

OBJECTIVES: By the end of the lesson, students will be able to talk about quantity with reference to food.

● **TARGET LANGUAGE**

Key language: count and non-count, *enough, not enough, too much, too many, cooking, a little*

Additional language: *strawberry, Tarte Tatin, base*

Review: food

● **MATERIALS REQUIRED**

Extra activity 1: The CD script from Student's Book Activity 1 written on a large sheet of paper

Optional: *Kid's Box AE Teacher's Resource Book 6 Unit 4*

Reinforcement worksheet 1 (page 37)

Warmer

- Write *Food* on the board. Pre-teach *strawberry* with a picture. Write the word on the board and ask a student to spell it. Repeat for the plural, *strawberries*. Ask a stronger student to describe a strawberry (a fruit, small, red, delicious, etc.). Brainstorm food words that students remember. Include count and non-count nouns, e.g., *milk, eggs, cheese, water, sugar, coffee, cookies, apples, oranges*.

Presentation

- Use the words from the Warmer to introduce *enough, not enough, too much, too many*. Give different situations, e.g., *There are three strawberries. Six people want strawberries. There are not enough strawberries. There is one small bar of chocolate. Everyone likes chocolate. There is not enough chocolate. There are three big bags of apples. Two people want apples. There are too many apples. There are five liters of milk. No one likes milk! There is too much milk.* Students copy the sentences into their notebooks.

SB36. SHOW WHAT YOU KNOW! *What food words can you remember?*

- Draw a circle around the word *Food* on the board and elicit words from the Warmer to start the mind map. Say *Show what you know ... about food*. Brainstorm food words that students know and create a mind map on the board. Write next to each word *c* (for count) or *n* (for non-count). Students copy the mind map.

SB36. ACTIVITY 1. *Listen and check (✓) the food words you hear.*

- Tell students to open their Student's Book to page 36. Focus on the Activity 1 pictures. Elicit the names of the characters and where they are (school cooking club). Remind students they do the same as for the Show what you know in the previous units.
- Play the CD. Students listen and check. They check in pairs. Use the mind map on the board to check with the class.

CD 2, 14

TEACHER: As part of our international food project, we'll make Tarte Tatin next Wednesday afternoon.

DAN: What'll we make?

MARIA: Tarte Tatin. That's "apple cake" in French.

DAN: Oh, OK.

TEACHER: So, decide in your groups: who's going to bring the apples, the flour, and the sugar. You'll need to bring enough apples to cover the base ...

NARRATOR: It's Wednesday afternoon.

MARIA: OK, let's see what we have. I have a big bag of apples.

DAN: And I have two bags. I think we have too many apples.

ALEX: Look, we have three kilos of sugar, too. We have too much!

DAN: Do we have enough flour? I have a little.

MARIA: Uh, I don't have any flour.

ALEX: I don't have any flour either.

DAN: Oh, dear. We don't have enough flour.

ALEX: There's only one egg. So we don't have enough eggs, either.

MARIA: We have too much sugar and too many apples. We don't have enough flour or eggs. What should we do?

DAN: Well, we can't make anything for the international food project, but we can write about it in our ezine.

SB36. ACTIVITY 2. *Listen again. Who said it?*

- Give students time to read. Play the CD again. Students listen for who said each one. Check the concept each time. Focus students on the Look box to help them remember.

Key: 2 Dan, 3 Alex, 4 Dan, 5 Alex, 6 Maria

CD 2, 15

SB36. ACTIVITY 3. *Read and order the words.*

- Focus students on Activity 3. Do the example with the class. Students write the sentences in their notebooks.

Key: 1 Maria has a big bag of apples. 2 They have too many apples. 3 They have a little flour. 4 We don't have enough flour. 5 They have only one egg. 6 They don't have enough flour or eggs.

WB36. ACTIVITY 1. *Follow the non-count food words.*

- Focus students on the Look again box before they do the activities on the Workbook page.

