

## 2 My classroom

### Structures and grammar

- *What's this? It's a ...*
- *Can I have the ..., please? Here you are.*
- *This / My ... is ...*
- *Me, too.*
- Recycled: *It's ..., Here ..., The / A ...*

### Vocabulary

- Core: *school bag, file, notebook, pen, pencil, crayon, rubber, pencil sharpener, pencil case, ruler*
- Other: *wolf, hungry, Mum,... Dad, school*
- Content / culture: *plastic, wood, natural, trees, hard, soft, paper, stone, scissors, hurry, late, close*
- Recycled: *yes, no, thank you, chair, door, come, numbers, colours*

### Main receptive language

- classroom objects, *difference between ..., made of ...*

### Communicative competence

#### Understanding

##### Listening:

- Can recognise words for classroom objects
- Can understand the episode of the story
- Can understand questions and answers to identify things
- Can understand requests and responses
- Can understand simple statements about classroom objects

##### Reading:

- Can recognise words for classroom objects
- Can read short exchanges about classroom objects
- Can read requests and responses
- Can read sentences about plastic and wood

#### Speaking

##### Spoken interaction:

- Can ask and respond to questions about classroom objects
- Can make and respond to requests
- Can use *please* and *thank you* appropriately

##### Spoken production:

- Can sing the *Hello song*
- Can name classroom objects
- Can say whether objects are plastic or wood
- Can sing the song *A pencil! A pencil!*
- Can sing the song *Can I have the rubber, please?*
- Can say the rhyme *One, two, three, four*
- Can say a tongue-twister with /p/
- Can sing the *Goodbye song*

#### Writing

- Can copy and write words for classroom objects
- Can copy and complete sentences about what classroom objects are made of

### Content links

- *Science*: differences between plastic and wood

### Learning strategies and thinking skills

- Recognising learning objectives
- Using music and rhythm to memorise language
- Sequencing
- Making use of prior knowledge
- Using visual and other clues to make predictions and guesses
- Associating shape and touch with vocabulary
- Classifying classroom objects according to whether they are plastic or wood
- Reflecting on learning

### Children's culture

- Saying a traditional rhyme: *One, two, three, four*
- Playing a traditional children's game: *Paper, stone, scissors!*

### Pronunciation

- Tongue-twister with /p/

### Values and attitudes

- Interest in being able to talk about classroom objects in English
- Recognition that classroom objects are made of different materials
- Awareness that it's polite to say *sorry* if you're late

## 2 My classroom

### Lesson 1 Vocabulary presentation

#### Aim:

- To name classroom objects

#### Key language:

- *school bag, file, notebook, pencil case, pencil, pen, rubber, ruler, pencil sharpener, crayon*

#### Materials:

- Pupil's Book page 14
- Activity Book page 12
- Finger puppets (Pip and Squeak)
- Flashcards: school bag, file, notebook, pencil case, pencil, pen, rubber, ruler, pencil sharpener, crayon, Frodo
- Word cards: school bag, file, notebook, pencil case, pencil, pen, rubber, ruler, pencil sharpener, crayon
- CD 1

### Starting out

#### Greetings and opening routine

- Greet the children yourself and using the finger puppets. Say e.g. **Hello, children. Hello ...** **How are you today?** *Fine, thank you.* Ask a few individual children to greet the puppets in turn.
- Say **Let's sing the Hello song.** Play the CD (CD 1, track 2). Hold up the puppets on your index fingers. Move them as the children sing and do the actions.



#### Hello song

*Hello.* (wave)  
*Hello.* (wave)  
*How are you today?* (put arms out)  
*I'm fine, thank you.* (move from side to side)  
*And I'm OK!* (raise arms in the air)

#### Setting objectives

- Ask the children what things we use in the classroom and listen to their response (in L1).
- Say **Today we're going to learn how to name things we use in the classroom.**

### On the learning trail

#### Vocabulary presentation (books closed)

- Hold up one of the flashcards, e.g. pencil. Ask **Have you got a pencil?** and use gesture to convey what you mean. Demonstrate that the children should say *yes* and hold up a pencil if they have one and say *no* if they don't.
- Point to the flashcard. Say **pencil** several times and get the children to repeat the word with you in chorus.
- Stick the flashcard of the pencil on the board.
- Repeat the procedure for all the other object flashcards.
- Divide the class in half. Hold up the Pip finger puppet and say to one half **Say the words with Pip.** Use the puppet to point to the flashcards in turn and the children say the words with you. Make the puppet fly around to praise the children.
- Repeat the procedure with the Squeak puppet and the other half of the class.

#### Follow the footprints. (PB page 14) (books open)

- Hold up the flashcard of Frodo. Say **Listen and follow the footprints with Frodo the frog. Use your finger** and demonstrate this.
- Play the CD (CD 1, track 38). The children listen and follow the footprints with their fingers. They stop by each picture as they hear the word and they repeat the word.
- Say **Now listen and draw a line following the footprints** and demonstrate this. Play the CD again. The children draw a line, stop by each picture and repeat the words as previously.



#### Follow the footprints.

*school bag ... file ... notebook ... pencil case ...  
pencil ... pen ... rubber ... ruler ... pencil sharpener  
... crayon*

- Stick the word cards on the board in jumbled order (at the children's height and away from the flashcards).
- Point to one word card, e.g. *school bag*, and read the word. Say **Look for the picture of the school bag**. Give the children time to do this.
- Ask a child to come to the front of the class and stick the word card for *school bag* by the corresponding flashcard. Ask the rest of the class **Is this right?** and get them to say the word.
- Repeat the procedure with the rest of the word cards.
- Take the flashcards and word cards off the board.

### Listen and sing the song. (PB page 14)

- Say **Look at the picture**. Point to Pip and Squeak in turn and ask **Who's this?** The children identify the characters.
- Say **Pip has got a ... (pencil) and a ... (rubber). Squeak has got a ... (notebook) and a ... (pen)** and the children identify the objects each character is holding.
- Say **Listen to the song. Point to the pictures**. Play the CD (CD 1, track 39). The children listen to the song and point to the object in each verse.
- Ask four children to come to the front of the class. Give them each a flashcard for one of the verses.
- Play the CD again. The children at the front hold up the flashcards for each verse in turn and the rest of the class sings the song.



### A pencil! A pencil!

*Listen, listen*

*Look and see*

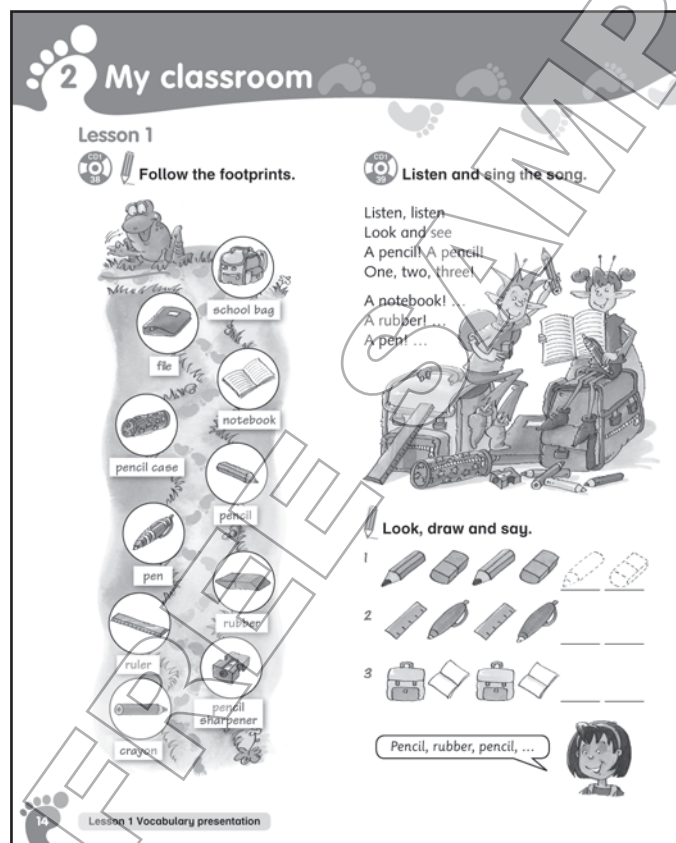
*A pencil! A pencil!*

*One, two, three!*

Verse 2: *A notebook!*

Verse 3: *A rubber!*

Verse 4: *A pen!*



### Look, draw and say. (PB page 14)

- Ask the children to look and say the words in each sequence and to name the two missing items.
- Say **Draw the pictures** and draw the children's attention to the example.
- The children work individually and draw the missing items in each sequence.
- Check the answers by getting the children to point to the pictures and say the words in each sequence in a rhythmic way, e.g. *Pencil, rubber, pencil, rubber, pencil, rubber*.

**Key:** 1 pencil, rubber 2 ruler, pen 3 school bag, notebook

## Read, colour and say. (AB page 12)

- Use objects and clothes to check that the children remember the colours brown, pink, blue, green and red.
- Read the descriptions while the children follow in their books. Ask them to point to the objects on the page as you read.
- Say **Now read and colour the pictures.**
- The children work individually and colour the pictures.
- Check the answers by pointing to the pictures in turn and asking individual children to tell you the correct description for each one.

