

Children will learn how to:

- ◆ Name foods and drinks
- ◆ Categorise foods into fruit and vegetables
- ◆ Categorise foods and drinks
- ◆ Talk about hunger and thirst
- ◆ Associate eat with food and drink with beverages
- ◆ Express food likes and dislikes
- ◆ Recognise and use the indefinite article a/an [an + noun]
- ◆ Recognise some for an indefinite number of items and with mass nouns
- ◆ Recognise the connective but
- ◆ Recognise plurals made by adding s
- ◆ Make and respond to polite requests
- ◆ Make suggestions
- ◆ Sight read these words:  
bread, carrot, cheese, chicken, fish, honey, onion,  
potato, rice, egg, tomato, biscuits, cola, milk, orange  
juice, water, coffee, tea, apple, banana, date, orange,  
cake, ice-cream, chips, lemonade
- ◆ Read rebus sentences [where visuals are used to reinforce or replace vocabulary items]
- ◆ Transfer information
- ◆ Spell food and drink words
- ◆ Match spoken words and pictures
- ◆ Match written words and pictures
- ◆ Match oral information to a picture
- ◆ Match written information to a picture
- ◆ Identify a picture from aural information
- ◆ Identify a picture from written information
- ◆ Look for detail in pictures
- ◆ Listen for detail
- ◆ Listen to longer more complex texts for general understanding
- ◆ Read a cumulative food text
- ◆ Recall by visualising
- ◆ Recognise the rhythm and stress of English through songs

Main language

- ◆ I've got a cake.
- ◆ I like/don't like chocolate.
- ◆ Yes, I like [cola].
- ◆ No, I don't like [fish].
- ◆ Can I have an apple, please?
- ◆ Here you are.
- ◆ Thank you.
- ◆ I'm hungry/thirsty.
- ◆ Have a/an/some ...

Vocabulary

- ◆ *Food*: biscuits, eggs, fruit, vegetable apple, banana, bread, cake, carrot, cheese, chicken, chips, date, fish, honey, ice-cream, onion, orange, potato, rice, tomato
- ◆ *Drink*: coffee, tea, cola, lemonade, milk, orange juice, water
- ◆ hungry, thirsty
- ◆ money, shop

Skills

- ◆ Apply prior knowledge
- ◆ Categorise
- ◆ Reason deductively
- ◆ Sort foods by quantity (into only one and more than one)
- ◆ Sort words into initial vowel groups
- ◆ Sort food into fruits and vegetables
- ◆ Sequence events
- ◆ Read whole words
- ◆ Read whole sentences which have been learned orally

Literacy

- ◆ Match pictures with words
- ◆ Learn words for a spelling quiz
- ◆ Understand the concept of plurals
- ◆ Unscramble letters to form words
- ◆ Understand and complete sentences
- ◆ Compare a chart
- ◆ Classify words under vegetable or fruit
- ◆ Learn to use the indefinite article a/an
- ◆ Consolidate understanding of a, an, some
- ◆ Do crossword puzzles
- ◆ Complete sentences with like/ don't like
- ◆ Sort and classify items of food and drink
- ◆ Identify items of food and drink from descriptions

Classroom language

- ◆ What can you see? How many [carrots]?
- ◆ Look at [the foods and drinks on page ...]
- ◆ Listen and look at the picture

Activities

- ◆ Draw food and drink for a picnic
- ◆ Draw foods to complete written sentences
- ◆ Draw fruits and vegetables
- ◆ Read a song
- ◆ Play a spelling game using letter cards/racks
- ◆ Label pictures with words
- ◆ Complete charts
- ◆ Play I spy
- ◆ Participate in shared reading
- ◆ Listen, read, and colour pictures
- ◆ Sing songs

# Food and shopping

## Lesson 1



### Unit 5 Food and Shopping

**Listen and point.** Sing a Song of Baskets

Sing a song of baskets.  
A basket full of carrots,  
Or maybe pretty parrots,  
A basket full of tasty dates,  
A basket full of money,  
Or if it's something sweet you want,  
A basket full of honey,  
Ugh!



**Label the pictures.**

a carrot	4 carrots	2 cakes	an apple
2 bananas	a banana	a cake	3 apples



42

**Listen and match.**



**Draw and write.**

My picnic

I've got \_\_\_\_\_  
and \_\_\_\_\_.

43

### You will need:

- **Flashcards:** 39, 41, 45, 47, 51, 142, 196 (apple, cake, dates, honey, orange, banana, carrots)
- **Word cards:** , 27, 31, 33, 175 (cake, dates, honey, money)
- **Realia:** Omani Rials and Baizas, two bottles of water (1 empty, 1 full)

### Children will:

- identify and name items of food
- understand the meanings of 'full' and 'empty'
- listen to and join in with a song
- understand the meaning of **money**
- match pictures with words
- practice spelling
- do a spelling quiz

### Task One (10 minutes)

#### Step one

☆ Ask the class to look at the frieze on **pages 42 and 43** of their *Classbooks*. Get them to name as many items of food and drink in English as they can.

☆ Ask children to look at the picture on **page 42**. Give children time to study the picture. Point to the basket in your *Classbook* and say **a basket**. Get children to repeat this with you, and then ask them to name any of the things they recognise in the

baskets. They should be able to name **carrots, cake, dates, parrots and honey**.

☆ Hold up your full bottle of water. Ask **What is it?** Children may remember the word **water** from 2A. If they don't, say **It's water**. Hold up your empty bottle of water. Show children that there is no water in it. Take the top off and turn it upside down. Say **It's empty**. Now hold up your full bottle of water. Indicate the water in the bottle and say **It's full**. Check that children understand these concepts in L1.

#### Step two

☆ Tell the class that you are going to play them a song about baskets. Ask them to listen and look at the pictures. Play **Sing a Song of Baskets** (Song CD 5.1) straight through.

### Song Transcript 5.1 [Track 18] Sing a Song of Baskets

Sing a song of baskets,  
A basket full of carrots, [picture 5]  
A basket full of chocolate cake, [picture 2]  
Or maybe pretty parrots, [picture 3]  
A basket full of tasty dates, [picture 1]  
A basket full of money, [picture 4]  
Or if it's something sweet you want,  
A basket full of honey, [picture 6]  
Ugh!

☆ Play the song again, line by line. Pause after each line, and ask children to listen and say the number of the picture that shows the basket being described in the line. Children should be able to identify the basket full of money through a process of elimination because they know all the other items. Hold up some rials and baizas and say money. Get the class to repeat this with you two or three times. You may want to remind children of the difference between **sweet** and **sour**.

☆ Play the song line by line again. Sing the lines with the CD and then get the class to sing the lines with you. Play the song straight through again. Ask children to join in with the words when they can.

### Task Two (10 minutes)

☆ Ask children to name all the foods in the song. As children name the foods, put the corresponding flashcard on the board. You should have **a carrot, a cake, dates, and honey** on the board. Point to each one in turn and name them – **carrots, dates,** etc. Get the class to repeat the words after you.

☆ Ask children to shut their eyes. Remove one of the flashcards from the board. Tell children to **Open your eyes**. Ask them **What's missing?** Use gesture and facial expression to make it clear that something is missing from the board. Try and elicit the name of the missing food from the board. If children cannot remember, hold up the flashcard, elicit the food word from them, and then put it back on the board.

☆ Tell children to **Close your eyes again**. Remove a different flashcard. Get the class to open their eyes and say what flashcard is missing. Put it back on the board.

☆ Ask children to look at the four flashcards and remember what they are. Give them a moment to look at the flashcards before you remove them from the board. Ask children if they can remember the four food flashcards. As they are named, put them back on the board. The class should find this relatively easy.

☆ Add these flashcards to the board: **banana, apple, orange**. As you put the flashcards on the board, elicit the names of the fruits from the class. Point to each of the seven flashcards on the board in turn and get children to name the foods.

☆ Ask children to look at and remember the foods

again. Give them about half a minute to look at the flashcards. Remove the flashcards from the board and write the number **7** on the board.

☆ Tell children to compare the names of the foods they remember with a friend. Can they remember all seven? Ask for a pair of children to volunteer to name the foods. Put any foods named correctly back on the board.

### Task Three (5 minutes)

☆ Quickly chain the alphabet round the class.

