

**OBJECTIVES:** By the end of the lesson, pupils will have learned to name and talk about foods.

### ● TARGET LANGUAGE

**Key language:** *sausage, lemonade, Happy birthday*

**Additional language:** *party, any, don't, fries/chips*

**Revision:** food, *We've got ... , taking a photo, kitchen, stand, ugly, cook, present continuous, prepositions*

### ● MATERIALS REQUIRED

Flashcards: (food) 92–97

*Kid's Box 1* Flashcards: (food) 91, 92, 95, 96

Optional: *Teacher's Resource Book 2* Unit 11 Reinforcement worksheet 1 (page 69)

## Warmer

- Review the known foods, using the flashcards. Flash each one quickly. Give the pupil who says it correctly the flashcard. When pupils have all the flashcards, each pupil holds it up, says the word and comes and sticks the flashcard on the board (word side). Arrange the flashcards around the edge of the board to make a mind map. Elicit the word for the centre (Food) and write it.

## Presentation

- Elicit/teach the new food words, using the flashcards. Pupils repeat in chorus, in groups, in pairs. Check pronunciation of *sausages, oranges*. Say *Which are your favourite foods?* Stick the flashcards on the board around the food mind map.

### PB78. ACTIVITY 1. Listen and answer.

- Books closed. Say *Listen. The children are talking about some of these things* (point to the board). Set the pre-listening questions: *What is Mr Star cooking? What have they got to drink? What is Meera doing? Where are they?* Play the CD. Pupils listen for the answers. They check in pairs. Say *Open your Pupil's Books at page 78, please. Listen again and check.* (Burgers and sausages, Lemonade and fruit juice, Taking a photo, A party). Play the CD again. Check understanding of *party, birthday, chips/fries*.
- Say *Can you find the hidden star? Show your partner.* Check with the class (on the present). Pupils say *Here it is*.

### CD 3, 37

**SIMON:** What are you cooking?

**MR STAR:** I'm cooking burgers and sausages.

**SIMON:** Are we having chips too?

**MR STAR:** Yes, we're having fries. Grandma's getting them from the kitchen. Grandpa's helping her.

**SIMON:** Yum, yum. And we've got lemonade to drink.

**SUZY:** Mummy, is there any fruit juice?

**MRS STAR:** Yes, I can get it for you.

**SUZY:** Thanks.

**STELLA:** What are you doing, Meera?

**MEERA:** I'm trying to take a photo of Simon.

**ALEX:** Yoo hoo, Meera! We're in front of you. Take a photo of us.

**STELLA:** No, don't take a photo of them. Take one of Simon.

**MEERA:** I'm trying to take a photo of him. Alex, Lenny, can you stand behind me, please? I don't like taking ugly photos.

### PB78. ACTIVITY 2. Listen and repeat.

- Say *Now listen, point to the picture and repeat.* Play the CD. Pupils repeat in chorus. Listen for correct pronunciation.

### CD 3, 38

Sausages, burgers, cake, watermelon, oranges, lemonade

### AB78. ACTIVITY 1. Write the letters and the words.

- Say *Open your Activity Books at page 78, please.* Focus pupils on the example in the left circle. Point to the picture of *under*, elicit *under* and say *What's the first letter?* Pupils respond *u*. Show them the example *u*. Say *Do the same for the other pictures. Write the food word here.* Pupils work in pairs. They write the first letter of each picture inside the circle, then put all the letters in order to make a food word. Then they do the same for the second circle. Monitor and help/prompt where necessary. Pairs check with pairs. Check with the class.

**Key:** armchair, arm, shoe, under, sock, ear, glasses – sausage; milk, apple, dress, eye, nose, egg, lizard, orange – lemonade

### AB78. ACTIVITY 2. Circle the different words.

- Focus pupils on Activity 2 and on the example. Elicit why *car* is different (the others are alive). Pupils complete the activity in pairs. Check with the class. Listen for pupils' reasons if they have chosen another word from the one you expected.

