

3 My bedroom

1 Listen and look. Then listen and say the words.

1 lamp 2 mirror
3 armchair 4 wardrobe
5 sofa 6 bed
7 table
8 mat

2 Listen and chant.

3 Ask and answer.

Where's the book? It's on the wardrobe.

26 Furniture lamp, mirror, armchair, wardrobe, sofa, bed, table, mat Lesson 1

3 My bedroom

1 Follow the code.

1 = blue 2 = red 3 = brown
4 = green 5 = yellow 6 = orange

2 Look at Activity 1. Write the words.

armchair lamp mat bed table sofa

1 The armchair is blue and the _____ is red.
2 The _____ is brown, yellow and orange.
3 The _____ is brown.
4 The _____ is blue and red.
5 The _____ is green and yellow.

26 Furniture Lesson 1

Objectives

- to review objects
- to present and practise furniture
- to practise spelling
- to practise saying a chant for pleasure

Language

New language: furniture: *lamp, mirror, armchair, wardrobe, sofa, bed, table, mat*; *mess, tidy up, clock*

Recycled language: clothes, colours, schoolbag

Receptive language: *No way. Then you can go.*

Materials

CD, Flashcards (furniture): 28–35, Teacher's Resource Book (optional)

Basic competences

Language competence: Pupils identify and name furniture.

Cultural awareness and expression: Pupils chant together as a class.

Social and civic competences: Pupils work together to ask and answer about a picture.

Home-school link

- Online interactive activities: spinning game

Pupil's Book, page 26

Warm-up

- Play a game of 'I spy'. Say *I spy with my little eye something beginning with S*.
- Pupils look around the classroom and guess words which begin with S.
- Play again with a different letter.
- Choose things such as *schoolbag*, *desk* and *chair* to prepare pupils for the topic of this unit.
- Pupils can take turns to choose objects in the room for others to guess.

Presentation

- Use the flashcards to present each object.
- Say the word for pupils to repeat.
- Do this three or four times.
- Hold up each flashcard with its corresponding wordcard for pupils to say the word in chorus.
- Stick the flashcards on the board and elicit the words at random. Confirm with the wordcards.

1

CD 2
02

Listen and look. Then listen and say the words.

- Pupils look at the picture of the bedroom in the Pupil's Book. Elicit/teach *bedroom*.
- Ask pupils if their bedrooms look like this.
- Play the recording.

CD2 Track 02

Mum: What a mess, Flash!

Flash: Yeah, I know. Can I go to the park now?

Mum: No way. Tidy up. Then you can go.

Flash: Mum, please.

Mum: No. Sorry, Flash. You can go to the park when your room is tidy.

Flash: OK. Thanks, Mum.

Now say the words.

1 lamp, 2 mirror, 3 armchair, 4 wardrobe, 5 sofa, 6 bed,
7 table, 8 mat

- Pupils point to the objects when they hear the words.
- Play the recording again. Pupils repeat the new words.
- Pupils practise pointing and naming in pairs.

2

CD 2
03

Listen and chant.

- Use the picture to support meaning whenever possible.
- Pre-teach *mess* and *tidy up*.
- Play the recording. Pupils listen to the chant.
- Play the recording again, pausing after each verse for pupils to repeat.
- Do the chant as a class and then in two groups.
- One group chants and the others click their fingers in time with the rhythm.
- Change groups and repeat.

CD2 Track 03

What a mess!

What a mess!

What a mess!

Please tidy up your room.

There's a schoolbag on the floor,

The jeans are on the armchair,

The T-shirt's on the lamp,

There's a plane under the bed.

There are pencils on the mat,

There's a shoe on the table.

There's a book on the wardrobe,

And a sock on the clock.

Your cap's on the mirror,

Your train's on the sofa,

And where's the other sock?

In the chair over there!

What a mess! ...

It's fun for me and you.

3

Ask and answer.

- Refer pupils to the picture and check the example.
- Check pupils know what to do.
- Pupils ask and answer in pairs.
- Do class feedback, checking where different items are.

Activity Book, page 26

1

Follow the code.

- Pupils colour in the colour-by-number picture, following the code.
- They can then compare pictures in pairs.

2

Look at Activity 1. Write the words.

- Pupils look at the now coloured in picture in Activity 1 and complete the sentences with the words in the box.

Key: 1 sofa, 2 lamp, 3 table, 4 bed, 5 mat

OPTIONAL ACTIVITIES

Reinforcement

- Flash each flashcard quickly in front of the class.
- Pupils say what it is.

