

**1** Teacher's  
Book  
with Digital Pack

# Pippa and Pop

American English

**Lucy Frino**

With Caroline Nixon & Michael Tomlinson



**CAMBRIDGE**  
UNIVERSITY PRESS

## Contents

**Map of Pippa and Pop Student's Book 1** 2

### Introduction

Welcome to Pippa and Pop	4
Early literacy development	5
Learning through play	6
Learning to Learn	7
Effective learning with Pippa and Pop	8
How to structure lessons with Pippa and Pop	9
Unit walkthrough	10
Games bank	13

### Teaching notes

Welcome	14
① My friends	19
② My family	43
③ My toys	67
Units 1–3 Review	91
④ My body	95
⑤ Food	119
⑥ Animals	143
Units 4–6 Review	167
⑦ Clothes	171
⑧ Transportation	195
⑨ The park	219
Units 7–9 Review	243
Project photocopiable templates	246

# 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, cookies, sandwiches*

### Materials

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

flashcards *apples, bananas, cookies, sandwiches*; premade unit objective picture cards; puppet; Pippa's house; Unit 5 introduction video; Workbook 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, cookies, bread, carrots (check with parents / caregivers 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 one is your favorite? 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 favorite. 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 cookies*. 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

### Student's Book page 56



### Listen to the song.

- Point to the photograph in the center and say *Look at the food. Yum!* Point to the picture on the left and say *More food! Sandwiches, fruit. Delicious!*
- Then point to the picture of the family and say *Look at the family. They're making cookies.* 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 cookies, 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.



### Workbook page 56



### 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 cookies*) 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, cookies, sandwiches*

### Materials

flashcards *apples, bananas, cookies, sandwiches*; real or play food of the target vocabulary (optional); a plate of cut-up banana (optional); colored 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, act out peeling and eating a banana.
- Invite a child to eat a slice of banana or act it out and say *I like bananas*. Repeat with different children.



### With the book

#### Student's Book page 57

**37 Listen. Point. Color.**

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

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

### Track 37

**Kim:** Mmm, apples. I like apples.

**Mommy:** Yes. And bananas. I like bananas.

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

**Dan:** Cookies, cookies, cookies! Yummy cookies. I like cookies!

### 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.



### Workbook 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 practice 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 cookies, touch your nose ...*
- The children listen and do the actions. Practice 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).





**Listen. Point. Color.**

I like apples.



