GEPS

Major Education

SEDIDCO

MAJOR SCIENCE

4

TEACHER'S GUIDE

UNIT 9: FUNGI

LESSON 1

OBJECTIVES

Knowledge: Students will be able to

- Learn vocabulary about types of fungi
- Learn fungi's features, the good and bad sides.

Vocabulary: *mold, yeast, poisonous mushrooms, skin infection*

Recycled vocabulary: *bread, wine, mushroom*

MATERIALS

Textbook, teacher's guide, lesson plans, flashcards, audios, …

WARMER

- Greet the students:
  - "Hello, how are you?"
  - "I'm fine, thank you. Please sit down."
- Energy the class with a warm-up game – Hangman to review the previous lesson.

LEAD IN

- Use the flashcards to introduce the new words: "mushroom, yeast, mold" to elicit the vocabulary for this lesson.
- Hold them up and ask, "What's this?".
- Encourage students to answer.
- Model any words that they do not know.

MAIN CONTENT

WE LEARN

1. Listen, point and repeat. 37

- Ask your students to look at the pictures.
- Play the recording, while you point to the pictures in time with the audio.
- Play the recording again for the students to listen and point to the pictures with you.
- Play the audio while you say the new words in time with the audio.
- Point to the parts of plants to practice the words.
- Check the students' pronunciation.

Track 37

1. Listen, point and repeat.

Mushroom	mushroom
Mold	mold
Yeast	yeast

UNIT 9

FUNGI

LESSON 1

WE LEARN

1. Listen, point and repeat. 37

mushroom | mold | yeast

2. Work in pairs. Read about fungi and answer the questions.

Types of fungi	Mushroom	Mold	Yeast
Features	Mushrooms look like umbrellas.	Mold can float in the air.	Yeast has one cell.
Good sides	Some mushrooms are edible. We can eat them.	Mold is used to make cheese.	Yeast is used in making bread or drinks (wine or beer).
Bad sides	Some mushrooms are poisonous. We mustn't eat them.	Mold can spoil food.	Yeast can cause skin infection.

Questions:

1. How many types of fungi are there? What are they?
2. What does a mushroom look like?
3. What is the good side of yeast?
4. What is the bad side of mold?

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2. Work in pairs. Read about fungi and answer the questions.

- Have students look at the pictures and the text.
- Explain the types of fungi, the good sides and the bad sides of them.
- Ask the class to work in pairs and answer the questions under the text.
- Walk around the class and support them if needed.
- Call some pairs of students to answer the questions and correct their answers.
- Correct students' pronunciation if needed.
- Praise students if they have performed well.

Answer

1. There are 3 types of fungi. There are yeast, mold, and mushrooms.
2. A mushroom looks like an umbrella.
3. Yeast is used in making bread or drinks (wine or beer).
4. Mold can spoil food.

Mixed ability

- **The weaker students**: Explain slowly and give hints for each questions.
- **The stronger students**: Just give instructions. Let the students answer by themselves. Call some students to come up and give their answers.

WE PRACTICE

3. Unscramble the letters. Then match.

- Ask students to look at the unscrambled letters.
- Do an example of the first word (astye → yeast)
- Give students some time to complete the exercise.
- Go around the class to check the students' answers.
- Ask Ss to match the words with the correct features.
- Walk around the class and support them if needed.
- Call some pairs of students to answer the questions and correct their answers.
- Correct students' pronunciation if needed.
- Praise students if they have performed well.

Answer

4. Read the information about the fungi again. Then correct the mistake in each sentence below.

- Ask Ss to read the sentences.
- Explain how to do the exercise: find the one mistake in each sentence.
- Do an example with sentence number 1. *(Mold → Mushrooms)*
- Give students some time to complete the exercise.
- Call some students to show their answers.
- Correct their answers and pronunciation.

Answer:

1. Mold is a kind of fungus that looks like umbrellas. mushroom
2. Mushrooms can cause skin infection. mold
3. Yeast can't be used in making bread or wine. can
4. Mushrooms are used to make cheese. Mold is
5. All mushrooms are poisonous. Some

5. Listen and fill in the missing words. 38

- Ask students to read the text first and find the overall meaning of the text.
- Explain any new words.
- Ask Ss to guess the missing words in the blanks.
- Play the recording and ask students to check their choices.
- Ask some students to give their answers.

