Dolphin Readers 2 Level Two

OXFORD

Candy for Breakfast

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Candy for Breakfast

Rebecca Brooke

Name _____

Age _____

Class _____

OXFORD
UNIVERSITY PRESS

Reading Dolphins
Notes for teachers & parents

Using the book

1 Begin by looking at the first story page (page 2). Look at the picture and ask questions about it. Then read the story text under the picture with your students. **Use section 1 of the CD for this if possible.**

2 Teach and check the understanding of any new vocabulary. Note that some of the words are in the **Picture Dictionary** at the back of the book.

3 Now look at the activities on the right-hand page. Show the example to the students and instruct them to complete the activities. This may be done individually, in pairs, or as a class.

4 Do the same for the remaining pages of the book.

5 Retell the whole story more quickly, reinforcing the new vocabulary. **Sections 2 and 3 of the CD can help with this.**

6 **If possible, listen to the expanded story (section 4 of the CD). The students should follow in their books.**

7 When the book is finished, use the **Picture Dictionary** to check that students understand and remember new vocabulary. **Section 5 of the CD can help with this.**

Using the CD

The CD contains five sections.

1 The story told slowly, with pauses. Use this during the first reading. It may also be used for "Listen and repeat" activities at any point.

2 The story told at normal speed. This should be used once the students have read the book for the first time.

3 The story chanted. Students may want to chant along with the story.

4 The expanded story. The story is told in a longer version. This will help the students understand English when it is spoken faster, as they will now know the story and the vocabulary.

5 Vocabulary. Each word in the **Picture Dictionary** is spoken and then used in a simple sentence.

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Wake up May.
It's Monday.
It's a school day.
Come and eat breakfast.

Read and circle.

❶ Where is Mom?

She is in the bedroom / kitchen.

❷ What time is it?

It is six o'clock / seven o'clock.

❸ Is it morning or evening?

It is morning / evening.

❹ Where is May?

She is in bed / at school.

❺ Where is May going?

She is going to bed / to school.



Good morning, Mom.
What time is it?

It's seven o'clock.
It's nearly time for school.

Circle yes or no .

