### Unit 9

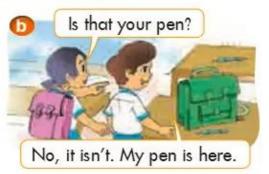
# What colour is it?



## Lesson 1

🛈 Look, listen and repeat. 🥯 🗐 🦻





Point and say. \(\vec{\text{\tilde{\text{\te}\text{\texi}\text{\text{\text{\text{\text{\text{\text{\text{\text{\text{\text{\text{\text{\text{\texi}\text{\texitilex{\text{\texitilex{\texit{\texi{\texi{\texi{\texi{\texi\tilit{\texi\tintet{\texi{\texi\texi{\texi{\texi{\texi{\texi}\tint{\texi{\texi{\texi{\texi{\



3 Let's talk.



### **Objectives**

By the end of this unit, pupils can

- · use the words and phrases related to the topic Colours.
- ask and answer questions about someone's school things, using is this/that + (school thing)?
- ask and answer questions about the colours of school things, using What colour is it/are they?
- pronounce the sounds of the letters I and o in the words It and orange respectively.

**Warm-up:** Spend a few minutes revising the previous unit by having pupils say the chant *Look! Look!* Draw pupils' attention to the title of the unit and check comprehension. Have them repeat it once or twice. Read the Activities Bank in the Introduction for more activities.

### Look, listen and repeat.

- Tell pupils that they are going to ask and answer the question is this/that your + (school thing)? Give feedback and have pupils repeat the text in the bubbles 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 this/that your
   + (school thing)? Point to each picture and have pupils repeat the words under it a few times.
   Elicit the word to fill the gap. Write the question and answer on the board and have pupils
   repeat them a few times.
- Do choral and individual repetition, using the pictures in the book.
- Get pupils to work in pairs. Check as a class.

**Language note:** Practise the rising intonation with **yes/no** questions and the falling intonation of the answers.

#### 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 school things in the pictures and check comprehension. Point to a school thing
  and elicit the words to fill the gaps. Write them on the board and have pupils repeat them a
  few times. Get a pair to give a demonstration of the dialogue before starting the activity.
- Get pupils to work in pairs. Go around to offer help and correct the pronunciation, if necessary.
- Call some pairs to act out the dialogue in front of the class.



4. Is that your \_\_\_\_\_? No, \_\_\_\_\_.

**Warm-up:** Spend a few minutes revising the previous lesson by calling a few pairs to the front of the class to ask and answer the question *is this/that* ...? using picture cards or objects in the classroom.

### 4. Listen and tick.

- Tell pupils that they are going to listen and tick the correct boxes. Give pupils a few seconds 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 2a 3b

### **Audio script**

1. Mai: Is this your pencil case?

Nam: Yes, it is.

3. Mai: Is this your pen?

Nam: Yes, it is.

2. Mai: Is that your notebook?

Nam: Yes, it is.

### 5. Look, read and write.

- Tell pupils that they are going to read and answer the questions about school things.
   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 writing the correct answers on the board for pupils to copy down into their notebooks.
- Call a few open pairs to do the dialogue.

Key: 1 pen, it is 2 pencil case, it isn't 3 school bag, it is 4 book, it is

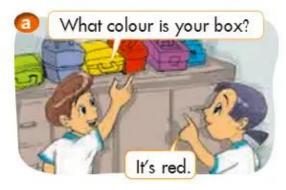
### Let's write.

- Tell pupils that they are going to read the text and fill the gaps. Give pupils a few seconds to look at the pictures and read the text in silence. Check comprehension and elicit the words to fill the gaps.
- 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 a few pupils in open pairs to do the dialogue.

Key: 1 school bag 2 school bag; it is 3 pencil case 4 pencil case; it isn't

# Lesson 2

1 Look, listen and repeat. 500 500 500





2 Point and say. 🗺 🕮



3 Let's talk. 🥞



**Warm-up:** Spend a few minutes revising the previous lesson. Call two groups of four to the front of the class. Have one group point to something that is near or far and ask *Is this* ...? or *Is that* ...?, and the other group answer the question.

### 1. Look, listen and repeat.

- Tell pupils that they are going to practise asking and answering questions about colours using What colour is/are + (school thing(s))? Draw pupils' attention to the first picture and elicit the names of the characters and what they say. Explain the new vocabulary. Have pupils repeat the text in the bubbles 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.

Language note: Remind pupils of the use of *is* and *are* in the questions *What colour ...?*What colour is + singular noun?

What colour are + plural noun?

### 2. Point and say.

- Tell pupils that they are going to practise asking and answering questions about the colours
  of school things. Draw pupils' attention to the pictures. Check comprehension and teach the
  new vocabulary. Have pupils repeat each word a few times.
- Point to the pictures and elicit the words to fill the gaps. Put the sentences on the board. Have the class repeat the question and answer.
- Do choral and individual repetition, pointing to 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 pupils a few seconds to
  look at the picture and read the text. Check comprehension by pointing to each school thing,
  eliciting its name and colour. Ask pupils to fill the gaps in the question and answer. Put them
  on the board and have pupils repeat the questions and the answers with different school
  things a few times.
- Get two pupils to give a demonstration of the dialogue before starting the activity.
- Get pupils to work in pairs. Go around to offer help and correct the pronunciation, if necessary.
- Call a few open pairs to act out the dialogue in front of the class.

## 4 Listen and number. 🚳 ‰



### 6 Read and match. 🕮 💕



- 1. This is my desk. It is yellow.
- 2. These are my pencil sharpeners. They are blue.
- 3. That is my pen. It is black.
- 4. Those are my pencils. They are green.
- 5. That is my bookcase. It is brown.



