

Unit 2 Overview

Unit objectives: talk about what food there is or there isn't

Vocabulary: food and meals

Grammar: *There are some ...-s, There aren't any ...-s, There's some ..., There isn't any ..., Is there any ...? Yes, there is./No, there isn't.*

Phonics: sounds /br/, /sn/, /kl/

Values: Responsibility – Don't be greedy

Cross-curricular focus:

Social studies – Food in different countries

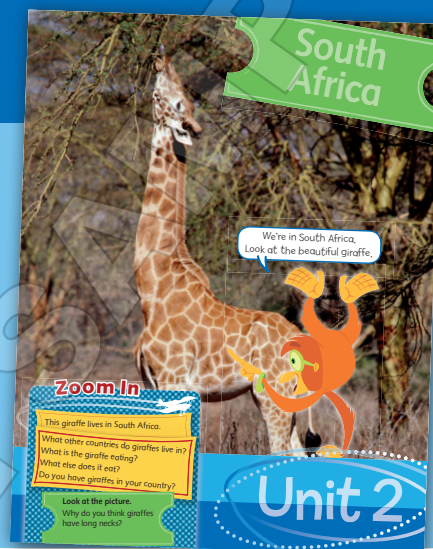
Country focus:

South Africa

Overview materials:

world map or globe, realia or pictures of South Africa

Short lesson option: b & c



Culture Connection

- The giraffe is the tallest land-living animal and lives in many African countries. It uses its long neck to browse the leaves of trees.
- The cheetah – the fastest animal in the world – and many other wild animals such as lions and elephants live in South Africa. Many people go to South Africa on safari to see the wild animals.
- South Africans are famous for their barbecues, or *braais*. They sometimes eat unusual meat such as ostrich and springbok.

a Warmer

Have the children look at the picture of Oona and ask them to identify what animal she is looking at (a giraffe). Explain that Oona is in South Africa.

Tell the children that they are going to continue their journey to learn English and find out about South Africa. Use the world map/globe to help the children identify the continent of Africa and then find South Africa. Use the realia or pictures and find out what the children already know about South Africa. Ask questions, e.g. *What do you know about South Africa? What animals do you know from South Africa?* The children can use L1.

b Picture activity: Zoom In

Ask the children to look at the picture. Ask them where they think the giraffe is (in a national park/ in the wild). Read the questions in the yellow box and discuss the answers with the children. They can use L1. Ask the children to read the questions again and answer them in pairs.

Answers: many African countries, including Kenya, Tanzania, Botswana, Zambia, Zimbabwe, and Uganda; leaves; twigs, buds, flowers, and fruit; children's own answer

c Visual literacy

This feature develops visual literacy by encouraging the children to use their prior knowledge to interpret the picture. Tell the children to look at the picture again and read aloud the question in the green box. Invite children to share their ideas with the class.

Possible answer: to reach leaves on trees

d Wrap up

Use a map of South Africa and ask children to come to the front of the class to show mountains, rivers, cities, and lakes in South Africa.

Picture activities for Unit 2

Lesson 1, after Activity 2

Have the children say what food Oona and the giraffe like and don't like, e.g. *Oona likes bananas. The giraffe likes leaves. Oona doesn't like leaves.*

Lesson 2, after Activity 3

Have the children say sentences using *there is, there isn't, there are, there aren't*: *There is a giraffe. There isn't a lion. There are some leaves. There aren't any bananas.*

Lesson 5, after Activity 3

Have the children draw a picture of other safari animals and things that they eat and drink. Have them write a simple sentence about their picture.

Unit objectives: express food likes and dislikes

New vocabulary: *avocados, cherries, cupcakes, eggs, grapes, potato chips, sausages, strawberries*

Grammar review: *I like ..., I don't like ..., Do you like ...?, Yes, I do., No, I don't.*

Materials: pictures of the food listed in Vocabulary above, two small boxes (optional)

Warmer

Call out food words the children know (e.g. *bananas, tomatoes, hamburgers*). Have the children stand up if they like that food.