Answer:

1. Mushrooms 2. plants 3. Animals
4. sunlight 5. gardens 6. sick

WE PRACTICE

3. Unscramble the letters. Then match.

a s t y e (1) _____ can float in the air
l m d o (2) _____ looks like umbrellas
o u h m m r s o (3) _____ has one cell

4. Read the information about the fungi again. Then correct the mistake in each sentence below.

1. Mold is a kind of fungus that looks like umbrellas. _____
2. Mushrooms can cause skin infection. _____
3. Yeast can't be used in making bread or wine. _____
4. Mushrooms are used to make cheese. _____
5. All mushrooms are poisonous. _____

5. Listen and fill in the missing words. 38

(1) _____ are a kind of fungus that look like umbrellas. They are not (2) _____ so mushrooms can't make their own food. They take nutrients from dead plants and (3) _____. Mushrooms don't need (4) _____ to live. They usually grow in dark places like under trees, in (5) _____ or jungles. Be careful when picking mushrooms in the wild. Some of them are poisonous. They can make us really (6) _____.

6. Read the text in exercise 5 and circle the correct answer.

1. What do mushrooms look like?
A. Hats
B. Umbrellas

2. Can mushrooms make their own food?
A. Yes, they can.
B. No, they can't.

3. Where do mushrooms take nutrients?
A. From dead plants and animals
B. From live plants and animals

4. Should we be careful when picking mushrooms in the wild?
A. No, we shouldn't.
B. Yes, we should.

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Track 38

5. Listen and fill in the missing words.

Mushrooms look like umbrellas. They are not plants so mushrooms can't make their own food. They take nutrients from dead plants and animals. Mushrooms don't need sunlight to live. They usually grow in dark places like under trees in gardens or jungles. Be careful when picking mushrooms in the wild. Some of them are poisonous. They can make us really sick.

8. Read the text in exercise 5 and circle the correct answer.

- Ask students to read the text in Exercise 5 and choose the correct answers.
- Give students some time to do the exercise.
- Call some students to show their answers.
- Check and correct their pronunciation if needed.

Answer:

1. B 2. B 3. A 4. B

Extra activities:

- **Spelling Bee:** Have all your students stand up. Give student 1 a word to spell. The student orally spells the word and the teacher writes it on the board as it is being spelled. If the spelling is wrong the student is out of the game. The last student standing is the winner.
- **Last Letter, First Letter:** The teacher starts by saying a word, then student 1 must make a word that starts with the last letter of the word that the teacher said (e.g. sunny – yellow – window – water – red).

UNIT 9: FUNGI

LESSON 2

OBJECTIVES

Knowledge: Students will be able to

- Learn vocabulary about types of fungi
- Learn fungi's features, the good and bad sides.

Vocabulary: *mold, yeast, poisonous mushrooms, skin infection*

Recycled vocabulary: *bread, wine, mushroom*

MATERIALS

Textbook, teacher's guide, lesson plans, flashcards, audios, …

WARMER

- Greet the class. Wave and say Hello and Hi. Then greet an individual student.
- Play **Find the correct picture** game to warm up the class:
  - Draw three circles on the floor and put the flashcards on each circle.
  - Divide the class into groups and call a representative of each group to come to the board.
  - Say the word from one flashcard.
  - Students race to jump on the correct circle of the correct flashcards.

MAIN CONTENT

WE PRACTICE

7. Complete the mind map. Then tick (✓) the good sides and cross (×) the bad sides.

- Explain the exercise and ask the students to guess the missing words in the blanks.
- Do question number 1 as an example and ask Ss to copy you.
- Give students time to do the exercise.
- Go around the class to see if Ss need your support.
- Ask some students to give their answers.
- Correct the answers.

Answer:

LESSON 2

7. Complete the mind map. Then tick (✓) the good sides and cross (×) the bad sides.

fungi
(1) yeast — ✓ make (4) _____ or drinks; cause (5) _____ infection
(2) _____ — some of them are poisonous; some of them are edible
(3) _____ — spoil (6) _____; make cheese

WE DO

8. Work in pairs. Draw some mold on the food and color them. Then ask and answer the questions.

Questions:
1. What's on the sandwich / cookie / strawberry?
2. Is it good or bad?
3. Can you eat the foods?

