they make Stilton everywhere in England? How long does it take? Why do people keep it for a long time?*
- Read the second part of the activity instruction and make sure pupils know what to do. Elicit types of cheese from the pupils' country / region and other famous local food products.
- Pupils write their text individually, based on the article about Stilton. Monitor and help with new language as necessary. Pupils swap texts and compare what they have written.

Extra activities: see page T123 (if time)

Optional activity

- Unit 4 Topic worksheet from *Kid's Box Teacher's Resource Book 6* (see pages 36 and 42).

Ending the lesson

- Review with pupils what they have done and what they have learnt about in today's lesson.

OBJECTIVES: By the end of the lesson, pupils will have read more about micro-organisms and completed a project.

● **TARGET LANGUAGE**

Key language: *goat, lump, rennet, made from, cloth, whisk*

Revision: food, adjectives

● **MATERIALS REQUIRED**

Project: For each group of four to six, two litres of yoghurt, salt, a clean thin cloth, two bowls, a fork or whisk

Warmer

- Review what pupils learnt about micro-organisms in the previous lesson. Focus on the healthy and the unhealthy aspects.

PB43. ACTIVITY 4. *Read and complete.*

- Tell pupils to open their Pupil's Books at page 43. Focus them on Activity 4 and on the words in the box. Check understanding. Tell them to look at the text on the right and elicit what it's about (milk, yoghurt and cheese). Elicit which animals these come from (cows, sheep and goats). Pupils read the text silently and complete the text. They check in pairs. Check with the class. Ask different pupils to read it aloud, sentence by sentence. Check understanding of new words, e.g. *rennet*, and general comprehension of the text.

Key: 2 milk, 3 quickly, 4 bacteria, 5 smell, 6 kind, 7 makes, 8 different, 9 began, 10 years, 11 hard, 12 prefer

PB43. ACTIVITY 5. *Read again and answer.*

- Focus pupils on the questions for Activity 5. Answer the first one as a class. Pupils work in pairs to answer the other questions orally. Check and discuss answers with the whole class.

Key: 1 Cows, goats and sheep. 2 In the fridge. 3 When bacteria from the air go into it. 4 Yoghurt and cheese. 5 Bacteria. 6 Rennet.

PB43. PROJECT. *Make some soft cheese.*

- Tell pupils that for today's project they are going to make some soft cheese. Read through the project information with the class, showing the materials and ingredients as they are mentioned. Check pupils understand what to do. Put pupils in groups of four to six to work together. Each group will make its own batch of cheese. Keep the materials / ingredients with you at the front of the class. A member of each group comes to get what they need when they need it. Remind pupils to follow the instructions carefully and not to taste anything. Monitor and check / help where necessary. Find a safe, dark place to store the cheese over the period of 24 hours. Note: Remind pupils NOT to taste any of the ingredients used to make the cheese in case any of them suffer from allergies.

AB43. ACTIVITY 5. FLYERS Reading and Writing, Part 2

Look and read. Write 'yes' or 'no'. [YLE]

- Tell pupils to open their Activity Book at page 43. Direct them to the activity instructions and check understanding. Go through the example. Elicit other items pupils can see in the picture and ask what the different people are doing.
- Pupils work individually to read the statements and write 'yes' or 'no' in pencil. They check in pairs. Check with the class. Elicit correct sentences for the 'no' answers.

Key: 1 no, 2 yes, 3 yes, 4 no, 5 no

Extra activities: see page T124 (if time)

Ending the lesson

- Review with pupils what they talked and read about in today's lesson and which activities they liked best from this and the previous lesson.

OBJECTIVES: By the end of the lesson, pupils will have reviewed language from Units 3 and 4 and completed a listening and speaking activity.

● **TARGET LANGUAGE**

Key language: language and vocabulary from Units 3 and 4, *hairdryer, odd one out*

● **MATERIALS REQUIRED**

Photocopiable Review 3 and 4 (see page T114), one copy for each pair of pupils

Warmer

- Write *Camping* in a circle in the middle of the board. Brainstorm a mind map of all the camping and countryside words that pupils remember in two minutes. They keep their Pupil's Books closed.

PB44. ACTIVITY 1. Listen and draw lines. There is one example. [YLE]

- Tell pupils to open their Pupil's Books at page 44. Focus them on the Activity 1 picture and elicit some of the things they can see. Draw their attention to the names at the top and ask pupils to read them aloud to you. Tell pupils to read the activity instructions and check understanding. Play the CD once through. Pause to give pupils time to quickly check with their partner before playing the CD again. Check with the class.

CD 2, 25

MAN: What are you looking at there, Diana?

DIANA: It's a picture of my friends camping. They went on a camping trip last week. Harry gave me some pictures to look at.

MAN: Is Harry one of the boys playing badminton?

DIANA: No, he isn't. Harry's trying to put his tent up with his friend. Harry's the boy who's standing up, holding the tent.

MAN: Who's the boy with his head in the rucksack?

DIANA: The one with the big jacket?

MAN: That's right.

DIANA: Oh, that's Richard. He loves camping. I think he's looking for something in his rucksack.

MAN: Yes, because I think Harry and his friend need some help.

DIANA: Yes, they do.

MAN: Who's the girl in the tent?

DIANA: There are two girls in the tent. One of them's Katy. She's holding a torch so she can read her book. Her friend's asleep in her sleeping bag.

MAN: Is Helen playing badminton, then?

DIANA: Yes, she is. Look, she's the taller girl here. She always takes her badminton things when she goes camping.

MAN: That's a good idea. Who's she playing with?

