

Herbert Puchta & Günter Gerngross

B

# Hooray!

Let's play!



**Second Edition**

**Teacher's Book**



APP with full  
Audio & Video



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## Syllabus Hooray! Let's play! Level B

| Unit                                 | Aims                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Vocabulary and phrases                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Activities and skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Activity Book                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Unit 1</b><br><b>Welcome back</b> | <ul style="list-style-type: none"> <li>to be able to identify and remember characters, colours, numbers and vocabulary</li> <li>to listen to and join in with a song and a chant</li> <li>to watch and listen to a story</li> <li>to understand and follow some simple instructions given in English during the lesson</li> <li>to join in and show an understanding using mime, gestures and other actions</li> </ul> <p><b>Phonics:</b> to introduce the sound /y/ and graphemes 'y' and 'y', as well as revise sound /p/</p>                                                                                                                                                             | <p><b>Key Words / Word Revision Level A</b></p> <ul style="list-style-type: none"> <li>Peter the panda, Rosie the rabbit, Tom the turtle, Connie the crocodile</li> <li>T-shirt, jeans, jacket</li> <li>scooter, bike, car, boat, ball</li> <li>pirate, clown, robot</li> <li>red, green, blue, yellow, orange, pink, purple</li> <li>one, two, three, four, five, six</li> </ul> <p><b>Productive Language</b></p> <ul style="list-style-type: none"> <li>I'm (Laura). Hello, (Laura). How are you?</li> <li>I'm fine, thanks. And you?</li> </ul>                                                               | <p><b>Chant:</b> <i>Welcome back chant</i></p> <ul style="list-style-type: none"> <li>Finding and circling items which appear in the chant.</li> </ul> <p><b>Story:</b> <i>Where's Connie?</i></p> <ul style="list-style-type: none"> <li>Value: friendship</li> <li>Colouring activity.</li> </ul> <p><b>Song:</b> <i>Hello and welcome back</i></p> <ul style="list-style-type: none"> <li>Adding stickers, colouring and finding the correct number of vehicles.</li> </ul> <p><b>Thinking Skills:</b></p> <ul style="list-style-type: none"> <li>Continuing colour and number sequences.</li> </ul>                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Unit 1</b><br><b>Food</b>         | <ul style="list-style-type: none"> <li>to identify and name different foods and fruits</li> <li>to listen to, act out and order an action story</li> <li>to listen to and join in with a song and a chant</li> <li>to watch and listen to a story and follow the storyline</li> <li>to be able to name foods the children like or don't like</li> <li>to be able to describe the colour and size of different food items and count them</li> </ul> <p><b>Our World:</b> to learn some new food vocabulary through real life images</p> <p><b>Phonics:</b> to introduce the sound /l/ and graphemes 'l' and 'l', as well as the sound /z/ and graphemes 'z' and 'z'</p>                      | <p><b>Key Words</b></p> <ul style="list-style-type: none"> <li>cornflakes, pizza, apples, cake, spaghetti, pears, plums, steak</li> <li>steak pie, milk, fish and chips, apple pie, sandwiches, cup of tea, lemon, lion, zig zag, zebra</li> </ul> <p><b>Word Revision</b></p> <ul style="list-style-type: none"> <li>one, two, three, four, five, six</li> <li>big, small</li> </ul> <p><b>Productive Language</b></p> <ul style="list-style-type: none"> <li>I like / I don't like (plums).</li> <li>Do you like (plums)? Yes. / No.</li> </ul>                                                                 | <p><b>Chant:</b> <i>Food chant</i></p> <ul style="list-style-type: none"> <li>Colouring and adding stickers.</li> </ul> <p><b>Action story:</b> <i>Food action story</i></p> <ul style="list-style-type: none"> <li>Putting the story in order and drawing dots / writing numbers.</li> </ul> <p><b>Song:</b> <i>I like cornflakes</i></p> <ul style="list-style-type: none"> <li>Colouring activity. Following the maze.</li> </ul> <p><b>Listening comprehension:</b></p> <ul style="list-style-type: none"> <li>Following instructions to find food characters like / don't like. Colouring food the children like.</li> </ul> <p><b>Story:</b> <i>Hungry Peter</i></p> <ul style="list-style-type: none"> <li>Value: Coming up with creative solutions to a problem</li> <li>Counting and matching activity.</li> </ul> <p><b>Thinking Skills:</b></p> <ul style="list-style-type: none"> <li>Matching big and small food items.</li> </ul>       | <p><b>Key Words:</b> banana, fruit</p> <p><b>Chant:</b> <i>Fruits and vegetables chant</i></p> <ul style="list-style-type: none"> <li>Tracing and colouring.</li> </ul> <p><b>Action story:</b> <i>Fruit action story</i></p> <ul style="list-style-type: none"> <li>Putting the story in order and drawing dots / writing numbers.</li> </ul> <p><b>Thinking Skills:</b> Look, count and colour the fruit. Write the numbers.</p> <p><b>Project:</b></p> <ul style="list-style-type: none"> <li>Fruits and vegetables project.</li> </ul>                                                                                                                                          |
| <b>Unit 2</b><br><b>Shopping</b>     | <ul style="list-style-type: none"> <li>to develop an awareness of numbers one to ten</li> <li>to develop an ability to count, identify and order numbers one to ten</li> <li>to listen to and act out an action story</li> <li>to listen to and join in with a song and a chant</li> <li>to watch and listen to a story and mime along with the story</li> <li>to begin to understand instructions related to numbers, for example, counting and matching items with the correct number</li> </ul> <p><b>Our World:</b> to review shopping vocabulary through real life images</p> <p><b>Phonics:</b> to introduce the sound /v/ and graphemes 'v' and 'v', as well as revise sound /t/</p> | <p><b>Key Words</b></p> <ul style="list-style-type: none"> <li>seven, eight, nine, ten</li> <li>basket, rocket, plane, kite, truck, violin</li> </ul> <p><b>Word Revision</b></p> <ul style="list-style-type: none"> <li>one, two, three, four, five, six</li> <li>scooter, bike, car, robot, boat, ball</li> <li>red, green, blue, yellow, orange, pink, purple</li> <li>apples, plums, pears</li> <li>T-shirt, jeans</li> </ul> <p><b>Productive Language</b></p> <ul style="list-style-type: none"> <li>Can I help you?</li> <li>(One) (rocket), please.</li> <li>Here you are.</li> <li>Thank you.</li> </ul> | <p><b>Chant:</b> <i>Numbers chant</i></p> <ul style="list-style-type: none"> <li>Drawing lines from one to ten and colouring.</li> </ul> <p><b>Action story:</b> <i>Shopping action story</i></p> <ul style="list-style-type: none"> <li>Putting the story in order and drawing dots / writing numbers.</li> </ul> <p><b>Song:</b> <i>The rocket</i></p> <ul style="list-style-type: none"> <li>Counting and colouring activity. Tracing numbers.</li> </ul> <p><b>Listening comprehension:</b></p> <ul style="list-style-type: none"> <li>Following instructions to match pictures. Colouring activity.</li> </ul> <p><b>Story:</b> <i>Going shopping</i></p> <ul style="list-style-type: none"> <li>Values: saving money and being polite</li> <li>Colouring and adding stickers. Counting and tracing.</li> </ul> <p><b>Thinking Skills:</b></p> <ul style="list-style-type: none"> <li>Counting and drawing activity. Tracing numbers.</li> </ul> | <p><b>Key Words:</b> sweet shop, toy shop, supermarket, baker's, butcher's, clothes shop, farmers' market</p> <p><b>Chant:</b> <i>Shops chant</i></p> <ul style="list-style-type: none"> <li>Drawing lines along the road and colouring.</li> </ul> <p><b>Thinking Skills:</b></p> <ul style="list-style-type: none"> <li>Look, colour the shopping items and match the shops.</li> </ul> <p><b>Listening activity:</b></p> <ul style="list-style-type: none"> <li>Following instructions to match the characters with the correct shops. Adding stickers.</li> </ul> <p><b>Project:</b></p> <ul style="list-style-type: none"> <li>Buying and selling shopping project.</li> </ul> |

# Syllabus

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|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Review 1</b>        | <ul style="list-style-type: none"> <li>to review content in Units 1 and 2</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>apples, plums, cakes, pizzas, spaghetti, steak, cornflakes and milk</li> <li>kite, plane, rocket</li> <li>numbers 1-10</li> <li>green, purple, pink, orange</li> </ul>                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Listen, colour and match.</li> <li>Trace.</li> <li>Optional: poster activities for Units 1 and 2</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>Say and colour.</li> <li>Listen and circle.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Unit 3 Feelings</b> | <ul style="list-style-type: none"> <li>to develop an awareness of the English words for describing feelings</li> <li>to recognise how classmates and characters are feeling by their facial expressions</li> <li>to be able to ask how people are feeling</li> <li>to develop an awareness of the way other people are feeling and the reasons why they are feeling this way</li> <li>to listen to and act out an action story and order pictures which tell the action story</li> <li>to listen to and join in with a song and a chant</li> <li>to watch and listen to a story</li> </ul> <p><b>Our World:</b> to review feelings vocabulary through real life images</p> <p><b>Phonics:</b> to introduce the sound /g/ and graphemes 'G' and 'g', as well as revise sound /r/</p> | <ul style="list-style-type: none"> <li><b>Key Words</b></li> <li>happy, sad, angry, scared, sleepy</li> <li>ice cream, gloves</li> <li>eyes, nose, mouth, ears</li> <li><b>Word Revision</b></li> <li>red, green, blue, yellow, orange, pink, purple</li> <li>panda, rabbit, turtle, crocodile</li> <li>car, boat, plane, apples</li> <li><b>Productive Language</b></li> <li>How are you?</li> <li>I'm (happy) today.</li> </ul>                                                                                                                    | <p><b>Chant:</b> <i>Feelings chant</i></p> <ul style="list-style-type: none"> <li>Tracing and colouring faces showing feelings.</li> </ul> <p><b>Action story:</b> <i>Feelings action story</i></p> <ul style="list-style-type: none"> <li>Putting the story in order and drawing dots / writing numbers.</li> </ul> <p><b>Song:</b> <i>I'm the happy rabbit</i></p> <ul style="list-style-type: none"> <li>Tracing activity.</li> </ul> <p><b>Listening comprehension:</b></p> <ul style="list-style-type: none"> <li>Following instructions to circle the correct picture.</li> </ul> <p><b>Story:</b> <i>The party</i></p> <ul style="list-style-type: none"> <li>Value: empathising with others and cheering them up</li> <li>Finding and circling six differences.</li> </ul> <p><b>Thinking Skills:</b></p> <ul style="list-style-type: none"> <li>Tracing the lines and adding the correct stickers.</li> </ul>                | <p><b>Key Words:</b> illness, fever, earache, headache, cough, sneeze</p> <p><b>Chant:</b> <i>Illness chant</i></p> <ul style="list-style-type: none"> <li>Tracing, colouring and adding stickers.</li> </ul> <p><b>Thinking Skills:</b></p> <ul style="list-style-type: none"> <li>Look, colour the illness and trace.</li> </ul> <p><b>Listening activity:</b></p> <ul style="list-style-type: none"> <li>Following instructions to circle the correct illness picture.</li> </ul> <p><b>Project:</b></p> <ul style="list-style-type: none"> <li>Going to the doctor project.</li> </ul>                                                                                   |
| <b>Unit 4 Animals</b>  | <ul style="list-style-type: none"> <li>to recognise and name some animals and the noises they make</li> <li>to recognise and name the colours black, brown and white</li> <li>to be able to describe animals using simple adjectives, e.g. big, small, happy, etc.</li> <li>to be able to ask someone if they like animals</li> <li>to listen to and act out an action story and order the pictures which tell the action story</li> <li>to listen to and join in with a song and a chant</li> <li>to watch and listen to a story</li> </ul> <p><b>Our World:</b> to review animals vocabulary through real life images</p> <p><b>Phonics:</b> to introduce the sound /m/ and graphemes 'M' and 'm', as well as the sound /k/ and graphemes 'CK' and 'ck'</p>                       | <ul style="list-style-type: none"> <li><b>Key Words</b></li> <li>duck, cat, cow, frog, pony, dog, butterfly, mouse, carrot</li> <li>black, white, brown</li> <li><b>Word Revision</b></li> <li>one, two, three, four, five, six, seven, eight, nine, ten</li> <li>eyes, nose, mouth, ears</li> <li>red, green, blue, yellow, orange, pink, purple</li> <li>happy, sad, angry, scared, sleepy</li> <li>big, small</li> <li><b>Productive Language</b></li> <li>Do you like (dogs)?</li> <li>Yes, I like (dogs). / No, I don't like (dogs).</li> </ul> | <p><b>Chant:</b> <i>Animals chant</i></p> <ul style="list-style-type: none"> <li>Tracing, drawing lines from one to six and colouring.</li> </ul> <p><b>Action story:</b> <i>Animals action story</i></p> <ul style="list-style-type: none"> <li>Putting the story in order and drawing dots / writing numbers.</li> </ul> <p><b>Song:</b> <i>The butterfly</i></p> <ul style="list-style-type: none"> <li>Tracing and colouring activity.</li> </ul> <p><b>Listening comprehension:</b></p> <ul style="list-style-type: none"> <li>Following instructions to colour.</li> <li><i>My little farm song</i></li> </ul> <p><b>Story:</b> <i>The very big carrot</i></p> <ul style="list-style-type: none"> <li>Value: cooperating and working together</li> <li>Adding stickers and tracing lines.</li> </ul> <p><b>Thinking Skills:</b></p> <ul style="list-style-type: none"> <li>Matching pictures and colouring activity.</li> </ul> | <p><b>Key Words:</b> puppy, duckling, lamb, kid, calf, kitten</p> <p><b>Chant:</b> <i>Baby animals chant</i></p> <ul style="list-style-type: none"> <li>Find, count, circle and write the number of baby animals.</li> </ul> <p><b>Thinking Skills:</b></p> <ul style="list-style-type: none"> <li>Look, draw the path to mother duck and colour.</li> </ul> <p><b>Listening activity:</b></p> <ul style="list-style-type: none"> <li>Following instructions to match the characters with the correct numbers and baby animal pictures. Adding stickers.</li> </ul> <p><b>Project:</b></p> <ul style="list-style-type: none"> <li>Butterfly's life cycle project.</li> </ul> |
| <b>Review 2</b>        | <ul style="list-style-type: none"> <li>to review content in Units 3 and 4</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>duck, pony, cow, frog, cat, mouse, turtle, butterfly</li> <li>happy, sleepy, sad, angry</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>Listen and number.</li> <li>Say and colour.</li> <li>Optional: poster activities for Units 3 and 4</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Listen and draw.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Unit 5 Family</b>   | <ul style="list-style-type: none"> <li>to develop an awareness of the English words for naming family members</li> <li>to be able to identify and name family members and ask about them</li> <li>to listen to and act out an action story and order the pictures which tell the action story</li> <li>to listen to and join in with a song and a chant</li> <li>to recognise different clothes and body parts in English</li> <li>to watch and listen to a story</li> </ul>                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li><b>Key Words</b></li> <li>family, dad, mum, brother, sister, father, mother</li> <li>cheese, socks, cap, shoes, flag, water, windy</li> <li>mouth, eyes, ears, nose</li> <li><b>Word Revision</b></li> <li>T-shirt, jeans, jacket</li> <li>sleepy, mouse/mice, car</li> <li>red, green, blue, yellow, orange, pink, purple, black, white, brown</li> </ul>                                                                                                                                                    | <p><b>Chant:</b> <i>Family chant</i></p> <ul style="list-style-type: none"> <li>Adding stickers. Comparing two pictures and colouring accordingly. Tracing.</li> </ul> <p><b>Action story:</b> <i>Family action story</i></p> <ul style="list-style-type: none"> <li>Putting the story in order and drawing dots / writing numbers.</li> </ul> <p><b>Song:</b> <i>Father mouse is sleepy</i></p> <ul style="list-style-type: none"> <li>Drawing paths and colouring.</li> </ul> <p><b>Listening comprehension:</b></p> <ul style="list-style-type: none"> <li>Following instructions to colour the clothes.</li> <li><i>We're going on a picnic song</i></li> </ul>                                                                                                                                                                                                                                                                   | <p><b>Key Words:</b> postman, policeman, doctor, teacher, nurse, baker, fireman, farmer</p> <p><b>Chant:</b> <i>Jobs chant</i></p> <ul style="list-style-type: none"> <li>Matching and adding stickers.</li> </ul> <p><b>Action story:</b> <i>Jobs action story</i></p> <ul style="list-style-type: none"> <li>Putting the story in order and drawing dots / writing numbers.</li> </ul> <p><b>Thinking Skills:</b></p> <ul style="list-style-type: none"> <li>Find and circle eight differences, then trace.</li> </ul>                                                                                                                                                     |

