

Aims

- to present and practise food

New language: *pasta, salad, rice, cake, food*

Recycled language: *I've got ..., Where's the (salad)? It's there, big/small (cake)*

Materials: CD 2, a lunchbox or bag with five or six food items inside (e.g. an orange, a banana, some sandwiches, a tomato), flashcards (food), the puppet (Polly), pencils

Language competences: The children will be able to name food.

Warm-up

Aim: to introduce the topic

- Mime being hungry and take out your lunchbox. Open it and remove the items one by one, saying *Mmm ... Food or I've got food* each time. Point at all the food and say *Look! My food!* Encourage the children to repeat food and tell them in L1 that they will be learning how to talk about food in English.

Presentation



PB p56

Listen and point. Say the food.

Aim: to present food

- Point to the characters and ask *Who's this?* The children say the names.
- Say *Listen*. Play the audio. The children just listen.
- Say *Listen and point*. Play the audio. The children listen and point to the food items with you. Make sure they are pointing from left to right and that they point to the correct picture for cake.
- Play the audio again. The children point and say.

Audio script page T99

Practice

- Show the food flashcards. Say each word. The children repeat. Say the words at different volumes. The children repeat in the same way.
- Draw a simple table on the board (two legs and tabletop) at a height the children can reach, and large enough for the four food flashcards. Stick the flashcards on the 'table', point and say the words. The children repeat.
- Call a volunteer to the board and ask, e.g. *Where's the salad?* The child points. Encourage him/her to say, e.g. *Salad*. Confirm by saying *Yes. Salad. It's there*. Repeat with different volunteers.



AB p56

Look and match. Say the food.

Aim: to practise food and recognise size and shapes

- Point to each food in turn and say the words. The children copy you. Repeat. Point to one of the big pictures and ask *Is it big? Is it small?* The children say *Big*. Repeat with different pictures.
- Say, e.g. *Point to the big cake*. The children point. Repeat for all the pictures.
- Say *Look and match*. Show the children how to draw a line from one of the big pictures (e.g. the big cake) to the smaller matching picture. They draw lines using pencils. Monitor and make sure they are matching the right pictures and using the correct grip. Ask individual children to point at the pictures and say, e.g. *Small pasta*.

Extension activity

Aim: to practise food

- Ask the children to sit in a circle. Place the food flashcards in the centre, face up. Choose a confident child and say, e.g. *Rita, pasta!* The child comes to the centre of the circle to collect the correct flashcard and sits back down. Point to the flashcard and ask *What's this?* He/She holds up the card and says, e.g. *(It's) pasta/I've got pasta*.
- Repeat with different children for the other flashcards. Replace the flashcards when all four are taken and call on different children. Once the children are confident, call two children to take different flashcards, e.g. *Yolanda, rice! Mario, cake!* The two children come to the centre together and see who can choose the correct card quickest. The game can also be played calling three children or even four children to take the cards.
- If you have less space, stick the flashcards on the board and call children to come to the front and choose.

Ending the lesson

Aim: to review food

- Put on the puppet. Play *No, Polly!* with the food flashcards (see Introduction, page xvii). Polly either points at the flashcards and says, e.g. *It's rice* or she holds them and says, e.g. *Mmm. I've got salad!*
- Make Polly wave and say *Goodbye!* The children wave and say *Goodbye, Polly!*

Aims

- to present *I like (rice)* and practise food; to say a chant

New language: *I like (rice), eat*

Recycled language: *pasta, salad, rice, cake, I've got..., It's ..., colours*

Materials: CD 2, flashcards (food, colours), Yes/No cards, coloured pencils or crayons, pencils

Optional: shopping bags (one for each pair of children), play till/calculator, play money with a picture of the food, not numbers (for each pair of children)

Language competences: The children will be able to talk about food they like.
The children will be able to join in with a chant.

Warm-up

Aim: to review food

- Show the food flashcards in turn. Say/Elicit the names. The children repeat.
- Show the flashcards again and ask *What is it?* The children reply *It's (pasta)*.
- Give out the Yes/No cards. Say *Show me Yes*. The children hold up the correct card. Repeat for No.
- Hold up the rice flashcard and say *Mmm! Cake!* The children hold up the No card. Repeat several times for the other foods, mixing correct and incorrect sentences. Make some sentences with *I've got ...* and *It's*

Presentation



2 **CD2 29** **PB p57** Listen and trace. Chant.

