

In This Unit

Theme

This unit is about food.

Vocabulary

Lesson 1: *bill, dessert, fast food, glass, menu, order, plate, waiter/waitress, amazing, delicious, salty, spicy, tasty*

Lesson 2: *chopsticks, bowl, fork, knife, slice, spoon, butter, carrot, chips, chocolate, cupcake, fish, salad, spaghetti*

Grammar

Lesson 1: *much, many*

Lesson 2: *a lot of, lots of, a few, a little*

Unit Opener

Objectives

- To introduce students to the topic of the unit (food)
- To engage students with the topic and activate knowledge and vocabulary

Materials

- Student's Book, Class Audio CD, Posters, IWB, DVD

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On the Menu



Women preparing tamales and atole,
Mexico City, Mexico

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To start

- Read the title of the unit together. Check that students know what it means. Ask them what their favourite food and drink is, what their favourite restaurant is and how often they go there.
- Put students in groups of two or three and tell them to think of at least seven words that they can relate to food and drink. Tell them the words can be verbs, objects, activities or adjectives.



1 What are the women doing? Tick.

- preparing a meal
- washing the dishes
- shopping for food

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About the photo

The photo shows a group of women preparing a traditional meal of *tamales* in an area of Mexico City. *Tamales* are made from *masa*, a corn-based dough. The dough is often flavoured with different meats, cheese, vegetables and chillies. The dough is then wrapped in a corn husk or a banana leaf and steamed.

Related vocabulary

women, preparation, feast, spoon

1 What are the women doing? Tick.

- Tell students to look at the photo on pages 54 and 55 and say what they can see. Elicit ideas (*vegetables, meat, leaves, hands, women, table*) and write them on the board.
- Ask students to read and answer the question.
- Check answers as a class.

TEACHING TIP

Pairwork and group work

It is sometimes better to decide on the pairs or groups that students should work in, especially for certain types of activities. Listen to how the groups are working together, and make sure they are treating each other with respect and allowing each member a chance to participate. It can be a good idea to change the pairs or groups several times during a lesson.

Lesson 1



Lesson Aims

- Learn and use new vocabulary: *bill, dessert, fast food, glass, menu, order, plate, waiter/waitress, amazing, delicious, salty, spicy, tasty*
- Learn and use new grammar: *much, many*

Materials

- Student's Book, Class Audio CD

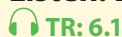
To start

- Tell students to read each other's paragraphs from Unit 5, Lesson 3.
- Write out these words and ask students to unscramble them: wrosfkier (*fireworks*), dlcnea (*candle*), aekc (*cake*), spatrneoipra (*preparations*), radc (*card*).
- Tell students to discuss in pairs what gift they would give their best friend on their birthday. Encourage them to use *some* and *any* where possible when discussing it.

New vocabulary

- Teach the new words. See the Lesson Planner introduction pages 8–9 for teaching suggestions.

1 Listen. Listen and repeat.



- Tell students to look at the small photos on page 56. Ask if they know any of the words. Play the recording.
- Play the recording again. Pause after each word for students to repeat.

2 Listen and read.



- Tell students to look at the photo and say what they see (*trees, a street, sky, tables, chairs, buildings*).
- Play the recording. Pause after each sentence for students to repeat.
- Play the recording again. Ask students to read out a sentence each of the text.

3 Write.

- Tell students to read the sentences and write in the missing letters.

1 Listen. Listen and repeat.



2 Listen and read.



Nina: Ky, look at this photo! It's of a dinner my parents went to called 'Dinner in the Sky.'

Ky: Cool! The restaurant is so high above the ground!

Nina: Yes! They bring the table up above the trees. They serve food at 50 metres high.

Ky: Wow! Do you **order** from a **menu**?

Nina: No, a chef chooses the food and cooks it in front of the guests. Then, a **waiter** or **waitress** brings food to each person.

Ky: That looks really fun, but a bit scary!

Nina: Yes, my mum was scared, but she had fun, too.

Ky: How much food do they give you?

Nina: A lot! The **dessert** was my mum's favourite — chocolate cake.

Ky: Sounds good. Your mum was probably happy to get the **bill** and go home!