- 1** **CD 1, Track 12** Have the children look at the picture and say which foods they recognize. Play the CD. Ask the children to listen and point to the correct pictures. Play the CD again. Pause after each item and have the children repeat. Practice saying the words one at a time as a class.

Activity extender

Play "Supermarket dash." Place the food pictures around the classroom. Divide the class into two teams. Have one child from each team come to the front and give them a box each. Name three or four items for the children to find. The first child to put all the pictures in their box and hand it to you wins a point. Put the pictures back in position. Play several times. Each time have a different child from each team come to the front and play. The team with the most points win.

Blended Teaching Tip

Use the Interactive Student's Book page on the Interactive Classroom DVD-ROM to show the food on the table. Use the text box tool to cover the vocabulary and use the activity as a tool for memorizing new vocabulary.

Unit 2 Lesson 1 **Vocabulary**

1 Listen, point, and say.

2 Write sentences using *I like* and *I don't like*.

😊 ☹️

1 *I like ...* 5 *I don't like ...*

2 _____ 6 _____

3 _____ 7 _____

4 _____ 8 _____

3 Talk to a friend.

Cupcakes! Cup-cakes!

Do you like cupcakes? Yes, I do.

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- 2** Draw a happy and sad face on the board. Point to them and say *I like / I don't like*. Say *I like strawberries*, smile and point to the happy face. Then say *I don't like cherries*, look sad and point to the sad face. Ask the children to complete the sentences in their book.

Answers: Children's own answers.

Competency development: Learn

In this activity, the children **put the vocabulary** they learnt in Activity 1 **into practice** by writing about their own food preferences.

← You can now go back to the unit opener (Teacher's Edition p.31, Student's Book p.15) and do the additional picture activity for this lesson.

- 3** Say food words from Activity 1 for the children to spell chorally. Invite two children to read the example dialog aloud. In pairs, the children take turns saying food words and spelling them, then asking and answering about whether they like them or not.

Competency development: Collaborate and Communicate

In this activity, the children are encouraged to **ask for each other's opinions** by using the food words they have learned in this lesson.

Wrap up

Write *sweet* and *savory* on the board and explain their meaning. Say the food words from Activity 1 and ask the children to say *sweet* or *savory*.

Learning objectives: describe what food items *there are/aren't*


New grammar: *There are some ...-s, There aren't any ...-s*

Grammar review: *There is ..., There isn't ...*

Vocabulary review: *apples, cherries, cupcakes, eggs, pears, sandwiches, sausages, strawberries*

Warmer

Write the food words from the story on the board with the vowels missing. In pairs, the children write the complete words. Invite children to complete the letters on the board for the class to check their answers.

- 1**  **CD 1, Track 13** Ask where Zac and Oona are (*on safari*). Play the CD. Have the children listen and read. Play the CD again with pauses and have the children repeat. Then have them read the story aloud as a class.

Write the sentences from the grammar box on the board. Read them aloud. Hold up some pencils and say *There are some pencils!* Hide the pencils behind your back and say *There aren't any pencils.* Repeat and have the children join in. Encourage them to exaggerate the plural -s.



Discover Grammar


Ask the children to read the sentences in the box. Have them identify if they are positive or negative. Then discuss which words are used in affirmative sentences and which are used in negative ones. Finally, have them circle the word options. Review the answers with the class.

Answers: some; any



Competency development: Think

This activity helps the children to **deduce the meaning and use of *some* and *any*** in affirmative and negative sentences.

- 2**  Have the children look at the picture in Activity 1 again. In pairs, they complete the sentences correctly. Check answers on the board.

Answers: 1 are some 2 aren't any 3 aren't any 4 are some

Unit 2 Lesson 2

Grammar There are some sausages. There aren't any cherries.

