

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 | a cases. |
| 2 That is a pencil | b pen. |
| 3 These are pencil | c books. |
| 4 Those are | d sharpener. |

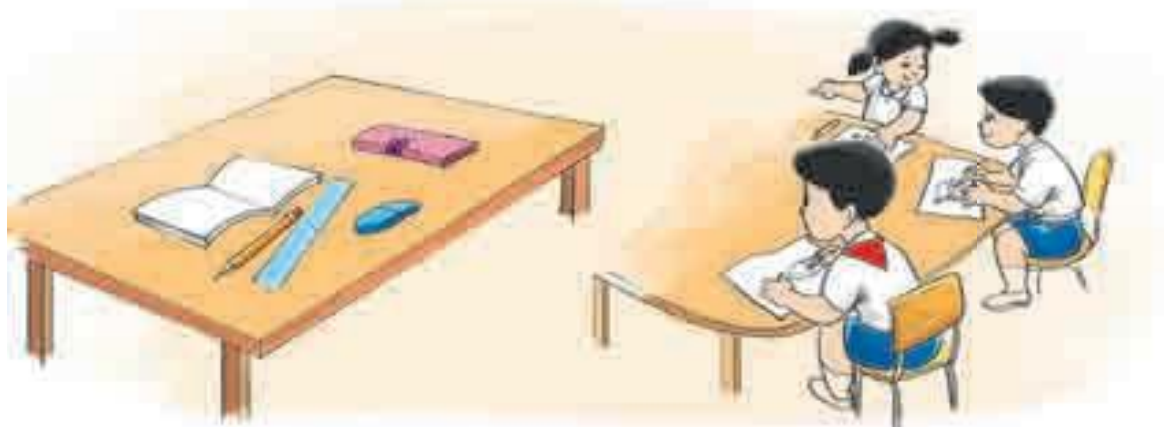
5 Read and write. 🧐 📄



- | | |
|------------------------------|-------------------------------|
| 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.



Lesson 1

1 Look, listen and repeat.



a Is this your school bag?

Yes, it is.

b Is that your pen?

No, it isn't. My pen is here.

2 Point and say.



Is this/that your ___?

No, it isn't.

Yes, it is.

a

desk/yes

b

pencil sharpener/no

c

pen/yes

d

pencil case/no

3 Let's talk.



Is this/that ___?

_____.



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! 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.

1. 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 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, read and write.   



1. **Mary:** Is this your _____?
Peter: Yes, _____.
2. **Mary:** Is this your _____?
Peter: No, _____.



3. **Mary:** Is that your _____?
Peter: Yes, _____.
4. **Mary:** Is that your _____?
Peter: Yes, _____.

6 Let's write. 

1. This is a _____.
2. Is this your _____? Yes, _____.
3. That is a _____.
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.

2. *Mai:* Is that your notebook?

Nam: Yes, it is.

3. *Mai:* Is this your pen?

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

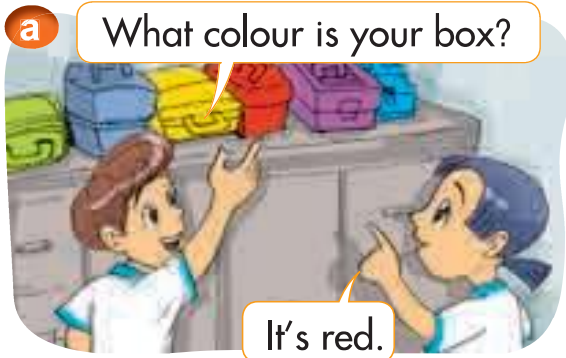
6. Let's write.

- 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

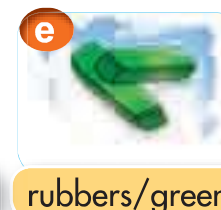
1 Look, listen and repeat.



2 Point and say.

What colour is/are your ____?

It's/They're ____.



3 Let's talk.

What colour is/are ____?



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.  



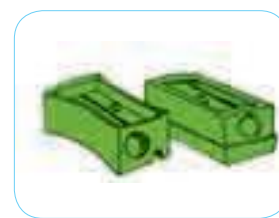
a



b



c



d

5 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.



6 Let's sing. 

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

- | | |
|--|--|
| 1. <i>Nam:</i> What colour are your pencil sharpeners?
<i>Mai:</i> They're green. | 2. <i>Mai:</i> What colour is your pencil?
<i>Nam:</i> It's blue. |
| 3. <i>Mai:</i> What colour is your school bag?
<i>Nam:</i> It's black. | 4. <i>Nam:</i> What colour are your pens?
<i>Mai:</i> 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 components* 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.

Lesson 3

1 Listen and repeat.

i

it

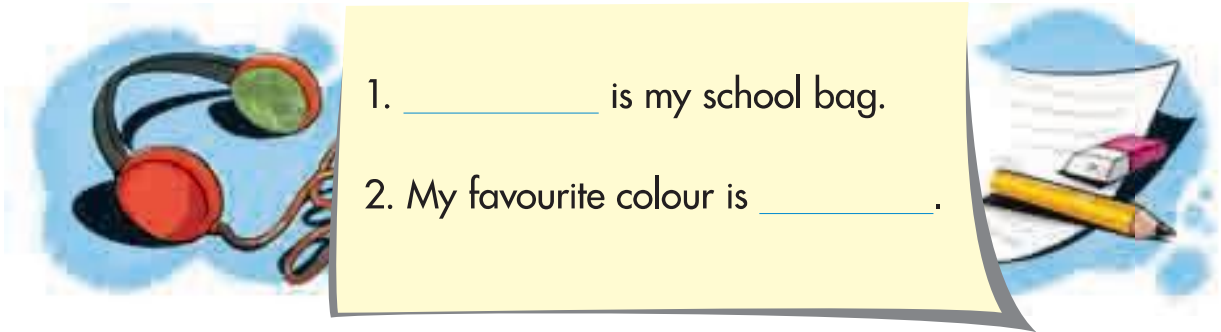
What colour is it?

o

orange

It's orange.

2 Listen and write.



1. _____ is my school bag.
2. My favourite colour is _____.

3 Let's chant.

What colour is it?

What colour is it?

It's red. It's red.

What colour is it?

It's green. It's green.

What colour is it?

It's orange. It's orange.

What colour are they?

They're blue. They're blue.

What colour are they?

They're brown. They're brown.

What colour are they?

They're black. They're black.

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

1 Is that your school bag?

2 What colour is it?

3 Are these your rubbers?

4 What colour are they?

a Yes, they are.

b They're green.

c Yes, it is.

d It's black.

