

Learning objectives

- Identifying the names of fruit and vegetables and writing them correctly in context (C1 C3 C7 C8)
- Listening to, understanding and singing a song (C1 C6 C7 C8)
- Reading and listening to a story about food (C1 C3 C6 C7 C8)
- Showing understanding of the story by answering questions and writing a story review (C1 C6 C7 C8)
- Identifying parts of the language structure and showing understanding by creating sentences and questions (C7 C8)
- Listening to, reading and acting out a dialogue using language in context (C1 C5 C7 C8)
- Identifying recipe instructions (C1 C3 C8)
- Reading, listening and writing about fascinating fruits (C1 C3 C4 C7 C8)
- Using the internet to find out specific information about fruit (C3 C4 C7 C8)
- Understanding and extracting information from a letter about foods someone likes and dislikes (C1 C4 C7 C8)
- Learning to classify vocabulary in preparation for writing (C1 C3 C7 C8)
- Writing your own letter about foods someone likes and dislikes (C1 C4 C6 C7 C8)
- Reviewing and reflecting on the unit (C1 C3 C6 C7 C8)
- Practising Everyday English to act out buying fruit in the market (C1 C2 C3 C5 C6 C7 C8)

Key language**Vocabulary**

- grapes, peppers, peaches, onions, olives, pears, mushrooms, peas, green beans, sweetcorn*
- put, stir, peel, wash, cut (into slices)*
- a vine, a cactus, an evergreen tree, leaves, seeds, healthy*

Structures

- He/She loves/likes (peas).*
- He/She doesn't like/hates (mushrooms).*

- Does he/she like (pizza)? Yes, he/she does. / No, he/she doesn't.*

Recycled language

- chicken, burger, salad, ice cream, cake, fish, chips, turkey, sandwich, sausage, pizza, chocolate, rice*
- lunch*

Receptive language

- meet, London, friends, pizza*
- recipe, sauce, toast, microwave, bowl*
- duck*
- energy, vitamin, asthma, sore throat*
- I know!*
- Of course!*
- Surprise*
- I'm/We're hungry!*
- It's ready!*
- What/Who can you see?*
- Where are they?*

Pronunciation

- /ʌ/ sound as in onion and mushroom*

Socio-cultural aspects

- Understanding the importance of fruit in our diet (C3 C8)
- Showing interest in the properties of fruit and vegetables (C3 C8)
- Learning about culture and customs in the English-speaking world (C5 C6 C7 C8)
- Using Everyday English to act out buying fruit in the market (C1 C2 C3 C5 C6 C7 C8)

Competences key

- (C1) Competence in linguistic communication
- (C2) Mathematical competence
- (C3) Competence in knowledge of and interaction with the physical world
- (C4) Competence in processing information and use of ICT
- (C5) Competence in social skills and citizenship
- (C6) Artistic and cultural competence
- (C7) Learning to learn
- (C8) Autonomy and personal initiative

Lesson 1

Learning objectives

- Identify and say words for fruit and vegetables
- Play the Quest Memory Game to practise the vocabulary
- Listen to, read and sing the Quest song
- Show understanding by writing vocabulary, questions and sentences

Language focus

- *grapes, pears, peaches, onions, olives, peppers, mushrooms, peas, green beans, sweetcorn*
- *I love / like / don't like / hate (peas).*
- *Do you like (peas)?*
- *Yes, I do. / No, I don't.*

Materials

- Flashcards: *grapes, pears, peaches, onions, olives, peppers, mushrooms, peas, green beans, sweetcorn*
- Pupil's Book page 5
- Activity Book page 5
- Class audio CD



At-a-glance lesson plan
(PB page 5 and AB page 5)

Opening activities

- Remember the Quest TV show and presenters. (C1 C7)
- Brainstorm food vocabulary in English. (C1 C7 C8)

Main activities

- **Vocabulary activities** Listen and repeat the words (CD 1 track 9) (PB page 5). Quest Memory Game. Listen and play (CD 1 track 10) (PB page 5). (C1 C7 C8)
- **Song** Listen and read. Sing the song (CD1 track 11) (PB page 5). (C1 C6 C7 C8)
- **Vocabulary practice** Look. Complete the sentences. Look. Write the questions (AB page 5). (C1 C7 C8)
- **Writing practice** Write about you. (AB page 5). (C1 C8)

Closing activities

- Sing the karaoke version of *The fruit and veg* song (CD1 track 12) (C1 C6)
- Say *Goodbye*.

Opening activities

- Say **Hello, how are you?** and encourage the pupils to return the greeting.
- Ask the class to remind you about the Quest TV show and the presenters from the starter unit: Kiera, Dan, Jack and Sophie.
- Say **Quest's first TV show is about food.** Brainstorm with the class any food they already know in English and ask them to spell some of the words out loud, if they can.
- Hold up the Unit 1 flashcards one at a time and stick them on the board, in the same order as in the Pupil's Book. Ask the pupils to tell you any words they already know in English. Don't worry about any words they don't know.
- Ask them what these foods have in common. Elicit that these foods are all fruit or vegetables.

Main activities



Listen and repeat the words.

- Say **Open your Pupil's Books at page 5.** Give the pupils time to find the page.
- Point to Activity 1. Say **It's time for Word Quest 1.** Play CD 1 track 9. Point to the flashcards of the different fruit and vegetables as you hear them on the CD.
- Play the CD again and tell the pupils to repeat the words as they hear them. Take down each flashcard as it is mentioned on the CD. Praise their speaking, saying **Well done!**



Hello and welcome to Quest.
The TV show that's the best!
It's time for Word Quest 1.
Listen, repeat and have fun!

grapes
peppers
peaches
onions
olives
pears
mushrooms
peas
green beans
sweetcorn

Quest TV 1 **Focus on Food**

Lesson 1

1. **Look, listen and repeat.** 2. **Quest Memory game. Listen and play.**

Word Quest 1

1 grapes	2 peppers
3 peaches	4 onions
5 olives	6 pears
7 mushrooms	8 peas
9 green beans	10 sweetcorn

MEMORY GAME

What's number 4?
Onions.

Yes. Do you like onions?
No, I don't. What's number 5?

3. **Listen and read. Sing the song.**

I like mushrooms and I like peas.
I don't like onions and I don't like green beans.
I love peaches. Yes, I do.
But more than anything, I love you!

I don't like mushrooms and I don't like peas.
But I like onions, peppers and green beans.
I love sweetcorn. Yes, I do.
But more than anything, I love you!

He likes lots of fruit and veg*.
Yeah, yeah, yeah, it's true.
And I know he loves me,
And I love him, too.

She likes lots of fruit and veg*.
Yeah, yeah, yeah, it's true.
And I know she loves me,
And I love her, too.

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Quest TV 1 **Focus on Food**

Lesson 1 **Word Quest 1**

1. **Look. Complete the sentences.**

olives mushrooms onions peas pears grapes green beans sweetcorn peaches peppers

1 I like grapes.

2 I love _____.

3 I love _____.

4 I like _____.

5 I like _____.

6 I don't like _____.

7 I don't like _____.

8 I hate _____.

9 I don't like _____.

10 I hate _____.

2. **Look. Write the questions.**

1 Do you like olives?

2 _____

3 _____

4 _____

5 _____

6 _____

3. **Write about you.**

I like _____

I love _____

I don't like _____

I hate _____

Listen to the song again.

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page 5 **Quest Memory Game. Listen and play.**

- Hold up your PB and point to Activity 2. Say **These children are playing the Quest Memory Game. Listen and repeat.** Play CD 1 track 10. Pause after each line for the class to repeat.



Boy: What's number 4?

Girl: Onions.

Boy: Yes. Do you like onions?

Girl: No, I don't. What's number 5?

- Tell the pupils to spend a couple of minutes looking at the words in Word Quest 1. Then say **Let's play the Quest Memory Game.** Model how to play the game with a pupil.
- Divide the class into pairs. The pupils take it in turns to open their books and ask questions. Monitor and praise their speaking, saying **Very good!**

- Finally, say **Close your books.** Invite individual pupils to name the food from memory, for example, ask **What's number 1?** (grapes). As they answer, stick the flashcards on the board, so they can be used later on in the lesson. Repeat until all the flashcards are on the board.

Differentiated learning: If your class finds English difficult, make this game easier. Allow all the pupils to keep their books open. Instead of answering the questions from memory, they can look in their books.



Listen and read. Sing the song.

- Say **It's time for a Quest song.** Point to the flashcards on the board and ask **Which seven fruit and vegetable words are in the song?** Play CD 1 track 11.



The fruit and veg song

*I like mushrooms and I like peas.
I don't like onions and I don't like green beans.
I love peaches. Yes, I do.
But more than anything, I love you!*

*I don't like mushrooms and I don't like peas.
But I like onions, peppers and green beans.
I love sweetcorn. Yes, I do.
But more than anything, I love you!*

He likes lots of fruit and veg.
Yeah, yeah, yeah, it's true.
And I know he loves me,
And I love him, too.*

She likes lots of fruit and veg.
Yeah, yeah, yeah, it's true.
And I know she loves me,
And I love her, too.*

veg* = vegetables

- Elicit the seven flashcard words in the song (mushrooms, peas, onions, green beans, peaches, peppers, sweetcorn). Say **Good listening. Well done!**
- Hold up the PB and point to Activity 3. Play CD 1 track 11 again and encourage the pupils to read the song in their PB while listening.
- Say **Let's sing the song.** Play the CD again, pause after each line so the pupils can repeat it. Play the CD again and encourage the pupils to sing the song.



Look. Complete the sentences.

- Say **Open your Activity Book at page 5.**
- Hold up your AB and point to Activity 1. Point to the happy and sad faces and elicit the phrases *like* and *don't like* from the class. Explain that pupils should look at the pictures and complete the sentences.

- Check their answers as a class.
- Answers: 1 grapes / 2 peaches / 3 peas / 4 olives / 5 sweetcorn / 6 peppers / 7 green beans / 8 pears / 9 mushrooms / 10 onions



Look. Write the questions.

- Hold up your AB and point to Activity 2. Ask the pupils to look at the pictures and write the questions.
- Move around the room, checking their work and saying **Very good!**
- When the pupils have finished, check the answers with the class.
- Answers: 1 Do you like olives? / 2 Do you like onions? / 3 Do you like pears? / 4 Do you like sweetcorn? / 5 Do you like peaches? / 6 Do you like peppers?



Write about you.

- Hold up your AB and point to Activity 3. Ask the pupils to write sentences about the food they do and don't like.
- Check understanding by saying **I like (grapes). I don't like**, pause and invite pupils to name food they don't like.
- When the pupils have finished, invite individual pupils to read out their sentences.
- Answers will vary.

Closing activities

- Say **Everybody finish now. Say Goodbye!** Encourage the pupils to close their books and tidy up their things.

