

1 Teacher's
Book
with Digital Pack

Pippa and Pop

British English

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5 Food



Listen to the song.



5 Food

Lesson 1



Unit objectives

- Express likes and dislikes
- Name food and drink
- Follow a story about being polite
- Learn the letter sound *a*
- Learn numbers 5 and 6
- Science: identifying fruit
- Review learning and progress

Lesson objective

Become familiar with the topic of food and listen to a song

Vocabulary

apples, bananas, biscuits, sandwiches

Materials

real or play food (including apples, bananas, sandwiches, biscuits);

flashcards *apples, bananas, biscuits, sandwiches*; pre-made unit objective picture cards; puppet; Pippa's house; Unit 5 introduction video; Activity Book stickers

Use Presentation Plus to watch the video

Starting the class

- Settle the class with a lesson opening routine (see Teacher's Book page 16).
- Before the class, and if appropriate for your students, arrange foods on several tables, e.g. sliced apples, bananas, oranges, biscuits, bread, carrots (check with parents / carers if any children have allergies). You may want to use play food as an alternative.
- Allow the children to explore, touch and try the food. Circulate and ask, in L1 and English, e.g. *Do you like this? Which is your favourite? What's this?*
- Have a class vote on which food the children liked best.

Before the book

- Go through the unit objectives with the class (see Teacher's Book page 19, but tailor these to Unit 5).
- Point to the food and say *Look at the food!* Pick up different foods and talk about them (in English, then L1), e.g. *Yum! I like bananas. Red apples! My favourite. And a big carrot.*
- Have the children call and greet Pippa. Make Pippa look excited when she sees the food.
- Say *Look, Pippa! Lots of food!* Make Pippa say *Food! Yummy!*
- Show Pippa some bananas and ask *What are these?* Pippa says *Bananas!* Repeat with *apples, sandwiches and biscuits*. If you don't have real food, use play food or the flashcards.

- Pippa takes all the food and puts it in her house. Say *Pippa! My food!* Make the class laugh.
- Play the Unit 5 video to introduce the unit topic.

With the book

Pupil's Book page 56

³⁶ Listen to the song.

- Point to the photo in the centre and say *Look at the food. Yum!* Point to the photo on the left and say *More food! Sandwiches, fruit. Delicious!*
- Then point to the photo of the family and say *Look at the family. They're making biscuits.* Ask the children if they make food with their family at home and what kind of food they make.
- Point to the picture of Pop and Pippa in the corner of the page. Make Pippa say *Song time! Listen!*
- Play The food song for the children to listen to. Pippa can dance along and take the food / flashcards out of her house as they are mentioned.

Track 36

The food song

Pippa: Let's sing about food!

Pop: Mmm ... Yum!

Pippa: I like sandwiches. I like apples, too. I like food. I like food.

Pippa and Pop: Yum, yum, yum, yum, yum, I like food. [x2]

Pop: I like bananas. I like biscuits, too. I like food. I like food.

Pippa and Pop: Yum, ...

After the book

- Play the song again. The children can rub their stomachs and lick their lips for *Yum* in the chorus.

Activity Book page 56

³⁶ Listen again. Look. Stick.

Point.

- Play the song again. Encourage the children to sing along and dance.
- Point to the food and say *Look, food!*
- Help the children find the Unit 5 stickers (*sandwiches* and *biscuits*) and stick them in the correct place.
- Play the song again for the children to point to the relevant food in the different verses.

Finishing the class

- Use a lesson closing routine (see Teacher's Book page 17) to end the class.

Lesson 2 Language presentation



Lesson objective

Name foods and express likes

Language

I like (apples).

Vocabulary

apples, bananas, biscuits, sandwiches

Materials

flashcards *apples, bananas, biscuits, sandwiches*; real or play food of the target vocabulary (optional); a plate of cut up banana (optional); colouring pencils or crayons; puppet

Starting the class

- Settle the class with a lesson opening routine (see Teacher's Book page 16).
- Play The food song (Track 36) while the children dance and sing along.

Before the book

- Display the flashcards. Point to each food and say the word several times. The children repeat. Alternatively, use real or play food.
- Call a volunteer to the front. Say one of the foods. The child points to the correct flashcard / food. Repeat with different volunteers.
- Show a plate with cut up banana on it. Eat a piece, smile and say *I like bananas*. Alternatively, mime peeling and eating a banana.
- Invite a child to eat a slice of banana or mime and say *I like bananas*. Repeat with different children.

With the book

Pupil's Book page 57

 **Listen.**  **Point.**  **Colour.**

- Point to each character and say *Look! Who is it?* Ask what the family are doing (*eating lunch / a snack*). Ask (using mime) *Who's eating a banana?* (*Mummy / Sue*) *Who's eating sandwiches?* (*Daddy / Matt*) *Who's eating apples?* (*Kim*) *What's Dan eating?* (*Biscuits!*)
- Play the audio for the children to listen to.
- Play the audio again while the children listen and point.

- Play the audio again. Pause after each item and say *Colour*. The children colour (in any colour) the food they've just heard.
- Point to the foods for the children to say the words.

Track 37

Kim: Mmm, apples. I like apples.

Mummy: Yes. And bananas. I like bananas.

Daddy: Oh, I like sandwiches. Mmm, sandwiches.

Dan: Biscuits, biscuits, biscuits! Yummy biscuits. I like biscuits!

After the book

- The children sit in a circle. Hand out the food flashcards, to different children.
- Play some music. The children pass the flashcards around. When the music stops, the children holding each flashcard show it and say, e.g. *Bananas!* or *I like bananas!*
- Repeat several times.

Activity Book page 57

 **Look.**  **Find.**  **Trace.**  **Say.**

- Point to the first silhouette and ask *What are these?* The children say *Apples* and show you which picture has been traced around on the right as the example. Say *Yes. Apples! I like apples.*
- The children trace around the correct food picture for each row with their finger or a pencil. Check pencil hold and / or the direction the children trace.
- After tracing, point to the food for the children to say the word together.

At home

- Ask the children to practise naming the foods in English next time they are shopping.

Finishing the class


Learning through play - TPR song

- Sing the following to the tune of *If you're happy and you know it*:
If you really like bananas, touch your ears (x2)
If you really like bananas,
Yes, you really like bananas,
If you really like bananas, touch your ears!

If you really like apples, stamp your feet ...

If you really like sandwiches, wave your arms ...

If you really like biscuits, touch your nose ...
- The children listen and do the actions. Practise the song together and then perform it as a class.

- Display the flashcards. Point to the pictures and say the words. The children join in.
-  Carry out self-evaluation, using Pippa to ask the children reflection questions (see the Learning to Learn section on Teacher's Book page 7).

37

Listen. Point. Colour.