☆ Point to the flashcards in random order and elicit the names of the foods from the class. As children name the foods, hold up the corresponding word cards and repeat the name of the food. Put the word cards under the flashcards.

☆ Point to each flashcard and word card in turn. Name the item of food and ask the class **How do you spell ...[cake]?** Help children to spell out the word as you point to it on the board. Repeat this procedure for the remaining six foods.

☆ Ask a confident child **How do you spell [dates]?** The child has to find the word on the board themselves and then spell it out. Get individual children to spell out all the food words on the board. Tell children to take care as you will give them dictation on these words.

### Task Four (5 minutes)

☆ Write **cake, dates, honey** and **money** on the board, then ask children to look at each pair of words and to tell you what letters are different in **cake** and **date**. The first and third letters are different, and in **honey** and **money** just the first letter is different.

☆ Ask children to look at the words and to learn them as you will give them a spelling quiz. Give children a few moments.

☆ Ask children to open their *Skills Books* at the end pages where they can write. Ask children to write the numbers **1-4**. Say each word clearly, three times. Ask children to write **dates, cake, money** and **honey**.

☆ Ask children to exchange their books and correct their partner's work. Put each word card in turn on the board. Get children to make corrections.

# Food and shopping

## Lesson 2

**Unit 5 Food and Shopping**

**Listen and point.** Sing a Song of Baskets

Sing a song of baskets.  
A basket full of carrots,  
A basket full of chocolate cake,  
Or maybe pretty parrots,  
A basket full of tasty dates,  
A basket full of money.  
Or if it's something sweet you want,  
A basket full of honey.  
Ugh!

**Label the pictures.**

a carrot      4 carrots      2 cakes      an apple  
2 bananas      a banana      a cake      3 apples

42

**Listen and match.**

**Draw and write.**

My picnic

I've got \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
and \_\_\_\_\_.

43

**Unit Five**

**1 Read and write.**

bananas	one	more than one	cakes	a carrot
a cake			apples	
dates			a banana	
an apple			a date	
			carrots	

**2 Unscramble the letters. Write the words.**

1 cola      6 juice

2 ice cream      7 potato

3 bread      8 rice

4 egg      9 fish

5 milk      10 water

25

**You will need:**

- Flashcards: 37-38, 42, 44-46, 48, 50, 52, 54, 142, 196, 197-199, 202 (chicken, chips, cheese, cola, dates, fish, ice cream, milk, orange juice, potato, banana, carrots, rice, bread, water, egg)
- EFM 2A Classbook

**Children will:**

- revise the names of items of food and drink
- understand the concept of creating plural by adding 's'
- listen and identify pictures
- listen and repeat conversations
- describe pictures and guess characters [I've got {water, rice, fish and a cake} [You are Vicky]

**Task One (10 minutes)**

☆ Quickly ask children to look at the words they did for spelling in the previous lesson. Get children to read the words, **dates, cake, honey** and **money**. Now ask them if they can remember the other three food items they learned in the previous lesson. Elicit **banana, apple, and orange**.

- ☆ Ask children **Who can spell banana?** Get several children to spell it. Do the same for **apple** and **orange**.
- ☆ Ask children to look at the pictures at the bottom of **page 42**. Point to these in your *Classbook*. Ask children **What food can you see?** Elicit the names of the different foods.
- ☆ Point to a banana in your *Classbook* and ask **How many bananas?** Elicit an answer, **two**.
- ☆ Point to the picture of four carrots and ask **How many carrots?** Elicit **four** from the class.
- ☆ Practise the question **How many...?** using and pointing to the individual foods on the page.
- ☆ Ask children to read the names of the foods in the box aloud. Get children to label the foods.
- ☆ Draw two columns on the board. Write **one** at the top of the first column. Write **more than one** at the top of the second column. Say a food word for example, **a cake**. Point to the two columns and get children to decide whether the word should go into the first column or the second column. Ensure that children understand the meaning of **more than one**.
- ☆ Point to the two cakes, and ask **Which column?** Elicit **2**. Write **cakes** in column two.
- ☆ Point to a carrot. Elicit from children the number of the column. Write **a carrot** under column one. Do the same for the other items of food.
- ☆ Tell children to look at the words in the columns. Ask them to read the words on the board aloud with you. Ask them if they can see the difference between the endings of the words and the 'more than 'one' words. Help children to express the idea that the 'more than one' words all end in 's'. This is a very simple introduction to the notion of discovery learning.

### Task Two (5 minutes)

- ☆ Ask children to open their *Skills Books* at **page 25**. Children are now familiar with the idea of 'one' and 'more than one'. Get children to complete the task individually.

### Task Three (5 minutes)

- ☆ Ask children to look at **page 43** of their *Classbooks*. Ask children if they can remember anything about the picnic that the characters went on in 2A. You may want to bring your 2A *Classbook* to remind them. Ask **Where were they?** In the park. **What kinds of food did they eat?** etc.
- ☆ Ask the class to look at the items of food and drink on **page 43**. Ask children to name any items of food and drink they remember in English. Put the corresponding flashcards on the board as children name them. Teach the new word **egg** and get children to repeat **an egg** with you several times. Put any remaining food or drink flashcards that children didn't remember on the board and name them. You should have the following flashcards on the board: **milk, egg, cola, chicken, orange juice, cheese, carrots, rice, fish, chips, ice cream, bread, water, dates, banana, potato**. Leave the flashcards on the board.
- ☆ Tell the class that the four blankets show the items of food and drink that Sami, Maha, Paul and Vicky have taken on a picnic with them. Ask the class to listen to Biff and Soot asking questions about the children's picnic.
- ☆ Play *Listening CD 5.1* section by section, pausing after each dialogue. Ask children to listen and then identify the picnic blankets with those foods. When children have correctly identified the blankets, ask them to draw a line from the character to their picnic blanket.

#### Listening Transcript 5.1 [Track 29] What have you got?

- Biff:** Maha, what have you got?  
**Maha:** I've got eggs, milk, bread, and dates.  
**Biff:** Mmm. That sounds nice! [picture 2]
- Soot:** Paul, what have you got?  
**Paul:** I've got a cola, chicken, chips, and ice-cream.  
**Soot:** Mmm. Yummy! [picture 1]
- Biff:** Sami, what have you got?  
**Sami:** I've got a potato, orange juice, cheese, and bananas.  
**Biff:** Ooh! What a lot of food! [picture 3]
- Soot:** And what about you, Vicky. What have you got?  
**Vicky:** I've got water, rice, fish, and a cake.  
**Soot:** Oh lovely! I like fish! [picture 4]

# Food and shopping

- ☆ Play the CD again. Ask children to look at the correct picture as they listen.

## Task Four (5 minutes)

- ☆ Tell the class that they are going to hear the CD again. Divide the class in half. Tell one half that you want them to imagine they are Biff or Soot, and repeat the questions after the CD. Tell the other half you want them to imagine they are children with the picnics, and repeat the answers after the CD .
- ☆ Play *Listening CD 5.1* again. Ask children to exchange roles. Pause after each line and encourage children to repeat so that half the class ask four questions and the other half answer them.

## Task Five (5 minutes)

- ☆ Ask children to look at the four picnic blankets again. Ask the class questions about what the characters have for their picnic. For example, ask **What's Maha got?** and elicit **milk, [two] eggs, bread, and dates**. Ask questions about all the characters. Accept just the names of items of food and drink at this stage.
- ☆ Tell the class that you are going to pretend to be one of the characters. Describe the items of food and drink. Start describing the food, and drink, on one of the blankets and ask the class to guess who you are. For example, you say **I've got water, rice, fish, and a cake**. Children should listen, look at the pictures, and say **You're Vicky**. Describe each picnic blanket once or twice.
- ☆ Ask a confident child to pretend to be one of the characters and describe what they have on their picnic blanket. The rest of the class should listen, look at the picnic blankets, and try and identify the character. Remind them to use **You're [Sami ... ]**. Get two or three more children to volunteer to pretend to be one of the characters and describe their picnic blanket.
- ☆ Organise the class into pairs. Tell children to take it in turns pretending to be a character and describing their picnic blanket. Their partner has to guess who it is and say **You're [Maha]**.

## For the next lesson

- ☆ You will need the following flashcard letters: a, b, c, d, e, f, h, i, k, l, m, n, o, p, r, s, t, w, y from grade 1 CRP.