Extra: Divide the class into two groups (i.e. boys and girls). Ask the pupils to stand up and sing their part of *The Fruit and veg* song. Play the karaoke version on CD 1 track 12 and sing along, encouraging the pupils to sing with you.

Homework: Pupils add to their list of foods they like and don't like in their notebooks. They can add fruit and vegetables, or other foods. They will need to use a dictionary.

Lesson 2

Learning objectives

- Listen to, read, understand and explain the story
- Show understanding of the story by ordering the speech bubbles and answering questions
- Write a review of the story

Language focus

- *grapes, pears, peaches, onions, olives, peppers, mushrooms, peas, green beans, sweetcorn*
- *I love / like / don't like / hate (peas).*
- *Do you like (peas)?*
- *Yes, I do. / No, I don't.*
- *meet, London, four friends, pizza, chocolate*

Materials

- Flashcards: *grapes, pears, peaches, onions, olives, peppers, mushrooms, peas, green beans, sweetcorn*
- Digibook: IWB: *Pizza Problems!*
- Pupil's Book page 6
- Activity Book page 6
- Class audio CD



At-a-glance lesson plan (PB page 6 and AB page 6)

Opening activities

- Revision of fruit and vegetables vocabulary (with flashcards). *The fruit and veg song* (CD 1 track 11). **C1 C3 C6**

Main activities

- **Story** *Pizza Problems!* Listen to the story with the IWB. Listen to the story. Read. (CD 1 track 13) (PB page 6). Check comprehension. Ask questions. **C1 C3 C6 C7 C8**
- **Story activities** Remember the story. Write, order and match. Listen and check (CD 1 track 14). Answer the questions (AB page 6). **C1 C7 C8**
- **Writing practice** Quest Story Review. Think about the story. Circle. Write a review (AB page 6). **C1 C6 C7 C8**

Closing activities

- Class survey of favourite pizza toppings. **C5 C6**

Opening activities

- Play *The fruit and veg song* on CD 1 track 11 as the class enter the classroom.
- Say **Hello**, and encourage the pupils to return the greeting. Ask **How are you?** and encourage the pupils to answer and ask you the same thing. Say **I'm fine, thank you.**
- Ask them questions about this unit. Ask **What is this unit's Quest topic?** (food/fruit and vegetables). **What's your favourite food?**
- Brainstorm food from the last lesson. Stick the appropriate flashcards on the board as they say the food.
- Say **Let's listen to *The fruit and veg song*. Clap when you hear the name of a food.** Play CD 1 track 11 again and encourage the pupils to clap at the correct times. Leave the flashcards on the board.

Main activities

Listen to the story with the IWB.

- Say **It's time for a Quest TV story.** Show the pupils the story on the IWB. Generate interest in the story by inviting pupils to speculate about the story. Ask **Where are the children?** Play the story introduction on CD 1 track 13 and pause the CD so the class can answer (in London).
- Ask pupils the following gist question before they listen to the complete story: **What is on the surprise pizza?** Tell the story yourself or play CD 1 track 13. Zoom in on the different frames on the IWB to help the pupils understand the story.
- When the CD has finished, ask the pupils to answer the gist question (onions, grapes and chocolate). Ask them to name the food mentioned in the story and draw a tick next to the appropriate flashcards on the board (mushrooms, olives, peppers, onions, grapes).



Dan: See what happens when four friends organise a day together in London!

Pizza Problems!

Frame 1

Narrator: Toby and Nicola are in Trafalgar Square. Clare and Billy are near Big Ben.

Toby: Hi, Clare. See you in Trafalgar Square at 1 o'clock?

Clare: Great! See you soon.

Frame 2

Nicola: I'm hungry.

Toby: Do you like pizza?

Nicola: Yes, I do. With lots of cheese!

Toby: What about Clare and Billy?

Frame 3

Toby: Let's text them. Hi guys, What do you like on pizza? Love, Toby

Frame 4

Narrator: Toby reads his messages.

Clare: Hi Toby, I love mushrooms. I like olives. I don't like peppers. See you soon, Clare.

Billy: Hello Toby, I love pizza! I like olives and peppers. I hate mushrooms. Yuck! Bye, Billy.

Frame 5

Toby: Clare loves mushrooms, but Billy hates mushrooms.

Nicola: And Billy likes peppers, but Clare doesn't like peppers.

Frame 6

Narrator: Toby sees a sign for 'Surprise Pizza'.

Toby: I know! Can I have a surprise pizza, please?

Vendor: Of course!

Frame 7

Narrator: All four friends are together.

Clare: Great, pizza! We're hungry!

Billy: What pizza is it?

Toby: It's a surprise pizza!

Frame 8

Narrator: Clare opens the pizza box.

Toby: It's got onions, grapes and chocolate!

Billy: Oh well! That's certainly a surprise!



Listen to the story. Read.

- Say **Open your Pupil's Book at page 6**. Give the pupils time to find the page.
- Ask the pupils to listen to the story and follow the dialogue by reading in their PB. Play CD 1 track 13 again.

Check comprehension. Ask questions.

- Check that the pupils understand the story by using the IWB and asking questions about each frame. Encourage the pupils to answer in English.

Frame 1

Where are Toby and Nicola? (in Trafalgar Square)

Where are Clare and Billy? (near Big Ben)

Frame 2

Does Nicola like pizza? (yes)

What does she like on her pizza? (lots of cheese)

Frame 3

How does Toby communicate with Clare and Billy? (he sends a text message by mobile phone)

Frame 4

What does Clare like on her pizzas? (mushrooms and olives)

What does Billy like on his pizzas? (olives and peppers)

Frame 5

Do they like exactly the same things? (no, they don't)

Frame 6

What kind of pizza does Toby choose? (a surprise pizza)

Frame 7

Do the friends meet up? (yes)

What is the matter with Clare? (she's hungry)

Frame 8

What is the surprise pizza? (onions, grapes and chocolate)



Remember the story. Write, order and match. Listen and check.

- Say **Open your Activity Book at page 6**. Give the pupils a moment to find the page.
- Hold up your AB and point to Activity 4. Check the pupils understand what they have to do. Tell them to work individually to complete the speech bubbles and then number them in the correct order. Finally, they draw a line to match each speech bubble to the correct picture.
- When the pupils have finished, ask them to listen and check their answers. Play CD 1 track 14.

Lesson 2

4. **Listen to the story. Read.** See what happens when four friends organise a day together in London!

1 Toby and Nicola are in Trafalgar Square. Clare and Billy are near Big Ben.

2 I'm hungry. Do you like pizza?

3 Yes, I do. With lots of cheese! What about Clare and Billy?

4 Let's text them.

5 Hi guys. What do you like on pizza? Love, Toby

6 Hi Toby, I love mushrooms. I like olives, peppers. C U soon, Clare

7 Hello Toby, I love pizza! I like olives and peppers. I hate mushrooms. Yuck! Bye, Billy

8 Clare loves mushrooms, but Billy hates mushrooms. And Billy likes peppers, but Clare doesn't like peppers.

9 I know! Can I have a surprise pizza, please?

10 Of course!

11 All four friends are together.

12 Great, pizza! We're hungry!

13 What pizza is it?

14 It's a surprise pizza!

15 Oh well! That's certainly a surprise!

- Answers: 1 See you in Trafalgar Square at 1 o'clock? a / 2 I'm hungry. d / 3 Do you like pizza? a / 4 Hi, Toby, I love mushrooms. c / 5 I like olives and peppers. b / 6 It's got onions, grapes and chocolate. a



Narrator: Number 1

Toby: See you in Trafalgar Square at 1 o'clock?

Narrator: Number 2

Nicola: I'm hungry.

Narrator: Number 3

Toby: Do you like pizza?

Narrator: Number 4

Clare: Hi Toby, I love mushrooms.

Narrator: Number 5

Billy: I like olives and peppers.

Narrator: Number 6

Toby: It's got onions, grapes and chocolate!



Answer the questions.

- Hold up your AB and point to Activity 5. Check the pupils understand what they have to do.
- Ask a pupil to read the first sentence aloud, and ask another pupil to read out the example answer.
- Tell the class to work individually and answer the questions Check the answers together.
- Answers: 1 in Trafalgar Square. / 2 Nicola / 3 Clare / 4 Billy / 5 onions, grapes and chocolate

Lesson 2

4. **Remember the story. Write, order and match. Listen and check.**

hungry grapes pizza 1 o'clock mushrooms like

Do you like _____?

I'm _____

Hi Toby, I love _____

I _____ olives and peppers.

It's got onions, _____ and chocolate!

See you in Trafalgar Square at _____ 1 o'clock _____

5. **Answer the questions.**

- Where do the children meet? _____ in Trafalgar Square
- Who is hungry? _____
- Who loves mushrooms? _____
- Who likes peppers? _____
- What has the surprise pizza got? _____

6. **Think about the story. Circle. Write a review.**

1 It's about ...
a) a pizza b) fruit c) a pea

2 It happens in ...
a) Edinburgh b) London c) Dublin

3 The main characters are ...
a) chefs b) pizzas c) friends

4 There's a problem because they ...
a) like the same things
b) like different things
c) don't like pizza

Quest Story Review

The story is about a pizza.

It happens in _____.

The main characters are _____.

There's a problem because _____.

My favourite character is _____.

Is this a true story? _____.

I think the story is _____.

☆ ok ☆☆☆ good ☆☆☆☆ excellent



Quest Story Review: Think about the story. Circle. Write a review.

- Hold up your AB and point to Activity 6. Check the pupils understand what they have to do.
- Give the pupils time to read the sentences and circle a), b) or c).
- Check the answers together, asking different pupils to answer.
- Answers: 1 a / 2 b / 3 c / 4 b
- Hold up your AB and point to the Quest Story Review box. Ask the pupils to work individually to complete the sentences. They should look at the answers they have circled to help them.
- When they have finished, invite individual pupils to read out their sentences. Ask the class whether they liked the story.
- The pupils colour in the stars, depending on what they thought of the story: 1 star=ok; 2 stars=good; 3 stars=excellent.

Closing activities

- Say **Everybody finish now.** Say **Goodbye!**

Encourage the pupils to close their books and tidy up their things.

Extra: Do a class survey of pizza toppings with the class. Ask each pupil **What's your favourite pizza topping?** Put ticks next to the appropriate flashcards on the board and write any new toppings on the board. Say the results (for example, **12 people in our class like olives**).

