

## Unit 5: A party in the forest

### Lesson 1: Invitation to a party

#### Content

The children practise vocabulary related to food items and healthy eating habits. The vocabulary and the functions are introduced in context through the story of a party in the forest held by their teacher, Miss Butterfly. In this unit the children meet again. Most of the characters introduced in the previous units are all invited to the party in the forest.

#### Linguistic objectives

- to learn vocabulary related to food and drink items: *pie, juice, salad, cherry, tomato, jam, cookies, fruit, ice cream, food, drinks*
- to learn and revise vocabulary items about adjectives related to food: *healthy, yummy*
- to express needs and likes/dislikes: *We need drinks/food/good mood, I like.../I don't like...*
- to identify the use of the pattern 'I can.../I'll...' when offering to do something
- to be able to identify the written form of the words (word recognition)
- to produce the written form of the words
- to learn certain phrases such as: *I'll bring some, I've got something for you, in such a good mood, that's a great idea, that's what friends do*

#### Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to promote the idea of sharing and cooperation
- to promote group/pairwork and dramatization

#### Suggested resources

- flashcards and realia
- storycards

#### Suggested procedure (up to 5 days)

##### Student's book

**Step 1:** Books are kept closed at the beginning of the lesson. Tell the children that all the characters of the first Unit of their book are involved in a new adventure. Help the children to remember the story of Unit 1 and its characters' names. If they don't remember (any of) the names, ask them to go back to Unit 1 in their books and scan the texts to find them.

**Step 2:** The children listen to the story on the CD (twice or more times, if necessary). You may wish to act out the story during the second time by using visual prompts (flashcards or realia of food items could be very helpful). Facilitate the comprehension of the story by using storycards.

**Step 3:** Ask the children to open their books and listen to the story while looking at the pictures. While listening, they may point to the corresponding pictures. This step may be repeated as many times as deemed necessary.

**Step 4:** Stick the food item flashcards on board or place realia related to the food items mentioned in the lesson, on a desk. Check the children's understanding of the new vocabulary by asking relevant questions: e.g. "Show me / where is the apple pie/cherry juice?", etc. You might also ask questions such as: "What is this?" and help the children repeat "apple pie". Do the same with drink items flashcards (or realia related to drink items). Finally ask the children to distinguish between food and drink items.

**Step 5:** Ask the children to close their books and listen to the story again. Ask them to stand up every time they hear a 'food word' and clap their hands every time they hear a 'drink word'. In this way, the children get physically involved and have fun while doing a listening task.

**Step 6:** Invite the children to act out the story after they listen and follow along in their books. Allocate roles: one child as Miss Butterfly, one as Snow White, one as Peter Pan, etc. All the children should be given the chance to participate in the role-playing activity.

One option is for 3-4 children to perform simultaneously as one character; another option is to split the class into three groups (according to the class size) and have the story acted out as many times as deemed necessary so that every child gets the chance to perform individually.

**Step 7: First activity:** The children read the sentences and decide who says them: Alice, Peter

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## SCRIPTS &amp; KEYS

Pan or Miss Butterfly. This can be done in pairs or groups. One child reads the sentence and the other(s) announce(s) his/their answer.

**Step 8: Second activity:** Ask the children to listen to the CD and choose the correct pictures. Pause after each piece of listening and ask the children to raise their hands for 'a' or 'b'.

**Step 9: Third activity:** Ask the children to decide if the sentence represents the picture. They answer true/false.

**Step 10: Fourth activity:** The children practise language chunks used for expressing personal likes/dislikes about food. Ask the children to choose items from the pictures and make true sentences about themselves. This is done in pairs as in the example.

**Step 11: Fifth activity:** This is a Sudoku game. The children have to find and say which one out of the six food items in each row or column is missing. There can be no repetition of a word in the same row or column. It can be done in pairs or groups.

## Activity Book

**First activity:** Ask the children to match the sentences 1-5 with sentences a-e. This can be done individually and checked in pairs.

**Second activity:** Ask the children to select and write the missing words of the song after listening to it once or twice. After they have completed writing the words, they can listen to the song one last time, in a form of self-evaluation.

**Third activity:** Ask the children to put the words provided into the correct category. Then they check their answers in pairs/groups before reporting to the class.

