

School

Topic

School, school objects, rules, subjects, rooms and uniforms

Aims

To develop and practise (depending on stages chosen):

- vocabulary: words connected to school, school objects, rules, subjects, rooms and uniforms
- structure: 'Have you got ...?', 'Can I have ...?', must(n't) for rules, be good/bad at, present continuous
- integrated skills: listening, speaking, reading, writing

Age

Primary (7–11 years)

Time

90 minutes approximately (depending on stages chosen)

Materials

1. Word games: 'School things 1', 'School things 2' and 'School subjects'
<https://learnenglishkids.britishcouncil.org/en/word-games/school-things-1>
<https://learnenglishkids.britishcouncil.org/en/word-games/school-things-2>
<https://learnenglishkids.britishcouncil.org/en/word-games/school-subjects>
2. Flashcards
<https://learnenglishkids.britishcouncil.org/en/flashcards/classroom-objects-flashcards>
<https://learnenglishkids.britishcouncil.org/en/flashcards/school-subjects-flashcards>
3. Song, activity sheet, answers and lyrics: 'Quiet please'
<https://learnenglishkids.britishcouncil.org/en/songs/quiet-please>
4. Grammar video, activity sheet, answers and transcript: 'School rules'
<https://learnenglishkids.britishcouncil.org/en/grammar-videos/school-rules>
5. Jokes: 'A snake's favourite lesson' and 'Child in a plane'
<https://learnenglishkids.britishcouncil.org/en/jokes/snakes-favourite-lesson>
<https://learnenglishkids.britishcouncil.org/en/jokes/child-plane>
6. Worksheets: 'School', 'Homework' and 'Pencil case'
<https://learnenglishkids.britishcouncil.org/en/worksheets/school>
<https://learnenglishkids.britishcouncil.org/en/worksheets/homework>
<https://learnenglishkids.britishcouncil.org/en/worksheets/pencil-case>
7. Your turns: 'School', 'Homework' and 'Pencil case'
<https://learnenglishkids.britishcouncil.org/en/your-turn/school>
<https://learnenglishkids.britishcouncil.org/en/your-turn/homework>
<https://learnenglishkids.britishcouncil.org/en/your-turn/pencil-case>

8. Labels for the classroom (stage 1)
9. Classroom objects realia and cloth or large paper (stage 2)
10. Picture of a school uniform (stage 6)
11. Large pieces of coloured paper for school posters (stage 7)

For a complete list of all 'School' content on LearnEnglish Kids, click here:

<https://learnenglishkids.britishcouncil.org/en/category/topics/school>

Introduction

In this lesson, learners will be introduced to and play games to review school items. They will sing a song or watch a video with which they will practise either classroom language or using 'must' and 'mustn't' to talk about rules, and either role play being the teacher or write rules for their ideal school. Then they will do a survey about school subjects and look at different rooms in a school and activities which are happening there. Finally they can design their own school uniform and bring all their work together in the form of an ideal school project.

Procedure

1. Introduce the topic (5–10 mins)

- Play the 'School things 1' and/or the 'School things 2' word game and explain any new vocabulary by pointing to the same thing in their classroom. What else can they see in the room?
- Depending on their level, either prepare labels in advance or ask learners to write them themselves. Then they go round and stick the labels on things in the room.
- Play a game of 'touch' – the teacher says 'touch the ...' and learners must run and touch the right object.

2. Classroom objects (15 mins)

- Show learners the classroom objects flashcards one by one. Do they have the same thing in their bag or on their desk? Ask them to find it and hold it up.
- Now play a drilling game. Show them two flashcards. Hold one out in front of you, say the word and learners repeat. Do the same with the other card. Now slowly alternate between each card, holding one out in front of you and then the other, with the learners saying the word. Gradually speed up how quickly you alternate, until it's so fast the learners can't keep up.
- When learners are confident with the vocabulary, put learners in pairs to play a game of Pelmanism with extra sets of the flashcards.
- Finally, play Kim's game with some classroom objects realia. Put a selection of classroom objects on a table or the floor where all learners can see. Ask them to study the objects for two minutes. Then cover the objects with a cloth or some large paper. Learners close their eyes or turn their backs while you remove one of the objects.
- Then remove the cloth and ask learners to look. The first learner to notice which object is missing is the winner and can be the one to remove the next object. Once learners are familiar with the game, they can play in groups using their own classroom objects from their bag or desk.