Aim: to present *I like ...* and *eat*, review food and say a chant

- Show one of the food flashcards, e.g. pasta, lick your lips/rub your stomach, look very happy and say *I like pasta*. Mime eating pasta. Repeat for two more flashcards. Translate *I like ...* into L1.
- Point to the food flashcards. The children say the food words.
- Play the first verse of the chant. Show the children how to trace the line from the first

boy to the picture of the rice. Repeat the audio. The children trace the line with a pencil. Make sure they are tracing from left to right.

- Repeat for the rest of the chant, pausing after each verse for the children to trace.
- Say *Listen and chant*. Play the chant again line by line. The children listen and repeat. Mime eating each food for the *Eat, eat, eat* lines. Play the chant again for the children to join in and copy your mimes. They trace the lines from the children to the food as they chant.

Audio script page T99

Practice

- Hold up a food flashcard and say *I like* The children say the food. Say the whole sentence e.g. *Yes! I like cake*. Repeat with the colour flashcards, e.g. *Yes! I like red*.



2 **AB p57** Draw something you like. Say the sentence.

Aim: to practise *I like ...* and food

- Point to the example drawing on AB page 57 and the heart. Elicit/Say *I like salad*. Point to the frame. Show some crayons and say *Draw something you like*. Translate into L1. Make sure the children understand that they have to draw pasta, rice, salad or cake.

- Circulate and encourage individual children to say a sentence about their picture, e.g. *I like rice*. The children can also practise talking about their pictures in pairs.
- Invite volunteers to show their picture to the class and say a sentence with *I like*

Extension activity

Aim: to practise *I like ...*

- Draw a shelf on the board. Stick the food flashcards on the 'shelf' and elicit the words.
- Tell the class that you need a volunteer to be a shopkeeper.
- Place a shopping bag at the front. Take one of the flashcards from the 'shelf' on the board, and show it to the class. Say, e.g. *I like pasta* and put it in your shopping bag. Repeat for the other flashcards.
- Stand next to the shopkeeper and pass him/her the items from your bag one by one. Encourage the child to say, e.g. *Pasta, thank you* and pretend to ring up the price on the till/calculator. Use play money to 'pay'. Put the food back in your bag and say *Goodbye!* to the shopkeeper. Repeat the whole game with a different volunteer.
- The children can play the game in pairs using imaginary food instead of flashcards.

Ending the lesson

Aim: to practise *I like ...*

- Mime eating a food, e.g. eating a slice of cake with your fingers. The children copy your mime and say the food. Say, e.g. *Yes, I like cake*.

Aims

- to present and practise responding to *Eat the pasta, It's lovely* and *Wash your face*

New language: *Eat the ..., It's lovely, Wash your face*

Recycled language: food, *I like ...*, instructions (*Go to sleep, Wake up, Stand up, Sit down, Walk, Jump, Fly, Swim*, etc.)

Materials: CD 2, the puppet (Polly), coloured pencils or crayons, pencils

Language competences: The children will be able to follow new and familiar instructions.

Warm-up

Aim: to review food and *I like ...*

- Play the chant (CD 2, Track 29). The children join in and mime eating the different foods.

Presentation



PB p58 Listen and act.

Aim: to present new instructions and practise listening and responding physically

- Point to picture 1 on PB page 58 and say *Look! Pasta. Ooooo!* Model looking down at a plate of food and licking your lips. The children copy the action. Do the same for the other pictures (*Eat the pasta, It's lovely, Wash your face*). Translate *It's lovely* into L1.
- Play the first line of the audio. The children join in and do the action. Do the action along with the children. Repeat for the rest of the recording.
- Play the audio again without pausing, doing the actions with the children. Repeat several times. Play the audio for the children to follow the instructions without your help.
- Give more instructions, adding language from earlier units, e.g. *Stand up, please, Jump, Fly, Sit down, please, Go to sleep, Wake up, Stand up, please, Swim, Sit down, please, Eat the pasta, It's lovely*. The children follow. Speed up as they become more confident.

Audio script page T99

Practice



PB p58 Listen and colour.

Aim: to practise new instructions and listening

- Say *Listen and colour*. Remind the children that they have to colour the circles the correct colour. Play the first line of the audio and elicit the colour. Show the children how to colour the circle for picture 1, if necessary. Then play the rest of the audio, pausing for children to colour the circle each time. Point to each picture in turn and elicit the colour and the sentence (e.g. for picture 1 *Red. Eat the pasta.*).

Audio script page T100



AB p58 Listen and circle.

