



# DO YOU KNOW?

Lesson Plan  
Starter Level

## FOOD

CEFR Pre-A1 Level

YLE Starters

### LESSON OBJECTIVES

#### Vocabulary

- Food: salt, spicy, plant, tongue, vegetables, water, field
- General: space, planes, packets, robot
- Verbs: grow, print, taste
- Adjectives: good, nice, big, small, fast

#### Grammar

- Present simple
- Present continuous

#### Skills

- Reading: for gist, for specific information, vocabulary development
- Writing: basic sentences, describing food, categorizing information about food
- Listening: for specific information
- Speaking: describing pictures, asking and answering questions about food, presenting information

#### Resources

- Do You Know? Food book
- Visit [www.ladybirdeducation.co.uk](http://www.ladybirdeducation.co.uk) for
  - Reading Activities
  - Video Activities
  - Audiobooks
  - Video clips

### LESSON PLAN

**Timing: 40–60 minutes**

**Before reading: 10 minutes**

**During reading: 20 minutes**

**After reading: 10 minutes.**

#### Before reading

- Introduce the subject. Ask pupils what their favorite type of food is.
- Show pupils the cover picture and ask pupils to name the food they can see.
- Show pupils the pictures on pages 4–5 and go over the vocabulary. Ask: *Which pictures show something we can taste?*
- Check/pre-teach the verbs by miming grow, taste, fast, etc.
- Ask pupils if they can think of any words that mean the opposite of big: small, tiny, miniscule, little.
- Hand out the reading activities sheet. Ask pupils to do activities 1a and 1b. First check answers in pairs, then correct answers as a class.



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### During reading

- Read or play the audio recording and ask pupils to follow the text in their books up to page 7. Pause to ask the 'Think' question to check understanding. Ask: *What food do you eat at school?*
- Continue to read or play the audio recording to page 11. Pause to summarize or ask the 'Look' question to break up text and check understanding. Ask: *What color food do you like to eat?*
- Continue to read or play the audio recording to page 15. Pause to summarize or ask the 'Look' question to break up text and check understanding.
- Ask pupils to work in small groups to do activity 2 on the reading worksheet, correcting answers as a class.
- Read or play the audio recording and ask pupils to follow the text in their books up to page 17. Pause to ask the 'Think' question to break up text and check understanding.
- Read or play the audio recording and ask pupils to follow the text in their books up to page 23. Pause to ask the 'Think' question to check understanding. Ask: *Where do you like to eat?*
- Ask pupils to work in small groups to do activity 3 on the reading worksheet, correcting answers as a class.
- Continue to read or play the audio recording to the end of the book. Ask questions to check understanding. For example: *Can you keep food in tins? Where does food grow?*
- Organize the class into pairs. Hand out the video worksheets. Check that pupils understand the tasks. Play the videos, pausing after each one to give pupils time to answer. Check their answers. Show correct pronunciation during feedback.

### After reading

- Ask pupils to do the quiz on pages 30–31 of the book individually. Check their answers.
- Ask pupils to work in pairs to do activities 4 and 5 on the reading worksheet.
- Play a game of food association. Start by naming a food, then go around the class asking each pupil to name a food that the previous food makes them think of.
- Organize pupils into pairs or small groups and ask them to complete one or two of the 'Find out!' tasks on pages 9 and 29. They could create a fact file on the information they learn.
- As homework, ask pupils to create a menu of their choice – it should have a starter, main course and desert – and to describe each dish as much as possible.
- Organize the class into pairs and ask them to complete one of the 'Project' tasks on page 19 or 25. You could choose pupils to present the information they find out to the rest of the class. Set as homework if time is short.

## DIFFERENTIATION

### Extra support

- Mix pupils of different abilities when doing groupwork.
- Encourage pupils to draw and label answers rather than write full sentences.
- For all speaking activities you can show with a pupil or ask two stronger pupils to show the class.

### Extension

Fast finishers can write an explanation or a fact file about one food type.