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Unit aims Students learn to talk about their school. This includes:

- the rooms they are in and what they are doing
- what they like about their school
- keeping their school environment clean, and materials they can recycle

Background information The photograph shows children getting onto a school bus in New York City.

Introduction to the unit

- Say *Open your books to pages 24 and 25, please.* Students look at the photograph. Ask *What is Unit 2 about? Where are these children going?* Students guess (*To school*). Read the title of the unit (At school) and congratulate students who guessed correctly.
- Ask *What can you see in the photograph?* Elicit words students may know (*a (school) bus, children, a street, cars, buildings, apartments*, etc.) and follow up with additional questions: *What color is the bus?* (*It's yellow.*) *What's the weather like?* Teach or elicit *It's snowing.*
- Encourage students to think more about the photograph. Ask *Do these children live in our country?* (*Yes/No.*) Ask *How do you know? What is the same or different?* If you have access to a world map or globe, tell students where the photograph is from and show them on the map.
- Ask *Would you like to go to school in this place?* If possible, encourage students to say why or why not.

Look!

- Show students the video to explore the topic further. Pause the video at different stages and ask questions. *Where are the children? What school subject is it? What are they doing?*
- Play the video again. Ask students if the school(s) in the video are similar to or different from their school.



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1 2.01 Listen and point.

2 2.02 Listen, point, and repeat.





1. reception
2. cafeteria
3. library
4. classroom
5. science lab
6. gym
7. art room
8. music room
9. playground
10. sports field

3 2.03 Listen and say the places.

4 Think Describe and guess where.

This is Lily's favorite room.

Music room!

→ Workbook page 20

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Lesson aims Students learn and talk about rooms in a school.

New language *reception, cafeteria, library, classroom, science lab, gym, art room, music room, playground, sports field*

Recycled language *school, lunchtime, books, desks, chairs | This is my (new school). | Is this (reception)? Yes, it is. | What's this? | Who's (Tom)? He's/She's my (friend). | He/She likes (science). | What's your favorite (place)? My favorite (place) is the (sports field).*

Materials Flashcards: 16–25 | Word cards: see Digital Pack (Teacher's Resources) | Poster paper and cameras (optional)

Warmer

- Play a game of *Simon says* (see page xix), using classroom items, e.g., *Simon says touch a chair.*

Presentation

- Ask *What rooms do we have in our school?* Hold up each flashcard and say the new words. Students repeat in chorus and individually.
- Show a flashcard to a student and ask him/her to mime being in that room. Ask *Which room is he/she in?*

Student's Book page 26

1 Listen and point.

- Say *Open your books to page 26, please.* Ask *Who's this?* Explain that Lucas is showing his dad his new school's website. Students name the places.
- Students listen and point to the places. Play again, pausing to ask: *What can you see in the classroom? Does Tom like science?*

2.01

Lucas: Look, Dad. This is my new school's website!
Dad: Oh, yes. Is this reception?
Lucas: Yes, it is. And this is the cafeteria. It's lunchtime.
Dad: Look, your library has a lot of books.
Lucas: Yes.
Dad: And is this your classroom?
Lucas: Yes. You can see our desks and chairs.
Dad: And what's this?
Lucas: This is Tom's favorite room – the science lab.
Dad: Who's Tom?
Lucas: He's my friend. He likes science.
Dad: And what's this?
Lucas: The gym. Those children are at gym club.
Dad: And is this the art room, with all those pictures?
Lucas: Yes, it is. And this is Lily's favorite room – the music room.
Dad: Who's Lily?
Lucas: She's my friend. She likes music.
Dad: That's nice. And what's your favorite place, Lucas?
Lucas: Well, I like the playground … But my favorite place is the sports field. I can play soccer there.
Dad: Yes, Lucas. You like sports!

2 Listen, point, and repeat.

- Students listen and repeat the words while pointing to the correct places. Then play again. Students repeat as they read the words in the vocabulary list.

2.02: see Student's Book page 26

3 Listen and say the places.

- Play the recording. Pause for students to guess the places.

Key: **1** library **2** classroom **3** music room **4** art room **5** sports field **6** playground **7** cafeteria **8** science lab **9** reception **10** gym

2.03

1 There are books in this room.
2 There's a board in this room. There are desks and chairs, too.
3 This is Lily's favorite room.
4 You can draw and paint pictures in this room.
5 This is Lucas's favorite place.
6 You can play here at lunchtime. It's outside.
7 You can eat lunch in this room.
8 This is Tom's favorite room.
9 There's a big desk in this room. Mrs. Aiden says, "Hello."
10 You can run, jump, and dance in this room.

4 Describe and guess where.

- Students make sentences for a partner to guess.

Workbook page 20

1 Look and number the picture.

- Students number the places in the school picture.

Key: Upstairs, left to right: 7, 10, 6, 8
Downstairs, left to right: 2, 5, 3, 9, 4, 1

2 Look at activity 1. Read the sentences and write the words.

- Students read the definitions and write the words.

Key: **1** art room **2** classroom **3** cafeteria **4** science lab **5** gym **6** reception **7** sports field **8** playground **9** library **10** music room

My picture dictionary → Go to page 86: Find and write the new words.

- Students turn to the picture dictionary on page 86. They write the new words under the correct pictures.

