

# 3.1

## In this lesson

### Lesson aims:

- Vocabulary: furniture and parts of the house

### Resources:

- Vocabulary worksheet 3.1, p. 149
- Tests: Vocabulary Check 3.1

### Homework:

- Workbook Unit 3, p. 26

### Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 2 and 3
- Peer learning: Exercise 4 and 5
- Independent learning: Exercise 7 and Finishing the lesson

### Culture notes

A lot of people live in houses in the UK. They often have a garden.

### Warm-up

- (Books closed) Spelling game! Divide the class into three or four teams. Say a new word from Unit 2. One student from each team writes it on the board. Check spelling. Each correctly spelt word wins a point. Continue with a different word and different Ss from each team.
- (L1/L2) Say Unit 3 is 'In the house'. Ask different Ss to predict what they will learn. List predictions on the board.
- Explain the lesson objective. Then ask Ss to predict what they will be able to say in English at the end of the lesson.

### Lead-in

- Critical thinking** (Books closed) Ask *What house words do you know?* Different Ss say a word and write it on the board with the class'/your help. Translate if the class is weak.

# In the house

## Vocabulary I can talk about my house.

I know that!

### 1 How many of these objects can you find in the photos?

bed 4 chair 1 desk 3 door 1 sofa 2 table 12 window

### In this unit

#### Vocabulary

- In the house
- Prepositions of place
- Household objects

#### Grammar

- there is / there are affirmative, negative and questions
- a/an, any

### 13-14



3.2 Grammar video

### 15



3.2 Grammar animation

### 16



3.3 Grammar animation

### 17



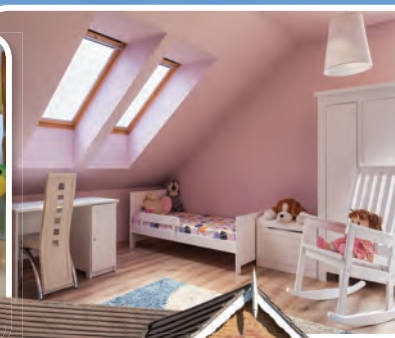
3.4 Communication video

### 18



BBC Culture video

34



### Exercise 1

- Choose one word from the box, translate it and say *I know that!* with a thumbs up gesture. Encourage Ss to continue.
- Pairs count and note the number of objects by the corresponding words.
- (L1/L2) Check answers by asking different pairs.

Answers → student page

### Exercise 2 2.1

- Give Ss time to read the words.
- Play the recording. Pause after each word. Ss repeat it and find the item in the photos. Ask different Ss in a weak class to hold up their books and point at the objects.

### Exercise 3

- Ss do the exercise individually. Then pairs compare answers.
- Ask different Ss for the answers. They justify their answers by holding up their book, pointing and naming objects.

Answers → student page

### Exercise 4 2.2

- Play the recording. Pause after number 1. One student reads the example aloud.
- Play until the end, pausing for pairs to discuss and note their answers.
- Alternatively, do this as a whole class activity. Ss tell you their ideas. Vote and check!

Answers → student page

- 2 2.1 Listen and repeat. Find the items in the Vocabulary box in the photos on page 34.

### Vocabulary In the house

#### Parts of the house

bathroom bedroom door floor garage garden kitchen living room wall window

#### Inside the house

armchair bath bed chair desk fridge sofa table wardrobe

- 3 Which part of the house are the photos from? Circle the correct answer.



1 living room / bedroom 2 bathroom / kitchen



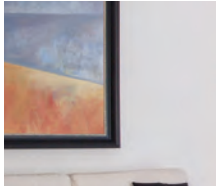
3 garage / garden



4 bedroom / living room



5 living room / garden



6 floor / wall

- 4 2.2 Listen to the sounds. Where are you? Write in your notebook.

1 In the living room.

2 In the kitchen.

3 In the garage.

4 In the bedroom.

5 In the garden.

6 In the bathroom.

- 5 Complete the word. Read the sentence, look at the photos on page 34 and circle T (true) or F (false).

1 b e d

It's in the bathroom. T / F

2 f r i d g e

It's in the kitchen. T / F

3 a r m c h a i r

It's in the kitchen. T / F

4 w a r d r o b e

It's in the bedroom. T / F

5 t a b l e

It's in the garden. T / F

6 b a t h

It's in the bathroom. T / F

7 c h a i r

It's in the kitchen. T / F

- 6 In your notebook, correct the false sentences in Exercise 5.

1 *The bed is in the bedroom.*

- 7 Look at the photos on page 34.

Student A: Say a sentence about an object inside the house.

Student B: Find the object in the photos.

Is Student A's sentence true? Correct the false sentences.

Then swap roles.

A: *An armchair is in the bathroom.*

B: *No, it isn't. It's the living room!*

- 8 Draw where things are in your Crazy House. Then make lists and compare in pairs.

*The kitchen: a sofa, ...*



### Exercise 8

- Ask *What's in your crazy house?* Volunteers give you two or three examples.
- Ss imagine, draw and write lists. They compare in pairs. You could ask them to tell the class. Have a class vote: *Whose house is the craziest?*

### Finishing the lesson

- Ss circle the new words in the Vocabulary box they have learnt. Remember to praise and encourage. (L1) Tell weak Ss they will be able to practise the words again in the other units and activities.
- Ask *Can you talk about your house?* Ss show self-assessment response cards (😊, 😐, ☹️). Then they copy the objective into their notebooks and draw the emoticon that reflects their progress.

### Fast finishers

- Ss choose a photo on page 34. They write all the words they know. They look up words they don't know in a dictionary.
- Ss write how many objects from the Vocabulary box on page 35 are in their house. E.g. *Twelve chairs, ...*

### Exercise 5

- Do the example with the class, then Ss do the exercise individually. Point out the words they need are in the Vocabulary box.
- Ss then stand up and compare each answer with a different student, discussing and correcting each other's answers.

