

Unit 8: Food and drink

Lesson 1: Favourite food

Key Language

Likes and dislikes
I like grapes, but I don't like apples.

Vocabulary

apples, carrots, dates, orange juice, grapes, bananas, sandwiches, picnic

1 Vocabulary

Write the correct word under each food or drink.

apples grapes dates sandwiches
 carrots orange juice bananas



apples



2 Listen Track 58

Listen to a teacher and her students.
 Why do they talk about food?



3 Listen

Listen again.
 Circle what the students like and don't like below.

	like		don't like	
Zara	a)	b)	a)	b)
Amna	a)	b)	a)	b)

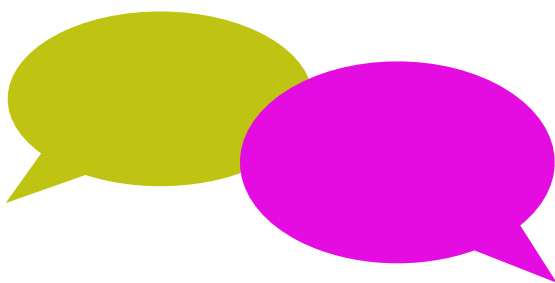
4 Practice

Complete the sentences.
Use the Language Tip to help you.

- 1 Zara likes apples.
- 2 Amna _____ sandwiches.
- 3 Zara _____ bananas.
- 4 Amna _____ fruit.

Language Tip

I like... I don't like...
He / She likes... He / She doesn't like...
Zara **likes** apples. She **doesn't like** bananas.



5 Talk

Talk to a partner.
Say what food you like and don't like.
Write your answers below.

What don't you like?

What do you like?

	like	don't like
Me:		
My partner:		

6 Talk

Talk in groups.
Tell your group about the food your partner likes or doesn't like.

Is there a food that everyone likes? **Yes / No**

If yes, what is it? _____

Lesson 2: School lunches

1 Talk

Do you eat lunch at school? What do you eat? Tell your partner.

2 Read

Read about school lunches around the world. Match the texts to the correct pictures.

Mariam, UAE

- 1 Every day I have a **sandwich** with **cheese** and some **juice**. I also have an **apple**. Sometimes I have four **dates**.

Lucas, Brazil

- 2 I like school lunches. Today, we are having **vegetables** and **rice**. For dessert, everyone gets a **banana** and some **water**.

Noriko, Japan

- 3 We eat lunch with chopsticks. Today's lunch is **soup**, rice and fish. We have fruit for dessert. We usually drink **milk**.

3 Read

Find the **bold** words in the text. Write them in the table below.

We can count it.	We can't count it.
sandwich	water

Key Language

Countable/uncountable nouns

I have **dates** and **water**.

Vocabulary

cheese, rice, soup, vegetable, milk, water

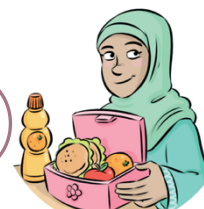
chopsticks:



A



B



C



Language Tip

Countable nouns:

We can count them.

Examples: apples and dates

Uncountable nouns:

We can't count them with numbers. They don't have a plural -s.

Examples: water and rice

4 Talk

You are going to choose a lunch for your partner.
Ask your partner the questions below.

	Partner's answers:
What is your favourite food?	
What is your favourite drink?	
What food don't you like?	

5 Write

Choose food and drink for your partner's lunch.
Use 4 to help you. Write your ideas in the box below.

A large, empty, rounded rectangular box with a grey handle at the top. The box is intended for writing down ideas for a partner's lunch.

6 Writing

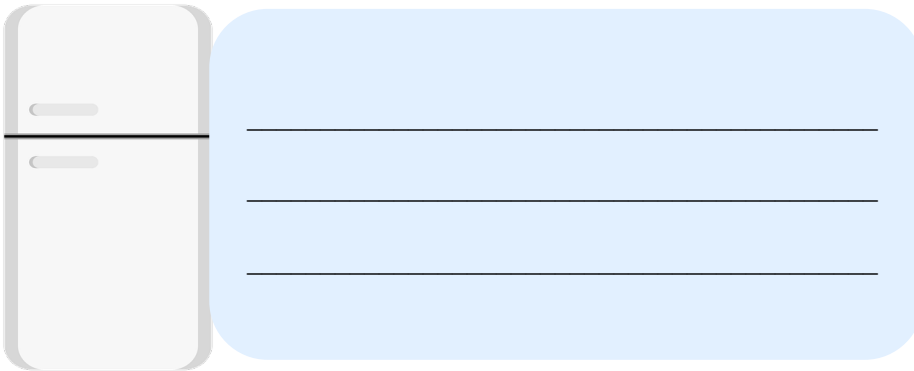
Write sentences about what you chose for your partner's lunch.

Today's lunch is _____

Lesson 3: In the kitchen

1 Vocabulary

How many food items can you name that go in the fridge?
Make a list with your group.



Key Language

Any
Do you have **any** eggs?