**Key:** 2 shoe (the others are toys), 3 armchair (the others are food), 4 orange (the others are drinks), 5 bus (the others are sports), 6 desk (the others are in a town), 7 kitchen (the others are household objects), 8 mirror (the others are rooms).

## Extra activities: see page T125 (if time)

### Optional activity

- *Teacher's Resource Book 2* Unit 11 Reinforcement worksheet 1 (see pages 68, 69).

### Ending the lesson

- Play a word game. Say *It's my birthday party. I'm having burgers.*  
Pupil 1: *It's my birthday party. I'm having burgers and lemonade.*  
Pupil 2: *It's my birthday party. I'm having burgers, lemonade and watermelon.* Start another chain at the back of the class. Choose pupils at random to continue the chains. Listen for correct use of plurals/uncountables.

**OBJECTIVES:** By the end of the lesson, pupils will have talked and read more about birthdays.

● **TARGET LANGUAGE**

**Key language:** *Look at them/her/him/us/melyou*

**Additional language:** *at the bus stop, playground, Smile at me*

**Revision:** *Happy birthday, party, cook, taking photos, nice, new, bike, number, colours, bus, shoe, skirt, swim, can, tree*

● **MATERIALS REQUIRED**

Photocopiable 11 (see page T111), copied onto thin card, one copy for each pupil, scissors, glue, coloured tissue paper, crayons, glitter, a birthday card

Optional: *Teacher's Resource Book 2 Unit 11 Reinforcement worksheet 2 (page 70)*

### Warmer

- Review the object pronouns: *us, me, them, you, him, her*. Say, e.g. *Look at Juan. Look at him*. Repeat for other pupils in the class. Invite a group of pupils to the front to practise *Look at them*. Include yourself for *Look at us*. Point clearly at each person/group of people referred to by the pronoun to make the meaning clear.

**PB79. ACTIVITY 3. Listen and point. Chant.**

- Say *Open your Pupil's Book at page 79, please*. Elicit what pupils can see in the pictures. Revise *bus, skirt, shoe, tree, swim*. Say *Listen and point*. Play the CD. Pupils point to the pictures. Elicit the letter for each section of the chant. Check understanding, e.g. *Look at him. What can he do? Look at her. What's she wearing?* Play the CD again. Pupils repeat the chant in sections. Pupils stand up. They repeat it in chorus. Pupils practise. You can record pupils and play the chant for them to listen to / watch.

**Key:** d, e, a, f, b, c

**CD 3, 39**

Look at them,  
Five young men.  
Look at him,  
He can swim.  
Look at her,  
In her new skirt.  
Look at you,  
And your nice clean shoe.  
Look at us,  
On a big red bus.  
Look at me,  
I'm under a tree.

**PB79. ACTIVITY 4. Read and write.** **S** towards

- Focus pupils on Activity 4. Elicit what the text is about (a birthday party). Say *Quickly read the text (point to the text) and find out what they are eating at the party*. Pupils read and check (Mango ice cream). Pupils read the text again, working out what the pictures are. Ask more questions to check comprehension, e.g. *What is Mum doing? What has the birthday cake got in it?* Make sure you involve all pupils

when asking questions. Say *Now read the text again and write the words*. Pupils work individually and write their answers in their notebooks. They check in pairs. Give pairs time to check and review their answers. Check with the class.

**Key:** 1 chair 2 balloons 3 kitchen 4 drinks 5 cake

### Photocopiable 11: see pages T99 and T111

**AB79. ACTIVITY 3. Listen and draw.**

- Say *Open your Activity Books at page 79, please*. Elicit what pupils can see. Say *Listen and look. Don't draw*. Play the CD. Pupils listen, look and point. They don't draw the pictures. Play the CD again. Pause after each one for pupils to draw the picture as directed. Limit the time for the drawing each time: allow the same time for each one, e.g. 30 seconds. Pairs check with pairs.

**CD 3, 40**

A girl's standing under a tree. Draw two flowers next to her. A boy's standing at the bus stop. Draw a bike in front of him. Some children are playing in the park. Draw a ball between them.

