

Ch 3 At the fast food shop

Module: Using my five senses

Suggested Lesson Plans

Learning focus

Language:		
Key words	Food	a box of chicken wings, a packet of French fries, a packet of potato chips, a slice of cake, a slice of pizza, a bowl of corn, an apple pie, a hot dog, a hamburger
	Drinks	a bottle of / a can of / a cup of cola, a bottle of / a can of / a cup of lemon tea, a cup of hot chocolate, a cup of coffee
Key structures	Ask and answer questions about the price of food	How much is an apple pie? It's six dollars fifty (cents) .
	Use <i>Can I</i> and phrases of quantity to order food	Can I have two slices of pizza, two cups of lemon tea and a can of cola, please?
	Use <i>altogether</i> to ask about the total price	How much is it altogether ? It's one hundred and fifty dollars.
Skills:		Values:
Reading: Guess the meaning of unknown phrases Listening: Listen for prices		Benevolence – Care for people in need

Teaching overview

Skills focus

Lesson 1	Lead-in	- Lead in to the topic of fast food. - Teach the vocabulary about food and drinks.	Vocabulary
Lessons 2–3	Reading	Read a story about a boy and a girl ordering food in a fast food shop and giving a helping hand.	Reading Speaking
Lesson 4	Key words	Practise the vocabulary about food and drinks.	Vocabulary
Lesson 5	Grammar 1	Introduce and practise the structures <i>How much ...? ... dollars.</i>	Speaking
Lesson 6	Grammar 2	Introduce and practise the structures <i>Can I have ...? Here you are., It's ... altogether.</i> and the phrases of quantity.	Speaking Writing
Lesson 7	Listening	Listen to a conversation to find out the prices of some food.	Listening
	Phonics	Introduce the vowel sound /ɔ:/ (represented by the letters <i>or</i>).	Pronunciation Listening
Lesson 8	Text type	Explore the text features of menus and coupons.	Reading

Lesson 1

Lead-in

Teaching Resources:

- Key words PPT

**Learning objectives / outcomes:**

By the end of the lesson, students will be able to:

- name common fast food items and drinks

Lesson procedure:**Introduce & Explain**

- Say *Today, let's learn about food and drinks!*
- Using the **Key Words PPT**, display the pictures on p.25.
- Say *Wow! I can see lots of yummy food. Do you know any of the food and drink items here?*
- Follow the steps below to teach the vocabulary for food and drinks in the chapter:
 - *a box of chicken wings*: Say *Yummy! Chicken wings*. Guide students to notice that the wings come in a box. Therefore, we can also say a box of chicken wings.
 - *a packet of French fries*: Ask students if they know what French fries are made from, i.e. potatoes. Ask *Do you eat French fries with tomato sauce?* Guide students to notice what the French fries come in. We call it a packet. Therefore we can also say *a packet of French fries*.
 - *a packet of potato chips*: Potato chips are made from potatoes too. We can also call potato chips *crisps*. Potato chips come in many flavours, such as cheese and BBQ. Have students share their favourite flavours. Point out that these potato chips come in a bag, which we also call a packet. Therefore, we can also say *a packet of potato chips*.
 - *a slice of cake*: Say *Look! A piece of cake. We can also say 'a slice of cake'. What flavour is it? Strawberry, mango or chocolate? Is it sweet or sour?*
 - *a slice of pizza*: Say *Look! A slice of pizza*. Encourage students to name what they see on the pizza, if able, e.g. *cheese, sausage*.
 - *a bowl of corn*: Ask *Look! A bowl of corn. Do you like corn? How does it taste? Is it sweet or sour?*
 - *an apple pie*: Encourage students to guess what fruit apple pie is made with, i.e. *apple*. Ask *Why do we say 'an apple pie' and not 'a apple pie'? (e.g. 'Apple' starts with a vowel sound.)* Tell students there can be other types of pie too, such as chocolate pie.
 - *a hot dog*: Say *A hot dog is made of a sausage and bun. We can also add sauce to it, such as tomato sauce.*
 ★★ Tell more able students the yellow sauce in the hot dog is mustard.
 - *a hamburger*: Ask students if they like hamburgers.
 - *cola*: Check students' understanding of the drink by asking *How does cola taste? Sweet or sour?* Explain that cola may come in a bottle, a can or a cup.
 - *lemon tea*: Have students guess what lemon tea is made of, i.e. lemon and tea. Point out that we usually drink lemon tea from a bottle, a can or a cup. Ask students if they like it hot or cold.
 ★★ More able students may be able to name other ways cola and lemon tea are served, e.g. a glass of cola, a carton of lemon tea.
 - *a cup of hot chocolate*: Ask *How does hot chocolate taste, sweet or salty? Is it hot or cold?*
 - *a cup of coffee*: Ask students if they have had coffee. Ask *How does it taste? (e.g. Bitter.)* Point out we may also have coffee in a bottle or a can.
- Say *We learn about many food and drinks!* Explain that we can eat these food and drink items at a fast food shop. Name some examples of fast food shops to explain what it is.



Lesson 1

Lead-in

- Explain that fast food is given its name because it is ready very quickly. However, fast food is usually not very good for us, so we mustn't eat too much!
- Introduce the chapter to students. Read out the chapter title *At the fast food shop*. Explain that in this chapter, we will learn about fast food and drinks!

Lesson 2–3

Reading

Text type: a story about a boy and his sister ordering food and helping people in a fast food shop

Reading skill: guess the meaning of unknown phrases

Learning objectives / outcomes:

By the end of the lesson, students will be able to develop their reading skills, e.g.

- **Pre-reading**
 - observe details from picture clues
- **While Reading**
 - locate specific information in response to questions
 - make inferences using context / picture clues
 - work out the meaning of words using context / picture clues
- **Post-reading**
 - recall important details from the story
 - work out the meaning of words using context / picture clues
- **Values**
 - make text-to-self connections, e.g. benevolence

Lesson procedure:

1. Pre-reading

- Display the story using the **Reading PPT**.
❖ You can also start by playing the audio for students to listen to or show them the animated text.
- Say *Today we're going to read a story about two children in a fast food shop.*
- Have students find and read the title of the story. Ask *What does 'Give a Helping Hand' mean? Guess!* Encourage students to make guesses but don't reveal the answer yet.
- Say *Let's look at the pictures in the story for some clues.* Display the pictures in the story and have students say what they see that is related to the title, e.g. poor man, give food / water / help.
- Say *Let's find out what happens in the story!*

2. While Reading

- Read out the story or play the audio, pausing at certain points to ask questions, e.g.
 - Lines 1–4: Say *Amy and Steven are looking at the set meals.* Draw students' attention to the posters in the picture and explain that a set meal is a special kind of meal at a restaurant or shop. It comes with different foods. Have students name the food items in each set. Point out that the sets also come with a drink. Ask *How much is a regular set? (\$50.) How much is a jumbo set? (\$65.) The jumbo set costs more. Why? Is there more food*

Teaching Resources:

- Reading PPT
- Reading skill PPT
- Animated text
- Values PPT
- Post-reading PPT



Self-Learning Resources:

- Animated text



Reading

in the jumbo set? (Yes.) Explain that *jumbo* means *big* or *large*, so it has more food than a regular set. – *locating specific information / observing*

- **Reading Skill** Lines 5 to 9: Ask *How does Steven feel? (Hungry.) He says 'I could eat a horse!' Does this mean he's very hungry or not hungry? (Very hungry.) The children are in a fast food shop. Can he eat a horse there? (No.)* Explain that *I could eat a horse* is a funny way meaning very hungry. Steven wants to eat something big, like a horse! – *locating specific information / unknown words*
- Ask *What do the children want to buy? (Two regular sets.) How much are two regular sets?* Guide students to calculate the price of two regular sets: $\$50 + \$50 = \$100$. – *locating specific information / numeracy*
- Lines 10 to 14: Point out that *Can we have ..., please?* is a polite way to order food.
- **Reading Skill** Ask *Look at the picture. What does the cashier have in his hand? (Food coupons.) Look at the poster. Who are the food coupons for? (e.g. People in need.) Who are people in need? Do they need help or do they give help? (Need help.) What kind of people need help?* Explain that *people in need* means *poor people or people who don't have a home*. These people may not have enough money to buy food. When we buy food coupons for them, they can use the coupons to get food. – *locating specific information / unknown words*
- Ask *How much is one food coupon? (Ten dollars.)* Explain that the word *each* means *for one*. – *locating specific information*
- Lines 15 to 21: Ask *Do the children want to help? (Yes.) Steven says they don't have enough money. Why not?*
- Guide students to think why the children don't have enough money. Ask *What do the children want to buy? (Two regular sets.) How much are two regular sets? (One / A hundred dollars.) How much do the children have? (One / A hundred and five dollars.) How much money will they have left? (Five dollars.) Can they buy a food coupon? (No.)* – *locating specific information / numeracy*
- Say *Luckily, Amy has an idea. What is her idea? (Buy one meal only.)* – *locating specific information*
- Lines 22 to 30: Say *Which set do the children buy? (The jumbo set.) How much is a jumbo set? (Sixty-five dollars.) How much money is left? (Forty dollars.) How many coupons can the children buy then? (Four.) Now, do the children have any money left? (No.)* – *locating specific information / recalling / numeracy*
- **Reading Skill** Lines 31 to 32: Explain why Steven puts the food coupons into the donation box – The fast food shop collects the food coupons and give them to people in need. Ask *How do the children feel at the end of the story? (e.g. Great / happy.) Why? (Because they help people in need.) What does 'give a helping hand' mean? Why does Amy feel happy? (e.g. To help others.)* – *locating specific information / inferring / unknown words*
- *Did you know?:* In the story, the students come across the phrase *to eat like a horse*. Prompt students to recall what it means, i.e. *to be very hungry*. Explain that this fun phrase is an idiom. Idioms make English interesting. Tell students there are many idioms about food too! Go through the food idioms on p.23 with the class and help students understand their meaning using the pictures, e.g.
 - *Joe has a sweet tooth.* – Say *Look at Joe! What food does he like? (e.g. Cake, chocolate, sweets.)* Explain that we use *has a sweet tooth* to describe someone who loves eating sweet food.