Aim: to practise new instructions, listening and pencil control

- Point to the first pair of pictures on AB page 58 and elicit *It's lovely* and *Wash your face*.
- Say *Listen and circle. It's lovely or wash your face?* Play number 1 on the audio. The children point at the correct picture. They draw the circle around the second picture. Elicit *Wash your face* from individuals.
- Point to the second pair of pictures and elicit *Eat the pasta (Yum, yum, yum)* and *Look! Pasta*. Say *Listen and circle*. Play number 2 on the audio.

The children choose the correct picture and circle. Elicit *Eat the pasta! Yum, yum, yum!* from individuals.

Audio script page T100

Extension activity

Aim: to practise following instructions and responding to new language

- If possible, move your class out into the playground, school gym or an empty classroom.
- Divide the class into two teams (e.g. Reds and Blues). Give an instruction to each team in turn (a mixture of familiar instructions and *Wash your face*, etc. from this lesson), e.g. *Reds, stand up! Blues, stand up! Reds, eat the pasta! Blues, wash your face! Reds, jump!* The children follow your instructions, with the two groups doing different actions at the same time.
- Once the children are following your instructions with ease, tell the children that they must say the action while doing it. For example, when you say *Reds, jump!* they'll have to say *Jump* while jumping.

Ending the lesson

Aim: to practise following instructions

- Put on the puppet. Play *Polly says ...* using known instructions *Eat the pasta, Wash your face*, etc. (see Introduction, page xvii).

Aims

- to sing a song with the class; to practise *I like* and food

New language: *munch, crunch, lunch, yum*

Recycled language: food, *I like ...*, lovely (cake)

Materials: CD 2, flashcards (food), character masks, a lunchbox (if possible filled with a lunch: sandwiches, fruit, drink, etc.), Yes/No cards, pencils

Optional: the puppet (Polly)

Language competences: The children will be able to join in with a song.

Warm-up

Aim: to review *Eat the pasta, It's lovely, Wash your face*

- Divide the class into four groups. Name them Leo, Mike, Gina and Polly. Hand out character masks to each group (the children in the Leo group all wear Leo masks, etc.).
- Give instructions to each group, using the character names, e.g. *Leo! Eat the pasta.* The children in that particular group follow the instructions. Mix in some instructions for the whole class, e.g. *Everybody! Stand up and jump!*

Presentation



PB p59 Listen and sing.

Aim: to present *lunch* and sing a song

- Show the children the lunchbox. Take out the contents. Put them on your desk and say *Look! My lunch! Yum!* Pretend to start eating and then say in L1, *No, it's not lunchtime yet. This is my lunch.* Pack the food away and say again *Lunch.* The children repeat the word several times.
- Point to food on the table on PB page 59 and say *Look! Lunch! Yum!* Say *Where's the rice?* The children point to the bowl of rice on the table. Repeat for *salad, cake, tree and rabbit.*

- Play the song. The children listen and point to the food on the table.
- Play the song again, pausing to teach each line. The children point to the foods and/or clap along as they sing.

Audio script page T100

Practice



AB p59 Follow the path.

Aim: to practise pencil control

- Point to the boy and the food and say *Oh, no! Where's lunch?* Explain in L1 that this is the boy from the song and the children need to help him find his lunch. Say, e.g. *Point to the rice.* The children point to the correct picture at the exit of the maze. Repeat for the other items.
- Show the children how to trace the route through the maze with their fingers. When they have worked out the route, they draw it with a pencil. Circulate and check they are using the correct grip and working from left to right. Encourage individuals to pretend to be the boy and say, e.g. *I like rice. Yum, yum, yum!*

Extension activity

Aim: to practise listening skills and revise food

- Play *Singing Polly* (see Introduction, page xvii). Make Polly sing different nouns instead of the food in the song, e.g. *Munch, munch, munch, Crunch, crunch, crunch, I like lovely chairs!* Explain to the children that when they put up the No card, they have to say the word they think is wrong, e.g. *Chair.* They can also replace *lovely lunch* with *Polly's lunch* in the line *I like lovely lunch!*
- For the last chorus and verse, make Polly sing correctly and encourage everyone to join in, standing up, clapping and dancing.
- Confident volunteers can come to the front and sing along with Polly.

Ending the lesson

Aim: to practise the song

- Play the song for the children to join in. Stick the flashcards rice, salad and cake on the board as prompts.

