

2 Happy classrooms

AfL Activity

Suggested answers:
robot, bike, kite;
colours

2 Happy classrooms

Lesson 1 Vocabulary 1

Today Arts and crafts

Look. What can you see?

1 computer
2 cupboard
3 rubber
4 pen
5 chair
6 crayon
7 ruler
8 desk
9 book
10 pencil

1 Listen, find and say.

2 Watch or listen. Move and sing.

Draw with me!

I open my book, my book, my book. I draw with a pencil, a pencil, a pencil.
I open my book. Look at me! I draw with a pencil. Look at me!
I rub out with a rubber. I colour with a crayon. I write with a pen.

SING

3 Find and circle the song words in the picture.

22 twenty-two

Key learning outcomes: Identify and say ten classroom objects; Sing a song about classroom objects

Activity Book, p.20

2 Happy classrooms

Lesson 1 Vocabulary 1

1 Point and say. Then colour.

Cupboard

2 Trace, listen and draw.

1 pencil

2 ruler

3 crayon

4 chair

Pupils' own answers

20 twenty I can say ten classroom objects

Objectives: Identify and say ten classroom objects; Sing a song about classroom objects

Vocabulary: *book, chair, computer, crayon, cupboard, desk, pen, pencil, rubber, ruler*

Materials: Classroom Presentation Kit, Flashcards

Opening routine

To **energise** the class, do TPR Dynamic routine 2 on p. 32.

To **focus** the class, do Mindfulness routine 1 on p. 32.

Pupil's Book, page 22

✔ Look. What can you see?

Follow the **Assessment for learning routine** on p. 17.

1 🎧 2.1 Listen, find and say.

Follow the **Vocabulary presentation routine** on p. 17.

1 computer 2 cupboard 3 rubber 4 pen 5 chair
6 crayon 7 ruler 8 desk 9 book 10 pencil

Support Put the picture flashcards on the board.

Pause after each word in the audio and point to the corresponding card to help pupils find it in the scene, repeating the word aloud.

Reach higher Challenge pupils to find real examples of the new vocabulary in the classroom.

🗣️ Guide pupils to notice which words have the same ending (*ruler, rubber, computer*). Elicit what other words they know with this ending (*sister, brother*).

2 📺 🎧 2.2 Watch or listen. Move and sing.

Follow the **Vocabulary practice routine** on p. 17.

Pupils can use their own classroom objects to do the song actions.

Draw with me!

I open my book, my book, my book.

I open my book. Look at me!

I draw with a pencil, a pencil, a pencil.

I draw with a pencil. Look at me!

I rub out with a rubber, a rubber, a rubber.

I rub out with a rubber. Look at me!

I colour with a crayon, a crayon, a crayon.

I colour with a crayon. Look at me!

I write with a pen, a pen, a pen.

I write with a pen. Look at me!

3 Find and circle the song words in the picture.

Engage Call out vocabulary from this lesson. Ask pupils to put their hands on their desk palms down. If the word is in the song, pupils clap twice. If the word is not in the song, they keep their hands on their desk.

Activity Book, page 20

1 Point and say. Then colour.

Classroom management tip

Before starting the activity, make sure pupils have all the coloured pencils or crayons they need in front of them. Provide them with any missing colours or be clear that they will share with a partner. Do a quick check before you start the activity, saying colours for pupils to hold up the corresponding pencil.

First, pupils identify the pictures of classroom objects, pointing and saying each one out loud. Then they identify the colour next to each object, e.g. *cupboard, green*. Ask some diagnostic questions to check pupils understand: *Show me the colour for pen.* (Pupils show a purple pen.) *Is the rubber blue?* (No.) *What colour is the cupboard?* (It's green.) Finally, pupils colour in the pictures.

2 🎧 2.1 Trace, listen and draw.

Support Model the activity on the board with an example. Demonstrate how pupils find the complete word first and keep a finger on each half while they match them.

Reach higher Fast finishers cover the second row of the word halves and their pictures. They read the first half of the word aloud for their partner to complete, e.g. *ru...ler!* If they are up to the challenge, see if they can do the same, covering the top row.

1 pencil

2 ruler

3 crayon

4 chair

Closing routine

Do Mindfulness routine 3 on p. 32.

Activity 1
The pencil.

