

## In This Unit

### Theme

This unit is about houses.

### Vocabulary

**Lesson 1:** dining room, door, stairs, table, wall, window

**Lesson 2:** bookshelf, floor, toy box, sleep, messy, tidy

**Lesson 3:** fridge, rug, sink, sofa, near, far (from), between

### Grammar

**Lesson 1:** *there is, there are* affirmative, negative, questions

**Lesson 2:** possessive adjectives, *Whose?*

**Lesson 3:** *a, an, the*

## Unit Opener

### Objectives

- To introduce students to the topic of the unit (houses)
- To engage students with the topic and activate knowledge and vocabulary

### Materials

- Student's Book, Class Audio CD, DVD, Flashcards

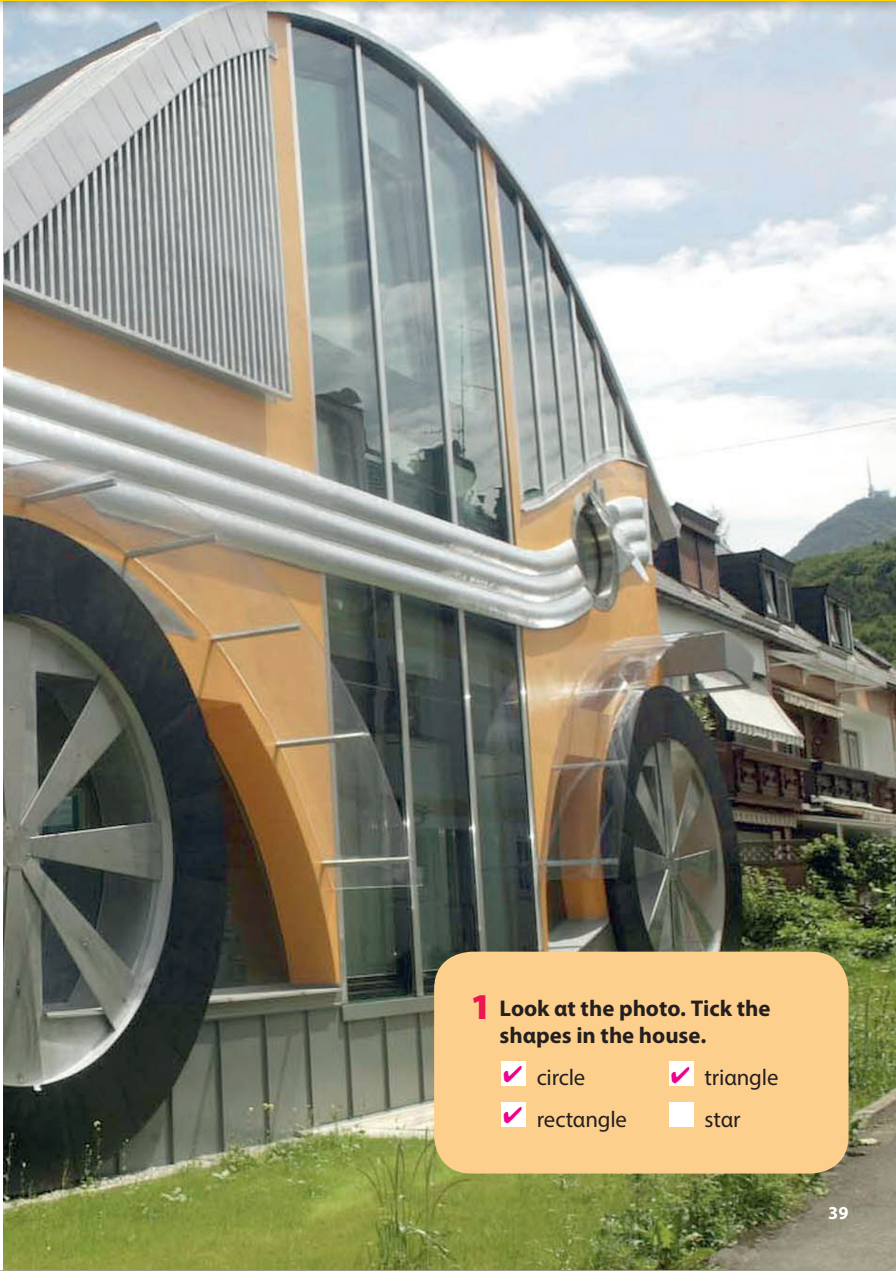
# 3 At Home



A house in Langwied, Austria

### To start

- Read the title of the unit together. Check students know what *At home* means. Ask if anyone has ever seen an unusual house. Find out why it was unusual, where it was and if they liked it.
- Put students in groups of two or three and tell them to think of at least seven words that they can relate to houses. Tell them they can suggest rooms, furniture, adjectives, etc.



