




Key learning outcomes: identify and say food words, use food words in simple speaking practice

Key competences:  listen, identify and say food;  do speaking practice;  say the rap

Target vocabulary: *tomato soup, potatoes, peas, rice, chicken, carrots, fruit salad, fish and chips, green salad, beans*

Extension vocabulary: *fried egg, bread*

Print materials: Pupil's Book p36, Class audio CD2, Flashcards, Workbook p28

Extra materials: real food

Warmer

Play *Hangman* on the board. The mystery word is **F-O-O-D**. When students have revealed the word, explain that 'food' is the topic of Unit 4. Ask **What food do you like?**

Flashcards

- You can introduce the target vocabulary by using the flashcards. Have the food flashcards in your hands but don't let students see them. Ask students to guess what food you have got. You can give clues, e.g. **It's a vegetable. It's a type of soup.** Accept answers in L1 but echo the answers in English. If there are any flashcards remaining when the guessing has finished, slowly reveal them from behind a piece of paper until students guess what they are.

Pupil's Book

1  2:43

- Ask **Who can you see in the picture?**
- Play the audio (script on p163). Students listen and tell how Fred can help Archie and Megan.

Answer

Fred can give Archie and Megan some fruit and vegetables from the Heroes garden.

Tip

Bring in a selection of real food to motivate students. Put the food on a table and ask them if they eat it for breakfast, lunch or dinner.

2  2:44  2:45

- Play the audio (script on p164). Students listen and say the words, pointing to the corresponding photos in turn.
- Play the rap (script on p164). Students listen to the rap.
- Divide the class into two groups. Play the rap again. One group asks the questions, the other group answers.

SEN

When students play games, they usually think they are just having fun, but, in fact, they are practising the language and you are teaching them social as well as production skills. To give the class the chance to practise both the spelling and pronunciation of the new vocabulary, you can play *What's missing?* Proceed as follows: Invite the class to close their eyes while you write the ten words on the board. Ask students to open their eyes and try to memorize the words and where they are. Divide the class into two teams and have them close their eyes again before you erase one of the words. The student that guesses the missing word gets one point for their team and two points if they can read all the words properly. Just one mistake means they lose this last point. Go on in the same way until all the words have been erased.

3

- Read the model dialogue together. Check comprehension.
- Challenge students to work in pairs and ask and answer similar questions using the photos as prompts. Challenge pairs to find food that they both like and don't like.

4

- Read the question together. Check comprehension.
- Put students into small groups to answer the question together. Get them to write their answers on a piece of paper. Only accept answers in English.
- Check answers.

Extend

As a fun way for students to share their answers, get all of them to stand up. Take one food word from each group in turn. Don't accept any repeated words. When a group cannot give you any new words, they sit down. The last group standing is the winner.

Workbook

1  2:46

- Students identify the pictures and write the words next to the corresponding numbers in alphabetical order.
- Students think about the pronunciation of the words and tick the ones with the 'ch' sound.
- Play the audio (script on p164). Students listen and check their answers.

Answers

1 beans; 2 carrots; 3 chicken ✓; 4 fish and chips ✓; 5 fruit salad; 6 green salad; 7 peas; 8 potatoes; 9 rice; 10 tomato soup

- Put students into pairs and get them to do the extra challenge (In the turquoise sign) together. Share answers as a class.

Answers

beans; carrots

2

- Students look at the pictures and complete the sentences.
- Check answers together.

Answers

(blue speech bubble) I like chicken, but I don't like peas; (red speech bubble) I like rice, but I don't like beans.

3  2:47

- Read the questions as a class. Check comprehension.
- Focus students' attention on Olivia's column. Play the audio (script on p164). Students tick or cross out.
- Check answers as a class.

Answers

1 x; 2 ✓; 3 ✓; 4 ✓; 5 x

Support

Encourage students to think of one or two additional questions they can ask their partner. Explain that it is fine if they make mistakes. They can ask for help if they are unsure.

- Then students answer the questions about themselves.
- Finally, students interview a friend.

