



4 Teacher's notes

Reinforcement worksheet 1

- Set the scene: two children want to make pancakes for their mother. Students read the recipe and the conversation between Jane and Mark. Students complete the blank and finally listen to the conversation (Track 7) to check their answers.

Key: 2 how much, 3 How many, 4 How much, 5 How many, 6 How much.

- Students read the six sentences and then check the conversation. If the sentences are false, they correct them.

Key: 2 T, 3 F They don't have enough salt! 4 F There are too many eggs! 5 F They have too much flour! 6 F There's too much butter!

- **Optional follow-up activity:** Tell students that Jane and Mark are going to go to the store to buy the things that they don't have. Students read the conversation again and figure out how much / how many of each item they need to buy. They can use *some / a lot / a little* to describe what they need to buy. Check answers as a class.

Reinforcement worksheet 2

- Start with the middle column. Ask students to unscramble the words and write them on the lines.

Key: 2 cookie, 3 cheese, 4 jelly, 5 snack, 6 soup, 7 sauce, 8 popcorn, 9 vegetables, 10 fruit, 11 chopsticks, 12 pan.

- Next, students match the words to the pictures.

Key: 2 e, 3 f, 4 k, 5 d, 6 j, 7 i, 8 g, 9 a, 10 l, 11 c, 12 b.

- Students look at the words in Activity 1 and find examples to fit the descriptions.

Key: 1 pan, 2 cheese / fruit, 3 chopsticks.

- **Optional follow-up activity:** Students work in pairs. They compare what food they ate yesterday. Remind them to make questions, e.g., *What did you eat yesterday morning / yesterday evening?* In addition they ask each other for more information, e.g., *How many cookies / how much fruit did you eat?* Who ate more fruit and vegetables?

Extension worksheet 1

- Students read the sentences 1–8 and complete them with *too much / too many / isn't / aren't enough*. Remind students that if you can count something (e.g., one cookie – two cookies), we use *too many* or *aren't enough*. If we can't count it or it's a liquid (e.g., *sauce*), we use *too much* or *isn't enough*.

Key: 2 too many, 3 aren't enough, 4 too many, 5 too much, 6 too much, 7 too much, 8 isn't enough.

- Students read the sentences. They match the problem to the situation and write the number. If they have difficulties, tell them to look for words like *he / she / they / her / his*, that act as clues.

Key: b 7, c 8, d 1.

- Finally, students write about themselves and food using *too many / too much / enough*. Compare answers.
- **Optional follow-up activity:** Students read sentences 1–8 again. In pairs, they write a second result for each problem, e.g., *1 John eats too many snacks – he's going to get fat*. Encourage them to think of original or funny results. They can join another pair and compare results.

Extension worksheet 2

- Photocopy one sheet for every two students. Cut the sheets in half and give them out to each pair. The A students write clues for the Across words. The B students prepare clues for the Down words. Students can write on the back of their worksheets, but encourage them to keep their work hidden at all times. Note that the box on the left-hand side of the sheet provides some useful phrases to help them. When their clues are ready, students take turns asking each other for clues and guessing the words, e.g.:

Student A: What's 2 down?

Student B: It's a kind of fruit. It's red.

Student A: Is it "strawberry"?

Student B: Yes, it is.

- **Optional follow-up activity:** In pairs, students find five food words from the unit (e.g., tomato, soup, rice, mango, meat) and write a "food riddle" about each word on paper, e.g., *I am round and red. Some people think I am a vegetable, but I am really a fruit. People like to use me in a salad.* (Answer: tomato) Tell students not to write the answer and to keep a copy of the answers to their own riddles. They exchange papers with another pair and they figure out the answers.

The riddles can be displayed on the classroom walls.

Song worksheet

- Students look at the pictures and figure out the words for each blank. The students then listen to the song (Track 8) and check their answers. Finally, ask them to draw a sandwich in the frame and describe to a partner what's in it.

Key: 2 fish, 3 cookies, 4 fruit, 5 chopsticks, 6 knife, 7 snacks, 8 pan, 9 rice, 10 pizza, 11 jelly.

- **Optional follow-up activity:** This activity compares /i:/ and /ɪ/. First compare the two sounds, e.g., *eat – it* and ask students to tell you what happens to their mouth. Students find examples of words with /i:/ or /ɪ/ in the song. As they find them, they draw a box around the words with the sound /i:/ and a circle around /ɪ/.

