

Herbert Puchta & Günter Gerngross

Student's Book

B

Hooray!

Let's play!

Second Edition



Contents

Unit Welcome back 3

Unit 1 Food 13

Unit 2 Shopping 29

Review 1 Units 1 & 2 45

Unit 3 Feelings 47

Unit 4 Animals 63

Review 2 Units 3 & 4 79

Unit 5 Family 81

Unit 6 Weather 97

Review 3 Units 5 & 6 113

Extra Unit Birthday fun! 115

Extra Unit On holiday! 117

Unit

Lesson 1

Welcome back



Listen, find and circle.

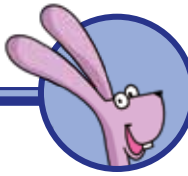
- Play the *Welcome back chant*. 
- Ask the children to find and circle the items they hear in the chant.

Welcome back chant

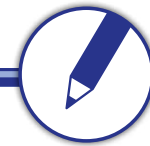
English is a game,
A game for you and me.
English is a game,
Play the game with me.

T-shirt, jeans and jacket.
Scooter, bike and car.
Pirate, clown and robot.
You're a superstar!
English is a game ...

**For
early
finishers**



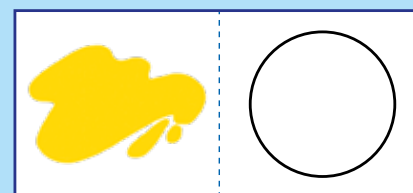
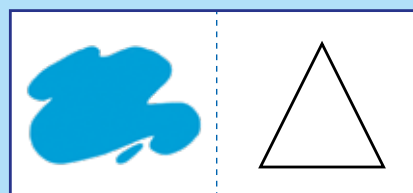
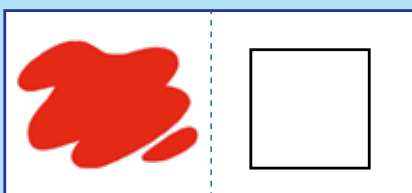
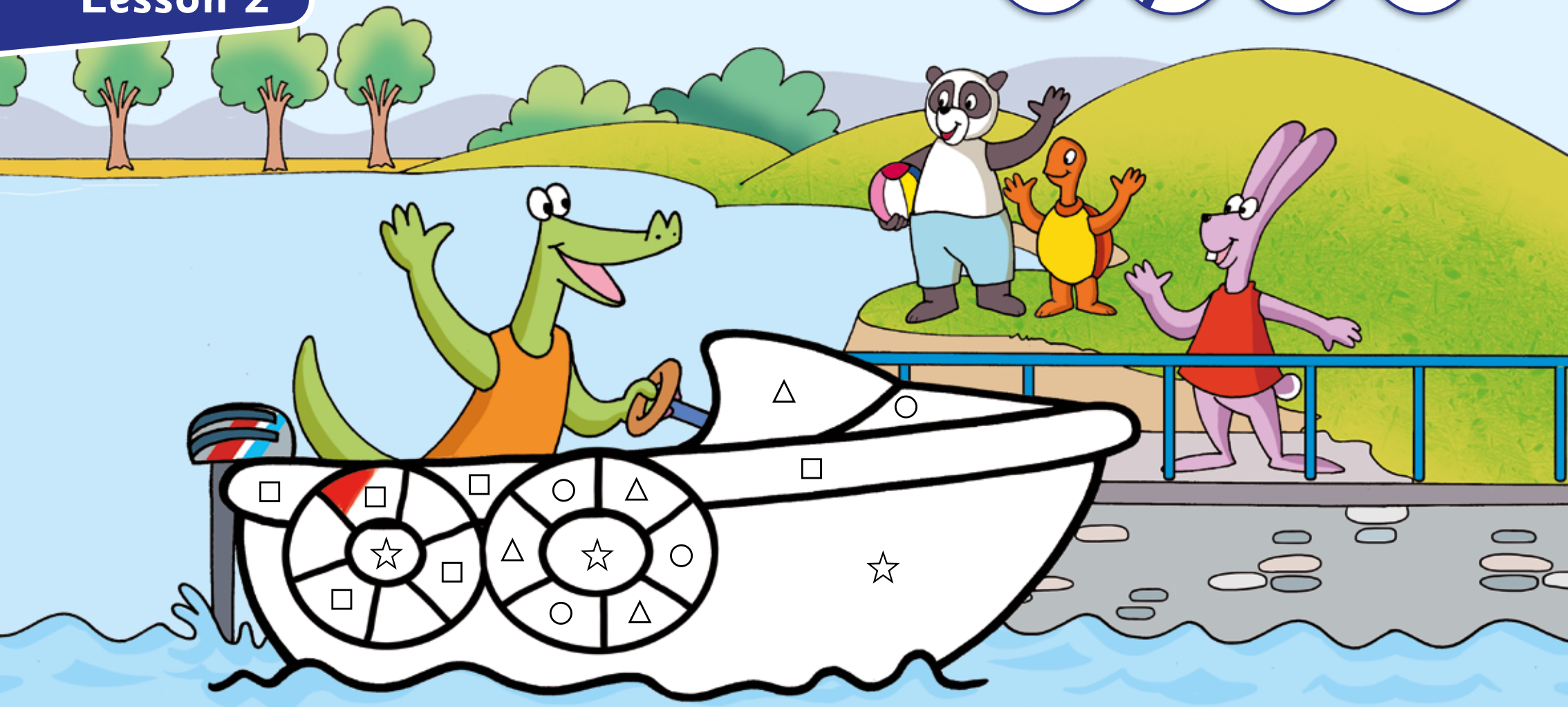
Draw your favourite character.



Unit

Lesson 2

Welcome back



Watch, then look and colour.

• Watch the *Where's Connie?* video.  

• Encourage the children to look and colour the picture according to the colour code.

♥ **Value: Friendship.** Ask the children about their friends, reminding them that Rosie, Peter, Connie and Tom are friends. What are their friends' names? What activities do they do together with their friends? Do they sing songs? Do they dance? Do they play games?



Worksheets 3 a-b

Fold and cut. Colour the mini storybook.

Where's Connie? (a story)

Rosie: Where are Peter,
Tom and Connie?

Rosie: Hello, Peter!
How are you?

Peter: Hello, Rosie. I'm fine,
thanks. And you?

Rosie: I'm great, thanks.
Nice scooter!

Peter: Thank you.

Rosie: Hello, Tom!
How are you?

Tom: Hello, Rosie. I'm well,
thanks. And you?

Rosie: I'm great, thanks.

Peter: Nice bike.

Tom: Thank you.
Where's Connie?

Rosie: Look! There's Connie!

Tom: Where?

Rosie: On the boat!

Tom: Oh, yes!

*Peter,
Tom &*

Rosie: Hello, Connie.
How are you?

Connie: I'm fine, thanks.
How are you?

*Peter,
Tom &*

Rosie: We're great, thanks.

Peter: Nice boat!

Connie: Thank you. Ah! I've got an
idea! Come with me.
Here you are.

*Peter,
Tom &*

Rosie: Thank you.

Connie: Now let's sing a song!

*Peter,
Tom &*

Rosie: Hooray!

(All characters singing)

Rosie: Hello and welcome back!

All: Hello and welcome back!

Rosie: It's good to see you all
again, hello, hello, hello!

All: It's good to see you all
again.

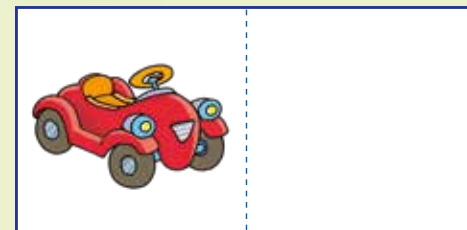
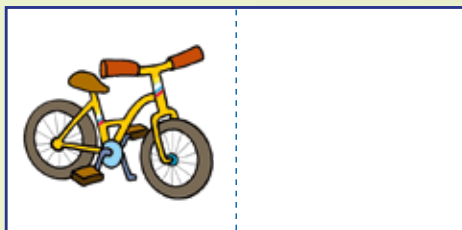
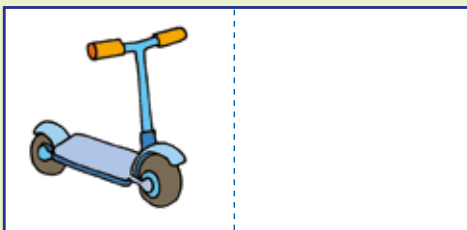
All: Hooray!



Unit

Lesson 3

Welcome back



Sing, stick in and colour. Then look and write.

