## 4 <br> Food with friends

## 1 Watch the video. Draw your picnic food.



## Unit 4 learning outcomes

In Unit 4, students learn to:

- talk about food
- understand, ask, and talk about likes/dislikes
- make and respond to offers
- make predictions and eliminate incorrect answers
- read about a balanced diet
- share

Materials video, real picnic food (apples, bread, juice, and chocolate) and blanket (optional), Food 1 and 2 flashcards, paper plates, markers or pencils, digital Mission poster

## Self-assessment

SA Say Open your Student's Books to page 44. Say Look at the picture. Indicate items on the page, and ask questions using the language from the unit, e.g., What is it? What is he/she doing? What color is this? Use selfassessment (see Introduction). Say OK. Let's learn.

## Warm-up

- If possible, bring into class a blanket and some food (or use flashcards). Make a picnic on the floor. As you put down items, model each word: Picnic, apples, bread, juice, chocolate. The students repeat each word after you. Point to items and the students say the words. Do this several times, adding claps for word stress, e.g., picnic-clap on pic, apple-clap on ap.
- Put out an empty paper plate. Say I like chocolate. Mmm. Show students some chocolate. Mime enjoyment. Draw a picture of chocolate on the plate.


## Student's Book, page 44

## 1 Datch the video. Draw your picnic food.

- Say In this unit we're talking about food. Say Let's watch the video. To introduce the topic of the unit, play the video.
- Say Look at page 44. Point to the empty plate (or give out real paper plates). Students draw pictures of their favorite food on the plate. Monitor. Tell each student the name of the food they have drawn.
Fast finishers Students can draw a second item and write the words.

HLESLOLL Organize a picnic

- Show the digital Mission poster. Say Point to the picnic.
- Say Let's have a picnic. Say Point to number 1. Say First we need food. Rub your stomach as if hungry and students copy. Say Number 1 and gesture for them to rub their stomachs.
- Say Point to number 2. Show them the shop picture. Say We need to buy food. Mime choosing things in a shop and putting them in your basket. Students copy. Say Number 2 and gesture for them to mime. Say One and rub your stomach; say Two and mime shopping. Repeat.
- Say Point to number 3. Show them the picture of the recipe. Say We make the food. Mime reading the recipe and cooking (e.g., mixing). Students copy. Say Three and repeat. Go through mimes $1-3$, calling out the numbers for students to mime.
- Say Point to number 4. Show them the arrow leading back to the picnic picture. Say with excitement Let's have a picnic! Encourage them to jump and smile. Say Four and students jump again. Repeat the whole sequence, getting the students to mime as you call out the numbers. Say This is our Mission.


## Workbook, page 44

## My unit goals

- Go through the unit goals with the students. You can read these or if you prefer you can put them onto the board or a poster.
- You can go back to these unit goals at the end of each Mission stage during the unit and review them.
- Say This is our Mission page.


## Ending the lesson

- Put the numbers 1 to 5 on the board. Put a picture of a picnic under one, and the following flashcards under the others: juice, apple, bread, and chocolate. Call out the words and encourage students to give you the correct number, e.g., Apples. (Three) Repeat a few times.
Stronger students Choose these students to call out the words. Other students answer.
Extra support Choose less confident students to call out the numbers and the rest of the class answers.


## CAMBRIDGE

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Stephanie Dimond-Bayir, With Caroline Nixon , Michael Tomlinson
Excerpt
More Information

## Vocabulary 1

Learning outcomes By the end of the lesson, students will be able to recognize and use food words.
New language banana, bread, hamburger, cake, chicken, chocolate, lemonade, mango, salad, water
Recycled language colors, names, numbers
Materials Food 1 flashcards, audio

## Warm-up

- Hold up each Food 1 flashcard and say the words. Students repeat. Display the flashcards in turn. Students say the words. Say Remember the words! Turn the flashcards over. Point to the back of each flashcard. Students chant the word. Reveal the picture.


## Presentation

- Hold up a flashcard of a countable noun, e.g., banana. Ask What is it? (It's a banana.) Ask How many? Students say the number. Say, e.g., Two bananas. Students repeat. Repeat with all countable nouns (hamburger, mango).
- Hold up a flashcard of an uncountable noun, e.g., water. Ask What's this? (It's water.) Repeat with other uncountable nouns (bread, cake, chicken, chocolate, lemonade).
- Place Food 1 flashcards around the room. Say, e.g., Bread. Students go to the flashcard.


## Student's Book, page 45

## 1 . $\underset{2.02 \text { 2.03 }}{\text { 2 }}$ Listen and point. Then listen and number.

- Say Open your Student's Books to page 45. Look at the picture.
- Indicate the caption and read it. Say It's a picnic.
- Ask Where's the (banana)? Repeat.
- Ask Where's the tractor? Can you find it? Students find the picture and point (on the blanket).
- Play Track 2.02. Students point to the food items in the picture.
CD2 Tracks 02 and 03
This afternoon the Friendly family is having lunch in the yard.
(1) Mrs. Friendly: I have three hamburgers. Jim! Do you have your hamburger?
(2) Jim: Yes, thanks, Mom. And I have the mango.
(3) Mrs. Friendly: I have some chicken here too.
(4) Mrs. Friendly: OK. Where's the bread?
(5) Jenny: It's on the table. It's next to the lemonade.
(6) Jenny: We have some water too.
(7) Mr. Friendly: I have the cake.
(8) Mr. Friendly: Who has the bananas?

Jenny: I have them.
(9) Mrs. Friendly: OK, put them on the floor next to the salad, please, Jenny.
Jenny: Yes, of course.
(10) Jim: Who has the chocolate?

Mrs. Friendly: It's on the ... Oh, no! Gracie has it! She has the chocolate in her mouth.
All: Oh, Gracie!

- Say Who has the chocolate? Let's listen. Play Track 2.02 again. Ask Who has the chocolate? (Gracie)
- Display the flashcards on the board and number them 1-10. Say Look at page 45. Ask What's number 1? (Hamburger) Quickly take down the flashcards.
- Play Track 2.03. Students number the food items 1-10.
- Ask Number 1? (Hamburger) Put the flashcard back up above number 1. Ask Number 2? (Mango) Continue.

Key: 2 mango 3 chicken 4 bread 5 lemonade 6 water 7 cake 8 banana 9 salad 10 chocolate

## 2) 2.04 Say the chant.

- Say Listen and say the chant. Play the audio or video.
- Put the class into four groups. Say Chant when I point. Play the audio or video and point to the first group for the first two lines, the second group for the next two lines, etc., They all chant the final verse together. Repeat.
- Say Chant. Groups chant from memory.

