

Aims

To learn and practise vocabulary for school objects
To practise for the Reading and Writing paper Parts 2 and 5 and the Speaking paper

Key language

*blackboard (non-YLE), book, chair, classroom, clock,
*dice (non-YLE), draw, floor, *glue (Flyers), happy,
mouse, next to, paint, pen, pencil, pupil, *schoolbag

(non-YLE), *scissors (Flyers),
teacher, window

Materials

Pupil's Book pages 10, 11 and 70

Optional materials

Ten Object Cards from the 3 School, Photocopiable Resource 2 (page 99, one set per child)

OBJECTIVES**Setting objectives**

Tell the children that they are going to revise and learn words for school in this lesson.

Warmer activity

With your arms stretched out pointing around the classroom ask *Where are we?* Elicit *classroom*. Write it in the centre of the board and draw a circle around it. Touch the board and say *blackboard*. Draw a line from the circled *classroom*. At the end of the line, write *blackboard*. Ask *What else is in our classroom?* Brainstorm more words, e.g. *chair, glue, pen, scissors, desks, schoolbag, clock, pencil, teacher, paint*, etc. Write each word on the spidergram on the board.

If the children do not know the words *glue, scissors* and *dice*, teach them by showing the real objects. To practise all the words on the board, call them out randomly and ask the children to either hold up or point to the object in the classroom. Keep the words on the board throughout the lesson.

1 Read, look and circle yes or no. (PB page 10)

- Place some objects at the front of the class, e.g. a book on a chair, a pencil on the floor, some scissors and a pen on your desk. Say *There is a pencil on the floor. Yes or no?* Elicit *yes*. Say *There is a book on the teacher's desk. Yes or no?* Elicit *no* and encourage the children to correct you, e.g. *There is a book on the chair*. Ask a girl to sit on your chair and say *There is a boy sitting on the teacher's chair. Yes or no?* Elicit *no* and ask the children to correct the sentence.
- Point to the picture on page 10. Ask *What can you see?* and elicit the answers. Then ask a few questions about the picture, e.g. *Can you see an animal? What is the girl drawing on the blackboard?* etc.
- Say *The children are in the classroom*. Point to the example in the book. Point to the teacher in the picture, smile and ask *Is she happy?* Then frown and read item 1. Ask *Yes or no?* Elicit *no* and tell the children to circle it. Ask the children to work individually. They read the sentences and circle the answers for the rest of the items.
- Ask them to compare their answers in pairs before checking them as a whole class. Encourage the children to correct the 'no' sentences.

Key: 1 no, 2 yes, 3 no, 4 no, 5 no, 6 yes

2 Read and write one word. (PB page 10)

- Write *Next to the ...* on the board. Place a chair at the front of the class and choose a child to stand next to it. Say *(Name of child) is next to the chair*. Tell the child to stand next to your desk. Ask *Where is (name of child)?* Elicit *Next to the desk*. Ask a different child to draw a tree on the board. Ask *What is (name of child) drawing on the blackboard?* Elicit *A tree*.
- Hold up the Pupil's Book and point to the boy in the centre of the picture. Ask *What is the boy painting?* Elicit *A house*. Point to the teacher and the door and ask *Where is the teacher?* Elicit *Next to the door*. Choose a child to spell *door* and write it on the board. Read the rest of the questions and choose different children to answer.
- When you have gone through the questions, tell the children to read them again and complete the answers. Check the answers by asking individual children to write a word or phrase on the board.

Key: 1 door. 2 mouse. 3 cheese. 4 Purple.
5 Four/4.

