



# ICE CREAM



Scan to review worksheet

Expemo code:

16PN-43MA-UHJE

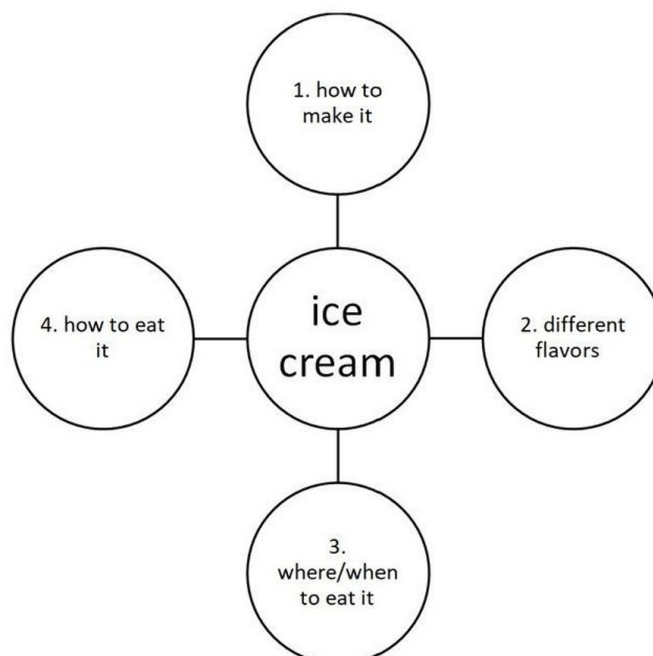


1

## Warm up

Complete the mind map with these words about ice cream.

beach / chocolate / cone / cup and spoon / ice cream maker / recipe / scoop / sunny / vanilla



Can you add any other words to the mind map?



## 2

## Listening

Listen to this interview with an ice cream maker and answer the questions.



1. Which words from the mind map do you hear?
2. What type of ice cream is Jerry going to make next? A) Starfish B) Seaweed C) Seashell?
3. Do you think this flavor is a good idea?



A) Starfish



B) Seaweed



C) Seashell

Listen again and decide if these sentences are True or False.

1. Jerry has had his ice cream shop for five years.
2. Jerry made a lot of mistakes at first.
3. Jerry thinks you shouldn't look at other people's recipes.
4. Raspberry ice cream is very popular.
5. People don't like new flavors.
6. Jerry sells lots of ice cream all year.



## 3

## Language point

We use adverbs to add extra information to verbs in our sentences. There are several different types of adverb and they can go in different positions in the sentence.

- Some adverbs go in **front** position, at the beginning of the sentence:
- **Today** I'm making strawberry ice cream.

The adverb in bold tells us **when** / **how often** / **how** Jerry is making strawberry ice cream.

This type of adverb can also go in another position:

- I started making ice cream **last year**.

This position is called **front** / **end** / **mid** position.

Read these sentences and decide what other types of adverbs can go in this position.

- I think the best advice I can give is to research your recipe **carefully**.
- I was living in Cardiff, and I had an office job **there**.

These adverbs give us information about **how** and **when** / **where** and **when** / **how** and **where**.

Many adverbs go in mid position.

- I'm **probably** going to try to make a seaweed flavor ice cream next.
- And people **usually** want to try something new.

1. The first adverb tells us **how certain** / **how often**.
2. The second adverb tells us **how certain** / **how often**.
3. These adverbs go **before** / **after** the main verb.

- It's **always** time for ice cream!

If the main verb is to *be*, the adverb comes **before** / **after** it.



Sometimes adverbs give us extra information about another type of word.

- That's **really** interesting.
- But I got to eat my mistakes, so it wasn't **too** bad!
- That's a **very** good question.

These adverbs are giving us information about an **adjective / verb / noun** in the sentence.

Some adverbs are irregular.

- I made a lot of mistakes before I learned how to do it **well**.
- Find out what other people have already done, and then see if you can do it **better**.

1. What is the related adjective form for these adverbs?
2. What form is the adverb in the second sentence?

Study the table.

type of adverb	example	position
time (when)	last year / today	front or end
frequency (how often)	always / usually	mid: before main verb; if the main verb is to be, after this.
certainty	probably / definitely	mid: before main verb; if the main verb is to be, after this.
manner (how)	carefully / quickly / well / better	end of the sentence (or clause)
place (where)	there / here / outside	end of the sentence (or clause)
degree (+ adjective)	really / too / very	before the adjective



## 4

**Practice**

Add the adverb in brackets to the sentence in the correct place. In some sentences, more than one position is possible.