Answers

Students' own answers



Finished?

- Ask students to think of words with the 'ch' sound, e.g. a fruit, a month or a board game. Get students to write their words in their notebooks or on a piece of paper for you to check.

Cooler

You can practise and review the target vocabulary by using the flashcards. Choose a game from the Word Card and Flashcard Activity Bank, pp24–25. Suggestion: *It begins with ... and ends with ...*

Key learning outcomes: listen, read and understand food words in context, sing a song

Key competences:  use Lesson 1 vocabulary in context;  listen and sing the song

Target language: *Can I have ..., please? We need ... I've got ... I haven't got ...*

Print materials: Pupil's Book p37, Class audio CD2, Flashcards, Workbook p29

Digital materials: Teacher's Resource Centre: Word cards

Warmer

Review the vocabulary presented in the previous lesson. Choose a game from the Word Card and Flashcard Activity Bank, pp24–25. Suggestion: *Draw it!*

Pupil's Book

1

- Ask students which fruit and vegetables they can see in the photo.

Answers

strawberries; carrots; potatoes; tomatoes;
beans

Extend

Encourage students to work in pairs and tell their partner the fruit or vegetables they like/dislike.

2  2:48

- Tell students that Archie is asking Fred, the gardener, for some fruit and vegetables for the Heroes community lunch.
- Play the audio (script on p164). Students listen for the fruit and vegetables that Archie takes.
- Check students' answers. Play the audio again as necessary.

Answer

Archie takes carrots, potatoes, tomatoes, strawberries and apples.

3  2:49  2:50

- Play the song (script on p164). Students listen and read.
- Ask volunteers to read each line of the song. Check comprehension and help with pronunciation.
- Students then read the song aloud in pairs, reading alternate lines each.
- Play the song again. Students sing along.
- Once students are familiar with the song, you may wish to use the karaoke version.

Tip

Divide the class into two groups. Get one group to sing the part of Archie (the questions) and the other group to sing the part of Fred (the answers). Everyone sings the chorus.

SEN

Music is related to phonology and to the prosodic aspect of the language. Before singing the song, it would help some students work like this:

Ask students to take six sheets of paper and draw the first letter of each of the vegetables mentioned in the song, and as many short lines, like underscores, representing each of the syllables in the word. This means that they will be mentally separating the words into syllables as they draw that. Once they are ready, tell the class they will sing the song but every time they hear a vegetable word, they have to raise the sign they have drawn.

When you do all this, you are giving students the opportunity to take the time they need to work on each word, focusing on spelling and pronunciation as well as on syllables, which may show you which students have difficulty.

Workbook

1

- Students read the paragraph and then complete the text with the words in the word pool box.
- Check the answers together.

Answers

1 garden; 2 carrots/tomatoes/potatoes;
3 tomatoes/carrots/potatoes; 4 potatoes/
carrots/tomatoes; 5 peas/beans; 6 beans/
peas

2

2:51

- Students order the words to make questions and answers of a dialogue between a boy and a shop assistant in the spaces provided.
- Play the audio (script on p164).
- Check the answers together.

Answers

1 Can I have some peas, please? 2 I'm sorry. I haven't got any peas. 3 Can I have some carrots? 4 Yes, you can. I've got lots of carrots.

3

- Students think of another sentence for the boy and another one for the shop assistant. They write them in the spaces provided.
- Get students to share and compare their sentences. Encourage students to act out the dialogue from activities 2 and 3.

Answers

Students' own answers

Support

When acting out a dialogue, ask students to think about their tone, expression and body language. Encourage students to think about how these things can help with understanding.

Finished?

- Students make a list of 10 colours. Then they write the name of a fruit or vegetable for each colour and finally they draw. Students do this task in their notebooks so you can check it. They can complete it at home if necessary.

Cooler

Call out the names of fruit and vegetables.

Students call out the colour of it, e.g.

