

1

What do we like about school?

Lesson 1 The Big Question

Lesson Objectives

Introduce the unit and the Big Question: What do we like about school?

Activate knowledge and preview lessons from the unit.

Review language from previous units.

Language

Review: present simple (*I / we*)

Warm up 002

Play the song from the Starter Unit Lesson 1, encouraging the students to join in. Then play the song again and ask individual students to sing the lines in the verses with their own names instead of the character names.

Class Book pages 8–9

1 Look at the pictures with your teacher. Answer. What can you see?

- Talk about the pictures on pages 8–9. Encourage the students to tell you the names of all the things they can see.

SUGGESTED ANSWERS

a playground or children at school; a classroom; a pencil case; paintbrush and paints; a music lesson, etc.

TIP Use the Big Picture to lead into the Big Question video. Ask the students to look at the Big Picture and tell you their thoughts and ideas about what they see. Encourage them to use English where possible. If they use their own language, reformulate their ideas back to them in English. If you like, prompt them by asking questions, e.g. *Where do you think these children are? What are they doing? Are they happy? Why?* Encourage them to use their imagination, e.g. *What are their names? Which children are friends?* You could also ask them some personalized questions, e.g. *Can you climb?*

2 Watch the Big Question video. Do you like Ruby's playground?

Video transcript

See page 138.

ANSWERS

Students' own answers

KEY COMPETENCES Social and civic competence

Ask the students to think about the playground games in the film and how everyone plays nicely together. Encourage them to consider how playing in the playground can be fun if everyone co-operates and takes turns.

3 Watch the Big Question video again. What's pink and purple?

ANSWERS

the scooter

TIP Ask the students to join in saying the numbers when the narrator in the star post film counts, to encourage participation and maximize engagement with the video content.

Activity Book page 6

1 Listen and colour. 010

Audio transcript

Number 1 is blue.
Number 2 is orange.
Number 3 is white.
Number 4 is red.
Number 5 is brown.
Number 6 is green.
Number 7 is yellow.
Number 8 is purple.
Number 9 is pink.
Number 10 is black.

2 Trace and match. Point and say.

ANSWERS

a three b eight c ten d seven e two f four

Lesson 2 Vocabulary and song

Lesson Objectives

Present and practise classroom objects vocabulary.

Develop listening, speaking and word-level reading and writing skills.

Develop critical-thinking skills.

Language

New: *window, poster, board, door, cupboard, desk, bin, chair, bag, book*

Warm up

Play *Bingo!* from the Ideas bank on page 130 to review numbers 1–10.

Class Book page 10

1 Listen and point. Then listen and repeat. 011

- Play the recording for the students to listen and point to the correct items in the picture. Then play the recording again for the students to repeat the words, first chorally, then individually.

2 Listen and point. Then listen and sing. 012

- Play the song for the students to listen and point to the correct objects in the picture. Then play the song again and encourage the students to join in as much as possible.

3 Say what's in your classroom. Critical Thinking

ANSWERS

Students' own answers

TIP Mixed-ability teaching

- Support less confident students by asking them to listen to a word which a more confident student says, then go and find the object in the classroom, point to it and repeat the word they heard.
- Stretch more confident students by asking them to say not only the classroom object, but what colour it is, e.g. *A door. It's brown. or A brown door.*

4 Put on the stickers.

- Tell the students that one of the Activity Book activities involves putting on stickers. They will find the stickers at the back of their Activity Books.

Activity Book page 7

1 Read, find and number. Point and say.

ANSWERS

1 window 2 bin 3 desk 4 poster 5 bag 6 door
7 chair 8 cupboard 9 board 10 book

KEY COMPETENCES Learn to learn

Puzzle activities encourage students to develop skills of concentration and deduction, which are vital in developing problem-solving skills.

2 Look and put on the stickers. Trace. Point and say.

ANSWERS

window, poster, bag, bin, chair, door, cupboard, desk, book, board

KEY COMPETENCES Digital competence

The cognitive element to this sticker activity demands that the students work with visual and textual clues, which is a key skill in information and communication technology.

Lesson 3 Grammar

Lesson Objectives

Present and practise asking and answering questions to identify objects.

Develop listening, speaking, reading and writing skills.

Develop critical-thinking and communication skills.

