

OBJECTIVES: By the end of the lesson, students will have learned to name and talk about different foods.

• TARGET LANGUAGE

Key language: bread, water, milk, juice, chicken, eggs, fries, rice, potatoes, carrots, lemons, meat

Additional language: breakfast, dinner, lunch, snack, evening, fridge, food, list

Review: kitchen, chocolate cake, table, oranges, bananas, apples, burgers, ice cream, fish, couch, cupboard, clock, lamp, bathtub, favorite, school

• MATERIALS REQUIRED

Flashcards: (food) 58–65, 93, 94, 96

Kid's Box AE 1 Flashcards: (food) 91, 92, 96 or pictures to show: bananas, apples, ice cream

Picture of fish

Extra activity 1: Two rolled-up newspapers

Optional: Kid's Box AE Teacher's Resource Book 2 Unit 6

Reinforcement worksheet 1 (page 39)

Warmer

- Write *Food* in the center of the board. Elicit food words from students (they will give ones they know) and show the pictures as they say them. Stick the pictures around the word to show they are a word family. Elicit which foods they like.

Presentation

- Elicit/Teach the new food vocabulary using the flashcards. Show each flashcard in turn and elicit/teach the word. Students repeat in chorus and then in groups. Stick the flashcard (picture side up) on the board as part of the food family. Point to each of the new food flashcards in turn. Students chorus the word. Turn the flashcard to show the word side up. Students repeat again.

SB40. ACTIVITY 1. Listen and point.

- Say *Open your Student's Books to page 40, please*. Elicit what students can see in the picture to review food words and characters. Say *Can you find the hidden star?* Students look and check in pairs. Elicit where it is (on the fridge). Students say *Here it is*. Teach *fridge* and check understanding. Say *Listen and point to the food*. Play the CD. Students listen and point to the food. Set the focus listening questions: *What's Mr. Star doing? What's Suzy's favorite drink? What's for dinner?* Play the CD. Students listen for the answers. They check in pairs. Check with the class (Making dinner, Milk, Chicken and rice) and encourage students to say *Chicken and rice* as it's said on the CD. Check comprehension of the different meals (*dinner, snack, breakfast, lunch*) and the times people eat them. Check what food the Star family say is for different meals. Students listen again to check (breakfast: bread and milk, lunch: eggs and fries, snack: chocolate cake, dinner: chicken and rice). Elicit if that's what students have for their meals.

CD 2, 19

SCOTT: What are you doing, Dad?

MR. STAR: I'm making dinner. This evening we have bread and water.

SALLY: No, we can't have bread and water for dinner, Dad. We have bread and milk for breakfast.

SUZY: Hmm. Milk's my favorite drink.

SCOTT: Orange juice is my favorite.

SUZY: So, what is for dinner, Daddy?

SCOTT: Let's have eggs and fries.

SALLY: No, Scott! We have eggs and fries in school for lunch.

SUZY: Let's have chocolate cake!

MR. STAR: No, Suzy. Chocolate cake's for a snack.

ALL THREE CHILDREN: So, what's for dinner?

MR. STAR: Hmm ... for dinner? It's your favorite, it's my favorite, it's our favorite. This evening we have ... Dad's Star dinner! ... Chicken and rice!

SALLY, SCOTT, AND SUZY: Great!

SB40. ACTIVITY 2. Listen and repeat.

- Say *Now listen and repeat*. Play the CD. Students repeat the words in chorus. Listen for correct pronunciation of the plurals, of *chicken* and of the consonant clusters *-lk, -ggs*.

CD 2, 20

Bread, water, milk, juice, chicken, eggs, fries, rice

WB40. ACTIVITY 1. Read the lists and find the food.

- Say *Open your Workbooks to page 40, please*. Focus students on the two shopping lists on the page and on the grid of pictures. Check understanding of the vocabulary. The following words are new for students: *potatoes, carrots, lemons, meat*. Students take out a pencil, find "A Start" on the grid and read the first items on A's shopping list (*oranges, bread, rice*). They draw a line on the grid from *oranges* to *bread* to *rice*. They work individually, continuing in this way, for lists A and B, until they reach "A Finish" and "B Finish."

Extra activities: see pages T119–T120 (if time)

Optional activity

- Unit 6 Reinforcement worksheet from Teacher's Resource Book 2 pages 38 and 39.