Lesson 2 Grammar 1 **2**

1 Listen and look. What is under Benny?
Lily, where's the pink crayon? And where's the rubber?
It's on the book.
It's in the cupboard.
Where's the pencil? Look! It's under Benny!

Grammar
It's **on** the book.
Where's the pencil? It's **in** the cupboard.
It's **under** Benny.

2 Listen and stick the classroom object stickers.

3 Ask and answer about the picture in Activity 2.
Where's the rubber? It's on the chair.

Activity Book, p.21 Key learning outcome: Ask and answer about where things are twenty-three > 23

Lesson 2 Grammar 1 **2**

1 Exam practice Listen and draw lines.

2 Look and trace.

1 Where's the pink crayon ?
It's on the book .

2 Where's the rubber ?
It's in the cupboard .

3 Where's the pencil ?
It's under Benny .

I can ask and answer about where things are twenty-one > 21

Objectives: Ask and answer about where things are; Exam practice: Pre A1 Starters Listening, Part 1

Grammar: Present simple *be* (affirmative and *Wh* question); Prepositions of place (*in, on, under*):
Where's the pencil? It's on the book. / It's in the cupboard. / It's under Benny.

Recycled language: *book, chair, crayon, cupboard, pencil, pink, rubber*

Materials: Classroom Presentation Kit, Flashcards,  Something for Everyone Book

Opening routine

To **energise** the class, sing and do the actions for the *Draw with me!* song from Lesson 1 again.

Pupil's Book, page 23

1 2.3 Listen and look. What is under Benny?

Follow the **Grammar presentation routine** on p. 19.

Pupils look at the pictures in the comic strip before reading. Hold up picture flashcards of classroom objects. Pupils say *Yes* or *No* according to whether they are in the story.

Grammar

To clarify meaning, choose a different classroom object. Place it in different parts of the room and say where it is, e.g. *Where's the book? It's on the desk. It's in the cupboard. It's under the chair.* Once pupils are more confident, invite them to answer the questions.

To help pupils with contracted forms, write full forms on the board:

Where is the pencil?

It is on the book.

Show how the full form becomes contracted by slowly erasing the *i* in *is* and re-writing *Where's* and *It's* with an apostrophe.

2 2.4 Listen and stick the classroom object stickers.

Follow the **Grammar practice: Sticker activity routine** on p. 19.

1 **A:** Where's the computer?

B: It's on the cupboard.

2 **A:** Where's the book?

B: It's in the cupboard.

3 **A:** Where's the ruler?

B: It's under the cupboard.

4 **A:** Where's the pencil?

B: It's under the chair.

5 **A:** Where's the rubber?

B: It's on the chair.

3 Ask and answer about the picture in Activity 2.

Follow the **Grammar practice: Speaking activity routine** on p. 19.

Support Give pupils more controlled oral practice before the pairwork activity. Say *Where's the ...* slowly and clearly for pupils to repeat. Then hold up picture flashcards one by one and have pupils say the whole question. Practise the answers by placing the cards in different places.

Activity Book, page 21

1 2.2 Exam practice Listen and draw lines.

Explain how to do the activity. Pupils listen and draw lines to match each item to its location. Tell pupils you will play the audio twice.

Exam tip

Pre A1 Starters Listening, Part 1

Ask pupils to study the picture. Elicit what kind of information and words they expect to hear (school items, prepositions). Remind them that predicting in this way before they listen will make understanding the audio easier.

1 **A:** Where's the pen?

B: Here.

A: Good! Put it on the cupboard.

2 **A:** Where's the rubber?

B: It's under the chair.

A: OK. It's under the chair.

3 **A:** Where's the crayon?

B: It's here.

A: Put it on the desk.

4 **A:** Where's the ruler?

B: It's in the cupboard.

A: The ruler is in the cupboard.

5 **A:** Where's the pencil?

B: It's under the desk.

A: Yes, OK. It's under the desk.

2 Look and trace.

Closing routine

Do Mindfulness routine 2 on p. 32.

Activity 1
No, they aren't.

Activity 2
It's on Benny's nose.

Lesson 3 Story time

Before you read

- 1 Look at the pictures. Are Lily's things in her bag?
- 2 Listen and look. Where is Lily's book?
- 3 Act out the story.

