We will learn:
to state things,
animals, and public
places around us.
Here are what we will do. **First**, we will listen to our teacher say the names of the things in the classroom. **Then**, we will repeat the words after the teacher one by one.

We will learn to say the names of the things in the classroom. We will say the words loudly, clearly, and correctly.

- a globe
- a clock
- a picture
- a board
- a cupboard
- a door
- an air conditioner
- a window
- a table
- a book
- a wall
- a floor
- a desk
- a chair
We will tell the names of ten things that we really have in our classroom.

Here are what we will do. We will work in groups. **First**, we will discuss and decide ten things in our classroom. **Second**, each of us will draw and name them in our notebook. **Then**, we will present our work to the class.

We will use a dictionary. We will say the words loudly, clearly, and correctly. If we have a problem, we will go to our teacher.

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</table>
We will learn to tell the names of the things that we often have in our bags. Here are what we will do. First, we will listen to our teacher say the names of the things we often have in our bags. Then, we will repeat the words after the teacher, one by one.

We will say the words loudly, clearly, and correctly.

two pencils  
a ruler  
a glue

two pencils  
a ruler  
a glue

a rubber  
some books  
a bottle

a rubber  
some books  
a bottle

a lunch box  
a sharpener  
a pair of scissors

a lunch box  
a sharpener  
a pair of scissors
We will learn to tell the names of the things that we really have in our bags.

Here are what we will do. We will work in pairs. **First**, we will show the things in our bags to each other. **Second**, we will tell each other their names and their numbers.

We will use a dictionary. We will say the words loudly, clearly, and correctly. If we have a problem, we will go to our teacher.

I have two rubbers. What about you, how many pens do you have?

I have three pens.

<table>
<thead>
<tr>
<th>No.</th>
<th>Names of the things</th>
<th>Numbers of the things in my bag</th>
<th>Numbers of the things in my friend’s bag</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>rubber</td>
<td>2</td>
<td>3</td>
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<td>1.</td>
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</table>
Collecting information

We will report our findings to the class, orally.

Here are what we will do. First, we will plan what to say about each of our findings in our notebooks, like the example. Then, we will report all our findings orally to the class.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each sentence loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

1. I have two rubbers and Ruli has three rubbers.
2. ___________________________________________________
3. ___________________________________________________
4. ___________________________________________________
5. Etc.
Here are what we will do. **First**, we will go around our school to identify the rooms and other facilities there, and the number of each thing. **Second**, we will use a dictionary to know their names. **Then**, we will plan what to say about each of our findings in our notebooks, like the example. **Finally**, we will report all our findings orally to the class.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

1. We have fifteen classrooms.
2. We have one library.
3. ___________________________________________________
4. ___________________________________________________
5. ___________________________________________________
We will learn to tell the names of public buildings.

Here are what we will do. First, we will listen to our teacher say the names of the public buildings in the picture. Then, we will repeat the words after the teacher, one by one.

We will say the words loudly, clearly, and correctly.
We will learn to tell locations of the public buildings.

Here are what we will do. It is about the public buildings in the picture above. First, we will listen carefully to our teacher read the conversation. Second, we will repeat each conversation after the teacher, sentence by sentence. Then, in groups we will play the roles of the speakers in the conversation.

We will say the words loudly, clearly, and correctly.

Father : Do you see this building on the left?
Son : Yes. What is this building.
Father : This is a bank.
Son : I see. This building on the left is a bank

Son : What about that building next to the bank?
Father : That is a post office.
Son : I see. That building next to the bank is a post office.
Father : Right. The bank and the post office are next to each other.

Son : And, do you know that building on the right, across from the bank and the post office?
Father : That building is a tax office.
Son : I know. That building on the right is a tax office.
Father : Remember. The tax office is across from the bank and the post office.

Son : And what about that building in front of us?
Father : That is a hospital.
Son : Oh yeah. That building is a hospital?
Father : Right. That building in front of us is a hospital.

Son : And, that building next to the tax office?
Father : That is a school.
Son : I see. So, the school is next to the tax office.
Father : Yes, it is to the right of the tax office.

