

Good Morning, Class!

Objectives

Vocabulary

- To name classroom objects

Reading

- To identify important ideas in a story ('Classroom Colours')
- To use reading strategies to comprehend and appreciate a story

Grammar

- To use the simple present (*be*)
- To ask questions with *What*
- To use contractions (*What's* and *It's*)

Content Connection

- **Maths:** To count using numbers 1–10
- To ask questions and talk about classroom items

Project

- To make a 'My Pencil Case' poster

Values

- To learn the value of being polite

Phonics

- To identify and say the letters and sounds *a*, *t*, *p* and *n* individually and as part of words

Think Big

- To develop 21st century skills and 'bigger picture' thinking

Key Vocabulary

Classroom Objects	Everyday English	Content Words
backpack	Look!	classroom
book	Please sit down.	notebook
chair	Thank you.	object
crayon	Yes, good!	pencil case
desk	You're welcome.	pencil sharpener
marker pen		poster
pen		survey
pencil		tablet
rubber		
ruler		

Materials

Pupil's Book, Unit 1

- Main unit, pages 10–21
- Class Audio CD, Tracks 1:17–40

Activity Book, Unit 1

- Main unit, pages 6–15
- Extra grammar practice, page 102
- Class Audio CD, Tracks 1:23–37

Assessment

- Unit 1 Practice test
- Unit 1 Unit test
- Unit 1 Oral assessment

Additional Materials

- Flashcards 1–9
- Video (eText), Unit 1
- Interactive activities (eText), Unit 1
- Digital activities (MyEnglishLab), Unit 1

Unit Opener Activities

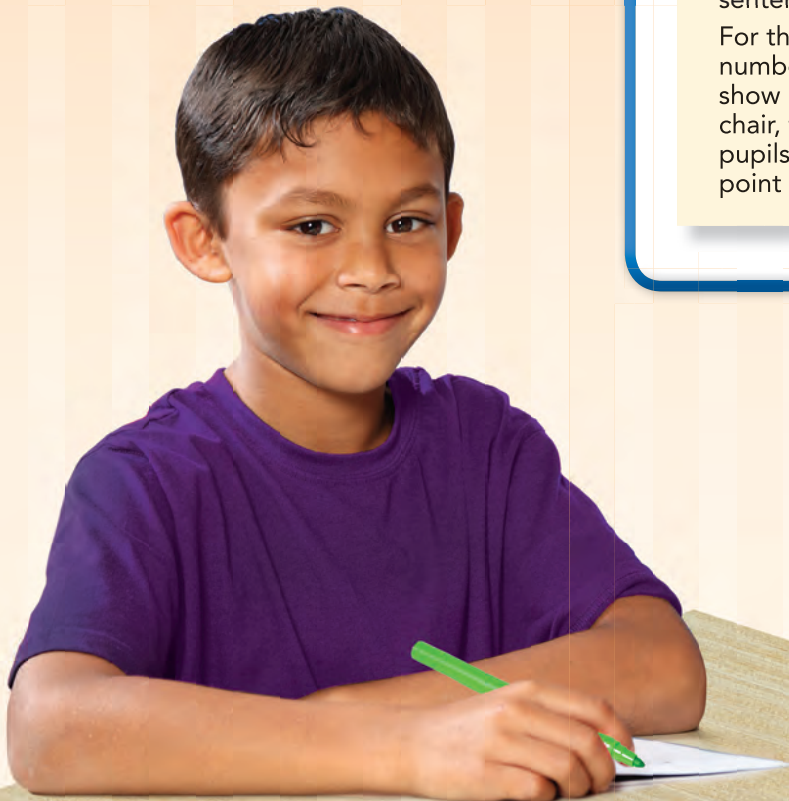
Family Connection

Have pupils work with a family member to take inventory of the school supplies they have at home. Tell pupils to count their school supplies according to colour: all the red items, blue items, green items and yellow items. Then ask pupils to report back to the class the number of items they have in each colour.

My Classroom Bulletin Board

Make two bulletin boards, one entitled *What is it?* and one entitled *How Many?* For the *What is it?* bulletin board, post labels with sentences about classroom objects, for example: *It's a table.* As pupils work through the unit, cover parts of the sentence so that not all the words can be seen. Have pupils say the name of the object and the complete sentence. Uncover the sentence to verify pupils' guesses.

For the *How Many?* bulletin board, post the numbers 1–10. Have pupils draw pictures to show different numbers of items such as one chair, two dogs, three cats and so on. Have pupils count the items in the pictures and point to and say the numbers.



unit 1

Good Morning, Class!



Listen, look and say.



Listen, find and say.



Play a game.

Warm-Up

- **21st Social Skills** Remind pupils that it's polite to greet people in the morning by saying, *Good morning*. Model saying it to several pupils: *Good morning, Emma. Good morning, Luke*. Then ask each pupil to greet their partner aloud so the whole class can hear.

Using Page 10

1 1:17 Listen, look and say.

INVOLVE | Explain the lesson objective – pupils will learn and talk about classroom objects.

- Point to and identify the classroom objects *desk*, *book* and *marker pen* in the classroom. Have pupils repeat each word after you.
- Hold up and name each classroom object or use the flashcards. Have pupils repeat. Model: *I desk*. Practise this a few times with pupils.
- Read the directions aloud. Play audio track 1:17. Have pupils listen, point to each object and then say the word.
- Model identifying the objects in complete sentences and have pupils repeat.

MONITOR | Check pupils' understanding of the vocabulary by holding up classroom objects and asking to name them.

ASSIST | Use flashcards extensively for pupils to be able to identify and learn objects.



Vary Activity 1. Say the song lyrics, one line at a time, for the first verse. Have pupils repeat. Continue for verses two and three.

2 1:18 Listen, find and say.

- Point to the objects in Activity 1 and say the name of each item. Have pupils repeat after you. Randomly say an item and have pupils point to the item you have named.
- Read the directions aloud. Play audio track 1:18. Have pupils listen, point to each pair of items and say the words.

MONITOR | Check to make sure pupils are pointing to the correct items.

ASSIST | Use flashcards to help pupils associate the names with the objects.

3 Play a game.

- This is a teacher led game. What's missing? Put the flashcards on the board and remove one at a time to elicit the word. Remove the image of the desk and ask: *What's missing?* The pupils answer. Pupils can do also this in pairs on their desks with objects.

MONITOR | Check to make sure that pupils are referring to the correct missing item.