1 Listen, read, and say.
Zac and Oona are on safari and it's time for lunch.
Look at this picnic! There are some sausages and some sandwiches. There aren't any strawberries, and there aren't any cherries.
But there are some lions!

Discover Grammar
Circle.
There's + *some* / *any* ...
There isn't + *some* / *any* ...

2 Look at Activity 1. Complete the sentences with *are*, *some*, or *aren't any*.

1 There _____ apples.	3 There _____ eggs.
2 There _____ cupcakes.	4 There _____ pears.

3 Play the Memory Game.
There are some sausages. Yes!

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Competency development: Learn

This activity helps the children to **practice the language and grammar** they have been studying in this lesson and reuse it in a new context.



- 3** Ask the children to look at the story pictures for one minute. In pairs, one child closes their book and says sentences from memory about what *there are* or *aren't* in the story. The other child looks at the book and confirms if they are correct. Then have the children change roles. Monitor and help.



Competency development: Collaborate and Communicate

In this activity, the children **collaborate to remember and identify** the food in the pictures.



You can now go back to the unit opener (Teacher's Edition p.31, Student's Book p.15) and do the additional picture activity for this lesson.

Lesson extender

Ask the children to write four sentences in their notebook about objects in their classroom using *There is/There isn't/There are/There aren't ...* Invite children to read the sentences to the class.

Wrap up

Divide the class into teams. Have one child from each team stand at the board. Say a word from this lesson. The first child to write the word correctly wins a point. Repeat until all the children have participated. The team with the most points win.

Learning objectives: recognize and practice sounds /br/, /sn/, /kl/

New phonics sounds: /br/, /sn/, /kl/

New vocabulary: breakfast, cloudy, library, snack

Vocabulary review: bread, clock, hungry, snake

Warmer

Review the sounds from Unit 1 by writing the letter pairs on the board (*ar*, *all*, *or*). Have the children repeat the sounds and then call out words that contain those sounds, e.g. *guitar*, *mall*, *morning*.

Write *breakfast* on the board. Have the children do a quick drawing of what they have for breakfast. Invite children to hold up their drawing and say, e.g. *I have eggs and toast for breakfast*.

- 1** **CD 1, Track 14** Write *br*, *sn*, and *cl* on the board. Play the CD. Ask the children to listen and follow the chant in their book. Play the CD again and pause after each line for them to repeat.

Point to the letters *br* on the board. Have the children point to the words with that sound (*breakfast*, *bread*, *library*, and *Brian*). Have them say the words chorally. Repeat with the other two sounds (*sn*: *snake*, *snack*; *cl*: *clock*, *cloudy*).

Blended Teaching Tip

Use the Animated Phonics Presentation on the Interactive Classroom DVD-ROM to practice the chant with the children. This will help them to concentrate on sounds and improve pronunciation. After playing the chant a few times, have the class chant alone, clapping together to keep in time.

- 2** Point to the wordsnake and tell the children to find hidden words using the letter combinations from this lesson. The children circle the words and write them in the correct columns. Write the three columns on the board and invite children to write the answers.

Answers: *br*: breakfast, library; *sn*: snack, snake; *cl*: clock, cloudy

Unit 2 Lesson 3 Sounds and Spelling!

1 Listen and chant.

br sn cl

Sara gets up at seven o'clock. It's a very cloudy day. For breakfast she has bread. She's hungry today!

Sara's at the library. Brian the snake is there. They read a book and have a snack. Some cupcakes and a pear.

2 Circle, sort, and write.

breakfastsnacksnakeclockcloudylibrary

br sn cl

3 Write a word with *br*, *sn*, or *cl*.

brown

climb

sneakers

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Competency development: Think

In this activity, the children are required to **analyze the words and which category they belong to**, stimulating thinking processes and learning.

- 3** In pairs, the children write the words in their book. Check answers.

Answers: brown, climb, sneakers

Competency development: Learn

This activity **extends the children's knowledge of the sounds** through a visual context.

