

ENGLISH 6

UNIT 2



Accepting and refusing
Describing what people do regularly
Expressing likes and dislikes



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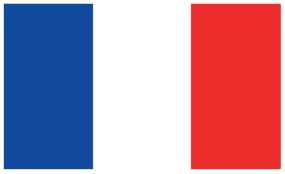



Grade	6
Function	Accepting and refusing.
Skills	Reading. Reading integrated with speaking. Reading for skimming and scanning.
Duration	30 mins.
Materials Required	Lead-in activity in Appendix A. Reading text in Appendix B. Reading activities in Appendix B.
Aims	To identify a gist of the text. To review how to accept and refuse. To practise a role-play.
Procedures	<ol style="list-style-type: none"> 1. The teacher asks the students to match the words with the pictures as a lead in activity in Appendix A. 2. The teacher asks the students to read the dialogue and answer the questions in Appendix B. 3. The teacher asks the students to read the dialogue again and match the orders with their owners. 4. The teacher explains the steps of role-play activity in Appendix B and make groups. 5. The teacher asks the students to share their dialogues with the whole class.



Appendix A

Lead in

Look at the photos. Match the countries with their famous dishes.

1. 	2. 	3. 	4. 
Italy	Australia	China	India
5. 	6. 	7. 	8. 
France	Japan	Syria	Mexica

a) Sushi



b) Biryani



c) Meat Pie



d) Kibbeh



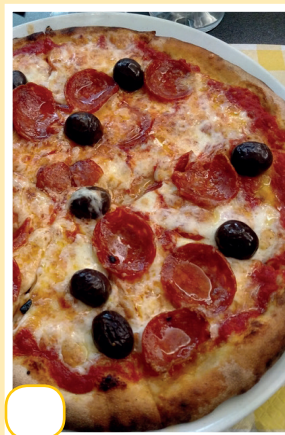
e) Tortilla



f) Peking Duck



g) Pizza



h) Onion Soup





Appendix B

1. Read the dialogue and answer the questions.

Emily and Matthew are having dinner at a restaurant. They're celebrating their wedding anniversary.

Waiter: Hello. Would you like to have any drinks?

Emily: Yes, I would like some mineral water, please.

Matthew: And I will have the same please.

Waiter: All right, your mineral water, here you are.



Waiter: Are you ready to order your meals?

Emily: I think, we are ready to order. I will have the pumpkin soup to start and steak with fries and side salad.

Waiter: How do you want your steak cooked rare, medium or well done?

Emily: I would like it well done, please.

Waiter: What about you? Do you want any starter?

Matthew: No, thanks. I'd like to have the chicken with fries. Can I have some cheese on it?

Waiter: Sure, sir. What would you like for dessert?

Matthew: I want to have the almond and date cake.

Emily: I'm going to have the chocolate mousse.

Waiter: Do you want to have some coffee or tea with your dessert?

Emily: We will have coffee, please.

Waiter: Ok. I will be right back with your orders.

Matthew: Thanks.

1. What will Emily have for starter?

.....

2. How does Emily want her steak?

.....

3. Does Matthew want anything for starter?

.....

4. What do they order for dessert?

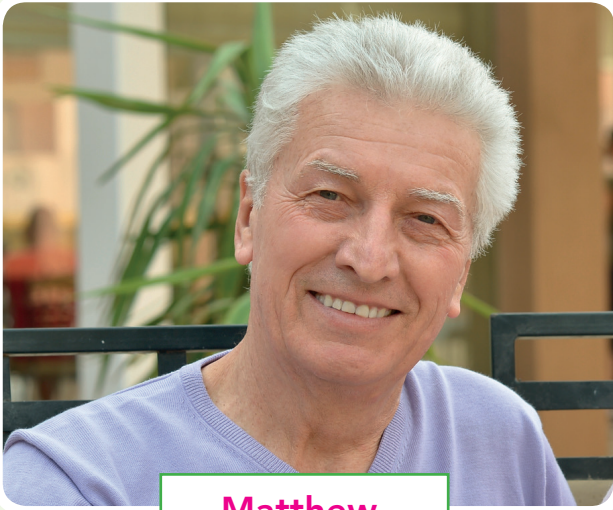
.....