5 Read and complete. 🧐 ✍️

they pens colour desk green

This is my school bag. It is (1) _____ . That is my

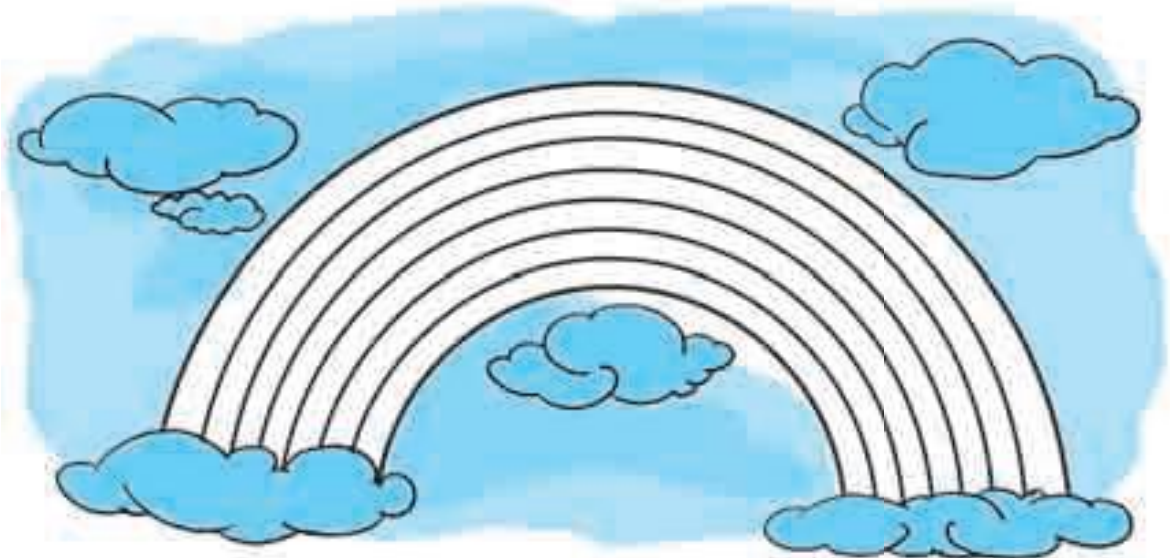
(2) _____ . It is brown. These are my books.

(3) _____ are blue. Those are my (4) _____ .

They are black. And what (5) _____ is your school bag?

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: 1 c 2 d 3 a 4 b

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

6. 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.

What do you do at break time?



Lesson 1

1 Look, listen and repeat.   

a What do you do at break time, Mai?

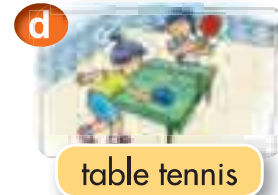
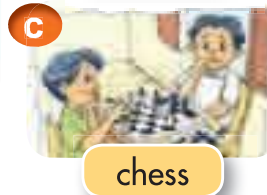
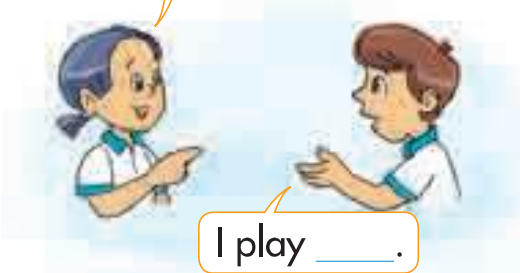


b And what about you, Phong?



2 Point and say.  

What do you do at break time?



3 Let's talk.  

What do you do at break time?



Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *At break time*.
- ask and answer questions about break-time activities, using *What do you do at break time?*
- express likes and dislikes, using *Do you like + (activity)?*
- pronounce the sounds of the letters **bl** and **sk** in the words **blind** and **skating** respectively.

Warm-up: Spend a few minutes revising the previous unit by getting pupils to play a game of *Slap the board*, using the vocabulary learnt. Read the Activities Bank in the Introduction for more activities. Then have pupils say the *What colour is it?* chant. 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 asking and answering questions about break activities, using *What do you do at break time?* Draw pupils' attention to the first picture and elicit the names of the characters and what they are saying. Check comprehension and give the meaning of 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 asking and answering the question *What do you do at break time?* Point to each picture and elicit the meaning of new words. Point to the first picture and elicit the word to fill the gap. Put the question and the 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.

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 comprehension by pointing to and eliciting the name of each activity. Call a pair to give a demonstration of the dialogue before starting the activity.
- Have pupils 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 activities at break time.

4 Listen and tick.  

1.



a



b

2.



a



b

3.



a



b

5 Read and write.  

Hello. My name is Nam. These are my friends, Quan, Mai, Linda, Tony, and Phong. At break time, we play different games and sports. Quan and I play chess. Mai and Phong play table tennis. Linda and Tony play badminton.

1. Quan and Nam play _____.

2. Mai and Phong play _____.

3. Linda and Tony play _____.



6 Write about you. 

What do you play at break time?

I play _____.



Warm-up: Spend a few minutes revising the previous lesson, using *What do you do at break time? I play ...* Call a few pairs to act out the question and the answer in front of the class. Then have the class sing the song *The more we are together*.

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 2b 3a

Audio script

1. *Tony:* What do you do at break time? 2. *Linda:* What do you do at break time?
Mai: I play badminton. *Tom:* I play basketball.
3. *Mai:* What do you do at break time?
Nam: I play table tennis.

5. Read and write.

- 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 and give feedback. 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 the text and the sentences aloud.

Key: 1 chess 2 table tennis 3 badminton

6. Write about you.

- Tell pupils that they are going to write about their activities at break time. Check comprehension and give feedback.
- Give time for pupils to do the task.
- Tell pupils to swap and check their answers before checking as a class.
- Call some pupils to act out the dialogue or write their answers on the board.

Key: Pupils' own answers

Lesson 2

1 Look, listen and repeat.

a Do you like badminton, Linda?



Yes, I do.

b Do you like hide-and-seek, Tom?



No, I don't. I like basketball.

OK. Let's play it now.

2 Point and say.


Do you like ____?



Yes, I do.

No, I don't.

a  skipping/yes

b  skating/yes

c  hide-and-seek/no

d  blind man's bluff/no

3 Let's talk.

Do you like ____?



_____.



Warm-up: Spend a few minutes revising *What do you do at break time?* Call a few pupils to the front of the class to act out the dialogue. Then play a game of *Bingo*, using the vocabulary learnt.