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

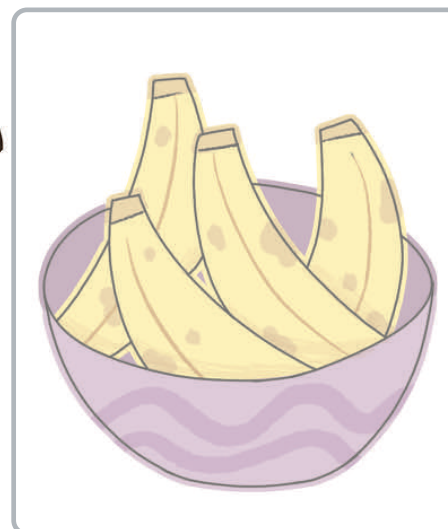
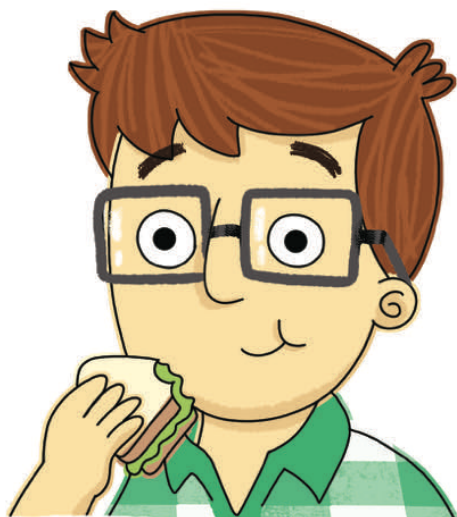
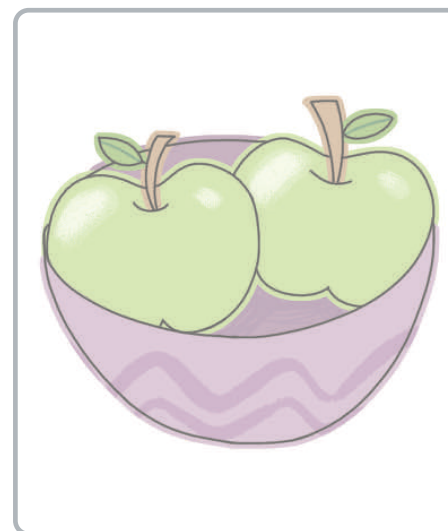
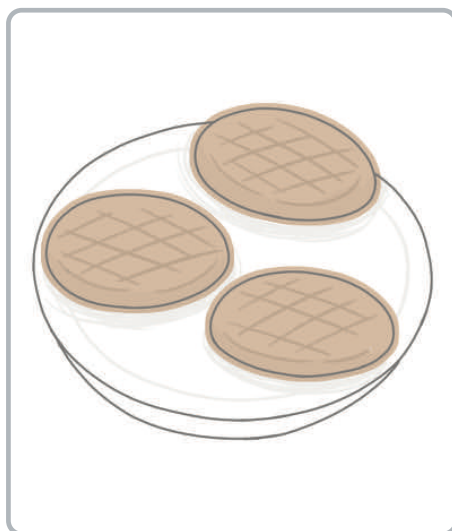
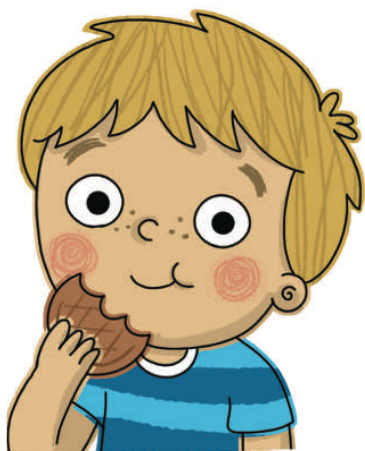
5

57





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



# Lesson 3 Language practice

## Lesson objective

Practice expressing likes

## Language

*I like (apples).*

## Vocabulary

*apples, bananas, cookies, sandwiches*

## Materials

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

## Student's Book page 58

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

- Remind the children that Kim, Dan, and their mommy and daddy are eating a snack.
- Point to the pictures and ask *Who's this? What are these?*
- Help the children find the sticker page at the back of the Student'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 cookie sticker and say *I like cookies*. Repeat for each person.
- The children practice pointing and saying in pairs.

## Track 38

**Daddy:** I like sandwiches. Yum!

**Dan:** I like cookies. Yum!

**Mommy:** 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., *Cookies!* and puts the flashcard next to the correct character.
- Play the audio again to check.



## Workbook 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., *Cookies*. Ask in L1 *What does she say?* The children say *I like cookies*.

## 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

Practice recognizing the letter sound *a*

## Sounds and letters focus

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

## Materials

premade letter card *a*; flashcard *apples*; red colored pencils or crayons; pictures of items or animals that start with the sound *a* (e.g., *ant*, *alligator*, *anchor*, *arrow*,

*astronaut*, *axe*) and others that don't (e.g., *teddy bear*, *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 afterward clap in time with the syllables, e.g., *Sandwiches* (three claps). The children copy the clapping. Repeat with *apples*, *cookies*, *bananas*.
- Say words and phrases the children know, each followed by claps to match the syllables (e.g., *teddy bear*, *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*. Practice several times with the class.
- Then point to the letter for the children to practice the sound without you.
- Pass the premade 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

### Student's Book page 59

**39** Listen. Trace. Color. 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 color the apple in red to match the color 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.