Lesson extender

Make sure the children have a red, blue, and green colored pencil. Ask them to look at the words in Activity 2 again and then close their book. Call out words and have the children hold up the correct colored pencil, e.g. red pencil for words with the *br* sound. Repeat the words faster and faster to make it fun.

Wrap up

Point to the letter pairs on the board at random. Each time choose a child to call out a word containing that sound, e.g. *br* (*bread*).

Learning objectives: practice reading skills and explore the value of eating responsibly

New vocabulary: *beans, dinner, greedy, lunch, potatoes*

Vocabulary review: *bed, breakfast, cherries, clock, cupcakes, morning, sausages, snack, strawberries*

Grammar review: *There's some ..., There are ...*

Warmer

Ask the children to look at the pictures and describe what they can see. Ask them to make predictions about the story. Write their ideas on the board. Check them after Activity 1.

- 1** **CD 1, Track 15** Ask the children to look at the story. Make sure they understand the order of the pictures on the page. Play the CD for the children to listen and read. Have the children say which of the predictions on the board were correct. Play the CD again. Have the children read along.

Activity extender

Write *healthy* and *unhealthy* on the board. Explain the meaning and then have the children call out the food words from Activity 1. As they are calling out, write them on the board in random order (elicit *cookies* from Picture 2). Then allow the children a minute to think about which column the words go in and invite them to write their answers on the board (*healthy: strawberries, cherries, soup, bread, sausages, potatoes, beans; unhealthy: cookies, cupcakes*).

- 2** Write *responsibility* on the board. Explain that if someone is responsible they take care with their actions. Ask the children why the girl isn't responsible. (*She eats too many snacks and gets sick.*) Read aloud the values and check understanding. Ask the children to check the correct value.
- Ask the children if they have ever been greedy. Discuss why it is better to be responsible when we eat. Ask if they know of any healthy snacks (apples, bananas, etc.). Allow the children to answer in L1 to help them understand the value.
- Answer:** Don't be greedy.

Unit 2 Lesson 4 **Reading Time**

1 Listen and read.

1 Clara gets up at 7 o'clock and has breakfast. There are strawberries and cherries for breakfast.

2 In the morning, she has a snack.

3 Clara has lunch at 1 o'clock. There's some soup and bread for lunch.

4 Then, she has another snack. Yummy! Cupcakes!

5 She has dinner at 6 o'clock. Mmm. Sausages, potatoes, and beans.

6 Later, Clara is in bed. One snack a day, OK?

2 Read the story again. Check (✓) the **value**.

Responsibility: Don't be greedy. ☐ Don't be lazy. ☐

3 How many snacks do you eat in a day? What are they? Write a list of your snacks for one day and decide if you are greedy.

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- 3** Read aloud the questions and make sure the children understand. Ask the children to write the snacks they eat in one day in their notebook. In pairs, the children compare the things they wrote and discuss if they are greedy or not. Invite children to share their list of snacks with the class.

Answers: Children's own answers.

Competency development: Me

By taking part in this activity, the children **reflect on the value in the story** and **relate it to their own eating habits**. They think about the consequences their eating habits have on their health.

Wrap up

Distribute drawing paper. Have the children draw Clara with all the food she ate during the day. Have the children write *Don't be greedy!* as the title.

Learning objective: learn more food words

New vocabulary: *bread, cereal, chocolate, milk, pasta, rice, soda, soup*

Vocabulary review: *apple, sandwiches*

Grammar review: *next to, on, under*

Warmer

Write *breakfast, lunch, dinner* on the board. With books closed, read food words from Lessons 1 and 4 and have the children call out the corresponding meal. Some words can be for more than one meal.

- 1** **CD 1, Track 16** Have the children look at the picture and call out any food words they already know. Explain the meaning of new words. Play the CD. The children listen and point to each food item in the picture. Play the CD again for the children to repeat.



