

# What's this?

### Lesson 1 | Word study



**Lesson goal:** Identify and repeat new words

**Vocabulary:** personal possessions

bicycle camera
cell phone clock
computer doll
kite robot
skateboard teddy bear

#### 1 T1 Listen and point.

- Ask Ss, What is this? Point to familiar objects in the classroom. Allow Ss to respond with one-word answers as a class.
- Ask Ss again, What is this? Hold up an object and model a complete sentence. It's a ... Call on volunteers. Ask, What is this? and show them different objects. Elicit, It's a ...
- Open Student Books to page 6. Have Ss look at the pictures. Read the picture captions aloud. Have Ss point to the words as they hear them.
- Play the audio. Have Ss point to the pictures as they hear the words.
   Repeat.



bicycle, camera, clock, computer, doll, kite, cell phone, robot, skateboard, teddy bear

Unit 1

### 2 T2 Listen, point, and say.

- Tell Ss that they will listen to the audio and repeat the words. Play the audio.
- Ask Ss again, What is this? Elicit answers in English.



bicycle, camera, clock, computer, doll, kite, cell phone, robot, skateboard, teddy bear

#### **Extra practice**

Listen, say, and mime.

- Call out the vocabulary words. After each word, have Ss repeat the word(s), show you the object, or mime using or holding the object.
- Call on volunteers and continue in the same way until you have practiced all the words twice.
- Repeat the vocabulary words once more, but do not use actions or body language.
- Have the class mime each action as they hear the words. Compliment them each time their actions are correct. Very good. Great.









## Lesson 2 | Word study



**Lesson goal:** Identify, write, and use new words

- 3 T3 Listen, stick, and write.
- Open Student Books to page 7. Have Ss point to the empty circles on the right-hand side of the page.
- Explain that there are no pictures because Ss are going to stick the pictures on the page.
- Play the audio. Have Ss locate the corresponding pictures on pages 6 and 7.

- Ask Ss to turn to page 89 (the first Cut and Paste page) and identify the images for personal possesions. Say, *Point and say.*
- Play the audio again. Have Ss listen and point to the correct image.
- Have Ss turn back to page 7. Play the audio. Ask, Which image is number 1? (skateboard) Have Ss take the (skateboard) image from page 89 and stick it on the first empty circle.
- Repeat the process for the other three images.
- Draw Ss' attention to the blank lines.
   Say, Let's spell the words.
- Play the audio or say the words. Have Ss spell each word aloud and then write the missing letters. If necessary, Ss can read and/or spell the words from the picture captions on pages 6 and 7.
- Do a class check. Say, Picture 1. Have a volunteer read the word, skateboard and spell it. Continue in the same way as Ss check their work.



skateboard, cell phone, computer, bicycle

Answers

skateboard, cell phone, computer, bicycle

#### 4 Tell a friend.

- Model the activity for the entire class.
   Ask, What is this? Point to a picture
   or the object in the classroom and call
   on a volunteer to say, It's a .... Call on
   a different volunteer, and say, Please
   spell ...
- Have Ss work with a partner.
- Have Ss take turns. One S says a vocabulary word. The other S spells it.
   Ss swap roles and repeat the activity three times with different words.

**Vocabulary:** personal possessions

bicycle camera
cell phone clock
computer doll
kite robot
skateboard teddy bear

#### **Choral practice**

- Divide the class into two groups.
   Send one group to one side of the classroom and the other group to the opposite side of the classroom.
- Say a vocabulary word. Indicate for one group to repeat it and spell it chorally.
- Say another word and indicate for the other group to repeat it and spell it.
- Continue with all the vocabulary words.









### Lesson 3 | Viewing



**Lesson goal:** Watch and listen for specific statements

### Teaching tip



Always play the video clip at least twice, and possibly a third time with the sound off, for Ss to try to remember the character's words.

#### 1 Look and say. Who do you see?

- Open Student Books to page 8. Direct Ss' attention to the picture of the TV screen.
- Ask, Who's this? Who is on TV? (Muzzy)

#### 2 V1 Watch the video.

• Play the complete video scene for Ss' enjoyment.