Lesson 2–3

Reading

- *Ana eats like a bird.* – Say *Look at Ana's food. Is there a lot of food or just a little food? (A little food.)* Explain that we use *eats like a bird* to describe someone who eats very little, like a tiny little bird.
- *It's a piece of cake!* – Say *Look at the sum on the board. Is it easy or difficult? (Easy.)* Explain that we use *a piece of cake* to describe things that are easy.
- *not my cup of tea* – Say *Do you think the boy like football? (No.)* Explain that we use *not my cup of tea* to describe things that we don't like or are not interested in.
- You may play the audio again and invite the class to read along. Encourage students to read with appropriate intonations and feelings. Pause to drill pronunciation if needed.

Reading skill Guess the meaning of unknown phrases

- Use the **Reading skill PPT** to help students learn more about the reading skill in the text.
- Tell students that sometimes we may come across words and phrases we do not know. When that happens, we may read the sentences before and after for clues. If there are pictures in the text, we can also look at them for clues.
- Show the first example from line 5. Students can probably guess that the idiom *to eat a horse* doesn't mean Steven is really going to eat a horse. Guide them to read the sentence before to understand that *to eat a horse* is a funny way to say that someone is very hungry.
- Show the second example from lines 32 and 33. Students can probably guess that the idiom *to give a helping hand* means something to do with helping. Guide them to read the previous sentence and recall that the children buy food coupons and put them into the donation box. Ask *Why do they do this? (To help people in need.) So what does 'give a helping hand' mean? (e.g. Help people / others.)*
- Encourage students to practise guessing the meaning of unknown words and phrases in reading. Remind them that even if they guess wrong, it is an important part of the learning process. The more they practise, the better they will become at guessing the meaning of unknown words and phrases.

3. Post-reading

- Display the questions in the *Post-reading* activity using the **Post-reading PPT**.
- For Question 1, have students pay attention to the details in each sentence, e.g. (a) *At first*, (b) *use up all the money*, (c) *students*. They should check these details against the story to decide if the sentences are true or false.
- For Question 2, if students don't remember the discussion from *While Reading*, remind them they can guess the meaning of the idiom by reading what Steven says before that, i.e. *I'm so hungry!*
- For Question 3, make sure students find out what the children buy at the end of the story.
★ You can ask **less able students** to read lines 22 and 23 to find the answer.
- For Question 4, help students recall what the children do at the end of the story. Ask, e.g. *What do they buy? (A jumbo set and four food coupons.) What can the food coupons do? (Help people.) Is it a good thing to help people? (Yes.) How does Amy feel then?*
- For Question 5, If needed, go through what the adjective in each option mean, e.g. *clever* = smart, *kind* = caring, *honest* = doesn't tell lies, *hard-working* = not lazy. Prompt students to recall why Steven and Amy buy food coupons in the story. Ask *What does this show about the children? Do they care for others? What word do we use to describe people who care for others?*

Lesson 2–3

Reading

4. Values: Care for people in need

- Recap the text briefly, e.g. *How do Steven and Amy feel when they see the poster in the story? Are they happy or sad? (Sad.) Do they want to help? (Yes.) How do you know? What do they say? ('Oh yes!') They feel sorry for the people and they want to help!*
- Ask *What do the children do to help? (They buy some food coupons.) Do you think they are kind?*
- Introduce the value in this chapter. Explain that Steven and Amy use their own money to buy food vouchers for people in need. They are kind and care for others!
- Explain that small acts of kindness can lead to big changes in people's lives. Ask students to think about how they feel when someone is kind to them, e.g. Ask *When someone helps you, are you happy?*
- Ask *What can you do to help people in need? How can you help your parents / a neighbour / your grandparents / your friends / your brothers and sisters / your teacher?* Have students discuss the questions in pairs before inviting them to share their responses. Encourage them to share examples of how they show care for others at home or in school.
- Tell students that there are many ways we can show care for others. Some examples include helping with the housework at home, helping a friend with their homework, sharing our food and toys or helping an old lady cross the road.
- Talk about how these kind acts can make others feel. When we help others, we also feel good!
- Encourage students to think about how they can be kind in their everyday lives. You can also suggest they set a goal to do a kind act before the next class.
- Tell students about the Values activity in this chapter (See *My values pledge* on p.84). In this activity, ask students to donate to a charity. Brainstorm some things that students can donate, e.g. books, toys, clothes, stationery items. Explain that these can be gently used items or things they have more than they need. Encourage them to talk to their parents when they are collecting things to donate. Let students know that donating money is also a way to help, but they should always ask a trusted adult to help with that. After doing so, they can check off the mission on the *My values pledge* page on p.84 of their Pupil's Book.

Lesson 4

Key words

Learning objectives / outcomes:

By the end of the lesson, students will be able to:

- review and practise the vocabulary about fast food and drinks

Lesson procedure:

1. Review

- Have students recall the fast food and drink items.
Say *Today we're going to talk about fast food!*
- Display the **e-Flashcards** one by one and ask students to recall the key words.
- Remind students that we can also say *crisps* instead of *potato chips*.
- At the end, say *Wow! The food and drinks look yummy. Do you know why they're called 'fast food'?* Explain that fast food can be prepared quickly. When we eat at fast food shops, we

Teaching Resources:

- Key words PPT
- Vocab booster PPT
- Vocabulary game
- e-Flashcards



Self-Learning Resources:

- Picture dictionary
- Vocabulary game



Lesson 4

Key words

usually don't have to wait long for our food!

2. Practise

- Ask *What fast food and drinks can we buy at a fast food shop? What fast food or drink do you like? Why or why not?* Remind students that they should not eat too much fast food because too much is not good for us.

Vocab booster

- Use the **Vocab booster PPT** to help students learn more vocabulary on the same theme.
- Say *Let's learn about more fast food and drinks!*
- Show the pictures of the food and drink items and the words / phrases. Play the audio or read the words / phrases aloud.
- Tell students more about these food and drink items, e.g.:
 - a cheeseburger*: Have students try to name the ingredients they see in the cheeseburger, e.g. cheese, tomatoes, lettuce, beef, buns. Point out that a cheeseburger is similar to a hamburger, but it has cheese. Ask *Which one do you like more, a hamburger or a cheeseburger?*
 - onion rings*: Can students guess what onion rings are made from, i.e. Onions.
 - hash browns*: Have students guess what hash browns are made from, i.e. potatoes.
 - a chicken leg / drumstick / thigh*: These are all different parts of a chicken. A chicken leg consists of the drumstick and the thigh. The drumstick is the lower part of the leg while the thigh is the upper part of the leg. Ask students which one they like most and why.
 - a bowl of cereal with raisins and nuts*: We usually eat this dish for breakfast. It is made from oats. Ask students what they like to put in their cereal. Do they prefer raisins, nuts or something else?
 - a sundae*: A sundae is made from ice cream and toppings such as sauce and nuts, e.g. chocolate / strawberry sauce, peanuts, cashew nuts. Ask students to imagine their dream sundae. Ask *What flavours and toppings does it have?*
 - dim sum*: You may check students' understanding of these items by having them say the Chinese names of these dishes.
 - a bottle of lemonade*: Have students guess what lemonade is made from, i.e. lemon juice, water and sugar.
 - a carton of soya / oat milk*: Soya and oat milk don't come from cows. They come from plants. Soya milk is made from soybeans which are small round beans. Soybeans are also used to make tofu! Oat milk is made from oats. We also use oats to make cereal. Guide students to notice that these drinks come in boxes called *cartons*.
- At the end, say *Wow! We learn about many food and drink items.* You can ask students what they want to eat or drink from pp.70 and 71.

