# Mapping

## **Topics**

Theme 1: Society Theme 2: Culture

## Scope and Sequence Matrix

Listening: identifying people and objects based on oral descriptions; identifying rhyming words; following simple short instructions of a teacher, peers or a recording in activities and games; responding to short, simple questions before, during and after listening; demonstrating appropriate listening behaviours; recognising information while listening; using prior knowledge to understand short familiar dialogue with familiar words; demonstrating preferences after listening to an audio text

**Speaking:** communicating ideas clearly; communicating with the correct use of pauses; retelling a short story based on pictures or by using puppets

Reading: reading short texts of at least five sentences in the past or present tense; locating main and key ideas in a reading text; identifying the relationship between characters; understanding simple dialogues; retelling basic information in a reading text; reading short stories and limericks (AB)

**Writing:** using accurate spelling, capitalisation and punctuation; revising a short, simple written text with the teacher/peers; writing a short memo or letter to a friend (AB)

Viewing and presenting: beginning to view different viewpoints of the same story; delivering a short oral presentation about an object or event of interest; using actions and body language to reinforce and add meaning to oral presentations; deducing the purpose of the visual text and relating it to his/her personal experience



## Learning Outcomes and Performance Indicators

Listening: follow simple instructions in activities and games; identify people and objects based on oral descriptions (She sits next to the window.); respond to simple questions before, during and after listening; draw, select or write simple words in response to questions in presented oral material; express opinions and preferences after listening to an audio text; listen to and join in simple chants and songs; locate needed information while listening; use teacher introduction to understand new words when listening (reference to classroom and school objects); use words and short phrases (Excuse me!) or body language (facial expressions) to show lack of understanding; ask for help (What does the word door mean?)

**Speaking**: talk about situations, people and things; retell a short story

Reading: use knowledge of punctuation marks to better understand a reading text; use pictures and other visual organisers to make predictions about the content; use phonic knowledge and word recognition to aid comprehension; use pictures and contextual clues to infer the meanings of new vocabulary items; independently read short texts of at least five sentences in the past or present tense; locate key facts or information in a reading text (e.g. names, places, events, etc.); identify the relationship between characters, if any, or the main idea in a text; understand the concept, as well as content, of simple dialogues; read and follow multi-step commands and requests in class, asking for clarification when needed; retell basic information in a reading text; deduce the meaning of certain vocabulary items relating them to context clues; spell one-syllable words that have blends, contractions or words ending in -tion, -inq

**Writing**: write a short, simple memo to a friend; learn to accept peer review and objectively discuss criticism; revise a written test based on peer feedback

Viewing and presenting: start to demonstrate understanding of visual information by asking questions about genre; realise that texts and illustrations work together to convey information; begin to view different versions of the same story and realise the effectiveness of different viewpoints (picture book version vs. film/movie version of a story); listen to other responses, realising that people react differently; discuss his/her own feelings in response to visual messages; deliver a short oral presentation about an object or event of interest; use actions and body language to reinforce and add meaning to oral presentations

## Unit objectives

to talk about furniture and prepositions of place

## Language

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Vocabulary	Furniture: door, window, sofa, armchair, television, bed, wardrobe, mirror, clock, bookcase  Prepositions of place: in front of, between, opposite, behind, next to
Grammar	There's a bookcase. There are bookcases. There isn't a chair. There aren't any beds.
Functions	Is it behind the sofa? Look behind the armchair.
Phonics	/ck/ truck, clock

## Key competences

Linguistic competence: use language as an instrument for communication (L. 1–10)

Mathematical, scientific and technological competences: use numbering to complete a task (L. 5)

Digital competence: use Pupil's Book eBook (L. 1–10)

Social and civic competences: raise awareness of cultural similarities and differences (L. 8); learn to give instructions (L. 9)

Cultural awareness and expression: learn to be creative (L. 3 and 8)

Learning to learn: reflect on what has been learnt and self-evaluate progress (L. 1–10); use previous knowledge (L. 1); follow instructions (L. 1–10), personalisation of language learnt (L. 8 and 10)

Initiative and entrepreneurship: choose a topic for the project (L. 8)

## 21st Century Skills for Learning and Innovation

Critical thinking	Predicting (L. 1, 3 and 4); Logical thinking (L. 3); Defining and describing (L. 1, 5, 7 and 8); Finding information (L. 3, 5 and 8); Planning (L. 8); Reflecting on learning (L. 1–10)
Creativity	Make a verse of the chant about your home (L. 1) Hide something in the classroom. Then write a clue for your friend (L. 3)
Communication	Describing furniture and prepositions (L. 1 and 5); Cut-outs game (L. 7); Functional dialogue (L. 9)
Collaboration	Project groupwork (L. 8); Acting out (L. 3 and 9)

## **Evaluation**

- Assessment for Learning: throughout the unit (see detailed notes in the lesson plans)
- Picture dictionary: Activity Book p. 46
- Unit 7 Extra practice: Activity Book p. 29
- Unit 7 Photocopiable Resources (optional): Vocabulary 1 and 2, Grammar 1 and 2, Communication, Song, Story, English in Action, CLIL
- Unit 7 Test