❶ Monday is a school day. yes no

❷ May and Mom are in the bathroom. yes no

❸ It's seven o'clock. yes no

❹ May is ready for school. yes no

❺ Can you see any milk? yes no

❻ May is sleeping. yes no

❼ Can you see four jars? yes no

❽ Can you see any bananas? yes no

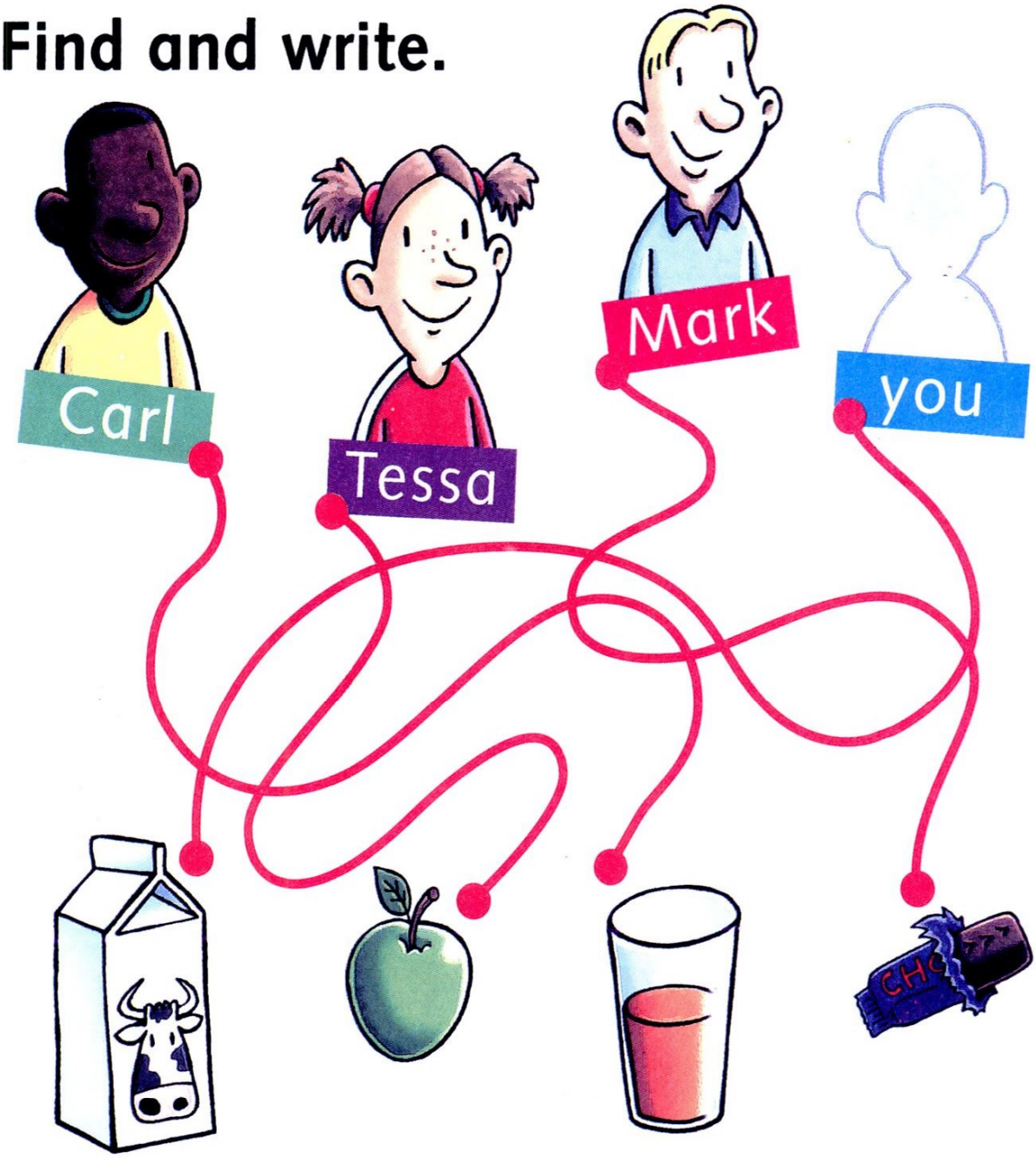


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What do you want for breakfast, May?

I'm very hungry. Can I have a candy bar, please?

Find and write.



1. Carl wants juice for breakfast.
2. Tessa _____ for breakfast.
3. Mark _____ for _____
4. I want _____.



You can't have a candy bar
for breakfast, May.
Candy is too sweet.
Do you want an apple?

Write in alphabetical order.



bread

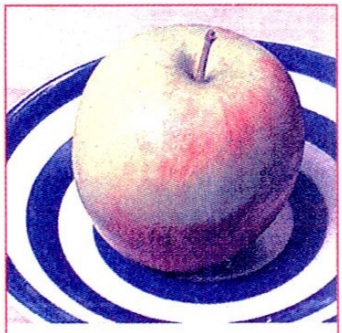
apple



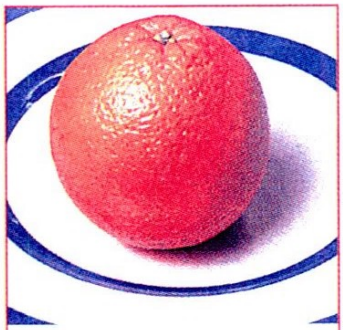
pizza



hamburger



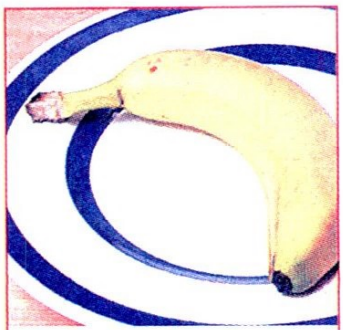
apple



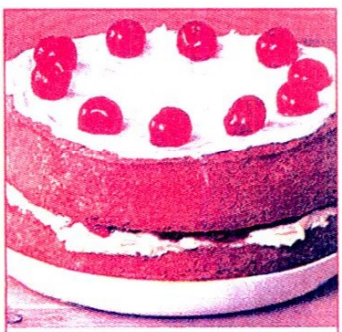
orange



hot dog



banana



cake



No, Mom, I don't like apples.
Can I have some cookies
for breakfast please?

