

## 3

## The picnic

Lesson 1 CB page 19

## Introducing vocabulary

## Lesson objectives

Become familiar with food and drink vocabulary

Join in a chant

Listen and identify food and drink

## Language

**Core:** Food and drink: *apple, banana, orange, fizzy drink, biscuit, cake, chocolate bar, yoghurt, sandwich, juice*

**Extra:** *Here you are.*

**Review:** *Please; Thank you / Thanks; Pass me ...*

## Materials

Norton; Norton's kit box; CD 1.41–1.42; Food and drink flashcards (47–56); Bookmark; Food and drink picture cards (PMB p16) – one photocopied set per pupil; Food and drink word cards (PMB p17) – one photocopied set per pupil (*optional*)

## Beginning the lesson

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Talk to the pupils about food and drink. Ask them if they know any words in English for food or drink. Ask them what words they would like to learn.
- Use the food and drink flashcards to teach the new vocabulary.
- Use the food and drink flashcards to play a game, e.g. *True or not true?* (page 19).

1 Look and say. Listen and find. CD 1.41 CB page 19

- Talk to the pupils about what they can see in the picture. Who are the people? What do they think is happening? Summarize their comments in English: *Yes, we can see Fred, Flo, and Titch's Mum and Dad. There is lots of food.*
- Talk about all the food and drink they can see here: *Point to the (bananas). How many (oranges) can you see?*
- Ask the pupils to find and say all the new food and drink words in the picture.
- Explain that Fred, Flo, and Titch are going on a picnic with their Mum and Dad, and that Mum and Dad are packing the picnic boxes. Ask the pupils to find each picnic box: *Point to (Flo's) picnic box.*
- Tell the pupils to use their bookmarks to find each food and drink item as they listen to the CD.
- Play the CD, pausing after each dialogue to check they have found the food and drink items.

## Transcript

Flo's Mum Pass me a sandwich, please.

Flo's Dad OK. Here you are.

Flo's Mum Thank you.

Flo's Dad Pass me an apple, please.

Flo's Mum OK.

Flo's Dad And a banana, please.

Flo's Mum An apple ... and a banana. Here you are.

Flo's Dad Thank you.

Flo's Mum Pass me a chocolate bar, please.

Flo's Dad OK!

Flo's Mum And a cake, please.

Flo's Dad A chocolate bar ... and a cake. Here you are.

Flo's Mum Thanks.

Flo's Dad Pass me a juice, please. And a fizzy drink.

Flo's Mum Here you are. A juice ... and a fizzy drink.

Flo's Dad Thank you.

Flo's Mum Pass me a biscuit, please.

Flo's Dad A biscuit ... Here you are.

Flo's Mum Thank you.

Flo's Dad Pass me an orange, please.

Flo's Mum Here you are.

Flo's Dad Thanks. And pass me a yoghurt, please.

Flo's Mum Here you are.

Flo's Dad Thank you.

**TEACHING TIP:** The picture shows a filled bread roll. Explain that a sandwich can be made of any type of bread (sliced bread, baguette, etc) as long as there is a filling between two pieces of bread.

2 Listen and say. CD 1.42 CB page 19

- Put the flashcards in a row in the same order as the chant (see Class Book page 84 for the words).
- Tell the pupils that they're going to listen to a chant about food and drink, and that they should point to each flashcard as they hear it mentioned. Play the CD.
- Give the flashcards to eight different pupils. Ask them to stand in a row and hold their card up high and take it down again quickly when they hear their word in the chant.
- Play the CD again. When two items come together, e.g. juice and yoghurt, let the pupils hold both flashcards up.
- Say the chant with the class a few times. Say it in different ways: *Now say it very quietly ... and now loudly.*

## Make the picture / word cards

- Give out photocopies of the food and drink picture cards.
- Let the pupils colour them and cut them out.
- Use Norton to teach the phrase *Pass me ...* and to demonstrate the activity:  
Norton: *Pass me a (juice), please.*  
Teacher: *Here you are.*  
Norton: *Thanks! / Thank you!*
- Let the pupils practise in pairs.
- If you are using the word cards, let the pupils cut them out and match them with the picture cards.

## Lesson 2 AB pages 20–21

### Practising vocabulary

#### Lesson objectives

- Review food and drink vocabulary
- Listen and identify food and drink
- Listen and identify extended lists using visual clues

#### Language

**Core:** Food and drink vocabulary

**Extra:** *My favourite!*, *lunch*

**Review:** Language used so far

#### Materials

Norton; Norton's kit box; CD 1.43–1.45; Food and drink flashcards (47–56); Food and drink text cards (optional); PMB food and drink picture cards (optional); PMB food and drink word cards (optional)

### Beginning the lesson 1.42

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Use the food and drink flashcards to help the pupils recall the vocabulary.
- Play a game, e.g. *Uncovering a card* (page 20).
- Put the flashcards on the board. If you are using the text cards, let Norton hold them up and read them. Then put the text cards beside the flashcards on the board, focusing on the initial sounds while saying the words.
- Say the food chant again (CD 1.42), pointing to the flashcards as you hear them.

### 1 Listen and circle. 1.43 AB page 20

- Ask the pupils to identify all the food and drink items before they listen.
- Explain to the pupils that they have to listen carefully and circle the picture of the food or drink they hear.
- Play the CD. Make sure the pupils understand the meaning of *My favourite!*

#### Transcript

- 1 A banana! My favourite!
- 2 A fizzy drink! My favourite!
- 3 A sandwich! My favourite!
- 4 A yoghurt! My favourite!
- 5 A chocolate bar! My favourite!
- 6 A biscuit! My favourite!

- Check the answers with the class, and talk about whether the foods are healthy or unhealthy: *What does number one have? A banana. Yes, a banana and it's good for you.*

### 2 Listen and match. 1.44 AB page 20

- Talk to the pupils about the characters and the food and drink. Ask the pupils to guess what the characters will choose: *What does Norton want? An apple?*
- Tell them they have to listen carefully and draw a line from the character to the food or drink they ask for.