3 Ask and answer. Pupil A, look at the box here. Pupil B, look at the box on page 70. (PB page 11)

- Draw two squares on the board and divide them into four cells. Number the cells and write Pupil A and Pupil B on top of the squares. Draw three books and a pen in cells 1 and 3 in square A. Draw a clock and a pencil in cells 2 and 4 in square B.
- Invite a child to come to the board and stand in front of square B. Stand in front of square A and say *I'm Pupil A*. Point to the child and say *(Name of child) is Pupil B*. Point to the empty cell 2 and ask the child *What is number 2?* Prompt the child to point to the clock in cell 2 and say *It's a clock*. Draw a clock in cell 2 in your square. Point to the empty cell 1 in square B and prompt the child to ask you *What is number 1?* Answer *They're (three) books*. The child draws three books in the corresponding cell. Repeat for *pen* and *pencil*.

- Before the children do the task, remind them that if there is more than one object, they should answer *They're ...*, e.g. *They're books*. for cell 6 or *They're pupils*. for cell 9. Tell the children that we say *scissors* or *some scissors*.
- Put the children in pairs. Point to the box on page 11 and say *Pupil A, this is your box. Say Pupil B, go to page 70. Point to the box and say This is your box. Gesture as you say Ask, listen and draw. Explain in L1 that the children must not look at each other's boxes.*
- Point to the speech bubbles on page 11 and 70 and read them out. The children take turns asking and answering questions and drawing the pictures. Monitor and help if necessary. Encourage stronger pupils to answer with more than one word. When they have finished, the children look at each other's boxes and check their answers.

Key: 1 (some) glue, 2 a pen, 3 (some) scissors, 4 a schoolbag, 5 a clock, 6 (some) books, 7 a blackboard, 8 a pencil, 9 (some) pupils, 10 (some) dice

4 Pupil A, work with Pupil B. Look at Exercise 3 and circle. Then write the correct number. (PB page 11)

- Hold up a book with a completed box on page 11. Say *One. It's glue. Yes or no?* Elicit *yes* and point to the example in the Pupil's Book. Point to the second cell and say *Two. It's a blackboard. Yes or no?* Elicit *no* and point to the example in the Pupil's Book. Ask *Which number is the blackboard?* Elicit 7 and indicate the example.
- In pairs, the children read the sentences, circle the answer and write the correct number on the line. Monitor and help if necessary.
- Check the answers by asking the children to read a sentence and the answer.

Key: 2 no – 7, 3 no – 4, 4 no – 3, 5 yes – 5, 6 yes – 6, 7 no – 10, 8 yes – 8, 9 no – 2, 10 no – 9

Extra activities

- Hand out a set of the School Object Cards to each child and ask them to cut out the pictures. Divide the children into groups of four to play **Matching Pairs** (see Introduction, page 14). Ask them to spread out their sets of cards face down in two sets on the desk. They take turns picking up two cards, one from each set, trying to make pairs. Demonstrate once or twice with a child. Tell the children that they must say *It's a ...* or *They're ...* as they pick up each card.

Note: Collect the cards and keep them for future lessons.

- Ask the following questions and encourage the children to answer: *What colour is the board in*

