

3 A healthy life

By the end of Unit 3, the children will be able to:

- identify and name food items (*salad, meat, milk, oranges, chocolate, fish, potatoes, burger, pizza, nut, cereal, cheese, bread*)
- review food words learned in Level 1 (*apple, banana, carrots, sandwich, water, sweets, biscuit, cucumber, tomato, lollipop, cake, egg, juice, pizza*)
- identify healthy food
- identify exercise as part of a healthy life
- understand the concepts of *under* and *over*
- read, write and identify CVC words with *a*: *at, ad, an*
- talk about different meal times and what people eat at each (*breakfast, lunch, dinner*)
- read key sentences
- develop skills in writing words and sentences
- count and write numbers *13* and *14*.

Lesson 1 • Pupil's Book session pages 16 and 17

Lesson 1

1. Listen and repeat. Then point and say.
picnic, salad, meat, milk, sweet, orange, nuts

2. Chant: *I like salad*

3. Point and say:
He has ... She has ...

4. Listen and repeat.
13, 14

5. Game: Run and say
I like ... I don't like ...

1. Listen and repeat.
A: Is ... healthy?
B: Yes, it is./No, it isn't.

2. Listen. Show you understand.

3. Story: *Healthy food*

4. Look and read.

5. Song: *Healthy food*

New words: numbers: *13, 14*; *picnic, salad, meat, milk, nuts, orange* (fruit)

Review: *He/She has... I like.... I don't like... boy, girl*; food words: *fruit, sweets, apple, banana, carrots, sandwich, water, biscuit, cucumber, tomato, lollipop, cake, egg, juice, pizza*

Reading and writing: *I like... * salad*, meat*, milk*, nuts*, sweets*, orange*, banana*, thirteen, fourteen*

Classroom language: *What food can you see? What's this? What are these? What colour is it? How many...? What does he/she have? Is Tom a boy or a girl? What number is it? Write number 13 in the air. Count the bananas. Put the numbers in order. Come to the front. Touch the face.*

Materials: Poster 5; Template B

Vocabulary flashcards: *salad, meat, milk, nuts, sweets, banana*

Number flashcards: *1–14*
* reading only

Warm-up

- Write the vowels *a, e, i, o, u* on the board.
- Sing *Vowel time* (CD1 Track 31/Cassette 1.1) Ask the children to point to the correct letters as they sing.
- Display Poster 5. Ask *What food can you see?* Ask them to name as many things in English as possible. In Level 1 they learned *sandwich, fruit* and *banana*.
- You can also ask the children to talk about the different foods they like and dislike. Elicit *I like.../I don't like...*
- Talk about what we need to do to be healthy. Discuss healthy food and drink, exercise, sleep. Ask them to point to healthy foods in the picture.

Introduce/review the words: picnic, salad, meat, milk, nuts, orange (fruit), sweets

- Introduce the new words and review *sweets* using Jojo, your flashcards, posters and real food where possible (see *How to introduce new words and structures*, page 12).

1. Listen and repeat. Then point and say.

- Play the recording. Pause after each word for the children to repeat and point to the correct picture.
- Play the recording again. Ask volunteers to point to the food items on the poster.
- Using your Jojo soft toy or poster, point to items on the poster. Ask *What's this? What are these? What colour is the ...? How many...?*

Tapescript (CD1 Track 32/Cassette 1.1)

picnic, picnic salad, salad
meat, meat milk, milk
sweets, sweets orange, orange
nuts, nuts

2. Chant: *I like salad*

- See *How to teach chants*, page 14.

Tapescript (CD1 Track 33/Cassette 1.1)

I like salad, meat and nuts. (repeat)
I like sandwiches, milk and oranges. (repeat)
(repeat line 1 twice)

3. Point and say.

- Point to Tom in picture 1. Ask *Is Tom a boy or a girl?* Elicit *Boy*. Ask *What does he have?* Emphasise *he*. Elicit *He has a sandwich* or *He has salad*.
- Repeat with *Lucy* and *she*.
- Remind the children: *he* for a boy, *she* for a girl.

4. Listen and repeat.

- Write a number line from 1 to 12 on the board. Point to each number and ask *What number is it?*
- Now write 13 and 14 after 12 on the number line.

- Introduce the number words with Jojo and your flashcards (see *How to introduce new words and structures*, page 12).
- Play the recording. The class repeats and points. Repeat.
- Say *Write number thirteen/fourteen in the air*.
- Point to the strip of bananas on the poster and the page. Ask *How many bananas? Count the bananas*. Count with the class to elicit *Thirteen*. Repeat with the strip of oranges. Elicit *Fourteen*.

Tapescript (CD1 Track 34/Cassette 1.1)

thirteen, thirteen, thirteen

one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen!

Say it, thirteen! Say it again, thirteen!

fourteen, fourteen, fourteen

one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen!

Say it, fourteen! Say it again, fourteen!

Introduce the new words: salad, milk, meat, nuts, oranges, sweets, banana

- Use Jojo, your flashcards and the board to teach the class to read these words (see *How to teach word recognition*, page 13).

5. Game: *Run and say*

- Place the food word cards on the board.
- Invite eight volunteers to the front. Say a food word to each child. The child touches the correct word on the board. Say *Well done. Sit down*.
- Now draw a happy face and a sad face on the board. Point to the happy face and say *I like*. Point to the sad face and say *I don't like*. The class repeats.
- Place the food flashcards on your table, word side up.
- Say *I like salad*. Ask a volunteer to pick up the correct flashcard and then touch the happy face on the board.
- Say *I don't like sweets*. Say to a volunteer *Come to the front. Touch the face*. The child touches the sad face.
- Continue with different volunteers, food items and *I like/I don't like*.

STICKER TIME


- Say *Good work, class. It's sticker time!* The children stick a star in the space at the bottom of the page.


