

Science in our lives



Topic	By the end of the lesson the students will be able to:	Vocabulary	Structures	Learning strategies
1. The human body	<ul style="list-style-type: none"> identify and label external parts of the human body explain the functions of parts of the human body. 	Eye; ear; mouth; neck; hands; nose; legs; back; finger; feet; toes; digits; thumb; knee; eyebrows; eyelashes; eye lids; lips; functions; bend; touch; smell; hold; move; breathe; see; hear; wink; speak	What is this/that?; This is/that is... What are these?; These are... ; What is/are ears/eyes for?; They are for seeing/hearing/eating; Feet/fingers help us to...	<ul style="list-style-type: none"> Identifying and labelling Matching functions.
2. Health and sickness	<ul style="list-style-type: none"> identify healthy habits explain the importance of good health practices Identify common sicknesses found in our environment 	Wash; do exercise; healthy/unhealthy; illness; fit/unfit; feel (tired); sickness; energy; parasite; vaccinations; contaminated; fever	What are/is... healthy habits/ practices; ... is healthy (a healthy habit); First conditional: If you..., you will/may/might...	<ul style="list-style-type: none"> Classifying predicting consequences Scanning text and underlining unfamiliar vocabulary.

<p>3. Safety</p>	<ul style="list-style-type: none"> follow safety precautions around the home. 	<p>Precaution; safety; put out fire; snake bite; antibiotic pills; tall grass; scorpion</p>	<p>If I saw a snake I would run away; Is it safe/ dangerous to...? Yes, it is/No, it isn't safe to...; should/shouldn't for safety advice. If we... it might...</p>	<ul style="list-style-type: none"> Reading and hypothesising Predicting Suggesting Brainstorming.
<p>4. First aid</p>	<ul style="list-style-type: none"> identify incidents which require first aid explain how to give first aid to a victim of a snake bite. 	<p>First aid; accident; incident; to be injured/ taken ill/bitten/ stung; to get a cut; to treat; minor; serious case; identify the snake; stay calm; reassure; wrap a bandage; apply pressure; medical advice</p>	<p>Which (incident)? If someone is bitten by a snake/injured/ taken ill/shocked, you need to...</p>	<ul style="list-style-type: none"> Narrating Suggesting Selecting.
<p>5. Science apparatus</p>	<ul style="list-style-type: none"> describe a range of science apparatus express the function of the apparatus. 	<p>Microscope; beaker; pair of tongs; retort stand; Bunsen burner; test tube; pipette; light; turn on/off; pick up; put down; hold; look through/see more clearly; to heat</p>	<p>What is this/that?; This is/that is...; Here is a...; A... is used for ...ing; We need a... to...</p>	<ul style="list-style-type: none"> Matching; identifying functions/ uses Listening for specific information.
<p>6. Laboratory rules</p>	<ul style="list-style-type: none"> state seven laboratory rules and understand why those rules are important link unfortunate consequences with broken rules. 	<p>Laboratory; rules; safety; do's; don'ts; taste; follow rules/break rules; knock over; catch fire; burn; trip over</p>	<p>Do not...; You must/mustn't...; You're not allowed to...</p>	<ul style="list-style-type: none"> Discovering rules Matching
<p>7. Combustion</p>	<ul style="list-style-type: none"> observe and record an experiment describe an experiment explain necessary conditions for combustion 	<p>combustion, burn, fire, paper, glass jar/beaker, smoke, oxygen</p>	<p>How long...? It took...; What did you see when ...? The paper changed colour/changed form/gave off smoke; comparative: ...er than, more quickly than ...</p>	<ul style="list-style-type: none"> Demonstration Note taking

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8. States of matter	<ul style="list-style-type: none"> name the states of matter distinguish between solid, liquid and gas according to their characteristics. 	States; matter; solid; liquid, gas; orange juice; milk; petrol; pencil; chair; nitrogen; oxygen; carbon dioxide; water vapour; able/unable to flow; able/unable to change its shape	The states of matter are...; Is... a solid, liquid or gas? Why?; It's a... because...; ...is an example of a...	<ul style="list-style-type: none"> Finding the odd-one-out categorising completing text.
9. Ways of learning science	<ul style="list-style-type: none"> describe the procedure for conducting science experiments 	Aim; theory; apparatus; procedure; observation/ Information gathering; results analysis; interpret; draw a conclusion; states of matter; melt; vapour; heat; steps; stages	What did you do?; I verb+ed...; What did you see/find out?; I saw/ found out...; What do you conclude? I conclude that...	<ul style="list-style-type: none"> Ordering from a listening text Matching.
10. Simple machines	<ul style="list-style-type: none"> describe a simple machine describe the use of simple machines 	Simple machine; a pair of scissors; wheelbarrow and crowbar; nail cutter; nails (fingers); nails (metal); load; soil; carry; calculator; microscope; long; short; thin; thick; made of metal; made of plastic; sharp; handles; wheel(s); for cutting; for moving; for lifting; for opening; joined in the middle; curved.	What is... (simple machine)?; What are the uses of...?; It's used for...ing, it's used to...	<ul style="list-style-type: none"> Matching Describing.

Lesson 1: The human body

Vocabulary: Eye; ear; mouth; neck; hands; nose; legs; back; finger; feet; toes; digits; thumb; knee; eyebrows; eyelashes; eye lids; lips; functions; bend; touch; smell; hold; move; breathe see; hear; wink; speak

Structures: What is this/that?; This is/that is... What are these?; These are... ; What is/are ear/eyes for?; They are for seeing/hearing/eating; feet/fingers help us to...

Lesson content objectives:

By the end of the lesson the students will be able to:

- identify and label external parts of the human body
- explain the functions of parts of the human body.

Learning strategies: Identifying and labelling; matching functions.

Preparation: Make word cards of parts of the body marked A to Y as in the answers to Activity 1.

Introduction (5 mins)



- Say: 'Good morning/afternoon. How are you?' Wait for the students to reply.
- Say: 'Today we are going to learn about parts of our bodies.'
- Ask all students to stand up and say: 'Touch your head.'
- Look and see if they all touch their head.
- Do the same for: eyes, ears, nose, hair, stomach, back, feet, fingers, toes.
- Ask eight different students to tell the rest of the class a part of their body to touch not using the parts already named.
- If the students need vocabulary, try to elicit it from the other members of the class.

Presentation (10 mins)



- Say: 'Open your Student book at Topic 6, Lesson 1 and look at Activity 1.' Hold up your Student book at the correct page and point to the activity. Ask: 'Which topic, lesson and activity do you need?' Wait for the students to reply.

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- Ask the students to work in groups of three and together write the names of all the body parts A to Y, with correct spellings, in their exercise books. If they can they should draw the body also and label it.
- After five minutes, ask one student from each group to change groups, and try to label more parts.
- After three more minutes ask students to come and ask you for a word card for any words they didn't know.
- Lay all the word cards out on a table and ask the students to check their spelling.