Lesson 5

Grammar 1

Learning objectives / outcomes:

By the end of the lesson, students will be able to:

- role-play two children asking and answering questions about the price of food and drinks on an online menu, e.g.

Teaching Resources:

- Grammar PPT 1
- Grammar answer PPT 1
- Grammar game
- e-Flashcards



Self-Learning Resources:

- Grammar game
- Grammar video



Lesson 5

Grammar 1

How much is an apple pie?

It's six dollars fifty (cents).

- talk about the price of food and drinks and decide what to order for a lunch gathering

Prior knowledge:

numbers 1–60 (1A Ch 4, 1B Ch 4, 2B Ch 4), *How many ...?* (1B Ch 4)

Lesson procedure:

1. Introduce & Explain

- Display Picture 1 in *Reading*. Draw students' attention to Picture 2 and say *Do you remember Amy and Steven? What do they order at the fast food shop? (A jumbo set.) How much is the jumbo set? (Sixty-five dollars.) What food and drink is there in the jumbo set?* Prompt students with **e-Flashcards** of food and drinks. Review the other food and drinks with students.
- Say *In this lesson, we'll learn to talk about the prices of food and drinks!*

2. Explain

- Using the **Grammar PPT**, first explain how to say prices up to one hundred and twelve dollars, e.g. *eight dollars sixty cents*. Point out that we can skip the word *cents*.
- Then teach the use of *How much ...?* to ask about the price of things. Display examples of *How much* questions with a few items to show students that we can use the pronoun *it* in the reply to refer to a singular noun or a phrase of quantity.
- Review students' understanding of the grammar rules by completing the Quick Check questions in the PPT with students. You can also have them complete the questions in pairs before going through the answers as a class.

3. Practise & Apply

- When students are confident about using the grammar rules, have them open their Pupil's Book to p.26. Say *Tim and Karen are at home. They're hungry. They want to order food from Benny's Fast Food. They're looking at the menu.* Use the picture to teach the word *menu*. Explain that on the menu, we can find the food at Benny's Fast Food and their prices. Have students look at the menu to identify the food items and drinks.
- Go through 1 as an example with students. Remind them that we don't need to say *cents*.
- Then have students work in pairs for the activity, taking turns to role-play the children asking and answering about the prices of the food items and drink.
- ★★ You can ask **more able students** to think of more items to sell at Benny's Fast Food and their prices for the role-play activity.
- At the end of the activity, you may choose to invite different students to do their role-play in front of the class.

4. Extension activity

- Next, say *Now, it's your turn to talk about some food and their prices!*
- Display the example on p.26. Explain that the boy and the girl want to have a lunch gathering with their friends. They are looking at the online menu to see what food they can order.
- Point to the online menu and ask *What is this? (A chicken leg.) How much is it? (Twenty-three dollars fifty.*
- Put the class into two groups to read aloud the example. Point out that the children are ordering food for other people too so they are ordering more than two chicken legs. Also review the use of the *How many ...?* question to find out number.
- Tell students they are also going to have a lunch gathering in groups. Brainstorm some fast food shops to order food from. Then put the class into groups of four to six. Have them look at an online menu and discuss what food to order for their lunch gathering. Walk around to offer support to the groups if needed.

Lesson 5

Grammar 1

- ★ Ask **less able students** to order two food items and one drink for their lunch gathering.
- ★★ You can have **more able students** to respond appropriately to their friend's ideas, e.g. *Good idea! I think we need more.* etc.

Lesson 6

Grammar 2

Learning objectives / outcomes:

By the end of the lesson, students will be able to:

- role-play some children ordering food and drinks at a food truck, e.g.

Can I have two slices of pizza, two cups of lemon tea and a can of cola, please?

Here you are.

How much is it altogether?

It's one hundred and fifty dollars.

- write a text message to their mum or dad asking if they can buy some food

Prior knowledge:

and (1A Ch 4)

Lesson procedure:

1. Introduce & Explain

- Tell students that we are going to learn more language to talk about food and drinks. We are going to learn to order food and drinks.
- Using the **Grammar PPT**, teach the use of phrases of quantity with uncountable nouns. Also show students we can also use phrases of quantity with plural countable nouns, e.g. *a box of chicken wings*, *a packet of French fries*. Tell students some nouns can be both countable and uncountable, e.g. *pizza*. Finally, teach the plural form of the phrases of quantity. Tell students that when the noun is uncountable, e.g. *pizza*, it refers to a portion of a whole pizza. and we can use phrases of quantity with the uncountable form of the nouns, e.g. *a slice of pizza*. Point out that we add the plural ending *s* to the phrases of quantity rather than the food or drink, e.g. *two cans of cola*, not *two ~~can~~ of colas*.
- Review students' understanding of the grammar rules by completing the Quick Check questions in the PPT with students. You can also have them complete the questions in pairs before going through the answers as a class.
- Next teach the structure *Can I have ...?* to order food. Remind students we can use commas and the conjunction *and* to link the food and drink items if we want to order more than one item. Point out that we don't need to add a comma before *and*.
- Display another example to show the use of plural phrases of quantity when we order food and teach the language used to pay for food, i.e. *How much is it altogether? It's ...*
- Review students' understanding of the grammar rules by completing the Quick Check questions in the PPT with students. You can also have them complete the questions in pairs before going through the answers as a class.

Teaching Resources:

- Grammar PPT 2
- Grammar answer PPT 2
- Grammar game

Self-Learning Resources:

- Grammar game
- Grammar video



Lesson 6

Grammar 2

2. Practise & Apply

- When students are confident about using the grammar rules, have them open their Pupil's Book to p.27 and introduce the children. Say *Look! A food truck! There's a lot of yummy food! Some children are ordering food from the food truck. They are talking to the cashier.*
- Explain that a cashier works at place, e.g. a shop, and his / her job is to collect money from customers. Here, the cashier also prepares the food customers order.
- Go through 1 as an example with students. Point to the items in Grace's thought bubble and say *Grace wants to order these things. What are they? (A bottle of water, an apple pie.) How much is a bottle of water / an apple pie? (Five dollars / Fifteen dollars.) How much is it altogether? (Twenty dollars.)* Have the class finish what Grace and the cashier say in two groups.
- Have students work out how much Owen and Lily should pay for their food and write them down in their books.
★ Teach **less able students** to say the amounts, i.e. *seventy-six dollars* for Owen and *one hundred and three dollars* for Lily.
- Then have students work in pairs to complete the rest of the activity, taking turns to role-play the children and the cashier. Point out that the words in the boxes above the picture can help them in their role-play.
- At the end, you may choose to invite different students to do the role-play in front of the class.

3. Extension activity

- Say *Now it's your turn to order food from the food truck. Imagine you see this food truck in the park. You have sixty dollars and you want to buy some food. Write a text message to ask your mum or dad.*
- Display the example on p.27 and read it aloud. Explain that *starving* means *very hungry*.
- Point out that the child doesn't only talk about the food he / she wants, he / she also tells Mum he / she is in the park, which is shown in the picture above.
- Get students to write the message individually. Remind them they only have sixty dollars so they can't order too much food and too many drinks. Walk around to offer help if needed.
★★ Encourage **more able students** to talk about the price too using *How much is it altogether?* before the shop assistant ends the conversation with *Here you are.*, i.e. *Can I have ...? How much is it altogether? It's ... dollars ... Here you are.*

Lesson 7

Listening

Learning objectives / outcomes:

By the end of the lesson, students will be able to:

- find out the prices of some food and drink items by listening to a conversation

Lesson procedure:

Practise

- Say *In this chapter, we learnt to talk about food and drinks. We learnt to talk about their prices and ordering them.* Introduce the listening activity to students. Say *Today we'll listen to a boy and his dad ordering some fast food. They are using an app.*

Teaching Resources:

- Listening activity audio
- Listening activity audio script



Lesson 7

Listening

- Give students some time to look at the items on the phone screen first. Tell them that they should listen to what the boy and his dad say and write the correct price for each item. Explain what a *cheeseburger* and *blueberry* are if needed. Tell students that some prices may have very similar pronunciation, e.g. *eighteen* and *eighty*. Students should listen carefully and pay attention to the ending sound. Also revise how we say \$0.50, i.e. *fifty*.
- Play the audio. Have students complete the listening activity.
- Play the audio again, if needed. Then go through the answers with students.

