

Cambridge University Press 978-1-108-41457-9 — PEC Course Level 1 Teacher's Book Caroline Nixon , Michael Tomlinson Excerpt <u>More Information</u>

# Our new school

## Unit 1 learning outcomes

- In Unit 1, learners learn to:
- talk about school
- describe where objects are using prepositions
- ask questions using Where is / Where are ...?
- ask and answer using This is / These are
- read for correct information
- be kind

**Materials** video, digital poster, coloured pens or pencils, drawing paper

## Self-assessment

• SA Say Open your Pupil's Books at page 6. Say Look at the picture. Ask Where is it? (A school) Say Where are we? We're in school. Encourage learners to repeat. Say Point to red/blue/yellow/green. Learners point. Point to different objects in the picture, e.g. desks, chairs, clocks and board, and ask What colour is this? Use self-assessment (see Introduction). Say OK. Let's learn.

#### Warm-up

- Say *Close your books*. Mime closing your book. Learners copy. Ask *Can you remember?* Mime thinking. Say *Hmm* ... *a green chair*.
- Learners call out what they can remember from the picture.

# Pupil's Book, page 6

# Watch the video. Write or draw a school word.

- Say *In this unit we're talking about school*. Say *Let's watch the video*. To introduce the topic of the unit, play the video.
- Say Look at page 6. Point to the chairs. Point to the desks. Now point to the board. Show the empty board with space to write. Say Let's draw on the board.
- Mime looking around the classroom, seeing something and deciding to draw it. Start to draw. Tell learners *Find something in the school. Draw it and write the word.* Monitor as learners draw. If it is a word they don't know, you can tell them.

**Fast finishers** These learners can draw a second item and write the word.

# mission Make our classroom English

- Show the digital Mission poster. Say *Let's make our classroom English*. Say *Hello! We speak English!* Wave and encourage the learners to call out *Hello!* and wave back.
- Say *Point to number 1*. Say *We label the classroom*. Act out putting labels on things. Learners copy the mime.
- Say *Point to number 2*. Say *We learn new words*. Act out turning pages in a dictionary. Learners copy.
- Say *Point to number 3.* Say *We make a poster*. Mime drawing a poster and sticking it on the wall. Learners copy.
- Say *Point to number 4*. Say *You'll be the teacher!* Point to yourself and encourage the learners to point to you.
- Say *This is our Mission. Show me the Mission.* Encourage the learners to mime the sequence by saying the words again and acting it out while they copy.
- For ideas on monitoring and assessment, see Introduction.

# Activity Book, page 6

### My unit goals

- Go through the unit goals with the learners. You can read these or if you prefer you can put them onto the board or a poster.
- You can go back to these unit goals at the end of each Mission stage during the unit and review them.
- Say This is our Mission page.

- Demonstrate the actions *stand up*, *sit down* and *shake hands*.
- Go around the class pointing and giving each learner a colour: *red*, *green*, *yellow* or *blue*. If you point and alternate between colours, you should end up with roughly equal groups of each colour.
- Say *Hello ... blues*. Learners who are blue wave to you. Repeat with red/green/yellow.
- Say *Reds stand up!* Red learners do this. Say *Reds sit down*. Repeat with the other colours.
- Say *Greens say hello*. Greens call out hello. Repeat with other colours.
- Say *Yellows shake hands*. Yellows shake hands with each other. Repeat with other colours. Say *Everyone shake hands*. All learners shake hands.
- If you have any very confident learners, invite them to the front to do the instructions. You can whisper these to help them if they need it.

More Information

# Vocabulary 1

Learning outcomes By the end of the lesson, learners will be able to recognise and use school words.

**New language** bag, book, chair, classroom, crayon, desk, pen, pencil, pencil case, rubber, teacher

Recycled language colours, names, numbers

Materials flashcard of living room, classroom objects (pencil, rubber, school bag, crayon, desk, chair, book, pen, pencil case), audio, video

### Warm-up

• Ask Where are we? Chant We're at school, we're at school. Learners repeat. Put up the flashcard of the living room. Chant We're at home, we're at home. Learners repeat.

