

UNIT 6: MY HOUSE - LESSON 1***Learning objectives***

- Can name some common house words

Target language

- Door, bathroom, bedroom, dining room, house, kitchen, living room, window

Receptive language

- This is the (kitchen).

Resources and Materials

- Pupil's Book page 44
- Activity Book page 39
- Audio CD2 track 35, 36
- Flashcards 43-49
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	<ul style="list-style-type: none"> • Have pupils look at the screen. Play the song from the Welcome Unit. Pupils listen and sing. • Go around the classroom and ask pupils general questions from the previous units, e.g. <i>What's your name? How old are you?</i> Pick up a pencil and ask <i>What's this? What colour is it? How many (hands) have you got?</i>, etc. <p>AUDIO SCRIPT – CD1:02</p> <p>Harry: Hello, I'm Harry.</p> <p>Beth, Cody, Waldo: Hello Harry.</p> <p>Beth: Hello, I'm Beth.</p> <p>Harry, Cody, Waldo: Hello Beth.</p> <p>Cody: Hello, I'm Cody.</p> <p>Beth, Harry, Waldo: Hello Cody.</p> <p>Waldo: Hello, I'm Waldo.</p> <p>Harry, Beth, Cody: Hello Waldo.</p>	<ul style="list-style-type: none"> • Look at the screen, listen and sing the song from the Welcome Unit • Listen and answer T's questions
<i>Learning adventure</i> 2 min	<ul style="list-style-type: none"> • Have pupils look at the lesson 1 and ask, <i>What are we learning</i> 	<ul style="list-style-type: none"> • Look at the lesson 1, listen and answer T's

	<p><i>today?</i> Look at the lesson objective: <i>We're learning house words.</i></p> <ul style="list-style-type: none"> Ask pupils what house words they know in English, e.g. <i>chair, desk</i>. Write them on the board. Refer to the learning adventure poster and say, <i>Great! You are already moving along your learning adventure!</i> 	<p>questions</p> <ul style="list-style-type: none"> Look at the poster and listen
PRESENTATION		
	<ul style="list-style-type: none"> Introduce the new words using the flashcards 43-49. Show the flashcards in turn, say the words and pupils repeat. Stick the flashcards on the board as you say each word. Draw a simple outline of a house on the board and say. <i>This is my house.</i> <i>living room, kitchen, bedroom, bathroom, dining room, window, door</i> Focus on the scene. Ask pupils to name the characters in the illustration and briefly revise the family relationship, e.g. <i>mum, dad, brother, sister, aunt</i> 	<ul style="list-style-type: none"> Look at the flashcards and learn the new words Look at the scene and name the characters in the illustration and briefly revise the family relationship
PRACTICE		
PB page 44, Act. 2 5 min	<p><i>Listen and find.</i></p> <ul style="list-style-type: none"> Ask pupils to look at Activity 2 in their Pupil's Books. Play the audio, pausing after each sentence. Ask pupils to find each room or item in the picture. <p>AUDIO SCRIPT – CD2: 35 <i>This is my house.</i> <i>This is the living room.</i> <i>This is the dining room. And the kitchen.</i></p>	<ul style="list-style-type: none"> Look at Activity 2 in their Pupil's Books Listen and find each room or item in the picture when T pauses after each sentence

	<p><i>This is the bathroom.</i></p> <p><i>This is a window.</i></p> <p><i>This is a door.</i></p> <p><i>And this is the bedroom!</i></p> <p><i>Shh!</i></p>	
<p>PB page 44, Act. 2</p> <p>5 min</p>	<p><i>Listen and say.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 3 in their Pupil's Books. • Focus on the pictures on the page. Play the audios. Pupils should listen and point to the correct picture. • Play the audios again. Pupils listen, point to the pictures and repeat the words. <p>AUDIO SCRIPT – CD 2:36</p> <p><i>house, living room, kitchen, bedroom, bathroom, dining room, window, door</i></p>	<ul style="list-style-type: none"> • Look at Activity 3 in their Pupil's Books • Look at the pictures on the page, listen and point to the correct picture • Listen, point to the pictures and repeat the words.
<p>AB page 39</p> <p>5 min</p>	<p><i>Draw. Then trace.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 1 in their Activity Books. • Pupils look at the house in the picture and trace the dotted lines to find out what each object is. • They then trace the words and read them. 	<ul style="list-style-type: none"> • Look at Activity 1 in their Activity Books • Look at the house in the picture and trace the dotted lines to find out what each object is. • Trace the words and read them.
POP QUIZ		
	<ul style="list-style-type: none"> • Say the house words. • Show the activity on the screen and nominate a pupil to name the room (<i>Living room!</i>). • Ask for 6 volunteer pupils and ask them to line up at the screen. Then go through the words and 	<ul style="list-style-type: none"> • Look at the screen and name the room • 6 volunteer pupils line up at the screen, then name the word.

