

Unit 4

Favourite food!

Unit Objectives

By the end of the unit children will be able to ...

- identify items of food in the singular and plural
- identify items of food that are countable and uncountable
- describe quantities using fractions
- describe a dish and a recipe
- ask and answer questions using *how much* and *how many*
- make observations on the story (Literacy objective)
- act out the story

Target Language

Vocabulary:

- Food: *apple, banana, beans, butter, carrot, chocolate, egg, flour, milk, onion, peas, pineapple, potato, strawberry, sugar, tomato, watermelon*
- Fractions: *an eighth, a sixth, a quarter, a third, a half, three quarters*

Structures:

- *I need a (lemon).*
- *There's an (egg).*
- *There are some (eggs).*
- *How much (flour) do we need?*
- *How many (apples) do we need?*

Phonics: /θ/ thumb and /ð/ this

Values: Hygiene.

Lesson 1

Lesson objectives: to practise telling the time and routine activities

Vocabulary: *apple, banana, beans, lemon, butter, carrot, chocolate, egg, flour, milk, onion, peas, pineapple, potato, sugar, tomato, watermelon*

Structures: *There's a (pineapple). There are some (bananas). Is there a (watermelon)? Are there any (onions)?*

Materials: CD, flashcards: 41-55 (food words)

Warm up routine

- Say: *Hello, children! Let's say the warm up rhyme.*
- Play Track 02. Join in with the rhyme and encourage the children to join in with you.

Track 02

The warm up routine

See page 16 of the TB.

LOOK AT ME!

- Say: *Yummy, yummy, I love fruit! Do you like fruit?*
- Place the flashcards of the fruit on the board and ask: *What's your favourite fruit?*
- The children call out their favourite fruit or come and point to the flashcard on the board. As the fruit is named, write the word under the flashcard.
- If they don't know or remember the name, supply the word.
- Write numbers next to flashcards on the board to show the children's choices.
- Then say: *So in this class (oranges) are the favourite fruit.*
- Then place the flashcards of the vegetables on the board and name them as you place them: *peas, carrots, beans, potato, onion.*
- Say: *Look at these vegetables. My favourite vegetable is ... What's your favourite vegetable?*
- Repeat the procedure with the vegetables.

LOOK AT THE BOOK!

PUPIL'S BOOK

1. Look at the picture and answer the questions.

- Say: *Open your Pupil's Book to page 33 and look at the picture.*
- Tell the children to look at Activity 1 and answer the first question: *What food can you see?*
- Read out the second question: *What's your favourite food?* Make a note and say what the class's favourite food is.

2. Sing the song. Listen and point.

- Say: *Open your Pupil's Book to page 33. Look at the picture. Tom and Tina are at the market. They're buying fruit and vegetables.*
- Play Track 33. The children listen.
- Play Track 33 again. This time the children point to the pictures as they listen.
- Play Track 33 again. Ask: *What does Leyla buy?* Ss: *A pineapple, an orange, a potato, a tomato. A watermelon and a carrot.* T: *What does Dan buy?* Ss: *Some lemons, some onions, some strawberries, some bananas, some peas and some beans.*
- Reinforce *a* and *some* as the children are answering.
- Play Track 33 again and encourage the children to join in with the song.
- Divide the class into groups of four and divide each group into two. Assign a verse to three groups and the chorus to the other. In the groups, two children sing Dan's part and two sing Leyla's.
- Play Track 33 again and each group joins in with their part.

3. Play a memory game.

- Say: *Look at the next activity. Look at the shopping bags again for a few minutes.*
- Tell the children to work in pairs. One has the book open to ask questions and the other must try to remember what's in the bags: S1: *Is there a watermelon in Dan's bag.* S2: *No, there isn't.*

Track 33

Shopping bags!

Leyla: Look at all the lovely food in my shopping bag!

Dan: Look at the delicious food in my shopping bag!

Leyla: There's a pineapple.

Dan: There are some lemons.

Leyla: There's an orange.

Dan: There are some onions.

Leyla: Look at all the lovely food in my shopping bag!

Dan: Look at the delicious food in my shopping bag!

Leyla: There's a potato.

Dan: There are some strawberries.

Leyla: There's a tomato.

Dan: There are some bananas.

Leyla: Look at all the lovely food in my shopping bag!

Dan: Look at the delicious food in my shopping bag!

Leyla: There's a watermelon.

Dan: There are some peas.

Leyla: There's a carrot.

Dan: There are some beans.

Leyla: Look at all the lovely food in my shopping bag!

Dan: Look at the delicious food in my shopping bag!

Answers: 1 Fruit and vegetables. 2 Students' own answers.
 2 (Song) 3 Students' own answers.