#### Transcript

- 1 Poppy Pass me an orange, please.  
Adult Here you are.  
Poppy Thank you!
- 2 Bing Pass me a juice, please.  
Adult Here you are.  
Bing Thank you!
- 3 Titch Pass me an apple, please.  
Adult Here you are.  
Titch Thank you!
- 4 Norton Pass me a cake, please.  
Adult Here you are.  
Norton Thank you!

- Check the answers with the class, then organize the pupils in small groups. Let them practise the mini dialogues by asking you for the flashcards, e.g. group 1 is Poppy and says in chorus *Pass me an orange, please.*

### 3 Listen and match. 1.45 AB page 21

- Explain to the pupils that the characters are talking about their picnics. The pupils have to listen carefully and match each character to the correct picnic box. Explain the meaning of *lunch*.

#### Transcript

- Presenter Find Flo's lunch.  
Flo Look! An apple, a juice and a biscuit!  
Presenter Find Fred's lunch.  
Fred Look! A biscuit, a banana and a yoghurt!  
Presenter Find Poppy's lunch.  
Poppy Look! A fizzy drink, a cake and a sandwich!

#### ANSWERS

Flo, box 3 Fred, box 2 Poppy, box 1

### 4 Look at activity 3. Read and tick ✓ or cross X.

AB page 21

- When the pupils have finished they can look at the written lists below the picture, tick the items on each list that they can see in the picnic boxes, and put a cross for the item that they can't see.

#### ANSWERS

Flo, banana [X] Fred, chocolate bar [X]  
Poppy, orange [X] All other items should be ticked.

#### FAST FINISHERS:

Pupils who finish all of the above tasks could complete the activity at the bottom of page 21.

Give them a piece of paper to draw their favourite fruits. At the end, you can ask them to hold up their pictures and say: *My favourite fruit is (a banana).*

#### Play a game

- Use the flashcards to play a game with the whole class, e.g. *What's missing?* (page 21).

## Lesson 3 CB pages 20–21, PMB pages 18–19

### Story

#### Lesson objectives

- Predict from visual clues
- Listen to a story and join in a rhyme
- Find details in a picture and practise story language
- Sequence story events and make a story book

#### Language

**Core:** *I've got (a banana).*

**Extra:** *park; picnic; Can I have ...?, too; What have you got?; naughty*

**Review:** Food and drink; Language used so far

#### Materials

Norton; Norton's kit box; CD 1.46; Food and drink flashcards (47–56); Story Frames Book; Character masks (PMB pp3–5); PMB Story Frames (PMB pp18–19) – one set per pupil; Scissors; Stapler

### Beginning the lesson

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Put the food and drink flashcards on the board and let the pupils ask you for them. Use Norton to remind pupils of the dialogue from Lesson 1:  
Norton: *Pass me a (banana), please.*  
Teacher: *Here you are.*  
Norton: *Thank you. / Thanks.*

### 1 Listen and point. 1-46 CB pages 20–21

- You may like to use the Story Frames Book to present the story.
- Let the pupils look at the pictures. Ask them to name all the food and drink they know. *What's in (Fred's) box? What's Mr Fixit got?*
- Ask them to predict what the story is about, and summarize their suggestions. *Yes, the banana falls on the ground. Titch is shaking the fizzy drink.*
- Ask the pupils to listen and follow the story in the Class Book, pointing to each frame.
- Play the CD. Practise 'good listening' and use your 'silence signal'.

### Transcript

- 1 **Narrator** The children are in the park.  
All A picnic! Yum!
- 2 **Narrator** Poppy and Bing open their picnic boxes.  
Bing I've got a banana!  
Titch Can I have a banana too?
- 3 **Narrator** Titch has got a banana.  
Titch Oh!  
Flo Yuck!
- 4 **Fred** I've got a fizzy drink. Yum!  
Titch Look! I've got a fizzy drink too.
- 5 **Titch** Oh!  
**Fred** What have you got, Mr Fixit?

- 6 **Narrator** Mr Fixit's hungry.  
**Mr Fixit** I've got biscuits ...  
and a juice ...  
and an orange ...  
and a big chocolate cake!
- 7 **Narrator** Mr Fixit opens the kit.  
**Mr Fixit** Oh no!  
Norton! Naughty bird!  
Naughty, naughty Norton!  
**Children** Norton! Naughty bird!  
Naughty, naughty Norton!  
**Narrator** Oh dear. Poor Mr Fixit!
- 8 **Norton** I'm sorry. Here you are!  
**Children & Mr Fixit** YUCK!  
**Titch** Thank you!

- Talk about the story and the pupils' predictions.
- Teach the rhyme: *Norton! Naughty bird! Naughty, naughty Norton!*
- Teach some actions, e.g. *Naughty bird!* – shake a finger.
- Listen to the story again. Encourage the pupils to join in with the rhyme and do the actions.

### 2 Find and number. Say. CB page 21

- Talk to the pupils about the cut-out pictures from the story: *Who's this? Where's this picture in the story? That's right, it's here – frame (2).*
- Let the pupils look back through the story, find the same pictures, and write the number of the frame they are in.
- Go through the answers with the class. Then ask the pupils to try to remember what the character says in each case. Model the phrase and encourage the whole class to join in and practise in chorus.

#### ANSWERS

[from left to right] Bing (frame 2): 'I've got a banana.'  
Norton (frame 8): 'I'm sorry. Here you are!' Flo (frame 3): 'Yuck!' Mr Fixit (frame 7): 'Oh no!' Fred (frame 4): 'I've got a fizzy drink. Yum!' Titch (frame 1): 'A picnic! Yum!' Titch (frame 4): 'Look! I've got a fizzy drink too!'

### 3 Listen again and act. 1-46 CB page 21

- Explain that the pupils are going to listen to the story again, and mime it as they listen.
- Select seven pupils and assign them a character (Flo, Bing, Titch, Fred, Poppy, Mr Fixit, Norton). Ask them to come to the front of the class. Position them appropriately.
- You may wish to use the character masks to enable them to get into character more easily.
- Play the CD and ask them to mime their part. If they feel confident, they can say the words along with the recording.
- Repeat with different groups.