Practice (10 mins)

- Ask the students to close their Student books, but keep their exercise books open.
- Point to your own knuckles and say: *'These are joints. Does anybody know what they are called?'*
- Say: *'Knuckles,'* and write it on the board.
- Ask: *'Why do we have knuckles? What do they do? What is their function?'* (Answer – To bend our fingers.)
- Say: *'Open your Student book and do Activity 2.'*
- Ask students to match functions to parts of the human body. Do this activity as a whole class.
- Write on the board as an example: *'The function of knees is to bend our legs.'*
- Write on the board: *'The function of _____ is to _____.'*
- Ask students to choose any of the body parts talked about up to now but not those in, Activity 2, and write a sentence about its function.

Consolidation/evaluation and assessment (5 mins)

- Ask one student to come to the front. Tell the class you are going to point to some parts of your body and they must tell the student at the front what it is and how to spell it, without looking in their books. Point to your: knee, thigh, shoulder, stomach, thumb and then finally ask the students to name a part of the body.

Reflection

- Ask students: How will you learn this vocabulary? What works best for you? Think about the different ways people learn. Try out some of these in the homework when you are learning the body vocabulary.

Answers

Activity 1

- | | | |
|-------------|--------------|----------|
| a) forehead | b) eyebrow | c) eye |
| d) nose | e) mouth | f) chin |
| g) eyelid | h) ear | i) neck |
| j) head | k) shoulder | l) chest |
| m) stomach | n) arm/elbow | o) torso |
| p) thumb | q) fingers | r) hand |
| s) thigh | t) knee | u) calf |
| v) shin | w) ankle | x) toes |
| y) legs | | |

Activity 2

Elbow...to bend the arm to make it work.

Leg...walk.

Arm... lift things.

Digits... grip/hold things.

Knuckles... bend the fingers to grip.

Eyes... see.

Ears... hear.

Nose... smell.

Eyelids... protect the eye.

Extension activity

- Ask the students to sing the song *Head, shoulders, knees and toes*.

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Head, shoulders, knees and toes, knees and toes,
Head, shoulders, knees and toes, knees and toes, And
eyes and ears and nose and mouth,
Head, shoulders, knees and toes, knees and toes.

Head, shoulders, knees and toes,
knees and toes.
Head, shoulders, knees and toes,
knees and toes.
And eyes and ears and mouth and nose,
Head, shoulders, knees and toes
knees and toes.

Teacher's reflections

- How did the students react to the song? If they enjoyed it then it is a good idea to find more English songs for them to sing. Music can be an excellent aid to memory for many students.

Homework

- Ask the students to learn this vocabulary ready for a test in another lesson.

Lesson 2: Health and Sickness

Vocabulary: Wash; do exercise; healthy/unhealthy; sickness; fit/unfit; feel (tired); sickness; energy; parasite; vaccinations; sickness; contaminated; fever;

Structures: What are/is...healthy habits/practices; ... is healthy (a healthy habit); First conditional: If you.../If you don't..., you will/may/might...; using 'you' in questions and answers for general statements: Why is doing sport good for you? It's good for **you** (~~me~~) because ...

Lesson content objectives:

By the end of the lesson the students will be able to:

- identify healthy habits
- explain the importance of good health practices
- Identify common sicknesses found in our environment

Learning strategies: Classifying; predicting consequences; scanning text and underlining unfamiliar vocabulary.

Introduction (5 mins)



- Ask one student at a time: 'How do you feel today? (Answer- well, not well) Are you sick? (Answer-yes/no).
- 'Can you give me some examples of common sicknesses? Do you know any serious illnesses?' (Answer- there are many sicknesses the students may mention but make sure they include malaria, typhoid, and cholera).
- Say: 'Today we are going to learn about health and sickness'.

Note: It is a good idea to keep the top right hand side of the board as a place for vocabulary and translations. This way the students know where to look when they need help with a word. If anyone in the class asks for a spelling or translation then you can write it here so that it is there for the rest of the class. Make sure that you let the class know what kind of word each is: (n) = noun; (v) = verb; (adv) = adverb; (adj) = adjective, etc.

Presentation (10 mins)

- Write on the board 'health' and ask somebody to explain it.
- Write: 'healthy habits/unhealthy habits'.
- Ask: '*What healthy things do you do, what healthy habits do you have?*' Get a few answers from the students.
- Say: '*Sometimes John smokes cigarettes. Is this healthy or unhealthy?*' (Answer-unhealthy). Ask the students to give other examples of unhealthy habits
- Say: '*Open your Student book at Topic 6, Lesson 2 and look at Activity 1.*' Hold up your Student book at the correct page and point to the activity. Ask the students to put the phrases in the box into the healthy and unhealthy habits columns.
- Go over the lists as a whole class and ask: '*Why is doing sports a healthy habit?*' *Why is smoking an unhealthy habit?*' (Example answers – Doing sports is good for your body. Smoking is bad for your body. You get sick.)
- Tell the students to work in groups of four to discuss the importance of healthy habits. Move around the groups to support. Then share the ideas with the whole class.
- Ask: '*If you don't do exercise, what will happen?*' (Answers – Accept answers in any grammatical format.) Write on the board: 'If you don't do exercise... you will...' For example, (my/your body will not be strong, ..., I/you will not be fit ...I/you will get fat). Ask: '*If you don't eat a balanced diet, what will happen?*' Guide the students to say '*If I/you don't eat balanced diet, I/you will be... (sick, weak, unhealthy)*'. Tell them when the sentence is true for everyone, it is correct to use 'you' in the question and the answer.

Practice (10 mins)

- Ask the students to look at Activity 2. Tell them to write sentences in their exercise books joining the beginnings and endings. Monitor the activity and ask them to check the answers in pairs, then as a whole class. Point out the difference between *will* (100% certain) and *might*.
- While the students are doing Activity 2, write on the board:
 - a balanced diet
 - vaccinations
 - wash your hands after touching animals
 - a mosquito net
 - wash vegetables in clean water

