



Lesson 1

1 Look, listen and repeat.   

a

That's my school. Is it big?

Yes, it is.

b

That's my classroom. Is it big?

No, it isn't. It's small.

2 Point and say.  

That's the _____.



3 Let's talk. 

That's _____.

 That's = That is

Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *My school*.
- talk about school facilities, using *That is the + (school facility)*.
- ask and answer the question *Is the + (school facility) + (adjective)?*
- pronounce the sounds of the letters *g* and *l* in the words *gym* and *look* respectively.

Warm-up: Spend a few minutes revising the previous lesson by having pupils play a game of *Simon says*, using the instructions that pupils have learnt in Unit 6. Read the *Activities Bank* in the *Introduction* for more activities. Get pupils to sing the *Come in and sit down* song. 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 talk about the school and the school facilities, using *That's + (school facility)*. Point to the first picture and elicit the names of the characters, and what they are saying. 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 *That is + (school facilities)*. Give a few seconds for pupils to look at the pictures and read the text. Have pupils repeat the new words a few times. Point to the first picture and elicit the word to fill the gap. Put the sentence on the board. Have pupils repeat it a few times.
- Do choral and individual repetition, using the pictures in the book.
- Get pupils to practise in pairs. Check as a class.

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 check their understanding by eliciting the name of each school facility. Ask pupils to fill in the blank. Put the sentence on the board and do choral and individual repetition.
- Have pupils work in pairs, using the picture in the book. Go around to offer help and correct the pronunciation, if necessary.
- Call some pairs to act out the dialogue in front of the class.
- If there is time, tell some pupils to talk about their own school.


Language note: Remind pupils to use *This is ...* for something that is nearby and *That is ...* for something that is far away.

4 Listen and tick.  

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

5 Look, read and write.   

		1. That is my _____.		2. That is the _____.
		3. That is the _____.		4. That is the _____.

6 Let's sing. 

This is the way we go to school



This is the way we go to school,
Go to school, go to school.
This is the way we go to school,
So early in the morning.

This is the way we go to school,
Go to school, go to school.
This is the way we go to school,
So early in the morning.

Warm-up: Spend a few minutes revising the previous lesson by playing a game of *Slap the board*, using the vocabulary learnt. Read the *Activities Bank* in the *Introduction* for more activities. Then have the whole class say *This is ...* or *That is ...*, using the picture cards.

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 understanding by eliciting the names of the school facilities 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: 1b 2c 3a

Audio script

- | | |
|--|---|
| 1. <i>Linda:</i> That's the computer room. | 2. <i>Linda:</i> That's the gym. |
| <i>Nam:</i> Is it big? | <i>Nam:</i> Is it big? |
| <i>Linda:</i> Yes, it is. | <i>Linda:</i> No, it isn't. It's small. |
| 3. <i>Linda:</i> And that's the classroom. | |
| <i>Nam:</i> Is it big? | |
| <i>Linda:</i> Yes, it is. | |

5. Look, read 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 text in silence. Check comprehension and give feedback.
- Give pupils time to do the task.
- Get pupils to swap and check their answers before calling different individuals to read the sentences aloud.
- Write the correct answers on the board for pupils to correct each other's answer.
- Call individual pupils to read the sentences aloud.

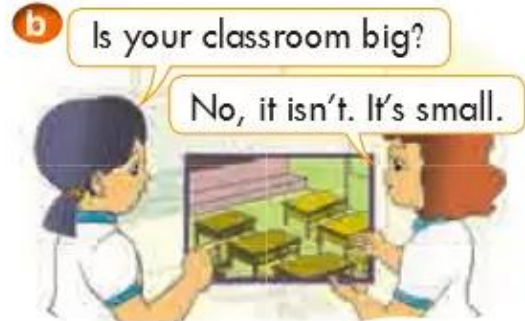
Key: 1 classroom 2 library 3 computer room 4 gym

6. Let's sing.

- Tell pupils that they are going to sing the *This is the way we go to school* song. Teach the song, following the procedure in the *Teaching the unit components* in the *Introduction*.
- Sing each line of the lyrics and have pupils repeat it a few times. When pupils are familiar 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.
- Have the whole class sing the song and do the actions to reinforce learning.