Ending the lesson

- Teach the following chant to students. They repeat it softly, loudly, in groups, pairs, going faster and faster each time.
Note: The first line is count nouns; the second non-count nouns. Don't focus on this, but it will be a useful mnemonic for students later on.

Apples, oranges, bananas, pears

Water, milk, rice, bread

Chicken and fries, chicken and fries

OBJECTIVES: By the end of the lesson, students will have had more practice talking about food and sung a song.

● TARGET LANGUAGE

Key language: We're having ... , mom, afternoon, lunchtime, morning, backyard, our, dad

Additional language: with, floats, sinks

Review: friends, food words, What's this? What are these?

● MATERIALS REQUIRED

Flashcards: (food) 58–65, 93, 94, 96

Kid's Box AE 1 Flashcards: (food) 91, 92, 96 or pictures to show: bananas, apples, ice cream

Picture of fish

The following written on a large piece of paper:

My favorite meal is _____.

For _____ I like eating _____.

Photocopiable 6a (see page T105), one copy for each student, crayons, a bucket half full of water and six real food objects, e.g., an egg, a banana, a pear, a lemon, a tomato, a carrot

Optional: Kid's Box AE Teacher's Resource Book 2 Unit 6 song worksheet (page 43)

Warmer

- Review the food words and meals. Display the flashcards (picture side up). Say It's breakfast time. I'm having milk. Student 1 continues: It's breakfast time. I'm having milk and bananas. Continue with three or four more students adding to the list. If the class disagrees with food at that meal, they shout Change! Then the game starts again with another meal, e.g., It's lunchtime. I'm having chicken.

SB41. ACTIVITY 3. Listen and point. Sing.

- Say Open your Student's Books to page 41, please. Elicit what students can see in the pictures and encourage them to guess which meal it is: breakfast, lunch, a snack, dinner.
- Play the CD. Students listen and check their guesses. Elicit what the children are eating for each meal and check understanding of morning, evening, backyard, mom, dad. Play the CD again in sections. Students repeat. Continue until students have learned the song. Students sing the song without the CD, as a class and in pairs. Divide the class into four, one group for each meal. They sing their part of the song. Swap roles and repeat.

CD 2, 21

It's morning. It's morning.

We're having breakfast with our mom.

Bread and milk, bread and milk.

It's morning. It's morning.

It's lunchtime. It's lunchtime.

We're having lunch with our friends.

Eggs and fries, eggs and fries.

It's lunchtime. It's lunchtime.

It's afternoon. It's afternoon.

We're having a snack in the backyard.

Chocolate cake, chocolate cake.

We're having a snack in the afternoon.

It's evening. It's evening.

We're having dinner with Mom and Dad.

Chicken and rice, chicken and rice.

It's evening. It's evening. [Repeat]

CD 2, 22

Now sing the song again. (Karaoke version)

SB41. ACTIVITY 4. Point, ask, and answer.

- Point to one of the food flashcards on the board (e.g., rice). Ask What's this? Students: It's rice. Point to the eggs and ask What are these? Students: They're eggs. Say Look at Activity 4. Ask and answer about the pictures. Work in pairs. Students use the model and ask and answer about the pictures in Activity 3. Monitor students and check for use of singular and plural ('s this / are these).

Photocopiable 6a: see pages T98 and T105

WB41. ACTIVITY 2. Find and color.

- Say Open your Workbooks to page 41, please. Focus students on the sentences. Check they understand what to do. They work in pairs and find all the food, e.g., pears, carrots. Check with the class how many there are of each one. Students then color the food according to the instructions.

Key: pears (5) green, carrots (7) orange, tomatoes (4) red, chicken (3) brown, slices of meat (2) red, lemons (6) yellow

WB41. ACTIVITY 3. Draw and write about your favorite food. Ask and answer.

- Remind students of the diagrams they did for Extra activity 2 in the previous lesson (if appropriate). Elicit what their favorite food for breakfast/lunch/dinner is. Students draw their favorite food for one of these meals in their books. Display the model text (see Materials required) on the board. Students use the model to help them write their text. Monitor and help where necessary. In pairs, students ask and answer about their favorite food.

Extra activity: see page T120 (if time)

Optional activity

- Students complete the Unit 6 song worksheet from Teacher's Resource Book 2 pages 38 and 43.