### Presentation

- Say Let's talk about school. Use classroom objects. Point to yourself. Say Teacher. Learners repeat. Repeat with classroom, desk, chair, pencil, rubber, bag, crayon, book, pen, pencil case.
- Choose seven learners to come to the front. Give them one classroom object each. One learner holds up their object. The class calls out the word. Continue.
- Learners sit down. Point around the classroom. Learners say the words.
- Say Well done. You can say school words.

# Pupil's Book, page 7

## 1 🔐 🔐 Listen and point. Then listen and number.

- Say Open your Pupil's Books at page 7. Look at the picture.
- Indicate the caption. Read it.
- Ask Where's the pencil case? The class points. Repeat.
- Play Track 1.07. Learners point to the classroom objects. CD1 Tracks 07 and 08

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(1) Teacher:
               Hello, Jim. Hello, Jenny. This is your classroom.
(2) Teacher:
               I'm Miss Kelly. I'm your teacher.
Jenny:
               Hi. Miss Kellu.
(3) Jenny:
               Look! I've got my bag. It's green!
               Hello.
Jim:
(4) Teacher:
               This is your desk, Jenny. It's yellow.
(5) Teacher:
               And this is your book.
Jenny:
                Ooh. Thank uou.
                My chair's red. And my book's purple.
(6) Jenny:
Teacher:
                Tom and Eva, this is Jenny and this is Jim.
Tom:
               Hello, Jenny.
               Hello, Jim.
Eva:
(7) Tom:
               Look at my pencil, Jim. It's brown.
(8) Tom:
                And this is my rubber. It's white.
(9) Jim:
                And this is my pen. Look! It's black.
(10) Eva:
                Cool! And look at my crayon. It's pink.
(11) Teacher:
               Yes, yes, and my pencil case is grey! OK, children.
                Now, be quiet and sit down, please. Open your
                books at page 2.
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- Say Look at page 7. Show the spaces next to the words. Ask • What's number 1? (Classroom) Point out the example.
- Say Listen and number. Play Track 1.08. Learners number the school objects. Monitor.
- Ask, e.g. What's number 2? Learners point to the objects around the classroom.
- Ask Where's the tractor? Can you find it? Learners find the hidden picture of the tractor in the picture on the Pupil's Book page and point to it (on the cupboard).

Key: 2 teacher 3 bag 4 desk 5 book 6 chair 7 pencil 8 rubber 9 pen 10 crayon 11 pencil case

# Say the chant.

- Say Listen and say the chant. Play the audio or video. Learners point and chant.
- Divide the class into two groups. Say Chant and jump when *I point*. Play the audio or video and point to the first group for the first line, the second group for the second line, etc. CD1 Track 09

Classroom, bag, teacher (x2) Desk, chair, book (x2)

Pencil, rubber, pen (x2) Crayon and pencil case (x2)

## 3 6 b Siten, point and say the colour.

- Focus on the picture. Ask questions, e.q. What's this? (A desk) What colour is it? (Yellow) Repeat for all items.
- Play the audio and pause after number 1. Learners call out Yellow. Play the rest of the audio. Learners respond. CD1 Track 10
  - 1 Where's Jenny's desk? What colour is it?
  - 2 Where's Tom's pencil? What colour is it?
  - 3 Where's Jenny's bag? What colour is it?
  - 4 Where's Eva's crayon? What colour is it?
  - 5 Where's Tom's rubber? What colour is it?
  - 6 Where's Jim's pen? What colour is it?
  - 7 Where's Jenny's chair? What colour is it?
  - 8 Where's the teacher's pencil case? What colour is it?
- 9 Where's Jenny's book? What colour is it? Learners play the same game in pairs.

Key: 1 yellow 2 brown 3 green 4 pink 5 white 6 black 7 red 8 grey 9 purple

# **Activity Book page 7**

See pages TB120-132

- Say This is our lesson. We learnt about school words.
- **SA** Point to classroom items. Ask *Do you know the words?* Use self-assessment (see Introduct ion). Learners show how they feel.
- Say You can say the words well. Good work.







