



TEACHER'S GUIDE

LESSON 29: WHAT DO YOU DO IN SCHOOL?

Video summary: Daisy goes to school and is called to the principal's office.

Functional purpose: Talk about school subjects, supplies, and places in a school.

Grammar: Imperatives; Prepositions – *in, at, on*

Question: What do you do in school?

Answers: In school, I study _____. My favorite subject in school is _____. I go to school online, so I can stay home.

Unique words and parts of speech:

Adjective	Noun		Verb
Chinese	backpack	pen	catch
full	ball	principal	pack
online	classroom	ruler	went
open	dictionary	science	
powerful	eraser	scissors	
rich	glue	stapler	
	gym	students	
	history	subject	
	laptop	supplies	
	librarian	talkies	
	notebooks	tape	
	pencil		

PREPARE TO WATCH

Get students' attention

This can be done in native language or English.

Here are some ideas to introduce the lesson points.

- Hold up a backpack used for school and ask students to guess what is inside.
- Ask, "What is your favorite subject in school?" If students do not know the name of the subject in English, translate and write it on the board.
- Say, "Today, Anna and her friends are talking about school. We will learn to talk about the subjects we study in school and the places we go in the school."

Teacher's Guide Lesson 29: What Do You Do in School?

Connect to students' experiences

- Ask students “What do you carry to school in your bag /backpack?” or “What supplies or things do you use at school?” Translate the names of objects students mention and write a list on the board. Say, “Let’s find out what Anna has in her bag when we watch the lesson video.”
- Ask, “How many different rooms are in your school? What are they?” List them on the board.

Guess: What will happen?

- Show this image of Anna. Some school supplies are on the table in front of her.
- Tell the students Anna is going to school today. She is putting her school supplies in her backpack. Ask, “What do you think she will put in her backpack to take to school?”
- Take some student ideas and write them on the board to refer to later.



- Tell students that Daisy is going to school. Show the picture of Daisy.



- Ask, “Why do you think Daisy is in school?”

WATCH AND REVIEW THE VIDEO

Check understanding with specific questions (add your own as necessary)

- Point to the guesses you wrote on the board earlier. Say, “Here are your guesses. What did Anna put in her backpack?” Did anyone guess correctly?
- “Why is Daisy in school?” Did anyone guess correctly?
- Ask students to name some of the places they saw in the school in the video. (classroom, gym, library, principal’s office)
- Ask “Did guessing help you focus differently on your listening? Even if your guesses are not correct, they will help you pay attention to the details of what you are reading or listening to. Try it with other things you listen to or read for your classes.”

Talk more about the video

- Ask students what they liked, what made them laugh, and what parts they want to see again.
- Ask: “When Daisy gets home, what will Anna say to her?”
- Ask, “How do you think Daisy feels at the end of the video?”

ACTIVITIES

1. School Rules

Set up/materials

- Divide students into groups of 4 or 5 (depending on your class size).
- Give each group a sheet of paper or chart paper on which to write and writing materials.

How to

- Tell students they will talk about the rules most schools have. They will have a chance to make a list of the rules they want for their own school.
- Show the sheet with examples of school rules on the following page.
- Tell students, “You are going to be the leaders of a new school. What rules do you want the students at your school to follow? Write a list of ten rules and prepare to explain why you chose them.”
- Give students a specific time to stop working. At that time, ask each group to tell the class about their rules.

Variation

- For a smaller class, students may work as one group to develop a list of rules for their school.
- Instead of imagining a school, students may be asked to write new rules for their actual school.

Informal Assessment

- Ask students to write a paragraph on why they feel the rules they have written are important to the happiness, health, or safety of the students at their school.

You are starting your own school. You must write the rules for students and teachers at your school. Use the pictures to get ideas for the rules. Work with your group to write eight rules.

Classroom rules

- play safely
- ask permission to go to toilet
- waiting for your turn in line
- stay in chair
- no running and jumping
- keep our classroom clean
- take care of our things
- listen to the teacher

Classroom Rules

- Raise your Hand
- Listen
- Be a friend
- Help Clean Up

Classroom rules

- put the toys away correctly
- make smart choices
- wait patiently for your turn
- be a good friend to everyone
- follow directions quickly
- come to class on time

Our School Rules

[Blank area for writing school rules]

2. Read and Write

Set up/materials

- Ask students to look at any school supplies they have at their desks, or hold up a few from your own supplies.
- Holding a pen, for example, ask, “What do we do with this?” Students should respond, “We write with a pen.” Continue with a few other supplies.
- Give students a copy of the *Read and Write* activity sheet.

How to

- Have students trace the words. The sentences are:
 - We cut with scissors.
 - We use tape or glue to hold things together.
 - We write in notebooks with pens and pencils.
 - These are some of our school supplies.
- Divide students into pairs and see how many more sentences they can form about other school supplies.
- Ask pairs to read their sentences out loud.

