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Pizza rap

CD1

Track 10/11

Language focus

Negation, 3rd person singular present simple

Level

Post-beginners / A1

Time

Lesson 1: 30 minutes

Lesson 2: about 30 minutes

Materials

CD1 – Track 10: audio recording of the rap

CD1 – Track 11: karaoke version of the rap

CD2/CD-ROM part: *Pizza rap* Flashcards

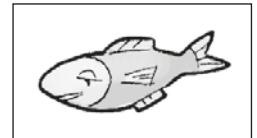
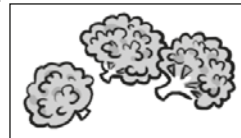
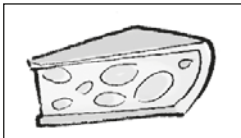
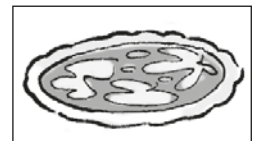
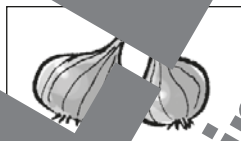
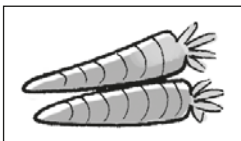
Lesson 1: a copy of Worksheet A per student

Lesson 2: a copy of Worksheet B per student

In class

Lesson 1

1. Introduce or revise the following words using the flashcards provided: *carrots, rice, onion, burger, pizza, cheese, chicken, peppers, broccoli, fish, spinach, peas and beans.*



2. Play the following game. Tell the students that you are thinking of one of the words from step 1. Ask them to guess it. Write the following language on the board:

Is it the peppers? Yes, it is./No, it isn't.

Is it green/etc?

Is it a vegetable?

When they have guessed three words, ask the students to work in pairs.

As an alternative you could write the first letter of a word on the board. The students try to guess it.

Hand out Worksheet A. Play the rap to the students. Tell them to tick the correct picture. Play the rap again and ask them to check.

4. Play the rap again and ask the students to join in.

Answer carrots, rice, onions, peas, burgers, chicken, peppers, fish, broccoli, spinach, beans

Lesson 2

1. Hand out Worksheet B. Tell your students to find the face on the left and to give it a name.
2. Tell your students that they should decide what the person eats and what they don't eat. They decide by ticking either the happy or the sad face under each food.
3. Write *Her/His name is ... She/He doesn't eat ... She/He eats* on the board. Ask your students to work in pairs. First A writes the name of their person and says what he/she eats/doesn't eat, while B writes the name under the face on the right and ticks either the happy or sad face for each food choice. Then B talks about his/her person, and A writes the name below the face and ticks the sad or happy face for each food item.
4. Finally, they compare their pictures. A and B finish the faces on the right-hand side.

Extensions

The students write down what their person eats/doesn't eat.

Use the karaoke version suggested on pp. 7-8.

Pizza rap

(Hello everyone! I'm Helen, my favourite food is pizza. (Oh Helen, you're such a fussy eater!)

Hungry, I say hello to you.

"Hello, she doesn't like peppers,

She doesn't like fish,

She doesn't like broccoli:

"That's not what I wish."

She doesn't like carrots –

She doesn't like spinach –

"No, that isn't good."

She doesn't like beans –

"Just my favourite food –

Just my favourite food –

Just my favourite food –

Just my favourite food –

Just my favourite food –

Just my favourite food –

Just my favourite food –

Just my favourite food –

Just my favourite food –

Just my favourite food –

Just my favourite food –

Just my favourite food –

Just my favourite food –

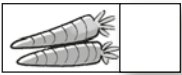

Just my favourite food –



Pizza rap | Worksheet A

Tick ✓ the correct picture.

Hungry Helen

She doesn't eat  /  ,

She doesn't eat  /  ,

She doesn't like  /  ,

"  /  aren't nice!"

She doesn't eat  /  ,

"No, they aren't good!"

She doesn't eat  /  -

"Just my favourite food -

And that's pizza with cheese She doesn't like  /  ,

Pizza with cheese She doesn't like  /  ,

Pizza with cheese She doesn't like  /  :

Can I have one, please? "That's not what I wish."

Pizza with cheese She doesn't like  /  -

Pizza with cheese "No, that isn't good!"

Pizza with cheese She doesn't like  /  -

Can I have one, please? "Just my favourite food -

And that's pizza with cheese

Pizza with cheese

Pizza with cheese

Can I have one, please?