See also *Teacher's Resource Book Worksheet 1, p21*

Extension

- Say, e.g. *In my bedroom I've got a green sofa*. Pupil A chooses another object and says: *In my bedroom I've got a green sofa and a blue and white lamp*.
- Continue the list, choosing pupils at random, until there are about eight items.
- Start another list.

1 Listen and point.

2 Listen and say.

Grammar focus

I like **this** book.
I like **these** books.

I like **that** book.
I like **those** books.

3 Talk about your classroom.

I like those books.

I don't. I like these books.

Lesson 2 Demonstratives 27

1 Read and match.

- I like these armchairs.
- This bed is nice.
- I like those mats.
- That wardrobe is nice.

2 Write the words.

this those that these

- Those chairs are nice.
- I like _____ table.
- _____ mirror is nice.
- I like _____ armchairs.

Lesson 2 Demonstratives 27

Objectives

- to review objects in a room
- to present and practise *this, that, these, those*
- to practise listening for specific information

Language

New language: demonstratives: *this, that, these, those*, furniture

Recycled language: colours, *like*

Basic competences

Language competence: Pupils identify objects using *this, that* and *these, those*.

Social and civic competences: Pupils work together to ask and answer about their classroom.

Materials

CD, Flashcards (furniture): 28–35, Teacher's Resource Book (optional)

Home-school link

- Online interactive activities: catching clouds game

Pupil's Book, page 27

Warm-up

- Write the first two letters of each object on the board, with dashes to show how many other letters there are in the word, e.g. *la _ _*.
- With books closed, pupils write the words in their notebooks and compare their spellings in pairs.
- Place the flashcards on the board.
- Pupils come up in turn and write the word under the flashcard.
- Confirm with the wordcards.

Presentation

- Place books or other objects in different parts of the classroom.
- Use the objects to teach *this, these, that* and *those*.

1 ^{CD 2}₀₄ Listen and point.

- Pupils look at the pictures.
- Check pupils know what to do.
- Play the recording. Pupils point to the correct picture as they listen.
- Stop after each part to check the answers.

CD2 Track 04

- 1 **Mum:** I like this blue lamp.
- 2 **Daughter:** I don't like it. I like that green lamp over there.
- 3 **Son:** Do you like these yellow chairs?
- 4 **Dad:** Yes, I do. And those blue chairs are nice too.

- They compare answers in pairs.
- Play the recording again and then check answers with the class.

Key: 1 a, 2 d, 3 c, 4 b

2 ^{CD 2}₀₅ Listen and say.

- Play the first pair of sentences on the recording.
- Pupils repeat.
- Do the same for the second pair.
- Pupils practise saying the sentences in pairs.

3 Talk about your classroom.

- Demonstrate the activity by talking about some of the objects in the classroom.
- Check pupils know what to do.
- Pupils take turns to make statements using *like* and *this/that/these/those* about objects. Make sure they do not talk about other pupils in this way.
- Check using open pairs.

Activity Book, page 27

1 Read and match.

- Pupils read the sentences and draw lines to match them with the pictures.

Key: 2 c, 3 a, 4 b

2 Write the words.


- Pupils complete the sentences with the words in the box.

Key: 2 that, 3 This, 4 these

OPTIONAL ACTIVITIES

Reinforcement


- Point to objects around the class, single ones or groups of objects, near you and far away.
- Pupils call out *this, these, that* or *those* as appropriate.

 See also *Teacher's Resource Book Worksheet 2, p22*

Extension

- Pupils draw a simple picture of their classroom or their bedroom. It has objects in it, but only one person: the pupil himself/herself. This is important so there is a sense of perspective for *this/that*.
- Pupils then write sentences about the room, using PB Activity 2 as a model.

1 Listen and sing.



2 Ask and answer.

Do you like these chairs? No, I don't.

28 Singing for pleasure Lesson 3

1 Look and circle the things in the song. Then write how many things there are in the picture.



1 sofas 2 2 armchairs 3 tables

28 Song practice Lesson 3

Objectives

- to review spelling of words for objects in a room
- to sing a song with the class

Language

New language: furniture, *stop it*

Recycled language: Mum, shop, beautiful

Receptive language: real pain, awful, swear

Materials

CD, Flashcards (furniture): 28–35, poster paper for each group of four (optional)

Basic competences

Language competence: Pupils join in with a song.

Language competence: Pupils write their own verse for a song.

Cultural awareness and expression: Pupils sing together as a class.

Home-school link

- Online interactive activities: karaoke song

Pupil's Book, page 28

Warm-up

- Hold up each flashcard in turn. Don't say the word.
- Pupils write the words in their notebooks.
- They compare their answers and spellings in pairs.
- Check with the class, using the wordcards to confirm.

