

1. Ready for school

Unit objectives



To identify and describe classroom objects.

To learn the prepositions *behind, in, on* and *under*.

To sing a song and a chant.

To read and understand a story and a cartoon.

To read and understand short descriptions.

To draw a simple plan.

To say a chant and practise the *p* sound.

Anticipating difficulties

In the first few classes the children may have difficulty in getting into the routine of using classroom language again. Some children may even find it difficult to produce some of the sounds, because the muscles in their mouth are out of practice, and this could make them feel self-conscious when it comes to speaking.

Teaching tip

You could choose a few of the phrases used most frequently in the classroom and get the children to express the phrases in different ways using gestures and facial expressions. All emotions are welcome but it is important that they are expressed clearly. Expressing an emotion helps retain the accompanying information in the long-term memory.

Target language

Vocabulary:

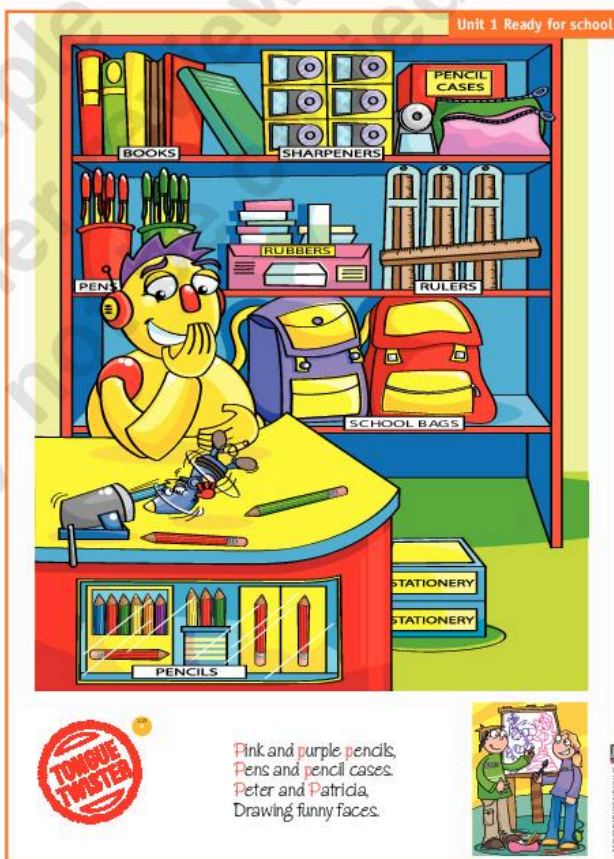
book, pen, pencil, pencil case, rubber, ruler, school bag, sharpener; behind, in, on, under

Structures:

*I'm ready for school.
I've got my school bag.
How about you?
Have you got a pencil?
Yes, I have. / No, I haven't.
Here you are.
Where's the book?
I can see.
Can I have a pencil?*

Review

blue, green, orange, pink, purple, red, yellow



Pink and purple pencils.
Pens and pencil cases.
Peter and Patricia.
Drawing funny faces.

Lesson 1A

Student's Book, page 5

Objectives

To introduce and learn classroom objects vocabulary.

To learn and sing a song.

To act out a simple dialogue.

To describe classroom objects using colours.

Target language

Vocabulary:

book, pen, pencil, pencil case, rubber, ruler, school bag, sharpener

Structures:

*Are you ready for school?
I'm ready for school.
I've got my (school bag).*

Materials

CD
Unit 1 poster
flashcards: classroom objects

▶ i-book activity

▶ i-poster

▶ i-flashcards

Getting started



Put the poster of the classroom objects on the board. Say the name of each one as you point to it, and ask the children to repeat the words as a group. Point to one object and ask: *What's this?* SS: *A (pencil case)*. Ask a child to come to the front of the class and point to one of the objects. T: *Point to the (school bag)*. Then ask another volunteer to the front of the class and get the children to ask each other questions, pointing at the poster. S1: *What's this?* S2: *It's a (pen)*.

1 Listen and sing. 1.6

Say: *Open your books at page 5*. Ask the class to look at the picture and ask them who the boy and the girl are. Tell them they are going to hear a song about getting ready for school. Play the CD and ask the class to listen. Play the CD again and ask the class to try to follow the song in the book with their fingers. Play the CD again and encourage the children to join in the singing. Join in yourself. Play the CD a few times until they are more confident. Then divide the class into groups and ask them to sing the song.

2 Tell a friend.

Ask the children to look at the pictures of the classroom objects in Activity 2. Ask volunteers to name the objects. Then say: *It's (red)*. *What is it?* SS: *The (pencil)*. Divide the class into pairs and tell one of them to say a colour and the other to say the object. Then ask: *What colour is the (book)?* SS: *It's (blue)*. Tell the children to ask each other questions using colours.

Finishing off.

Turn the flashcards face down against the board and divide the class into two teams. Ask a volunteer from one team to come to the front of the class. Say: *Find the school bag*. The child turns over a flashcard and tells the other members of the class what the object is. S1: *It's a (pen)*. If the child gets the card right he/she gets a point for his/her team. Turn the cards face down again and repeat the process. Play until all the members of the teams have had a turn.

1. Ready for school

LESSON 1

1 Listen and sing. 1.6

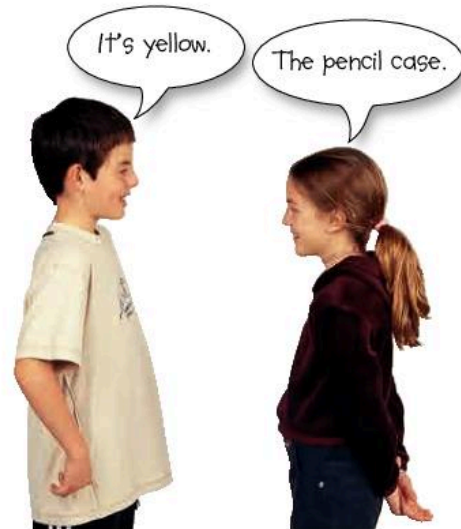
I'm ready for school,
Yes, school is cool!

I've got my big school bag,
And my sharpener too.
I've got my books and my pencils.
How about you?

I've got my favourite ruler,
And my pencil case.
I've got my pen and my rubber,
And a smile on my face!



