

Teacher's Notes

UNIT 4 Tiger values – Kitchen hazards



Type of activity: whole-class, pair and individual work

Focus: listening, speaking, reading and writing skills

Active language: *hot, cold, heavy, sharp, dirty, electric*

Level: beginners, grade 1

Time: 45 minutes

Materials:

- Tiger puppet (from Tiger values, Lesson 1)
- flashcards and word cards attached to the Teacher's Notes
- Student's Worksheets 1 and 2 – one copy for each pupil

Procedure:

1. Greet the class. Draw a simple sketch of a kitchen on the board. The children guess what you have drawn. Elicit in L1 how the children help their parents in the kitchen, e.g. help to prepare meals. Hold up the Tiger puppet. Explain that Tiger would like to help in the kitchen too, but he is not very careful. Ask the pupils to tell the Tiger what dangers he could face in the kitchen. Then explain that today's lesson will be about kitchen hazards.
2. Mime touching something hot and burning your fingers. The children guess the word you are miming. When they have called out the correct answer in L1, say: *hot*. Encourage the children to mime and repeat the word together with you three times. Using the same procedure, introduce the following words: *cold* (touch something and shiver), *heavy* (lift something with difficulty), *sharp* (pretend to slice something with a knife and cut your finger), *dirty* (touch the desk and look at your palms with disgust), *electric* (pretend you are unplugging something and getting an electric shock).
3. Ask the children to explain in what way objects that are hot, sharp, etc., can be dangerous, e.g. *dirty* objects may spread germs, *cold* objects may be too cold for us to hold and we may drop them, *heavy* objects may injure our back, etc.
4. Hold up the flashcards attached to the Teacher's Notes. The pupils name the dangers shown in the pictures. Put the flashcards on the board. Then show the word cards in turn. Encourage the children to read the words aloud together with you. Ask volunteers to place the word cards next to the matching pictures on the board.
5. Remove the word cards from the board and give them out to different children. Call out the words one by one. The child holding the given word card goes to the board and places it next to the matching flashcard. Then repeat the activity, this time removing the flashcards and getting different pupils to stick them next to the matching word cards..
6. Remove all of the cards and shuffle them. Then place them face down on the board and number them 1–12. Divide the pupils into two teams. The teams take turns to choose two numbers at once. Turn the cards labelled with those numbers over. The pupils name the pictures or read out the words. If the cards show a matching picture and word, the team wins a point. Remove the matching cards. If the cards do not match, turn them back over again. The game ends when there are no cards left on the board. The team with the most points wins the game.
7. Give out the copies of Student's Worksheet 1. The pupils connect the dots to see which danger in the kitchen each picture illustrates. Then they match the pictures and the words. After the pupils have compared their answers in pairs, check the answers with the whole class.
8. Give out the copies of Student's Worksheet 2. Ask the pupils to read the words in the box aloud chorally and to mime them. Then point to the numbered rows and the example. The pupils label each row with the correct word from the box and compare their answers in pairs. Check the answers with the whole class.
9. Point to the empty box at the end of each row on Student's Worksheet 2. Explain that the pupils should draw one more object in each category, e.g. in row number 1, an object that is heavy. They do not have to draw kitchen objects. Elicit a few examples before the children start drawing. Walk around the classroom and monitor the children's work. Point to the objects they are drawing and ask: *What's this? Is it (heavy)?* The children can answer in L1 or L2.
10. Show the children how to fold their worksheets along the dotted line so that only the pictures that they have drawn are visible. In pairs, they show their pictures to each other and guess which category each object drawn by their friend belongs to, e.g. *hot, heavy, sharp, etc.* Demonstrate the activity with a volunteer first.

