

Aims: to present and practise furniture, to say a chant with the class

New language: *bath, cupboard, bed, sofa, table, armchair* *What are you doing?, teddies, everywhere*

Recycled language: *This is my, sorry, Where's ...?, cap, teddy, in, on, colours*

Materials: CD 2, flashcards (toys) or real toys, coloured pencils or crayons, Unit 5 mini cards: AB page 94 and scissors

Language competences: Your students will be able to name furniture. Your students will be able to join in with a chant.

Warm-up

Aim: to review toys and instructions

- Review the toys with flashcards or real toys.
- Give students instructions to carry out with the flashcards/toys, e.g. *Put the (ball) on my chair.*

Presentation



PB p40 Listen and point.
Say the words.

Aim: to present furniture

- Point and ask *Who's this?* (*Mike, Dad, Mum, etc.*).
- Tell the students in L1 that they are going to learn the words for some of the furniture in Mike's house.
- Play the first part of the audio and establish in L1 that Mike has lost something. (You could either present the word *cap* or wait until the story.)
- Play the rest of the audio. Students point to the numbered pictures.
- Play the CD again. Students repeat the words.

Audio script page T103

Practice



PB p82 Listen and chant.

Aim: to practise furniture items

- Play the chant. Students point to the teddies on and in the furniture.
- Play the chant again for students to join in.
- Check the meaning of the chant by asking *Point to the teddy on the cupboard, etc.*

Audio script page T103



Think!

AB p40 Match and say the sentences.

Thinking skills: recognising shapes

- Use the example to show students what to do. They match the jigsaw pieces by looking at the shapes.
- Focus on the written form if you wish, but students do not need to read the words in order to do the activity.
- Circulate and ask students *What's this?* Check that they have matched the jigsaw pieces correctly.

- Then tell them in L1 to colour each item in a single colour, using any of the colours that they know.
- Circulate again, this time asking *What's this? What colour is it?* Say *Yes. You've got a (red) (sofa).*
- In pairs, students describe their pictures e.g. *I've got a (purple) (bath).*

Extension activity

Aim: to practise furniture items

- Ask students to turn to AB page 94 and cut out their Unit 5 mini cards, helping where necessary.
- Play the chant again and ask students to hold up the correct mini card when they hear it mentioned.

Ending the lesson

Aim: to practise furniture items

- Agree as a class on a mime for each item of furniture, e.g. stretching out on a sofa with your hands behind your head, sitting at a table with a knife and fork eating, etc.
- Say the words for students to do the mimes.

Aims: to present and practise *in, on* and *under*, to review furniture

New language: *in, on, under*

Recycled language: toys, furniture

Materials: CD 2, flashcards (classroom objects and toys) or real objects

Language competences: Your students will be able to say where things are.

Warm-up

Aim: to review language from the chant

- Draw large simple items of furniture on the board: a bath, a table, a sofa, a bed, a cupboard with open doors and an armchair.
- Point to the drawings. Students say the words.
- Put the *teddy bear* flashcard on one of the drawings so that it looks as if it is, e.g. on the table. Say *Look! A teddy on the table. Where's teddy? (On the table).*
- Move the teddy to different positions (in/on the cupboard, in the bath, etc.) and ask *Where's teddy?*

Presentation



PB p41 Listen and circle. Listen and answer.

Aim: to present *in, on* and *under* and review furniture

- Say *Look at the pictures. Listen and point* and play the CD for the students to familiarise themselves with the details.

- Say *Listen and circle* and play the audio again for the students to circle the correct picture.
- Ask questions about the pictures on PB page 41, e.g. *Where's the plane? (Under the table).*
- **Note:** You may prefer to use the word *desk* if yours is the same design as the students' desks. Explain in L1 if necessary that a desk is always for studying, never for eating.

Audio script page T103

Practice



AB p41 Find the toys.

Thinking skills: paying attention to visual details

- Say *Look at the house. There are six toys in the house – a teddy bear, a rope, a ball, a kite, a doll and a plane. Where's the kite?* Students find it and say *Under the bed.* Gesture that they need to circle it.
 - Give students time to find the other toys.
- Key:** kite: under the bed, doll: in the cupboard (in the bedroom), teddy bear: under the sofa, rope: on the armchair, plane: on the table (in the living room), ball: in the bath

Extension activity

Aim: to review vocabulary with *in, on* and *under*

- Arrange at least eight classroom objects and toys (or flashcards) in places known to the students (e.g. on or under a desk, chair or table, in a bag, in or on a cupboard). Students watch.
- Say sentences e.g. *It's under my desk. It's blue.* Students put up their hands when they know the answer. They say, e.g. *A book!*
- Make the activity competitive by dividing the class into two or more teams and giving the teams points if they are first to say the item.

