

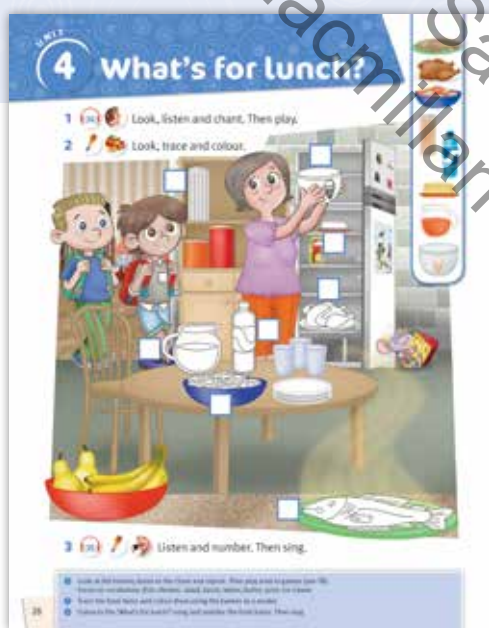
**Vocabulary:** food and drinks – uncountable nouns (*fish, salad, pasta, butter, cheese, fruit, ice cream, water, juice*)

**Grammar:** *What's for lunch? There's (fish and salad). Do you like fish and salad? Yes, I do./No, I don't. Can I have some water, please? Here you are.*

**Functions:** Finding out about the menu for lunch and food taste. Requesting something to drink or eat.

**Values:** Eating varied healthy food. Washing your hands before lunch. Being a nice guest/host.

**Context:** Throughout the unit the characters interact around food, menus and food tastes. The main characters are back from school for lunch and ask about the menu. In the unit story, Jack invites Kevin over for lunch and discovers his mate's tastes of food.



## 1

**LP:** Establishing a first contact with target vocabulary (food) around the exposure, recognition and guided production cycle. Developing listening, speaking and reading skills.

**N-LP:** Playing brain-challenging games. Saying a chant.

- With books closed, conduct the following lead-in games (see 'Lead-in games' on pages 13 & 14):
  - Play 'Look, listen and repeat': *fish, chicken, salad, pasta, butter, water, juice, ice cream.*
  - Play track 34 and conduct the vocabulary chant activity (see page 14).

### Audioscript

*fish – chicken – salad – pasta – butter – water – juice – ice cream (x2)*

- Play 'Look, listen and repeat if correct', 'Memorize the sequence', 'Where's the...? [Here.], 'What's this? [It's...]'

### tip

Monitor the lack of use of the indefinite article (*a/an*) in the answers, as they all require uncountable nouns.

- Engage pupils in a dramatization of lunchtime in which they request and pass food (using vocabulary from Level A): *Can I have the..., please? Here you are.*

## 2

**LP:** Visualizing target vocabulary in context. Incidentally being exposed to 'dish', 'bowl' and 'fridge'. Answer [*It's...*] to *What's this in English? Who's this?*; [*It's on/in/under the...*] to *Where's the...?*; [*Yes, it is./No, it isn't.*] to *Is it on/in/under the...?*

**N-LP:** Find in the scene the food displayed in the banner and play 'I spy'. Then complete and colour the drawings according to the models in the banner.

- With books open at page 26, draw pupils' attention to the banner. Remember that you can also use the poster.
- Point to each food item and ask, *What's this in English? [It's...] (Is it...?) (Yes, it is. /No, it isn't.)*

### tip

Monitor the production of the answers with uncountable food nouns so that the indefinite article is not used: *It's fish* (not *It's a...*)

- Re-direct pupils' attention to the scene. Help them put their observations into words: Ask, *Who's this? [It's (Jack/Kevin/Grandma.)]*
- Play 'I spy...' following the exchanges below. Tell pupils to point to the food they spot.

### Script (to be read by the teacher)

Teach terms marked with \* and elicit repetition.

*I spy with my little eye... Ben. [Yes!] Where is Ben? [Ben is in Jack's school bag.]*  
*... Lisa. [Yes!] Where is Lisa? [Lisa's on the floor.]*  
*... fish. [Yes!] Where is the fish? [Here!] Is it in a red bowl\*? [No, it isn't!] Is it on the green dish\*? [Yes, it is!] It's on a green dish.*  
*... salad. [Yes!] Where is the salad? [It is on the table.]*  
*... ham. [No!]*  
*... juice. [Yes!] Where is the juice? [It's on the table.]*  
*... water. [Yes!] Where is the water? [It's on the table.]*  
*... sandwiches. [No!]*  
*... chicken. [Yes!] Where is the chicken? [Here.] Is it on the table? [No, it isn't!] Is it on the shelf? [It's in the fridge\*.]*  
*... butter. [Yes!] Where is the butter? [Here.] Is it on the table? [No, it isn't.] Is it in the fridge\*? [Yes, it is.] It's in the fridge.*

... tomatoes. [No!]  
 ... pasta. [Yes!] Where is the pasta? [It's on the shelf.]  
 ... ice cream. [Yes!] Where is the ice cream? [It's in Grandma's hands.]  
 ... cheese. [Yes!] Where is the cheese? [It's in Lisa's hands.]

- Encourage pupils to speculate about the situation in the scene.

**tip** As they do so in L1, word conclusions in English: *Jack and Kevin are home from school. It is lunchtime. Grandma is making lunch.*

- Allow pupils time to complete and colour the drawings – set a time limit.

### 3 (35)

**LP:** Recognizing food items. Getting exposed to *What's for lunch/dessert?* and *Do you like? Yes, I do./ No, I don't.* Pronouncing sounds in strings.

