

1 Good food!

AfL Activity

Suggested answers:
Adam is setting the table. Liam is outside. There are some carrots and tomatoes.

1 Good food!

Lesson 1 Vocabulary 1

✓ Say three sentences about the picture.

- 1 Listen, point and say.
- 2 Listen, move and sing.

Hot soup

| | | | |
|---------------------|-----------------|--------------------|-----------------|
| Weigh the carrots. | Stir the soup. | Boil the hot soup. | Taste the soup. |
| Weigh the onions. | Stir the soup. | Boil the hot soup. | Taste the soup. |
| Peel and chop them. | Add some water. | Don't let it burn. | It tastes good! |
| Peel and chop them. | Add some water. | Don't let it burn. | It tastes good! |

3 **Team Time** Close your book. Mime and guess the cooking words.

10 **ten** Key learning outcome: Name cooking actions **Activity Book, p.10**

1 Good food!

Lesson 1 Vocabulary 1

1 Look and complete the words.

- 1 peel
- 2 chop
- 3 add
- 4 boil
- 5 stir
- 6 taste

2 Look and complete the crossword.

10 **ten** I can write about cooking

Objectives: Name cooking actions; Write about cooking

Vocabulary: Cooking actions (*add, boil, burn, chop, fry, mix, peel, pour, roll out, stir, taste, weigh*)

Materials: Classroom Presentation Kit, Flashcards

Optional: Real-world items for cooking actions, such as a frying pan, kitchen scales, a measuring jug, a peeler, a rolling pin, a saucepan, a small spoon, a wooden spoon

Opening routine

To **energise** the class, do Communication routine 3 on p. 32.

Pupil's Book, page 10

 **Say three sentences about the picture.**

Follow the **Assessment for learning routine** on p. 17.

Focus pupils on the picture and ask:

Where are the club members today? (in a café)

What do you think the club are doing? (They're cooking.)

1 1.1 Listen, point and say.

Follow the **Vocabulary presentation routine** on p. 17.

Engage If you brought the optional items, write sentences describing what they are used for on the board (e.g. *We can make cookies with it. We can peel vegetables with it.*). Place the items around the classroom and give pupils five minutes to walk from item to item with a partner, matching each sentence on the board to each item. After five minutes, ask pupils to sit down. Show the items one by one, eliciting what their use is.

1 add 2 mix 3 boil 4 weigh 5 taste 6 fry 7 peel
8 chop 9 burn 10 stir 11 pour 12 roll out

2 1.2 Listen, move and sing.

Follow the **Vocabulary practice routine** on p. 17.

Engage Before playing the song again, teach the pupils a mime for each cooking action:

weigh – bounce two palms, facing upwards, as if comparing the weight of two objects

peel and chop – mime peeling a carrot and then making a chopping motion with one flat hand

stir – bring two fists together (one on top of the other) in front of the chest, and move in a circle away from the body

add – mime pouring water from a jug

boil – wiggle fingers in front of the chest

don't let it burn – wave one hand in front of the body (as if wafting smoke away)

taste – mime bringing a spoon to your lips

 Elicit how pupils say *It tastes good* in their own language.

Focus on whether they use the same number of words.

3 Team Time Close your book. Mime and guess the cooking words.

Reach higher If time allows, pupils can mime other kitchen or household chores that they know in English. For example, *feed my pet, do the washing up, set the table, make a list, hang the washing out and take the rubbish out.*

Activity Book, page 10

1 Look and complete the words.

Engage Play a game with the Vocabulary & Grammar Review on Pupil's Book p.118, in order to reinforce the vocabulary and encourage pupils to use this resource. Put pupils into pairs. One pupil reads out all the words in the vocabulary set in random order, except for one. Their partner listens carefully and says the word that has been missed out.

Support Encourage pupils to refer to the Vocabulary & Grammar Review on Pupil's Book p.118 for help with spelling.

2 Look and complete the crossword.

Reach higher Early finishers can play a picture guessing game in pairs. They take turns to draw a word from the crossword while their partner guesses the word and spells it out loud.

Closing routine

Do Mindfulness routine 3 on p. 32.

Activity 1

He wants to taste the soup.

Find to

1 Listen and repeat. What does Adam want to do? Act out.

Toby: Thank you, everyone. The café opens at twelve o'clock. I **need to make some soup** for lunch. Who wants to help me?

Emma: Me, please! I **want to help**. Can I weigh the ingredients?

Toby: Yes. And you can peel them, Liam, but you need to be very careful.

Liam: Yes. I **don't want to peel** my fingers!

Toby: Mia, you can chop the vegetables. Don't worry, you **don't need to chop** them very small.

Mia: OK. What about you, Adam? What do you want to do?

Adam: I want to taste the soup!



Find What word comes after *want* and *need*?

2 Look, listen and follow. Then make your own sentences.

Verb with infinitive: need to / want to

| | | | |
|------|-------------------|----|---------------------------------------|
| I | need/want | to | peel the fruit. |
| You | | | chop the vegetables. |
| We | | | make soup. |
| They | don't need/want | | fry the eggs. |
| She | needs/wants | | boil the rice. |
| He | doesn't need/want | | mix the cheese with the tomato sauce. |

3 **Team Time** Play *The pair game*.

Go to Activity Book, p.129

I want to make vegetable soup.

You don't need to chop fruit. That's not a pair.



Activity Book, p.11 Key learning outcome: Use *need to* and *want to* + infinitive

1 Unscramble the sentences.



- make / want / We / to / a banana cake
We want to make a banana cake.
- Emma / to / peel / needs / the bananas
Emma needs to peel the bananas.
- doesn't / to / weigh / need / She / the bananas
She doesn't need to weigh the bananas.
- Adam and Liam / tidy up / to / want / don't / the kitchen
Adam and Liam don't want to tidy up the kitchen.
- want / They / eat / to / the banana cake
They want to eat the banana cake.

2 Look at the board and complete the sentences.

| | | | | |
|-------------------|-------------------|---------------------|-----------------|--------------|
| A pizza: | roll out pizza ✓ | boil water X | chop tomatoes ✓ | Toby |
| A chocolate cake: | chop fruit X | weigh ingredients ✓ | Emma | |
| Fruit salad: | peel fruit ✓ | fry fruit X | chop fruit ✓ | Adam and Mia |
| Vegetable soup: | peel vegetables ✓ | chop vegetables ✓ | Liam | |

- Toby wants to make a pizza. He needs to roll out the pizza and chop tomatoes. He doesn't need to boil water.
- Emma wants to make a chocolate cake. She needs to weigh ingredients. She doesn't need to chop fruit.
- Adam and Mia want to make a fruit salad. They don't need to fry fruit. They need to peel and chop fruit.
- Liam doesn't want to make chicken soup. He wants to make vegetable soup. He needs to peel and chop vegetables.