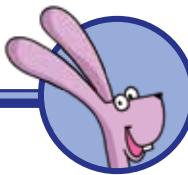
- Play the *Hello and welcome back* song and encourage the children to join in with the actions. 
- Encourage the children to stick in the stickers and colour the clothes.
- Ask the children to find and count the hidden objects and write the correct number / draw the correct number of dots in the square next to each picture.

Hello and welcome back (a song)

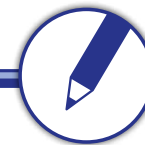
Hello and welcome back!
Hello and welcome back!
It's good to see you all again,
Hello, hello, hello!

It's good to see you all again.
It's good to see you all again.
It's good to see you all again.
Hello!

For
early
finishers



Circle 6 bikes. Colour.

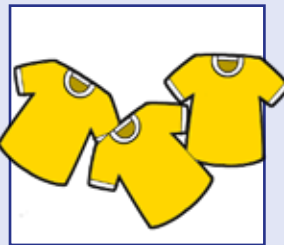


Unit

Lesson 4

Welcome back

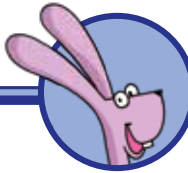
Thinking Skills



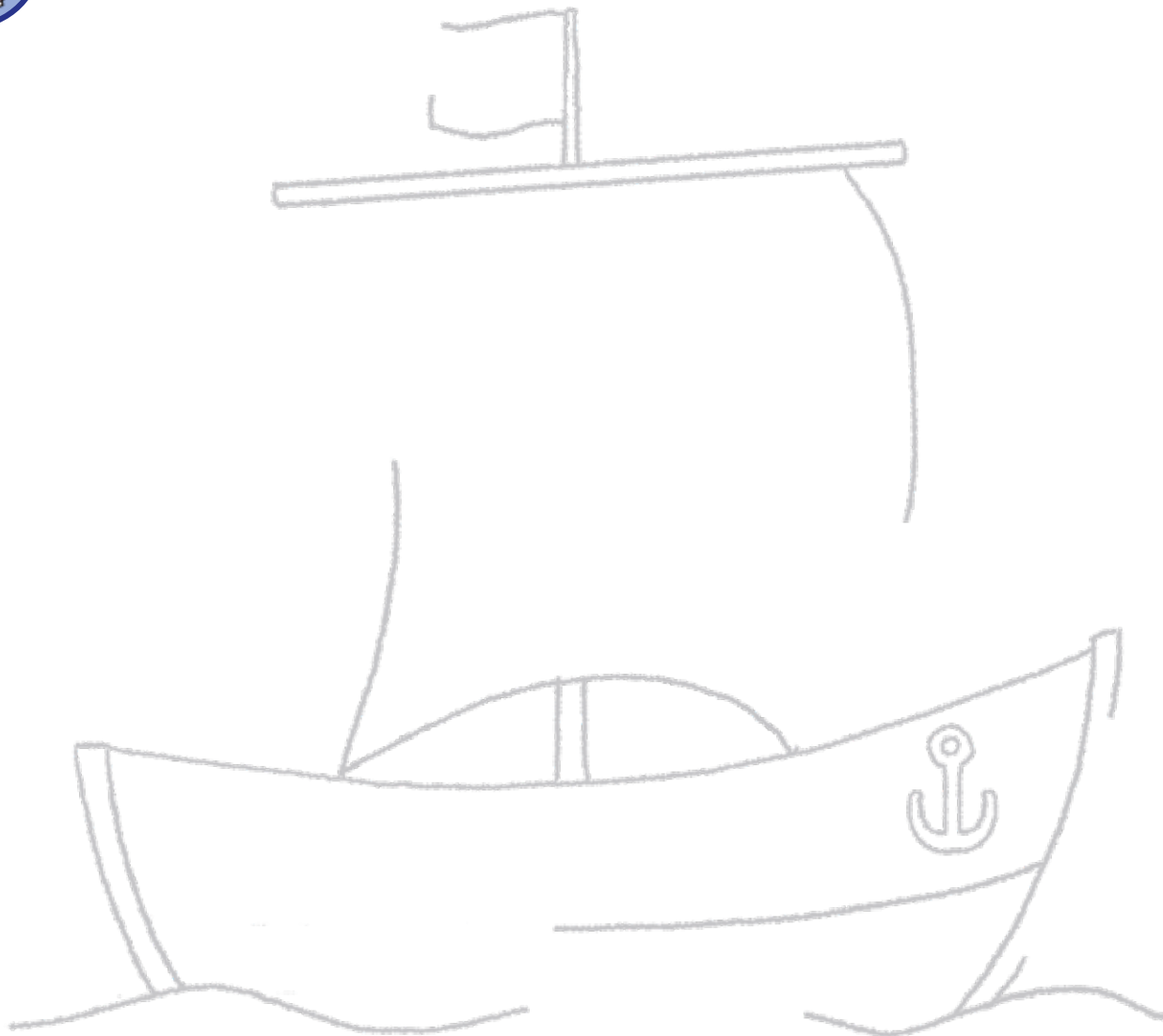
Look, colour and draw.

- Encourage the children to look, then colour and draw logical sequences.

For
early
finishers



Finish the drawing. Colour.

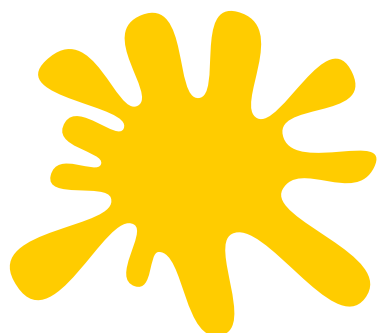
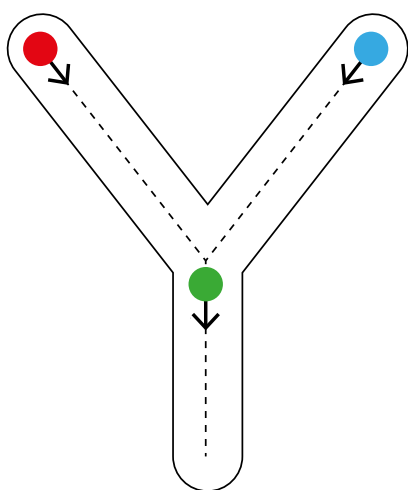


Unit

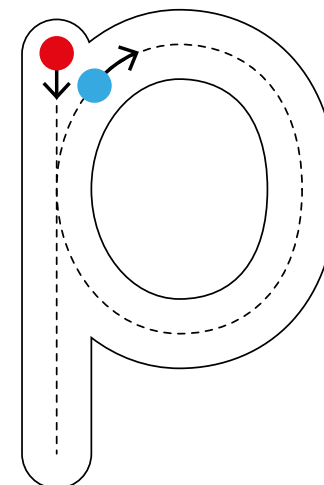
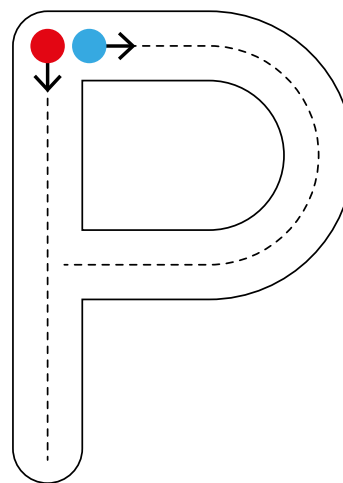
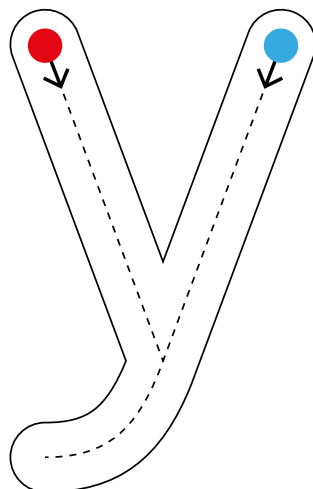
Lesson 5

Welcome back

Phonics



yellow



pirate

Introduce the /y/ and /p/ sounds and the letters 'Y/y' and 'P/p'

- Listen and repeat. Listen and point. 
- Trace the letters.