**Fourth activity:** Ask the children to write sentences about their personal likes/dislikes choosing food items from the pictures. You may check and comment on the most common children's likes/dislikes.

**Fifth activity:** Ask the children to find and write the magic phrase.

## Student's book

## Lesson 1: Invitation to a party. Listen and read.

**Miss Butterfly:** Come here, everybody. I've got something for you. Let's read it together.

**Miss Butterfly, Alice, Snow White, Peter Pan, Goldilocks:** Let's have some fun! Out here, in the sun! We need drinks, we need food! We are in such a good mood!

**Goldilocks:** A party here, in the forest. Yippee! I can bring an apple pie and some cherry juice.

**Snow White:** I can make jam cookies and some iced tea.

**Alice:** Yum! Yum! I like jam cookies. And I can bring some ice cream.

**Peter Pan:** I don't like sweets. I'll bring some green salad and some tomato juice.

**Miss Butterfly:** And I can make some fruit salad. It's healthy and yummy!

**Goldilocks:** Can we bring a friend?

**Miss Butterfly:** That's a great idea! Bring your friends and share your food, too. That's what good friends do!

## Activity 1 KEY: Who says this? Read and say.

1. Miss Butterfly. [Example]
2. Miss Butterfly.
3. Peter Pan.
4. Alice
5. Miss Butterfly
6. Alice

## Activity 2 SCRIPT: Listen and choose.

1. [Example] A party here in the forest. (b)
2. We need drinks.
3. I can bring an apple pie.
4. I can bring some cherry juice.
5. I'll bring some green salad.
6. I like jam cookies.

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## Lesson 1: Invitation to a party

### Activity 2 KEY: Listen and choose.

1. ▷ b [Example]
2. ▷ b
3. ▷ a
4. ▷ b
5. ▷ a
6. ▷ b

### Activity 3 KEY: True or False?

1. True [Example]
2. False [Example]
3. True
4. True
5. True
6. False
7. False

### Activity 5 KEY: SUDOKU. Find and say the word.

- A. ice cream
- B. fruit salad
- C. green salad
- D. sweets
- E. jam cookies



### Activity book

#### Activity 1 KEY: 1.Match the phrases.

1. ▷ b [Example]
2. ▷ e
3. ▷ a
4. ▷ c
5. ▷ d

#### Activity 2 SCRIPT: 1.Listen and write the words.

Let's have some fun!  
Out here, in the sun!  
We need drinks,  
we need food!  
We are in such a good mood!

#### Activity 2 KEY: 1.Listen and write the words.

Let's have some fun! [Example]  
Out here, in the sun!  
We need drinks,  
we need food!  
We are in such a good mood!

#### Activity 3 KEY: Write the words in the correct basket

FOOD ▷ ice cream [Example], jam cookies, fruit salad, apple pie

DRINKS ▷ tomato juice, cherry juice, iced tea

#### Activity 5 KEY: Can you find the magic phrase?

▷ Bring your friends and share your food!

## Lesson 2: It's party time!

## Content

The children further practise vocabulary items related to healthy and unhealthy food and eating habits. The vocabulary is introduced in context through the story and is further consolidated through playful activities.

## Linguistic objectives

Children are expected:

- to enrich their food related vocabulary: *honey, nuts, milk, sweets, hamburgers, crisps*
- to expand body related vocabulary items: *teeth, feet*
- to be able to identify the written form of the words (word recognition)
- to produce the written form of the words
- to revise previously learned vocabulary: *sandwiches, yoghurt, milk, cheese, chips*
- to learn certain phrases: *lots of these, let's move our feet*
- to revise introductions: *this is baby mouse, that's Pinocchio*

## Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to promote the idea of healthy and unhealthy eating habits
- to promote inductive learning abilities (story-sequencing task)
- to engage children in fun activities and singing
- to promote group/pairwork and dramatisation

## Suggested resources

- flashcards and realia
- storycards

## Suggested procedure (up to 5 days)

## Student's book

**Step 1:** Remind the children of the previous lesson and ask them to open their books and find the friends (baby mouse, baby bear and Pinocchio) who are invited to the party in the new lesson. Ask them what they know about them.