**1** Look at the photo. Tick the shapes in the house.

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> circle    | <input checked="" type="checkbox"/> triangle |
| <input checked="" type="checkbox"/> rectangle | <input type="checkbox"/> star                |

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### About the photo

Markus Voglreiter built this 'car' house. It is a great house for a family of four. You can find it near Salzburg, Austria. Markus liked the house so much that it inspired him to build a restaurant in the same style of 'carchitecture'.

### Related vocabulary

*car, circle, neighbours, tyres, steps*

### 1 Look at the photo. Tick the shapes in the house.

- Tell students to look at the photo on pages 38 and 39 and ask them what they can see. Elicit ideas from the class and write them on the board. Ask questions about the house, e.g. *What does this house look like?* and write them on the board, too. Answer any questions the students might have.
- Ask students to read the words on page 39 and tick them if they are in the photo.
- Check answers as a class.

### EXTENSION ACTIVITY

- Remind students of the topic of the unit (houses). Ask them if they like the house, and if they live in a house like this. Ask them if they want to live in a house like this. Why, or why not?
- Ask students to close their books and tell you everything they remember about the photo. Accept words, not just sentences.

### TEACHING TIP

To increase class participation, encourage students to take their time before answering a question. Tell them to sit quietly and think about what they want to say. Once they're ready, they should give you a signal, such as putting their hand up.

## Lesson 1



### 1 Listen and point. Repeat. TR: 3.1

### 2 Listen and read. TR: 3.2

## Lesson Aims

- Learn and use new vocabulary: *dining room, door, stairs, table, wall, window*
- Learn and use new grammar: *there is, there are* affirmative, negative, questions

## Materials

- Student's Book, Class Audio CD, Flashcards: *dining room, door, stairs, table, wall, window*
- One blank piece of paper for each student (optional)

## To start

- Revise *have got*. On the board, write *I've got a sister*. Ask students to tell you the negative and the question form. Ask students *Have you got a sister?* Elicit short answers. Write *cousins, aunts* and *uncles* on the board. Students ask each other questions with *have got* and the words on the board. Monitor and help as necessary.

## New vocabulary

- Teach the new words with the flashcards. See the Lesson Planner introduction pages 8–9 for teaching suggestions.

### 1 Listen and point. Repeat. TR: 3.1

- Tell students to look at the vocabulary box on page 40. Ask if they know any of the words. Play the recording for students to listen and point to the correct pictures.
- Play the recording again, pausing after each word for students to say the word.

### 2 Listen and read. TR: 3.2

- Tell students to look at the photo and say what they see (boy, girl, stairs, window, wall, plants, ball, teddy bear). Ask students if they think the children are in a house or a garden.
- Ask students to listen to the recording and follow with their fingers. Play the recording. Ask again if it's a house or a garden (house).
- Play again, pausing at the end of each sentence to check the meaning. Play again, pausing for students to repeat as a class.
- Check that students remember *near, ball* and *teddy bear*.



My sister and I are in our house. We're on the stairs, near the windows. I've got a ball and she's got a teddy bear.

### 3 Look and read. Tick T for True or F for False.

- They're in the dining room.  T  F
- They're on the stairs.  T  F
- There's a wall in front of them.  T  F
- The boy has got a teddy bear.  T  F
- The boy has got a ball.  T  F
- They're near the windows.  T  F

### 4 Write.

door stairs walls  
table dining room

- We eat at the table.
- We have dinner in the dining room.
- The walls are red.
- Open the door! Let's go in.
- I climb the stairs to my bedroom.

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### 3 Look and read. Tick T for True or F for False.

- Explain that students should look at the photo then read the sentences and say if they're true or false. Read out sentence 1 to students and ask why the answer is false (they're on the stairs). Allow enough time to complete the task. Monitor and help students as needed.
- Check answers. Ask students to read out the sentences and say true or false.

### 4 Write.

- Tell students to complete the sentences with words in the box. Read the sentences as a class and check meanings. Read the example sentence and point out the answer.
- Check students understand the task. Allow enough time to complete it.
- Check students' answers. Write the answers on the board if necessary.

## 5 Read.

### GRAMMAR

**There's** a table in the dining room.

**There are** stairs in front of the windows.

There **isn't** a wall in the garden.

There **aren't** any windows in the kitchen.