CD2 Track 04
Banana, bread, hamburger (x2) Water, mango, salad (x2) Chocolate, chicken, cake (x2) And le-mo-nade (x4)

## (3) $\int_{2.05}$ Listen and say yes or no.

- Focus on the picture. Ask questions, e.g., Who's this? (Jenny) What's this? (A banana) What color is it? (Yellow) How many? (Two) Repeat for all items.
- Ask Who has the cake? (Mr. Friendly has the cake.) Play the audio and pause after each sentence. Students respond Yes or No.


## CD2 Track 05

1 Jenny has the cake.
6 Jenny has the bananas.
2 The bread's on the table.
7 The lemonade's next to the water.
4 Gracie has the chocolate.
8 Mrs. Friendly has four hamburgers.

- Students work in pairs to play the same game.

Key: 1 no 2 yes 3 no 4 yes 5 no 6 yes
7 yes 8 no

## Workbook, page 45

See page TB180

## Ending the lesson

- SA Say We learned about picnic food. Show the flashcards. Ask Do you know the words? Use the selfassessment technique (see Introduction). Students show how they feel.
- Say We did listening and speaking. Gesture "listening" and "speaking" and indicate they should use their thumbs.
- Say You listened to the words well. Good job!


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$1 \underset{2.02}{\text { ®.03 }}$ ( Listen and point. Then listen and number.

(2) 2.04 m Say the chant.
$3{ }_{2 \cdot 05}^{8}$ Listen and say yes or no.

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Learning outcomes By the end of the lesson, students will be able to understand when they hear a conversation about likes and dislikes.
New language I/You/We like / don't like ... Do I/you/we like ...?
Recycled language colors, food, names
Materials real picnic food (apples, bread, juice and chocolate) and blanket (optional), audio, video, Food 1 flashcards, Friendly Farm animal flashcards

## Warm-up

- Place the real food (or flashcards) on the blanket. Point to each item. Students chant each word. Repeat. Cover the food and remove one item. Ask which is missing. Repeat until you have removed all of the items.
- SA Use self-assessment techniques to check how well students think they understand the vocabulary. See Introduction.


## Presentation

- Show the students Food 1 flashcards of the food and encourage them to call out the words. Show the salad. Say I like salad. Mime pleasure, smile and say Yum yum. Repeat with a few flashcards.
- Show the hamburger. Say I don't like hamburgers. Mime dislike, frown and say Yuck! Repeat with a different flashcard.
- Draw a large heart symbol on one side of the board and a heart crossed out on the other side. Show a Food 1 flashcard, e.g., salad. Say I like salad. Repeat while miming pleasure. Put the flashcard on the board next to the big heart. Students repeat I like salad. Do the same with two or three more items.
- Now show a new flashcard. Say I don't like hamburgers. Mime dislike. Students repeat. Stick the flashcard next to the crossed out heart. Do the same with two or three more items. Take the flashcards down.


## Student's Book, page 46

## $\underset{2.06}{\text { 2 }}$ The Friendly Farm song

- Play the introductory song at the beginning of the cartoon story. Students listen. Repeat. Students listen and sing. Students choose an animal to mime. Repeat the song with the mimes.
CD2 Track 06
See The Friendly Farm song on page TB5


## . 0.06 The Friendly Farm

- Hide the Friendly Farm animal flashcards around the room. Ask Where's Gracie? Mime looking. Show the flashcard. Ask Is she a cat? (No-she's a goat.) What color is she? (White)
- Repeat with the other Friendly Farm animal flashcards. Ask Where's ... ? Students find the flashcard. Then ask questions about the character.
- Say Open your Student's Books to page 46. Ask Who can you see in the pictures? Students name the characters. Ask What's this? Point to the chocolate. Repeat with other objects and food.
- Ask Who likes chocolate? Who likes books? Who likes water? Write the questions on the board and put flashcards of each item on the board. Say Listen. Play the audio or video. Students listen and read.

CD2 Track 06
The Friendly Farm song + see cartoon on Student's Book page 46

- Students answer the questions in pairs before the class checks.
- Play the audio or video again. Pause after each frame and check comprehension by asking students to give the end of sentences, e.g., Gracie likes ... Cameron likes ...
- Play the audio or video again. Put the class into groups and give each group a role from the sketch, e.g., some are Gracie, some are Cameron. Students repeat the speech bubbles for their character.
- Ask questions to show third person short answers. Model an example: Does Gracie like chocolate? Say Yes, she does. Work through each frame asking questions and giving short answers. The class repeat several times. Note the model of the negative form in frame 4. Ask Does Harry like books? (No, he doesn't.)
Extension Call out a mixture of correct and incorrect sentences, e.g., Gracie likes cake. Harry likes chocolate. Students jump up and shout No, he/she doesn't! for incorrect sentences.
- Put students into groups of six to role-play the dialog. Monitor and check.
Extra support Ask some of the students to listen and choose the best group to perform their dialog.


## Workbook, page 46

See page TB180

## Ending the lesson

- SA Repeat the self-assessment technique used at the start of the lesson to see how well students think they understand the vocabulary. Is there any change?
- Display the character and Food 1 flashcards on the board. Point to them when you speak about them. Say Gracie likes ... Encourage the students to finish the sentence by pointing to the Food 1 flashcards. When they call out a correct answer, e.g., Chocolate, mime pleasure and say Yum. Gesture for the students to repeat.
- Say Harry likes books. Then shake your head and indicate this is wrong. Say Harry ... Students finish the sentence: Harry doesn't like books. Mime dislike and say Yuck. Gesture for the students to repeat.
- Give the beginning of sentences using the characters. Students complete the sentences and mime/say Yum/Yuck.


## Language practice 1

Learning outcomes By the end of the lesson, students will be able to ask and answer questions about likes and dislikes.
New language like / don't like: I like chocolate. Harry likes mangoes. I don't like books. Harry doesn't like chocolate. Do you like chocolate? Does Harry like shoes?
Recycled language food, names
Materials Food 1 flashcards, markers or pencils, digital Mission poster

## Warm-up

- Put a heart symbol on the right side of the room and a crossed out heart symbol on the left side. Alternatively, use each end of the board.
- Ask the students to stand up. Call out Apples. By miming and using sounds, show that the students should jump to the right if they like apples and left if they don't. Point to those on the right and say You like apples. Point to the left and say You don't like apples.
- Repeat with different types of food.


## Presentation

- Show a selection of flashcards from earlier lessons. Encourage the students to say I like ... or I don't like ... as a group.
- Choose a few confident students and ask them about different foods and drinks, e.g., (Name), do you like hamburgers?


## Student's Book, page 47

## Gracie's Grammar

- Say Open your Student's Books to page 47. Point to Gracie's Grammar box. Write the same sentences on the board. Draw a heart next to I like chocolate. Draw a crossed out heart next to I don't like books.
- Students copy. Encourage students to copy the other four sentences and draw a heart or crossed out heart for each one.
- Play the audio. Pause for students to repeat each sentence.
CD2 Track 07
See Student's Book page 47
- Now erase the words chocolate and books. Show the students a flashcard, e.g., hamburgers. Point to the sentence stems and the spaces. Tell them Write a sentence for you"I like ..." or "I don't like ..." Monitor to check the sentences are correct. Repeat with two or three more flashcards.