# Food and shopping

## Lesson 3

**Listen and match.**

**Draw and write.**

My picnic

I've got \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

43

### You will need:

- **Flashcards:** 37, 38, 41, 42, 44-48, 50, 52, 54, 142, 196 - 202 (chicken, chips, cake, cheese, cola, dates, fish, honey, ice cream, milk, orange juice, potato, banana, carrots, rice, bread, water, parrots, money, egg)
- **Word cards:** 26-28, 30 - 34, 36, 38, 40, 173 - 181 (a banana, cake, cheese, a cola, dates, fish, honey, an ice cream, milk, orange juice, a potato, carrots, parrots, money, egg, rice, water, bread, chicken, chips)

### Children will:

- identify and name items of food and drink
- listen to and join in with a song
- listen and identify pictures
- draw and describe 3 items of food [I've got ... ]
- match pictures to words
- learn to spell words beginning with [chips, cheese ... ]
- ask and answer questions using ch [What have you got? I've got ... ]
- practise spell of words beginning with 'ch'
- play a game of 'I spy with my little eye'

### Task One (5 minutes)

☆ Ask children to look at the pictures on **page 42** of their *Classbook*. Elicit the contents of the baskets from the class. For example, ask **What's in Maha's basket?** Get the class to say what each character has in their basket. As the items are named, put the corresponding word card and flashcard on the board.

☆ Play **Sing a song of baskets** (Song CD 5.1). Ask children to join in with the words where they can.

### Task Two (5 minutes)

☆ Ask the class to look at the picnic blankets on **page 43**. Tell children they will hear the items of food and drink on each picnic blanket being described. Ask children to listen and say which picture it is.

☆ Play **Listening CD 5.2**. Pause after each description and give children time to find the picnic blanket described. Ask **What picture?** and elicit the number of the picnic blanket.

### Listening Transcript 5.2 [Track 30] Food

Eggs, milk, bread and dates.  
Cola, chicken, chips and ice-cream.  
Orange juice, cheese, a potato and bananas.  
Water, rice, fish and a cake.

- ☆ Play the CD again. Ask children to listen and repeat the words after the CD.
- ☆ Draw a blanket on the board. Draw three foods and one drink on it. Point to the drawing and describe your picnic. For example, **I've got [an apple, bread, cheese and water].**
- ☆ Ask children to look at the empty picnic blanket at the bottom of **page 43** of their *Classbook*. Tell children to draw and write the names of three foods and one drink that they would like to take on a picnic. Tell them to choose from the items of food and drink they can name in English.
- ☆ Ask children to show their picture to a friend when they have finished. Tell them to describe it using **I've got ...[two bananas, chicken, rice and a cola].**



### Task Three (10 minutes)

- ☆ Make sure you have the following flashcards and word cards on your desk: **banana, bread, cake, cheese, chicken, chips, cola, date, egg, fish, ice-cream, milk, orange juice, potato, rice, water.**
- ☆ Hold up the flashcards one by one and elicit the names. As children give you each name, put the flashcard on the board.
- ☆ Point to each flashcard in turn and elicit the names again. As children give you each name, hold up the corresponding word card and then put it on the board next to the flashcard.
- ☆ Remove all the flashcards from the board. Point at each word card in turn and elicit the word. As children give you the word, ask for a volunteer to come and put the corresponding flashcard back on the board with the word card. Repeat this process for all 16 words, asking for a different volunteer each time.
- ☆ Ask two children to come to the front of the class. Give one child a flashcard and give the other child a word card. Get them to ask each other **What have you got?** Look at their flashcard or word card, and respond with **I've got ...[fish].**
- ☆ Tell children that you are going to give each of them a flashcard or a word card. Ask them to walk around the class asking **What have you got?** until they find their partner. When children find their partner, they should bring their cards to you and say what they've got. If they are a correct match, tell children to put the word card and the flashcard together on the board. If you have a class with more than 32 children, use some of the flashcards and word cards from lesson 1.
- ☆ When all the flashcards and word cards are back on the board, point to each of pair of cards and elicit the name of the items of food or drink. Tell the class to find the picture of the food on one of the picnic blankets and look at the word written next to it. Repeat this procedure for all the items of food and drink.
- ☆ Take the 16 word cards off the board. Give a child a word card and ask **What have you got?** The child should read the word off the card and

say **I've got ...[bread].** If children need help, tell them to find the word on the page and look at the picture. Quickly distribute the 16 word cards around the class. Ask individual children to hold up their word for the rest of the class to see and say **I've got [milk].** The rest of the class must say if the child is correct or not. If they are not sure, they should check the words using the pictures and words on their *Classbook* page 43. Collect the word cards as each child names the item correctly. This very simple activity is the beginning of basic referencing skills.

### Task Four (5 minutes)


- ☆ Tell children that they are going to learn the spellings of three food words beginning with **ch**. Write the letters **ch** on the board and underneath stick on the word cards **cheese, chicken, chips**. Point to each word in turn and get children to spell the words out. When you feel that they are getting confident, remove the word cards from the board. Ask children to open their *Skills Books* at the end where there are empty pages. Ask children to write the numbers **1-3**. Dictate each of the three words. When you have finished, ask children to exchange their books. Stick the word cards one by one on the board. Get children to check on each individual spelling and correct their partners work.

### Task Five (5 minutes)

- ☆ Hold up your *Classbook* and point to the items of food and drink on the picnic blankets. Elicit the names from the class. Say **I spy with my little eye something beginning with m**. Ask the class to look at the pictures and try and guess what you are thinking of. They should be able to guess **milk** as it is the only food on the page beginning with 'm'. Use the flashcards as cues.
- ☆ Say the phrase **I spy with my little eye ...** and get the class to repeat it with you. Ask children to play the game using the foods and drinks on their *Classbooks* page 43 (**milk, egg, cola, chicken, orange juice, cheese, carrot, rice, fish, chips, ice cream, bread, water, dates, banana, potato.**)











# Food and shopping

## Lesson 4



Read. Write ✓ or ✗.

like = ✓  
don't like = ✗


	me	my friend
	✓ ✗	✓ ✗
1. Do you like  chicken?		
2. Do you like  bananas?		
3. Do you like  carrots?		
4. Do you like  cake?		
5. Do you like  fish?		
6. Do you like  milk?		
7. Do you like  potatoes?		
8. Do you like  chocolate?		
9. Do you like  rice?		
10. Do you like  dates?		

I like \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_,  
but I don't like \_\_\_\_\_.

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**3 Read and write.**

Maha and Vicky are friends. Maha likes eggs, milk, bread and dates. Vicky likes water, rice, fish and cakes. They both like ice cream, chips, cheese and soda.



Maha likes

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

They like

\_\_\_\_\_

\_\_\_\_\_


\_\_\_\_\_

Vicky likes







\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**4 Read. Complete the text. Complete the table.**

Biff and Ronnie are friends. Biff likes  carrots and  onions, but he doesn't like  egg. Ronnie likes  fish and  potatoes, but he doesn't like  milk.

Name	He likes...	He doesn't like...
_____	_____	_____
_____	_____	_____

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### You will need:

- **Flashcards:** 37,39, 41,42, 44 - 48, 50, 52, 54, 142, 196 - 202 (chicken, chips, apple, cake, cheese, cola, dates, fish, honey, ice-cream, milk, orange juice, potato, banana, carrots, rice, bread, water, parrots, money,
- **Word cards:** 25 - 28, 30 - 34, 36 - 38, 40, 176 - 181 (an apple, a banana, cake, cheese, a cola, dates, fish, honey, an ice-cream, milk, an orange, orange juice, a potato, egg, rice, water, bread, chicken, chips)

### Children will:

- listen to and join in with a song
- match words with pictures
- talk about their food and drink [likes and dislikes]
- fill in information on a chart about their food likes and dislikes
- ask and answer questions about their food likes and dislikes, and fill in information on a chart
- transfer information from a text to a diagram and a table

### Task One (5 minutes)

- ☆ Ask children to look at the pictures on page 42

of their *Classbooks*. Elicit the contents of the baskets from the class. For example, ask **What's in Maha's basket?** Get the class to say what each character has in their basket. As the items are named, put the corresponding word card and flashcard on the board.