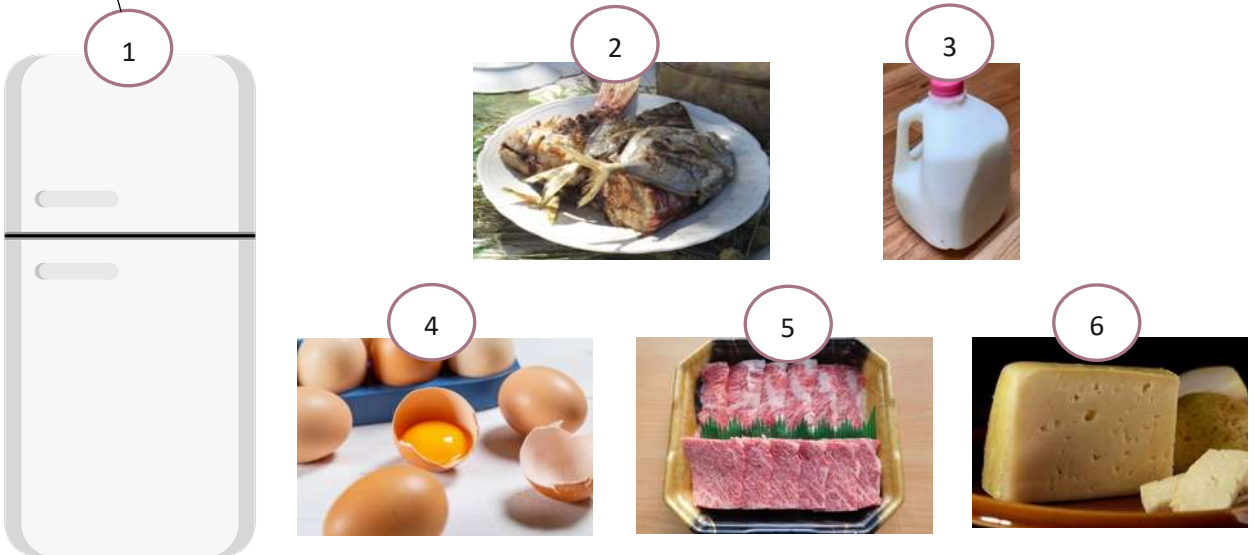
Vocabulary

fridge, cheese, milk,
eggs, fish, meat

2 Vocabulary

Match the words to the correct pictures.

fridge milk cheese fish eggs meat



Speaking Tip

Practise saying the sounds: ch sh
 cheese **fish**
 kitchen **shop**

3 Listen Track 59

Listen to two boys talking in the kitchen.
Number the items in the order you hear them.

Listening Tip

Read the food words
before you listen.



cheese

1



meat



eggs



milk

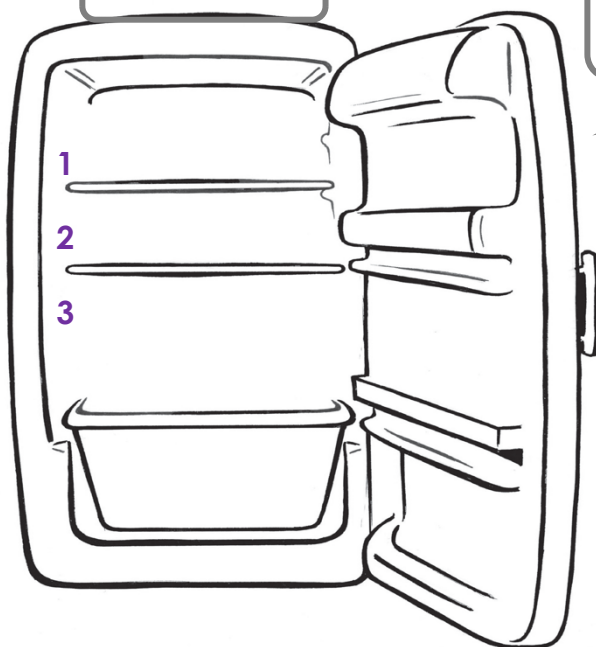
4 Listen

Listen to the boys again. **Circle** the items they have in **3**.

5 Talk

Choose 3 items and write them in your fridge below.

My fridge

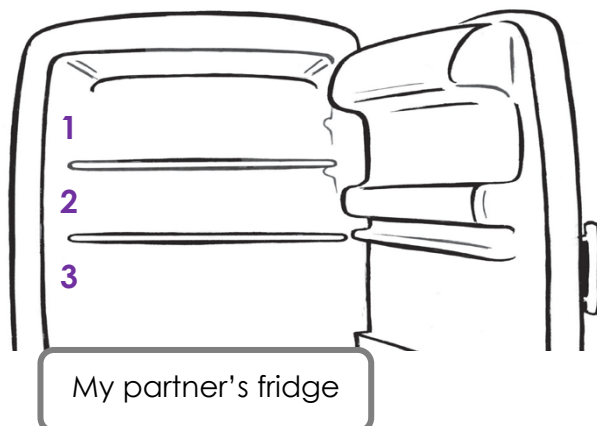


Do you have any _____?

Yes I do / No I don't.

6 Talk

Guess what is in your partner's fridge.
Use yes/no questions.



Lesson 4: Language focus

1 Listen Track 60

Listen and circle the correct words.

What's in the kitchen? I'm hungry!

There are some ¹ **grapes** (dates).

There are some ² **apples** / **eggs**.

What's in the kitchen? I'm hungry!

There is some ³ **rice** / **cheese**.

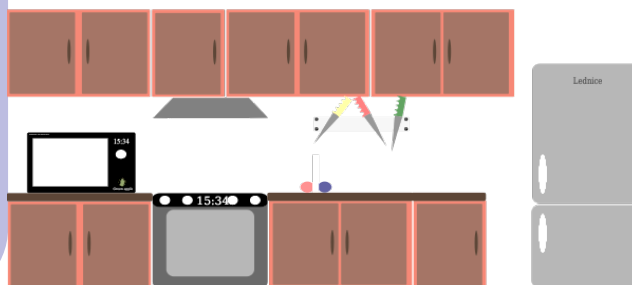
There is some ⁴ **bread** / **pizza**.

Key Language

Some and any
There is **some** milk.
There isn't **any** juice.

Vocabulary

kitchen, cupboard, pizza, bread, juice, hungry



2 Talk

Look at the picture below.
Say what you see.

There is/are some...



Language Tip

Positive

There is	some	water.
There are		bananas.

3 Read

Look at the picture again.
Say if the sentences are True or False.