## $1 \underset{2.08}{\int}$ Listen and stick. Then look, read, and write.

- Ask the students to look at the four stickers. They do not stick them in yet. Ask them to predict what each person
might like or not like, e.g., What does Grandpa like?
- Play the audio for students to point to the correct sticker. CD2 Track 08
1 Jim: Mom, do you want chicken or hamburgers? Mrs. Friendly: Oh, a hamburger, please, Jim. I like hamburgers.
2 Jenny: What's your favorite food, Dad? Do you like chips?
Mr. Friendly: No, I don't. I don’t like chips, but I like bananas. They're my favorite food.
3 Jim: Grandma, do you want some lemonade?
Grandma: No, thank you, Jim. I want some water, please. I don't like lemonade.
4 Jenny: Grandpa, do you like hamburgers?
Grandpa: Hmm. No, I don't like hamburgers, but I like chicken.
- Play the audio again. Students stick in the stickers.
- Say Look at the sentences. Point to sentences 1-4. Show the spaces. Say Look, read, and write. Students write.
- Ask questions using Does, e.g., Does Grandpa like hamburgers? Does he like chicken? Students answer.

Key: 2 chips 3 doesn't like 4 likes

## miSSiO On Stage 1

- Show students the first stage of the digital Mission poster: "Food?" Say Let's choose food.
- Show the class Food 1 flashcards. Ask the names of the food. Ask a confident student, e.g., Do you like bananas? The student answers. Repeat with other items and different students.
- Ask students to choose five of the flashcards and copy them. Students write the word next to each picture.
- Students stand up. They move around, asking and answering questions using the pictures they have drawn, e.g., Do you like hamburgers? Yes, I do. They put checkmarks or Xs next to the pictures.
- For ideas on monitoring and assessment, see Introduction.


## Workbook, page 47

See page TB180

## Workbook, page 44

- Say Look at page 44 of your Workbook. Review My unit goals. Ask How is your Mission?
- Students reflect and choose a smiley face for My mission diary 1. Monitor.


## Ending the lesson

- SA Go back to Stage 1 on the digital Mission poster. Say We chose food. Good work. Add a checkmark to the "Food?" stage. Use self-assessment (see Introduction).
- Give out a completion sticker.


### 2.07 Gracie's Grammar

| I like chocolate. | Harry likes mangoes. |
| :--- | :--- |
| I don't like books. | Harry doesn't like chocolate. |
| Do you like chocolate? | Yes, I do. / No, I don't. |




1 Mom likes hamburgers.
2 Dad doesn't like

3 Grandma
4 Grandpa
lemonade. chicken.

## MSS —@ STAGE 1

Find out what foods your friends like. Choose food for your picnic.

```
Do you like hamburgers?
```



## CAMBRIDGE



Learning outcomes By the end of the lesson, students will have practiced the language through song.
New language apple, beans, fruit, grapes, juice, meat, meatballs, orange, sausage
Recycled language I/You/We like / don't like ... Do I/you/ we like ... ?
Materials Food 1 and 2 flashcards, audio, a simple drawing you have done of an apple, paper, markers or pencils, video

## Warm-up

- Introduce new items using Food 2 flashcards or mime. Show a flashcard of juice and mime drinking. Students repeat and mime. Do this for the other words: fruit (mime picking from trees), grapes (popping them into your mouth), apples (taking a bite), oranges (peeling), salad (mixing the leaves), meatballs (putting on a fork and biting). Repeat the words several times.
- Mime without speaking. The class calls out the words. Put students into groups of four or five. Students take it in turns to mime to each other and guess words.
- SA Use self-assessment techniques to check how well students think they understand the vocabulary. See Introduction.


## Student's Book, page 48

## 1) 2.09 Listen and draw. Then sing the song.

- Say Open your Student's Books to page 48. Alternatively, use the Food 1 and 2 flashcards. Ask the names of the food items. Students repeat any words not covered in the warm-up.
- Play the audio or video. Students listen and mime actions. CD2 Track 09
Rocky: I'm Rocky-Doodle-Doo and ... here's our song for today: What do you like?
See song on Student's Book page 48
- Indicate the face icons. Demonstrate the task: students will add a smile or sad mouth to each icon as they listen to the song.
- Play the audio or video again. Students listen and draw. Monitor. Repeat the audio if necessary.
- Check answers.
- Play the audio or video again. Students repeat the song, doing actions, first in small sections and then the whole song. Once they have practiced the song, ask them to stand up and perform it.
- Put the class into groups. Give each group a different part of the song. They sing again, but only their part.

Key: juice $\left.{ }^{( }\right)$apple () orange $)$grapes () salad () meat $(:)$ hamburger () sausage $;$ meatballs $:$ beans $)$

Extension Once students are confidently singing along to the song, try singing the karaoke version as a class.

2 Read, think, and say. Compare with your classmates.

- Draw three symbols on the board: a semi-circle sun coming up, a full sun, and a moon. Point to the rising sun. Say $I$ eat bread and apples for breakfast. Point to the full sun. Say I eat meatballs for lunch. Point to the moon. Say I eat chicken and salad for dinner.
- Say Look at page 48. Show students Activity 2. Say, e.g., I eat an apple for breakfast. Repeat with two things for lunch and three things for dinner.
- Put the class in pairs. Students tell their partner their ideas. Monitor and check.
- Show the picture of Rocky in the bottom right-hand corner. Read the question aloud. Encourage students to call out their answers.


## Workbook, page 48

See page TB180

## Ending the lesson

- SA Repeat the self-assessment technique used at the start of the lesson to see how well students think they understand the vocabulary. Is there any change?
- Check students have paper and markers or pencils. Show them a simple drawing you have done of an apple.
- Say Draw a picture offood. Monitor as students draw.
- Use your picture. Demonstrate moving around the class and asking Do you like apples? Encourage students to answer. If a student says Yes, give them your picture. Tell them to ask and answer questions and swap pictures if both partners say Yes. Monitor as they mingle.
- When the task is over, choose a confident student. Ask What food do you have now? The student answers, e.g., Grapes. Ask And do you like grapes? The student answers. Repeat with different students.


## Language practice 2

Learning outcomes By the end of the lesson, students will be able to make requests and offers, and say yes/no.
New language Can I have some chocolate, please? Here you are. Would you like some cake? Yes, please. / No, thank you. ice cream
Recycled language food
Materials flashcard of a shop, Food 1 and 2 flashcards, classroom objects and paper money (optional), audio, markers or pencils, Presentation Plus (video and digital Mission poster)

## Warm-up

- Put up the flashcard of a shop on the board. Teach the words shop and go shopping. Students say the words.
- Put the class into groups of three or four. Give each group a classroom object. Circulate, asking, e.g., Can I have a pen, please? Students answer Here you are and give you the object. If you have paper money, you can pay for the object. Circulate until all the objects are collected.
- Circulate again. Ask Would you like (name of object)? Students say Yes, please or No, thank you.