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WE DO

8. Work in pairs. Draw some mold on the food and color them. Then ask and answer the questions.

- Ask Ss to take out all the needed materials (pencils, color pens)
- Explain what to do and draw one mold on the sandwich as an example.
- Give students times to do their pictures.
- Go around the class to see if Ss need your support.
- Choose some students to come up and describe their work.
- Praise their work.
- Then ask students to answer the questions.

Answer:

1. It's the mold.
2. It's bad. Mold spoils food.
3. No, I can't.

Mixed ability

- **The weaker students**: Do sample actions for the students to copy a few times. Provide support individually. Ask students to describe their pictures.
- **The stronger students**: Just give instructions. Let the students draw by themselves. Call some students to come up and describe their pictures and ask some expanding questions.

STORY

9. Listen to the story. Then act it out. 39

- Ask students to look at the story. Point to the characters in the story and ask: "Who's this?"
- Ask students to guess what happens in this story. Encourage students to share their ideas.
- Play the recording and pause after each sentence for the students to repeat.
- Make sure that the students understand the story and ask what the story is about.
- Explain the value of the story.
- Play the recording and demonstrate the story actions.
- Ask students to work in pairs and act on the story.
- Walk around, offer help when necessary, and check their pronunciation.
- Call some pairs to the front to act on the story.
- Listen to students and check their pronunciation.

Track 32

10. Listen and read the story. Then act it out.

MOLD ON MY SANDWICH

Mia: I'm so hungry.
Tim: I have some sandwiches in my bag. I can share them with you.
Tim: Oh no, there's something on my sandwiches.
Mia: I think that's mold.
Tim: Mold spoils our food.
Mia: We can't eat moldy food. It can make us sick.
Tim: Let's find something else to eat at the canteen.
Mia: OK.

10. Read the story again. Then circle the correct name of the person who says the sentences.

- Ask students to do the task to check their understanding of the story.
- Go around to check students' answers.
- Call some students to give their answers.
- Give feedback and show the answers.

Answer:

1. I'm so hungry!	(Mia)	Tim
2. Oh no, there's something on my sandwiches.	Mia	(Tim)
3. Mold spoils our food.	Mia	(Tim)
4. We can't eat moldy food. It can make us sick.	(Mia)	Tim

WE READ

9. Listen and read the story. Then act it out. 39

MOLD ON MY SANDWICH

I'm so hungry.
I have some sandwiches in my bag. I can share them with you.
I think that's mold.
Oh no, there's something on my sandwiches.
We can't eat moldy food. It can make us sick.
Mold spoils our food.
Let's find something else to eat at the canteen.
OK.

VALUES Do not eat moldy food

10. Read the story again. Then circle the correct name of the person who says the sentences.

1. I'm so hungry!	Mia	Tim
2. Oh no, there's something on my sandwiches.	Mia	Tim
3. Mold spoils our food.	Mia	Tim
4. We can't eat moldy food. It can make us sick.	Mia	Tim

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Extra activities:

- **Memorizing Game:** Have children sit in a circle. Start by saying "Today is snowy."The next person says "Today is snowy. It's cold." The next person says " Today is snowy. It's cold. I wear a blue coat." It's a chain and the kids have to repeat what the last people have said about themselves. It's really hard to be the last person.
- **Spelling Bee:** Have all your students stand up. Give student 1 a word to spell. The student orally spells the word and the teacher writes it on the board as it is being spelled. If the spelling is wrong the student is out of the game. The last student standing is the winner.
- **Spin the Bottle:** Sit students in a circle with a bottle in the middle. The teacher spins the bottle. When it stops spinning the student it is pointing to has to answer a question. If the answer is correct then the student can spin the bottle.
- **Last Letter, First Letter:** The teacher starts by saying a word, then student 1 must make a word that starts with the last letter of the word that the teacher said (e.g. sunny – yellow – window – water – red). Continue around the class until there is a student who makes a mistake or cannot think of a word.