







YEAR 1

Our Surroundings

Teachers' E-book

Year 1 My Surroundings



Time/ station	Independent Station 	Teacher station 	Collaboration station 	Technology station 
1st task	A1, A2, NS	A1, A2, NS		A1, A2, NS
2nd task	A2, NS	A1, A2, NS	A1	
3rd task		A1, A2, NS		A1, A2, NS
4th task		A1, A2, NS		A1, A2, NS
5th task		A1, A2, NS	A1, A2, NS	
6th task		A1, A2, NS		A1, A2, NS
7th task		A1, A2, NS	A1, A2, NS	

This booklet includes seven different tasks which include several activities per task. In this respect, to understand better, Task relates to the activity outline, which in Year 1 is seven, whilst Code relates to the number of activities within that task. Station refers to which area the various tasks could be assigned.

Example for Task 1

- ML – Malta
- SL – Second Language
- Year - 1
- Task – 1
- Activity – 1.1, 1.2
- Code – 1.1, 1.2
- Station – What tasks will work according to language competency level

TASK ONE – Home Vocabulary

Description



ML.SL.1,1.1
ML.SL.1,1.2
ML.SL.1,1.3

Technological Requirements:

- A digital device (computer, tablet, or smartphone) for each student or group of students.
- An internet connection to access the activities.

Link to the

- Flashcards with pictures and word –
 - A1 – [A1 Flashcards 1](#),
 - A2 – [A2 Flashcards](#)
 - Native Speaker – [NS Flashcards](#)
- Drag and Drop words to rooms
 - A1 – [A1 Drag and Drop Part 1](#), [A1 Drag and Drop Part 3](#).
 - A2 – [A2 Drag and Drop](#),
 - Native Speaker – [NS Drag and Drop](#), [NS Drag and Drop Part 2](#)

A1 Level:

1. Introduction: Begin with a brief introduction of common household items using images and names (e.g., bed, table, chair, lamp, door, window, TV, sofa, fridge, and oven). Use flashcards to show each item and its name (ML.SL.1, 1.1). Show pictures found in each room and ask students to repeat after you. For example, show a picture of a bed and say, "This is a bed. Can you say bed?"
2. Activities: Give students the flashcards link for which they would write the name of the item (ML.SL.1, 1.1). Give students the digital drag-and-drop link that displays images of the items and the rooms (ML.SL.1,1.2). Students will then need to drag each word to the corresponding room image.
3. Follow-up: Once completed, review the answers as a class and practice pronunciation.

A2 Level:

1. Introduction: Introduce the household items, along with slightly more complex items. Use flashcards to display the items with their names and descriptions in different rooms (ML.SL.1, 1.1). Use the flashcards with vocabulary which describes the rooms. Ask students to repeat after you and construct simple sentences. For example, "I sleep on the bed."
2. Activities: Give students the flashcards link for which they would write the name of the item. Give students the digital drag-and-drop link that displays images of the items and the rooms (ML.SL.1,1.2). Students will then need to drag each word to the corresponding room image.
3. Follow-up: Review the answers, ask students to use each word in a simple sentence such as "The microwave is in the kitchen" (ML.SL.1,1.3).

Native Speakers:

1. Introduction: Introduce more household items. Provide detailed descriptions and context for where these items are typically found in a home. Show pictures of scenes in different rooms and ask students to describe them using new vocabulary and descriptive words.

	<ol style="list-style-type: none"> 2. Activities: Give students the flashcards link for which they would write the name of the item (ML.SL.1, 1.1). Give students the digital drag-and-drop link that displays images of the items and the rooms (ML.SL.1,1.2). 3. Follow-up: Review the answers, encourage students to describe a room in their home using the new vocabulary (ML.SL.1,1.3).
Language skill	<ul style="list-style-type: none"> • Develop basic vocabulary related to home. • Recognize and identify common sounds in the home.
Competences for democratic culture	<ul style="list-style-type: none"> • Understanding different words, one finds in different homes. • Understanding different families and homes
Type of learning Activity	<ul style="list-style-type: none"> • Vocabulary • Reading Skills • Matching Activity Skills
Learning Outcome	<ul style="list-style-type: none"> • Develop basic listening skills related to home vocabulary. • Encourage the use of detailed sentences to describe and discuss sounds.
Objective (Link to Curriculum and/or European frameworks)	<ul style="list-style-type: none"> • They learn new vocabulary about the rooms • They identify vocabulary that contains more than one aspect of information, instructions and directions.



Educators Material

Task 1

Activities 1 & 2

ML.SL.1.1.1

ML.SL.1.1.2

Words and Images in Flashcards. Some of these are also found in the Drag and Drop Activity

A1 Level Vocabulary

- Bathroom: shower, toilet, bath
- Bedroom: bed, wardrobe, mirror
- Kitchen: fridge, oven, sink
- Living Room: sofa, lamp, TV

A2 Level Vocabulary

- Bathroom: bath, sink
- Bedroom: chest of drawers, mirror
- Kitchen: microwave, dishwasher
- Living Room: light, armchair

Native Speaker Vocabulary

- Bathroom: bathtub, towels
- Kitchen: dishwasher, microwave
- Living Room: ceiling fan
- Study: desk, bookshelf, picture, computer
- Outside Area – Garage, Garden, Yard, balcony
- General Areas – stairs, corridor

Task 1

Activities 3

ML.SL.1.1.3

Construct simple sentences suggestions

A1 Level:

- The door is big.
- The big door opens and closes.
- The clock goes tick-tock.
- The clock ticks in the living room.
- Water splashes in the bathroom.
- I hear footsteps.
- I hear footsteps in the hallway.
- The window creaks.
- The window creaks when it's windy.

A2 level

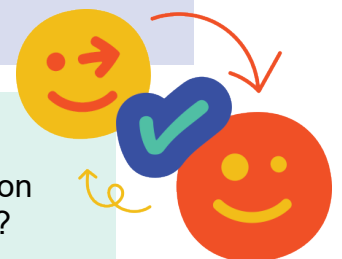
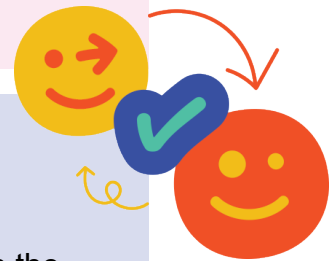
- The living room is cozy.
- The cozy living room has a comfortable couch.
- The bedroom is warm.
- My warm bedroom has a soft bed.
- The kitchen is clean.
- Dad cooks in the clean kitchen.
- The bathroom is bright.
- I brush my teeth in the bright bathroom.
- The dining room is spacious.
- We eat dinner in the spacious dining room.
- The office is quiet.
- Mom works in the organized office.
- Birds sing tweet, tweet in the garden.

Native Speaker

- The living room is comfortable and spacious.
- The comfortable living room has a big TV.
- The bedroom is cozy and peaceful.
- My cozy bedroom has a warm blanket.
- The kitchen is modern.
- Mom prepares meals in the modern kitchen.
- The bathroom is clean and tidy.
- I take a bath in the clean bathroom.
- The dining room is bright and neat.
- We gather for meals in the bright dining room.
- The office is organized and quiet.
- Dad works quietly in the organized office.