- Ask, Who did you see?
- Open Student Books to page 8. Point to the picture. Ask, Who's this? (Muzzy).
- Ask, What does Muzzy have? (a clock) What does Muzzy like to eat? (clocks)

# **3** What does Muzzy say? Choose the correct answers.

- Play the video again, with no sound. Ask, What does Muzzy say? Elicit different responses from the class. Do not say if the responses are right or wrong.
- Direct Ss' attention to Exercise 3 on page 8.
- Read each number and speech bubble aloud. Call on different volunteers to repeat after you.
- Read the direction line aloud. Say, Muzzy says some of these words. Muzzy doesn't say some of these words. Which ones does Muzzy say?
- Model the exercise. Read aloud, Number 1 Goodbye! Ask, Does Muzzy say goodbye?
- Check that all the Ss understand the exercise and know what to do.
- Say, Begin. Monitor and assist Ss as necessary.
- Do a class check.



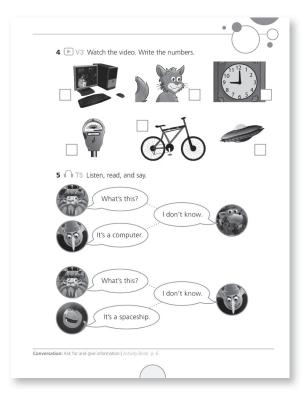
#### **Answers**

- 2. I'm hungry 4. I like clocks.
- 6. What's this?

Unit 1



### **Lesson 4** | Viewing



**Lesson goal:** Ask and give information



#### Teaching tip

Language video lessons

A vocabulary video lesson highlights specific words or concepts. The structures are presented in isolation for Ss to focus on pronunciation. The images support Ss' acquisition without the need for translation.

#### Review What's this? I don't know.

- Review the statements What's this? and I don't know. Show the class an unfamiliar object. Ask, What's this? Elicit, I don't know.
- Divide the class in half. One group will ask What's this? The other group will respond with the name of the object or say, I don't know.

- Give Ss some time to choose three objects in their group.
- Have groups take turns to ask and respond to their questions.

## 4 V2 Watch the video. Write the numbers.

- Open Student Books to page 9.
- Direct Ss' attention to Exercise 4. Have them look at the pictures.
- Point and ask, What's this?
- Read the direction line aloud. Explain to Ss that they must notice the order in which the different things appear in the video.
- Play the video. Have Ss number the pictures.
- Do a class check.



#### **Answers**

(left to right) Row 1: 5, 6, 3 Row 2: 4, 1, 2

- 1 [bike] 2 [spaceship] 3 [clock]
- 4 [parking meter] 5 [computer] 6 [cat]



Activity Book page 101

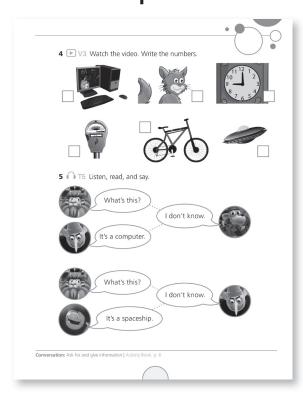
What's this?







### **Lesson 5 | Conversation**



- **Lesson goal:** Introduce yourself
- **5** T5 Listen, read, and say.
- Direct Ss' attention to the conversation on page 9. Ask, Who is talking in conversation number one? (the King, Bob, and Corvax) Ask, Who is talking in conversation number two? (the King, Corvax, and Muzzy)
- Play the audio as Ss read along silently.
- Play the audio again as Ss read along aloud.

- Divide the class in four groups (by rows) or by quickly counting off 1, 2, 3, 4 as you point to each S.
- Say, (Number) ones are the King. (Number) twos are Bob. (Number) threes are Corvax. (Number) fours are Muzzy.
- Check for Ss' understanding. Make sure all Ss know who their character is and which speech bubbles they will read.
- Play the audio again for Ss to gain confidence and to learn their lines.
- Have the class role-play the conversation chorally.

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#### **Teaching tip**

Encourage Ss to imitate the characters' voices when they role-play conversations.

#### **Extension activity**

Have the Ss form a circle around you. Use flashcards or point to pictures in the Student Book. Ask, What's this? and show a flashcard or point to a picture. Elicit an answer from a volunteer. Then continue in the same way as you go around the circle. If the words are new to Ss, ask the questions and let Ss answer I don't know. Then say, It's a ... and have the S repeat the answer.