Answers → student page

### Exercise 6

- Ask a weak class where the items are in the photos first. Ss write individually and pairs compare answers.
- Ask different Ss to write the answers on the board.

### Answers

3 It's in the living room. 5 It's in the kitchen.

### Exercise 7

- Ss find the armchair in the photos.
- A confident pair reads the example.
- Pairs decide who is A and B and continue, changing roles.
- Challenge strong Ss to do the activity without referring to the example.

### Extra activity

- Game! Write an object on the board, e.g. *chair*. Pairs have thirty seconds to write where we usually find chairs. Check. The pair with the most places wins. Continue.

# 3.2

## In this lesson

### Lesson aims:

- Grammar: *there is / there are* affirmative
- Vocabulary: prepositions of place

### Resources:

- Grammar worksheet 3.2, p. 156
- Tests: Grammar Check 3.2, Vocabulary Check 3.2

### Homework:

- Workbook Unit 3, p. 27
- Extra Online Practice Unit 3

### Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 2
- Peer learning: Exercise 6 and 11
- Independent learning: Finishing the lesson

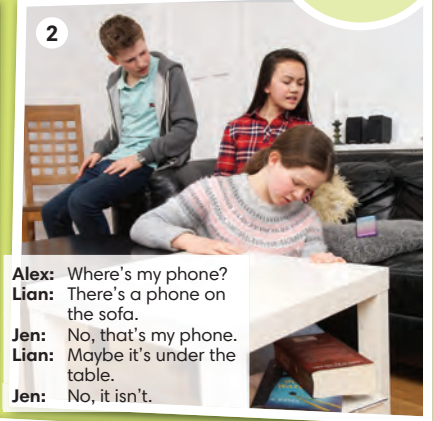
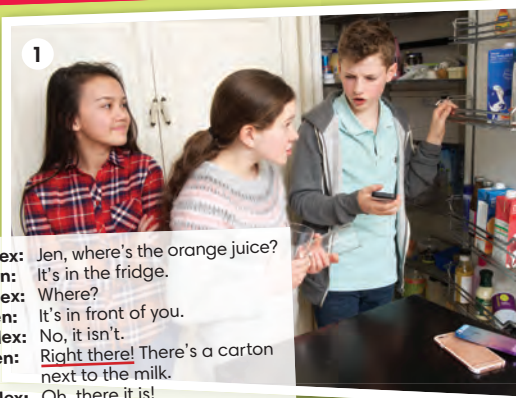
### Warm-up

- (Books closed) Game! Divide the class into groups of four. Give Ss two minutes to list house words from Lesson 3.1. The team with the longest (correct) list wins.
- Say a true sentence about your classroom with *there is/are*, e.g. *There's a desk next to the door*. Explain the lesson objectives.

### Lead-in

- (Books open) Ask the class questions about the photo story, e.g. *Who is he?* (Alex.) *Is Jen Lian's sister?* (No, she isn't!) *Are they at Alex and Jen's house?* (Yes, they are.)
- Use the photos to pre-teach any vocabulary you think Ss will find difficult, e.g.: *milk, carton, orange juice, sweets*.

# There's a phone on the sofa!



1 13 2.3 Watch or listen and read. What is Alex looking for? Circle the correct answer.

- a a book    **b** his phone    c a DVD

2 Answer the questions.

- 1 Photo 1 Where are the three friends?  
*They're in the kitchen.*
- 2 Photo 2 Where are they now? *In the living room.*
- 3 Photo 2 Is it Jen's phone? *Yes, it is.*
- 4 Photo 3 Are they Alex's DVDs? *No, they aren't.*
- 5 Photo 4 What's wrong with the sweets?  
*They're old.*

3 2.4 Listen and repeat. Find these expressions in the story.

- Right there!    There it is!  
 Wait!    Yuck!

Say it!

4 **Guess!** Where is Alex's phone? Make a guess. Use *in, on or under*.  
*It is in the fridge.*

5 14 2.5 Now watch or listen and check.

36

### Exercise 1 13 2.3

- Read the question. Ss predict the answer. Have a class vote!
- Play the video. If you don't have access to a computer and projector, play the recording. Ss check their predictions.

Answer → student page

### Exercise 2

- Pairs write the answers they know.
- Play the video again (stopping it in appropriate places) or refer Ss to the photo story to confirm the answers.
- Check answers using the Basketball technique.

Answers → student page

### Exercise 3 2.4 13

- Play the recording, pausing for Ss to repeat.
- Play the video again. Ss shout *STOP!* when they hear each expression. Alternatively, Ss find and underline the expressions in the dialogue.

### Exercise 4

- Write *in, on* and *under* on the board. Point to objects in the photos that exemplify each and elicit/give examples. E.g. *The orange juice is in the fridge.*
- Critical thinking** The class guesses where Alex's phone is. Don't confirm yet!

Answer → student page

## Grammar

there is / there are affirmative

- ✚ There's (There is) a phone on the sofa.
- There are two DVDs behind the sofa.
- There are some sweets under the sofa.

## 15 Get Grammar!



6 Complete with *There is* or *There are*. Then look at the photos on page 36 and tick (✓) the true sentences.

- 1  *There is* a fridge.
- 2  *There is* one chair.
- 3  *There is* a bed.
- 4  *There are* four phones.
- 5  *There are* two windows.
- 6  *There is* a sofa.

7 Look around. Say how many of them there are in your classroom.

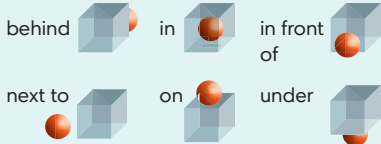
door window board desk  
boys and girls teacher wall

*There's one door. There are two windows.*

8 2.6 Look, listen and repeat.