Key: rice, milk, meat, flour, fruit juice, chocolate, lemonade, soup, pasta, tea, coffee, sugar, salt, pepper, water, orange juice

WB36. ACTIVITY 2. *Read and match.*

Key: 2 c, 3 e, 4 f, 5 d, 6 a

WB36. ACTIVITY 3. *Read and choose the right words.*

Key: 2 enough, 3 too many, 4 enough, 5 too many, 6 enough

WB36. ACTIVITY 4. *Write four sentences in your notebook about your city.*

Key: Students' own answers

Extra activities: see page T106 (if time)

Optional activity

- Unit 4 Reinforcement worksheet 1 from *Kid's Box AE Teacher's Resource Book 6* (see pages 36 and 37).

Ending the lesson

- Play a chain game. Say, e.g., *In my bag I have ten strawberries.* A student continues: *In my bag I have ten strawberries and some milk.* Continue around the class, up to about ten items.

OBJECTIVES: By the end of the lesson, students will have had more practice using expressions of quantity.

● **TARGET LANGUAGE**

Key language: count and non-count, *enough, not enough, too much, too many*

Additional language: *set the table*

Review: food, plates, knife/knives, spoon, fork, *Could you pass me ... ?*, *How often ... ?*, *twice, three times*, polite requests

● **MATERIALS REQUIRED**

Photocopiable 4 (see page T96), one copy for each pair of students

Warmer

- Play a game to review food words. Start by saying, e.g., 1, 2, 3, *potato*. A student repeats 1, 2, 3, *potato* and adds, e.g., 1, 2, 3, *cheese*. Continue around the class at random, with students counting and adding a new food item each time. Keep up a fast pace.

SB37. ACTIVITY 4. Listen and check (✓) the box. **F** toward

- Tell students to open their Student's Book to page 37. Focus them on the pictures and on the questions for each one. Students take turns reading the questions aloud. Tell students to read the activity instructions and check that they know what to do. Play the CD. They listen and check. They check in pairs. Play the CD again. Check with the class.

Key: 2c, 3a, 4c, 5b

CD 2, 16

1. WHAT DOES MICHAEL WANT IN HIS COFFEE?

How's your coffee, Michael? Do you want milk in it? / No, thanks. It doesn't taste very nice, really. / Why not? / There isn't enough sugar in it. Could you pass me some more, please? / Of course.

2. What did Paul put on the table?

Paul, have you put everything on the table? / Um, I think so. There are three bowls. / Yes, but I can only see one spoon. / But I have some more here. Do we need this big plate, too? / No, that's fine. Thanks, Paul.

3. What does Robert want on his pasta?

What's wrong, Robert? Why aren't you eating your pasta? / I'm sorry, Dad, I don't like it. / Well, put some more cheese on it. / I have enough of that. But it needs more salt on it. / OK. Here it is. And can you pass me the pepper, please?

4. What did Mary put on the table?

Mary, did you put the glasses on the table? / Yes, Mom. Do you want any bowls? / Not tonight. We're going to have pizza. / OK, well the plates are on the table, too. / That's great, thanks.

5. How many pizzas did Emma cook?

Well, we won't be hungry today! / Do you think there are too many pizzas? / Well, I only want one. What about you? / They're very small. I'll eat two. / So why did you cook five? That's too many, Emma. / We can eat the others tomorrow, Dad.

SB37. ACTIVITY 5. Look. Correct the sentences.

- Focus students on the Activity 5 pictures. Elicit what they can see in the pictures. Tell students to read the activity instructions and check that they know what to do. They read the sentences in pairs and correct them orally. They need to correct only one piece of information per sentence. Check with the class. Students write corrected sentences in their notebooks.

Key: 1 There are too many forks. 2 There aren't enough glasses. 3 There are too many sandwiches. 4 There isn't enough water. 5 There are too many fries. 6 There isn't enough chocolate ice cream.

