



# Food shopping



Listen. Listen, point and say.

Vocabulary 1



Listen. Listen again and chant.

## Unit 3 learning outcomes

### In Unit 3, learners learn to:

- talk about food
- say what they can see using *There's / There are ...*
- ask and answer about number using *How many ... ?*
- listen to an animal story and understand the detail
- recognise initial letter sounds b and c
- learn about where food comes from

**Lesson 1 learning outcomes** By the end of the lesson, learners will be able to understand and say words for fruits.

**New language** *apple, banana, grapes, orange, watermelon*

**Recycled language** colours, numbers, school words

**Materials** Food and More food flashcards, flashcards from previous units, audio, video, coloured pens or pencils

## Self-evaluation

- **SE** Show flashcards of an apple and a banana. Mime eating an apple. Say *Mmm ... an apple*. Mime peeling a banana. Say *Mmm ... a banana*. Learners mime.
- Show the flashcard of a burger. Say *There's a burger*. Show grapes and say *There are grapes*.
- Draw two apples on the board. Say *How many apples? There are two apples*. Say *One apple, two apples*, showing one finger then two fingers. Learners copy.
- Use self-evaluation (see Introduction). Say *OK. Let's learn*.

## Warm-up

- Play the 'Pick it up' game (see page TB18) using flashcards from previous units.

## Presentation

- Use the Food flashcards to teach the new words.
- Show the flashcard of an orange. Ask *What's this?* Encourage learners to say *It's an orange*. Repeat several times. Repeat with the other flashcards, using *What are they?* for grapes.
- Put the flashcards around the classroom. Ask, e.g. *Is the (watermelon) (on the table)?* Learners answer *Yes/No*.

## Pupil's Book, page 28



### 1 Listen. Listen, point and say.

- Show page 28. Learners open their books. Say *Look at the picture. Find the bird*. Learners point and say *Here it is*.
- Point and ask *Who's this?* (*Jenny / Jim / Mr Friendly / Mrs Friendly*) Then point to the fruit. Ask *What are they?* (*Bananas*) *What colour are they?* (*Yellow*)
- Play Track 3.01. Learners listen.

#### Track 3.01

Mr Friendly: Erm, six yellow bananas. Hmm. Where are they?  
 Jim: They're here, Dad, under the green apples. Six yellow bananas.  
 Mr Friendly: OK. Hmm ... grapes. Where are they?  
 Jenny: They're here, Dad, in this blue box. They're red.

Jim: Oh, no ... Green grapes, please.  
 Mrs Friendly: OK, red grapes for Jenny and green grapes for you, Jim.  
 Jenny: And oranges for you, Mum. They're your favourite.  
 Mrs Friendly: Mmm, oranges, nice! Thanks!  
 Mr Friendly: Now ... four apples.  
 Jim: Green, yellow or red apples?  
 Mrs Friendly: Green, please.  
 Jenny: Yes, green apples.  
 Jim: What's this green and red fruit on the table, Dad?  
 Mr Friendly: It's a watermelon, Jim.  
 Jim: Mmm, a watermelon too, please, Dad.  
 Mr Friendly: OK. One watermelon. Now, that's it!

- Play Track 3.02. Pause for learners to point and say the words.

#### Track 3.02

1 Mr Friendly: Erm, six yellow bananas. Hmm. Where are they?  
 Jim: They're here, Dad, under the green apples. Six yellow bananas.  
 Point to the bananas. Say bananas.  
 2 Mr Friendly: OK. Hmm ... grapes. Where are they?  
 Jenny: They're here, Dad, in this blue box. They're red.  
 Jim: Oh, no ... Green grapes, please.  
 Mrs Friendly: OK, red grapes for Jenny and green grapes for you, Jim.  
 Point to the grapes. Say grapes.  
 3 Jenny: And oranges for you, Mum. They're your favourite.  
 Mrs Friendly: Mmm, oranges, nice! Thanks!  
 Point to the oranges. Say oranges.  
 4 Mr Friendly: Now ... four apples.  
 Jim: Green, yellow or red apples?  
 Mrs Friendly: Green, please.  
 Jenny: Yes, green apples.  
 Point to the apples. Say apples.  
 5 Jim: What's this green and red fruit on the table, Dad?  
 Mr Friendly: It's a watermelon, Jim.  
 Jim: Mmm. A watermelon too, please, Dad.  
 Mr Friendly: OK. One watermelon. Now, that's it!  
 Point to a watermelon. Say watermelon.



### 2 Listen. Listen again and chant.

- Play the audio or video. Learners listen and point.
- Divide learners into five groups. Give a fruit flashcard to each group. Play the chant again. Learners wave or stand up as they say their word.

#### Track 3.03

Watermelon, bananas  
 Oranges, apples, grapes (x2)

## Activity Book, page 28

See pages TB104–TB121

## Ending the lesson

- Show the Food flashcards. Ask *What is it? / What are they?* Learners respond.
- Put one of the flashcards behind your back. Say, e.g. *It's yellow!* Learners guess the fruit, e.g. *It's a banana!* Repeat with different fruit.

**Learning outcomes** By the end of the lesson, learners will be able to say what they can see using *There's / There are ...*

**New language** *There's / There are ...*

**Recycled language** colours, fruit, numbers, school words; *in/on/under*

**Materials** classroom objects, audio, coloured pens or pencils

### Warm-up

- Before class, put objects around the room, e.g. a book in the cupboard, a pencil on the table.
- Choose a learner. Say *Where's my book?* Look around the room. Say *Ahh! My book's (in the cupboard).* Gesture for the learner to get it for you. Say *Thank you!*
- Choose different learners and give them clues (gesture/point) so they can find the objects. Encourage other learners to say *Yes!* or *No!* as the learner looks for the object.

### Presentation

- Put a pencil on the book. Say *There's a pencil on the book.* Learners repeat. Draw a cat on the board. Say *There's a cat on the board.* Learners repeat. Draw a boat. Encourage learners to say *There's a boat on the board.* Model the sentence. Learners repeat several times.
- Draw two boats and wiggle your index and middle fingers. Say *There are two boats on the board.* Learners repeat. Draw another boat. Say *There are three boats on the board.*
- Draw another boat on the board. Look questioningly at the class. Learners say *There are four boats on the board.* Draw another boat. *There are five boats on the board.*
- Use objects around the classroom to produce other sentences, e.g. *There's a book on the chair. There are three crayons in the bag.*

### Pupil's Book, page 29



#### 1 Listen. Listen again and write the number.

- Show page 29. Learners open their books. Point to the characters. Ask *Who's this?* Learners say the names. Say *They're on a ... (boat).* Say *It's a houseboat.*
- Point to the fruit and ask *What's this? / What are they?* (e.g. *It's a watermelon. / They're grapes.*)
- Point and ask *What's in the box?* Encourage learners to say *There are six bananas.* If they just say *bananas*, wave your fingers to show six. Model the sentence. Learners repeat. Then point to the apples and encourage learners to say *There are four apples.*
- Play the audio. Learners listen.

