

Worksheet 1: Food**Using the worksheet**

- This worksheet practises food vocabulary: *mangos, watermelons, lemons, grapes, potatoes, beans, eggs, bread, fish* and revises *apples, bananas, peas, carrots, sausages, pizza*. It also raises awareness of vowels and consonants.
- Students can work individually or in pairs. They use the picture to complete the words.
- Students look at the picture again and write down the other food they can see.
- Students work in pairs. Student A describes one of the foods, e.g. *It's a fruit. It's big and green*. Student B names the food, e.g. *watermelon*. Students swap.

KEY: Activity 1: 2 bread, 3 fish, 4 mangos, 5 watermelons, 6 lemons, 7 grapes, 8 beans, 9 potatoes; Activity 2: (no set order) 2 sausages, 3 apples, 4 bananas, 5 pizza, 6 carrots

Optional follow-up activity: Ask students to draw a two by three bingo grid and draw six of the food words on it. Slowly say the food words, e.g. *peas, mangos, potatoes, eggs ...*. Write the words down as you say them. When students hear a word from their grid, they cross it out. The first one to have six crosses says *Bingo!*

Worksheet 2: Would you like a/an/ some ... ?**Using the worksheet**

- This worksheet practises *Would you like ... ?* and *a, an* and *some*.
- Students complete the questions.
- Ask students to choose an answer to each question and draw the missing mouths. Then they write the answers *Yes, please* or *No, thank you*.
- Students practise the dialogues in pairs.

KEY: 2 a banana, 3 like some cheese, 4 you/some grapes, 5 Would/like an apple?, 6 Would you/some bread? Students choose and write the answer for each question.

Optional follow-up activity: Ask a question, e.g. *Would you like an egg?* Then add another food, e.g. *Would you like an egg and some bread?* Ask a volunteer to repeat and add another food word, e.g. *Would you like an egg, some bread and some sausages?* See how many items students can remember in one list. Students can then play in groups.

Worksheet 3: Is/Are there any ... ?**Using the worksheet**

- This worksheet practises *Is/Are there* questions and answers with *any*. It also raises awareness of punctuation.
- Students work in pairs. They cut out a set of word cards per pair, shuffle them and lay them face up on the desk. Students then take it in turns to place a card on the desk. Student A starts a question by choosing *Is* or *Are*. Student B continues by choosing *there*. Student A chooses *any*, and so on. When a question and answer are complete, Student B chooses the first card of a new turn. Students see how many questions and answers they can make.

KEY: (Possible questions and answers: Is there any fish? Yes, there is. Are there any beans? No, there aren't.)

Optional follow-up activity: Students work in pairs. Student A makes a question or answer from the cards without showing Student B. Student A writes the sentence down and then mixes up the cards and passes them to Student B, who has to put them together in the right order. Student A checks against the question/answer he/she wrote.

Worksheet 4: Make a fruit salad.**Using the worksheet**

- This worksheet gives students the opportunity to make a healthy snack.
- Before the class, tell students that they are going to make a fruit salad and ask them to bring in a piece of fruit. Find aprons, cutting boards, peelers, blunt knives, one sharp knife and some large plastic bowls and take them to the class. Also take some extra fruit and a carton of orange juice. (If this equipment is not available, bring fruit yourself and demonstrate in class. Then ask students to do the practical activity at home with a parent.)
- In class, students work in groups. Ask them to write the list of fruit that they have got. Help with new vocabulary and spelling. Students use the pictures to help them decide what to do with the fruit and complete the chart.
- Ask students to roll up their sleeves, wash their hands, put on their apron and collect their equipment.
- Students then wash, peel and cut the fruit (carefully with the blunt knives). Help students as necessary with your sharp knife. Students put the fruit in a bowl and add some orange juice.

Optional follow-up activity: Groups take it in turns to show their fruit salad and list the ingredients. If you have sufficient bowls and spoons, students can then share their food.