5. Do they want coffee or tea with their dessert?

.....



2. Read the dialogue again and match the orders with their owners.



Matthew



Emily



a



b



c



d



e



f



g



3. Follow the steps and make a dialogue with your partner.

- * Work in groups.
- * Imagine that you are at a restaurant.
- * One of you is the waiter/ waitress and the others are the diners.
- * Look at the menu below and make a dialogue with your partners.



Good Morning

Breakfast Menu





Side Orders:

Toast (choice of wheat or white) consectetur adipiscing elit, sed do eiusmod	\$1.75
Pancake topped with fresh fruit sed do eiusmod tempor incididunt ut labore et	\$2.90
Oven Roasted Breakfast Potatoes consectetur adipiscing elit, sed do eiusmod	\$2.75



Breakfast Pastries :

Homemade Chocolate Cake consectetur adipiscing elit, sed do eiusmod	\$3.50
Fresh Baked Muffins sed do eiusmod tempor incididunt ut labore et	\$2.00
Cheesecake topped with fresh fruit consectetur adipiscing elit, sed do eiusmod	\$3.75



Beverages:

ICE TEA with half & half \$2.95	FRESH BREWED COFFEE \$2.75
ICE SWEET GREEN TEA \$2.50	JUICE (Apple, Orange Juice) \$2.25
ICE POMEGRANATE TEA \$2.95	HOT THAI-JASMINE OR \$2.25
(sweetened)		GREEN TEA
ICE MANGO~NATA \$2.95	HOT CHOCOLATE \$2.25
with mango & mint		
.....		

LISTENING



Grade	6
Function	Accepting and refusing.
Skills	Listening. Listening for specific information. Listening integrated with reading.
Duration	35 mins.
Materials Required	Lead- in activity in Appendix A. Track 4 for listening activities in Appendix B. Track 5 for pronunciation.
Aims	To review how to accept or refuse. To practise asking questions and replying these questions.
Procedures	<ol style="list-style-type: none"> 1. The teacher asks the students to answer the lead-in questions in Appendix A. 2. The teacher asks the students to listen to the text in Appendix B and asks them to tick the words they hear. 3. The teacher asks the students to write "S" for Sue and " M" for her mother for the activity in Appendix B. 4. The teacher asks the students to listen and repeat the words in Track 5 for pronunciation. 5. The teacher asks the students to give answers to the questions using the giving statements in Appendix B.



Appendix A

Lead in

Answer the questions.

- Do you help your parents with household chores?
- Which of the followings do you prefer?

- ☐ setting the table for meals
- ☐ feeding pets
- ☐ grocery shopping
- ☐ cleaning the table after meals
- ☐ folding laundry
- ☐ tidying-up your room
- ☐ ironing
- ☐ watering the garden or indoor plants
- ☐ taking the rubbish out
- ☐ helping with meal preparation and serving

LISTENING



Appendix B

Track 4

1. Listen and tick the words you hear.



- ☐ eggs
- ☐ mix
- ☐ milk
- ☐ odd

- ☐ add
- ☐ olive
- ☐ oil
- ☐ sugar

- ☐ recipe
- ☐ find
- ☐ flour
- ☐ cake

2. Listen to the dialogue again and write "S" for Sue, "M" for her mother.

Who asks these questions? Sue or her mum?

- ☐ Can I crack the eggs into a bowl?
- ☐ How many eggs do we need?
- ☐ Do you want some milk?
- ☐ Can you add a glass of milk?
- ☐ Can I add some oil?
- ☐ Do you want lemon cake or chocolate cake?
- ☐ Would you like to watch cartoon together?