## Student's Book, page 49

(1) 2.11 Which food does she buy? Listen and check ( $\checkmark$ ).

- Use the artwork to teach the word ice cream.
- Play the audio. Students listen and check the food the girl buys. Check answers.

CD2 Track 11
Girl: Good morning.
Storekeeper: Good morning.
Girl: Can I have some chocolate, please?
Storekeeper: I'm sorry. I don't have any chocolate. Would you like an apple?
Girl: No, thank you.
Storekeeper: Would you like some ice cream?
Girl: Oh, yes, please.
Storekeeper: Here you are.
Girl: Thank you.

Key: Picture 2

## Gracie's Grammar

- Act out the sentences, demonstrating the request and response. Students repeat.
- Put the class into two. Half are the customer and half are the storekeeper. Play the audio, pausing so students can repeat the lines of their character.
CD2 Track 12
See Student's Book page 49
- Swap roles and repeat.


## 2 Read and say the dialog. Act it out.

- In pairs, students read the dialog.
- Ask pairs to cover the dialog and act it out.

Extra support Students keep the dialog to read.
Extension Put out on a table some classroom objects that students know, e.g., a pen, a pencil and a book. Encourage the students to ask for the items by saying Can I have ... ? Give out the objects to a student who asks correctly. Point to one of the students with an object and then demonstrate they should ask you Would you like ... ? Take back the object. Repeat with different students.

## MISSLOに Stage 2

- Show students the first stage of the digital Mission poster: "Buy food?"
- Students complete the worksheet task in the Teacher's Resource Book page 44 (see teaching notes on TRB page 37).
- Alternatively, if you do not have the Teacher's Resource Book, show students the Food 1 and 2 flashcards and ask them the names.
- Put students into groups of four. Ask them to draw six food items from the list and write the prices underneath. Get each group to set up a shop display
- Give out paper money if possible.
- Put each group of four into pairs. One pair goes shopping; the other pair acts as storekeepers. Tell the shoppers to use their shopping list, circulate and buy what they need for the picnic. They can use the paper money to pay and they check the items off their list.
- When the activity slows down, the pairs swap over. Alternative Put the students into pairs. Tell them to role-play shopping. Demonstrate asking for items and checking off their list if their partner has the food.
- For ideas on monitoring and assessment, see Introduction.


## Workbook, page 49

See page TB180

## Workbook, page 44

- Say Look at page 44 of your Workbook. Review My unit goals. Ask How is your Mission?
- Students reflect and choose a smiley face for My mission diary 2. Monitor.


## Ending the lesson

- Go back to Stage 2 on the digital Mission poster. Add a checkmark to the "Buy food?" stage or invite a student to do it. Use self-assessment (see Introduction).
- Give out a completion sticker.

1) $\int_{2.11}$ Which food does she buy? Listen and check $(\Omega)$.


2


### 2.12) Gracie's Grammar

Can I have some chocolate, please? Here you are. Would you like some ice cream? Yes, please. / No, thank you.

2 Read and say the dialogue. Act it out.
A Can I have some apples, please?
B I'm sorry, I don't have any apples. Would you like some oranges?
A Yes, please.
B Here you are.
A Thank you.

## STAGE 2

## Buy food for your picnic.

Can I have some chicken, please?
Here you are.
$(4)$ Cross-curricular

## Making a recipe

## $1)$ Watch the video.

(2) $\int_{2.13}$ Check $(\checkmark)$ the ingredients. Then listen and check
your answers.

tomatoes
(3) 8.14

Listen and number.


Learning outcomes By the end of the lesson, students will be able to understand a recipe and words for cooking.
New language ingredients, meat, onions, pasta, tomatoes
Recycled language food, numbers, talking about likes and dislikes

Materials paper, markers or pencils, audio, video, four large cards

## Warm-up

- Give out paper and markers or pencils. Show students how to draw a grid with six squares (two columns and three rows) and number them 1-6.
- Demonstrate that you will say a word and they should draw a picture of it in any square. Read aloud the words: Apple, water, bread, grapes, cake, juice. Give a minute for them to draw each picture quickly.
- Put students into pairs. Demonstrate questions: choose a student and ask Is number 1 an apple? Encourage the student to answer: Yes, it is. / No, it isn't. When you get the correct answer, say Good-one point! Show that they get a point when they find the correct answer.
- Tell students to find out which pictures their partners have in each square by asking questions. Students complete the activity.
- Ask each pair who had the most points at the end.


## Student's Book, page 50

## 1 Watch the video.

- Say Let's watch the video. Students watch the video about making a recipe and answer the questions at the end of the video.

2. ${ }_{2.13}$. $C$ Check $(\checkmark)$ the ingredients. Then listen and check your answers.

- Say Open your Student's Books to page 50. Focus on the large picture of the dish of food. Ask What is it? (Spaghetti Bolognese) Ask Do you like Spaghetti Bolognese?
- Point to the food items around the dish. Use the pictures to teach the new food words. Students repeat the words. Check understanding of ingredients.
- Students work in pairs and guess which ingredients are in the Spaghetti Bolognese. Check their ideas.
- Say Listen and check. Play the audio.

CD2 Track 13
Hi! Today I'm making my favorite dish-Spaghetti Bolognese. I have onions, tomatoes, meat, pasta and cheese.

Key: onions, tomatoes, meat, pasta, cheese

## (3) $\int_{2.14}$ Listen and number.

- Focus on the pictures and ask students the names of the food, e.g., say Pasta and the class repeats. Ask students which picture comes first in the recipe. Encourage them to guess the sequence, e.g., point to a picture and ask Is this number 1?
- Play the audio. Students listen and write numbers to show the order. Check.

CD2 Track 14
OK. Let's make Spaghetti Bolognese!
I cut the onions. I cook the onions in a pan.
I add the meat. I cook the meat with the onions.
Now, the meat is brown. I put the tomatoes in the pan too. I cook the pasta in water.
It's ready! I eat my Spaghetti Bolognese with cheese on top. Yum!

Key: a 2 b 4 c 3 d (1)

## Workbook, page 50

See page TB180

## Ending the lesson

- Write Meat, Fruit, Vegetables, Drink onto four large cards. Stick them on the board. Ask the students to stand near the board. Choose four students and tell them a word each: Chicken, salad, water, mangoes. They stand under the correct sign. Repeat with different students and words.