## Workbook page 59

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

Trace. Say.

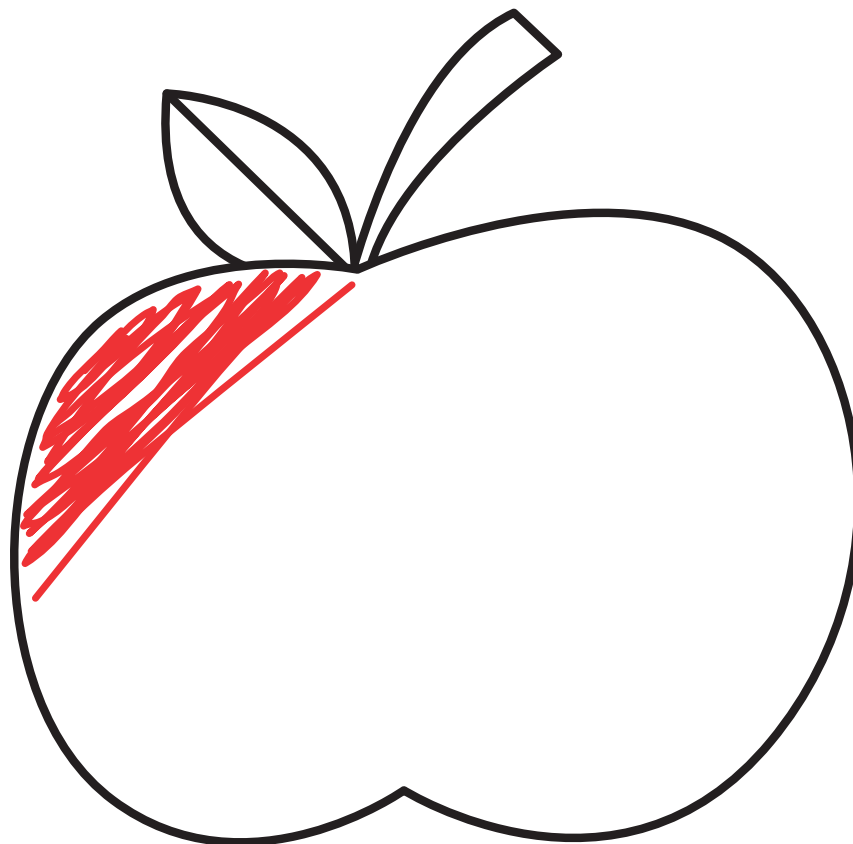
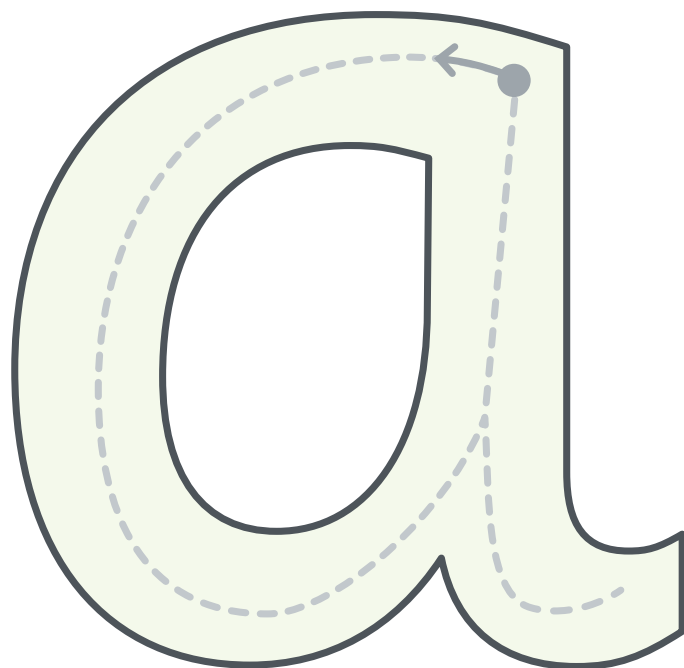
- Play the audio again. The children trace around the letter "a" and circle the word with the initial letter sound *a* (the apple).
- Circulate and check. The children make the letter sound *a* and say *apple*.
- If appropriate, the children practice forming the letter "a" with markers on mini whiteboards.