Students Material

<p>M. SL.1</p> <p>Activity 1.1, 1.2</p> <p>Code 1.1, 1.2</p> <ul style="list-style-type: none"> • Independent Station • Teacher station • Technology station 	<p>A1 Level:</p> <p>Answer the following questions</p> <ul style="list-style-type: none"> ○ Guess the rooms and items that you are seeing on the flashcards which the teacher is showing you? <ol style="list-style-type: none"> 1. Flash cards <ul style="list-style-type: none"> ○ Using your tablet, click on the following link and name the items. These are the flashcards – A1 Flashcards 1 2. Drag and Drop <ul style="list-style-type: none"> ○ Using your tablet, click on the following links. There are two drag and drop activities – – A1 Drag and Drop Part 1, A1 Drag and Drop Part 3. ○ Once you open the link you will find the words below the pictures where you will need to drag each word to the corresponding room image.
<p>M. SL.1</p> <p>Activity 1.1, 1.2</p> <p>Code 1.1, 1.2, 1.3</p> <ul style="list-style-type: none"> • Independent Station • Teacher station • Technology station 	<p>A2 Level:</p> <p>Answer the following questions</p> <ul style="list-style-type: none"> ○ Guess the rooms and items that you are seeing on the flashcards which the teacher is showing you? <ol style="list-style-type: none"> 1. Flash cards <ul style="list-style-type: none"> ○ Using your tablet, click on the following link and name the items. A2 Flashcards 2. Drag and Drop <ul style="list-style-type: none"> ○ Using your tablet, click on the following link A2 Drag and Drop, ○ Once you open the link you will find the words below the pictures where you will need to drag each word to the corresponding room image.
<p>M. SL.1</p> <p>Activity 1.1, 1.2</p> <p>Code 1.1, 1.2, 1.3</p> <ul style="list-style-type: none"> • Independent Station • Teacher station 	<p>Answer the following questions</p> <ul style="list-style-type: none"> ○ Guess the rooms and items that you are seeing on the flashcards which the teacher is showing you? <ol style="list-style-type: none"> 1. Flash cards <ul style="list-style-type: none"> ○ Using your tablet, click on the following link NS Flashcards and name the items. 2. Drag and Drop <ul style="list-style-type: none"> ○ Using your tablet, click on the following links. There are two drag and drop activities – NS Drag and Drop, NS Drag and Drop Part 2



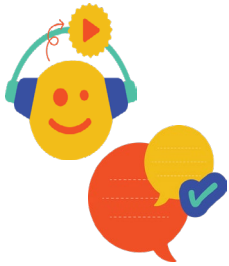


- **Technology station**

Once you open the link you will find the words below the pictures where you will need to drag each word to the corresponding room image.

TASK TWO – Listening to and Speaking about Home Vocabulary

Description



ML.SL.1, 2.1
ML.SL.1, 2.2

Technological Requirements:

- A digital device (computer, tablet, or smartphone) for each student or group of students.
- An internet connection

Link to the

- Flashcards with pictures and word –
 - A1 – [A1 Flashcards 1](#),
 - A2 – [A2 Flashcards](#)
 - Native Speaker – [NS Flashcards](#)
- Drag and Drop words to rooms
 - A1 – [A1 Drag and Drop Part 1](#), [A1 Drag and Drop Part 3](#).
 - A2 – [A2 Drag and Drop](#),
 - Native Speaker – [NS Drag and Drop](#), [NS Drag and Drop Part 2](#)

Instructions:

A1 Level: Listening to Home Vocabulary

1. Introduction
 - Discuss different rooms in a home, such as the bedroom, kitchen, and living room.
 - Re-Introduce basic vocabulary related to home, using pictures or flashcards.
2. Listening Task
 - Read the simple home-related vocabulary words (ML.SL.1, 2.1).
 - Ask students to listen to the word and match it to the flashcard. An alternative is writing it down as a dictation format.
 - Have students point to and name items in their favourite room at home.
 - Add a twist by reading a short description of a room to students which they need to identify the correct room (ML.SL.1, 2.2).
3. Review
 - Encourage them to use the new vocabulary they've learned.

A2 Level: Building Home Vocabulary

1. Introduction:
 - Review basic home vocabulary.
 - Re-Introduce more items and activities in each room.
2. Listening Tasks
 - Read the word.
 - Ask students to listen to the word and match it to the flashcard (ML.SL.1, 2.1). An alternative is writing it down as a dictation format.
 - Add a twist by reading a short description of a room to students which they need to identify the correct room (ML.SL.1, 2.2).
3. Review
 - Ask students to create a sentence and/or picture on what they heard.

Native Speaker Level: Building Home Vocabulary

	<p>Introduction:</p> <ul style="list-style-type: none"> ○ Review and reinforce home-related vocabulary. ○ Introduce descriptive words like big, small, colourful, and comfortable. ○ Show pictures of different rooms and ask students to describe them using new vocabulary and descriptive words. ○ Present the tasks which describe the rooms. <p>2. Listening Task:</p> <ul style="list-style-type: none"> ○ Read the word. ○ Ask students to listen to the word and match it to the flashcard (ML.SL.1, 2.1). An alternative is writing it down as a dictation format. ○ Add a twist by reading a short description of a room to students which they need to identify the correct room (ML.SL.1, 2.2). <p>3. Review</p> <ul style="list-style-type: none"> ○ Have students create their own detailed description of a scene in their favourite room, incorporating descriptive language.
Language skill	<ul style="list-style-type: none"> • Introduce basic vocabulary related to different rooms in the home. • Develop vocabulary recognition. • Encourage the use of descriptive language.
Competences for democratic culture	<ul style="list-style-type: none"> • Understanding different sounds, one finds in different homes. • Understanding different families and homes
Type of learning Activity	<ul style="list-style-type: none"> • Vocabulary Skills • Grammar Skills • Speaking Skills
Learning Outcome	<ul style="list-style-type: none"> • Introduce basic vocabulary related to different rooms in the home. • Develop vocabulary recognition. • Encourage the use of descriptive language.
Objective (Link to Curriculum and/or European frameworks)	<ul style="list-style-type: none"> • They start reading words in context and using pictures for the children to discover the letters of the alphabet. • Strengthening Vocabulary



Educators Material

Task 2

Activity 2

ML.SL.1, 2.2

Guess the Room Activity

A1 Level

Living Room

This room has a big couch where we sit and watch TV. There are toys and books on the shelves and a soft rug to play on. We can build puzzles and play games here. What room is this?

Kitchen

In this room, we make food and snacks. There is a big fridge and a stove for cooking. You can help mix and wash fruits here. There is a table where we can sit and eat. What room is this?

Bathroom

This room has a tub for taking baths with bubbles and toys. There is a sink to brush your teeth and wash your hands. You can find towels, soap, and a toilet here. What room is this?

Dining Room

This room has a big table where we eat our meals. Sometimes we do crafts or play games here too. The table has chairs around it. What room is this?

Bedroom

This room is where you sleep at night. It has a bed with blankets and stuffed animals. There is a dresser with your clothes and maybe a nightlight. You can keep your toys and books here too. What room is this?

