





Lesson 1

1 Look, listen and repeat.   



2 Point and say.  



3 Let's talk.  



Nam's house



Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *My house*.
- describe a house, using *There's a + (house facility)*.
- ask and answer questions about things in the house, using *Is there a + (house facility)?*
- pronounce the sounds of the letters **ch** and **th** in the words **kitchen** and **bathroom** respectively.

Warm-up: Spend a few minutes revising the language learnt by having the class sing the song *A happy family* or say the chant *How old is he?* Draw pupils' attention to the title of the unit and check comprehension. Have them repeat it once or twice.

1. Look, listen and repeat.

- Tell pupils that they are going to practise talking about house facilities using *There is a + (house facility)*. Give a few seconds for pupils to look at the first picture and elicit the names of the characters and what they are saying. Give feedback and explain the new vocabulary. Have pupils repeat the text a few times. Repeat the procedure with the second picture.
- Do choral and individual repetition, pointing to the characters speaking.
- Play the recording for pupils to listen and say along.

2. Point and say.

- Tell pupils that they are going to practise saying sentences with *There is a + (house facility)*. Point to each picture, elicit the meaning of the new words and have pupils repeat each word a few times. Use the first picture as an example and put the sentence and the response on the board. Have pupils repeat each of them a few times.
- Do choral and individual repetition, using the words as prompts.
- Get pupils to work in pairs. Check as a class.

Language note: Draw pupils' attention to the linking sound between **there's** and **a**. Have pupils practise saying it a few times. Give a few more examples for pupils to practise saying.

3. Let's talk.


- Tell pupils that they are going to practise more with their friends. Give a few seconds for pupils to look at the picture and read the text. Check comprehension and give feedback. Point to a room and elicit the word filling the gap. Put the sentence and the response on the board and have a pair act out the dialogue as an example before starting the activity.
- Get pupils to work in pairs. Go around to offer help and correct the pronunciation, if necessary.
- Call a few pairs to act out the dialogue in front of the class.
- If there is time, tell pupils to ask and answer questions about their own houses.

4 Listen and tick.  

- | | | | | |
|----|---|----------------------------|--|----------------------------|
| 1. |  | a <input type="checkbox"/> |  | b <input type="checkbox"/> |
| 2. |  | a <input type="checkbox"/> |  | b <input type="checkbox"/> |
| 3. |  | a <input type="checkbox"/> |  | b <input type="checkbox"/> |

5 Look and write.  

- | | | |
|---|---|---|
|  |  |  |
| 1. This is _____. | 2. There is _____. | 3. There is _____. |
|  |  |  |
| 4. There is _____. | 5. There is _____. | 6. There is _____. |

6 Let's sing. 



The way I clean my house

This is the way I clean my house,
 Clean my house, clean my house.
 This is the way I clean my house
 So early in the morning!
 This is the way I clean my room,
 Clean my room, clean my room.
 This is the way I clean my room
 So early in the morning.

Warm-up: Spend a few minutes revising the language learnt by having the class play a game of *Slap the board*. Read the *Activities Bank* in the *Introduction* for more activities. Then call a few pairs to the front of the class to do the dialogue in Exercise 3.

4. Listen and tick.

- Tell pupils that they are going to listen and tick the correct boxes. Give a few seconds for pupils to look at the pictures. Check comprehension and give feedback.
- Play the recording three times for pupils to listen, do the task and check the answers.
- Get pupils to swap and check each other's answers before checking as a class.

Key : 1a 2b 3a

Audio script

- | | |
|--|--|
| 1. Linda: This is my house. | 2. Linda: There's a garden. Come and see it. |
| Mai: Wow! It's big! | Mai: It's very beautiful! |
| 3. Mai: That's the kitchen over there. | |
| Come and see it. | |
| Linda: Wow! It's very nice! | |

5. Look and write.

- Tell pupils that they are going to look at the pictures and fill the gaps. Give a few seconds for pupils to look at the pictures and read the sentences. Check comprehension and give feedback. Point to the first picture and elicit the words filling the gap as an example before starting the activity. Get pupils to work in pairs.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before checking as a class. Write the correct answers on the board for pupils to copy down into their notebooks.
- Call some pupils to read aloud the sentences.

Key: 1 a/my house 2 a living room 3 a dining room
 4 a bedroom 5 a bathroom 6 a kitchen

6. Let's sing.

- Tell pupils that they are going to sing the song *The way I clean my house*. Teach the song, following the procedure in the *Teaching the unit components* in the *Introduction*. Read each line of the lyrics and check comprehension. Give the meaning of the new vocabulary. Then have pupils listen to the song all the way through. Sing each line and have pupils repeat it a few times. When pupils feel confident with the tune, show them how to sing the song and do the actions.
- Get groups of pupils to sit face to face and practise singing and doing the actions.
- Call a group of six to the front of the class singing and doing the actions, while the others clap along.
- Have the whole class sing the song and do the actions.