Homework: Pupils write their own story review and summary of the story. Ask pupils to try and include the following words: *meet, London, four friends, pizza and chocolate.*

Lesson 3

Learning objectives

- To recall the story
- Identify parts of the language structure and make questions and short answers
- Write sentences practising the language structure
- Listen, read and act out a dialogue

Language focus

- *grapes, pears, peaches, onions, olives, peppers, mushrooms, peas, green beans, sweetcorn*
- *He / She loves / likes / doesn't like / hates (peas).*
- *Does he / she like ... ?*
- *Yes, he / she does. / No, he / she doesn't.*

Materials

- Digibook: IWB: *Pizza problems!*
- Digibook: Grammar Poster: Unit 1
- Pupil's Book page 7
- Activity Book pages 7 and 88
- Class audio CD



At-a-glance lesson plan (PB page 7 and AB pages 7 and 88)

Opening activities

- Review the story (CD 1 track 13) with the IWB. **C6 C7 C8**

Main activities

- **Grammar presentation** Let's investigate grammar. Answer the questions. Look at the Grammar Quest to help you (PB page 7). **C7 C8**
- **Grammar practice** Look at the chart and complete the sentences. Look. Write the questions and short answers. Look at Activity 8 and write sentences (AB page 7). Extra! Go to the Grammar Practice on page 88 (AB page 88). **C7 C8**
- **Speaking practice** Listen, read and repeat. Act it out (CD 1 track 15) (PB page 7). **C1 C5 C7 C8**

Closing activities

- Act out the dialogue (PB page 7). **C1 C5 C7 C8**
- Bilingual Dictionary (AB page 14). **C1 C7 C8**

Opening activities

- Say **Hello, how are you?** The pupils answer and return the greeting.
- Show the story for Unit 1 on the IWB. Ask **Where are the friends?** (in London). Summarise the story by asking a question about each important frame. Zoom in on the appropriate frame as you ask the questions.

Frame 1

What time are they meeting in Trafalgar Square? (at 1 o'clock)

Frame 2

Is Nicola hungry? (yes, she is)

Frame 3

What does Toby do? (he sends a text message)

Frame 4

Do Clare and Billy send him a text message? (yes, they do)

Frame 5

Who likes mushrooms, Clare or Billy? (Clare)

Who likes peppers, Clare or Billy? (Billy)

Frame 6

What does Toby see? (a sign for 'Surprise Pizza')

Frame 7

How many friends meet up? (four)

Frame 8

Is the pizza a surprise? (yes, it is)

- Play the story on CD 1 track 13. Encourage the class to listen and check their answers to the questions.

Main activities

Grammar presentation.

- On the IWB, zoom in on Frame 4 of the story and ask individual pupils to read out the text messages from Clare and Toby.
- Zoom in on Frame 5. Say **Nicola says Clare (blank) mushrooms** (make a thumbs up sign). Elicit the missing verb from the sentence. Say **Clare loves mushroom**. Stress the 's' at the end of *loves*. Write *She loves mushrooms* on the board.
- Zoom in on **Nicola** and say **Nicola says But Billy (blank) mushrooms** and make a thumbs down sign. Elicit the missing word and write the sentence on the board: *Billy hates mushrooms*.
- Repeat the procedure for the next sentence. Say **Billy (blank) peppers** (smile and rub your tummy enthusiastically). Elicit the sentence *Billy likes peppers* and write it on the board.

Lesson 3

5. Let's investigate grammar.

Grammar Quest

Present Simple - he/she

He	loves	mushrooms.
She	likes	peppers.
	doesn't like	
	hates	

Does	he	like	pizza?
	she		

6. Answer the questions. Look at the Grammar Quest to help you.

- Do we use like or likes with He/She?
- Do we use don't like or doesn't like with He/She?
- Do we start the question for he/she with Does or Do?

7. Listen, read and repeat. Act it out.

At the supermarket

Sophie: Let's get something to eat for dinner. Do you like chicken and rice?
 Jack: No, I don't. I hate chicken. What about rice with green beans?
 Sophie: I hate green beans! What about burgers and salad?
 Jack: That's a good idea. Does Dan like burgers?
 Sophie: Yes, he does. And Kiera likes burgers, too.
 Jack: Great! Burgers and salad for dinner!
 Sophie: Mmm and what about ice cream or cake?
 Jack: Definitely ice cream. We all love ice cream.
 Sophie: OK. Let's buy burgers, salad and ice cream.

• Then say **But Clare (blank) peppers** (make a disgusted face and shake your head). Elicit the missing verb and the complete sentence on the board: *Clare doesn't like peppers.*

• Finally, write on the board *Does Clare like mushrooms?* Elicit the answer from the class (Yes, she does.)

page 7 Let's investigate grammar.

• Say **Open your Pupil's Book at page 7.** Give the pupils time to find the page.

• Invite volunteers to read the sentences from the Grammar Quest box and check understanding. Draw their attention to the s at the end of the verb (*loves / likes / hates*). Draw their attention also to the use of *doesn't*.

• Focus on the question and short answers. Ask **Does Billy like peppers?** and elicit the answer (Yes, he does). Ask **Does Clare like peppers?** (No, she doesn't). Draw pupils' attention to the *like* with no s at the end of the verb with a question.

page 7 Answer the questions. Look at the Grammar Quest to help you.

• Hold up your PB and point to Activity 6. Say **Answer the questions.** Ask the class to look at the Revision table, as well as the main Grammar Quest box and to think about the differences they can see.

Lesson 3

Grammar Quest

Present simple - he/she

7. Look at the chart and complete the sentences.

Jack	Sophie	Dan	Kiera
loves	likes	doesn't like	hates

1 Jack likes mushrooms.
 2 He hates peppers.
 3 Sophie loves mushrooms.
 4 She doesn't like peppers.
 5 Dan likes mushrooms.
 6 He loves peppers.
 7 Kiera hates mushrooms.
 8 She likes peppers.

8. Look. Write the questions and short answers.

1 Does he like pizza? Yes, he does.
 2 Does she like apples?
 3 Does he like oranges?
 4 Does she like bananas?
 5 Does he like grapes?
 6 Does she like kiwis?
 7 Does he like lemons?
 8 Does she like limes?

9. Look at Activity 8 and write sentences.

1 He likes pizza.
 2 _____
 3 _____
 4 _____
 5 _____
 6 _____
 7 _____
 8 _____

Extra! Go to the Grammar Practice on page 88.

• Read the questions in Activity 6 out loud to the class. Invite pupils to answer. Ask the rest of the class if they agree before confirming the correct answer. Refer back to the tables, if necessary.

• Answers: 1 likes / 2 doesn't like / 3 Does

page 7 Look at the chart and complete the sentences.

• Say **Open your Activity Book at page 7.** Give the pupils time to find the page.

• Tell the pupils to look at the chart. Ask questions about the chart to check understanding, for example, **Does Jack like mushrooms?** (Yes, he does.) **Does he like peppers?** (No, he doesn't. He hates peppers.) etc.

• Draw their attention to the example answer for question 1. Ask the class to work individually to complete the sentences.


• When the pupils have finished, check the answers together.

• Answers: 1 Jack likes mushrooms. 2 He hates peppers. / 3 Sophie loves mushrooms. / 4 She doesn't like peppers. / 5 Dan doesn't like mushrooms. / 6 He loves peppers. / 7 Kiera hates mushrooms. / 8 She likes peppers.

Grammar Practice
Present simple – he/she

1 **Extra!**

1. Write the missing words.

(1) ♡	_____ loves _____	 grapes. sweetcorn. peaches.
He	(2) ☹ _____	
She	(3) ☹ _____	
	(4) ☹ _____	
(5) _____	he/she like _____	tomatoes? _____ onions? _____

2. Look and complete.

1 ♡ He _____ loves _____ grapes.

2 ☹ She _____ pizza.

3 ☹ He _____ peas.

4 ☹ She _____ tomatoes.

5 ♡ He _____ green beans.

6 ☹ She _____ olives, but she ☹ _____ mushrooms.

3. Write the questions and short answers.

1 she / tomatoes
Does she like tomatoes? _____ ✓ Yes, she does.

2 he / pizza
_____ ✓ _____

3 he / mushrooms
_____ ✗ _____

4 she / chocolate
_____ ✗ _____

5 he / peppers
_____ ✗ _____

6 she / green beans
_____ ✗ _____

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• When the pupils have finished, invite pupils to read out their sentences. Praise them and say **Well done!**

• Answers: 1 He likes pizza. 2 He doesn't like peas. / 3 He likes peaches. / 4 He doesn't like onions. / 5 She doesn't like pears. / 6 She likes grapes. / 7 She doesn't like olives. / 8 She likes sweetcorn.



Listen, read and repeat. Act it out.

• Hold up your PB and point to Activity 7. Ask the pupils questions about the pictures, for example, **Who can you see?** (Sophie and Jack) Refer the pupils to the dialogue heading and ask **Where are they?** (At the supermarket) Play CD 1 track 15 and encourage the pupils to read the dialogue while listening.

• Ask the pupils questions about the dialogue to check their understanding, for example, **Does Jack like chicken?** (No, he doesn't.) **Does Sophie like green beans?** (No, she doesn't.)

• Play the CD again, but this time encourage the pupils to repeat each sentence of the dialogue after you, pausing the CD after each line. Help them with pronunciation, if necessary.

• Put the class into two groups. Ask one group to read out the lines of the dialogue for Sophie chorally and the other group to read out the lines of the dialogue for Jack chorally. Repeat this until the pupils are confident with the dialogue.

Option: To give the pupils more practice with the dialogue, put them into pairs and they act out the dialogue together. Invite some of the pairs to perform the dialogue to the class.



Look. Write the questions and short answers.

• Hold up your AB and point to Activity 8. Refer the class to the pictures by each question. Read the first example question and short answer with the class to check understanding. Say **Does he like pizza?** Refer the class to the happy face next to the picture of pizza and elicit the answer, (Yes, he does).

• Ask the pupils to work individually to write the questions and short answers. When they have finished, check the answers together.

• Answers: 1 Does he like pizza? Yes, he does. / 2 Does he like peas? No, he doesn't. / 3 Does he like peaches? Yes, he does. / 4 Does he like onions? No, he doesn't. / 5 Does she like pears? No, she doesn't. / 6 Does she like grapes? Yes, she does. / 7 Does she like olives? No, she doesn't. / 8 Does she like sweetcorn? Yes, she does.



Look at Activity 8 and write sentences.

• Hold up your AB and point to Activity 9. Ask the pupils to work individually to write sentences about the food the children in Activity 8 like and don't like. Draw their attention to the example and check understanding.

• Move around the room to check their work and offer help.



At the supermarket

Sophie: Let's get something to eat for dinner. Do you like chicken and rice?

Jack: No, I don't. I hate chicken. What about rice with green beans?

Sophie: I hate green beans! What about burgers and salad?

Jack: That's a good idea. Does Dan like burgers?

Sophie: Yes, he does. And Kiera likes burgers, too.

Jack: Great! Burgers and salad for dinner!

Sophie: Mmm and what about ice cream or cake?

Jack: Definitely ice cream. We all love ice cream.