Unit

Lesson 5

Welcome back

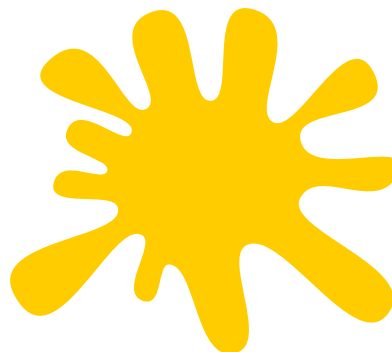
Phonics



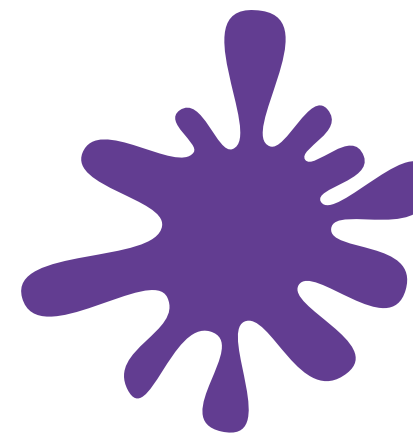
_ anda

y

p



_ ellow



_ urple

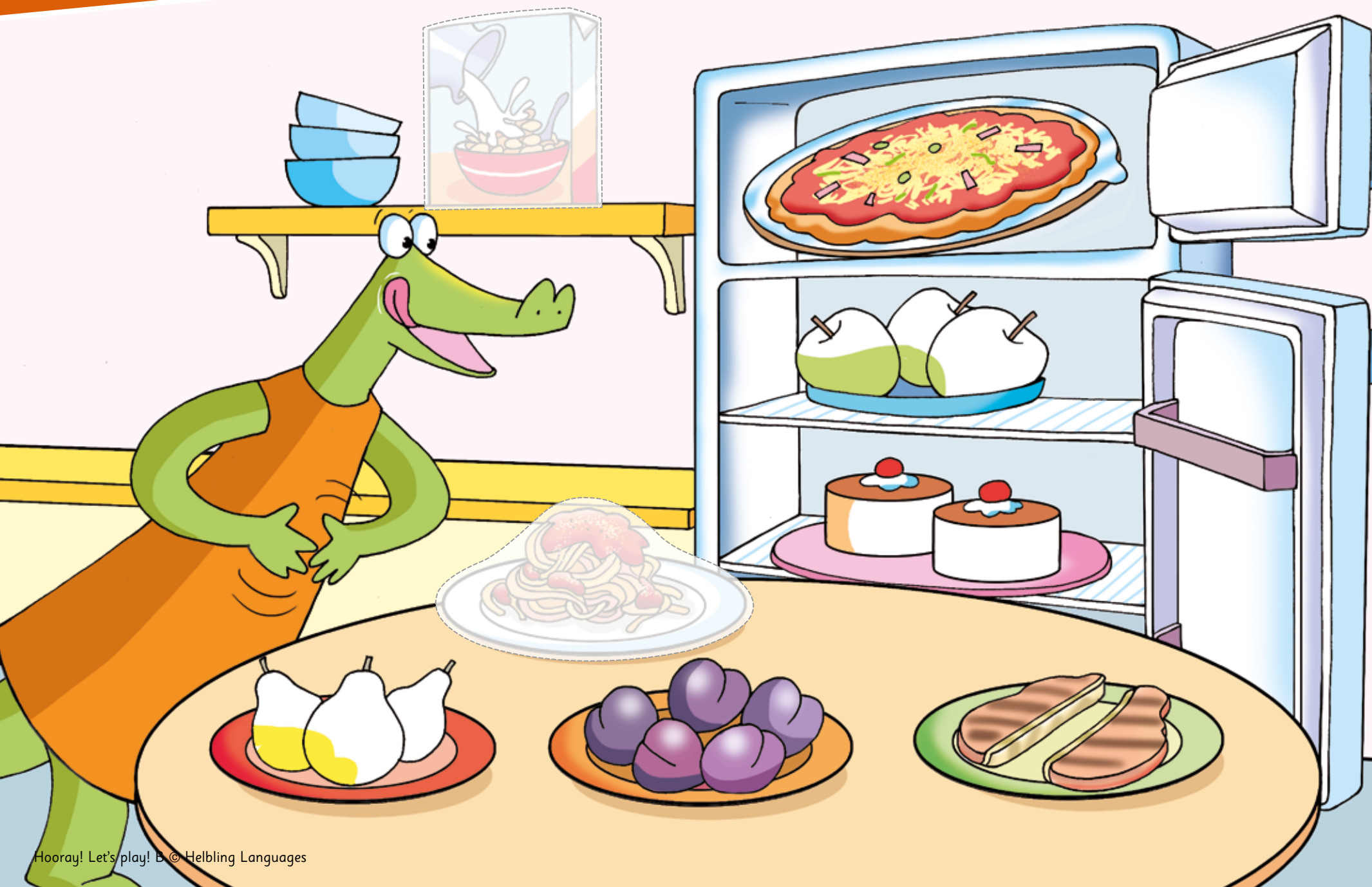
Introduce the grapheme 'Y' and revise 'P'

- Listen and point. Listen and match.  14
- Write the letter.

Unit 1

Lesson 1

Food



Listen, stick in and colour.

- Play the *Food chant*. 
- Point to each of the food items as you say or hear them in the chant.
- Ask the children to stick in the stickers and colour the food items.



Worksheets 4 a-b

Colour the mini flashcards.

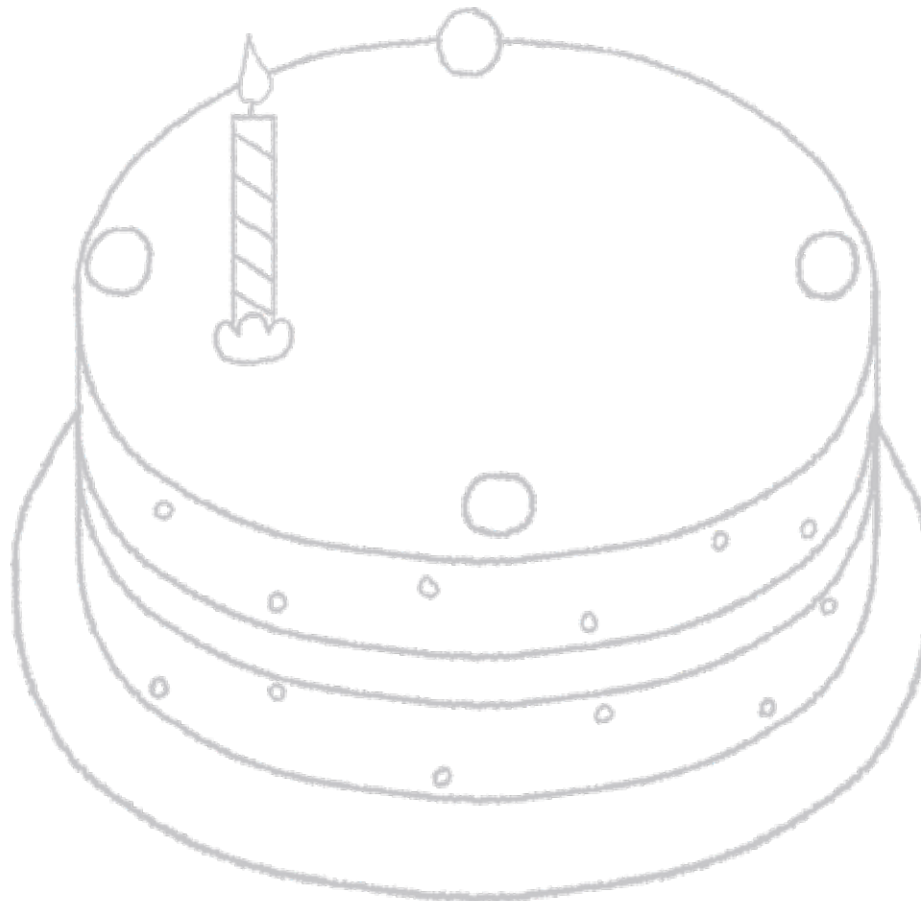
Food chant

Cornflakes, pizza, apples, cakes,
Spaghetti, pears and plums and steaks.
Yummy, yummy, yummy.
All in my tummy!