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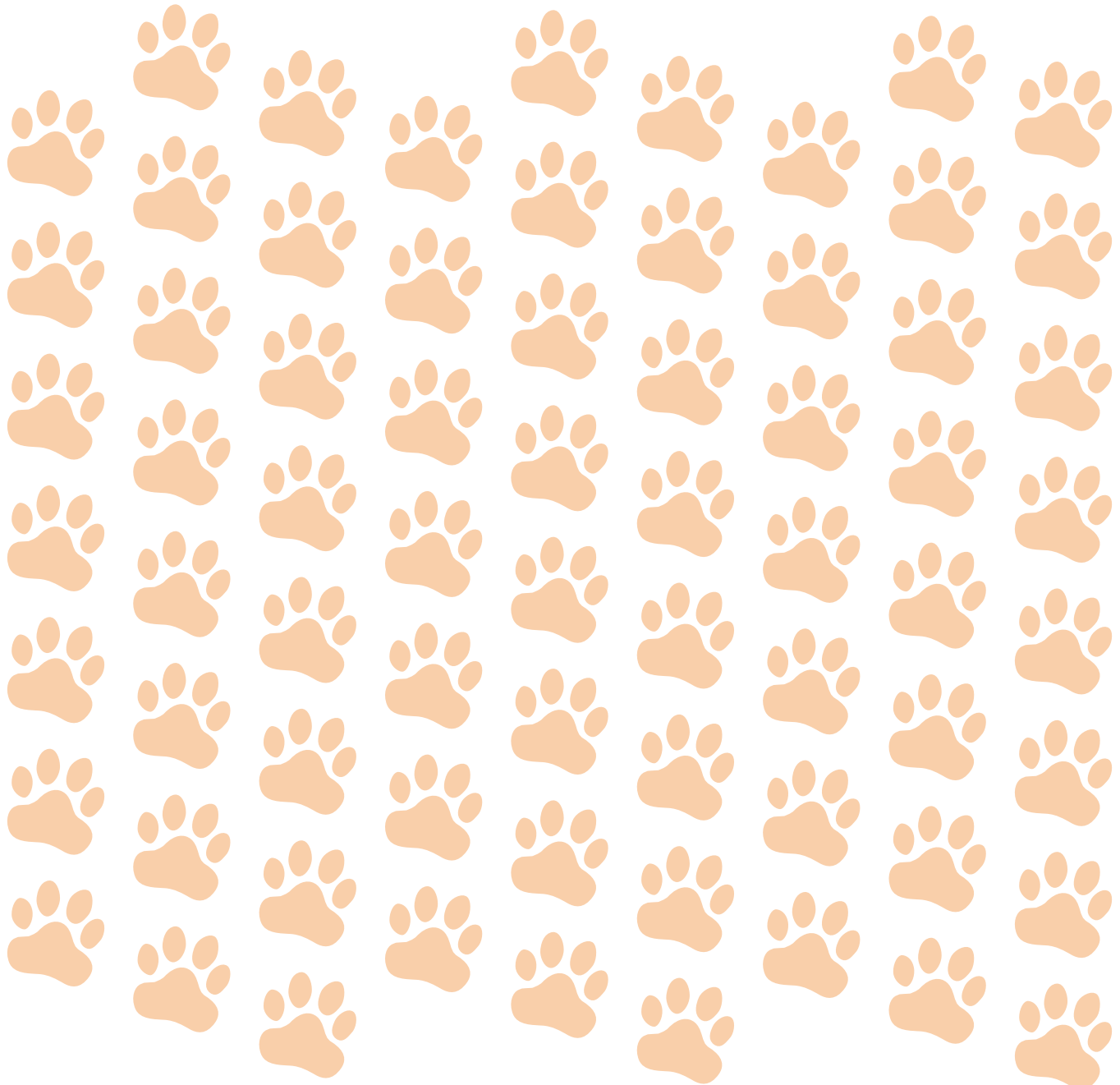
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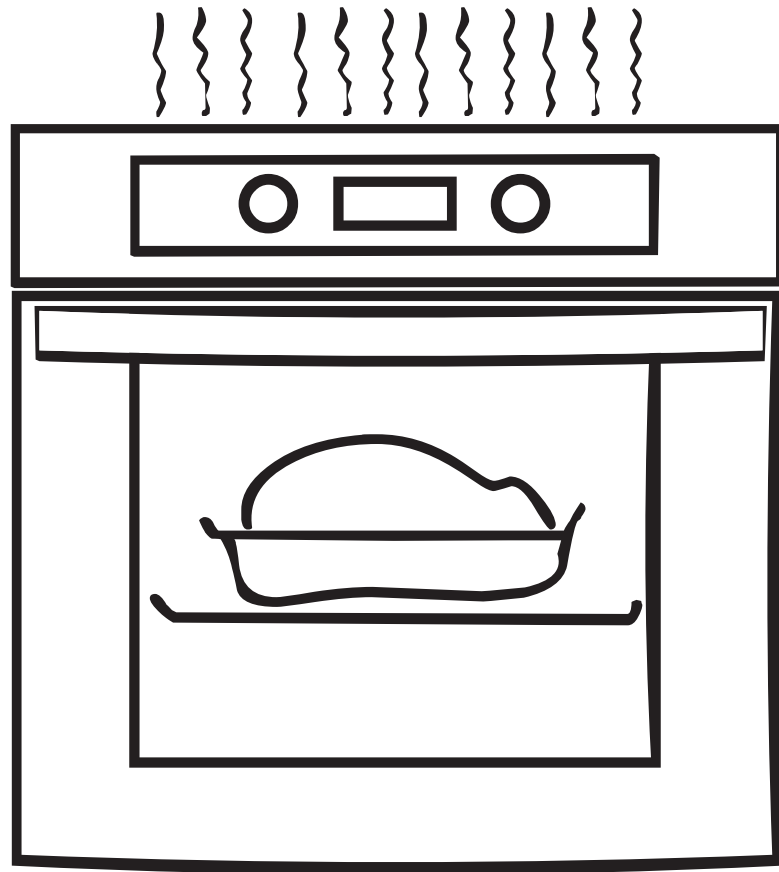