I can use *need to* and *want to* eleven > 11

Unit 1

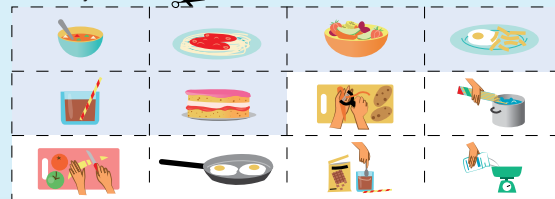
The pair game

Work in two teams. **A** **B**

Cut out the cards and put them face down on the table in two groups.

A One person turns over a food card and says a sentence. Then another person turns over an action card and says a sentence. When the cards match, your team keeps the cards.

B Now it's your turn.



I want to make vegetable soup.

You need to peel some vegetables.

Objectives: Talk and write about things we need/want to do

Grammar: Verb with infinitive: *need to / want to*

Recycled language: *boil, chop, mix, peel, taste, weigh*

Materials: Classroom Presentation Kit,  Something for Everyone Book, Activity Book Cutouts

Opening routine

To **energise** the class, play the *Hot Soup* song from Lesson 1 again, encouraging pupils to sing along and perform the mimes.

Pupil's Book, page 11

1 1.3 Listen and repeat. What does Adam want to do? Act out.

Follow the **Grammar presentation routine** on p. 19.

Focus pupils on the picture and ask:

Which friends can you see? (Liam, Mia and Adam)

Can you remember anything about them?

Find What word comes after *want* and *need*?

Support If pupils need help finding the word, write on the board: *I need __ make some soup* and *I want __ help*.

2 1.4 Look, listen and follow. Then make your own sentences.

Follow the **Grammar table routine** on p. 19.

Engage Do an anonymous show of hands to see how comfortable pupils are with this grammar. To do this, ask pupils to close their eyes. Then say a series of *can do* statements out loud. For example, *I can say a sentence with want or don't want. I can say a sentence with wants or doesn't want. I can say a sentence with need or don't need. I can say a sentence with needs or doesn't need.* Ask pupils to raise their hands if they feel they can do these things with confidence. Note the pupils who may need more support later in this lesson.

I need to make soup.

He doesn't want to boil the rice.

They want to fry the eggs.

We don't need to mix the cheese with the tomato sauce.

3 **Team Time** Play *The pair game*.

Follow the **Grammar practice: Team Time routine** on p. 19.

Model this activity by playing 'class versus teacher'.

Arrange the cards face down on a table, then nominate one pupil to be 'teacher' with you for this activity. Explain that the two of you are Group A and the rest of the class is Group B.

Pick up a food card and say a sentence, then ask the pupil who is in Group A with you to pick up an action card and say a sentence.

If the sentences match, you keep both cards. If they don't, return the cards to the table face down.

Do this several times, then say that it is Group B's turn.

Nominate several pupils to pick a food card, and so on.

Ask pupils what they should do if the two cards match (keep them) and if they don't match (turn them back over, to be used again). Ask how the game ends (when there are no cards left face down, the group with the most cards wins).

Classroom management tip

To help keep the noise level down, nominate one group captain for each group to ensure their group doesn't get too loud and that everyone participates. As you monitor, check in with each captain by asking how well their group are participating together.

Activity Book, page 11

1 **Unscramble the sentences.**

Support Give the first word of each sentence to pupils who need help.

2 **Look at the board and complete the sentences.**

Closing routine

Do Communication routine 1 on p. 32.

Activity 1

Suggested answers: From a supermarket, from a market, from a farm, from our garden.

Activity 2

They fall out of the truck.

Science question

It's a producer.

Lesson 3 Story time

Before you read

- Where can we get fruit and vegetables from?
- Listen and read. What happens to the apples?

A change of plan

1 It was Saturday. The friends were at the community café again.

City football team is coming to the café today. I want to make apple tarts, so we need a lot of apples.

My favourite team! We haven't got much time, so we need a plan.

We can go to my grandparents' farm.

2 There were ducks and chicks at the farm, and a lot of fruit trees.

Eleven players, plus ten more people. We need to make 21 tarts.

That's a lot! Let's take six boxes of apples.

3 Emma counted the boxes of apples and ticked her list.

4 Grandpa drove carefully, but there were a lot of rocks on the farm road.

Stop! Stop! The apples are falling out of the truck!

Oh, dear! Come on, everyone. We need to pick up the apples.

5 The children put the apples back in the truck.

I'm sorry. You can't make tarts with these apples.

6 At four o'clock, they arrived at the café.

I'm afraid we had an accident with the apples.

The apples are no good for tarts - but we can make apple juice!

7 Toby liked Emma's new plan. Everyone helped in the kitchen.

Adam and Liam, do you want to peel the apples? Mia and I can chop them.

Erin, you can make the juice with this machine.

8 At half past five, everything was ready. The football team arrived at the café.

Would you like some apple juice?

Mmm. Yes, please. Apple juice is my favourite drink!

Lesson 4 Explore the story

After you read

- Watch the video. Act out the story.
- Read and answer True or False.
 - Emma was excited about the visitors. True.
 - The children had a lot of time to pick the apples.
 - Mia's grandpa laughed when he saw the apples in the grass.
 - The football players liked the apple juice.
- Ask and answer.
 - Who is good at making plans in the story?
 - Why does she need to change her plan?
 - What kind of plans do you make?
 - Why is it good to make a plan?

12 twelve Key learning outcome: Listen, read and understand the story Activity Book, p.12

13 thirteen Key learning outcome: Learn how to make plans and work towards goals

Lesson 3 Say and spell

- Listen. Circle the letters you hear. Write the words.

| | | | |
|---------------------|-------------------------|---------------------|----------------|
| v x q i s w n | i p e d e k m h s | k o b e s t o | x i o b f a |
| 1 s i x | 2 c h i c k s | 3 r o c k s | 4 b o x |
- Unscramble, classify and write.

| | |
|-----------|--------|
| 1 sckdu | 2 xfo |
| 3 cksro | 4 xmi |
| 5 ckssna | |

| | |
|--------|-----|
| -cks | -x |
| ducks | fox |
| rocks | mix |
| snacks | |
- Complete the words. Then listen and say the tongue twister.

'Si x 'chicks ,
Two 'ducks ,
Here comes a big 'foX !
Quick, chicks,
Quick, ducks,
Hide in the apple 'boX !

Spelling Bee Challenge

 - Close your books.
 - Ask a friend to test you.

How many words ending with x or cks can you spell?

