

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

### ● TARGET LANGUAGE

**Key language:** food: *salad, pasta, sandwich(es), soup*; containers: *a bowl of, a bottle of, a cup of, a glass of; want someone to (do something)*

**Additional language:** *fancy dress party, Can you pass / take ... ? Could you put ... ?*

**Revision:** food and drink, *birthday, present, balloon, card, decorations, grown-ups, Would you like ... ?*

### ● MATERIALS REQUIRED

Warmer: Birthday card, balloons and decorations

Container and food flashcards (93–103)

Extra activity 1: Copy of the CD script from Pupil's Book

Activity 2 on a large piece of paper for display, paper, colours, scissors

Optional: *Kid's Box Teacher's Resource Book 4 Unit 8*

Reinforcement worksheet 1 (page 65)

## Warmer

- Display the birthday card and the balloons and elicit *birthday*. Elicit from pupils what happens on their birthdays. Develop a mind map on the board to include: *party, presents, balloons, food, cake, decorations*.

### PB72. ACTIVITY 1. Look, think and answer.

- Tell pupils to open their Pupil's Book at page 72. Focus them on the pictures and elicit who / what they can see. Elicit that this is a *fancy dress party*. Ask: *What can they see?* Ensure that you teach both *tea* and *coffee*, with *cup*. Using the artwork for Mrs Star's tray. Ask *What's this hot drink? Is it tea or coffee?* (it's tea). Write *tea* and *coffee* on the board. Check pupils have read the activity instruction and know what to do. They read the questions in pairs and discuss them together, using the information from the pictures to help.

### PB72. ACTIVITY 2. Listen and check.

- Play the CD. Elicit sentences for the answers. Set further questions, e.g. *Can you name the foods they are making? Who wants a glass of lemonade? Where are the bottles of lemonade? Does Grandpa want a cheese sandwich? What does he want to eat?* Play the CD again and pause to elicit answers.
- Show the flashcards and say, e.g. *a bowl of salad*. Pupils repeat. Call out the containers. Pupils say the food / drink, e.g. *A bottle of ... (lemonade)*.

**Note:** The 'd' in *sandwich* can be pronounced or silent – both are acceptable.

**Key:** 1 It's Simon's birthday. 2 They're making food for the party. 3 Cheese sandwiches. 4 Grandpa is thirsty.

### CD 3, 03

**NARRATOR:** It's Simon's birthday. The grown-ups are making food for his party.

**MR STAR:** Angelina, can you take a bowl of salad to the table, please?

**MRS STAR:** Yes. Can you pass me a bowl of cold pasta, too, please?

**GRANDMA:** What do you want me to do?

**MR STAR:** Er, could you put these cheese sandwiches on the

table please, Mum?

**GRANDPA:** Where's the lemonade, son?

**MR STAR:** There are some bottles in that box next to the door.

**MRS STAR:** Who'd like a cup of tea?

**GRANDPA:** Ooph, no, thank you. But I am thirsty. I need a glass of lemonade!

**GRANDMA:** Do you want a cheese sandwich too?

**GRANDPA:** Oh, no, thank you. I don't like party food. Bruce made some nice vegetable soup yesterday. I can have some of that later.

**GRANDMA:** Hmm. Vegetable soup. Oh, no, dear. We had it for dinner last night. We finished it all when you were out with your friends. It was lovely. Now, would you like a cheese sandwich?

**GRANDPA:** Oooohhh ... yes, please.

### PB72. ACTIVITY 3. Listen and say the letter.

- Focus pupils on Activity 3. Check they understand what to do. Remind them to whisper the answer to their partner the first time they listen. Play the first one as an example. Play the rest of the CD. Pupils listen and whisper. Play the CD again. Check with the class.

**Key:** 2 g, 3 h, 4 e, 5 b, 6 f, 7 c, 8 d

### CD 3, 04

1 A bowl of salad, 2 A bowl of vegetable soup, 3 A box of bottles, 4 A cup of tea, 5 A bowl of pasta, 6 A glass of lemonade, 7 A cheese sandwich, 8 A bottle of lemonade

### AB72. ACTIVITY 1. Circle the odd one out. **M** towards

- Tell pupils to open their Activity Book at page 72. Demonstrate, using the example. Pupils complete the activity in pairs. Check with the class.