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|                                 | <p><b>Our World:</b> to review family vocabulary through real life images</p> <p><b>Phonics:</b> to introduce the sound /f/ and graphemes 'f' and 'f', as well as the sound /w/ and graphemes 'W' and 'w'</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>eyes, nose, mouth, ears</li> <li>cornflakes, pizza, apples, cake, spaghetti, pears, plums, steak</li> <li>big, small</li> </ul> <p><b>Productive Language</b></p> <ul style="list-style-type: none"> <li>Have you got a brother/sister?</li> <li>Yes, I have.</li> <li>No, I haven't.</li> </ul>                                                                                                                                                                                               | <p><b>Story:</b> <i>The picnic</i></p> <ul style="list-style-type: none"> <li>Value: honesty</li> <li>Finding the correct way and colouring.</li> </ul> <p><b>Thinking Skills:</b></p> <ul style="list-style-type: none"> <li>Finding and circling the same picture. Drawing to complete the pictures.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><b>Project:</b></p> <ul style="list-style-type: none"> <li>Jobs activity.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Unit 6 Weather</b>           | <ul style="list-style-type: none"> <li>to develop an awareness of the English words for describing the weather</li> <li>to be able to ask what the weather is like and to be able to describe it</li> <li>to be able to identify which clothes are worn in hot or cold weather</li> <li>to listen to and act out an action story and order the pictures which tell the action story</li> <li>to listen to and join in with a song and a chant</li> <li>to watch and listen to a story</li> </ul> <p><b>Our World:</b> to review weather vocabulary through real life images</p> <p><b>Phonics:</b> to introduce the sound /h/ and graphemes 'h' and 'h', as well as the sound /l/ and graphemes 'll' and 'll'</p> | <p><b>Key Words</b></p> <ul style="list-style-type: none"> <li>rainy/raining, windy, cloudy, sunny, cold, hot, spring, summer, autumn, winter</li> <li>hat, boots, shorts</li> <li>umbrella</li> </ul> <p><b>Word Revision</b></p> <ul style="list-style-type: none"> <li>T-shirt, jeans, jacket, socks, cap, shoes</li> <li>one, two, three, four, five, six, seven, eight, nine, ten</li> </ul> <p><b>Productive Language</b></p> <ul style="list-style-type: none"> <li>What's the weather like?</li> <li>It's (sunny).</li> </ul> | <p><b>Chant:</b> <i>Weather chant</i></p> <ul style="list-style-type: none"> <li>Tracing and colouring activity.</li> </ul> <p><b>Action story:</b> <i>Weather action story</i></p> <ul style="list-style-type: none"> <li>Putting the story in order and drawing dots / writing numbers.</li> </ul> <p><b>Song:</b> <i>The weather song</i></p> <ul style="list-style-type: none"> <li>Circling and colouring activity.</li> </ul> <p><b>Listening comprehension:</b></p> <ul style="list-style-type: none"> <li>Following instructions to colour, draw and add stickers.</li> </ul> <p><b>Story:</b> <i>Let's go swimming</i></p> <ul style="list-style-type: none"> <li>Values: patience and perseverance</li> <li>Comparing two pictures and finding the differences.</li> </ul> <p><b>Thinking Skills:</b></p> <ul style="list-style-type: none"> <li>Continuing logical sequences.</li> </ul> | <p><b>Key Words:</b> seasons, spring, summer, autumn, winter, warm, stormy, snowy, foggy, lightening, thunder, rainbow</p> <p><b>Chant:</b> <i>Seasons chant</i></p> <ul style="list-style-type: none"> <li>Matching, colouring and adding stickers.</li> </ul> <p><b>Thinking Skills:</b></p> <ul style="list-style-type: none"> <li>Look and colour the weather.</li> </ul> <p><b>Listening activity:</b></p> <ul style="list-style-type: none"> <li>Following instructions to match the characters with the correct weather picture.</li> </ul> <p><b>Project:</b></p> <ul style="list-style-type: none"> <li>Weather project.</li> </ul> |
| <b>Review 3</b>                 | <ul style="list-style-type: none"> <li>to review content in Units 5 and 6</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>sunny, rainy, windy, cold</li> <li>mum, dad, sister, brother</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Listen and circle.</li> <li>Say and colour.</li> <li>Listen and number.</li> </ul> <p>Optional: poster activities for Units 5 and 6</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Extra Unit Birthday fun!</b> | <ul style="list-style-type: none"> <li>to learn some vocabulary connected to birthday celebrations</li> <li>to be able to identify and name some birthday items</li> <li>to be able to talk about birthday parties</li> <li>to learn to make birthday cards and a birthday bookmark</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>Key Words</b></p> <ul style="list-style-type: none"> <li>pirate, clown, present, (party) hat, mask</li> <li>animal, bird, cake, pizza, candle, present, rocket</li> <li>numbers 1-7</li> </ul> <p><b>Productive Language</b></p> <ul style="list-style-type: none"> <li>It's my birthday today.</li> <li>Happy Birthday!</li> <li>How old is (s)he?</li> <li>(S)He's (six).</li> <li>Are you having a (party)?</li> <li>We're having (cake).</li> </ul>                                                                         | <ul style="list-style-type: none"> <li>identifying elements in an image (reviewing: numbers, party costumes, colours, toys, food and clothes)</li> <li>asking and answering questions about age and birthday celebrations</li> <li>tracing activity</li> <li>counting and matching activity</li> <li>creative activities: making a birthday card and a bookmark</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Extra Unit On holiday!</b>   | <ul style="list-style-type: none"> <li>to learn some vocabulary connected to holiday activities</li> <li>to be able to talk about holiday activities</li> <li>to make and play a holiday card game</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p><b>Key Words</b></p> <ul style="list-style-type: none"> <li>beach, sunny, hot, bird, fish, boat, ball, kite, tail, boy, (beach) towel, basket, sandal, (beach) umbrella, sandwich</li> <li>numbers 1-4</li> </ul> <p><b>Productive Language:</b></p> <ul style="list-style-type: none"> <li>What do you like to do on holidays?</li> <li>I like to (play).</li> <li>What do you wear (on the beach)?</li> <li>I wear a (hat) (on the beach).</li> </ul>                                                                            | <ul style="list-style-type: none"> <li>identifying elements in an image (reviewing: numbers, colours, toys and clothes)</li> <li>asking and answering questions about holiday activities</li> <li>matching activity</li> <li>creative activity: pairing-up items connected to holidays</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |



## LANGUAGE OVERVIEW • UNIT 1

### Key Words

cornflakes, pizza, apples, cake, spaghetti, pears, plums, steak pie, milk, fish, chips, apple pie, sandwiches, cup of tea, lemon, lion, zig zag, zebra

### Word Revision

one, two, three, four, five, six  
big, small

### Receptive Language

I'm / (Connie)'s hungry.  
Yummy, yummy, yummy.  
All in my tummy!  
What's (Peter's) favourite food?  
You're eating spaghetti.  
Shout, 'Mum!'  
Hug your mum.  
Say, 'I love your spaghetti!'  
Your mum smiles.  
Mmmh! I like (cornflakes).  
I (don't) like (steak).  
What food do you like?  
Have (a) (plum).  
No, thanks. I hate (plums).  
What about fruit salad?  
Yes, please. I love fruit salad.  
Oh, yeah!

### Classroom Language

Look, (pizza).  
What is it? What's this?  
Look, stickers. Let's stick them in.  
Colour (the food) / (the pears) (green).  
What's (my) (favourite) (picture)?  
Listen (carefully).  
It isn't (cornflakes).  
Pass the flashcards.  
Where's (pizza)?  
Cut out (the cards).  
Show me (pizza).  
What am I eating?  
How many (dots)?  
Draw the dots. / Write the numbers.  
Is it (pizza)?  
Who is it? Who's this?  
Trace the lines.  
What colour (is) (the cake)?  
Follow the path to Peter.  
Draw a line (along the path).  
Do you like (apples)?  
What does (Connie) (not) like?  
Where's the (spaghetti)?  
Listen and circle / cross out.

Pick up a food.  
Big or small? It's (big).  
What number is it? / What's number five?  
Match the (apples) with number (three).  
How many (red) (apples)?  
Let's put the story together.  
Here you are.  
This is your story card.  
Listen to the story.  
Find the big (pear).  
Simon says.  
Does Rosie like (spaghetti)?  
Can you see the (lion)?

### Productive Language

I like / I don't like (plums).  
Do you like (plums)? Yes. / No.

### Objectives

#### Children learn:

- to recognise and name different foods and fruits
- to listen to and act out an action story and order the pictures which tell the action story
- to listen to and join in with a song and a chant
- to watch and listen to a story

### Competences

#### Children can:

- identify and name foods and fruits and use movement, pointing and gesture to show their understanding
- name foods which they like or don't like
- describe the colour and size of different foods
- respond appropriately to the instructions and language which is used in the classroom
- participate in games, songs, chants and TPR based action stories
- follow a story on HELBLING e-zone kids or using the story cards

### Values

- to come up with creative solutions to a problem (lateral thinking)

### Thinking Skills

- matching objects of a similar size

### Phonics

- to learn the sound /l/ as well as letters 'L' and 'l', and practise recognising and saying words that begin with /l/
- to learn the sound /z/ as well as letters 'Z' and 'z', and practise recognising and saying words that begin with /z/

## LESSON 1 • CHANT



### Main Objective

To introduce the food vocabulary using a chant.

### Key Words

cornflakes, pizza, apples, cake, spaghetti, pears, plums, steak

### Receptive Language

I'm / Connie's hungry.  
Yummy, yummy, yummy.  
All in my tummy!  
What's (Peter's) favourite food?

### Classroom Language

Look, (pizza).  
What is it?  
Who's this?  
Look, stickers. Let's stick them in.  
Colour the food.  
What's my favourite picture?  
Listen carefully.  
It isn't (cornflakes).

