

Lighthouse for Hong Kong Book 1 Scheme of work

Module: Me, my family and friends
Task: Write about your new friend

Unit 1: School is cool!
Learning targets: ISa ISb ISe KSa K Sb KSd KSf ESa ESb ESd

Communicative functions	Language forms and functions	Language skills	Generic skills, values and attitudes	Vocabulary
<ul style="list-style-type: none"> Name some school objects Introduce oneself Ask and answer questions about things 	<ul style="list-style-type: none"> Use formulaic expressions to talk about names <i>Hello! I am Andy.</i> <i>Hi! My name is Lucy.</i> Use 'I am' and 'we are' to refer to people <i>I am Sam.</i> <i>We are in Class 1A.</i> Use 'what' to ask about things <i>What is it? / What are they?</i> Use 'it is' and 'they are' to refer to objects <i>It is a ruler. / They are rulers.</i> Use singular and plural forms of nouns to refer to things <i>It is a pencil. / They are pens.</i> 	<p><i>Listening</i></p> <ul style="list-style-type: none"> Identify keywords in short utterances by recognising the stress Locate specific information in response to simple questions <p><i>Speaking</i></p> <ul style="list-style-type: none"> Pronounce correctly words in connected speech by linking words together and using appropriate stress Imitate appropriate stress, rhythm and intonation Maintain an interaction by providing information in response to factual questions <p><i>Reading</i></p> <ul style="list-style-type: none"> Recognise the beginning and end of sentences Distinguish between capital and small letters Recognise familiar words in new texts Understand the connection between ideas by identifying pronouns Recognise the format and language features of some common text types Locate specific information in a short text in response to questions <p><i>Writing</i></p> <ul style="list-style-type: none"> Use the left to right directionality sequence Use capital and small letters 	<p><i>Collaborative skills</i></p> <ul style="list-style-type: none"> Identify and accept different roles in collaborative work <p><i>Communication skills</i></p> <ul style="list-style-type: none"> Interact with teachers and classmates in classroom situations and activities Provide, use and exchange simple information on familiar topics <p><i>Critical thinking skills</i></p> <ul style="list-style-type: none"> Identify main ideas in simple spoken and written texts and state opinions Understand cause-and-effect relationships conveyed in simple texts <p><i>Problem-solving skills</i></p> <ul style="list-style-type: none"> Recognise and solve simple problems in given situations <p><i>Self-management skills</i></p> <ul style="list-style-type: none"> Participate actively in English learning tasks <p><i>Study skills</i></p> <ul style="list-style-type: none"> Locate and extract specific information and main ideas from short given texts <p><i>Values and attitudes</i></p> <ul style="list-style-type: none"> Greet people politely Be kind to teachers and classmates Develop confidence in using English through performing tasks on their own or in groups, etc. 	<ul style="list-style-type: none"> school objects
Text types				<ul style="list-style-type: none"> songs conversations stories chants rhymes labels
Phonics				<ul style="list-style-type: none"> initial m initial n

Unit 1 School is cool!

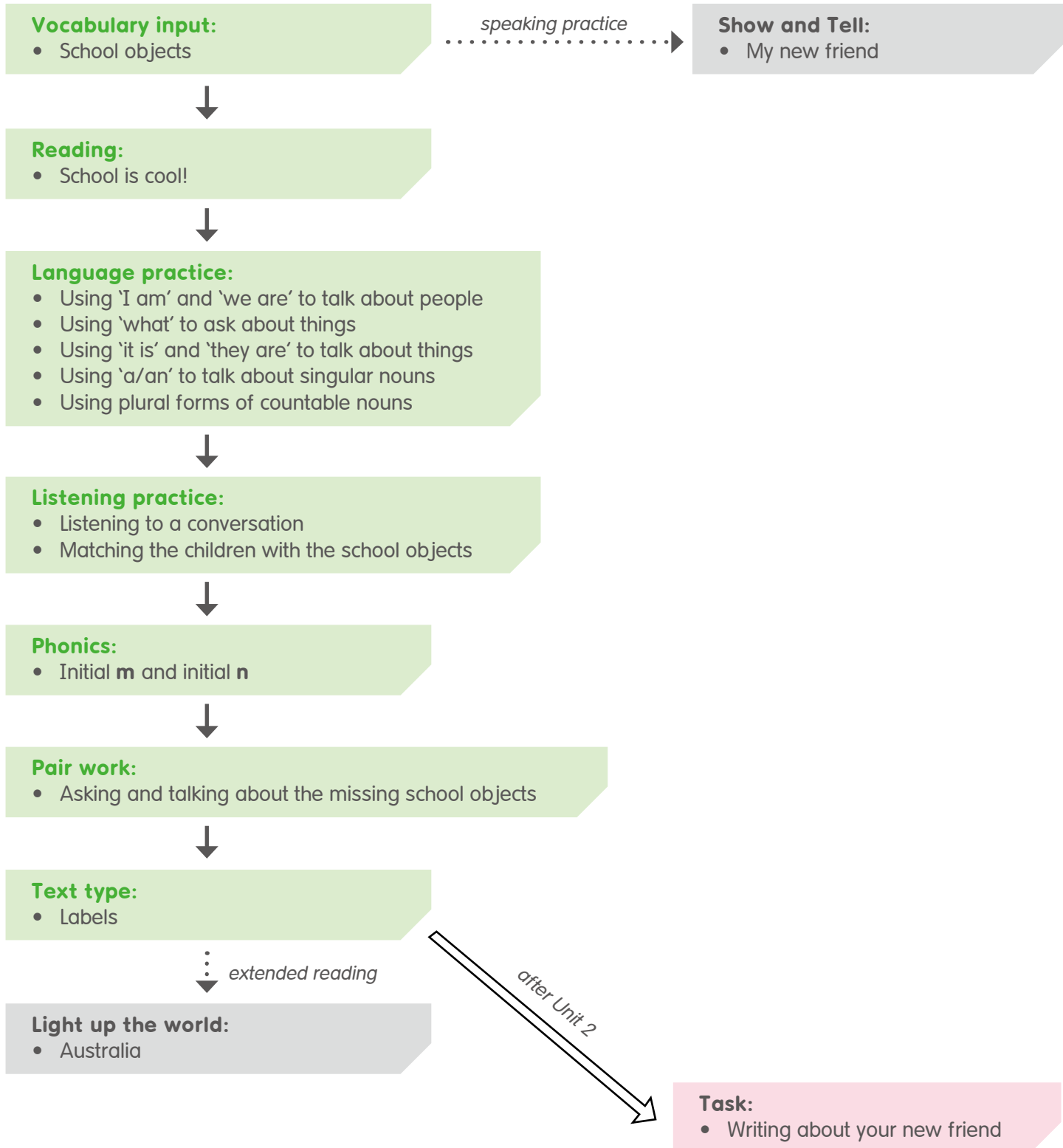
(Module: Me, my family and friends)