Key: art room, classroom, cafeteria, gym, library, music room, playground, reception, science lab, sports field

Ending the lesson

- Play *Match the pictures and words* (see page xviii), using flashcards and word cards for places in a school.

Extra activities: see page TB104 (if time)

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Lesson aims Students talk about where people are at school.

New language *Where are you*/they? We're/They're in the cafeteria.* (* = *you* plural)

Recycled language places in a school | *Where are you? / Where is he/she? I'm/He's/She's in the (classroom).*

Materials Flashcards: 16–25 | Word cards: see Digital Pack (Teacher's Resources)

Warmer

- Play a game of *Mime and match* (see page xviii), using the flashcards and word cards for places at school. Nominate a student with a word card to mime being in the place written on the card. Ask the class *Where is he/she?* The student with the matching picture flashcard stands up, shows the picture, and answers *He's/She's (in the gym).*

Presentation

- Ask a pair of students to come to the front of the class. Show them a flashcard of a place in the school (e.g., music room) and then mime with them two students being in a music room. Ask the class *Where are we?* (*You're in the music room.*)
- Repeat the activity with a different pair of students, but this time they mime being in a place, without you. Ask the class *Where are they?* (*They're on the (sports field).*) Make sure that students realize that *they* refers to other people.
- Repeat a few times, making sure students realize the difference between *we* and *they*.

Student's Book page 27

5 Sing the song.

- Say *Open your books to page 27, please.* Talk about the pictures: *Look at the boy. Who is he thinking about?* (*His friends.*) *Where are they?* Elicit the different places that are illustrated in the song pictures.
- Say *Listen and point.* Play the recording. Students point to the different pairs of children as they are mentioned in the song.
- Ask more questions about each pair of children in the song to check understanding: *Where are Dave and Daisy?* (*They're in the cafeteria.*)
- Then say *Sing the song.* Play the recording again until students are singing confidently.
- Students can sing along to the version of the song with words, or to the karaoke version of the song.

2.04: see Student's Book page 27

6 Read and match.

- Ask about each of the pairs of children in the pictures: *Number 1. Where are they?* (*They're on the playground.*)
- Students then read the children's speech bubbles and match them to the correct picture. Check by calling out the picture number, for children to read the correct bubble: *Number 1* (*b We're on the playground.*)

Key: **1** b We're on the playground. **2** c We're in the library. **3** a We're in the art room.

7 Look at the pictures in activities 5 and 6. Ask and answer with a friend.

- Point to different pictures in activities 5 and 6 and say *Look at these children again. Where are they?* (*They're on the (sports field).*) Students can then continue the same activity in pairs, using the example speech bubbles and the Remember! box as a model. Students can also do this activity by giving wrong answers for their partner to correct, e.g., *They're in the classroom. No! They're on the sports field.*

Grammar fun!

- Play the *Grammar fun!* (Slow reveal picture game) video. Pause at the end of the language presentation and make sure the students understand the grammar. Ensure students have their colored crayons ready for the game and know how to vote. Then play the rest of the video (see Introduction page xii).

Workbook page 21

3 Look and circle the answers.

- Students look at the picture and circle *We're* if the children are speaking to the reader and describing their own activity, and *They're* if the picture shows children doing an activity without addressing the reader.

Key: **1** They're **2** We're **3** We're **4** They're

4 Look and complete the questions and answers.

- Students look at the picture and decide if the children are speaking to the reader and describing their own activity or if the picture shows children doing an activity without addressing the reader. They then complete the questions with *you* or *they* and the answers with *We're* and *They're* accordingly.

Key: **1** they?, They're **2** you?, We're **2** they?, They're **4** you?, We're **5** you?, We're

Ending the lesson

- Tell students to close their eyes. Describe things for them to imagine they are doing: *You're drawing a picture. Now you're painting.* Students have to guess where they are: *We're in the art room.*

Extra activities: see page TB105 (if time)

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5 2.04 Sing the song.



Dave and Daisy, where are you?
We're in the cafeteria.
Where are Dave and Daisy?
They're in the cafeteria.



Max and Mary, where are you?
We're in the music room.
Where are Max and Mary?
They're in the music room.



Sam and Susie, where are you?
We're on the sports field.
Where are Sam and Susie?
They're on the sports field.





6 Read and match.

1



2



3



a We're in the art room.

b We're on the playground.

c We're in the library.

7 Look at the pictures in activities 5 and 6. Ask and answer with a friend.

Where are they?

They're on the playground.

Remember!

Where are they?
They're on the sports field.

→ Workbook page 21

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8 2.05 Listen and repeat.



9 2.06 Look and find. Then listen and say the numbers.



10 Look at the picture. Ask and answer with a friend.

What are they doing?

They're playing baseball.

Remember!

What are you doing?
We're playing baseball.

11 2.07 Go to page 102. Listen and repeat the chant.

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Lesson aims Students ask and answer about what people are doing.

New language *What are you*/they doing? We're/They're playing tennis.* (* = *you* plural)

Recycled language *play tennis/basketball/soccer/field hockey/baseball, take photographs* | *What are you doing? I'm (playing basketball). What is he/she doing? He's/She's (taking photographs).*

Materials Written sentences on slips of paper for the mime game (see Presentation) | A bag and blank slips of paper for the *Act it out* game (optional) | Small pieces of thin cardboard (optional)

Warmer

- Students sing the song from the previous lesson.