1. Look, listen and repeat.

- Tell pupils that they are going to practise asking and answering questions about the activities they like playing at break time, using *Do you like + (activity)?*
- Draw pupils' attention to the first picture and elicit the names of the characters and the activity. Have pupils repeat the text a few times. Repeat the procedure with the second picture. Give feedback and teach the new vocabulary.
- 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 *Do you like + (activity)?*
- Point to each picture and check comprehension. Teach the new words and have pupils repeat each of them a few times. Draw pupils' attention to the first picture and elicit the word to fill the gap. Put the question and the answer on the board and have pupils repeat each sentence a few times.
- Do choral and individual repetition, using 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 check understanding by pointing to each activity and eliciting the name. Get a pair of pupils to give a demonstration of the dialogue before starting the activity.
- Have pupils work in pairs, using the pictures in the book or other activities that pupils know. 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 activities at break time.

4 Listen and number. 🎧 🎮



a



b



c



d

5 Read and write. 🗨️ 📄

Hi. I am Phong. I am at school with my friends now. I like table tennis. At break time, Nam and I play table tennis. Quan and Tony do not like table tennis. They like chess. Mai and Linda do not like chess or table tennis. They like badminton.

1. What do Phong and Nam like? They like _____.
2. What do Quan and Tony like? They _____.
3. What do Mai and Linda like? _____.

6 Let's sing. 🎵

Hide-and-seek

Hide, hide, hide-and-seek.
Let's play hide-and-seek.
Where is Tony?
Where is Mary?
I can't find you all.



Warm up: Spend a few minutes revising the questions *What do you do at break time?* and *Do you like + (activity)?* Then play a game of *Charades*, using the names of the break time activities.

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. Elicit the names of the activity in each picture 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: a4 b2 c1 d3

Audio script

- | | |
|---|--|
| 1. <i>Nam:</i> What do you do at break time?
<i>Linda:</i> I play badminton.
<i>Nam:</i> Do you like it?
<i>Linda:</i> Yes, I do. | 2. <i>Tony:</i> What do you do at break time?
<i>Phong:</i> I play blind man's bluff.
<i>Tony:</i> Do you like it?
<i>Phong:</i> Yes, I do. |
| 3. <i>Tom:</i> Do you like hide-and-peek?
<i>Nam:</i> Yes, I do.
<i>Tom:</i> Do you play it at break time?
<i>Nam:</i> Sure, I do. | 4. <i>Linda:</i> Do you like table tennis?
<i>Mai:</i> No, I don't. I like skipping.
<i>Linda:</i> Do you skip at break time?
<i>Mai:</i> Sure, I do. |

5. Read and write.

- Tell pupils that they are going to read the text and answer the questions. Give a few seconds for pupils to read the text. Check comprehension and give feedback.
- Give pupils time to do the task. Ask pupils to underline the activities that the characters like playing at break time. 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 individual pupils to ask and answer the questions.

Key: 1 table tennis 2 like chess 3 They like badminton.

6. Let's sing.

- Tell pupils that they are going to sing the *Hide-and-peek* song. Teach the song, following the procedure in *Teaching the unit components* in the *Introduction*.
- Read each line and check comprehension. Sing each line and have pupils repeat it. When pupils are familiar with the tune, ask them to sing and do the actions.
- Ask groups of pupils to sit face to face and practise singing and doing the actions.
- Call a group of five to the front of the class to sing and do the actions.
- Have the whole class sing the song and do the actions to reinforce learning.

Lesson 3

1 Listen and repeat.

bl

blind

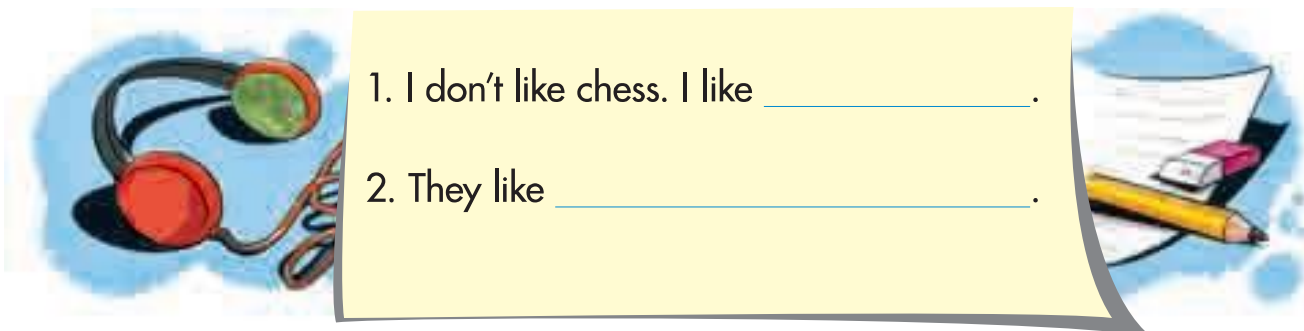
Do you like blind man's bluff?

sk

skating

I like skating.

2 Listen and write.



1. I don't like chess. I like _____.

2. They like _____.

3 Let's chant.

What do you do at break time?

Break time. Break time.

What do you do at break time? I play chess. I play chess.

Break time. Break time.

What do you do at break time? I play badminton. I play badminton.

Break time. Break time.

What do you do at break time? I play table tennis. I play table tennis.

Break time. Break time.

What do you do at break time? I play hide-and-seek. I play hide-and-seek.



Warm-up: Spend a few minutes revising the previous lesson by getting pupils to sing the *Hide-and-seek* song. Call a group of five to the front of the class to sing the song. The rest of the class claps along with the 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 **bl** and **sk** 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 blind man's bluff 2 skating

Audio script

1. I don't like chess. I like blind man's bluff.
2. They like skating.

3. Let's chant.

- Tell pupils that they are going to say the *What do you do at break time?* chant. Teach the chant, following the procedure in *Teaching the unit components* in the *Introduction*. Say the chant and check comprehension. Have pupils repeat every line of the chant. When they are familiar with the rhythm, show them how to say the chant and do the actions.
- Divide the class into two groups to say the chant: one group chants the questions and the other chants the answers. The two groups swap their roles after the first round.
- 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 to the front of the class to chant. The whole class claps along to the rhythm.

4 Read and match. 🧐 📄

- 1 What do you do at break time?
 - 2 Do you like football?
 - 3 Let's play football.
 - 4 What do Mai and Linda like?
- a OK. Let's play it.
 - b I play badminton.
 - c Yes, I do.
 - d They like chess.

5 Write about you. 🧐



Hi! My name is _____. I like _____.

At break time, I play _____.

6 Project 🎨

Bingo

badminton	volleyball	chess
football	table tennis	hide-and-see
skipping	skating	blind man's bluff

Warm-up: Spend a few minutes revising the previous lesson by calling two groups to the front of the class to chant *What do you do at break time?*

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. Check understanding. Give a few seconds for pupils to read the text. Check comprehension.
- Give time for pupils 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 2c 3a 4d

5. Write about you.

- Tell pupils that they are going to write about themselves. Give a few seconds for pupils to look at the pictures. Elicit the name of each activity. Call a few pupils and elicit the words to fill the gaps.
- 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 pupils to read their sentences aloud.