You: **Strawberries.**

Students: *Red.*

Key learning outcomes: predict story content, read and understand a story about food; answer questions about the story

Key competences: give a personal response to the story; predict story content; listen and understand the story

Story vocabulary: *tomato soup, potatoes, peas, rice, chicken, carrots, fruit salad, fish and chips, green salad, beans; for breakfast/lunch/dinner/dessert; ice cream; skin; a variety of food*

Story language: *Does ... like ...? Yes, he/she does. No, he/she doesn't. He/She likes ... He/She doesn't like ...*

Print materials: Pupil's Book pp38–39, Class audio CDs 2–3, Flashcards, Workbook p30

Digital materials: Pupil's Book eBook

Warmer 2:49 2:50

Ask students which food words are mentioned in the song *Heroes lunch!* in Lesson 2 (*tomatoes, peas, carrots, potatoes, beans, strawberries*). Put the corresponding flashcards on the board in the correct order, as prompts. Play the song (script on p164). Get students to sing along. You could use the karaoke version.

Pupil's Book

1

- Read the questions and the possible answers with the students. Check comprehension.
- Give students a moment to look quickly over the story and to think about the answers.
- Talk about the answers together. Don't say whether students are right or wrong. They will confirm their predictions after reading the story.

Answers

A modern fairy tale.; In a castle.; Parrots.

Tip

Brainstorm some of the students' ideas on the board so that they also have something visual to focus on whilst sharing their answers.

Pupil's Book eBook

- You may wish to present the story by using the Pupil's Book eBook.

Pupil's Book

2 3:01

- Play the story audio (script on p164). Students listen and read the story.
- After listening, go back to the questions in activity 1. Find out if students still agree with their predictions.

3

- Read the first sentence with the students and check comprehension. Have them circle the correct word. Go back to the story if necessary.
- Repeat the procedure with all four sentences.

Answers

1 modern fairy tale; 2 king; 3 likes; 4 food; 5 orange; 6 a variety of

- Play the story audio again. Students read and listen for pleasure.

SEN

It is important to give all the class the time they need to internalize the sequence of events in a story and how the characters are connected to one another. Therefore, before doing activity 3, it would be advisable to have the class do the SEN accommodation provided.

Answers

king: 1, 5, 6, 7; mum: 2; parrot: 3, 8; chef: 4

4

- Focus students' attention on the thought bubble at the bottom of the page. Read it together and check comprehension.
- Encourage students to express their own opinions.

Life skills Tip

Discuss the themes present in the story. Encourage students to talk about the food choices they make in their daily lives. Ask **Do you eat a variety of food or too much of one thing?**

Workbook

1

- Students read the questions and write the answers.
- Check the answers together.

Answers

1 A young king. 2 In a castle. 3 Orange. 4 Carrots.

2

- Students look at each row of pictures. They write the words and circle the one which is not in the story.
- Check the answers together.

Answers

1 tomato soup, pea soup, carrot soup;
2 carrot salad, green salad, chicken salad;
3 lemon pie, carrot cake, fruit salad

3



- Read the speech bubbles as a class. Check comprehension.
- Play the audio (script on p164). Students listen and match the speech bubbles to the characters who say them.
- Play the audio again. Check the answers together.

Extend

Using the speech bubbles and their memory, have students work in pairs and role-play the dialogue as close to the one they heard. Play the audio one more time when they have finished so that students can check how much they remembered.

Answers

Luke: I think this story is great.; My favourite character is the parrot.

Megan: I like modern fairy tales.; My favourite part is picture 3.

4

Tip

Brainstorm some adjectives that students could use to complete the sentence, e.g. *very funny, very good, very scary, amazing, fantastic, great or boring.*

- Students complete the sentence to reflect their opinion about the story. Encourage students to write two sentences.
- Encourage students to talk about the story with their family.

Answers

Students' own answers

Support

Build an adjectives wall in your classroom. Add adjectives that can help students express an opinion about stories and songs. Continue to add qualifiers (*very, quite, really*) to some of the adjectives students already know.

Finished?

- Encourage students to make their own picture dictionary by writing and drawing four new words from the story.

