

3 My classroom

Vocabulary I

Aims: to learn about school objects. To learn a chant.

Target language: chair, pen, pencil, table; Pick up a (pen)! Point to a (chair)!

Review: colors.

Receptive language: What's this? What color is it?

Materials: CD1, flashcards with classroom objects, self-made flashcards with colors, colored pencils and marker pens.

Presentation

- Stick flashcards that show classroom objects on the board. Point to each item T: *Chair*. Students: *Chair*.
- Pick up a colored pen and pencil. T: *What's this?* Students: *A pen*. T: *What color is it?* Students: *It's (red)*. Then say different colors and classroom objects for students to point to. T: *A (red) (pencil)*. *A (white) (chair)*.
- Mime and say *point* as you point to an object and *pick up* as you pick an object up. T: *Point to a table*. Students repeat after you and copy your actions. T: *Pick up a red pencil*. Again students say and mime your actions.

Student's Book, page 20

1 Listen and chant.

- Direct students to Student's Book, page 20, activity 1. T: *Look! This is a classroom. Look at the red and blue pencils. Look at the yellow chair and a big table*. Emphasize the names and colors.
- Say an object and its color or size and have students find it in the picture and repeat after you. T: *Point to a red pencil*. *Point to a big table*, etc.
- Play track 1.34. Encourage students to mime the actions as they listen.

A pencil. A pencil. Pick up a pencil.
A chair. A chair. Point to a chair.
A pen. A pen. Pick up a pen.
A table. A table. Point to a table.
(x2)

1.34

- Play the chant again. Encourage students to join in the chant and point to or show the items mentioned.
- Play the chant again for all students to practice.
- Once the students have learnt the chant, ask them to chant to the karaoke version (Track 1.35).

2 Listen and stick.

- Direct students to the sticker page at the end of the book and have them look at the stickers for this activity. Encourage them to say the classroom objects they see.
- Play track 1.36 and have students point to the correct stickers.

Table, chair, pen, pencil.

1.36

- Replay the track, pausing for students to place the stickers in appropriate places. Check answers as a class.
- Ask each student to look at the stickers. T: *What's this?* Students: *It's a (table)*.
- Place students in pairs and have them ask each other about the items. Ensure that pairs swap roles.

3 Find and check (✓).

- Ask students to look at their stickers from activity 2.
- Have students name each classroom item and then check (✓) the corresponding item they see in the main picture.

TPR

Give each student a name of a classroom object. Explain that when you say the item, the student has to stand up. Have students place a pen and pencil on their desks. T: *Point to a pen*. *Pick up your pencil*. *Point to a table*. *Pick up your chair*. Have students follow the order you give them.

Activity Book, page 20

1 Look and match.

- Ask students to identify close-up items in the first column and name the objects. Describe the colors of the objects, too. Have students repeat after you. T: *A (blue) (pen)*.
- Have students match the fragments with the pictures in the second column and check answers with their partners. Then ask them to color the objects.
- Ask volunteer students to point to two classroom objects of their choice and to describe them. Students: *A red pencil and a blue chair*.
- If you set this as homework, tell students to match the pictures. Correct the answers in the next class. If you have time, ask students to say the color and the object.**

UNIT 3 MY CLASSROOM

1 LISTEN AND CHANT. CD 1.34 KARAOKE CD 1.35

2 LISTEN AND STICK. CD 1.36

table ✓ chair ✓ pen ✓ pencil ✓

3 FIND AND CHECK (✓).

VOCABULARY I: CHAIR, PEN, PENCIL, TABLE. PICK UP A (PEN). POINT TO A (CHAIR).

Vocabulary II

Aims: to learn more classroom objects. To describe colors and quantities.

Target language: bag, book, crayon, eraser, A (green) (book).

Review: numbers 1–5; colors; chair, pen, pencil, table.

Receptive language: How many...? What color?

Materials: CD1, flashcards with classroom objects, colored pencils or crayons.

