Ready for school!

Unit overview

Key Competences and Key Learning Outcomes

- R
 - Identify and say ten classroom objects (Lesson 1)
 - Say the vocabulary chant (Lesson 1)
 - Use *where's ...?* and *here* in a conversation (Lesson 2)
 - Ask and answer the question Where's my pen? (Lesson 2)
 - Understand and give instructions using prepositions (Lesson 4)
 - Watch and understand a video about what children do at school (Video and 21st Century Skills)
 - Use the Pupil's App on Navio



LEARN

• Practise spelling (Lesson 1)

- Say a tongue twister to practise the 'r' sound (Lesson 5)
- Review language in the unit and reflect on own learning (Lesson 8)
- Practise activity types found in the Cambridge English Young Learners Exams: Pre A1 Starters
- Understand the importance of keeping the classroom tidy and putting rubbish in the bin (Lesson 3)
 - Read and understand a classroom rules poster (Lesson 7)
 - Understand the importance of being organised (Video and 21st Century Skills)
- Work with a Talk Partner to practise and reinforce learning (all lessons)
- Play a communication game about classroom objects (Lesson 5)
- Sing three songs (Lessons 1, 4, and 8)
- Understand and act out a story (Lesson 3)
- Read about school assemblies in Britain (Lesson 6)
- Think about what you do at school (Lesson 6)

Vocabulary

Core vocabulary

book, computer, crayon, pen, pencil, pencil case, rubber, ruler, school bag, sharpener; bin, board, chair, cupboard, desk, shelf

Extension vocabulary (optional)

file, glue, notebook, paintbrush, paper, scissors; bookcase, door, floor, window

Other vocabulary floor, good work, poster, rules, school assembly, white

Recycled vocabulary numbers 1–10; colours; days of the week

Structures

Core structures

Where's my (pen)? It's here. Where's my (purple) (pencil case)? It's in / on / under the (desk). The (pencil case) is (on the shelf). Put the (pencil case) on / in / under (the desk).

Other structures

I'm ready for school. Let's tidy up. We (sit on the floor / listen to the head teacher / sing songs / clap our hands). Listen to others. Put your hand up to speak. Work quietly. Sit down on your chair. Walk in the classroom. Tidy up your things. Find the (computer on the desk). Point to the (pencil).

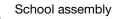
Recycled structures

What's this? It's (a pen). What colour is it? It's (purple).

Phonics

Consonant sound 'r' (red, rabbit, ruler)







Text type: a classroom poster (instructional text) Reading skill: reading for specific information

2)st 21st Century Skills

Ways of working: being organised

ho Cooperative learning

Song: Well done! (Lesson 8)

Skills: **Chink-Pair-Share** (Lesson 1); Listening to others (Lesson 2); Developing a positive classroom atmosphere (Lesson 6); Behaving well in class (Lesson 7)

Values

Keeping the classroom tidy

Cross-curricular links

Links to Science 🚨

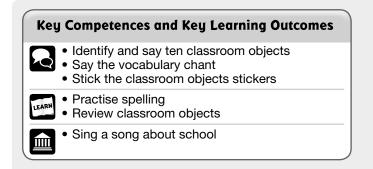
My school: identifying classroom equipment and materials and keeping them tidy; being aware that there are different school subjects; behaving correctly in class and around the school

Suggested Arts and Crafts concepts 📈

Lines and shapes: identifying lines and shapes in Art and around school; using lines and shapes to

represent your school





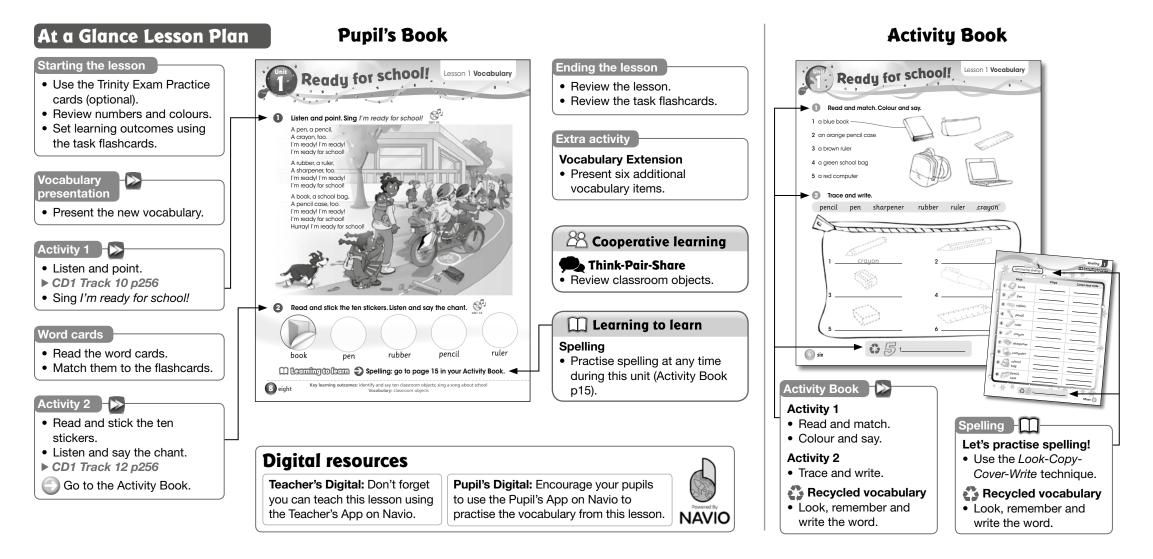
Key language

- book, computer, crayon, pen, pencil, pencil case, rubber, ruler, school bag, sharpener
- I'm ready for school.
- Extension: file, glue, notebook, paintbrush, paper, scissors
- Recycled: eight, five

Materials

- Pupil's Book p8; Activity Book pp6 and 15; Class CD1; Teacher's App on Navio
- Numbers and colours flashcards; classroom objects flashcards; Unit 1 stickers
- Teacher's Resource Bank: Classroom objects word cards
- Teacher's Resource Bank: Task flashcards: *listen, sing, read, match, stick, say, colour, write, Talk Partners*

Optional materials



Use the Trinity Exam Practice cards (optional).

• The pupils practise asking and answering questions (see p31).

Review numbers and colours.

 Review numbers and colours using the numbers and colours balloons flashcards.

Set learning outcomes using the task flashcards.

- Say Today we're going to learn the names of classroom objects.
- Hold up the task flashcards in turn and elicit the activities. Stick them on one side of the board. Point to them during the lesson to reinforce your instructions.

Vocabulary presentation

Present the new vocabulary.

- (Books closed.) Draw a large school bag on the board.
- Play Slowly, slowly to introduce each classroom objects flashcard (see p23). Then stick it inside the school bag.
- Point to each classroom objects flashcard in turn and say the words with the pupils.
- Then play What's missing? (see p23).

Pupil's Book Activity 1

Listen and point. Sing I'm ready for school!

- CD1 Track 10 p256
- (Books open.) Focus the pupils on Activity 1. Ask What classroom objects can you see? Who can you see?
- Play the CD. The pupils listen and point to the objects on the page.
- Play the CD again. The pupils sing and do the actions. Stick the classroom objects flashcards on the board in the order of the song, if necessary.

Word cards

Read the word cards. Match them to the flashcards.

- (Books closed.) Hold up the classroom objects word cards in turn, and say or elicit each word.
- Ask different pupils to come to the front and stick each word card on the board with the corresponding flashcard.
- Point to each word card in turn and elicit the words.

Pupil's Book Activity 2 🌒 ⋗

Read and stick the ten stickers. Listen and say the chant.