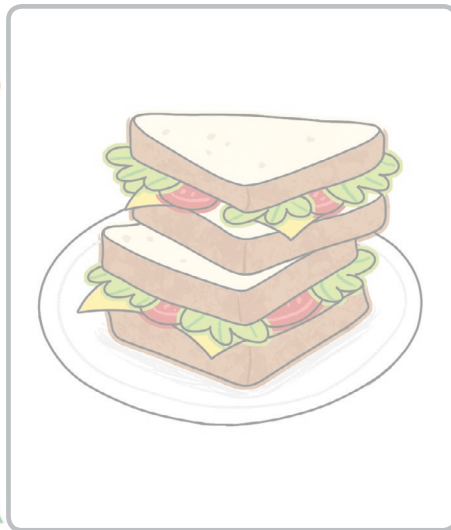
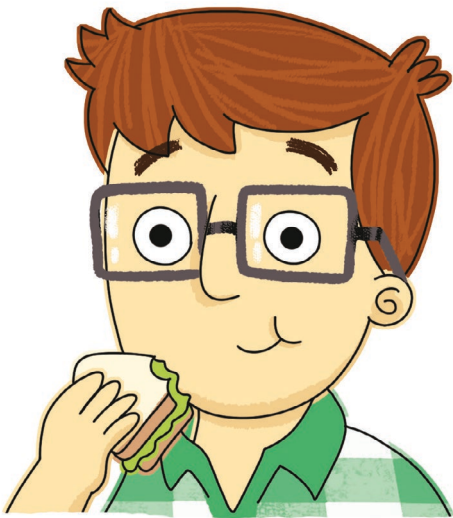
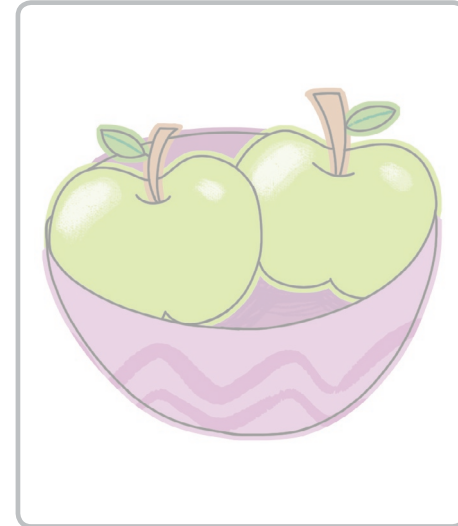
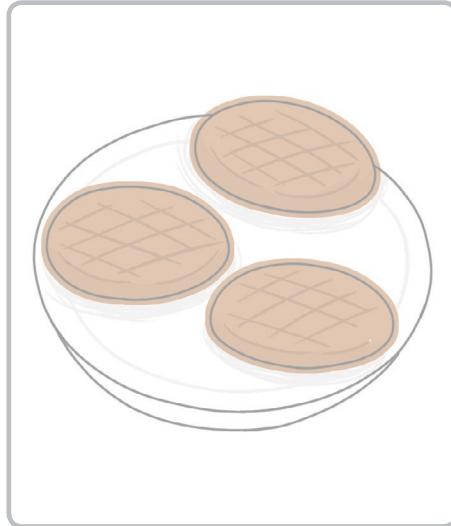
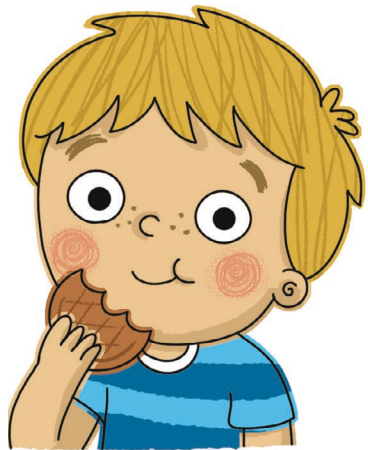


Language presentation: I like (apples / bananas / sandwiches / biscuits).

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57

38 Listen. Stick. Point. Say.



Lesson 3 Language practice

Lesson objective

Practise expressing likes

Language

I like (apples).

Vocabulary

apples, bananas, biscuits, sandwiches

Materials

puppet; real or play food (optional); food flashcards *apples, bananas, biscuits, sandwiches*; Pupil's Book stickers; flashcards *Kim, Dan* (Unit 1); *Mummy, Daddy* (Unit 2); eight to ten known items, e.g. crayons, a book, pencils, apples, bananas, biscuits, a teddy, balls



Use Presentation Plus to do the interactive activity 

Starting the class

- Settle the class with a lesson opening routine (see Teacher's Book page 16).
- Sing The food song (Track 36) with actions: *I like sandwiches* (hold an imaginary sandwich and take a bite), *I like apples* (pick an apple and take a bite), *I like bananas* (peel a banana), *I like biscuits* (draw a circle in the air). The children rub their stomachs for *Yum ... etc.*

Before the book

- Have the children call for and greet Pippa.
- Show Pippa the food (or flashcards), one item at a time. For each food, Pippa says, e.g. *Yum! I like bananas!*
- Pippa takes an item of food and gives it to you. Say, e.g. *Thank you, Pippa! I like (apples).*
- Have Pippa pass food to different children. They say, e.g. *Apple(s)! or I like apples!*



With the book

Pupil's Book page 58

 **Listen.**  **Stick.**  **Point.**  **Say.**

- Remind the children that Kim, Dan and their mummy and daddy are eating a snack.
- Point to the pictures and ask *Who's this? What are these?*
- Help the children to find the sticker page at the back of the Pupil's Book.

- Play the audio while the children listen and point to the correct sticker. Play the audio again, pausing while they position the stickers.
- Hold up your book, point to the picture of Dan and say *Dan says ...*. The children point to the biscuit sticker and say *I like biscuits*. Repeat for each person.
- The children practise pointing and saying in pairs.

Track 38

Daddy: I like sandwiches. Yum!

Dan: I like biscuits. Yum!

Mummy: I like bananas. Yum!

Kim: I like apples. Yum!

After the book

- Tell the children to look at the book and remember what each person likes. Time 30 seconds. Then they close their books.
- Put the character flashcards on the board. Give a food flashcard to a child, who says, e.g. *Biscuits!* and puts the flashcard next to the correct character.
- Play the audio again to check.



Activity Book page 58

 **Look.**  **Trace.**  **Say.**

- The children match each person on the left to the food he / she likes by following the lines. Check pencil hold and tracing direction.
- Point to each person in the pictures as the children say, e.g. *Biscuits*. Ask in L1 *What does she say?* The children say *I like biscuits*.

Finishing the class

Learning through play - a memory game



- Show the children eight to ten known items.
 - Pick up each item and ask *What's this? / What are these?* The children answer, e.g. *Crayons*.
 - Have the children call Pippa.
 - A child chooses an item and gives it to Pippa, saying, e.g. *Bananas*. Pippa says *Thank you! I like bananas!* Look away as Pippa puts the item in her house.
 - Repeat until all the things are in Pippa's house.
 - Look surprised and say *Pippa! Where are all the toys? Where's the food? Where are the crayons? They're not yours!* Make the class laugh.
 - The children call out what's in Pippa's house. Pippa takes them out sadly, saying, e.g. *I like pencils!*
- Play The food song (Track 36) as the children sing and do actions.
 - Use a lesson closing routine to end the class (see Teacher's Book page 17).

Lesson 4 Sounds and letters



Lesson objective

Practise recognising the letter sound *a*

Sounds and letters focus

Practise letter sound *a* with the word *apple*

Materials

pre-made letter card *a*; flashcard *apples*; red colouring pencils or crayons; pictures of items or animals which start with the sound *a* (e.g. *ant, alligator, anchor, arrow,*

astronaut, axe) and others which don't (e.g. *teddy, doll, giraffe, shoe, chair*); mini whiteboard and marker for each child (optional)

Starting the class

- Settle the class with a lesson opening routine (see Teacher's Book page 16).
- Say a food item and afterwards clap in time with the syllables, e.g. *Sandwiches* (three claps). The children copy the clapping. Repeat with *apples, biscuits, bananas*.
- Say words and phrases the children know, each followed by claps to match the syllables (e.g. *teddy, sit down, wave your arms, train*). Mix in the food words. The children join in with clapping, but stop when they hear the food words.

Before the book

- Talk about how listening carefully was important in the game the children just played.
- Write a large lowercase 'a' on the board and say the letter sound *a*. Practise several times with the class.
- Then point to the letter for the children to practise the sound without you.
- Pass the pre-made letter card *a* around the class. When you say *Stop and say!* the child with the card makes the sound.
- Put the *apples* flashcard on the board next to the letter 'a'. Point and say *apples* and make the letter sound *a*. Then point and say several times for the children to repeat.