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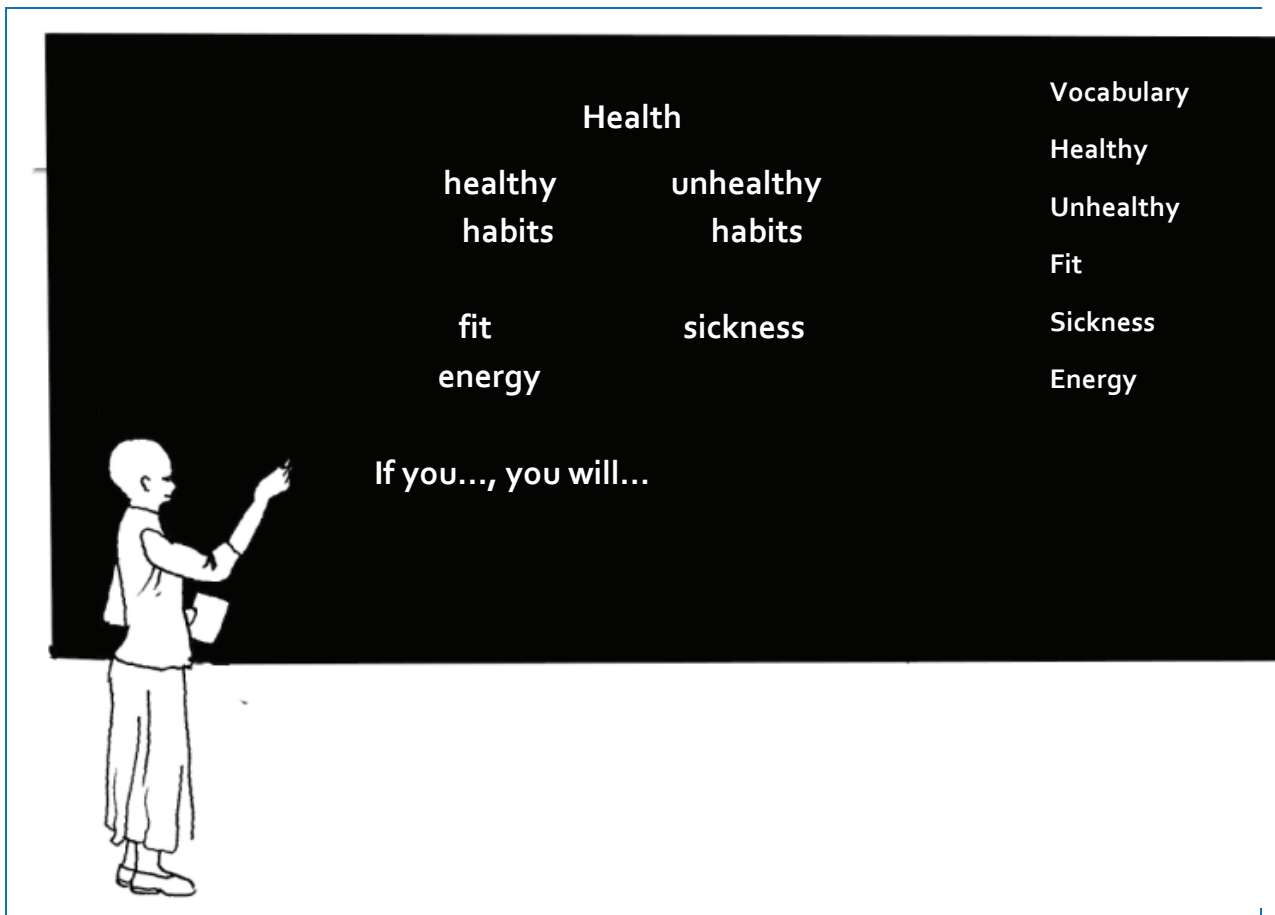
- Ask the class 'If you don't eat a balanced diet, what will happen?' Check answers round the class. All the students should all be able to answer this question from the Presentation stage. Tell the students you want them to practise asking and answering questions about what will happen if they don't do the other activities and habits on the list. Get them to work in pairs. Each student should ask and answer all five questions. Move around the pairs to monitor the activity

Consolidation/evaluation and assessment (5 mins)



- Write 'fit' on the board. Ask: 'What does this adjective mean?' (Answer - In a good physical condition, you can run a lot, you don't feel tired.)
- Write 'sickness' on the board and elicit its meaning. (Answer – When you are sick, when you are not well, you have a sickness.)

Write on the board: 'If you... you will...'. Ask the students to write their own original sentence about healthy and unhealthy practices and being fit in their exercise books.



Reflection 

- Ask the students: *‘What things will make you become healthier?’*

Answers 

Activity 1

Healthy habits	Unhealthy habits
doing sports	smoking
eating fruit	going to bed late
brushing your teeth	eating sweets
washing yourself	drinking beer

Activity 2

- If you don't sleep enough, you will feel tired all the time.
- If you do lots of exercise, you will stay fit and strong.
- If you smoke, you might get a serious sickness.
- If you eat good food, you will have energy and feel well.
- If you don't have vaccinations, you might get very ill.

Extension activity 

- Ask students to construct their own sentences using the structure *if..... I will.....*

Teacher's reflections 

- Did the students produce any original sentences using the target structure, *if... will...?*
- Think about how you can help the students to extend their learning and use the target language in other ways. It helps them to increase their use of English if they can see other situations where they can use the same language.

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Homework

- Ask the students to design a poster called *Healthy Living*. It should include things that are healthy and unhealthy. Put any good posters up around the school.

Lesson 3: Safety

Vocabulary: Precaution; safety; put out fire; snake bite; antibiotic pills; tall grass; scorpion

Structures: Conditional: If I saw a snake I would run away; Is it safe/dangerous to...? Yes, it is/No, it isn't safe to... ; should/shouldn't for safety advice. If we... it might...

Lesson content objectives:

By the end of the lesson the students will be able to:

- Follow safety precautions around the home.

Learning strategies: Reading and hypothesising; predicting; suggesting; brainstorming.

Preparation: Be familiar with the story and the pronunciation of important words.

Check any vocabulary you don't know before the class.

Introduction (5 mins)



- Say: *'Good morning/afternoon. How are you?'* Wait for the students to reply.
- Say: *'Imagine a situation. It is not a real situation, but please try to imagine what you would do.'*
- Ask: *'What would you do if a lion walked into our classroom now?'* (Answer – Accept replies in the base form of the verb: Scream! Run away! Hide! Give it my lunch!)
- Write on the board: *'If a lion walked into the classroom I would...'* and ask two or three students to say the whole sentence.
- Ask the students to open their Student book at Topic 6, lesson 3 and look at Activity 1.
- Say: *'These are imaginary situations but they are not impossible. What would you do in these situations?'* Invite several replies for each question.

Presentation (10 mins)



- Write on the board: *'Dangers around our home'*.
- Ask the students to put their hands up and tell you as many dangers as they can think of. Write them on the board.
- Say: *'In English there is a saying: Prevention is better than cure.'*

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- Write the saying on the board and ask if anyone knows what it means. (Answer – It is better for something not to happen than for it to happen and then you have to change it.)
- Write on the board ‘safety and prevention’ and ask the students what these words mean.
- Say: ‘*Today we are going to talk about safety in our home environment. If we take safety precautions (point to safety on the board) we can prevent bad things happening.*’ (Point to prevention on the board.)
- Ask the students for some ideas on how they can prevent the dangerous things happening that they mentioned.
- Take one or two examples and write them on the board using the structure ‘We should...’
- Explain the structure if necessary (This is something that is a good idea to do, it is the best way of acting).

