



4 Teacher's notes

Reinforcement worksheet 1

- Set the scene: two children want to make pancakes for their mother. Pupils read the recipe and the conversation between Jane and Mark. Pupils complete the gaps and finally listen to the conversation (Track 7) to check their answers.

Key: 1 How much, 2 how much, 3 How many, 4 How much, 5 How many, 6 How much.

- Pupils read the six sentences and then check the conversation. If the sentences are false, they correct them.

Key: 2 T, 3 F They haven't got enough salt! 4 F There are too many eggs! 5 F They've got too much flour! 6 F There's too much butter!

- **Optional follow-up activity:** Tell pupils that Jane and Mark are going to go to the shop to buy the things that they haven't got. Pupils read the conversation again and work out how much / how many of each item they need to buy. They can use *some / a lot / a little* to describe what they need to buy. Check answers as a class.

Reinforcement worksheet 2

- Start with the middle column. Ask pupils to unscramble the words and write them on the lines.

Key: 2 biscuit, 3 cheese, 4 jam, 5 snack, 6 soup, 7 sauce, 8 popcorn, 9 vegetables, 10 fruit, 11 chopsticks, 12 pan.

- Next, pupils match the words to the pictures.

Key: 1 h, 2 e, 3 f, 4 k, 5 d, 6 j, 7 i, 8 g, 9 a, 10 l, 11 c, 12 b.

- Pupils look at the words in Activity 1 and find examples to fit the descriptions.

Key: 1 pan, 2 cheese / fruit, 3 chopsticks.

- **Optional follow-up activity:** Pupils work in pairs. They compare what food they ate yesterday. Remind them to make questions, e.g. *What did you eat yesterday morning / yesterday evening?* In addition they ask each other for *more* information, e.g. *How many biscuits / how much fruit did you eat? Who ate more fruit and vegetables?*

Extension worksheet 1

- Pupils read the sentences 1–8 and complete them with *too much / too many / isn't / aren't enough*. Remind pupils that if you can count something (e.g. one biscuit – two biscuits), we use *too many* or *aren't enough*. If we can't count it or it's a liquid (e.g. *sauce*), we use *too much* or *isn't enough*.

Key: 2 too many, 3 aren't enough, 4 too many, 5 too much, 6 too much, 7 too much, 8 isn't enough.

- Pupils read the sentences. They match the problem to the situation and write the number. If they have difficulties, tell them to look for words like *he / she / they / her / his*, which act as clues.

Key: b 7, c 8, d 1.

- Finally, pupils write about themselves and food using *too many / too much / enough*. Compare answers.
- **Optional follow-up activity:** Pupils read sentences 1–8 again. In pairs, they write a second result for each problem, e.g. *1 John eats too many snacks – he's going to get fat*. Encourage them to think of original or funny results. They can join another pair and compare results.

Extension worksheet 2

- Photocopy one sheet for every two pupils. Cut the sheets in half and give them out to each pair. The A pupils write clues for the Across words. The B pupils prepare clues for the Down words. Students can write on the back of their worksheets, but encourage them to keep their work hidden at all times. Note that the box on the left-hand side of the sheet provides some useful phrases to help them. When their clues are ready, pupils take turns to ask each other for clues and guess the words, e.g:

Pupil A: What's 2 down?

Pupil B: It's a kind of fruit. It's red.

Pupil A: Is it 'strawberry'?

Pupil B: Yes, it is.

- **Optional follow-up activity:** In pairs, pupils find five food words from the unit (e.g. tomato, soup, rice, mango, meat) and write a 'food riddle' about each word on paper, e.g. *I am round and red. Some people think I am a vegetable but I am really a fruit. People like to use me in a salad.* (Answer: tomato) Tell pupils not to write the answer and to keep a copy of the answers to their own riddles. They exchange papers with another pair and they work out the answers. The riddles can be displayed on the classroom walls.

Song worksheet

- Pupils look at the pictures and work out the words for each gap. The pupils then listen to the song (Track 8) and check their answers. Finally, ask them to draw a sandwich in the frame and describe to a partner what's in it.

Key: 2 fish, 3 biscuits, 4 fruit, 5 chopsticks, 6 knife, 7 snacks, 8 pan, 9 rice, 10 pizza, 11 jam.

- **Optional follow-up activity:** This activity compares /i:/ and /ɪ/. First compare the two sounds, e.g. *eat – it* and ask pupils to tell you what happens to their mouth. Pupils find examples of words with /i:/ or /ɪ/ in the song. As they find them, they draw a box around the words with the sound /i:/ and a circle around /ɪ/.

