



Food with friends



Watch the video. Draw your picnic food.



mission

Organise a picnic

In this unit I will:

1 Find out what food my friends like.

3 Write and share a recipe.

2 Buy food for our picnic.

★ Have a picnic.



Food with friends



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Unit 4 learning outcomes

In Unit 4, learners learn to:

- talk about food
- understand, ask and talk about likes/dislikes
- make and respond to offers
- make predictions and eliminate incorrect answers
- read about a balanced diet
- share

Materials video, real picnic food (apples, bread, juice and chocolate) and blanket (optional), Food 1 and 2 flashcards, paper plates, coloured pens or pencils, digital Mission poster

Key Competences



Become familiar with language related to food.



Reflect on their own learning by going through the unit goals.



Draw their favourite food.

Self-assessment

- **SA** Say *Open your Pupil's Books at page 44*. Say *Look at the picture*. Indicate items on the page and ask questions using the language from the unit, e.g. *What is it? What is he/she doing? What colour is this?* Use self-assessment (see Introduction). Say *OK. Let's learn*.

Warm-up

- If possible, bring into class a blanket and some food (or use flashcards). Make a picnic on the floor. As you put down items, model each word: *Picnic, apples, bread, juice, chocolate*. The learners repeat each word after you. Point to items and the learners say the words. Do this several times, adding claps for word stress, e.g. *picnic* – clap on *pic*, *apple* – clap on *ap*.
- Put out an empty paper plate. Say *I like chocolate. Mmm*. Show learners some chocolate. Mime enjoyment. Draw a picture of chocolate on the plate.

Pupil's Book, page 44



1 Watch the video. Draw your picnic food.

- Say *In this unit we're talking about food*. Say *Let's watch the video*. To introduce the topic of the unit, play the video.
- Say *Look at page 44*. Point to the empty plate (or give out real paper plates). Learners draw pictures of their favourite food on the plate. Monitor. Tell each learner the name of the food they have drawn.

Fast finishers Learners can draw a second item and write the words.

mission Organise a picnic

- Show the digital Mission poster. Say *Point to the picnic*.
- Say *Let's have a picnic*. Say *Point to number 1*. Say *First we need food*. Rub your stomach as if hungry and learners copy. Say *Number 1* and gesture for them to rub their stomachs.
- Say *Point to number 2*. Show them the shop picture. Say *We need to buy food*. Mime choosing things in a shop and putting them in your basket. Learners copy. Say *Number 2* and gesture for them to mime. Say *One* and rub your stomach; say *Two* and mime shopping. Repeat.
- Say *Point to number 3*. Show them the picture of the recipe. Say *We make the food*. Mime reading the recipe and cooking (e.g. mixing). Learners copy. Say *Three* and repeat. Go through mimes 1–3, calling out the numbers for learners to mime.
- Say *Point to number 4*. Show them the arrow leading back to the picnic picture. Say with excitement *Let's have a picnic!* Encourage them to jump and smile. Say *Four* and learners jump again. Repeat the whole sequence, getting the learners to mime as you call out the numbers. Say *This is our Mission*.

Activity Book, page 44

My unit goals

- Go through the unit goals with the learners. You can read these or if you prefer you can put them onto the board or a poster.
- You can go back to these unit goals at the end of each Mission stage during the unit and review them.
- Say *This is our Mission page*.

Ending the lesson

- Put the numbers 1 to 5 on the board. Put a picture of a picnic under one, and the following flashcards under the others: juice, apple, bread and chocolate. Call out the words and encourage learners to give you the correct number, e.g. *Apples. (Three)* Repeat a few times.
 - Stronger learners** Choose these learners to call out the words. Other learners answer.
 - Extra support** Choose less confident learners to call out the numbers and the rest of the class answers.

Learning outcomes By the end of the lesson, learners will be able to recognise and use food words.

New language *banana, bread, burger, cake, chicken, chocolate, lemonade, mango, salad, water*

Recycled language colours, names, numbers

Materials Food 1 flashcards, audio

Key Competences



Identify and say food vocabulary.



Chant together as a class.



Revise the numbers 1 to 10 by labelling the food pictures.



Play a game in pairs to revise the language they've learnt.

Warm-up

- Hold up each Food 1 flashcard and say the words. Learners repeat. Say *Remember the words!*

Presentation

- Hold up a flashcard of a countable noun, e.g. banana. Ask *What is it? (It's a banana.)* Ask *How many?* Learners say the number. Say, e.g. *Two bananas.* Learners repeat. Repeat with all countable nouns (*burger, mango*).
- Hold up a flashcard of an uncountable noun, e.g. water. Ask *What's this? (It's water.)* Repeat with other uncountable nouns (*bread, cake, chicken, chocolate, lemonade*).

Pupil's Book, page 45



1 Listen and point. Then listen and number.

- Say *Open your Pupil's Books at page 45. Look at the picture.*
- Indicate the caption and read it. Say *It's a picnic.*
- Ask *Where's the (banana)?* Repeat.
- Play Track 4.01. Learners point to the food items in the picture.

Tracks 4.01 and 4.02

This afternoon the Friendly family are having lunch in the garden.

- (1) Mrs Friendly: I've got three burgers. Jim! Have you got your burger?
 (2) Jim: Yes, thanks, Mum. And I've got the mango.
 (3) Mrs Friendly: I've got some chicken here too.
 (4) Mrs Friendly: OK. Where's the bread?
 (5) Jenny: It's on the table. It's next to the lemonade.
 (6) Jenny: We've got some water too.
 (7) Mr Friendly: I've got the cake.
 (8) Mr Friendly: Who's got the bananas?
 Jenny: I've got them.
 (9) Mrs Friendly: OK, put them on the floor next to the salad, please, Jenny.
 Jenny: Yes, of course.

- (10) Jim: Who's got the chocolate?
 Mrs Friendly: It's on the ... Oh, no! Gracie's got it! She's got the chocolate in her mouth.
 All: Oh, Gracie!

- Display the flashcards on the board and number them 1–10. Say *Look at page 45.* Ask *What's number 1? (Burger)* Quickly take down the flashcards.
- Play Track 4.02. Learners number the food items 1–10.
- Ask *Number 1? (Burger)* Put the flashcard back up above number 1. Ask *Number 2? (Mango)* Continue.

Key: 2 mango 3 chicken 4 bread 5 lemonade
 6 water 7 cake 8 banana 9 salad
 10 chocolate



2 Say the chant.

- Say *Listen and say the chant.* Play the audio or video.
- Divide the class into four groups. Say *Chant when I point.* Play the audio or video and point to the first group for the first two lines, the second group for the next two lines, etc. They all chant the final verse together. Repeat.
- Say *Chant.* Groups chant from memory.

Track 4.03

Banana, bread, burger (x2) Water, mango, salad (x2)
 Chocolate, chicken, cake (x2) And le-mo-nade (x4)



3 Listen and say yes or no.

- Focus on the picture. Ask *Who's got the cake? (Mr Friendly's got the cake.)* Play the audio and pause after each sentence. Learners respond *Yes* or *No*.

Track 4.04

1 Jenny's got the cake. 6 Jenny's got the bananas.
 2 The bread's on the table. 7 The lemonade's next to the water.
 3 Jim's got some chicken. 8 Mrs Friendly's got four burgers.
 4 Gracie's got the chocolate.
 5 The mango is on the table.

- Learners work in pairs to play the same game.

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

Activity Book, page 45

See pages TB120–132

Ending the lesson

- SA** Say *We learnt about picnic food.* Show the flashcards. Ask *Do you know the words?* Use the self-assessment technique (see Introduction). Learners show how they feel.
- Say *We did listening and speaking.* Gesture 'listening' and 'speaking' and indicate they should use their thumbs.
- Say *You listened to the words well. Good job!*

1 4.01 4.02

Listen and point. Then listen and number.

This afternoon the Friendly family are having lunch in the garden.



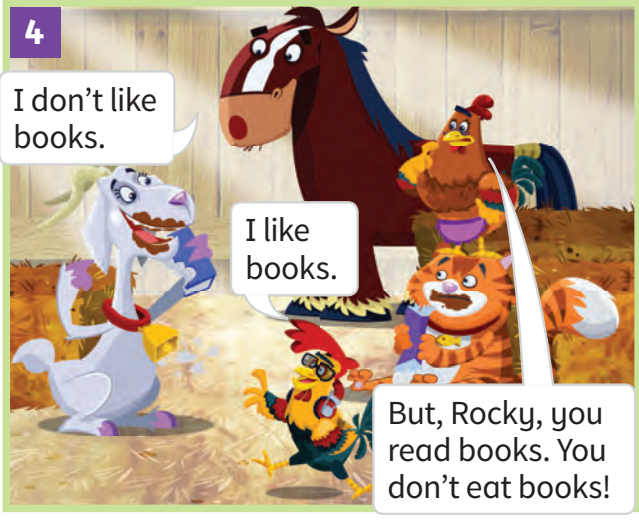
2 4.03

Say the chant.

3 4.04

Listen and say *yes* or *no*.

The Friendly Farm






Learning outcomes By the end of the lesson, learners will be able to understand when they hear a conversation about likes and dislikes.

New language *I/You/We like / don't like ... Do I/you/we like ... ?*

Recycled language colours, food, names

Materials real picnic food (apples, bread, juice and chocolate) and blanket (optional), audio, video, Food 1 flashcards, Friendly Farm animal flashcards

Key Competences

-  Read and listen to a story; Identify expressions used to talk about likes and dislikes.
-  Mime the animals they hear in a song.
-  Role play a story in groups.

Warm-up

- Place the real food (or flashcards) on the blanket. Point to each item. Learners chant each word. Repeat. Cover the food and remove one item. Ask which is missing. Repeat until you have removed all of the items.
- **SA** Use self-assessment to check how well learners think they understand the vocabulary. See Introduction.

Presentation

- Show the learners Food 1 flashcards of the food and encourage them to call out the words.
- Draw a large heart symbol on one side of the board and a heart crossed out on the other side. Show a Food 1 flashcard, e.g. salad. Say *I like salad*. Repeat while miming pleasure. Put the flashcard on the board next to the big heart. Learners repeat *I like salad*. Do the same with two or three more items.
- Now show a new flashcard. Say *I don't like burgers*. Mime dislike. Learners repeat. Stick the flashcard next to the crossed out heart. Do the same with two or three more items. Take the flashcards down.

Pupil's Book, page 46



The Friendly Farm song

- Play the introductory song at the beginning of the cartoon story. Learners listen and sing. Learners choose an animal to mime. Repeat the song with the mimes.

Track 4.05

See The Friendly Farm song on page TB5



The Friendly Farm

- Hide the Friendly Farm animal flashcards around the room. Ask *Where's Gracie?* Mime looking. Show the flashcard. Ask *Is she a cat?* (*No, she's a goat.*) *What colour is she?* (*White*)

- Repeat with the other Friendly Farm animal flashcards. Ask *Where's ... ?* Learners find the flashcard. Then ask questions about the character.
- Say *Open your Pupil's Books at page 46*. Ask *Who can you see in the pictures?* Learners name the characters. Ask *What's this?* Point to the chocolate. Repeat with other objects and food.
- Ask *Who likes chocolate? Who likes books? Who likes water?* Write the questions on the board and put flashcards of each item on the board. Say *Listen*. Play the audio or video. Learners listen and read.

Track 4.05

The Friendly Farm song + see cartoon on Pupil's Book page 46

- Learners answer the questions in pairs before the class check.
- Play the audio or video again. Pause after each frame and check comprehension by asking learners to give the end of sentences, e.g. *Gracie likes ... Cameron likes ...*
- Ask questions to show third person short answers. Model an example: *Does Gracie like chocolate?* Say *Yes, she does*. Work through each frame asking questions and giving short answers. The class repeat several times. Note the model of the negative form in frame 4. Ask *Does Harry like books?* (*No, he doesn't.*)
- **Extension** Call out a mixture of correct and incorrect sentences, e.g. *Gracie likes cake. Harry likes chocolate*. Learners jump up and shout *No, he/she doesn't!* for incorrect sentences.
- Put learners into groups of six to role play the dialogue. Monitor and check.
- **Extra support** Ask some of the learners to listen and choose the best group to perform their dialogue.

Activity Book, page 46

See pages TB120–132

Ending the lesson

- **SA** Repeat the self-assessment technique used at the start of the lesson to see how well learners think they understand the vocabulary. Is there any change?
- Display the character and Food 1 flashcards on the board. Point to them when you speak about them. Say *Gracie likes ...* Encourage the learners to finish the sentence by pointing to the Food 1 flashcards. When they call out a correct answer, e.g. *Chocolate*, mime pleasure and say *Yum*. Gesture for the learners to repeat.
- Say *Harry likes books*. Then shake your head and indicate this is wrong. Say *Harry ...* Learners finish the sentence: *Harry doesn't like books*. Mime dislike and say *Yuck*. Gesture for the learners to repeat.
- Give the beginning of sentences using the characters. Learners complete the sentences and mime/say *Yum/Yuck*.