#### Track 3.04

Jenny: There's a blue box on the chair. What's in the box?  
 Jim: There are six bananas.  
 Jenny: Oh, yes. Six bananas. Now, where are the apples?  
 Jim: They're here too. They're under the bananas!

Jenny: That's right, there are four green apples.  
 Jim: Now, what is there on the table? Hmm. There's a green watermelon.  
 Jenny: Yes, and there are some green grapes for you, and there are some red grapes for me.  
 Jim: And where are the oranges for Mum?  
 Jenny: Look, they're here. One, two, three oranges.  
 Jim and Jenny: Yum, yum.

- Point to the boxes next to the bananas, apples and oranges. Show the example 6 for bananas. Say *Listen and write the number.* Play the audio, pausing for learners to write the numbers.

**Extra support** Draw the numbers in the air or write them on the board for learners to copy. Check answers.

**Key:** apples – 4 oranges – 3



#### 2 Talk to Cameron.

- Gesture to learners to pick up their books. Put your book on your table. Say *My book is on the table.* Encourage learners to put their books somewhere close, e.g. on their table / under their table / under their chair. Ask a few confident learners *Where's your book?* Learners respond.
- Point to Cameron. Say *It's Cameron. He's a ... (cat).* Say *Hello, Cameron!* Learners repeat. Point to the bird. Ask *What's this? (A bird)* Point to the fish. Ask *What are they? (Fish)* *Where are they? (They're in the box.)* Repeat if necessary.
- Say *Let's talk to Cameron.* Play the audio and encourage learners to answer chorally after each question.
- Repeat a few times for individual learners to respond.

#### Track 3.05

Hello. What's your name?  
 Where's your book?  
 Where are my fish?  
 There's a bird under the table. What colour is it?

### Activity Book, page 29

See pages TB104–TB121

#### Ending the lesson

- Show the large picture in Activity 1. Say *Look at the picture.* Point to the fruit and ask *What's this? (A watermelon)* *What are they? (Bananas)*
- Encourage learners to look at the fruit carefully, then say *Close your books* and demonstrate. Talk about the picture. Say *There's a watermelon. There are green grapes.*
- See how much learners can remember.

**Extension** Learners repeat the activity in pairs. One learner opens the book and says words, e.g. *grapes/ watermelon.* The second learner tries to remember sentences, e.g. *There's one watermelon.*

**Extra support** Learners work in pairs, but with books open.

1  3.04 Listen. Listen again and write the number.



2  3.05 Talk to Cameron.





**1 Listen and point. Sing.**



**2 Look and say.**

**Learning outcomes** By the end of the lesson, learners will be able to understand and say more food words.

**New language** *beans, burger, carrot, egg, rice; food*

**Recycled language** food, numbers; *There's / There are ...*

**Materials** Food and More food flashcards, real fruit, e.g. banana/apple/grapes (optional), audio, video, two paper plates with pictures on them (see Ending the lesson)

## Warm-up

- If possible, bring in a banana, an apple and some grapes (or use the fruit flashcards). Put them in different places in the classroom, e.g. on a table, on the bookcase, under a chair.
- Look around the room, point to the fruit and look surprised. Say, e.g. *Oh! There are grapes on the bookcase!* Learners repeat.
- Gesture around the room. Encourage learners to say new sentences, e.g. *There's a banana under the chair.* If allowed, learners can share the fruit.

## Presentation

- Place the More food flashcards in different places on or near your table. Rub your stomach and look around. Act out finding the flashcards. Say *Mmmm!* and look happy. Hold up the first flashcard. Say *What is it? It's a (burger).* Model the word for learners to repeat.
- Continue with the other flashcards, asking *What is it? / What are they?* Encourage learners to say *It's a carrot. / It's an egg. / It's rice. / They're beans.*
- Place the flashcards around the classroom. Ask *Where's / Where are the (beans)?* Learners say *It's/They're (on the bookcase).* Ask learners to bring the flashcards back. Say *Thank you!*
- Put the flashcards on the board, and gesture to show that learners should choose between them. Ask *What's your favourite food?* Learners answer.

## Pupil's Book, page 30



### 1 Listen and point. Sing.

- Show page 30. Learners open their books. Point to the characters, highlighting the school uniform. Say *Look. They're at ... (school).* Ask learners *Where are the (beans)? Where's the (rice)?* Learners point. Ask *What's number (3)? (Eggs)*
- Say *Listen and point.* Play the audio or video.

#### Track 3.06

There's rice, there's rice,  
rice, rice, rice.

There's rice, there's rice.  
Look at number 1.

There are beans, there are beans,  
beans, beans, beans.

There are beans, there are beans.  
Look at number 2.

There are eggs, there are eggs,  
eggs, eggs, eggs.

There are eggs, there are eggs.  
Look at number 3.

There are burgers, there are burgers,  
burgers, burgers, burgers.

There are burgers, there are burgers.  
Look at number 4.

There are carrots, there are carrots,  
carrots, carrots, carrots.

There are carrots, there are carrots.  
Look at number 5.

Look at number 5.

Look at number 5.

- Play the song again. Learners join in. They can also point if they wish.
- Divide learners into five groups. Give each group a number – 1 for rice, 2 for beans, etc. Play the song again. Learners sing the part of the song for their number. Point to the correct group each time to encourage them.

**Alternative** Divide the class into two groups. The first group sings the first two lines of each verse. The second group sings the last two lines (for the final verse, the last four lines).



**Extension** Once learners are confidently singing along to the song, try singing the karaoke version as a class.

## 2 Look and say.

- Point to the picture and say numbers 1–5. Encourage learners to say the food words, e.g. say *one*. Learners say *rice*.
- Repeat a few times, changing the order of the numbers.
- Repeat but this time encourage learners to say a sentence, e.g. *It's rice. They're beans.*

**Extension** Learners work in pairs. They take it in turns to say the numbers and the words.

## Activity Book, page 30

See pages TB104–TB121

## Ending the lesson

- Get out your two prepared paper plates: one should have the word *food* and some drawings of food from around the world; the second should have the word *people* and some little stick figures. You don't need to teach the words, but show the plates so that the learners can see them.
- Demonstrate the game. Put the plates on the floor in a space where learners can stand. Say *Jim*. Move over to the 'people' plate. Then say *apple*. Move over to the 'food' plate.
- Learners stand in the space. Say different names or food words. Learners move to the correct plates as quickly as possible.

**Extension** After you have played the game for a while, confident learners can come to the front and say a word for the class to respond to.