ASSIST | Refer to flashcards to ensure vocabulary objects have been learnt.

Application and Practice Activity

- Have pupils look at Activity 1. Look at Item 1 and ask: *Is it a book?* Elicit *No*. Then say: *Good, it's a desk*. Continue with all objects. Allow pupils to answer with fuller answers if they feel comfortable.
- Assign Activity Book page 6 and direct pupils to digital activities.

OBJECTIVES

To learn about classroom objects

To play a game

Key Vocabulary

Nouns: backpack, book, chair, crayon, desk, marker pen, pen, pencil, rubber, ruler

21st Century Skills

Social Skills

Materials

Flashcards 1–9
Classroom objects
Audio tracks 1:17–18
Interactive activities (eText)

Digital activities:
MyEnglishLab



Page 6

Answers on page T156

OBJECTIVES

To identify and name classroom objects

To review greetings

To sing a song

Key Vocabulary

Nouns: backpack, book, chair, crayon, desk, marker pen, pen, pencil, rubber, ruler

Adjectives: blue, green, red, yellow

21st Century Skills

Critical Thinking

Materials

Flashcards 1–9

Classroom objects

Audio tracks 1:19–23

Audioscript, page T143

Interactive activities (eText)

Digital activities: MyEnglishLab

AB

Page 7

Answers on page T156

TEACHING TIP

Generalising Information

When presenting the names of objects, present a variety of examples for each one. For example, present a red rubber, the rubber on the end of a pencil, a blue rubber, etc. This will help pupils understand that the word *rubber* names objects in a wide variety of shapes and sizes.

Warm-Up

- Choose three classroom objects and present them to the class. Model them, e.g.: *a pencil, a rubber, a book*. Have pupils look at their own classroom objects and choose three. Ask them to come to the front of the classroom and tell the class what they have.

Using Page 11

4 Listen and sing. Then look at 1 and find.

INVOLVE | Explain the lesson objective – pupils talk about classroom objects and sing a song.

- Read the directions aloud. Play audio track 1:19. Have pupils listen and read along with the song quietly.
- Replay the audio. Have pupils sing along.
- Ask pupils to look at Activity 1 and find the items that are in the song.
- Once pupils are familiar with the song, have them practise it using the karaoke version (audio track 1:20). Or, if you wish, save the karaoke version for use at another time as a fun way to review the song.

MONITOR | Observe pupils to see if they are comfortable learning the new song. Review answers as a class. (Answers: *rubber, ruler, pencil, crayon, pen, book*)

5 Listen and number.

- Point to and say the name of each item. Have the pupils point and repeat after you. Randomly say an item and ask pupils to point to it. Read the directions aloud. Play audio track 1:21. Have pupils number the objects. Say each item.

MONITOR | Check to make sure pupils are numbering the correct item. (Answers: *a 4, b 2, c 1, d 3*)

ASSIST | Replay the audio as needed and use flashcards to reinforce association.

6 Look at 5. Ask and answer.

- Holding a flashcard, ask the pupils: *What is it?* Elicit the answer *It's a ...*
- Pair up pupils. Tell the pupils they are going to ask their partner about the objects in Activity 5.

MONITOR | As pupils work, listen for proper pronunciation, appropriate intonation and correct use of language.

ASSIST | Model the difference in intonation between asking a question and making a statement. Have pupils repeat.

THINK BIG 21st Critical Thinking

- Read the directions aloud. Model the activity by asking pupils to listen carefully. Take a book and close it loudly. Take a backpack and zip it up. Ask: *What's this?* Help pupils respond by naming the object.
- Play audio track 1:22. The pupils will hear sound effects of a slamming book, pencil and backpack being zipped up. Ask pupils for the answers. Have pupils ask each other: *What is it?*

MONITOR | As pupils answer, listen for correct vocabulary and pronunciation. Check answers as a class. (Answers: *book 2, backpack 3, pencil 1*)

- Assign Activity Book page 7 and direct pupils to digital activities.

Application and Practice Activity

- Play a sequence game. Place the flashcards in a pile. Show the first three flashcards and name them. Mix up the three cards. Invite a volunteer to place the flashcards in the initial order and name them. Continue the game until all pupils have participated.

Listen and sing. Then look at 1 and find.

The Classroom Song

Good morning, class.

Good morning to you!

How are you?

I'm fine, thank you.

What is it? It's a rubber.

What is it? It's a ruler.

What is it? It's a pencil.

What is it? It's a crayon.

Now pick up your pen

And open your book.

Say the words

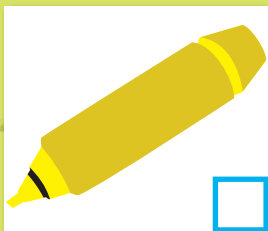
And write with me.

Let's start now. 1, 2, 3!

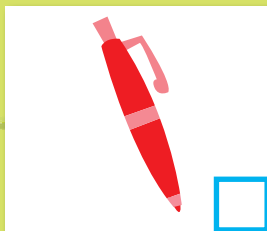
Chorus

Listen and number.

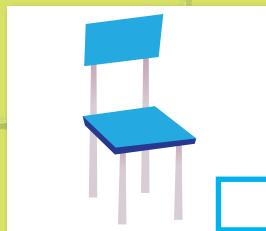
a



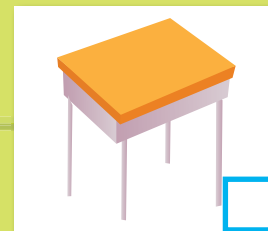
b



c



d



Look at 5. Ask and answer.



What is it?

It's a chair.



THINK
BIG

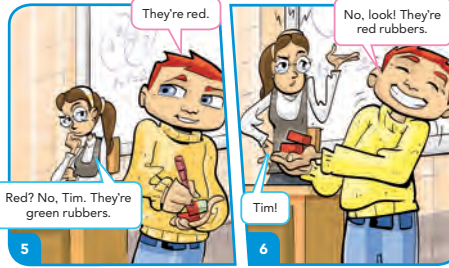


What is it? Listen, number and say.