**Key:** 1 brown school bag 2 blue pen 3 red notebook  
4 green pencil sharpener 5 pink pencil case

## Look and write. (AB page 12)

- Ask the children to identify the object in each picture orally.
- Draw their attention to the example and the words in the box. The children write the words.
- Check the answers.

**Key:** 1 rubber 2 pencil 3 ruler 4 crayon

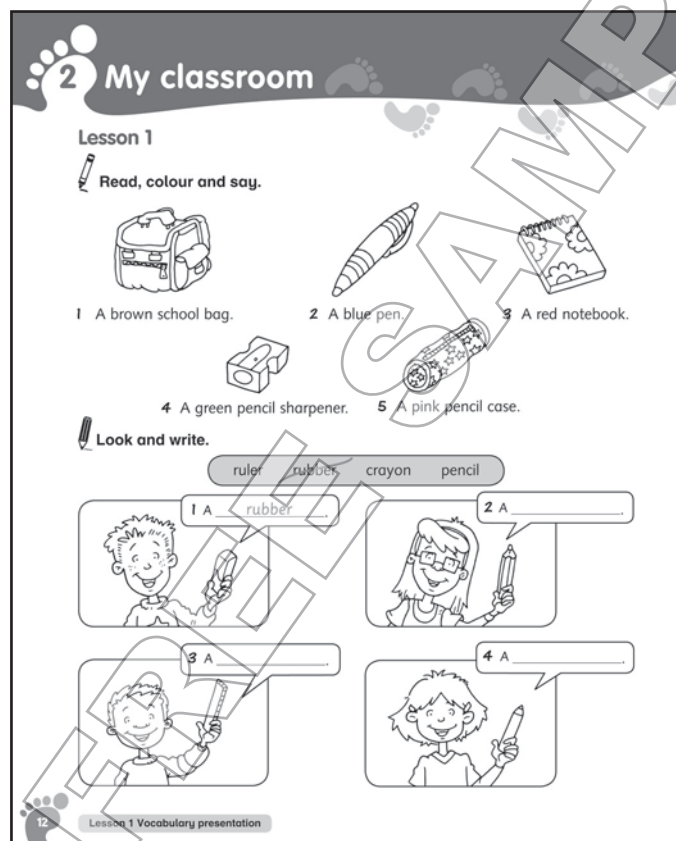
## Ending the lesson

### Lesson review

- Briefly ask the children what they can do as a result of the lesson (name classroom objects, sing the song *A pencil! A pencil!*). Praise the children for their efforts and / or use the finger puppets to do this.

### Goodbye and closing routine

- Say **Let's sing the Goodbye song.** Play the CD (CD 1, track 4). Hold up the finger puppets on your index fingers as the children sing and do the actions.



### Goodbye song

*Goodbye, goodbye* (wave)  
*See you another day!* (make marching movements with arms)

*Goodbye, goodbye* (wave)  
*See you soon! Hurray!* (wave both hands in the air)

- Say goodbye to the children yourself and using the finger puppets. Say e.g. **Goodbye everyone. See you on ...** Ask a few individual children to say goodbye to the finger puppets in turn.



## 2 My classroom

### Lesson 2 Language input and story

#### Aim:

- To understand and act out episode 2 of the story

#### Key language:

- What's this? It's a ...*
- Can I have my ..., please?*
- Here you are. Thank you.*
- school bag, file, pen, pencil, crayon, rubber, pencil sharpener, pencil case, notebook, ruler*
- wolf*

#### Materials:

- Pupil's Book page 15
- Activity Book page 13
- Finger puppets (Pip and Squeak)
- Flashcards: Alex, Katie, school bag, file, pen, pencil, crayon, rubber, pencil sharpener, pencil case, notebook, ruler
- Treasure clue sticker for Unit 2
- CD 1

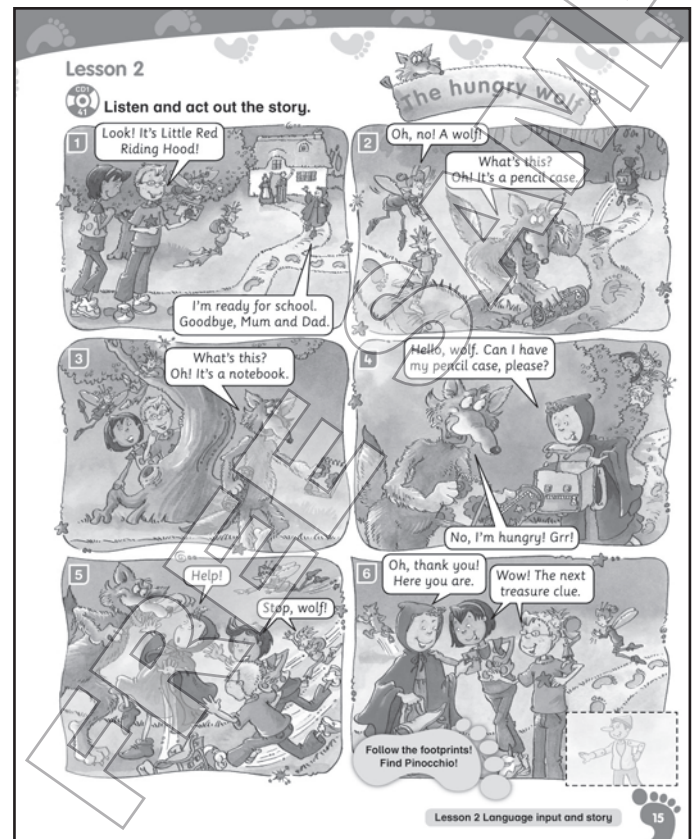
### Starting out

#### Greetings and opening routine

- Greet the children yourself and using the finger puppets.
- Play the karaoke version of the *Hello song* (CD 1, track 3 – see Lesson 1). The children sing and do the actions as in Lesson 1.

#### Revision activity

- Stick the flashcards of the pencil, pen, notebook and rubber on different walls in the classroom.
- Say **Let's sing the song *A pencil! A pencil!*** Point to the flashcards and demonstrate what you mean.
- Play the CD (CD 1, track 39 – see Lesson 1). The children sing the song and point to the appropriate flashcard in each verse.
- Choose two different flashcards and sing the karaoke version of the song (CD 1, track 40).
- Repeat the procedure once or twice.



### Setting objectives

- Say **Today we're going to listen to and act out episode 2 of the story.**

### On the learning trail

#### Listen and act out the story.

#### Episode 2: The hungry wolf (PB page 15)

#### Before the story (books closed)

- Hold up the finger puppets and stick the flashcards of Alex and Katie on the board. Recap on the last episode of the story: **Alex and Katie go to Fairyland. They meet Pip and Squeak. It's Squeak's birthday. Frodo brings a cake. Pip falls in the cake and finds a treasure clue.**
- Ask **Can you remember the clue from Unit 1?** Hold up page 7 of the Pupil's Book and point to the treasure clue sticker.
- Hold up page 5 of the Pupil's Book, point to the picture of Little Red Riding Hood and ask or remind the children of her name.
- Ask **What animal do you think of with Little Red Riding Hood?** and pre-teach the word *wolf*. If the children are not familiar with the story, explain that in this episode of the story there's a wolf.

- Say **Alex, Katie, Pip and Squeak follow the footprints to find Little Red Riding Hood.** Ask the following questions and encourage the children to predict the answers: **1) Where's Little Red Riding Hood going? 2) What does the wolf find? 3) Who does Little Red Riding Hood meet?**

### During the story (books open)

- Say **Now listen to the story and find out.** Explain to the children that they will hear a 'beep' noise on the CD to tell them when to move to the next picture in the story.
- Play the CD (CD 1, track 41) and the children follow in their books.
- Ask the questions in turn again and check the answers (*1 school 2 a pencil case, a notebook, 3 the wolf*)
- Say **Listen again and repeat the story.** Play the CD again. Pause after each sentence and the children repeat the story.
- **Note:** There is more story text on the CD than appears on the Pupil's Book page. This additional text is marked with an asterisk\* in the audio script below. The children repeat the whole story, including the language which does not appear in their books.