Ending the lesson

- Sing the song again with the class. Students sing only the verse that is about their favorite meal. Count the singers for each meal and announce the class's favorite meal.

OBJECTIVES: By the end of the lesson, students will have practiced asking politely for different foods.

● TARGET LANGUAGE

Key language: polite request *Can I have ... ? Here you are, brown bread*

Additional language: *tonight, after, good, but*

Review: food vocabulary, dinner time, some, thank you, please, I'm sorry, favorite

● MATERIALS REQUIRED

Extra activity 1: CD of lively music

Extra activity 2: a piece of paper for each student

Warmer

- Play the Spelling bee game. In your notebook, write the 15 food words: bread, water, milk, juice, chicken, eggs, fries, rice, chocolate cake, oranges, bananas, apples, burgers, fish, ice cream and write a number between 1 and 15 next to each one. Divide the class into two teams: A and B. A member from Team A chooses a number between 1 and 15, e.g., 5. On your list, word 5 is, e.g., meat. Say Spell meat. If the student spells it correctly, he/she wins two points for the team. If not, a student from Team B tries. If he/she spells it correctly, the team wins one point. Team B then chooses a number. Play continues until all words are spelled. The team with the most points is the winner. Make sure different students on each team try spelling aloud.

SB42. ACTIVITY 5. Listen and answer.

- Say Open your Student's Books to page 42, please. Elicit what and who students can see. Set the pre-listening questions: What is the Star family doing? What are they drinking? What meal is it? Play the CD. Students listen for the answers. They check in pairs. Check with the class (Eating and drinking, Fruit juice: orange/ apple, Dinner). Play the CD again. Stop after // and check comprehension.
 - What's Suzy drinking? (orange juice). Elicit her question Can I have some fruit juice, please?
 - What's Sally eating? (brown bread). Elicit her question Can I have some brown bread, please? and Mrs. Star's answer Here you are.
- Play the last part of the CD. Elicit Scott's question Can I have some eggs and fries, please? and Mr. Star's reply No, Scott. I'm sorry.

CD 2, 23

MR. STAR: Come on, everybody. Sit down. It's dinner time.

ALL THREE CHILDREN: OK, Dad.

SUZY: Can I have some fruit juice, please, Mom?

MRS. STAR: Yes, Suzy. Orange juice or apple juice?

SUZY: Orange juice, please.

MRS. STAR: Here you are.

SUZY: Thank you. //a.

SALLY: Can I have some brown bread, please?

MRS. STAR: Here you are.

SALLY: Thanks. //b.

SCOTT: Can I have some eggs and fries, please?

MRS. STAR: No, Scott. I'm sorry. It's chicken and rice for dinner tonight, but if you're good, you can have chocolate ice cream after.

SCOTT: Hmm, great! Chocolate ice cream's my favorite.

SB42. ACTIVITY 6. Listen and repeat.

- Say Listen to the CD. Repeat what they say. Play the CD. Students listen and repeat in chorus. Divide the class into two. One half says the first line; the other half replies with the second line. Groups change roles. Repeat for lines 3 and 4.

CD 2, 24

SUZY: Can I have some fruit juice, please, Mom?

MRS. STAR: Here you are.

SALLY: Can I have some brown bread, please?

MRS. STAR: Here you are.

WB42. ACTIVITY 4. Listen and check (✓) or put an X.

- Say Open your Workbooks to page 42, please. Elicit what students can see in the pictures. Say, Look at number 1. Play number 1 on the CD. Elicit from students if it's the right question or not (no). Say No, it isn't the right question. There's an X in the box. Check for yes. Put an X for no. Play the CD. Students check or put an X. They check in pairs. Play the CD again. Check with the class. Elicit the requests for each one and the corrected requests for the crossed boxes.

Key: 2 ✓, 3 X Juice, please. 4 ✓

CD 2, 25

1. Can I have some carrots, please?

Here you are.

2. Can I have some bread, please?

Here you are.

3. Can I have a drink, please?

Milk, fruit juice, or water?

Water, please.

Here you are.

4. Can I have some cake, please?

Here you are.

WB42. ACTIVITY 5. Read and write the numbers.

- Focus students on the pictures in Activity 5 and on the text under the pictures. Review/Elicit the conversations from Workbook Activity 4 and Student's Book Activity 5. Students work individually. They look at the pictures and sequence the two conversations by numbering the sentences in each column. They check in pairs. Check with the class by eliciting the dialogs from pairs. Give different pairs opportunities to repeat the correct dialogs.

