



# Unit 1 Hello

## ► Vocabulary

### Classroom Objects

backpack, board, chair, crayon,  
eraser, glue, notebook, pen,  
pencil, ruler



## ► Everyday Language

### Saying Hello and Goodbye

Hi, Lisa!  
Hello, Miss Clark.  
Goodbye!  
Bye, Lisa!

## ► Grammar Focus

### Verb to Be

What is it?  
It's an eraser.  
Is it a board?  
No, it isn't.  
Is it a backpack?  
Yes, it is.

## ► Social and Emotional Learning / Value

### Collaboration / Humility



Be friendly!  
Say hello  
and goodbye  
to everyone.



## ▶ Learning Tip

### Organizing and Planning

Organize your school things. Keep them together.



To help students organize their school items and keep them together, it may be a good idea to have each student decorate a box and label it with his/her name. Afterward, they can put their *Go for it! 1* Student's Book and all the other materials they use for their English class inside. In this way, students can have their materials ready to work with at the beginning of every class. When the class is over, encourage them to put their materials back to keep everything in order.

## ▶ CLIL: Math

### Classification (Venn Diagram)

Students learn how to establish a logical relationship between two sets of items, highlighting how they are similar and different.

▶ CLIL Math

1 Look and write.

1 2 3

pencil      backpack      pen

12 Unit 1

## ▶ Reader: Comic

### Mina's First Day

It's Mina's first day of school, and she's nervous. She meets different classmates and learns different ways to be friendly.



▶ Mina's First Day

Is school today?

yes, it is!

Mina, school is fun!

OK, let's go!

4 Unit 1 Hello

Test



Richmond  
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Unit 1 Overview

# Unit 1

## Hello

**Vocabulary Classroom Objects:** backpack, board, chair, crayon, eraser, glue, notebook, pen, pencil, ruler

### Warm-Up

Greet students and introduce yourself by saying: *Hello! I'm (Ms. Lucy)! as you wave your hand and point to yourself.* Have students reply: *Hello, (Ms. Lucy)! as they wave their hands, too.* Then choose a student and say: *Hi! What's your name?* Encourage that student to answer: *My name's (Joe).* Next, say: *Nice to meet you, (Joe)! Have the student answer: Nice to meet you, too!* Repeat until all students have introduced themselves.

### Class Activities

**Materials** Unit 1 i-Flashcards; pictures of the following classroom objects: a backpack, a board, a chair, a crayon, an eraser, glue, a notebook, a pen, a pencil and a ruler

### Vocabulary Presentation

Display the first unit flashcard (*backpack*) and have students repeat the word chorally. Follow the same procedure with all the other flashcards. Next, show the pictures of the classroom objects at random and elicit their names. Display the pictures and ask students to look at them for some time. Then ask them to close their eyes. Remove one of the pictures. Have students open their eyes and say the name of the classroom object that is gone. If they guess correctly, they win a point. If they don't, you win a point. Repeat until you have removed all the classroom objects.

### Oral Practice

Draw students' attention to the picture in the Unit Opener. Point to the boy and say: *Look! This is Derek.* Explain that Derek is one of the characters in *Go for it! 1* and that students are going to see him in every unit. Then say: *Derek and his mom are buying classroom objects!* Next, ask: *What classroom objects can you see at the store?* After eliciting a few answers, play Track 1 and pause it after the first item



(a board). Have students repeat, look for the corresponding picture on their Unit 1 Stickers sheet (see page 141) and place it correctly. Follow the same procedure with all the classroom objects. When students are done placing the stickers, play Track 1 again. Ask students to repeat the words as they point to the corresponding pictures in the Unit Opener.

### Track 1

1. a board
2. a chair
3. glue
4. a ruler
5. a backpack
6. a notebook
7. a pen
8. a pencil
9. a crayon
10. an eraser

### Written Practice

Display a unit flashcard. Have students listen to the word and repeat it. Then show the corresponding word. Have students copy the word into their notebooks and illustrate it. Repeat until they finish writing and illustrating all the classroom objects.

### Wrap-Up

Play **Memory** from the Game Generator with students to practice matching the classroom objects with their names.



▶ Go to the **Picture Dictionary** on page 112.

Hello 5

### Optional Activity

**Materials** Sheets of paper (1 per student), crayons

Make sure each student has a sheet of paper. Have students draw a picture of their favorite classroom object and write its name below it. Encourage students to share their drawings with the class.

### **Picture Dictionary** 82

Assign page 112 as homework. Students label the pictures. Then they listen to Track 82 and check their answers. Finally, they listen to the track again and repeat the words.

#### **Track 82**

- |             |             |
|-------------|-------------|
| 1. backpack | 6. glue     |
| 2. board    | 7. notebook |
| 3. chair    | 8. pen      |
| 4. crayon   | 9. pencil   |
| 5. eraser   | 10. ruler   |