**N-LP:** Listening and numbering the food items in the scene. Singing a song.

- With books open at page 26, revisit the conclusions drawn in Activity 2: *Jack and Kevin are home from school. It is lunchtime. Grandma is making lunch.*
- Stretch speculation a bit further. Ask, *What's for lunch?* and elicit the food words for the possible menus according to the picture; *What's for dessert?* and elicit the possible dessert words according to the picture: *Fruit/Ice cream.*
- Play track 35 and tell pupils to listen to the song and confirm the observations.

#### Audioscript

Jack: J – Grandma: G – Children's choir: CC – Kevin: K

#### What's for lunch?

<b>J:</b> What's for lunch, Grandma? What's for lunch?	<b>CC:</b> Do you like pasta, Kevin?
<b>G:</b> There's fish, salad and chicken too!	<b>K:</b> No, I don't.
<b>CC:</b> Do you like fish, Kevin?	<b>CC:</b> Do you like pasta, Jack?
<b>K:</b> No, I don't.	<b>J:</b> Yes, I do!
<b>CC:</b> Do you like fish, Jack?	<b>G:</b> Wash your hands, wash your hands. Let's have lunch!
<b>J:</b> Yes, I do!	<b>J:</b> And what's for dessert, Grandma? What's for dessert?
<b>G:</b> Wash your hands, wash your hands. Let's have lunch!	<b>G:</b> There's ice cream!! do you like ice cream?
<b>J:</b> What's for lunch, Grandma? What's for lunch?	<b>J &amp; K:</b> Yes, I do! Yes, I do!
<b>G:</b> There's pasta with butter.	Hurray, hurray, hurray!!!

**Answers:** For lunch: fish, salad, chicken, pasta with butter;  
 To drink: water and juice; For dessert: ice cream

the the food items as she mentions them in the song. Tell them to focus on the questions: *What's for lunch? What's for dessert?*

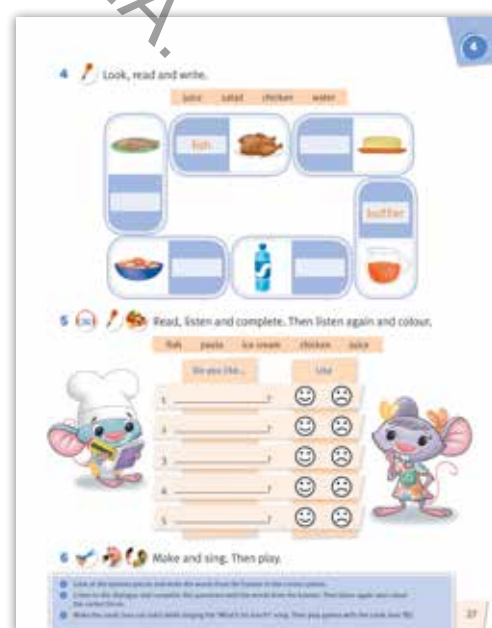
- Play the track stopping after Grandma's answers and elicit the numbering: *Number 1 is fish. Number 2 is salad. Number 3 is chicken.* Display and number the flashcards on the board as you proceed to aid correct numbering.
- Play the track on and stop at Grandma's second answer to *What's for lunch?* Elicit the numbering: *Number 4 is pasta. Number 5 is butter. Number 6 is water. Number 7 is juice.* Display and number the flashcards on the board as you proceed to aid correct numbering.
- Ask again, *What's for dessert?* Play the track on until Grandma's answer. Stop and elicit the numbering: *Number 8 is ice cream.* Display and number this final flashcard.

**Answers:** 1 fish; 2 salad; 3 chicken; 4 pasta; 5 butter; 6 water; 7 juice; 8 ice cream

- Play the track again and encourage singing along. Celebrate being able to sing a new song.

**tip** Play the song several times. Indicate which lines to sing each time. At an early stage, tell pupils to sing the 'What's for lunch?' stanzas. At a later stage, you may encourage pupils to sing the 'Do you like...?' stanzas.

**tip** At this point, carry out 'Can you say...?' Activity 12, on page 30, to reinforce accurate pronunciation.



## 4

**LP:** Developing reading and writing skills.

Responding [*It's* + (food).] to *What's this in English?* and [*Yes, it is./No, it isn't.*] to *Is it* + (food)? Write the corresponding food item where suitable.

**N-LP:** Completing the dominoes with the corresponding food items as appropriate.

- With books open at page 27, draw pupils' attention to Activity 4.
- Facilitate reading through association with contents already seen as follows: a) On the board, write a list of the food items presented in the banner. b) Allow pupils a few seconds to visually process the word you have written. c) Display the food flashcards on the board as well. d) Point to each word, say it out loud and get various pupils to come to the front in turn and join the word to its corresponding flashcard. e) Point to each word again and draw pupils' attention to the banner in Activity 4. Tell pupils to find (and point to) the same food word in it. Ask, *Can you see 'fish'? Where is it?* [*Here.*]
- Tell pupils to find (and point to) the corresponding picture in the dominoes. Ask, *Can you see 'fish'? Where is it?* [*Here.*] Get pupils to write the words suitably.
- Carry out peer supervision, ie: pupils swap books with a classmate and read what their peer has written to check whether it is legible and correct. Teach them to mark with a small cross in pencil what needs modifying.

### tip

Peer supervision renders several benefits: to get in touch with the written word again; to see the word in its handwritten version and note its difference from its printed appearance; to lead to realizing the importance of clear handwriting as a communicative act. Clearly state the purpose of this procedure: to aid not to criticize.

- Tell pupils to swap books back and modify what needs improving. Supervise corrections by walking around.



