

# 6

# Teacher's notes

## Reinforcement worksheet 1

- Pupils write the name of the food on the dashes under the pictures. They then cut the six cards out and cut along the dotted lines. They invent new food by sticking the halves together at random on a separate piece of paper. As they do so, a new name will appear, which may or may not be pronounceable!

**Key:** 1 rice, 2 chips, 3 egg, 4 chicken, 5 bread, 6 water.

- **Optional follow-up activity:** Pupils work in pairs, A and B. Pupil A is the waiter and Pupil B the customer. The customer points to one of the pictures and asks *What's this?* The other replies, *It's* (invented name). Having asked about two of the foods, the customer then says *Can I have some* (invented name), *please?* Pupils exchange roles.

## Reinforcement worksheet 2

- Pupils complete the *Sudoku* by writing the name of the food or drink under the corresponding picture. To complete the puzzle, they must see which word is missing from each line (no word can be repeated on the same line), write it and draw it. Pupil A points to one of the pictures and asks *What's this?* or *What are these?* The first pupil to give the correct and complete answer (*It's ...* or *They're ...*) gets a point and the next go.

**Key:** juice, chicken, egg, chips, bread, milk.

- **Optional follow-up activity:** Using the *Sudoku* as a model, ask pupils to prepare another one for their partner using vocabulary of their choice from Units 1–6. Pupils swap and complete the puzzles.

## Extension worksheet 1

- Tell pupils that the words are the characters' favourite food and drink. As they read each word, pupils find the correct food picture and colour in a square in the chart. When all the information has been recorded, pupils name the most popular food.

**Key:** ice cream.

- **Optional follow-up activity:** Ask pupils to copy the chart into their notebooks. Pupils work in groups. They take it in turns to ask, e.g. *Do you like bread?* All pupils answer and record the group's answers in their chart. The next pupil asks the next question. Once the chart has been completed, pupils tell the class the most popular food in their group.

## Extension worksheet 2

- This can be done as a listening exercise (Track 11) or a reading exercise. Pupils match the scenes from the story with the text.

**Key:** 4, 6, 1, 5, 3, 2.

- **Optional follow-up activity:** Pupils work in pairs and play *Pelmanism*. They cut out the cards and join the two packs. They then place the cards face down on the desk and turn over two cards at a time. If the cards show a scene and the missing text, they form a pair. When a pupil finds a pair, he/she reads the text and then has another go. When the cards do not form a pair, he/she puts the cards face down on the desk once more. The winner is the pupil with the most pairs at the end of the game.

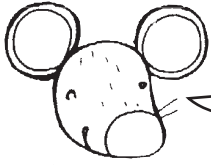
## Song worksheet

- Ask pupils what time it is on each of the clocks. Ask what they do at these times. Elicit *I eat breakfast/lunch/tea/dinner*. Pupils listen to the song (Track 12) and complete the lyrics.

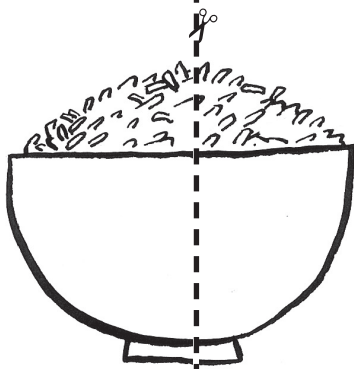
**Key:** See Pupil's Book, page 35.

- **Optional follow-up activity:** Pupils draw four clocks set to the time they eat their four main meals. Ask them to draw the food they usually eat and to tell their partner what they eat and when. They need only say *I eat ... for breakfast/lunch/tea/dinner*.

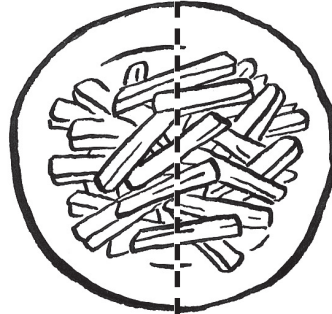
## Reinforcement worksheet 1



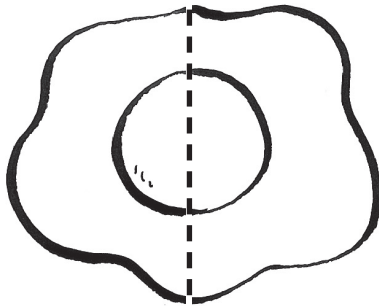
Write, cut and match.