Nina: Yes, she was. And she was happy that no **glasses** or **plates** fell off the table.

Ky: Do you want to have dinner in the sky?

Nina: No, I like being on the ground, at my favourite **fast food** restaurant, with a burger in my hand!



3 Write.

- A woman who brings food at a restaurant
w a i t r e s s
- To ask for food or drink
o r d e r
- A list of food and drink at a restaurant
m e n u
- Cake or ice cream, for example
d e s s e r t
- What you put drinks in
g l a s s

4 Read. Tick T for True and F for False.

- There aren't any waiters or waitresses at Dinner in the Sky. T F
- People don't get a lot of food at Dinner in the Sky. T F
- Ky thinks Dinner in the Sky looks scary. T F
- Nina's mum was too scared to have dessert. T F
- Glasses fell from the table at the dinner. T F
- Nina wants to eat fast food in the sky. T F

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- Check answers. Write the answers on the board if necessary.

4 Read. Tick T for True and F for False.

- Tell students to read the sentences and decide if they are true or false.
- Check students understand the task. Read out number 1. Ask if it's true or false and why.
- Check answers. Ask students to read out the sentences and say true or false.

TEACHING TIP

Cultivate an encouraging atmosphere in the classroom to make students feel comfortable and confident about speaking.

GRAMMAR Much, many

We use **much** and **many** to describe quantities.
We use **much** in negative sentences and questions with uncountable nouns.
*I don't want **much** juice. Have you got **much** food?*

We use **many** in affirmative and negative sentences and questions with plural countable nouns.
*The restaurant has got **many** menus. I haven't got **many** chips. Are there **many** people at the café?*

We use **how much** and **how many** to ask about quantities.
***How much** water is there? **How many** burgers do you want?*

Note:
We can use **lots of** or **a lot of** instead of **many** or **much** in affirmative sentences.
*There are **lots of** sandwiches on the table. My brother eats **a lot of** food.*

Note:
We use **How much** ... ? to ask about prices.
***How much** is the orange juice? It's one euro.*

5 Complete the sentences with **many** or **much**.

- There isn't **much** food on my plate.
- How **many** sandwiches has Henry got?
- Do you eat **many** cakes?
- I haven't got **much** water in my glass.
- They haven't got **many** sweets.

6 Listen. Listen again and repeat. TR: 6.3

amazing delicious salty spicy tasty

7 Match the word with the best definition.

- | | | |
|-------------|---|----------------------------------|
| 1 delicious | — | a very tasty |
| 2 amazing | — | b not sweet; for example, crisps |
| 3 salty | — | c can burn your mouth |
| 4 spicy | — | d surprising in a good way |

8 Look. Describe each food with one or two words.







Answers will vary.



Answers will vary.



9 Listen. Tick (✓) the correct pictures. TR: 6.4

- What is delicious?
  
- What does the boy want?
  
- What does the waiter bring?
  
- What does the girl want?
  

10 Talk to your partner about your favourite restaurant or café. Use these words to help you.

amazing bill delicious dessert food
great people tasty waiter/waitress

11 Write about your favourite restaurant. Use the words in Activity 10.

7 Match the word with the best definition.

- Tell students to match the word with the best definition by drawing a line.
- Check students understand the task. Elicit the first answer if necessary.
- Check answers as a class.

8 Look. Describe each food with one or two words.

- Elicit what each picture shows.
- Tell students to work in pairs to describe each food with one or two words.
- Check answers as a class. Ask volunteer pairs for their descriptions.

9 Listen. Tick (✓) the correct pictures. TR: 6.4

- Elicit what each picture shows (*orange juice, pasta dish, burger, burger and chips, bill, dessert, glass of water, ice cream*).
- Tell students to read the questions. Then listen to the conversations and tick the correct pictures. Play the recording.
- Play the recording again. Ask students to discuss their answers in pairs and justify any different answers.
- Check answers as a class.

5 Complete the sentences with **many** or **much**.

- Read the grammar box to the class. Tell students to repeat the examples.
- Tell students to complete the sentences with *many* or *much*.
- Check students understand the task. Elicit the first answer. Check answers as a class.