I'm standing in the playground. Draw a school behind me.

**AB79. ACTIVITY 4. Write the words.**

- Focus pupils on Activity 4. Elicit the example. Check understanding with a quick pointing game, as in the Warmer. Pupils work in pairs. They complete the sentences with words from the box. Monitor pupils as they are working. Encourage pairs to ask other pairs. Check with the class. Get pupils to point each time to check the concept.

**Key:** 2 you, 3 me, 4 her, 5 us, 6 it

### Extra activity: see page T125 (if time)

### Optional activity

- *Teacher's Resource Book 2 Unit 11 Reinforcement worksheet 2 (see pages 68 and 70).*

### Ending the lesson

- Say the chant again from Pupil's Book page 79 Activity 3. Select: five boys (look at them), one boy (look at him), one girl (look at her), one girl (look at you), four boys and girls (look at us), one girl (look at me). The rest of the class say the first four verses of the chant and point to the groups as they say it. The groups/individuals mime as necessary. The last two groups do the last two verses of the chant themselves and mime.

**OBJECTIVES:** By the end of the lesson, pupils will be able to make offers, using *Would you like ... ?* and respond appropriately.

● **TARGET LANGUAGE**

**Key language:** *Would you like some/a ... or some/a ... ? Yes, I'd love some/one. I'd like some ... What would you like to drink/eat?*

**Additional language:** *It's not your turn, lots, too, Wait a moment*

**Revision:** *Can I have ... ? Here you are. Oh, sorry, favourite, please, food*

● **MATERIALS REQUIRED**

Flashcards: (food) 92–97 and 64

*Kid's Box 1* Flashcards: (food) 91, 92, 95, 96

Optional: *Kid's Box Teacher's Resource Book 2* Unit 11

Extension worksheet 1 (page 71)

**Warmer**

- Elicit the food, using the flashcards. Hold out a flashcard, e.g. *watermelon*, to a pupil. Say *Would you like some watermelon?* Pupils respond *Yes, please* or *No, thanks*, as they wish. Offer the other foods to pupils in this way. Pupils with flashcards then make offers to others in the class, using the model. Help pupils notice when to use *Would you like some ... ?* and when *Would you like a ... ?* Display the flashcards on the board. Remind pupils that another word for *chips* is *fries*.

**PB80. ACTIVITY 5. Listen and answer.**

- Books closed. Say *Listen. The toys are talking about food. Set the pre-listening question: What would Maskman like to eat and drink? (Four things.)* Point to the board. Play the CD. Pupils listen for the answers. They check in pairs. Say *Open your Pupil's Books at page 80, please. Listen again and check (sausage, burger, fries, lemonade).* Play the CD again. Check comprehension by asking, e.g. *Who would like some fruit juice? What would Monty like to eat? What does he say?* Elicit the key language, e.g. *Would you like a burger or a sausage? I'd like a sausage, please.*

**CD 3, 41**

Toys in the toy box,

Come alive.

Walk and talk,

On the count of five.

One, two, three, four, five.

**TREVOR:** Monty, what would you like to eat? Would you like a burger or a sausage?

**MONTY:** I'd like a sausage, please, Trevor.

**TREVOR:** Here you are.

**MONTY:** Thanks.

**MASKMAN:** Can I have a sausage and a burger, please?

**MARIE:** One moment, please, Maskman. It's not your turn.

**MONTY:** Er, here you are, Maskman. Would you like some fries too?

**MASKMAN:** Yes, I'd love some. Lots, please, Monty.

**TREVOR:** Marie, what would you like to drink?

**MARIE:** I'd like some fruit juice, please, Trevor.

**MASKMAN:** Can I have some lemonade, please?

**TREVOR:** Maskman, please would you like to wait a moment. It's not your turn.

**MASKMAN:** Oh, sorry.

**MONTY:** Would you like some fries too, Trevor? ... Please.

**TREVOR:** Er ... Well ... OK, Monty. Fries aren't my favourite food, but ... for you.

**PB80. ACTIVITY 6. Listen and repeat.**

- Say *Now listen and repeat.* Play the CD. Pupils repeat in chorus, then in groups. Listen for correct pronunciation and for a rise/fall in the question. Make pairs. Pupils take turns making offers and responding, using the model.