### Vocabulary

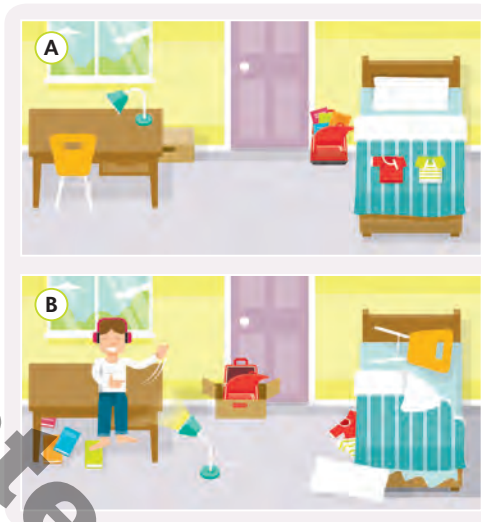
Prepositions of place



9 Look at the photos on page 36. Circle the correct preposition.

- 1 Photo 1 There are two phones under / (on) the kitchen table.
- 2 Photo 1 Alex is behind / (in front of) the fridge.
- 3 Photo 1 There is a carton of juice (in) / next to the fridge.
- 4 Photo 1 Jen is behind / (next to) Alex.
- 5 Photo 2 There are some books (under) / on the small table.

10 Look at pictures A and B. Complete the sentences.



- 1 *There's* a chair ...  
A in front of the desk. B on the bed.
- 2 *There's* a box ... in front of /  
A behind the desk. B next to the door.
- 3 *There's* a bag ...  
A next to the door. B in the box.
- 4 *There are* some books ...  
A in the bag. B under the desk.
- 5 *There are* some T-shirts ...  
A on the bed. B under the bed.

11 Go to page 108 and play a drawing dictation game.

- Different pairs write answers on the board. One student writes and the other helps. This is a good way of boosting weaker Ss' confidence.

Answers → student page

### Exercise 7

- Ss take turns to say sentences about your classroom to a partner.

### Exercise 8 2.6

- Play the recording, pausing for Ss to repeat.
- Ss give you examples using objects in your classroom.

### Exercise 9

- Choose Ss to say the answers.

Answers → student page

### Exercise 10

- Pairs do the exercise.
- Choose different Ss to write the answers on the board.

Answers → student page

### Extra activity

- Pairwork. Student A says a sentence about picture A or B in Exercise 10. (*Book closed*) Student B says if it is picture A or B. Ss swap and continue.

### Exercise 11

- Student A looks at his/her picture on page 108 and describes it for student B to draw it in his/her notebook! Change roles and continue.
- Invite two Ss who described their picture well to do it for the class.

### Finishing the lesson

- Elicit language learnt in this lesson. E.g.: *Describe photo 1 in the photo story. Where's Alex's phone? Then ask Can you use 'there is' / 'there are'? Can you use prepositions of place? Ss show self-assessment response cards (😊, 😐, ☹️).*
- Ss copy the objectives into their notebooks and draw the emoticons that reflect their progress.

### Exercise 5 14 2.5

- Play the video or recording to find out who was right!

#### Video/Audio script

Lian: Shhh!  
Jen: It's in the kitchen.  
Alex: Yes, but where?  
Lian: It's in the fridge!  
Jen: Yes, it is!  
Alex: What ...  
Lian: Oh, Alex!

### Get Grammar! 15

- Play the Get Grammar! video. If you don't have access to a computer and projector, continue.
- The class repeats the examples after you in chorus.
- Elicit/Tell Ss we use *there's* / *there is* with singular nouns and *there are* with plurals.
- Tell Ss we can say *some* instead of a number, e.g. *some sweets*.

#### Language notes

We use *there's* in everyday English.

### Exercise 6

- Ss do the exercise individually. Then they compare answers with a partner.

#### Fast finishers

- Ss write sentences to describe their classroom with *there is/are* and prepositions of place.

# 3.3

## In this lesson

### Lesson aims:

- Grammar: *there is / there are* questions and negations

### Resources:

- Grammar worksheet 3.3, p. 157
- Tests: Grammar Check 3.3

### Homework:

- Workbook Unit 3, p. 28

### Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 3 and 4
- Peer learning: Extra activity and Exercise 6
- Independent learning: Finishing the lesson

### Warm-up

- (Books closed) Ss make sentences with *there is/are* about the classroom. Student A: *There are some books.* Student B: *There are some books and there's a desk.* Student C: *There are some books, there's a desk and ...* Continue until a student can't remember and start again.
- Write on the board *There isn't a book. Are there twenty students?* Ask Ss to guess what the sentences mean. Then explain the lesson objectives.

### Lead-in

- (Books open) Ask the class *Who are the Terrific Two?* (Kit and Superdug.) *What can you remember about Kit and Superdug?* (Superdug's a dog/superhero. Kit's a cat.) Ask *Who's Coco?* Ss guess.
- Then ask about each picture in turn. E.g. (Picture 2) *What's this?* (A garage.) (Picture 3 – pointing to Kit's granny) *Who's she?* (Ss guess.) Use the photos to pre-teach *trees*, *parrot* and *car* as necessary.

### Exercise 1

- Use the pictures to teach *walkie-talkie* and *headset* first.

Answer → student page

## The Terrific Two

### Dug and Coco

**1**

**Kit:** Dug! It's my granny! Go to 10 Paxton Street!

**Dug:** OK.

**2**

**Superdug:** Kit, there isn't a number on the house.

**Kit:** Is there a blue car in the garage?

**Superdug:** Yes, there is.

**Kit:** Are there two big trees in front of the house?

**Superdug:** Yes, there are.

**Kit:** That's Granny's house.

**3**

**Superdug:** Where are the bad people?

**Granny:** There aren't any bad people here, Dug.

**Parrot:** Help! Kit! Help!

**4**

**Superdug:** Kit, it's the parrot, not your granny! Coco? Oh, he's naughty!

**Granny:** I'm very sorry, Dug. Coco is a silly boy!

**Parrot:** Silly boy Coco! Sorry Dug!

**Granny:** Good boy, Coco!

**5**

GOOD BOY, COCO!  
SILLY BOY, DUG!