Key: /i:/ – feel, eat, cheese, meat, pizza, peanut.

/ɪ/ – fish, it's, with, chopsticks, fingers, big, Italian, Is, going, sandwich.

Topic worksheet

- Ask students to tell you some things they ate yesterday. Pre-teach *fiber* and *digest*. Students read the text about food and find out why each kind of food is important. They complete the table.

Key: Vegetables: calcium ... bones

Fruit: vitamins ... eyes

Milk and cheese: calcium ... bones

Cereal: fiber ... stomach

Meat, fish, eggs, and nuts: protein ... hair, skin, muscles, and bones

- Students now think about how much they actually eat of each food type in a day. They fill in the food charts accordingly. Finally, encourage them to talk about it. What do/don't they eat enough of?
- **Optional follow-up activity:** In pairs, students plan a menu (that contains a healthy, balanced day's food). They compare their plans with other pairs. Who has planned the best menu?



Reinforcement worksheet 1

- 1** Look at the recipe. Read and complete the conversation with *How much* or *How many*.

APPLE PANCAKES

125 g flour	75 g butter	1 egg
300 ml milk	3 apples	1.5 g salt

Jane: Let's make some apple pancakes for Mom's birthday!

Mark: Good idea! She loves pancakes. (1) How much flour do we have?

Jane: Let me see. There's a bag of flour here. There are 200 grams.

Mark: Great. And (2) butter do we have?

Jane: I'm not sure. There's a stick of butter here. It says "100 grams."

Mark: Good. (3) eggs do we have? We need an egg, too.

Jane: Um... two. What about milk? (4) milk is there in the fridge?

Mark: 100 ml! There isn't enough. (5) apples do we have?

Jane: Oh, no! We don't have any apples! (6) salt is there?

Mark: We don't have any! Oh, no. Now we can't make pancakes for Mom.

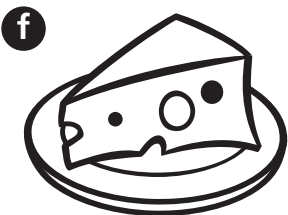
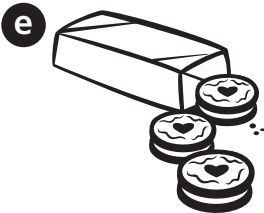
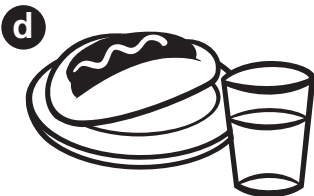
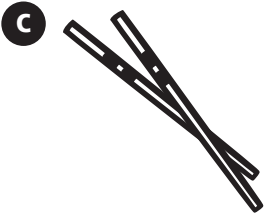
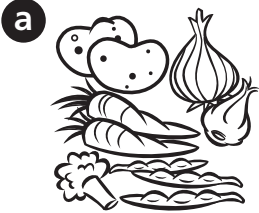
- 2** **7** Listen and check.

- 3** Are the sentences true or false? Correct the false sentences.
Use *too much / too many* or *isn't / aren't / don't have enough*.

- There is too much milk. False! There isn't enough milk!
- There aren't enough apples.
- They have too much salt.
- There aren't enough eggs.
- They don't have enough flour.
- There isn't enough butter.

Reinforcement worksheet 2

1 Sort and write the words. Match them with the pictures.



1 terbut

butter

2 ekoisco

3 echese

4 ejyll

5 ancks

6 puos

7 eucas

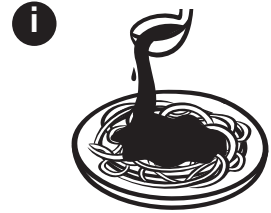
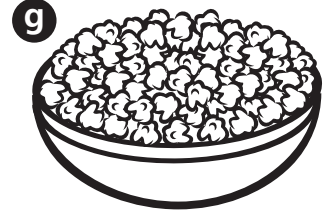
8 croppon

9 blesevegat

10 furit

11 pitschocks

12 nap



2 Look at the words in Activity 1. Find examples of these things:

1 Something we cook in:

2 Something we put in the fridge:

3 Something we eat with:

1 Look and complete with *too much / too many* and *isn't / aren't enough*.



John eats
..... *too many*
snacks.