1 CD 2
06
07 Listen and sing.

- Pupils look at the picture in the Pupil's Book. Elicit which objects they can see.
- Use the picture to support / check meaning whenever possible.
- Play the recording. Pupils listen to the song.
- Check understanding of new vocabulary. Tell pupils that some words are not appropriate for them to use, e.g. *real pain*.
- Play the recording again, pausing after each verse for pupils to repeat.
- When pupils have learnt the song, practise it with the whole class.
- Use the karaoke version of the song (CD2 track 07) for pupils to sing in four groups.

CD2 Track 06

Little Timothy McKane
Is a real pain.
His mum is in a shop with him.
Please stop it, stop it, Tim!

Do you like these armchairs, Tim?
No, I don't. They're awful, Mum,
But those armchairs over there,
Are beautiful, I swear!

Do you like these armchairs, Tim?
No, I don't. They're awful, Mum,
But those armchairs over there,
Are beautiful, I swear!

Do you like this sofa, Tim?
No, I don't. It's awful, Mum,
But that table over there,
Is beautiful, I swear!

Little Timothy McKane ...

2 Ask and answer.

- Check pupils know what to do.
- Pupils ask and answer about the items in the picture in pairs.

Activity Book, page 28

1 Look and circle the things in the song. Then write how many things there are in the picture.

- Pupils look at the picture and circle the things that appeared in the Pupil's Book song.
- Then they count up the number of armchairs and tables that are in the picture and write the totals.

Key 2 4, 3 6

OPTIONAL ACTIVITIES

Reinforcement

- In groups of four, pupils write a new verse for the song.
- Use the karaoke version of the song as groups perform their new verses for the class.

Extension

- In their groups of four, pupils draw a large picture to illustrate their new verse. They label the furniture as appropriate and write their new verse on the poster paper.

1 Read and match.

1 Is this cap yours?
Yes, it's mine.

2 Are these jeans yours?
Yes, they're mine.

2 Listen and say.

Grammar focus
Is this hat **yours**? Yes, it's **mine**. / No, it's not **mine**.
Are these socks **mine**? Yes, they're **yours**!

3 Listen and point. Then play 'Who says?'

Think!

Lesson 4 mine / yours 29

1 Read and complete.

1 This cap is mine.

2 Those shoes are yours.

3 This jumper isn't mine.

Bob Pete Dave

2 Read and match.

1 Are these boots yours? Yes, they are.

2 Is this pen mine? No, it's not mine.

3 Is that bike yours? Yes, they're mine.

4 Are these socks mine? Yes, it is yours.

Lesson 4 mine / yours 29

Objectives

- to review clothes
- to present and practise *mine / yours*

Language

New language: furniture, *mine / yours*
Recycled language: clothes

Materials

CD, Teacher's Resource Book (optional)

Basic competences

Language competence: Pupils ask and answer about possession using possessive pronouns.
Social and civic competences: Pupils work together in groups to play a game.

Home-school link

- Online interactive activities: Popping balloons game

Pupil's Book, page 29

Warm-up

- Use clothes the pupils are wearing to review known clothes.
- Draw pictures of clothes which are not in the room, e.g. *cap*.

Presentation

- Pick up a bag or book and ask a pupil *Is this yours?*
- The pupil replies with *Yes, it's mine* or *No, it's not mine*.
- Pick up one of your own items and ask a pupil *Is this yours?*
- The pupil replies with *No, it's not mine. It's yours!*
- Practise this several times, reviewing *this* and *these* at the same time.
- Pupils then practise in open pairs, asking and answering about things in the room.

1 Read and match.

- Give pupils time to look at the pictures in the Pupil's Book and identify the objects.
- Ask pupils to write numbers 1-2 in a column in their notebooks.
- Pupils read and match in their notebooks.
- They compare answers in pairs.
- Check with the class.

Key: 1 b, 2 a

2 Listen and say.

- Play the recording. Pupils listen and repeat in chorus.
- Repeat.
- Pupils take turns to practise the questions and answers in pairs. Pupils can extend the questions and answers to cover other items on their desks or in the room.

3 Listen and point. Then play 'Who says?'

Think!

Thinking skill: matching

- Play the recording.
- Demonstrate the activity for the class, using the example in the Pupil's Book. Make sure pupils realise what the two people are called (May and Fred).
- In pairs, pupils take turns to ask and answer about the objects in the small pictures.
- Monitor and check as pairs are working.

CD2 Track 09

Girl: The elephant is mine.

Boy: The green chair is yours.

Girl: The football is yours.

Boy: The clock is mine.

Boy: The purple socks are yours.

Girl: The plane is yours.