Son : And, what about that building across from the school, on the corner?
Father : That building is a police station.
Son : I see. So, the police station is across from the school.
Father : Right. It is on the corner, across from the hospital, too.
Here are what we will do. It is, again, about the same buildings in the picture above. **First**, we will plan what to say about each building in our notebooks, like the example. **Finally**, we will report all our findings orally to the class.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

1. The bank is on the left, next to the post office, across from the tax office.
2. The post office is next to the bank, across from the tax office.
3. The tax office
4. The school
5. The hospital
6. The police station
We will tell the names of the public buildings and other facilities in our town or village and their locations.

Here are what we will do. **First**, we will go around our town or village to identify the buildings and other facilities there. We will include other buildings, such as a mosque, a church, etc. We will also tell their numbers. **Second**, we will plan what to say about each of our findings in our notebooks, like the examples. **Finally**, we will report all our findings orally to the class.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

1. There are two banks in my village. Bank Serjoja and Bank Nasional.

2. We have one post office in our neighbourhood. It’s on Jalan Mawar.

3. _________________________________________________________

4. _________________________________________________________

5. _________________________________________________________

Observing and asking questions

We will tell the names of the things in the living room, their numbers and their locations.

Here are what we will do. **First**, we will listen to our teacher say the names of things in the living room. **Then**, we will repeat the words after the teacher, one by one.

We will say the words loudly, clearly, and correctly.

**Here are the things we will say:**
- two bags
- some pictures
- a pair of curtains
- many books
- a lamp
- a television
- a bookcase
- a sofa
- a telephone
- a table
- a carpet

Di unduh dari : Bukupaket.com
Here are what we will do. **First**, we will plan what to say about each thing in our notebooks, like the examples. **Finally**, we will report all our findings orally to the class.

**We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly.** If we have any problems, we will go to our teacher for help.

There are many things in the living room.

1. **There is a big window.**
2. **Next to the window, there is one big picture.**
3. ________________________________
4. ________________________________
5. ________________________________
6. **Etc.**
Collecting information

We will tell the names of the things in our living rooms, their numbers and their locations.

Here are what we will do. **First**, each one of us will look closely into our living rooms to identify the things and other facilities there. We will also tell their numbers. **Second**, we will plan what to say about each of our findings in our notebooks, like the examples. **Finally**, we will report all our findings orally to the class.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

1. There use a big window in my living room.
2. I have a small television on the small shelf. There is a telephone next to the television.
3. _________________________________________________________
4. _________________________________________________________
5. _________________________________________________________
Here are what we will do. **First**, we will listen to our teacher say the names of things in the kitchen. **Then**, we will repeat the words after the teacher, one by one.

We will say the words loudly, clearly, and correctly.

- a sink
- a frying pan
- a pan
- an oven
- a stove
- a cabinet
- a refrigerator
We are ready for our lunch! Now, we are in the dining room.

Here are what we will do. **First**, we will listen to our teacher say the names of things at the dining table. **Then**, we will repeat the words after the teacher, one by one.

We will say the words loudly, clearly, and correctly.

- a chair
- a bowl
- a knife
- a bottle
- a spoon
- a mug
- a table cloth
- a rice bowl
- a plate
- a fork
- a lunch box
We will tell the names of the things in the kitchen and at the dining table, their numbers, and their locations.

Here are what we will do. **First**, we will plan what to say about each thing in our notebooks, like the examples. **Finally**, we will report all our findings orally to the class.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

There are many things in the kitchen.
1. There is a big stove next to the sink.
2. There’s a frying pan on the stove.
3. _________________________________________________________
4. _________________________________________________________
5. _________________________________________________________

There are many things at the dining table.
1. There are six chairs at the dining table.
2. There’s a one big rice bowl on the table, on the left.
3. _________________________________________________________
4. _________________________________________________________
5. _________________________________________________________
Collecting information

We will learn to ask and answer questions of the number of things in the kitchen and at the dining table.

Here are what we will do. First, we will draw a table in our notebooks, and then write the names of the things we see in the kitchen and at the dining table on the left column, and the number of each thing on the right column, like the example. Second, we will ask and answer questions, like the example. We will, first, listen and repeat the questions after the teacher.

We will use a dictionary. We will say the words loudly, clearly, and correctly. If we have a problem, we will go to our teacher.

How many plates are there on the table?

There are five plates on the table.

