



Let's cook!

Vocabulary 1

Using the worksheet

- This worksheet provides practice of the food and eating words: *cheese, pasta, salad, sandwich, soup, vegetables, bottle, bowl, cup, glass, plate.*
- Learners read the definitions and then use the letters in the bowls to write the words.

Key: 2 bowl 3 cheese 4 cup 5 glass
6 pasta 7 plate 8 salad 9 sandwich
10 soup 11 vegetables

Optional follow-up activity (extension):

Play a spelling dictation game to revise the food words from Level 1: *banana, bread, burger, cake, chicken, chocolate, lemonade, mango, salad, water, apple, beans, fruit, grapes, juice, meatballs, orange, sausages.* Revise the words, using picture and word cards. Choose one of the food words and call out the letters out of order. Learners work in teams to write down the letters and make a food word. One learner from the team runs to the board and writes the word to score a point.

Grammar 1

Using the worksheet

- This worksheet provides practice of talking about the past using some common irregular verbs in the past simple: *ate, drank, got, had, made, put, saw, went.*
- Learners work on their own to read the story and write the missing verbs in the past in the puzzle.

Key: 10 →: put 6 →: went 2 ↓: got 7 →: went
9 →: saw 6 ↓: was 7 ↓: went 8 →: ate
1 ↓: had 4 →: didn't eat 5 ↓: drank

Optional follow-up activity (reinforcement):

Retell the story as a class, starting with one learner and then asking the next learner to repeat the first sentence and to add the next one, and so on.

Vocabulary 2

Using the worksheet

- This worksheet provides practice of the core verbs for actions in the kitchen: *boil, carry, cook, cry, cut, drop, fry, help, start, stop and wash.*
- Learners look at the pictures and draw lines to match two word parts to each picture. They then write the full words next to the pictures on the right.

Key: 2 carry 3 cook 4 cry 5 cut
6 drop 7 fry 8 help 9 start 10 stop
11 wash
a carry b cry c cook d drop e wash
f help h fry i start j stop k cut

Optional follow-up activity (extension):

Give each learner a verb phrase, e.g. *frying an egg, washing a plate, starting to eat.* Each learner mimes their action in turn and the rest of the class say what they are doing.

Grammar 2

Using the worksheet

- This worksheet provides practice of talking about past actions using the past simple of regular verbs.
- For Activity 1, learners work on their own to read the questions and write true answers about yesterday.
- For Activity 2, learners use the survey questions to write sentences about themselves in the affirmative or negative, as in the example.

Optional follow-up activity (reinforcement):

Learners work in groups of six. Give each learner a past question from the worksheet. They have to memorise the question. Learners ask each person in their group and remember the answers. Then they report back to their class, e.g. *Maria and Pablo helped their dads in the kitchen.*

Skills 1: Listening

Using the worksheet

- This activity requires learners to listen to a dialogue for specific information to complete notes about a meal.
- For Activity 1, read the notes with the whole class and check that they understand what they need to write in each gap, e.g. a day, a name.
- Play the dialogue the whole way through. Ask learners to listen, but not to write. Play it again and let learners write as much as they can. Then play it again, pausing after each answer and checking with the whole class.
- For Activity 2, learners listen again and write numbers to put the questions in the order they hear them.

Key: 1 2 Green Bean 3 parents
4 mum's 5 pasta 6 tomato 7 yes
2 2 Where did you go? 3 Who did you go with?
4 Was the food good? 5 What did you eat?

Tracks 9 and 10

Man: What did you do at the weekend, Sam?
 Sam: Well, the weather was terrible on Saturday, so I played inside. I made a toy car and I watched some DVDs.
 Man: Did you go outside?
 Sam: No, I didn't. I didn't go for a walk or to the park. But in the evening we went out for dinner.
 Man: On Sunday evening?
 Sam: No, on Saturday evening.
 Man: That's nice. Where did you go?
 Sam: We went to a new restaurant near my house: The Green Bean.
 Man: The Green Bean! That's a funny name! How do you spell that?
 Sam: G-R-E-E-N B-E-A-N. It's a vegetarian restaurant.
 Man: Ah. Who did you go with?
 Sam: With my parents. It was my mum's birthday.
 Man: Was the food good?
 Sam: Yes, it was great.
 Man: What did you eat?
 Sam: Pasta with tomato sauce. It's my favourite! And they made a great chocolate cake for my mum. She was very happy.