## 1 AB, p63 (40)

**LP:** Developing writing skills at word level: labelling pictures, cross-referring to the 'Mini-dictionary'. Aurally understanding *What's for lunch? There's...* Orally responding [*There is...*]

**N-LP:** Labelling pictures. Then listening for the food items on a menu and ticking them.

- With books open at page 63, draw pupils' attention to Activity 1.
- Facilitate writing as follows: a) Allow pupils a few seconds to visually process the pictures. b) Ask, *What's this? Elicit [It's (pasta).]* c) Cross-refer pupils to the 'Mini-dictionary' and tell them to find the word for each item in it and copy it suitably. d) Carry out peer supervision. e) Tell pupils to swap books back and see if there is anything to correct.
- Display the flashcards of the food items on the board.
- Draw pupils' attention to the scene on the left. Ask, *Who's this? What's the situation? What's for lunch? Is there pasta? Salad? Chicken? Make a gesture denoting 'We don't know!' Invite pupils to listen to Sally and her grandpa and find out.*
- Play track 40 twice non-stop and instruct ticking the food items on Grandpa's menu.

### Audioscript

Grandpa: G – Sally: S

- |   |   |
|---|---|
| <b>G:</b> Oh, hello, Sally! Welcome!                        | <b>S:</b> Yes, I do.                            |
| <b>S:</b> Hello, Grandpa! What's for lunch, Grandpa?        | <b>G:</b> Good. There's ice cream for dessert.  |
| <b>G:</b> There's chicken and salad.                        | <b>S:</b> Great! And to drink?                  |
| <b>S:</b> Oh, good! Chicken and salad is my favourite food. | <b>G:</b> There's water.                        |
| <b>G:</b> And do you like ice cream?                        | <b>S:</b> OK.                                   |
|   | <b>G:</b> Let's have lunch! Go wash your hands! |
|   | <b>S:</b> OK.                                   |

- Check resolution: play the track again, pausing strategically and asking, *What's for lunch? Elicit There's...*

**Answers:** ✓ chicken, salad, ice cream, water

- Get various pupils to come to the board and tick the corresponding flashcards.
- Encourage pupils to play the roles of Sally and her grandpa.

## 5 (36)

**LP:** Developing reading and writing skills at word level. Listening to an interaction about food tastes and identifying positive and negative answers – understanding *Do you like (pasta)? Yes, I do./No, I don't.*



**N-LP:** Completing a list of food items and colouring the corresponding symbol.

- Open up with pupils singing the unit song, focusing on the *Do you like...?* lines and their answers.
- With books open at page 27, draw pupils' attention to Activity 5. Elicit identification of characters, asking, *Who's this?* [*It's Ben/Lisa.*]
- Facilitate reading through association with contents already seen as follows: a) On the board, write a list of the food items presented in the banner. b) Allow pupils a few seconds to visually process the word you have written. c) Display the food flashcards on the board as well. d) Point to each word and say it out loud and get various pupils to come to the front in turn and join the word to its corresponding flashcard. e) Point to each word again and tell pupils to find and point to the same food word in it.
- Tell pupils they must complete the list according to Ben. Ask, *What's number one? Is it fish? Is it pasta?* Make a gesture denoting 'We don't know!' Play track 36 and invite pupils to listen to Ben and number the words in the banner – not to write anything yet.
- Play the audio twice non-stop and make sure pupils number the words in the banner and don't write them yet.

#### Audioscript

<b>1</b> <b>Ben:</b> Do you like ice cream? <b>Lisa:</b> Yes, I do.	<b>3</b> <b>Ben:</b> Do you like pasta? <b>Lisa:</b> No, I don't.	<b>5</b> <b>Ben:</b> Do you like chicken? <b>Lisa:</b> No, I don't.
<b>2</b> <b>Ben:</b> Do you like fish? <b>Lisa:</b> Yes, I do.	<b>4</b> <b>Ben:</b> Do you like juice? <b>Lisa:</b> Yes, I do.	

- Check the numbering. Ask, *Which is number (1)?* [*It's (ice cream).*]

**Answers:** 1 ice cream; 2 fish; 3 pasta; 4 juice; 5 chicken

- Tell pupils to copy the words from the banner on the corresponding lines – set a time limit.
- Carry out peer supervision.
- Draw the icons on the board and explain what they mean: 😊 Yes, I do. / 😞 No, I don't.
- Play track 36 again and tell pupils to listen and concentrate on Lisa's answers, and colour the symbols accordingly.
- While playing the track, pause suitably and ask, *Yes or No?* Elicit the answer and instruct colouring.
- To close, encourage pupils to play the roles of Ben and Lisa.

**tip**

At this point carry out 'Can you say...?' Activity 13 on page 30, to reinforce correct pronunciation.



## 2 AB, p63

**LP:** Developing reading skills at simple sentence level. Reading speech bubbles and the corresponding answers.

**N-LP:** Matching speech bubbles to the correct pictures by interpreting them. The circling the correct answers.

- With books open at page 63, draw pupils' attention to Activity 2.
- Point to the characters and ask, *Who's this?* [*It's Ben's grandpa/auntie/dad/Ben.*] Guide them to identify the food item in each speech bubble. Then guide them to read the speech bubbles on the top and have them identify the food item in each.
- Tell them to look at the picture of each character and the food item in their thought bubbles and have them match the speech bubbles to the correct picture.

**Answers:** 1 Auntie's picture; 2 Grandpa's picture; 3 Ben's picture; 4 Dad's picture

- Read out each speech bubble and instruct pupils to look at the pictures again and decide whether each character likes or not the corresponding food item. Then have them circle the correct answer.

**Answers:** 1 No, I don't. 2 No, I don't. 3 Yes, I do. 4 Yes, I do.

- Conduct chorus repetition and roleplay of full exchanges – attend to pronunciation.