SB37. ACTIVITY 6. Ask your friend ten questions. Use these words. Write your friend's answers.

- Focus students on the speech bubbles for Activity 6. Check understanding of *How often* and the possible responses, e.g., *Two/Three/Four times a week/day/month / Never*. Focus students on the food words in the box and check understanding. Individually, students write ten questions in their notebooks with a space under each one for their partner's answer. They take turns asking and noting the answers.

SB37. ACTIVITY 7. Talk with your friend.

- Focus students on the Activity 7 instructions and examples and check understanding. Remind them also to use, e.g., *I think I don't eat enough vegetables*. They work in pairs, looking at the answers they gave their partner. Elicit some demonstration answers first. Monitor and help/give suggestions. Avoid being judgmental about their habits; make sure their comments are based purely on the recorded answers.

SB37. ACTIVITY 8. Tell the rest of the class.

- Students take turns reporting their conclusions to the rest of the class.

Photocopiable 4 (see pages T91 and T96)

WB37. ACTIVITY 5. Complete the sentences.

Key: 2 too many, 3 enough, 4 don't have, 5 is, 6 too much

WB37. ACTIVITY 6. Complete the conversation. Write a letter (A–F) for each answer. **F** toward

Key: 2B, 3D, 4F, 5A, 6C

WB37. ACTIVITY 7. Write about the picture. Use "too much," "too many," "enough," and the words in the box.

Key (possible answers): There aren't enough forks. There isn't enough water. There's too much pasta. There aren't enough cakes. There are too many bananas. There are enough plates.

WB37. ACTIVITY 8. What do you think? Answer the questions.

Key: Students' own answers

Extra activity: see page T106 (if time)

Ending the lesson

- Elicit from students food items that they think form part of a healthy diet.

OBJECTIVES: By the end of the lesson, students will have read and talked about dishes from all over the world.

● **TARGET LANGUAGE**

Key language: *dish* (as in typical food), *chopsticks*, *butter*, *biscuit*, *jelly*, *snack*, *pan*, *sauce*, *popcorn*, *macaroni*, *sushi*, *paella*, *seafood*, *peanut butter*, *cookies*, *corn*

Review: food

● **MATERIALS REQUIRED**

Extra activity 1: If possible, write one of the texts from Student's Book Activity 9 on the board before the lesson and cover it.

Optional: *Kid's Box AE Teacher's Resource Book 6 Unit 4*

Reinforcement worksheet 2 (page 38)

Kid's Box AE Workbook 6 Language Portfolio page 98

Warmer

- Tell students to close their eyes and think of their favorite food. Elicit some ideas. Then elicit typical foods from their country and pre-teach the word *dish* for this usage.

SB38. ACTIVITY 9. *Read and think. Which of these don't have sugar?*

- Tell students to open their Student's Book to page 38. Focus them on Activity 9 and on the activity instructions. Ask a student to read them aloud. Check understanding by eliciting the foods they mentioned in the Warmer that don't have sugar in them. Focus students on the text and elicit that it's the webpage for *Kid's Box* ezine. Make sure they notice the key vocabulary at the bottom of the text. Ask a student to read the introduction aloud to set the context. Students then read the text silently to find the answers. Check with the class, asking students to read aloud relevant sections from the texts. Check comprehension of key vocabulary by asking students to read each text aloud in turn around the class. Encourage them to figure out the meanings for themselves. Check general comprehension by asking, e.g., *What's macaroni? Where does it come from? What are cookies called in the U.K.?* Discuss which of these dishes students have heard of / eaten and whether they like them.

Key: sushi, pizza, pasta, paella, hot dog, salted popcorn

SB38. ACTIVITY 10. *Listen. Repeat the word and say the letter.*

- Focus students on the Activity 10 instructions and on the example. Play the CD. Pause after each one for students to repeat the word and whisper the letter to their partner. Play the CD again. Elicit a choral response each time.