LOOK AT ME!

- Make sure the children have closed their books.
- Remove the flashcards from the board and rub off the words.
- Draw two columns on the board and write *fruit* and *vegetable* at the top of each column.
- Tell the children to work in pairs. They have (two) minutes to write as many words as they can remember.
- Call out *Stop!* when the time is up.
- Ask the children to count the fruit words they have written.
- The pair with the most comes to the board and writes their words. Correct any spelling mistakes.
- Repeat the process with the vegetables.

Note: Technically speaking a tomato is fruit (because it has seeds), but the children will probably write it in the vegetable column. Do not count this as a mistake, but you can point it out to them.

ACTIVITY BOOK

1. Look at the pictures and complete the sentences.

- Say: *Now open your Activity Books to page 33. Look at Activity 1. Look at the pictures of the baskets.*
- Ask: *Do both baskets have the same food?*
- Tell the children to look at the baskets and complete the sentences *There's/There isn't* or *There are/There aren't*.
- When they have finished, ask volunteers to read out their answers in order.

2. Complete the questions.

- Say: *Look at Activity 2.* Tell the children to look at the pictures in Activity 1 again and complete the questions and answers.
- Go round the class correcting the activity.

3. Look at the fruit and vegetables in your home. Describe what you can see.

- Say: *Look at Activity 3.* Tell the children to think about the fruit and vegetables they have at home. Tell them to write down all the different things they have.
- Collect their books to correct the activity.

Answers: 1 Basket 1: There are some strawberries, tomatoes, bananas, oranges, lemons. There aren't any (students' own answers).

Basket 2: There's a watermelon, an apple. There isn't a/an (student's own answers). There are some carrots, onions, bananas, oranges, beans, tomatoes. There aren't any (students' own answers). 2 Students' own answers. 3 Students' own answers.

Extra Activity

- Write a selection of fruit and vegetable words on the board. Write some in the singular and some in the plural.
- Tell the children to look at the words and memorise them.
- Then say: *Now close your eyes.* Rub out two singular and two plural words.
- Say: *Open your eyes. What's missing? Ss: There isn't a ... and there aren't any ...*
- Rewrite the words and ask a volunteer to come to the board and take over your role.

Let's say goodbye!

- Say: *That's the end of our lesson today. Let's say goodbye to everyone.*
- Play Track 03. Encourage the children to join in.

Track 03

The goodbye chant

See page 17 of the TB.

Lesson 2

Lesson objective: Literacy skills: making observations on the story

Vocabulary: *chocolate, lemon, honey, flour, eggs*

Structure: *How much flour do we need? How many eggs do we need? Wash your hands. Don't put your thumb in the honey! Yummy, yummy! I love (cake). (Dan) makes delicious (cakes).*

Materials: CD, flashcards: 41-55 (food words), a shopping bag or basket

Warm up routine

- Say: *Hello, children! Let's say the warm up rhyme.*
- Play Track 02. Join in with the rhyme and encourage the children to join in with you.

Track 02

The warm up routine

See page 16 of the TB.

LOOK AT ME!

- Say: *Let's look at the story. Open your Pupil's Book to pages 34 and 35.*
- Hold up the pages and read the title out loud: *Dan's special cake.* Ask: *Who can you see?*
- Tell the children to look at the pictures. Ask prediction questions.

LOOK AT THE BOOK!

PUPIL'S BOOK

1. Listen to the story.

- Say: *Open your Pupil's Books to pages 34 and 35.*
- Play Track 35. Tell the children to read the story in silence and underline any words they do not understand.
- Tell the children to work in pairs and see if they can help each other with the unknown words. They then come to the board and write any words they still do not understand.
- Point to the words and ask the other children if they can help explain them. Explain any words that are left.
- Play Track 35 again while the children listen to the story again.
- Choose nine children to read the story out loud and assign the characters: *Grandad, Mum, Dad, Tom, Tina, Dan, Leyla, Sammy and the narrator.*
- While the children are reading out loud, underline any words they mispronounce. Do not interrupt them as they read.
- Write the words on the board and say: *These words were not correct. Can anybody read them out loud?*
- Ask individuals to attempt reading the words and then repeat them together as a class.

Track 35

Story Time – Dan's special cake

Picture 1

Narrator: It's Thursday evening and Dan's making a big cake for the family.

Tina: Oh, please make a chocolate cake, Dan.

Dan: All right. Here's some chocolate.

Tina: Yummy, yummy, yummy, I love cake.

Dan makes delicious cakes!

Picture 2

Narrator: Dan's preparing all the ingredients.

