

OBJECTIVES: By the end of the lesson, pupils will have listened to a story and talked about giving and sharing.

● **TARGET LANGUAGE**

Key language: *bin, give, share, small for (someone)*

Additional language: *box, of course, That's a great idea, throw, break*

Revision: *clothes, prepositions, need, new, old, small, beautiful, hospital, children, cousin, clean*

● **MATERIALS REQUIRED**

Warmer: Some old books or toys in a cardboard box

Extra activity 2: Two pieces of paper for each pupil, two pictures (by you) of the same toy on separate pieces of paper

Warmer

- Show the class the old books / toys you have brought. Say *Look. These are my (books). Are they new or old?* Pupils respond *Old. Say I don't need them. What do I do with them?* Teach *bin*.

PB82. ACTIVITY 1. Look and think. Say 'yes' or 'no'.

- Tell pupils to open their Pupil's Book at page 82 and to look at the picture. Elicit what they can see (*books, toys, children, mum, jacket, etc.*). Teach / review *box*. Pupils work in pairs to talk about the sentences. Do not confirm answers.

PB82. ACTIVITY 2. Listen and check.

- Play the CD. Pupils listen and check their answers to Activity 1. Ask, e.g. *Does Daisy play with the toys? Who likes the jacket? Does Daisy want the jacket?* Talk briefly in LI about giving and sharing. Remind pupils that Values lessons are about doing the right thing. Ask pupils what they do with their old toys, books and clothes.

Key: 1 No, 2 No, 3 Yes, 4 Yes

CD 3, 27

MUM: Hello, Jane. Come in.

JANE: Hello, Mrs Peters. Hi, Daisy.

DAISY: Hi, Jane.

JANE: What are you doing, Daisy?

DAISY: I'm putting my old books and toys into boxes.

JANE: Why?

DAISY: Because I don't need them. I don't play with these dolls or toys now. I'm putting them in the boxes to take to the hospital.

JANE: The hospital?

DAISY: Yes, they're for the children in hospital. The hospital needs books and toys.

JANE: That's a good idea. I give my old books to my school, but now I can give my toys to the children in hospital too. Ooh! I like that jacket on the door. It's beautiful.

DAISY: Yes, it is. It's one of my favourites, but it's small for me now. Do you want it?

JANE: Oh, yes, please. But you need to ask your mum.

DAISY: Mum, can I give that jacket to Jane, please? It's very small for me now.

MUM: Yes, of course. That's a great idea.

JANE: Oh, thank you.

PB82. ACTIVITY 3. Read and correct.

- Pupils work in pairs. They read the sentences, discuss them and write a correct version in their notebooks. Demonstrate by writing the first sentence on the board. Elicit the correct sentence and underline the words pupils need to change (*under the bed*). Write the corrected sentence on the board (Daisy's putting books and toys in boxes.). Monitor and help pairs as necessary.

Key: 1 Daisy's putting books and toys in boxes. 2 The books and toys are for the children in the hospital. 3 The hospital needs books and toys. 4 Jane gives her old books to her school. 5 The jacket is small for Daisy. 6 Daisy wants to give her jacket to Jane.

AB82. ACTIVITY 1. Listen and number.

- Tell pupils to open their Activity Book at page 82. Focus on Activity 1. Ask what they can see in the pictures. Elicit *toys, books, jeans, bike, kites, etc.* Play number 1 on the CD and point to the example answer. Play the rest of the CD. Pupils write numbers in pencil. They compare answers in pairs. Play the CD again. Check with the class.

Key: b 6, c 4, d 3, e 2, f 5

CD 3, 28

1. Dad, can we take my old toys to the children in hospital, please?
Of course, Bill. That's a great idea.
2. Mum, is it OK to take my old books to school for other children to read?
Yes, that's a good idea, Ann.
3. Your bike is very small for you, Kim. Can we give it to your cousin Julia?
Oh, yes! Can we take it today? I can teach her to ride it.
4. I love your jeans, Jim.
So do I, but they're very small for me now. My mum says I can give them to you.
Yes, please.
5. Let's play with our kites.
But I haven't got one.
Don't worry, I've got two. You can fly one of mine.
6. Oh, this game's finished.
Oh, I haven't got that one.
Here, you can play with it.
Thanks! Here, you can play with mine!

AB82. ACTIVITY 2. Read and choose.

- Focus pupils on Activity 2. They need to choose just one answer to each question. Go through the questions with the class, explaining new vocabulary (e.g. *break*). Pupils choose their answer individually by circling a, b or c.