2 Tell a friend.

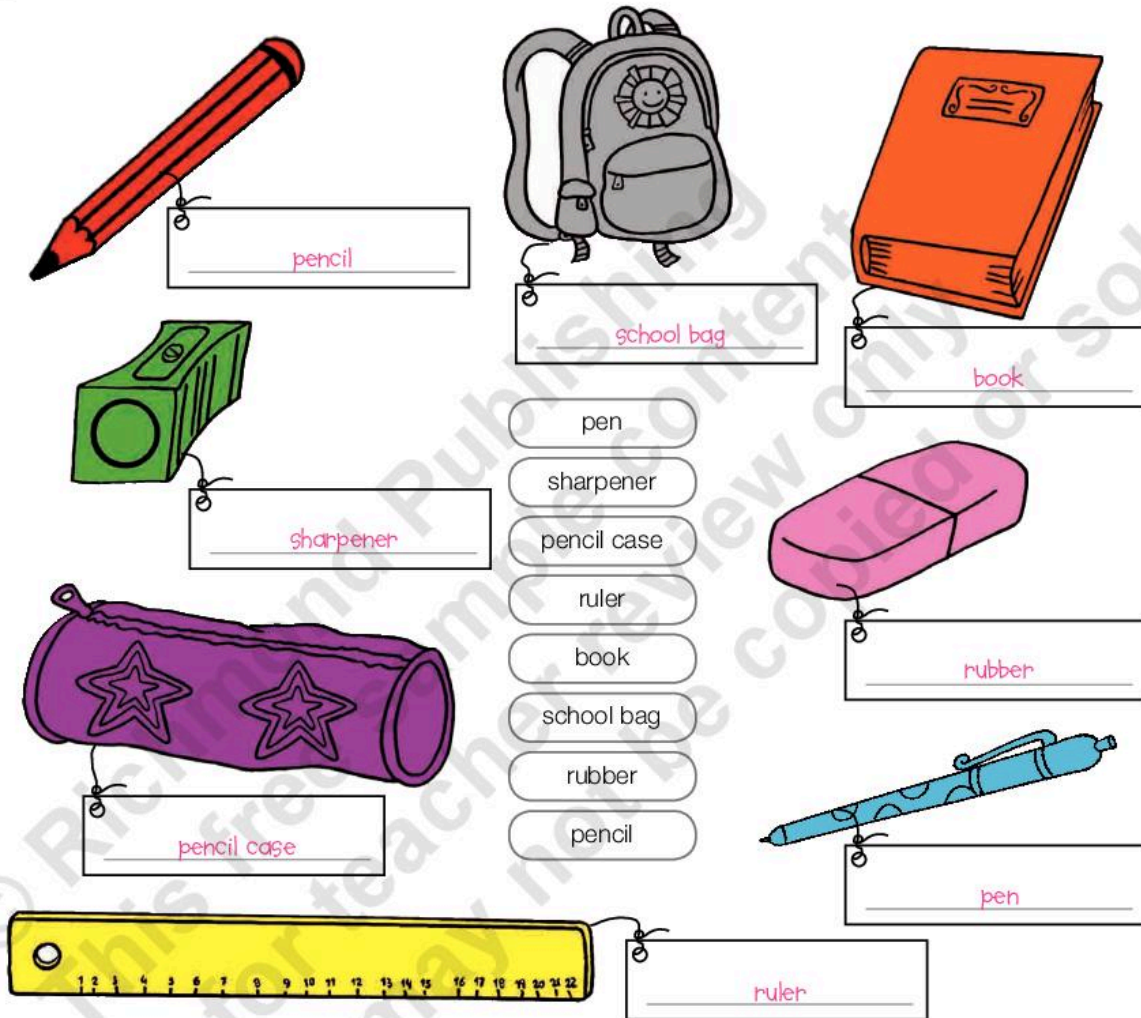


5

Students develop and consolidate competence in *Knowledge and interaction with the physical world* by recognizing, describing and guessing classroom objects.

1. Ready for school

1 Look and write.



2 Read and colour the objects.

- 1 The book is orange.
- 2 The pen is blue.
- 3 The pencil is red.
- 4 The pencil case is purple.
- 5 The rubber is pink.
- 6 The ruler is yellow.
- 7 The school bag is black.
- 8 The sharpener is green.

5

Students develop *Linguistic competence* in spoken and written fluency by revising vocabulary for classroom objects. At the end of the lesson students should feel comfortable producing most of the language.

Objectives

To practise classroom objects and colours.

Target language

Vocabulary:

book, pen, pencil, pencil case, rubber, school bag, sharpener; black, blue, green, orange, pink, purple, red, yellow

Materials

flashcards: classroom objects

▶ i-flashcards

Getting started

Show the flashcards one at a time and ask the children, as a group, to name them. Then, hold out the flashcards face down and ask a child to come to the front, choose a card and name it. Repeat with other children. If there are children who still need help, ask them to repeat the word several times. Say the first sounds of the word so that the child can guess what it is and finish off the word. Go through the colours with the children. Hold up different coloured pencils and ask the children: *What colour is this?*

1 Look and write.

Say: *Open your Activity Books at page 5.* Ask the children to look at the objects and name them one by one. When they have done that, explain that they have to write the names of each object in the box provided. Go around the class checking their spelling and checking that they have written the correct word.

2 Read and colour the objects.

Say: *Look at Activity 2.* Read the sentences with the children and then explain that they must colour in the objects in Activity 1 according to the instructions. When they have finished, check the activity by asking: *What colour is the (book)?*

Finishing off

Hide a flashcard behind your back and the children take turns to guess what it is. Continue until the children have guessed all the objects. Then ask volunteers to take over your role.

Resources

Reading and writing

TEACHER'S RESOURCE BOOK, PAGE 137

Activity 1: The children have to study all the sentences in the box, and then draw all the objects mentioned, ensuring that each object is drawn in the correct place.

Activity 2: Tell the children to look carefully at each picture, and to write sentences naming all the objects in each picture and describing their position.

Lesson 2A

Student's Book, page 6

Objectives

To name the classroom objects.

To ask questions about the objects using colours.

Target language

Vocabulary:

book, pen, pencil, pencil case, rubber, ruler, school bag, sharpener

Structures:

Have you got a (rubber)?

Here you are.

Do you like my picture?

Materials

CD
classroom objects
bag

i-book activity

Getting started

Put the classroom objects in a bag. Take the objects out of the bag very slowly, one by one, and say: *What's this?* Make sure the children answer the question with a full sentence and encourage them to use a colour in their sentences. SS: *It's a (yellow) (pencil).*

3 Listen and read. 1.7

Say: *Open your books at page 6.* Ask the children to look at the picture and elicit who the people are: *Lucy and Karim.* Ask the children to look at the desk in the first picture and ask: *What has Karim got?* SS: *Pencils, a rubber, scissors and a sharpener.* Ask the children to look at the second picture and ask: *Has Lucy got a (rubber)?* SS: *No.* Ask: *What has Lucy got?* SS: *A picture.* Play the CD and get the children to follow the dialogue with their fingers. Play the CD again, pausing at various points and choosing volunteers to say the next line. Then, tell the children to get into pairs and get them to role-play the dialogue, taking turns to play each character. Finally, choose pairs to come to the front and act out for the rest of the class.

4 Ask and answer.

Ask the children to look at Activity 4 and to tell you what objects they can see in the picture. Ask the children to take out their school bags and put a pencil, a ruler, a rubber and a pencil case inside. Ask volunteers to read the examples on the page out loud and then explain that they are going to make similar questions and answers. Divide the class into pairs and do the activity. S1: *Have you got a (blue) (pen)?* S2: *Yes, I have. / No, I haven't.*

Finishing off

Put one classroom object in a bag. Make sure the children do not see what it is. Ask a volunteer to come to the front of the class. With his/her eyes closed, the volunteer puts his/her hand in the bag and tries to guess what the object is. Repeat the process with other volunteers.

3 Listen and read. 1.7

-  Hello Karim!
-  Hi Lucy!
-  Karim, have you got a pencil?
-  Yes, I have. Here you are.
-  Have you got a rubber?
-  A rubber? Yes, I have.
-  Thanks. Have you got a ruler?
-  No, I haven't. Sorry!
-  Do you like my picture?
-  Yes, it's very interesting!



Beep on Grammar, page 2.



4 Ask and answer.



Have you got a blue pen?








Yes, I have.

Have you got a blue pencil case?

No, I haven't.

Students develop *Autonomy and personal initiative* by getting into pairs and doing a role play of the dialogue, taking turns to play each character and acting for the rest of the class.

3 Listen and tick (✓) or cross (X). 3.1

					
 Kate	X	✓	✓	X	✓
 Eric	✓	✓	X	✓	X

4 Complete and write your answers. Child's own answers.

✓ = Yes, I have. X = No, I haven't.

1 Have you got a blue p e n?



2 Have you got a p e n c i l c a s e?



3 Have you got a r u l e r?



4 Have you got a yellow p e n c i l?



5 Have you got a white r u b b e r?



6 Have you got a s h a r p e n e r?



6

Students develop abilities in *Processing information and digital competence* in the classroom by extracting specific information from a short CD recording. Children fill in a table with a tick or a cross using the information from a dialogue about classroom objects.

Objectives

To name the classroom objects.

To ask questions about the objects using colours.

Target language

Vocabulary:

book, pen, pencil, pencil case, rubber, ruler, school bag, sharpener

Structures:

*Have you got a (rubber)?
Yes, I have. / No, I haven't.*

Materials

CD

Getting started

Tell the children you are going to play a guessing game. Begin to draw a school bag in the air. Ask: *What's this?* The children answer with a complete sentence: *It's a school bag.* Let volunteers take over your role and draw objects in the air for the others to guess.

3 Listen and tick (✓) or cross (X). 3.1

Tell the children to open their Activity Books at page 6. Ask them to identify the school items in Activity 3. Play the CD. The children listen. Play the CD again and ask the children to fill in the table with a tick or a cross. Correct the activity by asking: *Has Kate got a (school bag)?* SS: *Yes/No.*

4 Complete and write your answers.

Tell the children to look at Activity 4. Identify the pictures of the school objects. The children complete the questions and write true answers. Correct the exercise by asking the children to read out and answer the questions in pairs.

Finishing off

Begin to write one of the classroom words on the board. The children have to try and guess what the word is before it is completely written. Repeat with other words from the activity.

Transcript

Listen and tick (✓) or cross (X) 3.1

Narrator: Hi Kate!

Kate: Hello!

Narrator: Kate, have you got a sharpener?