- ☆ Play *Sing a Song of Baskets* (Song CD 5.1). Ask children to join in with the words where they can.

### Task Two (5 minutes)

- ☆ Distribute the food flashcards and word cards around the class (**cake, carrot, honey, bread, cheese, chicken, chips, cola, egg, fish, ice cream, milk, orange juice, potato, rice, water, apple, banana, dates**). Ask children to find the matching picture or word. Remind children to use **What have you got?** and **I've got [a cake]**.

- ☆ When children have matched their words with pictures, ask them to come and tell you what they've got. If they are correct, tell them to put their flashcard and word card on the wall.

### Task Three (5 minutes)

- ☆ Point to one of the items of food and drink and say **I like [dates]**. Name a few other foods you like and then name some things you don't like.

Say I don't like [fish].

- ☆ Divide the board in half down the middle. Write **We like ...** on one side of the board, and **We don't like ...** on the other side. Ask children to name their favourite foods. Write or put the word cards and flashcards on the board under **We like ...**. Repeat with foods they don't like.
- ☆ Ask children to look at **page 44** of their *Classbooks*. Ask children to name all the foods they can see on the questionnaire on the chart.
- ☆ Hold up your book and point to the first question on the chart. Read it aloud: **Do you like chicken?** Point to the next question and ask the class to read it aloud with you. Read all the questions aloud with the class.
- ☆ Call out the number of a question and ask children to volunteer to read it aloud. Tell the rest of the class to listen carefully to see if it is correct.
- ☆ Draw a simple copy of the chart on the board. Write the first question on the board **Do you like chicken?** Track across and put a tick or cross – whichever is appropriate for you. Then say **I like chicken** or **I don't like chicken**. Repeat this with the first three questions. Make one of the foods a negative response so that you can model **I don't like [carrots]**.
- ☆ Ask children to complete the questionnaire about themselves. Make sure they understand they should only complete the first column about their own likes and dislikes. While children are completing their charts, complete the chart on the board about yourself.
- ☆ When children have completed their questionnaires, ask them questions about their likes and dislikes. For example, ask **[Raya]. Do you like fish?** Encourage the child to look at the questionnaire, find the appropriate written question and then track along to the ✓ and ✗ column and say **Yes, I like fish** or **No, I don't like fish**. Ask several children questions about their food likes and dislikes.

### Task Four (5 minutes)

- ☆ Point to the first question on the chart again and get children to read it aloud with you. Answer

the question about yourself. Point to the relevant space in the second column on the board and say **Yes, I like chicken** or **No, I don't like chicken**. Put a tick or a cross as appropriate.

- ☆ Point to the next question on the board and get the class to ask you the question **Do you like bananas?** Answer the question and put a tick or cross in the appropriate space on the board, again in the second column.
- ☆ Organise children into pairs. Use your *Classbook* to show the second column on the chart. Explain that you want each pair to take it in turns asking each other the questions and completing the second column about each other. Remind children to ask **Do you like ...[fish]?** and answer using **Yes, I like ...[fish]** or **No, I don't like ...[fish]**.

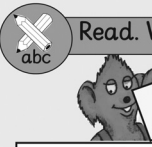
### Task Five (10 minutes)











- ☆ Ask children to open their *Skills Books* at **page 26**. Show them activity 3.
- ☆ Read the text while children track the words. Then get children to read and track the sentences. Direct children to the diagram. Ask children to write on the lines what Maha likes, then what Vicky likes and what they both like in the section where their likes overlap. This is the first time children meet this kind of task. It is a complex task as they need to read a text and transfer the information to a diagram. Support children while they work.
- ☆ Ask children to look at activity 4. Read the text with children .
- ☆ Ask children to complete the blanks by using the pictures cues. The use of rebus sentences (where pictures support the word) is helpful in building up children's confidence and help them become independent in reading. Ask children to look at the table below. As in the first diagram, they are transferring information from a text to a table. Again support children while they work.

# Food and shopping

## Lesson 5

**Read. Write ✓ or ✗.**












	me	my friend
	✓ ✗	✓ ✗
1. Do you like  chicken?		
2. Do you like  bananas?		
3. Do you like  carrots?		
4. Do you like  cake?		
5. Do you like  fish?		
6. Do you like  milk?		
7. Do you like  potatoes?		
8. Do you like  chocolate?		
9. Do you like  rice?		
10. Do you like  dates?		

I like \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_,  
but I don't like \_\_\_\_\_.

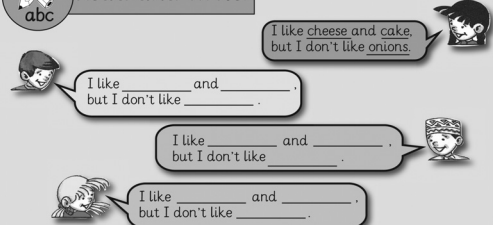
44

**Listen. Write ✓ or ✗.**



	Maha	Paul	Biff	Sami	Vicky	Soot
 cheese	✓					
 biscuits						
 onions						
 chocolate						
 chicken						
 milk						
 cake						
 carrots						

**Read and write.**



I like \_\_\_\_\_ and \_\_\_\_\_,  
but I don't like \_\_\_\_\_.

I like \_\_\_\_\_ and \_\_\_\_\_,  
but I don't like \_\_\_\_\_.

I like \_\_\_\_\_ and \_\_\_\_\_,  
but I don't like \_\_\_\_\_.

45

### You will need:

- **Flashcards:** 37, 40, 41, 43, 45 - 47, 50, 54, 196, 197, 200, 201, 203 (chicken, bananas, cake, chocolate, dates, fish, honey, milk, potato, carrots, rice, parrots, money, biscuits)
- **Word cards:** 26, 27, 29, 31-33, 36, 40, 173 - 175, 177, 180 (a banana, cake, chocolate, dates, fish, honey, milk, carrots, parrots, money, rice, chicken, a potato)

### Children will:

- listen to and join in with a song
- talk about their food likes and dislikes
- complete a written sentence about their food likes and dislikes
- listen and fill in a chart
- ask and answer questions about information on a chart
- transfer information from a table to a text

### Task One (5 minutes)

- ☆ Ask children to look at the pictures on **page 42** of their *Classbooks*. Elicit the contents of the baskets from the class. For example, ask **What's in Maha's basket?** Get the class to say what each character has in their basket. As the items are named, put the corresponding word card and flashcard on the board.

- ☆ Play *Sing a Song of Baskets* (Song CD 5.1). Ask children to join in with the words where they can.

### Task Two (5 minutes)

- ☆ Tell the class to look at **page 44** of their *Classbooks*. Ask a few children about their likes and dislikes. For example, **[Ali]. Do you like [milk]?** Encourage children to respond with **Yes, I like [milk]** or **No, I don't like [milk]**.
- ☆ Hold up your book and point to the sentence at the bottom of **page 44**. Point to, and say, **I like** and then point to the three lines after it. Then point to, and say, **but I don't like** and then point to the line after it.
- ☆ Write the following sentence on the board – **I like** – then put up three flashcards of things you like. Then write the next part of the sentence – **but I don't like** and put up one other flashcard of something you don't like.
- ☆ Track along the words and flashcards and encourage the class to try and read the sentence with you. For example, **I like rice, cake, and milk], but I don't like fish]**. Get the class to read this with you again.
- ☆ Read the sentence on the board again. As children name the items of food or drink, replace the flashcards with word cards. For example, your

sentence should now read **I like rice, cake, and milk, but I don't like fish.**

- ☆ Encourage the class to read the sentence off the board one more time.
- ☆ Tell children it is now their turn to think of items of food and drink they like and don't like. Get children to write their favourite foods on the lines after **I like** and one thing they dislike on the line after **but I don't like**.

**NB:** *The use of rebus sentences [where pictures support the word] is useful in building up childrens' confidence and independence.*

- ☆ When children have completed their word and picture sentence, ask them to compare it with a friend's and to read it to them. Ask for children to volunteer to read out their sentences to the rest of the class.