Language

New: *What's this? It's (a bag).*

Review: *window, poster, board, door, cupboard, desk, bin, chair, bag, book*

Warm up

Review the classroom objects vocabulary from the previous lesson. Play the Unit 1 Lesson 2 vocabulary practice game on the iPack. Alternatively, you can play *What's missing?* from the Ideas bank on page 130, using the Unit 1 classroom objects flashcards from the Classroom Resource Pack.


Class Book page 11

1 Listen. Then repeat. 013

- Play the recording for the students to listen and follow the dialogue in their Class Book. Then play it again, pausing after each line for the students to listen and repeat.

2 Act out. Collaboration

TIP Mixed-ability teaching

- Support less confident students by dividing them into a Blue Clue group and a Norman group. Play  013 again and firstly just encourage the groups to physically act out the cartoon in turn without speaking. You can lead them by doing appropriate actions for each part. Then play the recording again and this time ask the groups to do the actions and join in speaking with the audio in turn.
- Stretch more confident students by organizing them into pairs to act out the cartoon independently (while you work with other students). Encourage them to think about their own appropriate actions. Stretch them further by suggesting they substitute the bin in the cartoon for another classroom item. Students can then act out their new cartoon for the rest of the class.

3 Look and guess. Then join the dots. Critical Thinking

ANSWERS

1 a desk 2 a chair 3 a cupboard 4 a bag

KEY COMPETENCES Sense of initiative and entrepreneurship

Before the students join the dots, encourage them to look at the numbers and dots and think about which classroom objects the dots might form. Making predictions and forming expectations prior to doing a task encourages a positive attitude towards problem solving. Don't tell them if their ideas are correct before they join the dots, but when they have finished the pencil activity, discuss with them which of the objects they guessed correctly and what helped them guess.

4 Listen and point. 014 **Critical Thinking**

- Play the recording for the students to listen and point to the correct pictures in activity 3.

Audio transcript

A What's this?

B It's a cupboard.

A What's this?

B It's a desk.

A What's this?

B It's a bag.

A What's this?

B It's a chair.

5 Ask and answer. **Communication**

TIP Mixed-ability teaching

- Support less confident students by displaying the on-screen version of Class Book page 11 on the iPack. Invite individual students to come to the board, point to one of the join-the-dots images and ask the group what it is. The rest of the group should put up their hands to answer. Repeat with different students coming up to the board.
- Stretch more confident students by organizing them into pairs to do the Communicate activity independently (while you work with other students). Encourage them to then play a game by taking it in turns to draw just part of one of the classroom objects they have learned, and guessing what it is.

Activity Book page 8

1 Listen and circle. 015

Audio transcript

1 A What's this?

B It's a door.

2 A What's this?

B It's a bin.

3 A What's this?

B It's a board.

4 A What's this?

B It's a cupboard.

5 A What's this?

B It's a chair.

6 A What's this?

B It's a poster.

ANSWERS

1 a 2 b 3 b 4 b 5 a 6 a

2 Colour. Trace, look and circle. Point and say.

- Students colour in the shapes in the puzzles which contain dots to reveal an object. They then trace the words and circle the correct word.

ANSWERS

1 window 2 poster 3 bin 4 book

Lesson 4
Vocabulary and story

Lesson Objectives

Present and practise stationery items vocabulary.

Develop listening, speaking and reading skills.

Check and consolidate understanding of the Classroom Land story.

Language

New: pencil case, rubber, ruler, pen, pencil sharpener, pencil

Review: What's this? It's (a bag).

Warm up 012

Play the song from Lesson 2 again, encouraging the students to join in. If you like, choose a song activity from the Ideas bank on page 131.

Class Book pages 12–13

1 Listen and point. Then listen and repeat. 016

- Play the recording for the students to listen and point to the correct pictures. Then play the recording again for the students to repeat the words, first chorally, then individually.

2 Listen and say. 017

Audio transcript

It's green.

It's blue.

It's purple.

It's red and black.

It's yellow.

It's pink.

ANSWERS

pencil, pencil case, pencil sharpener, pen, ruler, rubber

3 BEFORE YOU READ Look and answer. Where are the avatars?

ANSWER

In a classroom / In Classroom Land

4 Listen and read. 018

- Play the story recording for the students to listen and follow the story in their books.

5 AFTER YOU READ Watch the story video. Complete the activities.

TIP Before the students watch the story video, tell them to watch and listen carefully because they will be asked some more detailed questions in the Activity Book afterwards. Ask them to remember the people and the things in the story while they are watching. This will give them a purpose for watching and also help them with the follow-up activities in the Activity Book.