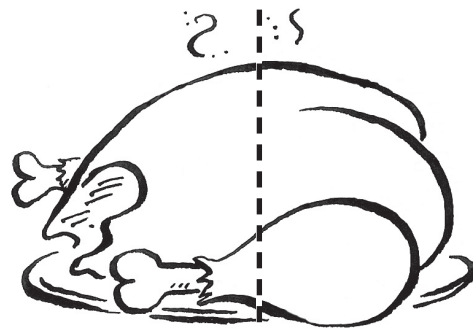
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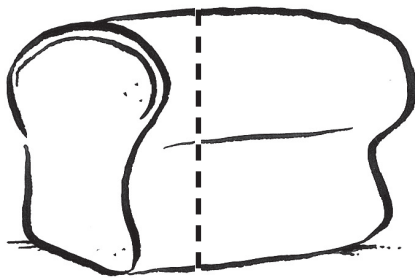
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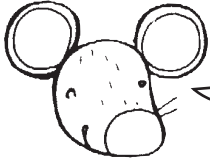
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Write and draw.





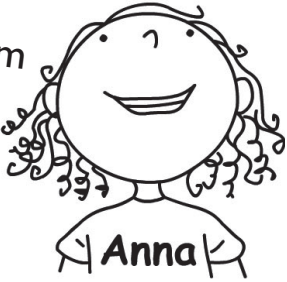

		 juice			

# Unit 6

## Extension worksheet 1



Find and colour.

<p>ice cream pears apples</p>  <p>Jill</p> <p>carrots lemons <del>bread</del></p>	<p>chips fish eggs</p>  <p>Sam</p> <p>bananas ice cream oranges</p>
<p>chicken <del>bread</del> ice cream</p>  <p>Tom</p> <p>eggs apples lemons</p>	<p>rice eggs oranges</p>  <p>Nick</p> <p>chicken bananas cake</p>
<p>ice cream rice fish</p>  <p>Anna</p> <p>burgers bananas pears</p>	<p>chips fish burgers</p>  <p>May</p> <p>bananas pears ice cream</p>




## Extension worksheet 2



Match and play.

1



No, there isn't, but there's some chocolate ice cream.

2



What are you eating, Trevor? Is it chicken?

It isn't chicken. It's a long brown pencil.

Oh, Trevor!

3



I'm having tomatoes and carrots.

 1

4



Is this orange juice yours, Monty?

No, it isn't mine. It's Marie's.

5



Here you are.

Is there any chocolate cake?

6



Can I have some apple juice, please?

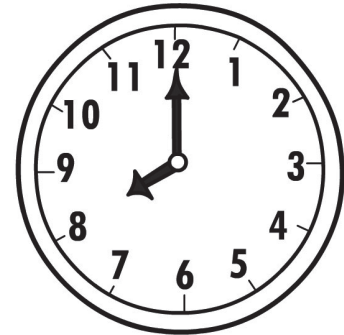
Unit  
**6**

# Song worksheet

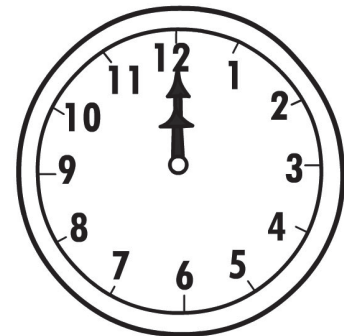


Listen and write. Sing.

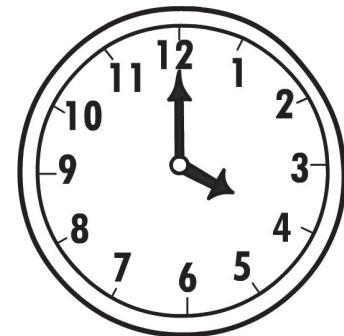
It's morning, it's morning.  
We're having breakfast with our mum.  
..... *Bread* ..... and .....,  
..... *bread* ..... and ....  
It's morning, it's morning.



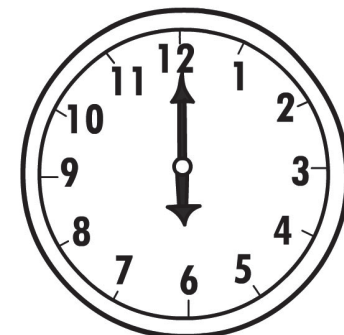
It's lunchtime, it's lunchtime.  
We're having lunch with our friends.  
..... and .....,  
..... and ....  
It's lunchtime, it's lunchtime.



It's afternoon, it's afternoon.  
We're having tea in the garden.  
.....,  
.....  
We're having tea in the afternoon.



It's evening, it's evening.  
We're having dinner with mum and dad.  
..... and .....,  
..... and ....  
It's evening, it's evening.



**Word cards: Dinner time**

**bread**

**water**

**milk**

**juice**

**chicken**

**egg**

**chips**

**rice**