

UNIT 3: At Home

Suggested Intro/Drills	Activities, Games, Songs	Interactive Materials
flashcards / loud and quiet drills	<p>Activities: Block it Charades Clap/Run/Jump if True Find the Lady Fly Swatters Listen and Touch Listening Slap Memory Spin Pass the Mime Point to Play Your Cards Right Ready, Steady, Go! Red Light, Green Light Run and Fetch/Circle and Connect Say and Do Shooting Gallery Shout Out Stand Up If Stations (There is/There are) Stations (jump to) Sweets or Spiders The Name Chain Too Slow What's New?</p> <p>Songs: Choosing 'it' Rhyme Circle song Stand in Line Hello. What's his name? What are you doing? I like it, I love it! Agatha's New House</p>	<p>Video Clips: U3 Clip 1: The White House U3 Clip 2: Where is Steve?</p> <p>Video Songs: Agatha' New House Part 1 / 2</p> <p>Class Book: p. 9-14</p> <p>Workbook: p. 11 - 18</p> <p>Additional Material: Wow!Blue and Wow!Red books, unit 3.</p>
Grammar and Vocabulary		
<p>Vocabulary: bathroom, kitchen, living room, dining room, bedroom garage, garden, loft, shed, basement</p> <p>Language Structures: It's a purple bedroom with orange stars. There is one (kitchen) in the house. There are 2 (kitchens) in the house. There are (orange spots) in the (living room). Where is (Steve)? Is he in the(room)? Yes, he is./No, he isn't.</p> <p>Passive Language: How many (kitchens) are there in the house? Is there a (garage)? What can you see?</p>		

SONG LYRICS: T 6-7 / CD-T: 4

Agatha's New House

Part 1

I need a new house.
Do you like this house?
How many bedrooms can you see?

There are 6!

There are 6 bedrooms in this house.
There are 6 bedrooms. That's crazy!
There are 6 bedrooms in this house.

This house is not for me!

Repeat for:

3 bathrooms/3 basements/4 dining
rooms/

Final verse:

I need a new house.
Do you like this house?
How many lofts can you see?

There is 1!

There is a big loft in this house.
2 bedrooms, a bathroom and a dining
room.
And there is a basement.
Oh, it's perfect! This house is for me!

Part 2

I need a new house.
Do you like this house?
Is there a kitchen? What can you
see?

Yeah! There are 2!

There are 2 kitchens in this house.
There are 2 kitchens. That's crazy!
There are 2 kitchens in this house.

This house is not for me!

Repeat for:

3 living rooms / 4 sheds (with this
house) / there isn't a garden (with
this house)

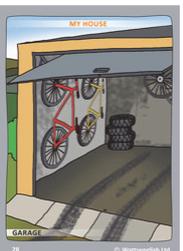
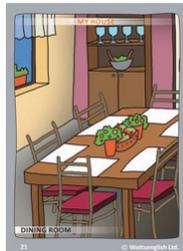
Final verse:

I need a new house.
Do you like this house?
Is there a garage? What can you see?

Yes! There is 1!

There is a garage with this house.
A garden, a living room and a kitchen.
And there is a shed.
Oh, it's perfect! This house is for me!

FLASHCARDS: 19 - 23, 24 - 28



ADDITIONAL NOTES ON UNIT 3

AIMS:

- To apply previously taught language in the context of the new unit
- To recognise parts of a house with their number, colour and patterns
- To introduce the concept of 'there is/ there are...'
- To learn new games and songs with associated instructions

METHODOLOGY:

From here on, the structure and length of the units become standardised. Upon completion of this unit the children should be able to predict the routine and anticipate homework tasks.

With this settling down of the class, it is important to remain open as to the level of English your students possess. Children who were initially shy, can become more confident and surprise you, while more vocal students could begin to hit the ceiling of what they have been taught before.

Please note that this unit, as with the rest of the course, aims to show the children that the language and grammar points from previous units are not used in isolation and that one unit is not mutually exclusive to the following units. It is a key component of the course that the children see that a target grammar point is not tied to the vocabulary/lexical group that it was introduced with. For example "It's purple.", "It's a bathroom.", "It's a purple bathroom (with pink spots)." and from later in the course "The orange car is faster than the purple motorbike with red zigzags."