Audio script

Ben and Dad are using an app to order some fast food. How much are the food items? Listen and write the prices.

Dad: Are you hungry, Ben? Shall we order lunch?

Ben: Yes. Can we order from Sunny Fast Food?

Dad: Sure. Let's use their app to order. What do you want to eat?

Ben: Can I have a cheeseburger, please? How much is it?

Dad: OK. It's ❶ thirty-three dollars fifty.*

Ben: What do you want to eat, Dad?

Dad: I'm ordering a hot dog. It's just ❷ twenty-eight dollars ninety.*

Ben: Cool! How about chicken wings?

Dad: A box of chicken wings is fifteen dollars.

Ben: Fifty dollars? That's expensive!

Dad: No, it's ❸ fifteen dollars. Let's order a box to share.

Ben: OK. Good idea!*

Dad: Do you want to try a blueberry pie? It's new. Do you want to try?

Ben: How much is it?

Dad: It's eleven dollars seventy ... Oh wait, that's wrong. It's just ❹ nine dollars forty. Let's order two.

Ben: Great!*

* = a beep sound + 8-second pause

Lesson 7

Phonics

Learning objectives / outcomes:

By the end of the lesson, students will be able to:

- say the vowel sound /ɔ:/ (represented by the letters *or*) and sound out the words containing the sounds, e.g. *corn*, *horse*, *for*

Lesson procedure:

1. Introduce & Explain

- Display the letters *or*. Say *Today, let's learn the sound for these letters!*
- Ask students if they know what sound the letters *or* make. Say *The letters 'o-r' make the sound /ɔ:/.*
- Play the phonics video in the **Super eBook** to let students see how the mouth shapes and the letter sounds. Have them repeat the sound after the video.

Teaching Resources:

- Phonics videos
- Phonics songs
- Phonics games



Self-learning Resources:

- Phonics videos
- Phonics songs
- Phonics games



Lesson 7

Phonics

- Display the phonics words. Point to the words and say *These words have the /ɔ:/ sound. Let's say them.* Play the audio for students to listen to the sound and words, then ask them to repeat.
- Introduce more words with the /ɔ:/ sound for students to learn, e.g. *horn* and *sorry*. Have them write the words down in their books. Alternatively, ask them what other words with the /ɔ:/ sound they know.

2. Practise

- Ask *Are you ready to sing a song?* Play the phonics song for /ɔ:/ for students to listen to. The first time you play it, students only need to listen to the lyrics. You can also encourage students to clap along to the beat as they listen. Then play the song again for students to sing along.
- Say *Now let's listen.* Play the first audio for Part A once and have students listen.
- Next, have students open their Pupil's Book to p.28. Say *Let's listen to these pairs of words again. Can you hear the difference? Say these pairs of words.* Use the pictures to teach any new words, e.g. *pork, pot, spot, shot*.
- Then play the next audio for students to complete the activity. Say *Now let's listen again.*
- Ask them to circle the correct words they hear. Check the answers with the class.
- Next, play the audio of the rhyme in Part B at least once and have students listen.
- Play the audio again. Have students listen and circle the letters *or*.
- Have students practise saying the rhyme together, fixing any problems in pronunciation as necessary. If needed, you may ask students to exaggerate the sounds in their words, opening their mouth bigger to say the /ɔ:/ sound.

3. Extension activity

- For further practice on the letters *or* and the /ɔ:/ sound, play a game of *Missing sounds*. For more details on how to play the game, you can refer to p.T133 of the *Activity Bank* in this Teacher's Guide.

Lesson 8

Text type

Text type: Menus and coupons

Learning objectives / outcomes:

By the end of the lesson, students will be able to:

- understand the text features of menus and coupons

Lesson procedure:

1. Warm up

- Say *In this lesson, let's read a menu from a restaurant!*
- Display the page using the **Text Type PPT**.
- Explain that a menu is a list of food and drinks we can order in a food shop or a restaurant. We can also see a menu on the Internet when we buy food online. We look at menus when we want to buy food. Ask students if they have seen a menu before, where we can see it and why we look at it. You can write their ideas on the board but don't reveal the answers yet.

Teaching Resources:

- Text type PPT   

Other Resources:

- A takeaway menu (optional)

Lesson 8

Text type

- Draw students' attention to the menu on p.29. Tell students that this is a takeaway menu. Explain what *takeaway* means, i.e. It is a meal we buy at a restaurant to eat at home. We don't want to eat at the restaurant.
- Have students guess what information they may see in a takeaway menu, e.g. food, pictures, price, restaurant name. You may write students' answers on the board. Ask *Where is this menu from?* Have students find the name of the restaurant, i.e. *Jody's Kitchen*. Have students look at the pictures in the menu and guess what kind of restaurant it is, e.g. a fast food restaurant.
- Say *Now, let's read the takeaway menu!*

2. Explore (text type)

- Guide students to notice the features of the takeaway menu:
 - Restaurant's name: The name of the restaurant is written in big letters to tell readers where the menu comes from.
 - Food / Price: Jody's Kitchen offers three sets for takeaway. Go through the food in Sets A, B, and C with students. Each set comes with a side (something small to eat), the main dish and a drink. Have students find and say the price for each set. Point out that Jody's Kitchen also offers a dessert, i.e. a slice of chocolate cake. Customers can add \$18 to any set.
 - Other information: Jody's Kitchen is open every day from 11 a.m. to 9 p.m. Customers can call the number on the menu or scan a QR code to order. Ask students if they have ever seen a QR code before. Ask *What do you use to scan it? (e.g. A mobile phone.) What can you see after you scan the QR code? (e.g. A website, an order form.)*
 - A discount coupon: The menu also comes with a discount coupon. It gives customers special offers so customers can pay less! In this coupon, customers can get 10% off when they spend \$100 or more. Point out that the coupon has an expiry date, meaning that it can't be used after the given day. It can only be used on weekdays, i.e. from Mondays to Fridays.
- If you have written students' responses on the board during Warm up, you can have students look at their responses. Ask *Which of these pieces of information did we see on this menu? What don't we see on the menu? Does this menu tell us everything we want to know?*
- You may wish to give students more practice with identifying the text features of menus by bringing a takeaway menu to class. Guide them to identify the restaurant name, the dishes it offers, how to order and if there are any discount coupons.

3. Text type questions

- Display the questions on p.29 of the Pupil's Book.
- For Question 1, explain that seafood includes animals from the sea, e.g. fish, prawns, crab.
- For Question 3, ask students to check the expiry date on the coupon and remind them the coupon can be used during weekdays only, i.e. It can't be used on Saturdays and Sundays.

Suggested Lesson Plans

Learning focus

Language:		
Key words	Food	Uncountable nouns – ham, cheese, butter, rice, congee, soup, sugar, salt, jam, beef, chicken, pork, fish Countable nouns – carrots, mushrooms, onions, vegetables (choi sum, lettuce, cabbage), sausages, noodles
Key structures	Ask and answer questions about food	Is there any cheese? Yes, there is . / No, there isn't . Are there any mushrooms? Yes, there are . / No, there aren't .
	Use determiners to talk about quantities of food	There's some / a lot of ham. There are some / a lot of vegetables. There isn't any ham. There aren't any vegetables.
Skills:		Values:
Reading: Make predictions Speaking: Talk about food		Filial piety – Love my parents

Teaching overview

Skills focus

Lesson 1	Lead-in	- Lead in to the topic of food. - Introduce the vocabulary about food.	Vocabulary
Lessons 2–3	Reading	Read a story about a boy and a girl making a surprise birthday dinner for their dad.	Reading Speaking
Lesson 4	Key words	- Practise the vocabulary about food. - Introduce and practise the concepts of countable and uncountable nouns.	Vocabulary
Lesson 5	Grammar 1	Introduce and practise the structures <i>Is / Are there any ...? Yes, there is / are. No, there isn't / aren't.</i>	Speaking
Lesson 6	Grammar 2	Introduce and practise the structures <i>There's / There are some / a lot of ... There isn't / aren't any ...</i>	Speaking Writing
Lesson 7	Speaking	Introduce and practise talking about food.	Speaking
	Phonics	Introduce the vowel sound /i:/ (represented by the letters <i>ea</i> and <i>ee</i>).	Pronunciation Listening
Lesson 8	RaC	Read a text about cooking with food waste.	Reading
Lesson 9	Task	Write a picture story about making food.	Writing

Lesson 1

Lead-in

Teaching Resources:

- Key words PPT   

Learning objectives / outcomes:

By the end of the lesson, students will be able to:

- name common food items

Lesson procedure:**Introduce & Explain**

- Say *In Chapter 3, we learnt about fast food. Today, let's learn more about more food.*
- Using the **Key Words PPT**, display the pictures on p.33. Have students look at the food items and name any they know.
- Follow the steps below to teach the vocabulary for food in the chapter:
 - *ham*: Ask students if they know which animal ham comes from, i.e. pigs. Say *We may eat ham with bread. We may also see it in fried rice.*
 - *cheese*: Say *Cheese is made from milk.*
 - *butter*: Say *Butter is also made from milk.* Ask students what they eat butter with, e.g. bread. We also use butter to make cakes and cookies.
 - *rice*: Tell students rice is an important food in Chinese culture. Many of us eat it every day!
 - *congee*: Point out that congee is made with rice and water. We can also add different things to congee, like beef, pork, chicken, corn or mushrooms.
 - *soup*: We can make soup with lots of things, such as meat and vegetables. For example, we can make corn soup or tomato soup. Ask *Do you like soup? What kind of soup do you like?*
 - *sugar*: Say *Sugar tastes sweet. Do you know any food or drinks with lots of sugar? (e.g. cola, ice cream, chocolate.)*
 - *salt*: Say *Salt tastes salty. Do you know any food items with lots of salt? (e.g. French fries, potato chips.)* Tell students we shouldn't eat food with too much sugar or salt because it is bad for us.
 - *jam*: Say *Jam is made with fruit and sugar. There are many types of jam, such as strawberry jam, blueberry jam, and even orange jam.* Have students tell you their favourite type of jam.
 - *beef*: Say *Beef is a type of meat. It comes from cows.*
 - *chicken*: Tell students the meat and the animal are both called *chicken*.
 - *pork*: Say *This meat comes from pigs.*
 - *fish*: Tell students the meat and the animal are both called *fish*.
 - *carrots*: Ask *How many carrots can you see? (Two.)* Tell students a fun fact about carrots, i.e. They are good for our eyes.
 - *mushrooms*: Ask *How many mushrooms can you see? (Three.)* Tell students that mushrooms grow everywhere. We may even see them in our local park! However, not all mushrooms can be eaten. Some are poisonous and they can make us sick so we mustn't touch them.
 - *onions*: Encourage students to name any food that have onions, e.g. onion rings, hamburgers, soup.
 - *vegetables*: Tell students vegetables are good for us so we should eat lots of vegetables every day. Name some common types of vegetables, such as lettuce, choi sum, and cabbage.
 - *sausages*: Point out that sausages are usually made with pork but they can also be made from chicken or beef. Ask *How do sausages taste? Salty or sweet?*
 - *noodles*: Tell students that just like rice, noodles are a common dish in Chinese culture. Ask them if they like to eat noodles and have them name their favourite noodle dish. Point out that the word *noodles* always come in plural form. We never say *noodle* because we don't just eat one noodle.

Lesson 1

Lead-in

- Say *We eat many of these food items every day!*
- Introduce the chapter to students. Read out the chapter title *Time to eat!* Explain that in this chapter, we will learn about the food we eat every day.

Lesson 2–3

Reading

Text type: a story about a boy and a girl making a surprise birthday dinner for their dad

Reading skill: make predictions

Learning objectives / outcomes:

By the end of the lesson, students will be able to develop their reading skills, e.g.

- **Pre-reading**
 - observe details from picture clues
 - make predictions using context / picture clues
- **While Reading**
 - locate specific information in response to questions
 - give personal responses to the text
 - observe details from picture clues
 - make guesses using context / picture clues
 - make inferences using context / picture clues
 - make predictions using context / picture clues
- **Post-reading**
 - recall important details from the story
 - make predictions using context / picture clues
- **Values**
 - make text-to-self connections, e.g. love my parents

Lesson procedure:

1. Pre-reading

- Display the story using the **Reading PPT**.
❖ You can also start by playing the audio for students to listen to or show them the animated text.
- Say *Today we're going to read a story.*
- **Reading Skill** Have students find and read the title of the story. Use the title and the first picture to introduce the characters Max, Kelly, Mum and Dad. Say *Read the title and look at the picture. Can you guess what the story is about? (A birthday.) Whose birthday is it? (Dad's birthday.) What are the children doing?* Encourage students to say what they see, emphasising that there are no right or wrong answers. – *observing / predicting*
- **Reading Skill** Display Picture 4 in the story. Have students say what they see in the picture. You may guide students by asking *What are the children doing? What are they making? What food can you see on the table? Why are they cooking?* – *observing / predicting*

Teaching Resources:

- Reading PPT
- Reading skill PPT
- Animated text
- Values PPT
- Post-reading PPT



Self-Learning Resources:

- Animated text



Lesson 2–3

Reading

- **Reading Skill** Display Picture 5 in the story. Guide students to say what they see in the picture, i.e. *What do the children make? Does it taste good? Why / why not? Will Dad like his birthday surprise?* – **observing / predicting**

- Say *Let's read the story and find out about Dad's birthday surprise!*

2. While Reading

- Read out the story or play the audio, pausing at certain points to ask questions, e.g.
 - Lines 1 to 4: Say *It's Dad's birthday today! Where is he? (At work.) Where are Max and Kelly? (At home.) What do they want to do for Dad's birthday? (Cook something.) What will Kelly / Max do? (Make dinner / Make a cake.)* – **locating specific information**
 - **Reading Skill** Say *Wow! Do you think cooking is easy? Will the children make a nice dinner and cake for Dad?* – **personal responses / predicting**
 - Lines 5 to 10: Say *The children are looking for the ingredients for the dinner and the cake. What can Max find? (Some flour and sugar.) Do they have any eggs? (Yes.) How many eggs? (e.g. A lot of eggs.)* – **locating specific information**
 - Lines 11 to 20: Ask *Do the children have any meat? (Yes.) What do they have? (Chicken.) Is there any pork? (No.) Are there any mushrooms? (No.) But there are some vegetables. What vegetables can you see?* Prompt students to name the vegetables in the fridge or help them identify them, i.e. carrots, garlic and broccoli. Ask *What can Kelly make? (Fried chicken with vegetables.)* – **locating specific information / observing**
 - Lines 21 to 26: Say *Wow! Max and Kelly work hard to make Dad's birthday surprise. What time does Dad come home? (Half past six / 6:30p.m.) Is dinner ready? (Yes.) What about the cake? (No.)* Point out that the cake is in the oven, meaning that it is baking. It will be ready later – **locating specific information**
 - Lines 27 to 35: Ask *Does Dad like the surprise? (Yes.) Which word tells us this? (Lovely.) Now the family is having dinner. Do they like Kelly's dish? (No.) Which word tells us this? (Urgh.) We say 'urgh' when we don't like something. Why don't they like the dish? How does it taste? (Sweet.) Why? What did Kelly put in it? (Sugar.)* – **inferring / supporting / locating specific information**
 - Draw students' attention to the sound word *Ding!* Ask *What sound is that? (e.g. The oven timer.) Do you remember what is in the oven? (The cake.) The cake is ready so the oven timer makes a 'ding' sound!* – **guessing / recalling**
 - Ask *Is the cake yummy? (No.) Why not? How does it taste? (It's salty.) Do you think Max puts sugar in the cake? (No.) What does he put in it? (Salt.) Does Max like the cake? (No.) How do we know? (e.g. He says 'Urgh!')*
 - Ask *Why does Kelly cry? (e.g. The food taste bad.)* – **inferring**
 - Lines 36 to 41: Ask *Is Dad angry or sad? (No.) Does he still like the food? (Yes.)* Draw students' attention to the phrase *It's the thought that counts.* Say *The food isn't yummy, but the children show love for Dad when they cook for him. Dad is happy!* – **inferring**
 - Ask *What idea does Mum have? (To go out for dinner.) Do you think that's a good idea? Why or why not?* – **locating specific information / personal response**
 - **Reading Skill** Ask *Do you think the children like Mum's idea? Is it a good idea to have a nice meal for Dad's birthday? What will they say?* – **predicting**
- You may play the audio again and invite the class to read along. Encourage students to read with appropriate intonations and feelings. Pause to drill pronunciation if needed.

Reading skill **Make predictions**

- Use the **Reading skill PPT** to help students learn more about the reading skill in the text.
- Explain what predictions are. Tell students that making predictions means guessing what may happen next in a story or what a text may be about. It is like being a detective! We look for clues in the words and pictures to help us figure out what will happen.
- Point out that predicting helps us think more deeply about what we are reading. It helps us focus on important details that support our guesses. We can make predictions before we read. For example, remind students that they made their first prediction in the story from the title. When we read the title, we can often start to guess what the story is about.
- Tell students that before we read the story, we also look at the pictures and make some guesses about what happens. Prompt students to recall these predictions, e.g. *What will the children make for Dad? Will Dad like his birthday surprise?* Go through some phrases that can help us make predictions, e.g. *I think that ... Maybe this character will ... I wonder what will happen next.*
- Point out that we may also make predictions when we are reading. Sometimes, our predictions may change as we read on. Display an example from Lines 1 to 4 and have them recall the prediction they made about the dinner and the cake the children make.
- Tell students that at the end of the story, we can try to predict what will happen next in the story. Display the 39 to 41 and ask *Do the children like Mum's idea? What will they say?* Have students recall the predictions they made.
- Help students think about which predictions were correct and what surprised them. Let them know it is okay if a prediction was wrong. Point out that stories often have twists, and that is part of what makes reading fun and interesting!

