Vocabulary



Key learning outcome: identify and say food vocabulary

Key competence: A listen, identify and say the food

Target vocabulary: cheese, chicken, meatballs, olives, peppers, pineapple, tomatoes, tuna

Extension vocabulary: fruit, vegetables Print materials: Pupil's Book p38, Class audio

CD2, Flashcards, Workbook p22

Digital materials: Teacher's Resource Centre:

Digital Flashcards

Warmer

Rub your tummy and say I'm hungry! What can I eat? Mime to help with understanding. Elicit food that students already know in English and pretend to eat it. Encourage them to mime along with you.

Pupil's Book



- Ask Who can you see? (Zack.) Ask What is Zack's favourite food? Accept all answers.
- Play the audio. Then, get students to tell you Zack's favourite food (Pizza.) Play the audio again if necessary.

Audioscript

Hello, I'm Zack.

I'm at the Heroes Club.

I like sport.

And I like food, too.

My favourite sport is football.

And my favourite food is pizza.

Let's make a pizza today ...

Teacher's Resource Centre 🗐



You can present the target vocabulary by using the Digital Flashcards in the Teacher's Resource Centre.

Flashcards

Alternatively, you can introduce the target vocabulary by using the flashcards. Hide the flashcards in a shopping bag prior to the class. Ask **What's in my bag?** Slowly reveal the flashcards one by one. Name them in turn and ask the class to repeat.

Pupil's Book



Play the audio. Students listen and say the words, pointing to the correct food picture in turn. If necessary, pause the audio between words to ensure all students are following the activity. Repeat if necessary.

Audioscript 2:21

1 pineapple 5 cheese 2 olives 6 tomatoes **3** tuna 7 peppers 4 meatballs 8 chicken

Play the audio to present the vocabulary in context. Students listen and repeat.

Audioscript 2:22

some pineapple some cheese some olives some tomatoes some tuna some peppers some meatballs some chicken



Ask students to look at the pictures of food again. Give them time to record their answer. Then, check as a class.

Answer

2 (olives)

Tip

If your class responds well to the activity, extend by asking about the colours of the other foods, e.g. Which food is green or red? (Pepper.) Which food is yellow and green? (Pineapple.)

Flashcards

 Alternatively, you can practise and review the lexical set by using the flashcards. Choose a game from the Word Card and Flashcard Activity Bank, pp26-27. Suggestion: Memory.

Cooler

Choose a game from the Word Card and Flashcard Activity Bank, pp26–27. Suggestion: Flash the flashcard.

Finished?

laterial ers.

 Students draw and count. Have students say and write the total number of olives.

Answer

10

Workbook



 Students trace the initial letters over and match the words that begin with the same letter. Then, students say the words aloud.

Answers

1 cheese / chicken; 2 peppers / pineapple; 3 tuna / tomatoes



 Play the audio. Students listen and check the answers in Activity 1. Then, they take turns to repeat the words.

Audioscript 2:2

cheese chicken peppers pineapple tuna tomatoes



- If the class is confident, students may try to read the list of items individually. If not, read the list aloud for the whole class.
- Students count the food items on the right and circle the correct word on the list.
- Check answers on the board.

Answers

peppers; olives; tomatoes



Key learning outcome: understand and sing a

song about pizza

Key competences: review Lesson 1 vocabulary; isten and sing the song

Target language: I like (cheese) on my pizza.

How about you?

Print materials: Pupil's Book p39, Class audio

CD2, Flashcards, Workbook p23

Digital materials: Teacher's Resource Centre: Digital Flashcards, Word Cards, Song Sheet

Warmer

Review the vocabulary presented in the previous lesson. Choose a game from the Word Card and Flashcard Activity Bank, pp26–27. Suggestion: Reveal the flashcard.

Teacher's Resource Centre 🗐



 Alternatively, you can review target vocabulary by using the Digital Flashcards in the Teacher's Resource Centre.

Pupil's Book



- Ask the class What can you see in the photos? (Pizza toppings.) Ask students to read out the names of the toppings.
- Play the audio. Tell students to listen to a song about pizza. Ask them to tick the foods as they hear them in the song. Check answers.

