

**OBJECTIVES:** By the end of the lesson, pupils will have read and talked about valuing others.

● **TARGET LANGUAGE**

**Key language:** *value (v), others*

**Revision:** *say thank you / sorry / goodbye, enjoy, give, smile (v)*

● **MATERIALS REQUIRED**

Extra activity 1: A piece of paper per pupil, coloured pencils or crayons

Extra activity 2: Pairs of phrases forming dialogues using language from the lesson, e.g. *Thank you, Elena. / That's all right. / These flowers are for you. / Thank you, they're beautiful.* One phrase per pupil, written on a separate piece of paper.

## Warmer

- Ask a pupil to pass you a book, pen or pencil. Take the item without speaking. Ask the class what you should say. Elicit *Thank you*. Ask pupils about the last time they said 'Thank you'.

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

- Tell pupils to open their Pupil's Book at page 82. Focus on the title and explain *value others*. Elicit *lunch box, balloons, teacher, present, flowers*, etc. Pupils work in pairs. Do not confirm answers.

**PB82. ACTIVITY 2.** *Listen and check.*

- 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. *What's the matter with Peter? How does Jim help? Who's Mr Brown? Who is the woman in number 3? How did she help the children? What did the man think of the party? What does Mary say?* Talk briefly in LI about valuing others. Ask if pupils have ever given a friend, teacher or relative a 'thank you' present.

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

### CD 3, 16

1.

**PETER:** Oh, I haven't got my fruit today and I'm hungry.

**JIM:** That's not a problem. I've got an apple and a banana. Which do you want, Peter?

**PETER:** Really, can I have one? Thanks, Jim. You're a great friend.

**JIM:** That's all right, Peter. That's what friends are for.

2.

**JACK:** Here you are, Aunt Sally. These flowers are for you.

**AUNT SALLY:** Thank you, Jack! They're beautiful. Why are you giving me flowers?

**GIRL:** When our mum was in hospital you were at home. You were there to help us.

**JACK:** We want to say thank you.

**AUNT SALLY:** Aw. Thank you, children.

3.

**GIRL:** Mr Brown. This is for you. It's from all the class.

**MR BROWN:** Ooh. For me? Thank you very much, children.

**GIRL:** We want to say goodbye and thank you.

**PUPILS:** Thank you, Mr Brown!

**MR BROWN:** That's nice. Thank you all very much. You're a very good class.

4.

**DAD:** Well, that was a good party.

**MARY:** No, Dad. It was a really good party. It was great! Thank you very much. I'm really happy.

**DAD:** I'm really happy that you're happy, Mary.

**MARY:** You're my super dad!

**PB82. ACTIVITY 3.** *Read and complete in pairs.*

- Pupils work in pairs. Write the sentence halves on the board. Elicit the endings.

**Key:** 2 say thank you. 3 and smile at them. 4 our teacher.

5 give them a picture. 6 them a letter.

**AB82. ACTIVITY 1.** *Listen and number.*

- Tell pupils to open their Activity Book at page 82. Play the CD. Pupils write numbers in pencil. They compare in pairs. Play the CD again. Check answers.

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

### CD 3, 17

1.

**BOY:** That was a great lesson, Mr Green.

**MR GREEN:** Thank you. I'm happy you enjoy my lessons.

**GIRL:** I want to learn lots of Maths with you.

2.

**JACK:** Thanks for helping me, Grandpa. Here's a picture for you.

**GRANDPA:** For me! Thank you, Jack. I love your pictures. It's beautiful.

**JACK:** And I love you, Grandpa. You're great!

3.

**VICKY:** Would you like one of my oranges, Jane?

**JANE:** Ooh, thanks, Vicky. You're a good friend.

4.

**JOHN:** Goodbye, Doctor Read. Thank you very much for helping me to get better.

**DR READ:** That's all right, John. I'm happy to see you're well again.

**JOHN:** You're a very good doctor.

**DR READ:** And you're a very good boy, John. Take care!

5.

**BOY:** Hey! Your book's on the ground, behind you.

**GIRL:** Oh, yes, it is. Thank you very much.

6.

**WOMAN:** Here's your fish and chips. Enjoy your lunch.

**GIRL:** Ooh, that's nice. Thank you very much.

**AB82. ACTIVITY 2.** *Read and choose.*

- Focus pupils on Activity 2. Go through the questions and the example. Pupils choose their answers individually and then compare in pairs. Elicit answers. Encourage pupils to give reasons.