### Follow the footprints, Episode 2: The hungry wolf

#### Picture 1

Narrator: *Alex, Katie, Pip and Squeak follow the footprints to find Little Red Riding Hood.\**

Alex: *Look! It's Little Red Riding Hood!*

Little Red Riding

Hood (LRRH):

*I'm ready for school. Goodbye, Mum and Dad.*

Mum and Dad:

*Goodbye, Little Red Riding Hood!\**

#### Picture 2

Squeak: *Oh, no! A wolf!*

Wolf: *What's this? Oh! It's a pencil case.*

#### Picture 3

Wolf: *What's this? Oh! It's a notebook.*

#### Picture 4

Wolf: *Aha. Little Red Riding Hood.\**

LRRH: *Hello, wolf. Can I have my pencil case, please?*

Wolf: *No. I'm hungry! Grr!*

#### Picture 5

LRRH: *Help!*

Alex and Katie: *Stop wolf!*

#### Picture 6

LRRH: *Oh, thank you! Here you are.*

Katie and Alex: *Wow! The next treasure clue. Follow the footprints! Find Pinocchio!*

Pip and Squeak: *Come on. Let's go! Goodbye, Little Red Riding Hood.\**

LRRH: *Goodbye and good luck!\**

### After the story

- Ask questions about each picture as follows: **1) Is Little Red Riding Hood going to see her grandma?** (you may have to remind the children of the word *grandma*) (*no*) **Is she going to school?** (*yes*) **Who says goodbye to Little Red Riding Hood?** (*Mum and Dad*) **2) Who's here?** (pointing to the picture) (*the wolf*) **What's this?** (pointing to the pencil case) (*a pencil case*) **3) What's this?** (pointing to the notebook) (*a notebook*) **4) What does Little Red Riding Hood ask the wolf for?** (*her pencil case*) **Does the wolf give it to her?** (*no*) **5) Who helps Little Red Riding Hood?** (*Alex, Katie, Pip and Squeak*) **6) What does Little Red Riding Hood give them?** (pointing to the treasure clue) (*the next treasure clue*)

### Put on the treasure clue sticker.

- Say **The treasure clue says Follow the footprints! Find ...** (... *Pinocchio*). Elicit the meaning and remind the children of the character of Pinocchio from the Introduction, if necessary.
- Say **Find the treasure clue sticker for Unit 2 and stick it here.** Demonstrate what you mean.
- The children look for the treasure clue sticker for Unit 2 and stick it in their books.

### Act out the story.

- Divide the class into six groups and assign a role to each group: Alex, Katie, Pip, Squeak, Little Red Riding Hood or the wolf. Give a finger puppet or character flashcard to one child in each group to hold up during the story.
- Read the story speech bubbles on the Pupil's Book page. Point to or stand by each group and join in

miming and saying their part with them every time their character speaks.

- Repeat the procedure, this time encouraging the groups to say their parts and mime more independently.
- Ask six confident children to come to the front of the class (one from each group). Give the finger puppets and flashcards to the children playing the parts. The children act out a short version of the story to the rest of the class. Prompt them by reading the story if necessary and encourage them to join in saying their parts with you as you do this. Encourage everyone to clap and say e.g. *Fantastic!* at the end.

**Option:** The children can act out their parts *either* with *or* without their books, depending on how confident and familiar they are with this episode. If you wish to make the activity more challenging, the children can act out the whole story by joining in their character's part as you replay the CD.

### Draw and match. (AB page 13)

- Hold up the Activity Book and point to the pictures. Ask **What's this?** for each picture, using the voice of the wolf. The children identify the objects. Say **Draw the objects and match them to the words.** Draw the children's attention to the example.
- The children work individually and draw round the dashed outlines of the pictures and match them to the words.
- Check the answers.
- Ask individual children to take turns to be the wolf and identify the objects. They say e.g. *What's this? It's a pencil case.*

**Key:** 1 a school bag 2 a notebook 3 a pencil case 4 a ruler

### Listen, read and write. (AB page 13)

- Read the questions and ask the children to predict what Little Red Riding Hood says in each one.
- Say **Listen to Little Red Riding Hood's questions to the wolf.** Play the CD (CD 1, track 42) while the children follow in their books.
- Say **Now listen and write the words.** Draw the children's attention to the example.
- Play the CD again. Use the pause button to give the children time to write the missing words.

**Lesson 2**

**Draw and match.**

What's this?

1 A ruler.  
2 A school bag.  
3 A notebook.  
4 A pencil case.

**Listen, read and write.**

ruler pencil case school bag notebook

1 Can I have my pencil case, please?  
2 Can I have my \_\_\_\_\_, please?  
3 Can I have my \_\_\_\_\_, please?  
4 Can I have my \_\_\_\_\_, please?

Lesson 2 Language input and story

- Check the answers by asking individual children to read the questions.

**Key:** 1 pencil case 2 notebook 3 school bag 4 ruler



### Listen, read and write. (AB page 13)

- 1 Can I have my pencil case, please?
- 2 Can I have my notebook, please?
- 3 Can I have my school bag, please?
- 4 Can I have my ruler, please?

## Ending the lesson

### Lesson review

- Briefly ask the children what they can do as a result of the lesson (understand and act out *The hungry wolf*). Praise the children for their efforts and / or use the finger puppets to do this.

### Goodbye and closing routine

- Say **Let's sing the Goodbye song.** Play the karaoke version of the song (CD 1, track 5 – see Lesson 1). Hold up the finger puppets and the children sing and do the actions as in Lesson 1.



## 2 My classroom

### Lesson 3 Communication and grammar

#### Aim:

- To practise asking and saying what things are

#### Key language:

- What's this? / It's a ...*
- Yes / No*
- school bag, file, pen, pencil, crayon, rubber, pencil sharpener, pencil case, notebook, ruler*

#### Materials:

- Pupil's Book pages 15 and 16
- Activity Book pages 14 and 81
- Finger puppets (Pip and Squeak)
- Flashcards: Alex, Katie
- CD 1
- Scissors for each child
- A prepared set of Unit 2 picture cards (AB page 81)

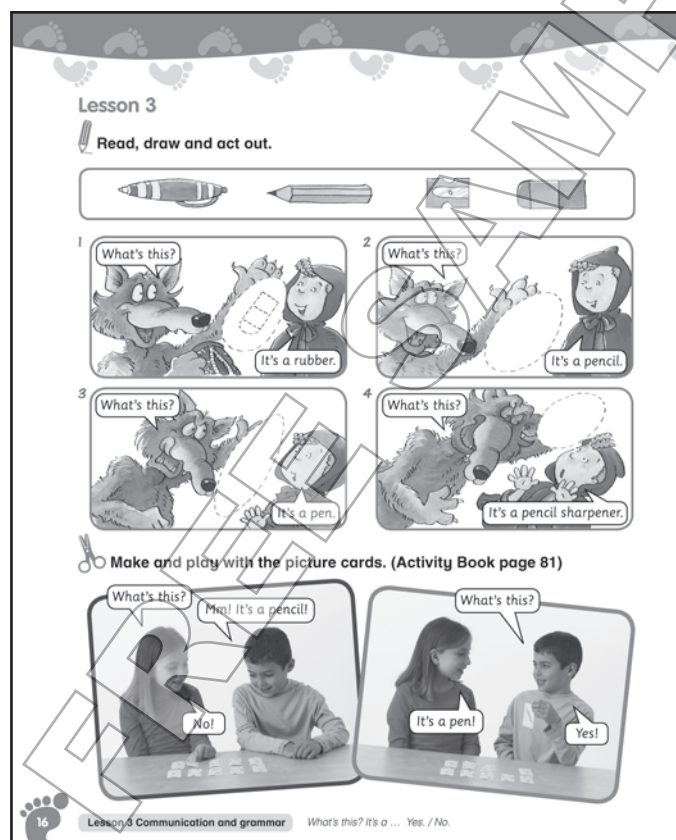
### Starting out

#### Greetings and opening routine

- Greet the children yourself and using the finger puppets.
- Either play the karaoke version of the *Hello song* (CD 1, track 3 – see Lesson 1) and the children sing and do the actions as in Lesson 1 or play the karaoke version of *A pencil! A pencil!* (CD 1, track 40 – see Lesson 1) and the children sing and hold up a different classroom object in each verse.

#### Revision activity

- Hold up the finger puppets and stick the character flashcards on the board. Ask **Can you remember who's in the story with Pip, Squeak, Alex and Katie?** (*Little Red Riding Hood, the wolf*)
- Ask the children to open their Pupil's Books at page 15. Briefly reconstruct the story, getting the children to supply key words. Say e.g. **Alex, Katie, Pip and Squeak see ... Little Red Riding Hood. Little Red Riding Hood is going to ... school. In Little Red Riding Hood's school bag**



is a ... notebook and a pencil case. The wolf sees Little Red Riding Hood's ... pencil case and notebook. The wolf asks ... *What's this? It's a ... pencil case. It's a ... notebook. Silly wolf! Little Red Riding Hood says Can I have my ... pencil case, please? The wolf says I'm ... hungry. Alex and Katie say ... Stop, wolf! Little Red Riding Hood gives them the next ... treasure clue.*

- Play the CD (CD 1, track 41 – see Lesson 2). The children listen and follow the story in their books.

#### Setting objectives

- Say **Today we're going to practise asking and saying what things are.**

### On the learning trail

#### Read, draw and act out. (PB page 16)

- Say **The wolf is asking Little Red Riding Hood about the things in her pencil case.**
- Draw the children's attention to the pictures at the top of the activity.
- Read the exchanges in turn and the children point to the correct pictures.



- Say **Now draw the pictures.** Draw the children's attention to the example.
- The children work individually and draw the pictures.
- The children compare their answers in pairs.
- Read the question **What's this?** (using the wolf's voice) for each exchange and the children answer (using Little Red Riding Hood's voice).
- Change roles and repeat the procedure.
- Ask a confident child to the front of the class. Demonstrate acting out a short dialogue between the wolf and Little Red Riding Hood using classroom objects, e.g.