Emma is using
.....
chopsticks.



There
.....
vegetables!



Anna ate
.....
cookies last night.



There's
.....
popcorn in the
pan.



There is
.....
pepper in the
soup.



David has
.....
jelly on his toast.



There
.....
sauce for Kim.

2 Read and match the problems with four pictures in Activity 1.

- a Now she feels sick and she has a stomachache. ☐ 4
- b Look at his shirt! It was clean this morning and now it's dirty! ☐
- c Her food is dry. She's angry with her brothers because they took too much. ☐
- d Now he has bad teeth and he has to see the dentist today! ☐

3 Write two sentences about you and food. Use *too many / too much / enough*

I don't eat too many cookies. I don't eat enough vegetables.

Extension worksheet 2



Student A – Write clues for the Across → words in your notebook. Then tell your partner.

2 Across: It's made of metal and you use it to eat soup.

HOW TO WRITE CLUES

It's made of (material).

It's (color).

It's good/bad for you.

It tastes (sweet/nice).

It's a kind of (fruit).

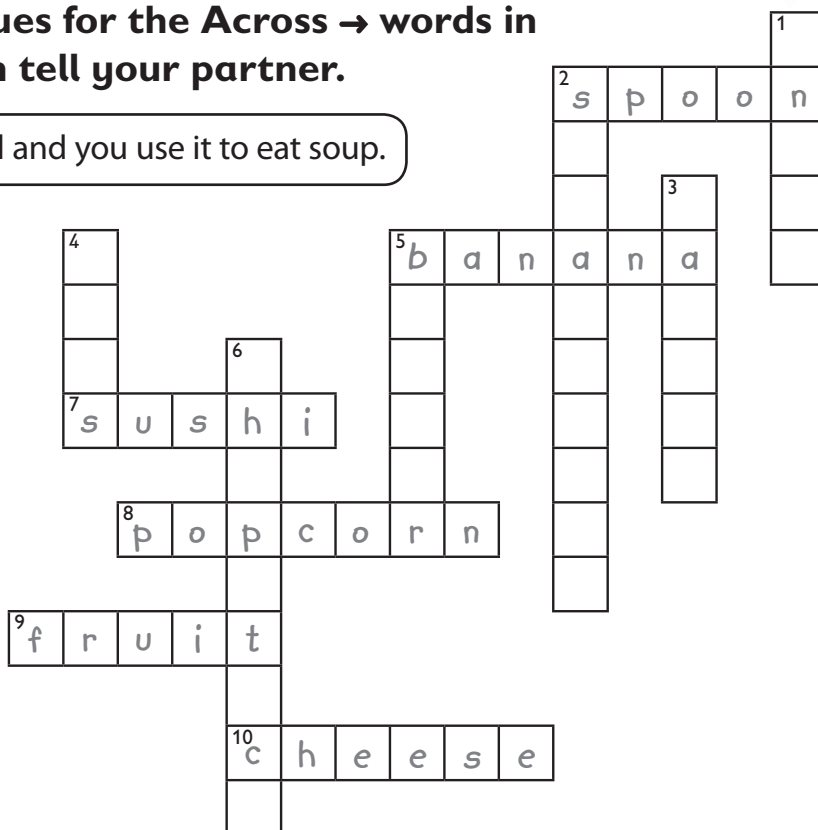
You use it to ...

You put it on ...

LANGUAGE TO PLAY

What's ... down?

It's your/my turn.



Student B – Write clues for the Down ↓ words in your notebook. Then tell your partner.

1 Down: It's made of metal and you use it to cut bread.

HOW TO WRITE CLUES

It's made of (material).

It's (color).

It's good/bad for you.

It tastes (sweet/nice).

It's a kind of (fruit).