Rearrange the words.

❶ Monday It is today.

It is Monday today.

❷ likes candy May.

_____

❸ apples She doesn't like.

_____

❹ the is May kitchen in.

_____

❺ wants May cookies some.

_____

❻ too sweet Candy is.

_____



Cookies are too sweet.
They're not good for you.
Do you want a bowl of cereal?

Write Yes, No or I don't know.

❶ May is a girl.

Yes

❷ May likes cookies.

❸ May is six years old.

❹ May is very hungry.

❺ May has school today.

❻ May likes school.

❼ May wakes up at 8 o'clock.

❽ May is taller than her mother.

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No, I don't like cereal.
I'm very hungry, Mom.
Can I please have some cake?

Circle each word and write.

❶ M a y i s a s t u d e n t.

May is a student.

❷ M a y l i k e s t o e a t c o o k i e s.

❸ M a y i s v e r y h u n g r y.

❹ M a y d o e s n o t l i k e c e r e a l.

❺ M a y w a n t s s o m e c a k e.

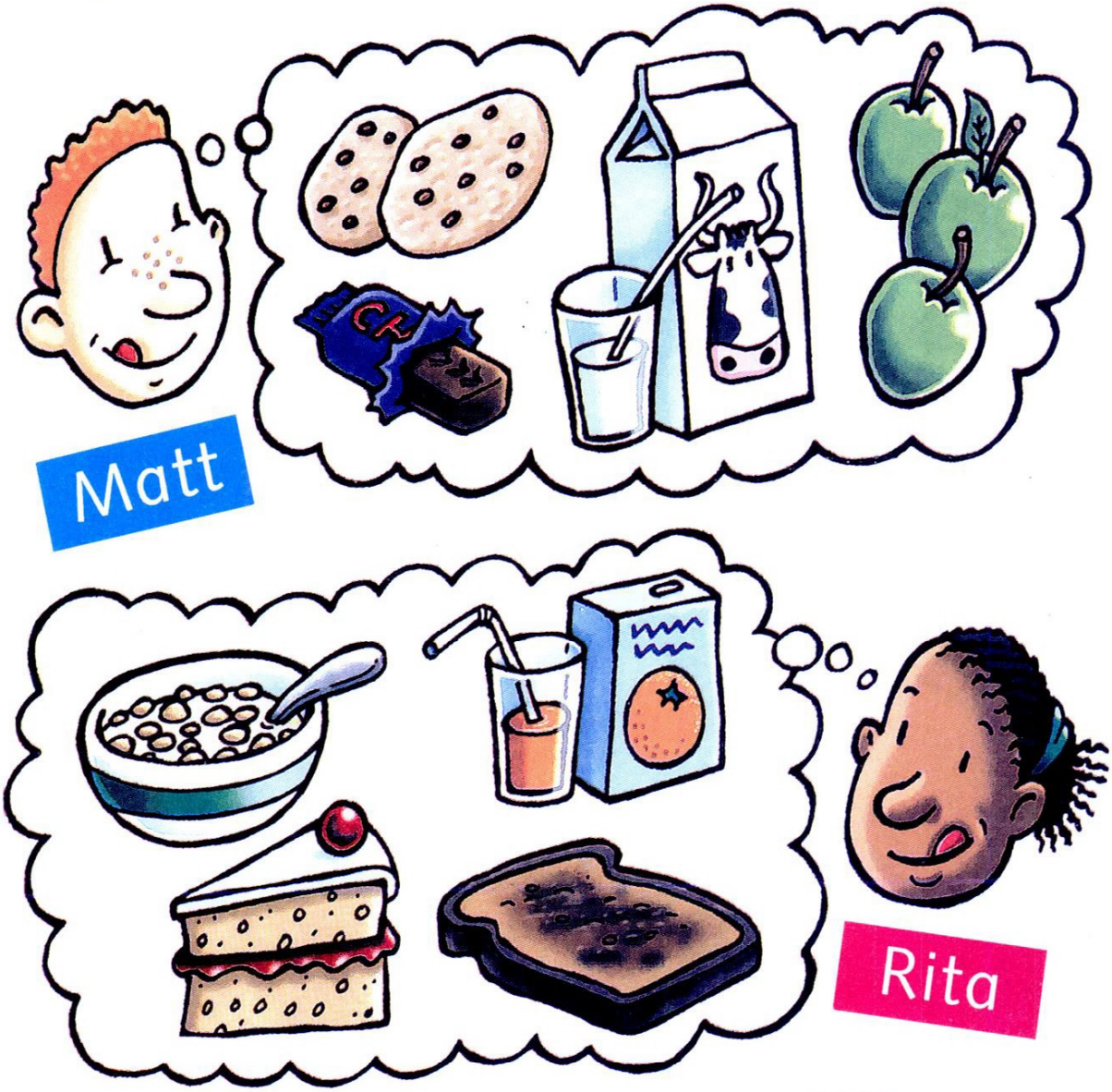
❻ M a y i s c u t t i n g t h e c a k e.

