Objects around the classroom

Topic

Classroom objects

Aims

• To review vocabulary related to classroom objects
• To learn / review prepositions of place
• To practise using the structure ‘there is...’

Age group

Primary

Level

A1 / A2

Time

60 + minutes

Materials

1. Set of sticky labels with the names of classroom objects written on them. Suggested items: Pen, pencil, folder, desk, sellotape, board, clock, computer, projector etc.
2. 6 or 7 large speech bubbles with sentences in like 'It’s on the table'

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Introduction

This lesson focuses on introducing or reviewing language to describe classroom objects. Students will learn the names for a series of common classroom objects (the teacher can decide on these, based on what there is in their particular classroom). They will also learn / review prepositions of place in order to be able to describe where things are in the classroom. There is a fun song to practise the language, as well as several ideas for follow up / revision or homework activities.

Procedure

1. Stage 1 – Introducing the vocabulary

Show the whole class a picture of a classroom, with the items you have chosen to teach. You could take a photo of your own classroom and project it if possible, or find a generic classroom image with some of the items you are teaching in it. Use a projector if possible.

Find out which words they know by pointing to parts of the picture and asking what things are.

Say the names of the objects and get them to repeat the words they don’t or have trouble saying and label them on the picture.

Write the words on the board over the projected image. You should get them to say the words before they see them written down, as it’s easier for them to remember the correct pronunciation.

Give out the sticky labels to students and get them to go round the actual classroom and stick them on the correct objects.

Give this task to the better-behaved pupils. They love responsibility and this may inspire rowdy ones to be better behaved for the next time (The labels could stay there for the year).

2. Stage 2 – Introducing the prepositions

Next, they are going to review the vocabulary with questions and integrate the prepositions of place.

Ask around the class; "Where's the pen?"
They point to the your pen which is on your table.
Say; "Good. Listen: It's on the table."

Show them you want them to speak with a sweeping hand gesture.
"It's on the table." Get them all to repeat it a few times in chorus.

Continue this with the other vocabulary and prepositions.
Put your models of the sentences in speech bubbles up on the board.
### Lesson Plan

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<th>Stage</th>
<th>Activity</th>
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<td>2.</td>
<td><strong>You draw an object onto the picture (on the board not actually on the transparency)</strong> Now they have to copy the object onto their pictures. Drill &quot;It's on the table&quot; etc. as you do this. Get them to hold up their pictures and confirm for them that they have done this correctly.</td>
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<td>3. <strong>Stage 3 – Putting it all together in a sentence</strong></td>
<td>Now you say; &quot;There is a pen under the table.&quot; Get the students to draw it onto their pictures and you say: &quot;Look: There's a pen under the table&quot; and then you draw it onto the board. They hold up their pictures again and you can check which are correct. &quot;Well done Sophie.&quot; &quot;Oops Henri. There's a pen on the table in your picture&quot;. Use your hands to illustrate the mistake. Do this for three to seven objects depending on the time available. Then they show their completed pictures to their neighbours to compare.</td>
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| 4. **Stage 4 – A song** | Lay out in front of you a row of classroom objects (or stick flashcards up on the board if they can't really see your desk). Sing the song to them at a fairly slow pace and point to the objects as you sing them. They point to one etc. Maximum of 7 objects e.g. a pen, pencil, a book, a rubber, a ruler, a table

**Song** (to the tune of 'One finger, one thumb keep moving')

"A pencil, a rubber, keep moving,
We'll all be merry and bright,
A book, a table, keep moving,
We'll all be merry and bright…"

This song can be reused for other vocabulary during the year.

Get them to lay out in front of them the same objects as you (and in the same order - if their desks are big enough)

Try to get the students to sing the song along with you. |
| 5. **Stage 5 - A review game** | Mime using the objects (writing with a pen etc.) and get the students to put their hands up to say what it is. Shouting out tends to get rowdy and it's good at the end of the lesson to calm them down a bit, especially after a busy song. If you have time, choose a few pupils to mime the objects to the class. |
Follow up options for homework or next class:

• Distribute worksheet with pictures of the objects on in one column and the words in another column. Explain and demonstrate an example on the board.
• They must match the picture to the word and colour the pictures for homework. Instructions could read: Match the pictures to the words. Colour the pictures.
• Start making a picture dictionary that they build up during the year. You could distribute mini flashcards of the objects which they stick into their picture dictionaries and label themselves.
• Pre-draw a poster size picture of their classroom and each child draws an object and a label to stick onto the poster.
• If they already know prepositions of place then you could develop the second activity and make it more productive. Put the students into pairs and give them two different pictures of a classroom (two versions with ten differences) they have to describe their picture and circle the differences.
• You can draw a simple classroom plan where the pupils have to draw their own objects onto it. In pairs they describe their drawings to their partner who in turn draws the extra objects onto their picture. They then swap roles. This way the end pictures should look the same. They need more language for this and speaking becomes more of a lesson aim.

Contributed by

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