Key: football – Fred's room, socks – May's room, chair – May's room, clock – Fred's room, plane – Fred's room

Activity Book, page 29

1 Read and complete.

- Pupils look at the picture of the clothes items and find them in the picture of the three boys.
- Then they write, e.g. *This cap is mine*, in the speech bubbles.

Key: Bob: This cap is mine.

Pete: This jumper isn't mine.

Dave: Those shoes are yours.

2 Read and match.


- Pupils write numbers to match the questions with the answers.

Key: 4, 3, (1), 2

OPTIONAL ACTIVITIES

Reinforcement

- In pairs, pupils find a selection of their own items from their desk or bag.
- Repeat the same activity as in the Presentation. Pupils say, e.g. *It's not mine. It's yours.*

 See also *Teacher's Resource Book Worksheet 3, p23*

Extension

- Make groups of six. Pupils sit in a circle around a desk.
- Pupils all put the same object, e.g. *a pencil case, on the desk.*
- One pupil closes his/her eyes and takes a pencil case.
- He/she asks a pupil *Is this pencil case yours?*
- The pupil answers, *Yes, it's mine / No, it's not mine* and points to the correct pupil, saying *It's yours.*
- The pupil places the pencil case back on the desk.
- The game continues around the circle until all pupils have had a turn.
- Pupils repeat with another object or objects.

Tidy up!

1 Hello, it's Whisper. Can Flash come to the park?
Sorry Whisper, not now. Her room is a mess.

2 Oh, what a mess! Ah, I've got an idea!

3 First the clothes – jeans, sweaters, caps, shoes and socks!

4 Now the school things and the toys! Bag, books, balls and dolls. Ha!

5 Finished! Can I go to the park now?
Just a minute. Let me check first.

6 Wow! The room is really tidy now.

30 Reading for pleasure: values: tidiness Lesson 5

1 Listen and tick (✓).

2 Read and circle. Then read the story and check.

1 Sorry Whisper, not now. **Her room** / **The kitchen** is a mess.

2 Oh, what a mess! Ah, I've got **a problem** / **an idea**!

3 Just a minute. Let me **see** / **check** first.

4 Wow! The room is really **tidy** / **messy** now.

3 Match the pictures with the sentences. **Think!**

Finished! I don't believe it! Can we eat it now?

30 Story practice Lesson 5

Objectives

- to present a picture story
- to review the message from the story
- to practise the story

Language

New language: furniture, *sorry*, *messy*

Recycled language: language from the story, *tidy*

Receptive language: *Just a minute*, *Let me check*, *I don't believe it*

Materials

CD

Basic competences

Language competence: Pupils listen to a story.

Cultural awareness and expression: Pupils act out the story.

Social and civic competences: Pupils learn the message to be tidy through a picture story.

Home-school link

- Online interactive activities: story animation

Pupil's Book, page 30

Warm-up

- Elicit from pupils the names of the four Super Friends.
- Ask individual pupils to mime their special powers.
- Elicit what pupils remember about the zoo keeper in the previous episode and how the Super Friends help him. (Flash catches the parrot, Thunder catches the hippo, Whisper catches the snake, Misty takes the keys from the monkey.)

1 ^{CD 2}₁₀ Tidy up!

- Use the pictures in the story to support meaning whenever possible.
- Elicit what Flash's bedroom looks like in frame 2 (a mess).
- Play the recording. Pupils listen for where Flash wants to go (the park) and what her mum finds in the wardrobe (all her things).
- Pupils compare their ideas in pairs. Elicit from the class.
- Play the recording again. Pupils listen and repeat.
- Play the recording again. Pause after each frame to check understanding. (Pupils can use L1 to talk about some of their ideas.)

Activity Book, page 30

1 ^{CD 2}₁₁ Listen and tick (✓).

- Pupils listen to the recording and tick the picture of the character who is speaking each time.

CD2 Track 11

- 1 **Whisper:** Can Flash come to the park?
- 2 **Flash:** Can I go to the park now?
- 3 **Flash's mum:** I don't believe it!

Key: 1 2nd picture, 2 1st picture, 3 1st picture

2 Read and circle. Then read the story and check.

- Pupils read the speech bubbles and circle the words that appeared in the story.

Key: 2 an idea, 3 check, 4 tidy

3 Match the pictures with the sentences. **Think!**

Think: matching

Key: 1 Can we eat it now? 2 Finished! 3 I don't believe it!

OPTIONAL ACTIVITIES

Reinforcement

- Put pupils into pairs.
- Pupils take the role of one of the characters from the story.
- Play the recording. Pupils repeat in role. (They can omit the first half-frame.)
- Pupils practise the role play in their pairs.
- Volunteer pairs role play the story for the class.