# Vocabulary and Grammar

1 Trace and follow.

1 a board



6 a notebook



2 a chair



7 a pen



3 glue



8 a pencil



4 a ruler



9 a crayon



5 a backpack

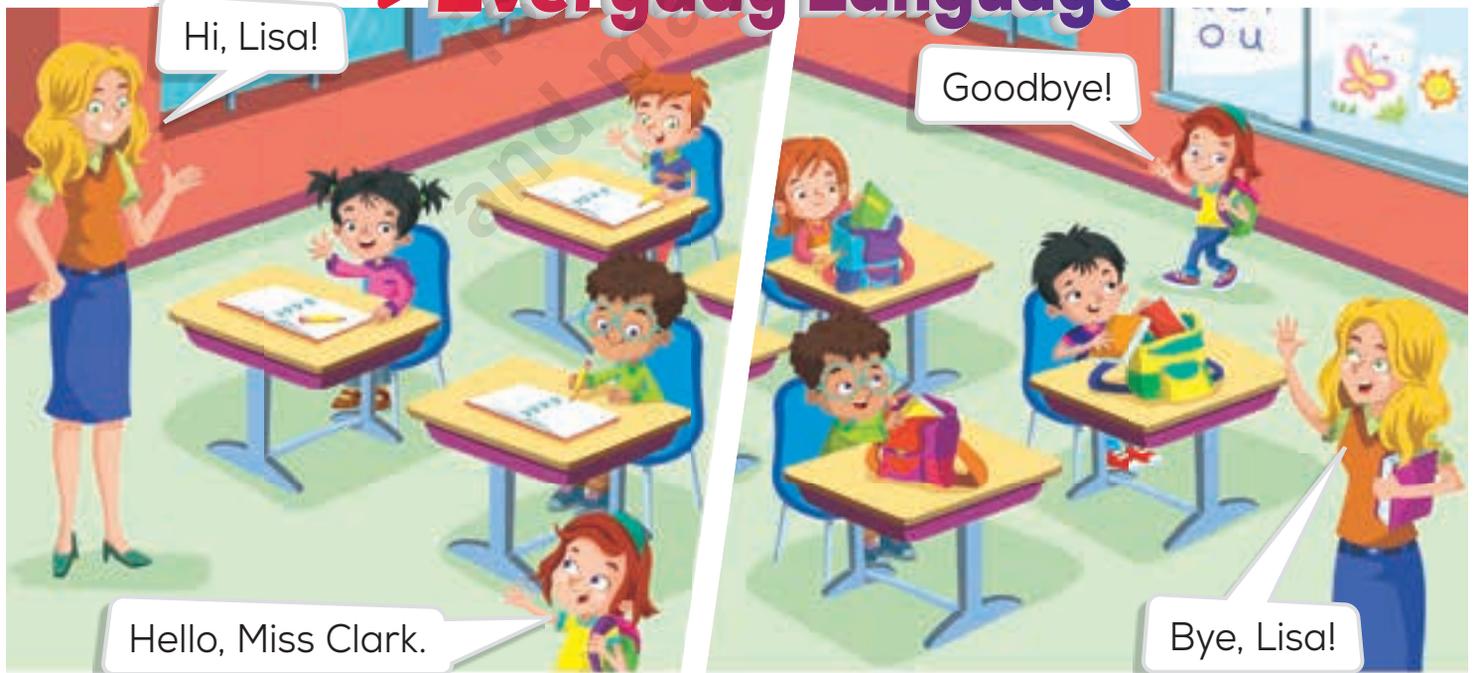
10 an eraser



Listen and repeat.  1

2 Listen and follow along.  2

## ► Everyday Language



 Role-play the dialogue. *Answers will vary.*

## ► Vocabulary and Grammar

**Vocabulary** Classroom Objects

**Everyday Language** Saying Hello and Goodbye: Hi, Lisa!  
Hello, Miss Clark. Goodbye! Bye, Lisa!



### Warm-Up

**Materials** Unit 1 i-Flashcards, students' own classroom objects

Display a unit flashcard. Have students look for the matching classroom object among their things, hold it up and say its name. Follow the same procedure until all classroom objects have been reviewed.

### Class Activities

#### 1 Trace and follow.

Point to the picture of the board. Say: *a board* and have students repeat. Then ask them to trace over the phrase using their fingers and then their pencils. Next, encourage students to follow the line to the corresponding picture. Repeat with the other items until students have finished the activity.

#### • Listen and repeat. 1

Play Track 1 and pause it after the first item. Write on the board: *a board*. Repeat the procedure, writing the other items. Then circle *a* and *an* before each word. Ask students why they think these words are there and if they see any difference. Explain that *a* and *an* mean "one." Next, underline the first consonant in each word using one color, and the first vowel in *eraser* using a different color. Explain that when a word starts with a vowel (*a, e, i, o* or *u*), we use *an*, and when a word starts with a consonant (any of the other letters), we use *a*. Students might ask why *glue* doesn't take any of these words. Explain that we don't usually count glue with numbers.

## ► Everyday Language

#### 2 Listen and follow along. 2

Explore the pictures briefly with students, eliciting what is happening in each. (*In the first picture, the girl is arriving in the classroom and saying hello to the teacher. In the second picture, the girl is leaving and saying goodbye to the teacher.*) Then play Track 2 and have students follow along, pointing to each speech bubble as they hear the text in it. Next, ask: *What's the girl's name?* (*Lisa.*) *And what's the teacher's name?* (*Miss Clark.*) Organize the class into two groups and assign the roles of the girl and the teacher. Play Track 2 again and pause it after each exchange for students to repeat the sentences. Then have them switch roles.

#### • Role-play the dialogue.

Invite a student to read the dialogue with you. Then organize the class into pairs and have them practice the conversation. Finally, encourage different pairs to role-play the dialogue for the class.

### Wrap-Up

Explain to students that you are going to say some sentences. They have to listen carefully and stand up if they hear a mistake. For instance, give a false name: *My name's (Ms. Tina).* Point to a ruler and say: *It's a crayon.* Encourage students to correct the mistakes. Then ask some volunteers to come up with their own sentences.



### Flip it

**Materials** A link to a good online learner's dictionary that includes audio for pronunciation, index cards (3 per student, optional), crayons

Share with students the link to the dictionary you want them to use for this activity. Have students look up how to say *book, lunch box* and *desk* in English once they are at home. Then ask them to write the words and draw a picture of each item on an index card or in their notebooks. They should bring their words and pictures to the next class.



### Extra Practice Activity 1

Students are now ready to do EPA 1 for Unit 1 on the RLP.

### Workbook

Assign page 4 as homework or work on this page during class.

- 1 ruler 2 pencil 3 backpack 4 notebook 5 eraser 6 pen 7 glue 8 chair 9 crayon 10 board
- 2 1 Students mark the eraser. 2 Students mark the backpack. 3 Students mark the pencil.

## ► Vocabulary and Grammar

**Vocabulary** Classroom Objects

**Other Key Vocabulary** Classroom Objects: book, desk, lunch box

**Grammar Focus** Verb *to Be (Is)*; *Wh-* Question: *What*

### Verb to Be (Is); Wh- Question: What

We use *What + verb to be* when we want to identify an object. In this unit, students are going to learn to ask questions to identify classroom objects.

What	is	it	?
What is it?			
It	is	a an	pencil eraser
It's a pencil. It's an eraser.			



### Warm-Up

**Materials** Pictures of classroom objects

Show one of the pictures. Point to it and ask: *What is it?* Elicit: *It's (a notebook)*. Repeat with the other pictures to review all classroom objects. Next, organize the class into teams. Show any picture. Ask a student from one of the teams: *What is it?* If the student answers correctly, award his/her team a point. The team with the most points at the end wins the game.

### Class Activities

**Materials** Classroom objects with funny shapes (optional); pictures of the following classroom objects: a book, a desk and a lunch box (optional)

### 3 Listen and point to the objects. 3

If you have a classroom object that has a funny shape like the ones in the pictures, show it to students. Ask them what it is. Then ask students if they also have classroom objects with funny shapes and if they do, have them show the objects to the class and say what they are. Next, play Track 3. Ask students to follow the dialogues and point to the objects as they listen. Play the track again. Pause it after every exchange and have students repeat.