Skills 2: Speaking

Using the worksheet

- In this activity learners work in pairs to ask about and draw food and eating items. Then they choose an item in each row that is different and say why.
- For Activity 1, learners work in pairs to ask and answer questions and to draw the missing items in their grids. They should each ask a question and then draw the items at the same time to save time.
- Learners show each other their grids to check their answers. Check pronunciation.
- For Activity 2, learners work in pairs to say which item is different in each row and why.
- Do the first one with the whole class as an example. Elicit the following response: *Soup is different. An orange, an apple and grapes are fruit. Soup isn't a fruit.*

Optional follow-up activity (extension):

Learners draw a row of four pictures – one picture different from the other three. They show their rows to other learners and ask *Which one is different? Why?*

mission Stage 1:

Learners will complete a template with their recipe.

- In groups, learners write a recipe. They complete the template with their ingredients and then with each step of instructions. They draw each ingredient and each stage in the boxes.

Culture

Using the worksheet

- Before Activity 1, ask a few learners what they have for breakfast. They can say words in their L1 if necessary.
- For Activity 1, learners look at the food in the photos. They talk about what they can see. Then they listen and point to the items as they hear them. Check that they understand the new items.

Track 11

- 1 English boy: This is my favourite breakfast: bacon, sausage, beans, egg, toast and tomatoes.
 - 2 Spanish girl: This is my favourite breakfast: toast with olive oil and tomato.
 - 3 American boy: This is my favourite breakfast: pancakes with berries and syrup.
- Learners read the words in the word box and write the number of the photo(s) they are in.
 - For Activity 2, ask learners if they have ever eaten the breakfast in the photos.
 - Learners read the texts quickly and check their ideas. They write the countries under the photos.
 - Read the texts with the class and explain or check the meaning of the following words and phrases: *lots, stay (with), healthy, on top, ham.*

Key: 1 beans 1 berries 3 egg 1 olive oil 2
 pancakes 3 sausage 1 syrup 3 toast 1, 2
 tomato 1, 2
 2 1 England (the UK) 2 Spain 3 America (the USA)

Optional follow-up activity (extension):

Learners write about breakfast in their country. Provide questions for them to answer:

What did you have for breakfast yesterday?

What's your favourite breakfast?

What's a typical breakfast in your country?

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★ 7 Vocabulary 1

Read and write the words.



You can put water in this.

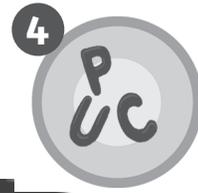
bottle



You eat soup in this.



You make this with milk.



You drink hot chocolate in this.



You drink water or juice in this.



It's a food from Italy.



You eat food on this.



This food is cold and is often green.



Two bits of bread with meat or cheese.



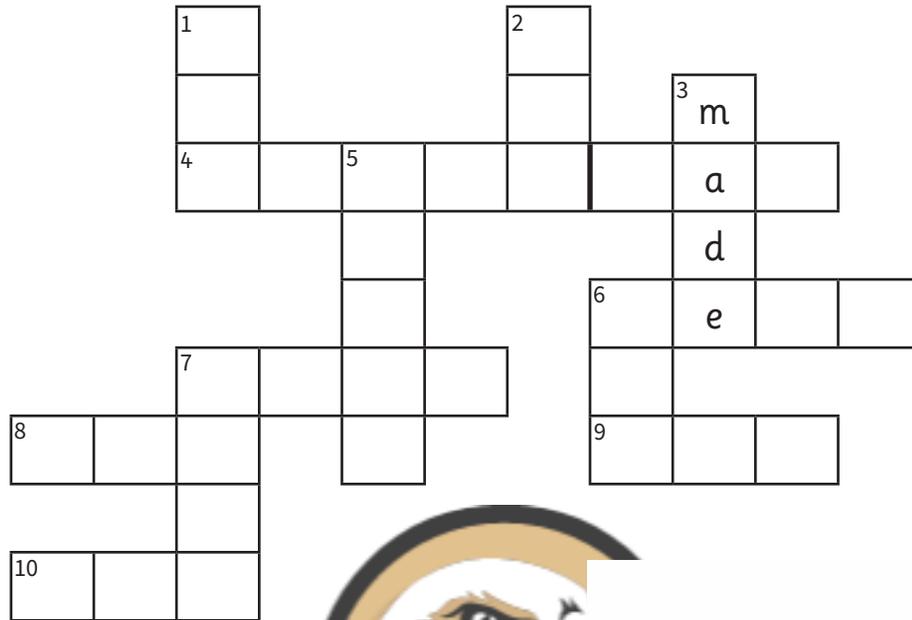
This food is hot and easy to eat.



Beans and potatoes are kinds of these.

7 Grammar 1

Read the story and do the puzzle.



Yesterday was my birthday.

My mum **3 ↓** a big chocolate cake.