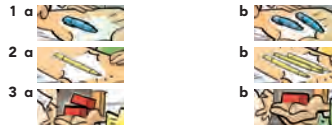
book backpack pencil

Story

7 Listen and read. What colour is the marker pen?



8 Look at the story. Then circle.



12 Unit 1

reading Unit 1 13

Warm-Up

- Bring in a comic book or comic strip and show pupils how the story is told frame by frame. Ask pupils if they like comics and which are their favourites. Tell pupils that they will be seeing a story that is told in comic strip style in this lesson.
- Next, have pupils name colours they know. Say a colour and invite a volunteer to point to something in the classroom that is that colour. Help the volunteer name the item. Then repeat the item name and have the entire class repeat it. Continue playing. Encourage all pupils to participate.

Using Page 12

7 1:24 Listen and read. What colour is the marker pen?

INVOLVE Explain the lesson objective – pupils will talk about school objects, identify colours and listen to and answer questions about a story.

- Have pupils look at the pictures in the story frames. Help them point to and name school objects in the pictures. Then point to each school object and say its name. Have pupils point and repeat after you.
- Point to and read the story title aloud. Have pupils repeat after you. Explain that this story is about a boy named Tim. Tim is at school. He is talking to his teacher. Read the directions aloud. Play audio track 1:24. Model pointing to each story frame. Have pupils listen and read silently.
- Ask the question: *What colour is the marker pen?* Have pupils point to the colour in their books or tell you the answer (red).

MONITOR Point to each frame as you ask questions to check for understanding. Point to the marker pen in Frame 1 and say: *What is it? What colour is it? What are they?* (It's a marker pen. It's red. They are pencils.) Continue in a similar way with Frames 2–6.

ASSIST Replay the audio and retell the story using simple language as you point to the pictures.

CHALLENGE Point to Frame 5 and ask: *Why does Tim say that his rubbers are red?* Challenge pupils to explain that Tim's rubber is green at first but he uses the red marker pen to colour it red. Allow pupils to answer using single words, simple phrases or gestures.



To help pupils understand the story better, read the text aloud and point to the characters, objects and colours as appropriate.

8 Look at the story. Then circle.

- Read the directions aloud. Point to Item 1, picture a. Say: *What is it?* Elicit: *Pen.* Point to picture b and elicit: *Two pens.* Have pupils repeat. Help pupils find the pen in Frame 1. Ask: *One pen or two pens?* (One pen.)
- Have pupils circle the single blue pen. Repeat for Items 2, 3 and 4. Then point to the objects and ask pupils to tell you what colours they are. Allow pupils to answer using just the colour name.

MONITOR | Review the answers as a class. (*Answers: 1 a, 2 b, 3 a*)

ASSIST | Have pupils look for the objects in the story pictures and circle them there first.

THINK BIG 21st Creative Thinking

- Ask pupils to look at Frame 6 of the story again. Ask them to talk in pairs about what might happen AFTER this if the story continued.
- Give them some time to think of a possible outcome and draw a picture in the box.
- Ask pupils to show their drawings to the class and to say what happens.

MONITOR | As pupils are presenting their ideas, gently correct mistakes and help them with vocabulary.

- Assign Activity Book page 8 and direct pupils to digital activities.

Application and Practice Activity

- Explain and model a drawing game. Give pupils a piece of drawing paper and red, green, blue and yellow crayons or marker pens. Show pupils how to fold the paper so that there are four spaces. Draw a grid on the board and put numbers 1–4 in the quadrants. Have pupils copy the numbers onto their papers. Then tell pupils to draw and colour classroom objects. Say: *Number 1. It's a marker pen. It's red.*
- Invite volunteers to share their pictures with the class. Help them point to each picture and say its name and colour.

MONITOR | Check to make sure that pupils are drawing the correct objects and colouring the objects correctly.

OBJECTIVES

To read unit language in context

To read for understanding and enjoyment

To read and draw conclusions

Key Vocabulary

Nouns: backpack, book, chair, colour, marker pen, rubber

Adjectives: blue, green, red, yellow

21st Century Skills

Self-Direction

Creative Thinking

Materials

Comic book or comic strip

Marker pens or crayons

Drawing paper

Audio tracks 1:24–25

Digital activities:
MyEnglishLab



Page 8

Audioscript on page T143

Answers on page T156

Summary

A teacher asks a boy named Tim to identify classroom objects and their colours. It seems as though the boy does not identify the right colour of a rubber. However, the boy has used a red marker pen to colour a green rubber red.

TEACHING TIP

Self-Direction

Encourage pupils to ask for help when they have difficulty. Offer suggestions. Say: *What does this mean?* and explain the question if they don't know a word. Explain that they can ask: *How do you say ... in English?* if they need a translation.

1:24

7 Listen and read. What colour is the marker pen?

Classroom Colours

Look, Tim. What is it?

It's a pen.

1

Look! What are they?

They're pencils.

2

Yes, they're yellow pencils.

And what is it?

It's a marker pen.
A red marker pen.

Yes! Good, Tim.

3

And what are they?

They're rubbers.

And what colour are they?

4



8 Look at the story. Then circle.



**THINK
BIG**

What happens next?
Draw and say.



Listen. Help Tim and Jane make sentences.



a backpack

a pencil

chairs

marker pens

What is

it

?

It's

a pen

.

What are

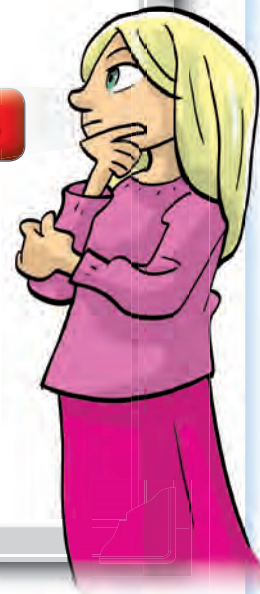
they

?

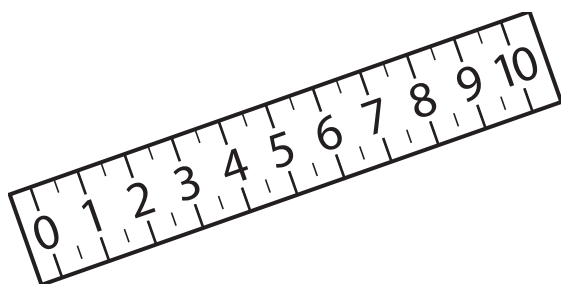
They're

pens

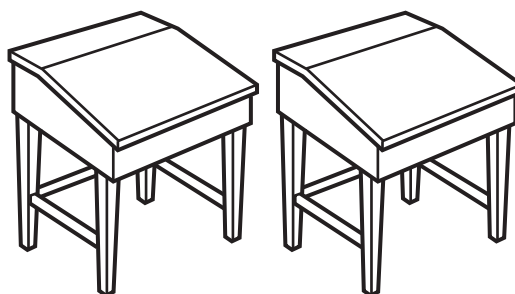
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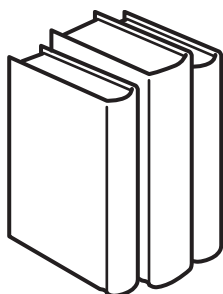
10 Circle and colour. Then circle and draw.