Suggested teaching time: 12 periods (420 minutes)

Prior knowledge

- Alphabet
- Vowels and consonants
- Names of school objects

Unit overview






Unit rundown

Activities (page no. / time)	Overview	Extended activities	Generic skills
Light up your way! (pages 4–5 / 10')	<ul style="list-style-type: none"> Singing the alphabet song Saying the chant aloud 		<ul style="list-style-type: none"> Communication skills
Light up (page 7 / 15')	<ul style="list-style-type: none"> Naming school objects Finding the crayons in the picture Reading the rhyme 		<ul style="list-style-type: none"> Communication skills
Fun with words (pages 8–9 / 45')	<ul style="list-style-type: none"> Playing a guessing game to learn the names of school objects Learning the use of 'a/an' before the school objects Using 'an' before nouns that start with vowel sounds 	<ul style="list-style-type: none"> Preparing the stationery corners 	<ul style="list-style-type: none"> Communication skills Critical thinking skills
Language in use (page 9 / 20')	<ul style="list-style-type: none"> Practising saying formulaic expressions for making friends 	<ul style="list-style-type: none"> Show and Tell 	<ul style="list-style-type: none"> Communication skills Collaboration skills
Time to read! (pages 10–12 / 120')	<ul style="list-style-type: none"> Reading the story Identifying capital letters in the story Finishing the post-reading questions 	<ul style="list-style-type: none"> Reader's theatre 	<ul style="list-style-type: none"> Critical thinking skills Study skills
Light up grammar (1) (page 13 / 35')	<ul style="list-style-type: none"> Using 'I am' and 'We are' at the beginning of sentences Role-playing the children and chanting together 		<ul style="list-style-type: none"> Communication skills Collaboration skills
Light up grammar (2) (page 14 / 45')	<ul style="list-style-type: none"> Using 'what' to ask about things Using 'it is' and 'they are' to refer to things Adding 's' to words to indicate more than one thing 	<ul style="list-style-type: none"> Designing school objects *Small class teaching plan (Numbered heads together) 	<ul style="list-style-type: none"> Communication skills Collaboration skills Creativity
Time to practise! (page 15 / 35')	<ul style="list-style-type: none"> Listening to a conversation and finding the owners of the school objects 		<ul style="list-style-type: none"> Critical thinking skills
Light up phonics (page 15 / 15')	<ul style="list-style-type: none"> Learning the initial sounds m and n 		<ul style="list-style-type: none"> Communication skills
pair work (pages 80 & 82 / 20')	<ul style="list-style-type: none"> Using 'what' to ask about school objects Using 'it is' and 'they are' to talk about school objects 		<ul style="list-style-type: none"> Communication skills Critical thinking skills
Text type (page 16 / 25')	<ul style="list-style-type: none"> Recognising some features of labels Completing two labels 	<ul style="list-style-type: none"> e-Classroom 	<ul style="list-style-type: none"> Self-management skills Study skills
Light up the world (pages 18–19 / 35')	<ul style="list-style-type: none"> Reading and learning about Australia, kangaroos and koalas 	<ul style="list-style-type: none"> Watching a video about koalas 	<ul style="list-style-type: none"> Information technology skills Study skills

*Suggested teaching time is 45 minutes


Light up your way! (pages 4–5)**Suggested teaching time:** 10 minutes**Learning objective:**


- To activate prior knowledge about the alphabet, vowels and consonants

Suggested activities	Remarks
<u>Revising the alphabet</u>	
<ol style="list-style-type: none"> 1. Play the alphabet song in the e-Textbook to students. 2. Ask students to listen to the song and write the missing letters in the blanks. 3. Invite some students to write the answers on the board. 4. Ask students to sing the song with you. They should point at the letters that correspond to the lyrics. 	 e-Textbook  Remind students to write capital letters in the blanks.
<u>Knowing about vowels and consonants</u>	
<ol style="list-style-type: none"> 1. Play the chant in the e-Textbook to students. Introduce the five vowels to them. 2. Say the chant aloud with students. 3. Say <i>There are 26 letters in the English alphabet. Five of them are vowels. All the others are consonants.</i> 4. Ask students to read the consonants aloud to familiarise themselves with the small letters. 	 e-Textbook

Light up (page 7)**Suggested teaching time:** 15 minutes**Learning objective:**

- To activate prior knowledge about school objects








Suggested activities	Remarks
'What things do you bring to school?'	
<u>Identifying the objects in the picture</u>	
<ol style="list-style-type: none"> 1. Look at the picture on page 7 of the e-Textbook with students. T: <i>Where are the children going? (They are going to school.)</i> 2. Ask students <i>Do you like your school?</i> Ask them to put up their hands to show their preference (yes or no). 3. Let students find the orange crayon and blue crayon in the picture and circle them. 4. Ask students if they can discover any other school objects in the picture, e.g. the books make up the school; the erasers are the stairs; the crayons, pencils and a pen make up the trees and the rulers make up the railway. Ask them to point out the objects; there is no need for them to say the names of the objects at this stage. 	 e-Textbook

Suggested activities	Remarks
<p style="text-align: right;"><u>Reading the song</u></p> <ol style="list-style-type: none"> 1. Play the song at the bottom of the page to students. 2. Let students point out the names of two school objects in the song. (Books and pens.) 3. Ask students to say what school objects they bring to school. 	<p>e-Textbook</p> 

Fun with words (page 8)


Suggested teaching time: 30 minutes

- Learning objectives:**
- To learn the names of different school objects
 - To learn to use 'an' before nouns that start with vowel sounds


Suggested activities	Remarks
<p>'Mike's new friends'</p> <p>Lead-in</p> <p style="text-align: right;"><u>Introducing the text type</u></p> <ol style="list-style-type: none"> 1. Introduce the little mouse Mike to the class: <i>This is Mike. He meets some new friends. Let's see who he meets.</i> 2. Write some words on the board (see below) and say <i>These are the names of his new friends.</i> 3. Read aloud the 'names' and ask students to repeat after you. 4. Show one of the Picture Cards to students. Don't show the whole picture to the students, show only part of it. Ask students to guess what the object is. <div style="display: flex; justify-content: space-around; align-items: center; background-color: #006400; color: white; padding: 10px;"> <div style="text-align: center;">  ruler </div> <div style="text-align: center;">  pen </div> <div style="text-align: center;">  pencil </div> <div style="text-align: center;">  pencil sharpener </div> <div style="text-align: center;">  eraser </div> <div style="text-align: center;">  crayon </div> </div>  <ol style="list-style-type: none"> 5. After a few guesses, show the whole picture to students. Then, invite the whole class to read out the name of the object. 	<p>Picture Cards (school objects)</p>

Suggested activities	Remarks
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6. Ask a student to put the Picture Card next to the corresponding word.
7. Repeat the same steps for other school objects on the page.
8. You can also use the Picture Dictionary in the e-Textbook to introduce the vocabulary in this unit. Alternatively, click on the target vocabulary on the page.

 e-Textbook










 Picture Cards (school objects)

Development

Identifying the use of 'a' and 'an'

1. Tell students *We use 'an' before nouns that start with the vowel sounds a, e, i, o and u.*
2. Read aloud the school objects slowly one by one. Guide students to listen to the initial sounds and identify the school object that starts with a vowel sound. (Eraser.)
3. Invite students to put the correct article 'a' or 'an' in front of the school objects.

	a ruler		a pen
	a pencil		a pencil sharpener
	an eraser		a crayon



4. Ask students to read out the names of the school objects (with the article).

Extension ▶ Stationery corners

Resources: Stationery items





1. Ask students to work in groups of five to set up a stationery corner to showcase all the stationery items that they use on a daily basis.
2. Tell students to put a label next to each of the stationery items.
3. Encourage students to collect stationery items with interesting shapes and put them in their corners.
4. Invite some groups to present their stationery corners to the whole class.

