

CONTENTS	EVALUATION CRITERIA	
	Pupils will be able to:	
My school	Know the relationship with their close surroundings: school, class and friends.	
Initiation to scientific knowledge and its application to social science: search, selection and analysis of information.	Search for, select and analyse information from simple text-based sources.	
Presentation of work.	Present work carried out clearly using different media.	
Personal skills.	Develop social skills: responsibility, effort and concentration while studying and appropriate classroom behaviour (tidying up, raising a hand to speak, etc.)	

OPENING PAGES

Song: *In the classroom*

STORY

Is this my classroom?

WORK TOGETHER

Design a perfect classroom

CONTENT PAGES

Places and objects at school

In the classroom

School subjects

Classroom rules

New friends

OUR CHOICES

Be prepared for school

REVIEW

UNIT SUMMARY

In this unit pupils will learn:

- what it means to be a part of a school
- subjects at school
- materials they need for each subject
- roles of the staff in a school
- the importance of respect and good behaviour

LANGUAGE FOCUS

- Places in a school: classroom, toilet, dining hall, corridor, gym
- People in a school: cook, teacher, head teacher, caretaker
- Classroom objects: chair, table, book, ball, crayons, pencil sharpener, scissors, rubber, pencil case
- School subjects: Art, Music, P.E., Science
- Simple commands: Line up, put your hand up, tidy up, brush your teeth, check your schoolbag, eat your breakfast, brush your hair

KEY STRUCTURES

- Where's ...
- There are ...
- ... your ... (tidy your classroom, check your bag, etc.)
- We learn / make / do ...

LEARNING STANDARDS Pupils are able to:	KEY COMPETENCES						
	LIN	MST	DIG	LTL	SOC	AUT	CUL
Understand the importance of respecting the norms of conduct in the school. Identify the rights and obligations that must be respected in the school. Know the school rules.				●	●	●	
Obtain concrete and relevant information about specific facts using different sources. Develop strategies to organise, memorise, and recall specific information.				●		●	
Express orally, clearly and in order, contents related to the area of study. Summarise, orally or in writing, the information obtained and the work carried out.			●	●		●	
Understand appropriate school behaviour. Show confidence in themselves, critical sense, personal initiative, curiosity, interest and creativity.				●		●	

LIN Competence in linguistic communication	SOC Competence in social awareness and citizenship
MST Competence in mathematics, science and technology	AUT Competence in autonomous learning and personal initiative
DIG Competence in the use of new technologies	CUL Competence in artistic and cultural awareness
LTL Competence in learning to learn	

DIGITAL RESOURCES

<p>PUPIL'S IWB</p> <p>LEARNING KIT</p> <ul style="list-style-type: none"> • Interactive activities • Flashcards • Presentation • Song • Multimedia <p>TEACHER'S KIT</p> <ul style="list-style-type: none"> • Test generator 	<ul style="list-style-type: none"> • Wordlist • Worksheets and templates • Lyrics • Multimedia • 360° Evaluation tests <p>FAMILY CORNER</p> <ul style="list-style-type: none"> • Presentations • Wordlist • Family guide
--	---

6 UNIT INTRODUCTION

SUMMARY

The aim of the unit opener is to activate pupils' prior knowledge of the topic and stimulate their curiosity for what they are about to learn through activities that develop observation and reasoning skills. Use the picture to activate vocabulary of the classroom and places and people in a school as well as how to ask and answer simple questions.

LANGUAGE

- Where's ...?
- ... is in the (classroom / library)
- He is / She is (playing / reading)
- Classroom vocabulary: board, book, computer, crayons, desk, guitar, notebook, pencil, schoolbag, teacher.

MATERIALS

Flashcards: classroom, gym, library, playground, school.

A simple, labelled outline map of the school, with a picture of an object in each place to help pupils identify the place, for example, a book in the library, a knife and fork in the dining room, etc.