Practice (10 mins)

- Say: ‘*You are going to work in pairs. Look at Activity 2 in your books. With your partner you should think about how you can make your home safer and write your ideas in your exercise books.*’
- Monitor the activity and help with difficult vocabulary and spelling if necessary.

Consolidation/evaluation and assessment (5 mins)

- Ask the students to work in groups of four and see if they had the same answers to Activity 2. They should decide which is the best answer or if more than one answer is good.
- Then pairs should share answers with the whole class and collect a set of good safety practices.

Reflection

- Think about how safe you are in your home and your school. How can you make these places safer?

Answers

Activity 2

1. We should cut the grass short near the compound.
2. It is difficult, but we should try not to have places they can hide. Keep all areas clean and clear.
3. We should try to keep the grass and bushes short, and not throw cigarettes there.
4. We should keep the eating areas clean, don't leave any food around that rats could eat.
5. We should put medicine in places where small children can't get it.

Extension activity

- What safety precautions are taken in your school? Make a list with your group.

Teacher's reflections

- Are you beginning to think about each lesson once it is completed? You should be finding this very useful. It is a good idea to keep a diary of your reflections for your own self-development.

Homework

- Ask the students to design a publicity leaflet. The title should be *Safety at home*.
- The students write short sentences giving *safety advice* and say how the precautions they suggest will make the home environment a safer place.

Lesson 4: First aid

Vocabulary: First aid; accident; incident; to be injured; to be taken ill; to be bitten; to be stung; to get a cut; to treat; minor; serious case; identify the snake; stay calm; reassure; wrap a bandage; apply pressure; medical advice

Structures: Which (incident)? If someone is bitten by a snake/injured/taken ill/shocked, you need to...

Lesson content objectives:

By the end of the lesson the students will be able to:

- identify incidents which require first aid
- explain how to give first aid to a victim of a snake bite.

Learning strategies: Narrating; suggesting; selecting.

Introduction (10 mins)



- Say: 'Good morning/afternoon. How are you?' Wait for the students to reply.
- Draw a picture of a snake on the board. Ask: 'Has anyone seen a snake?' (Answer – Yes/No.)
- Ask:
 - 'Where did you see it?' (Answer – In the bush/near our home/in a traditional dance.)
 - 'What did you do?' (Answer – Killed it/ran away.)
 - 'Why?' (Answer – Because snakes are dangerous. They bite.)
 - 'What would you do if your friend was bitten by a snake?' (Answer – Give him/her first aid/take him to hospital/call for help.)

Presentation (10 mins)



- Ask the students to open their Student book at Topic 6, Lesson 4 and look at Activity 1.
- Ask: 'What is happening in each picture?' Go around the class and elicit answers.
- Ask the students to look again at picture 2. Ask them what the girl is doing. (Answer – She is helping the boy. She is giving first aid.)
- Ask: 'What exactly is she doing?' (Answer – She is putting a band around his leg.)
- Write 'first aid' on the board.
- Ask the students; 'What is first aid?' (Answer - The immediate help you can give to someone when they are sick or injured.)

Practice (5 mins)



- Ask the students to look at Activity 2 in their books and discuss in pairs the first aid they would give in these situations.
- After five minutes, ask the pairs for their answers and discuss as a group if these are the correct measures to take.

Consolidation/evaluation and assessment (5 mins)



- Ask the students to look at Activity 3. They should choose the correct answers by looking at Activity 2 again.
- In pairs, they should choose the best first aid option and say why.

Activity 1

Possible answers

1. There is a snake near the boy, and he is afraid.
2. A girl is helping the boy; he has been bitten by the snake.
3. The girl has gone for help.
4. An ambulance has arrived to take the boy to hospital.
5. A doctor is treating the boy.

Activity 3

1. b 2. a 3. b 4. a

Reflection



- Ask:
 - *'Do you think it is important to know what to do in an emergency?'*
 - *'Do you think we should learn more first aid at school? Why?'*

Extension activity



- Say: *'Can you think of some more medical problems and what action we should take?'*

Note: Examples are: a mosquito bite, a stomach ache from bad food or water, a swollen ankle from a sports accident.

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Teacher's reflections



- Are you beginning to think about each lesson once it is completed? You should be finding this very useful. It is a good idea to keep a diary of your reflections for your own self-development.

Homework



Ask the students to write a short paragraph about when they, or a member of their family, had an accident or were ill. They should try to remember what help they received at home, before seeing a doctor.

Lesson 5: Science apparatus

Vocabulary: Microscope; beaker; pair of tongs; retort stand; Bunsen burner; test tube; pipette; light; turn on/off; pick up; put down; hold; look through/see more clearly; to heat

Structures: What is this/that?; This is/that is... ; Here is a...; A... is used for ...ing; We need a... to...

Lesson content objectives:

By the end of the lesson the students will be able to:

- describe a range of science apparatus
- express the function of the apparatus.

Learning strategies: Matching; identifying functions; listening for specific information.

Preparation: Make seven word cards: microscope, beaker, pair of tongs, retort stand, Bunsen burner, test tube, pipette.

Introduction (5 mins)



- Say: 'Good morning/afternoon. How are you?' Wait for the students to reply.
- Say: 'Look at me. What is the tool you use for... (mime eating soup)? What do I need?'
- Say: 'Hands up please'. Choose some students to answer until they make a correct guess. (Answer – A spoon.)
- Repeat but this time mime slicing a piece of bread/meat. (Answer – A knife.)
- Say: 'We need tools/apparatus to do many things in life. In science we need special tools/apparatus. Today we are going to learn about this apparatus.'

Presentation (10 mins)



- Say: 'Today we are going to talk about the apparatus we need in a laboratory to do scientific experiments.' Write the following words (with numbers) on the board: '1. beaker, 2. pair of tongs, 3. microscope, 4. pipette, 5. retort stand, 6. Bunsen burner, 7. test tube'.

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- Ask if any students can tell you what these things are and what they are used for. (Accept any logical answers, especially on the use of the different items, even if the students don't know the correct names of the items.)
- Say: 'Open your book at Topic 6, Lesson 5 and look at Activity 1.' Hold up your Student book at the correct page and point to the activity.
- Ask: 'Which picture shows a beaker?' (Answer – picture C.)
- Ask the students to work in pairs and match the words 2 to 7 on the board to the pictures in their Student books.
- Monitor the activity, help where necessary.
- Talk about the answers as a whole class.

Practice (10 mins)

- Say: 'When do we need a beaker in a scientific experiment and what do we need it for?' (Answer – To put things in, liquids or solids, to mix substances in, to contain the things we are using in our experiments.)
- Put the students in six separate groups. Give one word card to each group.
- Ask six questions. Use body language as well as the questions to demonstrate what you need. For each question, the group with the correct word card should stand up and shout out the answer.