A2 Level

The living room

This room has a big, soft sofa with colourful pillows. There is a TV on a stand in front of the sofa. A small, round table is in the middle with a vase of flowers. The room has a big window with blue curtains.

The kitchen

This room has a big fridge and a shiny oven. There is a sink with a window above it. On the counter, there are some fruits and a breadbasket. There are cupboards with dishes and glasses.

The bedroom

This room has a big, comfy bed with a colorful blanket. There is a wooden wardrobe for clothes and a small table with a lamp. A big teddy bear sits on the bed.

The bathroom

This room has a clean white sink and a big mirror. There is a bathtub with lots of bubbles. Towels hang on the wall, and there is a basket with some toys for bath time.

The dining room

This room has a big table with six chairs. There is a light above the table. On the table, there are plates, cups, and a bowl of fruit. A painting hangs on the wall.



Native Speakers

Living Room

This room has a big, comfy couch where we can all sit together and watch TV or read stories. There are lots of toys and books on the shelves, and a soft rug where we can play. We sometimes build puzzles or play board games here. What room is this?

Kitchen

In this room, delicious meals and snacks are made. There's a big refrigerator where we keep our food and a stove where we cook. You can help mix ingredients or wash fruits here. There's also a table where we can sit and eat. What room is this?

Bathroom

This room has a big tub where you can take a bath with lots of bubbles and toys. There's also a sink where you brush your teeth and wash your hands. You can find towels, soap, and a toilet in this room. What room is this?

Dining Room

This room has a big table where we sit together to eat our meals. Sometimes we do arts and crafts or play games here too. The table is surrounded by chairs, and we might have a special placemat for each person. What room is this?

Bedroom

This room is where you go to sleep at night. It has a cozy bed with your favorite blankets and stuffed animals. There's also a dresser with your clothes and maybe a little nightlight. You can keep your toys and books here too. What room is this?

Students Material

M. SL. 2

Activity 2.3,

Code 2.3

- Independent Station
- Teacher station
- Collaborative Station

A1 Level: Listening to Home Vocabulary

- Discuss with your teacher the different rooms that you learnt about.
- The teacher will read out the word and you are asked to listen closely to the word.
- Find the flashcard from your tablet
- Write down the word
- The teacher will now read you a sentence and you are to guess which room this is.
- Write a sentence about one of the rooms

M. SL. 2

Activity 2.3,

Code 2.3

- Independent Station
- Teacher station

A2 Level: Listening to Home Vocabulary

- Discuss with your teacher the different rooms that you learnt about.
- The teacher will read out the word and you are asked to listen closely to the word.
- Find the flashcard from your tablet
- Write down the word
- The teacher will now read you a sentence and you are to guess which room this is.
- Write a sentence about one of the rooms



M. SL. 2

Activity 2.3,

Code 2.3

- Independent Station
- Teacher station

Native Speaker Level: Listening to Home Vocabulary

- Discuss with your teacher the different rooms that you learnt about.
- The teacher will read out the word and you are asked to listen closely to the word.
- Find the flashcard from your tablet
- Write down the word
- The teacher will now read you a sentence and you are to guess which room this is.
- Write a sentence about one of the rooms

TASK THREE – Home Vocabulary Descriptions

Description



ML.SL.1, 3.1
ML.SL.1, 3.2

Technological Requirements:

- A digital device (computer, tablet, or smartphone) for each student or group of students.
- An internet connection to access the drag-and-drop activity.

Link to the

- Descriptive Words for rooms
 - A1 – A1 Descriptive Words
 - A2 – [A2 Descriptive Words 1](#), [Descriptive Words 2](#),
 - Native Speaker – [NS Descriptive Words](#)

A1 Level:

1. Introduction:
 - Begin with a brief introduction of common home items.
2. Activity:
 - Introduce students to descriptive words (adjectives) which can be used to describe rooms (ML.SL.1, 3.1).
 - Use them to describe the rooms in the home.
3. Follow-up:
 - Once completed, review the answers as a class and practice pronunciation.

A2 Level:

1. Introduction:
 - Begin with a brief introduction of common home items.
2. Activity:
 - Introduce students to descriptive words (adjectives) which can be used to describe rooms (ML.SL.1, 3.1).
 - Give the students the digital drag and drop link which connects the word to a picture (ML.SL.1, 3.2).
 - Students will then be given the words below the pictures where they will need to drag each word to the corresponding image.
3. Follow-up:
 - Review the answers, ask students to use each word in a simple sentence.

Native Speakers:

1. Introduction:
 - Begin with a brief introduction of common home items.
2. Activity:
 - Introduce students to descriptive words (adjectives) which can be used to describe rooms (ML.SL.1, 3.1).
 - Give the students the digital drag and drop link which connects the word to a picture (ML.SL.1, 3.2).
 - Students will then be given the words below the pictures where they will need to drag each word to the corresponding image.
3. Follow-up:
 - Review the answers, ask students to use each word in a simple sentence.

Language skill

- Develop descriptive words to describe rooms.

Competences for democratic culture	<ul style="list-style-type: none">• Understanding different words that are describing objects and things.
Type of learning Activity	<ul style="list-style-type: none">• Reading Skills• Matching Activity Skills
Learning Outcome	<ul style="list-style-type: none">• Develop basic listening skills related to home.• Recognize and identify different descriptive vocabulary for the home.• Encourage the use of detailed sentences to describe and discuss what they are observing.
Objective (Link to Curriculum and/or European frameworks)	<ul style="list-style-type: none">• They learn new vocabulary about the home.• They identify vocabulary that contains more than one aspect of information, instructions and directions.



Educators Material

Task 3

ML.SL.1, 3.1

ML.SL.1, 3.2

Descriptive Words Activity

A1 Level

1. Big, Small
2. Comfy, Soft
3. Bright, Dark
4. Clean, Messy
5. Warm, Cool

A2 Level

1. Big, Small
2. Clean, Dirty, Neat,
3. Warm, Cold
4. Bright, Dark
5. Quiet, Noisy
6. Comfortable, Spacious
7. Modern, Organized


Native Speaker

1. Big, Small
2. Clean, Dirty, Neat, Messy
3. Warm, Cold
4. Bright, Dark
5. Quiet, Noisy
6. Comfortable, Spacious
7. Modern, Organized
8. Functional, Peaceful

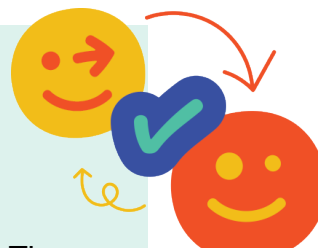
Students Material

<p>M. SL. 1</p> <p>Activity 3.1,</p> <p>Code 3.1</p> <ul style="list-style-type: none"> Teacher station 	<p>A1 Level: Descriptive Words</p> <p>Today you will be learning about descriptive words for rooms from the teacher.</p>
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<p>M. SL. 1</p> <p>Activity 3.1, 3.2</p> <p>Code 3.1, 3.2</p> <ul style="list-style-type: none"> Teacher station Technology station 	<p>A2 Level: Descriptive Words</p> <p>Descriptive Words Drag and Drop</p> <ul style="list-style-type: none"> Using your tablet, click on the following links. There are two descriptive words activities – Descriptive Words Part 1, Descriptive Words Part 2 Once you open the link you will find the words below the pictures where you will need to drag each word to the corresponding image.
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<p>M. SL. 1</p> <p>Activity 3.1, 3.2</p> <p>Code 3.1, 3.2</p> <ul style="list-style-type: none"> Teacher station Technology station 	<p>Native Speaker: Descriptive Words</p> <p>Descriptive Words Drag and Drop</p> <ul style="list-style-type: none"> Using your tablet, click on the following links. There is one descriptive words activity – Descriptive Words Once you open the link you will find the words below the pictures where you will need to drag each word to the corresponding image.
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TASK FOUR – School Vocabulary

Description



ML.SL.1, 4.1
ML.SL.1, 4.2
ML.SL.1, 4.3

Technological Requirements:

- A digital device (computer, tablet, or smartphone) for each student or group of students.
- An internet connection to access the drag-and-drop activity.