Aims

- to present a picture story; to review language from the unit

New language: *Here's your cake, I've got an idea. Let's get some ice-cream, great, wonderful*

Recycled language: *food, lunch, numbers, dad, I like (cake), lovely, Yes, Oh no, What is it? It's ...*

Materials: CD 2, the puppet (Polly), flashcards (food, numbers), a picture of some ice-cream, coloured pencils or crayons

Optional: a large bowl and four spoons, character masks

Language competences: The children will be able to listen and follow a picture story.

Warm-up

Aim: to review *lunch, lovely and I like ...*

- Show the food flashcards. Say *I like ...*. The children say the food. Show a flashcard to a volunteer. The child says, e.g. *I like pasta*. Stick the flashcards on the board.
- Put on the puppet. She flies to a child and 'lands' on his/her head or shoulder. She says, e.g. *I like the lovely pasta!* The child gives the pasta flashcard to Polly. Repeat with the other flashcards and different volunteers.

Presentation



PB pp60–61 Story: The cake

Aim: to listen and follow a picture story

- Show the picture of ice-cream and say *Look! Ice-cream*. The children repeat the word. Say *I like ice-cream*. Invite volunteers to say *I like ice-cream*.
- Point to the characters in the first picture on PB page 60 and ask *Who's this?* The children say *Leo and Dad*. Say *Yes. What's Leo's dad holding?* Point to the cake he is holding and say *What's this?* The children say *Cake*. Ask the children in L1 what kind of cake it is (a birthday cake).

- Play the CD. The children point at the pictures as they listen.
- Play the story again, stopping after each picture. The children explain what's happening in L1. Ask what is happening in picture 4 and what the cloud means (the children tell you in L1 that Gina has an idea – she is thinking about ice-cream). Ask what the animals are doing in picture 5 (eating the ice-cream) and where the candles are. Explain the meaning of *I've got an idea* and *Let's get some ice-cream*.

Audio script page T100

Practice



AB p60 Listen and colour the correct circles.

Aim: to listen and identify the correct picture

- Point to the characters in the first pair of pictures on AB page 60. Ask *Who's this?* Say *Listen and colour the circle*. Remind the children that they have to colour one of the circles. Play the audio for number 1. Confirm the answer (the first picture).
- Play the audio again. Check the children's work as they colour in the shaded circle.
- Repeat for the second pair of pictures.
- Play the whole recording again. The children repeat the two lines.

Audio script page T100

Extension activity

Aim: to practise language from the story

- Divide the class into four groups. Each group repeats and mimes a line from the story. Group 1 say *I like ice-cream!* Group 2 *Yes, it's great!* Group 3 *Wonderful!* and Group 4 *Yummy!* Say each line several times, at different volumes. The children repeat in their groups. Encourage them to be enthusiastic.
- Choose a volunteer from each group. They stand at the front and put on character masks (1 Leo, 2 Mike, 3 Gina, 4 Polly). Put a large bowl in front of the children and give them each a spoon. They all mime eating and say the lines they have been practising. Repeat with different volunteers.

Ending the lesson

Aim: to practise counting

- Draw four birthday cakes on the board, with one to four candles on each cake (e.g. three candles on one cake, two on the next, etc.). Make sure your children can reach the pictures.
- Point and say *Cakes! Yummy! I like cakes*. Count the cakes aloud with the children. Then point to the candles on the first cake and ask *How many?*
- Stick the number flashcards in order at the bottom of the board. Count them aloud with the children. Point to the flashcards in different orders and elicit the numbers.
- Call a volunteer to the board. He/She counts the candles on the first cake, chooses the correct number flashcard and sticks it next to the cake. Repeat for the rest of the cakes.

Aims

- to talk about the meaning of a story; to review language from the unit

Recycled language: food, language from the story

Materials: CD 2, Unit 7 stickers, a piece of toy food (ice-cream, pasta, cake, rice or salad) or picture of known food items – one per pair of children, coloured pencils or crayons

Optional: character masks, toy cake or cake flashcard, a large bowl, four spoons

Language competences: The children will be able to appreciate the values shown in the story. The children will be able to use and respond to language from the story.

Warm-up

Aim: to review language from the story

- Pretend that you have just thought of something and say *I've got an idea!* Show the picture of the ice-cream and say *Let's get some ice-cream!* Encourage the children to reply *Wonderful!*
- Practise the lines *Let's get some ice-cream* and *Wonderful* with the children repeating after you. Make sure the children say *Wonderful* with enthusiasm and that they stress the first syllable. Once they are confident, add an action for each line (eating with a spoon for *Let's get some ice-cream* and jumping up and down for *Wonderful*).

