

2

STAY STRONG, LIVE LONG!

Learning objectives

By the end of this unit, your pupils will have achieved a greater understanding of the following concepts:

- the different food groups
- the benefits of a healthy diet
- the importance of eating five times a day and choosing healthy snacks
- adopting healthy habits related to physical exercise, rest and personal hygiene

Competences

This unit covers the following competences:

- Linguistic competence
- Mathematical competence and basic competences in science and technology
- Digital competence
- Learning to learn
- Social and civic competences
- Cultural awareness and expression

Key vocabulary

Food groups: carbohydrates, dairy, fats, fruit and vegetables, proteins

Meals and health: breakfast, dinner, healthy, lunch, snack, unhealthy

Healthy habits: heart, keep fit, muscles, sport

Cambridge English Qualifications practice

You will find *Pre-A1 Starters* activity types in the following exercises:

Pupil's Book, Page 29, Activity 3 – Reading and Writing Part 3

Pupil's Book, Page 80, Activity 1 – Reading and Writing Part 2

Pupil's Book, Page 81, Activity 1 – Listening Part 3

Activity Book, Page 10, Activity 5 – Reading and Writing Part 1

Activity Book, Page 11, Activity 7 – Reading and Writing Part 3

Throughout this unit, you will find the following *Pre-A1 Starters* vocabulary:

apple, banana, bread, breakfast, chocolate, dinner, drink, eat, egg, fish, food, fruit, lemon, lunch, pear, pineapple, potato, rice, sausage, sweet(s), tomato, water





Materials needed for *projects*:

- Photos from food magazines/food brochures with different types of food, notebooks
- A soft ball

Materials needed for *experiment*:

- 3 eggs, 3 bowls, water, cola, vinegar

Materials needed for other activities:

- Pictures showing human emotions, a ball of wool, tempera paint

Experiment

The experiment provides your pupils with the opportunity to think about the importance of dental hygiene. Pupils will use the scientific methods of prediction, experimentation and conclusion. They will also learn about process, as they will have to wait for the result.

Mindful time

Each unit has a mindful time feature that encourages pupils to relate learning to their feelings and emotions, their relationships with classmates, and their well-being.

In this unit, pupils learn how contracting and relaxing their body parts can help them feel calm.

Digital Lab +

Interactive activities

Flashcards: food groups, exercise

Song: *I like healthy food!*

Chant: *Be healthy*

Video documentary: *Healthy habits*

UNIT 2

PAGES 18–19

Objective:

The opening spread will allow pupils to learn about different types of food and identify healthy snacks. They will connect previous knowledge with new concepts.

