

2

Let's be happy at home

Key learning outcomes

in Unit 2, the pupils will:

Wonder

Exchange information on familiar topics

Imagine

Recognise familiar words in phrases, sentences and texts

Build

Talk about familiar people and objects using words and phrases

Grow

Participate in social exchanges in English

Shine

Design a perfect house and present it to the class

Unit overview

Target vocabulary

Places in a house: *bathroom, bedroom, garage, garden, hall, kitchen, living room, stairs*
 Objects in a house: *bed, lamp, sofa, table*
 Unusual homes: *cave, igloo, tent, treehouse*

Functional language

Let's put (the lamp) here. Good/Great idea!

Recycling and building

The house is... / My favourite...

Language stretch

Let's tidy up!

Target structures

Where's (Mum)? She's in the (kitchen).
Where's the (lamp)? It's on / next to the (desk).

Phonics

l (lamp, living), r (red, room)

Values

I learn about different homes.

Competency focus

Appreciate and understand difference and diversity.

Key progress indicator chart

GSE range for Level 2: 15–26 (stretch 29)		Development indicator:
Speaking		Talk about myself and my world
<i>Working towards: taking part in a short dialogue of 1–2 exchanges or give a short monologue of 2–3 sentences.</i>		
Learners can answer simple questions about where people or things are, using basic phrases. (24)		Participate in common informational or transactional exchanges using simple language.
Learners can describe the position of objects or people in a basic way, using pictures or gestures. (26)		Use simple language to talk about and describe familiar objects in short stretches of speech.
Learners can give the location of an object in a basic way. (29)		Participate in common informational exchanges using simple language and expressions.
Learners can ask people to do things with them, using a fixed expression. (29)		Participate appropriately in common social and interpersonal exchanges using simple language and expressions.

Objectives

- Lesson aim: to recognise and name rooms in a house
- Target language: *bathroom, bedroom, garage, garden, hall, kitchen, living room, stairs*
- Recycled language: *I can see...; book, pen, pencil*

GSE

- Receptive: Listening: Can understand basic information about someone's house or flat (e.g. rooms, furniture), if spoken slowly and clearly and supported by pictures.
- Productive: Speaking: Can describe where they live in a simple way.

Wonder: spark curiosity

- Tell pupils this is a Wonder lesson.
- Encourage pupils to make inferences about the main picture and to think of at least one question they have about it.
- Write the lesson objective on the board:
We're learning words to talk about our home.

Materials

- Audio; Video; Flashcards; Word cards; sticky notes, décor magazines, doll's or toy house

2 Let's be happy at home

Lesson 1

★ Where are the children?

1 Listen and explore.

1 kitchen

2 living room

3 hall

5 garage

7 stairs

Tell me! Where do you live?

2 Listen, stick and say.

3 Trace and read.

4 Watch and listen.

I've got a bedroom. I haven't got a garage.

20 Vocabulary House

Starting the lesson: warm up

- **Introduce** Before the lesson, display the quest poster or a large picture of the interior of a house. Cover the different parts of the house with pieces of paper. Tell pupils that a house is hiding behind the pieces of paper. Encourage them to guess which parts of the house are behind each one. This will allow you to see what language pupils already know.

Big Picture: Where are the children?

- **Diagnose** Ask pupils to look at the main picture and say where the children are and what they are doing.
- Point to the plan of the house and elicit ideas about what it is and what rooms it has. Ask *Where's the (living room)? Has it got a big garden? Who lives here?* Elicit ideas, but don't tell pupils if they are right or wrong.

1 Listen and explore.

- Ask pupils to look at the main picture. Play the audio and have pupils point to the rooms in the picture as they listen. Ask a follow-up question, e.g. *Which rooms have a table?*

SUPPORT Before listening, use the flashcards to pre-teach the target vocabulary.

STRETCH Before listening, ask pupils to compare the house in the picture with their own house. Has it got the same rooms?

TEACHER TIME TO SHINE: using realia

Realia can help pupils make connections with the real world. Bring in a toy house, doll's house or magazines with pictures of rooms in the house, such as a catalogue from a furniture shop. Encourage pupils to explore the toy/pictures and say what they see.

2 Listen, stick and say.

- Play the audio and have pupils point to the sticker space for each item in their books.
- Help pupils find the stickers in the back of their books. Play the audio again and have pupils place the stickers in the correct place. Encourage them to repeat the words as they do this.

ANSWER KEY: 1 kitchen, 2 living room, 3 hall, 4 bathroom, 5 garage, 6 garden, 7 stairs, 8 bedroom

SUPPORT Have pupils prepare all their stickers before playing the audio. They could stick them on the edge of the table or one on each finger. This will allow them to focus on the activity. **STRETCH** Have pupils stick their stickers on the page before listening. Then play the audio for them to check.

3 Trace and read.

- Pupils trace and read the target vocabulary on the page.
- Draw pupils' attention to the speech bubble and read it together. Drill the sentence chorally, then say *I've got a...* and elicit various responses from the class, encouraging pupils to use the target vocabulary. Repeat with *I haven't got a...*
- In pairs, pupils take turns to name things they have got in their own homes using the target structure *I've got...* / *I haven't got...*



WONDER HELPER Assess

Read Tess' question in the speech bubble. Ask pupils to tell their partner where they live. Then draw a house and a block of flats on the board, and ask pupils if they live in a house or a flat. Hold a vote to find out how many pupils live in each type of building.

4 Watch and listen.

- Tell pupils that they are going to watch a video about homes. Ask them which rooms they think they will see in the video.
- Play the video, pausing where appropriate to ask comprehension questions.

Extra activity

Play a drawing game. Divide the class into two teams. Have one member from each team come to the board. Choose an item of furniture, e.g. a bed or a fridge, and point to it in the Pupil's Book for the two pupils to see. They draw a picture of it on the board. The other pupils have to guess what it is and in which room it is found.

FUTURE SKILLS: enquiry and imagination

Set up a Wonder Wall for Unit 2. A Wonder Wall is a display where pupils post any questions they have about the unit topic. Provide some pictures or realia to help activate schemata and help pupils generate questions, e.g. *Is a big house better than a small house? What makes people happy at home?* They write their questions on slips of paper and post them on the wall. You can come back to the wall at the end of each lesson and review the questions.

Ending the lesson

- Play a miming game to review the target vocabulary. Invite a pupil to the front and show them a flashcard. The pupil mimes an activity that they usually do in that room and the class guesses which room it is.

Activity Book page 12



Find and trace. Then say. Pupils find the items in the Pupil's Book. They then trace and say the words.

- Trace and number.** Pupils trace the words and then match with the pictures by writing the correct number.

ANSWER KEY: 1 bedroom, 2 bathroom, 3 stairs, 4 living room, 5 kitchen, 6 garage, 7 hall, 8 garden

Wonder Helper: Pupils circle the items found in the garden.