Link to the

- Flashcards with picture and word
 - A1 – [Flashcards A1](#)
 - A2 – [Flashcards A2](#)
 - Native Speaker – [Flashcards Native Speaker](#)
- Drag and Drop words to school surroundings and objects
 - A1 – [Drag and Drop A1](#)
 - A2 – [Drag and Drop A2 Part 1](#), [Drag and Drop A2 Part 2](#)
 - Native Speaker – [Drag and Drop Native Speaker Part 1](#), [Drag and Drop Native Speaker Part 2](#)

Instructions:

A1 Level:

1. Introduction:
 - Begin with a brief introduction of common school items using flashcards to show each item and its name. Words used are school, classroom, teacher, desk, chair, book, bell, playground, ball, friend.
 - For example, show the flashcard of a desk and chair and say, "This is a desk and chair. Can you say desk and chair?"
2. Activity:
 - Provide students with the flashcards link to complete (ML.SL.1, 4.1).
 - Provide students with the digital drag-and-drop link to complete (ML.SL.1, 4.2).
 - Students will then be given the words below the pictures where they will need to drag each word to the corresponding school image.
3. Follow-up:
 - Once completed, review the answers as a class and practice pronunciation.

A2 Level:

1. Introduction:
 - Use the flashcards to introduce more complex school items, including the previous words. Words used are school, classroom, teacher, desk, chair, book, bell, playground, ball, friend, library, cafeteria, gym, computer lab, art room, music room, office, hallway, playground, map (ML.SL.1, 4.1).
 - Ask students to repeat after you and construct simple sentences. For example, "I sit on the chair at my desk."
2. Activity:
 - Provide students with the digital drag-and-drop link with images and names of the items (ML.SL.1, 4.2).
 - Students drag the words to the corresponding images.
3. Follow-up:

- Review the answers, ask students to use each word in a simple sentence (ML.SL.1, 4.3).

Native Speakers:

1. Introduction:

- Introduce further school related items, including the previous items. Words used are school, classroom, teacher, desk, chair, book, bell, playground, ball, friend, library, cafeteria, gym, computer lab, art room, music room, office, hallway, playground, map (ML.SL.1, 4.1).
- Provide detailed descriptions and context for where these items are typically found at school.
- Show pictures of scenes of different school items and ask students to describe them using new vocabulary and descriptive words.

2. Activity:

- Provide students with the digital drag-and-drop link that includes images and words (ML.SL.1, 4.2).
- Students drag the words to the corresponding images.

3. Follow-up:

- Review the answers, ask students to use each word in a sentence (ML.SL.1, 4.3).

Language skill	<ul style="list-style-type: none"> • Develop basic vocabulary related to school. • Recognize and identify common sounds at school.
Competences for democratic culture	<ul style="list-style-type: none"> • Understanding different words, one finds in school. • Understanding different types of schools.
Type of learning Activity	<ul style="list-style-type: none"> • Reading Skills • Matching Activity Skills
Learning Outcome	<ul style="list-style-type: none"> • Develop basic listening skills related to school. • Recognize and identify different vocabulary for school. • Encourage the use of detailed sentences to describe and discuss what they are observing.
Objective (Link to Curriculum and/or European frameworks)	<ul style="list-style-type: none"> • They learn new vocabulary about the school. • They identify vocabulary that contains more than one aspect of information, instructions and directions.

Students Material

M. SL.1

Activity 4.1, 4.2

Code 4.1, 4.2

- Teacher station
- Technology station

A1 Level: School surroundings and objects

Answer the following questions

- Guess the school items that you are seeing on the flashcards which the teacher is showing you?
1. Flash cards
 - Using your tablet, click on the following link [Flashcards A1](#). Name the picture by writing the word.
 2. Drag and Drop
 - Using your tablet, click on the following link [Drag and Drop A1](#).
 - Once you open the link you will find the words below the pictures where you will need to drag each word to the corresponding room image.

M. SL.1

Activity 4.1, 4.2

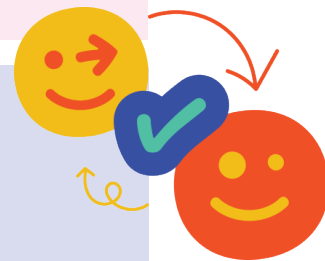
Code 4.1, 4.2

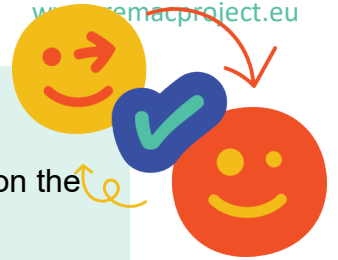
- Teacher Station
- Technology station
- Independent Station

A2 Level: School surroundings and objects

Answer the following questions

- Guess the school items that you are seeing on the flashcards which the teacher is showing you?
1. Flash cards
 - Using your tablet, click on the following link [Flashcards A2](#). Name the picture by writing the word.
 2. Drag and Drop
 - Using your tablet, click on the following links. There are two activities - [Drag and Drop A2 Part 1](#), [Drag and Drop A2 Part 2](#)
 - Once you open the link you will find the words below the pictures where you will need to drag each word to the corresponding room image.





M. SL.1

Activity 4.1, 4.2

Code 4.1, 4.2

- Teacher station
- Technology station
- Independent Station

Answer the following questions

- Guess the rooms and items that you are seeing on the flashcards which the teacher is showing you?

1. Flash cards

- Using your tablet, click on the following link and name the items. – [Flashcards Native Speaker](#)

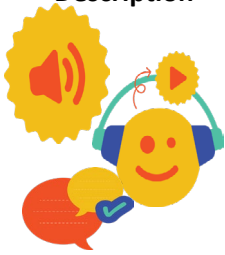
2. Drag and Drop

- Using your tablet, click on the following links. There are two drag and drop activities – [Drag and Drop Native Speaker Part 1](#), [Drag and Drop Native Speaker Part 2](#)

Once you open the link you will find the words below the pictures where you will need to drag each word to the corresponding room image.

TASK FIVE – Listening to and Speaking using School Vocabulary

Description



ML.SL.1, 5.1
ML.SL.1, 5.2
ML.SL.1, 5.3
ML.SL.1, 5.4

Technological Requirements:

- A digital device (computer, tablet, or smartphone) for each student or group of students.
- An internet connection to access the simple phrases activity.

