



## Give Me Five, Level 3, Unit 1: Time for school

### Lesson 1: Vocabulary, p. 8

This lesson plan, based on pp. 47–49 of the Teacher's Book, gives you tips on how to teach the lesson in an online/distance learning situation.

It is designed for live online lessons in a virtual classroom environment or with a video-conferencing tool like Skype or Zoom..

**Length:** 45–60 minutes

**Learning outcomes:**

- Identify and say places in a school
- Sing a song about a school

**Vocabulary:**

- Places in a school

**Materials:**

- The vocabulary chant: CD1, Track 11.
- The 'My school is cool' song: CD1, Track 12.
- Mobile phone, alarm clock or stop-watch
- 'Places in school' flashcards
- Two dice
- Pupil's Books
- Activity Books
- ([Some of the resources above can be downloaded here](#))

**Materials for pupils:**

- Pupil's Book
- Activity Book
- Two dice



For further preparation, you could watch these teacher development webinar from the Macmillan 'Teach from Home' webinar series <https://www.macmillanenglish.com/us/training-events/webinar-archive>.



**Parents:**

You might want parents to assist with the lesson. Parents will need to make sure any materials required are available. You should include this information in the lesson invitation, but you can remind them at the start of the lesson. You can do this in the local language, or alternatively you can prepare a slide with pictures of what's needed (scissors, glue, crayons, etc.).

**Procedure:**

**Before the lesson:**

Open the online lesson room or software a few minutes early to make sure your camera and microphone are working correctly, and have the materials open in other windows (for screen sharing) during your lesson.

Follow the teacher's notes on pp. 47–49 in the Teacher's Book. In addition, see the notes below for how to adapt your lesson for online teaching.

**During the lesson:**

<b>Stage 1</b>	
<b>Warm-up</b>	<p>Welcome your pupils and select a part of your typical everyday routine to do, for example mention the date, ask pupils to look out the window at home and notice the weather, etc. Pupils can respond by writing in the chat box or orally using their microphones.</p> <p>Play Odd One Out. For example, say 'dog, cat, horse, train, cow'. Pupils hurry to be the first to write the answer in the chat box. Play a few rounds using words that your pupils already know.</p>
<b>Stage 2</b>	
<b>Online classroom promise</b>	<p>(Webcams and microphones on.) Prepare a list of promises with suggestions from your pupils or write your own promises for pupils to keep. Write them down on a piece of paper. Show the promises up to the screen for all pupils to see or create a PowerPoint presentation and share your screen.</p> <p>Give each promise a physical action. Read out the promises and do the action for each line, encouraging pupils to do the same with you. (If you have a small class, webcams and microphones can be on. If you have a large class, you might need to keep technology to a minimum and trust your pupils to be doing it with you at home even when you can't see or hear them). Promises might look something like this:</p> <p>We promise...</p> <ul style="list-style-type: none"> <li>- to follow instructions carefully</li> <li>- not to cheat</li> <li>- to be respectful when someone else is speaking</li> <li>- to do our work (even when the teacher cannot see us!)</li> <li>- to do our best!</li> <li>-</li> </ul>

<b>Stage 3</b>	
<b>Starting the lesson: Set learning outcomes</b>	Say 'Today we're going to learn the names of places in a school. You will need your Pupil's Book and Activity Book. Have you got them ready?' Wait for all pupils to answer 'yes' in the chat box. Say 'We're going to play some games, learn a chant, sing a song and do some other activities. Ready to start?'
<b>Stage 4</b>	
<b>Pupil's Book Activity 1: Think of places in your school. Make a list.</b>	Tell pupils you will set a 1-minute timer on your mobile phone. During this minute, they should use the chat box to write down places in their school in English. At the end of the time, read out their list, keeping count of all the places that they have suggested. (Do not count an item if it has been suggested already.) Congratulate them on the number of places in school that they know in English. It does not matter at this point whether they can come up with a large number of places – the aim of this step is only to get them thinking.
<b>Stage 5</b>	
<b>Vocabulary presentation</b>	Hold up flashcards of places in a school in turn (or point to the photographs on pg. 8) and say the place. Pause and indicate that you want pupils to repeat the word. (Depending on the number of pupils in your class you might want them to use their microphones or trust that they are repeating at home without you hearing them.)  Ask 'What do you do in the (library)?' Elicit responses either orally using microphones or in the chat box, for example 'read, use the computer'...
<b>Stage 6</b>	
<b>Word cards</b>	Give instructions for pupils to roll two dice and sum up the total number. Have them use the numbered photographs on pg. 8 to discover their assigned place, for example if a pupil rolls a 3 and a 4, this makes a total of 7, so their assigned place is the school library. (Alternatively, pupils choose one of the words and write it down on a piece of paper to create their own word card.)  (Webcams on). Show a flashcard or point to a photograph on pg. 8. Pupils assigned that place hold up their word card to the screen to match their word to the place in school. All classmates give a thumbs up if they are correct.
<b>Stage 7</b>	
<b>Pupil's Book Activity 2: Listen, point and say the vocabulary chant. (CD1 Track 11)</b>	Ask pupils to focus on the twelve photographs on pg. 8. Say 'Let's listen and say the chant.' Play the audio. Pupils listen, point and say the chant.