Key: 2 Butter. That's f. 3 Pan. That's c. 4 Cookie. That's g. 5 Snack. That's d, e, g, and h. 6 Chopsticks. That's a. 7 Popcorn. That's h. 8 Jelly. That's e.

CD 2, 17

1 sauce, 2 butter, 3 pan, 4 cookie, 5 snack, 6 chopsticks, 7 popcorn, 8 jelly

SB38. ACTIVITY 11. *Read again and say "yes" or "no."*

- Check understanding of the Activity 11 instructions. Students work in pairs. They take turns reading the statements and answering "yes" or "no" according to the text. Check using open pairs.

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

WB38. ACTIVITY 9. *Label the pictures.*

Key: 2 jelly, 3 sauce, 4 chopsticks, 5 cookie, 6 pan, 7 butter, 8 popcorn

WB38. ACTIVITY 10. *Write the words.* **F** toward

Key: 2 a snack, 3 chopsticks, 4 jelly, 5 a pan, 6 cookies, 7 popcorn, 8 butter

WB38. ACTIVITY 11. *Write definitions for these words.*

Key: Students' own answers

WB38. ACTIVITY 12. *Read and complete the sentences with 1, 2, 3, or 4 words.* **F** toward

Key: 2 the U.S.A., 3 were too thick, 4 too thin to eat, 5 Britain

Extra activities: see page T106 (if time)

Optional activity

- Unit 4 Reinforcement worksheet 2 from *Kid's Box AE Teacher's Resource Book 6* (see pages 36 and 38).

Language Portfolio

- Students complete page 98 of *Kid's Box AE Workbook 6 Language Portfolio* (A typical dish from my country).

Ending the lesson

- Write the new words from the lesson (the words from Student's Book Activity 9) on the board in scrambled form for students to unscramble. Check spellings as they give you the words.

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

● TARGET LANGUAGE

Key language: food, simple past, *survey, lift, poem*

Additional language: *recipe*

Review: *too much, too many, enough*

● MATERIALS REQUIRED

Optional: *Kid's Box AE Teacher's Resource Book 6 Unit 4 Song worksheet* (page 41) and/or *Kid's Box AE Interactive DVD 6: The music room* (pages 28–33), *Kid's Box AE Teacher's Resource Book 6 Unit 4 Extension worksheet 1* (page 39)

Warmer

- Review the key vocabulary from the previous lesson by providing definitions, e.g., as in Workbook page 38 Activity 10, for students to say the word.

SB39. ACTIVITY 12. Listen and write the words.

- Tell students to open their Student's Book to page 39. Focus them on the Activity 12 instructions and check understanding. Play the CD. They write the words in their notebooks. They check in pairs. Play the CD again. Check with the class.

CD 2, 18

1 p-a-n, 2 j-e-l-l-y, 3 s-a-u-c-e, 4 b-u-t-t-e-r, 5 p-o-p-c-o-r-n, 6 c-o-o-k-i-e, 7 s-n-a-c-k, 8 c-h-o-p-s-t-i-c-k-s

SB39. ACTIVITY 13. Read and order the pictures.

- Focus students on the pictures for Activity 13. Elicit some of the things they can see. Check that they know what to do. They do the activity in pairs. Check with the class, eliciting key words that helped them do the matching task.

Key: a - 2, b - 5, c - 3, d - 1, e - 4

SB39. ACTIVITY 14. Listen and sing the song.

- Focus students on the Activity 14 instructions. Play the CD for them to listen to the song and look at the pictures. Play the CD again, line by line, for students to repeat. Then play it again for them to say at the same time as the CD. When students are more competent, ask them to say the whole song with the karaoke version on CD and possibly record them.

CD 2, 19

As in Student's Book

CD 2, 20

Now sing the song again. (Karaoke version)

SB39. ACTIVITY 15. Write four sentences. Use the words in the boxes. Play Food bingo.

