

2

The picnic

Worksheet 1: Tongue twisters

Using the worksheet

- This worksheet practises food vocabulary: *apple juice, cheese, lemonade, salad, roll, soup, vegetables, water* and teaches tongue twisters.
- Students write the words under the pictures and shade them in pencil in the word search.
- Students copy the remaining letters in the word search to find two tongue twisters.
- Get students to say the tongue twisters faster and faster.

KEY: Activity 1: **2** roll, **3** vegetables, **4** salad, **5** apple juice, **6** water, **7** cheese, **8** lemonade

c	u	s	o	u	p	p	c	a	v
k	e	c	o	c	h	e	e	s	e
w	o	k	s	i	n	c	u	p	g
a	p	p	l	e	j	u	i	c	e
t	c	a	k	e	c	o	o	k	t
e	s	r	c	a	p	s	s	c	a
r	o	o	o	k	c	u	a	p	b
c	a	l	k	e	s	b	l	r	l
e	a	l	e	m	o	n	a	d	e
d	n	b	u	t	t	e	d	r	s

Activity 2: The remaining letters read: **1** cupcake cooks in cupcake cooks' caps cook cupcakes; **2** bread 'n' butter (sometimes *and* is written as 'n' in informal writing)

Optional follow-up activity: Write *waterrollemonade* on the board. Show how it divides into three words. Groups of students make word snakes like this with food vocabulary. They then swap with another group and circle all the words they find.

Worksheet 2: What's in your basket?

Using the worksheet

- This worksheet practises asking and answering questions using *some* and *any*.
- Students look at the picnic baskets, then read the texts to work out who is speaking.
- Students then gap-fill the dialogues and draw the food in the appropriate baskets.

KEY: Activity 1: **1** Clara, **2** Richard; Activity 2: **5** Is, **6** any, **7** is, **8** some, **9** Are, **10** any, **11** aren't, **12** any (students draw apple juice in Daisy's basket); **13** Is, **14** any, **15** isn't, **16** any, **17** Are, **18** any, **19** are, **20** some (students draw oranges in Oliver's basket)

Optional follow-up activity: Play Sentence chains (see Introduction). Say, e.g. *There are some apples in my basket.*

A student repeats this and adds to it, e.g. *There are some apples in my basket and some tomatoes, and so on.* Play continues until a student repeats an item already said, can't go on or forgets an item.

Worksheet 3: Shall we ... ?

Using the worksheet

- This worksheet practises making and responding to suggestions: *Shall we ... ?* and *How about ... ?*
- Students match the pictures on spinner A with the sentences. They complete the questions on spinner B.
- Students glue the spinners onto card, cut them out and push a pencil through the centre of each one (see Introduction).
- Students match the responses on spinner B with the statements represented on spinner A.
- Then Student A spins spinner A and Student B spins spinner B. They look at the picture and the response that the spinners land on and decide whether these are a possible combination. If they are, they act out the dialogue. Student A chooses a final response: *OK, Good idea!* or *I'm not sure.*

KEY: Activity 1: There isn't any bread. 4, I want a drink. 3, I love vegetables. 5, There isn't any apple juice. 6, I don't like chicken. 2; Activity 2: **b** about, **c** some, **d** How about, **e** Shall we, **f** How; Activity 3: Possible combinations are: **2** a, c, e; **3** d, f; **4** a, b, c, e; **5** e; **6** d, f

Optional follow-up activity: Students work in pairs. One student spins spinner A and then both students spin spinner B. When a combination makes sense, that student wins a point.

Worksheet 4: What's in my food?

Using the worksheet

- Using key *Think and learn* vocabulary, this worksheet reinforces the concept of edible parts of plants by getting students to think about how these are used in some familiar foods, drinks and cooked dishes.
- Students look at the pictures on the game board, then draw two additional dishes/foods of their own in the blank squares.
- In pairs they play the game. They take turns to roll a dice and move their button/counter as many times as the dice shows. When they land on a square with a picture in it, they have to say which part of a plant is used in the dish/food/drink shown, e.g. *a smoothie – fruit*. If they land on a snake or ladder they have to go up or down as in the standard game. The winner is the person who gets to the end of the board first.