Fun with words (page 9)

Suggested teaching time: 15 minutes

Learning objective:

- To learn the names of more school objects

Suggested activities	Remarks
<p>'The little cat and the school objects'</p> <p>Lead-in</p> <p style="text-align: right;"><u>A matching game</u></p> <ol style="list-style-type: none"> Show 'a book' to the class. Ask for its name. (A book.) Show 'a notebook'. Explain its use to students: <i>It is a small book for us to write notes in. We call it a notebook.</i> Show 'a school bag'. Ask students about it. <p>T: <i>Is it a book?</i> (No.) <i>Is it a bag?</i> (Yes.)</p> <p>T: <i>Where do we take it to?</i> (School.)</p> <p>T: <i>We take this bag to school. We call it a school bag.</i></p> Introduce the 'pencil case' to students. <i>This is a case. We usually put pencils and other school objects in it. We call it a pencil case.</i> Show the four Picture Cards to students. Ask students to tell you what they are. <p>Development</p> <p style="text-align: right;"><u>Joining the dots</u></p> <ol style="list-style-type: none"> Ask students to join the dots on the page and find out what the school objects are. Explain to students the use of the article 'a' for these four school objects. Tell students that they can colour the four school objects in their book to make them look more beautiful. Let students play the Vocabulary Game on page 8 of the e-Textbook to consolidate learning. 	<p> A book, a notebook, a school bag, a pencil case</p> <p> Picture Cards (school objects on page 9)</p> <p> e-Textbook</p> 

Language in use (page 9)

Suggested teaching time: 20 minutes

Learning objective:

- To learn formulaic expressions for making new friends

Suggested activities	Remarks
<p>'Let's make some new friends!'</p> <p style="text-align: center;"><u>Getting to know some formulaic expressions for making friends</u></p> <ol style="list-style-type: none"> Tell students that they are going to make new friends at school. 	

Suggested activities

Remarks

2. Demonstrate how we can make new friends by inviting one of the students to have the following conversation with you in front of the class.

T: *Hello! I am Miss Chan. What is your name?*

S: *My name is Mike.*

T: *Can you spell your name?*

S: *Yes, m-i-k-e.*

T: *What class are you in?*

S: *I am in Class 1A.*


3. Draw the following table on the board and write down the information about the student.

Name	Mike
Class	1A



Practising saying the formulaic expressions

- Show page 9 of the e-Textbook. Read the conversation on the page sentence by sentence. Invite students to repeat after you.
- Put students into pairs and ask them to role-play the conversation with their partners.
- Distribute Worksheet 1 to students. Ask students to walk around the classroom and talk to three new friends. Then they need to fill in the information about their new friends in Part A of the worksheet.
- Ask students to talk to three more students in other classes during recess or lunchtime and finish Part B of the worksheet.

 e-Textbook

 Worksheet 1 (page 1.26)

Learner diversity — High achievers

Resources: Conversation Card (page 1.27)

- Put students into pairs. Distribute the Conversation Card to them.
- Go through the content of the card with students. Introduce the expression 'Nice to meet you (too)!'
- Give students some time to role-play the conversation with their partners.

 **Show^w and Tell** — My new friend

1. Each student draws a picture of one of his/her new friends on a piece of paper and brings it to the class.
2. Ask students to think of four sentences to describe the friend. They may talk about the name of their friend, the spelling of their friend’s name, whether their friend is a girl or a boy, which class they are in and whether they like him/her.
3. Invite students to come out with the picture and talk about their new friend.

e.g. My new friend

- My new friend is Kitty, k-i-t-t-y.
- She is a girl.
- She is in Class 1B.
- I like her very much.

Time to read! (pages 10–12)

Suggested teaching time: 120 minutes

Learning objectives:

- To identify capital letters
- To read a story about a boy making friends at school

Suggested activities	Remarks
<p>Light up reading <i>Suggested teaching time:</i> 10 minutes</p> <p style="text-align: right;"><u>Introducing capital letters</u></p> <ol style="list-style-type: none"> 1. Invite students to sing the alphabet song with you. 2. While you are singing the song, write the alphabet on the board. Write some of the letters in capital letters and some in small letters. 3. Introduce the terms ‘capital letters’ and ‘small letters’ to the class by associating them with the letters on the board. Tell the class that <i>Capital letters usually look bigger than small letters.</i> 4. Invite some students to come out and point to some capital or small letters on the board. 5. Ask students to tell you which words have capital letters after reading the story. 	
<p>Main text <i>Suggested teaching time:</i> 70 minutes</p>	
<p>Warm-up (5 minutes) <u>Arousing students’ interest</u></p> <ol style="list-style-type: none"> 1. Tell the class that they are going to read about a boy who makes a new friend at school. 2. Ask students who their new friends are in the class. Invite them to introduce one of their new friends to the class. 	

Suggested activities

Remarks

Pre-reading (10 minutes)

Introducing the setting and making predictions

1. Look at the first picture of the story on page 10 of the e-Textbook with students. Ask students the following questions to introduce the setting.

T: *Where are the children? (On a bus.)*

T: *Where are the children going? (To school.)*

T: *How many children can you see in the first row? (Four.)*

T: *Who is Mark? Point to him in the picture.*

T: *Who is the new boy? Point to him in the picture.*

2. Introduce the setting to students: *Some children are going to school on a bus. Mark wants to talk to a new boy next to him.*

3. Ask students to predict what may happen to Mark and the new boy. Give them some questions to think about.

- What does Mark do?
- What does the new boy do?
- Do Mark and the new boy become friends?


 e-Textbook

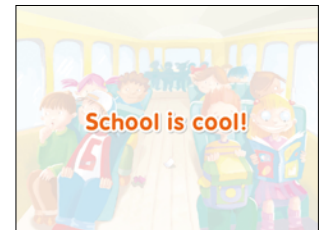
★ Note that schoolchildren in some foreign countries do not wear school uniforms.