DIANA: I don't know the shorter girl, but the two boys are Michael and William. They like badminton, but they're not very good.

MAN: So, who is the boy with the dark hair?

DIANA: That's Michael. He's the one who's jumping in the air.

MAN: So William is the boy with the short fair hair, the one who's wearing a red T-shirt?

DIANA: That's right.

MAN: Well, they all had a really good time, didn't they? What a great photo!

Photocopiable Review 3 and 4 (see pages T108 and T114 and instructions below)

PB44. ACTIVITY 2. Ask and answer. [YLE]

- Focus pupils on the Activity 2 instruction and on the picture. Demonstrate the activity for the class. Pupils work in pairs, A and B. Hand out a copy of Photocopiable Review 3 and 4 (see page T114) to each pair, part A to Pupil A, and part B to Pupil B. They ask questions and write down their partner's answers. Elicit some example questions before pupils begin the activity, e.g. Name restaurant: *What's the name of the restaurant?* How many people: *How many people are there?* Where sitting: *Where are they sitting?* Remind pupils of useful language, e.g. *Could you repeat that, please?* Monitor but try not to interrupt the activity.

AB44. ACTIVITY 1. Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. [YLE]

Key: 1 camp, 2 rucksack, 3 map, 4 tents, 5 too

AB44. ACTIVITY 2. Now choose the best name for the story.

Key: Happy camping

AB44. ACTIVITY 3. Which is the odd one out and why?

Key (possible answers): 2 torch You don't eat with it. 3 best It's not a direction / not on a map. 4 pan You don't eat it. 5 cave It isn't camping equipment. 6 cheese We don't make it from flour.

Extra activities: see page T124 (if time)

Ending the lesson

- In pairs, pupils each think of 'one odd one out' example (four words, one of which is different in some way). Pairs take turns to say theirs to the class, for the rest of the class to say which they think is the odd one out and why.

OBJECTIVES: By the end of the lesson, pupils will have reviewed language from Units 3 and 4 and played a game.

● **TARGET LANGUAGE**

Key language: language and vocabulary from Units 3 and 4

Revision: language for playing games

● **MATERIALS REQUIRED**

Dice, coloured counters

Optional: *Kid's Box Interactive DVD 6: The classroom Quiz 2*, Test Units 3–4 from *Kid's Box Teacher's Resource Book 6* (pages 91–105), *Kid's Box 6 Language Portfolio* page 4

Warmer

- Revise past continuous and past simple. Say, e.g. *Guess what! This morning when I was eating my breakfast, a tree fell on the house! What a surprise!* Ask pupils to imagine other things that happened to them. Prompt them to use the past simple and continuous. They can use the same opener to start with: *Guess what! This morning when I was eating my breakfast ...*, but encourage them to think of their own ideas too.

PB45. ACTIVITY 3. Play the game.

- Tell pupils to open their Pupil's Books at page 45. Elicit that this is a board game. Focus them on the instructions. Read them through aloud with the class and check pupils know that they have to make sentences using the past simple and past continuous. Pupils play in groups of three. They take turns to throw the dice and move around the board following the instructions. Remind them they can only speak in English. Monitor pupils as they are playing the game. Pupils decide if their friends say the sentences correctly or not. If they don't, the pupil misses a turn. The first player in each group to finish is the winner.

AB45. ACTIVITY 4. Complete the sentences. Count and write the letters.

- Key:** 2 jam (3), 3 journey (7), 4 tent (4), 5 mountain (8), 6 chopsticks (10), 7 torch (5), 8 too (3), 9 travel (6), 10 much (4), 11 rucksack (8), 12 many (4), 13 was (3), 14 snack (5), 15 enough (6)

AB45. ACTIVITY 5. Write the words in the crossword. Write the message.

Key:

j	a	³ m		j	s			t			
		o		⁸ o	n		w	o			
t		u		u	a	² a		r			
e		⁶ n		r	⁹ u	c	k	s	a	c	k
n		t		n		k					h
t	r	a	v	e	l						
		⁵ i		y							
m	a	n	y							w	
u										e	
¹ c	h	o	⁴ p	s	t	i	c	k	s		
h					o					¹⁰ t	
						e	n	o	⁷ g	h	

1	2	3	4	5	6	7	8	9	10	
c	a	m	p	i	n	g		o	u	t

AB45. ACTIVITY 6. Quiz time!

- Key:** 1 ... taking off his dirty boots and he fell over. 2 With small spots. 3 Possible answer: Monet. 4 They didn't have enough flour or eggs. 5 Fungus and bacteria. 6 From milk and the right type of bacteria.

AB45. ACTIVITY 7. Write questions for your quiz in your notebook.

Key: Pupils' own answers

Extra activities: see page T124 (if time)

Optional evaluations

- Quiz 2 from *Kid's Box Interactive DVD 6 (The classroom section)*. This quiz can be done as a whole-class activity or as a team competition. See pages 36 and 37 of the Teacher's Booklet for the Interactive DVD.
- The test for Units 3–4 from *Kid's Box Teacher's Resource Book 6* (see pages 91–105).

Language Portfolio

- Pupils complete page 4 of *Kid's Box 6 Language Portfolio (I can ... Units 3 and 4)*.

Ending the lesson

- Pupils work in groups of three. They find the *Can do* Activity Book sections for Units 3 and 4 and write the six statements on a large piece of paper. They discuss and give examples for each *Can do* statement, checking back in the Pupil's Book, the Activity Book or their notebooks if necessary. Elicit some examples from volunteer pupils in the class for each one.
- Ask pupils which lessons and activities were their favourites.