GETTING STARTED

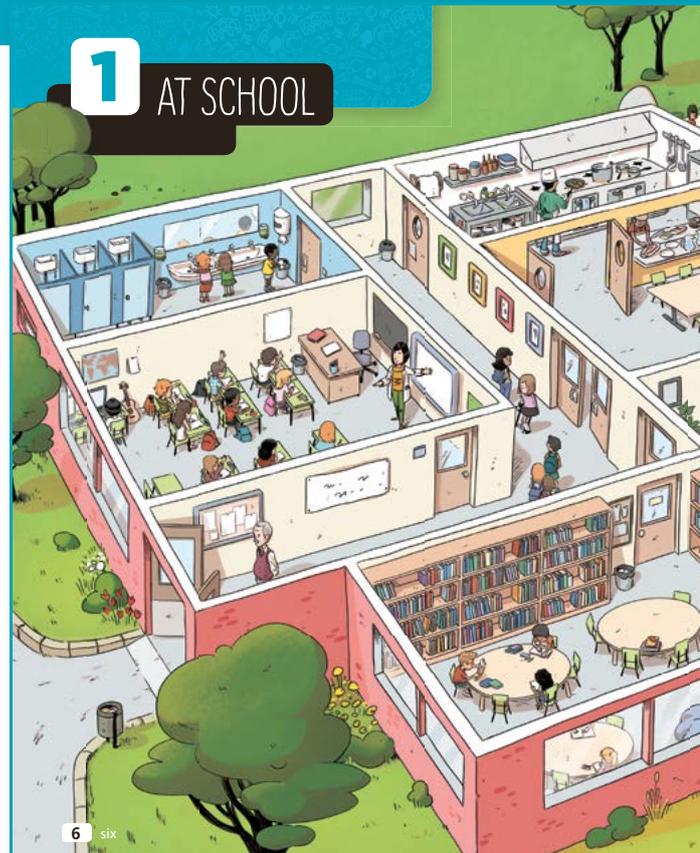
- Take the pupils on a tour of the school. Visit the gym, the library, the playground, the dining hall, the toilets and another classroom. Tell pupils the names of the places. Use the flashcards. Ask pupils to repeat the names together.
- Give pupils a simple outline map of the school showing the main places. Point to a place on the map. Ask volunteers to say the name of the place. Pupils continue in pairs, taking turns to point to a place and say the name.

STEP BY STEP

PAGS 6-7

Activity 1

Use the flashcards. Hold up a flashcard and say *What is this?* Elicit the names of the places. Point to the library on page 6. Ask: *Is this the classroom?* Encourage pupils to give full answers. Model if necessary and repeat with all the places in the school except the classroom. Then say *Where is the classroom?* *Point to the classroom.*



Activity 2

Refer pupils to the Language tips box and read it together. Tell pupils *We are going to find Sam*. Elicit a description of Sam (glasses, red T-shirt, etc.). Use gestures to help pupils understand. Then say *Can you see Sam? Point to Sam. Tell your partner*. Check that pupils have correctly identified Sam (in the library), giving additional clues if necessary. Refer pupils to the Language Tips box again and ask a volunteer to say where Sam is.

Activity 3

Ask questions while indicating each part of the picture: *This girl is throwing the ball. Is she looking where she is going to throw it? Is she being careful? This boy is going to the classroom. Is he running or walking? This boy is climbing to reach a book. Is he being careful?* Tell pupils to circle the boy and then ask: *What can he do to be careful?* (Ask a teacher or the librarian for help).

Activity 4 1.2

Before playing the song, revise the vocabulary. Say the name of the objects in the pictures and ask the pupils to point to them. Then play the song, pausing after each object is mentioned so that the pupils can tick it.



1.2 IN THE CLASSROOM



In the classroom, in the classroom
 there are lots of things [x2]
[wave hands, gesture at classroom]
 Pencils, pencils *[wave pencils]*
 Books, books *[point to books]*
 Tables, tables *[lightly tap tables]*
 Chairs, chairs *[stand up and point to chairs]*
 In the classroom, in the classroom there are lots of things
 [x2] *[wave hands, gesture at classroom]*
 Children, children *[pupils wave hands]*
 A computer, a computer *[point to computer]*
 A teacher, a teacher *[point to teacher]*
 A board, a board *[point to board]*
 In the classroom, in the classroom there are lots of things
 [x2] *[wave hands, gesture at classroom]*

Activity 5 1.3

Tell the pupils to stand up. Listen to the song again, this time encourage the pupils to sing along and do the actions. If time allows, ask the pupils to sit down again. Then play the song but do the wrong actions. Elicit the correct action by asking the pupils to demonstrate.