3. Post-reading

- Display the questions in the *Post-reading* activity using the **Post-reading PPT**.
- For Question 1, point out that students can also look at the pictures to find the answers.
- For Question 2, have students read lines 33-35 again to find the answer. Ask *What does Max say after saying 'Urgh!'?*
- For Question 3, have students find the sound word *Ding!* in line 31 and guide them to work out the answer is Option C:
 - The previous sentence tells us that the oven timer makes this sound.
 - From lines 22 and 23, we know that the cake is already in the oven.
 - In the sentence after *Ding!*, we know that the cake looks delicious. From this, we can infer that *Ding!* means that the cake is ready.
- For Question 4, have students recall that Kelly's dish is sweet and the cake is salty, so Option A is not the answer. Option B is incorrect because the family doesn't eat a lot of the food so they are still hungry. Dad says he loves the children's food so Option C is not correct. Dad shows he is happy when he gives Kelly a hug, tells her not to be unhappy and that he loves the food she and Max prepare.
- For Question 5, have students recall what happens at the end of the story. Ask *What is Mum's idea? (Go out for dinner.) Is it good to have a nice meal for Dad's dinner? (Yes.) So what should the children say?*

4. Values: Love my parents

- Recap the text briefly, e.g. *Do you think Max and Kelly love Dad? How do they show their love for their dad? What do they do?*

Lesson 2–3

Reading

- Introduce the value in this chapter. Explain that in the story, Max and Kelly give dad a birthday surprise. They cook dinner and make a cake for him. They do that to show their love.
- Ask students *Do you love your family? How do you show your love for your family? What do you say to them? Do you help them with anything? What do you do together?* Have students discuss the questions in pairs before inviting them to share their responses.
- Tell students that it is important that we show love and care for our family. This helps everyone feel happy. There are many easy ways to do so! Go through some of these ways, e.g. saying / *love you.*, doing activities together, helping with the housework, listening to our families and writing small notes or letters to them.
- Remind students that they don't have to do something big to show love. Small acts can make a big difference. Encourage them to think of one way they can show love to their family this week!
- Tell students about the Values activity in this chapter (See *My values pledge* on p.85). In this activity, ask them to make a special plan to celebrate their mum's or dad's upcoming birthday. Encourage students to think of meaningful ways to show their love, e.g. They can plan a place to go together, choose fun things to do as a family, think of something nice they can do for their mum or dad, or decide on a thoughtful gift they can give. Remind students to keep their plan in mind and carry it out when it is their mum's / dad's birthday. After doing so, they can check off the mission on the *My values pledge* page on p.85 of their Pupil's Book.

Lesson 4

Key words

Learning objectives / outcomes:

By the end of the lesson, students will be able to:

- review and practise the vocabulary about food
- recognise some countable and uncountable nouns about food
- distinguish between some words that look similar

Lesson procedure:

1. Review

- Have students recall the food items.
- Say *Today we're going to talk about the food we eat every day!*
- Display the **e-Flashcards** one by one and ask students to recall the key words.
- Display the uncountable food items and tell students that these are uncountable nouns, i.e. We can't count them. As such, we don't add *s*, *es* to the words even if there is more than one. For example, we don't say ~~rices~~ or ~~beefs~~. However, we can count these food items in other ways, such as *one slice of ham / cheese, two bowls of rice / soup, a piece of chicken / pork*.
- Then display the countable food items and ask, e.g. *Can we count them? Can we say one carrot, two carrots, etc.? (Yes.) We can count these food items. They're countable nouns.*
- Next, draw students' attention to the items *soup*. Explain that some words may look similar but they have very different meanings. For example, some people may confuse *soup* (used for eating) with *soap* (used for washing). It is important to pay attention when spelling these

Teaching Resources:

- Key words PPT
- Vocab booster PPT
- Vocabulary game
- e-Flashcards



Self-Learning Resources:

- Picture dictionary
- Vocabulary game



Lesson 4

Key words

words or reading them aloud. Other examples include *pepper* (food / ingredient) and *paper* (stationery item), *flour* (used in baking) and *flower* (a plant), *meat* (food) and *meet* (to see someone).

★★ You can ask **more able students** to think of more examples.

2. Practise

- Using the **e-Flashcards**, display the food items in random order for students to recall the key words and say whether it is a countable or uncountable noun.

Vocab booster

- Use the **Vocab booster PPT** to help students learn more vocabulary on the same theme.
- Say *Let's learn about more food!*
- Show the pictures of the food items and the words / phrases. Play the audio or read the words / phrases aloud.
- Tell students more about these food items, e.g.:
 - steaks*: Steak is a big piece of meat. It comes from cows.
 - bacon*: Bacon is thin slices of meat. It comes from pigs. Some people love to eat it with breakfast with eggs! Tell students that this is an uncountable noun. However, we can count it in terms of slices, i.e. a piece of bacon / two piece of bacon.
 - duck / goose*: They are similar birds but a goose is bigger than a duck.
 - mussels / oysters*: They are different types of shellfish. They live in the water.
 - flour*: We use it to make bread, cakes and noodles! It is very important for baking.
 - salad dressing*: This is a sauce that we put on salads to add taste. There are many types of salad dressing, such as Caesar dressing and sesame dressing.
 - olive oil*: This is a type of oil. It is made from olives which are a kind of fruit!
 - oyster sauce*: This is a sauce made from oysters. It is popular in Chinese cooking!
- Say *Wow! We learn about many food items. Now let's learn about the things we use in the kitchen.*
- Tell students more about the kitchen appliances, utensils and tools, e.g.:
 - an oven*: We use an oven to bake. We can also use it to cook dishes such as roast chicken. Remind students that an oven can be very hot so we need to use special gloves when using an oven.
 - a microwave oven*: We use this to heat food quickly. It can heat a cold dish in minutes!
 - a stove*: We use a stove to cook. Ask students if they see this in their kitchen at home.
 - a pot / saucepan*: If needed, help students differentiate between the two. A pot is usually bigger than a saucepan and a saucepan has a long handle.
 - a tin opener*: We use this to open tins of food.
- At the end, say *We see many of these kinds of food and things in our kitchen. Now you know what they are!*

Lesson 5

Grammar 1

Learning objectives / outcomes:

By the end of the lesson, students will be able to:

- role-play a boy and her mother talking about the food they have at home, e.g.

Is there any cheese?

Yes, *there is*. / No, *there isn't*.

Teaching Resources:

- Grammar PPT 1
- Grammar answer PPT 1
- Grammar game
- e-Flashcards



Self-Learning Resources:

- Grammar game
- Grammar video



Lesson 5

Grammar 1

Are there any mushrooms?

Yes, there are. / No, there aren't.

- design a cute lunch box for their mum or dad and talk about the ingredients

Prior knowledge:

There is / are ... (1B Ch 4)

Lesson procedure:

1. Introduce & Explain

- Say *In this lesson, we'll learn to talk about food we have or don't have!*
- Display Pictures 2 and 3 on p.30. Say *Do you remember Max and Kelly? What do they want to do? (Make dinner and a cake.) What food do they have at home?* Prompt students with the **e-Flashcards**. Review the other food vocabulary with them. As you review the vocabulary, ask students to tell you whether each item is countable or uncountable.

2. Explain

- Using the **Grammar PPT**, display some examples of *Is / Are there any ...? Yes, there is / are. No, there isn't / aren't*. Tell students that we use *any* in questions, e.g. *Is there any ...? Yes, there is. / No, there isn't.* for uncountable nouns and *Are there any ...? Yes, there are. / No, there aren't.* for countable nouns. Also point out that we use the plural form of countable nouns after *Are there any ...?*
- Remind students not to use *has* or *have* in the replies, i.e. We don't say *Yes, there has / have.* or *No, there hasn't / haven't.*
- Review students' understanding of the grammar rules by completing the Quick Check questions in the PPT with students. You can also have them complete the questions in pairs before going through the answers as a class.
- You can also guide the class to say the rap on p.82. Play the audio a few times and let the class follow along. When students are familiar with the rap, put them in pairs and ask them to say alternative lines of the rap again. You can ask a few students to demonstrate what to do before the class saying the rap in pairs.