Audioscript 5



Pizza, pizza

Pizza, pizza! I like pizza. How about you? Pizza, pizza! I like pizza, I like pizza, too! I like cheese on my pizza. How about you? I like cheese on my pizza. And tomatoes, too. Tomatoes, Yum!

[Chorus]

I like meatballs on my pizza. How about you? I like meatballs on my pizza. And olives, too. Olives. Yum!

[Chorus]

I like tuna on my pizza. How about you?

I like tuna on my pizza. And pineapple, too. Pineapple. Yuck! Oh!

Answers

cheese; tomatoes; meatballs; olives; tuna; pineapple

Teacher's Resource Centre

- Alternatively, you may wish to introduce the written word by using the word cards before asking students to read the pizza topping words.
- Stick the flashcards on the board at random.
- Show the word cards one by one. Students read collectively.
- Individually, students stick each word card next to the corresponding flashcard. Read again once the word cards are positioned.

Pupil's Book

- Play the song. Pause after each line and get students to repeat.
- Use the song lyrics available in the Teacher's Resource Centre.
- Once students are familiar with the song, you may wish to use the Karaoke version.

Tip

You may wish to focus on the song lyrics further after singing the song. Encourage students to read through the lyrics with a partner and circle the toppings they find.

Pupil's Book



- Ask the class to read the words. Then, students match the words to the pictures.
- Finally, ask students to trace the words.

Answers

1 peppers; 2 olives; 3 pineapple; 4 cheese; 5 chicken: 6 meatballs: 7 tomatoes: 8 tuna



 Play the audio. Students follow the line from the picture to the word to check their answers.





- 1 peppers
- 2 olives
- 3 pineapple
- 4 cheese
- 5 chicken
- 6 meatballs
- 7 tomatoes
- 8 tuna

Cooler 2:24

Ask the class to stand up and sing the song Pizza, pizza. Divide students into three groups. Give each group the flashcards corresponding to their verse. Each group holds up their flashcards and sings along. All students join in the chorus.

Workbook



- Give students a minute to look at the shopping bag and the box attentively.
- Have students go through the shopping list in pairs or in groups. They put a tick or a cross in each box correspondingly.
- Check answers orally. Read the food items aloud and have students say Yes or No.

Answers

2 pineapples x; 3 tomatoes √; black olives X; tuna V; cheese V; 3 green peppers ✗; chicken ✓; meatballs ✓



Guide students a minute to identify the pattern in the food sequences. Students draw the next food item in the series. More confident students may write the word, instead.

Answers

1 cheese; 2 pineapple

Finished?

In pairs, fast finishers take turns to describe the sequences in Activity 2 as they point to the items: pineapple, tomato, cheese, pineapple, tomato, cheese.



Key learning outcome: predict story content, listen to and understand a story about a pizza Key competences: give a personal response to the story; predict story content; listen

and understand the story

Story vocabulary: energy, exercise, fruit, pizza,

vegetables

Story language: Can you give me (a green pepper), please? I like (cheese). I don't like (peppers).

Print materials: Pupil's Book pp40-41, Class

audio CD2, Flashcards

Digital materials: Pupil's Book eBook

Warmer 2:24 2:25

Hand out the food flashcards. Play the song *Pizza, pizza* from Lesson 2 again and get students to hold up the correct flashcards when they hear the words. Encourage students to sing along. You may wish to use the Karaoke version to encourage students to sing.

Pupil's Book



Tell the class that today's story is about pizza.
 Elicit the foods students can see in Activity 1.
 Students look at the story frames and tick the food that appears.

Answers

peppers; olives; cheese; tomatoes

Pupil's Book eBook

 You may wish to present the story by using the Pupil's Book eBook.

Pupil's Book



 Play the audio. Ask the class to look at the story frames to follow the story. Note that the complete story text is on the audio and only some of the text is on the page.

Audioscript 2:27

Pizza at the Club

Frame 1

Zack: Goal!