1. I want to see something very small more clearly. What do I need? (Answer – A microscope.)
2. I want to heat something in the laboratory, to see what happens when it is hot. What do I need? (Answer – A Bunsen burner.)
3. I want to put a small amount of chemicals in something, to observe what happens when they are mixed or heated. (Answer – A test tube.)
4. I want to hold and support a test tube while I heat the contents. It should not move. (Answer – A retort stand.)
5. I want to pick up something very small, very carefully, without touching it. (Answer – A pair of tongs.)
6. I want to collect and put a very small amount of liquid into the test tube. (Answer – A pipette.)

Consolidation/evaluation and assessment (5 mins)



- Say: ‘Look at Activity 2. Write the letters in the correct order to make the words, and match them to their correct function.’

Reflection



- Ask: ‘Why do you need to know the names of these apparatus?’ (Answers – To write about experiments, to understand the teacher, to ask for apparatus in class.)

Answers



Activity 1

1. beaker c, 2. pair of tongs b, 3. microscope a, 4. pipette f, 5. retort stand d,
6. Bunsen burner e, 7. test tube g

- | | |
|------------------|------------------|
| a) microscope | b) pair of tongs |
| c) beaker | d) retort stand |
| e) Bunsen burner | f) pipette |
| g) test tube | |

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Activity 2

Retort stand	c) To hold the test tube so that it doesn't move.
Bunsen burner	f) To heat things.
Microscope	a) To see small things more clearly.
Beaker	g) To contain (and sometimes mix) larger amounts of things: powders, liquids, etc.
Pair of tongs	e) To pick up small things without touching them with our fingers.
Test tube	b) To contain small amounts of chemicals to be mixed/heated/cooled
Pipette	e) To collect or introduce small amounts of liquid.

Extension activity



- Take the word cards back and ask students to close their exercise books and Student books.
- Ask the same questions that you asked in the Practice phase, but this time students must write down the answers.
- Students could also make up their own clues to other scientific apparatus if they know any.

Teacher's reflections



- This lesson was very traditional in its approach to teaching and learning vocabulary. Maybe you need to consider adding a few interactive games when your main aim is teaching vocabulary?

Possible homework



- Ask the students to draw and label laboratory equipment in their exercise books, to be sure they remember the vocabulary

Lesson 6: Laboratory rules

Vocabulary: Laboratory; rules; safety; do's; don'ts; taste; follow rules/break rules; knock over; catch fire; burn; trip over

Structures: Do not...; You must/mustn't...; You're not allowed to...

Lesson content objectives:

By the end of the lesson the students will be able to:

- state seven laboratory rules and understand why those rules are important
- link unfortunate consequences with broken rules.

Learning strategies: Discovering rules; matching.

Preparation: Take a few teaspoons of sugar, a glass of milk or water and a biscuit to the class.

Introduction (5 mins)



- Say: 'Good morning/afternoon. How are you?' Wait for the students to reply.
- Say: 'Today we are going to talk about rules.' Write 'rules' on the board.
- Say: 'Put your hands up if you can tell me any of our school rules.' (Accept any meaningful answers.)
- Write on the board: 'We must/we mustn't' and use this structure to talk about some of the rules the students offered.
- Then write on the board; 'Don't...' and 'You are not allowed to...' and ask the students to use those structures to talk about more school rules.
- Write 'Laboratory rules' on the board and say 'There are special rules we have to follow in a science laboratory. Why?' (Target answers – Because the laboratory has dangers, for our safety, because there is delicate equipment.)

Presentation (10 mins)



- Say: 'Open your book at Topic 6, Lesson 6 and look at Activity 1.' Hold up your Student book at the correct page and point to the activity.
- Ask: 'What do these two images mean?' (Answers – 1. We are not allowed to/mustn't go into the lab without a teacher. 2. Don't run in the laboratory.)

Topic 6: Science in our lives

- Say: *'Put your hands up if you can tell me why you mustn't go into the lab without a teacher.'* (Answer – Because there might be dangerous chemicals in there, because some of the apparatus is dangerous, or it might break.)
- Say: *'Put your hands up if you can tell me why you mustn't run in the laboratory.'* (Answer – Because you might knock something over, you might cause an accident.)
- Ask one student to come to the front and tell the rest of the class to watch and listen carefully.
- Show the students the sugar and say: *'Imagine this is a chemical substance.'* Ask the student at the front to pretend she is touching the powder then to pretend she tastes it.
- Shout: *'Stop!'* and ask the class: *'Is it alright to taste chemical substances?'* Write 'taste' on the board.
- Elicit the rule from the class: *'You must not taste chemicals. Don't taste chemicals. You are not allowed to taste chemicals. Why?'* (Answer – Because they might make you ill.)
- Ask the student to go and wash their hands and sit down.
- Invite another student to the front. Show them the glass with liquid in it. Say to the class: *'Imagine this is a chemical that we are going to use in an experiment.'* Invite the student to pretend she is touching the liquid and biscuit. Say: *'Stop!'* and ask the class *'Is it alright to eat and drink in the lab? Why not?'* (Answer – Because you might have chemicals on your fingers.)
- Write 'eat or drink' on the board.
- Elicit the rule from the class: *'You must not eat or drink in the lab. You are not allowed to bring food or drink into the lab. Don't eat or drink in the lab.'* Ask the student to wash their hands and sit down.
- Next, throw a ruler to one of the students and say *'Catch!'*
- Ask the class: *'Is it alright to throw things to each other in the lab? Why not?'* (Because you might knock something over.) Write 'throw' on the board. Also, write 'knock over' and demonstrate its meaning if necessary.
- Next, put your bag in the middle of one of the aisles and pretend to fall over it.
- Ask: *'Is it alright to leave bags on the floor in a lab? Why not?'* (Answer – Because somebody might trip over it and cause an accident.) Write 'leave bags on the floor' on the board.
- Finally, throw some papers on your desk, some student's desks and on the floor and ask *'Is it alright to keep the lab untidy? Why not?'* (Answer – Because papers could catch fire, because untidy things might cause you to knock something over.) Write 'untidy' on the board.

- Tell the students: *'We have talked about seven laboratory rules. What are they?'*
(Answers – Don't go in without a teacher, don't run, don't taste chemicals, don't eat or drink, don't throw things, don't leave bags on the floor, don't leave the lab untidy.)
- Ask the students to experiment using the three structures (Don't...; You mustn't...; You are not allowed to...) until everybody has stated one rule.



Practice (10 mins)   

- Ask the students to look at the two symbols again and read Activity 2.
- Tell them they are going to work in groups of four and design a poster called 'laboratory rules'.
- Ask the students to share out the work. They should draw a symbol for each rule and write the rule. Show them the words on the board that will help them.
- Monitor the activity and check that students are using the target structures.