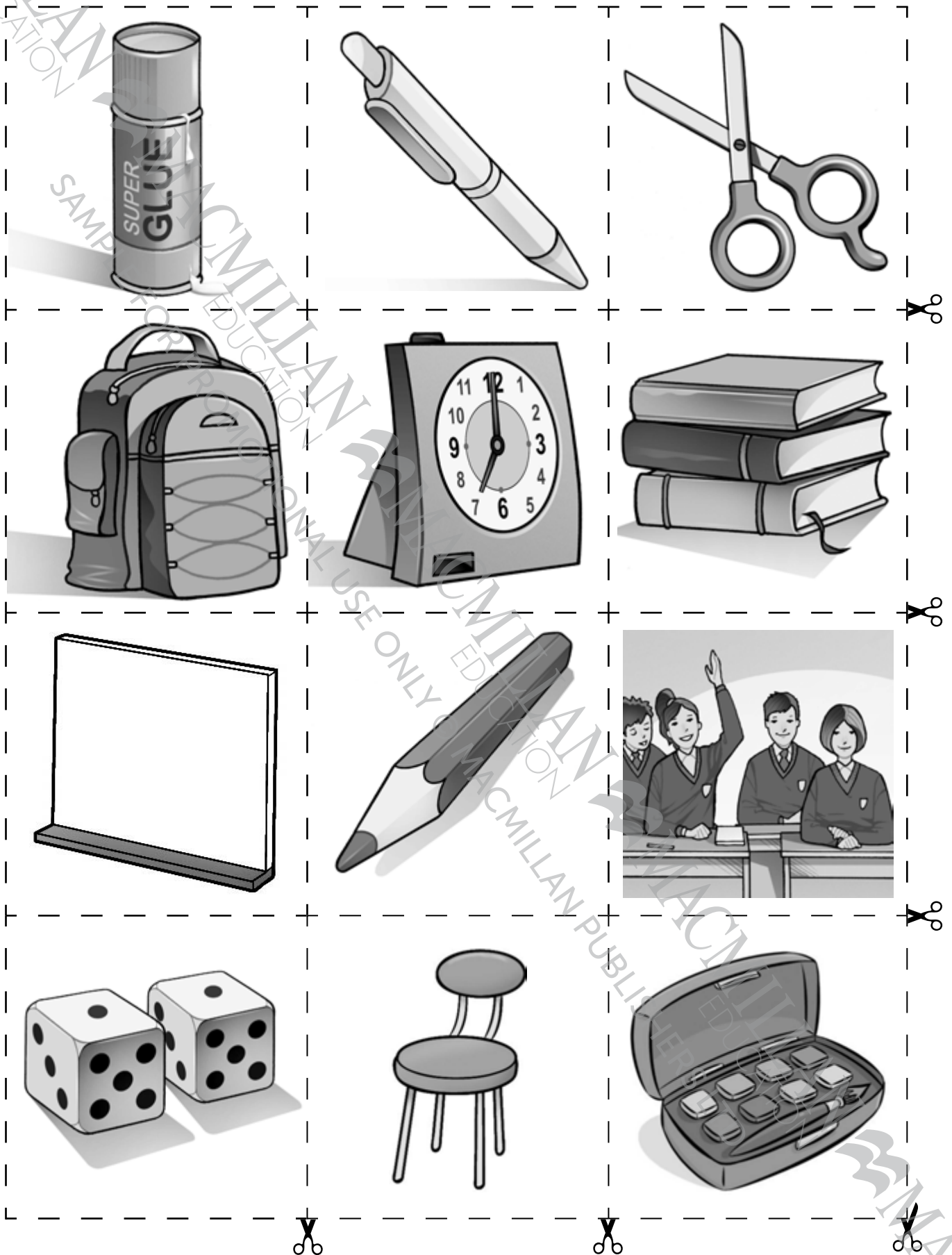
our classroom? How many pencils/pens/books are on the teacher's desk? How many erasers/rubbers are in your pencil case? What colour is your pencil case/schoolbag? How many books are in your schoolbag? Is there a clock in your classroom? etc. Alternatively, write the questions on the board and put the children in pairs to take turns asking and answering.

Cooler activity

Point to the words in the spidergram on the board. As you point, encourage the children to say the word. Rub out a word and prompt the children to spell it. As they do so, write it again. Repeat with all the words.

YLE Skills Starters Photocopiable Resource 2

Part 1, Lesson 3: SCHOOL



Aims

To talk about activities the children can and can't do
 To consolidate lexis for sport and leisure
 To practise for the Reading and Writing paper
 Parts 2 and 4 and the Speaking paper

Key language

verbs (*draw, fish, fly a kite, listen to a story, paint, play (the guitar/piano, hockey, computer game), read a book, ride a horse, sing, *speak (Flyers), take photos, walk, watch TV*)

sports (*baseball, basketball, football, hockey, running, table tennis, tennis*)
 bedroom, dining room, living room

Materials

Pupil's Book pages 32 and 33
 4 *Sport and leisure*, Photocopiable Resource 6
 (page 104, one per pair of pupils)

OBJECTIVES**Setting objectives**

Tell the children that they are going to talk about things they can and can't do.