Sophie: OK. Let's buy burgers, salad and ice cream.



Do the Grammar Practice on page 88

- Say **Turn to page 88**. Give the pupils time to find the page.
- Pupils work individually to complete the three activities. If pupils find the activities difficult, refer them to the Grammar Quest box in Pupil's Book page 7.
- Check the answers with the class.
- Answers: Activity 1: (1) loves / (2) likes / (3) doesn't like / (4) hates / (5) Does / (6) does / (7) doesn't
- Activity 2: (1) loves / (2) hates / (3) likes / (4) doesn't like / (5) loves / (6) doesn't like
- Activity 3: (1) Does she like tomatoes? Yes, she does. / (2) Does he like pizza? Yes, he does. / (3) Does he like mushrooms? No, he doesn't. / (4) Does she like chocolate? Yes, she does. / (5) Does he like peppers? No, he doesn't. / (6) Does she like green beans? No, she doesn't.

Closing activities

- Say **Everybody finish now**. Say Goodbye! Encourage the pupils to close their books and tidy up their things.

Extra: Invite different pairs of pupils to come to the front of the class and act out the dialogue in their Pupil's Books.

Bilingual Dictionary: Ask the pupils to turn to page 14 in their AB. Explain that this is a Bilingual Dictionary which they can complete to keep a record of the words they have learnt in this unit.

Pupils work individually to complete the first lexical set of words. Encourage them to look up words they don't know in a dictionary.

Homework: Pupils write two more sentences about food their family and friends like, and two sentences about food they don't like.

Lesson 4

Learning objectives

- Identify and say cooking verbs
- Listen, read and write a recipe
- Discriminate between the spelling of the sound /ʌ/ as in *mushroom* and *onion*

Language focus

- *put, stir, peel, wash, cut (into slices)*
- *grapes, pears, peaches, onions, olives, peppers, mushrooms, peas, green beans, sweetcorn*

Materials

- Flashcards: *onions, mushrooms*
- Digibook: Grammar poster: Unit 1
- Pupil's Book page 8
- Activity Book page 8
- Class audio CD



At-a-glance lesson plan (PB page 8 and AB pages 8)

Opening activities

- **Grammar practice** Grammar poster

Main activities

- **Vocabulary presentation** Listen and repeat the words (CD 1 track 16) (PB page 8).
- **Listening practice** Listen and read. Answer the question (CD 1 track 17) Listen and answer the questions you hear. Listen and check (CD 1 track 18) (PB page 8).
- **Writing practice** Look. Write the words. Write a recipe for fruit salad (AB page 8).
- **Funky Phonics** Listen and say (CD 1 track 19) (PB page 8).
- **Phonics practice** Complete the words. Write. Listen and check (CD 1 track 20) (AB page 8).

Closing activities

- Say the Funky Phonics as fast as you can.

Opening activities

- Say **Hello, how are you?** The pupils answer and return the greeting.

- Show the Unit 1 grammar poster on the screen. Read the sentences and ask the pupils to suggest other sentences using the same pattern, for example, *She loves sweetcorn. Do you like peppers? (Yes, I do.) Does he like olives? (No, he doesn't.)* etc. Show pupils that they can make sentences with *We* and *They* in exactly the same way as sentences with *I*.

- Cover the verbs on the grammar poster in turn with a piece of paper or card. Ask the pupils to say the sentences using the correct form of the verbs.

- Cover the pronouns and nouns on the poster in turn in the same way. Ask the pupils to make sentences.

Main activities



Listen and repeat the words.

- Say **Open your Pupil's Book at page 8.** Give the pupils time to find the page.
- Hold up your PB and point to Activity 8. Say **Look at Word Quest 2. Listen to the cooking verbs.**
- Play CD 1 track 16 and encourage the pupils to read the verbs in their PB while listening.
- Play the CD again. Pause between each verb and encourage the pupils to repeat it.



put
stir
peel
wash
cut into slices.

- Invite individual pupils to come to the front of the class and mime a cooking verb. Ask **What's the verb?** Pupils raise their hands to answer.



Listen and read. Answer the question.

- Hold up your PB and point to Activity 9. Say **Let's look at the pictures** and point to the pictures on the page. Ask the pupils questions to check understanding, for example, **What type of text is this?** (a recipe) **What food is the recipe for?** (mini pizzas)
- Invite a pupil to read the question in the blue box above the recipe: **Which 3 fruits and vegetables are in the recipe?** Play CD 1 track 17 and encourage the pupils to read the recipe in their PB while listening. Elicit the answer to the question (tomato, onion and mushrooms).

Lesson 4

8. Listen and repeat the words.

Word Quest 2

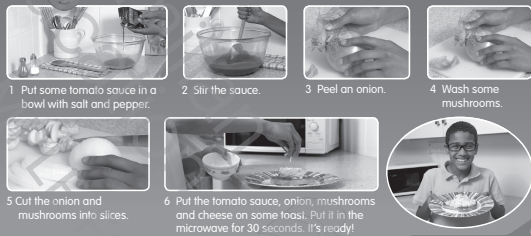


9. Listen and read. Answer the question.

Text type: a recipe

MINI PIZZAS

Which 3 fruits and vegetables are in the recipe?



What other recipes do you know?

10. Listen and answer the questions you hear. Listen and check.

11. Listen and say.

An onion and mushroom pizza,
Let's have it for lunch.
Come and cut it into slices
Hear me eat it -
Munch, crunch, munch!



Lesson 4

Word Quest 2

10. Look. Write the words.



11. Write a recipe for fruit salad.

Text type: a recipe

FRUIT SALAD

Ingredients:

- an apple
- a pear
- a peach
- a banana

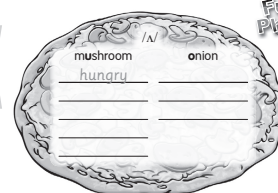


12. Complete the words. Write. Listen and check.

h_u_n_g_r_y n_m_b_e_r l_v_e
c_m_e l_n_c_h
m_th_e_r c_t cr_n_c_h

LISTEN!

In these words, the letters u and o have the same sound.



Funky Phonics



- Put some tomato sauce in a bowl with salt and pepper.
- Stir the sauce.
- Peel an onion.
- Wash some mushrooms.
- Cut the onion and mushrooms into slices.
- Put the tomato sauce, onion, mushrooms and cheese on some toast. Put it in the microwave for 30 seconds. It's ready!



Listen and answer the questions you hear. Listen and check.

- Hold up your PB and point to Activity 10. Ask the class to read the text in Activity 9 again. Ask questions to check their understanding, for example, **What do you put in a bowl?** (tomato sauce) etc.
- Explain to the class that they are going to hear some questions on the CD. Play CD 1 track 18. Pause after each question and give the pupils time to look at the text and find the answer. They write the answer in their notebooks.
- Then continue CD 1 track 18 for the pupils to listen and check their answer.

Option: The pupils work in pairs and listen and find the answers.

**Narrator:** Number one**Adult:** Is the recipe for a big or a small pizza?**Adult:** The recipe is for a small pizza.**Narrator:** Number two**Adult:** What type of sauce do you need?**Adult:** You need tomato sauce.**Narrator:** Number three**Adult:** What do you do with the onion?**Adult:** You peel the onion and cut it into slices.**Narrator:** Number four**Adult:** What do you do with the mushrooms?**Adult:** You wash the mushrooms and cut them into slices.**Narrator:** Number five**Adult:** How many seconds do you put the pizza in the microwave for?**Adult:** You put the pizza in the microwave for 30 seconds.

Tip: The aim of this activity is to check understanding of the text, therefore, don't correct the pupils' grammar or ask for long answers.

- Finally, ask individual pupils the personalisation question below the recipe **What other recipes do you know?** Listen to their answers and praise their speaking.

Tip: Remind pupils that they should be supervised by an adult when cooking, particularly when using sharp knives and heat.



Look. Write the words.

- Say **Open your Activity Book at page 8.** Give the pupils time to find the page.
- Hold up your AB and point to Activity 10. Ask the pupils to work individually to look at the pictures and write the correct cooking verb.
- When the pupils have finished, check the answers with the class. Ask different pupils

What's number (1)?

- Answers: 1 stir / 2 cut / 3 peel / 4 wash / 5 put



Write a recipe for fruit salad.

- Hold up your AB and point to Activity 11. Explain to the pupils that they are going to write a recipe for fruit salad.

- Point to the example and check understanding. Ask the pupils to complete the recipe in pairs.

- Move around the room to check their work.

- When the pupils have finished, check the answers with the class. Ask different pupils

What's number (1)? etc.

- Answers: 1 Wash the apple, the pear and the peach. / 2 Peel the fruit. / 3 Cut the fruit. / 4 Put the fruit into a bowl. / 5 Stir the fruit. / 6 Eat the fruit salad.



Listen and say.

- Hold up your PB and point to Activity 11. Stick the mushrooms and onions flashcards on the board. Write the corresponding word on the board next to the flashcards. Say **mushrooms and onions**, making sure the “u” in mushroom and the first “o” in onion sound the same, i.e. /ʌ/. Ask the class to repeat the words.

- Say it a few times, getting faster and faster and exaggerate the sound. Say /ʌ/ **mushrooms**. /ʌ/ **onions**. Get the class to repeat and check they recognise that the two sounds are the same.

- Point to the Funky Phonics. Explain that the letters in red have the same /ʌ/ sound. Play CD 1 track 19 and encourage the pupils to read the rap in their PB while listening.

- Play the CD again. Pause at the end of each line and encourage the pupils to repeat it. Then, play the CD without pausing and encourage the class to join in with the rap. Repeat this procedure.

- Invite individual pupils to say the rap aloud and as fast as possible.



*An onion and mushroom pizza,
Let's have it for lunch.
Come and cut it into slices
Hear me eat it-
Munch, crunch, munch!*



Complete the words. Write. Listen and check.

- Hold up your AB and point to Activity 12. Say **mushroom and onion. Have they got the same sound or a different sound?** (the same sound) Tell the class the words in this activity have got the same “uh” sound but some words have got the letter “o” and other words have the letter “u”.

- Ask the pupils to work in pairs to complete the words and write them under the correct word in the table using a pencil.

- When the pupils have finished, play CD 1 track 20. The pupils listen and check the answers.

- Ask different pupils to read out the words and name the letter.

- Answers: mushroom: hungry number lunch cut crunch

- onion: love come mother

- Finally, refer the class to the Listen! box. Invite a pupil to read it out.



/ʌ/

mushroom

hungry

number

lunch

cut

crunch

onion

love

come

mother

Closing activities

- Say **Everybody finish now.** Say **Goodbye!** Encourage the pupils to close their books and tidy up their things.