**Key:** 2 a, 3 b, 4 c

## Extra activities: see page T119 (if time)

### Ending the lesson

- Write anagrams on the board of ways to say 'Thank you' from the lesson, e.g. *flowers, picture, letter, smile*. Pupils solve the anagrams in pairs.

**OBJECTIVES:** By the end of the lesson, pupils will have talked about being kind and practised helping others.

● **TARGET LANGUAGE**

**Key language:** *kind* (adj), *seat*, *Would you like to ... ? Shall I ... ? Can you help me, please? have a turn / give someone a turn*

**Additional language:** *Excuse me, carry, You're welcome, No problem, That's all right, Are you sure?*

**Revision:** *children, What's the matter?*

● **MATERIALS REQUIRED**

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

## Warmer

- Write the words *Be kind* on the board. Check comprehension. Elicit examples of kind things we can do. If pupils answer in LI, recast their ideas into English.

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

- Tell pupils to open their Pupil's Book at page 83. Direct them to the four pictures. Elicit what they can see (e.g. *bus, park, supermarket, shopping bags, swings*). Read the activity instruction aloud and choose pupils to read the sentences. Check comprehension. Pupils work in pairs to talk about 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 elicit the useful phrases for being kind and saying 'thank you'. Write them on the board in two columns (e.g. Column 1: *Excuse me. Would you like to sit down? Can I help you? I can get it for you. No problem. Shall I carry your bags for you? Do you want to have a turn?;* Column 2: *That's good of you. Thank you (very much). That is kind of you. That's great, thanks.*
- Talk briefly in LI about being kind to others. Ask pupils if they have been in any of the situations in the pictures or seen others being kind in this way. Ask how they feel if someone helps them.

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

**CD 3, 18**

1.

**GIRL:** Excuse me, would you like to sit down?

**WOMAN:** Oh, thank you very much, my dear. That's good of you. I'm very tired.

**GIRL:** That's all right. I can stand here. That's fine.

2.

**BOY 1:** Hello. What's the matter? Can I help you?

**BOY 2:** Oh no! My kite's in the tree. I can't get it. It's very high.

**BOY 1:** I can get it for you. Look, here you are. No problem.

**BOY 2:** Oh, thank you very much.

3.

**BOY:** Excuse me! Shall I carry your bags for you?

**WOMAN:** Oh, yes, please. Would you take them to my car for me, please?

**BOY:** Yes, of course. That's no problem.

**WOMAN:** It's over there, in the car park. That is kind of you. Thank you very much, young man.

**BOY:** You're welcome.

4.

**GIRL 1:** Hello. Do you want to have a turn?

**GIRL 2:** Oh, great! Are you sure?

**GIRL 1:** Yes, here you are.

**GIRL 2:** Thanks.

**GIRL 1:** No problem, but remember to give the other children a turn too.

**GIRL 2:** Yes, of course.

**PB83. ACTIVITY 3. Read and match.**

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

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

**AB83. ACTIVITY 1. Read and complete.**

- Tell pupils to open their Activity Book at page 83. Focus on Activity 1. Check comprehension of the phrases in the box. Pupils work individually to copy the phrases in the correct speech bubbles. Tell them to write in pencil. They compare answers in pairs. Check with the class.

**Key:** a Would you like to sit down? b Can you help me, please? c What's the matter? d Shall I carry your shopping?

**AB83. ACTIVITY 2. Read and choose.**

- Focus on Activity 2. Pupils work in pairs to complete the activity. They circle the correct word in pencil. Elicit answers and check comprehension.

**Key:** 2 helps, 3 carries, 4 shares, 5 'Thank you'

**Extra activities: see pages T119–T120 (if time)**

## Ending the lesson

- Mime one of the problems from Activity 1 (e.g. carrying heavy bags). Pupils put up their hands when they know what to say. Elicit appropriate sentences for offering help (e.g. *Can I carry your bags for you?*). Repeat with a different mime (standing on a bus looking tired / trying to reach something high up / playing on a swing).