Where possible (and appropriate), each new unit introduces the target vocabulary (through 2 video stories split across a two week period), and at the same time continues to practise the grammar point presented in the previous unit. Therefore, it is in the third and fourth week of each unit that the video songs are used to present and practise the new grammar structure in a fun and interesting way, and so it follows that the practice of the structure continues into the first 2 weeks of the next unit and so on...

With that said, all the teacher needs to do is follow the intent of the lesson plans as laid out in the teachers book and all will become apparent.

Lesson Plan: Week 7, Lesson A

Tools: DVD/CB, DVD player, WB, FC, coloured blocks/strips of card

Time	Stage	Activity	CLIL
5	Start	'Stand in Line' song - by the door routine. Ask the children to name some colours (and patterns if possible) that they are wearing, review names. Check HWK: WB p.10.	PE
5	TPR/SP review	Sing the song 'What are you doing?' With the school verbs set as stations around the classroom.	PE
10	INTRO DRILL DVD/CB	Watch the video story clip 'The White House', and encourage the children to say with Steve. Watch the clip again with appropriate pauses or use FCs/CB (p.9-10) to give further practice.	Ci
5	TPR	Play 'Stations (jump to)'. Ask the children to gather in the middle of the room before giving the instruction to 'Hop to the bathroom.' or 'Jump to the bedroom.' etc using the first 5 FCs of the unit.	PE
7	TPR/SP (CB)	Play 'Find the Lady' with the first 5 FCs of the unit placed face down and mixed up. Then ask, "Where's the bathroom?" and encourage the children to point to a card. Turn it over and ask, "Is it the bathroom?", elicit the answer 'Yes, it is./ No, It isn't.' and repeat as necessary. If appropriate, ask the children to name any colours and objects they can see. Push for 'It's a/They are (colour) (nouns).' with stronger classes .	Ci
5	TPR/SP	Play 'Block it'. Spread out a large selection of known FCs, including the new 5 rooms, then split the class into teams. Give each team a number of blocks (or strips of card) of just one colour and show the children they should race to be the first to put their block on the FC you name. Say, "They are purple stars./ It's a bathroom./ Let's count. etc." Once the first block is placed, no other blocks can be put on that FC. The winning team is the team that has the most blocks on the FCs.	PE
5	SP (CB)	Use the FCs or the CB (p.10) to play 'Shout Out'. Use the question forms 'What is it?' for rooms and 'What are they?' for patterns.	Ci
3	Exit	Set HWK to watch the video clip 'The White House' and any older clips or songs	

Lesson Plan: Week 7, Lesson B

Tools: WB, FC, (CB, CD, CD-T, CD player, DVD, DVD player), completed WB p.11 based on DVD (made before the class)

Time	Stage	Activity	CLIL
2	Start	'Stand in Line' song - by the door routine. Saying "Hello, what's his/her name?" with the character FCs and other children in the class.	PE, Ci
5	SP review	Play ' The Name Chain ' to review 'What's his/her name?' question and answer. With stronger classes push to make the question active following a short drilling session and include the Q-A chain "How are you? I'm (ok).".	Ci
5	TPR review	Play ' Ready, Steady, Go! ' to practise all known verbs and numbers 1 to 20. Use the CD song to help if necessary.	PE, Ma
3	TPR/SP (CD/CD-T) WB	Sing/watch the song ' I like it. I love it! ' with the children touching the corresponding pictures in the WB . With stronger classes use the instrumental version with colour and pattern FCs (or word cards) chosen at random to create a T-shirt to sing about. Repeat for each verse.	PE, Mu
5	Re-INTRO DRILL (DVD)	Use the video story clip ' The White House ' to re-introduce and drill the target vocabulary. Pause to drill 'It's (an orange) (kitchen) with (pink) (spots).' when Steve is chasing Maggie around the house. Or use a completed copy of WB p.11 based on DVD made before the class.	
10	TPR/SP WB	Ask the students to look at WB p.11, read the text on p.12 (grey section at the bottom) to the children and oversee the completion of the worksheet: " ... colour all the rooms in the house! " This activity can be completed in one of two ways. As a picture dictation or, for stronger classes, with the children choosing the colours and patterns they like.	AC
5	TPR/SP	Use the worksheet to play ' Listen and touch ' with the rooms, and/or put the worksheets on display and say what you see. Ask a stronger student to be teacher if possible. For stronger classes, say "Look. It's a (colour) (room) with (colour) (pattern). Who's (room) is it?" The children can respond with TPR (pointing) or with the vocal response "It's his/her (room)."	PE
5	TPR/SP	Play ' Pass the mime ' or ' Charades '. Mime an activity for a particular room for the children to guess. You can accept a one-word answer but try to build the children's passive language when confirming the correct answer by saying "Yes, I'm in the (room)." or "No, I'm not in the (room)."	PE
5	Exit	Show the children HWK: WB p.12 and run through the activity. Set as HWK.	