Key: 4, 1, 3, 2, 2, 4, 1, 3.

Extra activities: see page T120 (if time)

Ending the lesson

- Review the chant below. Divide the class into two groups. One group asks the questions; the other chants the reply. Divide the class into six groups. Give each group a line. Groups stand up to chant their line and then sit down again. Give groups different lines and repeat.
*What's for breakfast? What's for breakfast?
Apples, oranges, bananas, pears.*
*What's for lunch? What's for lunch?
Water, milk, rice, bread.*
*What's for dinner? What's for dinner?
Chicken and fries, chicken and fries.*

OBJECTIVES: By the end of the lesson, students will have had further practice asking and answering politely.

● TARGET LANGUAGE

Key language: meatballs

Additional language: bingo

Review: Can I have ... ? Here you are, favorite, lunch, friend, My name's ... , morning, at night, supper, food vocabulary

● MATERIALS REQUIRED

Flashcards: (food) 58–65, 93, 94, 96

Kid's Box AE 1 Flashcards (food): 91, 92, 96 or pictures to show: bananas, apples, ice cream

Picture of fish

Picture of meatballs

Small pieces of paper (four per student) to cover the bingo squares in Student's Book Activity 7

Optional: Kid's Box AE Teacher's Resource Book 2 Unit 6

Reinforcement worksheet 2 and Extension worksheet 1 (pages 40 and 41)

Warmer

- Use a picture to pre-teach meatballs. Students repeat.
- Display the food flashcards and the picture of meatballs around the room. Students stand up. Say, e.g., Breakfast. Students point to a food that they eat for breakfast. Repeat for Lunch and Dinner and then say the words quickly at random. Students point each time.

SB43. ACTIVITY 7. Play bingo.

- Say Open your Student's Books to page 43, please. Point to the first picture and ask What are these? (Meatballs.) Elicit what other foods students can see in the pictures. Students choose one column of four foods. They cover the others with their notebooks. Hand out four small pieces of paper to each student. Call out the foods at random. Students cover food in their columns with a piece of paper when they hear it. The first to cover all four shouts Bingo! Elicit the foods from the student to check. Repeat. Students choose other columns each time.
- Students play the game in groups of four, one student taking turns being the caller each time.

SB43. ACTIVITY 8. Read and answer. [S]

- Focus students on the picture and on the text. Say This is a story about Alex. Read the story. Students read the story again in pairs, this time figuring out what the picture words are. Check by going around the class asking students to read sections aloud. Don't force students to read aloud if they don't want to. Check comprehension using the questions at the bottom of the page.

Key: fish, fries, Fish, meatballs, fruit, milk, meat, rice

1 Fruit and milk. 2 Meatballs. 3 Meat and rice.

WB43. ACTIVITY 6. Read and choose a word from the box. Write the word next to numbers 1–5. There is one example. [S]

- Say Open your Workbooks to page 43, please. Read the instructions at the top of the page. Read the text aloud, pausing at the spaces and talking about what type of word the students need to write, but not eliciting answers.
- Make sure students know that they have to choose words from the box at the bottom of the page to complete the text (and that they don't need to use all the words). Focus on the example answer and show them that it is from the box. Students work individually to complete the text. They write in pencil and then compare their answers in pairs. Elicit answers and ask students which words they didn't use (lunch, mirrors).

Key: 1 chair, 2 brother, 3 milk, 4 egg, 5 bananas

Extra activities: see page T120 (if time)

Optional activity

- Unit 6 Reinforcement worksheet 2 and Extension worksheet 1 from Teacher's Resource Book 2 pages 38, 40, 41.

Ending the lesson

- Display the food flashcards (picture side up) around the room. Write ten scrambled food words on the board, e.g., klim, tamesabl, nasaban, hicckne. Students work in pairs to unscramble them, find the picture, and put it next to the right word on the board.

OBJECTIVES: By the end of the lesson, students will be able to identify and say the sound ch /tʃ/ and have had more practice asking and answering questions.