- ▶ CD1 Track 12 p256
- (Books open.) Ask a pupil to read the first classroom object word. The pupils stick the corresponding sticker. Repeat with the other stickers.
- Play the CD. The pupils listen and say the chant, pointing to the stickers in turn.

Activity Book 🛛 🔊

Activity 1

Read and match. Colour and say.

- Ask different pupils to read out the phrases. The pupils draw a line to match them to the objects.
- Then they colour the classroom objects and say what each object is.

Activity 2

Trace and write.

- Focus the pupils on Activity 2. Ask different pupils to read out the words from the word box.
- The pupils trace the classroom objects and write the correct words under the pictures.

Answers: 1 crayon 2 pencil 3 sharpener 4 pen 5 rubber 6 ruler

Recycled vocabulary

• The pupils look at the number and write the word. If they can't remember, they look back at the previous unit.

Answer: five

Ending the lesson

Review the lesson.

 (Books closed.) Say Today we've learnt the names of classroom objects. What classroom objects do you know? Elicit the classroom objects.

Review the task flashcards.

 Point to the task flashcards. Say Look at the activities you've done today. Which activity was your favourite? Elicit the pupils' favourite activities.

Extra activity

Vocabulary Extension

• Use the Vocabulary Booster on Navio to present and practise six additional words to describe classroom objects: *file, glue, notebook, paintbrush, paper, scissors.*

😤 Cooperative learning

🗩 Think-Pair-Share

- Ask **Can you remember the ten classroom objects?** The class think silently on their own for one minute.
- **COLORING TOTAL STATE** Then the pupils work with a Talk Partner to name all ten items. Ask a pair to say one of the objects. Praise them for their good memory. Hold up the corresponding flashcard and prompt the class to repeat the word.
- Finally, repeat, asking different pairs of pupils each time, until all ten classroom objects have been named.

Spelling (Activity Book p15)

Let's practise spelling!

 The pupils can practise spelling the ten classroom objects using the Look-Copy-Cover-Write technique at any time during this unit before the Lesson 8 Review.

Recycled vocabulary

• The pupils look at the number and write the word. If necessary, they look back at the previous unit.

Answer: eight

LEARN

Key Competences and Key Learning Outcomes

Use where's ...? and here in a conversation
Ask and answer the question Where's my (pen)?

Listen for specific information

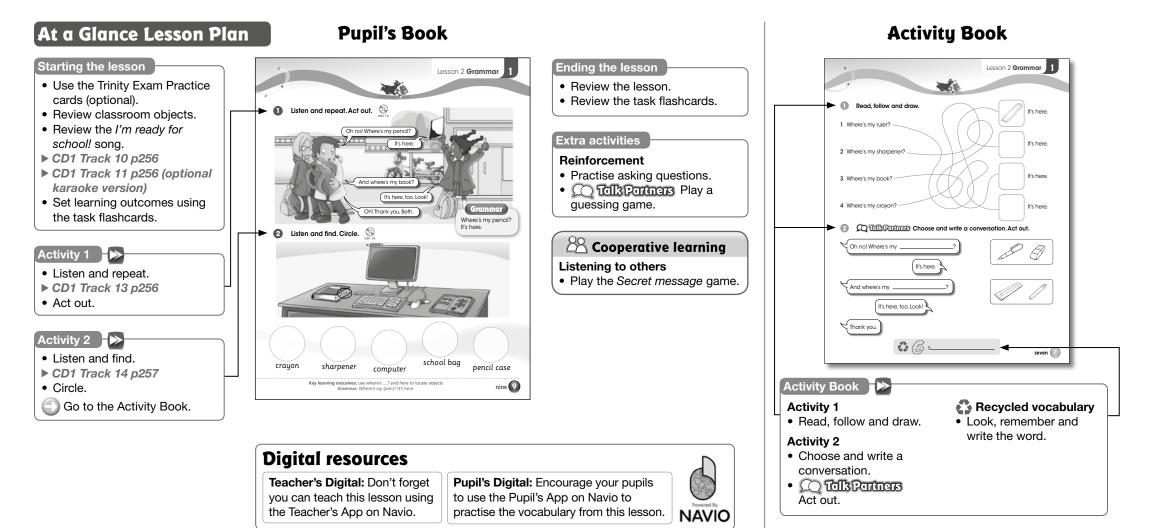
Key language

- Where's my (pen)? It's here.
- Recycled: book, computer, crayon, pen, pencil, pencil case, rubber, ruler, sharpener, school bag; six

Materials

- Pupil's Book p9; Activity Book p7; Class CD1; Teacher's App on Navio
- Classroom objects flashcards
- Teacher's Resource Bank: Task flashcards: *listen, act* out, find, circle, read, follow, draw, write, Talk Partners

Optional materials



Use the Trinity Exam Practice cards (optional).

• The pupils practise asking and answering questions (see p31).

Review classroom objects.

 Use the classroom objects flashcards to review the vocabulary. Invite a pupil to the front of the class. The pupil holds up one of the flashcards and asks What's this? Another pupil answers and says It's a (book). Repeat with different pupils.

Review the *I'm ready for school!* song.

- ▶ CD1 Track 10 p256
- ► CD1 Track 11 p256 (optional karaoke version)
- Invite three pupils to the front of the class and give each one the flashcards that correspond to a verse of *I'm ready for school!* Place a school bag on the desk at the front of the classroom.
- Play the CD (or the karaoke version) and prompt the class to sing. The pupils hold up their flashcards and place them in the school bag when their verse is sung. Repeat with three other pupils.

Set learning outcomes using the task flashcards.

- Say Today we're going to learn a new question.
- Hold up the task flashcards in turn and elicit the activities. Stick them on one side of the board. Point to them during the lesson to reinforce your instructions.

Pupil's Book Activity 1 🔵 Ď

Listen and repeat. Act out.

- ▶ CD1 Track 13 p256
- (Books open.) The pupils look at the picture. Ask What can you see?
- Play the CD. The pupils listen and read the conversation. Ask Who has got the pencil? Who has got the book?
- Play the CD again, pausing after each sentence for the pupils to repeat.
- Ask different pupils to come to the front and act out the conversation.

Pupil's Book Activity 2 🛛 🔊

Listen and find. Circle.

- ► CD1 Track 14 p257
- Focus the pupils on Activity 2. Ask **What can you see?** The pupils name the objects on the desk.
- Say Let's listen. Play the CD, pausing after each conversation.
- The pupils listen and find the classroom objects. They circle the objects.
- Play the CD again. The pupils listen and point to the object and say *It's here*.

Answers: 1 a rubber 2 a pencil 3 a pen 4 a ruler

Activity Book 🛛 🔊

Activity 1

Read, follow and draw.

- (Books open.) Read out the first question. The pupils follow the path with their finger. Repeat with the other questions.
- The pupils work on their own. They follow the lines and draw the correct classroom objects.

Answers: ruler, book, sharpener, crayon

Activity 2

Choose and write a conversation.

C Talk Partners Act out.

- (Books open). Read the conversation as a class and complete the speech bubbles with the pupils' ideas.
- Practise the conversation as a class.
- Finally, when the pupils are confident with the language, invite different pairs of pupils to act out their conversations with your help.

Recycled vocabulary

• The pupils look at the number and write the word. If necessary, they look back at the previous unit.

Answer: six

Ending the lesson

Review the lesson.

• (Books closed.) Say **Today we've learnt a new question. What question is it?** Elicit the question and answers from the pupils.

Review the task flashcards.

• Point to the task flashcards. Say Look at the activities you've done today. Which activity was your favourite? Elicit the pupils' favourite activities.