T: **Hello, Little Red Riding Hood.**

P: *Hello, wolf.*

T: (taking a pencil out of a pencil case) **What's this?**

P: *It's a pencil.*

T: (taking out a rubber) **What's this?**

P: *It's a rubber.*

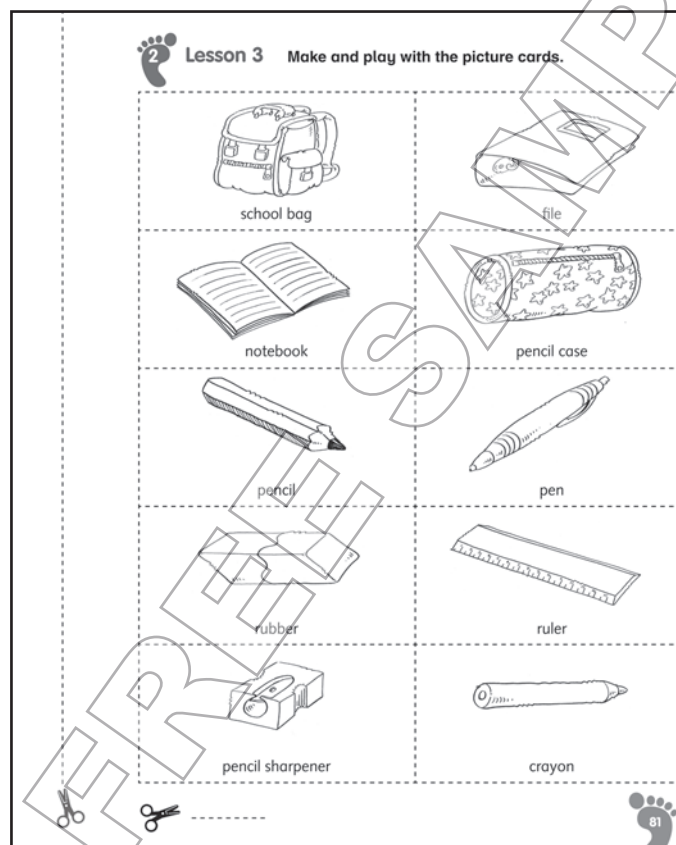
T: **Mmm. I'm hungry.** (pretends to pounce)

P: *Goodbye, wolf!* (pretends to run away)

- Ask one or two other children to come to the front of the class and act out a similar dialogue using different classroom objects.
- The children act out a dialogue between the wolf and Little Red Riding Hood in pairs.

### Make the picture cards. (PB page 16 and AB page 81)

- Hold up your Pupil's Book and point to the pictures. Say **We're going to make the picture cards and play the game.** You can show the children the set you have already made.
- Say **Find page 81 in your Activity Book. Look at the picture cards for Unit 2.** Point to the picture cards in turn. Get individual children to take turns to ask and answer *What's this? / It's a ...* for each one.
- Make sure all the children have got scissors.
- Point to the dashed lines and say **Now cut out the cards like this.** Ask the children to write their names or initials on the back of the cards.
- When the children are ready, say e.g. **Hold up the file! / Hold up the pencil case!** and the children respond by holding up the correct cards.



### Play with the picture cards. (PB page 16)

- Hold up your Pupil's Book and point to the pictures. Ask two pupils to read the first dialogue and two other pupils to read the second dialogue.
- Use the finger puppets to demonstrate the game. Lay out a set of picture cards face down on your desk. Use Pip to point to one of the cards and ask **What's this?** Use Squeak to pretend to guess the answer, e.g. **Mm ... It's a pencil sharpener!** Turn over the card and hold it up. Use Pip to say **Yes!** if it is a pencil sharpener and **No!** if it isn't a pencil sharpener.
- Ask a few individual children to take turns to come to the front of the class and play the game in the same way.
- Divide the class into pairs. The children take turns to ask their partner three questions about the cards and guess in the same way. At the end, ask the pairs to tell you how many times they guessed correctly.
- If there is time, the children can colour the picture cards.

### Read, match and say. (AB page 14)

- Read the sentences and the children point to the pictures.

- The children work individually and match the sentences and pictures.
- Check the answers. Point to the pictures or hold up the picture cards and the children say the sentences.

**Key:** Children match the sentences and pictures.

1 It's a pen. 2 It's a school bag. 3 It's a pencil.  
4 It's a file. 5 It's a notebook. 6 It's a pencil case.

### Look and write. (AB page 14)

- Ask **What's this?** (using the wolf's voice) for each picture and the children answer (using Little Red Riding Hood's voice).
- Say **Now write the answers.** Draw the children's attention to the example.
- The children work individually and write the answers.
- Check the answers by asking **What's this?** for each picture.

**Key:** 1 rubber 2 pencil 3 ruler 4 crayon

**Lesson 3**

**Read, match and say.**

- 1 It's a pen.
- 2 It's a school bag.
- 3 It's a pencil.
- 4 It's a file.
- 5 It's a notebook.
- 6 It's a pencil case.

**Look and write.**

ruler pencil crayon rubber

14 Lesson 3 Communication and grammar

## Ending the lesson

### Lesson review

- Briefly ask the children what they can do as a result of the lesson (ask and say what things are). Praise the children for their efforts and / or use the finger puppets to do this.

### Goodbye and closing routine

- Say goodbye to the children yourself and using the finger puppets. If there is time, you can also play the karaoke version of the *Goodbye song* (CD 1, track 5 – see Lesson 1) and the children sing and do the actions as in Lesson 1.

## 2 My classroom

### Lesson 4

#### Communication, grammar and pronunciation

##### Aims:

- To ask for and give things to someone
- To say a tongue-twister with the sound /p/

##### Key language:

- *Can I have the ..., please?*
- *Yes. Here you are.*
- *Thank you.*
- *school bag, file, pen, pencil, crayon, rubber, pencil sharpener, pencil case, notebook, ruler*

##### Materials:

- Pupil's Book page 17
- Activity Book page 15
- Finger puppets (Pip and Squeak)
- Flashcards: school bag, file, notebook, pencil case, pencil, pen, rubber, ruler, pencil sharpener, crayon, Frodo
- Unit 2 picture cards from Lesson 3
- CD 1

### Starting out

#### Greetings and opening routine

- Greet the children yourself and using the finger puppets.
- *Either* play the karaoke version of the *Hello song* (CD 1, track 3 – see Lesson 1) and the children sing and do the actions as in Lesson 1 *or* play the karaoke version of *A pencil! A pencil!* (CD 1, track 40 – see Lesson 1) and the children sing and hold up a different classroom object in each verse.

#### Revision activity

- Ask **What's this?** Show the class one of the flashcards very quickly and the children respond, e.g. *It's a pencil case.*
- Repeat with all the flashcards.

**Lesson 4**

**Listen and sing the song.**

Can I have the rubber, please?  
Can I have the rubber, please?  
Can I have the rubber, please?  
Here you are.  
Thank you!

Can I have the pencil, please? ...  
Can I have the ruler, please? ...  
Can I have the pencil sharpener, please? ...

**Play a game.**

Number 7! Can I have the ruler, please?  
Thank you!  
Here you are!

**Listen and say.**

Frodo's word fun

A pink pen in a purple pencil case!

Can I have the ... please? Here you are. Thank you.

Lesson 4 Communication, grammar and pronunciation

17

### Setting objectives

- Say **Today we're going to practise asking for and giving things to someone. We're also going to practise pronunciation.**

### On the learning trail

#### Listen and sing the song. (PB page 17)

- Give out or ask the children to get out the picture cards they made in Lesson 3.
- Ask the children to lay the cards face up on their desks.
- Say **Listen and sing the song. Hold up the pictures to show what Squeak asks for** and demonstrate what you mean. Play the CD (CD 1, track 43). The children sing the song and hold up their picture cards. Pause after each verse to check that the children are holding up the correct cards.

- Hold up the finger puppets and divide the class into two groups: Pip and Squeak. Explain that the groups should take turns to ask the question and respond in each verse. Play the CD again.
- Play the karaoke version (CD 1, track 44) and the children sing the song in the same way naming other objects. Hold up one of the picture cards to show what they should ask for.



### Can I have the rubber, please?

*Can I have the rubber, please?*

*Can I have the rubber, please?*

*Can I have the rubber, please?*

*Here you are.*

*Thank you!*

Verse 2: *Can I have the pencil, please? ...*

Verse 3: *Can I have the ruler, please? ...*

Verse 4: *Can I have the pencil sharpener, please? ...*

### Play a game. (PB page 17)

- Say the numbers in the grid on the Pupil's Book page in random order and the children ask you for the objects, e.g.

T: **Number six!**

P: *Can I have the pencil case, please?*

T: **Here you are.** (pretend to give something)

P: *Thank you.*

- Draw a grid on the board with nine numbered squares and stick a Unit 2 flashcard in each square as on the Pupil's Book page. Divide the class into two teams and assign noughts or crosses to each team. Explain and demonstrate that the teams should take turns to choose a number in the grid and ask for the item on the flashcard. If they can do this correctly, you write a nought or a cross in the corresponding square on the board. The first team to make a row of three wins. The row can be horizontal, vertical or diagonal.
- Play once or twice with the whole class in two teams, using the grid and flashcards on the board.
- Divide the class into pairs. The children play with their partner in the same way, lightly drawing noughts or crosses on the squares in the game in their books with a pencil.

