

8

At the café

Lesson objectives

- To understand a simple cartoon story
- To review and extend vocabulary for food
- To practise using short forms correctly
- To write an email about likes and dislikes

Language

- I like (salad).*
- I don't like (burgers).*
- Do you like (chips)?*
- Yes, I do. No, I don't.*
- New vocabulary: *burger, pizza, chips, ice cream, salad*
- Other vocabulary: *healthy, hungry, carrots, rice, apples, biscuits, fish, bananas*
- More words: *crisps, sandwich, pasta, chocolate*

Presentation and pre-reading (page 32)

- With books closed, quickly review known food vocabulary. Go around the class asking the children to tell you the names of foods in English.
- Ask the children to open their books at page 32. Point to the pictures in the vocabulary panel at the top of the page, and say the words.
- Model the words again for the children and drill pronunciation. Then say the words in a different order and ask children to point at the right picture.
- Ask the children to look at the reading text and tell you what kind of text it is (a cartoon story).

Reading (page 32)

1 Read and listen. 🎧 08

- Play the recording and ask the children to point to the food words in the vocabulary panel as they hear them.
- Play the recording again while the children follow the text in their books. Ask some questions to check understanding, e.g. *Does Jim's mum like burgers? Does she like chips/pizza? Why not? (because they aren't healthy) What does Jim eat?*
- Ask the children to practise the dialogue in pairs.

Comprehension (page 33)

2 Write the letters.

- Read the sentences and let the children repeat them after you. Then read them again while the children point to the corresponding small pictures.
- The children write the correct letter next to each sentence. Check their answers as a class.

KEY

1 b 2 d 3 e 4 a 5 c

3 Write Mum or Jim.

- Read the first sentence *I like salad* and the example answer *Mum*. Ask the children to tell you which frame of the story tells us that Mum likes salad (frame 4). Point out that she doesn't actually say the words *I like salad*, but that the question and answer give us the same information.
- Tell the children to work individually or in pairs to find out from the story who says (or would say) the sentences. If you like, you could ask them to write the relevant frame number next to each answer, to show where they found the information.
- Check their answers as a class.

KEY

- 1 Mum (frame 4)
- 2 Jim (frame 5)
- 3 Mum (frame 3)
- 4 Mum (frame 3)
- 5 Jim (frame 5)
- 6 Jim (frame 1)

4 Read and complete the answers.

- Do this activity orally with pencils down. Choose volunteers to read out the questions, and practise the short answers as a class.
- If necessary, remind the children how to write *isn't* and *aren't* correctly.
- The children work individually to complete the exercise, then check their answers in pairs.

KEY

- 1 Yes, they are. 2 Yes, they are. 3 No, they aren't.
- 4 Yes, it is. 5 No, they aren't. 6 Yes, he is.

Vocabulary (page 34)

5 Read and tick (✓) or cross (✗).

- Point to each of the pictures and ask *What is it?* or *What are they?* Revise the words *biscuit*, *carrot*, *apple* and *rice* if necessary.
- The children read each statement and put a tick if it is true or a cross if it is false.

KEY

1 ✗ 2 ✓ 3 ✗ 4 ✓ 5 ✓ 6 ✗

6 Complete the sentences.

- Read the first two sentences with the children. Show them how to find Tom's example answer in the table. Then say *I don't like...* and let the children tell you what word is missing (*pizza*).
- The children work individually to complete the exercise. Let them check their answers in pairs, then check them as a class. Ask volunteers to read out the sentences.

KEY

- 1 burgers 2 pizza 3 salad 4 apples 5 chips
- 6 biscuits

7 Write about you.

- The children choose two food items and write two true sentences about themselves. They can use words from pages 32 to 34, or any other food words that they know.

More words (page 47)

- In a stronger class, use the *More words* section to extend the children's vocabulary.
- Ask the class to turn to page 47 and look at the pictures in the vocabulary panel. Model and drill the four new food words. Then say the words in a different order and ask children to point at the right picture.
- Ask individual children to say true sentences about the new words using *I like...* or *I don't like...*

Read and circle.

- The children circle the correct word in each sentence. Check the answers by asking children to read out the sentences.

KEY

1 carrots 2 crisps 3 sandwich 4 ice cream 5 pasta

Writing (page 35)

- Ask the children to look at the photo. Ask *What is she eating?* Say *This is Anna*. Point to the text and say *This is an email*.
- Read the text while the children follow it in their books.
- Ask some questions to check understanding, e.g. *Does Anna like salad/carrots/bananas/fish?*

8 Write the sentences using short forms.

- Ask the children to look back at the model text again and find the contracted word (short form), *don't*. See if the children can tell you what this short form stands for (*do not*), and write this on the board. Explain or remind them that the apostrophe shows where letters are missing. Demonstrate how to turn *do not* into *don't* by rubbing out the second *o* and adding an apostrophe.
- Do the same with *isn't* (*is not*) and *aren't* (*are not*). Point out that all three of these short forms contain *n't* (*not*). Leave all the short forms on the board.
- Do Exercise 8 orally with the children, with pencils down. Read the sentences and ask the children to tell you the short forms, helping them with the pronunciation if necessary. Point out the correct short forms on the board. Model and drill the complete sentences.
- Let the children complete the exercise individually, and check their answers in pairs. Then write the complete sentences on the board and tell the children to check their answers are correct.

KEY

- 1 I don't like apples.
- 2 Burgers aren't healthy.
- 3 Ice cream isn't my favourite food.
- 4 You don't like chips.
- 5 Bananas aren't red.
- 6 Pizza isn't healthy.

9 Write an email to your penfriend. Write about what you like/don't like.

- Read the writing framework with the children and make sure they understand what they have to write. After *Do you like*, they can either write *healthy food* or the name of a food.
- If you have access to computers, you might like to let the children write real emails to each other about their likes and dislikes, and answer them.

Reading (optional extension activity)

- Before the class, write some simple texts like the ones in Exercise 6, but without any gaps, e.g.

Hi, I'm Jenny. I like chips. I don't like pizza.

My name's Max. I don't like burgers. I like salad.

Hello, I'm Sam. I like ice cream. I don't like apples.

- Draw a simple table like this on the board, and ask the children to copy it.

	Sam	Jenny	Max
😊			
☹️			

- The children read the texts and draw the food pictures, or write the food words, in the table. Note that the example texts given above require the children to read carefully because they use a different order from the table.