Extra: Divide the class into two groups. Play the Funky Phonics again on CD 1 track 19 and ask the class to alternate reading a sentence each from the rap. Correct their pronunciation, if necessary. Encourage the class to say it as fast as they can. Congratulate them and say **Well done!**

Homework: Pupils write a mini pizza recipe. They add their favourite toppings to the recipe.

Lesson 5

Learning objectives

- Listen and learn about fascinating fruit
- Answer comprehension questions about the text
- Read and find some amazing fruit facts

Language focus

- *tomatoes, pineapples, olives, olive oil,*
- *a cactus, an evergreen tree, seeds, leaves, healthy, a vine*
- *energy, vitamin, superfood, sore throat*
- *put, stir*

Materials

- Digibook: Unit 1 CLIL poster: *Fascinating Fruit*
- Pupil's Book pages 8 and 9
- Activity Book page 9
- Class audio CD



At-a-glance lesson plan (PB pages 8 and 9 and AB page 9)

Opening activities

- Cooking vocabulary revision game. (C1 C7 C8)

Main activities

- **Unit 1 CLIL Poster *Fascinating Fruit*.** Look at the poster and discuss. Focus on vocabulary. Listen and read. Answer the audience questions (CD 1 track 21). Read and say 'True' or 'False' (PB page 9). (C1 C3 C4 C7 C8)
- **Poster activities** Read and circle the words. Complete the sentences. Tick the chart. Listen and check (CD 1 track 22). Look at Activity 14 and complete the sentences. Listen and circle the correct answers (CD 1 track 23). Complete the amazing facts. Write the mystery word (AB page 9). (C3 C4 C7 C8)

Closing activities

- Research amazing fruit facts. (C4 C7 C8)
- Bilingual Dictionary. (page 14) (C1 C7 C8)

Opening activities

- Say **Hello, how are you?** The pupils answer and return the greeting.
- **Vocabulary game** Play a game to practise the cooking vocabulary from Lesson 4. Read out the *Mini Pizzas* recipe from PB page 8 but replace the cooking verbs with the word *elephant*. Encourage the class to shout *Stop* when they hear elephant and to raise their hands to tell you the correct verb, e.g. Say **'Elephant' some tomato sauce in a bowl ...** The class shouts *Stop!* (*Put some tomato sauce in a bowl*).

Main activities

Look at the poster and discuss.

- Show the CLIL poster *Fascinating Fruit* on the screen. Create interest by discussing what the pupils can see on the poster. Use the Teacher's Questions on the poster to help you. Encourage the pupils to speak English as much as possible, but use L1 if necessary.

Focus on vocabulary.

- Zoom in on the six smaller pictures on the poster. Use the pictures to teach them the key words and phrases for this lesson: *a vine, a cactus, an evergreen tree, leaves, seeds and healthy*. Ask questions to check their initial understanding of these words and phrases, for example, **Which fruit grows on a vine? Which fruit grows on a cactus?** etc.
- Finally, invite volunteers to read out the Amazing Facts on the poster.



Listen and read. Answer the audience questions.

- Say **Open your Pupil's Book at page 9.** Give the pupils time to find the page.
- Explain that the questions on the mobile phone have been sent in to the Quest team by the Quest audience. Read the questions aloud to the class. Encourage pupils to predict the answers but don't say if they are right or wrong.
- Say **Listen and read. Then, answer the questions.** Play CD 1 track 21 and encourage the pupils to read the main text as they listen.
- Then ask the pupils to raise their hands to answer the audience questions. Accept short answers.
- Answers: Yes, it is. / 2 a plant that grows up something / 3 no / 4 trees

Lesson 5

CLIL Natural Science 1

12. Listen and read. Answer the audience questions.

Fascinating Fruit

A tomato joke
What is red and
grows up and down?
A tomato
in a lift.
Ha ha!

Tomatoes
Yes, a tomato is a fruit! It contains the seeds of its plant. Some tomatoes grow on a vine. A vine is a plant that climbs up something, to get more energy from the sun. Tomatoes have got a lot of vitamin C, which is good for you. They are so healthy some people call them a 'superfood'!

Pineapples
A pineapple is not really one fruit. It is lots of little fruits. Pineapples grow on a plant similar to a cactus. A cactus is a plant that doesn't need lots of water because it has got leaves which store water. Pineapples have got a lot of vitamin C, which helps keep you strong. A pineapple can help a sore throat.

Olives
An olive is green first, and then it changes to black. Olives grow on an evergreen tree. An evergreen tree is a tree which has got leaves all year. Olives have got a lot of vitamin E, which helps keep your heart, muscles and cells healthy. Olives can help you if you have asthma.

Amazing fact
A pineapple has the name 'pineapple' because it looks like a pine cone.

Amazing fact
An olive tree can live for over 1000 years.

Audience Questions:

- 1 Is a tomato a fruit?
SMS from Mary in England
- 2 What is a vine?
SMS from Harry in Scotland
- 3 Do pineapple plants need lots of water?
SMS from Nerys in Wales
- 4 Do olives grow on plants or trees?
SMS from Danny in Ireland

13. Read and say 'True' or 'False'.

- 1 A tomato is bad for your health.
- 2 There is a lot of vitamin C in tomatoes and pineapples.
- 3 If you have got a sore throat, it's a good idea to eat some pineapple.
- 4 Only green olives grow on evergreen trees.

Online Quest What is an alligator pear?

Lesson 5

CLIL Natural Science 1

13. Read and circle the words. Complete the sentences.

cactusirleavesso(vine)pasnwaterwusunytoevergreenmebc9

- 1 A vine is a plant that climbs up something, to get more energy from the _____.
- 2 A _____ is a plant that doesn't need lots of _____.
- 3 An _____ tree is a tree which has got _____ all year.

14. Tick the chart. Listen and check.

	grow on an evergreen tree	grow on a plant similar to a cactus	grow on a vine	have got a lot of vitamin C	have got a lot of vitamin E
tomatoes			✓		
pineapples					
olives					

15. Look at Activity 14 and complete the sentences.

- 1 Tomatoes grow on _____ a vine _____ and have got a lot of _____.
- 2 Pineapples _____.
- 3 Olives _____.

16. Listen and circle the correct answers.

- 1 Kiera likes ... a) pears b) tomatoes c) olives
- 2 She likes them because ... a) they're red b) they're a fruit c) they've got lots of vitamin C
- 3 Kiera doesn't like ... a) grapes b) onions c) green beans
- 4 She doesn't like them because ...
a) they're green b) they've got lots of seeds c) they've got a strong smell

17. Complete the amazing facts. Write the mystery word.

Amazing facts olive years cone

Mystery Word! n _ _ _ _

- 1 The name pineapple comes from the word pine _ _ _ _.
- 2 An _ _ _ _ tree can live for over 1000 _ _ _ _.



Fascinating fruit

Girl: Is a tomato a fruit? Mary in England

Boy: What is a vine? Harry in Scotland

Girl: Do pineapple plants need lots of water? Nerys in Wales

Boy: Do olives grow on plants or trees? Danny in Ireland

Tomatoes

Yes, a tomato is a fruit! It contains the seeds of its plant. Some tomatoes grow on a vine. A vine is a plant that climbs up something to get more energy from the sun. Tomatoes have got a lot of vitamin C, which is good for you. They are so healthy some people call them a 'superfood'!

Pineapples

A pineapple is not really one fruit. It is lots of little fruits. Pineapples grow on a plant similar to a cactus. A cactus is a plant that doesn't need lots of water because it has got leaves which store water. Pineapples have got a lot of vitamin C, which helps keep you strong. A pineapple can help a sore throat.

Olives

An olive is green first, and then it changes to black. Olives grow on an evergreen tree. An evergreen tree is a tree which has got leaves all year. Olives have got a lot of vitamin E, which helps keep your heart, muscles and cells healthy. Olives can help you if you have asthma.

Option: Ask the class to close their books. Write the Audience Questions on the board. The pupils work in pairs and guess the answers to the questions. Feed back their ideas as a class. Then ask the class to open their Pupil's Books at page 9. Play CD 1 track 21 as they read. The pupils see if their initial ideas were correct or not. Feed back the correct answers as a class.



Read and say 'True' or 'False'.

- Hold up your PB and point to Activity 13. Ask the pupils to work in pairs, to read the sentences and say if they are *True* or *False*. They can write the answers in their notebooks.

- When the pupils have finished, check the answers with the class. Ask different pupils to read their sentences, then ask **True or False?** Encourage the pupils to read you the parts of the text which justifies their answers.

- Answers: 1 False / 2 True / 3 True / 4 False

- Hold up your PB and point to the *Amazing facts*. Ask pupils to read them out. Ask questions to check that pupils have understood the facts. Finally, ask pupils **Which is your favourite amazing fact?** Listen and praise their speaking.



Read and circle the words. Complete the sentences.

- Say **Open your Activity Book at page 9.** Give the pupils time to find the page themselves.
- Hold up your AB and point to Activity 13. Ask the pupils to look at the letters at the top, then find and circle the words. Invite pupils to read out the words.
- Then give the pupils time to write the words in the sentences. Check the answers with the class.
- Answers: 1 vine, sun / 2 cactus, water / 3 evergreen, leaves



Tick the chart. Listen and check.

- Hold up your AB and point to Activity 14. Ask **Where do tomatoes grow?** Elicit the answer (on a vine) and draw their attention to the example tick in the table.
- Pupils work in pairs to complete the table.
- When they have finished, play CD 1 track 22 for the pupils to check their answers.
- Then check the answers with the class.
- See CD 1 track 21 for the audioscript.
- Answers:

tomatoes: grow on a vine	✓
have got a lot of vitamin C	
pineapples: grow on a plant	✓
have got a lot of vitamin C	
olives: grow on an evergreen tree	✓
have got a lot of vitamin E	



Look at Activity 14 and complete the sentences.

- Hold up your AB and point to Activity 15. Check the pupils understand the instructions.
- The pupils work individually to complete the sentences with the facts from Activity 14.
- Check the answers with the class and write the three sentences on the board for the pupils to check their answers.
- Answers: 1 Tomatoes grow on a vine and have got a lot of vitamin C. / 2 Pineapples grow on a plant similar to a cactus and have got a lot of vitamin C. / 3 Olives grow on an evergreen tree and have got a lot of vitamin E.



Listen and circle the correct answers.

- Hold up your AB and point to Activity 16. Ask the pupils to listen carefully and circle the correct answers about Kiera.
- Play CD 1 track 23, pausing between each sentence. Play the CD again and say **Listen and check.**
- When the pupils have finished, check the answers with the class. The pupils listen, check and change their answer, if necessary. Ask different pupils **What is number (1)?** Continue with the rest of the answers and write them on the board. Praise the pupils' answers by saying **Well done!**
- Answers: 1 b / 2 c / 3 a / 4 b



Kiera: I don't like olives, but I like tomatoes because they've got lots of vitamin C. I like peaches and I like pineapples. I don't like grapes because sometimes they've got lots of seeds.