### My new pen

Linda, Mai, do you have any pens? Yes, sir, yes, sir, here they are. One is for Peter and one is for Mai. And one is for you, sir. Thanks! Goodbye. **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. Check comprehension by eliciting the name of each school thing.
- 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 b2 c4 d1

### **Audio script**

Nam: What colour are your pencil sharpeners?
 Mai: What colour is your pencil?

Mai: They're green. Nam: It's blue.

Mai: What colour is your school bag?A. Nam: What colour are your pens?

Nam: It's black. Mai: They're orange.

### 5. Read and match.

- Tell pupils that they are going to match the sentences on the left with the pictures on the
  right. Follow the procedure in *Teaching the unit conponents* in the *Introduction*. Give pupils a
  few seconds to look at the pictures and read the text in silence. Check comprehension and
  match the first pair as an example.
- Give pupils time to do the task. Get pupils to work in pairs. 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 a few open pairs to read the dialogues aloud.

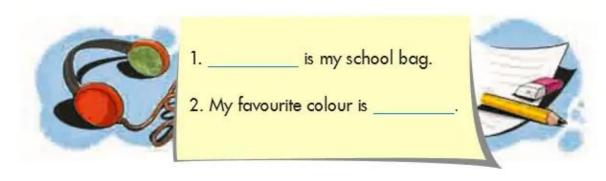
Key: 1b 2d 3a 4e 5c

### 6. Let's sing.

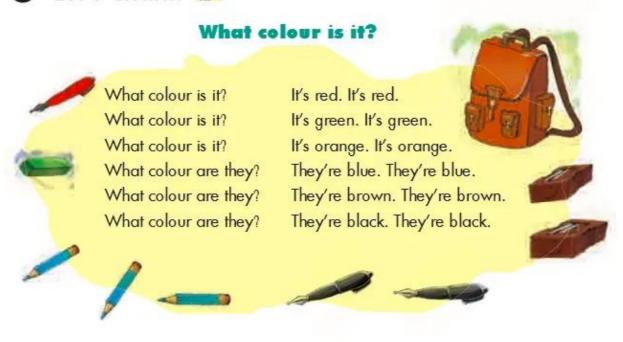
- Tell pupils that they are going to sing the My new pen song. Teach the song, following the
  procedure in Teaching the unit components in the Introduction.
- Read each line of the song and check comprehension. Sing each line of the song and have pupils repeat it a few times. When pupils feel confident with the tune, show them how to sing the song and do the actions.
- Get groups of pupils to sit face to face to practise singing and doing the actions.
- Call a group of four to come to the front of the class and sing, each singing one line of the song.
- Have the whole class sing the song to reinforce learning



- it What colour is it?o orange It's orange.
- 2 Listen and write. 🚳 🦻



## 3 Let's chant.



**Warm-up:** Spend a few minutes revising the previous lesson by getting pupils to sing the *My new pen* song.

### Listen and repeat.

Tell pupils that they are going to practise saying the letters, words and sentences in the book.
 Put the phonics letters I and o 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 It 2 orange

### **Audio script**

1. It is my school bag. 2. My favourite colour is orange.

### 3. Let's chant.

- Tell pupils that they are going to say the What colour is it? chant, following 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 them how to say the chant and do the actions.
- Get 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 and chant: one chants the questions and the
  other chants the answers. The whole class claps along to the rhythm.

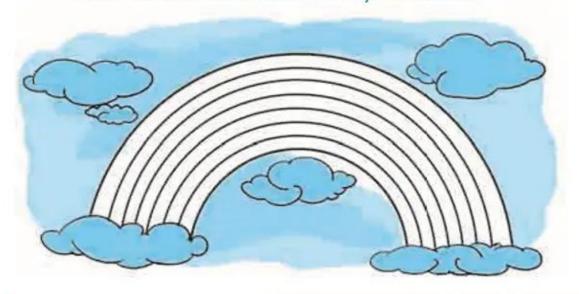
- 4 Read and match. 🤓 📂
  - Is that your school bag?
  - What colour is it?
  - Are these your rubbers?
  - What colour are they?

- Yes, they are.
- 1 They're green.
- Yes, it is.
- 1t's black.
- 6 Read and complete. 🕮 🎉

	they	pens	colour	desk	green		
This is my	school b	ag. It is (1)		Th	at is my		
(2)		It is brown. These are my books.					
(3)		are blue. Those are my (4)					
They are h	lack Ar	d what (5)		is v	our school l	haa?	

6 Project

Colour the rainbow. Talk about it with your classmate.



Warm-up: Have the class say the What colour is it? chant.

### 4. Read and match.

- Tell pupils that they are going to read the questions on the left and pair them with the answers
  on the right by drawing a line between them. Give pupils a few seconds to read the text in
  silence. Check comprehension.
- 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: 1c 2d 3a 4b

### 5. Read and complete.

- Tell pupils that they are going to read the text and fill the gaps. Give pupils a few seconds to read the text in silence. Check comprehension.
- 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.
- · Do choral and individual repetition.

Key: 1 green 2 desk 3 They 4 pens 5 colour

### Project

- Tell pupils that they are going to colour the rainbow and talk about its colours with their classmates. Get pupils to prepare the necessary school things to carry out the project (paper, pencils, coloured pencils, scissors, glue, 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, give the project as homework.
- Call individual pupils to the front of the class to present their rainbows. For example: This is my rainbow. It is + (colours).
- Have pupils stick their rainbows on the walls of the classroom and choose the best five.