### Task Three (10 minutes)

- ☆ Ask children to look at the chart at the top of **page 45** of their *Classbooks*. Give children some time to study the chart. Quickly draw a very simple copy of it onto the board. Write the corresponding food and drink words down the side of the chart. You may want to use the corresponding flashcards where you can and place them next to the words.
- ☆ Elicit the names of all the items of food children recognise on the chart. Remind children of the word **onion**. **Biscuits** is a new word. Point to the flashcard and say **biscuits**. Get children to repeat this with you several times.
- ☆ Tell the class they will hear the characters talking about the items of food they like and don't like. Ask them to listen and complete the chart. Ask them to put a tick on the chart to show the items of food the characters like and a cross for those they dislike.
- ☆ Play *Listening CD 5.3*. Ask children to listen and look at the chart. Pause after each character speaks and elicit the names of the items of foods the character likes and dislikes.

**Listening Transcript 5.3 [Track 31]**  
**I like, I don't like**

**Maha:** I like cheese and cake, but I don't like onions. I like cheese and cake, but I don't like onions.

**Paul:** I like chocolate and chicken, but I don't like cheese. I like chocolate and chicken, but I don't like cheese.

**Biff:** I like carrots and onions, but I don't like milk. I like carrots and onions, but I don't like milk.

**Sami:** I like biscuits and chicken, but I don't like carrots. I like biscuits and chicken, but I don't like carrots.

**Vicky:** I like milk and cheese, but I don't like chocolate. I like milk and cheese, but I don't like chocolate.

**Soot:** I like everything! I like cheese, chocolate, cake, carrots, milk, chicken, onions and biscuits! I like everything! I like cheese, chocolate, cake, carrots, milk, chicken, onions and biscuits.

- ☆ Tell the class they will hear the same character speaking again. This time they should listen and complete the information on the chart for that character.
- ☆ Check the answers by asking questions about the characters' likes and dislikes. For example, ask **Does Maha like cheese?** Encourage children to refer to their charts and say **Yes**. Then ask **Does Sami like carrots?** and elicit **No** from the class.

### Task Four (10 minutes)

- ☆ Ask children to look at the speech bubbles the bottom of **page 45**. Give children some time to look at the sentences in each speech bubble.
- ☆ Hold up your book and point to the first speech bubble next to the picture of Maha. Track underneath the words and read the sentence aloud to the class. Say **I like** and encourage the class to supply the next word **cheese**, which they should get from looking at the first column in the top table at the top of the page. Continue reading the sentence and try and get the class to say the next word **cake**. Then continue **but I don't like** and try and elicit **onions** from the class. Children can get the information by scrolling down the column under Maha. Now get the class to read the whole sentence aloud with you. The point here is to show children how to transfer information from one task to another. This is a high order activity which develop children's analytical skills.
- ☆ Point to the next sentence about Paul, and get the class to use the completed table above and read the sentence aloud with you. Repeat the procedure for all the sentences.
- ☆ When children have understood the procedure, get them to write and complete the speech bubble for each child.

# Food and shopping

## Lesson 6

**Read and write.**

**Circle the odd one out.**

a carrot	an apple	a banana	a date
an onion	an apple	a potato	a carrot
a banana	a potato	a date	an apple
a carrot	an orange	an onion	a potato

46

**1 Sort the fruit and vegetables.**

**2 Sort and write.**

27

**You will need:**

- **Flashcards:** 41, 45, 47, 196, 200, 201 (cake, dates, honey, carrots, parrots, money)
- **Word cards:** 27, 31, 33, 173-175 (cake, dates, honey, carrots, parrots, money)

**Children will:**

- listen to and join in with a song
- identify and name fruit and vegetables
- sort food into categories of fruit and vegetables
- find the odd item

*NB: Please note that in this unit a tomato is classified as a fruit. You may need to point this out to children, and tell them that a tomato is not actually a vegetable, even though it is not sweet like most fruit.*

**Task One (5 minutes)**

☆ Ask children to look at the pictures on page 42 of their *Classbooks*. Elicit the contents of the baskets from the class. For example, ask **What's in Maha's basket?** Get the class to say what each character has in their basket. As the items are named, put the corresponding word card and flashcard on the board.

☆ Play *Sing a Song of Baskets* (Song CD 5.1). Ask children to join in with the words where they can.

**Task Two (10 minutes)**

☆ Ask children to look at **page 46** of their *Classbooks*. Hold up your book and point to the small pictures of fruits and vegetables. Ask children to name the foods they recognise. Children may not remember **tomato** from Grade 1. You may want to name it and get the class to repeat it with you a few times.

☆ Point to the two boxes on either side of the small pictures. Point to the words and say **fruit** and **vegetables**. Ask children, in L1, if they know what the difference is between the two categories.

☆ Ask children to look at the words under each picture and decide if they are fruits or vegetables. Get children to classify the words.

☆ Tell children that they will hear the foods being described on the CD. Ask them to listen and check if they have put their words in the right boxes.

- ☆ Play *Listening CD 5.4*. Pause after each food is described, and give children time to check their work and re-write if necessary.

#### Listening Transcript 5.4 [Track 32] Fruit and Vegetables

A carrot is a vegetable.  
A banana is a fruit.  
A tomato is a fruit.  
An onion is a vegetable.  
A potato is a vegetable.  
An orange is a fruit.

- ☆ Tell children that you will play the CD again. Ask them to listen and repeat.
- ☆ Play the CD again. Pause after each sentence and encourage children to repeat the words as they point to the fruit or vegetable described.

#### Task Three (5 minutes)

- ☆ Ask children to look at the words and pictures at the bottom of **page 46**. Hold up your *Classbook* and point to the first row of words and pictures. Point to each food and elicit the names from the class.
- ☆ Point to the word and picture of a carrot. Ask children if there is anything different about a carrot from the other things in the row.
- ☆ Get children to read the words in the row again, and if no child offers an explanation, ask **Is a carrot a fruit or a vegetable?** Elicit **a vegetable** from the class. Ask the same question about **an apple, a banana, and a date**. Children should now guess that a carrot is different because it is a vegetable and all the other things are fruits. Draw a circle around the word and picture of a carrot in your *Classbook*, and tell children to do the same.
- ☆ Ask children to read the words and look at the pictures, and draw a circle around the item on each line that is different. When children have finished, ask them to compare their work with a friend's.
- ☆ Hold up your *Classbook* and point to the second row of words. Ask **Which one is different?** Try and elicit an **apple** and then ask **Why?** Help the class to say **An apple is a fruit** (all the others are vegetables).

- ☆ Repeat this procedure with the last two rows of words. The odd ones are:  
row 3 – a potato, (the others are fruits).  
row 4 – an orange, (the others are vegetables).

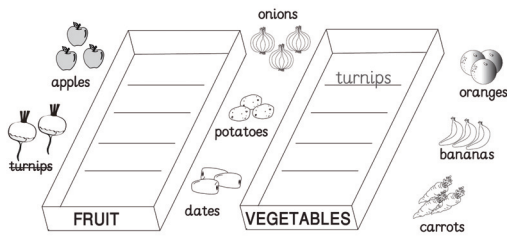
#### Task Four (10 minutes)

- ☆ Ask children to open **page 27** of their *Skills Books* and look at activity 1. Children have learned to classify food as **vegetables** or **fruit**. This task consolidates their knowledge.
- ☆ Get children to look at the pictures and to read out the names. Get children to say whether the food is **a vegetable** or **a fruit**. When all the items have been classified orally, get children to write in the names in the appropriate boxes.

# Food and shopping

## Lesson 7

### 1 Sort the fruit and vegetables.

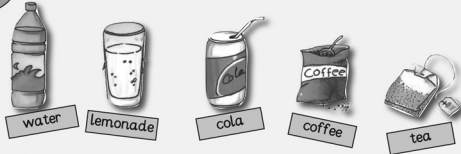


### 2 Sort and write.

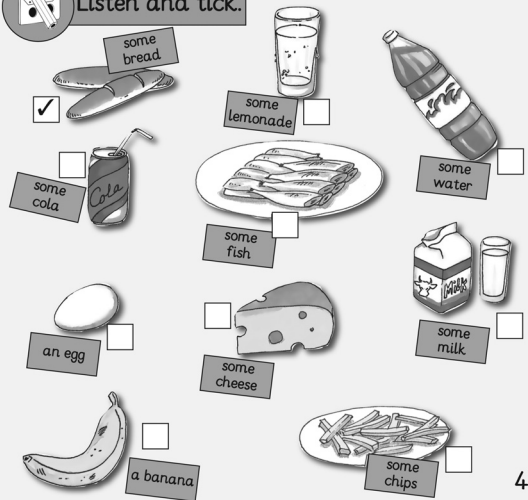


27

### Sing. The Drinks Song



### Listen and tick.



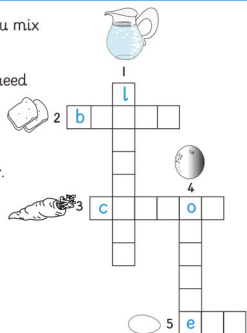
47

### 3 Write a, an or some



### 4 Read. Look at the pictures. Write the words.

- A drink you make when you mix water, sugar and lemon.
- To make a sandwich, you need this.
- A long, orange vegetable.
- This is a fruit and a colour.
- It comes from a hen.



