

2 Eat well

AfL Activity

Suggested answers:
T-shirt, arms, tree

2 Eat well

Lesson 1 Vocabulary 1

- 1 Find three things in the picture that you know.



- 1 Listen, point and say.

- 2 Listen, move and sing.

Pasta and pancakes

We'd like pasta, please.
We'd like it with cheese
And mushrooms, please.
And some tomato sauce.
Oh, yes! Of course!
Lots and lots of sauce!

Pasta for me, pasta for you.
But I really want pancakes.
Yes, me too!

We'd like pancakes, please,
But not with cheese.
With strawberries, please.
And some chocolate,
Lovely and hot.
Lots of hot chocolate!

- 3 **Team Time** Cover the picture and song. Say a food for each of these colours: brown, white, green, red, yellow.

22 twenty-two

Key learning outcome: Name foods Activity Book, p.22

Activity 3

Suggested answers:
chocolate, rice,
salad, strawberries,
cheese

2 Eat well

Lesson 1 Vocabulary 1

- 1 Find and circle six foods. Write.



1 bread



2 salad



3 pasta



4 cheese



5 sandwiches



6 tuna

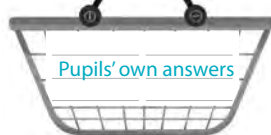


- 2 Look at the food. Make two lists.



Food I like

Food I don't like



22 twenty-two I can name foods 😊

Objectives: Name foods; Write food words

Vocabulary: Food (*bread, cheese, chocolate, mushrooms, pancakes, pasta, rice, salad, sandwiches, strawberries, tomato, sauce, tuna*)

Materials: Classroom Presentation Kit, Flashcards

Optional: Real-world items for food vocabulary: packets of pasta and rice, a tin of tuna, a jar of tomato sauce (e.g. for pasta), a bar of chocolate, slices of bread, cheese, mushrooms, strawberries, salad, pancakes, sandwiches

Opening routine

To **energise** the class, do Communication routine 1 on p. 32.

Pupil's Book, page 22

✓ **Find three things in the picture that you know.**

Follow the **Assessment for learning routine** on p. 17.

Ask pupils about the picture:

What is happening? (the characters are making a picnic area for a food truck)

Where are Emma and Adam? (next to the food truck)

What's Rick doing? (putting up a sign)

What are the people in the food truck doing? (cooking/making food)

1 2.1 Listen, point and say.

Follow the **Vocabulary presentation routine** on p. 17.

Engage If you brought real-world items to class (see suggestions above), invite pupils to the front and ask them to organise the food into the following categories: Food that grows in the ground. / Food that doesn't grow in the ground.

1 pancakes 2 tuna 3 strawberries 4 pasta 5 rice
6 mushrooms 7 tomato sauce 8 chocolate 9 salad
10 cheese 11 sandwiches 12 bread

2 2.2 Listen, move and sing.

Follow the **Vocabulary practice routine** on p. 17.

Engage Before playing the song again, teach the pupils the following actions:

pasta – cup one hand and close the fist of the other as if you're holding an imaginary fork, move it back and forth between your mouth and cupped hand.

cheese – one flat palm, one vertical open palm, making a chopping motion

mushrooms – cup one hand over the other

tomato sauce – make one flat palm, and move one curled palm above it, as though pouring a sauce from a jar

Oh, yes! – put palms to face and smile

pancakes – close the fist of one hand and move it up as if flipping a pancake in an imaginary saucepan

strawberries – bring two fists together

chocolate – bring two fists together with thumbs facing up, then quickly move the fists away from each other, as if breaking a piece of chocolate

Lovely and hot – put arms in hugging motion around your chest

3 **Team Time** Cover the picture and song.

Say a food for each of these colours: brown, white, green, red, yellow.

Explain that pupils should come up with a list of foods within a time limit. Either ask pupils to write their list or to count it on their fingers.

Activity Book, page 22

1 Find and circle six foods. Write.

2 Look at the food. Make two lists.

Engage If pupils need some movement here, play some music and ask them to walk around the room to find someone who has three things in common with them, based on their lists. Monitor to ensure pupils are asking questions, such as *I like / don't like ... Do you like ...?*

Closing routine

Do Mindfulness routine 1 on p. 32.

Activity 1
Mia

Find
Pasta, tomato sauce, chocolate.
No, you can't count this food.



1 Listen and repeat. Who goes to find food? Act out.

Liam: Our new picnic area is great. Let's eat!
Rick: What's in the food truck, Mia?
Mia: OK... There's some pasta. There aren't any mushrooms, but there's some tomato sauce. There are some pancakes too. There isn't any chocolate, but there are some strawberries.
Rick: Sorry, can you repeat that, please?
Mia: There isn't any pasta, but there are some mushrooms. No, wait... There's some pasta, but... Oh, I can't remember it all now!



Find Which food do we use with *There's some ... / There isn't any ...*? Can you count this food?

2 Look, listen and follow. Then make your own sentences.

Some and any		
There's	some	pasta. tomato sauce. chocolate.
There isn't	any	
There are	some	pancakes. mushrooms. strawberries.
There aren't	any	

3 Look at Rick's lunch and say what there is.

There's some rice. There are ...



4 Team Time Play *What's in the bag?*

Go to Activity Book, p.129



There isn't any rice in the bag.



There aren't any ...

Activity Book, p.23 Key learning outcome: Use some and any with countable and uncountable nouns twenty-three > 23

Activity 3

Suggested answers: (in any order)
There's some rice.
There are some mushrooms. There's some tomato sauce. There are some strawberries.
There's some salad.

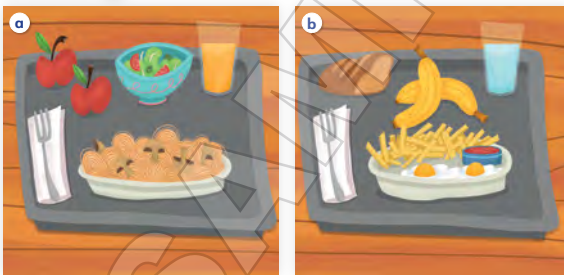
Lesson 2 Grammar 1 2

1 Read and circle the correct words.



I've got some / any tuna sandwiches in my lunchbox today, but there isn't / aren't any cheese. I've also got some / any fruit. There's an apple and a banana, but there isn't / aren't any strawberries. There s / are some chocolate, but there isn't any / some salad.