Link to the

Flashcards with picture and word

- A1 – [Flashcards A1](#)
- A2 – [Flashcards A2](#)
- Native Speaker – [Flashcards Native Speaker](#)

Simple Phrases

- A1 – [Simple Phrases A1 Part 1](#), [Simple Phrases A1 Part 2](#)
- A2 – [Simple Phrases A2 Part 1](#), [Simple Phrases A2 Part 2](#)
- Native Speaker – [Simple Phrases Native Speaker Part 1](#), [Simple Phrases Native Speaker Part 2](#)

Instructions:

A1 Level:

1. Introduction

- Discuss different areas in a school, such as the classroom, playground, and cafeteria.
- Introduce basic vocabulary using simple words related to school

2. Pronunciation Practice

- Show the students the flashcards and together try to guess the words.
- Pronounce the words clearly.
- Encourage students to repeat after you, paying attention to pronunciation (ML.SL.1, 5.1).

3. Intonation Task

- Provide students with the simple phrases link where they have to put the word in the correct space (ML.SL.1, 5.2).
- Read the simple phrases related to school surroundings.
- Ask students to repeat the phrases, focusing on matching the intonation and rhythm of the recording.
- Read the dialogues or conversations related to school interactions (ML.SL.1, 5.3).

4. Review

- Engage students in a fun activity like a "repeat after me" game, where they mimic different intonations and rhythms.

A2 Level:

1. Introduction:

- Show the students the flashcards and together try to guess the words.
- Review basic school-related vocabulary.
- Introduce more words related to specific areas in a school, such as teacher, friends, learn.

2. Pronunciation and Expression Practice:

- Pronounce the new words clearly, emphasizing correct sounds (ML.SL.1, 5.1).

- Provide students with the phrases link where they have to put the word in the correct space (ML.SL.1, 5.2).
- Model more complex sentences and ask students to repeat, focusing on expression and intonation.

3. Intonation Task

- Read longer sentences related to school activities.
- Ask students to listen and repeat, paying attention to the natural flow of the sentences.
- Read the dialogues or conversations related to school interactions (ML.SL.1, 5.3).

4. Activity

- Engage students in a role-playing activity where they use the new vocabulary and practice expressing themselves with good intonation (ML.SL.1, 5.4).

Native Speaker:

1. Introduction

- Discuss more advanced school-related vocabulary and phrases.
- Emphasize the importance of using different intonations based on the context.

2. Advanced Pronunciation and Expression Practice

- Model longer and more complex sentences, focusing on pronunciation and expressive intonation.
- Have students repeat after you, paying attention to nuances in speech.

3. Intonation Task

- Provide students with the simple phrases link where they have to put the word in the correct space (ML.SL.1, 5.2).
- Read the dialogues or conversations related to school interactions (ML.SL.1, 5.3).
- Ask students to listen and repeat, incorporating the appropriate intonation for different situations.

4. Review

- Encourage students to share their thoughts or experiences at school using the new vocabulary and practicing good intonation. Engage students in a role-playing activity where they use the new vocabulary and practice expressing themselves with good intonation (ML.SL.1, 5.4).

Language skill	<ul style="list-style-type: none"> • Introduce basic vocabulary related to school surroundings. • Develop pronunciation skills and basic intonation. • Encourage students to express thoughts and ideas with appropriate intonation.
Competences for democratic culture	<ul style="list-style-type: none"> • We appreciate that we are all unique and see how we can appreciate the life around us using our senses. We observe what is the same and different in our homes and classrooms. We appreciate the importance of others (other people) in our lives. • We explore the environment around us, especially the school and public places of the area where we live, and the characteristics that make the environment around us unique.
Type of learning Activity	<ul style="list-style-type: none"> • Vocabulary • Speaking Skills

Learning Outcome

- Introduce basic vocabulary related to school surroundings.
- Develop pronunciation skills and basic intonation.
- Encourage students to express thoughts and ideas with appropriate intonation.

Objective (Link to Curriculum and/or European frameworks)

- Strengthening Vocabulary
- Show the ability to associate and compare the written word with the one heard/spoken.



Educators Material

Task 5

Activities 5

ML.SL.1, 5.2

Simple Phrases Sentences

A1 Level

- School - I go to school.
- Classroom - My classroom is big.
- Teacher - My teacher is nice.
- Desk - I sit at my desk.
- Chair - This is my chair.
- Book - I have a book.
- Bell - The bell rings.
- Playground - I play in the playground.
- Ball - I kick the ball.
- Friend - My friend is here.

A2 Level

- Library - I read books in the library.
- Cafeteria - We eat in the cafeteria.
- Gym - We exercise in the gym.
- Computer Lab - We use computers in the lab.
- Art Room - We will paint in the art room.
- Music Room - We sing in the music room.
- Office - The office is near the entrance.
- Hallway-We Walk in the hallway.
- Playground - The playground is fun.
- Map - We look at the school map.

B1 Level

- Assembly Hall - We have assembly in the hall.
- Science Lab - We do experiments in the science lab.
- Library - The library is quiet.
- Cafeteria - The cafeteria is busy at lunchtime.
- Auditorium - We watch plays in the auditorium.
- Principal's Office - The principal's office is important.
- Locker Room - We keep our things in the locker room.
- Nurse's Office - The nurse helps us in her office.
- Schoolyard - We play games in the schoolyard.
- Counselor's Office - The counselor talks to us in her office.



Task 5

Activities 5

ML.SL.1, 5.3

Dialogues

A1 Level

Dialogue 1: In the Classroom

- Teacher: Good morning, class!
- Students: Good morning, Teacher!
- Teacher: Please sit at your desk.
- Student 1: Where is my book?
- Student 2: Your book is on the table.
- Teacher: Listen to the bell. It goes ding-dong. Time for a break!

Dialogue 2: On the Playground

- Student 1: Do you want to play with the ball?
- Student 2: Yes! Let's play.
- Student 1: I will kick the ball.
- Student 2: I will catch it.
- Teacher: Remember, be careful and have fun!

A2 Level

Dialogue 1: In the Library

- Teacher: Welcome to the library, kids.
- Student 1: Can I read this book?
- Teacher: Yes, you can. The library is quiet. Please be silent.
- Student 2: Where can I find picture books?
- Teacher: The picture books are on that shelf.
- Student 1: I hear pages turning. Swish, swish.
- Teacher: Yes, everyone is reading.

Dialogue 2: In the Cafeteria

- Student 1: What's for lunch today?
- Student 2: I think we have sandwiches.
- Teacher: Please sit at your tables, children.
- Student 1: I hear the bell ringing. Ding-dong.
- Student 2: Lunch is over. Time to go back to class.

Native Speaker

Dialogue 1: In the Gym

- Teacher: Today we will exercise in the gym.
- Student 1: What will we do first?
- Teacher: We will start with jumping jacks.
- Student 2: I hear the music playing. Let's move to the beat.
- Teacher: After that, we will run laps. Ready, set, go!