**CD 3, 42**

**TREVOR:** Would you like a burger or a sausage?

**MONTY:** I'd like a sausage, please, Trevor.

**TREVOR:** Here you are.

**MASKMAN:** Can I have some lemonade, please?

**AB80. ACTIVITY 5. Write the sentences.**

- Say *Open your Activity Books at page 80, please.* Elicit what pupils have to do (write the words in the right order). They work in pairs, saying the offers and responses before writing. Check with the class.

**Key:** 2 I'd like some cake, please. 3 Would you like to play with us? 4 I'd like to play table tennis.

**AB80. ACTIVITY 6. Read and write the information.**

- Focus pupils on the first sentence (*May ...*) Say *What would she like to eat? What would she like to drink?* (Chicken and chips, Orange juice). Elicit where pupils write this in the grid. They work in pairs, read the sentences and complete the grid. Check by drawing the grid on the board and eliciting what to write where.

**Key:**

Name	Food	Drink	Game
May	chicken and chips	orange juice	badminton
Sam	sausages and tomatoes	water	hockey
Ben	meatballs and potatoes	lemonade	hockey
Anna	carrots and rice	lemonade	badminton

**Extra activities: see page T126 (if time)**

**Optional activity**

- *Teacher's Resource Book 2* Unit 11 Extension worksheet 1 (see pages 68 and 71).

**Ending the lesson**

- Revise the spelling of food vocabulary. Say, e.g.

*Give me a b*

*Give me an r*

*Give me an e*

*Give me an a*

*Give me a d*

*What does that spell?*

*What does that spell?*

Class responds:

*b*

*r*

*e*

*a*

*d*

*bread*

*bread*

**OBJECTIVES:** By the end of the lesson, pupils will have had more practice making and responding to offers and have sung a song.

● **TARGET LANGUAGE**

**Additional language:** *great big, Don't give any to me, coconut*

**Revision:** *Would you like ... or ... ? I'd like ... , pencils, food, adjectives, Can you say that again, please? Sorry?*

● **MATERIALS REQUIRED**

Flashcards: (food) 92–97 and 64

*Kid's Box 1* Flashcards: (food) 91, 92, 95, 96

Optional: *Kid's Box Teacher's Resource Book 2* Unit 11 song worksheet (page 73)

## Warmer

- Prompt pupils to make offers and respond, using the flashcards. Hold up two food flashcards, picture side, e.g. *bananas* and *apples*. Say *Question? Would ... ?* Elicit the question from a pupil: *Would you like bananas or apples?* Elicit the response from another pupil, e.g. *I'd like apples, please.* Using other pairs of food or drink flashcards, elicit more offers and responses from pupils in the class.

**PB81. ACTIVITY 7.** *Listen and point. Sing.*

- Say *Open your Pupil's Books at page 81, please.* Elicit who they can see and what food and drink they can see. Say *Listen and point to the toys and the food they'd like.* Play the CD. Pupils listen and point. Play the CD again. Check with the class. Repeat lines 1, 3, 5, 7, 9 of the song. Pupils put up their hands if they'd like this too. Count which is the most popular. Play the CD again. Encourage pupils to sing.

**CD 3, 43**

I'd like a great big chocolate cake,

And I'd like one for me.

I'd like a nice long sausage,

And I'd like one for me.

I'd like a burger and some fries,

And I'd like some for me.

I'd like a drink of lemonade,

And I'd like some for me.

I'd like coloured pencils,

I'd like coloured pencils,

I'd like a box of coloured pencils,

Don't give any to me!

[Repeat verses 2 and 3]

**CD 3, 44**

Now sing the song again. (Karaoke version)

**PB81. ACTIVITY 8.** *Ask and answer.*

- Pupils work in pairs. They take it in turns to ask each other *would like* questions, like the ones in the speech bubbles.