1 What is it? / What are they?
They're rulers. / It's a ruler.
It's blue. / They're blue.



2 What are they? / What is it?
It's a desk. / They're desks.
It's red. / They're red.



3 What is it? / What are they?
They're books. / It's a book.
It's yellow. / They're yellow.



4 What is it? / What are they?
They're rubbers. / It's a rubber.
It's brown. / They're brown.

Warm-Up

- Place samples of classroom objects (crayon, rubber, marker pen, pen, pencil and ruler) in a paper bag. Demonstrate taking an item out of the bag and feeling it with your eyes closed. With your eyes still closed, say: *What's this? It's a (crayon)*. Open your eyes to see if you are correct.
- Pass the paper bag around the room and invite pupils to play the game. Each pupil takes an item out of the bag and feels it without looking at it. He or she says: *What's this?* and then guesses, e.g. *It's a (ruler)*. Continue in this way until all pupils have had a chance to participate.

Using Page 14

9 Listen. Help Tim and Jane make sentences.

INVOLVE

Explain the lesson objective – pupils will talk about classroom objects and identify colours.

- Point to the board in the Pupil's Book and read the phrases. Ask pupils to repeat after you.
- Read the directions aloud. Play audio track 1:26. Have pupils listen and follow along in their books. Pause after each completed sentence so that pupils can repeat what they hear.
- Have pupils practise the target language in pairs, using the alternative language provided in the coloured blocks at the top of the board.

MONITOR

Check for understanding. Hold up a pen and ask: *What is it?* Invite volunteers to answer.

ASSIST

Pupils can extend the dialogue by asking and answering the question: *What colour is it?*



Vary Activity 9 by using hand puppets to say the dialogue. Have pupils repeat after you.

10 Circle and colour. Then circle and draw.

- Show the class blue, red, yellow and brown marker pens. Ask what colour each marker pen is.
- Show the class a ruler, a book, a rubber and point to a desk. As you show each item, ask the pupils: *What's this?* Then use the plural form: *What are they?* and show pupils two of each item.
- Read the directions aloud. Ask pupils to do Item 1 and check if it is correct. Pupils continue with Items 2 and 3.
- Explain that in Item 4 they should circle whatever they like and then draw it in the box.

MONITOR

Walk around the room. Check to see that the pupils have chosen the correct objects. (Answers: 1 *What is it?/It's a ruler./It's blue.*, 2 *What are they?/They're desks./They're red.*, 3 *What are they?/They're books./They're yellow.*, 4 *Pupil's own answers*)

ASSIST

As you notice errors, help pupils correct them. Point to colours and objects if necessary.

- Assign Activity Book page 9 and direct pupils to digital activities.

Application and Practice Activity

- Place various coloured classroom objects on display. Say *Green* or *It's green*. Have the pupils guess which item it is: (*ruler*) or *It's a (ruler)*. The pupil who guesses correctly gets to choose the next item and tell the class what colour it is. Practise the plural forms as well.

OBJECTIVES

To talk about classroom objects and their colours

To use unit language in context

To use correct stress, pronunciation and intonation

Key Vocabulary

Nouns: backpack, book, chair, crayon, desk, marker pen, pen, pencil, rubber, ruler

Adjectives: blue, green, red, yellow

Materials

Paper bag

Classroom objects of different colours

Set of blue, red, green and yellow marker pens

Audio tracks 1:26–27

Digital activities:
MyEnglishLab



Page 9

Audioscript on page T143

Answers on page T156

TEACHING TIP

Colour Labels

When teaching colours, point out that crayons have the colour names printed on them. Explain that pupils can use the words printed on the crayons to help them learn to read colour names in English.

OBJECTIVES

To ask and answer *Wh*-questions: *What is it? What colour is it? What are they?*

To use unit language in context

To use correct stress, pronunciation and intonation

Key Vocabulary

Nouns: backpack, book, chair, colour, crayon, desk, pen, pencil, rubber, ruler

Adjectives: blue, green, red, yellow

Materials

Flashcards 1–9

Classroom objects

Unit 1 stickers

Audio track 1:28

Audioscript, page T144

Interactive activities (eText)

Digital activities:
MyEnglishLab



Page 10

Answers on page T156

TEACHING TIP

Letter Sounds

When teaching plural nouns, practise the two different sounds of the final *-s*. Practise the words separately: /s/: *backpacks, books, desks*; /z/: *chairs, crayons, pens, rubbers, rulers*.

Warm-Up

- Display flashcards or various classroom objects. Say the name of each object, including its colour: *blue backpack, yellow pencil*, etc. Then have pupils name the objects with you. Display three or four flashcards or sample objects.
- Have pupils close their eyes. Have a volunteer take one flashcard or object and hide it. Then have pupils open their eyes and try to name the missing item, including the colour. Repeat with other sets of flashcards or sample objects.

Using Page 15

11 1:28 Listen and stick. Then say.

INVOLVE Explain the lesson objective — pupils will stick stickers and ask and answer questions about classroom objects.

- Help pupils find the Unit 1 stickers at the back of the Pupil's Book. Tell them they will listen to the audio and place stickers on the pictures based on what they hear.
- Read the directions aloud. Play audio track 1:28. Model Item 1, showing pupils how to place the correct sticker on the picture. Continue playing the audio repeating it as necessary.

MONITOR As pupils work, make sure that they place the stickers on the correct objects. (*Answers: 1 ruler, 2 crayons, 3 chair, 4 pencils*)

ASSIST If necessary, pause audio and help pupils complete each item.

12 Look at 11. Ask and answer.

- Hold up a pencil and ask: *What is it?* Then hold up two pens and ask: *What are they?* Do the same for two more objects, e.g. ruler and rubber.
- Place pupils in pairs. Read directions aloud and direct pupils' attention to Activity 11. Ask them to ask and answer about each completed picture in Activity 11, using the speech bubbles as a guide.

MONITOR As pupils complete the exercise, check for proper pronunciation and intonation.