### Make a story book PMB pages 18–19

- Tell the pupils that they are going to make their own story book. Refer back to the instructions in Unit 1 Lesson 3.

## Lesson 4 CB page 22, AB page 22

### Language focus

#### Lesson objectives

Review the language structure *I've got ...*

Personalize familiar language:

Practise asking questions with *What have you got?*

#### Language

**Core:** *I've got ...; What have you got?*

**Extra:** *lunchbox; Lucky you!*

**Review:** Food and drink; Language used so far


#### Materials

Norton; Norton's kit box; CD 1.47–1.49; Food and drink flashcards (47–56); PMB food and drink picture cards

### Beginning the lesson

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Use Norton to pick up the food and drink flashcards one by one and ask the pupils to guess what is on each card: *What's this? Can you guess?* He could show each flashcard and say *I've got a (yoghurt)*.
- Give out the PMB food and drink picture cards to play *Snap*. Ask the pupils to put their picture cards face down in a pile. Norton puts the flashcards face down in a pile. He turns over the first flashcard, saying *I've got a (banana)*. The pupils turn over their first card at the same time. If they turn over the same card as Norton, they stand up and say what they have: *Snap! I've got a (banana)*.

### 1 Listen and find the food. Say the names.

 1-47 CB page 22

- Look at the picture with the pupils. Explain that they are going to listen to each of the characters describing what is in their lunchbox. They should point to each item of food as they hear it, and identify who is speaking each time.
- Play the CD, pausing after each dialogue to check answers.

#### Transcript

- 1 **Bing** What have you got in your lunchbox?  
**Fred** I've got an orange ... and I've got a yoghurt.  
**Bing** Nice!  
**Fred** I've got a juice.  
**Bing** Yum!  
**Fred** And I've got a cake!  
**Bing** Lucky you!  
**Presenter** Who is it?
- 2 **Poppy** What have you got in your lunchbox?  
**Bing** I've got a banana ... and I've got a sandwich.  
**Poppy** Nice!  
**Bing** I've got a juice.  
**Poppy** Yum!  
**Bing** And I've got a chocolate bar!  
**Poppy** Lucky you!  
**Presenter** Who is it?
- 3 **Fred** What have you got in your lunchbox?  
**Poppy** I've got an apple and a yoghurt.  
**Fred** Yum!

- Poppy** I've got a sandwich.  
**Fred** Nice.  
**Poppy** And I've got a fizzy drink.  
**Fred** Lucky you!  
**Presenter** Who is it?

#### ANSWERS

1 Fred 2 Bing 3 Poppy

### 2 Listen and say the colours. 1-48 Listen again and repeat. CB page 22

- Look at the pictures with the class. Point out the four lunchboxes and the food that is in each one. Revise colour words by pointing to each box and eliciting the colour.
- Explain to the pupils that they are going to listen to four conversations, and that they should say the correct colour of each lunchbox.
- Play the CD, pausing after the first line for the class to answer, then continuing to confirm the answers.

#### Transcript

- 1 **A** I've got a cake. I've got a biscuit.  
**B** Red!
- 2 **A** I've got a sandwich. I've got a banana.  
**B** Blue!
- 3 **A** I've got an orange and a juice.  
**B** Orange.
- 4 **A** I've got a juice and an apple.  
**B** Green!
- Play the CD again for the class to repeat each line.
  - Use the pictures as a prompt for pairwork. Model a dialogue with a stronger pupil: *I've got a sandwich. I've got a biscuit.* Encourage the pupil to answer: *Green!* Refer to the language box at the top of the page if you want to study the written form.
  - Ask the pupils to continue the activity in pairs.

### 1 Listen and number. 1-49 AB page 22

- Look at the pictures and explain that they each show part of an item of food or drink. The pupils listen and number.

#### Transcript

- 1 I've got a chocolate bar.  
2 I've got an apple.  
3 I've got an orange.  
4 I've got a fizzy drink.  
5 I've got a yoghurt.

#### ANSWERS

3, 1, 4, 2, 5

### 2 Draw 3 things in your picture. Ask, answer and draw. AB page 22

- Remind the pupils of the question: *What have you got?* Use Norton to model an exchange. Give Norton some food and drink flashcards. Ask: *What have you got?* Norton answers: *I've got (a cake)*.
- Look at the activity. Explain that on the first rug the pupils draw three picnic items from the words they have learnt.
- In pairs, the pupils take turns to ask *What have you got?* They draw the items their partner describes on the second rug. They compare pictures to check answers.

## Lesson 5 AB pages 23–24

### Language focus

#### Lesson objectives

Review and become familiar with food and drink vocabulary

Review and become familiar with the structure *Pass me a ...* and *Here you are*.

#### Language

Extra: *swap*

Review: Food and drink; Language used so far

#### Materials

Norton; Norton's kit box; CD 1.50–1.52; PMB food and drink picture cards

### Beginning the lesson

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Play *What's missing?* (see page 21).

### 1 Match. Listen, follow and check. 1-50

AB page 23

- Look at the first sequence with the pupils. Ask them to say the first four food words: *biscuit, cake, apple, biscuit*. Stop them and ask what the next food word should be: *cake*. Then ask them to look at the pictures on the right and find the correct picture.
- The pupils draw a line and repeat with the remaining sequences.
- Play the CD and encourage the pupils to listen, follow the sequences and check their answers.

#### Transcript

- 1 biscuit – cake – apple – biscuit – cake
- 2 yoghurt – fizzy drink – yoghurt – fizzy drink – yoghurt
- 3 chocolate bar – banana – banana – chocolate bar – banana
- 4 sandwich – juice – sandwich – juice – sandwich

#### Write.

- To complete the exercise, pupils write the correct words under the pictures. Remind them to use the word bank for support.

#### ANSWERS

1 cake 2 yoghurt 3 banana 4 sandwich

### 2 Listen and number. 1-51 Listen again and repeat. AB page 23

- Look at the pictures with the pupils. Ask them to point to and name items of food and drink that they recognize.
- Explain that they are going to hear four conversations. They should listen carefully and number each picture.