Extension

- Pupils look at the picture story for 30 seconds and then close their Pupil's Books.
- They list as many things as they can remember which are on the floor in frame 2.
- They compare their lists in pairs and then in groups of four.
- They look and check.

3

7 Oh, this T-shirt is yours. Let's put it in the wardrobe.
No, Mum, no!

8 I don't believe it!
Sorry, Mum.

2 Act out the phone call at the end of the story. **Think!**

Hi, Flash. Can you come to the park now?
Hi, Whisper. Sorry, there's a problem ...

3 Find who says ...
Bag, books, balls and dolls.

4 Listen and say. **Phonics**

Look at the **books** all over the **room**!

Lesson 6 Phonics focus 31

3

1 Look and tick (✓). **Values**

2 Say and write the words under *look* or *school*. **Phonics**

book- room zoo good food foot

	look		school
	book		

3 Listen, say and check your answers.

Lesson 6 Tidiness; phonics focus 31

Objectives

- to check pupils' comprehension of the story
- to present and practise the two letter sounds for oo
- to focus pupils on the value of tidiness

Language

New language: furniture
Recycled language: language from the story

Materials

CD

Basic competences

Language competence: Pupils interpret a deeper meaning from a story.
Social and civic competences: Pupils learn the message that being tidy is good through pictures.

Pupil's Book, page 31

Warm-up

- Ask questions about the story, e.g. *What is Flash's room like? Is it tidy? Where does she want to go? What does she do?*

2 Act out the phone call at the end of the story.

Think!

Thinking skill: imagining

- Play the recording of the story again. Pupils follow it in their Pupil's Books.
- Elicit ideas from pupils for the phone conversation between Flash and Whisper.
- Do a dialogue build on the board, taking ideas from the class.
- Use this outline as a guide:

Whisper: Hi, Flash. It's Whisper again. Can you come to the park now?

Flash: Hi, Whisper. Sorry, there's a problem.

Whisper: What?

Flash: I'm tidying up my room.

Whisper: We can help you.

Flash: Great!
- Pupils practise the phone conversation in pairs.

3 Find who says ...

- Write *book* and *room* on the board, using a red pen for the *oo*.
- Explain that *book* has a short /ʊ/ sound and *room* has a long /u:/ sound. Separate out the phonemes in *book* (*b - oo - k*).
- Pupils repeat *Bag, books, balls and dolls* after you.
- Pupils find the speech bubble in the story (frame 4).

4 Listen and say.

CD2 Track 12

oo - oo - oo

Look at the books all over the room.

Look at the books all over the room!

Activity Book, page 31

1 Look and tick (✓). Values

Value: tidiness

- Pupils look at the two pictures and decide which one represents the value of tidiness. They can discuss this using L1.
- They tick the correct picture.

Key: Picture 2

2 Say and write the words under *look* or *school*.

- Pupils say the words in the box.
- If it has the 'oo' sound in *look*, they write the word in the first column, next to its picture. If it has the 'oo' sound in *school*, they write the word in the second column, next to its picture.

3 Listen, say and check your answers.

- Pupils listen to the recording and repeat the words, focusing on the 'oo' sounds.
- They check their answers from Activity 2.

CD2 Track 13

oo - oo - oo Look, book, good, foot

oo - oo - oo School, food, zoo, room

Key: See CD script above.

OPTIONAL ACTIVITIES

Reinforcement

- Dictate the sound sentence while pupils write. They check in the Pupil's Book.
- Teach some special words with the long *oo* sound: *do, to* and *you*.

Extension

- Focus on what happens to Flash because her room is so messy (she cannot go to the park).
- Elicit why the value of tidiness is important and examples of when pupils being messy has meant they cannot do something.

Learn and think **Recycling**

1 Read and talk about the question.
Rubbish is bad for the environment and recycling is a good idea. What things do we throw away?



2 Listen, read and point. **Think!**


- We can make old newspapers into new paper.
- We can make old bottles into new glass.
- We can make old cans into new metal.
- We can make old fruit and vegetables into earth for the garden.



32 Science Lesson 7

Learn and think **Recycling**


1 Look at the rubbish. Read and circle 'yes' or 'no'.



- There's a cupboard. Yes / No
- There's a bed. Yes / No
- There are three lamps. Yes / No
- There's a mirror. Yes / No
- There are two armchairs. Yes / No


2 Look and match. **Think!**

We can make this ...



into ...

this.



32 Science Lesson 7

Objectives

- to extend pupils' understanding of recycling
- to give practice in listening and matching
- to enable pupils to make use of their world knowledge

Language

New language: recycling, throw away, rubbish, newspapers, bottles, jars, glass, metal, earth

Recycled language: can, garden, paper

Materials

CD, Teacher's Resource Book (optional)

Basic competences

Language competence: Pupils use known language to talk about Science in English.

