



2

I'm Hungry!

Discover Words

▶ food

1 1.27 Match the food with the pictures. Then listen, check and repeat.

sandwiches 16 fruit 7 salad 3 crisps 4 biscuits 9
water 7 cheese 8 fizzy drink 17 sausages 12 eggs 19 meat 15
fish 13 potatoes 21 beans 18 bananas 5 strawberries 14
onions 10 carrots 6 bread 11 rice 20 chocolate 2

This month's topic is food. I love salad! What's your favourite food?



2 Which food do you like? Tell a friend.

I like strawberries, but I don't like fish!

3 Find these containers in the picture and circle.

plate bowl glass packet can

Discover 5 extra words. Go to page 109.

IN THIS UNIT:

- food
- countable and uncountable nouns
- *some* and *any*
- *much* / *many* / *a lot of*
- offers and requests

Discover Words

Exercise 1

1.27

- ▶ Give students time to do the matching exercise individually or in pairs.
- ▶ Play the recording, pausing for students to check answers and to repeat the words in chorus.

Answers → student page

Exercise 2

- ▶ Give pairs time to do the activity.

Tip: Don't forget to react to the content of what your students tell you, as well as to language accuracy. This will help to motivate your class.

Suggestion: Group survey. Ask the class to work in groups of four. Give each student the pre-prepared grid. Tell them to write group names on the left of the paper and to write a food of their choice at the top of each column. Give them time to exchange information and record their answers with a tick or cross, e.g. *David, do you like sausages?* (x)

New language

Vocabulary: food

Pre-teach: vegetables, container

Preparation: Unit introduction.

Bring food realia to class, e.g. biscuits. (See Introduction for ideas for using realia, page 12.) **Exercise 2.** Draw a grid on half an A4 page with five rows and ten columns. Write *name* in the top left square. Copy one for each student.

Unit introduction

- ▶ (*Books closed*) If you have brought realia, use it to introduce the theme, e.g. Teacher: *What's this?* Student: *It's an egg!* Find out what other food words your students know.
- ▶ Tell the class that Unit 2 is all about food!
- ▶ (*Books open*) Use an idea suggested in the Introduction to focus on *In this unit*.

Exercise 3

- ▶ Give students time to do the exercise.
- ▶ Check answers.

Answers → student page

Discover extra words: Have strong students or fast finishers find extra new words.

New language

Grammar: countable and uncountable nouns, *some* and *any*

Functions: speaking about food quantities

Pre-teach: healthy, sock, stir fry, smoothie, insect

Culture notes

There are lots of different kinds of healthy foods to choose from in British school canteens these days instead of traditional fatty school canteen food such as pie and chips. One reason for this change is the introduction of the government FiS (Food in Schools) programme in 2004, which aimed to provide children with healthier food options at school, as well as to educate them about the importance of nutrition. This is because people in Britain were very worried about poor diets and increasing child obesity.

Exercise 1



1.28

- ▶ Ask the class to tell you what they can see in the photo. Recycle all the vocabulary you can and pre-teach new words.
- ▶ Play the recording while students follow the dialogue.
- ▶ Check answer.

Answers

Ben has got stir-fry.

Exercise 2

- ▶ Give students time to read the dialogue again and to answer the questions individually or in pairs.
- ▶ Ask volunteers for the answers, referring to the dialogue to check.

Answers → student page

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2^a Healthy Food Day



It's Healthy Food Day at school today.

- Katie Hi Ben. What's that? I'm hungry!
- Ben It's a Chinese stir-fry.
- Ravi Is there any meat in it?
- Ben No, there isn't any meat, but there are a lot of vegetables. It's very good for you!
- Katie Can I have a plate of stir-fry and some rice, please?
- Ben Yes. Here you are.
- Katie Thanks ... Yum! It's fantastic!
- Monica Hi everyone. Have you got a fizzy drink, Ben? I'm thirsty.
- Ben No, but we've got smoothies.
- Monica Smoothies?
- Ben Yes. We've got banana smoothies and strawberry smoothies. They're very healthy.
- Ravi Delicious!
- Monica OK. A strawberry smoothie, please. I can have it with my chocolate.
- Ravi Oh Monica!