Lily's book

- 1 It's the end of the day at the club.
It's time to go home. Hurry up, Lily!
Oh, no! Where's my rubber? Where's my ruler? Where's my book?
- 2 What's wrong? Are you sad?
Yes, I am. Where's my rubber? Can you help, Alice?
Yes. Look! Push the red button and say *Where's my rubber?*
- 3 Look, Lily! It's under the desk!
That's amazing! Let's try again! Where's my ruler?
Let's try ... Where's my rubber?

Letters and sounds

- 1 Listen and repeat. red rubber ruler
- 2 Find and circle the words in the story.

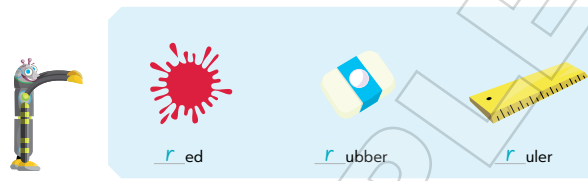
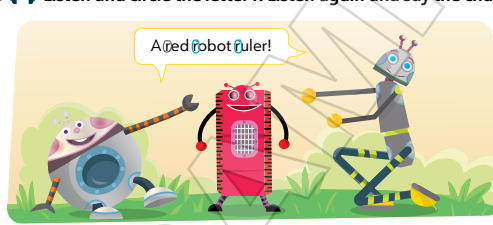
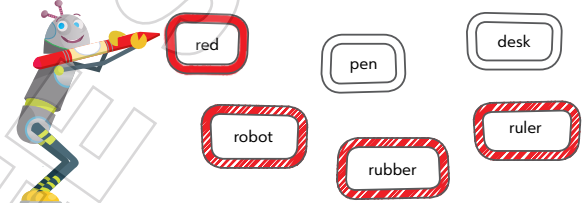
24 < twenty-four Key learning outcome: Listen and respond to a story; Say and find the letter r Activity Book, p.22

Lesson 4 Explore the story

- 1 Watch the video.
After you read Activity Book, p.23
- 2 Look and circle.
a When Lily needs help, she ...
b When I need help, I ...

25 > twenty-five

Lesson 3 Letters and sounds

- 1 Trace the letter r. Listen and say.

- 2 Listen and circle the letter r. Listen again and say the chant.

- 3 Colour the words with r.


22 < twenty-two I can trace and say the letter r


Objectives: Listen and respond to a story; Say and find the letter *r*

Recycled language: *book, rubber, ruler; Where's my ...? It's in / on / under ...*

Materials: Classroom Presentation Kit, Story Cards

Optional: Props for acting out the story (baseball caps, jar lids or buttons to represent the button, classroom objects)

Opening routine

 Play the mindfulness animation or audio to **calm** pupils before they read.

Pupil's Book, pages 24–25

Before you read

1 Look at the pictures. Are Lily's things in her bag?

Follow the **Before you read routine** on p. 21.

Hold up a pupil's school bag and teach the word *bag*. Ask pupils to find Lily's bag in the story (scene 1). Ask *Is her (pencil / rubber / ruler / book) in her bag?* Ask how Lily feels (sad).

2 2.5 Listen and look. Where is Lily's book?

Follow the **Story time routine** on p. 21.

Support Some pupils may need help recognising that the rubber is under a desk. Ask pupils what part of the desk they can see in the picture and ask them to point to the legs of their own desk.

Engage To reinforce the main events in the story, ask pupils to put a rubber, a ruler and a book on their desk. Say one of the classroom objects. Pupils place it where Lily found it in the story. You may need to ask them to use an imaginary cupboard and pretend to slide or open a door.

Letters and sounds

Follow the **Letters and sounds routine** on p. 21.

1 2.6 Listen and repeat.

Engage The *r* sound in English may be unfamiliar to some pupils. Show them how to make the *r* sound using their tongue and mouth. Then have them make the sound and say words that begin with *r* from the story.


Reach higher Ask pupils if they can name a toy starting with the *r* sound (*robot*).

2 Find and circle the words in the story.

3 Act out the story.

Follow the **Act out the story routine** on p. 21.

Engage Review key events in the story before pupils act it out. Elicit which school objects Lily can't find (*her rubber, ruler and book*). Say *It's under the desk!* Elicit the question Lily asks: *Where's my rubber*. Repeat with the other missing school objects, and then ask the questions for pupils to answer.

