

## 1 Back to school

1 Listen and look. Then listen and say the words.

1 door 2 bookcase 3 wall 4 clock 5 window 6 board 7 cupboard 8 chair 9 floor

2 Listen and chant.

3 Say and guess.

B-O-A-R-D. The board.

10 The classroom door, bookcase, wall, clock, window, board, cupboard, chair, floor Lesson 1

## 1 Back to school

1 Read and match.

door board bookcase cupboard wall

clock window desk chair floor

10 The classroom Lesson 1

### Objectives

- to review pupil names and greetings
- to review the characters
- to present and practise things in the classroom
- to practise saying a chant for pleasure

### Language

**New language:** the classroom: *door, bookcase, wall, clock, window, board, cupboard, chair, floor; touch, And that is all!*

**Recycled language:** character names: *Flash, Whisper, Misty, Thunder*

**Receptive language:** *Sorry I'm late.*

### Basic competences

**Language competences:** Pupils identify and name classroom objects.

**Cultural awareness and expression:** Pupils chant together as a class.

**Social and civic competences:** Pupils work together to play a game.

### Materials

Downloadable Class Audio, Flashcards (the classroom): 11–19, Printable Wordcards 11–19

### Digital Minds

- Vocabulary interactive activity
- Interactive Flashcards and Wordcards

### Home-school link

- Augmented Reality: vocabulary interactive activity
- Online interactive activities: spinning game

## Pupil's Book, page 10

## Warm-up

- Go up to a pupil and say *Hello. I'm (your name). What's your name?*
- The pupil replies, e.g. *Hello. I'm / It's (name) or My name's (name).*
- Pupils then greet all the pupils sitting around them in the same way.

## Presentation

- Hold up each flashcard in turn. Say the word for pupils to repeat in chorus.
- Do this three or four times.
- Hold up each flashcard with its corresponding wordcard for pupils to say the word in chorus.
- Hand out the flashcards with their wordcards for pupils to stick on the relevant objects, e.g. *board* on the board. If you don't have all of the objects in the class, draw them on the board and stick the flashcards next to them, e.g. *bookcase*.

1 CD1 17

## Listen and look. Then listen and say the words.

- Draw pupils' attention to the pictures in the Pupil's Book. These have been specially developed to help the pupils say the songs and chants.
- Use the pictures at each stage of the activity to help with understanding and to provide context.
- Ask pupils if the picture is like their classroom.
- Elicit / tell the class who the character running in is (Flash).
- Play the recording.
- Pupils point to the objects when they hear them.

CD Track 7

**Fish:** Hi. Welcome back.**Whisper:** Thanks, fish. Hi, Thunder. How are you?**Thunder:** Fine, thanks, Whisper. Where's Misty?**Whisper:** I don't know.**Flash:** Sorry I'm late. Wow! A new computer!**Now** say the words.

1 door, 2 bookcase, 3 wall, 4 clock, 5 window, 6 board, 7 cupboard, 8 chair, 9 floor

- Play the recording again.
- Pupils point to and say the words.
- Pupils practise pointing and saying the words in pairs.

2 CD1 18

## Listen and chant.

- Play the recording. Pupils listen to the chant.
- Play the recording again, pausing after each line for pupils to repeat.
- Practise the chant as a class.
- Divide the class in half. Groups sing alternate lines, pointing to the relevant place in the classroom as they say it.

CD Track 8

Touch the window,  
Touch the door,  
Touch the cupboard,  
Touch the floor.  
Touch the bookcase,  
Touch the wall,  
Touch the board,  
And that is all!

3

## Say and guess.

- Demonstrate the activity using the example.
- Check pupils know what to do.
- Pupils spell and say a word in pairs.

## Activity Book, page 10

1

## Read and match.

- Pupils join lines from the words to the items in the picture.

## OPTIONAL ACTIVITIES

## Reinforcement

- Collect the flashcards from the objects in the classroom.
- Pupils close their books.
- Make nine groups. Point to an object, e.g. floor, and tell one group to make a label (of the word) for it.
- Repeat for the other eight groups with the other words. Don't say the word.
- Groups make their labels and stick them on the objects. They can refer to the wordcards for spelling if necessary.

## Extension

- Tell pupils to look at the picture in the Pupil's Book.
- Elicit some of the other things they can see, e.g. *I can see some books.*
- Start a chain: the next pupil says, e.g. *I can see some books and a computer.*
- After about eight objects, start another chain.

## 1 Listen, look and number.



- ☐ There's a chair. ☐ There are some pencils.
- ☐ There's a clock. ☐ There's a bookcase.

## 2 Listen and say.

Grammar Focus

There's a cupboard. There are some chairs.