Key: Pupils' own answers

6. Project

- Tell pupils that they are going to play *Bingo*. Explain how the game is played (see *Activities Bank*). Read the words in the grids and check comprehension. Then start the game.
- When the game is over, ask pupils to make sentences with the words crossed. For example: *I play badminton at break time.*
- Have the class sing the *Hide-and-peek* song to end the class.

Review 2

1 Listen and tick.  



a



b



a



b



a



b



a



b



a



b

2 Listen and number.  



a



b



c



d

Objectives

By the end of this unit, pupils can

- listen and identify specific information.
- read and identify specific information.
- read and identify general ideas.
- read, listen and understand a short story.

1. 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 elicit information in the pictures 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. Explain the answers and give further support to pupils who got more than half of the answers wrong.

Key: 1a 2b 3a 4b 5b

Audio script

1. *Class:* Good morning, Miss Hien. 2. *Linda:* Is your school big? 3. *Mai:* What colour is your book?
Miss Hien: Sit down, please. *Nam:* Yes, it is. *Tony:* It's green.
4. *Mai:* What colour are your pencils, Nam? 5. *Linda:* What do you do at break time?
Nam: They are red. *Nam:* I play football.
Linda: Great!

2. 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 and elicit information in the pictures 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. Explain the answers and give further support to pupils who got more than half of the answers wrong.

Key: a3 b4 c1 d2

Audio script

1. *Nam:* May I come in? 2. *Tom:* Is that the classroom?
Miss Hien: Yes, you can. *Mai:* No, it isn't. It's the computer room.
3. *Tom:* Is that your pencil case? 4. *Mary:* What do you do at break time?
Mai: What colour is it? *Mai:* I play hide-and-peek.
Tom: It's pink.
Mai: Yes. It's my pencil case.

3 Read and complete. 🗨️ 📖

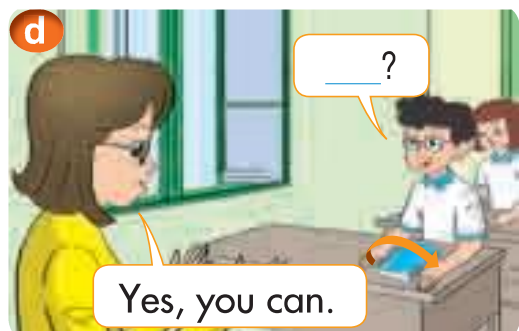
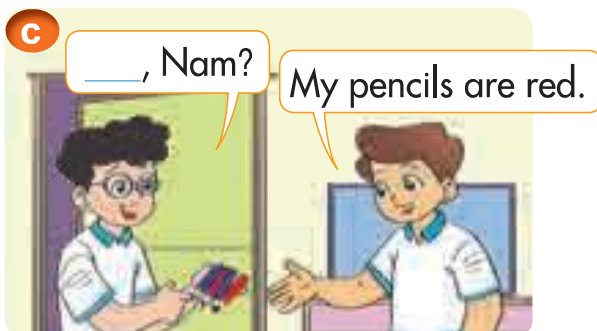
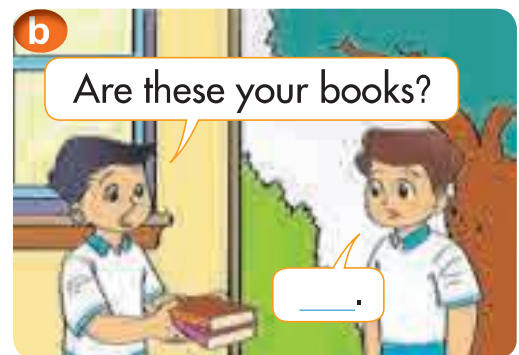
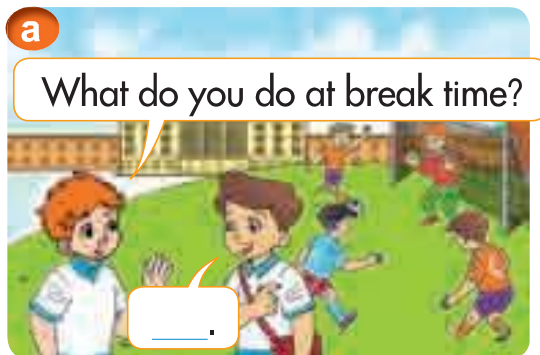
room Quan school playground

This is my (1) _____. It's big. I'm in Class 3B. My classroom is big too. Now it is break time. Many of my friends are in the (2) _____. I'm in the computer (3) _____ with my friend (4) _____.

4 Read and match. 🗨️ 📖

- | | |
|-----------------------------------|----------------------|
| 1 Is your school big? | a It's brown. |
| 2 Are those your books? | b Yes, you can. |
| 3 What colour is your school bag? | c Yes, they are. |
| 4 May I come in? | d I play basketball. |
| 5 What do you do at break time? | e Yes, it is. |

5 Look and say. 🗨️ 🗨️



3. Read and complete.

- Tell pupils that they are going to read the text and fill the gaps. Give a few seconds for pupils to read the text in silence. Check comprehension.
- Give pupils time to do the task.
- Get pupils to swap and check their answers before checking as a class.
- Do choral and individual repetition of the text.

Key: 1 school 2 playground 3 room 4 Quan

4. Read and match.

- Tell pupils that they are going to read the questions 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 in silence. Check comprehension and give feedback.
- Give pupils time to do the task.
- Get pupils to swap and check their answers before checking as a class.
- Have a few pairs act out the dialogues.

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

5. Look and say.

- Tell pupils that they are going to do some dialogues. Give a few seconds for pupils to look at the pictures and read the text in silence. Check comprehension and elicit the words to fill the gaps and give feedback.
- Get pupils to work in pairs. Go around to offer help, if necessary.
- Call a few pairs to act out the dialogues. Give feedback and praise pupils who did well and encourage pupils to listen and make improvement.

Key:

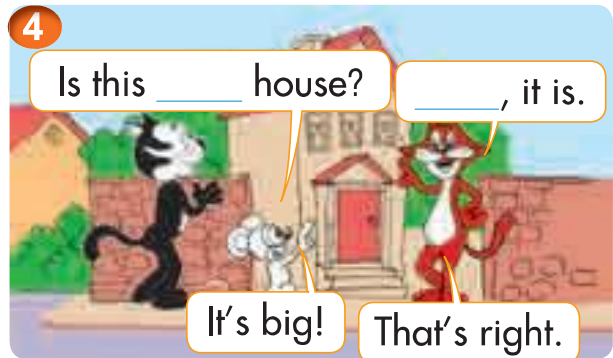
- a** I play football
- b** Yes, they are./No they aren't
- c** What colour are your pencils
- d** May I open the book



Short story

Cat and Mouse 2

1 Fill the gaps. Then listen and check.   



1. Fill the gaps. Then listen and check.

- Before pupils read the story, ask them to look at the pictures and ask them questions. (e.g. Are there many houses? What colours are they?)
- Give pupils time to fill the gaps. Then ask them to practise the conversation in groups of three. Play the recording three times for pupils to listen, check their answers and understand the story.