While reading (55 minutes)

Reading the story

1. Play the first part of the story (Pictures 1–4) to students. Encourage students to pay attention to what Mark does to make a new friend. *(He runs after the boy and introduces himself.)*

 e-Textbook



HOT skills

Resources: Worksheet 2 (page 1.28)

5W 1H questions

1. Distribute Worksheet 2 to students.
2. Go over the questions with students and ask them to circle the correct answers.
3. Check answers with students and clarify any problems. Draw students' attention to the relevant pictures if they cannot find the answers.

Answers for Worksheet 2:

1. in the morning

2. by bus

3. running away

4. he does not want to talk to Mark

5. Miss Wong

6. in the classroom

2. Read the second part of the story (Pictures 5–8) to students. Use different voices for different characters.

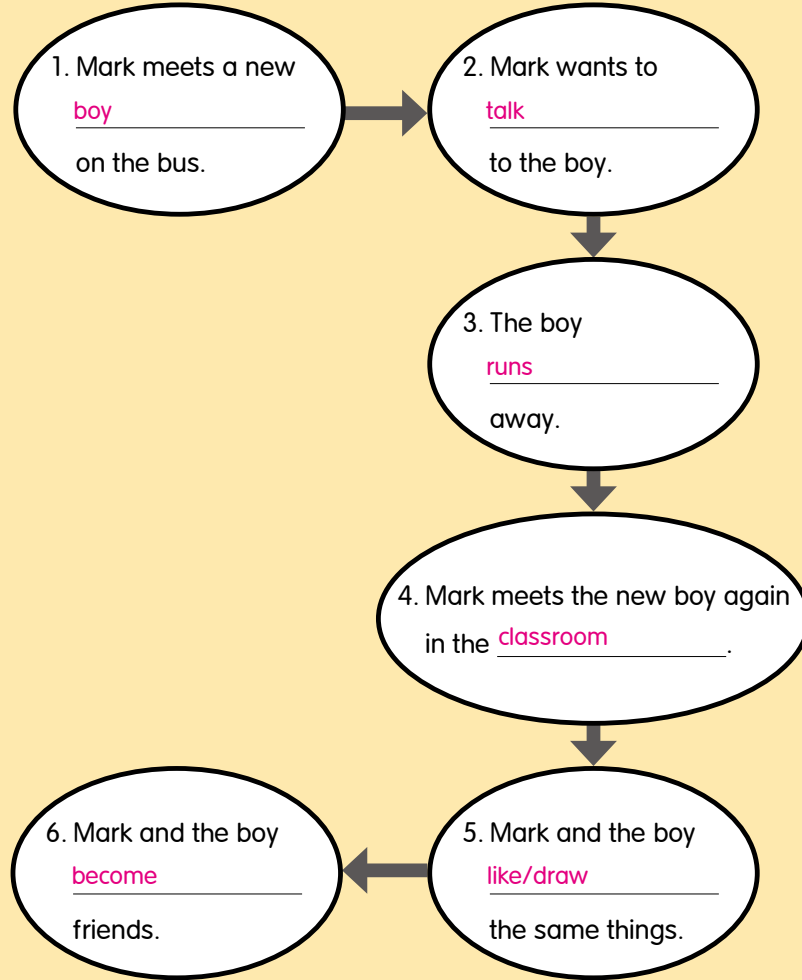
HOT skills

Resources: Worksheet 3 (page 1.29)

Timeline

1. Distribute Worksheet 3 to students.
2. Ask students to look at the whole story again and fill in each blank with one word.
3. Go through the answers with students to check their understanding of the story.

Answers for Worksheet 3:



3. Read or play the story to students sentence by sentence. Invite students to repeat after you.

Learner diversity — Developing learners


Resources: e-Textbook (Simplified reading passage)

1. To cater for learner diversity, use the simplified version of the reading text to replace the original text.
2. Either print out copies of the simplified text for students or ask students to open the animation in the e-Textbook.

Learner diversity — High achievers

Resources: e-Textbook (Extended reading passage)

1. Print out enough copies of the extended reading passage in the e-Textbook for the class.
2. After students have finished the reading text and the post-reading exercise, distribute the extended reading passage to them for further reading practice.

Suggested activities	Remarks
<p>Let's check! <i>Suggested teaching time: 20 minutes</i></p> <ol style="list-style-type: none"> Let students identify all the capital letters in the story. Use the e-Textbook to help illustrate the answers. Ask students if they find any common points about the 'location' of the capital letters. Conclude the findings by telling students that <i>A sentence starts with a capital letter. People's names and titles also start with capital letters.</i> Choose some examples from the story to illustrate the points. 	 e-Textbook
<p>After you read <i>Suggested teaching time: 20 minutes</i></p> <ol style="list-style-type: none"> Ask students for the answers to the first question (the drawing) before they draw the picture. <i>(A pencil case and erasers.)</i> Go through the two questions and the options with students. Guide them to look at the relevant pictures in the story and find the answers. Let students complete the last question (fill in the blanks). Check answers and clarify any problems. You can ask students to do the extended comprehension questions in the e-Textbook. 	

Learner diversity — High achievers

Resources: Crayons and drawing paper

- Ask students the following questions.
 - T: *What school objects do Mark and Eric like? (Pencil cases and erasers.)*
 - T: *What school objects do you like? (Students' own answers.)*
- Ask students to draw what they like on the drawing paper.
- When students have finished drawing, let them walk around the classroom to see if they can find anyone who likes the same things as them.

Extension ▶ Reader's theatre

- Divide the class into four groups: the narrator, Mark, Miss Hill and Eric.
- Invite some groups to perform the role-play in front of the class.

Grammar tips

Capital letters

We use capital letters:


- at the start of a sentence or question
e.g. **I**t is a sunny day. **A**re you in Class 1A?
- for the pronoun 'I'
e.g. Peter and **I** are in the same class.


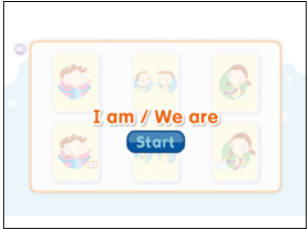
3. with proper nouns

- names and titles of people
e.g. Her name is **M**ary. **M**r **B**rown is my teacher.
- names of countries and continents
e.g. John's father works in **C**hina.
- names of states, cities, towns, villages, etc.
e.g. **L**ondon is a busy city.
- names of roads, streets, buildings, parks, etc.
e.g. My sister's office is in **N**athan **R**oad.
- names of rivers, oceans, seas, lakes, etc.
e.g. Peter goes to the **D**ead **S**ea with his wife every year.
- months of the year
e.g. My birthday is in **J**une.
- days of the week
e.g. We do not go to school on **S**undays.
- holidays
e.g. My aunt is coming to visit us at **C**hristmas.