Ending the lesson

Aim: to practise saying where things are

- Make sentences referring to the activity in the PB, e.g. *It's under the armchair.* Students say the correct toy.
- In pairs, students do the same with the activity in the AB.

Aims: to stimulate the students' imagination through listening and acting out, to practise listening to and following instructions

New language: *No, it isn't there*

Recycled language: *look, listen, in, on, under, sofa, table, cupboard*

Materials: CD2, Unit 5 mini cards: AB page 94

Language competences: Your students will be able to listen and do actions to demonstrate meaning.

Warm-up

Aim: to preview *It isn't there*

- Before the lesson, place an item in a fairly obvious place (e.g. a book under the table). Pretend to look for your book, saying *Where's my book? Ah! I think it's in my bag.* Pretend to look and say *No, it isn't there.* Repeat the language, looking in another place.
- Ask students *Where's my book? Can you see it?* Students say *(It's) under your table.*
- Say *Oh! There it is! Thank you.*

Practice

3 CD2 05

PB p42 Listen and act.

Aim: to practise following instructions

- With books closed, play the audio and show the class a clear mime for each action, e.g. 1 hand on your forehead to demonstrate looking, 2 hand cupped behind your ear and miaow like a cat, 3 pointing to your eye and then whatever mime you and the class chose for sofa in the first lesson, 4 pointing to your eye and then whatever mime you all chose for table, 5 shaking your head, 6 pointing and smiling and then whatever mime you chose for cupboard.
- Say *Listen and act!* and play the audio again encouraging the students to copy your mimes. Say the instructions in a different order and see if they can mime them.

Audio script page T103

3 CD2 06

PB p42 Listen and match.

Aim: to practise listening to details

- Ask the students to open PB page 42 and look at the pictures and numbers together. Say *Listen and match.* Play the first line of the audio and demonstrate drawing a line from the big number 1 to the picture showing the boy thinking with the cat's tail visible. Say *Number 1 is purple.*
- Play the rest of the audio. Students draw lines from the other numbers to the correct pictures.
- Check the answers by saying a number and asking *What colour?* Or asking students to mime the action. Also encourage students to say some words or phrases from the audio.

Key: 1 purple, 2 green, 3 blue, 4 yellow, 5 orange, 6 red.

Audio script page T103

3

AB p42 Find pairs and circle.

Aim: to practise paying attention to detail and saying where things are

- Point to the first circled picture and say *Look! The teddy is on the ... (bed).* Say *Yes! The teddy is on the bed.* Point to the second circled picture and say *The teddy is on the bed. A pair.*
- Students find pairs of pictures and circle them. They could use a different colour to circle each pair.

- Check answers by choosing volunteers to point to the pictures and to describe the pairs using full sentences.

Key: The book is on the table. The rope is under the sofa. The doll is in the bath. The plane is in the cupboard.

Extension activity

- Draw a pencil on the board, leaving space around it to draw in an item of furniture. Then ask *Where's the pencil?* and shrug your shoulders.
- Start to add to your drawing a line at a time for the students to guess, e.g. *On the cupboard!* You could use any furniture from this lesson, *chair or bag.*
- If you are a confident artist, you could introduce unexpected combinations such as *on the crocodile, under the elephant,* etc.
- Invite volunteers to take your place.

Ending the lesson

Aim: to review furniture and practise instructions

- Say the instructions again but this time change the animal and the three items for furniture. You can elicit ideas from the children. Then say the new instructions again and make new mimes for them.

Aims: to review talking about where things are, to sing a song with the class

New language: *tidy up, put (your toys) away, no more play*

Recycled language: furniture, toys, *put, in, under, on*

Materials: CD 2, flashcards (furniture)

Language competences: Your students will be able to join in with a song. Your students will combine known and new language to talk about tidying up.

Warm-up

Aim: to review furniture

- Show a furniture flashcard. Using either the right word or the wrong word, say *It's a (sofa)*. Students say *Yes, (it's a sofa)* or *No, (it's a table)*. Repeat several times.

Presentation

 **4** **PB p43** Listen and sing.

Aim: to review instructions and sing a song

- Look at the picture together and ask: *Who can you see? Where are they?*
- Play the song. Students listen and point to the four smaller pictures as they hear the toys mentioned.
- Point and say *Oh dear! Look at Mike's bedroom. Where's the plane? (On the bed). Where's the doll? (Under the chair). Ask Is Mike's mum happy? (No, angry). Say Mike's mum says 'Tidy up, Mike! Tidy up your bedroom!'* Confirm the meaning of *tidy up* in L1. Ask if students tidy their bedrooms.