## Cross-curricular

Learning outcomes By the end of the lesson, students will be able to read a recipe.
New language cook, cut, mix, omelet
Recycled language cooking, describing likes and dislikes

Materials pictures of food from Digital photo bank, flashcards of water and juice, large copies of the reading text or cut up copies of the text (optional), digital Mission poster

## Warm-up

- Put some pictures of popular foods around the room. Include eggs, onions, meat, ice cream, and flashcards of water and juice. Point and ask the names. Students repeat.
- Show students they should go and stand by their favorite food.
- Choose one group to say the sentence I like (name of food).
- Ask the different groups to say the sentence for their food.
- Now demonstrate they should stand near a food they don't like. Encourage them to say the sentence I don't like ( $n$ ame of food).
- A few different groups say their sentence.


## Presentation

- Mime some cooking words and teach them: mix, cut, cook. Students repeat and mime the words.
- Say Mix. Show the class they should go and stand next to appropriate pictures, e.g., for mix they can choose eggs. Say Cut. Students stand next to a picture of food you can cut. Repeat with cook.


## Student's Book, page 51

4 Read and circle the "food" words. Then number the pictures.

- Say Open your Student's Books to page 51. Focus on the picture. Ask the name of the food (omelet). Ask students if they like omelets. Ask which ingredients they think might be in the omelet. Write their ideas on the board.
- Students read the text and circle the food words. Put students into pairs to check their answers. Check with the whole class and see if the guesses were correct.
Alternative Put up on the walls two or three enlarged versions of the text. Put students into groups and assign one of the texts to each. Check they know which is their group by asking them to point to their text. Get each group to stand in a line in front of the text. Say Go! Each student takes it in turn to run to the text and circle one of the food words, then pass the pen to the next person in line. The first group to finish wins.
- Demonstrate the ordering task. Put students in pairs to number the pictures.

Key: cheese onion tomatoes omelet

Alternative Copy and cut up the text into strips. Give one set of strips to each group of three students. Get them to put the papers in order using the pictures to guide them.

- Students read the text again.

Extension Students hide the text. Read the recipe aloud, but use some words that are incorrect, e.g., We have two eggs, some ice cream, an onion ... We mix the eggs. We cut the eggs ... The class calls out Wrong! as soon as they realize the word is incorrect.

## MiSSiOn Stage 3

- Assign this Mission stage so that the class can complete or prepare it at home if possible.
- Show the class the third stage of the Mission poster: "Recipe".
- Tell the class to choose their favorite food for a sandwich. Show them your own favorite sandwich and tell them the ingredients, e.g., In my sandwich I put chicken and salad. Write the sentence on the board.
- The class create their sandwich recipes using the model. They draw pictures and label with ingredients.
Stronger students These can write sentences as in the model.
Extra support Students can draw a picture and label it. Monitor and guide.
Alternative Students could do this at home and bring in the food.
- Put the class in groups of three. Each student mimes making their sandwich. The other students guess what ingredients are being used.
- For ideas on monitoring and assessment, see Introduction.


## Workbook, page 51

See page TB180

## Workbook, page 44

- Say Look at page 44 of your Workbook. Review My unit goals. Ask How is your Mission?
- Students reflect and choose a smiley face for My mission diary 3. Monitor.


## Ending the lesson

- Go back to Stage 3 on the digital Mission poster. Add a checkmark to the "Recipe" stage or invite a student to do it. Use self-assessment (see Introduction).
- Give out a completion sticker.



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## Literature

1 Talk to a friend. What kinds of food do you like to eat on a picnic?

## $\therefore$ APRORO with friend 3

Mia and Matt want to go on a picnic.
"Can we cook hamburgers in the woods, Mom?"
"No, but you can take sandwiches and fruit."


Mia likes egg sandwiches. Matt wants chicken sandwiches. He wants lemonade, too.
"Would you like bananas or a watermelon?"
"Bananas, please," says Mia.
"Bananas and a watermelon, please," says Matt.

Now they're in the woods. They have sandwiches, fruit, lemonade, and ... chocolate!
"Would you like some chocolate, Matt?"
"Yes, please!" Matt likes chocolate.
"Here you are."


Learning outcomes By the end of the lesson, students will have read about a picnic, learned about a balanced diet and learned about sharing.
New language birds, clothes, scarecrow
Recycled language describing likes and dislikes, food, making offers and suggestions
Materials pictures from Digital photo bank of a desert, woods, a scarecrow, birds, clothes and a watermelon, flashcards of beach, apple, mango and banana, paper for each student, markers or pencils

## Warm-up

- Ask students to think about a picnic. Show them some pictures and flashcards of places, e.g., a desert, a beach, the woods. Check understanding of woods. Students repeat the word.
- Ask What is a good place for a picnic? Say I like the beach. Encourage them to offer ideas.


## Presentation

- Say We are going to read about Mia and Matt's picnic. Show a picture of a scarecrow. Say This is a scarecrow. Check understanding. Students repeat the word. Show a picture of birds. Ask What are these? Say Birds. Students repeat the word. Show a picture of clothes. Ask What are they? Say Clothes. Students repeat.


## Student's Book, page 52

1 Talk to a friend. What kinds of food do you like to eat on a picnic?

- Put the class into groups of four. Ask What food do you like to eat on a picnic? Is it the same? Students talk about what they like. Monitor. When they finish, ask some of the groups What do you like to eat?
- Check their ideas.


## A picnic with friends

- Say Open your Student's Books to page 52. Focus on the pictures. Look at each picture and ask questions, e.g., Picture 1: For each character, Who is it? (Mia, Matt, Mom) Where are they? (At home) Picture 2: Which picnic food do they like? (Watermelon, bananas) Picture 3: What is the food? (Chocolate, sandwich, watermelon, bananas) Picture 4: Where are the clothes? (On the watermelon) Why? (To scare the birds) Picture 5: Where are the clothes now? (On Mia and Matt) Why? (The picnic is finished.) If students can't answer the "why" questions, don't give the answers yet.
- Ask students to guess what happens in the story.
- Say Read and listen to the first part. Show them paragraph 1. Play the audio. Students listen and read. Pause the audio after picture 1. Ask students to predict: What sandwiches does Matt like? Which fruit does Mia like?

CD2 Track 15
See story on Student's Book pages 52-53

- Say Read the next part. Show them paragraph 2. Play the audio for picture 2. Check if their guesses were correct.
- Ask them to look at picture 3. Ask Where are they? (In the woods) What food does Mia have? (Chocolate) Say Read and listen. Show them paragraph 3 and play the audio for picture 3. Check answers.
- Say Look at pictures 4 and 5. What is the problem? Students predict. Say Read and listen to the rest of the story. Show them paragraphs 4 and 5. Play the rest of the audio. Check answers. (The birds are eating the food.)
- Say Act out the story. Summarize the story, sentence by sentence, and mime. Encourage the students to copy. Say Get the picnic food ready. Mime packing. Say Sandwiches, watermelon, bananas and chocolate. Mime putting each food item into the basket. Say Let's go to the woods. Mime walking and putting out the picnic. Say Eat some chocolate. Mime eating. Say Oh no! The birds like the picnic. Mime waving birds away. Say Let's make a scarecrow. Mime building one. Say Come and eat the crumbs, birds! Mime throwing crumbs down for birds.
- Repeat and encourage the students to act out the story.