Pizza with cheese

Pizza with cheese

Pizza with cheese

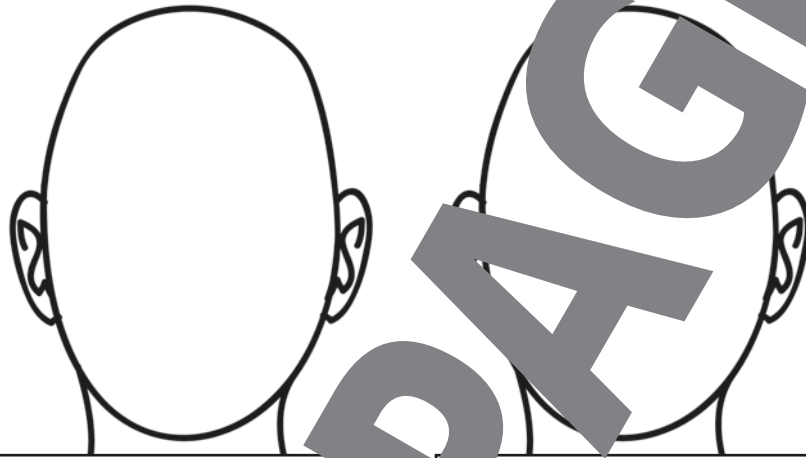
Can I have one, please?"







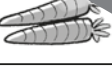





SAMPLE PAGE

Pizza rap | Worksheet B

Draw the face and fill in the boxes with what the person *does* or *doesn't* eat. Then tell your partner.



	Person 1		Person 2	
	😊	☹️	😊	☹️
				
				
				
				
				
				
				
				
				
				
				

14 The going to song

CD1

Track 20

Language focus The *going to* form to express future time

Level Post-beginners / A1

Time Lesson 1: 20 minutes
Lesson 2: about 30 minutes

Materials CD1 – Track 20: audio recording of the song
CD2/CD-ROM part: *The going to song* Flashcards
Lesson 1: a copy of the lyrics for each student, a copy of Worksheet A per student
Lesson 2: a copy of Worksheet B per two students

In class

Lesson 1

1. Teach or revise the following phrases using the flashcards provided: *climb trees, play football, ride a bicycle, swim, play tennis, skateboard, read a book, meet friends, buy something, shop with a trolley (super-skates), build a sandcastle, watch TV.*



2. Show the phrases with the help of the flashcards. The students say the words.
3. Hand out a copy of Worksheet A to each student. Play the song twice and ask the students to listen carefully. Ask them to tick the pictures of the actions which they can hear in the song.
4. Then ask the students to say the numbers of the pictures they have ticked.
5. Hand out a copy of the lyrics. Ask them to read the lyrics. Then play the song and the students sing along.

Answers

- Items ticked should be the following:
- | | |
|----------------------|-------------------|
| 2. buy roller-skates | 9. watch TV |
| 3. ride a pony | 10. meet friends |
| 6. swim in the sea | 11. play football |
| 7. skate | 12. read |

Lesson 2

- Stand in front of the class and hold up a copy of worksheet B. Point at a boy and then a girl, saying, e.g.:

At the weekend Simon is going to play football.

At the weekend Lucy is going to go shopping.

- Write the two sentences on the board.
- Tell your students to work in pairs and hand out worksheet B to each pair.
- Write on the board the sentence:

What is ... going to do at the weekend?

Then explain the game to your students. The students look at the worksheet for a minute. Then A takes the worksheet so B cannot see it and asks the question:

What is ... going to do at the weekend? B tries to remember and say what the person is going to do. If B is right, she/he gets one point. Then B takes the

worksheet and asks the question. Tell the students to take notes of the points each player achieves.

- When each partner has asked five questions they check who got the most points.

Extension

The students work in groups of four, and one asks what the others are going to do at the weekend. Then the interviewer reports back to the class.

The going to song

I'm going to play football in the summer,
You're going to watch some TV,
You're going to ride on a pony,
You're going to swim in the sea.

*What am I going to do
In the summer, without you?
But what am I going to do
In the summer, without you?*

You're going to Rome in the summer,
You're going to stay in Madrid,
You're going to San Francisco,
You're going to do that – that's it!

Chorus

I'm going to read lots of books,
I'm going to have lots of fun,
I'm going to meet with my friends,
In the summer, in the sun!

I'm going to buy roller-skates,
We're going to skate in the sun.
I'm going to meet all my mates,
We're going to have so much fun.

And that's what I'm going to do
In the summer, without you.
And that's what I'm going to do
In the summer, without you.

(repeat last stanza)

The going to song | Worksheet A

Listen, look and tick ✓.

1



2



3



4



5



6



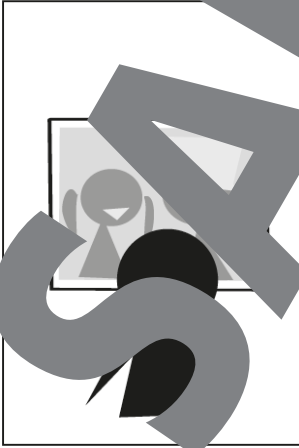
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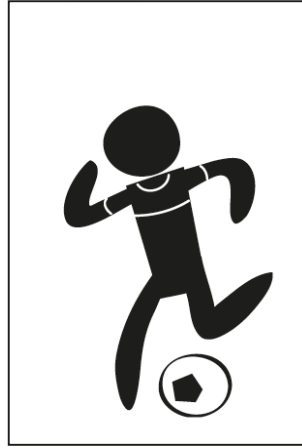
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10



11



12



The going to song | Worksheet B

Remember what they are going to do.