For
early
finishers



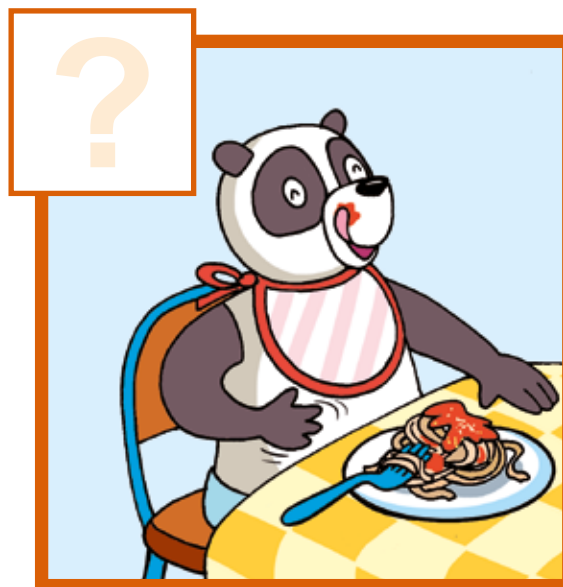
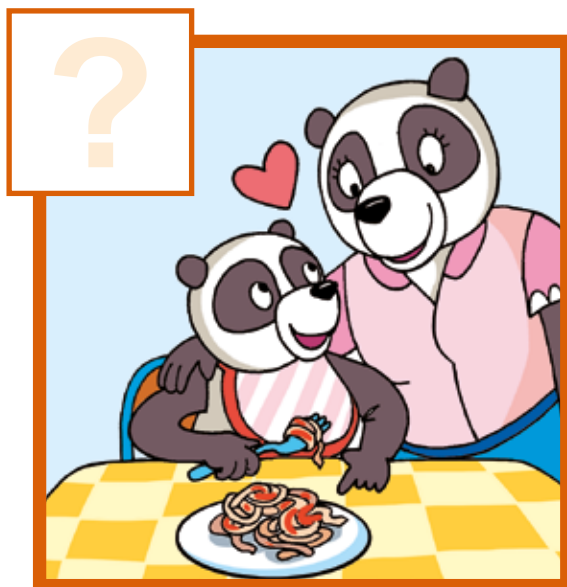
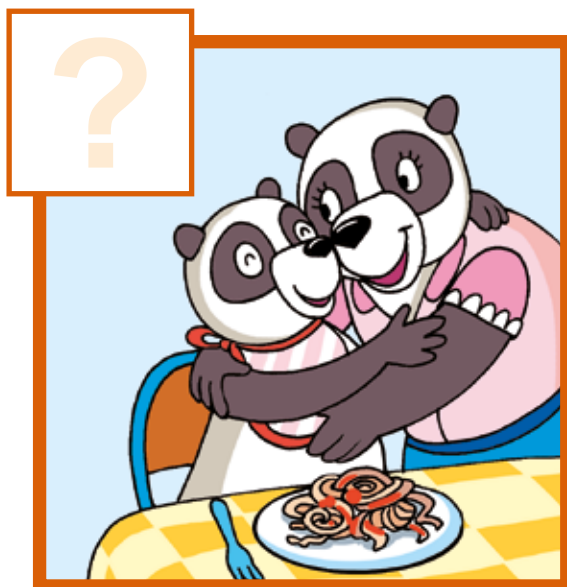
Finish the cake. Colour.



Unit 1

Lesson 2

Food



Listen, act out, then number.

- Play the *Food action story*. 
- Ask the children to listen and join in with the actions.
- Ask them to draw the correct number of dots / write the correct number in the square next to each picture.



Worksheet 5

Trace and colour Rosie's favourite food. Then trace the pattern.

Food action story

You're eating spaghetti.
Yummy.
Shout, 'Mum!'
Hug your mum.
Say, 'I love your spaghetti!'
Your mum smiles.

For
early
finishers



Count. Colour.



Unit 1

Lesson 3

Food



Sing, colour and find the way.

- Play the *I like cornflakes* song.  17
- Ask the children to listen and colour the heart next to each food item Peter likes. Then encourage the children to follow the path from these food items to Peter and draw lines.



Worksheets 6 a-c

Make a fruit mobile.

I like cornflakes (a song)

I like cornflakes,
I like steak,
I like pizza,
I like cake, oh yeah!

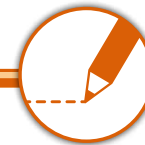
I like cornflakes,
I like steak,
I like pizza,
I like cake, oh yeah!

Oh, yummy, yummy, yummy!
I like cornflakes,
I like steak.
Oh, yummy, yummy, yummy!
I like pizza,
I like cake, oh yeah!

For
early
finishers



Trace. Colour.



Unit 1

Lesson 4

Food



Listen, draw and colour.

- Play the *Food listening activity*. 
- Encourage the children to listen and draw a smiling or a frowning mouth on the faces below each picture.
- Ask the children to colour the food they like.

Food listening activity

Interviewer: Rosie, what food do you like?
Rosie: I like spaghetti. I don't like steak.
Interviewer: Tom, what food do you like?
Tom: I like apples. I don't like pizza.

 **EXTRA**  **Worksheet 7** Make a flip puppet.

 **EXTRA**  **Worksheet 8**  **20** Listen and circle the food Connie likes.

For
early
finishers



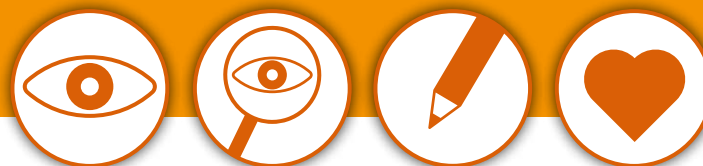
Draw your favourite food.



Unit 1

Lesson 5

Food



Watch, look and match.

- Watch the *Hungry Peter* video.  
 - Ask the children to count and match the fruit with the correct numbers and draw lines.
- ♥ **Value: Creative solutions.** Remind the children of the story and the problem that Peter had. Did he like plums, apples or pears? How did Tom solve the problem? Did he have a good idea? Can they think of a time when they also came up with a creative solution to a problem? How did it make them feel, happy or sad?



Worksheets 9 a-b

Fold and cut. Colour the mini storybook.

Hungry Peter (a story)

Peter: I'm hungry.
Tom: Have a plum.
Peter: No, thanks. I hate plums.
Rosie: Have an apple.
Peter: No, thanks. I hate apples.
Connie: Have a pear.
Peter: A pear? I hate pears.
Tom: What about fruit salad?
Peter: Yes, please! I love fruit salad.

For
early
finishers



Count. Circle the 5 differences.