Activity Book page 9

1 Read, find and colour. Point and say.

ANSWERS

1 red 2 purple 3 green 4 yellow 5 blue
6 orange

2 REMEMBER THE STORY Circle the people and things in the story. Point and say.

- Tell students that not all of the people and things in the pictures are in the story. They should think about the Classroom Land story and circle the people and things which they remember from the story.

ANSWERS

People in the story: 1, 2, 4
Things in the story: 5, 8

3 Where's Norman in the story? Tick ✓ and say.

ANSWER

2 ✓

Lesson 5 Grammar

Lesson Objectives

Present and practise talking about possession and lack of possession.

Practise stationery items vocabulary.

Develop listening, speaking, reading, writing and communication skills.

Language

New: *I've got (a pen). I haven't got (a ruler).*

Review: *pencil case, rubber, ruler, pen, pencil sharpener, pencil*

Warm up

Review the stationery items vocabulary from the previous lesson. Play the Unit 1 Lesson 4 vocabulary practice game on the iPack or play *Pass the flashcards* from the Ideas bank on page 130 with the stationery items flashcards from the Classroom Resource Pack.

KEY COMPETENCES Digital competence

When you have played an iPack game with the students once, you can ask individual students to take your role as teacher to lead the same game on subsequent occasions in order to help them develop confident use of digital technology.

Class Book page 14

1 Listen and say the chant. 019

- Play the chant for the students to listen. Then play the chant again, pausing after each line for the students to repeat. Play the chant all the way through again and encourage the students to join in as much as possible.

2 Listen, find and tick ✓ or cross X. 020

Audio transcript

I've got a pencil sharpener.

I've got a pen.

I haven't got a ruler.

I haven't got a rubber.

I've got a pencil case.

I've got a pencil.

ANSWERS

✓ pencil sharpener, pen, pencil case, pencil
X ruler, rubber

3 Listen and repeat. 021

- Play the recording for the students to listen and repeat.

4 Play the guessing game. **Communication**

TIP Mixed-ability teaching

- Support less confident students by playing the guessing game with them. Hide a stationery item or a flashcard of a stationery item behind your back. Encourage the students to take turns to guess what you've got by saying the names of stationery items. Answer them each time as shown in the Class Book. Once the students have had plenty of aural practice of the grammar, encourage one of them to take your role. Repeat with different students.
- Stretch more confident students by asking them to play the game independently in pairs or small groups. Stretch them further by suggesting they guess not only the stationery items, but the colour, e.g. *Pencil! Yes, I've got a pencil. What colour? Blue! No! Red! Yes! etc.*

Activity Book page 10

1 Read and write A or B. Point and say.

ANSWERS

1 A 2 B 3 A 4 B 5 B

2 Trace and tick ✓. Point and say.

ANSWERS

1 pencil 2 rubber 3 ruler 4 book

Lesson 6

Cross-curricular

Lesson Objectives

- Learn about primary and secondary colours in English.
- Review and practise colour vocabulary.
- Develop listening, speaking, reading and writing skills.
- Develop critical-thinking skills.

Language

New: *a colour wheel*

Review: *blue, red, yellow, orange, green, purple, grey, pink, brown*

Warm up

Review the Starter Unit colour vocabulary and the classroom objects and stationery items from this unit by playing *I spy colours!* from the Ideas bank on page 129.

Class Book page 15

1 Listen and point. Then listen and repeat. 022

Audio transcript

- 1 Look! Blue, red and yellow.
- 2 Red and yellow make orange. Red and yellow ... Orange!
- 3 Blue and yellow make green. Blue and yellow ... Green!
- 4 Red and blue make purple. Red and blue ... Purple!

2 Look and colour.

ANSWERS

1 blue 2 red 3 blue

3 Complete the colour wheel.

- Tell the students to look at the colours on each side of the blank segments in the colour wheel. Ask them what each of the missing secondary colours are (they are the blend of the colours either side).
- Tell the students to complete the wheel by colouring.

ANSWERS

Colour wheel from the top: yellow, orange, red, purple, blue, green

CROSS-CURRICULAR NOTE The colour wheel

- A full colour wheel shows primary, secondary and tertiary colours. If you mix a primary colour with the secondary colour next to it on the colour wheel, this will make a tertiary colour. If you mix the primary colour blue with the secondary colour green, for example, the tertiary colour will be turquoise.
- Artists use the warm colours of the colour wheel (from red through orange to yellow) for things they want to come forwards or towards us in a painting. They use the cool colours (from violet or purple through blue to green) to make things seem more distant in a painting.