ANSWER KEY: Pupils should circle: tree, flower

Extra time: Pupils say the words in alphabetical order.

ANSWER KEY: bathroom, bedroom, garage, garden, hall, kitchen, living room, stairs

Activity 1

Basil *Look what I've got!*
Oscar *It's a house!*
Basil *Yes, it's my house.*
Tess *Wow! It's fantastic. It's got a big living room!*
Oscar *It's got a bedroom, a hall, a kitchen...*
Clara *I can see a bathroom!*
Tess *And stairs next to the garage and a nice garden!*
Oscar *Let's go see the house!*

Audioscript

Activity 2

1 a kitchen	4 a bathroom	7 stairs
2 a living room	5 a garage	8 a bedroom
3 a hall	6 a garden	



Practice:
Activity 3



Wonder
Helper



Our World video:
Activity 4



Extra
Activity



Activity Book
Practice



Learning
path



Ending
the lesson

Objectives

- Lesson aim: to ask and answer about where someone is
- Target language: *Where's (Peanut)? He's in (the garden).*
- Recycled language: *family; Granny, Mum, Dad*

GSE

- Receptive: Listening: Can understand basic information about someone's house or flat, if spoken slowly and clearly and supported by pictures.
- Productive: Speaking: Can answer simple questions about where people or things are, using basic phrases. Can ask about the location of an object using a basic phrase.

Wonder: spark curiosity

- Engage pupils with the unit theme by having them notice small details in the artwork and think about how they might relate them to the theme. Tell pupils that the children from the Explorers Club have gone to the house in the picture and they are looking for something. They are using the plan to help them. Ask *What are they looking for?*
- Write the lesson objective on the board: *We're learning to ask and answer about where people are.*

Materials

- Audio; Flashcards

Lesson 2

1 **Sing and act.** **Song**
Where's Peanut?
In the kitchen or the living room?
In the bathroom or the bedroom?
In the garage or on the stairs?
Where's Peanut?
He's in the garden!
Yes! Yes! Yes!

2 **Listen and match. Say.**
 1 Mum 2 Dad 3 Granny

Where's Mum?
 She's in the living room.

I can shine!

3 **Ask and answer.**
Where's Clara? *She's in the garden.*

I can name places in a house.

4 bathroom **6** garden **8** bedroom

21 Song and structures *Where's (Mum)? She's in (the living room).*

Starting the lesson

- Ask pupils to look at the main picture in pairs. Tell them to ask each other questions about the picture using the structure *Where's...?* They should choose items they know, e.g. a car, a table, a computer, flowers. You can make this more fun by having pupils give each other a ten-second time limit to find each item.
- 1 **2.03** **Sing and act.**
 - Display the flashcards from Lesson 1 on the board. Play the audio and have pupils point to the flashcards when they hear each room.
 - Play the song again and have pupils join in. Demonstrate actions (shrug your shoulders and hold out your arms when asking the question and demonstrate searching for something) for pupils to follow.
 - When pupils are confident, play the karaoke version (audio track 2.04) and have them sing along and do the actions.
- 2 **2.05** **Listen and match. Say.**
 - **Diagnose** Elicit the names of the places in the three pictures. Tell pupils that Mum, Dad and Granny are in different parts of the house. Play the audio and have pupils match the people with the pictures.
 - Read the question and answer in the box and drill chorally. Then divide the class into two and have half the class repeat the question and the other half repeat the answer. Switch roles so that everyone gets to practise both.

ANSWER KEY 1 living room, 2 kitchen, 3 garden

SUPPORT Before listening, display the flashcards for the three family members and all the rooms. Play the audio and ask a volunteer to come to the front and match the first two flashcards. Repeat for the remaining two people. Then have pupils match in their books. **STRETCH** Have pupils ask and answer further questions about the items in the main picture in pairs, e.g. Pupil A: *Where's the tree?* Pupil B: *It's in the garden.*

Extra activity

Place the room flashcards on the board. Either use a cut-out picture of a mum, dad or granny, or use the word card. Have the class close their eyes as you hide the person behind one of the rooms. Pupils guess where they are by asking *Is he/she in the (kitchen)?*

3 Ask and answer.

- Display the quest poster and stick the flashcard of Clara in the garden on the poster.
- Model the activity using the question in the speech bubble: *Where's Clara?* Have the class chorally read out the second speech bubble.
- Tell pupils to imagine that the children, Stella, Basil and Peanut are all in different parts of the house. They work in pairs to ask and answer questions about the characters. Monitor and help as necessary.

I can shine!

★ Assess

ACHIEVE The pupil can ask and answer questions using *Where's...?* and answer with parts of a house.

ADJUST The pupil can understand questions with *Where's...?* and give single word answers.

EXCEED The pupil can ask and answer questions using *Where's...?* about a range of people and things without prompting.

- Give pupils time to put their checkpoint sticker on the Pupil's Book page.


Fast finishers

Tell pupils to write down the names of the characters and to write a room next to each one, e.g. *Stella – bathroom*. Then pupils ask and answer questions in pairs to find out where each character is, e.g. Pupil A: *Where's Stella?* Pupil B: *She's in the bathroom*. Pupils tick any answers that are the same on their lists.

Ending the lesson

- Put each flashcard on the wall in a different part of the classroom and explain that the classroom is now a house. Give one pupil a character flashcard or an item of realia such as a small toy. Everybody closes their eyes while the pupil hides the flashcard or toy in one of the 'rooms'. Pupils then take turns to ask questions to find out where it is, e.g. *Is it in the bathroom?* When they guess correctly, they can stand up and go to search for the item.

Activity Book page 13

- 1  **2.06** Listen and circle. Play the audio and have pupils listen and circle the correct pictures.

ANSWER KEY: 1 b, 2 b, 3 a, 4 a

- 2 Circle and trace. Then look and write. Pupils find and circle the words in the word snake. They then trace the words in the questions and answers and complete the sentences.

ANSWER KEY: 1 garden, 2 living room, 3 bedroom

I can shine!

- 3 Choose a room and write. Then ask and answer. Pupils think of a room and complete the sentence. They then ask and answer.

Pupils colour the Wonder checkpoint pebble.

Extra time: Pupils circle the rooms that are in their house and share with their partner.

Activity 1

Where's Peanut? [x4]
In the kitchen or the living room?
In the bathroom or the bedroom?
In the garage or on the stairs?
Where's Peanut? [x4]
He's in the garden! Yes! Yes! Yes!
He's in the garden! Yes! Yes! Yes!