With the book

Pupil's Book page 59

 **Listen.**  **Trace.**  **Colour.**  **Say.**

- Say *Listen and point!* Play the audio. The children point to the letter or the picture of the apple.
- If your class is ready to trace the letter shape, use your finger to trace the shape of 'a' in the air. Then show the children how to trace the letter using the letter on the board. The children trace around the letter 'a' on the page with their finger or a red crayon or pencil.
- The children colour the apple in red to match the colour they used to trace around the letter.
- Circulate and listen to the children as they point to the letter and the apple and make the sound and say the word.

Track 39

a a a
apple apple apple
a apple

After the book

- Say *Look and listen: a like 'apple' or no a?* Show a series of pictures, some of things that begin with *a*, mixed with other items. For each, say the word, exaggerating the initial sound. The children shout *Apple!* for the things that start with the letter sound *a*.
- Praise the children for listening well.

Activity Book page 59

 **Listen again.**  **Look.**  **Find.**

 **Trace.**  **Say.**

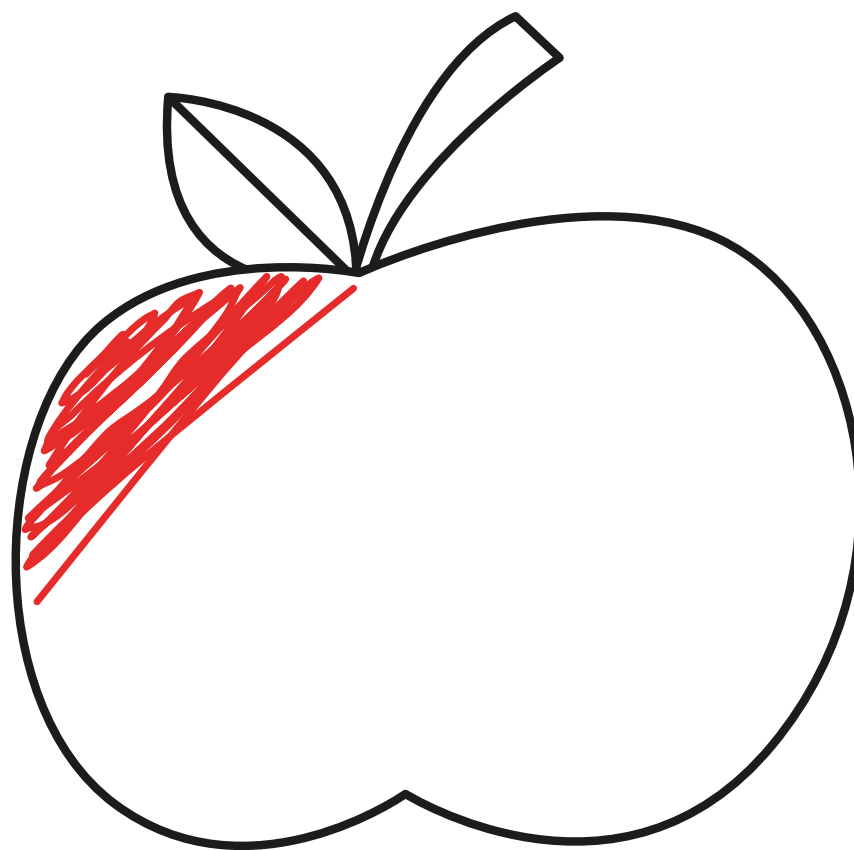
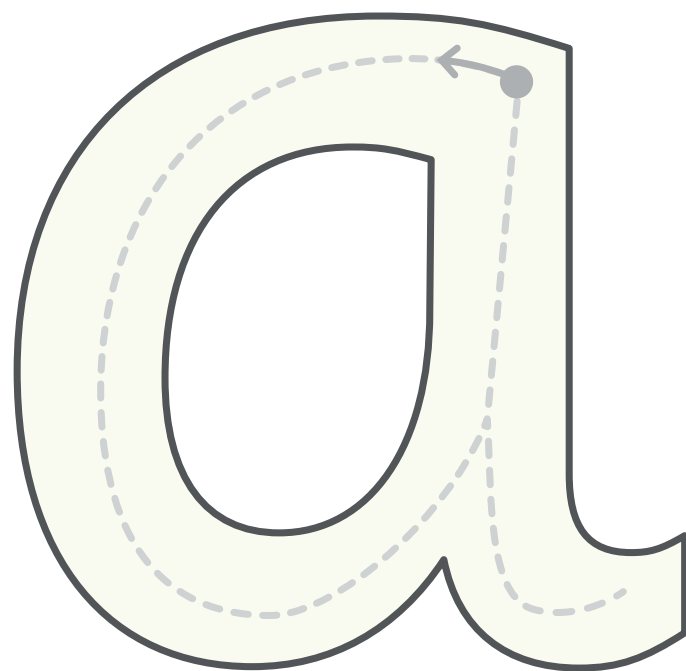
- Play the audio again. The children trace around the letter 'a' and circle the word with the initial letter sound *a* (the apple).
- Circulate and check. The children make the letter sound *a* and say *apple*.
- If appropriate, the children practise forming the letter 'a' with markers on mini whiteboards.

Finishing the class

- Use a lesson closing routine to end the class (see Teacher's Book page 17).



39 Listen. Trace. Colour. Say.





Listen. Picky Peter

1



2



3



4



Lesson 5 Literacy



Lesson objective

Listen to, enjoy and answer questions about a story

Story language

apples, bananas, biscuits, sandwiches, picky, I like (apples). I don't like (apples). Thank you, Mummy.

Materials

whistle (optional); Big Book; real or play food you dislike (or pictures); Unit 5 literacy story video



Use Presentation Plus to watch the video

Starting the class

- The children move around the classroom. When you blow a whistle, they stop.
- Say *I like bananas!* The children mime eating a banana.
- Repeat for *I like apples / sandwiches / biscuits.*
- In the classroom, prepare the children to listen to a story with your story time routine (see Teacher's Book page 27).



Literacy development tip

Provide the children with opportunities to talk about the story. Encourage them to extend their ideas. Respond to their suggestions and evaluate their contributions positively. They are learning the communicative skill of talking about a single topic, as well as becoming invested in the story.

Before the book

- Open the Big Book for the children to find the title. Explain the meaning of *picky* in L1 (a person who doesn't like many different foods). Show food you don't like and say, e.g. *I'm picky. I don't like pasta. I don't like sushi. I don't like pineapple.*
- Point to the boy and say *Look! A boy. It's Peter. Picky Peter.* Point to the woman and ask *Who's this? (Mummy.)* In L1, ask why Peter isn't happy in the first picture (he doesn't like the food).
- The children name the items of food they can say in English in the pictures.

- Give the children time to tell you what they think is happening in each picture. Rephrase suggestions in English, e.g. *Mummy's making a sandwich. Yes! There's banana in the sandwich. Peter likes it!*
- **40** Say *Now let's listen to the story.* Play the audio while the children look at the Big Book. Point to each picture in turn.



With the book

Pupil's Book pages 60–61



40 Listen.

- Play the story again, while the children listen and point to each frame.

Track 40

Picky Peter

Peter is Picky.

Peter: No, thank you. I don't like apples and I don't like bananas.

Mummy makes a sandwich.

Peter: Yum! I like sandwiches.
Thank you, Mummy.

Peter: What's this, Mummy?

Mummy: It's banana.

Mummy makes biscuits.

Peter: Yum! I like biscuits.
Thank you, Mummy.

Peter: What's this, Mummy?

Mummy: It's apple.

Peter: Wow! I like apples and I like bananas!
Thank you, Mummy.

After the book

- Tell the story again, using the Big Book, mime and actions. Check the children remember what *Thank you* means. Alternatively, play the literacy story video.
- Ask questions after each frame, e.g. *Is Peter happy? (No.) What does he say in this picture? ('I don't like ...') What does Mummy do? (She makes a sandwich.) Does Peter like the sandwich? (Yes, he does.) Does Peter like apples and bananas now? (Yes, he does.) Why? (Because Mummy put them with other foods and he tried them.)* Ask the children which foods they like in a sandwich. Have they tried banana sandwiches? How about apple biscuits?