Social and civic competences: Pupils learn that it is good for the environment to recycle rubbish.

Basic competences in science and physical education: Pupils learn about recycling.

Learning to learn: Pupils think about what they have learnt by matching materials that can be recycled.

Pupil's Book, page 32

Warm-up

- Point to the rubbish bin in the classroom and elicit what it is and what goes in there.
- Introduce the concept of recycling by asking pupils if there are some things they can use again.
- If you have recycling bins for paper, glass, cans, etc. in the school, talk about these with the class.
- Pre-teach *recycling*.

1 Read and talk about the question.

Thinking skills: hypothesising

- Pupils look at the picture in the Pupil's Book.
- Pupils read the text.
- Check understanding of new words in the text and understanding of the text as a whole.
- Discuss the question as a class and write pupils' ideas on the board.

Note: Some of this discussion may need to take place in L1.

2 ^{CD 2}₁₄ Listen, read and point. **Think!**

Thinking skill: matching

- Give pupils time to look at the pictures before they read and listen.
- Pre-teach *bottles, glass, metal* and *earth*.
- Play the recording. Pupils read the text silently as they listen.
- They point to the correct pictures and compare their answers in pairs.
- Pupils read the texts again to make sure of their answers.
- Check with the class.
- Discuss which of the four things pupils and their families regularly do.

Key: 4, 3, 2, 1

Activity Book, page 32

1 Look at the rubbish. Read and circle 'yes' or 'no'.

- Pupils look at the picture and read the sentences.
- They circle 'yes' if the item appears in the picture and 'no' if it doesn't.

Key: 2 No, 3 Yes, 4 Yes, 5 Yes

2 Look and match. **Think!**

Thinking skill: matching

- Pupils draw lines to match the pictures of the items to be recycled on the top row with the items they can be made into on the bottom row.

Key: 2 b, 3 c, 4 a

OPTIONAL ACTIVITIES

Reinforcement

- Say the name of an item that can be recycled.
- Indicate to a pupil that they should name an item that this can be turned into.
- Then swap roles.
- Pupils play the game in pairs.

Extension

- Brainstorm with the class all the things they threw away yesterday (rather than recycled).
- Focus on the words on the board. Discuss with pupils which things can be recycled and how.
- Tell them to look back at the items in PB Activity 2 for ideas.

See also *Teacher's Resource Book Worksheet 4, p24*

3 Read and put the rubbish into the correct bin.

4 Think of more things to put in these bins.
We can put magazines in the paper bin.

5 Make some recycling bins for your classroom. **Project**

Lesson 8 Science: project 33

1 Draw the rubbish in the recycling bins.

2 Write a list.

5 things I throw away every day:

1	paper	4
2		5
3		

Think!

Lesson 8 Science 33

Objectives

- to enable pupils to apply what they have learnt about recycling
- to promote thinking and analytical skills
- to make recycling bins
- to review what pupils have learnt in the lesson

Language

Recycled language: recycling

Materials

CD, cardboard boxes, paper, newspapers and magazines, scissors, glue, pens

Basic competences

Language competence: Pupils use known language to talk about Science in English.

Learning to learn: Pupils think about what they have learnt and apply it to their own lives.

Sense of initiative and entrepreneurship: Pupils complete a project.

Pupil's Book, page 33

Warm-up

- Brainstorm with pupils what they learnt about recycling in the previous lesson.
- Write words on the board, e.g. *jars, magazines, vegetables, bikes*, and elicit how they can be recycled, e.g. *Jars become glass*.
- Ask pupils if they have recycled more things since the previous lesson.

3 Read and put the rubbish into the correct bin.

- Focus pupils on the pictures in the Pupil's Book and elicit things they can put in each bin.

Key: **Glass:** glass bottle, empty glass jar. **Paper and card:** cardboard box, newspaper. **Metal:** tin can, tin foil. **Fruit and vegetables:** pear core, banana skin.

4 Think of more things to put in these bins. **Think!**

Thinking skill: hypothesising

- Elicit from the class one idea for each bin.
- Put pupils into groups of four. In their fours, they think of as many things as they can.
- Go around the groups, supplying the English words as needed.
- Share ideas as a class.

5 Make some recycling bins for your classroom. **Project**

- Talk about the project with pupils and make sure they know what to do.
- Make four groups. Each group makes one of the bins as in Activity 3. They decorate and label the bins.
- Supply each group with the materials they need.
- Monitor and help each group as necessary.

Note: If you use the bins in the classroom, you will need to contact your local recycling company to come and collect the rubbish you generate.