- Focus students on the Activity 15 instructions and on the words in the box. Draw a chart on the board for students to copy:

There's too much	butter.

- They complete with phrases of their choice from the boxes. Say, e.g., *There isn't enough rice*, then students cross out the phrase in their boxes. When they have crossed out all four sentences (eight phrases), they shout *Bingo!* and read aloud their sentences for you to check. Brainstorm more food words (count and non-count), then write them on the board and play again.

SB39. ACTIVITY 16. Read and write the right words.

F toward

- Focus students on the Activity 16 pictures and text. Elicit what the girl's name is (Katy) and when she was cooking (last Saturday). Check that students have noticed the words at the bottom and know what to do. They read the story silently and fill in the blanks. They check in pairs. Check with the class. Ask questions to check comprehension.

Key: 2 dish, 3 salt, 4 hot, 5 sauce, 6 cooked, 7 tomatoes, 8 salt, 9 too much, 10 fork

SB39. ACTIVITY 17. Invent a story about food. Give words for your friend to choose.

- Focus students on the Activity 17 instructions and check that they know what to do. Tell them to use the Activity 16 text as a model, replacing the dish and the ingredients only if appropriate. Students write their complete texts first in their notebooks. Then they decide which ten words to blank out. Check that students' words before they continue. Students then rewrite their texts on paper, leaving ten blanks. They then write the three options for each blank under the text. Again monitor and check that they have done this correctly. Students then swap their texts with a new partner and complete their friend's text.

WB39. ACTIVITY 13. Match the children with their snacks. Write sentences.

Key: Katy's favorite snack is bananas. Michael's favorite snack is popcorn. Sarah's favorite snack is chocolate. David's favorite snack is chips. Robert's favorite snack is cookies.

WB39. ACTIVITY 14. Read the poem. Find the word.

Key: sauce

WB39. ACTIVITY 15. Read and answer "yes" or "no."

Key: 2 no, 3 yes, 4 no, 5 no, 6 yes

Extra activities: see page T106 (if time)

Optional activities

- Unit 4 Song worksheet from *Kid's Box AE Teacher's Resource Book 6* (see pages 36 and 41).
- Unit 4 song and/or karaoke worksheet from *Kid's Box AE Interactive DVD 6*. See pages 28–33 of the Teacher's Booklet for the Interactive DVD.
- Unit 4 Extension worksheet 1 from *Kid's Box AE Teacher's Resource Book 6* (see pages 36 and 39).

Ending the lesson

- Sing the song again with students.

OBJECTIVES: By the end of the lesson, students will have practiced pronouncing different words containing the letters *gh* and completed a communication activity.

● **TARGET LANGUAGE**

Key language: words containing the letters *gh* (e.g., *night, laugh, cough, enough, through*), *international party, recipe, ingredients, instructions, garlic, break, heat, mix, cut, Would you like ... ?*

Review: food, imperatives

● **MATERIALS REQUIRED**

Extra activity 2: Reference books and dictionaries

Optional: *Kid's Box AE Teacher's Resource Book 6 Unit 4*

Extension worksheet 2 (page 40)

Warmer

- Write the following words on the board: *daughter, straight, laugh, might, enough*. Ask students to look carefully at the words and tell you what they all have in common (they all contain the letters *gh*). Say *Think about the way we say the letters "gh" in each word. Is it the same?* Give students time to think about and practice saying the words in pairs. Elicit that the letters *gh* can be pronounced in different ways. Tell students they will be practicing pronouncing more words with these letters in today's lesson.

SB40. ACTIVITY 18. Focus on phonics.

- Tell students to open their Student's Book to page 40. Focus them on Activity 18 and on the instructions. Play the CD. Students repeat after each line and then after the whole rhyme. Play the CD again. Listen for correct pronunciation of the letters *gh*. Repeat the rhyme once more as a class. In pairs, students practice the rhyme.