- There isn't any juice. **True** / False
- There isn't any meat. **True** / False
- There aren't any dates. **True** / False
- There aren't any apples. **True** / False

Language Tip

Negative

There isn't	any	juice.
There aren't		carrots.

4 Practice

Read the sentences. Circle the correct answers.

1 There is _____ milk in the fridge.

any / **some**

2 There isn't _____ juice in the fridge.

any / **some**

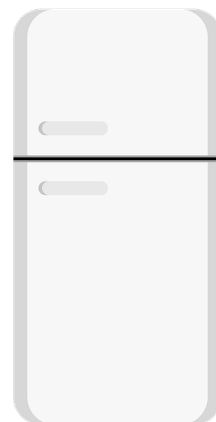
3 There is _____ cheese in the fridge.

any / **some**

4 There are _____ eggs in the cupboard.

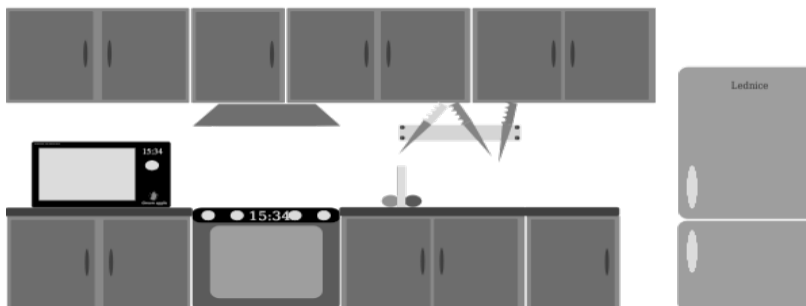
any / **some**

5 There aren't _____ apples in the cupboard. **any / some**



5 Listen Track 61

Listen and check your answers.



6 Write

What's in your kitchen?

Write four sentences.

My kitchen

1 _____

2 _____

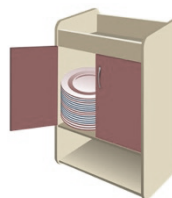
3 _____

4 _____

Writing Tip

Say where things are.

There is some rice in the cupboard.



Lesson 5: At the market

1 Vocabulary

Look at the food items below.
Put them in the correct boxes.



rice



lemon



carrot

Vegetable

Fruit

Grain



cucumber

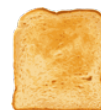
mango



onion



bread



Key Language

Any

Do you have **any** carrots?

Vocabulary

customer, buy, sell, onion, cucumber, tomato, lemon, mango

2 Listen Track 62

Listen to the conversation.

Who is talking? **teacher and student** / **customer and cashier**



3 Listen

Listen again and answer the questions.

1 What does the customer buy?

2 How much does everything cost?

Vocabulary

customer: a person who buys something

cashier: customers pay money to a cashier

Language Tip

Singular

Plural

1 onion

2 onions

1 tomato

2 tomatoes

4 Read

Read and complete the conversation.

Anything else? please. Thank you. Can I help you?

Cashier: Hello. ¹ _____

Customer: Yes. Do you have any tomatoes?

Cashier: Yes. How many?

Customer: Two, please.

Cashier: Here you are. ² _____

Customer: No, that's all.

Cashier: That's twenty dirhams, ³ _____

Customer: Here you are.

Cashier: ⁴ _____

Customer: Goodbye.

5 Talk

Read the conversation in 4 with a partner.

Take turns reading each part.

6 Talk

Work with a partner. Imagine you are shopping.

One person is the customer and the other is the cashier.

Use the conversation in 4 to help you.



Lesson 6: Language focus

1 Vocabulary

Match the words to the pictures.

1 a bar of chocolate

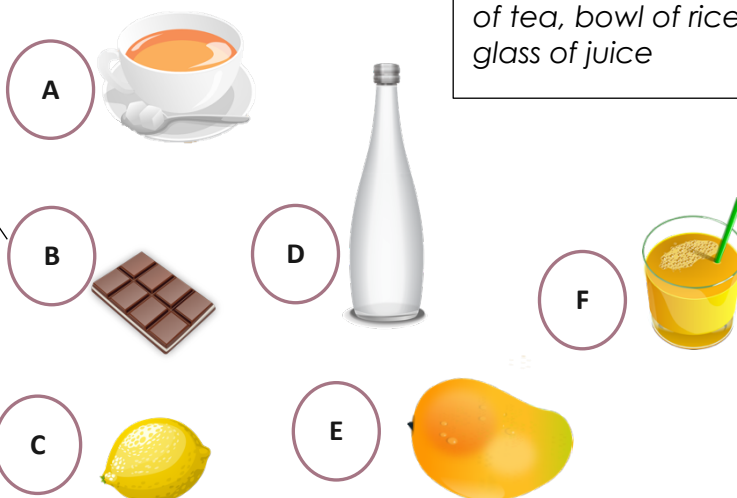
2 a mango

3 a cup of tea

4 a lemon

5 a bottle of water

6 a glass of juice



Key Language

How much/many
How much water do you have?

Vocabulary

bar of chocolate, cup of tea, bowl of rice, glass of juice

2 Listen Track 63

Listen to the conversation.

Which drink does Tom want to make?

A tea

B mango juice

C water with lemon

3 Listen

Listen again.

Circle the correct words.

1 How **much** / **many** mangoes do we need?

2 How **much** / **many** water do we need?

3 How **much** / **many** chocolate do you have?

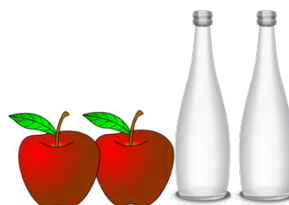
Language Tip

How many + countable noun

How much + uncountable noun

How many apples do we need? Two.

