

1 My school bag

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1 Look at the photos. Talk with a friend.
1 How many school bags can you see? 3 What colour is your school bag?
2 What colours are they?

2 Listen and match the bags to the children.

3 Draw three objects in your bag and write.
I've got _____ and _____ in my school bag.

4 Find out about your friend's bag.
What's in your bag? I've got a ruler. Me too!
It's a notebook!

5 Read, think and write.
1 ✓ It's in Max's bag. ✗ It's not in my bag. It's _____
2 ✓ It's in my bag. ✗ It's not in Max's bag. It's _____
3 ✗ It's not in my bag. ✗ It's not in Max's bag. It's _____

THINK BIG Which bags are good?

Eva Sue Ben Tom

EXAM PRACTICE MATERIALS

Reading and Writing Part 1
Soft ball; coloured pencils; classroom objects: crayons, a book, a pen, a pencil, an eraser, a ruler (optional); various bags, e.g. plastic shopping bag, handbag, bin bag, sports bag (optional); mini whiteboards (optional)

Unit objectives

LISTENING	Listen for colours and spelling of names; listen to a chant giving classroom instructions.
SPEAKING	Answer questions with <i>What ...?</i> and <i>How many ...?</i> ; use classroom language: <i>How do you spell? Can you say that again? What's this? What are these?;</i> give instructions, e.g. <i>Put the ... in the school bag.</i>
READING	Read and think of answers to a puzzle; read and identify classroom objects.
WRITING	Describe the contents of your school bag.
VOCABULARY	School objects: <i>book, computer, crayon, notebook, pen, pencil, rubber / eraser, ruler;</i> classroom furniture: <i>bookcase, cupboard, desk, keyboard, mouse, poster, wall;</i> colours: <i>blue, green, orange, pink, purple;</i> prepositions: <i>in, next to, on</i>
NON-YLE VOCABULARY	<i>Let's tidy up!</i>

SPEAKING Task 1

- Write the category *colours* on the board. Learners stand up at their desks. Choose a confident learner to start the game. Throw a soft ball to the learner and ask them to say a colour. They throw the ball to a friend who says another colour, and so on. Repeat the game using the categories *school objects* and *transport*. Keep the game fun and brisk. Don't be too strict if a learner can't think of a word quickly. The idea of the game is to energise and engage learners.

- Ask the class to look at the images of children going to school. Ask *Where are the children going?* Elicit or teach the different modes of transport seen in the images (*walk, ride a horse, ride a bike, run*). Ask learners to tell you some other ways of going to school, e.g. *by bus, by train*.
- Focus learners on the questions under the photos. Check they understand that *How many ...?* asks about a number. Read the questions together. Then ask learners to read and answer questions 1 and 2 in pairs.
- Model a conversation based on question 3 with one or two learners, e.g. *What colour is your bag? It's red.* Learners then ask each other round the class. (See *Open pairs*, p.52.)

Feedback: Praise learners for good turn-taking and listening. Emphasise the importance of listening to each other in pairwork.

Answers

- seven
- The girl pushing the wheelchair has a blue bag. The girls on the horse have two bags: one has many colours (pink, purple, orange, blue) and the other is pink and purple. The girl on the bike has a green bag; the boy's bag is black and orange. The children who are running have a bag each – one is black and the other is pink.
- Learners' own answers

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LISTENING Task 2

- Focus learners on the images in task 2. Ask *How many children can you see? How many school bags are there? What colours are they?*
- Play dialogue 1 on the audio. Learners listen and point to Eva and the orange bag. Learners listen to dialogues 2–4 and draw lines between the children and their bags.
- Play dialogue 1 again. Learners listen and read the child's name on the label on the orange bag (*Eva*). Then learners listen to dialogues 2–4 again and write the names on the relevant labels.
- Learners compare their answers in pairs. Then nominate individual learners to give answers. Ask individuals to come to the front of the class to write the children's names on the board as the rest of the class spell the names for them. Round off the task by pointing to one of the children in the photos and asking *Who is this? What colour is their bag?*

Extra support: Play each part of the audio twice or more, depending on the confidence and ability of your class.

Track 2

1

Eva: Hi. My name's Eva. My bag's orange.

Teacher: How do you spell 'Eva'?

Eva: E-V-A.

Teacher: Here you are.

2

Sue: Hello. I'm Sue. I can see my bag. It's the green one.

Teacher: How do you spell 'Sue'?

Sue: S-U-E.

Teacher: Here you are.

3

Ben: Hi, I'm Ben. My bag's yellow.

Teacher: How do you spell your name?