Kate: A sharpener? No, no, I haven't.

Narrator: Have you got a schoolbag?

Kate: Yes, I have. It's blue, look!

Narrator: Have you got a pencil case?

Kate: Yes, I have. Here it is.

Narrator: Good! Kate, have you got a ruler?

Kate: No, I haven't. Sorry!

Narrator: OK. And, have you got a pen?

Kate: A pen? Yes, I have. It's a blue pen.

Narrator: Thanks, Kate, bye!

Kate: Bye!

Narrator: Hello Eric!

Eric: Hi!

Narrator: Have you got a sharpener, Eric?

Eric: Yes, I have. Look!

Narrator: Good! And a schoolbag? Have you got a schoolbag?

Eric: Yes, I have. Here it is.

Narrator: Fine! Have you got a pencil case?

Eric: No, I haven't.

Narrator: OK! Have you got a ruler?

Eric: A ruler? Yes, I have. Here it is!

Narrator: And a pen? Have you got a pen?

Eric: Umm ... No, I haven't. No pen!

Narrator: Well, thank you, Eric. Bye!

Eric: Bye!

Lesson 3A

Student's Book, page 7

Objectives

To listen to and understand a short dialogue.

To act out a short dialogue.

Target language

Vocabulary:

book, pen, pencil, pencil case, rubber, ruler, school bag, sharpener

Structure:

I've got a (ruler) in my pencil case.

Materials

CD
Unit 1 poster
classroom objects: pencil case, ruler, sharpener, two pens, rubber
paper clips (one for each child)

▶ i-poster

Getting started

Hold up your pencil case and take out the classroom objects. Call out the names of the objects as you show them to the children. Say: *Look. I've got two pens in my pencil case.* Continue with the other objects.

5 Listen and say the pencil case. 1.8

Say: *Open your books at page 7. Look at the pictures.* Ask the class to identify the characters. Tell the children they are going to listen to the characters describing their pencil cases. Tell them to look at the pictures of the pencil cases on the right of the page. Play the CD. The children listen. Play the CD again and this time they try to identify the correct pencil case. Play the CD again and stop after each sentence. Say: *Point to (Olga's) pencil case.*

6 Spin and ask a friend.

Explain to the children how to play with the wheel. The students hold a paper clip in the middle of the circle with the tip of a pencil. They then spin the paper clip, which lands on one of the objects. They have to describe their own object and say its colour. For example, if the paper clip points to the pencil case, they describe their own pencil case, saying: *I've got a (blue) pencil case.* Tell the children to get into pairs. Ask them to look at the classroom objects on the wheel and to identify them. Then one of them spins the paper clip and the other asks a question. S1: *Have you got a (blue) (pencil case)?* S2: *No, I haven't. I've got a (yellow) (pencil case).* Repeat the process until they have asked about all the items on the wheel.

Finishing off

Show the children the poster. Ask them to tell you the colours and names of the objects. T: *What colour is the (ruler)?* SS: *It's (red).* T: *What's this?* SS: *It's a (book).* Ask for volunteers to ask the questions. Repeat until everyone has had a chance to ask or answer a question.

Transcript

Listen and say the pencil case. 1.8

Olga: Hi, this is Olga. I've got a ruler, a sharpener and a pen in my pencil case.

Tom: Hello, I'm Tom. I've got two pens and a ruler in my pencil case.

Lucy: Hi, my name's Lucy. I've got a rubber, a sharpener and a pencil in my pencil case.

Karim: Hello, I'm Karim. I've got two pencils and a rubber in my pencil case.

5 Listen and say the pencil case. 1.8



6 Spin and ask a friend.



7

Students develop *Interpersonal and civic competence* by working in pairs to play *Spin and say* with a friend. These types of games help to enable students to use real language in meaningful situations.

5 Read, follow the line and circle.



I've got a pencil / pen.

I've got a ruler / pen.

I've got a rubber / school bag.

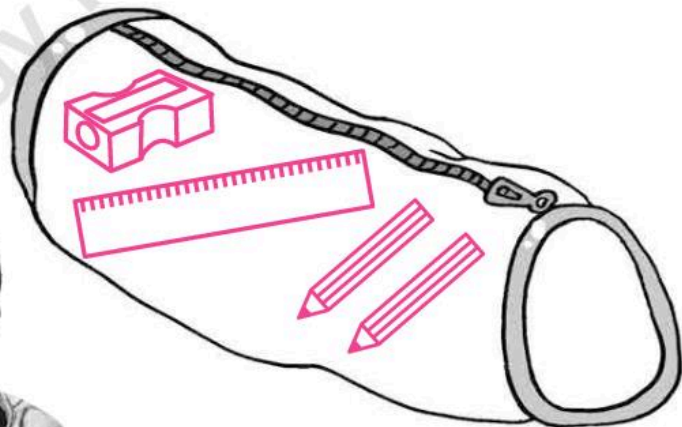
I've got a book / ruler.

I've got a ruler / pencil case.

I've got a book / pencil.

6 Read and draw.

This is my pencil case.
I've got a sharpener,
two pencils and a ruler.



7

Students develop *Linguistic competence* in literacy through practising reading in a controlled context. Students follow the lines from the characters to the sentences circling the correct words.

Objectives

To listen to and understand a short monologue.

To practise target language.

Target language

Vocabulary:

book, pen, pencil, pencil case, rubber, ruler, school bag, sharpener

Structure:

I've got a (ruler).

Materials

flashcards: classroom objects

▶ i-flashcards

Getting started

Place the flashcards around the classroom. Say the name of one and ask a volunteer to go to the flashcard, hold it up and say: *I've got a (ruler)*. Ask another volunteer to take over your role of naming objects. Repeat several times with other volunteers.

5 Read, follow the line and circle.

Say: *Open your books at page 7. Look at the pictures.* Ask the class to identify the characters and the classroom objects. Then, tell them to follow the lines from the characters to the sentences. They read the sentences and circle the correct words. Correct the exercise by asking the children to read out their answers.

6 Read and draw.

Tell the children to look at Activity 6. Explain that they must read the sentences and draw the classroom objects inside the pencil case. Go around the class to correct the activity.

Finishing off



Ask the children to take out their pencil cases. Ask them to tell you what they've got in their pencil cases. T: *What have you got in your pencil case, (David)?* S1: *This is my pencil case. I've got a (sharpener, two pencils and a ruler).* Ask for volunteers to ask the question and repeat until everyone has had a chance to ask or answer a question.

Lesson 3C

Arts & Crafts

Objectives

To practise target vocabulary and structures.

To interact with classmates.

Target language

Vocabulary:

books, pencil cases, pencils, pens, rubbers, rulers, school bags, sharpeners

Structures:

I've got a pencil case.

I haven't got a rubber.

The rubber is (in) the bag.

Materials

paper bags
scissors

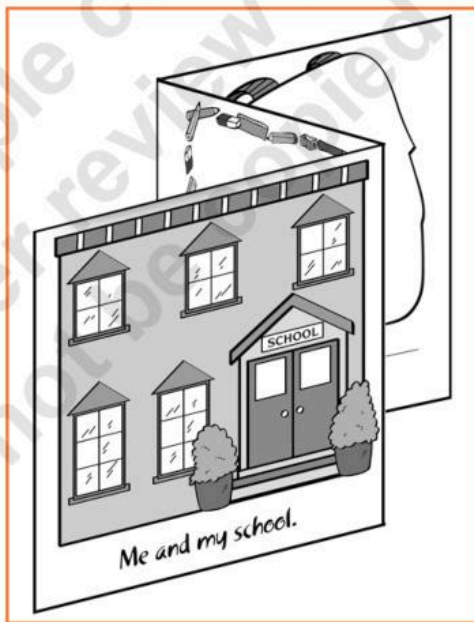
Students develop *Autonomy and personal initiative* by creating a personalised booklet of information. Making a booklet builds confidence and develops a task-based approach to learning.

Getting started

Provide the children with paper bags. Ask them to put a selection of items from their pencil cases into the bags. If they have repeated items, two rubbers or three pencils for example, they can place them in the bag also. Ask them to work in pairs. To demonstrate, ask one child to come to the front of the class and try to identify the items in your bag by feeling them. Once he/she has identified the items ask him/her to close his/her eyes. Take one or two items out of the bag and the child must feel inside the bag again and say what is missing: *You haven't got (a rubber).*

Make a booklet.