**Step 2:** Play the recording twice. The children listen to the story while looking at the pictures. During the second time pause the recording and facilitate comprehension by using body language and food realia or flashcards to illustrate meaning.

**Step 3:** Check the children's understanding of the new vocabulary by asking relevant questions: e.g. *Is yoghurt/cheese/milk healthy? Are sweets/crisps/chips healthy?*

**Step 4:** Put the storycards on the board in random order and ask the children to provide the corresponding storylines. The children match the storylines with the corresponding pictures on the board by listening to the story being read.

**Step 5:** The children are required to put the pictures in chronological order. If necessary, they may listen to the CD while doing it.

**Step 6:** Invite the children to act out the story after they listen to it and follow it in their books. Allocate roles: one child as Miss Butterfly, one as Pinocchio, one as Peter Pan, etc. All the children should be given the chance to participate in the role-playing activity. One option is for 3-4 children to perform simultaneously as one character; another option is to split the class into three groups (according to the class size) and have the story acted out as many times as deemed necessary so that every child gets the chance to perform individually.

**Step 7: First activity:** Ask the children to listen and then say the letter of the corresponding picture. If they have any difficulty, they can turn to the reading text and get help from the story or ask the help of another child (pairwork). They can listen to the recording a second time, if necessary.

**Step 8: Second activity:** The children are allocated roles. In pairs, one of them presents the food items in the picture while the other decides whether they are healthy/unhealthy.

**Step 9: Third activity:** The children listen to the song and sing along. Repeat as many times as you wish.

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### Lesson 2: It's party time!

#### SCRIPTS & KEYS

**Step 10: Fourth activity:** The children listen to the teacher saying food items and get up if they hear one that is good for their teeth.

#### Activity Book

**First activity:** Focus the children's attention on the two pictures given as examples and check their comprehension. The children use black to colour the tooth next to the picture that illustrates something that is bad for their teeth.

**Second activity:** Ask the children to focus on the food items to be coloured while listening. They can colour the items any colour they wish. They can listen to the recording a second time if necessary.

**Third activity:** The children unscramble the letters, find the word with the help of the pictures and write it on the line. This can be done individually or in pairs and the correct answers can be written on the black or whiteboard.

**Fourth activity:** Ask the children to write the missing words. The pictures can be used as prompts.

#### Student's book

#### Lesson 2. It's party time! Listen and read.

**Miss Butterfly:** Who are your friends, children?

**Alice:** This is baby mouse...

**Goldilocks:** ...and this is baby bear.

**Miss Butterfly:** And that boy over there?

**Snow White:** That's Pinocchio. He loves parties.

**Miss Butterfly:** Welcome to our party, everyone. Let me see... You've got cheese sandwiches, yoghurt with honey and nuts. Great! Your food is healthy.

**Miss Butterfly:** Honey and nuts, milk, yoghurt and cheese are yummy and healthy. Eat lots of these, please!

**Pinocchio:** And here's my food, Miss Butterfly. I've got some hamburgers... crisps and chips... and sweets for all!

**Miss Butterfly:** Hamburgers and chips, sweets and crisps are not that healthy, they're bad for your teeth!

**Miss Butterfly:** So, come on, children! It's party time now! Let's dance and eat, let's move our feet!

**Peter Pan:** Music, healthy food and drinks. Oh, this party is fantastic!

**Snow White:** Yes, it is. But, where's Pinocchio?



## Lesson 2: It's party time!

### Activity 1 SCRIPT: Listen and say.

1. [Example] This is baby mouse. (A)
2. And here's my food Miss Butterfly. I've got some hamburgers... crisps and chips... and sweets for all!
3. Honey and nuts, milk, yoghurt and cheese are so yummy and healthy. Eat lots of these, please!
4. So, come on, children! It's party time now! Let's dance and eat, let's move our feet!
5. Yes, it is. But, where is Pinocchio?
6. And that boy over there?
7. Welcome to our party, everyone. Let me see... You've got cheese sandwiches, yoghurt with honey and nuts. Great! Your food is healthy.

### Activity 1 KEY: Listen and say.

1. ▷ A [Example]
2. ▷ D
3. ▷ C
4. ▷ F
5. ▷ G
6. ▷ E
7. ▷ B

### Activity 3 SCRIPT: Let's sing!

I have three meals a day.  
Healthy and strong I stay.  
Breakfast, lunch and dinner.  
Yippee! I'm a winner!