## Finishing the class

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



Listen. ○ Trace. ✎ Color. 💬 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, cookies, sandwiches, picky, I like (apples). I don't like (apples). Thank you, Mommy.*

## 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 act out eating a banana.
- Repeat for *I like apples / sandwiches / cookies.*
- 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 eggs. I don't like fish. 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? (Mommy.)* 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., *Mommy's making a sandwich. Yes! There's banana in the sandwich. Peter likes it!*
-  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

## Student's Book pages 60–61



## 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.

Mommy makes a sandwich.

**Peter:** Yum! I like sandwiches.  
Thank you, Mommy.

**Peter:** What's this, Mommy?

**Mommy:** It's banana.

Mommy makes cookies.



**Peter:** Yum! I like cookies.  
Thank you, Mommy.

**Peter:** What's this, Mommy?

**Mommy:** It's apple.

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

## After the book

-  Tell the story again, using the Big Book, sounds, and actions. Check that 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 Mommy 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 Mommy put them with other foods and he tried them.)* Ask the children which foods they like in a sandwich. Have they tried banana in a sandwich? How about apple cookies?




## Workbook 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. Mommy makes a sandwich. I like apples. Mommy makes cookies.*
- Point to the scene at the top, which happens after the story. Say *Look! Peter and his Mommy. Peter likes ... ?* The children say *Apples, cookies, bananas, sandwiches.*
- They trace around 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 Mommy do? What happened in the end?* The children retell the story in L1.

## Lesson 6 Values

### Lesson objective

Recognize the value of saying thank you from the story

### Story language

*apples, bananas, cookies, sandwiches, picky, I like (apples). I don't like (apples). Thank you, Mommy.*

### Value

Say *thank you*

### Materials

stuffed toy or play food; Big Book; colored pencils or crayons; play food; tea sets or plastic pitchers, 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 stuffed 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*, and 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

### Student's Book pages 60–61



### 40 Listen.

- Show the Big Book and ask the children to point to the pictures that 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 mommy.
- 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 Mommy 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.



### Workbook page 61



### Look. Find. Color.

- Talk about the picture in English and L1. The children tell you who is saying *thank you*, e.g., *Look! The man has a sandwich. The boy says ... (thank you). The girl says ...?* Use gesture to help.
- The children color 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 that they are 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 afterward.
- 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 actions 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

### Student'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 center 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.



### Workbook 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

Practice talking about food and drink with a chant

### Language

*I (don't like) (juice).*


### Vocabulary

*apples, bananas, cookies, juice, milk, sandwiches, water*

### Materials

string or tape; Unit 5 flashcards; real food and drink (optional); yellow, red, blue, and brown colored 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., *cookies*, and say the word. Show that you are thinking, smile, and then move to one side of the line. Say *I like cookies*. 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

#### Student's Book page 63



**42 Listen. Color. Sing.**

- Point to the girl and say *Look! A girl!* Point to each picture 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 color 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, cookies, 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 pretend to eat and drink 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 cookies 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.




### Workbook page 63



**Look. Color. Say.**

- Point to the key along the top of the page and ask, e.g., *What color is the banana?* The children say, *Yellow!* Repeat with the other food and drink items.
- The children use the key to color the picture. Point and create instructions with the class, e.g., *Color the bananas (yellow!)*
- Circulate and ask individuals, e.g., *What color 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 cookies. 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.  Color.  Sing.