**Key:** 2 water, 3 orange juice, 4 apples, 5 pears, 6 chicken

### AB72. ACTIVITY 2. Sort and write the words.

- Focus pupils on Activity 2. Using the picture to help, they unscramble the words and write them. Pupils check in pairs. Check with the class.

**Key:** 2 cup of coffee, 3 glass of milk, 4 bag of pears, 5 bottle of water, 6 bowl of fruit, 7 box of oranges

## Extra activities: see page T118 (if time)

### Optional activity

- Unit 8 Reinforcement worksheet 1 from *Teacher's Resource Book 4* (pages 64–65).

### Ending the lesson

- Write a word snake of words from the lesson on the board, e.g. *Bottleggsglassorangesaladcuppearsandwichesoupbox*. Pupils copy it in their notebooks and circle the words. Point out that some words overlap. Check with the class.
- Call out a food item and ask pupils to say what different containers they can go with e.g. *lemonade – a glass of lemonade, a bottle of lemonade*. Continue with *milkshake, oranges, noodles, eggs, pasta, soup, salad*, etc.

**OBJECTIVES:** By the end of the lesson, pupils will have had more practice talking about food and parties and using *want someone to (do something)*.

● **TARGET LANGUAGE**

**Key language:** *want someone to (do something)*, *in front of*

**Revision:** polite requests, food and drink, containers, parties, colours

● **MATERIALS REQUIRED**

Container and food flashcards (93–103)

Let's party! word cards from *Kid's Box Teacher's Resource Book 4* page 87 (food, drink and containers)

Optional: *Kid's Box Teacher's Resource Book 4* Unit 8

Reinforcement worksheet 2 and Extension worksheet 1 (pages 66 and 67)

### Warmer

- Review the container and food words using the flashcards and word cards. Play a chain game. Say, e.g. *On the table I saw a bag of sweets*. Pupil 1: *On the table I saw a bag of sweets and a bottle of lemonade*. Continue around the class. When it gets to six or seven items, start another chain.

**PB73. ACTIVITY 4.** *Listen and say the letter.*

- Tell pupils to open their Pupil's Book at page 73. Focus pupils on the Activity 4 instruction and the example. Remind pupils to whisper the letter to their partner. Play the CD. Pupils listen and whisper. Play the CD again. Check with the class. Introduce *want someone to (do something)* in the checking phase, e.g. *I What does she want the children to do? She wants ...* (pupils complete the sentence).

**Key:** 2 e, 3 f, 4 c, 5 a, 6 d

**CD 3, 05**

1. Can you take these dirty cups to the kitchen, please, children?
2. Can you open this bottle of lemonade for us, please?
3. Can you put these glasses on the table, please, kids?
4. Can you pass me the bowl of salad, please?
5. Can you make me a cheese sandwich, please, Mum?
6. Bill, can you hold my glass, please?

**PB73. ACTIVITY 5.** *Read and correct.*

- Focus pupils on Activity 5 and on the picture. Tell them that the children are called Paul, Vicky and Jack. Ask how the people in the picture are feeling.
- Check comprehension of sentences 1 to 6. Pupils read the text and write correct sentences individually. They check in pairs. Check with the class.

**Key:** 1 Paul wants his brother and sister to help him. 2 He wants Vicky to make a bowl of salad. 3 He wants her to make a bowl of soup. 4 Paul wants Jack to take a plate of sandwiches to the table. 5 He wants him to make a cup of coffee for their parents. 6 Jack and Vicky want Paul to help (them).

**AB73. ACTIVITY 3.** *Write sentences.*

- Tell pupils to open their Activity Book at page 73. Focus them on the pictures and on the example. Pupils work in pairs, doing the activity orally first. Then they write the sentences. Check with the class.

**Key:** 2 Grandma wants Grandpa to text Simon. 3 Mrs Star wants Mr Star to make some coffee. 4 Stella wants Suzy to clean the table. 5 The teacher wants the children to sit down. 6 Grandpa wants Grandma to turn on the computer.

**AB73. ACTIVITY 4.** *Listen, colour and write.* **M** towards

- Focus pupils on the Activity 4 instruction. There is one example. Check understanding and tell them to put their coloured pencils on their desks. Play the CD. Pupils follow the instructions. They check in pairs. Play the CD again. Check with the class.

**CD 3, 06**

*Look at the picture. Listen and look. There is one example.*

Can you colour this kitchen picture?

Yes, I think it is breakfast time in this house.