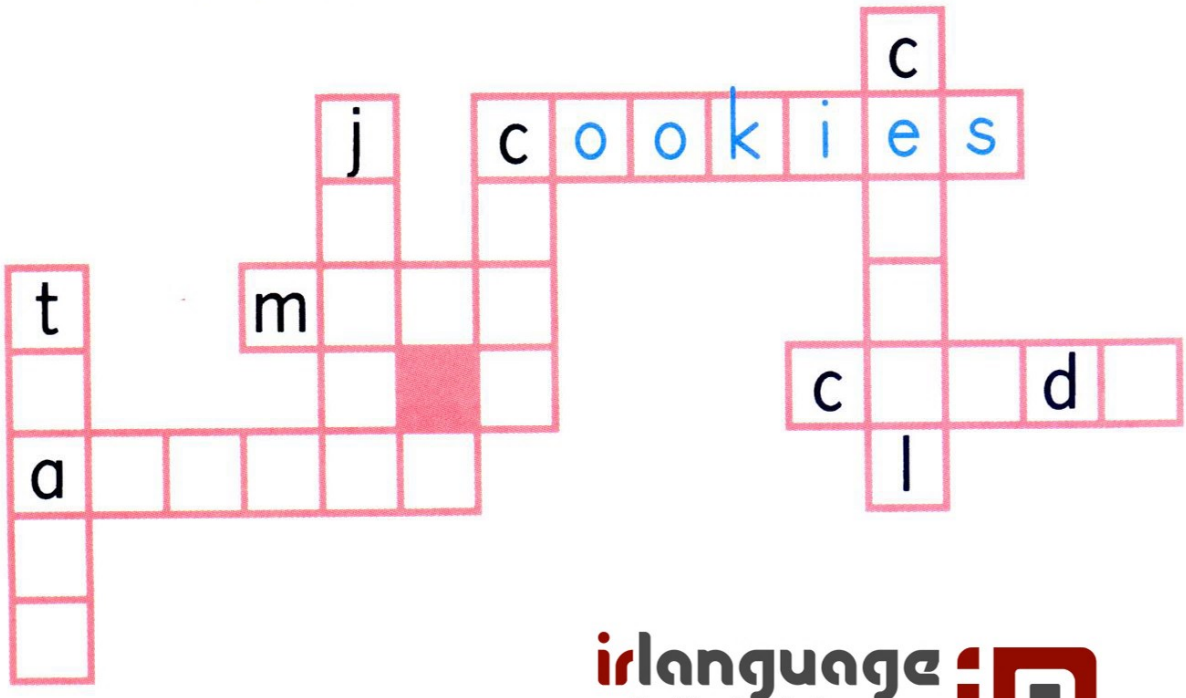
❼ M a y i s w e a r i n g p a j a m a s.



Cake is too sweet.
You can't have cake for
breakfast, May.
Do you want some toast?

Complete the crossword.





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No, Mom, I don't like toast.
Can I have ice cream with
chocolate sauce for breakfast?