### • Role-play the dialogue using the objects.

Draw students' attention to the pictures and invite them to say what the objects are (*a pencil, a backpack, a ruler, a book and an eraser*). Then organize the class into pairs and have students role-play the dialogue from the previous activity. However, tell them to use the objects in this activity instead. When they are done, invite different pairs to role-play the dialogue for the class. Next, refer students to the **Grammar Focus** box and ask a pair of volunteers to read the sentences in it. Elicit or explain when we use the question *What is it?* (*When we want to identify an object.*)

### 4 Trace the sentences.

If students investigated how to say *book, desk* and *lunch box* at home (see optional **Flip It** activity in previous lesson on page T 6), have them take turns showing the drawings they made as they say the words. If students did not investigate the words, show them the pictures and have them repeat the names of the classroom objects. Write the words on the board and have students copy them into their notebooks. If there is time, you may ask them to illustrate the words. Then ask volunteers to read the questions and answers in Activity 4. Have students trace the answers.

### • Read and match.

Ask two volunteers to read the first question and answer aloud. Then point to the line and guide students to notice that it leads to the picture of the lunch box. Explain that they should match the dialogues with the corresponding pictures. Allow students time to do the activity on their own. If possible, encourage them to use different colors to match. Check the answers with the whole class. If there is time, organize students into pairs and have them practice the dialogues together.

### Wrap-Up

**Materials** Pictures of classroom objects

Play **Tic-Tac-Toe** with students (see page viii), using *What is it?* and pictures of classroom objects.



### Optional Activity

**Materials** Real classroom objects, a bag or a backpack

**Preparation** Put real classroom objects into a bag or a backpack.

Pull one classroom object out, but show just a small part of it. Ask a volunteer to guess what it is. If he/she does so correctly, students win a point. If not, you win a point. Repeat with the other classroom objects.

### Workbook

Assign page 5 as homework or work on this page during class.

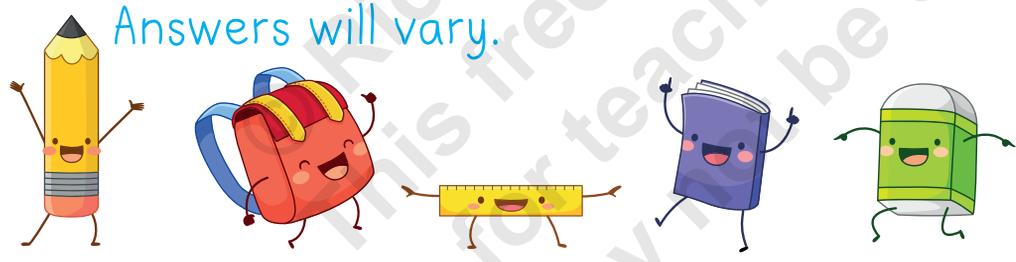
- 1 [eraser]; an eraser 2 [book]; a book 3 [desk]; a desk 4 [lunch box]; a lunch box
- 4 1 Students draw a crayon. 2 Students draw a notebook.

**3** Listen and point to the objects.  3



Role-play the dialogue using the objects.

Answers will vary.



**Grammar Focus**

Verb to Be

- What is it?  
It's an eraser.

**4** Trace the sentences.

1 What is it? It's a lunch box. 

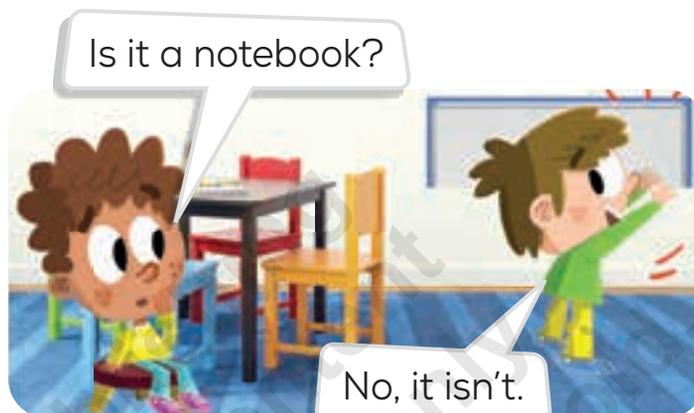
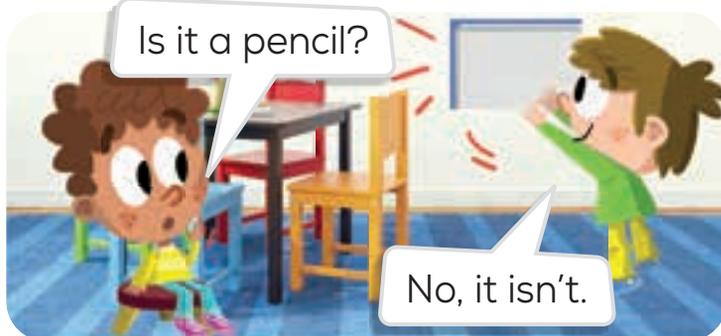
2 What is it? It's a desk. 

3 What is it? It's a crayon. 

4 What is it? It's a book. 

Read and match.

**1** Listen and follow along.  4



 Choose a picture and role-play the dialogue. *Answers will vary.*



**▶ Grammar Focus**

**Verb to Be**

- Is it a board?  
No, it isn't.
- Is it a backpack?  
Yes, it is.

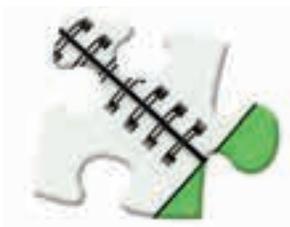
**2** Look and answer.



1 Is it glue?  
Yes, it is.



2 Is it a pen?  
No, it isn't.



3 Is it a crayon?  
No, it isn't.



4 Is it a ruler?  
Yes, it is.

## Vocabulary and Grammar

**Vocabulary** Classroom Objects

**Grammar Focus** Verb to Be (*Is*); Yes / No Questions and Short Answers

### Verb to Be (*Is*); Yes / No Questions and Short Answers

We use *Is + it* when we want to confirm if an object is what we think it is and when we expect a *yes* or *no* answer. In this unit, students are going to learn how to ask questions to check information about classroom objects and are also going to learn how to respond with *yes* or *no*.

Is	it	a an	pencil eraser	?
Is it a pencil? Is it an eraser?				
Yes, No,	it	is	-- not	.
Yes, it is. No, it isn't.				

### Warm-Up

**Materials** Sheets of paper (1 per student), pictures of all 13 classroom objects

Ask students to draw a 3X3 grid on a sheet of paper to make a bingo card. Model if necessary. Then ask them to choose nine classroom objects and write the objects' names on the grid, with one word in each square. When they finish, show the pictures one by one. Have students cross out the corresponding word if they wrote it. The first student to complete the card and shout *Bingo!* wins the game.

### Class Activities

#### 1 Listen and follow along. 4

Have students look at the pictures in the comic. Explain that the children are playing a guessing game by drawing pictures of classroom objects. Ask students if they have played this game before. Then play Track 4. Encourage students to follow the dialogue, pointing to the questions and answers as they hear them. When the track is over, play it again, pausing after each exchange so students can repeat. Finally, ask volunteers to act out the dialogue for the class.

