

## Lessons 1 and 2 Vocabulary

Pupil's Book pages 22-23

Lessons 1 and 2

**Vocabulary**

1 1.16 Listen and point.

2 1.16 Listen again and say.

3 Look at the picture. Find, count and match.

3  
4  
5  
6  
7  
10

4 1.17 Sing and act out. **Be a star!**

22 Unit 3 Identify and use new words: classroom objects
Unit 3 Sing a song 23

**Learning objectives:** Identify and use new words: classroom objects; Sing a song using the target vocabulary

**Vocabulary:** backpack, book, crayon, notebook, pen, pencil, pencil case, rubber

**Resources:** Flashcards; Vocabulary worksheet 1

## Lesson 1

## Warm-up: The big picture

- Refer the children to the picture on page 22. Ask what they can see, where the people are and what they are doing. Ask if they can see Jack or Maya (Maya is in the centre, Jack is in a different class). Ask if this classroom looks like the children's own. Ask if they have similar things in their backpacks or schoolbags.
- Count the girls and boys with the whole class.

## 1 1.16 Listen and point.

- Play the audio. Have the children listen and point to the objects. Do this twice.
- Then say the items in a different order and have the children point.

## Audioscript

*backpack, backpack ... book, book ... crayon, crayon ... notebook, notebook ... pencil case, pencil case ... rubber, rubber*

## 2 1.16 Listen again and say.

- Play the audio, pausing for the children to repeat. Pay particular attention to the *r* (*r*) sound at the beginning of *rubber* (but don't worry if the children don't all get it immediately).
- Play the audio again and encourage the children to point to or hold up matching objects in their classroom as they say each one.

### Cooler: Mime game

- Mime using one of the items in Activity 1. Have the children raise their hands to guess what it is.
- Repeat with more items from Activity 1.
- Ask if any children would like to mime using an item from Activity 1 for the rest of the class to guess.

## Lesson 2

### Warm-up: Point to 1, 2, 3

- Play *Point to 1, 2, 3* (see the Games bank, pages 12–13) with flashcards of the classroom objects in this unit.

### 3 Look at the picture. Find, count and match.

- Hold up your Pupil's Book and point to the notebook at the top of the left column. Then search for notebooks in the big picture on page 22. Count them and say the final number: *five*. Then trace the line from the notebook to the number five.
- Repeat this and have the children do it at the same time as you.
- Repeat for all the objects with the whole class and have the children say the objects and numbers each time.
- Divide the class into pairs and have them continue the activity – one child points to an object in Activity 3, the other finds it in the big picture, counts how many, and says the object and number. Have them swap roles each time.

**Answers:** notebook – 5, crayon – 7, book – 10, pencil case – 3, backpack – 4, rubber – 6

### Teaching star!

#### Pairwork

Activity 3 above can be easily extended into a pairwork activity to give further practice.

- Divide the class into pairs.
- Demonstrate the activity with a confident child. With your book open, but the child's book closed, say a number and have the child say which object corresponds. Then count together in your book to confirm. Hand your book to the child and have them do the same for you.
- Have the children continue the activity in their pairs, using only one book between them and alternating roles.

### 4 1.17 Sing and act out.

**Be a star!**

- Stick the classroom objects flashcards spread out around the board.
- Play the song and have the children point to the flashcards as they hear the objects mentioned. Ask the children which objects they didn't hear (*book, notebook, pencil case, rubber*). Remove these four and place the crayon and backpack flashcards in the order they come in the song.
- Play the song again, pausing after each line for the children to repeat. Encourage them to mime using each object.
- Then have the children sing each of the first two verses in turn with actions.
- For the last verse, have the class decide what object they want to insert in the space. Play the verse and have the children sing along with the object of their choice.
- Finally, play the song one more time and have the children sing and do the actions for all verses.

#### Audioscript

##### *I'm happy*

*I'm happy. I've got a crayon.*

*A crayon. I've got a crayon.*

*I've got a crayon.*

*I'm happy. I've got a backpack.*

*A backpack. I've got a backpack.*

*I've got a backpack.*

*I'm happy. I've got a ... (mmm).*

*A ... (mmm). I've got a ... (mmm).*

*I've got a ... (mmm).*

#### Cooler: What's different?

- Play *What's different?* (see the Games bank, pages 12–13) with the flashcards of the classroom objects.