28

### You will need:

- Flashcards:** 39, 48, 51, 53, 54, 142, 196, 202 (an apple, banana, ice cream, orange, tomato, potato, carrots, egg)
- Word cards:** 25, 26, 34, 37, 39, 40, 158, 173, 176, 182 (an apple, a banana, an ice cream, an orange, a tomato, a potato, carrots, egg)
- Realia :** sugar, rice, nuts, bottle of water, one piece of fruit, one piece of vegetable, piece of cheese

### Children will:

- revise the names of fruits and vegetables
- learn to use indefinite article
- listen to and join in with a song
- learn the meaning of the words **hungry** and **thirsty**
- learn the word **some** -when there are more than one meaning of some of the word, and when something to taken from a bigger portion
- consolidate understanding of words **a**, **an** and **some** through writing



### Task One (5 minutes)

- ☆ Stick the following flashcards on the board .  
**apple, orange, ice cream, banana, egg, potato, carrot, and tomato.** Distribute the word cards to children and ask them to match the word cards with the flashcards. Get children to read out the words as you point to each individual word.
- ☆ Put the word cards **a** and **an** on the board. Get children to read them out. Explain to children that we usually put **a / an** before a word, so we say **a banana, a potato**, but **an orange, an egg**. Explain to children that it is difficult to say **a ice cream, a egg** etc. Explain that any food beginning with any of the five vowels **a, e, i, o, u** will have **an** before it while all the remaining foods that don't have these will have **a**.
- ☆ Point to each flashcard and word card on the board and ask **a or an** ? Get children to respond and say the name for example **a banana , an orange** etc.
- ☆ Practise till children are confident then get them to complete task two on **page 27** of their *Skills Books*.

### Task Two (5 minutes)

- ☆ Tell children to open their *Classbooks* and look at **page 47**. Ask children to name any of the drinks they recognise at the top of the page. Teach the words **tea** and **coffee**.
- ☆ Tell children that you are going to play them a song about these drinks. Play *The Drinks Song* (Song CD 5.2). Ask children to listen and point to the pictures of drinks they hear named.

#### Song Transcript 5.2 [Track 33] The Drinks Song

Water, water,  
Water, water,  
Lemonade,  
Lemonade,  
Cola, cola, cola,  
Cola, cola, cola,  
Coffee, tea,  
Coffee, tea.

- ☆ Tell the class that you are going to play the song again. Ask children to listen and watch.

- ☆ Play the song again. Clap out the number of syllables in each word as you sing the song with the CD.

Water = 2 claps  
lemonade = 3 claps  
Cola = 2 claps  
Coffee = 2 claps  
Tea = 1 clap

- ☆ The clapping for the whole song is as follows:

Water [2 claps], water [2 claps],  
Water [2], water [2],  
Lemonade [3],  
Lemonade [3],  
Cola [2], cola [2], cola [2],  
Cola [2], cola [2], cola [2],  
Coffee [2], tea [1],  
Coffee [2], tea [1].

- ☆ Say **water** and clap out the two syllables as you do so – **wa-ter**. Ask children to repeat this with you. Say **lemonade** and clap out the three syllables as you do so – **lem-on-ade**. Get children to repeat this with you. Continue with this procedure until children have named and clapped out the syllables for each word in the song – **wa-ter, lem-on-ade, co-la, cof-fee, tea**.
- ☆ Teach the class the words to the song and clap out the syllables all the way through.
- ☆ Tell children you are going to play the song again. Ask them to join in with the words and clapping where they can. Practise the song again with children.

### Task Three (10 minutes)

#### Step one

- ☆ Ask children to look at **page 47** in their *Classbooks*. Hold up your book and point to the items of food and drink on the page. Say **Look at the pictures** and elicit the names.
- ☆ Tell the class that they will hear the characters talking about items of food and drink on the CD. Ask children to listen and put a tick in the box next to the food or drink they hear mentioned.
- ☆ Play *Listening CD 5.5*. Pause after each statement and reply, and allow children time to find the food or drink and put a tick in the box.

# Food and shopping

## Listening Transcript 5.5 [Track 34] I'm hungry

**Sami:** I'm hungry.  
**Vicky:** Have some bread.  
**Maha:** I'm thirsty.  
**Paul:** Have some water.  
**Soot:** I'm hungry.  
**Biff:** Have a banana.  
**Paul:** I'm thirsty.  
**Sami:** Have some lemonade.  
**Biff:** I'm hungry.  
**Maha:** Have an egg.  
**Vicky:** I'm thirsty.  
**Soot:** Have some milk.

- ☆ When children have listened to the whole CD, tell them to look at the boxes they ticked and name the items of food and drink they heard.

### Step two

- ☆ Talk about the meaning of **I'm hungry** and **I'm thirsty** in L1. Write the two words **hungry** and **thirsty** on the board.
- ☆ Tell the class you will play the CD again. Ask children to listen again and say what items of food or drink they named.
- ☆ Play the listening. Pause after each dialogue and ask children to tell you what items of food or drink they named. As children name the foods and drinks, write them on the board under the appropriate heading – **hungry** or **thirsty**. Encourage children to use **some bread, some water, a banana**, etc. When you write the items of food and drink on the board, write: **some bread, some water, a banana, some lemonade, an egg, some milk**.
- ☆ Point to the words on the board. Get the class to read aloud all the words in the 'hungry' column with you – **some bread, a banana, an egg**. Then get children to read aloud all the words in the 'thirsty' column – **some water, some lemonade, some milk**.
- ☆ Ask children to look at the pictures and words on page 47 again. Hold up your *Classbook* and show that you mean the pictures and words in the lower part of the page.
- ☆ Tell children to look at the 'hungry' column on the board again. Then ask if they can see any other food in the pictures that could be added.

Encourage children to suggest **some fish, some cheese, some chips**.

- ☆ Now ask children if they can see anything they could add to the 'thirsty' column. Encourage children to suggest **some cola**.

### Task Four (5 minutes)

- ☆ Rub all the words off the board. Write **some** on one side of the board, and **a/an** on the other side of the board. Ask children to look at the food and drink on **page 47** of their *Classbooks* and tell you which ones you should put in the 'some' column. Elicit **some bread, some lemonade, some water, some cola, some fish, some milk, some cheese, some chips**.
- ☆ Now ask children which ones you should put in the 'a/an' column. Elicit **an egg** and **a banana**.
- ☆ Remind children that we use **a** or **an** when there is only one. Explain that we use **some** when there are more than one, and when it is food or drink that we take from a bigger portion.
- ☆ The idea of something coming from a larger portion is an abstract one which children of this age will find quite difficult to understand. Demonstrating with concrete examples will help children to understand more easily.
- ☆ If you can bring in realia to demonstrate this idea it will be very helpful. Try and get children to sort your items into **a/an** and **some**. A good range of realia for this would be, for example: **some sugar, some rice, some nuts, a bottle of water, one piece of fruit, one vegetable, a piece of cheese**.
- ☆ Put a small amount of the rice or the sugar or nuts onto a plate or into a bowl and say **I've got some ...[rice]**. Then do the same with one of the other foods and say **I've got ...**. Encourage the class to complete the sentence for you **... some [sugar]**. Repeat this with the other foods.
- ☆ Hold up one of the pieces of fruit or vegetable and say **I've got ...**. Again, encourage the class to finish the sentence for you with **a [banana]** or **an [apple]** as appropriate.
- ☆ This is a difficult concept for children of this age so do not expect children to understand and apply it consistently.