The children have to make a six-page booklet by first cutting along the dotted line, then folding the sheet to make three double-sided pages. Then, they complete the pages appropriately, with words, drawings (of themselves, their teacher, their friends) and colouring.



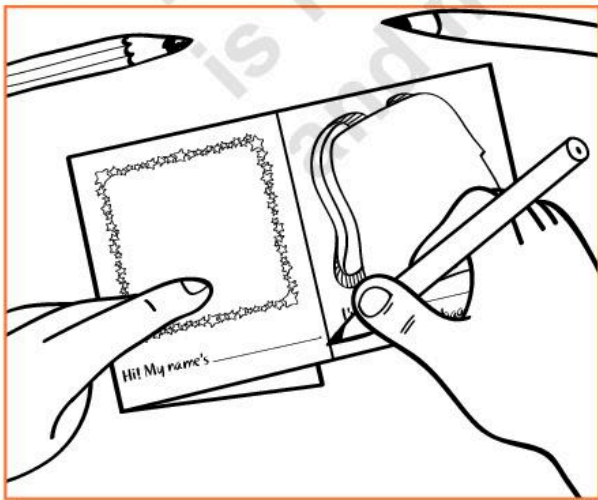
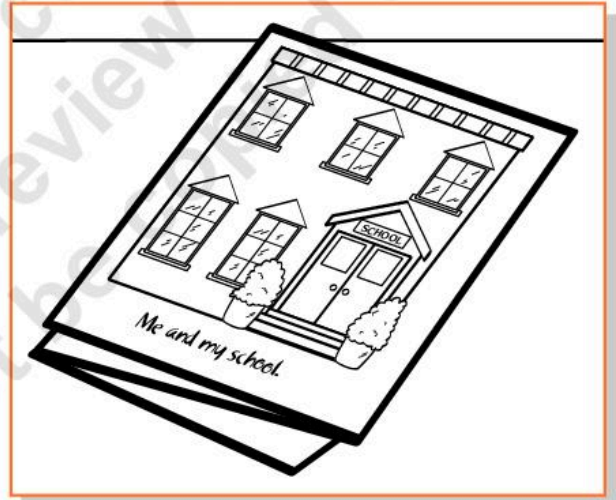
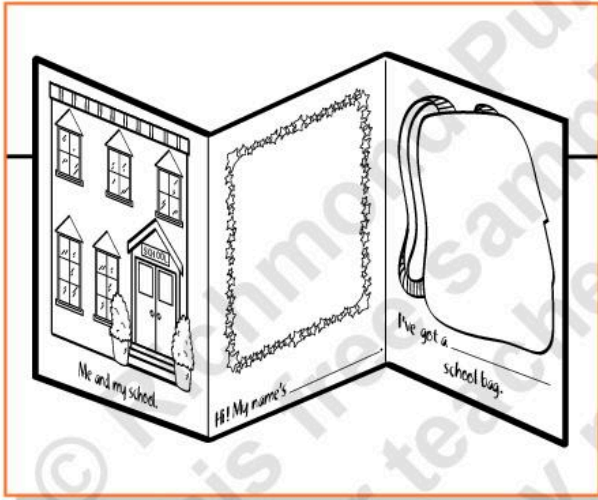
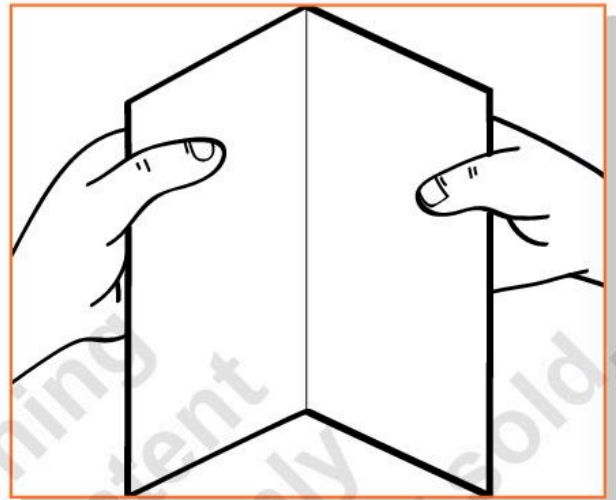
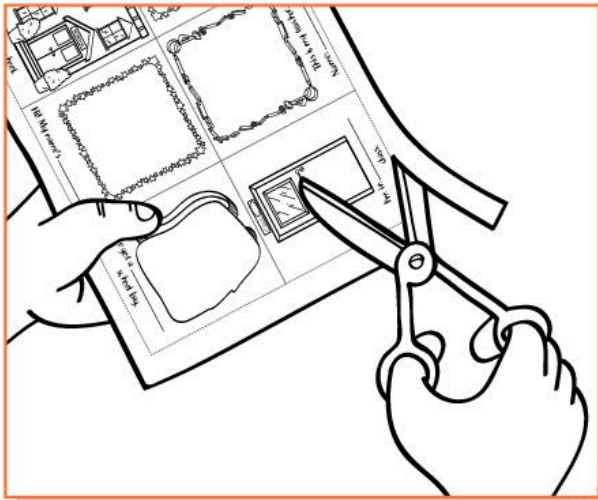
Finishing off

Play *Simon says*. Ask all the children to stand up. Give instructions to the children to do an activity, but they must only do it if you say *Simon says*.
T: *Simon says put your rubber on the book.* The children put their rubbers on the book.
T: *Put your pencil in the pencil case.* The children must not do the action or they are out and have to sit down.

Resources

Arts & Crafts

TEACHER'S RESOURCE BOOK, PAGE 14



Lesson 4A

Student's Book, pages 8 and 9

Objectives

To enjoy a story.

To read and listen for comprehension.

To consolidate the language of the unit.

Target language

Vocabulary:

banana, coat, crocodile, fruit, hat, monkey, sandwiches, sunglasses, yoghurt

Structure:

I've got a (ruler) in my pencil case.

Materials

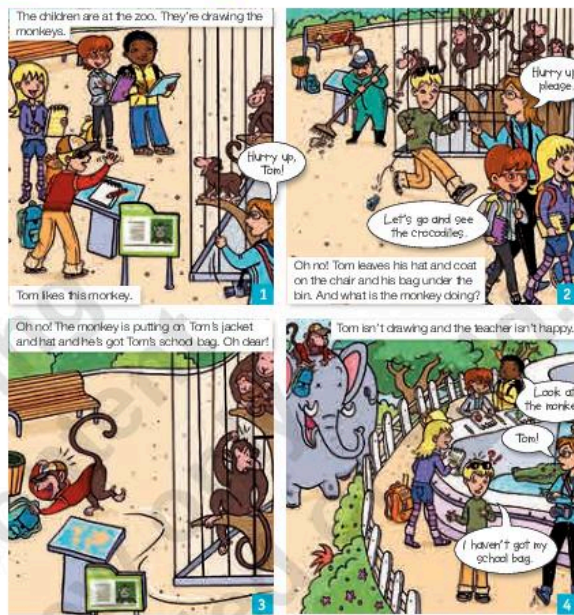
CD
Unit 1 story cut-outs
flashcards: classroom objects
photocopies of Teacher's Resource Book, pages 105–106

▶ i-flashcards

A school trip!

LESSON 4

7 Read and listen to the story. 1.9



Getting started

Play a game with the flashcards. Show the class the picture flashcards and elicit the name of each classroom object. Then, stick the cards on the left side of the board, with the pictures facing the board. Next, repeat with the word flashcards and stick them face down on the right side of the board. Divide the class into two teams. Ask a volunteer from Team 1 to turn over a picture card and a word card and say the actions. If they match, the team wins the pair. If not, turn them over again. Next, a volunteer from Team 2 has a turn. The winner is the team that wins the most pairs.

Before you read.

Say: *Open your books at page 8 and look at Lesson 4. Elicit the names of the characters in the story. Then, hold up your book and point to the series of pictures at the top of page 9. Say: Find the (sunglasses) in the story and elicit the scene number (Scene 1). Tell the class to work in pairs and find the other items in the story. Correct as a class. Where possible, extend the activity with questions: Has Karim got the banana? What are the children drawing?*

7 Read and listen to the story. 1.9

Play the CD and tell the class to read and listen to the story. Check comprehension with questions: *Where are the children?* SS: *At the zoo.* T: *What are they drawing?* SS: *The monkeys.* Write the main characters in the story on the board: *Tom, Lucy, Olga, Karim, narrator, the teacher, the monkey.* Divide the class into groups of seven and tell them to play a part each and read the story. Follow up by asking the children about the zoo and the animals: T: *Do you like the zoo?*, and encourage them to say why or why not.