Key: /i:/ – feel, eat, cheese, meat, pizza, peanut.

/ɪ/ – fish, biscuits, it's, with, chopsticks, fingers, big, Italian, Is, going, sandwich.

Topic worksheet

- Ask pupils to tell you some things they ate yesterday. Pre-teach *fibre* and *digest*. Pupils read the text about food and find out why each type of food is important. They complete the table.

Key: Vegetables: calcium ... bones

Fruit: vitamins ... eyes

Milk and cheese: calcium ... bones

Cereal: fibre ... stomach

Meat, fish, eggs and nuts: protein ... hair, skin, muscles and bones

- Pupils now think about how much they actually eat of each food type in a day. They fill in the food graphs accordingly. Finally, encourage them to talk about it. What do/don't they eat enough of?
- **Optional follow-up activity:** In pairs, pupils plan a menu (which contains a healthy, balanced day's food). They compare their plans with other pairs. Who has planned the best menu?

- 1 Look at the recipe. Read and complete the conversation with *How much* or *How many*.

APPLE PANCAKES

125 g flour

75 g butter

1 egg

300 ml milk

3 apples

1.5 g salt

Jane: Let's make some apple pancakes for Mum's birthday!

Mark: Good idea! She loves pancakes. (1) flour have we got?

Jane: Let me see. There's a bag of flour here. There are 200 grams.

Mark: Great. And (2) butter have we got?

Jane: I'm not sure. There's a packet of butter here. It says '100 grams'.

Mark: Good. (3) eggs have we got? We need an egg, too.

Jane: Two. What about milk? (4) milk is there in the fridge?

Mark: 100 ml! There isn't enough. (5) apples have we got?

Jane: Oh no! We haven't got any apples! (6) salt is there?

Mark: We haven't got any! Oh no. Now we can't make pancakes for Mum.

- 2 Listen and check.

- 3 Are the sentences true or false? Correct the false sentences.
Use *too much / too many* or *isn't / aren't / haven't got enough*.

1 There is too much milk.

False! There isn't enough milk!

2 There aren't enough apples.

.....

3 They've got too much salt.

.....

4 There aren't enough eggs.

.....

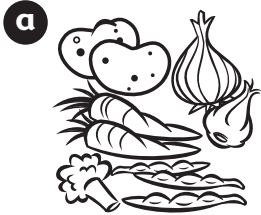
5 They haven't got enough flour.

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6 There isn't enough butter.

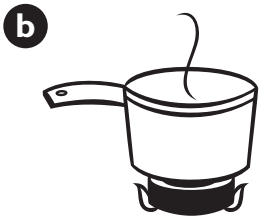
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1 Sort and write the words. Match them with the pictures.



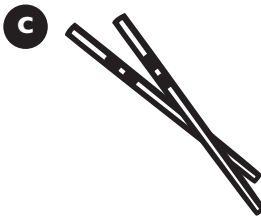
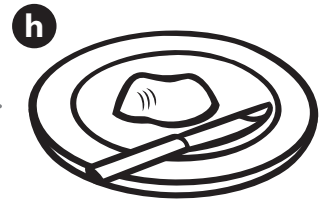
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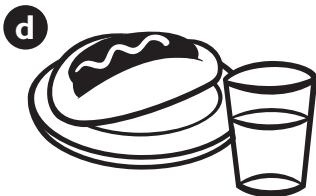
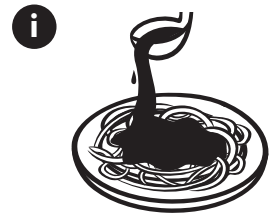
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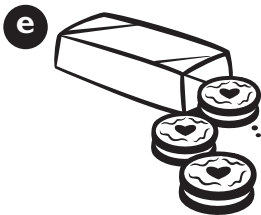
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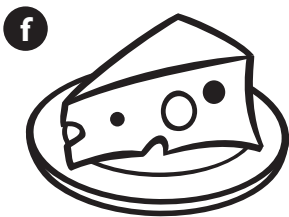
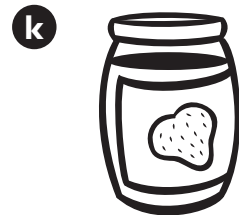
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11 pitschocks



12 nap

2 Look at the words in Activity 1. Find examples of these things:

1 Something we cook in:

2 Something we put in the fridge:

3 Something we eat with:



1 Look and complete with *too much / too many* and *isn't / aren't enough*.



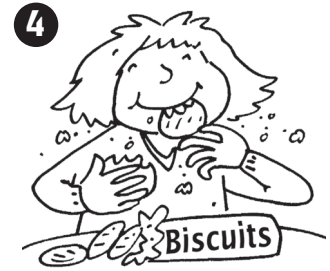
John eats
too many.....
snacks.