Presentation

- Place flashcards of new items on the board. Point to each one and say the item represented. Have students repeat after you.
- In L1, ask students to place on their desk a bag, book, crayon, eraser, pen and pencil.
- Go to a student's desk and point to his/her items. T: A (yellow) bag. A (green) eraser, etc. Have each student describe his items in the same manner.

Student's Book, page 21

4 Listen, point and say. Then listen and check (✓) or cross (X).

- Direct students to Student's Book, page 21, activity 4. Ask students to tell you what items they see and what color they are. Students: A yellow bag.
- Deliberately ask students wrong questions. T: A big red bag. Students: No! A big yellow bag. T: A small pink book. Students: No! A big green book. Continue with as many variations as possible.
- Direct students' attention back to the activity. Explain that they have to check the item they hear.
- Play part one of track 1.37 and have students point to the items. Then play part two and have students point to the correct items.

Part 1

It's a bag.
It's an eraser.
It's a crayon.
It's a book.

Part 2

Look! It's a yellow bag.
Look! It's a blue eraser.
Look! It's a red crayon.
Look! It's a green book.

- Play the second part of track 1.37 with pauses for students to complete the activity. Check answers as a class.
- Then point to the bag. T: What color is it? Students: Yellow. Continue with all the items.
- Place students in pairs and have them ask and answer. Ensure that partners swap roles.

5 Look and color. Then say.

- Ask students to look at activity 5. T: Are these pencils? Students: No! Crayons. T: What colors are they? Students: Red, etc. T: How many crayons? Students: Five.
- Have students complete the activity. Explain that they have to color the crayons in reverse order as the example. Then have each student tell you what colors their crayons are.

TPR

Place students in small groups and ask them to pool pens, pencils, bags, books and erasers. Explain that you are going to say an object and a number and the groups have to show you them. T: Five pencils. Students show five pencils. Add colors to the game, e.g. five red pencils, and pick up speed to add fun to the activity.

Activity Book, page 21

2 Find and color.

- Have students look at the main picture and tell you if they can see any objects. Then have them look at the small pictures and name the objects and colors. Students: A yellow eraser.
- Then have students color the spaces containing a dot the colors of objects presented in the small pictures.
- Ask each student to tell you the answers. Place students in pairs. One student points to an item for the other to say what it is. Student: A yellow eraser.
- If you set this as homework, tell students to find the items in the picture and color them in the correct color. Students can compare pictures at the beginning of the next class. If you have time, ask students to name the objects and colors.
- Answers: yellow eraser, blue book, pink pen, green bag.

Optional activity

- On the board draw three red pencils, a small green eraser and a big yellow bag. T: Look! Three red pencils, a small green eraser and a big yellow bag.
- Have students draw classroom objects of their choice to present to the class.

4 LISTEN, POINT AND SAY.

THEN LISTEN AND CHECK (✓) OR CROSS (X).

5 LOOK AND COLOR. THEN SAY.

VOCABULARY II: BAG, BOOK, CRAYON, ERASER. A (RED) (BOOK). COLORS, NUMBERS, SCHOOL OBJECTS.

21

Song

Aims: to describe classroom objects. To learn a song.

Target language: a (big) (bag); What's in your bag?

Review: classroom objects; colors; numbers 1–5; big, small.

Receptive language: What's in the classroom? Can you see a table?

Materials: CD1, flashcards of classroom objects, self-made flashcards with colors and numbers.

Presentation

- Stand in front of the class, say and mime *big* and *small*. Have students repeat after you.
- Ask students to show you something *big* in the classroom. Then have them show you something *small*.
- Explain that you will say a classroom item and students have to point to it. T: A (big) (red) (chair). Students point to the chair. Do this with at least five classroom objects.

Student's Book, pages 22–23

6 Listen and color.

- Direct students to Student's Book, pages 22–23. Say different items and have students point to them. T: *Look at the chair. What color is it?* Students: *Red*. T: *Is it big or small?* Students: *Big*.
- Ask students to look at the toys and if they know who they are. In L1, ask if students have seen the film these characters are in (Woody and other characters come from the *Toy Story* movies). If possible, have students describe them in L1. If necessary, explain that the characters have different names in English. (See page T24 for details of the characters).
- Direct students to Activity 6. T: *Point to the small bag.* Students point to it. Explain that students have to color the bags according to what they hear.
- Play track 1.38. Have students point to the bags.