#### Transcript

- 1 Girl Pass me a banana, please, Mum.  
Woman Here you are.  
Girl Thanks.
- 2 Boy Dad, pass me a fizzy drink, please.

Man Here you are.

Boy Thank you.

- 3 Girl Pass me a sandwich, please, Dad.

Man Here you are.

Girl Thank you.

- 4 Boy Mum, pass me a biscuit, please.

Woman Here you are.

Boy Thanks.

#### ANSWERS

[from left to right] 3, 2, 4, 1

### 3 Listen and draw a line. 1-52 Listen again and repeat. AB page 24

- Introduce the word *swap* using Norton and real things in the classroom.
- Demonstrate the meaning with a confident pupil. Ask the pupil to pick up a pen or rubber, and hold up a classroom object yourself. Model the following dialogue:  
You: *I've got a (pencil).*  
Pupil: *I've got a (pen).*  
You: *Swap?*  
Pupil: *OK!*  
You: *Thank you!*  
Then swap items with the pupil.
- Ask the pupils to look at the activity and listen. Explain that they should find the foods mentioned on the page, and draw a line to match two of the speakers.

#### Transcript

- 1 Girl A I've got a yoghurt.  
Girl B I've got an orange.  
Girl A Swap?  
Girl B OK.  
Girl A Thank you!
- 2 Boy A I've got a juice.  
Boy B I've got a fizzy drink.  
Boy A Swap?  
Boy B OK.  
Boy A Thank you!
- 3 Girl C I've got an apple.  
Boy C I've got a chocolate bar.  
Girl C Swap?  
Boy C OK.  
Girl C Thank you!

- Play the CD again for the class to repeat each line.

### 4 Look at activity 1. Draw the food. AB page 24

- Look at the pictures with the pupils. Point out that they are arranged in the correct pairs from activity 3. Explain that in each case the children have swapped the missing food item with their friend.
- Explain that they should draw the item of food which has been swapped in the box of the child who now has it.

#### ANSWERS

[from left to right] orange, yoghurt, fizzy drink, juice, chocolate bar, apple

**TEACHING TIP:** In preparation for Lesson 6 you may wish to complete the relevant part of the Picture Dictionary for Unit 3 (see Activity Book page 94).

## Lesson 6 CB page 23, AB page 25

### Learning for life

#### Lesson objectives

Review vocabulary and language of the unit

Learn about washing our hands before meals

Join in a song

#### Language

**Extra:** *It's time for tea; Wash your hands; Show me your hands; clean; dirty; chocolate mousse*

**Review:** Food and drink; Language used so far

#### Materials

Norton; Norton's kit box; CD 1.53–1.54; Food and drink flashcards (47–56); your own completed Picture Dictionary page for Unit 3; Food and drink text cards (optional)

### Beginning the lesson

- Say the kit chant and use Norton to help you present the items for today's lesson.

#### 1 Listen and sing. 1.53 CB page 23

- Talk about the picture of the children's tea. Ask the pupils what they can see on the table, and ask them what they have themselves for tea or a light meal in the evening.
- Use the pictures to teach: *show me your hands, wash your hands, clean and dirty*.
- Teach the pupils actions and play an action game:  
*Show me your hands* – pupils hold out their hands.  
*What dirty hands!* – pupils wiggle their fingers and make a face.  
*Wash your hands* – pupils rub their hands together.  
*What clean hands!* – pupils wave their hands in the air.
- Talk about the importance of washing your hands even when your hands don't look dirty.
- Play the song and encourage the pupils to point to the food and the correct pictures for each verse. Explain the meaning of *chocolate mousse*. The song words are on page 85 of the Class Book.
- Remind the pupils of the actions for the song.
- Sing the song again with the pupils and encourage them to do the actions.

#### 1 Listen and number. 1.54 AB page 25

- Talk to the pupils about the pictures: *What can you see on the table? Are his / her hands clean or dirty? She's got nice clean hands. He's saying 'Wash your hands!'*
- Tell the pupils to listen carefully and match the correct dialogue to each pair of pictures by writing the correct number in each box.
- Play the CD, pausing after each dialogue to check the answers with the class.

### Transcript

- 1 **Boy A** Wash your hands.  
**Boy B** OK.  
**Boy B** I've got juice and a cake. Yum!
- 2 **Dad** It's time for tea! Wash your hands.  
**Children** OK, Dad.
- 3 **Boy** I've got a sandwich and a banana. And a yoghurt. My favourite!  
**Mum** Show me your hands. What dirty hands! Wash your hands, please!
- 4 **Dad** What dirty hands! Wash your hands, please.  
**Girl** OK, Dad.
- 5 **Mum** Show me your hands. What clean hands! It's time for tea.

#### ANSWERS

[from top to bottom] 3, 5, 2, 1, 4

### Mid-unit vocabulary review (categorizing)

- Use the Class Book to remind the pupils of all the activities and language covered so far in this unit. Praise them for their progress.
- If possible, arrange the pupils around the board. Use the food and drink flashcards (and text cards if you are using them) to do a categorizing activity.
- Ask the pupils to categorize the flashcards in different ways: *food and drink; fruit and non-fruit; class favourites and non-favourites*.
- Organize the flashcards on the board in these categories, following the pupils' suggestions.
- See if the pupils have any other ideas, and organize the flashcards according to what they say.
- Talk about foods that are good for you and foods that you shouldn't eat too often. Reorder the flashcards into these two groups. Be ready to recast words or phrases from the pupils' L1 contributions: *An apple is a fruit. It's good for you. A biscuit isn't fruit.*

### Picture Dictionary AB page 94

- Show the pupils your completed Picture Dictionary page for Unit 3.
- Ask them to find page 94 in their Activity Book and the food and drink stickers for Unit 3. Remember that they have not yet covered all the vocabulary in the unit, so explain that they will complete this page later in the unit.
- Tell them they have to put the stickers on this page in the correct places and that they have to read the words on the page to work out where each sticker goes.