Warmer activity

Write *Sports* on the board. Divide the children into groups of four. Set a time limit (e.g. two minutes) for the teams to brainstorm as many sports words as they can. Tell them to do this orally. When the time is up, teams take turns to call out words as you write them on a piece of paper.

Invite a child to come to the front. Whisper one of the words on your list for the child to mime. Help in L1 if necessary. The whole class can guess the word. Repeat with more words and different children. You could also write the sports on the board and the children take turns miming/guessing in groups of four to six.

1 Look, read and circle yes or no. (PB page 32)

- Point to Ben juggling on page 4. Say *Juggle*. Mime juggling really well and say *I can juggle* stressing *can*. Mime dropping balls as you try to juggle and say *I can't juggle*. Repeat and stress *can't*.
- Closed books. Mime doing actions from lessons you've covered previously (e.g. *play the guitar/piano/hockey/table tennis*, etc.) twice: being really good at it and then terrible at it. Say sentences with *can/can't* as you mime the actions. Repeat all the actions twice again with the children.
- Point to Dan and ask *What's his name?* Elicit *Dan*. Focus on the picture of Dan doing many activities at the same time. Point to the different parts of the drawing to elicit the relevant vocabulary: *play the guitar, draw, play hockey, speak English*. Nod and smile to look pleased and show that he can do these things. Summarise this by saying *Dan can play the guitar, he can draw, he can play hockey and he can speak English*.
- Indicate the second illustration of Dan and shake your head sadly to gesture he can't do these things. Elicit the actions: *play the piano, paint, sing, play baseball*. Then summarise this by saying *Dan can't play the piano, he can't paint, he can't sing and he can't play baseball*.
- Elicit some sentences about Dan using the word *but*. Give an example, with rising and falling intonation, as you point *Dan can draw but he can't paint. Dan can (play hockey) but he can't*

(*play baseball*). *Dan can (play the guitar) but he can't (play the piano). Dan can (speak English) but he can't (sing)*. Ask the children to repeat each sentence in chorus as you move your arm up and down to conduct the tone of voice and stress the underlined syllables.

- Read the example aloud and point to the circled *yes*. Point to *Dan can ...* and the picture of Dan playing the guitar. The children read the sentences about Dan and circle *yes* or *no* referring to the illustrations. For younger classes, do item 2 as an extra example to demonstrate an incorrect *can't* sentence.
- They compare their answers in pairs before checking them as a whole class.

Key: 1 no, 2 yes, 3 no, 4 yes, 5 no, 6 no, 7 yes

Pronunciation Tip

The children may have difficulty differentiating the pronunciation of *can* /kæn/ the strong form, /kən/ the weak form and *can't* /kɑ:nt/. To help your pupils, focus on the intonation of short sentences with *can/can't*. Notice that we usually stress the verb in sentences and questions with *can*, e.g. *I can fly. The tiger can jump. Can you swim?* so *can* has the weak /kən/ sound here. In short answers, it is stressed *Yes, I can.* and takes the /kæn/ sound. In negative sentences, *can't* is stressed more than the main verb, e.g. *I can't juggle very well. My brother can't skate.* and contains a long vowel sound /kɑ:nt/. If the children are aware that there are these three sounds, it can help their comprehension.

2 Tell a friend. Use can or can't. (PB page 32)

- Demonstrate the task with a child. Say, as if you were Dan, *I can play the guitar. I can't play the piano*. Prompt the child to say a sentence with *can* and another with *can't* using Dan's activities but talking about him/herself, e.g. *I can draw and I can paint. I can't play the guitar*.
- The children talk in pairs about whether they can or can't do the eight actions/activities in Exercise 1. Monitor and help the children stress the appropriate words if they are able.

Key: Pupils' own answers.

Extra activity

Ask the children to write sentences about what they can and can't do as in Exercise 1 but using *I can/can't* ... Encourage the children to draw themselves doing the things they can do.