Lesson Plan: Week 8, Lesson A

Tools: DVD/CB, DVD player, WB, FC, CD, CD player, spinner, little picture of Steve copied from a book, coloured blocks/strips of card, fly swatters

Time	Stage	Activity	CLIL
5	Start	Check HWK: WB p.12. 'Circle Song' and play 'Memory Spin' – 'What's his/her name?'	<i>Ci</i>
5	SP review	Play 'Too Slow' to review '(Verb), please.' and the present continuous form. Try to ask the class for suggestions if appropriate.	<i>PE</i>
4	SP/TPR review (CD)	Sing/watch and act along to the song 'What are you doing?' with the relevant FCs as stations.	<i>PE, Mu</i>
10	INTRO DRILL DVD/CB	Watch the video story clip 'Where's Steve?' , and encourage the children to say with Steve. Watch the clip again with appropriate pauses or use FC/CB (CB p.11-12) to give further practice. If time permits use the pattern FCs together with the new words to practise the structure 'It' a (colour) (room) with (colour) (pattern).'	
5	TPR	Play 'Fly Swatters' . Stick the FCs of the unit on the board. Divide the class into teams and give each a fly swatter. On your command one child from each team races to swat a FC of your choosing. For stronger classes, include the colour FCs on one side and say, "It's a grey basement." For the children to swat both cards	<i>PE</i>
7	TPR	Play 'Block It' . Use all new words of the unit the colour and pattern FCs to play the game. Say, "It's a (colour) (room) with (colour) (pattern)." Each team races to put their block on as many FCs contained within the sentence as possible. You may wish to record the points after each round and clear the blocks.	<i>PE</i>
6	TPR/SP	Play a version of 'Sweets or Spiders' Hide a little picture of Steve under one of two FCs (taken from the unit) placed face up. Say to the class, "Where is Steve?", "Is he in the (room)?" Ask the children to raise their hands if they agree. Reveal and say, "Yes, he is in the (room)./No, he isn't int (room)". Reward the children that guessed correctly and repeat. Alternatively, hide a little picture of Steve under one of the 5 new FCs and ask, "Where's Steve?" If the children don't immediately start guessing, prompt them by saying, "Is he in the ...?" The children that guessed incorrectly (by a show of hands) are out of the game until the next round.	
2	Exit	Set HWK to watch the video clip 'Where's Steve?' and any older clips or songs.	

Lesson Plan: Week 8, Lesson B

Tools: WB, FC, (CD, CD player), CD-T, blanket/cover, a small picture of Steve (and Maggie) - copied from a book, (spinner)