Students develop *Cultural and artistic competence* by participating in creating their own story booklet with the template and stickers. During this activity, the teacher should check and correct pronunciation.

Make a story booklet.

Ask the children to take the booklet template from the cut-out envelope (or give them copies of the cut-outs from the Teacher's Resource Book, pages 105–106). Instruct them to look at the Student's Book story and then to assemble the booklets. The envelope also contains the speech bubbles for each story in sticker format. Instruct the children to stick the speech bubbles in the correct places, and to draw a v-shape on the bubble to clarify who is speaking. They might feel confident doing this from memory or they may prefer to refer to the story in the Student's Book. Move around the class and help those children who need it.

Finishing off

Tell the class to open their books at the story pages and to hold the books on their heads with the pages open like a hat. Read out a speech bubble or part of a caption, say *Go!* and instruct the children to race to find which scene it is in. Tell them to stand up when they find it. When most of the class are standing up, elicit the scene number. Repeat with other speech bubbles or captions.

A school trip!

7 Order the pictures, then read and write *True* or *False*.



Tom has got his bag. False



The monkey has got Tom's sunglasses. False



The cage door is open. True



Olga is drawing a crocodile. False

8 Read the story and complete.

Lucy



Tom



Olga



The Monkey



1 Olga has got a banana.

2 Tom likes the monkey.

3 The Monkey has got Tom's sunglasses.

4 Lucy has got sandwiches.

8

Students develop *Linguistic competence* by gaining oral fluency through re-reading the story aloud. This speaking activity provides a structured, guided activity where students do a role play with other class members.

Objectives

To focus on comprehension of the unit's story.

To review key vocabulary from the story.

Target language

Vocabulary:

banana, coat, crocodile, fruit, hat, monkey, sandwiches, sunglasses, yoghurt

Structure:

I've got a (ruler) in my pencil case.

Getting started

Remember the story. Ask the class questions about the story: *What are the names of the children? Where are they? Is Olga drawing a crocodile? What is she drawing?* Then ask them to open their Student's Books at Lesson 4. Assign the characters to five volunteers (Lucy, Tom, Olga, Karim, narrator). Read the story out loud.

7 Order the pictures, then read and write *True or False*.

Ask the children to look at and number the scenes in the same order as they appear in the Student's Book. Then, write the first sentence on the board: *Olga is drawing a cocodrile*. Ask the children to look at their Student's Books and say whether the sentence is *True* or *False*.

8 Read the story and complete.

Ask the class to tell you the names of the characters from the story: *Lucy, Tom, Olga, the monkey*. Write the following sentence on the board: _____ *has got Tom's sunglasses*. Ask the children to look at the story and say the character's name to complete the sentence (*The monkey*). Tell the children to read the sentences and complete them with a character's name.

Resources

DVD 1

DVD UNIT 1 ANIMATED STORY: A SCHOOL TRIP!
TEACHER'S RESOURCE BOOK, PAGE 25

Activity 1: Play the DVD. The children look at the five pictures and write below each picture the answer to the question *What is it?*

Activity 2: The children study the five pictures and write an appropriate sentence under each one.

9 Look at the story and complete.

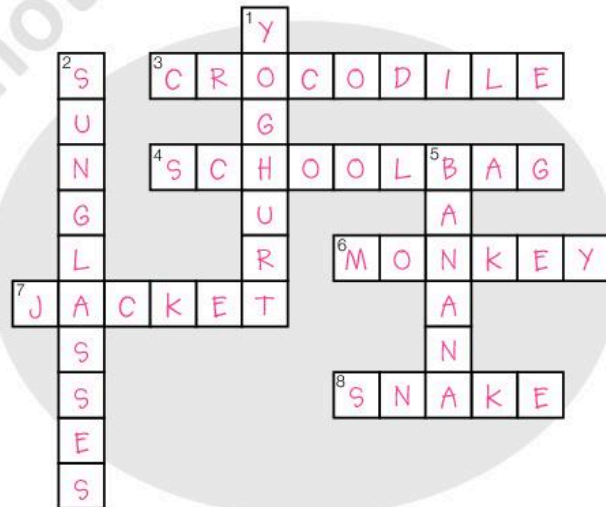


10 Look and write.

Down



Across



Students develop Competence in 'Learning to learn' by spotting mistakes. Students recognize untrue information and offer the correct version. This activity helps to activate long term memory skills.

Objectives

To focus on comprehension of the unit's story.

To review key vocabulary from the story.

Target language

Vocabulary:

banana, coat, crocodile, fruit, hat, monkey, sandwiches, sunglasses, yoghurt

Structure:

I've got a (ruler) in my pencil case.

9 Look at the story and complete.

Tell the children to look at the first scene and write the speech bubble text on the board: *Tom! It's _____!* Invite a volunteer to come and complete the sentence on the board: *Tom! It's behind you!* Explain that the task is to complete each speech bubble by referring to the story in the Student's Book.

10 Look and write.

Draw a picture of a banana on the board and write the letters in random order below it: a a n n b a. Point to the picture and ask: *What's this?* Then ask the class to call out the letters in the correct order to spell banana. Tell the class to fill in the crossword using the picture clues.

Finishing off

Play *Spot the mistakes*. Tell the story again with mistakes. Ask the class to call out *Stop!*, when they hear you make a mistake, and invite them to tell you the correct word or phrase: *The children are in the park (Stop! They're at the zoo). They are drawing the monkeys. Tom doesn't like the monkey. (Stop! Tom likes the monkey)*, and so on.

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Lesson 5A

Student's Book, page 10

Objectives

To introduce and practise *behind, in, on* and *under*.

To sing a chant.

Target language

Vocabulary:

behind, in, on, under

Structures:

Where's the book?

It's (under) the table.

There it is.

Materials

CD
classroom objects

Getting started

Practise *behind, in, on* and *under*. Take one of the classroom objects and say: *What's this?* SS: *It's a (book)*. Put the book on a chair and say: *Look! The book is on the chair*. Put some other classroom objects around the room on other things (table, shelf) and say: *Look! The book is on the chair. The (ruler) is on the (table) and the (school bag) is on the (shelf)*. Write the word *on* on the board. Do the same for *in, under* and *behind*. When the children have practised, say: *The book is on the chair. Where's the ruler?* Use gestures and expressions to make the meaning clear. Ask a volunteer to address the questions to the rest of the class.

8 Listen and chant. 1.10

Play the CD and encourage the children to listen. Say: *Open your books at page 10*. Play the CD again and ask the children to follow the song in their books. Then, tell the class to stand up, play the song again and ask the children to sing along and march on the spot. Then, divide the class into two teams. Ask Team A to say the first verse and Team B to recite the second. For example, Team A: *Where's the (book)? Look and find! In, on, under or behind?* Team B: *There it is! I can see. It's (under the table), one, two, three!* Then reverse roles and repeat. Divide the class into pairs and tell the children to ask and answer the questions following the examples in the book. S1: *Where's the (ruler)?* S2: *It's (in the school bag)*.

9 Listen and say. 1.11

Ask the children to look at the picture on page 10 of their Student's Book. Identify all the different objects in the picture. Say: *Can you see a (lion)?* SS: *Yes*. T: *What colour is the (lion)?* SS: *It's (orange)*. T: *Where's the (lion)?* SS: *It's (behind the plant)*. Play the first item on the CD, pause the CD and ask the class to put up their hands to name the object in the picture. Play the CD again. Pause it after each statement to give the children time to find the objects.

Finishing off

Divide the class into two teams. Ask the children to hide all kinds of objects around the classroom. Each team describes the object (colour) and its position (*in, on, under, behind*) as they heard in the CD. If the opposing team guesses the object correctly, they get a point. Team A: *It's in the school bag. It's green.* Team B: *It's a (book)*.

Transcript

Listen and say. 1.11

It's in the pencil case. It's blue.
It's under a chair. It's green.
It's behind the computer. It's grey.