Practice



PB pp60–61 Story: The cake
Listen to the story. Stick.

Aim: to review the story

- Ask the children to tell you what they remember about the story on PB pages 60 and 61 in L1. Ask *What do Leo and his dad have at the beginning? What happens to the cake? What's Gina's idea? Do the animals like ice-cream?*
- Play the story again, pausing to ask what is happening/ elicit what the characters are saying.

- Hand out the stickers for Unit 7. Say *I like rice*. The children point to the correct sticker. Repeat for *pasta*.
- Point to the picture on PB page 61. Say *Where's the rice?* The children point to the sticker outline. Mime peeling the sticker of the rice off the sheet. The children peel off the sticker and hold it up. Check that they all have the correct sticker. Then say *Stick*. The children stick the sticker in their books. Repeat for the sticker of the salad.

Audio script page T100

Story values **PB pp60–61**

Aim: to think about the meaning of the story: sharing

- Play the story again. The children listen and point. At the end of the story ask in L1 *Who's eating the ice-cream?* Talk about how important it is to share. Ask the children in L1 what they can share in class and at home (toys, books, crayons, etc.).

6

AB p61 Complete the face. Colour the picture.

Aim: to apply values from the story to new situations

- Tell the children in L1 *We're going to look at some children now. Look at the picture and think*. Point at the cake and ask *What is it?* Ask in L1 *What are the children doing?* (Sharing.)

Elicit/Explain what the children are saying when they share – *Here's some cake. Thank you*. Point to the face and remind the children in L1 that if they think the children are doing the right thing, they draw a happy smile. Circulate and check as they draw. Then the children can colour the picture.

Extension activity

Aim: to reinforce understanding of the story

- Invite five volunteers to the front. Assign them the roles of Leo, Leo's dad, Gina, Polly and Mike. The children playing the main characters put on the character masks. Give 'Leo's dad' a toy cake or the cake flashcard. Have a large bowl and four spoons ready for the last scene.
- Play the story. The children act along with the CD. Encourage them to join in with the CD and do the actions.
- Invite another group of five children to come to the front and act.

Ending the lesson

Aim: to practise sharing

- Hand a piece of toy food/picture of known food to a child. Say, e.g. *Here's some salad*. The child takes it and says *Thank you*. (*I like salad*.) Repeat with different children. Collect the toys/pictures.
- Hand out a piece of toy food/picture to each pair of children. They practise sharing, saying *Here's some ...* and *Thank you*. *I like* Once they have practised with one food, they swap their toy/picture with another pair and repeat. Circulate and help.

Aims

- to integrate other areas of the curriculum through English: Physics

New language: *soup, water*

Recycled language: *food, I've got an idea ..., Let's get some ..., I like ...*

Materials: CD 2, flashcards (food, toys), materials for the project (green, red and yellow coloured pasta (e.g. fusilli), a piece of blue A4 card and PVA glue with a brush for each child) character masks, pencils

Optional: pictures/photographs/real objects to show liquids and solids in the world around us, character masks

Language competences: The children will be able to differentiate between liquids and solids.

Warm-up

Aim: to review foods and *I've got an idea. Let's get some ...*

- Review food using the flashcards.
- Divide the class into two teams. Stick the food flashcards on the board at a height your children can reach. Call one child from each team to the front. They stand at either side of the board. Explain in L1 that they need to listen and touch the right card on the board, as quickly as they can. Say, e.g. *I've got an idea. Let's get some rice.* The child who touches the correct flashcard first wins a point for their team. Repeat until one of the teams reaches ten points. You could also add the toy flashcards to the board (and say, e.g. *Let's get a puzzle*) when the children are playing with ease.

Presentation



PB p62 Listen and point. Trace and say the foods.

Aim: to differentiate between solid and liquid food

- Ask the children to look at PB page 62. Point to the first picture and say *Look! Soup! Yummy! I like soup.* Say *Soup* again. The children practise

saying the word. Repeat for the other photos.

- Play the first section of the recording. The children listen and point to each photo in turn. Join in yourself. Repeat for the second section. Play the third section for the children to point without your help.
- Point to the line around the first picture and trace it with your finger. At the same time say *Soup*. The children copy. Do the same for the other photos. The children trace around the photos and say the words. Ask in L1 which foods go together (soup and water, pasta and cake). Do not try to explain 'liquid' and 'solid' in L1 – say, e.g. that we can drink soup and water, but we eat pasta and cake because they are hard.