Activity Book, page 33

1 Draw the rubbish in the recycling bins.

- Pupils copy the pictures of the rubbish in the appropriate bins.

Key: **food:** apple core; **paper:** birthday card, magazine, drinks can; **glass:** bottle, broken glass; **metal:** fork (this may need pre-teaching)

2 Write a list. **Think!**

Thinking skill: reflection

- Pupils think about what they throw away every day and write a list.

OPTIONAL ACTIVITIES

Reinforcement

- Write the following prompt on the board: *I can recycle ...*
- Elicit from pupils items they practised today.
- Ask individual pupils what they recycle.
- Pupils draw something they recycle in their notebooks, together with a picture of what the item can turn into.

Extension

- Talk through with the class what they did for the project, e.g. *First you ... Then you ...*
- Individually, pupils make notes on what they did and the sequence they did it in.
- Pupils then each write a report of what they did for the project and what the outcome was.
- Monitor and help as necessary.

Picture dictionary and self-evaluation

1 Look and write.

- Tell pupils to match and write the words with the pictures.
- Check answers as a class.

Key: bed, lamp, mat, mirror, sofa, table, wardrobe

2 What is it? Say the words. Then colour the faces. **Super me**

- Pupils test themselves by saying each word.
- Pupils colour in the face if they can remember the word.
- If pupils are unable to remember, encourage them to check in their Pupil's Books to remind them.

Note: You could now do the end-of-unit test on Teacher's Book pages 198–199. You could also use the lesson Culture for Unit 3 on page 90.



Objectives

- to review language from Units Back to school, 1, 2 and 3
- to encourage pupils to reflect on their learning

Language

New language: *Africa, dangerous*

Recycled language: vocabulary and grammar from Units Back to school, 1, 2 and 3

Materials

Flashcards (the classroom, animals): 11–27, dice, Teacher's Resource Book (optional), Poster 1 (optional)

Basic competences

Language competences: Pupils use language from the units to play a game.

Language competences: Pupils identify language from the units in context.

Social and civic competences: Pupils work together to act out a play.

Home-school link

- Games from Back to school, Units 1, 2 and 3

Review

Note: The Review pages, unlike the main units, are presented so that both Pupil's Book pages can be covered first, followed by the two pages in the Activity Book. The Activity Book pages give pupils the chance to learn about life in the UK and other countries, as well as reviewing language from the previous units.

Pupil's Book, page 34

Warm-up

- Hold up a ruler and ask the pupils *What's this? Elicit It's a ruler.*
- Write *R-U-L-E-R* on the board and elicit the question *How do you spell that?*
- Do the same for two or three more classroom objects, encouraging the class to ask you the questions orally.

1 The spelling game

- Demonstrate the game for pupils by playing it with one or more pupils at the front.
- Pupils take turns to roll the dice and then ask *What's this?* and *How do you spell that?* for the word they land on. If they can't say the word or spell it correctly, they miss a turn.
- Pupils play the game in groups of four.
- Monitor and help as and when necessary.
- If time, make new groups for pupils to play the game again.

Key: zebra, sixteen, clocks, chair, eleven, apple, tiger, armchair, twenty, monkeys, fifteen, wall, cupboard, bananas, lamp, snake, spiders, crocodile, mat, cheese, bookcase, door, parrot, board

Pupil's Book, page 35

1 Look, read and plan.

- Read through the introduction and factsheet with the pupils as a class.
- Read through the useful language with the class.
- Pupils plan a play in pairs, using the useful language and the information in the factsheet, as well as their own ideas if they wish.
- Monitor and help.

2 Act out your play.

- Ask for volunteer pairs to act out their conversation to the class.

OPTIONAL ACTIVITIES

Reinforcement

- Ask pupils what their favourite song, chant or game is from the units.
- Do the song, chant or game again with the class.

Extension

- Put the class into two teams.
- Ask for a volunteer from each team and give them each a board pen.
- Use the flashcards from Units Back to school and 2. Show the two pupils one of the flashcards.
- The pupils draw the item from the flashcard on the board and their team guesses what it is. Confirm with the wordcards.
- The first team to guess correctly wins a point.

Note: You could use Poster 1 now. This features all of the target vocabulary from units Back to school – 3. Pupils can use the wordcards to label the picture. The target grammar for these units also appears in the speech bubbles. Pupils can say the dialogues in pairs.