Key:

Picture 2 Hello

Picture 3 meet you

Picture 4 your/ Yes

Picture 5 chair

Audio script

Miu: Hello, Maurice!

Maurice: Hello, Miu!

Miu: Maurice, this is Chit. He's a mouse.

Chit: Pleased to meet you, Maurice.

Maurice: Pleased to meet you too, Chit.

Chit: Is this your house?

Maurice: Yes, it is.

Chit: It's big!

Maurice: That's right.

Chit: Wow! Is that your chair?

Maurice: Yes, it is.

Chit: It's beautiful!

Maurice: Thank you!

Chit: Do you like hide-and-peek?

Maurice/Miu: Yes!

Chit: Good! Let's play hide-and-peek.

Chit: One, two, three ...

2 Ask and answer the questions. 

1. What colour is Chit?
2. Is Miu a brown cat?
3. What colour is Maurice?
4. Is the house big or small?

3 Number the sentences. Then act out in pairs. 

- Chit: It's big!
- Maurice: That's right.
- Maurice: Yes, it is.
- Maurice: Pleased to meet you too.
- 1 Miu: Maurice, this is Chit.
- Chit: Pleased to meet you, Maurice.
- Chit: Is this your house?

4 Put the words in the correct order. 

1. your is chair that _____ ?
2. you hide-and-seeK do like _____ ?
3. too pleased meet to you _____ .
4. play hide-and-seeK let's _____ .
5. your is this house _____ ?

2. Ask and answer the questions.

- Tell pupils that they are going to read and answer the questions. Give them a few seconds to read the questions and the story again. Tell them to underline the key words in the questions and find the answers in the story.
- Give pupils time to do the task.
- Ask pupils to swap and check their answers before checking as a class.
- Call a few pairs to read the questions and answers aloud.

Key:

1. He's white.
2. No, he isn't. He's black./He's a black cat.
3. Maurice is red.
4. It's big./ It's a big house.

3. Number the sentences. Then act out in pairs.

- Tell pupils that they are going to read and number the sentences in the correct order. Give them a few seconds to read the text.
- Give pupils time to do the task.
- Ask pupils to swap and check their answers before checking as a class.
- Call a few pairs to read the dialogue aloud.

Key:

1. *Miu:* Maurice, this is Chit.
2. *Chit:* Pleased to meet you, Maurice.
3. *Maurice:* Pleased to meet you too.
4. *Chit:* Is this your house?
5. *Maurice:* Yes, it is.
6. *Chit:* It's big!
7. *Maurice:* That's right.

4. Put the words in the correct order.

- Tell pupils that they are going to put the words in the correct order to make sentences. Give them a few seconds to read the text.
- Give pupils time to do the task.
- Ask pupils to swap and check their sentences before checking as a class.
- Call a few pairs to read the correct sentences aloud.

Key:

1. Is that your chair?
2. Do you like hide-and-peek?
3. Pleased to meet you too.
4. Let's play hide-and-peek.
5. Is this your house?

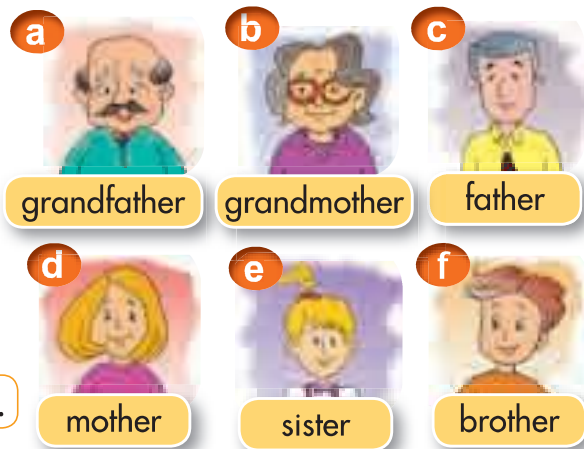


Lesson 1

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 *My family*.
- ask and answer questions about family members, using *Who's that? He's/She's + (family member)*.
- ask and answer about the age of a family member, using *How old is your + (family member)?*
- pronounce the sounds of the letters **br** and **gr** in the words **brother** and **grandmother** respectively.

Warm-up: Spend a few minutes revising language learnt unit by singing the *Hide-and-seek* song and saying the chant *What do you do at break time?* 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 ask and answer questions about family members and their ages. Give a few seconds for pupils to look at the first picture and elicit what the characters say. Give the meaning of unfamiliar words and have pupils repeat the language a few times. Repeat the same procedure with the second picture.
- Do choral and individual repetition, pointing to the characters speaking. Have pairs of pupils perform the dialogue in front of the class.
- 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 questions to identify a family member, using *Who's that? He's/She's + (family member)*. Point to each picture and check comprehension. Give feedback and have pupils repeat each word a few times.
- Do choral and individual repetition, using the pictures in the book.
- Get pupils to work in pairs. Go around to offer help and correct the pronunciation, if necessary. Check as a class.

Language note: Draw pupils' attention to the pronunciation of **th** in the words **father**, **mother**, **brother**, **grandfather** and **grandmother**. Show them how to articulate the sound of a voiced **th**.

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 comprehension. Give feedback and elicit the words to fill the gap. Put the question and answers on the board for pupils to repeat a few times. Call a pair to give a demonstration of the dialogue before starting the activity.
- Have pupils 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 necessary, tell pupils to ask and answer questions about their own families.



4 Listen and tick.  

1.  a  b  c

2.  a  b  c

3.  a  b  c

5 Read and complete.  



1. This is a photo of Mai's family.
2. The man is her _____.
3. The woman is her _____.
4. And the boy is her _____.

6 Let's sing. 

A happy family

Happy, happy, happy father. Yes, yes, yes, yes!
 Happy, happy, happy mother. We are a happy family!
 Happy, happy, happy children. Yes, yes, yes, yes!
 Happy, happy, happy family. We are a happy family!

Warm-up: Spend a few minutes revising the language learnt by having the class play a game of *Slap the board*, using the words for family members. Read the *Activities Bank* in the *Introduction* for more activities. At the end of the game, point to each word and ask the class to practise asking and answering questions with *Who's that? It's my + (family member)*.