Presentation

- Prepare slips of paper with sentences as follows: *You're on the playground. You're playing soccer.* Combine places in a school with activities that students will know from previous years of studying English. Include activities that will be recycled in the Student's Book and Workbook (*play tennis, play basketball, play soccer, play field hockey, play baseball,* and *take photographs*).
- Invite a pair of students to the front of the class and give them a slip of paper to read. Then mime the activity with them, asking the class *Where are we?* (*You're on the playground.*) Then ask *What are we doing?* (*You're playing soccer.*)
- Repeat with another pair of students, but this time allow them to mime the activity on their own. Ask *Where are they?* (*They're in the (classroom).*) Then ask *What are they doing?* (*They're reading books.*) Make sure that students understand the difference between *we* and *they*.

Student's Book page 28

8 Listen and repeat.

- Say *Open your books to page 28, please.* Students look at the photographs. Ask *What is this girl doing?* (*She's talking on the phone.*) *Who is she talking to?* (*Her friend.*) *What is her friend doing?* (*She's playing tennis.*)
- Say *Listen and repeat.* Play the recording. Students listen and repeat the questions and answers.

2.05: see Student's Book page 28

9 Look and find. Then listen and say the numbers.

- Students look at the puzzle pieces and guess where they belong in the puzzle below. Check by asking *Number (1). What are they doing?* Students give the letter and answer the question: *E – They're playing soccer.*

Key: 1 e 2 b 3 d 4 a 5 c

- Say *Now listen to the children and say the numbers.* Play the recording, pausing after each question and answer. Students say which pair of children are talking each time. They use the numbers of the puzzle pieces to identify the pairs of children each time.

Key: 1, 3, 4, 5, 2

2.06

What are you doing? We're playing soccer.
What are you doing? We're playing field hockey.
What are you doing? We're playing baseball.
What are you doing? We're playing basketball.
What are you doing? We're taking photographs.

10 Look at the picture. Ask and answer with a friend.

- Students ask and answer about the picture in pairs, using *What are they doing?* questions. They use the speech bubbles and the Remember! box to help.

11 Go to page 102. Listen and repeat the chant.

- Students listen and repeat the grammar chant, following the text on page 102. Repeat, with students changing roles, until they are chanting confidently.

2.07: see Student's Book page 102

Grammar fun!

- Play the *Grammar fun!* (Memory game) video. Pause at the end of the language presentation and make sure the students understand the grammar. Ensure students have their colored crayons ready for the game and know how to vote. Then play the rest of the video (see Introduction page xii).

Workbook page 22

5 Read and match.

- Students match the pictures to the sentences.

Key: 1 d 2 b 3 a 4 c

6 Look and write the questions and answers.

- Students look at the television screens and write questions and answers. When the people on the television screens are talking to the viewer, students write *What are you doing? We're …* When the people on the television screens are talking about other people's activities, they write *What are they doing? They're …*

Key: 1 What are you doing? We're playing ice hockey.
2 What are they doing? They're playing baseball.
3 What are they doing? They're playing tennis.
4 What are you doing? We're taking photographs.

Ending the lesson

- Students can repeat the chant again.

Extra activities: see page TB105 (if time)

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Lesson aims Students reinforce the language of the unit and practice the skills of reading and speaking, with extended writing in the Workbook.

New language *What places can you find in your school?*

Recycled language places in a school | *My (school) is (big).* | *This is the (playground).* | *I like (basketball), but my favorite sport is tennis.* | *There's a (board). / There are some (chairs).* | *These children are (doing math).*

Materials A box or bag and pieces of paper (optional)

Warmer

- Describe a room or place in your school for students to guess: *We read books here. There are lots of computers. It's next to the cafeteria.* (*The library.*) *You like playing soccer and field hockey here. We have Sports Day in this place.* (*The sports field.*)

Student's Book page 29

What places can you find in your school?

- Say *Open your books to page 29, please.* Ask the opening question: *What places can you find in your school?* Students list the rooms and different places in their school. Help them with any they forget: *Where do visitors arrive in our school?* (*Reception.*)

12 Read and listen. Then match.

- Students look at the photographs of the children at school. Ask questions about the different photographs, e.g., *a) Where are these children?* (*They're on the playground.*) *What are they doing?* (*They're playing basketball.*)
- Say *Let's find out about the school! Read and listen.* Play the recording. Students listen and follow the text in their books. They then match each paragraph to the correct photograph. Check the activity by saying the number of each paragraph – students say the letter of the matching photograph.

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

2.08: see Student's Book page 29

13 Read again and answer the questions.

- Read the questions aloud with the class and check comprehension. Students then answer the questions by reading the description of Lisa's school in activity 12 again.
- Check the activity by asking pairs of students to read a question and say the answer.

Key: **1** It's big. **2** Tennis. **3** They're doing math. **4** Yes, she does.

***14 Make sentences about your school. Say* true *or* false.**

- Make sentences about your school. Include some that are true and some that are false for students to guess. When the sentences are false, encourage students to correct them: *Our school is small.* (*False. It's big.*) *There's a big library.* (*True.*)
- Students can then continue the activity in pairs or groups.