TARGETED QUESTIONS

- ⊙ Point to your (pencil) Pupils listen and point to classroom objects and name them.
- ⊙⊙ What can you see in the classroom? Ask volunteers to stand up and point to an object and name it, for example: This is a desk. This is a board, etc.
- ⊙⊙⊙ How many (chairs / pencils / pupils etc.) are there in our classroom? Pupils count the objects. Ask a volunteer to answer. Check by counting the objects together.
- ⊙⊙⊙⊙ Who works in our school? Where do they work? Possible answers: Teachers work in the classroom. The cook works in the kitchen. The caretaker works in the corridors and playground, etc.

WRAP IT UP

- Refer pupils to the Language tips box again. Pupils should use the outline map of the school from the start of the lesson. Tell them to draw Sam and Amy on the map. In pairs, they take turns to ask *Where's Sam? Where's Amy?* Their partner should look at the map and answer *Sam's in the ... Amy's in the ...* If there is time, ask pupils to add themselves and other classmates to the map and ask and answer questions in pairs.

360° EVALUATION

Download, print and distribute the Diagnostic test and Self-evaluation test for the pupils to complete.

8 STORY

SUMMARY

The story sets the scene for the unit and introduces some key vocabulary and concepts. In the story, Sam and Amy are looking for their classroom.

LANGUAGE

- Is this our classroom?
- This is the ...
- Head teacher, caretaker, teacher
- Dining hall, corridor, classroom
- The ... works in the ...

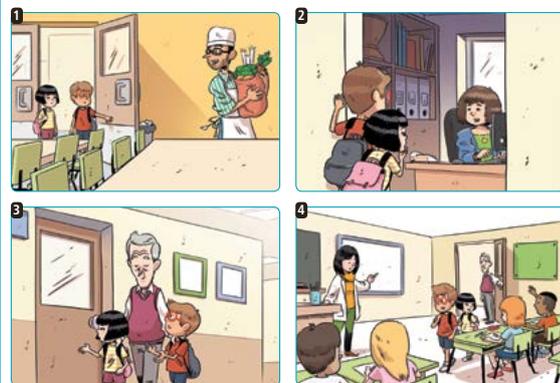
MATERIALS

Flashcards: classroom, gym, library, playground, school, teacher.

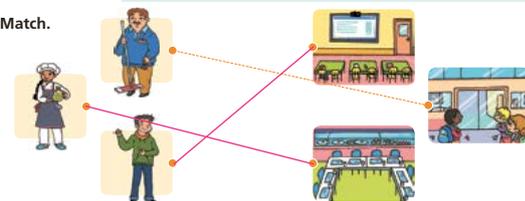
Story

Is this my classroom?

Listen, look and act out.



1 Match.



8 eight

GETTING STARTED

- Use the flashcards to revise the names of the places in a school. Hold up a flashcard and say: *The [pause] is in the [pause].* Ask a volunteer to complete the sentence. Stick the teacher flashcard next to a different place and elicit the sentence.

STEP BY STEP

PAGE 8

Is this my classroom? 1.4

- Explain to the pupils that they are going to listen to a story about Amy and Ben at school. Play the audio. Encourage the pupils to follow along by pointing to the person speaking.
- Tell the pupils to act out the story in groups of three. Give them five minutes to work together, then choose two groups to act out the story for the class.

Activity 1

- Point to the pictures one by one. Ask: *Who is this?* Then ask: *Where is this?* Pupils work in pairs to decide which person matches each place. Then they draw lines to match them. Ask volunteers to make sentences to check the answers.

WRAP IT UP

Ask pupils to draw the classroom. Model the language with a volunteer first: *This is the teacher. This is the board,* etc.

AUDIO SCRIPT 1.4

Sam and Amy are looking for their classroom.

Amy: Is this our classroom?

Sam: Hmm... I don't think so!

Cook: Hello children. This is the dining hall!

Sam: Is THIS our classroom?

Head teacher: No, sorry children. This is the head teacher's office!

Amy: Oh no. This isn't our classroom!

Caretaker: No, but don't worry children. I know where your classroom is.

Sam: Phew! THIS is our classroom!

Amy: Hurrah!

Teacher: Welcome Sam. Welcome Amy. Sit down and let's start the class.

WORK TOGETHER 9

Work together

Design a perfect classroom

What does a perfect classroom look like? What rules are there? Let's design it!

Materials:

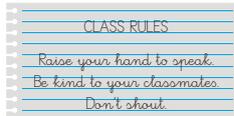


1 Work on your own.

Think about an area of the classroom. Draw a picture of it and show where the tables and chairs can go. Make a list of other objects in your area.