Lesson 2

1 Look, listen and repeat.



2 Point and say.



pond/yes



gate/yes



yard/yes



fence/no

3 Let's talk.



Tony's house



Warm-up: Spend a few minutes revising the language learnt by getting pupils to sing the song *The way I clean my house*. Then play a game of *Slap the board*, using the vocabulary learnt. Read the *Activities Bank* in the *Introduction* for more activities.




1. Look, listen and repeat.

- Tell pupils that they are going to practise asking and answering questions about house facilities. Give a few seconds for pupils to look at the first picture and read the text in silence. Check comprehension and give feedback. Ask pupils to repeat the text a few times. Repeat the procedure with the second picture.
- Do choral and individual repetition, pointing to the characters speaking.
- Play the recording again for pupils to listen and say along.

2. Point and say.



- Tell pupils that they are going to practise asking and answering the question *Is there a + (house facility)?* Give a few seconds for pupils to look at the first picture and read the text. Teach the new vocabulary and have pupils repeat each of the words a few times. Point to Picture *a* and prompt pupils to say the question and answer. Put the question and answer on the board and have pupils repeat each of them a few times. Repeat the procedure with the remaining pictures.
- Do choral and individual repetition, pointing to each picture.
- Get pupils to work in pairs. Check as a class.

Language note: Draw pupils' attention to the rising intonation of the questions and the falling intonation of the answers. Draw arrows to show the intonation.

Is there a pond ? Yes, there is . No, there isn't .

3. Let's talk.

- Tell pupils that they are going to practise more with their friends. Give a few seconds for pupils to look at the picture and read the text. Check comprehension and give feedback. Elicit the words to fill the gaps. Put the question and answer on the board and have pupils repeat them a few times. Call a pair to do the exchange before starting the activity.
- Get pupils to work in pairs. Go around to offer help and correct the pronunciation, if necessary.
- Call a few pairs to act out the dialogue in front of the class.
- If there is time, tell pupils to ask and answer questions about their own houses.

4 Listen and number.  



a



b



c



d

5 Read and complete.  




Hi! My name is Phong.



pond tree house beautiful

Hi! My name is Phong. This is my (1) _____. There is not any fence around my house. There is not a yard, but there is a garden in front of the house. It is (2) _____. There is a (3) _____ and a (4) _____ in the garden.

6 Write about your house. 

| | Yes, there is./No, there isn't. |
|-----------------------|---------------------------------|
| 1. Is there a garden? | _____. |
| 2. Is there a fence? | _____. |
| 3. Is there a yard? | _____. |
| 4. Is there a pond? | _____. |
| 5. Is there a tree? | _____. |

Warm-up: Spend a few minutes revising the language learnt by having pupils sing the song *The way I clean my house*. Then call a pair to the front of the class to do the dialogue in Exercise 3.

4. Listen and number.

- Tell pupils that they are going to listen and number the pictures. Give a few seconds for pupils to look at the pictures. Check comprehension and give feedback.
- Play the recording three times for pupils to listen, do the task and check their answers.
- Get pupils to swap and check their answers before checking as a class.

Key: a2 b1 c4 d3

Audio script

- | | | | |
|----|---|----|--|
| 1. | Tony: This is my house. | 2. | Phong: Is there a pond? |
| | Phong: Oh, it's nice. And there's a very big tree next to it. | | Tony: Yes, there is. Come and see it. |
| | | | Phong: Wow! What a nice pond! |
| 3. | Phong: Is there a gate? | 4. | Phong: That's a nice fence around the house. |
| | Tony: Yes, there is. | | Tony: Thank you. |

5. Read and complete.



- Tell pupils that they are going to read the text and fill the gaps. Give a few seconds for the class to look at the picture and read the text. Check comprehension and give feedback.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before checking as a class. Write the correct answers on the board for pupils to copy down into their notebooks.
- Call some pupils to read the text aloud.

Key: 1 house 2 beautiful 3 tree 4 pond

6. Write about your house.

- Tell pupils that they are going to answer some questions about their own houses. Give a few seconds for pupils to read the questions. Check comprehension and give feedback.
- Give time for pupils to write down their answers.
- Tell pupils to swap and check their answers before calling a few pupils to read theirs.
- Call some pupils to write their answers on the board. Correct their spelling and grammatical errors, if necessary.