### Activities

Sing the *Hello and welcome back* song.  
Introduce the food vocabulary.  
Say the *Food chant*.  
Stick in the stickers and colour the food items.  
Play *What's my favourite picture?*

### Materials Checklist

- ☐ Peter hand puppet
- ☐ Audio 2-8 (routine songs), 11, 15
- ☐ flashcards 29–36 (*cornflakes, pizza, apples, cake, spaghetti, pears, plums, steak*)
- ☐ flashcards 1–4 (*Peter, Rosie, Tom, Connie*) (optional)
- ☐ Student's Book, p. 13-14
- ☐ stickers from the appendix of the Student's Book (*spaghetti, cornflakes*)
- ☐ coloured pencils or crayons
- ☒ **EXTRA** food mini flashcards (Worksheets 4a-b)

## Warm-up and Revision

### 1. Sing the *Hello song*.

- Sing or play the *Hello song* and make Peter look like he is singing too (See Introduction, p. 21).

### 2. Sing the *Hello and welcome back song*.

- Play the song and encourage the children to join in singing the song and doing the actions (See Welcome back Unit, Lesson 3 for the lyrics and suggested actions).

## Carpet Time

### 3. Sing the *Circle song*.

- If you want to move the children from another area of the classroom to sit or stand in a circle, you can sing or play the *Circle song* (See Introduction, p. 21).

### 4. Introduce the food vocabulary.

- Make Peter rub his tummy and say **I'm hungry**.
- Show the children the *cornflakes* and *pizza* flashcards. As you hold up the *cornflakes* card, say **Look, cornflakes**. and put the flashcard on the floor in front of the children. Then repeat for the *pizza* flashcard.
- Make Peter look at the flashcards and say **Yummy!** and rub his tummy. Then point to the *cornflakes* flashcard and ask **What is it, Peter?** Make Peter say **Pizza**. Encourage the children to say **No!** to Peter and then you say **No, Peter. Cornflakes**.
- Continue with the other food flashcards and repeat the activity, each time asking Peter what food each card is, encouraging the children to tell Peter if he is correct or not.

Suggested actions:

**cornflakes** – pretend to pour cornflakes into a bowl, hold the bowl and eat cornflakes with a spoon

**pizza** – pretend to cut and eat a big slice of pizza

**apples** – show the children the outline of an apple by drawing a big circle in the air using both your arms and pretend to eat an apple

**cake** – pretend to hold a cake fork and put a piece of cake on a plate then eat with a fork

**spaghetti** – pretend to turn your fork in the spaghetti and eat some

**pears** – show the children the outline of a pear by starting to draw the more pointed top part of the pear in the air then move both your arms to indicate a curve for the bottom part of the pear and pretend to eat a pear

**plums** – show the children the outline of a plum by drawing an oval-shaped circle in the air using one finger

**steak** – pretend to hold a fork and a knife and cut up meat then eat it

### 5. Say the *Food chant*. (15)

- Show the children each of the food flashcards in the order of the chant and name the foods again.
- Put the flashcards on the floor where the children can easily see them in the order of the chant. Leave a space between the cards.
- Play the *Food chant* and make Peter point to each of the foods as you say or hear them.
- Make Peter rub his tummy for the lines *Yummy, yummy, yummy. All in my tummy!*

#### **Food chant**

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

- Repeat the chant and encourage the children to join in, point to each of the foods as they say them in the chant and rub their tummy as they say or hear *Yummy, yummy, yummy! All in my tummy!*

### Pencil and Paper

### 6. Sing the *Table song*. (4)

- Ask the children to move to the tables and sit down by singing or playing the *Table song* (See Introduction, p. 22).

### 7. Stick in the stickers and colour the food items. (15)

- Hold up your Student's Book so the children can see the page. Point to Connie and ask **Who's this?** Have the children answer **Connie**. and say **Connie's hungry**.
- Play the *Food chant* and point to each of the foods on the page as you hear them.
- Give the children their Student's Books open to the correct page, then repeat the chant and encourage the children to point to each of the foods on the page.
- Show the children the stickers in the appendix of the Student's Book. Say **Look, stickers. Let's stick them in.**
- Monitor the class and help the children stick in the food stickers in the correct position on the picture.
- Say **Colour the food**. Demonstrate by starting to colour one of the apples, pears and cakes on the page.
- While the children are colouring the foods, play the chant quietly in the background.

### 8. For early finishers: Finish the cake. Colour.

SB 14

- Hold up p. 13 and ask **Have you finished? (Yes).** Then show p. 14, point to the colouring activity and say **Look, what's this? (Cake!) Yes, but the cake is not finished.**
- Hold a pencil up in your hand and mimic drawing while pointing at the outline of the cake and ask **Can you finish the cake?**
- Then hold a crayon in your hand, pretend to colour the picture and say **And please, colour the cake!**

### 9. Sing the *Tidy up song*. (5)

- Ask the children to tidy away the crayons and other materials by singing or playing the *Tidy up song* (See Introduction, p. 22).

### Rounding Off

### 10. Sing the *Circle song*. (3)

- When moving the children from the table to sit in a circle, you can sing or play the *Circle song* again (See Introduction, p. 21).

### 11. Play *What's my favourite picture?*

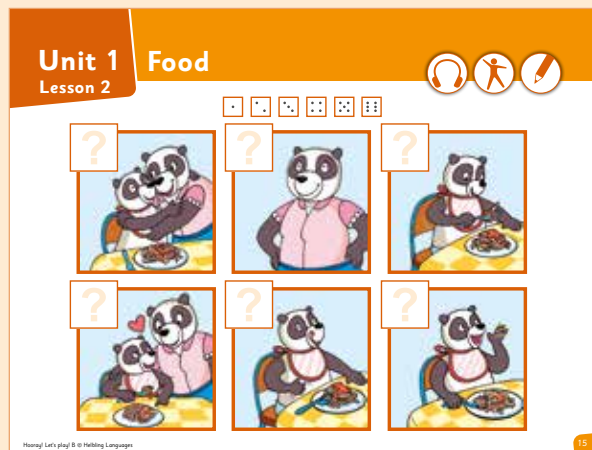
- Put the food flashcards in the centre of the circle where all the children can see them clearly and say the names of each of the food items.
- Choose one of the cards for the children to guess and say, for example, **Listen carefully. What's my favourite picture? It isn't cornflakes. It isn't apples. It isn't pears. It isn't steak. It isn't cake. It isn't plums. It isn't pizza. What is it?**
- Then encourage the children to name the picture they think is your favourite food. Children should work this out by a process of elimination, but if they find this hard, point to each card and indicate with a gesture that you don't like the food before pointing to your favourite food and showing that you like it.
- Repeat the activity using Peter and choosing a different flashcard to be his favourite food. This time ask **What's Peter's favourite picture?**
- You can repeat the activity for the other characters using the character flashcards and asking **What's (Tom's) favourite picture?** etc.

### 12. Sing the *Bye-bye song*. (8)

- Look at Peter and say **It's time to go, Peter.**
- Make Peter wave and say **Bye-bye!** and encourage the children to wave and say **Bye-bye!** back.
- Signal to the children that it is the end of the English lesson by singing or playing the *Bye-bye song* (See Introduction, p. 21).



## LESSON 2 • ACTION STORY



### Main Objective

To listen to and join in with an action story.

### Key Words

cornflakes, pizza, apples, cake, spaghetti, pears, plums, steak

### Word Revision

one, two, three, four, five, six

### Receptive Language

(Peter's) hungry.  
You're eating spaghetti.  
Yummy!  
Shout, 'Mum!'  
Hug your mum.  
Say, 'I love your spaghetti!'  
Your mum smiles.

### Classroom Language

How many?  
Listen and look.  
How many dots?  
Draw the dot(s). / Write the number.  
Is it (pizza)?

### Activities

Revise numbers one to six.  
Listen to and mime the *Food action story*.  
Listen and draw the dots / write the numbers.  
Play the *Yes or no game*.

### Materials Checklist

- ☐ Peter hand puppet
- ☐ Audio 2-8 (routine songs), 16
- ☐ flashcards 22–27, 29–36 (*one, two, three, four, five, six, cornflakes, pizza, apples, cake, spaghetti, pears, plums, steak*)
- ☐ Student's Book, p. 15-16
- ☐ coloured pencils or crayons
- ☐ If there is time: food mini flashcards (Worksheets 4a-b)

**EXTRA** Rosie's favourite food (Worksheet 5)

## Warm-up and Revision

### 1. Sing the *Hello song*.

- Make Peter greet the children. Make the puppet say **Hello!** and encourage the children to wave and say **Hello!** back.
- Sing or play the *Hello song* and make Peter look like he is singing too (See Introduction, p. 21).

### 2. Revise numbers one to six.

- Show the children the number flashcards and say the words. Count from one to six several times pointing to the objects on the flashcards as you say each number.
- Point to a flashcard, e.g. the number *two* flashcard, and ask Peter **How many?** Make him answer **Three**. Encourage the children to correct Peter if he is wrong and elicit the correct answers. Repeat with other numbers.

## Carpet Time

### 3. Sing the *Circle song*.

- If you want to move the children from another area of the classroom to sit or stand in a circle, you can sing or play the *Circle song* (See Introduction, p. 21).

### 4. Listen to the *Food action story*.

#### Teaching Tip!

To make these actions different from the vocabulary mimes, do them standing up.

- Make Peter rub his tummy and say **I'm hungry**. Then say **Peter's hungry. Listen and look**.
- Put Peter down and say the action story in the correct order, acting out the story as you say each line.

#### **Food action story**

*You're eating spaghetti.* – Mime turning your fork in the spaghetti and eat some.

*Yummy.* – Smile and rub your tummy.

*Shout, 'Mum!'* – Cup your hands over your mouth and mime shouting.

*Hug your mum.* – Mime giving someone a hug or hug the Peter hand puppet.

*Say, 'I love your spaghetti!'* – Draw a heart in the air.

*Your mum smiles.* – Smile and trace the smile on your face to emphasise it.

## 5. Mime the action story.

- Tell the *Food action story* again, this time getting the children to stand up and encouraging them to join in with the actions. They should copy your actions as much as they can.
- Then tell the action story again. This time, children can act it out, miming talking to and hugging the person next to them as if they were their mum.

## Pencil and Paper

### 6. Sing the *Table song*.

- Ask the children to move to the tables and sit down by singing or playing the *Table song* (See Introduction, p. 22).

### 7. Listen and draw the dots / write the numbers.

- Play the *Food action story* and do the actions as you hear them on the audio.
- Hold up your Student's Book so the children can see. Play the action story again and point at the correct pictures on the page as you listen.
- Give the children their Student's Books open to the correct page. Play or tell the action story pausing after each line and encouraging the children to point at the correct pictures on their page.
- Point to the dice at the top of the page and encourage the children to help you count the dots on the dice.
- Play or tell the action story again. After the first line, encourage the children to point to the correct picture. Say **How many dots?** and elicit the word **One**. from the children. Then say **Draw the dot(s)**. or, if the children are able to, say **Write the number**. Demonstrate by drawing one dot in the square in the top left of the picture, or by writing the number one.
- Repeat for the rest of the action story so that the square next to each picture shows the correct number.
- Praise the children for putting the story in order.

### 8. For early finishers: Count. Colour.

- Hold up p. 15 and ask **Have you finished? (Yes)**. Then show p. 16, point to the counting and colouring activity and say **Look, what's this?** Give the children some time to answer (**Plums, pears, pizzas**). Then ask **Can you count the food? How many (plums) are there?** Count with them if necessary.
- Point the box underneath the plums and say **Please, write the number here**. Pretend to write a number 5 in the box to help them understand what the activity is about.
- Then hold a crayon in your hand and say **And please colour the food**.

### 9. Sing the *Tidy up song*.

- Ask the children to tidy away their crayons and other materials by singing or playing the *Tidy up song* (See Introduction, p. 22).

## Rounding Off

### 10. Sing the *Circle song*.

- When moving the children from the table to sit in a circle, you can sing or play the *Circle song* again (See Introduction, p. 21).

### 11. Play the *Yes or no game*.

- Show the children the food flashcards and elicit the words. Then show the children that you are mixing the cards in your hands so neither you nor the children know the order of the cards.
- Take one of the flashcards and hold it above your head so that the children can see which food you are holding but you can't.
- With your other hand point to the flashcard and say **Is it (pizza)?** and encourage the children to say **Yes**. if you are holding up the *pizza* flashcard and **No, sorry**. if not. If the answer was **No, sorry**, keep guessing until the children say **Yes**. Then encourage the children to mime eating the food on the flashcard.
- Repeat with some of the other food flashcards.

### 12. Sing the *Bye-bye song*.

- Look at Peter and say **It's time to go, Peter**.
- Make Peter wave and say **Bye-bye!** and encourage the children to wave and say **Bye-bye!** back.
- Signal to the children that it is the end of the English lesson by singing or playing the *Bye-bye song* (See Introduction, p. 21).

### If there is time...

#### Play *Stand up and sit down*. **WS 4a-b**

#### Preparation Tip!

You need enough food mini flashcards (Worksheets 4a-b) for every child to have one card.

- Give each child a food mini flashcard and elicit the food word as you give each card out.
- Hold up the *spaghetti* flashcard so that the children can see and say **Spaghetti, stand up**. Then indicate to any children who have a *spaghetti* mini flashcard that they should stand up.
- Say **Pizza, stand up**. and **Spaghetti, sit down**. and indicate to the children with *spaghetti* mini flashcards that they should sit down and encourage the children with *pizza* mini flashcards to stand up.
- Repeat saying a different food word each time and ensuring the children with the correct food mini flashcards are standing up and sitting down.

## LESSON 3 • SONG



### Main Objective

To listen to and sing a song about food.

### Key Words

cornflakes, pizza, apples, cake, spaghetti, pears, plums, steak

### Receptive Language

I'm hungry.  
Mmmh. I like (pizza).  
I like (cornflakes).  
Oh, yeah!  
Oh, yummy, yummy, yummy.