Workbook page 23

7 Read the text. Circle the answers to the questions.

- Students read the text describing a school. They then read the questions below and find and circle the correct key answer words in the text. Check the activity by reading each question and asking students to answer with the words they have circled in the text.

Key: **1** small **2** classrooms, library, playground **3** gym **4** 18 **5** English

8 Look at activity 7. Answer the questions.

- Students answer the questions from activity 7 about their own school and favorite places and lessons.

Key: Answers will vary, for example: **1** My school is big. **2** There are classrooms, a cafeteria, a library, a reception, a playground, and a gym. **3** My favorite room is the library. **4** There are 30 children in my class. **5** My favorite class is science.

9 Write a description of your school.

- Students write about their own school, using the answers they gave in activity 8 and using the text in activity 7 as a model.

10 Ask and answer with a friend.

- Students ask and answer about their school and favorite class with a friend, using the questions from the page and the example speech bubbles to help them. If students are doing this activity at home, they can ask and answer with a family member.

Ending the lesson

- Play a game of *Anagrams* (see page xvi), making the words for places in a school into anagrams for students to solve.

Extra activities: see page TB105 (if time)

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Skills: *Reading and speaking*

Let's start! **What places can you find in your school?**

12 2.08 Read and listen. Then match.

1 My name's Lisa. Can you find a photograph of me? I'm standing outside my school. My school is big.

2 This is the playground. It's a big playground. Some children are playing a game of basketball. I like basketball, but my favorite sport is tennis.

3 This is a classroom. There's a board and some desks and chairs. These children are doing math. I like math, but my favorite class is art. I like drawing and painting.

4 This is my favorite room. It's our school library. There are lots of books, and I like reading. There are a lot of children in the library today.









13 Read again and answer the questions.

1 Is Lisa's school big or small?
2 What is Lisa's favorite sport?
3 What are the children in the classroom doing?
4 Does Lisa like reading?

14 About Me Make sentences about your school. Say *true* or *false*.

Our school is small. — False. It's big.

Writing

Workbook page 23: Write a description of your school.

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15 2.09 Story Read and listen. Watch.



Value: Keep your environment clean

→ Workbook page 24

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Lesson aims Students reinforce language with a story. They also discuss the value of keeping your environment clean.

New language *radio, pick up, litter | Where can we (find a radio)?*

Recycled language *What are they doing? They're (picking up litter). | Can we help? Yes, please. | Can you (pick up this litter)? Yes, of course.*

Materials Flashcards: 16–25 | Word cards: see Digital Pack (Teacher's Resources)

Warmer

- Use the flashcards or word cards to play a game of *What's missing?* (see page xix).

Introduction

- Remind students of the story so far: *What are the children doing?* (*A treasure hunt.*) *How many items do they have?* (*One.*) *What is it?* (*A toy tiger.*) Students guess what the characters will find in the story for Unit 2. Give them a clue that it's something you can listen to. Accept any answers.

Student's Book page 30

15 Read and listen. Watch.

- Say *Open your books to page 30, please.* Ask *What are the children looking for today?* Look at the cell phone in frame 3 of the story and teach/elicit *A radio.* Congratulate any students who guessed the item correctly or made near guesses.
- Encourage students to guess what happens from looking at the story frames. Ask *Where are the children in the story? Where do they find the radio? Who helps them?*
- Say *Read and listen.* Play the recording. Students follow the story in their books. At the end of the story, ask *Do the children have the radio for the treasure hunt?* (*Yes, they do.*)

Story

- Now students can watch the video. Pause at the end of each frame to ask more questions: Frame 1: *Where are the children? (On their school playground / sports field.) Who do they see? (Lucas's dad and Lily's Aunt Pat.) What are they doing? (They're picking up litter.)* Frame 2: *Do the children want to help? (Yes, they do.)* Frame 4: *What are the children doing? (They're picking up litter.)* Frame 5: *What does Lily hear? (Music.)* Frame 6: *What does Lily find? (A radio.)* Frame 7: *Are Aunt Pat and Lucas's dad happy with the children? (Yes, they are.) What do they give them (for helping)? (The radio.)*
- Students can watch the story again for pleasure, or you can pause after each line for students to repeat. Encourage students to use gestures and intonation from the story as appropriate. You could also divide the class into six groups. Each group repeats the lines for one character (Lily, Tom, Lucas, Aunt Pat, Anna, and Lucas's dad.)

2.09: see Student's Book page 30

Value ***Keep your environment clean***

- Students look at frames 1–4 again. Ask *Is the playground clean or dirty?* (*It's dirty.*) Then ask *What do the children help to do in the story?* (*Pick up litter from the playground.*) *What do they find in the litter on the playground?* (*A radio.*) *Can they keep the radio?* (*Yes.*)
- Encourage students to think about why it's important to keep their playground and the environment in general neat and clean, e.g., *Litter makes our environment ugly. Litter is unhealthy (it attracts rats, mice, and other pests). Litter isn't safe (people can trip over or cut themselves on litter left lying around).*

Workbook page 24

11 Read and write the words.

- Students read and complete the speech bubbles, choosing the correct expressions from the word box.

Key: **a** litter **b** pick up **c** Listen! **d** Thank you!

***12 Look at activity 11. Write* yes *or* no.**

- Students read the sentences about the story and decide whether they are true or false. They refer back to the frames in activity 11 to help them. They then write *yes* next to the true sentences and *no* next to the false ones.