Learning outcomes By the end of the lesson, learners will be able to ask and answer questions about likes and dislikes.

New language *like / don't like: I like chocolate. Harry likes mangoes. I don't like books. Harry doesn't like chocolate. Do you like chocolate? Does Harry like shoes?*

Recycled language food, names

Materials Food 1 flashcards, coloured pens or pencils, digital Mission poster

Key Competences



Learn to talk about likes and dislikes.



Work together asking and answering questions with *like*.



Reflect on their own learning.



Interact with the digital poster.

Warm-up

- Put a heart symbol on the right side of the room and a crossed out heart symbol on the left side.
- Ask the learners to stand up. Call out *Apples*. By miming and using sounds, show that the learners should jump to the right if they like apples and left if they don't. Point to those on the right and say *You like apples*. Point to the left and say *You don't like apples*.
- Repeat with different types of food.

Presentation

- Show a selection of flashcards from earlier lessons. Encourage the learners to say *I like ...* or *I don't like ...*
- Choose a few confident learners and ask them about different foods and drinks, e.g. (*Name*), *do you like burgers?*

Pupil's Book, page 47



Gracie's Grammar

- Say *Open your Pupil's Books at page 47*. Point to Gracie's Grammar box. Write the same sentences on the board. Draw a heart next to *I like chocolate*. Draw a crossed out heart next to *I don't like books*.
- Learners copy. Encourage learners to copy the other four sentences and draw a heart or crossed out heart for each.
- Play the audio. Pause for learners to repeat each sentence.

Track 4.06

See Pupil's Book page 47

- Now rub out the words *chocolate* and *books*. Show the learners a flashcard, e.g. burgers. Point to the sentence stems and the spaces. Tell them *Write a sentence for you – 'I like ...' or 'I don't like ...'* Monitor to check the sentences are correct. Repeat with two or three more flashcards.



1 Listen and stick. Then look, read and write.

- Ask the learners to look at the four stickers. They do not stick them in yet. Ask them to predict what each person might like or not like, e.g. *What does Grandpa like?*
- Play the audio for learners to point to the correct sticker.

Track 4.07

- 1 Jim: Mum, do you want chicken or burgers?
Mrs Friendly: Oh, a burger, please, Jim. I like burgers.
- 2 Jenny: What's your favourite food, Dad? Do you like chips?
Mr Friendly: No, I don't. I don't like chips, but I like bananas. They're my favourite food.
- 3 Jim: Grandma, do you want some lemonade?
Grandma: No, thank you, Jim. I want some water, please. I don't like lemonade.
- 4 Jenny: Grandpa, do you like burgers?
Grandpa: Hmm. No, I don't like burgers, but I like chicken.

- Play the audio again. Learners stick in the stickers.
- Say *Look at the sentences*. Point to sentences 1–4. Show the spaces. Say *Look, read and write*. Learners write.

Key: 2 chips 3 doesn't like 4 likes

mission Stage 1

- Show learners the first stage of the digital Mission poster: 'Food?' Say *Let's choose food*.
- Show the class Food 1 flashcards. Ask the names of the food. Ask a confident learner, e.g. *Do you like chips?* The learner answers. Repeat with other items and different learners.
- Ask learners to choose five of the flashcards and copy them. Learners write the word next to each picture.
- Learners stand up. They move around, asking and answering questions using the pictures they have drawn, e.g. *Do you like burgers? Yes, I do*. They put ticks or crosses next to the pictures.

Activity Book, page 47

See pages TB120–132

Activity Book, page 44

- Say *Look at page 44 of your Activity Book*. Review *My unit goals*. Ask *How is your Mission?*
- Learners reflect and choose a smiley face for *My mission diary 1*. Monitor.

Ending the lesson

- SA** Go back to Stage 1 on the digital Mission poster. Say *We chose food. Good work*. Add a tick to the 'Food?' stage. Use self-assessment (see Introduction).
- Give out a completion sticker.



Gracie's Grammar

I **like** chocolate.

Harry **likes** mangoes.

I **don't like** books.

Harry **doesn't like** chocolate.

Do you like chocolate?

Yes, I **do**. / No, I **don't**.

1



Listen and stick. Then look, read and write.



1 Mum likes burgers.

3 Grandma _____ lemonade.

2 Dad doesn't like _____.

4 Grandpa _____ chicken.



STAGE 1

**Find out what food your friends like.
Choose food for your picnic.**

Do you like burgers?

Yes, I do.



My
mission
diary

Activity Book
page 44



Vocabulary 2 and song



Listen and draw. Then sing the song.

Do you like fruit?
 Yes, I do.
 Do you like juice?
 No, I don't ...
 I like apples.
 I like oranges.
 I like grapes
 but I don't like juice ...
 Do you like salad?
 Yes, I do.
 Do you like meat?
 No, I don't ...
 I don't like burgers.
 I don't like sausages.
 I don't like meatballs
 but I like beans ...



2 Read, think and say. Compare with your classmates.

Think of ...

- one thing you eat or drink for breakfast.
- two things you eat or drink for lunch.
- three things you eat or drink for dinner.



I like grapes. What fruit do you like?

Learning outcomes By the end of the lesson, learners will have practised the language through song.

New language *apple, beans, fruit, grapes, juice, meat, meatballs, orange, sausage*

Recycled language *I/You/We like / don't like ... Do I/you/we like ... ?*

Materials Food 1 and 2 flashcards, audio, a simple drawing you have done of an apple, paper, coloured pens or pencils, video

Key Competences



Practise newly learnt language through a song.



Talk about their eating habits in pairs.

Warm-up

- Introduce new items using Food 2 flashcards or mime. Show a flashcard of *juice* and mime drinking. Learners repeat and mime. Do this for the other words: *fruit* (mime picking from trees), *grapes* (popping them into your mouth), *apples* (taking a bite), *oranges* (peeling), *salad* (mixing the leaves), *meatballs* (putting on a fork and biting). Repeat the words several times.
- Mime without speaking. The class calls out the words. Put learners into groups of four or five. Learners take it in turns to mime to each other and guess words.
- **SA** Use self-assessment techniques to check how well learners think they understand the vocabulary. See Introduction.

Pupil's Book, page 48



1 Listen and draw. Then sing the song.

- Say *Open your Pupil's Books at page 48*. Alternatively, use the Food 1 and 2 flashcards. Ask the names of the food items. Learners repeat any words not covered in the warm-up.
- Play the audio or video. Learners listen and mime actions.
Track 4.08
Rocky: I'm Rocky-Doodle-Doo and ... here's our song for today:
What do you like?
See song on Pupil's Book page 48
- Indicate the face icons. Demonstrate the task: learners will add a smile or sad mouth to each icon as they listen to the song.
- Play the audio or video again. Learners listen and draw. Monitor. Repeat the audio if necessary.
- Check answers.
- Play the audio or video again. Learners repeat the song, doing actions, first in small sections and then the whole song. Once they have practised the song, ask them to

stand up and perform it.

- Divide the class into groups. Give each group a different part of the song. They sing again, but only their part.

Key: juice ☹ apple ☺ orange ☺ grapes ☺
salad ☺ meat ☹ burger ☹ sausage ☹
meatballs ☹ beans ☺



4.09

Extension

Once learners are confidently singing to the song, try singing the karaoke version as a class.

2 Read, think and say. Compare with your classmates.

- Draw three symbols on the board: a semi-circle sun coming up, a full sun and a moon. Point to the rising sun. Say *I eat bread and apples for breakfast*. Point to the full sun. Say *I eat meatballs for lunch*. Point to the moon. Say *I eat chicken and salad for dinner*.
- Say *Look at page 48*. Show learners Activity 2. Say, e.g. *I eat an apple for breakfast*. Repeat with two things for lunch and three things for dinner.
- Put the class in pairs. Learners tell their partner their ideas. Monitor and check.
- Show the picture of Rocky in the bottom right-hand corner. Read out the question. Encourage learners to call out their answers.

Activity Book, page 48

See pages TB120–132

Ending the lesson

- **SA** Repeat the self-assessment technique used at the start of the lesson to see how well learners think they understand the vocabulary. Is there any change?
- Check learners have paper and coloured pens or pencils. Show them a simple drawing you have done of an apple.
- Say *Draw a picture of food*. Monitor as learners draw.
- Use your picture. Demonstrate moving around the class and asking *Do you like apples?* Encourage learners to answer. If a learner says *Yes*, give them your picture. Tell them to ask and answer questions and swap pictures if both partners say *Yes*. Monitor as they mingle.
- When the task is over, choose a confident learner. Ask *What food do you have now?* The learner answers, e.g. *Grapes*. Ask *And do you like grapes?* The learner answers. Repeat with different learners.


Learning outcomes By the end of the lesson, learners will be able to make requests and offers, and say *yes/no*.


New language *Can I have some chocolate, please? Here you are. Would you like some cake? Yes, please. / No, thank you. ice cream*


Recycled language food


Materials Food 1 and 2 flashcards, classroom objects and paper money (optional), audio, coloured pens or pencils, Presentation Plus (video and digital Mission poster)

Key Competences

 Learn and practise questions with *Would you like... ?* and *Can I have... ?*

 Learn to make and respond to polite requests and offers.

 Work together to role play shopping for food.

 Interact with the digital poster.

Warm-up

- Give each group a classroom object. Circulate, asking, e.g. *Can I have a pen, please?* Learners answer *Here you are* and give you the object.
- Circulate again. Ask *Would you like (name of object)?* Learners say *Yes, please* or *No, thank you*.

Pupil's Book, page 49

1 4.10 Which food does she buy? Listen and tick ✓.

- Use the artwork to teach the word *ice cream*.
- Play the audio. Learners listen and tick the food the girl buys. Check answers.

Track 4.10

Girl: Good morning.
 Shopkeeper: Good morning.
 Girl: Can I have some chocolate, please?
 Shopkeeper: I'm sorry. I haven't got any chocolate. Would you like an apple?
 Girl: No, thank you.
 Shopkeeper: Would you like some ice cream?
 Girl: Oh, yes, please.
 Shopkeeper: Here you are.
 Girl: Thank you.

Key: Picture 2



Gracie's Grammar

- Act out the sentences, demonstrating the request and response. Learners repeat.
- Divide the class into two. Half are the customer and half are the shopkeeper. Play the audio, pausing so learners can repeat the lines of their character.

Track 4.11

See Pupil's Book page 49

- Swap roles and repeat.

2 Read and say the dialogue. Act it out.

- In pairs, learners read the dialogue.
- Ask pairs to cover the dialogue and act it out.

Extension Put out on a table some classroom objects that learners know, e.g. a pen, a pencil and a book. Encourage the learners to ask for the items by saying *Can I have ... ?* Give out the objects to a learner who asks correctly. Point to one of the learners with an object and then demonstrate they should ask you *Would you like ... ?* Take back the object. Repeat with different learners.

mission Stage 2

- Show learners the first stage of the digital Mission poster: 'Buy food?'
- Learners complete the worksheet task in the Teacher's Resource Book page 44 (see teaching notes on TRB page 37).
- Alternatively, if you do not have the Teacher's Resource Book, show learners the Food 1 and 2 flashcards and ask them the names.
- Put learners into groups of four. Ask them to draw six food items from the list and write the prices underneath. Get each group to set up a shop display.
- Give out paper money if possible.
- Divide each group of four into pairs. One pair goes shopping; the other pair acts as shopkeepers. Tell the shoppers to use their shopping list, circulate and buy what they need for the picnic. They tick the items off their list.
- When the activity slows down, the pairs swap over.

Activity Book, page 49

See pages TB120–132

Activity Book, page 44

- Say *Look at page 44 of your Activity Book*. Review *My unit goals*. Ask *How is your Mission?*
- Learners reflect and choose a smiley face for *My mission diary 2*. Monitor.

Ending the lesson

- Go back to Stage 2 on the digital Mission poster. Add a tick to the 'Buy food?' stage or invite a learner to do it. Use self-assessment (see Introduction).
- Give out a completion sticker.



1

4.10

Which food does she buy? Listen and tick ✓.

1



2



3





4.11

Gracie's Grammar

Can I have some chocolate, **please?** Here you are.

Would you like some ice cream? Yes, **please.** / No, **thank you.**

2 Read and say the dialogue. Act it out.

A

Can I have some apples, please?

B

I'm sorry, I haven't got any apples. Would you like some oranges?

A

Yes, please.

B

Here you are.

A

Thank you.

mission

STAGE 2

Buy the food for your picnic.

Can I have some chicken, please?

Here you are.



My
mission
diary

Activity Book
page 44

Making a recipe

1  Watch the video.

2  4.12 Tick ✓ the ingredients. Then listen and check.



pasta



meat



onions



potatoes



rice



cheese



carrots



tomatoes

3  4.13 Listen and number.






Learning outcomes By the end of the lesson, learners will be able to understand a recipe and words for cooking.