	<p>ask pupils to name the word. Click on the flashcard to confirm the answer.</p> <ul style="list-style-type: none">• Once all words have been said, ask another group of pupils to line up at the screen and go through the activity again.	<ul style="list-style-type: none">• Another group of pupils to line up at the screen and go through the activity again
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UNIT 6: MY HOUSE - LESSON 2***Learning objectives***

- Can say where somebody is

Target language

- Where's my (dad)?
- He's/She's in the (bathroom).

Recycled language

- Rooms

Receptive language

- Is he/she in the (bedroom)?

Resources and Materials

- Pupil's Book page 45
- Activity Book page 40
- Audio CD2 track 37, 38
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	<i>Act. Guess.</i> <ul style="list-style-type: none"> • Tell them that you are going to act out one of the house words and the class needs to guess what it is. • Act as if sleeping and elicit, <i>Bedroom!</i>, from pupils. Once pupils get the idea of the game, read through the example together. Put pupils in pairs and ask them to act and guess. 	<ul style="list-style-type: none"> • Act out one of the house words and guess what it is • Work in pairs to act and guess
<i>Learning adventure</i> 2 min	<ul style="list-style-type: none"> • Have pupils look at the lesson 2 and ask, <i>What are we learning today?</i> • Ask pupils to look at the image and guess what they will be learning in the lesson. • Look at the lesson objective: 	<ul style="list-style-type: none"> • Look at the lesson 2;listen and answer T's question; then look at the image and guess what they will be learning in the lesson to recognize the lesson objective

	<i>We're saying where somebody is.</i>	
PRESENTATION		
CHANT PB page 45, Act. 4 5 min	<p><i>Listen and chant.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 4 in their Pupil's Books. • Play the audio. • Ask (in L1) who is talking in the audio (<i>Beth</i>). • Play the audio again. Pause after each line to give pupils time to repeat the words. • Play the chant and ask pupils to chant along. <p>AUDIO SCRIPT – CD 2: 37</p> <p><i>Where's my mum?</i> <i>She's in the living room.</i> <i>She's in the living room.</i> <i>Where's my dad?</i> <i>He's in the kitchen.</i> <i>He's in the kitchen.</i> <i>Where's my brother?</i> <i>He's in the bathroom.</i> <i>He's in the bathroom.</i> <i>Where's Waldo?</i> <i>He's in the bedroom.</i> <i>He's in the bedroom.</i></p>	<ul style="list-style-type: none"> • Look at Activity 4 in their Pupil's Books • Listen to the audio, say who is talking in the audio • Listen again and repeat the words when T pauses after each line • Listen the chant and chant along
PRACTICE		
	<p><i>Listen and tick or cross. Then say.</i></p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 5 in their Pupil's Books. • Focus on the pictures at the bottom of the page. Point to the first image and ask, <i>Where's Waldo? (He's in the bathroom.)</i> Repeat with other pictures. 	<ul style="list-style-type: none"> • Look at Activity 5 in their Pupil's Books • See the pictures at the bottom of the page, look at the first image, listen and answer T's questions

	<ul style="list-style-type: none"> • Play the audio. Pupils listen and write a tick or a cross in the box below each picture according to whether the answer on the audio is true or not. <p>Activity answer key: 1 cross 2 tick 3 cross 4 tick AUDIO SCRIPT – CD2:38 <i>1 Where's Waldo? He's in the kitchen.</i> <i>2 Where's Waldo? He's in the living room.</i> <i>3 Where's Waldo? He's in the bathroom.</i> <i>4 Where's Waldo? He's in the bedroom.</i></p>	<ul style="list-style-type: none"> • Listen and write a tick or a cross in the box below each picture according to whether the answer on the audio is true or not.
QUEST	<p><i>Listen and sing.</i></p> <ul style="list-style-type: none"> • Ask pupils (in L1) to remember the Quest items from the Welcome Unit, which the characters have to find. Ask them to guess which item could be found here. • Play the Quest song. Pupils listen for the Quest item. • Pupils then look at the main scene to find the Quest item (the door). • Ask pupils to turn to the stickers at the back of their books. They find the sticker of the door and stick it into the correct place on page 44, over the grey door. • Play the audio again and pupils sing the Quest song. • See an alternate or more detailed activity in the Teacher's Book. <p>AUDIO SCRIPT – CD2, TRACK 39 <i>Come with us, come on a quest.</i> <i>Come on a quest today!</i></p>	<ul style="list-style-type: none"> • Remember the Quest items from the Welcome Unit, which the characters have to find and guess which item could be found here. • Listen to the Quest song for the Quest item • Look at the main scene to find the Quest item (the door). • Turn to the stickers at the back of their books. They find the sticker of the door and stick it into the correct place on page 44, over the grey door. • Listen the audio again and sing the Quest song.