2 Exam practice Look at the pictures. Say five differences. Then complete the sentences.



- | | | |
|-----------------|------------------|---------------|
| 1 In picture A, | there aren't any | eggs. |
| In picture B, | there are some | eggs. |
| 2 In picture A, | there's some | salad. |
| In picture B, | there isn't any | salad. |
| 3 In picture A, | there isn't any | tomato sauce. |
| In picture B, | there's some | tomato sauce. |
| 4 In picture A, | there are some | mushrooms. |
| In picture B, | there aren't any | mushrooms. |
| 5 In picture A, | there isn't any | bread. |
| In picture B, | there's some | bread. |

I can use some and any to write about food ☺ twenty-three > 23

Unit 2

What's in the bag?

Work in one team. There isn't any rice in the bag.

Find and circle the six differences between the shopping list and the shopping bag. Then say.


- | | |
|--------------|--------------|
| rice | mushrooms |
| apples | tomato sauce |
| bananas | salad |
| oranges | tuna |
| cheese | bread |
| strawberries | pasta |
| chocolate | |



Objectives: Use *some* and *any* with countable and uncountable nouns; Write about whether there is or isn't food; Exam practice: A1 Movers Speaking, Part 1

Grammar: *some* and *any*

Recycled language: *bread, cheese, chocolate, mushroom, pancake, pasta, rice, salad, strawberries, tomato sauce, tuna*

Materials: Classroom Presentation Kit,  Something for Everyone Book, Activity Book Cutouts, teacher and peer Assessment Rubrics

Opening routine

To **energise** the class, play the *Pasta and pancakes* song from Lesson 1 again, encouraging pupils to sing along and perform the mimes.

Pupil's Book, page 23

1 2.3 Listen and repeat. Who goes to find food? Act out.

Follow the **Grammar presentation routine** on p. 19.

Focus pupils on the picture. Ask them to imagine they are one of the characters in the scene and tell you what they would like to eat from the food truck.

Find Which food do we use with *There's some ... / There isn't any ...?* Can you count this food?

After looking at the *Find* box, ask pupils to point to each food item in the picture on p. 22.

If we can count that food item, ask pupils to clap their hands.

If we can't count the item, ask pupils to tap the top of their head.

If pupils are unsure, you can draw three versions of some of the food items on the board and count them out loud, e.g. *one pancake, two pancakes, three pancakes* is possible, but *one rice, two rice, three rice* is not.

2 2.4 Look, listen and follow. Then make your own sentences.

Follow the **Grammar table routine** on p. 19.

There are some pancakes.

There's some pasta.

There isn't any tomato sauce.


There aren't any mushrooms.

Classroom management tip

As pupils sometimes become restless after focusing for some time, ask pupils to leave their books open when they finish the activity. Then play some gentle music and encourage pupils to walk around the room, reading each other's sentences.

3 Look at Rick's lunch and say what there is.

Reach higher Encourage pupils to also say what there *isn't* in this picture.

 Ask pupils how they say *There is some pasta.* and *There are some mushrooms.* in their own language. Is it similar or different? How?

4 **Team Time** Play *What's in the bag?*

Follow the **Grammar practice: Team Time routine** on p. 19.

Tell pupils that everyone in their group should look at the same cutout (either in pairs or groups), so they need to sit close enough to each other to see the cutout clearly. Ask the pairs/groups to put up their hands when they have found the six differences.

Follow the **Assessment for learning routine** on p. 19.

Activity Book, page 23

1 Read and circle the correct words.

2 **Exam practice** Look at the pictures. Say five differences. Then complete the sentences.

Exam tip

A1 Movers Speaking, Part 1

Tell pupils that in this type of exam activity, the differences can be in number of items, colours or something someone is wearing – so they should look for those first.

Closing routine

Do Communication routine 2 on p. 32.

Activity 1
Pupils' own answers

Activity 2
Her mum

Science question
plants

Lesson 3 Story time

Before you read

- 1 What's your favourite sandwich?
- 2 Listen and read. Who takes Mia's sandwich?

The wrong sandwich!

1 Mia is making a sandwich for the sandwich competition at the club.

2 Mia puts her sandwich in a pink lunch box.

3 Mia's mum can't go to the sandwich competition.

4 Mia and her dad go to the competition. There are a lot of people with fun sandwiches.

5 Dad phones Mum, but she takes a long time to answer.

6 Mum arrives with the sandwich.

7 Mia and Dad run to the picnic area, but they are too late. Mia is sad and angry.

8 Mia sits down for a minute and breathes in and out.

Lesson 4 Explore the story

After you read

- 1 Watch the video. Act out the story.
- 2 Read and correct the sentences.
 - 1 Mia makes a tuna sandwich.
 - Mia makes a sunshine sandwich.
 - 2 Mia's dad goes to work with Mia.
 - 3 Mia's mum wants to win the competition.
 - 4 Mia wins the prize.
- 3 Read and think.
 - 1 Why is Mia angry?
 - 2 How does she stop feeling angry?
 - 3 What makes you angry?
 - 4 What can you do when you feel angry?

24 twenty-four

Key learning outcome: Listen, read and understand the story

Activity Book, p.24

Activity Book, p.25

Key learning outcome: Learn how to manage your anger

twenty-five **25**

Lesson 3 Say and spell

- 1 Listen. Circle the letters you hear. Write the words.

1 juice 2 salad 3 sandwich 4 nice

- 2 Read and circle the correct spellings.

sau_c_e i_e lolly hou_e ri_e hor_e

- 3 Complete the words. Then listen and say the poem.

Tomato 'sau_c_e on an 'i_c_e lolly it isn't very 'ni_c_e,
 And orange 'ju_i_c_e doesn't go very well on 'ri_c_e.
 But I like 's_alad in my 's_andwich and cheese on 'pa_s_t_a too.
 We eat that all the time in my 'hou_s_e! How about you?

Spelling Bee Challenge

- Close your books.
- Ask a friend to test you.