LISTENING



Track 5

Pronunciation

Listen and repeat.

crack /kræk/

careful /'keəfəl/

chocolate /'tʃɒkələt/

enough

flour

minute

/ɪ'nʌf/

/flaʊə/

/'mɪnɪt/

CAN YOU SAY NO?

Most of the time it is hard to say "No". On the other hand, there are many ways to accept or refuse in a polite way. Give answers to the questions using the giving statements.



Do you want to play chess?



Why don't you come to my birthday party?



Can you help me with doing my homework?



How about eating out tonight?

That's very kind of you.

I'm very sorry.
I don't think, I can.

Unfortunately, I can't.

That would be nice.

I'm so sorry I can't make it.

Not for me, thanks.

What a wonderful idea.

I'd like to, but I can't.



Can I borrow your bike?



Would you like to join us?



Do you want to go to the cinema with me?



Can I wear your t-shirt today?



Grade	6
Function	Accepting and refusing.
Skills	Speaking for fluency. Speaking to focus on the structure.
Duration	30 mins.
Materials Required	Lead-in activity in Appendix A. Speaking activity in Appendix B.
Aims	To review accepting and refusing. To practise having a dialogue.
Procedures	<ol style="list-style-type: none"> 1. The teacher asks the students to read the dialogue and answer the questions in Appendix A. 2. The teacher asks the students to share their answers with their classmates. 3. Then, the teacher asks the students to work in pairs and make dialogues to invite each other to these events in Appendix B. 4. The teacher asks the students to share their dialogues with the whole class.



Appendix A

Lead in

Read the dialogue and answer the questions.

- What does Lisa say about tasting new food?
- Does she want to join Tom's club? Why? Why not?

Do you like tasting new food?

Yes, of course. I love tasting different food all over the world.

Do you want to join our cooking club?

That's a great idea. I'm really interested in cooking.





Appendix B

1. Work in pairs. Make dialogues to invite each other to these events.

- Dinner at the Chinese Restaurant
- Visit the museum
- Summer camping
- Basketball match
- Shopping
- Joining the music band

Useful Language

No, thanks.

I'd love to.

I'm afraid not.

Good idea.

That would be nice.

I'm sorry.



Grade	6
Function	Describing what people do regularly.
Skills	Reading. Reading integrated with speaking. Reading for skimming and scanning.
Duration	40 mins.
Materials Required	Lead-in activity in Appendix A. Reading texts in Appendix B. Reading activities in Appendix B.
Aims	To identify a gist of the text. To practise describing what people do regularly.
Procedures	<ol style="list-style-type: none"> 1. The teacher asks the students to answer the questions as a lead-in activity in Appendix A. 2. The teacher asks the students to read the paragraphs and write the names of the children in Appendix B. 3. The teacher asks the students to answer the questions in Appendix B. 4. The teacher asks the students to mark the statements as True or False. 5. The teacher asks the students to talk about themselves by answer the questions in Appendix B. The teacher observes the students while they are talking.



Appendix A

Lead in

Answer the questions.

- Do you want to go abroad?
- Which of the countries do you want to visit? Why?
- Do you have a foreigner friend?"

Appendix B

Read the paragraphs and write the names of the children.

1



.....

2



.....

3



.....

Hi, I'm Amita. I'm from India. We live next to the sea. That's why we always eat fish. My mum fries fish with onions everyday. We sometimes eat rice and vegetables. We always eat our dishes with spice.

Hi, I'm Kwaku from Ghana. We live in a small house. There are only two rooms and we sleep on the floor because we don't have beds. We usually eat bread and fruits for breakfast. I go to school on foot and I love my school. I help my father after school.

Hello, I'm Mu Lan. I'm from China. We live next to the rice farm. As you may guess, rice is our indispensable dish. We eat our meals with chopsticks instead of fork. We drink tea all day because it makes us healthy.



1. Read the paragraphs and answer the questions.

1. Where is Amita from?

.....

2. What does Amita's mother cook everyday?

.....

