Think of places in your school. Make a list.

Listen, point and say the vocabulary chant.

Listen, look and sing *My school is cool.*

Think of places in your school. Make a list.

1 gym
2 corridor
3 computer room
4 football pitch
5 school hall
6 playground
7 library
8 bike stand
9 music room
10 basketball court
11 canteen
12 vegetable garden

Key learning outcomes: identify and say places in a school; sing a song about a school

Vocabulary: places in a school

From Monday to Friday
I go to school.
This is my school.
My school is cool.

Where do you play the drums?
Where do you go online?
I play the drums in the music room.
And I go online
In the computer room.

Where do you hang your coat?
Where do you throw a ball?
I hang my coat in the corridor.
And I throw a ball
On the basketball court.

Chorus

There’s a gym in our school.

There isn’t a music room in our school.
**1. Listen and read. Listen and repeat. Act out.**

Ravi: This is the school gym.
Josh: Wow! It’s really big. What do you do in here?
Ravi: I do gymnastics in my PE lesson.
Josh: When do you have PE?
Ravi: I have PE on Monday and Friday.
Josh: And where do you play football?
Ravi: I play football on the football pitch. It’s behind the school. Come and see.

**2. Read again. Which places does Ravi talk about? What does he do there?**

**3. Listen and follow. Repeat.**

<table>
<thead>
<tr>
<th>Where</th>
<th>Use a computer?</th>
<th>Study Maths?</th>
</tr>
</thead>
<tbody>
<tr>
<td>When</td>
<td>Do you</td>
<td>Play with your friends?</td>
</tr>
<tr>
<td>What</td>
<td>Do in the computer room?</td>
<td>Do in the music room?</td>
</tr>
</tbody>
</table>

**Grammar clue**

We use the word *do* when we ask a question. We don’t use the word *do* in the answer.

When *do* you *study* Music? I *study* Music on Friday.

**4. Talk Partners**

Ask and answer questions about your school.

What do you do in the library?
I read books in the library.

Where do you do PE?
I do PE in the gym.
Lesson 3 Story

Before you read

1. Use the code to read the message from Luke.

2. Listen and read. Act out.

The new school

1. It's nine o'clock. The children are in their classroom.

Welcome to your new school, Lily and Josh.

Thank you.

What's the matter, Josh?

I'm not very good at Arts and Crafts.

Don't worry. I can help you.

I'm not very good at Music.

Great! I love sport.

2. The first lesson is Arts and Crafts. The children are making bracelets.

What's the matter, Josh?

I'm not very good at Arts and Crafts.

Don't worry. I can help you.

3. The next lesson is Music.

And I'm not very good at Music. I can't play the drums.

Come on, Josh. You can do it.

4. It's break time. The children are in the playground.

Let's play basketball.

Great! I love sport. When do we have PE?

We have PE after the break. We have a swimming lesson today.

Key learning outcomes: read, listen and understand a story about a new school

Language: When do we have PE? I'm not very good at Music.
After you read

3 Talk Partners Read and correct.

1 School begins at eight o’clock.  
No, it doesn’t. School begins at nine o’clock.

2 The first lesson is Music.

3 Josh can play the drums.

4 The swimming pool is in the school.

5 Josh can’t swim.

4 Values Read and discuss.

• Do you think Josh and Lily are nervous at the start of the story? Why?

• Who helps Josh and Lily?

• How can you help new pupils at your school?

Values: helping new pupils at school
Lesson 4 Vocabulary and Grammar

1 Listen, point and say.

- ICT
- Geography
- History
- Arts and Crafts
- PE
- Drama

2 Listen and sing I’m brilliant at PE.

I’m very good at Maths
And I’m good at Arts and Crafts.
I’m good at ICT
And I’m brilliant at PE.
Yes, I’m brilliant.
I’m brilliant at PE!
Brilliant!

3 Listen and follow. Repeat.

<table>
<thead>
<tr>
<th>I’m</th>
<th>brilliant</th>
<th>very good</th>
<th>good</th>
<th>not very good</th>
</tr>
</thead>
<tbody>
<tr>
<td>at</td>
<td>ICT</td>
<td>PE</td>
<td>History.</td>
<td>Arts and Crafts.</td>
</tr>
<tr>
<td></td>
<td>Geography.</td>
<td>Drama.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

We use the verb to be in both the question and the answer. Are you good at PE? Yes, I am. / No, I’m not.

Remember! I am = I’m

4 Talk Partners Make true sentences.

I’m very good at Geography. What about you?

I’m very good at Geography, too.
Lesson 5 Listening and Speaking

Key learning outcomes: listen for specific information; play a communication game using Wh-questions
Phonics: alternative spelling for the ‘j’ sound

1. Listen, read and say.

Speak and spell

Sometimes ‘g’ says ‘j’.