Key vocabulary

carrots, food, fruit, healthy, juice, milk, sandwich, snack, unhealthy

Warm up

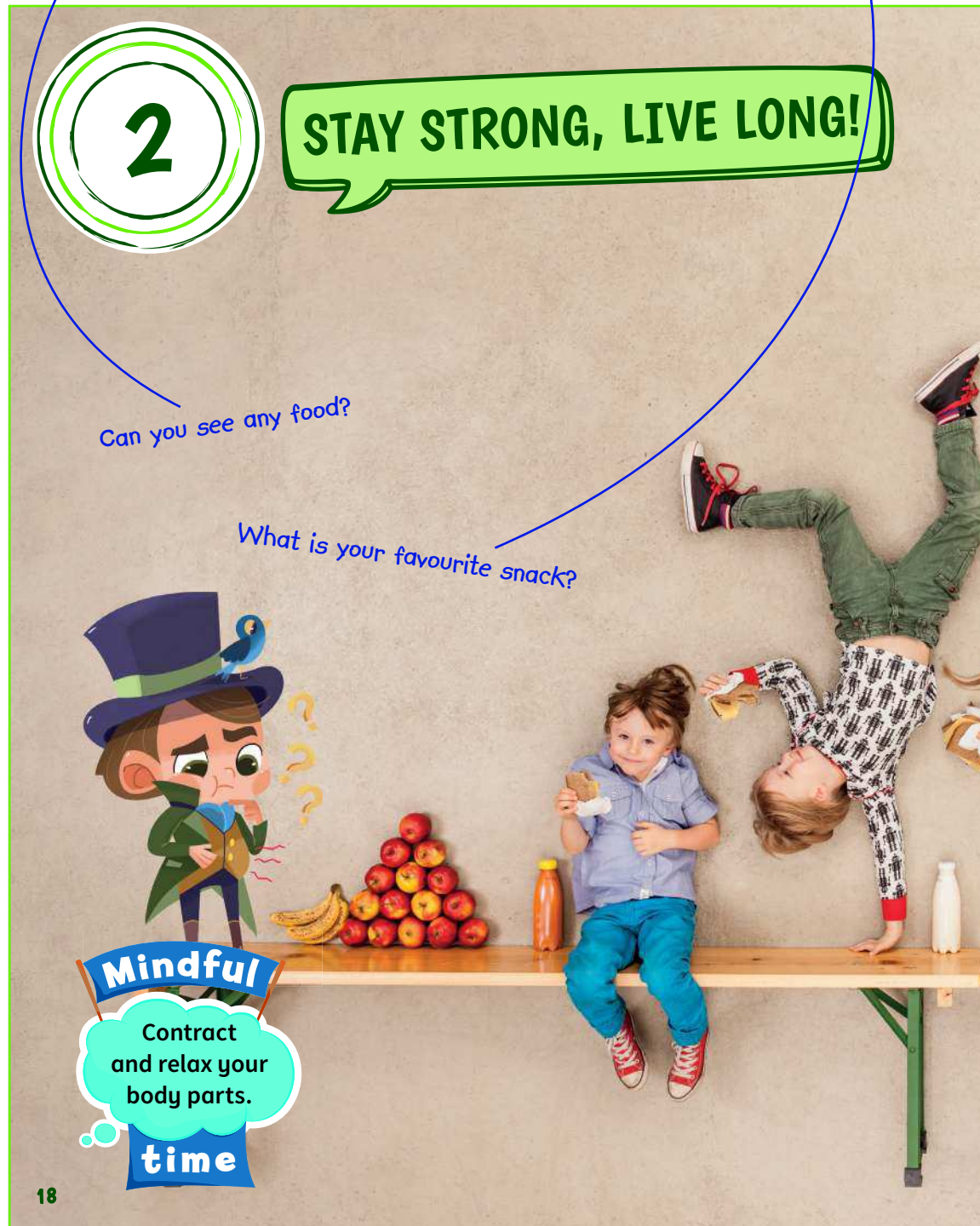
Play a short game of *Hangman* using the word *food*. Then, ask pupils to think of all the words they know for food. Write them on the board.

Main concepts

- Ask a pupil to read the title. Then ask pupils to look at the photos. Ask *What do you think we are going to learn in this unit?* – *We are going to learn about food.*
- Ask the first question to the class *Can you see any food?* Accept answers. Tell pupils to ask each other the second question *What is your favourite snack?* After pupils have responded, give them the opportunity to say their favourite snack out loud to the class. Add anything new to the words on the board.
- Say *Look at the picture. Who is not feeling well?* – *Little Darwin. What is the matter with him?* – *He has got a*

I can see apples, bananas, (a bottle of) juice, (a bottle of) milk and sandwiches.

My favourite snack is (pupils' own answers).



18

Mindful time

This Mindful time activity focuses pupils' attention on their different body parts and the muscles. Pupils should either stand up or lie down (lying down can help to relax pupils and create calm). Show pupils how to contract then relax each of the muscles in the body, starting from head to toe or vice versa. Ask pupils if they feel calmer. They can also integrate their breathing techniques from Unit 1.



stomach ache. Why do you think he has got a stomach ache? Accept all suitable answers.

- Ask pupils to read the speech bubble text. Check comprehension and explain the concept of *healthy*, e.g. *It means that it is good for you*. You can add examples, such as: *Sweets are not good for you. They are unhealthy; Fruit is good for you. It is healthy*. Use gestures if necessary, e.g. thumbs up/down; smiley/sad face.

Learn more

Use the words that you wrote on the board earlier. Ask different pupils to come to the board and circle the healthy food in green and the unhealthy food in red.

