

Unit 1 House Zone

Unit objectives

- Greeting people and saying goodbye (C1) (C5)
- Identifying the names of rooms in a house (C1) (C3) (C7) (C8)
- Identifying different building materials (C1) (C3) (C7) (C8)
- Listening to and saying the raps (C1) (C6) (C7)
- Listening to and singing songs with actions (C1) (C6) (C7)
- Making mini-flashcards to play communicative games (C1) (C3) (C6) (C7) (C8)
- Listening to, understanding and miming the story (C1) (C6) (C7)
- Retelling the story (C1) (C6) (C7) (C8)
- Giving an opinion on the story (C1) (C8)
- Identifying vocabulary items by listening (C1) (C7) (C8)
- Associating pictures with meaning (C1) (C6) (C7)
- Recognising key words (C1) (C7) (C8)

Key language

Vocabulary

- Main lexical set: *kitchen, living room, bedroom, garage, bathroom, hall, garden, study*
- CLIL vocabulary: *brick, stone, wood*

Structures

- *Where's my...? It's in the...*
- *What's this house made of? It's made of...*

Recycled language

- Numbers (1–20)
- *It's red, yellow, green, blue, orange, brown, pink, purple, black, white*
- *Yes, it is./No, it isn't.*
- *book, bag*

Receptive language

- *Who's this? Where's.../What's... ?*
- *What colour/number is this?*
- *Let's listen to/sing/colour/point to...*
- *Open your books at page (5).*
- *Can you find the...?*

Pronunciation

Practising the sound /b/

Cross-curricular content

Science: house materials

Socio-cultural aspects

- Interest in learning about homes in the UK and around the world
- Positive attitude towards own ability to participate in class activities
- Pleasure in the story
- Respect for others in the group
- Willingness to follow simple instructions
- Willingness to review and reflect on own learning
- Pleasure in creating a title page for their English Dossier

Summary

Your pupils have now revised colours and numbers. In Unit 1 you will revisit school and family vocabulary in the context of a house. You will introduce and practise vocabulary for rooms in a house, and materials. The children will learn how to ask where something is, and give the correct response.

Basic competences key

- (C1) Competence in linguistic communication
- (C2) Mathematical competence
- (C3) Competence in knowledge of and interaction with the physical world
- (C4) Competence in processing information and use of ICT
- (C5) Competence in social skills and citizenship
- (C6) Artistic and cultural competence
- (C7) Learning to learn
- (C8) Autonomy and personal initiative

Lesson 1

Learning objectives

- Identify and say words for different rooms
- Learn a song for the opening routine
- Listen to and sing the *Around the house* song

Language focus

- *kitchen, living room, bedroom, garage, bathroom, hall, garden, study*
- *book, bag*
- *Where is/ 's my (book/bag)?*
- *It's/It isn't in the...*

Materials

- Flashcards: *kitchen, living room, bedroom, garage, bathroom, hall, garden, study* (These should be made before the lesson using PB page 65.)
- Class audio CD

At-a-glance lesson plan
(PB page 5)

Opening activities

- Learn the *I'm ready* song (CD 1 track 8).
C1 C6

Main activities

- **Vocabulary game** *Rooms in my house*.
C1 C7 C8
- **Vocabulary activity** *Word rap* (CD 1 track 9).
Listen, point and say the words. C1 C7
- **Song** *Around the house* (CD 1 track 10).
Listen, sing and point. Listen, sing and mime.
C1 C6
- **Vocabulary activity** Look and answer questions. C1 C7 C8
- **Vocabulary game** Play Techna's bridge game (CD 1 track 12). C1 C2 C3 C7 C8

Closing activities

- Say *Goodbye*. C1 C5

Opening activities

Learn the *I'm ready* song.

- Say **Hello!** and wave your hand. Have the children do the same.
- Ask **How are you?** and encourage them to reply, *I'm fine*.
- Explain that they are going to learn a new song, to sing at the beginning of the class.
- Say **Let's listen and mime**. Play CD 1 track 8. The children listen and do the actions with you.

Unit 1 House Zone

Lesson 1 Listen, sing and point.



Lesson 2 Play Techna's bridge game.



Lesson 2 Make your mini-flashcards.

*I'm ready!* song

*I'm ready. I'm ready. I'm ready...
I've got a book. (point to book)
I'm ready! (thumbs-up sign)
I've got a pencil. (as above)
I'm ready!
I'm ready for English class today!
It's English class – hooray!*

*I'm ready. I'm ready. I'm ready...
I've got a rubber. (as above)
I'm ready!
I've got a ruler. (as above)
I'm ready!
I'm ready for English class today!
It's English class – hooray!
I'm ready. I'm ready. I'm ready...*

Main activities

Play *Rooms in my house*.

