

### Reinforcement worksheet 1

- Students write the name of the food on the dashes under the pictures. They then cut the six cards out and cut along the dotted lines. They invent new food by sticking the halves together at random on a separate piece of paper. As they do so, a new name will appear, that may or may not be pronounceable!

**Key:** 1 rice, 2 fries, 3 egg, 4 chicken, 5 bread, 6 water.

- Optional follow-up activity:** Students work in pairs, A and B. Student A is the waiter, and Student B the customer. The customer points to one of the pictures and asks *What's this?* The other replies, *It's (invented name)*. Having asked about two of the foods, the customer then says *Can I have some (invented name), please?* Students exchange roles.

### Reinforcement worksheet 2

- Students complete the *Sudoku* by writing the name of the food or drink under the corresponding picture. To complete the puzzle, they need to see which word is missing from each line (no word can be repeated on the same line), write it, and draw it. Student A points to one of the pictures and asks *What's this?* or *What are these?* The first student to give the correct and complete answer (*It's ...* or *They're ...*) gets a point and the next turn.

**Key:** juice, chicken, egg, fries, bread, milk.

- Optional follow-up activity:** Using the *Sudoku* as a model, ask students to prepare another one for their partner, using vocabulary of their choice from Units 1–6. Students swap and complete the puzzles.

### Extension worksheet 1

- Tell students that the words are the characters' favorite food and drink. As they read each word, students find the correct food picture and color in a square in the chart. When all the information has been recorded, students name the most popular food.

**Key:** ice cream.

- Optional follow-up activity:** Ask students to copy the chart into their notebooks. Students work in groups. They take turns asking, e.g., *Do you like bread?* All students answer and record the group's answers in their chart. The next student asks the next question. Once the chart has been completed, students tell the class the most popular food in their group.

### Extension worksheet 2

- This can be done as a listening exercise (Track 12) or a reading exercise. Students match the scenes from the story with the text.

**Key:** 4, 6, 1, 5, 3, 2.

- Optional follow-up activity:** Students work in pairs and play *Pelmanism*. They cut out the cards and join the two decks. They then place the cards face down on the desk and turn over two cards at a time. If the cards show a scene and the missing text, they form a pair. When a student finds a pair, he/she reads the text and then takes another turn. When the cards do not form a pair, he/she puts the cards face down on the desk once more. The winner is the student with the most pairs at the end of the game.

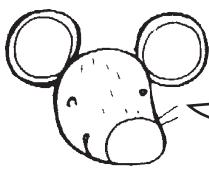
### Song worksheet

- Ask students what time it is on each of the clocks. Ask what they do at these times. Elicit *I eat breakfast/lunch/a snack/dinner*. Students listen to the song (Track 13) and complete the lyrics.

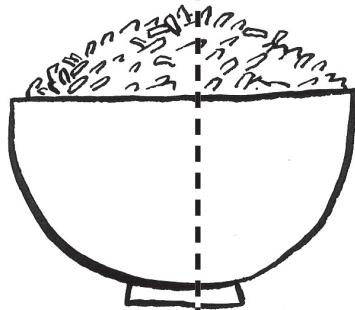
**Key:** See Student's Book, page 41.

- Optional follow-up activity:** Students draw four clocks set to the time they eat their four main meals. Ask them to draw the food they usually eat, and to tell their partner what they eat and when. They need only say *I eat ... for breakfast/lunch/a snack/dinner*.

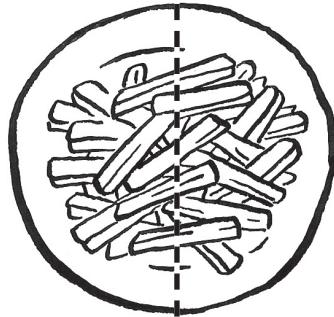
## Reinforcement worksheet 1



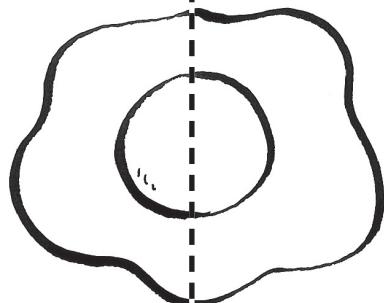
Write, cut, and match.