**1** Look at the cartoon. How do Kit and Superdug talk when he is in the air? Circle the correct picture.



**2** Listen and read. Who is on the phone in Picture 1? Circle the correct answer.

- a Kit's granny      **b** Coco, the parrot  
(Kit thinks it's her Granny.)

**3** Complete the sentences with words from the cartoon.

- Kit's granny's house is at 10 Paxton Street
- Granny's car is blue.
- There are two big trees in Granny's garden.
- There aren't any bad people in Granny's house.
- There's only Granny and Coco / the parrot in the house.

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### Exercise 2

- Pairs predict the answer.
- Play the recording. Ss listen, read and circle.

Answer → student page

### Exercise 3

- Ss read the sentences, read the dialogue again and complete individually. Before a weak class starts, elicit or tell Ss key words in the sentences to underline. 2 – *blue*, 3 – *two big / garden*, 4 – *bad*, 5 – *Granny / house*.
- Use the Lollipop Stick technique to choose Ss to write the answers on the board.

Answers → student page

### Extra activity

- Groups of four act out the cartoon dialogue. (L1/L2) The groups discuss what they each did well and what they could improve. (L1) Write prompts on the board, e.g. *pronunciation?/hesitation?/expressive?*

### Get Grammar!

- Play the Get Grammar! video. If you don't have access to a computer and projector, continue.
- Ss repeat the examples after you in chorus.
- Elicit/Point out word order in questions: *is/are* is positioned before *there*.
- Point out the affirmative and negative short answers.

### Language notes

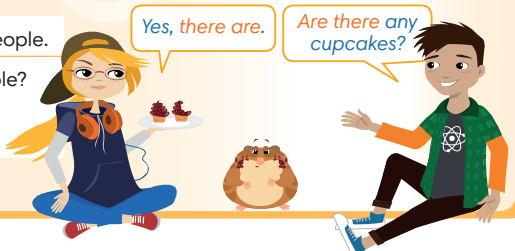
Short answers are usual in everyday English.

## Grammar

there is / there are negative and questions

### 16 Get Grammar!

—	There isn't a red car.	There aren't any people.
?	Is there a red car? Yes, <b>there is</b> . / No, <b>there isn't</b> .	Are there any people? Yes, <b>there are</b> . / No, <b>there aren't</b> .



4 Circle the correct answer. Then look at the cartoon on page 38 and tick (✓) the true sentences.

- There isn't / **There aren't** any people in Granny's garden.
- There isn't / **There aren't** any cats in the story.
- There isn't** / There aren't a bike in Granny's garage.
- There isn't / **There aren't** any dogs in Granny's garden.
- There isn't** / There aren't a phone in Granny's house.
- There isn't** / There aren't a desk in the living room.

6 Look at the picture. In your notebook, write Kit's questions and Dug's answers. Then ask and answer the questions in pairs.



- a small house next to the big houses?  
Kit: *Is there a small house next to the big houses?*  
Dug: *Yes, there is.*
- cars in front of the houses?
- a dog under the tree?
- people in the street?
- chairs in the garden?
- flowers next to the tree?
- a cat behind the tree?
- a parrot in the tree?

**LOOK!** There isn't **a** tree.  
There aren't **any** trees.  
Is there **a** tree?  
Are there **any** trees?

5 Look at the cartoon again. What is missing? Choose from the box.

TV photos table window doors

- Picture 1 Look behind Dug.  
*There isn't a window!*
- Picture 2 Look at Granny's house.
- Picture 3 Look behind Granny.
- Picture 4 Look at the books.
- Picture 5 Look at the wall behind Coco.

7 Go to page 108 and play a memory game.

## Exercise 4

- Elicit/Point out the answer in the example is *There aren't* because the noun (*people*) is plural.
- Pairs help each other do the exercise.
- Check answers using the Thumbs up/down technique.
- Pairs read the sentences again, look at the pictures and tick.

Answers → student page

## Look!

- Ss read the examples. Elicit/Explain we use a with singular nouns (all forms) and any with plural nouns (questions and negatives).
- Encourage Ss to work out the rules by asking prompt questions. E.g. ask *Is 'tree' singular or plural? (Singular.) Is 'trees' singular or plural? (Plural.)*

## Exercise 5

- Ask a weak class what's missing from each picture first. Then pairs do the exercise.
- Critical thinking** Different pairs justify their answers by explaining/pointing.

## Answers

- 2 There aren't any doors! 3 There isn't a TV!  
4 There isn't a table! 5 There aren't any photos!

## Exercise 6

- Pairs use the prompts to write questions and answers.
- Each pair swaps their books with another pair. They review each other's work.
- Write answers most Ss found difficult on the board and clarify.
- Pairs ask and answer.

## Answers

- Are there any cars in front of the houses? No, there aren't.
- Is there a dog under the tree? No, there isn't.
- Are there any people in the street? Yes, there are.
- Are there any chairs in the garden? No, there aren't.
- Are there any flowers next to the tree? Yes, there are.
- Is there a cat behind the tree? No, there isn't.
- Is there a parrot in the tree? No, there isn't.

## Exercise 7

- Pairs look at the pictures on page 108. Student A chooses one but doesn't say which. Student B asks questions with *Is/Are there a/any ...?* to find out. They swap.

## Finishing the lesson

- Revise language learnt in this lesson. Open pairs ask each other questions about the cartoon. E.g. *Are there any trees in Granny's garden? (Yes, there are.)* Then ask *Can you ask questions with 'there is' / 'there are'?* *Can you say negative sentences?* Ss show self-assessment response cards for each (😊, 😐, ☹️).
- Ss copy the objectives into their notebooks and draw the emoticons that reflect their progress.

## Fast finishers

- Ss look at the Vocabulary box on page 35. They write what there is and isn't in the cartoon. E.g. *There isn't a fridge.*
- Ss find and underline examples of *there is/are* in the cartoon.