<u>Time</u>	<u>Stage</u>	<u>Activity</u>	<u>CLIL</u>
4	Start	'Circle Song'. Use a spinner or the Choosing 'it' rhyme to select a child to answer a review question.	<i>Mu, PE</i>
3	TPR review	Play ' Say and Do ' to practise all know verbs and classroom instructions.	<i>PE</i>
5	Re-INTRO DRILL	Use the FCs to re-introduce and drill the target vocabulary or watch the DVD clip ' Where is Steve? '	
7	TPR/SP	Play a version of the game ' Sweets or Spiders ' with the second 5 FCs of the unit and a small picture of Steve (and Maggie).– see the previous lesson plan. With stronger classes, play the game with all FCs of the unit.	
4	TPR review	Play ' Stand Up If ' to review known colours and verbs of movement as the selected children move around the classroom as instructed by you or the class, to practise the form '(Verb), please.'	<i>PE</i>
10	TPR/SP WB	Ask the students to look at WB p.13, read the text on p.14 (grey section at the bottom) to the children: "… fill in all the text boxes. " Oversee the completion of the worksheet and give feedback.	
5	TPR/SP CD-T	Use the instrumental version of the song ' I like it, I love it! ' (CD-T) to re-work the lyrics to suit the vocabulary of this unit. Randomly ask the children to select a colour, a room and a pattern FC to sing the song substituting in their choice, e.g. 'It's a pink bedroom with purple stars.' Or play ' Charades ' – miming a common activity for a selected room.	<i>PE, Mu</i>
5	TPR	Play ' What's New? ' Sit the class in a circle around a blanket laid down in the middle. Ask the children to close their eyes as you place a FC face up under the blanket. Remove the blanket and ask, "What can you see?" to elicit a one-word answer. Confirm the correct answer by saying, "Yes, there is a (garage)." This is to passively introduce the new grammar structure before it is presented with the song.	
2	Exit	Show the children HWK: WB p.14 and run through the activity. Set as HWK.	

Lesson Plan: Week 9, Lesson A

Tools: DVD/CB, DVD player, WB, FC, soft ball, small picture of Steve (Agatha/Maggie), blanket/cover, photocopyable extra cards or the word cards (see GB)

<u>Time</u>	<u>Stage</u>	<u>Activity</u>	<u>CLIL</u>
2	Start	Check HWK: WB p.14 'Circle Song' .	
7	TPR review	Play a version of 'Sweets or Spiders' with a small picture of Steve, Maggie and/or Agatha hidden under the FCs of the unit. Ask, "Where's (name)? Is he/she in the (garden)?"	
5	TPR	Play 'Shooting Gallery' . Use the game to review all the rooms, colours and patterns covered so far.	PE
10	INTRO DRILL DVD/CB	Watch the video song clip 'Agatha's New House' Part 1. Encourage the children to sing with Steve. Watch the video song again and focus the children on the grammar structure ('There is / There are') by using the CB (p.13).	Mu, PE
8	TPR	Play 'Stations (There is/There are)' Use the photocopyable room pictures (available in the GB) to create several stations that mix the singular and plural ('There is a bedroom. There are three bedrooms.') then play as usual.	PE
10	SP Re-INTRO DRILL	Play the game 'What's New?' with multiple room pictures (see the activity above) to practise the plural forms. Cover an area with a blanket. Add a picture and ask the children to name it. Re-Intro and drill 'There is a (room).' Then add another picture of the same room and reveal. Elicit the name of the room and drill 'There are 2 (rooms).' and repeat at random as necessary.	
3	Exit	Set HWK to watch the video song 'Agatha's New House' Part 1 and any older clips or songs.	

Lesson Plan: Week 9, Lesson B

Tools: WB, FC, DVD/CB, DVD player, (CD, CD player), CD-T, picture of several mansions from the internet/magazine, photocopiable extra cards/word cards (see GB)

<u>Time</u>	<u>Stage</u>	<u>Activity</u>	<u>CLIL</u>
5	Start	'Stand In Line' song. Play 'Ready, Steady, Go!'	PE, Ma
2	SP review CD-T	Sing 'Hello! What's his name?' – instrumental (CD-T), with the names of the children in the class.	Mu, Ci
5	Re-INTRO DRILL	Use FCs/photocopiable pictures to quickly re-intro and drill all 10 words of the unit with the structure 'there is/there are'.	
5	TPR DVD/CD	Use the song 'Agatha's New House' Part 1 with appropriate FCs around the room for the children to point or move to. Or play the game 'Stations (There is / There are)' with a mix of singular and a few different number of other rooms to practise plural forms – see previous lesson plan.	PE, Mu
10	TPR/SP WB	Ask the students to look at WB p.15, read the text on p.16 (grey section at the bottom) to the children: "... fill in the yellow text boxes..." Oversee the completion of the worksheet and give appropriate feedback.	Ma
3	SP CD-T	Use the instrumental version of the song 'I like it, I love it!' (CD-T) to re-work the lyrics to suit the vocabulary of this unit. Randomly ask the children to select a colour, a room and a pattern FC to sing the song substituting in their choice, e.g. 'It's a pink bedroom with purple zigzags.'	Mu
10	TPR/SP	Play 'Run, Circle and Connect' – stick the FCs (or word cards) of the unit on the right hand side of the board and write a selection of numbers between 1 and 20 on the left. Then, with the class in teams, show the children a picture of a mansion from the internet and make a statement such as 'There are 16 bedrooms in this house.' One member from each team races to the board to circle the number 16 and connect it to the bedroom. Push for vocalisation by asking the children to repeat the statement for bonus points.	PE, Ma
3	Exit	Show the children HWK in WB p.16 and run through the activity. Set as HWK.	