Tom: Oh, please make a lemon cake, Dan!

Dan: All right. Here are some lemons.

Tom: Yummy, yummy, yummy, I love cake.

Dan makes delicious cakes!

Picture 3

Narrator: Then Sammy comes into the kitchen.

Sammy: Can I help you, Dan?

Dan: Yes, all right, but wash your hands.

And don't put your thumb in the honey!

Picture 4

Narrator: Sammy's weighing the flour.

Dan: Can I have some flour please, Sammy?

Sammy: Sure. How much flour do we need, Dan?

Dan: 400 grams.

Picture 5

Narrator: Now he's getting the eggs from the fridge.

Sammy: How many eggs do we need?

Dan: Eight. Be careful, Sammy!

Picture 6

Narrator: The cake's ready and everyone's hungry.

Dan: Would you like a piece of cake, Grandad?

Leyla: Would you like a glass of milk, Grandad?

Grandad: Oh, yes please!

Picture 7

Narrator: Grandad and Leyla are eating their pieces of cake.

Grandad: Apple cake! That's my favourite!

Leyla: Orange cake! That's my favourite!

Grandad and Leyla: Yummy, yummy, yummy, I love cake.
 Dan makes delicious cakes!

Picture 8

Mum: Strawberry cake!

Tom: Lemon cake!

Dad: Coffee cake!

Tina: Chocolate cake!

Narrator: Everyone's very happy except Sammy.

Picture 9

Sammy: Honey cake! You are clever, Dan!
 Dan: Thank you for your help, Sammy.
 Narrator: What a special cake! Well done, Dan!
 Everyone: Yummy, yummy, yummy, I love cake.
 Dan makes delicious cakes!

LOOK AT ME!

- Divide the class into nine groups. Assign a character to each group.
- Tell the children to read the story out loud again. The children who are reading the same roles read out loud together.

ACTIVITY BOOK**1. Match the sentences to the correct person.**

- Say: *Now open your Activity Books to page 34. Look at Activity 1.*
- Ask the children to name the characters and then say: *Match the sentences to the correct person.* Tell the children they can refer to the story in their Pupil's Book if they need to.
- The children match the sentences.

2. Number the sentences in the correct order.

- Say: *Look at Activity 2. Number the sentences in the correct order.*
- The children number the sentences in the order that they appear in the story.
- Ask for volunteers to read the sentences out loud in the correct order.

Answers: 1 and 2 Tina: Oh, please make a chocolate cake, Dan.
 – 1 Sammy: Sure. How much flour do we need, Dan? – 2 Dan:
 Would you like a piece of cake, Grandad? – 3 Leyla: Would you
 like a glass of milk, Grandad? – 4 Grandad: Apple cake! That's
 my favourite. – 5 Mum: Strawberry cake! – 6

Extra Activity

- Play a drawing game. Divide the children into pairs.
- Tell each child to draw a fridge with some food in, but keep it hidden from their partner.
- When each child has drawn their fridge, they take it in turns to describe the contents of their own fridge to their partner, e.g. *I have some milk, two lemons and some strawberries.*
- When each child has drawn their partner's fridge, they compare the pictures to see if they were correct.

Let's say goodbye! 

- Say: *That's the end of our lesson today. Let's say goodbye to everyone.*
- Play Track 03. Encourage the children to join in.

Track 03**The goodbye chant**

See page 17 of the TB.

Lesson 3

Lesson objective: Literacy skills: making observations on the story

Vocabulary: chocolate, lemon, honey, flour, eggs

Structure: *How much flour do we need? How many eggs do we need?*

Materials: CD

Values: Hygiene

Warm up routine

- Say: *Hello, children! Let's say the warm up rhyme.*
- Play Track 02. Join in with the rhyme and encourage the children to join in with you.

Track 02

The warm up routine

See page 16 of the TB.

LOOK AT ME!

- Write the following food items on the board: *apple, cake, chocolate, coffee, eggs, flour, honey, lemon, milk, orange, strawberry.*
- Ask eleven children to come to the front of the class and stand in a row. Assign one of the food items to each child.
- Tell them they are going to listen to the story and when they hear their food they must step forward and make a line with all the food items in the correct order. (For the words that are repeated, tell them that if they hear their food again, they must put up their hand.)
- Play Track 35. Repeat until all the children have had a turn.

Track 35

See page 74 of the TB.

LOOK AT THE BOOK!

PUPIL'S BOOK

2. Find the objects. Say the picture number.

- Say: *Open your Pupil's Book to page 35. Now look at Activity 2.*
- Ask the children to look at the pictures of the objects and identify them.
- Then ask the children to find the objects in the story and to say which picture they are in: *The (honey) is in picture (3).*

Answers: 2 lemons – 2 eggs – 5 fridge – 1 honey – 3 cake – 6 butter – 8

LOOK AT ME!