Audioscript

Activity 2

- 1 Child 1 *Where's Mum?*
 Child 2 *She's in the living room.*
 2 Child 1 *Where's Dad?*
 Child 2 *He's in the kitchen.*
 3 Child 1 *Where's Granny?*
 Child 2 *She's in the garden.*



Objectives

- Lesson aim: to read and understand a story about homes
- Recycled language: *bedroom, chair, kitchen, living room; Have you got...? Yes, I have. / No, I haven't.*
- Receptive language: *Let's look in the (hall).*

GSE

- Receptive: Reading: Can understand simple sentences, given prompts.
- Receptive: Listening: Can understand basic information about someone's house or flat (e.g. rooms, furniture), if spoken slowly and clearly and supported by pictures.
- Productive: Speaking: Can act out parts of a picture story using simple actions and words.

Imagine: fostering imagination

- Encourage pupils to be imaginative and creative in story lessons. Discuss the value and foster social and emotional learning by having pupils discuss what makes a home. Elicit that we can make our home ours by adding personal items and decorating it. Ask pupils what things the children like in Basil's house. Then elicit how pupils make their bedroom their own, e.g. with teddies, toys or by drawing pictures.
- Write the lesson objective on the board: *We're listening to and reading a story.*

Materials

- Audio; Video; Story cards; Flashcards

Lesson 3

1 Look at the story. Where is Clara? Tick (✓).

living room kitchen garden

2 Listen or watch.

Five Shine Explorers Club

The house is great!

I like the chair! It's fun!

My favourite room is the kitchen.

Oh and look at this lamp! It's beautiful!

Where's Peanut?

Hmm...I don't know. Let's look in the hall.

I can't see him. Let's look in the bathroom...

Is he in the garage?

Tess, Oscar, Come to the garden...

Look! What's this?

Oh, it's a really small bedroom...

Haha! Peanut has got a house, too!

I can shine!

3 Who has a bedroom in the garden? Read and circle.

Basil Peanut Clara

4 Act out.

I can understand a story about places in a house.

22 Story value A story about feeling happy at home

23 Story language Where's Peanut? Let's look in (the bathroom).

Starting the lesson

- Invite a pupil to the front and give them a flashcard from Lesson 1. Ask *Where's Peanut?* and invite the other pupils to guess what's on the flashcard by suggesting different rooms. When a pupil guesses correctly, it is their turn to take a flashcard.

FUTURE SKILLS: enquiry and imagination

Tell pupils to imagine that Clara comes to visit them at home. Clara is in their living room. Ask *What can she see? Which rooms do you want to show her? How would you look after her?* Have pupils share their ideas in pairs. Then discuss as a class.

1 **Look at the story. Where is Clara? Tick (✓).**

- Ask pupils to look at the three pictures and elicit the target vocabulary. They then look at the pictures from the story, find Clara and tick the boxes.

ANSWER KEY: living room, kitchen

RECEPTIVE SKILLS TIP

Before listening to the story, give pupils a prediction task to do with books closed, e.g. *Where are the children?* On the first listen, pupils follow the story and check their predictions (they are inside Basil's house).

2 **Listen or watch.**

- Tell pupils they are going to listen to or watch a story about the children exploring Basil's house.
- Play the audio or the video and have the pupils follow the story in their books.
- Play the audio or video again and pause after each line for pupils to repeat. Encourage them to copy the characters' pronunciation and intonation. **(SUPPORT)** Before listening to the story, give pupils time to look carefully at the pictures. Discuss in L1 what they think is happening in each frame. **(STRETCH)** After listening to the story, ask further comprehension questions, e.g. *What does Tess like?* (the chair), *What does Clara like?* (the lamp), *What is Oscar's favourite room?* (the kitchen), *Where do they look for Peanut first?* (the hall).

**IMAGINE HELPER**

Read Clara's question in the speech bubble. Elicit ideas about the kinds of things that make pupils feel happy when they are at home. Try to encourage them to focus less on material items such as toys and games, and to explore ideas such as comfort and well-being. Ask pupils why they think Peanut decided to sleep in the tent (he prefers the garden because he is a rabbit).

3 Who has a bedroom in the garden? Read and circle.

- Read the question together and have pupils look back at the story to find the answer. Pupils trace the character's name in their books. Then ask pupils if they think the garden is a good place for Peanut to sleep. Would they like to sleep in a tent in the garden? Encourage them to think of advantages and disadvantages of sleeping outside in a tent, e.g. *Advantage: You can see the stars. Disadvantage: It can be cold.*

ANSWER KEY: Peanut

4 Act out.

- Have pupils act out the story in small groups. Give each group a set of story cards to help. Each pupil plays one character from the story, repeating their lines from the story as they hear them. Play the audio and pause after each frame.

I can shine!  **Assess**

ACHIEVE The pupil can read or say lines from the story without extra support.

ADJUST The pupil can repeat lines from the story when prompted. → Provide more support by building up the lines, pausing the audio after each short phrase.

EXCEED The pupil can read or say lines from the story unprompted and can improvise.

- Give pupils time to put their checkpoint sticker on the Pupil's Book page.

Story extension

Pupils think of a new place in the house where Peanut could sleep. Elicit a few ideas, e.g. inside a kitchen cupboard, under the bed, in the car in the garage. Pupils come up with a new bedroom for Peanut in groups and act out the story.

Ending the lesson

- Play a game with books closed. Read out one of the speech bubbles from the story. In groups, pupils have to try to remember who said the sentence or question. After reading out the speech bubble, give pupils a few seconds to think. Then hold a vote by asking each group to raise their hands if they think it was Oscar, Clara or Tess. Each group gets a point for a correct answer.

Activity Book page 14

- 1 Trace. Then read and circle.** Pupils trace the words. Then they look at the pictures and circle the correct word.

ANSWER KEY: 1 kitchen, 2 living room, 3 garden

- 2 Follow. Then circle.** Pupils follow the maze to find out where Peanut is. They circle the place where they find Peanut.

ANSWER KEY: garden

I can shine!

- 3 Look at Activity 1. Write and say.** Pupils look at the pictures in Activity 1 and complete the sentences.

ANSWER KEY: Oscar: kitchen, Tess: the living room, Peanut: is in the garden

Pupils colour the Imagine checkpoint pebble.

Extra time: Pupils choose their favourite frame from the story and share with their partner.

Activity 2**Audioscript**

- 1** Clara *The house is great!*
Oscar *My favourite room is the kitchen.*
- 2** Tess *I like the chair. It's fun!*
Clara *Oh and look at this lamp! It's beautiful!*
- 3** Oscar *Where's Peanut?*
Clara *Hmm... I don't know. Let's look in the hall.*
Oscar *I can't see him. Let's look in the bathroom...*
- 4** Clara *Is he in the garage?*
Oscar *Peanut?!*
- 5** Clara *Tess, Oscar! I know where Peanut is. Come to the garden...*
- 6** Oscar *Look! What's this?*
Clara *Oh, it's a really small bedroom...*
Tess *Haha! Peanut has got a house, too!*



Objectives

- **Lesson aim:** to describe your home
- **Target language:** *Where's (the lamp)? It's (next to) (the sofa); bed, lamp, sofa, table; next to, on*
- **Recycled language:** *backpack, coat*

GSE

- **Receptive: Listening:** Can understand basic statements about where things or people are, if spoken slowly and clearly and supported by pictures or gestures.
- **Productive: Speaking:** Can talk about furniture and rooms using simple language.
- **Productive: Writing:** Can write short answers to questions about what or where people or things are, using simple language.