That's right. The table in this kitchen is round. Can you colour it?

OK.

Make it grey.

Can you see the grey table? This is an example. Now you listen and colour and write.

1. Now, I want you to colour some of the things in the picture. OK? / OK. Where do we start? / Can you see the box of eggs below the clock? / Yes. / Colour the box brown, please.
2. Good. Now I want you to write something. Can you see the bottle next to the eggs? / Yes. / Write the word water on it, please. / All right.
3. Would you like to colour something now? / Yes, please. / Can you see the cup of tea on the table? Would you like to colour the cup blue, please? / OK.
4. Now I want you to colour some fruit. Can you see the bowl of fruit on the table? / Oh, yes. It's got bananas and apples in it. / Good. Well, I want you to colour the two apples red, please. / OK.
5. And now I want you to colour a banana yellow. / Which banana? The one in the bowl or the one in front of it? / Colour the banana in front of the bowl, please. / Did you say yellow? / That's right. / There you are. Finished. / Well done!

**Extra activities: see page T118 (if time)**

### Optional activity

- Unit 8 Reinforcement worksheet 2 and Extension worksheet 1 from *Teacher's Resource Book 4* (pages 64, 66 and 67).

### Ending the lesson

- Give instructions for the end of the lesson, e.g. *Can you clean the board? Can you close your books?* Elicit sentences with *want*, e.g. *You want us to clean the board / close our books.*

**OBJECTIVES:** By the end of the lesson, pupils will have used superlative adverbs to talk about pictures and party events.

● **TARGET LANGUAGE**

**Key language:** superlative adverbs, e.g. *the most quickly / carefully, the best, the worst, the most; well, sack race*

**Additional language:** *third place*

**Revision:** adverbs, adjectives, present continuous, *fancy dress, clown, pirate, robot, explorer, artist, doctor, pop star, model*

● **MATERIALS REQUIRED**

Optional: *Kid's Box 4 Language Portfolio* page 13

## Warmer

- Revise known adverbs. Ask a pupil to come to the front. Whisper an action and an adverb, e.g. *Walk slowly*. The pupil mimes the action and the adverb. The class guesses, e.g. *He's walking slowly*. Repeat.
- Ask: *Is Mr Star a pop star?* (yes) *Is Mrs Star a pop star?* (no) *Is Mrs Star a model?* (no) *What's Mrs Star's job?* *She's an actor*. Ask pupils to correct these sentences:  
*Mr Star's a model.*  
*Mrs Star's a farmer.*  
*Uncle Fred's an actor.*  
*Aunt May's a dentist.*  
*Lock and Key are pop stars.*

**PB74. ACTIVITY 6.** *Look, think and answer.*

- Tell pupils to open their Pupil's Book at page 74. Elicit what / who they can see. Present *sack race* and review *fancy dress, doctor, pirate, explorer, clown, robot* and *artist*. Check pupils have read the activity instruction and know what to do. They read the questions in pairs and discuss them together, using the information from the pictures to help them guess.

**PB74. ACTIVITY 7.** *Listen and check.*

- Play the CD. Elicit complete sentences for the answers. Elicit who each of the 'characters' is. Play the CD again and ask further checking questions to focus on the superlative adverbs, e.g. *How's the clown jumping? How's the doctor jumping? Why?*

**Key:** 1 They are having a sack race. 2 The explorer's first. 3 The artist's last. 4 The artist's walking.

### CD 3, 07

**GRANDPA:** And here we are at the Star House Birthday Race. The explorer's first at the moment. He's jumping the best. The clown's jumping the most quickly, but not the most carefully. Oh, he's got problems. I think he's falling.

**MR STAR:** Oh, dear! He's going down!

**GRANDPA:** And the pirate and the robot are both trying to get third place. Ooh, this is very exciting. And the doctor's jumping the worst, but she's laughing the most. The artist is jumping the most slowly, but she's doing very well.

**MR STAR:** Er, she isn't jumping. Dad. She's walking.

**GRANDPA:** Hmph! She's doing very well. She **has** got the shortest legs.

**PB74. ACTIVITY 8.** *Listen and say the name.*

- Focus pupils on the Activity 8 instruction and check understanding. Remind pupils to whisper the name the first time. Play the CD. Pupils listen and whisper the name to their partner. Play the CD again. Check with the class.