# 3.4

## In this lesson

### Lesson aims:

- Communication: asking for something and saying where something is

### Resources:

- Communication worksheet 3.4, p. 170

### Homework:

- Workbook Unit 3, p. 29
- Extra Online Practice Unit 3

### Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 5
- Peer learning: Exercise 4
- Independent learning: Finishing the lesson

### Warm-up

- (Books closed) Play a game to revise language from this unit. Pairs say true and false sentences about their house for their partner to guess.
- Pairs imagine a guest has arrived. (L1) They discuss what they would say in their language. Explain the lesson objectives.

### Lead-in

- (Books open) Ask Ss questions about the photos to pre-teach *sandwich*, *ketchup*, *upstairs*, *downstairs*.

### Exercise 1

- Ss guess whose house it is. Have a class vote!
- Play the video. If you don't have access to a computer and projector, play the recording.

Answer → student page

### Exercise 2

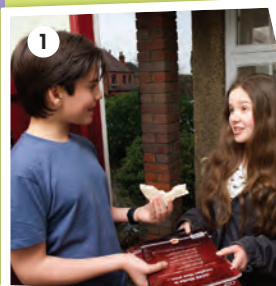
- Make sure Ss understand all the expressions in the box before they listen.

### Exercise 3

- When pairs act out the dialogues, monitor and refer them to the Communication box.

Answers → student page

# Where's the bathroom?



**Jen:** Hi! Here are your books.  
**Lucas:** Thanks, Jen. Please, come in. Would you like a sandwich?  
**Jen:** Yes, please. I'm really hungry.



**Jen:** This is yummy!  
**Lucas:** Erm ... Jen? There's ketchup on your T-shirt.  
**Jen:** Oh, no! Where's the bathroom, please?  
**Lucas:** It's upstairs. Let me show you.



**Lucas:** Is your T-shirt OK?  
**Jen:** Not really. But I'd like another sandwich, please!

- 1 17 2.8 Watch or listen and read. Whose house is it? Circle the correct answer.

a Jen's    b Lian's    **c Lucas's**

- 2 2.9 Listen and repeat.

### Communication Having a guest

A: Hello. Please, come in.

B: Thank you.

A: Would you like a sandwich?

B: Yes, please. / No, thank you.

A: Where's the bathroom, please?

B: It's upstairs/downstairs.

It's next to the living room.

Let me show you.

- 3 Match 1–3 to a–c. Then act out the dialogues in pairs.

- 1 **c** Would you like a biscuit?  
 2 **a** Where's the kitchen, please?  
 3 **b** Where's my jacket, please?

- a It's downstairs. Let me show you.  
 b It's on the chair, next to the sofa.  
 c Yes, please.

- 4 **Exam Spot** Circle the best answer.

- 1 A: Hello, Maria. Please, come in.  
 B: **a** Yes, please.    **b** Thank you.  
 c Let me show you.
- 2 A: Would you like an ice cream?  
 B: **a** Come in.    **b** It's downstairs.  
**c** Yes, please.
- 3 A: Where's the bathroom?  
 B: **a** Please, come in.    **b** Let me show you.  
 c It's next to the bed.

- 5 Write dialogues. Then act them out in pairs.

- 1 A: Hi / come in    B: thank  
*Hi. Please, come in.    Thank you.*
- 2 A: like / a cupcake?    B: no / thank
- 3 A: like / an apple?    B: yes
- 4 A: where / the bathroom?    B: It's / Let me show

- 6 You have a guest from another planet. In pairs, write dialogues in English and in your guest's language. Then act them out in class.

A: Hello, Xen! Please, come in.  
 B: Nabu midi rona, Tomi.

**Fun Spot**

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### Exercise 4

- This is preparation for CYLET Movers, Reading and Writing Part 2.
- Ss check each other's answers.

Answers → student page

### Exercise 5

- Ss write dialogues individually.
- Check understanding using the Traffic Lights technique.

### Answers

- 2 A: Would you like a cupcake?  
 B: No, thank you.
- 3 A: Would you like an apple?  
 B: Yes, please.
- 4 A: Where is the bathroom, please?  
 B: It's (upstairs). Let me show you.

### Exercise 6

- Write two/three planets in English on the board. Pairs decide which their guest is from!

### Finishing the lesson

- Ask the class *Can you ask for something and where something is?* Ss show self-assessment response cards for each (😊, 😐, ☹️).
- Ss copy the objectives into their notebooks and draw the emoticons that reflect their progress.

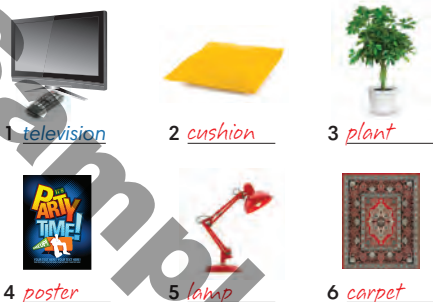
### Fast finishers

- Ss write sentences to describe the photos in Exercise 1.

- 1 2.10 Listen and repeat. Then label pictures 1–6 with the words in the Vocabulary box.

### Vocabulary Household objects

carpet cushion lamp plant poster television (TV)



- 2 Which objects in Exercise 1 are in your classroom? Where are they? Tell a partner.
- 3 **Exam Spot** 2.11 Look, read and listen. What is the text about? Circle the correct answer.
- a a sport    b a person     c a house

## A skateboarder's dream

This house is a perfect house for skateboarders. There aren't any carpets, plants, pictures or posters on the walls in this house. Why? Think about it!

Normally people skateboard in the park or in the garden. In this house people skateboard inside! They skateboard in the living room, in the kitchen, in the bedroom and in the bathroom. They skateboard on the walls too!

Look at the living room. There's a table, some chairs, an armchair and a sofa with some cushions. It looks typical, but people skateboard on the sofa, tables and chairs!