Extra activities

Reinforcement

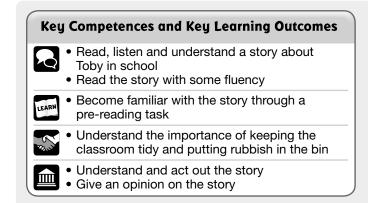
- Put the class into a circle. Give the *ruler* flashcard to one pupil. Ask **What's this?** The pupil answers (*It's a ruler.*) then turns to the pupil on his/her left and asks the same question. That pupil answers, and so on.
- Repeat several times with different classroom objects flashcards.

Tolls Partners The pupils play a guessing game with a Talk Partner. Pupil A has his/her eyes closed. Pupil B gives him/her a classroom object and asks *What's this?* Pupil A guesses what it is. The pupils repeat several times, changing roles.

😤 Cooperative learning

Listening to others

- Raise the pupils' awareness of the importance of listening to their classmates by playing the *Secret message* game (Chinese whispers).
- Stick the classroom objects flashcards on the board and organise the class into a line. Whisper the name of a classroom object to the pupil at the end of the line. This pupil whispers the same word to the pupil in front of them. The whispering continues along the line until it arrives at the pupil at the front. This pupil points to the correct flashcard on the board.



Lesson 3 Story

Listen and read. Act out.

Digital resources

Teacher's Digital: Don't forget

you can teach this lesson using

the Teacher's App on Navio.

Before you read

🚺 te

Key language

- black, pink, purple, white
- The (pencil case) is (on the shelf). Put the (pencil case) (on the desk).
- Recycled: one
- Recycled: Where's my (purple) (pencil case)?

Materials

- Pupil's Book pp10–11; Activity Book p8; Class CD1; Teacher's App on Navio
- Classroom objects flashcards
- Teacher's Resource Bank: Task flashcards: *think, read, listen, act out, circle, number, colour, write*
- Teacher's Resource Bank: Unit 1 Lesson 3 Animated Story
- Crayons or coloured pencils

Optional materials

• Teacher's Resource Bank: Five Trinity Exam Practice cards (selected from the Starter Unit)

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exam Practice cards (optional).
- Review the language from Lesson 2.
- Set learning outcomes using the task flashcards.

Before you read 🕂 🔀

- Explain the story title.
- Read and answer the question.

Activity 1 🕂 🕨

- · Listen and read.
- ▶ CD1 Track 15 p257
- Act out.
- Now watch the animated story!

After you read: Activity 2 🕂 🔊

- Go to page 8 in your Activity Book.
- Values: Read and circle.

Ending the lesson

- Review the lesson.
- Review the task flashcards.

Pupil's Book

After/you/read

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Go to page 8 in your Activity Book

Keep the classroom tidy

books / crayons / rubbish in the

NAVIO

ितिमिल्ले Read and circle

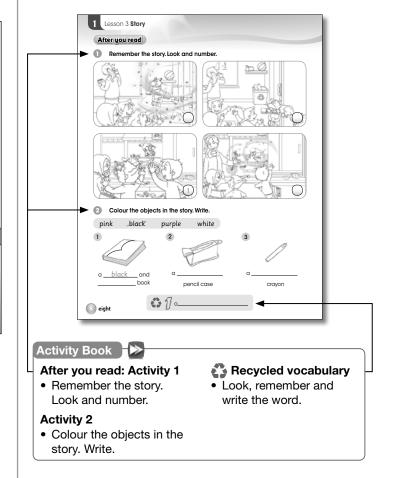
Pupil's Digital: Encourage your pupils

practise the vocabulary from this lesson.

to use the Pupil's App on Navio to

toschool

Activity Book



Starting the lesson

Use the Trinity Exam Practice cards (optional).

• The pupils practise asking and answering questions (see p31).

Review the language from Lesson 2.

• Play *Memory!* (see p23) to review language from Lesson 2.

Set learning outcomes using the task flashcards.

- Say Today we're going to listen to a story.
- Hold up the task flashcards in turn and elicit the activities. Stick them on one side of the board. Point to them during the lesson to reinforce your instructions.

Before you read

Explain the story title.

• (Books open.) Focus on the story title. Ask **Do you** go to school? Do boys and girls go to school? Do dogs go to school?

Read and answer the question.

• Read the speech bubble. The pupils scan the story to find the different classroom objects.

Answers: a book, a pencil case, crayons, pencils, rubbers, a sharpener, school bags

Pupil's Book Activity 1

Listen and read. Act out.

- ▶ CD1 Track 15 p257
- The pupils place their 'magic finger' on the first frame of the story.
- Play the CD. The pupils point to the different frames as the story progresses. Pause the CD after each frame to check that all the pupils are following.
- Play the CD again. Ask questions about each story frame to help and check understanding.
- Play the CD one more time, pausing it so the pupils can repeat.

Suggested comprehension questions

- Frame 1: Is Toby happy? (No.) Why is he sad? (Dogs don't go to school.)
- Frame 2: Where is Toby now? (On the bike.)

- Frame 3: Where is Toby now? (In the classroom.)
- Frame 4: Is the book on the table? (*No.*) Are the crayons on the table? (*Yes.*)
- Frame 5: Is Molly looking for her book? (No.) Is she looking for her purple pencil case? (Yes.)
- Frame 6: Where's the black and white book? (In the bin.) Where's the purple pencil case? (On the shelf.)
- Frame 8: Where's the purple pencil case now? (On the desk.) Is the teacher happy? (Yes.)
- Finally, ask the pupils **Is this a good story?** The pupils give their opinion through gesture (thumbs up / down) or orally (*yes / no*).
- Organise the class into three groups (Beth, Molly and Jake).
- Play the CD. Each group joins in when their character speaks. The groups swap roles and repeat several times.
- Now watch the animated story

After you read 🕨

Go to page 8 in your Activity Book.

Activity Book 🛛 🔊

After you read: Activity 1

Remember the story. Look and number.

- (Books open.) Ask Which frame is number 1?
- The pupils remember the story and answer.
- Then they number the rest of the frames.

Answers: 1 third picture 2 first picture 3 second picture 4 fourth picture

Activity 2

Colour the objects in the story. Write.

- (Books open.) Focus the pupils on Activity 2. Point to each object in turn and ask **What colour is the** (book) in the story?
- The pupils colour the objects and write the colours.

Answers: 1 a black and white book **2** a purple pencil case **3** a pink crayon

Recycled vocabulary

• The pupils look at the number and write the word. If necessary, they look back at the previous unit.

Answer: one

Pupil's Book Activity 2 📡

Values: Read and circle.

- The pupils look at the photo on the right. Read out the first sentence in the speech bubble and prompt the class to tell you which is the correct object to put in the bin.
- Explain the importance of keeping the classroom (and rooms at home) tidy.
- Encourage the pupils to think about how to keep places tidy and what they should put in the bin.

Answer: rubbish

Ending the lesson

Review the lesson.

- (Books closed.) Say **Today we've listened to a story about a dog.** Ask **What happened in the story?** Elicit the story from the pupils.
- Then say Today you've learnt that we put rubbish in the bin and we keep the classroom tidy.

Review the task flashcards.

• Point to the task flashcards on the board. Say Look at the activities you've done today. Which activity was your favourite? Elicit the pupils' favourite activities.