**AB81. ACTIVITY 7.** *Listen and draw lines. There is one example.* **S**

- Say *Open your Activity Books at page 81, please. Look at the pictures. What can you see?* Elicit the names of the things pupils know in the large picture (e.g. *cake, burger, chips, ice cream*).

- Say *Listen.* Play the example on the CD (the first four lines). Hold up the Activity Book page and mime drawing the example line from *Jill* to the girl with the sausage.
- Say *Listen and draw lines.* Use a pencil. Tell pupils that they will not hear about all the children in the picture. Play the rest of the CD. Pupils listen and draw lines. They check in pairs. Play the CD again. Check by asking, e.g. *Who's Mark?* (the boy eating ice cream). Elicit who wasn't mentioned (Dan).

**Key:** 1 boy eating an ice cream – Mark, 2 boy eating a burger – Tom, 3 girl eating chips – May, 4 boy eating cake – Hugo, 5 girl eating a kiwi – Kim

**CD 3, 45**

Is this a picture of your friends at your birthday?

Yes. They're eating lunch. Look, there's Jill.

What's Jill eating? Are they sausages?

Yes, she eats a lot of sausages!

**Can you see the line? This is an example. Now you listen and draw lines.**

1. Can you see Mark?  
Who's Mark?  
He's there. He's eating an ice cream.  
Oh, yes. It looks great. I love ice cream.  
So do I!
2. Look, there's Tom. He's eating a burger.  
It's a very big burger!  
Yes, Tom loves them.
3. There's May.  
Is that May, there? What's she eating? Are they chips?  
Yes, she loves chips. She eats lots of them!  
Me too.
4. Where's your friend Hugo?  
Hugo's there. He's eating some cake.  
Is it a chocolate cake?  
Yes, it is.  
Mmm!
5. And there's my friend Kim.  
Kim's eating fruit.  
Yes, she is. What is it?  
It's a kiwi. You like them.  
Oh, yes. I do!

## Extra activities: see page T126 (if time)

### Optional activity

- Hand out copies of the Unit 11 song worksheet from *Teacher's Resource Book 2*. Play the song again for pupils to complete the lyrics (see pages 68 and 73 of the *Teacher's Resource Book*).

### Ending the lesson

- Sing the song again from Pupil's Book Activity 7. Divide the class into two groups: A and B. A sings the odd lines and B the even ones (the responses). Pupils only sing if they would like the food, drink or pencils. If they don't want them, they don't sing. Groups swap roles and repeat.

**OBJECTIVES:** By the end of the lesson, pupils will have learned to identify and say the long *ir* / *ur* / *ɜː*/ vowel sound and have done a menu role play.

● **TARGET LANGUAGE**

**Key language:** the phoneme /*ɜː*/ as in *purple, bird, girl*

**Additional language:** *menu*

**Revision:** *thirteen, skirt, shirt, burger, What would you like to eat/drink? I'd like ... , please. food and drink, young*

● **MATERIALS REQUIRED**

Extra activity 1: card, one piece for each pair of pupils, coloured felt tips / crayons, samples of menus

Optional: *Kid's Box 2 Interactive DVD: The playroom* 'The Hokey Cokey' and 'Duck Duck Goose'

### Warmer

- Elicit the following words from pupils (point/mime): *bird, skirt, shirt, burger*. Write them on the board. Repeat the four words and then say *Today's sound is ...* Wait for pupils to say /*ɜː*/.

**PB82. ACTIVITY 9. Monty's phonics.**

- Say *Open your Pupil's Books at page 82, please*. Point to the small pictures and say them, emphasising the vowel sound /*ɜː*/. Pupils practise pronunciation of each word. Point at the large picture and say *What colour is the bird? (Purple) Whose birthday is it? (The girl's)*. Say *Now listen to Monty, point and repeat*.
- Play the CD again. This time pupils repeat in groups and then in pairs. They try saying the tongue twister as fast as they can. Ask volunteers to say it quickly to the class. Write the tongue twister on the board and elicit the /*ɜː*/ sounds. Underline them. Point out that the sound /*ɜː*/ is usually represented by the letters *ir* or *ur* (and less often by *er* (e.g. *were*)).