### Listen and say: Frodo's word fun. (PB page 17)

- Write the letter 'p' on the board and make the sound /p/ as in *paper*, *pencil* and *pen*.
- Get the children to put their hand in front of their mouths and to experiment saying words with /p/ and feeling the breath on their hands.
- Hold up the flashcard of Frodo. Say **Listen to Frodo and say the tongue-twister**. Play the CD (CD 1, track 45).
- Ask pairs of children to say the tongue-twister in turns.
- The children practise saying the tongue-twister with a partner.



### Frodo's word fun. Listen and say.

*A pink pen in a purple pencil case!*

*A pink pen in a purple pencil case!*

*A pink pen in a purple pencil case!*

### Listen and circle. (AB page 15)

- Say **Look at the pictures** and ask the children to identify the objects.
- Say **Listen and circle what Pip asks Squeak for in each picture**. Draw the children's attention to the example.
- Play the CD (CD1, track 46). Use the pause button to give the children time to circle the pictures.
- Check the answers by asking the children to say what Pip asks for in each picture.
- Divide the class into two groups (Pip and Squeak). Hold up the finger puppets and play the CD again. The children repeat the exchange for each picture in their groups.
- The children act out the exchanges in pairs.

**Key:** The following objects should be circled:  
1 rubber 2 pencil 3 ruler 4 pen



### Listen and circle.

1 Pip: *Can I have the rubber, please?*

Squeak: *Here you are.*

Pip: *Thank you.*

2 Pip: *Can I have the pencil, please?*



Squeak: *Here you are.*

Pip: *Thank you.*

3 Squeak: *Can I have the ruler, please?*

Pip: *Here you are.*

Squeak: *Thank you.*

4 Squeak: *Can I have the pen, please?*

Pip: *Here you are.*

Squeak: *Thank you.*

### Read, write and colour. (AB page 15)

- Read the numbers at the start of each exchange and the children identify what Alex asks for in the grid.
- Say **Now write and colour what Alex asks for in the game. Circle the line of three.** Draw the children's attention to the example and demonstrate what you mean by *Circle the line of three*, using the grid on the board.
- The children complete the exchanges and colour the pictures.
- Check the answers by asking different pairs of children to read the exchanges and identify the line of three.

**Key:** 1 crayon 2 rubber 3 pen

### Ending the lesson

#### Lesson review

- Briefly ask the children what they can do as a result of the lesson (ask for and give things to someone, say a tongue-twister with /p/). Praise the children for their efforts and/or use the finger puppets to do this.

**Lesson 4**

Listen and circle.

1

2

3

4

Read, write and colour.

rubber crayon pen

Alex: Number 5!  
Can I have the (1) crayon, please?

Katie: Here you are.

Alex: Number 9!  
Can I have the (2) \_\_\_\_\_, please?

Katie: Here you are.

Alex: Number 1!  
Can I have the (3) \_\_\_\_\_, please?

Katie: Here you are.

1	2	3
4	5	6
7	8	9

Lesson 4 Communication and grammar

15

### Goodbye and closing routine

- Say goodbye to the children yourself and using the finger puppets. If there is time, you can also play the karaoke version of the *Goodbye song* (CD 1, track 5 – see Lesson 1) and the children sing and do the actions as in Lesson 1.

## 2 My classroom

### Lesson 5 Content input

#### Aims:

- To understand the difference between plastic and wood
- To identify classroom objects made of plastic and wood

#### Key language:

- *This is ...*
- *This ... is plastic / wood.*
- *school bag, file, pen, pencil, crayon, rubber, pencil sharpener, pencil case, notebook, ruler, desk, chair*
- *hard, soft, natural, trees*
- colours

#### Materials:

- Pupil's Book page 18
- Activity Book page 16
- Finger puppets (Pip and Squeak)
- Flashcards: school bag, file, notebook, pencil case, pencil, pen, rubber, ruler, pencil sharpener, crayon
- Word cards: school bag, file, notebook, pencil case, pencil, pen, rubber, ruler, pencil sharpener, crayon
- CD 1
- Classroom objects and / or furniture made of plastic and wood
- Brown and red crayons

### Starting out

#### Greetings and opening routine

- Greet the children yourself and using the finger puppets.
- *Either* play the karaoke version of the *Hello song* (CD 1, track 3 – see Lesson 1) and the children sing and do the actions as in Lesson 1 *or* hold up flashcards, play the karaoke version of *Can I have the rubber, please?* (CD 1, track 44 – see Lesson 4) and the children sing two or three verses of the song in two groups as in Lesson 4.

#### Revision activity

- Play a memory game on the board with the flashcards and word cards. Divide the class into two teams.
- Stick the flashcards face down in jumbled order on one side of the board and the word cards face down in jumbled order on the other.
- Ask a child from one team to choose a card from one side of the board. Turn it over and the child names the picture or reads the word. Ask another child from the same team to choose a card from the other side of the board and name the picture or read the word in the same way. If the two cards match, get the second child to ask *Can I have the ..., please?* Say **Here you are**, take the cards off the board and pretend to give them to the team.
- Repeat the procedure with the other team.
- Continue playing the game until there are no cards left on the board. The team with most cards at the end of the game wins.

#### Setting objectives

- Hold up or point to different objects and / or furniture in the classroom made of plastic and wood. Say **This is plastic. And this is wood.** Check the children understand the meaning of both words.
- Hold up the finger puppets. Say **Let's learn about the world around you! Today we're going to read about the difference between plastic and wood and name classroom objects made of plastic and wood.** Use L1 to clarify what you mean, if necessary.

### On the learning trail

#### Read, circle and listen. (PB page 18)

- (Books closed) Say **What's the difference between wood and plastic?**
- Hold up two objects to compare, e.g. a pencil case (soft plastic) and a ruler (wood). Ask the children to name the objects and say which one is plastic and which one is wood.

- Ask the children what they think the differences are between plastic and wood and listen to their ideas (in L1). Use their suggestions to introduce vocabulary, e.g. *natural*, *trees*, *hard*, *soft*. Use objects around the classroom to help their understanding.
- Ask the children to open their Pupil's Books at page 18. Read the text at the start of the activity or play part 1 on the CD (CD 1, track 47). Use the photos to reinforce the meaning of *natural* and *trees*, and classroom objects to demonstrate the difference between *hard* and *soft*.
- Say **Look at photos 1 – 4 and read the sentences. Circle *plastic* if you think the object is plastic, or *wood* if you think the object is wood.** Draw the children's attention to the example.
- The children work individually and read and circle the words.
- Ask questions about the photos in turn, e.g. **Is the pencil case plastic, do you think? Yes, it is. Why? Is it soft or hard? Is the chair wood, do you think? Yes, it is. Why? Is it soft or hard?** Listen to the children's ideas but don't tell them the answers yet.
- Say **Now listen and find out.** Play the CD (CD 1, track 47). Use the pause button to allow the children time to compare their answers with the CD.
- Check the answers by asking individual children to read the sentences with the correct options.
- Play the CD again as a final check.

**Key:** 1 plastic 2 wood 3 wood 4 plastic



### Read, circle and listen.

#### Part 1

*Wood is from trees. Wood is natural. Wood is brown. Wood is hard.*

*Plastic is not natural. Plastic is different colours. Plastic is hard or soft.*

#### Part 2

1 *This pencil case is plastic.*

2 *This chair is wood.*

3 *This pencil is wood.*

4 *This ruler is plastic.*

**Lesson 5**

What's the difference between wood and plastic?

**Learn about**

**Read, circle and listen.**

1. *Wood is from trees. Wood is natural. Wood is brown. Wood is hard.*

2. *Plastic is not natural. Plastic is different colours. Plastic is hard or soft.*

3. *This pencil case is plastic. wood.*

4. *This chair is plastic. wood.*

5. *This pencil is plastic. wood.*

6. *This ruler is plastic. wood.*

**Play a game.**

This is wood!

Lesson 5 Content input

- Ask the children what other things we use wood and plastic for in our daily lives, e.g. for furniture, to keep food in, for toys. Make the point that both plastic and wood are very useful materials.
- Tell the children that there is another important difference between plastic and wood and ask if they know what this is. Use L1 to explain that if wood is thrown away, it rots down into the soil whereas plastic does not (in other words, wood is biodegradable and most plastic is not). Point out that for this reason we need to be very careful about how we throw plastic away as it spoils the environment.

### Play a game. (PB page 18)

- Ask a few individual children to take turns to stand up and identify different things in the classroom which are wood or plastic, such as their chair, desk, the door, shelves, crayon tray, etc. Encourage them to say e.g. *This desk is wood* or *This is plastic* (if they don't know the word for the object) as they do this, and ask the rest of the class if they agree.
- Say **Stand up!** Explain that the children should walk slowly round the classroom in a clockwise direction. When you say **Touch wood!** or **Touch plastic!** they should touch or hold up something that is wood or plastic, depending on what you say, as fast as they can, and then freeze in position.

Choose three children to report back, e.g. *This chair is wood* or simply *This is wood* if they don't know the word, before the whole class can 'unfreeze' and continue the game in the same way.