Complete the amazing facts. Write the mystery word.

- Hold up your AB and point to Activity 17. Check the pupils understand the instructions.
- Ask the pupils to write the letters to complete the facts. Check the answers with the class. Ask different pupils to read out their completed sentences.
- Answers: 1 cone / 2 olive, years
- Write the letters in squares on the board and encourage the pupils to work out from the letters what the mystery word is.
- Mystery Word: onions



Option: Hold up your PB and point to the Online Quest at the bottom of page 9. Introduce the Online Quest challenge. Tell the pupils that they're going to research the alligator pear on the internet. Write the following questions on the board to help guide them in their research:

- Where does it grow?
- What vitamins does it contain?
- What's special about it?

Closing activities

- Say **Everybody finish now**. Say **Goodbye!**

Encourage the pupils to close their books and tidy up their things.

Extra: Pupils can work in small groups to create a poster with interesting fruit facts to present to the rest of the class

Bilingual Dictionary: Ask the pupils to turn to page 14 in their AB. Remind pupils that this is a Bilingual Dictionary which they can complete to record the words they have learnt in this unit. Pupils work individually to complete the second lexical set of words. Encourage them to look up words they don't know in a dictionary.

Homework: Pupils research amazing facts about fruit. They find out information from books, the library or online. Pupils write their facts in their notebooks. Pupils doing the Online Quest can complete the Quest and find out more facts about alligator pears.

Lesson 6

Learning objectives

- Do a Culture Quiz
- Learn about the UK and the English speaking world
- Listen, read and understand a letter
- Listen and find information about food likes and dislikes.

Language focus

- *grapes, pears, peaches, onions, olives, peppers, mushrooms, peas, green beans, sweetcorn*

Materials

- Flashcards: *grapes, pears, peaches, onions, olives, peppers, mushrooms, peas, green beans, sweetcorn*
- Pupil's Book page 10
- Activity Book pages 10 and 14
- Digibook: Unit 1 CLIL poster: Unit 1
- Class audio CD



At-a-glance lesson plan (PB page 10 and AB pages 10 and 14)

Opening activities

- Review the Unit 1 CLIL poster. **C3 C4 C7 C8**

Main activities

- **Culture Quiz** Do the quiz. Listen and check (CD 1 track 24) (PB page 10). Write the countries where these foods come from. (AB page 10). **C1 C6 C7**
- **Writing and listening practice** Star Writer Listen and read (CD 1 track 25) (PB page 10). Look at Luke's letter on page 10 in the Pupil's Book. Complete column A. Listen and complete column B (CD 1 track 26). Complete Luke's letter about Susie to the Quest team. Look at column B (AB page 10). **C1 C6 C7 C8**
- **Vocabulary practice** Go to the Bilingual Dictionary on page 14 (AB page 14). **C1 C7 C8**

Closing activities

- Food vocabulary game **C1 C5 C7**

Opening activities

- Say **Hello, how are you?** The pupils answer and return the greeting.
- Show the Unit 1 CLIL Poster to review what the class learned in lesson 5. Ask **What do you remember from lesson 5?** Listen to the pupils and ask questions to check understanding.

Main activities



Do the quiz. Listen and check.

- Say **Open your Pupil's Book at page 10.** Give the pupils time to find the page.
- Hold up your PB and point to Activity 14. Point to the map of the UK and elicit the names of the countries in the UK: *England, Scotland, Northern Ireland* and *Wales*. Ask **Where is London?** (in England). Ask if anyone has ever visited the UK, and if so where?
- Say **Let's do the Culture Quiz about food in different parts of the UK.** Put the pupils in pairs. The pupils work in pairs and answer the quiz questions on a piece of paper.
- When the pupils have finished, ask them to swap their papers with another pair. Say **Listen and check** and write a ✓ and a X on the board so they understand they should mark their partner's quiz. Play CD 1 track 24 and press pause after each answer to give the pupils time to check the answers.
- Ask the pupils to return the marked quizzes so they can see how they did. Praise them, saying **Well done!**
- Ask the pupils what they say before they eat a meal and have a drink. Pupils can answer in L1. Ask pupils if they know what people say in English. Acknowledge logical answers and praise the pupils for their ideas, saying **Well done!**
- Hold up your PB and point to the *Language fact*. Invite different pupils to read out a sentence each. Ask questions to check understanding. Ask **What do people say before they eat?** (Enjoy your meal!) **What do they say before they drink?** (Cheers!)
- Hold up your PB and point to the *Interesting fact*. Invite pupils to read out the text. Ask questions to check understanding. Ask **Which month is 'National Pizza Month in the USA'?** (October)

Lesson 6

Culture Quiz

14. Do the quiz. Listen and check.

- The national dish of England is ...
a) chicken b) fish and chips c) burger and chips
- Traditionally, people in the UK eat ... for Christmas dinner.
a) turkey b) fish c) duck
- The national vegetable of Wales is the ...
a) leek b) onion c) mushroom
- Haggis is the national food of Scotland.
Haggis is a type of ...
a) pizza b) sandwich c) sausage
- Ireland is famous for ...
a) peas b) potatoes c) green beans

Language fact
In the UK, some people say 'Enjoy your meal!' before they eat. And they say 'Cheers!' before they drink.

Interesting fact
In the USA, October is 'National Pizza Month'.

15. Listen and read.



Write to Quest TV.
Tell us about your friend.

Dear Quest team,

This letter is about my friend, Sam. He is my best friend. He likes lots of different fruits and vegetables. He likes peas and mushrooms, but he doesn't like onions. He loves peaches, but he hates pears. When he eats pizza, his favourite toppings are sweetcorn and cheese. My favourite pizza toppings are pineapple and tomato. Yummy!

I hope you like my letter.

Bye, Luke



Lesson 7
Write your letter (Activity Book, page 11).

Lesson 8
Do the Progress Check (Activity Book, page 12).

10

Lesson 2

Culture Quiz

18. Write the countries where these foods come from.



Wales



What is a famous food where you live?

Prepare it!

19. Look at Luke's letter on page 10 in the Pupil's Book. Complete column A.

	A Luke's friend Sam	B Susie
Likes?	peas, mushrooms	
Doesn't like?		
Loves?		
Hates?		
Favourite pizza toppings?		

20. Listen and complete column B.

21. Complete Luke's letter about Susie to the Quest team. Look at column B.

Dear Quest team,

This letter is about my friend, Susie. She likes lots of different fruits and vegetables. She likes

1 grapes and 2 peaches, but she doesn't like 3 onions.

She loves 4 pears, but she 5 hates pears.

When she eats pizza, her favourite 6 toppings are sweetcorn and cheese.

My favourite pizza toppings are pineapple and tomato! Yummy!

I hope you like my letter.

Bye, Luke

Extra! Go to the Bilingual Dictionary on page 14.

- When the pupils have finished, check the answers with the class.
- Answers: 1 Wales / 2 England / 3 Northern Ireland / 4 Scotland
- Invite a pupil to read out the personalisation question **What is a famous food where you live?** Encourage the pupils to name food from their town, region or country. Listen to their answers and praise their speaking.



Listen and read.

- Hold up the PB and point to Activity 15. Say **This is a letter from the Quest TV Star Writer.** Invite a pupil to read the instructions (*Write to Quest TV. Tell us about your friend*). Then say **Lots of people write to Quest TV. Each week they choose the best letter. Their Star Writer today is Luke. Let's listen and read.** Encourage the pupils to read the text as they listen. Play CD 1 track 25.

- Check the pupils' understanding by saying some true or false sentences. Encourage them to say true or false and correct the false sentences, for example, **This letter is about the Quest team** (False. It is about Luke's friend, Sam.) **He likes peas.** (True) **He doesn't like mushrooms.** (False. He likes mushrooms) **He likes onions.** (False. He doesn't like onions.) **He loves peaches.** (True) **Sam's favourite pizza toppings are pineapple and tomato.** (False. His favourite toppings are sweetcorn and cheese.)



Jack: And now a Quest Culture Quiz!

Narrator: Number one

Jack: The national dish of England is ... fish and chips – Yummy! The answer is B.

Narrator: Number two

Jack: Traditionally, people in the UK eat ... turkey for Christmas dinner. The answer is A.

Quest character: Number three

Jack: The national vegetable of Wales is the ... leek. The answer is A.

Narrator: Number four

Jack: Haggis is the national food of Scotland. Haggis is a type of ... sausage. The answer is C.

Narrator: Number five

Jack: Ireland is famous for ... potatoes. The answer is B.



Write the countries where these foods come from.

- Say **Open your Activity Book at page 10.** Give the pupils time to find the page.
- Hold up your AB and point to Activity 18. Point to the map of the UK and check the countries with the pupils. The pupils write the name of each country under the correct food. Draw their attention to the example to check understanding.
- Move around the room while the pupils are working and praise their work, saying **Well done!**

- Invite different pupils to make a false statement. Encourage other pupils to correct it.



Write to Quest TV. Tell us about your friend.

Dear Quest team,

This letter is about my friend, Sam. He is my best friend. He likes lots of different fruits and vegetables.

He likes peas and mushrooms, but he doesn't like onions. He loves peaches, but he hates pears. When he eats pizza, his favourite toppings are sweetcorn and cheese. My favourite pizza toppings are pineapple and tomato. Yummy!

I hope you like my letter.

Bye,

Luke



Look at Luke's letter on page 10 in the Pupil's Book. Complete column A.

- Hold up your AB and point to Activity 19. Ask the pupils to work individually to complete column A with the information in the Pupil's Book letter on page 10. Refer the pupils to the example answer and check understanding.
- When the pupils have finished writing, check the answers with the class.
- Answers: Likes: peas, mushrooms / Doesn't like: onions / Loves: peaches / Hates: pears / Favourite pizza toppings: sweetcorn, cheese



Listen and complete column B.

- Hold up your AB and point to Activity 20. Tell the pupils to listen carefully and complete column B with the correct answers. Explain that Luke is asking Susie about which food she likes and doesn't like.
- Play CD 1 track 26, pausing at the end of each sentence to give the pupils time to write the answers. Play the CD again for the pupils to check their work.
- Check the answers with the class. Write the correct words on the board.
- Answers: Likes: grapes and peaches / Doesn't like: green beans / Loves: mushrooms / Hates: olives / Favourite pizza toppings: cheese and mushrooms



Luke: Hello Susie. Can I ask you some questions?

Susie: Yes, of course.

Luke: So, do you like grapes?

Susie: Yes, I do. And I like peaches, too.

Luke: OK. And what about green beans? Do you like green beans?

Susie: No, I don't.

Luke: Do you like mushrooms?

Susie: Yes, I do. I love mushrooms!

Luke: And do you like olives?

Susie: Yuck. No, I don't. I hate olives.