- It's a big bag. It's blue.
- It's a small bag. It's green.

1.38

- Replay track 1.38 and have students color the pictures.
- Check answers as a class. T: *What color is number 2?* Students: *It's green*. T: *Is the blue bag small?* Students: *No! Big*.

7 Listen and sing.

- Have students take out their notebooks. Explain that you will say an object and they will draw it. T: *A pencil. A crayon. A book*. Check what students have drawn.
- Tell students that they will listen to a song. Ask them to point to the objects they have drawn when they hear them.
- Play track 1.39. Check that students are pointing to the correct items.

Chorus: A big bag, a small bag.
What's in your bag?
(x2)

1.39

A red pencil
A red pencil
A red pencil

(Chorus)

A blue crayon
A blue crayon
A blue crayon

(Chorus)

A green book
A green book
A green book

(Chorus)

- Tell students they will hear the song again but this time to raise their hands when they hear *red*, clap when they hear *blue* and stamp their feet when they hear *green*. Play track 1.39.
- Repeat and encourage all students to sing along.
- Once the students have learnt the song, ask them to sing with the karaoke version (Track 1.40).

8 Listen and circle. Then say.

- Ask students to look at activity 8. Have them tell you what they see. Student: *A red book*.
- Explain that students have to circle the object they hear.
- Play track 1.41 and have students point to the objects they hear.

A: What's in your bag?

1.41

B: A red book and a yellow crayon.

- Replay track 1.38 and have students circle the correct objects. Ask each student to say the answer.

6 LISTEN AND COLOR. CD 1.38

1 blue

2 green

SONG: A (BIG) (BAG). BIG, SMALL. COLORS. SCHOOL OBJECTS. A (RED) (BOOK).

TPR

Ask students to take out their colored pencils and to place them on their desk. Explain that you will say a color and they have to put that pencil in their bag or leave it on their desk. T: *Red pencil in your bags. Blue pencil in your bag. Yellow pencil on your table.*

Activity Book, page 22

3 Look and draw.

- Ask students what they usually have in their bags. T: *What's in your bag?*
- Direct students to the activity 3. Have students say which objects they have in their bag.
- Tell students to draw and color the objects in the bag.
- **Answers:** *A red pencil, a blue crayon, a green book.*
- **If you set this as homework, tell students to draw the objects they have in their bags.**

4 Find and circle.

- Have students look at each row and tell you what they see.
- Explain that students have to circle the odd one out. Check answers as a class. Have each student tell you one answer. Students: *One, book.*
- **Answers:** 1 – *book*, 2 – *chair*, 3 – *bag*.
- **If you set this as homework, tell students that they have to circle the odd one out. Check the answers in the next class. If you have time, ask students to say the names of the objects and the color.**

Optional activity

- Place students in a circle. Give each second student a flashcard. The student with the flashcard has to turn to the student on his/her left and then right. Those students say the items they see.

Extra activity

Place students in pairs. Ask each student to draw four items and to color them. Have students give their drawings to their partners to describe.

Story

Aims: to review language from lessons 1–3. To listen to a story.

Target language: *Your bag, please. Here you are.*

Review: classroom objects; *What's in your bag?*

Receptive language: *Who's this? What color is your bag?*

Materials: CD1. Optional: story cards from this and previous lessons, a sheet of paper for each student.

Presentation

- Choose a student. T: *Your bag, please.* When the student hands you their bag, have them to repeat after you: *Here you are.* Continue with a few more items and then have students continue in pairs.