## Workbook, page 52

See page TB180

## Ending the lesson

- Give out paper to each student. Put the class into three groups. Tell them Draw picnic food and write the word. Say to one group Draw a drink. Say to the second group Draw something sweet-cake or chocolate. Say to the third group Draw meat or fish or sandwiches. Monitor and support.
- Tell them We need to make a picnic. Write chocolate and cake on the board. Say Is it a good picnic? Encourage the students to say No. Erase chocolate and write sandwich, water. Say Is it a good picnic? Encourage the students to say Yes. Tell the students Find friends for a good picnic. Show your own picture and word, e.g., chicken, and demonstrate finding friends, e.g., a student with cake or fruit or similar, and then another with a drink. Students mingle and find other students with foods to make a good picnic together.


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## Literature

Learning outcomes By the end of the lesson, students will have talked about feelings and learned about sharing.
New language happy, sad
Recycled language birds, clothes, food, describing likes and dislikes, making offers and suggestions, scarecrow

Materials two pictures-happy and sad face emoticons (optional), flashcards of fruit (e.g., apple, mango, banana) and picture of watermelon from Digital photo bank, audio

## Social and Emotional Skill: Sharing

- After reading the story, ask the students simple questions: Can the children cook hamburgers in the woods? (No) How do the children in the story feel? (Sad) Say Yes, they feel sad, but they accept it's a rule. It's important to follow rules. Say Matt and Mia share the food in the picnic. Mia shares her chocolate with her brother. Ask What does Mia say? (Would you like some chocolate, Matt?) What does Matt say? (Yes, please!) Say Matt is very polite. It's important to share things and be polite. Ask What do we share in the classroom? (e.g., Crayons, toys)
- Hand out a worksheet to color. Place two boxes of crayons on each table. Say We have two boxes for everyone. Let's share the crayons. We take turns. What color would you like, (Juan)? (Juan), can I have the red crayon, please? Continue with all the crayons. The students ask politely when they want a different crayon.
- After completing Student's Book Activity 2, hand out two pieces of card to each student. They draw a happy face on one and a sad face on the other. Ask How do you feel today? The students hold up one of their cards. If the students know more emotions, you can make a range of face cards.


## Warm-up

- Draw a happy face emoticon on the board (or put up a picture). Draw a sad face emoticon. Ask How do the children feel at the end of the story? Students point to the emoticon. Ask How do the birds feel? Students point to the emoticon.
- Act out the story again using summary sentences as in the previous lesson. Encourage the students to act it out too.
- SA Use self-assessment techniques to check how well students think they understand the vocabulary. See Introduction.


## Presentation

- Point to the happy face emoticon on the board and say happy. Students repeat. Point to the sad face emoticon and say sad. Students repeat.
- Make a happy face. Say I'm ... Students say happy. Make a sad face. Say I'm ... students say sad.
- Ask students to look at the units they have done so far. Ask Who is happy? Students find pictures of characters looking happy. Ask Who is sad? Students find pictures of characters looking sad.


## Student's Book, page 53

## 2 How do they feel? Read and circle.

- Say Look at Activity 2. Look at the faces. How do they feel? Students guess the answers. Say Read and circle. Students read the story all the way through.
- Check answers.

Key: 2 happy 3 sad 4 happy

- Tell students to close their books. Ask them to write happy and then sad. Check the spelling.


## 3 Ask and answer.

- Show flashcards and/or pictures of different fruit (e.g., apple, mango, banana, watermelon). Point. Students say the names.
- Say I like fruit. I like apples and mangoes. I like watermelon. Do you like fruit? Students answer.
- Ask and answer with a confident student: Where do you have lunch? (I have lunch at home.) (Who do you have lunch with?) I have lunch with my friend, (name). Students have similar conversations in pairs.


## Workbook, page 53

See pages TB180-181

## Ending the lesson

- SA Repeat the self-assessment technique used at the start of the lesson to see how well students think they understand the vocabulary. Is there any change?
- Students draw a picture of a food item and write the word.
- Students stand in a circle. Take a picture from a stronger student. Demonstrate the activity. Hold up the picture and say I like (food in picture). Encourage the student who drew it to say No! I like (food) and collect their picture.
- Take all the pictures, mix them up and hand them out again randomly.
- Choose a student to start. He/She holds up their picture and says I like ... The owner of the picture says No! I like (food) and takes it. Continue around the circle until all students have their pictures back.



## CAMBRIDGE

4

Skills practice

1. Look at the pictures in Activity 3. What can you see?
```
I can see ...
```

2) $\int_{2.16}$ Look at Activity 3 and listen. Which picture is not correct?
It isn't picture ... because ...
3. $\int_{2.17}$ Listen and check $(\checkmark)$ the box. There is one example.

What food would Dan like?


A $\square$


B
$\sqrt{\Omega}$


C


1 Where's Lucy's book?


A


B


C


Think about what's different in pictures $A, B$, and $C$.

Listening skills

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Learning outcomes By the end of the lesson, students will have listened for information, made predictions and eliminated incorrect answers, learned how to listen well and learned how to improve word stress.
New language kiwi
Recycled language colors, food, prepositions of place Materials a few sentences on paper (I like lemonade, but I don't like chicken. Matt and Mia like egg and chicken sandwiches. Cut the onion and tomatoes. Does Cameron like chocolate?), Food 1 and 2 and Friendly Farm animal flashcards, picture of kiwi from Digital photo bank, audio, paper, markers or pencils

## Warm-up

- Pick ten students to stand in a line at the front of the class. Choose a sentence from the ones you have prepared on paper, and read it to yourself in front of the class, but don't show it, e.g., I like lemonade, but I don't like chicken.
- Whisper it to the first student in the line. The student whispers it to the next student. They continue whispering down the line. The last student says the sentence out loud.
- See if it is the same as the original sentence. Show the students the sentence and say it aloud so they can hear if it is correct. Say Good job! or Let's try again.
- Repeat with new students and sentences.
- SA Use self-assessment techniques to check how well students think they understand the vocabulary. See Introduction.


## Presentation

- Say Let's do some listening practice!
- Sit down and act out speaking. Say Is this good? (No) Act out looking out of the window and fidgeting. Ask Is this good? (No) Act out looking very nervous and panicked. Ask Is this good? (No)


## Student's Book, page 54

(1) Look at the pictures in Activity 3. What can you see?