**Key:** A purple bird for the birthday girl!

**CD 3, 46**

**MONTY:** Hi, I'm Monty! Repeat after me!

/*ɜː*/, /*ɜː*/, purple

/*ɜː*/, /*ɜː*/, bird

/*ɜː*/, /*ɜː*/, girl

A purple bird for the birthday girl!

A purple bird for the birthday girl!

A purple bird for the birthday girl!

**PB82. ACTIVITY 10. Look at the menu. Ask and answer.**

- Focus pupils on Activity 10. Elicit/teach *Menu*. Invite two pupils to read out the speech bubbles from the page. Repeat with other pairs of pupils in open pairs: pupils choose items from the menu. When the class understands what to do, pupils do the activity in closed pairs, taking turns to ask and answer. Monitor and give ideas. Invite pairs to do their dialogues to the class.

**AB82. ACTIVITY 8. Listen and write the words.**

- Say *Open your Activity Books at page 82, please*. Say *Look at the pictures. All the words have the sound /ɜː/. Look and think*. Give pupils time to guess what each word is and how to say it.
- Play the example on the CD and point to the answer on the first line. Play the rest of the CD, pausing for pupils to repeat the word and to write. They check answers in pairs.
- Play the CD again. Correct as a class.

**Key:** 2 girl, 3 birthday, 4 skirt, 5 bird, 6 shirt, 7 thirteen, 8 burger

**CD 3, 47**

1. purple
2. girl
3. birthday
4. skirt
5. bird
6. shirt
7. thirteen
8. burger

**AB82. ACTIVITY 9. Look at the letters. Write words.**

- Write *Happy birthday, Simon. It's your garden party* on the board. Point to the letters *y-o-u-n-g* and point to the example word *young* underneath. Say *Can you make another word from the letters?* Let pupils talk together and suggest other words. Say *Look at Activity 9. Write the words you can think of there*. Pupils work in pairs and make as many words as they can. Give a time limit. Check with the class.  
Note: If you have mostly kinaesthetic learners, then let them write each letter of the sentences on a separate piece of paper and move them around to make words. They will find this much easier.

**Extra activities: see page T126 (if time)**

### Optional activity

- Watch the DVD clips 'The Hokey Cokey' and 'Duck Duck Goose' from the 'playroom' section of the *Interactive DVD*. Play one or both games with your pupils. They are commonly played at birthday parties in Britain. See pages 33, 35 and 36 of the DVD booklet.

### Ending the lesson

- Do the tongue twister with the class again. Pupils stand up and say it in chorus. Invite pairs of pupils to say it as fast as they can. Go around the class.

**OBJECTIVES:** By the end of the lesson, pupils will have read a story and reviewed language from the unit.

● **TARGET LANGUAGE**

**Key language:** language from the unit

**Revision:** food, pronouns, present continuous, *Let's make ... , I'd like ... , Happy birthday, Can you get me ... ? favourite, today, can*

● **MATERIALS REQUIRED**

Flashcards: (food) 92–97 and 64

*Kid's Box 1* Flashcards: (food) 91, 92, 95, 96: an apple, a banana, chocolate, ice cream

Optional: *Kid's Box 2 Teacher's Resource Book* Unit 11

Extension worksheet 2 (page 72) and/or animated version of the Unit 11 story from *Kid's Box 2 Interactive DVD* (Suzy's room section)

## Warmer

- Revise the food words, using the flashcards. Look at one in secret. Say, e.g. *You can eat this*. Pupils take turns to guess. Repeat, including food and drink. Pupils take turns to come and choose a flashcard and the class guesses.