# Vocabulary and Grammar

## **Objectives**

- Lesson aims: to talk about furniture
- Target language: door, window, sofa, armchair, television, bed, wardrobe, mirror, clock, bookcase; There's a bookcase. There are bookcases

## Global Scale of English (GSE)

- Reading: Can understand a short, simple description of a house or a flat, if supported by pictures (GSE 30).
- **Listening:** Can recognise familiar words and phrases in short, simple songs or chants (GSE 18). Can recognise isolated words related to familiar topics, if spoken slowly and clearly and supported by pictures or gestures (GSE 16).
- **Speaking**: Can recite a short, simple rhyme or chant (GSE 16). Can talk about furniture and rooms using simple language (GSE 32).

#### Materials

- Pupil's Book Pages 24-25
- flashcards from this lesson
- stopwatch
- sheets of A4 paper, enough for each pupil
- strips of paper, three per pupil
- ten sticky notes per pair
- Resources 42 and 50

## Assessment for Learning



Setting aims and criteria: lesson objectives presentation



Monitoring pupils' learning: Lollipop stick technique Peer learning: pairwork; groupwork



Independent learning: Thought-provoking questions technique; portfolios

## Starting the lesson

- Give each pupil three strips of paper and ask them to write a vocabulary item on each one from any unit.
- Pupils stand in two lines, facing each other. One pupil says a word and the pupil opposite says a sentence. Collect one point for every correct sentence.

## **Presentation**

- Explain that in this lesson pupils will learn about furniture.
- · Ask pupils to name different furniture in the classroom.

### **Practice**

#### Pupil's Book

#### 🚺 🗑 How many furniture words do you know?

- Ask pupils where the people in each picture are.
- · Ask if they can name any of the pieces of furniture in the picture. Write them on the board.
- Pick up the stopwatch and give pupils one minute to answer the questions in the box.
- **Extension** (SP) In pairs, pupils write three things for their partners to find or questions to ask about the picture.

### 2 🎧 7.1 Listen and stick. Then listen and say.

- · Place the flashcards on the board. Point to each picture and say the word. Pupils repeat after you.
- Point to an item and use the Lollipop stick technique to have pupils tell you what it is.
- Boy 1: Look at these photos. This is my house. This is the door.
- Boy 2: That's the window.
- Boy 1: This is the living room. This is our sofa.
- Boy 2: That's an armchair.
- Boy 1: This is the television. And, look, this is my bedroom.
- Boy 2: That's your bed.
- Boy 1: That's my wardrobe.
- Boy 2: This is a mirror. Boy 1: That's my clock.
- Boy 2: This is your bookcase.
- Boy 1: I like my house.
- Boy 2: Me, too. It's great.

Now listen and say.

door, window, sofa, armchair, television, bed, wardrobe, mirror, clock, bookcase

#### Extra activity Creativity

• Ask pupils to think about their homes. Have them draw three favourite pieces of furniture on sheets of paper and make sentences about their drawings. Place their work in their

## Find the furniture in the picture on page 24.

• En pairs, pupils find the furniture and say the word.

#### Diversity

#### Support

• Place pupils in pairs. Give each pair ten sticky notes and ask them to write the new vocabulary on them. Pupils then place sticky notes on the picture on page 24 without referring to page 25.

#### Challenge

Pupils put the new vocabulary in alphabetical order.

#### 4) 🕡 7.2 & 7.3 Listen and chant.

- On the board, write There's a clock in my flat. There are bookcases.
- Explain that we use There's and There are to show what is in a place.
- Pupils read the chant and find examples of the grammar.
- Play the chant. Tell pupils to clap their hands when they hear a piece of furniture.
- A karaoke version of the chant is available (track 7.3).

#### 5) 🌟 Make a verse of the chant about your home.

• & Place pupils in small groups. Then they come to the front and sing their song to the class.

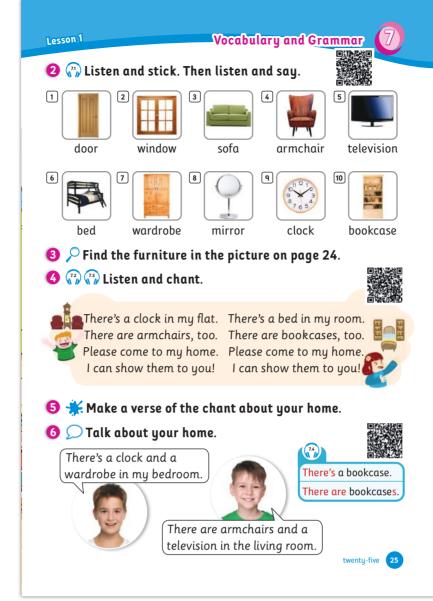
#### 🌀 💭 Talk about your home.

- 7.4 Draw pupils' attention to the Grammar
- · Explain that we use There's with singular nouns and There are with plural nouns.



## Finishing the lesson

Suse the Thought-provoking questions technique to ask pupils what else they would like to learn about in this unit.