**Alternative** If you have a large class, stick the plates on different walls and ask learners to point.

**Learning outcomes** By the end of the lesson, learners will be able to ask and answer about number using *How many ... ?*

**New language** *How many ... are there? There are (two / a lot); children*

**Recycled language** colours, food, numbers, *boy, girl*

**Materials** Food and More food flashcards, Colours flashcards, classroom objects (including six crayons), audio, coloured pens or pencils

### Warm-up

- Stick flashcards of different colours and foods around the room. Say *What's your favourite colour?* Go up to one of the Colours flashcards. Shake your head. Look around and find another Colours flashcard. Go up and say, e.g. *Ah! Red's my favourite colour.*
- Choose a few learners. Ask *What's your favourite colour?* Learners go to a Colours flashcard and respond. Choose other learners and ask again.
- Repeat with *What's your favourite food?*

### Presentation

- Counting, one by one, place six crayons on the table. Ask *Are there three crayons? (No) Are there five crayons? (No)* Repeat with two other incorrect numbers, looking confused. Then ask *How many crayons are there? (Six)* Say *That's right, there are six crayons.*
- Repeat with other objects, e.g. pencils, books, cupboards.
- Ask six learners to come to the front (boys and girls if possible). Ask *How many boys are there? How many girls are there?* Learners respond.
- Gesture to the whole class. Ask *How many children are there?* Say *There are a lot!* gesturing with your arms wide.
- Ask *How many chairs are there?* Encourage learners to answer *There are a lot.* Continue with other objects (e.g. tables, pencils, crayons) to practise *a lot.*

### Pupil's Book, page 31

#### 1 Listen, point and say the number.

- Show page 31. Learners open their books. Point and ask about the photos, e.g. *What are they? (Beans/Eggs)* Follow up with *How many (beans/eggs) are there? (A lot / Three)*
- Say *Listen, point and say the number.* Play the audio. Pause after the first one. Ask *Picture 1, picture 2, picture 3 or picture 4? (Picture 2)*
- Play the rest of the audio. Pause after each answer on the audio for learners to point and say the number of the picture.

#### Track 3.08

Boy: How many eggs are there?  
 Girl: There are three.  
 Girl: How many carrots are there?  
 Boy: There are five.

Boy: How many burgers are there?  
 Girl: There's one.  
 Girl: How many beans are there?  
 Boy: There are a lot!

**Key:** 2, 3, 4, 1

#### 2 Listen. Listen again and colour.

- Show the picture. Point and ask *Are they boys? (Yes/No) Are they girls? (Yes/No)* using a mixture of correct and incorrect questions. Repeat with food, e.g. *Are they (burgers)?*
- Play the audio. Learners listen.

#### Track 3.09

Mum: How many boys and girls are there, Hugo?  
 Hugo: One, two, three, four, five, and me, six. There are six. How many burgers are there, Mum?  
 Mum: There are six burgers.  
 Hugo: Phew. Great. Six children and six burgers. And grapes, Mum. Are there any grapes?  
 Mum: Yes, Hugo. There are a lot of green grapes.  
 Hugo: Mmm, green grapes are my favourite.  
 Dad: How many fish are there?  
 Mum: There are two, one for you and one for me.  
 Sue: Are the beans green or orange, Dad?  
 Dad: They're orange beans, Sue.  
 Sue: Great! How many orange beans are there, Dad?  
 Dad: There are a lot. Come on, children. Come for your burgers and beans!

- Point to the grapes and the beans. Say *Listen and colour.* Play the audio again. Pause for learners to colour.

**Key:** grapes – green beans – orange

#### 3 Look. Listen and answer.

- Show the picture. Point and ask *How many (girls) are there?*
- Say *Look, listen and answer.* Play the audio. Pause after the first question and model the answer if necessary. Then play the rest of the audio, pausing after each question for learners to answer.

#### Track 3.10

1 How many girls are there?  
 2 How many boys are there?  
 3 How many fish are there?  
 4 How many beans are there?  
 5 How many burgers are there?  
 6 How many children are there?

**Key:** 1 three 2 three 3 two 4 a lot 5 six 6 six

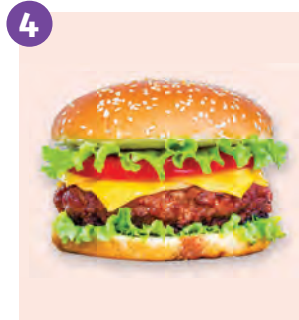
### Activity Book, page 31

See pages TB104–TB121

#### Ending the lesson

- Invite groups of learners to the front. Ask the class *How many girls/boys/children are there?*
- Repeat with different numbers of children.

1  3.08 Listen, point and say the number.



2  3.09 Listen. Listen again and colour.



3  3.10 Look. Listen and answer.



1 Look. Point to the food. Say the words.



# In Mr Brown's garden



**Learning outcomes** By the end of the lesson, learners will have listened to a story about a rabbit and food.

**New language** *breakfast, garden, house, hungry, rabbit*

**Recycled language** *angry, food, happy, Thank you; There's / There are ...*

**Materials** Food and More food flashcards, flashcards of Cameron, Jim and Jenny, audio, coloured pens or pencils, paper

### Warm-up

- Put flashcards of food and characters around the classroom. Say *Where's Cameron?* Act out searching. Find the flashcard and say *Ah! It's Cameron! I'm happy!* If necessary, repeat with a second flashcard.
- Say a word or character name and learners search for the flashcard. When they find it, encourage them to hold it up and say *It's ... / They're ...* Gesture for them to return the flashcard. Say *Thank you*.

**Alternative** If you have a big class, choose two or three learners to search each time.

### Presentation

- Draw a rabbit on the board. Ask *What is it? (A rabbit)* Learners repeat.
- Draw a smiling face on the rabbit. Say *Rabbit is happy*. Smile and say *happy*. Learners repeat.
- Mime waking up. Get up and rub your tummy. Say *Ooh, I'm hungry!* Look sad and rub your tummy again. Learners mime and repeat *hungry*.
- Mime finding some food and pretend to eat. Say *Good! Breakfast!* Learners repeat.

### Pupil's Book, pages 32 and 33

#### 1 Look. Point to the food. Say the words.

- Show pages 32 and 33. Learners open their books. Say *Point to the rabbit. Point to the man. It's Mr Brown. He's in the garden.* Show learners the garden. Say *Point to the garden.* Show the house. Say *Point to the house.*
- Say *Point to the food.* Learners find the food and say the words. Say *Now I'm hungry!*



#### 3.11 In Mr Brown's garden

- Say *Let's listen to the story. Is Rabbit hungry?* Play the story all the way through. Learners listen and point to the pictures with you. At the end, check answers. (Yes)

##### Track 3.11

- Narrator: It's morning. Rabbit's in his house.  
Rabbit: It's time for breakfast. I'm very hungry. But ... oh, dear. There isn't any food.
- Narrator: Rabbit's house is in Mr Brown's garden.  
Rabbit: Wow! There are a lot of carrots in Mr Brown's garden. Mmm ... Carrots for breakfast!
- Narrator: There are a lot of apples too!

- Rabbit: One ... two ... three ... four ... five!  
Narrator: Five red apples.  
Rabbit: Mmm ... Apples for breakfast!
- Narrator: There are fish in the garden too.  
Rabbit: Fish for breakfast? Urgh ... No ... not fish.
- Narrator: And what's that?  
Rabbit: A watermelon! Mmm! Watermelon's good for breakfast!
- Narrator: Rabbit is very happy with his breakfast ... but ...
- Mr Brown: Hey! Stop that!  
Narrator: Oh, no! It's Mr Brown, and Mr Brown is very angry!
- Mr Brown: My carrots! My apples! My watermelon!
- Rabbit: Oh, dear. I'm very sorry, Mr Brown. Here you are. Your carrot, your apple and your watermelon.  
Narrator: Rabbit gives Mr Brown the carrot, the apple and the watermelon. Mr Brown laughs. He isn't angry now.
- Mr Brown: Thank you for saying sorry. You're hungry. Here, you can have the apple.  
Rabbit: Oh, thank you, Mr Brown!  
Mr Brown: But next time, ask me.  
Rabbit: Yes, Mr Brown.