2 Work with a partner.

What rules does your perfect classroom have? Make a list of five rules.



3 Work in a group.

Make a poster of your perfect classroom. Stick your classroom designs onto a large piece of card. Add your classroom rules to the poster. Decide together what other space you can add and draw a picture.



What is your favourite part of your classroom?

Language tips

My favourite part is ...

Evaluate your cooperative learning.

SUMMARY

Pupils will use the *Think-Pair-Share* technique to help develop their team working and collaboration skills. First, the pupils will work on their own to answer a question or develop ideas. Next, they will work with a partner to complete the next step in the sequence. Finally, the pupils will work in a group to finalise the activity.

LANGUAGE

- Classroom objects: desk, chair, board, computer, etc.
- Infinitives to give instructions: *Raise your hand to ... Put your hand up to ... Be kind, Don't shout, Don't run, Sit properly, Tidy up the classroom, etc.*
- In class, we must ...
- Yes, and ...

MATERIALS

Paper, pencils, coloured pencils, glue stick, coloured card.

GETTING STARTED

- Refer pupils to the picture on pages 6 and 7 again. Ask *Who is not being careful?* Elicit that the boy in the library is not being careful. Ask pupils what they can say to the boy (Don't climb! Ask for help! etc.). Elicit more classroom rules.
- Ask *Do you like our classroom? How can we change the classroom to make it better?* Elicit ideas.

STEP BY STEP

- **Step 1** Form groups of four, but tell pupils to work on their own first. Allocate an area of the classroom to each group member: the reading corner, the working area, etc. Give each pupil a piece of A5 paper and ask them to draw their area how they want it to be. Remind the pupils of the ideas they gave in the previous activity.
- **Step 2** Now pupils work with a partner to brainstorm classroom rules. Refer pupils to the classroom rules they suggested in the preparation activity. Give each pair a sheet of A4 paper and ask them to write or draw their rules.

- **Step 3** Pupils get into their groups of four. Give each group a large sheet of coloured card. The pupils work together to produce a poster including all of their designs and classroom rules. If there is time, the pupils should produce one classroom design and one list of rules. If time is limited, the pupils should stick all of their designs and rules onto the poster.

WRAP IT UP

Refer pupils to the Language tips box. Ask: *What is your favourite part of your classroom? Why?*

FAST FINISHERS

Tell fast finishers to make an 'Our Class Rules' poster including ideas from all the groups' work. Encourage them to circulate, reading the posters and asking questions before writing a list of rules.

360° EVALUATION

Download, print and distribute the Diagnostic test and Self-evaluation test for the pupils to complete.

10 PLACES AND OBJECTS AT SCHOOL

SUMMARY

The page introduces the objects and places in a school that pupils will already be familiar with. Pupils revise the names of classroom objects and places in a school.

LANGUAGE

- There is / There are ...
- Actions: write, wash our hands, do exercise, eat our lunch, play with our friends
- Places in a school: gym, toilets, dining hall, classroom, playground
- Classroom objects: crayons, skipping rope, football, plasticine, chair, book

MATERIALS

Objects that are usually found in a specific place in school, for example: a library book, a fork, a roll of toilet paper, a pencil, a skipping rope, etc.

1.5 Places and objects at school

Places and objects at school

There are many places and objects at school.

What is your favourite place at school?

Project

Can you recycle a book? Learn about recycling in the Project!

1 Listen and colour.



2 What objects can you see at school? Circle.



10 ten

GETTING STARTED

Play 'Katy's game'. Show the pupils the objects and elicit their names. Place objects on the table and say: *Close your eyes*. While the pupils' eyes are closed, remove an object. Tell pupils to open their eyes and ask: *What's missing?*

STEP BY STEP

PAGE 10

Listen and read the text. Pupils follow the text with their fingers as they listen. Pupils answer the question with a partner.

Activity 1 1.6

- Play the audio and ask pupils to point to each place with their fingers first.
- Play the audio again. This time they match by colouring the boxes the correct colour. Correct the activity in class. Model the first example: *We do exercise in the gym. The gym is blue.*

Activity 2

- Pupils work individually to circle the objects we can see in a school. In pairs, pupils ask and answer questions to check their answers.

WRAP IT UP

Play 'True or false?'. Say a true sentence about the objects in the classroom. For example: *There is a board in this classroom*. Pupils stand up if the sentence is true. Then say a false sentence.