1 1.28 Listen and read. What food has Ben got?

2 Read again. Answer the questions.

- 1 What country is the food from? *China*
- 2 Is there meat in the stir-fry? *no*
- 3 What has Katie got with her stir-fry? *rice*
- 4 What does Monica want? *a fizzy drink*
- 5 What drinks has Ben got? *smoothies*
- 6 Is Monica eating healthy food? *no*



Talking Tips!

3 1.29 Listen, repeat and match.

- 1 It's very good for you! *A* **A**
- 2 It's delicious! *B*



20

Exercise 3



1.29

- ▶ Give students time to look at the pictures before they listen to the recording twice. The second time, stop to ask the whole class to repeat the target language copying the intonation, and ask for each answer.

Answers → student page

Grammar

- ▶ Give students time to study the grammar box.

Exercise 4

- ▶ Do two or three examples with the whole class.
- ▶ Give students time to do the exercise.

Answers → student page

Grammar countable and uncountable nouns

We can count **countable** nouns:

one onion two onions

We can use **a / an** with singular countable nouns:

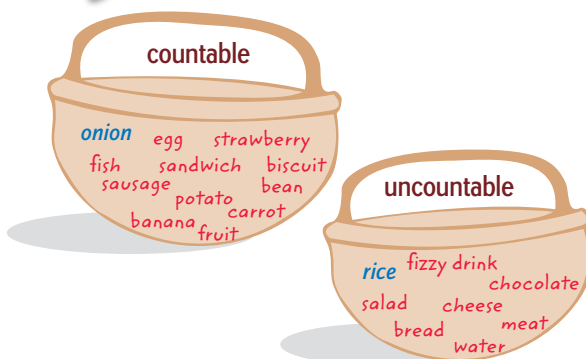
I've got **an** onion.

This is **a** strawberry.

We can't count **uncountable** nouns:

I like rice. This is water. (no plural)

4 Complete the baskets. Use words from page 19.



5 Look at the food. Which ones can be plural? Tick and write.

	plural	
onion	✓	onions
sandwich	✓	sandwiches
bread		
rice		
strawberry	✓	strawberries
egg	✓	eggs
fish		
sausage	✓	sausages

FUN FACTS

In every chocolate bar there are about **eight** insect legs. **Yuk!**

Grammar some and any

We use **some** in affirmative sentences.

There are **some** onions. There's **some** rice.

We use **any** in negative sentences and questions.

There aren't **any** onions. Is there **any** rice?

6 1.30 Complete with **some** or **any**. Listen and check.



Rick Is there ¹ **any** bread?

Reg Yes, there's ² **some** bread. Oh no, it's an old sock! There isn't ³ **any** bread in here.

Rick Is there ⁴ **any** meat?

Reg No, there isn't, and there isn't ⁵ **any** fish.

Rick Are there ⁶ **any** vegetables?

Reg No, but there's ⁷ **some** fruit. There's an apple and ⁸ **some** bananas. Look! There's ⁹ **some** cheese too.

Rick Yum! That's my favourite!

Speaking

7 Work with a friend. Practise the dialogue in Exercise 6. Use different food words.

8 Play the memory game.

A I've got **some** cheese.

B I've got **some** cheese and **an** apple.

C I've got **some** cheese, **an** apple and **some** fish.

Grammar

► (Books closed) Read the example sentences with **some** and **any** from the grammar box. Ask the class if they know when we use each. This will stretch strong students.

► (Books open) Give students time to study the grammar box.

Suggestion: Have them underline the examples of **some** and **any** in sentences in the dialogue in Exercise 1, e.g. Is there **any** meat in it?

Exercise 6

- Give students time to do the exercise individually or in pairs.
- Play the recording while students listen and check.
- Play the recording again, pausing before each space to elicit and check each answer.
- Draw students' attention to **there is** + singular countable or uncountable noun, and **there are** + plural noun.

Answers → student page

Exercise 7

- Give pairs time to practise the dialogue in Exercise 6, changing roles.
- Ask them to practise again, using different food words. Remind them they might need to change **there is/are**.

Exercise 8

- Play the game with the whole class once or twice.