**Key:** 2 Simon, 3 Alex, 4 Stella, 5 Lenny, 6 Suzy, 7 Suzy, 8 Meera

### CD 3, 08

1. He's jumping the most quickly.
2. He's the pirate.
3. He's the clown.
4. She's jumping the worst.
5. He's jumping the best.
6. She's the artist.
7. She's jumping the most slowly.
8. She's the robot.

## Look box

- Focus pupils on the Look box. They take turns to read the examples aloud. Elicit other examples of superlative adverbs from the previous activities.

**AB74. ACTIVITY 5.** *Choose your party.*

- Tell pupils to open their Activity Books at page 74. Focus them on the Activity 5 instruction and check understanding, doing an example for practice. They circle the words to complete the text and then write the text in their notebooks. Pupils make groups of six. They take turns to read sentences from their texts, saying *Same* or *Different* as they listen to the others' choices.

**AB74. ACTIVITY 6.** *Look at the picture. Write 'yes' or 'no'.*

- Focus pupils on the Activity 6 instructions and check understanding. They work in pairs and write their one-word answers next to the statements. Pairs check with pairs. Check with the class.

**Key:** 2 no, 3 yes, 4 yes, 5 yes, 6 yes

## Extra activities: see page T118 (if time)

## Language Portfolio

- Pupils complete page 13 of *Kid's Box 4 Language Portfolio* (A special event). Help with new language as necessary.

## Ending the lesson

- Tell pupils to put their books away and prepare for the end of the lesson. As they are doing it, make comments, e.g. *Paula's putting her books away the most carefully. Danny's packing his bag the most quickly. Oh, and Jenny's the first!*

**OBJECTIVES:** By the end of the lesson, pupils will have had more practice talking about parties and sung a song.

● **TARGET LANGUAGE**

**Key language:** past simple, rhyming words

**Additional language:** *It's time to fly, The party's over.*

**Revision:** party food and drink, containers

● **MATERIALS REQUIRED**

Container and food flashcards (93–103)

Optional: *Kid's Box Teacher's Resource Book 4 Unit 8 Song worksheet (page 69)*

**Warmer**

- In pairs, pupils brainstorm their ideal party. Elicit their ideas and review party food, decorations and party games. Use the flashcards to review food and containers.

**PB75. ACTIVITY 9.** *Look at the pictures. Find the differences.*

**M** towards

- Tell pupils to open their Pupil's Book at page 75. Focus them on Activity 9 and on the pictures. Elicit that they are different. Check they have read the activity instructions and know what to do. Demonstrate with an example. Tell them there are eight differences. In pairs, pupils look for the differences in the pictures. They talk about the differences in the same way. Check with the class.

**Key:**

- A: The clown's eating a cake. B: The clown's drinking orange juice.
- A: There is a plate of chicken. B: There is no plate of chicken.
- A: There is a bottle of lemonade. B: There is a carton of orange juice.
- A: There is a bowl of salad. B: There is a bowl of pasta.
- A: The pirate has a beard and no moustache. B: The pirate has a moustache and no beard.
- A: The doctor has black shoes. B: The doctor has red shoes.
- A: There's a (mobile) phone on the chair. B: There's a book on the chair.
- A: The clown has got a flower. B: The clown hasn't got a flower.

**PB75. ACTIVITY 10.** *Complete the song. Listen and check.*

- Focus pupils on the picture for Activity 10 and elicit some of the things they can see on the table. Ask them what kind of party it was. Check they have read the activity instructions and know what to do. Remind them to think of the rhymes and to use the picture to help them. They read the song first in pairs and try to fit the words in the gaps. Pairs check with pairs.
- Make sure pupils are ready to listen. Play the CD. They listen and check their words.

**Key:** gave, made, wore, danced, was, drank, ate

**CD 3, 09**

As in Pupil's Book

**PB75. ACTIVITY 11.** *Sing the song.*

- Play the CD in sections. Pupils repeat. When pupils are confident with the song, make six groups. Groups take turns to sing one of the verses / the chorus. Change groups and repeat.

**CD 3, 09**

As in Pupil's Book

**CD 3, 10**

Now sing the song again. (Karaoke version)

**AB75. ACTIVITY 7.** *Read and complete the table.*

- Tell pupils to open their Activity Book at page 75. Focus them on Activity 7 and on the instruction. Check they understand what to do. Pupils read the text and complete the table. They check in pairs. Check with the class by reproducing the table on the board for pupils to come up and complete. They answer the three questions, saying who dressed up as what at the party.