- Play the audio again or read the story, pausing to check understanding after the following sections:

- Is there food? (No)*
- Are there bananas? (No, there are carrots)*
- How many apples are there? (Five)*
- There are fish. Is Rabbit happy? (No)*
- How many watermelons? (One)*
- Is Rabbit happy now? (Yes)*
- Is Mr Brown happy? (No)*
- Is Mr Brown happy now? (Yes)*

**Extension** Encourage learners to 'tell' the story themselves. Prompt them, e.g. *It's ... (morning). Rabbit's in his ... (house).*

### Activity Book, page 32

See pages TB104–TB121

### Ending the lesson

- Say *Rabbit's happy. There are a lot of carrots and apples.* Say *Show me 'happy'.* Encourage learners to smile and say *happy*.
  - Point to the pictures and say *There are a lot of carrots. There's a ... (watermelon).* Encourage learners to make more sentences, e.g. *There are fish.*
  - Show learners they should close their books. Say *In the pictures there are ...* Learners try to remember and say the food.
  - Say *Let's draw.* Demonstrate drawing something from the story quickly on the board. Say *They're (carrots). / It's a (fish).*
  - Learners draw something from the story. Invite a few learners to the front to hold up their pictures. The class say what they can see.
- Extra support** Sketch a shape outline for less confident learners and say the word. They repeat the word and colour in the shape.

**Learning outcomes** By the end of the lesson, learners will have recognised the emotions *happy* and *angry* in the story.

**New language** (*say*) *sorry*

**Recycled language** language from the story

**Materials** Food and More food flashcards, paper, coloured pens or pencils, child-friendly scissors, materials to make rabbit masks/ears (optional)

### Warm-up

- Show a flashcard of grapes. Say *Grapes! Yum! My favourite food.*
- Show more flashcards of food. Learners say the words.
- Put the flashcards on the board. Point to the grapes. Say *My favourite food!* Draw a tick under the grapes.
- Invite a learner to the front. Encourage the learner to add a tick under their favourite food.
- Give out three or four marker pens and invite learners to add a tick under their favourite food, saying the name. They pass the pens to other learners, until all the learners have added a tick.
- Find the food with the most ticks. Say *Look! The favourite food in the class!*

### Presentation

- Say *I'm happy* and smile. Learners copy and repeat.
- Look angry and say *I'm angry*. Learners copy and repeat.
- Chant, saying *I'm happy, happy, happy* as you clap and smile. Learners join in.
- Chant *I'm angry, angry, angry* as you clap and frown. Learners join in.
- On the board, draw a rabbit, carrots, apples, fish and a watermelon. Point to the rabbit and say *It's a rabbit. Is Rabbit hungry? (Yes)* Point to the carrots. Say *Oh, good! There are carrots. Is Rabbit happy? (Yes)* Draw a smiley face under the carrots.
- Point to the apples and say *Oh, good! There are ... (apples). Is Rabbit happy? (Yes)* Repeat with the watermelon.
- Point to Mr Brown telling Rabbit off on page 33 and ask *Is Mr Brown angry? (Yes)* Draw an angry face.

**Extra support** Read the story again and check understanding using L1.

### Pupil's Book, pages 32 and 33

#### 2 Who is happy 😊 in the story? Who is angry 😡 in the story? Act feeling happy 😊 and angry 😡.

- Show pages 32 and 33. Learners open their books. Ask *Who's happy? Who's angry?* Learners point.
- Say *Rabbit's happy. There are a lot of carrots and apples (pause and gesture for learners to point) and there's a watermelon.* Say *Rabbit's happy.* Learners repeat.

- Say *Mr Brown's angry.* Learners point. *They're Mr Brown's carrots and apples and watermelon! He's angry.* Say *Mr Brown's angry.* Learners repeat.
- Divide the class into two, 'Rabbits' and 'Mr Brown'. Say *Rabbits – happy!* Rabbits make a happy face and chant *I'm happy, happy, happy!*
- Repeat the procedure for Mr Brown and *angry*.
- Say *Rabbit says 'I'm very sorry.'* Learners point. In L1, discuss why Rabbit is sorry. (He took something without asking.)
- Say *Now Mr Brown isn't angry. He says 'Thank you for saying sorry. But next time, ask me.'* Learners point. Discuss why Mr Brown isn't angry now. (Because Rabbit said sorry.)
- Choose two learners to be 'Rabbit' and 'Mr Brown'. Read the story again and encourage the learners to act it out. Mime and gesture to help them follow the story. At the appropriate moment, encourage 'Rabbit' to say *I'm happy* and 'Mr Brown' to say *I'm angry*.
- Repeat with two more learners.

**Stronger learners** Put learners into pairs to act out the story.

**Extension** Give out paper, coloured pens or pencils and scissors. Encourage learners to make rabbit masks and ears, and carrot, apple, fish and watermelon shapes. They can use these to act out the story.

**Key:** happy – Rabbit angry – Mr Brown

### Activity Book, page 33

See pages TB104–TB121

### Mid-unit evaluation

- **SE** Show flashcards of an apple and a banana. Mime eating an apple. Say *Mmm ... an ... (apple)*. Mime peeling a banana. Say *Mmm ... a ... (banana)*. Learners say the words.
- Show the flashcard of a burger. Say *There's a ... (burger)*. Show grapes and say *There are ... (grapes)*. Learners say the words.
- Draw two apples on the board. Say *How many apples? (There are two apples.)* Say *One apple, two ... (apples)*, showing one finger, then two fingers. Learners repeat.
- Use self-evaluation (see Introduction).

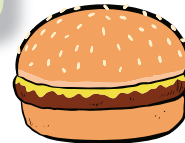
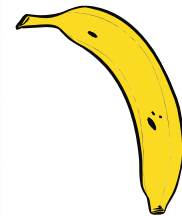
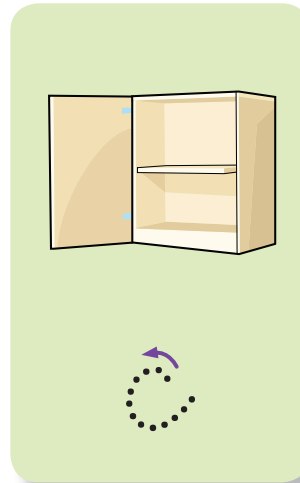
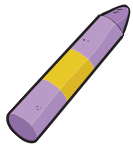
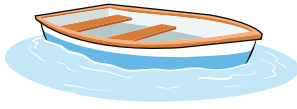
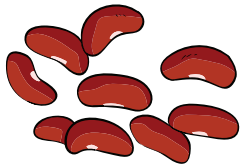
### Ending the lesson

- Partly repeat the Ending the lesson activity from the previous lesson. Say *Rabbit is happy. There are a lot of carrots and apples.* Say *Show me 'happy'.* Encourage learners to smile and say *happy*.
- Say *They're Mr Brown's carrots and apples and watermelon! He's angry.* Say *Show me 'angry'.* Encourage learners to make an angry face and say *angry*.
- Point to the pictures and say *There are a lot of ... (carrots). There's a ... (watermelon).* Encourage learners to make more sentences, e.g. *There are fish.*
- Show learners they should close their books. Learners try to remember and say the food using *There's* and *There are*.