Key: **1** no **2** yes **3** no **4** yes **5** no

Ending the lesson

- Groups of students can act out the story. You can play the recording for them to repeat or mime to, or they can say the lines from memory.

Extra activities: see page TB105 (if time)

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Lesson aims Students learn and practice the function of offering help. Students also practice saying the sound /aɪ/.

New language /aɪ/ – *sometimes, fight, night*

Recycled language *pick up this litter, clean the living room, play nicely, put those toys in your room | Can I help you? | Can you (clean the living room), please? Yes, of course. Thank you.*

Materials Written instructions on slips of paper for *Find someone who …* activity (see Warmer) | Flashcards: 16–25 | Word cards: see Digital Pack (Teacher's Resources)

Warmer

- Play a game of *Find someone who …* (see page xvii), using expressions with likes and activities, e.g., *Find someone who likes playing soccer. Find someone who likes picking up litter.* Students have to find a student who answers *yes* when asked *Do you like (playing soccer)?*

Presentation

- Remind students of the story from the previous lesson. Ask *What are Aunt Pat and Lucas's dad doing? (They're picking up litter.) Do the children want to help them? (Yes, they do.) What do they ask? (Can we help?) What does Aunt Pat say? (Can you pick up this litter?)*
- Then ask *What can you do to help at home or at school?* Elicit different ideas. (*Pick up litter, clean the classroom / my bedroom, read a book to my sister,* etc.)

Student's Book page 31

16 Listen and repeat. Then act.

- Say *Open your books to page 31, please.* Ask *Who can you see? (A girl and her dad/father.) Where are they? (They're at home / in their living room.) Is their living room clean? (No, it isn't.)* Students guess what the dad is asking the girl to help with (*cleaning the living room*).
- Play the recording, pausing after each dialog to ask *Does the girl want to help? (Yes, she does.) What can she do? (Clean the living room.)*
- Say *Now listen and repeat.* Play the recording again, pausing for students to repeat each line with the correct pronunciation and intonation.
- Students act out similar dialogs in pairs, each time choosing different chores/behaviour from the word box to ask for help with. Read through the word box first to check comprehension. Check the activity by asking pairs of students to act out their dialogs.

2.10: see Student's Book page 31

17 Listen and repeat. /aɪ/

- In this activity, students practice saying the /aɪ/ sound.
- Say *Look at activity 17. What are those? (They're tigers.)*
- Then say *Tiger – /aɪ/ /aɪ/ /aɪ/ – tiger.* Students repeat, emphasizing the /aɪ/ sound in the first syllable of *tiger.*
- Say *Listen and repeat.* Play the recording. Students listen and repeat the sound sentence twice. Make sure they understand the new words *sometimes, fight,* and *night.*
- Encourage students to think of other words that contain the sound /aɪ/, e.g., *like, white, five, nine, spider, library.* Help them, using mime or pictures as appropriate. (**Note:** Other words students may know if they studied *Guess What!* Levels 1 and 2 include: *bike, kite, ride, crocodile, lion, fly, motorcycle, rice, mice, nice.*)

2.11: see Student's Book page 31

Workbook page 25

13 Look and check the pictures that show the value: keep your environment clean.

- Students check the pictures that show children preventing or picking up litter and keeping their environment clean.

Key: Students should check pictures 1 and 2.

***14 Circle the words that sound like* tiger.**

- Look at the pictures and elicit the words, reviewing or teaching any as necessary. Students then circle the two words in each row that contain the /aɪ/ sound. Encourage students to sound out the different words on the page as they do this activity.

Key: **1** tiger **3** night **5** rice **6** spider **7** bike **9** kite

Ending the lesson

- Distribute the flashcards and word cards around the class. Ask the students to pass the cards around the class until you say *Stop!* Ask a student with a flashcard to make a request, asking for help in the room pictured on his/her card, e.g., *Can you clean the (classroom), please?* The student with the matching word card for *classroom* stands up and says *Yes, of course.*

Extra activities: see page TB105 (if time)

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16 2.10 Talk Time Listen and repeat. Then act.

pick up this litter clean the living room play nicely
put those toys in your room



Say it!

17 2.11 Listen and repeat.

Tigers sometimes fight at night.



→ Workbook page 25

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What materials can we recycle?



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1 2.12 Listen and repeat.



recycling bin | paper | can | bottle | cardboard

2 CLIL Watch the video.

3 What can you recycle?

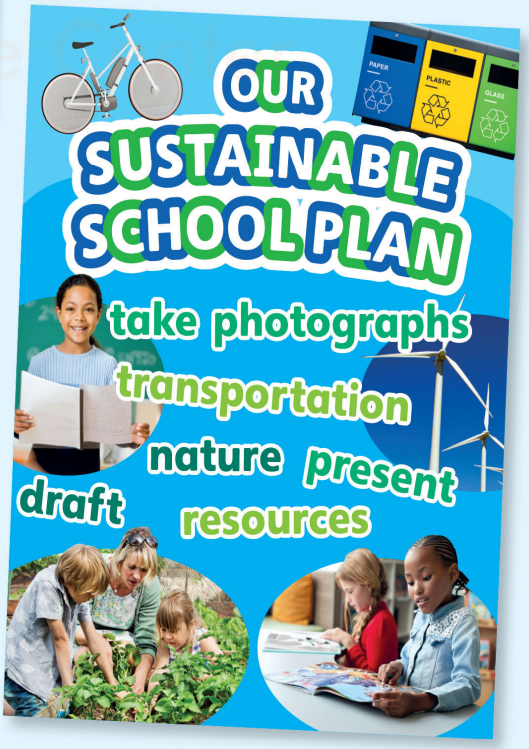


4 What materials does your school recycle?

Guess What!