### Classroom Language

Who's this?  
Colour the hearts.  
Follow the path to Peter.  
Draw a line along the path.

### Activities

Listen to and say the *Food chant*.  
Introduce the phrase '*I like...*'.  
Listen to the *I like cornflakes* song.  
Listen and colour the hearts. Follow the path from the food to Peter.  
Play *Last one standing*.

### Materials Checklist

- ☐ Peter hand puppet
- ☐ Audio 2-8 (routine songs), 15, 17
- ☐ flashcards 29–36 (*cornflakes, pizza, apples, cake, spaghetti, pears, plums, steak*)
- ☐ Student's Book, p. 17-18
- ☐ pencils, coloured pencils or crayons
- ☐ food mini flashcards (Worksheets 4a-b)
- ☐ If there is time: A3 or larger sheet of card, Blu-Tack
-  **EXTRA** fruit mobile (Worksheets 6a-c)

## Warm-up and Revision

### 1. Sing the *Hello song*.

- Sing or play the *Hello song* and make Peter look like he is singing too (See Introduction, p. 21).

### 2. Listen to and say the *Food chant*.

- Use the food flashcards to revise the food words. Then give the cards to eight children.
- Play the *Food chant* once. Ask the children with the cards to hold them up as they hear the words (See Lesson 1 for the lyrics).
- Then ask the children to come to the front of the class and stand in the order of the chant.
- Play the chant again, pointing to the different cards and encouraging children to join in with the words.
- If any words are in the wrong order, pause the recording and get the children to change places until they are in the correct order. Then play the chant through and get the children to join in.

## Carpet Time

### 3. Sing the *Circle song*.

- If you want to move the children from another area of the classroom to sit or stand in a circle, you can sing or play the *Circle song* (See Introduction, p. 21).

### 4. Introduce the phrase '*I like...*'.

- Show the children the food flashcards and elicit the words.
- Make Peter rub his tummy and say ***I'm hungry***. Then make Peter point to one of the food cards, e.g. *pizza*, and say excitedly ***Mmmh! I like pizza***.
- Smile and lick your lips to emphasise the meaning of ***I like (pizza)***. Then give the *pizza* flashcard to Peter and make him say ***Yummy! I like pizza***.
- Make Peter choose another food, e.g. ***I like spaghetti***. Encourage a child to find the flashcard for *spaghetti* and give it to Peter. If they choose correctly, make Peter say ***Yummy! I like spaghetti***. If they make the wrong choice, make Peter say ***No, thank you***.
- Repeat the activity using different foods.

### 5. Listen to the *I like cornflakes* song.

- Put the food flashcards on the floor in the order of the song and elicit the name of each food.
- Play the *I like cornflakes* song. Make the Peter puppet move as if he is singing and make him touch the food flashcards that he likes in the song.
- Then play the song again. This time, pause the song after each line and ask the children to show Peter which card to touch. Let Peter make some mistakes, so that the children can correct him.

### **I like cornflakes**

*I like cornflakes,  
I like steak,  
I like pizza,  
I like cake, oh yeah!*  
(Repeat)

*Oh, yummy, yummy, yummy!*  
*I like cornflakes,  
I like steak.  
Oh, yummy, yummy, yummy!*  
*I like pizza,  
I like cake, oh yeah!*  
(Repeat all)

## **Pencil and Paper**

### **6. Sing the Table song.**

- Ask the children to move to the tables and sit down by singing or playing the *Table song* (See Introduction, p. 22).

### **7. Listen and colour the hearts. Follow the path from the food to Peter.** **SB 17**

- Hold up your Student's Book so the children can see the page. Point to Peter on the page and ask **Who's this?** Point to the trays on the page and elicit the names of the foods (*cornflakes, spaghetti, steak, apples, plums, pizza, cake, pears*).
- Give the children their Student's Books open to the correct page. Play the *I like cornflakes* song and encourage the children to point to the foods as they hear them.
- Encourage the children to colour the hearts next to and above the food Peter likes. Say **Colour the hearts.** and play the song again.
- Check the answers with the class by asking **Peter, do you like (cornflakes)?** and make Peter answer **Yes, I like (cornflakes).** Repeat **Peter likes (cornflakes).** if necessary.
- Once the children have coloured the hearts for *cornflakes, steak, pizza* and *cake*, say **Follow the path to Peter.** Point to a food item and demonstrate by following the path with your finger. Say **Draw a line along the path.** and demonstrate by drawing a line with a pencil. Have the children do the same and monitor their work.

### **8. For early finishers: Trace. Colour.** **SB 18**

- Hold up p. 17 and ask **Have you finished? (Yes).** Then show p. 18, point to the activity and ask **What's this?** Allow the children to answer (**Apple, pear, pizza**).
- Point to the Tracing icon, hold a pencil up in the air, mimic tracing and ask **Can you trace the food?**
- Then hold a crayon in the air, mimic colouring and say **And please, colour the food.**

### **9. Sing the Tidy up song.**

- Ask the children to tidy away the crayons and other materials by singing or playing the *Tidy up song* (See Introduction, p. 22).

## **Rounding Off**

### **10. Sing the Circle song.**

- When moving the children from the table to sit in a circle, you can sing or play the *Circle song* again (See Introduction, p. 21).

### **11. Play Last one standing.** **WS 4a-b**

#### **Preparation Tip!**

Each child needs their own set of food mini flashcards (Worksheets 4a-b).

- Using the food mini flashcards, let the children each choose three mini flashcards of foods they like.
- The children start the activity standing up, holding the mini flashcards in their hands. Make sentences with **I like...** and different foods, e.g. **I like plums.**
- The children who have chosen the *plums* mini flashcard show it to you and remain standing. The other children sit down.
- Continue the activity until one or only a few children are left standing up. They are the winners.
- Repeat the game with children choosing different cards and say the sentences in a different order.

### **12. Sing the Bye-bye song.**

- Signal to the children that it is the end of the English lesson by singing or playing the *Bye-bye song* (See Introduction, p. 21).

#### **If there is time...**

#### **Do a food survey.** **WS 4a-b**

#### **Preparation Tip!**

Before the lesson, prepare an A3 or larger sheet of card. At the top of this card, write **Who likes...?** You could also decorate it with simple food drawings.

- Show the children the food flashcards and elicit the words.
- Hold up the *apples* flashcard and say **Mmmh! I like apples.** then ask **Who likes apples?** Use Blu-Tack to attach your flashcard to the A3 chart you have prepared, saying **I like apples.**
- Children who like *apples* can then find their mini flashcards for *apples* and come and attach them to the chart.
- Repeat with the other food items until you have a complete tally of the most and least popular foods in the class.



## LESSON 4 • LISTENING ACTIVITY



### Main Objective

To complete a listening exercise.

### Key Words

cornflakes, pizza, apples, cake, spaghetti, pears, plums, steak

### Receptive Language

I'm hungry. Mmmh, I like (spaghetti).  
Thank you. Yummy!  
I don't like (steak).  
What food do you like?  
No, sorry. Try again.

### Classroom Language

Do you like steak?  
No, thank you.  
What does Rosie like?  
Listen.  
Does Rosie like (spaghetti)?  
Draw.

### Activities

Sing the *I like cornflakes* song.  
Introduce the phrase '*I don't like ...*'.  
Play *Sort the flashcards*.  
Listen and draw the smiley's mouth then colour the food.  
Play *Read my lips*.

### Materials Checklist

- ☐ Peter hand puppet
- ☐ Audio 2-8 (routine songs), 17-20
- ☐ flashcards 3, 4, 29-36 (*Rosie, Tom, cornflakes, pizza, apples, cake, spaghetti, pears, plums, steak*)
- ☐ a smiley mouth and a frowny mouth drawn on two pieces of paper (optional)
- ☐ Student's Book, p. 19-20
- ☐ pencils, coloured pencils or crayons
- ☐ If there is time: food mini flashcards (Worksheets 4a-b)



smiley flip puppets (Worksheet 7)  
food extra listening activity (Worksheet 8)

## Warm-up and Revision

### 1. Sing the *Hello song*.

- Sing or play the *Hello song* and make Peter look like he is singing too (See Introduction, p. 21).

### 2. Sing the *I like cornflakes song*.

- Play the song and encourage the children to sing along and mime eating the different foods (See Lesson 3 for the lyrics).
- Once the children are confident singing the song, you can sing it using the karaoke track. 

## Carpet Time

### 3. Sing the *Circle song*.

- If you want to move the children from another area of the classroom to sit or stand in a circle, you can sing or play the *Circle song* (See Introduction, p. 21).

### 4. Introduce the phrase '*I don't like ...*'.

- Show the children the food flashcards and elicit the words. Then place them on the floor face up so that the children can see them.
- Make Peter rub his tummy and say *I'm hungry*. Then make him say *Mmmh. I like spaghetti*. Encourage a child to take the *spaghetti* flashcard and give it to Peter. Make Peter say *Thank you. Yummy! I like spaghetti*.
- Then hold up another flashcard and ask *Do you like (steak), Peter?* Make him say, *No, thank you. I don't like (steak)*.
- Repeat with the other flashcards.

### 5. Play *Sort the flashcards*.

- If you have a board, divide it into two and draw a smiley face at the top of the left side and a frowny face at the top of the right side. If you don't have a board, draw the smileys on pieces of paper and use these instead.
- Pick up a food flashcard, e.g. *apples*. Smile and say *Yummy! I like apples*. Point to the smiley face and put the *apples* flashcard below the smiley face. Repeat *I like apples*.
- Then pick up another flashcard, e.g. *plums*. Frown and say *I don't like plums*. Point to the frowny face, put the *plums* flashcard below it and repeat *I don't like plums*.
- Repeat with the other food flashcards.
- Then put all the food flashcards on the floor again. Repeat the activity, this time using Peter. Ask Peter *What food do you like, Peter?* Then get him to make sentences using *I like...* and *I don't like...*
- Ask the children to listen and nominate a child to sort the flashcards. If they get it right, make Peter say *Yummy!* and repeat the sentence. If they get it wrong, make Peter say *No, sorry. Try again*. Make Peter repeat the sentence and the child can try again.



## Pencil and Paper

### 6. Sing the *Table song*. 4

- Ask the children to move to the tables and sit down by singing or playing the *Table song* (See Introduction, p. 22).

### 7. Listen and draw the smiley's mouth then colour the food. 19 19

- Hold up your Student's Book so the children can see the page. Point to the two characters on the page and elicit their names. Then point to the foods in the picture and elicit the words.
- Give the children their Student's Books open to the correct page and provide them with pencils.
- Point to Rosie and her plates of food and ask **What does Rosie like?** Then say **Listen.** and play the interview with Rosie from the listening activity.
- Pause the audio, point to the plate of spaghetti and ask **Does Rosie like spaghetti?** Smile and use the Rosie character flashcard to say **Yes. I like spaghetti.** Say **Draw.** and demonstrate by drawing a smiley mouth below Rosie's plate of spaghetti.
- Then point to the plate of steak and ask **Does Rosie like steak?** Use the Rosie flashcard to say **No. I don't like steak.** Demonstrate how to draw a frowny mouth below Rosie's plate of steak.
- Repeat the activity for the interview with Tom.

#### 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.

- The children can then complete the picture by colouring the foods they like. Monitor and praise their work.

### 8. For early finishers: Draw your favourite food. 20

- Hold up p. 19 and ask **Have you finished? (Yes).** Then show p. 20, point to the activity and say **Look! There is no food.** Ask a child (**Tim**) **what's your favourite food?** and let them answer using the food vocabulary they know.
- Hold a pencil up in the air, mimic drawing and say **Please, draw your favourite food.**
- Then point at the Colouring icon and say **And please, colour the food.**

### 9. Sing the *Tidy up song*. 5

- Ask the children to tidy away the crayons and other materials by singing or playing the *Tidy up song* (See Introduction, p. 22).

## Rounding Off

### 10. Sing the *Circle song*. 3

- When moving the children from the table to sit in a circle, you can sing or play the *Circle song* again (See Introduction, p. 21).

### 11. Play *Read my lips*.

- Put the food flashcards on the floor in front of the children and elicit the words.
- Point to your mouth to indicate that the children should read from your lips. Then mouth a sentence with **I like...** or **I don't like...** Children look and guess what you've said. Point to one of the children and ask them to choose the correct flashcard.
- If they choose correctly, praise the child and repeat the sentence at normal volume. If they choose incorrectly, repeat your lip movements and nominate another child to choose a flashcard.
- Repeat the activity, mouthing different sentences each time.

### 12. Sing the *Bye-bye song*. 8

- Signal to the children that it is the end of the English lesson by singing or playing the *Bye-bye song* (See Introduction, p. 21).

#### If there is time...

#### Play *Bingo!* WS 4a-b

#### Preparation Tip!

Each child needs their set of food mini flashcards (Worksheets 4a-b).

- Put the eight food flashcards face down on the floor in front of Peter.
- Help the children to move so that they have a space in front of them. Help them to choose four of their mini flashcards and put them on the floor with the picture facing up.
- Make Peter turn over one of the food flashcards from his set, and show and say the food item to the children. Then encourage the children to turn over the mini flashcard with the same food so the picture can't be seen.
- Repeat this until some of the children have turned over all of their mini flashcards and encourage them to shout **Bingo!** Peter can then kiss, hug or high five the children who have a 'Bingo'.

## LESSON 5 • STORY



### Main Objective

To follow a story.

### Key Words / Word Revision

cornflakes, pizza, apples, cake, spaghetti, pears, plums, steak, big, small, one, two, three, four, five, six

### Receptive Language

I'm hungry. / Have (a) (plum).  
No, thanks. I hate (plums).  
What about fruit salad?  
Yes, please! I love fruit salad!