## Lesson 7 CB pages 24–25, AB page 26

### Learning through English

#### Lesson objectives

- Become familiar with more food vocabulary
- Get to know about how much sugar there is in different foods and drinks
- Listen, identify, and count spoons of sugar

#### Language

- Core:** *cereal bar, carrot, bread roll, milk, good, bad*
- Extra:** *(Three) spoons of sugar.*
- Review:** Food and drink; Language used so far

#### Materials

Norton; Norton's kit box; CD 1.53, 1.55; Bookmark; Food and drink flashcards (47–61); Food and drink picture cards for the new items (PMB p16) – one photocopied set per pupil; Food and drink text cards (optional); Empty packages of food and drink (optional); Food and drink word cards for the new items (PMB p17) – one photocopied set per pupil (optional)

#### Beginning the lesson 1.53

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Sing the *Time for tea* song from Lesson 6. Encourage the pupils to do the actions and join in.
- Use the flashcards to teach the new vocabulary. Put the new flashcards with the other food and drink flashcards and play a game, e.g. *Pronunciation circle* (page 19).
- Ask the pupils which foods they think have sugar in them. Ask how sugar can affect your teeth and weight.
- Ask them if sugar is good or bad for you. Talk about the following:
  - how some foods have sugar naturally and some have it added (ask them to suggest examples);
  - how foods with natural sugar are healthier, e.g. *orange, apple, and banana*;
  - how some foods with added sugar are unhealthy if eaten too often, e.g. *biscuits and cake*.
- Use the flashcards to visually categorize these groups of food and drink on the board.
- Explain that we need some sugar but we should get it from foods that have it naturally, e.g. *juice, apples, carrots*. These foods have other healthy things in them as well.

#### 1 Look and say. CB pages 24–25

- Ask the pupils to tell you the foods and drinks they can see in the picture.
- Ask the pupils to count how many spoons of sugar there are for each one. Practise the phrase: *(Three) spoons of sugar*.
- If you have brought in any other packages of food and drink, ask the pupils to guess how much sugar is in a normal portion.

**TEACHING TIP:** For the measurements in this activity, a slightly rounded teaspoon of sugar weighs around 5 g. To work out the number of spoons of sugar in any item or portion check the amount of sugar on the can or package and divide by five. Note that the amount of sugar in fizzy drinks, biscuits, and cereal bars varies hugely – you may get different results from those in the Class Book.

#### 2 Listen and find. Count and say. 1.55 CB pages 24–25

- Tell the pupils that they are going to hear children choosing food and drink items. They can use their bookmarks to find the items mentioned.
- When they find the food and drink items they should add up the spoons of sugar in the two items.
- They can tell you if the choices are good or not by saying *good* or *bad* and by putting their thumbs up for good and down for bad.
- Play the CD, pausing after each speaker to check the answers with the class.

#### Transcript

- Boy** I've got a chocolate bar and a cake. How many spoons of sugar?
- Girl** I've got a cereal bar and a banana. How many spoons of sugar?
- Boy** I've got an orange juice and a cake. How many spoons of sugar?
- Boy** I've got a bread roll and milk. How many spoons of sugar?
- Girl** I've got two biscuits and a carrot. How many spoons of sugar?
- Boy** I've got an apple and milk. How many spoons of sugar?

#### ANSWERS

1 nine spoons 2 four spoons 3 six spoons 4 two spoons 5 two spoons 6 four spoons

#### 1 Look and write the numbers. Count. Write.

##### AB page 26

- Ask the pupils to name the food and drink items on the left side of the page.
- Explain that the number next to each item shows the number of spoons of sugar it contains.
- Ask the pupils to look at the picture sums on the right side of the page. Explain that they have to write the number of spoons of sugar for each food and drink item, add them up, and then write the total.

#### ANSWERS

1  $3+1=4$  2  $2+1=3$  3  $2+0=2$

- Optional writing activity: Pupils can write the food and drink words under the pictures.

#### Make the picture / word cards

- Give out the new food and drink picture cards.
- Make and use the picture / word cards as described in Unit 1 Lesson 2.

**TEACHING TIP:** In preparation for Lesson 8 you may like to make your own spoon (PMB page 14).

## Lesson 8 AB page 26, CB page 25, PMB page 20

### Learning through English

#### Lesson objectives

- Review food and drink vocabulary
- Make a paper spoon
- Practise ordering and sequencing work

#### Language

- Extra:** *Good for you; Bad for you*
- Review:** Food and drink; Language used so far

#### Materials

Norton; Norton's kit box; Food and drink flashcards (47–61); Food and drink text cards (optional); 'Make a spoon' (PMB p20); – one photocopy per pupil and a completed spoon (optional); Scissors; Glue

#### Beginning the lesson

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Recall vocabulary by playing a game with all the food and drink flashcards e.g. *What's missing?* (page 21).

#### 1 Choose, draw and count. AB page 26

- Talk to the pupils about what they usually eat and drink as a snack.
- Ask them to draw their snacks in the boxes and write the number of spoons of sugar each snack contains. They then add them up and write the total. (Pupils can refer to the key in Activity Book, Lesson 7 activity 1).
- Go through the results with the class to see who has the highest and lowest total. Suggest that those with a high total could try some healthier snacks (ask for suggestions). You may choose to use the Class DVD at this point.

#### 1 Make a spoon. CB page 25, PMB page 20

- Ask the pupils to look at the photos in the Class Book.
- Ask them to tell you what the girl in the photos is making, and what the different stages are: *Yes, she's colouring in the healthy foods, she's cutting out the spoon ...*
- Explain that they are going to make a spoon with healthy foods and drinks on one side (*Good for you*) and unhealthy, sugary foods and drinks on the other (*Bad for you*). Show them your completed spoon.
- Give out the PMB photocopies and go through the stages with the pupils:
  - 1 They colour in the healthy foods, but not the sugary foods: *Colour this side. The other side is black and white.*
  - 2 They cut out the spoon shapes: *Cut it out very carefully.*
  - 3 They stick the two sides together: *Stick them together like this.*
- While the pupils are making their spoons you can talk about their individual work. Recognize and praise their efforts.
- Fast finishers could colour the healthy foods in Activity Book page 24, Activity 9.