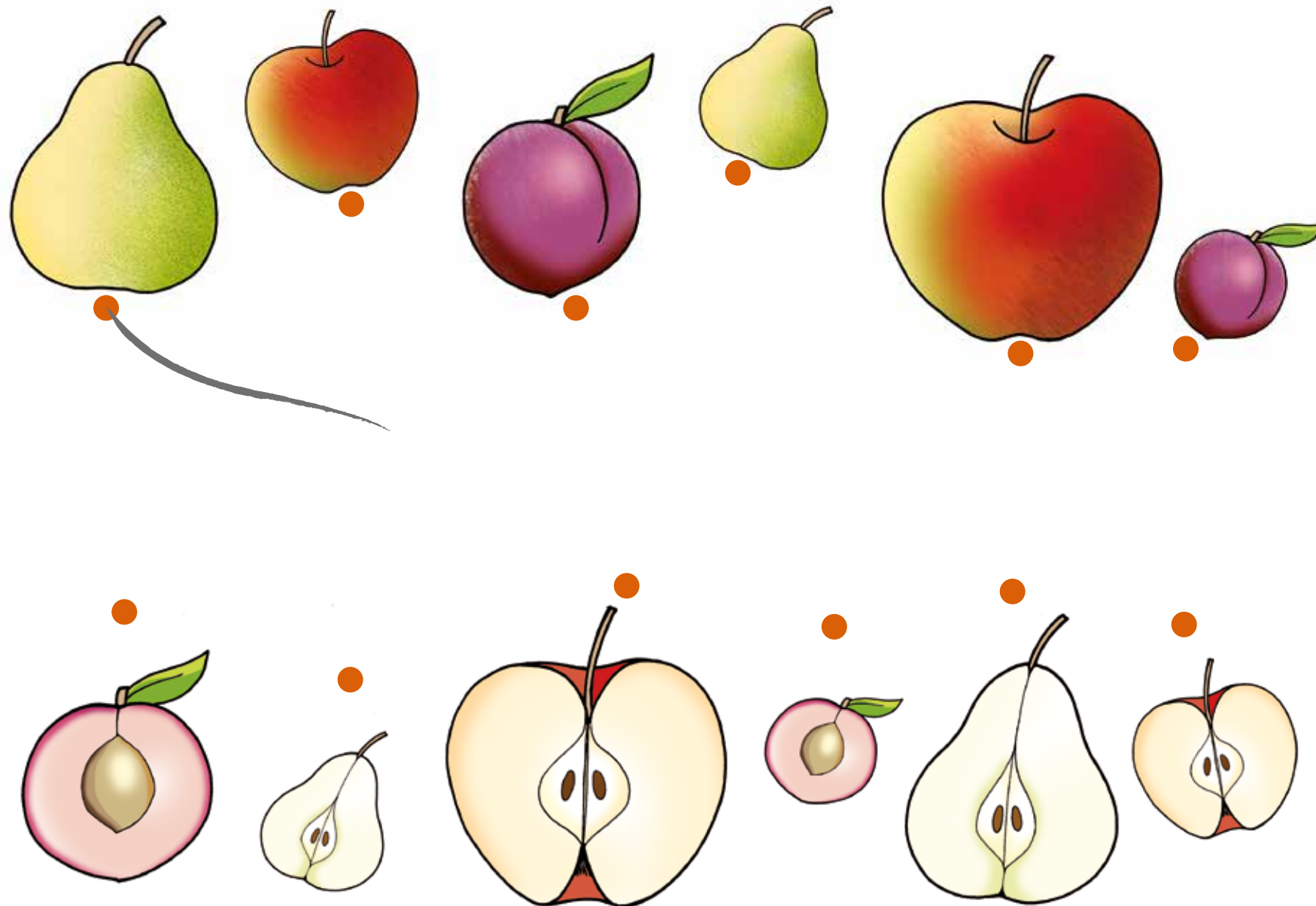


Unit 1

Lesson 6

Food

Thinking Skills



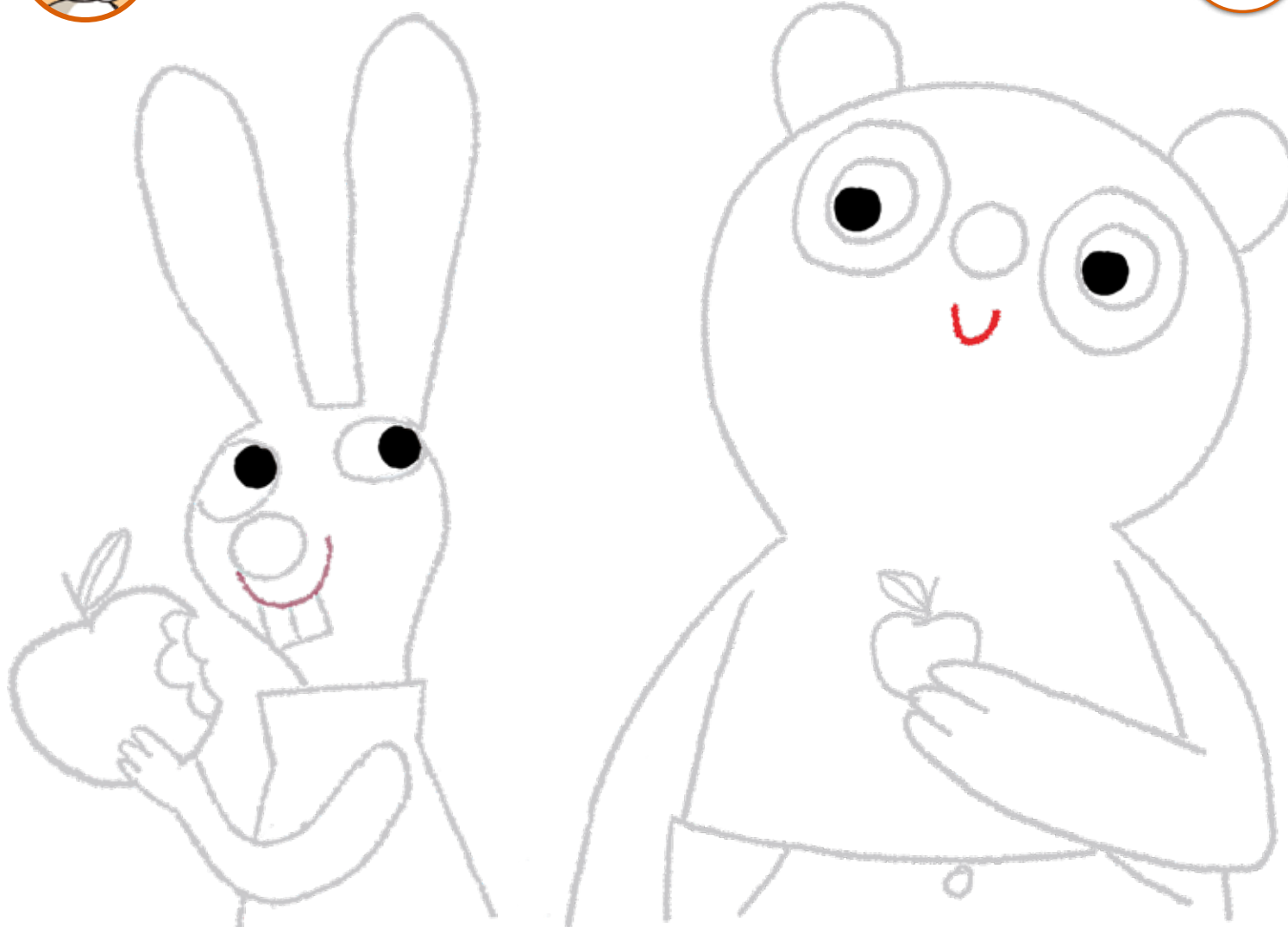
Look and match.

- Ask the children to identify the big and small fruits.
- Encourage them to match the whole and cut fruits and draw lines.

For
early
finishers



Say *big* or *small*. Colour.



Unit 1

Lesson 7

Food

Our World



- Listen, point and repeat.

Unit 1

Lesson 7

Food

Our World

☐☐☐☐☐☐

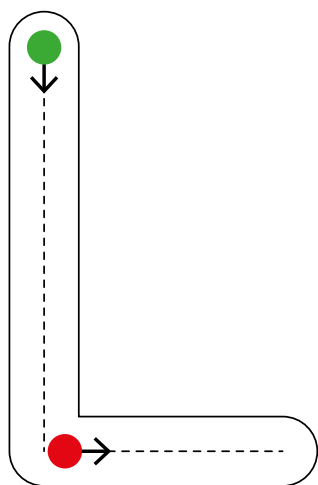
• Listen and tick. 

Unit 1

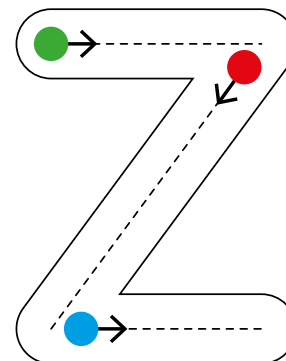
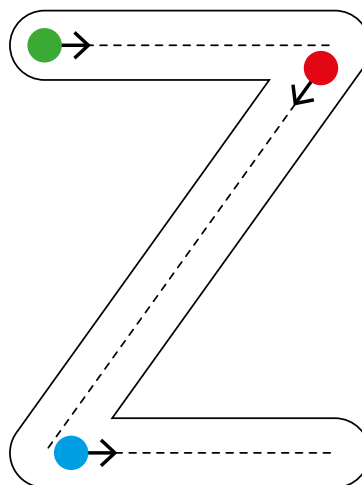
Lesson 8

Food

Phonics



lion



zig zag

Introduce the /l/ and /z/ sounds and the letters 'L/l' and 'Z/z'

- Listen and repeat. Listen and point. 
- Trace the letters.

Unit 1

Lesson 8

Food

Phonics



_ ion



_ ig _ ag



_ emon



_ ebra

Introduce the graphemes 'L' and 'Z'

- Listen and point. Listen and match.
- Write the letter.

Unit 2 Shopping

Lesson 1



Listen, draw and colour.

- Play the *Numbers chant*. (28)
- Encourage the children to point to each number on the bags as they hear them in the chant.
- Then ask the children to join the dots from one to ten and colour the scooter.



Worksheets 10 a-d

Colour the mini flashcards.

Number chant

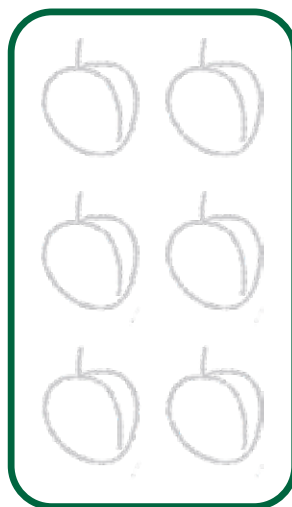
One, two,
Touch your shoe.
Three, four,
Shut the door.
Five, six,

Hop like chicks.
Seven, eight,
Walk straight.
Nine, ten,
Start again.