Student's Book, page 24

- Work on the story, following the instructions on page I13.
- If possible, invite students to sit in a circle rather than at their desks.
- T: *Today, it's story time!* Ask students to open their Student's Books to page 24.
- Hold up your book and point to the characters from the story. T: *Look! This is Mickey. This is Goofy. This is Minnie and Pluto.*
- Have students tell you in L1 what they see in the pictures. Encourage them to guess what may happen in the story without confirming or rejecting any of their ideas. (They are going on a trip. Mickey places the bags in the car he asks what's in them. Pluto has packed a bag full of bones, which he tries to hide under a box of crayons).

9 Listen and answer.

- Tell students they will hear a story. Explain they have to listen carefully and answer the question: *Pluto, what's in your bag?*
- Play track 1.42. You can use your book to show students which frame is being read. Students can also follow the story in their books.

- 1 Mickey: Hi Minnie! Your bag, please.
Minnie: Here you are.
2 Mickey: What's in your bag?
Minnie: A big book... and a big pencil.
3 Mickey: Hello Goofy! Your bag, please.
Goofy: Here you are.
4 Mickey: What's in your bag?
Goofy: A blue pen... and a small pencil.
5 Mickey: Pluto? What's in your bag?
6 Mickey: A red crayon... a blue crayon... and...
Minnie: Oh, Pluto!

1.42

- Repeat the question: *Pluto, what's in your bag?* Encourage students to answer correctly (*Crayons*).
- Ensure students have understood the story by asking them to briefly summarize it.
- Replay track 1.42 stopping at each frame to ask the following questions. Picture 1: *What color is Minnie's bag?* (*Green*.) Picture 2: *Is it a big bag or small bag?* (*A big bag*.) Minnie, *what's in your bag?* (*A big book and a big pencil*.) Picture 3: Point to the car: *What color is it?* (*Red*.) How many people can you see? (*Three*.) Picture 4: *Is it a big bag or a small bag?* (*A small bag*.) Goofy, *what's in your bag?* (*A blue pen and a small pencil*.) Picture 5: *Is it a big bag or small bag?* (*A big bag*.) Picture 6: *Pluto, what's in your bag?* (*Crayons*.)
- Replay the track, stopping at each frame. Encourage students to repeat the sentences together, then point to individual students and ask them to repeat.

10 Now act the story out.

- Assign a role to each row of students in your class, Mickey, Minnie, Goofy and Pluto. Encourage them to act out the story with words and gestures from their place as you play the audio. Invite volunteers to act out the story up front for the class.

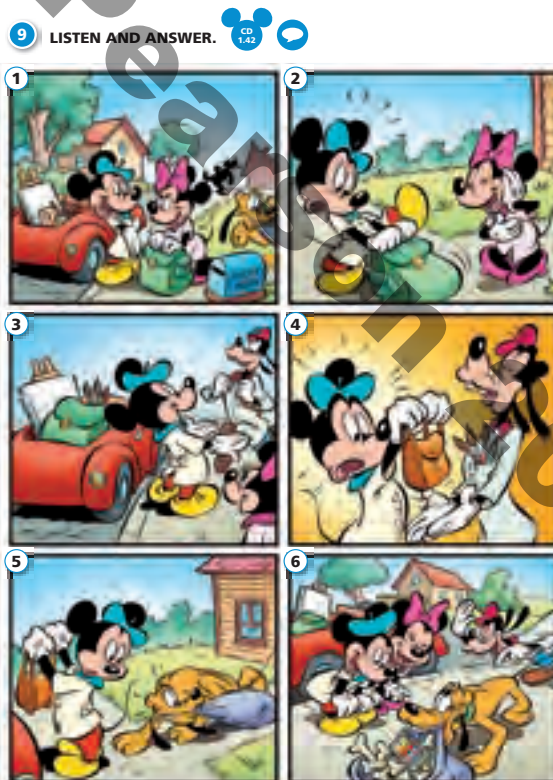
Activity Book, page 23

5 Follow and color.

- Point to a bag and ask students to describe its contents.
- Ask students to follow the lines from the characters to the bags with their fingers. Ask students to color in the bags using the colors of the portrait frames. Check answers as a class. T: *Goofy?* Students: *Yellow.*
- Answers:** Mickey (*blue*), Minnie (*pink*), Goofy (*yellow*).
- Place students in pairs. Ask each pair come to the front of the class with their bags. Have them ask each other what's in their bag and answer appropriately. Encourage students to use adjectives they have learnt.
- If you set this as homework, tell students to follow the lines and color the bags. Check the answers in the next class. If you have time, students can say the names of the characters and the color.**

Extra activity

Ask students to draw their backpack with items of their choice in their notebook.