**OBJECTIVES:** By the end of the lesson, pupils will have talked about road safety.

● **TARGET LANGUAGE**

**Key language:** *safe, dangerous, busy road, cross the street / road, 'stop, look and listen', helmet*

**Additional language:** *Be careful, traffic light, driver, zebra crossing, bright (red)*

**Revision:** *wear, ride a bike, can, must, always, imperatives, prepositions: near, next to, between*

● **MATERIALS REQUIRED**

Warmer: Coloured card or paper in red, yellow and green

Extra activity 2: White chalk or white tape (for making stripes on the floor / ground), red and green card

### Warmer

- Show a piece of red paper and elicit *Stop / Danger*. Repeat with the green paper to elicit *Go*. Show the red, yellow and green paper. Teach / review *traffic light*.

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

- Tell pupils to open their Pupil's Book at page 84. Focus on the lesson title and check comprehension of *safe*. Elicit *dangerous*. Elicit the things pupils can see in the pictures (e.g. cars, ball, bike). Teach / review *helmet*.
- Review *busy*. Elicit the answer for sentence 1 from the class (no). Pupils talk about the rest of the sentences in pairs. Do not confirm answers.

**PB84. ACTIVITY 2.** *Listen and check.*

- Play the CD. Pupils listen and check. Check with the class.
- Play the CD again and check comprehension. Review *zebra crossing* (see if pupils remember it from the joke on page 68 of the Activity Book). Pre-teach *bright*. Talk about road safety (including what to do when riding a bike) in LI and how zebra crossings work in your country. Elicit any slogans used in LI to teach road safety (e.g. *Stop, look, listen*).

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

### CD 3, 19

1.

**PAUL:** Here. Catch the ball.

**GIRL:** Whoops!

**MAN:** Be careful! You mustn't play with your ball near a busy road. It's very dangerous.

**GIRL:** Yes, you're right. I'm very sorry. Come on, Paul! Let's go and play in the park.

**PAUL:** Yes, that's a better idea. It's safer there.

2.

**TOM:** Oooh!

**BOY:** Tom! Be careful. You mustn't stand between cars to cross the road. The drivers can't see you.

**TOM:** Oh, yes, you're right. I didn't think.

**BOY:** Don't worry. Look, there's a zebra crossing over there. We can cross the road safely there.

**TOM:** OK. That's a good idea.

3.

**GRACE:** Be careful, Jim. You can't cross now.

**JIM:** Why not, Grace? It's a zebra crossing. It's safe.

**GRACE:** It's a zebra crossing, but it isn't safe at the moment.

Can you see the traffic light? You can't cross when the man's red. You must always wait for the green man.

**JIM:** OK. But there isn't always a traffic light.

**GRACE:** No, you're right. That's why you must always remember to stop, look and listen before you cross the road.

**JIM:** Yes.

4.

**JANE:** Hi, Lily.

**LILY:** Hi, Jane. Are you ready for school?

**JANE:** Yes, I'm just getting on my bike.

**LILY:** Where's your helmet?

**JANE:** Oops! It's inside ... with my bright green jacket. Can you wait one moment? I need to get it.

**LILY:** Yes, you do. You must always wear a helmet when you ride your bike.

**PB84. ACTIVITY 3.** *Read and complete in pairs.*

- Go through the example. Pupils work in pairs. Elicit the complete sentences or ask pupils to complete them on the board.

**Key:** 2 can't see you. 3 busy roads. 4 before you cross the road. 5 use it to cross the road.

**AB84. ACTIVITY 1.** *Look and write. What dangerous things can you see?*

- Tell pupils to open their Activity Book at page 84. Focus on Activity 1. Review *traffic light* and *zebra crossing*. Read the activity instruction and make sure pupils know what to do. Pupils write four more sentences in pairs. Check with the class.

**Key:** (in any order) 2 The boy is crossing the road between cars. 3 The girl on the bicycle isn't wearing a helmet. 4 The boy is skating on the road. 5 The boys are playing football next to the road.

**AB84. ACTIVITY 2.** *Put the words in order.*

- Focus pupils on Activity 2. Pupils work in pairs to reorder the rest of the words. Check with the class.

**Key:** 2 You mustn't cross the road between cars. 3 You must cross the road at a zebra crossing. 4 You mustn't play near busy roads. 5 Wear bright colours and a helmet on your bike.

### Extra activities: see page T120 (if time)

### Ending the lesson

- With books closed, say, e.g. *You mustn't play near busy ...* Pupils write the last word (e.g. *roads*). Repeat with different sentences, e.g. *When you ride a bicycle wear a (helmet)*. *Don't cross the road between (cars)*. *Always use a zebra (crossing)*. Pupils compare their answers in pairs. Elicit answers.