- Point to the first of the smaller pictures and say *Mike is tidying up. Where's the kite now? (In the cupboard)*. Repeat with the other pictures. Confirm the meaning of *put away* in L1.
- Play the song again for students to join in by singing the instructions *Put the kite in the cupboard*, etc. and the chorus.
- Use the karaoke version (see Extension activity).
[Audio script page T103](#)

Practice

 **4** **AB p43** Listen and draw lines.

Aim: to review the song lyrics

- Point to the example and say *Mike tidies up. Where is Mike's kite? (In the cupboard)*.
- Students draw lines to link the other items to the correct places, following the lyrics of the song.
- Check answers by playing the song, pausing after each instruction to ask, e.g. *Where's the (kite)?*

Key: plane: under the bed, doll: on the bed, teddy: on the chair

[Audio script page T103](#)

Extension activity

Aim: to practise the song

- Teach a different version of the song, adapting the idea below as necessary for your own classroom and feeding in any new vocabulary.
Tidy up, tidy up. Put your things away!
Tidy up, tidy up. Put your things away!
Put the (pencils) in the (cupboard).
Put your (books) on (my desk).
No more work today.
Put your things away!
- You could use this song at the end of any lesson when you have some extra time and things to tidy away.

Ending the lesson

Aim: to practise giving instructions

- Students act out the story of the song in pairs (without singing). One student is Mike's mum, looking very angry and saying *Tidy up! Put the (kite) (in) the (cupboard)*. The other student mimes following the instructions.
- Students can use other toys and places if they want.
- Students swap roles.

Aims: to present a picture story, to review language from the unit

New language: *of course*

Recycled language: *in, on, under, It isn't, head, cupboard, sofa, table, your, cap, it's, yes, mum*

Materials: CD 2, props for acting out the story (optional): character mask (Mike), home-made hats/masks or props for Mike's sister, brother, mum and grandma, a cap

Language competences: Your students will be able to listen and follow a picture story.

Warm-up

Aim: to review *tidy up* and *put away*

- Before the class, make the room untidy, e.g. with pencils and rubbers laid out on your table, books on the floor, bags on desks, chairs around the room.
- Look horrified and say *Oh no! Look! There are (pencils on my desk). There are (books on the floor). Say Let's tidy up! Let's put things away.*
- Give students instructions with *tidy up* and *put away* to tidy the room, e.g. *Let's tidy up the pencils. Put the books away in the cupboard.*
- Mike's mum was angry but you may prefer to use *please*.

Presentation



PB p44–45 Story: The cap

Aim: to listen to and follow a picture story

- If you talked about Mike's cap on PB page 40, help the students to turn back. Discuss in L1 how the story started before looking at PB pages 44 and 45.
- If not, simply remind the students that Mike was looking for something and give them time to look at the story pictures on PB pages 44 and 45.
- Play the CD. Students follow in their books.

- Play the story again, pausing after each picture to discuss what's happening.
After picture 1, ask *Where is Mike looking? Under the bed? On the bed? (No, in the cupboard).*
After picture 2, ask *What's in the cupboard? Is it Mike's cap? (No. A kite).* Continue like this and also point to elicit e.g. *This is Mike's ... (sister).*
After picture 8, ask *Where's Mike's cap? What do they say? 'On your ... (head)!' Say Point to your head.*

Audio script page T103

Practice

- 5** **AB p44** Look at the story. Find and say the picture number.

Thinking skills: paying attention to visual details

- Point to the first picture and ask *What's this? (A book).*
- Gesture to the story and say *Find the book. Where is it? Picture 1? Picture 2?*
- Students find the correct picture in the story and say *Picture 3.* Ask *Where's the book? (Under the sofa).*
- Students find the rest of the items in the story.
- **Note:** Students can share PBs if space is tight.

Key: 1 = picture 3 (a book under the sofa),
2 = picture 1 (a plane under the bed),
3 = picture 5 (a ball under the table),
4 = picture 2 (a pencil under the cupboard)

Extension activity

Aim: to reinforce understanding of the story

- Invite five volunteers to the front. Students act out the story with your help, using the Mike character mask and other available props (see 'Materials').
- Encourage students to use key language from the story.
- Invite other students to come to the front and act.