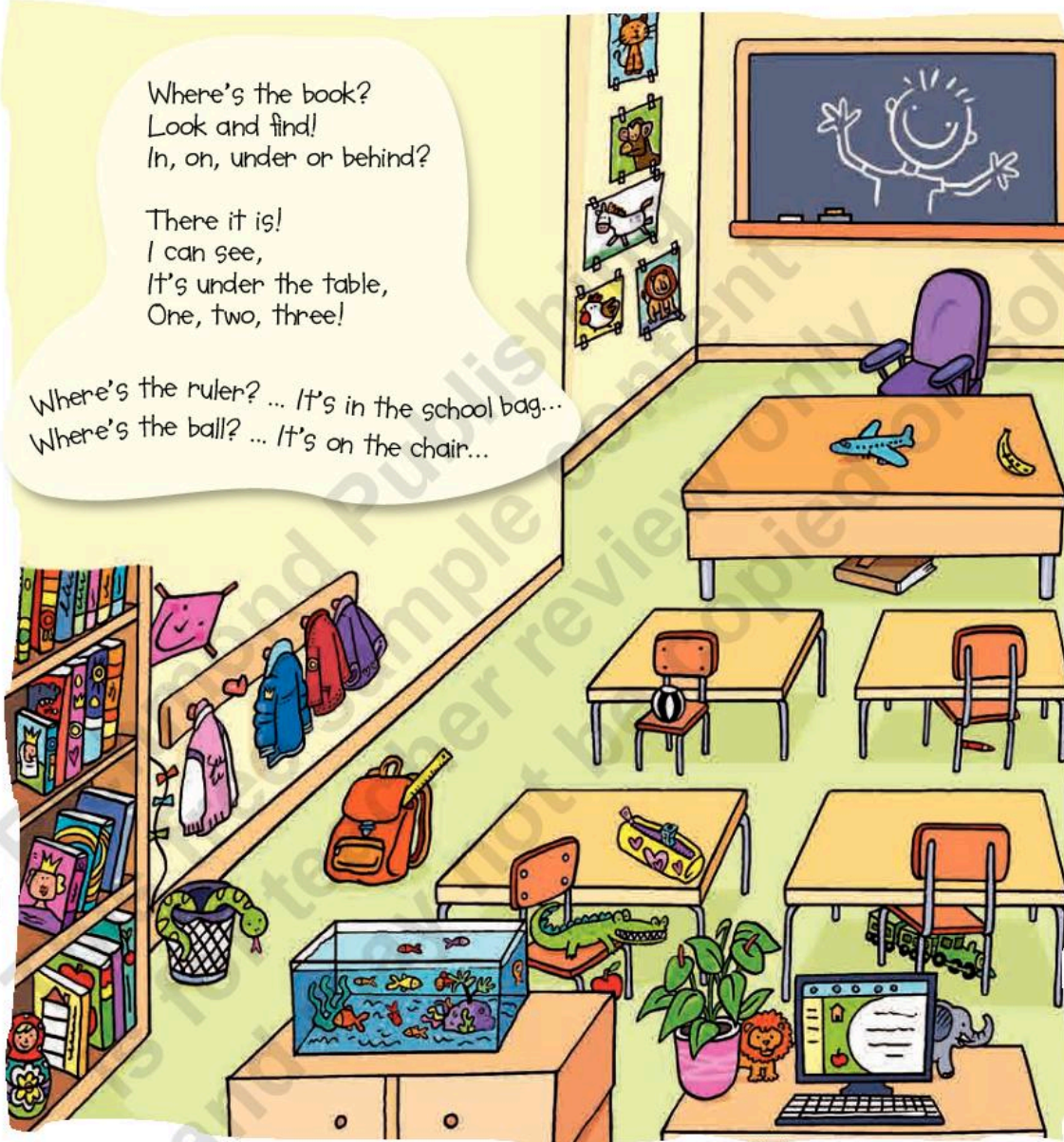
It's on the table. It's blue.
It's behind the plant. It's orange.
It's under a chair. It's red.

8 Listen and chant. 1.10

Where's the book?
Look and find!
In, on, under or behind?

There it is!
I can see,
It's under the table,
One, two, three!

Where's the ruler? ... It's in the school bag...
Where's the ball? ... It's on the chair...



Beep on Grammar, page 3.

9 Listen and say. 1.11

Students develop and consolidate competence in *Knowledge and interaction with the physical world* by hiding objects in the classroom and playing a game recognizing, describing and guessing classroom objects.

11 Look and circle.



in / behind



on / under



under / behind



in / on

12 Look, read and match.



- 1 It's on the computer.
 - 2 It's under the table.
 - 3 It's in the schoolbag.
 - 4 It's under the chair.
 - 5 It's on the table.
- A ruler
 - A sharpener
 - A robot
 - A dog
 - A ball

13 Look and write.



baby apple door girl computer tent family umbrella

- 1 The family is in the tent.
- 2 The apple is on the computer.
- 3 The girl is behind the door.
- 4 The baby is under the umbrella.

10

Students develop *Cultural and artistic competence* through a picture dictation. Students must draw and colour the classroom objects in the position that the teacher tells them.

Objectives

To practise *behind, in, on* and *under*.

Target language

Vocabulary:

behind, in, on, under

Structure:

It's on the (computer).

Getting started

Practise *behind, in, on* and *under*. Ask for volunteers and give them instructions. T: *(David), put the pencil case on the book. (Maria), put the pen under the sharpener.* Then ask for volunteers to take over your role giving the instructions and continue until everyone has either given an instruction or completed an action.

11 Look and circle.

Say: *Open your Activity Books at page 10. Look at Activity 11.* Ask the children to identify the classroom objects. Then tell them to circle the right preposition. Correct the exercise by asking: *Where is the frog, (in or behind) the (pencil case)?*

12 Look, read and match.

Ask the children to look at the picture in Activity 12. Ask five volunteers to read out the five statements and another five volunteers to read out the names of the objects. Then, tell the children to match the correct object with each sentence. Correct the activity by naming one of the objects and asking the children to read the correct sentence. T: *A ruler.* SS: *It's in the school bag.*

13 Look and write.

Ask the children to look at the list of words in Activity 13 and to find the objects in the pictures. Then tell them to complete the sentences. When they have finished, ask volunteers to read out their sentences.

Finishing off

Do a picture dictation. Ask the children to open their notebooks. Tell them that they must draw and colour what you say. T: *A (blue) (book) is (under) a (red) (computer).* Ask volunteers to take turns giving the instruction. Move around the classroom checking the drawings.

Resources

Language

TEACHER'S RESOURCE BOOK, PAGES 49 — 51

Reinforcement

Activity 1: The children look at the four pictures, read the pairs of words below each picture and then circle the single word that corresponds to the picture.

Activity 2: Tell the children to read the three sentences and to draw what they have read.

Consolidation

Activity 1: The children have to complete the four sentences so that they correctly describe the situation in the picture.

Activity 2: Tell the children to read the two sentences in the bubble, and to tick or cross the boxes to show what Lucy has and hasn't got.

Extension

Activity 1: Tell the children to look at the six drawings and to write six complete sentences describing what each picture shows.

Activity 2: The children have to look at the four pictures and complete the sentences correctly.

Lesson 6A

Student's Book, page 11

Objectives

To count the objects on a plan.

To make a plan of the classroom.

Target language

Vocabulary:

bin, board, bookcase, chair, computer, cupboard, plant

Materials

Unit 1 poster
paper

▶ i-book activity

▶ i-poster

Getting started

Display the poster and cover each word label with a piece of paper. Then, divide the class into teams of four and give each team a felt-tip pen and a sheet of paper. Point to the picture of the *rulers* and elicit the word and the number. Give the teams twenty seconds to write the word and the number on a piece of paper, then tell the teams to hold up their pieces of paper. Ask the teams to read what they have written. Each team with correct spelling gets two points and teams with one mistake get one point. Repeat with other items.

10 Look at the plan and count the objects.

Say: *Open your books at page 11. Look at the plan. This is a plan of Zoe's classroom. Can you see a (table)?* SS: Yes. T: *Count the tables.* SS: *Eight.* Encourage the class to count the other objects in the plan.

11 Make a plan of your class.

Say: *Look at Activity 11. We're going to make a plan of our class.* Using the vocabulary from Zoe's classroom ask questions: *Can you see a (bin) in our classroom?* Ask the children to make a plan of the class.