How many words with s or c can you spell?

Spell 'sauce'. s-a-u-c-e


24 twenty-four I can listen for, say and write words with s or c.

Objectives: Listen, read and understand the story; Listen for, say and write words with *s* and *c*

Recycled language: *cheese, juice, pasta, rice, salad, sandwich, tuna, tomato sauce; There are some tuna sandwiches ...*

Materials: Classroom Presentation Kit

Opening routine

 Play the mindfulness animation or audio to **calm** pupils before they read.

Pupil's Book, pages 24–25

Science question

Do bananas grow on trees or plants?

This question relates to the natural science topic of plants.

Pupils quickly tell their partner what they think the answer is and then the class vote trees or plants.

Show the pupils a picture of a banana plant and discuss what makes it a plant and not a tree (stem, no trunk, no woody tissue).

As a follow up, pupils could name other fruits which grow on plants.

Before you read

Follow the **Before you read routine** on p. 21.

1 What's your favourite sandwich?

2 2.5 Listen and read. Who takes Mia's sandwich?

Follow the **Story time routine** on p. 21.

If you feel pupils need support in understanding the story, listen to the story a second time. While listening, stop after these frames and ask the following questions:

Frame 1: *Why is Mia making a sandwich?* (for a competition)

Frame 4: *Who has got Mia's sandwich?* (Mia's mum)

Frame 7: *Why is Mia sad and angry?* (she can't win the competition – she's too late)

Frame 8: *Why does Mia say 'thank you' to her dad?* (he helped her feel better)


Say and spell

Follow the **Say and spell presentation routine** on p. 21.

1 2.6 Listen and repeat.

Write *c* and *s* on the board, in large letters. Ask the class: *Do these letters sound the same or different?* (they sound the same)

2 Find the words in the story.

 Elicit whether *c* and *s* sound similar in the pupils' own language and if so, in which words.

Activity Book, page 24

Follow the **Say and spell practice and Spelling Bee Challenge routines** on p. 21.

1 2.1 Listen. Circle the letters you hear. Write the words.

Support Before doing this listening activity, write the spelling of the words from the activity on the board, except for the *s* and *c*. Ask pupils to tell you what letter is missing from each word.

1 j-u-i-c-e – juice

2 s-a-l-a-d – salad

3 s-a-n-d-w-i-c-h – sandwich

4 n-i-c-e – nice

2 Read and circle the correct spellings.

3 2.2 Complete the words. Then listen and say the poem.

Closing routine

Do TPR Dynamic routine 3 on p. 32.

Lesson 3 Story time

Before you read

- 1 What's your favourite sandwich?
- 2 Listen and read. Who takes Mia's sandwich?

The wrong sandwich!

1 Mia is making a sandwich for the sandwich competition at the club.

2 Mia puts her sandwich in a pink lunch box.

3 Mia's mum can't go to the sandwich competition.

4 Mia and her dad go to the competition. There are a lot of people with fun sandwiches.

5 Dad phones Mum, but she takes a long time to answer.

6 Mum arrives with the sandwich.

7 Mia and Dad run to the picnic area, but they are too late. Mia is sad and angry.

8 Mia sits down for a minute and breathes in and out.

Lesson 4 Explore the story

After you read

- 1 Watch the video. Act out the story.
- 2 Read and correct the sentences.
 - 1 Mia makes a tuna sandwich. *Mia makes a sunshine sandwich.*
 - 2 Mia's dad goes to work with Mia.
 - 3 Mia's mum wants to win the competition.
 - 4 Mia wins the prize.
- 3 Read and think.
 - 1 Why is Mia angry?
 - 2 How does she stop feeling angry?
 - 3 What makes you angry?
 - 4 What can you do when you feel angry?

24 twenty-four **Key learning outcome:** Listen, read and understand the story **Activity Book, p.24**

Activity Book, p.25 **Key learning outcome:** Learn how to manage your anger **twenty-five** 25

Activity 2

2 Mia's dad goes to the sandwich competition with Mia.

3 Mia wants to win the competition.

4 Mia doesn't win the prize.

Activity 3

Suggested answers:

- 1 Because she can't be in the competition. / Because her mum has got her sunshine sandwich.
- 2 She sits down for a minute. / She breathes in and out and counts to five slowly.
- 3 I feel angry when I can't do something.
- 4 I can stop and think for a minute. I can breathe in and out and count slowly.

The wrong sandwich!

Lesson 4 Explore the story

After you read

- 1 Read the story on Pupil's Book pages 24–25 again. Then read and choose.
 - 1 Mia is happy. 2 Mia is angry and sad. 3 Mia is feeling better. 4 Dad is happy.
- 2 **Exam practice** Read the text. Choose a word from the box. Write the correct word next to numbers 1–5.

My Club Page

Look! This is a photo of me making a sandwich for the sandwich competition in the park. I like making sandwiches and my favourite sandwich has banana in it. My sandwich wasn't in the competition and I was angry for a few minutes. When I'm not happy, I sit on a chair and I think for a minute. I breathe in and out. Then, I feel better.

Like Share Comment

sleep breathe sit
park angry go cycling
banana sandwich happy

- 3 **Read, circle and write.**
I like / don't like _____ in the story.
This is because _____

Pupils' own answers

I can read and understand the story **twenty-five** 25

Objectives: Read and understand the story; Social-emotional learning (SEL): Learn how to manage your anger; Exam Practice: A1 Movers Reading and Writing, Part 3

Recycled language: *cheese, juice, salad, sandwich, tuna; There are some tuna sandwiches ...*

Materials: Classroom Presentation Kit, SEL Activity Card 2, SEL Posters 1 and 3

Opening routine

To **energise** the class, do Communication routine 3 on p. 32.

Pupil's Book, page 25

After you read

1 2.5 Watch the video. Act out the story.

Follow the **Before you watch** and **Watch the story video routine** on p. 23.

Classroom management tip

To help settle the class after this acting out activity, set a timer for one minute. Ask that, in this time, pupils think about what food from p. 22 they have eaten this week. Monitor to ensure pupils are silently thinking. After one minute, ask several pupils about their answers.

2 Read and correct the sentences.

Follow the **After you read routine** on p. 23.