Lesson 1 • Activity Book session pages 24 and 25


3 A healthy life


Lesson 1


1. Read and circle the correct word.

I like . milk salad meat


I like . salad bananas sweets

I like . milk salad meat

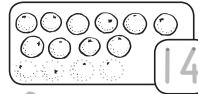
I like . sweets salad milk

I like . sweets bananas meat

2. Trace and count.



13
thirteen

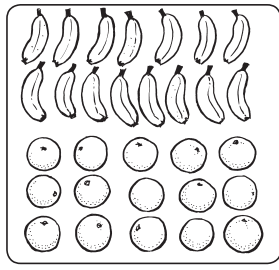


14
fourteen

3. Read and colour.

Colour 13 bananas yellow.

Colour 14 oranges orange.



Warm-up

- Chant *I like salad* (CD1 Track 33/Cassette 1.1).

1. Read and circle the correct word.

- Write *salad, meat, milk, nuts, oranges, sweets* on the board. Point to each and ask *What colour is this?*
- Write *I like* on the board. Point and read with the class.
- Put food word flashcards after *like* to elicit full sentences.
- Point to the first sentence and picture. Elicit *I like salad*.
- Say *Point to the word salad. Circle the word.* Continue with the other sentences.

Introduce new words: thirteen, fourteen.

- See *How to teach word recognition*, page 13.

2. Trace and count.

- Say *Trace the number thirteen*. Then say *Trace the word thirteen*.
- Point to the bananas. Count the first ten bananas. Say *Ten bananas* and write 10 on the board. Now count the dotted bananas. Say *Three bananas*. Rub out the 0 of 10 and replace it with 3. Say *Thirteen bananas*. Say *Count the bananas* and elicit *Thirteen*.
- Say *Trace the bananas*. The children trace the dotted bananas. Continue with *14/fourteen*.

3. Read and colour.

- Point to the picture. Ask *What colour are bananas?* Elicit *yellow*.
- Write the first sentence on the board. Read it and ask the children to point to the words in the book.
- Ask *How many yellow bananas?* Elicit *Thirteen*. Say *Colour thirteen bananas yellow*.
- Continue in this way with the oranges.

Homework

Give each child a copy of Template B for extra practice in writing numbers 13 and 14.

Here's more!

1. Chant with actions.

- Put the class in six groups. Give each group a food from the chant.
- Say the chant (CD1 Track 33/Cassette 1.1), with each group calling out their food item and the others saying the rest of the chant.

2. Game: Number lines

- Play the game with number flashcards 1 to 14, as described on page 42, Exercise 5.

3. Number writing practice.

- Use Template B for extra practice in writing numbers 13 and 14. Ask the children to draw thirteen and fourteen of any object they like.

Lesson 2 • Pupil's Book session pages 16 and 17

New words: *healthy*
New language: *Is ... healthy?*
Review: *to have; to like; strong, big; picnic, salad, meat, milk, nuts, orange (fruit), chocolate, sweets, cake; Yes, it is. No, it isn't.*
Reading and writing: *Is ... healthy? *salad, milk, nuts, meat, sweets*, bananas*; Yes*. No*. I like Clever parrot*.*
Classroom language: *Is this a bag? Where are Tom and Lucy? What is in this sandwich? Is it healthy? Is Mum happy or sad? What does Tom/Lucy/Jojo/Percy have? Is it healthy? What does Percy do?*
Materials: Poster 5
Vocabulary flashcards: *salad, meat, milk, nuts, sweets, banana*
** reading only*

3 A healthy life

Story time

1. Is salad healthy? Yes.

2. Is milk healthy? Yes.

3. Is this sweet healthy? No.

4. I like bananas.

5. I like nuts.

6. Clever parrot!

Lesson 1

- Listen and repeat. Then point and say.
- Chant: *I like salad*
- Point and say.
 He has ... She has ...
- Listen and repeat.
 13, 14
- Game: *Run and say*
 I like ... I don't like ...

Lesson 2

- Listen and repeat.
 A: *Is ... healthy?*
 B: *Yes, it is. No, it isn't.*
- Listen. Show you understand.
- Story: *Healthy food*
- Look and read.
- Song: *Healthy food*

Warm-up

- Display the food flashcards on the board.
- Chant *I like salad* (CD1 Track 33/Cassette 1.1). Encourage the children to point to the correct flashcards as they chant.

Introduce/Review the new language: *Is ... healthy? Yes, it is. / No, it isn't.*

- Point to a bag. Ask *Is this a bag?* Elicit *Yes*. Say *Yes, it is*. The class repeats.
- Now ask *Is this a book?* Shake your head and elicit *No*. Say *No, it isn't*. The class repeats.
- Continue with other objects.
- Teach *healthy*, using your Jojo poster or soft toy.

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*Is salad healthy?
 Yes, it is.
 Is milk healthy?
 Yes, it is.*

1. Listen and repeat.

- Play the recording. Pause after each question for the class to reply either *Yes, it is* or *No, it isn't*. Play the answer. The class repeats it again.

Tapescript (CD1 Track 35/Cassette 1.1)

*Is this apple healthy?
 Yes, it is.
 Is this sweet healthy?
 No, it isn't.
 Is this cake healthy?
 No, it isn't.*

2. Listen. Show you understand.

- See How to teach receptive listening, page 15.
Tapescript (CD1 Track 36/Cassette 1.1)
*Everyone is at a picnic. 'Eat healthy food,' says Mum.
 Tom takes a sandwich. 'This sandwich has salad,' he says.
 'Good boy,' says Mum. 'Salad is very healthy.'
 Lucy takes a meat sandwich. She takes a drink of milk. Meat and milk are healthy, too.
 Tom likes sweets. He has a sweet. Mum isn't happy. 'Sweets aren't healthy,' she says. She gives Tom an orange.
 Jojo takes a banana. Mum is happy. Percy takes nuts. All parrots like nuts. Nuts are healthy. Then Percy throws the nuts in the air and catches them. Everyone thinks Percy is very funny.*

3. Story: *Healthy food*

- Say *It's story time!* Play the recording. Pause for the children to point to the pictures.
- Play the recording again. Pause after each line for the children to repeat each sentence while pointing to the correct picture.
- Ask comprehension questions. *Where are Tom and Lucy? What is in this sandwich? Is it healthy? Is Mum happy or sad? What does Tom/Lucy/Jojo/Percy have? Is it healthy? What does Percy do?*

Tapescript (CD1 Track 37/Cassette 1.1)