6 Listen. Listen again and repeat. TR: 6.3

- Tell students to look at the words in the word box. Ask if they know any of the words. Play the recording.
- Play the recording again. Pause after each word for students to repeat.

10 Talk to your partner about your favourite restaurant or café. Use these words to help you.

- Tell students to read the words in the box. Then discuss in pairs their favourite restaurant or café.
- Check answers as a class. Ask each student to say one thing about their favourite place.
- Write any mistakes on the board and ask students to correct them. Deal with any pronunciation problems.

11 Write about your favourite restaurant. Use the words in Activity 10.

- Tell students to write six sentences about their favourite restaurant, using their answers from activity 10.
- Allow enough time to complete the task.
- Check answers. Write them on the board if necessary.

Lesson 2

1 Listen. Listen and repeat. TR: 6.5



2 Listen and read about the different ways people eat their food. TR: 6.6

Lesson Aims

- Learn and use new vocabulary: *chopsticks, bowl, fork, knife, slice, spoon, butter, carrot, chips, chocolate, cupcake, fish, salad, spaghetti*
- Learn and use new grammar: *a lot of, lots of, a few, a little*
- Focus on the pronunciation of *ch/sh*

Materials

- Student's Book, Class Audio CD, Poster (Food)

To start

- Tell students to read each other's sentences about their favourite restaurant from Lesson 1.
- Revise the new vocabulary using the poster (Food).
- Tell students to write sentences using *much, many, lots of* and *a lot of*. Ask each student to read one of their sentences.

New vocabulary

- Teach the new words with the poster. See the Lesson Planner introduction pages 8–9 for teaching suggestions.

1 Listen. Listen and repeat.

TR: 6.5

- Tell students to look at the small photos on page 58. Ask if they know any of the words. Play the recording.
- Play the recording again. Pause after each word for students to repeat.

2 Listen and read about the different ways people eat their food. TR: 6.6

- Tell students to look at the text about the different ways people eat their food. Ask them to read quickly and find out who first used chopsticks (*the Chinese*).
- Play the recording. Pause after each sentence for students to repeat.
- Play the recording again. Ask students to read out a sentence each of the text.

How We Eat

Around the world, people eat with forks, spoons, chopsticks or just their hands.

Eating foods like rice and vegetables with your hands is a skill that takes time to learn. It's important to eat only with the right hand, and that the food only touches the fingers. People who eat this way make the food into a small ball. Then they use their right hand like a spoon to put food in their mouth. It's more difficult than eating a slice of pizza with your hands.

Many people now eat meals with a fork and a knife. Long ago, people ate with only a knife. They put food on the end of the knife and put it in their mouths. People began using forks in the 1600s.

Spoons are used for serving and eating food around the world. Early people used shells or animal horns to make spoons thousands of years ago.

Other people use chopsticks to eat. Chopsticks are good for picking up rice and noodles from a bowl. This is also a skill that needs practice! The Chinese first used chopsticks over 3,000 years ago.

3 Complete the sentences with words from the box.

chopsticks forks hands knife slice spoons

- People often eat a slice of pizza with their hands.
- Before they used forks, people put food on the end of a knife.
- Chopsticks are good for picking up rice and noodles.
- Early people used shells or animal horns to make spoons.

4 Write what you use to eat each food. Then, compare with a partner. Answers will vary.

- rice _____
- a slice of pizza _____
- chicken _____
- ice cream _____
- noodles _____

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3 Complete the sentences with words from the box.

- Tell students to complete the sentences with words from the box. Remind them to re-read the text for the correct answers if necessary.
- Check answers. Write the answers on the board if necessary.

4 Write what you use to eat each food. Then, compare with a partner.

- Tell students to write what they use to eat each food. Then compare answers with a partner.
- Check answers as a class. Write the answers on the board if necessary.

GRAMMAR A lot of, lots of, a few, a little

We use **a lot of** or **lots of** with countable and uncountable nouns in affirmative and negative sentences and questions.

We haven't got **a lot of** bananas!
Have you got **a lot of** money?

We use **a few** with countable nouns in affirmative sentences and questions.
There are **a few** restaurants here.
Do you want **a few** chips?