Lesson Plan: Week 10, Lesson A

Tools: DVD/CB, DVD player, WB, FC, CD, CD player, spinner, picture of several mansions from the internet/magazine

<u>Time</u>	<u>Stage</u>	<u>Activity</u>	<u>CLIL</u>
5	Start	Check HWK: WB p.16. 'Circle song' . Then use a spinner or rhyme to select a child at random to name different colours and patterns.	<i>PE</i>
5	TPR	Play 'Point To' where the last child to point to the FC of your choosing is 'out' for one round and can suggest the next FC if appropriate.	<i>PE</i>
3	TPR (CB)	Review the vocabulary of the unit with the FC and/or the picture dictionary in the CB (p.14) or play 'Clap If True +' .	<i>PE</i>
7	TPR	Play 'Run, Circle and Connect' (see previous lesson).	<i>PE</i>
10	INTRO DRILL DVD	Watch the video song clip 'Agatha's New House.Part 2' . Encourage the children to sing with Steve. Watch the video song again and focus the children on the grammar point of the unit by using the CB (p.13) or FCs.	<i>Mu</i>
8	TPR/SP	Play a variation of 'Play Your Cards Right' with the pattern FCs hidden under a selection of several room FCs placed face up. Encourage the children to guess which pattern is under each room. Give the model by thinking out loud. Say, "Hmm.I think... There are pink stripes in the living room." Drill if appropriate and elicit the guesses from the children using this format. Reveal the correct pattern and re-model then drill 'Yes, there are./No, there aren't.'	
5	TPR/SP	Play 'Too Slow' to review the '(Verb), please.' structure. The child who is out can suggest what the class does next.	<i>PE</i>
2	Exit	Set HWK to watch the video song 'Agatha's New House Part 2 and any older clips or songs.	

Lesson Plan: Week 10, Lesson B

Tools: WB, FC, (DVD, DVD player, CD, CD player), red and green ball/stripes of card

<u>Time</u>	<u>Stage</u>	<u>Activity</u>	<u>CLIL</u>
3	Start	'Stand in line' song. Play 'Say and Do' to review classroom verbs and instructions.	PE
3	TPR	Play 'Listening Slap'. Use all the FCs of the unit.	PE
5	TPR/SP	Play 'Run, Circle and Connect'. Stick the pattern FCs on one side of the board and the room FCs (or word cards) on the other side of the board. Then, with the class in teams say, "There are pink spot in the bedroom." Show the children that they must run and connect the appropriate patterns and rooms. Push for vocalisation by asking the children to repeat the statement for bonus points.	PE
5	TPR	Play 'Run and Fetch'. Place the pattern FCs at one end of the room, and room FCs at the other. Say, "There are purple stripes in the bathroom." then have the children race against the clock to collect the correct FCs.	PE
7	SP	Play a variation of 'Play Your Cards Right' – see previous lesson.	
10	TPR/SP WB	Ask the children to look at WB p.17, read the text on p.18 (grey section at the bottom) to the children: "... find what has and hasn't changed... " Oversee the completion of the worksheet. Give feedback and push for proper vocalisation ('There are grey spots in the living room.').	Ci
5	TPR/SP	Play 'Red Light, Green Light' to review verbs of movement and the present continuous forms.	PE
3	Exit	Show the children HWK: WB p.18 and run through the activity. Set as HWK.	