Reach higher For pupils who need an extra challenge, set this task on the board: *THINK You want to be in the sandwich competition. What is in your sandwich? What shape is it?* Encourage creativity by asking pupils why Mia's sandwich was so special.

3 Read and think.

Follow the **Social-emotional learning (SEL) routine** on p. 23.

Social-emotional learning: Learn how to manage your anger



Guide pupils to understand that how Mia feels in the story is normal and that she may also feel frustrated underneath her anger and sadness. Point out to pupils that we all have the right to be angry. But it's good for us and the people around us if we can identify when we're feeling like this and find ways to calm down. Mia counts to five to help herself calm down. Elicit other ways pupils can do this: e.g. deep breathing, focusing on positive things.

To help bring this out further, ask the class the following questions:

Think about when you feel angry. Where in your body can you feel the emotion? Can you point to it? What do you do when you feel like that?

Activity Book, page 25

1 **Read the story on Pupil's Book pages 24–25 again. Then read and choose.**


2 **Exam practice** Read the text. Choose a word from the box. Write the correct word next to numbers 1–5.

Exam tip

A1 Movers Reading and Writing, Part 3

Tell pupils to look at any pictures to try and guess what the text is about.

3 Read, circle and write.

 Activity 3 allows pupils to interpret a story and give their **personal response** to it. Give example answers to help pupils complete the sentences.

Support Elicit some options to complete these sentences and write them on the board. Pupils who need support can then copy the words from the board that are useful to them.

Reach higher Ask your language assistant to help early finishers who may be able to write quite a lot more, but need encouragement and some help with spelling, e.g. *I liked Mia's mum's horse in the story. This is because horses are my favourite animal. I go horse riding in the summer holidays.*

Closing routine

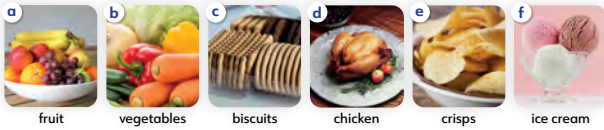
Do Mindfulness routine 3 on p. 32.

Activity 1

1 e, 2 f, 3 a, 4 b, 5 c, 6 d

Lesson 5 Vocabulary & Grammar 2

1 Listen and say. Then listen and put in order.



2 Watch and listen. Move and sing.

What's in the shopping bag?

What's in the shopping bag?

Let me see.

Is there any really nice food for me?

Is there any ice cream?

Is there any fruit?

Is there any chicken?

Yes, there is.

Are there any biscuits?

Are there any crisps?

Are there any vegetables?

No, there aren't.

3 Look, listen and follow. Then make your own sentences.

Is/Are there any ...?

Is	there	any	ice cream?	Yes,	there	is.
			fruit?	No,		isn't.
			chicken?	Yes,		are.
Are			biscuits?	No,		aren't.
			crisps?			
			vegetables?			

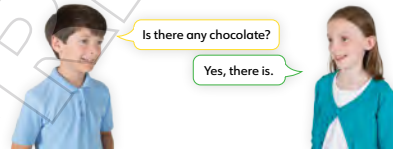
4 Talk Partners Look in the shop. Ask and answer.

Is there any ice cream?

No, there isn't.

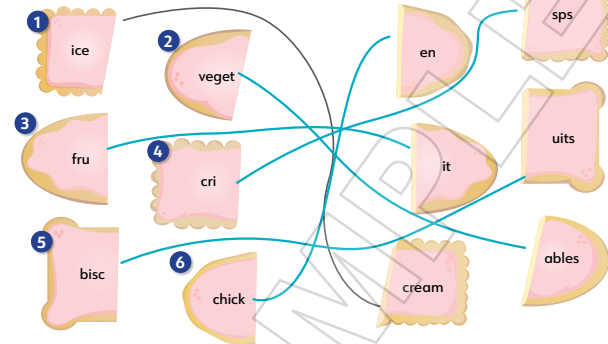


5 Talk Partners Draw a shop. Ask and answer about what's in your shop.



Lesson 5 Vocabulary & Grammar 2

1 Match the two halves of the biscuits and write.



- 1 ice cream
- 2 vegetables
- 3 fruit
- 4 crisps
- 5 biscuits
- 6 chicken

2 Look at the picture. Complete the questions and write answers.

- 1 Are there any apples? Yes, there are.
- 2 Is there any bread? Yes, there is.
- 3 Is there any chicken? No, there isn't.
- 4 Are there any crisps? No, there aren't.
- 5 Are there any mushrooms? Yes, there are.
- 6 Are there any sandwiches? Yes, there are.



3 Answer the questions. Ask a friend.

- 1 Are there any biscuits at your house? _____ me _____ my friend
- 2 Is there any chocolate at your house? _____
- 3 Are there any fizzy drinks at your house? _____

Pupils' own answers

Activity 4

- 2 Are there any biscuits? Yes, there are.
- 3 Are there any crisps? No, there aren't.
- 4 Is there any bread? Yes, there is.
- 5 Are there any sweets? No, there aren't.
- 6 Is there any pasta? Yes, there is.

Objectives: Ask and answer questions with *Is/Are there any ...?*; Write questions and answers about food

Vocabulary: *biscuits, chicken, crisps, fruit, ice cream, vegetables*

Grammar: *Is/Are there any ...?*

Recycled language: *bread, chocolate, fizzy drinks, mushrooms, pasta, sandwiches, sweets*

Materials: Classroom Presentation Kit, Flashcards,  Something for Everyone Book

Opening routine

To **focus** the class, do Mindfulness routine 2 on p. 32.

Pupil's Book, pages 26–27

Classroom management tip

Select four pupils' names at random (e.g. by picking them out of a hat). Explain that these pupils are the class monitors for this lesson, and they will walk around to help pupils who need it and to make sure everyone is on task after singing and dancing activities.

1 2.7 Listen and say. 2.8 Then listen and put in order.

Follow the **Vocabulary presentation routine** on p. 25.


Engage Play a deletion memory game with these words. Put the flashcards on the board and give pupils 30 seconds to remember the words. Then ask pupils to cover their eyes as you remove one of the flashcards. Ask pupils to uncover their eyes and guess what the missing word is. Repeat this several times.