Cooler

Play *Who said what?* Read speech bubbles from the story. Students tell who says those lines in the story: Ed, Mum, the chef or the parrot, e.g. You: **Who says 'The King doesn't like it.'?** Students: *The parrot.*

Key learning outcome: listen, read and understand grammar in context

Key competences: ask and say what someone likes; play a game, do speaking practice

Target language: *Does ... like ...? Yes, he/she does. No, he/she doesn't. He/She likes ... He/She doesn't like ...*

Print materials: Pupil's Book p40, Class audio CD3, Flashcards, Workbook p31, p59, p62

Warmer 3:01

Play the story *The Tale of King Ed* from Lesson 3. Pause the audio before key words. Each time you pause, invite students to call out what they think the next word is. Play the audio again to check and continue.

Pupil's Book

1 3:03

- Introduce the target language (*He/She likes ... He/She doesn't like ...*) before listening to the dialogue. Display the food flashcards. Ask a volunteer to join you at the front of the class. Point to each flashcard in turn. If the volunteer likes the food, he/she smiles, if he/she doesn't, he/she pulls a face. Say **(Volunteer's name) likes beans. True or false?**
- Display the food flashcards and explain that the Superheroes are talking about making a meal for their parents.

Support

Encourage students to read the Grammar focus text. Get students to discuss the differences and meanings in pairs.

- Play the audio (script on p165). Students listen and read.
- After listening, ask students which food is mentioned in the dialogue (*peas, tomatoes, carrots, chicken, apples*).

2

- Students read aloud the dialogue in activity 1 again in pairs.
- Students then work out which picture shows the food that Super Mum and Super Dad like.
- If students have not worked it out correctly, go through the dialogue checking comprehension line by line.

Answer

Picture a

3

3:04 3:05

- Play the model audio (script on p165). Students listen and read.
- Play the game audio (script on p165). Pause the audio after each sentence. Students say which word is missing from the sentence.

Answers

1 he does; 2 she doesn't; 3 doesn't like; 4 likes

Extend

Students work in pairs and mime sentences about Super Mum and Super Dad for their partner to guess.

SEN

Some students are more musical than others and, if they rap part of the grammar table, it may help them remember, e.g. they may rap: *Does he like chicken? No, he doesn't. Does he like peas? Yes, he does.* They may also put their thumb down as they rap the question and the negative answer, and clap as they rap the question and affirmative answer. Adding some kind of physical response will always help some learners remember more.

4

- Write on the board **Does Megan like chicken? Does Archie like peas?** If students don't remember the answers, ask them to open their Workbooks at p28. (*Yes, she does. No, he doesn't.*)
- Put students into pairs. Get them to decide who is A and who is B.

- Make sure students can't see each others' books.
- Students A open their Workbooks at p59. Tell them to look at the table. Students B open their Workbooks at p62.
- Tell students that their partners have all the information they need to complete their tables but stress that they can only get the information by asking and answering questions.

Workbook

1

- Students look at the grammar table. They complete the questions and answers with the missing words.

Answers

like; does; like; she; doesn't; likes; doesn't

2

3:06

- Play the audio (script on p165). Students listen, look at activity 1 again and tick the correct box, *True* or *False*.
- Check the answers together. Play the audio again if necessary.

Answers

1 False (Super Dad likes chicken.); 2 False (He doesn't like beans.); 3 True; 4 True

3

3:07

- Tell students to put their pens down and to just look at the activity and listen. Play the audio (script on p165) without pausing.
- Play the audio again, but pause after each sentence. Students listen and write the sentences. Check the answers together.

Answers

1 Alice: I like fish and chips, but I don't like rice.; 2 Peter: I like green salad, but I don't like fruit salad.

4

- Read the speech bubbles together.
- Students ask and answer questions across the classroom. Encourage them to ask and answer the questions with a family member at home.

Tip

Allow some time for students to check a partner's work. Peer feedback on their writing can help students be critical and develop a keen eye on spelling, grammar and punctuation.

Finished?

- Students write sentences about the food they like and don't like in their notebooks for you to check. This task can be finished at home.