Light up grammar (1) (page 13)**Suggested teaching time:** 35 minutes**Learning objective:**

- To use 'I am' and 'we are' to talk about people

Suggested activities	Remarks
<p>Lead-in <u>Introducing the target structures</u></p> <ol style="list-style-type: none"> 1. Say to students <i>I am (your name). I am a man/woman.</i> 2. Invite a boy, e.g. Sam, to come out and say <i>I am Sam. I am a boy.</i> 3. Invite a girl, e.g. Betty, to come out and say <i>I am Betty. I am a girl.</i> 4. Write the sentences on the board as shown below. <div data-bbox="152 1437 1078 1858" style="background-color: #2e7d32; color: white; padding: 20px; text-align: center;"> <p>I am <u>Sam</u>. I am a <u>boy</u>. I am <u>Betty</u>. I am a <u>girl</u>.</p>  </div> <ol style="list-style-type: none"> 5. Tell students <i>We use 'I am' to tell people something about 'I'.</i> 6. Invite a few more students to introduce themselves using these two sentences. 7. Ask Sam <i>What class are you in?</i> Sam should answer <i>I am in Class <u>1A</u>.</i> Ask Betty the same question. Betty should also answer <i>I am in Class <u>1A</u>.</i> Prompt Sam and Betty to say <i>We are in Class <u>1A</u>.</i> 	

Suggested activities	Remarks
<p>8. Tell students <i>We use 'we are' to tell people something about two or more people, including the speaker 'I'.</i></p> <p>9. Let students circle the correct words in the grammar box.</p> <p>10. Alternatively, use the PowerPoint presentation in the e-Textbook to introduce this grammar item.</p>	
<p>Development</p>	<p>e-Textbook</p>
<p><u>Practising the sentence patterns</u></p>	
<p>1. Ask students to complete the sentences with 'I am' or 'We are'.</p> <p>2. Check answers with them and clarify any problems.</p> <p>3. Play the chant in the e-Textbook to students. Invite students to read the chant after the demonstration.</p>	<p>e-Textbook</p>
<p>4. Let students play the Grammar Game in the e-Textbook to consolidate learning.</p>	<p>e-Textbook</p> 

Learner diversity — High achievers

1. Ask students to form groups of three. The groups can be three boys, two boys and one girl, one boy and two girls, or three girls.
2. Students should rewrite the original chant to form a new chant for their group.

e.g. Hello, Nancy! I am Jane!

We are good girls! Let's be friends!

Hello, Rita! I am Jane!

We are classmates! Let's be friends!
3. Encourage students to think of some actions to go with the chant to add interest.
4. Invite some groups to come out and read out their new chant. Praise any good performance.

Light up grammar (2) (page 14)

Suggested teaching time: 45 minutes

Learning objectives:

- To use 'what' to ask about things
- To use 'it is' and 'they are' to refer to things
- To construct the plural forms of nouns

Suggested activities

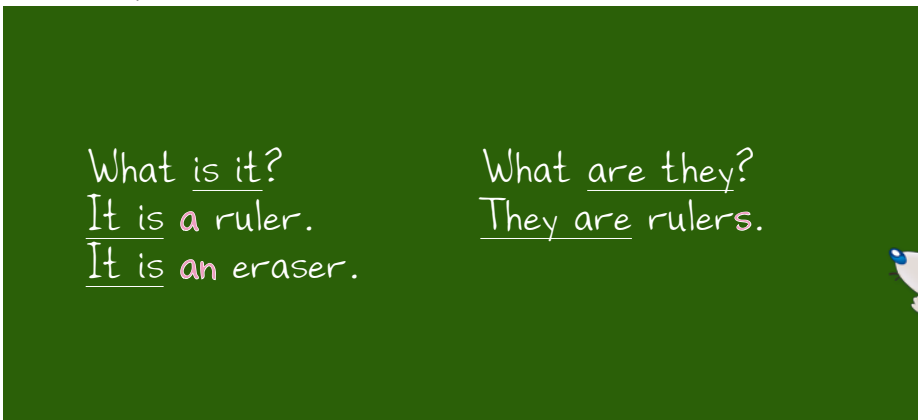
Remarks

Lead-in

Introducing the target structures

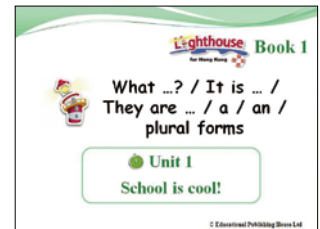
1. Show students one ruler. Ask students *What is it? (A ruler.)* Guide students to give the answer using 'it is', i.e. *It is a ruler.*
2. Repeat the same steps with 'an eraser'.
3. Show students two rulers. Ask students *What are they? (Rulers.)* Guide students to give the answer using 'they are', i.e. *They are rulers.*
4. Explain to them that *We use 'it is' to refer to one object and 'they are' to refer to more than one object.*
5. Write the questions and answers on the board as shown below.

 Two rulers, an eraser



6. Tell students *You need to put 'a' or 'an' before a singular noun and add 's' for plural nouns.*
7. Let students complete the sentences in the grammar box.
8. Alternatively, use the PowerPoint presentation in the e-Textbook to introduce these grammar items.





 e-Textbook



Development

Practising the target structures

1. Tell the class *The children in Miss White's class have some interesting school objects. Let's see what they are.*
2. Ask students to look at the middle part of the page and guide them to tell you what Miss White says.

Suggested activities	Remarks
<ol style="list-style-type: none"> Let students work in pairs to talk about the school objects at the bottom of the page. Remind them that they need to refer to the sentence patterns given by Miss White and her students. Invite some pairs to come out and role-play the conversations. Let students play the Grammar Game in the e-Textbook to consolidate learning. 	<p> e-Textbook</p> 
<ol style="list-style-type: none"> Use Classroom Practice System (CPS) to consolidate the target structures that students have learned in <i>Light up grammar</i> (1) & (2). 	<p> Classroom Practice System</p> 

Extension ▶ Designing school objects

Resources: Drawing paper and crayons

- Give each student a piece of drawing paper and some crayons.
- Ask students to design and draw two school objects with interesting shapes on the paper.
- Invite some students to come out and show their pictures to the class. The class need to use the target structures 'What is it / are they?' to ask about the school objects.
- The students should give the answer using 'It is / They are ...'