**2** Who is happy 😊 in the story? Who is angry 😡 in the story? Act feeling happy 😊 and angry 😡.

1   Listen, point and say. Draw lines. Listen and check.



2 Make beans, bananas and carrots from modelling clay. Make the letters **b** and **c**.



**Learning outcomes** By the end of the lesson, learners will be able to recognise initial letter sounds *b* and *c*.

**Recycled language** *bag, banana, beans, boat, book, burger, carrot, cat, crayon, cupboard*

**Materials** a selection of flashcards from Units 1–3, flashcards of words beginning with letters *b* and *c* (including *bag, banana, beans, burger, carrot, cupboard*), audio, modelling clay in different colours, coloured pens or pencils

### Warm-up

- Put some flashcards learners have seen so far into a pile.
- Put learners into two teams and ask them to stand at the front of the class.
- Invite one learner from each team to step forward. Show them a flashcard and encourage them to say the word. Give one point to the team of the learner who can say the word first.
- Repeat with a new flashcard and two new learners. Continue until all the learners have had at least one turn. Use the flashcards more than once if you need to.

### Presentation

- Show the flashcards of banana, beans and burger. Ask *What is it? / What are they?* Say the sound /b/ as you show them. Learners say the words.
- Show the flashcard for carrot. Say *Carrot ... /b/? No, listen: /k/ ... carrot.* Learners repeat.
- Put the flashcards for cupboard and bag on the board. Say /k/ ... (*cupboard*). /b/ ... (*bag*).
- Ask a learner to come to the front and encourage them to choose one of the four flashcards of food. Show that they must hold it next to the bag or the cupboard, depending on the sound the word starts with. Do this by saying the /b/ and /k/ sounds and pointing from the bag to the cupboard in a questioning way.
- Repeat with two or three more learners/flashcards.

### Pupil's Book, page 34

#### 1 Listen, point and say. Draw lines. Listen and check.

- Show page 34. Learners open their books. Point and ask *What's this?* Learners respond.
- Play Track 3.12. Pause for learners to point and repeat the words.

#### Track 3.12

|                   |                   |
|-------------------|-------------------|
| boat ... boat     | carrot ... carrot |
| cat ... cat       | book ... book     |
| banana ... banana | crayon ... crayon |
| burger ... burger | beans ... beans   |

- Point to the pictures of the bag and the cupboard in the middle. Say /b/ ... /b/... *bag*. Now point to the cupboard and say /k/ ... /k/ ... *cupboard*.
- Point to the picture of the boat. Say /b/ ... /b/ ... *boat*. Show the line down to the bag and say /b/ ... *boat* ... /b/ ... *bag*.

- Point to the picture of a cat. Say /b/? When learners say *No*, point to the cupboard and say /k/? When learners say *Yes*, nod, and with your finger, mime drawing a line to the cupboard.
- Say *Now draw lines*. Learners draw lines from all the objects to the bag or cupboard.
- Play Track 3.13. Pause after each one to check.

#### Track 3.13

boat ... b ... bag  
cat ... c ... cupboard  
banana ... b ... bag  
burger ... b ... bag  
carrot ... c ... cupboard  
book ... b ... bag  
crayon ... c ... cupboard  
beans ... b ... bag  
Well done!

**Key:** banana, burger, book, beans – bag; cat, carrot, crayon – cupboard

**Extension** Learners trace the letters *b* and *c* in their books.

#### 2 Make beans, bananas and carrots from modelling clay. Make the letters **b** and **c**.

- Point to the photo on the left. In L1, talk about what the children are doing. Point to the photo on the right and ask *What are they?* (*Bananas, beans, carrots*)
- Point to the letters *b* and *c* and encourage learners to say the sounds /b/ and /k/.
- Demonstrate shaping the modelling clay to make letters by making a long snake shape and bending it into a letter *b*. Show it and say /b/ ... /b/ ... /b/. Then make bean shapes and say *Look ... beans. /b/ ... beans*.
- Repeat, this time making a letter *c*. Show it and say /k/ ... /k/ ... /k/. Then make a carrot shape. Say *Look ... carrot. /k/ ... carrot*.
- Give out modelling clay. Learners create the letter shapes in pairs. Monitor and check how they are doing. As you look at their shapes, point and encourage them to say the /b/ and /k/ sounds.
- Once they have made the letter shapes, they make a banana, a carrot and beans.

### Activity Book, page 34

See pages TB104–TB121

#### Ending the lesson

- Divide the board into two. Write a *b* on one side and a *c* on the other side. Encourage learners to say the sounds.
- Say *bag* and put a tick on the 'b' side of the board. Repeat with *cupboard*, and tick the 'c' side of the board. Encourage learners to carry on saying words starting with /b/ or /k/ sounds and tick the board each time. Find out which letter they can remember the most words for.

**Learning outcomes** By the end of the lesson, learners will have learnt about where food comes from.

**New language** *animal, chicken, cow, farm, milk, plant, sheep, shop; It/They come(s) from ...*

**Recycled language** food

**Materials** Food and More food flashcards, a carton of milk (or a picture), pictures of a cow, a sheep, a chicken, a tree and another plant, a picture of a farm, video, audio, coloured pens or pencils

### Warm-up

- Hold up flashcards of food one by one covered with a piece of paper. Reveal the picture slowly for learners to guess the word.

### Presentation

- Bring in a carton of milk or show a picture. Say *milk*. Learners repeat.
- Put a picture of a cow and a sheep on the board. Point and say the words. Learners repeat. Add a picture of a chicken. Learners repeat *chicken*. Gesture and say *They're animals*. Learners repeat. Add a picture of a tree and another plant. Say *They're plants*. Learners repeat.
- Show the milk, then gesture to the cow, sheep, chicken and plants with a questioning face. Say *Milk comes from ... (animals)*. Say *It comes from animals*. Learners repeat.
- Show the flashcard of a burger. Say *Where does it come from? (Animals)*
- Show flashcards of different fruits. Ask, e.g. *Where do (apples) come from? Animals? (No, plants)*
- Show the picture of a farm and say *It's a farm*. Learners repeat. Say *There are animals and plants on a ... (farm)*.

### Pupil's Book, page 35

#### 1 Watch the video.

- Say *Let's watch the video*. Learners watch the video about where food comes from. Pause the video to check understanding. Learners answer the questions at the end of the video.
- Watch the video again, this time without pausing.

#### 2 Listen and point. Listen again and say.

- Show page 35. Learners open their books. Point to the photo on the left and encourage learners to say the food words. Point to the photo of the farm shop. Say *There's a shop. It's on a farm*. If necessary, explain *farm shop* in L1.
- Play Track 3.14. Learners point to the food items as they listen.