Review and culture

1 Listen and look. Point to the correct picture.

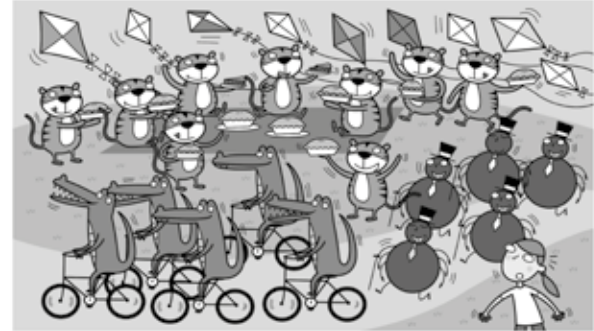


2 Now listen again and write. Then point and say.



- 1 _____ 4 _____
 2 _____ 5 _____
 3 _____

1 Listen and chant.



2 Look and circle. Then classify the words.

- 1 fifteen door seventeen twenty
 2 zebra monkey twelve bear
 3 lamp mirror mat parrot

Get it right!

Numbers	Classroom and furniture	Animals
fifteen		

Objectives

- to review language from Units Back to school, 1, 2 and 3
- to encourage pupils to reflect on their learning
- to practise saying a chant for pleasure

Language

New language: *pies, ties, cry*

Recycled language: vocabulary and grammar from Units Back to school, 1, 2 and 3

Receptive language: *I need ... Is there anything else? What's wrong with this?*

Materials

CD, paper, coloured pens/pencils

Basic competences

Learning to learn: Pupils use newly learnt words to understand a description of a picture and point to objects from it.

Learning to learn: Pupils apply knowledge of newly learnt words to identify odd words.

Cultural awareness and expression: Pupils chant together as a class.

Home-school link

- Games from Back to school, Unit 1, 2 and 3

Activity Book, page 34

Warm-up

- Write on the board *What is your favourite animal? My favourite animal is ...*
- Tell pupils that they need to walk around the classroom asking and answering, and they need to try to remember as many answers as possible.
- Give pupils three minutes to ask and answer.
- Do class feedback, simply eliciting the correct animal. The pupil that remembers the most favourite animals is the winner.

1 ^{CD 2}₁₅ Look and listen. Point to the correct picture.

- Look at the two pictures in the Activity Book.
- Play the recording. Tell pupils to listen and to choose the picture that matches the dialogue.
- Compare answers as a class. Pupils offer reasons for their choice.

CD2 Track 15

Dad: Look at your shoes, Emily! You need a new pair.

Emily: Yes, it's true. And I need a new school uniform too.

Dad: Oh! Let's make a list of things. Is there anything else?

Emily: Let me think. Hmm. A pair of shoes, a new school uniform ... My pencil case is OK, but I need some new notebooks and coloured pencils.

Dad: OK. How many coloured pencils?

Emily: Twenty!

Dad: Twenty? I think twelve are enough. Is that all?

Emily: Ummm. Can I have a new lunchbox?

Dad: A new lunchbox? What's wrong with this?

Emily: It looks old!

Dad: Well, OK. Let's go shopping.

Key: Picture 1

2 ^{CD 2}₁₅ Now listen again and write. Then point and say.

- Play the recording again.
- Pupils listen and write the words.
- Check pupils' answers.

Key: 1 school uniform, 2 notebooks, 3 lunchbox, 4 coloured pencils, 5 pencil case

Activity Book, page 35

1 ^{CD 2}₁₆ Listen and chant.

- Play the recording. Pupils listen to get a feel for the chant.
- Play the recording again. Pupils join in where they can.
- Divide the class in half. Play the recording a third time. One half of the class joins in with the first verse and the other half of the class with the repeated verse.

CD2 Track 16

Five crocodiles riding bikes,
 Nine kites flying high,
 Five spiders wearing ties,
 Nine tigers eating pies,
 I'm trying not to cry!

[Repeat]

2 Look and circle. Then classify the words. Get it right!

- Pupils work individually to circle the odd one out in each row of words.
- They write the words under the correct category heading.
- Volunteer pupils can come up and write the answers on the board.

Key: 2 twelve, 3 parrot

Numbers: (fifteen), seventeen, twenty, twelve

Classroom and Furniture: door, lamp, mirror, mat

Animals: zebra, monkey, bear, parrot

Note: You could now do the end-of-term test on Teacher's Resource Book pages 63–70.

OPTIONAL ACTIVITIES

Reinforcement

- Tell pupils to make their own odd-one-out activity.
- Elicit an example using words from Units Back to school – 3, e.g. *triangle, square, circle, apple*.
- Pupils write three odd-one-out puzzles.
- They swap puzzles with their partner and complete it.

Extension

- Refer pupils to page 18 of the Activity Book.
- Using the wordsearch as a model, tell pupils to create their own wordsearches.
- Pupils can choose a group of words from Units Back to school – 3 or have a mix of words.
- Pupils make their wordsearches and draw pictures around the outside.
- Pupils swap wordsearches with a friend and complete them.