### Activity book

#### Activity 1 KEY: Good or bad for your teeth?

Teeth coloured black: ▷ B [Example], E

#### Activity 2 SCRIPT: Listen and colour.

1. [Example] Three cherry pies.
2. One green salad.
3. Five jars of honey.
4. Eight cheese sandwiches.
5. Two jars of jam.
6. Nine hamburgers.

#### Activity 3 KEY: Find and write the words.

1. nuts [Example]
2. sandwiches
3. hamburger
4. yoghurt
5. crisps
6. honey
7. sweets

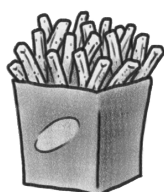
#### Activity 4 KEY: Find and write.

Miss Butterfly:

So, come on, children, it's party time now.  
Let's dance and eat.  
Let's move our feet.

Peter Pan:

Music, healthy food, and drinks.  
Oh, this party is fantastic!





## Unit 5: A party in the forest

### Lesson 3: Pinocchio is sick.

#### Content

The children further practise vocabulary items related to healthy and unhealthy food and eating habits. The vocabulary is introduced in context through the story and is further consolidated through songs, games and other playful activities.

#### Linguistic objectives

Children are expected:

- to learn food related vocabulary: *peppers, lettuce, bananas, pears, grapes*
- to learn and revise adjectives related to food: *crunchy, delicious, tasty, yummy*
- to learn and revise onomatopoeic words related to food: *crunch, chomp, yum*
- to be able to identify the written form of the words (word recognition)
- to produce the written form of the words
- to learn some phrases: *no more, right kind of food, I'm really full*

#### Pedagogical aims

- to create a relaxing, non-threatening classroom atmosphere within a story-based framework
- to promote the idea of healthy and unhealthy eating habits
- to promote inductive learning abilities (story-sequencing task)
- to engage children in fun activities and singing
- to promote group/pairwork and dramatisation

#### Suggested resources

- flashcards and realia
- storycards
- headbands or name-tags with the characters' names
- dice and tokens
- captions (for storycards)

#### Suggested procedure (up to 5 days)

##### Student's book

**Step 1:** Books should be kept closed at the beginning of the lesson. Use the storycards to remind the children of the story so far (previous two lessons). Ask them where they think Pinocchio is.

**Step 2:** Ask the children to listen to the story on the CD while looking at the pictures as many times as deemed necessary. You may wish to act out the story during the second time. Facilitate the comprehension of the story using the storycards.

**Step 3:** Check the children's understanding of the new vocabulary by asking relevant questions: e.g. *Where is Pinocchio? What has he got in his hands?*

**Step 4:** Stick the story cards on the board with BluTack following the storyline. Some of the captions are also provided together with the corresponding pictures. The rest of the captions are given aside. Invite the children to the board and ask them to match the captions with the corresponding picture after listening to them being read.

**Step 5:** Invite the children to act out the story after they listen and follow it in their books. Allocate roles: one child as Miss Butterfly, one as Pinocchio, one as Peter Pan, etc. You can provide the children with headbands with their character's name written on it. All the children should be given the chance to participate in the role-playing activity. One option is for 3-4 children to perform simultaneously as one character; another option is to split the class into three groups (according to the class size) and have the story acted out as many times as deemed necessary so that every child gets the chance to perform individually.

**Step 6 (optional):** Use realia or flashcards of the words related to food from this unit. Allocate roles. The characters from all three lessons may participate. Each character has to remember some kind of food or drink that he/she has brought to the party and say something about it. There may be two or more children playing the same role, according to the size of the classroom, and help each other (pair or group work).

**Step 7: First activity:** Ask the children to listen to the food items described on the CD recordings in order to find their way out of the maze. Explain that there are three possible exits where one of the characters (Snow White, Peter Pan, Pinocchio) can be found. They could try and guess which one that could be, as a pre-listening task.

## Lesson 3: Pinocchio is sick.

### SCRIPTS & KEYS

**Step 8: Second activity:** Ask the children listen to the song and sing along. This song emphasises the importance of breakfast in an amusing and memorable way.