#### Lesson 2 Activity Book

## **Objectives**

- Lesson aims: to talk about furniture
- Target language: door, window, sofa, armchair, television, bed, wardrobe, mirror, clock, bookcase; There's a bookcase. There are bookcases.

## Global Scale of English (GSE)

- Reading: Can understand a short, simple description of a house or a flat, if supported by pictures (GSE 30).
- Writing: Can write basic, single-clause sentences, given a model (GSE 29). Can label simple pictures related to familiar topics by copying single words (GSE 16).

#### Materials

- Activity Book Pages 22-23
- unit flashcards
- fly swatters

## **Assessment for Learning**

Peer learning: pairwork; groupwork

## Starting the lesson

 Place pupils in small groups and have them play a game where
they draw a picture of the new vocabulary for their group members
to guess.

#### **Practice**

- 1 Ö Look at Pupil's Book page 24. Read and write.
  - En pairs, pupils discuss the answers to the questions.
  - · Feedback as a class.
- Answer key 1 Tom's parents are in the bedroom.; 2 I can see two armchairs.; 3 No, they aren't.
- 2 Look and write.
  - Pupils label the pictures using the words in the word pool.

**Answer key** 2 bed, 3 television, 4 wardrobe, 5 sofa, 6 clock, 7 armchair, 8 door, 9 window, 10 bookcase

- 3 Look and tick (✔) or cross (✗).
  - Pupils read the sentences and tick if the sentence is true, or cross if the sentence is false.

Answer key 2 , 3 , 4 , 5 x, 6 x

- 4 Look, write and circle.
  - Pupils write There's a or There are and circle the correct singular or plural word.

**Answer key** 2 There are, mirrors; 3 There's a, wardrobe; 4 There are, bookcases; 5 There's a, window; 6 There's a, clock

## Finishing the lesson

• Play Word swat with the Unit 7 flashcards.





twenty-six

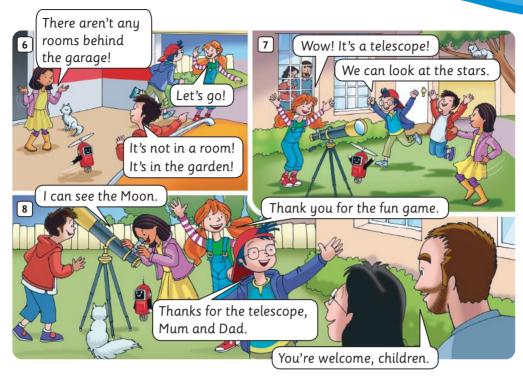
What's the cool surprise? It's a telescope.

to the door!

Hurry and look!

What's the cool surprise?





- After you read Look at the story. Read and write Yes or No.
  - 1 There's a clock in the hall.

Yes

2 There's a clue behind the clock.

Yes Yes

**3** There's a teddy on the bed.

**4** There are bikes in the garden.

No No

**5** There's a telescope in the garage.

Values

🙆 🎎 Act out the story.

Work together

5 Viewing and presenting \* Phide something in the classroom. Then write and share a clue for your friend.

twenty-seven 27

## **Objectives**

- Lesson aims: to read simple cartoon stories
- Target language: furniture; The clue is in your bedroom.

## Global Scale of English (GSE)

- Reading: Can follow simple dialogues in short illustrated stories, if they can listen while reading (GSE 26). Can understand a short, simple description of a house or flat, if supported by pictures (GSE 30). Can understand the order in which events happen (e.g. in diary entries or a story) (GSE 41).
- Speaking: Can answer simple questions about where people or things are, using basic phrases (GSE 24). Can act out parts of a picture story using simple actions and words (GSE 30).

#### Materials

- Pupil's Book Pages 26-27
- unit flashcards
- · sheets of A4 paper, enough for each pupil
- Unit 7 story cards
- index cards
- Resources 64 and 72

## **Assessment for Learning**



Setting aims and criteria: lesson objectives presentation
Monitoring pupils' learning: Lollipop stick technique; Stop/Go



Peer learning: pairwork; groupwork; Expert envoy technique

Independent learning: Summative questions technique

## Starting the lesson

- Tell pupils to write as many of the furniture words as they can remember from the previous lesson in one minute in their notebooks.
- Show a flashcard and if they have the word on the list they call it out.
   If not, they write it down.

#### **Presentation**

- Tell pupils that today's story is about the children looking for something using different clues.
- On the board write Fun at Tom's house. Ask pupils what they think will happen in the story.

#### **Practice**

#### Pupil's Book

#### Before you read Where are the pyjamas?

- Ask pupils to look at the pictures and use the Lollipop stick technique to have pupils describe each frame.
- Then have pupils look for the pyjamas in the story.

## 2 🮧 7.5 Listen and read.

All Have pupils read or listen to the story.
 Use the Expert envoy technique to have pupils help one another with anything they didn't understand.



 Play the audio again and pause at frame 5. In pairs, pupils discuss the question in the box.

#### Extra activity Communication

- Place pupils in pairs and have them write three statements about the story, one of which must be false.
- Pupils say the statements to their partners who have to answer true or false, and correct the false statement.