We use **a little** with uncountable nouns in affirmative sentences and questions.
There is **a little** water.
Can I have **a little** cheese, please?

5 Look at the picture and complete the sentences with **a lot of**, **a few** or **a little**.



- There are a lot of sandwiches.
- There is a little orange juice.
- There are a few bananas.
- There is a lot of water.
- There are a few cupcakes.

6 Listen. Listen and repeat. TR: 6.7



7 Listen. What do they need to buy? Circle the items on the list. TR: 6.8



8 Ask and answer these questions with your partner.

- Do you eat many vegetables?
- Do you eat much fast food?
- Do you eat a lot of fruit?
- What do you like eating for lunch?
- Are there lots of restaurants where you live? Which is your favourite?
- Imagine you're having a party. What's on the menu?

SOUNDS OF ENGLISH TR: 6.9, 6.10

Read. Listen and say.

A Read these pairs of words aloud.

- | | | | |
|----------|-------------------------------------|-------|-------------------------------------|
| 1 which | <input checked="" type="checkbox"/> | wish | <input type="checkbox"/> |
| 2 cheese | <input type="checkbox"/> | she's | <input checked="" type="checkbox"/> |
| 3 chew | <input type="checkbox"/> | shoe | <input checked="" type="checkbox"/> |
| 4 chip | <input checked="" type="checkbox"/> | ship | <input type="checkbox"/> |
| 5 watch | <input type="checkbox"/> | wash | <input checked="" type="checkbox"/> |

B Now listen and tick the words you hear.

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TEACHING TIP

Explain that when *chicken* and *chocolate* are countable nouns, their meaning changes.

7 Listen. What do they need to buy for the picnic? Circle the items on the list. TR: 6.8

- Tell students to read the list of items and listen to the conversation. Ask them to circle the items needed for the picnic. Play the recording.
- Play the recording again. Ask students to discuss their answers in pairs and justify any different answers.
- Check answers as a class.

EXTRA ACTIVITY

Ask students to work in pairs to make preparations for a picnic. Encourage them to use *Let's* and *Why don't we* and *a lot of/lots of, a few* and *a little* where possible.

8 Ask and answer these questions with your partner.

- Tell students to ask and answer the questions with a partner.
- Check answers as a class. Ask students for their answers.
- Write any mistakes on the board and ask students to correct them. Deal with any pronunciation problems.

5 Look at the picture and complete the sentences with **a lot of**, **a few** or **a little**.

- Read the grammar box to the class. Tell students to repeat the examples. Explain that *a lot of* and *lots of* mean a large number or amount of something, that *a few* means some and *a little* means a small amount of something.
- Draw students' attention to the use of *a few* with countable nouns and *a little* with uncountable nouns.
- Tell students to look at the picture and complete the sentences with *a lot of*, *a few* or *a little*.
- Check students understand the task. Elicit the first answer if necessary. Check answers as a class.

6 Listen. Listen and repeat. TR: 6.7

- Tell students to look at the small photos on page 59. Ask if they know any of the words. Play the recording.
- Play the recording again. Pause after each word for students to repeat.

SOUNDS OF ENGLISH

Read. Listen and say. TR: 6.9, 6.10

A

- Tell students to read and say the words to each other. Explain that when they say *-ch* the front part of their tongue touches the roof of their mouth, but that when they say *-sh* they don't touch.

B

- Tell students to listen and tick the words they hear. Play the recording.
- Play the recording again. Elicit the first answer.
- Check answers as a class.

Lesson 3

1 Listen and read about foods around the world. Which foods do you want to try? TR: 6.11

Food Around the World



Poland is famous for its *pierogi*. *Pierogi* are a national dish of Poland since the 1200s. They're filled with many different things, such as cheese and potatoes or meat. They're delicious fried with butter and onion. *Pierogi* can even have sweet fillings, like blueberries.



In Indonesia, satay is very popular. Satay is meat, such as chicken or rabbit, on a stick. It's cooked over a fire. People like to eat satay with sweet or spicy sauces. You can buy it on the street in many parts of Indonesia. It's very tasty. Noodle and rice dishes are also popular in Indonesia.