Leila: Well done, Zack!

James: Good exercise, everyone! Now, what

food can I give our energetic heroes?

Frame 2

James: Come and help me everyone! Zack,

can I have some cheese, please?

Zack: Mmm. I like cheese.

James: Good.

Frame 3

James: Let's have some vegetables, too.

Zack: Vegetables? Really?

James: Fruit and vegetables are important.

They give us energy.

Leila, can you give me the tomatoes,

please?

Leila: Here you are.

Frame 4

James: Tom, can you give me the olives,

please?

Tom: Oh, I don't like olives.

Frame 5

James: Oh hi, Ruby. Can you give me a green

pepper, please?

Ruby: But, James. I don't like peppers.

James: It's OK, Ruby. My food is very good.

Ruby: OK.

Frame 6

All: The table's ready.

James: Great. The food's ready, too!

Frame 7

James: Do you like my pizza?

All: Oh yes.

James: So, what's on my pizza?

All: Cheese.

James: Yes, cheese.

And ... tomatoes, olives and peppers.

You see, you do like vegetables.

All: Oh!

Frame 8

Leila: Who's ready for more exercise?

Ruby: I am!

Zack: Let's play!

Tom: Fruit and vegetables really do give you

energy.

Check basic comprehension. Ask What does
James put on the pizza? (Cheese, tomatoes,
olives, and peppers.) Do the Heroes like
vegetables on pizza? (Yes.)

3

• Students number the pictures in the order they appear in the story. Check answers.

Answers

2: 4: 3: 1

 Additionally, you can ask questions about each frame to secure comprehension:

Frame 1: Who can you see?

Frame 2: What does Zack give to James?

(Cheese.)

Frame 3: What does Leila give to James?

(Tomatoes.)

Frame 4: What does Tom give to James?

(Olives.)

Frame 5: What does Ruby give to James?

(A green pepper.)

Frame 6: **Is the food ready?** (Yes.)

Frame 7: What's on the pizza? (Tomatoes,

olives and green pepper.)

Frame 8: Do fruit and vegetables give you

energy? (Yes.)

Tip

If students have difficulty in recalling any of the answers, play the audio again while they look at the story frames to confirm comprehension.

Cooler

in this here

Discuss the themes in the story. Encourage students to express their own views. Ask **Do** you like the club pizza? Do you like cheese on your pizza? What's your favourite pizza topping/s? Do fruit and vegetables give you energy?

Play the *Chain* game. Stick up one of the food flashcards and say *Mmm!* (*Cheese on my pizza*). Stick up another flashcard and have a student add it to the chain – *Mmm!* (*Cheese and tomatoes on my pizza*). Repeat for all the flashcards. Alternatively, students play the game from memory without the support of the flashcards.



Key learning outcome: have a dialogue about

Key competences: ask and say what you like; make food cards, do a dialogue

Resources: food cards

Target language: Do you like (tomatoes)? Yes, I do. No, I don't. I like (tomatoes). I don't like (tuna).

Print materials: Pupil's Book p42, Class audio CD2, Flashcards, Workbook p24

Digital materials: Pupil's Book eBook, Pupil's and

Teacher's Resource Centres: food cards

Warmer 2:27

Project the story from the Pupil's Book eBook or have students look at it from their books. Play the story, Pizza at the Club from Lesson 3. Pause the audio before key words. Get students to anticipate and call out the words.

Pupil's Book



- Introduce the target language (I like / I don't like ...) before listening. Hold up different flashcards in turn and say I like (cheese)./ I don't like (peppers). Mime to help with understanding. Students repeat after you.
- Play the audio of the dialogue. Students number the frames.

Audioscript

Oh, hi, Ruby. Can you give me a green James:

pepper, please?

Ruby: But, James. I don't like peppers It's OK, Ruby. My food is very good. James:

Rubv: OK.

2

James: Come and help me everyone! Zack,

can I have some cheese, please?

Zack: Mmm. I like cheese.

James: Good.

3

James: Tom, can you give me the olives,

please?