**Is** there ...? Yes, there **is**. / No, there **isn't**.

**Are** there ...? Yes, there **are**. / No, there **aren't**.

### Remember!

There's = There **is**  
isn't = **is not**  
aren't = **are not**

## 6 Circle.

- 1 There **are** / **is** two tables in the kitchen.
- 2 **Are** / **Is** there a door to the garden?
- 3 There **isn't** / **aren't** any stairs behind the house.
- 4 Is there any food on the table? No, there **isn't** / **aren't**.
- 5 There **is** / **are** flowers next to the wall.

## 7 Say it! Listen and read. Say. TR: 3.3



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## 5 Read.

- Ask students to look at the grammar box. Read out the sentences and the note. Ask students to repeat. Draw attention to the words in red. Ask students how the words in red are different in the first and second sentences and if they can see why (because a table is singular and stairs are plural). Remind students of the meaning of *any* and how it's used.
- Ask volunteers to read out the sentences.

## 6 Circle.

- Explain the task to students. Read out the sentences and point out the example answer in sentence 1. Allow enough time for students to complete the task alone.
- Check answers. Write them on the board if necessary.

## EXTENSION ACTIVITY

Practise the grammar. Ask questions about the classroom and elicit answers. For example, *Are there big windows in the classroom? Are there red books on your desks? Is there a (green) door?*

## 7 Say it! Listen and read.

Say.  TR: 3.3

- Play the recording. Ask students to listen and follow with their fingers.
- Check students understand the meaning then play the recording again, pausing after each sentence for students to repeat.
- Ask volunteers to read out the dialogue.
- Tell students to change the blue words using words from the vocabulary box on page 40. Remind them to change the verbs accordingly, too.
- Go round the class helping students where necessary. Ask volunteers to say their new conversation to the class.

## EXTRA ACTIVITY

- Hand out a piece of paper to each student. Ask them to draw a dining room. Explain that they will take turns to show their pictures and ask questions. They can change the highlighted words in the speech bubbles. You may wish to elicit ideas for questions, e.g. *Are there blue walls in it? Is there a window?*
- Monitor and help students plan what to say. When the pictures are ready, put students in small groups to take turns showing, asking and answering.

## Lesson 2



**1 Listen and point.**  
Repeat. TR: 3.4

**2 Listen and read.** TR: 3.5

### Lesson Aims

- Learn and use new vocabulary: *bookshelf, floor, toy box, sleep, messy, tidy*
- Learn and use new grammar: possessive adjectives, *Whose?*

### Materials

- Student's Book, Class Audio CD, Flashcards: *dining room, door, stairs, table, wall, window, bookshelf, floor, toy box, sleep, messy, tidy*

### To start

- Revise the words from Lesson 1. Use flashcards, or point to things and mime then elicit the word. Ask students to point and mime for the class to say the words or let them show flashcards.
- Revise *there is/are*. Ask students questions about the classroom and elicit answers, e.g. *Is there a teacher in the classroom?, Is there a duck?, Are there any tall girls?*

### New vocabulary

- Teach the new words with the flashcards. See the Lesson Planner introduction pages 8–9 for teaching suggestions.

Are there toys everywhere in your bedroom? Are there books and toys on the **floor**? You can't **sleep** well with clothes on your bed or toys on your floor. A **messy** bedroom can make you tired.

Put your toys in the **toy box**. Put your books on the **bookshelf**. Make your bed. A **tidy** bedroom can help you sleep well!

### 3 Circle.

- 1 Toys go **in the toy box** / **on the bed**.
- 2 A **messy** / **tidy** bedroom can help you sleep well.
- 3 Books go on the **bed** / **bookshelf**.
- 4 You're tired. Go to **sleep** / **drink**.
- 5 Don't put your books on the **bookshelf** / **floor**.

### 1 Listen and point. Repeat.

TR: 3.4

- Tell students to look at the vocabulary box on page 42. Ask if they know any of the words. Play the recording for students to listen and point to the correct pictures.
- Play the recording again, pausing after each word for students to say the word.

### 2 Listen and read. TR: 3.5

- Ask students to look at the photo and ask which room it is (bedroom). Elicit a word to describe it (messy). Tell students that they are going to read about messy bedrooms.
- Play the recording. Tell students to follow with their fingers. Check meanings.
- Play the recording again. Pause after each sentence and ask students to repeat.
- Play the recording again then ask volunteers to read out a sentence each of the text.

### 3 Circle.

- Explain the task to students. Read sentence 1. Point out the example answer and ask students to find where the answer is in the text (Put your toys in the toy box.).
- Allow enough time for students to complete the task alone. Monitor and help as necessary.
- Check answers. Write them on the board if necessary.