## 3 Play the action game.

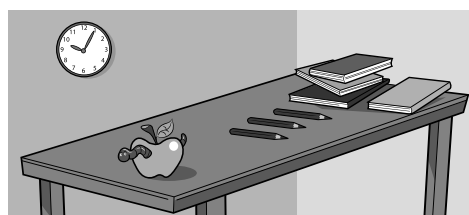


Lesson 2

There's / There are

11

## 1 Look, read and tick (✓).



- 1 There's an apple. yes ☒ no ☐
- 2 There's a clock. yes ☐ no ☐
- 3 There's a chair. yes ☐ no ☐
- 4 There are some pencils. yes ☐ no ☐
- 5 There are some rulers. yes ☐ no ☐

## 2 Look, read and complete.

is are

- 1 There is a house.
- 2 There are some windows.
- 3 There is a door.
- 4 There is a garden.
- 5 There are some flowers.



Lesson 2

There's / There are

11

## Objectives

- to review things in the classroom
- to present and practise *There's a ...* and *There are some ...*
- to practise listening for specific information
- to review the spelling of the objects in the classroom

## Language

**New language:** *There's a ...*, *There are some ...*

**Recycled language:** singular and plural nouns, vocabulary from Level 1: *house, book, ruler*

## Materials

Downloadable Class Audio, flashcards (the classroom): 18–26, Printable Wordcards 18–26

## Digital Minds

- Grammar 1 interactive activity
- Interactive Flashcards and Wordcards

## Basic competences

**Language competence:** Pupils say simple sentences using *There's* and *There are*.

**Language competence:** Pupils identify pictures using *There's* and *There are*.

**Social and civic competences:** Pupils cooperate as a class to play a game.

## Home-school link

- Augmented Reality: Grammar 1 interactive activity
- Online interactive activities: catching clouds game

## Pupil's Book, page 11

## Warm-up

- Stick the flashcards on the board.
- Write a number under each one.
- Pupils draw a 2 x 2 grid.
- Play a bingo game, calling out the objects at random.
- If pupils have the corresponding number, they cross it out.
- The first to cross out all four and call out *Bingo!* is the winner.
- Confirm correct answers with the wordcards.

1 CD1 19

## Listen, look and number.

- Pupils look at the picture in the Pupil's Book and read the sentences silently.
- Play the recording. Pupils listen and number.

## CD Track

- 1 There are some pencils.
- 2 There's a bookcase.
- 3 There's a clock.
- 4 There's a chair.

- They check in pairs. Play the recording again and check with the class.
- Elicit what they notice about the words (we use *There's a* with singular and *There are some* with plurals).

**Key:** 4, 1, 3, 2

2 CD1 20

## Listen and say.

- Play each sentence for pupils to repeat.
- Play the sentences again and pupils repeat.
- Listen for weak forms of *a* and *some*.
- Pupils practise saying the statements in pairs, substituting things in the room and pointing to them.

3

## Play the action game.

- Say sentences about the picture in the Pupil's Book, using *There's / There are*.
- Make some sentences true and some false.
- Pupils stand up if a sentence is true and sit down if it is false.

## Activity Book, page 11

1

## Look, read and tick (✓).

- Pupils look at the picture, read the sentences and tick 'yes' if they are true or 'no' if they are false.

**Key:** 2 yes, 3 no, 4 yes, 5 no

2

## Look, read and complete.

- Pupils look at the picture and complete the sentences with the words in the box.

**Key:** 2 are, 3 is, 4 is, 5 are

## OPTIONAL ACTIVITIES

## Reinforcement

- Write the nine classroom words on the board in jumbled letter order.
- Invite pupils to come to the board and write each word correctly.
- Other pupils in the class can help them by calling out the spelling.

## Extension

- Elicit two or three sentences about things in the classroom, e.g. *There's a board. There are some chairs.*
- Brainstorm words for things in the classroom (including other known words) and make a word map on the board.
- Individually, pupils write six sentences about the classroom. They head their writing *My classroom*. Each sentence begins with *There's* or *There are*.

**1** Listen and sing.

**2** Point and say.

There's a clock. There are some cats.

**12** Singing for pleasure

Lesson 3

**1** Look and match. Then listen to the song again and check.

**2** Draw a crazy classroom.

**12** Song practice

Lesson 3

## Objectives

- to review prepositions of place
- to sing a song with the class
- to give pupils further practice with classroom words
- to enable pupils to personalise what they have learnt

## Language

**New language:** the classroom

**Receptive language:** everyone, a lot of fun

## Materials

Downloadable Class Audio

## Digital Minds

- Karaoke song
- Interactive Flashcards and Wordcards

## Basic competences

**Language competences:** Pupils join in with a song.

**Cultural awareness and expression:** Pupils sing together as a class.

**Social and civic competences:** Pupils work together to ask and answer to describe a picture.

**Sense of initiative and entrepreneurship:** Pupils draw a classroom.

## Home-school link

- Augmented Reality: karaoke song
- Online interactive activities: karaoke song

## Pupil's Book, page 12

## Warm-up

- Use classroom objects to check *in*, *on* and *under*.
- Ask the class *Where's the pencil/pen?*
- Elicit the full answer: *It's on the desk.*

1 <sup>CD1</sup><sub>21</sub> Listen and sing.

