

Objects around the classroom

Topic

Classroom objects

Learning outcomes

- Use vocabulary related to classroom objects
- Use a number of prepositions of place
- Say and respond to the structure: 'It's on the table.'
- Say and respond to the structure: 'There's a pen on the table.'

Age and level

5-8, 9-12 (A1)

Time

45-60 minutes

Materials

- (optional) a photo of your own classroom or a generic classroom picture, for example:
<https://learnenglishkids.britishcouncil.org/en/colouring/classroom>
- (optional) sticky labels, pieces of paper, coloured pencils or crayons
- a variety of the more mobile objects such as a pen, pencil, folder, book, etc. (one set per learner and one for the teacher) or flashcards of the objects, for example:
<https://learnenglishkids.britishcouncil.org/en/flashcards/classroom-objects-flashcards>
- (optional) a matching worksheet with pictures and words of the classroom objects (one per learner)

Introduction

This lesson focuses on language to describe classroom objects. Learners will learn or review vocabulary for a variety of classroom objects, as well as prepositions of place, in order to be able to describe where

things are in the classroom. They will draw, play games and sing a song to practise the language and structures. There are also several additional suggestions for follow-up activities that can be set as homework or done in following lessons as review.

Alternatives are provided for teachers to deliver this lesson without printing materials.

Procedure



1. Introduce the vocabulary (10-15 mins)

- Introduce or review the vocabulary for classroom objects in one of these ways:
 - **Option 1:** Show the class a picture of a classroom. Take a photo of your own classroom, find a picture of a classroom online, or use a picture of a classroom from LearnEnglish Kids:

<https://learnenglishkids.britishcouncil.org/print-make/colouring/classroom>
 - Project the picture onto the board or make as big a copy as possible to stick on the board.
 - **Option 2:** Draw a simple picture of a classroom on the board. Follow the link above for an example.
 - **Option 3:** Use the objects in your classroom, with no picture.
- Find out what classroom words learners know by pointing to objects in the classroom (e.g. window, board, poster, bookcase, shelf, desk / table, chair etc.) or by holding up examples of objects (e.g. book, notebook, bag, pen etc.)
- Say the names of the objects and get learners to repeat the words they don't know or have trouble saying. Don't write them on the board at this point. If they say the words before they see them written down, it's easier for them to remember the correct pronunciation.
- Now write the words on the board. If you have a picture on the board, you can label it. If you don't, you could draw simple pictures next to each word.
- **Optional activity 1:** Give out sticky labels to some learners and get them to go round the actual classroom and stick them on the correct objects. Learners could also make their own labels with paper and tape.



	<ul style="list-style-type: none"> • Optional activity 2: If you have time, learners could make flashcards of classroom objects. Organise the class into small groups and give each group paper and coloured pencils or crayons. They should cut the paper into small squares or rectangles, then draw pictures on half of them and write the words on the other half.
2. Introduce the prepositions (5-10 mins)	<ul style="list-style-type: none"> • Decide which prepositions you want to introduce / review with the class. Depending on the age and level of learners, this could be quite simple e.g. on, under, in to more complex e.g. next to, between etc. • Ask the class: 'Where's the pen?' Get them to point. Say: 'Good. Listen. It's on the table.' • Show them you want them to repeat with a sweeping hand gesture. Say again, 'It's on the table.' Get them all to repeat it a few times in chorus. • Repeat these steps with objects and prepositions you have chosen to introduce / review e.g. <ul style="list-style-type: none"> ○ Where's the book? It's under the chair. ○ Where's the ruler? It's in the bin. Etc.
3. Introduce the sentences (10-15 mins)	<ul style="list-style-type: none"> • Tell learners that you are going to say some sentences. They should listen and draw what you say. • Say a sentence using 'There's a...' and an object and preposition you have chosen to introduce or review, e.g.: There's a pen under the desk. • Repeat the sentence as many times as necessary, and help if necessary, e.g. by showing an object. Learners listen and draw. Give learners a time limit and encourage them to draw simple pictures. • When the time limit is up, draw the sentence on the board (you can use your picture if you have one) e.g. draw a pen under the desk. Learners can then check if they've drawn the correct objects in the correct place. • Say the sentence again: There's a pen under the desk. Get learners to repeat the sentence a few times.

	<ul style="list-style-type: none"> Repeat these steps with more sentences e.g. There's a book under the chair / There's an eraser in a pencil case etc.
4. Practise the sentences (10 mins)	<ul style="list-style-type: none"> Organise learners into small groups. Give each group a variety of classroom objects. Alternatively, learners can use flashcards they made earlier in the lesson, or choose appropriate flashcards from LearnEnglish Kids: https://learnenglishkids.britishcouncil.org/print-make/flashcards/classroom-objects-flashcards. Explain what learners should do and demonstrate with one group to make sure that everyone understands: One of the learners in each group should make a sentence, e.g. There's a book under the chair, then the other learners in the group race to be the first to put a book under their chair. Then the next learner makes a different sentence, and so on. Learners do the activity in groups. Monitor to help with language use. 
5. Song (optional) (10 mins)	<p>Before the lesson: This song is sung to the tune of 'One finger, one thumb, keep moving'. If you are not familiar with the song, you can listen to it online e.g. BBC Teach: https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-one-finger-one-thumb-keep-moving/zbtj47h </p>  <p>The words are changed for this lesson. Make sure you are confident at singing the song with these words:</p> <p>A pencil, a pen, keep moving, We'll all be merry and bright. A book, a ruler, keep moving, We'll all be merry and bright.</p> <ul style="list-style-type: none"> Lay out a pencil, pen, book and ruler (in the same order as the song) on your desk or stick flashcards up on the board. Sing the song at a fairly slow pace and point to the objects as you say them. Get learners to put their own pencil, pen, book and ruler in order on their tables. Sing the song again, but this time the learners should sing too.

	<ul style="list-style-type: none"> • Now tell the learners that you're going to sing the song again, but with the objects in a different order. Don't move your own objects at this point. Sing the song with the objects in a different order e.g. a pen, a ruler, keep moving etc. Learners should listen and rearrange their objects in the correct order on their tables. See if they can then sing the new version without your support. • You could repeat this with a different selection of classroom objects. This song activity can also be reused for different vocabulary in other lessons.
6. Review game (5 mins)	<ul style="list-style-type: none"> • Mime using the objects (e.g. for a pen, mime writing with one) and get learners to guess what it is. • Get them to put their hands up, rather than shouting out, as it's a good idea at the end of the lesson to calm them down a bit, especially after a busy song. • If you have time, choose a few learners to mime the objects instead of you.
7. Homework or follow-up options	<ul style="list-style-type: none"> • Prepare a worksheet with pictures of the objects in one column and the words in another column for learners to match. • If your learners are compiling a personal picture dictionary over the course, they could write and illustrate the words they learned in this lesson in it. • Learners design their own classroom. Encourage them to be creative! They can then use their drawings to do a picture dictation in pairs, or if they are able, they can write sentences to describe their picture.

Adapted from a lesson contributed by

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