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 2a 3c

Audio script

- | | |
|------------------------------------|---------------------------------|
| 1. Linda: Who's that man? | 2. Linda: And who's that woman? |
| Mai: He's my father. | Mai: She's my mother. |
| Linda: Really? He's young! | Linda: She's nice! |
| | Mai: Thank you. |
| 3. Mai: And that's my grandfather. | |
| Linda: He is nice too. | |
| Mai: But he isn't young. He's old. | |

5. Read and complete.

- Tell pupils that they are going to read the sentences and fill the gaps. Give a few seconds for pupils to look at the picture and read the sentences. Check comprehension and give feedback.
- Give pupils time to do the task. Go around to offer help with the spelling.
- Ask 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 to read the sentences aloud.

Key: 1 family 2 father 3 mother 4 brother

6. Let's sing.

- Tell pupils that they are going to sing the song *A happy family*. Teach the song, following the procedure in the *Teaching the unit components* in the *Introduction*. Read each line of the song and check comprehension. Let pupils listen to the song all the way through. Then sing each line and have pupils repeat a few times. When pupils are familiar with the tune, show them how to sing and do actions.
- Ask groups of pupils to sit face to face and practise singing and doing the actions.
- Ask a group of four to the front of the class to sing the first four lines, and the whole class to sing the last four lines.
- Have the whole class sing the song and do the actions a few times to reinforce learning.

Lesson 2

1 Look, listen and repeat.

a That's my brother.



How old is your brother?

He's seven.

b That's my grandmother.



That's my grandmother.

How old is she?

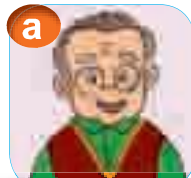
She's sixty-five.

2 Point and say.

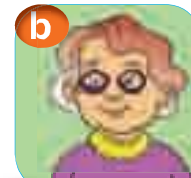
How old is your ____ ?



He's/She's ____.



a grandfather
68



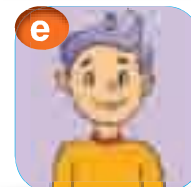
b grandmother
65



c father
42



d mother
41



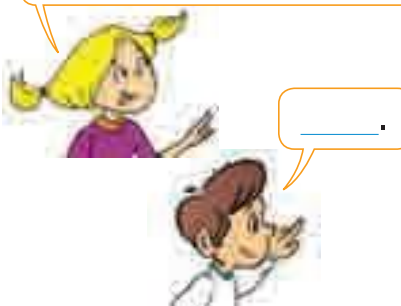
e brother
13



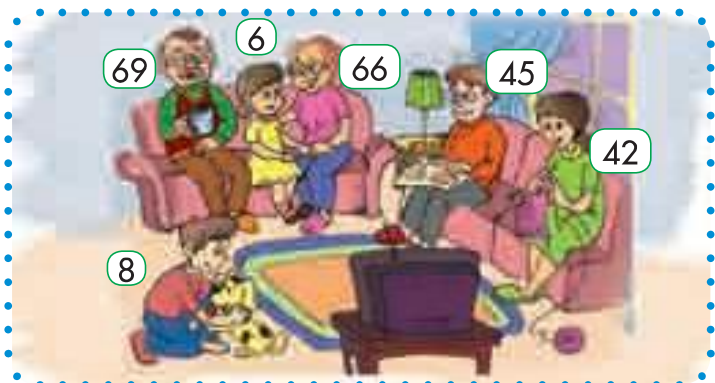
f sister
10

3 Let's talk.

How old is your ____ ?



Nam's family



Warm-up: Spend a few minutes revising the language learnt by getting the class to sing the song *A happy family*. Then play a game of *Line-up*, using the question *Who's that?* and the answer *It's my +* (family member).

1. Look, listen and repeat.

- Tell pupils that they are going to practise asking and answering questions about the ages of family members. Draw their attention to the first picture and elicit the names of the characters and the language in the bubbles. Give feedback and have pupils repeat the language 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 do further practice on asking and answering questions about the ages of family members. Give a few seconds for them to look at the pictures and read the words. Teach the numbers *sixty-eight*, *sixty-five*, *forty-two*, *forty-one*, and *thirteen*. Point to each family member and elicit the age. Have pupils repeat each word and number a few times. Point to the first picture and elicit the words filling the gaps. Put the question and the answer on the board. Have pupils repeat each of 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: Draw pupils' attention to the word stress of **grandfather** and **grandmother** when speaking. Have them practise saying these words a few times.

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 understanding. Teach the numbers *sixty-nine*, *sixty-six* and *forty-five*. Have pupils repeat each number a few times.
- Do an example with pupils. Point to, for example, the father, and prompt pupils to say the words to fill the gaps. Put the question and the answer on the board and have pupils repeat each of them a few times. Call a pair to give a demonstration of the dialogue before starting the activity.
- Get pupils to work in pairs, using the characters and numbers in the book, and then go on to talk about their own family members. Go around to offer help and correct the pronunciation, if necessary.
- Call a few pairs to act out the dialogues in front of the class.

4 Listen and number.  



a



b



c



d

5 Read and complete.  

Hi! My name is Quan. I am ten years old. That is a picture of my family. My father is forty-four years old. My mother is thirty-nine years old. My brother is fourteen years old.



	Age
Quan	10
His father	
His mother	
His brother	

6 Write about your family. 

1. How old are you?

I am _____.

2. How old is your mother?

She is _____.

3. How old is your father?

He is _____.

4. How old is your brother/sister?

_____.

Warm-up: Spend a few minutes revising the language learnt by calling a few pairs to the front of the class to ask and answer questions about the ages of their family members. Then have the class sing the song *A happy family*.

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 you check as a class.

Key: a3 b4 c2 d1

Audio script

- | | |
|---|---|
| 1. Tom: That's my sister.
Mai: How old is she?
Tom: She's six years old. | 2. Tom: That's my grandfather.
Linda: How old is he?
Tom: He's sixty-eight. |
| 3. Mai: Who's that?
Tom: It's my grandmother.
Mai: How old is she?
Tom: She's sixty-four. | 4. Mai: And who's that?
Tom: It's my brother.
Mai: How old is he?
Tom: He's thirteen. |

5. Read and complete.

- Tell pupils that they are going to read the text and do the task. Give pupils a few seconds to read the text and the content of the table. Teach the numbers *forty-four* and *thirty-nine*. Check comprehension and give feedback. Discuss the worked example.
- Give pupils time to do the task. Go around to offer for help, if necessary.
- Get pupils to swap and check their answers before checking as a class.
- Call some pupils to read the text aloud.