Song
The song focuses on eating healthy or unhealthy food and its consequences.

Documentary
The documentary focuses on healthy living, including the different food groups and lifestyle activities.

UNIT 2
PAGE 20

Objective:
Pupils will learn about food groups.

Key vocabulary
carbohydrates, dairy, fats, fruit and vegetables, proteins

Warm up

Books closed. Show pictures of food from the different groups. Check pupils know what they are. Say *Let's classify the food*. In groups, ask pupils to decide which food should be grouped together. When they have finished, elicit the reasons why they chose those groups.

Main concepts

- Pupils open their books and look at the different food groups. Write the names of the food groups on the board and ask pupils to reclassify the pictures from the Warm up. If possible, allow pupils to stick the pictures on the board under the correct group name.
- Ask *Are tomatoes fruit or vegetables?* As pupils give their answers, ask them why they think that.
- Read the Fun Fact.

Learn more

Ask pupils to think about which food group they eat the most of and tell another pupil.

No, they aren't.

ARE ALL VEGETABLES GREEN?

Find out

Circle your favourite food in each group.

fruit and vegetables

carbohydrates

proteins

fats

dairy

Are tomatoes fruit or vegetables?

They are fruit.

FUN FACT
Strawberries are the only fruit that have their seeds on the outside.

pictures of food

Project Step 1

What's in the box?

1 Food! Classify it into groups.



2 Make a food diary. Draw what you had for breakfast this morning. Which food groups does it belong to?



What have I learnt?

There are five food groups:

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

There are five food groups: carbohydrates, dairy, fats, fruit and vegetables, proteins. (in any order)

Try it out

MY DICTIONARY



dairy



fats



fruit and vegetables



carbohydrates



proteins

21

UNIT 2
PAGE 21

Objective:

Pupils will reinforce their knowledge of the food groups in Step 1 of the project.

Key vocabulary

dairy, fats, fruit and vegetables, carbohydrates, proteins

Warm up

Show pupils the box and ask *What's in the box?* Give pupils time to guess and answer, then provide clues, e.g. *You can eat it.* Open the box and show pupils what's inside.

Main concepts

- Say *Let's make a poster!* Pupils work in small groups. Give each group a set of pictures and a large piece of coloured card. Ask them to classify the food in the five groups, on each poster.
- Read the instructions for Activity 2 with pupils. To check comprehension, ask a pupil to tell the rest of the class what they must do. Pupils start a food diary in their notebooks.

Learn more

- Read *My dictionary* as a class. Ask pupils to find the sticker and trace the words.
- Ask pupils to read and complete the *What have I learnt?* box individually.

UNIT 2
PAGE 22

Objective:

Pupils will understand the benefits of a healthy diet and the importance of eating five times a day, choosing healthy snacks.

Key vocabulary

breakfast, dinner, healthy, lunch, snack, unhealthy

Warm up

Stick pictures of healthy/unhealthy food around the walls of the classroom. When you say *healthy/unhealthy*, pupils run and touch the correct picture.

Main concepts

- Read the lesson title as a class and discuss pupils' answers.
- Ask pupils what the two labels mean: *healthy snacks* and *unhealthy snacks*. They name the snacks and think of others they know. Then, pupils draw a healthy snack.
- Draw pupils' attention to the *Tip* and ask a volunteer to explain it. Discuss the importance of a balanced diet.
- Read the Fun Fact. Ask for opinions.

Learn more

Create a *Snack chart*. Every day, pupils vote for the person who brought the healthiest snack.

Because our body uses water to function and water contains minerals.

WHY IS WATER GOOD FOR YOU?

Draw another healthy snack.



healthy snacks



unhealthy snacks

Find out



Tip

Eat five times a day and don't forget to drink water!



breakfast



snack



lunch



snack



dinner

FUN FACT

10 sugar cubes = 1 can of cola



Eat five portions of fruit and vegetables every day!



22

28

© in this web service Cambridge University Press

www.cambridge.org

Project Step 2

Add more information to your food diary.