3. What is Mu Lan's favourite food?

.....

4. How do people eat their meals in China?

.....

5. Why do they drink tea all day?

.....

6. Does Kwaku live in a big house?

.....

7. What does he do after school?

.....

2. Read the text again and mark the statements as true (T) or false (F).

1. Amita is from Ghana. _____

2. Amita always eats fish. _____

3. Mu Lan lives next to the sea. _____

4. In China, people don't like rice. _____

5. Kwaku eat bread and fruits for breakfast. _____

3. Answer the questions and talk about yourself.

- Where do you live?
- What do you usually have for breakfast?
- How do you go to school?
- What do you do after school?
- What do you do in the evenings?
- What do you do at weekends?



LISTENING



Grade	6
Function	Describing what people do regularly.
Skills	Listening. Listening for specific information. Listening integrated with reading.
Duration	40 mins.
Materials Required	Lead-in questions in Appendix A. Listening activity in Appendix B "A bear Named Sue" video from EBA/Britishcouncil/learnenglishkids (https://bit.ly/3320AEU) Track 6 for pronunciation.
Aims	To review describing what people do regularly. To practise singing a song in English.
Procedures	<ol style="list-style-type: none"> 1. The teacher asks the students to answer the questions as a lead in activity in Appendix A. 2. The teacher plays the video and asks the students to answer the questions in Appendix B. 3. The teacher asks the students to listen again and write true or false. 4. The teacher asks the students to listen and repeat the words in Track 6 for pronunciation. 5. The teacher asks the students to follow the steps and do the activity in Appendix B. 6. The teacher encourages the students who do not want to talk and helps them if necessary.



Appendix A

Lead in

Answer the questions.

- Do you have a favourite teddy bear?
- Why do you like it?

Appendix B

1. Listen and answer the questions.

1. What's the name of the bear?

.....

2. What does Sue wear in the morning?

.....

3. What do they have for breakfast?

.....

4. Do they like apple juice and tea?

.....

5. What do they do after eating toast?

.....

2. Listen again and write true or false.

1. Sue is a bear.

2. Sue always wears trousers.

3. They play tennis every morning.

4. Sue likes apple juice.

5. They both like hot buttered toast.

Track 6

Pronunciation

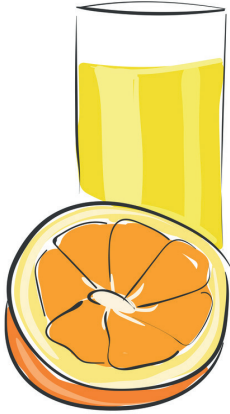
Listen and repeat the words below.

- | | |
|--------------------|--------------------------|
| • Stretch /stretʃ/ | • trousers /'traʊzəz/ |
| • Shirt /ʃɜ:t/ | • twinkling /'twɪŋ.klɪŋ/ |
| • Skirt /skɜ:t/ | • toast /təʊst/ |

LISTENING



3. What do you have for breakfast? Draw a picture of your breakfast below and talk about it as in the example.



E.g. I drink orange juice everyday.



Grade	6
Function	Describing what people do regularly.
Skills	Speaking for fluency. Speaking to focus on the structure.
Duration	40 mins.
Materials Required	Lead-in activity in Appendix A. Speaking activity in Appendix B.
Aims	To review the vocabulary related to breakfast. To talk about what we have for breakfast every day.
Procedures	<ol style="list-style-type: none"> 1. The teacher asks the students to match the photos and their words as a lead in activity in Appendix A. 2. The teacher asks the students to read the statements of the children in Appendix B. 3. The teacher asks the students to talk about their own breakfast habits by answering the questions in Appendix B. 4. The teacher asks the students to share their answers with the whole class.



Appendix A

Lead in

Match the photos with the words.

1



2



3



4



5



6



7



8



9



10



11



12



a) Bagel

d) Croissant

g) Muffin

j) Omelette

b) Butter

e) Orange juice

h) Pancake

k) Milk

c) Cereal

f) Strawberry Jam

i) Honey

l) Linden tea

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.