Key: His father: 44 His mother: 39 His brother: 14

6. Write about your family.

- Tell pupils that they are going to answer some questions about their own family. Give pupils a few seconds to read the questions. Call a pupil and ask him/her the first two questions as examples.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Get a few pupils to read their answers in front of the class. Then call a few pupils to write their answers on the board and correct their spelling, if necessary.

Key: Pupils' own answers

Lesson 3

1 Listen and repeat.

br

brother

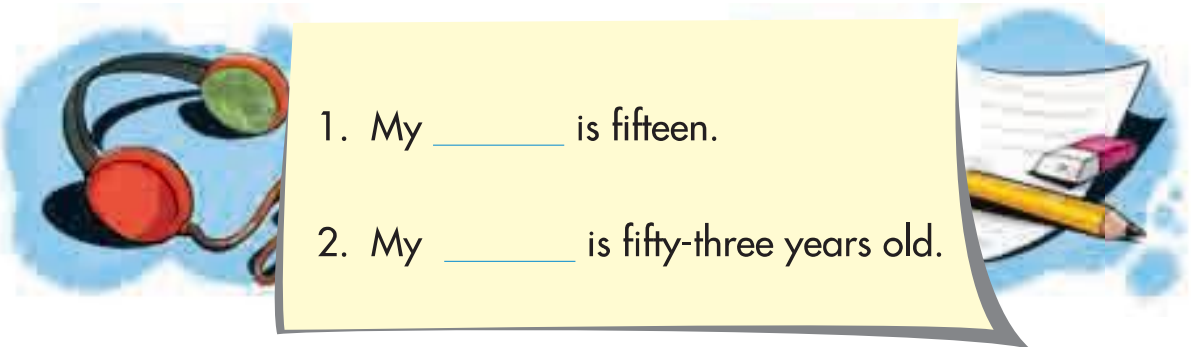
That's my **br**other.

gr

grandmother

My **gr**andmother's fifty-five years old.

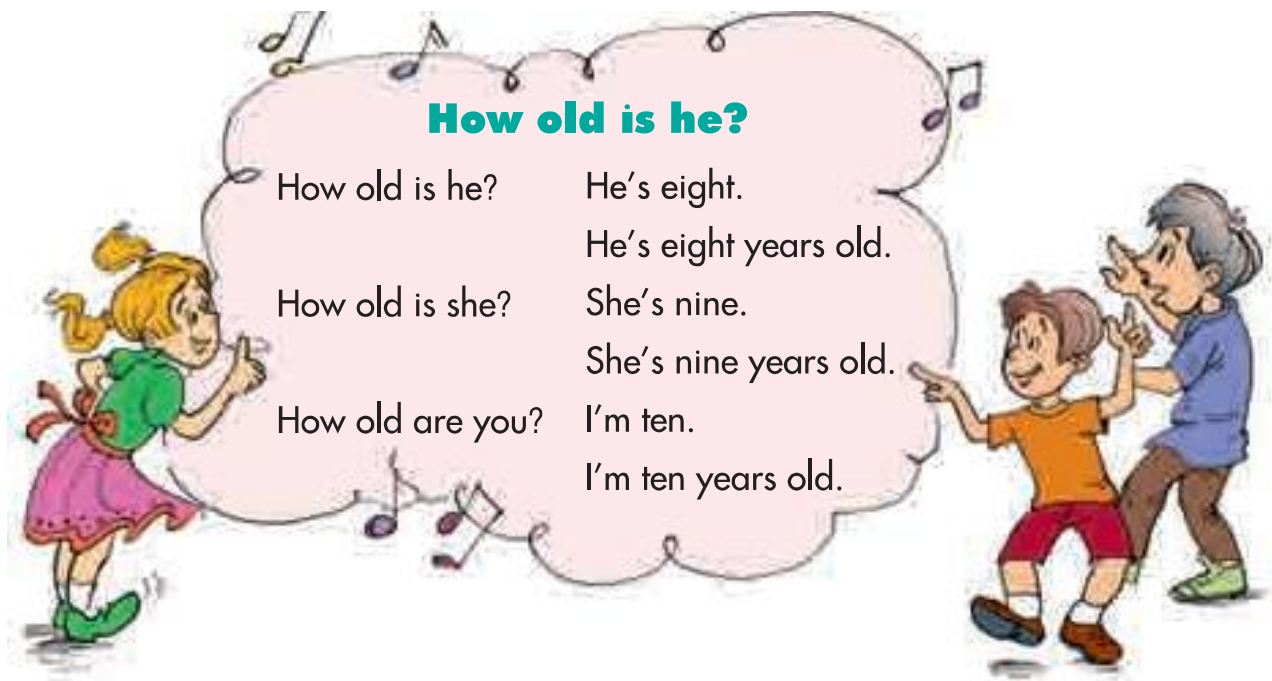
2 Listen and write.



1. My _____ is fifteen.

2. My _____ is fifty-three years old.

3 Let's chant.



How old is he?

How old is he? He's eight.
He's eight years old.

How old is she? She's nine.
She's nine years old.

How old are you? I'm ten.
I'm ten years old.

Warm-up: Spend a few minutes revising the language learnt by doing a quick dictation of the reading text in Lesson 2, Exercise 5. Tell the class to close their books before the dictation. Have pupils swap and check their answers.

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 **br** and **gr** 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 brother 2 grandfather

Audio script

1. My brother is fifteen.
2. My grandfather is fifty-three years old.

3. Let's chant.

- Tell pupils that they are going to say the *How old is he?* chant. Give a few seconds for pupils to read the chant. Read each line and check comprehension. Give feedback and get pupils to read each line 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: one group chants the questions and the other chants the answers. The rest of the class claps along to the rhythm.

4 Read and match. 🧐 📄

- | | |
|---------------------------|---------------------|
| 1 Who's that? | a I'm ten. |
| 2 How old are you? | b He's fifty. |
| 3 How old is your father? | c She's forty-five. |
| 4 How old is your mother? | d It's my mother. |

5 Look, read and write. 🧐 🧐 📄



This is a photo of my (1) _____.
Look at the man. He is my (2) _____.
He is forty-four years old. The woman next to him
is my (3) _____. She is thirty-nine
years old. The boy is my (4) _____. He is fourteen years
old. And the little girl is my (5) _____. She is five years old.
Can you find me and guess how old I am?

6 Project 🎨

Draw your family. Tell your classmates about it.



Warm-up: Spend a few minutes revising the language learnt by getting two groups to the front of the class to say the *How old is he?* 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 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.
- Call a few pairs to act out the dialogue.

Key: 1d 2a 3b 4c

5. Look, read and write.

- Tell pupils that they are going to look at the picture, read the text and fill the gaps. Give them a few seconds to look at the picture and read the text. Check comprehension and give feedback. 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. Write the correct answers on the board for pupils to copy down into their notebooks.
- Do choral and individual repetition of the text.