Key Competences and Key Learning Outcomes • Name more classroom objects • Use the prepositions *in, on* and *under*

- Give and follow instructions
- Understand the importance of keeping classroom equipment tidy (optional)
- Sing a song

Key language

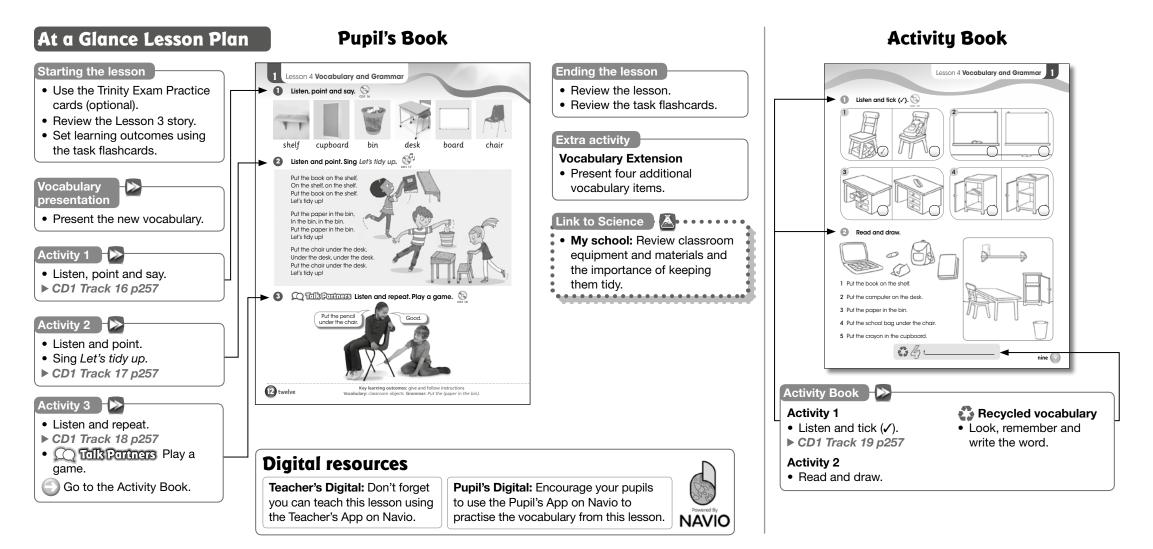
- bin, board, chair, cupboard, desk, shelf
- Let's tidy up!
- Put the (paper in the bin).
- Extension: bookcase, door, floor, window
- Recycled: nine
- Recycled: Put the (book) in / on / under the (desk).

Materials

- Pupil's Book p12; Activity Book p9; Class CD1; Teacher's App on Navio
- Teacher's Resource Bank: Task flashcards: *listen, sing, think, Talk Partners, tick, read, draw*

Optional materials

- Teacher's Resource Bank: Five Trinity Exam Practice cards (selected from the Starter Unit).
- A ruler, a screwed-up piece of paper, a book
- A4 paper, scissors, coloured pencils or crayons



Use the Trinity Exam Practice cards (optional).

• The pupils practise asking and answering questions (see p31).

Review the Lesson 3 story.

 Give the pupils two minutes to look at the story. Then say One, two, three, I can see a (pencil case).
 Where is it? The pupils scan the story and point to the object. Repeat with other things in the story.

Set learning outcomes using the task flashcards.

- Say Today we're going to learn some more classroom objects.
- Hold up the task flashcards in turn and elicit the activities. Stick them on one side of the board. Point to them during the lesson to reinforce your instructions.

Vocabulary presentation 🛛 ⋗

Present the new vocabulary.

- (Books open.) Point to the first photo and read the word. Ask **Is there a shelf in the classroom?** Ask a pupil to find a shelf.
- Repeat with the other photos on Pupil's Book page 12 (Activity 1).

Pupil's Book Activity 1 🔵 💌

Listen, point and say.

- CD1 Track 16 p257
- (Books open.) Say Let's listen and repeat the words.
- Play the CD. The pupils repeat the words and point to the photos.

Pupil's Book Activity 2 🛛 🔊

Listen and point. Sing Let's tidy up.

- ► CD1 Track 17 p257
- Use classroom objects to introduce the prepositions 'on', 'in' and 'under'. Say **Put the (ruler) on the chair.** Show a pupil how to do this. Repeat with other actions.
- Place a book and a screwed up piece of paper on the floor, and move a chair away from a desk. Say **Oh** dear. Let's tidy up.
- Play the CD. The class listen and watch you tidy up. Invite three pupils to the front of the class.
- Play the CD again. These pupils do the actions while the rest of the class sing. Repeat.

Pupil's Book Activity 3 🌒 ⋗

Listen and repeat. Play a game.

- ► CD1 Track 18 p257
- Play the CD. The pupils listen and repeat.
- The pupils take out their pencils and follow instructions. Say Put the pencil on the desk. Put the pencil in the desk. Put the pencil under the desk.
 C Talk Partners
 The pupils practise giving and following instructions with a Talk Partner.

Activity Book 🛛 🔊

Activity 1

Listen and tick (\checkmark).

- ► CD1 Track 19 p257
- (Books open.) The pupils say where the school bag is in the first pair of pictures.
- Play the CD, pausing after each conversation. The pupils listen and tick the correct picture.

Answers: 1 under the chair 2 on the board 3 on the desk 4 in the cupboard

Activity 2

Read and draw.

- Focus on the activity. Ask What can you see?
- Ask different pupils to read the instructions. Check comprehension.

• The pupils draw the five objects in the correct places in the picture.

Recycled vocabulary

• The pupils look at the number and write the word. If necessary, they look back at the previous unit.

Answer: four

Ending the lesson

Review the lesson.

• (Books closed.) Say **Today we've sung a song. What** classroom objects were in the song? Elicit the classroom objects from the pupils.

Review the task flashcards.

 Point to the task flashcards. Say Look at the activities you've done today. Which activity was your favourite? Elicit the pupils' favourite activities.

Extra activity

Vocabulary Extension

- Use the Vocabulary Booster on Navio and present and practise four additional words to describe classroom objects: *bookcase, door, floor, window.*
- Say instructions and the pupils do the actions.
- Play the game Simon says with the classroom instructions. Give an instruction to the class. If you say 'Simon says' before the action, the pupils do the action. However, if you don't say 'Simon says' before the action, they do nothing. Say Simon says 'Stand up!' The pupils stand up. Say Sit down! They remain standing.

Link to Science

- If you are studying the Science topic of **My school**
- in English, you could review the importance of a tidy classroom and identify classroom equipment and materials.
- Make classroom labels for the different materials and
- areas of the classroom. The pupils can copy, cut and
- decorate these classroom labels for you.

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LEARN

Key Competences and Key Learning Outcomes

Say a tongue twister with the 'r' sound
Listen for specific information

 Play a communication game about classroom objects

Key language

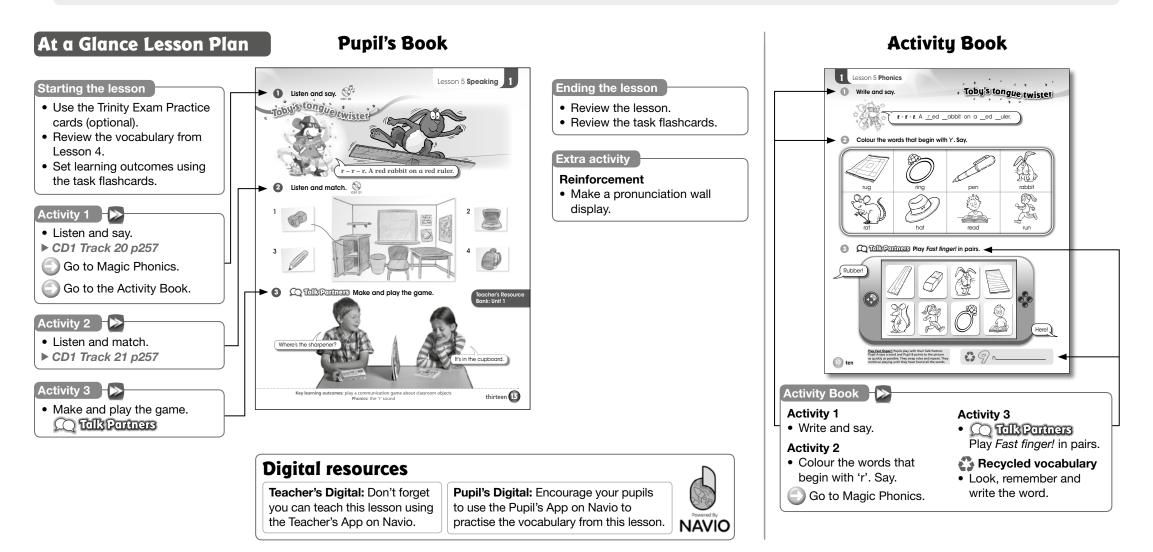
Where's the (sharpener)? It's in / on / under the (desk).
 Recycled: bin, board, chair, computer, cupboard, desk, pencil, school bag, sharpener, shelf; four