#### After you read Look at the story. Read and write Yes or No.

- · Pupils complete the activity.
- Extension Pupils correct the incorrect statements.

### Diversity

#### Support

 Tell pupils to find the following objects in the story and circle them: the clock, the teddy, the bikes and the telescope. Pupils point to the clock while you read the first sentence out loud. Then ask Where are the children? Elicit the living room. Then read
the sentence again and ask Yes or No? Continue with the other
sentences.

#### Challenge

 Pupils write four Yes/No statements about the story using tables, chairs, beds, cat and bike. In pairs, they swap their sentences and answer.

#### Extra activity TPR

Tell pupils you are going to play True/False sentences. Pupils
quietly walk around the class while you say sentences about the
story. If the sentence is false, they have to stop and clap. Say
The children are playing a game. The first clue is on the bed.
Pupils stop and clap at the second sentence. Pupils who don't
stop, sit down and lose a turn.

#### 🝊 📤 Act out the story.

- Quality Divide pupils into small groups. Tell them to choose their roles and practise them.
- Extension Give each group a sheet of A4 paper to draw different objects from the story to use as props, e.g. clues, telescope, teddy bear.
- · Have the groups perform in front of the class.

# 5 Viewing and presenting \* 2 Hide something in the classroom. Then write and share a clue for your friend.

- Place pupils in small groups. Ask them to think about an item they would like to hide. Use the Stop/Go technique to check understanding.
- R Give each group three index cards to write clues on.
- Groups play against each other.

#### Values

Ask pupils to think about why working together as a team is a
positive thing to do. Ask them to talk about different ways they
can work together to make things easy and people happier.

### Finishing the lesson

- Ask a pupil to come to the front of the class. Tell them to choose a scene and mime it as best as they can. The first pupil to guess the scene comes to the front to continue the game.
- Suse the Summative questions technique to ask pupils what they enjoy about the stories. Have the class vote on their favourite story so far

#### How to work with stories

#### Stage 1 - Before listening to the story

First, talk to pupils about the characters appearing in the story and about the places in which they appear. Ask pupils what they can see in the pictures and invite them to guess what will happen in the story. Remember to praise pupils for all their ideas, but do not correct them and do not explain too much. (In a moment pupils will listen to the recording and check if they were right). At the beginning of the school year, you may wish to ask questions in L1, little by little switching to English. Focus more on what occurred in the story than on the language itself. First, pupils will understand the story as a whole, then they will remember the vocabulary used in the story. Questions for this stage can be found at the back of each story card.

#### Stage 2 - Listening to the story

All the stories have been recorded by professional actors. However, if for any reason it is not possible to play the recording or if the teacher wants to tell the story himself/herself, the complete text of the recording is provided on the back of each story card. At this stage remember to encourage pupils to compare their previous ideas with what actually happened in the story. Play the recorded story and ask pupils to point to the appropriate pictures in the Pupil's Book.

#### Stage 3 - After listening to the story

After listening to the story together, ask pupils a few questions about it to make sure that they understood what happened. You may use the questions provided on the back of each story card or make up your own questions.

When answering, pupils additionally practise and consolidate the previously introduced language material. At this stage it is recommended to speak English.

#### Stage 4 - Acting out

After having listened to the story a few times, your pupils should be ready to act it out. Pupils can contribute to the story, first by making particular gestures and then, depending on the difficulty of the text, by using simple phrases. You may also play particular parts of the recording and ask pupils to repeat them each time.

Next, you may divide pupils into groups and ask each of them to say the lines of one character. Under the teacher's supervision and on the basis of the pictures, pupils quote the lines of appropriate characters. To make this exercise more interesting, you can bring items to be used as props.

For more ideas, see page 17.

#### **CLIL Link**

In Unit 7, the story is based around the concept of our planet and what we can see in the sky from the Social Science curriculum.

Tom's parents hide clues for the children to find them and get a surprise. The children discover that the surprise is a telescope and take turns to look at the stars.

To explore this concept further, you can use Resource 72.

#### Lesson 4 Activity Book

## **Objectives**

- Lesson aims: to understand simple cartoon stories
- Target language: furniture; The clue is in your bedroom.

## Global Scale of English (GSE)

 Reading: Can follow simple dialogues in short illustrated stories, if they can listen while reading (GSE 26). Can understand the order in which events happen (e.g. in diary entries or a story) (GSE 41).

#### Materials

• Activity Book Page 24

## **Assessment for Learning**

Peer learning: Think-pair-share technique

#### Starting the lesson

• Write some of the words from the story on the board with their vowels missing. Pupils complete the words with the missing vowels.

#### **Practice**

- 1) After you read Remember the story. Read and number.
  - With books closed, ask pupils to tell you about the story.
  - · Check answers as a class.

Answer key 2 a, 3 d, 4 b

- 2 Values Look and write Yes or No.
  - Have pupils tell you how the value is presented in each picture.
  - Pupils complete the activity.

Answer key 1 Yes, 2 Yes, 3 No

- 3 \Quad Look and colour.
  - Use the Think-pair-share technique to discuss if pupils liked the story.