Picture 1

MUM *It's picnic time. Eat healthy food, please.*
TOM *This sandwich has salad. Is salad healthy?*
MUM *Yes, it's healthy.*
PERCY *Healthy, healthy, healthy, healthy!*

Picture 2

LUCY *Is meat healthy?*
MUM *Yes, it is.*
LUCY *And milk?*
MUM *Yes. It's healthy.*
LUCY *Good. I like milk.*
PERCY *Healthy, healthy, healthy, healthy!*

Picture 3

TOM *I like sweets. Is this sweet healthy?*
MUM *No. Sweets are not healthy.*
PERCY *Not healthy, not healthy, not healthy!*
MUM *Have this orange. It is healthy.*

Picture 4

JOJO *I don't like sweets. Bananas are healthy.*
MUM *Yes, Jojo.*

Picture 5

MUM *Percy, for you ... nuts. Nuts are healthy.*
PERCY *Nuts, nuts, nuts!*

Picture 6

LUCY *You're a clever parrot.*
PERCY *Clever parrot! Clever parrot!*

4. Look and read.

- Write *Is _____ healthy?* on the board. Place different food word flashcards in the space and read the resulting sentences with the class.
- Point to the words in the books. Point to each word on the poster and read with the class.
- Ask individuals to read the sentences.

5. Song: *Healthy food*

- Sing *Healthy food!* (See *How to teach songs*, page 14.)

Tapescript (CD1 Track 38/Cassette 1.2)

*Healthy food is good for you.
Healthy food is good for you.
Apples, bananas, oranges too.
Healthy food is good for you.
We can grow big and strong,
Our arms and legs healthy and long.
Healthy food is good for you.
Healthy food is good for you.
Meat and fish and salad too.
Healthy food is good for you.*

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STICKER TIME

- Say *Good work, class. It's sticker time!* The children stick a star in the space at the bottom of the page.

Lesson 2 • Activity Book session page 26

Lesson 2

1. Look and write.

salad meat milk nuts

I like meat.

I like _____.

2. Game: Count around the class

Unit 3: Lesson 2 Activity Book

Warm-up

- Sing *Healthy food* (CD1 Track 38/Cassette 1.2).
- Attach the food flashcards to the board and ask the children to point to the correct foods as they sing.

1. Look and write.

- Write *salad, meat, milk, nuts* on the board. Point to each and ask *What word is this?*
- Point to the words in the box. Say *Point to the word salad*. Continue with the other words.
- Write the words *I like* on the board. Point to and read the words. The children repeat.
- Put the *meat* picture card next to the words and ask *What do I like?* Elicit *I like meat*.
- Ask a volunteer to copy *meat* to complete the sentence. Say *Write meat*. Point to the sentence and ask *How many words?* Elicit *Three*. Demonstrate how to space the words using the width of your finger.
- Ask the children to complete the sentence in the book.
- Remind them to put a dot at the end of the sentence. Say *Sentences end with a dot*. The class repeats.
- Continue with the remaining sentences.

2. Game: Count around the class

- Point to yourself and say *One*. Point to a child or say his/her name. The child says *Two*. Point to another

child or say his/her name. The child says *Three*. Continue in this way to *fourteen*. Repeat.

Homework

Ask the children to colour the pictures.

Here's more!

1. Song with actions.

- Sing *Healthy food* (CD1 Track 38/Cassette 1.2) with actions.
Healthy food is good for you – jump
Apples, bananas – mime biting an apple/banana
oranges too – make a sphere shape with hands
We will grow big and strong – flex muscles
Our arms and legs healthy and long – stretch limbs
Meat and fish and salad too – mime eating

2. Game: Act the story

- Ask five children to the front. Say *You're Lucy/Tom/Jojo, etc*. Use masks or flashcards.
- Play the recording (CD1 Track 37/Cassette 1.1) and demonstrate the actions. Say *Listen and act*. The children at the front act out the dialogue, while the rest of the class repeat the words.
This sandwich has salad. Is salad healthy? – mime holding a sandwich to show what is inside.
Yes. It's healthy – nod and smile
healthy, healthy, healthy, healthy! – mime flying
I like sweets. Is this sweet healthy? – mime holding out a sweet
No. Sweets are not healthy – shake head and look sad
Not healthy, not healthy, not healthy! – mime flying
Have this orange. It's healthy – mime giving an orange to Tom who mimes eating it
I don't like sweets. Bananas are healthy – mime eating a banana
Percy, for you... nuts – mime giving Percy nuts, Percy mimes juggling with the nuts, everyone claps and laughs

3. Word chain.

- Attach food word flashcards to the board in any sequence, for example *salad, banana, milk, sweets*.
- Starting from one end of the classroom, each child says a word in the order given, using *I like...*
- To make the game more challenging, call out pupils' names at random.
- Repeat, using the flashcards in a different sequence.

Lesson 3 • Pupil's Book session page 18

Song time

cat mat hat bat

1 2 3 4

Lesson 3

1. Listen, point and say.
2. Write the missing letters.
3. Song: *The cat on the mat*
4. Art: *Cut and stick*
5. Games: *Listen and jump*

New words: *bat, mat*

Language focus: CVC words with /æ/: *mat, bat, cat, hat*

Review: letter names: *Aa–Zz; cat, hat*

Classroom language: *What sound does it have? Sound out the word. Match the word and picture. Circle the letters. Write the letters in the air. What does cat begin with? What is next? Where's the cat? Make the word. Stick the letters. Dog doesn't have the sound /æ/.*

Materials: Template E; Template B; paper, scissors, glue, ball

Phonics flashcards: *cat, hat*

Warm-up

- Chant *A, b, c* (CD1 Track 7/Cassette 1.1) to review letter names and energise the class.

Introduce the blend: *at*

- Write large letters *at* on the board. Say *at*. The class repeats. Emphasise the blend. Say /æ/–/t/. *at*. The children repeat again.
- Ask volunteers to trace over the letters with their fingers.

- Play the recording again. Ask the class to repeat what they hear.
- Say *Write the letters at in the air*. Demonstrate.