Appendix B

1. Read the texts. Answer the questions and talk about yourself.

Ceylin, Zeynep and Defne are sisters. They have different palate. Their mum tries to make all of them happy on Sundays because Sunday breakfast is a great time to be together and talk.



CEYLİN

Breakfast is the most important meal of the day for me. I never miss breakfast. I eat some cheese, an egg, some olives, sausage and honey in the morning.



ZEYNEP

I don't like eating in the morning because I never feel hungry when I wake up. I have only some fruits for breakfast. I love lunch and dinner much.



DEFNE

I'm fond of pancake. I feel very happy if I wake up to the smell of delicious pancake. I put chocolate and fruits on my pancake. I sometimes have cereal with milk.

1. What about you?
2. Whose palate is closest to yours?
3. Do you have breakfast everyday?
4. What do you have for breakfast?
5. Talk about your own palate.



Grade	6
Function	Expressing likes and dislikes.
Skills	Reading. Reading integrated with speaking. Reading for skimming and scanning.
Duration	40 mins.
Materials Required	Lead-in questions in Appendix A. Reading texts in Appendix B. Reading activities in Appendix B.
Aims	To identify a gist of the text. To review how to express likes and dislikes.
Procedures	<ol style="list-style-type: none"> 1. The teacher asks the lead in questions in Appendix A. 2. The teacher asks the students to read the paragraphs and answer the questions in Appendix B. 3. The teacher asks the students to match the photos with the words. 4. The teacher asks the students to look at the photos and talk about Jenny's likes and dislikes in Appendix B. 5. The teacher encourages the students who do not want to talk and helps them if necessary.



Appendix A

Lead in

Answer the questions.

- Do you like tasting different food?
- Which one do you prefer? Sour or hot?
- Is there any food you never refuse?

Appendix B

1. Read the paragraphs and answer the questions.

WHAT DOES YOUR PALATE SAY ABOUT YOU?

According to experts, there is a link between personalities and our favourite food.



HOT PEPPER LOVERS

People who like hot peppers are generally risk lovers. They enjoy extreme sports and they mostly don't like a boring and easy life. They like taking risk by tasting the hot peppers. They also enjoy taking risk by going bungee jumping or skydiving.



SPICE LOVERS

Spice lovers often have a very refined sense of taste and they can distinguish among various spices. They love the details and they are interested in details of the life. They hate being ordinary and usual.



EXOTIC FOOD LOVERS

They like tasting different things such as frog legs, snails, bird's nest soup because they are flexible and open to trying new things. They don't like every food they taste but they still go on tasting new things. They love to see life and food as an adventure.



CHOCOLATE LOVERS

Chocolate lovers like helping people and they hate hurting someone. They are emotionally vulnerable and sensitive. They truly enjoy friendship and romance. They don't like being rude and realistic.



1. Who enjoys the extreme sports?

.....

2. What do spice lovers hate?

.....

3. What kind of foods do the exotic food lovers like tasting?

.....

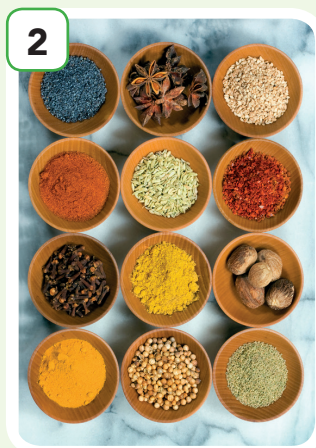
4. What do the chocolate lovers like?

.....

5. Do the chocolate lovers hate friendship and romance?

.....