- 1 crisps
- 2 ice cream
- 3 fruit
- 4 vegetables
- 5 biscuits
- 6 chicken

2 2.9 Watch and listen. Move and sing.

Follow the **Grammar presentation and vocabulary practice routine** on p. 25.

Engage Once pupils know the song, divide the class into two groups. Have one group sing the questions and the other group sing the answers. Then swap.

 Ask pupils how they say *Is there any ice cream?* and *Are there any biscuits?* in their own language. Focus on the translation of *any* and if it's the same with countable and uncountable nouns.

3 2.10 Look, listen and follow. Then make your own sentences.

Follow the **Grammar table routine** on p. 25.

Is there any ice cream? No, there isn't.

Are there any biscuits? No, there aren't.

Is there any fruit? Yes, there is.

Focus pupils on the 'blending' of *there* and *any* in the questions. Show how the final sound of *there* becomes a 'harder' /r/ when followed by the beginning vowel sound. For example, *there any* is pronounced 'therany'. Model and drill this part of the questions.

Follow the **Grammar practice: Talk Partners routine** on p. 25.

4 Talk Partners Look in the shop. Ask and answer.

Ask pupils to read the speech bubbles, and then model with a confident pupil.

5 Talk Partners Draw a shop. Ask and answer about what's in your shop.

Reach higher Pupils who need extra challenge can be asked to work with a partner to act out a role-play in their shop. To do this, prepare a list of useful language (e.g. *Hello, welcome to my shop! Can I help you? Thanks for visiting! See you soon!*) and ask pupils to use it if they can. Ask your language assistant to monitor these pupils as they do the role-play and to feed in any other useful language.

Activity Book, page 26

1 Match the two halves of the biscuits and write.

2 Look at the picture. Complete the questions and write answers.

3 Answer the questions. Ask a friend.

Closing routine

Do TPR Dynamic routine 1 on p. 32.

Activity 1

- 1 On the internet
- 2 Anybody/Everybody can write a blog.

Science question

Suggested answers: rice, cereals, potatoes

Lesson 6 Read the world

Sally's Super Sandwiches

Home | About | Contact | Gallery | Links

Sandwiches of the week
Thanks for sending me your sandwich ideas this week. Here are my favourites.

Jack, 8, New Zealand
Hi, this is how I make my favourite sandwich. First, I get some white bread and then I put some cheese on it. Next, I put on some onion and then I put on my favourite crisps. I usually drink orange juice when I eat this sandwich.



Arusha, 9, India
I love potato cheese sandwiches. They're my favourite, but I sometimes have banana sandwiches. If I'm really, really hungry, I have a potato cheese sandwich first and then a banana sandwich. I drink mango or pineapple juice with my sandwiches.



Maria, 10, USA
In my family, we have a sandwich called the Super-dooper. First, we put two or three sausages on some round bread. Next, we put an egg on the sandwich and then we put tomato sauce on the egg. After that, we put salad on top ... mmm, delicious! It's my favourite sandwich and it's really nice with a fizzy drink.



13 comments | Share | Like

Hi! I'm Sally and I love sandwiches!

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[My top tips](#)
[Is this a sandwich?](#)

What's my sandwich of the week? Check out my video here:

Sally's Super Sandwiches

Before you read
1 Look at the blog and think.
1 Where can you read a blog?
2 Who can write a blog?

After you read
2 Read and listen. Answer.
1 Who puts onion in their sandwich?
Jack
2 Who eats a sandwich called a Super-dooper?
3 Who sometimes has two different sandwiches?
4 Which of the sandwiches do you like best?
5 How often do you eat sandwiches?

Scanning
When we want to find specific information, we scan a text. This means read quickly and look for key words. Which children have cheese in their sandwich? Scan the blog and look for the word cheese.

3 Work in pairs. Choose a question each. Read the blog again quickly. Share your answers.
1 Where are the children from?
2 What do the children drink with their sandwiches?

4 Watch the video and answer.
1 Where is Sally from?
2 Why is she making a sandwich?
3 Where is she now?
4 What's in her favourite sandwich?

Are sandwiches popular in your country? Why are different types of food popular in different places?

28 twenty-eight | Key learning outcomes: Read and understand a blog post | Activity Book, p.27 | Key learning outcomes: Scan for specific information; Infer meaning | twenty-nine 29

Activity 2

- | | |
|----------|-----------------------|
| 2 Maria | 4 Pupils' own answers |
| 3 Arusha | 5 Pupils' own answers |




Jack and Arusha

Lesson 6 Read the world

After you read

1 What's in their sandwiches? Scan the blog on Pupil's Book pages 28-29 to find the information.

1 Who has potatoes?	Arusha
2 Who has an egg?	Maria
3 Who has bananas?	Arusha
4 Who has crisps?	Jack
5 Who has sausages?	Maria

2 Read the blog and answer.

- 1 How do you know Jack likes onion?
Because he has onion in his sandwich.
- 2 Do you think Arusha likes fruit? How do you know?
Yes, she does. Because she drinks fruit juice and eats bananas.
- 3 Does Arusha always have a potato sandwich and a banana sandwich together? How do you know?
No, she doesn't. Because she says she eats both only when she's really hungry.
- 4 How do you know Maria's family like her favourite sandwich too?
Because her family calls it the Super-dooper sandwich.

I can scan a text to find information and understand how the characters feel | twenty-seven 27

Activity 3

- 1 New Zealand, India, USA
- 2 Orange juice, mango or pineapple juice, a fizzy drink

Activity 4

- 1 England
- 2 For a picnic with her friends
- 3 She's at home, in the kitchen.
- 4 Egg, tuna and salad


Objectives: Read and understand a blog post; Scan for specific information (information literacy); Infer meaning (critical literacy)

Recycled language: *cheese, crisps, bread, fizzy drink, juice, salad, sandwich; sometimes, usually*

Materials: Classroom Presentation Kit,  Something for Everyone Book, Assessment Rubric

Optional: Pictures of food popular locally and around the world

Opening routine

 Play the mindfulness animation or audio to **focus** pupils before they read.

Pupil's Book, pages 28–29

Science question

Can you think of examples of food that comes from plants?

