Theme 6 FOOD AND DR

Vocabulary:

rice, eggs, chicken, cereal, fish, bread

Structure:

What do you want to eat? May I have ?

Review

- 1. Write the vocabulary from the previous theme on the board.
- 2. Have students read the words on the board.
- 3. Write the structure from the previous lesson on the board.
- 4. Have students read the sentences on the board.
- 5. Have some students come to the front and practice using the vocabulary and structure in front of the class.

Listen, point and say. 🙈













1. Arrange the flashcards on the board, play audio and have students listen and repeat. Point to the flashcards along with the audio. Repeat several times.

- 2. Play audio again and have students listen, repeat and point to the pictures in their books.
- 3. Change the order of the flashcards, point to them individually and have students say the words, correct pronunciation when needed.

Track 01

1. M: Rice. I eat rice every day. Eggs come from chickens. 2. *M*: *Eggs*. I like fried chicken. 3. M: Chicken. I like cereal. 4. M: Cereal. 5. M: Fish. Fish is good to eat. 6. M: Bread. I want bread and eggs.

- 4. Play the "Word Tennis" game. Have one student come to the front and play "Tennis" with you.
- 5. As you say a word hit it to the student and have the student respond with another word and hit it back to you.
- 6. Divide students into pairs and have them play with each other. Have some pairs demonstrate in front of the class.

IT'S BREAKFAST TIME IN THE BROWN'S KITCHEN..

🕨 Listen and circle. 🔞

What do you

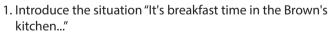












- 2. Have students call out the objects and people they can see.
- 3. Play audio and demonstrate the activity using the example.
- 4. Play audio and have students listen and circle.
- 5. Play audio again and check answers as a whole class.
- 6. Play audio again and have students listen and repeat.

Track 02

Narrator: Look at the picture. Listen. There is one example.

1.Ben: Yay!!! It's the weekend.

Lucy: Be quiet Ben! It's time for breakfast.

Ann: Lucy, don't yell at him. What do you want to eat Ben?

Ben: May I have cereal, Mom? Ann: Ok. Cereal for you Ben.

Narrator: Can you see the circle? This is an example.

Now listen and circle.

2.Ann: And you Lucy, what do you want to eat? Fish?

Lucy: No thanks. May I have bread?

Ann: Oh ok! Bread for you.

3. Ann: How about you boys? What do you want to eat?

Tom: May I have eggs? Ann: And you Alfie? Alfie: Umm. May I have eggs too Mrs. Brown?

Ann: Here you are eggs. Tom, Alfie: Thanks!

4. Sam: Hi everyone!

Ann: Oh, no! Sammm!

Everyone: Hi, Dad! Ann: What do you want to eat, Sam?

Sam: No. What do you want to eat, Ann? I'll cook for you.

Ann: Umm. May I have fish? Sam: Ok! Fish for Mrs.Brown.

Ann: Thanks! (sound of Ann leaving the room)

Tom: Finished!!! Let's play football. See you in the garden Daddy.

(A few moments later, Ann came back to the kitchen.)

> Structure box

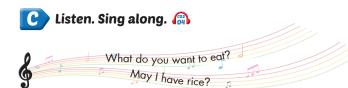
- 1. Have students look at the structure box.
- 2. Have students listen to audio and repeat.
- 3. Write the structure on the board and substitute highlighted words with vocabulary from Activity A.
- 4. Play audio and have students listen and repeat.



What do you want to eat? May I have eggs.

Track 03

M: What do you want to eat? W: May I have eggs?



- 1. Play audio and have students listen.
- 2. Play audio and have students point to the pictures in part A.
- 3. Play audio and have students sing the song as the whole class.

Track 04

What do you want to eat? May I have rice? eggs, chicken, cereal, fish,

bread

- 4. Divide class into two groups. Group A: sing the questions/ first part; group B: sing the response.
- 5. Swap roles and repeat.