Build: building confidence

- Build confidence by drawing attention to any cognates with the pupils' L1, e.g. one cognate with several European languages is *lamp*. Encourage pupils to guess the meaning of unknown words and draw attention to any similarities with their L1.
- Write the lesson objective on the board: *We're learning words to describe our homes.*

Materials

- Audio; Flashcards; picture of rabbit burrow, pictures of furniture

Lesson 4

- 1 2.08 Listen and find. 2 2.09 Listen and number. Say.



- 3 2.10 Listen, read and say.

**Chant**

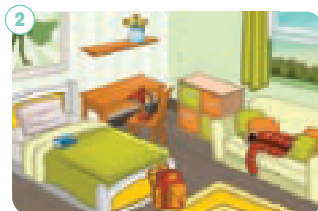
Where's the lamp? It's on the table.
Where's the table? It's next to the bed.

Where's the table?
It's next to the bed.

- 4 Circle four differences. Choose, write and say.



Where's _____ ?
It's _____ .



Where's _____ ?
It's _____ .

24 **Vocabulary and structures** Furniture; *Where's (the table)? It's (next to) (the bed).*

Starting the lesson

- Ask the class if anyone has a pet rabbit. Then ask *Where do rabbits live? Do they live in houses?* Elicit ideas, pointing out that although we keep pet rabbits in our homes or in hutches in the garden, their natural homes are burrows in the countryside. If possible, show pupils a picture of a burrow.
- Give pairs two minutes to look back at the story in Lesson 3 and make a list of all the things they can see. This will help you find out what vocabulary pupils already know.
- 1 2.08 Listen and find.
 - Use the flashcards and word cards to present the new vocabulary. Hold up each card and say the word for pupils to repeat.
 - Play the audio. Ask pupils to point to the things they hear while they listen.
 - Look at the picture together and elicit ideas about what is happening. Encourage pupils to give details, e.g. *There's a red sofa.*
- 2 2.09 Listen and number. Say.
 - Play the audio. Ask pupils to listen and write numbers 1-4 next to the correct items.
 - Play the audio again, pausing after each line for pupils to repeat the words.
 - Pupils trace the target vocabulary and say each word. Then hold up the flashcards again and elicit each new word.

ANSWER KEY: 1 sofa, 2 table, 3 lamp, 4 bed

RECEPTIVE SKILLS TIP

Support pupils' ability to locate information in listening texts. Write on the board: *It's on the table.* Ask pupils which question this is the answer to, using the picture to help them (*Where's the lamp?*). Tell pupils that if they listen for the question, they know the answer is coming so they should listen carefully to find it out.

FUTURE SKILLS: critical and reflective thinking skills

Give pupils a picture of a house and some small pictures of furniture. You could have them cut these out of magazines beforehand. Tell pupils to listen and place the pictures in the places where you tell them to, e.g. *Put the lamp on the sofa / Put the bed in the bathroom.* When pupils have placed all their items, have them discuss why we don't usually put these items of furniture in these places. Get feedback from the class.

**BUILD HELPER**

Point to Oscar the Build Helper. Ask *Where's the table?* Then have pupils read the sentence. Ask pupils to show you the meaning of *next to* by using gestures or a demonstration using classroom objects.

3 **Listen, read and say.**

- Play the audio and ask pupils to listen to and read the sentences.
- Play the chant again, pausing after each line for pupils to repeat.
- Divide the class into two and have half the class chant the questions and the other half chant the answers. Have them change roles and chant again.

4 **Circle four differences. Choose, write and say.**

- Tell pupils to look at the two pictures and find four differences between them.
- Pupils read the questions and answer prompts and complete with the missing words.
- Check answers with the class by having one pupil ask a question about where an object is and nominate another pupil to answer. Repeat for at least two other differences.

ANSWER KEY: Picture 1: book on the chair, lamp on the desk, coat on the bed, backpack next to the sofa.
Picture 2: book on the bed, lamp on the chair, coat on the sofa, backpack next to the bed.

SUPPORT Write a model question and answers on the board with all the possible options for pupils to refer to during the activity. **STRETCH** Have pupils do the activity in pairs orally. Pupil A asks questions about Picture 1 and Pupil B answers, and vice versa.

Ending the lesson

- Ask groups of pupils to write a new chant by replacing the furniture with other words. The objective is to try to make a silly version of the chant by putting items in unusual places, e.g. *Where's the TV? It's under the bed. Where's the banana? It's in the bath.* Pupils perform their chant in front of the class.

Activity Book page 15

- 1** **Read and trace. Then number.** Pupils read and trace the words. They then match with the picture by writing numbers next to the words.

ANSWER KEY: table 1, bed 3, sofa 4, lamp 2

- 2** **Read and circle. Then write.** Pupils read the sentences, circle the correct word and complete with a preposition.

ANSWER KEY: 1 table, next to, 2 lamp, on, 3 scarf, on

Extra time: Pupils read the question and tell their partner where their book is.

Activity 1

Clara *Look! It's a house.*

Oscar and Tess *Wow!*

Clara *I've got some things for the house. A red sofa and a yellow table.*

Oscar *I can see a lamp and a bed.*

Tess *Oh! Where's the lamp?*

Clara *It's on the table.*

Tess *And where's the bed?*

Clara *It's next to the table.*

Oscar *It's great, Clara!*

Clara *Thanks!*

Audioscript**Activity 2**

1 a sofa 2 a table 3 a lamp 4 a bed

Activity 3

Oscar *Let's go everybody, listen to me!
Where's the lamp?*

Girl *It's on the table.*

Oscar *Where's the table?*

Girl *It's next to the bed.*

Oscar *Let's go everybody, chant with me!*

Children *Where's the lamp?*

It's on the table.

Where's the table?

It's next to the bed.

Objectives

- **Lesson aim:** to talk about where things are. To use the sounds *r* and *l*
- **Speaking function:** to describe the position of objects in a basic way
- **New language:** *It's in the (garden).*
- **Recycled language:** *Where's my (backpack)? It's on / next to the sofa.*

GSE

- **Receptive: Listening:** Can understand basic statements about where things or people are, if spoken slowly and clearly and supported by pictures or gestures.
- **Productive: Speaking:** Can answer simple questions about where people or things are, using basic phrases. Can say simple tongue-twisters and other types of playful language.