<p><b>Stage 8</b></p>	<p>(Microphones on, or typing in the chat box.) Show the scene on pg. 8. Point to the characters and ask 'Where are Lily, Ravi and Josh?' (At school.) 'What places can you see?' (corridor, music room, gym, library). If you have asked pupils to use the chat box, read out their answers. Explain that Ravi is showing Lily and Josh the school because it is their first day.</p> <p>Before listening, ask the four questions in the song, for example 'Where do you play the drums?' Pupils say the place or write in the chat box.</p> <p>Next say 'Let's listen to the song and check our answers to these questions.' Play the audio for pupils to listen and read. Ask 'Did we guess the places in the song?'</p> <p>Play the audio again. Sing the song and do the actions together (either with webcams and microphones on or trusting pupils to be doing it at home).</p>
<p><b>Stage 9</b></p>	<p>(Microphones on.) Read out the speech bubbles. Remind the pupils that we use 'There is/ isn't' when we talk about one object. Elicit more sentences about your school from the class by asking pupils in turn to point to a photograph on pg. 8 and say their sentence.</p>
<p><b>Stage 10</b></p>	<p>(Books open.) Ask pupils to take their Activity Books out. Take a photograph of the word search activity on pg. 6. Do the first example all together. Show how you read the incomplete sentence, think of the answer, find the word, circle it in the word search and write it to complete the sentence.</p> <p>Ask pupils to do the activity in their books. Give them a time limit. Play some relaxing instrumental music while they work.</p> <p>(Webcams and microphones on.) Turn off the music as a signal that time is up. Ask pupils to hold their completed word searches up to the screen for everyone to see. Ask them if they have found all the words. Have pupils read out their complete sentences in turn.</p> <p>(Answers: 1 gym, 2 bike stand, 3 music room, 4 corridor, 5 canteen, 6 school hall, 7 playground, 8 library.)</p>
<p><b>Stage 11</b></p>	<p>Hold pg. 6 up to the screen for pupils to see or display this page electronically. Point to the pictures and ask 'What's this? Is there a (vegetable garden) in our school?' Pupils use the chat box to answer 'yes' or 'no'.</p> <p>Ask your pupils to choose one of the pictures and write their sentence in the chat box. Remind them to use <i>There is</i> or <i>There isn't</i>. Read out the sentences and check they are correct.</p> <p>(Answers: 1 There is/isn't a vegetable garden in our school. 2 There is/isn't a football pitch. 3 There is/isn't a computer room. 4 There is/isn't a basketball court. 5 There is/isn't a playground. 6 There is/isn't a canteen).</p> <p>Code activity: Pupils look at the activity, referring to the code on Pupil's Book p. 7. Have them trace the number in their books and write it in the chat box when they are done.</p> <p>(Answer: fifty)</p>

<b>Stage 12</b>	
<b>Ending the lesson: Review the lesson and reflect on learning.</b>	(Microphones on, or typing in the chat box.) Say 'Today we've learnt the names of places in a school. Which do you remember? Which was your favourite activity today? Which activity was easy/difficult?' Pause in between each question to give pupils time to answer orally or to write their answers in the chat box.
<b>Extra activities:</b>	
<b>Reinforcement</b>	<p>a) (Microphones on, books closed.) Pupils take it in turns to say one place in a school from memory without repeating any that have already been mentioned. Teach them to say 'pass' if they can't think of a new place. Can they remember all 12 places between them?</p> <p>b) As an aid for words that pupils don't remember in the previous activity, or as a completely new activity, say what you can do in a place in school, for example 'read books'. Pupils guess the place either orally or by using the chat box, for example 'library'. Alternatively, mime what you can do in a place in school for pupils to guess. Turn webcams on and have volunteers mime an action for their classmates.</p> <p>c) Pupils draw a plan of the school on a piece of paper or in their folders and label the different places. Play some relaxing instrumental music while they work. Have pupils present their plans by holding them up to the screen for their classmates to see. Some might be confident enough to volunteer and describe their plans. Alternatively, assign this activity as extra work to do at home and present in the next session or send to the class email address.</p>
<b>Vocabulary</b>	<p>a) If pupils have drawn their plan of the school, identify some additional places in their drawings while they present them to the whole class, for example changing room, entrance, reception, science lab, staffroom, toilets. Alternatively, use pictures or describe the activities for pupils to say if they know the words, for example 'I wash my hands' (toilets). If they don't know the words in English yet, allow them to use their first language and you can translate these into English.</p> <p>b) Assign extra work to complete from the Vocabulary Booster on Navio to practise these new words.</p>

**For asynchronous lessons with self-study tasks set by the teacher:**

If you do not have access to a live lesson platform, here are a few tips for managing the lesson asynchronously:

- If you can, upload your introduction to the topic as a video. This will promote greater levels of engagement at the beginning of the lesson. If you are able to upload a video, you should also add instructions for all stages of the lesson. You can also record yourself demonstrating vocabulary, showing flashcards, etc.
- Students can take photos of work completed and email them to you, for example in stage 10 of the lesson.
- With parental permission, you can ask pupils to record themselves speaking or singing. For example, in stage 9 pupils can record themselves saying a sentence about the photograph.
- Some ideas for speaking activities:
  - Pupils listen to a voice recording of one side of the dialogue with pauses for them to complete the conversation. (For example, teacher records the questions and pupils answer in the spaces left; or teacher records the answers to scripted questions such as 'What's your favourite...?' for pupils to ask.
  - Pupils carry out the activity with a family member.
  - Pupils call or video-call a friend (with parental permission).