**TEACHING TIP:** You may wish to point out that although the types of biscuit and cereal bar shown in the Class Book are low in sugar, other types have more sugar and are less healthy.

#### Play a game

- Use the spoons to play a response game.
- Tell the pupils you are going to say a food or drink word. They have to listen carefully, and show you the correct side of the spoon: *A (banana). Yes, that's right, the coloured side. A banana's good for you, isn't it?*
- Encourage the pupils to say *Good for you!* and *Bad for you!* as they hold up their spoons.

**TEACHING TIP:** If you haven't already done so, you may wish to complete the second part of the Picture Dictionary for Unit 3 in preparation for the next lesson.

#### Further practice

**Multimedia extension:** you may now like to use the Science 1 section of the optional DVD. (Alternatively, you can save this until Level 2, Unit 6, when pupils will know more food vocabulary.)



## Lesson 9 CB page 26

### Pronunciation and speaking

#### Lesson objectives

Focus on the initial sounds /k/ and /j/

Participate in a role-play activity in pairs

#### Language

**Review:** Food and drink; Language used in this unit

#### Materials

Norton; Norton's kit box; CD 1.53, 1.56–1.57; Food and drink flashcards (47–61); PMB food and drink picture cards; Food and drink text cards (optional); PMB food and drink word cards (optional)

#### Beginning the lesson

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Use the flashcards to revise the food and drink vocabulary of the unit, e.g. play *Pass the ball* (page 21).
- If you are using the text cards play a matching game e.g. *Memory* (page 21).

#### 1 Listen and point. CD 1.56 Listen again and repeat. CB page 26

- Look at the pictures with the pupils. Ask them what they can see: *cakes, carrots, two boys, a girl, a yoghurt*.
- Explain that the boys are *cousins*. Write this on the board, along with *cake* and *carrot*. Remind the pupils of the word *cousin* from Unit 2, and ask them who Titch's, Flo's and Fred's *cousins* are (*Rosa and Dan*). If necessary, draw a family tree using the characters' names to clarify this.
- Play the CD. Encourage the pupils to point to the items as they hear them.

#### Transcript

Two cakes for two cousins,

Two carrots for two cousins,

Two cakes for two cousins,

Two carrots for two cousins!

Yellow yoghurt, yellow yoghurt, yellow yoghurt, yum!

- Play the CD again, stopping after each line. Encourage the pupils to repeat in chorus.
- Focus on the initial /k/ and /j/ sounds and ask the pupils to find the first letters of the words in the Class Book. Tell them that the /k/ sound is written with the letter 'c' and the /j/ sound is written with the letter 'y'. Invite children to tell you any other words they know that start with either of these sounds, in English or their L1.

**TEACHING TIP:** The /k/ sound can also be written with the letter 'k': *kite, kick*. The letter 'c' can also make different sounds depending on the letter that follows it, for example /s/ in *circle* and /ʃ/ in *chocolate*. Try to give only examples which fit the pronunciation covered on this page, in order to avoid confusion. The letter combination 'c + vowel' may be different in the pupils' own language, so model the examples as much as possible and provide others if necessary.

#### Play a tracing game

- Turn Norton around so that the pupils can see his back.
- Trace the letter 'c' on his back and ask him to say the sound of the letter /k/.
- Show the pupils how they can do this in pairs. When they have guessed the letter they should say the letter sound (c /k/) and then think of a word that starts with that sound (*cake*).
- If pupils need support to do this, let them look at their PMB food and drink word cards.

#### 2 Listen and point. CD 1.57 Now it's your turn.

CB page 26

- Look at the activity with the children. Remind pupils of the word *swap* and demonstrate its meaning by using Norton and real things in the classroom.
- Explain that the pupils are going to listen to three dialogues. They should listen and follow in their Class Book, and point to each picture as they hear it.

#### Transcript

1 A I've got an apple. Yuk!

B I've got a banana. Yuk!

A and B Swap?

A and B OK!

A and B Thank you! Yum!

2 A I've got a cake. Yuk!

B I've got a yoghurt. Yuk!

A and B Swap?

A and B OK!

A and B Thank you! Yum!

3 A I've got a chocolate bar. Yuk!

B I've got a cereal bar. Yuk!

A and B Swap?

A and B OK!

A and B Thank you! Yum!

- Tell the pupils they are going to play the same game in pairs. Make sure they have their crayons and paper. Ask them to think of food and drink items, and to draw these. They could cut these out or draw them on separate pieces of paper, so they can swap them with their partner. Alternatively you could ask them to use their PMB food and drink picture cards for this activity.
- When they have finished, ask a confident pair of pupils to model the activity for the class.
- Encourage the pupils to practise the dialogue in pairs, swapping an item of food each time.

#### Picture Dictionary AB page 94

- Tell the pupils to complete their Picture Dictionary with the remaining food and drink stickers.

#### Sing a song CD 1.53

- Ask the pupils what they should do before they eat.
- Remind them of the *Time for tea* song from Lesson 6, and do the actions.
- Play the song and encourage the pupils to join in.

## Lesson 10 AB pages 27–28

### Review and self-evaluation

#### Lesson objectives

Review of Unit 3

#### Language

**Review:** Food and drink; Language used in this unit

#### Materials

Norton; Norton's kit box; CD 1.56, 1.58–1.60; All materials used in Unit 3

### Beginning the lesson 1.56

- Say the kit chant and use Norton to help you present the items for today's lesson.
- Explain that as this is the last lesson in Unit 3, they will be thinking about what they have done throughout the unit.
- Ask the pupils if they can remember the words beginning with the sounds /k/ and /j/ in the phonics chant.
- Play the CD and encourage the pupils to join in the words.
- Draw outlines of some food and drink items on the board, and ask the pupils to tell you what each shape is.

