Objectives

In this lesson you will learn the names of some things in your classroom and write a profile of your teacher.

After completing this lesson you should be able to:

- Spell various classroom objects.
- Give simple classroom instructions.
- Write a profile of your teacher.
Some students were making a poster with useful language for display in their classroom.

Unfortunately, the two halves of the items for the poster got mixed up.

Work with a partner.

- How do you say Japanese, please?
- How do you write that on the board?
- How do you pronounce I’m late?
- Could you understand.
- Can I have ‘bom dia’ in English?
- I’m sorry you spell that?
- Ask and answer it.
- Can you write the questions?
- Don’t speak a pen, please?
- Sorry, I don’t repeat that, please?

Example

Let’s see. How do you say ...

Um … bom dia’ in English? Yes, that must be right.

Let’s play Bingo!

- Divide the class into larger groups.
- Choose a ‘leader’ for each group.
- The other students in the group make bingo grids. Use numbers between 80 and 100.

Example

<table>
<thead>
<tr>
<th>93</th>
<th>87</th>
<th>85</th>
</tr>
</thead>
<tbody>
<tr>
<td>90</td>
<td>83</td>
<td>98</td>
</tr>
</tbody>
</table>

- Leaders call the numbers at random.
- Mark the numbers on your grid you hear.

Write 5 words that you think your classmates will not know.

Say the words.
Ask questions about the words you hear.
Before you start.

Work with a partner. Write the names of these things.

A Things in the classroom

Check your spelling.

1. a rubber  6. a handout
2. a desk  7. a notebook
3. a waste bin  8. a mobile phone
4. a pen  9. a whiteboard
5. a chair  10. a pencil case

Now, practice saying the items.

D Look around the classroom and add more words to your lists.

Compare your words with your partner.

E Match each instruction to one of the objects 1-10 in C.

1. Sit down, please.  6. Write it on the board.
2. Use coloured pencils.  7. Put it in your bag.
3. Write this down.  8. Read this, please.
4. Rub it out.  9. Make a note.
5. Please dispose of that.  10. Sit in groups, please.

Sorry... How do you spell ‘whiteboard’?

Listen to your teacher say the names of the objects.

Interrupt if you’re not sure of how to spell the names of the objects.

Example

A rubber goes with rub it out... that's an easy one... I think!

Yes, I'm sure it's right... a desk... mmm?

Finally, check the answers as a class.
A Language in context.
Discuss this question.

What’s probably the most important thing in your classroom?

B Work in groups.
Write questions to find out this information.

- first names
- surname
- from
- age
- nationality
- favourite colour
- brothers or sisters
- lives
- plays
- likes
- doesn’t like
- wants

C Interview your teacher.

Example: likes

What do you like?

The sea... I really love the sea.

What else do you like doing?

In my free time... when I have any... I like reading a lot.

D What can you remember?

Work in the same groups.
Write notes.

Check your information.
Ask more questions.

Joanna Jones reading likes the sea loves

How do you spell 'tennis'? Is that double 'n'?

E Write a profile of your teacher.
Use this example to help you.

My teacher’s name is Joanna Susan Jones. She’s from Nottingham in England but she lives in Busan in Korea. She likes reading in her free time and she loves the sea. She also loves classical music. Her favourite colour’s blue, the colour of the sea. She plays tennis at the weekend and doesn’t like rain. She’s got one sister—Emma back in England. She wants to learn to play the violin well.

F Show your teacher your profiles.
Things in the classroom

Summing up

Today you…

✧ checked how to say and to spell the names of objects in your classroom. You also checked your understanding of some classroom instructions.

✧ constructed some questions and used these to find out personal information. You wrote a profile of your teacher.

Homework Idea

✧ Learn the names and spellings of the objects in your classroom. Your teacher will give you a test in the next lesson.