Materials

- Pupil's Book p13; Activity Book p10; Class CD1; Teacher's App on Navio
- Teacher's Resource Bank: Task flashcards: listen, say, match, cut out, Talk Partners, write, colour
- Teacher's Resource Bank: Unit 1 Lesson 5 Activity 3 cut-outs
- Scissors and crayons or coloured pencils

Optional materials

- Teacher's Resource Bank: Five Trinity Exam Practice cards (selected from the Starter Unit)
- Different coloured paper



Starting the lesson

Use the Trinity Exam Practice cards (optional).

• The pupils practise asking and answering questions (see p31).

Review the vocabulary from Lesson 4.

- Ask a pupil to come to the front of the class. Say **You** are a robot. Put the (crayon) on the (desk). The pupils moves like a robot and does the actions.
- Repeat with different pupils and the prepositions 'in' and 'under'.

Set learning outcomes using the task flashcards.

- Say Today we're going to practise saying a tongue twister and make and play a speaking game.
- Hold up the task flashcards in turn and elicit the activities. Stick them on one side of the board. Point to them during the lesson to reinforce your instructions.

Pupil's Book Activity 1 🌒 🔊

Listen and say.

- ▶ CD1 Track 20 p257
- (Books open.) Write the target 'r' sound on the board and say it. The pupils repeat.
- Say It's time for Toby's tongue twister. What can you see here? Can you see a rabbit? What colour is the ruler?
- Play the CD. The pupils listen and repeat the target sound, then the words and then the entire tongue twister, faster and faster.

Go to Magic Phonics.

Activity Book

Activity 1

Write and say.

- (Books open.) The pupils write the letter 'r' in the tongue twister.
- The pupils say the tongue twister.

Answer: A red rabbit on a red ruler.

Activity 2

Colour the words that begin with 'r'. Say.

- Ask the pupils to colour the words that begin with 'r'.
- The pupils say the words.

Answers: rug, ring, rabbit, rat, read, run

Go to Magic Phonics.

Activity 3

Play Fast finger! in pairs.

• Demonstrate the activity. Say a word and the pupils point to the picture representing the object as quickly as possible. Repeat with several words.

CO Talk Partners The pupils take turns to play the game with a Talk Partner. One pupil says a word and the other needs to point to the picture representing that object as quickly as possible. They continue playing until they've found all the words in the game.

Recycled vocabulary

• The pupils look at the number and write the word. If necessary, they look back at the previous unit.

Answer: nine

Pupil's Book Activity 2

Listen and match.

- ▶ CD1 Track 21 p257
- Focus the pupils on Activity 2. Ask What can you see?
- Play the CD, pausing after the first conversation so the pupils can match the classroom objects to the main picture.

• Play the rest of the CD. The pupils listen and match.

Answers: 1 in the cupboard 2 on the shelf 3 under the chair 4 under the desk

Pupil's Book Activity 3 🏾 🕨

Make and play the game.

- Focus the pupils on Activity 3. Tell the class that they are going to play the game.
- The pupils cut out and colour the cards and place them on their desk.
- Demonstrate the activity. A volunteer asks *Where's the (pencil)?* Answer the question **It's (on the desk)**. The pupils put the (pencil on the desk).
- Ask a pupil to take your part. The rest of the class asks him / her questions.

Talk Partners The pupils play the game with a Talk Partner.

Ending the lesson

Review the lesson.

• (Books closed.) Say **Today we've practised a tongue twister.** Elicit the tongue twister from the pupils.

Review the task flashcards.

 Point to the task flashcards. Say Look at the activities you've done today. Which activity was your favourite? Elicit the pupils' favourite activities.

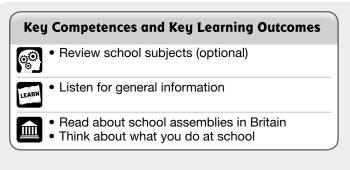
Extra activity

Reinforcement

- Make a pronunciation wall display. Cut out the letter 'r' in coloured paper. Stick it onto a piece of differently coloured paper to make a wall display. Elicit words that begin with that letter and write them on the wall display.
- Encourage the pupils to add new words beginning with the letter 'r' during the year.







Key language

- We sit on the floor. We listen to the head teacher. We play music. We sing songs. We clap our hands.
- floor, good work, school, assembly
- Recycled: two

Materials

- Pupil's Book p14; Activity Book p11; Class CD1; Teacher's App on Navio
- Teacher's Resource Bank: Task flashcards: *listen, read, think, number, tick, draw*

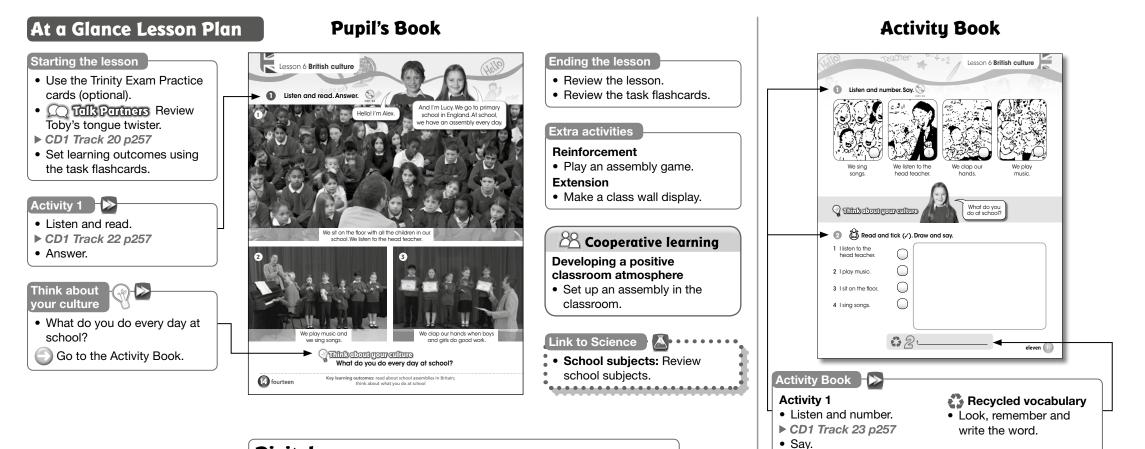
Optional materials

Activity 2: Think about your culture

• Draw and sav.

Read and tick (✓).

- Teacher's Resource Bank: Five Trinity Exam Practice cards (selected from the Starter Unit)
- A camera, pieces of A4 paper





Teacher's Digital: Don't forget you can teach this lesson using the Teacher's App on Navio.



Use the Trinity Exam Practice cards (optional).

• The pupils practise asking and answering questions (see p31).

Review Toby's tongue twister.