- Play several rounds of the game until the children have walked once round the classroom.

### Listen, read and match. (AB page 16)

- Read the two example sentences and draw the children's attention to the joining lines. Ask the children to predict the other sentences.
- Say **Now listen, read and draw lines to make four more sentences about wood and plastic.**
- Play the CD (CD 1, track 48). The children listen, read and draw lines to make sentences. Use the pause button to give them time to do this if necessary.
- Check the answers by asking individual children to read the sentences they have made. If you like, play the CD again as a final check.

**Key:** Wood is hard. Wood is brown. Wood is natural.  
Plastic is hard or soft. Plastic is different colours.  
Plastic is not natural.



### Listen, read and match.

*Wood is hard. Plastic is hard or soft.*  
*Wood is brown. Plastic is different colours.*  
*Wood is natural. Plastic is not natural.*

### Listen, colour and write. (AB page 16)

- Make sure the children have brown and red crayons available.
- Draw the children's attention to the key at the top of the activity. Say **Listen and colour the pictures. Colour brown the things that are wood. Colour red the things that are plastic.**
- Play the CD (CD 1, track 49) once. Use the pause button. The children listen and colour the pictures red or brown.
- The children complete the sentences following the colour key. Play the CD again if necessary.
- Check the answers by asking individual children to tell you about each picture, e.g. *This pen is plastic.*

**Key:** 1 plastic (red) 2 wood (brown) 3 wood (brown)  
4 plastic (red)

**Lesson 5**

**Listen, read and match.**

Wood is ... hard or soft.  
hard.  
brown.  
different colours.  
Plastic is ... natural.  
not natural.

**Listen, colour and write.**

plastic = red wood = brown

plastic wood

1 This pen is plastic.

2 This pencil is wood.

3 This ruler is wood.

4 This pencil case is plastic.

Lesson 5 Content input



### Listen, colour and write.

- 1 This pen is plastic.
- 2 This pencil is wood.
- 3 This ruler is wood.
- 4 This pencil case is plastic.

## Ending the lesson

### Lesson review

- Briefly ask the children what they can do as a result of the lesson (identify classroom objects made of wood and plastic). Praise the children for their efforts and / or use the finger puppets to do this.

### Goodbye and closing routine

- Say goodbye to the children yourself and using the finger puppets. If there is time, you can also play the karaoke version of the *Goodbye song* (CD 1, track 5 – see Lesson 1) and the children sing and do the actions as in Lesson 1.



## 2 My classroom

### Lesson 6 Content and personalisation

#### Aim:

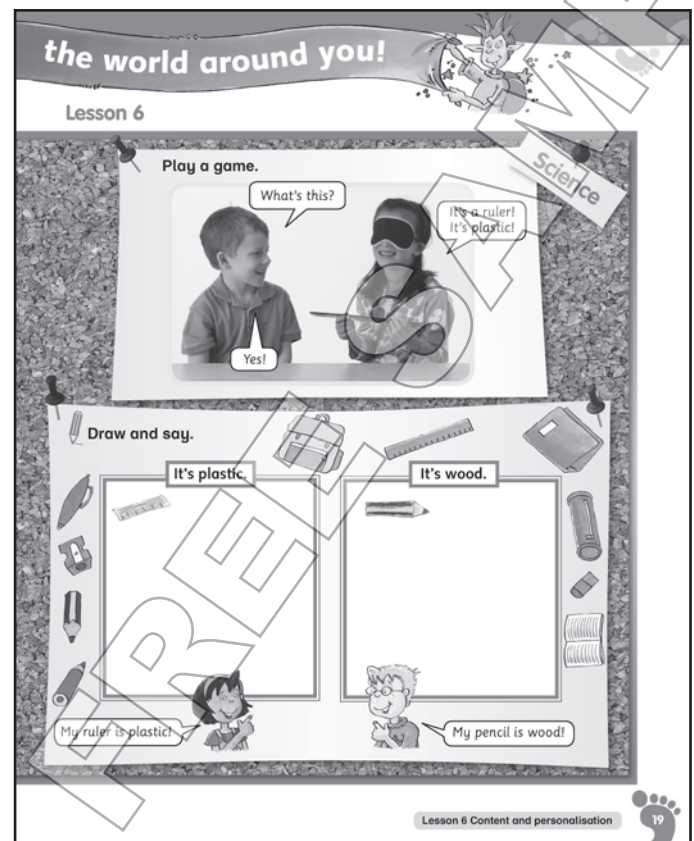
- To describe and classify your classroom objects

#### Key language:

- *What's this? / It's a ...*
- *It's plastic / wood.*
- *My ... is plastic / wood.*
- *Me, too!*
- *school bag, file, pen, pencil, crayon, rubber, pencil sharpener, pencil case, notebook, ruler, desk, chair*
- colours

#### Materials:

- Pupil's Book page 19
- Activity Book page 17
- Finger puppets (Pip and Squeak)
- Blindfolds (optional)



### Starting out

#### Greetings and opening routine

- Greet the children using the finger puppets.
- *Either* play the karaoke version of the *Hello song* (CD 1, track 3 – see Lesson 1) and the children sing and do the actions as in Lesson 1 *or* play the karaoke version of *Can I have the rubber, please?* (CD 1, track 44 – see Lesson 4) and the children sing in two groups as previously.

#### Revision activity

- Use one of the finger puppets to point to or hold up a plastic or wooden object in the classroom. Say a true or false sentence about the object, e.g. **The chair is wood / plastic.** Explain and demonstrate that the children should repeat the sentence if it's true or fold their arms and stay silent if it isn't.
- Repeat several times naming different objects.
- If you like, you can also ask individual children to say a true / false sentence and the rest of the class listen and respond in the same way.

#### Setting objectives

- Say **In this lesson we're going to describe and classify our own classroom objects.** Use L1 to clarify what you mean.

### On the learning trail

#### Play a game. (PB page 19)

- Ask a child to come to the front of the class. Either blindfold them or get them to stand facing away from you with their hands behind their back.
- Give the child a classroom object made of wood or plastic to feel but not look at. Ask **What's this?** Explain that the child should name the object and say if it's plastic or wood, e.g. *It's a pencil. It's wood.*
- Repeat the game once or twice with different children and objects.
- Ask a child to take over your role and repeat the game again once or twice.
- Divide the class into pairs. Either use blindfolds, if you have these, or ask one child in each pair to sit facing away from their partner and with their hands behind their back. The other child gives

their partner an object from their pencil case to feel and asks *What's this?* as previously. Once the child has guessed the object and the material (if it's plastic or wood), they change roles.

### Draw and say. (PB page 19)

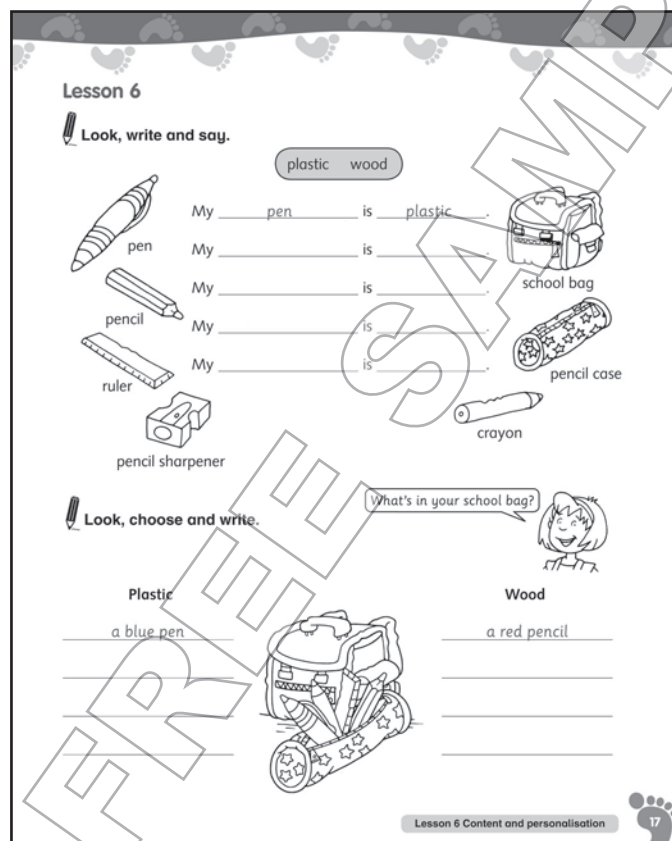
- Pretend to look in your pencil case or hold up objects on your desk. Say e.g. **Look. My pen is plastic.** / **My pencil is wood.**
- Hold up the Pupil's Book, point to the frames and say **Draw two of your things which are plastic here. Draw two of your things which are wood here.**
- The children work individually and draw their pictures.
- Ask individual children to take turns to show and tell the class, e.g. *My ruler is plastic.*

### Look, write and say. (AB page 17)

- Draw the children's attention to the pictures and words on the left and right.
- Say **Write about your things** and draw the children's attention to the example.
- The children work individually and complete the sentences with words that are true for them.
- Invite individual children to take turns to tell the class, e.g. *My pen is plastic.* If another child has the same sentence, explain that they should say *Me, too!* and have the next turn.