Activity extender

Play "I Spy." Ask the children to look at the picture of foods and drinks in Activity 1 again. Give an example of what you will ask them to look for: *I spy with my little eye, something beginning with "m."* Elicit *milk*. Repeat with the other items in the picture. Then have the children take turns saying *I spy ...*

- 2** Take out a pencil and a book, and change their positions in order to show the meaning of *under*, *on*, and *next to*. Repeat several times to make sure they understand. Then ask the children to complete the sentences. Check answers by asking children to read the sentences aloud.

Answers: 1 milk 2 soup, chocolate 3 bread 4 cereal

- 3** Review the meaning of *breakfast, lunch, dinner*. Point to the words in the box and check that the children understand their meaning. In pairs, the children take turns reading and completing the sentences with the food they eat in their house for the different meals. Invite children to share their sentences with the class.



Answers: Children's own answers.

Unit 2 Lesson 5

Vocabulary

1 Listen, point, and say.

2 Complete the sentences.

- The _____ is next to the soda.
- The _____ and the _____ are on the table.
- The _____ is under the rice.
- The _____ is next to the pasta.

3 Write the foods and say.

soup	pancakes	rice	apples	bread	cereal	sandwiches
potatoes	milk	fish	eggs	pasta	juice	tomatoes

In my house, we have _____ for breakfast.
 In my house, we have _____ for lunch.
 In my house, we have _____ for dinner.

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21 In my house, we have cereal for breakfast.



Competency development: Learn

This activity allows the children to **extend their knowledge of food vocabulary** by talking about their own life. Encourage the children to take turns speaking and listening while they do the activity, and to avoid interrupting their partner.



You can now go back to the unit opener (Teacher's Edition p.31, Student's Book p.15) and do the additional picture activity for this lesson.

Lesson extender

Draw a food scene on the board similar to the one in the book, but with the food in different places. In pairs, the children take turns saying where items are in relation to each other, using *next to*, *on*, and *under*. Invite children to share their sentences with the class.

Wrap up

Ask the children to make a food vocabulary list in their notebook using the words from Activity 3, and draw a simple picture next to each of the words to show their meaning. Check to be sure the children have understood the meaning of all the words while they are working. Encourage them to use words from Lesson 1, too. If they take a long time, ask them to complete the list for homework.

Learning objective: talk about uncountable food

New grammar: *There's some ... , There isn't any ... , Is there any ... ? Yes, there is. / No, there isn't.*

Vocabulary review: *bread, cereal, chocolate, eggs, fruit, milk, pasta, potato chips, rice, sausages, soda, soup*

Grammar review: *There are some ... , There aren't any ...*

Warmer

Do a "Spelling bee" with the food words from Lessons 1 and 5. Have the class say if the food is countable or uncountable after they spell them.

- 1** **CD 1, Track 17** Have the children describe the pictures. Play the CD. Ask the children to listen and read. Play the CD again. Pause after each sentence and ask the children to repeat chorally.

Have the children read the sentences from the grammar box chorally. Ask them to identify the question, the sentence, and the short answers. Point to the words *some* and *any*. Ask them to deduce when we use them. Give positive encouragement even though some ideas may be incorrect. Write their ideas on the board.



Discover Grammar

Reread the ideas on the board and then ask the children to read the sentences with the options. Ask them to circle the answers. Review the answers. Explain that we use *some* for affirmative sentences and *any* for negative sentences and questions. Explain that we use *a/some* for countable objects and only *some* for uncountable objects in the affirmative. Explain that we use *a/any* for countable and only *any* for uncountable objects in the negative.

Answers: some; any; any



Competency development: Think

In this activity, the children **analyze the use of *some* and *any*** in affirmative and negative statements, questions, and with countable and uncountable nouns. They are encouraged to deduce the information for themselves and to use their thinking skills.

- 2** Draw a dining table on the board with the following foods/drinks on it: chocolate, milk, fruit, cereal, juice, rice. Point to the picture and ask *Is there any fruit?* Have the children answer *Yes, there is.* In pairs, the children take turns asking and answering questions about the picture on the board using the prompts. Monitor and help if necessary.