Build: building confidence

- Build confidence by encouraging pupils to notice patterns between the language in this lesson and in Lesson 4. In Lesson 4, pupils learnt to use the prepositions *on / next to* to say where things are in relation to furniture. In this lesson, pupils learn to describe where objects are in each room.
- Write the lesson objective on the board: *We're learning to talk about where our things are.*

Materials

- Audio; scissors, glue

Lesson 5

1 Listen and match.

2 Look and play. Add one more.

3 Listen, write and say.

4 Cut out, fold and play.

My sounds

I can shine!

I can say where things are in my house.

Communication Prepositions of place; sounds *r* and *l* 25

Starting the lesson

- Write anagrams of some of the target vocabulary from Lessons 1 and 4 on the board. Give pairs two minutes to unscramble as many as they can. **SUPPORT** Give pupils the first letter of each word. **STRETCH** Have pupils write their own anagrams for other target vocabulary and swap with a partner to do.

RECEPTIVE SKILLS TIP

Encourage pupils to use the pictures as visual cues when listening to help scaffold the listening task.

1 Listen and match.

- Draw pupils' attention to the three pictures and elicit the name of each item. Then point to the three rooms and elicit their names. Tell pupils they are going to listen to people looking for their things.
- Play the audio and ask pupils to match the objects to where they are in the house.

ANSWER KEY: 1 b, 2 a, 3 c

2 Look and play. Add one more.

- Ask two pupils to read out the question and answer in the speech bubbles. The other pupils point to the lamp in the picture. Ask *Is the lamp in the garden? Is it on the sofa?* etc.
- In pairs, pupils ask and answer questions about the items in Activity 1. Fast finishers can close their books and remember where each item is.

TEACHER TIME TO SHINE: managing different levels

When asking pupils to do communicative activities, it can be helpful to pair up stronger and weaker pupils. This ensures that pupils with a lower level don't get left behind. The stronger pupil can act as a guide or helper, noticing any problems their partner may have. The role of responsibility can provide a sense of accomplishment for the pupil.

3 **2.12** **My sounds** Listen, write and say.

- Have pupils look at the picture and say what they see. Try to elicit *red* and *lamp*. Ask *What colour is the lamp?* Drill the key sounds *r – r – red* and *l – l – lamp*.
- Play the audio. Ask pupils to listen, point to the things in the picture and repeat the sounds.
- Have pupils trace the letters on the page as they say each sound.
- Play the audio again and have pupils repeat each line.

4 Cut out, fold and play.

- Have pupils cut out the house. Then show them how to fold and stick the house so that it is 3D and stands up.
- Tell pupils to choose six objects to add to their house. Elicit some ideas, reviewing language from Unit 1 and the previous Level e.g. *coat*, *teddy bear* and *ball*. Pupils decide in which room and where to draw each item.
- In pairs, pupils ask and answer about what is in each other's houses using *Where's the...? It's in the (bedroom). It's on the (bed)*.
- Pupils then give each other instructions to draw more items in their house.

I can shine! **Assess**

ACHIEVE The pupil can ask and say where things are in the house.

ADJUST The pupil can ask and answer questions about where objects are with incomplete sentences.
 → Support pupils with extra practice using model questions. Display the words *It's* and point to it if you hear pupils responding *In the bedroom* or *Bedroom*.

EXCEED The pupil can ask and answer questions about where objects are using adjectives to describe them.

- Give pupils time to put their checkpoint sticker on the Pupil's Book page.

FUTURE SKILLS: collaboration and communication skills

Ask pupils to do a roleplay. Tell them that Pupil A has lost something and needs to find it. Pupil B searches the house and finds the missing object, telling Pupil A where to find it.

Fast finishers

Have pupils do a drawing dictation in pairs. They each draw a simple room. They ask each other questions about what to draw in the room, e.g. Pupil A: *Is there a table?* Pupil B: *Yes, it's next to the sofa.*

Ending the lesson

- Review the prepositions by having pupils put classroom objects in different places, e.g. *Put the ruler next to the door / Put the rubber in the bin*. Pupils can then take turns to tell each other funny places to put other items.

Activity Book page 16

- 1** **2.13** Listen and number. Play the audio. Pupils listen and write numbers next to each item.

ANSWER KEY: 2, 3, 1

- 2** **2.14** Listen and repeat. Then circle. Play the audio. Pupils listen, repeat the word and circle the correct letter.

ANSWER KEY: 1 r, 2 l, 3 l

I can shine!

- 3** Draw two things. Write. Then ask and answer. Pupils draw two items in the living room. They then complete the speech bubble according to their drawing, e.g. *It's on the table*. They ask and answer in pairs.

Pupils colour the Build checkpoint pebble.

Activity 1

- 1** Child *Where's my backpack?*
 Adult *It's in the garden. It's next to the table.*
- 2** Child *Where's my notebook?*
 Adult *It's in the living room. It's on the sofa.*
- 3** Child *Where's my watch?*
 Adult *It's in the bedroom. It's on the bed.*

Audioscript**Activity 3**

- l l l lamp* *l l l living*
r r r room *r r r red*
 A red lamp in the living room.



Grow

Objectives

- Lesson aim: to explore what makes a home
- Cross-curricular connection: Homes around the world
- Global Citizenship theme: Different types of home
- Target language: *cave, igloo, tent, treehouse*
- Recycled language: *cold, hot, sunny, winter; tree*

GSE

- Receptive: Listening: Can recognise words and simple phrases related to familiar topics, if spoken slowly and clearly and supported by pictures.
- Productive: Speaking: Can describe objects in a basic way (e.g. colour, size).
- Productive: Writing: Can write some familiar words.

Grow: Nurturing growth in society


- Promote Global Citizenship by encouraging pupils' awareness and appreciation of diversity. Ask pupils to imagine what the lives of the people who live in each home are like, and why these types of homes are suitable for their lifestyles.
- Write the lesson objective on the board: *We're learning words to talk about different homes.*

Materials


- Audio; Video; Flashcards; pictures of animal homes and different types of homes from around the world

Lesson 6


1 2.15 Listen, look and find. 2 2.16 Listen, point and say.




treehouse



igloo





cave





tent

3 Which home? Look and write. Say.

1 

2 

3 

4 

4 Watch and listen.

Think and share!
What makes a home?