Fast finishers: Have them continue the exercise, using other food words they know.

Exercise 5

- Remind students uncountable nouns have no plural.
- Give them time to do the exercise individually or in pairs.
- Check answers.

Answers → student page

Suggestion: Support a weak class by having them tell you which food in the exercise is countable and which is uncountable before they start.

Fun facts

- Ask a student to read the Fun fact. Ask the class for their reactions!

New language

Grammar: *much, many, a lot of*

Functions: speaking about quantity

Pre-teach: challenge, metal, dangerous, meal, trolley

Preparation: Exercise 7.

Copy a tapescript for each student.

Exercise 1



- ▶ (Books closed) Ask students what they like/don't like eating.
- ▶ (Books open) Ask students to look at the photo. Ask what they think Mr Mangetout's doing!
- ▶ Play the recording while students follow the web page and do the exercise.
- ▶ Check answers.

Answers → student page

Exercise 2

- ▶ Give students time to read and answer the questions individually.
- ▶ Ask volunteers for the answers, asking them to refer to the relevant part of the text for each.

Answers → student page

Grammar

- ▶ Give students time to study the grammar box.
- ▶ Ask them to find and underline all the examples of *much, many* and *a lot of* in the text in Exercise 1.
- ▶ Point out that *much* is used with uncountable nouns, *many* with countable plurals, and *a lot of* with both.



Don't Do This At Home!

www.DiscoveryWeb/food

Discovery Web

Are you hungry? Then read this!



In the USA they eat burgers. In Italy they eat pizza. In France they eat cheese ... and planes. Planes? We aren't joking! Meet Mr Mangetout ...



Michel Lotito (or Mr Mangetout) is from France and he loves eating. He eats bikes and beds. He eats computers and TVs. He also eats small planes!

Why does he do it? It's a challenge, he says. How does he do it? He eats a small plate of metal with every meal. There isn't much metal and he drinks a lot of water. For normal people, metal food is very dangerous – don't eat it at home! But Mr Mangetout likes it!

Mr Mangetout sometimes eats normal food. He likes apples, but he doesn't like bananas and there aren't any eggs in his fridge. He's usually ill when he eats eggs.

What's his favourite meal?
Computers and chips!

1 ▶ 1.31 Read and listen. Tick the things Mr Mangetout eats.

planes ✓ eggs TVs ✓ bananas
apples ✓ computers ✓ bikes ✓ chips ✓

2 ▶ Read the text again. True or false?

- 1 Mr Mangetout is American. *false*
- 2 He can eat beds. *true*
- 3 He eats metal every day. *true*
- 4 Metal food isn't good for you. *true*
- 5 He doesn't like normal food. *false*
- 6 Eggs are his favourite food. *false*

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Grammar *much / many / a lot of*

We use *much* and *many* with questions and negatives.

How much metal is there? There isn't much metal.

How many eggs are there? There aren't many eggs.

We use *a lot of* in affirmative and negative sentences. We also use it in questions.

Does he drink a lot of water?

He drinks a lot of water. / He doesn't drink a lot of water.

Exercise 3

- ▶ Give students time to do the exercise individually.
- ▶ Check answers, referring to the grammar box.

Answers → student page

Exercise 4

- ▶ Give students time to do the exercise individually or in pairs.
- ▶ Check answers. You could invite

individuals to write their answers on the board.

Answers

- 2 Are there many TVs?
- 3 Is there much cheese?
- 4 Are there many bikes?
- 5 Is there much bread?
- 6 Is there much water?
- 7 Are there many bananas?

Tip: Always make sure that students have a correct written record of work done so they do not repeat their own mistakes!

3 Choose the correct answer.

- There isn't much / aren't many bread with this bike.
- How much / How many planes are there in the fridge?
- There isn't much / aren't many metal in this meal.
- There's a lot of / much food in Mr Mangetout's kitchen.
- He can't have two TV sandwiches. There isn't much / aren't many TVs.
- How much / How many cheese is there in the cupboard?
- There aren't a lot of / much people like Mr Mangetout.

4 Write the questions. Use *Are there many* or *Is there much*.

- eggs? *Are there many eggs?*
- TVs? 5 bread?
- cheese? 6 water?
- bikes? 7 bananas?