### Look, choose and write. (AB page 17)

- Use different classroom objects to elicit or remind the children of words for colours, e.g. *blue, red, green, brown* and *black*, and write these on the board.
- Hold up different objects and say e.g. **a red pencil** / **brown ruler**. The children repeat the object and colour each time.
- Hold up other objects and elicit similar descriptions from the children.
- Read the headings on the page and draw the children's attention to the examples.
- Ask the children to choose three things from their school bags and pencil cases to go in each column and to write the colours and words. Give them time to do this and be ready to help if necessary.
- Once they are ready, ask individual children to show and talk about the things they have chosen to go in each column.



## Ending the lesson

### Lesson review

- Briefly ask the children what they can do as a result of the lesson (say if their own classroom objects are wood or plastic). Praise the children for their efforts and / or use the finger puppets to do this.

### Goodbye and closing routine

- Say goodbye to the children yourself and using the finger puppets. If there is time, you can also play the karaoke version of the *Goodbye song* (CD 1, track 5 – see Lesson 1) and the children sing and do the actions as in Lesson 1.

## 2 My classroom

### Lesson 7 Children's culture

#### Aim:

- To learn a rhyme and play a traditional children's game

#### Key language:

- *Please come in.*
- *Close the door.*
- *Sorry I'm late.*
- *paper, stone, scissors*
- numbers 1–8

#### Materials:

- Pupil's Book page 20
- Activity Book page 18
- Finger puppets (Pip and Squeak)
- Flashcard: Frodo
- CD 1
- Paper, scissors, a stone (optional)

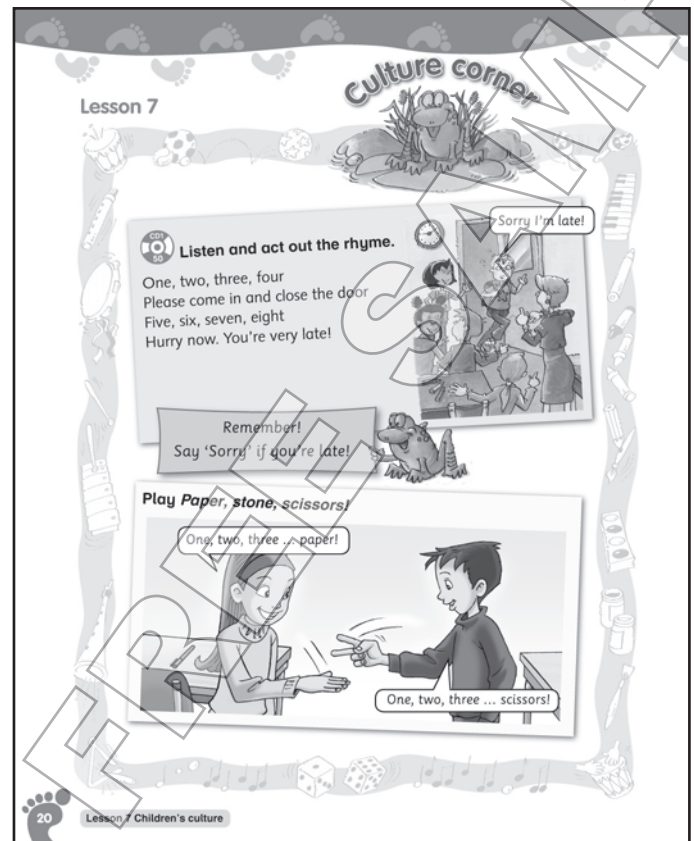
### Starting out

#### Greetings and opening routine

- Greet the children yourself and using the finger puppets.
- *Either* play the karaoke version of the *Hello song* (CD 1, track 3 – see Lesson 1) and the children sing and do the actions as in Lesson 1 *or* play the karaoke version of *A pencil! A pencil!* (CD 1, track 44 – see Lesson 1) and the children sing and hold up a different classroom object in each verse.

#### Revision activity

- Play a chain game. Say e.g. **My pen is blue.** Explain and demonstrate that the next person has to say a sentence that either includes the word *blue*, e.g. *My pencil case is blue*, or includes the word *pen*, e.g. *My pen is plastic*.
- Continue in the same way until all or most children have contributed a sentence to the 'chain'.



#### Setting objectives

- Hold up the flashcard of Frodo. Say **In this lesson we're going to learn a traditional rhyme and play a traditional game.**

### On the learning trail

#### Listen and act out the rhyme. (PB page 20) (books closed)

- Say **This is a rhyme about Alex, who arrives late in the classroom.** Use mime, e.g. tapping your watch, to convey the meaning of *late* and check the children understand.
- Ask **What numbers do you hear in the rhyme?** and give examples, e.g. **one, two.**
- Play the CD (CD 1, track 50). Ask the question again and check the answer. (*one, two, three, four, five, six, seven, eight*)
- Ask the pupils to open their Pupil's Book at page 20. Say **Look at the pictures.** Point to Alex and the teacher and ask **Who's this? (Alex) Who's this? (the teacher)**
- Play the CD again. The children follow in their books and join in saying the rhyme. Check they understand the meaning of lines 2 and 4.



- Choose a child to go to the door. Play the CD again. The other children say and act out the rhyme. Encourage the child to say *Sorry I'm late* at the end.
- Repeat once or twice with different children, either with or without the CD. Play the karaoke version of the song on the CD (CD 1, track 51).



### One, two, three, four

*One, two, three, four*

*Please come in and close the door*

*Five, six, seven, eight*

*Hurry now. You're very late!*



### Citizenship box: Remember!

Say **Look at the picture. Alex is late to class** and tap your watch to convey meaning.

Hold up the flashcard of Frodo, read Frodo's *Remember!* note and check understanding. Use L1 to explain that it's polite to say *Sorry* if you arrive late to class, even if it isn't your fault.

Say **Sorry I'm late** and get the children to practise repeating this a few times.

**Option:** From now on, actively encourage the children to say *Sorry I'm late* whenever appropriate.

### Play *Paper, stone, scissors!* (PB page 20)

- Say **Let's play a game that English children play!** Explain that the children may also be familiar with the game in their own culture.
- Pre-teach the words and actions for the game: for *scissors*, make a cutting action with your index and third finger; for *paper*, hold out your hand flat; for *stone*, make your hand into a fist.
- Say the words in turn several times. Get the children to repeat the word you say and do the action.
- Ask a child to come to the front of the class to demonstrate the game with you. Hold out your right fist, move it up and down three times as you say rhythmically **One, two, three ...** and get the child to do the same. After you say **three**, choose one of the objects (paper, scissors or stone), say the word and do the action, e.g. **... scissors** (make

a cutting action with your fingers). Get the child to also choose one of the objects simultaneously and do the action whilst saying the word, e.g. *stone* (make hand into a fist).

- Use L1 and mime to explain that you or the child wins depending on the objects you both choose, as follows:

scissors – wins with paper because you can cut it; loses with stone because a stone can blunt scissors

paper – wins with stone because you can wrap it up; loses with scissors because scissors can cut it

stone – wins with scissors because a stone can blunt scissors; loses with paper because paper can wrap up a stone.

- Invite children to take turns to come to the front of the class and play the game with you. The rest of the class watches and names the winning object each time.
- Divide the class into pairs. The children play the game three times with their partner.

### Write, listen and say. (AB page 18)

- Say **Write the missing numbers in the rhyme.** Draw the children's attention to the example.
- The children work individually and write the missing numbers.
- Say **Listen to the rhyme and check your answers.** Play the CD (CD 1, track 52). Use the pause button to check that the children have written the numbers correctly.
- The children say the rhyme once or twice. If you like, you can also ask one child to pretend to be late and say *Sorry I'm late* each time.

**Option:** From now on, if appropriate, you may like to get the children to say this rhyme (in a light-hearted, fun way) whenever a child arrives late for class.

**Key:** two, four, five, seven





### Write, listen and say.

*One, two, three, four*

*Please come in and close the door*

*Five, six, seven, eight*

*Hurry now. You're very late!*

### Look and write. (AB page 18)

- Ask the children to look at the pictures and write the object that wins in each turn of the game. Draw their attention to the example.
- The children work individually and write the words.
- Check the answers. If there is time, the children can play a few more rounds of the game in pairs.

**Key:** 1 scissors 2 paper 3 stone

### Ending the lesson

#### Lesson review

- Briefly ask the children what they can do as a result of the lesson (say and act out the rhyme *One, two, three, four, say Sorry I'm late, play Paper, stone, scissors!*). Praise the children for their efforts and / or use the finger puppets to do this.

#### Goodbye and closing routine

- Say goodbye to the children yourself and using the finger puppets. If there is time, you can also play the karaoke version of the *Goodbye song* (CD 1, track 5 – see Lesson 1) and the children sing and do the actions as in Lesson 1.

**Lesson 7**

**Write, listen and say.**

seven four two Five

One, two, three, \_\_\_\_\_

Please come in and close the door

\_\_\_\_\_, six, \_\_\_\_\_, eight

Hurry now. You're very late!