### 1 Look and match. AB page 27

- Look at the activity with the class. Explain that words can be visualized as shapes, and that looking at a word's shape can help us remember it when we're writing.
- Tell the pupils to match the shapes with the words.
- Check their answers. Talk about the parts of the shapes: *How many small letters are there in that word? How many big letters are there? Yes, there are (two) letters below the line.*

#### ANSWERS

1 juice 2 sandwich 3 apple 4 cake 5 chocolate bar 6 biscuit 7 orange 8 banana 9 yoghurt

### 2 Follow and write. AB page 27

- Ask the pupils if they remember what Titch, Fred, and Mr Fixit each had for their picnic in the story.
- Explain that the characters are going on another picnic. Tell the pupils to follow the line from each character to the correct picnic box, 'collecting' food and drink on the way.
- The pupils write the collected food and drink in each box.

#### ANSWERS

Mr Fixit: juice, apple, chocolate bar

Titch: orange, yoghurt, biscuit

Fred: cake, sandwich, banana

- Let the pupils pretend to be a character and say what they've got: *I've got a (cake), a (sandwich), and a (banana).*
- Remind the pupils that we say *an apple / orange*.

### 3 Listen and number. 1.58 AB page 28

- Look at the pictures and explain that they are shadows of food and drink. The pupils listen and write the number.

#### Transcript

- 1 I've got a banana.
- 2 I've got a biscuit.
- 3 I've got a yoghurt.

- 4 I've got a juice.
- 5 I've got a fizzy drink.
- 6 I've got an apple.

#### ANSWERS

3, 1, 6, 4, 5, 2

### 4 What's missing? Listen and draw a line to

Norton. 1.59 AB page 28

- Discuss the picture with the pupils. Ask them to guess what has happened: *Norton has eaten food from the lunchboxes.*
- The pupils listen and draw a line from each lunchbox to the missing item of food in Norton's stomach.

#### Transcript

- 1 **Mr Fixit** What have you got Fred?  
**Fred** I've got a sandwich ... and a fizzy drink ... and an apple ... and ... a biscuit!  
**Mr Fixit** Fantastic.  
**Fred** Oh, no! My biscuit! Look!  
**Mr Fixit** Norton! You naughty bird.
- 2 **Mr Fixit** What have you got Flo?  
**Flo** I've got a sandwich, a juice, an orange ... and a cake!  
**Mr Fixit** Yum.  
**Flo** Oh, no! My cake! Oh, no!  
**Mr Fixit** Norton! You naughty bird.
- 3 **Mr Fixit** What have you got Bing?  
**Bing** I've got a yoghurt ... and a biscuit ... and a cake ... and an apple!  
**Mr Fixit** Lovely.  
**Bing** Oh no! My apple! Look!  
**Mr Fixit** Norton! You naughty bird!

#### ANSWERS

Fred – biscuit Flo – cake Bing – apple

### 5 Listen and write the number. 1.60 AB page 28

- Remind the pupils of the Lesson 7 topic – sugar in food and drink. Explain that they should listen and write the total amount of sugar for each of the pictures.

#### Transcript

- 1 **A** I've got three carrots. How many spoons of sugar?  
**B** Three.
- 2 **A** I've got two cereal bars. How many spoons of sugar?  
**B** Four.
- 3 **A** I've got an orange juice. How many spoons of sugar?  
**B** Three.
- 4 **A** I've got some milk. How many spoons of sugar?  
**B** Two.

#### End-of-unit review

- Review the activities and language from the unit. (Refer to Unit 1 Lesson 10 for instructions.)

#### Self-evaluation activity

- Help the pupils to complete the self-evaluation activities as described on page 13.

#### Further practice

Unit 3 Test (pages 132–133)

Review Test 1 (pages 134–135)

Skills Test 1 (pages 136–137)

Units 1–3 Reading, Skills and Revision lessons (CB pages 27–28;

AB pages 29–31)

# Me and my world

## Lesson 1

CB page 27, AB page 29

### Reading

#### Objectives

Revise language from Units 1–3 through an extended reading text

Identify authors by relating written facts to photos

Complete a fact card

Check understanding of a text

#### Language

**Core:** *My name's...*

**Extra:** *London; England; Istanbul; Turkey; Cape Town; South Africa; Rio; Brazil*

**Review:** Language from Units 1–3: *Hello; I'm...; My favourite colour is...*

#### Materials

Norton; Norton's kit box; CD 1.61; Character flashcards (1–7); PMB page 53; A soft ball

### Beginning the lesson

- Use Norton to revise the core language from Units 1 and 2: *Hello. I'm Norton. My favourite colour is (blue).*
- You could model this further by holding up character flashcard and speaking as if you are that character: *Hello. I'm (Titch). I'm (four). I've got (a brother and a sister). This is my (brother) – (hold up Fred's flashcard).*
- Explain that an alternative way of introducing yourself is to use the phrase: *My name's (Norton).*
- Practise using this phrase by adapting the *Pass the ball* game (page 21). Throw the ball to a pupil who says: *My name's (Peter).* They then pass the ball to someone else who repeats the phrase with their own name. This continues until all the pupils have had a go.
- Look at a world map with the pupils and locate the countries: England, Turkey, South Africa and Brazil.
- Ask if the pupils know anyone from these countries – personally or famous people.
- Ask: *What do you know about these countries? What is the weather like? What is the food like? Do you know any buildings?* You may be able to look up some images using the IWB.

### 1 Read and number. CB page 27

- Explain that the pupils will hear four children introducing themselves and talking about where they live and their families.
- Look at the photos with the pupils and see if any of them recognize any of the famous landmarks: *London – the London Eye; Istanbul – the Bosphorus; Cape Town – Table Top Mountain; Rio de Janeiro – Rio beach*
- Encourage the pupils to guess as much information as possible from the pictures: *boy / girl; age; country; family, etc.*

- Explain that it is important to look carefully at the pictures when they read in English as it will help them understand.
- Acknowledge the pupils' comments and be prepared to 'recast' them in English.
- Ask the pupils to read the texts and try to match them with the photos by writing a number in each box. Tell them that at this point they do not need to understand every word.
- Discuss their answers and ask them to give reasons for their choices, but do not say yet whether they are correct.