10 NOW ACT THE STORY OUT.

STORY: YOUR (BAG), PLEASE. HERE YOU ARE. BIG, SMALL. COLORS. SCHOOL OBJECTS. A (SMALL) (BAG). A (RED) (BOOK).

Skills

Aims: to review language from lessons 1–4. To play a game with cut-out cards.

Target language: *A (red) (crayon), please. Here you are.*

Review: colors; numbers 1–5.

Receptive language: *What color is it? Show me (a bag). Touch something (red).*

Materials: CD1, colored pencils or marker pens.

Review

- Place students in small groups. Have them draw five school items of their choice. Explain that you will say a few school items and the first group that will have all the items must say *Bingo!* to win.

Student's Book, page 25

11 Listen, color and draw. Then say.

- Direct students to Student's Book, page 25, activity 11. Have them tell you what the two objects are and what items they could possibly add to them.
- Explain that they have to complete the drawings with the items they hear.
- Play Track 1.43 and have students tell you the items they heard. Place flashcards of the items mentioned on the board.
- Replay the track and this time ask students to tell you what colors they heard.


- 1 Look! It's a bag. (...) A green bag. (...) And a crayon. (...) A small blue crayon. 1.43
- 2 Look! It's a table. (...) A red table. (...) And a book. (...) A big yellow book.

- Play the track again, this time with pauses for students to draw the missing items. Then have students color them. Check answers as a class. Then say: T: *The (bag). What color is it?* Students: *(Green)*. T: *What's in the bag?* Students: *A (small, blue crayon)*. Repeat with the table.
- Place students in pairs. One student describes an item from the activity in as much detail as he can for his/her partner to guess which one it is.

UNIT
3

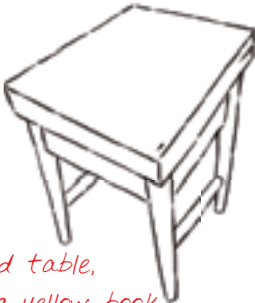
11 LISTEN, COLOR AND DRAW. THEN SAY. CD 1.43

1




green bag,
small blue crayon

2



red table,
big yellow book

12 GO TO PAGE 77. CUT OUT. THEN LISTEN AND PLAY. CD 1.44



SKILLS: BIG, SMALL, COLORS, SCHOOL OBJECTS. A (SMALL) (BAG), A (RED) (BOOK).

25

12 Go to page 77. Cut out. Then listen and play.

- Have students cut out the cards on page 77. Have each student choose four objects to describe to you.
- Have students look at the photo on page 25 and tell you what they see. Ask if they can guess what game they will play.
- Play Track 1.44.

A: A green pencil and a small bag, please.

B: Here you are.

1.44

- Explain that the aim of the game is for students to hand each other the card their partner asks for.
- Place students in pairs. Ask them to place the two sets of cards face-up.
- Have one student choose a card and ask the partner for the same one.
- Monitor students to make sure they take turns and to help them if necessary.
- Extend the game by having students place cards face down and find matching pairs.

TPR

Tell students to choose one of their cut-outs. Then have students go around the class and try to find classmates with the same cut-out. (If a student cannot find a matching classmate, have him/her choose another card). When they have done so, the students describe their cut-out.

Optional activity

- Have students choose three of their cut-outs and to place them on their desks. In L1, explain that you will describe a card and the students who have it clap their hands. Repeat as many times as possible if time allows.