Dialogue 2: In the Science Lab

- Teacher: Welcome to the science lab, everyone.
- Student 1: What experiment are we doing today?
- Teacher: We will mix these chemicals.
- Student 2: The beakers make a clink sound.
- Teacher: Yes, be careful with them. Watch closely as the colors change.
- Student 1: This is so exciting!

Students Material

<p>T M. SL.1</p> <p>Activity 5.2</p> <p>Code 5.2</p> <ul style="list-style-type: none">Teacher stationTechnology station	<p>A1 Level: Listening to and Using school Vocabulary</p> <p>Answer the following questions</p> <ul style="list-style-type: none">Guess the school items that you are seeing on the flashcards which the teacher is showing you? <p>1.Simple Phrases</p> <ul style="list-style-type: none">Using your tablet, click on the following simple phrases links. There are two activities - Simple Phrases A1 Part 1, Simple Phrases A1 Part 2.Once you open the link you will find the words which you will need to drag to the correct sentence. <p>2. Dialogue</p> <ul style="list-style-type: none">Discuss with the teacher the dialogue you have heard.
<p>T M. SL.1</p> <p>Activity 5.2</p> <p>Code 5.2</p> <ul style="list-style-type: none">Teacher stationTechnology station	<p>A2 Level: Listening to and Using school Vocabulary</p> <p>Answer the following questions</p> <ul style="list-style-type: none">Guess the school items that you are seeing on the flashcards which the teacher is showing you? <p>1.Simple Phrases</p> <ul style="list-style-type: none">Using your tablet, click on the following simple phrases links. There are two activities - Simple Phrases A2 Part 1, Simple Phrases A2 Part 2Once you open the link you will find the words which you will need to drag to the correct sentence. <p>2. Dialogue</p> <ul style="list-style-type: none">Discuss with the teacher the dialogues you have heard.



T M. SL.1

Activity 5.2

Code 5.2

- Teacher station
- Technology station

Native Speaker Level: Listening to and Using school Vocabulary

Answer the following questions

- Guess the school items that you are seeing on the flashcards which the teacher is showing you?

1. Simple Phrases

- Using your tablet, click on the following simple phrases links. There are two activities - [Simple Phrases Native Speaker Part 1](#), [Simple Phrases Native Speaker Part 2](#)
- Once you open the link you will find the words which you will need to drag to the correct sentence.

2. Dialogue

Discuss with the teacher the dialogues you have heard.

TASK SIX – Community Vocabulary

Description



ML.SL.1, 6.1

ML.SL.1, 6.2

Technological Requirements:

- A digital device for each student or group of students.
- An internet connection to access technological activities.

Link to the

- Flashcards with picture and word
 - A1 – [Flashcards A1](#)
 - A2 – [Flashcards A2](#)
 - Native Speaker – [Flashcards Native Speaker](#)
- Drag and Drop words to community surroundings and objects
 - A1 – [Drag and Drop A1](#)
 - A2 – [Drag and Drop A2 Part 1](#), [Drag and Drop A2 Part 2](#)
 - Native Speaker – [Drag and Drop Native Speaker Part 1](#), [Drag and Drop Native Speaker Part 2](#)

Instructions:

A1 Level:

1. Introduction:
 - **Hello, children! Today we will learn about our community. A community is where we live, play, and learn. In our community, we have places like the park, store, and school. Let's discover these places together!**
 - Begin with a brief introduction to community places, objects etc. using images and names.
 - Use digital flashcards to show each item and its name. Words used are Park, Store, School, House, Library, Street, Playground, Church, Car, Tree (ML.SL.1, 6.1).
 - Ask students to repeat after you. For example, show a picture of a desk and chair and say, "This is a shop. Can you say shop?"
2. Activity:
 - Provide students with the digital drag-and-drop link that displays images of the items (ML.SL.1, 6.2).
 - Students will then be given the words below the pictures where they will need to drag each word to the corresponding community image.
3. Follow-up:
 - Once completed, review the answers as a class and practice pronunciation.

A2 Level:

1. Introduction:
 - **Hello, children! Today we will talk about our community. A community is where we live and spend time with our families and friends. In our community, there are many places like the park, supermarket, and library. Let's explore these places and learn about what we can do there!**
 - Introduce community words, including the previous ones with slightly more complex items.
 - Use flashcards to display the vocabulary which describes the community words. Words used are Park, Store, School, House,

Library, Street, Playground, Church, Car, Tree, supermarket, hospital, police station, post office, restaurant, bakery, bus stop, fire station, museum, cinema (ML.SL.1, 6.1).

- Ask students to repeat after you and construct simple sentences. For example, "I go to buy from a shop."

2. Activity:

- Provide the digital drag-and-drop link with images and names of the items (ML.SL.1, 6.2).
- Students drag the names to the corresponding images.

3. Follow-up:

- Review the answers, ask students to use each word in a simple sentence.

Native Speaker:

1. Introduction:

- **Hello, children! Today we will learn about the community. A community is where we live, work, and have fun. It includes many important places like the hospital, police station, and bank. These places help us in different ways. Let's learn more about our community and the places that make it special!**
- Introduce more community related items, including the previous items.
- Use flashcards to display the vocabulary which describes the community words. Words used are Park, Store, School, House, Library, Street, Playground, Church, Car, Tree, supermarket, hospital, police station, post office, restaurant, bakery, bus stop, fire station, museum, cinema, pharmacy, bank, town hall, zoo, market, stadium, library, airport, hotel, mall (ML.SL.1, 6.1).
- Provide detailed descriptions and context for where these items are typically found within the community.
- Ask students to describe them using new vocabulary and descriptive words.

2. Activity:

- Provide the digital drag-and-drop link with images and names of the items (ML.SL.1, 6.2).
- Students drag the names to the corresponding images.

3. Follow-up:

- Review the answers, encourage students to describe something at school using the new vocabulary.

Language skill	<ul style="list-style-type: none"> • Develop basic vocabulary related to the community. • Recognize and identify common sounds within the community.
Competences for democratic culture	<ul style="list-style-type: none"> • Understanding different words, one finds in the community. • Understanding different areas for the community.
Type of learning Activity	<ul style="list-style-type: none"> • Reading Skills • Matching Activity Skills
Learning Outcome	<ul style="list-style-type: none"> • Develop basic listening skills related to the community. • Recognize and identify different vocabulary within the community. • Encourage the use of detailed sentences to describe and discuss what they are observing.



Objective (Link to Curriculum and/or European frameworks)

- They learn new vocabulary about the community.
- They identify vocabulary that contains more than one aspect of information, instructions and directions.