There's a big skateboard practice room too. People train with friends and they have competitions there. It's really cool!

It's a skateboarder's dream house.



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### Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 4
- Peer learning: Exercise 6
- Independent learning: Finishing the lesson

### Warm-up

- (*Books open*) Ss look at page 41. Ask what they expect to learn in this lesson. Explain the lesson objectives.

### Exercise 1 2.10

- (*Books closed*) Teach *household objects*. Ask pairs to list the household objects they know in English.
- (*Books open*) After Ss label, pick individuals to write the answers on the board.

Answers → student page

### Exercise 2

- Look around the classroom and say *There's a (poster) (on the wall)*.
- Ask Ss to use the objects in Exercise 1 and continue making sentences in pairs.

### Exercise 3 2.11

- This is preparation for CYLET Movers, Reading and Writing Part 3.
- Ask Ss to describe the photos. Then say *Have you got a skateboard? Can you skateboard in your house?*

Answer → student page

### Exercise 4

- Check answers using response cards. Each time point to one student and make him/her justify the answer.

Answers → student page

### Exercise 5

- Divide the class into groups of three. Each student in a group answers one question. Groups race to complete the task. Collect answers on the board.

### Answer

1 living room, kitchen, bedroom, bathroom, skateboard practice room 2 table, chairs, armchair, sofa, cushions 3 carpet, plant, poster

### Exercise 6

- Write model answers on the board. Ss exchange notebooks and review each other's work in pairs.

### Finishing the lesson

- Pointing to the photos, ask Ss *Is this a good dream house for you?* Encourage them to explain why (not) in English.
- Read the lesson objective. Ss show self-assessment response cards (😊, 😐, ☹️). Then Ss copy the objective into their notebooks and draw the emoticon that reflects their progress.

### Fast finishers

- Ss list the household objects in their living room.
- Ss write true and false questions about the photos in Exercise 3. They could ask the class at the end of the lesson.

# 3.5

## In this lesson

### Lesson aims:

- Reading: understanding a text about a dream house
- Vocabulary: household objects

### Resources:

- Tests: Vocabulary Check 3.5

### Homework:

- Workbook Unit 3, p. 30



# 3.0

## In this lesson

### Lesson aims:

- Listening: understanding a text about bedrooms
- Writing: a text about a bedroom; apostrophes

### Resources:

- Tests: Writing Task Unit 3

### Homework:

- Workbook Unit 3, p. 31

### Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 4, 6 and 7
- Peer learning: Exercise 3
- Independent learning: Finishing the lesson

### Warm-up

- (Books closed) Ss play a game with vocabulary from Lesson 3.5. Chosen Ss draw objects on the board, the class guess.
- (Books open) Give pairs a minute to look at page 42. Ask *What is this lesson about? (Bedrooms.) What do you think you will be able to do at the end of the lesson? (L1)* Explain the lesson objectives.

### Exercise 1

- Have a class vote for Ss' favourite bedroom! Choose different Ss to explain their choice.

### Exercise 2 2.12

- This is preparation for PTEYL Springboard, Task Two Listening.
- Before you play the recording, ask Ss to listen for key words.

Answers → student page

### Exercise 3 2.12

- Pairs read the sentences and complete as many as they can, using the photos to help.
- Then play the recording.

Answers → student page


### Exercise 4

- Note on the board two things most Ss do well and two common mistakes. Discuss them with the class after.


- 1 Look at photos A–C. Find these objects in the photos. Which is your favourite bedroom? Why?

chair cushion desk plant wardrobe



- 2 **Exam Spot**  2.12 Listen and match the speakers to their bedrooms. Write A, B or C. There is one extra photo.

C Speaker 1  B Speaker 2

- 3  2.12 Complete the sentences with a preposition of place. Then listen again and check.

Speaker 1

- My bed is next to the window.
- My school things are on the desk.
- There's an orange chair in front of my desk.
- There are orange cushions on the bed.

Speaker 2

- My clothes are in the wardrobe.
- There are two beds in my bedroom.
- The beds are next to the wardrobe.
- There aren't any posters on the walls.

- 4 In pairs, describe one of the photos in Exercise 1 for a partner to guess.

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### Exercise 5

- After Ss read, pairs discuss.
- Different pairs tell the class their ideas.

#### Possible answers

There isn't a TV / a carpet.  
There aren't any posters.

### Writing

Write *there is* → *there's* on the board. Check Ss understand *contraction* and *apostrophe*. Ss read the examples.

### Exercise 6

- Use the Thumbs up/down technique to find out if the class thinks each apostrophe is right.

Answers → student page

- 5 The bedroom in Photo A is Lucas's. Read his blog post about it. What isn't there in the bedroom?



## My bedroom

'My bed is next to a green wall. There are two cushions and a toy on my bed. There's a big white desk. It's next to the window. There's a chair too. It's black and it's very cool. There's a computer and a lamp on the desk. My room is great!'

### Writing Apostrophes

Remember to use apostrophes with contractions.  
there is = there's is not = isn't are not = aren't  
it is = it's they are = they're that is = that's

- 6 Add apostrophes to these sentences.

- There isn't a desk in my bedroom.
- Theres a plant. *There's a plant.*
- Its under the bed. *It's under the bed.*
- There arent any books. *There aren't any books.*

- 7  **Writing Time** Write about your bedroom.

#### Find ideas

Make a list of objects in your bedroom.  
Write where they are.

#### Draft

Write about your bedroom.  
Give your text a title.  
*My bed's ...*  
*There's / There isn't a ...*  
*There are / There aren't any ...*

#### Check and write

Check the apostrophes and write the final version of your text.

### Exercise 7

- Give slower/weaker Ss plenty of time so they can do their best.
- Check Tests Booklet, page 5 for writing tasks marking criteria. Try to indicate the good aspects of Ss' work and list things to improve.

### Finishing the lesson

- Ask Ss which exercise was the easiest and which one was the most difficult.
- Ss copy the objectives into their notebooks and draw the emoticons that reflect their progress (😊, 😐, 😞).