- Use a picture to teach the word kiwi.
- Say Open your Student's Books to page 54. Point to the pictures. Ask What's this? Students say the words.

Key: kiwi, grapes, banana, book, chair, desk, school bag

## 2. $\frac{2.16}{}$ Look at Activity 3 and listen. Which picture is not correct?

- Point to the three food pictures. Say Let's find a picture that is not correct. Listen and point. Play the audio. Do the example together. Then students do number 1 in pairs.

CD2 Track 16
Example
Mom: Would you like a banana, Dan?
Dan: Yes, please.
1
Lucy: Dad, where's my book?
Dad: I don't know, Lucy. Is it on your desk?
Lucy: It isn't, Dad.

Key: Example It isn't picture A because there isn't a banana. 1 It isn't picture $B$ because it's on the desk.

## $3 \underset{2.17}{\Omega}$ Listen and check $(\checkmark)$ the box. There is one example.

- Point out the exam tip at the bottom of the page. Say Look at the pictures. Show the first set. Ask What is different in pictures $A, B$, and $C$ ? Students give ideas. Repeat with the second set of pictures.
- Say Now listen and check. Play the audio. Students listen and check the pictures. Check answers.

CD2 Track 17
What food would Dan like?
Mom: Would you like a banana, Dan?
Dan: Yes, please, and can I have some grapes?
Mom: OK. And would you like a kiwi too? It's your favorite.
Dan: No, thanks, Mom. I don't want one today.
Can you see the checkmark? Now you listen and check the box. One Where's Lucy's book?
Lucy: Dad, where's my book?
Dad: I don't know, Lucy. Is it on your desk?
Lucy: It isn't, Dad. And it isn't on the chair in my bedroom. Oh no!
Dad: Look, Lucy-there it is, in your school bag!

- Say Good work. When you listened, you didn't talk (mime chatting), you listened hard (mime fidgeting) and you didn't feel worried (mime being nervous). Good job!

Key: 1 C

## Workbook, page 54

See page TB181

## Ending the lesson

- SA Repeat the self-assessment technique used at the start of the lesson to see how well students think they understand the vocabulary. Is there any change?
- In pairs, students spell out food words on one another's backs and guess the words.


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## Review

Learning outcomes By the end of the lesson, students will have reviewed the language in the unit and had a picnic, offering and sharing food, and saying what they like and dislike.

Recycled language unit language
Materials Food 1 and 2 flashcards, paper, colored pens or pencils, a template picture of a sandwich with ingredients labeled for students needing extra support (optional), paper plates, dice, game pieces, real food and drink (optional), digital Mission poster

## Warm-up

- Put students into groups. Say Let's take a quiz.
- Hold all the Food 1 and 2 flashcards towards you. Say First tell me the names. What is this? Turn each flashcard over quickly. Students answer.
- Say Now give me an example. Ask for examples of the following:
A drink
Something we eat for breakfast
Something we eat for dinner
A food we can cut
A food we can cook
- Give a point for each correct answer.


## Presentation

- Write on the board: My favorite sandwich My favorite drink
- Give out paper and markers or pencils. Say Draw your favorite sandwich. Draw your favorite drink. Write the ingredients. Students draw and label.
Extra support Give out a template picture of a sandwich with the ingredients labeled.
Fast finishers Students can add extra food, e.g., cake or fruit, and write sentences about the sandwich.
- Put the students into pairs. Say Tell your partner about your food. What is in your sandwich? How did you make it?


## Student's Book, page 55

## mission in action!

## Organize a picnic.

- Students sit in their Mission groups, as if having a picnic. Make one of each group the Mission leader. Say Your job is to help me. Give paper plates to the Mission leader and ask them to hand out the plates to their group. Students put their food pictures onto their plates.
- Demonstrate showing your picnic food, telling them what is in your sandwich and what your drink is. Students say if they like or dislike your food. The Mission leader points around the group, so each student will explain their food, and the other students say if they like it or not.
- Students role-play sharing and eating food. Mime offering your food and ask Would you like a chicken sandwich? Would you like some juice? Can I have some chocolate? Remind them to say if they like something.
Extra support Instead of asking questions, students answer Yes, please or No, thank you.
Fast finishers Ask students to choose the best food from the picnic and offer it to a fast finisher in a different group.
Alternative Bring in real food (including food the class have made at home) and have a real picnic.
- Point to the banana in the picture. Say Tell me about this. Students say, e.g., It's a banana. It's yellow. Repeat with other pictures on the page and in the unit, e.g., Tell me about this. (It's a picnic. There are apples.) Students repeat the activity in pairs.
- For ideas on monitoring and assessment, see Introduction.


## Self-assessment

- SA Say Did you like our "Organize a picnic" Mission? Students show a thumbs up, thumbs down or thumbs in the middle.
- Say Did you do better than the last Mission? Better? Or not? (Students show thumbs up or down.) Praise or say OK. We can try again.
- Say Our next Mission is "Have a present-giving party". What do you want to learn? (I want to speak more. I want to spell words about parties.)


## Workbook, page 55

See page TB181

## Workbook, page 44

- Say Look at page 44 of your Workbook. Review My unit goals. Ask How is your Mission?
- Students reflect and choose a smiley face for My mission diary the final stage. Monitor.
- Point to the sunflower. Students read the "can do" statements and check them if they agree they have achieved them. They color each leaf green if they are very confident or orange if they think they need more practice.
- Point to the word stack sign. Ask students to spend a few minutes looking back at the unit and find a minimum of five new words they have learned. They write the new words into their word stack. See Introduction for techniques and activities.


## Ending the lesson

- SA Go back to the completion stage on the digital Mission poster. Add a checkmark. Use self-assessment (see Introduction).
- Give out a completion sticker.
- Tell the students You have finished your Mission! Good work!


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4

## Review •• Units 3-4

1) Watch the video and take the quiz.
2. $\overbrace{2.18}^{\Omega}$ Listen and check $(\checkmark)$.

1 This is my cat.
a


$\square$
3. $\int_{2.19}$ Listen and follow. Draw lines.


Consolidation of Units 3-4

Learning outcomes By the end of the lesson, students will have reviewed and reinforced their usage of the language in Units 3-4.
Recycled language farm animals, adjectives, It has / doesn't have ..., I have / don't have ...
Materials flashcards from Units 3-4, audio

## Warm-up

- Show flashcards of farm animals and adjectives. Ask students What is it? Tell me about it. Encourage students to describe each flashcard in detail.
- Tell students to choose one flashcard. Put students in groups of four. Have students take turns describing their flashcard for the other students to guess.
Extra support Give students sentences that describe the flashcard with the word written below. Have students read the clues to their groups.
Fast finishers Have students remember and describe two or more flashcards to their groups.


## Student's Book, page 56

## 1 Watch the video and take the quiz.

- Show the video to students.
- Have students complete the quiz. Check answers to see how much students remember.
- Repeat at the end of the Review unit and compare results to measure progress.