How much water do you have? Two bottles.



4 Practice

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

- 1 How _____ water can you see?
- 2 How _____ lemons can you see?
- 3 How _____ mangoes can you see?
- 4 How _____ chocolate can you see?



5 Talk

Answer the questions in 4 with a partner.

6 Talk

Play the game in pairs.

Choose a square.

Ask your partner a question.

Write your name on the square.

If you get three in a line, you win!

Language Tip

How much / many _____
can you see?

A: How much water can you see?

B: One glass.

Lesson 7: Food shopping

Key Language

Food quantities
I'd like **a bottle of water**.

Vocabulary

loaf, tub, bottle, carton, packet, can

1 Talk

Do you like family parties?
What do you usually eat?

2 Listen Track 64

Mona is going to buy food for a family party.
Listen and circle what she is going to buy.



3 Listen

Listen again.
Complete the sentences with a word from the box.

- 1 A bottle of water.
- 2 Ten _____ of nuts.
- 3 A _____ of bread.
- 4 Five _____ of ice cream.

tubs
packets
bottle
loaf



4 Listen Track 65

Listen and check your answers.
Repeat each sentence.

Speaking Tip

When we speak, we say some words more clearly.
We say words like 'of' more quickly and quietly.

A **bottle of water**.

5 Vocabulary

Match the words to the pictures.

1 tub
2 loaf
3 bottle
4 packet
5 can
6 carton

1

6 Vocabulary

Complete 1-4 with your ideas.

- 1 A tub of butter
- 2 A can of _____
- 3 A bottle of _____
- 4 A packet of _____

7 Talk

Imagine you are buying food for a family party.
What food would you like?
Make a list with your group.

I'd like ...

Shopping list

Lesson 8: School trip

1 Talk

When do you eat breakfast, lunch and dinner?
What do you like to eat?

I eat breakfast at 6 o'clock.

I like...

Key Language

So
I like apples, so I eat them every day.

Vocabulary

breakfast, lunch, dinner, menu, pasta

2 Read

Read what Tariq and Ali say.
Circle the food they both like and dislike.
Underline what is different.

Vocabulary

both: two people or two things
*We **both** like ice cream.*

I like rice, fish and dates.
I don't like eggs.



I like ice cream, pizza and dates.
I don't like eggs.



3 Read

Tariq and Ali go on a school trip.
Read the menu for their trip.

1 Do you think they like the menu?

I think Tariq ¹ likes / doesn't like the menu.

I think Ali ² likes / doesn't like the menu.

2 Why or why not?

Menu

Breakfast

Eggs

•

Lunch

Pizza

Ice cream

•

Dinner

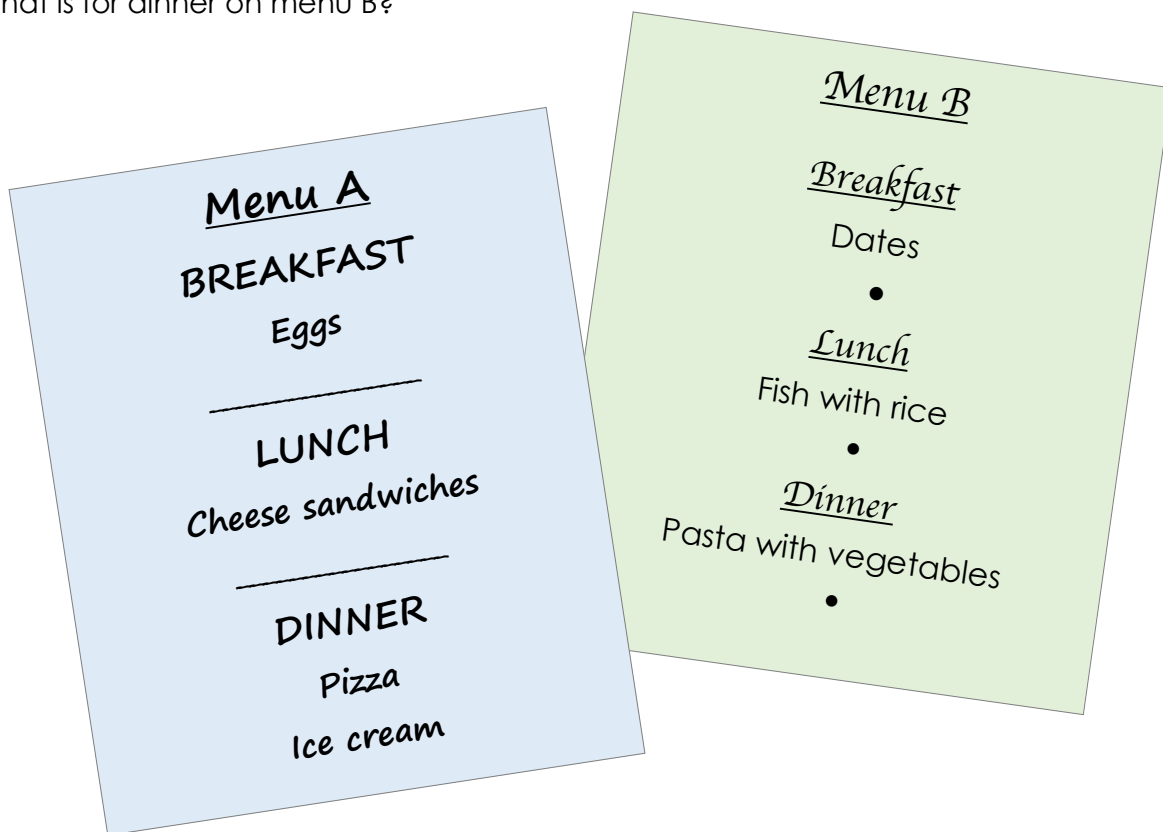
Rice with vegetables

•

4 Read

Imagine you are going on a school trip.
Read the menus and answer the questions.