**Step 9: Third activity:** The children play the game. When they land on a box with a sentence, they must first read it out loud and then follow the instructions. The winner is the first one to reach the last box. The game is played in pair or groups.

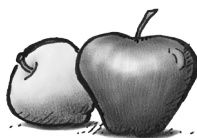
### Activity book

**First activity:** Ask the children to match the sentences 1-5 to a-e. This can be done individually and checked in pairs.

**Second activity:** Ask the children to listen and circle the correct pictures. Then they may check their answers in pairs or in groups before reporting to the class.

**Third activity:** Ask the children to find the missing word and then do the crossword (pair/groupwork).

**Fourth Activity:** Ask the children to colour the picture with the given colour code to find the hidden phrase.



### Student's book

#### Lesson 3. Pinocchio is sick. Listen and read.

**Snow White:** Pinocchio! Pinocchio? Where are you?

**Alice, Goldilocks:** Look! He's under the table.

**Miss Butterfly:** Oh, no! He's got all the hamburgers, chips and sweets in his hands!

**Peter Pan:** Pinocchio! This is not the right kind of food for you.

**Peter Pan:** Here! Have some green salad. It's got lettuce, peppers and tomatoes.

**Snow White:** Or some fruit salad. It's got bananas, pears and grapes.

**Pinocchio:** No, thank you. These hamburgers are so tasty! Chomp, chomp, chomp! And these chips are so crunchy! Crunch, crunch, crunch!

**Baby bear:** My yoghurt with honey and nuts is delicious, Pinocchio. Have some.

**Pinocchio:** No, thank you, baby bear. These sweets are so yummy! Yum, yum, yum!

**Alice:** My chocolate ice cream is yummy, too. Have some.

**Pinocchio:** Sorry, Alice. I can't. I'm really full!

**Alice:** But you love ice cream.

**Pinocchio:** Oh, no...I feel sick. No more hamburgers, no more chips, no more sweets, no more crisps!!

**Miss Butterfly:** So, remember kids! When you're hungry and want a bite, eat healthy food. That's what's right!

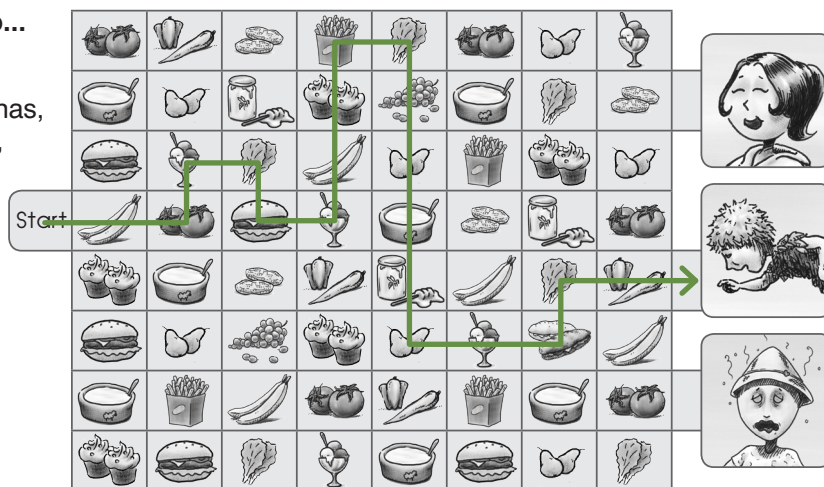


# Unit 5: A party in the forest

## Lesson 3: Pinocchio is sick.

### Activity 1 SCRIPT : Listen and go to...

Start. Bananas, tomatoes, ice cream, lettuce, hamburger, ice cream, bananas, sweets, chips, lettuce, grapes, pears, yoghurt, honey, pears, ice cream, sandwiches, lettuce, peppers. Who is it?



### Activity 1 KEY : Listen and go to...

► Peter Pan

### Activity 2 SCRIPT: Let's sing!

Enjoy your breakfast  
and then start your day .  
Hooray, hooray!  
That's what we say.

Breakfast yummy breakfast  
you need to eat.  
Before you go to school,  
eat breakfast, it's cool!