• TARGET LANGUAGE

Key language: the phoneme /tʃ/ as in *chicken, kitchen*

Additional language: *very, only, a lot*

Review: *Can I have some ... , please? Here you are, cooking, kitchen*

• MATERIALS REQUIRED

Photocopiable 6b, (see T106) one copy for each pair of students, cut in half

Extra activity 2: Flashcards: (food) 58–65, 93, 94, 96

Kid's Box AE 1 Flashcards (food): 91, 92, 96 or pictures to show: bananas, apples, ice cream

Warmer

- Sing the chant below. Students take turns asking and answering and standing up and sitting down.

What's for breakfast? What's for breakfast?

Apples, oranges, bananas, pears.

What's for lunch? What's for lunch?

Water, milk, rice, bread.

What's for dinner? What's for dinner?

Chicken and fries, chicken and fries.

SB44. ACTIVITY 9. Monty's phonics.

- Say *Open your Student's Books to page 44, please.* Point to the small pictures and say them, emphasizing the sound /tʃ/. Students practice pronunciation of each word. Point to the large picture and say *Look! Where are the chickens? (In the kitchen). What are they doing? (Cooking).* Say *Now listen to Monty, point, and repeat.*
- Play the CD. Students listen and repeat the sounds, words, and sentence using the same tone and speed as Monty.
- Play the CD. Students listen and repeat in chorus. Play the CD again. This time, students repeat in groups and then in pairs. They try saying the tongue twister as fast as they can. Ask volunteers to say it quickly to the class.
- Write the tongue twister on the board and elicit the /tʃ/ sounds. Underline them. Ask students if they can think of other words with this sound (chair, chocolate).

CD 2, 26

MONTY: Hi, I'm Monty! Repeat after me!

/tʃ/, /tʃ/, chicken

/tʃ/, /tʃ/, kitchen

The chickens are cooking in the kitchen!

The chickens are cooking in the kitchen!

The chickens are cooking in the kitchen!

Photocopiable 6b: see below and pages T98 and T106

SB44. ACTIVITY 10. Ask and answer.

- Write six food words on the board. Review asking politely for food and drink. Point to, e.g., *apples* and prompt a student (1) to ask another student (2) *Can I have some apples, please?* Make a thumbs-up gesture to Student 2. The student responds *Here you are* and mimes handing over the apples. Repeat with another two students, but pointing to a different food word. After Student 1 asks the question, make a thumbs-down gesture to Student 2 who replies *No, (name). I'm sorry.* Repeat for the other food words for practice.
- Hand out copies of Photocopiable 6b (see page T106), part A to half the class and part B to the other half. Make sure students know if they are A or B. Teach/Check the words *customer* and *store owner*. Say *Student A, you are the customer. Student B, you are the store owner.* All the students who are "A" look at the items on their shopping list, and all the students who are "B" look at the items on sale in their store. Monitor this reading stage and answer any questions.
- Point out the target language in the speech bubbles at the top of each worksheet. Check students know which lines are for the customer and which are for the store owner. Drill the target language.
- Students work in pairs, A and B. Student A asks for the items on his/her shopping list. Student B looks at the items on sale in his/her store. If the item is available, it should be sold. Student A checks or puts an X by the items on his/her shopping list when he/she knows whether they are available at the store.
- Students exchange roles (Student A becomes the store owner and Student B is the customer). Students compare their worksheets at the end of the activity to check that their answers are correct.

WB44. ACTIVITY 7. Listen and write the words.

- Say *Open your Workbooks to page 44, please.* Say *Look at the pictures. All the words have the sound "ch."* *Look and think.* Give students time to guess what each word is and how to say it.
- Play the example on the CD and point to the answer on the first line. Play the rest of the CD, pausing for students to repeat the word and to write. They check answers in pairs.
- Play the CD again. Correct as a class.

Key: 2 chicken, 3 teacher, 4 chocolate, 5 watch, 6 lunch, 7 chair, 8 kitchen

CD 2, 27

- children, 2. chicken, 3. teacher, 4. chocolate, 5. watch, 6. lunch, 7. chair, 8. kitchen

WB44. ACTIVITY 8. Write the words and the letters. S

- Go through the example for Activity 8. Students work individually, solve the anagrams, and match the words with the pictures. They check in pairs. Check with the class.

Key: 2 milk b, 3 fries a, 4 rice f, 5 water h, 6 meatballs d, 7 juice e, 8 bread c

Extra activity: see page T120 (if time)

Ending the lesson

- Do the tongue twister again once with the class. Invite groups of four students to come to the front and say it quickly to the other students.