1 Add your snack, lunch and dinner to your diary. Draw.



2 Tell your partner.

3 Circle the healthy food in your diary.



What have I learnt?

It is very healthy to eat five times a day:

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

It is very healthy to eat five times a day: breakfast, snack, lunch, snack, dinner.

Try it out

MY DICTIONARY



breakfast



snack



lunch



dinner

How much food in your diary is healthy?



23

UNIT 2
PAGE 23

Objective:

In Step 2 of the project, pupils will reflect on their food habits and whether or not they are healthy.

Key vocabulary

breakfast, dinner, healthy, lunch, snack, unhealthy

Warm up

Using the food pictures, pupils classify them according to which meal it is best to eat them with: breakfast, lunch, dinner or as a snack.

Main concepts

- Look at the instructions together and ask a volunteer to explain.
- Pupils complete their diaries individually, then work in pairs or small groups to show each other.
- Pupils circle all the healthy food in their diaries. How healthy are they?

Learn more

- Read *My dictionary* as a class. Ask pupils to find the sticker and trace the words.
- Ask pupils to read and complete the *What have I learnt?* box individually.
- Ask pupils *Is there anything you will stop eating now because you know it is unhealthy?*

UNIT 2
PAGE 24

Objective:

Pupils will learn more about healthy living: doing sport, sleeping and not spending too much time playing video games or watching TV.

Key vocabulary

fit, healthy, heart, muscles, sleep, sport

Warm up

- Do the Mindful time activity.
- Pupils discuss which sports they do.
Ask *Why is doing sport important?*

Main concepts

- As a class, discuss the lesson title. Then, in pairs, pupils tell a classmate about their favourite sport.
- Ask pupils what the statements *Sport keeps you fit and healthy. Your heart and muscles grow strong.* mean.
- Ask *What else can we do to be healthy?* Give them some time to think and respond, then read and discuss 3 Golden Rules.
- Read the Super-Human Fact.
- Pupils find the hidden basketball.

Learn more

Have a running race in the playground. Pupils see how far they can run in ten seconds. Then they compare with the 100-metre world record.

Yes, it is, because ... (accept any suitable answers).

IS WALKING GOOD FOR YOU?

Tell a classmate your favourite sport.

Sport keeps you **fit** and **healthy**.
Your **heart** and **muscles** grow strong.

3
Golden
Rules



30 minutes
of sport every day.



Sleep
10 hours
a day.



1 hour
of TV or
video games a
day, only.



SUPER-HUMAN FACT

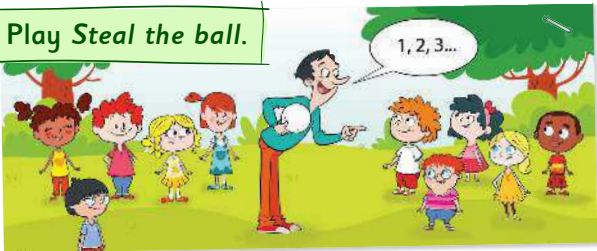
The world record for the 100 metre sprint is 9.58 seconds!

Find the basketball hidden in the unit!

It's on page 20, behind the Find out icon.

Game Zone

1 Play Steal the ball.



- 1 Get into two groups and line up.
Give everyone in each group a number.



- 2 The teacher places a ball between the teams and calls a number.



- 3 The first player to take the ball to their team without being tagged is the winner!

2 How do you feel after playing? Tick (✓).



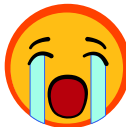
☐ happy



☐ calm



☐ angry



☐ sad

What have I learnt?

Sport is good for my h_____ and m_____.

It helps me keep f_____.

Try it out

MY DICTIONARY



keep fit



sport



heart



muscles

UNIT 2
PAGE 25

Objective:

Pupils will understand the benefits of physical exercise and learn the importance of team work.

Key vocabulary

keep fit, heart, muscles, sport

Warm up

Ask pupils what kind of games they prefer: individual, pair or team games, and why. Ask *What do you play at break times?* Ask them why it is good to be part of a team.