- 1 What is for breakfast on menu B?
- 2 What is for lunch on menu A?
- 3 What is for dinner on menu B?



5 Write

Do you like the food on menu A or B?
Which menu do you like better?

Language Tip

Use 'so' after saying why.

*I like pizza and ice cream, **so** I like menu A.*

I like _____, so I like menu _____.
_____.

Lesson 9: Our menu

1 Vocabulary

Write the correct words under the pictures.








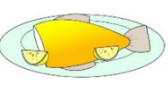
fish salad coffee bread
butter burger rice cheese

Key Language

With
I like fish **with** rice.

Vocabulary

starter, main course,
dessert, drink, restaurant

 1 rice	 2	 3	 4
 5	 6	 7	 8

2 Read

Look at the restaurant menu.
What is the restaurant called?

3 Read

Read the menu.
Answer the questions.

- The bread comes with _____.
salad / butter / cheese
- The burger is with _____.
butter / cheese / rice
- You can have fruit for _____.
dessert / a drink / a starter
- There is _____ or apple juice to drink.
orange / apple / mango

Sea kitchen

Starter

Bread with butter
Salad

Main course

Fish with rice
Burger with cheese

Dessert

Ice cream
Fruit

Drinks

Juice (orange or apple)
coffee

4 Talk

You are going to make a menu in groups.
Choose a name for your restaurant.

The name of our restaurant is:

5 Talk

Choose main courses, desserts and drinks for your menu.
Write them in the spaces below.

Starter Salad _____
Main course _____ _____
Dessert _____ _____
Drinks _____ _____

Writing Tip

Write the name of your restaurant
at the top of the menu



6 Talk

Describe your menu to another group.

Our restaurant is called...

This is our menu.

The main courses are...

Lesson 10: Review

Key Language
Unit 8 language

Vocabulary
Unit 8 vocabulary

1 Vocabulary

Write the correct word under each food or drink.

apple dates sandwich
water salad burger juice



1 apple



2



3



4



5



6



7

2 Talk

Ask your partner what food they like / don't like.
Write the answers below.

	like	don't like
Me:		
My partner:		

What do you like?

What don't you like?

3 Practice

Choose the correct answers.

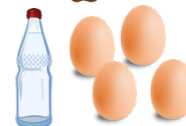
1 How _____ apples are there?

much / many



2 How _____ eggs are there?

much / many



3 How _____ water is there?

much / many

4 Practice

Look at the food on the table.
Are the sentences True or False?

1 There aren't any apples.

True / False

2 There isn't any butter.

True / False

3 There are some dates.

True / False



5 Read

Read about Amna's lunch.
Answer the questions.



Amna

My lunch

Every day I have a sandwich with cheese and some salad.
I also have an apple. Sometimes I have some dates. I have
a carton of juice to drink.

1 Amna has a sandwich with _____.

chips / cheese / butter

3 Amna sometimes has _____.

juice / cheese / dates

4 Amna has _____ to drink.

juice / water / coffee

6 Write

Write about your lunch.
What do you usually have?

Unit 9: Staying healthy

Lesson 1: I'm not well

Key Language

Saying what's wrong
I have a cold.

Vocabulary

*cold, cough, sore
stomach, headache*

1 Vocabulary

Match the words to the pictures.

1 cold

2 headache

3 cough

4 sore stomach



2 Listen Track 66

Listen and circle the correct word.

Listening Tip

Read the answer choices
before you listen.

- 1 I have a... **a** cough
b headache
c cold

- 2 I have a... **a** headache
b sore stomach
c cough

- 3 I have a... **a** cold
b fever
c headache



What's the matter?

I have a cold.



3 Talk

Choose a word and act it out.

Can your partner guess the word?

cold cough headache sore stomach



Do you have a cough?



4 Talk

Practice the conversation with a partner.

Choose a word from **3**.

Speaking Tip

When someone doesn't feel well you can say:

I'm sorry to hear that.

Take care.

What's the matter?



I have a _____.

I'm sorry to hear that.



Lesson 2: Sick note

1 Vocabulary

Write the words in the correct box.

sick tired a fever a sore stomach
hot fine a headache

Key Language

Feel / have
*I **feel** tired. I **have** a cold.*

Vocabulary

feel sick, feel tired, have a fever, feel better, fine

I feel / I'm...

I have...

a headache

2 Listen Track 67

Listen and check your answers for 1.

3 Practice

Complete the sentences with *feel / feels* or *have / has*.

- 1 I _____ tired.
- 2 He _____ a headache.
- 3 She _____ fine.
- 4 I _____ a cough.

Language Tip

I feel... He / She feels...

I have... He / She has...

*I **feel** tired. I **have** a cold.
He **feels** tired. He **has** a cold.*

4 Read

Read the sick notes below and circle the correct words.

Dear Ms Fawzeyya,

Afrah ¹ **feels** / **has** sick today.
She ² **feels** / **has** a sore stomach.
She will not be at school today.
I hope she ³ **feels** / **has** better tomorrow.

From,
Afrah's mother

Dear Mr Brown,

Tom was not feeling well last night so he will not be at school today.
Tom ⁴ **feels** / **has** a fever and a cough. I think he ⁵ **feels** / **has** a cold.

From,
Tom's father

5 Write

Complete the text to write a sick note.
Use the notes in 4 to help you.



Who is the note for?

Who doesn't feel well?

Dear _____,

_____ doesn't feel well today.

Why is he/she not well?

He / She _____.

I hope he / she feels better tomorrow.

From,

Who is the note from?



Lesson 3: Language focus

Key Language

Can / can't
I **can't** run fast.