Stage	Teaching steps	Setting/Grouping
	<ul style="list-style-type: none"> ▶ Distribute Worksheet 4 to students. In groups, students look at the pictures in Part A, discuss the questions together and decide on the answer for each question. They have to write their answers in Part B of the worksheet. ▶ Call out a number. Ask all students with that number to stand up and tell you the answer to Question 1. ▶ Reveal the answer to Question 1. Tell all the students who have answered correctly to put a tick in the third column of the table. ▶ Repeat similar steps for the other seven school objects. <p><u>Completing the exercise in the book</u></p> <ul style="list-style-type: none"> ▶ Let students work in pairs to talk about the school objects at the bottom of the page. Remind them that they need to refer to the sentence patterns given by Miss White and her students. ▶ Invite some pairs to come out and role-play the conversations. 	
Reflection (5')	<ul style="list-style-type: none"> ▶ Recap the lesson objective. Remind students to use 'a' and 'an' for singular or 's' for plural when talking about countable nouns. ▶ Evaluate students' performance and be prepared to elaborate on the concept to low achievers when necessary. 	Whole class

Time to practise! (page 15)

Suggested teaching time: 35 minutes

Learning objectives:

- To listen to a conversation
- To finish the matching exercise

Suggested activities	Remarks
<p>Pre-listening <u>Preparing for the listening</u></p> <ol style="list-style-type: none"> 1. Introduce the listening activity to students. Tell students that they need to draw a line to match the child who says the name of a certain school object after each beep. 2. Go over the names of the four children. Make sure students know how to pronounce the names. 3. Ask students for the names of the five school objects. Let students write the names next to the objects if necessary. 	
<p>While listening <u>Identifying the keywords</u></p> <ol style="list-style-type: none"> 1. Play the recording once. Ask students to pay attention to the names of students and school objects mentioned in the recording. 2. Play the recording again. Pause at suitable intervals to allow students enough time to mark down the letters of the answers next to the numbers. 	<p> e-Textbook</p> <p>★ Students need not draw the lines at this stage.</p>
<p>Post-listening <u>Rounding up</u></p> <ol style="list-style-type: none"> 1. Play the recording again for students to check their answers. 2. Give students some time to tidy up their answers and draw the lines. 3. Check answers with students and clarify any problems. 	


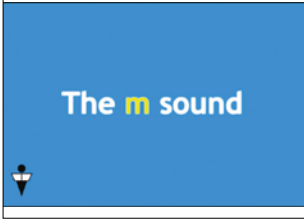
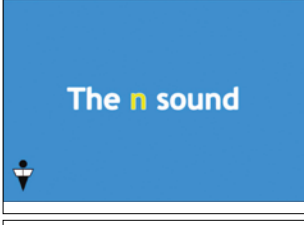
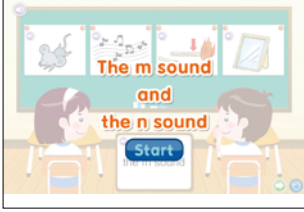


Audio script

Narrator: Number one.
 Amy: David, what is it? It looks nice.
 David: It is a ruler. (beep)
 Narrator: Number two.
 Amy: Susan, what are they? They look funny.
 Susan: They are pencils. (beep)
 Narrator: Number three.
 Amy: What is it, Paul?
 Paul: It is an eraser. I like it very much! (beep)
 Narrator: Number four.
 Paul: Amy, show us a pencil sharpener.
 Amy: Look, it is a strawberry pencil sharpener!
 Paul: It looks great! (beep)

Learning objectives:

- To identify the initial **m** and **n** sounds
- To pronounce the initial **m** and **n** sounds


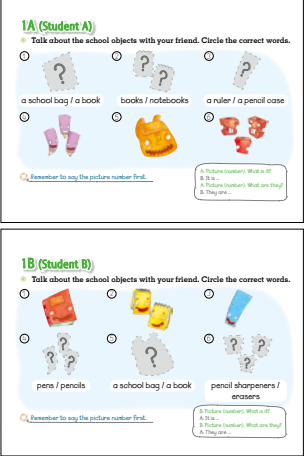
Suggested activities	Remarks
<ol style="list-style-type: none"> 1. Play the rhyme of the initial m sound in the e-Textbook. Ask students to pay attention to any repetition of initial sounds. 2. Read each word in the rhyme slowly. Guide students to tell you the repetition of the initial m in 'my' and 'Maisie'. 3. Write the words 'my' and 'Maisie' on the board. Read the words to students and ask them to repeat after you. 4. Show the Phonics Demonstration in the e-Textbook and explain how to pronounce the m sound. 5. Play the rhyme of the initial n sound in the e-Textbook. Ask the following questions to bring out the target words. T: <i>Who has nine pens? (Nicky.)</i> T: <i>Who does Nicky give his pencils to? (His nice friends.)</i> 6. Write the words 'Nicky', 'nine' and 'nice' on the board. Read these words aloud to the class and guide them to listen for the n sound. 7. Ask students to repeat the words after you. 8. Show the Phonics Demonstration in the e-Textbook and explain how to pronounce the n sound. 9. Read each line of the rhymes to students and invite them to repeat after you. 10. Ask students to play the Phonics Game in the e-Textbook to consolidate learning. 	<p>e-Textbook</p>    

pair work (pages 80 & 82)

Learning objectives:

- To revise the use of 'what' to ask about school objects
- To revise the use of 'it is' and 'they are' to talk about school objects

Suggested activities	Remarks
<p>'Identifying school objects'</p> <p style="text-align: center;"><u>Revising the names of school objects</u></p> <ol style="list-style-type: none"> 1. Revise the names of school objects with students using the Picture Cards. 	<p>Picture Cards (school objects)</p>

Suggested activities	Remarks
<p>2. Put students into pairs. Assign one of them as Student A and the other as Student B.</p> <p>3. Ask Student As to look at page 80 and Student Bs to look at page 82 silently. Let them identify the school objects on their respective pages.</p> <p style="text-align: center;"><u>Completing the pair work</u></p> <p>1. Choose a Student A to ask a question about the first picture on page 80 as a demonstration, e.g. A: Picture 1. What is it?</p> <p>2. Invite all the Bs to look at the school object in Picture 1 on page 82 and guide them to answer the question, e.g. B: It is a book.</p> <p>3. Guide all the As to circle the correct answer in Question 1.</p> <p>4. Let all the As ask Questions 2 and 3. Then swap roles to let the Bs ask the questions and the As answer.</p> <p>5. Walk around the classroom to monitor progress and offer help if necessary.</p>	<p>★ Remind students NOT to peek at each other's pictures.</p> <p> Student's Book (Pair work)</p> 




Text type (page 16)

Suggested teaching time: 25 minutes

Learning objective:

- To recognise some features of labels

Suggested activities	Remarks
<p>Lead-in <u>Introducing the text type</u></p> <p>1. Show students the school object without a label. Ask them who the object belongs to. (We don't know.) Show students a puzzled look.</p> <p>2. Show students the school object with a label. Ask them who the object belongs to. The students should be able to tell who the owner is from the name on the label.</p> <p>3. Tell students that <i>A label gives you information about an object or a person. Therefore, it is good to have labels on your school objects to tell others that they are yours. Let's see how to make a label.</i></p> <p>Development <u>Writing labels</u></p> <p>1. Draw a blank label (with 'Name:' and 'Class:') on the board. Fill in the label by asking a student the following questions.</p> <p>T: <i>What is your name?</i></p> <p>T: <i>Can you spell your name?</i></p> <p>T: <i>What class are you in?</i></p>	<p>★ Collect two school objects from students before the lesson; one of them with a label and the other without.</p>

Suggested activities	Remarks
<ol style="list-style-type: none">2. Invite students to ask their two neighbours the above three questions and fill in the labels on the page.3. Give out blank labels to students and ask them to create two labels for themselves and stick them on their belongings.4. Check their labels and clarify any problems.5. Alternatively, use the PowerPoint presentation in the e-Textbook to introduce this text type.	<p data-bbox="1229 268 1362 301"> Labels</p> <p data-bbox="1229 406 1425 438"> e-Textbook</p> <div data-bbox="1277 445 1581 672"><p>The screenshot shows a slide from an e-Textbook. At the top right, it says 'Lighthouse Book 1'. Below that, it says 'Text Type: Labels'. In the center, there is a green box containing 'Unit 1' and 'School is cool!'. At the bottom right, there is a small copyright notice: '© Education Publishing Group Ltd'.</p></div>

Instruction manual

For Labelbox

Step 1: Download and install the app.