#### Choose a picture and role-play the dialogue.

Elicit what the objects in the pictures are (*a desk, a backpack and a pen*). Then point to the first picture to the left and invite a student to role-play the following dialogue with you:

**TEACHER:** *Is it an eraser?*

**STUDENT:** *No, it isn't.*

**TEACHER:** *Is it a desk?*

**STUDENT:** *Yes, it is.*

Have students repeat the dialogue. Next, organize the class into pairs. Encourage students to role-play the dialogue using the other pictures. When they are done, ask some pairs to act out the dialogue for the class.

After that, refer students to the **Grammar Focus** box and have volunteers read the dialogues. Explain that questions starting with *Is it* expect *yes* or *no* as an answer. Read the example aloud as you show a backpack: *Is it a board?* Elicit the answer: *No, it isn't.* Then ask: *Is it a backpack?* Elicit: *Yes, it is.* Guide students to notice that when they answered *yes* or *no*, they were confirming if the object was what you said or not.

#### 2 Look and answer.

Draw students' attention to the first picture. Ask two volunteers to read the first question and the answer aloud. Then have students look at the rest of the pictures and answer the questions on their own. Check the activity with the class.

### Wrap-Up

**Materials** Real classroom objects or pictures of classroom objects

Play **The Buzzer Game** with students (see page ix), using classroom objects.



### Optional Activity

Organize the class into teams. Choose a student from one of the teams. Start drawing a classroom object on the board and ask: *What is it?* If the student guesses what it is before you finish drawing, award his/her team a point. Repeat, varying the students and the classroom objects you draw. The team with the most points at the end wins the game.

### Workbook

Assign page 6 as homework or work on this page during class.

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

• *Left to right, top to bottom:* 2, 4, 3, 1

## ► Vocabulary and Grammar

**Vocabulary** Classroom Objects

**Grammar Focus** Verb to Be (*Is*); Yes / No Questions and Short Answers



### Warm-Up

**Materials** Real classroom objects or pictures of classroom objects

Ask a volunteer to close his/her eyes. Show one of the classroom objects to the other students. Have the volunteer ask questions to find out what that object is: *Is it (a pen)?* Encourage the rest of the students to answer: *Yes, it is./No, it isn't.* Allow the volunteer three chances to guess. If he/she guesses, the volunteer can choose another student to continue with the game. Repeat until all classroom objects have been reviewed.

### Class Activities

#### 3 Read and draw.

Organize the class into two groups. Point to the first dialogue and have one group read the questions aloud. The other group reads the answers. Follow the same procedure with the second dialogue. Then invite students to role-play the dialogues in pairs. Next, have students draw the correct objects in the boxes below the dialogues and compare answers with a classmate. Finally, ask volunteers to share their drawings with the class.

#### 4 Look and complete.

Invite two students to read the first part of the dialogue aloud. Encourage the class to help them complete the answer as you write it on the board. After that, have students complete the second part of the dialogue individually. When they finish, elicit the missing words to check as a class.

### Make a Back to School Card.

Make sure students have the materials needed to create their *Back to School Card*. Point to the picture of the model craft and ask students to name the classroom objects on it. Next, read the instructions aloud and demonstrate what students have to do. Then have them make the *Back to School Card*. When they finish, ask students to talk about their cards by naming the classroom objects they drew.

### Wrap-Up

Have students label the classroom objects they drew on their *Back to School Cards*.



### Flip It

**Materials** Pictures of people saying hello and goodbye in different ways (waving, hugging, shaking hands, etc.)

**Preparation** Choose three or four videos suitable for children that show people saying hello and goodbye in different ways.

Tell students that there are different ways in which we can say hello and goodbye. Display the pictures, point to each and have students imitate the action shown in it. Model if necessary. Then share with students the links to the videos. Ask them to watch the videos at home, think of a fun way to say hello or goodbye and ask their parents or caregivers to record them. Be sure to ask students' parents or caregivers to send you the videos.



### Extra Practice Activity 2

Students are now ready to do EPA 2 for Unit 1 on the RLP.

### Workbook

Assign page 7 as homework or work on this page during class.

**2** 1 Is it 2 Is it 3 Is it 4 Is it

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

### 3 Read and draw.

1 Q: Is it a pen?

A: No, it isn't.

Q: Is it a pencil?

A: Yes, it is!

2 Q: Is it a book?

A: No, it isn't.

Q: Is it a notebook?

A: Yes, it is!

Students draw a pencil.

Students draw a notebook.

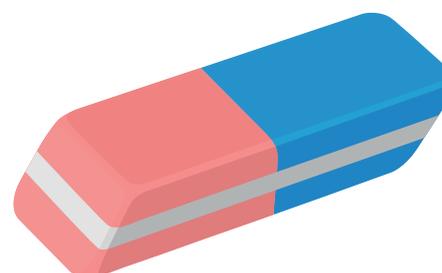
### 4 Look and complete.

Q: Is it a backpack?

A: No, it isn't.

Q: Is it an eraser?

A: Yes, it is!



### Make a *Back to School Card*.

#### You need

- construction paper
- pencil
- crayons

#### Instructions

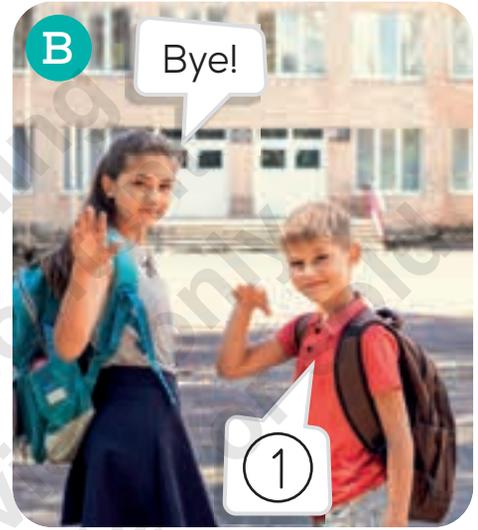
- 1 Draw eight classroom objects.
- 2 Fold the paper.
- 3 Draw your school.



# Skills Development

## 1 Listen and number. 5

- 1 ~~Bye, bye!~~
- 2 See you!
- 3 Goodbye!
- 4 Good morning!
- 5 Hello!



## 2 Read and complete the table.

Hi!

Bye!

Good morning.

See you!

Welcome!

Take care.

Hello	Goodbye
Hi!	Bye!
Good morning.	See you!
Welcome!	Take care.

Be friendly!  
Say hello  
and goodbye  
to everyone.