Main concepts

- Read the instructions for *Steal the ball*. Make sure everyone understands the rules, then play the game.
- Ask pupils to complete Activity 2 and share their feelings with a classmate.
- Ask pupils to sit quietly and feel their heartbeats. Then, ask them to jump, hop or run on the spot for a minute. *Now feel your heartbeat again. What is different?*
- Finish with the Mindful time activity.

Learn more

- Read *My dictionary* as a class. Ask pupils to find the sticker and trace the words.
- Ask pupils to read and complete the *What have I learnt?* box individually.

UNIT 2
PAGE 26

Objective:

Pupils will learn about healthy habits related to personal hygiene.

Key vocabulary

brush, hands, shower, teeth, wash

Warm up

Check pupils understand the difference between *clean* and *dirty*. Start a discussion about the importance of keeping ourselves clean and the consequences of not doing so. Ask for examples of how we can keep ourselves clean.

Main concepts

- Read the lesson title with the class. Give them time to think, then elicit responses. Ask *How many times a day do you brush your teeth?*
- Ask pupils to read the advice on the page. Ask *Do you do these things? Do you think they are important to do?*
- As a class, read the question *Who is doing the right thing?* Ask pupils to look at the photos in pairs, think and tick a box. Discuss the answer.

Learn more

In their notebooks or on card, pupils can draw a picture of themselves and use speech bubbles to give advice about how to keep clean.

Pupils' own answers – ideally, should be at least 2 minutes

HOW LONG DO YOU BRUSH YOUR TEETH FOR?

Find out

Brush your teeth after you eat.

Wash your hands.

Have a shower every day.

SOAP

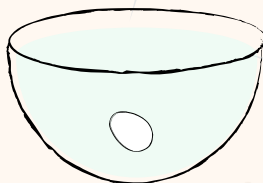
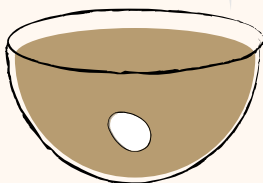
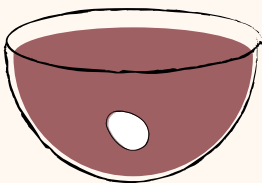
Who is doing the right thing? Tick (✓).

26

The girl because she is in bed and she is using a tissue.



Find out what cola, vinegar and water do to eggs.



1 Put an egg in cola.
Observe it for a day.

2 Put another egg in
vinegar. Observe it
for two days.

3 Put a third egg in
water. Observe it
for three days.

What happens to egg number 1?

What happens to egg number 2?

What happens to egg number 3?



Conclusion

Which egg changed first?



Which egg stayed healthy?



What happens if you do not brush
your teeth?

27

UNIT 2

PAGE 27

Objective:

Pupils will learn about the importance of water for their bodies, and dental hygiene.

Key vocabulary

brush, cola, eggs, teeth, vinegar, water

Warm up

Show pupils the objects they are going to use for the experiment. Ask *What are we going to do?* Encourage pupils to be imaginative.

Main concepts

- As a class, read and follow out the instructions 1–3.
- Ask pupils to work in pairs and write in their notebooks what they think will happen to the eggs.
- This process will take a few days, so put the bowls in a safe place in the classroom where they can be observed. After the allotted time, remove the eggs from the liquid. Pupils look back at their predictions and compare with the results. They record their conclusions.

Learn more

You can ask pupils to do the same experiment at home but with a chicken bone, so they can observe what cola, vinegar and water do to our bones. They share their results in class.

UNIT 2
PAGE 28

Objective:

Pupils will think about their own feelings and those of others.

Key vocabulary

angry, calm, happy, sad, worried

Warm up

Have five pieces of paper, each with a key vocabulary word. Check that everyone knows the words. Ask a pupil to take a card and mime the word. The others guess the feeling.

Main concepts

- Pupils work with a classmate. They should tell each other when they feel sad, happy, etc. Give an example, e.g. *I feel happy when it is sunny.*
- Discuss what pupils can see in the photos in Activity 2. Play the audio twice. Let pupils check in pairs. Then check answers together.
- Ask pupils to close their eyes and think about how they feel today. They complete Activity 3.

