

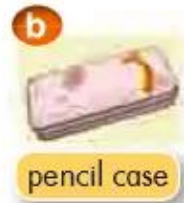




Lesson 1

1 Look, listen and repeat.   



2 Point and say.  



3 Let's talk.  



Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *School things*.
- identify school things, using *This/That is + (school thing)* and *These/Those are + (school things)*.
- talk about school things, using *These/Those are ...*
- pronounce the sounds of the letters *r* and *th* in the words *ruler* and *these* respectively.

Warm-up: Spend a few minutes revising the previous unit by calling a group of five pupils to the front of the class to act out the *Is your school new?* chant. The class claps the rhythm. 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 school things using *This/That is + (school thing)*. Elicit the names of the characters and what they say. Have pupils repeat the text in the bubbles. Repeat the same 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.

Language note: Tell pupils that *Is it?* in the first picture means *Is it your pen?* and *Is it?* in the second picture means *Is it your rubber?*


2. Point and say.

- Tell pupils that they are going to practise saying *This/That is ...*. Give pupils a few seconds to look at the pictures and read the words under them. Check comprehension and give feedback. Have pupils repeat each word a few times. Point to the first picture and elicit the word to fill the gap. Put the sentence on the board and have pupils repeat it a few times.
- Do choral and individual repetition, using the pictures in the book or objects in the classroom.
- 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 pupils a few seconds to look at the pictures and read the text in silence. Elicit the words to fill the gaps and write the sentences on the board. Get pupils to repeat them a few times.
- Get pupils to practise the dialogue. Go around to offer help and correct the pronunciation, if necessary.
- Call a few pupils to act out the dialogue in front of the class.

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.   



a		b	
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1. This is my _____.
It _____ new.

2. That is my _____.
_____ old.

6 Let's play. 

Slap the board

Warm-up: Spend a few minutes revising the previous lesson by playing a game of *Pelmanism* (see *Activities Bank*), using the vocabulary learnt in the previous lesson. Then have pupils sing the song *This is the way we go to school*.

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 their answers. Get pupils to swap and check their answers before checking as a class.

Key: 1b 2c 3a

Audio script

1. *Mai:* This is my pencil.

Tony: Is it?

Mai: Yes, it is.

3. *Mai:* This is my book.

Tony: Is it?

Mai: Yes, it is.

2. *Tony:* That's my school bag.

Mai: Is it?

Tony: Yes, it is.

5. Look, read and write.

- Tell pupils that they are going to look at the pictures, read the sentences 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. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before writing the correct answers on the board for pupils to copy down into their notebooks.
- Call individual pupils to read the sentences aloud.

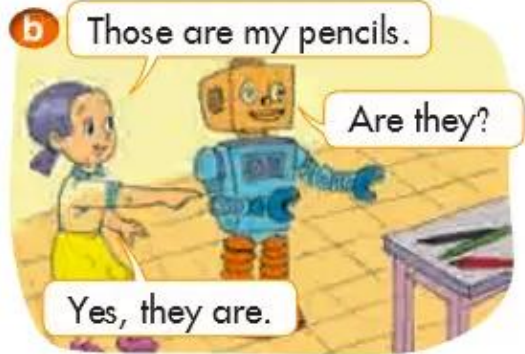
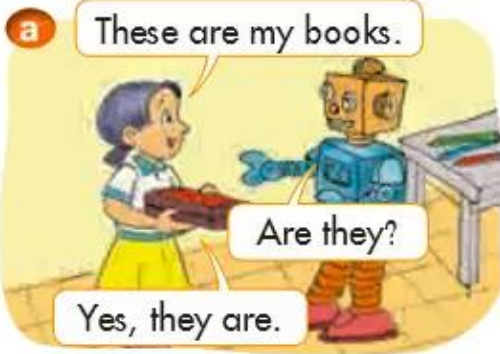
Key: 1 ruler, is 2 rubber, It is