Activity Book page 60



Look. Point. Trace.

- Point to the individual pictures and say *Listen and point.* Say lines from the story. The children point to the food they hear, e.g. *I like bananas. Mummy makes a sandwich. I like apples. Mummy makes biscuits.*
- Point to the scene at the top, which happens after the story. Say *Look! Peter and his Mummy. Peter likes ... ?* The children say *Apples, biscuits, bananas, sandwiches.*
- They trace round the food Peter likes below (all the items).

Finishing the class

- Find out what the children remember about the story. Ask *What was the problem? What did Mummy do? What happened in the end?* The children retell the story in L1.

Lesson 6 Values

Lesson objective

Recognise the value of saying thank you, from the story

Story language

apples, bananas, biscuits, sandwiches, picky, I like (apples). I don't like (apples). Thank you, Mummy.

Value

Say *thank you*

Materials

soft toy or play food; Big Book; colouring pencils or crayons; play food; tea sets or plastic jugs, cups, plates, etc; phone / tablet (optional)



Cambridge Life Competencies

Communication: Using appropriate language and register for context: Uses simple, polite forms of greetings, introductions and farewells (i.e. saying hello, please, thank you and sorry).

Starting the class

- Have the children sit in a circle. Give one child a soft toy or a piece of play food. Encourage them to say *Thank you*.
- The child passes it to the person on their left. The child who takes the item says *Thank you*, then passes it on.
- Once the toy is moving around the circle, give a different toy to another child, who says *Thank you* and passes it on. Continue like this, adding toys to the circle.
- Settle the children with your story time routine (see Teacher's Book page 27).

Before the book

- Watch the Unit 5 literacy story video together. Ask *Who is picky? Is he picky at the end of the story?*



With the book

Pupil's Book pages 60–61



Listen.

- Show the Big Book and ask the children to point to the pictures which show Peter being polite (saying *Thank you*).
- Ask the children what you can say if you don't like a food, but you want to be polite (*No, thank you.*) Point out that Peter is always polite to his mummy.
- You could discuss whether it is polite to refuse food when you are with someone you don't know well.

- You can also ask the children if they think Peter is brave to try the new foods Mummy made. Talk about how it is often a good idea to try new things because we might like them after all. Ask the children if they have been surprised by something they tried.
- Play the story again, while the children listen and point to each frame.

After the book

- Say in English, then L1, *It's important to say 'thank you'.*
- Talk about the importance of being polite. Ask for examples of when the children say 'thank you' in their everyday lives.



Activity Book page 61



Look. Find. Colour.

- Talk about the picture in English and L1. The children tell you who is saying *thank you*, e.g. *Look! The man's got a sandwich. The boy says ... (thank you). The girl says ...?* Use gesture to help.
- The children colour the people who are saying *thank you* in the picture.



At home

- Ask the children to say *thank you* to people at home when they do something kind or offer them food or drink.

Finishing the class

Learning through play - saying *thank you*



- Arrange tea sets or play food with cups, plates, etc. for each group of children.
 - The children play at having a tea party together. Encourage them to share and be polite to each other, e.g. one child pours tea and another says *Thank you!* They can also request foods they know in English, e.g. *Banana, please!*
 - Circulate and join in, encouraging the children to be as polite as they can.
 - You can video the children being polite as they play and show them afterwards.
- Ask different children to bring you items, e.g. *Yolanda, a book, please.* When the child brings the item, say *Thank you!*
 - Use a lesson closing routine to end the class (see Teacher's Book page 17).





41

Listen. Point. Trace.



Lesson 7 Language presentation



Lesson objective

Name drinks and express likes and dislikes

Language



I (don't like) (juice).

Vocabulary

juice, milk, water

Materials


Unit 5 flashcards; real drinks (juice, milk, water) (optional, if appropriate); Unit 5 character story video; puppet

 Use Presentation Plus to watch the video and to play the games for this unit 

Starting the class

- Settle the class with a lesson opening routine (see Teacher's Book page 16).
- Say *Pat-a-cake, Pat-a-cake, Baker's man* while you clap in a pattern for children to copy (e.g. clap hands in front of you, clap once at each side for *Pat-a-cake*; slap your thighs with both hands for *Baker's man*).
- Repeat the phrases and the clapping pattern until the children learn it.
- Draw the letter 'a' on the board and point to it when you make the letter sound *a*.

Before the book

- Display the flashcards. Point to each drink and say the word several times. The children repeat. Alternatively, use real drinks.
- Play a pronunciation game (see Teacher's Book page 13).
- Call a volunteer to the front. Say one of the drinks. The child points to the correct drink. Repeat with different volunteers.
- Drink some milk, smile and say *I like milk*. Drink some juice, frown and say *I don't like juice*. Alternatively, use mime and flashcards. Repeat several times.
- Offer the drinks (or flashcards) to different children and ask, e.g. *Juice?* The child can answer *Yes, please* or *No, thank you*. (Check in advance for food sensitivities / allergies.)
-  Play the character story video. Pause after each scene and point to the different drinks, asking *What's this?* Ask *What's happening?* in L1.



With the book

Pupil's Book page 62



Listen.



Point.



Trace.

- Remind the children that Pop gets hot and thirsty and Pippa offers him different drinks. Elicit the drink in each picture.
- Play the audio for the children to listen to.
- Say *Listen and point*. Play the audio again. The children listen and point to the drinks and the water from the hose.
- Say *Trace*. Point to the outlines and explain that the children need to trace around the drink in each picture.

Track 41

[Dream sequence introduction]

Pop: Phew!

Pippa: Hello Pop. Juice?

Pop: No, thank you, Pippa. I don't like juice.

Pippa: Milk?

Pop: No, thank you. I don't like milk!

Pop: AAAAGGGHHHH!

Pippa: Ha! Ha!

Pop: I like water!

After the book

- Draw a vertical line down the centre of the board. On one side draw a happy face. On the other side draw a sad face.

- Have the children call and greet Pippa.
- Show Pippa a food or drink flashcard, e.g. *milk*. Pippa says *I don't like milk*. Put the flashcard on the side of the board with the sad face. Continue with more flashcards and Pippa saying *I like ...* or *I don't like ...*
- Call volunteers to the front to show Pippa a flashcard, listen to her sentence and put it in the correct column.
- Then call pairs of children to the board. Child A shows Child B the flashcards in turn. Child B says *I like ...* or *I don't like ...* for each. Child A puts the cards in the correct column.



Activity Book page 62



Look.



Trace.



Say.

- The children trace the lines to complete the drinks.
- Circulate as the children trace and ask *What's this?*
- When the children have finished tracing, point to the drinks for the class to say the words. Then point to them in a different order (e.g. *water, milk, juice*). The children watch, remember and then say the words in the same order.

Finishing the class

- Display the drinks flashcards. Point to the pictures and say the words. Encourage the children to join in.
- Have Pippa point to the flashcards and give the class a round of applause (or point and clap yourself) to finish the class.

Lesson 8 Language practice

Lesson objective

Practise talking about food and drink with a chant

Language

I (don't like) (juice).

Vocabulary

apples, bananas, biscuits, juice, milk, sandwiches, water

Materials

string or tape; Unit 5 flashcards; real food and drink (optional); yellow, red, blue and brown colouring pencils or crayons; Unit 5 chant video



Use Presentation Plus to watch the video and to do the interactive activity

Starting the class

- Settle the class with a lesson opening routine (see Teacher's Book page 16).
- Make a line on the floor in the middle of the classroom or playground, e.g. with string or tape.
- Show a food or drink flashcard, e.g. *biscuits*, and say the word. Show that you are thinking, smile and then move to one side of the line. Say *I like biscuits*. Repeat with a different card, but this time move to the other side of the line and say *I don't like ...*
- Show a flashcard. The children jump or run to the correct side of the line, depending on their own likes and dislikes. Ask a child on each side of the line to make a sentence (e.g. *I like bananas. / I don't like bananas.*)
- Repeat with all of the flashcards.