3 Read, look and draw lines. (PB page 32)

- Brainstorm as a class all the sports the children can remember in English.
- Point to the pictures and words in Exercise 3 and check which of these sports the children mentioned. Point to the example as you say *Flying a kite*.
- Ask the children to match the words and the pictures by drawing lines. Suggest that they use different colours for each sport/activity. Check the answers as a whole class.
- Draw three circles across the board with *do*, *play* and *go* written in them. With the help of the class, repeat some of the sports that were brainstormed in the previous step and as you write them on the board, divide them in order to create three big spidergrams, e.g. *go*: *running, skiing, sailing, cycling, fishing, dancing*; *do*: *karate, gymnastics, archery*; *play*: *football, basketball, hockey, chess*, etc.
- Ask the children if they can see what the sports in the *go* spidergram have in common (they all end in *-ing*). Write *-ing* in the centre of the spidergram circle.
- Mime playing some of the *play* sports and, in rising tone, say *They all have a ...? (ball)*. (Ball sports use *play* including *badminton* and *ice-hockey*) Draw a ball in the spidergram circle. The other sports use *do*. The pupils can copy these in their notebooks.

Note: It can be useful to come back to these spidergrams and add to them in future lessons as the class learn new relevant collocations.

Key: 1 c, 2 d, 3 e, 4 b, 5 a

Extra activity

Ask the children to choose five different sports from their spidergrams (or the list you brainstormed in Exercise 3). In their notebooks, they draw a small picture to depict each sport without writing the word. Then the children exchange notebooks in pairs and label their partner's pictures.

4 Look at the pictures of balls that your teacher gives you. Which sports are they for? (PB page 33)

Preparation: Make copies of the 4 *Sport and Leisure* Photocopiable Resource 6 (page 104) and cut them in half.

- Refer the children back to the juggler on page 4. Ask *How many balls are there?* Point to them as you say *The juggler's got seven different balls here. What sport can we use this ball for?*

(possible answers from the left to the right: *rugby, playing on the beach, tennis, bouncing, basketball, football, table tennis*) Elicit their ideas and discuss how different sports use balls of different colours, sizes and types.

- Hand out the halves of the photocopiable worksheet. Point to the tennis ball and ask *What sport is this ball for?* Elicit *tennis*.
- In pairs, the children decide which sport each ball could be from. Elicit the answers from the class. Refer back to the *play* spidergram to help. Then they can write the sports under the pictures if desired.
- Ask questions to personalise the topic: *Do you like playing with a ball? Where do you play ball? Do you play at school? Do you play in the house? Do you play in the garden/park?*
- Mime as you ask: *Can you bounce a ball? Can you throw one? Can you catch a ball? Can you hit a ball? Can you kick a ball?* Elicit *yes/no* or *Yes, I can./No, I can't*. Practise the verbs by asking the children to mime as you speed up giving the instructions *throw, catch, hit, kick, bounce*.

Key: rugby, tennis, badminton, basketball, table tennis, football

Extra activity

Tell the pupils to listen to your instructions and to colour the sports balls. Ask *What colour are tennis balls? Colour the tennis ball yellow. What colour are basketballs? Colour the basketball orange. In badminton there isn't a ball but colour this (green). The rugby ball is white. Colour the football grey. The ball for table tennis is red.*

5 Stand, walk, ask and answer. (PB page 33)

- Point to the three pictures and ask the children to match them with the corresponding words in the questions: *ride a horse, fishing* and *badminton*.
- Read the questions once with appropriate intonation. Invite the children to ask you a question and demonstrate the various short answers, e.g. *Yes, I do./No, I don't. Yes, I can./No, I can't*. Ask the children to stand and walk around asking and answering various classmates one different question each. Monitor and help if necessary.

Key: Pupils' own answers.

Extra activity

Put the children in pairs and ask them to take turns interviewing each other using the questions in Exercise 5. Then they report to a different classmate about their partner. Monitor and make sure they use the third person singular correctly.