New language *ingredients, meat, onions, pasta, tomatoes*

Recycled language food, numbers, talking about likes and dislikes

Materials paper, coloured pens or pencils, audio, video, four large cards

Key Competences

-  Learn about ingredients and methods of cooking.
-  Listen for specific information.
-  Order stages of a recipe using visual clues.

Warm-up

- Give out paper and coloured pens or pencils. Show learners how to draw a grid with six squares (two columns and three rows) and number them 1–6.
- Demonstrate that you will say a word and they should draw a picture of it in any square. Read out the words: *Apple, water, bread, grapes, cake, juice*. Give a minute for them to draw each picture quickly.
- Put learners into pairs. Demonstrate questions: choose a learner and ask *Is number 1 an apple?* Encourage the learner to answer: *Yes, it is. / No, it isn't*. When you get the correct answer, say *Good – one point!* Show that they get a point when they find the correct answer.
- Tell learners to find out which pictures their partners have in each square by asking questions. Learners complete the activity.
- Ask each pair who had the most points at the end.

Pupil's Book, page 50

1 Watch the video.

- Say *Let's watch the video*. Learners watch the video about making a recipe and answer the questions at the end of the video.

2 Tick ✓ the ingredients. Then listen and check.

- Say *Open your Pupil's Books at page 50*. Focus on the large photo of the dish of food. Ask *What is it?* (*Spaghetti Bolognese*) Ask *Do you like Spaghetti Bolognese?*
- Point to the food items around the dish. Use the photos to teach the new food words. Learners repeat the words. Check understanding of *ingredients*.
- Learners work in pairs and guess which ingredients are in the Spaghetti Bolognese. Check their ideas.

- Say *Listen and check*. Play the audio.

Track 4.12

Hello! Today I'm making my favourite dish – Spaghetti Bolognese. I've got onions, tomatoes, meat, pasta and cheese.

Key: onions, tomatoes, meat, pasta, cheese

3 Listen and number.

- Focus on the pictures and ask learners the names of the food, e.g. say *Pasta* and the class repeats. Ask learners which picture comes first in the recipe. Encourage them to guess the sequence, e.g. point to a picture and ask *Is this number 1?*
- Play the audio. Learners listen and write numbers to show the order. Check.

Track 4.13

OK. Let's make Spaghetti Bolognese!

I cut the onions. I cook the onions in a pan.

I add the meat. I cook the meat with the onions.

Now, the meat is brown. I put the tomatoes in the pan too.

I cook the pasta in water.

It's ready! I eat my Spaghetti Bolognese with cheese on top. Yum!

Key: a 2 b 4 c 3 d (1)

Activity Book, page 50

See pages TB120–132

Ending the lesson

- Write *Meat, Fruit, Vegetables, Drink* onto four large cards. Stick them on the board. Ask the learners to stand near the board. Choose four learners and tell them a word each: *Chicken, salad, water, mangoes*. They stand under the correct sign. Repeat with different learners and words.





Learning outcomes By the end of the lesson, learners will be able to read a recipe.

New language *cook, cut, mix, omelette*

Recycled language cooking, describing likes and dislikes

Materials pictures of food from Digital photo bank, flashcards of water and juice, large copies of the reading text or cut up copies of the text (optional), digital Mission poster

Key Competences

-  Read a recipe.
-  Draw and write the ingredients for their own recipe.
-  Reflect on their own learning.
-  Interact with the digital poster.

Warm-up

- Put some pictures of popular foods around the room. Include eggs, onions, meat, ice cream, and flashcards of water and juice. Point and ask the names. Learners repeat.
- Ask learners to go and stand by their favourite food.
- Choose one group to say the sentence *I like (name of food)*.
- Ask the different groups to say the sentence for their food.
- Now demonstrate they should stand near a food they don't like. Encourage them to say the sentence *I don't like (name of food)*.
- A few different groups say their sentence.

Presentation

- Mime some cooking words and teach them: *mix, cut, cook*. Learners repeat and mime the words.
- Say *Mix*. Show the class they should go and stand next to suitable pictures, e.g. for *mix* they can choose eggs. Say *Cut*. Learners stand next to a picture of food you can cut. Repeat with *cook*.

Pupil's Book, page 51

4 Read and circle the food words. Then number the pictures.

- Say *Open your Pupil's Books at page 51*. Focus on the picture. Ask the name of the food (*omelette*). Ask learners if they like omelettes. Ask which ingredients they think might be in the omelette. Write their ideas on the board.
- Learners read the text and circle the food words. Put learners into pairs to check their answers. Check with the whole class and see if the guesses were correct.

Alternative Put up on the walls two or three enlarged versions of the text. Put learners into groups and assign one of the texts to each. Check they know which is their group by asking them to point to their text. Get each group to stand in a line in front of the text. Say *Go!* Each learner takes it in turn to run to the text and circle one of the food words, then pass the pen to the next person in line. The first group to finish wins.

- Demonstrate the ordering task. Put learners in pairs to number the pictures.

Key: cheese onion tomatoes omelette

Alternative Copy and cut up the text into strips. Give one set of strips to each group of three learners. Get them to put the papers in order using the pictures to guide them.

- Learners read the text again.

mission Stage 3

- Set this Mission stage so that the class can complete or prepare it at home if possible.
- Show the class the third stage of the Mission poster: 'Recipe'.
- Tell the class to choose their favourite food for a sandwich. Show them your own favourite sandwich and tell them the ingredients, e.g. *In my sandwich I put chicken and salad*. Write the sentence on the board.
- The class create their sandwich recipes using the model. They draw pictures and label with ingredients.
- **Stronger learners** These can write sentences as in the model.
- **Extra support** Learners can draw a picture and label it. Monitor and guide.
- Put the class in groups of three. Each learner mimes making their sandwich. The other learners guess what ingredients are being used.
- For ideas on monitoring and assessment, see Introduction.

Activity Book, page 51

See pages TB120–132

Activity Book, page 44

- Say *Look at page 44 of your Activity Book*. Review *My unit goals*. Ask *How is your Mission?*
- Learners reflect and choose a smiley face for *My mission diary 3*. Monitor.

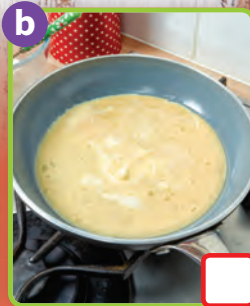
Ending the lesson

- Go back to Stage 3 on the digital Mission poster. Add a tick to the 'Recipe' stage or invite a learner to do it. Use self-assessment (see Introduction).
- Give out a completion sticker.

- 4 Read and **circle** the food words. Then number the pictures.

HOW TO MAKE ... *an omelette!*

- 1 You need two **eggs**, some cheese, an onion and some tomatoes.
- 2 Mix the eggs. Cut the onion and the tomatoes.
- 3 Cook the eggs for four minutes.
- 4 Put the cheese, onion and tomato on the eggs.
- 5 Fold the omelette and cook it for one more minute.



mission STAGE 3

Make and share your recipe.

My favourite sandwich
This is a monster sandwich. It's got
chicken, cheese, meat and salad. Yum!



My
mission
diary
Activity Book
page 44

1 Talk to a friend. What food do you like to eat on picnics?



4.14

A picnic with friends

Mia and Matt want to go on a picnic.

‘Can we cook burgers in the woods, Mum?’

‘No, but you can take sandwiches and fruit.’



Mia likes egg sandwiches. Matt wants chicken sandwiches. He wants lemonade too.

‘Would you like a banana or a watermelon?’

‘A banana, please,’ says Mia.

‘A banana and a watermelon, please,’ says Matt.

Now they’re in the woods. They’ve got sandwiches, fruit, lemonade and ... chocolate!

‘Would you like some chocolate, Matt?’

‘Yes, please!’ Matt likes chocolate.

‘Here you are.’







Learning outcomes By the end of the lesson, learners will have read about a picnic, learnt about a balanced diet and learnt about sharing.

New language *birds, clothes, scarecrow*

Recycled language describing likes and dislikes, food, making offers and suggestions

Materials pictures from Digital photo bank of a desert, woods, a scarecrow, birds, clothes and a watermelon, flashcards of beach, apple, mango and banana, paper for each learner, coloured pens or pencils

Key Competences

-  Revise the language they've learnt through a story.
-  Learn about balanced diets.
-  Learn the value of sharing.
-  Complete a wordsearch.

Warm-up

- Ask learners to think about a picnic. Show them some pictures and flashcards of places, e.g. a desert, a beach, the woods. Check understanding of *woods*. Learners repeat the word.
- Ask *What is a good place for a picnic?* Say *I like the beach*. Encourage them to offer ideas.

Presentation

- Say *We are going to read about Mia and Matt's picnic*. Show a picture of a scarecrow. Say *This is a scarecrow*. Check understanding. Learners repeat the word. Show a picture of birds. Ask *What are these?* Say *Birds*. Learners repeat the word. Show a picture of clothes. Ask *What are they?* Say *Clothes*. Learners repeat.

Pupil's Book, page 52

1 Talk to a friend. What food do you like to eat on picnics?

- Put the class into groups of four. Ask *What food do you like to eat on picnics? Is it the same?* Learners talk about what they like. Monitor. When they finish, ask some of the groups *What do you like to eat?*
- Check their ideas.



4.14 A picnic with friends

- Say *Open your Pupil's Books at page 52*. Focus on the pictures. Look at each picture and ask questions, e.g. Picture 1: For each character, *Who is it?* (*Mia, Matt, Mum*) *Where are they?* (*At home*) Picture 2: *Which picnic food do they like?* (*Melon, bananas*) Picture 3: *What is the food?*

(*Chocolate, sandwich, melon, bananas*) Picture 4: *Where are the clothes?* (*On the watermelon*) *Why?* (*To scare the birds*) Picture 5: *Where are the clothes now?* (*On Mia and Matt*) *Why?* (*The picnic is finished.*) If learners can't answer the 'why' questions, don't give the answers yet.

- Ask learners to guess what happens in the story.
- Say *Read and listen to the first part*. Show them paragraph 1. Play the audio. Learners listen and read. Pause the audio after picture 1. Ask learners to predict: *What sandwiches does Matt like? Which fruit does Mia like?*

Track 4.14

See story on Pupil's Book pages 52–53

- Say *Read the next part*. Show them paragraph 2. Play the audio for picture 2. Check if their guesses were correct.
- Ask them to look at picture 3. Ask *Where are they?* (*In the woods*) *What food has Mia got?* (*Chocolate*) Say *Read and listen*. Show them paragraph 3 and play the audio for picture 3. Check answers.
- Say *Look at pictures 4 and 5. What is the problem?* Learners predict. Say *Read and listen to the rest of the story*. Show them paragraphs 4 and 5. Play the rest of the audio. Check answers. (*The birds are eating the food.*)
- Say *Act out the story*. Summarise the story, sentence by sentence, and mime. Encourage the learners to copy. Say *Get the picnic food ready*. Mime packing. Say *Sandwiches, watermelon, bananas and chocolate*. Mime putting each food item into the basket. Say *Let's go to the woods*. Mime walking and putting out the picnic. Say *Eat some chocolate*. Mime eating. Say *Oh no! The birds like the picnic*. Mime waving birds away. Say *Let's make a scarecrow*. Mime building one. Say *Come and eat the crumbs, birds!* Mime throwing crumbs down for birds.
- Repeat and encourage the learners to act the story.

Activity Book, page 52

See pages TB120–132

Ending the lesson

- Give out paper to each learner. Divide the class into three. Tell them *Draw picnic food and write the word*. Say to one group *Draw a drink*. Say to the second group *Draw something sweet – cake or chocolate*. Say to the third group *Draw meat or fish or sandwiches*. Monitor and support.
- Tell them *We need to make a picnic*. Write *chocolate* and *cake* on the board. Say *Is it a good picnic?* Encourage the learners to say *No*. Rub out *chocolate* and write *sandwich, water*. Say *Is it a good picnic?* Encourage the learners to say *Yes*. Tell the learners *Find friends for a good picnic*. Show your own picture and word, e.g. *chicken*, and demonstrate finding friends, e.g. a learner with cake or fruit or similar, and then another with a drink. Learners mingle and find other learners with foods to make a good picnic together.

Learning outcomes By the end of the lesson, learners will have talked about feelings and learnt about sharing.

New language *happy, sad*

Recycled language *birds, clothes, food, describing likes and dislikes, making offers and suggestions, scarecrow*

Materials two pictures – happy and sad face emoticons (optional), flashcards of fruit (e.g. apple, mango, banana) and picture of watermelon from Digital photo bank, audio

Social and Emotional Skill: Sharing

- After reading the story, ask the learners simple questions: *Can the children cook burgers in the woods? (No) How do the children in the story feel? (Sad) Say Yes, they feel sad, but they accept it's a rule. It's important to follow rules. Say Matt and Mia share the food in the picnic. Mia shares her chocolate with her brother. Ask What does Mia say? (Would you like some chocolate, Matt?) What does Matt say? (Yes, please!) Say Matt is very polite. It's important to share things and be polite. Ask What do we share in the classroom? (e.g. Crayons, toys)*
- Hand out a worksheet to colour. Place two boxes of crayons on each table. Say *We have two boxes for everyone. Let's share the crayons. We take turns. What colour would you like, (Juan)? (Juan), can I have the red crayon, please?* Continue with all the crayons. The learners ask politely when they want a different crayon.
- After completing Pupil's Book Activity 2, hand out two pieces of card to each learner. They draw a happy face on one and a sad face on the other. Ask *How do you feel today?* The learners hold up one of their cards. If the pupils know more emotions, you can make a range of face cards.