The Friendly Farm

1

**Learning outcomes** By the end of the lesson, learners will be able to ask and say where things are and use prepositions of place.

New language in, next to, on, under

**Recycled language** colours, names, school, *It's / They're*, *It isn't / They aren't* 

**Materials** classroom objects (pen, pencil, crayon, rubber, pencil case, book, bag), flashcard of Gracie, audio, video, digital poster, a soft toy

### Warm-up

- Put a pen, pencil, crayon, rubber, pencil case and book into a bag. Show the bag. Ask *What is it?* (*It's a bag.*) Ask *What's in the bag?* Learners guess. As learners suggest items in the bag, say *Yes! The (book) is in the bag!*
- **SA** Use self-assessment techniques to check how well learners think they understand the vocabulary. See Introduction.

## Presentation

- Show a flashcard of Gracie. Ask *Who is it?* (*Gracie*) Put it under your desk. Ask *Where's Gracie?* Mime looking. Say *She's under the desk*. Say *under* and indicate 'under' with your hand. Learners repeat.
- Put the flashcard on the desk. Ask *Where's Gracie?* Learners point. Say *She's on the* ... Learners say *desk*. Repeat *on*, demonstrating with your hand on the desk. Say *She's on the desk*. Learners repeat.
- Repeat the sequence with *next to* (put the flashcard next to the desk) and *in* (put the flashcard in a desk drawer).
- Repeat, putting the flashcard in different places (on a chair, in a bag, next to a book, etc.) Ask *Where's Gracie?* Give the flashcard to a learner to put somewhere. If they are a stronger learner, they can ask *Where's Gracie?* If not, ask the question and choose the next learner to answer correctly to put the flashcard in a new place. Repeat a few times.

# Pupil's Book, page 8

# The Friendly Farm song

• Play the introductory song at the beginning of the cartoon story. Mime a happy face on the first two lines, do a thumbs up on the third line, and mime waving at the animals on the fourth line. Learners listen and watch. Repeat. Learners listen, sing and copy the actions. Repeat. CD1 Track 11

See The Friendly Farm song on page TB5



- Say Open your Pupil's Books at page 8. Ask Who can you see in the pictures? Learners name the characters. Ask What's this? Point to the crayon. Repeat with other objects (pencil, desk, bag).
- Ask Who is the teacher? Is the book in the bag? Write the questions on the board. Say Listen. Play the audio or video. Learners listen and read. CD1 Track 11

The Friendly Farm song + see cartoon on Pupil's Book page 8

- Learners answer the questions in pairs before the class check (*Gracie is the teacher. No, the book isn't in the bag.*)
- Play the audio or video again. Pause after each frame and check comprehension by asking questions:
  Frame 1: Who has the bag? (Gracie)
  Frame 2: Where's the pencil? (It's under the desk.)
  Frame 3: Where's the crayon? (It's on the desk.)
  Frame 4: Where's the bag? (It's next to the desk.)
  Frame 5: Who is coming? (Jim and Jenny)
  Frame 6: Where is the book? Say It's in Gracie's mouth! Point to your mouth.
- Play the audio or video again. Mime as you play it. Learners copy. Dip down and gesture 'under' with your hands for frame 2, stand up and gesture 'on' with flat palms for frame 3, gesture 'next to' by showing the space next to you for frame 4.
- Put the learners into groups of seven and give each group a role from the sketch (Gracie, Rocky, Shelly, Harry, Cameron, Jenny, Jim). They read the speech bubbles. All learners repeat the mimes as they read.

**Extension** Tell learners to cover the cartoon and to try to remember. Ask questions: *Where's the pencil?* (*It's under the desk.*) *Where's the crayon?* (*It's on the desk.*) *Where's the bag?* (*It's next to the desk.*)

# Activity Book, page 8

See pages TB120–132

## **Ending the lesson**

- **SA** Repeat the self-assessment technique used at the start of the lesson to see how well learners think they understand the vocabulary. Is there any change?
- Show the class a soft toy. Ask *What's his/her name?* Learners can think of a name.
- Put the soft toy somewhere in the classroom, e.g. on a book. Ask Where's (name of soft toy)? Learners answer. Choose a learner to put the soft toy somewhere else. Ask Where's (name of soft toy)? Learners answer. Continue, nominating learners to put the soft toy in different places.