#### 4 Read.

##### GRAMMAR

I	<b>my</b>	That's <b>our</b> toy box.
you	<b>your</b>	Where's <b>your</b> bathroom?
he	<b>his</b>	<b>Whose</b> bedroom is this? It's Ben's bedroom.
she	<b>her</b>	<b>Whose</b> toys are these? They're Jane's toys.
it	<b>its</b>	
we	<b>our</b>	
you	<b>your</b>	
they	<b>their</b>	

**Be careful!** it's = it is  
Look at the house. **It's** big!  
Look at the house. **Its** doors are big.

#### 5 Circle.

- 1 Look at Gisela. **Their** / **Her** hair is long.
- 2 **Whose** / **Who** book is this?
- 3 That's my **sisters** / **sister's** bed.
- 4 **He** / **His** bedroom is big.
- 5 Please move **your** / **its** books from the table.
- 6 We cook in **our** / **whose** kitchen.

#### 6 Sing it! Listen and sing. TR: 3.6

Is your bedroom messy?  
Is it really, really messy?  
Let's work to make it tidy!

Yes, my bedroom is messy!  
It's really, really messy!  
Let's work to make it tidy!

Toys on your floor? No, no, no!  
Books in your bed? No, no, no!  
Clothes on your bookshelf? No, no, no!  
Let's work to make it tidy!



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#### EXTENSION ACTIVITY

- Practise the grammar. Ask two students to hand you a pencil each. Hold up one pencil and ask students *Whose pencil is this?* Elicit answer *It's (Jane's) pencil.*
- Do the same with the other pencil then with other items in the classroom. Invite students to ask the question and point to items.

#### 6 Sing it! Listen and sing.

 TR: 3.6

- Tell students they are going to learn a song about a messy bedroom.
- Ask students to look at the photo and tell you what it shows (a boy tidying with his dad). Then tell them to look at the song quickly and find three things in the wrong place (toys, books, clothes).
- Play the song for students to listen and follow with their fingers.
- Read out the song a line at a time. Ask students to repeat after you.
- Play the song again for students to sing along. Practise until students are familiar with the words.

#### 4 Read.

- Ask students to look at the grammar box. Read out the grammar notes and sentences. Ask students to repeat. Explain the meaning of the notes.
- Point to the text on page 42. Ask students to circle the possessive adjectives. Ask volunteers to read out the sentences.

#### 5 Circle.

- Read out sentence 1 and point out the circled answer. Ask students why *Her* is correct.
- Explain the task to students. Read out the sentences. Check meanings. Allow enough time to complete the task.
- Check answers. Write them on the board if necessary.

#### EXTRA ACTIVITY

- Write the phrases *Let's tidy my bedroom! Let's tidy my books! Let's tidy your clothes! Let's tidy your toys!* on the board. Give each student a piece of paper. Tell them to draw their room but messy (not too messy!) and draw themselves and their mum, dad, grandpa or grandma.
- Ask them to write the phrases on their drawing in speech bubbles. Check which sentences belong to the adult and which to the student. Allow them time to draw and write. Show the class the pictures.

## Lesson 3

### 1 Listen and point. Repeat. TR: 3.7



### 2 Listen and read. TR: 3.8



Dad: Let's look at houses, Jake! It's time to move to a new house.

Jake: I like this one.

Mum: Yes, but the living room is small! We've got a big **sofa** and a big **rug** for the living room.

Dad: Look at *this* house.

Jake: Yes, I like it! Is it **far from** my school?

Mum: No, it isn't. It's **near** your school.

Dad: Look at the kitchen! What a big **sink**. And a new **fridge**! This really *is* a great house.

Mum: And it's **between** a park and a library. Great!

Jake: Is this our new house, then?

Mum: Maybe! Let's go and see it!

### 3 Circle.

- 1 They've got a big **sofa** / **chair** for the living room.
- 2 The **rug** / **fridge** goes on the floor in the living room.
- 3 The family likes a house **near** / **far from** Jake's school.
- 4 In this house, the kitchen has got a big **sink** / **table**.
- 5 There's a new **fridge** / **rug** in the kitchen.