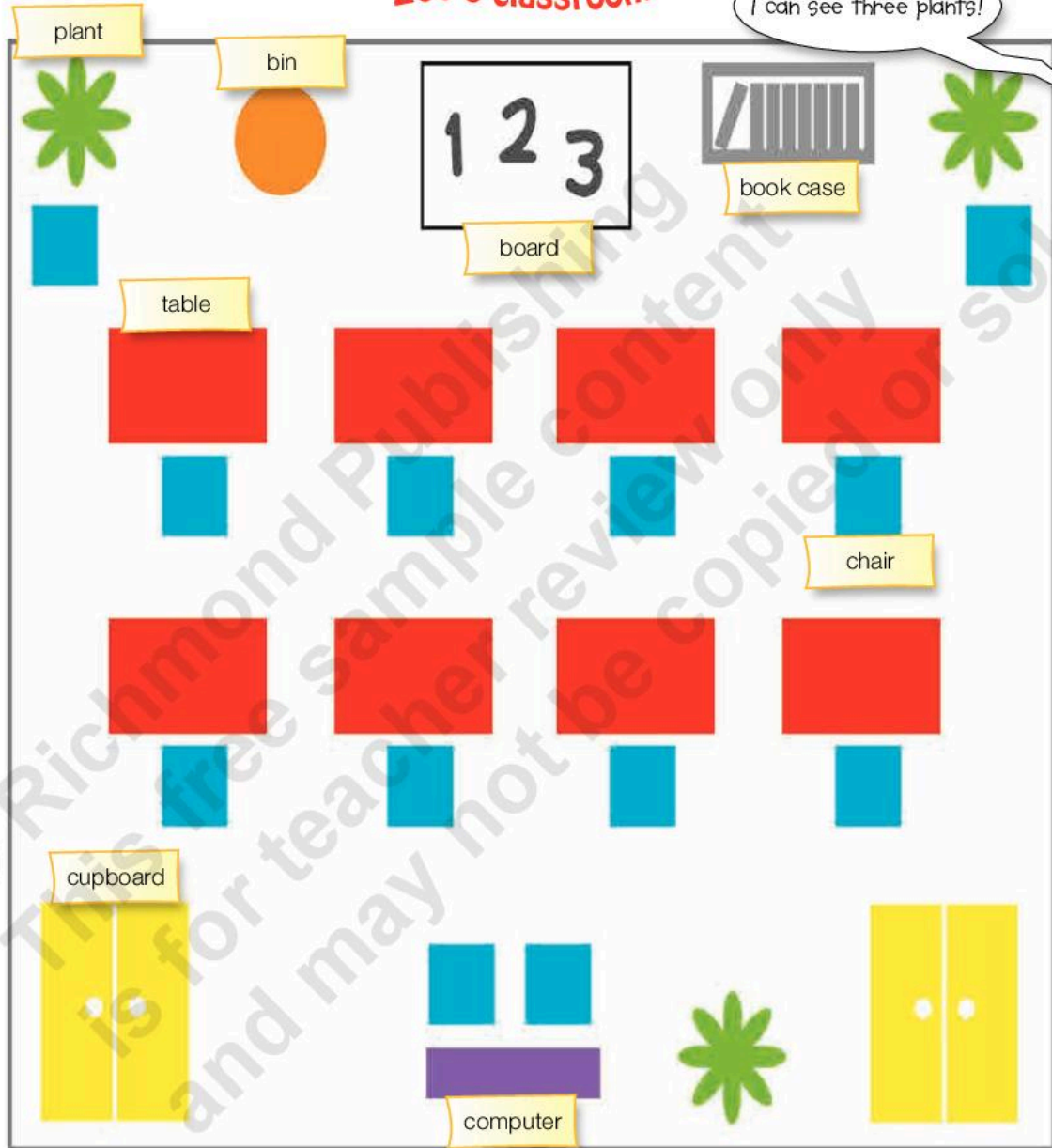
Finishing off

Display the children's plans. Encourage them to talk about their work and to describe their plans. S1: *Twelve tables, twelve chairs, one bin, one board, three bookcases, etc.*



10 Look at the plan and count the objects.

Zoe's classroom



11 Make a plan of your class.

Students develop *Mathematical competence* by using rulers to measure and make a plan of the classroom using straight lines, circles, rectangles, etc., in order to create a realistic model.

14 Look and write.

Hello! My name's Leo.
This is my school.



This is my teacher.
I've got a white ruler.
I'm in class 3B.
These are my friends.



1 I'm in class 3B.



2 These are my friends.











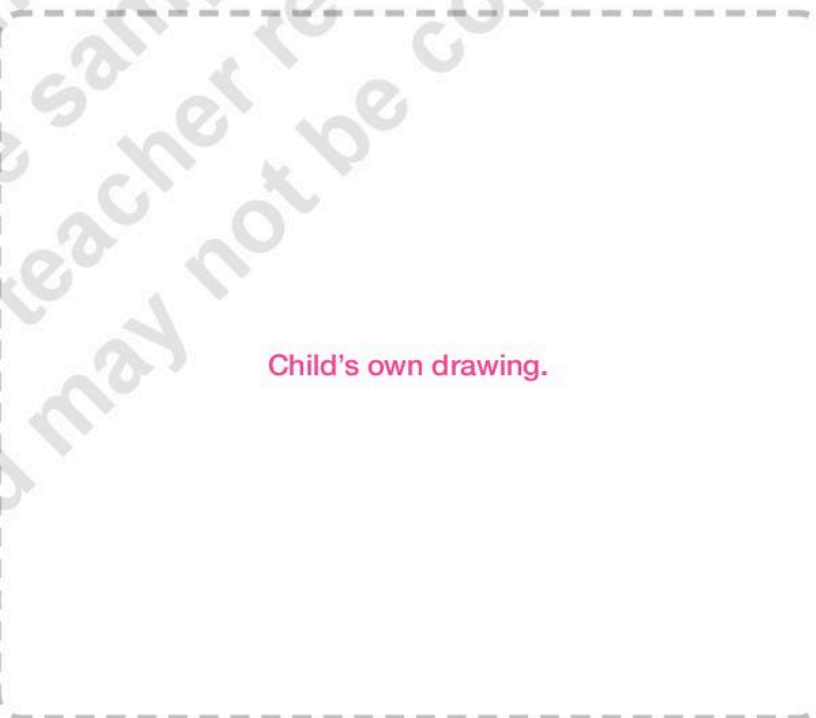
3 This is my teacher.



4 I've got a white ruler.

15 Draw a classroom plan.

-  table
-  chair
-  computer
-  plant
-  bin
-  bookcase
-  cupboard
-  board



Students develop *Linguistic competence* by gaining practice in writing sentences. Students use visual cues in order to write sentences, then they read them aloud to the class to practise pronunciation.

Objectives

To write about school.
To make a plan of the classroom.

Target language

Vocabulary:

bin, board, bookcase, chair, computer, cupboard, plant

Structures:

*My name's (Lee).
This is my teacher.
I've got a (white ruler).
I'm in class 3B.
These are my friends.*

Getting started

Ask the children questions about school. T: *What's your teacher's name? What class are you in? Have you got lots of friends? What have you got in your school bag?*

14 Look and write.

Say: *Open your Activity Books at page 11. Look at Activity 14.* Ask four volunteers to read out the sentences. Then, tell the children to match the sentences to the pictures. When they have finished, ask them to read their sentences.

15 Draw a classroom plan.

Say: *Look at Activity 15. We're going to draw a classroom plan.* Tell the children to look at the list of classroom objects and explain that they must include these in their plan. The children draw and colour in their classroom plan. Go around the class looking at the children's pictures to make sure they include all the objects.

Finishing off

Make a display of the children's plans.

Resources

DVD 2

DVD UNIT 1 REAL KIDS
TEACHER'S RESOURCE BOOK, PAGE 26

Activity 1: Tell the children to watch and listen to the DVD. Tell them to tick the words they hear and then complete the sentences.

Activity 2: The children have to find words in the wordsearch. Once they have found them, they have to write the word next to the photo.

Lesson 7A

Student's Book, page 12

Objectives

To read and listen to a cartoon story.

To say a chant.

To review the language of the unit.

To practise pronunciation: *p*.

Target language

Vocabulary:

book, pen, pencil, pencil case, rubber, school bag, sharpener; bin, board, bookcase, chair, computer, cupboard, plant; black, blue, green, orange, pink, purple, red, yellow; banana, coat, crocodile, fruit, hat, monkey, sandwiches, sunglasses, yoghurt; behind, in, on, under

Structures:

*Are you ready for school?
I'm ready for school.
I've got my school bag.
How about you?
Have you got a pencil?
Yes, I have. / No, I haven't.
Here you are.
Where's the book?
I can see it.
Can I have a pencil?
Do you like my picture?
It's (under) the table.
My name's (Lee).
This is my teacher.
I've got a (white ruler).
I'm in class 3B.
These are my friends.*

Materials

CD
Unit 1 poster
classroom objects

▶ i-book activity

▶ i-poster

Getting started

Put classroom objects in, on, under and behind other things in the classroom and then make sentences about the objects with some true and some false statements. Tell the class to call out *True* or *False*: *the blue pen is behind the yellow pencil case. The red book is under the white table* and so on. Ask for volunteers to make sentences while the rest of the class say *True* or *False*.