KEY: **1** seeds, **4** fruit, **6** stems, **7** leaves, **9** fruit, **11** seeds, **12** fruit, **14** fruit, **15** leaves, **16** seeds, **18** seeds, **19** roots, **21** stems, **24** roots

Optional follow-up activity: Students work in pairs. One student says an edible item for their partner to find on the board game. The student looking for the edible item has to find it, then find all the pictures from the same category on the board, e.g. coffee – all the seeds.

2

Worksheet 1

Tongue twisters

Name:

Class:

1 Find the words and write. Look → and down ↓. Then shade them in the word search.

1



s o u p

2



3



4



5



6



7



8



c	u	s	o	u	p	c	a	v
k	e	c	o	c	h	e	e	s
w	o	k	s	i	n	c	u	p
a	p	p	l	e	j	u	i	c
t	c	a	k	e	c	o	o	k
e	s	r	c	a	p	s	s	c
r	o	o	o	k	c	u	a	p
c	a	l	k	e	s	b	l	r
e	a	l	e	m	o	n	a	d
d	n	b	u	t	t	e	d	r



2 Write the letters you didn't use and make tongue twisters. Then say them!

1 _____ , _____

2 _____ ' ' _____

Vocabulary: Food

2

Worksheet 2

What's in your basket?

Name:

Class:

1 Match, then write the names.



John

1 There are some vegetables in my basket, but there isn't any fruit. Who am I?



Clara

2 There's some fruit and there are some vegetables in my basket. Who am I?



Richard

3 There's some fruit in my basket, but there aren't any vegetables. Who am I?
John

2 Write the words and draw the food in the baskets.



(1) Are there (2) any bananas in your basket? Yes, there (3) are (4) some bananas. (5) _____ there (6) _____ apple juice in your basket? Yes, there (7) _____ (8) _____ apple juice. (9) _____ there (10) _____ tomatoes? No, there (11) _____ (12) _____ tomatoes.

(13) _____ there (14) _____ lemonade in your basket? No, there (15) _____ (16) _____ lemonade. (17) _____ there (18) _____ oranges in your basket? Yes, there (19) _____ (20) _____ oranges.



Language focus 1: Questions and answers with *some* and *any*

2

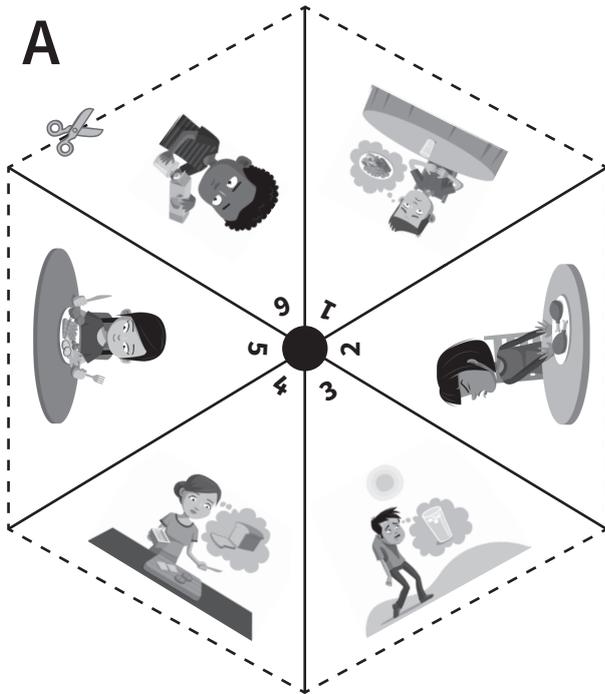
Worksheet 3

Shall we ... ?