13 Draw and say.

- Using flashcards, revise the objects. On the board, draw an item and ask pupils: *What is it?* Use words that have been covered in other units such as shapes.
- Then point to Activity 13 and ask them to draw objects in each box. One should be of a single item and the other should be of two of a different item. In pairs, pupils tell their partners what they have drawn.

MONITOR As pupils work, listen for proper intonation and that they are referring to correct objects.

- Assign Activity Book page 10 and direct pupils to digital activities.

Application and Practice Activity

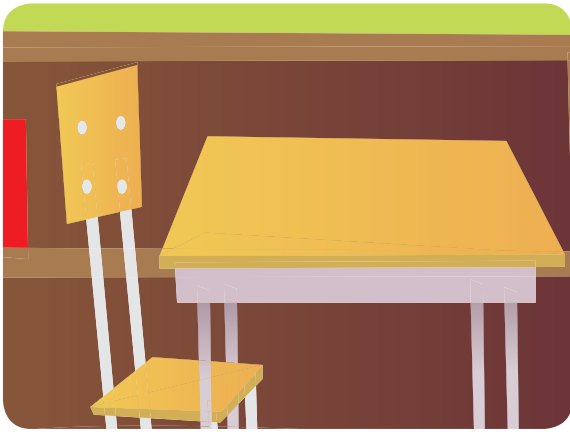
- Hold up a flashcard and say: *What is it?* Point to the name of the object on the flashcard and have pupils respond: *It's a pen*. Then say: *What colour is it?* Elicit the response: *It's blue* and have the class repeat. Continue in this way until you feel confident that pupils understand the language structure and are using it correctly for both single and plural objects.
- Invite volunteers to hold up the flashcards and ask the questions. Have their classmates respond in complete sentences.

MONITOR As pupils work, listen to make sure they are working with correct objects, naming them correctly and have understood the colours.

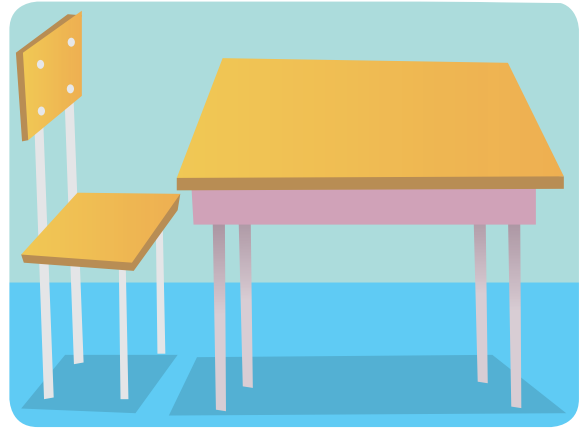


Listen and stick. Then say.

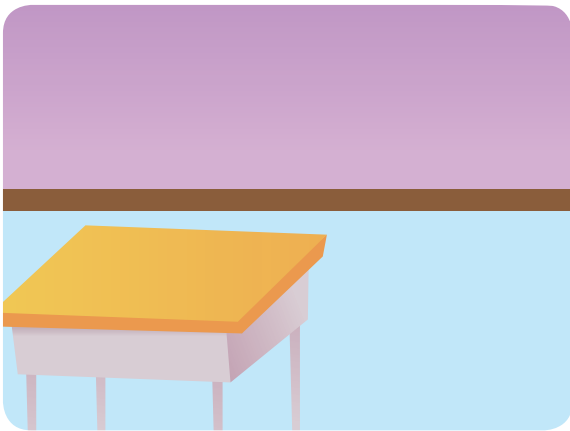
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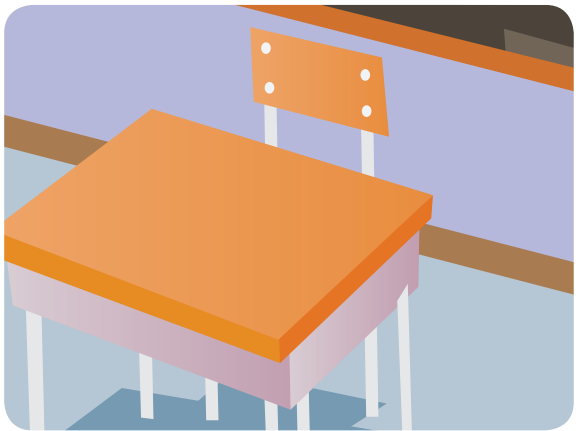
2



3



4



12 Look at 11. Ask and answer.



What is it?

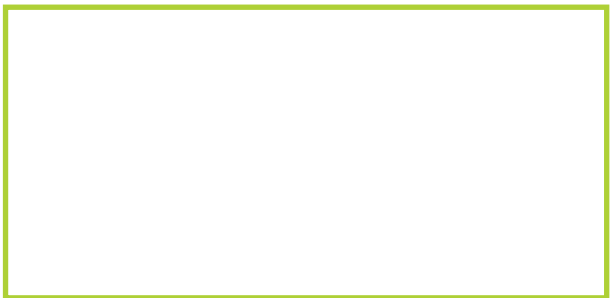
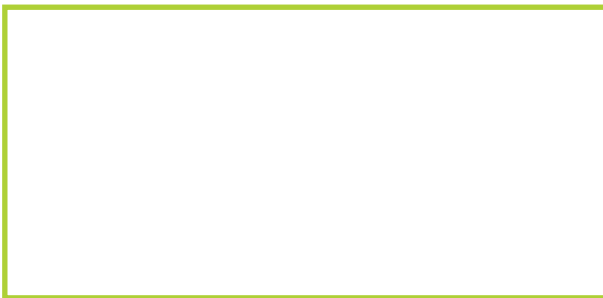
What are they?

It's...

They're...



13 Draw and say.



14 **Look, listen and repeat.**



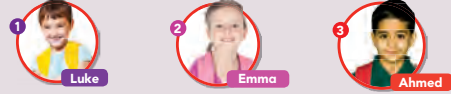
1 pencil case 2 tablet 3 pencil sharpener 4 notebook

15 **Count and write. Then listen and check.**



THINK BIG How many crayons? Say.

16 **Listen and match.**



17 **Do a class survey.**

	Me		
pencils			
notebooks			

How many pencils have you got? I've got seven pencils.