🗣 Pronunciation tip 🚳

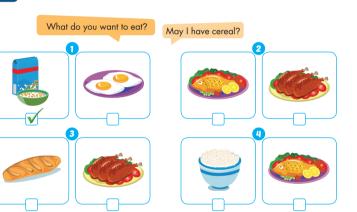
- 1. Focus attention on the example sentence, and briefly explain the focus.
- 2. Tell students they must listen and notice the pronunciation feature.
- 3. Play the audio once, and draw attention to the pronunciation feature.
- 4. Play the audio again. Have students listen and repeat with a focus on the feature.

Track 05

B: What do you want to eat? G: What do you want to eat? M: What do you want to eat?

D

Listen and tick (✓) the box. Practice. Ask and answer. 🦚



Listen and tick (\checkmark) the box.

- 1. Have students call out the objects and people they can see.
- 2. Play audio and demonstrate the activity using the example.
- 3. Play audio again and have students tick the correct answers.
- 4. Play audio again and check answers as a whole class.

Practice.

5. T: I say "eggs." You say, "I want eggs."

T: I say "cereal." You say, "I want cereal." OK?

T (to whole class): Eggs. Whole class: I want eggs.

Track 06 🗥

Narrator: Can you see the tick? This is an exemple.

Now listen and tick the box.

1. Alfie: What do you want to eat?

Tom: May I have cereal?

2. Alfie: What do you want to eat?

Tom: May I have fish?

3. Alfie: What do you want to eat?

Tom: May I have chicken?

4. Alfie: What do you want to eat?

Tom: May I have fish?

T (to whole class): Cereal. Whole class: I want cereal.

Continue whole class/group/individual drills, with:

- ricechicken
- fishbread

Ask and answer.

- 6. Divide students into pairs.
- 7. Have student A ask "What do you want to eat?" and have student B respond with "I want _____."
- 8. Swap roles and repeat.
- 9. Afterwards, have some pairs demonstrate in front of the class.

Play

Play the "Guess who" game.



- 1. Have one student face away from the class.
- 2. Have another student say a sentence, e.g. "I want rice."
- 3. Have the student facing the board turn around and guess who said the sentence.
- 4. Choose another student to take a turn.

Theme 6 FOOD AND DR

Vocabulary:

yogurt, banana, cupcake, sandwich, cookie

Structure:

Can I eat a Yes, you can.

Review

- 1. Write the vocabulary from the previous lesson on the board.
- 2. Have students read the words on the board.
- 3. Write the structure from the previous lesson on the board.
- 4. Have students read the sentences on the board.
- 5. Have some students come to the front and practice using the vocabulary and structure in front of the class.

yogurt

Listen, point and say. 😚











1. Arrange the flashcards on the board, play audio and have students listen and repeat. Point to the flashcards along

- with the audio. Repeat several times. 2. Play audio again and have students listen, repeat and point to the pictures in their books.
- 3. Change the order of the flashcards, point to them individually

Track 07 A

1. M: Yogurt. This yogurt is good. 2. M: Banana. I like bananas.

Umm... This cupcake is yummy. 3. M: Cupcake.

4. M: Sandwich. He likes sandwiches. 5. M: Cookie. She has a cookie.

and have students say the words, correct pronunciation when needed.

4. Two teams. Play the game "Heads up. What's missing?" Arrange flashcards on the board and remove one card when students are not looking. One student from each team calls out the missing flashcard.

THE CHILDREN ARE HUNGRY AFTER FOOTBALL.

Can I eat a cookie?

Listen and tick (\checkmark) the box.













- 1. Review the story from the previous lesson "It was breakfast time in the Brown's kitchen..."
- 2. Now introduce the situation "The children are hungry after football..."
- 3. Have students call out the objects and people they can see.
- 4. Play audio and demonstrate the activity using the example.
- 5. Play audio and have students listen and tick the box.
- 6. Play audio again and check answers as a whole class.
- 7. Play audio again and have students listen and repeat.

Track 08

Narrator: Look at the picture. Listen. There is one example.

1. (Sound of running and opening a door.)

Lucy: Mom. Can I eat a cookie? (Sound of opening a fridge)

Ann: Yes, you can.

Lucy: Oh, ok. Thanks Mom.