Key Competences



Learn to talk about their feelings.



Reflect on how other people feel; Talk in pairs about their eating habits.

Warm-up

- Draw a happy face emoticon on the board (or put up a picture). Draw a sad face emoticon. Ask *How do the children feel at the end of the story?* Learners point to the emoticon. Ask *How do the birds feel?* Learners point to the emoticon.
- Act out the story again using summary sentences as in the previous lesson. Encourage the learners to act too.
- **SA** Use self-assessment techniques to check how well learners think they understand the vocabulary. See Introduction.

Presentation

- Point to the happy face emoticon on the board and say *happy*. Learners repeat. Point to the sad face emoticon and say *sad*. Learners repeat.
- Make a happy face. Say *I'm ...* Learners say *happy*. Make a sad face. Say *I'm ...* learners say *sad*.
- Ask learners to look at the units they have done so far. Ask *Who is happy?* Learners find pictures of characters looking happy. Ask *Who is sad?* Learners find pictures of characters looking sad.

Pupil's Book, page 53

2 How do they feel? Read and circle.

- Say *Look at Activity 2. Look at the faces. How do they feel?* Learners guess the answers. Say *Read and circle*. Learners read the story all the way through.
- Check answers.

Key: 2 happy 3 sad 4 happy

- Tell learners to close their books. Ask them to write *happy* and then *sad*. Check the spelling.



3 Ask and answer.

- Show flashcards and/or pictures of different fruit (e.g. apple, mango, banana, watermelon). Point. Learners say the names.
- Say *I like fruit. I like apples and mangoes. I like watermelon. Do you like fruit?* Learners answer.
- Ask and answer with a confident learner: *Where do you have lunch? (I have lunch at home.) Who do you have lunch with? (I have lunch with my friend, (name).)* Learners have similar conversations in pairs.

Activity Book, page 53

See pages TB120–132

Ending the lesson

- **SA** Repeat the self-assessment technique used at the start of the lesson to see how well learners think they understand the vocabulary. Is there any change?
- Learners draw a picture of a food item and write the word.
- Learners stand in a circle. Take a picture from a stronger learner. Demonstrate the activity. Hold up the picture and say *I like (food in picture)*. Encourage the learner who drew it to say *No! I like (food)* and collect their picture.
- Take all the pictures, mix them up and hand them out again randomly.
- Choose a learner to start. He/She holds up their picture and says *I like ...* The owner of the picture says *No! I like (food)* and takes it. Continue around the circle until all learners have their pictures back.



But what's this? Birds!

'Hey! Go away!'

'We need a scarecrow,' says Mia. They put the watermelon and some clothes on a stick. The birds don't like the scarecrow. They fly away! Mia and Matt finish eating.

But what about the crumbs? 'We don't need the scarecrow now,' says Matt. So Mia takes the scarecrow down.

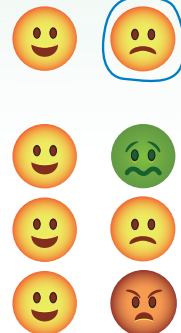
'Come on, birds,' calls Matt. 'Come and eat the crumbs!'

It's good to share your picnic with friends!



2 How do they feel? Read and circle.

- 1 When the children can't cook burgers in the woods, Matt feels:
- 2 When Matt sees the chocolate, he feels:
- 3 When the birds arrive, Matt feels:
- 4 At the end of the story, the children feel:



3 Ask and answer.

Where do you have lunch?

At home.


Who do you have lunch with?

With my family.



1 Look at the pictures in Activity 3. What can you see?

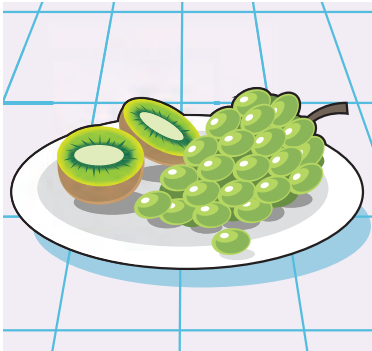
I can see ...

2  4.15 Look at Activity 3 and listen. Which picture is not correct?

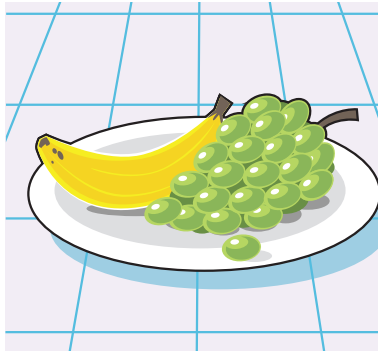
It isn't picture ... because ...

3  4.16 Listen and tick (✓) the box. There is one example.

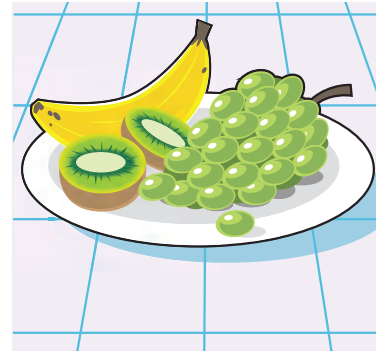
What food would Dan like?



A



B



C

1 Where's Lucy's book?



A



B



C

Think about what's different in pictures A, B and C.



Learning outcomes By the end of the lesson, learners will have listened for information, made predictions and eliminated incorrect answers, learnt how to listen well in an exam and learnt how to improve word stress.

New language *kiwi*

Recycled language colours, food, prepositions of place

Materials a few sentences on paper (*I like lemonade, but I don't like chicken. Matt and Mia like egg and chicken sandwiches. Cut the onion and tomatoes. Does Cameron like chocolate?*), Food 1 and 2 and Friendly Farm animal flashcards, picture of kiwi from Digital photo bank, audio, paper, coloured pens or pencils

Key Competences



Learn to listen for specific information, to make predictions and to eliminate incorrect answers; Practise activity types found in *Pre A1 Starters* exams.

Warm-up

- Pick ten learners to stand in a line at the front of the class. Choose a sentence from the ones you have prepared on paper, e.g. *I like lemonade, but I don't like chicken.*
- Whisper it to the first learner in the line. The learner whispers it to the next learner. They continue whispering down the line. The last learner says the sentence out loud.
- See if it is the same as the original sentence. Show the learners the sentence and say it aloud so they can hear if it is correct. Say *Well done!* or *Let's try again.*
- Repeat with new learners and sentences.
- **SA** Use self-assessment to check how well learners think they understand the vocabulary. See Introduction.

Presentation

- Say *Let's do a listening exam.* Write *Listening Exam* on the board.
- Sit down and act out speaking. Say *Is this good? (No)* Act out looking out of the window and fidgeting. Ask *Is this good? (No)* Act out looking very nervous and panicked. Ask *Is this good? (No)*

Pupil's Book, page 54


1 Look at the pictures in Activity 3. What can you see?

- Use a picture to teach the word *kiwi*.
- Say *Open your Pupil's Books at page 54.* Point to the pictures. Ask *What's this?* Learners say the words.

Key: kiwi, grapes, banana, book, chair, desk, school bag

2 4.15

Look at Activity 3 and listen. Which picture is **not** correct?

-  Point to the three food pictures. Say *Let's find a picture that is not correct. Listen and point.* Play the audio. Do the example together. Then learners do number 1 in pairs.

Track 4.15

Example

Mum: Would you like a banana, Dan?

Dan: Yes, please.

1

Lucy: Dad, where's my book?

Dad: I don't know, Lucy. Is it on your desk?

Lucy: It isn't, Dad.

Key: Example It isn't picture A because there isn't a banana. 1 It isn't picture B because it's on the desk.

3 4.16

Listen and tick (✓) the box. There is one example.

- Point out the exam tip at the bottom of the page. Say *Look at the pictures.* Show the first set. Ask *What is different in pictures A, B and C?* Learners give ideas. Repeat with the second set of pictures.
- Say *Now listen and tick.* Play the audio. Learners listen and tick the pictures. Check answers.

Track 4.16

What food would Dan like?

Mum: Would you like a banana, Dan?

Dan: Yes, please, and can I have some grapes?

Mum: OK. And would you like a kiwi too? It's your favourite.

Dan: No, thanks, Mum. I don't want one today.

Can you see the tick? Now you listen and tick the box.

One Where's Lucy's book?

Lucy: Dad, where's my book?

Dad: I don't know, Lucy. Is it on your desk?

Lucy: It isn't, Dad. And it isn't on the chair in my bedroom. Oh no!

Dad: Look, Lucy – there it is, in your school bag!

- Say *Well done. When you listened, you didn't talk* (mime chatting), *you listened hard* (mime fidgeting) *and you didn't feel worried* (mime being nervous). *Good job!*

Key: 1 C

Activity Book, page 54

See pages TB120–132

Ending the lesson

- **SA** Repeat the self-assessment technique used at the start of the lesson to see how well learners think they understand the vocabulary. Is there any change?
- In pairs, learners spell out food words on one another's backs and guess the words.

Learning outcomes By the end of the lesson, learners will have revised the language in the unit and had a picnic, offering and sharing food and saying what they like and dislike.

Recycled language unit language

Materials Food 1 and 2 flashcards, paper, coloured pens or pencils, a template picture of a sandwich with ingredients labelled for learners needing extra support (optional), paper plates, dice, counters, real food and drink (optional), digital Mission poster

Key Competences



Revise vocabulary and language learnt in the unit.



Complete self-assessment tasks and reflect on their own learning.



Role play the value of sharing.

Warm-up

- Put learners into groups. Say *Let's do a quiz.*
- Put the Food 1 and 2 flashcards on the board. Ask for examples of the following and give a point for each correct answer:

A drink

Something we eat for breakfast

Something we eat for dinner

A food we can cook

Presentation

- Write on the board:
My favourite sandwich My favourite drink
- Give out paper and coloured pens or pencils. Say *Draw your favourite sandwich. Draw your favourite drink. Write the ingredients.* Learners draw and label.
 - Extra support** Give out a template picture of a sandwich with the ingredients labelled.
 - Fast finishers** Learners can add extra food, e.g. cake or fruit, and write sentences about the sandwich.
- Put the learners into pairs. Say *Tell your partner about your food. What is in your sandwich? How did you make it?*

Pupil's Book, page 55

mission in action!

Have a picnic.

- Learners sit in their Mission groups, as if having a picnic. Make one of each group the Mission leader. Say *Your job is to help me.* Give paper plates to the Mission leader and ask them to hand out the plates to their group. Learners put their food pictures onto their plates.

- Demonstrate showing your picnic food, telling them what is in your sandwich and what your drink is. Learners say if they like or dislike your food. The Mission leader points around the group so each learner will explain their food and the other learners say if they like it or not.
- Learners role play sharing and eating food. Mime offering your food and ask *Would you like a chicken sandwich? Would you like some juice? Can I have some chocolate?* Remind them to say if they like something.

Extra support Instead of asking questions, learners answer *Yes, please* or *No, thank you.*

Fast finishers Ask learners to choose the best food from the picnic and offer it to a fast finisher in a different group.

- Point to the banana in the picture. Say *Tell me about this.* Learners say, e.g. *It's a banana. It's yellow.* Repeat with other pictures on the page and in the unit, e.g. *Tell me about this. (It's a picnic. There are apples.)* Learners repeat the activity in pairs.
- For ideas on monitoring and assessment, see Introduction.

Self-assessment

- SA** Say *Did you like our 'Have a picnic' Mission?* Learners show a thumbs up, thumbs down or thumbs in the middle.
- Say *Did you do better than the last Mission? Better? Or not?* (Learners show thumbs up or down.) Praise or say *OK. We can try again.*
- Say *Our next Mission is 'Let's have a party'. What do you want to learn?* (*I want to speak more. I want to spell words about parties.*)

Activity Book, page 55

See pages TB120–132

Activity Book, page 44

- Say *Look at page 44 of your Activity Book. Review My unit goals. Ask How is your Mission?*
- Learners reflect and choose a smiley face for *My mission diary* the final stage. Monitor.
- Point to the sunflower. Learners read the 'can do' statements and tick them if they agree they have achieved them. They colour each leaf green if they are very confident or orange if they think they need more practice.
- Point to the word stack sign. Ask learners to spend a few minutes looking back at the unit and find a minimum of five new words they have learnt. They write the new words into their word stack. See Introduction for techniques and activities.

Ending the lesson

- SA** Go back to the completion stage on the digital Mission poster. Add a tick. Use self-assessment (see Introduction).
- Give out a completion sticker.
- Tell the learners *You have finished your Mission! Well done!*

mission in action!