## 6

**LP:** Recognizing/Producing food items, *Do you like...? Yes, I do./No, I don't. Can I have some..., please? Here you are.*

**N-LP:** Cutting out cards to play games with.

- Instruct pupils to cut out the school object cards at the back of their books.
- While they do it, play the vocabulary chant (track 34) and the unit song (track 35). Encourage pupils to chant/sing along.
- Carry out dictation of foods: pupils find the stated card and display it in a row on their desk, in order from left to right. (See 'Make and play games' on pages 14–17).
- Play 'Bingo' (see 'Make and play games' on pages 14–17).
- Encourage interactions: speaker A picks a card and asks the question, speaker B responds suitably: *Do you like...? Yes, I do./No, I don't.*
- Tell pupils to dramatize a scene about lunch and request food, drink and dessert: *Can I have some..., please? Here you are.*



## 7 & 8 (37)

**LP:** Developing comprehension skills: interpreting paralinguistic features and aural input to mentally reconstruct a narrative sequence involving target language. Developing reading skills at sentence level in context: speech bubbles.

**N-LP:** Understanding a comic strip and tracking down events until their resolution.

- With books open at page 28, draw pupils' attention to the story. Remember that you can also use the poster.
- Allow pupils time to explore the frames to attempt mental reconstruction of the storyline.
- Help pupils put observations into words. Pointing to the characters, ask, *Who's this? [It's Jack/Kevin/Jack's grandma.]*

- Play 'I spy' with food items. Pupils say the corresponding frame number.
- Encourage hypotheses about the situation: ask, *What's the situation?*

### tip

When L1 is resorted to, keep wording pupils' contributions in English as follows: *It's lunchtime. Jack and Kevin are back from school for lunch with Jack's grandma. The menu is fish and salad. Kevin doesn't like fish and salad. Grandma offers Kevin pasta with butter and cheese. Kevin doesn't like it. Grandma makes Kevin a special lunch of fruit and ice cream. Kevin likes it.*

- Play track 37 once. Tell pupils to point to each frame as they listen, and pay attention to attitude.

### Audioscript

Jack: J – Grandma: G – Kevin: K

- |          |   |          |  |
|----------|---|----------|--|
| <b>1</b> | <b>J:</b> Hi, Grandma! What's for lunch?                      | <b>4</b> | <b>G:</b> And do you like fruit?                   |
|          | <b>G:</b> Hello! There's fish and salad!                      |          | <b>K:</b> No, I don't... Can I have some water?    |
| <b>2</b> | <b>J:</b> Do you like fish and salad, Kevin?                  |          | <b>G:</b> Yes, here you are.                       |
|          | <b>K:</b> Oh... No, I don't.                                  | <b>5</b> | <b>G:</b> Do you like ice cream, Kevin?            |
| <b>3</b> | <b>G:</b> Oh... And do you like pasta with butter and cheese? |          | <b>K:</b> Yes, I do!                               |
|          | <b>K:</b> No... I don't. Sorry...                             | <b>6</b> | <b>G:</b> Kevin, I've got a special lunch for you. |
|          |   |          | <b>K:</b> Yummy! Hmm. Oh, I like fruit now!        |
|          |   |          | <b>J&amp;G:</b> Hahahahaha!                        |

- Confirm comprehension as follows: a) High up on the board, write a title: *Grandma's menu*. Below write number 1, initiating the list of menu options in the story. b) Ask, *What's for lunch? [There is fish and salad.]* Model answer and elicit repetition. c) Get a pupil to pick and display the corresponding cards next to '1'. d) Next to these cards, draw a mouthless face icon and ask, *What's the problem? Does Kevin like fish and salad? [No, (he doesn't)!]* (Support comprehension through gesture.) e) Get a pupil to draw the corresponding face. f) Below this, write number '2' and ask, *What's Grandma's offer? [Pasta with butter and cheese.]* g) Get another pupil to pick and display the corresponding cards next to '2'. h) Next to these cards, draw another mouthless face icon and ask, *Does Kevin like pasta with butter and cheese? [No, (he doesn't)!]* (Support comprehension through gesture.) i) Get another pupil to draw the corresponding face. j) Below this, write number '3' and ask, *What's Grandma's final offer? [Fruit and ice cream.]*

**VALUES** Grab the opportunity to reflect upon eating healthy and varied food. Discuss the benefits of eating fish, vegetables, fruit and pasta, and the risks of eating too much butter and ice cream. Also, discuss the inconvenience of being a fussy eater, how to be a good guest and how to behave as a welcoming host.

- Play the track again and tell pupils to listen and point to each speech bubble as they read.  
**NB:** Pointing leads to grasping the direction in which English is read and helps to focus attention on the written word and keep track of the script.



## 9 & 10

**LP:** Developing reading skills: reading speech bubbles and revisiting the story line.

**N-LP:** Match frames to speech bubbles. Number frames chronologically.

- With books open at page 29, draw pupils' attention to Activity 9.
- Tell pupils to identify, in the story, the moments displayed in the frames.

**Answers:** From left to right the frames correspond to story frames 1, 7 and 5 respectively.

- Draw pupils' attention to the speech bubbles in Activity 9 and read them aloud. Tell them to find and point to these speech bubbles in the story.
- Cross-refer pupils to the story to match the frames and the speech bubbles in Activity 9.

**Answers:** a What's for lunch, Grandma? b I like fruit now.  
c Do you like ice cream?

- Through cross-reference, elicit the whole interaction for each speech bubble. Ask, *What is Grandma's answer to Jack's question?* Picture 'a': *[There's fish and salad.]* What is Grandma's proposal to Kevin? Picture 'b': *[Kevin, I've got a special lunch for you.]* What is Kevin's answer to Grandma's question? Picture 'c': *[Yes, I do.]*
- Play the track again for pupils to identify the target speech bubbles and to number the frames.