Name:

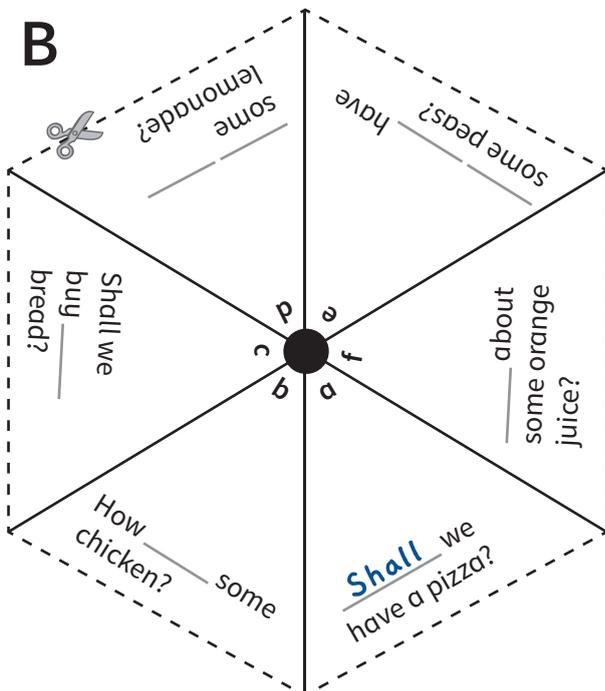
Class:

1 Look and match.



- I'm hungry. 1
- There isn't any bread. _____
- I want a drink. _____
- I love vegetables. _____
- There isn't any apple juice. _____
- I don't like chicken. _____