OBJECTIVES: By the end of the lesson, students will have read a story and reviewed language from the unit.

● TARGET LANGUAGE

Key language: language from the unit

Additional language: *It isn't mine, There isn't ... , picnic*

Review: yours, mine, food vocabulary, colors

● MATERIALS REQUIRED

Two rolled-up newspapers for the Warmer

Extra activity 2: Flashcards: (food) 58–65

Kid's Box AE 1 Flashcards (food): 91, 92, 96 or pictures to show: bananas, apples, ice cream

Pictures of oranges and fish

Optional: Teacher's Resource Book 2 Unit 6 Extension worksheet 2 (page 42) and/or animated version of the Unit 6 story from Kid's Box AE 2 Interactive DVD (Suzy's room section), Test Units 1–6 from Kid's Box AE 2 Teacher's Resource Book (pages 100–114), Kid's Box AE Workbook 2 Language Portfolio page 101

Warmer

- Display the food flashcards (word side up) on the board. Make two teams. Teams line up, students one behind another, facing the board. Hand a rolled-up newspaper to the two students at the front. Say, e.g., *Chicken*. Students run to hit the flashcard. The first to hit it takes the flashcard for the team. Repeat. The team with the most flashcards wins.

Story

SB45. ACTIVITY 11. Listen to the story.

- Say *Open your Student's Books to page 45, please*. Elicit who they can see (Trevor, Monty, Marie, and Maskman) and what they're doing (eating / having a picnic). Set the pre-listening questions: *What's Marie eating? Is there any chocolate cake? Whose is the orange juice? What is Trevor eating?* Say *Listen and look*. Play the CD. Check with the class (*Tomatoes and carrots, No, Marie's, A long brown pencil*).
- Play the CD again. Students listen and repeat.
- Check comprehension by pointing to each picture in turn and asking, e.g., *What are they doing? (Eating lunch). What does Monty ask? (Can I have some apple juice, please?) Is there chocolate cake or chocolate ice cream? (Ice cream)*.
- Ask students if they have picnics and what they like to eat.

CD 2, 28

Toys in the toy box,
Come alive.
Walk and talk,
On the count of five.
One, two, three, four, five.
MARIE: I'm having tomatoes and carrots.

MONTY: Can I have some apple juice, please?

MARIE: Here you are.

MASKMAN: Is there any chocolate cake?

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

MASKMAN: Is this orange juice yours, Monty?

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

MASKMAN: What are you eating, Trevor? Is it chicken?

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

MARIE: Oh, Trevor!

SB45. ACTIVITY 12. Listen and say "yes" or "no."

- Say *Listen to the CD. Are they the same as the story or not? Play the first one as an example. Play the CD. Students whisper the answers to their partner. Play the CD again. Check with the class. Elicit the correct phrase for the "No" answers.*

Key:

No. I'm having tomatoes and carrots.; No. Can I have some apple juice, please?; Yes.; No. No, there isn't.; No. No, it isn't mine. It's Marie's.; Yes.

CD 2, 29

MARIE: I'm having chicken and rice.

MONTY: Can I have some milk, please?

MASKMAN: Is there any chocolate cake?

TREVOR: Yes, there is.

MONTY: No, it isn't mine. It's Trevor's.

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

WB45. MY PICTURE DICTIONARY.

- Say *Open your Workbooks to page 45, please. Look at the picture dictionary. Students prepare the stickers.*
- Point to the scrambled word in the first square and the example answer. Elicit the word (*chicken*). Say *Look at the letters. Unscramble the letters and write words. They are all food words.* Students work individually or in pairs to solve the anagrams. Check answers.
- Students prepare the classroom stickers and lay them out on their desks in the correct order. Check around the class before they stick them in their books.

Key: eggs, fries, milk, rice, bread

Extra activities: see page T120 (if time)

WB45. MY PROGRESS.

- Say *Let's read the sentences together. Read the first sentence. Focus students on the words they wrote for My picture dictionary. Say Good, you can write food words. Read the second sentence and elicit from students what their favorite meal is. Repeat for the third sentence. Students work in pairs. They take turns pointing to a sentence in their books and showing each other / talking about what it says.*
- Say *Now check or put an X.* Encourage students to practice so that they can check all the statements and color the star.