Narrator: Can you see the tick? This is an example. Now listen and tick the box.

2. Ben: Mummy. Can I eat a banana?

Ann: Yes, you can, Ben.

Ben: Thanks. (Sounds happy) (Sound of eating)

3. Tom: Mom. Lucy ate all the cookies. Can I eat a sandwich?

Ann: Mmm. A sandwich? Yes, you can Tom.

Tom: (sound of opening a fridge) Wow. Yum yum. Thanks

4. Alfie: How about me, Mrs. Brown? Can I eat a yogurt?

Ann: Yes, you can, Alfie.

Alfie: Great! Thanks Mrs. Brown. (sound of Sam coming home)

Ann: Sam! There's a cupcake in the kitchen for you.

Sam: Great! What? Uh! Where's the cupcake?

Structure box

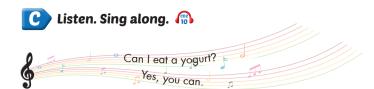
- 1. Have students look at the structure box.
- 2. Have students listen to audio and repeat.
- 3. Write the structure on the board and substitute highlighted words with vocabulary from Activity A.
- 4. Play audio and have students listen and repeat.



Can I eat a cookie? Yes, you can.

Track 09 A

M: What can I eat? W: You can eat a cookie.



- 1. Play audio and have students listen.
- 2. Play audio and have students point to the pictures in part A.
- 3. Play audio and have students sing the song as the whole class.

Track 10 🗥

Can I eat a yogurt? Yes, you can. banana, cupcake, sandwich, cookie

- 4. Divide class into two groups. Group A: sing the questions/ first part; group B: sing the answers/second part.
- 5. Swap roles and repeat.

🗣 Pronunciation tip 🛭 🧌

- 1. Focus attention on the example sentence, and briefly explain the focus.
- 2. Tell students they must listen and notice the pronunciation
- 3. Play the audio once, and draw attention to the pronunciation feature.
- 4. Play the audio again. Have students listen and repeat with a focus on the feature.

Track 11

B: Can I eat a cookie? G: Can I eat a cookie? M: Can I eat a cookie?



D

Listen and circle. Practice. Ask and answer.











Listen and circle.

- 1. Have students call out the objects they can see.
- 2. Demonstrate the activity using the example.
- 3. Have students circle.
- 4. Check answers as a whole class.

Practice.

5. Divide class into Group A and Group B

T: I say "Cookie."

Group A, you say "Can I eat a cookie?"

Group B, you say, "Yes, you can." OK?

T: I say "cupcake."

Group A, you say "Can I eat a cupcake?"

Group B, you say, 'Yes, you can."

T(to class): What can I eat? / cookie.

Track 12 🗥

Narrator: Can you see the circle? This is an exemple.

Now listen and circle.

1. G: Mom. What can I eat?

W: You can eat a banana.

2. G: What can I eat? Can I eat a banana?

W: No. You can eat yogurt.

3. G: It's snack time. What can I eat? Can I eat a cupcake mom?

W: Sure. You can eat a cupcake.

4. G: Dad. What can I eat?

M: You can eat a sandwich.

Group A: What can I eat?

Group B: You can eat a cookie.

T(to class): What can I eat?/ cupcake.

Continue whole class/group/individual drills, with:

- What can I eat? / banana.
- What can I eat? / sandwich.
- What can I eat? / yogurt.

Ask and answer.

- 6. Divide students into pairs.
- 7. Have student A ask, e.g. "What can I eat?" and have student B respond with "You can eat a cookie."
- 8. Swap roles and repeat.
- 9. Afterwards, have some pairs demonstrate in front of the class.



Play the "Memory" game.



- 1. Divide students into pairs.
- 2. Have student A look at a picture while student B counts to 10.
- 3. Have student A call out as many objects as possible.
- 4. Swap roles and repeat.

Review

Theme 6 FOOD AND DRIN

Vocabulary:

peas, potatoes, meat, spaghetti, sausages, heans

Can I have some ____ and ____, please? Yes, here you are. Thank you.