Speaking

5 Work with a friend. Look at Mr Mangetout's shopping trolley. Ask and answer.

TV water cheese bike
plane egg bread



- A *Are there many eggs?*
B *No, there aren't. There aren't many eggs.*

Listening

- 1.32 Listen. What is the girl doing?
She's cooking a meal for Mr Mangetout.
- 1.33 Complete the questions with *How much* or *How many*. Then listen again and match with the answers.

- How much meat is there? a one
- How many onions are there? b two
- How many carrots are there? c a lot
- How much rice is there?
- How many computers are there?

Speaking

8 How much of this food do you eat and drink in a week? Complete the table for you.

Food / Drink	You
salad	___ bowls
crisps	___ packets
fizzy drinks	___ cans
sandwiches	___ plates
water	___ glasses

9 Copy the table in Exercise 8. Ask and complete for three friends.

- A *How much salad do you eat?*
B *I eat three bowls a week.*

Writing

10 Imagine you are cooking a special meal for your family. What food is there? How much? Write sentences.

There are a lot of potatoes. There's some salad, but there isn't much...

Exercise 9

- Begin by asking a confident student example questions.
- Ask students to do the activity in groups of four.

Tip: Give instructions before you ask students to move into groups, so they are concentrating on you, not their friends!

Exercise 10

- Ask your students if they ever cook. *Do you cook? When do you cook? What do you cook?*
- Give students time to write their sentences.
- Move round, correcting and prompting.

Exercise 6 – Tapescript

Boy: What are you doing?

Girl: I'm cooking a meal for Mr Mangetout.

Boy: It looks great, but it's ... yuk! What is it?

Girl: It's meat, vegetables, rice and ...

Boy: Is there a lot of meat in it?

Girl: Yes, there is. Mr Mangetout likes meat.

Boy: How many vegetables are there?

Girl: Not many – there's an onion and two carrots.

Boy: How much rice is there?

Girl: There's a lot of rice, but no eggs. Mr Mangetout doesn't like eggs.

Boy: And what's that?

Girl: Oh, that's a computer.

Boy: A computer?

Girl: Yes, it's Mr Mangetout's favourite food!

Grammar worksheet 2, page 138.

Exercise 5

- Give pairs time to do the activity. Move round, prompting and correcting.

Exercise 6

- Play the recording once while students listen.
- Check answer.

Answers → student page

Tapescript → end of notes

Exercise 7

- Give students time to complete the questions and check them.
- Play the recording again, while students listen and match.
- Check answers.

Answers → student page

Exercise 8

- Give students time to complete the table.

New language

Functions: offers and requests

Pre-teach: river, mouth, fishing rod, coconut

Preparation: Exercise 7. Make a set of twenty cards for each group of four; write food vocabulary on ten and container words on ten.

Exercise 1



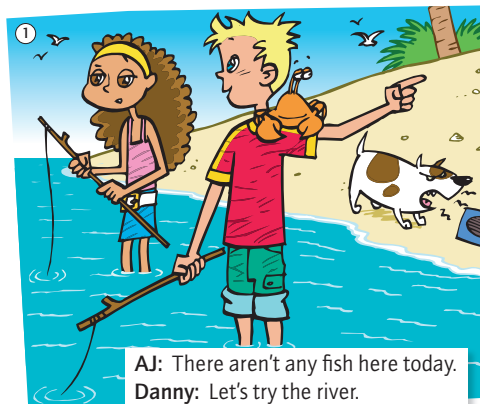
- ▶ *(Books closed)* Tell students it's time for another episode of Adventure Island. Ask students if they can remember what the children do every day, e.g. *They work hard, they often look for boats.* Ask what the children usually have for breakfast. *(Fish).* Ask students what they usually have for breakfast too!
- ▶ *(Books open)* Play the recording once or twice while students listen and read the cartoon.
- ▶ Check the answer.