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

Extra activities: see page T109 (if time)

Ending the lesson

- Write the following responses on the board: *Yes, but they're small for me. / Yes, that's a great idea. / Yes, please. / You can play with mine. Say Can I give my toys to the hospital, Mum?* and elicit the correct response from the ones on the board (*Yes, that's a great idea*). Repeat the question. The class reply in chorus with the correct response.

OBJECTIVES: By the end of the lesson, pupils will have talked about respecting their environment and completed rules for behaviour in public.

● TARGET LANGUAGE

Key language: *love your city, put your feet up, throw rubbish, Sorry*

Additional language: *break, clever, ugly*

Revision: city, prepositions, imperatives, *can* (permission), *must / mustn't, ground, bin, train, bus, play football, clean, beautiful*

● MATERIALS REQUIRED

Extra activity 2: Large piece of paper per group of three or four pupils

Warmer

- Sit at the front of the class with your feet on your desk. Ask your pupils *Is this OK? Can I put my feet on the desk?* Elicit *No. / You can't / Don't put your feet on the desk.* Throw some rubbish on the classroom floor. Ask the class *What about this? Can I throw rubbish in the classroom?* Elicit *No. You can't / mustn't throw rubbish.* Say *Different places have different rules.* Tell pupils in LI that they are going to talk about how to behave in different places in this lesson.

PB83. ACTIVITY 1. Look and think. Say 'yes' or 'no'.

- Tell pupils to open their Pupil's Book at page 83. Focus on the lesson title and review the meaning of *Values* and *Love your city*. Direct pupils to the four pictures. Elicit what they can see (e.g. *street, park, rubbish, wall, paint, train, football*). Read the activity instructions aloud and choose pupils to read the sentences. Check comprehension. Elicit the answer for sentence 1 from the class (no). Pupils work in pairs to talk about the rest of the sentences. Monitor and encourage them to speak in English but do not confirm answers.

PB83. ACTIVITY 2. Listen and check.

- Tell pupils to listen carefully. Play the CD. Pupils listen and check their answers to Activity 1. Check with the class. Play the CD again and check comprehension. Ask, e.g. *Where must you put rubbish? Is the wall beautiful in picture 2? What must the boy do in picture 3? Where can the girl play football?* Talk briefly in LI about respecting your city and looking after public property. Ask pupils if there are problems with graffiti and litter in their city / hometown.

Key: 1 No, 2 No, 3 No, 4 No

CD 3, 29

1.

FRED: That chocolate was good, but I'm still hungry!

JILL: Fred! You mustn't throw your rubbish on the ground!

FRED: Where can I put it?

JILL: Look, there's a bin behind you.

FRED: Oh, yes. Thanks, Jill!

2.

BOY: What are you doing?

GIRL: I'm writing my name on the wall.

BOY: But it's not your wall. That's not clever. Now it's ugly and someone must clean it.

GIRL: Oh, yes, you're right. It's not nice.

BOY: Let's ask my dad to help us clean it.

3.

BOY: Peter, put your feet down. Other people need to sit there and now it's dirty.

PETER: Oh, I'm sorry. What can I do?

BOY: You can clean it.

PETER: That's a good idea.

4.

BOY: Hey, don't play football there. You're breaking the flowers.

GIRL: Oh, sorry. Where can we play?

BOY: You can play over there. There aren't any flowers.

GIRL: Great. Thanks very much.

PB83. ACTIVITY 3. Read and match.

- Focus pupils on Activity 3. Read the activity instruction and point out the example. Pupils work in pairs to match the rest of the sentence halves. Check with the class.

Key: 2 c, 3 e, 4 a, 5 f, 6 d

AB83. ACTIVITY 1. Read and choose.

- Tell pupils to open their Activity Book at page 83. Focus on the picture in Activity 1. Ask *What's the girl doing?* Review *break*. Elicit suggestions for what the boy is saying.
- Pupils work in pairs to complete the activity. They circle the correct word in pencil. Do not confirm answers.

AB83. ACTIVITY 2. Listen and check.

- Play the CD for pupils to check their answers.

Key: playground, children, football, flowers, play football.

CD 3, 30

CHARLIE: Hey! You're breaking that tree, Mary, and I love trees!

MARY: Yes, so do I. Sorry. You're right.

CHARLIE: Let's play over there in the playground.

MARY: No, we can't. Those toys are for small children.

CHARLIE: Oh, yes. Do you want to play football?

MARY: Yes, but we can't play next to the flowers. Let's go there.

CHARLIE: Yes, that's a great place to play football.

AB83. ACTIVITY 3. Put the words in order.

- Pupils work in pairs to reorder the sentences. Check with the class.

Key: 1 It isn't OK to write on the desks at school. 2 On the bus, put your feet on the floor. 3 Don't break the trees and flowers in the park. 4 You mustn't throw your rubbish on the ground.