**Answers:** a 1; b 3; c 2

- Conduct chorus repetition and roleplay of full exchanges – attend to pronunciation. You can also have pupils watch the animated video available on the Digital Pupil's Book or at the Teacher's Resource Centre.

## 11

**LP:** Developing skimming and writing skills at word level. Using cross-reference. Asking and answering *[Do you like...? Yes, I do./No, I don't.]* Writing lists.

**N-LP:** Sorting out food items according to the unit story. Listing the words appropriately.

- With books open at page 29, draw pupils' attention to Activity 11. Allow them time for inspection.
- Meanwhile, on the board, display the flashcards for the food items in this section.
- Point to Kevin and ask, *Who's this?* *[It's Kevin.]*
- Facilitate skimming the text for specific words following these steps: a) Point to each flashcard on display and ask, *What's this in English?* Elicit the answer: *[It's (fish).]* b) Cross-refer pupils to the story and tell them to circle the word, as many times as they find it.

### tip

To make this easier, you can array the flashcards in chronological order on the board. Then play track 37 again and tell pupils to follow the track and clap when they see/hear the target food item.

c) Every time, check by eliciting the corresponding frame number: ask, *Where is 'fish'/'cheese' etc?* *[It's in frames (1 and 2).]*

- On the board, draw two circles representing the plates in this activity. Make them big enough to allow room for writing the lists inside.
- Invite different boys (if possible to come forward in turn, with their book, and play the role of Kevin.)
- Get the class to play the role of Jack's grandma and ask him, *[Kevin, do you like...?]* and elicit from the



boy at the front the corresponding answer: *[Yes, I do./No, I don't.]*

- Tell the boy at the front to write the word suitably, consulting his book if necessary. The class confirms or corrects and writes the word in their own books as well.

**Answers:** I like... water, ice cream. I don't like... butter, pasta, salad, cheese.

- Proceed like this for every word.
- Carry out peer supervision.



### 3 AB, p64

**LP:** Developing listening and reading skills at simple sentence level and writing skills at word level. Reading, completing and matching speech bubbles.

**N-LP:** Matching and completing speech bubbles.

- With books open at page 64, draw pupils' attention to Activity 3.
- Point to the characters and ask, *Who's this?* [*It's Jack/Jack's grandma/Kevin.*]
- Guide pupils to read the speech bubbles on the left.
- Play track 37 and tell pupils to clap when they hear each question.
- At every correct identification, stop and draw pupils' attention to Kevin's speech bubbles. Elicit Kevin's response.
- Play the track on for confirmation. Tell pupils to look at Kevin's face in each picture and complete the blanks with 'Yes' or 'No'.

**Answers:** 1 Yes; 2 No

- Play the track again and tell them to match questions and answers – advise them that one of the answers will be matched to two questions.

**Answers:** Jack: Do you like fish and salad? 2 (No, I don't.)  
Grandma: Do you like pasta with butter and cheese?  
2 (No, I don't.) Grandma: Do you like ice cream? 1 (Yes, I do.)

- Play the whole track one final time to check.
- Refer pupils to the story to double check the matching.

- Conduct roleplay.



### 12 (38)

**LP:** Focusing on pronunciation of the *What's for lunch?* question, and its answers: *Yes, I do/No, I don't.*

**N-LP:** Listening and completing scenes with stickers. Chanting along.

- With books open at page 30, draw pupils' attention to Activity 12. Allow the time for inspection.
- Meanwhile, draw two big frames on the board, representing the scenes in this activity and display all the food flashcards somewhere visible outside the frames.
- For identification of characters and food items, draw pupils' attention to each scene at a time. Ask the following questions and write the words in bold within the corresponding frame on the board, *Who's this?* [*It's **Sally**/Sally's **auntie**.*] [*It's **Jack**/Jack's **dad**.*] *What's the situation?* [*It's **lunchtime**.*] *Sally/Jack is home for lunch.*] *What's on the table?* [*There's **fruit/ice cream**.*] *What's for lunch?* [*We don't know!*] Support meaning with gesture.
- Play Sally and her auntie's exchange in track 38 and pause. And ask again, *What's for lunch?* Elicit the answer and invite different pupils to come forward in turn and pick the corresponding food flashcards and place them in the corresponding frame.
- Play Jack and his dad's exchange in track 38 and do the same.

#### Audioscript

**Sally:** *What's for lunch? What's for lunch?*

**Auntie:** *There's chicken and salad, water and fruit.  
There's chicken and salad, water and fruit.*

**Jack:** *What's for lunch? What's for lunch?*

**Dad:** *There's fish and pasta, ice cream and juice.  
There's fish and pasta, ice cream and juice.*

- Refer pupils to the stickers section at the back of their books and tell them to find the corresponding stickers and place them suitably on page 30.

**Answers:** 1 chicken and salad, and water and fruit stickers;  
2 fish and pasta, and ice cream and juice

- Play the track again and encourage chanting along – monitor sounds. You may separate the class to play the roles of the characters involved in the exchanges.