Answers → student page

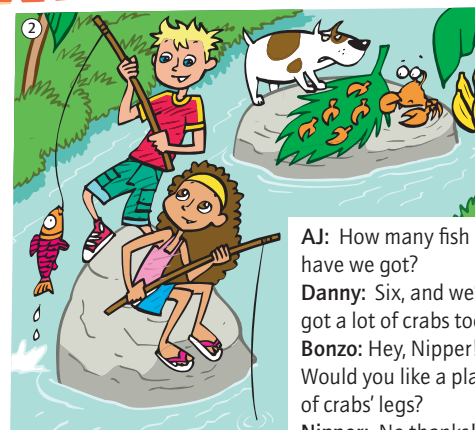
Suggestion: Use the cartoon to check and activate a weak class's vocabulary or to stretch strong students. After you've checked the answer, ask the class questions, e.g. *What's this? What are these? What can you see in picture 3? What's Bonzo doing? Do they always have fish for breakfast?*

Exercise 2

- ▶ Give students time to do the exercise individually.
- ▶ Have them compare their answers with a friend.
- ▶ Check answers.



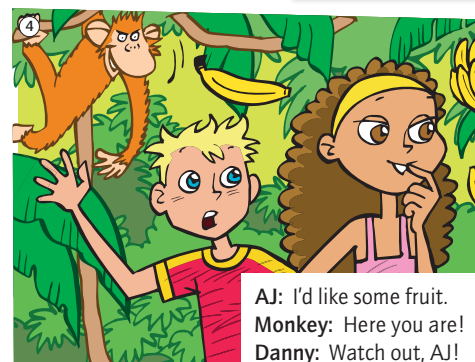
AJ: There aren't any fish here today.
Danny: Let's try the river.



AJ: How many fish have we got?
Danny: Six, and we've got a lot of crabs too.
Bonzo: Hey, Nipper! Would you like a plate of crabs' legs?
Nipper: No thanks!



AJ: These fish are delicious.
Danny: Can you pass some coconut and insect juice, please?
AJ: Yuk! That's disgusting!
Danny: It's good for your hair, AJ.



AJ: I'd like some fruit.
Monkey: Here you are!
Danny: Watch out, AJ!



Bonzo: Oh no! A mouth with legs!
Crocodile: Yum! I love hotdogs!



Danny: Good idea, AJ!
Crocodile: Help!

Answers → student page

Exercise 3

- ▶ Give pairs time to decipher Nipper's notes.

Answers

There isn't much food on the island, but there are a lot of crocodiles.

Exercise 4

- ▶ Divide the class into groups of six and allocate roles: AJ, Danny, Bonzo, Nipper, the crocodile, the monkey. Tell students to act out the cartoon then to change roles and practise again. You could select one or two groups to perform.
- ▶ Encourage them to do it without looking at the words.

1 Listen 1.34 Listen and read. What is 'the mouth with legs'? It's a **crocodile**.

2 Read again and choose.

- There **are some** / **aren't any** fish in the sea today.
- They **find a lot of** / **don't find much** food in the river.
- AJ **likes** / **doesn't like** the juice.
- Nipper **wants** / **doesn't want** crabs' legs.
- Bonzo / **A monkey** has got some fruit.
- Bonzo feels **scared** / **hungry** when he sees the crocodile.

3 Can you read Nipper's notes?

Nipper's Notes

There isn't much food on the island but there are a lot of crocodiles.



4 Act out the Adventure Island cartoon with your friends.

Functions: offers and requests

5 Listen 1.35 Listen and complete. Then listen, check and repeat.



Nipper ¹Can you pass me ²some insect juice, please?
Bonzo ³Here you are!
Nipper Thank you. Mmm... delicious! Can I ⁴have a banana too, ⁵please?
Bonzo Yes, of course. And would you ⁶like a crab's leg?
Nipper No, ⁷thank you. But ⁸I'd like a hotdog!

6 Practise the dialogue with a partner. Change some of the words. Use this list.

eggs meat fish potato bean
banana strawberry onion carrot
bread rice chocolate

A Can you pass me some bread please?

B Here you are!

Fun Zone

7 Draw five containers. Write the five words. Put the cards face down. Play the memory game!



X

plate



✓

can

Exercise 6

- Give pairs time to practise the dialogue, replacing words.
- Ask them to change roles so they are practising as much language as possible.
- Move round, correcting and prompting.