**Extra support** Learners who find answering difficult can move the soft toy.

TB8

## Language practice 1

**Learning outcomes** By the end of the lesson, learners will be able to ask and write sentences about where things are, using prepositions.

**New language** *Where is/are ... ? It's / They are in / on / next to / under ...* 

Recycled language school

**Materials** In the classroom 1 flashcards, classroom objects, audio, sticky labels (two for each learner), digital Mission poster, Teacher's Resource Book page 14 worksheet

### Warm-up

• Go around the room asking What is it? (It's a desk.) What are they? (They're crayons.)

## Presentation

- Point to the flashcards in various locations, highlighting single objects. Ask *What is it? How many? Where is it?* (e.g. *It's next to the book.*)
- Point to the objects, highlighting plurals. Ask *What are they? How many? Where are they?* (e.g. *They're on the desk.*)
- Say, e.g. It's under the chair. Learners say (e.g. The pencil case is under the chair.)

# Pupil's Book, page 9

## Gracie's Grammar

- Say *Open your Pupil's Books at page 9*. Point to Gracie's Grammar box. Write the same sentences on the board.
- Learners copy the sentences.
- Play the audio. Pause for learners to repeat each sentence. CD1 Track 12

See Pupil's Book page 9

- Draw a small square desk next to the sentence *It's on the desk*. In a different colour, draw a crayon on the desk.
- Learners draw a picture to illustrate each sentence in their notebooks. Monitor and check.
- In pairs, learners point to their pictures and respond, e.g. *It's on the desk.*

# Listen and stick. Then look, read and write.

• Play the audio. Learners point to the sticker and where it goes.

CD1 Track 13

- 1 Gracie: Where's the rubber, Harry?
  - Harry: The rubber's on the desk. Gracie: Very good, Harry.
  - Shelly: The rubber's on the desk.
- 2 Gracie: Where are the crayons?Shelly: The crayons are in the pencil case.Gracie: Good.

- 3 Gracie: Where's the pen? Shelly: The pen's under the book.
- 4 Gracie: Where are the pencils?Shelly: The pencils are next to the book.
- Play the audio again. Learners stick in the stickers.
- Say Look at Activity 1. How many sentences? (Four)
- Underline The rubber's and The pen's. Ask How many? (One)
- Underline The crayons are and The pencils are. Ask How many crayons? (Three)
- Say Read and write the word. Learners write.

Key: 2 in 3 under 4 next to

# mission Stage 1

- Show learners the first stage of the digital Mission poster: 'Labels'. Say *We label the classroom. Let's make labels.* Give out two sticky labels to each learner.
- Learners complete the worksheet task in the Teacher's Resource Book page 14 (see teaching notes on TRB page 7).
- Alternatively, if you do not have the Teacher's Resource Book, give out two sticky labels to each learner.
- Display flashcards of classroom objects. Choose one and ask *What is it?* (e.g. *A pencil case*) Write the word next to the flashcard.
- Choose a plural item. Ask *What are they?* (e.g. *Pens*) Write it up.
- Say Look at the pictures. Choose two. Write two words.
- Choose five or six stronger learners to come to the front to demonstrate. Ask them *Where is/are (an object)?* If they have this word on their label, they find an example of each object in the room, stick on the sticker and say *Here it is! / Here they are!* The rest of the learners find the object and stick on their label, saying *Here it is!*
- For ideas on monitoring and assessment, see Introduction.

# Activity Book, page 9

See pages TB120-132

# Activity Book, page 6

- Say Look at page 6 of your Activity Book. Review My unit goals. Ask How is your Mission?
- Learners reflect and choose a smiley face for *My mission diary 1*. Monitor.