12 Read and listen. 1.12

Tell the children to look at the Beep cartoon, and explain that Robby is helping Beep in the stationery shop. Play the CD and instruct the children to read and listen to the cartoon. Read out half a caption or speech bubble and ask the children to complete it: *And fourteen blue... pens, eleven black pens and five rulers*. Repeat with the other sentences. Follow on by asking the class to read the cartoon aloud in pairs, with S1 saying the narrator's and the girl's parts and S2 saying Beep's and Robby's parts.

13 Listen and say a tongue twister. 1.13

Put the poster on the board and ask the children to look at the names on the children's shirts. Repeat the names with the children: *Peter and Patricia*. Ask the children to tell you the colours of the crayons on the floor. Play the CD and encourage the children to repeat each line in the pauses. Emphasise the *p* sound at the beginning of the words and ask the class to repeat. Say each line of the tongue twister in turn. Play the CD again and invite the class to chant again. Then, teach the children a clapping pattern to do in pairs together with the chant. The pairs face each other, clap hands as they say the line and then clap hands with a partner at the end of each line. Do this very slowly to begin with and faster as the children get more familiar with the chant and with clapping along.

Finishing off

Divide the class into teams and take turns to ask the teams questions about the language in the unit.

12 Read and listen. 1.12



13 Listen and say a tongue twister. 1.13

Pink and purple pencils,
Pens and pencil cases,
Peter and Patricia,
Drawing funny faces!



Students develop *Linguistic competence* by developing a musical, rhythmic association between phonology and word stress by learning a tongue twister for the sound *p*.

Review

1 Write the questions and circle your answers. **Child's own answers.**



got you a dog? Have _____ Have you got a dog?
 Yes, I have. No, I haven't.



you Have bike? got a _____ Have you got a bike?
 Yes, I have. No, I haven't.



a got Have you computer? _____ Have you got a computer?
 Yes, I have. No, I haven't.



cat? got a you Have _____ Have you got a cat?
 Yes, I have. No, I haven't.

2 Look at the table and write.

It's



in
on

under
behind



the books.
the chair.

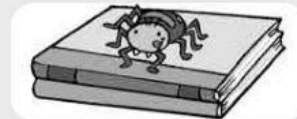
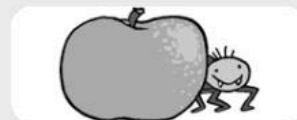
the apple.
the pencil case.

1 It's in the pencil case

2 It's behind the apple

3 It's on the books

4 It's under the chair



Students develop *Competence in 'Learning to learn'* by playing a game with their dictionary and then writing in the words. This activity helps children participate in the learning process of creating their own materials for reference.

Objectives

To practise reading and writing skills.

To revise the vocabulary from the whole unit.

Target language

Vocabulary:

book, pen, pencil, pencil case, rubber, school bag, sharpener; bin, board, bookcase, chair, computer, cupboard, plant; black, blue, green, orange, pink, purple, red, yellow; banana, coat, crocodile, fruit, hat, monkey, sandwiches, sunglasses, yoghurt; behind, in, on, under

Structures:

Are you ready for school?

I'm ready for school.

I've got my school bag.

How about you?

Have you got a pencil?

Yes, I have. / No, I haven't.

Here you are.

Where's the book?

I can see it.

Can I have a pencil?

Do you like my picture?

It's (under) the table.

My name's (Lee).

This is my teacher.

I've got a (white ruler).

I'm in class 3B.

These are my friends.

Materials

CD

Unit 1 poster

flashcards: classroom objects

classroom objects

▶ i-poster

▶ i-flashcards

Getting started

Put the poster on the board. Point to a picture and ask a volunteer to tell you something about it, for example, *It's a ruler*, or *It's blue*, or *I've got a red ruler*. Continue until all the children have had a turn to speak.

1 Write the questions and circle your answers.

Say: *Open your Activity Books at page 12. Look at Activity 1.* Ask the children to write the questions putting the words in the right order. Then tell them to circle the correct answer. When they have finished, ask the children to work in pairs, asking and answering the questions.

2 Look at the table and write.

Say: *Look at Activity 2. We're going to make four sentences by choosing the right words.* Tell the children to look at the table of words and the pictures. Explain that they must write sentences to describe the pictures. When they have finished, ask four volunteers to read out one of their sentences.

Picture dictionary. 3.9

Ask the children to look at the *Picture dictionary* on page 69 of their Activity Books. Hold up your two index fingers and signal to the class to do the same. Say: *Point to the rubbers and the pens.* Encourage the class to quickly point to the two pictures and check with the child next to them. Repeat with other words from the page. Tell the children to trace each word on the dictionary page. Play the recording and ask the children to look at the pictures and repeat the words.

Finishing off

Put the flashcards around the room. Mime using one of the classroom objects. Ask a child to point to the correct flashcard and to name it. If they say it correctly, then they can mime the next object.

Resources

Phonics

TEACHER'S RESOURCE BOOK, PAGE 93

Activity 1: Tell the children to listen and to repeat each sound and each word that they hear.

Activity 2: The children have to read about Patricia and then colour in the drawing in accordance with the written description.

Activity 3: The children look at the four pictures and complete the sentences appropriately.

Evaluation

Objectives

To evaluate children's understanding of target language from the unit.

Target language

Vocabulary:

books, pencil cases, pencils, pens, rubbers, rulers, school bags, sharpeners; behind, in, on, under

Structures:

I've got a pencil case.
I haven't got a rubber.
The rubber is (in) the bag.

Materials

CD
photocopies of Teacher's Resource Book, pages 151 – 152

Students develop competence in 'Learning to learn' by applying acquired learning strategies such as, focusing attention and memory recall, as well as comprehension and linguistic expression in order to complete an end of unit assessment.

Even young children can get tense about doing evaluations. To help contribute to a more relaxed atmosphere in the class, you could play the karaoke songs in the background while they are doing the part of the evaluation that does not correspond to the listening. Tracks 3.26 – 3.37 of the class audio are karaoke melodies.

1 Listen and number. 1.14

Tell the children that they are going to hear six numbered descriptions of the situations in the six pictures. The children have to number the pictures correctly.

2 Read and match.

The children have to match the four statements in the bubbles to the four children shown on the left.

3 Complete the sentences.

Instruct the children to study the drawing and to complete the five sentences according to what they see.

4 Read and draw.

The children have to read the sentence in the box and then draw and colour in all the objects described.

Unit 1 Test

Name: _____ Class: _____

1 

2 

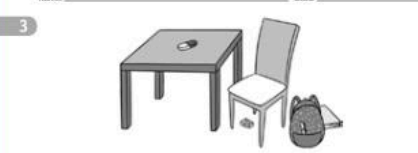
- Hi! I've got a pencil case and a book.
- Hello! I've got a book and a school bag.
- Hello! I've got a rubber and a pen.
- Hi! I've got a pencil case and a sharpener.

1 Listen and number. (Track 3.14)
2 Read and match.

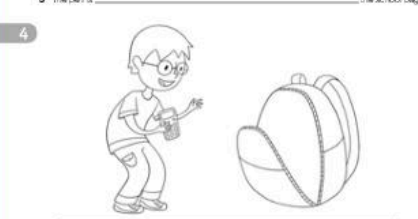
151

Unit 1 Test

Name: _____ Class: _____

3 

1 The rubber is _____
2 The sharpener is _____
3 The school bag is _____ the chair.
4 The book is _____
6 The pen is _____ the school bag.

4 

I've got a red rubber, a blue sharpener, three pink pens and a green pencil case.

3 Complete the sentences.
4 Read and draw.

152

Transcript

Unit 1 Test. Activity 1. Listen and number. 1.14

- | | |
|--|---|
| 1 The book is in the school bag. | 4 The pencil is behind the pencil case. |
| 2 The rubber is on the table. | 5 The ruler is in the school bag. |
| 3 The chair is next to the school bag. | 6 The pencil is under the table. |