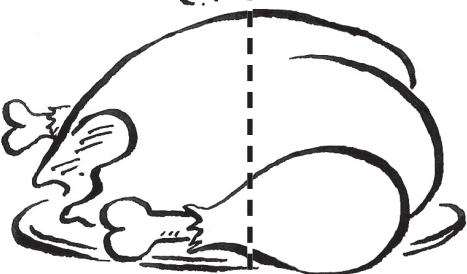
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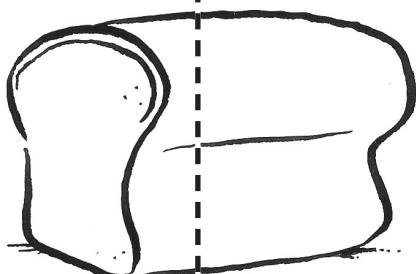
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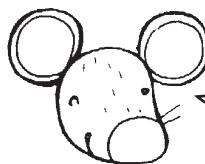


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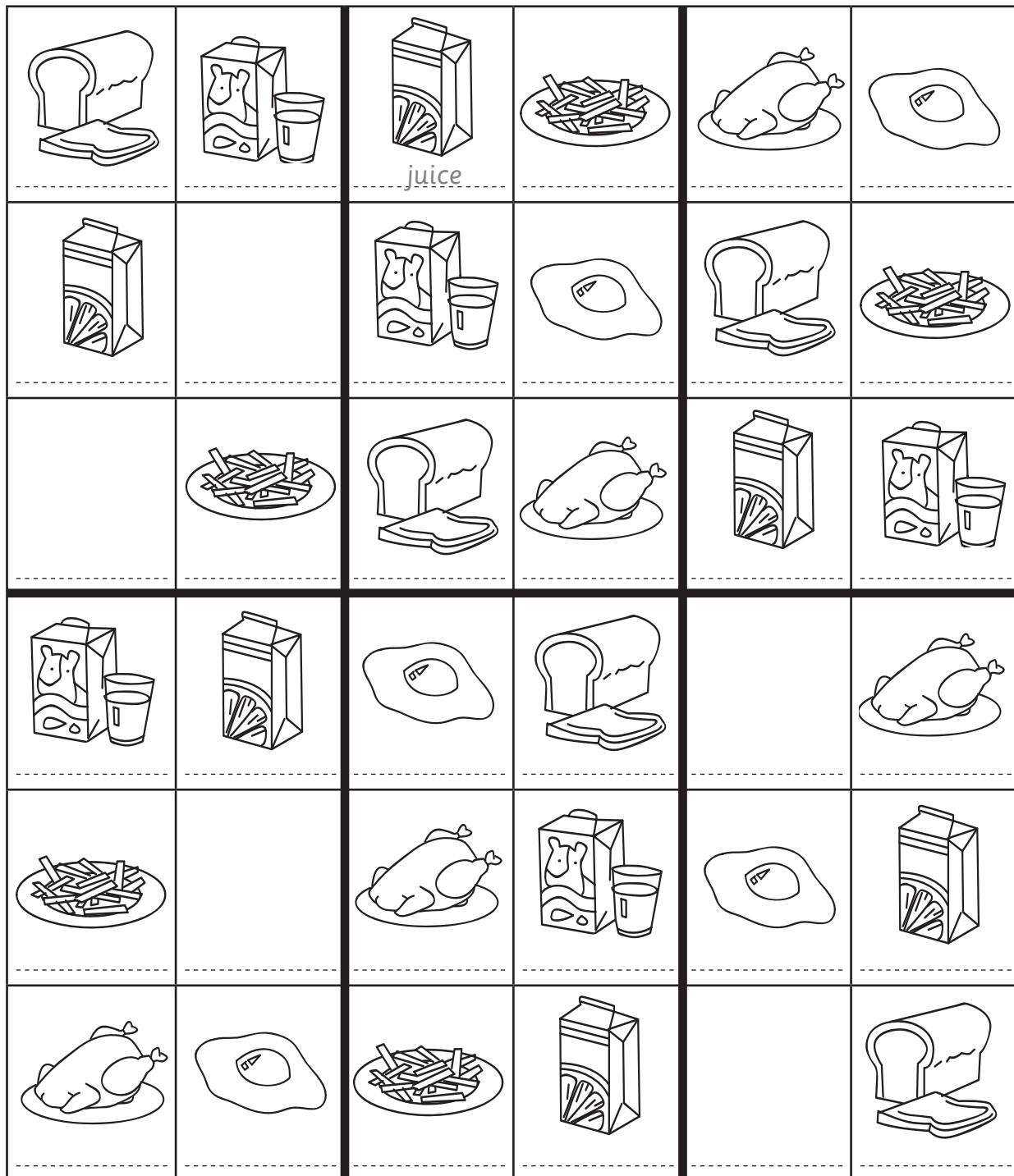


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# Reinforcement worksheet 2



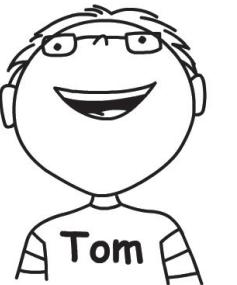
Write and draw.