PROJECT

18 **Make a My Pencil Case poster. Then present it to the class.**



Warm-Up

- In one hand, hold up a pencil and say: *One pencil*. Then put your hand behind your back. In your other hand hold up two pencils and say: *Two pencils*. Hold up the single pencil and the pair of pencils in random order, naming each and emphasising the final /s/ on the plural word. Throughout this process have pupils repeat after you.

Using Page 16

14 **1:29 Look, listen and repeat.**

INVOLVE

Explain the lesson objective — pupils will practise counting and using plural forms, talk about their classmates' objects and make a poster about their pencil case.

- Read the directions aloud. Play audio track 1:29 and have pupils listen, point and repeat the objects. Play the audio again and have pupils repeat activity.

ASSIST

To check that vocabulary has been learnt, point to the pictures in Activity 14 in a mixed order and ask pupils to tell you what they are.

15 **1:30 Count and write. Then listen and check.**

- Draw ten circles on the board and model counting them. Have pupils repeat after you.
- Read the directions aloud. Ask pupils to count the objects in the picture carefully and write the number of each item in the correct box.
- Play audio track 1:30 and have pupils listen to check their answers.

MONITOR

As pupils are working, check to make sure that they are counting correctly. (Answers: 2 pencil cases, 9 marker pens, 6 pencils, 4 notebooks, 3 pencil sharpeners, 1 tablet)

THINK BIG 21st Problem Solving

- Ask the pupils to look closely at the picture. Ask what the girl is holding, what is on the desk and in her bag (crayons). Tell pupils to count carefully and say how many she has. Encourage them to answer using a full sentence. (Answer: *There are ten crayons.*)

Using Page 17

16 Listen and match.

- Tell pupils that they will hear three children talk about their classroom objects. Read the directions aloud. Explain that pupils are going to draw a line matching each child to his or her classroom objects.
- Play audio track 1:31. Complete the first item with pupils. Then have pupils complete the activity independently.

MONITOR | Review the answers as a class. (Answers: 1 c, 2 a, 3 b)

ASSIST | Replay the audio, stopping after each item. Ask pupils to explain in simple terms what they have understood.

- **21st Global Awareness** Discuss how pupils from different countries and places can have similar classrooms and similar classroom objects. For example: The pupils in the activity have all got pencils, notebooks and sharpeners. Ask pupils to tell you what objects their classmates have got.

17 Do a class survey.

- On the board draw a similar table to the one in the Pupil's Book. Show the pupils your marker pen and say: *I've got a marker pen* and write it under the heading *Me*.
- Then ask one pupil: *What have you got?* Write the pupil's name in a column and write his object in the table. Continue with another pupil.
- Read the directions aloud and have pupils complete the activity independently.

MONITOR | Check to see that pupils are asking and completing their tables correctly.

18 Make a *My Pencil Case* poster. Then present it to the class.

- Direct pupils to Activity 16 and talk about Luke's pencil case. Then pick up your pencil case and tell pupils what is in it.
- Read directions aloud and have pupils work independently, in pairs or in small groups to make their posters.
- Invite pupils to present their posters to the class by describing what is in their pencil case.

MONITOR | As pupils work, go round and ask them to tell you what they are drawing. When they are presenting their project, check for intonation and pronunciation.

- Assign Activity Book page 11 and direct pupils to digital activities.

Application and Practice Activity

- Display the flashcards. Have volunteers come to the front of the room, choose a flashcard and match it to one of the classroom objects on Luis's, Ahmed's or Masako's desks. Ask the pupil to say the sentence *It's a ...*, filling in the blank with the name of the classroom object.
- Have pupils view the Unit 1 video segment. Use the Video Guide.

OBJECTIVES

To practise counting 1–10

To use plural nouns to name classroom objects

To compare classroom objects with those of their classmates

Content Words

Numbers: one, two, three, four, five, six, seven, eight, nine, ten

Nouns: classroom, object

Verb: have got

Materials

Flashcards 1–9

Pencils

Sets of like-coloured classroom objects

A3 paper, crayons, marker pens and pencils

Audio tracks 1:29–31

Audioscript, page T144

Interactive activities (eText)

Video (eText)

Digital activities: MyEnglishLab



Page 11

Answers on page T156

TEACHING TIP

Correcting with Sensitivity

When correcting pupils' communication, allow them to finish speaking and acknowledge that they are doing well. Then repeat what they have said, using correct language, pronunciation and intonation. Ask the class to repeat after you. This will reduce pupils' fear of being corrected in front of their peers and will encourage confidence and oral fluency.

1:29
14

Look, listen and repeat.



1 pencil case



2 tablet



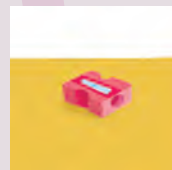
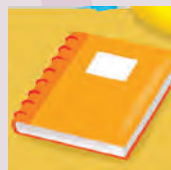
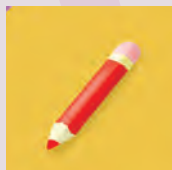
3 pencil sharpener



4 notebook

1:30
15

Count and write. Then listen and check.



THINK BIG

How many crayons?
Say.



1:37
16

Listen and match.



17 Do a class survey.

	Me		
pencils			
notebooks			

How many pencils have you got?

I've got seven pencils.

PROJECT

18 Make a **My Pencil Case** poster. Then present it to the class.



I've got a blue pencil case. I've got...



1:32
19

Listen and find the picture. Then listen and repeat.



20 Look and number. Then say.



Thank you.

Please sit down, Anna.

Thank you, Susie.

You're welcome.

THINK BIG How can you be polite in class?

Warm-Up

- **21st Social Skills** Write: *please* on the board and read it aloud. Say: *Sit down*. Then say: *Please sit down*. Explain to pupils that adding *please* makes a command sound nicer and more polite.
- Call out familiar classroom commands. Add gestures to help pupils understand what to do. Say: *Please stand. Please raise your hand. Please write your name. Please say your name*. Have pupils perform each action.

Using Page 18

19 Listen and find the picture. Then listen and repeat.

- INVOLVE** | Explain the lesson objective – pupils will learn about what to say in order to be polite.
- Read the directions aloud. Play audio track 1:32. Have pupils listen and point to the pictures and words that go with the language they hear.
- MONITOR** | Make sure that pupils point to the correct pictures as they listen. (*Answers: 1 picture a, 2 picture b*)
- ASSIST** | Replay the audio. Pause it after the first two statements and show pupils the printed words that match what they are hearing.