Exercise 7

- Give students time to play the game in pairs.

Suggestion: Lunchtime chat!

Ask students to write a dialogue featuring their friends in the same class in the school canteen / café if you have one. They must include at least one offer and one request. Ask the groups of volunteers to perform for the class.

Suggestion: Give sets of pre-prepared food and container cards to each group of four to put face down on their desk. They take it in turns to take one card from each set and to make an offer or request, e.g. (plate card and sandwich card) *Would you like a plate of sandwiches?* If they can make a sensible offer or request, they keep the cards. If they can't, (e.g. they have a card with sandwiches and one with glass), they replace the cards face down. The student with the most cards wins.

Photocopiable resource 2, page 156.

Exercise 5

1.35

- Ask the class to describe the picture to you, to generate interest and provide a context for the dialogue, e.g. *Nipper's drinking insect juice. He doesn't like eating crab because he is a crab!*
- Play the recording once or twice while students listen and complete the dialogue.
- Have them compare their answers with a friend.
- Play the recording again, stopping before each space to elicit and check the answer.
- Play it again, pausing for students to repeat each line in chorus.
- Use your fingers to demonstrate the contraction *I would* (two fingers) = *I'd* (bring the two fingers together), or write it on the board.
- Tell students *Can you pass ...?/I'd like ...* are requests, and *Would you like ...?* is an offer. Have them underline the offers and requests in the dialogue and cartoon.

Answers → student page

Language revised

Grammar: *some, any, much, many, a lot of*, countable and uncountable nouns

Vocabulary: food

Functions: offers, requests

Pre-teach: fast food, slice, lick, lips, resist

Revision

Refer to the Introduction for ideas on how to work with revision pages (see page 14).

Exercise 1

- ▶ Give students time to do the exercise.
- ▶ Ask them to compare answers with a friend.
- ▶ Check answers.

Answers → student page

Suggestion: If this is the first time students have done this kind of exercise, or if the class is weak, you may like to work with the whole group.

Exercise 2

- ▶ Give students time to do the exercise.
- ▶ Check answers. You could write the snake on the board and invite individuals to cross out different words.

Answers → student page

Exercise 3

- ▶ Use the cartoon to introduce Maurice and his customer. Ask: *Does the girl like octopus icecream?* (No!)
- ▶ Give students time to complete the dialogue. Remind them we use *there*

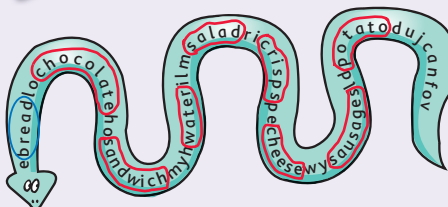
2^d Let's Revise!

Words

1 Circle the odd one out.

- 1 banana fruit packet strawberry
- 2 glass rice bowl plate
- 3 meat salad potato biscuit
- 4 carrot onion bean fizzy drink

2 Circle the food words.



Grammar

3 Complete the dialogue.



- Girl Maurice, I like fish and chips. Have you got ¹ any fish and chips?
- Maurice Yes, I have. I've got some delicious shark and chips.
- Girl Shark, hmm... ² is there any salad?
- Maurice No, there ³ isn't, but there ⁴ is a snake stir-fry.
- Girl Er... what about biscuits? ⁵ Are there any biscuits?
- Maurice No, there ⁶ aren't, but there ⁷ are some chocolate insects or there's ⁸ a fantastic octopus ice cream.
- Girl Er, no thanks, Maurice. I'm not hungry!

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is with singular countable and all uncountable nouns, and *there are* with plural countable nouns. Ask them to refer back to the grammar box in Unit 2a (page 21) for help with *some* and *any*.

- ▶ Check answers with the class.

Answers → student page

Tip: Encourage students to be independent learners and to use all the resources *Discover English 2* has to offer such as the Multi-ROM.

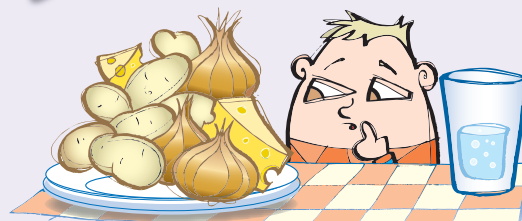
4 Look at the picture and complete the sentences. Use *much*, *many* or *a lot of*.