- Divide the class into pairs and tell the children they are going to play a game. One child must find a question from Dad's crossword and the other must find the answer.
- Then they reverse the roles. S1: *How long is a marathon?* S2: *It's forty-two kilometres, etc.*

ACTIVITY BOOK

1. Tick (✓) the correct sentence.

- Say: *Now open your Activity Book to page 35. Look at Activity 1.*
- Tell the children to look at the pictures and then ask them to read the sentences and choose which one of them is correct.
- When they have finished, ask volunteers to read out the sentences they have ticked.

2. Complete the sentences.

- Say: *Now look at Activity 2.*
- The children choose a flavour and a name to complete the sentences.
- When they have done that, ask volunteers to read out their sentences.

Answers: 1 1 2 2 2 Students' own answers.

Extra Activity

- Divide the class into nine groups and assign each group a scene from the story.
- Give the children two minutes to look carefully at their scene and memorise as many features as they can.
- Ask the groups to come to the front of the class (in the correct order).
- Tell the rest of the class to look at the appropriate scene.
- The children tell the rest of the class everything they can remember about their scene.
- Award points according to the accuracy and content.
- Repeat the procedure with the other groups.

Values: Hygiene

- Tell the children to turn to the story *Dan's special cake* and look at picture 3. Ask: *What does Dan say to Sammy? Ss: Wash your hands. And don't put your thumb in the honey!*
- Say: *Before we prepare food, we wash our hands.*
- Then give the children more instructions for hygiene in the kitchen using mime: *We wash fruit and vegetables. We clean the tables in the kitchen. We wash the dishes and the spoons. We don't put our finger in the food! We don't drink from the water or milk bottle! We put it in a glass. We put fresh food in the fridge. When we finish cooking, we clean the kitchen and wash all the dishes.*
- Explain to the children that food hygiene is very important. If we don't follow the rules, we can get sick.

Let's say goodbye!

- Say: *That's the end of our lesson today. Let's say goodbye to everyone.*
- Play Track 03. Encourage the children to join in.

Track 03

The goodbye chant

See page 17 of the TB.

Lesson 4

Lesson objective: to talk about ingredients in the singular and plural

Vocabulary: *flour, butter, sugar, eggs, lemon, milk*

Structures: *I need an egg. I need some flour.*

Materials: CD, flashcards: 41-55 (food words)

Warm up routine

- Say: *Hello, children! Let's say the warm up rhyme.*
- Play Track 02. Join in with the rhyme and encourage the children to join in with you.

Track 02

The warm up routine

See page 16 of the TB.

LOOK AT ME!

- Play 'I'm making a cake'.
- Hand out all the flashcards.
- Tell the children holding the flashcards to stand up.
- Say: *I'm making a cake. I need some (flour).* The child holding the flashcard runs to the front, places it on the board and then sits down.
- Then say: *For my cake, I don't need any (carrots).* The child holding the flashcard sits down.
- Continue playing until all the children are sitting down.
- Repeat the game but this time a volunteer takes over your role.
- Encourage the children to switch between *I need a/some* and *I don't need a/any*.

LOOK AT THE BOOK!

PUPIL'S BOOK

1. Listen and say who's talking.

- Say: *Open your books to page 36. Look at Activity 1. Ask the children who they can see and then tell the children to look at the pictures for a minute.*
- Ask: *Has Tina got any butter? Has Tom got any sugar? Has Sammy got any flour?* etc.
- Then say: *Now we're going to hear the children telling us what they need. You have to say who's speaking. Listen carefully.*
- Play Track 36. The children listen.
- Play Track 36 again, but this time pause after each statement and ask: *Who's that?* to give the children time to answer.

2. Play 'Guess who I am' with your classmate.

- Say: *Look at Activity 2.* Explain that the children must choose one of the characters. Their classmates will ask questions about the food they need to find out who they are.
- Walk around the classroom reinforcing the correct use of *is/are, a/an/some*.

Track 36

Tina: I need a lemon, some butter and some flour.

Tom: I need an egg, some sugar and some butter.

Sammy: I need some butter, some flour, some sugar and some bananas.

Leyla: I need an egg, some flour and some sugar.

Answers: 1 Tina Tom Sammy Leyla

2 Students' own answers.

LOOK AT ME!