On the coast of Latin America, in countries such as Peru, people eat a lot of fish. *Ceviche* is a famous dish made from fish with lemon or lime juice and spices. The fish is very fresh. It's very healthy food and it is delicious. People usually eat vegetable dishes at the same time, such as salad, sweetcorn, sweet potatoes, nuts or onions. *Ceviche* is now popular around the world.



In Ethiopia, people eat a lot of meat and vegetables in spicy sauces. Food is served on a large plate for friends and family to share. People use a special bread, called *injera*, as a spoon to eat these delicious dishes. They scoop up meat and vegetables and eat them with the bread.

2 Write the country next to the food: Poland, Indonesia, Peru or Ethiopia.

- 1 Its national dish is filled with things like cheese and potatoes. Poland
- 2 In this country, people eat a lot of fish. Peru
- 3 A popular dish in this country is cooked on a stick. Indonesia
- 4 In this country, people use a special bread to eat meat and vegetables. Ethiopia
- 5 This national dish can have sweet or salty fillings. Poland
- 6 Spicy sauces are popular in these countries. Indonesia, Ethiopia

SAY IT LIKE THIS!

Talking about food

What's your favourite food?
I love ...
'What's your favourite food?' 'I love spaghetti.'
What about ...?
Mmm, it's delicious.
'What about pizza?' 'Mmm, it's delicious.'
How often do you eat ...?
Every Saturday/week/day.
Twice/Three times a week.
'How often do you eat meat?' 'Three times a week.'

Talk to your partner about food. Practise the language above.

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Lesson Aims

- Learn about different foods from around the world.
- Talk about favourite food.
- Writing: Time words: Order of events

Materials

- Student's Book, Class Audio CD, Poster (Food)

To start

- Ask students to tell you what they have to eat and drink for breakfast, lunch and dinner.
- Revise the new vocabulary using the poster from Lesson 2.
- Write out these headings *a lot of/lots of/a few* and *a lot of/lots of/a little*. Elicit foods to list underneath each heading.

1 Listen and read about foods around the world. Which foods do you want to try?

 TR: 6.11

- Ask students to tell you what the most popular foods are in their country. Ask them what things they need to make these meals and if they eat them hot or cold.
- Tell students to look at the text about food around the world. Tell them to read the pre-reading question.
- Play the recording. Pause after each sentence for students to repeat.
- Play the recording again. Check answers to the pre-reading question.

2 Write the country next to the food: Poland, Indonesia, Peru or Ethiopia.

- Tell students to write the correct country next to the food. Remind them to re-read the text for the correct answers if necessary.
- Check answers. Write the answers on the board if necessary.

SAY IT LIKE THIS! Talking about food. Talk to your partner about food. Practise the language above.

- Read the language box to the class. Tell students to repeat the examples. Correct pronunciation and intonation patterns where necessary.

- Ask students to work in pairs to talk about food using the language shown. Check answers as a class.

3 Listen and number the pictures in the correct order. TR: 6.12

- Ask students to look at the pictures and to say what is going on (*cooking/preparing food*).
- Tell students to listen to the recording and number the pictures in the correct order. Play the recording.
- Play the recording again. Pause after each sentence. Elicit the first answer if necessary.
- Check answers as a class.

TEACHING TIP

Explain to students that they don't need to understand every word they hear on a recording in order to do well in listening tasks. They should first work out what the key words are so that they can focus on them as they listen.

3 Listen and number the pictures in the correct order.  TR: 6.12



4 Read the dialogue with your partner. Then change the red words to make your own dialogue. Practise it with your partner.
Answers will vary.

Jack: What's your favourite food?
Polly: (1) **Chips**.
Jack: How often do you eat (2) **them**?
Polly: (3) **Once a month**.
Jack: Who cooks (4) **them**?
Polly: (5) **My mum**.
Jack: (6) **Are they** healthy?
Polly: (7) **No, they're not!**

WRITING Time words: Order of events

A Read about time words.

We use time words to describe the order of actions.

B Number these words in the correct order.

then / after that
finally
first

C Complete the recipe with these words.

After that Finally First Then

Banana Sandwich

You need two slices of bread, one banana, and a little butter.