My
mission
diary
Activity Book
page 44

Have a picnic.

★ Make some food for the picnic.

★ Present your food to the class.

Look! This is my sandwich.

★ Have a picnic.

Would you like a banana?

Can I have some water, please?

★ Talk about the food at the picnic.

Yum! I like grapes.

Me too.



Unit 4 learning outcomes

In Unit 4, learners learn to:

- talk about food
- understand, ask and talk about likes/dislikes
- make and respond to offers
- make predictions and eliminate incorrect answers
- read about a balanced diet
- share

Materials video, real picnic food (apples, bread, juice and chocolate) and blanket (optional), Food 1 and 2 flashcards, paper plates, coloured pens or pencils, digital Mission poster

Key Competences



Become familiar with language related to food.



Reflect on their own learning by going through the unit goals.



Draw their favourite food.

Self-assessment

- **SA** Say *Open your Pupil's Books at page 44*. Say *Look at the picture*. Indicate items on the page and ask questions using the language from the unit, e.g. *What is it? What is he/she doing? What colour is this?* Use self-assessment (see Introduction). Say *OK. Let's learn*.

Warm-up

- If possible, bring into class a blanket and some food (or use flashcards). Make a picnic on the floor. As you put down items, model each word: *Picnic, apples, bread, juice, chocolate*. The learners repeat each word after you. Point to items and the learners say the words. Do this several times, adding claps for word stress, e.g. *picnic* – clap on *pic*, *apple* – clap on *ap*.
- Put out an empty paper plate. Say *I like chocolate. Mmm*. Show learners some chocolate. Mime enjoyment. Draw a picture of chocolate on the plate.

Pupil's Book, page 44



1 Watch the video. Draw your picnic food.

- Say *In this unit we're talking about food*. Say *Let's watch the video*. To introduce the topic of the unit, play the video.
- Say *Look at page 44*. Point to the empty plate (or give out real paper plates). Learners draw pictures of their favourite food on the plate. Monitor. Tell each learner the name of the food they have drawn.

Fast finishers Learners can draw a second item and write the words.

mission Organise a picnic

- Show the digital Mission poster. Say *Point to the picnic*.
- Say *Let's have a picnic*. Say *Point to number 1*. Say *First we need food*. Rub your stomach as if hungry and learners copy. Say *Number 1* and gesture for them to rub their stomachs.
- Say *Point to number 2*. Show them the shop picture. Say *We need to buy food*. Mime choosing things in a shop and putting them in your basket. Learners copy. Say *Number 2* and gesture for them to mime. Say *One* and rub your stomach; say *Two* and mime shopping. Repeat.
- Say *Point to number 3*. Show them the picture of the recipe. Say *We make the food*. Mime reading the recipe and cooking (e.g. mixing). Learners copy. Say *Three* and repeat. Go through mimes 1–3, calling out the numbers for learners to mime.
- Say *Point to number 4*. Show them the arrow leading back to the picnic picture. Say with excitement *Let's have a picnic!* Encourage them to jump and smile. Say *Four* and learners jump again. Repeat the whole sequence, getting the learners to mime as you call out the numbers. Say *This is our Mission*.

Activity Book, page 44

My unit goals

- Go through the unit goals with the learners. You can read these or if you prefer you can put them onto the board or a poster.
- You can go back to these unit goals at the end of each Mission stage during the unit and review them.
- Say *This is our Mission page*.

Ending the lesson

- Put the numbers 1 to 5 on the board. Put a picture of a picnic under one, and the following flashcards under the others: juice, apple, bread and chocolate. Call out the words and encourage learners to give you the correct number, e.g. *Apples. (Three)* Repeat a few times.
 - Stronger learners** Choose these learners to call out the words. Other learners answer.
 - Extra support** Choose less confident learners to call out the numbers and the rest of the class answers.

Learning outcomes By the end of the lesson, learners will be able to recognise and use food words.

New language *banana, bread, burger, cake, chicken, chocolate, lemonade, mango, salad, water*

Recycled language colours, names, numbers

Materials Food 1 flashcards, audio

Key Competences



Identify and say food vocabulary.



Chant together as a class.



Revise the numbers 1 to 10 by labelling the food pictures.



Play a game in pairs to revise the language they've learnt.

Warm-up

- Hold up each Food 1 flashcard and say the words. Learners repeat. Say *Remember the words!*

Presentation

- Hold up a flashcard of a countable noun, e.g. banana. Ask *What is it? (It's a banana.)* Ask *How many?* Learners say the number. Say, e.g. *Two bananas.* Learners repeat. Repeat with all countable nouns (*burger, mango*).
- Hold up a flashcard of an uncountable noun, e.g. water. Ask *What's this? (It's water.)* Repeat with other uncountable nouns (*bread, cake, chicken, chocolate, lemonade*).

Pupil's Book, page 45



1 Listen and point. Then listen and number.

- Say *Open your Pupil's Books at page 45. Look at the picture.*
- Indicate the caption and read it. Say *It's a picnic.*
- Ask *Where's the (banana)?* Repeat.
- Play Track 4.01. Learners point to the food items in the picture.

Tracks 4.01 and 4.02

This afternoon the Friendly family are having lunch in the garden.

- (1) Mrs Friendly: I've got three burgers. Jim! Have you got your burger?
 (2) Jim: Yes, thanks, Mum. And I've got the mango.
 (3) Mrs Friendly: I've got some chicken here too.
 (4) Mrs Friendly: OK. Where's the bread?
 (5) Jenny: It's on the table. It's next to the lemonade.
 (6) Jenny: We've got some water too.
 (7) Mr Friendly: I've got the cake.
 (8) Mr Friendly: Who's got the bananas?
 Jenny: I've got them.
 (9) Mrs Friendly: OK, put them on the floor next to the salad, please, Jenny.
 Jenny: Yes, of course.

- (10) Jim: Who's got the chocolate?
 Mrs Friendly: It's on the ... Oh, no! Gracie's got it! She's got the chocolate in her mouth.
 All: Oh, Gracie!

- Display the flashcards on the board and number them 1–10. Say *Look at page 45.* Ask *What's number 1? (Burger)* Quickly take down the flashcards.
- Play Track 4.02. Learners number the food items 1–10.
- Ask *Number 1? (Burger)* Put the flashcard back up above number 1. Ask *Number 2? (Mango)* Continue.

Key: 2 mango 3 chicken 4 bread 5 lemonade
 6 water 7 cake 8 banana 9 salad
 10 chocolate



2 Say the chant.

- Say *Listen and say the chant.* Play the audio or video.
- Divide the class into four groups. Say *Chant when I point.* Play the audio or video and point to the first group for the first two lines, the second group for the next two lines, etc. They all chant the final verse together. Repeat.
- Say *Chant.* Groups chant from memory.

Track 4.03

Banana, bread, burger (x2) Water, mango, salad (x2)
 Chocolate, chicken, cake (x2) And le-mo-nade (x4)



3 Listen and say yes or no.

- Focus on the picture. Ask *Who's got the cake? (Mr Friendly's got the cake.)* Play the audio and pause after each sentence. Learners respond *Yes* or *No*.

Track 4.04

1 Jenny's got the cake. 6 Jenny's got the bananas.
 2 The bread's on the table. 7 The lemonade's next to the water.
 3 Jim's got some chicken. 8 Mrs Friendly's got four burgers.
 4 Gracie's got the chocolate.
 5 The mango is on the table.

- Learners work in pairs to play the same game.

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

Activity Book, page 45

See pages TB120–132

Ending the lesson

- SA** Say *We learnt about picnic food.* Show the flashcards. Ask *Do you know the words?* Use the self-assessment technique (see Introduction). Learners show how they feel.
- Say *We did listening and speaking.* Gesture 'listening' and 'speaking' and indicate they should use their thumbs.
- Say *You listened to the words well. Good job!*

1 4.01 4.02

Listen and point. Then listen and number.

This afternoon the Friendly family are having lunch in the garden.



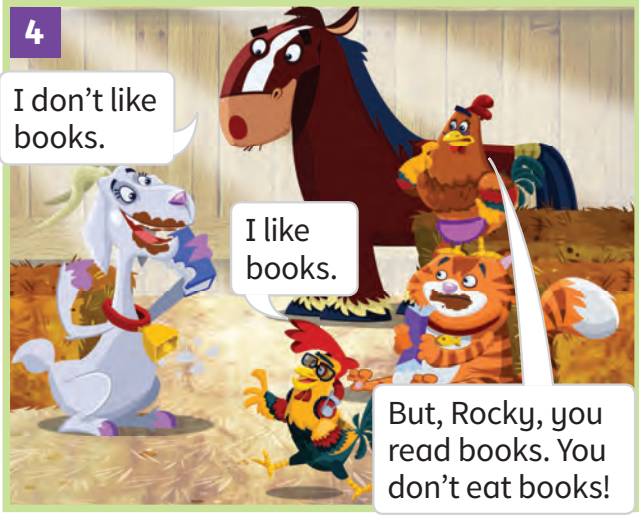
2 4.03

Say the chant.

3 4.04

Listen and say *yes* or *no*.

The Friendly Farm



Learning outcomes By the end of the lesson, learners will be able to understand when they hear a conversation about likes and dislikes.

New language *I/You/We like / don't like ... Do I/you/we like ... ?*

Recycled language colours, food, names

Materials real picnic food (apples, bread, juice and chocolate) and blanket (optional), audio, video, Food 1 flashcards, Friendly Farm animal flashcards

Key Competences



Read and listen to a story; Identify expressions used to talk about likes and dislikes.



Mime the animals they hear in a song.



Role play a story in groups.

Warm-up

- Place the real food (or flashcards) on the blanket. Point to each item. Learners chant each word. Repeat. Cover the food and remove one item. Ask which is missing. Repeat until you have removed all of the items.
- SA** Use self-assessment to check how well learners think they understand the vocabulary. See Introduction.

Presentation

- Show the learners Food 1 flashcards of the food and encourage them to call out the words.
- Draw a large heart symbol on one side of the board and a heart crossed out on the other side. Show a Food 1 flashcard, e.g. salad. Say *I like salad*. Repeat while miming pleasure. Put the flashcard on the board next to the big heart. Learners repeat *I like salad*. Do the same with two or three more items.
- Now show a new flashcard. Say *I don't like burgers*. Mime dislike. Learners repeat. Stick the flashcard next to the crossed out heart. Do the same with two or three more items. Take the flashcards down.

Pupil's Book, page 46



The Friendly Farm song

- Play the introductory song at the beginning of the cartoon story. Learners listen and sing. Learners choose an animal to mime. Repeat the song with the mimes.

Track 4.05

See The Friendly Farm song on page TB5



The Friendly Farm

- Hide the Friendly Farm animal flashcards around the room. Ask *Where's Gracie?* Mime looking. Show the flashcard. Ask *Is she a cat?* (*No, she's a goat.*) *What colour is she?* (*White*)

- Repeat with the other Friendly Farm animal flashcards. Ask *Where's ... ?* Learners find the flashcard. Then ask questions about the character.
- Say *Open your Pupil's Books at page 46*. Ask *Who can you see in the pictures?* Learners name the characters. Ask *What's this?* Point to the chocolate. Repeat with other objects and food.
- Ask *Who likes chocolate? Who likes books? Who likes water?* Write the questions on the board and put flashcards of each item on the board. Say *Listen*. Play the audio or video. Learners listen and read.

Track 4.05

The Friendly Farm song + see cartoon on Pupil's Book page 46

- Learners answer the questions in pairs before the class check.
- Play the audio or video again. Pause after each frame and check comprehension by asking learners to give the end of sentences, e.g. *Gracie likes ... Cameron likes ...*
- Ask questions to show third person short answers. Model an example: *Does Gracie like chocolate?* Say *Yes, she does*. Work through each frame asking questions and giving short answers. The class repeat several times. Note the model of the negative form in frame 4. Ask *Does Harry like books?* (*No, he doesn't.*)
- Extension** Call out a mixture of correct and incorrect sentences, e.g. *Gracie likes cake. Harry likes chocolate*. Learners jump up and shout *No, he/she doesn't!* for incorrect sentences.
- Put learners into groups of six to role play the dialogue. Monitor and check.
- Extra support** Ask some of the learners to listen and choose the best group to perform their dialogue.

Activity Book, page 46

See pages TB120–132

Ending the lesson

- SA** Repeat the self-assessment technique used at the start of the lesson to see how well learners think they understand the vocabulary. Is there any change?
- Display the character and Food 1 flashcards on the board. Point to them when you speak about them. Say *Gracie likes ...* Encourage the learners to finish the sentence by pointing to the Food 1 flashcards. When they call out a correct answer, e.g. *Chocolate*, mime pleasure and say *Yum*. Gesture for the learners to repeat.
- Say *Harry likes books*. Then shake your head and indicate this is wrong. Say *Harry ...* Learners finish the sentence: *Harry doesn't like books*. Mime dislike and say *Yuck*. Gesture for the learners to repeat.
- Give the beginning of sentences using the characters. Learners complete the sentences and mime/say *Yum/Yuck*.

