



## THE MAGIC CAT: PIZZALAND

This is a series of lessons based on a song video which features three characters, Puzzleberry, Tom and Jess.

The video song (<http://www.onestopenglish.com/18401.file>) and powerpoint present and practise food vocabulary and, through the lessons, children learn to talk about their own likes and dislikes.

This material was first published on **onestopenglish.com: The Magic Cat - Pizzaland**

**Age:** 6-8 years

**Level:** Beginner

**Language outcomes:** Likes and dislikes

**Materials:**

Teachers Notes and Worksheets, Pizzaland Powerpoint, Video Song and a Student passport

## The magic cat

Teacher's notes

## Pizzaland

**Age:** 6–8**Level:** Beginner**Length:** 45–60 minutes**Language outcome:** Likes and dislikes, e.g. *I like cheese, I don't like tomatoes, We like potatoes*; an awareness of corresponding questions, e.g. *What food do you like? What does s/he like?*; some food vocabulary**Materials and preparation:**

- the 'Pizzaland' video (played via onestopenglish or downloaded in advance of the lesson)
- the 'Pizzaland' PowerPoint
- one copy of Worksheets 1–4 per student
- coloured pens/pencils

## Procedure

**Before students enter the class**

Display slide 1 of the PowerPoint (Puzzleberry, Tom and Jess) on your class screen so students can see the image as they walk into the room.

**Step 1: PowerPoint slide 1**

- Take a moment to explain to your students what you will be doing today. Point to the first slide and introduce, or reintroduce Puzzleberry, Tom and Jess. Tell the class that today they're going to learn to say what foods they like and don't like and to talk about what other people like and don't like too.
- Now, write the word *FOOD* in the middle of the board and elicit types of food that students already know. Ask students individually for suggestions and write them on the board. Encourage students to use English, and when they struggle, invite other students to help them with the correct answer.
- Now, demonstrate the question and answer form for the class: 'What food do you like? I like ...'. With stronger students in the class, model the question and answer form several times.
- Repeat the modelling again, this time using the negative form, 'I don't like ...', and elicit the food that students don't like.
- Put students into pairs and have them ask and answer the question for both food they like and don't like. Encourage them to use the food words from the board. Monitor the class and support when required.
- Finally, ask students to say aloud what their partner likes and doesn't like to eat, asking them, 'What does s/he like?' and 'What doesn't s/he like?' Encourage students to use the correct response, e.g. 'He likes ...' or 'She doesn't like ...'.
- The idea of this step is to engage your students and start them thinking about food vocabulary and language they might already know.

**Step 2: Slide 1, Pizzaland video**

- Tell students they are going to watch a video with Jess, Tom and Puzzleberry again and learn what food the characters like.
- Ask students if they can guess what food Jess, Tom and Puzzleberry like. Elicit guesses.
- Play the start of the video from 0–0.44 seconds. Watch as a whole class. Stop the video at 0.44 seconds and ask students, 'What food do Jess, Tom and Puzzleberry like?' to see if they guessed right. Elicit the answer (pizza!), and then ask, 'Where are they?' (Pizzaland!).
- Tell the class they will now listen and find out what type of pizza the characters like.



# The magic cat

## Teacher's notes

### Step 3: Slides 2–14, Pizzaland video

- Now, play the whole video. Watch as a class.
- Ask students what **type** of pizza the characters like. Elicit answers. Support the class by showing PowerPoint slides 2–14 and saying the names of the different foods they may not already know. Write any new words on the board.
- Have the class look at the slides and repeat the words.
- Play the video once more the whole way through. Encourage students to sing along this time. Students could also add actions, for example rub tummies when the 'yum, yum' chorus starts, clap hands for 'onion', stamp feet for 'cheese', jump for 'tomato', swim for 'anchovy', hop for 'mushroom', wave arms for 'garlic', wipe brow (as if hot) for 'chilli', star jump for 'sweetcorn', put hands on hips for 'peppers', hands in the air for 'olives', flap wings for 'chicken' and sit down for 'potato'.
- Finally, ask students what pizza **they** like. Do they like the same as Jess, Tom and Puzzleberry? Would they like to go to Pizzaland?

### Step 4: Worksheet 1

- Hand out Worksheet 1. Tell students to look at exercise 1. Students have to match the food words with the pictures. Go through the example with the class to check understanding.
- Students can check answers in pairs.

### Step 5: Worksheet 1

- Next, ask students to look at exercise 2. Ask students to look at the food and circle the correct matching word. Again, go through the example as a class to check understanding.
- Remind students that some words in the plural require more than adding -s. Draw their attention to the 'Remember!' box.
- Students can check answers in pairs.

### Step 6: Worksheet 2

- Hand out Worksheet 2. Now, ask students to look at exercise 3. Can they see what foods the children like and don't like? Have students complete the sentences with the correct food words. Answers can be checked in pairs or as a class.

### Step 7: Worksheet 3

- Hand out Worksheet 3. In exercise 4, students to draw the foods they like and don't like in the thought bubbles. They should also write the words in the bubble beneath the pictures. Encourage students to use words they know, but offer support when necessary.
- If you have time, ask students to stand up and move around the classroom, showing their work to classmates and asking and answering about food they like and don't like. Monitor and provide support as necessary.
- Alternatively, ask students to come to the front of the classroom to present their work. These sheets could also make a nice classroom display. Correct where necessary.

### Step 8: Worksheet 4

- As an alternative or additional exercise, you can hand out Worksheet 4. This final exercise is a really fun activity to encourage creativity and allow students a little more freedom to use their own imagination.
- Students should draw their very own pizzas. One should be their favourite type of pizza with real food toppings (the 'yummy pizza') and the other should be a pizza with anything they wouldn't like to eat (the 'yucky pizza').
- Children can decide to draw anything they want on their 'yucky pizza', from frogs to spiders to worms. The crazier the ideas, the better!
- Again, these could make a fun and colourful classroom display project.
- Finally, congratulate the class on a great lesson!

### Homework / Extra activity: My magic cat passport

If you're following the whole series of song videos, ask students to complete the 'Food' section of their passport, either in class or for homework.

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## Pizzaland

### Transcript and lyrics

#### Introduction

Tom: 'Where are we?'  
 Puzzleberry: 'I don't know. What did you think of – Jess?'  
 Jess: 'France!'  
 Puzzleberry: 'Tom?'  
 Tom: 'Umm, pizza . . .'

#### Song lyrics

Yum, yum, yum, yum [repeated]  
 Pizza, pizza, pizza we eat pizza every day.  
 Welcome to the land of pizza, children  
 come this way!

We like pizza.  
 It tastes so good.  
 We like pizza.  
 It tastes so good.

Yum, yum, yum, yum [repeated]

Tomato and mushrooms,  
 Anchovies and cheese,  
 Garlic and chilli,  
 And more cheese?

Sweetcorn and olives,  
 Pepper and onion,  
 Chicken and potato,  
 Yum, yum, yum, yum [repeated]

Tomato and mushrooms,  
 Anchovies and cheese,  
 Garlic and chilli,  
 And more cheese?

Sweetcorn and olives,  
 Pepper and onion,  
 Chicken and potato,  
 Yum, yum, yum, yum [repeated]

Tomato and mushrooms,  
 Anchovies and cheese,  
 Garlic and chilli,  
 And more cheese?

Sweetcorn and olives,  
 Pepper and onion,  
 Chicken and potato,  
 Yum, yum, yum, yum [repeated]