4 What's your favourite colour in the wheel? Critical Thinking

TIP Extend this activity to a class survey to find out the most popular colours in the class. Tell the students to raise their hands if their favourite colour is blue, for example. Then ask all the students whose hands are not raised to count with you as far as they can. Repeat with other colours. Keep a tally on the board so you can find the most and least popular colours in the class.

KEY COMPETENCES Cultural awareness and expression

Making things is a great way for students to express their ideas. It stimulates their imagination and sense of creativity. You could ask the students to make and paint a colour wheel, so that they can physically mix their own secondary colours.

Activity Book page 11

1 Trace and colour. Then colour and tick ✓.

ANSWERS

1 green 2 orange 3 purple

KEY COMPETENCES Mathematical competence and basic competences in science and technology

The colour mix sums teach students about the relationship between primary and secondary colours, developing basic competence in science.

2 Follow, colour and circle. Critical Thinking

ANSWERS

1 pink 2 brown 3 grey

TIP Curriculum link

If the students are learning art in their own language at school, encourage them to tell their art teacher what the names of primary and secondary colours are in English. If they make a colour wheel in your English class, you can also suggest that they take it to their art class.

Lesson 7

Literacy and culture

Lesson Objectives

Develop literacy skills and familiarize students with a poster text.

Raise awareness of culture in the UK.

Raise awareness of the importance of being polite.

Language

New (passive): *Mr, Mrs, head teacher, art and craft, music, PE teacher*

Review: *school, is*

Warm up

Play *Word match* from the Ideas bank on page 131 with the classroom objects and / or stationery items flashcards and wordcards from this unit.

Class Book page 16

1 BEFORE YOU READ Look at the photos.

- 1 Where are the people?
- 2 Who are the people?

ANSWERS

1 at a UK school 2 teachers and school children

2 Listen and read the poster. 023 Then answer your teacher's questions.

- Play the recording. Then ask the students questions to check their understanding, e.g.
 - 1 How many teachers are there? (4)
 - 2 Is the teacher in picture 3 the music teacher? (Yes)
 - 3 Is the teacher in picture 2 the PE teacher? (No, she's the arts and crafts teacher.)
 - 4 Is the teacher in picture 4 the head teacher? (No, she's the PE teacher.)

TIP Ask the students if they know why some of the teachers are called *Mr* and some are called *Mrs*. Encourage them to guess or try to work it out by looking at the photos.

CULTURE NOTE Personal titles

In the UK we use *Mr* for men and *Mrs* for married women. *Miss* is used for unmarried women. We also use *Ms*, which doesn't specify if a woman is married or not. We use these titles with surnames (or family names), not first names.

OUR VALUES Focus the students on the Our Values feature. Tell them what it says and use the picture as an example of being polite, i.e. greeting your teachers when you see them at school. Ask them if they can think of other ways they can be polite at school, e.g. remembering to say please and thank you, listening and not speaking when other people are speaking, putting their hand up to ask a question, etc. You might like to make a chart with these different ways of being polite and the names of all the students in the class. When you witness a student being polite in one of these ways, reward them by (e.g.) sticking or drawing a star next to their name.

3 AFTER YOU READ Complete the activities.

- Students complete the activities on page 12 of the Activity Book.

Activity Book page 12

1 Trace and circle.

ANSWERS

1 Mr 2 Mrs 3 Mr 4 Mrs

2 Draw two teachers. Write the name of your school. Say. **Creativity**

ANSWERS

Students' own answers

COMMUNITY TASK Students can make a poster showing all the teachers in the school, or they can make a poster showing all the students in their class and their favourite teachers. They can each contribute to the poster by adding photos / pictures of themselves and writing their names, or by each choosing one particular teacher to write about.

KEY COMPETENCES Digital competence

Students could use a computer to make the class poster. They could take photographs of the teachers at the school and of each other with a mobile phone or digital camera and use these to illustrate the poster. They can also use different fonts and text styles to make their posters attractive. In this way, you can help them develop their skills and confidence in using ICT.

DIGITAL COLLABORATIVE LEARNING A sense of audience greatly increases learners' motivation to write. Digital collaborative learning is a means to gain a genuine audience. Extend activity 2 and the Community Task by setting up a real class blog and asking the students to upload photos of themselves and their favourite teachers to it, and to caption the photos with their names / their teachers' names, and the subjects the teachers teach. Link together more than one class blog in the school for a wider audience. See the digital collaborative learning section in the Introduction.