20 Look and number. Then say.

- Read the phrases underneath the pictures and have pupils repeat after you.
 - Read the directions aloud. Ask pupils to look at the picture and number the phrases in the correct conversational order.
- MONITOR** | Check the answers and ask pupils to read the small dialogues in class aloud. (*Answers: Thank you. 4, Please sit down, Anna. 3, Thank you, Susie. 1, You're welcome. 2*)
- ASSIST** | Listen to make sure that pupils number the phrases correctly.



Model the activity. Invite pairs to role play the dialogue of their choice for the class.

THINK BIG 21st Social Skills

- Read the question out loud and model the terms *Thank you*, *You're welcome* and *Please*. Continue by asking them how to be polite in class, giving examples such as asking a pupil to: *Please, open the door* and then some more polite commands and answers. (*Possible answer: Always say 'please' when you ask for something and always say 'Thank you' when you get something.*)
- Assign Activity Book page 12 and direct pupils to digital activities.

Application and Practice Activity

- Gather some classroom objects on your desk. Have a volunteer select one of the objects and give it to someone in the class. Have the person who receives the object say: *Thank you* and the giver respond: *You're welcome*. Continue with the remaining objects.

OBJECTIVES

To learn the importance of being polite

To learn to say *please*, *thank you* and *you're welcome* in conversations

21st Century Skills

Social Skills

Materials

A3 paper, crayons, marker pens and pencils

Classroom objects

Audio track 1:32

Digital activities:
MyEnglishLab



Page 12

Answers on page T156

TEACHING TIP

Role Playing

Role playing conversations is engaging and fun for pupils of any age. It also helps English learners understand the social context for using the particular language and the situational cues that signal its usage.

OBJECTIVES

To learn the letters and sounds for *a*, *t*, *p* and *n*

Materials

Index cards

A4 paper

Audio tracks 1:33–37

Game (eText)

Digital activities:
MyEnglishLab



Page 13

Answers on page T156

Warm-Up

- Make flashcards (words only) using index cards for the words in this lesson (*tap*, *ant*, *pan*, *nap*) and a few other words with the same sounds that pupils know (pen, pencil, tablet, no, nine, etc).
- Write the letters *a*, *t*, *p* and *n* on the board. Show the cards one by one and read the words aloud. Invite volunteers to the board to point to the sounds on the board that are in the word on the card.

Using Page 19

21 1:33 Listen, look and repeat.

INVOLVE Explain the lesson objective – pupils will identify the letters and distinguish between the sounds *a*, *t*, *p* and *n* individually and as part of words.

- Read the directions aloud. Play audio track 1:33 and have pupils listen and point to each sound as it is said. Have pupils repeat.

MONITOR As pupils repeat, check they are pointing to the correct sound and listen for correct pronunciation.

22 1:34 Listen and find. Then say.

- Read the directions aloud. Play audio track 1:34 and have pupils listen, find and point to each word and its corresponding picture as it is said. Have pupils repeat each word.

ASSIST Replay the audio as needed. Pupils can also check that they are pointing to the correct word and saying it properly with a partner.

23 1:35 Listen and blend the sounds.

- Read the directions aloud. Play audio track 1:35 and have pupils listen and point to each item as it is sounded out and blended on the audio. Have them repeat after each item.
- Replay the audio and have pupils repeat the activity.

MONITOR As pupils repeat, check they are pointing to the correct word and listen for correct pronunciation and appropriate intonation.

24 1:36 Underline *a*, *t*, *p* and *n*. Then listen and chant.

- Read the directions aloud. Read aloud the chant, while pupils follow in their books. Find the first word with *a* together (*Pat*) and have pupils underline it. Have pupils continue finding and underlining the other words with *a* independently. Remind them that the letter might be in the middle or even at the end of a word. Repeat for *t*, *p* and *n*.
- Play audio track 1:36 and have pupils listen. Replay several times and encourage them to join in.

MONITOR As pupils repeat the chant, listen for proper pronunciation, appropriate intonation and the correct use of language. Check the answers as a class. (Answers: *a* – *Pat*, *ant*, *has*, *a*, *tan*, *takes*, *nap*; *t* – *Pat*, *ant*, *got*, *tan*, *takes*; *p* – *Pat*, *nap*; *n* – *ant*, *tan*, *nap*)

- Assign Activity Book page 13 and direct pupils to digital activities.

Application and Practice Activity

- Write a list of at least twelve *a*, *t*, *p* and *n* words on the board. Then have pupils fold a piece of A4 paper in half (landscape) and half again, then open it out. Have them draw a large circle in each quarter and write the headings *a*, *t*, *p* and *n* at the top of each circle.
- Have pupils copy the words from the board into the correct circles. They can also illustrate the words with simple drawings if they wish.
- Have pupils play Unit 1, Game 1 on the eText.

CHALLENGE | Ask pupils to think of and add more words to each circle.



Listen, look and repeat.

1 a

2 t

3 p

4 n



Listen and find. Then say.



pan



ant



nap



tap



Listen and blend the sounds.

1 a-n

an

2 p-a-t

pat

3 p-a-n-t

pant

4 t-a-n

tan

5 a-t

at



Underline **a**, **t**, **p** and **n**. Then listen and chant.

Pat the ant
Has got a tan.
Pat the ant
Takes a nap.



1:38
25

Look and find the differences. Then listen and check.



Picture A



Picture B

1:39
26

Listen and play a game.

Warm-Up

- Show pupils two pens of a different colour and brand. Ask them why they are different. Do the same with two rubbers and marker pens.
- On a desk, form two groups of rubbers, one with two rubbers, the other with three. Ask pupils what the difference is (one group has two rubbers, the other has three). Repeat with marker pens or pencils.

Using Page 20

25 1:38 Look and find the differences. Then listen and check.

INVOLVE | Explain the lesson objective – pupils review classroom objects and colours.

- Read the directions aloud and explain that pupils will look closely at the pictures and find the differences. Point to the tablets in each picture and ask a volunteer to explain what is different.
- Have pupils complete the activity on their own.
- Play audio track 1:38 and check the first item with pupils. Then begin the audio again and have pupils check independently.

MONITOR

Replay audio and check work with the pupils. (*Answers: 1 Picture A: They're pencils./Picture B: It's a pencil., 2 Picture A: It's a marker pen./Picture B: They're marker pens., 3 Picture A: It's a green pen./Picture B: They're green pens., 4 Picture A: They're tablets./Picture B: It's a tablet., 5 Picture A: It's a brown book./Picture B: They're brown books., 6 Picture A: It's a blue chair./Picture B: It's a red chair., 7 Picture A: They're white pencil cases./Picture B: They're grey pencil cases.*)

26 1:39 Listen and play a game.