- **SA** Go back to Stage 1 on the digital Mission poster. Say *We labelled the classroom. Good work.* Add a tick to the 'Labels' stage or invite a learner to do it. Use selfassessment (see Introduction).
- Give out a completion sticker.



1 Vocabulary 2 and song Listen and colour. Then sing the song. 6 d 1.14 1 Jenny, Jenny's in the playground. Jim, Jim is in the classroom. The yellow book is on the bookcase. The teacher's next to the window. The red bag is on the grey wall The white paper's in the cupboard and the ruler's under the desk. and the board's next to the door. Yes, it is. Yes, it is. Yes, it is. door wall window board playground bookcase paper ruler cupboard Look! Miss Kelly Ask and answer. is next to the window. Where's your teacher? Where's the ruler? It's under the desk. 10 **Extension of classroom objects** 

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**Learning outcomes** By the end of the lesson, learners will have practised the language through song.

**New language** board, bookcase, cupboard, door, paper, playground, ruler, wall, window

**Recycled language** classroom, colours, *Where is/are ... ?*, prepositions

**Materials** In the classroom 2 flashcards, coloured pens or pencils (including yellow, white, red, grey), audio, video

### Warm-up

- Ask Where are we? (We're in the classroom.) Repeat.
- Ask Where's (name of learner)? Learners call out He/She is in the classroom.
- The first learner asks Where's (name of second learner)? Learners call out *He/She is in the classroom*.
- The second learner asks the question about a third learner.
   Extra support Give learners the sentence to repeat.
   Stronger learners Learners can add extra information after the class say *In the classroom*, e.g. *And she's next to the desk*.
- SA Use self-assessment techniques to check how well learners think they understand the vocabulary. See Introduction.

# Pupil's Book, page 10

# Listen and colour. Then sing the song.

- Say Open your Pupil's Books at page 10. Ask the names of the items in the picture. Alternatively, use the flashcards of the classroom. Point to the items and ask What is it? (board, bookcase, paper, cupboard, playground, window, wall, ruler, door) Learners repeat each word several times.
- Go through the items again and for each one ask *What colour is it?*
- Draw a picture of a ruler and a small bookcase on the board. Ask two stronger learners to come to the front. Give one a blue board marker and one a red board marker. Say *The ruler is red. Colour it in.* The learner with the red pen colours in the ruler quickly. Say *The bookcase is blue. Colour it in.* The learner with the blue pen colours in the bookcase.
- Say *Let's listen and colour*. Show the learners coloured pens or pencils. Say *Find yellow, find red, find white*. Check they have the right pens or pencils. When the learners are ready, play the audio or video. Learners listen and colour. CD1 Track 14
  - Rocky: I'm Rocky-Doodle-Doo and ... here's our song for today: In the classroom.

See song on Pupil's Book page 10

# Vocabulary 2 and song

- Play the audio or video again if necessary.
- Check answers.
- Play the audio or video again. Learners repeat the song. They hold in the air the pen or pencil of the colours as they hear them.
- Divide the class in half. Give each group a different part of the song. They sing again and wave their pens, but only for their part.

Key: book - yellow, paper - white, bag - red

**6** b **1.15 Extension** Once learners are confidently singing along to the song, try singing the karaoke version as a class.

## Ask and answer.

- Point to the first picture. Learners ask *Where's the ruler?* and answer *It's under the desk*.
- Learners work in pairs to ask and answer about the four pictures. Monitor and check.
- Check answers.
- Show the picture of Rocky in the bottom right-hand corner. Read out the question. Stand next to the board. Learners call out (*Your name*) *is next to the board*. Stand in a different place. Repeat. Continue around the room.

**Key:** Where's the paper? It's in the cupboard. Where's the yellow book? It's on the bookcase. Where's the board? It's on the wall / next to the door.

