

Name: .....

Class: .....

## UNIT 6

### 1 LISTEN AND TICK

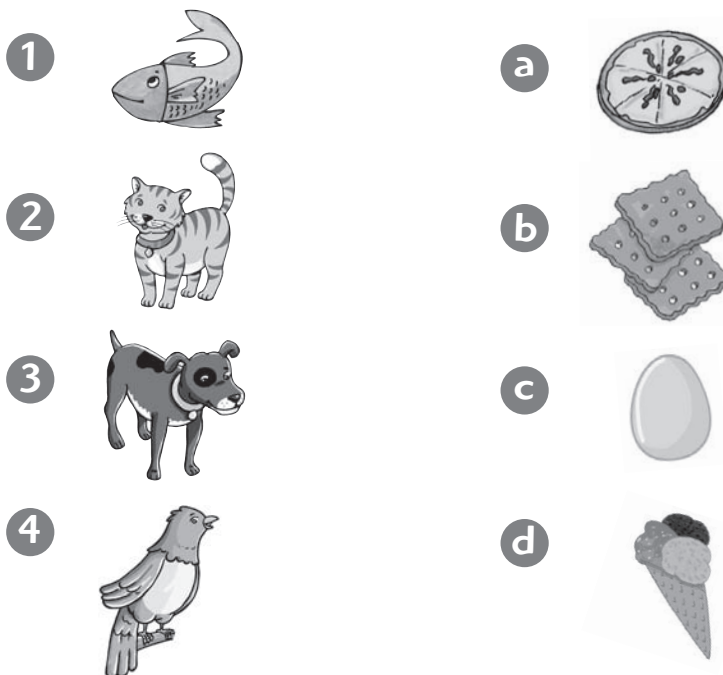


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### 2 LISTEN AND MATCH

Name: .....

Class: .....



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## 1 LISTEN AND TICK

- > Have kids look at the instruction icons and tell you what they have to do.
- > Elicit from kids what materials they need for this activity.
- > Remind kids of the rules for listening.
- > Go through the activity. You can elicit the items which are included in the copy so that kids mention all the food items. Tell them they have nine items in their copies but they will have to tick only eight, i.e., the eight items they will hear. You can carry out an example.
- > You can check the activity by asking them to tell you what items they have ticked. E.g. **What food items have you got?** or **What items have got a tick?**
- > The item which is not mentioned is *fish*.

### 6

## 1 LISTEN AND TICK



## AUDIOSCRIPT CD TRACK 52

**Pam:** How many apples, Gus?  
**Gus:** Three, please. And four oranges.  
**Pam:** Here you are.  
**Gus:** Thank you.  
**Miss Whiskers:** How many sandwiches, Colin?  
**Colin:** Ten, and three bananas.  
**Miss Whiskers:** A sandwich and two bananas, please.  
**Pam:** That's a big pizza!  
**Willie:** It's for me.  
**Pam:** Wow!  
**Gus:** Biscuits or ice cream, Mr Longlegs?  
**Mr Longlegs:** Biscuits, ice cream, and the four eggs.  
**Gus:** Eggs? They are pebbles!

### 6

## 2 LISTEN AND MATCH

1 	a 
2 	b 

## 2 LISTEN AND MATCH

- > Have kids look at the instruction icons and tell you what they have to do.
- > Elicit from kids what materials they need for this activity.
- > Remind kids of the rules for listening.
- > Go through the activity. You can elicit the items which are included in the copy so that kids mention all the pets and food items. Tell kids that each animal likes only one food item. You can carry out an example.
- > To check, place the pet flashcards on the blackboard and while pointing at them, ask kids to tell you what animal likes what food items, e.g. the dog, pizza.

**NOTE:** you can carry out this activity in two different ways. Since you will probably have to read the script more than once, you can either read the **whole text** two or three times or you can read **each item** two or three times. This second option will simplify the activity.

## SCRIPT N°1

Teacher reads:  
 I'm the dog. I like pizza. I'm the cat. I like ice-cream. I'm the bird. I like biscuits. I'm the fish. I like eggs.