Tapescript (CD1 Track 39/Cassette 1.2)

at, at, at

cat, cat, cat

mat, mat, mat

hat, hat, hat

bat, bat, bat

1. Listen, point and say.

- Teach *mat* and *bat* and review *cat* and *hat*.
- Show the *cat* and *hat* flashcards and use the pictures in the book. Ask *What's this? What sound does it have?* Elicit /æ/.
- Write the words *cat, mat, hat* and *bat* on the board.
- Point to each word. Say *Sound out the word*. Help and elicit /k/–/æ/: *cat*. Continue with each word.
- Hold up the picture flashcards/book. Ask volunteers to match them against the correct words on the board. Say *Match the word and picture*.
- Circle the letters *at* in *cat*. Say *at*. The class repeats. Ask volunteers to circle the letters *at* in the other words on the board. Say *Circle the letters at*.
- Play the recording. The children point to the correct picture in the book.

2. Write the missing letters.

- Write the letters *at* on the board four times in a column.
- Hold up the *cat* flashcard. Ask *What's this?* Elicit *cat*. Say /k/–/æ/. Emphasise the sound /æ/ and point to the letters on the board. Ask *What does cat begin with?* Elicit the sound /k/. Write a *c* in front of the first letters *at* to complete the word *cat*. The class repeats: /k/–/æ/: *cat*.
- Repeat with the *hat* flashcard. This time, ask a volunteer to write the missing letter.
- Continue with the other words and the pictures in the book.
- Now write *c, m, h* and *b* on the board with a space after each.

- Say *Write mat. What does mat begin with? Point to the letter.* The children point to *m* on the board. Ask *What is next?* Ask a volunteer to write *at* to complete the word *mat*.
- Continue with the remaining words.

3. Song: *The cat on the mat*

- The aim is for the children to understand the sequence of events and identify words with the blend *at*.
- Point to picture 1. Point to the cat. Ask *Where's the cat?* Elicit *On a mat*.
- Point to the hat in picture 2. Ask *What's this?* Elicit *hat*. Point to picture 3. Ask *What's in the hat?* Elicit *A bat*. Ask *Is the cat happy?* Elicit *Yes*. Point to picture 4. Say *Look at the cat with the hat and the bat*.
- Play the recording. Pause after each line to point to the picture. Use mime to explain meaning.
- Sing the song with the class several times.

Tapescript (CD1 Track 40/Cassette 1.2)

*The cat, cat, cat
is on the mat, mat, mat.*

*The cat, cat, cat
has a hat, hat, hat.*

*In the hat, hat, hat
is a bat, bat, bat.*

*Look at the cat
with the hat and the bat.
(repeat all)*

4. Art: *Cut and stick* (Template E)

- Give each child a copy of the first two lines of the Unit 3 section of Template E and a blank sheet of paper on which to stick the letters.
- Help the children to cut out the letters. Ask them to shuffle and then arrange them, letter up, on their tables.

- Say *Make the word cat*. The children put the letters together to form the word. Check that they have chosen the correct letters and put them in the correct order.
- Say *Stick the letters. Make the word*.
- Continue with the remaining words.
- If there is time, or for homework, ask the children to draw a picture next to each word.

5. Game: *Listen and jump*

- Say *It's game time!* Explain that the children should jump if you say a word with the sound /æ/. If you don't say a word with the sound /æ/, they should stand still.
- Ask them to stand. Say *Mat*. The children jump. Say *Dog*. They should stand still as *dog* does not have the sound /æ/. If they jump, remind them, shaking your head *Dog doesn't have the sound /æ/*.
- Continue with other known words.

- Say *Good work, class. It's sticker time!* The children stick a star in the space at the bottom of the page.



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STICKER TIME

STAR OF THE WEEK TIME!



- Say *It's star of the week time!* Give certificates to the stars of the week (see *How to use the certificates*, page 16) and sing the song (CD1 Track 9/Cassette 1.1).

Lesson 3 • Activity Book session pages 27 and 28

Lesson 3

1. Say and write.

2. Circle at in the words.

3. Write the words.

4. Help the cat find the hat. Colour the at circles.

Warm-up

- Sing *The cat on the mat* (CD1 Track 40/Cassette 1.2).

1. Say and write.

- Draw a box like those in the Activity Book on the board.
- Point to letters *a* and *t*. As your fingers move down the two broken lines, say the sounds closer together until you are saying the blend *at*.
- Ask a child to write *at* on the line.
- Ask the class to copy the blend in the book.
- Check that they are forming the letters correctly. Ask *What sound is this?* to elicit /æ/.

2. Circle *at* in the words.

- Demonstrate. Ask the class to circle *at* in each word.

3. Write the words.

- Show the first picture. Ask *What's this?* Elicit *It's a cat*.
- Ask *What does cat begin with?* Elicit *c* and write *c* on the board.
- Ask *What letters are next?* Say /k/–/æ/. Elicit *at*. Ask a volunteer to complete the word with *at*.
- Say *Write the word*. The children complete the word.
- Continue with the remaining pictures and words.

4. Help the cat find the hat. Colour the *at* circles.

- Explain that they should colour only the circles with *at*.

Homework

Give each child their Template E (see Pupil's Book, Exercise 4). Ask them to colour their pictures.

Here's more!

1. Song with actions.

- Sing the song with actions.

The cat, cat, cat – hands in front of face as paws
is on the mat, mat, mat – arms wide to show a mat
has a hat, hat, hat – mime putting on a hat
In the hat, hat, hat is a bat, bat, bat! – mime lifting up the hat, then taking a bat out of the hat
Look at the cat – hand flat above eyes
with the hat and the bat – mime putting on a hat then hitting a ball with a bat

2. Sand tray words.

- Take the children to a sand pit, or put sand onto a tray. The children practise writing *cat, mat, hat, bat*, in the sand (see *Multi-sensory learning*, page 12).

3. Write the words. (Template B)

- Write a phonics word with *at* at the start of a line on Template B. Leave a few lines between the words. Photocopy and give a copy to each child. The children practise writing the words on each line then draw a picture of the item under each row.