FAST FINISHERS

Provide fast finishers with a sheet of A5 paper and a pencil. Tell them to draw a crazy classroom, including all the objects they didn't circle in activity 2.

AUDIO SCRIPT 1.6

We do exercise in the gym. Can you see the gym? Colour the gym blue.

We wash our hands in the toilets. Can you see the toilets? Colour the toilets green.

We eat lunch in the dining hall. Can you see the dining hall? Colour the dining hall orange.

We play with our friends in the playground. Can you see the playground? Colour the playground purple.

We write in the classroom. Can you see the classroom? Colour the classroom red.

IN THE CLASSROOM 11

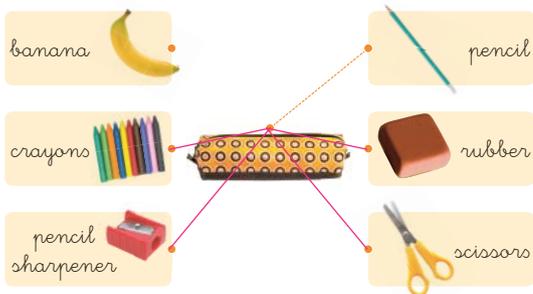
In the classroom

Look after classroom materials.
Keep the classroom tidy.

Is Lucas looking after the classroom materials?



1 What is in your pencil case? Draw lines.



2 Who is keeping the classroom tidy? Tick (✓).



SUMMARY

The page introduces the objects in a pencil case. Pupils also learn about keeping their classroom tidy.

LANGUAGE

- I'm ...
- Is she (keeping the classroom tidy)?
- Look after (the classroom) / keep (the classroom) tidy.
- Objects in a pencil case: crayons, pencil, pencil sharpener, rubber, scissors

MATERIALS

A pencil case with a pencil, rubber, scissors, pencil sharpener and crayons inside.

1.7 In the classroom

GETTING STARTED

- Show the pupils a pencil case. Take objects out, one by one. Ask: *What's this?* Elicit the names of the objects.

STEP BY STEP

PAGE 11

- Listen and read the text. Pupils follow the text with their fingers as they listen. Pupils answer the question with a partner. Ask volunteers to share their answers with the class.

Activity 1

- In pairs, tell the pupils to look at the objects in their pencil cases together. Ask: *Do you have a (pencil / rubber / banana) in your pencil cases?* Elicit that bananas don't go in pencil cases.
- Refer pupils to the activity. Pupils should match the objects to the pencil case using a pencil. Tell pupils to check their answers with a partner then ask a volunteer to tell the class the objects that go in a pencil case.

Activity 2

- Look around the classroom. Ask: *Is the classroom tidy?* Point out anything which isn't tidy or in the correct place. Ask: *Where does this go?* Ask for volunteers to help put things away and tidy up.
- Refer pupils to the pictures in activity 2. Point to the first picture and say: *Is he keeping the classroom tidy?* (Yes). Then point to each picture in turn and elicit the answers. Tell the pupils to tick the pictures that show children keeping the classroom tidy.

WRAP IT UP

Play 'I spy' with classroom objects. Use phonetic sounds rather than letter names. Choose two or three objects, then tell pupils to play in pairs.

FAST FINISHERS

Tell fast finishers to make posters to help the class remember how to keep the class tidy. Display the posters around the classroom.

12 SCHOOL SUBJECTS

SUMMARY

The page introduces the names of school subjects in English. Pupils also learn vocabulary of objects that are typically connected with each subject.

LANGUAGE

- We learn / make / study
- We use a ... in ... class.
- Paintbrush, racket, ball, football, guitar, triangle, violin, markers, crayons, experiment

MATERIALS

A paintbrush, a ball, a racket, a musical instrument (for example a recorder), a pencil.

Days of the week flashcards.

1.8 School subjects

School subjects

Hi! I'm Emma.

We learn, make art, play music and exercise at school.

What is Emma doing?



1 Listen and point.



Music



Science

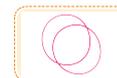


Art



P.E.

2 Find the stickers.



Art

P.E.

Music

12 twelve

GETTING STARTED

Play 'Freeze'. Show the pupils some objects connected to different subjects and elicit the names. Ask three volunteers to stand with their backs to the class. Show the class one of the objects. The pupils mime using the object until you say *Freeze*. The volunteers turn around and guess which object the pupils are miming.