### 13

**LP:** Focusing on the pronunciation and rising intonation of *Do you like...?*

**N-LP:** Listening and completing scenes with stickers. Chanting along.

- With books open at page 30, draw pupils' attention to Activity 13. Allow them time for inspection.
- Meanwhile, draw two big frames on the board, representing the scenes in this activity and inside each frame draw a mouthless face icon.
- Display all the food flashcards somewhere visible outside the frames.
- Draw pupils' attention to each scene at a time. Ask the following questions and write the words in bold within the corresponding frame on the board, *Who's this?* [*It's **Ben**/Ben's **grandma**.*] *What's the situation?* [*It's **lunchtime**. Ben is home for lunch.*] *What's for lunch?* [*We don't know!*] (Support meaning with gesture.) What's different about ben's expression? Get various pupils in turn to draw the mouths in the face icons on the board as suitable.
- Play each exchange in track 39 at a time and pause. Ask again, *What's for lunch?* Elicit the answer and invite various pupils to come forward in turn and pick the corresponding food flashcards and place them in the corresponding frame.

#### **Audioscript**

**Grandma:** *Do you like fish, Ben? Do you like fish?*

**Ben:** *Yes, I do! Yes, I do!*

**Grandma:** *Do you like butter, Ben? Do you like butter?*

**Ben:** *No, I don't. No, I don't.*

- Refer pupils to the stickers section at the back of their books and tell them to find the corresponding stickers and place them suitably on page 30.

**Answers:** 1 fish sticker; 2 butter sticker

- Play the track again and encourage chanting

along – monitor sounds. You may separate the class to play the roles of the characters involved in the exchanges.



### 4 **AB, p64**

**LP:** Developing writing at word level using cross-reference to the 'Mini-dictionary'. Developing speaking skills: *Do you like...? Yes, I do./No, I don't.*

**N-LP:** Interviewing partners and recording information in double-entry grids.

- Facilitate writing through cross-reference to the 'Mini-dictionary': a) One at a time, high up on the board, line up the food flashcards. Each time, ask, *What's this in English?* b) Elicit the answer [*It's...*]. Make sure the indefinite article is not used. c) Refer pupils to the 'Mini-dictionary' on page 31 to find the written word corresponding to the target flashcard. d) Invite pupils to come to the front in turn, with their books and label the flashcard on the board. e) Get the class to confirm or gently correct.
- With books open at page 64, draw pupils' attention to Activity 4.
- Tell pupils to choose from the board six food items of their preference and write the words in the blanks provided in their books.
- Carry out peer supervision.
- Group pupils in pairs as follows: a) Hand out slips of paper of four different colours, eg: light blue, grey, black and white. b) Tell pupils with the light blue and grey slips to get together in pairs. c) Tell pupils holding the black and white slips to get together in pairs.
- Tell members of the pairs to interview each other and record in their books their partner's answers by circling the corresponding hand icons in the 'Friend 1' column. Set a time limit.
- Tell pupils to change partners: 'light blue' pupils with 'black'; 'grey' pupils with 'white'.
- Tell pupils to interview their new partner and, again, circle the corresponding hand icons in the 'Friend 2' column.
- On the classroom wall, in the 'Our favourites' corner,



display a poster headed 'Do you like...?' with the list of the food words. Next to each you will state the number of pupils who like it.

- Hand out photocopied pictures of the food items and drinks presented in this unit and tell pupils to decorate them freely. They will be used to decorate the poster.
- Ask, *Do you like...?* questions and tell pupils who do to answer, *[Yes, I do.]* and raise their hands simultaneously.
- Count the number of hands up and record it next to the corresponding food word.
- Proceed like this until all food items/drinks have been surveyed. Then get the class to identify the favourite food item/drink and mark it with a star.



## 14

**LP:** Asking and answering *[Do you like...? Yes, I do./ No, I don't.]*

**N-LP:** Playing an intelligent-guess game.

- With books open at page 31, draw pupils' attention to Activity 14.
- Tell pupils they will play a game in pairs. One of them chooses a card and the other asks, *[Do you like...?]* The one who has made the choice must answer, *[Yes, I do./No, I don't.]* depending on the icon accompanying each food item. Then they swap roles.



## 5 AB, p65

**LP:** Reporting differences, orally and in writing, involving food items and drinks and their location with *in, on, under* and furniture already.

**N-LP:** Spotting four differences between two scenes and reporting them orally and in writing.

- With books open at page 65, draw pupils' attention to Activity 5. Allow them time for inspection of the scenes.
- Explain that there are four differences between the two scenes and give the class time to find and circle them. Ask, *What's different?*

**Answers:** the fruit, the juice, the fish and the mice, Lisa and Ben

- Engage the class in the following exchange:

*Where is the fruit in Picture 1? [It's on the shelf.]*  
*Where is the fruit in Picture 2? [It's on the floor.]*  
*Where is the juice in Picture 1? [It's on the table.]*  
*Where is the juice in Picture 2? [It's on the shelf.]*  
*Where is the fish in Picture 1? [It's under the chair.]*  
*Where is the fish in Picture 2? [It's under the table.]*  
*Who is in the box in Picture 1? [Ben.]* *Who is in the box in Picture 2? [Lisa's in the box.]*

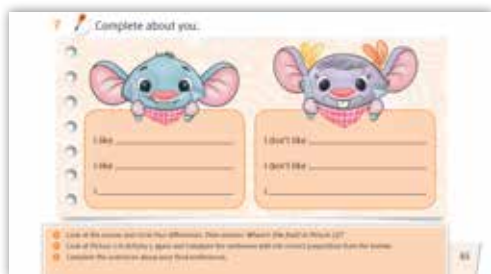


## 6 AB, p65

**LP:** Developing reading skills at simple sentence level, using cross-reference and deciding on the correct missing element to complete blanks. Writing prepositions of place where suitable.