# Activity Book, page 10

See pages TB120-132

## **Ending the lesson**

- SA Repeat the self-assessment technique used at the start of the lesson to see how well learners think they understand the vocabulary. Is there any change?
- Ask a learner to stand up, e.g. next to the window. Ask Where's (name)? Learners answer, e.g. (next to the window). Choose another learner. Encourage them to stand somewhere different in the room. Ask Where's (name)? Learners answer. Continue with different learners. Show them they can go under things, e.g. a desk, or in things, e.g. the cupboard, to make it fun.

**Extra support** You can choose weaker learners to stand in different places for this activity.

**Stronger learners** You can choose these learners to answer the questions.

Language practice 2

**Learning outcomes** By the end of the lesson, learners will be able to ask and answer what singular and plural nouns are.

**New language** *What's this? It's a ... / What are these? They're ...* 

Recycled language classroom

Materials clothes pegs, small pictures of classroom objects, In the classroom 1 and 2 flashcards or real objects, sticky notes, pieces of paper, audio, video, digital Mission poster

### Warm-up

- Give each learner a picture of a classroom object and a clothes peg. They peg the picture to their clothes.
- Peg a picture to yourself and demonstrate. Go to a learner and point to your own picture. Ask *What is it?* The learner answers. Ask *What colour is it?* The learner answers. The learner asks the same questions, pointing to their own picture. You answer.
- Learners mingle, asking and answering questions.

## Pupil's Book, page 11

# **1 A S** What are they talking about? Listen and tick $\checkmark$ .

- Point to the pictures. Learners say the names of the items (*a bookcase, table and chairs, pencils*).
- Play the audio. Learners listen and tick the picture they are talking about. Check answers.

CD1 Track 16

Boy:Ooh! Look, Mum! What's this?Woman:It's a table ... and what are these?Boy:They're chairs.

Key: Picture 2

## Presentation

- Draw on the board the outline of a large house with a door. Stick up one sticky note to represent a window.
- Point to the window and ask *What's this?* (*A window*) Say *This is a window*. Learners repeat. Ask *How many?* (One)
- Stick up seven more sticky notes. Ask *What are these?* (*Windows*) Say *These are windows*. Learners repeat. Ask *How many?* (*Eight*)

# Gracie's Grammar

- Write the four sentences from Gracie's Grammar on the board. Read each one and learners repeat.
- Learners copy the sentences in their notebooks.
- Divide the class into two. Tell one group they will repeat questions and the other they will repeat answers. Play the audio, pausing so learners can repeat. Swap roles.

**CD1 Track 17** See Pupil's Book page 11

# 2 Look at the pictures in Activity 1. Ask and answer.

- Point to the pictures and ask *What's this? What are these?* Learners answer.
- In pairs, learners ask and answer questions about the pictures.

ExtensionLearners walk around the classroom and askand answer questions about objects in the room.Extra supportLearners can read the questions fromtheir books.

# mission Stage 2

- Show learners the second stage of the digital Mission poster: 'Words'. Say *We learn new words*.
- Show learners In the classroom flashcards or real items. Ask the names.
- Say *Look at the classroom*. Find an object they don't know in English. Ask *What's this?* When the learners don't answer, put a coloured sticky note on it as a marker.
- Put learners into small groups. Give out a sticky note to each group. They find something in the room they don't know in English and put a sticky note on it.
- Learners then look around the room and choose one sticky note each. Say *Ask me*. Learners point to the object and ask *What's this? / What are these?* Give each word. Learners repeat several times. Write the words on the board.
- Learners draw what they have chosen on pieces of paper and write the word.

**Fast finishers** Learners can do a second object. **Alternative** Learners point to objects in the room and don't use sticky notes.

- Keep the drawings and words for the final Mission stage.
- For ideas on monitoring and assessment, see Introduction.

# Activity Book, page 11

See pages TB120–132

## Activity Book, page 6

- Say Look at page 6 of your Activity Book. Review My unit goals. Ask How is your Mission?
- Learners reflect and choose a smiley face for *My mission diary 2*. Monitor.

- **SA** Go back to Stage 2 on the digital Mission poster. Add a tick to the 'Words' stage. Use self-assessment (see Introduction).
- Give out a completion sticker.