She **10 →** it on the kitchen table.

She **6 →** into the living room.

I **2 ↓** dressed in my clown costume for the party.

I **7 →** downstairs.

I **9 →** the dog near the kitchen door.

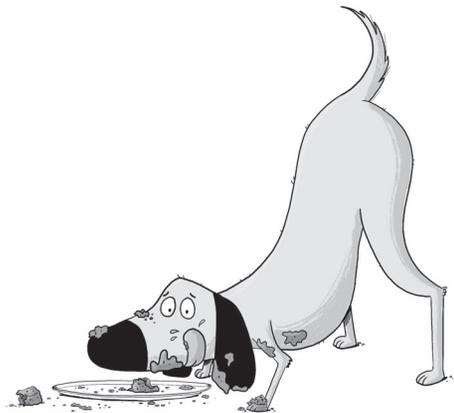
There **6 ↓** chocolate near his mouth.

I **7 ↓** into the kitchen.

Oh, no! The dog **8 →** the cake.

At my party we **1 ↓** sandwiches, but we **4 →** cake.

We **5 ↓** lemonade.



7 Grammar 2

1 Read and write your answers.

Yes, I did. No, I didn't.

YESTERDAY

1 Did you help your dad in the kitchen? _____



2 Did you wash your hands before lunch? _____



3 Did you start your English homework? _____



4 Did you skate in the park? _____



5 Did you watch a funny film? _____



6 Did you walk to school? _____



2 Write about yesterday.

I helped my dad in the kitchen. OR I didn't help my dad in the kitchen.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

7 Skills 1: Listening

1 Listen and write.



The birthday dinner

When? 1) Saturday evening
Name of restaurant: The 2) _____
Who with? 3) _____
Why? 4) _____ birthday
What did Sam eat? 5) _____ with 6) _____ sauce
Was it good? 7) _____

2 Listen again and number.

Where did you go?

What did you do at the weekend?

1

What did you eat?

Who did you go with?

Was the food good?

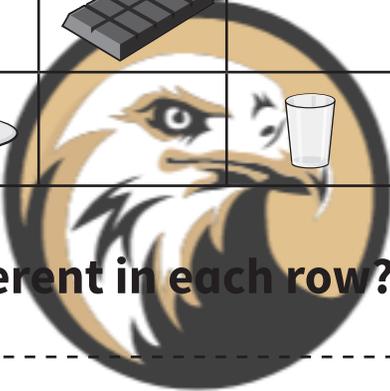
7 Skills 2: Speaking

A

1 Work with a partner. Ask and draw.

B What's the picture in 1B?

A It's an apple.

	A	B	C	D
1				
2				
3				
4				

2 Which one is different in each row? Why?

B

1 Work with a partner. Ask and draw.

A What's the picture in 1A?

B It's an orange.

	A	B	C	D
1				
2				
3				
4				

2 Which one is different in each row? Why?

7 mission Stage 2

Write a recipe.

HOW WE MADE

Ingredients:

Step-by-step instructions:

1. _____

2. _____

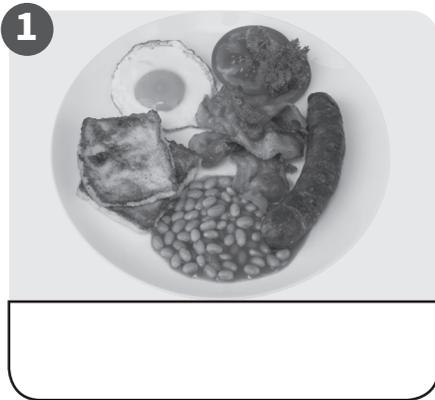
3. _____

4. _____

7 Culture

Let's have breakfast!

1  **Look, listen and point. Then read and write numbers.**





bacon 1 beans berries egg
 olive oil pancakes sausage syrup
 toast tomato

2 **Where do people eat this for breakfast? Read and write the countries in Activity 1.**

Yesterday morning I helped my dad make breakfast. I made pancakes and he fried them. We made lots because we love them. On top of the pancakes we put syrup and berries. My brother likes bacon with pancakes, but I don't. Pancakes are a typical American breakfast.

When I stay with my grandparents, we sometimes have a traditional English breakfast. My grandad and I love it, but it isn't very healthy. I help to make it. We fry bacon, egg and sausages and we have beans and toast too. Mmm! When I have this for breakfast, I can't eat lunch!

My mum is from Spain. When we stay with my grandparents on holiday, we always have the same breakfast. I love it. We have toast with olive oil and tomato on top. Sometimes I have cheese or ham too. My friends in England think it's funny, but I love it.