Students Material

<p>T M. SL.1</p> <p>Activity 6.1, 6.2</p> <p>Code 6.1, 6.2</p> <p>Teacher station Technology station</p>	<p>A1 Level - Community Vocabulary Answer the following questions</p> <ul style="list-style-type: none"> ○ Guess the community places and things that you are seeing on the flashcards which the teacher is showing you? <p>1. Flash cards</p> <ul style="list-style-type: none"> ○ Using your tablet, click on the following link Flashcards A1 ○ Name the picture by writing the word. <p>2. Drag and Drop</p> <ul style="list-style-type: none"> ○ Using your tablet, click on the following link Drag and Drop A1 ○ Once you open the link you will find the words below the pictures where you will need to drag each word to the corresponding room image.
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<p>T M. SL.1</p> <p>Activity 6.1, 6.2</p> <p>Code 6.1, 6.2</p> <p>Teacher station Technology station</p>	<p>A2 Level: Community Vocabulary Answer the following questions</p> <ul style="list-style-type: none"> ○ Guess the community places and things that you are seeing on the flashcards which the teacher is showing you? <p>1. Flash cards</p> <ul style="list-style-type: none"> ○ Using your tablet, click on the following link Flashcards A2 ○ Name the picture by writing the word. <p>2. Drag and Drop</p> <ul style="list-style-type: none"> ○ Using your tablet, click on the following links. There are two activities - Drag and Drop A2 Part 1, Drag and Drop A2 Part 2 ○ Once you open the link you will find the words below the pictures where you will need to drag each word to the corresponding room image.
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T M. SL.1

Activity
6.1, 6.2

Code 6.1, 6.2

Teacher station
Technology
station

Native Speaker Level: Community Vocabulary

Answer the following questions

- Guess the community places and things that you are seeing on the flashcards which the teacher is showing you?

1. Flash cards

- Using your tablet, click on the following link [Flashcards Native Speaker](#)
- Name the picture by writing the word.

2. Drag and Drop

- Using your tablet, click on the following links. There are two activities - [Drag and Drop Native Speaker Part 1](#), [Drag and Drop Native Speaker Part 2](#)

Once you open the link you will find the words below the pictures where you will need to drag each word to the corresponding room image.

TASK SEVEN – Listening to and Speaking about Community Vocabulary

Description



ML.SL.1, 7.1

ML.SL.1, 7.2

ML.SL.1, 7.3

Technological Requirements:

1. A digital device (computer, tablet, or smartphone) for each student or group of students.
2. An internet connection

Link to the

3. Flashcards with picture and word
 - A1 – [Flashcards A1](#)
 - A2 – [Flashcards A2](#)
 - Native Speaker – [Flashcards Native Speaker](#)

A1 Level:

1. Introduction: Discuss different areas in the community. Introduce basic vocabulary using simple words. Words used are *Park, Store, School, House, Library, Street, Playground, Church, Car, Tree*.
2. Pronunciation Practice: Pronounce the introduced words clearly, emphasizing the correct words (ML.SL.1, 7.1). Encourage students to repeat after you, paying attention to pronunciation.
3. Intonation Task: Read the simple sentences related to the community surroundings. Read the dialogue and conversation related to the community (ML.SL.1, 7.2). Ask students to repeat the sentences, focusing on matching the intonation and rhythm.
4. Activity: Engage students in a fun activity like a "repeat after me" game, where they mimic different intonations and rhythms.

A2 Level: Building Vocabulary and Expression

1. Introduction: Review basic community-related vocabulary. Introduce more words related to specific areas in the community. Words used are *Park, Store, School, House, Library, Street, Playground, Church, Car, Tree, supermarket, hospital, police station, post office, restaurant, bakery, bus stop, fire station, museum, cinema*.
2. Pronunciation and Expression Practice: Pronounce the new words clearly, emphasizing correct sounds (ML.SL.1, 7.1). Ask students to repeat, focusing on expression and intonation.
3. Intonation Task: Read longer sentences related to the community. Read the dialogue and conversation related to the community (ML.SL.1, 7.2). Ask students to listen and repeat, paying attention to the natural flow of the sentences.
4. Activity: Engage students in a role-playing activity where they use the new vocabulary and practice expressing themselves with good intonation (ML.SL1, 7.3).

Native Speakers: Expressing Thoughts with Intonation

1. Introduction Discuss more advanced community-related vocabulary and phrases. Words used are *Park, Store, School, House, Library, Street, Playground, Church, Car, Tree, supermarket, hospital, police station, post office, restaurant, bakery, bus stop, fire station, museum, cinema, pharmacy, bank, town hall, zoo, market, stadium, library, airport, hotel, mall*.

	<p>Emphasize the importance of using different intonations based on the context (ML.SL.1, 7.1).</p> <ol style="list-style-type: none"> Advanced Pronunciation and Expression Practice: Model longer and more complex sentences, focusing on pronunciation and expressive intonation. Have students repeat after you, paying attention to nuances in speech. Intonation Task: Read dialogues or conversations related to the community (ML.SL.1, 7.2). Ask students to listen and repeat, incorporating the appropriate intonation for different situations. Activity: Encourage students to share their thoughts or experiences at school using the new vocabulary and practicing good intonation. Engage students in a role-playing activity where they use the new vocabulary and practice expressing themselves with good intonation (ML.SL1, 7.3).
Language skill	<ul style="list-style-type: none"> Introduce basic vocabulary related to community surroundings. Develop pronunciation skills and basic intonation. Encourage students to express thoughts and ideas with appropriate intonation.
Competences for democratic culture	<ul style="list-style-type: none"> We appreciate that we are all unique and see how we can appreciate the life around us using our senses. We observe what is the same and different in our community. We appreciate the importance of others (other people) in our lives. We explore the environment around us, especially the school and public places of the area where we live, and the characteristics that make the environment around us unique.
Type of learning Activity	<ul style="list-style-type: none"> Vocabulary Speaking Skills
Learning Outcome	<ul style="list-style-type: none"> Introduce basic vocabulary related to the community. Develop pronunciation skills and basic intonation. Encourage students to express thoughts and ideas with appropriate intonation.
Objective (Link to Curriculum and/or European frameworks)	<ul style="list-style-type: none"> Strengthening Vocabulary Show the ability to associate and compare the written word with the one heard/spoken.

Educators Materials

Activities 7

ML.SL.1.7.1

Sentences

A1 Level

- Park: I play in the park.
- Store: Mom buys food at the store.
- School: I learn at school.
- House: I live in a house.
- Library: I read books at the library.
- Street: I walk down the street.
- Playground: I swing at the playground.



8. Church: We go to church on Sunday.
9. Car: Dad drives a car.
10. Tree: I see a big tree.

A2 Level

1. Park: We have fun at the park.
2. Store: She buys toys at the store.
3. School: I go to school every day.
4. House: Our house has a big garden.
5. Library: I borrow books from the library.
6. Street: The street is busy with cars.
7. Playground: We play on the slide at the playground.
8. Church: They sing songs at the church.
9. Car: The car is red and fast.
10. Tree: There is a bird in the tree.
11. Supermarket: We buy groceries at the supermarket.
12. Hospital: The doctor works at the hospital.
13. Police Station: The police officer helps people at the police station.
14. Post Office: I send letters from the post office.
15. Restaurant: We eat dinner at a restaurant.
16. Bakery: The bakery sells yummy cakes.
17. Bus Stop: We wait for the bus at the bus stop.
18. Fire Station: Firefighters work at the fire station.
19. Museum: We see dinosaur bones at the museum.
20. Cinema: We watch movies at the cinema.