Emma is using
.....
chopsticks.



There
.....
vegetables!



Anna ate
.....
biscuits last night.



There's
.....
popcorn in the
pan.



There is
.....
pepper in the
soup.



David has got
.....
jam on his toast.



There
.....
sauce for Kim.

2 Read and match the problems with four pictures in Activity 1.

- a Now she feels sick and she's got a stomach-ache. 4
- b Look at his shirt! It was clean this morning and now it's dirty!
- c Her food is dry. She's angry with her brothers because they took too much.
- d Now he's got bad teeth and he has to see the dentist today!

3 Write two sentences about you and food. Use *too many / too much / enough*

I don't eat too many biscuits. I don't eat enough vegetables.

Extension worksheet 2



★ Pupil A – Write clues for the Across → words in your notebook. Then tell your partner.

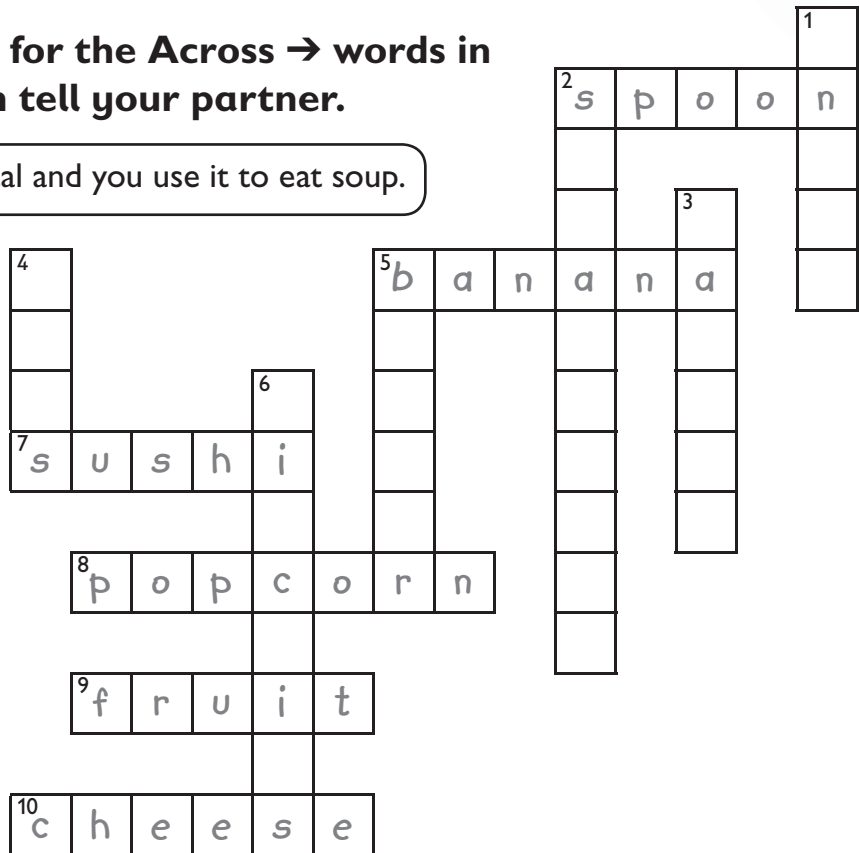
2 Across: It's made of metal and you use it to eat soup.

HOW TO WRITE CLUES

It's made of (material).
 It's (colour).
 It's good/bad for you.
 It tastes (sweet/nice).
 It's a kind of (fruit).
 You use it to ...
 You put it on ...

LANGUAGE TO PLAY

What's ... down?
 It's your/my turn.



★ Pupil B – Write clues for the Down ↓ words in your notebook. Then tell your partner.