Structure:

4. Have students read the sentences on the board. 5. Have some students come to the front and practice using the vocabulary and structure in front of the class.

1. Write the vocabulary from the previous lesson on the board.

3. Write the structure from the previous lesson on the board.

peas

🕨 Listen, point and say. 😘







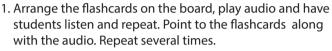


2. Have students read the words on the board.









- 2. Play audio again and have students listen, repeat and point to the pictures in their books.
- 3. Change the order of the flashcards, point to them individually and have students say the words, correct pronunciation when needed.

Track 13 A

1. M: Peas. I don't like to eat peas. 2. M: Potatoes. These potatoes are yummy.

3. M: Meat. I like to eat meat.

4. M: Spaghetti. I eat spaghetti for dinner.

5. M: Beans. I like to eat beans.

6. M: Sausages. I want some sausages mom.

- 4. Play the "Guess" game. Arrange the flashcards on the board and write a number under each card.
- 5. Have students look at the flashcards for the count of ten. Turn the flashcards over to face the board when the students are not looking.
- 6. Call out a number and have students take turns to guess the face down card. Turn the card over after each guess.

Listen and number. 🔐



















- 1. Review the story from the previous lesson "The children were hungry after football..."
- 2. Now introduce the situation "It's dinner time and Mr. Brown is hunary".
- 3. Have students call out the objects and people they can see.
- 4. Play audio and demonstrate the activity using the example.
- 5. Play audio and have students listen and number.
- 6. Play audio again and check answers as a whole class.
- 7. Play audio again and have students listen and repeat.

Track 14 A

Narrator: Look at the picture. Listen. There is one example.

1. Ann: It's dinner time. (Calling)

Sam: Umm... I'm hungry. Can I have some sausages

and eggs, please?

Ann: Yes, here you are.

Sam: Thanks.

Narrator: Can you see number 1? This is an example. Now listen and number.

2. Sam: Mmm, peas and potatoes. Can I have some peas and potatoes, please?

Ann: Yes, here you are, Sam.

Sam: Thanks. (Sound of eating)

3. Sam: Mmm, beans and meat. Can I have some beans and

meat, please?

Ann: Yes, here you are. (Sounds surprised)

Sam: Thanks. (Sounds of eating, using forks, knives)

4. Lucy: Mom... Can I have some meat and spaghetti, please?

Ann: Yes, here you are.

Lucy: Thanks. Mmm, yummy. (Sound of eating)

Sam: Oh. Can I have some meat and spaghetti?

Ann: Yes, here you are.

Lucy: Dad! (Sounds surprised)

Sam: (sound of Sam eating)

Ann: Oh, Sam... (Laughing)

► Structure box

- 1. Have students look at the structure box.
- 2. Have students listen to audio and repeat.
- 3. Write the structure on the board and substitute highlighted words with vocabulary from Activity A.
- 4. Play audio and have students listen and repeat.



Can I have some peas and potatoes, please? Yes, here you are. Thank you.

Track 15 A

M: Can I have some peas and potatoes, please? W: Yes, here you are. M: Thank you.



Track 16

Can I have some peas and potatoes, please? Yes, here you are.

meat and spaghetti, beans and sausages

- 1. Play audio and have students listen.
- 2. Play audio and have students point to the pictures in part A.
- 3. Play audio and have students sing the song as the whole class.
- 4. Divide class into two groups. Group A: sing the questions/ first part; group B: sing the answers/second part.
- 5. Swap roles and repeat.

Pronunciation tip 👘

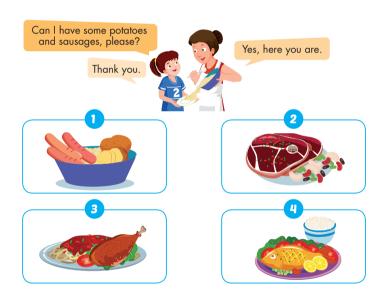
- 1. Focus attention on the example sentence, and briefly explain the focus.
- 2. Tell students they must listen and notice the pronunciation feature.
- 3. Play the audio once, and draw attention to the pronunciation feature.
- 4. Play the audio again. Have students listen and repeat with a focus on the feature.