Answers: 1 Yes, there is. 2 Yes, there is. 3 Yes, there is. 4 Yes, there is. 5 Yes, there is. 6 Yes, there is.

- 3** **CD 1, Track 18** Play the CD. Have the children listen, read, and circle the words *any* and *some*. Play the CD again and have the children sing along.

Blended Teaching Tip

Use the Karaoke Song on the Interactive Classroom DVD-ROM to practice the song with the children. Songs and repetition reinforce words and language studied in the lesson.

Wrap up

- CD 1, Track 18** Have the children sing the song again, first with the CD and then without. Discuss which version sounded better.

Learning objectives: find out about food in South Africa and think about what it is like to live there

New vocabulary: *delicious, healthy, meat, menu, omelet, ostrich, shell, special, toast, traditional, world*

Vocabulary review: *breakfast, cereal, cherries, chicken, dinner, eggs, fish, fruit, grapes, lunch, snack, strawberries*

Materials: Internet or travel brochures about South Africa

Warmer

Write the words *Big Breakfast* on the board. Have the children guess what they think a big breakfast in South Africa is (an omelet made from ostrich eggs.) Draw an ostrich to help them understand which animal it is.

- 1 Have the children look at the pictures and describe what they can see (*ostriches, ostrich eggs, fruit*). In pairs, the children read the text and underline what children in South Africa eat (*meat, chicken, fish, cherries, strawberries, grapes*). Then ask *What is strange about ostrich shells?* (*They are very hard.*) Ask the children to read the *It's a Fact!* text as a class. Ask them to show you with their hands how big they think an ostrich egg is.

- 2 Have the children read the questions, write the answers in their notebook, and compare with a partner. Check by inviting children to read their answers aloud.

Answers: 1 Cereal, toast, and eggs. 2 They are very big because they are made from ostrich eggs. 3 Cherries, strawberries, and grapes.

Think Twice

- 1 Read the first question with the children. In pairs, the children compare their ideas. Invite children to share their answers with the class.
- 2 Read the second question with the children. In pairs, the children discuss their ideas. Encourage them to use English as much as possible. Invite children to tell the class their ideas, and write a list on the board.

Answers: Children's own answers.



Stop and reflect

Reflect back on the unit with the children to review what they have learned about South Africa. Pause for ten seconds to allow children time to think. Ask questions, e.g. *What animals are there in South Africa?* (*giraffes, elephants, lions*) *How can you go and see animals in South Africa?* (*on safari*) *What kinds of things do giraffes eat?* (*leaves, twigs, buds, flowers, fruit*) Encourage the children to use English, but if they use L1, that's fine, too.

Lesson extender

Cross-curricular focus: Social Studies

Give out the information about South Africa that you have brought to class. Ask questions: *Would you like to go on safari? Would you like the weather in South Africa? What would you like there? What wouldn't you like there?* Write the heading *Life in South Africa* and two columns: + and - on the board. Write the children's ideas in the appropriate column. Allow them to use L1 where necessary.

Wrap up

Ask all the children to draw and decorate an ostrich egg. Ask them to write one sentence about the egg underneath the drawing. Display the pictures. Encourage the children to walk around the classroom, look at the pictures, and read the sentences.

Learning objectives: draw, write, and give a presentation about a meal in their country

New vocabulary: *characteristics, cold, hot, ingredients, meal, salty, sweet, taste, typical*

Vocabulary review: *breakfast, delicious, dinner, lunch, special*

Materials: classical music (optional); recipe books and/or Internet information about food and meals; Presentation File template 2



Competency development: Act

The activities throughout this lesson **encourage the children to be aware of food from their country** and how it is similar to or different from dishes in other countries around the world. Encourage them to think about typical recipes that stand out from their country and to research information about their ingredients.