Luke: Oh dear. And finally, what are your favourite pizza toppings?

Susie: That's easy. My favourite pizza toppings are cheese and mushrooms.

Luke: Really? I like pineapple and tomato on my pizza.



Complete Luke's letter about Susie to the Quest team. Look at column B.

- Hold up your AB and point to Activity 21. Check the pupils understand the instructions. Ask the pupils to work individually to complete the sentences in Luke's letter about Susie. Refer the pupils to Luke's model letter in their Pupil's Books on page 10 and column B in Activity 19.
- Move around the room to check the pupils' work. Praise it and say **Very good!**
- Check the answers with the class. Ask different pupils to read out the completed sentences.
- Answers: 1 grapes / 2 peaches / 3 green beans / 4 mushrooms / 5 hates olives / 6 toppings are cheese and mushrooms

Differentiated learning: If pupils find writing in English easy, ask them to do the writing task without looking at the model letter in their Pupil's Book.



Bilingual Dictionary

- Ask the pupils to turn to page 14 in their AB. Remind pupils that the Bilingual Dictionary is where they can keep a record of the words they have learnt in this unit.
- Pupils work individually to complete the CLIL words. Encourage them to look up words they don't know in a dictionary.

Closing activities

- Say **Everybody finish now. Say Goodbye!**

Encourage the pupils to close their books and tidy up their things.

Extra: Play a vocabulary game with the class.

Shuffle the food flashcards. Choose one, but don't show it to the class (for example, *olives*). Write the correct number of dashes on the board (_ _ _ _ _). Pupils raise their hands and say a letter. If the letter is in the word, write it on the appropriate dash. If it isn't in the word, write the letter somewhere else on the board and draw the head of a simple stick man. Draw one part of the stick man for each wrong answer. If the class guess the word before you finish the picture, they win. If you draw the whole man before they guess the word, you win!

Homework: Pupils write a Culture Quiz about food in their country. Ask pupils to research facts about food in their country on the internet, in books or in the library. Pupils write three questions and give three multiple choice answers for each question. The pupils take turns asking their quiz questions in the next lesson and the other pupils guess which of the multiple choice answers are correct.

Lesson 7

Learning objectives

- Categorising food into *fruit*, *vegetables* and *other*
- Asking a friend about their food likes and dislikes
- Planning and writing a letter

Language focus

- *grapes, pears, peaches, onions, olives, peppers, mushrooms, peas, green beans, sweetcorn*
- *likes / doesn't like / hates / loves*
- *Do you like (peas)? Yes, I do. / No, I don't.*

Materials

- Flashcards: *grapes, pears, peaches, onions, olives, peppers, mushrooms, peas, green beans, sweetcorn*
- Activity Book page 11
- Class audio CD



At-a-glance lesson plan (AB page 11)

Opening activities

- Food vocabulary flashcard game. (C1 C3 C7)

Main activities

- **Vocabulary activity** Write the words in the correct column (AB page 11). (C1 C7 C8)
- **Speaking and writing practice** Ask a friend about their favourite foods and complete (AB page 11). (C1 C3 C5 C8)
- **Writing practice** Write a letter to *Star Writer*. Use your notes from Activity 23 (AB page 11). (C1 C5 C6 C7 C8)

Closing activities

- Do a class fruit survey. (C1 C5)

Opening activities

- Say **Hello, how are you?** The pupils answer and return the greeting.
- Play a flashcard game to revise this unit's food vocabulary. Mix up the flashcards. Divide the class into two teams: A and B. Pick up the first flashcard but don't show it to the class.
- Ask team A **What food is it?** If team A guesses correctly, they get a point. If not, team B gets a chance to guess. Continue until a team guesses correctly and wins the point. Stick the flashcard on the board.

- Pick up the next flashcard, and so on until they have guessed all the flashcards. The team with the most points wins the game. Say **Well done!**

- Ask individual pupils about the food on the board, e.g. **Do you like green beans?** (Yes, I do. / No, I don't.)

Main activities



Write the words in the correct column.

- Say **Open your Activity Book at page 11.** Give the pupils time to find the page.
- Hold up your AB and point to Activity 22. Ask **Are peppers fruit, vegetables or another type of food?** Pupils put up their hands to answer (vegetables).
- Ask the pupils to work individually to write the food words in the correct columns.
- When the pupils have finished, check the answers with the class. Say to the pupils **Let's check our answers.** Ask different pupils **What is (a pizza)?** (Other). Continue with the rest of the answers and write them on the board. Praise the pupils' answers by saying **Well done!**
- Answers:

Fruit	Vegetables	Other
pears	peppers	cheese
peaches	onions	a pizza
pineapple	peas	chicken
strawberries	sweetcorn	sausages
tomatoes	carrots	a sandwich



Ask a friend about their favourite foods and complete.

- Hold up your AB and point to Activity 23. Ask two pupils to read the question and answer. Then ask pupils questions about the food in Activity 22. Ask **Do you like (olives)?** Encourage the pupils to reply with different answers using *like, love, don't like or hate*.
- Ask the pupils to work in pairs. Tell them to take turns asking questions about food. They note down the answers in the corresponding sections depending if their partner says they like, don't like, hate or love a food.
- When the pupils have finished, ask them to read out their answers. Listen and praise their speaking, saying **Very good!**
- Answers will vary.

Lesson 3 **Focus on Food 1**

22. Write the words in the correct column.

peppers a pizza sweetcorn a sandwich cheese strawberries peaches
sausages peas pineapple onions pears carrots chicken tomatoes

Learning to LEARN

Fruit	Vegetables	Other
	peppers	

23. Ask a friend about their favourite foods and complete. **Plan it!**

Name: _____

Likes? _____

Doesn't like? _____

Loves? _____

Hates? _____

Favourite pizza toppings? _____

Do you like peas? _____

Yes, I do. I love peas. _____

Remember!
I like peas.
He/She likes peas.

Write it!

24. Write a letter to Star Writer. Use your notes from activity 23.

Star Writer

Option: Create a classroom postbox for the pupils to post their letters in. When the pupils have written their letters, they can address an envelope, draw a stamp on it and post their letters. Each week, pick one letter from the postbox and read it to the class as the Star Writer. Make a note of the Star Writer each week, to ensure each pupil has a turn to be Star Writer.

Closing activities

• Say **Everybody finish now. Say Goodbye!** Encourage the pupils to close their books and tidy up their things.

Extra: Do a class survey to find the most popular and least popular fruit. Encourage pupils to say their likes and dislikes, for example, *I like tomatoes*. Read out the fruit from Activity 22. Pupils put up their hands to vote for their favourite one. Record the scores on the board. Say **(Eight) pupils like (pineapples). (Two) pupils don't like (pineapples). It is the most popular fruit.** Then repeat the sentence with the score for the least popular fruit.



Write a letter to Star Writer. Use your notes from Activity 23.

- Hold up your AB and point to Activity 24. Explain that this is their turn to be Star Writer on Quest TV. Ask the pupils to write a letter about the food their friend likes, doesn't like, loves and hates. Tell the pupils that they should use the notes they have taken in Activity 23.
- Ask the pupils to work individually to write the letter. First they write it out in rough. Give the pupils time to write, and move around the room to offer help. Encourage pupils to write out their letters as neatly as they can and to illustrate them, if appropriate.
- When the pupils have finished, check their writing.

Tip: If the pupils are having difficulty writing a letter, encourage them to look at the letter in Pupil's Book page 10.

Differentiated learning: For fast finishers who complete the Star Writer letter, ask them to write out the letter in near in their notebooks or on paper.

Homework: Pupils finish their letters. Encourage the pupils to put their letters in an envelope, address it and draw on a stamp. In the next lesson they can post it in the classroom postbox.

Lesson 8

Learning objectives

- Review the unit with the Language Guide
- Review the unit using the Progress Check
- Complete the Bilingual Dictionary for Unit 1
- Add words to the Food Concept Map to create a personalised record

Language focus

- *grapes, pears, peaches, onions, olives, peppers, mushrooms, peas, green beans, sweetcorn*
- *likes / doesn't like / loves / hates*
- *Does he / she like (peas)? Yes, he / she does. / No, he / she doesn't.*
- *put, stir, peel, wash, cut (into slices)*

Materials

- Flashcards: *grapes, pears, peaches, onions, olives, peppers, mushrooms, peas, green beans, sweetcorn*
- Pupil's Book page 11
- Activity Book pages 12, 13 and 14
- Class audio CD



At-a-glance lesson plan (PB page 11, AB pages 12, 13 and 14)

Opening activities

- Play *Ten unit questions*. (C1 C7 C8)

Main activities

- **Unit 1 Language Guide** Word Quest 1 and 2. Grammar Quest (PB page 11). (C1 C7 C8)
- **Progress Check 1: Vocabulary** Complete the sentences. Use cooking verbs and food words (AB page 12). (C1 C3 C6 C7 C8)
- **Grammar:** Look and write the sentences. Look at Activity 2 and write the questions and short answers (AB page 22). (C1 C7 C8)
- **Listening** Listen and write the correct letter (CD 1 track 27) (AB page 13). (C1 C7 C8)
- **Reading** Read and write 'True' or 'False' (AB page 13). (C1 C7 C8)
- **Speaking** Ask and answer. Make your own dialogue (AB page 13). (C1 C5 C7 C8)
- **Vocabulary practice** Bilingual Dictionary (page 14). (C1 C7 C8)

Closing activities

- Act out the dialogue.

Unit 1 Language Guide

Word Quest 1

1 grapes	2 peppers	3 peaches	4 onions	5 olives
6 pears	7 mushrooms	8 peas	9 green beans	10 sweetcorn

Word Quest 2

1 put	2 stir	3 peel	4 wash	5 cut (into slices)

Grammar Quest

Go to the Bilingual Dictionary (Activity Book, page 14).

Present simple - affirmative

I	like	
You	like	
He	likes	pizza.
She	likes	
We	like	
You	like	
They	like	

Present simple - negative

I	don't like	
You	don't like	
He	doesn't like	pizza.
She	doesn't like	
We	don't like	
You	don't like	
They	don't like	

Present simple - questions and short answers

Do	you	like	pizza?	Yes, I do. No, I don't.
Does	he	like	pizza?	Yes, he/she does. No, he/she doesn't.

Remember!

love = ❤️
like = 😊
don't like = ☹️
hate = 😡

◀ 11 ▶

Opening activities

- Say **Hello, how are you?** The pupils answer and return the greeting.