**Key:**

Name	trousers	dress	hat	nose	beard
Susan	white		big black		black
Peter	red		orange	big red	
Vicky		white	little white		

Clown: Peter; pirate: Susan; nurse: Vicky

**AB75. ACTIVITY 8.** *Find three words from the same group.*

- Focus pupils on the Activity 8 instruction and check understanding. Using the example, elicit what links the three words (parts of speech). Pupils work in pairs to join words in the other squares. Check with the class, discussing the reasons each time. Say, *Tell me the names of famous pop stars/models.*

**Key:** 2 best, tallest, longest; 3 ate, drank, went; 4 pirate, clown, pop star

**Extra activities: see page T119 (if time)**

**Optional activity**

- Pupils complete the Unit 8 Song worksheet from *Teacher's Resource Book 4* (pages 64 and 69).

**Ending the lesson**

- Sing the song from earlier in the lesson again.

**OBJECTIVES:** By the end of the lesson, pupils will be able to identify the number of syllables in a word and will be aware that some syllables within a word are stressed while others are not. They will have matched words which sound the same (homophones).

● **TARGET LANGUAGE**

**Key language:** *syllable*, words with one, two or three syllables

**Revision:** question forms, jobs (including *pop star* and *model*)

● **MATERIALS REQUIRED**

Photocopiable 8 (page T106), photocopied onto card and cut in half so there is half a page for each pair in the class

**Warmer**

- Write one- and two- syllable food words on the board, e.g. *soup, pasta, salad, cup, bowl, bottle, sandwich, cheese*. Clap once and say *soup*. Clap twice and say *pasta*. Point to the next word in the list and ask pupils if you need to clap once or twice. Tell them to think about the sound. Tell pupils that the 'beats' in a word are called *syllables*. *Soup* has one syllable. *Pasta* has two syllables. Pupils work in pairs to sort the words into two groups (one syllable or two syllables).

**PB76. ACTIVITY 12. Stella's phonics**

- Tell pupils to open their Pupil's Book at page 76. Elicit what they can see. Tell pupils to point the first time they listen and to say the sentences quietly. Play the CD. Pupils point and quietly repeat. Play the CD again, pausing for pupils to repeat. Point out that only the stressed syllables in the poem are highlighted in bold to help with the rhythm.

**Note:** Teaching the number of syllables in a word includes showing pupils where the stress falls.

**CD 3, 11**

**STELLA:** Hi, I'm Stella! Repeat after me!

Say soup and blue,  
And think, thought and flew.  
Say water, pasta and clever,  
And party, bottle and weather.  
Another syllable will make it three,  
Say beautiful, elephant and carefully!

Say soup and blue,  
And think, thought and flew.  
Say water, pasta and clever,  
And party, bottle and weather.  
Another syllable will make it three,  
Say beautiful, elephant and carefully!  
(repeat)

**PB76. ACTIVITY 13. Choose a picture. Play the game.**

- Focus pupils on Activity 13. Elicit the names of the jobs in the pictures and write them on the board. Choose a job (without telling pupils). They ask yes / no questions to guess. They can ask ten questions. Write prompts for the questions if necessary, e.g. *Can you ... ? Do you ... ? Have you ... ? Are you ... ?*
- Pupils then play the game in pairs, taking turns to choose a job from the ones in the pictures.

**Photocopiable 8 (see pages T91 and T106)**

**AB76. ACTIVITY 9. Write. Listen, check and say.**

- Tell pupils to open their Activity Book at page 76. Check they know the meaning of all the words in the box. Point out the words at the top of each column of the table. Say the words, emphasising the syllables in the two- and three-syllable words. Pupils repeat. Draw attention to the examples. Pupils work individually to put the words into the three columns. Tell them to say the words aloud to help.
- Focus on the second part of the instruction (*Listen, check and say*). Play the CD for pupils to listen and check. Pupils compare answers in pairs. Check with the class. Play the CD again for pupils to listen and repeat.

**Key:**

one syllable	two syllables	three syllables
eggs	sandwich	vegetables
good	wanted	terrible
flew	quickly	computer
caught	easy	basketball
came	enjoy	holiday

**CD 3, 12**

one syllable

eggs, good, flew, caught, came

two syllables

sandwich, wanted, quickly, easy, enjoy

three syllables

vegetables, terrible, computer, basketball, holiday

**AB76. ACTIVITY 10. Listen and tick the box.**

- Focus pupils on the Activity 10 instruction and check understanding. Give pupils time to look at the pictures. Play the CD. Pupils tick the box. They check in pairs. Play the CD again. Check with the class. Elicit what the people in the other pictures are doing.

