In this lesson, students will:

- revise material from Unit 2

Resources: Audio Tracks 2.1, 2.2; Formative Assessment Strategies Guide

Materials: colouring pencils

Warm Up

- Create a word cloud on the topic *Home.* Draw a shape of a house.
- Ask students *What words do you know about homes?* Collect the answers and write the words inside the shape.
- Ask students to make sentences with the words on the board. Elicit 5–7 sentences.

A

- Open Unit 2 Self-assessment, Activity A. Ask students *What can you see?* (house plan). Elicit rooms and parts of the house.
- Say *Look at the house plan. Fill in the missing letters.*
- Make sure students know what they should do. Walk around the class and monitor students' work. Help if needed.
- Write the correct answers on the board. Invite students to work in pairs to point to different parts of the house and say the word.
- Open page 3. Point to *I can* box. Ask a volunteer to read the first sentence. Say *Colour the stars. One star – I need help, two stars – I'm okay, three stars – I'm cool with the task.* Use gestures to help students understand the task.

Answers (on the left): *garage, bookcase, armchair* (on the right): *window, rug, floor, door*

B

- Point to the big picture and say *Look at this bedroom. What toys can you see?* (a teddy bear, a robot, a bus), *Where is the bus?* (It's on the floor. / It's next to the bed). *What things are there in the bedroom?* (There's a bookcase, a bed, a desk, a rug.) Encourage students to give you full answers.
- Point to the objects around the picture and say *Look! Some objects are missing. Put the objects at the correct place.* Point at the example *and* say *The chair is next to the desk. Can you see the line? Now you, listen and draw the lines. You will hear the recording twice.*
- Play **TR: 2.1** twice. If necessary, pause after the line *Put the mirror on the wall behind the bed.* Help students to draw the line correctly.
- Elicit the answers.
- Open page 3. Point to *I can* box. Ask a volunteer to read the second sentence. Say *Colour the stars.*

Script for TR: 2.1

Teacher: Look at this room!
Child: I like this room.
Teacher: Let's add more things. Can you see the chair? The chair is next to the desk. Now you. Draw the lines.
Child: I'm ready.
Teacher: Put the mirror on the wall behind the bed.
Child: Yes.
Teacher: Now, a teddy bear. Put the teddy between the yellow and purple boxes.
Child: Okay.
Teacher: Put the ball in front of the bookcase on the green rug.
Child: I like this ball.
Teacher: Now, can you see an armchair? Put the armchair behind the bed, next to the desk.
Child: Okay. And where's the cat?
Teacher: Put the cat in front of the bed on the blue rug.

Answers: Mirror *on the wall behind the bed.* Teddy bear *between the yellow and purple boxes.* The ball *in front of the bookcase on the green rug.* The armchair *behind the bed, next to the desk.* The cat *in front of the bed on the blue rug.*

C

- Ask two volunteers to read the sample dialogue from Activity C. Invite students to work in pairs and say *Think of your room. Ask and answer about your room. Say what you've got in your room and what it is like. Then swap your roles.* Monitor the students' work. Model the activity with a student for extra help.
- Elicit what things students have got in their rooms and what these things are like.
- Open page 3. Point to *I can* box. Ask a volunteer to read the third sentence. Say *Colour the stars.*

D

- Say *Listen to me. I'm going to spell a word. What is it? S-H-E-L-L.* Elicit the answer (shell).
- Make sure every student has got a pencil. Say *Listen and write. You will hear the recording twice.*
- Model the way to write the correct answer.
- Play **TR: 2.2** twice. Make sure students understand that they will get the second listening in order to complete the task. Say *Now match the words to the pictures.*
- Elicit the answers. Say spell the words you've got to me. Write the correct answers on the board.
- Open page 3. Point to *I can* box. Ask a volunteer to read the fourth sentence. Say *Colour the stars.*

Script for TR: 2.2

1. *s-h-i-p,*
2. *c-h-i-c-k-e-n,*
3. *s-h-e-l-l,*
4. *b-e-a-c-h,*
5. *s-h-o-e-s*

Answers: *1. ship – e; 2. chicken – a; 3. shell – d; 4. beach – b; 5. shoes–c*

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E

- Point to the picture in Activity E. Ask *What can you see?* (I can see a house.), *Where's the house?* (It's on the tree.)
- Say *Now read the text about the treehouse and complete the sentences with one or two words.* Point to the sentences after the text to make sure students see where they need to write.
- Give students about 5 minutes to read the text and write the answers.
- When students finish, work with the whole class. Ask volunteers to read the text and the sentences.
- Open page 3. Point to *I can* box. Ask a volunteer to read the fifth sentence. Say *Colour the stars.*

Answers: *2. has got; 3. Their toys; 4. the wall; 5. roof*

Extension

- Invite students to work in pairs and create a plan of their treehouses. Invite the pairs to show their pictures and tell others about them.

Wrap Up

- Write the *ABC* on the board and invite students to say one word for each letter, naming things that can be in the house or a part of the house. Encourage them to be creative, e. g. *jam for* J as there is often jam in many houses. Skip the letters quickly if students can't think of the words.
- Ask *What are your three favourite words of the unit? What do you remember from the unit?* Encourage students to give you some details from the text they read, lines from the chants or the song.

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