Review and Practice

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 59 🎧

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: Can I eat some beans? G: Yes, you can. 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

meat fries juice pizza s	moothie sausages chocolate pancake
Example	
Can I eat a <u>chocolate</u> ? Yes you can.	Would you like some (1)? Yes, please.
2	3
What do you want to eat? May I have some (2)	Have some (3) ? Thank you.

- 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 a new true statement for each of the false statements.

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🞵 SONG) Turn to page 103. Listen. Sing along. 🖚

- 1. Have students turn to page 103.
- 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 into 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 the 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 "I can" statements with students, have them color the stars to represent their understanding.

- 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.
- 2. In pairs, have students 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 perform the tasks.
 - $\star \star \star = \text{Great!}$
 - ★ ★ ☆ = Ok
 - \star \Rightarrow \Rightarrow = Needs more study

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

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