- Play the audio one more time and have the children do all actions and mimes.

## Audioscript

- 1 **Jack:** Look! A rubber!  
**Maya:** This is my rubber!
- 2 **Maya:** A crayon? Here?  
**Jack:** This is my crayon. And this is my pen!
- 3 **Maya:** Look! I've got a pencil case!  
**Jack:** This is my pencil case! And this is my pencil!
- 4 **Peep:** This is my book! This is my book!  
**Maya:** Oh, Peep! It's my book!

## 2 1.18 Listen again. Circle blue for Jack and circle red for Maya.

- Refer the children to pictures 1–6. Elicit the objects.
- Play part 1 of the audio. Say *Rubber – Jack or Maya?* (Maya). Point out the example red circle. Explain that they need to circle Maya's objects in red and Jack's in blue. Make sure the children have a blue and red pencil.
- Play the rest of the audio for the children to listen and circle the objects in blue or red.

**Answers:** 1 red 2 blue 3 blue 4 blue 5 blue 6 red

## 3 Work in groups. Act out the story.

**Be a star!**

- Divide the class into groups of three. Give each child a number, 1, 2 or 3. Tell them that all number 1s are Jack, 2s are Maya, and 3s are Peep.
- Play the story (Track 1.18). Have the children mime the actions and the objects. Play the story again and have the children speak their lines or words with the audio (see *Teaching star!*).

## Mixed ability

With beginner learners, some children are ready for production before others. They can participate in various ways:

- ✓ Speak all the lines (most confident children)
- ✓ Speak key phrases (e.g. *This is my pen.*)
- ✓ Speak key words (e.g. the objects, *pen ...*)
- ✓ Mime the actions of the story
- ✓ Point to objects or flashcards (least confident children).

This way, all children are listening and responding.

## Cooler: Group mime game

- Play *Group mime game* (see the Games bank, pages 12–13) with the unit flashcards.

**Lesson 3 Grammar**

1 1.18 Listen and follow.

2 1.18 Listen again. Circle blue for Jack and circle red for Maya.

3 Work in groups. Act out the story. **Be a star!**

24 Unit 3 Talk about classroom objects: This is my pen.

**Learning objectives:** Talk about classroom objects; Follow and act out a story using the target grammar

**Vocabulary:** backpack, book, crayon, notebook, pen, pencil, pencil case, rubber

**Grammar:** *This is my pen.*

**Resources:** Flashcards, Vocabulary worksheet 2

**Materials:** coloured pencils (blue and red)

## 1.17 Warm-up: Sing the song!

- Play the *I'm happy* song and encourage the children to join in and do the actions. You may wish to remind the children of the actions they did in Lesson 2.
- Then play the song and do the actions so that the children follow your lead and join in.

## 1 1.18 Listen and follow.

- Refer the children to the pictures and elicit who they can see, where they are and what is happening (Jack, Maya and Peep in the garden, finding classroom objects).
- Play the audio and have the children follow, pointing to each picture in turn. Ask why the objects are in the garden (Peep took them).
- Play the audio again. Have the children say *Stop!* whenever they hear a classroom object mentioned, and have them repeat it. Elicit a mime for *pen* and *pencil* (e.g. writing for *pen*, drawing for *pencil*).

**Lesson 4 Grammar**

1 1.19 Listen and match.

2 Complete and colour. Then say. **Be a star!**

Unit 3 Describe classroom objects: I've got a rubber. 25

**Learning objectives:** Describe classroom objects

**Grammar:** I've got a rubber.

**Review vocabulary:** classroom objects

**Resources:** Flashcards

**Materials:** coloured pencils

### Warm-up: Stand up, sit down

- Ask to borrow five or six classroom objects from the children and put them on your desk next to your own objects.
- Hold up an object and say *This is my [object]*. If the children think it is yours, they stand up. If not, they sit down (or stay seated). If the children sit down, ask them whose they think the object is.
- Make sentences for all the objects. (You can try to trick the children by holding up an object which is yours, but giving the wrong name, e.g. hold up your pencil and say *This is my crayon!*)

### 1 1.19 Listen and match.

- Play the audio and have the children listen and count how many classroom objects they hear (there are eight).
- Play part 1 of the audio again. Hold up your Pupil's Book and trace the line from the first face to the two objects. Elicit the names of the objects.