Track 17 A

B: Can I have some sausages and eggs, please? G: Can I have some sausages and eggs, please? M: Can I have some sausages and eggs, please?



Practice. Ask and answer.



Practice.

T: I say 'eggs, sausages.' You say, 'Can I have some eggs and sausages, please?'

T: I say 'peas, potatoes.' You say, 'Can I have some peas and potatoes, please?' OK?

T (to whole class): eggs, sausages

Whole class: Can I have some eggs and sausages, please? T (to whole class): peas, potatoes

Whole class: Can I have some peas and potatoes, please?

Continue whole class/group/individual drills, with:

- peas, potatoes
- · beans, meat
- spaghetti, meat

Ask and answer.

- 6. Divide students into pairs.
- 7. Have student A ask, e.g. "Can I have some eggs and sausages, please?" and have student B respond with "Yes, here you are."
- 8. Swap roles and repeat.
- 9. Afterwards, have some pairs demonstrate in front of the class.

Play the "Read my lips" game.



- 1. Divide students into pairs or small groups.
- 2. Have one student mouth silently a sentence e.g. "Can I have some potatoes?"
- 3. Have the other students take turns to guess what was said.
- 4. Swap roles and repeat.

Theme 6 FOOD AND DRIE

Vocabulary:

pizza, chocolate, ice cream, cake, fries, juice

Would you like some ____ Yes, please. / No, thank you.

Review

- 1. Write the vocabulary from the previous lesson on the board.
- 2. Have students read the words on the board.
- 3. Write the structure from the previous lesson on the board.
- 4. Have students read the sentences on the board.
- 5. Have some students come to the front and practice using the vocabulary and structure in front of the class.

Listen, point and say. 🔞













1. Arrange the flashcards on the board, play audio and have students listen and repeat. Point to the flashcards along with the audio. Repeat several times.

- 2. Play audio again and have students listen, repeat and point to the pictures in their books.
- 3. Change the order of the flashcards, point to them individually and have students say the words, correct pronunciation when needed.
- 4. Play the "Guess" game.

Track 18

1. M: Pizza. I like pizza.

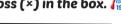
2. M: Chocolate. Umm. Chocolate is yummy. 3. M: Ice cream. He likes ice cream.

4. M: Cake. This is a chocolate cake.

5. M: Fries. She likes fries. 6. M: Juice. This juice is good.

- 5. Arrange the flashcards on the board and write a number under each card.
- 6. Have students look at the flashcards for the count of ten. Turn the flashcards over to face the board when the students are not looking.
- 7. Call out a number and have students take turns to guess the face down card. Turn the card over after each guess.

Listen and put a tick (🗸) or a cross (×) in the box. 👘











- 1. Review the story from the previous lesson "It was dinner time and Mr Brown was hungry..."
- 2. Now introduce the situation "The Brown's are having a garden party..."
- 3. Have students call out the objects and people they can see.
- 4. Play audio and demonstrate the activity using the example.
- 5. Play audio and have students listen and put a tick (\checkmark) or a cross (x).
- 6. Play audio again and check answers as a whole class.
- 7. Play audio again and have students listen and repeat.

Track 19

Narrator: Look at the picture. Listen. There is one example. 1. Sam: This is good pizza. (Eating sounds). Would you like

some pizza Ann? Ann: No, thank you.

Sam: But this pizza is really good, Ann.

Ann: No, thanks Sam.

Narrator: Can you see the cross? This is an example.

Now listen and put a tick or a cross in the box.

2. Sam: Wow. This cake is great! (Eating sounds). Would you

like some cake, Lucy?

Lucy: No, thank you, dad.

Sam: Ok.

3. Tom: Are there any fries left dad?

Sam: Yeah. Would you like some fries Tom? (Eating sounds) Tom: Yes, please! (Sounds eating) Mmm. These fries are so good.

4. Sam: Mmm. This ice cream is yummy. (Eating sounds) Would

you like some ice cream Alfie? Alfie: Oh yes, please! I like ice cream.

Sam: Here you are.