CD 2, 21

As in Student's Book

SB40. ACTIVITY 19. Imagine you're at an international party. Ask and answer.

- Focus students on the Activity 19 instructions and check that they understand the context. Ask students to read the speech bubbles aloud. Make groups of four. Students copy the chart into their notebooks and add the names of their friends (not Richard, Lucy, Emma). They take turns asking and answering in pairs within their groups, first in one pair, then in another, and then in another. Monitor and help/correct.

SB40. ACTIVITY 20. Copy the chart and write about your answers.

- Focus students on the Activity 20 instructions and on the chart. Draw a chart on the board and demonstrate how students can fill it in. Students copy the chart onto a piece of paper and collaborate to produce one chart for each group of four, using the data from Activity 19. Tell the groups they only need to complete the chart up to number 4 as they are working in groups of four. Monitor and help.

- When students have finished, bring the class together and draw their attention to the text at the bottom of the page. Demonstrate, using the information on the chart on the board and providing other model sentences if necessary. Students work individually and write about their information in their notebooks.

SB40. Joke Corner

- Focus students on the Joke Corner and review the meaning of *joke*. Play the CD as students read the joke in their books. Play the joke a second time and explain if necessary.

CD 2, 22

As in Student's Book

WB40. ACTIVITY 16. Match the rhyming words.

- Tell students to open their Workbook to page 40. Make sure they understand they need to match the rhyming words that are in columns next to each other.
- Students work in pairs. They match the rest of the words by saying them aloud. Remind students that they can remember how to pronounce unusual words by using rhyme.

WB40. ACTIVITY 17. Listen, check, and say.

- Play the CD for students to check their answers. Check with the class. Play the CD again for students to listen and repeat.

Key: 2 e, 3 a, 4 b, 5 d, 7 i, 8 f, 9 j, 10 g

CD 2, 23

1 enough, puff; 2 straight, eight; 3 daughter, water; 4 laugh, half; 5 lights, flights; 6 cough, off; 7 through, zoo; 8 thought, caught; 9 high, why; 10 night, right

WB40. ACTIVITY 18. Read and order the instructions.

- Before students do the activity, focus them on the Write it right box and read it through with the class.

Key: 2 6
5 1
3 4

WB40. ACTIVITY 19. Look at the ingredients and the pictures. Write the recipe. Use these words.

Key: Students' own answers

Extra activities: see page T106 (if time)

Optional activity

- Unit 4 Extension worksheet 2 from *Kid's Box AE Teacher's Resource Book 6* (see pages 36 and 40).

Ending the lesson

- Do the chant again with 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 story, *symbol*

Review: language from the unit

● **MATERIALS REQUIRED**

Optional: *Kid's Box AE Interactive DVD 6*: The school hall "Cooking Club" episode

Warmer

- Review the story so far. Elicit who Richard Tricker was, when Diggory and Emily first met him, and what he offered to do for them when he met them in Teotihuacan. Elicit if he's friends with Iyam or not.

SB41. STORY. DIGGORY BONES.

- Tell students to open their Student's Book to page 41. Focus them on the story and elicit who they can see in the first picture and what Iyam's saying to Richard. Set the gist questions: *How long will their food and water last? What's under the pyramid? Why is Iyam jumping up and down?* Play the CD with books closed. Students listen to find the answers. They check in pairs with books open. Check with the class (Three days, Possible Aztec gold, Because he's angry). Play the CD again. Students listen and read. Pause after each frame for students to repeat. At the end, check general comprehension by asking, e.g., *Does Iyam need the Sun Stone? What was an important food for the Aztecs? Why do you think corn was a symbol for gold? Have you eaten chocolate with pepper? What happened to Iyam?*

CD 2, 24

As in Student's Book

WB41. ACTIVITY 20. *Read and answer.*

Key: 2 When he finishes the job for him. 3 They're under the Pyramid of the Sun. 4 Because it was their most important food. 5 They ate pepper with chocolate. 6 They ate insects as well.

