

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.

tomato soup, potatoes, peas, rice, chicken, carrots, fruit salad, fish and chips, green salad, beans

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?

LESSON 2 Vocabulary in context

We're organising a lunch for the community, and we need some fruit and vegetables.
I've got lots of carrots, but I haven't got any peas this year.

1 Look. Say the fruit and vegetables you can see. Remember! Can I have ... please? We need ... I've got ... I haven't got ...

2 Listen. Which fruit and vegetables does Archie take? 2:48

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!

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

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.

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

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



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.

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.