Before the book

- Show the food and drink flashcards or real food and drink. Ask different children, e.g. *Milk?* They say *I like milk* or *I don't like milk*.



With the book

Pupil's Book page 63



Listen. Colour. Sing.

- Point to the girl and say *Look! A girl!* Point to each photo and ask *What's this?* or *What are these?* The children say, e.g. *Juice!*
- Explain in L1 that the children need to listen and find out which food and drink the girl likes and dislikes.

- Play The food chant. The children listen only.
- Play the chant again, pausing as necessary for the children to colour in the correct face for each food or drink item. Check by asking, e.g. *Juice. Like or don't like?* (She likes juice, sandwiches, biscuits, water and apples. She doesn't like bananas and milk.)
- Play the chant while the children point to the food and drinks as they are mentioned. Play it again so they can join in and / or mime eating and drinking the different items. Have the children smile for the *I like ...* verse and frown for the *I don't like ...* verse.

Track 42

The food chant

I like juice, yum, yum, yum,
I like sandwiches.
I like biscuits and water, too.
I like apples, yum, yum, yum!

I don't like bananas.
I don't like milk!
Oh no! Oh no! Oh no!

[Repeat]

After the book

- Play the chant again and teach actions for each item of food and drink.
- Encourage the children to listen and join in with the words and actions.
- You can ask the children to show how they feel about their performance using one of the self-evaluation strategies from the Learning to Learn section on Teacher's Book page 7.



Activity Book page 63



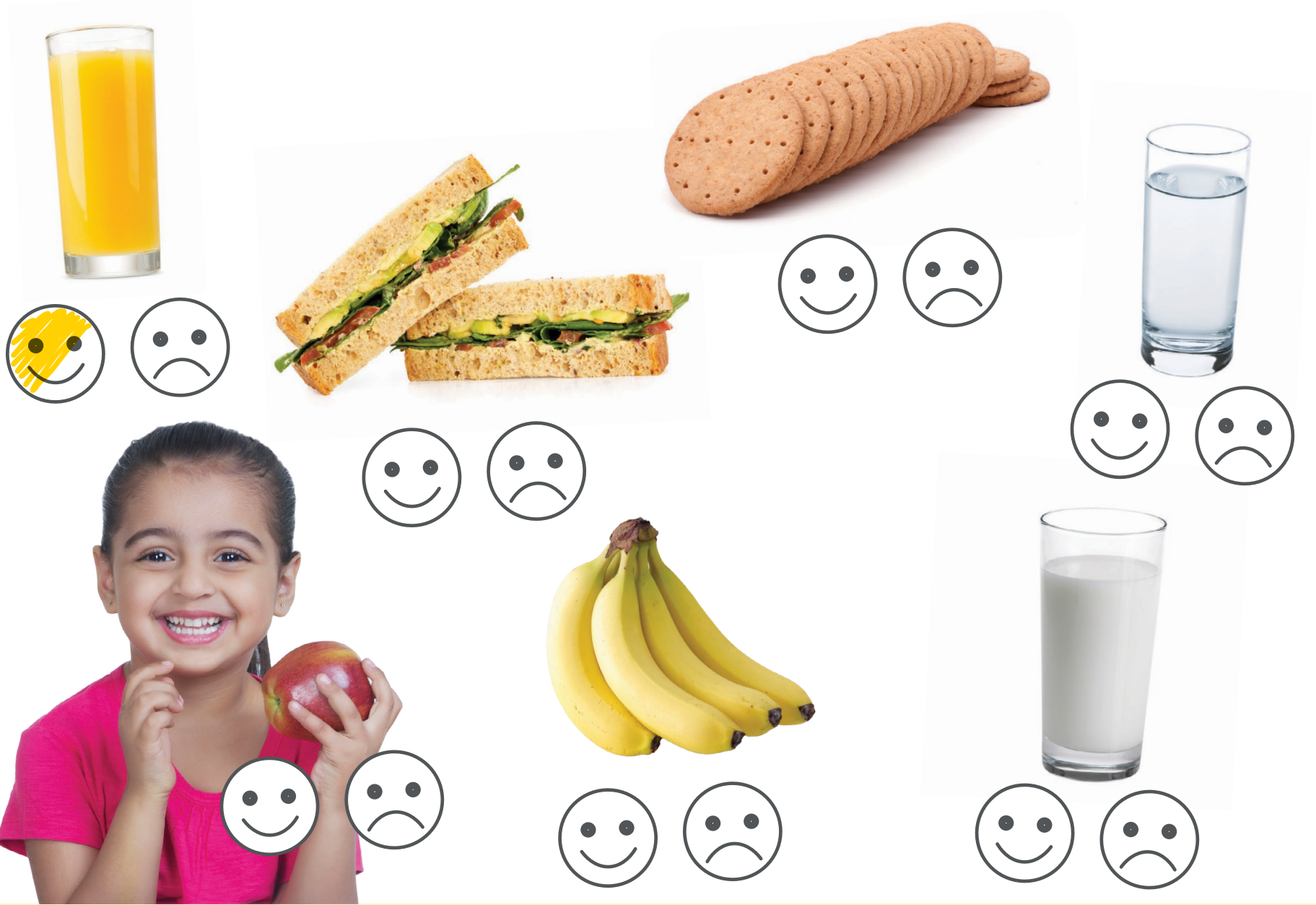
Look. Colour. Say.

- Point to the key along the top of the page and ask, e.g. *What colour is the banana?* The children say, *Yellow!* Repeat with the other food and drink items.
- The children use the key to colour the picture. Point and make instructions with the class, e.g. *Colour the bananas ... (yellow!)*
- Circulate and ask individuals, e.g. *What colour is the juice?*
- Point to the children in the pictures and ask in L1 *What does he / she say?* Encourage the children to look at the facial expressions in the pictures to answer, e.g. *I don't like biscuits. I don't like water. I don't like bananas. I don't like juice. I like milk.*
- In pairs, have the children take turns to make sentences about what the children in the pictures say.

Finishing the class

- Watch the video of The food chant. Encourage the children to join in.
- Use a lesson closing routine to end the class (see Teacher's Book page 17).