Extra activities: see page T109 (if time)

Ending the lesson

- Mime one of the inappropriate behaviours from the lesson (e.g. throwing rubbish on the ground). Pupils tell you *You mustn't throw rubbish on the ground! / Don't throw rubbish on the ground. / Put your rubbish in the bin.* Repeat with different types of behaviour (e.g. putting your feet on the desk, writing on the wall, playing football in the classroom, writing on the desk).

OBJECTIVES: By the end of the lesson, pupils will have listened to examples of fair play and talked about rules for playing fairly.

● **TARGET LANGUAGE**

Key language: *fair play, team, player, alright, Excellent / Nice / Great game, Well done!*

Additional language: *yellow card, follow the rules, Shall I get the teacher? It's OK*

Revision: *sports, parts of the body, imperatives, rules, angry, win, good at, touch, important, My leg hurts. Can I help you? must / mustn't*

● **MATERIALS REQUIRED**

Warmer: Clip from a video of the end of a football or tennis match, where players are shaking hands

Extra activity 2: Pieces of paper, each with a different phrase on from the following list: *Don't touch the ball. / Well done! / What's the matter? / Shall I help you get on the horse? / It's not OK to be angry. / Don't be angry.*

Warmer

- Play the video clip of sports people shaking hands. Elicit who pupils think the winner(s) is / are. Elicit what the losing player(s) is / are saying (see if pupils can remember *Well done!*). Write *Fair play* on the board and elicit a translation.

PB84. ACTIVITY 1. Look and think. Say 'yes' or 'no'.

- Tell pupils to open their Pupil's Book at page 84. Elicit the names of the sports (*baseball, football, hockey, basketball*). Use picture 1 to teach *team* and *player*.
- Pupils discuss answers in pairs. Do not confirm answers.

PB84. ACTIVITY 2. Listen and check.

- Play the CD. Pupils listen and check.

Key: 1 Yes, 2 No (When you play sport you need to know the rules), 3 Yes, 4 No (It isn't OK to be angry when we don't win).

CD 3, 31

1.

TEACHER: OK, Jack. You're in Fred's team.

JACK: I don't like baseball. I'm not very good at it.

FRED: That's OK, Jack. We can help you.

TEACHER: And remember you don't need to win, just enjoy playing!

2.

TEACHER: Paul! You mustn't touch the ball with your hands.

PAUL: You're right. I'm sorry.

TEACHER: That's alright, but you must follow the rules of the game.

3.

JIM: Ow! My leg.

SALLY: Are you OK, Jim?

JIM: No, my leg hurts.

SALLY: Can I help you? Shall I get the teacher?

JIM: Yes, please. Thanks, Sally.

4.

TEACHER: Excellent game, children. Lucy's team wins 82–78.

VICKY: Nice game, Lucy. Well done!

LUCY: Thanks, Vicky. Your team's very good too!

VICKY: It was a great game.

PB84. ACTIVITY 3. Read and correct.

- Pupils work in pairs to read and discuss.

Key: 1 We must be friendly to the other players. 2 You must always follow the rules of the game. 3 When we play sport it isn't always important to win. 4 You must help other players. / Help other players. 5 It's important to enjoy playing sport. 6 We mustn't be angry when we don't win.

AB84. ACTIVITY 1. Listen and number.

- Play the CD. Pupils write the numbers.

Key: b 5, c 2, d 6, e 3, f 4

CD 3, 32

1.

BOY: Here you are, Lily. It's your turn to jump.

LILY: Thanks.

2.

GIRL 1: What's the matter?

GIRL 2: My foot hurts.

GIRL 1: Shall I help you to stand up?

GIRL 2: Thanks very much.

3.

BOY 1: Hi. Would you like to play football with us?

BOY 2: Yes, please. Great. Thanks!

4.

MAN: Out!

ALEX: No, it isn't. It's in. It's my point!

GIRL: Be quiet, Alex. It's a game. You must follow the rules.

ALEX: Oh, I'm sorry.

5.

BOY 1: You win. Well done.

BOY 2: Thanks. You're a great player.

BOY 1: You're a really good player, too.

BOY 2: Thanks.

6.

GIRL 1: Do you need some help?

GIRL 2: Yes, please. I can't get on the horse.

GIRL 1: OK. I can help you up.

AB84. ACTIVITY 2. Complete. Choose the right answer.

- Pupils complete the sentences and choose the responses.