- CD1 Track 20 p257
- Ask What sound did you practise in Toby's tongue twister? Can you remember the tongue twister? (A red rabbit on a red ruler.)
- Play the CD. Practise the tongue twister as a class. C Tolk Portners The pupils practise saying the tongue twister as fast as possible with a Talk Partner. Choose a fast pair to say it for the class.

Set learning outcomes using the task flashcards.

- Say Today we're going to learn about assemblies in Britain.
- Hold up the task flashcards in turn and elicit the activities. Stick them on one side of the board. Point to them during the lesson to reinforce your instructions.

Pupil's Book Activity 1 🌒 ⋗

Listen and read. Answer.

- ▶ CD1 Track 22 p257
- (Books open.) Focus attention on the photos at the top of the page and ask What can you see? (A boy and girl.) Say Their names are Alex and Lucy. They are ready for school. Focus the class on the other photos and ask What can you see? Then say Let's read and listen.
- Play the CD. Pause the CD after the first piece of information. Ask **Do Alex and Lucy sit on a chair** in assembly? (No.) **Do they sit on the floor?** (Yes.) Highlight that the whole school sits on the floor in assembly every morning. Repeat with the other photos, pausing to check comprehension each time.
- Ask the pupils to mime the actions to show they understand.



What do you do every day at school?

- Read out the question. The pupils answer.
- Ask questions, e.g. Do you have an assembly every day? Do you (sing songs / sit on the floor / play music)? Do you listen to the head teacher?

Activity Book 🛛 🔊

Activity 1

Listen and number. Say.

- CD1 Track 23 p257
- (Books open.) Tell the pupils they are going to listen to a teacher and some children in an assembly at school.
- Play the CD, pausing after the first section. Ask What do the children do? The pupils point to the correct box.
- Repeat with all four sections of the audio. The pupils write the numbers in the correct boxes.

Answers: 1 We listen to the head teacher. **2** We clap our hands. **3** We sing songs. **4** We play music.

Activity 2: Think about your culture \Im Read and tick (\checkmark). Draw and say.

- Read out the question in the speech bubble. Elicit the pupils' answers.
- Read the four sentences. The pupils tick the things they do at school.
- The pupils draw themselves doing one of the actions.
- Invite different pupils to show the class their drawings and say what they do.

Recycled vocabulary

• The pupils look at the number and write the word. If necessary, they look back at the previous unit.

Answer: two

Ending the lesson

Review the lesson.

• (Books closed.) Say **Today we've talked about what you do at school. What do you remember?** Elicit the activities from the pupils.

Review the task flashcards.

 Point to the task flashcards. Say Look at the activities you've done today. Which activity was your favourite? Elicit the pupils' favourite activities.

Extra activities

Reinforcement

• Say Let's play an assembly game. Say Sit on the floor. Prompt the children to do the action. Repeat the procedure with the other actions: Listen to a story. Sing a song. Play music. Think. Clap your hands. Repeat the instructions in a random order. The pupils listen and do the action each time.

Extension

• Work together as a class to make a display of what the pupils do at school. Take photos of the pupils doing daily tasks and stick them on a piece of paper. The pupils copy sentences from the board and write them below their photo: *I sing songs. I write. I speak English.* Display the photos.

😤 Cooperative learning

Developing a positive classroom atmosphere

- Set up an assembly in the classroom to develop a positive classroom atmosphere. Decide what activities to do in the assembly such as reading a book, singing a song or playing music.
- The pupils sit on the floor in a circle. Ask the pupils to perform the activities.
- Praise good behaviour. Remind the pupils that they should listen when somebody is speaking.

•••••

Link to Science

- If you are studying the Science topic of **My school**
 - in English, you could review the different subjects
- (Music, Science, Art and PE) and activities (read,
 - write, draw, sing, think, speak English) that they do at school.

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Key Competences and Key Learning Outcomes

Review how to line up correctly (optional)

- Read and understand a classroom rules
 poster
 - Think about good behaviour in the classroom and class rules

Key language

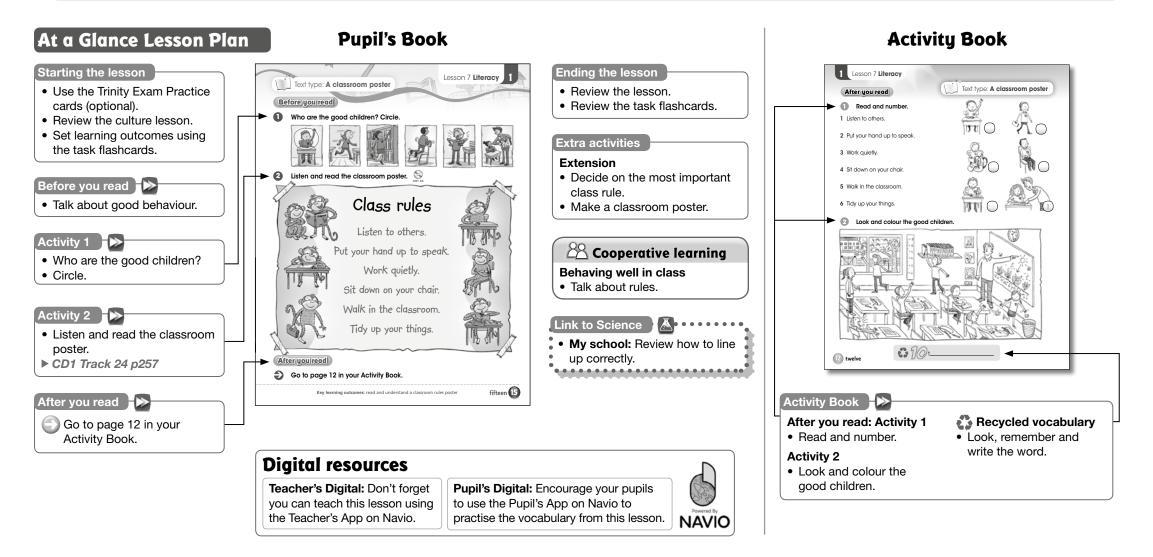
- poster, rules
- Listen to others. Put your hand up to speak. Work quietly. Sit down on your chair. Walk in the classroom. Tidy up your things.

Recycled: ten

Materials

- Pupil's Book p15; Activity Book p12; Class CD1; Teacher's App on Navio
- Teacher's Resource Bank: Task flashcards: *think, circle, listen, read, number, colour*

Optional materials



Use the Trinity Exam Practice cards (optional).

• The pupils practise asking and answering questions (see p31).

Review the culture lesson.

- Review the actions that British children do in an assembly. Use mime to elicit the different activities. (*Listen to the head teacher. Sing songs. Play music. Clap our hands.*)
- Repeat the instructions. The pupils listen and do the actions.
- Set learning outcomes using the task flashcards.
- Say Today we're going to read a classroom poster.
- Hold up the task flashcards in turn and elicit the activities. Stick them on one side of the board. Point to them during the lesson to reinforce your instructions.

Before you read 🛛 🔊

Talk about good behaviour.

• Ask the children to give examples of good behaviour (being polite, listening to others, following rules, etc.).

Pupil's Book Activity 1 🌔 🔊

Who are the good children? Circle.

- (Books open.) Point to an illustration and say Look at the boys and girls. Where are they? (In the classroom.) Point to the first picture and ask Is this good (behaviour) or bad (behaviour) in the classroom? (Good.) Say Yes, it's good. Is the teacher happy with this (boy)? (Yes.) Repeat with the other illustrations, prompting the pupils to say 'good' or 'bad' each time.
- The pupils circle the good children.

Answers: first, third and sixth pictures

Pupil's Book Activity 2 🌒 ⋗

Listen and read the classroom poster.