 Ask which part of the story pupils liked acting out best to elicit a **personal response** to the story.

Activity Book, page 22

Ask what letter Tall is forming (*r*). Ask pupils to make a shape to copy him.

Follow the **Activity Book routine** on p. 21.

1 2.3 Trace the letter *r*. Listen and say.

r, r

r, r, r, red, red, red (x 2)

r, r, r, rubber, rubber, rubber (x 2)

r, r, r, ruler, ruler, ruler (x 2)

Reach higher Pupils practise drawing the letter *r* or *b* on a partner's back for him/her to guess.

2 2.4 Listen and circle the letter *r*. Listen again and say the chant.

A: A red robot ruler!

B: A red robot ruler!

A: A red robot ruler!

B: A red robot ruler!

A: A red robot ruler!

B: A red robot ruler!

3 Colour the words with *r*.

Closing routine

Do TPR Dynamic routine 1 on p. 32.

Lesson 3 Story time

Before you read

- Look at the pictures. Are Lily's things in her bag?
- Listen and look. Where is Lily's book?
- Act out the story.

Lily's book

1 It's the end of the day at the club.

It's time to go home. Hurry up, Lily!

Oh, no! Where's my rubber? Where's my ruler? Where's my book?

2 What's wrong? Are you sad?

Yes, I am. Where's my rubber? Can you help, Alice?

Yes. Look! Push the red button and say *Where's my rubber?*

3 Let's try ... Where's my rubber?

4 Look, Lily! It's under the desk!

That's amazing! Let's try again! Where's my ruler?

Letters and sounds

- Listen and repeat. red rubber ruler
- Find and circle the words in the story.

24 twenty-four Key learning outcome: Listen and respond to a story; Say and find the letter r Activity Book, p.22

Lesson 4 Explore the story

5 Look! It's in the cupboard!

This is fantastic! And ... where's my book?

6 No ... not the window! Where's my book?

7 Come and see, Lily!

8 Look, it's Benny! Your book is on his nose!

Oh, Benny!

Lesson 4 Explore the story

- Watch the video.

After you read Activity Book, p.23

2 Look and circle.

a When Lily needs help, she ...

b When I need help, I ...

Can you help me?

Can you help me?

Pupils' own answers

Key learning outcome: Listen and respond to a story; Learn to ask for help

twenty-five 25

Lily's book

Lesson 4 Explore the story

After you read

- Think about the story. Circle the two pictures from the story.

1

2

3

4

- Draw a pencil. Say.

The pencil is on the chair.

The pencil is in / on / under the chair / desk / computer / cupboard.

I can understand the story

twenty-three 23

Objectives: Listen and respond to a story; Social-emotional learning (SEL): Learn to ask for help

Recycled language: *book, rubber, ruler; Where's my ...? It's in / on / under ...*

Materials: Classroom Presentation Kit, Story Cards, SEL Activity Card 2, SEL Posters 1, 2 and 3

Opening routine

To **focus** the class, do Mindfulness routine 1 on p. 32.

Pupil's Book, page 25

1 Watch the video.

Follow the **Before you watch** and **Watch the video routines** on p. 23.

After you read

Activity Book, page 23

1 Think about the story. Circle the two pictures from the story.

Pupils look at the story in their Pupil's Book together with their Activity Book. Remind them that two pictures are the same, and two are different. Ask them to identify which pictures are from the story. Then pupils look for details that are different and circle them (the red crayon in Picture 2 and the book on the chair in Picture 4). Pupils circle the pictures that are the same.

2 Draw a pencil. Say.

Support Ask pupils to point to areas in the scene to check they understand what to do (e.g. *on the chair, under the desk, in the cupboard*).

Reach higher Pupils draw a second item and show their picture to a partner. Encourage them to ask a question, e.g. *Where's the ruler?* Their partner looks and says where the item is.

Pupil's Book, page 25

2 Look and circle.

Follow the **Social-emotional learning (SEL) routine** on p. 23.

Social-emotional learning: Learn to ask for help



Use the Story Cards and show scene 1. Review the story by asking questions about how Lily feels (sad) and why (her things aren't in her bag). Show the Story Card for scene 2. Elicit the question Lily asks (*Can you help me, Alice?*) and what Alice does (she gives Lily a special gadget to help her find her things). Guide pupils to understand how asking for help made it easy for Lily to find her things. Elicit some possible ways the story would be different without Alice's help, e.g. it takes Lily a long time to find her things, Lily doesn't find her things, Lily feels sad at the end. Pupils do Activity 2a.