- 1 There aren't many crisps, but there are a lot of sandwiches.
- 2 There isn't much fizzy drink, but there's some water.
- 3 There's some pizza, but there isn't much ice cream.
- 4 How many biscuits are there? Only two.
- 5 Is there any cheese? No, there isn't much.
- 6 How many bananas are there? There are a lot of bananas.

Pronunciation /ə/

5 1.36 Listen and repeat.



I'd like some potatoes, onions and cheese and a glass of water, please!

Suggestion: Have students practise the dialogue in pairs.

Exercise 4

- ▶ Ask the class to quickly tell you what they can see on the table.
- ▶ Give students time to do the exercise. Ask them to refer back to the grammar box in Unit 2b (page 22) for help with *much/many/a lot of*.

Answers → student page

Functions

6 Order the sentences.

- Girl like Would some water you?
Would you like some water?
 Boy Yes, please.
 Girl you Can pass me please a biscuit?
 Boy Of course.
 Girl please Can have too a banana I?
 Boy you are Here.
 Girl Thank you!

Consolidation

7 1.37 Listen and complete the dialogue.

- Ravi It's a great day for a picnic.
 Monica Yeah, I'm ¹ hungry.
 Ben You're ² always hungry, Monica.
 Ravi Look! There are ³ some people from school.
 Ben Hey! It's Katie and her friends. Let's invite them.
 Monica But we haven't got ⁴ much food.
 Ben Yes, we have. There are ⁵ a lot of sandwiches.
 Monica There aren't ⁶ many biscuits or crisps.
 Ravi Well, there's ⁷ a lot of fruit.
 Ben Shh, you two! Hi, Katie.
 Katie Hi, guys!
 Ben Come and have a picnic with us.
⁸ Would you like a sandwich?
 Katie Yes, please. Hmmm... it's ⁹ delicious.
 Ben Ow! There ¹⁰ are a lot of insects here. Let's sit over there.
 Monica Come on, Ravi! What are you ¹¹ doing?
 Ravi ¹² I'm collecting insects.
 Katie What?!
 Ravi Don't worry. They're for Yoda!



Song

8 1.38 Complete the song. Use these words. Then listen and check.

can eat (x2) hungry like pass
 smell taste some



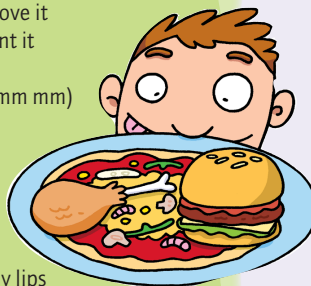
The Fast Food Song

¹ Can I take your order please?
 Let's ² eat to the beat
 A pizza slice a pizza slice
³ Some chips and chicken and a pizza slice
 A burger, a burger

Some chips and chicken and a pizza slice
 You ⁴ like it, you love it
 You know you really want it
⁵ Pass me a pizza
 Whenever I'm in town (mm mm)

Yummy and exciting
⁶ Smell so inviting
 Driving me crazy
⁷ Hungry to the bone

I think of you and lick my lips
 You've got the ⁸ taste I can't resist
 Can't resist – can't resist
 Let's ⁹ eat to the beat!



9 1.39 Listen, read and sing.

Checklist

I can talk about food.
 I can use countable and uncountable nouns.
 I can use *some* and *any*.
 I can use *much* / *many* / *a lot of*.
 I can make offers and requests.

Exercise 7

1.37

- ▶ (Books closed) Discuss picnics with the class, e.g. *Do you ever go on picnics? Where do you go?*
- ▶ (Books open) Play the recording once or twice while students follow the dialogue and do the exercise.
- ▶ Ask them to compare their answers with a friend.
- ▶ Play the recording again, pausing before each space to elicit and check the answers.

Answers → student page

Exercise 8

1.38

- ▶ Discuss fast food. Ask, e.g. *What fast food do you eat? When do you eat it?*
- ▶ Give students time to do the exercise.
- ▶ Play the recording while they listen and check.
- ▶ Check answers.