Cooler

Choose a game from the Word Card and Flashcard Activity Bank, pp24–25. Suggestion: *Memory test*.

Key learning outcome: learn why it is important to do something to help you be organized

Key competences:  learn to be organized;
 listen and understand the comic strip

Print materials: Pupil's Book p41, Class audio CD3, Flashcards, Workbook p32

Digital materials: Pupil's Book eBook, Teacher's Resource Centre: Word cards

Warmer

To review the grammar from the previous lesson, play *Sentence hangman* on the board. The mystery sentence is **(Name of student) likes peas**. When students have completed the sentence, ask if it is true or false. Then ask them how to make the sentence negative. (Change *likes* to *doesn't like*.) Then ask what the question form is. (*Does ... like peas?*)

Pupil's Book eBook

- You may wish to present the story by using the Pupil's Book eBook.

Pupil's Book

1  3:08

- Ask the class to name any objects that they can see in the comic strip. (*a recipe book, a table, a chair, pineapples, bananas, shop assistant, etc.*)
- Play the story audio (script on p165). Students listen and read.
- After playing the story, get students to explain what Sam and Sally's problem is.

Support

Get students to work in pairs and discuss the problem. Ask them to find out if their partner has ever had a similar problem.

Answer

Sam and Sally can't remember what ingredients they need.

- Play the story audio again. Students read and listen for pleasure.

Life skills Tip

Use this as an opportunity for students to talk about the things they need to remember and the things that they sometimes forget. Ask

What can you do to remember things?

2  3:09

- Invite students to look at the photos and read the recipe card. Ask them what they can see and how they interpret the pictures.
- Ask **What can Anna do before going shopping?** Listen to all the suggestions.
- Play the audio (script on p165). Students listen and compare their suggestions with what they hear.

Answers

Students' own answers

3

- Read the questions in Olivia's thought bubble together. Check comprehension. Elicit suggestions from the students.

SEN

Writing down what one should remember is a good piece of advice for students. It is in fact part of the routine recommended for students with learning difficulties. Therefore, it could be interesting to put this into practice. You may tell the class they are going to make original sandwiches, e.g. next class. Have them work in pairs to write the list of ingredients they need and organize who will bring each of them. Discuss where they can write down what they should bring so that they don't forget. Other simple recipes include decorating cupcakes, making salads or original pizzas to take home and share with their family.

Extend

Students might like to write a list of their answers. Alternatively, you can suggest that students write a list of the things they need to do before the end of the day.

Workbook**1**  3:10

- Read the rubric together. Check comprehension.
- Play the audio (script on p165). Students listen and read.
- After listening, ask what Sam and Sally do in the story.

Answer

Sam and Sally go shopping with a shopping list.

- Ask how the story is similar or different to the Sam and Sally story in the Pupil's Book.

2  3:11

- Read the speech bubbles and check comprehension.
- Focus students' attention on the photos and the speech bubbles.
- Play the audio (script on p165). Students listen and number the speech bubbles in the order they hear them.
- Then focus students' attention on the lists.
- Students match the speech bubbles to the corresponding lists.
- Check the answers together.

Answers

2 c; 1 a; 3 b

3

- Students think about the things they might need to bring with them for their next day at school, e.g. *a pencil, a coat*, etc.
- Students write the items on a list.

Answers

Students' own answers

Tip

Students might like to compare their lists and see if they have anything similar or the same.



Finished?

- Students think about the things they need to do before they go to bed, e.g. *do my homework, brush my teeth, read a book*, etc.

Cooler

Choose a game from the Word Card and Flashcard Activity Bank, pp24–25. Suggestion: *Bingo* (using the ingredients of Easy Apple Cake on p41 of the Pupil's Book).