Ask pupils to think of times when they need help (to find things, to do homework, etc.). Encourage them to think about how they feel and/or what they do. Pupils do Activity 2b.

SEL sticker activity

Follow the **SEL sticker routine** on p. 23.

Closing routine

Do Communication routine 1 on p. 32.

Science question

Suggested answers: happy, excited

Lesson 5 Vocabulary & Grammar 2

Think of your favourite day at school. How do you feel?

1 Listen and say. Then listen and number.



happy 6



sad 1



angry 3



sleepy 5



funny 2



scary 4

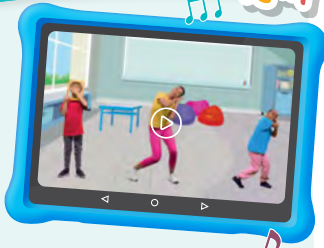
2 Watch or listen. Move and sing.

Are you happy today?

Are you sleepy, sleepy, sleepy?
Are you sleepy today? Yes or no?
Yes, I am.
OK, let's go!

Is he sad, sad, sad?
Is he sad today? Yes or no?
Yes, he is!
OK, let's go!

Is she funny, funny, funny?
Is she funny today? Yes or no?
Yes, she is!
OK, let's go!



Are you happy, happy, happy?
Are you happy now? Yes or no?
Yes, I am!
OK, let's go!

3 Listen and tick (✓) the correct face.

1



a



b

2



a



b

3



a



b

Grammar

Are you happy? Yes, I am.

Are you sleepy? No, I'm not.

Is he sad? Yes, he is.

Is she angry? No, she isn't.

4 Talk Partners Play the game.

Guess how your friend feels.



Lesson 5 Vocabulary & Grammar 2

1 Listen and number.



6



2



1



4



3



5

2 Trace and colour.

How are you today?

1 Are you happy?

2 Are you sleepy?

3 Are you angry?

4 Are you sad?


Pupils' Own answers



Objectives: Identify and say six adjectives to talk about feelings; Ask and answer about how our friends feel

Vocabulary: *angry, funny, happy, sad, scary, sleepy*

Grammar: Present simple *be* (question and short answers): *Are you sleepy? Yes, I am. / No, I'm not. / Yes, (s)he is. / No, (s)he isn't.*

Materials: Classroom Presentation Kit, Flashcards,  Something for Everyone Book, Activity Book Cutouts, teacher and peer Assessment Rubrics

Opening routine

To **energise** the class, do TPR Dynamic routine 3 on p. 32.

Pupil's Book, pages 26–27

1  2.7  2.8 Listen and say. Then listen and number.

Science question

Think of your favourite day at school. How do you feel?

This question relates to the social science topic of school. Write the days of the week on the board and have pupils vote for their favourite school day. Ask pupils how they feel on this day and allow for a range of responses. Follow up by asking what subjects they study on their favourite school day.

Follow the **Vocabulary presentation routine** on p. 25.

1 *sad* 2 *funny* 3 *angry* 4 *scary* 5 *sleepy* 6 *happy*

2  2.9 Watch or listen. Move and sing.

Follow the **Grammar presentation and vocabulary practice routine** on p. 25.

Hold up the picture flashcards of the sad boy and the funny girl. Point to the corresponding picture when singing those verses to reinforce *he* for a boy and *she* for a girl. When answering *Yes, I am!* in the song, point to yourself to reinforce meaning.

Grammar

Hold up the picture flashcards one by one and ask: *Is he/she (happy)?* Then gesture towards individual pupils and ask *Are you (happy / sad / sleepy)?* Allow pupils to answer verbally or non-verbally.

3  2.10 Listen and tick (✓) the correct face.

Follow the **Grammar practice: Listening activity routine** on p. 25.

Check that pupils can correctly identify the feelings represented by the emojis before you play the track.

- | | |
|----------------------------|--------------------------|
| 1 A: Are you scary? | 2 A: Are you sad? |
| B: No, I'm not. | B: No, I'm not. |
| A: Are you sleepy? | A: Are you angry? |
| B: Yes, I am. | B: Yes, I am. |

3 **A:** Are you funny?