Answers → student page

Suggestion: Students could write a healthy version of the song in groups.

Exercise 9

1.39

- ▶ Play the song again while students follow the words and sing along!

Checklist

See page 14 of the Introduction for ideas.

*Fast finishers: Ask them to draw their own party table and to write about it using *much/many/a lot of*.*

Suggestion: Have the class repeat /ə/ in chorus after you.

Exercise 5

1.36

- ▶ Play the recording once or twice for students to listen.
- ▶ Play it again, pausing for them to repeat each line.

Exercise 6

- ▶ Give students time to do the exercise.
- ▶ Check answers.

Answers

*Can you pass me a biscuit please?
 Can I have a banana too please?
 Here you are.*

New language

Vocabulary: *Thanksgiving, turkey, cranberry sauce, pumpkin pie, pancake*

Functions: speaking about festivals

Preparation: Exercise 4. Ask students to bring photos of favourite festivals.

Culture notes

Family and friends in the USA get together to celebrate *Thanksgiving*, a holiday feast to thank God at the end of the harvest season. People celebrate Harvest Festival in the UK at this time of the year.

On *Pancake Day* people in the UK and countries such as Ireland, Australia, New Zealand, and Canada, make pancakes. Christians started to make pancakes as a way of using up all their rich foods before fasting at Lent.

Exercise 1



► (Books closed) Introduce the topic of festivals. Generate interest by asking: *Which festivals do you and your family celebrate? Which is your favourite? Why?*

► Ask if the students know anything about *Thanksgiving* and *Pancake Day*.

► (Books open) Use the photos to introduce Phoenix and Molly.

► Play the recording while the students follow the texts.

► Give them time to do the matching exercise.

► Check answers.

Answers → student page

2^e Discover Culture

(A)

Hi! I'm Phoenix and I'm from the USA. We celebrate Thanksgiving on the last Thursday in November. We eat a special meal with our families and friends. There's a lot of food, but there aren't any presents. My grandma always cooks a turkey and we eat it with some cranberry sauce and a lot of potatoes. Then we have pumpkin pie. It's delicious!



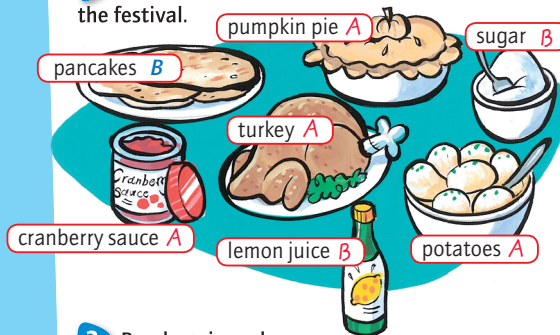
(B)

Hi! I'm Molly and I'm from the UK. In my school we celebrate a lot of different festivals, but my favourite is Pancake Day. It's in February or March and we always make pancakes with sugar and lemon in the school kitchen. There isn't much sugar on my pancakes, but I like a lot of lemon juice on them. Would you like one? Pancake Day is fun!



Reading

1 1.40 Read and listen. Match the food with the festival.



2 Read again and answer.

- When is Thanksgiving Day?
The last Thursday in November.
- How do people celebrate Thanksgiving?
- Do people give presents?
- When is Pancake Day?
- What does Molly do in the school kitchen on Pancake Day?
- Is there much sugar on her pancakes?

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Project

Festival Food

3 Think about your favourite festival. Complete the factfile. Tell a friend.

Name of festival:	
When:	
Food we eat:	
Who we eat it with:	
We like it because:	

4 Now describe your festival and draw the food.



Exercise 2

- Give students time to read the text again and to do the exercise.
- Move round, checking and prompting.
- Check answers.

Answers

- They have a special meal with their families and friends.*
- No, they don't.*
- It's in February or March.*
- She makes pancakes.*
- No, there isn't.*

Exercise 3

- Give your students time to choose a festival and do the speaking activity.
- Ask two or three volunteers to tell you about their favourite festivals.

Exercise 4

- Give the students time to write and draw. They can illustrate their work with any photos they have brought.