2. Read the paragraphs again and match the photos with the words/phrases.



a risk lovers

b flexible

c details

d helping people

e trying new things

f extreme sports

g vulnerable and sensitive

h refined sense of taste

READING



3. Look at the photos below and talk about Jenny's likes and dislikes.



Reading a book 😊

Laundry 😞

Waiting for the bus 😞

Eating out 😊

Shopping 😊

Junk food 😞

Dusting 😊

Useful Language

LIKES 😊

- I like.....
- She loves.....
- We enjoy.....
- I adore.....
- He is crazy about.....
- They are mad about.....
 - I'm fond of.....
 - You are on.....
 - I live for.....

DISLIKES 😞

- I don't like.....
- She dislikes.....
- We hate.....
- I can't bear.....
- He can't stand.....
- They loathe.....
- I'm not into.....
- You don't really care for.....
- I'm not keen on.....

LISTENING



Grade	6
Function	Expressing likes and dislikes.
Skills	Listening. Listening for specific information. Listening integrated with reading.
Duration	35 mins.
Materials Required	Lead-in activity in Appendix A. Listening activities in Appendix B "Chocolate Cake" video from EBA/Britishcouncil/ learnenglishkids (https://bit.ly/3320AEU) Track 7 for pronunciation.
Aims	To review how to express likes and dislikes. To practise singing a song in English.
Procedures	<ol style="list-style-type: none"> 1. The teacher asks the students to answer the questions as a lead-in activity in Appendix A. 2. The teacher asks the students to listen to the song and tick the words they hear in Appendix B. 3. The teacher asks the students to group the words in Appendix B. 4. The teacher asks the students to listen and repeat the words in Track 7 for pronunciation. 5. The teacher asks the students to complete the questionnaire with their partners in Appendix B. The teacher asks the students to share the results with their partners.

LISTENING



Appendix A

Lead in

Answer the questions.

- Do you like singing a song?
- Who likes chocolate cake?

Appendix B

1. Listen and tick the words you hear.

- | | | |
|------------------------------------|-------------------------------------|---------------------------------------|
| <input type="checkbox"/> rhythms | <input type="checkbox"/> chicken | <input type="checkbox"/> blackcurrant |
| <input type="checkbox"/> rice | <input type="checkbox"/> children | <input type="checkbox"/> pudding |
| <input type="checkbox"/> star | <input type="checkbox"/> blackberry | <input type="checkbox"/> pizza |
| <input type="checkbox"/> delicious | <input type="checkbox"/> pancake | <input type="checkbox"/> muffin |

2. Group the words.

banana	rice	blackcurrant juice	apple
chicken	chocolate	coffee	burger
carrot	milk	onion	sanwich
			olive

COUNTABLES	UNCOUNTABLES

LISTENING



Track 7

Pronunciation

Listen and repeat.

- sticks /stɪks/
- chicken /'tʃɪkɪn/
- yummy /'jʌmi/
- start /stɑ:t/
- chocolate /'tʃɒkələt/
- tummy /'tʌmi/

3. Ask these questions to your partners. Then share the results of the questionnaire with your classmates.

	YES	NO	NO IDEA
Do you like chocolate cake?			
Do you like chicken, rice, peas?			
Do you like blackcurrant juice?			
Do you like cooking?			
Do you enjoy setting the table?			
Do you hate cheese?			
Do you dislike egg?			
Do you love washing the dishes?			
Do you hate hot pepper?			
Do you like sour?			



Grade	6
Function	Expressing likes and dislikes.
Skills	Speaking for fluency. Speaking to focus on the structure.
Duration	35 mins.
Materials Required	Lead-in activity in Appendix A. Speaking activity in Appendix B.
Aims	To review how to express likes and dislikes. To talk about our likes and dislikes.
Procedures	<ol style="list-style-type: none"> 1. The teacher asks the students to match the photos with the paragraphs in Appendix A. 2. The teacher asks the students to share their answers with the whole class. 3. The teacher asks the students to talk about their own likes and dislikes in Appendix B. 4. The teacher encourages the students who do not want to talk and helps them if necessary.



Appendix A

Lead in

Read the texts and match them with the photos.



1

- a) I like helping people, especially old people because I love my grandma.