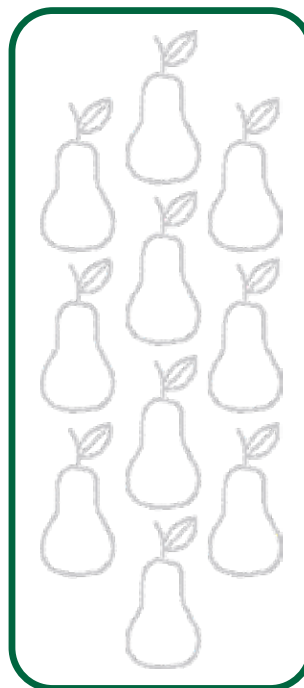
For
early
finishers



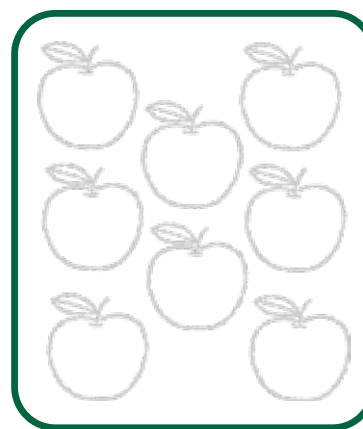
Count and match. Colour.



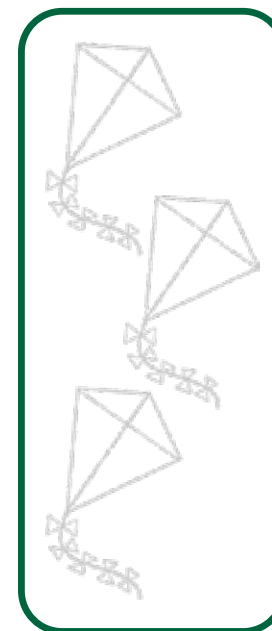
10



6



3

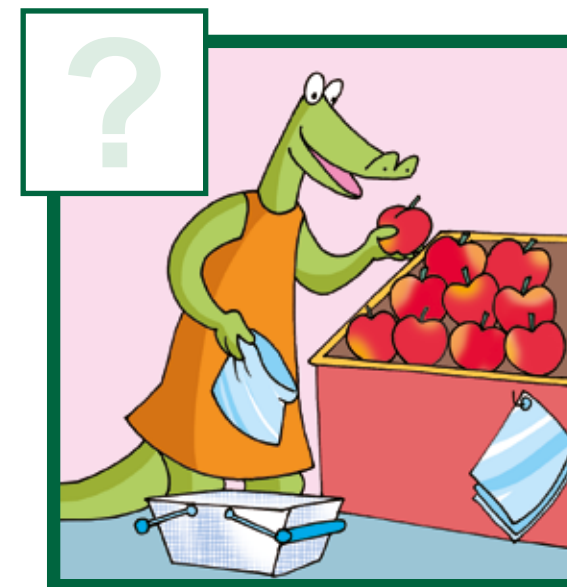
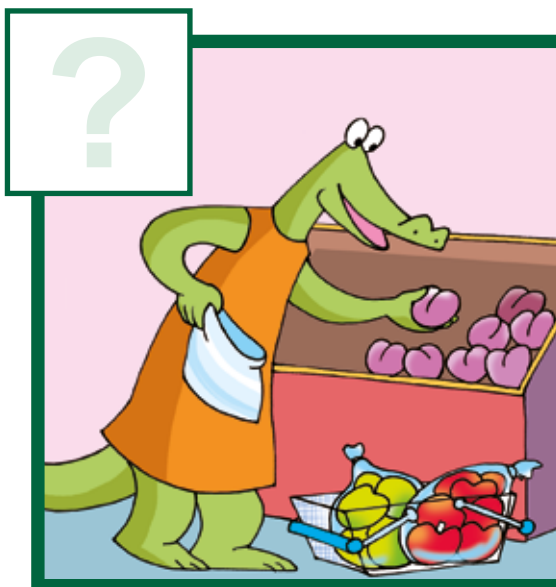
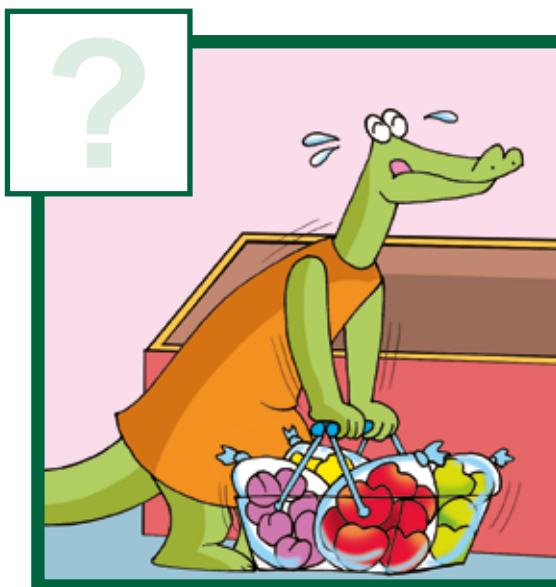
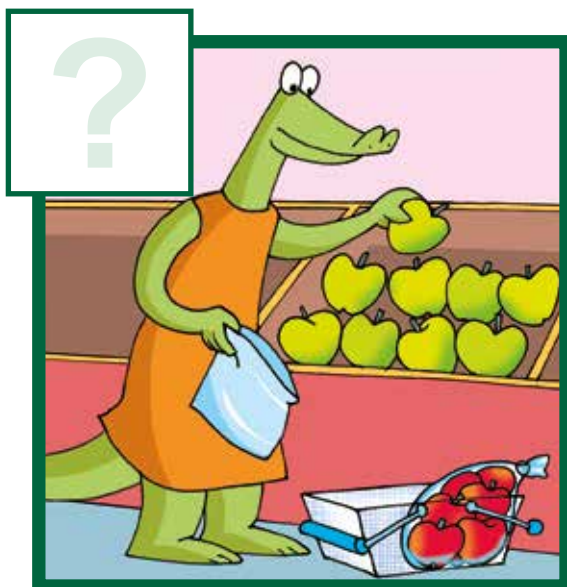


8

Unit 2

Lesson 2

Shopping



Listen, act out, then number.

- Play the *Shopping action story*. (29)
- Ask the children to listen and join in with the actions.
- Encourage them to draw the correct number of dots / write the correct number in the square next to each picture.



Worksheet 11

Colour the apples and trace the lines.

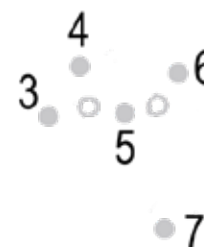
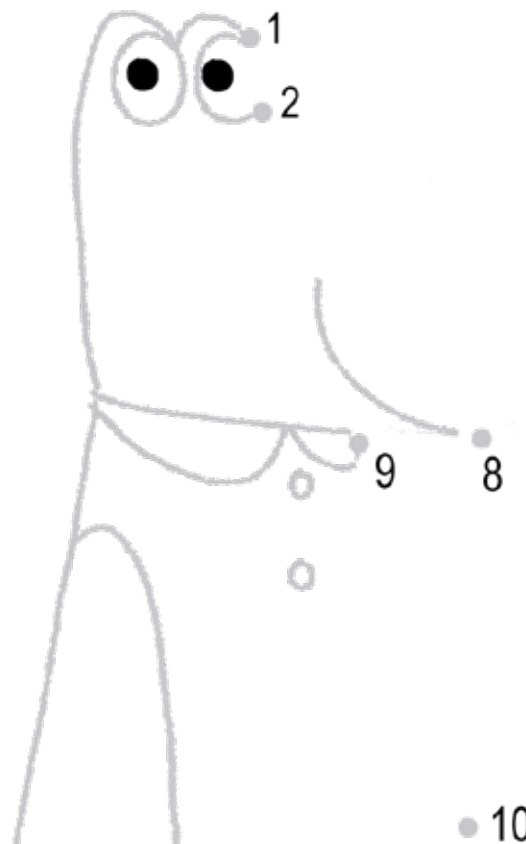
Shopping action story

Take your basket.
Buy ten red apples.
Buy nine green apples.
Buy eight plums.
Buy seven pears.
Oh, what a heavy basket.

For
early
finishers



Join the dots. Colour.



Unit 2

Lesson 3

Shopping



10
9
8
7
6
5
4
3
2
1
0



Sing, trace and colour.

- Play *The rocket song*. (30)
- Encourage the children to trace the missing numbers.
- Ask them to trace and colour the fire behind the rocket and colour the moon and the stars.



Worksheet 12

Make a rocket.

The rocket (a song)

Ten... nine... eight... seven... six... five...
Four... three... two... one... zero.

Fly, fly, fly,
In the sky,
To the stars,
And the moon.

Bye, bye, bye,
Bye, bye, bye,
Come back soon,
Bye, bye.

For
early
finishers



Draw yourself. Colour.



Unit 2

Lesson 4

Shopping



Listen, match and colour.

- Play the *Shopping listening activity*. (32)
- Encourage the children to match the characters with the correct trolleys and draw lines.
- Ask the children to colour the toys.