- Draw two columns on the board. Write *I can count, I can't count* at the top of the columns. Under *I can count* divide the column into two and write *singular (1)* and *plural (2, 3, 4+)*.
- Put a flashcard in each column as an example: *egg, beans, flour*.
- Hand out the remaining flashcards.
- Ask the children to take turns to come to the board and place their flashcard in the correct column. Encourage them to say: *There (is) (some) (flour).*

ACTIVITY BOOK

1. Find six food words.

- Say: *Now open your Activity Book to page 36. Look at Activity 1.*
- Ask the children to identify the food around the word search.
- Then ask them to find six food words (*carrot, apple, milk, orange, flour, butter*). The words read down, across and diagonally.
- When they have finished, ask volunteers to read out their answers.

2. Classify the food words from the puzzle.

- Say: *Now look at Activity 2.*
- Tell the children to put the words from Activity 1 in the correct column.
- Ask the children to read their groups of words out loud.

3. Think of your favourite dish and write a shopping list.

- Say: *Now look at Activity 3.*
- Tell the children to think of their favourite dish and write a shopping list.
- When they have finished, ask the children to read out what they have written.

Answers: 1 apple butter milk flour orange 2 an apple
an orange some butter some milk some flour 3 Students'
own answers.

Extra Activity

- Play 'Chinese whispers'.
- Divide the class into two teams. Tell the children they are going to go shopping and that each child must choose an item or items for the shopping bag.
- The first child starts off the 'whisper': *I've got some beans.*
- The second child whispers to a classmate, repeating what has already been bought and adding a new item: *I've got some beans and an egg.*
- Continue with the rest of the team. If any of the children forget an item, the next child must start again.

Let's say goodbye!

- Say: *That's the end of our lesson today. Let's say goodbye to everyone.*
- Play Track 03. Encourage the children to join in.

Track 03

The goodbye chant

See page 17 of the TB.

Lesson 5

Lesson objective: to distinguish between *how much* and *how many*

Vocabulary: flour, sugar, eggs, butter, chocolate, grams

Structures: *How much flour do you need? I need (500) grams of flour. How many eggs do you need? I need three eggs.*

Materials: CD, flashcards: 41-55 (food words)

Warm up routine

- Say: *Hello, children! Let's say the warm up rhyme.*
- Play Track 02. Join in with the rhyme and encourage the children to join in with you.

Track 02

The warm up routine

See page 16 of the TB.

LOOK AT ME!

- Tell the children to look at the story, pictures 4 and 5.
- Write on the board: *How much ...? How many ...?*
- Point to the pictures in the story and ask: *How many eggs do they need?*
- Hand out the flashcards for *flour, butter, sugar, peas, beans, chocolate, potato, onion, carrot, tomato, strawberry* and *watermelon*.
- Ask the children to come to the board, place their flashcard under the correct question and ask: *How (many) (strawberries) do they need?*
- Draw two columns on the board. Write *I can count, I can't count* at the top of the columns. Under *I can count* divide the column into two and write *singular* and *plural*. Write an example for each column: *apple, apples* and *flour*. Then write *How many ...?* above *I can count* and *How much ...?* above *I can't count*. Then complete the columns with *1 apple, 2 apples* and *200g flour*.
- Explain that when we can't count something, we must use a measurement.

LOOK AT THE BOOK!

PUPIL'S BOOK

1. Listen and say 'true' or 'false'.

- Say: *Open your Pupil's Book to page 37 and look at Activity 1.*
- Tell the children to look at the pictures and to tell you who and what they can see.
- Then tell them to listen to the CD carefully and say whether the sentences are true or false.
- Play Track 37. The children listen and look at the picture.
- Play Track 37 again and this time ask the children to say *True* or *False* in the pause.

2. Play 'Guess the recipe'.

- Say: *Look at Activity 2. We're going to play 'Guess the recipe'.*
- First go through the different recipes with the children and then divide the class into pairs. Tell each child to choose a recipe.
- Ask volunteers to read out the speech bubbles and explain that they must use these as a model to help them guess their partner's recipe.
- The children play 'Guess the recipe', taking it in turns to guess each other's recipes.
- Walk round the class listening to the children and correcting them when necessary.

Track 37

- Sammy: How much flour have we got?
 Dan: We've got two kilos.
 Sammy: How many apples have we got?
 Dan: We've got four apples.
 Sammy: How many oranges have we got?
 Dan: We've got five oranges.
 Sammy: How much sugar have we got?
 Dan: We've got one kilo.
 Sammy: How many strawberries have we got?
 Dan: We've got seven strawberries.
 Sammy: How much chocolate have we got?
 Dan: We've got one hundred grams.
 Sammy: How much coffee have we got?
 Dan: We've got one kilo.

Answers: 1 false true false true false false false
 2 Students' own answers.