**Key:** 2 a, 3 c, 4 b

**CD 3, 13**

1. Sarah's having a jacket potato with cheese and a salad for dinner. She's got apple juice to drink.
2. It's cold and windy outside so Jim's got a bowl of hot vegetable soup for lunch.
3. Mrs Smith had a cup of tea at 11 o'clock. She has a cup of tea at the same time every day.
4. Jack was really hungry so he ate his sandwich at playtime.

**Joke box**

- Focus pupils on the Joke box. They guess / find the answer. Explain the joke if necessary.

**Extra activity: see page T119 (if time)**

**Ending the lesson**

- Pupils repeat the poem from the beginning of the lesson.

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

● **TARGET LANGUAGE**

**Key language:** language in the story

**Additional language:** *take me away*

**Revision:** language from the unit, *heroes*

● **MATERIALS REQUIRED**

Container and food flashcards (93–103)

Extra activity 1: A large piece of paper for each group of four

Optional: *Kid's Box Teacher's Resource Book 4 Unit 8 Extension worksheet 2* (page 68) and / or animated version of the Unit 8 story from *Kid's Box Interactive DVD 4* (*Suzy's room* section)

## Warmer

- Review with pupils how the Unit 7 *Lock and Key* episode in the Pupil's Book ended and what their predictions are for what happens next. Tell pupils that this is the last episode of the story in *Kid's Box 4*. Take a vote as to whether pupils think the police / Lock and Key will catch Nick Motors or not.

## Story

### PB77. LOCK AND KEY.

- Tell pupils to open their Pupil's Book at page 77. Pupils quickly read the story to check their predictions from the Warmer. Discuss with the class. Set the gist questions: *What food / drink does Nick Motors give to the tiger? Which does the tiger eat / drink? Who are the heroes? Do you agree? Play the CD. Pupils listen and read. They check in pairs. Check with the class (A bag of parrot food, a bottle of water, a box of fruit; nothing; Lock and Key).*
- Play the CD again. Pause after each frame for pupils to repeat. Check general comprehension by asking, e.g. *Did Nick Motors like the tiger? Who saw the lorry first? Why did Nick Motors say 'Thank you' to Lock and Key?*

### CD 3, 14

As in Pupil's Book

### AB77. DO YOU REMEMBER?

- Review the food and container words using the flashcards. Stick the flashcards on the board. Ask pupils to come and label the flashcards (the class can help with the spelling). Accept other words from the unit and add them to the board.
- Tell pupils to open their Activity Book at page 77. Clean the board. Check pupils have read the activity instructions and know what to do. They study the words and spellings on the right in silence. Then they fold the page down the middle so that they can only see the pictures and the lines to write the words on. Without looking, they write the words in pencil, using the pictures to help. They check in pairs, asking, e.g. *What's this one? How do you spell 'vegetables'?* They don't look at the words on the right. When pupils have finished, they can either correct their own work or swap books and check their partner's.

### AB77. CAN DO.

- Focus pupils on the *Can do* section of the page. Say *Let's read the sentences together*. Read the first sentence. Elicit what this means with examples and elicit / remind pupils of the activities they did in this unit when they talked about food, e.g. Simon's party. Review what the three faces mean (not very well / OK / very well). Remind pupils they circle the one they think is true for them. Repeat for the second sentence, eliciting / reminding them about the activity where they gave / followed instructions and reported on what they wanted the person to do. Pupils circle the appropriate face. Repeat for the third sentence, eliciting / reminding them about the party words they used in the lessons. Pupils circle the appropriate face.
- Say *Now show and tell your friends*. Pupils work in groups of three and take turns to show their work for / talk about each one.

### Extra activities: see page T119 (if time)

### Optional activities

- Unit 8 Extension worksheet 2 from *Teacher's Resource Book 4* (pages 64 and 68).
- The animated version of the story from *Kid's Box Interactive DVD 4* (*Suzy's room* section). See pages 38–45 of the Teacher's Booklet for the Interactive DVD.

### Ending the lesson

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

**OBJECTIVES:** By the end of the lesson, pupils will have learnt and talked about food and nutrients and written about what people should eat.