Play *Ten unit questions*

- Ask the pupils ten questions from Unit 1. The pupils write one word or short answers to the questions.
- Here are some suggestions for questions: Ask simple comprehension questions based on the story in Lesson 2, for example, **Name one fruit.** (any fruit) **Name one vegetable.** (any vegetable) **Where are the children in the story?** (in London/Trafalgar Square and near Big Ben) **What do they eat in the story?** (Surprise Pizza)
- **Do you peel mushrooms or cut them into slices?** (cut) **Do you wash peas or cut them into slices?** (wash) **Do you stir or wash the sauce?** (stir) **Name a fruit that grows on a vine.** (tomatoes or grapes) **Name a fruit that grows on a tree.** (olives, apples, pears, peaches) **Which vitamin do tomatoes have a lot of?** (vitamin C)
- Check the answers with the class. Pupils put up their hands to answer. Write the answers on the board. Say **Well done!**

Progress Check 1

1. Complete the sentences. Use cooking verbs and food words.

Vocabulary

- 1 Wash the _____ and _____.
- 2 _____ the _____ and _____ in a bowl.
- 3 _____ the _____ and _____.
- 4 _____ the _____ and _____ into slices.
- 5 _____ the _____ and _____.

2. Look and write the sentences.

Grammar

- 1 She likes peas. _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

3. Look at Activity 2 and write the questions and short answers.

- 1 Does she like peas? Yes, she does.
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

12

YES
I CAN

- Remember the vocabulary from the unit. ☐
- Use the present simple to talk about other people and what they like and don't like. ☐

4. Listen and write the correct letter.

EXAM
PRACTICE

Listening

- 1 Kiera ☐ a ☐ b ☐ c ☐ d ☐
- 2 Brother ☐ a ☐ b ☐ c ☐ d ☐
- 3 Mum ☐ a ☐ b ☐ c ☐ d ☐
- 4 Dad ☐ a ☐ b ☐ c ☐ d ☐

5. Read and write 'True' or 'False'.

Reading

Vegetable Bake

Ingredients:

1 onion
2 carrots
4 mushrooms
a cup of peas
cheese

Wash the vegetables.

Peel the onion and the carrots.

Cut the carrots, mushrooms and onion into slices.

Put the vegetables in a bowl. Remember the peas!

Stir the vegetables with a spoon.

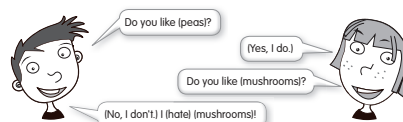
Put some cheese on the vegetables.

Put it in the oven for 30 minutes.

- 1 Wash the vegetables. True
- 2 Peel the mushrooms. _____
- 3 Cut the peas into slices. _____
- 4 Put the vegetables in a bowl. _____
- 5 Stir the vegetables. _____
- 6 Put it in the oven for 50 minutes. _____

6. Ask and answer. Make your own dialogue.

Speaking

YES
I CAN

- Understand a short listening. ☐
- Read and understand a recipe. ☐
- Talk about things I like and don't like. ☐

13

Option: Pupils can play this game in pairs or in groups. Give each group or pair a piece of paper and a pencil. Read out the questions, then ask the groups to exchange papers and mark one another's work. The groups get one point for each correct answer. The group with the most points wins.

Main activities

page 11 **Review the unit with the Language Guide.**

- Say **Open your Pupil's Book at page 11.** Give the pupils time to find the page.
- Hold up your PB and point to Word Quest 1 and 2. Explain that they focus on the language from Unit 1. Ask different pupils to read the words in Word Quest 1 and 2. Check pronunciation and ask pupils what the words are in L1.
- Point to the Grammar Quest. Ask the pupils to say new examples of sentences using the same structure and vocabulary from Unit 1, for example, *I like green beans. We don't like sweetcorn. Do you like mushrooms?* Listen and praise their speaking, saying **Very good!**

page 12 **Progress Check. Complete the sentences. Use cooking verbs and food words.**

- Say **Open your Activity Book at page 12.** Give the pupils time to find the page. Explain that the Progress Check pages focus on the language and grammar from Unit 1.
- Hold up your AB and point to Activity 1. Ask the pupils to work individually to look at the pictures and complete the sentences.
- When the pupils have finished, check the answers with the class.
- Answers: 1 Wash the green beans and peppers. / 2 Put the olives and grapes in bowl. / 3 Stir the sweetcorn and peas. / 4 Cut the mushrooms and onions into slices. / 5 Peel the peaches and pears.

Differentiated learning: If the pupils are having difficulty, remind them of the cooking verbs by miming them first.



Look and write the sentences.

- Hold up your AB and point to Activity 2. Point to the pictures next to the people and ask different pupils to make sentences (for example, *She likes peas. She doesn't like mushrooms*).
- Draw their attention to the example answer and check understanding.
- Tell the pupils to work individually to look at the pictures and complete the sentences.
- When the pupils have finished, check the answers with the class.
- Answers:
 - 1 She likes peas.
 - 2 She doesn't like mushrooms.
 - 3 She loves olives.
 - 4 He hates pears.
 - 5 He loves peaches.
 - 6 He doesn't like grapes.



Look at Activity 2 and write the questions and short answers.

- Hold up the AB and point to Activity 3. Draw their attention to the example and check understanding.
- Pupils use the information from Activity 2 to write questions and short answers. Check the answers with the class.
- Answers: 1 Does she like peas? Yes, she does. / 2 Does she like mushrooms? No, she doesn't. / 3 Does she like olives? Yes, she does. / 4 Does he like pears? No, he doesn't. / 5 Does he like peaches? Yes, he does. / 6 Does he like grapes? No, he doesn't.



Listen and write the correct letter.

- Hold up your AB and point to Activity 4. Read out the names on the left, then point to the pictures. Invite different pupils to say sentences about the pictures to check understanding. (*This person likes peaches and onions. This person hates green beans. This person loves peaches and doesn't like onions and green beans. etc.*)
- Tell the class to listen carefully to Kiera answering questions about food. The pupils match the likes and dislikes in the pictures to the correct person, and write the letter by their name.
- Say **Listen to the conversation**. Play CD 1 track 27 and press pause after each section.

Ask the pupils to say which picture shows this information.

- Play the CD again. Pause after each section to give the pupils time to write the correct letter by each name.
- Play the CD again for the pupils to check their work. Then check the answers orally with the class.
- Answers: 1 Kiera b / 2 Brother a / 3 Mum c / 4 Dad d



Adult: And now some questions about Kiera and her family. Kiera, do you like fruit and vegetables?

Kiera: Yes, I do. I like lots of fruit and vegetables. For example, I love peaches... Mmmm. But I hate green beans. Oh, and I hate onions. Urgh!

Adult: Oh dear. You hate onions. But what about your brother, Will? Does he like onions?

Kiera: Yes, he does. My brother loves onions. And he likes peas. But he hates peaches.

Adult: Hmm. And what about your mum? Does she like peaches?

Kiera: Yes, she does. My mum likes peaches. She doesn't like peas, but she loves onions.

Adult: OK. And finally, what about your dad?

Kiera: Well, my dad, Sam, likes fruit but he doesn't like vegetables. So he loves peaches, for example. But he hates green beans and he hates onions.

CYL Exam Practice: This listening activity helps prepare pupils for the Cambridge Younger Learner exams.



Read and write 'True' or 'False'.

- Hold up your AB and point to Activity 5. Explain to the class the meaning of a *vegetable bake* (vegetables cooked in the oven, with cheese on top). Use L1, if necessary.
- Ask different pupils to read out a line from the recipe each. You may want to read it aloud as the pupils follow in their books.
- When the pupils have finished reading, ask them questions to check understanding, for example, **What do you peel?** (the onion and the carrots) **How long is the vegetable bake in the oven?** (for 30 minutes)
- Ask the pupils to work individually to read the sentences under the recipe and write whether they are true or false.

Bilingual Dictionary

1

bowl (n)	pears (n)
cut into slices (v)	peas (n)
dish (n)	peel (v)
duck (n)	peppers (n)
evergreen (adj)	put (v)
fruit (n)	recipe (n)
fruit salad (n)	salt and pepper (n)
grapes (n)	sauce (n)
green beans (n)	seeds (n)
grow (v)	sore throat (n)
hate (v)	stir (v)
healthy (adj)	sweetcorn (n)
heart (n)	toast (n)
leaves (n)	vegetables (n)
leek (n)	vine (n)
like (v)	wash (v)
love (v)	
microwave (n)	
muscles (n)	
mushrooms (n)	
olives (n)	
onions (n)	
oven (n)	
peaches (n)	

Useful Expressions

Cheers! _____

Enjoy your meal! _____

Can I have a kilo of apples? * _____

Of course. * _____

Everyday English *

Add words to the Concept Map.

Food

Food from my country _____

Food I don't like _____

Food I like _____

Learning to LEARN

14

• When the pupils have finished, check the answers with the class.

• Answers: 1 True / 2 False / 3 False / 4 True / 5 True / 6 False

page 13 **Ask and answer. Make your own dialogue.**

• Hold up your AB and point to Activity 6. Ask two pupils to read out the dialogue. Say to the pupils **Let's talk about the food you like and don't like.** Ask the pupils to work in pairs. Revise the Unit 1 flashcards with the class and stick them on the board.

• Give the pupils time to plan what they are going to say in advance. They look at the flashcards of fruit and vegetables and make notes about their likes and dislikes in their notebooks.

• When the pupils are ready, say **Tell your partner about the fruit and vegetables you like and don't like.** The pupils ask and answer questions about food. They should use the dialogue as a model, substituting the words in brackets.

• When they have finished, you may want to ask the pupils to find new partners and repeat the activity.

• Move around the room to listen to the pupils' speaking and praise it, saying **Very good!**

page 13 **Tick the Yes / I can ... statements.**

• Point to the **Yes / I can ...** language statements for Unit 1. Ask the pupils to tick the language statements to show what they can do.

page 14 **Complete the Bilingual Dictionary**

• At the end of the lesson, pupils look and check that they have finished their Bilingual Dictionary. They translate any words they have not yet done.

• Ask the pupils what individual words mean in L1. Then ask pupils to ask each other in pairs.

• Hold up your AB and point to the Concept Map at the bottom of the page. Ask a pupil to read out the headings at the top of each box. Explain that this is another way of recording new vocabulary they learn in English. It is a visual map in which they can record words and associate them within different categories. It sometimes helps to link new words in different ways.

• Encourage pupils to give you examples of food they know in English that can go in each box. They should be able to add the words they have learned in the unit into some of the boxes.

• If pupils want to add a word they know in L1, encourage them to use a dictionary to check what the word is in English.

Option: The class create a Concept Map poster. Pupils add new vocabulary to the poster. This could be displayed throughout the year. Pupils can add new categories, linked to the topic.

Closing activities

• Say **Everybody finish now.** Say **Goodbye!** Encourage the pupils to close their books and tidy up their things.

Extra: Ask some pairs to act out their dialogues in front of the class. Listen and praise their speaking, saying **Well done!**

Everyday English: For teaching notes for the *Everyday English* section on PB page 12, see TB page 258.