Consolidation/evaluation and assessment (5 mins)    

- Ask the students to look at Activity 3.
- Ask individual students to read out each accident. After each reading, ask the class: *'Which laboratory rule was broken?'* Encourage the use of all three target structures.

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Reflection

- Ask the students: *'How important is today's lesson to your safety? What bad things can happen in a laboratory if we don't follow the rules?'* (Answers – We can get burnt, a fire might start, we might break apparatus.)

Answers

Activity 2

Accident	Broken laboratory rule
1. Some pieces of paper caught fire in the laboratory after students went home.	Do not leave the laboratory untidy.
2. While walking around the laboratory, a student tripped over a bag and fell down.	Do not leave bags on the floor.
3. Jenina threw a book to Dami, and it hit a bottle containing chemicals. The chemical burnt Husuda very severely.	Do not throw things in the laboratory.
4. Talu entered the laboratory alone and could not understand how to close the gas pipe. Half an hour later he ran out of the laboratory but the laboratory and two more classrooms caught fire.	Do not enter the laboratory without a teacher.

Extension activity

- Ask students in groups to role-play an incident caused by a laboratory rule being broken.

Teacher's reflections

- Are you sure that the students understand the importance of these rules? Do you think that you should review these rules again at the beginning of the next lesson?

Lesson 7: Combustion

Vocabulary: combustion, burn, fire, paper, glass jar/beaker, smoke, oxygen

Structures: What is this/that?...; It's...; Is this/that...?; Yes it is.../ No it is not...;

How long...? It took...; What did you see when ...? The paper changed

colour/changed form/gave off smoke; comparative: ...er than, more quickly than

Lesson content objectives:

By the end of the lesson, the students will be able to:

- observe and record an experiment
- describe an experiment
- explain necessary conditions for combustion

Learning strategies: demonstration, note taking

Preparation: a wall clock; pieces of paper, a dry glass jar and a box of matches

Introduction (5 mins)



- Say: 'Good morning/afternoon. How are you?' Wait for the students to respond.
- Strike a match. Ask the students what words they know connected with a match.
- Tell them they are going to find three hidden words connected with an experiment using matches. Write the words 'cobsuamtio', 'ifer', 'nurb' on the board. Ask them to reorganise the letters into three words. Stop the activity after 3 minutes.
- Ask the students if they have found the words. They should find 'fire' and 'burn' easily. Take suggestions from the students about the third word, then write 'combustion' on the board.
- Check the pronunciation of 'combustion'.
- Tell them they are going to observe an experiment about combustion.

Presentation (10 mins)



- Display a box of matches, a glass jar/beaker and pieces of paper on the table.
- Invite one student at a time to identify them and show them to the rest of the class.
- Say: 'Open your Student book at Topic 6, Lesson 7 and look at Activity 1' Hold up your Student book at the correct page and get them to read the instruction.

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- Explain to the students that you are going to do an experiment using the objects. They should record their observations in their exercise book during the experiment.
- Ask them what they could record. Elicit: how long the experiment takes, changes of colour, changes of form, smoke, whether the fire goes out, etc.
 - Do the experiment:
 - Light a piece of paper on the bench
 - Light another piece of paper and once it starts burning cover it with a glass jar/beaker
- Comment to explain any issues while you are doing the experiment.
- Give the students time to work in pairs to write their observations.

Practice (10 mins)



- Ask the students to close their Student books, but keep their exercise book open.
- Get each pair of students to work with another pair to ask one another in turn about their observations. Give them these questions.
 - *What did the teacher do?*
 - *What did you see when a piece of paper burnt in the air?*
 - *How long did it take to burn?*
 - *What did you see when a burning paper was covered with glass jar/beaker?*
 - *How long did it take to burn?*
 - *What can you conclude about combustion from your observation?*
- Move around to monitor students' conversations.

Consolidation/evaluation and assessment (5 mins)



Ask the students to look at Activity 2 in their Student's book. Tell them to fill the gaps using the words above the text. Tell them they can use each word more than once. Check their answers.

Reflection

- Ask: 'How good an observer were you? What can you do to make sure you note down all the details when you do an experiment yourself?'

Answers

Activity 1

A piece of paper was burning to give light and heat

A piece of paper was burning slowly but light was not produced

It took less time for a piece of paper to burn in air but more time when covered with jar/beaker

Activity 2

When we burn paper in the air, **heat** and **light** are produced. It takes a **longer** time for paper to burn in a jar because there is no **air**. **Oxygen** from the air is needed for **combustion** to happen.

Extension activity

- Ask the students about the daily uses of combustion.

Teacher's reflections

- How much were the students able to record in writing while they were observing the experiment? How can you help them develop their note taking skills in English?

Homework

- Ask the students to find out about firefighting and fire extinguishers.

Lesson 8: States of matter

Vocabulary: States; matter; solid; liquid, gas; orange juice; milk; petrol; pencil; chair; nitrogen; oxygen; carbon dioxide; water vapour; able/unable to flow; able/unable to change its shape

Structures: The states of matter are...; Is... a solid, liquid or gas? Why?; It's a... because...; ...is an example of a...

Lesson content objectives:

By the end of the lesson the students will be able to:

- name the states of matter
- distinguish between solid, liquid and gas according to their characteristics.

Learning strategies: Finding the odd-one-out; categorising; completing text.

Preparation: Word cards with all of the following written separately: gases, hydrogen, oxygen, carbon dioxide, water vapour, liquids, oil, water, orange juice, milk, solids, rock, salt, sugar, ice, wood.

Introduction (5 mins)

- Say, 'Good morning/afternoon. How are you?' Wait for the students to reply.
- Write on the board: 'List A: water, orange juice, milk, stone, petrol; List B: stone, chair, oxygen, pencil, rubber; List C: carbon dioxide, oxygen, nitrogen, diesel.'
- Say: 'Let's play the odd-man-out game.'
- Point at the lists on the board and say: 'In each list A, B and C, there is something which is in a different state from the rest. Let's point to the odd-one-out on the list.'
- Ask: 'From list A, what does not belong to the list? Which is the odd-one-out?' Invite a student to the board to show the odd-one-out. (Answer – Stone.)
- Ask: 'Why is stone the odd-one-out?' (Answer – Because it is not a liquid.)
- Repeat this with lists B and C.

Presentation (10 mins)

- Ask the students to open their books at Topic 6, Lesson 8 and look at Activity 1.
- Tell the students: 'We are going to read a text about matter.'
- Ask one student to read the text aloud.
- Ask the class to tell you the differences by asking:

- ‘Can we see solids?’ (Answer – Yes.)
- ‘Can solids change their shape?’ (Answer – Not usually.)
- ‘Can liquids change their shape?’ (Answer – Yes.)
- ‘Can we see liquids?’ (Answer – Yes.)
- ‘Can we see gases?’ (Answer – No, not usually.)
- ‘Can liquids and gases both change their shape?’ (Answer – Yes.)