Spell 'mix'. m-i-x

12 twelve I can listen for, say and write words ending with x or cks

Objectives: Listen, read and understand the story; Listen for, say and write words ending with *x* and *cks*

Recycled language: *chop, peel*

Materials: Classroom Presentation Kit

Optional: Pictures of a supermarket, a market, a farm and a garden

Opening routine

🎧 Play the mindfulness animation or audio to **calm** pupils before they read.

Pupil's Book, pages 12–13

Science question

What part does an apple play in a food chain?

This relates to the natural science topic of food chains.

Elicit parts of a food chain (producer, primary consumer, secondary consumer, tertiary consumer, predator). Guide pupils to identify an apple as a producer.

For further discussion ask pupils how producers get their energy and nutrients (from the sun, soil and water).

Before you read

Follow the **Before you read routine** on p. 21.

1 Where can we get fruit and vegetables from?

Engage If you brought the optional pictures to class, show these to pupils and ask the questions below. Choose either *Support* or *Reach higher* for individual pupils based on how confident you feel they will be in answering.

Support *Where does your family buy fruit and vegetables? What's your favourite fruit?*

Reach higher *Why do some people prefer to grow fruit and vegetables in their garden? Is it better to buy fruit and vegetables from a supermarket, or from a market? Why?*

2 🎧 1.6 Listen and read. What happens to the apples?

Follow the **Story time routine** on p. 21.

Play the audio again, pausing after the frames to say the following *True/False* statements. Tell pupils to respond using the *True/False* poses from Pupil's Book, p. 9.

Frame 1: *Mia says they can get apples from her grandparents' farm.* (True)

Frame 3: *They take three boxes of apples.* (False)

Frame 5: *There is a problem with the apples now.* (True)

Frame 7: *Emma works alone in the kitchen.* (False)

If pupils are not confident about their answers, give them more time to re-read the story.

Say and spell

Follow the **Say and spell presentation routine** on p. 21.

1 🎧 1.5 Listen and repeat.

2 Find the words in the story.

Engage Ask pupils to repeat each word after you and skywrite it, before looking for it in the story.

Activity Book, page 12

Follow the **Say and spell practice** and **Spelling Bee Challenge routines** on p. 21.

1 🎧 1.1 Listen. Circle the letters you hear.

Write the words.

1 s-i-x – six

2 c-h-i-c-k-s – chicks

3 r-o-c-k-s – rocks

4 b-o-x – box

2 Unscramble, classify and write.

3 🎧 1.2 Complete the words. Then listen and say the tongue twister.

Engage Ask the class to think of mimes for the words in this tongue twister (e.g. *Here comes a big fox!* could be a jumping action with arms wide). Pupils move around the room, using these mimes and repeating the tongue twister over and over, faster and faster.

Classroom management tip

To help pupils to calm down after this activity, play music as they repeat the tongue twister. Explain that when the music stops, all pupils must be in their seats with their hands on the desk, ready for the next activity. Fade the music when you want them to start moving to their seats.

Closing routine

Do TPR Dynamic routine 1 on p. 32.

Lesson 3 Story time

Before you read

- Where can we get fruit and vegetables from?
- Listen and read. What happens to the apples?

A change of plan

1 It was Saturday. The friends were at the community café again.

City football team is coming to the café today. I want to make apple tarts, so we need a lot of apples.

My favourite team! We haven't got much time, so we need a plan.

We can go to my grandparents' farm.

2 There were ducks and chicks at the farm, and a lot of fruit trees.

Eleven players, plus ten more people. We need to make 21 tarts.

That's a lot! Let's take six boxes of apples.

3 Emma counted the boxes of apples and ticked her list.

Six. Good. It's half past three. Let's go!

4 Grandpa drove carefully, but there were a lot of rocks on the farm road.

Stop! Stop! The apples are falling out of the truck!

Oh, dear! Come on, everyone. We need to pick up the apples.

5 The children put the apples back in the truck.

I'm sorry. You can't make tarts with these apples.

6 At four o'clock, they arrived at the café.

I'm afraid we had an accident with the apples.

The apples are no good for tarts - but we can make apple juice!

7 Toby liked Emma's new plan. Everyone helped in the kitchen.

Adam and Liam, do you want to peel the apples? Mia and I can chop them.

Erin, you can make the juice with this machine.

8 At half past five, everything was ready. The football team arrived at the café.

Would you like some apple juice?

Mmm. Yes, please. Apple juice is my favourite drink!

Say and spell

- Listen and repeat.
rocks boxes
chicks six
- Find the words in the story.

Lesson 4 Explore the story

After you read

- Watch the video. Act out the story.
- Read and answer True or False.
 - Emma was excited about the visitors. True.
 - The children had a lot of time to pick the apples.
 - Mia's grandpa laughed when he saw the apples in the grass.
 - The football players liked the apple juice.
- Ask and answer.
 - Who is good at making plans in the story?
 - Why does she need to change her plan?
 - What kind of plans do you make?
 - Why is it good to make a plan?

12 twelve Key learning outcome: Listen, read and understand the story Activity Book, p.12 Activity Book, p.13 Key learning outcome: Learn how to make plans and work towards goals thirteen 13

Activity 2

- True.
- False. They didn't have much time to pick the apples.
- False. He didn't laugh. He wasn't happy.
- True.

Activity 3

- Emma.
 - There was an accident. / The apples fell out of the truck.
- Suggested answers:*
- I make study plans/holiday plans/birthday party plans.
 - Because it helps me to be organised. / It helps me to save time. / So I don't feel worried.

A change of plan

Lesson 4 Explore the story

After you read

- Read the story on Pupil's Book pages 12-13 again. Then complete Emma's plan.
 - What food? ¹ apple tarts
 - How many people? ² 11/eleven football players + ³ 10/ten other people
 - How many apple tarts? ⁴ 21/twenty-one
 - How many boxes of apples? ⁵ 6/six
 - Football team is going to arrive at ⁶ 5.30/half past five.
- Exam practice** Read Mia's Club Page. Choose a word from the box. Write the correct word next to numbers 1-5.

was rock sorry great apples café boxes picked two helped

My Club Page

Yesterday, we helped at the café. Toby wanted to make apple tarts. He needed 1 apples so we went to my grandparents' farm in the minibus. Everybody helped and we 2 picked a lot of apples. We put six boxes of apples on Grandpa's truck. Then we drove back to the café. I went in the truck with Grandpa. Suddenly, the truck went over a big rock in the road and the apples fell off! We all 3 helped pick up the apples, then we went to the café. Grandpa was very 4 sorry because the apples were no good for apple tarts, but Emma had a 5 great idea. She said, 'Let's make apple juice!' Then the football team came to the café. They loved the apple juice!

Now choose the best name for the story. Tick (✓) one box.

 - a Mia's grandparents have got a farm
 - b A problem with the apples
 - c The football team didn't win
- Read, circle and write.**

I think the story is _____.