Optional activities

- Unit 6 Extension worksheet 2 (see pages 38 and 42 of Teacher's Resource Book 2).
- The animated version of the story from Kid's Box AE 2 Interactive DVD (Suzy's room section). See pages 41–45 of the Teacher's booklet for the Interactive DVD.
- The test for Units 1–6 from Teacher's Resource Book 2.

Language Portfolio

- Students complete page 101 of Kid's Box AE Workbook 2 Language Portfolio (*I can ... Units 4–6*).

Ending the lesson

- Sing the song from Student's Book page 41 again.

OBJECTIVES: By the end of the lesson, students will have asked and answered about where food comes from.

• TARGET LANGUAGE

Key language: meat, plant, tree, Where is meat from?

Eggs are from animals.

Additional language: animals

Review: eggs, lemons, potatoes, carrots, milk

• MATERIALS REQUIRED

Photographs/Pictures of plants and trees, flashcards 66–71, Kid's Box AE 1 Flashcards: animals

Warmer

- Draw or stick some pictures of various plants on the board in a group to teach the word *plants*. Add pictures of trees in a group and elicit/teach *trees*. Stick flashcards of different animals in a third group on the board and say *They are all ...* Students say *Animals*. Write the three key words under each group of pictures/pictures.

Presentation

- Say *Open your Student's Books to page 46, please*. Point to the picture of Marie at the top of the page. Say *This is Marie's science*. Say *Today's lesson is about food*.

SB46. ACTIVITY 1. Look and say.

- Hold up your book. Point to, e.g., the milk and say *What's this?* Elicit the word. Repeat for the other foods in the pictures (also use the apples in the trees in the picture to elicit *apples*).
- Point to and read the question in the speech bubble *Where is milk from?* Students respond together *Animals*. Ask about lemons in the same way but emphasize *are* (*Where are lemons from?*). Talk briefly about the singular *is* and plural *are* so that students use the verb correctly in their questions. Say *Look and say*.
- Students work in pairs and use the labels on the large picture to help them ask and answer the questions.

Key: Where is milk from? Animals. Where is meat from? Animals. Where are eggs from? Animals. Where are carrots from? Plants. Where are potatoes from? Plants. Where are lemons from? Trees.

SB46. ACTIVITY 2. Listen and correct.

- Focus students on the pictures. Say *Look at the eggs*. Play the CD for number 1. Elicit the answer *No, eggs are from animals*. Make sure the students say the verb and the source of the food. Play each one in turn. Students whisper the answer to their partner. Don't correct at this stage. Play the CD a second time. Stop after each one and correct as a class.

Key: 1 No, eggs are from animals. 2 No, lemons are from trees. 3 No, milk is from animals. 4 No, carrots are from plants. 5 No, potatoes are from plants. 6 No, meat is from animals.

CD 2, 30

1 Eggs are from trees. 2 Lemons are from animals. 3 Milk is from plants. 4 Carrots are from trees. 5 Potatoes are from animals. 6 Meat is from plants.

WB46. ACTIVITY 1. Read and match.

- Say *Open your Workbooks to page 46, please*. Hold up your book and point to the food words and the large picture. Say *Read and match*. Students draw lines from each word to the correct part of the picture (animal, plant, or tree), e.g., a line from the word *milk* to a cow in the big picture. Monitor students as they are working and help those who are having difficulty.

WB46. ACTIVITY 2. Write the words.

- Hold up your book. Point to the outline of the cow's head and read *From animals*. Point to the word box and elicit a word that fits with the "From animals" category (e.g., milk). Do the same with the other two categories if necessary. Say *Write the words*. Students work in pairs. Check by asking volunteer pairs for the answers.

Key: From animals: milk, eggs, meat, chicken; From plants: potatoes, carrots, rice, tomatoes; From trees: apples, oranges, lemons, pears

Extra activities: see page T120 (if time)

Ending the lesson

- End with quick questions from the lesson such as *Where are lemons from?* Students raise their hands to answer (*Trees*).

OBJECTIVES: By the end of the lesson, students will have listened to people describing different meals. They will have talked about good and bad food and their favorite food.