Oh, I don't like olives. Tom:

Answers

1; 3; 2



Play the audio and encourage the class to repeat.

Audioscript 2:29



Do you like tomatoes? Boy:

Girl: Yes, I do.

Boy: Do you like tuna?

Girl: No, I don't.

- Divide the class into two groups red and blue. Play the audio again. The red group repeats with the boy and the blue group with the girl. Swap roles so students repeat both the question and the answer in their groups.
- Play the audio again. Students act out the dialogue with a partner.

Life skills Tip

Knowing yourself and others



Take the opportunity to make students aware of the importance of respecting their classmates' opinions which may be different to their own. Students should smile and respond nicely to their classmates. It's polite to ask How about you? to show an interest in learning your partner's opinion.

Pupil's & Teacher's Resource Centres

- Give out the food cards from the Teacher's Resource Centre or have students print them out from the Pupil's Resource Centre and bring them to class. Students colour and cut out the cards.
- In pairs, students take turns to secretly choose a card and say if they like or don't like the chosen food. They should also ask their partner's opinion. Their partner shows the corresponding food card and answers, e.g. Student 1 I like tomatoes. How about you? Student 2 (holds up tomatoes card) I like tomatoes, too./I don't like tomatoes.
- Students compare cards to check.

Pupil's Book



- Refer students to the boxes. They draw a food item they like and a food item they don't like and then complete the sentences about the foods they have drawn.
- 4
- Tell the class I like (peppers). How about you? Model the dialogue with a student asking them to say what they like and don't like. Students should use their sentences from Activity 3.

Cooler

Choose a game from the Word Card and Flashcard Activity Bank, pp26–27.

Suggestion: Reveal the flashcard. On identifying the food, students say if they like/don't like it.

Workbook



- Give students a few minutes to go through the given frames and recall the story in small groups. Ask students to draw the missing food item into the blank shield in each frame. Then, they read the words at the bottom of the activity and match them with the corresponding frame.
- Students check answers in pairs.

Answers

olives (2nd frame); peopers (3rd frame); tomatoes (1st frame)

2

- Students look attentively. Read the exchange aloud or have more confident students to attempt to read it.
- Write the two possible answers on the board: Yes, I do. and No, I don't. Point to them and have students choose the correct answer each time. Students circle the correct answers in their book.

Answers

Yes, I do. No, I don't.

Students act out in pairs.

Tip

Encourage students to give their own answers. If you have a small class, this could be done as a mingling activity. Students who like the same foods form a group.

Finished?

In pairs, students ask and answer the questions in Activity 2 about themselves.



Critical thinking: solving problems

Key learning outcome: learn about problem solving and evaluate possible solutions **Key competences:** use maths to find solutions; solve problems; isten and understand the story, say the rap

Print materials: Pupil's Book p43, Class audio

CD2, Flashcards, Workbook p25 **Extra materials:** classroom objects

Digital materials: Pupil's Book eBook, Teacher's

Resource Centre: Song Sheet

Warmer 2:13

Say the rap from Unit 3 again. Ask questions to jog students' memories. Say Today Squirrel and Mr Rabbit are together again, and today they are with some friends. Ask Who are the **friends?** (A hamster and a mouse.)

Pupil's Book



Ask the class to follow the pictures whilst playing the audio. Note that the complete story text is on the audio only.

Audioscript 2:30

Frame 1

Mr Rabbit: Ta da! Meatballs! Who wants

a meatball?

Squirrel: Me, please. Mouse: Me, please. Hamster: Me too.

But there are two meatballs and Squirrel:

there are four animals. What's the

solution, Mr Rabbit?

Frame 2

Mr Rabbit: That's easy. I can cut the meatballs.

One, two, three, four.

Squirrel: What a great solution!

Frame 3

Mr Rabbit: Ta da! A carrot! My favourite! Who

wants a carrot?

Squirrel: Me, please. Mouse: Me, please. Hamster: Me too.

Squirrel: But there's one carrot and there are

four animals. What's the solution?