- Have pupils sit in a circle and explain that they will play two games with classroom objects.
- Play audio track 1:39 and have pupils listen to Game 1. To make it easier for them, hold up a white marker pen and a black pencil as they are referred to. Explain that this game will help them make fuller sentences. Play the audio for Game 1 again, pausing after each line and having pupils repeat.
- Put pupils in pairs and have each pair put four classroom items on the desk in front of them. Pupils play the game independently, taking turns to speak, until they are saying full sentences about all of the items, e.g. *It's a white marker pen. It's a black pencil. It's a blue pencil case. It's a green notebook.*
- Play the audio for Game 2 and have pupils listen carefully. Explain that in this game, they need to add another classroom item to the list each time. Start yourself by saying: *They're pencils.* Point to a pupil who adds another item, e.g. *They're pencils and pens.* Go round the class with pupils adding items to the list until all the classroom items are mentioned. Pupils who can't remember the items in the correct order are out.

MONITOR

Help pupils progress from the simple sentence: *It's a pen* to: *It's a white pen.* Make sure they know where to put *and* in a list of items.



When pupils reply by pointing to an object or using one word, model the complete response and then have the entire class repeat.

- Assign Activity Book page 14 and direct pupils to digital activities.

Application and Practice Activity

- Ask pupils to form two groups and collect one each of as many different classroom objects together as they can. Have one volunteer from each group come to the front and describe what their group has.

OUTCOMES

Pupils can name classroom objects

Pupils can identify colours

Materials

Classroom objects
White marker pen, black pencil

Audio tracks 1:38–39
Audiocscript, page T144

Digital activities:
MyEnglishLab



Page 14

Answers on page T156

OUTCOMES

Pupils can name classroom objects

Pupils can identify colours

21st Century Skills

Self-Direction

Materials

Flashcards 1–9

Audio track 1:40

Audioscript, page T144

Game (eText)

Digital activities:
MyEnglishLab



Page 15

Answers on page T156

TEACHING TIP

Reading English

To introduce your pupils to reading English, label parts of your classroom and classroom objects, such as the *door, window, computer, clock, desk, table, chair, shelf*, etc. Point to each object and read the label aloud. Have pupils repeat after you.

Warm-Up

- Ensure that pupils understand the tasks they will be doing in this lesson. Write: *It's a book.* on the board and display three flashcards (chair, desk and backpack) under the sentence. Read the sentence aloud and then say: *Match.* Draw a line from the sentence to the flashcard of the book.
- Repeat the activity with other sentences and flashcards. Invite volunteers to draw lines matching sentences to the corresponding flashcards.

Using Page 21

27 Listen and circle.

INVOLVE | Explain the lesson objective – pupils review classroom objects and colours and the questions: *How many ... have you got? What is it/are they?*

- Read the directions aloud and explain that pupils will circle the picture of the object whose name they hear.
- Play audio track 1:40 and complete the first item with pupils. Then begin the audio again and have pupils complete the activity independently.

MONITOR | Review and correct the answers as a class. (*Answers: 1 two rulers, 2 one backpack, 3 three rubbers*)



Invite volunteers to point to the pictures and say the correct answers for the rest of the class. Encourage them to use complete sentences as they identify the item and the colour.

28 Read and match.

- Read the directions aloud and explain that pupils will match what they read with what they see, just as they did in the Warm-up.
- Read the first item and complete it with the pupils. Then give the pupils time to complete the activity independently.

MONITOR | Read each item aloud and have pupils check their work. (*Answers: 1 c, 2 d, 3 b, 4 a*)

Check for correct pronunciation and intonation.

I Can

- **21st Self-Direction** This section asks pupils to assess their own learning and think about their progress. Read the statements aloud. Explain that the pupils should tick the boxes if they can do the activities. Help pupils appreciate their progress. Say: *The I Can statements points out what you have learnt in this unit.*
- Assign Activity Book page 15 and direct pupils to digital activities.

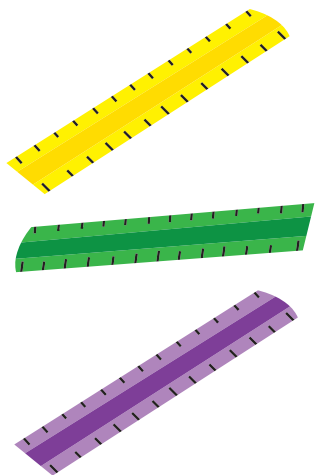
Application and Practice Activity

- Place the flashcards face down on a table. Look at the first picture but do not show pupils. Then mime using the classroom object. Invite volunteers to guess the object by saying the word or by using it in a complete sentence: *It's a ...*
- Once a pupil has guessed the correct word, show the flashcard to the class. The pupil who guesses correctly tells the class what colour the item is and then gets to mime using the object on the next flashcard. Continue playing until all pupils have had a turn.
- Have pupils play Unit 1, Game 2 on the eText.

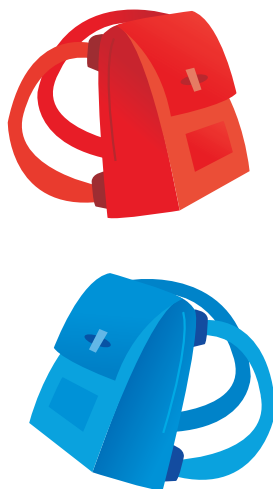
1:40
27

Listen and circle.

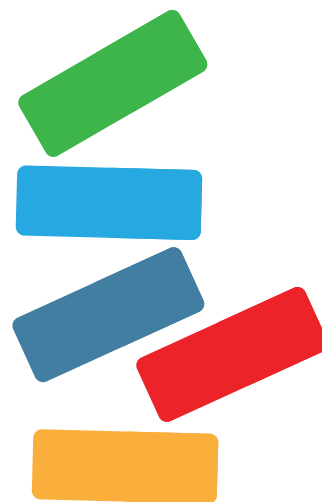
1



2



3



28

Read and match.

1 What is it?
It's a desk.

2 What are they?
They're pencil sharpeners.

3 What is it?
It's a marker pen.

4 What are they?
They're crayons.

a



b



c



d



I Can



name classroom objects.



talk about the things I've got.



be polite.