**OBJECTIVES:** By the end of the lesson, pupils will have talked about recycling.

● **TARGET LANGUAGE**

**Key language:** *recycle, reuse, recycling bins*

**Additional language:** *right, wrong, recycled glass, can (n)*

**Revision:** *must / mustn't, can / can't, bottle, bowl, glass, clothes, materials: plastic, glass, paper, colours*

● **MATERIALS REQUIRED**

Warmer and Ending the lesson: Items which can be recycled, made from different materials (e.g. empty glass jar, plastic bottles, empty drinks can, old newspapers / magazines, cardboard boxes)

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

## Warmer

- Show the items you have brought to class and ask what they have in common. Elicit (in LI) that they can all be recycled. Write *Recycling* on the board and check comprehension.

**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 the verb *recycle*. Check pupils know the difference between *recycle* and *reuse*. Elicit what pupils can see in the pictures and pre-teach *recycling bin*. Read the activity instruction and the sentences aloud. Check comprehension. Elicit the answer for sentence 1 (yes). Pupils work in pairs to talk about the rest of the sentences.

**PB85. ACTIVITY 2.** *Listen and check.*

- Play the CD. Pupils listen and check their answers to Activity 1. Check with the class. Play the CD again and check comprehension. Elicit what the granddad is doing to the bottle (he's squashing it) and ask why people should do this before putting plastic bottles in recycling bins (to make them smaller). Talk in LI about the importance of recycling and ask pupils what they recycle at home, what colour the recycling bins are in their town, etc.

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

**CD 3, 20**

1.

**GRANDDAD:** Can you put this bottle in that bin, please, Jack?

**JACK:** OK, Granddad, but we can't put it in this one. We need to put it into the yellow bin over there.

**GRANDDAD:** Oh, really? What's the difference?

**JACK:** The yellow bin is for plastic, the green bin is for glass, the blue bin is for paper and the red bin is for cans.

**GRANDDAD:** I see! So now we can put these boxes in the blue bin.

**JACK:** Yes, Granddad. It's good to recycle.

2.

**Boy:** Hello, Lucy. Where are you going?

**Lucy:** I'm taking this bag of glass bottles and things to the recycling bin over there.

**Boy:** Yes, at home we recycle glass. I love throwing the glass into the bin. Can I help you?

**LUCY:** If you want. Thanks.

3.

**GIRL:** Sally, look at these handbags. They're interesting.

**SALLY:** Yes, they are, and each one is different.

**GIRL:** Hey! They're made from recycled clothes.

**MUM:** Yes, they're made from old jeans. That's really clever.

**GIRL:** I think they're beautiful! Can I have one please, Mum?

4.

**GIRL:** Mum, what are you doing with those clothes?

**MUM:** I'm putting them in this bag, ready to take to the clothes recycling bin.

**GIRL:** Can't we give them to someone?

**MUM:** No, these clothes are very old. No-one can use them.

**GIRL:** Ah. I see, so when we can't reuse something we can still recycle it.

**MUM:** That's right.

**PB85. ACTIVITY 3.** *Read and match.*

- Focus pupils on Activity 3. Read the activity instruction and do the first one together. Check comprehension of *make smaller*. Pupils work in pairs to match the rest of the sentence halves. Check with the class.

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

**AB85. ACTIVITY 1.** *Read and match.*

- Tell pupils to open their Activity Book at page 85. Focus on the pictures in Activity 1. Pre-teach / review *wrong*.
- Go through the example. Pupils work in pairs to match the rest of the pictures. They number them in pencil. Check with the class.

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

**AB85. ACTIVITY 2.** *Look and write. What good things are the people doing?*

- Focus on Activity 2. Read the activity instructions and the example. Make sure pupils know what to do. They write three more sentences in pairs. Check with the class.

**Key:** (in any order) 2 The boy is making plastic bottles smaller.  
3 The man is putting a can in the right bin / The man is recycling a can. 4 The woman is reusing clothes. / The woman is making new clothes from old clothes.

## Extra activities: see page T120 (if time)

### Ending the lesson

- Show the items you have brought to class again. Ask pupils what material each one is made from (in English if possible) and whether it is possible to recycle the item at school or in the pupils' town. Ask which colour bin each item should go in.