Worksheet 13



(33) Listen and circle the correct number of objects.

Shopping listening activity

Peter has got two planes and three cars.
Connie has got one rocket and four balls.
Tom has got two rockets and four cars.

For
early
finishers



Count. Colour.



Unit 2 Shopping

Lesson 5



Watch, stick in and colour, then trace.

- Watch the *Going shopping* video.  
- Ask the children to stick in the stickers and colour Rosie's rockets and Tom's ball.
- Encourage them to count the coins and trace them.

♥ **Value: Saving money and being polite.** Remind the children of the story and how the characters always used *Please* and *Thank you*. Were they being polite? Is it important to be polite with each other? Then ask the children if they are good at saving their money, like Peter.



Worksheets 14 a-b

Fold and cut. Colour the mini storybook.

Going shopping (a story)

Shop assistant: Good morning.
All: Good morning.
Shop assistant: Can I help you?
Tom: One orange ball, please.
Shop assistant: One orange ball. Here you are.
Tom: Thank you.
Shop assistant: Can I help you?
Connie: Two pink kites, please.

Shop assistant: One, two. Two pink kites. Here you are.
Connie: Thank you.
Shop assistant: Can I help you?
Peter: Three red rockets, please.
Shop assistant: One, two, three. Three red rockets. Here you are.
Peter: Thank you.
Shop assistant: Can I help you?
Rosie: Four blue rockets, please.

Shop assistant: One, two, three, four. Four blue rockets. Here you are.
Rosie: Thank you.
Shop assistant: That's ten pounds, please.
Peter: Just a moment. One, two, three, four, five, six, seven, eight, nine, ten. Ten pounds. Here you are.
Shop assistant: Thank you.
All: Goodbye.
Shop assistant: Goodbye.

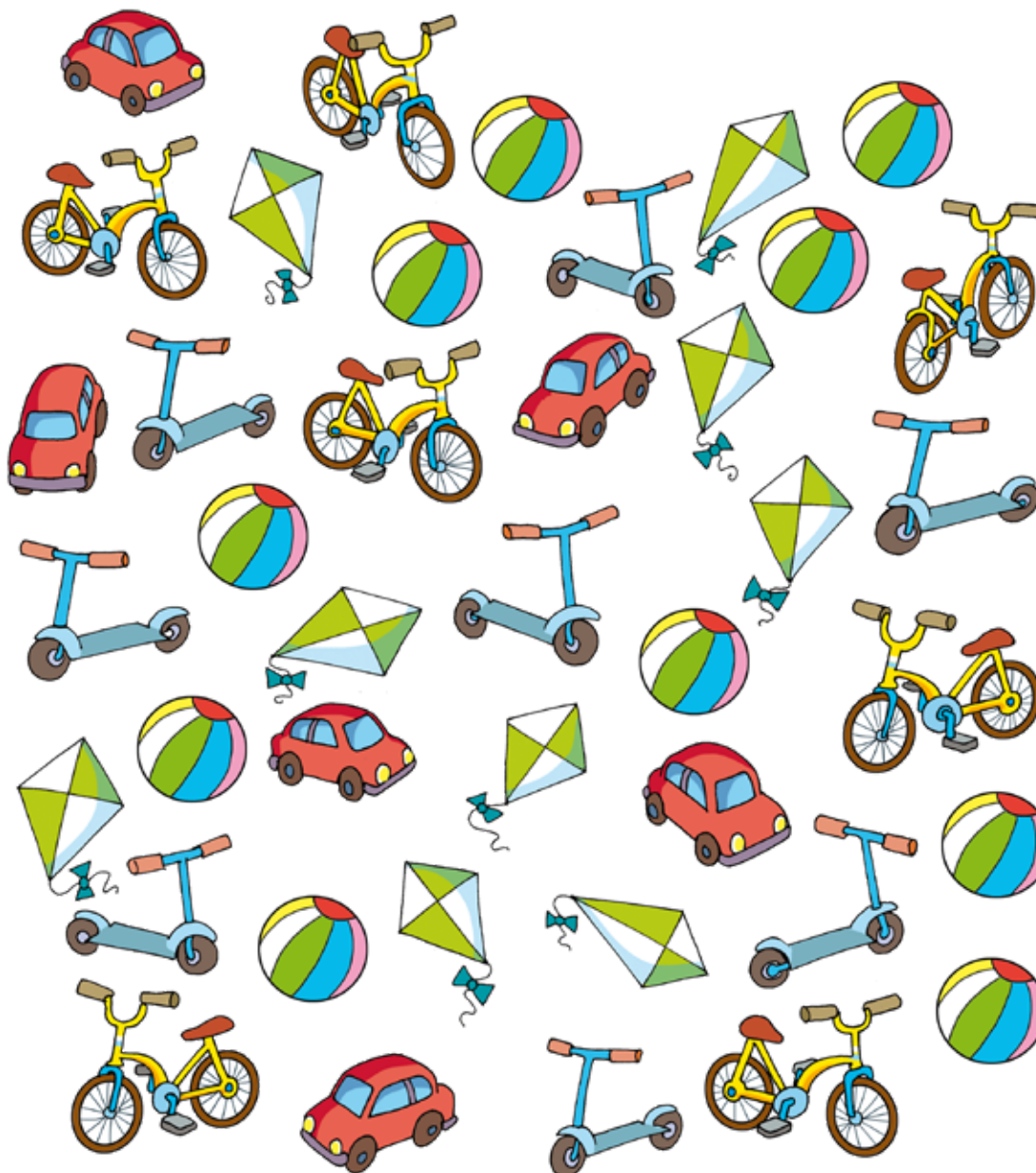
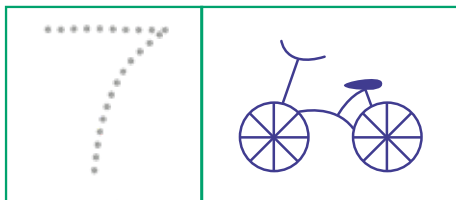


Unit 2

Lesson 6

Shopping

Thinking Skills



Trace the numbers. Then look, count and draw.

- Ask the children to trace the numbers in the boxes.
- Encourage them to look and count the toys, then draw the correct toy in the box next to each number.

**For
early
finishers**



Colour by number.