**Extra support** Point to the food for learners to follow as you play the audio. Repeat the audio and learners point.

##### Track 3.14

Mum: This food is all from this farm.

Boy: Ooh. Look. They're apples.

Mum: Yes. Apples come from plants.

Girl: And they're carrots. Carrots are plants too.

Mum: Yes, that's right! And look, eggs. Eggs come from chickens.

Girl: Yes, they come from animals.

Mum: And this is milk. It comes from cows.

Boy: Yes, it comes from animals. Hmm, look at the burgers. Burgers come from cows too.

Mum: Yes, they come from animals.

Boy: I'm hungry! Please can we have lunch now?

Mum: Yes, of course!

- Say *Listen and say 'plants' or 'animals'*. Play Track 3.15. Pause after each [beep] for learners to say the words.

##### Track 3.15

Mum: This food is all from this farm.

Boy: Ooh. Look. They're apples.

Mum: Yes. Apples come from [beep].

Girl: And they're carrots. Carrots are [beep] too.

Mum: Yes, that's right! And look, eggs. Eggs come from chickens.

Girl: Yes, they come from [beep].

Mum: And this is milk. It comes from cows.

Boy: Yes, it comes from [beep]. Hmm, look at the burgers. Burgers come from cows too.

Mum: Yes, they come from [beep].

Boy: I'm hungry! Please can we have lunch now?

Mum: Yes, of course!

**Key:** apples – plants carrots – plants eggs – animals  
milk – animals burgers – animals

### 3 Look and colour. Say.

- Show some flashcards of food. Ask *Where does it / do they come from? (Animals/Plants)*
  - Show the circle around the small picture of a cow. Ask *What colour is it? (Red)* Ask *Animal or plant? (Animal)* Repeat with the second circle. (*Yellow / plant*)
  - Point to the cheese and ask *Where does it come from? (Animals)* Say *Colour it red*. Show the example red colouring on the plate with the cheese.
  - Say *Now colour*. Learners colour the plates, etc. red or yellow. Check answers.
- Extra support** Point to the food and then indicate red or yellow, saying *It/They come(s) from ...* and encourage the learner to say *animals/plants*.

**Key:** cheese, fish, chicken – red; salad, bread, chips – yellow

### Activity Book, page 35

See pages TB104–TB121

### Ending the lesson

- Spread out flashcards of food on the table or on the floor.
- Encourage a learner to pick up a flashcard. Ask *Where does it / do they come from?* The learner replies *Animals/Plants*. Repeat with different learners.

# Where food comes from

1  Watch the video.

2   Listen and point. Listen again and say.



3 Look and colour. Say.







**Learning outcomes** By the end of the lesson, learners will be able to understand vocabulary and language in the context of a cartoon story.

**New language** *Come with me!*

**Recycled language** animals, food, *boat, friend, new; a lot of, How many ...? There's / There are ...*

**Materials** a list of food words, flashcards of Cameron, Jim and Jenny, audio, video, pictures/flashcards from the previous lesson, paper, coloured pens or pencils

## Warm-up

- Play a jumping game. Prepare a list of food words, e.g. *watermelons, oranges, carrots, burgers, milk, eggs*.
  - Ask learners to stand in the middle of the room with space each side. Say *Animals!* and point to the left. Learners jump to the left. Say *Plants!* and point to the right. Learners jump to the right. Repeat a few times.
  - Say, e.g. *Watermelons ... from animals or plants?* When learners say *plants*, encourage them to jump to the right. Once learners understand that they jump left or right depending on the food source, continue the game, calling out the words on your list in random order.
- Alternative** If you don't have space for movement, learners can stand up for 'animals' and remain seated for 'plants'.

## Pupil's Book, page 36



### The Friendly family song

- Put up flashcards of Cameron, Jim and Jenny.
- Play the introductory song at the beginning of the story. Learners listen and sing.
- Smile and wave when the words *Friendly family* are sung. For the fifth line, open your arms wide on *Friend-* and touch your heart on *-ly*. Learners copy.

Track 3.16

Friendly, Friendly,  
We're the Friendly family,  
Cameron, Jim and Jenny,  
Cameron's one of the family,  
Friendly,  
We're the Friendly family. Miaow!



### The Friendly family

- Show page 36. Learners open their books. Ask *How many pictures? (Six)* Count through the pictures, pointing and saying *One, two, three ...* Learners count with you.
- Point and ask questions, e.g. *Is there a bird? (Yes) Are there cows? (No) Are there fish? (Yes)*

**Stronger learners** Learners ask their own question and the class answer *Yes* or *No*.

- Ask *Who is Cameron's new friend? Listen*. Play the audio or video through once. At the end, check answers. (*Frida*)

#### Track 3.16

- 1 Frida: Caw! Hello, Cameron!  
Cameron: Oooh! Miaow! Yes, I'm Cameron. That's my name.
- 2 Frida: Yes, you're Cameron! He's Jim, she's Jenny, she's Mum ... and he's Dad.
- 3 Cameron: And, it's my boat. Erm, beans and grapes, Frida?  
Frida: Caw! No, thanks. ... Caw! Come with me!  
Cameron: Miaow!
- 4 Cameron: What's this, Frida? Where are we?  
Frida: Caw! Come with me and look.
- 5 Cameron: Ooh, look! How many fish are there?  
Frida: There are a lot of fish, Cameron.
- 6 Frida: Here! Look! There's one for you ... and ... one for me.  
Cameron: You're my new friend, Frida.  
Frida: Caw!

- Play the audio or video again. Pause after each frame and check understanding:

Frame 1: *Who's this? (Cameron) And this? (Frida) Are they in the café? (Yes)*

Frame 2: *Who's this? (Jim) And this? (Jenny/Mum/Dad)*

Frame 3: *Is there food? (Yes) Are there carrots? (No) Burgers? (No) What food? (Beans and grapes)*

Frame 5: *How many fish are there? (A lot / Six)*

Frame 6: *Is Cameron happy? (Yes)*

**Extension** Confident learners cover the page and remember which characters and food were in the story.

## Activity Book, page 36

See pages TB104–TB121

### Ending the lesson

- Remind learners of the words they have learnt about animals and food. Use flashcards and pictures from the previous lesson if necessary.
- Give out paper and pens. Encourage learners to draw an animal or some food using the words they know. Give a time limit.
- Encourage learners to stick their pictures on the board. Each learner says *It's a ... / They're ...* as they put them up. Where learners have drawn similar things, put them on the same part of the board.
- Ask questions, e.g. *How many (carrots) are there?* Learners answer, e.g. *There are (a lot of) (carrots). / There are (two) (watermelons).*

**Extra support** Learners just say the nouns.

**Stronger learners** Show some of the pictures and prompt learners to ask a question. The other learners answer.

**Learning outcomes** By the end of the lesson, learners will have revised the language from the unit.

**Recycled language** unit language, school words; *in/on/under*

**Materials** Unit 3 flashcards, School and More school flashcards, audio, Mini-mission posters from previous units, coloured pens or pencils, poster paper, smaller sheets of paper, glue

### Warm-up

- Show flashcards or point to objects in the classroom. Ask *What is it? / What are they?* Practise *cupboard, chair, bag, table, beans, grapes, orange, watermelon, burger*.
- Show the grapes. Ask *Is this food?* rubbing your tummy to indicate eating. Learners respond *Yes*. Repeat with more flashcards of food. Then show the bag and ask *Is this food?* Learners reply *No!*
- Show a food or school flashcard. Ask *Is it food?* If it is, learners say *Yes. It's ... / They're ...* If it isn't food, learners say *No*. Put each flashcard face down on the table.
- Invite a learner to the front and say *Where's the food?* Learners try to pick a flashcard of food. If they succeed, the class says the word and you put the flashcard away. If they don't, say *Ahh*, and put the flashcard face down again. Continue until learners have found all the food.