LOOK AT ME!

- Write the following sentence on the board: *There is an apple.*
- Rub out the word *an* and write *some*.
- Ask: *Do I need to change anything else in the sentence?* Point to the word *apple* and add an *s*. Then change the *is* to *are*.
- Repeat this procedure several times, changing key words in the sentence and asking the children to come to the board and make the other necessary changes, e.g. *apples – milk, is – isn't, milk – lemons, are – aren't, lemons – watermelon*.
- Repeat the procedure with different sentences.

ACTIVITY BOOK

1. Complete and answer the questions.

- Say: *Now open your Activity Book to page 37.*
- Ask the children to look at the ingredients for two people.
- Ask two volunteers to read out the mini-dialogue.
- Then tell the children to complete the sentences with *much* or *many*.
- When they have finished, ask volunteers to read out their answers.

2. Answer the questions in Activity 1 for six people.

- Say: *Now look at Activity 2.* Tell the children that they must answer the questions they wrote in Activity 1, but instead of amounts for two people, they have to multiply them so that they correspond to six people.
- When they have finished, ask volunteers to read out their answers.

Answers: 1 2 many 3 many 4 much 5 many 6 much
 2 2 6 eggs 3 6 lemons 4 150g of sugar 5 3 oranges
 6 150g of butter

Extra Activity

- Ask the children to write their own recipe for a different kind of cake. They can use a cook book or the internet to find the ingredients. (Children could look up the ingredients at home before the lesson and start this activity with their list ready.)
- Then divide the class into pairs and tell one child to be the shopkeeper and the other to be the shopper.
- Ask them to act out a short dialogue. S1: *I need some lemons.* S2: *How many lemons do you need?* S1: *I need four lemons and I need some flour.* S2: *How much flour do you need?* S1: *I need 250g flour.*
- Then reverse the roles.

Let's say goodbye!

- Say: *That's the end of our lesson today. Let's say goodbye to everyone.*
- Play Track 03. Encourage the children to join in.

Track 03

The goodbye chant

See page 17 of the TB.

Lesson 6

Lesson objective: Language awareness: pronunciation of *thumb* and *this*.

Vocabulary: words with *th*; *a*, *an* and *some*

Materials: CD

Warm up routine

- Say: *Hello, children! Let's say the warm up rhyme.*
- Play Track 02. Join in with the rhyme and encourage the children to join in with you.

Track 02

The warm up routine

See page 16 of the TB.

LOOK AT ME!

- Ask the children to look back at the story on pages 34 and 35.
- Play Track 35. The children follow the story in their books.
- Ask: *Who wants to read out loud? Who wants to be (Dan)?*
- Choose nine volunteers to read the story out loud.
- Correct any pronunciation errors.

LOOK AT THE BOOK!

PUPIL'S BOOK

1. Listen and point. Read the words out loud.

- Open your Pupil's Books to page 38. Look at the words.
- Say: *These words all begin with the letters th but there are two different sounds.*
- Play Track 38. The children listen and point to the correct words.
- Play Track 38 again and the children repeat the words out loud.
- Play Track 38 again. The children repeat the words again.
- Ask volunteers to read the sets of words out loud.
- To help them understand the difference in the sounds at the beginning of words like *there* and *Thursday*, explain that the sound at the beginning of *Thursday* (and the words in the same set) is made by pushing the air past our tongue and teeth. In the word *there*, we don't push the air out.

Track 38

Learn with Leyla

/θ/ /θ/
 three three
 thumb thumb
 Thursday Thursday
 think think
 thirsty thirsty

/ð/ /ð/
 this this
 that that
 there there

2. Read the sentences and find the correct picture.

- Say: *Look at the pictures in Activity 2. Read the sentences and find the correct picture.*
- The children read the sentences out loud and decide which picture goes with which rhyme.
- Then play Track 39. The children listen.
- Play Track 39 again. This time stop after each sentence and ask the children to repeat the rhyme.

Track 39

Learn with Leyla

I think that today is Thursday.
 This thumb is bigger than that thumb.

3. Complete the labels. Tell your classmate.

- Remind the children of when we use *a*, *an* and *some*. Practise a few words and make sure they say them correctly.
- Then say: *Look at Activity 3. Complete the labels and tell your classmates.*
- Divide the class into pairs and the children tell each other their answers.
- When they have finished, ask volunteers to read some of their answers aloud. Do the rest of the class agree?

Answers: 1 (Spoken answers) 2 1 I think that today is Thursday. 2 This thumb is bigger than that thumb. 3 an egg a banana an apple some flour some peas a watermelon some beans some milk

LOOK AT ME!