● **TARGET LANGUAGE**

**Key language:** *carbohydrates, proteins, dairy products, fat, sugars, energy, vitamins, minerals, muscles*

**Additional language:** *gram, teaspoon*

**Revision:** *food, bones, teeth, calcium, have to, need, should, must*

● **MATERIALS REQUIRED**

Extra activity 2: Empty food packets and cartons which list the carbohydrates, fats, sugars in certain foods, e.g. cereal boxes, biscuit packets, yoghurt pots (plain and fruit), energy bars, soft drink cans or cartons

Optional: *Kid's Box Teacher's Resource Book 4 Unit 8 Topic worksheet (page 70)*

**Warmer**

- Ask pupils what they ate the previous day. Write the foods on the board, using different colours for the five food groups: protein, fats and sugar, dairy products, carbohydrates, fruit and vegetables. Don't tell pupils what the colours mean yet. Leave the words on the board.

**PB78. FACT**

- Tell pupils to open their Pupil's Books at page 78. Ask a pupil to read the fact to the class. Check comprehension of *gram* and *teaspoon*. Ask how big a 60 gram bar of chocolate is (it's small) and if pupils think that's a lot of sugar. Ask if they think lots of sugar is good for them.

**PB78. ACTIVITY 1.** *Look at the food plate. How often do you think you need to eat food from each group?*

- Focus on the picture of the plate. Elicit the names of some of the foods pupils can see in each group. Check understanding of the five food groups. Elicit what they are in LI. Point at the foods from the Warmer on the board and elicit what the colours mean / which colour is which food group.
- Read the second part of the activity instruction and check comprehension. Pupils discuss the question in pairs. Ask them which of the foods they think they have to eat at every meal, which they need to eat every day and which they need to eat less often (e.g. once or twice a week). Encourage them to give reasons. Monitor and help with new language as necessary. Have a short class discussion and explain / elicit that the size of the 'sections' of the plate represent the proportion of each group of food we should eat (around a third of the diet should be carbohydrates, a third fruit and vegetables, one third dairy products, protein, fats and sugar).

**PB78. ACTIVITY 2.** *Read and answer.*

- Focus pupils on Activity 2 and on the text. Pupils take turns to read the introduction aloud around the class.
- Tell pupils to read the Activity 2 instruction and make sure they realise the questions are in the text. Read the text aloud for each food group. After reading as a class, pupils work in pairs to answer the questions, using the picture in Activity 1 to help. Pairs check with pairs. Check with the class.

**Key:** Possible answers: 1 bread, pasta, potatoes, rice; 2 cheese; 3 chocolate, sweets; 4 crisps, chips, cake; 5 fish, eggs; 6 grapes, apples, bananas, pineapples, oranges, lemons; 7 aubergines, broccoli, peppers, carrots, lettuce, celery, mushrooms, cucumber

**AB78. ACTIVITY 1.** *Put the words in groups.*

- Clean the Warmer activity off the board. Tell pupils to open their Activity Book at page 78. Focus them on Activity 1 and check understanding. They have to think and decide. They can use the food plate in the Pupil's Book to help. Pupils complete the table in pairs. Check and discuss with the class.

**Key:**

carbo-hydrates	protein	fruit and vegetables	dairy products	fats and sugar
rice	chicken	grapes	milk	cake
pasta	fish	bananas	yoghurt	chocolate
bread	eggs	apples		sweets
	beans	peas		
		carrots		

**AB78. ACTIVITY 2.** *Read and write.*

- Focus pupils on Activity 2 and on the example. Elicit / check understanding of the use of *have to, can* and *must*. Tell them to consider what the people do, their problems and general health, before deciding what advice to offer. Pupils discuss their ideas in groups of four. Elicit ideas from the class.
- Individually, pupils write their advice in their Activity Books.

**Possible answers:** 2 He can eat fruit. 3 He must eat rice, pasta, potatoes and bread. 4 She must eat oranges. 5 He must eat yoghurt and drink milk.

**Extra activities: see page T119 (if time)**

**Optional activity**

- Unit 8 Topic worksheet from *Teacher's Resource Book 4* (pages 64 and 70).

**Ending the lesson**

- Review with pupils what they learnt about in today's lesson.