26 Global Citizenship What makes a home; types of homes

Starting the lesson

- Display and number pictures of animal homes, e.g. a rabbit's burrow, a tree, a pond, a kennel and a beehive. Have pupils race to write down who or what lives in each one.
- 1 2.15 Listen, look and find.
 - Ask pupils to look at the pictures and say what they see.
 - Play the audio and present the vocabulary flashcards for pupils to repeat each word. Then hold up each card for them to say the word and find it in the pictures on the page.
 - Ask pupils to say who they think lives in each home. Allow answers in L1, but encourage them to say words they know in English.
- 2 2.16 Listen, point and say.
 - Play the audio, pausing after each description. Pupils listen and point to the correct picture. Play the audio again for pupils to repeat.
 - Pupils trace the words in their books.
 - Ask pupils if they would like to live in any of the homes. Pupils share their answers with a partner.

ANSWER KEY: 1 igloo, 2 treehouse, 3 tent, 4 cave

RECEPTIVE SKILLS TIP

Before the first listen, drill the pronunciation of the four target words. This will help pupils assimilate the sounds and will make it easier for them to identify the words in the listening text.

3 Which home? Look and write. Say.

- Ask pupils where they think the four homes can be found. Elicit ideas, allowing L1 if necessary.
- Draw pupils' attention to the four pictures of locations and tell them to match the homes to these places. Pupils should write the word next to each number.
- Pupils talk about the places in pairs, e.g. *An igloo / This place is for an igloo / An igloo goes here.*

ANSWER KEY: 1 igloo, 2 treehouse, 3 tent, 4 cave

Extra activity

Extend the discussion by asking further questions about the places, e.g. *Which place is hot/cold? Which animals live here?*

4 Watch and listen.

- Tell pupils that they are going to watch the video again.
- Play the video and have pupils say what they and other people might like about the home.

FUTURE SKILLS: critical and reflective thinking skills

Encourage critical thinking by having pupils compare and contrast life in a tent, igloo and their own house. Tell them to think about the things their own homes have, e.g. electricity, running water, heating, the internet and whether or not they think the tent and igloo also have these. Then ask them to think about how people can live without these things, e.g. they can make a fire to keep warm, they can read books instead of playing a video game, etc.



GROW HELPER

Read Basil's question as a class. Ask pupils to think about all the things that make their home special.

Ask questions, e.g. *Who lives in your home? What makes you happy when you're at home? What makes your home different to other people's homes?* Encourage them to think about how a happy home isn't necessarily about having materialistic things by asking *Is it important to have a big house? Do you need lots of things?* If necessary, draw their attention back to the photos of the igloo and the tent, and ask pupils to say what makes these good homes for the people who live there.

Background information (Culture and CLIL)

Bring in some pictures of a range of different types of homes. Display the pictures and ask pupils to think of similarities and differences between the homes.

TEACHER TIME TO SHINE: error correction

It's important to acknowledge effort and praise pupils when they attempt to say something in English. In discussion activities, the focus is on communication so try to avoid correcting any errors. Instead, rephrase the pupil's original sentence using appropriate language.

Ending the lesson

- Play a game. Stick the four flashcards around the classroom, one in each corner. Have pupils stand up. Tell them that you will close your eyes and count to ten. Pupils have ten seconds to go and stand next to one of the four homes. When you reach ten, you will choose one of the homes and say something about it before opening your eyes, e.g. *This home is in the forest.* The pupils who are standing next to this home are out of the game and must sit down. Continue until only one pupil is left.

Activity Book page 17

- 1 **Match and write. Then say.** Pupils match the homes with their locations. They then write the words from the wordpool under each picture.

ANSWER KEY: 1 b, treehouse, 2 a, igloo, 3 d, tent, 4 c, cave

Activity 1

1 a treehouse 2 an igloo 3 a cave 4 a tent

Audioscript

Activity 2

1 Child *I can see snow! And the house is white!*

Adult *Yes, it's an igloo!*

2 Adult *Now, look at that big tree!*

Child *Wow! A house in a tree.*

Adult *Yes, it's a treehouse!*

Child *It's great!*

3 Adult *And here is a tent. Look...*

Child *It's big! I can see beds! How many people can sleep there?*

Adult *I don't know. Let's count the beds.*

Child *One, two, three...*

4 Adult *Now, this house is in a hot country. It's hot and sunny there. That's a cave.*

Child *I like the cave!*



Objectives

- Lesson aim: to make suggestions
- Functional language: *Let's put (the pencils) here. Good/Great idea!*
- Text type: a to do list
- Recycled language: *bed, sofa, table; book, notebook, pencil, ruler, rubber; teddy bear; pyjamas*

GSE

- Receptive: Reading: Can understand a few simple phrases related to familiar, everyday activities.
- Receptive: Listening: Can understand basic statements about where things or people are, if spoken slowly and clearly and supported by pictures or gestures.
- Productive: Writing: Can write simple phrases with appropriate spacing between words. Can write lists for specific purposes (e.g. shopping lists, gift lists) using memorised words, if supported by pictures.
- Productive: Speaking: Can ask people to do things with them, using a fixed expression.

Grow: Nurturing growth in society

- Encourage a further sense of pupils' social responsibility by exploring the importance of organising and making lists when you have lots of things to do. Ask pupils what things they need to do every day.
- Write the lesson objective on the board: *We're learning to help each other tidy up.*

Materials

- Audio; Flashcards;

Lesson 7

Making suggestions

1 Read. Then listen and write.

To do list

1. tablet on the _____

2. backpack on the _____

3. pyjamas on the _____

Let's put the tablet here.

Yes, good idea!

2 Choose and write.

pencils books rulers
rubbers notebooks

To do list

3 Tidy your desk. Say.

Let's put the pencils here.

Good idea!

I can shine!

I can make a suggestion.

My Everyday English Making suggestions; Let's put (the pencils) here. Good idea! 27

Starting the lesson

- Place a few pens, pencils, rubbers, etc. on your desk or on the pupils' desks before the lesson. Say *Oh, look! What a mess! We need to tidy up. What do we need to do?* Elicit ideas from the class and ask a few pupils to help tidy up.
- 1 Read. Then listen and write.
- Tell pupils to look at the list. Read it together as a class. Ask *Where shall we put (the tablet)?* and elicit ideas.
- Tell pupils they are going to hear the two girls tidying up. Play the audio and have pupils write where each item will go.
- Play the audio again for pupils to check their answers. Then check with the class.
- Draw pupils' attention to the expressions in the speech bubbles. Read them out and have pupils repeat chorally.

ANSWER KEY: 1 desk, 2 chair, 3 bed

- SUPPORT** Review the key vocabulary and prepositions using flashcards and word cards before doing the activity. **STRETCH** Have pupils read the sentences individually and do the activity rather than reading them as a class. Then check answers together.

RECEPTIVE SKILLS TIP

Before reading, ask pupils to say where the items are usually kept. This will activate the key vocabulary pupils will need to do the task.

2 Choose and write.

- Ask pupils to look at the to do list and the words in the wordpool. Pupils choose three of the items that need tidying up and write them on their lists.
- Ask pupils to compare their lists in pairs.
- (SUPPORT)** Display the word cards and flashcards on the board as pupils do the activity. **(STRETCH)** Have pupils add more items to their to do list.