Key learning outcome: listen, say and read about different ingredients in a real world context

Key competences:  identify and say ingredients;  learn about unusual ingredients and flavours;  read about different cakes

Target vocabulary: *lemon, cherry, spinach, chocolate, walnuts, pumpkin*

Extension vocabulary: *coconut, peach*

Print materials: Pupil's Book p42, Class audio CD3, Flashcards, Workbook p33

Digital materials: Teacher's Resource Centre: Word cards, Real World Research Worksheet Unit 4

Extra materials: photos of ingredients or food packaging showing ingredients

Warmer

To revise the content of the previous lesson, write the words **Shopping List** on the board. Tell students that you want to make chicken and vegetable soup. Ask them what ingredients you need to put on your shopping list.

Pupil's Book

1  3:12

- Get students to look at the six ingredients. Ask **Do you think you can make a cake with each ingredient?** Explain that later in the lesson, they will find out if they can make cakes with these ingredients.
- Play the audio (script on p165). Ask students to listen and repeat while following in their books.

Support

To contextualize the vocabulary, try to find photos or food packaging that show the ingredients in food other than cakes. e.g. chocolate ice cream, lemon sweets, spinach salad, pumpkin soup, cherry pie and mixed nuts.

Flashcards

- Alternatively, you can introduce the target vocabulary by using the flashcards. Show the flashcards one at a time. Say **This is a lemon. What do you think? Can you make a cake with lemons? This is a cherry. Can you make a cake with cherries?** Repeat with all six ingredients.

Pupil's Book

2  3:13

- Focus students' attention on Luke's speech bubble. Read it together. Check comprehension.
- Get students to look at the website. Read the title and first paragraph together. Check comprehension.
- Ask students if they like chocolate cakes.
- Play the audio (script on p165). Students listen and read to find out which ingredients can be used to make cakes.

SEN

After listening to the text, give the class a few minutes to go through it again in silence. Then explain you will say a few words for them to try and remember the context in which they are used. They may work with their books open because the idea is to let them skim the text. e.g. if you say **top**, they should say *Carrot cake has icing on top*.

Also, you may invite students to give their opinion by asking them to put the cakes in order of preference and compare their answers, justifying their choices.

3  3:14

- Play the audio (script on p165). Pause after each sentence. Students say if the sentence is true or false.
- If students seem unsure, go back to the text and check comprehension.

Answers

true; false (You can make a cake with spinach.); false (The UK's favourite cake is chocolate cake.); false (You can make it look like anything.); true; true

4

- Point to the speech bubbles. Read them together and check comprehension.
- Encourage students to think and talk about the ingredients they like and the cakes they want to try.

Workbook

1

- Students look at the cake ingredients and write the words next to the corresponding numbers.

Answers

1 lemon; 2 cherry; 3 spinach; 4 chocolate; 5 walnuts; 6 pumpkin

2

- Read the title as a class. Check comprehension.
- Students read the rest of the menu on their own.
- Students work individually to answer the questions.
- Check the answers together. Go back to the text if necessary and check comprehension.

Answers

1 lemon; 2 chocolate and orange; 3 spinach and carrot; 4 three; 5 one; 6 two

Culture Tip

A cupcake is a cake for one person. It is usually about the size of a cup. Cupcakes are increasingly popular in the UK and USA.

3

- Students read the sentences. Check comprehension.
- In their notebooks, students write similar sentences about the cake flavours they like and want to try.

Tip

Encourage a few students to read their sentences aloud for the class to compare answers.

4

- Give out copies of the Real World Research Worksheet (or ask students to bring it from home).
- Encourage students to think about their favourite dessert. Then get them to find a recipe for the dessert. This can be done online or in the school library.

Extend

Students think about one ingredient they can change, add or remove that they think would make their favourite dessert even better.

Finished?

- Tell students to think about some cake flavours that are not included on the menu in activity 2. Get them to create five new cupcake flavours.

Answers

Students' own answers

Cooler

Practise the new vocabulary by choosing one of the games from the Word Card and Flashcard Activity Bank, pp24-25. Suggestion: *Change places.*

Key learning outcome: write a menu

Key competences:  write a menu

Language: *For the main course, I've got (fruit salad). For dessert, I've got ...*

Print materials: Pupil's Book p43, Class audio CD3, Flashcards, Workbook p34

Digital materials: Teacher's Resource Centre: Word cards

Warmer

Review the six ingredients from the previous lesson. Have the six flashcards of ingredients in your hand. As students recall the words, put the flashcards on the board. Then give out the word cards and get students to put them under the corresponding flashcards.