- Have Ss practice the conversation on page 9 again in pairs with their own personal possessions. Monitor and assist.
- Have Ss "mix and mingle", moving around the class to have the conversation with several different classmates.

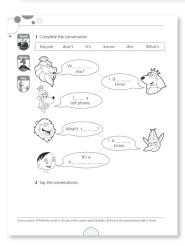


#### **Teaching tip**

If the Ss know each other already, have them choose another name or a name in English. Offer them some suggestions of English names for boys and girls that they can choose from. Then have Ss "meet" each other in English.

#### Language note

In English, we usually only give our first names when we introduce ourselves.

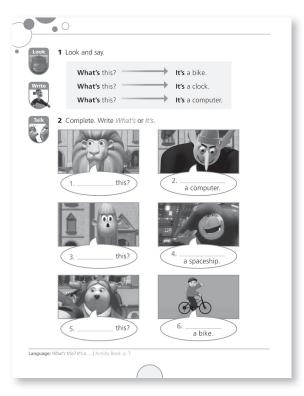








### Lesson 6 | Language



**Lesson goal:** Ask and say what things are

#### 1 Look and say.

What's this? → It's a bike.

What's this? → It's a clock.

What's this? → It's a computer.

#### Language note

In English, we write complete forms, e.g., What is or It is.

But when we speak, we usually use contractions, e.g., *What's* or *It's*.

- Write on the board, **What is this?** Cross out the *i*; put an apostrophe in its place, **What's**.
- Write on the board, It is a bike. Have a volunteer come to the board and make the same change. (Cross out the i; put an apostrophe in its place, It's.)
- Open Student Books to page 10.
   Direct Ss' attention to the grammar box.
- Read the questions aloud. Have volunteers read the responses.

#### **2** Complete. Write What's or It's.

- Draw Ss' attention to Exercise 2.
- Write sentences 1 and 2 with the blanks on the board. Say, *These are a question and an answer*.
- Elicit the missing words from Ss and write them in.
- Read the direction line. Have Ss do the exercise independently. Monitor and assist as necessary.
- Have Ss check their work in pairs and then do a class check.

# **9**...

#### **Answers**

- 1. What's 2. It's 3. What's 4. It's
- 5. What's 6. It's

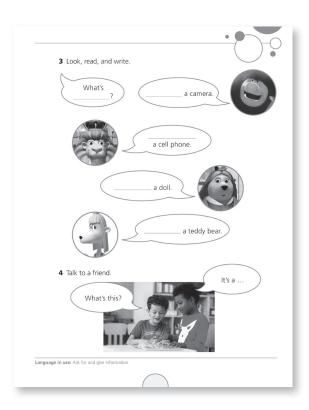




### **Lesson 7 | Language in use |** Identifying objects







**Lesson goal:** Ask for and give information

#### 3 Look, read, and write.

- Open Student Books to page 11.
- Direct Ss' attention to Exercise 3. Read the direction line aloud.
- Explain the activity. Say, Each character is going to identify something. They are going to answer the question, What's this?
- Complete the question speech bubble as a class. Ask, What's missing? (this)
- Point to Muzzy's speech bubble. Ask, What's missing? (It's) Say, Write It's.
- Have Ss do the exercise independently. Monitor and assist as necessary.
- Have Ss check their work in pairs and then do a class check.

# Possible answers



#### 4 Talk to a friend.

- Model the activity. Choose a volunteer. Have them ask you to identify something. Elicit, What's this? Respond.
- Read the direction line aloud, Talk to a friend.
- Explain the activity to the class. Make sure everyone understands that they will take turns to ask their partner to identify something. Ss can point to pictures in their books.
- Have Ss change partners and repeat the activity. Monitor and assist as necessary.
- Have one or two pairs role-play their exchanges for the class.