Key: 1 family 2 father 3 mother 4 brother 5 sister


6. Project


- Tell pupils that they are going to draw a picture of their family and present it to the class. Have pupils ask and answer the questions, using *Who's this? How old is he?*
- If there is not enough time, ask pupils to do the project as homework. Have the class sing the song *A happy family* or say the *How old is he?* chant to end the class.



Lesson 1

1 Look, listen and repeat.   

a  This is my house.
 Wow! It's big!

b  There's a garden over there.
 Come and see it.
 It's very nice!

2 Point and say.  

There's a ____.


It's very nice!

a 	b 	c 
living room	kitchen	bathroom
d 	e 	f 
bedroom	dining room	garden

3 Let's talk.  

There's a ____.

Wow! It's ____!



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.

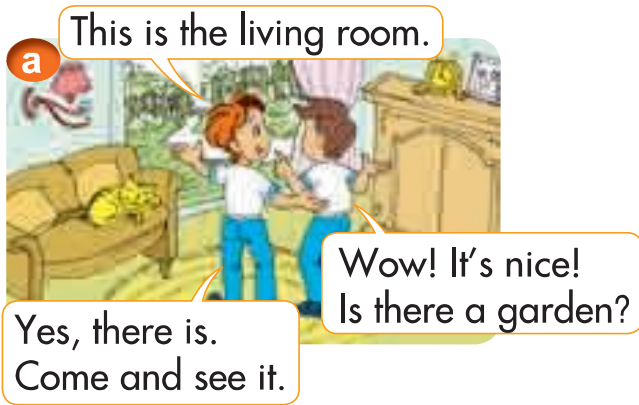
Key: 1 a/my house 2 a living room 3 a dining room
4 a bedroom 5 a bathroom 6 a kitchen

6. Let's sing.

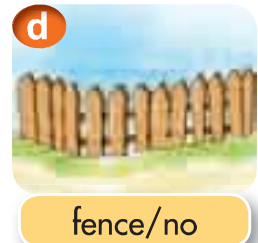
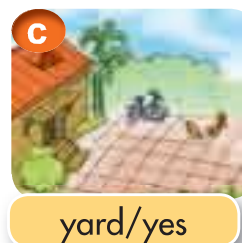
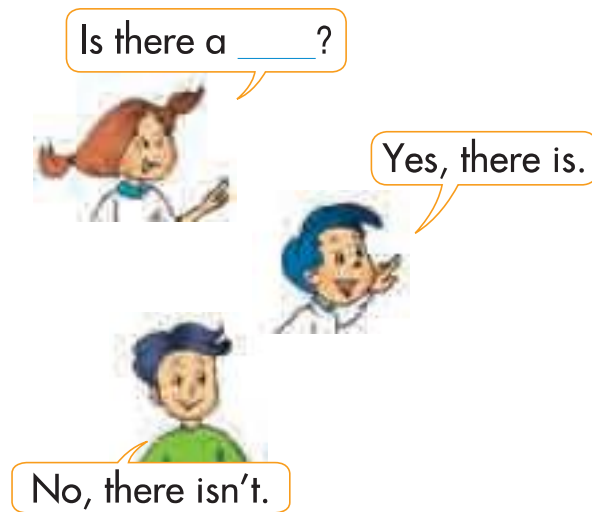
- Tell pupils that they are going to sing the song *The way I clean my house*. Teach the song, following the procedure in the *Teaching the unit components* in the *Introduction*. Read each line of the lyrics and check comprehension. Give the meaning of the new vocabulary. Then have pupils listen to 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

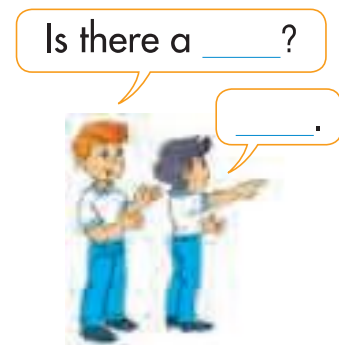
1 Look, listen and repeat.



2 Point and say.



3 Let's talk.



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. 

	<i>Yes, there is./No, there isn't.</i>
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

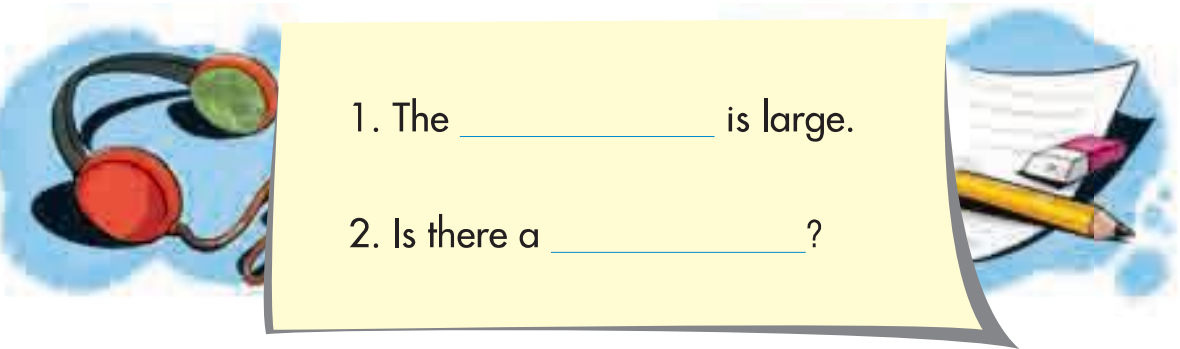
This is the **kitchen**.

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.



Lesson 1

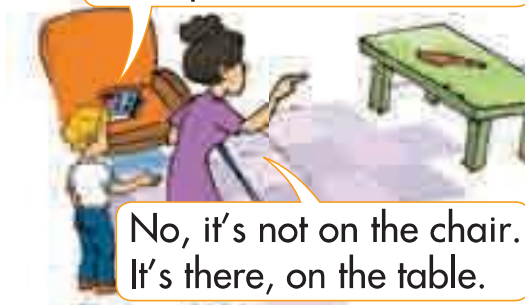
1 Look, listen and repeat.



a Where's my book, Mum?
I can't see it in my room!



b Is the pen there too, Mum?



2 Point and say.



Where's the _____?



It's here/there.



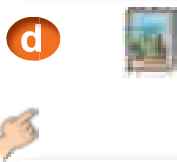
poster



bed



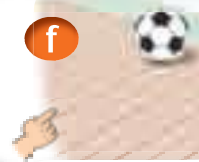
chair



picture



coat



ball

3 Let's talk.



Where's the _____?



where's = where is