6. Let's play.

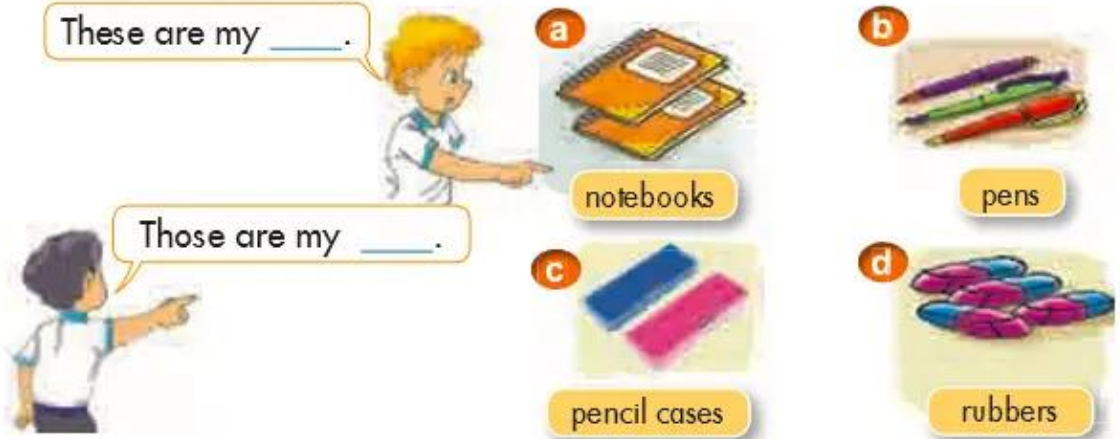
- Tell pupils that they are going to play a game of *Slap the board*. Follow the procedure in *Teaching the unit components* in the *Introduction*. Put picture cards of school things on the board and elicit the word for each object.
- Call two teams of four to the board and start the game.
- Put the scores of the groups on the board.



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 calling two groups to the front of the class to play a game of *Slap the board*, using the vocabulary learnt.

1. Look, listen and repeat.

- Tell pupils that they are going to talk about school things using *These/Those are + (school things)*. Draw pupils' attention to the first picture and elicit the names of the school things in the picture. Give feedback and get pupils to repeat what the characters say a few times. Repeat the same 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.

Language note: Tell pupils that *Are they?* in the first picture means *Are they your books?* and *Are they?* in the second picture means *Are they your pencils?*

2. Point and say.

- Tell pupils that they are going to practise saying *These are/Those are + (school things)*. Give pupils a few seconds to look at the pictures and read the words under them. Check comprehension and give feedback. 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 or objects in the classroom.
- Get pupils to practise in pairs. Check as a class.

Language notes: Draw pupils' attention to the different use of *these* and *those*, using gestures (pointing near and far).

3. Let's talk.

- Tell pupils that they are going to practise more with their friends. Draw pupils' attention to the pictures and check comprehension by eliciting the words for the school things in the pictures. Get pupils to talk about school things, using the pictures or objects in the classroom.
- Call different groups to act out the dialogue in front of the class.
- Correct the pronunciation, if necessary.

4 Listen and number.  



5 Read and write.  



Hi! My name is Nam. This is my classroom. It is small but nice. This is my desk and these are my school things. This is my school bag. It is big. These are my books and notebooks. They are new. These are my pencil cases and pens. They are new too. Look! Those are my new friends.

1. My _____ is Nam.
2. My classroom is _____ but _____.
3. My _____ is big.
4. My _____ and _____ are new.
5. My _____ and _____ are new too.

6 Let's write. 



1. These _____ my _____ and _____.



2. Those _____ my _____ and _____.

Warm-up: Spend a few minutes revising the previous lesson by playing a game of *Bingo*, using the vocabulary learnt.