Practice (10 mins)

- Ask three students to come to the front of the class and stand at the front.
- Give each student a word card, one saying *solids* one saying *liquids* and one saying *gases*.
- Ask them to hold up and read out their word card.
- Give out the other word cards to other students.
- Ask students with word cards in the class to stand up and say what is on their card. The rest of the class should say *liquid*, *solid* or *gas*. That student should go and stand behind the person at the front with the correct state of matter card.
- When the students with word cards are all in the correct place, ask some of them: ‘Can you change shape? Can I see you?’
- Ask for examples of liquids, solids and gases and write them on the board.
- Tell the students to copy the three lists into their exercise books.

Consolidation/evaluation and assessment (5 mins)

- Ask the students to look at Activity 2 in their Student books and complete the paragraph in their exercise books choosing the correct words.

Reflection

- Ask: ‘What are our bodies? Solid, liquid or gas?’ (Answer – A combination of solids, liquids, and gases.)

Answers



Introduction

- List B – Oxygen because it is not a solid, it is a gas.
- List C – Diesel because it is not a gas it is a liquid.

Activity 2

Matter exists in **three** (ten, four, three) observable states in everyday life. The air we breathe is in **gas** (solid, liquid, gas) state. At home, when we cook ugali we use maize flour and water. In this case **water** (gas, water, maize flour) is liquid and **maize flour** (liquid, water, maize flour) is solid.

Extension activity



- Ask students to list common solids and liquids used in their homes.

Teacher's reflections



- How did the students manage with the names of the gases? When they begin to study chemistry they will need to learn many chemical elements, their symbols and names. Can you help them in any way?

Possible homework



- Ask the students to observe a cooking procedure in their home and to list the solids and liquids that are used.

Lesson 9: Ways of learning science

Vocabulary: Aim; theory; procedure; observation/information gathering; results analysis; interpret; draw a conclusion; states of matter; melt; vapour; steam; heat; steps; stages; particles; molecules; moving

Structures: What did you do?; I verb + ed...; What did you see/find out?; I saw/ found out...; What do you conclude? I conclude that ...

Lesson content objectives:

By the end of the lesson the students will be able to:

- Describe the procedure for conducting science experiments.

Learning strategies: Ordering from a listening text; matching.

Preparation: Make seven word cards with the following questions written on them:

What did you do? What did you see? What do you conclude? What was the aim of the experiment? What is the theory behind the experiment? What apparatus were used in the experiment? How can you explain the results?

Practise reading the text and check the correct pronunciation.

Introduction (5 mins)



- Say: 'Good morning/afternoon. How are you?' Wait for the students to reply.
- Ask: 'Who likes science? Why? Why not?'
- Say: 'Part of science is doing experiments.' Write 'experiment' on the board. Ask for definitions. (Answers – When you do something in a laboratory, when you mix chemicals, when you heat things, cool things, and see what happens.)
- Say: 'Today we will study the procedure for conducting experiments.' Write 'procedure' on the board.
- Say: 'The procedure is the different steps we take when we want to learn something about science by doing an experiment.'
- Ask students what they can remember about the steps of the experiment on combustion they observed in Lesson 7 (They should keep their exercise books closed). Ask them to organise their ideas in order and write them up on the board under the heading 'procedure'.

Topic 6: Science in our lives

Note: It is a good idea to keep the top right hand side of the board as a place for vocabulary and translations. This way the students know where to look when they need help with a word. If anyone in the class asks for a spelling or translation then you can write it here so that it is there for the rest of the class. Make sure that you let the class know what kind of word each is: (n) = noun; (v); = verb (adv); = adverb, (adj); = adjective, etc.

Presentation (10 mins)



- Say: 'Open your Student book at Topic 6, Lesson 9 and look at Activity 1.' Hold up your Student book at the correct page and point to the activity.
- Tell the students to copy the list into their exercise books.
- Tell the students that you are going to read about the procedure to follow when doing an experiment. They should listen and write the numbers 1 to 6 next to the items in the list, in the order they hear you mention them.
- Read the passage slowly and carefully. The vocabulary is difficult.



Standard procedure for conducting experiments

Before conducting an experiment you need to specify its aim. The aim of an experiment is the purpose of that experiment. It is the reason why you are doing it.

Theory is the second step of any science experiment. Here you should consult the principles and laws governing the experiment so that you are following known guiding scientific principles.

For any experiment you should know the procedure. The procedure is your step-by-step plan. You will need a list of apparatus for the experiment, how you should set up the apparatus, what you are actually going to do and what to observe and record.

When conducting an experiment information must be gathered. This means that you should record, or write down, the information you get from the experiment.

The next step is results analysis. Here the results obtained are analysed to find out new knowledge you discovered or to confirm existing knowledge.

Finally, you need to interpret, or understand the results you have analysed, so that you can draw a conclusion which will be the findings of the experiment.

- Check the answers as a whole class and write numbers 1 to 6 on the board with the relevant stage next to them, so that students can self-correct and see the steps in the correct order.

Practice (10 mins)     

- Point to each stage on the board and see if the students can explain/define them a little. It is not necessary for them to explain fully. They have only heard the text once.
- Say: *'Look at Activity 2.'* Hold up your Student book and point to the activity.
- Say: *'On the left we have all the steps. On the right we have their explanations. With your partner please write in your exercise book which explanation goes with each step.'*
- For example say: *'Which is the explanation of theory?'* (Answer – d. The stage at which you study the scientific principles and laws governing the experiment.)
- Monitor and help the pairs if necessary.
- When everyone has finished, read the passage again, a little faster than the first time, and ask students to check their answers.
- Ask different pairs to read out the answers in the correct order for an experiment. This way, they go over the order and the meaning at the same time. Say: *'What comes first in an experiment and what does it mean? What comes next?'*

Consolidation/evaluation and assessment (5 mins)    

- Ask seven students to come to the front of the class and give each of them one of the word cards.
- Ask the rest of the class to look at Activity 3 in their Student book. Read the Introduction together.
- Each student with a word card should read out their question, while the rest of the class looks for the answer in the text. The students should put their hands up when they find the answer. Ask the questioning and the answering students to read out both again, and ask the rest of the class if that is the correct answer to the question.

Reflection 

- Ask the students: *'Do you think science is easier to learn and remember when you do practical things, not just reading books?'*
- Tell them to think about how you can make other lessons practical. Speaking in English is a practical skill.

Answers  

Activity 1

1. Aim 2. Theory 3. Procedure 4. Information gathering 5. Results analysis 6. Conclusion

Activity 2

1. d 2. e 3. f 4. c 5. a, 6. b

1. Theory: The stage at which you study the scientific principles and laws governing the experiment.
2. Conclusion: The findings of the experiment.
3. Aim: This is the purpose of the experiment. It should appear at the heading of experiment report.
4. Information gathering: Observations and data are recorded.
5. Results analysis: The results obtained are analysed to identify new findings or verifying the existing ones.
6. Procedure: Explanations on how to conduct the experiment step by step.