Frame 4

Mr Rabbit: Don't worry. I can cut the carrot.

One, two, three, four.

Squirrel: What a great solution!

Frame 5

Mr Rabbit: OK. Time to eat. Squirrel: But Mr Rabbit ... Mr Rabbit: Yes, Squirrel.

Squirrel: There are three forks and there are

four animals. You can't cut a fork!

Frame 6

Mr Rabbit: But, Squirrel, I've got a spoon.

I can eat with a spoon.

You've always got a solution, Squirrel:

Mr Rabbit.

After playing the story, discuss each of the problems and solutions. Use questions such as What is the problem? and What is the

solution? Problem 1: There are two meatballs and four friends. Solution: Cut the meatballs in half.

Problem 2: There is one carrot and four friends.

Solution: Cut the carrot into four.

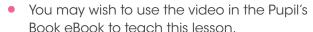
Problem 3: There are three forks and four

friends. Solution: Use a spoon!

Ask Are these good solutions? (Yes.)

Pupil's Book eBook 🗏 💌





Pupil's Book



Write the word 'solutions' on the board. Play the rap and tell students to clap when they hear the word.



Solutions

Problems! Problems!

Think and see.

Solutions, solutions! For you and me.

Two friends, one apple.
What can we do?
I've got the solution.
Cut the apple in two.
[Chorus]

Two friends, six olives.
What can we do?
I've got the solution.
Three for me. Three for you.
[Chorus]

- After you have played the rap, teach it to students. Pause after each line and encourage repetition. Play the rap again and get them to rap along.
- You may wish to use the rap lyrics available in the Teacher's Resource Centre.



- Say Now you find some solutions. Do the first problem with the class as a model. Ask How many friends are there? (Three.) Ask How many pizza slices are there? (Three.) Ask How many pizza slices can each friend have? (One.)
- Allow students enough time to think and solve the problems. Get them to check their answers with a partner before you check as a class.

Answers

pizzas: 1, 1, 1; olives: 3, 3, 3; tomatoes: 2, 2, 2

Life skills Tip

Critical thinking

You may wish to put the themes from the lesson into practice by giving out classroom objects to groups and asking students to find solutions by dividing the objects equally between them.



 Read the sentences yourself first and then have students repeat them after you.

Cooler 2:31

Play the *Solutions* rap again. Get the class to stand up and divide them into two groups. Encourage them to rap the chorus together, but ask each group to sing a verse. Alternatively, you may wish to watch the video in the Pupil's Book eBook again.

Workbook



- Give students a few minutes to think and then have them draw the corresponding number of items in each box.
- Ask them to compare answers in pairs and then check orally.

Answers

(first row): two sweets in each box; (second row): one pencil in each box; (third row): three balls in each box



 Ask students to draw themselves and two friends and then write numbers to divide the sweets equally.

Answers

2; 2; 2



Have students practise to say the rap in two groups. They may rap the chorus together. Once they have had enough practice, record a video and have fun!

Finished?

 Students who finish quickly can discuss the problem with a friend.

Answer

3 sweets per child

Key learning outcome: identify and say ice cream flavours, and learn about plants

Key competences: ☐ identify and say ice cream flavours; ☐ match flavours to plants

Target vocabulary: blackberry, chocolate, mint, strawberry, vanilla

Extension vocabulary: bananas, onions **Print materials:** Pupil's Book p44, Class audio

CD2, Flashcards

Digital materials: Teacher's Resource Centre:

Digital Flashcards

Warmer 2:31

Say the *Solutions!* rap. Space permitting, divide the class into two lines facing each other. One line takes the role of Mr Rabbit and the other takes the role of Squirrel. The Squirrels rap the problem and the Mr Rabbits rap the solution. Swap roles and repeat.

Alternatively, choose a game from the Word Card and Flashcard Activity Bank, pp26–27. Suggestion: *Lip reading*.

Pupil's Book



 Tell the class that a visitor is visiting the Heroes Club today. Say Listen to Stan. What's his job? (Ice cream man.) Play the audio.