Vocabulary

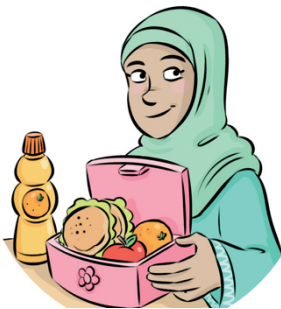
far, high, fast, early,
strong, run, jump, touch

1 Talk

Do you feel healthy?
When do you feel your best?
When do you feel tired?

2 Read

Read about Amna.
How does she feel?
Why does she feel like this? Share your ideas.



I wake up early every morning. I eat fruit and vegetables every day. I play sports with my friends at school. I can run fast. I can jump high. I can walk far. I feel healthy and strong.

Can / can't

✓ I **can** run fast.

✗ I **can't** run fast.

3 Talk

Circle what Amna can or can't do.

She can jump high.

She can't run fast.

She can swim far.

She can walk far.

She can't jump high.

She can run fast.

4 Practice

Put the words in order and write sentences.

1 can't / Omar / run fast

Omar can't run fast.



2 can / I / far / swim

_____.



3 She / run / can't / fast

_____.

4 high / can / jump / He

_____.



5 Talk

Ask your partner the questions below.
Circle their answers.

1 Can you jump high? Yes, I can. / No, I can't.

2 Can you run fast? Yes, I can. / No, I can't.

3 Can you walk far? Yes, I can. / No, I can't.

4 Can you touch your toes? Yes, I can. / No, I can't.

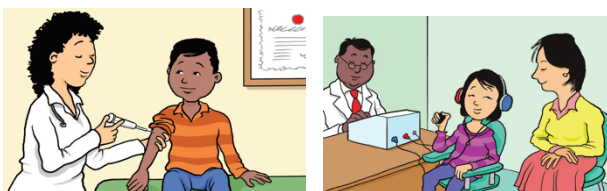
6 Write

Write about your partner. Say what they can or can't do.

Lesson 4: Ask the doctor

1 Talk

Why do people go to the doctor?



Key Language

Verb + -ing
Try taking medicine.

Vocabulary

take medicine, rash,
doctor, patient, what's
the matter?

2 Listen Track 68

Listen and read the text. Then circle the problems.



Yesterday, I ate a bowl of tomato soup.
It was good, but later I had a sore stomach.
Then I got a red rash on my skin.
Am I allergic to tomatoes?



3 Listen Track 69

Listen to the doctor's advice.
What does the doctor tell the boy?

4 Talk

In pairs, talk about:

- A food you like
- B food you don't like
- C food you can't eat

I can't eat fish because
it makes me feel sick.

Vocabulary

allergy: when something
makes you sick

I have an **allergy**.
I am **allergic** to nuts.

5 Read

Choose the best advice for each problem below.
There are no correct answers.

1 My stomach is sore. _____

2 I have a cough. _____

3 I have a headache. _____

4 I feel tired. _____

Advice:

- a Try taking some medicine.
- b Try going to bed early.
- c Try drinking some water.
- d Try eating some food.

6 Talk

Student A is the doctor.
Student B is the patient.
Complete the conversation with your own ideas.
Practise in pairs.



A Hello. How are you today?

B Not good.

A What's the matter?

B

problem

A

advice

Lesson 5: Go to the doctor

Key Language

Need

*I **need** an eye test.*

Vocabulary

eye test, hearing test, blood test, ill, difficult

1 Talk

Answer the questions with a partner.

- 1 What do you do when you are ill?
- 2 When did you last go to the doctor?

2 Vocabulary


Match the words to the pictures.

eye test


hearing test

blood test


B



A



C



3 Vocabulary

Read and choose the correct answer.

1 I can't read the words in my book. I think I need an...

- a** hearing test.
- b** eye test.
- c** blood test.



2 I feel ill and I have a sore stomach. The doctor wants to do a...

- a** blood test.
- b** eye test.
- c** hearing test.

3 My grandfather can't understand people. He needs a...

- a** eye test
- b** hearing test.
- c** blood test.

4 Read

Read about Salma's problem.
Which test does she need?

Reading Tip

Read a text quickly to find the words you are looking for.

Salma's diary

I like school, but I have a problem. Reading is difficult for me because the words are too small. When I read, I get a headache. Yesterday I went to the doctor. She said I need an eye test. I'm going to see an eye doctor tomorrow.

5 Read

Answer the questions about Salma.

- 1** What is difficult for Salma?
- 2** What happens when Salma reads?
- 3** When did Salma go to the doctor?
- 4** When will Salma see the eye doctor?

Lesson 6: Language focus

Key Language

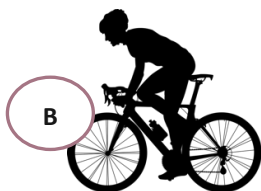
Could / couldn't
I **couldn't** ride a bike.

Vocabulary

use a computer, drive a car, break my arm/leg, hurt, ride a bike

1 Vocabulary

Match the words to the pictures.



ride a bike

drive a car

use a computer



Can / can't	
now	past
I can ride a bike.	I could ride a bike.
I can't ride a bike.	I couldn't ride a bike.



2 Read

Match the sentences to the texts.

- ___ 1 Khalid can write notes in class.
- ___ 2 Doctor Layla can use a computer.
- ___ 3 Saif can ride a bike.

A

Doctor Layla couldn't use a computer when she was a girl. Now she is 55 and she uses a computer at work every day.

B

Last week, Khalid hurt his arm. He couldn't move it. He couldn't write notes in class. Now his arm is better. He can write again in class.

C

Last year, Saif fell and broke his leg. He couldn't walk. He couldn't ride his bike. He couldn't drive his car. Now his leg is better. He rides a bike every day.