**N-LP:** Completing a report.

- With books open at page 65, draw pupils' attention to scene 2 in Activity 5.
- Ask, *Where is the juice?* Elicit *[It's on the shelf.]*
- Refer pupils to the 'Mini-dictionary' (page 31). Ask them to spot the word 'juice'.
- Lead them back to page 65, Activity 6, and tell them to find the word 'juice' in sentences 1–4.
- Conduct reading aloud of the corresponding sentence, drawing attention to the blank to complete. Ask, *Where's the juice?*
- Elicit *[It's **on** the shelf.]* and tell pupils to copy the corresponding preposition from the banner in the blank.
- Proceed like this for 'fruit', 'fish' and 'Lisa'.
- Carry out peer supervision.



## 7 AB, p65

**LP:** Developing writing skills supported by cross-reference to the 'Mini-dictionary'. Expressing personal preferences.

**N-LP:** Completing personal preferences as regards food and drinks.

- With books open at page 65, draw pupils' attention to Activity 7.
- Ask, *Who's this?* [*It's Ben/Lisa.*] Have pupils associate Ben's face with 'I like' and Lisa's face with 'I don't like'.
- Tell them to think of the food items/drinks they like and don't like.
- Refer pupils to the 'Mini-dictionary' (page 31). Ask them to spot the word for the food items/drinks they like and don't like. Instruct them to copy the words under the corresponding picture.
- Point out that in the last line they have to write 'like'/'don't like' before the word for the food item/drink.
- You may have more confident pupils report their preferences to the rest of the class.

## MINI-Dictionary

**LP:** Recognizing and repeating the vocabulary items focusing on pronunciation. Then tracing the words under each sticker as a first approach to handwriting.

**N-LP:** Completing the 'Mini-dictionary' – placing the stickers according to their order in the unit chant. Then chanting along.

- With books open at page 31, draw pupils' attention to the 'Mini-dictionary'.
- Tell pupils they will complete this section with the corresponding stickers at the back of the book.
- Play track 34 and proceed with the sticking until completion.
- Encourage repetition of words to guarantee correct pronunciation.
- Instruct pupils to trace words in dark pencil. As they do, play the unit chant (track 34) and song (track 35).



## activity bank

- **Drawing in pairs:** Ask pupils to draw a scene in which two of the characters ask and answer, *What's for lunch? There's... and...*
- **Roleplay:** Put up a show: pupils act out the story, imitating pronunciation and attitudes.

### tip

**Stage 1:** Conduct listen-and-repeat, eliciting chorus repetition of story script. **Stage 2:** Play track 37 and get pupils to simply perform the physical actions throughout. **Stage 3:** When suitable, assign roles and guide pupils through the roleplay. Celebrate.

### • Photocopiable activities at Teacher's Resource Centre:

- **Do you like...? Look, write and tick (✓) or cross (X):** Hand out the photocopies. Tell pupils to cut out the food pictures and stick them within the corresponding menu, according to their preference. You may aid them by reproducing the menus on the board and sticking the flashcards suitably.
- **Dominoes:** See instructions on page 64. For the exchanges with pupils use: *Do you like...?* [*Yes, I do./No, I don't.*]
- **Speech bubbles:** Hand out the photocopies. Pupils read the speech bubbles and match one on the left side to one on the right side. Warn them that there is a distractor, which they do not need to use. Cross-refer pupils to the story to aid themselves. Checking may be whole-class, through peer supervision and elicitation of matches. Alternatively, you may as well check the matching yourself. Encourage roleplay. Tell pupils to file the worksheet when finished.
- **Rhyming sounds! Listen and join the words containing the same sound:** Hand out the photocopies. Tell pupils to look at the items on display. Elicit the words in English for each. Draw pupils' attention to the /w/ in 'windy' and tell pupils to identify the items containing /w/. They should come up with 'water' and 'one'. Instruct joining these three elements using a specified colour. Elicit chorus repetition. Monitor pronunciation. Draw pupils' attention to /dʒ/, final /ə/, /æ/ and /f/, and follow the same procedure. Colouring is optional – set a time limit if you decide to do this. Tell pupils to file the worksheet when finished.

**Answers:** /w/ windy, water, one; /dʒ/ Jack, juice; final /ə/ pasta, water; /æ/ pasta, salad, Jack; /f/ fish, T-shirt

- **Listen to the question and circle the correct answer:** See instructions on page 51.

#### Script (to be read by the teacher)

What's for lunch?  
Do you like pasta?  
Can I have some juice, please?  
Do you like fish?

## Integration 2

**Vocabulary:** numbers and colours; characters' names; school and classroom items; family members; possessive case: 's; months of the year and celebrations; food items and drinks

**Grammar:** information questions with *How many...?* *How old...?* *What...?* *Where...?* *When...?* *Who...?* *Whose...?* *Yes/No questions with Is it...?* *Are they...?* *Do you like...?*

**Functions:** Counting time in months. Calculating quantity. Identifying objects, characters, owners, celebrations, colour combinations. Describing menus. Expressing food preferences. Expressing location.



### Board game 2

**LP:** Orally answering questions. Producing numbers 1–18 orally. Reacting to True and False statements and correcting the false ones, using target language.

**N-LP:** Playing a board game: answering correctly to advance positions along the board and reach the 'FINISH' line.

**NB:** for general notes on how to play the game, see page 17.

### Preparation

- Tell pupils to open their books at pages 32 and 33 and follow the instructions in the 'Preparation' section on pages 52 & 53. Use the 'Integration 2' poster.

### Focus on language

- Help pupils put observations into words – point to 'START' and 'FINISH' and ask, *Who's this?* [It's

*Ben/Lisa.*] (Pointing to the objects:) *What's this in English?* [It's a desk.] *How many markers are there on the desk?* [Two.] *What colour are the markers?* [Green and black.] *Whose marker is green?* [It's Jack's.] *Whose pen is this?* [It's Ms Rainbow's.]