Learn more

Get pupils to ask family members how they are feeling. They can draw a picture or write it in their notebooks and share with a classmate.

Pupils' own answers

Attitude is everything

1 When do you feel ...?

happy

calm

sad

worried

angry

2 How does Lucy feel? Listen and tick (✓).

☐

☐

☐

☐

28

happy

Pupils' own answers

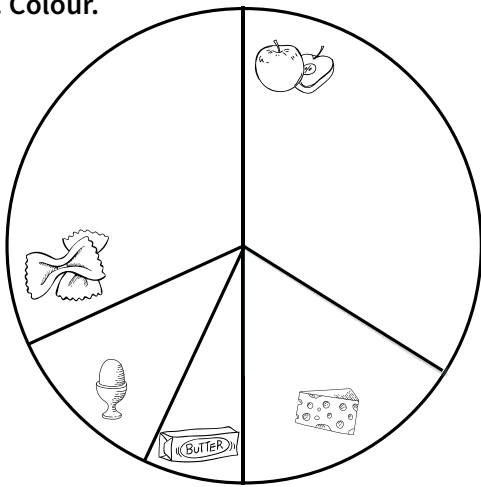
Pupils' own answers – check the food is in the correct group

Now I know

Assessment link

Go to page 80 for more activities.

1 Draw one more item in each section of the food wheel. Colour.



2 Circle the healthy habits.



3 Look at the pictures. Look at the letters. Write the words.



_____ r u i f t _____ t s p o r

Chant
Be healthy

I am Louis Pasteur.

I developed the first vaccinations,
to stop people from getting sick.



29

Pictures 1 and 3

fruit, sport

This activity gives pupils practice of *Pre-A1 Starters* Reading and Writing Part 3.

UNIT 2
PAGE 29

Objective:

Pupils will review the content of the unit and read about Louis Pasteur.

Key vocabulary

Food groups, healthy and unhealthy habits

Warm up

Sing the chant and the song from the unit. Ask pupils to stand up and do the actions together.

Main concepts

- As a class, read the instructions for Activities 1, 2 and 3. Check comprehension by asking volunteers to say what they have to do for each activity. Pupils complete the tasks in pairs. When everyone has finished, put two pairs together to compare answers. Then, check answers with the whole class.
- As a class, look at the photo of Louis Pasteur and read the information. Explain as needed.

Learn more

- Use the internet to look for more information about Louis Pasteur.
- Go to page 80 for more activities.
- Pupils can now put their fingerprint in the passport on page 5.

UNIT 2 LET'S REVIEW PAGE 80

Find the right words answers

1

a yes

b yes

c no

d no

This activity gives pupils practice of *Pre-A1 Starters* Reading and Writing Part 2.

2

a under

b on

c in

d on

Look back answers

1

1 a banana

2 c crisps

3 c five

This activity gives pupils practice of *Pre-A1 Starters* Listening Part 3.

2

a teeth

b hands

c shower

d TV

e ten

UNIT 2 TRACKLIST



- Track 12** Page 19, Song *I like healthy food!*
Track 13 Page 20, *Are all vegetables green?*
Track 14 Page 22, *Why is water good for you?*
Track 15 Page 24, *Is walking good for you?*
Track 16 Page 26, *How long do you brush your teeth for?*
Track 17 Page 28, Listening activity
Track 18 Page 29, Chant *Be Healthy*
Track 19 Page 29, *I am Louis Pasteur*. Character
Track 55 Page 81, Listening activity
Track 59 Page 90, *Story 1*. Listen and read.

Story 1

Topic: Healthy habits and safety

Summary: Little Pasteur and Little Franklin are at the hospital after Little Franklin's birthday party. Little Pasteur has a stomach ache because he ate too much during the party. Little Franklin has a broken arm because she didn't play safely. Both decide to change their habits in the future. When Little Darwin goes to visit with some sweets, Little Pasteur rejects them and he eats an apple instead: he has learned his lesson.

Pupils listen to the story and complete *Now I know* activities on pages 90 and 91

Now I know story answers

- 1, 3, 2
- 2 She broke her arm.