3 Read

Read the sentences and circle True or False.




- 1 Last year, Saif couldn't walk. True / False
- 2 Last week, Khalid couldn't move his arm. True / False
- 3 Doctor Layla could use a computer when she was a girl. True / False

4 Talk

Think about when you were five years old.

Tick what you could or couldn't do.

√

	speaking English 	ride a bike 	use a computer 
When I was five...			
I could... √			
I couldn't... X			

5 Talk

Share your answers from 4 with a partner.



Lesson 7: Food groups

Key Language

How often...?

How often do you eat fruit?

Vocabulary

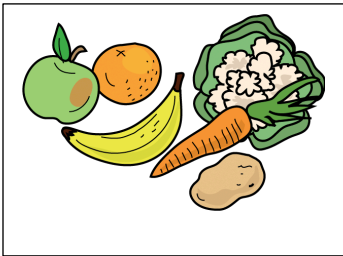
dairy, fruit, vegetable, oil, grain, cereal

1 Vocabulary

Match the food groups with the pictures.

dairy fruit and vegetables oils and fats
grains and cereals meat and fish

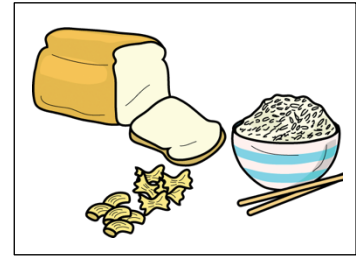
1



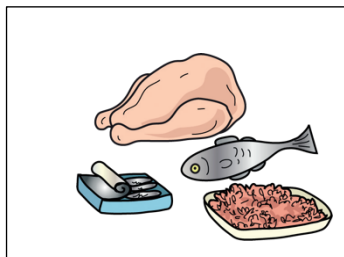
2



3



4



5



2 Talk

Work with a partner.

Make a list of examples for each food group.

Examples of dairy are milk, cheese and butter.



3 Listen Track 70

Listen to Doctor Kaya talk about healthy eating.
Put the food groups in the order that you hear them (1-4).

- a meat and fish _____
- b dairy _____
- c grains and cereals _____
- d fruit and vegetables _____



4 Talk

Choose one question to ask your classmates.
Circle your question below.

- How often do you eat... fruit?
 vegetables?
 meat?
 fish?
 grains?
 dairy?

Language Tip

How often ...?

Always	100%
Sometimes	50%
Never	0%

5 Talk

Ask your classmates the question in **4**.
Circle their answers below.

Name:

Answer:

Always / Sometimes / Never
Always / Sometimes / Never
Always / Sometimes / Never
Always / Sometimes / Never
Always / Sometimes / Never
Always / Sometimes / Never

Lesson 8: Eat a rainbow

Key Language

For
*I eat dates **for** breakfast.*

1 Talk

What colour is your favourite food?

2 Vocabulary

Write the words under their colours.

tomatoes	bananas	mangoes	dates
cucumbers	potatoes	carrots	lemons
red peppers	salad leaves	pineapples	

Vocabulary

*pineapple, pepper,
pea, snack, rainbow,
grow*

red	green	yellow	orange	brown

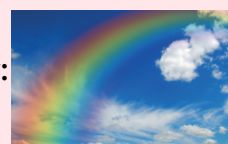
3 Read

Read the title of the text.
What does it mean?
Read and check.



Vocabulary

rainbow:

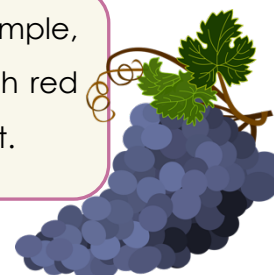


A rainbow a day keeps the doctor away

A rainbow a day gives us everything we need to be healthy. This means eating different coloured foods every day. Different coloured fruits and vegetables help us to grow and keep us healthy.



In one day, you can eat all the colours of the rainbow. For example, dates for breakfast, carrot soup and salad for lunch, rice with red pepper and tomatoes for dinner and purple grapes for dessert.





4 Read

Read the text and circle all the foods. Write them below.
How many different colours are there?

5 Write

Make a plan for a healthy day.
Choose the food you will have for
each meal and a snack.

Writing Tip

Use commas when you write a list.

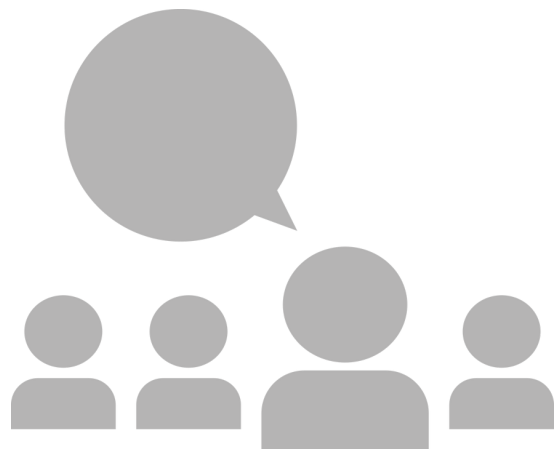
Dates, bananas, grapes and mangoes.

Healthy eating plan	
Breakfast	Orange juice,
Lunch	
Snack	
Dinner	

6 Talk

Share your plans in groups.
Find the plan with the most colours.

For breakfast I'm having...