## ► Skills Development

**Skills Focus** *Listening*: Students listen to different ways of saying hello and goodbye.

**Vocabulary** *Expressions to Say Hello and Goodbye*:

Hi! Hello! Good morning! Welcome! Bye! See you! Take care!

### Warm-Up

**Materials** Unit 1 i-Poster

Display the unit poster and draw students' attention to the classroom objects outside it. Tell them that you are thinking of an object and that they have to guess what it is. Encourage students to ask you questions such as: *Is it a pencil?* Every time they guess an object, place it somewhere on the poster. Follow the same procedure until students have guessed all the classroom objects.

### Class Activities

#### 1 Listen and number. 5

If your students' families sent you videos in which they say hello or goodbye in a funny way, show them to the class (see optional **Flip It** activity in previous lesson on page T 9). If they didn't, have them think of a funny way to say hello or goodbye and share it with the class. Then ask students to look at the pictures in the activity. Explain that the phrases show different ways of saying hello and goodbye. Draw students' attention to the example and read it aloud with a volunteer. Play Track 5 and have students point to the phrases as they hear them. Play the track again and have students repeat the exchanges. Ask them to number the speech bubbles individually. Finally, ask volunteers to act out the dialogues for the class.

#### Track 5

One.

**GIRL**: Bye!

**BOY**: Bye, bye!

Two.

**BOY**: Take care!

**BOY**: See you!

Three.

**GIRL**: Goodbye!

**MOM**: Have fun!

Four.

**BOY**: Good morning!

**TEACHER**: Welcome!

Five.

**BOY**: Hi!

**BOY**: Hello!

#### 2 Read and complete the table.

Draw students' attention to the titles in the table. Then read the first expression aloud: *Hi!* Have students look at the table and notice that *Hi!* is written under the first column because it is another way to say hello. Repeat, guiding students until they finish completing the table. Alternatively, allow students time to complete the table individually and then check with the whole class.

### Collaboration / Humility

Point to the picture of the girl and ask students if they know who she is. Explain that her name is Kiara and that she is a character in *Go for it! 1*, along with Derek. Add that they are going to see her in every unit. Have a volunteer read the text in the speech bubble aloud. Ask students why they think being friendly is important and what they do to show that they are friendly (*saying hello and goodbye, offering help, saying please and thank you etc.*). Then elicit what can happen if we are not friendly (*we may hurt other people's feelings or lose our friends*). Next, explain that being friendly helps build good relationships with others because we show that we care. You may need to resort to students' first language while having this discussion. This should not be a problem as you discuss features of Social Emotional Learning and Values with students. Here, it is most important to get the message across, but you may wish to echo students' contributions to the discussion in English.

### Wrap-Up

Sing this song to the tune of "Are You Sleeping, Brother John?"

*Good morning, good morning.*

*How are you? How are you?*

*I'm fine, thank you. I'm fine, thank you.*

*And how are you? And how are you?*

Invite students to sing the song along with you and wave as they sing: *Good morning, good morning.*

### Workbook 1

Assign page 8 as homework or work on this page during class.

**1** 1 red 2 blue 3 red 4 blue 5 blue 6 red

**2** 1 Good morning, Welcome 2 Hello, Hi 3 Goodbye, Bye  
4 See you, Take care

## ► Skills Development

**Skills Focus** *Listening and Reading:* Students listen to and read a comic about a boy who draws a classroom object for his classmates to guess.

**Vocabulary** *Classroom Objects*

**Other Key Vocabulary** *Expressions to Say Hello and Goodbye:* Hello! Good morning! Bye! Goodbye!



### Warm-Up

**Materials** Pictures of classroom objects

Organize the class into teams. Ask for a volunteer from each of the teams. Show students a picture of a classroom object. Have the volunteers write the corresponding word in their notebooks. If they do so correctly, they get a point. Repeat with other members of each team and the other pictures. The team with the most points at the end wins the game.

### Class Activities

#### 3 Answer the questions.

Ask students: *What's my name?* When they answer, write your name on the board. Then choose a student. Ask him/her: *What's your name?* After the student answers, tell him/her to ask the question to another student. Follow the same procedure until all students have said their names. Next, point to the first question in Activity 3 and have students write the answer. Read the second question and have students answer it, too. Remind them that your name is written on the board for reference.

#### 4 Listen and follow along. 6

Draw students' attention to the comic and ask them where it takes place (*at a school, in a classroom*). Then play Track 6. Invite students to follow the comic and point to the speech bubbles as they listen. When the audio is over, organize the class into four groups and assign each group a role from the comic. Play the track again and invite each group to read their part aloud. Finally, ask volunteers to act out the comic for the class without reading it, if possible.

#### • Read and match.

Point to the speech bubbles and the characters from the comic. Ask volunteers to read the sentences in the speech bubbles. Then guide students to notice that the question *Is it a pen?* is connected to the boy who said it in the comic. Next, ask them to draw lines to match each sentence with the character who said it. If possible, encourage students to use different colors to match. When they finish, check the answers with the class.



### Wrap-Up

**Materials** Sheets of paper (1 per student), a timer

Organize the class into teams. Ask for a volunteer from one of the teams. Have him/her think of a classroom object and draw it. Set 30 seconds using a timer. Have the members of the student's team guess what the object is before the time is up. If the students guess, they win a point for their team. Follow the same procedure with the other teams. The team with the most points at the end wins the game.

### Optional Activity

**Materials** Strips of paper (9 per student), envelopes (1 per student, optional)

Make sure students have the materials to do the activity. Write the sentences from the comic in Activity 4 on the board. Have students copy each sentence on a strip of paper. Then have them shuffle the strips of paper and put them into an envelope (or just place them face down on their desks). On the count of three, have students pull out the strips of paper and put the dialogue in the correct order. When they finish, ask them to raise their hands. Once all the students have finished, elicit the correct order from some volunteers.

#### Workbook

Assign page 9 as homework or work on this page during class.

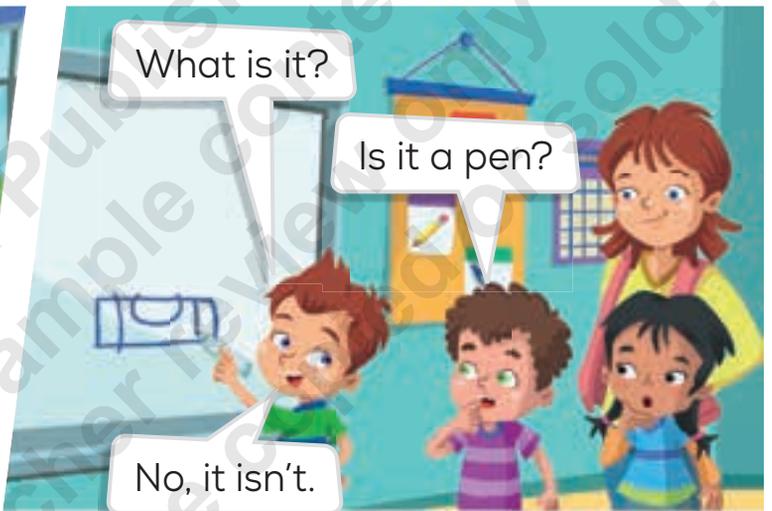
3 Students color the crayon, the eraser, the book, the pencil and the ruler.