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

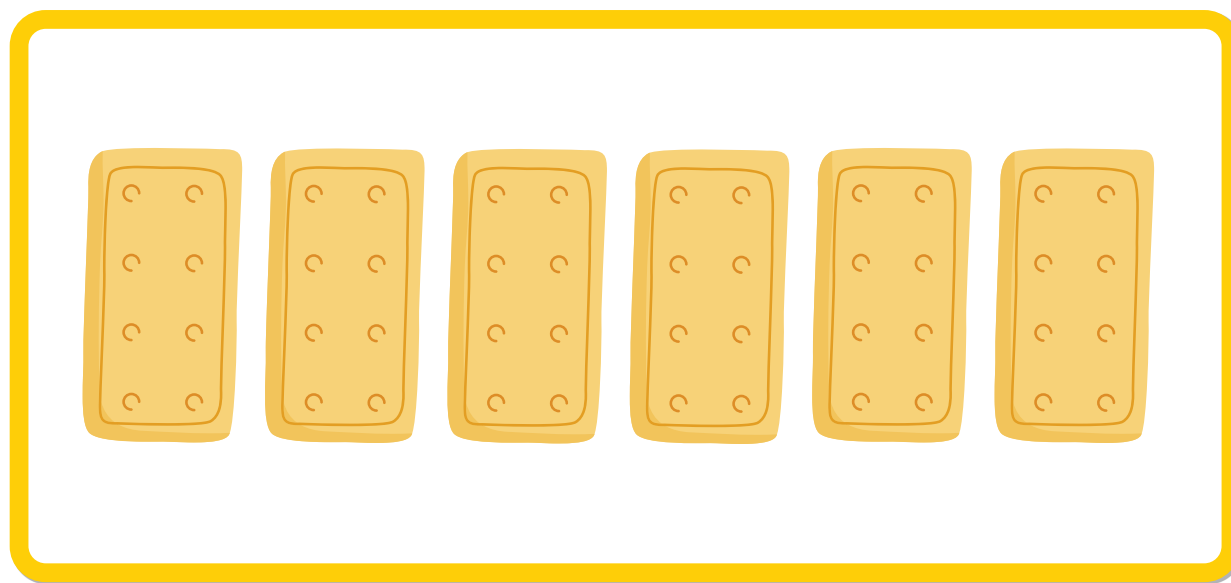
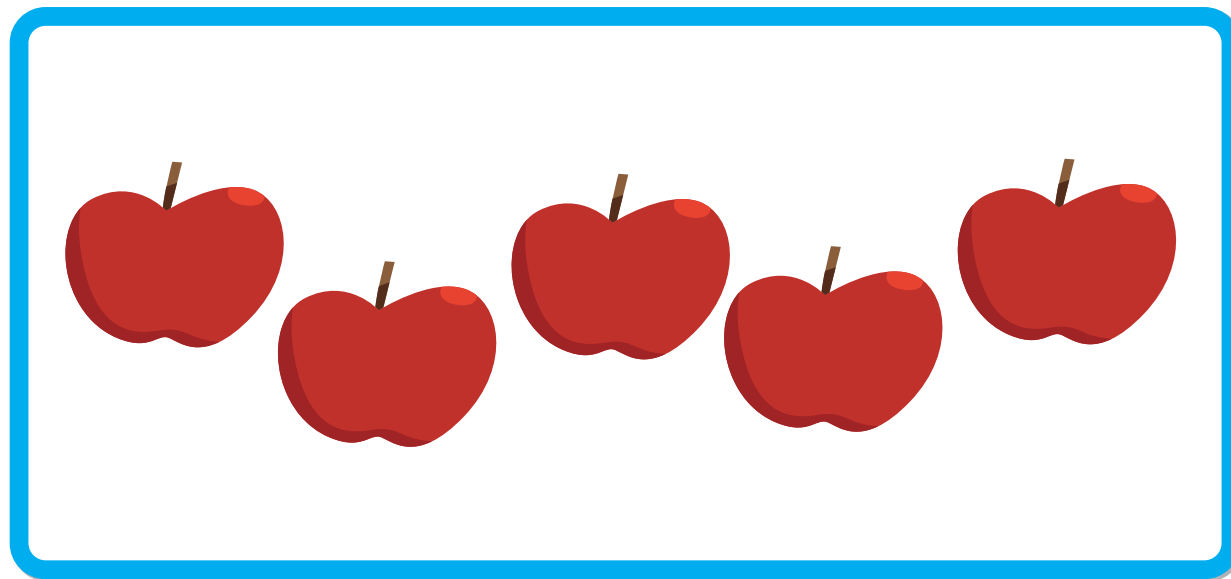
5