3. Practise & Apply

- When students are confident about using the grammar rules, have them open their Pupil's Book to p.34. Say *Look! This is Mrs Li. She wants to make a cute lunchbox for her son Alan. What does she need?*
- Explain what *ingredients* are, e.g. They are things we need to make a dish. Go through list of the ingredients.
- Draw students' attention to the picture of Mrs Li and Alan in the kitchen. Say *Mrs Li and Alan are in the kitchen. They want to know what they have.* Have students name the food items they can find in the picture and put a tick next to the ingredient in the list above.
- Go through an example with students. Ask them to role-play Mrs Li and Alan talking about the first item in the ingredient list. Point out that there is a tick next to the ingredient so that the answer is *Yes, there is*.
★ Before **less able students** complete the activity in pairs, remind them to use *Yes, there is / are.* for ingredients Mrs Li has, and *No, there isn't / aren't.* for ingredients Mrs Li doesn't have.
- Then have students work in pairs for the activity, taking turns to role-play Alan and Mrs Li to talk about the ingredients.
- At the end of the activity, you may choose to invite different students to do their role-play in front of the class. Conclude by asking *So what does Mrs Li need to buy for the lunch box? (Carrots.)*

Lesson 5

Grammar 1

4. Extension activity

- Next, say *Now, it's your turn to talk about food!*
- Display the rubric and read it aloud *Design a cute lunch box for your mum or dad. Look at the picture above and ask about the ingredients.*
- Say *A boy and a girl want to make a cute lunch box. They're talking about the ingredients now.* Go through the example on p.34. Read aloud the first line while pointing to the fridge in the picture above. Show that you can't find ham in the fridge and prompt the class to read aloud the second line. Then read aloud the third line. Point to the potatoes to prompt the class to read aloud the last time.
- Point out that we can ask specific questions about the ingredients by talking about the place, i.e. *in the fridge / cupboard*. Also draw students' attention to the phrase *What about potatoes?* and remind them we can ask *What about ...?* or *How about ...?* to find out about what another person thinks.
- Say *Now work in pairs. Design a cute lunch box and talk about the ingredients.*
- Put students into pairs to complete the activity. Encourage them to draw a simple sketch of their lunch box. Then write down the ingredients needed in their book or on a piece of paper before they talk about the ingredients. If students have learnt some extra words in the **Vocab booster**, they can also use the words.

Lesson 6

Grammar 2

Learning objectives / outcomes:

By the end of the lesson, students will be able to:

- role-play two children telling their mum about the food at a party, e.g.

There's some / a lot of ham.

There are some / a lot of vegetables.

There isn't any ham.

There aren't any vegetables.

- write about the food in their lunch box today

Prior knowledge:

some (1B Ch 3), *There is / are ...* (1B Ch 4)

Lesson procedure:

1. Introduce & Explain

- Tell students that we are going to learn more language to talk about food. Using the **Grammar PPT**, display some examples of *some*, *a lot of* and *any* with both countable and uncountable nouns. Make sure students are aware of the differences indicated by *some* and *a lot of* — we use *some* to mean a small number of countable things or a small amount of uncountable things, and *a lot of* to mean a large number of uncountable things or a large amount of uncountable things. Also tell them *any* is used in questions and negative sentences, i.e. when there is no food.

Teaching Resources:

- Grammar PPT 2
- Grammar answer PPT 2
- Grammar game



PEC

Self-Learning Resources:

- Grammar game
- Grammar video



PEC

Lesson 6

Grammar 2

- Review students' understanding of the grammar rules by completing the Quick Check questions in the PPT with students.

2. Practise & Apply

- When students are confident about using the grammar rules, have them open their Pupil's Book to p.35. Say *Look! The children are at a party. They're calling Mum and telling her about the food at the party.*
- Go through 1 as an example with students. Guide them to look at the picture of the fried mushrooms to finish what the children say. Ask *Why do we say 'There are'? Is the word 'mushrooms' countable or uncountable? (Countable.)* If needed, go through the other dishes with the class and have them say whether the food or drink is countable or uncountable.
★ Support less able students by having them decide which determiner to use, i.e. *some, a lot of or any.*
- Then have students work in pairs to complete the rest of the activity, taking turns to role-play the children.
- At the end, you may choose to invite different students to do the role-play in front of the class.

3. Extension activity

- Next, say *Now, it's your turn to write about food! Write about the food in your lunch box today.*
- Go through the example on p.35. Read it aloud and teach any new words, e.g. *lunch box, prawns, ketchup*. Point out that when they write about their lunch box, they can use the structures they have learnt before, e.g. Here, the writer uses *because* to talk about why there is a lot of fried lettuce with pork in his / her lunch box. Remind them they can use the extra words in the **Vocab booster** too.
- Have students write about their lunch box individually. Walk around to offer help if needed.
- When students have finished, put them into pairs. Encourage them to share their food with each other while reading aloud their writing about their lunch box.

Lesson 7

Speaking

Learning objectives / outcomes:

By the end of the lesson, students will be able to:

- use different expressions to talk about food

Lesson procedure:

1. Introduce

- Say *Today, we're going to learn to describe food!*
- Using the **Speaking PPT**, introduce the context as a lead-in to the chapter's speaking activity.
- Say *Look! This is Cathy and John. They're having lunch. What do they think about the food? Let's listen!*
- Play the audio.
- Check students' understanding by asking *What does John / Cathy have for lunch? (Chicken pie / Fish burger.) Does John like his chicken pie? (Yes.) Why? How does it taste? (It's delicious.) Does Cathy like her fish burger? (No.) How does it taste? (It's awful.)*

Teaching Resources:

- Speaking PPT  

Self-Learning Resources:

- Speaking video  

Lesson 7

Speaking

- Draw students' attention to the questions, *How does the ... taste? / How's your ...?* Tell them we can ask these questions to find out what others think about their food.
- Point out that Cathy says *Yuck!* This tells us that she doesn't like her food. However, this isn't a very polite thing to say! John says *Yum!* which is the opposite of *Yuck!*
- Tell students that when the food tastes good, we can say *Yum! / Yummy! and It's delicious! / This is the best ... ever!* When the food doesn't taste good, we can say *Yuck! / Urgh!* and *It's awful / terrible.*
- Play the audio again and have students follow along. Have them practise the conversation together, fixing any problems in pronunciation as necessary.
- Role-play the conversation with the class. Have students role-play Cathy and read aloud her lines as you role-play John. Then reverse roles with students, having them role-play John while you role-play Cathy.
- Say *Now, let's talk in pairs!* Have students work in pairs and practise role-playing the conversation. Display the prompts for them to follow as they talk in pairs. You can invite students to act out their conversations for the class. Encourage them to use different expressions to describe the taste of the dishes.

2. Practise & Apply

- Say *Let's practise the skill now.*
 - Put students into pairs. Have them ask and answer questions about the dishes using different expressions. Display some prompts for students to follow. At the end, invite several pairs to role-play their conversations for the class.
- ★★ You can teach **more able students** more ways to talk about food, e.g. *It's lovely / tasty. It tastes great / bad / too ... / funny! I don't like it.*

Lesson 7

Phonics

Learning objectives / outcomes:

By the end of the lesson, students will be able to:

- say the vowel sound /i:/ (represented by the letters *ea*, *ee*) and sound out the words containing the sounds, e.g. *eat, meat, ice cream, beef, tree, meet*

Lesson procedure:

1. Introduce & Explain

- Display the letters *ea* and *ee*. Say *Today, let's learn the sound for these letters!*
- Ask students if they know what sound the letters *ea* make. Say *The letters 'e-a' make the sound /i:/.*
- Play the phonics video in the **Super eBook** to let students see how the mouth shapes and the letter sounds. Have them repeat the sound after the video.
- Display the phonics words. Point to the words and say *These words have the /i:/ sound. Let's say them.* Play the audio for students to listen to the sound and words, then ask them to repeat.

Teaching Resources:

- Phonics videos
- Phonics songs
- Phonics games



PEC

Self-learning Resources:

- Phonics videos
- Phonics songs
- Phonics games



PEC

Lesson 7

Phonics

- Introduce more words with the /i:/ sound for students to learn, e.g. *sea* and *pea*. Have them write the words down in their books. Alternatively, ask them what other words with the /i:/ sound they know.
- Repeat the steps above to teach the letters *ee*, and the sound they make, /i:/.
- Introduce more words with the /i:/ sound for students to learn, e.g. *see* and *bee*. Have them write the words down in their books. Alternatively, ask them what other words with the /i:/ sound they know.