B: No, I'm not.

A: Are you happy?

B: Yes, I am.

4   **Talk Partners** Play the game. Guess how your friend feels. 

Follow the **Grammar practice: Talk Partners routine** on p. 25.

Demonstrate the game with a confident pupil. Place your cutouts in a pile face down in front of you and ask the pupil to do the same. Turn over a card (without showing the pupil) and act out the feeling. The pupil can ask two questions to guess the feeling. If he/she guesses correctly, he/she keeps the card. Continue with the pupil turning over a card.

Classroom management tip

Give one instruction at a time to prepare and play the game. This will avoid confusion and lots of questions and will keep all pupils at the same pace. Provide paperclips or envelopes for pupils to keep their cutouts together while you are giving instructions and after playing the game.

Follow the **Assessment for learning routine** on p. 25.

Activity Book, page 24

1  2.5 Listen and number.

- | | |
|----------------------------------|---------------------------------------|
| 1 A: Is he sleepy? | 4 A: Is he angry? |
| B: Yes, he is! | B: No, he isn't. |
| 2 A: Is she happy? | A: Is he sad? |
| B: No, she isn't. | B: Yes, he is! |
| A: Is she angry? | 5 A: Is she funny? |
| B: Yes, she is! | B: Yes, she is! |
| 3 A: Is she scary? | 6 A: Is she sleepy? |
| B: Hoo, hoo! Yes, she is! | B: No, she isn't. |
| | A: Is she angry? |
| | B: No, she isn't. She's happy! |

2 **Trace and colour.** 

Closing routine

Do Mindfulness routine 3 on p. 32.

Activity 1

blue, green, yellow, red, pink and purple

Science question

Suggested answers: classroom, playground, canteen, gym

Lesson 6 Read the world

A cool school

Hi! I'm Josh. What's your name?
I'm Elena.
How old are you?
I'm seven.
Is this your school?
Yes, it is. It's new. It's blue, green, yellow, red, pink and purple!

Josh talks to Elena.

Wow! It's fantastic! Is this your classroom?
Yes, it is.
What a cool classroom! Where's your chair?
Here! Look! It's pink. And this is the cupboard.

Is this your teacher?
Yes, it is.
Is she nice?
Yes, she is! She's really funny.

Is Elena happy at school? Find out here!

28 twenty-eight

Key learning outcome: Listen and respond to an interview on a website

What places can you remember in your school?

Before you read

1 Look. What colours can you see in the school?

2 Look and tick (✓) what you can see in the classroom. Listen, look and check.

a pink chair a green chair a desk
 a teacher a cupboard a computer

Watch the video

3 Is Elena happy at school? Watch and draw Elena. Then tell a friend about Elena.

Pupils' own answers

Are all schools the same?

Activity Book, p.25

Key learning outcomes: Look at pictures carefully and notice details; Express an emotion by drawing a picture

twenty-nine 29

Activity 3

Yes, she is.

Lesson 6 Read the world

After you read

1 Think about the interview on Pupil's Book page 28 again. Colour the faces.

2 Trace what is in the cupboard. Draw.

1 book 2 pencil 3 ruler

4 crayon 5 rubber


Pupils' own answers

I can answer questions about an interview and notice details in a picture


twenty-five 25

Objectives: Listen and respond to an interview on a website; Look at pictures carefully and notice details (information literacy); Express an emotion by drawing a picture (visual literacy)

Recycled language: *chair, computer, cupboard, desk, green, new, orange, pink, purple, red; It's pink / new. She's funny. Where's ...?*

Materials: Classroom Presentation Kit,  Something for Everyone Book, Assessment Rubric

Opening routine

 Play the mindfulness animation or audio to **focus** pupils before they read.

Pupil's Book, pages 28–29

Science question

What places can you remember in your school?

This relates to the social science topic of school. Pupils look at the pictures and name the places they can see in the school (classroom and playground). Ask them to name two more places in their school. As a follow up, ask the pupils what they do in those places (e.g. I write in the classroom, I play in the playground).

Before you read

1 Look. What colours can you see in the school?

Follow the **Before you read routine** on p. 27.

Explain that the boy has interviewed the girl about her school, and the interview is on a website.

Information literacy: Look at pictures carefully and notice details

Pupils look at the photos and identify the colours they can see. In Activity 2, they identify which objects they can see. This will help pupils to recognise and understand key words in the text.