**3** Answer the questions. *Answers will vary.*

- 1 What's your name? \_\_\_\_\_
- 2 What's your teacher's name? \_\_\_\_\_

**4** Listen and follow along.  6

## What Is It?



No, it isn't.



Yes, it is!



**Read and match.**

Is it a pen?

Good morning!

What is it?

Is it a crayon?

**1** Ask and answer about the objects. *Answers will vary.*



**Student A:** What is it?

**Student B:** It's a backpack.

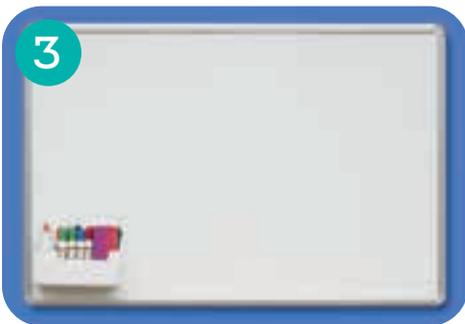
**2** Listen and choose.  7



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



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



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



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

**3** Listen and check your answers.  8

## ► Skills Development

**Skills Focus** *Speaking and Listening*: Students ask questions to identify classroom objects. Then they listen to dialogues about classroom objects.

**Vocabulary** *Classroom Objects*

### Warm-Up

**Materials** Unit 1 i-Poster

Display the unit poster and organize the class into teams. Point to one of the objects outside the poster. Choose a student from one of the teams and ask him/her: *What is it?* If the student answers correctly, place the classroom object somewhere on the poster. Then give the student's team a point. Repeat until you finish reviewing all the classroom objects. The team with the most points at the end wins the game.

### Class Activities

#### 1 Ask and answer about the objects.

Ask students to identify the objects they can see. Help them use *a* or *an* correctly. Then ask two volunteers to read the model dialogue. Next, organize the class into two groups. Point to an object and have one group ask: *What is it?* The other group answers: *It's (a backpack)*. After following this procedure with all the objects, organize the class into pairs. Encourage students to have similar conversations about the objects in the pictures. Finally, invite pairs of students to ask and answer questions about the objects for the class.

#### 2 Listen and choose. 7

Draw students' attention to the first picture and ask what it is (*a desk*). Then play Track 7 and have students listen to the first question. Point out the example and explain that students have to listen and choose the correct answer according to each picture. Play the rest of the track for students to choose the correct answers. Have them compare their answers with a classmate.

##### Track 7

- |                       |                      |
|-----------------------|----------------------|
| 1. Is it a desk?      | 3. Is it a notebook? |
| 2. Is it a lunch box? | 4. Is it a ruler?    |

#### • Listen and check your answers. 8

Play Track 8 for students to check their answers. Finally, check with the whole class.

##### Track 8

- |                            |                            |
|----------------------------|----------------------------|
| One. Is it a desk?         | Three. Is it a notebook?   |
| <b>GIRL:</b> Yes, it is.   | <b>GIRL:</b> No, it isn't. |
| Two. Is it a lunch box?    | Four. Is it a ruler?       |
| <b>GIRL:</b> No, it isn't. | <b>GIRL:</b> Yes, it is.   |

### Wrap-Up

**Materials** Sheets of paper (1 per student)

Make sure all students have a sheet of paper. Tell them to draw one of the objects from page 12. Then model the following dialogue, using the drawing made by one of the students:

**TEACHER:** *Is it a pencil?*

**STUDENT:** *No, it isn't.*

**TEACHER:** *What is it?*

**STUDENT:** *It's a pen.*

Next, organize the class into pairs and have students cover and then show their drawings so they can practice similar dialogues.

### Optional Activity

Play **Guess It!** from the Game Generator with students to practice the vocabulary of Unit 1.

#### **Workbook** 2

Assign page 10 as homework or work on this page during class.

**1** 1 Yes 2 No 3 Yes 4 No

- 1 [It's a backpack.] 2 [It's a desk.] 3 [It's a pencil.] 4 [It's a lunch box.]

## ► Skills Development

**Skills Focus** *Listening and Speaking:* Students listen to and sing a song about classroom objects.

**Vocabulary** *Classroom Objects*

### Warm-Up

**Materials** Real classroom objects or pictures of classroom objects

Show one of the classroom objects. Ask students: *Is it (a pen)?* If it is, have them say: *Yes, it is!* as they clap their hands. If it isn't, have them say: *No, it isn't!* as they snap their fingers. Repeat, varying the classroom objects and the questions so that there is an even number of *yes* and *no* answers.

### Class Activities

#### 3 Listen and complete the song. 🎧 9

Ask students to look at the picture of the girl and imagine what game she is playing. Then tell them that they are going to listen to a song. Tell students to read the lyrics as they listen, but not to write anything yet. Play Track 9. Next, ask students to listen to the song again and complete the song lyrics. Play the track again. If necessary, pause it after each question and allow students time to complete it. Check the answers with the whole class.

#### • Look and mark (✓) the objects from the song.

Draw students' attention to the objects. Have them mark only the ones that are mentioned in the song. When they finish, elicit the answers from some volunteers to check as a class.

#### • Sing "The Guessing Game." 🎧 9 🎧 10

Play Track 9 again. Invite the class to sing along as they read the lyrics from Activity 3. Then organize the class into two groups. This time, play Track 10 (which is a karaoke version of the same song). Have one group sing the questions and the other group sing the answers. Then have them switch.

### Wrap-Up 🎧 10

**Materials** Sheets of paper (1 per student)

Make sure all students have a sheet of paper. Have students form small groups and think of other classroom objects they could use to sing "The Guessing Game." Ask them to rewrite the song on a separate sheet of paper, but now including those classroom objects. Play Track 10 again and have the groups sing their version of the song to the class.

### Optional Activity

**Materials** Sheets of paper (1 per student)

Make sure all students have a sheet of paper. Write the names of classroom objects on the board, but scramble the letters.

On the count of three, have students unscramble the words on a separate sheet of paper. The first student to finish unscrambling all the words raises his/her hand. If the student unscrambled the words correctly, he/she wins the game.

**Workbook** 🎧 3

Assign page 11 as homework or work on this page during class.