3. Song for younger learners (20 mins)	<ul style="list-style-type: none"> • Practise some of the actions from the song 'Quiet please' with the learners first, such as quiet please, stand up, sit down, turn to page one, listen to me, here you are, etc. Play a game of Simon Says with the actions. • Now listen to the song and encourage children to do the actions while listening. After listening, learners complete either exercise 1 or exercise 2 of the activity sheet. • Practise the 'Have you got ...?' and 'Can I have ...?' phrases. Ask learners 'Have you got ...?' and they hold up the correct object. Ask learners 'Can I have ...?' and they bring you the correct object and say 'Here you are.' When learners are familiar with the phrases, drill them, then ask learners to work in small groups and take turns to say the phrases, and the other learners in the group respond correctly. • Now learners can role play being the teacher! In small groups, one learner is the teacher and the other learners are the learners. The 'teacher' can give the learners some instructions, such as 'stand up' or 'turn to page one' and the 'learners' must follow. The 'learners' can also put their hand up and ask the 'teacher' a question, and the teacher should respond. If you have some old ties, the learner playing the teacher in each group could wear one to show they are the teacher!
4. Video for older learners (20 mins)	<ul style="list-style-type: none"> • Tell learners they are going to watch a video about a girl called Kitty. Why did she have a bad day at school? Play the video 'School rules' and find out. Give learners exercise 1 of the activity sheet, and they circle true or false for Kitty's school rules. • Ask learners to tell you some of the rules at their school. Write one example with 'must' and one example with 'mustn't' on the board. Elicit from the learners which one means 'Do it!' and which one means 'Don't do it!' Then ask learners to complete either exercise 2 or 3 of the activity sheet. • Play an adapted version of Simon Says: instead of doing the action only when 'Simon says', learners must do the action only when the teacher uses 'must', and not do it when the teacher uses 'mustn't'. For example, 'You must touch your head!' – learners should touch their head. 'You mustn't sit down!' – learners should stay standing. When learners are used to the game, they could play in groups, taking turns to be the teacher. • Finally, learners imagine their ideal school and write the rules for it. Brainstorm ideas together first, for example 'You must have chocolate for lunch' or 'You mustn't wear a uniform.' Ask learners to write their ideas in their notebooks. Monitor and help with language as necessary. Then they write their rules on paper and illustrate them with a picture of their ideal school. Display their work around the room and allow learners to read about each other's school. Which sounds like the best school to go to?
5. School subjects and rooms (30–40 mins)	<ul style="list-style-type: none"> • Write 'English' on the board. Ask learners what other things they learn at school. Write whatever school subjects they say on the board. Elicit ones they don't say with the school subjects flashcards. Which subjects do they like and don't like? Why? • Now play the 'School subjects' word game to practise the subjects. • Ask learners to write the subjects in their notebooks in two columns: subjects they are good at and subjects they are bad at. Explain that they are going to survey their classmates to find out what are the best subjects in the class. Ask learners to write five questions with 'Are you good at ...?', leaving space for ticks and crosses for the answers. Monitor and help as necessary. Learners now survey their classmates, putting a tick or a cross next to each question depending on the answer. Monitor and help while they are doing the survey.

	<ul style="list-style-type: none"> • After the survey, show learners how to make a bar chart to represent the answers. If you have some grid paper, they can use this. Do an example on the board. Demonstrate counting the ticks for each activity, then colouring the corresponding number of squares. Which subjects is the class best at? • Now ask learners to imagine their ideal school. They should draw a plan of the school, with at least six rooms, and label the rooms. Then they draw a person, for example a child or a teacher, in the room doing an activity. They can then write sentences under the plan saying which person is where and what they are doing. • Finally, they can ask questions about each other's schools in pairs. For example, 'Who's in the library? What's he doing?' You might like to practise them first.
6. Uniforms (15 mins)	<ul style="list-style-type: none"> • Ask learners if they have a uniform at their school. If yes, what does it look like? If no, would they like to have a uniform? What are the advantages and disadvantages of having a uniform? • Draw an example uniform on the board, maybe based on a school uniform described by one of the learners, or show a picture. What clothes does a school uniform have? Label the picture, for example skirt, shorts, trousers, shirt, tie, jumper, blazer, hat, socks, shoes, emblem. • Now learners should invent their own school uniform for their ideal school. Encourage them to be creative and brainstorm some ideas. After they have designed and drawn their uniform, they can write about the picture to describe it. Display the uniforms around the room – which ones would learners like to wear to school?
7. Optional extra group project (10–15 mins)	<ul style="list-style-type: none"> • Finally, if you would like to bring the work done all together, provide learners with large coloured paper. They can stick their room plan of their ideal school in the middle, then think of a name for the school. They can design the name, the emblem and the motto of the school and stick it at the top of the paper. Then they can also stick the uniform they designed and the school rules they wrote on the paper to produce the poster of their school. • You might like to ask learners to add other aspects of their school to the poster. For example, they could write a leaflet for parents saying why they should send their child to the school, or they could design a timetable for the learners. • Display the schools around the room!
8. Round off activity (5 mins)	<ul style="list-style-type: none"> • Read the two school-related jokes with your learners to make them laugh! Click on 'help' for a hint if they need help with understanding the joke.
9. Setting homework (5 mins)	<ul style="list-style-type: none"> • Learners can listen to the song or watch the video, or play any of the games again at home. They can also complete exercise 3 or 4 of the activity sheets for the song or video respectively. Alternatively, you could give them the 'School', 'Homework' or 'Pencil case' worksheets to complete. • If they are members of LearnEnglish Kids, they can also read the comments on the 'School', 'Homework' or 'Pencil case' Your turns and then leave their own.

Contributed by

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