STEP BY STEP

PAGE 12

Listen and read the text. Pupils follow the text with their fingers. Pupils answer the question with a partner.

Activity 1 1.9

- Show pupils the objects again. Ask: *Which class do we use this in?* Elicit the names of the lessons.
- Play the audio. Tell pupil to point to each picture as they listen.

Activity 2

- Elicit the names of the subjects. Say: *This is a paintbrush. These are markers. What subject is it?* (Art).
- Tell pupils to work in pairs to find and stick the stickers for each subject.

WRAP IT UP

Put pupils into groups of four. Revise the days of the week using flashcards. Give each group a day of the week and a sheet of A4 paper. Pupils work together to make a visual timetable for their day by writing the names of the subjects on their paper.

FAST FINISHERS

Provide fast finishers with a sheet of A4 paper and a pencil. Tell them to draw a picture of themselves doing their favourite subject.

AUDIO SCRIPT 1.9

Music. In Music we sing songs and play instruments. [*play guitar*]

Science. In Science we do experiments and learn about the world. [*outline a globe with hands*]

Art. In Art we paint pictures and make crafts. [*paint a picture*]

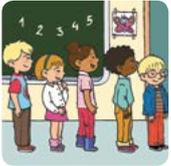
P.E. In P.E. we run, jump and play. Hooray! [*run, jump, wiggle hands*]

CLASSROOM RULES 13

Classroom rules

Classroom rules are important. They help us to be respectful of our teacher and classmates.

1 Listen and point.



Line up.



Keep your classroom tidy.



Raise your hand.

2 Listen to the Classroom chant. Number the actions.



thirteen 13

SUMMARY

The page teaches simple imperative commands that are often used in the classroom. Pupils also learn about the importance of having and following rules.

LANGUAGE

- Imperatives: line up, keep your (classroom) tidy, put your hand up
- ... help us be ...
- teacher, pupils, classmates

MATERIALS

Posters made for the Work Together activity on page 9.

1.10 Classroom rules

AUDIO SCRIPT 1.11

Line up. Line up.
Keep your classroom tidy. Keep your classroom tidy.
Put your hand up. Put your hand up.

GETTING STARTED

Refer pupils to the classroom rules they made in the Work Together activity. Ask: *What do we do when we want to speak? Can we shout?* Play 'Silent Simon Says': *line up, tidy up, put your hand up.* Mime the commands. Pupils must watch your lips and guess what you are saying, then do the action.

STEP BY STEP

PAGE 13

Listen and read the text..

Activity 1 1.11

- With books closed, play the audio. As they listen, pupils should mime the commands they hear. Play the audio again with books open. Pupils point to the picture.

Activity 2 1.12

- With books closed, play the audio. Demonstrate the actions or ask pupils to invent their own.
- Play the audio again with books open. Pupils point to the corresponding picture. Pupils should work in pairs to write the numbers in each box. Play the audio again to check.

WRAP IT UP

Practise the chant and actions again. Refer pupils to the rules they wrote for the Work Together activity on page 9 again. Elicit actions for the rules. Pupils then work in pairs to invent a new rules chant with actions.

FAST FINISHERS

Provide fast finishers with a sheet of A4 paper and coloured pencils. Tell them to make rules posters for specific areas of the classroom, for example, a poster saying *Line up* to stick on the door.

AUDIO SCRIPT 1.12

Put your hand up, put your hand up
Up up up! [*raise hand*]
Keep your classroom tidy, keep your classroom tidy
Tidy tidy tidy! [*mime tidying a table*]
Line up, line up, line up
Everyone line up! [*stand up straight with hands to sides*]

14 NEW FRIENDS

SUMMARY

The page teaches simple sentences for the pupils to describe themselves and to provide short answers: My name is ... ; Yes, I am. Pupils also learn to be kind and develop their empathy towards classmates.

LANGUAGE

- My name is ...
- I like to ...
- My favourite ... is ...
- (be) a good friend
- Yes, I am / he is / she is.
- No, he isn't / she isn't.

MATERIALS

A hand puppet or sock puppet, A4 paper.