- Example: I think we can move this piano if we do it **slowly**. (slowly) This is an adverb of manner in end position.
1. I'll call you when I get home. (definitely)
  2. I went to see my family. (last week)
  3. She is late. (never)
  4. She's going to buy a new car. (probably)
  5. I was watching a cool movie on TV. (really)
  6. When it started to rain, we went. (inside)
  7. I have fallen asleep in front of the TV. (often)
  8. That soup is spicy! (too)
  9. You play the piano. (well)
  10. I finished my project. (yesterday)





## 5

## Speaking

Think of examples for eight of the items in the list below. Write a key word or short phrase in one of the boxes, as in the example. Complete the boxes in random order.

- something that you **always** do on the weekend
- something that you want to do **better** in the future
- something that you need to do **carefully**
- something that you're **definitely** going to eat in the next few days
- something that you bought **last month**
- something that you like to do **outside**
- someone that you're **probably** going to see in the next week
- something that you're going to do **tomorrow**
- something that's **too** expensive for you to do at the moment
- something that you **usually** do in the evenings

Work in A/B pairs. Look at each other's boxes and guess which adverb each one matches, like this:

- A: I think you always go for a walk to enjoy the sun on the weekend.  
B: No, try again.  
A: Going for a walk to enjoy the sun is something that you like to do outside.  
B: Yes, that's correct. I feel much better if I spend time outside.

example: go for a walk to enjoy the sun	3	6
1	4	7
2	5	8



## 6

**Extra practice/homework**

Read the pairs of sentences. Choose which one is correct. For some pairs, both options are correct.

1. I usually get coffee on my way to work. / I get usually coffee on my way to work.
2. I'm afraid too you're late for the party. / I'm afraid you're too late for the party.
3. I'm probably going to get chocolate ice cream. / I'm going to probably get chocolate ice cream.
4. It's not healthy to spend inside the weekend. / It's not healthy to spend the weekend inside.
5. Last year I went to Spain on vacation. / I went to Spain on vacation last year.
6. That's a very nice coat! / That's very a nice coat!
7. They'll be definitely very happy. / They'll definitely be very happy.
8. Today I am going to work very hard. / I am going to work very hard today.
9. We can be at the train station on time if you walk quickly. / We can be at the train station on time if you quickly walk.
10. We want always to try new flavors. / We always want to try new flavors.

## 7

**Optional extension**

Everyone likes ice cream, and ice cream makers are always looking for new flavors. Match these unusual types of ice cream with the country where they have been sold.

- |                   |                |
|-------------------|----------------|
| 1. chicken wing   | a. Ireland     |
| 2. brown bread    | b. Japan       |
| 3. mushroom       | c. Korea       |
| 4. lobster        | d. Philippines |
| 5. corn           | e. Taiwan      |
| 6. ham and cheese | f. UK          |
| 7. chili          | g. US          |
| 8. mustard        | h. Venezuela   |

- Would these flavors be popular in your country? Would you like to try any of them?
- What other unusual flavors of ice cream have you heard of or tried?
- Order some ice cream from the list for yourself, using this vocabulary: scoop, cone, cup.

*Example: I'll have one scoop of chili and one of chicken wing, in a cone, please.*



# Transcripts

## 2. Listening

**Presenter:** Hi listeners! Welcome to another edition of the podcast, *Our Favorite Foods*. Today I'm with Jerry at his ice cream shop in the seaside town of Whitesands. Jerry, when did you start making ice cream?

**Jerry:** I started making ice cream last year. I was living in Boston, and I had an office job there. But I got bored and decided to try something new. I fell in love with ice cream and moved here.

**Presenter:** That's really interesting. Was it easy to learn how to make ice cream?

**Jerry:** No, it wasn't easy. I made a lot of mistakes before I learned how to do it well. But I got to eat my mistakes, so it wasn't too bad!

**Presenter:** What's the secret to making great ice cream?

**Jerry:** That's a very good question. I think the best advice I can give is to research your recipe carefully. Find out what other people have already done, and then see if you can do it better.

**Presenter:** What are you making right now?

**Jerry:** Today I'm making strawberry ice cream. People love this flavor. It sells out quickly.

**Presenter:** Do you have any ideas for new flavors?

**Jerry:** I'm probably going to try to make a seaweed flavor ice cream next.

**Presenter:** Really? Seaweed?

**Jerry:** Yes, sweet and salty flavors are very popular. And people usually want to try something new, just to see what it's like.

**Presenter:** I imagine that your busiest time is the summer. Is that true?

**Jerry:** Of course! If it's a sunny day, people want to spend time outside, and they come to the beach. But even on rainy days, or in the winter, business has been good. It's always time for ice cream!

**Presenter:** That's good to hear. Thanks for speaking to us. Before I go, can I try a scoop of that strawberry ice cream? It looks delicious.





# Key

## 1. Warm up

5 mins.

Students complete a categorization activity to introduce some vocabulary that they need in this lesson. Students should be able to complete the task without knowing all the vocabulary but be ready to elicit/explain the meaning of any new items that students ask about or allow the use of dictionaries for unknown items.

