



TASK

Eat your peas

	Preparation	Core activity	Follow-up
<p>Language learning goals/outcomes</p> <p>What language/other output can the learner produce as a result of the task?</p>	<p>I like. I don't like.</p> <p>Cultural understanding e.g. Pudding/dessert.</p> <p>Counting.</p> <p>Words: (Nouns) Bicycle, peas, brussels, pudding, , baby elephant, zebra, Africa, chocolate factory, mum, fluffy pencil case, penguin, plate, swimming pools, super market, hamster, earth, moon, star, sun, space rockets, toy shop, sweet shop, bike shop. Phrase: I'll buy you.</p> <p>These gambits can be used in the next lessons.</p> <p>Brush your hair/teeth. Wash. Go to bed. Clean your teeth. Tidy up your bed room. Get dressed. Stay up.</p>		
<p>Activities:</p> <p>Procedure (who does what/when)</p> <p>Teacher activity</p> <p>Pupil activity</p> <p>Organisation (pairs/group...)</p>	<p>Show the book. Talk about what the pupils think it's about.</p> <p>Translate the title. What do you think it means?</p> <p>Teacher uses flash cards to show/learn/repeat the target words.(25</p>	<p>Read the book aloud to the pupils. Ask questions to the book while you read, or after if you prefer: "What colour is a pea? What colour are the mum's earrings? Hair, T-shirt? How many peas are there on Daisy's plate?"</p>	<p>In class: Categorize target nouns in relevant groups (subterms). The teacher makes a couple of examples. (Food, shops, animals, space words). It could be arranged in different boxes or</p>

	<p>words plus one phrase).</p> <p>Repeat numbers. Count together. Count around the table e.g. (pupils) Use CL.</p> <p>Practice the sentences: “I like....”. “I don’t like”</p>	<p>Stop at the page with the fluffy pencil case. Ask the pupils: “How do YOU think the book ends?” An answer in Danish is ok!</p> <p>Use the flash cards (or produce little cards). Use only the food words and the other relevant words (sweet factory, mum, swimming pools). The rest of the words will be practiced in an other lesson.</p> <p>Pupils “quiz and swap”. Walk around in class with a card. Ask: “Do you like peas?” The partners answers: “Yes I do” or “No I don’t”. Swap the cards and ask somebody else your new word.</p>	<p>on the board or other ways.</p> <p>A very bright pupil (or several) reads the book aloud. The class reads Daisy’s lines together.</p>
<p>Demands on learners</p> <ul style="list-style-type: none"> • What’s new? (vocabulary, activity) 	<p>The words and phrases.</p>	<p>The sentences: “I like” and “I don’t like” are new.</p> <p>Most of the target words are new.</p> <p>The activities (CL) are well known.</p>	<p>The activity is new.</p>
<p>Support for learning</p> <ul style="list-style-type: none"> • How am I helping? (visual support for new vocabulary, a known activity) 	<p>Flash cards. Talk about the words before reading the story.</p> <p>Showing the pictures in the book.</p>	<p>It is well known exercises.</p>	<p>The teacher shows the way to sort out the words.</p>