Lesson 3

1 Listen and repeat.  

ch

kitchen

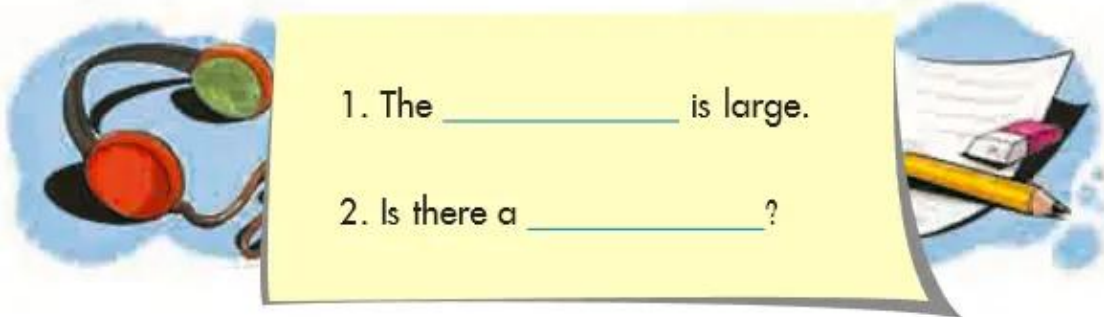
This is the kitchen.

th

bathroom

Is there a bathroom?

2 Listen and write.  



1. The _____ is large.

2. Is there a _____?

3 Let's chant. 

Is there a garden?

| | |
|-------------------------------------|-----------------------------------|
| Is there a garden behind the house? | Yes, there is. Yes, there is. |
| Is there a yard behind the house? | Yes, there is. Yes, there is. |
| Is there a gate behind the house? | No, there isn't. No, there isn't. |
| Is there a pond behind the house? | No, there isn't. No, there isn't. |



Warm-up: Spend a few minutes revising the language learnt by calling a few pupils to read their answers in Lessons 2, Exercise 6. Then have the class sing the song *The way I clean my house*.

1. Listen and repeat.

- Tell pupils that they are going to practise saying the letters, words and sentences in the book. Put the phonics letters **ch** and **th** on the board and say them a few times. Ask pupils to repeat after you. Prompt pupils to say the words and sentences, paying attention to the target phonics letters. Do choral repetition of the words and sentences until pupils feel confident.

2. Listen and write.

- Tell pupils that they are going to do a dictation. Give pupils a few seconds to read the text in silence before starting the dictation.
- Have pupils swap and check their answers before checking as a class. Write the correct answers on the board for pupils to copy down into their notebooks.
- Get pupils to work in pairs and practise saying the sentences.

Key: **1** bathroom **2** kitchen

Audio script

1. The bathroom is large.

2. Is there a kitchen?

3. Let's chant.

- Give a few seconds for pupils to read the chant. Check comprehension and give feedback. Say the chant all the way through. Then have pupils repeat each line of the chant a few times. When pupils get familiar with the chant, show them how to say the chant and do the actions.
- Get groups of pupils to sit face to face and practise chanting and doing the actions. Go around to offer help, if necessary.
- Call two groups of six to the front of the class to chant and do the actions: one group chants the questions and the other chants the answers. Have the remaining of the class clap along to the rhythm.

4 Read and write. 🧐 🖍️

Hi. My name is Mai. This is my (1) _____.

It is large. The gate of the house is blue. There is a (2) _____ in front of the house.

There is a (3) _____ in the garden.

You can see the (4) _____ room in the house. It is quite big.



5 Read again and write the answers. 🧐 🖍️

1. Is Mai's house small? _____.
2. What colour is the gate? _____.
3. Is there a garden? _____.
4. Is there a pond in the garden? _____.
5. Is there a yard? _____.

6 Project 🎨

Draw and colour your house.
Write the names of the rooms in the house.



Warm-up: Spend a few minutes revising the language learnt by getting two groups of six to the front of the class to perform the chant *Is there a garden?* Then have the class sing the song *The way I clean my house*.

4. Read and write.

- Tell pupils that they are going to read the text and fill the gaps with appropriate words. Give a few seconds for pupils to look at the picture and read the text. Check comprehension and give feedback. Elicit the word to fill the first gap as an example.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before checking as a class.
- Do choral repetition of the reading.

Key: 1 house 2 garden 3 pond 4 living

5. Read again and write the answers.

- Tell pupils that they are going to read the text again and write the answers to the questions.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before checking as a class. Write the answers on the board for pupils to copy down into their notebooks.
- Do choral and individual repetition.

Key: 1 No, it isn't. 2 It's blue. 3 Yes, there is. 4 Yes, there is. 5 No, there isn't.

6. Project

- Tell pupils that they are going to draw and colour their houses, label the rooms and finally present pictures to the class. Get pupils to prepare necessary school things to carry out the project (coloured pencils, crayons, etc.)
- Give pupils time to do the project in class. Get pupils to work in groups. Go around to offer help, if necessary. If there is not enough time, ask pupils to do the project as homework.
- Call a few pupils to the front of the class to show their pictures and describe them.
E.g. This is a living room. It is green. / There's a kitchen in the house. It's large.
- Have pupils sing the song *The way I clean my house* or say the *Is there a garden?* chant to end the class.