4. Listen and number.

- Tell pupils that they are going to listen and number the correct boxes. Give pupils a few seconds to look at the pictures. Elicit the names of the school things.
- 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 b4 c2 d1

Audio script

- | | |
|--|---|
| 1. <i>Nam:</i> Hello, Mr Robot. These are my rulers. | 2. <i>Linda:</i> Hi, Mr Robot. Those are my notebooks. |
| <i>Robot:</i> Are they? | <i>Robot:</i> Are they? |
| <i>Nam:</i> Yes, they are. | <i>Linda:</i> Yes, they are. |
| 3. <i>Peter:</i> Hello, Mr Robot. These are my pens. | 4. <i>Mai:</i> Hi, Mr Robot. Those are my pencil cases. |
| <i>Robot:</i> Are they? | <i>Robot:</i> Are they? |
| <i>Peter:</i> Yes, they are. | <i>Mai:</i> Yes, they are. |

5. Read and write.

- Tell pupils that they are going to read and complete the sentences about Nam and his school things. Give pupils a few seconds to look at the picture and read the text in silence. Check comprehension and explain the new vocabulary, if necessary. 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 answers on the board for pupils to copy down into their notebooks.
- Call individual pupils to read the text aloud.

Key: 1 name 2 small, nice 3 school bag
4 books, notebooks 5 pencil cases, pens

6. Let's write.

- Tell pupils that they are going to look at the pictures and fill the gaps. Follow the procedure in *Teaching the unit components* in the *Introduction*. Give pupils a few seconds to read the text in silence. Check comprehension and give feedback.
- Give pupils time to do the task. Get pupils to work in pairs.
- Tell pupils to swap and check their answers before checking as a class. Put the correct answers on the board for pupils to copy down into their notebooks.

Key: 1 are, pens, books 2 are, pencils, rulers

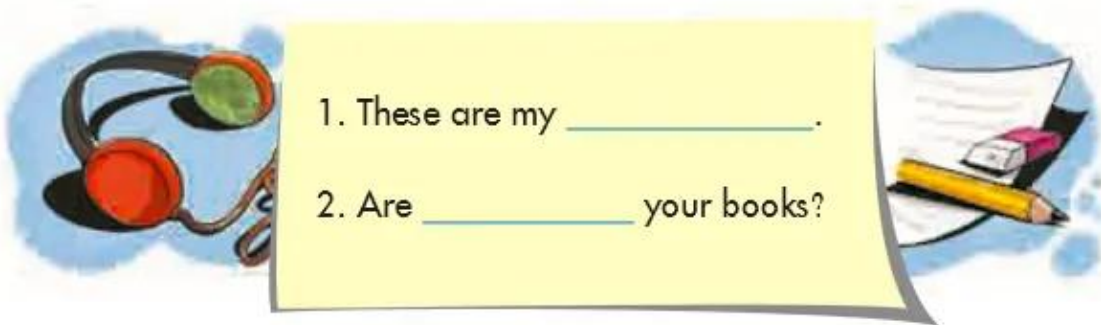
Lesson 3

1 Listen and repeat.  

r **ruler** Those are **r**ulers.

th **these** **Th**ese are pens.

2 Listen and write.  



1. These are my _____.

2. Are _____ your books?

3 Let's chant. 

Look! Look! Look!

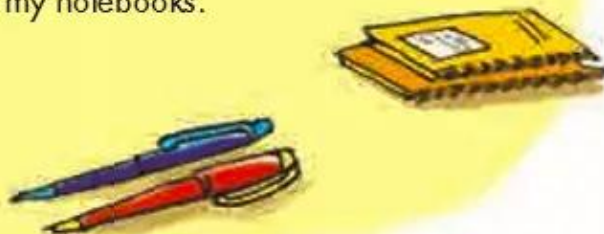
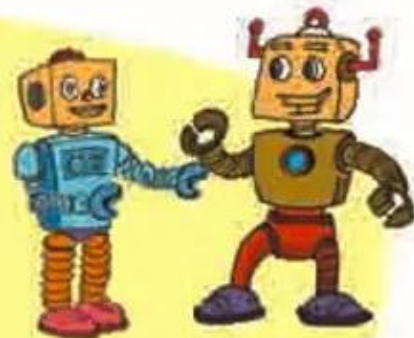
Look! Look! Look!
These are books.
They're my books.