2 Complete the questions.



3 Match the pictures on spinner A with the questions on spinner B.

- 1 a b c e
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

Language focus 2: Suggestions

2

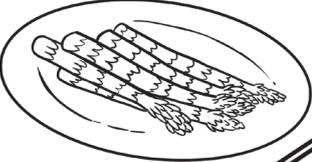
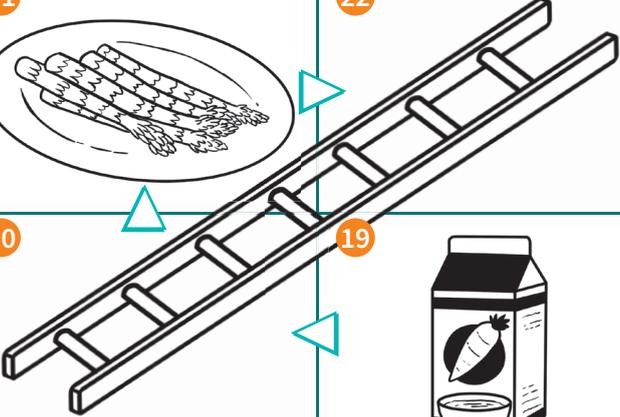
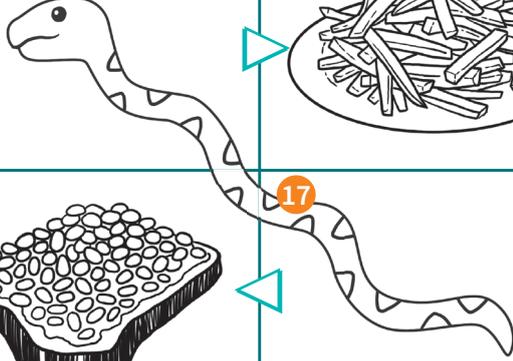
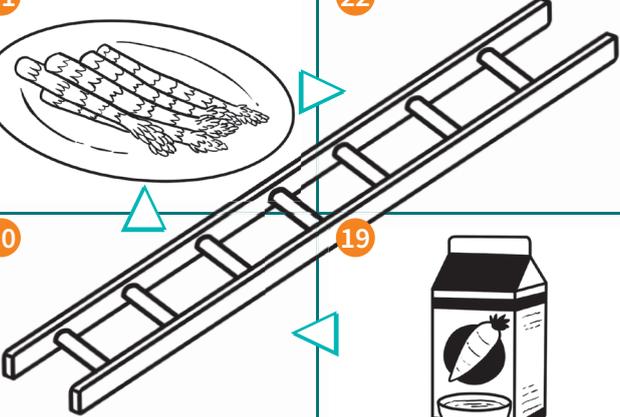
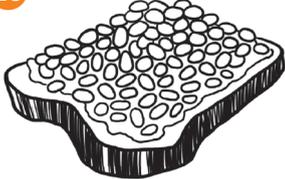
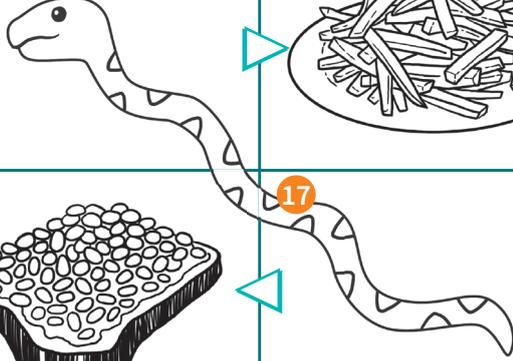
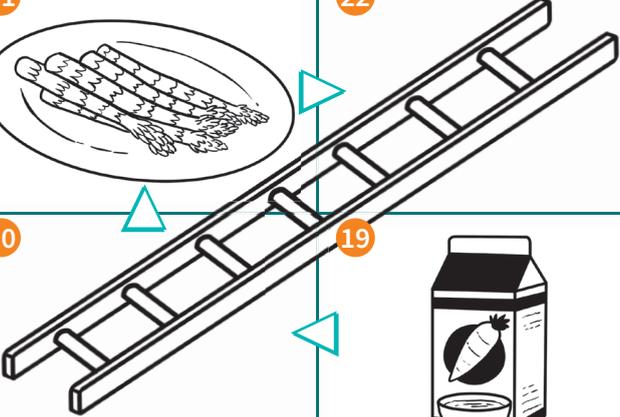
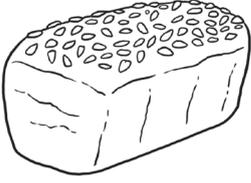
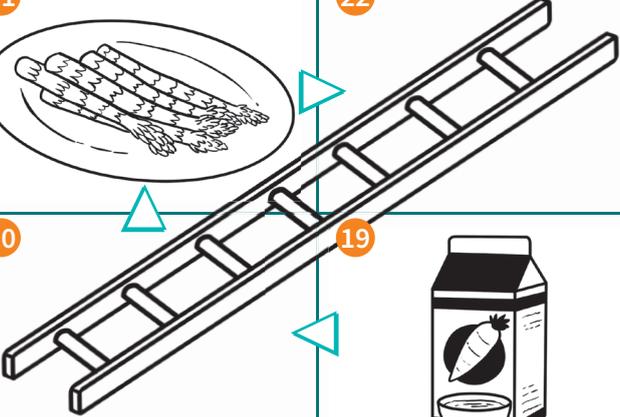
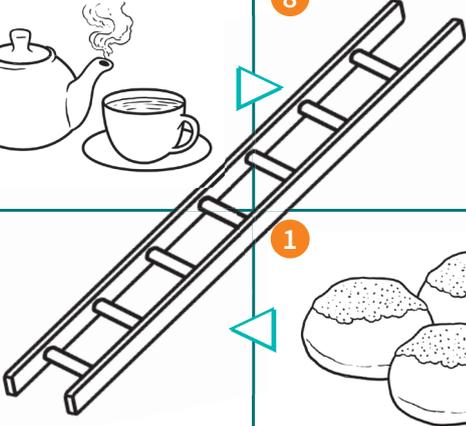
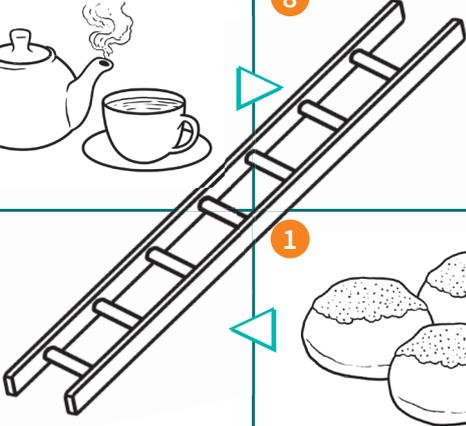
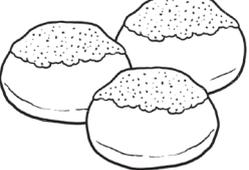
Worksheet 4

What's in my food?

Name:

Class:

1 Look and draw. Then play.

21 	22 	23 	24 	FINISH
20 	19 	18 	17 	
13 	14 	15 	16 	
12 	11 	10 	9 	
5 	6 	7 	8 	
4 	3 	2 	1 	START

Science: Edible plants