- Play 'Guess the word'.
- Tell the children to play in pairs. They take turns saying the words in Activity 1, but with no sound, just moving their mouths. The other child guesses the word.
- Explain that in order to do this they have to articulate the sounds very clearly.

ACTIVITY BOOK

1. Read the words out loud and complete the lists.

- Say: *Now open your Activity Books to page 38.*
- Then go around the class asking each child to read a word out loud.
- Explain that they must complete the lists with the two sounds for *th*.
- Go round the class correcting the activity.

2. Look at the pictures and complete the chart with the food words.

- Say: *Now look at Activity 2.* Tell the children to complete the chart depending on whether the food uses *a*, *an* or *some*.
- Ask volunteers to give you their answers.

Answers: 1 three: Thursday third thank you thirsty
 bathroom maths birthday thumb, the: then they that
 there grandmother clothes brother father
 2 a: potato pineapple banana watermelon tomato,
 an: apple orange egg onion, some: flour peas carrots
 strawberries sugar butter

Extra Activity

- Ask the children to look at the story again and see how many words they can find which begin with *th*. Ask them to write them down in two columns, depending on the pronunciation.
- When they have finished, write the words on the board and ask the children to read them out loud, making sure they distinguish between the two different *th* sounds.

Let's say goodbye!

- Say: *That's the end of our lesson today. Let's say goodbye to everyone.*
- Play Track 03. Encourage the children to join in.

Track 03

The goodbye chant

See page 17 of the TB.

Lesson 7

Lesson objective: assessment

Vocabulary: all the vocabulary from Unit 4

Structures: all the structures from Unit 4

Materials: CD, flashcards: 41-55 (food words)

Warm up routine

- Say: *Hello, children! Let's say the warm up rhyme.*
- Play Track 02. Join in with the rhyme and encourage the children to join in with you.

Track 02

The warm up routine

See page 16 of the TB.

LOOK AT ME!

- Put the food flashcards on the board. Play 'I spy' using the food flashcards.
- When one of the children guesses the correct food, it is their turn to choose the next food and ask the class.

LOOK AT THE BOOK! PUPIL'S BOOK

1. Read the sentences and find the correct picture.

- Say: *Open your Pupil's Book to page 39.*
- Ask the children to read out the sentences.
- Then ask them to tell you which picture matches the sentences. Ask the children to study the pictures for a couple of minutes.
- When they have finished, tell them to close their books and ask questions: *Is there a banana in picture 1? How many bananas are there?* etc.

2. Play 'Go shopping'. Choose two things from each bag.

- Say: *Look at Activity 2.*
- Tell the children they are going to play 'Go shopping'. Read the example dialogue with a volunteer and explain that the children are going to make their own dialogues using this model.
- Divide the class into pairs.
- The children take it in turns to be the shopkeeper and the customer. When acting as the customer, they say *Can I have some (flour/eggs, etc.)?* and when acting as the shopkeeper, they reply *How (many/much) do you need?* The customer then answers with a quantity, e.g. *I need three eggs. I need a kilo. I need 200g of flour.* The shopkeeper then replies: *Here you are. That's £2.50, please.*

- Each child chooses two items from a bag to make up the dialogue.
- Move around the classroom listening and correcting or praising when necessary.

Step into grammar

- Ask the children to look at the grammar box and study it for a few moments.
- Read out the sentences: *There's a banana./There are some bananas,* etc.
- Ask questions to make sure the children have understood.

Answers: 1 It's picture 1. 2 Students' own answers.

LOOK AT ME!

- Divide the class into two groups.
- Play Track 33 to the class. The groups take it in turns to sing the song.
- Each group gives the other a clap.

ACTIVITY BOOK

1. Circle the odd one out.

- Remind the children of the different 'th' sounds.
- Then say: *Open your Activity Book to page 39.*
- Tell the children to look at the four rows of words and explain that one of the words has a different initial sound from the others. Tell them to circle the odd one out.
- Go round the class to correct the activity.

2. Complete the crossword.

- Say: *Now look at Activity 2.* Tell the children to look at the pictures in the clues and to identify the different words.
- Then tell them to complete the crossword puzzle.
- When they have finished, ask the class to call out what words they have written.

3. Complete the story review.

- Do the story review orally with the children first.
- Walk around the class to see what is being written and help as necessary.

Answers: 1 2 bathroom 3 then 4 that 2 2 lemon 3 honey 4 oranges 5 egg 6 potato 7 strawberry 8 banana 9 chocolate 10 sugar 3 Title: Dan's special cake Place: At home Characters: The Fantastic family What's Dan doing? Making a cake. How many different flavours is the cake? There are seven flavours: apple, strawberry, lemon, honey, coffee, chocolate and orange. Is the family happy at the end? Yes, they are all happy.

