

In this lesson, students will:

- revise the material from Unit 3

Resources: Audio Tracks 3.1, 3.2; Formative Assessment Strategies Guide

Warm Up

- Play the attention game with students. Say *Clap one time if you hear a thing in the house.* (e.g. shower, bed) *Clap two times if you hear a room in the house.* (e.g. kitchen, living room)
- Vary the speed of the game to make sure that everyone is active and having fun.

A

- Open Unit 3 Self-assessment, Activity A. Point to the photos and say *Listen, point and repeat.* Gesture as needed for students to understand the task. Explain to students that they will hear the words randomly and must search for each word. Start playing **TR: 3.1**. Listen to the first word, make a pause and say *Point.* Walk around the class and check if students are pointing correctly. Make corrections if needed. Then say *Repeat.*
- Continue playing **TR: 3.1**. Make a pause when the second word is mentioned. Say *Point.* It can be tricky for students this time, as the word living room doesn't come immediately after the first word. Give students some time to find it and check if they are pointing correctly. Then ask them to repeat the word.
- Continue playing **TR: 3.1** making pauses each time for students to point and repeat. Check their answers each time by monitoring their work.

Script for TR: 3.1 *bathroom, living room, TV, bedroom, kitchen, bed, shower, cupboard.*

B

- Ask students to look at the picture of a house and name all the furniture and things in the picture. Ask students some questions about the position of some things on the top floor of the house, e.g. *Where is the chair?* (It's next to the table.) *Where is the TV?* (It's on the table.)
- Tell students they are going to listen to where the things are in the bedroom on the ground/first floor. Ask students to listen to the whole description silently, looking at the picture.
- Get students ready to listen to **TR: 3.2** for the second time with pauses. Make sure every student has a pencil. Say *Listen* and start playing **TR: 3.2**. Make a pause after they hear where the bed is and ask *Can we see the bed?* (Yes). You can also ask students to repeat where exactly the bed is. Continue playing **TR: 3.2** making a pause after they hear where the sofa is. Ask *Can we see the sofa?* (Yes). Continue playing **TR: 3.2** making a pause after students hear where the table is. Ask *Can we see the table in the bedroom?* (No) *Let's draw it. Where is it?* (The table is next to the bed) You can model drawing on the board as extra support for students.
- Continue playing **TR: 3.2** making pauses after each item giving students some time to draw it. Discuss the position

of each thing with students if necessary. Check by asking students to compare their drawings with their friends' drawings. Then check as a class.

Script for TR: 3.2

Boy: *Where's the bed?*

Girl: *The bed is in the bedroom.*

Boy: *Where's the sofa?*

Girl: *The sofa is next to the wall.*

Boy: *Where's the table?*

Girl: *The table is next to the bed.*

Boy: *Where's the TV?*

Girl: *The TV is on the table.*

Boy: *Where's the chair?*

Girl: *The chair is next to the table.*

Boy: *Where's the lamp?*

Girl: *The lamp is on the chair.*

Boy: *Where's the toy plane?*

Girl: *It's under the chair.*

Answers: *The bed is in the bedroom. The sofa is next to the wall. The table is next to the bed. The TV is on the table. The chair is next to the table. The lamp is on the chair. The toy plane is under the chair.*

C

- Point to the picture of a dog and say *Let's help the dog get to his dog house.* Trace your finger to picture 1, ask *What's this?* (sunny) *What's the first letter in sunny?* (s). *Write s next to 1.* Move on to the second picture, ask *What's this?* (turtle) *What's the first letter in turtle?* (t) *Write t next to 2.*
- Put students into pairs and ask them to continue with the activity. Monitor their work walking around the class. Check the answers as a class.

Answers: 1. Ss; 2. Tt; 3. Uu; 4. Yy; 5. Qq; 6. Xx; 7. Zz; 8. Vv; 9. Ww; 10. Rr

D

- Point to the photo and say *Look at the photo. What can you see?* (a girl) *Where is she?* (next to her house) *Listen to her story and follow the text.*
- Read the whole text for the first time. Ask *What is the story about?* (the girl's house) *How many rooms are there?* (five rooms) *What colour is the girl's bedroom?* (green)
- Ask students to read the text – one sentence for one student. You can ask the student who is reading to nominate another student who is going to read next. It will help them to stay focused.
- Point to the five sentences under the text. Say *Read and circle.* Gesture as needed. Ask an individual student to read the first sentence. Ask *Four or five?* (five) *Circle five.*
- Encourage students to continue doing this activity individually. When they are ready, ask students to check their answers with a classmate first. Make corrections as needed. Then review as a class.

Answers: 1. five; 2. next to; 3. next to; 4. on; 5. the bed

Wrap Up

- Look around the class. Think of some object and describe its position. Let students guess what object you are talking about. Encourage students to do the same in turns.