## Story

**PB83. ACTIVITY 11.** *Listen to the story.*

- Say *Open your Pupil's Books at page 83, please*. Elicit who they can see (Trevor, Monty, Maskman, Marie) and what they're doing (making a cake). Elicit why they're making a cake (for someone's birthday). Set the pre-listening questions: *Whose birthday is it? What cake is Monty making? What does Marie say?* Play the CD. Pupils listen and look. They check in pairs. Check with the class (Marie's, lemon cake, 'Would you like to come to the café with me?'). Play the CD again. Pupils listen and repeat. Encourage them to say it with intonation and feeling.
- Check comprehension by holding up your book, pointing to pictures in turn and asking, e.g. *What cake would Trevor like?* (pencil cake). *What would Maskman like to eat?* (burgers and fries). *Who's coming?* (Marie).

### CD 3, 48

Toys in the toy box,

Come alive.

Walk and talk,

On the count of five.

One, two, three, four, five.

**NARRATOR:** It's Marie's birthday today.

**TREVOR:** Let's have a party for Marie! Let's make her a pencil cake!

**MONTY:** No, Trevor. Marie would like a lemon cake.

**MASKMAN:** Let's have burgers and fries to eat!

**MONTY:** No, Maskman. It isn't your birthday.

**MONTY:** Now, let's make the cake!

**MASKMAN:** Shh! Marie's coming!

**MONTY:** Now we can't make her a cake.

**MONTY, TREVOR AND MASKMAN:** Happy birthday, Marie!

Happy birthday, Marie!

**MARIE:** Thanks, boys! Would you like to come to the café with me?

**TREVOR:** Can I have some pencil cake, please?

**PB83. ACTIVITY 12.** *Act out the story.*

- Divide the class into groups of four. Pupils decide their roles (Trevor, Monty, Maskman, Marie). Play the CD again. Stop after each frame for pupils to repeat in role. Pupils practise their story in groups with mime. More confident groups of pupils can change some of the words, e.g. *chocolate cake*. Invite one or two groups to role play their story to the class.

**AB83. MY PICTURE DICTIONARY.**

- Say *Open your Activity Books at page 83, please*. Pupils prepare the food and drink stickers. Say *Which food or drink is it? Listen*. Play number 1 on the CD and elicit the food (*cake*). Ask pupils to hold up the correct sticker. They all stick the sticker in the first square.
- Play the rest of the CD. Pupils lay the stickers out on their desk in the correct order. Monitor around the class to check before they stick them in their books.
- Point to the example word on the line in square 1 (*cake*). Say *Now write the words*. Pupils write the food or drink under each sticker. Write the words on the board in random order if they are having difficulty. Play the CD again if necessary.

Key: 2 sausage, 3 lemonade, 4 watermelon, 5 burger, 6 orange

### CD 3, 49

Stick the cake on number 1. Stick the orange on number 6. Stick the lemonade on number 3. Stick the sausage on number 2. Stick the burger on number 5. Stick the watermelon on number 4.

**AB83. MY PROGRESS.**

- Focus pupils on the activity. Say *Let's read the sentences together*. Read the first sentence. Focus pupils on Pupil's Book page 82 Activity 10. Elicit some of the dialogues. Say *Good, you can ask for food and drink*. Focus pupils on the words in My picture dictionary. Say *What kind of food and drink is it? Do we eat it every day?* Elicit that it's party/birthday food. Say *You can talk about this*. Pupils work in pairs. They take turns to read out a *can do* sentence from their books and *do/talk* about what it says.
- Say *Now tick or cross the sentences*. Demonstrate the activity again if necessary. Encourage pupils to practise so that they can tick both the statements and colour the star.

**Extra activities: see page T126 (if time)**

## Optional activities

- Unit 11 Extension worksheet 2 (see pages 68 and 72 of the *Teacher's Resource Book*).
- The animated version of the story from *Kid's Box 2 Interactive DVD* (Suzy's room section). See pages 41–46 of the *Teacher's booklet for the Interactive DVD*.

## Ending the lesson

- Ask pupils which chant/song/game they'd like to do again from the unit. Do it together to end the lesson.