Warmer

Play some classical music in the background (optional). Ask the children to close their eyes and imagine they are eating their favorite meal. Ask them to open their eyes and say what they ate. Explain what “ingredients” are. Have the children tell the class what the ingredients in their favorite meal are.

1



Template 2

Distribute the Presentation File template to each child. Ask the children to name special dishes in their country. Invite children to write them on the board. Ask them to choose one meal. Have them draw and label a picture of it. Have them complete the chart about the meal they chose. Help them to find the information if necessary.

2

Divide the children into small groups to practice describing their meal using the phrases in their book. Monitor, checking pronunciation and making sure everyone is using the words and structures correctly.

Activity extender

Have a class vote to find the most popular meal from Activity 1. Have a class discussion about that meal, comparing notes from different children who chose that meal.

Speaking Time Lesson 8

Presentation: A meal in your country.

1 Prepare.
Find information about the meal.
• Choose a typical meal from your country.
• Draw a picture and label it.
• Find information about it.

Ingredients	Taste	Special characteristics

2 Practice.
Describe your typical meal.
Let me tell you about ... It has ... in it.
It's hot / cold. It is salty / sweet.

3 Present.
Let me tell you about my favorite breakfast – it's delicious. It's cereal, and there's some fruit in it – like strawberries or maybe some cherries. It has some bread with butter. To drink, I have some apple juice – it's nice and sweet. My breakfast is yummy!

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3



Track 19

CD 1, Track 19 Play the CD of the example presentation. Invite children to come to the front, and present their work to the class in a similar way. Try to have as many children as possible present their work. If time is short, children could present to each other in groups, while you monitor and help.

Blended Teaching Tip

Ask the children what they have learned about animals in Mexico and South Africa. Open the Culture Video on the Interactive Classroom DVD-ROM. Tell the children they will watch a video about animal camouflage with no interruptions. Then they share what they understood or learned from the video. Play the video again to consolidate what they have learned.

Wrap up

As a class, the children make suggestions about the one food that is the most typical of their country. They must all agree, so encourage a lively debate. Write the result on the board.

Learning objective: review grammar and vocabulary from Unit 2

Vocabulary review: food items

Grammar review: *There are some ... -s, There aren't any ... -s, There's some ..., There isn't any ..., Is there any ...? Yes, there is./No, there isn't.*

Warmer

Play the "Telephone game." Ask the children to stand in four lines. Whisper a sentence from this unit to the child at the front of each line. Have them whisper the sentence to the next person. Continue until the last person in the line says the sentence aloud. The team to say the sentence correctly win. Have the child at the front of the line go to the back. Play the game several times.

- 1** Ask the children to look at the text and name the food they can see in the pictures. Then have them write the words. Review the answers on the board. Have the children write in their score.



Answers: 1 cereal 2 strawberries 3 potato chips 4 sausages 5 cupcakes 6 sandwich

- 2** Ask the children to look at the picture. Ask questions about what food there is and isn't. Have the children write sentences about the food using the words in the box. Review the answers on the board. Have them write in their score. Ask them to add and write their total score for both activities.

Answers: 1 There's some 2 There's some 3 There isn't any 4 There are some 5 There aren't any 6 There isn't any

Blended Teaching Tip

Use the Interactive Poster on the Interactive Classroom DVD-ROM. Give the children two minutes to look closely at the poster and remember as much as possible about the picnic. Then close the poster and ask the children to stand up. Say a sentence about the picnic, e.g. *There are some ...-s./There aren't any ...-s.* The children sit down if the sentence is incorrect. You can open the poster to check their responses.

My Progress

Congratulate the children on completing Unit 2. Ask them to read the *I can ...* sentences and circle the symbol that represents how well they could do each task. Invite children to give examples for each task, and encourage the other children to correct if necessary. Ask the children to look back in the unit to review any tasks they had trouble with.

Wrap up

Have the children look again at the picture in Activity 2. Have them close their book. Ask them questions about the picture. Encourage them to answer from memory and use complete sentences.