### Classroom Language

Pick up a food.  
Do you like (pears)?  
Who is it?  
What number is it? / What's number (five)?  
Match the (apples) with number (three).  
Look! Draw a line.  
How many (red) (apples)?

### Value

To come up with creative solutions to a problem.

### Activities

Sing the *I like cornflakes* song.  
Play *What number?*  
Watch the *Hungry Peter* story.  
Count and match the fruit with the numbers.  
Play the *Food dance*.

### Materials Checklist

- ☐ Peter hand puppet
  - ☐ Audio 2-8 (routine songs), 17-18, 21
  - ☐ flashcards 22-27, 29-36 (*one, two, three, four, five, six, cornflakes, pizza, apples, cake, spaghetti, pears, plums, steak*)
  - ☐ Student's Book, p. 21-22
  - ☐ *Hungry Peter* video
  - ☐ coloured pencils or crayons
  - ☐ Story cards 12-17 (*Hungry Peter*) (optional)
  - ☐ If there is time: a blindfold
- EXTRA** *Hungry Peter* mini storybook (Worksheets 9a-b)

## Warm-up and Revision

### 1. Sing the *Hello song*. (2)

- Sing or play the *Hello song* and make Peter look like he is singing too (See Introduction, p. 21).

### 2. Sing the *I like cornflakes* song. (17)

- Play the song and encourage the children to sing along and join in with the actions (See Lesson 3 for the lyrics).
- You can also use the karaoke version of the song and sing about other foods that the children know in English. (18)

## Carpet Time

### 3. Sing the *Circle song*. (3)

- If you want to move the children from another area of the classroom to sit or stand in a circle, you can sing or play the *Circle song* (See Introduction, p. 21).

### 4. Play *What number?*

- Attach the six number flashcards to the board or put them on the floor in order from one to six. Point to each of the cards and elicit the numbers.
- Choose six food flashcards. Attach these to the board (or put them on the floor) below the number flashcards, point to each food and elicit the word.
- Ask **What's number five?** Clap five times and point to the flashcard for number *five*. Then point to the flashcard that is below number five and elicit the word.
- Continue to say numbers and encourage the children to tell you the item that is below that number.
- You can also play the game the other way. You say a vocabulary item and the children have to clap or stamp the correct number of times to tell you the number above that food.
- Once the children seem confident with the game, turn over the vocabulary flashcards so the children have to remember where they are.

### 5. Watch the *Hungry Peter* video. (6, 21)

- If you want to use a transition marker to tell the children that the next activity is a story, then sing or play the *Story song* (See Introduction, p. 22).
- Show the children the food flashcards and elicit the words from the children. Then attach the flashcards to the board (or put them on the floor) with the picture facing up.
- Play the video and allow the children to watch. If you don't have access to the HELBLING Media App or HELBLING e-zone kids, you can read the script from the back of the story cards.
- Ask the children to point to the flashcards as they hear the words in the story.
- If there is time and the children are still interested, then let the children watch or listen to the story more than once.

- Encourage more confident children to join in with some parts of the story.

#### **Hungry Peter**

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!

### **Pencil and Paper**

#### **6. Sing the Table song.**

- Ask the children to move to the tables and sit down by singing or playing the *Table song* (See Introduction, p. 22).

#### **7. Count and match the fruit with the numbers.**

- Point to each of the numbers on p. 19 and ask **What number is it?** Elicit the numbers from the children.
- Then point to Tom and ask **Who is it?**
- Give the children their Student's Books open to the correct page. Point to the different fruits and elicit their names (*apples, pears, plums*).
- Then point to the green apples in the picture and ask **How many green apples?** Count with the children: **One, two, three. Three green apples.** Then say **Match the apples with number three. Look! Draw a line.** Demonstrate by drawing a line between number three and the green apples.
- Repeat the procedure for the red apples, pears and plums asking **How many (red apples)?** The children match the plate of fruits to the according number (3 green apples, 5 red apples, 4 pears, 6 plums).

#### **8. Value: Creative solutions.**

- Bring children's attention to the Values icon. Say **Look, a heart. Do you remember?** Put a hand over your heart and say **A heart for values, do you remember?**
- Point to the illustration on p. 21 and remind the children of the story and the problem that Peter had. Say **Peter had a problem. He was hungry! But, did Peter like plums, apples or pears? No! What did Peter like?** Give the children time to reply and express themselves.
- Then ask **How did Tom solve the problem? Did Tom have a good idea?** Let the children respond in their own way and then ask **Do you have good ideas?** Encourage them to talk about times when they had to be creative to solve a problem.

#### **9. For early finishers: Count. Circle the 5 differences.**

- Hold up p. 21 and ask **Have you finished? (Yes).** Then show p. 22, point to the counting activity and ask **What's this? (Pizza).** Ask again **Are the pizzas the same or different?**
- Choose a food item from the pizza on the left and count together with the children (e.g. four tomato slices). Then do the same with the pizza on the right and say **(Three tomatoes), it's different!** Hold a pencil up in the air and mimic circling the tomato slices, while saying **It's different.**
- Make sure the children understand what they are meant to do. Then say **Please, circle five differences.**

#### **10. Sing the Tidy up song.**

- Ask the children to tidy away the crayons and other materials by singing or playing the *Tidy up song* (See Introduction, p. 22).

### **Rounding Off**

#### **11. Sing the Bye-bye song.**

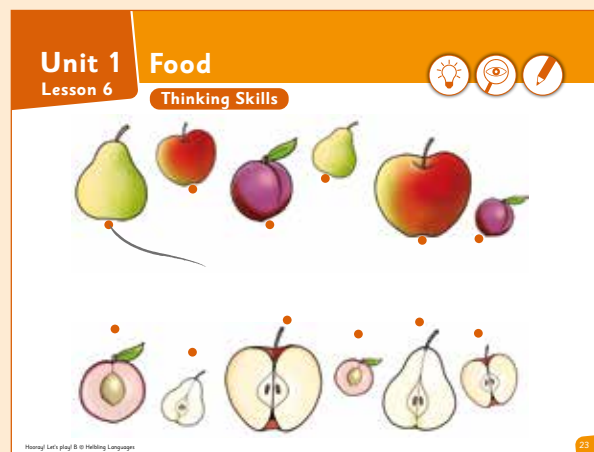
- Signal to the children that it is the end of the English lesson by singing or playing the *Bye-bye song* (See Introduction, p. 21).

#### **If there is time...**

##### **Play You're eating...**

- Place all the food flashcards on the floor so the children can easily see them. Point to each card and elicit the food words from the children.
- Ask a more confident child to stand up near the flashcards and put a blindfold on this child.
- Say **You're eating (apples).** The blindfolded child should try to remember where the *apples* flashcard was and pick it up.
- If the blindfolded child is not close to the *apples* flashcard, let the other children help by whispering **Yes.** as he or she gets closer to the card and **No.** as he or she gets further away.
- Once the child has picked up a card, take off the blindfold and let the child look at the card he or she has picked up. If it is the *apples* card, praise the child and have the class mime eating the food. If it isn't the correct card, say **No, sorry.**
- Continue the game inviting different children to be blindfolded and ask them to take different food flashcards.

## LESSON 6 • THINKING SKILLS



### Main Objective

To match pictures according to their size and form.

### Key Words

big, small, apples, pears, plums

### Classroom Language

What is it?  
Big or small?  
Here we are.  
Find the (big) (pear).  
Draw a line.

### Productive Language

I like / I don't like (plums).  
Do you like (plums)?  
Yes. / No.

### Thinking Skills

Matching big and small food items.

### Activities

Using productive language: 'Do you like (plums)?'  
Play *Race to take the card*.  
Reintroduce *big* and *small*.  
Match the fruits and draw lines.

### Materials Checklist

- ☐ Peter hand puppet
- ☐ Audio 2-8 (routine songs)
- ☐ flashcards 29–36 (*cornflakes, pizza, apples, cake, spaghetti, pears, plums, steak*)
- ☐ a collection of big and small objects, e.g. a big pencil and a small pencil, etc.
- ☐ Student's Book, p. 23-24
- ☐ coloured pencils or crayons
- ☐ food mini flashcards (Worksheets 4a-b)

## Warm-up and Revision

### 1. Sing the *Hello song*.

- Sing or play the *Hello song* and make Peter look like he is singing too (See Introduction, p. 21).

### 2. Using productive language: 'Do you like (plums)?'

- Use the food flashcards to elicit the different foods.
- Say to a child **I like (plums). Do you like (plums)?** Prompt the child by using your face to show like and dislike until they say **Yes.** or **No.**
- Continue around the class asking each child **Do you like (apples)?** You can also point to the flashcards to prompt the children if they are unsure which food you are asking about.
- Repeat the question using different voices, for example sing, whisper or shout it until the children seem confident asking the question.
- Encourage each child to ask another child in the class **Do you like (pizza)?** and encourage the children to answer with **Yes.** or **No.** Continue until all children have had a chance to ask and answer.

## Carpet Time

### 3. Sing the *Circle song*.

- If you want to move the children from another area of the classroom to sit or stand in a circle, you can sing or play the *Circle song* (See Introduction, p. 21).

### 4. Play *Race to take the card*.

#### Preparation Tip!

If you would like the children to play in small groups or pairs, you will need enough food mini flashcards to give one set to each group or pair of children.

- Show the children each of the food flashcards and elicit the correct words from the children. Then place all of the cards face up in the centre of the circle.
- Say to the children **Listen**. Then name some English words the children know, before naming one of the flashcards in the centre of the circle. For example say **Three, red, T-shirt, apples**. And as you say **Apples**, touch or pick up the *apples* flashcard.
- Repeat the activity, saying different English words before naming one of the flashcards, and this time encourage the children to touch or pick up the flashcard. If you have a large class, you might want to let only a few children play at the same time.
- Continue playing the game naming a different flashcard for the children to touch or pick up and praising the children who are the first to touch or pick up the card.



## 5. Reinroduce *big* and *small*.

### Preparation Tip!

Before the lesson, find a variety of (classroom) objects to introduce the idea of big and small, e.g. a big pencil and a small pencil, etc.

- Use the objects you have brought to class to introduce the concept of big and small. Show, e.g. a big apple and make Peter ask **What is it?** Elicit the word from the children. Then hold your hands wide and say **Yes, a big apple.**
- Then repeat for the small apple, pinching your fingers close together as you confirm **Yes, a small apple.**
- Repeat with other objects you have brought to class. If you haven't brought objects to class, draw big and small pictures on the board or on a piece of paper instead.
- Then hold up the objects one by one (or point to them on the board or paper) and ask **Big or small?** Have the children answer accordingly. You can also use the objects you have brought to class for a counting activity to revise numbers one to six.

## Pencil and Paper

### 6. Sing the *Table song*.

- Ask the children to move to the tables and sit down by singing or playing the *Table song* (See Introduction, p. 22).

### 7. Match the fruits and draw lines.

- Hold up your Student's Book so the children can see the page. Point to the fruits at the top of the page and ask **What's this? Is it big or small?** Elicit the names of each fruit and its size from left to right (*big pear, small apple, big plum, small pear, big apple, small plum*).
- Point to the big pear again and say **A big pear.** Then point to the cut fruit outlines at the bottom of the page and ask **Where's the big pear?** Move along the line, asking **Is it a big pear?** When you reach the big pear stop and say **Yes. A big pear.**
- Give the children their Student's Books open to the correct page and say **Find the big pear.** The children find and point to the two pictures of the big pear (whole and cut).
- Say **Draw a line.** Demonstrate drawing a line from the whole big pear at the top of the page to the cut big pear at the bottom of the page. Have the children do the same.
- Repeat with the other fruit pictures, then allow the children time to match the big and small pictures.

## 8. For early finishers: Say *big* or *small*.

### Colour.

- Hold up p. 24, point to the picture of Rosie and Peter and say **Peter and Rosie are eating apples. Yum, yum!** Point at each apple alternatively and ask **Is Rosie eating a big or a small apple? (Big).** Then move on to Peter's apple and ask **Is Peter's apple big or small?** and wait for the children to answer (*Small*).
- Finally, point at the Colouring icon and say **Please, colour the picture.**

### 9. Sing the *Tidy up song*.

- Ask the children to tidy away the crayons and other materials by singing or playing the *Tidy up song* (See Introduction, p. 22).

## Rounding Off

### 10. Sing the *Bye-bye song*.

- Signal to the children that it is the end of the English lesson by singing or playing the *Bye-bye song* (See Introduction, p. 21).

### If there is time...

#### Play *Find the flashcard*.

- Choose a confident child and ask them to choose a food flashcard (e.g. *pears*) and then stand near you. Tell the child to close their eyes.
- Tell the other children to be quiet and show them that you are hiding the flashcard, for example under a cushion, on the bookcase, etc.
- Ask the child to open his or her eyes. Say **Where are the pears?** Make it clear to the other children that they are not to say where the flashcard was hidden.
- Encourage the child to walk around the classroom to find the hidden flashcard. Say **I like pears.** as the child moves around. As the child gets closer to the hidden card, say **I like pears.** more loudly. As the child moves away from the card, gesture and say the word **Pears.** more quietly.
- Once the child has found the card, Peter can give the child a hug or high-five as a reward.
- Repeat the game choosing a different child. This time encourage the children to join in saying the sentences loudly or quietly.

## LESSON 7 • OUR WORLD

Unit 1  
Lesson 7

Food  
Our World

• Listen, point and repeat.