This question relates to the natural science topic of plants.

Use some of the fruits mentioned in the previous science question (such as banana) as examples and, as a class, pupils raise their hand to name other foods which come from plants. Pupils who need help could use foods from the blog (onion, potato, pineapple).

Before you read

Follow the **Before you read routine** on p. 27.

1 Look at the blog and think.

After you read


Follow the **While you read** and **After you read routines** on p. 27.

2 2.11 Read and listen. Answer.

Information literacy skill: Scanning for specific information

Ask pupils to pretend to be robots. Model this by moving your arms and your finger robotically over the lines of the text in an exaggerated way. Then ask pupils to scan for the word 'cheese' in the same robot-like way. Explain that, just like a robot, humans can scan for information, using their eyes.

3 Work in pairs. Choose a question each. Read the blog again quickly. Share your answers.

 In activity 3, have pupils share their answers with a partner to practice interpreting and explaining a text by **relaying specific information** about it to someone else.

4 Watch the video and answer.

Critical literacy skill: Inferring meaning

Tell pupils that sometimes we can guess or assume something is true, based on something we already know. They will do this in activity 4, question 3 (Sally doesn't say where she is, but we can see it is a kitchen and so infer that it's her home).

Hi, Sally here. It's a beautiful sunny day here in England so I'm going to the park for a picnic lunch with my friends. We're all making sandwiches and I'm making my sandwich of the week: a tuna and egg sandwich. It's delicious and very healthy. First, I get some nice bread. I like this bread; it's great for sandwiches. Then, I open the bread, like this. Next, I cut the egg into circles. Then, I put it in the bread. Next, I put some tuna on top of the egg. Then, I close my sandwich. Now, I have a fantastic sandwich for my picnic. And I'm ready for my picnic.

Follow the **Assessment for learning routine** on p. 27.

ESDC

Are sandwiches popular in your country? Why are different types of food popular in different places?

These questions help pupils to think about cultural diversity and how different countries have different cuisines. Elicit answers from pupils. Ask if there is any food from another country that they would like to try. If possible, bring in pictures of food popular locally and around the world to help give pupils ideas.

Activity Book, page 27

1 What's in their sandwiches? Scan the blog on Pupil's Book pages 28–29 to find the information.

2 Read the blog and answer.

 In activity 2, pupils interpret and explain the text by **relaying specific information** in written form.

Closing routine

Do TPR Dynamic routine 3 on p. 32.

Activity 1

They are choosing their lunch.

Lesson 7 Listening & Speaking

Real-world communication

1 Look at the photo. What are the girl and boy doing? Listen and find out.



2 Listen again and choose. What does the boy ask for? What does the girl ask for?



3 Watch or listen and say. Then practise in pairs.

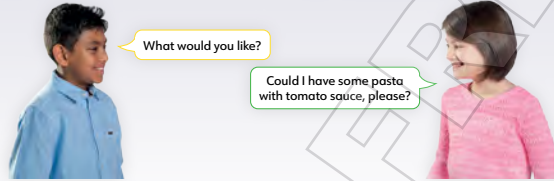
A: Hello, what would you like?
 B: Could I have chicken and chips, please?
 A: Sure, here you are. Would you like some tomato sauce?
 B: Yes, please.
 A: What would you like to drink?
 B: I'd like orange juice, please.
 A: Here you are.
 B: Thank you very much.



Offering and asking for food
 What would you like? I'd like ... Could I have ..., please? Here you are.

4 Talk Partners Make new dialogues.

Go to Activity Book, p.137



30 thirty Key learning outcomes: Use pictures to predict what you will hear; Ask politely for something Activity Book, p.28

Activity 2

Boy: b, c, e

Girl: a, d

Lesson 7 Listening & Speaking

Real-world communication

1 Listen and complete the menu.

Today's menu

First course:

rice with mushrooms or ¹ tuna
 chicken and ² chips
 pasta with ³ tomato sauce
 salad and ⁴ bread

Fruit:

⁵ kiwi, watermelon or pineapple

Drinks:

apple juice, ⁶ mango juice or water



2 Read and match.

- 1 What would a chips, please?
- 2 Could I have b you are.
- 3 I'd c you like?
- 4 Here d like water, please.

3 Follow the lines and complete the dialogue. Then listen and check.

Hello, what ¹ would you like?

Of course. What would you like to drink?

I'd ⁴ like some water, please.

² Can I have sausages and chips, ³ please?

⁵ Here you are.

Thank you very much.

28 twenty-eight I can listen for detail and ask politely for something

Unit 2

MENU


Salad	\$5
Pasta with tomato sauce	\$6
Chicken and chips	\$8
Rice with mushrooms	\$6
Fruit	\$2
Chocolate ice cream	\$2
Orange juice	\$1
Water	\$1




Objectives: Use pictures to predict what you will hear; Ask politely for something

Functional language: *What would you like? I'd like ... Could I have ... please? Sure, here you are.*


Recycled language: *bread, chicken, chocolate, fruit, juice, mushroom, pasta, salad, tuna, tomato sauce; There's rice ... / There isn't any orange juice ...*

Materials: Classroom Presentation Kit,  Something for Everyone Book, Activity Book Cutouts, teacher and peer Assessment Rubrics

Opening routine

 Play the mindfulness animation or audio to **energise** pupils before they listen or have pupils sing and dance to the song *What's in the shopping bag?* from lesson 5.

Pupil's Book, page 30

1  2.12 **Look at the photo. What are the girl and boy doing? Listen and find out.**

Listening skill: Using pictures to predict what you will hear

Ask pupils to look at the picture in activity 1 and to suggest what the people in the picture are talking about. Write their suggestions on the board. After you listen, see if anyone's prediction was right.

Follow the **Listening activity routine** on p. 29.

A: Hello, what would you like today? There's rice with mushrooms or tuna, chicken and chips or pasta with tomato sauce.

B: Could I have some pasta with tomato sauce, please?

A: Of course. Would you like salad and some bread with that?

B: Just salad, please.

A: Here you are.

B: Thank you.

A: Next, there's kiwi, watermelon and pineapple.

B: Could I have some watermelon, please?

A: Sure. And what would you like to drink? There's apple juice, mango juice or water.