  **Listen.**  **Colour.**  **Sing.**



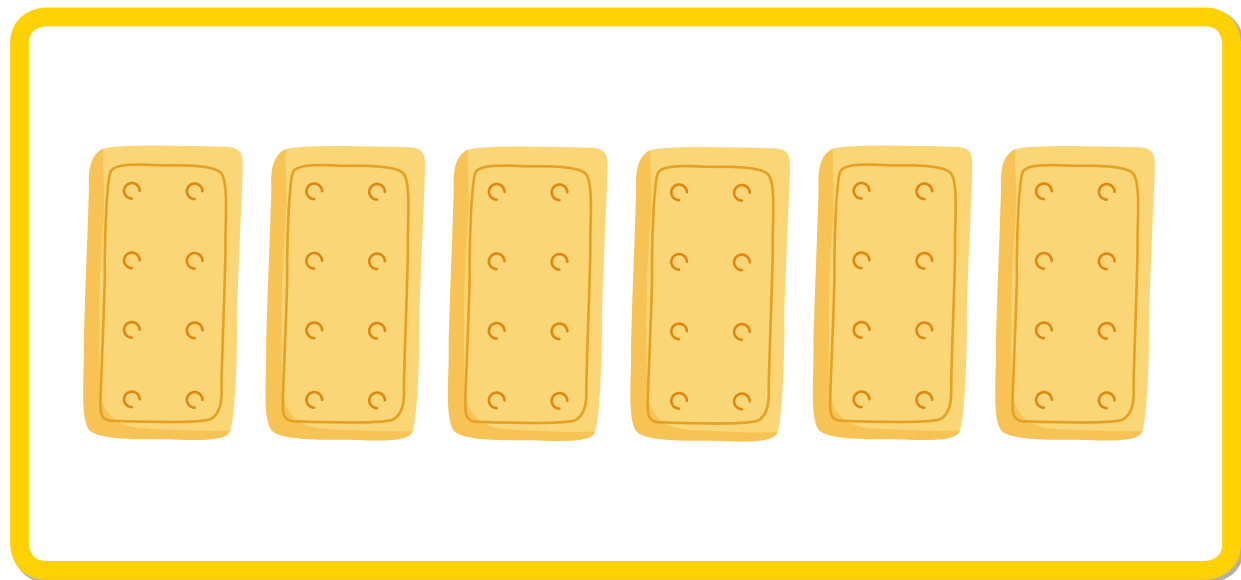
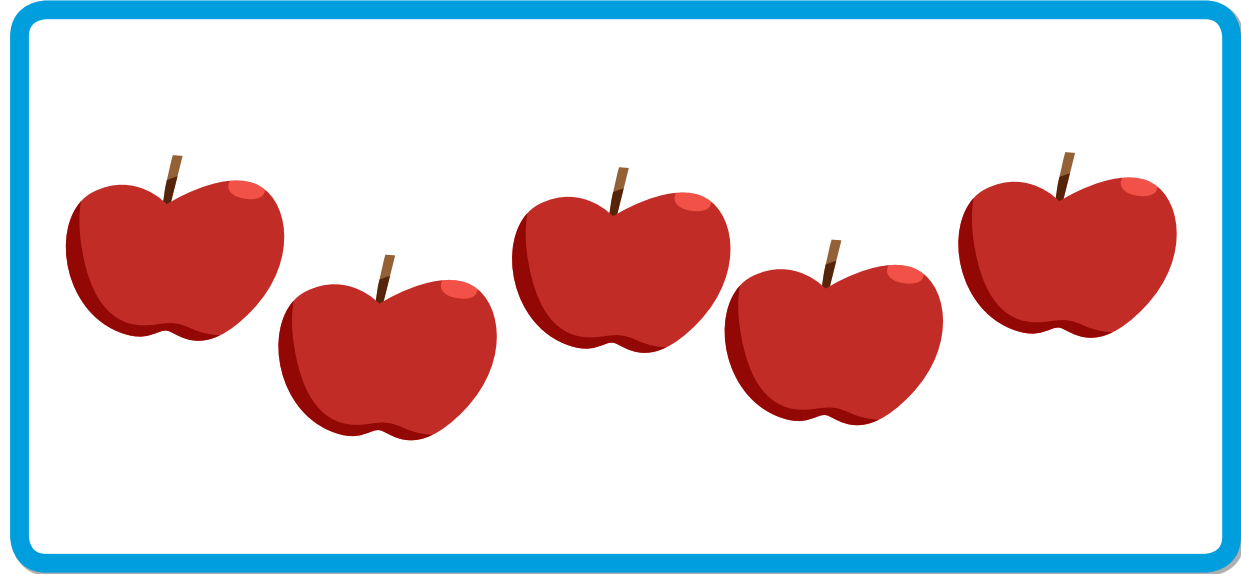
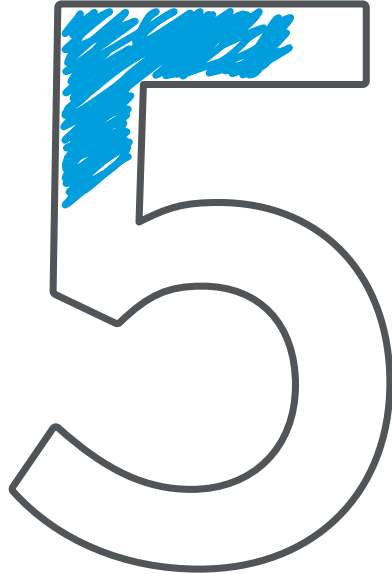
The image contains several items for a matching activity:

- Orange Juice:** A tall glass of orange juice with a smiley face and a frowny face below it. One smiley face is partially colored yellow.
- Sandwiches:** Two sandwiches cut in half, with a smiley face and a frowny face below them.
- Biscuits:** A stack of round biscuits with a smiley face and a frowny face below them.
- Water:** A tall glass of water with a smiley face and a frowny face below it.
- Apples:** A young girl in a pink shirt holding a red apple, with a smiley face and a frowny face below her.
- Bananas:** A bunch of yellow bananas with a smiley face and a frowny face below them.
- Milk:** A tall glass of milk with a smiley face and a frowny face below it.

Language practice: *I (like / don't like) (juice / milk / water / apples / bananas / sandwiches / biscuits).*

Numbers

 Listen.  Count.  Colour.



Lesson 9 Numbers

Lesson objective

Practise counting using numbers 1–6

Vocabulary

numbers 5, 6

Language

(Five) (apples).

Materials

whistle (optional); four pictures of individual children

per pair (optional); puppet; blue and yellow colouring pencils or crayons; a bowl with six apples

 Use Presentation Plus to do the interactive activity 

Starting the class

- Settle the class with a lesson opening routine (see Teacher's Book page 16).
- Count aloud from one to four several times. Hold up your fingers to show the numbers. The children copy.
- Move to a large open space, if possible. The children run or move around. When you blow a whistle, they stop.
- Say *Listen!* Give instructions for the children to make groups, e.g. *Three in a group!* The children form the groups as quickly as they can.
- Repeat with different numbers in the groups.
- Alternatively, have pairs hold up the correct number of pictures of children.

Before the book

- Write numbers 1–4 on the board.
- Have the children call for Pippa. Pippa points to the numbers and counts *One, two, three, four!* Repeat, with the children joining in.
- Pippa points to a number and a child. The child says, e.g. *One*. Pippa points to different numbers and chooses a child to say each.
- Hold up different numbers of objects (between one and four), e.g. four pencils. Count them aloud with the children, e.g. *One, two, three, four. Four pencils.*
- Add another object and count up to five. Write the number 5 on the board. Present the number 6 in the same way.



With the book

Pupil's Book page 64

 **Listen.**  **Count.**  **Colour.**

- Point to the pictures and say *I like apples. I like biscuits.*
- Say *Listen and copy.* Play the audio and remind the children to clap along with the counting. Play the audio again for the class to join in with the words and point to the apples / biscuits as they count.
- Tell the children to colour the numbers in the same colour as the boxes containing the matching quantities of food. (5 – blue; 6 – yellow.)
- Circulate and encourage the class to count the items of food in the pictures.

Track 43


One, two, three, four, five. Five apples. (*Clap five times.*)
One, two, three, four, five, six. Six biscuits. (*Clap six times.*)

After the book

- Say *Listen! How many?* Clap a number of times between one and six. The children say, e.g. *Four!*
- Repeat, varying the number of claps.



Activity Book page 64

 **Look.**  **Count.**  **Trace.**  **Say.**

- Count the sandwiches and bananas aloud with the class, pointing to the pictures.
- The children trace the numbers with their finger or a pencil. Remind them to start at the top.

- The children trace around the group of food that matches the number above.
- When they have finished, the children hold up their books and say together *Five. Five sandwiches. Six. Six bananas.*

Finishing the class

Learning through play - a counting rhyme



- Put six apples in a bowl. Count them aloud with the children. Say *Six apples!*
- Say the rhyme below, acting out the lines by taking out apples:
*Six apples in the bowl
One fell out – roll, roll, roll
How many apples in the bowl?
1, 2, 3, 4, 5!
Start the rhyme again (Five apples in the bowl ...)*
- At the end say *How many apples in the bowl? Zero!*
- Replace the apples and repeat the rhyme. The children join in with the counting.