Hooray! Let's play! B © Helbling Languages

### Main Objective

To introduce some typical British food.

### Key Words

cornflakes, milk, fish and chips, apple pie, sandwiches, steak pie, cup of tea, cake

### Receptive Language

I like (cake).  
What does (s)he like?  
What do you like?  
I love (cake).

### Classroom Language

Listen.  
Point.  
Tick.

### Activities

Play the *Flashcard jumble*.  
Listen, point and repeat.  
Listen and tick.

### Materials Checklist

- ☐ Peter hand puppet
- ☐ Audio 2-8 (routine songs), 15, 22-23
- ☐ flashcards 29–36 (*cornflakes, pizza, apples, cake, spaghetti, pears, plums, steak*)
- ☐ Student's Book, p. 25-26

## Warm-up and Revision

### 1. Sing the *Hello song*.

- To indicate that you are going to start an English class, you can sing or play the *Hello song*, or have Peter sing it (See Introduction, p. 21).

### 2. Say the *Food chant*.

- Show the children each of the food flashcards in the order of the chant and name the foods again.
- Put the flashcards on the floor where the children can easily see them in the order of the chant. Leave a space between the cards.
- Play the *Food chant* and point to each of the foods as you say or hear them.
- Rub your tummy (or have Peter rub his) for the lines *Yummy, yummy, yummy. All in my tummy!*

#### **Food chant**

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

- Repeat the chant and encourage the children to join in and point to each of the food items as they say them in the chant. Ask them to rub their tummy as they say or hear *Yummy, yummy, yummy! All in my tummy!*

## Carpet Time

### 3. Sing the *Circle song*.

- If you want to move the children from another area of the classroom to sit or stand in a circle, you can sing or play the *Circle song* (See Introduction, p. 21).

### 4. Play the *Flashcard jumble*.

- Have the food flashcards ready for this game.
- Show the children the flashcards and elicit the appropriate vocabulary.
- Choose six children and ask them to stand at the front of the class. Give each of them a flashcard and ask everyone to tell you which flashcard each child has.
- Ask the children to turn over their flashcards and hold them to their chests so no one can see the pictures on the cards.
- Put your hands gently on the heads or shoulders of different children and direct them to change places (as if you were mixing the children up).
- Ask a child to reveal their card and then ask the class to tell you what's on the flashcard. Alternatively, you can ask one child to name the flashcard individually.
- Repeat with the other flashcards, until they have all have been named.

## Pencil and Paper

### 5. Sing the *Table song*.

- Ask the children to move to the tables and sit down by singing the *Table song* (See introduction, p 21).

## 6. Listen, point and repeat.

- Bring the children's attention to the icons (Our World, Listening, Speaking) and ask them what they mean. Touch your ear to elicit listening, put your finger up in the air and say **Please, listen and point with me.** while you mimic pointing.
- While pointing at picture number 1 ask **What's this, (Tom)?** Allow time for the child to answer, probably in their own language, and then say **It's a cup of tea. Do you like tea, (Robin)?** Allow the child to reply **Yes** or **No**. Repeat with the remaining food items, either asking individual children or having the whole class chant the answers after you.
- Keep holding a finger up to mimic pointing. Play the recording and point at each of the food images. Rub your tummy (or have Peter rub his) to express you like the food for all or some of the items.

*This is some of the food people eat in the UK.*

1. Cup of tea.
2. Sandwiches.
3. Cornflakes and milk.
4. Fish and chips.
5. Apple pie.
6. Steak pie.
7. Cake.

- Play the recording again and monitor the children to ensure they are pointing at the correct items.
- Then point at the Speaking icon and ask **What's this?** If they struggle to understand, bring your hand to your mouth and mimic speaking. Say **Please, listen and repeat.** Play the recording one more time and repeat the food vocabulary with the children, to make sure they understand what they are meant to do.

## 7. Listen and tick.

- Bring the children's attention to the World icon on the top right corner of p. 26 and say **Our World. We are going to talk about our world.**
- Point to the Listening icon and say **We are going to listen. We are going to listen to children talking about food they like.** Ask **(Anna), what do you like? Do you like (milk)? (Yes/No.) Very good. Now, let's see what these children like!**
- Hold up the page so children can see it. Point to the fish and chips and ask **Is this apple pie?** Let the children answer **(No, it's fish and chips).** Repeat with the cornflakes and milk **Is this a cup of tea? (No, it's cornflakes and milk).**
- Then say **Please, listen and tick.** while you mimic writing a tick in one of the boxes.
- Play the recording and monitor the children as they tick the boxes.
- When the children have finished the activity, help them to reinforce the vocabulary by asking them

questions like **(Ben), do you like (fish and chips)?** React (or have Peter react) to positive answers by saying **Yummy, yummy, all in my tummy.** and encourage the children to chant this with you. If the children answer **No** to your question, ask again **What do you like?** while pointing (or having Peter point) at the food. Elicit an answer **I like (apple pie).** and ask the rest of the children to react by saying **Apple pie! Yummy, yummy, all in my tummy.** Ask other children until you feel they all have had a go and practised the food vocabulary.

## 8. Sing the Tidy up song.

- Ask the children to tidy away the crayons and other materials by singing or playing the *Tidy up song* (See Introduction, p. 22).

## Rounding off

## 9. Sing the Bye-bye song.

- Signal to the children that it is the end of the English lesson by singing (or having Peter sing) the *Bye-bye song* (See Introduction, p. 21).

### If there is time...

#### Play Swap places.

- Ask the children to sit in a circle. Go round the circle tapping each child on the head and giving them the name of a fruit, e.g. **Apples, pears, plums, apples, pears, plums,** etc. Children remember the name of the fruit they've been given.
- Call out one of the fruits, e.g. **Apples.** All children given the word *apples* stand up and swap places.
- Repeat using different fruit words, as well as the new food vocabulary introduced in this lesson.

## LESSON 8 • PHONICS

Introduce the grapheme 'L' and 'Z'

Unit 1  
Lesson 8

Food

Phonics

Introduce the /l/ and /z/ sounds and the letters 'Ll' and 'Zz'.

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

### Main Objective

To introduce the sound /l/ and graphemes 'L' and 'l'.  
To introduce the sound /z/ and graphemes 'Z' and 'z'.

### Key Words

lion, lemon, zig zag, zebra

### Receptive Language

What are we going to do?  
Do you remember?

### Classroom Language

What's this?  
Where's the (pizza)?  
Can you see the (lion)?  
What (animal) is this?

### Activities

Sing *I like cornflakes*.  
Play *Pass the flashcards*.  
Listen and repeat.  
Listen and point.  
Trace the letters.  
Listen and match.  
Write the letter.

### Materials Checklist

- ☐ Peter hand puppet
- ☐ Audio 2-8 (routine songs), 17, 24-25
- ☐ flashcards 29-36 (*cornflakes, pizza, apples, cake, spaghetti, pears, plums, steak*)
- ☐ Student's Book, p. 27-28
- ☐ some music to play

### Warm-up and Revision

#### 1. Sing the *Hello song*.

- To indicate that you are going to start an English class, you can sing or play the *Hello song* or ask Peter to sing it (See Introduction, p. 21).

#### 2. Sing *I like cornflakes*.

- Play the song and encourage the children to sing along.

##### *I like cornflakes*

*I like cornflakes, I like steak,  
I like pizza, I like cake, oh yeah!*  
(Repeat)  
*Oh, yummy, yummy, yummy!*  
*I like cornflakes, I like steak.*  
*Oh, yummy, yummy, yummy!*  
*I like pizza, I like cake, oh yeah!*

### Carpet Time

#### 3. Sing the *Circle song*.

- If you want to move the children from another area of the classroom to sit or stand in a circle, you can sing or play the *Circle song* (See Introduction, p. 21).

#### 4. Play *Pass the flashcards*.

- Give the food flashcards to eight children in the class.
- Play some music and say **Pass the flashcards**. Have the children pass the flashcards round the circle while the music is playing.
- Pause the music and say **Stop!** The children who are holding the flashcards when the music stops keep them in their hands. Ask them to name the images on their cards.
- Ask the children questions like **Where's the (pizza)? Can you see the (pizza)?** The child holding that food item should hold it up. Encourage them to answer using **Here it is!** Play the music again and repeat the activity until all children have had a chance to name their flashcard.

### Pencil and Paper

#### 5. Sing the *Table song*.

- Ask the children to move to the tables and sit down by singing the *Table song* (See Introduction, p. 22).

### Introducing the graphemes 'L' and 'Z'

#### 6. Introduce the 'L' sound.

- Point to the left hand side of the page to show the children the letters 'L' and 'l'. Point at the lion and say **L - L - L - Lion**, emphasising and exaggerating the sound 'L'.
- Keep pointing at the lion, roaring and clawing at the air as if pretending to be one, and ask **What animal is this?** Encourage the children to repeat after you **L - L - L - Lion**.



## 7. Introduce the 'Z' sound.

- Continue to hold up the page. Now bring the children's attention to the capital and lower case letter Z. Point at the zigzag line and say **Z – Z – Z – Zigzag!** emphasising the sound 'Z' and following the line up and down with your finger.
- Point at the zigzag line again and ask **What's this?** Encourage the children to repeat after you **Z – Z – Z – Zigzag.**

## 8. Listen and repeat.

- Bring the children's attention to the Listening and Speaking icons and ask **What are we going to do?** If they struggle to answer, elicit the actions and say **Listen and repeat, please.**
- Play the recording and encourage the children to repeat after it.

*L – L – L – Lion. L – L – L – Lion.  
Z – Z – Z – Zigzag. Z – Z – Z – Zigzag.*

## 9. Listen and point.

- Point at the Listening icon again and ask **What are we going to do?** Then hold up your finger to illustrate pointing and say **Listen and point, please.**
- Play the recording again, monitoring as the children point to the images, to make sure they get the right answer.

## 10. Trace the letters.

- Continue to hold up the page. Point at the big capital 'L' on the page. Say **Look! Letter L – L – L. Do you remember?** Hold your finger up in the air and pretend to trace a capital 'L'. Start tracing from the green dot and then continue from the red dot. Then say **Please trace with your finger!** Repeat with lower-case 'l' as well as letters 'Z' and 'z'.
- Bring the children's attention to the Tracing icon and ask **What's this? What are we going to do?** If they struggle to answer, elicit the action 'writing' and say **Trace the letters, please.**
- Repeat the same steps with lower-case 'l' as well as letters 'Z' and 'z'.

## 11. Listen and point. **SB 28**

- Point at the Phonics icon on the page and say **Look, what's this? It's Phonics. We're in Phonics class!** Bring your hand to your ear and say **We are going to listen to English words.**
- Point at the lion and say **What animal is this?** Give the children some time to answer and then say **It's a L – L – L – Lion.** emphasizing the sound 'l'. Ask the children to repeat **L – L – L – Lion.** after you. Then point at the lemon and ask **What's this?** Allow the children to answer in their own language and then say **It's a L – L – L – Lemon.**

Ask the children to repeat after you while you move your hand from the lion to the lemon  
**L – L – L – Lion. L – L – L – Lemon.**

- Repeat the same steps with 'zigzag' and 'zebra'.
- Point to the Listening icon and ask **What are we going to do?** If necessary, elicit 'listening' by bringing your hand to your ear. Then hold up your hand to illustrate pointing and say **Listen and point, please.**
- Play the audio and monitor to make sure the children are pointing at the right items.

*Zigzag, zigzag, zigzag.  
Lion, lion, lion.  
Lemon, lemon, lemon.  
Zebra, zebra, zebra.*

## 12. Listen and match.

- Bring the children's attention to the icons and ask **What are we going to do?** If they struggle to understand, help them out by mimicking listening and drawing a line.
- Point at the image of the lion and say **L – L – L – Lion. Where's L – L – L?** Then bring the children's attention to the letters 'l' and 'z' above the images. Point at letter 'z' and ask **Is this L – L – L?** Let the children think about it. If they struggle to answer, say **No! This is Z – Z – Z.** Then point at letter 'l' and ask the same question, allowing some time for the children to answer **Yes.** Follow the same steps with the rest of the images.
- Once the children are confident about what the activity requires, mimic the idea of 'listening and matching' again and say **Please, listen and draw a line.** Then play the recording again and monitor the children to make sure they match the items with the correct letter.

## 13. Write the letter 'L' or 'Z'.

- Hold a pencil up in the air or point at the Pencil icon and ask **What are we going to do?** Children should have no problems guessing that they are going to write. Then say **Please, write l or z.** as you point at the missing letter underneath each illustration. Pretend to write the first 'l' yourself to help them understand, and monitor the children as they work.
- If you think the class is ready for this, once the children have finished writing the letters, you can ask them to read the letters and/or words out to you.

## Rounding off

## 14. Sing the Bye-bye song.

- Signal to the children that it is the end of the English lesson by singing the *Bye-bye song* (See Introduction, p. 21).

### LANGUAGE OVERVIEW • UNIT 1

#### Key Words

grapes, pears, plums, bananas, apples, oranges, tomatoes, carrots, peppers, cabbages

#### Word Revision

cornflakes, pizza, apples, cake, spaghetti, steak red, green, blue, yellow, orange, pink, purple one, two, three, four, five, six

#### Receptive Language

I like (pizza).  
Is it (apples)?  
What colour are the (apples)?  
You're eating (grapes).  
What is it?  
It's (grapes).  
You're hungry.  
Take an apple and a banana.  
Wash the apple.  
Peel the banana.  
Chop the fruit.  
Yummy!  
Where are the (grapes)?  
Look. Some (tomatoes).  
These are fruits/vegetables.  
(Oranges) are fruits.  
(Cabbages) are vegetables.  
Are they fruits or vegetables?  
Is it a fruit or vegetable?  
Sorry. No, (peppers) aren't fruits.  
This basket is for fruit and this basket is for vegetables.  
What's my favourite fruit or vegetable?  
Look, what can you see?  
What are the children doing?