I like / don't like the part when _____.

Pupils' own answers

I can read and understand the story thirteen 13

Objectives: Read and understand the story; Social-emotional learning (SEL): Learn how to make plans and work towards goals; Exam practice: A2 Flyers Reading and Writing, Part 3

Materials: Classroom Presentation Kit, SEL Activity Card 1, SEL Poster 3

Opening routine

To **energise** the class, do TPR Dynamic routine 2 on p. 32.

Pupil's Book, page 13

After you read

1 1.6 Watch the video. Act out the story.

Follow the **Before you watch** and **Watch the story video routines** on p. 23.

Classroom management tip

To manage noise levels in the classroom, before the lesson, make a simple 'noise-ometer'. This can be a laminated arrow to stick on the board next to an image of a thermometer. As the noise levels increase during the acting out stage, move the arrow up the noise-ometer. Soon pupils will notice this and lower their noise level. When they do, lower the arrow to further down the noise-ometer.

2 Read and answer *True or False*.

Follow the **After you read routine** on p. 23.

3 Ask and answer.

Follow the **Social-emotional learning (SEL) routine** on p. 23.

Show each frame of the story on the board, one by one, and ask pupils to tell you how the characters are feeling.

Social-emotional learning: I'm good at planning



Guide pupils to understand that planning can be really useful when you have something long or difficult to complete. Elicit from pupils what they need to think about to make a good plan: 1 a goal; 2 their strengths; 3 any obstacle; 4 what steps they need to take to reach their goal. Draw pupils' attention to frame 4. Elicit how Emma felt when her plan went wrong (sad, worried, happy, scared, etc.). What did she do to make sure they still reached their goal?

To help bring this out further, ask the class the following questions:

What does making a plan mean? What is a plan?

What was Emma's first plan? And her second plan?

How do you feel after you make a plan?

Activity Book, page 13

1 Read the story on Pupil's Book pages 12–13 again. Then complete Emma's plan.

Before pupils open their Activity Books, ask them to keep their Pupil's Book open to the story pages.

2 **Exam practice** Read Mia's Club Page. Choose a word from the box. Write the correct word next to numbers 1–5.

Exam tip


A2 Flyers Reading and Writing, Part 3

Prepare pupils for this type of activity by asking pupils to read the text and think about what words could fill the gaps before they look at the word pool. Explain that doing this will give them a clearer idea of the context for each missing word, and make it easier to choose the correct option.

Now choose the best name for the story.

Tick (✓) one box.

3 Read, circle and write.

 Activity 3 allows pupils to interpret a story and give their **personal response** to it. Give example answers to help pupils complete the sentences.

Closing routine

Do Mindfulness routine 2 on p. 32.

Activity 1

1 f 2 d 3 e 4 b 5 c 6 a

Lesson 5 Vocabulary & Grammar 2

1 Listen and say. Then listen and put in order.



2 Watch and listen. Move and sing.

Time for breakfast!



How much milk would you like?
Just a little.
How much toast would you like?
A lot, please!
How much jam would you like on your toast?
Not much. It's not good for me!
Wake up! Get up! It's a nice day!
Come and have breakfast.
Are you hungry today?

How many raisins would you like?
Not many.
How much cereal would you like?
A lot, please.
How many nuts would you like with that?
A few. They're good for me!

3 Look, listen and follow. Then make your own questions and answers.

| Quantifiers | | | |
|-------------|------|---------------------------|----------------------------------|
| How | much | milk toast jam | Not much. A little. A lot. |
| | many | apples raisins nuts | Not many. A few. A lot. |

Look:
Not much / Not many ✓
A little / A few ✓✓
A lot ✓✓✓

4 Talk Partners Take turns to ask and answer.

How much milk would you like? Not much.

1 How much would you like? 2 How many would you like?

3 How much would you like? 4 How many would you like?

5 Talk Partners Imagine you're having breakfast with your friends. Talk about how much you want.

How much apple juice would you like?
A lot, please. I love apple juice. How many nuts would you like?
Just a few, please.

Activity 4

- How much milk would you like? Not much, please.
- How many raisins would you like? Not many.
- How much cereal would you like? A lot, please.
- How many nuts would you like? A few, please.

Lesson 5 Vocabulary & Grammar 2

1 Unscramble and match.

1 sinrais → raisins [d]
2 rcelae → cereal [c]
3 kiln → Milk [a]
4 oatst → toast [b]
5 tuns → nuts [f]
6 maj → jam [e]

2 Read and circle.

Mum: How much / many milk would you like?
Bea: A lot / few, please. I love milk on my cereal.
Dad: How much / many nuts would you like?
Bea: Not many / much. I don't really like nuts.
Mum: But nuts are good for you. How many raisins would you like?
Bea: Just a little / few please.
Dad: Would you like some juice?
Bea: OK. Just a lot / little please. I'm not very thirsty.



3 Imagine it's breakfast time. Answer the questions.

How much cereal would you like? _____, please.
How many eggs would you like? _____, please.
How much orange juice would you like? _____, please.

Pupils' own answers

Objectives: Ask somebody how much she/he would like; Ask and answer questions about quantity

Vocabulary: Breakfast food (*cereal, jam, milk, nuts, raisins, toast*)

Grammar: Quantifiers (*How much milk would you like? Not much*)

Materials: Classroom Presentation Kit, Flashcards,  Something for Everyone Book

Optional: Real breakfast foods (*jam, milk, toast, cereal, nuts, raisins*)

Opening routine

To **focus** the class, do Mindfulness routine 1 on p. 32.

Pupil's Book, pages 14–15

1 1.7 Listen and say. 1.8 Then listen and put in order.

Follow the **Vocabulary presentation routine** on p. 25.

Engage After the listening activity, if you brought real breakfast foods to class, show them to the class one by one as you place them in different parts of the room. Then ask pupils to get up and stand next to their favourite breakfast food. Count the number of pupils next to each item and see which is the most popular.

raisins, cereal, nuts, milk, toast, jam

2 1.9 Watch and listen. Move and sing.

Follow the **Grammar presentation and vocabulary practice routine** on p. 25.

3 1.10 Look, listen and follow. Then make your own questions and answers.


Follow the **Grammar table routine** on p. 25.

Focus pupils on the pronunciation of *would you like*, especially the /dʒ/ sound between the *d* of *would* and the *y* of *you*. Lead a drill.

1 How much milk would you like? A little.

2 How many raisins would you like? A few.


3 How much jam would you like? A lot.

 Ask pupils how they say *How much* and *How many* in their own language. Is it similar or different to English? How?

Follow the **Grammar practice: Talk Partners routine** on p. 25.

4 **Talk Partners** Take turns to ask and answer.