- For iOS users: <https://itunes.apple.com/us/app/labelbox/id417694704?mt=8>
- For Android users: <https://play.google.com/store/apps/details?id=com.stepcase.labelbox>

Step 2: Tap the triangular button in the middle to start the app.

Step 3: Click 'Camera' and take a photo of the school object.

Step 4: Choose a label at the bottom.

Step 5: Tap and swipe the screen to put the label on the photo.

Step 6: Type words on the label.

Step 7: Save the photo.

Light up the world (pages 18–19)

Suggested teaching time: 35 minutes

Learning objectives:

- To learn about Australia
- To learn about kangaroos and koalas

Suggested activities	Remarks
<p style="text-align: right;"><u>Introducing the country</u></p> <ol style="list-style-type: none"> 1. Tell students that they are going to learn about a country called Australia. Ask if they know anything about Australia. 2. Show students the world map in the e-Textbook and tell them what it is. 3. Let students look at the map and locate Hong Kong and Australia. 4. Ask students about the locations of Hong Kong and Australia on the world map. (Hong Kong is around the middle and Australia is in the south.) 5. Look at the national flag of Australia with students. Introduce it briefly: <i>The flag is blue in colour, with six white stars and a red and white pattern that looks like the Chinese character 'rice' in the top left-hand corner.</i> 6. Read out the words in Kim’s speech bubbles. Let students point out the names of two animals from Australia. 	<p>e-Textbook</p> <p>★ Most students pronounce these two names wrongly. Point out to them the correct pronunciation.</p>
<p style="text-align: right;"><u>Reading about kangaroos and koalas</u></p> <ol style="list-style-type: none"> 1. Look at the photos of the kangaroos and koala on page 19. Ask students for the names of the animals. 2. Ask students to say what they know about the animals. Tell students some entertaining facts about the animals if they are interested. 3. Let students finish the exercise in the book and check the answers with them. 	

Extension ▶ **Watching a video**

Resources: e-Textbook, smartphones/tablets

1. Show the video in the e-Textbook to students to help them find out more about koalas.
2. Students can also download the app and watch the video on their smartphones or tablets.
3. Encourage students to go to the suggested web page or other web pages to find out more about the animals in Australia.



Knowledge bank

1. Australia

Australia is one of the largest countries in the world. Before the late 18th century, the country was mainly inhabited by indigenous Australians called Aborigines. It was later discovered and settled by Europeans. By 2014, the population of the country had grown to around 23 million people. It has a temperate climate. It is famous for having different kinds of animals, a lot of beautiful landscapes and producing wonderful honey and wool. Australians speak English. Its capital city is Canberra.

2. Kangaroos

Kangaroos have small heads. They have powerful legs for leaping, long tails for balancing and pouches for carrying their babies. They walk around slowly, hop around quickly and jump very high. They eat different kinds of plants such as grasses and the leaves. They are very social animals and they live in groups. They are the unofficial symbol of Australia. We can find them on Australian coins and in the logo of the Australian airline Qantas.

3. Koalas

Koalas look like bears but they are not bears. They are about 70 cm tall and weigh about 8 kg. They have grey hair and fluffy ears. They also have large pink or black noses which make them look funny. They have sharp claws for climbing trees. They only eat eucalyptus leaves, which do not have much nutritional value. They need to sleep for about 20 hours a day and are active at night. They do not drink water unless they are sick. Unlike kangaroos, they are not social animals and they mainly live with their family members.

Worksheet 1

(for page 9, 'Language in use')

Name: _____ () Class: _____ Date: _____

A. Talk to three classmates and ask them for their names and classes.

Classmate 1

Name	
Class	

Classmate 2

Name	
Class	

Classmate 3

Name	
Class	

B. Talk to three classmates and ask them for their names and classes.

Schoolmate 1

Name	
Class	

Schoolmate 2

Name	
Class	

Schoolmate 3

Name	
Class	

Conversation Card

(for page 9, 'Language in use')

Cut out the Conversation Card and role-play the situation.

S1: Student 1 **S2: Student 2**

S1: Hello! I am Peter. What is your name?

S2: Hi! My name is Mary. Nice to meet you!

S1: Nice to meet you too! Can you spell your name?

S2: Yes, m-a-r-y.

S1: What class are you in?

S2: I am in Class 1A.

Worksheet 2

(for page 10)

Name: _____ () Class: _____ Date: _____

Circle the correct answers.

