

5 Song

- 1 Listen and read. 🎧 TR: 109
- 2 Listen and sing. 🎧 TR: 110 and 111
- 3 Sing and act. 🎧 TR: 112

Chorus

*This is my town!
Let's look around!*

In the town centre,
There's a pool.
And next to the library,
That's my school!

Chorus

There's a playground,
And there's a zoo
With monkeys and elephants
And zebras too!

Chorus

Here in the park,
What can you see?
There are paths and fences,
And gardens with trees.

Chorus

VALUE

Love your town.

Workbook, Lesson 6

1 Who loves their town? Write *Yes* or *No*.



1 No

2 _____

3 _____

4 _____

5 _____

2 Write and draw.

This is me. Look! I'm in my town. I _____ my town.



LESSON 5 Song

In this lesson, students will:

- listen to and sing a song about a town.
- act out a song.
- identify the value *Love your town*.

Resources: Audio Tracks 109–112, Classroom Presentation Tool, Flashcards 106–108 and 111–113, Workbook page 61, Online Practice

Materials: photos of students' town or a town's website showing photos of important places and buildings

Warm Up

- Play a memory game about a town. Say *In my town, there's a school*. Ask a student to repeat the sentence. Then indicate that this student should extend the sentence. Say *In my town, there's a school and ... a park*. Point to another student and ask this student to repeat the sentence and add a third item, for example, *In my town, there's a school, a park and a library*. Point to a few more students and tell them to repeat the sentence adding one more item each time and remembering all the previous items. See if students can get at least eight words.
- Use the Photo Tell students to open their books to page 74. Point to the photo. Make statements about the photo and ask students to say True or False. Say *This is a town centre*. (false) *This is a park*. (true) *There are trees*. (true) *There are people*. (false)

1

- Tell students to say the new words they've learnt so far in this unit. Write the words on the board as students say them. Point to the song and ask students to scan it to find any words that are on the board. (town centre, [swimming] pool, library, playground, zoo) Ask them to say the words and tick each one on the board as they say it.
- Read the instructions aloud. Play **TR: 109**. Ask students to listen and follow in their books.
- Extra Support Play **TR: 109** again and hold up the town centre flashcard, the swimming pool flashcard, the library flashcard, the zoo flashcard and the park flashcard as each word is sung.

2

- Hold up page 74 of the Student's Book and point to the path in the photo. Say *Path*, write *path* on the board and ask students to repeat. Then, point to the fence and repeat. Then play **TR: 110**. Get a clapping or tapping rhythm going to accompany the song. Encourage students to sing along with the chorus.
- Play **TR: 111**, the instrumental version of the song, for students to sing.

3

- Read each line of the song aloud and demonstrate an action. Tell students to do the action too.
This is my town! (Hold out your hand with your arm extended to indicate the space round you.)
Let's look around! (Use an open hand above your eyes as you move your head from side to side.)
In the town centre, (Point to a spot in the distance.)
There's a pool. (Make a swimming action.)
And next to the library. (Make a reading action.)
That's my school! (Gesture round the classroom.)
There's a playground. (Make a climbing action.)
And there's a zoo (Extend your arms to indicate a place.)
With monkeys and elephants (Make a monkey action and move your arms like a trunk for elephants.)
And zebras too! (Make a galloping motion.)
Here in the park, (Point your finger down to your feet to indicate here.)
What can you see? (Shrug and then point to your eyes.)
There are paths and fences. (Stretch your arms out and move them in bends to indicate a path.)
And gardens with trees. (Place your hands together, move them up and then separate them for tree.)
- Play **TR: 112** pausing after each line to make sure everyone remembers the actions. You can change or simplify the actions if necessary.
- Play **TR: 112** again. Ask students to sing the song again and do the actions.
- Extra Challenge Put students into pairs A and B. Ask Student A to do an action from the song and ask Student B to say the line of the song. Tell them to take turns acting and identifying.
- Value: *Love your town* At this point in the lesson you can teach the value. Say *The value of this lesson is Love your town*. If possible, organize a walk round the town and tell students to point out places they like. During the walk, model picking up litter and ask *Is this good?* (yes) Then say *I love my town*. Then, pretend to do something harmful, such as dropping litter or similar and ask *Is this bad?* (yes) *This is not how I love my town*. If it isn't possible to go for a walk, show photos of places in your town that children will take an interest in. Also, look for appropriate photos of litter in a town and point out that this is NOT a good way to love your town. For additional practice, ask students to complete Lesson 6 of the Workbook in class or at home.

Optional Activity

- Ask students to work in groups to draw an imaginary park. First, ask them to draw in groups. Then, ask them to hold up their drawings and describe them using *In the park, there's a/there are ...*

Wrap Up

- Sing the first line and part of the second line of the song, stopping before the last word and inviting students to sing the missing word. Continue in this way until you've sung the entire song.

Additional Practice: Workbook page 61, Online Practice