(1) **First** cut the banana into slices. (2) **Then** put some butter on the bread. (3) **After that** put the slices of banana between the two slices of bread. (4) **Finally** eat the sandwich!

D Write a recipe for your favourite snack. Use the questions below to help you.
Answers will vary.

What's the name of the snack?
What do you need?
Which verbs do you need for your recipe?

cook cut make mix put use wash

E Read your recipe and check the time words.
Answers will vary.

- Explain that these are called *time words*. Read the sentence about time words to the class.

B Number these words in the correct order.

- Tell students to number the words in the correct order.
- Check the answers as a class.

C Complete the recipe with these words.

- Tell students to read the recipe and find out what form the verbs are in (*imperative*). Explain that we usually use the imperative in recipes.
- Ask students to read the recipe again and put the time words in the correct gaps.
- Check the answers as a class.

D Write a recipe for your favourite snack. Use the questions below to help you.

- Tell students to write a recipe for their favourite snack, similar to the one in C. Tell them to use the questions to help. Explain any verbs that they don't know from the word box. Remind students that verbs should be in the imperative.
- Check students understand the task. Allow enough time to complete the task.

4 Read the dialogue with your partner. Then change the red words to make your own dialogue. Practise it with your partner.

- Tell students to work in pairs and read the dialogue to each other.
- Ask them to write and replace the red words with answers that are true for them.
- Tell students to practise the dialogue using their true answers.
- Check answers as a class. Ask volunteer pairs to read out their dialogue.

WRITING Time words: Order of events

A Read about time words.

- Play listening activity 3 (TR: 6.12) again and ask students to listen for words that show the order of the food preparation (*First, Then, After that, Then, Finally*).

- Check answers. Write any mistakes on the board and ask students to correct them.

E Read your recipe and check the time words.

- Tell students to re-read their recipe in D and check for time words.
- Check answers. Ask volunteers to read out their recipe. Write any mistakes on the board and ask students to correct them.

EXTRA ACTIVITY

Tell students to think of a recipe for a snack or meal. Ask them to work in pairs to tell each other how to make it using time words. Tell them not to say what the recipe is so that their partner can guess what the dish is.

Review

Units 5 – 6

To start

- Tell students to imagine they are going to have a fancy-dress party for a friend's birthday. Elicit things to buy or prepare for the party (*balloons, cake, candles, card, invitation and party hat*), their costume (*clown, king, mask, pirate, princess, queen*) and two things for their costume (*a tall hat, a crown, a red nose, grey hair*).
- Write c _____, f _____, p _ r _ _ _ , c _ _ _ _ _ and p _ _ _ _ _ _ _ _ on the board and elicit the words (*carnival, fireworks, parade, costume and preparations*).
- Write *dessert, tea, apple, egg, glass and sandwich* on the board. Underline the last letter in each word and the first letter in the following word. Ask students what they notice (*the following word begins with the same letter as the last letter in the previous word*). Then write *breakfast* on the board and ask students to work in pairs to list related food words (*bill, menu, waiter, restaurant, snack, fast food, biscuits, bread, butter, chicken, meat, knife and plate*).
- Write *make, not throw, catch, swim, buy* and *not play* in one row and *the ball, a card, in the sea, candles, fireworks, spaghetti, the balloons and water* in another row. Ask students to write sentences with the verbs and nouns using the imperative or *Let's*. Elicit an example if necessary.
- Revise subject and object pronouns. Write *I, you, he, she, it, we, you* and *they* and elicit the corresponding object pronouns.
- Write *food* and *firework* on the board. Elicit which word is uncountable/countable. Ask students which word can have *a* before it and ask them why it can't have *an* (*firework, because it begins with a consonant*). Elicit examples of countable nouns that have *an* before them (*an apple, an egg, an orange*).
- Ask students to write four sentences with *some* and *any*. Elicit that we use *some* in affirmative sentences with plural countable and uncountable nouns and *any* in negative sentences or questions.
- Write these nouns on the board and ask students to write *many* or *much* before them: *cheese, candles, invitations, water, plates, rubbish*.

