

LESSON GUIDE

YEAR 5 • UNIT 5 • PAGES 52–53

FOOD AND HEALTH

Vocabulary – School Food Around the World


Vocabulary
 Food categories and school meals


Language
 Expressing likes and dislikes


Skills
 Listening, Speaking and Pronunciation

LESSON FLOW

1 SET INDUCTION & RECALL


- Show pictures of different countries.
- Ask: "What food do you see?"
- Pupils share their ideas.

TIP Activate prior knowledge about food from around the world.

2 PRESENT & PRACTICE


- Present new vocabulary from Exercise 1.
- Repeat and drill pronunciation.
- Pupils read the words together.

TIP Use flashcards or real pictures for better understanding.

3 GUIDED PRACTICE


- Pupils complete Exercises 1, 2 and 3.
- Check answers together.
- Clarify pronunciation of key words.

TIP Monitor and support pupils during independent work.

4 LISTENING & SPEAKING


- Pupils listen to the recording (Exercise 4).
- Check answers.
- In pairs, pupils ask and answer using target phrases (Exercise 5).

TIP Encourage pupils to use full sentences.

5 CLOSURE & EXIT TICKET


- Review key vocabulary and phrases.
- Ask: "What food do you like?"
- Exit ticket: Write one food you like and one you don't like.

TIP Celebrate good participation and effort.

LEARNING OBJECTIVES

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

- identify and name different food from around the world.
- categorise food into groups.
- pronounce words with short /ɪ/ and long /i:/ correctly.
- listen for specific information.
- ask and answer questions about food preferences.

KEY VOCABULARY

	Vegetables	• chips • salad • beans
	Fruit	• apple
	Snacks	• nuts • crisps • sweets
	Drinks	• water • fizzy drinks • juice
	Meat	• chicken

British English: chips (fries) / crisps (potato chips)
yoghurt /'jɒɡət/

LEARNING APPROACH

- Student-Centred Learning
- Inquiry-Based Learning
- Collaborative Learning
- Communicative Approach
- Visual Learning

DIFFERENTIATION STRATEGY

	Support	Provide word cards, sentence starters and extra modelling.
	Core	Complete all activities with teacher guidance.
	Extend	Use target phrases to create longer sentences and mini dialogues.

TEACHER'S QUICK GUIDE

- Pre-teach key vocabulary before Exercise 1.
- Model pronunciation clearly and use choral repetition.
- Use pictures, realia and gestures to support meaning.
- Encourage pupils to speak in full sentences.
- Give positive feedback and praise effort.

MATERIALS NEEDED

- Textbook (Pages 52–53)
- Flashcards / Picture cards
- Audio recording
- Whiteboard & markers
- Worksheet (optional)


REFLECTION

After the lesson, reflect:

- Which activities worked well?
- Which pupils need more support?
- What can I improve for next lesson?