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## Lesson Aims

- Learn and use new vocabulary: *fridge, rug, sink, sofa, near, far (from), between*
- Learn and use new grammar: *a, an, the*
- Focus on the pronunciation of the letter *u*

## Materials

- Student's Book, Class Audio CD, Flashcards: *bookshelf, floor, toy box, sleep, messy, tidy*
- One blank piece of paper for each student, coloured pencils (optional)

## To start

- Revise the words from Lesson 2. Write the words *bookshelf, floor, sleep, toy box, messy* and *tidy* on the board. Read them out and ask students to repeat. Invite students to the board. Tell them to find the matching flashcard and stick it next to the correct word on the board.
- Revise the possessive adjectives. Pick up a student's pencil and ask *Is it my pencil?* Elicit the answer, *No, it isn't your pencil. It's my pencil.*
- Sing the song from Lesson 2 (TR: 3.6).

## New vocabulary

- Teach the new words. See the Lesson Planner introduction pages 8–9 for teaching suggestions.

### 1 Listen and point. Repeat. TR: 3.7

- Tell students to look at the vocabulary box on page 44. Ask if they know any of the words. Play the recording for students to listen and point to the correct pictures.
- Play the recording again, pausing after each word for students to say the word.
- Ask students to make sentences about things in the classroom with *near, far from* and *between*.

### 2 Listen and read. TR: 3.8

- Tell students that they are going to listen to and read a conversation between Jake and his parents. Ask them to look quickly and find out what Jake and his parents are going to see (a house between the park and a library – check the meaning of *library*).

- Play the recording. Tell students to follow the text with their fingers.
- Play the recording again. Pause after each sentence and ask students to repeat.
- Play the recording again. Then ask volunteers to read out the parts of Jake, Mum and Dad.

### 3 Circle.

- Tell students to read the first sentence and point out the example answer. Ask students to find the sentence in the text which gives the answer. Read out the remaining sentences, one at a time, and check meanings.
- Check students understand the task. Allow enough time for students to complete it, alone or with a partner.
- Check answers as a class.

#### 4 Read.

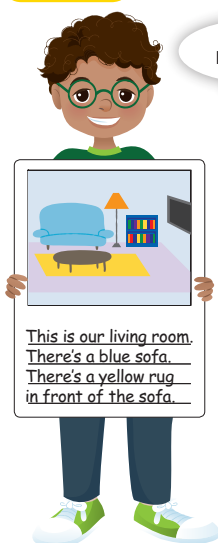
##### GRAMMAR

It's **an** old sofa.  
**The** living room is tidy.  
This is **a** rug. **The** rug is blue.  
They've got **an** old house. **The** house is yellow.

#### 5 Write a, an or the.

- 1 Look at the blue sofa. Do you like it?
- 2 The living room is near the kitchen.
- 3 Is there a door to the dining room?
- 4 There's a big rug on the floor in the living room.
- 5 The bookshelf is between the sofa and the lamp.

#### 6 Write it! Draw and write. Say.



This is our living room.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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##### SOUNDS OF ENGLISH

##### Read and listen. Say.

TR: 3.9

rug  
computer

This is my room.  
There's a green rug  
on the floor. There's a  
computer on the desk!



##### EXTENSION ACTIVITY

Practise the grammar. Write these sentences on the board and ask volunteers to fill the gaps with *a, an* or *the*. *There's ... cow here. ... cow is brown. I've got ... wall in my room.*

##### SOUNDS OF ENGLISH

##### Read and listen. Say.

TR: 3.9

- Ask students to listen and say what sound the letters in red make. Play the recording. Ask if students remember what happens when there's an *e* after the consonant (it makes the letter sound like its name).
- Tell students to say the sentences quietly then play the recording for them to listen and decide if they were saying it well. (Do not ask them to tell you.)
- Play the recording again, pausing at the end of each sentence for students to listen and repeat. Ask volunteers to say the sentences for the class.

#### 4 Read.

- Ask students to look at the grammar box. Read the sentences and find out if they remember the rules from Unit 0 for the words in red.
- Read the sentences again and ask students to repeat.

#### 5 Write a, an or the.

- Read out sentence 1 and point out the example answer. Ask students to say why *the* is correct (because if you're pointing at the sofa, we both know which sofa you're talking about).
- Read out the remaining sentences. Check meanings. Allow students a few minutes to complete the task alone.
- Check answers. Write them on the board if necessary.

#### 6 Write it! Draw and write. Say.

- Tell students that they should draw a picture of a living room in the box or on a piece of paper. Encourage them to colour the furniture they know the name of in English.
- Explain to students that they should start with the sentence *This is our living room*, then write three sentences about the living room. The first two sentences should say something about the colours and say where things are. Tell them to use Tomas's example to help.
- Tell students to complete the task. Help students with spelling as needed.
- Ask students to hold up their books or pictures, show each other their drawings and read out their work.