Native Speakers

1. Park: We play games at the park.
2. Store: Mom buys milk at the store.
3. School: I learn new things at school.
4. House: Our house has a blue door.
5. Library: I read stories at the library.
6. Street: We live on a quiet street.
7. Playground: The playground has a big slide.
8. Church: We pray at the church.
9. Car: Dad drives us in the car.
10. Tree: There is a bird in the tree.
11. Supermarket: We buy food at the supermarket.
12. Hospital: Doctors help people at the hospital.
13. Police Station: The police station is near our house.
14. Post Office: I mail a letter at the post office.
15. Restaurant: We eat pizza at the restaurant.
16. Bakery: The bakery has fresh bread.
17. Bus Stop: We wait for the bus at the bus stop.
18. Fire Station: Firefighters work at the fire station.
19. Museum: The museum has dinosaur bones.
20. Cinema: We watch cartoons at the cinema.

21. Pharmacy: We get medicine at the pharmacy.
22. Bank: People keep money in the bank.
23. Town Hall: Meetings are held at the town hall.
24. Zoo: We see lions at the zoo.
25. Market: The market sells fresh fruit.
26. Stadium: We watch games at the stadium.
27. Library: I borrow books from the library.
28. Airport: Planes take off at the airport.
29. Hotel: We sleep at the hotel on vacation.
30. Mall: We shop for clothes at the mall.

Dialogues

A1 Level

Teacher: "Hi, kids! Let's talk about our community. Where do you go to read books?"

Child 1: "I go to the library."

Teacher: "Very good! And where do you go to play?"

Child 2: "I go to the park."

Teacher: "Great! And where do you buy food?"

Child 3: "At the store."

A2 Level

Teacher: "Hello, everyone! Let's chat about our community. Can you tell me where we go if someone is sick?"

Child 1: "We go to the doctor."

Teacher: "That's right! And where do we go to send a letter?"

Child 2: "To the post office."

Teacher: "Good job! And where can we see animals?"

Child 3: "At the zoo."

Native Speakers

Dialogue 1: At the Park

Alex: Hi, Emma! Do you want to play at the park today?

Emma: Sure, Alex! I love the park. Can we go to the playground there?

Alex: Yes! We can slide and swing.

Dialogue 2: At the Store

Mom: We need to buy milk and bread at the store.

Sarah: Can we also get some apples, Mom?

Mom: Of course, Sarah. Let's go to the supermarket section.

Dialogue 3: Going to School

Dad: Are you ready for school, Jack?

Jack: Yes, Dad. I have my backpack and lunch.

Dad: Great! Let's get in the car and drive to school.

Dialogue 4: Visiting the Library



Lily: Can we go to the library after school?
Mom: Yes, Lily. You can borrow some new books.
Lily: Awesome! I love reading new stories.

Dialogue 5: On the Street

Tom: Look at the big tree on our street!
Anna: Wow, it's so tall. I see a bird's nest up there.
Tom: Let's walk to the park and see more trees.

Dialogue 6: At the Playground

Ben: I want to go on the swing at the playground.
Lucy: I will go on the slide. Meet you after!
Ben: Okay, see you soon!

Dialogue 7: Going to Church

Mom: It's Sunday, time to go to church.
Ella: Can I bring my book to read after?
Mom: Sure, Ella. Let's get ready to leave.

Dialogue 8: At the Hospital

Dad: We need to visit Grandma at the hospital.
Max: Is she feeling better now?
Dad: Yes, she's getting better. Let's bring her some flowers.

Dialogue 9: At the Police Station

Officer: Hello, can I help you?
Jake: I found a lost dog. Can you help find its owner?
Officer: Sure, Jake. We will take care of the dog.

Dialogue 10: At the Post Office

Mia: I need to send a letter to my friend.
Clerk: Sure, Mia. Just put it in this envelope.
Mia: Thank you! I hope she gets it soon.

Dialogue 11: At the Restaurant

Waiter: What would you like to order?
Sam: I would like a pizza, please.
Waiter: And what about you?
Sara: I want spaghetti.

Dialogue 12: At the Bakery

Liam: These cakes look delicious!
Mom: You can choose one to take home.
Liam: I want the chocolate one.

Dialogue 13: At the Bus Stop

Nina: The bus is taking a long time.
Owen: Yes, but it will be here soon.



Nina: I hope it's not too crowded.

Dialogue 14: At the Fire Station

Firefighter: Welcome to the fire station!

Emma: Wow, can we see the fire trucks?

Firefighter: Yes, follow me!

Dialogue 15: At the Museum

Guide: Here we have dinosaur bones.

Jake: They are huge!

Guide: Yes, dinosaurs were very big animals.

Dialogue 16: At the Cinema

Noah: What movie are we watching?

Ava: We are watching a cartoon.

Noah: Great, I love cartoons!

Dialogue 17: At the Pharmacy

Clerk: How can I help you?

Lily: I need to pick up my medicine.

Clerk: Sure, here it is.

Dialogue 18: At the Bank

Dad: I need to go to the bank.

Tom: Can I come with you?

Dad: Sure, Tom. Let's go.

Dialogue 19: At the Town Hall

Mayor: Welcome to the town hall meeting.

Alice: Thank you. What are we discussing today?

Mayor: We will talk about the new park.

Dialogue 20: At the Zoo

Guide: Here are the lions.

Ben: They look so strong!

Guide: Yes, lions are very powerful animals.

Dialogue 21: At the Market

Mom: Let's buy some vegetables at the market.

Sophia: Can we get some carrots?

Mom: Yes, we can.

Dialogue 22: At the Stadium

Dad: We are going to the stadium to watch a game.

Max: I love football soccer games!

Dad: It will be a fun match.

Dialogue 23: At the Airport



Agent: Where are you flying today?
Liam: We are going to visit Grandma.
Agent: Have a safe flight!

Dialogue 24: At the Hotel

Receptionist: Welcome to our hotel.
Emma: Thank you. Can we have a room with a view?
Receptionist: Yes, here are your keys.

Dialogue 25: At the Mall

Mom: Let's go shopping at the mall.
Ava: Can we buy a new dress?
Mom: Yes, let's find one you like.

Students Material

M. SL. 1

Activity 7.1, 7.2,
7.3

- Teacher station
- Collaboration station

A1 Level: Listening to Community Vocabulary

- Discuss with your teacher the different parts found in the community that you learnt about.
- The teacher will read out the word and you are asked to listen closely to the word.
- Find the flashcard from your tablet.
- Write down the word.
- The teacher will now read you a sentence and you are to repeat with the correct tone.
- Write a sentence about the community.

M. SL. 1

Activity 7.1, 7.2,
7.3

- Teacher station
- Collaboration station

A2 Level: Listening to Community Vocabulary

- Discuss with your teacher the different parts found in the community that you learnt about.
- The teacher will read out the word and you are asked to listen closely to the word.
- Find the flashcard from your tablet
- Write down the word
- The teacher will now read you a sentence and you are to repeat the sentence.
- Listen to the dialogue and the words.
- Write a sentence about the community.



M. SL. 1

Activity 7.1, 7.2,
7.3

- Teacher station
- Collaboration station

Native Speaker Level: Listening to Home Vocabulary

- Discuss with your teacher the different parts found in the community that you learnt about.
- The teacher will read out the word and you are asked to listen closely to the word.
- Find the flashcard from your tablet
- Write down the word
- The teacher will now read you a sentence and you are to repeat the sentence.
- Listen to the dialogue and the words.
- Write a dialogue about the community.