Learning outcomes By the end of the lesson, learners will be able to ask and answer questions about likes and dislikes.

New language *like / don't like: I like chocolate. Harry likes mangoes. I don't like books. Harry doesn't like chocolate. Do you like chocolate? Does Harry like shoes?*

Recycled language food, names

Materials Food 1 flashcards, coloured pens or pencils, digital Mission poster

Key Competences



Learn to talk about likes and dislikes.



Work together asking and answering questions with *like*.



Reflect on their own learning.



Interact with the digital poster.

Warm-up

- Put a heart symbol on the right side of the room and a crossed out heart symbol on the left side.
- Ask the learners to stand up. Call out *Apples*. By miming and using sounds, show that the learners should jump to the right if they like apples and left if they don't. Point to those on the right and say *You like apples*. Point to the left and say *You don't like apples*.
- Repeat with different types of food.

Presentation

- Show a selection of flashcards from earlier lessons. Encourage the learners to say *I like ...* or *I don't like ...*
- Choose a few confident learners and ask them about different foods and drinks, e.g. (*Name*), *do you like burgers?*

Pupil's Book, page 47



Gracie's Grammar

- Say *Open your Pupil's Books at page 47*. Point to Gracie's Grammar box. Write the same sentences on the board. Draw a heart next to *I like chocolate*. Draw a crossed out heart next to *I don't like books*.
- Learners copy. Encourage learners to copy the other four sentences and draw a heart or crossed out heart for each.
- Play the audio. Pause for learners to repeat each sentence.

Track 4.06

See Pupil's Book page 47

- Now rub out the words *chocolate* and *books*. Show the learners a flashcard, e.g. burgers. Point to the sentence stems and the spaces. Tell them *Write a sentence for you – 'I like ...' or 'I don't like ...'* Monitor to check the sentences are correct. Repeat with two or three more flashcards.



1 Listen and stick. Then look, read and write.

- Ask the learners to look at the four stickers. They do not stick them in yet. Ask them to predict what each person might like or not like, e.g. *What does Grandpa like?*
- Play the audio for learners to point to the correct sticker.

Track 4.07

- 1 Jim: Mum, do you want chicken or burgers?
Mrs Friendly: Oh, a burger, please, Jim. I like burgers.
- 2 Jenny: What's your favourite food, Dad? Do you like chips?
Mr Friendly: No, I don't. I don't like chips, but I like bananas. They're my favourite food.
- 3 Jim: Grandma, do you want some lemonade?
Grandma: No, thank you, Jim. I want some water, please. I don't like lemonade.
- 4 Jenny: Grandpa, do you like burgers?
Grandpa: Hmm. No, I don't like burgers, but I like chicken.

- Play the audio again. Learners stick in the stickers.
- Say *Look at the sentences*. Point to sentences 1–4. Show the spaces. Say *Look, read and write*. Learners write.

Key: 2 chips 3 doesn't like 4 likes

mission Stage 1

- Show learners the first stage of the digital Mission poster: 'Food?' Say *Let's choose food*.
- Show the class Food 1 flashcards. Ask the names of the food. Ask a confident learner, e.g. *Do you like chips?* The learner answers. Repeat with other items and different learners.
- Ask learners to choose five of the flashcards and copy them. Learners write the word next to each picture.
- Learners stand up. They move around, asking and answering questions using the pictures they have drawn, e.g. *Do you like burgers? Yes, I do*. They put ticks or crosses next to the pictures.

Activity Book, page 47

See pages TB120–132

Activity Book, page 44

- Say *Look at page 44 of your Activity Book*. Review *My unit goals*. Ask *How is your Mission?*
- Learners reflect and choose a smiley face for *My mission diary 1*. Monitor.

Ending the lesson

- SA** Go back to Stage 1 on the digital Mission poster. Say *We chose food. Good work*. Add a tick to the 'Food?' stage. Use self-assessment (see Introduction).
- Give out a completion sticker.



Gracie's Grammar

I **like** chocolate.

Harry **likes** mangoes.

I **don't like** books.

Harry **doesn't like** chocolate.

Do you like chocolate?

Yes, I **do**. / No, I **don't**.

1



Listen and stick. Then look, read and write.



1 Mum likes burgers.

3 Grandma _____ lemonade.

2 Dad doesn't like _____.

4 Grandpa _____ chicken.



STAGE 1

Find out what food your friends like.
Choose food for your picnic.

Do you like burgers?

Yes, I do.



My
mission
diary

Activity Book
page 44



Vocabulary 2 and song



Listen and draw. Then sing the song.

Do you like fruit?
 Yes, I do.
 Do you like juice?
 No, I don't ...
 I like apples.
 I like oranges.
 I like grapes
 but I don't like juice ...
 Do you like salad?
 Yes, I do.
 Do you like meat?
 No, I don't ...
 I don't like burgers.
 I don't like sausages.
 I don't like meatballs
 but I like beans ...



2 Read, think and say. Compare with your classmates.

Think of ...

- one thing you eat or drink for breakfast.
- two things you eat or drink for lunch.
- three things you eat or drink for dinner.



I like grapes. What fruit do you like?

Learning outcomes By the end of the lesson, learners will have practised the language through song.

New language *apple, beans, fruit, grapes, juice, meat, meatballs, orange, sausage*

Recycled language *I/You/We like / don't like ... Do I/you/we like ... ?*

Materials Food 1 and 2 flashcards, audio, a simple drawing you have done of an apple, paper, coloured pens or pencils, video

Key Competences



Practise newly learnt language through a song.



Talk about their eating habits in pairs.

Warm-up

- Introduce new items using Food 2 flashcards or mime. Show a flashcard of *juice* and mime drinking. Learners repeat and mime. Do this for the other words: *fruit* (mime picking from trees), *grapes* (popping them into your mouth), *apples* (taking a bite), *oranges* (peeling), *salad* (mixing the leaves), *meatballs* (putting on a fork and biting). Repeat the words several times.
- Mime without speaking. The class calls out the words. Put learners into groups of four or five. Learners take it in turns to mime to each other and guess words.
- **SA** Use self-assessment techniques to check how well learners think they understand the vocabulary. See Introduction.

Pupil's Book, page 48



1 Listen and draw. Then sing the song.

- Say *Open your Pupil's Books at page 48*. Alternatively, use the Food 1 and 2 flashcards. Ask the names of the food items. Learners repeat any words not covered in the warm-up.
- Play the audio or video. Learners listen and mime actions.
Track 4.08
Rocky: I'm Rocky-Doodle-Doo and ... here's our song for today:
What do you like?
See song on Pupil's Book page 48
- Indicate the face icons. Demonstrate the task: learners will add a smile or sad mouth to each icon as they listen to the song.
- Play the audio or video again. Learners listen and draw. Monitor. Repeat the audio if necessary.
- Check answers.
- Play the audio or video again. Learners repeat the song, doing actions, first in small sections and then the whole song. Once they have practised the song, ask them to

stand up and perform it.

- Divide the class into groups. Give each group a different part of the song. They sing again, but only their part.

Key: juice ☹ apple ☺ orange ☺ grapes ☺
salad ☺ meat ☹ burger ☹ sausage ☹
meatballs ☹ beans ☺



4.09

Extension

Once learners are confidently singing to the song, try singing the karaoke version as a class.

2 Read, think and say. Compare with your classmates.

- Draw three symbols on the board: a semi-circle sun coming up, a full sun and a moon. Point to the rising sun. Say *I eat bread and apples for breakfast*. Point to the full sun. Say *I eat meatballs for lunch*. Point to the moon. Say *I eat chicken and salad for dinner*.
- Say *Look at page 48*. Show learners Activity 2. Say, e.g. *I eat an apple for breakfast*. Repeat with two things for lunch and three things for dinner.
- Put the class in pairs. Learners tell their partner their ideas. Monitor and check.
- Show the picture of Rocky in the bottom right-hand corner. Read out the question. Encourage learners to call out their answers.

Activity Book, page 48

See pages TB120–132

Ending the lesson

- **SA** Repeat the self-assessment technique used at the start of the lesson to see how well learners think they understand the vocabulary. Is there any change?
- Check learners have paper and coloured pens or pencils. Show them a simple drawing you have done of an apple.
- Say *Draw a picture of food*. Monitor as learners draw.
- Use your picture. Demonstrate moving around the class and asking *Do you like apples?* Encourage learners to answer. If a learner says *Yes*, give them your picture. Tell them to ask and answer questions and swap pictures if both partners say *Yes*. Monitor as they mingle.
- When the task is over, choose a confident learner. Ask *What food do you have now?* The learner answers, e.g. *Grapes*. Ask *And do you like grapes?* The learner answers. Repeat with different learners.





Learning outcomes By the end of the lesson, learners will be able to make requests and offers, and say *yes/no*.

New language *Can I have some chocolate, please? Here you are. Would you like some cake? Yes, please. / No, thank you. ice cream*

Recycled language food

Materials Food 1 and 2 flashcards, classroom objects and paper money (optional), audio, coloured pens or pencils, Presentation Plus (video and digital Mission poster)

Key Competences

-  Learn and practise questions with *Would you like... ?* and *Can I have... ?*
-  Learn to make and respond to polite requests and offers.
-  Work together to role play shopping for food.
-  Interact with the digital poster.

Warm-up

- Give each group a classroom object. Circulate, asking, e.g. *Can I have a pen, please?* Learners answer *Here you are* and give you the object.
- Circulate again. Ask *Would you like (name of object)?* Learners say *Yes, please* or *No, thank you*.

Pupil's Book, page 49

1 4.10 Which food does she buy? Listen and tick ✓.

- Use the artwork to teach the word *ice cream*.
- Play the audio. Learners listen and tick the food the girl buys. Check answers.

Track 4.10

Girl: Good morning.
 Shopkeeper: Good morning.
 Girl: Can I have some chocolate, please?
 Shopkeeper: I'm sorry. I haven't got any chocolate. Would you like an apple?
 Girl: No, thank you.
 Shopkeeper: Would you like some ice cream?
 Girl: Oh, yes, please.
 Shopkeeper: Here you are.
 Girl: Thank you.

Key: Picture 2

4.11 **Gracie's Grammar**

- Act out the sentences, demonstrating the request and response. Learners repeat.
- Divide the class into two. Half are the customer and half are the shopkeeper. Play the audio, pausing so learners can repeat the lines of their character.

Track 4.11

See Pupil's Book page 49

- Swap roles and repeat.

2 **Read and say the dialogue. Act it out.**

- In pairs, learners read the dialogue.
- Ask pairs to cover the dialogue and act it out.

Extension Put out on a table some classroom objects that learners know, e.g. a pen, a pencil and a book. Encourage the learners to ask for the items by saying *Can I have ... ?* Give out the objects to a learner who asks correctly. Point to one of the learners with an object and then demonstrate they should ask you *Would you like ... ?* Take back the object. Repeat with different learners.

mission Stage 2

- Show learners the first stage of the digital Mission poster: 'Buy food?'
- Learners complete the worksheet task in the Teacher's Resource Book page 44 (see teaching notes on TRB page 37).
- Alternatively, if you do not have the Teacher's Resource Book, show learners the Food 1 and 2 flashcards and ask them the names.
- Put learners into groups of four. Ask them to draw six food items from the list and write the prices underneath. Get each group to set up a shop display.
- Give out paper money if possible.
- Divide each group of four into pairs. One pair goes shopping; the other pair acts as shopkeepers. Tell the shoppers to use their shopping list, circulate and buy what they need for the picnic. They tick the items off their list.
- When the activity slows down, the pairs swap over.

Activity Book, page 49

See pages TB120–132

Activity Book, page 44

- Say *Look at page 44 of your Activity Book*. Review *My unit goals*. Ask *How is your Mission?*
- Learners reflect and choose a smiley face for *My mission diary 2*. Monitor.

Ending the lesson

- Go back to Stage 2 on the digital Mission poster. Add a tick to the 'Buy food?' stage or invite a learner to do it. Use self-assessment (see Introduction).
- Give out a completion sticker.

1



4.10

Which food does she buy? Listen and tick ✓.

1



2



3





4.11

Gracie's Grammar

Can I have some chocolate, **please?** Here you are.

Would you like some ice cream? Yes, **please.** / No, **thank you.**

2

Read and say the dialogue. Act it out.

A

Can I have some apples, please?

B

I'm sorry, I haven't got any apples. Would you like some oranges?

A

Yes, please.

B

Here you are.

A

Thank you.

mission

STAGE 2

Buy the food for your picnic.

Can I have some chicken, please?

Here you are.



My
mission
diary

Activity Book
page 44

Making a recipe



1 Watch the video.



2 Tick ✓ the ingredients. Then listen and check.



pasta



meat



onions



potatoes



rice



cheese



carrots



tomatoes



3 Listen and number.






Learning outcomes By the end of the lesson, learners will be able to understand a recipe and words for cooking.