Lesson 2

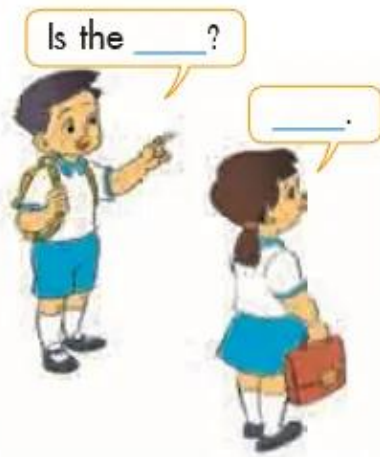
1 Look, listen and repeat.   



2 Point and say.  



3 Let's talk.  



Warm-up: Spend a few minutes revising the previous lesson by singing the *This is the way we go to school* song. Call a group of four to the front of the class to sing the song and do the actions while the others clap along.

1. Look, listen and repeat.

- Tell pupils that they are going to ask and answer the question *Is the + (school facility) + (adjective)?* Give a few seconds for pupils to look at the first picture and read the text. Check comprehension and give feedback. 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 asking and answering the question *Is the + (school facility) + (adjective)?*
- Point to each school facility. Check comprehension and then teach the new vocabulary. Have pupils repeat each word a few times. Point to the first picture and elicit the words to fill the gap. Put the question and answer on the board. Have pupils repeat each of the sentences a few times.
- Do choral and individual repetition, pointing to the pictures in the book.
- Get pupils to work in pairs. Check as a class.

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 pictures and elicit the names of the school facilities and the adjectives such as *old, new, large* and *big*. Ask pupils to fill the gaps. Put them on the board and have pupils repeat them a few times.
- Call a pair to act out the dialogue in front of the class.
- If there is time, tell some pairs to ask and answer questions about their own school.

4 Listen and number.  



a



b



c




d

5 Read and circle.  

Look at my school. It is beautiful. That is my classroom. It is big. And that is the computer room. It is new but small. Look at the library. It is large and new. And look at the gym. It is big but old.



1. The classroom is (*big / small*).
2. The computer room is (*big / small*).
3. The library is (*old / new*).
4. The gym is (*new / big*).

6 Write about your school. 

1. Is your school big? _____.
2. Is the computer room new? _____.
3. Is the gym large? _____.
4. Is the library big? _____.

Warm-up: Spend a few minutes revising the question *Is the + (school facility) + (adjective)*, using the picture cards as prompts. Then have the whole class sing the *This is the way we go to school* song.

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 understanding 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: a3 b1 c4 d2

Audio script

1. *Tom:* Is your school new?

Linda: No, it isn't. It's old.

3. *Tom:* Is your classroom big?

Linda: No, it isn't. It's small.

2. *Tom:* Is the library big?

Linda: Yes, it is.

4. *Tom:* Is the school gym large?

Linda: Yes, it is.

5. Read and circle.

- Tell pupils that they are going to read the text and circle the correct words. Give a few seconds for pupils to look at the pictures and read the text. Check comprehension. 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 individual pupils to read the sentences aloud.

Key: 1 big 2 small 3 new 4 big

6. Write about your school.

- Tell pupils that they are going to write about their school. Give a few seconds for pupils to read the text in silence. Check comprehension and give feedback.
- Give pupils time to do the task.
- Tell pupils to swap and check their answers before checking as a class.
- Call four pupils to write their answers on the board, each writing the answer to one of the four questions.