<table>
<thead>
<tr>
<th>No</th>
<th>Things</th>
<th>Number</th>
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<tbody>
<tr>
<td>1.</td>
<td>the sink</td>
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<tr>
<td>2.</td>
<td>the cabinet</td>
<td>1</td>
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<tr>
<td>3.</td>
<td>the cabinet</td>
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</table>
Here are what we will do. **First**, we will listen to our teacher say the names of things in the bedroom. **Then**, we will repeat the words after the teacher, one by one.

We will say the words loudly, clearly, and correctly.

We will tell the names of the things in the bedroom, their numbers, and their locations.
Here are what we will do. **First**, we will plan what to say about each thing in our notebooks, like the examples. **Finally**, we will report all our findings orally to the class.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

There are many things in the bedroom.

1. The bedroom has one window.

2. There is a mirror on the wall, near the window.

3. _________________________________________________________

4. _________________________________________________________

5. _________________________________________________________

Here are what we will do. **First**, each one of us will look closely into our own bedrooms to identify the things and other facilities there. We will also tell their numbers. **Second**, we will plan what to say about each of our findings in our notebooks, like the examples. **Finally**, we will report all our findings orally to the class.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

1. I have a small bedroom. There is one bed with mattress on it.
2. I have no table in my bedroom.
3. _________________________________________________________
4. _________________________________________________________
5. _________________________________________________________
Observing and asking questions

We will tell the names of the things in the bathroom, their numbers, and their locations.

Here are what we will do. **First**, we will listen to our teacher say the names of things in the bathroom. **Then**, we will repeat the words after the teacher, one by one.

We will say the words loudly, clearly, and correctly.

---

- a mirror
- a bucket
- a sink
- a scoop
- a tub
- a shower
- a toilet
We will tell the names of the things in the bathroom, their numbers, and their locations.

Here are what we will do. **First**, we will plan what to say about each thing in our notebooks, like the examples. **Finally**, we will report all our findings orally to the class.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

There are many things in the bathroom.

1. There is a tub in the bathroom.
2. There is also a shower on the wall.
3. _________________________________________________________
4. _________________________________________________________
5. _________________________________________________________
Observing and asking questions

We will tell the names of the things in our bathrooms, their numbers and their locations.

Here are what we will do. **First**, each one of us will look closely into our own bathrooms to identify the things and other facilities there. We will also tell their numbers. **Second**, we will plan what to say about each of our findings in our notebooks, like the examples. **Finally**, we will report all our findings orally to the class.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

1. I have a bathtub in my bathroom. There is a soap cup on the tub.
2. I don’t have a shower.
3. _________________________________________________________
4. _________________________________________________________
5. _________________________________________________________
Here are what we will do. First, we will listen to our teacher say the names of things in the garage. Then, we will repeat the words after the teacher, one by one.

We will say the words loudly, clearly, and correctly.

- a ceiling
- a shelf
- a lamp
- a car
- a cabinet
- a motor cycle
- a bicycle
- a rug
- a pump
We will tell the names of the things in the garage, their numbers, and their locations.

Here are what we will do. First, we will plan what to say about each thing in our notebooks, like the examples. Finally, we will report all our findings orally to the class.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

There are many things in the garage.
1. There is one car.
2. There is one motor cycle. It’s a scooter.
3. _________________________________________________________
4. _________________________________________________________
5. _________________________________________________________
Observing and asking questions

We will tell the names of the things in our garages or the garage of the school, their numbers and their locations.

Here are what we will do. **First**, each one of us will look closely into the garage to identify the things and other facilities there. We will also tell their numbers. **Second**, we will plan what to say about each of our findings in our notebooks, like the examples. **Finally**, we will report all our findings orally to the class.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

1. I have no garage. This is the garage of our school
2. There is one car and many motor cycles.
3. _________________________________________________________
4. _________________________________________________________
5. _________________________________________________________
Here are what we will do. First, we will listen to our teacher say the names of things the yard and around the house. Then, we will repeat the words after the teacher, one by one.

We will tell the names of the things in the yard and around the house.

We will say the words loudly, clearly, and correctly.

- a tree
- a bird cage
- a wheel barrow
- a hoe
- a spade
- a watering can
- some flowers
- some pots
- a bench
Observing and asking questions

We will tell the names of the animals in the garden.

Here are what we will do. **First,** we will listen to our teacher say the names of the animals in the garden. **Then,** we will repeat the words after the teacher, one by one.

