

Lesson objectives

- To understand a simple cartoon story
- To review and extend vocabulary for classroom objects
- To write compound words correctly by copying
- To write a shopping list

Language

What's this? Is it a (bag)?

Is this a (rubber)?

Yes, it is. No, it isn't.

It's a (folder). This is a (glue stick).

New vocabulary: *pencil case, notebook, glue stick, folder, paintbox*

Other vocabulary: *pencil, bag, rubber, pen, ruler, book*

More words: *pencil sharpener, crayon, sticker, diary*

Presentation and pre-reading (page 4)

- With books closed, review known vocabulary for classroom objects. Hold up real objects (e.g. a pencil, a pen, a ruler) and ask *What's this?*
- Ask the children to open their books at page 4. Point to the pictures in the vocabulary panel at the top of the page, and say the words.
- Ask *Have you got a pencil case?* etc, and encourage the children to hold up the objects if they have them. Model the words again for the children and drill pronunciation.
- Tell the children to look at the reading text and say what kind of text it is (a cartoon story). Ask them where they think the characters are (in a shop).

Reading (page 4)**1 Read and listen.** 🎧 01

- Play the recording while the children follow the text in their books. Ask them to point to the pictures as they listen. At the end of the story ask them in L1 what they think happens in the story. (Emily takes her dad to buy some school things for her, and they leave the shop with two big bags full.)
- Play the recording again. Ask the children to tell you the names of the things that Emily and her dad buy.
- If you like, you could ask the children to practise the dialogue in pairs.

Comprehension (page 5)**2 Write the letters.**

- Read the example sentence and ask the children to repeat it after you. Point out the example answer.
- Model and drill the other sentences and ask the children to point to the pictures.
- Children do the exercise individually. Let them check their answers in pairs before checking as a class.

- You could also ask the children to find the sentences in the story, and tell you the frame numbers.

KEY

1 c 2 d 3 a 4 b

3 Write *Emily* or *Dad*.

- Read the sentences aloud and ask the children to repeat them after you.
- The children find the sentences in the text and identify who says each one. They write *Emily* or *Dad* after each sentence.
- Let the children check their answers in pairs before checking them as a class.

KEY

1 Dad 2 Dad 3 Emily 4 Emily

4 Read and write *Yes, it is.* or *No, it isn't.*

- Hold up a classroom object of your own (e.g. a notebook) and ask *What's this? Is it a pencil?* The children answer *No, it isn't.* Say *Is it a notebook?* The children answer *Yes, it is.* Repeat with other objects.
- Ask some questions with *this*, e.g. *Is this a folder?* The children answer as before (*Yes, it is* or *No, it isn't*).
- Look at Exercise 4. Do the exercise orally then ask children to write their answers. Stronger pupils can add sentences beginning with *It's...* (see below).

KEY

1 Yes, it is. 2 No, it isn't. (It's a folder.) 3 No, it isn't. (It's a glue stick.)

Vocabulary (page 6)**5 Read and tick (✓) or cross (✗).**

- Tell the children to look at the pictures. Say the numbers and elicit the names of the objects.
- Read the first sentence and point out the example cross. Children complete the exercise individually.
- All children to compare answers in pairs before checking answers as a class. Encourage the children to correct the incorrect sentences orally (e.g. for number 1: *It's a pen*).

KEY

1 ✗ 2 ✓ 3 ✗ 4 ✓ 5 ✓ 6 ✗

6 Choose and write.

- Look at the picture and ask *What's number one?* The children answer *It's a folder*. Repeat with the other objects in the picture.
- The children write the words, then check their answers in pairs.

KEY

1 folder 2 pencil 3 paintbox 4 glue stick 5 notebook
6 pencil case 7 bag

More words (page 44)

- In a stronger class, use the *More words* section to extend the children's vocabulary.
- Ask the class to turn to page 44 and look at the pictures in the vocabulary panel. Model and drill the new words.
- Say the words in a different order and let the children point to the pictures.

Read and circle.

- Children read the sentences and circle the correct response for each one.
- Let the children complete the exercise individually, and check their answers in pairs. Then check the answers as a class. Ask the children to correct the false sentences (e.g. for number 1: *It's a crayon*).

KEY

- 1 No, it isn't. 2 No, it isn't. 3 Yes, it is. 4 No, it isn't.
5 Yes, it is. 6 No, it isn't.

Writing (page 7)

- Look at the photo and ask the children to name all the classroom objects they can see.
- Look at the text and explain that this is Emily's shopping list. Read the list while the children follow in their books.
- Ask the children to look carefully at the word *pencil case* and tell you whether it is written as one word or two. Look at the other words that have two parts (*paintbox*, *notebook*, *glue stick*) and note how they are written.

7 Circle the school things. Write the list.

- Look at the example with the children. Explain that they have to circle the words, then copy them carefully, putting spaces between them, to make a list. Encourage them to use the model text to help them to decide whether to write the words as one word or two.
- The children do the exercise individually then read out the words they have written.

KEY

- 1 pen pencil notebook
2 folder bag rubber
3 ruler pencil case paintbox
4 glue stick pen folder
5 bag notebook pencil

8 Write a shopping list for your school things.

- If the children have a school bag and pencil case with them, encourage them to put all their stationery objects on the desk in front of them.
- Say the words for the objects, one by one. The children hold up the appropriate object if they have one.
- See if any of the children have any other stationery objects that you haven't mentioned, e.g. scissors. Write the English words on the board.
- Ask the children to imagine they are going shopping and they are going to buy the things on their desk. Tell them to write a list like Emily's. Encourage them to pay attention to the spelling of the words. (Note: If your children are ready for more of a challenge, they can include articles and colours in their list, e.g. *a blue pen*, *a red ruler*.)

Reading (optional extension activity)

- Write a 'shopping list' on the board, e.g. *a brown bag*, *a pink pencil case*, *a glue stick*, *a yellow notebook*, *a black pen*.
- Tell the children to read the list and draw and colour the items in their notebooks.