#### Finishing the lesson

• Explain to pupils that you will read sentences from the story backwards for them to find which frame they are from.

# Vocabulary and Grammar

## **Objectives**

- Lesson aims: to listen to and use prepositions
- Target language: in front of, between, opposite, behind, next to; There isn't a chair. There aren't any beds.

## Global Scale of English (GSE)

- Listening: Can recognise familiar words and phrases in short, simple songs or chants (GSE 18).
- Speaking: Can recite a short, simple rhyme or chant (GSE 16). Can describe the position of objects or people in a basic way, using pictures or gestures (GSE 26).

## Starting the lesson

- Make a list of vocabulary covered in Units 5, 6 and 7 on the board and quickly revise it.
- Have pupils stand in a circle. Explain that you will say a word, and each pupil has to say a letter that spells the word.
- Pupils mustn't look at the board. If a pupil makes a mistake, they sit down and the next pupil takes their place.

#### Presentation

- Explain that in this lesson pupils will learn prepositions and how
- · Place the lesson flashcards on the board. Go through each word and have pupils repeat after you.
- Then point to a card and pupils tell you what the item is.
- · Ask pupils to look around the class and make sentences with the prepositions and classroom items.

#### **Practice**

#### Pupil's Book

#### 🚺 🎧 7.6 Listen and say. Then listen and number.

- Refer pupils to the box and ask them to look at it.
- Pupils then look at the picture and make as many sentences as they can about it using the prepositions.
- Play the first part of the audio. Pupils repeat the items as they hear them.
- The second time they number the prepositions they hear.
- Extension (SQ) On the board, write Where's the ...? Say Where's the sofa? Elicit the answer. Continue with a few more items. Pupils then ask and answer in pairs.

in front of, between, opposite, behind, next to

#### Now listen and number.

- 1 We've got a new house. Cool. Where's the sofa? It's in front of the window.
- 2 Where's the television? It's opposite the sofa.
- 3 Where's the bookcase? It's between the armchairs.
- 4 Where's the book? It's behind the bookcase.
- 5 Where's the bag? It's next to the door. We love our new house.

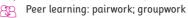
#### Materials

- Pupil's Book Page 28
- unit flashcards
- sheets of A4 paper, enough for each pupil
- Resources 43, 51, 56 and 60

## Assessment for Learning



Setting aims and criteria: lesson objectives presentation Monitoring pupils' learning: Thumbs up/down technique



Independent learning: Thought-provoking questions technique; portfolios

#### Diversity

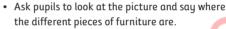
#### Support

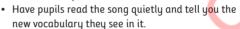
- Place the lesson flashcards on the board, in a column. Next to the word in front of write The sofa is ... the window. Elicit the correct preposition in front of and write it down. Continue with the other prepositions.
- When you finish, read the sentences for pupils to repeat.
- Play the audio and stop after each sentence for pupils to have time to write the correct number each time.

#### Challenge

 Pupils write the sentences about the picture using the prepositions and the furniture.

#### 7.7 & 7.8 Listen and sing.







• A karaoke version of the song is available (track 7.8).

#### Extra activity Critical thinking

• Ask pupils if the rooms in the pictures are neat and tidy and why it's important to have neat and tidy rooms.

#### Extra activity TPR

- · On the board, place the unit flashcards.
- R Divide pupils into two teams and have them line up in front of the class, a few metres back from the board.
- Say a preposition and a furniture word for the leader of each team to run up and point to it. If a pupil taps on the incorrect preposition or word, the team loses a turn.

### 🗿 💭 Play a true or false game.

- 7.9 Draw pupils' attention to the Grammar
- Explain that we use any in the plural.
- Ask two pupils to read the model dialogue.
- Have pupils use the Thumbs up/down technique to check understanding.

#### Extra activity Fast finishers

- · Pupils write another verse for the song on sheets of paper, with the different furniture and in a different room.
- Then, place their work in their portfolios.

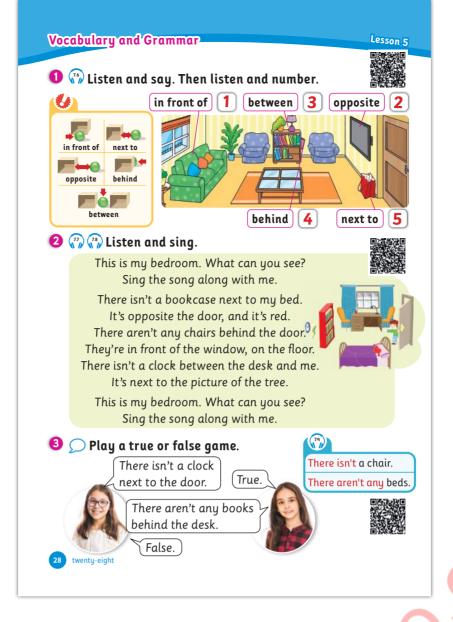
## Finishing the lesson

Substitute Thought-provoking questions technique to ask pupils about their learning so far.