### Pupil's Book, page 37



#### 1 Listen and point. Listen again and stick.

- Show page 37. Learners open their books. Point and ask *What's this? (A table/cupboard/chair)*
- Learners find the stickers. Gesture to all the stickers and ask *What are they? (Food)* Ask *What's this? (A watermelon)* *What are they? (Burgers)*
- Say *Listen and point*. Play the first part of the audio. Ask *How many beans? (A lot)* Say *In the blue bag? (No, in the green bag)* *Where's the bag? (It's in the cupboard.)* Play the audio again if necessary. Learners put one finger on the correct sticker and another finger on the place where the sticker should go.
- Play the rest of the audio for learners to identify the stickers and the places with their fingers.

#### Track 3.17

- Nick: How many beans are there, Sue?  
Sue: There are a lot.  
Nick: Where are they?  
Sue: They're in the green bag. It's in the cupboard, Nick.
- Sue: How many grapes are there?  
Nick: There are a lot.  
Sue: Where are they?  
Nick: They're in the yellow box. It's on the table.
- Sue: How many oranges are there?  
Nick: There are six.  
Sue: Where are they?  
Nick: They're in the red bag. It's under the chair.

- Sue: Now ... how many watermelons are there?  
Nick: There's one.  
Sue: Where is it?  
Nick: It's there. Under the table, Sue.  
Sue: Oh, yes, it is.
- Nick: How many burgers are there?  
Sue: There are four. Two for you and two for me.  
Nick: Where are they?  
Sue: They're here on the table. Come on! Come for your burgers!  
Nick: Ooh!

- Play the audio again for learners to place the stickers in the spaces.



#### 2 Listen and write the number.

- Ask *How many oranges?* Point and count *One, two, three ...* Encourage learners to join in.
- Point to the box with the example 6.
- Play the audio. Pause for learners to write the numbers. Check answers.

#### Track 3.18

- Sue: How many oranges are there?  
Nick: There are six.  
Sue: Where are they?  
Nick: They're in the red bag. It's under the chair.
- Sue: Now ... how many watermelons are there?  
Nick: There's one.  
Sue: Where is it?  
Nick: It's there. Under the table, Sue.  
Sue: Oh, yes, it is.
- Nick: How many burgers are there?  
Sue: There are four. Two for you and two for me.  
Nick: Where are they?  
Sue: They're here on the table. Come on! Come for your burgers!  
Nick: Ooh!

**Key:** watermelon – 1 burgers – 4

### Activity Book, page 37

See pages TB104–TB121

#### Mini-mission

- **SE** Go back to the posters created for the previous units and review by pointing and asking learners to say the words.
- Put learners into groups to draw the new words for Unit 3. See page TB17 for full instructions. If necessary, begin a new sheet of poster paper. Write a new heading: *3 Food shopping*.
- Encourage learners who are drawing grapes and beans to draw a lot.
- Learners talk about their pictures using *There's a/an ... There are a lot of ...*
- Put the poster on the wall. Say *Our English! Well done!*
- Use self-evaluation techniques to check how well learners think they understand the vocabulary. See Introduction.

1  3.17




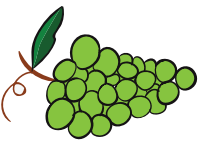









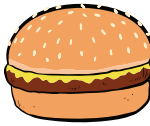


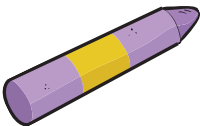
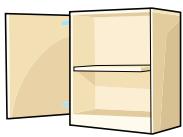




Listen and point. Listen again and stick.



2  3.18


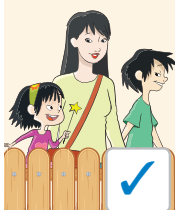

Listen and write the number.

**1**  3.19 **Listen and follow. Draw lines.**

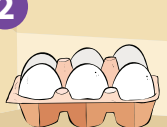

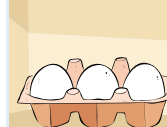
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**2**  3.20 **Listen and tick ✓.**


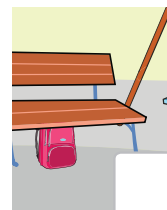
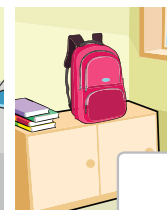
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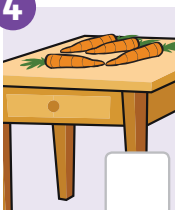
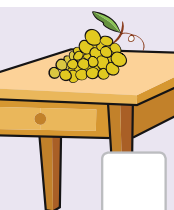
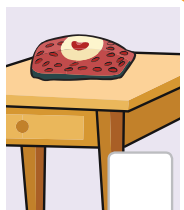
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**Learning outcomes** By the end of the lesson, learners will have consolidated language from the Hello Unit and Units 1–3.

**Recycled language** animals, family, food, numbers, objects, school words; *How many ... are there? There are ... It's/They're in/on/under ...*

**Materials** flashcards from Units 1–3, audio, coloured pens or pencils

### Warm-up

- Play the 'Pick it up' game (see page TB18) using flashcards from Units 1–3.

### Pupil's Book, page 38

#### 1 Listen and follow. Draw lines.

- Select nine flashcards from Units 1–3. Hold each one up and ask learners to say the word. Once they have said it, put the flashcard on the board. Place the flashcards in three rows of three, with space between all the cards.
- Put a big arrow next to the top left picture and say *Start here*. Say the name of the object, e.g. *banana*. Say the word of the flashcard directly below the first flashcard, e.g. *chair*. Draw a line from the banana flashcard to the chair flashcard. Then say the word of the flashcard to the right of the chair, e.g. *man*. Draw a line from the chair flashcard to the man flashcard. Continue with one or two more examples, always selecting a flashcard above/below or to the left/right (i.e. not diagonal).

**Extension** Repeat, but this time invite a confident learner to the front. Say the words and encourage the learner to draw the lines between the flashcards.

- Show page 38. Learners open their books. Point to the small pictures and ask *What's this? / What are they?* Learners respond.
- Say *Listen and point*. Play the first part of the audio and show learners how to follow the words from picture to picture with their fingers. Stop after the first three words to check learners are doing the activity correctly, then continue.
- Play the first part of the audio again. This time, learners draw the lines using green.
- Repeat with the second part of the audio. This time, learners draw the lines using orange.

**Extra support** Say each of the words again slowly yourself. Point to each picture and pause while learners draw the line.