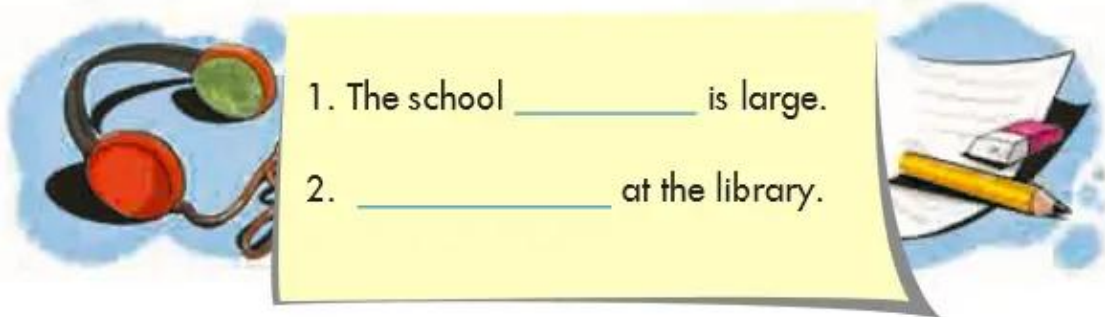
Lesson 3

1 Listen and repeat.

g **gym** The **g**ym is old.

l **look** Look at the school.

2 Listen and write.



1. The school _____ is large.
2. _____ at the library.

3 Let's chant.



Is your school new?

Is your school new?	Yes, it is. It's new.
Is your school big?	Yes, it is. It's big.
Is your classroom large?	No, it isn't. It's small.
Is the playground small?	No, it isn't. It's large.

Warm-up: Spend a few minutes revising the previous lesson by playing a game of *Slap the board*, using the vocabulary learnt. Read the *Activities Bank* in the *Introduction* for more activities. Then have pupils sing the *This is the way we go to school* song.

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 **g** and **l** 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 gym 2 Look

Audio script

1. The school gym is large. 2. Look at the library.

3. Let's chant.

- Tell pupils that they are going to say the *Is your school new?* chant. Teach the chant, following the procedure in *Teaching the unit components* in the *Introduction*. Read each line of the chant and have pupils repeat it a few times. Show them how to say the chant and do the actions.
- Ask 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 to the front of the class to chant and do the actions. The rest of the class claps along to the rhythm.

4 Read and match.

- | | |
|--------------------------|-----------------------------|
| 1 Is that your school? | a No, it isn't. It's old. |
| 2 Is the library big? | b Wow! It's very nice. |
| 3 Is the music room new? | c No, it isn't. It's small. |
| 4 This is my school. | d Yes, it is. |

5 Read and complete.

it gym playground nice classroom

This is my school. It is new and nice. The school (1) _____ is very large. I play and chat with my friends there. That is the library. (2) _____ is old but large. The (3) _____ is new but small. I do exercise there. And here is my (4) _____. It is large and very (5) _____.

6 Project

Write the names of the rooms in the school.
Tell your classmates about them.



Warm-up: Spend a few minutes revising the previous lesson by getting two groups to the front of the class to sing and act out the *Is your school new?* chant.

4. Read and match.

- Tell pupils that they are going to read the sentences on the left and pair them with those on the right by drawing a line between them. Give a few seconds for pupils to read the text. Check comprehension. 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.
- Call a few pairs to act out the dialogue.

Key: 1d 2c 3a 4b

5. Read and complete.

- Tell pupils to read the text and fill the gaps. Give pupils a few seconds to 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.
- Do choral and individual repetition.

Key: 1 playground 2 It 3 gym 4 classroom 5 nice

6. Project

- Tell pupils that they are going to write the names of the rooms in the school. Check understanding and get pupils to prepare the necessary school things (paper, pens or coloured pencils, scissors, glue, etc.).
- Give pupils time to do the project in groups. Go around to offer help, if necessary.
- Call several pupils to the front of the class to present their labels. For example: *This is the gym.*
- Play a game of *Slap the board*, using the words for school things. Have pupils sing the *This is the way we go to school* song to end the class.

Suggested answers: gym, library, computer room, classroom.