Review

1 Label the photos.



powder



chopsticks



salad



mascot



fireworks



plate

2 Choose the correct answer.

- A cupcake is a type of _____.
a preparation b dessert
- A festival is a type of _____.
 a celebration b prince
- Be careful! ____ can burn you.
a Chopsticks b Fireworks
- Many costumes have got _____.
 a masks b menus
- We use a _____ to put butter on bread.
a fork b knife
- Fast food can be _____.
a colourful b salty

3 Circle the correct words.

- At my party, I've got cake, party hats and lots of balloons / stalls.
- People go into the streets to throw colourful desserts / powder at the Holi Festival.
- After dessert, the waitress brings the bill / glass.
- This spaghetti dinner is amazing! It's really hungry / delicious.
- She's got a pirate / queen costume – a black hat, tall boots and a white shirt.
- The chicken / parade goes down High Street in the town centre.

4 Write a, an or some.

- a sandwich
- a drink
- some music
- an apple
- some cheese
- a restaurant

5 Circle the correct words.

- I haven't got any / a little chocolate!
- How much / many slices of pizza do you want?
- I don't eat much / a lot fast food.
- Can I have a few / little chips with my burger?
- There are some / any forks in the kitchen.
- There is only a few / a little salad in the bowl.

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- Revise the use of *a lot of, lots of, a few* and *a little*. Tell students to ask and answer questions using these words.

1 Label the photos.

- Tell students to label the photos.
- Check answers as a class. Ask students to spell the words.

2 Choose the correct answer.

- Tell students to choose the correct answer.
- Check answers as a class.

3 Circle the correct words.

- Tell students to circle the correct words.
- Check answers as a class.

6 Complete the sentences with the correct object pronoun: me, you, him, her, it, us or them.

- 1 My sister loves fireworks, but I don't like them.
- 2 That man's got a clown costume on. Look at him. He's funny!
- 3 That invitation is from me. It's for my party on Saturday.
- 4 This present is great! I love it!
- 5 We want to play! Throw the ball to us!
- 6 Let's go to that stall. There are colourful powders on it.

7 Tell your friend what to do and what not to do.

- 1 send grandma a birthday card
Let's send grandma a birthday card. / Send grandma a birthday card.
- 2 eat lots of cupcakes for lunch
Don't eat lots of cupcakes for lunch!
- 3 go to the parade
Go to the parade. / Let's go to the parade.
- 4 order salad for dinner
Order salad for dinner. / Let's order salad for dinner.
- 5 throw spaghetti in a restaurant
Don't throw spaghetti in a restaurant!

Song  TR: 6.13

Send a card or an email.
Make a cake or a meal.
Celebrate! Have a party!
Tell a friend how you feel.

Give a little smile.
Lend a helping hand.
Show a little kindness
each day.
Happy me, happy you,
happy days.

Buy a book or some flowers.
Tell a joke or make a call.
Help a friend with her homework.
Share a game or a ball.

Give a little smile.
Lend a helping hand.
Show a little kindness
each day.
Happy me, happy you,
happy days.



7 Tell your friend what to do and what not to do.

- Tell students to read and decide whether to tell your friend to do or not do the things. Then write the correct sentences.
- Check answers as a class.

Song  TR: 6.13

- Tell students they are going to listen to a song about helping someone. Ask them to read the song and find out who we can help (*a friend*).
- Play the recording for students to listen and follow with their fingers.
- Read out the song a line at a time. Tell students to repeat. Ask them which idea for helping a friend they like most.
- Play the recording again for students to sing along. Practise until students are familiar with the words.

EXTRA ACTIVITY

Tell students to write five questions about food around the world. Then tell them to ask and answer their questions with a partner.

4 Write a, an or some.

- Tell students to write the correct article.
- Check answers as a class.

5 Circle the correct words.

- Tell students to circle the correct words.
- Check answers as a class.

6 Complete the sentences with the correct object pronoun: me, you, him, her, it, us or them.

- Tell students to complete the sentences with the correct object pronoun.
- Check answers as a class.

Video

Lesson Aims

- Watch and understand a video about an international hot-air balloon festival.
- Talk about the balloon festival.