(Small pause)

Sam: Ahhhh!

Alfie: Are you ok Mr. Brown?

Sam: Ugh! I don't feel good. Ouch!

> Structure box

- 1. Have students look at the structure box.
- 2. Have students listen to audio and repeat.
- 3. Write the structure on the board and substitute highlighted words with vocabulary from Activity A.
- 4. Play audio and have students listen and repeat.



Would you like some fries? Yes, please. Would you like some cake? No, thank you.

Track 20 🔼

M: Would you like some fries?

W: Yes, please.

M: Would you like some cake?

W: No, thank you.



Yes, please.

- 1. Play audio and have students listen.
- 2. Play audio and have students point to the pictures in part A.
- 3. Play audio and have students sing the song as the whole class.

Track 21

Would you like some pizza? Yes, please.

chocolate, ice cream, cake, fries, juice

- 4. Divide class into two groups. Group A: sing the questions/ first part; group B: sing the answers/second part.
- 5. Swap roles and repeat.

Pronunciation tip

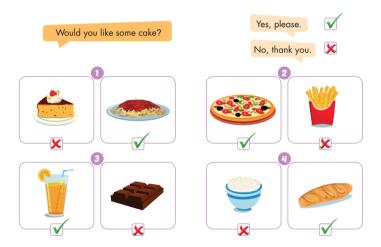
- 1. Focus attention on the example sentence, and briefly explain the focus.
- 2. Tell students they must listen and notice the pronunciation
- 3. Play the audio once, and draw attention to the pronunciation feature.
- 4. Play the audio again. Have students listen and repeat with a focus on the feature.

Track 22

B: Would you like some pizza? G: Would you like some pizza? M: Would you like some pizza?



Practice. Point, ask and answer.



Practice.

5. Divide class into Group A and Group B T: I say "fries" and shake my head. Group A, you say "Would you like some fries?" Group B, you say, "No, thank you."

T: I say "ice cream" and nod my head.

Group A, you say, "Would you like some ice cream?"

Group B, you say, "Yes, please."

T(to class): fries – shake head

Group A: Would you like some fries?

Group B: No, thank you.

T(to class): ice cream - nod head

Continue whole class/group/individual drills, with:

- pizza nod head
- chocolate shake head
- cake nod head
- juice shake head

Point, ask and answer.

- 2. Divide students into pairs.
- 3. Have student say e.g. "Would you like some ice cream?" and have student B respond with "Yes, please." or "No, thank you."
- 4. Swap roles and repeat.
- 5. Afterwards, have some pairs demonstrate in front of the class.

Play the "Would you like..." game.



- 1. Divide class into pairs.
- 2. Have students take turns to point to one of the pictures and ask and answer using the structure "Would you like some_____? "Yes, please. /No, thank you".
- 3. Afterwards, have some pairs demonstrate in front of the class.

Theme 6 FOOD AND DR

Value - Sharing food with family and friends

Structure:

share, fish balls, pancake, smoothie, sova milk

Have a/some

Thank you. You're welcome.

No, thank you.

Review

- 1. Write the vocabulary from the previous lesson on the board.
- 2. Have students read the words on the board.
- 3. Write the structure from the previous lesson on the board.
- 4. Have students read the sentences on the board.
- 5. Have some students come to the front and practice using the vocabulary and structure in front of the class.

NEW WORDS Listen, point and say. 🚳



- 1. Arrange the flashcards on the board, play audio and have students listen and repeat. Point to the flashcards along with the audio. Repeat several times.
- 2. Play audio again and have students listen, repeat and point to the pictures in their books.
- 3. Change the order of the flashcards, point to them individu-

Track 23 A

1. M: Share. You didn't bring your book. I will share mine with you.

2. M: Fish balls. Mmm! I love fish balls. 3. M: Pancake. This pancake is yummy.

4. M: Smoothie. This banana smoothie is good.

5. M: Soya milk. Can I have a glass of soya milk please?

ally and have students say the words, correct pronunciation when needed.

4. Two teams. Play the game "Heads up. What's missing?" Arrange flashcards on the board and remove one card when students are not looking. One student from each team calls out the missing flashcard.