#### Lesson 6 Activity Book

## **Objectives**

- Lesson aims: to write prepositions
- Target language: in front of, next to, opposite, behind, between; There isn't a chair. There aren't any beds.

## Global Scale of English (GSE)

Writing: Can write basic, single-clause sentences, given a model (GSE 29). Can label simple pictures related to familiar topics by copying single words (GSE 16).

## Materials

Activity Book Page 25

## Assessment for Learning

Peer learning: pairwork

## Starting the lesson

• Have pupils write as many words or sentences from the book as they can in one minute.

#### **Practice**

## 1 Look and write.

- Pupils complete the crossword by looking at the picture clues.
- Pupils compare answers in pairs before whole class feedback.
- Answer key 2 next to, 3 behind, 4 opposite, 5 between

#### Write.

• Pupils use the letters in the grey squares in the crossword to make a word to complete the sentence.

Answer key behind

#### Look and write.

- · Ask pupils to describe the pictures.
- Now tell pupils to go to the Extra practice on page 29 and do the activities. See notes in Lesson 10.
- Then tell pupils to complete the Picture dictionary on page 46.

Answer key 2 There isn't a, 3 There aren't any,

4 There aren't any

## Finishing the lesson

Republis work in pairs to ask and answer questions about where things are in the room. e.g. Where is the door? It's opposite the

**Next lesson** Ask pupils to bring in cut-outs of different furniture from magazines.



## **Objectives**

- Lesson aims: to play a game about where things are in a room
- Target language: revision of all taught words and grammar

## Global Scale of English (GSE)

- Reading: Can understand a short, simple description of a house or a flat (e.g. rooms, furniture), if supported by pictures (GSE 30).
- **Speaking:** Can talk about furniture and rooms using simple language (GSE 32).
- Writing: Can write a short, simple description of a familiar place, e.g. room, house or apartment (GSE 35).

#### Materials

- Pupil's Book Page 29
- Activity Book Page 26
- unit flashcards
- stopwatch
- sheets of A4 paper, enough for each pupil
- strips of paper, enough for each pupil
- cut-outs of furniture from different magazines

## Assessment for Learning



Setting aims and criteria: lesson objectives presentation

Monitoring pupils' learning: Stop/Go technique; Lollipop stick

Peer learning: pairwork; Two stars and a wish technique

Independent learning: Thought-provoking questions technique

## Starting the lesson

- Give each pupil 26 strips of paper. On each one they have to write the letter of the alphabet.
- Place pupils in pairs. Say a word and pupils spell it using the strips of paper.
- Continue with words from Lessons 1 and 5.

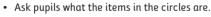
#### Presentation

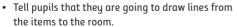
- Explain that in this lesson pupils will do a listening activity and then play a game with their cut-out cards.
- Place the flashcards from Lessons 1 and 5 on the board in random order and have pupils line up in front of the board.
- O Pick up the stopwatch and say a word. Give pupils 30 seconds to find and say it and then sit down. If a pupil cannot find the word, they go to the end of the line.

#### **Practice**

#### Pupil's Book







· Play the audio twice, pausing for pupils to draw the lines.



1 Girl: This is a picture of my living room.

Woman: Can you tell me about the things in your living room?

Girl: Sure. There's a sofa. Can you see the sofa?

Woman:

Good. There's an armchair opposite the sofa. It's Girl:

orange. Orange is my favourite colour.

2 Girl: Now look behind the door.

Woman: Behind the door?

Yes. There are books behind the door. Woman: Wow! A lot of books!

Girl: Yes, I love reading.

Woman: Me, too.

3 Woman: Have you got a table in the living room?

Yes. There's a table between the sofa and the armchair.

Woman: Aha It's brown!

Girl. Υρς

Your living room is very colourful! Woman:

4 Girl: There are two mirrors. Can you see them? Yes, I can. One is big and one is small. Woman: Yes. There's a clock between the mirrors.

Woman: I see it! It's a fancy clock! I like it.

Girl: Thank you.

5 Girl: Look at the window.

Woman: OK.

Girl: There are toys in front of the window.

Woman: Wow! You've got a lot of toys.

Yes! The teddy is my favourite. It's new. And it's very

#### Diversity

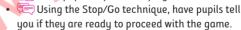
#### Support

· Play the audio once and stop after each sentence for pupils to repeat chorally. Play the audio again and stop after the sentence with the answer. Copy the sentence on the board and ask pupils to draw the line.

• Then ask pupils to write sentences in their notebooks about each item. Pupils compare their answers.

#### 2) 💭 🎧 7.11 Cut out. Then listen and play.





Use the Lollipop stick technique to bring pairs to the front of the class and do the activity.

### Extra activity Creativity

· Have pupils take out their cut-outs from magazines and give them a sheet of A4 paper. Have them make a collage of their favourite furniture and write sentences about it, using prepositions and adjectives. Pupils present their work to the class. Make a classroom display.

#### Extra activity TPR

· Give each pupil a strip of paper and write a piece of furniture on it. Pupils with the pieces of furniture come to the front of the class and have to stand in a place to show their preposition. Say The sofa is behind the bookcase. Pupils with sofa and bookcase come to the front. The sofa stands behind the bookcase.