New language *ingredients, meat, onions, pasta, tomatoes*

Recycled language food, numbers, talking about likes and dislikes

Materials paper, coloured pens or pencils, audio, video, four large cards

Key Competences

-  Learn about ingredients and methods of cooking.
-  Listen for specific information.
-  Order stages of a recipe using visual clues.

Warm-up

- Give out paper and coloured pens or pencils. Show learners how to draw a grid with six squares (two columns and three rows) and number them 1–6.
- Demonstrate that you will say a word and they should draw a picture of it in any square. Read out the words: *Apple, water, bread, grapes, cake, juice*. Give a minute for them to draw each picture quickly.
- Put learners into pairs. Demonstrate questions: choose a learner and ask *Is number 1 an apple?* Encourage the learner to answer: *Yes, it is. / No, it isn't*. When you get the correct answer, say *Good – one point!* Show that they get a point when they find the correct answer.
- Tell learners to find out which pictures their partners have in each square by asking questions. Learners complete the activity.
- Ask each pair who had the most points at the end.

Pupil's Book, page 50

1 Watch the video.

- Say *Let's watch the video*. Learners watch the video about making a recipe and answer the questions at the end of the video.

2 Tick ✓ the ingredients. Then listen and check.

- Say *Open your Pupil's Books at page 50*. Focus on the large photo of the dish of food. Ask *What is it?* (*Spaghetti Bolognese*) Ask *Do you like Spaghetti Bolognese?*
- Point to the food items around the dish. Use the photos to teach the new food words. Learners repeat the words. Check understanding of *ingredients*.
- Learners work in pairs and guess which ingredients are in the Spaghetti Bolognese. Check their ideas.

- Say *Listen and check*. Play the audio.

Track 4.12

Hello! Today I'm making my favourite dish – Spaghetti Bolognese. I've got onions, tomatoes, meat, pasta and cheese.

Key: onions, tomatoes, meat, pasta, cheese

3 Listen and number.

- Focus on the pictures and ask learners the names of the food, e.g. say *Pasta* and the class repeats. Ask learners which picture comes first in the recipe. Encourage them to guess the sequence, e.g. point to a picture and ask *Is this number 1?*
- Play the audio. Learners listen and write numbers to show the order. Check.

Track 4.13

OK. Let's make Spaghetti Bolognese!

I cut the onions. I cook the onions in a pan.

I add the meat. I cook the meat with the onions.

Now, the meat is brown. I put the tomatoes in the pan too.

I cook the pasta in water.

It's ready! I eat my Spaghetti Bolognese with cheese on top. Yum!

Key: a 2 b 4 c 3 d (1)

Activity Book, page 50

See pages TB120–132

Ending the lesson

- Write *Meat, Fruit, Vegetables, Drink* onto four large cards. Stick them on the board. Ask the learners to stand near the board. Choose four learners and tell them a word each: *Chicken, salad, water, mangoes*. They stand under the correct sign. Repeat with different learners and words.





Learning outcomes By the end of the lesson, learners will be able to read a recipe.

New language *cook, cut, mix, omelette*

Recycled language cooking, describing likes and dislikes

Materials pictures of food from Digital photo bank, flashcards of water and juice, large copies of the reading text or cut up copies of the text (optional), digital Mission poster

Key Competences

-  Read a recipe.
-  Draw and write the ingredients for their own recipe.
-  Reflect on their own learning.
-  Interact with the digital poster.

Warm-up

- Put some pictures of popular foods around the room. Include eggs, onions, meat, ice cream, and flashcards of water and juice. Point and ask the names. Learners repeat.
- Ask learners to go and stand by their favourite food.
- Choose one group to say the sentence *I like (name of food)*.
- Ask the different groups to say the sentence for their food.
- Now demonstrate they should stand near a food they don't like. Encourage them to say the sentence *I don't like (name of food)*.
- A few different groups say their sentence.

Presentation

- Mime some cooking words and teach them: *mix, cut, cook*. Learners repeat and mime the words.
- Say *Mix*. Show the class they should go and stand next to suitable pictures, e.g. for *mix* they can choose eggs. Say *Cut*. Learners stand next to a picture of food you can cut. Repeat with *cook*.

Pupil's Book, page 51

4 Read and circle the food words. Then number the pictures.

- Say *Open your Pupil's Books at page 51*. Focus on the picture. Ask the name of the food (*omelette*). Ask learners if they like omelettes. Ask which ingredients they think might be in the omelette. Write their ideas on the board.
- Learners read the text and circle the food words. Put learners into pairs to check their answers. Check with the whole class and see if the guesses were correct.

Alternative Put up on the walls two or three enlarged versions of the text. Put learners into groups and assign one of the texts to each. Check they know which is their group by asking them to point to their text. Get each group to stand in a line in front of the text. Say *Go!* Each learner takes it in turn to run to the text and circle one of the food words, then pass the pen to the next person in line. The first group to finish wins.

- Demonstrate the ordering task. Put learners in pairs to number the pictures.

Key: cheese onion tomatoes omelette

Alternative Copy and cut up the text into strips. Give one set of strips to each group of three learners. Get them to put the papers in order using the pictures to guide them.

- Learners read the text again.

mission Stage 3

- Set this Mission stage so that the class can complete or prepare it at home if possible.
- Show the class the third stage of the Mission poster: 'Recipe'.
- Tell the class to choose their favourite food for a sandwich. Show them your own favourite sandwich and tell them the ingredients, e.g. *In my sandwich I put chicken and salad*. Write the sentence on the board.
- The class create their sandwich recipes using the model. They draw pictures and label with ingredients.
- **Stronger learners** These can write sentences as in the model.
- **Extra support** Learners can draw a picture and label it. Monitor and guide.
- Put the class in groups of three. Each learner mimes making their sandwich. The other learners guess what ingredients are being used.
- For ideas on monitoring and assessment, see Introduction.

Activity Book, page 51

See pages TB120–132

Activity Book, page 44

- Say *Look at page 44 of your Activity Book*. Review *My unit goals*. Ask *How is your Mission?*
- Learners reflect and choose a smiley face for *My mission diary 3*. Monitor.

Ending the lesson

- Go back to Stage 3 on the digital Mission poster. Add a tick to the 'Recipe' stage or invite a learner to do it. Use self-assessment (see Introduction).
- Give out a completion sticker.

- 4 Read and **circle** the food words. Then number the pictures.

HOW TO MAKE ... *an omelette!*

- 1 You need two **eggs**, some cheese, an onion and some tomatoes.
- 2 Mix the eggs. Cut the onion and the tomatoes.
- 3 Cook the eggs for four minutes.
- 4 Put the cheese, onion and tomato on the eggs.
- 5 Fold the omelette and cook it for one more minute.



mission STAGE 3

Make and share your recipe.

My favourite sandwich
This is a monster sandwich. It's got
chicken, cheese, meat and salad. Yum!



My
mission
diary
Activity Book
page 44

1 Talk to a friend. What food do you like to eat on picnics?



4.14

A picnic with friends

Mia and Matt want to go on a picnic.

‘Can we cook burgers in the woods, Mum?’

‘No, but you can take sandwiches and fruit.’



Mia likes egg sandwiches. Matt wants chicken sandwiches. He wants lemonade too.

‘Would you like a banana or a watermelon?’

‘A banana, please,’ says Mia.

‘A banana and a watermelon, please,’ says Matt.

Now they’re in the woods. They’ve got sandwiches, fruit, lemonade and ... chocolate!

‘Would you like some chocolate, Matt?’

‘Yes, please!’ Matt likes chocolate.

‘Here you are.’







Learning outcomes By the end of the lesson, learners will have read about a picnic, learnt about a balanced diet and learnt about sharing.

New language *birds, clothes, scarecrow*

Recycled language describing likes and dislikes, food, making offers and suggestions

Materials pictures from Digital photo bank of a desert, woods, a scarecrow, birds, clothes and a watermelon, flashcards of beach, apple, mango and banana, paper for each learner, coloured pens or pencils

Key Competences

-  Revise the language they've learnt through a story.
-  Learn about balanced diets.
-  Learn the value of sharing.
-  Complete a wordsearch.

Warm-up

- Ask learners to think about a picnic. Show them some pictures and flashcards of places, e.g. a desert, a beach, the woods. Check understanding of *woods*. Learners repeat the word.
- Ask *What is a good place for a picnic?* Say *I like the beach*. Encourage them to offer ideas.

Presentation

- Say *We are going to read about Mia and Matt's picnic*. Show a picture of a scarecrow. Say *This is a scarecrow*. Check understanding. Learners repeat the word. Show a picture of birds. Ask *What are these?* Say *Birds*. Learners repeat the word. Show a picture of clothes. Ask *What are they?* Say *Clothes*. Learners repeat.

Pupil's Book, page 52

1 Talk to a friend. What food do you like to eat on picnics?

- Put the class into groups of four. Ask *What food do you like to eat on picnics? Is it the same?* Learners talk about what they like. Monitor. When they finish, ask some of the groups *What do you like to eat?*
- Check their ideas.



A picnic with friends

- Say *Open your Pupil's Books at page 52*. Focus on the pictures. Look at each picture and ask questions, e.g. Picture 1: For each character, *Who is it?* (*Mia, Matt, Mum*) *Where are they?* (*At home*) Picture 2: *Which picnic food do they like?* (*Melon, bananas*) Picture 3: *What is the food?*

(*Chocolate, sandwich, melon, bananas*) Picture 4: *Where are the clothes?* (*On the watermelon*) *Why?* (*To scare the birds*) Picture 5: *Where are the clothes now?* (*On Mia and Matt*) *Why?* (*The picnic is finished.*) If learners can't answer the 'why' questions, don't give the answers yet.

- Ask learners to guess what happens in the story.
- Say *Read and listen to the first part*. Show them paragraph 1. Play the audio. Learners listen and read. Pause the audio after picture 1. Ask learners to predict: *What sandwiches does Matt like? Which fruit does Mia like?*

Track 4.14

See story on Pupil's Book pages 52–53

- Say *Read the next part*. Show them paragraph 2. Play the audio for picture 2. Check if their guesses were correct.
- Ask them to look at picture 3. Ask *Where are they?* (*In the woods*) *What food has Mia got?* (*Chocolate*) Say *Read and listen*. Show them paragraph 3 and play the audio for picture 3. Check answers.
- Say *Look at pictures 4 and 5. What is the problem?* Learners predict. Say *Read and listen to the rest of the story*. Show them paragraphs 4 and 5. Play the rest of the audio. Check answers. (*The birds are eating the food.*)
- Say *Act out the story*. Summarise the story, sentence by sentence, and mime. Encourage the learners to copy. Say *Get the picnic food ready*. Mime packing. Say *Sandwiches, watermelon, bananas and chocolate*. Mime putting each food item into the basket. Say *Let's go to the woods*. Mime walking and putting out the picnic. Say *Eat some chocolate*. Mime eating. Say *Oh no! The birds like the picnic*. Mime waving birds away. Say *Let's make a scarecrow*. Mime building one. Say *Come and eat the crumbs, birds!* Mime throwing crumbs down for birds.
- Repeat and encourage the learners to act the story.

Activity Book, page 52

See pages TB120–132

Ending the lesson

- Give out paper to each learner. Divide the class into three. Tell them *Draw picnic food and write the word*. Say to one group *Draw a drink*. Say to the second group *Draw something sweet – cake or chocolate*. Say to the third group *Draw meat or fish or sandwiches*. Monitor and support.
- Tell them *We need to make a picnic*. Write *chocolate* and *cake* on the board. Say *Is it a good picnic?* Encourage the learners to say *No*. Rub out *chocolate* and write *sandwich, water*. Say *Is it a good picnic?* Encourage the learners to say *Yes*. Tell the learners *Find friends for a good picnic*. Show your own picture and word, e.g. *chicken*, and demonstrate finding friends, e.g. a learner with cake or fruit or similar, and then another with a drink. Learners mingle and find other learners with foods to make a good picnic together.

Learning outcomes By the end of the lesson, learners will have talked about feelings and learnt about sharing.

New language *happy, sad*

Recycled language *birds, clothes, food, describing likes and dislikes, making offers and suggestions, scarecrow*

Materials two pictures – happy and sad face emoticons (optional), flashcards of fruit (e.g. apple, mango, banana) and picture of watermelon from Digital photo bank, audio

Social and Emotional Skill: Sharing

- After reading the story, ask the learners simple questions: *Can the children cook burgers in the woods? (No) How do the children in the story feel? (Sad) Say Yes, they feel sad, but they accept it's a rule. It's important to follow rules. Say Matt and Mia share the food in the picnic. Mia shares her chocolate with her brother. Ask What does Mia say? (Would you like some chocolate, Matt?) What does Matt say? (Yes, please!) Say Matt is very polite. It's important to share things and be polite. Ask What do we share in the classroom? (e.g. Crayons, toys)*
- Hand out a worksheet to colour. Place two boxes of crayons on each table. Say *We have two boxes for everyone. Let's share the crayons. We take turns. What colour would you like, (Juan)? (Juan), can I have the red crayon, please?* Continue with all the crayons. The learners ask politely when they want a different crayon.
- After completing Pupil's Book Activity 2, hand out two pieces of card to each learner. They draw a happy face on one and a sad face on the other. Ask *How do you feel today?* The learners hold up one of their cards. If the pupils know more emotions, you can make a range of face cards.