Encourage them to notice the differences between the classroom in the photo and their classroom (e.g. the children's 'chairs' are beanbags).


2 **2.11** Look and tick (✓) what you can see in the classroom. Listen, look and check.

Follow the **While you read routine** on p. 27.

Watch the video

3 Is Elena happy at school? Watch and draw Elena. Then tell a friend about Elena.

Follow the **Watch the video routine** on p. 27.

 In this activity, pupils practise **relaying specific information** from the video to their partner.

Visual literacy: Express an emotion by drawing a picture

Play the video with the sound off and ask pupils to focus on how Elena feels by looking at her face (*happy*). Then play the video with sound to confirm their answers. Pupils draw Elena's happy face.

Josh: Tell me more about your school, Elena.

Elena: This is our playground. It's red, yellow and blue.

Josh: Cool! And what's your favourite day at school?

Elena: It's Friday. Friday is fun. We paint pictures.

Josh: Oh, yes. Are you happy at your school?

Elena: Yes, I am! It's fantastic!

Josh: Thank you, Elena. Your school is great.

Follow the **Assessment for learning routine** on p. 27.

ESDC

Are all schools the same?

This question relates to **SDG Goal 4: Quality education**. It helps pupils start to explore the concept of same and different. Explain that school is always a place where children learn with their teachers, but schools can look different. Elicit examples from pupils' own experience. If you want to extend the topic further, find photos online of schools around the world, being careful not to show stereotypical images. For additional resources, please go to the TRC.

Activity Book, page 25

1 Think about the interview on Pupil's Book page 28 again. Colour the faces.

2 Trace what is in the cupboard. Draw.

Read the words pupils have traced aloud. Have pupils draw these items or any that they choose.

Closing routine

Do Communication routine 3 on p. 32.

1 Listen and number.



2 Watch or listen. Then practise with a friend.

Can I have a ruler, please?
 What colour?
 Purple, please.
 Here you are.
 Thank you.



Ask for something politely
 Can I have a ruler, please?

3 Make a new dialogue.



Can I have a pencil, please?
 Here you are.
 Thank you.

1 Listen and circle the objects you hear.



2 Look and trace the first letter.



Can I have a ¹ pencil, please?
 Can I have a ² ruler, please?
 Can I have a ³ rubber, please?

Thank you. Here you are.



Objectives: Listen for specific information; Ask for something in a shop


Functional language: *Can I have (a ruler), please? Here you are.*

Recycled language: *book, crayon, funny, pen, pencil, purple, ruler; What is it? It's a robot. Where is it? It's in the car.*

Materials: Classroom Presentation Kit,  Something for Everyone Book, teacher and peer Assessment Rubrics

Optional: Novelty classroom objects (e.g. an eraser in the shape of an animal, a pen in the shape of a carrot) or pictures of these

Opening routine

 Play the mindfulness animation or audio to **energise** pupils for speaking activities.

Pupil's Book, page 30

Before you listen

Follow the **Before you listen routine** on p. 29.

1 2.12 Listen and number.

Follow the **Listening activity routine** on p. 29.

Engage If you brought novelty classroom objects or pictures of them, show them one by one and ask *What is it?* If you have objects, use them to demonstrate what they are.

Listening skill: Listen for specific information

Before listening, pupils try to identify the novelty objects on the shop counter. Write ideas on the board. Ask what else they can see on the counter. Tell them to listen out for this information the first time you play the audio to check their ideas. Play the audio again for them to complete activity 2.


- 1 **A:** Look at the rubber! It's funny!
B: Where is it?
A: It's on the computer.
- 2 **A:** Look! What is it? Is it a robot?
B: No, it isn't. It's a book.
A: Oh, yes.
- 3 **A:** Look at the pencil! It's funny too!
B: Where is it?
A: It's in the car.
- 4 **A:** Can I have a blue pen, please?
B: Here you are.
A: Thank you!

2 2.13 Watch or listen. Then practise with a friend.

Follow the **Video activity: Functional language routine** on p. 29.

Speaking skill: Ask for something politely

Explain that it is important to use *please* and *thank you* when you ask for and receive something in order to be polite. Pupils find examples of these words in the dialogue (*Can I have a ruler, please? Purple, please. Thank you.*)

 Invite pupils to say the equivalent of *please* and *thank you* in their own language.