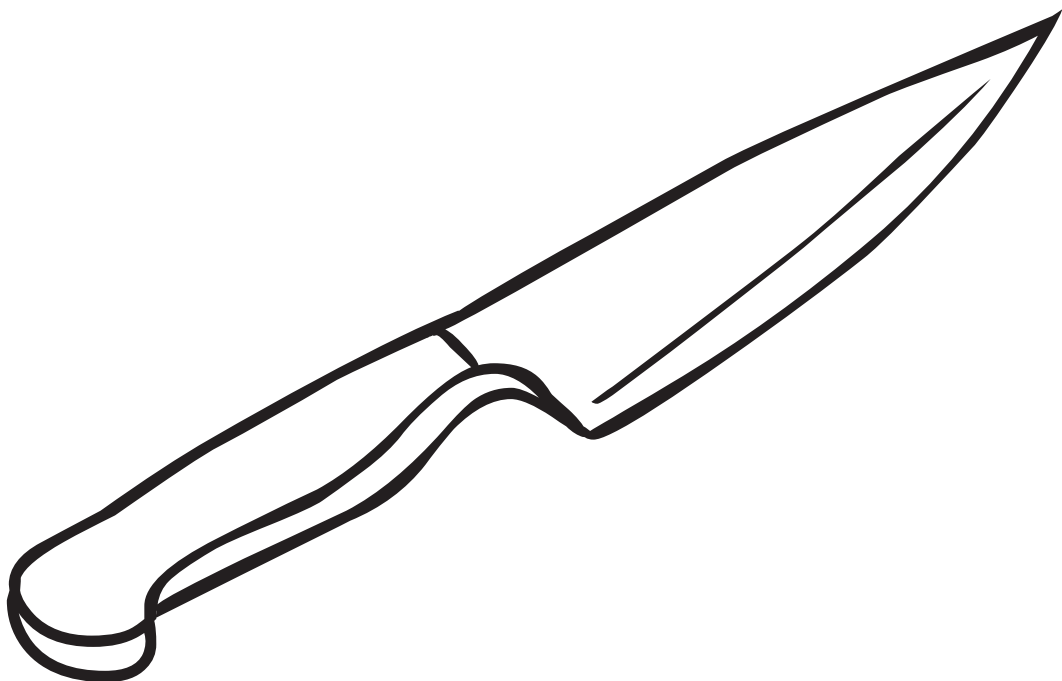
11. Revise the vocabulary taught in the lesson. Hand out the flashcards and word cards to different pupils in such a way that the others cannot see the pictures or words. The children check in secret what their card shows and take turns to mime the word for the whole class to guess.
12. Place the flashcards on the board. Show the pupils the Tiger puppet and ask them to tell him how to prevent each danger shown in the pictures, e.g. by using oven gloves with hot and cold items, squatting when lifting something heavy, asking an adult to operate electrical appliances, keeping fingers away from the blade when using a knife, etc. Accept the answers in L1 and encourage the children to mime the correct techniques where appropriate.