Audioscript 2:32

Zack: Welcome to the Heroes Club. I'm Zack.

What's your name?

Stan: Hello. I'm Stan.
Zack: What's your job?

Stan: I'm an ice cream man. I drive an ice

cream van.

Zack: An ice cream van! That's so cool!

Stan: Yes, I like my job, and children love my

ice cream! What's your favourite ice

cream?

Zack: My favourite ice cream is chocolate.

 After playing the audio, ask comprehension questions, e.g. Does Stan like his job? (Yes.)
 Do children like ice cream? (Yes.)

Teacher's Resource Centre

 You can present the target vocabulary by using the Digital Flashcards in the Teacher's Resource Centre.

Flashcards

Alternatively, you can introduce the target vocabulary by using the flashcards. Ask What's Zack's favourite ice cream? (Chocolate.)
 Show the corresponding flashcard. Show the other flashcards, naming each one and having students repeat after you.

Tip

Contextualize the new vocabulary by telling the class what your favourite ice cream is or by asking the class if they like a flavour, e.g. **Do you like mint ice cream?**

Pupil's Book



• Refer the class to the ice cream photos. Before playing the audio, say Look at the different ice cream flavours you can buy from the ice cream van. Ask the class to point to the flavours as they hear them and repeat the words.

Audioscript 2:33

- 1 vanilla
- 2 chocolate
- 3 strawberry
- 4 mint
- 5 blackberry
- Play the audio to present the vocabulary in context. Students listen and repeat.

Audioscript 2:34

I like vanilla.

I like chocolate.

I like strawberry.

I like mint.

I like blackberry.

naterial ers

Culture Tip

Tell students that ice cream vans are very common in the UK. You can see them in summer near parks, schools and at the beach. They also go from street to street. You know the ice cream van is coming because of the music it plays.



- Refer the class to the photos in Activity 3.Tell them that the ice cream flavours come from these plants. Ask them to look at the photos and to think which flavour comes from which plant.
- Tell students to listen and number. Stop after the first example to check understanding.
 Afterwards, check their answers as a class.



- 1 Vanilla ice cream comes from this plant.
- 2 Strawberry ice cream comes from this plant.
- 3 Blackberry ice cream comes from this plant.
- 4 Mint ice cream comes from this plant.
- 5 Chocolate ice cream comes from this plant.

Answers

1 e; 2 b; 3 d; 4 a; 5 c

Flashcards

- Alternatively, practise the new vocabulary with one of the games from the Word Card and Flashcard Activity Bank, pp26–27. Suggestion: A hole in the flashcard.
- Once students have identified the flavour, they should turn to a partner and say if they like or don't like it.

Cooler

Play a chain game with the ice cream flavours. Show one of the flashcards and say *I like vanilla ice cream.* Show another flavour and ask a student to repeat your flavour and add a new one, e.g. *I like vanilla and strawberry ice cream.* Repeat with all the flavours. Stick the flavour flashcards on the board and have students play in small groups.



Buy an ice cream

Key learning outcome: buy an ice cream **Key competence:** buy an ice cream

Target language: Let's have an ice cream. Do you like (vanilla)? Yes, I do. No, I don't.

Print materials: Pupil's Book p45, Class audio

CD2, Flashcards, Workbook p26

Digital materials: Teacher's Resource Centre:

Word Cards

Warmer

Use the flashcards to review the ice cream flavours from the previous lesson. Choose a game from the Word Card and Flashcard Activity Bank, pp26–27. Suggestion: Point to the flashcard. Use the ice cream flavours in a sentence, e.g. I like chocolate ice cream. Remind students that all the flavours come from plants. Tell the class that today they are going to learn about some more ice cream flavours.

Teacher's Resource Centre

- You may wish to introduce the written word at this point. Use the word cards available in the Teacher's Resource Centre.
- Show the word cards one by one. Students read collectively.
- Individually, students stick each word card next to the corresponding flashcard. Read again once the word cards are positioned.