Activity Book, page 24

6 Find the odd one out and circle.

- Have students look at each row and to describe each item in it.
- Explain to students that they have to circle the odd one out.
- Have students check their answers with their partners. Ask each student to tell you the correct answers.
- Answers:** 1 – *It's a big red table.* 2 – *It's a small pink book.* 3 – *It's a big blue crayon.*
- If you set this as homework, tell students to look and circle the odd one out.**

7 Find and color.

- Have students look at the books and tell you which pairs they see. (*A small green book – a big green book*). Explain to students they have to color the book in the missing color.
- Have students complete the activity and then tell you what color they have used.
- Answers:** *pink.*
- If you set this as homework, tell students to find the missing color and color the book. Check the answers in the next class.**

Extra activity

Place students in pairs. Each student has to describe four objects for his/her partner to draw and color, e.g. *A big blue table*. Encourage students to use the adjectives learnt. Have students present their drawings to the class.

Aims: Social science – to review and describe classrooms. To extend classroom objects vocabulary. To make a poster.

Target language: *board, carpet, desk.*

Review: classroom objects; colors; *big, small.*

Receptive language: *Look! It's a carpet.*

Materials: CD1, flashcards with school objects; a sheet of paper for each group of students, scissors and glue.

Presentation

- Draw new vocabulary items on the board, saying each item and having students repeat after you. Then have students come to the front of the classroom. Say an item from the drawings for the student to point to.
- Extend by placing all flashcards of classroom objects learnt earlier in the unit on the board, pointing to them and having students tell you what they are.

Student's Book, page 26

13 Listen, point and say. Then check (✓) or cross (x).

- Direct students to Student's Book, page 26, activity 13. T: *Look at 1. What's this?* Students: *A carpet.* Ask students to look around in their classroom and to point to different school objects they have learnt.
- Explain to students that they have to point to and repeat the item they will hear. Play track 1.45.

- 1 It's a carpet. Carpet.
- 2 It's a chair. Chair.
- 3 It's a desk. Desk.
- 4 It's a board. Board.

1.45

- Tell students you are going to replay the track and that this time they have to point to the item in their classroom. Replay track 1.45.
- Have students check or cross the items they have or don't have in their classroom. Check answers by saying an item and having students say *yes* or *no*.

14 Listen and circle. Then say.

- Direct students to Activity 14 and have them describe each picture as best they can. T: *One.* Students: *board, red, yellow, carpet, small tables.*
- Ask which photo is most similar to their own classroom and which one they like best.
- Explain that they have to circle the classroom described in the listening.
- Play track 1.46 and have students circle the correct picture.

Look at my classroom!
A red and blue carpet... small tables... and small chairs.

1.46

- Then place students in pairs and ask them to describe a picture for their partners to guess. Ensure that students swap roles.

15 Make a poster.

- Have a class discussion in L1 on what students like and don't like about their classroom. Ask them what they would like it to have and what colors they'd like their tables, chairs, carpets, etc to be.
- Place students in small groups. Give each group a sheet of paper. Explain that they have to draw their ideal classroom in as much detail as possible.
- As students work, play a song or chant from this unit while students are working.
- Have students present their work to the class and then place their posters in classroom display.

TPR

In L1, explain to students that you will describe a classroom object. If you describe it using a color, they have to stand up. If you describe it using a size, they have to stamp their feet. T: *A red carpet.* Students stand up. T: *A big chair.* Students stamp their feet.

Optional activity

- Tell students you are going to say a few objects or adjectives and they have to find the odd one out in each phrase. T: *Red, blue, turn around, green.* Students: *Turn around.* Use flashcards to illustrate the words.
- Pick up speed as you continue the activity to add to the excitement.

Activity Book, page 25

8 Follow the sequence and color.

- Direct students to Activity Book, page 25, activity 11. Ask what colors they can see in the carpets.
- Explain that they will color the carpets following the sequence.
- Have each student tell you what color their carpets are.
- **If you set this as homework, tell students to look carefully at the sequences and follow them to complete the carpets.**

9 Look at the color and trace.

- Have students look at activity 12. Say a color and have students point to it.
- Ask students to trace over the lines and then have them tell their partners the colors they have used.
- **If you set this as homework, tell students to trace the line in the correct color. Check the answers in the next class.**

Extra activity

Have each student draw three big and three small school objects and to color them in using different colors. Then ask them to describe them either to you or to present them to the class.