1 What do you want for breakfast? Circle four words.



2 Write.

I want _____

_____

_____

_____

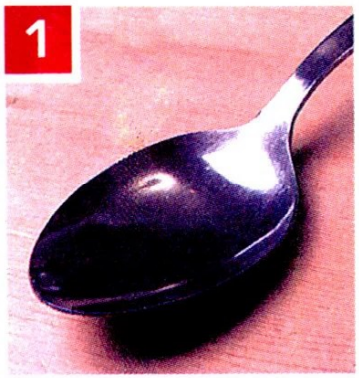
for breakfast.

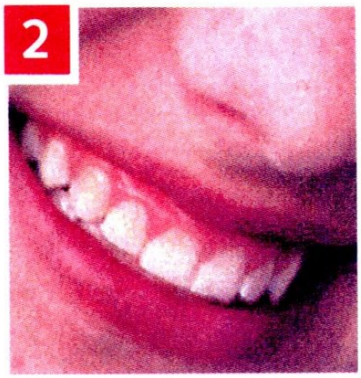


Ice cream is not good for
your teeth, May.
Do you want some pancakes?

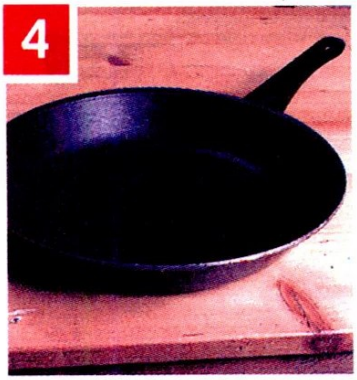
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Number.











Butter the toast with . . . 3

Bite the apple with . . . ☐

Cook the egg with . . . ☐

Open the cookie jar with . . . ☐

Eat the cereal with . . . ☐



Yes please, Mom. Pancakes with chocolate sauce.

OK, May. You can today, but not every day.

Write the story.

❶ Today is Monday.

❷ It is _____ o'clock.

❸ May wakes _____ .

❹ She has _____ on Monday.

❺ She is very _____ .

❻ She wants to eat a _____ bar.

❼ Her mother says, _____.

❽ May eats a _____ and chocolate sauce for breakfast.

Picture Dictionary

apple 

banana 

bowl 

bread 

cake 

candy bar 

cereal 

chocolate sauce 

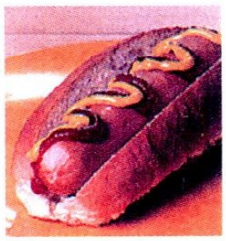
cookie 

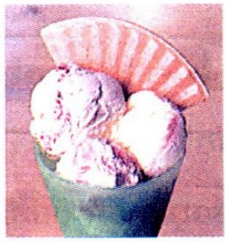
egg 

fork 

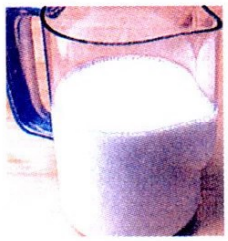
hamburger 

hand 

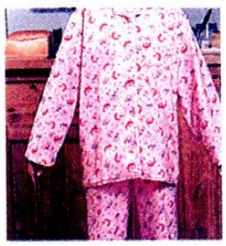
hot dog 

ice cream 

knife 

milk 

orange 

pajamas 

pancake 

pizza 

plate 

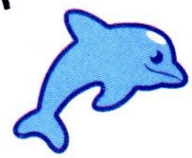
slippers 

spoon 

teeth 

toast 

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Level 2	• Double Trouble • Super Sam	• Candy for Breakfast • Lost!	• A Visit to the City • Matt's Mistake	• Numbers, Numbers Everywhere • Circles and Squares
Level 3	• Students in Space • What Did You Do Yesterday?	• New Girl in School • Uncle Jerry's Great Idea	• Just Like Mine • Wonderful Wild Animals	• Things That Fly • Let's Go to the Rainforest
Level 4	• The Tough Task • Yesterday, Today and Tomorrow	• We Won the Cup • Up and Down	• Where People Live • City Girl, Country Boy	• In the Ocean • Go, Gorillas, Go



Candy for Breakfast

Rebecca Brooke

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All titles are also available on audio CD.

Cover photograph by Phil James

Dolphin Readers Series Editor: Craig Wright

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  275 Headwords
- → Level 2
  425 Headwords
- Level 3
  525 Headwords
- Level 4
  625 Headwords

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