

Unit Walkthrough



Level 3, unit 4

In **Level 3**, the characters are real children and their project brings a **real-world** element into the classroom from the beginning.



The unit begins with a **listening** comprehension question, as the characters introduce their project.

The short dialogue recycles **vocabulary** from the previous lesson.

4 Food

LESSON 1 Vocabulary

1 Listen. How can Fred help Archie and Megan? 2:43

Let's make a lunch for the community.
That's a great idea! It's a way of bringing everyone together.

2 Listen and say the words. Then say the rap. Give your answers. 2:44 2:45

3 Ask and answer. 2:46

Do you like fish and chips?
Yes, I do. I like fish and chips and green salad.

4 Think and answer. 2:47

Can you think of more food we can serve for the community lunch?

Key learning outcomes: identify and say food words, use food words in simple speaking practice
Target vocabulary: food

LESSON 2

Vocabulary in context

1 Look. Say the fruit and vegetables you can see. Remember! 2:48

2 Listen. Which fruit and vegetables does Archie take? 2:49

3 Listen and read. Sing *Heroes lunch!* 2:49

*We need fresh vegetables
We need fruits that crunch
We need fruit and veg for the Heroes lunch!*

Can I have some tomatoes?
Can I have some peas?
And, if possible
Can I have some carrots, please?

Oh dear, oh dear!
I haven't got any peas this year
But I've got some tomatoes for you.
And some carrots, too.

CHORUS
Can I have some potatoes?
Can I have some beans?
And, if possible
Can I have some strawberries, please?

Oh dear, oh dear!
I haven't got any beans this year
But I've got some potatoes for you
And some strawberries, too.

CHORUS

Remember!
Can I have ... please?
We need ...
I've got ...
I haven't got ...

Key learning outcomes: listen, read and understand food words in context, sing a song
Target language: Can I have ... please?, We need ..., I've got ..., I haven't got ...

Clear models of **pronunciation** are given. Pupils then rap the new vocabulary within a language structure they have already learnt.

Recycling happens in a systematic way. The recycling symbol highlights recycled language.



Unit Walkthrough



A pre-reading activity prepares pupils for **reading** an **listening** to the story and helps develop their prediction skills.

LESSON 3 Story **The tale of King Ed**

Before you read

- Look at the story. Think and predict.
 - What type of story is it? **story** / **adventure** / **fantasy** / **comedy**
 - Where does the story happen? **castle** / **forest** / **school** / **city**
 - What pets are in the story? **cat** / **hamster** / **dog** / **parrot**
- Listen and read. Check your predictions.

1 This is King Ed. He's 12 years old. He lives with his mum in a castle.

2 The king has dinner with his mum and his pet parrots.

Tomato soup, chicken salad and chocolate ice cream.

That's right, I'm the king!

I don't like it.

The king doesn't like it.

3 I want carrot soup, carrot salad and carrot ice cream.

Here you are, Your Majesty.

Look, the chef serves carrot soup, carrot salad and carrot ice cream.

Mmm. Delicious! I like carrots.

The king likes carrots!

4 The next day ...

Here you are, Your Majesty. Carrot salad and carrot pie. For dessert, carrot cake.

Every day, the king has carrots for breakfast, for lunch and for dinner.

Mmm. Delicious! I love carrots.

The king likes carrots.

5 One morning, the king looks in a mirror.

6 Five weeks later.

What do you want for lunch, Your Majesty?

Can I have tomato soup ... fish and chips with peas ... and, for dessert, fruit salad? You're right, Mum. It's important to eat a variety of different food.

Parrots like carrots, but we need a variety of different food, too!

After you read

- Read and say the correct word.
 - This story is a **mystery** / **modern fairy tale**.
 - The story is about a young **king** / **queen** called Ed.
 - Ed **likes** / **doesn't like** carrots.
 - Ed's mum says it's good to eat a variety of **colour** / **food**.
 - When the king looks in the mirror, his skin is **blue** / **orange**.
 - Ed decides it's good to eat **a variety of** / **the same** food.

What do you think?
Do you like The Tale of King Ed?
Yes, I think it's really funny.

Pupils are encouraged to give their opinion of the story.

The story contextualises the vocabulary learnt in Lessons 1 and 2.

The story previews language from Lesson 4.

In each unit, pupils enjoy a comic strip about Sam and Sally Skilful, identifying **life skills** and giving the characters advice.

The target **grammar** is contextualised in an amusing dialogue between two superheroes: Grammar Boy and Grammar Girl, and their pet goat.

Playing the Grammar Goat Game makes the grammar memorable.

LESSON 4 Grammar and communication

Grammar fact
He/She likes =
He/She doesn't like =

- Listen and read.
 - Let's prepare a meal for Super Mum and Super Dad.
 - Good idea. Does Super Mum like peas? No, she doesn't. She doesn't like peas or tomatoes.
 - Oh dear. Does she like carrots? Yes, she does. She loves carrots, chicken and apples.
 - Perfect! We can make carrot soup, chicken salad and apple ice cream. Delicious!
- Read again. Which picture shows the food Super Mum and Super Dad like?
- Listen and read. Play the Grammar Goat game.