### Task Five (5 minutes)

- ☆ Tell the class to open their *Skills Books* at **page 28**. Children are now familiar with the three words **a**, **an** and **some**. Ask children to look at the pictures in activity 3 and write the appropriate word in the blanks.

# Food and shopping

## Lesson 8

### 3 Write a, an or some



\_\_\_ rice



\_\_\_ egg



\_\_\_ banana



\_\_\_ onion



\_\_\_ coffee



\_\_\_ apple

### 4 Read. Look at the pictures. Write the words.

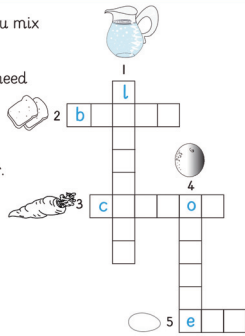
1 A drink you make when you mix water, sugar and lemon.

2 To make a sandwich, you need this.

3 A long, orange vegetable.

4 This is a fruit and a colour.

5 It comes from a hen.



28

### Write hungry or thirsty. Listen and check.

1 Sami is \_\_\_\_\_.

2 Vicky is \_\_\_\_\_.

3 Biff is \_\_\_\_\_.

4 Maha is \_\_\_\_\_.

5 Paul is \_\_\_\_\_.

6 Soot is \_\_\_\_\_.

48

#### You will need:

- **Flashcards:** 142, 199 (banana, water)

#### Children will:

- do a crossword puzzle
- listen to a song and clap out the syllables
- listen and repeat dialogues and consolidate the words **hungry/thirsty**
- suggest items of food and drink to a partner
- decide if characters are hungry or thirsty and complete sentences
- listen and check their answers

#### Task One (5 minutes)

- ☆ Ask children to open their *Skills Books* at page 28. Get children to do the crossword puzzle. Get children to read the sentences in activity 4, look at the relevant picture, then write in the letters.

#### Task Two (5 minutes)

- ☆ Ask children to look at page 47 of their *Classbooks*. Hold up your book and point to the pictures of the drinks at the top of the page. Elicit the names of the drinks.

- ☆ Tell the class that you are going to play the *The Drinks Song* that they learned in the last lesson.

- ☆ Play *The Drink Song* (Song CD 5.2). Sing and clap the syllables with the CD. Encourage children to join in with the words and clapping where they can.

#### Task Three (5 minutes)

- ☆ Tell the class that you are going to play the CD from the last lesson (*Listening CD 5.5*). They will hear the characters talking about being hungry and thirsty again.

- ☆ Divide the class in half. Tell one half to listen and repeat **I'm hungry** or **I'm thirsty** after the CD, and the other half to listen and make the suggestion – **Have a banana**, etc.

- ☆ Play the CD. Pause after each character speaks and get children to repeat the words.

- ☆ Get the two halves of the class to exchange roles. Play the dialogues again.

### Task Four (5 minutes)

- ☆ Ask a confident child to come to the front of the class. Encourage them to say **I'm hungry**. Say **Have a banana** as you give them the banana flashcard. Now encourage the child to say **I'm thirsty**. Say **Have some water** as you give them the water flashcard.
- ☆ Organise children into pairs. Tell them to take it in turns saying **I'm hungry** or **I'm thirsty** and suggesting foods and drinks. Remind children to look at **page 47** of their *Classbooks* for ideas.

### Task Five (10 minutes)

- ☆ Tell the class to look at **page 48** of their *Classbooks*. Hold up your book and point to the 6 pictures of the characters thinking about food or drink. Point to picture **1** and say **Is Sami hungry or thirsty?** Give children time to look at the picture of Sami thinking about food and then try and elicit **hungry** from the class. Say **Yes. Sami's hungry**.
- ☆ Write the number **1** on the board and write the sentence **Sami is hungry** next to it. Tell children to copy the word **hungry** into the blank space at the end of the sentence about Sami. Read the sentence aloud and get children to repeat it – **Sami is hungry**.
- ☆ Write the number **2** on the board and write the sentence **Vicky is thirsty** next to it. Tell children to copy the word **thirsty** into the blank space at the end of the sentence about Vicky. Read the sentence aloud and get children to repeat it – **Vicky is thirsty**.
- ☆ Show children the remaining pictures, and ask them if each character is **hungry** or **thirsty**. When you have elicited the answers orally, tell them to complete the sentence under each character with **hungry** or **thirsty**. Then tell the class that they will hear the answers on the CD.

- ☆ Play *Listening CD 5.6*. Pause after each sentence and give children time to check if they guessed correctly.

#### Listening Transcript 5.6 [Track 35] Sami's hungry

Sami's hungry.  
Vicky's thirsty.  
Biff's hungry.  
Maha's thirsty.  
Paul's hungry.  
Soot's hungry and thirsty.

# Food and shopping

## Lesson 9

**Listen, ask and answer.**

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**1 Look at the pictures. Write the names.**

**2 Write I like or I don't like.**

- 1 I like milk.
- 2 I don't like coffee.
- 3 \_\_\_\_\_ biscuits.
- 4 \_\_\_\_\_ tomatoes.
- 5 \_\_\_\_\_ fish.
- 6 \_\_\_\_\_ potatoes.

- Children will:**
- identify and name items of food and drink
  - listen to a dialogue in a shop and repeat it
  - act out the roles of customer and shopkeeper using 'Can I have ... please?'
  - practise using **Can I have with a/an some**
  - revise vocabulary and spelling by completing crosswords from picture clues
  - complete sentences about food and drink preferences

- Task One (5 minutes)**
- ★ Ask children to look at **page 49** of their *Classbooks*. Give children some time to study the picture.
  - ★ Hold up your *Classbook* and point to the whole picture. Say **This is a food shop**. Ask the class **What can you see?** Try and elicit as much food and drink vocabulary as possible.
  - ★ Ask children, in L1, to imagine they are going shopping. Ask them to think about what they might say to the shopkeeper and what the shopkeeper might reply.

- ★ Tell the class they will hear Vicky talking to the shopkeeper on the CD.
- ★ Play *Listening CD 5.7* straight through. Ask children to listen and look at the picture.

**Listening Transcript 5.7 [Track 36]**  
**Vicky and the shopkeeper**

Vicky: Hello. Can I have some eggs, please?  
 Shopkeeper: Yes. How many?  
 Vicky: Six, please.  
 Shopkeeper: Here you are.  
 Vicky: Thank you.

- ★ Play the listening again. Pause after Vicky asks for eggs and ask the class to point to, and name the item of food they heard. Then ask them **How many eggs?** Elicit **six**.
- ★ Divide the class in half. Ask one half to be the shopkeeper and the other half to be Vicky.
- ★ Play the listening again. Ask children to listen and repeat the words after the CD.
- ★ Reverse the roles for each half of the class and

get children to repeat the words after the CD again. Play the listening again.

### Task Two (5 minutes)

☆ Ask children to look at the picture of Maha. Ask the class if they can guess what Maha asks the shopkeeper. Some children may be able to suggest **Can I have an apple, please?** from the information in the picture. Tell the class they will hear Maha talking to the shopkeeper on the CD.

☆ Play *Listening CD 5.8* straight through. Ask children to listen and look at the picture.

#### Listening Transcript 5.8 [Track 37] Maha and the shopkeeper

Maha:	Can I have an apple, please?
Shopkeeper:	Yes. Here you are.
Maha:	Thank you.

☆ Play the listening again. Pause after Maha asks for an apple. Ask children to point to, and name, the food they heard on the CD. Then ask them **How many apples?** and elicit **one** from the class.

☆ Divide the class in half. Ask one half to be the shopkeeper and the other half to be Maha.

☆ Play the CD again. Ask children to listen and repeat the words after the CD.

☆ Reverse the roles for each half of the class and get children to repeat the words after the CD again. Play the CD again.

### Task Three (10 minutes)

☆ Bring a confident pair of children to the front of the class with their *Classbooks* open at **page 49**. Ask one child to be the shopkeeper and the other child to be the customer. Ask the child who is the customer to look at **page 49** and ask for an item on the page, using **Can I have ...[a banana] please?** Help the child playing the shopkeeper to find what the other child asks for, point to it on the page, and encourage them to mime giving it to the child as they say **Here you are**. Repeat this with several other pairs of children.