2 Tanya: backpack, eraser, book, pencil, ruler;

Joe: pen, book, notebook, crayon, lunch box

• 1 T 2 J 3 T 4 J 5 T

3 Listen and complete the song.  9

## The Guessing Game



Let's play, let's play  
A guessing game!

Is it a <sup>1</sup> notebook ?

No, it isn't!

Is it a <sup>2</sup> pen ?

Yes, it is!

Hurray! Hurray!

Let's play, let's play  
A guessing game!

Is it a board?

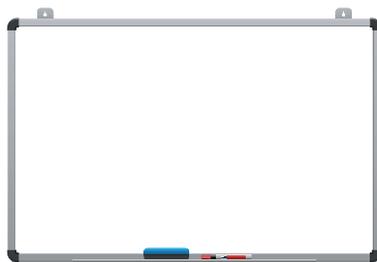
<sup>3</sup> No , it <sup>4</sup> isn't !

Is it a chair?

<sup>5</sup> Yes , it <sup>6</sup> is !

Hurray! Hurray!

4 Look and mark (✓) the objects from the song.



5 Sing "The Guessing Game."  9  10

# Review

1 Play *Let's Go to School*. Answers will vary.



## ▶ Review

**Vocabulary** Classroom Objects

**Grammar Focus** Verb to Be (*Is*); *Wh-* Question: *What*; *Yes / No* Questions and Short Answers

### Warm-Up

**Materials** Unit 1 i-Poster, sheets of paper (1 per student)

Display the unit poster with all the pictures already in place. Organize the class into teams and ask for a volunteer from each team. Point to a classroom object and ask: *What is it?* or *Is it (a pen)?* Have the volunteers write down and show you their answers. The first one to do it correctly wins a point for his/her team. Repeat, varying the students and the classroom objects. The team with the most points at the end wins the game.

### Class Activities

**Materials** Counters or beans (1 per student), coins (1 per student)

#### 1 Play *Let's Go to School*.

Invite students to look at the game. Explain that the girl and the boy are on their way to school. Point out the picture of the school in the *Finish* space. Organize the class into pairs. Have students place their counters or beans on the *Go!* space. Explain that they should take turns tossing the coin. Establish with students which side of the coin is “heads” and which is “tails.” Tell students that if they get heads, they advance one space. If they get tails, they advance two spaces. Students then read the question or sentence in the space they landed on and give a response to it. If the response is correct, they can stay on the new space. If it is not correct, they return to the previous space. If they land on a space that says *Stop!*, they miss a turn. Allow students time to play the game in their pairs. The first student to get to the *Finish* space wins.

### Wrap-Up

Play **Snowman** with students (see page viii), using classroom objects.

### Optional Activity

**Materials** 13 index cards, a bag or an envelope

**Preparation** Write the names of classroom objects on index cards: *backpack, board, book, chair, crayon, desk, eraser, glue, lunch box, notebook, pen, pencil* and *ruler*. Then cut the cards in half, dividing the words. Put the cards into a bag or an envelope.

Organize the class into teams. Choose a student from one of the teams. Pull out a card from the bag and show it to him/her. Have the student read the half of the word and say the complete word. If the student does so correctly, his/her team wins a point. The team with the most points at the end wins the game.

### Workbook

Assign page 12 as homework or work on this page during class.

- 1 pencil, eraser, glue 2 backpack, ruler, notebook 3 pen, book, crayon (The order of the objects may vary.)

## ▶ CLIL Math

### Classification (Venn Diagram)

Venn diagrams are useful as they allow students to organize information visually and to see similarities and differences. In this activity, students have to look at the classroom objects each child has and notice which ones the boy has, which ones the girl has, and which ones both children have. They write the objects each child has in the corresponding circle and the objects both children have in the intersection between the circles.



### CLIL Extension

**Materials** Students' own classroom objects

Say the name of a classroom object. Have students look for it among their own objects and show it to you if they have it. Then tell students to look at the classroom objects everyone is showing, and ask them: *Who has (a crayon)?* Repeat, varying the classroom objects. If time allows, you may produce a Venn Diagram on the board using two classroom objects and students' names.

## ► Review

**Vocabulary** Classroom Objects

**Grammar Focus** Verb to Be (Is); Wh- Question: What; Yes / No Questions and Short Answers



### Warm-Up

Play **Drag It!** from the Game Generator with students to practice listening to identify the vocabulary from Unit 1.

### Class Activities

**Materials** Crayons, students' own classroom objects

#### 2 Look and write.

Draw students' attention to the first set of pictures. Ask them to read and complete item 1. Elicit the complete dialogue. Then ask students to do the rest of the activity on their own. When they finish, elicit the answers from some volunteers to check as a class.

#### 3 Unscramble and answer the questions.

Draw students' attention to the scrambled questions. Encourage them to unscramble the first one. Check the answer. Then ask students to unscramble the second question on their own. Next, have students answer the questions. When they finish, elicit the answers from some volunteers to check as a class.



### Self-Evaluation

Ask volunteers to read the sentences aloud and help students with comprehension if necessary. Encourage them to reflect on their abilities and color the corresponding circles. Explain that they should color one circle if they aren't confident about that particular language point; two circles if they feel more confident, but still need more practice; and three circles if they feel very confident.

When students are done, organize them into pairs and make sure they have a set of real classroom objects to work with. They should take turns asking and answering: *What is it?* and *Is it a/an...?* as they show an object to their partners. Finally, ask students to list different ways in which they can say hello and goodbye in their pairs.

### ► Learning Tip

Draw students' attention to the picture of Derek and read the Learning Tip aloud. Have students say why it's important to manage their classroom objects and keep them together and what could happen if they did not (*they could lose their things or arrive late for class, for instance*). This may be a good moment to invite each student to decorate a box and label it with his/her name, as suggested in the Unit Overview. Encourage students to keep their English materials in their boxes when they aren't using them.

### Wrap-Up

**Materials** Real classroom objects or pictures of classroom objects

Play **Stepping Stones** with students (see page ix), using *Is it a/an...?* and classroom objects.

### Workbook

Assign page 13 as homework or work on this page during class.

**1** 1 chair 2 book 3 ruler 4 board 5 eraser

**2** 1 is it 2 What is 3 it a 4 Is it a

• 1 It's a backpack. 2 It's a desk. 3 Yes, it is. 4 No, it isn't.

### Craft (page 123)

#### Make a Bookmark.

Ask students to tell you which classroom objects they see. Then have them color the objects. Help students cut out the items along the dotted lines. Instruct them to glue the pencil-shaped bookmark onto construction paper and cut around it. Next, ask students to glue the classroom objects onto the bookmark. Help them punch a hole in the bookmark where indicated and thread a piece of string through the hole.