**Look and write.**

paper stone scissors

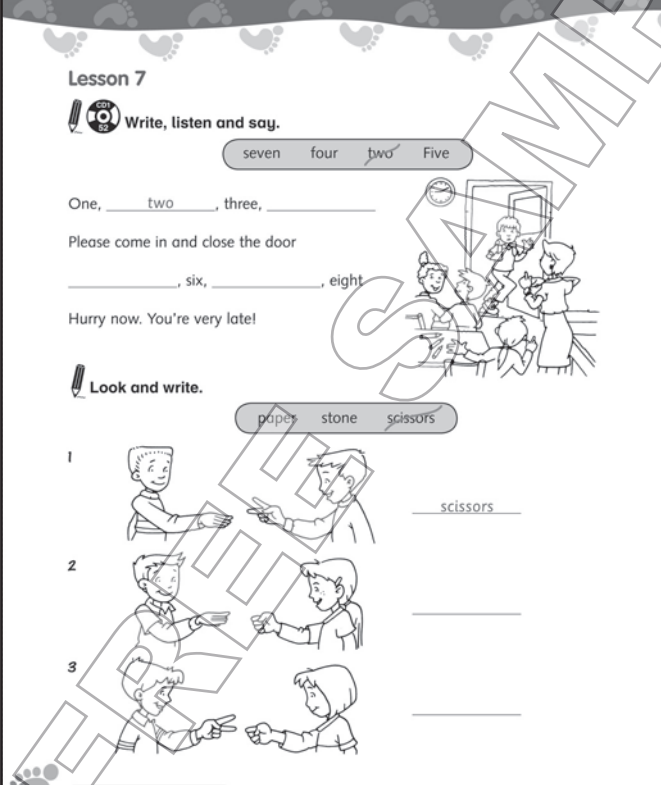
1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

scissors

Lesson 7 Children's culture



## 2 My classroom

### Lesson 8

#### Unit review / All About Me Portfolio Booklet

##### Aim:

- To review learning in Unit 2

##### Key language:

- What's this? / It's a ...*
- Can I have the ..., please?*
- Here you are. / Thank you.*
- The ... is plastic / wood.*
- school bag, pen, pencil, crayon, rubber, pencil sharpener, pencil case, notebook, ruler*

##### Materials:

- Pupil's Book page 21
- Activity Book page 19
- All About Me Portfolio Booklet pages 8 and 9
- Finger puppets (Pip and Squeak)
- Flashcards: school bag, file, notebook, pencil case, pencil, pen, rubber, ruler, pencil sharpener, crayon, Frodo
- Stickers for Unit 2
- CD 1

### Starting out

#### Greetings and opening routine

- Greet the children (but without using the finger puppets).
- Either play the karaoke version of the *Hello song* (CD 1, track 3 – see Lesson 1) and the children sing and do the actions as in Lesson 1 or play the karaoke version of *Can I have the rubber, please?* (CD 1, track 44 – see Lesson 4), hold up a different flashcard for each verse and the children sing in two groups as in Lesson 4.

#### Revision activity

- Hold up the Pip finger puppet by the door and say **Oh, dear. Pip is very late today. Can you remember the rhyme?**
- Play the CD (CD 1, track 52 – see Lesson 7). The children say the rhyme to the puppet as you bring him into the classroom and close the door.
- Repeat with the Squeak puppet. Play the CD (CD 1, track 52) again.

**Lesson 8**

**Listen and put on the stickers. Write the words.**

pen pencil rubber ruler crayon notebook pencil case  
school bag file pencil sharpener

**Listen, read and match.**

1 Can I have the rubber, please? It's a ruler. It's plastic.  
2 What's this? Yes! Here you are.  
3 What's this? Yes! Here you are.  
4 What's this? It's a chair. It's wood.  
5 Can I have the pencil case, please? It's a school bag.

Lesson 8 Unit review / All About Me Portfolio Booklet 21

#### Setting objectives

- Say **Today we're going to review what we've learnt in Unit 2.**

### On the learning trail

#### Listen and put on the stickers. Write the words. (PB page 21)

- Make sure the children have the stickers for Unit 2 ready.
- Say **Listen and put on the stickers.** Draw the children's attention to the example.
- Play the CD (CD 1, track 53). Use the pause button to give the children time to put on the stickers.
- Say **Now write the words.** Draw the children's attention to the example.
- Check their answers by saying the numbers and getting the children to say the words.

**Key:** 1 pencil case 2 school bag 3 notebook 4 file  
5 rubber 6 ruler 7 crayon 8 pencil 9 pen 10 pencil sharpener



### Listen and put on the stickers.

- 1 What's this? It's a pencil case.
- 2 What's this? It's a school bag.
- 3 What's this? It's a notebook.
- 4 What's this? It's a file.
- 5 Can I have the rubber, please? Here you are.  
Thank you.
- 6 Can I have the ruler please? Here you are.  
Thank you.
- 7 Can I have the crayon, please? Here you are.  
Thank you.
- 8 The pencil is wood.
- 9 The pen is plastic.
- 10 The pencil sharpener is plastic.

### Listen, read and match. (PB page 21)

- Read the first line of each exchange and ask the children to predict and find the response.
- Say **Now listen, read and match the questions and answers.** Draw the children's attention to the example.
- Play the CD (CD 1, track 54). The children work individually and match the questions and answers. Use the pause button to give them time to do this if necessary.
- Check the answers by asking individual children to read the exchanges.
- Play the CD again as a final check.
- The children read the exchanges in pairs.

**Key:** 1 Yes! Here you are. 2 It's a school bag.  
3 It's a chair. It's wood. 4 It's a ruler. It's plastic.  
5 Yes! Here you are.

**Lesson 8**

Listen and circle.

1 plastic / wood      2 plastic / wood

3 plastic / wood      4 plastic / wood

5 plastic / wood      6 plastic / wood

Look and write.

ruler rubber file pencil notebook school bag  
pen pencil case pencil sharpener crayon

1 It's a school bag.      2 It's a \_\_\_\_\_

3 It's a \_\_\_\_\_      4 It's a \_\_\_\_\_

5 It's a \_\_\_\_\_      6 It's a \_\_\_\_\_

7 It's a \_\_\_\_\_      8 It's a \_\_\_\_\_

9 It's a \_\_\_\_\_      10 It's a \_\_\_\_\_

Colour Frodo.

My work is OK.      My work is good.      My work is excellent.

Lesson 8 Unit review 19



### Listen, read and match.

- 1 Can I have the rubber, please. Yes! Here you are.
- 2 What's this? It's a school bag.
- 3 What's this? It's a chair. It's wood.
- 4 What's this? It's a ruler. It's plastic.
- 5 Can I have the pencil case, please? Yes! Here you are.

### Listen and circle. (AB page 19)

- Hold up the finger puppets. Say **Pip is telling Squeak about the objects. Listen and circle if they're plastic or wood.** Draw the children's attention to the example.
- Play the CD (CD 1, track 55). Pause, if necessary, to give the children time to circle the words.
- Check the answers by saying e.g. **The pen is ...** and the children complete the sentences.

**Key:** 1 plastic 2 wood 3 plastic 4 wood 5 wood  
6 plastic



### Listen and circle.

- 1 The pen is plastic.
- 2 The ruler is wood.
- 3 The pencil case is plastic.
- 4 The pencil is wood.
- 5 The chair is wood.
- 6 The pencil sharpener is plastic.

### Look and write. (AB page 19)

- Say **Look at the things in the school bag and write the answers.** Demonstrate what you mean and draw the children's attention to the example.
- The children work individually. They look at the objects, find the right word(s) in the box and write the answers.
- In pairs, the children take turns to point to their completed pictures and ask *What's this? / It's a ...*
- Check the answers by asking individual children questions in the same way.

**Key:** 1 school bag 2 notebook 3 pen 4 pencil case  
5 rubber 6 pencil 7 file 8 pencil sharpener  
9 ruler 10 crayon

### Colour Frodo. (AB page 19)

- Hold up the flashcard of Frodo. Remind the children that in this activity they assess their work in the unit by choosing and colouring the picture of Frodo which corresponds best to how they think they have done.
- Explain the key by pointing to the three pictures of Frodo and saying **Colour this picture if your work is OK but you think you need to try harder or need more practice. Colour this picture of Frodo if you think your work is good. Colour this picture of Frodo with a big smile and jumping very high if you think your work is excellent.** Make sure the children understand that there are no right answers and that it is their own opinion of the work they have done which is important. Be ready to encourage the children to have a positive view if they are too hard on themselves.

## Ending the lesson

### Lesson review

- Briefly ask the children what they can do as a result of the lesson (use the language and vocabulary they've learnt in Unit 2). Praise the children for their efforts and / or use the finger puppets to do this.

### Goodbye and closing routine

- Say goodbye to the children yourself and using the finger puppets. If there is time, you can also play the karaoke version of the *Goodbye song* (CD 1, track 5 – see Lesson 1) and the children sing and do the actions as in Lesson 1.

### All About Me Portfolio Booklet

The children complete Unit 2 of their personal *All About Me* Portfolio Booklets. They complete their learning journey by colouring the sections on the path to show what they can do. If you like, the children can also sign this page and you can endorse this by adding your own signature and the date.