Lesson 8

Sounds and speaking

Lesson Objectives

Present and practise the pronunciation of the sound /r/.
Develop speaking and communication skills.
Review and practise classroom objects and stationery items vocabulary.

Language

Review: *red, rubber, ruler, pencil sharpener, bag, chair, pencil, bin, desk, pencil case*

Warm up

Review the grammar from Lessons 3 and 5. Play the Unit 1 Lesson 3 and Lesson 5 grammar practice games on the iPack again. Alternatively, you can play *Slow reveal* from the Ideas bank on page 130 using the Unit 1 stationery flashcards from the Classroom Resource Pack, and *Possessions* from the Ideas bank on page 132 using classroom objects.

Class Book page 17

1 Listen and repeat. 024

- Play the recording for the students to listen and repeat the words with the /r/ sound.

2 Listen. Say the tongue twister. 025

- Play the recording for the students to listen and then join in with the tongue twister.

3 Play the game. **Communication**

- Organize the students into groups to play the game in the Activity Book.

Activity Book page 13

1 Play the game in groups. Trace. **Communication**

TIP Demonstrate the game by displaying the Activity Book page on-screen via the iPack and playing with individuals from the class for a few minutes. When you land on an item, trace the dots of the corresponding item on the whiteboard with a board pen. When a student lands on an item, ask them to come to the board and do the same.

KEY COMPETENCES Social and civic competence

As you are monitoring while the students are playing the game, encourage good social and interpersonal skills, e.g. turn taking and patience while the other team members are playing.

Lessons 9 and 10

The Big Question Review

Lesson Objectives

Review and practise all vocabulary and grammar from the unit.
Answer the Big Question.
Develop creative skills.
Self-evaluation of progress.

Language

Review vocabulary: *board, poster, window, door, cupboard, bin, desk, book, bag, chair, pencil case, rubber, ruler, pen, pencil sharpener, pencil*

Review grammar: *What's this? It's (a bag). I've got (a pen). I haven't got (a ruler).*

Warm up

Play the Review game on the iPack or ask the students to choose one of the flashcard games from the unit to play.

Class Book page 17

1 Watch and answer the questions on the review video.

Video transcript

See page 138.

ANSWERS

See video transcript.

2 Find and write.

- Students turn to pages 94–95 in their Class Books. They look for the classroom objects in the picture, then write the words, using the Picture Dictionary in the Activity Book to help them.
- Students choose and write their favourite words for this unit in the Picture Dictionary.

3 Answer. **Communication**

ANSWERS

Students' own answers

TIP Ask the students to make their own answer post for the unit's Big Question. They can do this by drawing a picture to illustrate their answer and adding a profile picture of themselves. You can help them to write their answer post in English. Make a Big Question poster with all their answer posts to display in your classroom or school.

DIGITAL COLLABORATIVE LEARNING Alternatively, students can post their answers onto a school blog or share their answers through a blog with other schools. See the digital collaborative learning section in the Introduction.

4 Make a mini book. Write. Read at home. **Creativity**

- Students make and complete their mini book.

KEY COMPETENCES Learn to learn

The mini book provides an opportunity for personalization. Personalizing the language they have learned in the unit encourages the students to take ownership of their language learning.

5 Colour.

SELF-EVALUATION This self-evaluation activity encourages the students to reflect on their learning. Discuss the students' ratings with them. Ask them to think about what they would like to improve on in the next unit, and encourage them to take pride in the things they have done well.

TIP You might like to set up a system for students to tell you more regularly and immediately how they are coping in class activities. Distribute small green, orange and red pieces of card per child. Then after a lesson, you can ask, *How was your work today?* and encourage the students to hold up red for OK, orange for good or green for excellent. You can also choose to pause during an activity and ask for a show of cards to gauge how the students are managing.

Writing Practice Units 1–3**Class Book** pages 94–95**ANSWERS**

1 poster 2 door 3 window 4 bin 5 chair 6 book
7 board 8 bag 9 cupboard 10 desk

Picture Dictionary Activity Book page 96**ANSWERS**

Students' own answers

Mini Book Activity Book pages 119–120**ANSWERS**

Students' own answers

Unit test

The students are now ready to do the unit test. See Oxford Premium.