Pupil's Book



- Refer students to the pictures and get them to read the words.
- Refer the class to the ice cream menu blackboard. Ask Where can you see this? (In an ice cream shop.) Tell the class to find the pictures of the ice cream flavours that match the words on the menu. Students colour the pictures accordingly.



- Investigate the ice cream menu further. Refer students to the new flavours and read out the flavours. Ask **Do you like tomato ice cream?** If students haven't tried it, ask **Do you think you** would like (tomato) ice cream?
- Refer students to the speech bubbles in Activity 2. Play the audio and have students choose the correct ice cream.

Audioscript 2:36



Boy: An ice cream, please.

Man: What flavours?

Boy: I like vanilla and strawberry ice cream. Man: OK. Vanilla ice cream and strawberry

ice cream. Here you are.

Thanks. Boy:

Girl: An ice cream, please.

Man: What flavours?

Girl: Hike mint and chocolate ice cream. Man: OK. Mint ice cream and chocolate ice

cream. Here you are.

Girl: Thanks.

3

How about a new flavour? Man:

Girl: Um. OK.

Man: Do you like cheese?

Girl: Yes, I do.

Man: How about cheese ice cream? Girl: Um. OK. Cheese ice cream, please.

4

Man: How about a new flavour?

Um. OK. Boy:

Do you like tomatoes? Man:

Yes, I do. Boy:

Man: How about tomato ice cream? Um. OK. Tomato ice cream, please. Boy:

Answers

1 vanilla and strawberry (on the right); 2 mint and chocolate (on the left); 3 cheese (on the right); 4 tomato (on the left)

Life skills Tip

Decision making

Highlight that when we make a joint decision we should consider everybody's opinion. Introduce the concept of making joint decisions by putting students into groups of four or five and ask them to choose two ice cream flavours they think the class would like.



• Put students in pairs. Tell them that each student in the group should choose three flavours. Then, they ask and answer to find out which flavours their partner likes. Have them follow the model in the speech bubbles. Model first with a strong learner. Say Let's have an ice cream? Do you like (vanilla)? (Yes, I do.)

Tip

You may wish students to practise this real life situation through a mini role-play. Remind students that it is important to say *please* and *thank you* when asking for things. Choose two volunteers to demonstrate the role-play.

Student 1: An ice cream, please.

Student 2: What flavour?

Student 1: I like (vanilla and mint) ice cream

Student 2: Here you are.

Student 1: Thanks.

Cooler

Stick the flavour flashcards around the room. Say *I like mint ice cream.* Students point to the corresponding flashcard.

Students play the game in pairs taking turns to say and point. If you have a confident class, you could use the word cards instead.

Workbook



 Students identify the ice cream flavours and then write the missing words above the corresponding flavours.

Answers

1 vanilla; 2 mint; 3 chocolate

2

- Read the flavour words aloud and give students time to identify the words.
- Explain to students that they are going to listen to a boy and a girl asking for an ice cream. Play the audio. Students look and listen. Then, play the audio once again.
 Students listen and tick the corresponding ice cream cones.

Audioscript

Boy: An ice cream, please.
Waitress: Hello. What flavours?
Boy: Um. Well I like strawberry.

Waitress: And what else?

Boy: Er... Yes, strawberry and mint, please. **Waitress:** OK. Strawberry and mint. And how

about you?

Girl: I think I'd like a new flavour today!

So, cheese ice cream, please.

Waitress: OK. Cheese ice cream for you.

Girl: Thanks.

Answers

mint; strawberry; cheese

Finished?

- Students think about their favourite flavour of ice cream and colour the ice cream accordingly.
- Have students talk about their choice. Ask
 What's your favourite ice cream flavour?

Tip

You can do the Heroes Reading Club extension lesson on pp82-83 of the Pupil's Book, p50 of the Workbook and pp144-145 of the Teacher's Book.