Ending the lesson

Aim: to practise language from the story

- Pretend that you have lost something. Say *Where's my (book)?* Go up to a student and say *Ah! It's in your bag. Of course.* Encourage the student to look and say *No. It isn't here.*
- Choose different students and pretend to look for the item in different places: *Ah yes. It's under your chair/in your bag/under your bag, of course!* Each student looks and says *No. It isn't here.* Look more and more puzzled as you continue.
- Finally, pretend to 'find' the item in your bag.

Aims: to talk about the meaning of a story: listening to people, to review language from the unit

Recycled language: language from the story

Materials: CD 2, Unit 5 story sticker, coloured pencils or crayons

Language competences: Your students will be able to appreciate the values shown in the story.

Warm-up

Aim: to review the language in a song

- Play the song again (CD 2 Track 07) for students to join in.

Practice



PB pp44–45 Story: The cap

Sticker and story values

Aim: to review the story

- Ask the students to tell you in L1 what they remember about the story on PB pages 44 and 45.

Aim: to think about the meaning of the story: listening to people

- Play the story again (CD 2 Track 10), pausing to discuss in L1 the values shown. Students explain in L1 that Mike's sister is trying to help him in picture 1, but he doesn't listen, that his brother tries to help him in picture 3, but again he doesn't listen, and so on.
- Say *Look at picture 7. Sister, mum, grandma and brother are happy. They're laughing* (mime laughing). Ask why in L1 (because Mike's cap is on his head, but he didn't listen to his family when they tried to tell him).

- Hold up your book and point to the last frame and say *Let's look for a sticker*. Help students find the Unit 5 story sticker at the back of the book and ask them to peel off the sticker. Tell them to turn back to page 45 and then say *Stick*.
- Say *Look at picture 8 now. Is Mike happy? (No, sad)*.
- Ask why in L1 (he feels silly because he didn't listen). Encourage the class to talk about why it is important to listen.

Audio script page T103

6 **AB p45** Complete the faces with ☺ or ☹.

Aim: to apply values from the story to new situations

- Ask students in L1 why Mike didn't find his cap earlier (he didn't listen when his family tried to tell him).
- Ask the students to find page 45 in the Activity Book. Say *Look at the pictures and think. Which picture is right?* Explain in L1 that if they think the picture shows the right thing happening, they draw a smile. Elicit from the class that in the first picture the girl has listened to her mum and is happy. The children draw a happy face for the first picture. Circulate and check. As an option the children can colour this picture. Ask what is wrong in the second picture.

Extension activity

Aim: to practise listening carefully

- Arrange some items on your table and chair at the front, but hide them with, e.g. some books standing up. The items all need to be in, on or under things.
- Tell students in L1 that there are some things on your table and chair and you want them to listen carefully and to put the same items in the same places.
- List the items, e.g. *I've got a rubber, a pencil, a book and a pencil case*. Students get theirs ready.
- Describe where your things are, stopping for students to place their items correctly, e.g. *The book is on the table. ...The pencil is on the book. ...The chair is under the table. ...The rubber is in the pencil case*.
- Check by revealing your items for students to compare with theirs.

Ending the lesson

Aim: to practise listening carefully

- Invite a volunteer to the front. Explain in L1 that you are going to give some instructions, but only once. Say *Listen carefully*.
- Give some instructions, slowly and clearly, e.g. *Pick up the red pencil. It's on my desk. Put the pencil in my bag*. The student carries out the instructions.
- Repeat with other students.

Note: For the next lesson (Warm-up), you ideally need photos of different types of homes, e.g. a tall block of flats, a cottage in the country, and a terraced house. You will also need small recyclable boxes and cartons for students to make doll's furniture.

Aims: to integrate other areas of the curriculum through English: Geography

New language: *caravan, houseboat, palace, tree house, tent*

Recycled language: numbers 1–6, colours

Materials: CD 2, coloured pencils or crayons, photos of different types of home (optional)

Language competences: Your students will learn specific language to be able to talk about homes around the world in English.

Warm-up

Aim: to introduce the topic

- Show the photos of different types of home that you have brought or use the pictures on PB page 46. Ask in L1 what they have in common (people live there). Say in English *These are all homes. Homes. Families live in homes.*
- Ask students in L1 to point to the picture which looks most like their home. Say, e.g. *OK, (name), you live in a flat. This is a flat.*
- Explain in L1 that students are going to learn about different homes in this lesson.

Presentation



6 **PB p46** Listen and say. Draw your home.