LISTENING Listen and put a tick (\checkmark) or a cross (\times) in the box.















- 1. Review the story from the previous lesson "The Browns were having a garden party..."
- 2. Now introduce the situation "Everyone is eating out..."
- 3. Have students call out the objects and people they can see.
- 4. Play audio and demonstrate the activity using the example.
- 5. Play audio and have students listen and put a tick or cross in the box.
- 6. Play audio again and check answers as a whole class.
- 7. Play audio again and have students listen and repeat.

Track 24 A

Narrator: Look at the picture. Listen. There is one example.

1. (Sound of the vehicles and cooking)

(Sound of people eating snacks)

Vinh: Mmm, this soya milk is yummy.

Kim: Oh, no! My soya milk! (Sounds sad) (Sound of dropping a alass of sova milk)

Vinh: Oh, Kim. Have some soya milk.

Kim: Oh, thank you.

(Sound of drinking)

Vinh: You're welcome. *Kim: Thank you for sharing with me.* Narrator: Can you see the tick? This is an example. Now listen and put a tick or a cross in the box.

2. Vinh: Have some fish balls, Kim?

Kim: Oh, thank you. I love fish balls.

Vinh: You're welcome. (Sound of laughing and eating)

3. Nam: And would you like a smoothie?

Kim: Hmm, No, thank you. Nam: Ok.

4. Phong: Have some pancake, Nam.

Nam: Thank you very much.

Phong: You're welcome. (Sound of eating pancake)

Nam: Mmm. (Sound of eating pancake)

Phong: It's good to share food with each other. (Sounds happy)

Useful language box

- 1. Have students look at the useful language box.
- 2. Have students listen to audio and repeat.

STRUCTURE (25)

Have some pancake. Thank you. You're welcome.

Have some soya milk. No, thank you.

Track 25

M: Have some pancake.

B: Thank you.

M: You're welcome.

M: Have some soya milk.

B: No, thank you.

READING Read and circle "True" or "False".



Sharing food

"Kim, let's eat! Here have some pancake. And you don't have a drink. Here have some soya milk."

"Oh, you don't have a drink, Vinh. Here have a smoothie. And you don't have any food. Here have some fish balls. It's nice to share."



Vinh says:

- 1. Have some fries.
- 2. Have some juice.

Kim says:

- 3. Have a sandwich.
- 4. It's nice to share.



True/False True/False

- 1. Have students read the passage.
- 2. Read the passage as a whole class.
- 3. Demonstrate circling true or false.
- 4. Have students read statements and circle true or false if Vinh and Kim said them or not.
- 5. Check answers as a whole class.



SPEAKING Point and say.







Practice.

1. Divide class into Group A and Group B T: I say "fish balls" and shake my head. Group A, you say "Have some fish balls." Group B, you say, "No, thank you." T: I say 'soya milk" and nod my head. Group A, you say, "Have some soya milk." Group B, you say, "Thank you" Group A, you say, "You"re welcome." OK? T(to class): fish balls – shake head Group A: Have some fish balls.

Group B: No, thank you.

T(to class): soya milk - nod head

Continue whole class/group/individual drills, with:

- smoothie shake head
- pancake nod head

Point and say.

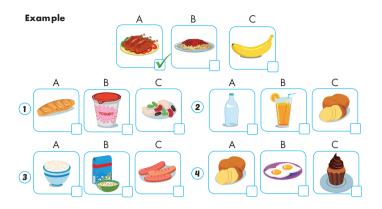
- 1. Demonstrate the activity using the example.
- 2. Divide the class into pairs.
- 3. Have student A point to picture 1 and have student B say, "Have some fish balls", student A then responds with "Thank you/No, thank you. If student A says "Thank you" then student B says "You"re welcome."
- 4. Swap roles and repeat for the next pictures.
- 5. Afterwards, have some pairs demonstrate in front of the class.



- 1. Demonstrate the activity using the example.
- 2. Have students look at the pictures and write the offers and response.
- 3. Check answers as a whole class.