- Pupils look at the picture in their Pupil's Book. Elicit what they can see and why the classroom is strange.
- Play the recording, pausing after each pair of lines for pupils to repeat.
- When pupils have learnt the song, practise it with the whole class.
- Use the karaoke version of the song (CD1, track 22) for pupils to sing in groups.

## CD Track 2

Hey, listen, listen everyone.  
 Our classroom's a lot of fun.  
 There's a door in the board.  
 There are some chairs on the wall.  
 There's a window in the cupboard,  
 But that isn't all.  
 There are some cats on the bookcase.  
 There's a dog on the desk.  
 And on the floor there's a clock.  
 Tick tock! Tick tock!

## 2 Point and say.

- Demonstrate the activity using the example.
- Pupils point to items in the picture and say a sentence in pairs.

## Activity Book, page 12

1 <sup>CD1</sup><sub>21</sub> Look and match. Then listen to the song again and check.

- Pupils draw lines to match the items as in the song.

**Key:** 2 a, 3 f, 4 b, 5 c, 6 d

## 2 Draw a crazy classroom.

- Pupils draw a crazy classroom, similar to the one described in the song, using items that they know in English.

## OPTIONAL ACTIVITIES

## Reinforcement

- Pupils sing the song from PB Activity 1 again.
- Put pupils into two groups with alternate groups singing a line each.

## Extension

- Write on the board the questions pupils can use:  
*What's this? It's a ... / Where is the ... ? It's ...*
- In pairs, they ask and answer about their pictures in their Activity Books.

## 1 Read and tick (✓).

1 Where are the rulers?

They're in the cupboard.

2 Where are the pencils?

They're under the chair.

a



b



a



b



## 2 Listen and say.

Where's the pencil?

Where are the books?

It's in the cupboard.

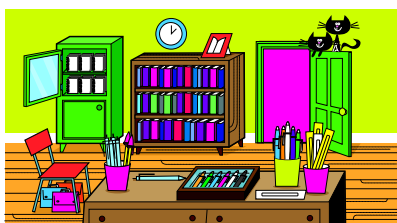
They're on the floor.



## 3 Look at the picture. Ask and answer.

Where are the notebooks?

They're in the cupboard.



Lesson 4

Where's ... ? / Where are ... ?

13

## 1 Listen and circle.

1



b



2



b



3



b



4



b



## 2 Look at the pictures in Activity 1. Read and match.

1 Where are the bags?

2 Where are the books?

3 Where are the rulers?

4 Where are the pens?

a They're under the chair.

b They're in the bookcase.

c They're under the window.

d They're on the floor.

Lesson 4

Where's ... ? / Where are ...

13

## Objectives

- to present and practise *Where are ... ?*, *They're ...*
- to give pupils further speaking practice of the language
- for pupils to listen for specific information

## Language

**New language:** *Where's ... ?*, *Where are ... ?*,  
*They're ...*, the classroom

## Materials

Downloadable Class Audio

## Digital Minds

- Grammar 2 interactive activity
- Interactive Flashcards and Wordcards

## Basic competences

**Language competence:** Pupils ask and answer simple questions.

**Social and civic competences:** Pupils work together to ask and answer about the locations of objects in a picture.

## Home-school link

- Augmented Reality: Grammar 2 interactive activity
- Online interactive activities: Popping balloons game



## Pupil's Book, page 13

## Warm-up

- Dictate letters from 'The classroom' in random order.
- Pupils work in pairs and write the letters down.
- They work out the words and spell them correctly.
- The first pair to put their hand up with the correct words comes to the board and writes them.

## 1 Read and tick (✓).

- Look at the pictures and elicit what pupils can see.
- Check pupils know what to do.
- Check the answers as a class.

**Key:** a ✓, 2 a ✓

## 2 Listen and say.

- Play the first question and answer.
- Pupils repeat.
- Do the same for the second question and answer.
- Pupils practise saying the questions and answers in pairs.

## 3 Look at the picture. Ask and answer.

- Look at the picture as a class and demonstrate the activity.
- In pairs, pupils ask and answer.
- Check two or three items as a class.

## Activity Book, page 13

## 1 Listen and circle.

- Pupils listen to the dialogues on the recording and circle the correct picture in each pair.

CD Track 24

- Where are the pens?  
They're under the chair.
- Where are the books?  
They're in the bookcase.
- Where are the bags?  
They're under the window.
- Where are the rulers?  
They're on the floor.

**Key:** 2 b, 3 a, 4 a

2 Look at the pictures in Activity .  
Read and match.

- Pupils draw lines to match the questions with the answers, referring to the pictures in Activity 1.

**Key:** c, 2 b, 3 d, 4 a

## OPTIONAL ACTIVITIES

## Reinforcement

- Pupils ask and answer using the pictures in AB Activity 1.
- Pupils can either cover Activity 2 or use it to help them.

## Extension

- Put two pencils on your desk and elicit the question *Where are the pencils?*
- Elicit the answer: *They're on the desk.*
- Put two pens under your chair and elicit the question: *Where are the pens?*
- Elicit the answer: *They're under the chair.*
- Pupils continue with other classroom objects, asking and answering.