We can make recycled paper into paint.

Let's collaborate!



→ Workbook page 26

CLIL: Science

Afaq-lc.com

Lesson aims Students think and talk about different materials we can recycle.

New language *recycling bin, paper, can, bottle, card* | *What materials can we recycle?*

Recycled language *glass, metal, plastic, wood, paint, made of*

Materials An aluminum can or jam jar reused as a pen holder | Some waste objects in different materials: glass, metal, plastic, wood, paper, and cardboard (optional) | Students' unwanted toys to swap or sell (optional)

Warmer

- Remind students of the story from the unit. Ask students to remind you of the activity the characters were helping with in the story (*picking up litter*). Then ask *What can we do with litter?* Accept answers such as *Pick it up. Put it in the trash can.* Introduce the theme of recycling by showing your pen holder made of a jam jar or an aluminum can. Say *Or we can use our litter again. We can recycle it.*

Student's Book page 32

What materials can we recycle?

- Say *Open your books to page 32, please.* Ask the opening question: *What materials can we recycle?* Use the photograph and any waste objects you have brought to class to elicit materials students already know (students who have studied *Guess What!* Level 1 will know *plastic, metal, glass,* and *wood*). Teach the new words *paper* and *cardboard*, using examples of real paper and cardboard to show the difference between the two. Then ask the opening question again: *What materials can we recycle?* Students look at the photograph and say which things they think can be recycled (all the materials in the photograph can be recycled).

Student's Book page 33

1 Listen and repeat.

- Say *Now look at page 33, please.* Ask *Where can we put litter to recycle?* Use the first photograph to teach the new term *recycling bin*. Then use the other photographs to elicit or teach *paper, can, bottle,* and *cardboard*.
- Say *Listen and repeat.* Play the recording. Students listen and repeat the words.
- Point to the recycling symbol on the recycling bin in the photograph. Explain that this symbol is often found on packaging that can be recycled. If you have brought different waste objects to school, you could pass these around the class for students to see which ones have the recycling symbol on them.

2.12: see Student's Book page 33

2 Watch the video.

- Play the video.
- If you don't have the video, students can find and point to the things made of the different materials in the classroom. Say *Find something made of (paper).* Students can hold up exercise books, point to a poster on the wall, etc. Repeat with other materials.

CLIL 02: see page TB116

3 What can you recycle?

- Students look at the photographs and say what they can see that can be recycled. They can also say which of these things they recycle at home.

Key: **1** glass bottles **2** paper **3** cans **4** plastic bottles

4 What materials does your school recycle?

- Students guess what their school recycles, e.g., paper, bottles, cardboard. Encourage them to check this information by asking at school reception. If you have recycling bins on the school playground, they can also go and make a list of the items that can be recycled in these.
- Students can then read the Guess What! for the page: *We can make recycled paper into paint.*

Workbook page 26

1 Look and match.

- Students match each piece of trash to the correct recycling bin.

Key: paper and cardboard: magazine, postcards, cardboard box, juice carton, notebook
plastic: plastic bottles, drinking straws
metal: can, drinks can, robot
glass: glass bottles, jam jar

2 Design two recycling bins for your school.

- Students design and draw recycling bins for their school and answer the questions about them.

Key: Answers will vary, for example: It's on the playground. Children can put paper and cardboard in it.

Ending the lesson

- If you have brought waste objects into class, ask students to sort the materials into the correct recycling category. They can label cardboard boxes for each type of recycled waste. Items can then be stored in these boxes for future class art projects or for being taken to the recycling bins.

Extra activities: see page TB105 (if time)

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Lesson aims Students will make a sustainable school plan. | They can also complete the unit evaluation in the Workbook.

New language *classroom, entrance, litter, nature, parking lot, playground, recycling bins, trash, turn off lights, waste*

Recycled language *rooms, school, transportation* | Students review all unit vocabulary and grammar in the unit evaluation.

Materials Model sheet 2, Project sheets 2, Worksheets 2, Group and Teacher evaluation sheets, cue cards (optional), poster paper (optional), pencils, colored pencils or crayons (optional), photographs of different places at school, scissors and glue (optional), a computer or tablet (optional), a phone for taking photographs (optional)

Warmer

- Make sentences about objects for students to guess, including the material they are made of, e.g., *These are made of wood. We write with them. We can draw with them, too.* (*Pencils.*)

Student's Book page 33 – Let's collaborate!

Introduce the project.

- Have students look at the project flyer on page 33. Ask *What is a sustainable school?* Point to the photographs and ask students what they can see. Ask *Do we have these things at our school? How do they help make a school sustainable?* Explain that a sustainable school is a school that helps the environment by practicing things like recycling, planting trees, using public transportation, etc. Say *Now it's your turn. Let's collaborate.* Tell them they are going to make a sustainable school plan.