- Draw a simple outline of a house on the board big enough to stick the flashcards in. Ask **What is it?** Listen to the children's answers and say **Yes. It's a house**.
- Shuffle the flashcards and have the pack facing you. Say **Let's play Rooms in my house**. Turn the card closest to you round, without showing it to the children. Slowly reveal part of the picture to the class by moving it upwar

- Invite a child to guess the answer, and stick the card on the board. They may answer in L1. Say **Yes, it's the (bedroom)**.
- Repeat with the other flashcards, sticking them on the board.
- Point to the flashcards and encourage the children to repeat the words.

Listen, point and say the words.

- Say **Let's listen and say the Word rap**. Play CD 1 track 9, and point to the different flashcards as they are heard, encouraging the children to repeat the words.

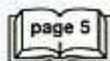


Word rap

Everybody clap, clap, clap.
Let's say the house word rap.
Kitchen... Living room... Bedroom... Garage...
Bathroom... Hall... Garden... Study.
Everybody clap, clap, clap.
That's the end of the house word rap.

- Play the track again, getting the children to say the words while you point to the flashcards. Or you could point to each picture in turn, say the word and encourage the children to repeat it two or three times.

Tip: If the children are unsure about saying the words, point to different flashcards, say the words quickly, then slowly, and encourage the children to repeat in the same pattern as you.



Listen, sing and point.

- Say **Open your books at page 5**.
- Point to the picture in the top part of the page. Ask **Who/What's this? Where are Harry and Holly?** (in the kitchen/in the living room) **What are they doing?** (looking for things) **Where's Techna?** (in the hall) **What has Techna got?** (a bag and a book) The children may answer in L1.
- Point to the picture again and explain that the children should point to the rooms as they hear them in the song.
- Say **Let's listen and point**. Play CD 1 track 10 and encourage the children to point in their PB as they listen.



Around the house song

Harry: *Where's my book? Where's my book?*
Techna: *I don't know. Let's have a look!* (point to your eyes and look around)

Holly: *Is it in the bedroom or the bathroom?* (mime sleeping and washing your face)

Harry: *No, it isn't.* (shake your head)

Holly: *Is it in the study or the kitchen?* (mime reading and stirring food/cooking)

Harry: *No, it isn't.* (as above)

Techna: *Let's look, let's look.* (as above)
Let's look for Harry's book. (as above)

Holly: *Is it in the living room?* (mime changing channels on remote)

Harry: *No, it isn't.* (as above)

Holly: *Is it in the garage or the garden?* (mime driving a car, smelling a flower)

Harry: *No it isn't.* (as above)

Harry: *Oh, no! Is it here at all?*

Techna: *Yes, it is. It's in the hall!*

- Say **Let's sing the Around the house song, and point**. Play the track again. Sing the words, and point in your book. Encourage the children to do the same.

Listen, sing and mime.

- Take the flashcards from the board and give them out to different children, and ask them to stand around the classroom. Tell them they should hold up the flashcard when they hear the room in the song.
- Say **Let's sing the Around the house song**. Play the track again. Mime to the words, using the actions above, and point to the flashcard that the child is holding up, encouraging the children to copy you.
- If you wish, repeat the activity with different children.

Look and answer questions.

- Ask the children to look again at PB page 5. Hold up your PB, so the children can see it, and point to the picture.
- Explain that you will say two or three colours and they have to guess which room of the house you are talking about, for example, **Black, blue and brown** (study) or **Green, blue and yellow** (garden).
- Reverse the activity by inviting different children to call out the colours while you guess the room.

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Play Techna's bridge game.

- Point to the game at the bottom of PB page 5. Ask **What is it?** Listen to the children's answers, which may be in L1. Say **Yes, it's a computer game. Let's play Techna's bridge game.**
- Hold up your PB so the children can see it, and place your finger on the bridge. Check the children have their finger in the same place.
- Play part 1 of CD 1 track 12. Repeat the room choices and Harry's selected word and use the following actions to help the children follow the game.
- At end of the game, repeat Techna's question, **What number is it?** Point to the number. Invite a child to press 'pause' and to say the answer. (Answer: number 4)



Techna: Let's play.

Let's play my bridge game! *(move your finger in a circular movement around the screen)*

Press play. *(move your finger to the bridge, and mime pressing the play button)*

Kitchen or garden?

Harry: Kitchen. *(move your finger, following the path to the picture of the kitchen)*

Techna: Study or living room?