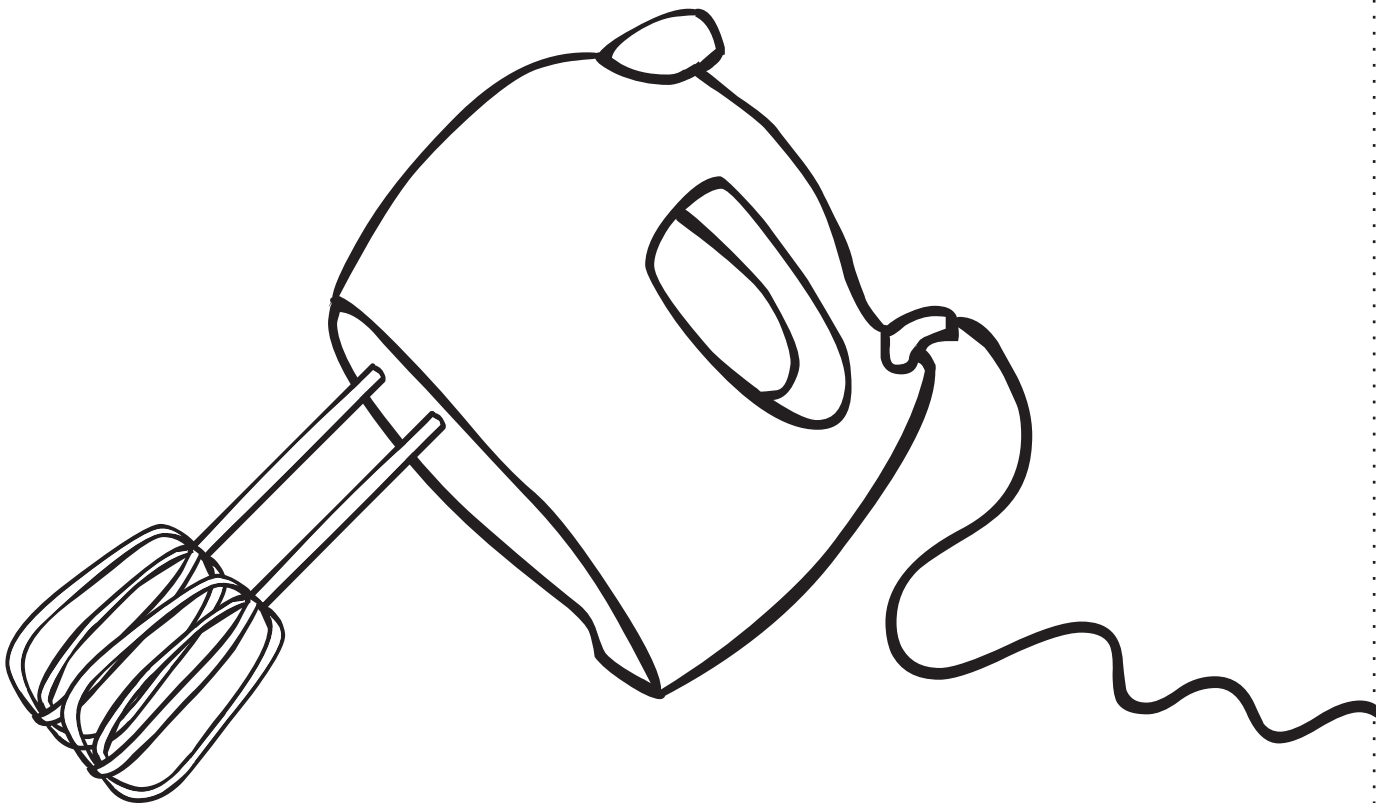
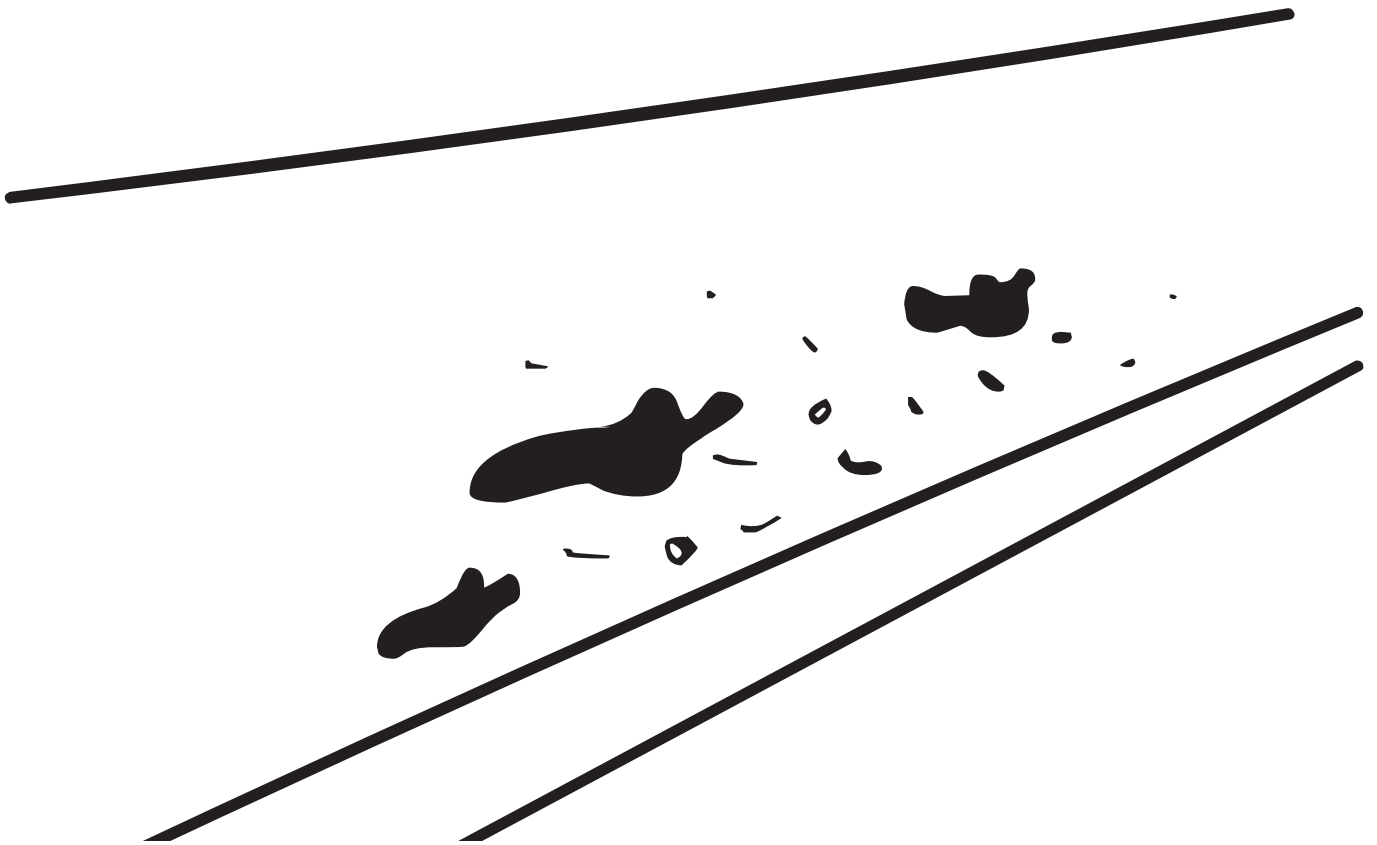
Extension

The pupils prepare a poster on general home hazards, including the kitchen, the bathroom and other areas. They can draw the hazards themselves or use pictures from magazines and supermarket brochures. They can add objects in other categories not mentioned in the lesson, e.g. dangerous chemicals.









hot

cold

heavy

sharp

dirty

electric