### Lesson 8 | Literacy | Reading



- **Lesson goal:** Read information questions | understand direct speech
- 1 T6 Listen and read.
- Open Student Books to page 12.
- Direct Ss' attention to the pictures.
   Ask, Who is in picture one? (the King and Queen) Who is in picture two? (the King and Corvax) Who is in picture three? (Sylvia)
- Play the audio and have Ss follow along in their books.
- Ask comprehension questions:
  - Where are the King, the Queen, and Corvax looking? (in a box)
  - Do they know what's in the box? (No, they don't.)
  - Does Sylvia know what's in the box? (Yes, she does.)
  - What's in the box? (a robot)

- Play the audio again.
- Have Ss read the text as a choral dialogue. Alternatively, write each line of dialogue on a slip of paper. Give the papers out to pairs of Ss. Each pair reads their line.
  - 1. What's this?
  - 2. Is it a computer?
  - 3. Let's ask Corvax.
  - 4. What's this?
  - 5. I don't know.
  - 6. Let's ask Sylvia.
  - 7. What's this?
  - 8. It's a robot.







### Sight words vs. information words

As Ss develop their reading skills, they will learn to read quickly over certain words (sight words) that do not carry any meaning. E.g., the, a, an However, they must also be able to identify the important information words. E.g., nouns, verbs, adjectives

- 2 Who said it? Write the number.
- Direct Ss' attention to Exercise 2.
- Have Ss look at the pictures. Ask, Who
  is this? Call on volunteers to identify
  the characters.
- Direct Ss' attention to the speech bubbles. Ask, What do they say?
- Read each speech bubble aloud. Have Ss listen and repeat.
- Model item 1. Read the speech bubble aloud. Call on a volunteer to read, Let's ask Sylvia. Ask, Who says it? (the Oueen)
- Have a volunteer find the statement in the text and read it aloud. Say, This is the evidence that the answer is correct.

- Have Ss continue the exercise independently. Have them check their answers with a partner.
- Do a class check.
- If Ss struggle with the activity, read each speech bubble aloud. Play the audio and have Ss read along to find the sentence in the text.

Answers [the King] 4 [Corvax] 2

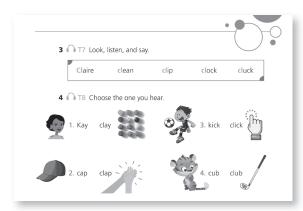
[the Queen] 1 [Sylvia] 3







### **Lesson 9 | Literacy | Phonics**



**Lesson goal:** Sound and letter awareness consonant blend *cl* 

- 3 T6 Look, listen, and say.
- Open Student Books to page 13.
- Direct Ss' attention to Exercise 3.
- Read the words aloud as Ss read along silently and point to each word.
- Play the audio. Pause after each word so Ss can listen and repeat.
- 4 T7 Circle the one you hear.
- Direct Ss' attention to Exercise 4. Have Ss look at the pictures. Ask, What's this?
- Read each word aloud. Have Ss repeat the word and point to the picture.
- Play the audio. Play the audio again as a choral listen and repeat exercise, signaling with your hand behind your ear when you want Ss to listen and with the word say when you want them to speak.

- Read the direction line aloud. Say,
   Listen again and circle the word you
   hear. Mime the action for circle in the
   air
- Play the audio once for Ss to do the exercise and another time for them to check their work.
- Do a class check

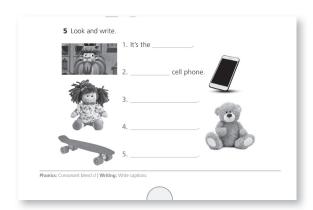


1. Kay 2. clap 3.click 4. cub



1. Kay 2. clap 3.click 4. cub

## Lesson 10 | Literacy | Writing



Lesson goal: Write captions

#### 5 Look and write.

- Open Student Books to page 13.
   Direct Ss' attention to Exercise 5.
- Have Ss look at and identify the pictures. Ask, What is this? Elicit complete responses, It is thela ...
- Model item 1. Ask, *Who is this?* Read aloud the sentence starter, *It's the ...*
- Write the sentence starter on the board. Ask, What do I write? (King)
- Have Ss continue the exercise independently. Have them check their answers with a partner.
- Do a class check.

#### Language note

The first word in a sentence always begins with a capital letter.



#### **Answers**

- 1. [It's the] King.
- 2. It's a [cell phone.]
- 3. It's a doll.
- 4. It's a teddy bear.
- 5. It's a skateboard.