

Reinforcement worksheet 1

- Tell pupils that it is Mary's birthday and her friends are playing a game. She is blindfolded and she has to guess what her presents are. Pupils read the three dialogues and complete the sentences, using the words in each cake.

Key: 1 sounds, What, bottle 2 like, soft, feels, look 3 Smell, smells, does, tastes

- **Optional follow-up activity:** Pupils practise the dialogues in groups of four.

Reinforcement worksheet 2 **F** towards

- Pupils tick the words that they see in the drawing. They then read the clues and write in the food words.

Key: 1) Words not ticked should be: spoon, sausage, salt, onions 2) 2 salt, 3 spoon, 4 pepper, 5 knife, 6 fork, 7 olives, 8 meal

- **Optional follow-up activity:** Pupils draw, colour and label their favourite meals. You could make a chart showing which meals are most/least popular in the class and stick their pictures around it. You may need to help them with some more food vocabulary.

Extension worksheet 1

- Pupils describe the clouds, using the expression *look(s) like*. Then pupils match the questions and answers. Point out: *feel like / smell like / taste like / sound like*.

Key: 1) (possible answers) 1 boat, 2 like a bottle, 3 This cloud looks like an elephant. 4 This cloud looks like a shoe.
2) 2 What does it taste like? / It tastes like sugar. 3 What does it feel like? It feels like fur. 4 What does it sound like? It sounds like French. 5 What does it smell like? It smells like paint. 6 What does it feel like? It feels like plastic.

- **Optional follow-up activity:** Pupils draw pictures of clouds and show them to their partner. What do they look like? Encourage pupils to use their imagination! If possible, bring in different smelling, tasting and feeling objects. Put them in a bag or blindfold pupils if they are food, for them to describe what they smell, feel, taste, sound like etc.

Extension worksheet 2 **F** towards

- Pupils read the steps for making a sandwich and put them in order. Then pupils write down six steps for making their favourite kind of sandwich. Ask them to cut along the dotted lines and give all of their sentences mixed up to their partner. The partner puts the steps in order.

Key: 4, 6, 2, 5, 3, 1, 7

- **Optional follow-up activity:** Pupils put their sandwich recipes on the wall. They read each other's recipes and choose their favourite one. Suggest that for homework they make one of their friends' favourite sandwiches.

Song worksheet

- Pupils match the words to the pictures and then write the words in the gaps. They listen to the song (Track 1.12) to check their answers.

Key: 1) Clockwise from example: a, f, d, n, c, i, k, g, h, m, b, l, e, j. 2) See Pupil's Book, page 61 (pizza, listen, flour, bowl, wait, throw, hands, hair, cheese, onion, plate, knife, tastes)

- **Optional follow-up activity:** Pupils invent actions to go with the song and perform them while singing.

Topic worksheet

- Pupils read about animal senses and find three ways in which humans' senses are different. Pupils colour the boxes containing things we eat and drink with red, food words green, drinks words blue and the senses yellow. The picture will reveal a red flower on grass with a blue sky and a sun on the top right.

Note: The picture is blurred or unclear because insects can't see shapes of objects as clearly as humans can.

Key: Human senses are different because we touch with our fingers, not our noses, we can't hear very high sounds, we can't smell danger like some animals, our eyes see differently.

Colour code: green (food) – eggs, tomato, salt, cheese, salad, meat, bread; blue (drinks) – water, juice, milk, cola; red (things we eat and drink with) – knife, fork, spoon, bowl, plate, glass; yellow (senses) – touch, taste, hearing

- **Optional follow-up activity:** Pupils discuss what is the most important sense for them and why.