1



2



3



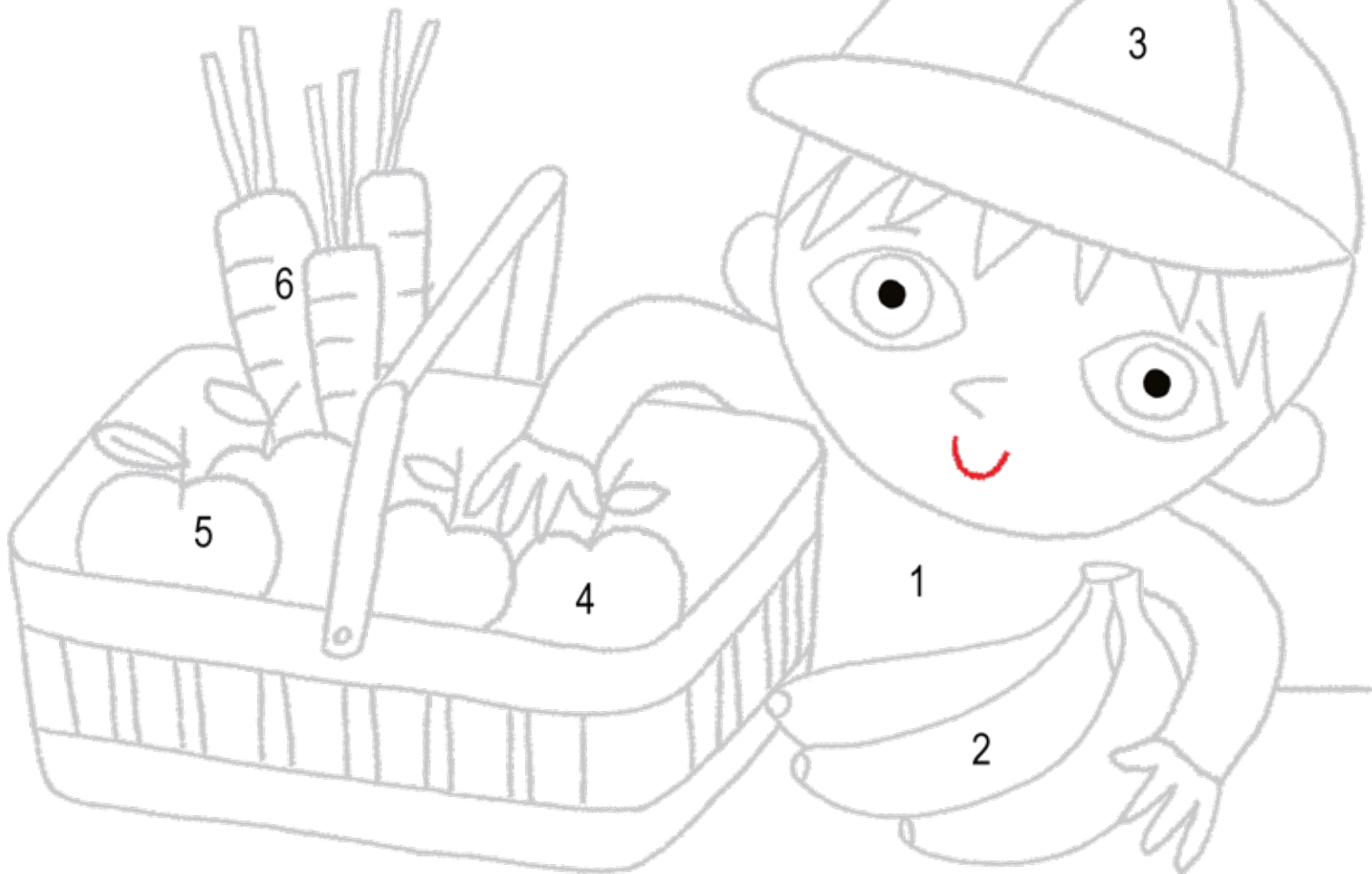
4



5



6



Unit 2

Lesson 7

Shopping

Our World



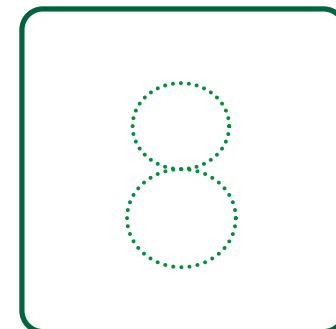
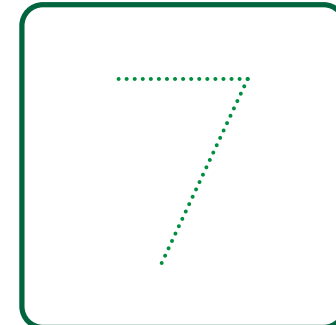
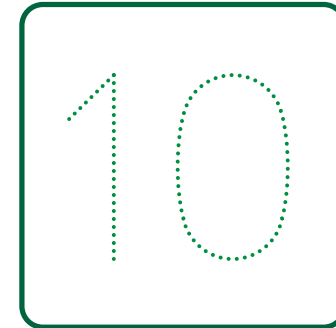
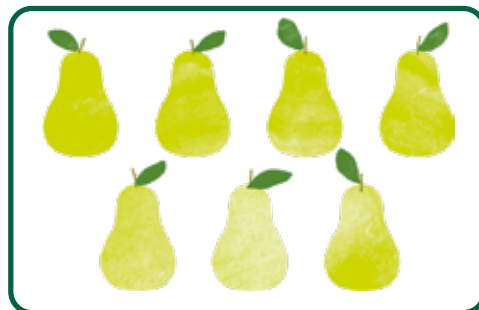
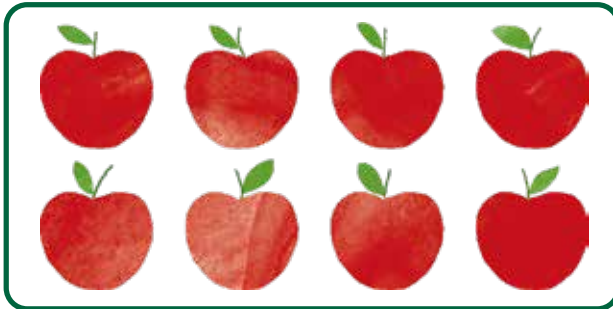
- Listen and point. 

Unit 2

Lesson 7

Shopping

Our World



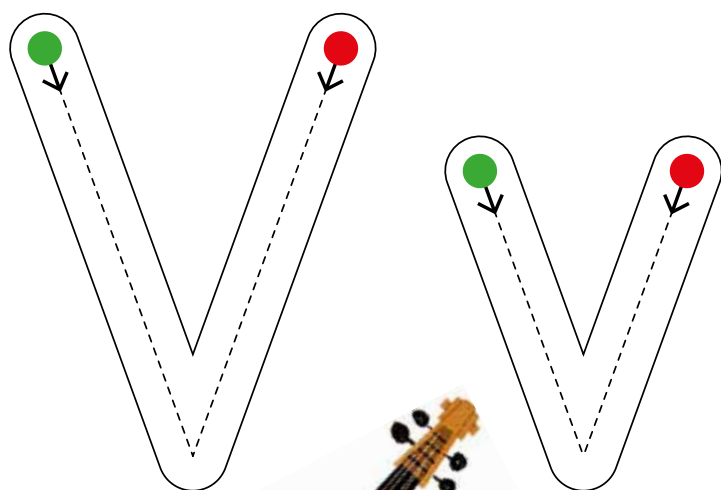
- Count and match. Then trace.

Unit 2

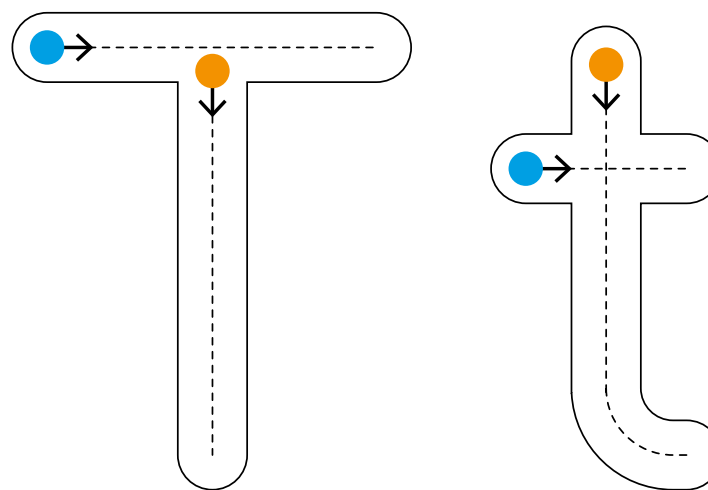
Lesson 8

Shopping

Phonics



violin



10 ten

Introduce the /v/ and /t/ sounds and the letters 'V/v' and 'T/t'

- Listen and repeat. Listen and point.
- Trace the letters.

Unit 2

Lesson 8

Shopping

Phonics



_ ruck



_ wo



_ en



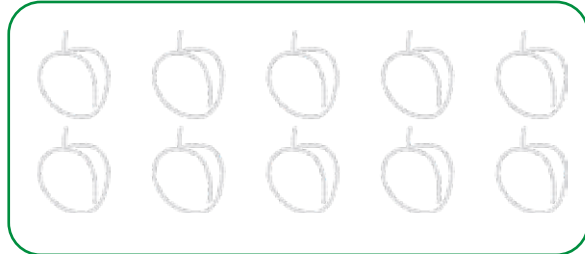
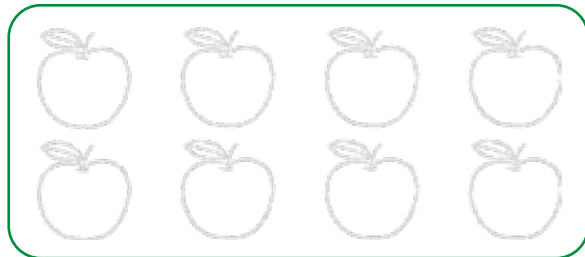
_ iolin

Introduce the grapheme 'V' and revise 'T'

- Listen and point. Listen and match. 
- Write the letter.

Review 1

Units 1 & 2



10

7

8

6

I can...



1 2 3 4 5
6 7 8 9 10



- Listen, colour and match. Trace. 



- Say. Colour.



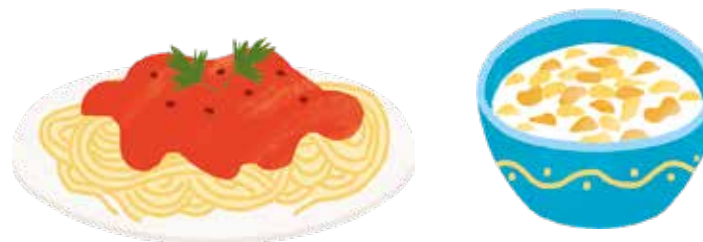
Review 1

Units 1 & 2

1



2



3



4



- Listen and circle. 



- Sing the *I like cornflakes* song at home.