Before pupils begin the activity, model reading each question aloud, pointing to the picture in each question and 'translating' it into a word.

 In activity 4, pupils interpret and **explain visual data** to a partner.

5 **Talk Partners** Imagine you're having breakfast with your friends. Talk about how much you want.

Engage Ask pupils to close their eyes before they do this activity, and imagine that they are sitting at their breakfast table. Ask them to imagine what they can see on the table, or what they can smell in the kitchen. Then ask pupils to open their eyes. Model the activity with a confident pupil, and then explain or elicit the different stages of the activity (Choose one breakfast food from the picture. Ask one of your partners a question about this food. Answer your partner's question and say how much you want. Ask a different partner.).

Activity Book, page 14

1 Unscramble and match.

With books closed, display the image from this activity on the board and ask pupils if they can say what they can see.

2 Read and circle.

3 Imagine it's breakfast time. Answer the questions.

Reach higher Ask pupils to explain their answers with an extra sentence. For example, *Not much, please. I don't really like white bread.*

Closing routine

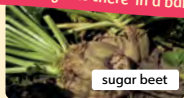
Do Communication routine 3 on p. 32.

How much do you know about sugar?

Where is sugar from? • How much sugar do I need to eat?
How much sugar is there in a banana?

Sugar comes from plants. In hot countries, farmers grow sugar cane and in colder countries, farmers grow sugar beet.

To get the sugar from the plants, you need to chop the sugar cane or the sugar beet and boil it in water. The sugar goes from the plant into the water. Then you boil the water until it dries and the sugar makes crystals.



sugar beet



sugar cane



crystals

We need to eat a little sugar every day for energy. We can get natural sugar from food that is good for us, for example, fruit. A banana has got about 14g of natural sugar in it.

But some foods have a lot of added sugar, for example, fizzy drinks and cakes. A bottle of fizzy drink can have 40g of added sugar! That's a lot, and this is bad for us.



Big Breakfast Bowl

Do you want to make a healthy breakfast? Try this recipe! It's delicious and full of energy – and no added sugars.

Preparation time: 15 minutes

For two people, you need:

- 60g cereal
- a few raisins
- a few nuts
- 1 apple
- 1 banana
- a little milk

- 1 First, wash your hands carefully.
- 2 Next, put some cereal in a bowl and add a little milk.
- 3 Then peel the banana. You don't need to peel the apple, but you need to wash it.
- 4 Chop the fruit into small pieces and add it to the cereal.
- 5 Finally, add a few nuts and raisins.

Remember:

Always read the cereal box and choose a cereal that doesn't have a lot of added sugar.

Before you read

- 1 Do you know where sugar comes from?

After you read

- 2 **Read and listen. Answer True or False.**
 - 1 We need sugar for energy. True.
 - 2 To get sugar, you need to fry the sugar beet or the sugar cane.
 - 3 Fruit has got natural sugar in it.
 - 4 The *Big Breakfast Bowl* recipe has natural sugar in it.
 - 5 You need a lot of nuts and raisins for the recipe.

Scanning

Remember! When we want to find specific information, we scan a text. This means read quickly and look for key words. What's the first step in the recipe? Scan the blog and look for the word first.

- 3 **Scan the texts to find the following information.**
 - 1 How much sugar can be in a bottle of fizzy drink?
 - 2 Which two plants do farmers grow for sugar?
 - 3 How many apples do you need for the *Big Breakfast Bowl* recipe?
 - 4 You put the cereal in the bowl. What do you do next?

- 4 **Read and discuss.**
 - 1 What foods do you eat that have got natural sugar or added sugar?
 - 2 What do you usually eat for breakfast?
 - 3 Would you like to make the recipe in the magazine?
 - 4 Where can you find other recipes?

What are your favourite healthy foods to eat for breakfast?

What animals do you think are consumers of sugar cane in a food chain?



Activity 1

Sugar comes from plants – sugar cane and sugar beet.

Activity 2

- 1 True.
- 2 False. You need to boil the plants.
- 3 True.

- 4 True.
- 5 False. You need a few nuts and a few raisins.

Activity 3

- 1 40g
- 2 Sugar beet and sugar cane.
- 3 One.
- 4 You add a little milk.

Activity 4

- 1–3 Pupils' own answers
- 4 On the internet, in recipe books, in magazines.

After you read

- 1 Scan the article and recipe on Pupil's Book pages 16–17. Then circle the correct information.

- | | |
|---|--------------------------------|
| 1 Where does sugar cane grow? | in <u>hot</u> / cold countries |
| 2 How much natural sugar has a banana got? | about 40g / <u>14g</u> |
| 3 How much time do you need to make the Big Breakfast Bowl? | <u>15</u> / 25 minutes |
| 4 How many different ingredients are there in the recipe? | eight / <u>six</u> |
| 5 How much added sugar is in the recipe? | <u>0g</u> / 50g |


- 2 Scan the cereal packets and answer.



- 1 Which breakfast cereal has most natural sugar? Crumbly
- 2 Which breakfast cereal has most added sugar? Pops
- 3 Which breakfast cereal is the healthiest? Flakes
- 4 Which breakfast cereal would you choose? Pupils' own answers
- 5 Why is it good to read the list of ingredients on the food we eat?
Suggested answer: It can help us to choose healthy food.


Objectives: Read and understand a magazine article and a recipe; Scan for information (information literacy); Use information to inform choices (critical literacy)

Recycled language: *add, boil, cereal, chop, milk, nuts, peel, raisins*

Materials: Classroom Presentation Kit,  Something for Everyone Book, Assessment Rubric

Optional: Photos of healthy food you ate this week (e.g. a bowl of high-fibre cereal, some fruit, a plate of vegetables, a yoghurt, etc.)

Opening routine

 Play the mindfulness animation or audio to **focus** pupils before they read.

Pupil's Book, pages 16–17

Science question

What animals do you think are consumers of sugar cane in a food chain?

This relates to the natural science topic of food chains. Elicit what kind of consumers would eat sugar cane (herbivores or omnivores, primary consumers). Remind students that sugar cane is grown in hot countries, mostly in Asia and America to guide them to think of animals in these regions that would consume sugar cane (e.g. beetles, pandas, elephants).

Before you read

Follow the **Before you read routine** on p. 27.

1 Do you know where sugar comes from?

After you read

Follow the **While you read** and **After you read routines** on p. 27.


2 1.11 Read and listen. Answer *True* or *False*.

Information literacy: Scan for information

Ask pupils to put their finger on the word *First* in the recipe. Then ask pupils to scan and find other information: *How long does it take to prepare the Big Breakfast Bowl?*

For each question in Activity 3, ask pupils what type of word they need to find in the text (e.g. a number or unit of time).

3 Scan the texts to find the following information.

 In activity 3, pupils practise **relaying specific information** about a text.