Ben: B-E-N.

Teacher: Here you are.

4

Teacher: Is your bag pink and blue?

Tom: Yes, it is.

Teacher: What's your name?

Tom: Tom. That's T-O-M.

Teacher: Thanks, Tom!

Answers

- 1 orange bag: Eva 2 green bag: Sue 3 yellow bag: Ben
 4 pink and blue bag: Tom

THINK BIG

- Ask the class *What bags do you have?* Have learners share ideas in small groups (see *Think-pair-share*, p.52). Alternatively, bring different types of bags to class, e.g. a plastic shopping bag, a sports bag, a handbag, a bin bag, and have learners guess what bags you have brought. Ask learners to suggest one item that could be found in each bag.
- Look at the bags in the Think Big section together and read the question. Learners share their ideas and possible reasons for their answers.

Feedback: Create a classroom where learners feel at ease to share their ideas. Accept learners' ideas about the bags without judging, and explain simply how plastic bags are not good for our planet. (You could show some online photos to support this.) Link the topic to learners' own lives by asking what they can do to avoid using so many plastic bags, e.g. by reusing bags, using paper bags or saying *No, thank you!* when offered a plastic bag. Remember some discussion may take place in L1 at this level, but try to keep this to the minimum.

SPEAKING Task 3

- Learners work in small groups with their books closed. Give them 30 seconds and ask them to name as many items as they can which they have in their school bags (see *Timekeeping*, p.53). Have the group appoint one learner to be scribe and write the objects on a sheet of paper or on a mini whiteboard.

- Learners open their books again and look at the drawing of Max's school bag. In the same small groups as before, have learners identify the objects in the bag and tick any items on their list which are the same.

Extra support: Encourage learners to swap their lists with another group to check each other's spelling.

Answers

two notebooks, five pencils, two pens, three crayons, a ruler

WRITING Task 4

- Model the task first by drawing an imaginary school bag containing a notebook, an eraser and three pencils. Ask learners to tell you what's in your school bag. (Keep this drawing on the board for tasks 5 and 6.)
- Write the sentence from the task on the board and complete it with learners' help, e.g. *I've got a notebook, an eraser and three pencils in my school bag.* Draw attention to the use of *a / an* and the plural *-s* if necessary.
- Ask learners to work individually. They draw their own objects and write the words in the sentence.

Suggested answers

I've got a ruler, an eraser and five crayons in my school bag.

SPEAKING Task 5

- Indicate your drawing of a school bag on the board. Choose a confident learner and ask *What's in your bag?* Have the learner look at their own drawing to answer. If they mention an object you have on the board, say *Me too!* and point to the object. Repeat this step with two volunteers modelling the dialogue together.
- Learners work in pairs and carry out the dialogue. Monitor and circulate throughout the task. Ask for a show of hands to indicate how many identical objects learners found.

Extension: Play *Stand up if it's true*. Say *I've got a ruler in my school bag*. Learners stand up if the statement is true for them and remain seated if it is not true. Continue the game with more items.

READING Task 6

- Read item 1 together. Invite volunteers to give ideas of how they could complete the sentence, e.g. *It's a ruler*. Encourage learners to think and complete the sentence in their book with their own ideas. Repeat the above step with the other two sentences in the task.
- Circulate and check learners are completing the task correctly. Praise learners for using *a / an* before the name of the object. Round off the task by having volunteers read and share their examples.

Answers

Learners' own answers

1 Look at the photos. Talk with a friend.
What's this? What are these? It's a/an ... They're ...

2 Work with a friend. Give instructions and tidy your classroom.
TIP! Don't forget to say please and thank you!

3 Look and read. Put a tick (✓) or a cross (✗) in the box. There are two examples.
Examples This is a pen. These are rulers.
Questions
1 These are desks.
2 This is a cupboard.
3 This is a bookcase.
4 These are crayons.
5 This is a poster.

4 Listen to the chant and match the photos.
5 Complete the words.
Example post er board
1 book se board
2 book se board
3 puter
4 key se board

Let's tidy up!

SPEAKING Task 1

- Ask learners to close their books. In pairs, learners name things in the classroom which are not in their school bags, e.g. *computer, bookcase, cupboard, crayons, posters*.
- On the board, write *What's this?* with the sentence starter *It's a / an ...* and *What are these? They're ...* Underline *this* and *these* and elicit what the difference is. Hold up one finger to indicate singular and wiggle your fingers to indicate plural. Point to items around the classroom or use flashcards and have learners hold up one finger or wiggle their fingers while saying either *this* or *these*. After a minute, point to the same objects, but this time ask the full question *What's this? / What are these?* and encourage learners to respond with *It's a / an ...* or *They're ...*
- Choose a volunteer to come to the front of the class, and model asking and answering the questions together. In pairs, learners carry out the dialogues using the photos.
- Monitor to ensure that learners are using the correct forms when asking and responding. After a few minutes, when learners are feeling more confident, have them ask a few questions in open pairs indicating items in the classroom (see p.52).