1.13 New friends

GETTING STARTED

Show the pupils the puppet. Say: *This is (Freddy)*. Encourage the pupils to say hello to the puppet. Ask the puppet if you can borrow a pencil. The puppet should say *no* and be rude. Ask: *Is (Freddy) being a good friend?* (No). Role play a second situation in which the puppet is being a good friend. Ask: *Is (Freddy) being a good friend now?* (Yes).

STEP BY STEP

PAGE 14

Pupils should follow the text with their fingers as you read it. Ask the question to the puppet. Elicit if the puppet is a good friend or not. Ask the pupils the question. Refer pupils to the Language tips box and model the answer.

Activity 1

- Write the sentence stems on the board. Mime asking the puppet the questions and writing the answers to complete the sentences. Elicit various answers for the second and third sentences. Pupils then complete the activity individually.
- Ask volunteers to read out their sentences.

New friends

Join in and have fun!
Be kind to everyone at school.

Are you a good friend?

Language tips

Yes, I am. I (share).

1 Complete and draw yourself. open answer

My name is _____

I like to play _____

My favourite subject is _____

2 Who is being a good friend? Circle.



14 fourteen

Activity 2

Point to the first picture. Ask: *Is she being a good friend?* (Yes, she is). Point to each picture and elicit which pictures show children being good friends. For the first and last pictures, elicit how the children are being good friends (She's helping the boy. She's sharing the ball). Pupils circle the pictures that show children being a good friend. They can compare with a partner to check their answers. Ask volunteers to say which pictures show children who are being good friends.

WRAP IT UP

Give pupils a sheet of A4 paper and tell them to draw a picture of themselves being a good friend. Encourage volunteers to describe what they are doing in their pictures. Display the pictures around the classroom.

FAST FINISHERS

Tell fast finishers to work in pairs and role play a situation where someone is being a good friend, for example, one pupil falls down and the other helps them up.

OUR CHOICES 15

Our choices

Be prepared for school

1 Listen to the *Ready for school* chant. Number the actions.



Brush your teeth.



Check your schoolbag.



Eat your breakfast.



Brush your hair.

2 What else do you do to prepare for school?

Language tips

Do you (*brush your hair*)?
Yes, I do. /
No, I don't.

3 Look at the pictures again. Ask your partner if they do these things.

SUMMARY

The page teaches questions with *do* and daily routines. Pupils also develop autonomy.

LANGUAGE

- Brush your ...
- Check your ...
- Eat your ...
- Do you ... ? Yes, I do. No, I don't.

MATERIALS

A4 paper, felt tip pens.

AUDIO SCRIPT 1.14

Get ready for school. Brush your hair! [x2]
Get ready for school. Eat your breakfast! [x2]
Get ready for school. Brush your teeth! [x2]
Get ready for school. Check your school bag! [x2]
Now you're ready for school!

GETTING STARTED

Ask: *Do you brush your teeth in the morning? Do you check your schoolbag?* etc. Mime the actions as you ask the questions. Include questions that pupils will definitely say no to.

STEP BY STEP

Activity 1 1.14

- Play the audio. Pupils point to the picture as they listen. Tell pupils to work in pairs and write the numbers in the boxes. Play the audio again, pausing for pupils to check their answers.
- Play the audio again. Pupils chant and do the actions.

Activity 2

- Ask the class: *What else do you do to prepare for school?* Elicit answers. Write sentences on the board and draw pictures where necessary to help pupils remember the meaning.

Activity 3

- Write on the board: *Do you ...* Refer pupils to the Language tips box and model the activity with a pupil. Working in pairs, pupils should ask and answer questions about their morning routines.

WRAP IT UP

Play 'Chinese whispers' in two teams. One team member stands at the front of the class, facing the board. They are the 'writer'. The rest of the team should line up behind the writer. Whisper a sentence to the pupils at the end of each line. The two teams pass the sentence on by whispering it to the person in front of them until it reaches the writer who writes the sentence on the board. The first team to write (or draw or mime) the sentence correctly scores a point. The writer then goes to the back of the line and the next pupil in line becomes the writer. Repeat several times.

FAST FINISHERS

Fast finishers should extend the chant by adding some of the ideas from activity 2 and inventing actions. If time allows, they can perform their chant for the class.

16 REVIEW

SUMMARY

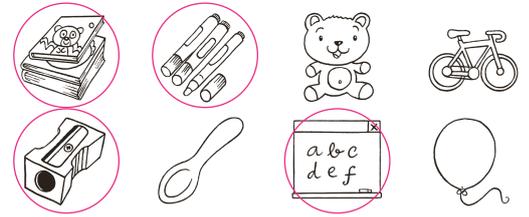
Pupils review unit content and undertake a simple self-assessment of the unit content.

