

My English classroom

Topic

Classroom language, giving instructions, rules

Learning outcomes

- Recognize classroom instructions
- Agree a classroom contract
- Practise fine motor skills through writing
- Review and extend vocabulary for classroom materials/objects

Age group and level

Aged 9-12 CEFR level A1/A2

Time

55 minutes +

Materials

1. classroom language flashcards (see useful links)
2. classroom contract
3. A4 card, one per learner plus spare pens, glue and scissors
4. small piece of paper, one per learner
5. one example of each classroom material or object you wish to use in Kim's Game (stage 5), e.g. a pencil case, some pens in different colours, a glue stick, some scissors, paper, card, pencil, ruler, eraser, sharpener, crayons, felt tips, calculator, student book, notebook, etc.
6. a cloth or towel to cover the items in stage 5

Introduction

This lesson focuses on the use of classroom instructions, establishing discipline and rules at the beginning of a course and learning vocabulary related to classroom materials. Throughout the year you'll be using classroom language and it's important for children to be introduced to it very early on so that they can understand what you want them to do. In this lesson, learners will practise both listening to and producing instructions with two simple games. Then there is an activity where they will come up with classroom rule and write their own class contract. Finally, learners will review or learn vocabulary related to classroom materials.

Procedure

1. Lead-in: Simon Says (10 mins)

This is a great visual and interactive game to introduce and review instructions.

- Say, 'Everyone, stand up.' Show them what you mean by standing up yourself and raising your arms.
- Then say, 'Everyone, sit down' and demonstrate in the same way as before. Continue this a few times before introducing new actions.

Note: These should be actions that learners will need to perform throughout the year, such as 'Put your hand up', 'Open your book', 'Close your book', 'Open your bag', etc.

- Then go back to the original 'Stand up' and 'Sit down' to introduce Simon Says.
- Say, 'Listen', and put your hand to your ear to demonstrate this very useful instruction! 'Simon says stand up!', then make a show of standing up.
- Say, 'Sit down!' When learners start to sit down say, 'No', and signal for them to stay standing up. Then, emphasizing the first two words, say, 'Simon says sit down!' and actually do it yourself to demonstrate that it's now OK for them to sit down too.
- Continue like this a few times before moving on to practise with the other actions.
- Once they have got the idea, play the game. To begin with you can do the actions as well and gradually they can do them from just hearing you say them.
- The objective here is not to get a winner but for all the children to get used to

	<p>these instructions.</p> <p>Tip: If you have some confident learners and time, you could ask some learners to play the role of teacher</p>
<p>2. Mime activity (10 minutes)</p>	<p>In the previous activity the children only heard the actions. This time it's up to them to try and produce some of them orally.</p> <ul style="list-style-type: none"> • Put the class into two teams and number each child. • Ask the number 1s from each team to come forward. Say, 'Number 1 come here.' Point and motion with your hand to the number 1s. • Show them a picture flashcard of someone doing one of the actions introduced in the Simon Says game. You could use the ones from the LearnEnglish Kids website if suitable. • They have to mime the action while the other children watch. The first person to correctly say the action wins a point for their team. • Repeat the game with the other team members until each learner has had an opportunity to take part. <p>Note: If you have a large class you can make 3 or 4 groups. As an alternative you could ask Number 1 to go back to their group to mime or draw the action.</p>
<p>3. Classroom contract (25 minutes)</p>	<p>It's essential to establish some classroom rules very early on. The classroom contract should be displayed and referred to during the year if you find that certain rules are being forgotten.</p> <ul style="list-style-type: none"> • Give out the classroom rules worksheet. Ask learners to write their name. • On the board draw a large copy of the paper contract. • For number 1 write, 'Speak English.' Ask learners to copy this onto their contracts. • Say, 'You decide the other rules.' Simultaneously point to the space on the contract for the remaining nine rules and point to the class as a whole <p>For CEFR A1 learners:</p>

- Elicit the remaining rules as a whole class and write each one on the board. Allow time for learners to copy the rules

For CEFR A2 learners:

- Put the class into groups of four. Starting at one end of the class, count the first four learners, '1, 2, 3, 4', and with your hands demonstrate they should come together. Say, 'Talk together.'
- Monitor and support. Groups may need support to understand the concept of collaborative working.