3 LISTENING Task 2

- Explain that learners are going to listen to a chant. Write the name of the chant on the board: *Let's tidy up!* If learners are not sure of the meaning, mime the action of tidying things on your desk. Learners listen to the chant the first time with pencils down and point to the items in the photos as they hear them.
- Play the chant a second time and stop after the first verse. Ask learners which picture is number 1 (*poster*). Say *Put the poster on the ...* and encourage learners to finish your sentence (*wall*). Show learners how to draw a line to match the poster and the wall in their books. Play the rest of the chant for learners to match each item to its location.
- Check answers by repeating the lines from the chant and encouraging learners to join in with you to finish them: *Put the ... on the ...* and *Let's tidy up!*

- Play the chant one more time and encourage learners to join in.

See page 61 for audioscript.

Answers

- 1 B poster, wall 2 D books, bookcase
3 C mouse, keyboard 4 A crayons, cupboard

WRITING Task 3

- Say *Let's write the words*. Read the first half of the first word (*post*), and ask learners to find the second half in the coloured boxes (*-er*). Write the full word on the board (*poster*). In pairs, learners identify and write the other four halves.

Extension: Use choral drilling with these words (see *Loud and soft*, p.52) to give learners confidence. Encourage learners to clap the two syllables as they say them. Ask which word has three claps (*computer*).

Extra support: Encourage learners who find the vocabulary challenging to draw a picture in their notebooks next to the written word. More confident learners can help less confident learners by making labels for classroom furniture and items.

Answers

- 1 cupboard 2 bookcase 3 computer 4 keyboard

SPEAKING Task 4

- Pick up a book and ask learners to remember the instruction from the chant *Put the books in the bookcase*. Write it on the board. Then pick up an object from a learner's desk, e.g. a pencil, and mime putting it into a school bag. Ask learners to give you the instruction, *Put the pencil in the bag*.
- Pick up a sheet of paper and ask for an instruction, but this time pretend you can't hear and ask *Sorry, can you say that again?* Write the question on the board.
- Look around the classroom and ask *Is your classroom tidy? What can you do?* Accept learners' suggestions and help them give instructions similar to those in the chant.
- Ask a pair of confident learners to come to the front of the class. Ask one of the learners to tell the other where to put some classroom objects. Remind them to practise using the language from the board.
- Read out the tip from the Student's Book reminding them to say *please* and *thank you*. Encourage the learners at the front to repeat the role play, using *please* and *thank you* with their instructions.
- Have the class carry out the task in pairs, and after a few minutes, swap the pairs' roles. Learners can tidy their own desks or mime the actions if you don't want the learners all moving round the classroom at once.

Feedback: Circulate and listen to the different pairs, giving support where needed. Nominate a few pairs to model their dialogues for the rest of the class. Encourage the rest of the class to notice if the pairs use *please* and *thank you*.

Extension: Create a classroom display with classroom language from the unit: *Can you say that again, please? What's this? What are these? Put the ... , please. How do you spell ...?* (See *Word wall*, p.53.)

READING Task 5

Part Starters **1**

- Draw learners' attention to the illustrations and elicit the names of the objects.
- Read the example sentences and establish that the tick indicates that the sentence is correct and a cross that it is not correct.
- Have learners complete the task individually. Explain that they must read each sentence, look at the picture and put a tick if they think the sentence is correct and a cross for incorrect sentences. Give them a time limit.
- Learners compare their answers in pairs.
- Check learners have used an unambiguous tick or cross – if it looks as if it could be either, they will lose the mark.

Extension: Ask volunteers to correct the incorrect sentences by writing the correct sentence on the board.

Feedback: Draw three emoji-style faces on the board (happy face, sad face, neutral face). Ask learners to evaluate how they felt about the task by drawing one of the faces next to it in their books. Circulate and take note of any learner who does not feel confident about the task. Make sure to provide further support and encouragement in future classes.

Answers

- 1 These are desks. ✓
- 2 This is a cupboard. ✗ (This is a keyboard.)
- 3 This is a bookcase. ✓
- 4 These are crayons. ✓
- 5 This is a poster. ✗ (This is a mouse.)