Lesson 4 • Pupil's Book session page 19


Lesson 4

1. Listen and repeat. Then point and say.


cereal
bread
cheese

burger
fish
potato


carrot
2. Listen. Show you understand.
3. Listen and repeat.
4. Game: I eat salad for lunch
5. Art: My meals



break fast



lunch



dinner

New words: breakfast, lunch, dinner; cereal, burger, potato

New structure: I eat/drink ... for breakfast.

Review: eat, drink, like; bread, cheese, milk, banana, salad, juice, yogurt, carrots, fish

Reading and writing: breakfast*, lunch*, dinner*; I eat ...

Classroom language: What do you eat for breakfast/lunch/dinner? What meal is it? What food do you like? He/She eats ... for breakfast/lunch/dinner. What food is it? Run!

Materials: Template B; finished meals book, paper
* reading only

Warm-up

- Sing *Healthy food* (CD1 Track 38/Cassette 1.2).

Introduce/review the words: cereal, burger, potato

- Introduce the new words, using your Jojo soft toy or poster (see *How to introduce new words and structures*, page 12).
- Review *bread, cheese, milk, banana, salad, juice, yogurt, carrots* and *fish*.
- Use real food items from lunch boxes where possible.

Tapescript (CD1 Track 41/Cassette 1.2)

cereal, cereal
bread, bread
cheese, cheese
burger, burger
fish, fish
potato, potato
carrot, carrot

1. Listen and repeat. Then point and say.

- Write *cereal, bread, cheese, burger, fish, potato, carrot* on the board.
- Play the recording. Pause after each word for the children to point to the correct picture in the book.
- Play the recording again. Ask them to say the words as they point.
- Play the recording again. This time point to each word on the board as they repeat it.
- Play the recording again and ask the children to point to each word as they say it.
- Ask the class *What food do you like?* Elicit answers with *I like...*

2. Listen. Show you understand.

- See *How to teach receptive listening*, page 15.
Tapescript (CD1 Track 42/Cassette 1.2)
What do these children eat for breakfast, lunch and dinner?
Every morning, Simon eats cereal for breakfast. He also eats bread and cheese. He drinks milk.
In the afternoon, Kate eats a burger for lunch. She also eats salad. Then she eats yogurt. She drinks orange juice.
What does Paul eat for dinner? He eats fish and he eats vegetables. The vegetables are potatoes and carrots. Vegetables are very healthy. He drinks water. Water is healthy, too.

3. Listen and repeat.

- Teach *breakfast*, *lunch* and *dinner*. Write the words on the board.
- Play part 1 of the recording. Ask *What meal is it?* Say *Point to the picture*.
- Play the recording again. The children repeat the words and sentences, and point to the word *breakfast*, *lunch* or *dinner* in the book.
- Play part 2 of the recording. The children point to the correct food items in the book.
- Play the recording again. Pause after each answer for the children to repeat.

NB The children do not need to repeat the questions.

Tapescript (CD1 Track 43/Cassette 1.2)

Part 1

breakfast

I eat cereal for breakfast.

lunch

I eat salad for lunch.

dinner

I eat fish for dinner.

Part 2

What do you eat for breakfast?

I eat cereal for breakfast. I eat bread. I eat cheese.

I drink milk for breakfast. I like breakfast.

What do you eat for lunch?

I eat burgers. I eat salad. And I eat yogurt for lunch.

And I drink juice. I like orange juice.

What do you eat for dinner?

I eat fish. I eat vegetables, too – potatoes and carrots.

I drink water for dinner.

4. Game: *I eat salad for lunch*

- The children look at the pictures in the book and complete your sentences, using *for breakfast*, *for lunch* or *for dinner*.
- Say *She eats salad ...*. The class look at the pictures and call out *For lunch*.
- Say *He drinks milk ...*. The class calls out *For breakfast*. Continue with other foods from the pictures.
- Ask *What do you eat for breakfast?* Elicit answers from individuals. If they can't give real answers, they can use the examples from the book.
- Repeat with *What do you eat for lunch/dinner?*

5. Art: *My meals*

- Put the class in three groups: *breakfast*, *lunch* and *dinner*. Give each child or group a sheet of paper. If you give one sheet per group, give large sheets of paper.
- Write the meal word at the top of the paper.
- The children draw what they like to eat at these meals, or cut and stick pictures from magazines.
- Ask children to talk about the pictures. Ask *What do you eat for breakfast/lunch/dinner?* They can also talk about the foods with *I like...*

STICKER-TIME

- Say *Good work, class. It's sticker time!* The children stick a star in the space at the bottom of the page.

Lesson 4

1. Write the little letters.

Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

P p Q R

S T U

V W X

Y Z

2. Game: Read and say

Unit 3: Lesson 4 Activity Book 29

Warm-up

- Sing *Healthy food* (CD1 Track 38/Cassette 1.2) to energise the class.

1. Write the little letters.

- Write capital *P* on the board. Ask *What letter is it?* Elicit *Capital letter P*. Ask a volunteer to write little letter *p* next to it.
- Say *Write little p*. Continue in this way.

2. Game: Read and say

- Write *breakfast, lunch, dinner* on the board.
- Invite a child to the front and say *Close your eyes*. Turn the child around and ask him/her to point to a meals word. Say *Open your eyes*. Ask *What word is it?* The child says the word.
- Ask the class *What do you eat for (meal)?*
- Elicit answers from the class with *I eat... for ...*. Continue with different children and other meals.

Homework

Give each child a copy of Template B for extra practice in writing partner letters *Pp* to *Zz*.

Here's more!