Audio script page T100

Practice



AB p62 Make a pasta fish.

Aim: to take part in a craft activity and encourage recognition of texture

- Show the pictures on AB page 62. Explain in L1 that you are all going to make a picture of a fish, like the girl in the picture. Point to the fish in the picture and ask *What is this?* Elicit *Fish*. Point to the red, green and yellow pasta and elicit the colours. Show the real pasta and elicit *Pasta*.
- Hand out the materials. Circulate and help the children make their picture, following the steps

shown in the pictures. Ask individual children *What is this? What colour is it?*

- Ask volunteers to show their pictures to the class and say *Look at my pasta fish!*

Extension activity

Aim: to extend awareness of liquids and solids around us

- Stick the pictures of liquids and solids at the bottom of the board, at a height the children can reach (or place them on a table). Draw a line down the centre of the board or draw a line on the table with a piece of chalk. Move one of the pictures of a liquid on one side of the line on the board. Choose a picture of a solid. Hold it next to the picture of the liquid and ask in L1 *Is it like this? Can we pour it/drink it/swim in it?* The children say *No*. Stick the picture on the other side of the line on the board. Repeat until all the pictures have been stuck on the board.

Ending the lesson

Aim: to review foods, toys and language from the unit

- If possible, move your class into the playground, school gym or an empty classroom.
- Stick the food flashcards in the four corners of the room.
- Divide the class into four teams. Name them Leo, Polly, Gina and Mike. The children in each team can wear the appropriate character mask.
- Say, e.g. *Leo! I like cake!* The children in the Leo team run to the corner with the cake flashcard. Repeat for the three other flashcards, giving instructions to each team. Call the class back to the centre. Play until the children are all following with ease.

Aims

- to review language and values from the unit; to encourage children to reflect on their learning

Recycled language: *soup, water, food*

Materials: coloured pencils or crayons

Optional: flashcards (colours, toys, numbers, animals, food), cardboard box/basket for each team

Language competences: The children will be able to identify objects from their shape. The children will be able to use language from the unit.

Warm-up

Aim: to review food and *water, soup*

- Mime eating or drinking one of the foods from the unit (e.g. drinking water from a glass). Encourage the children to guess *Water. Say Yes! Water. I like water.* Repeat with different mimes, e.g. eating spaghetti (pasta), eating hot soup with a spoon, eating a slice of cake with your fingers, eating salad with a fork, eating ice-cream from a cone.

Practice

7 **Think!** **PB p63** Look and match.

Thinking skills: focusing on detail

- Point to the pictures in the top row on PB page 63. Say, e.g. *Point to the cake.* The children point.
- Say *Look and match.* Demonstrate by tracing your finger along the example line and saying *Cake ... cake!* The children draw lines for the remaining pictures. Circulate and help. Ask individual children *What is this?* Encourage them to make a phrase, e.g. *It's cake./I like cake.*

8 **AB p63** Say the food. Colour the circles.

Aim: to create a record of learning

- Point to the pictures on AB page 63. The children say the words together.
- The children colour the circles if they can say the words on their own.
- Circulate and help as necessary. Ask individual children to say the words.

Extension activity

Aim: to practise categorising and listening skills

- If possible, move your class out into the playground, school gym or an empty classroom.

Note: This game is similar to the Extension activity in Unit 1, page T11.

- Divide the class into four teams. The teams stand in lines, with one child at the front. In front of each team place a toy flashcard, a number flashcard, an animal flashcard, a colour flashcard, a food flashcard and, furthest away, a box or basket.

- Make a sentence about one of the flashcard categories, e.g. *I like red, green, yellow and blue!* The first child in each team runs to pick up the colour flashcard in their line of cards, puts it in the box/basket and runs to the back of their team. Say *Four, three, two, one!* The children now at the front run, pick up their team's number flashcard and put it in their box. They run to the back of their team. Do the same for the rest of the flashcards, using different language from the course so far (e.g. *Tidy up the ..., I've got ..., Let's get a ...*).
- Practise the game slowly at first, then speed up. You can also make the game competitive – the fastest child wins a point for their team each time.

Ending the lesson

Aim: to review language from the unit

- Play the children's favourite game from the unit or sing the unit song.

Phonics

- See page T86 for Unit 7 Phonics.

Review

- See page T93 for Unit 6 & Unit 7 Review.