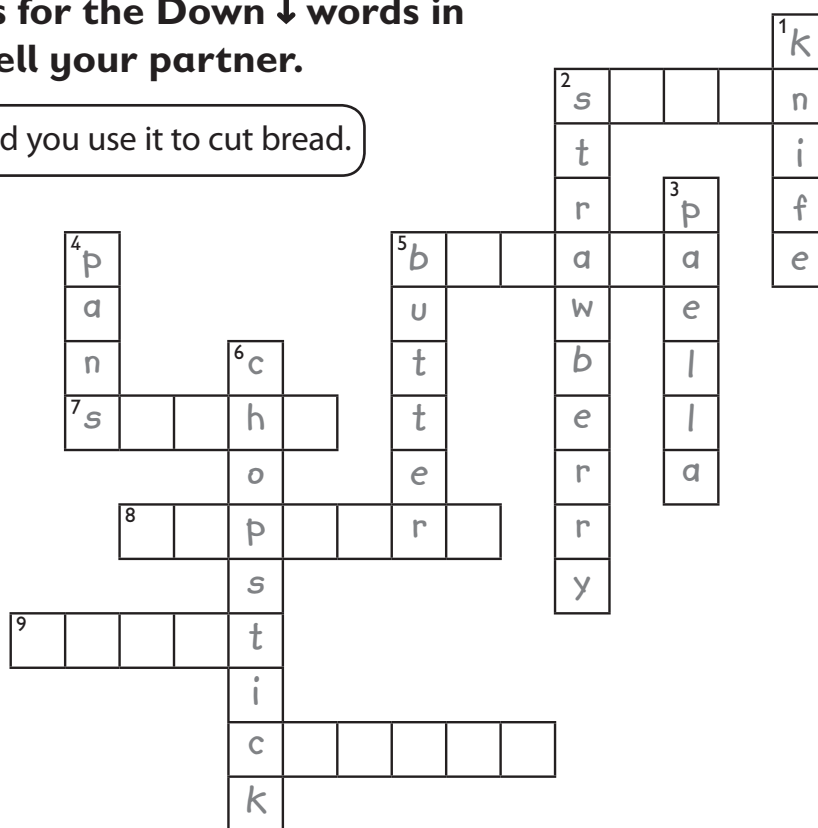
You use it to ...

You put it on ...

LANGUAGE TO PLAY

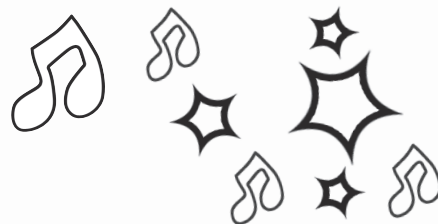
What's ... across?

It's your/my turn.



Unit 4

Song worksheet



1 Find the missing words on the tables. Complete the song.

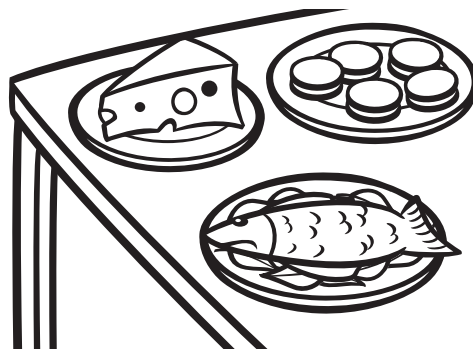
"I feel hungry. What can I eat?"

(1) "...Cheese..." and salad.

(2) and meat.

Not too many (3)

You know it's not good.



Eat (4) and vegetables –

You know you should.

You can eat with (5)

A (6), fork, or spoon."

"I eat (7) with my fingers.

Oh! Let's eat soon!"



"There's a (8) of pasta

Or a bowl of (9)"

"Or a big, Italian (10)"

Mmm! That's nice!

Is there any peanut butter?

Is that strawberry (11)"



Are you going to make a sandwich?"

"Yes, I am."

"Oooh! Thanks, Dad!"

2 Listen and check.

3 Draw your favorite sandwich. Tell a friend.





1 How does food help us? Read and complete the chart.

	Vegetables	Fruit	Milk and cheese	Cereal	Meat, fish, eggs, and nuts
They give you ...					
They're good for your ...					

Vegetables and fruit: Everyone needs vegetables, especially the dark green ones. They give you calcium, which makes your bones strong. Fruit gives you vitamins, which are important for your eyes. Eat a lot of oranges!

Milk and cheese: Milk and cheese give you calcium. Calcium makes your bones strong. If you don't like milk, you can eat yogurt instead.

Cereal: Cereal (and grains in rice, pasta, and bread) gives you energy. Cereal also gives you fiber. This helps your stomach digest food.

Meat, fish, eggs, and nuts: This food contains protein, which is very important for your hair, skin, muscles, and bones.

2 Think about what you eat in a day. Complete the charts.