#### Track 3.19

- bus ... oranges ... boy ... cupboard ... watermelon ... burger ... playground ... boat ... pencil ... bananas ... crayon
- cupboard ... watermelon ... book ... woman ... bird ... pencil ... table ... cat

**Key:** See audioscript

**Extension** Learners work in pairs. They draw their own route using a pencil without showing their partner. They take it in turns to say their route for their partner to follow.

#### 2 Listen and tick ✓.

- Point to the pictures and ask, e.g. (set 1) *Is this a mum or a dad? Are they two brothers?* (set 2) *How many eggs are there? (Six/Two/Three)* (set 3) *What's this? (A bag/board) Where's the bag? (Under the board / On the cupboard)* (set 4) *What's on the table? (Carrots/Grapes/Beans)*
- Show the first three pictures (set 1) and say *A mum with a brother and a sister*. Point to the first picture. Ask *Is this a mum with a brother and a sister?* (No) Point to the man and say *No ... dad, not mum*. Point to the third picture. Ask *Is this a mum with a brother and a sister?* (No) Point to the second picture and ask *Is this a mum with a brother and a sister?* (Yes) Say *Yes, look. Mum ... and a brother and sister*.
- Say *Look at number 1. Listen*. Play the first sentence and pause. Say *Point to the picture*. Check learners are pointing to the second picture. Show the example tick in the box.
- Play the rest of the audio, pausing after each sentence for learners to choose and tick.

**Extra support** Check each answer with the group and point before they draw the tick.

#### Track 3.20

- Girl: This is my mum with my brother and my sister.
- Girl: How many eggs are there in the cupboard?  
Boy: Hmm, there are three.
- Girl: The bag's under the board in the classroom.
- Boy: What are they?  
Girl: They're carrots.

**Key:** 2 picture 3 3 picture 1 4 picture 1

### Activity Book, page 38

See pages TB104–TB121

#### Ending the lesson

- Say *Count. One ... two ...* Continue to six, encouraging learners to count with you. Now go around the room. Each learner stands up and says the next number as fast as they can. Speed up as you go to make it fun.
- Repeat, but this time count down from six: *Six ... five ... four ...*

**Extra support** When counting, hold up your fingers and mouth the number to help guide learners to the correct number.

**Learning outcomes** By the end of the lesson, learners will have consolidated language from the Hello Unit and Units 1–3.

**Recycled language** numbers, school words, *boat, boy, bus, cat, fish, girl*; *How many ... are there? There are ... What colour 's/are the ... ? It's/They're ... Where's / Where are the ... ? It's/They're in/on/under the ... ; How old are you? What's your name?*

**Materials** mini-whiteboards and pens, or paper and coloured pens or pencils (optional), audio, a dice and counters for each pair of learners, flashcards from Hello Unit and Units 1–3, music to play, Mini-mission posters from Units 1–3

### Warm-up

- Draw a picture of a room on the board with a stick figure in the middle. Point and say *This is me. I'm in the classroom.*
- Say *Oh?! Tables?* Invite a confident learner to the front. Say *Draw two tables.* The learner adds two tables. Invite another learner and say *Draw chairs.* The learner adds chairs.
- Give more instructions inviting different learners each time, e.g. *Draw a pencil on the table. Draw a bookcase. Draw books in the bookcase. Draw a bag in the cupboard. Draw a boy on the chair.*

**Extra support** Show learners the flashcard for the object they will draw.

**Extension** Put learners into groups of four. Give a large piece of paper and coloured pens or pencils to each group (or alternatively, mini-whiteboards and pens). Learners take turns to add to the group's picture. One learner has the pen, and the others say something he/she can draw.

### Pupil's Book, page 39

#### 3 Look at the picture. Ask and answer.

- Show page 39. Learners open their books. Point and ask *How many fish are there? (Two)* Then say *How many ...* Pause and point to the cats so learners say the question *How many cats are there?* Encourage them to answer. *(Three)*
- Say *Now, you ask the question.* Point to different things in the picture (e.g. tables, chairs, grapes, buses, boats, boys, girls, board, banana, teacher). Encourage different learners to ask a *How many ... ?* question for the others to answer.
- Use the same procedure to encourage learners to ask and answer about colours, e.g. *What colour are the (tables)?*
- Repeat with *Where ... ?* e.g. *Where are the (boats)? (In the cupboard)*

**Extension** When learners are confident, divide them into pairs to take turns asking and answering questions about the picture. Monitor and prompt as required throughout the activity.

**Extra support** Put learners into groups of six. One pair thinks of a *How many ... ?* question. One pair thinks of a colour question. One pair thinks of a *Where ... ?* question. They ask and answer.

#### 4 Draw a picture of you. Listen and write.

- Draw a round egg shape on the board. Add some hair like yours, eyes, nose, mouth, etc. and ask *Who's this?* Learners guess. Say *It's me!*
- Show the space in Activity 4. Say *Draw a picture of you.* Learners draw and colour. Monitor and praise.
- Point to the lines under the picture. Say *Listen.* Play the first question on the audio. Say *I'm (name).* Mime writing your name on the first line. Learners practise writing their name using their finger. Play the question again. This time, learners write their name using a pencil.
- Play the second question. Mime drawing a number on the line. Learners practise, using their fingers. Play the question again. Learners write their age.

**Fast finishers** Learners mingle and ask *What's your name? How old are you?*

Track 3.21

- 1 What's your name?
- 2 How old are you?

### Activity Book, page 39

See pages TB104–TB121

#### Ending the lesson

- Ask learners to sit or stand in a circle. Show a flashcard from the Hello Unit or Units 1–3 and say the word. Give the flashcard to a learner and say *Pass it on*, gesturing for them to pass the flashcard to the next person and say the word. Learners pass the flashcard on as fast as they can, saying the word each time.
- Once a flashcard has gone around the circle, use a second flashcard. This time, play some music as learners pass the flashcard round. Encourage them to pass it as fast as possible, calling out the word. Stop the music suddenly. Say *Oh, no!* The person holding the flashcard is out.
- Repeat using different flashcards. Learners who were 'out' can pick the next flashcard for the learners to pass round.
- If you have a large class, demonstrate with one circle, then divide learners into two circles.

**Extra support** Move around the circle with the flashcard and whisper the word to learners who need extra support.

#### Mini-mission

- **SE** Point to the posters for Units 1–3 on the wall. Ask questions about the pictures, e.g. *What's this? What colour's the (cat)? Where's the (pencil)?* Learners respond.
- Say *Our English! Well done!*
- Use self-evaluation (see Introduction).

**Extension** In pairs, learners ask and answer questions about the posters.

**3** Look at the picture. Ask and answer.



**4**  Draw a picture of you. Listen and write.

A drawing area on a spiral notebook. The drawing area is a large rectangle with a dashed blue border and two small blue stars at the top and bottom corners. Below the drawing area, there are two numbered lines for writing: "1" followed by a horizontal line, and "2" followed by a horizontal line. To the right of the drawing area, there are several colorful crayons in shades of purple, orange, brown, white, blue, yellow, green, and red. The notebook has a green cover with colorful tabs at the top.