Pupil's Book

Support

Before working with the texts in activity 1 or activity 2, get students to think about and identify the text type. Ask **Is it a recipe, a shopping list, an article or another kind of text?** (a recipe) **Where can you find it?** (possible answers: in a library, in a supermarket, in a magazine)

1

- Focus students' attention on the recipe. Ask them what they can see in the photos.
- Read the title and the first two sentences of the text together up to *It's also very easy to make*. Check comprehension.
- Get students to read the rest of the text by themselves to decide if they would like to make the recipe.
- Students answer the questions. Check answers together.

Answers

1 No, it isn't.; 2 Yes, you can.; 3 two big ones; 4 Students' own answers

Tip

This activity can be personalized by asking students if they have a favourite recipe they use at home.

SEN

Before doing the reading activity, you may give students the chance to revise vocabulary as they develop their critical thinking skills, classification in particular. Use the SEN accommodation provided.

Answers

oranges; watermelon; apples; strawberries

2  3:15

- Focus students' attention on the menu.
- Read the text together. Check comprehension.
- Play the audio (script on pp165–166). Students listen and say the differences between the text they can see on the page and what they hear.
- **Note:** The differences are five. This mistake will be corrected in the first reprint of the Pupil's Book.

Answers

1 Text: One of the starters is tomato soup.

Audio: One of the starters is pea soup. 2 Text:

One of the main courses is fish and chips with peas. Audio: one of the main courses

is fish and chips with spinach. 3 Text: One of

the main courses is chicken and chips with

beans. Audio: One of the main courses is

chicken and rice with beans. 4 Text: One of

the desserts is fruit salad. Audio: One of the

desserts is strawberry ice cream. 5 Text: One of

the desserts is carrot and walnut cake. Audio:

One of the desserts is chocolate cake.

3

- Explain that students are going to write their own menus. Direct them to p34 of the Workbook.
- After students have written their menus, they use them to ask and answer questions with their friends.

Workbook

1

- Before writing their own menu, students put the words in order to make sentences.
- Check the answers together.

Answers

1 For the starter, I've got chicken soup or carrot salad. 2 For the main course, I've got fish and chips or chicken and rice.

3 For dessert, I've got chocolate ice cream or fruit salad. 4 I've got water and orange juice to drink. / I've got orange juice and water to drink.

Extend

In pairs, students write another jumbled sentence. Students swap their sentence with another pair and get them to put the words in order.

2

- Get students to think about different dishes for starters, main courses and desserts. Suggest that they offer a variety in their menus.
- Give students time to write their own menus.
- Put students into pairs to talk about their menus. Write the following questions on the board as prompts:

What have you got for starters?

What have you got for main courses?

What have you got for desserts?

What have you got for drinks?

- Students ask and answer the questions to find out about their partner's menu.

Answers

Students' own answers

Finished?

- Students think about their favourite meal. They draw and write about it in their notebooks or on a piece of paper.

Cooler

Choose a game from the Word Card and Flashcard Activity Bank, pp24–25. Suggestion: *Alphabetical order (version 1 or 2).*

Extend

You can do the Reading Extension lesson on p71 of the Pupil's Book, pp70–71 of the Workbook and pp134–135 of the Teacher's Book. You can also do the Grammar Extension lesson on p77 of the Pupil's Book and p143 of the Teacher's Book. You could also complete the Functional Language lesson on p77 of the Workbook and p153 of the Teacher's Book.

Unit review: preparation for final unit outcome

Final unit outcome: order a meal in a restaurant

Key competences: order a meal; review students' own learning; make a menu; understand a video

Print materials: Pupil's Book pp44–45, Class audio CD3, Flashcards, Workbook p35

Digital materials: Pupil's Book eBook, Teacher's Resource Centre: Word cards, Communication Activities Photocopiable: menu

Warmer

Review talking about menus from Lesson 7. Write these three headings on the board:

Starters, Main Courses, Desserts. Call out different dishes, e.g. **tomato soup, pea soup, fish and chips, chicken and rice, fruit salad,** etc. Students call out the most appropriate heading for each dish.