Grammar Goat Game:

- Does the chicken like peas? **No, he doesn't!**
- Does the big parrot like peas? **No, she doesn't!**
- Does Dad like chicken? **No, he doesn't like beans, but he doesn't like beans.**
- Does Mum like carrots? **Yes, she does, but she doesn't like chips.**

4 Ask and answer. Go to Workbook pages 59 and 62.

Does Mary like green salad? **Yes, she does, but she doesn't like chips.**

LESSON 5 Being organised

- Listen and read. What is Sam and Sally's problem?
- Think. What advice can you give?
 - Let's make chicken and vegetable soup.
 - Can I have two small carrots, some ... erm ...
 - I can remember. Can I have FIVE big chickens, erm, one green bean, erm ...
 - Great! We need five big carrots, some green beans, some tomatoes, a small chicken ...
 - You can't remember, can you?
 - You can't remember, can you?
- Look, read and think. What advice can you give Anna? Listen and compare.
- Read, think and discuss.

Easy APPLE CAKE

How can I remember all the ingredients I need for the cake recipe?

- First peel the apples.
- Then mix the sugar and the butter.

INGREDIENTS

- 200 grams of flour
- 5 large apples
- 100 grams of butter
- 100 grams of sugar
- 1 large egg
- 8 tablespoons of milk

Can lists help you be organised? Why?

BE A HERO!



Unit Walkthrough



Authentic texts are used to present a second lexical set, and as a vehicle for practising **all four skills**.



The texts provide an authentic context for the new vocabulary.

Six new vocabulary items are presented, again using real-world photos, which also come in **digital flashcard** form.

LESSON 6 Real world

1 Listen and say.

lemon
 cherry
 spinach
 chocolate
 walnuts
 pumpkin

2 Listen and read.

Can you make cakes with these ingredients?

What do you think of these cakes? Which is your favourite?

Crazy cakes!

Do you like lemon cake? Or do you prefer a strawberry cake? What about cherry cake? There are so many delicious cakes in the world! What's your favourite?

Everyone knows you can make lots of different cakes with fruit, but here is an interesting fact: you can make delicious cake with vegetables, too. It's surprising, but true. Spinach, carrots, and pumpkin can all make yummy cake!

Carrot cake is extra delicious because it has icing on top and everyone loves icing! You can put walnuts on top, too.

Some people are very good at decorating cakes. With coloured icing, you can make a cake look like a cat, a train, an animal, a bird, a house or a vegetable garden - anything you want!

Spinach cake is unusual because it's green! But it's very popular, and it's good for you - it's full of vitamin A, C and K.

Pumpkin cake is very tasty and it's perfect for Halloween. It's fun to make Halloween decorations for the top of your pumpkin cake. Sometimes they can look scary!

Write a menu **LESSON 7**

1 Read. Answer the questions.

FRUIT SALAD

Fruit salad is a healthy dessert, perfect for a sunny day. It's also very easy to make.

Ingredients

- 1 watermelon
- 2 big oranges
- 200 grams strawberries
- 300 grams cherries

Instructions

- Wash the strawberries and the cherries.
- Peel the oranges.
- Cut the oranges into cubes.
- Cut the watermelon and scoop out the fruit.

Serving suggestions

You can serve your fruit salad in a bowl. Or, if you are creative, you can serve it in a watermelon bowl - like this one!

2 Read. Then listen and say five differences.

THE LUNCH MENU

STARTERS	MAIN COURSES	DESSERTS
Tomato soup Carrot salad	Fish and chips with peas Chicken and chips with beans	Fruit salad Carrot and walnut cake

3 Listen and say true or false.

4 Tell your friends.

I like spinach. I want to try spinach cake.

For the main course, I've got chicken soup. For dessert, I've got chocolate cake.

Opportunities are provided for **personalisation**.

Finding the differences between the written text and the audio version helps develop pupils' language and observational skills, and also helps prepare them for a personalised **writing** task.



Unit Walkthrough



Stages 1 and 2 allow pupils to show what they know by revising both the vocabulary and the language learnt throughout the unit. These activities focus on both receptive and productive skills

Food

Show what you know

Stage 1 Listen and write the words. Check your spelling.

Which five words are not on your list?

Ask and answer.

Do you like fish and chips? Yes, I do. / No, I don't.

Stage 2 Read and say the correct word. Listen and check.

Girl: I don't (1) like / likes pasta.
 Waiter: (2) Do / Does you like soup?
 Girl: Yes, I do. I (3) loves / love soup.
 Waiter: And (4) do / does your brother like soup?
 Girl: Yes, he does. He (5) love / loves soup, too.
 Waiter: Does he (6) likes / like pea soup?
 Girl: No, he doesn't. He (7) doesn't / does like green vegetables.

Unit review: preparation for final unit outcome

Stage 3 Watch the video. Which food do the children talk about?

green salad
tomato soup
chicken and rice
fish and chips
fruit salad
chocolate and cherry cake

Stage 4 Watch the video again. Answer the questions.

- 1 What does Fred have for lunch?
- 2 What is the girl's name?
- 3 Does she like fish and chips?
- 4 What does Fred give the girl?

Show what you can do

Stage 5 Order a meal in a restaurant.

Use the Communication Kit prompt card

On the menu, we've got tomato soup. I don't like tomatoes. Can I have green salad, please?

Useful language

- Do you like ...?
- Yes, I do.
- No, I don't.
- Can I have ...?
- I'm sorry, we haven't got ...

Final unit outcome: order a meal in a restaurant
Communication Kit: menu

Stages 3 and 4 Show what you can do encourage pupils to show how they can use the vocabulary and language learnt in a real world context. This final communicative activity encourages the use of real world language. Pupils use the communication kit prompts to support them with this end of unit task.