FUTURE SKILLS: enquiry and imagination skills

Ask pupils where they keep their things at home. Have pupils work in groups to think of different ways of keeping things neat and tidy. They can draw or cut out pictures from magazines of the different types of furniture that help us keep our room tidy, e.g. shelves, cupboards, wardrobes, boxes, etc. Then have them say what they would keep in each one and draw pictures.

FACILITATING SPEAKING IN CLASS

Before doing Activity 3, practise the key function of making suggestions. Write *Let's put the _____ here.* on the board, leaving a large space between the words. Stick the word cards for classroom items in a column where the gap is.

Drill each suggestion chorally, e.g. *Let's put the books here.* Have pupils say each sentence, each time a little more quickly. This repetitive practice will help pupils feel more confident when doing the freer speaking activity.

3 Tidy your desk. Say.

- Ask pupils to look at the photo. Then ask two pupils to read out the speech bubbles.
- Pupils tidy their desks, making suggestions to each other about what to tidy and where to put the items. You may want to have pupils take out some of their things and make their desks messy before doing this activity.

I can shine! Assess

ACHIEVE The pupil can make simple suggestions using short, fixed expressions.

ADJUST The pupil can make suggestions with extra support and when a model is provided.

EXCEED The pupil can make and respond to suggestions spontaneously and without prompting.

- Give pupils time to put their checkpoint sticker on the Pupil's Book page.

Fast finishers

Pupils can make a to do list of other things they need to do, e.g. *do my homework, brush my teeth.* Then in pairs, pupils show each other their lists and make suggestions, e.g. *Let's do our homework.* They then mime the action.

Ending the lesson

- Act like you've forgotten where different items go in the classroom. Do an example by saying *Let's put the book away* and then putting the book on your head or on the floor. Encourage pupils to say *No! Let's put the book (on the shelf)!* Continue making suggestions to pupils to put things in unusual places, e.g. *Tom, let's put the pencils in the coat.*

Activity Book page 17

I can shine!

Grow Helper: Pupils read the questions and discuss their ideas in pairs. Elicit ideas from the class.

- 2 Read and write. Then act out.** Pupils look at the picture and read the left speech bubble. They complete the right speech bubble. They then act out the dialogue in pairs.

Pupils colour the Grow checkpoint pebble.

Extra time: Pupils talk about the different rooms they tidy in pairs. They might tidy their bedroom, for example.

Activity 1

Audioscript

- Girl 1 *Let's tidy up! Let's put the tablet here.*
 Girl 2 *Where?*
 Girl 1 *On the desk.*
 Girl 2 *Yes, good idea!*
 Girl 1 *Let's put the backpack here.*
 Girl 2 *Where?*
 Girl 1 *On the chair.*
 Girl 2 *Yes, okay!*
 Girl 1 *Let's put the pyjamas here.*
 Girl 2 *Where?*
 Girl 1 *On the bed.*
 Girl 2 *Yes, good idea!*



Objectives

- Lesson aim: to review the language from Unit 2
- Revised language: *bathroom, bedroom, garage, garden, hall, kitchen, living room, stairs; Where's the...? It's / He's / She's in / on / next to the...*

GSE

- Receptive: Reading: Can demonstrate understanding of a word by matching it to a picture.
- Productive: Writing: Can label simple pictures related to familiar topics by copying single words.
- Productive: Speaking: Can answer simple questions about where people or things are, using basic phrases.

Shine: Time to shine!

- Encourage pupils to develop awareness that they can learn from their peers. While reviewing language from the unit, they should try to notice any gaps in their knowledge and ask or listen to their classmates to fill these gaps. Co-operative learning strategies such as Think, Pair, Share or Concentric Circles (see **Starting the lesson**) help facilitate these skills.
- Write the lesson objective on the board: *We're reviewing what we've learnt in the unit.*

Materials

- Flashcards


Shine


Let's design a perfect house


Step 1 Review


bathroom bedroom living room
kitchen stairs hall garden garage


- Look and write.**


1 


2 


3 

4 

5 

6 


7 

8 

- Look and circle. Ask and answer.**
Where's the cat? It's in the garden / living room.
Where's the fish? It's in the kitchen / bedroom.
- Play!**
Where's the lamp?
It's on the table.
- What's your favourite room? Write.**
I like my _____.

28 Unit review Unit objectives review

Starting the lesson

-  Have the class stand in two circles: an inner circle facing out and an outer circle facing in, so that pupils are facing each other. There should be the same number of pupils in each circle.
- Each pupil says a target word from the unit. The outer circle then moves one step to the right, so they are now facing a new person. This time they have to say a different word. Continue until pupils have run out of words.

Step 1: Review

- The Review consolidates the target language of the unit from the *I Can Shine* checkpoints and helps prepare pupils for the unit projects. Vocabulary from the Wonder spread is reviewed through reading and writing in Activity 1. Activity 2 helps review and personalise the story ideas and language from the Imagine spread. The speaking element in Activity 3 consolidates the target structures and language of the Build spread and the writing in Activity 4 encourages a more personalised use of the target language.

1 Look and write.

- Ask pupils to look at the words in the wordpool and elicit how to pronounce each one.
- Ask pupils to look at the pictures and say what they can see. Then have pupils say which room they think each one is.
- Have pupils write the correct word under each picture.

ANSWER KEY: 1 stairs, 2 living room, 3 bedroom, 4 hall, 5 garage, 6 garden, 7 bathroom, 8 kitchen

SUPPORT Display the room flashcards on the board and have pupils notice which furniture items are in each one. **STRETCH** Encourage pupils to explain how they know the pictures are different rooms, e.g. *The sofa is in the living room.*

2 Look and circle. Ask and answer.

- Have pupils read the questions and answers in pairs. Tell pupils to look at the pictures in Activity 1 to find the cat and the fish.
- Pupils circle the correct room in each answer.

ANSWER KEY: 1 living room, 2 kitchen

FUTURE SKILLS: critical and reflective thinking skills

Ask pupils if they can think of an item that can be found in every room of a house and the garden. In pairs or small groups, have pupils suggest furniture or other items that might appear in different rooms, e.g. a chair, a pet or a plant.

3 Play!

- Draw pupils' attention to the two speech bubbles and read the examples together. Have pupils look at the picture of the bedroom in Activity 1 and find the lamp.
- Pupils take turns in pairs to choose something in one of the pictures and ask where it is. Their partner tries to find the item and says where it is. To make this more fun, you could impose a time limit of 30 seconds per item.

4 What's your favourite room? Write.

- Pupils think about their favourite room in their house and complete the sentence.

Fast finishers

Pupils can draw a picture of their favourite room.