2

- b) I'm a real animal lover. I like feeding the street animals because they don't have home and food. I can't stand people who are rude to animals.



3

- c) I'm fond of doing sport. I'm very energetic and healthy. I hate staying at home all day.



4

- d) I love cooking and tasting new meals. I live for my family and my friends. I enjoy long and crowded tables because I don't like eating alone.



5

- e) I'm a bookworm because I love reading books. I feel very happy and relaxed with my books and my coffee. I hate playing computer games.

Appendix B

2. Now, talk about your likes and dislikes.



Idiom Time

Match the idioms with their meanings.



"You can't make an omelette without breaking the eggs."

a)

If something goes wrong, the worst possible outcome often happens.



"Honey catches more flies than vinegar."

b)

It is hard to achieve something important without causing unpleasant effects.



"Bread always falls buttered-side down."

c)

It is easier to get what you want by being polite rather than by being rude.

Project Time

- Work in pair.
- One of you is a cameraman and the other one is a reporter.
- Make an interview with your friends and talk about their likes and dislikes.
- Record your interview.
- Watch your videos in class together.

ANSWER KEY

6.2 ANSWER KEY

UNIT 2

READING

PAGE 2

LEAD IN

1. g
2. c
3. f
4. b
5. h
6. a
7. d
8. e

PAGE 3

EXERCISE 1

1. She will have pumpkin soup.
2. She wants it well done.
3. No, he doesn't.
4. They order chocolate mousse, almond and date cake.
5. They want coffee.

PAGE 4

EXERCISE 2

- a) Emily
- b) Emily & Matthew
- c) Matthew
- d) Emily
- e) Emily & Matthew
- f) Emily
- g) Matthew

ANSWER KEY

LISTENING

PAGE 8

EXERCISE 1

Egg – milk – add – oil – sugar – flour – cake

EXERCISE 2

1. Sue
2. Sue
3. Sue
4. Mother
5. Sue
6. Mother
7. Mother

SPEAKING

PAGE 11

LEAD IN

1. She loves tasting new food.
2. Yes, she does.

READING

PAGE 14

1. Mu Lan
2. Amita
3. Kwaku

PAGE 15

EXERCISE 1

1. She is from India.
2. She cooks fish with onions everyday.
3. Her favourite food is rice.
4. They eat their meals with chopsticks.
5. Because tea makes them hale and hearty.
6. No, he doesn't.
7. He helps his father.

ANSWER KEY

EXERCISE 2

1. False
2. True
3. False
4. False
5. True

LISTENING

PAGE 17

EXERCISE 1

1. Her name is Sue.
2. She wears a skirt.
3. They have hot buttered toast, jam, apple juice and tea.
4. Yes, they do.
5. They go outside.

EXERCISE 2

1. T
2. F
3. F
4. T
5. T

PAGE 20

LEAD IN

1. i
2. g
3. e
4. c
5. j
6. a
7. b
8. f
9. d
10. l
11. k
12. h

ANSWER KEY

READING

PAGE 24

EXERCISE 1

1. Hot peppers lovers enjoy extreme sports.
2. They hate being ordinary and usual.
3. They like tasting different things such as; frog legs, snails, bird's nest soup.
4. They like helping people.
5. No, they don't.

EXERCISE 2

1. a, f
2. c, h
3. b, e
4. d, g

LISTENING

PAGE 27

EXERCISE 1

rhythms – rice – delicious – chicken – blackcurrant

EXERCISE 2

COUNTABLES	UNCOUNTABLES
banana	rice
apple	blackcurrant juice
burger	chicken
carrot	chocolate
onion	coffee
sandwich	milk
olive	

ANSWER KEY

SPEAKING

PAGE 30

LEAD IN

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

PAGE 31

IDIOM TIME

1. b
2. c
3. a

TRACK 4

Sue is five years old and she likes helping her mum with cooking. Today they're making a cake together.