4 Read and discuss.

Critical literacy: Use information to inform choices

Pupils say the main points of the texts (e.g. We should choose cereals without too much added sugar.). Elicit some healthy choices they could make, based on this information (e.g. Let's check cereals at home and decide if they are healthy.).

Follow the **Assessment for learning routine** on p. 27.

ESDC



What are your favourite healthy foods to eat for breakfast?

This question relates to **SDG Goal 3: Good health and well-being**. If you brought pictures of the healthy food, display these on the board. Ask how healthy these foods are. Ask who is responsible for the choices we make about our health, and guide pupils to notice that it is *our own* responsibility. Elicit what pupils can do to eat less sugar, e.g. swap fizzy drinks for sugar-free drinks, check the labels on food, use the Sugar Smart App.

Activity Book, page 15

1 Scan the article and recipe on Pupil's Book pages 16–17. Then circle the correct information.

Classroom management tip

To help all pupils to work at the same speed, put a timer on the board for one minute and ask pupils to simply read and think about their answers – no writing allowed! Say that this is thinking time. After the timer sounds, pupils can pick up their pens and complete the activity.

2 Scan the cereal packets and answer.

Closing routine

Do TPR Dynamic routine 1 on p. 32.

Activity 1
lunch

Activity 2
Sentences 3 and 4
are correct

Lesson 7 Listening & Speaking

Real-world communication

1 Listen and choose. Which meal is the family eating: breakfast, lunch or dinner?



2 Listen again. Which sentences are correct?

- 1 Carla is very hungry.
- 2 Max asks for the tomato sauce and the juice.
- 3 This afternoon, Max is going to play his new video game.
- 4 First, Carla and Max need to do the washing up.

3 Watch or listen and say. Then practise in pairs.

- A: Would you like some more toast?
B: Yes, please.
A: Here you are.
B: Thank you. Can you pass the jam, please?
A: Yes, here you are.
B: And can I have some more apple juice, please?
A: Yes, of course. Would you like some more cereal?
B: No, thank you. I've had enough.
A: Can I have some more milk, please?
B: Oh, I'm sorry. There isn't any more milk!



Asking for things at the table

Would you like some more ...? Yes, please. Can you pass the ..., please? Yes, here you are.
No, thank you. I'm full. / I've had enough. Can I have some more ..., please? Yes, of course.

4 **Talk Partners** Make new dialogues.

Go to Activity Book, p.137



Would you like some more rice?



No, thank you. I'm full.

18 **eighteen** Key learning outcomes: Listen for the main idea and details; Ask for things at the table Activity Book, p.16

Lesson 7 Listening & Speaking

Real-world communication

1 **Exam practice** Listen and tick (✓) the box.

Example What are the family eating for dinner?



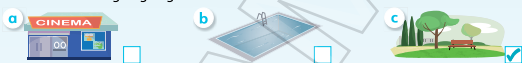
1 What does Max like with his meal?



2 What do the family drink with their meal?



3 Where is Carla going to go this afternoon?



2 **Read and match.**

- 1 Can you pass the salt, please? a Yes, of course.
- 2 Would you like some more pizza? b Yes, here you are.
- 3 Can I have some more ice cream, please? c No, thank you. I'm full.
- 4 Would you like some more cheese? d Yes, please.

3 **Complete the dialogue. Then listen and check.**

Max: Can I have some more chicken, please?
Dad: Yes, ¹ of course .
Carla: Can you pass the chips, please?
Dad: Yes, ² here you are . Do you want some more chips too, Max?
Max: No, ³ thank you . I've ⁴ had enough .
Dad: Would you like some more chicken, Carla?
Carla: Yes, ⁵ please . It's really nice.



16 **sixteen** I can listen for the main idea and details and I can ask for things at the table

Unit 1

Choose a meal. Ask and answer about food on the table.




Would you like some more rice?

No, thank you. I'm full.

Objectives: Listen for the main idea and details; Ask for things at the table


Functional language: *Would you like some more ...? Yes, please. Can I have some more ..., please? Yes, of course. No, thank you. I'm full. / I've had enough. Can you pass the ..., please? Yes, here you are.*

Recycled language: *cereal, jam, milk, toast*

Materials: Classroom Presentation Kit,  Something for Everyone Book, Activity Book Cutouts, teacher and peer Assessment Rubrics

Optional: Counters (around 11 per pupil)

Opening routine

 Play the mindfulness animation or audio to **energise** pupils before they listen. Have pupils sing and dance to the song *Time for breakfast!* from Lesson 5.

Pupil's Book, page 18

1 1.12 Listen and choose. Which meal is the family eating: breakfast, lunch or dinner?

Follow the **Listening activity routine** on p. 29.

Dad: Would you like some more spaghetti, Carla?

Carla: No thanks, I've had enough.

Max: Can I have some more spaghetti, please, Dad? I'm really hungry!

Dad: Yes, of course. Pass me your plate.

Max: Can you pass the tomato sauce, please?

Carla: Here you are.

Max: Thanks. And can you pass the bread, please?

Carla: Yes, here you are.

Max: And can you pass the water, please?

Carla: Max!

Max: Sorry!

Dad: What are you going to do this afternoon?

Carla: I'm going to go to the park with my friends.

Max: I think I'm going to play my new video game.

Mum: Does anyone want some more?

Max: No, thanks. I'm full.

Carla: Me too.

Dad: Right. Let's do the washing up; then you can go out to play.

2 1.12 Listen again. Which sentences are correct?

Listening skill: Listen for the main idea and details


Write *spaghetti, tomato sauce, bread, water, can I have, more* on the board. Play the audio again and pupils stand when they hear each word. Ask how they're connected (asking for food). Explain that listening for connected and repeated words helps us identify the main idea. It is then easier to understand the details.

3 1.13 Watch or listen and say. Then practise in pairs.

Follow the **Functional language: Video activity and speaking activity routine** on p. 29.

Speaking skill: Asking for things at the table

Model the examples with polite and then less polite intonation. Ask pupils why it is important to use polite intonation.

 Elicit similar expressions that pupils use in their own language to ask for things at the table politely. Is intonation important?

4 Talk Partners Make new dialogues.

Follow the **Assessment for learning routine** on p. 29.

Activity Book, page 16

1 1.3 **Exam practice** Listen and tick (✓) the box.

Exam tip

A2 Flyers Listening, Part 4

Tell pupils that they need to remember to look at all the pictures before they listen, to help them hear the key words.

2 Read and match.

3 1.4 Complete the dialogue. Then listen and check.

Reach higher Ask pupils to add two or four more lines to the dialogue. They can then act them out with a partner.

Closing routine

Do Mindfulness routine 2 on p. 32.