Materials

- Student's Book, DVD

To start

- Tell students to look at the picture and tell you what they can see. If necessary, teach *hot-air balloon*.
- Ask students to tell you what colours they can see and to count how many balloons there are.
- Ask students if they have ever been in a hot-air balloon. If not, would they like to go in one? Why/Why not?
- Briefly explain how the hot-air balloon works: people stand in a basket beneath the balloon. The air inside the balloon is heated by a burner. This causes the balloon to rise. When the air inside the balloon cools down, the hot-air balloon floats back down to Earth.
- Tell students they are going to watch a video about a hot-air balloon festival in New Mexico, USA, but first they will pretend to go on a hot-air balloon ride.



1 BEFORE YOU WATCH

You are going on a hot-air balloon ride.

What do you take with you? Tick. *Suggested answers*

- | | |
|---|--|
| <input type="checkbox"/> a cowboy | <input type="checkbox"/> a party hat |
| <input checked="" type="checkbox"/> water | <input type="checkbox"/> a princess |
| <input checked="" type="checkbox"/> snack | <input checked="" type="checkbox"/> a coat |

Now talk about a hot-air-balloon ride.

Can you see trees or birds?

Yes, and I can see mountains and rivers.

2 WORDS TO KNOW

Match the words to the pictures.

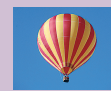
hot-air balloon cloth pilot size



pilot



cloth



hot-air balloon



size

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1 BEFORE YOU WATCH

You are going on a hot-air balloon ride. What do you take with you? Tick.

- Read out the instruction to the class. Go through the options one by one and ask if they are useful things to take on a hot-air balloon ride.
- Tell students to tick the appropriate items (*water, snack, coat*). If necessary, explain that the higher up you go, the colder it gets.
- Put two chairs at the front of the class. These are the 'basket'. Invite a volunteer to come to the front and sit with you in the 'basket'. Model the conversation.
- Invite other students to the front to talk about their own hot-air balloon ride.

2 WORDS TO KNOW

Match the words to the pictures.

- Ask students to look at the pictures and match them with the words in the box.
- Give them time to write the answers.
- Check the answers with the class.
- If necessary, explain that the person in charge of a hot-air balloon is called a pilot. Ask students to tell you what other modes of transport are driven or flown by a pilot.



3 WHILE YOU WATCH
Say the colours and shapes of the balloons you can see in the video.

4 AFTER YOU WATCH
Tick T for True or F for False.

- | | | |
|--|---------------------------------------|---------------------------------------|
| 1 The Albuquerque International Balloon Fiesta is in Europe. | <input type="checkbox"/> T | <input checked="" type="checkbox"/> F |
| 2 Hot-air balloons are too small for people to ride in. | <input type="checkbox"/> T | <input checked="" type="checkbox"/> F |
| 3 There are fireworks at the festival. | <input checked="" type="checkbox"/> T | <input type="checkbox"/> F |
| 4 The festival is three days long. | <input type="checkbox"/> T | <input checked="" type="checkbox"/> F |
| 5 Hot-air balloons come in all shapes and sizes. | <input checked="" type="checkbox"/> T | <input type="checkbox"/> F |

5 WATCH AGAIN
Talk about your favourite hot-air balloon.

I like the yellow hot-air balloons! They're my favourite.

I like the one that looks like a penguin!

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3 WHILE YOU WATCH
Say the colours and shapes of the balloons you can see in the video.

- Remind students that they are going to watch a video about a balloon festival. Ask if they can remember where the festival is (*New Mexico, USA*).
- Read the instruction to the students and tell them to get ready to write the colours and shapes as they watch the video.
- Play the video all the way through.
- Ask several students what colours and shapes they saw in the video.

4 AFTER YOU WATCH
Tick T for True or F for False.

- Read out the first statement to the class. Ask students if the fiesta is in Europe (*no*). Elicit where it is (*Albuquerque, New Mexico, United States*). Ask students which letter they should tick (F).
- Give students time to complete the activity alone.
- Check the answers with the class.
- Ask students if they would like to go to the Albuquerque International Balloon Fiesta. Why/Why not?

5 WATCH AGAIN
Talk about your favourite hot-air balloon.

- Play the video again.
- Invite two students to read the model dialogue.
- Put students into pairs and tell them to talk about the balloons in the video. Remind them to use colours and shapes.

Video **77**