#### **Activity Book**

- 1 Look, read and circle.

  Answer key 2 a, 3 b, 4 c
- 2 🌟 🚵 Write, draw and share.
  - Explain that pupils have to draw and write about their favourite room
  - Tell pupils they can refer to the text in Activity 1.
  - Use the Two stars and a wish technique for pupils to assess each other's work.

## Finishing the lesson

- On the board, write ten words from this unit. Ask pupils to write seven words from the board.
- Say seven words from the list and if the pupils have them, they tick them off.
- The first pupil to tick off all the words, comes to the front to call out the words for the next round.
- Suse the Thought-provoking questions technique to ask pupils
  what they liked about this lesson, if it helped them learn successfully
  and what else they would like to learn.

## Culture

## **Objectives**

- Lesson aims: to read a simple text about log cabins; to make a
  poster about a dream house
- · Target language: log cabin, logs, fireplace, ceiling, wall

## Global Scale of English (GSE)

- Reading: Can get the gist of short, simple texts on familiar topics, if supported by pictures (GSE 33).
- Speaking: Can talk about furniture and rooms using simple language (GSE 32).
- Writing: Can write a short, simple description of a familiar place, e.g. room, house or apartment (GSE 35).

### Materials

- · Pupil's Book Page 30
- Activity Book Page 27
- True/False response cards
- sheets of A4 paper, enough for each pupil
- · strips of paper
- a bag or a box
- · pictures of caravan parks, boat houses, small apartments

## Assessment for Learning



- Setting aims and criteria: lesson objectives presentation

Monitoring pupils' learning: Lollipop stick technique; True/ False cards technique

Peer learning: groupwork; Expert envoy technique; Two stars and a wish technique



Independent learning: Summative questions technique

## Starting the lesson

- Write prepositions from the previous lesson on strips of paper and place the strips in a bag or a box.
- Pupils come to the front and pull out a strip of paper from the bag or box. They have to read it and say a sentence with it using classroom objects.

#### **Presentation**

- Explain that in this lesson pupils will learn about log cabins.
- Ask pupils if they can think what a log cabin is.

#### Culture notes.

Log cabins are very popular as holiday homes and they are in the
mountains. Some are very big, others are small. Many people use
the cabins as homes as well. According to some historians, the
first log cabins were brought from Sweden to the USA and used
in the 1660s. They were popular because they were cheap and
easy to build, but they did have problems. Today, log cabins are
very different to what they were in the past.

#### Key words search

history of log cabins, the first American log cabin

## **Practice**

#### Pupil's Book

- 1 Before you read What kind of house do you live in? What furniture is there?
  - Ask pupils if they live in a house or a flat.
  - Have pupils think about how big or small it is and tell you what furniture is in it
  - Extension Ask pupils to think about which furniture is most necessary in a home and why.

#### 2 🮧 7.12 Listen and read.

- Write new words on the board, and ask pupils to find them in the pictures and point to them.
- Then ask pupils to describe the pictures in the text
- Play the audio for pupils to read along to. Then use the Lollipop stick technique to have a few pupils read the text aloud.
- Say half a sentence about the text for pupils to complete.

- Pupils ask questions to each other about the text using the True/False cards technique.
- Extension Ask pupils if they think it is good to cut down trees to make homes. Why?/Why not?

#### Diversity

#### Support

 See Place pupils in small groups. Have them read the text and translate as much as they can in L1. Then have pupils underline any words they don't understand. Have pupils ask more advanced partners what these words mean.

#### Challenge

 Pupils write three interesting things they learnt in the text about log cabins.

#### 3 After you read Activity book, page 27.

• Pupils turn to page 27 in their Activity Books.

#### Extra activity Communication

Show pupils pictures of boat houses, caravan parks, etc.
 Explain to pupils that people live here as well. In small groups, pupils think about how different these homes are to theirs and which ones they'd like to live in and why.

#### **Activity Book**

1 Look and match.

Answer key 2 mountains, 3 ceiling, 4 logs, 5 fireplace

2 After you read Read and write Yes or No.

Answer key 2 Yes, 3 No, 4 No, 5 Yes

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### **Project**

# Viewing and presenting A Make a poster about your dream house.

- Ask pupils to think about different types of houses around the world. If an internet connection is available, use tablets or computers to do a search on them
- Ask pupils what they know about these homes. Also have pupils refer to the pictures of houseboats, caravan parks, etc.
- Explain to pupils they are going to make a poster about their dream home. Tell pupils that they should think about the type of house, its rooms and furniture.

- Report envoy technique for each one. Give pupils sheets of paper and read through the instructions. The expert explains to pupils in their group.
- We use the Two stars and a wish technique to have pupils judge works.

#### Key words search

unusual homes, dream homes

#### Finishing the lesson

Suse the Summative questions technique to ask pupils what they
would like to learn next.