Pupil's Book

Stage 1

Listen and write the words. Check your spelling. 3:16

- Play the audio (script on p166). Pause after each word. Students write the five words they hear.
- Students check their spelling. Go through the answers as a class.

Answers

peas; carrots; rice; fruit salad; chicken

Support

Encourage students to check their own spelling by returning to Lesson 1 or putting the corresponding word cards on the board.

- Focus students' attention on Super Speller. Read his thought bubble together. Check comprehension.
- Students name and write the five food words that they haven't written down before.

Answers

(in any order) tomato soup; potatoes; fish and chips; green salad; beans

Ask and answer.

- Focus students' attention on the model dialogue.
- Put students into pairs to ask and answer questions using the vocabulary in the photos.

SEN

To help students with reading/writing difficulties, you may first practise dictation of the words on the board. Once they have been written down there, you may erase all the vowels for students to complete as they do the activity in the book.

Stage 2 3:17

- Do the first sentence together as an example. Students circle *like* in number 1.
- Students work individually to complete the task.
- Play the audio (script on p166). Students check their answers.

Answers

1 like; 2 Do; 3 love; 4 does; 5 loves; 6 like; 7 doesn't

Pupil's Book and Pupil's Book eBook

Stage 3

- Before watching, read the list of food words together.
- Go to the Pupil's Book eBook and play the video (script on p175). Students watch and write down the food words they hear in the video.
- Check answers together.

Answers

fish and chips; green salad; pumpkin and walnut cake; chicken; rice; peas; tomato soup; potatoes; carrots; fruit salad; spinach; lemon

Stage 4

- Students read and answer the questions.
- Play the video again. Students check and complete their answers.

Answers

1 green salad and a slice of pumpkin and walnut cake; 2 Rosa; 3 Yes, she does. 4 a slice of pumpkin and walnut cake

Pupil's Book

Stage 5

- Refer the class to the photo of the two students doing the role-play.
- Choose a volunteer to help you demonstrate. Sit the volunteer at a table, as if in a restaurant. Encourage the student to ask questions about the menu and to order a meal. Give prompts to facilitate the role-play, e.g. **For starters, we've got carrot salad or chicken soup.** Choose a volunteer to take over your role.

Extend

Students write and design their own menu for a restaurant. They use their menus in a role-play.

Teacher's Resource Centre

- Now practise the role-play with the whole class.
- Put students into pairs. Students decide who is the waiter and who is the customer.
- Give each waiter a menu.
- Give them time to prepare their role-play. Refer them to the Useful language speech bubbles in the Pupil's Book for support.
- Students act out their role-plays. Ask some volunteers to perform their role-plays.
- Students change roles and repeat the role-play.

Workbook

1

- Students read the definitions and write the words.

Answers

1 beans; 2 fruit salad; 3 rice; 4 green salad; 5 chicken; 6 tomato soup; 7 fish and chips; 8 carrot; 9 potato; 10 peas

2



3:18

- Look at the picture and example sentences with the students.
- Students think about and write similar sentences for the other three pictures.
- Play the audio (script on p166). Students listen and check their answers.

Answers

1 Does Ben like vegetables? He likes beans, but he doesn't like carrots. 2 Does Susie like fruit? She likes cherries, but she doesn't like lemons. 3 Does Jess like soup? She likes tomato soup, but she doesn't like pea soup. 4 Does Fred like ice cream? He likes strawberry ice cream, but he doesn't like apple ice cream.

Tell your family about your favourite activity in Unit 4.

- Encourage students to share their work with their family and to show them their favourite activity in Unit 4.

Cooler

Students look through Unit 4 and decide which activity has been their favourite and why. Take a vote to find out which activity was the most popular.