The giraffes are jumping and doing judo in the gym.


3. Read the timetable. Listen and identify four differences.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.00</td>
<td>Music (music room)</td>
<td>Maths (classroom)</td>
<td>English (classroom)</td>
<td>ICT (computer room)</td>
</tr>
<tr>
<td></td>
<td>break</td>
<td>break</td>
<td>break</td>
<td>break</td>
</tr>
<tr>
<td>11.00</td>
<td>English (classroom)</td>
<td>Science (classroom)</td>
<td>Drama (school hall)</td>
<td>PE (classroom)</td>
</tr>
<tr>
<td></td>
<td>lunch</td>
<td>lunch</td>
<td>lunch</td>
<td>lunch</td>
</tr>
<tr>
<td>3.00</td>
<td>ICT (computer room)</td>
<td>Arts and Crafts (classroom)</td>
<td>PE (gym)</td>
<td>Geography (classroom)</td>
</tr>
</tbody>
</table>

Talk Partners Ask and answer to complete the timetable.

When do we have Music?

We have Music on Monday at nine o’clock.

Where do we have Music?

We have it in the music room.

Teacher’s Resource Bank: Unit 1
Before you read

1. Look at the photo on the poster. What can you do at this club?

2. Think of a question to ask about the club.

3. Read and listen. Does the poster answer your question?

After you read

Go to page 11 in your Activity Book.

Key learning outcomes: read and understand a poster
Investigate a text

1 Read and listen. Which questions does the poster answer?

- Where’s the club?
- Who can give me more information?
- When can I go there?
- What computers do they use?
- What do you do there?
- How much do the classes cost?

Discuss a text

2 Think and discuss.

1 Who’s the poster for?
   - teachers
   - children
   - computer programmers

2 Find these things in the poster:
   - a question
   - exciting words
   - an instruction

Plan and write a poster on page 12 in your Activity Book.

DO YOU LOVE COMPUTERS?

Do you want to play cool games and draw amazing pictures? Join the school computer club. We meet on Wednesday in the computer room. The classes begin at four o’clock and finish at six. The classes are free, but you need to bring a memory stick for your work.

For more information, contact Mr Smith.

COME AND HAVE FUN!

Writing tip!

We use a capital letter at the start of a sentence.

*The classes begin at four o’clock.*

We use a capital letter for days and names, too.

*Wednesday*  
*Mr Smith*

Key learning outcomes: prepare and write a poster; use capital letters
Lesson 8  Culture around the world: Ireland

1 Read Luke’s questions. What do you think?

1 How do you play Gaelic football?
2 What do children wear for Irish dancing class?
3 What’s hurling?
4 What traditional instrument do children in Ireland play?


Hi. I’m Sheona and my favourite activity is Gaelic football. It’s a traditional sport in Ireland. Do you know that you can carry the ball in your hands? You can hit and kick the ball, too. I play Gaelic football with my friends every Friday afternoon.

My name’s Teresa and my favourite activity is Irish dancing. I go to a dance class every Monday and Wednesday after school. It’s good fun because we skip and jump a lot. We wear traditional dresses, too. They’re beautiful.

Hi, I’m Liam. Hurling is a traditional sport in Ireland and I play it in my free time. I practise on Tuesday evenings and I play in competitions. I’m very good at running and passing the ball. I always wear a helmet.

Hello, I’m Pat. I love music and I play a tin whistle in my free time. This traditional instrument is small, but it makes a lot of noise. I practise with my friends every Thursday afternoon and we have a concert in the summer. It’s good fun!

What activities do children do after school in your country?

Do the Ireland web quest and the Unit Review on pages 13 and 14 in your Activity Book.

Key learning outcomes: read about after-school activities in Ireland; think about and research Ireland
Welcome to Channel 21! Our first programme is about after-school activities. What activities do you do after school?

1. Watch the video. Which after-school activities use these objects?

2. Watch the video again. Read and say true or false. Correct the false sentences.

   1. The robots can move and talk.
   2. Pottery is a very clean activity.
   3. Roller hockey is a boring game.
   4. Ballet dancing is slow and beautiful.
   5. The boy is not very good at the drums.

3. Look at the lists. Which class do you want to try in each list? Why?

   **Music classes**
   - piano, guitar,
   - drums

   **Dance classes**
   - ballet, Irish dancing,
   - street dance

   **Sports classes**
   - rugby, roller hockey,
   - hurling

   **Art classes**
   - pottery, painting,
   - crafts

Try new things:

**Don’t be afraid to try new activities!**

Key learning outcomes: watch and understand a video about after school activities

21st Ways of thinking: open mindedness and trying new things