#### Fast finishers

- Ss draw extra objects in photos A–C and write what/where they are.

## Vocabulary

- 1 Work in pairs. Student A: Choose a square. Student B: Say where you can find the object. Then swap roles.

A: 3B

B: 'Wardrobe' ... There's a big wardrobe in my bedroom!

	1	2	3	4
A	bath	bed	desk	door
B	fridge	sofa	wardrobe	chair
C	lamp	window	table	cushion

- 2 Read the riddles. Write the objects.

- There are three on my bedroom wall. posters
- It's on the floor in the living room. carpet
- It's in the living room. There's a film on it now! TV
- They're green. They are in my garden. plants
- I sit in it when I read a book. armchair

- 3 Look at the picture. Read and complete the sentences with a preposition of place.

- There are cushions on the beds.
- There's a sofa in the living room.
- There's a plant next to the sofa.
- There's a skateboard in front of the fridge.
- The cat is behind the door.
- The trainers are under the bed.



## Pronunciation

- 4 2.13 Listen and repeat: /ɪ/ or /i:/?

There are sixteen TVs in the living room  
And three big fridges in the kitchen!

## Grammar

- 5 Look at the picture in Exercise 3. Complete the text with *there is*, *there isn't*, *there are* or *there aren't*.

<sup>1</sup>*There are* five rooms in the house. <sup>2</sup>*There is* a living room and there's a kitchen. <sup>3</sup>*There is* a bathroom and <sup>4</sup>*there are* two bedrooms. <sup>5</sup>*There isn't* a garden but there's a garage. <sup>6</sup>*There aren't* any windows in the garage.

- 6 Write questions about the house in Exercise 3. Use *Is there* or *Are there* and the words in brackets.

- Is there a table* (a table) in the living room?
- Is there* (a TV) in the kitchen?
- Are there any* (plants) in the bedroom?
- Is there* (a skateboard) in the kitchen?
- Are there any* (cushions) in the bathroom?

- 7 Answer the questions in Exercise 6.

1 *Yes, there is.* 2 *No, there isn't.* 3 *No, there aren't.*  
4 *Yes, there is.* 5 *No, there aren't.*

## Communication

- 8 Complete the dialogues with the words in the box.

please    Where's    show    Hi  
upstairs    Would    come in

- 1 Mariana: <sup>1</sup>*Hi* Louise. Please, <sup>2</sup>*come in*!  
Louise: Thanks.  
Mariana: <sup>3</sup>*Would* you like a drink?  
Louise: Yes, <sup>4</sup>*please*.
- 2 Louise: <sup>5</sup>*Where's* your room, Mariana?  
Mariana: It's <sup>6</sup>*upstairs*. Let me <sup>7</sup>*show* you.

### Check yourself!

- I can talk about my house.
- I can use prepositions of place.
- I can use *there is / there are*.
- I can ask for something.
- I can ask where something is.

### Possible answers

1A: bathroom 1B: kitchen  
1C: different rooms are possible  
2A: bedroom 2B: living room  
2C: different rooms are possible  
3A: bedroom/living room  
3B: bedroom 3C: different rooms are possible  
4A, 4B, 4C: different rooms are possible

### Exercise 2

- Pairs discuss the riddles and write.

Answers → student page

### Exercise 3

Answers → student page

- Then Ss say sentences about their room with prepositions of place.

### Exercise 4 2.13

- Tell Ss to smile as they say /i:!

### Exercise 5

- Use the Basketball technique to check answers.

Answers → student page

### Exercise 6

- Ss do the exercise individually. Then pairs compare answers.

Answers → student page

### Exercise 7

- Make a positive comment before correcting.

Answers → student page

### Exercise 8

- Ss work individually. Check understanding using the Traffic Lights technique. Then ask Ss with green and yellow 'lights' to compare answers in pairs. Re-teach the students with red 'lights'.

Answers → student page

## Finishing the lesson

- Read Check yourself! statements. Ss show self-assessment response cards (😊, 😐, 😞).
- Give Ss time to read the statements again and to tick.

### Fast finishers

- Pairs write similar riddles to the ones in Exercise 2. They read them for the class to guess.

# 3.7

## In this lesson

### Lesson aims:

- Revising Vocabulary, Grammar and Communication from Unit 3
- Pronunciation: /ɪ/ and /i:/

### Resources:

- Tests: Language Test Unit 3

### Homework:

- Workbook Unit 3, pp. 32–33
- Extra Online Practice Unit 3

### Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 5, 7 and 8
- Independent learning: Finishing the lesson

### Warm-up

- (Books closed) Play *Noughts and Crosses* with prepositions of place. (See Lesson 5.1, Warm-up.)
- (Books open) Ss look through Unit 3. Pairs tell each other what they found the most challenging and the easiest. (L1/L2) Explain the lesson objectives.

### Lead-in

- (Books closed) Play *Chinese Whispers* with house words. (See Lesson 1.6, Warm-up.)

### Exercise 1

- A pair demonstrates the activity.
- Tell Ss sometimes more than one answer is possible.

## In this lesson

### Lesson aims:

- Culture focus: *Houses in the UK*
- BBC video: *Hampton Court Palace* (optional)
- Project: presenting an interesting/unusual house

### Resources:

- Project worksheet p. 179

### Assessment for Learning in this lesson

- Setting aims and criteria for success: Warm-up
- Giving feedback: Exercise 2 and C.
- Peer learning: Exercise 3, 4 and the Project
- Independent learning: Finishing the lesson

### Culture notes

King Henry VIII of England lived from 1491 to 1547 and was king from 1509. Hampton Court was his favourite palace.

### Warm-up

- (Books closed) Read this riddle to the class. *They're big and they're small. They've got windows. You've all got one. What are they?* Students guess. (Houses.)
- (Books open) Get Ss to look at pages 44–45 and discuss with the class what they will do in this lesson.