63

# Numbers



Listen. 🖐️ Count. ✏️ Color.



# Lesson 9 Numbers

## Lesson objective

Practice 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 colored 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

### Student's Book page 64

 **Listen.**  **Count.**  **Color.**

- Point to the pictures and say *I like apples. I like cookies.*
- 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 / cookies as they count.
- Tell the children to color the numbers in the same color 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 cookies. (*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.



### Workbook 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, cookies, 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, cookies, strawberries, oranges, carrots, potatoes, pineapple, melon, eggs, chicken; colored pencils or crayons

 Use Presentation Plus to do the interactive activity 

 **Cambridge Life Competencies**

**Critical Thinking: Understanding and analyzing links between ideas:** Sorts, arranges, and describes objects by shape, size, color, 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 photographs, 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 cookies and ask *Fruit? Say No.* Do the same with different foods that 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

#### Student's Book page 65

 **Look.**  **Color.**


- Say *Look! Color the fruit.* The children color in the frames of the pictures that show fruit. Tell them to use the same color crayon so that it's clear all the fruits are in the same category.
- Check answers by pointing to each picture and asking *Fruit?* The children hold up their books and show you if they have colored 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 recognize which ones 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 switch 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.



### Workbook page 65

 **Look.**  **Find.**  **Color.**  **Say.**

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



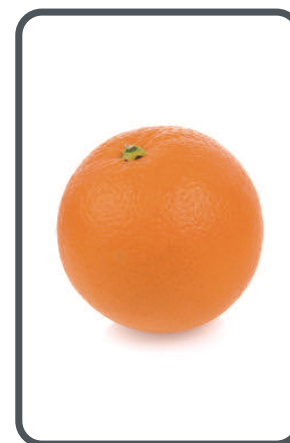
### At home

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

### Finishing the class

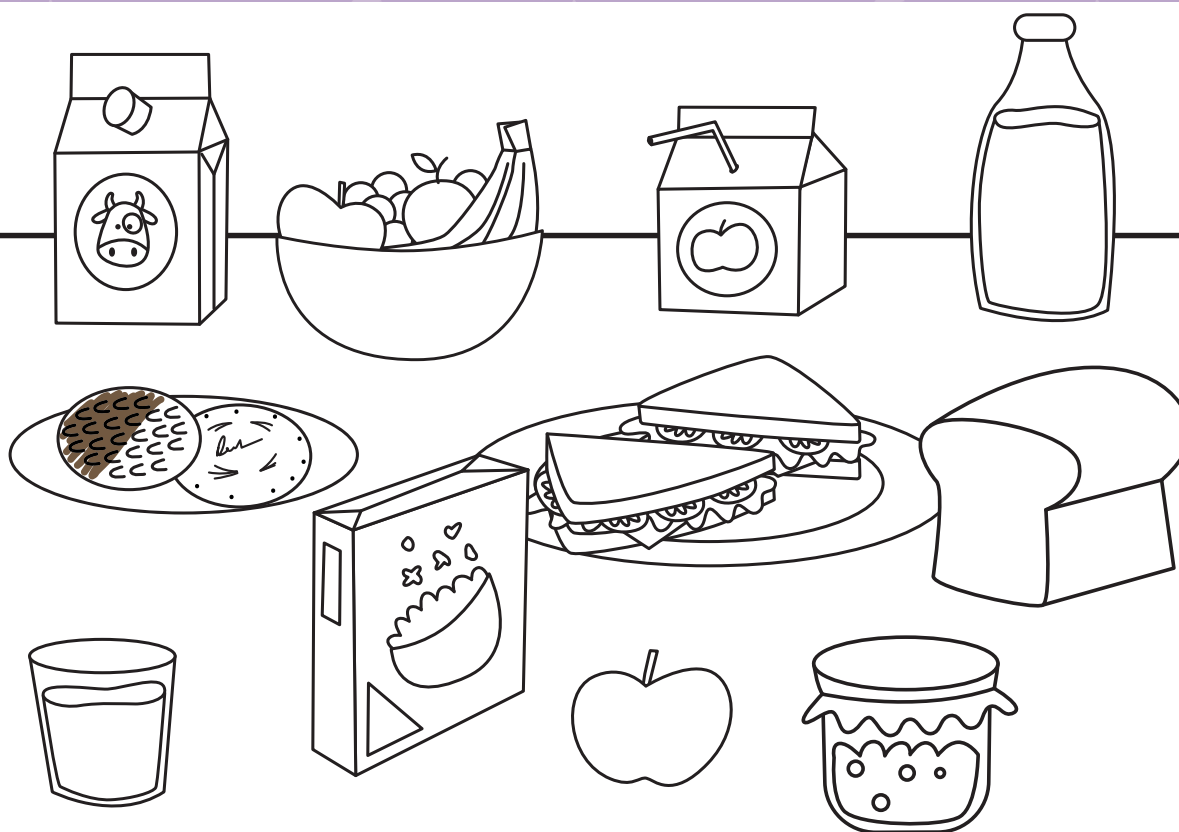
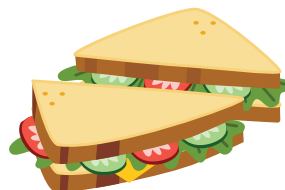
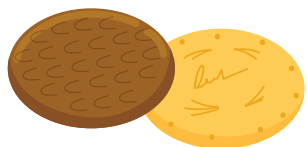
- Put the food from the beginning of the class into a bag or box. Ask the children which foods they can remember. They can tell you in English or L1. Take the items out of the bag.
- Call volunteers to come and find a food they like. Each child shows the food to the class and says, e.g., *I like sandwiches.*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

Look. Color.