### 2 Read again, listen and check. CD 1.61 CB page 27

- Play the CD and ask the pupils to follow the texts. Explain any new language and discuss any difficulties.
- Discuss the numbering of the texts and confirm answers.
- Point to photo 1. Ask the pupils to identify which child wrote the text and ask them to give their reasons. (*The girl, because the person who wrote the text is called Rebecca. She is wearing a purple T-shirt and the text says her favourite colour is purple.*)
- Repeat with the other photos, recasting if necessary.

#### ANSWERS

[from left to right] 3, 4, 1, 2

### 1 Listen and complete. CD 1.62 AB page 29

- Explain that the pupils are going to hear further recordings from two of the children. Check that they understand the headings in the boxes.
- Tell them to listen and to complete the information cards with the correct words from the word bank.
- Play the CD, pausing to allow time to write.
- The transcript for this section can be found on page 127.

### 2 Write H (Haluk) or R (Rebecca). AB page 29

- Pupils read the sentences and decide which child from activity 1 each sentence relates to.
- Tell them to write the appropriate letter in each box (*H* if the sentence is about Haluk, and *R* if it is about Rebecca.)

#### ANSWERS

R, H, H, H, H, R, R, R

### Me and my world PMB page 53

- Give each pupil a copy of the 'Me and my world' page from the PMB. Explain that they can now write about themselves in the same way.
- Go through the sections of the worksheet and ensure the pupils understand what to include in each one.
- You could prepare a selection of photos of your country for the pupils to use, or ask pupils to find some.
- Monitor the pupils as they work and praise their efforts.
- You may like to display the finished pieces in the classroom, or give the pupils the option of including them in their Language Portfolio.

## Lesson 2 CB page 28, AB pages 30–31

### Revision

#### Objectives

Revise all vocabulary from Units 1–3

#### Language

**Review:** Colours; Food and drink; Shapes; People; All language from Units 1–3

#### Materials

Norton; Norton's kit box; Colour flashcards (8–18); Food and drink flashcards (cards 47–61); Shape flashcards (31–34); People flashcards (43–46); Family flashcards (1–3 and 35–42); Counters and coins for the board game

### Beginning the lesson

- Use Norton to welcome the pupils and say the kit chant.
- Open the kit box and take out all the different sets of flashcards. Ask the pupils if they can remember any of the flashcards from each set. As they remember them, stick the cards randomly on the board.
- You may need to give phonetic clues to remind the pupils of the cards they are struggling to remember.
- Once all the cards are on the board, call out a group, e.g. Colours, and ask the pupils to say the cards you need to take off the board to put back into the colours group.

### Play the game. CB page 28

- Explain that the game revises the language from the previous three units and that the pupils will play in pairs. The aim is to be the first player to get to the finish.
- The pupils use a coin to decide whether they move one square or two, e.g. *heads = 1, tails = 2*.
- Each square requires the pupils to either say something (indicated by a speech bubble) or sing something (indicated by musical notes).
- The pupils have to look at the picture prompts to work out exactly what they have to do.
- There are two squares (indicated by the Norton character) which allow them to move on one more place.
- The tasks for each square are listed below:
  - 1 Say the colours: *purple, yellow, green*.
  - 2 Say the words from the story (Class Book page 5): *Hello, I'm Titch!*
  - 3 Sing the song (Class Book page 7): *Listen children, stand up now.*
  - 4 Say the shapes: *big circle, small circle, small square*.
  - 5 Norton: *Move on one square.*
  - 6 Say the family members:  *aunt and uncle*.
  - 7 Say the words from the story (Class Book page 12): *I'm four. How old are you?*
  - 8 Say the words: *How old are you? I'm six.*
  - 9 Sing the song (Class Book page 15): *The curtains at the show ...*
  - 10 Say the words: *woman and boy*.
  - 11 Norton: *Move on one square.*

12 Say the words: *cake and juice*.

13 Say the words from the story (Class Book page 20): *I've got a banana!*

14 Sing the song (Class Book page 23): *Time for tea.*

15 Say the words: *bread roll and chocolate bar*.

- Say the word: *sugar*
- The pupils may not remember all of the song words but encourage them to sing the words together with their partner and praise them for their efforts.

### 1 Circle and write. AB page 30

- Point out that all the words in the word bank are from different flashcard groups and that the pupils have to circle each word in the correct colour: *colours = red, food = grey*, etc. Check that the pupils have the correct colours.
- Once they have circled the words, ask them to write them in the correct box underneath.
- Check the answers by calling out a group, e.g. *food*, and asking for all the food words in that group.

#### ANSWERS

**Food:** apple, sandwich, banana, carrot, fizzy drink

**Colours:** black, yellow, grey, white    **Shapes:** circle, square, rectangle, triangle    **People:** man, woman, boy, girl

### 2 Look, write and colour. AB page 30

- Look at the pictures with the pupils. Explain that they have to read the questions and complete the answers by looking at the birthday cards and counting the candles.
- They then need to read the rest of the speech bubbles to work out each person's favourite colour and colour the T-shirts appropriately.

### 3 Circle the correct word. AB page 31

- Quickly revise family members by holding up the flashcards and asking the pupils to call out the answers.
- Tell them that in each picture there are labels for the people and that they need to choose the correct word and circle it.
- Point out that the labels apply to the closest person.

#### ANSWERS

1 Mum, Dad, sister, brother    2 Grandma, Grandpa

3 aunt, uncle, cousin, cousin

### 4 Read and number. AB page 31

- Explain that the girl in the centre of each picture is talking about her family.
- Look at the pictures with the pupils and see if they can identify the family members.
- Ask them to read the sentences, work out which picture they relate to, and write the correct number in each box.

#### ANSWERS

2, 1, 3

### 5 Write about your family. AB page 31

- Remind the children of all the family language they have covered so far.
- Tell them to write two sentences about their family members.
- Ask individuals to read their sentences out to the class and praise them for their efforts.