● TARGET LANGUAGE

Key language: *It's a bad/good breakfast/lunch/dinner, burger, fizzy drink, toast*

Additional language: *(Chicken) is very good for you, Dinner's on the table, Are your hands clean? Can I/we have ... ? Here you are.*

Review: chicken, egg, fruit, fruit juice, fries, carrots, potatoes, apples, tomatoes, oranges, meatballs

● MATERIALS REQUIRED

Flashcards/Pictures of good and bad foods, e.g., fruits, chocolate, fruit juice, lemonade, a chicken dinner, burgers, and fries

Warmer

- Write the word *Food and drink* at the top of the board and then draw two columns with the heading "good" at the top of one and "bad" at the top of the other. Elicit food and drink words to write in each column. Teach new vocabulary the students can use in the lesson, for example, *fizzy drink* and *burger*.

SB47. ACTIVITY 3. Listen and say the number.

- Say *Open your Student's Books to page 47, please*. Point to the word *breakfast* and tell students to look at pictures 1 and 2. Ask students *What food is there?* Elicit the food students know in the pictures (some chocolate, some toast, a fizzy drink, an egg, some toast, fruit and fruit juice). Don't worry about new words. Say *Listen and say the number*.
- Play the CD. Stop after the first dialog. Give students time to think which picture is correct before asking for the answer from the class. Repeat for the pictures for lunch (picture 3 shows *fries and a drink*, picture 4 shows *chicken, potatoes, carrots, tomatoes, and a drink*) and dinner (picture 5 shows *meat, potatoes, carrots, and tomato juice* and picture 6 shows *cake and a fizzy drink*).

Key: breakfast number 2, lunch number 4, dinner number 5

CD 2, 31

1.

Hi, Mom.

Hi. How are you this morning?

I'm OK, thanks.

Here's your breakfast: an egg, some toast, and orange juice.

Mmm, that's good. Can I have some fruit, please?

Yes, of course.

Thanks, Mom.

That's a good breakfast.

Which breakfast is it?

2.

Hi, Miss Green. What's for lunch?

We have fries; or chicken, potatoes, carrots, and tomatoes.

Hmm. I love carrots. Can I have chicken, potatoes, carrots, and tomatoes, please?

Yes, of course. Chicken is very good for you!

Yes, it is. And can I have some orange juice and an apple, too, please?

Yes. Here you are.

Which lunch is it?

3.

Hi, Dad.

Hi. Dinner's on the table.

Mmm. Good!

Are your hands clean?

Yes, they are.

Good. There you are. Sit down. We have a good dinner today. We have meat and potatoes with carrots and tomato juice.

Great! Can we have some fruit, too?

Yes. You can have some apples or oranges.

OK. Thanks, Dad.

Which dinner is it?

SB47. ACTIVITY 4. Ask and answer.

- Hold up the Student's Book, point to picture number 1, and read the first speech bubble *What's number 1?* Students look at the picture and answer as in the example, *It's a bad breakfast*. Say *Ask and answer*. Students work in pairs to ask and answer in the same way for the different meals in the pictures.

Key: 1 It's a bad breakfast, 2 It's a good breakfast, 3 It's a bad lunch, 4 It's a good lunch, 5 It's a good dinner, 6 It's a bad dinner

WB47. ACTIVITY 3. Draw your favorite food.

- Draw two circles on the board, one inside the other to look like a plate. Under the plate write *for breakfast*. Then draw your favorite breakfast from the foods in the lesson, e.g., eggs, toast, and juice. Also draw some fruit on the plate, e.g., an apple. Point to the apple, for example, and say *What is it?* Students answer *apple*. Write the word next to the food or ask confident students to come and write the words. (Don't erase the drawing from the board because you may use it in Activity 4.)
- Say *Open your Workbooks to page 47, please*. Point to the circles. Say *Draw your favorite food. Think about your favorite food for breakfast, for lunch, and for dinner*. Students work individually to draw their favorite food from the box on the three plates. Go around checking that the pictures match with the words given. Students can also use words from the lesson not in the box, such as *toast*.

WB47. ACTIVITY 4. Now tell your partner. Draw your friend's food.

- Read the question in the speech bubble *What's your favorite food for breakfast?* Students read the example *I like oranges and apples*. Choose a confident student and encourage him/her to ask you about the food you have drawn on your plate on the board. Say *Now tell your partner. Draw your friend's food*.
- Students work in pairs to ask and answer in the same way about their drawings from Activity 3. Go around listening to the conversations and helping where necessary. Make sure students are speaking English as much as possible.

Extra activities: see page T121 (if time)

Ending the lesson

- Play *Hangman* with food words from the lesson.