



A SWEET TOOTH



Scan to review worksheet

Expemo code:
168V-H6CB-4688

1

Warm up

Hi, I'm Jeff and this is my store. I sell lots of sweet things. Match the words and pictures.

a cake
chocolate

a doughnut
cookies

a pie
ice cream

candy
pancakes



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



2

Listening

Listen to Jeff talking about people who visit his store and what they buy. First, guess the correct option for each person or people. Then listen and check your ideas.

1. children: pancakes or candy
2. an old lady: a doughnut or ice cream
3. teenagers: chocolate or pancakes
4. office workers: chocolate or doughnuts
5. Jeff: ice cream or candy

Can you remember why the people buy these things? Listen again.

3

Language point

Study the sentences below.

1. Teenagers buy pancakes.
2. They love them.

Cross out the incorrect answers.

1. In the first sentence, the word *Teenagers* is the **subject/object** and the word *pancakes* is the **subject/object**.
2. In the second sentence, the word *they* is the **subject pronoun/object pronoun** and the word *them* is the **subject pronoun /object pronoun**.

We use **subject and object pronouns instead of nouns**.

1. What does the action, the **subject** or **object**?
2. Study this table. Which pronouns don't change?

subject pronoun	object pronoun
I	me
you	you
he / she / it	him / her / it
we	us
you	you
they	them



4 Practice

Complete the sentences with a subject or object pronoun.

1. Sophie makes pancakes on the weekends. I always help _____ .
2. Roberto knows the answer. Ask _____ .
3. _____ are at home all day. Please come and visit us.
4. Can you help _____ choose some cookies? I don't know which ones are good.
5. Maria and Patricia are from Spain. _____ are Spanish.
6. We have some doughnuts. Do _____ want one?
7. Do you want to help _____ ? We need to bake some pies for the party.
8. The boys are in the garden. Please give the candy to _____ .

5 Speaking

First work alone. Complete the first table with information that is true for you, as in the example.

<i>me:</i>	love	like	not like	hate	more information
<i>example:</i> cake			X		<i>prefer apple pie</i>
cake					
doughnuts					
pie					
ice cream					
chocolate					
cookies					
candy					
pancakes					



my partner:	love	like	not like	hate	more information
<i>example:</i> cake	X				chocolate cake
cake					
doughnuts					
pie					
ice cream					
chocolate					
cookies					
candy					
pancakes					

Now work in pairs and compare ideas. Ask and answer questions like the example below and use pronouns. Write your partner's answers in the second table, as in the example.

you: Do you like cake?
 your partner: I love it. I really like chocolate cake.
 you: I don't like it. I **prefer** apple pie.
 your partner: Do you like doughnuts? ...

- How are you and your partner the same?
- How are you different?

Make sentences about each sweet thing and use pronouns, as in the example. Use the information about your partner from the table.

cake:

I don't like it but he/she loves it.

- doughnuts:.....
- pie:.....
- ice cream:.....
- chocolate:.....
- cookies:.....
- candy:.....
- pancakes:.....



6 Extra practice/homework

Correct the sentences that are wrong. If the sentence is correct, put a tick ✓ next to it.

- 1. I gave some chocolate to Sam. Him liked it. _____
- 2. I bought her a cake for her birthday. It was delicious. _____
- 3. This candy is for Josie. I hope she likes them. _____
- 4. We are going to the cafe for doughnuts. Do you want to come with them? _____
- 5. Katerina likes ice cream. She has it every day. _____
- 6. These pancakes are too sweet for I. _____
- 7. I bought these cookies for Hubert. I hope he likes they. _____
- 8. Sven, I really like this pie. Did you make it? _____

7 Optional extension

Do one or both of these activities.

1. Pronunciation - practice saying this sentence as quickly as you can:

Jeff sells choc(o)late to office workers and dou(gh)nuts to old ladies, but everyone buys cookies.

Write a sentence that's true for you to practice these words.

.....

.....

2. Vocabulary development - we also talk about sweet things with these words, especially when we buy them. Complete the phrases:

- 1. a slice or piece of cake or _____
- 2. a bar of _____
- 3. a packet of _____ or _____
- 4. a scoop of _____



Transcripts

2. Listening

Store owner: Lots of different people come into my store, and they all buy different things. Before and after school, there are lots of children in the store.

Store owner: Children always ask for candy - they love it because it doesn't cost much money. At 10 o'clock, an old lady always visits the store.

Store owner: She asks for something small, like a doughnut. She never asks for cake - maybe she doesn't like it. At lunchtime, a few teenagers come into the store.