1. Look at Picture 1. When do Mark and the new boy meet?

in the morning

at night

2. How does Mark go to school?

by bus

by train

3. Look at Picture 2. What is the new boy doing?

talking to Mark

running away

4. Why is the new boy running away?

he is late

he does not want to talk to Mark

5. Who is Mark's teacher?

Miss Hall

Miss Wong

6. Where do the new boy and Mark meet again?

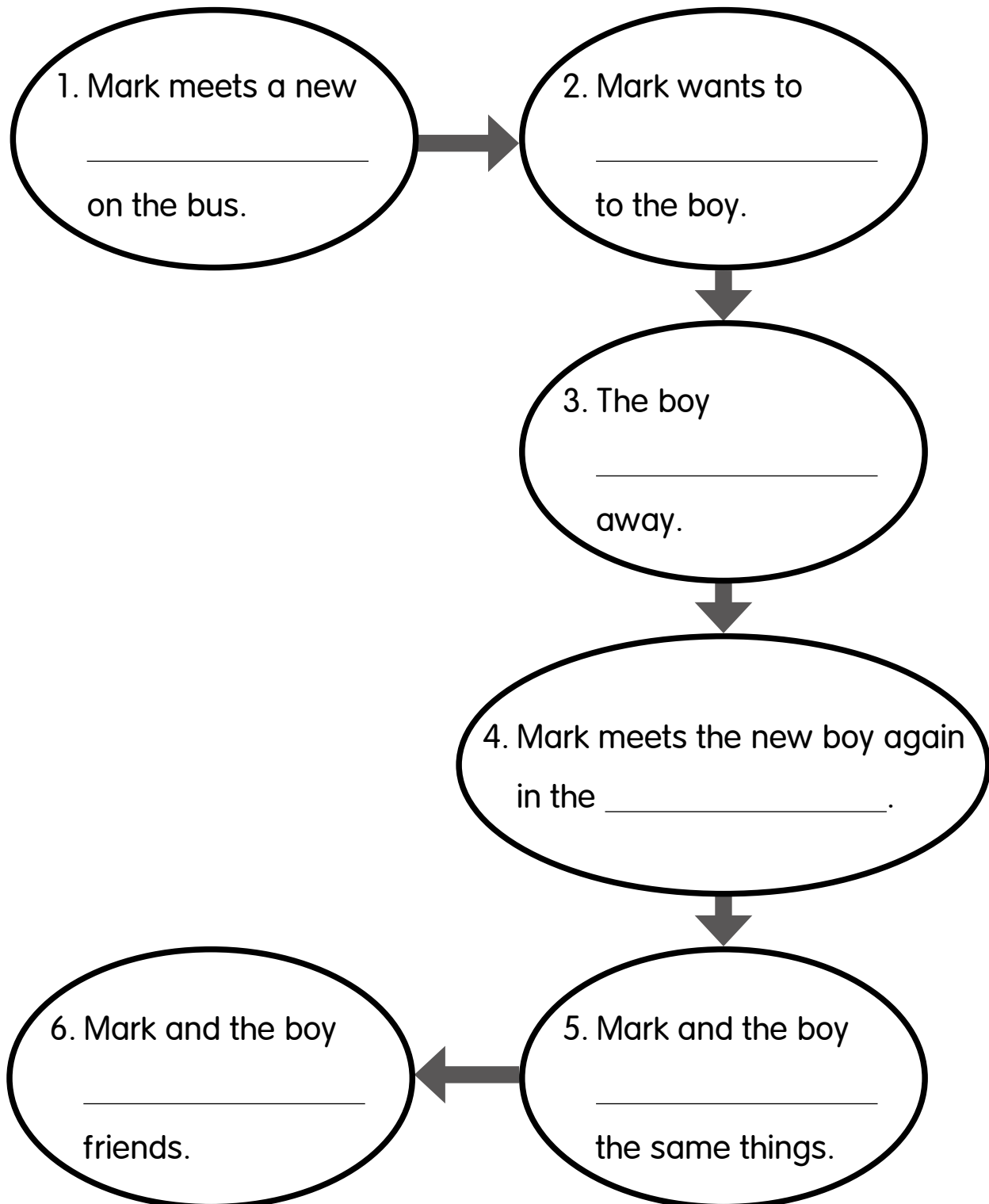
in the classroom

at home

Worksheet 3
(for pages 10–11)

Name: _____ () Class: _____ Date: _____

What happens to Mark at school? Write the correct answers in the blanks.

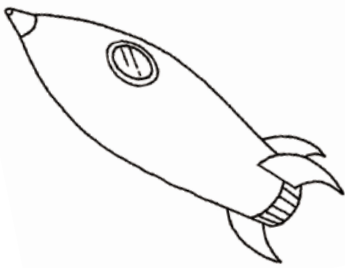
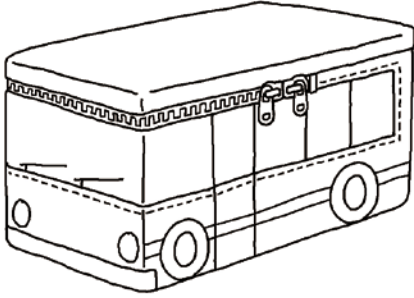
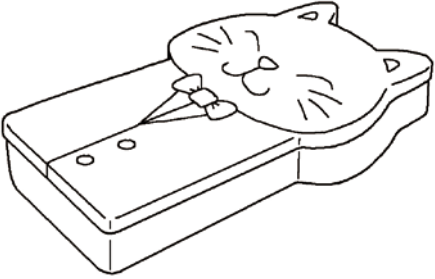
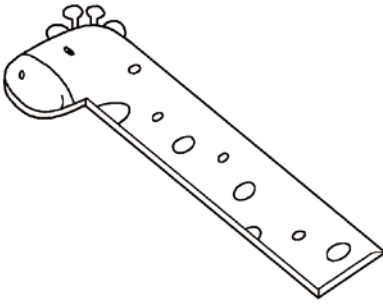
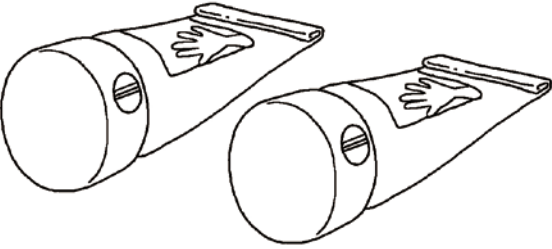
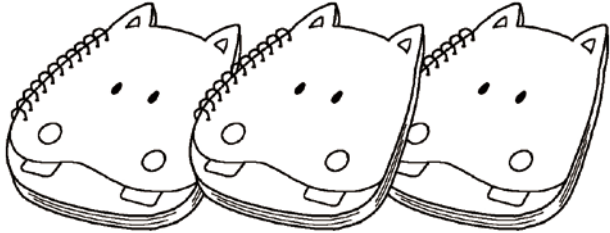
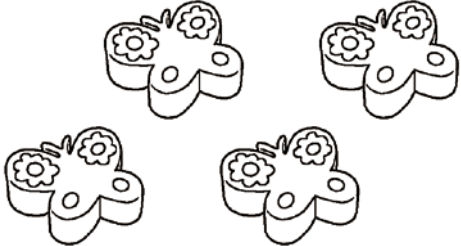
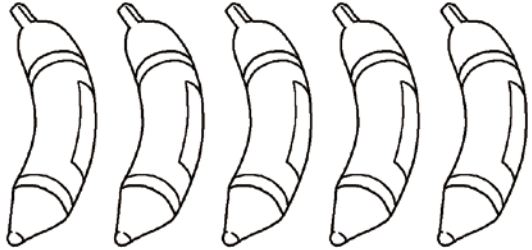


Worksheet 4

(for Small class teaching plan)

Name: _____ () Class: _____ Date: _____

A. Look at the following pictures of some interesting school objects. Guess and write what they are in Part B of the worksheet.

1. 	2. 
3. 	4. 
5. 	6. 
7. 	8. 

Worksheet 4 (Continued)

(for Small class teaching plan)

Name: _____ () Class: _____ Date: _____

B. Write your answers to Part A in the second column. Then, listen to your teacher's answers and mark down whether you have guessed correctly.

	Your answer	Correct (✓) or not correct (X)
What is it?	1. It is _____.	
	2. It is _____.	
	3. It is _____.	
	4. It is _____.	
What are they?	5. They are _____ _____.	
	6. They are _____ _____.	
	7. They are _____ _____.	
	8. They are _____ _____.	