13 LISTEN, POINT AND SAY. THEN CHECK (✓) OR CROSS (x). CD 1.45

Students' own answers

1 2 3 4

14 LISTEN AND CIRCLE. THEN SAY. CD 1.46

1 2

15 MAKE A POSTER.

CLIL: BOARD, CARPET, DESK, BIG, SMALL, SCHOOL OBJECTS. A (SMALL) (CHAIR).

Review 3

Aims: to review the material from unit 3. Self assessment.

Review: classroom objects; *big, small; A (big) (book). A (red) (eraser).*

Receptive language: *What's missing? It's a (blue) (crayon).*

Materials: CD1, flashcards with vocabulary of all units taught. Optional: Worksheet 8 for each student.

Review

- Hold up or point to a school object. T: *What's this?* Students: *(A pencil).* T: *What color is it?* Students: *(Red).*
- Continue with all school objects taught.
- Then collect from the students different school objects. Hold them up to show the students. T: *(holding three pencils) How many pencils?* Students: *Three.* T: *What colors are they?* Students: *(Red, green, blue).* T: *Are they big or small?* Students: *Big.*
- Continue with other school objects.

Student's Book, page 27

1 Listen and check (✓). Then say.

- Direct students to Student's Book, page 27, activity 1.
- Ask them to look at the two desks and have two volunteer students describe each one. Then say an item and have students point to it. T: *A pink bag.* Students point to the pink bag. Continue until all items have been mentioned.
- Explain to students that they have to check the picture being described.
- Play track 1.47 and have students check the correct box. Replay the track for students to check their answers.

Look! It's a blue crayon ...

A green pen ...

A small eraser ...

A big red book ...

And my bag!

It's big and yellow!

1.47

- Place students in pairs. Explain that one student will say an item for their partner to point to. Ensure that students swap roles.

REVIEW
3

1 LISTEN AND CHECK (✓). THEN SAY. CD 1.47



✓



2 DRAW AND SAY.







REVIEW 3: BIG, SMALL, COLORS, SCHOOL OBJECTS. A (SMALL) (BAG), A (RED) (BOOK).

27

2 Draw and say.

- Ask students to pick up their bags. Then ask each student to tell you what's inside it.
- Have students draw their bags and a few items that are inside it. Ask them to color their drawings and then to present them to the class.

TPR

Have students sit in small groups of four or five. Give each student a flashcard facing downwards. Explain that as you play music, the students have to keep passing their flashcard (still face-down) to the person on their right. When the music stops, you will say *color, number, school object, family member or body parts* and the students with a card from that group have to stand up and say it to the class.

Activity Book, page 27

1 Find and check (✓).

- Ask students to describe all the objects they see.
- Explain that students have to find their way out of the maze and check off the objects they come across as they do so.
- Have students complete the activity and to check their answers with their partners.
- If you set this as homework, tell students to follow the path out of the maze and check the objects they see.
- **Answers:** *a blue book, a green pencil, a pink eraser, a yellow bag, a blue crayon.*

2 Say and stick.

- **This activity should be done in the class.**
- Direct students to the sticker page at the end of the book and look at the stickers for this activity. Students assess their own skills: if they can say the correct English words for all the pictures in a given box, they can put a sticker with the film character in the box.
- Gently correct students if they make mistakes and help weaker students to answer correctly.

Optional activity

Ask students to look at activity 1 in their Student's Books. Explain that they have to draw two desks with the same items on each one but in different colors and sizes, just like in the activity. Alternatively they can draw a classroom. Next, have the students describe a picture. Their partner should listen and point to the objects.

Progress assessment

- Resource Pack, Level 1, Evaluation sheet 3.

Extra practice 3, page 26

1 Count and draw •.

- Students look at the main picture and find the classroom objects shown in the top row. Explain that they have to draw as many dots as the number of items they see.