#### Classroom Language

Colour the (carrots) (orange).  
Trace the lines.  
Point to the (carrots).  
Cut out the cards/(fruits).  
Show me the (apples).  
How many dots?  
Draw the dot(s).  
Close your eyes.

Open your eyes.  
Let's make a salad.  
Stick the vegetables onto your plate.  
Touch something (green) on your plate.  
Can you find a fruit?  
How many (oranges)?  
Listen carefully.  
Put the sticker here.

#### Productive Language

Do you like (tomatoes)?  
Yes, I like (tomatoes).  
No, I don't like (tomatoes).

#### Objectives

Children learn:

- to develop their ability to recognise and name some different fruits and vegetables
- to listen to and join in with a chant
- to listen to, act out and put an action story in order
- to develop their motor skills through cutting fruit, threading items on a string as well as tracing and drawing
- to join in and follow some simple instructions, showing their understanding using mime, gesture and other actions

#### Competences

Children can:

- identify and name some different fruits and vegetables
- ask and answer questions about the colour and shape and which fruits and vegetables they like
- participate in games, listening activities and project activities individually and in groups
- create different patterns and pictures using pieces of fruits and vegetables

#### Thinking Skills

- observation skills to match and count objects
- using the different senses and knowledge about fruits and vegetables to be able to identify them when hidden or tasted

## LESSON 1 • VOCABULARY



## Main Objective

To introduce the fruit and vegetable vocabulary using a chant.

## Key Words

grapes, pears, plums, bananas, apples, tomatoes, carrots, peppers, cabbages

## Word Revision

cornflakes, pizza, cake, steak  
colours

## Receptive Language

I like (pizza).  
Is it (apples)?  
What colours are the apples?

## Classroom Language

Colour the (pears).  
Trace the lines.  
Point to the (carrot).

## Activities

Sing the *I like cornflakes* song.  
Introduce the fruit and vegetable vocabulary.  
Say the *Fruits and vegetables* chant.  
Colour the fruits and vegetables and trace.  
Play *Point to...*

## Materials Checklist

- ☐ Peter hand puppet
- ☐ Audio 2-8 (routine songs), 17-18, 26
- ☐ flashcards 29-32, 36 (food)
- ☐ fruit and vegetable mini flashcards (MF 1a-b)
- ☐ Activity Book, p. 3
- ☐ coloured pencils or crayons

## Notes

## Warm-up and Revision

1. Sing the *Hello song*. 

- Make the Peter hand puppet greet the children by saying **Hello!** and encourage the children to wave and say **Hello!** back.
- Sing or play the *Hello song*.

**Hello song**

Hello, hello,  
It's nice to see you.  
(Repeat)

2. Sing the *I like cornflakes song*. 

- Show the children the food flashcards to elicit the words. Then put them in the centre of the circle where the children can see them.
- Play the *I like cornflakes* song and encourage the children to mime eating the different foods or point to the food on the flashcards.

**I like cornflakes**

I like cornflakes,  
I like steak,  
I like pizza,  
I like cake, oh yeah!  
(Repeat)

Oh, yummy, yummy, yummy!  
I like cornflakes,  
I like steak.  
Oh, yummy, yummy, yummy!  
I like pizza,  
I like cake, oh yeah!  
(Repeat all)

- If you have time, ask the children to help you choose four different food items from the flashcards. Use the karaoke track to sing the song again including the new food items. 

## Carpet Time

3. Sing the *Circle song*. 

- If you want to move the children from another area of the classroom to sit or stand in a circle, you can sing or play the *Circle song*.

Come with me,      Come with me,  
Come with me,      Come with me,  
Make a circle.      One, two, three.

4. Introduce the fruit and vegetable vocabulary.  MF 1a-b

- Show the children the mini flashcard for grapes and say **Grapes**. then put the mini flashcard on the floor in front of the children.
- Show the children the mini flashcards for the other fruits and vegetables and name each item.
- Put all the cards on the floor where the children can see them. Point to the carrots and say **Is it apples?**

- Continue to ask the children questions about the fruits and vegetables and encourage the children to say **Yes, it is.** or **No, it isn't** as appropriate for each question. Always say the correct word as well.

### 5. Say the Fruits and vegetables chant.



- Show the children each of the fruit and vegetable mini flashcards in the order from the chant and name the items.
- Put the cards on the floor where the children can easily see them.
- Play the chant and make Peter point to each of the fruits and vegetables as you hear them in the chant.

#### Fruits and vegetables chant

Grapes, pears and plums.

Bananas and apples.

Tomatoes and carrots.

Peppers and cabbages.

Oh, how good this is!

- Repeat the chant and encourage the children to join in and point to each of the fruits and vegetables as they say them in the chant.

### Pencil and Paper

### 6. Sing the Table song.



- Ask the children to move to the tables and sit down by singing:

#### Table song

Come with me.

Come with me.

Sit at a table,

One, two, three.

(Repeat)

### 7. Colour the fruits and vegetables and trace.



- Hold up your book so all the children can see.
- Play the *Fruits and vegetables chant* and point to each of the items in the picture as you hear them.
- Give the children their books open to the correct page.
- Repeat the chant and encourage the children to point to each of the fruits and vegetables on the page.
- Point to some of the fruits and vegetables in the picture and say, for example, **What colour are the apples?** and elicit the colour from the children.
- Point to the pears, bananas and carrots in the picture. Ask the children what colour they are and then say **Colour the pears/bananas/carrots.**
- While the children are working, talk to them about the fruits and vegetables on the page.
- Once the children have coloured the items, say **Trace the lines.** and demonstrate by tracing the boxes around the grapes and the tomatoes as well as the edge of the market stall.

### 8. Sing the Tidy up song.



- Ask the children to tidy away the crayons and other materials by singing:

#### Tidy up song

Let's help each other

And tidy up.

(Repeat)

### Rounding Off

### 9. Sing the Circle song.



- When moving the children from the table to sit in a circle, you can sing or play the *Circle song* again.

### 10. Play Point to...



- Put the fruit and vegetable mini flashcards on the floor in front of the children.
- Say **Point to the carrot.** Make Peter point to the carrot and encourage the children to point with him.
- Repeat with the other cards, encouraging the children to point at the items before Peter does.

### 11. Sing the Bye-bye song.



- Look at Peter and say **It's time to go, Peter.**
- Make Peter wave and say **Bye-bye!** and encourage the children to wave and say **Bye-bye!** back to Peter.
- Signal to the children that it is the end of the English lesson by singing:

#### Bye-bye song

Bye-bye, bye-bye,

It's time to go.

Bye-bye, bye-bye,

It's time to go.

Bye-bye!

### If there is time...

#### Play the Fruits and vegetables miming game.



- Put the fruit and vegetable mini flashcards on the floor in front of the children and elicit the words.
- Mime eating one of the fruits or vegetables, e.g. a banana, and ask **What am I eating?**
- Make Peter ask **It is a grape?** then encourage the children to ask similar questions until one child guesses correctly.
- Repeat with other fruits and vegetables, then encourage the children to act out eating one of the foods for the rest of the class to guess.



### LESSON 2 • ACTION STORY



#### Main Objective

To listen to and join in with an action story.

#### Key Words

grapes, pears, plums, bananas, apples, tomatoes, carrots, peppers, cabbages

#### Word Revision

colours

#### Receptive Language

You're hungry.  
Take an apple and a banana.  
Wash the apple.  
Peel the banana.  
Chop the fruit.  
Yummy!

#### Classroom Language

How many dots?  
Draw the dot(s).

#### Activities

Say the *Fruits and vegetables chant*.  
Say the *Fruit action story*.  
Mime the *Fruit action story*.  
Listen and draw the dots / write the numbers.  
Play the *Colour dance with fruits and vegetables*.

#### Materials Checklist

- ☐ Peter hand puppet
- ☐ Audio 2-8 (routine songs), 26-27
- ☐ fruit and vegetable mini flashcards (MF 1a-b)
- ☐ Activity Book, p. 5
- ☐ coloured pencils or crayons
- ☐ If there is time: chalk, rope or a piece of string; happy face and unhappy face made from paper or from Worksheet 7

### Warm-up and Revision

#### 1. Sing the *Hello song*.

- Make Peter greet the children by saying **Hello!** and encourage the children to say **Hello!** to Peter.
- Sing or play the *Hello song*.

#### 2. Say the *Fruits and vegetables chant*.

MF 1a-b

- Show the children each of the fruit and vegetable mini flashcards and name the items.
- Put the cards on the floor where the children can easily see them.
- Play the chant and point to the appropriate item as you say or hear them in the chant.

#### *Fruits and vegetables chant*

*Grapes, pears and plums.  
Bananas and apples.  
Tomatoes and carrots.  
Peppers and cabbages.  
Oh, how good this is!  
(Repeat)*

- Repeat the chant and encourage the children to join in.

### Carpet Time

#### 3. Sing the *Circle song*.

- If you want to move the children from another area of the classroom to sit or stand in a circle, you can sing or play the *Circle song*.

#### 4. Say the *Fruit action story*.

- Say the action story in the correct order and act it out for the children. As you say each line, mime doing each action.

#### *Fruit action story*

*You're hungry.* – Mime looking hungry, perhaps holding your tummy as if it hurts.  
*Take an apple and a banana.* – Pretend to choose fruit from a fruit bowl.  
*Wash the apple.* – Pretend to wash an apple.  
*Peel the banana.* – Pretend to peel a banana.  
*Chop the fruit.* – Pretend to cut the fruit into pieces.  
*Yummy!* – Mime eating the fruit and lick your lips.

#### 5. Mime the *Fruit action story*.

- Encourage the children to join in with the actions from the action story as you say them.
- The children should copy your actions as much as they can.
- Praise the children who are joining in with the actions.
- After a few turns, just give the instructions from the action story and only show the actions if the children don't do them on their own.

## Pencil and Paper

### 6. Sing the *Table song*.

- Ask the children to move to the tables and sit down by singing the *Table song*.

### 7. Listen and draw the dots / write the numbers. 5

- Play the *Fruit action story* and do the actions as you hear them.
- Hold up your book so the children can see. Play the action story again and point to the correct picture on the page as you listen.
- Give the children their books open to the correct page.
- Play or tell the action story pausing after each line and encouraging the children to point at the correct picture on their page.
- Point to the dice at the top of the page and encourage the children to help you count the dots on the dice.
- Play or tell the action story again. After the first line, encourage the children to point to the correct picture. Say **How many dots?** and elicit the word **One**. from the children. Then say **Draw the dot(s)**. and demonstrate by drawing one dot in the square in the top left corner of the picture, or the number one if the children are able to write numbers.
- Monitor the class and praise the children for drawing the correct number of dots or writing the correct number.
- Repeat for the rest of the action story so that the squares next to each picture show the correct number.
- Praise the children for putting the story in order.

### 8. Sing the *Tidy up song*.

- Ask the children to tidy away the crayons and other materials by singing the *Tidy up song*.

## Rounding Off

### 9. Sing the *Circle song*.

- When moving the children from the table to sit in a circle, you can sing or play the *Circle song* again.

### 10. Play the *Colour dance with fruits and vegetables*. MF 1a-b

#### Preparation Tip!

Make sure you have a coloured set of fruit and vegetable mini flashcards available.

- Show the children the fruit and vegetable mini flashcards and elicit the name of the item on each card as well as the colour of each item.
- If you think your class are able to, you can quickly discuss the fruits and vegetables that could be more than one colour, e.g. green or red apples, green or purple cabbages etc.
- Encourage the children to stand in a space and place some music for the children to dance to.
- After a short time, stop the music and name a colour or show the children one of the coloured mini flashcards.
- Encourage the children to stand still and help them to name a fruit or vegetable that is the same colour.
- Make Peter, praise the children who named a fruit or vegetable which is the correct colour and then play the music again for the children to dance to.

### 11. Sing the *Bye-bye song*.

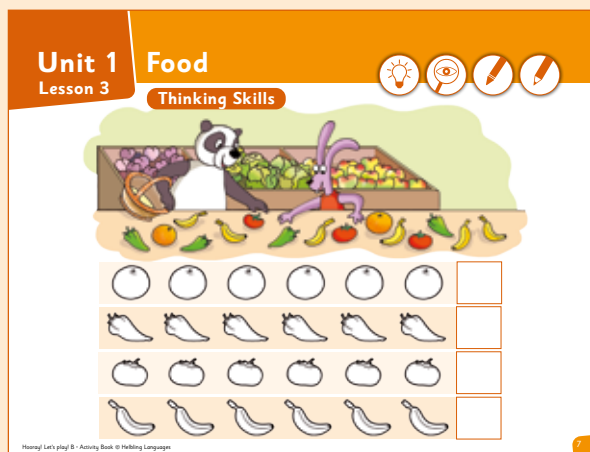
- Look at Peter and say **It's time to go, Peter**.
- Make Peter wave and say **Bye-bye!**
- Sing the *Bye-bye song*.