1. Listen and tick the words you hear.

Sue: Can I crack the eggs into a bowl mum?

Mother: Ok sweetie, but be careful please.

Sue: Sure, mum. How many eggs do we need?

Mother: Three eggs are enough.

Sue: Do you want some milk?

Mother: Yes, of course. Can you add a glass of milk?

Sue: Great. Can I add some oil?

Mother: Sorry honey, It's better if I do it. You can add some flour, the baking powder and some sugar.

Sue: Ok mum.

Mother: Do you want lemon cake or chocolate cake?

Sue: Chocolate cake, I love it.

ANSWER KEY

Mother: OK. Let's add some chocolate then. All right, we can put it into the oven. We will wait for 40 minutes. Would you like to watch cartoon together?

Sue: I'd love to. I like hanging together.

TRACK 5

Pronunciation

Listen and repeat.

Crack	/kræk/	enough	/ɪ'nʌf/
Careful	/'keəfʊl/	flour	/flaʊə/
Chocolate	/'tʃɒkəleɪt/	minute	/'mɪnɪt/

TRACK 6

Pronunciation

Listen and repeat the words below.

- Stretch /stretʃ/
- trousers /'traʊzəz/
- Shirt /ʃɜ:t/
- twinkling /'twɪŋ.klɪŋ/
- Skirt /skɜ:t/
- toast /təʊst/

TRACK 7

Pronunciation

Listen and repeat.

- sticks /stɪks/
- start /stɑ:t/
- chicken /'tʃɪkɪn/
- chocolate /'tʃɒkəleɪt/
- yummy /'jʌmi/
- tummy /'tʌmi/

LISTENING TEXT

PAGE 17

1. Listen and answer the questions.

A bear named Sue

I have a bear

ANSWER KEY

And her name is Sue
She can do anything that I can do
I can do anything that she can do.
In the morning I stretch and Sue does her best
I put on trousers and a shirt and Sue wears a skirt
On with my socks and on with my shoes
And on goes the same for dear old Sue
And we're ready for breakfast in the twinkling of an eye
So we go downstairs my Sue and I.
I'm hungry. Can we go downstairs and have some
breakfast?
A cup for Sue, a cup for me
Sue likes apple juice but I like tea
I like juice and she likes tea.
Hot buttered toast. Who can eat the most?
Cover it in jam then wash our sticky hands
Down with our breakfast and on with our coats
And now for the part that we like the most
And we're ready for play in the twinkling of an eye
So we go outside my Sue and I.
Yes, we're ready for play in the twinkling of an eye
So we wave goodbye my Sue and I
Goodbye, goodbye, goodbye.

PAGE 27

1. Listen and tick the words you hear.
Words have rhythms
We can use our sticks and drums
To tap out the rhythms of the words
Let's tap out the rhythms of a really delicious meal.
What shall we start with?
How about ...?
Chicken rice and peas, chicken rice and peas
Chicken rice and peas, chicken rice and peas
Chicken rice and peas, chicken rice and peas
Hands up who likes chicken rice and peas
Yummy, yummy, yummy
Put it in my tummy
I like, you like, chicken rice and peas.
Chicken rice and peas, chicken rice and peas
Hands up who likes chicken rice and peas

ANSWER KEY

Yummy, yummy, yummy
Put it in my tummy
I like, you like, chicken rice and peas.
Chicken rice and peas, chicken rice and peas
Hands up who likes chicken rice and peas
Yummy, yummy, yummy
Put it in my tummy
I like, you like, chicken rice and peas.
I'm so thirsty. What shall we have to drink?
How about ...?
Blackcurrant juice, blackcurrant juice
Blackcurrant juice, blackcurrant juice
Blackcurrant juice, blackcurrant juice
Hands up who likes blackcurrant juice
Yummy, yummy, yummy
Put it in my tummy
I like, you like, blackcurrant juice.
Blackcurrant juice, blackcurrant juice
Hands up who likes blackcurrant juice

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Sayfa 21

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