1. Game: Guess the food

- Mime peeling a banana. Ask *What food is it?* Elicit *It's a banana*. Continue with different foods.
- Ask volunteers to mime eating the different foods.
 - banana* – mime peeling it before biting it
 - apple* – mime holding a round object before biting it
 - sandwich* – mime holding and biting it
 - biscuit* – mime picking up and biting a smaller object
 - lollipop* – mime licking it
 - cake* – mime cutting a slice and then biting it
 - cereal* – mime taking spoonfuls of it to your mouth
 - burger* – mime holding it and taking a bite
 - bread* – mime slicing it and then taking a bite
 - yogurt* – mime holding a pot and eating spoonfuls
 - juice/milk/water* – mime pouring and drinking

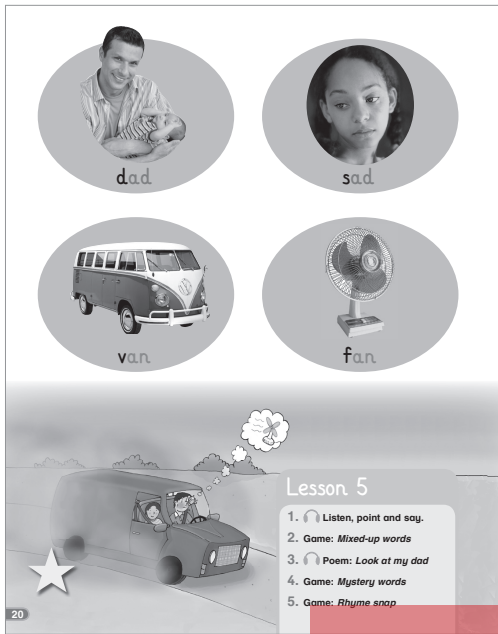
2. Make a meals book.

- Write the food words from this lesson on the board.
- Show the class a finished meals book. Give each child a sheet of paper.
- Explain how to fold the sheet twice to make a book. Say *Make a book*. Help them to cut the bottom.
- Ask the children to write their names and the title, *My meals*, on the front cover. Write this on the board.
- Inside the book, they have two pages for each meal, breakfast, lunch and dinner.
- Write *I eat _____ for breakfast* on the board. Ask the class to copy this on the first page, inserting a food they eat for breakfast. Say *Draw a picture*.
- Continue with the other meals. Display the books.

NB You may use a dedicated Art session for this.

3. What's in my lunch box?

- Invite a child to the front to open his/her lunch box.
- Ask *What does he/she have...?* Elicit *He/She has... .*
- Ask *What do you like? Put your hands up*. Elicit *I like ...*. Ask several children.
- Ask another child to the front. Say *You're Jojo*. Ask *What don't you like, Jojo?* The child looks at the contents of the lunch box and says what he/she supposes Jojo would not like. Elicit *I don't like ...*.
- Now ask other children *What don't you like?* Say *You're Jojo* and they can pretend to be Jojo. Elicit *I don't like ...*.



New word: fan

Language focus: CVC words with /æd/ and /æɪn/:
dad, sad, fan, van

Review: cat, mat, hat, bat, dad, sad, van

Classroom language: Match the word and picture. Sound out the word. Write the letters. Circle the letters. What does van begin with? What letter is next? How do we write man? Good try. But cat doesn't end with ad. Cat ends with at. What ends with ad? Van, fan. Van and fan rhyme. Do fan and sad rhyme? What word is it? What sound does it have?

Materials: Template E, Template B

Phonics flashcards: at, ad and an words

Warm-up

- Sing *The cat on the mat* (CD1 Track 40/Cassette 1.2) to review CVC words with at.

Introduce the blends ad: and an

- Write ad and an on the board. Point to each blend and say ad and an. The children repeat. Emphasise the blend. Say /æ/-/d/: ad; /æ/-/n/: an. The children repeat again.
- Ask volunteers to trace over the letters with their fingers.

- Play the recording. The children point to the correct picture in the book.
- Play the recording again. Ask the children to repeat what they hear.
- Demonstrate, then ask them to write ad and an in the air. Say Write ad. Write an.

Tapescript (CD1 Track 44/Cassette 1.2)

ad, ad, ad

dad, dad, dad

sad, sad, sad

an, an, an

van, van, van

fan, fan, fan

1. Listen, point and say.

- Teach fan and review dad, sad and van. Write the words on the board.
- Place the phonics flashcards, pictures up, on your table. Point to each word. Help the children to sound it out /v/-/æɪn/: van. Say Sound out the word.
- Ask a volunteer to take the correct picture flashcard and match it with the word on the board. Say Match the word and picture.
- Circle ad in dad. Say ad. The class repeats. Ask volunteers to circle ad in sad and an in fan. Say Circle the letters an/ad.
- Rub out ad and an. Say one of the words. Ask a volunteer to write the letters back in to complete the word. Say Write the letters.

2. Game: Mixed-up words

- Attach the van picture flashcard to the board. Next to it write letters v, a, n jumbled (for example a n v). Draw three short lines (_ _ _) next to the jumbled letters.
- Say Write van. Point to the first line. Ask What does van begin with? Elicit v. Write v on the first line and rub it out from the jumbled letters.
- Ask What is next? Elicit an. Ask How do we write an? Ask volunteers to write the letters to complete the word and rub out the jumbled letters.
- Continue with the remaining words.

3. Poem: *Look at my dad*

- Point to the picture at the bottom of the page. Ask *Who's this?* Elicit *Dad*. Ask *What's this?* Elicit *It's a van* and *It's a fan*. Ask *Is dad happy?* Elicit *No*. *He's sad*. Explain that he is sad as he does not have a fan and the weather is very hot.
- Play the recording. Pause after each line to point to the picture. Use mime to explain meaning.
- Say the poem with the class a number of times.

Tapescript (CD1 Track 45/Cassette 1.2)

Look at my dad.

Look at my dad.

Is he happy?

No, he is sad.

Dad has a van.

It is very hot.

Is there a fan?

No there is not.

4. Game: *Mystery words*

- Write letter blends *at, ad, an* on the board.
- Point to each blend and elicit its sound.
- Put the phonics flashcards *cat, mat, hat, rat, dad, sad, van, fan* into a box.
- Take a card out and show the back of it to the class so you can see the picture but the children cannot.
- Say, for example, *It has ad. Point to ad*. The children point to *ad* on the board.
- The class guess the word by calling out words ending with *ad*. Say *Put your hand up!*
- If a child guesses a word that doesn't end with *ad* say, for example *Good try. But cat doesn't end with ad. Cat ends with at. What ends with ad?*

- The first child to guess correctly attaches the picture flashcard to the board, under the correct letter blend.
- Ask a volunteer to write in the correct first letter to complete the word on the board.
- Continue with the remaining cards.
- Write additional letter blends *at, ad, an* on the board as necessary, as the words are completed.