Have students write their names at the top of their bookmarks. Finally, organize the class into pairs. Ask students to take turns naming the classroom objects. Encourage them to use their bookmarks to mark the pages of their *Go for it! 1 Student's Book* or any other book they would like to mark.



### Flip It for Reader

**Materials** Pictures of children expressing different feelings: sad, happy, angry, nervous and excited

Tell students that in the next lesson they are going to read a comic about a girl's first day of school. Show the pictures and elicit the feelings. Say: *Look at the girl/boy. She's/He's feeling...* Say that it is the first day of school for the children in the pictures. Invite volunteers to describe or act out how they felt on their first day of school. Tell students that they are going to draw a picture of themselves on their first day of school for the next lesson.



Students are now ready to do the Unit 1 test.

**2** Look and write.



1 Q: What is it?  
A: It's a notebook.



2 Q: What is it?  
A: It's a crayon.



3 Q: What is it?  
A: It's a lunch box.

**3** Unscramble and answer the questions.

1 it / a / board? / Is

Q: Is it a board?



A: No, it isn't.

2 backpack? / a / Is / it

Q: Is it a backpack?

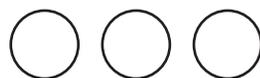


A: Yes, it is.

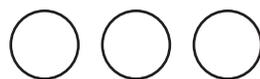


**Self-Evaluation**

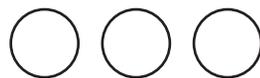
1 I can name ten classroom objects.



2 I can say hello and goodbye in different ways.



3 I can ask and answer questions with *What is it?* and *Is it ...?*



**Learning Tip**



Organize your school things. Keep them together.





# Mina's First Day

Is school today?

Yes, it is!

OK, let's go!

Mina, school is fun!





## ▶ Reader: Comic

### Mina's First Day



Collaboration / Humility



Quality Education



### Pre-Reading

**Materials** Students' drawings (optional), a drawing of yourself on your first day of school, pictures of children expressing different feelings: nervous, happy, sad, angry and excited (optional)

Show the picture of yourself on your first day of school. Describe the situation and how you felt. If students drew pictures of themselves on their first day of school (see optional **Flip It for Reader** activity in the previous lesson on page T 15), invite volunteers to share their pictures. Help them describe how they felt. If students did not make drawings, show pictures of young students expressing different feelings. Say: *Look at the boy/girl. He's/She's feeling...* and elicit or say the feeling. Write *sad, happy, nervous, excited* and *angry* on the board. Point to each word and say the feeling in turn, and have students raise their hands if they felt that way on their first day. Tally the number of raised hands for each feeling and write it on the board. Point to the tallied points and have students identify the most common feeling students had on their first day.

### While Reading 1

Play Track 1 and have students read along in their books, using their finger to follow the dialogue. Help them understand when it is necessary to turn a page. Then play Track 1 again and pause to ask questions and confirm understanding. Echo students' responses in English if necessary. At the end of page 4, point out Mina's facial expressions and body language. Have students imitate them to help them understand that Mina is nervous. Ask: *Why is Mina nervous?* At the end of page 5, make different expressions (happy, sad, nervous, angry and friendly), and tell students to imitate you and decide whether each expression is friendly or not. Explain that not only our words but also our facial expressions and body language can tell people how we feel. At the end of page 6, invite volunteers to identify the school supplies in the pencil cases and on the students' desks. At the end of page 7, ask: *How does Mina feel when she drops the box? How does she feel when Daisy helps her?* At the end of page 8, review introducing yourself and asking someone's name. Students can role-play in pairs using their own names. At the end of the comic, explain the expression "See you tomorrow!" Point out details in the pictures that also show it's the end of the school day.

### Class Activities

#### 1 Match the friends with the things.

Point to the first friend. Have students look back at the comic to find her talking to Mina on page 8. Ask: *What do Mina and Liv both have?* Then tell students to draw a line from Liv to the lunch box. Guide students to find the other classmates talking with Mina in the comic and draw lines from the characters to the school supplies.

#### 2 Unscramble the words.

Invite volunteers to recall the school supplies they saw in the comic. Write the letters *g*, *l* and *p* on the board and say

the sounds as they are pronounced in the words *glue*, *lunch* and *pencil*. Tell students that these are the first letters for the school supplies in the activity. Have students complete the activity individually, and then invite volunteers to say the names of the school supplies.

#### 3 Number the scenes in the correct order.

Point to the scenes in turn and help volunteers describe them. Then point to the first scene with the number 1 in the circle. Say: *Look at scene 1. Point to Mina. Point to Mina's mom.* Ask: *Are they at home? How does Mina feel?* Explain that Mina leaving her home happens first in the comic. Guide students to identify and number the remaining scenes in the correct order. Invite volunteers to take turns retelling the story according to the scenes. Encourage students to retell the story in their own words. Echo any of their responses in English if necessary.

#### 4 Choose ways to be friendly.

Point to each scene in turn and invite volunteers to act out the characters' feelings and behavior. Ask: *Is this a way to be friendly?* Have students draw a circle around the scenes that show a way to be friendly.

#### 5 Complete what the characters say.

Tell students to point to the first scene in the comic on page 4. Invite volunteers to read the dialogue aloud, or read it aloud to them. Then have students look at the scene in the activity and the answer options and then complete the dialogue. Guide students to do the same for the second scene. Invite volunteers to read the dialogues in the scenes and confirm their answers.

### Post-Reading

#### 6 Discuss the question. How can you be friendly in your class?

Explain that being friendly in class can help everyone enjoy school. Have students act out ways to be friendly. As needed, model body language that is friendly or not friendly (e.g., slouching and frowning vs. standing up straight and smiling) and have students imitate you.



#### Optional Activity 1

**Materials** Sticky notes

Have students brainstorm ways to make others feel welcome in the classroom. Write their ideas on sticky notes. Then display the list of sticky notes. Have students nominate a classmate to be friendly, and have the nominated student choose a way to be friendly from the list. Then write the student's name on a sticky note and display it next to the appropriate line on the list. If the class responds well to this activity, you might consider incorporating it into a classroom routine.



#### Optional Activity 2

### Engagement with Others / Gratitude

Model thanking students who help you. Then divide the class into pairs. Have students role-play different ways of helping each other and saying "thank you" or "thanks" for the help received. They can use scenes from the story as a starting point.

## ▶ Comprehension

1 Match the friends with the things.



glue



lunch box



pencil

2 Unscramble the words.

1 g e u l \_\_\_\_\_ glue

2 l i n p e c \_\_\_\_\_ pencil

3 l c h u n o x b \_\_\_\_\_ lunch box

3 Number the scenes in the correct order.





4 Choose ways to be friendly.



5 Complete what the characters say.

name

school

Yes



6 Discuss the question.

Answers will vary.

How can you be friendly in your class?