6 Look, read and write. (PB page 33)

- Talk about non-sport hobbies. Ask the children what they do in their free time when they're at home and when they go out. Point to the pictures in Exercise 6 and ask if they do these things, e.g. *Do you take photos? Do you sing in the bath?*
- Ask younger children to work in pairs. They match the pictures to the vocabulary in the word box by drawing lines. Check the answers as a whole class.
- Point to the text and read it aloud saying *hmm* for the gaps. Read the first sentence again under your breath as if thinking aloud. Say *book* aloud as you point to the example and the crossed out word in the box.
- Ask the children to read the text again in silence and complete the gaps with the words in the box. Then they compare their answers in pairs before checking them as a whole class.

Key: 1 TV, 2 photos, 3 bath, 4 games

Teaching Tip

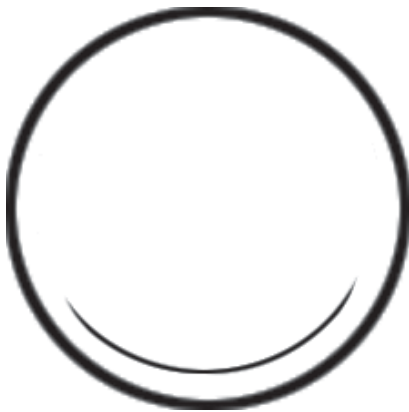
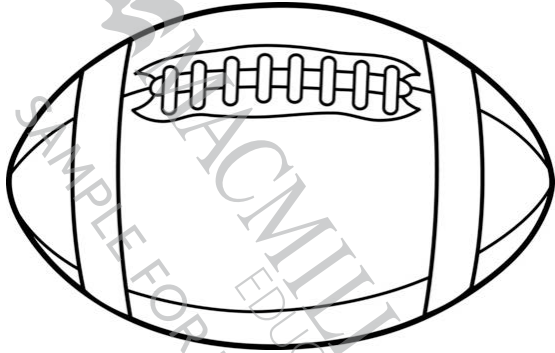
When the children are concentrating on the comprehension of a text, they shouldn't read it aloud. Doing so will make them focus more on pronouncing the words rather than understanding the meaning.

Cooler activity

Ask the children to copy the text from Exercise 6 in their notebooks. Tell them to make it true about themselves adding *don't* where necessary and/or changing the details. For example, *I don't sing in the bath* or *I sing in the shower*.

YLE Skills Starters Photocopiable Resource 6

Part 2, Lesson 4: SPORT AND LEISURE



OBJECTIVES

Aims

- To talk about what people are doing in a picture
- To practise describing objects
- To practise for the Speaking paper and the Reading and Writing paper Parts 2, 4 and 5

Key language

*beautiful, big, bird, boy, brown, children, *climb (Movers), egg, fly, friend, garden, girl, happy, hold, hot, kick, *leaf/*leaves (Movers), legs, live, long, old, orange, park, picture, plane, playground, red, sit,*

*small, spider, sun, teacher, *thin (Movers), throw, tree, under, walk, wall, year, yellow*

Materials

Pupil's Book pages 60 and 61
CD

Optional materials

Coloured paper and cardboard paper

Setting objectives

Tell the children that they are going to talk about playgrounds in this lesson.

Warmer activity

Point to the picture on page 60 of the Pupil's Book. Ask questions about it, e.g. *Where are the children? What are they doing? What's the weather like?* Ask further questions to personalise the topic, e.g. *Is there a playground in your school? What games do you play in the playground? Are there any trees in your playground? Are there pictures on your classroom windows? Do leaves fall like this where you live?* Accept answers in L1 with younger classes.

1 32 Listen, point and answer. (PB page 60)

- Play CD track 32 pausing after each question and pointing to the part of the picture indicated next to the audioscript. Each time prompt the children to touch the correct part of the picture as they answer together. Encourage extended ☺ answers from those who are capable by gesturing or pointing to a smiley face on the wall. This language and practice is similar to that in the *YLE Starters Speaking* paper.
- Put the children in pairs. They take turns pointing to various items in the picture and asking *What's this? What colour is it? How many ... are there?* Write the three questions as prompts on the board to help.