- Play The food chant (Track 42) for the children to join in.
- Use a lesson closing routine to end the class (see Teacher's Book page 17).

Lesson 10 Science

Lesson objective

Identify fruit

Vocabulary

fruit, apple, banana, biscuits, carrot, eggs, orange, sandwiches, strawberries

Language

Fruit? Yes. / No.

Materials

real food, play food or pictures of food, including fruit and vegetables, e.g. bananas, apples, sandwiches, biscuits, strawberries, oranges, carrots, potatoes, pineapple, melon, eggs, chicken; colouring pencils or crayons

 Use Presentation Plus to do the interactive activity 

Cambridge Life Competencies

Critical Thinking: Understanding and analysing links between ideas: Sorts, arranges and describes objects by shape, size, colour, weight, texture and position.

Starting the class

- Settle the class with a lesson opening routine (see Teacher's Book page 16).
- Play The food chant (Track 42) as the children join in and do the actions.

Before the book

- Show a selection of real / play food, or photos, including fruit and vegetables. Say, e.g. *Yum! I like apples! I don't like potatoes.*
- Hold up an apple and ask *Fruit? Say Yes, fruit.* Do the same with different fruits (e.g. bananas, pineapple, melon). Encourage the children to join in with the answer *Yes, fruit.*
- Hold up some biscuits and ask *Fruit? Say No.* Do the same with different foods which aren't fruit. Encourage the children to join in with the answer.
- Show different foods, asking *Fruit?* for each one. The class answers *Yes* or *No*. Make sure the children understand that vegetables are not fruit (use L1).
- Ask the children what other types of fruit they know and like (in L1). Rephrase their answers into English.



With the book

Pupil's Book page 65

Look. Colour.

- Say *Look! Colour the fruit.* The children colour in the frames of the photos which show fruit. Tell them to use the same colour crayon so that it's clear all the fruits are in the same category.
- Check answers by pointing to each photo and asking *Fruit?* The children hold up their books and show you if they have coloured the frame or not.
- You can teach the words for the new food items, but the children do not need to produce them – the important thing is that they recognise which are fruit.

After the book

- Play the Unit 5 introduction video again and have the children clap their hands every time they see a fruit.
- The children sit in a circle. Hand out play food (or a picture) to each child. Make sure there is an even number of fruits.
- Play some music. The children pass the food around. When the music stops, say *Fruit! Change places!* The children holding fruit stand up and swap seats with another child who is standing up.
- Repeat several times. You can also ask the children with fruit to say, e.g. *Bananas!* or *I like bananas* after they have changed places.



Activity Book page 65

Look. Find. Colour. Say.

- The children look at the picture and colour only the fruit.
- After colouring, the children point and say *Apple – fruit. Banana – fruit.* Help them to say the fruits that will be new to them: *Strawberry – fruit. Orange – fruit.*



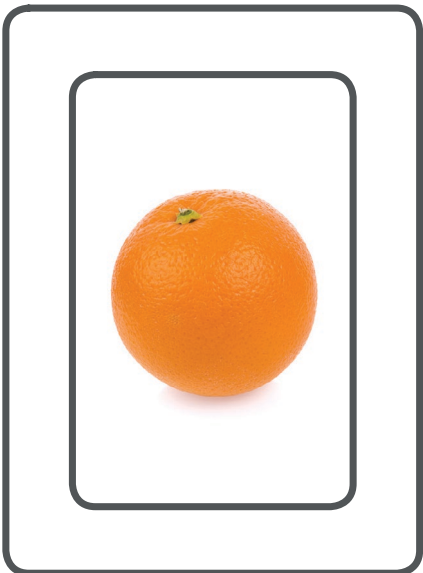
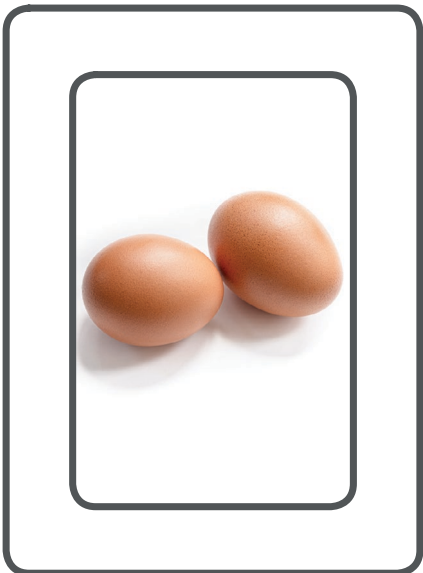
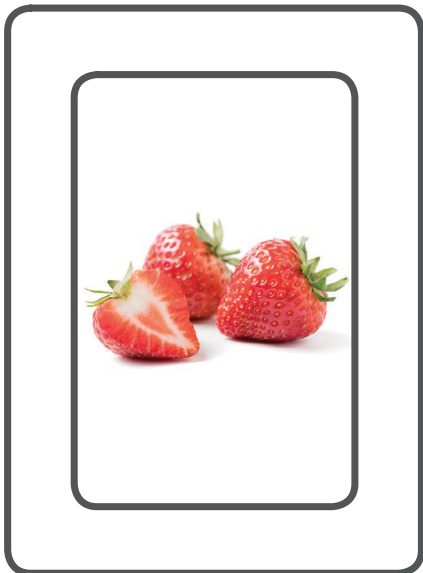
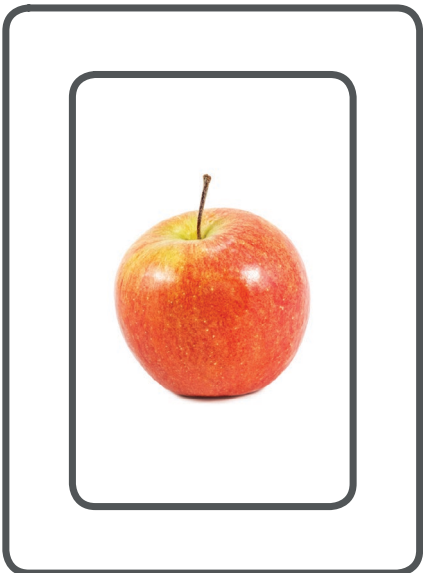
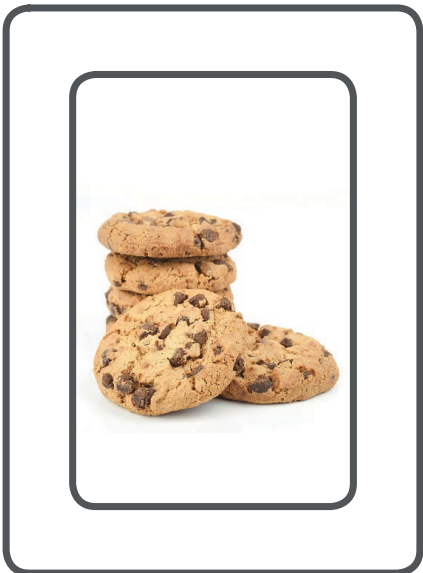
At home

- Ask the children to find fruit in their kitchen and talk to people at home about it. They can also bring their favourite fruit to the next class for 'show and tell'.