Step 1 Plan your project.

- Divide students into project groups of four and distribute project sheets. When students have checked the correct ideas (recycling bins, a vegetable garden, books in a donation box), ask why the ideas make schools more sustainable. Point to the idea that doesn't show sustainability (traffic outside the school). Ask *What can people do to be more sustainable here?*
- Tell groups to discuss ways to make their school more sustainable. Have them brainstorm different places in the school and then discuss as a class.
- Hand out the worksheets. Students work together to complete ideas for each topic. Encourage groups to take photographs of the places in school where they can carry out their ideas or have them research photographs or sketch pictures to use for their plan.

Step 2 Create your project.

- In pairs, students choose two of the topics they want to focus on. They then use their worksheets to organize and draft texts of the topics for their plan. If necessary, show the class the model sheet.
- Students work together to check each other's texts and make suggestions for improvements.
- Students put their texts together and make two slides for a digital presentation. If this is not possible, they can present their information on poster paper. Remind them to include photographs or illustrations of each area.

Step 3 Present your project.

- If there is time, have students practice presenting their slides in their groups. Draw their attention to the speech bubbles on the project sheet. Encourage them to memorize the information so they can look at each other while speaking. Then students present their plan to the class. Individual students can present one of the two texts they worked on.
- Encourage students to point to the photographs on their plan while reading out the information.
- Have a class vote on their favorite plan for a sustainable school. Discuss with the class which ideas were similar or different between groups and which groups had the most original ideas.

Step 4 How did we do?

- Distribute a Group evaluation sheet (see page TB121 or *Teacher's Resources*) to each group for them to complete.
- If you wish, complete a Teacher evaluation sheet (see page TB122 or *Teacher's Resources*) for each group and award students an overall grade.

Workbook page 27 – Evaluation

1 Look and answer the questions.

- Students answer the questions about each group of people in the picture. For questions **1** and 2, students answer as if they were the children in the foreground of the picture with their cameras, talking to the reader.

Key: **1** They're in the gym. **2** They're playing basketball. **3** They're in the art room. **4** They're painting. **5** They're in the cafeteria. **6** They're eating / having lunch. **7** We're in the reception. **8** We're taking photographs.

2 Complete the sentences about this unit.

- Students complete the sentences about what they have learned to do in Unit 2.

Key: Answers will vary, for example: **1** I can talk about things people are doing. **2** I can write about my school. **3** My favorite part is the story about finding a radio.

3 Guess what it is.

- Students look at the photograph and guess the room. They then circle the correct answer on Workbook page 93.

Key: library

Extra activities: see page TB106 (if time)

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Review

Units 1 and 2

1 Find the months in the word puzzles.

Oct	ruary
Ju	ober
Feb	ember
Sept	ne


Carnival Day


Sports Day

2 2.13 Listen and match the months to the photographs.

3 Look at each photograph. Answer the questions.

1 Where are they?
2 What are they doing?


Children's Day

4 Make your own word puzzles for your friend.

Choose months, nature, or places in school:

butter rary

lib fly


Teacher's Day

→ Workbook pages 28–29

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Lesson aims Students reinforce the language of the Welcome Unit through Unit 2 by exploring the theme of special days at school.

New language *Carnival Day, Sports Day, Children's Day, Teacher's Day, colorful, a race*

Recycled language months of the year, places in school, nature, *dance, sing, run, make (cards), take photographs, play field hockey* | *What's your favorite (month)? My favorite (month) is (February).* | *Where are you? We're in the (gym).* | *What are you doing? We're (dancing).* | *What's that? It's a (rabbit). What are those? They're (caterpillars).*

Materials Flashcards: 16–25 | Word cards: see Digital Pack (Teacher's Resources) | Students' photographs of special days (optional)

Warmer

- Ask *What can you remember from the Welcome Unit through Unit 2? Let's find out!* Allow students time to look through the units and at any work displayed in class. Ask *What is easy or difficult? What is your favorite activity?*

Student's Book page 34

- Say *Open your books to page 34. Look at the photographs. Where are these children?* (*At school.*) Ask *Are they having classes?* (*No, they aren't.*) Tell students the photographs show special celebration days at a primary school.

1 Find the months in the word puzzles.

- Students match the two halves of each month word. Students can then say all the months in order around the class.

Key: October, June, February, September

2 Listen and match the months to the photographs.

- For each photograph, ask *What special day is this?* Students guess the things the children do on these special days. Students name which of these special days they celebrate at their school.
- Ask *Which month is (Carnival Day) in?* Tell students it's one of the months from the puzzle in activity 1. Accept students' guesses and then repeat for the other days.
- Say *Let's find out! Listen and match the months to the photographs.* Play the recording. Students listen and point to the special day each child is talking about, and then say which month it takes place in.

Key: Carnival Day – February, Sports Day – September, Children's Day – June, Teacher's Day – October

🎧 2.13

1 **Man:** What's your favorite month?
Girl: My favorite month is February. We have a Carnival in February. In this photograph, I'm with my class. We're in our school gym. We're wearing colorful clothes.
Man: What are you doing?
Girl: We're dancing and singing.

2 **Boy:** My favorite month is September. It's Sports Day in September.
Woman: Where are you?
Boy: We're on the sports field.
Woman: What are you doing?
Boy: We're running in a race.