Note: They may start discussing in their first language, which at this stage is OK. You want them to be thinking independently, so that the rules actually come from them.

- Before feeding back as a class they can compare their ideas with the groups sitting next to them. For this, swap two children from one group with two children from another group and say, 'Tell each other your ideas.'
- When they're finished, get some feedback as a class. You can choose people to write the ideas up on the board. This you do by holding out the board pen and saying, 'Who wants to write on the board?'
- If there are more than nine ideas on the board, hold a class vote to choose which nine will go on the contract.
- Learners copy the rules onto their contracts.

**4. Using
classroom
material (10
minutes)**

OPTIONAL

This stage is so that you can put the instructions learned earlier into a context to show the children how useful they will actually be for their English class. By giving them a fairly easy task to perform they can concentrate on the language you're using rather than the complexity of the task itself.

- Say, 'Open your pencil case.' Open yours or borrow one from a learner to demonstrate.
- Say, 'Take out a blue pen.' This time give them a chance to do this by themselves before demonstrating yourself. Remember to have a selection of pens, glue, scissors, etc. in case not everyone has their own.

- Distribute a piece of A4 card to everyone and once they all have one say, 'Fold your card here', as you fold a piece yourself in half, lengthways.
- Say, 'Write your name here.' Show them they should write it across the bottom half.
- Tell them 'My favourite thing is (music, reading, my cat, etc.!)' and demonstrate drawing it on a small piece of paper. Elicit some ideas from the learners by asking, 'What's your favourite thing?' Give them a small piece of paper each and say, 'Draw a picture of your favourite thing.'
- Once they have finished, say, 'Take out your scissors. Cut around the picture.' Demonstrate with your own. Then say, 'Take out your glue. Stick the picture onto the card.' Again, demonstrate with your own.
- Each learner should now have a personalised name card that they can stand up on the table in front of them.

Note: The advantage of making these is that you can collect the name cards at the end of the lesson and use them for the first few lessons until you really know their names.

**5. Consolidation:
Kim's Game
(10 minutes)**

- Put an example of each object (a pencil case, some pens in different colours, a glue stick, some scissors, paper, card) used in the previous stage onto a table or on the floor at the front of the class, where everyone can see.
- Drill the words as you point to each object. Depending on what your learners already know, you could add more objects and therefore more words, such as pencil, ruler, eraser, sharpener, crayons, felt tips, calculator, student book, notebook, etc.
- Place a cloth or towel over the objects and secretly remove one of them.
- Take off the cloth or towel and get the class to tell you what's missing.
- After a few tries let the first person to say the word correctly come and take over your role.

6. Homework	<p>Write 'homework' on the board. Say, 'This is work you do at home, not in the classroom.' They will soon be used to this word and will be ready for it at the end of the lesson!</p> <p>Say, 'Write this in your notebooks' and write the homework on the board for them to copy. If you have a special page where they write down their homework each time, even better. Ideas for homework for this lesson include:</p> <ul style="list-style-type: none"> • Draw a picture of your classroom! • Write down all the classroom rules you can remember! • Make your own cards! (If you used the classroom language flashcards from LearnEnglish Kids, you could give them the black-and-white version to colour in and write the words.)
7. Follow up suggestions	<ul style="list-style-type: none"> • Distribute the name cards to the learners at the beginning of the class. • Refer to the classroom contract and ask them to try to remember the rules without looking! • Play Simon Says again to review instructions.
8. Useful links	<ul style="list-style-type: none"> • LearnEnglish flashcards: https://learnenglishkids.britishcouncil.org/en/flashcards/classroom-language-flashcards • Video showing how Kim's game works: https://youtu.be/9k6PJDwESx0?si=4xm7laQH5xFEOhp6

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