Unit review: preparation for final unit outcome

Final unit outcome: order a pizza

Key competences: order a pizza; review own learning; Imake pizzas; Imake understand

a video

Resources: make your own pizza **Print materials:** Pupil's Book pp46-47,

Flashcards, Workbook p27

Digital materials: Pupil's Book eBook, Pupil's and Teacher's Resource Centres: pizza props, Word

Cards

Warmer

Review the food vocabulary from Lesson 1. Stick the food flashcards on the board. Choose two volunteers to act out a mini role-play, e.g. S1: Hello! (Tomatoes), please. S2: Here you are. (Student 2 hands the flashcard to Student 1.) S1: Thanks. Change the pair and repeat.

Pupil's Book

Stage 1

 Students classify the stickers (plant or animal). Then, they say the words. Check answers as a class.

Answers

Group 1 (plant): tomatoes; pineapple; peppers; olives; Group 2 (animal): meatballs; cheese: chicken: tuna

Tip

Practise the classification activity on the board first. Draw two columns. Draw a plant at the top of the first and a cow and a hen at top of the second. Give the food flashcards to individual students. Students stick the cards in the correct column (plant or animal). Give out word cards to different students and have them stick them under the flashcards.

Stage 2

Do number 1 as an example with the class. Then, students work individually. Check answers as a class.

Answers

1 cheese; 2 tomatoes; 3 meatballs; 4 olives

Tip

You may want to review the language before completing the Pupil's Book activity. Show one of the flashcards and say I like (cheese). How **about you?** Choose a student to answer. Show different food cards one by one. Students ask and answer in pairs.

Pupil's Book & Pupil's Book eBook



Stage 3

- Refer students to the four video stills. Ask Where is the girl? (In a pizza restaurant.)
- Before watching, ask students to predict the order of the frames.
- Go to the Pupil's Book eBook and play the video. Students number the stills in the correct order.

Videoscript |

Tom: This is my mum.

Leila: Hello!

Tom: Let's make a pizza, Leila! Mum: Do you like cheese, Leila?

Leila: Yes, I do!

Tom: I like cheese too, Mum. Lots and lots of

cheese, please!

Mum: OK. Do you like meatballs? Leila: Ugh, no. I don't like meatballs.

Tom: Meatballs! Yes, please! I like meatballs.

Mum: OK. And do you like olives? Tom: No! I don't like olives, Mum! Mum: How about you, Leila?

Leila: Yes, I like olives!

Mum: OK. And do you like peppers?

Leila: Yes, I do. I like peppers. Tom: Mmm, yes, I do too! Tom: Is it ready, Mum?

Show what you can do

Tom&

Leila: Yay! It's ready! It's pizza time!

Stage 4 📺

Play the video again. Students check their answers.

Answers

4: 2: 1: 3

Pupil's Book & Resource Centres

Stage 5

- Refer the class to the photo of the two children doing the pizza role-play.
- Use the Communication Props in the Pupil's and Teacher's Resource Centres to model the role-play for the class. Choose a volunteer to help you demonstrate. Stick the pizza on the board and ask **Do you like (tomatoes) on your pizza?** Encourage the student to answer. Add the food to the pizza. Choose a volunteer to take over your role asking the questions.

Pupil's & Teacher's Resource Centres

- Give out the pizza props from the Teacher's Resource Centre or have students print one out from the Pupil's Resource Centre and bring it to class. Give students time to colour and cut out the props.
- Put students into pairs. Give them time to prepare their role-play. Refer them to the speech bubbles for support.
- Students act out their role-plays using the props. Ask volunteers to perform in front of the class.

Tip

Watch the video again if necessary, as a model.

Cooler 2:24

Sing *Pizza*, *pizza* from Lesson 2 with the props. Play the song. Students add the ingredients to their pizza as they sing.

Workbook



- Students complete the table according to their likes. Ask them to draw a happy face or a sad face next to each food item.
- Students ask two friends about their likes and complete the table accordingly.

Tip

Make sure students know how to frame the question. Demonstrate with some students at the front.

2

Students write three new words they can remember from this unit. Let them draw or go through the unit to check the spelling of the words if necessary.

Finished?

 In pairs, students say two foods they like and one they do not like. If necessary, write I like ... and I don't like ... as a prompt on the board.