- Play the rest of the audio for the children to listen and draw lines to the correct objects.
- Finally, point to the faces and have the children raise their hands to say one of the objects in each matching pair. Ask for whole-class agreement each time.

### Audioscript

- 1 I've got a rubber and a pencil.
- 2 I've got a pencil case and a crayon.
- 3 I've got a pen and a notebook.
- 4 I've got a backpack and a book.

**Answer:** See audioscript

### 2 Complete and colour. Then say. **Be a star!**

- Ask the children what objects they think they can see in the unfinished pictures.
- Demonstrate in your Pupil's Book how to complete the lines following the numbers and saying them aloud (start drawing the first one lightly in pencil – you can erase it later).
- Have the children complete the objects one by one, saying the numbers aloud as they connect them. After each one, ask *What's this?* and have the children name each object.
- Give the children a few minutes to colour their objects in. Then hold up your book and point to each one. Have the children say the names.

### Cooler: Ready, set, draw!

- Play *Ready, set, draw!* (see the Games bank, pages 12–13) with the classroom vocabulary in this unit.

# Lesson 5 Speaking

Pupil's Book page 26

## Audioscript

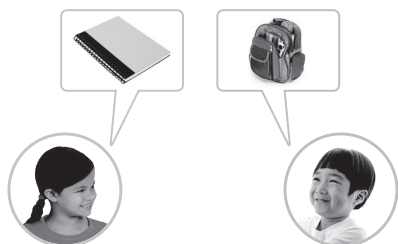
**Girl:** *This is my notebook.*

**Boy:** *That's nice. I've got a backpack.*

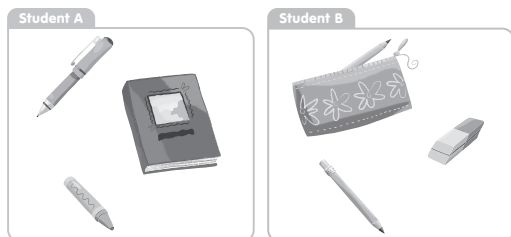
**Girl:** *Wow!*

### Lesson 5 Speaking

1 1.20 Listen and say.



2 Work in pairs. Talk about the classroom objects.



3 Now it's your turn. Tell a friend about your classroom objects. **Be a star!**

26 Unit 3 Talk about your classroom objects: *This is my notebook. I've got a backpack.*

2 **Work in pairs. Talk about the classroom objects.**

- Refer the children to the boxes. Say *I'm Student A*. Point to one of the objects and say *This is my pen*. Prompt the whole class to respond *That's nice. I've got a ...* and choose something from the Student B box. You reply *Wow!*
- Divide the class into pairs and assign each child Student A or B.
- Before they start, elicit and drill the question and answers once more. Then have the children make new dialogues with the objects in the boxes.
- Ask if any pairs would like to perform a dialogue for the class.

3 **Now it's your turn. Tell a friend about your classroom objects. Be a star!**

- Demonstrate the activity with a confident child. Show him / her something from your bag and say *This is my [object]*. Have them reply *That's nice! I've got a ...* (holding up an object from their desk).
- Divide the class into pairs and have them show and tell about their own objects.
- Ask if anyone would like to show and tell about their objects to the class.

**Learning objectives:** Talk about your classroom objects

**Grammar:** *This is my notebook. I've got a backpack.*

**Review vocabulary:** classroom objects

**Resources:** Flashcards

### Warm-up: Yes or no?

- Draw a big tick at the top of the board and a big cross at the bottom.
- Take several classroom objects, one at a time, from your bag, hold them up and say *I've got a [object]*. If the children also have the object in their bag, they raise both hands and say *Yes!* If not, they keep their hands down and say *No!*

1 1.20 Listen and say.

- Refer the children to the photos and elicit what objects they can see.
- Play the audio and have the children listen and point to the objects as they hear them mentioned.
- Play the audio again, pausing for the children to repeat. Encourage them to say *That's nice* and *Wow!* with enthusiasm!