Key: 1 win, b; 2 hurts, b; 3 want, a; 4 help, a

Extra activities: see page T109 (if time)

Ending the lesson

- Divide the class into two 'teams'. Tell them they have just finished a football match. Tell one team they are the winners and one team they are the losers. Elicit appropriate phrases from the lesson for each team, e.g. Losers: *You win. Well done! Excellent game! You're a great player.* Winners: *Thank you. Nice match. You're good at football, too.* Pupils walk around, shaking hands and saying the phrases. Swap roles.

OBJECTIVES: By the end of the lesson, pupils will have listened to examples of and talked about ways of helping the environment.

● **TARGET LANGUAGE**

Key language: *help the world, turn off, go shopping, catch a bus*
Additional language: *use, It's better to ... , all the time, bring, electricity, later, lights*

Revision: *always, sometimes, never, must / mustn't, need to, water, clean, bag, ride a bike, drive, walk, go to work*

● **MATERIALS REQUIRED**

Warmer: Picture / photograph of the world

Extra activity 2: Very large piece of paper or display board for a class poster

Warmer

- Draw a simple picture of the world on the board or show a picture. Elicit *world*. Write the phrase *Help the world* on the board and elicit a translation. Tell the pupils they will be thinking and talking about ways of helping the world in today's lesson.

PB85. ACTIVITY 1. *Look and think. Say 'yes' or 'no'.*

- Tell pupils to open their Pupil's Book at page 85. Focus on the lesson title and review the meaning of *Help the world*. Direct pupils to the four pictures. Elicit what they can see (e.g. *car, clean your teeth, shopping, bags, computer, bedroom*). Read the activity instructions aloud and choose pupils to read the sentences. Check comprehension. Elicit the answer for sentence 1 from the class (yes). Pupils work in pairs to talk about the rest of the sentences. Monitor and encourage them to speak in English but do not confirm answers.

PB85. ACTIVITY 2. *Listen and check.*

- Tell pupils to listen carefully. Play the CD. Pupils listen and check their answers to Activity 1. Check with the class. Play the CD again and check comprehension. Ask, e.g. *Is it good to use the car all the time? Why does the girl turn off the tap? Does the woman want bags in picture 3? Why not? What is the boy doing in picture 4? Why?* Talk briefly in LI about making small changes to daily habits to help our world. Ask pupils if they do any of the things in the pictures or if they help in different ways.

Key: 1 Yes, 2 Yes, 3 No, 4 No

CD 3, 33

1.

DAD: John, shall I drive you to school this morning?

JOHN: Thanks, Dad, but Mum and I want to walk to school. It's better to walk than to drive.

DAD: Yes, you're right. It's not good to use the car all the time. Today I can go to work on the bus, too.

2.

BOY: Sue! You must turn off the water when you clean your teeth.

SUE: You're right. We mustn't use a lot of water. I forgot.

BOY: That's OK.

3.

WOMAN: Would you like a bag?

MUM: No, thank you. We've got two bags. My daughter always brings them from home. Well done, Mary!

MARY: Thanks, Mum.

4.

TOM: Come on, Jack. Let's go!

JACK: Wait a minute, Tom. We need to turn off the computer first.

TOM: No, that's alright. We can turn it off later.

JACK: No. Let's turn it off now. When we aren't using computers and lights, we need to turn them off. They use a lot of electricity.

PB85. ACTIVITY 3. *Read and match.*

- Focus pupils on Activity 3. Read the activity instruction and point out the example. Check comprehension of *lights* (number 5). Pupils work in pairs to match the rest of the sentence halves. Check with the class.

Key: 2 f, 3 b, 4 e, 5 c, 6 a

AB85. ACTIVITY 1. *Read and match.*

- Tell pupils to open their Activity Book at page 85. Focus on the pictures in Activity 1. Use them to review *go shopping, watch TV, wash your hands, walk to school and wash your hair*. Check understanding of *public transport*.
- Ask a pupil to read the example answer for the first picture (sentence 3). Pupils work in pairs to match the rest of the pictures with sentences. They number the pictures in pencil. Check with the class.

Key: b 5, c 6, d 1, e 4, f 2

AB85. ACTIVITY 2. *Read and complete.*

- Ask a pupil to read the activity instruction and the words in the box. Point out the example answer. Pupils work in pairs to complete the text. Check with the class.

Key: 2 walks, 3 catch, 4 bags, 5 always, 6 water

Extra activities: see page T109 (if time)

Ending the lesson

- Mime an action from the lesson. Pupils show 'thumbs up' if it helps the world and 'thumbs down' if it doesn't help the world. Elicit a phrase to describe what you are doing after each mime. Example mimes: turning off the television, turning on a tap and spending a long time washing your hands, driving a car, walking, asking a cashier for a bag at the supermarket, turning off a light switch, travelling on a bus / underground train.