#### If there is time...

#### Play *Cross the river*. (MF 1a-b) WS 7

- Draw a chalk line on the classroom floor, or place a skipping rope or line of string to mark a dividing line on the floor. This is the 'river'.
- Put a piece of paper with a happy face on one side of the 'river' and a piece of paper with an unhappy face on the other side of the 'river'.
- Say the name of one of the fruits or vegetables, e.g. **Carrots**. You can also show the mini flashcards to the children. Encourage all the children who like that item to stand on the 'smiley' side of the river. Encourage the children on this side of the river to say **I like carrots**.
- All the children who don't like that fruit or vegetable should stand on the frowny side of the river. Encourage these children to say **I don't like carrots**.
- Repeat the activity, saying different fruit or vegetable words. The children should continue to cross from one side of the river and back again as they choose which fruits and vegetables they like and don't like.

### LESSON 3 • THINKING SKILLS



#### Main Objective

To sort, count and colour fruits and vegetables.

#### Key Words

grapes, pears, plums, bananas, apples, tomatoes, carrots, peppers, cabbages

#### Receptive Language

These are fruits/vegetables.

(Oranges) are fruits. / (Cabbages) are vegetables.

What is it?

Which will it be, fruits or vegetables?

Are they fruits or vegetables?

#### Classroom Language

Can you find a fruit?

How many (oranges)?

Colour two (oranges).

#### Activities

Sing the *I like cornflakes* song with fruits and vegetables.

Play *Tap the flashcard*.

Sort the fruits and vegetables.

Count, colour and write the number for each item.

Play *Fruit and vegetable corners*.

#### Materials Checklist

- ☐ Peter hand puppet
- ☐ Audio 2-8 (routine songs), 18
- ☐ fruit and vegetable mini flashcards (MF 1a-b)
- ☐ real or toy fruits and vegetables (optional)
- ☐ a bag (optional)
- ☐ Activity Book, p. 7
- ☐ coloured pencils or crayons

### Warm-up and Revision

#### 1. Sing the *Hello* song. 18

- Make Peter greet the children and say **Hello!** Encourage the children to wave and say **Hello!** back.
- Sing or play the *Hello* song and make Peter look like he is singing too.

#### 2. Sing the *I like cornflakes* song with fruits and vegetables. 18 MF 1a-b

- Show the children the fruit and vegetable mini flashcards and elicit the vocabulary for each card.
- Ask the children to help you choose four of the mini flashcards and put them on the floor where the children can easily see them.
- Play the karaoke version of the *I like cornflakes* song and encourage the children to join in singing and pointing to the mini flashcards. Sing, for example,

*I like cabbages, I like grapes,  
I like carrots, I like pears, oh yeah!*  
(Repeat)

*Oh, yummy, yummy, yummy!  
I like cabbages, I like grapes,  
Oh, yummy, yummy, yummy!  
I like carrots, I like pears, oh yeah!*  
(Repeat all)

### Carpet Time

#### 3. Sing the *Circle* song. 3

- If you want to move the children from another area of the classroom to sit or stand in a circle, you can sing or play the *Circle* song.

#### 4. Play *Tap the flashcard*. MF 1a-b

- Either attach the fruit and vegetable mini flashcards to the board or place them on the floor in front of the children. Then point to each of the cards and elicit the names.
- Nominate two children to start the activity and ask them to stand or sit where they can both reach the cards easily. The other children should be able to see the flashcards, but should be out of the way of the children who are playing.
- Say, for example, **Tomatoes**, and encourage the children to tap the *tomatoes* mini flashcard. Make Peter praise the child who taps the card first.
- Repeat the activity with different pairs of children and different words.
- If you have space, you could have more than one set of mini flashcards set out and have more pairs of children playing at the same time.

#### 5. Sort the fruits and vegetables. MF 1a-b

##### Teaching Tip!

If you have toy fruits and vegetables in the classroom, you can use these instead of the mini flashcards.

- Show the children the fruit mini flashcards. Elicit the name of each item on the cards and then say **These are fruits. Oranges are fruits. Apples are fruits. Grapes are fruits.** etc.
- Show the children the vegetable mini flashcards. Elicit the name of each item on the cards and then say **These are vegetables. Cabbages are vegetables. Carrots are vegetables.** etc.

- Place all the mini flashcards face down in the centre of the circle so the picture can't be seen. If you are using toy fruits and vegetables, you can put them in a bag instead of on the floor.
- Say **Can you find a fruit?** and invite one of the children to turn over a card then say **Yes, (oranges) are fruits.** or **Sorry. No, (peppers) aren't fruits.**
- Continue asking the children to turn over cards, encouraging them to find either a fruit or a vegetable each time.

## Pencil and Paper

### 6. Sing the Table song.

- Ask the children to move to the tables and sit down by singing the *Table song*.

### 7. Count, colour and write the number for each item.

**Teaching Tip!**

Oranges is used for the first time on this page so if you have not introduced the word to the class yet, you should do this before the Pencil and Paper activity.

- Hold up your book so all the children can see.
- Point to the row of fruits and vegetables that Peter and Rosie are looking at and encourage the children to name the items. Ask **What is it?**
- Ask **How many oranges?** and encourage the children to help you count the oranges. Then count the other fruits and vegetables.
- Give the children their books open to the correct page. Say **How many oranges?** and encourage the children to count the oranges again. Then point to the line of black and white oranges and say **Colour two oranges.**
- Continue checking the number of each fruit and vegetable and then encourage the children to colour the same number in the black and white rows below the coloured picture.
- Once the children have finished colouring, encourage them to count the fruits and vegetables they have coloured and write the appropriate number or draw the correct number of dots in the box at the end of the line.

### 8. Sing the Tidy up song.

- Ask the children to tidy away the materials by singing the *Tidy up song*.

## Rounding Off

### 9. Sing the Circle song.

- When moving the children from the table to sit in a circle, you can sing or play the *Circle song* again.

### 10. Play Fruit and vegetable corners.



MF 1a-b

**Teaching Tip!**

If you have a large class, you might want to use more than one set of the mini flashcards for this game.

- Choose two areas or corners of the room and name one area 'Fruits' and the other area 'Vegetables'.
- Tell the children to stand in one of the areas. Say **Which will it be, fruits or vegetables?**
- Then select one of the fruit and vegetable mini flashcards and show the children the card.
- Elicit the name of the items on the card and ask the children **Are they fruits or vegetables?** Then ask the children standing in the area for the chosen flashcard to sit down in the middle of the room for the next turn. If the chosen card is e.g. grapes, the children in the fruit area sit down.
- Encourage the children in the other area (vegetables) to move around and choose an area to stand in again.
- Repeat the game selecting a different mini flashcard each time.

### 11. Sing the Bye-bye song.

- Look at Peter and say **It's time to go, Peter.**
- Make Peter wave and say **Bye-bye!** and encourage the children to wave and say **Bye-bye!** back.
- Signal to the children that it is the end of the English lesson by singing or playing the *Bye-bye song* (See Introduction, p. 21).

## If there is time...

### Play Move towards fruit or vegetable.



MF 1a-b

- If there is a board in the classroom, draw a line down the middle to make two areas. If there is no board, use a space on the floor to make two groups.
- Hold up each of the fruit and vegetable mini flashcards and ask the children **Is it a fruit or a vegetable?** then put the card in the appropriate group.
- When you have sorted the mini flashcards into the two groups, use Peter to nominate up to four children to come and stand in front of the board.
- Make Peter say **I like (cabbages).** and then encourage the children to move to the correct group for that card.
- Make Peter praise the children who moved to the correct group and say **Yes, a cabbage is a vegetable.**
- Repeat the activity with different children and a different fruit or vegetable each time.



### LESSON 4 • PROJECT



#### Main Objective

To discover fruits and vegetables by touch and to use pieces of fruit and vegetable to create a picture.

#### Word Revision

grapes, pears, plums, bananas, apples, tomatoes, carrots, peppers, cabbages

#### Receptive Language

You're eating spaghetti. / Yummy.  
Shout, 'Mum!'  
Hug your mum.  
Say, 'I love your spaghetti!'  
Your mum smiles.  
Also see "Useful phrases" sections.

#### Classroom Language

Put the sticker here.  
Also see "Useful phrases" sections.

#### Activities

Listen to and mime the *Food action story*.  
Introduce the fruit and vegetable activities.  
Feely fruits and vegetables. / Make fruit and vegetable art. / Sort the fruits and vegetables.  
Discuss the activities and stick in the stickers.

#### Materials Checklist

- ☐ Peter hand puppet
- ☐ Audio 2-8 (routine songs), 16
- ☐ fruit and vegetable mini flashcards (MF 1a-b)
- ☐ flashcards 29–36 (food) (optional)
- ☐ Activity Book, p. 9
- ☐ stickers from the centre of the Activity Book
- ☐ coloured pencils or crayons
- ☐ fruits and vegetables (whole and cut up/peeled)
- ☐ toy fruits and vegetables (optional)
- ☐ a large sheet
- ☐ paper plates
- ☐ knives (optional)

### Warm-up and Revision

#### 1. Sing the *Hello song*.

- Make Peter greet the children and encourage the children say **Hello!** back.
- Sing or play the *Hello song*.

#### 2. Listen to and mime the *Food action story*.

- Play the action story from the Student's Book and encourage the children to join in with the actions.

##### **Food action story**

*You're eating spaghetti.*

*Yummy.*

*Shout, 'Mum'!*

*Hug your mum.*

*Say, 'I love your spaghetti!'*

*Your mum smiles.*

- If the children are confident with the action story, you can use the food flashcards or the fruit and vegetable mini flashcards to make a new first line for the action story, e.g. **You're eating cake.**

### Project Time

#### Teaching Tip!

Make sure that none of the children have an allergy to any of the fruits or vegetables.

#### 3. Sing the *Circle/Table song*.

- If you want to move the children from another area of the classroom to sit or stand in a circle or at the table, you can sing or play the *Circle song* or the *Table song*.

#### Teaching Tip!

If you or your class are not used to children working on different tasks at the same time, you might want to do each activity in a whole class group to begin with and gradually introduce other tasks that the children can try on their own.

#### 4. Introduce the fruit and vegetable activities.

- Hold up your book so all the children can see.
- Point to some of the fruits and vegetables on the page and elicit the names of the items from the children. Then tell the children they are going to try the same experiments as the children on the page. Say **Look, what can you see? What are the children doing?**
- Demonstrate the three activities to the children before you let them try the activities on their own.

## 5. Feely fruits and vegetables.

### Teaching Tip!

It is best if the children are able to feel real fruits and vegetables, but you could use toy fruits and vegetables instead. If you want to use the fruits and vegetables after this activity, make sure the children wash their hands before they start.

### Useful phrases

*What fruit/vegetable can you feel?*  
*Is it soft/hard?*  
*How many (apples) can you feel under the sheet?*

- Before the lesson, hide some fruits and vegetables under a sheet on a table.
- To make the experience more interesting, you can include some fruits and vegetables that have been cut up and/or peeled as well as whole fruits and vegetables.
- Invite the children to feel the items under the sheet, but without looking what is there.
- Ask the children to think about what they can feel and which fruits and vegetables they think are under the sheet.

## 6. Make fruit and vegetable art.

### Teaching Tip!

If possible, let the children cut some of the fruits and vegetables themselves to make their pictures. However, make sure the children are not using sharp knives and that they are supervised while doing this.

### Useful phrases

*What colours can you see?*  
*What fruits/vegetables did you use?*  
*How many (grapes)/pieces of (apple) are on your plate?*

- Provide the children with some pieces of different fruits and vegetables and a paper plate each.
- Encourage the children to make a picture on their plate using the pieces of fruits and vegetables. They can try to make faces, flowers, or just patterns.
- Talk to the children about the colours and the fruits and vegetables they are using.
- At the end of the lesson, you can let the children eat their pictures or take them home to eat with their families.

## 7. Sort the fruits and vegetables.

### Useful phrases

*Which fruits/vegetables are the same colour?*  
*How many fruits/vegetables are (green)?*  
*Is there any colour you can't see?*  
*Which fruits/vegetables are big/small?*

- Provide the children with different fruits and vegetables on a table to sort. You can use either real items or toy ones.

- Encourage the children to look at the fruits and vegetables and think of different ways that they can sort them, for example sorting by category (fruits and vegetables), sorting by colour, shape or size etc.
- If possible, you could also cut some of the fruits and vegetables in half or peel them. These fruits and vegetables could then be sorted into groups that have seeds and don't have seeds or groups that have a different coloured skin to the inside.

## 8. Discuss the activities and stick in the stickers.

- Hold up your book so the children can see. Point to each of the faded parts of the picture and say **We need some stickers.**
- Show the children the stickers in the centre of the book, say **Look, stickers.** and point to one of the stickers. Point to the place in the picture where the sticker should go and say **Put the sticker here.**
- Give the children their books open to the correct page and allow the children to stick the stickers in the correct place on the page.
- Once the children have finished and if you are able to, you might want to spend a little bit of time talking about the fruit and vegetable activities in the children's first language to encourage them to think about what they did.

## 9. Sing the Tidy up song.

- Ask the children to tidy away the materials by singing the *Tidy up song*.

## Rounding Off

## 10. Sing the Bye-bye song.

- Look at Peter and say **It's time to go, Peter.**
- Make Peter wave and say **Bye-bye!**
- Sing the *Bye-bye song*.

### If there is time...

### Play Quick draw. MF 1a-b

- Make sure the children can see the board in the classroom, or if there is no board, use a piece of paper that all the children can see.
- Hold the fruit and vegetable mini flashcards in a fan with the pictures facing down and make Peter choose one card, but don't show it to the children.
- Draw the item from the mini flashcard on the board, one line at a time. Ask **What is it?** to encourage the children to try and guess what you are drawing after each line you draw.
- Once the children guess the item correctly, show them the picture on the mini flashcard to confirm that they are correct by saying **Yes, it is peppers. I like peppers.**