Variations

- Students can use the back of the paper to draw other school supplies and write additional sentences about them.
- Students can copy completed sentences into their notebook.
- Put students into small groups. Have the groups put as many school supplies as they can on the table or desk—be sure to tell students to keep track of whom each item belongs to. Then each student takes turns saying the number and name of each item—for example, “Seven pencils, five notebooks, three rulers,” and so on. For more advanced learners, this is also a good way to practice possessive pronouns with questions and answers such as “Whose pen is this?” and “It’s mine/it’s his/it’s hers”



READ AND WRITE

We cut with .



We use or
 to hold things
together.



We write on
 with
and .



These are some of our
school .



<https://learningenglish.voanews.com>

3. Listen and Speak – Guessing Game

Set up/materials

- Divide students into pairs. Say, “In this activity, we’re going to play a guessing game with the rooms in a school.”
- Give students copies of the *Listen and Speak* activity sheet. Review the names of the rooms pictured. Have students draw one more place that is in their school, or that they wish were in their school.

How to

- Read the instructions on the activity sheet and have two students model the example conversation. One student says they are doing an activity and the other guesses which room they are in.
- Students switch roles. (The clue-giver becomes the guesser and vice versa.)
- Have students repeat the activity with new partners.

Variation

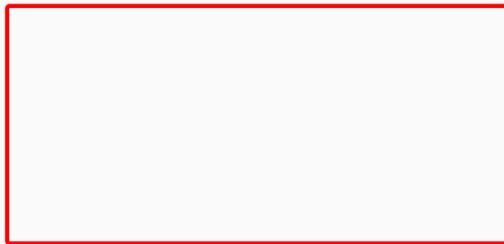
- Students can expand the rooms listed on the sheet with more places, such as rooms they know in their own school.
- Students can write a story about a typical day in school and what one student does in the different rooms of the school, or about an unusual day when the school has a special visitor. (real or imaginary, such as Daisy, Max, or Anna)

● LISTEN AND SPEAK

Choose a room in the school.
Tell your friend what you are doing.
Your friend has to guess where you are.

I am drinking water

Are you in the cafeteria?



Draw another place in your school.

Words: library, cafeteria, science lab, math class, English class, Principal's office, outside the school



LEARN MORE

1. Common or special?

Set up/materials

- If possible, bring an uncommon or special object to show to the students.

How to

- Make sure students understand the meanings of *common* and *special*. If possible, use some examples with pictures, showing the contrast between the two words. Or bring an unusual or special object to show to the students.
- Ask students to write a list of five or more common objects at school.
- Ask students to write down any school items or places they think are special.
- Put students in groups. Each group can have three or four students.
- Tell students they will each share their lists with other members in their group, and then the group members will combine their lists—but each member of the group must agree about which of the two categories (*common* or *special*) an item will be in.
- Tell students to note any words which were harder for them to put into a category of *common* or *special*.
- Have the groups present their group list to the whole class. The class can then compare what each group wrote and can discuss any items that cause disagreement or extra discussion.
- Ask students to think of a category other than *common* or *special* into which they could place the items that prompted debate.

Variation

- Have students make lists of uncommon, or special things. You can use categories, such as animals, food, cars, or clothing, and have students list uncommon things within each category.
- Students can research what are the most common objects, customs, or activities within a certain category or culture. This is also a good way to practice comparative and superlative forms (for example: *The most common car in India is a . . .*)
- Use a language corpus database and show learners lists of the most common words in English. Students can test their knowledge of the words on the list.
- Have each student note or write about something that makes him or her special.

Teacher's Guide Lesson 29: What Do You Do in School?

- More advanced learners can discuss or debate whether certain objects, activities, results, rules, etc. are special or common. (For example, mobile phones are common, yet they have special capacities or functions). Students can try to define or explain what makes something special.

CHECK UNDERSTANDING

1. Quiz

Give students the printed quiz at the end of this lesson guide, have them use the online quiz, or simply write the questions on the board. If you want to test only their listening skills, say the questions but don't write them.

Questions:

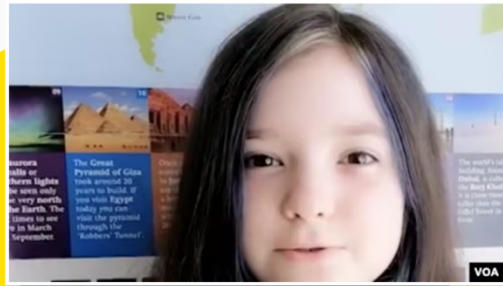
1. Her favorite _____ is English.
2. _____ is a common school supply.
3. Anna likes to learn about _____.
4. You _____ in the library.

Answer key:

1. subject
2. Glue
3. music (or science)
4. read

QUIZ

1. Her favorite is English.



2. is a common school supply.



3. Anna likes to learn about .



4. You in the library.