2. Practise

- Ask *Are you ready to sing a song?* Play the phonics song for /i:/ for students to listen to. The first time you play it, students only need to listen to the lyrics. You can also encourage them to clap along to the beat as they listen. Then play the song again for them to sing along.
- Say *Now let's listen.* Play the first audio for Part A once and have students listen.
- Next, have students open their Pupil's Book to p.36. Say *Let's listen to these pairs of words again. Can you hear the difference? Say these pairs of words.* Use the pictures to teach any new words, e.g. *heat, bean, bin, fit*.
- Then play the other audio for students to complete the activity. Say *Now let's listen again.*
- Ask students to circle the correct words they hear. Check the answers with the class.
- Next, play the audio of the rhyme in Part B at least once. Have students listen and circle the letters *ea* and *ee* in the words. Teach any new words using the picture, e.g. *teashop, wheat*.
- Play the audio again. Have students practise saying the rhyme together, fixing any problems in pronunciation as necessary. If needed, you may ask students to exaggerate the sound in their words, opening their mouth bigger to say the /i:/ sound.

3. Extension activity

- For further practice on the letters *ea* and *ee* and the /i:/ sound, play a game of *Missing sounds*. For more details on how to play the game, you can refer to p.T133 of the *Activity Bank* in this Teacher's Guide.

Lesson 8

RaC - Social Studies

Topic: Social Studies – Say 'No' to food waste

Learning objectives / outcomes:

By the end of the lesson, students will be able to:

- read and understand the information in a text
- name one way to reduce food waste

Lesson procedure:

1. Warm up

- Say *Sometimes, we throw away food. Why we do it? We waste food when we throw it away. Is it good or bad?*
- Explain that sometimes, we throw away food because we can't finish it. But sometimes, we throw away food because it doesn't look good, like a black banana or very ripe strawberries. Point out that they may look ugly but they are still safe to eat!
- Point out some negative effects caused by food waste, e.g. Food waste can pollute the Earth. Some people don't have enough food. If we waste less food, we can help more people. Wasting food means wasting money too!

Teaching Resources:

- RaC PPT
- RaC video

**Self-Learning Resources:**

- RaC video



Lesson 8

RaC - Social Studies

- Say *In this lesson, let's learn about one way we can stop food waste!*
- Display the page using the **RaC PPT**.
- Tell students that this article teaches us how to make strawberry jam. Ask *What ingredients do we need to make strawberry jam? How does it save food waste?*
- Say *Let's read and find out!*

2. Explore

- Read out the text or play the audio, pausing at certain points to ask questions, e.g.
- Ingredients: Explain any words that students may not know, e.g. *overripe*. Tell students that when fruit and vegetables are overripe, they have been left too long. They may be too soft or become a different colour. Overripe strawberries are soft and may be lighter or darker in colour. They also smell very sweet.
- Steps: Go through the steps with students, explaining any words that they may not know, e.g. *mash, melt, increase, stir, boil, mixture, pour, store*. Explain that we add sugar to make the jam sweet. It also helps to stop the strawberries from going bad.
- Tell students they can make many kinds of jam with overripe fruit, such as peaches, cherries, grapes and blueberries. They can even mix blueberries and strawberries to make a berry jam.
- Explain that *to upcycle food waste* means *to turn food waste into something new and useful*. If we upcycle food waste, we can throw away less food.
- Make sure to point out that not all food can be upcycled. For example, when we see mould growing on food or when it smells bad, we should throw it away!
- Tell students more ways to upcycle food waste, e.g. We can make a smoothie drink from overripe bananas. We can also use them to make cake, such as banana cake! We can use orange peel to make gummy candies and potato peel to make crisps. Ask students if they know other ways to upcycle food waste. For example, we can use pomelo peel to make a popular Cantonese dish!

3. RaC questions

- Display the questions on p.37 of the Pupil's Book.
- For Questions 1 & 2, ask students to read Step 2 to find the answers. For Question 2, Options A and D are not correct because according to Step 2, we should boil the mashed strawberries. Option C is not correct because Step 2 asks us to boil over low heat and we should only turn the heat up later in Step 3.

4. HOT question

- Ask *Do your family sometimes throw away food? What kind of food do you usually throw away?* Let students share their ideas, e.g. leftover rice, vegetables and meat, expired snacks, etc. Allow them to use their language.
- Ask *How can we reduce the amount of food we throw away?* Elicit some ideas from students. You can prompt them by asking, e.g. *Can we use leftovers to make something new / share extra food with others / cook less / finish all the food / only buy what we need?*
- At the end, tell students we should all try to reduce food waste. When we waste less food, we can save money. We can also help the Earth and other people too.

Lesson 9

Task

Task: Write a picture story about making food

Teaching Resources:

- Task PPT  
- Graded task sheets 

Lesson 9

Task

Learning objectives / outcomes:

By the end of the lesson, students will be able to:

- write a story with dialogue using correct punctuation marks, e.g. 'Yes, there are some carrots,' Jerry says. Jerry says, 'Yes, there are some carrots.'
- use 5W1H questions to brainstorm ideas for a picture story

Prior knowledge:

write dialogue (2B Ch 2)

Lesson procedure:**1. Introduce & Explain**

- Say *In this chapter, we learnt to talk about food. In this lesson, we'll write a picture story about food.*
- Using the **Task PPT**, display the story in *Reading*. Ask *Do you remember Max and Kelly's story?*
- Point out that a good story has dialogue, i.e. what people say. Display some examples of dialogue from the story *A birthday surprise* in *Reading*. From the dialogue, we can read what the characters say. It makes the story more interesting and helps us understand the characters better.
- Tell students that there are some punctuation rules of writing dialogue. Go through these rules with students:
 - When writing dialogue, we begin and end with quotation marks.
 - We write dialogue like we write full sentences, beginning the first word with a capital letter and using full stops, question marks or exclamation marks depending on what the character says.
 - We use a dialogue tag, e.g. *Jerry says*, to tell the reader who is talking.
 - We don't always end a sentence with a full stop. When the dialogue tag goes behind the dialogue, we use a comma instead of a full stop to end the dialogue.
 - Whether the dialogue ends with a full stop, comma or a question mark, the punctuation mark always appears at the end of the sentence inside the quotation marks.

2. Practise

- Show the sentences in Step 2. Say *Let's practise using the correct punctuation marks!*
- Guide students to finish one or two examples and have them complete the other sentences on their own or in pairs, if needed.
- Go through the answers with students.
- Say *Now let's write a picture story!*
- Display the pictures in the story. Guide students to look at the pictures one by one, asking them to say what they see, e.g. In Picture 1, Lily and Jerry are looking at a picture of a Korean rice bowl. Lily is thinking about Mum at work. In Picture 2, the children are looking for ingredients in the kitchen. In Picture 3, the children are cooking. Jerry is thinking about a bowl of rice.
- Draw students' attention to Picture 4. Tell students that this picture has a question mark because students need to write their own ending to the story.
- Then display the table from p.39. Remind students that before they write a story, they should organise their ideas first and they can do so using the table. Go through the table with students, making sure they understand the questions. Point out that it is useful to use 5W1H questions to brainstorm ideas, i.e. questions starting with what, when, where, who, why and how. You can brainstorm some ideas with the class and have students write the ideas in their books.

3. Extension activity

- For this activity, give out a **Task sheet** for each student. Students can use the ideas in the table on p.39 to write the story. Display some helpful words and phrases for students to use in their story. Remind them to add some dialogue in the story.
★★ Encourage **more able students** to use their own ideas.
- After students have written a draft, encourage them to check and revise their own writing. Display the writing checklist for students to follow. Students should check to make sure they have used the correct punctuation marks and spelling in their writing.
- At the end, you can have students swap their story with one another in small groups. They can read one another's writing and choose the best story in their group.
- Then, encourage students to practise acting out the story in their groups. They can add as many actions as they like but encourage them to add at least a few actions. Go through some story-telling techniques with students, such as changing their voice to imitate different characters. Instead of focusing on the language in the story, you can encourage them to focus on having fun and being creative in their acting. This can foster more confidence and enjoyment. At the end, invite groups to present the story in front of the class.

Sample writing for Chapter 4 Task

One Friday afternoon, Lily and Jerry are at home. 'It's Mum's birthday today. Let's help her make dinner. We can make Korean rice bowls,' Lily says.

The children look for the ingredients. 'Is there any beef?' asks Lily. 'Yes, there's some beef,' says Jerry. 'Are there any vegetables?' asks Lily. 'Yes, there are a lot of vegetables,' says Jerry. 'Are there any carrots and mushrooms?' 'Yes, there are some carrots and some mushrooms,' says Jerry.

Lily starts to cook. Suddenly, Jerry says, 'Oh no! There isn't any rice. What can we do?' 'I know!' Lily says, 'Let's call Dad. He can buy it after work.'

Dad comes home an hour later. 'Here's some rice!' he says. 'Now we can make Korean rice bowls for Mum's birthday,' Lily says.