Aim: to present types of home

- Play the CD. Students point to the pictures.
- Play the CD again. Students repeat the words.
- Say the words out of order. Students say the number.
- **Note:** *Caravan* is British English. American English uses *trailer (home)*.
- Say to the students *Draw your home*. Make sure that everyone has enough pencils and coloured pencils. Circulate and ask *Do you live in a (flat / palace)?*

Audio script page T104

7

AB p46 Make dolls' furniture.

Aim: to follow instructions and make model furniture

- Students make miniature furniture (e.g. tables, cupboards, chairs, etc.) as shown in the pictures.
- Help them with any potentially dangerous parts (e.g. making holes, cutting out).
- Students work in small groups and arrange their furniture to make rooms.

Extension activity

Aim: to practise talking about types of homes

- Do a simple class survey to find out which of the homes from the lesson is the most popular. Stick five or six photos of homes onto the board or draw a rough outline of the five homes on PB page 46.
- For procedure, see page T32 Extension activity.
- Point to the results and say *The (palace) is number 1. The (tree house) is number 2, etc.* Talk in L1 about the good and bad things about living in each type of home (e.g. a palace is beautiful, but it might be cold).

Ending the lesson

Aim: to practise talking about homes

- Point to the pictures of homes on PB page 46 and say *Look. Where do I live? Which home is it?*
- Do a mime as if you are entering one of the homes on page 46 (e.g. bending down and unzipping a tent, climbing a ladder to a treehouse, stepping from the land onto a boat, opening the door of a palace and looking round amazed). Students say, e.g. *Tent. Say Yes! I live in a tent.*
- Repeat with other mimes.

Note: For the next lesson, you will need recyclable items for students to make models.

Aims: to encourage students to think about recycling, to review language from the unit, to encourage children to reflect on their learning

Recycled language: *caravan, houseboat, palace, tree house, tent*

Materials: examples of things that can be recycled (empty plastic bottles, empty drinks cans, newspapers), recyclable materials that can be safely used for making model homes (empty cardboard boxes and tubes, plastic bottles, cloth), scissors, glue, paints, family and character flashcards (optional).

Warm-up

Aim: to discuss the value of recycling

- Show students things that can be recycled and ask in L1 what they all have in common (they can be recycled).
- Demonstrate sorting things into different materials. Ask the students to help if you have enough materials and count the items in English if possible.
- Ask students in L1 if they help recycle at home or at school. Discuss ideas such as using both sides of a sheet of paper and reusing old materials to make things and to play with (as in today's lesson).

Practice

7

Think!

PB p47 Choose a home and make it.

Thinking skills: planning and making

- Look again at the different homes on PB page 46 with the class. Point and elicit the words and then explain to the students that they are going to make a model. This activity can be done individually, in pairs/groups or as a whole class, as you wish.

- If you decide to do it as a class or in groups, talk about the photo in L1, discussing the different jobs that need to be done (finding the right size things, painting, assembling, etc.).
- Circulate and help, asking e.g. *What's your home?*
Is it a caravan? What colour is it? How many windows has it got?

8

AB p47 Say the words. Colour the circles.

Aim: to create a record of learning

- Students colour the circles if they can say the words on their own. Ask them all to use the same colour or let them use any of the six colours that they know.
- Circulate and ask students to say the words.
- From Unit 5 onwards, this self-evaluation activity offers the option for students to trace the words if you would like them to do so. If practical, you could liaise with the literacy teacher to make sure that the letter formation is similar.

Extension activity

Aim: to review numbers 1–10

- Stick the family and character flashcards on the board in a row of ten, face down.
- Draw a large door shape around each flashcard and write large numbers from 1 to 10 next to each door. Say *Ten houses*. 1, 2, 3, ..., etc. Remind the students of the word *door* which they heard on PB page 18.
- Point to the first 'door' with the flashcard inside and say *Look. This is house number 1. Who lives at number 1?* Knock on the 'door' on the board. Turn the flashcard over and say *It's (brother). (Brother) lives at number 1.*
- Invite a volunteer to come to the board. Ask *Who lives at number (4)?* The student knocks on the correct 'door', turns over the flashcard and says who it is (e.g. *It's Mike*). Confirm by saying e.g. *Yes, Mike lives at number 4.*

Ending the lesson

Aim: to review different types of home

- Draw picture clues to represent the homes from PB page 46 on the board (e.g. a crown for *palace*, a tree for *tree house*, some wheels for *caravan*, a river for *houseboat* and a camp fire for *tent*). Students say the homes.

Phonics

- See page T89 for Unit 5 Phonics.

Review

- See page T97 for Review Unit 4 and Review Unit 5.