B: Just water, please.

A: What about you? What would you like?

C: Could I have rice with mushrooms, please?

A: And what would you like to drink?


C: Could I have some orange juice, please?

A: Oh, I'm sorry. There isn't any orange juice today. What about apple juice?

C: Yes, that's fine. Thank you very much.

2  2.12 **Listen again and choose. What does the boy ask for? What does the girl ask for?**

Support Put pupils into pairs and have one pupil listen to what the boy asks for and the other to what the girl asks for. Allow some time for pupils to tell their partner before checking as a whole class.

 In activity 2, have pupils share their answers with a partner to practice interpreting and explaining an oral text by **relaying specific information** about it to someone else.

3   2.13 **Watch or listen and say. Then practise in pairs.**

Follow the **Functional language: Video activity and speaking activity routine** on p. 29.

Speaking skill: Offering and asking for food

Ask pupils to think of two other times when you can use this language, e.g. asking for paper from your teacher, asking for something at a market or supermarket deli, choosing sweets in a sweet shop, etc.

4   **Talk Partners** **Make new dialogues.** 

Pupils will work in pairs for this. One will need the menu card and the other will need the food cards. The pupil who is the waiter can stand up to take the order and hand over the cards, while the other pupil stays seated, as if in a restaurant. Follow the **Assessment for learning routine** on p. 29.

Activity Book, page 28

1  2.3 **Listen and complete the menu.**

This activity uses the same audioscript as track 2.12.

 In activity 1, pupils interpret and explain the text by **relaying specific information** in written form.

2 **Read and match.**

3  2.4 **Follow the lines and complete the dialogue. Then listen and check.**

Closing routine

Do Mindfulness routine 1 on p. 32.

Activity 1

Pupils' own answers

Activity 2

- 1 her family, including her grandma
- 2 one o'clock
- 3 a big salad with tomatoes and cheese
- 4 rice
- 5 chocolate ice cream

1 Read the blog post. Do you like Camila's lunch? Why? / Why not?

Camila's WORLD

On Sunday, I always have lunch with my family. This is my favourite lunch because my grandparents eat with us. We have lunch at one o'clock. First, there's always a big salad with tomatoes and cheese. I don't like cheese so I only eat the tomatoes. Next, we have fish with rice, or chicken with potatoes and vegetables. I really like chicken and potatoes. Finally, we have fruit or ice cream. I love chocolate ice cream!



2 Read the blog post again and answer.

- 1 Who does Camila have lunch with on Sunday?
- 2 What time do they eat?
- 3 What does the family eat first?
- 4 What does the family eat with their fish?
- 5 What's Camila's favourite food?

Using first, next and finally to put a list of activities in order

When we talk about lots of things we do, we need to make the order clear.
 First, we have some bread.
 Next, we have some pasta.
 Finally, we have pineapple or watermelon.

3 Look at the blog post again and put the sentences in order.

- a Finally, we have fruit or ice cream.
- b First, there's a big salad.
- c Next, we have fish or chicken.

4 Plan and write a blog post about your favourite lunch.

[Go to Activity Book, p.29](#)

Activity 3

- 1 b
- 2 c
- 3 a

What do you know now?

Think about Unit 2.
[Go to Activity Book, p.32](#)

Key learning outcome: Write a blog post

Plan Imagine your favourite lunch. Read the questions and make notes.

- 1 Who do you have your favourite lunch with? _____
- 2 Where do you eat? _____
- 3 What do you eat first? _____
- 4 What do you eat next? _____
- 5 What's your favourite part of the meal? _____

Pupils' own answers

Write Write a blog about your favourite lunch. Use *first, next, finally*.

About Blog Latest posts Archives

I have my favourite lunch with _____ in _____.

_____, we have _____.

_____, we have _____.

My favourite part of the meal is _____.

Pupils' own answers

Check Read and check your work with a friend.

- I use capitals at the start of sentences.
- I say what food I like.
- I write in a logical order with *first, next* and *finally*.
- I use my picture dictionary to check my spelling.

Objectives: Plan and write a blog post

Recycled language: *cheese, chicken, chocolate, fruit, ice cream, pasta, rice, salad, vegetables; There's always a big salad ...*

Materials: Classroom Presentation Kit,  Something for Everyone Book, Assessment Rubric

Opening routine

To **focus** the class, do Mindfulness routine 2 on p. 32.

Pupil's Book, page 31

Follow the **Before you read routine** and the **Model text and writing sub skill routine** on p. 31.

1 2.14 Read the blog post. Do you like Camila's lunch? Why? / Why not?


Before reading, ask pupils the following questions:

Which person do you think is Camila?

Who do you think she's with?

Engage Divide the board into two columns and write *I like Camila's lunch because ...* in one column and *I don't like Camila's lunch because ...* in the other. Ask the class for ideas about how to complete each sentence and write them on the board. Then put the pupils into pairs to answer the questions, using the words from the board for help.

2 Read the blog post again and answer.

 In activity 2, have pupils share their answers with a partner to practice interpreting and explaining a text by **relaying specific information** about it to someone else.

Writing skill: Using *first, next* and *finally* to put a list of activities in order

Before the lesson, write the words *first, next* and *finally* on three large pieces of card. Stick these on the board, in that order. Next to *first*, write *I wake up*. Elicit what we can write next to *next* (e.g. *I have breakfast*) and next to *finally* (e.g. *I brush my teeth*). Then wipe off these examples, and elicit other examples, using vocabulary pupils are familiar with. Ensure that all examples make sense in terms of the order they are in (e.g. it doesn't make logical sense to say: *First I eat ice cream. Next I eat chicken.*).

3 Look at the blog post again and put the sentences in order.

4 Plan and write a blog post about your favourite lunch.

Follow the **Writing activity routine** on p. 31.

Activity Book, page 29

Follow the **Activity Book routine** on p. 31.

Plan Imagine your favourite lunch. Read the questions and make notes. 

Write Write a blog about your favourite lunch. Use *first, next, finally*. 

Check  Read and check your work with a friend. 

Pupil's Book, page 31

What do you know now? 