**OBJECTIVES:** By the end of the lesson, pupils will have talked more about food and nutrients and completed a project.

● **TARGET LANGUAGE**

**Key language:** *recipe, oil, preparation, mix, piece*

**Revision:** food and nutrients, weights and measures, sequencing, relative clauses, describing people, sports and activities, superlative adjectives, present continuous, past tense

● **MATERIALS REQUIRED**

Project: Recipe books, a large piece of paper for each group of four pupils

## Warmer

- Review the previous lesson. Elicit what pupils remember about the five nutrient groups and examples of each one.

### PB79. ACTIVITY 3. Read and match.

- Tell pupils to open their Pupil's Book at page 79 and focus on the first photograph. Elicit what they can see (a bowl of pasta salad). Check they have read the activity instruction and know what to do. Elicit / teach *recipe* and *ingredients*. Pupils read the ingredients and match them with the pictures. They check in pairs. Check with the class.

**Key:** 2 c, 3 f, 4 b, 5 a, 6 d

### PB79. ACTIVITY 4. Read and order the sentences.


- Focus pupils on the Activity 4 instructions. Elicit that these are the instructions (the *preparation* stage) for making the pasta salad. Read the instructions around the class in the order on the page. Pupils work in pairs and order the recipe by writing letters. Pairs check with pairs. Check with the class. Focus on sequencing words, e.g. *first, then, now, next, last*, as well as new words, e.g. *mix*.
- Ask who likes to cook and what kinds of things they can cook.

**Key:** 2 d, 3 c, 4 a, 5 g, 6 e, 7 b

### PB79. PROJECT. Write a recipe for your favourite lunch.

- Focus pupils on the project. Brainstorm some general ideas, e.g. *sandwiches, omelette and salad, spaghetti, soup, chicken salad*, and talk about what might go into each dish. Show pictures from recipe books to help with ideas.
- Pupils work in groups of four. They decide on their recipe, discuss what's in it and then what the preparation stages are. Remind them to use the sequencing words from Activity 4: *First, Second, Next, Then, Last*. Monitor groups closely and provide any help they need. Groups draw a picture of their dish on the large piece of paper and write its name, the ingredients and the preparation stages.
- Groups display their recipes. One representative of each group stays with their poster. The other pupils look at the other posters. They stop at each poster while the pupil there talks about it (why it's good for lunch and what nutrients it contains).

### AB79. ACTIVITY 3. MOVERS Listening, Part I

Listen and draw lines. There is one example.  towards

- Tell pupils to open their Activity Book at page 79. Elicit what they can see and what the children are doing. Check comprehension of *cup* as a prize (e.g. *sports cup*). Read the activity instructions and the seven names. Remind pupils that

there is an example on the CD and point to the example line from Jack to the boy playing the piano. Tell them that there is one name they won't need to use.

- Play the CD. Pupils complete the activity individually. They compare answers in pairs. Play the CD again. Check with the class.

## CD 3, 15

Hello. What's everyone doing here?  
We're having a school party. It's the last day.  
That's nice. Who's the boy that's playing the piano?  
The one wearing the grey T-shirt?  
Yes.  
That's Jack. He's my best friend.

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

1.  
Look over there! The teacher is giving them cups.  
That's right. They're sports cups. They're for running.  
Who came first? Was it the girl with the long blonde hair?  
Yes, that's Jane. She ran the quickest.
2.  
Did the class do any other sports?  
Yes. We jumped and swam, too.  
Who jumped the best?  
Bill did. He's very good at jumping.  
Which boy is he?  
He's the one with glasses. He's eating a cheese sandwich.
3.  
Who's the girl with short, curly hair? The one with the puppy on her T-shirt.  
That's my friend May.  
Did she get a sports cup?  
No, she didn't. She got a cup for drawing a picture.  
Does she like Art?  
Yes. She loves it!
4.  
What about the girl standing next to the piano? The one who's singing. What's her name?  
That's Kim. She couldn't run, jump or swim because she hurt her leg.  
Oh! I'm sorry!  
No, it's OK, she got a cup for singing. Listen! She sings beautifully.
5.  
So, who got the prize for swimming?  
Paul did. He swam really quickly. He's over there. He's got a glass of lemonade in his hand.  
Oh, yes! I can see him. He's got short fair hair.  
Yes. That's right.

**Extra activities: see page T119 (if time)**

## Ending the lesson

- Review with pupils what they talked about in today's lesson and which activities they liked best from this and the previous lesson and why.