Harry: Living room. *(follow the path as above)*

Techna: Garage or bathroom?

Harry: Bathroom. *(as above)*

Techna: What number is it?

Tip: If the children seem unsure, play the track again, and encourage them to look at your PB. Hold it up so they can see it clearly, guide them through it by moving your finger, and encourage them to say the words with you.

- Play part 2 of the track. Ask **What number is it?** (Answer: number 5)



Techna: Let's play.

Let's play my bridge game!

Press play.

Kitchen or garden?

Holly: Garden.

Techna: Bedroom or bathroom?

Holly: Bedroom.

Techna: Study or garden?

Holly: Study.

Techna: What number is it?

- Repeat the activity, creating a different route from the CD, and arriving at a different number.
- Invite children to come to the front. Encourage your volunteers to guide the class through the game.

Option: For more practice, divide the children into small groups or pairs to play together.

Closing activities

Say Goodbye.

- Say **It's time to say Goodbye.** Say **Let's say Goodbye.** Say **Goodbye, (Maria)!** and wave goodbye to that pupil. Encourage the child to do the same. Repeat and say **Goodbye** to other children.
- Encourage the children to turn to their partner and say **Goodbye, (David)!**

Optional Activity Book activity

Do activity 1 in *Macmillan English Quest 2* Activity Book page 2. Please refer to the Activity Book Notes on TB page 190.

Lesson 2

Learning objectives

- Sing and mime the *Around the house* song
- Follow instructions to make mini-flashcards to play communicative games
- Recognise house vocabulary
- Learn a new song for the closing routine

Language focus

- *kitchen, living room, bedroom, garage, bathroom, hall, garden, study, bag, rubber*
- *Where is my (bag, rubber, book)?*
- *It's/It isn't in the...*

Materials

- Scissors and paperclip for each child
- Flashcards: *kitchen, living room, bedroom, garage, bathroom, hall, garden, study*; character flashcards
- Class audio CD



At-a-glance lesson plan (PB pages 5 and 65)

Opening activities

- *I'm ready* song (CD 1 track 8). (C1) (C6)
- **Vocabulary game** *Flash the card*. (C1) (C7) (C8)

Main activities

- **Song** *Around the house* (CD 1 track 10) (karaoke CD 1 track 11). Listen, sing and mime. (C1) (C6)
- **Cut-out activity** Make your mini-flashcards. Sing the *Around the house* song (CD 1 track 10). (C1) (C6) (C7) (C8)
- **Vocabulary game** *Room battleships*. (C1) (C7) (C8)

Closing activities

- Learn the *English is finished* song (CD 1 track 13). (C1) (C6)

Opening activities

- Say **Hello**, and encourage the children to return the greeting.
- Ask **How are you?** and encourage the children to ask you the same thing. Say **I'm fine, thank you**, and encourage the children to do the same.
- Say **Let's sing the I'm ready song** (TB page 32). Play CD 1 track 8.

Play *Flash the card*.

- Play *Flash the card*, or choose another game from the Activity Bank (TB page 22), to recycle the vocabulary.

Mini-flashcards

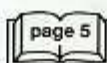
House Zone 1



Main activities

Listen, sing and mime.

- Say **Let's sing the Around the house song** (TB page 33). Play CD 1 track 10. Mime to the words, encouraging the children to point to the flashcards.
- Repeat, encouraging the children to sing with you.
- Alternatively, play the karaoke version of *Around the house*, CD 1 track 11, and the children sing the words.



Make your mini-flashcards.

Sing the song.

- Say **Open your books at page 65**.
- Invite a child to give out the mini-flashcard envelopes (TB page 28).
- Check that all the children have scissors. Say **Cut out the cards here**, pointing to the cut lines in your PB.
- Move around the classroom as the children cut out the mini-flashcards, pointing to different items and asking individuals **What is it?**
- Say **Put your cards on the desk like this**, and show pupils how to lay out their cards, face up on their desks.

- Say **Let's sing the *Around the house* song again.** Explain to the children that when they hear a room in the song, they should wave the correct mini-flashcard.
- Play CD 1 track 10.