- ► CD1 Track 24 p257
- Focus the class on the poster and say **Here are the class rules.** Explain that the rules tell the pupils what is good (behaviour) in the class. Ask **How many rules are on the poster?** (*Six.*)
- Play the CD. The pupils listen and read.
- Play the CD again, pausing after each class rule. The pupils point to the corresponding illustrations.
- Ask different pupils to read the rules. Encourage the pupils to do the actions.

Activity Book

After you read: Activity 1 Read and number.

- (Books open.) Read the first classroom rule. Ask What's the picture?
- Repeat with all the rules.
- The pupils read and write the numbers.

Answers: 1 sixth picture 2 first picture 3 fifth picture 4 fourth picture 5 second picture 6 third picture

Activity 2

Look and colour the good children.

- Focus the pupils on Activity 2. The pupils look and colour the six good children.
- Circulate, helping where necessary.

Answers: Boy with hand up / Boy working quietly / Boy sitting on his chair / Boy listening to the teacher / Girl putting rubbish in the bin / Boy putting a book on the shelf

Recycled vocabulary

• The pupils look at the number and write the word. If necessary, they look back at the previous unit.

Answer: ten

Ending the lesson

Review the lesson.

• (Books closed.) Say **Today we've read a classroom poster in English. What did it say?** Elicit the class rules from the pupils.

Review the task flashcards.

• Point to the task flashcards. Say Look at the activities you've done today. Which activity was your favourite? Elicit the pupils' favourite activities.

Extra activities

Extension

- The pupils decide which class rule is the most important. They write it in their notebooks.
- Write the most important classroom rule on the board.
- The pupils make a classroom poster of good behaviour.

😤 Cooperative learning

Behaving well in class

• Ask the pupils if class rules are a good idea. Explain that rules are important for children to work together and learn.

Link to Science

- If you are studying the Science topic of **My school** in
- English, you could review how to line up correctly.
- Practise lining up quickly and quietly with the class.
- Repeat the language that they know (Line up. One
- behind the other. Hands down. Mouth closed. Don't
- push.) Ask five different pupils to line up each time
- and at the end of the activity decide which group
- lined up the best.

58

Key Competences and Key Learning Outcomes



Review language in the unit
Reflect on own learning

• Sing a cooperative learning song

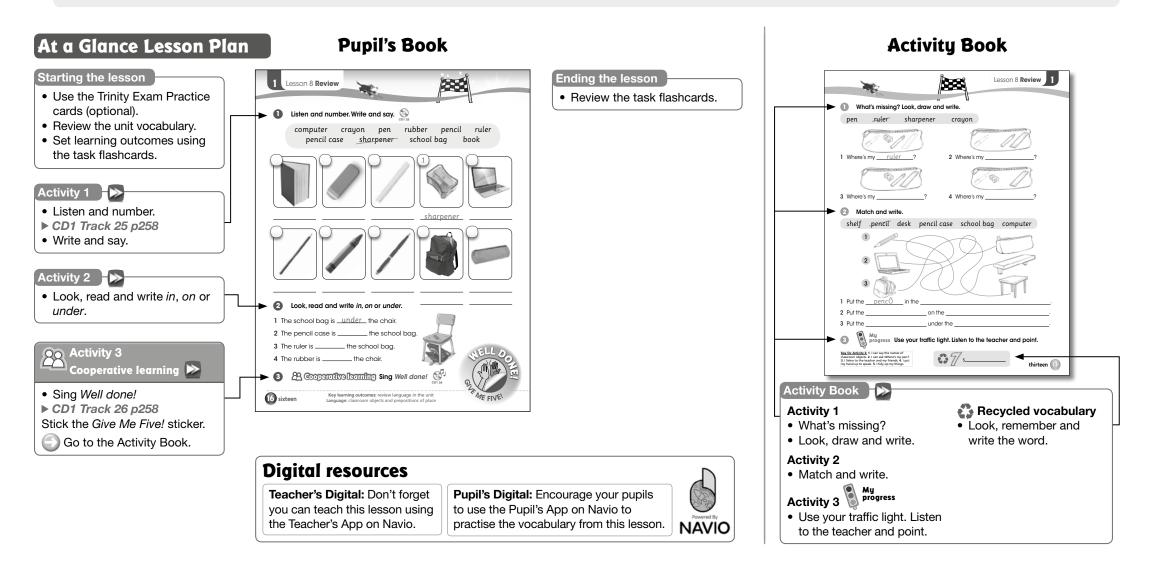
Key language

Recycled: book, computer, crayon, pen, pencil, pencil case, rubber, ruler, sharpener, school bag; bin, board, chair, cupboard, desk, shelf; three
 Recycled: Where's my (book)? The (rubber) is in / on / under the (chair).

Materials

- Pupil's Book p16; Activity Book p13; Class CD1; Teacher's App on Navio
- Classroom objects flashcards
- Teacher's Resource Bank: Task flashcards: listen, number, write, read, sing, stick, draw, match, think
- Teacher's Resource Bank: Traffic light cut-out
- Give Me Five! sticker

Optional materials



Starting the lesson

Use the Trinity Exam Practice cards (optional).

• The pupils practise asking and answering questions (see p31).

Review the unit vocabulary.

- Hold up a classroom objects flashcard and elicit the word. Stick the flashcards face down on the board. Repeat until all the flashcards are on the board.
- Ask Where's the (ruler)? Ask a pupil to turn over one of the flashcards. If it's the correct flashcard, he/she says *It's here*. If it isn't the correct flashcard, another pupil has a go. Repeat with different words.
- Variation: Play the game in two teams. The teams take it in turns to remember the classroom objects.

Set learning outcomes using the task flashcards.

- Say Today we're going to remember what we've learnt in Unit 1.
- Hold up the task flashcards in turn and elicit the activities. Stick them on one side of the board. Point to them during the lesson to reinforce your instructions.

Pupil's Book Activity 1 🌒 ⋗

Listen and number. Write and say.

- CD1 Track 25 p258
- (Books open.) Ask different pupils to name the classroom objects.
- Play the CD, pausing it after each conversation. The pupils point to the object.
- Play the CD again. The pupils number the objects.
- The pupils write the names of the objects on their own and say the words.

Answers: 1 sharpener 2 book 3 pencil 4 rubber 5 pen 6 ruler 7 school bag 8 pencil case 9 crayon 10 computer

Pupil's Book Activity 2 🏾 🔊

Look, read and write in, on or under.

- Focus the pupils on the picture in Activity 2. Ask What can you see? Where's the rubber?
- Read out the sentences and elicit the missing words.
- The pupils write the correct prepositions.

Answers: 1 under 2 in 3 under 4 on

洛 Pupil's Book Activity 3: Cooperative learning 📡

Sing Well done!

- ▶ CD1 Track 26 p258
- Praise the pupils for their hard work and play the *Well done!* song. The pupils sing and do the actions.

Stick the Give Me Five! sticker.

- The pupils stick the *Give Me Five!* sticker on the Pupil's Book page.
- Variation: Sing the *Well done!* song and stick the *Give Me Five!* sticker after the pupils have also completed the Activity Book Lesson 8 Review.

Activity Book

Activity 1

What's missing? Look, draw and write.

- (Books open.) Elicit what's missing from each pencil case.
- The pupils draw the objects and write the words.

Answers: 1 ruler 2 sharpener 3 pen 4 crayon

Activity 2

Match and write.

- Focus the pupils on Activity 2. Ask Where do I put the pencil?
- The pupils follow the lines to match the objects. Then they complete the sentences.

Answers: 1 pencil / pencil case 2 computer / shelf 3 school bag / desk

Activity 3: My progress S My progress

Use your traffic light. Listen to the teacher and point.