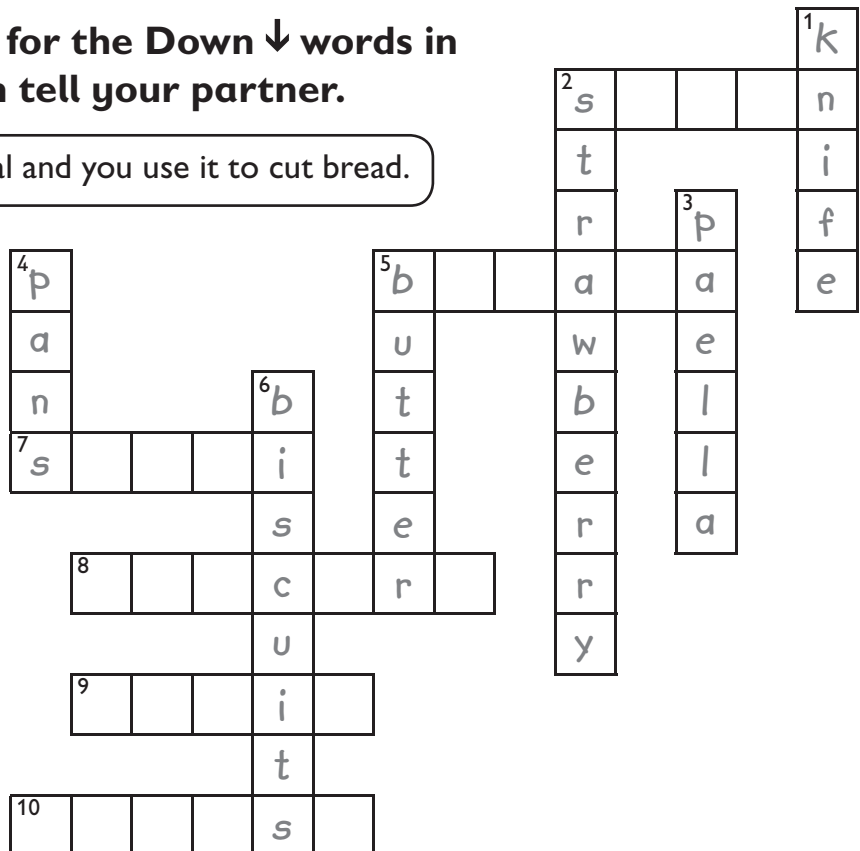
1 Down: It's made of metal and you use it to cut bread.

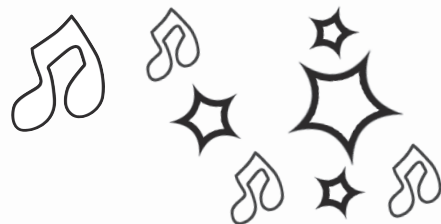
HOW TO WRITE CLUES

It's made of (material).
 It's (colour).
 It's good/bad for you.
 It tastes (sweet/nice).
 It's a kind of (fruit).
 You use it to ...
 You put it on ...

LANGUAGE TO PLAY

What's ... across?
 It's your/my turn.





1 Find the missing words on the tables. Complete the song.

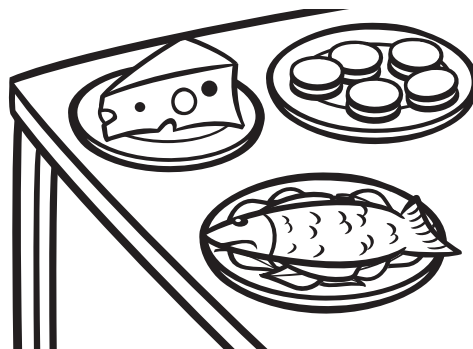
'I feel hungry. What can I eat?'

(1) Cheese and salad.

(2) and meat.

Not too many (3),

You know it's not good.



Eat (4) and vegetables –

You know you should.

You can eat with (5),

A (6), fork or spoon.'

'I eat (7) with my fingers.

Oh! Let's eat soon!'



'There's a (8) of pasta

Or a bowl of (9)

'Or a big, Italian (10)

Mmm! That's nice!

Is there any peanut butter?

Is that strawberry (11) ?



Are you going to make a sandwich?'

'Yes, I am.'

'Oooh! Thanks, Dad!'

2 Listen and check.

3 Draw your favourite sandwich. Tell a friend.





1 How does food help us? Read and complete the table.

	Vegetables	Fruit	Milk and cheese	Cereal	Meat, fish, eggs and nuts
They give you ...					
They're good for your ...					

Vegetables and fruit: Everyone needs vegetables, especially the dark green ones. They give you calcium, which makes your bones strong. Fruit gives you vitamins, which are important for your eyes. Eat lots of oranges!

Milk and cheese: Milk and cheese give you calcium. Calcium makes your bones strong. If you don't like milk, you can eat yoghurt instead.

Cereal: Cereal (and grains in rice, pasta and bread) gives you energy. Cereal also gives you fibre. This helps your stomach to digest food.

Meat, fish, eggs and nuts: This food contains protein, which is very important for your hair, skin, muscles and bones.

2 Think about what you eat in a day. Complete the graphs.