Theme 6 FOOD AND DRINK

LISTENING Listen and tick (🗸) the box. 🕵



- 1. Play example audio and demonstrate ticking the box.
- 2. Play audio and have students listen and tick the correct box.
- 3. Play audio again.
- 4. Play audio again and check answers as a whole class.

Track 26 \(\Omega\)

Narrator: Look at the pictures. Listen. There is one example.

B: What do you want to eat?

G: May I have some chicken?

B: Some what?

G: Some chicken, please.

Narrator: Can you see the tick. This is an example. Now listen

and tick the box.

1. B: Mom what can I eat?

W: You can eat some beans.

B: Some beans?

W: Yes.

B: Ok, thank you.

2. G: Can I have some juice?

B: Some what?

G: Some juice, please.

B: Sure, here you are.

3. B: What can I eat?

G: You can eat some cereal.

B: Cereal?

G: Yeah.

4. B: What do you want to eat?

G: May I have a cupcake?

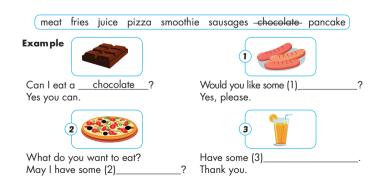
B: A cupcake? Are you sure?

G: Yes, I really want a cupcake.

B: Ok, here you are.

Narrator: Now listen again.

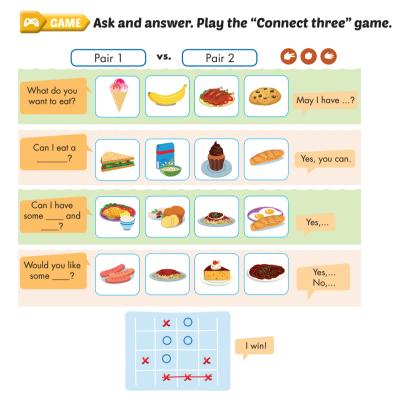
READING & WRITING Read the sentences. Choose a word from the box. Write the correct word next to the numbers 1 - 3



- 1. Demonstrate looking at the pictures, reading the statements and putting a tick or a cross in the boxes.
- 2. Have students look at the pictures, read the statements and put a tick in the box if the statement matches the picture or a cross in the box if the statement doesn"t match the picture.
- 3. Check answers as a whole class.
- 4. Afterwards, have students give new true statements for each of the false statements.

song Turn to page 103. Listen. Sing along. 📳

- 1. Have students turn to page 126.
- 2. Read lyrics as a whole class.
- 3. Play audio and have students listen.
- 4. Play audio again and have students listen and sing along.



- 1. Divide the class in groups of 4. Divide the groups into pairs. Have each pair use a different color pen.
- 2. Have students play rock, paper, and scissors. The winners will go first.
- 3. Student A from the first team points to space on the board where they wish to put a mark and asks the related question. Student B answers. If correct, then that team can put a mark on the space. If incorrect, the next team takes their turn.
- 4. The winners are the team that can get three of their own marks in a row, horizontally, vertically or diagonally.

 Note: swap students roles after each turn.



- I can ask and answer about food and drink that I want.
- I can ask for and offer people food and drink.
- I can talk about food using 'some' and 'a/an'.



Go through can do statements with students, have them color the stars to represent their understanding.

- \bullet I can ask and answer about food and drink that I want.
- I can ask for and offer people food and drink.
- I can talk about food using 'some" and "a/an".

'Can Do' statements

- 1. Read out the statements and give an example for each. E.g.
 - I can ask and answer about where I am going: 'Where are you going?' I'm going to the lake.'
 - I can give and follow directions: 'Go straight', 'Turn right', etc.
 - I can follow road safety rules: 'There's a red light. Let's stop'.
- 2. In pairs, have students to give a few more examples of each function, then briefly practice.
- 3. Ask students to color one, two or three stars, to show how well they can do the statement.
 - $\star\star\star=$ Great!
 - $\star \star \Rightarrow = Ok$
 - ★☆☆ = Needs more study

For students with two or fewer stars, recommend they review the theme at home, or do the Workbook or Activity Multi-ROM (if they have it).