Extra Activity

- Divide the class into two teams. Ask the children to look at the picture in Activity 1 on page 39 for one minute. Tell them to try to answer without looking at their books.
- Play a memory game. Ask the teams which of the pictures has only one egg.
- If they can't remember, tell them to look at their books to find the answer.
- Then ask one team to describe a picture and the other team to say which one it is: *There's one banana and one egg.* Give a point for each correct answer.

Let's say goodbye!

- Say: *That's the end of our lesson today. Let's say goodbye to everyone.*
- Play Track 03. Encourage the children to join in.

Track 03

The goodbye chant

See page 17 of the TB.

Lesson 8

Lesson objective: to understand the concept of fractions

Vocabulary: a half, a quarter, an eighth, a sixth, a third

Materials: CD, dice

Warm up routine

- Say: *Hello, children! Let's say the warm up rhyme.*
- Play Track 02. Join in with the rhyme and encourage the children to join in with you.

Track 02

The warm up routine

See page 16 of the TB.

LOOK AT ME!

- Ask: *How many people are there in the Fantastic family? Ss: Eight!*
- Draw a circle on the board and say: *Let's imagine this is Dan's cake. How can I make eight pieces of cake?*
- First divide the cake in half and say: *Now there are two pieces. Each piece is a half.*
- Then divide each half in two and say: *Now there are four pieces. Each piece is a quarter.*
- Then divide each quarter in half and say: *Now there are eight pieces. Each piece is an eighth.*
- Write the fractions on the board as numbers and ask the children to identify them by saying them out loud.

LOOK AT THE BOOK!

PUPIL'S BOOK

1. Listen and identify the cakes.

- Say: *Open your Pupil's Book to page 40 and look at Activity 1.*
- Tell the children to look at the cakes and see if they can identify the flavours.
- Then tell them to listen carefully and identify the cakes.
- Play Track 40. The children listen.
- Play Track 40 again and this time ask the children to identify each cake in the pause.

Track 40

There's a quarter of a cake on this plate.
 What flavour is it?
 There's a sixth of a cake on this plate.
 What flavour is it?
 There's an eighth of a cake on this plate.
 What flavour is it?
 There's a third of a cake on this plate.
 What flavour is it?
 There's three quarters of a cake on this plate.
 What flavour is it?
 There's half of a cake on this plate.
 What flavour is it?

2. Play the cake game. Choose some fractions to make a whole cake.

- Throw the dice to decide the different flavours.
- Ask the children to look at Activity 2 and tell them they are going to play a game to make a magic cake like Dan's in the story.
- Hand out the dice and explain that each number corresponds to a flavour. Explain that when they have their flavours, they must choose some fractions to make up the cake.
- The children play the game and describe their cake: *This is my magic cake. A half is lemon, a quarter is orange, an eighth is banana and an eighth is chocolate.*

Answers: 1 banana strawberry orange apple lemon chocolate 2 Students' own answers.

LOOK AT ME!

- Collect the cakes and display them round the room.
- Encourage the children to talk about their own cake and to ask questions about their classmates' cakes, e.g. *What flavours are your cake? What flavour is that quarter/half of your cake?*

ACTIVITY BOOK

1. Read the fractions and colour the cakes.

Match the cakes to the correct fractions.

- Say: *Now open your Activity Books to page 40.*
- Ask the children to match the sets of two fractions which are the same and to shade in the correct segments of the cakes.
- Go round the class, correcting the activity.

2. Solve the problems.

- Say: *Look at Activity 2.* Tell the children they are going to do some maths problems in English using fractions.
- When they have finished, ask volunteers to read out their answers.

Answers: 1 $2 \frac{6}{8} = \frac{3}{4}$ 3 $\frac{3}{6} = \frac{1}{2}$ 4 $\frac{4}{6} = \frac{2}{3}$ 5 $\frac{2}{8} = \frac{1}{4}$
 2 2 a third 3 a half 4 a half

Extra Activity

- Ask nine children to come to the front of the class. Divide them into groups of two, three and four.
- Then call out a fraction, e.g. *One third!* One of the children in the group of three steps forward.
- Repeat with other fractions: *Three quarters!* Three of the children in the group of four step forward.
- Continue until you have practised all the fractions and then do the same with sixths and eighths.

Let's say goodbye!

- Say: *That's the end of our lesson today. And that's the end of Unit 4. Let's say goodbye to everyone.*
- Play Track 03. Encourage the children to join in.

Track 03

The goodbye chant

See page 17 of the TB.