WB41. ACTIVITY 21. *Correct the sentences.*

Key (possible answers): 2 There are pictures of corn on the Sun Stone. 3 Corn was the most important Aztec food. 4 The door to the caves is about three kilometers east. 5 Iyam shouldn't jump because the ground is moving. 6 Diggory asked Emily to get him a big knife.

WB41. DO YOU REMEMBER?

- Students try to do the activity first without looking back through the unit. Once they have tried to complete all the sentences, they can look back through the unit to find the answers.

Key: 2 enough, 3 jelly, 4 chopsticks, 5 Laugh, 6 put

WB41. CAN DO.

- Focus students on the *Can do* section of the page. Ask a student to read the first sentence. Remind them of / elicit the activities when they used count and non-count nouns. Review what the three faces mean (not very well / OK / very well). Remind students they circle the one they think is true for them. Repeat for the second sentence, reminding them of / eliciting the activities when they talked about food. Students circle the appropriate face. Repeat for the third sentence, eliciting what recipes they wrote.
- Say *Now show and tell your friends*. Students work in groups of three and take turns showing their work for / talking about each one.

Extra activities: see page T106 (if time)

Optional activity

- "Cooking Club" episode from *Kid's Box AE Interactive DVD 6* (*The school hall section*). See pages 16–19 of the Teacher's Booklet for the Interactive DVD.

Ending the lesson

- Ask students which chant/song they'd like to do again from the unit. Do it together to end the lesson.

OBJECTIVES: By the end of the lesson, students will have read about different kinds of micro-organisms found in food.

● **TARGET LANGUAGE**

Key language: *micro-organism, microscope, bacteria, fungus, mold, yeast, yogurt, tips*

Review: food, simple present

● **MATERIALS REQUIRED**

Extra activity 2: Packaging from foods from the students' region / pictures of regional food / colored pens or pencils
Optional: *Kid's Box AE Teacher's Resource Book 6 Unit 4 Topic worksheet* (page 42)

Warmer

- Elicit some different types of cheese from students (soft, hard, blue). Ask students if they know what makes cheese go blue and tell them the word in English (mold). Ask if they think mold is alive – tell them we know it is because it “grows.” Tell students mold is a type of *micro-organism*. Tell the class that some micro-organisms in food are good and some are bad – they can make us sick.

SB42. FACT

- Tell students to open their Student's Book to page 42. Focus them on the top of the page and say *Did you know ... ?* Ask a student to read the fact to the class. Elicit how this can be possible and how they used to think the holes got there.

SB42. ACTIVITY 1. Read and match the words with pictures a–d.

- Focus students on the Activity 1 text and pictures. Pre-teach *bacteria* and *fungus*. Focus students on the activity instructions and check that they know what to do. Tell students to read quickly to find the words in bold and match them with the pictures. They check in pairs. Check with the class.
- Read the text through with the class, with students taking turns reading sections aloud. Discuss the information in each section with the class and check understanding and pronunciation of the new words. Elicit if they can add other ideas for the healthy tips section.

Key: a mold, b bacteria/micro-organisms, c microscope, d yeast

SB42. ACTIVITY 2. Choose the best title for the text.

- Focus students on the Activity 2 instructions and on the three possible titles. Give them time to think and read the text again before making a choice. They check and discuss in pairs. Check with the class and elicit reasons.

Key: Micro-organisms help us and hurt us

SB42. ACTIVITY 3. Read again and choose the right answer.

- Focus students on the Activity 3 instructions and do the first one as an example with the class. Students then work in pairs to complete the rest of the activity. Remind them to think carefully about their answers and to check the text again where necessary. Check with the class. Tell students / elicit what the prefix *micro* means (very small) and elicit other words they know with this prefix. Teach *microscope*.

Key: 1C, 2A, 3B, 4B, 5C

WB42. ACTIVITY 1. Match the words with the definitions.