- (Books closed.) Ask the pupils to take out their traffic light cut-out. Say Let's think about our work in this unit. Point to the green circle, nod your head, smile a lot, and say I can ask Where's my (pen): Yes, I can do this very well. Point to the yellow circle, move your head a little, smile a little and say Yes, I can do this. Then point to the red circle, shake your head and say No, I can't do this.
- Read the different statements. For each one, the pupils point to the colour on their traffic light that shows how they feel about their own learning.

Self-assessment statements

- 1. I can say the names of the classroom objects.
- 2. I can ask Where's my pen?
- 3. I listen to the teacher and my friends.
- 4. I put my hand up to speak.
- 5. I tidy up my things.

Recycled vocabulary

• The pupils look at the number and write the word. If necessary, they look back at the previous unit.

Answer: seven

Ending the lesson

Review the task flashcards.

 Point to the task flashcards. Say Look at the activities you've done today. Which activity was your favourite? Elicit the pupils' favourite activities.



Key Competences and Key Learning Outcomes

 Watch and understand a video about what children do at school

• Identify what's in your school bag

R

• Understand the importance of being organised

Key language

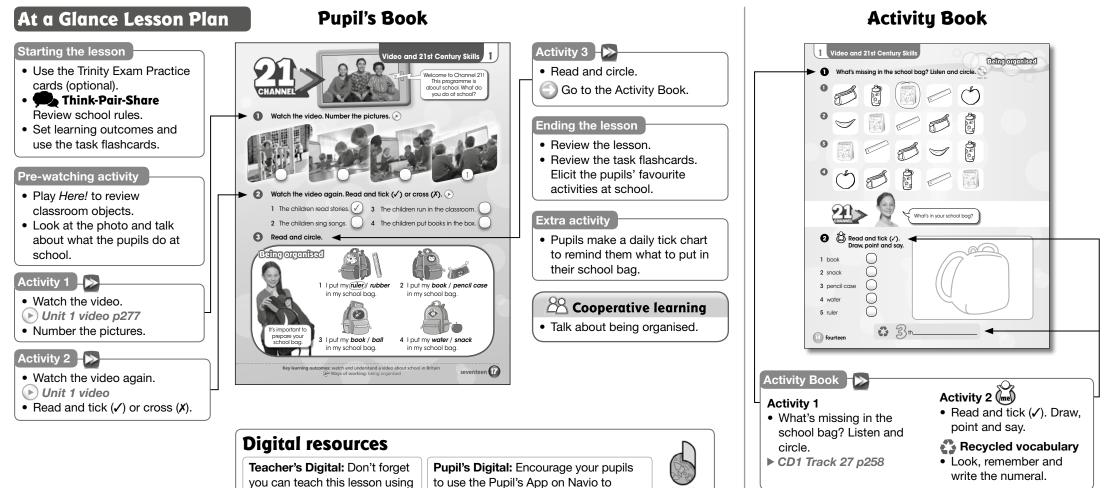
• ball, book, box, classroom, desk, pencil case, ruler, run, school bag, sing songs, snack, water

Materials

- Pupil's Book p17; Activity Book p14; Class CD1; Video; Teacher's App on Navio
- Teacher's Resource Bank: Task flashcards: *number, listen, Talk Partners, draw, think, say, tick, circle*
- Classroom objects flashcards

Optional materials

• Teacher's Resource Bank: Trinity Exam Practice cards (selected from Unit 1)



practise the vocabulary from this lesson.

NAVIO

the Teacher's App on Navio.

Starting the lesson

Use the Trinity Exam Practice cards (optional).

- The pupils practise asking and answering questions. **Think-Pair-Share** Review class rules.
- Ask **Can you remember the six class rules? Talk Partners** The pupils work with a Talk Partner to name the rules. Invite different Talk Partners to say a different rule. Write the rule on the board.
- Set learning outcomes and use the task flashcards.
- Say Today we're going to watch a video and then ask and answer questions about school.
- Explain to pupils that each video will cover a different topic. Point to the task flashcards throughout to elicit activities and reinforce your instructions.

Pre-watching activity

- Play *Here!* with the classroom objects flashcards (see p23).
- Look at the photo of Abby, Sophie and Tom and explain that these are the presenters of Channel 21. Ask **What do you do at school?** Elicit responses.

Pupil's Book Activity 1

Watch the video. Number the pictures? () p277

- Ask What is the video about? Play Part 1, pausing after Sophie says, *Today's programme is about our school*.
- Ask Where are the children? What are they doing? What can you see? Then say Let's watch and listen.
- Play Part 2 of the video pausing after the first video still. Ask the pupils to point to the corresponding photo in their book.
- Play the rest of Part 2 for pupils to write the numbers in order of the photos.
- Ask What do Sophie and Tom do at school? What do they take to school?

Answers: 3, 2, 4, 1

Pupil's Book Activity 2 📡

Watch the video again. Read and tick (\checkmark) or cross (x).

- D
- Play Part 2 again. Pause after Sophie says, *This is our classroom*. Read out the first sentence in Activity 2.
 Ask **Is the desk green?** Show the tick in the circle.
- Play Part 2. Pupils tick or cross the sentences.
- Ask general questions to check understanding.
 When do the children put their hands up? (To speak.)
 What do the children do at home time? (Tidy the classroom.)

Is Sophie ready for school? (Yes.) Why? (Her things are in her school bag.)

Is Tom ready for school? (*No.*) **Why not?** (*His things aren't in his school bag.*)

Answers: 1 ✓ 2 ✓ 3 × 4 ×

Pupil's Book Activity 3 📡

Read and circle.

- Point to the pictures to elicit the vocabulary.
- Read out number one, including the circled word.
- The pupils read the other sentences and circle the words.

Think-Pair-Share Ask Why is it important to prepare your school bag? When do you prepare your school bag? Who prepares your school bag?

Answers: 1 ruler 2 pencil case 3 book 4 snack

Activity Book Ď

Activity 1

What's missing in the school bag? Listen and circle.

- ▶ CD1 Track 27 p258
- Ask What can you see?
- Play the first exchange on the CD. Ask What's missing? Play the rest of the CD, pausing for pupils to circle the missing object.

Answers: 1 book 2 water 3 ruler 4 pencil case

Activity 2

Read and tick (/). Draw, point and say.

 Ask a few pupils What's in your school bag? The pupils tick the things they have got in their school bag and then draw them.

Talk Partners In pairs, pupils take turns to ask and answer What's in your school bag?

Recycled vocabulary

• Pupils look at the numeral and write it on the line.

Answers: three

Ending the lesson

- Review the lesson.
- Ask Which activity was easy / difficult?

Review the task flashcards.

• Say Look at the activities you've done today. Which activity was your favourite?

Extra activity

Extension

• On the board draw a table with seven columns. On the top row write the days of the week. Ask the pupils to copy the table into their notebooks. In the first column, tell them to write a list of things they have to put in their school bag. Explain that every day they check their list and tick the things they put in their school bag.

Cooperative learning

Being organised

• Ask the pupils to tell you other times that it's important to be organised. For example, keeping the classroom tidy, doing their homework or packing a suitcase for a holiday.

Date: Unit:	
1 What did my pupils learn in this unit?	5 Which lessons / activities did my pupils find the most difficult and why?
2 How did my pupils work? (/) individually in pairs in small groups in large groups as a class	6 What did I try in the classroom for the first time? How did it go?
3 Which key competences did my pupils develop? Competence in linguistic communication	
Competence in mathematics, science and technology	7 Which resources did I find most useful? (including webpages)
Learning to learn	
Sense of initiative and entrepreneurship Cultural awareness and expression	
4 Which lessons / activities were the most successful and why?	8 What could I do differently next time I teach this unit?