# **Englishinaction**

## **Objectives**

- · Lesson aims: to talk about the location of things
- Target language: Is it behind the sofa? Look behind the armchair

## Global Scale of English (GSE)

- Listening: Can understand basic statements about where things or people are, if spoken slowly and clearly and supported by pictures or gestures (GSE 24).
- **Speaking**: Can answer simple questions about where people or things are, using basic phrases (GSE 24).
- Writing: Can answer simple questions in writing about people or things using basic words or phrases (GSE 32).

#### Materials

- Pupil's Book Page 31
- Activity Book Page 28
- · sheets of A4 paper, enough for each pupil
- straw puppets
- a small ball
- Resource 68

## Assessment for Learning



Setting aims and criteria: lesson objectives presentation

Monitoring pupils' learning: Lollipop stick technique; Traffic light cards technique

Peer learning: pairwork; groupwork

independent learning: Summative questions technique

## Starting the lesson

- Give pupils a sheet of A4 paper each. Have pupils write ten words they have learnt in this unit.
- Say all the new words from this unit in random order. Each time pupils hear a word on their list, they cross it off. The first person to cross off all their words calls out Bingo!

#### **Presentation**

- Explain that in this lesson pupils will talk about location.
- Pick up the ball and place it next to a book. Ask pupils Is it behind the book? Elicit No, it isn't. Ask a pupil to repeat by placing the ball elsewhere

#### **Practice**

#### Pupil's Book

## 1 🎧 7.13 Listen and read.

- Ask pupils to look at the picture and describe it.
- Play the audio once for pupils to read and listen to. Ask pupils what the children were looking for.
- En pairs, pupils read the dialogue with their partners.



## Diversity

#### Support

- Read the sentences slowly with pupils tracing the words. Then
  play the audio and stop after each sentence for pupils to repeat
  in unison.
- Listen for pronunciation, intonation and correct use of the language.

#### Challenge

 Have pupils read the dialogue out loud in different manners or voices: read like you are tired/overexcited/bored/angry/ nervous, etc.

#### Extra activity Creativity

• Place pupils in small groups. Have them write their dialogue out and illustrate it in two frames. Pupils present their work to the class. Make a classroom display.

# 2 \( \sum \) Act out the dialogue. Use different furniture and prepositions.

- Set Using the Traffic light cards technique, have pupils tell you
  if they are ready to proceed with the activity.
- Tell pupils they can use other items as well. They can use straw puppets if they like, too.
- Wising the Lollipop stick technique, invite pupils to come to the front of the class and act out the dialogue.

#### **Activity Book**



 Pupils listen and reorder the words to complete the dialogue.

**Answer key** Is it between the bookcases?; Look between the beds.



## Finishing the lesson

Suse the Summative questions technique to ask pupils to tell you
what they have learnt today, what they think they are good at and in
what area they need a little more practice.



## **Objectives**

• Lesson aims: to listen to and say the blend ck

## Global Scale of English (GSE)

- Reading: Can identify individual sounds within simple words (GSE 26).
- Listening: Can recognise the letters of the alphabet by their sounds (GSE 10).
- Speaking: Can say simple tongue twisters and other types of playful language (GSE 27).

#### Materials

- Pupil's Book Page 31
- Activity Book Page 28
- strips of paper, three per pupil
- sheets of A4 paper, enough for each pupil
- phonics notebooks for each pupil

## Assessment for Learning

Peer learning: groupwork

Independent learning: portfolios

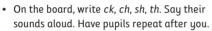
## Starting the lesson

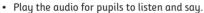
- · The group with the most words wins.

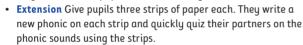
## Practice

#### Pupil's Book

### 1 7.15 Listen and say.







· Correct any pronunciation mistake.

#### 2 🎧 7.16 Listen and circle.

- · Pupils check answers with their partners after the audio.
- Walk around the class and say different words with today's phonics for pupils to say what they are.
- Have pupils take out their phonics notebooks and write the phonics they have learnt today in them.
- 1 backpack
- 2 fish
- 3 teeth
- **4** black
- 5 teach6 clock

#### 3 7.17 Listen and say the tongue twister.

 Ask pupils to read the tongue twister and find and say words with the phonics in today's lesson.



#### **Activity Book**

1 7.18 Listen. Circle the *ck* words red, the *ch* words blue, the *sh* words yellow and the *th* words green.

· Pupils circle the words in the correct colours.

Answer key red: 2, 4; blue: 7, 8; yellow: 1, 5, 9; green: 3, 6

1 fish, fish 2 clock, clock 3 teeth, teeth
4 truck, truck 5 sheep, sheep 6 three, three
7 cheese, cheese 8 chair, chair 9 shop, shop



#### Extra practice

1 Look and circle. Then write.

**Answer key** 2a, There's a television. 3a, There's a sofa. 4b, There are bookcases.

Look and write. Then circle.

**Answer key** 2 There aren't any, opposite, 3 There aren't any, next to, 4 There isn't a, in front of

## Finishing the lesson

- Give each pupil a sheet of A4 paper. Ask them to write their favourite phonic words and a sentence with them on it.
- Pupils read them to the class and take them home to show their parents.
- Sollect them in the next lesson and place them in their portfolios.

Next lesson Unit 7 Test