### Activity 2 KEY: Listen and circle the correct picture.

- a [Example]
- b
- b
- b
- a
- b

### Activity book

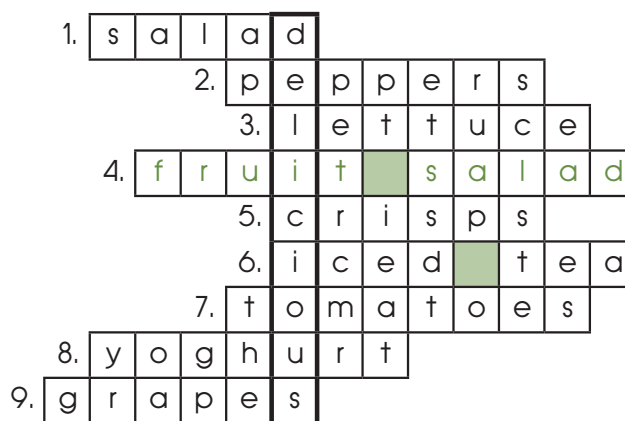
#### Activity 1 KEY: Read and match.

- d [Example]
- a
- b
- c
- e

#### Activity 2 SCRIPT: Listen and choose the correct picture.

- [Example] These grapes are so sweet. (a)
- This fruit salad is so healthy.
- These tomatoes are so tasty.
- These sweets are so yummy.
- These peppers are so crunchy.
- This ice cream is so delicious.

#### Activity 3 KEY: Do the crossword and find the magic word.



Magic word: delicious

#### Activity 4 KEY: Colour and find the magic phrase.

► eat healthy food

## Lesson 3: Pinocchio is sick.

**Art time!****Invitation to a party in the forest****Linguistic objective**

The children are expected to orally practise and consolidate language they have learnt in this unit.

**Pedagogical aims**

- to develop creativity and imagination through art and role-play
- to develop visual literacy
- to engage children in a fun learning activity

**Suggested resources**

- pencils, rubbers, markers or coloured pencils

**Suggested procedure (1 day)**

**Step 1:** Revise the theme of having a party in the forest from Student's book Page 65. Let's have some fun! Out here, in the sun! We need drinks, we need food! We are in such a good mood!

**Step 2:** Tell the children that they will invite a friend to the party by giving them an invitation.

**Step 3:** Ask the children to think of ways to design their invitation: ideas can include the food and drinks, the forest location, friends having fun.

**Step 4:** After the pupils have discussed different ways to design their invitation, they can draw and colour the invitation card.

**Step 5:** Invite the children to then practise talking about the party and the food and drink they will bring.

**Step 6:** Ask the children to go on to complete the second part of this activity, which is to design a menu for the party.

**Step 7:** Ask the children to revise the food and drink vocabulary from the unit and to complete the menu card with food and drink – there are two sections. The children should include the prices of the food and drinks and also an illustration for each item. The circles can be used for prices or for illustrating the food adding more circles as needed. Alternatively they can be used for highlighting the special/dish of the day.

**Step 8:** Ask the children to do a role-playing activity by imagining being in a restaurant with 5 Euros, ask them what they can buy? (Revising page 53)

**Project****Eat Right. Smile Bright.****Linguistic objective**

The children are expected to practise orally and consolidate language they have learnt in this unit.

**Pedagogical aims**

- to develop creativity through art
- to develop visual literacy
- to enhance bonds and mutual understanding within the class

**Suggested resources**

- pencils, rubbers, markers, crayons or coloured pencils

**Suggested procedure (1 day)**

**Step 1:** Help the children to revise vocabulary having to do with eating right.

**Step 2:** Look at the title for the poster, "Eat Right. Smile Bright." What do the children think it means?

**Step 3:** Ask the children to think of ways to illustrate the slogan for the poster. What image do they think would make the message clear.

**Step 4:** Instruct the pupils to design their poster. Tell them to make the image large and easy to see, and to make it bright and bold so it is attention grabbing.

**Unit Evaluation**

Ask the children to colour the stars. Explain that the more they liked the unit components (story, songs and rhymes, games and puzzles), the more stars they need to colour. In the second part, ask the children to write their favourite words and phrases from Unit 5. Go around the class and offer help. Discuss the children's choices and answers in the self-assessment section.