### Cooler: Disappearing pictures

- Play *Disappearing pictures* (see the Games bank, pages 12-13) with flashcards of the classroom objects in this unit.

# Lesson 6 Listening

Pupil's Book page 27

**Lesson 6 Listening**

1 1.21 Listen and circle.

1 2

3 4

2 1.22 Listen and tick (✓) the correct classroom objects.

1 2

3 Work in pairs. Find classroom objects. Act out. **Be a star!**

Unit 3 Listen for key words 27

**Learning objectives:** Listen for key words

**Resources:** Flashcards

## Warm-up: Eyes closed

- Invite three children to the front of the classroom. Have each one close their eyes and hold out their hands.
- Give each of them two objects to identify only by touch. When they recognise the objects, they say the names.
- Divide the class into pairs to continue the game. Have them take turns to close their eyes and identify the objects (only use objects from this unit!).

## 1 1.21 Listen and circle.

- Refer the children to the pictures and elicit the objects they can see.
- Play the first part of the audio and have the children point to the pencil. Point out the example circle.
- Point to the two objects in number 2, and play the next part of the audio for the children to circle the correct one. Continue with the rest of the audio.
- Finally, say the numbers and have the children say the objects.

## Audioscript

- 1 This is my pencil.      3 I've got a notebook.  
2 I've got a crayon.      4 This is my book.

**Answer:** See audioscript

## 2 1.22 Listen and tick (✓) the correct classroom objects.

- Refer the children to the pictures and elicit the objects in each box.
- Play the audio and have the children tick the correct picture.
- Play the audio again to check.

## Audioscript

*I've got a pencil case, a rubber, a backpack and a notebook.*

**Answer:** 2 ✓

## Extension

This activity gives the chance for the children to listen to multiple objects and react.

- Divide the class into pairs. Have each pair of children gather a pen, pencil, book, notebook, rubber and pencil case on their desks (one of each per pair).
- Say sentences with three items, e.g. *I've got a pen, a rubber and a pencil case.* Have the children put these items on one desk, separate from the others, and raise their hands when finished. Check they are correct.
- Repeat with other sentences, and lists of four items if the children are confident.

## 3 Work in pairs. Find classroom objects. Act out. **Be a star!**


- Have the children gather all their classroom objects on their desks. If they have a backpack, they can leave this next to their desk.
- Do the same with your own objects and demonstrate the activity by saying, e.g. *I've got a pencil, a rubber, a pen, a book and a backpack.*
- Divide the class into pairs and have them describe their possessions to their friend. (You may have questions about plurals, in which case quickly tell the children.)


## Cooler: Chain game

- Play *Chain game* (see the Games bank, pages 12–13). Start the chain by saying *I've got a pencil* for the next child to add another classroom object.

**Lesson 7 Game**

1 Make a game.



2  Work in pairs. Play. **Be a star!**

28 Unit 3 Play a game using the new language Go to Game template: page 75.

- You can either have the children cut the template out of the book themselves, or cut them out for them beforehand. If the children are cutting, have them cut out the object cards along the dotted lines (being careful to keep their fingers out of the way of the scissors!).

## 2 Work in pairs. Play.

**Be a star!**

- Divide the class into pairs. Each child holds his / her own cards so the other child can't see.
- Demonstrate the game by having one child pick a card from their friend's hand. They then match it with the corresponding card in their own hand and lay the two down on the desk. Have them say *I've got a [object name]*. The other child then does the same and the game continues.
- This game doesn't have a winner or loser! You can have the children find the matches as quickly as possible to see which pair in the class finishes first, but they must make the sentences and they can't see each other's cards!
- When finished, give out small plastic bags labelled with the children's names for them to tidy their cards away. Alternatively, help them clip their cards to the back cover of their Pupil's Book with a paper clip.

### Cooler: Board matching

- Stick the classroom objects flashcards on the board face down so that the children can't see them. Write numbers 1-8 next to the flashcards. Ask to borrow one set of cards from a child and stick them in a separate group next to the flashcards, with the pictures visible.
- Point to one of the child's cards and elicit the name aloud. Now have the children raise their hands to say the number of a card which they guess will match. Turn the card. If it matches remove both cards. If not, turn it over again in the same place.
- Continue the game until all the cards have been matched. Involve as many children as possible.