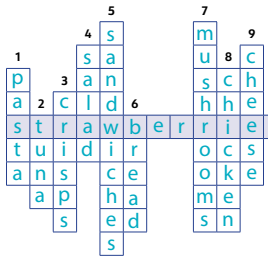
Follow the **Assessment for learning: Progress review routine** on p. 31.

Closing routine

Do TPR Dynamic routine 3 on p. 32.

Review

1 Look and complete the puzzle.

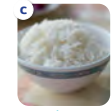


What's the mystery word?
strawberries

2 Write the words under the pictures. Read and match.



ice cream



rice

- 1 You can eat them with lemon or chocolate sauce.
- 2 It's red and you can eat it with pasta.
- 3 An apple is this.
- 4 It's very cold and great in summer.
- 5 A potato is this.
- 6 It's white and small.



vegetables



tomato sauce



fruit



pancakes

Are these words uncountable in your language?
pasta rice bread salad

3 Look and correct the sentences.

- 1 There are some mushrooms.
There aren't any mushrooms.
- 2 There isn't any cheese.
There's some cheese.
- 3 There's some salad.
There isn't any salad.
- 4 There aren't any biscuits.
There are some biscuits.
- 5 There are some strawberries.
There aren't any strawberries.
- 6 There's some ice cream.
There isn't any ice cream.



4 Read, look and complete.

1 Are there any strawberries, Emma? Yes, there are .

2 Is there any chocolate? No, there isn't.

3 Is there any bread? Yes, there is.

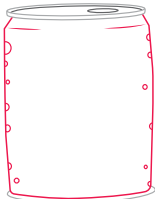
4 Are there any fizzy drinks? Yes, there are.

5 Is there any pizza? No, there isn't.

Think about Unit 2

Read. Write or draw, colour or circle and tick (✓) your answers.

In this unit, I ...



To learn I usually ...

Now I can ...



My favourite part is ...



How I feel about my work in this unit:



What can I do next?

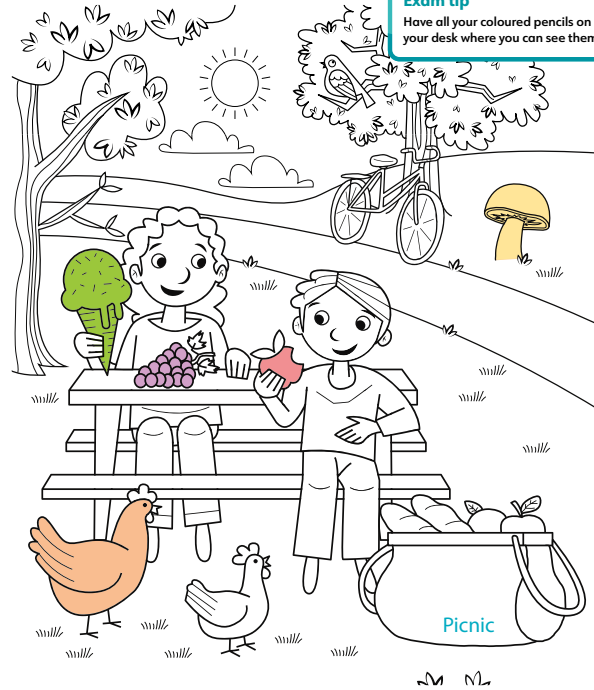
- I can ...
- practise the new words.
- read the story again.
- sing the songs again.
- play the digital games.

Go to the map on pp.4-5 and draw your unit pass.

Exam practice 2

1 Listen and colour and write.

Exam tip
Have all your coloured pencils on your desk where you can see them.



Objectives: Review vocabulary and grammar from Unit 2; Assessment for learning Unit 2;

Exam practice: A1 Movers Listening, Part 5

Materials: Classroom Presentation Kit

Opening routine

To **energise** the class, do TPR Dynamic routine 2 on p. 32.

Activity Book, pages 30–33

1 Look and complete the puzzle.

Point out to pupils that they need to look at the numbers at the top of each column first.

2 Write the words under the pictures. Read and match.

Support Provide the first or last letter for each word.

Are these words uncountable in your language?

Ask pupils how they say the words in their language, then as a class try to count them or add an indefinite article before them and ask the pupils if it sounds correct to identify together which are uncountable.

3 Look and correct the sentences.

Support Write the mistakes in the sentences on the board (e.g. for number 1 write *are some*). Ask pupils to underline the problems by looking at the board before asking them to correct the mistakes.

Reach higher Ask pupils who need extra challenge to write two or three more sentences about the pictures, using *some/any*.

4 Read, look and complete.

Think about Unit 2

Read. Write or draw, colour or circle and tick (✓) your answers.

Follow the **Assessment for learning: Progress review routine** on p. 31.

Exam practice

1 2.5 Listen and colour and write.

Exam tip

A1 Movers Listening, Part 5

Ask pupils to put all of their coloured pencils/pens on their desks, so they can see all the colours. Explain that this is important in this type of exam task, so they can listen and quickly choose the correct colour.

Adult: Can you see the children in this picture. What are they doing?

Girl: They're eating.

Adult: That's right. The girl's got an ice cream in her hand. Colour that please.

Girl: OK.

Adult: Make it green.

Narrator: Can you see the green ice cream? This is an example. Now you listen and colour and write.

1 **Adult:** Now, what's the boy eating?

Girl: He's eating an apple.

Adult: That's right. Colour it with your red pencil, please.

Girl: OK. I like apples.

2 **Adult:** Can you see the grapes on the table?

Girl: The grapes?

Adult: Yes. They're on the table between the boy and the girl.

Girl: Oh, yes!

Adult: Colour them purple.

3 **Adult:** Can you see the bag next to the table?

Girl: Yes, I can.

Adult: I'd like you to write the word 'Picnic' on it.

Girl: OK.

4 **Adult:** Now, can you see any animals in the picture?

Girl: Yes, I can. I can see two chickens, a big one and a small one, and there's a bird in the tree.

Adult: Yes, now colour the big chicken orange.

5 **Adult:** And now in front of the tree there's a mushroom.

Girl: Yes, it's a very big mushroom.

Adult: Colour the mushroom yellow.

Girl: OK.

Adult: Thank you! Well done!

Closing routine

Do Communication routine 3 on p. 32.