Key Competences



Learn to talk about their feelings.



Reflect on how other people feel; Talk in pairs about their eating habits.

Warm-up

- Draw a happy face emoticon on the board (or put up a picture). Draw a sad face emoticon. Ask *How do the children feel at the end of the story?* Learners point to the emoticon. Ask *How do the birds feel?* Learners point to the emoticon.
- Act out the story again using summary sentences as in the previous lesson. Encourage the learners to act too.
- **SA** Use self-assessment techniques to check how well learners think they understand the vocabulary. See Introduction.

Presentation

- Point to the happy face emoticon on the board and say *happy*. Learners repeat. Point to the sad face emoticon and say *sad*. Learners repeat.
- Make a happy face. Say *I'm ...* Learners say *happy*. Make a sad face. Say *I'm ...* learners say *sad*.
- Ask learners to look at the units they have done so far. Ask *Who is happy?* Learners find pictures of characters looking happy. Ask *Who is sad?* Learners find pictures of characters looking sad.

Pupil's Book, page 53

2 How do they feel? Read and circle.

- Say *Look at Activity 2. Look at the faces. How do they feel?* Learners guess the answers. Say *Read and circle*. Learners read the story all the way through.
- Check answers.

Key: 2 happy 3 sad 4 happy

- Tell learners to close their books. Ask them to write *happy* and then *sad*. Check the spelling.

3 Ask and answer.

- Show flashcards and/or pictures of different fruit (e.g. apple, mango, banana, watermelon). Point. Learners say the names.
- Say *I like fruit. I like apples and mangoes. I like watermelon. Do you like fruit?* Learners answer.
- Ask and answer with a confident learner: *Where do you have lunch? (I have lunch at home.) Who do you have lunch with? (I have lunch with my friend, (name).)* Learners have similar conversations in pairs.

Activity Book, page 53

See pages TB120–132

Ending the lesson

- **SA** Repeat the self-assessment technique used at the start of the lesson to see how well learners think they understand the vocabulary. Is there any change?
- Learners draw a picture of a food item and write the word.
- Learners stand in a circle. Take a picture from a stronger learner. Demonstrate the activity. Hold up the picture and say *I like (food in picture)*. Encourage the learner who drew it to say *No! I like (food)* and collect their picture.
- Take all the pictures, mix them up and hand them out again randomly.
- Choose a learner to start. He/She holds up their picture and says *I like ...* The owner of the picture says *No! I like (food)* and takes it. Continue around the circle until all learners have their pictures back.



But what's this? Birds!

'Hey! Go away!'

'We need a scarecrow,' says Mia. They put the watermelon and some clothes on a stick. The birds don't like the scarecrow. They fly away! Mia and Matt finish eating.

But what about the crumbs? 'We don't need the scarecrow now,' says Matt. So Mia takes the scarecrow down.

'Come on, birds,' calls Matt. 'Come and eat the crumbs!'

It's good to share your picnic with friends!



2 How do they feel? Read and circle.

- 1 When the children can't cook burgers in the woods, Matt feels:
- 2 When Matt sees the chocolate, he feels:
- 3 When the birds arrive, Matt feels:
- 4 At the end of the story, the children feel:



3 Ask and answer.

Where do you have lunch?

At home.


Who do you have lunch with?

With my family.



1 Look at the pictures in Activity 3. What can you see?

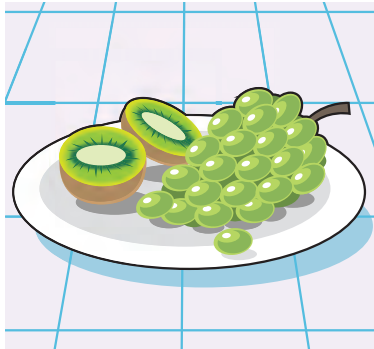
I can see ...

2  4.15 Look at Activity 3 and listen. Which picture is not correct?

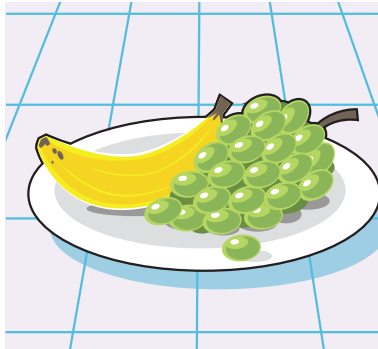
It isn't picture ... because ...

3  4.16 Listen and tick (✓) the box. There is one example.

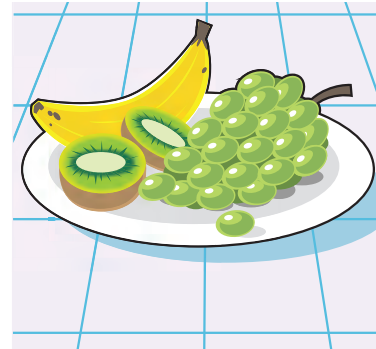
What food would Dan like?



A



B



C

1 Where's Lucy's book?



A



B



C

Think about what's different in pictures A, B and C.



Learning outcomes By the end of the lesson, learners will have listened for information, made predictions and eliminated incorrect answers, learnt how to listen well in an exam and learnt how to improve word stress.

New language *kiwi*

Recycled language colours, food, prepositions of place

Materials a few sentences on paper (*I like lemonade, but I don't like chicken. Matt and Mia like egg and chicken sandwiches. Cut the onion and tomatoes. Does Cameron like chocolate?*), Food 1 and 2 and Friendly Farm animal flashcards, picture of kiwi from Digital photo bank, audio, paper, coloured pens or pencils

Key Competences



Learn to listen for specific information, to make predictions and to eliminate incorrect answers; Practise activity types found in *Pre A1 Starters* exams.

Warm-up

- Pick ten learners to stand in a line at the front of the class. Choose a sentence from the ones you have prepared on paper, e.g. *I like lemonade, but I don't like chicken.*
- Whisper it to the first learner in the line. The learner whispers it to the next learner. They continue whispering down the line. The last learner says the sentence out loud.
- See if it is the same as the original sentence. Show the learners the sentence and say it aloud so they can hear if it is correct. Say *Well done!* or *Let's try again.*
- Repeat with new learners and sentences.
- **SA** Use self-assessment to check how well learners think they understand the vocabulary. See Introduction.

Presentation

- Say *Let's do a listening exam.* Write *Listening Exam* on the board.
- Sit down and act out speaking. Say *Is this good? (No)* Act out looking out of the window and fidgeting. Ask *Is this good? (No)* Act out looking very nervous and panicked. Ask *Is this good? (No)*

Pupil's Book, page 54


1 Look at the pictures in Activity 3. What can you see?

- Use a picture to teach the word *kiwi*.
- Say *Open your Pupil's Books at page 54.* Point to the pictures. Ask *What's this?* Learners say the words.

Key: kiwi, grapes, banana, book, chair, desk, school bag

2 4.15

Look at Activity 3 and listen. Which picture is **not** correct?

-  Point to the three food pictures. Say *Let's find a picture that is not correct. Listen and point.* Play the audio. Do the example together. Then learners do number 1 in pairs.

Track 4.15

Example

Mum: Would you like a banana, Dan?

Dan: Yes, please.

1

Lucy: Dad, where's my book?

Dad: I don't know, Lucy. Is it on your desk?

Lucy: It isn't, Dad.

Key: Example It isn't picture A because there isn't a banana. 1 It isn't picture B because it's on the desk.

3 4.16

Listen and tick (✓) the box. There is one example.

- Point out the exam tip at the bottom of the page. Say *Look at the pictures.* Show the first set. Ask *What is different in pictures A, B and C?* Learners give ideas. Repeat with the second set of pictures.
- Say *Now listen and tick.* Play the audio. Learners listen and tick the pictures. Check answers.

Track 4.16

What food would Dan like?

Mum: Would you like a banana, Dan?

Dan: Yes, please, and can I have some grapes?

Mum: OK. And would you like a kiwi too? It's your favourite.

Dan: No, thanks, Mum. I don't want one today.

Can you see the tick? Now you listen and tick the box.

One Where's Lucy's book?

Lucy: Dad, where's my book?

Dad: I don't know, Lucy. Is it on your desk?

Lucy: It isn't, Dad. And it isn't on the chair in my bedroom. Oh no!

Dad: Look, Lucy – there it is, in your school bag!

- Say *Well done. When you listened, you didn't talk* (mime chatting), *you listened hard* (mime fidgeting) *and you didn't feel worried* (mime being nervous). *Good job!*

Key: 1 C

Activity Book, page 54

See pages TB120–132

Ending the lesson

- **SA** Repeat the self-assessment technique used at the start of the lesson to see how well learners think they understand the vocabulary. Is there any change?
- In pairs, learners spell out food words on one another's backs and guess the words.

Learning outcomes By the end of the lesson, learners will have revised the language in the unit and had a picnic, offering and sharing food and saying what they like and dislike.

Recycled language unit language

Materials Food 1 and 2 flashcards, paper, coloured pens or pencils, a template picture of a sandwich with ingredients labelled for learners needing extra support (optional), paper plates, dice, counters, real food and drink (optional), digital Mission poster

Key Competences



Revise vocabulary and language learnt in the unit.



Complete self-assessment tasks and reflect on their own learning.



Role play the value of sharing.

Warm-up

- Put learners into groups. Say *Let's do a quiz.*
- Put the Food 1 and 2 flashcards on the board. Ask for examples of the following and give a point for each correct answer:

A drink

Something we eat for breakfast

Something we eat for dinner

A food we can cook

Presentation

- Write on the board:
My favourite sandwich *My favourite drink*
- Give out paper and coloured pens or pencils. Say *Draw your favourite sandwich. Draw your favourite drink. Write the ingredients.* Learners draw and label.
Extra support Give out a template picture of a sandwich with the ingredients labelled.
Fast finishers Learners can add extra food, e.g. cake or fruit, and write sentences about the sandwich.
- Put the learners into pairs. Say *Tell your partner about your food. What is in your sandwich? How did you make it?*

Pupil's Book, page 55

mission in action!

Have a picnic.

- Learners sit in their Mission groups, as if having a picnic. Make one of each group the Mission leader. Say *Your job is to help me.* Give paper plates to the Mission leader and ask them to hand out the plates to their group. Learners put their food pictures onto their plates.

- Demonstrate showing your picnic food, telling them what is in your sandwich and what your drink is. Learners say if they like or dislike your food. The Mission leader points around the group so each learner will explain their food and the other learners say if they like it or not.
- Learners role play sharing and eating food. Mime offering your food and ask *Would you like a chicken sandwich? Would you like some juice? Can I have some chocolate?* Remind them to say if they like something.

Extra support Instead of asking questions, learners answer *Yes, please* or *No, thank you.*

Fast finishers Ask learners to choose the best food from the picnic and offer it to a fast finisher in a different group.

- Point to the banana in the picture. Say *Tell me about this.* Learners say, e.g. *It's a banana. It's yellow.* Repeat with other pictures on the page and in the unit, e.g. *Tell me about this. (It's a picnic. There are apples.)* Learners repeat the activity in pairs.
- For ideas on monitoring and assessment, see Introduction.

Self-assessment

- SA** Say *Did you like our 'Have a picnic' Mission?* Learners show a thumbs up, thumbs down or thumbs in the middle.
- Say *Did you do better than the last Mission? Better? Or not?* (Learners show thumbs up or down.) Praise or say *OK. We can try again.*
- Say *Our next Mission is 'Let's have a party.' What do you want to learn?* (*I want to speak more. I want to spell words about parties.*)

Activity Book, page 55

See pages TB120–132

Activity Book, page 44

- Say *Look at page 44 of your Activity Book. Review My unit goals. Ask How is your Mission?*
- Learners reflect and choose a smiley face for *My mission diary* the final stage. Monitor.
- Point to the sunflower. Learners read the 'can do' statements and tick them if they agree they have achieved them. They colour each leaf green if they are very confident or orange if they think they need more practice.
- Point to the word stack sign. Ask learners to spend a few minutes looking back at the unit and find a minimum of five new words they have learnt. They write the new words into their word stack. See Introduction for techniques and activities.

Ending the lesson

- SA** Go back to the completion stage on the digital Mission poster. Add a tick. Use self-assessment (see Introduction).
- Give out a completion sticker.
- Tell the learners *You have finished your Mission! Well done!*

mission in action!

My mission diary
Activity Book
page 44

Have a picnic.

★ Make some food for the picnic.

★ Present your food to the class.

Look! This is my sandwich.

★ Have a picnic.

Would you like a banana?

Can I have some water, please?

★ Talk about the food at the picnic.

Yum! I like grapes.

Me too.