LANGUAGE

- Classroom materials and objects in a school: ball, board, book, crayon, felt tip pens, football, knife and fork, pencil, pencil sharpener, rubber, ruler, tap
- Places in a school: classroom, dining hall, gym, library, playground, toilets
- Verbs: eat, play, wash, write
- I ... in the ...

REVIEW

1 Colour the classroom materials.



2 Put the objects in the correct place. Match.



16 sixteen

GETTING STARTED

- Give each pupil a post-it note with a classroom object written on it. Tell pupils to tell their partner what their word says. Pupils should then stand up and stick their post-it note on the object. Check the post-it notes together. Say: *What does this say? Is it correct?* Ask volunteers to correct and move any post-it notes that are in the wrong place.
- Put pupils into groups of four and give each group a mini-whiteboard, board marker and some toilet paper. Elicit the names of the places in a school: library, gym, dining hall, classroom, playground, toilets. Write the words on the board. Describe a place in the school, for example: *In this place I wash my hands.* (toilets). Pupils write the name of the place on their mini-whiteboard and hold it up. Give one point to the first group to write the word and hold up their mini-whiteboard. After each word, the group should pass the board to the next group member so that each member has the chance to write one of the words.

STEP BY STEP

PAGES 16-17

Activity 1

- Refer pupils to the pictures and ask: *What is this? Can we find it in the classroom?* Elicit the objects that are found in a classroom. Pupils then work individually to colour the pictures. Monitor to check for understanding.
- Ask volunteers to share their answers. Ask: *Did you colour the (books)?*

Activity 2

- Point to the places and elicit the names. Point to the first objects (the knife and fork) and ask: *Where can we find a knife and fork? In the (playground)?* Elicit the places that each object can be found.
- Pupils work individually to match the objects to the places. When they have finished, they should check their answers with a partner.

Activity 3

- Mime the actions to elicit the sentences. Pupils should work individually to trace the words.
- Ask volunteers to read the sentences aloud.

3 Trace.

I wash my hands in the  wash

I eat in the  eat

I write in the  write

I play in the  play

4 Unjumble the letters and write classroom materials.



lruer pilnec bebrur saycron
ruler pencil rubber crayons

What do you know now? Check!

MATERIALS

Flashcards: classroom, gym, library, playground, school, teacher.

One post-it note per pupil with one of the following words written on each (repeat words as necessary): chair, desk, book, pencil, board, crayon, pencil sharpener, rubber, window, door, ruler.

Mini-whiteboards (one per group of four pupils). Make mini whiteboards by laminating a sheet of A4 paper if necessary. Board markers, some toilet paper for cleaning the mini-whiteboards.

Objects found in a school. Use the same objects as used in School Subjects (page 12): a paintbrush, a ball, a racket, a musical instrument (for example a recorder), a pencil.

Activity 4

- Write the letters from the first anagram on the board. Show pupils a ruler. Say: *What is this?* (a ruler) *How do we write 'ruler'?* Write the word correctly on the board below the letters.
- Pupils should work in pairs to unscramble the letters for the next three objects. Encourage pairs to ask for help from other pairs if they are unsure.
- Ask volunteers to spell out the remaining three words and write the words on the board for pupils to check their answers.

WRAP IT UP

Play 'Where is my ...?' Hide various classroom objects used in School Subjects (page 12) around the classroom. You can make some of them obvious; others should be more difficult to see. Ask: *Where is my (paintbrush)?* Pupils should raise their hands to answer. Help with language, providing prepositions of place when necessary. Repeat and drill the answers, including the prepositions, for example: *It's on the desk.*

Do a picture dictation by describing the classroom. Pupils should compare their pictures with a partner. Elicit that you were describing the classroom. Ask pupils to look at their picture of the classroom and tell their partner what is the same and what is different.

FAST FINISHERS

Ask fast finishers to be 'teachers' while the other pupils complete each activity. The 'teachers' should walk around and check their classmates' answers, helping when necessary.

360° EVALUATION

Download, print and distribute the end-of-unit test. Compare the test at the end of the unit with the ones the pupils did at the beginning and during the unit. Ask: *What did you learn?* Elicit vocabulary and concepts for the unit.