Activity 1

Suggested answers:

Yes. Eggs are good for you. / There's protein in the eggs, and there are vitamins and minerals in the tomatoes.


Activity 2

- 1 No, you don't.
- 2 Three.
- 3 The carrots.
- 4 No, you don't.

Activity 3

- 1 Six ingredients and ten minutes.
- 2 c, b, a

1 **Read the recipe. Do you think this is a healthy meal?**



SMILING OMELETTE

Don't forget to wash your hands before you start!

Preparation time: 10 minutes

Ingredients:
 three eggs
 a little milk
 a carrot
 a few mushrooms
 a tomato
 some toast

Method

- 1 First, wash the carrot, mushrooms and tomato. You need to peel the carrot, but you don't need to peel the mushrooms or the tomato.
- 2 Next, slice the mushrooms and fry them. Then put them on a plate.
- 3 Now mix the eggs and add a little milk.
- 4 Pour the eggs and milk into a frying pan. Fry the omelette for three minutes. Be careful! Don't burn it.
- 5 Put the omelette on a plate. Chop the carrot to make eyes and a nose.
- 6 After that, chop the tomato and add it to make the mouth.
- 7 Finally, add the mushrooms to make the hair.
- 8 Eat the omelette with toast. Delicious!

2 **Read the recipe again and answer.**

- 1 Do you need nuts for this recipe?
- 2 How many eggs do you need?
- 3 Which vegetables do you need to peel?
- 4 Do you need to cook the tomatoes?

3 **Look at the recipe again and answer.**

- 1 How many ingredients and how much time do you need for this recipe?
- 2 Put the pictures in order for the recipe.



4 **Plan and write a recipe.**

[Go to Activity Book, p.17](#)

Writing a recipe

When we write a recipe, we give a list of **the food we need**. We call these **ingredients**. We also write **how long** the recipe takes and give **instructions**. These are the **preparation time** and the **method**.

There are numbers and words to help you know what order to do things in, e.g. *first, next, then, after that, finally*.

What do you know now?

Think about Unit 1.

[Go to Activity Book, p.20](#)

Key learning outcome: Write a recipe

nineteen > 19

Plan Think of a meal you like. Write notes for your recipe.

| | |
|--|--|
| What's your recipe for? <i>Pupils' own answers</i> | What ingredients do you need? Some: A little: A lot of: A few: |
| Circle the actions you need to do for your recipe. wash fry boil chop stir mix peel weigh pour add roll out taste | How much time does your recipe take? <i>Pupils' own answers</i> |

Write Write a recipe.

My recipe for _____

Preparation time: _____

Ingredients: _____

1. First, _____ .

2. Next, _____ .

3. Then _____ .

_____ .

_____ .

Pupils' own answers


Check **Read and check your work with a friend.**

- I made a list of ingredients and quantities.
- I wrote how long the recipe takes to make.
- I wrote instructions and used numbers and words to show the order.
- I said what actions you need to do at each stage.

I can plan and write a recipe seventeen > 17

Objectives: Plan and write a recipe

Recycled language: *add, burn, chop, milk, mix, nuts, peel, pour, toast*

Materials: Classroom Presentation Kit,  Something for Everyone Book, Assessment Rubric

Opening routine

To **focus** the class, do Mindfulness routine 3 on p. 32.

Pupil's Book, page 19

1 1.14 Read the recipe. Do you think this is a healthy meal?

Follow the **Before you read routine** and the **Model text and writing sub skill routine** on p. 31.


Engage Display the flashcards for breakfast foods from this unit. Point to them one by one, and tell pupils to either do a star jump if the food is healthy, or crouch down if it is unhealthy.

With books closed, ask questions about recipes and food to the class. Start with the *Support* questions below, nominating pupils who you feel may be less confident in speaking in front of the whole class. Then move on to the *Reach higher* questions, nominating pupils who are more confident.

Support *What foods do you like cooking? Do you help your parents/family to cook? What do you eat for breakfast?*

Reach higher *Why is it important to wash your hands before you cook? Can you describe how to make an omelette?*

2 Read the recipe again and answer.

 In activity 2, have pupils share their answers with a partner to practice interpreting and explaining a text by **relaying specific information** about it to someone else.

3 Look at the recipe again and answer.

Writing skill: Writing a recipe

Point to the different parts of the model recipe that are mentioned in the skills box. Show several online recipes (e.g. from food blogs) and point to the same parts. If time allows, pupils can be encouraged to look for a recipe for their favourite meal online and notice the different parts of the recipe.

4 Plan and write a recipe.

Follow the **Writing activity routine** on p. 31.

Activity Book, page 17

Follow the **Activity Book routine** on p. 31.

Plan Think of a meal you like. Write notes for your recipe.

Pupils will benefit from seeing a model of 'notes' for a recipe. For example, a bullet point list of ingredients and timings. Ask questions to guide them in their planning, e.g.: *Do you need to write a perfect recipe, with lots of full sentences? (No, a couple of short sentences with numbers is fine.)*

Do you need to have details? (Yes, you need lots of information, e.g. food names, timing, temperature, etc.)

Write Write a recipe.

Check Read and check your work with a friend.

Pupil's Book, page 19

What do you know now?

Follow the **Assessment for learning: Progress review routine** on p. 31.

Closing routine

Do TPR Dynamic routine 3 on p. 32.

Review

1 Find and circle twelve words. Then classify and write the words.

| Actions | Ingredients |
|----------|-------------|
| roll out | raisins |
| taste | nuts |
| mix | jam |
| burn | cereal |
| boil | milk |
| pour | toast |

2 Look at the pictures and complete the instructions.

- Ingredients: chocolate and milk
Add the chocolate to the milk. Then stir.
- Ingredients: carrots and potatoes
First, peel the vegetables.
- Ingredients: 100g pasta/spaghetti
First, boil some water. Then add the pasta.
- Ingredients: apples, bananas and oranges
First, chop the fruit.
- Ingredients: eggs and oil
Fry the eggs in a hot pan.
- Ingredients: 200g sugar
First, weigh the sugar.

3 Complete the dialogue. few need to don't lot much many want to

Mum, we¹ want to have a picnic in the park. That's a nice idea. What are you going to take?

Well, I² need to take some sandwiches and some crisps. How³ many sandwiches do you need?

I need four sandwiches. And some juice? How⁴ much juice would you like?

A⁵ lot. It's very hot! Do you want to take a⁶ few biscuits?

No, I⁷ don't need to take biscuits because Emma is going to bring some. Great! Have a good picnic.