**Learning objectives:** Play a game using the new language

**Resources:** Game template page 75; Flashcards

**Materials:** coloured pencils / crayons, scissors, small plastic bags labelled with the children's names or a paper clip each

### Warm-up: Read my lips

- Tell the children you will say the names of some classroom objects, but won't make any sound. 'Say' the words with exaggerated mouth movements, but no sound. When the children know the classroom object, they raise their hands. Choose one child to give the answer and then say the word aloud.
- Repeat with several objects.

## 1 Make a game.

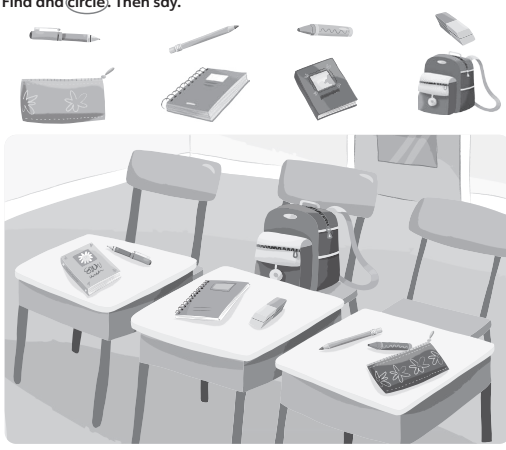
- Refer the children to the coloured page and ask what objects they can see on the coloured page. Ask the children if they have any of the classroom objects in the same colours as those on the page.
- Explain to the children they will make their own coloured objects cards to play a game.
- Refer them to the game template on page 75, and give them some time to colour the objects however they want.

## Lesson 8 Review


Pupil's Book page 29

**Lesson 8 Review**

1 Find and circle. Then say.



2 Work in pairs. Play Memory. Say the classroom objects. **Be a star!**



Unit 3 Review unit language 29

**Learning objectives:** Review unit language

**Review vocabulary:** backpack, book, crayon, notebook, pen, pencil, pencil case, rubber

**Resources:** Flashcards; Unit 3 test

OPTIONAL: Unit 3 Writing worksheets

### Warm-up: Guessing game

- Hold the flashcards in front of you with the pictures facing the children, but with the front card covered (e.g. by another flashcard turned around).
- Very slowly reveal the picture by sliding the other card away. As soon as the children know what it is, they raise their hands (but don't shout out!).
- When most children have their hands raised, ask one child what it is. Ask for whole-class agreement and then show the whole card.
- Repeat with several cards.

### 1 Find and circle. Then say.

- Refer the children to the main picture and elicit what they can see in it (part of a classroom with various classroom objects).
- Hold up your Pupil's Book. Point to the pen on the left above the picture, say *pen!* and then search for the pen in the picture, saying *pen ... pen ...* (on the left desk). Demonstrate how to circle the pen in your book. Have the children say *pen!*

- Point to the other pictures at the top, have the children say the objects and search for them in the picture. When they find the corresponding object, they circle it and say the word.
- Then point to each object in the big picture and have the children say the name.

### 2 Work in pairs. Play Memory. Say the classroom objects. **Be a star!**

- Divide the class into pairs. Tell them that they will test their memories of the classroom objects.
- Demonstrate with a confident child by naming one object and holding up one finger. Have the child repeat the object and then name another, holding up another finger (two). Then repeat the previous two objects and name a third object yourself, holding up another finger (three). Stop here.
- Point out to the children there are eight objects (show them eight fingers). Ask how quickly they can say all eight in their pairs - with no repeats!
- Ask if any pair would like to demonstrate their good memories to the rest of the class.

### Cooler: Picture dictionary

- Have the children turn to the Picture dictionary in their Pupil's Books on page 88.
- Point to various items on pages 88 (numbers), 89 (feelings) and 90 (classroom objects). Have the whole class say the names of these.
- Divide the class into pairs and have them continue the activity by taking turns to point to an item from one of the first three units for their friend to name.