Lesson 9: A meal to share

Key Language

A/an

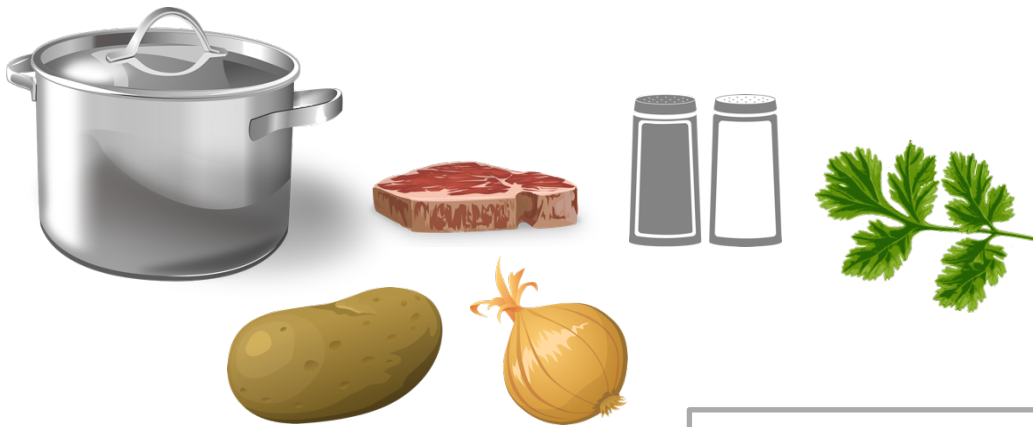
He put **an** onion in the soup.

Vocabulary

pot, salt and pepper, smell, cook, share

1 Talk

Look at the food below. Say what you see. What could you make with these items?



2 Read Track 71

Read and listen to the story. What does the young boy make every day?

Reading Tip

Before you read, look at the pictures. Pictures help us understand what a text is about.

A meal to share

Once there was a young man who lived in a village. He lived in a small house with a small garden. Every day for dinner he made a pot of soup. First, he put some water in a pot. Then he made a small fire under the pot. He added a potato and then an onion into the pot. Then he waited. After some time, the soup was ready.



Language Tip

Use 'a' before consonant sounds. Use 'an' before vowel sounds.

A pot.
An onion.





3 Read Track 72

Read and listen to the story.
Answer the questions about the story.

Vocabulary

ingredient: one of the foods used to make a meal

One day, the young man was making soup in his garden.
A family in the next house smelled the soup. They went to see the young man. They said hello and the young man gave them some soup. The soup was good, but it needed more ingredients.

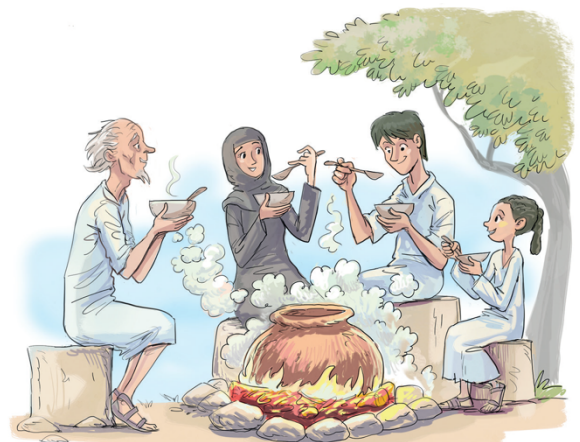
The next day the family went back to the young man's house. The mother gave him some meat for the soup, The father gave him some salt and pepper. This made the soup delicious! The young man and the family ate together happily.

- 1 Where was the man making soup?
- 2 What ingredients did the family give the young man?
- 3 How did the soup taste?

4 Talk

Answer the questions in groups.

- 1 What does the story teach us about sharing?
- 2 Did you like the story? Why or why not?



Lesson 10: Review

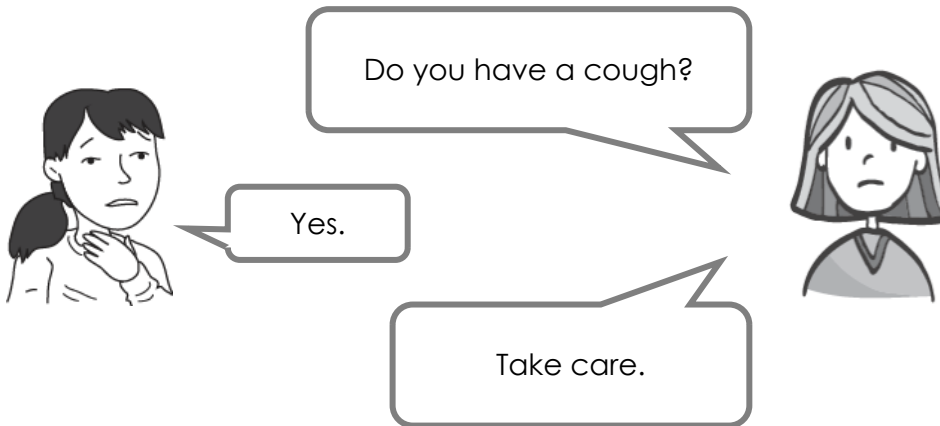
Key Language
Unit 9 language

Vocabulary
Unit 9 vocabulary

1 Talk

Choose a word and act it out.
Can your partner guess the word?

cold cough headache sore stomach



2 Practice

Put the words in order and write sentences.

1 can / I / run fast

_____.

2 fast / She / run / can

_____.

3 high / He / can / jump

_____.



3 Read

Read about Omar.

Which body part did he break?

Last year, Omar fell and broke his leg. He couldn't walk. He couldn't ride his bike. He couldn't swim. He rested and he ate lots of fruit and vegetables. Now his leg is better. He rides his bike every day. He feels great.



4 Read

Read again. Decide if the sentences are True or False.

- 1 Omar couldn't walk last year. True / False
- 2 Omar could swim last year. True / False
- 3 Now Omar can ride his bike. True / False

5 Talk

Talk to a partner.

Ask the questions and circle their answers.



How often do you eat...



fruit?

vegetables?

meat?

fish?

always / sometimes / never

always / sometimes / never

always / sometimes / never

always / sometimes / never