5. Game: *Rhyme snap*

- Write letter blends *at, ad, an* on the board.
- Teach the word rhyme. Say *Cat, mat. Cat and mat rhyme*. Then say *Van, fan. Van and fan rhyme*.
- Say *Dad, bat. Do dad and bat rhyme?* Elicit *No*.
- Continue with other combinations until the children understand the idea of rhyming words.
- Put the phonics flashcards face down on your desk. Ask a child to choose a card and hold it up to the class. Ask *What word is it? What sound does it have?* Ask the children to point to the correct letter blend on the board.
- Ask another child to hold up another card. Elicit the word and sound it contains.
- If the two words rhyme, the children shout out *Rhyme!* They can then return to their seats with the cards. If the words do not rhyme, they return them to the desk, face down and then sit down.
- Call more children to the front and continue in this way until all the cards have been matched by calling out *Rhyme!*

STICKER TIME

- Say *Good work, class. It's sticker time!* The children stick a star in the space at the bottom of the page.

Lesson 5 • Activity Book session pages 30 and 31

Lesson 5

1. Say and write.

a d
ad

a d


a n


a n

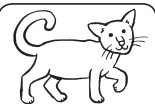
2. Find the same letters. Colour the box.


at	ad	at	an
an	an	at	ad
ad	at	an	ad


3. Complete the words. Then match the words that rhyme.



 van
 v _ _


 s _ _


 c _ _


 f _ _


 d _ _


 h _ _

Warm-up

- Say *Look at my dad* (CD1 Track 45/Cassette 1.2).

1. Say and write.

- Teach letter blends *ad* and *an* as for *at* in Exercise 1. Use Template B for writing *van*, *cat*, *dad*, *sad*, *fan* and *hat*.

2. Match and colour the box.

- Ask the children to look at the letters in the first box and to say the sound.
- Ask them to colour the box in the row that contains the same letters.

3. Complete the words. Then match the words that rhyme.

- Point to the first picture. Ask *What's this?* Elicit *It's a van.*
- Ask *What does van begin with?* Elicit *V* and write *v* on the board.
- Ask *What letters are next?* Say */v/-/æɪn/*. Elicit *an*. Ask a volunteer to complete the word on the board with *an*.
- Say *Write the word.*
- Ask *What rhymes with van?* The children look at the pictures. Elicit *Fan*. Say *Match the words*. The children draw a line to match *fan* and *van*.

- Ask *What does fan begin with?* Elicit *F* and write *f* on the board.
- Ask *What letters are next?* Say */f/-/æɪn/*. Elicit *an*. Ask a volunteer to complete the word with *an*. Continue.

Homework

Here's more!

1. Listen and do.

- Write *an* and *ad* on the board in large letters.
- Say *Look at my dad* (CD1 Track 45/Cassette 1.2). Ask the class to point to *an* or *ad* on the board every time they say a word that contains these letters.

2. Cut and stick. (Template E)

- Give each child a copy of the last two lines of the Unit 3 section of Template E and continue as for Exercise 4 on page 70.

3. Game: Musical letters

- Write the letter blends *an*, *ad* and *at* on the board.
- The children stand in a circle or at their tables.
- Play lively music. The children pass a ball until you stop the music. Say *It has an*. The class points to the correct letter blend on the board.
- The child with the ball says a word with the letter blend. Continue, making sure as many children as possible have a turn.

Exercise time!

1. Listen and repeat. Then point and say.
 2. Song: Children, children, turn around
 3. Sing and do.
 4. Game: Under and over
 5. Game: Catch the ball

New words: *under, over; exercise, sky*

Review: *Touch the ground. Turn around. Point to I play football. I run. I jump. I climb. I swim. I ride a bike. I throw/catch/hit a ball. arms, legs, hands, ball; healthy; animals and adjectives (optional activities)*

Classroom language: *Jojo is healthy. He does exercise. What colour is the sky? Run to the front. Stand in a circle. Catch/Throw the ball. Stand still. Don't move. Be animals.*

Materials: *ball*

Warm-up

- Sing *Healthy food* (CD1 Track 38/Cassette 1.2) to revise food words and review the theme of healthy living.

NB This lesson extends the theme of healthy living by focusing on exercise. It can be used as a cross-curricular Physical Education lesson and, if possible, Exercises 4 and 5 (and the optional activities) should be done in the playground.

- Talk about healthy living and what we need to do to be healthy. Discuss healthy food and drink, exercise and sleep. Say *Exercise is healthy*. The children repeat.
- Talk about the pictures. Say *Jojo is healthy. He does exercise*. Ask the children to name as many activities in the pictures in English as possible. In Level 1 they learned *Turn around. Touch the ground. Jump in the air*.
- Ask the children to talk about the exercise they do. Review *I play football. I run. I jump. I climb. I swim. I ride a bike. I throw/catch/hit a ball*.

1. Listen and repeat. Then point and say.

- Teach *sky*. Point to the sky through the window and say *sky*. The children repeat. Ask *What colour is the sky?* Elicit *Blue* (depending on the weather).
- Play the recording. Pause after each command to demonstrate the action.

- Play the recording again. Ask the children to point to the correct picture in the book.
- Play the recording again. Pause after each sentence for the children to repeat.

Tapescript (CD1 Track 46/Cassette 1.2)

Turn around. Turn around.

Touch the ground. Touch the ground.

Point to the sky. Point to the sky.

Jump up high. Jump up high.

Stretch your legs wide. Stretch your legs wide.

Hands at your sides. Hands at your sides.

2. Song: Children, children turn around

- Teach, then sing the song a number of times (see *How to teach songs*, page 14).

Tapescript (CD1 Track 47/Cassette 1.2)

Children, children: turn around.

Children, children: touch the ground.

Children, children: point to the sky.

Children, children: jump up high.

Children, children: stretch your legs wide.

Children, children: hands at your sides.

3. Sing and do.

- Sing *Children, children, turn around* (CD1 Track 47/ Cassette 1.2) with the actions shown in the Pupil's Book.

NB You can put the class in two groups. One sings the song and the other does the actions, then swap.