- Play 'I spy' to continue wordings observations – elicit the production of the place numbers.  
**NB:** The 'I spy' instance should be taken to provide plenty of aural input at normal speed, thus developing comprehension skills even further and paving the way for pupils' own production.

#### Script (to be conducted by the teacher)

**NB:** Which/How many of these lines to say is a personal decision.

*I spy with my little eye an orange paint tube!* [Eleven.]  
*I spy with my little eye a birthday cake!* [Five/Sixteen.]  
*(Whose birthday cake is it in 5?)* [It's Lisa's.]  
*(Whose birthday cake is it in 16?)* [Lisa's auntie's.]  
*I spy with my little eye a white paint tube!* [Eleven.]  
*I spy with my little eye sunny and hot weather!* [Three.]  
*I spy with my little eye Ben with a calendar!* [Seventeen.]  
*I spy with my little eye butter!* [Eighteen.]  
*I spy with my little eye Sally with a book!* [Fourteen.]  
*I spy with my little eye three months!* [Two/Nine.]

- For other places, play 'True or false?' Encourage pupils to signal thumb up for 'true' or thumb down for 'false'. **NB:** This instance aims to stretch aural input at normal speed, further developing comprehension skills and paving the way for pupils' own production.

#### Script (to be conducted by the teacher)

**NB:** Which/How many of these lines to say is a personal decision.

*Place 6 represents Easter!* [F] [Christmas.]  
*Place 14 represents Book Day.* [T]  
*Place 16 represents Lisa's birthday.* [F] [Lisa's auntie's birthday.]



Place 5 represents Sally's birthday. [F][Lisa's birthday.]  
Place 10 represents your birthday. [T]

## Play time

- Follow the instructions in the 'Play time' section on page 53.

## Questions

Frame	Teacher's input	Pupils' expected output
START	You start./Your turn. Cast the dice.	
1	Who's this? Is it Ms Craig?	No, it isn't. It's Ms Rainbow.
2	Complete the sequence. (Encourage pupils to do the months chant.)	February, April, June
3	What's the weather like?	It's sunny and hot.
4	What's for lunch? Do you like fish/pasta/juice?	There's fish, pasta and juice. Yes, I do./No, I don't.
5	Who's birthday is in January?	Lisa's birthday is in January.
6	What celebration is this? When is it?	It's Christmas. It's in December.
7	What's this in English? How many apples? Are the apples green or red? How many pears? How many bananas? Do you like fruit?	It's fruit. Two. They are green. Two. Two. Yes, I do./No, I don't.
8	What's 13 plus 7?	It's twenty.
9	Complete the sequence. (Encourage pupils to do the months chant.) What special day do we celebrate in July/September/November?	August, October, December Friend's Day/Teachers' Day/National 'Mate' Day.
10	When's your birthday? How old are you?	It's in... I'm seven/eight.
11	What colours can you see? What do black and white make?	Black and white. Black and white make grey.
12	Who's this? Is Kevin Jack's friend or Sally's friend?	It's Kevin. Kevin is Jack's friend.
13	Who's this? Where is Lisa (standing)? What colour is the paint tube?	It's Lisa. Lisa is on a paint tube. It's orange.
14	What celebration is this? When is book day?	It's Book Day. It's in April.
15	What's for lunch? Do you like chicken and salad? Do you like water?	There's chicken, salad and water. Yes, I do. /No, I don't.
16	Who's this? When is Ben's auntie's birthday?	It's Ben's auntie. It's in May.
17	How many months are there in a year?	There are twelve.

Frame	Teacher's input	Pupils' expected output
18	What's this in English? Do you like butter?	It's butter. Yes, I do./No, I don't.
FINISH		



## activity bank

- Class noughts and crosses:** You may want to do some recycling of target questions. Prepare a big noughts and crosses board on the classroom board with the colour flashcards to act as reference for which frame to choose. Also, in each frame, display a suitable flashcard representing a lexical item seen in Units 3 and 4, preferably, so that it helps to answer a question like those on the list below.
- Question ping-pong challenge:** The activity consists in a ball game, like a chain of questions and answers. To play, get a small soft ball and prepare each question on a big slip of paper (if possible, use different coloured paper).  
**NB:** For some questions, you will need flashcards as visual aids.  
Place the slips in a box or a bag. Get hold of the ball and throw it to a pupil. Tell the catcher to pick a question slip out of the bag/box and read it aloud, with assistance if necessary. The reader must throw the ball to another participant, who must catch it and answer the question correctly to score a point. Get pairs or trios to elaborate the answers to increase the chances of accuracy. The answerer draws another question slip from the box or bag, reads it aloud and throws the ball to someone else. And the game proceeds likewise until all questions have been answered. On the board, keep a score of the questions answered correctly by the class as a whole.  
**Suggested questions:** What's your name? [I'm (name).] How old are you? [I'm (age).] What's this in English? [It's a(X)...] What's this? Is it a...? [Yes, it is. / No, it isn't.] Who's this? [It's Kevin/Ms Craig.] What's for lunch? [There's (chicken).] How many months are there to (October)? [(Three.)] What do red and yellow make? [Red and yellow make orange.] Where's (my glue)? [It's in/on/under the...] Where are (Sally's boots)? [They are on/in/under the...] Whose... is this? [It's ...'s.] How many months are there in a year? [There are twelve.] When is your birthday? [It's in...] What's special in (August)? [It's Children's Day.] Do you like salad/ice cream/fruit? [Yes, I do. /No, I don't.] Whose birthday is in June? [It's Ms Craig's.] What's three plus ten? [Three plus ten is thirteen.]