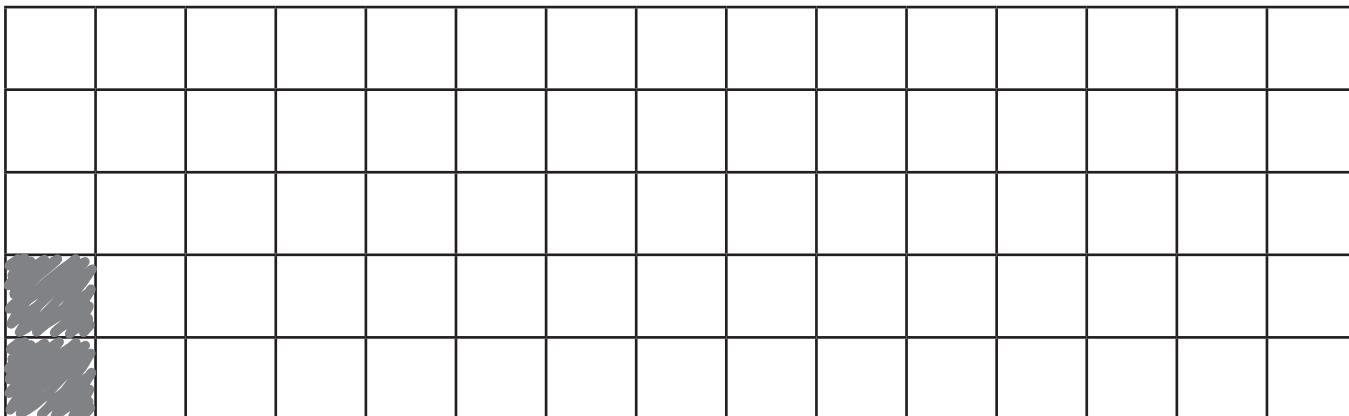


# Extension worksheet 1



# Find and color.

 <p>ice cream pears apples</p>	 <p>carrots lemons <u>bread</u></p>	 <p>chicken <u>bread</u> ice cream</p>	 <p>eggs apples lemons</p>
 <p>ice cream rice fish</p>	 <p>burgers bananas pears</p>	 <p>fries fish eggs</p>	 <p>bananas ice cream oranges</p>



# Extension worksheet 2



Match and play.

1



No, there isn't, but there's some chocolate ice cream.



2



What are you eating, Trevor? Is it chicken?

Um, no. It isn't chicken. It's a long brown pencil.

Oh, Trevor!



3



I'm having tomatoes and carrots.

1

4



Is this orange juice yours, Monty?

No, it isn't mine. It's Marie's.



5



Here you are.

Is there any chocolate cake?



6



Can I have some apple juice, please?

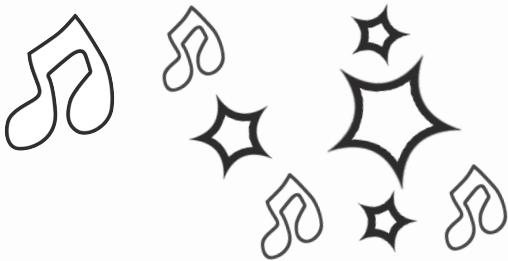


**Unit**  
**6**

## Song worksheet



**Listen and write. Sing.**



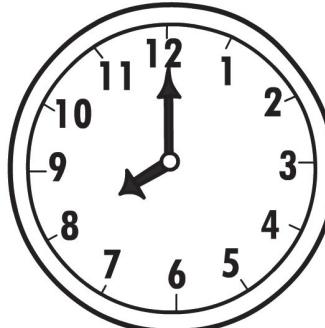
It's morning, it's morning.

We're having breakfast with our mom.

Bread and \_\_\_\_\_,

Bread and \_\_\_\_\_.

It's morning, it's morning.



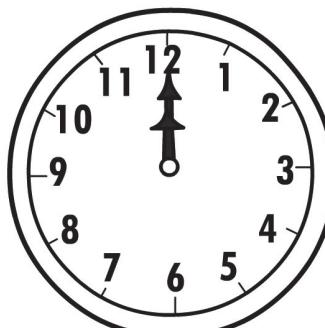
It's lunchtime, it's lunchtime.

We're having lunch with our friends.

\_\_\_\_\_ and \_\_\_\_\_,

\_\_\_\_\_ and \_\_\_\_\_.

It's lunchtime, it's lunchtime.



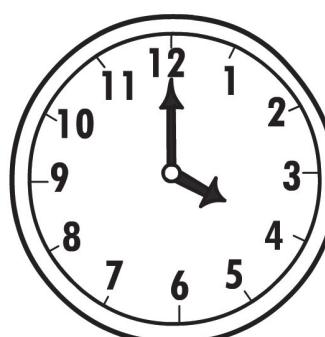
It's afternoon, it's afternoon.

We're having a snack in the backyard.

\_\_\_\_\_ ,

\_\_\_\_\_ .

We're having a snack in the afternoon.



It's evening, it's evening.

We're having dinner with Mom and Dad.

\_\_\_\_\_ and \_\_\_\_\_ ,

\_\_\_\_\_ and \_\_\_\_\_ .

It's evening, it's evening.