4 Unscramble the questions. Then look and circle the answers.

- sugar / much / How / is there / a fizzy drink / in / ?
How much sugar is there in a fizzy drink?
A lot. / Not much.
- in / much / is there / How / milk / sugar / ?
How much sugar is there in milk?
A lot. / Not much.
- raisins / many / How / need to / the cake / make / do you / ?
How many raisins do you need to make the cake?
A lot. / A few.
- jam / much / How / on your toast / would you like / ?
How much jam would you like on your toast?
A lot, please. / Just a little, please.

How do you say A little/A few and Not much/Not many in your language? Do the words change for countable and uncountable nouns?

Think about Unit 1

Read. Write or draw, circle and tick (✓) your answers.

What did I do? What did I learn?

How did I learn? What was my favourite part?

How well did I do?

What can I do next?

I can ...

- practise the new words.
- read the story again.
- play the digital games again.
- read English recipes on the internet.

Go to the map on pp.4-5 and draw your unit pass.

Exam practice 1

1 Listen and write. There is one example.

Exam tip
Write your answers in pencil, then check them the second time you listen.



Cooking Lessons

- Place: the community café
- 1 Time and day: 5.30 pm on Wednesdays
- 2 You can learn: to make healthy snacks
- 3 The teacher's name is: Alex
- 4 Need to bring: some vegetables
- 5 At 6.30 pm families can: taste the snacks

Objectives: Review vocabulary and grammar from Unit 1; Assessment for learning Unit 1;

Exam practice: A2 Flyers Listening, Part 2

Materials: Classroom Presentation Kit, Flashcards

Optional: Handout (one per pupil who needs support) with the following words on it: *bananas, sugar, weigh, eggs, milk, stir, pasta, carrots, chocolate, chop, peel, fry, add*

Opening routine

To **energise** the class, do Communication routine 2 on p. 32.

Activity Book, pages 18–21

Engage Do a vocabulary review with the flashcards from this unit. Before the lesson, hide them around the classroom. Play some music and have pupils find them and stick them on the whiteboard. When all the flashcards are on the board, nominate pupils to say the words.

1 Find and circle twelve words. Then classify and write the words.


2 Look at the pictures and complete the instructions.

Support As you monitor, give a handout with words to use (see *Optional* materials) to those who need help.

3 Complete the dialogue.

Reach higher Ask early finishers to add two more lines of dialogue. Explain that they can add them anywhere in the dialogue (at the beginning, middle or end).

4 Unscramble the questions. Then look and circle the answers.

 **How do you say *A little/A few* and *Not much/Not many* in your language? Do the words change for countable and uncountable nouns?**

Have pupils think of some examples of countable and uncountable nouns in their own language and then focus on how the expressions change when put with these nouns.

Think about Unit 1

Read. Write or draw, circle and tick (✓) your answers.

Follow the **Assessment for learning: Progress review routine** on p. 31.

Exam practice

Exam tip

A2 Flyers Listening, Part 2

Tell pupils that in this type of activity, they need to listen for names, spellings and other information such as days of the week.

1  **1.5 Listen and write. There is one example.**

Andy: Hi, Kim. How are you?

Kim: I'm fine. I'm going to my cooking lesson.

Andy: Really? Where do you do your cooking lessons?

Kim: At the community café. It's really good fun.

Narrator: Can you see the answer? Now you listen and write.

Kim: Do you want to come with me to the cooking lesson next week?

Andy: Maybe. When are the lessons?

Kim: Every Wednesday, after school at half past five.

Andy: Hmm. Wednesdays. Yes, that's good for me. Do you learn to make cakes and biscuits?

Kim: No, we don't. Cakes and biscuits aren't good for you. There's a lot of added sugar in them.

Andy: Yes, I know, but I love cakes.

Kim: We learn to make healthy snacks with no added sugar. They're really good.

Andy: Who's your teacher?

Kim: Our teacher is a chef from the community café.

Andy: Is she nice?

Kim: Yes, she's really nice and she's very funny. Her name's Alex.

Andy: Alice?

Kim: No, Alex. A-L-E-X.

Andy: Ah I see. Can I come with you next Wednesday, then?

Kim: Yes, that's great.

Andy: What do I need to bring?

Kim: You need to bring some vegetables.

Andy: What kind of vegetables?

Kim: The vegetables that you like eating. We always use vegetables or fruit to make the snacks. ... Tell your family to come to the café at half past six.

Andy: Why?

Kim: Because, at the end of the lesson, families can come and taste the snacks. It's like a picnic party.

Andy: That sounds great. See you next Wednesday.

Closing routine

Do TPR Dynamic routine 2 on p. 32.

Review

1 Look at the diagram and take turns to ask what the children did in the summer.



Did Ella go to a water park?

No, she didn't.

Did Samir and Ella cook a meal?

Yes, they did.

2 Look at the two recipes. How many differences can you find?

In recipe one, you need to peel the apples.

In recipe two, you don't need to peel the apples.

Apple Tart – Recipe 1



Roll out pastry.



Wash the apples and peel them.



Chop the apples, add a little sugar and cook them.



Put the apples in the pastry and cook the tart.

Apple Tart – Recipe 2



Roll out pastry.



Wash the apples and chop them.



Put the apples in the pastry and add a lot of honey.



Add a few raisins and cook the tart.



Roll out is a phrasal verb. It has a verb and a preposition. Are any of these phrasal verbs? put on ride a horse look for dress up play video games

20 twenty

Key learning outcome: Review vocabulary and grammar from the Welcome Unit and Unit 1

Activity 1

Suggested answers:

Did Ella go to a water park? No, she didn't.
Did Samir and Ella cook a meal? Yes, they did.
Did Samir go bowling? Yes, he did.
Did Ella go shopping? Yes, she did.
Did Samir watch a film? No, he didn't.

Activity 2

Suggested answers:

In recipe one, you need to peel the apples, but in recipe two you don't need to peel the apples.
In recipe one, you need to cook the apples first, but in recipe two you don't need to cook the apples first.
In recipe one, you need to add a little sugar, but in recipe two you don't need to add sugar.
In recipe two, you need to add a few raisins, but in recipe one you don't need to add raisins.
In recipe two, you need to add a lot of honey, but in recipe one you don't need to add honey.



Exam practice 1

1 Decide who is Pupil A and who is Pupil B.

2 Pupil A tell Pupil B about your picture. Find the differences.



3 Pupil B tell Pupil A about your picture. Find the differences.



In my picture, the boy is wearing a red T-shirt.

In my picture, he's wearing ...

Suggested answers:

A: picture of castle, three glasses, round clock, boiling water, panda on bag, train on chair, boy holding phone, boy in red T-shirt, one egg, weighing flour
B: picture of waterfall, two glasses, square clock, making tomato sauce, polar bear on bag, train under chair, boy holding jam, boy in purple T-shirt, twelve eggs, weighing nuts

Key learning outcome: Practice for A2 Flyers Speaking, Part 1

twenty-one 21