## Review

 Look.  Find.  Color.  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 / cookies).*

## Materials

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

pictures of food and drink, e.g., cookies, 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., favorite pastimes, toys, colors, 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

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



## With the book

### Student's Book page 66

 **Look.**  **Find.**  **Color.**  **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 color the items in the larger picture.
- While the children are coloring, circulate, point, and ask *What are these? What color?* Say, e.g., *I like cookies. / 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 cookies? 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 practice pointing and saying the words or making more *I like / don't like* sentences in pairs.



### Workbook page 66



**Look.**



**Draw.**



**Say.**

- Point to the example picture (top right), and explain in L1 that the child drew 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 wants, 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 drew apples, they stand up and say *I like apples!*
- You can video the children doing this activity and show it to the children afterward.

## Finishing the class

### Learning through play - a run and find game



- Form 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., 1, 2, 3 ... *Sandwiches!* The child who is sitting at the front runs to their box, finds the item you 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 learned 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; premade unit objective picture cards; colored pencils or crayons; glue; Workbook stickers



## Cambridge Life Competencies

**Learning to Learn: Reflecting on and evaluating own learning success:** Self-corrects from own stored knowledge when they realize 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., *Cookies?* Pippa says *I like cookies! / I don't like cookies.* 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 cookies.*
- Repeat with different volunteers.
- Before 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

### Student's Book page 67

#### Look. Make. Say.

- Show the stages of making the banana plant / apple tree, using the photographs 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 color and then help with gluing. Count the bananas / apples with individuals and ask *What color 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 flip through Unit 5. Say *Look! Wow! We 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 did. Ask which activities they liked / didn'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.