Store owner: They are always hungry, and sometimes they buy pancakes to share. In the afternoon, office workers want chocolate.

Store owner: They really like it because it helps them work when they are tired. And me? It's funny - I hate sweet things. But if it's very hot weather, I enjoy ice cream.



Key

1. Warm up

5 mins.

Call attention to the main photo and set the context. Work with the whole class to match the words and pictures. Drill the pronunciation. Pay special attention to these words which all have silent letters: doughnut /'dəʊ.nʌt/ and chocolate /'tʃɒk.lət/. You could also ask if students eat any of these foods every day, every week, or not very often to recycle the adverbs of frequency from an earlier lesson in the course plan.

- | | | | |
|--------------|-------------|--------------|---------------|
| 1. cookies | 2. a cake | 3. chocolate | 4. a doughnut |
| 5. ice cream | 6. pancakes | 7. a pie | 8. candy |

2. Listening

10 mins.

Before students listen to Jeff, they should try to guess or predict which of the two items each person buys. Go over the first one as an example and then give students a minute to finish their predictions/guesses. Then play the recording for students to check their ideas. Check answers with the class. Students then can work in pairs to remember why each person buys each thing. Play the recording a second time for them to check. Answers are below - both stages are integrated.

1. candy - it doesn't cost much money
2. a doughnut - it's small
3. pancakes - they're hungry
4. chocolate - it helps them work
5. ice cream - when it's hot

3. Language point

10 mins.

Have students focus on the sentences, explanation, and table. It may be helpful to use students' L1 if your class is monolingual.

For an additional example, use these sentences from the listening. You can elicit what the subjects and objects are: subjects - *office workers* and *it*; objects - *chocolate* and *them*.

1. **Office workers** want **chocolate**.
2. **It** helps **them** work.
 1. In the first sentence, the word *teenagers* is the **subject** and the word *pancakes* is the **object**.
 2. In the second sentence, the word *they* is the **subject pronoun** and the word *them* is the **object pronoun**.
1. The **subject** does the action. (The object receives the action).
2. **You** and **it** do not change.

4. Practice

10 mins.

Students can work alone and then check answers in pairs before going over the answers with the whole class. As an additional check, ask students to comment on whether the correct answer is a subject or object pronoun.



NOTE: If students are finding this difficult, skip the speaking stage and do the extra practice/homework exercises in class for additional support.

- | | | | |
|---------|--------|-------|---------|
| 1. her | 2. him | 3. We | 4. me |
| 5. They | 6. you | 7. us | 8. them |

5. Speaking

13 mins.

In this stage, students will be able to demonstrate their understanding of the vocabulary and grammar from the lesson in a speaking activity. Go over the instructions for the first part of the activity and the example, and perhaps demonstrate with the second item as well. Students record their feelings and make a note of any relevant extra information - key words only. Monitor and support students to complete this stage.

Then go over the instructions for the second part of the activity, which will be done as pairwork. The example dialogue can be read out loud by a couple of students for the whole class, and you can also call attention to how the information was recorded in the table. Remind students to practice with pronouns - they may make mistakes with forms including singular (*cake*) and plural (*doughnuts*). Perhaps demonstrate with the second item as well. Monitor students as they work in pairs and support/correct as appropriate.

If you have time, round off the activity by asking students to either speak about or write sentences based on some or all of their conversations, as in the example. Again, monitor and support as necessary.

6. Extra practice/homework

2 mins to explain.

These exercises can be assigned for homework or used instead of the speaking activity if the class needs more support. If you use these for homework, make sure that you mark the exercises in a future class, or collect them from students and mark them yourself outside class. If you prefer, you can make the answers available to students, and they can check their own answers.

- | | |
|--------------------------|---|
| 1. He liked it. | 2. correct |
| 3. I hope she likes it. | 4. Do you want to come with us? |
| 5. correct | 6. These pancakes are too sweet for me. |
| 7. I hope he likes them. | 8. correct |

7. Optional extension

10 mins.

These exercises are designed as a cooler activity if you have time in your lesson. In the first one, students revisit the pronunciation of three words with silent letters via a tongue twister. Drill the words in bold and elicit that the letters in parentheses are silent and stressed syllables are underlined. Then lead the class in a choral drill of the sentence, going faster and faster. Students could also compete in pairs to see who can say it the fastest and most accurately. There is also an option to write a personalized tongue twister. For the second exercise, students learn some useful partitives for shopping and ordering.

- | | | | |
|--------|--------------|---------------------|--------------|
| 1. pie | 2. chocolate | 3. cookies or candy | 4. ice cream |
|--------|--------------|---------------------|--------------|