Extra activity

Have pupils go round the classroom asking each other and answering *What's your favourite room?* Encourage them to find three pupils with a different answer to theirs. This helps foster awareness and appreciation of diversity.

Ending the lesson

- Ask pupils to look back through the unit and choose three words or phrases they like. You could then have them write their favourite words and phrases on a class poster using brightly coloured felt tip pens or markers.

Activity Book pages 18–19

- 1 Find and circle. Then write.** Pupils find and circle the words in the word search. They then write the words on the lines.

ANSWER KEY: 1 bathroom, 2 living room, 3 stairs, 4 garden, 5 garage, 6 hall, 7 bedroom, 8 kitchen

- 2 Draw and tick (✓). Then ask and answer.** Pupils draw a backpack and a pen anywhere in the picture and tick the places where they put them. They then ask and answer questions about their pictures in pairs.

Extra time: Pupils read the definition and write the name of the item.

ANSWER KEY: stairs

- 3 Stick and colour. Then play the game.** Pupils cut out the corners from each page in their Activity Book, stick them in the corner spaces and colour the pictures. In pairs, they ask and answer questions, e.g. *Where's your bed? It's in the garden.*

- 4 Read. Then think and write.** Pupils complete the graphic organiser with their own ideas. They then compare their ideas with a partner.

Pupils colour the corner picture. They look at the Progress Chart for Unit 2 and tick the things they can now do.

Home-school link: Pupils do this activity at home. They make a tent using items they find in their homes. Encourage them to take a photo and bring it to class.

Objectives

- Lesson aim: to design a perfect house
- Revised language: *Let's put the... in / on / next to the...; cave, igloo, tent, treehouse; bed, lamp, sofa, table*

GSE

- Receptive: **Listening:** Can recognise familiar key words and phrases in short, basic descriptions (e.g. of objects, people or animals), if spoken slowly and clearly.
- Productive: **Speaking:** Can name everyday objects from spoken descriptions, if supported by pictures. Can give basic compliments, using simple fixed expressions.

Shine: Time to shine!

- Provide support for respectful interactions and turn-taking in collaborative work by encouraging pupils to listen carefully and respond to each other's suggestions and ideas and to praise each other's work.
- Write the lesson objective on the board: *We're going to design the perfect house.*

Materials

- Plain paper, colouring pencils

Step 2 Create

5 Which homes do you like? Tick (✓) or cross (X).

6 Make a plan of your perfect house.

7 Decide where to put things in your house.

Time to shine!

8 Share your house design with the class.

Let's put the lamp on the table.

Good idea!

It's a tent house. This is the living room. The sofa is next to the table.

What a great house!

I care about my home.

Unit project A perfect house 29

Starting the lesson

- Play a game. Tell pupils you will call out two choices and they have to decide which one they like best. Call out instructions such as *If you like playing in your bedroom, stand up. If you like playing in the garden, sit down.* Repeat with similar instructions using the unit vocabulary.

Step 2: Create

- This section revises Global Citizenship skills from the Build and Grow spreads like personalisation, creativity and collaboration. Activity 5 focuses on personalisation and Activity 6 promotes creativity. Activities 7 and 8 foster collaboration and communication skills as pupils work together to decide on the final elements of their design before presenting to the class.
- Make sure that pupils understand the steps to success for the project, to enable them to carry out the project successfully and to the best of their ability. For example, instead of just asking them to create a poster, give them clear step-by-step instructions:

- 1 Choose or draw the pictures you want to use.
- 2 Fill the page.
- 3 Use lots of colour.
- 4 Write the words neatly next to the pictures.

- Show pupils what is required of them. Some pupils may need more support to keep in mind all the key elements of a successful project. Other pupils may be aware of the key elements but may require further suggestions to motivate them to improve. Above all, project work is a chance for pupils to produce the language they have been learning in class and will provide useful assessment and remediation opportunities.

5 Which homes do you like? Tick (✓) or cross (x).

- Ask pupils to imagine the perfect home. Give them a few minutes to think and then get feedback, writing their ideas on the board.
- Tell pupils they are going to design the perfect house. Draw their attention to the four pictures and tell them to decide whether they would like to live in each home.
- Pupils tick or cross the pictures, depending on whether or not they like each one.

TEACHER TIME TO SHINE: individuality

When asking pupils to say whether or not they like something or give their opinion about something, it's easy for them to succumb to peer pressure. Celebrate diversity and individuality when pupils choose something different from their friends. As a teacher, try to avoid influencing pupils in their choices.

PROJECT TIP: digitalisation

If you have the facilities, pupils could use drawing software or an app to create their plans.

6 Make a plan of your perfect house.

- Draw pupils' attention to the picture of the plan and have them say what is in the house.
- Pupils work in groups to design a plan for the perfect house. They can use the ideas in Activity 5 as inspiration and the plan here as a model to follow. They only need to draw the rooms and outdoor spaces at this stage.

7 Decide where to put things in your house.

- Pupils continue to work on their house designs, now adding in any furniture or other things they would like their home to have. Brainstorm ideas. Allow pupils to be creative and provide any necessary vocabulary.
- Read the speech bubbles together and remind pupils to make suggestions and respond to their group's suggestions.
- Pupils discuss their ideas and draw the items they choose on their plans. When they finish, they can colour them in. Fast finishers can label the rooms and objects.

Time to shine!

8 Share your house design with the class.

- Tell pupils they are going to share their design with the class. Read the examples in the speech bubbles together.
- Have each group present their design to the class. If you have a big class or less confident pupils, have them present to smaller groups.
- Encourage the other groups to give their opinions about the designs, saying what they like about them. You could hold a class vote to find out which is the most popular design. **SUPPORT** Write key phrases on the board

to help pupils remember what they want to say and organise their presentations: *This home is a... The sofa/table/bed/lamp is...* **STRETCH** Have pupils include further details about their design, describing the items using colours or other adjectives.



Remind pupils of the Global Citizenship area of appreciating diversity. Ask pupils to notice similarities and differences between the different designs. Point out that different people like different things. Encourage pupils to see the positives of all kinds of homes.

Ending the lesson

- Ask pupils to look back through the unit and to find a picture they like. Then give them two minutes to write down as many things as they can that they can see in it.

Time to shine!



Assess

ACHIEVE The pupil can name places in a house. The pupil can ask and answer about where things and people are using *Where's...? He's / She's (in the living room).*

ADJUST The pupil can name places in a house and ask and answer about where things and people are, but with errors. → Play the chant from Lesson 4 again, asking pupils to repeat each sentence.

EXCEED The pupil can name places in a house and ask and answer about where things and people are. The pupil can help other pupils in class during pair/group work tasks. → Work on the pupil's intonation and pronunciation by modelling examples.

Unit 2 review notes

- Use this space to take notes on what your pupils might need to revisit based on their performance in the review lesson.