Finishing the class

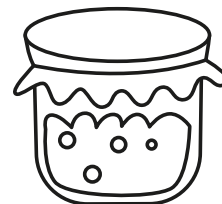
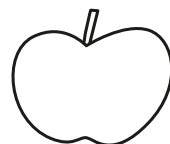
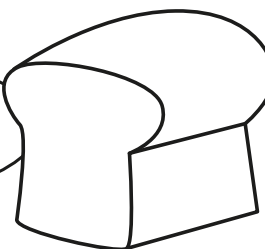
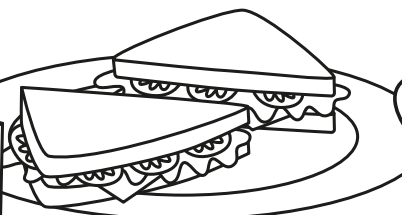
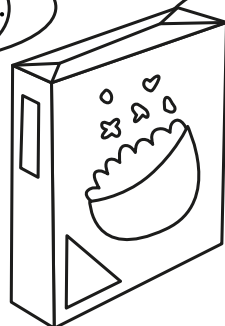
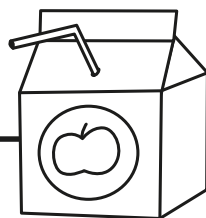
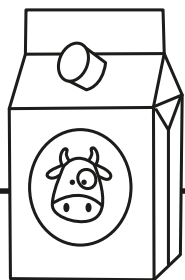
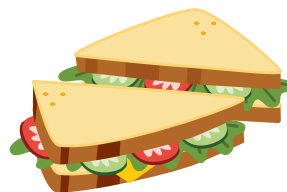
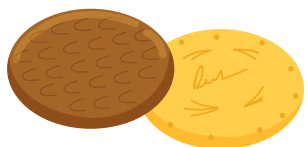
- Put the food from the beginning of the class into a bag or box. Ask the children which foods they can remember. They can tell you in English or L1. Take the items out of the bag.
- Call volunteers to come and find a food they like. Each child shows the food to the class and says, e.g. *I like sandwiches.*
- Use a lesson closing routine to finish the class (see Teacher's Book page 17).
- Make sure everyone helps to tidy up the classroom.

Look. Colour.



Review

👁️ Look. 🔍 Find. 🖍️ Colour. 💬 Say.



Lesson 11 Review

Lesson objective

Review learning and progress in the unit

Vocabulary

food and drink


Language

I (like / don't like) (juice / milk / water / sandwiches / biscuits).

Materials

Unit 5 flashcards; colouring pencils or crayons; phone /tablet (optional);

pictures of food and drink e.g. biscuits, juice, water, an apple, a banana, sandwiches (the same items for each team); a box for each team

 Use Presentation Plus to play the games for this unit 



Cambridge Life Competencies

Social Responsibilities: Understanding and describing own and others' cultures:

Identifies similarities and differences between self and others (e.g. favourite pastimes, toys, colours, food etc.).

Starting the class

- Settle the class with a lesson opening routine (see Teacher's Book page 16).
- Play The food chant (Track 42). Add new verses with food and drink suggested by the children.

Before the book

- Revise food and drink items by playing a flashcard game (see Teacher's Book page 13).



With the book

Pupil's Book page 66

 **Look.**  **Find.**  **Colour.**  **Say.**

- Point to the food and drink in the key. The children say the words and make sentences with *I like ... / I don't like ...*
- Explain that the children have to find and colour the items in the larger picture.
- While the children are colouring, circulate, point and ask *What are these? What colour?* Say, e.g. *I like biscuits. / I don't like milk.* In pairs, encourage the children to tell a friend one item they like and one item they don't like.

After the book

- Ask about items in the picture, e.g. *Where are the biscuits? Where's the milk?* The children point.

- Volunteers can come to the front, point to an item in the picture, say the word and say whether they like or dislike it.
- The children can practise pointing and saying the words or making more *I like / don't like* sentences in pairs.



Activity Book page 66

 **Look.**  **Draw.**  **Say.**

- Point to the example picture (top right), and explain in L1 that the child has drawn food that he likes. Ask *What are these? (Bananas.)*
- Say *Draw what you like.* Circulate as the children draw themselves and the food they like. They tell you the foods they know in English, or you can supply new words. If the child wishes, you can label the picture with the food words.
- When they have finished drawing, the children show their picture to the class and say, e.g. *I like apples.* If any other children have drawn apples, they stand up and say *I like apples!*
- You can video the children doing this activity and show it to the children afterwards.

Finishing the class

Learning through play - a run and find game



- Make teams and get each team to sit in a line behind one child who is sitting on a chair.
 - Put a box with the same food and drink items in front of each team, far enough away to run to.
 - Say a food or drink item, e.g. 3, 2, 1 ... *Sandwiches!* The child who is sitting at the front runs to their box, finds the item you've named, brings it to you, then goes to the back of their team's line and sits down.
 - The first team to give you the correct item and sit down scores a point.
 - When everyone is sitting down, hold up the item and ask *What's this? / What are these?* The next child in the line then goes to sit in the chair at the front of their team.
 - You can put some distractor items in the boxes, e.g. classroom objects or toys.
- Play the Unit 5 introduction video and talk about what the children have learnt in this unit.
 - Use a lesson closing routine to end the class (see Teacher's Book page 17).

Lesson 12 Project



Lesson objectives

Do a craft activity to review unit language and review progress; Carry out self-evaluation

Vocabulary

food and drink

Language

I like (apples / bananas).

Materials

Unit 5 flashcards; real or play food and drink (optional); puppet;

photocopiable plant / tree templates, pages 250–251; pre-made unit objective picture cards; colouring pencils or crayons; glue; Activity Book stickers



Cambridge Life Competencies

Learning to Learn: Reflecting on and evaluating own learning success: *Self-corrects from own stored knowledge when they realise a mistake has been made.*

Starting the class

- Settle the class with a lesson opening routine (see Teacher's Book page 16).
- Put plenty of real or play food and drink (or flashcards) around the classroom.
- The children move. When you blow a whistle, they stop.
- Say, e.g. *Find some bananas!* The children race to find and pick up the correct item. They hold it up and say, e.g. *I like bananas!* If the item is countable, count the total aloud with the class, e.g. *One, two, three, four, five bananas!*
- Repeat with different items of food and drink.

Before the book

- Have the children call and greet Pippa.
- Call a volunteer to choose a food or drink and show it to Pippa. The child says, e.g. *Biscuits?* Pippa says *I like biscuits! / I don't like biscuits.* Make her look very excited about the foods she likes but disgusted by the ones she doesn't. Make the children laugh.
- Pippa then asks the child *You?* Encourage the child to make a sentence, e.g. *I like biscuits.*
- Repeat with different volunteers.
- Before the class, copy / print and cut out the apple tree and banana plant templates (at least one per child). Make an example apple tree and banana plant, using the templates.
- Show the children these models and have them identify the different fruit.



With the book

Pupil's Book page 67

Look. Make. Say.

- Show the stages of making the banana plant / apple tree using the photos and the models you made. Each child chooses to make a banana plant or an apple tree (according to which fruit they like better).
- Circulate as the children colour and then help with gluing. Count the bananas / apples with individuals and ask *What colour is this?*
- The children show their tree / plant to the class and say *I like bananas* or *I like apples.*

After the book

- You can make a classroom display of the finished trees / plants, on a green ground with a blue sky.
- Give the children time to look at the display and talk about what they see.



Learning to Learn

- Hold up your book and flick through Unit 5. Say *Look! Wow! We've finished Unit 5.* If you used picture cards to present the unit objectives in Lesson 1, point to the pictures and talk about the different things the children have done. Ask which activities they like / don't like. Encourage them to sing parts of the songs they know, retell the story in L1, say which food and drink they like, etc.



Activity Book page 67

Point. Say. Colour.

- In pairs, the children say a sentence which is true for them about each item, e.g. *I like milk. I don't like water.*
- Circulate as the children practise saying their sentences. If they make a mistake give them time to self-correct. If necessary, repeat the mistake with questioning intonation and pause to allow the children to correct themselves.
- Follow the procedure for self-evaluation on page 40.
- The children place the Unit 5 star sticker top right.

Finishing the class

- Point to flashcards from Unit 5 as the children say the words.
- Remind the children to practise at home.
- Sing The goodbye song to end the class (Track 2).



Look. Make. Say.



I like (apples / bananas). 5