### Lead-in

- **Critical thinking** (Books open) Pointing to the photos in Exercise 1, pre-teach the types of houses. Then ask the class *Are these houses like houses in our country?* Challenge Ss to explain their ideas.

### Exercise 1

- Elicit/Teach *country*. E.g. point to the photo of the cottage. Say *This house is in the ... (country)*. Check *city*. Say *(London) is a ... (city)*.
- After pairs talk, discuss with the class.

- 1 There are different types of houses in the UK. In pairs, talk about where you can find these types of houses.
- a in the city   b in the country  
c in the city and in the country



a detached house



terraced houses



semi-detached houses



a houseboat



a flat

a block of flats



a cottage

- 2 2.14 Read the texts and circle the type of the house Ian, Lisa and Claire live in. Then listen and check.

### Tell me where you live



Ian, 10

I live in a houseboat / semi-detached house. The boys next door and I are friends. There's a big tree in their garden. In the tree there's a tree-house. We play there all the time!



Lisa, 12

I live in a block of flats / detached house with twelve floors. Our flat isn't very big. There are two small bedrooms but the living room is nice. The view is fantastic!



Claire, 11

We live in the city, in a street with terraced houses / cottages. They are all tall and grey but the doors are different colours. Our door is yellow!

- 3 2.15 Listen and complete the texts with the words in the box.

behind   cottage   country   view  
houseboat   small



Martha, 12

My family and I live in the <sup>1</sup>country. Our house is a <sup>2</sup>cottage in Devon, South England. There are lots of trees <sup>3</sup>behind our house.



Matt, 13

I live in a <sup>4</sup>houseboat on the River Thames. It is very <sup>5</sup>small but I like it. The <sup>6</sup>view is always different!

- 4 Write a short text about where you live. Use texts in Exercises 2 and 3 to help you.

*I live in a block of flats. Our living room is big and the view from it is amazing.*

### Extra activity

- **Critical thinking** Ask Ss to choose their favourite house and to explain their choice.

### Exercise 2 2.14

- Ask Ss to read the texts quickly and use the context and the photos in Exercise 1 to understand any words they find difficult, e.g.: *next door, tree-house, floor, fantastic, view*.
- Ss read, discuss the answers with a partner and circle. After Ss listen, use the Lollipop Stick technique to choose different Ss to explain each answer.

Answers → student page

### Exercise 3 2.15

- Ss read the texts and predict answers with a partner before they listen. After, pairs stand up and compare their answers with two other pairs.

Answers → student page

### Exercise 4

- Ss note key words before they write.
- Then they exchange notebooks with a partner and review each other's texts using the Two Stars and a Wish technique.

# Hampton Court Palace

BBC



**A** **18** Watch the video and answer the presenter's questions. Then circle the correct answer.

Hampton Court was the home of \_\_\_\_ VIII.

- a King Charles    b Queen Elizabeth    **c King Henry**

**B** **18** Watch the video again. Complete the sentences with one word from the video.

- 1 Hampton Court Palace is in London.
- 2 There are no kings or queens in Hampton Court today.
- 3 There are over 1,000 rooms in Hampton Court.
- 4 The Great Hall is a big room for eating and parties.
- 5 The maze in the garden of Hampton Court is very old.

**C** Discuss in pairs. Which part of Hampton Court Palace is your favourite? Why?

## PROJECT

- Work in groups. Make a digital presentation of an unusual or interesting house in your area.
- Take photos of the house or find them on the Internet.
- Write a description of the house. Use these questions to help you.
 

Where is the house?	What colour is it?
What type of house is it?	Is there a garden/garage?
Is it big/small?	
- Put the photos and text together.
- Share your presentation with the class. Which is your favourite house? Why?



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### BBC video

**Video script** → see Teacher's Book p. 139

#### Presenter's questions

- 1 (00:30) How old do you think it is?
- 2 (01:09) There are lots of rooms. Can you guess how many?
- 3 (01:28) This is the kitchen. Is it like your kitchen at home?
- 4 (01:49) How many rooms are there in your house?
- 5 (02:24) How many people can have dinner at Hampton Court Palace at the same time?

Note: if you can't show the video, spend more class time on preparing the Project.

### Exercise A 18

- Ss look at the photo and the title. Elicit *palace*, *kings* and *queens*.
- Ss read the question. Then play the video.
- First, pause after each of the presenter's questions and ask the class for their ideas.

#### Answers

**Question 1:** It's over 500 years old.

**Question 2:** over 1000

**Question 5:** 600

- Then check the answer to Exercise A. Ask Ss what they know about King Henry VIII. (See Culture notes.)

**Answer** → student page

### Exercise B 18

- Pairs answer any questions they can.
- Ss watch the video and check/complete.

**Answers** → student page

### Exercise C

- After pairs discuss, use the Lollipop Stick technique to choose different Ss to explain their answer.

### Project

#### Setting the project up

- Allocate at least 10 minutes for setting up the project.
- Choose groups of three/four and ask them to read the instructions.
- Groups choose a house they all know and decide what each student is going to be responsible for (photos, text, design).
- Give Ss the Project worksheets to help them prepare.
- Choose how the presentation will be shared: via the class projector, a file sharing service, email or on the school website.
- If your class can't make digital presentations, ask Ss to prepare posters. Follow the same steps for setting up the project, but ask Ss to draw their houses or print some photos and write by hand.
- Set a date for giving presentations.

#### Sharing the project

- Before Ss give their presentations, give them some time to practise. Make sure everybody is involved. Take notes. You could comment on: design, interest, accuracy, pronunciation. Remember to praise first.
- Have a class vote for the most popular house!

#### Finishing the lesson

- The class tells you what they enjoyed most and why.
- Check what Ss have learnt in this lesson using Three Facts and a Fib technique.

#### Fast finishers

- Students look at the photos in Exercise 1. They choose their favourite and write sentences to describe it.