We will say the words loudly, clearly, and correctly.

- a cricket
- a cocoon
- a fly
- a ladybug
- a worm
Observing and asking questions

We will tell the names of the things and the animals in the yard and around the house, their numbers, and their locations.

Here are what we will do. **First**, we will plan what to say about each thing in our notebooks, like the examples. **Finally**, we will report all our findings orally to the class.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

There are many things in the garage.

1. There are many trees in the yard.

2. There is a bird cage on one tree. There is a bird in it.

3. _________________________________________________________

4. _________________________________________________________

5. _________________________________________________________

Here are what we will do. First, each one of us will look closely into our own yards and around our houses to identify the things and animals there. We will also tell their numbers. Second, we will plan what to say about each of our findings in our notebooks, like the examples. Finally, we will report all our findings orally to the class.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

1. I have a small garden in front of my house.

2. There is a star-fruit tree there. There are many flies there.

3. _________________________________________________________

4. _________________________________________________________

5. _________________________________________________________

Collecting information

We will tell the names of the animals we can find near our school and our houses.

Here are what we will do. First, we will look around our school and our houses to find small and big animals there. We will take notes of our findings. We will also tell their numbers. Second, we will use a dictionary to find the English words for the animals. Third, we will plan what to say about each of our findings in our notebooks, like the examples. Finally, we will report all our findings orally to the class.

We will use a dictionary. We will say the words loudly, clearly, and correctly. If we have a problem, we will go to our teacher.

There are many animals near our school and our houses.

1. There are some cats. Budi has one cat in his home.
2. Yani has two cows and some goats.
3. There are some caterpillars in the flower plants in front of the library.
4. _____________________________________________________________________
5. _____________________________________________________________________

Di unduh dari : Bukupaket.com
We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Associating

We will tell what the people do in different places.

Here are what we will do. We will work in group. **First**, we will listen to our teacher read the examples. We will repeat the sentences after the teacher one by one. **Second**, we will discuss to plan what to say about the other situations. Each one of us will write the sentences in our notebooks. **Finally**, we will read our situations orally to the class.
Associating

5

6

7

8
For example,

1. Udin is helping his father. He is pumping the tyre. I help my father too.

2. Aminah is having her breakfast. I also have breakfast every morning.

3. _________________________________________________________

4. _________________________________________________________

5. _________________________________________________________

Here are what we will do. **First**, we will plan our future house. We will make a list of the rooms we will have in the house, and the things we will have in every room. We will also make a list of the things and animals we will have. **Second**, everyone in the group will write the details of the plan in our notebooks. **Finally**, each group will put their plan on the wall of the classroom and read it to the class.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.
We will sing a song. The title is *What A Wonderful World*", by Louis Armstrong.

Here are what we will do. **First**, we will copy the song in our notebooks. **Second**, we will listen carefully to our teacher read the lyric, meaningfully. **Third**, we will repeat the lyric after the teacher, line by line. **Finally**, in groups we will learn to read the lyric to each other, meaningfully too.

We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.
What A Wonderful World
Louis Armstrong

I see trees of green, red roses too.
I see them bloom, for me and you.
   And I think to myself,
   what a wonderful world.

I see skies of blue, and clouds of white.
The bright blessed day, the dark sacred night.
   And I think to myself,
   What a wonderful world.

The colors of the rainbow,
   So pretty in the sky.
Are also on the faces,
   Of people going by,
I see friends shaking hands.
Saying, “How do you do?”
They’re really saying,
   “I love you”.

I hear babies cry, I watch them grow,
They’ll learn much more, than I’ll ever know.
   And I think to myself,
   What a wonderful world.

Yes, I think to myself,
   What a wonderful world.

Sumber: https://www.youtube.com/watch?v=A3yCcXgbKrE
We will learn from the song some proofs that the world is wonderful.

Here are what we will do. We will work in groups. **First**, we will study the example carefully. **Second**, we will find the other proofs that the world is wonderful from the song. **Third**, each one of us will write the work in our notebook. **Then**, we will present our findings to the class.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Our world is wonderful.

1. There are trees. They are green.
2. There are roses. They are red. They bloom.
3. _________________________________________________________
4. _________________________________________________________
5. _________________________________________________________