Introduce the words: under, over

- Use a ball to teach *under* and *over*. Hold a ball over your head and say *over*. Then place it between your ankles and say *under*.
- Repeat and ask the children to repeat the words.
- Point to the pictures in the book. Say *under* and *over*. The children point to the correct pictures and words, then mime holding a ball over their heads/between their ankles as you say each word.

4. Game: *Under and over*

NB If possible, go outside for the rest of this lesson. If not, do the activity in the classroom.

- Put the class in groups of six to eight children. Say *Stand in line!*
- Give a ball to the first child in each line. Say *under*. The children pass the balls between their ankles to the children behind. Say *over*. The children pass the balls over their heads to the children behind. Continue until the ball reaches the last children.
- Say *Run to the front!* The children at the back with the balls run to the front.

- Repeat the sequence and ask the children to say *under* and *over* or *Under my legs* and *Over my head*.
- Speed the game up to make it more challenging.

5. Game: *Catch the ball*

- This activity reviews *Catch/Throw the ball* from Level 1, and provides valuable exercise.
- Say *Stand in a circle*. Stand in the middle. Form two smaller circles if you have a teaching assistant.
- Say *(Name), catch the ball*. Throw the ball to the child. The child tries to catch the ball.
- Say *(Name), throw the ball*. The named child throws the ball back to you.
- Continue until all children have caught the ball.

STICKER TIME

- Say *Good work, class. It's sticker time!* The children stick a star in the space at the bottom of the page.


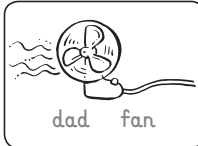



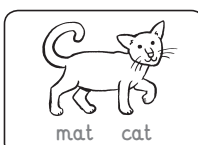
MACMILLAN STAR OF THE WEEK TIME! EDUCATION



- Say *It's stars of the week time!* Give certificates to the stars of the week (see *How to use the certificates*, page 16) and sing the song (CD1 Track 9/Cassette 1.1).

Lesson 6

1. Look and circle.

 mat van	 dad fan
 fan bat	 dad hat
 dad sad	 mat cat

32 Unit 3: Lesson 6 Activity Book

Warm-up

- Sing *Children, children, turn around* (CD1 Track 47/ Cassette 1.2) to energise the class.

1. Look and circle.

- Point to the first picture and ask *What's this?* Elicit *It's a van.*
- Write *mat* and *van* on the board. Say *Point to the word van.* The children point to *van*. Sound out the word with the class.
- Ask the children to draw a circle around *van* in the book. Say *Circle the word.*
- Continue with the remaining pictures.

Homework

Ask the children to colour the pictures.

Here's more!

1. Game: *Stand still!*

- Say *You're a big lion.* The children move around the playground as if they were lions. Encourage them to run if space permits.
- Say *Stand still!* They stand as still as they can in the pose of a big lion. Say *Don't move!*
- Walk around the 'lions', admiring their efforts. Say *You're very scary. You have big teeth,* etc.
- Any child who moves is out of this round. Say *Don't move! You're out!*
- Repeat the game with other commands, for example *You're a long snake. You're a scary monster. You're a robot. You're a dinosaur. You're a big elephant. You're a horse. You're a kangaroo. Jump!*

2. Game: *Guess the animal*

- Put the class in two groups, A and B.
- Say *Group A, be animals!* The children pretend to be animals.
- The children in group B try to guess the animals. For example, a child points to a boy and says *Thomas is a dog.* Thomas then says *Yes* or *No.*
- Continue until every animal is identified, then swap the group roles and play again.

3. Game: *Jojo says*











- Explain that the children should only carry out the command if you say *Jojo says* first. If you don't, they should not do anything.
- Say *Jojo says, turn around.* The children turn around. Say *Jojo says, touch the ground.* They touch the ground. Then say *Point to the sky.* The children should not point to the sky as you have not said *Jojo says.* If they do, remind them, shaking your head *I didn't say Jojo says.* Then continue.

Lesson 1 • Numbers Book session pages 21 and 22

3 A healthy life

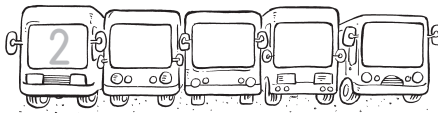
Lesson 1

1. Match the picture sums to the number sums.

		$7+3=10$
		$4+2=6$
		$2+3=5$
		$5+3=8$
		$6+1=7$

2. Write the numbers in order. Begin with the smallest.

4 9 2 11 5



3. Put the children in age order. Start with the youngest.

12 10 2 6 5



Aims: To:

- review matching picture additions to sums
- order numbers to 12.

Warm-up

- Play *What number is next?* Point to a child and say a number from 0 to 12, for example 6.
- Ask *What number is next?* The child says the next number, in this case 7.
- Point to another child, say another number between 0 and 12. The child says the next number.
- Continue with as many children as possible.

NB If necessary write a number line from 0 to 12 on the board for reference.

- Ask *Which is the smallest number?* Point to each number on the board in turn to show its position on the number line. Elicit that two is the smallest number. Write 2 on the board. The children write the number on the first bus.
- Ask *What number is next? Which is bigger? Which is smaller?* Elicit that the next number is 4. Say *Write the number.*
- Continue with the remaining numbers.

1. Match the picture additions to the sums.

- Point to the first picture addition. Ask about each picture *How many puppets?* Say *Four puppets and two puppets. Four plus two.*
- Ask *What's four plus two?* The children count the total number of puppets. Elicit *Six.*
- Say *Find four plus two equals six.* The children point to the sum. Say *Match. Draw a line.*
- Continue with the remaining items. Encourage the children to tell you the sums without your help.

2. Write the numbers in order. Begin with the smallest.

- Write a number line from 0 to 12 on the board.
- Point to the numbers in the box. Elicit each number.

3. Put the children in age order. Start with the youngest.

- Ask individuals *How old are you?* Elicit *I'm (+ age).*
- Point to each child in the book and ask *How old is he/she?* Elicit *He/she's (+ age).*
- Now ask the children to put the children in age order from smallest to biggest. Encourage them to work independently.
- Write the ages on the board. Check each number with the number line to ensure that they are in the correct order.

Homework

Ask the children to colour the pictures on page 21.