## Workbook page 67



#### Point. Say. Color.

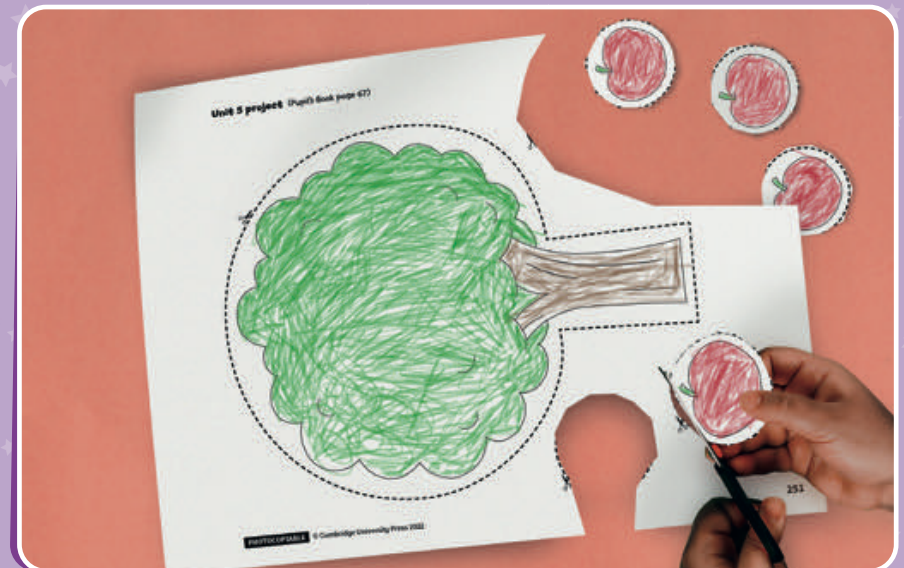
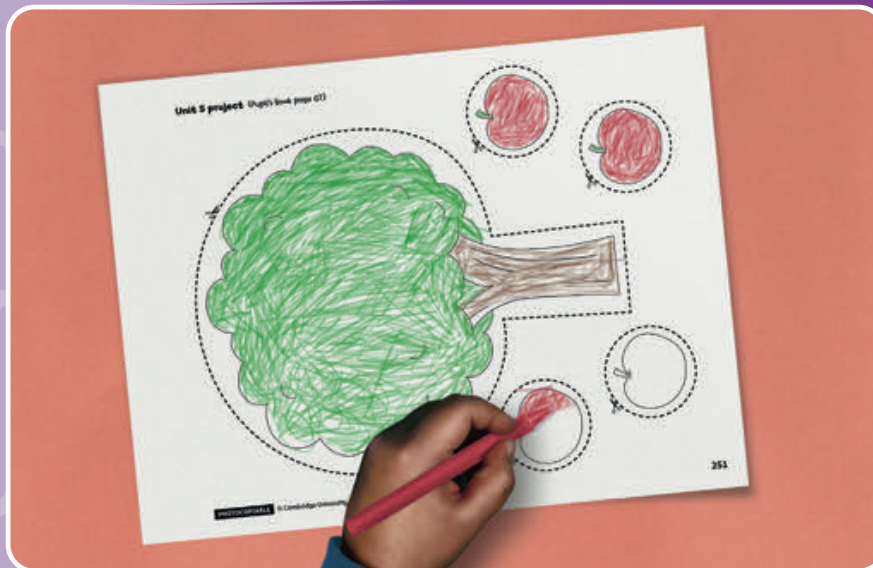
- In pairs, the children say a sentence that is true for them about each item, e.g., *I like milk. I don't like water.*
- Circulate as the children practice saying their sentences. If they make a mistake, give them time to self-correct. If necessary, repeat the mistake with questioning intonation and 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 practice at home.
- Sing The goodbye song to end the class (Track 2).



Look. Make. Say.



I like (apples / bananas).

5

67