Activity 3:

What did you do? **5.** I heated ice in a pot.

What did you see? **3.** I saw ice melting to water and the water evaporating into steam.

What do you conclude? **1.** Water can exist in three states: solid, liquid and gas.

What was the aim of the experiment? **6.** The aim of the experiment was to prove that water exists in three states.

What is the theory behind the experiment? **7.** All matter is made up of separate moving particles. The particles change their state when you add energy.

How can you explain the results? **4.** When ice is heated, it acquires energy which loosens the attractions between the molecules. As a result the molecules become free to move. The ice has changed to water. If more heat is added, it changes water into water vapour (steam).

What apparatus was used in the experiment? **2.** I used fire, a pot and ice.

Extension activity

- Ask the students to close their Student books and their exercise books.
- Go through the stages of an experiment and see if they can explain them to you again.

Teacher's reflections

- There was a lot of difficult vocabulary in this lesson. Did the lesson achieve its objectives without specific teaching of all the new words? Should you simplify the vocabulary next time you teach the lesson or did the students manage to understand most concepts?

Homework

- Ask the students to carry out the following experiment at home:
 - Get two pieces of ice, both the same size. Put one piece inside a sock, and put the other one next to it, uncovered. Note which piece of ice melts more quickly. Draw conclusions.

Lesson 10: Simple machines

Vocabulary: Simple machine; a pair of scissors; wheelbarrow; crowbar; nail cutter; nails (fingers); nails (metal); load; soil; carry; calculator; microscope; long; short; thin; thick; made of metal; made of plastic; sharp; handles; wheel(s); for cutting; for moving; for lifting; for opening; joined in the middle; curved.

Structures: What is... (simple machine)?; It's made of ...; What are the uses of...?; It's used for...ing, it's used to...

Lesson content objectives:

By the end of the lesson the students will be able to:

- describe a simple machine
- describe the use of simple machines.

Learning strategies: Matching; describing.

Preparation: Make three sets of white word cards; each set should contain word cards of the following words: a simple machine; a pair of scissors; a wheelbarrow; a nail cutter; a crowbar. Also make three sets of coloured word cards; each set should contain the following phrases: is used to carry soil from one place to another; is a simple machine which is used for cutting nails; is used to open big wooden boxes; is a simple machine used to cut; is something that makes work easier; I am 42 years old.

Introduction (5 mins)



- Say: 'Good morning/afternoon. How are you?' Wait for the students to reply.
- Divide the class into two teams. Let them decide their team names.
- Say: 'We are going to play 'What's the question?'. Two players, one from each team, will stand up. I will give an answer and ask: What's the question? Any of the two players should ask the question for that answer. The fastest player to say the question correctly wins a point for their team. If the question is wrong one point is deducted from their team.'
- New contestants should stand up for each new round.
- Demonstrate the game. Give one student a piece of paper with the sentence 'I am 42 years old.'
- Ask the student to read it and then ask the other students: 'What's the question?' (Answer – How old are you?)

- Start the game.
- Two students, one from each team stand up. Say: *'It is half past ten. What's the question?'*
- Let the faster thinker among the two players respond and award the points accordingly.
- Move to the board and say: *'I will record your points here.'*
- Continue the game using the following answers:
 - *'My favourite school subject is science.'* (Answer – What's your favourite subject at school?)
 - *'Swimming is my hobby.'* (Answer – What's your hobby?)
 - *'I live in this village.'* (Answer – Where do you live?)
 - *'I am very well. Thank you.'* (Answer – How are you?)
 - *'Yes, the zebra is a mammal.'* (Answer – Is the zebra a mammal?)
 - *'It is used in science for looking at very small things like bacteria to see them better.'* (Repeat twice.) (Answer – A microscope.)
 - *'It is used for adding, subtracting and multiplying quickly.'* (Repeat twice.) (Answer – A calculator.)
- Find the winner.
- Say: *'Team... is the winner. Well done!'*

Presentation (10 mins)

- Say: *'Open your books at Topic 6, lesson 10 and look at Activity 1. Hold up your Student Book and point to the activity.'*
- Say: *'Let's describe these items then name them.'*
- Tell the students to work in groups and experiment with descriptions using some of the words in the box, or other appropriate vocabulary. Give them time to discuss it.
- Work through the descriptions with the students; they are difficult! Ask questions like: *'Is it long or short, is it made of plastic?'*
- Help the students as much as possible and value their contributions.

Topic 6: Science in our lives

Practice (10 mins)

- Divide the class into three groups.
- Give out the set of white word cards and coloured word cards to each group.
- Say: *'Look at the word cards. Each white word card has a word and each coloured word card has explanation of a word.'*
- Say: *'One group member, take a white word card and read it to the group. The group should find a coloured word card that has the explanation that completes the description. Write the sentence which has been formed.'*
- Wait for a while and say: *'Do this again until all the word cards are used.'*
- Ask: *'What is a simple machine?'* Let one student answer the question by using the sentence they formed.
- Ask: *'How do simple machines help us?'* (Answer – By making work easier to do.)

Consolidation/evaluation and assessment (5 mins)

- Say: *'Look at Activity 2.'*
- Say: *'Read the short paragraphs and decide what the objects are.'*
- Say: *'Write a similar paragraph in your exercise book about one of the other objects.'*
- Monitor, check and help when necessary.

Reflection

- Ask the students:
 - *'Can you imagine living and working without these basic tools?'*
 - *'Who can name some other simple machines we use every day? What do we use them for? How do they make our lives and our work easier?'*
 - *'What topic should this lesson come under?'* (Answer – Physics.)

Answers

Activity 1

- a) made of metal, sharp, handles, for cutting, joined in the middle.
- b) long, thin, made of metal, for opening.
- c) made of metal and plastic, has a wheel, for moving.
- d) short, made of metal, sharp, for cutting.

Activity 2

1. A pair of scissors
2. Crowbar

Possible answers:

It is made of metal. It is small and sharp. It has two strong metal parts joined in the middle. You can press the two parts together. It is used for cutting nails. (Nail cutters)

It is made of metal. It has a tray, a kind of cone shape but not exactly, one wheel, and two metal handles. It is used to carry soil and other things from one place to another. (A wheelbarrow).

Extension activity



- Ask: 'Apart from the simple machines we learned today, what other simple machines do you know?'
- The students should have one minute to think alone, one minute to think in a pair and one minute to share with another pair.

Teacher's reflections



- Would your students have the skills to transfer this knowledge of how to describe objects to other subjects? How can you help with this?

Homework



- Ask the students to write a description of two common tools used:
 - a) at home
 - b) at schoolTell them the other students will guess what they are in the next lesson.