2 Look at the picture in Exercise 1. Read and write yes or no. Look at the examples. (PB page 60)

- Read the two examples and elicit the answers from the class. Ask them to point to where in the picture they found the answers. Ask the children to correct the second example. (*They are drawing and sticking/making pictures, not writing.*)
- Ask the children to look at the picture carefully as they read the rest of the sentences and write *yes* or *no*. Tell them to be careful with number 3 and to compare their answers in pairs before checking them as a whole class. Prompt the children to correct the 'no' sentences.

Key: 1 no - Three birds are flying. 2 yes 3 yes
4 no - The spiders are under the table. 5 yes

3 Look at the picture in Exercise 1. Read and write. Look at the examples. (PB page 61)

- Ask *Where are the children?* as you point to the picture on page 60. Elicit *In the playground*. Ask *What are the birds doing?* Elicit *(They're) flying*. Point to the examples in Exercise 3.
- The children read the questions carefully, look at the picture in Exercise 1 and write a one-word answer. Tell them to check the spelling when they've finished before you check the answers as a whole class.

Key: 1 four, 2 leaf, 3 brown, 4 two, 5 hair

32 Listen, point and answer.

Audioscript:

One

*What's this?
What colour is it?
How many trees are there?*

Two

*What's this?
What colour is it?
How many leaves are on the table?*

Teacher's instructions.

**Point to a tree.
Point to same tree.
Point to the trees.**

**Point to the red leaf.
Point to the same leaf.
Point to the leaves.**

Pupils' response

*(It's a) tree.
red, yellow, orange and brown
(There are) four (trees).*

*(It's a) leaf.
(It's) red.
(There are) five (leaves).*

Three

What's this?
 What colour is it?
 How many birds are there?
 What are they doing?

Point to a bird.
Point to the same bird.
Point to the birds.
Point to the birds.

(It's a) bird.
 (It's) blue.
 (There are) three (birds).
 (They are) flying.

Four

How many children are there?
 What is this?
 What colour is it?
 How many children are wearing scarves?

Point to the children
Point to the scarf.
Point to the red and yellow scarf.
Point to the children.

(There are) six (children).
 (It's a) scarf.
 (It's) red and yellow.
 Two (children).

Five

What is the girl doing?
 What is this boy doing?
 Are these children playing?
 Is he enjoying the game?

Point to the girl on the right.
Point to the boy on the left.
Point to the boys in the leaves.
Point to the laughing boy on the ground.

(She's) looking at a leaf.
 (He's) drawing a leaf.
 Yes, (they are).
 Yes, (he is).

4 Read and write one word. Look at the example. (PB page 61)

- Tell the children to look at the pictures and words in the box at the bottom of page 61 for one minute. Tell them to close their books and, working in pairs, write down as many of the seven words as they can remember, in any order. They open their books and check the words and the spelling. Ask how many they remembered correctly.
- Turn attention to the main text and point to the tree as you ask *What's this? (a tree)*. Ask a few questions to encourage them to anticipate content, e.g. *Can a tree be small? (yes, or big) Are the leaves of a tree thin or big? (They can be thin and big or small.)* Ask the children to read the text once for general understanding.
- Point to the pictures in the box and gesture that these are to go in the various spaces. Indicate the example. Ask the children to read the text again carefully and complete the gaps with the words. Point out that one word is extra and is not used. Tell them to read the text again when they've finished, to check it makes sense and to compare this with a partner. Check the answers as a whole class by reading aloud the complete passage and elicit the word that isn't used (*fly*).

Key: 1 old, 2 leaves, 3 long, 4 sun, 5 Birds

Cooler activity

Ask the children to draw and colour a large leaf on a piece of paper. Tell them to write their favourite word in English and their name on their leaf. Cut out a tree trunk from the brown cardboard paper (or normal paper which they can colour in brown). Ask the children to cut out their leaves and stick them on the tree. Display the tree in your classroom.