☆ Organise the class into pairs. Tell them that you want them to take it in turns to be the shopkeeper and the customer. Ask children to ask for the items of food and drink they see in the shop and to put a tick in the box beside it when they have bought it. Allow children to continue until they have bought all the items of food and drink in the shop.

### Task Four (10 minutes)

☆ Ask student to open their *Skills Books* at **page 29**. There are two activities. The first one revises vocabulary and spelling. Get children to look at the crosswords and picture clues. Get children to say the names of the items, then to spell and write down the names.

☆ Activity 2 revises preferences. Get children to read the names of foods, then read the first two examples. Ask children to write true sentences about their own preferences.

# Food and shopping

## Lesson 10

### 3 Sort the words.

**Food** **Drink**

banana apple coffee tea  
 potato carrot water fish cake  
 cola juice lemonade

### 4 Read the descriptions. Write the names.

- 1 We get this food from the sea. \_\_\_\_\_
- 2 This is the name of a colour and a fruit. \_\_\_\_\_
- 3 A fruit that is yellow outside but white inside. \_\_\_\_\_
- 4 I drink this when I am thirsty. \_\_\_\_\_
- 5 This vegetable is brown outside but white inside. \_\_\_\_\_

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### Listen, ask and answer.

Yes. How many?  
 Hello. Can I have some eggs, please?  
 Here you are.  
 Six please.  
 Thank you.  
 Yes. Here you are.  
 Can I have an apple, please?  
 Thank you.

49

### Listen, look and write.

Maha was hungry . . .

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### Read and write.

- 
- 1 She bought an apple.
  - 2 She bought an apple and some \_\_\_\_\_.
  - 3 She bought an apple, some bread and some \_\_\_\_\_.
  - 4 She bought an apple, some bread, some cheese and some \_\_\_\_\_.
  - 5 She bought an apple, some bread, some cheese, some tomatoes and some \_\_\_\_\_.
  - 6 She bought an apple, some bread, some cheese, some tomatoes, some dates and a \_\_\_\_\_.
  - 7 She bought an apple, some bread, some cheese, some tomatoes, some dates, a cake and an \_\_\_\_\_.
  - 8 She bought an apple, some bread, some cheese, some tomatoes, some dates, a cake, an orange and some \_\_\_\_\_.

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**You will need:**

- **Flashcards:** 37-39, 41-48, 50-54, 142, 196-199, 202, 203 (chicken, chips, apple, cake, cheese, chocolate, cola, dates, fish, honey, ice-cream, milk, orange, orange juice, tomato, potato, banana, carrots, rice, bread, water, egg, biscuits)
- **Word cards:** 25, 34, 36-40, 173, 176-181 (an apple, a banana, cake, cheese, chocolate, cola, dates, fish, honey, an ice-cream, milk, an orange, orange juice, a tomato, a potato, a carrot, egg, rice, water, bread, chicken, chips)

**Children will:**

- sort items of food and drink into categories and write the names
- read the description of items of food and drink and write their names
- act out the roles of customer and shopkeeper using 'Can I have . . .?'
- repeat sentences starting with 'I went', 'I bought' and adding food items
- write in the words of the pictures according to the number of food items
- listen and check their answers
- do self-evaluation

**Task One (5 minutes)**

- ☆ Ask children to open their *Skills Books* at page 30. Children are now familiar with items of food and drink. Get children to look at Activity 3 which is to sort the items into food and drink. Get children to do the task independently and to write in the answers.

- ☆ Now ask children to look at activity 4. Here children must read each sentence, understand the description and identify the food or drink. show children that all the answers can be found in activity 3.

**Task Two (5 minutes)**

- ☆ Bring a pair of confident children to the front of the class. Give one child a flashcard and the other child the matching word card. Tell the child with the flashcard that they are the customer, and the child with the word card that they are the shopkeeper. The customer must ask the shopkeeper for the item on the flashcard, using *Can I have ...[some milk] please?* Tell the

shopkeeper to respond with **Yes. Here you are** and then give the customer the word card.

- ☆ Give one half of the class the flashcards and the other half of the class the word cards. Tell children with the flashcards they are the customers and that they want to buy the item of food or drink on their flashcard. Tell children with the word cards that they are the shopkeepers.
- ☆ Tell the shopkeepers that if a customer asks them for the item of food or drink on their word card they should say **Yes. Here you are** and give the customer the card. If the customer asks for something they don't have, they should say **No**.
- ☆ When a child has 'bought' what they want, the shopkeeper and the customer should bring you the matching flashcard and word card.
- ☆ When all the flashcards and word cards have been returned to you, give them out again. Give the half of the class who were shopkeepers the flashcards this time. Give the half who were customers the word cards.

**Task Three (5 minutes)**

- ☆ Hold up your *Classbook* and point to the picture of the shop on page 49. Say **I went to the shop and I bought ...[an apple]**. Get the class to repeat this with you. Then say **I went to the shop and I bought ...[an apple] and ...[some cheese]**. Again, get children to repeat this with you.
- ☆ Hold up one of the flashcards and say **I went to the shop and I bought ...[a banana]**. Get children to repeat this with you.
- ☆ Hold up one of the food flashcards and encourage the class to say the sentence themselves. Repeat this a few more times, holding up different flashcards each time.
- ☆ Tell children to look at the pictures of the items of food and drink on page 49. Say **I went to the shop and I bought ...[an orange]**. Get the class to repeat this with you. Then say **I went to the shop and I bought ...[an orange] and ...[some rice]**. Get a confident child to repeat what you have said, and then add another item. Continue around the class until a child makes a mistake. He or she then starts a new shopping list.

# Food and shopping

## Task Four (10 minutes)

### Step one

- ☆ Ask children to look at the picture of Maha on page 50 of their *Classbooks*.
- ☆ Explain to children that Maha went to the shop the first time and she bought an apple [picture 1]. Tell children that Maha went to the shop again and bought a second item. Now there are two items in the basket. Children should find the basket with two items and write **two**. Explain that Maha went to the shop again and bought three items. Children then have to find a basket with three items and write **three**. Get children to identify all the baskets and write in the numbers 1-8 in the boxes.
- ☆ Tell children that you are going to play the CD so they can check their answers. Write the numbers 1-8 on the board.
- ☆ Play *Listening CD 5.9*. Pause after each sentence. Ask children to name the food they heard.

### Listening Transcript 5.9 [Track 38] Maha was hungry

Maha was hungry so she went to the shop to buy some food.

She bought an apple.

She bought an apple and some bread.

She bought an apple, some bread and some cheese.

She bought an apple, some bread, some cheese and some tomatoes.

She bought an apple, some bread, some cheese, some tomatoes and some dates.

She bought an apple, some bread, some cheese, some tomatoes, some dates and a cake.

She bought an apple, some bread, some cheese, some tomatoes, some dates, a cake and an orange.

She bought an apple, some bread, some cheese, some tomatoes, some dates, a cake, an orange and some chocolate.

- ☆ As children give you the names of the items of food, write them on the board next to their corresponding number.

- ☆ When you have played the whole CD, check the sequence again by asking questions about the contents of the baskets. For example, ask **What food is in basket 1?**

### Step two

- ☆ Tell the class that you are going to play the CD again. Play the CD. Encourage children to join in with the words where they can.

### Step three

- ☆ Ask children to look at the sentences on page 51 of their *Classbooks*. Give children time to look at the sentences.
- ☆ Read the first sentence aloud. Get the class to look at the sentence in their books and read it aloud with you.
- ☆ Point to the next sentence and encourage a child to volunteer to read the sentence. Ask children to write in the missing word. Get the whole class to read the sentence aloud.

- ☆ Repeat this procedure until all the sentences have been completed and read aloud.

## Task Five (5 minutes)

- ☆ Ask children to look at the frieze at the top of pages 42 and 43 of their *Classbooks* and get them to name all the items of food and drink, and to recall the spelling of each orally.
- ☆ Ask children to look at the two faces at the top of page 51 of their *Classbooks*. In L1, ask them to say which face represents *hard* and which one *easy*. Ask them to think about the things they did in this unit. Encourage them to look through the pages to remind themselves what they learned. Tell children to colour in a face according to whether the unit was *hard* or *easy* for them.