Look! Look! Look!
These are pens.
They're my pens.



Look! Look! Look!
Those are robots.
They're my robots.

Look! Look! Look!
Those are notebooks.
They're my notebooks.



Warm-up: Spend a few minutes revising the previous lesson by playing the *Kim's game* (see *Activities Bank*), using the vocabulary learnt.

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 *r* 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 rulers 2 these

Audio script

1. These are my rulers. 2. Are these your books?

3. Let's chant.

- Tell pupils that they are going to say the *Look! Look! Look!* chant. Follow the procedure in *Teaching the unit components* in the *Introduction*. Give pupils a few seconds to read the chant in silence. Check comprehension and give feedback. Read each line of the chant and have pupils repeat it a few times. Show pupils how to say the chant and do the actions.
- Play the recording a few times for pupils to do choral and individual repetition.
- Get 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 while the rest of the class claps along to the rhythm.

4 Read and match. 🧐 🎒

1 This is a

2 That is a pencil

3 These are pencil

4 Those are

a cases.

b pen.

c books.

d sharpener.

5 Read and write. 🧐 📄



1. Hello! My _____ is Linda.

4. Look! _____ my school bag.

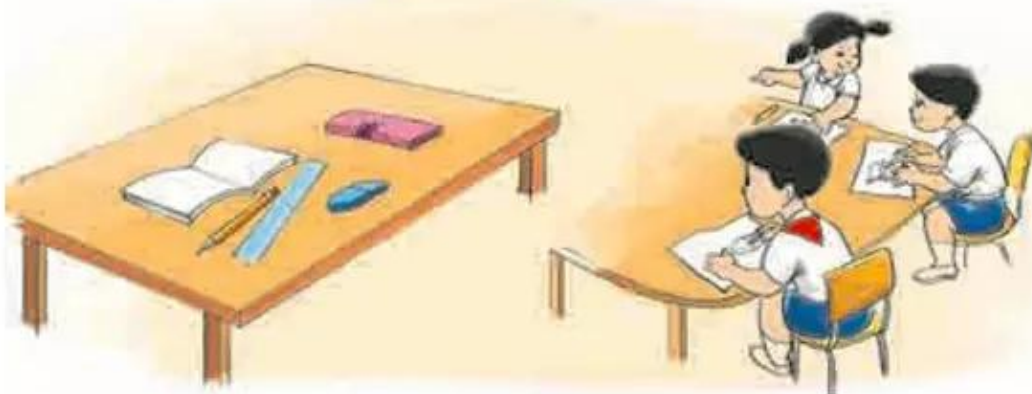
2. _____ my rubber.

5. And _____ my notebooks.

3. _____ my _____ and _____.

6 Project 🎨

Draw your school things. Colour and write the names.
Show them to your friends.



Warm-up: Have the class say the *Look! Look! Look!* chant.

4. Read and match.

- Tell pupils that they are going to read and match the words on the left and pair them with those on the right by drawing a line between them. 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.
- Do choral and individual repetition.

Key: 1b 2d 3a 4c

5. Read and write.

- Tell pupils that they are going to read and fill the gaps with the appropriate words. Give pupils a few seconds to look at the pictures and read the text in silence. 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 name 2 This is 3 These are, pens, notebooks 4 That is 5 those are

6. Project

- Tell pupils that they are going to draw, colour and then write the names of two school things. Present them to the class. Check understanding and get pupils to prepare the school things (paper, pencils, coloured pencils, scissors, glue, etc.)
- Call several pupils to the front of the class to present their work. For example: *This is my* + (a school thing), *These are my* + (school things). If there is not enough time, assign the project as homework.
- Have the class play a game of *Slap the board* and say the *Look! Look! Look!* chant to end the class.