Key: 2 a, 3 e, 4 d, 5 c

WB42. ACTIVITY 2. Now look at the letters in the gray boxes in Activity 1. Find a food word.

Key: sausage

WB42. ACTIVITY 3. Read and match.

Key: 2 b, 3 e, 4 a, 5 d

WB42. ACTIVITY 4. Read about an English cheese. Then write about your favorite food from your region.

- Focus on Activity 4 and on the photograph. Review/present *smell* and *vein*. Give students time to read the article and then ask questions to check understanding, e.g., *Is Stilton made everywhere in England? How long does it take? Why do people keep it for a long time?*
- Read the second part of the activity instructions and make sure students know what to do. Elicit types of cheese from the students' country/region and other famous local food products.
- Students write their text individually, based on the article about Stilton. Monitor and help with new language as necessary. Students swap texts and compare what they have written.

Extra activities: see page T106 (if time)

Optional activity

- Unit 4 Topic worksheet from *Kid's Box AE Teacher's Resource Book 6* (see pages 36 and 42).

Ending the lesson

- Review with students what they have done and what they have learned about in today's lesson.

OBJECTIVES: By the end of the lesson, students will have read more about micro-organisms and completed a project.

● **TARGET LANGUAGE**

Key language: *goat, lump, rennet, made from, cloth, whisk*

Review: food, adjectives

● **MATERIALS REQUIRED**

Project: For each group of four to six, two liters of yogurt, salt, a clean thin cloth, two bowls, a fork or whisk

Warmer

- Review what students learned about micro-organisms in the previous lesson. Focus on the healthy and the unhealthy aspects.

SB43. ACTIVITY 4. Read and complete.

- Tell students to open their Student's Book to page 43. Focus them on Activity 4 and on the words in the box. Check understanding. Tell them to look at the text on the right and elicit what it's about (milk, yogurt, and cheese). Elicit which animals these come from (cows, sheep, and goats). Students read the text silently and complete the text. They check in pairs. Check with the class. Ask different students to read it aloud, sentence by sentence. Check understanding of new words, e.g., *rennet*, and general comprehension of the text.

Key: 2 milk, 3 quickly, 4 bacteria, 5 smell, 6 kind, 7 makes, 8 different, 9 began, 10 years, 11 hard, 12 prefer

SB43. ACTIVITY 5. Read again and answer.

- Focus students on the questions for Activity 5. Answer the first one as a class. Students work in pairs to answer the other questions orally. Check and discuss answers with the whole class.

Key: 1 Cows, goats, and sheep. 2 In the fridge. 3 When bacteria from the air go into it. 4 Yogurt and cheese. 5 Bacteria. 6 Rennet.

SB43. PROJECT. Make some soft cheese.

- Tell students that for today's project they are going to make some soft cheese. Read through the project information with the class, showing the materials and ingredients as they are mentioned. Check that students understand what to do. Put students in groups of four to six to work together. Each group will make its own batch of cheese. Keep the materials/ingredients with you at the front of the class. A member of each group comes to get what they need when they need it. Remind students to follow the instructions carefully and not to taste anything. Monitor and check/help where necessary. Find a safe, dark place to store the cheese over the period of 24 hours.

Note: Remind students NOT to taste any of the ingredients used to make the cheese in case any of them suffer from allergies.

WB43. ACTIVITY 5. FLYERS Reading and Writing, Part 7 Look at the three pictures. Write about this story. Write 20 or more words. **F**

- Tell students to open their Workbook to page 43. Direct them to the activity instructions and check understanding. Elicit what students can see in each picture and ask what the different people are doing.
- Students write their first draft individually. They swap their work with a partner. They suggest corrections and improvements for each other's work. Students then correct their stories.

Extra activities: see page T107 (if time)

Ending the lesson

- Review with students what they talked and read about in today's lesson and which activities they liked best from this and the previous lesson.