**Play a mini-flashcard game:
*Room battleships.***

- Ask the children to place their mini-flashcards in a row, face up. Do the same with your mini-flashcards. Invite a volunteer to come to the front with their cards and PB to play against you. Say **Let's play *Room battleships.***
- Ask the volunteer to put his/her mini-flashcards in a row, at the opposite end of the desk, and hold the PB so you can't see the cards. Give him/her a rubber and ask him/her to place it on one of their own room cards.
- Say **Let's play.** Hold up the first mini-flashcard from the row in front of you and ask **Is (it/ the rubber) in the kitchen?** Encourage your volunteer to answer *No, it isn't* or *Yes, it is.* Turn your card face down, when the answer is 'No', and encourage the children to do the same.
- You or individual children in the class can only ask four questions to find the rubber. If you don't find it, your volunteer is the winner and can hide the rubber again. Repeat with different volunteers coming to the front of the classroom to play against you.

Options: (1) Divide the class into two teams. Invite different children from both teams to the front of the classroom to play against each other. (2) Use different school things such as pencil sharpener, or pencil. Then all three things have to be found.

- Thank your volunteers and have them sit down.
- Divide the children into pairs. The children play the game in pairs.
- Move around the classroom to check the children's speaking.

Note: If the children seem unsure about saying the question, encourage them to ask *In the bedroom?*

Closing activities

Learn the *English is finished* song.

- Tell the children that they are going to learn a new song to sing at the end of the lesson. Stick the character flashcards on the board.
- Say **Let's sing the *English is finished* song.** Play CD 1 track 13. Sing along, encouraging the children to sing with you and do the actions.



English is finished song

English is finished.

Put your things away. (mime putting things in a bag)

It's time to say 'Goodbye'. (wave)

Let's learn English another day.

It's time to say 'Goodbye'. (wave)

Optional Activity Book activity

Do activities 2, 3 and 4 in *Macmillan English Quest 2 Activity Book* pages 3–4. Please refer to the Activity Book Notes on TB pages 190–1.

Lesson 3

Learning objectives

- Listen to, understand and explain the story
- Show understanding of the story by numbering
- Give an opinion of the story

Language focus

- *kitchen, living room, bedroom, garage, bathroom, hall, garden, study*
- *Where is my (book)?*
- *It's/It isn't in the...*

Materials

- Pencil, rubber and colouring pencils for each child
- Flashcards: *kitchen, living room, bedroom, garage, bathroom, hall, garden, study*
- Class audio CD



At-a-glance lesson plan (PB pages 6–8)

Opening activities

- *I'm ready* song (CD 1 track 8). **C1 C6**
- **Vocabulary game** *Flash the card*. **C1 C7 C8**

Main activities

- **Story** Listen to the story (CD 1 track 15). Tell the story and ask questions. Circle the Quest item. Give an opinion of the story.

C1 C6 C7 C8

- **Story activities** Look and number. Complete the picture. Listen and number. **C1 C2 C6**

C7 C8

Closing activities

- *English is finished* song (CD 1 track 13).

C1 C6

Opening activities

- Say **Hello, how are you?** and encourage the children to return the greeting.
- Say **Let's sing the *I'm ready* song** (TB page 32). Ask the children to stand up, and play CD 1 track 8. Encourage them to sing along and do the actions with you.

Play *Flash the card*.

- Play *Flash the card* (TB page 22), or choose another game from the Activity Bank, to recycle the vocabulary.

Main activities



Listen to the story.

Note: You may wish to remind the children of the story format. In each unit, Holly, Harry and Techna play a game to help Techna find a Quest item. These games are called Zones and are presented in the form of a story played on Holly and Harry's computer. At the end of each story, Harry or Holly give an opinion about the story, for example, their favourite character, object, what they like best, etc. The children are asked to give their opinion of the story, and circle Techna's Quest item, which is hidden in a story frame.

- Say **Open your books at page 6.**

• Invite children to speculate about the first picture. (They may answer in L1.) **Who are the characters in the story?** (penguins) **Where are they?** (in the bedroom) **What's the problem?** (Matt is late)

• Say **Let's listen to the story.** Tell the story either by using the PB or by playing CD 1 track 15. Point to different things as the story is being told.



Introduction

Storyteller: Holly, Harry and Leo are with Techna.

Techna: It's time for my quest.

Holly: Let's find the quest item in House Zone.

Frame 1

Storyteller: Matt the penguin is in the bedroom sleeping.

Mummy: Matt and Hannah! Quickly! It's time for school!

Peggy: I want to go to school!

Frame 2

Storyteller: They go to the bathroom.

Hannah: Where are my school things?

Matt: Oh no! Let's look.

Peggy: Schoooooo!

Frame 3

Matt: Let's look in the study.

Hannah: Here's my school bag.

Matt: Look! It's the school bus. It's time to go!

Peggy: Schoooooo!

Matt: Come on, quickly!

Frame 4

Hannah: Where's my book?

Matt: It's not in the hall.

Peggy: School! School! School!