Note: students can see *cones* and a *scoop* in the header image. An *ice cream maker* can refer to a machine that people have in their homes, or to a person, or company, who makes ice cream.

Check answers and drill the pronunciation of all items: *choc(o)late* has a silent letter which gives it only two syllables, and *recipe* has three syllables. Pose the follow-up question and accept any reasonable suggestions for other words.

Answers:

1 recipe, ice cream maker; 2 chocolate, vanilla; 3 beach, sunny; 4 cup and spoon, cone, scoop.

## 2. Listening

10 mins.

Go over the introduction with the class and the instructions for the first listening activity. In this activity, students are listening for key words from the Warm up. Play the recording and then check answers, as well as to the follow-up question. Check answers, including reactions to the new flavor.

For the second listening activity, students will recover more detailed information from the recording. Give students a minute to work in pairs and recall/predict if the information is true or false. Then play the recording again for them to check. They can listen twice if they need to.

If you have time, students could read the transcript out loud in pairs; this will help to prepare them for the Language point which follows.

Which words from the mind map do you hear?

-ice cream, recipe, flavor, beach, sunny, scoop

New ice cream flavor: B (seaweed)

True or false:

1. F - he started his business last year.
2. T - but he ate them!
3. F - you should look at their recipes to start with, but then try to improve them.
4. F - strawberry
5. F - they want to see what new flavors are like.
6. T - it doesn't matter about the weather.

## 3. Language point

10 mins.

Students are introduced to adverb positions and types in five short stages. Work with the whole class to go over the examples, questions, and notes to help students formulate the basic rules. Note: adverbs are very complicated,



and there are some exceptions to the rules presented here; you may find examples where adverbs are used in different positions, which can result in different emphasis. The table will be useful for students to consult as they complete the exercises and prepare for the speaking activity. Drill all the example sentences.

The adverb in bold tells us **when** Jerry is making strawberry ice cream.

This position is called **end** position.

These are adverbs give us information about **how and where**.

Mid position

1. how certain
2. how often
3. before

If the main verb is to be, the adverb comes **after** it.

These adverbs are giving us information about an **adjective** in the sentence.

Irregular

1. good
2. comparative

#### 4. Practice

10 mins.

Go over the instructions and example and perhaps do the first item with the class to check they know what to do, including identifying adverb type and name of position. Students can work alone, then check answers in pairs and then with the whole class. Some adverbs can go in two places. Make sure students tell you which type of adverb and which position. If you have time, drill all the sentences to help fix the word order in students' minds.

Answers 1 certainty/mid; 2 time/front or end; 3 frequency/mid; 4 certainty/mid; 5 degree/before adj; 6 place/end; 7 frequency/mid; 8 degree/before adj; 9 manner/end; 10 time/front or end.

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

1. I'll **definitely** call you when I get home.
2. **Last week** I went to see my family **last week**.
3. She is **never** late.
4. She's **probably** going to buy a new car.
5. I was watching a **really** cool movie on TV.
6. When it started to rain, we went **inside**.
7. I have **often** fallen asleep in front of the TV.
8. That soup is **too** spicy!
9. You play the piano **well**.
10. **Yesterday** I finished my project **yesterday**.

#### 5. Speaking

13 mins.

In this stage, students will activate some of the adverbs from the lesson in a speaking activity. Make sure students understand the aim of the activity is to practice this language and that they will have to use their imagination.

Go over the instructions and the example. Then ask students to complete box 1 by themselves – monitor and check that they are doing this correctly – perhaps asking a few students questions yourself to further demonstrate the activity. Give students a few more minutes to complete the rest of the boxes and make yourself available to help.



Set up A/B pairs and give students a few more minutes to ask and answer questions about some/all of the boxes, depending on time. Monitor and support as necessary. Early finishers can think of more examples for the two unused prompts.

Round off the activity by asking a few students to tell the class something interesting from their partner's worksheet. You could also offer error correction, including pronunciation.

## 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 check the exercises in a future class, or collect them from students and check them yourself outside class. If you prefer, you can make the answers available to students, and they can check their own answers.

1. I usually get a coffee on my way to work.
2. I'm afraid you're too late for the party.
3. I'm probably going to get a chocolate ice cream.
4. It's not healthy to spend the weekend inside.
5. both
6. That's a very nice coat!
7. They'll definitely be very happy.
8. both
9. We can be at the train station on time if you walk quickly.
10. We always want to try new flavors.

## 7. Optional extension

10 mins.

These exercises are designed as a cooler activity if you have time in your lesson. In this activity, students match some unusual ice cream flavors with the countries where these have been sold. Be ready to explain new vocabulary or allow the use of dictionaries if needed. Check answers and then students can discuss the follow-up questions in pairs.

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