3 Make a new dialogue.

Follow the **Speaking activity routine** on p. 29.

Follow the **Assessment for learning routine** on p. 29.

Activity Book, page 26

1 2.6 Listen and circle the objects you hear.

This activity uses the same audioscript as track 2.12.

Pair pupils and ask them to identify the objects in the photos. Play the audio, pausing after the first dialogue. Draw attention to the example.

Pause the audio after each dialogue to give pupils time to find and circle their answers.

Reach higher Pupils work in pairs and name different objects for their partner to point to.

2 Look and trace the first letter.

Closing routine

Do Communication routine 1 on p. 32.

Activity 1

It's pink and brown.

1 Listen and look at Adrian's message. What colour is the rubber?

Belmont Primary School, Year 1 class chat



Hi, friends!
This is my new rubber!
It's on my desk!
It's pink and brown!
It's funny!



2 Circle the full stops in Activity 1.

Full stops

Use a full stop at the end of a sentence.

This is my rubber.
It's on my desk.

3 Trace and add the full stops. Then listen and draw.

Hi, friends!
This is my new pen . . .
It's on my desk . . .
It's blue and green . . .
It's funny . . .

What do you know now?
Think about Unit 2.
Go to Activity Book, p.30

Activity Book, p.27 Key learning outcome: Describe a classroom object using full stops

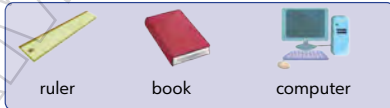
1 Circle the full stops in red.

This is my new pencil.
It's on my chair.
It's yellow and black.



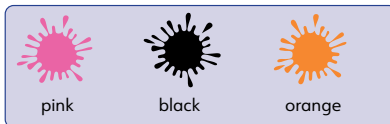
2 Trace, choose and circle. Add the full stop. Then draw.

This is my new



ruler book computer . . .

It's orange and



pink black orange . . .

Objectives: Describe a classroom object; Use full stops

Recycled language: desk, funny, green, pen, pink, rubber, brown; It's on my desk. It's pink.

Materials: Classroom Presentation Kit,  Something for Everyone Book, Assessment Rubric

Optional: Novelty classroom objects or pictures of them

Opening routine

To **focus** the class, do Mindfulness routine 1 on p. 32.


Pupil's Book, page 31

1 2.14 Listen and look at Adrian's message. What colour is the rubber?

Follow the **Model text and Writing skill routines** on p. 31.

Tell pupils that Adrian is writing a message to his school friends on a class chat. Remind them of the novelty pen, rubber and book from the last lesson. Point to the photo and ask: *Is it a (book / crayon / ruler), yes or no?* Pre-teach the words *doughnut* and *friends*.

Writing skill: Full stops

 Ask pupils to notice if full stops are used in the same way in their own language.

2 Circle the full stops in Activity 1.

Reach higher Pupils look on the Pupil's Book page for other full stops and circle them.

3 2.15 Trace and add the full stops. Then listen and draw.

Follow the **Writing activity routine** on p. 31.

Provide simple instructions for each part of this activity. Give pupils time to complete each part before moving on to the next:

- 1 Read all the sentences to the class (or play the audio) before pupils trace the words.
- 2 Ask pupils what is missing at the end of the sentences (full stops) and have them complete them.
- 3 Play the audio, then do a quick comprehension check before pupils draw. Ask: *What is it?* (A pen). *Where is it?* (It's on my desk.) *What colour is it?* (It's blue and green.) *Is it funny?* (Yes, it is.)

Engage Work with pupils to remember what makes a pen funny. If you brought examples to class, show them, or invite pupils to share their own examples. Encourage all their ideas!

Activity Book, page 27

1 Circle the full stops in red.

2 Trace, choose and circle. Add the full stop. Then draw.

Work through the activity with the whole class. Read the sentences together. Then pupils choose and circle one of the classroom objects. Elicit that the short answer line is for the full stop. Repeat the procedure for the other sentence before pupils draw and colour their object. Follow the **Assessment for learning routine** on p. 31.

Pupil's Book, page 31

What do you know now?

Follow the **Assessment for learning: Progress review routine** on p. 31.

Closing routine

Do TPR Dynamic routine 1 on p. 32.