3 **Girl:** My favorite month is June. Children's Day is in June.
Man: Where are you?
Girl: We're in our school playground. It's our Children's Day lunch.

4 **Boy:** My favorite month is October. Teacher's Day is in October. Look! I'm with my friends. We're in the classroom.
Woman: What are you doing?
Boy: We're making Teacher's Day cards.

3 Look at each photograph. Answer the questions.

- Students look at the photographs and answer the questions. Play the recording again if necessary. Check by asking individual students to answer the questions.

Key: Carnival Day: **1** They're in the gym. **2** They're dancing and singing. Sports Day: **1** They're on the sports field. **2** They're running (in a race). Children's Day: **1** They're in the cafeteria. **2** They're having lunch. Teacher's Day: **1** They're in the classroom. **2** They're making cards.

4 Make your own word puzzles for your friend.

- Students make their own jigsaw word puzzles for a friend to solve. They choose words from the vocabulary categories of months, nature, and places in a school. Students can also time themselves as they solve them.

Workbook page 28

1 Look and find the numbers. Answer the questions.

- Students read each numbered question, find the corresponding number in the picture and answer the question accordingly.

Key: **1** They're in the science lab. **2** They're caterpillars. **3** He's taking photographs. **4** They're butterflies. **5** They're playing field hockey. **6** They're on the sports field. **7** It's a tree. **8** It's a rabbit.

2 Find 11 months ↓ →. Then answer the question.

- Students find the words for the months of the year. (The words appear vertically and horizontally in the word search.)
- Students then write the missing month (September).

Ending the lesson

- Use the flashcards or word cards to play a game of *Tic-tac-toe* (see page xix).

Extra activities: see page TB106 (if time)

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Lesson aims Students play a board game and continue reinforcing the language of the Welcome Unit through Unit 2.

Recycled language nature, rooms in a school, months of the year | *What's that? It's a (rabbit).* | *What are those? They're (spiders).* | *I have / I don't have (a rabbit).* | *What's (her) name? It's (Kate).* | *When's (her) birthday? It's in (May).* | *What's (her) favorite color? (Her) favorite color is (pink).* | *Who are they? They're my (cousins).* | *Where are they? They're in the (park).* | *What are they doing? They're (flying a kite).* | *His/Her/Their (T-shirt) is (blue).*

Materials Flashcards: 16–25 | Word cards: see Digital Pack (Teacher's Resources) | Dice or coins and buttons or counters for playing the game

Warmer

- Use the word cards to play *Categories* (see page xvi). Students choose from the categories of months, nature, or places in a school.

Student's Book page 35

5 Play the game.

- This is a lotto-style game. Students play in pairs or groups of three. Each student chooses a game card from the center of the board (A, B, or C). They then have to collect each item on their game card by traveling around the board.
- Students place their button or counter on square 1 next to the *Start* sign. They then take turns rolling the dice and moving their counter the correct number of stepping stones on the path. When they land on a bare stepping stone, they do nothing and another student has a turn. When they land on a stepping stone with a picture, they first have to ask and answer with another player about each item they can see in the picture, e.g., square 10: *What's that?* (*It's a turtle.*) *What are those?* (*They're snails.*) They then check their game card. If they have either of these items on their card, they say *Good. I have a turtle* and cover the item on the card. (They can use slips of paper.) If they don't have either of the items, they say *I don't have (a turtle), and I don't have (snails).* The next student then has a turn.
- Play continues, with students traveling around and around the board until one of them wins by collecting all the items on their card.
- Students use the example speech bubbles on the page to help them when they are playing the game.

  (**Note:** If you don't have dice, students can play this game using a coin. They flip a coin each time and move two squares for heads, one square for tails. Or they can make their own "dice" by writing numbers on small pieces of paper and folding them up. They choose a piece of paper when it's their turn, and then fold the paper back up again afterwards each time.)

Key: **2** What's that? (It's a bird/tree.) **4** What are those? (They're caterpillars/leaves.) **6** What's that? (It's a flower.) What are those? (They're butterflies.) **8** What's that? (It's grass/a guinea pig.) **10** What's that? (It's a turtle.) What are those? (They're snails.) **12** What's that? (It's a rabbit.) What are those? (They're spiders.)

Workbook page 29

3 Look and write the questions.

- Students look at the photographs and read the answers about the children in them. They then write the correct question for each answer.

Key: **1** What's her name? **2** When's her birthday? **3** What's her favorite color? **4** Who are they? **5** Where are they? **6** What are they doing?

4 Look at the photographs in activity 3. Complete the sentences.

- Students read each fill-in-the-blank sentence and look at the picture. They then complete the sentences.

Key: **1** His T-shirt **2** Her T-shirt **3** His pants/jeans **4** Their kite

5 Answer the questions.

- Students read the definitions and choose the correct words from the box.

Key: **1** a guinea pig and a caterpillar **2** a cafeteria **3** a library **4** a bird and a butterfly **5** February **6** grass

Ending the lesson

- Use the flashcards or word cards to play *Mime and match* (see page xviii), *Does it match*? (see page xvii) or *What's missing?* (see page xix).

Extra activities: see page TB106 (if time)

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5 Play the game.



What's that?

It's a rabbit. Good. I have a rabbit.

What are those?

They're spiders. I don't have spiders.

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