## $2{ }_{2.18}^{〔}$ Listen and check ( $\checkmark$ ).

- Show three farm animal flashcards. Point to each flashcard. Ask, e.g., What color is it? Does it have a long tail or a short tail? Elicit answers.
- Ask Which animal am I talking about? Describe one of them, e.g., It's big. Its fur is brown. It has a long tail. It has short ears. Have students choose.
- Say Open your Student's Books to page 56. Point to the pictures in Activity 2. Have students say what they can see in each picture, (e.g., It has green eyes. Its fur is gray.)
- Say Let's listen and check the picture we hear about.
- Play the audio. If necessary, pause after number 1 and check. Then play the rest of the audio. Have students complete the activity.

CD2 Track 18
1 Girl: This is my cat, Fluffy. She's gray and she has a short tail.
2 Boy: This is my horse. He has brown fur. He has a long, black tail. He's happy.

- Check answers.

Key: 1 b $2 a$

## 3) $\int_{2.19}$ Listen and follow. Draw lines.

- Say Open your Student's Books to page 56. Point to the words in Activity 3. Ask Which animal words can you see? (rabbit, donkey, horse) Which foods can you see? (carrots)
- Ask students to work in pairs. Tell them to use the words and try to make sentences.
- Check ideas.
- Say Listen and point. It likes carrots. Students point. Check answers.
- Say Good. Now listen and draw lines. Show them the line between This and is.
- Play the audio. Students complete the activity.

CD2 Track 19
This is Tim's pet rabbit. It has long ears. It doesn't have a long tail. It likes carrots.

- Have students compare answers.
- Check answers with students. Ask for each word and write on the board so students can check that they drew lines to the correct words in the correct order.

Key: This is Tim's pet rabbit. It has long ears. It doesn't have a long tail. It likes carrots.

## Workbook, page 56

See page TB181

## Ending the lesson

- Ask students to think about their pet or a pet they would like to have. Tell them to talk about their pet (either real or imaginary) and find two things about their pets that are the same and two things that are different.
- Choose a confident student to demonstrate. Say I have a pet dog. She's a big, yellow dog. Her name is Sadie. Do you have a pet dog? If the student says yes, say OK. We both have a pet dog. We have the same kind of pet. If the student says no, ask them to tell you about the pet they have. Say Oh, I don't have (a cat). OK. I have a dog and you have a cat. They're different. Repeat until you have an example of two similar and two different pets.
- Have students talk in pairs. Monitor and support.
- Select a few different pairs to report their discussions to the class.

Learning outcomes By the end of the lesson, students will have reviewed and reinforced their usage of the language in Units 3-4.
Recycled language food and drinks, likes/dislikes, Do you / Does she like ...?
Materials flashcards from Units 3-4 (or real foods), audio

## Warm-up

- Display a selection of real foods or flashcards. Small groups each choose a food they like.
- Give groups three or four minutes. Tell them to write a description of the food they like.
- Ask one student from each group to give a description to "get" the food their group likes.


## Student's Book, page 57

4.2 .20 What do the children like? Listen and draw a happy or sad face.

- Say Open your Student's Books to page 57. Point to the chart in Activity 4. Point to each picture in the top row of the table. For each one, ask What is it? (Mango, banana, bread, hamburger, chocolate, ice cream, water, chicken)
- Draw a happy face and a sad face on the board. Say Listen and point. Say I like mangoes, bananas, chocolate, and chicken. Then point to the happy face. Say I don't like bread, hamburgers, or ice cream. Point to the sad face.
- Say Listen and draw a happy or sad face.
- Play the audio for Alice. Pause and check answers.
- Play the rest of the audio.

CD2 Track 20
Alice
Boy: Hi, Alice. Do you like bread?
Alice: Yes, I do.
Boy: Do you like French fries?
Alice: Yes!
Boy: Do you like ice cream?
Alice: No, I don't.
Tom
Girl: Hi, Tom. Do you like hamburgers?
Tom: No, I don't, and I don't like chicken. I don't eat meat.
Girl: Do you like bananas?
Tom: Yes, and I like mangoes and water.
May
Boy: Hi, May. Do you like ice cream?
May: Yes, I do. My favorite is mango ice cream. I really like mangoes.
Boy: What other foods do you like?
May: I like bread, hamburgers, chicken, and chocolate but I don't like lemonade.

## Matt

Girl: Hi, Matt. Do you like water?
Matt: No, I like lemonade.
Girl: Do you like bananas?
Matt: No, I don't.
Girl: Do you like mangoes?
Matt: Yuck, no.
Girl: What do you like?
Matt: I like hamburgers, French fries, and chocolate! Yum!

- Check answers.

Fast finishers Ask students to write the names of the foods at the top of the table.

- Ask Which person eats very healthy food? (Tom) Which person eats unhealthy food? (Matt)
- Put students in pairs. Have them draw an extra line at the bottom of the chart. Tell students to interview each other and draw happy or sad faces based on their partner's answers.

Key: Alice: : ; bread, French fries $\cdot$ : ice cream; Tom: © bananas, mangoes, water $)^{\circ}$ hamburgers, chicken; May: © ice cream, mangoes, bread, hamburgers, chicken, chocolate : lemonade; Matt: © lemonade, hamburgers, French fries, chocolate $\cdot$ water, bananas, mangoes

## 5 Write about you.

- Show students the questions in Activity 5.
- Choose a student to read the first question to the class. Ask another student to answer the question. Repeat for the other seven questions.
- Put students in pairs. Have them ask and answer the questions orally. When students have finished, have them write their answers to the questions.


## Workbook, page 57

See page TB181

## Ending the lesson

- Ask students to work in small groups of two or three. Tell them to choose a famous person or a character from a movie or book they like.
- Ask them to create an "ID" for this person. Write some questions on the board to help them, e.g., What's your name? How old are you? Do you have a bike/car? Do you have a pet? Do you like orange juice/water? What's your favorite food?
- Have students create an ID. Tell students they can make up details.
- Extension Have students tell their descriptions to a different group without saying the name of the person for the new group to guess.
- Repeat the video and quiz.

4. ${ }_{2.20}$ What do the children like? Listen and draw a happy or sad face.

|  | $\square$ |  | $\square$ | $\leftrightarrow$ | 田 | $\square$ | 里 | 45 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Alice | - | $\cdots$ | $\cdots$ | - | $\cdots$ | -• | $\cdots$ | . $\cdot$ |
| Tom | $\cdots$ | $\cdots$ | $\cdot$ | $\cdots$ | - | -• | - | $\cdots$ |
| May | -• | $\cdots$ | $\cdots$ | - | -• | - | . | $\cdots$ |
| Mart |  |  |  | -• | $\cdots$ | - | -• |  |

5 Write about you.