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	<p>first picture. Nominate two pupils to ask and answer the question. Make sure that they follow the model question, <i>Where's mum?</i>, and the answer, <i>She's in the bedroom</i>, carefully.</p> <ul style="list-style-type: none">• Split the class in two and have pupils ask and answer questions about the pictures.• Once you've clicked through all the screens, go back to the start and review with the class.• See an alternate or more detailed activity in the Teacher Book.	<p>screen and look at the example for the first picture. Two pupils ask and answer the question</p> <ul style="list-style-type: none">• Work in groups, ask and answer questions about the pictures
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UNIT 6: MY HOUSE - LESSON 3***Learning objectives***

- Can ask and answer about location
- Can follow a simple song

Target language

- Bed, bath, garden, oath, shed
- Where's the (mouse)?
- It's in the (garden).

Recycled language

- Mouse
- Rooms

Receptive language

- Is it in the (garden)?
- Running, hiding

Resources and Materials

- Pupil's Book page 46
- Activity Book page 41
- CD2 track 37, 40, 41
- Stickers
- Crayons
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	Listen, chant and point. <ul style="list-style-type: none"> • Tell pupils that they are going to listen to the chant about rooms and family members. Play the audio. Pupils point to the rooms when they hear them in the chant. Play once more and have pupils chant along. • See an alternate or more detailed activity in the Teacher Book. AUDIO SCRIPT – TRACK 37 <i>Where's my mum?</i>	<ul style="list-style-type: none"> • Listen to the chant about rooms and family members and point to the rooms when they hear them in the chant

	<p><i>She's in the living room.</i> <i>She's in the living room.</i> <i>Where's my dad?</i> <i>He's in the kitchen.</i> <i>He's in the kitchen.</i> <i>Where's my brother?</i> <i>He's in the bathroom.</i> <i>He's in the bathroom.</i> <i>Where's Waldo?</i> <i>He's in the bedroom.</i> <i>He's in the bedroom.</i></p>	
<p><i>Learning adventure</i> 2 min</p>	<p>What are we learning today?</p> <ul style="list-style-type: none"> • Have pupils look at the screen and ask, <i>What are we learning today?</i> • Write the lesson objective on the board: <i>We're learning to say where things are.</i> • Ask pupils what English words they can remember for rooms, e.g. <i>bathroom, bedroom</i>. Write them on the board. • Refer to the learning adventure poster and say, <i>Great! You are moving along your learning adventure!</i> 	<ul style="list-style-type: none"> • Look at the screen; listen and answer T's question to recognize the lesson objective • Say what English words they can remember for rooms • Look at the poster and listen
PRESENTATION		
<p><i>5 min</i></p>	<p>Look and say.</p> <ul style="list-style-type: none"> • Teach the words <i>bed, garden, shed, path</i> and <i>bath</i> by pointing to the words, saying them several times while pupils repeat. • See an alternate or more detailed activity in the Teacher Book. 	<ul style="list-style-type: none"> • Learn the new words; listen and repeat the words

PRACTICE		
<p>SONG</p> <p>5 min</p>	<p>Listen and find.</p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 6 in their Pupil's Books. • Point and ask questions about the picture. <i>What's this? (It's a hippo.)</i> Have a short discussion (in L1) about why pupils think the hippo is standing on the chair <i>(It's scared of a mouse which is running around the garden and house.)</i>. • Play the audio. Pupils listen and find the mouse in each picture. Point to each of the hippo's thought bubble pictures and ask, <i>Where's the mouse?</i> Elicit answers, e.g. <i>It's in the (bedroom)</i> Ask further questions, e.g. <i>Is it in the bed? (Yes)</i> <i>What colour is the bed? (yellow, green, purple and red).</i> <i>Has it got a flower? (Yes.)</i> <i>How many flowers are in the garden? (eight).</i> • Play the audio again. Pupils listen and point to the various thought bubbles as they are mentioned. <p>See an alternate or more detailed activity in the Teacher Book.</p> <p>AUDIO SCRIPT – CD2:40, 41</p> <p><i>Where's the mouse?</i></p> <p><i>Where's the mouse?</i></p> <p><i>Is it in the garden?</i></p> <p><i>Or is it in the house?</i></p> <p><i>Look! It's in the garden,</i></p> <p><i>Running up the path.</i></p>	<ul style="list-style-type: none"> • Look at Activity 6 in their Pupil's Books. • See the picture, listen and answer T's questions • Listen and find the mouse in each picture. Look at each of the hippo's thought bubble pictures, listen and answer T's questions • Listen and point to the various thought bubbles as they are mentioned.

	<p><i>Now it's in the bathroom.</i> <i>Oh, no! It's in the bath!</i> <i>Where's the mouse?</i> <i>Where's the mouse?</i> <i>Is it in the garden?</i> <i>Or is it in the house?</i> <i>Look! It's in the garden,</i> <i>Hiding in the shed.</i> <i>Now it's in the bedroom.</i> <i>Oh, no! It's in my bed!</i></p>	
	<p>Match. Say.</p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 7 in their Pupil's Books. • Pupils look at the jigsaw pieces at the bottom of the page. Check if they can guess from each one where the mouse is. Ask, <i>Where's the mouse? (It's in the shed.)</i> • Pupils then match together the pairs and make a sentence about each one, e.g. <i>It's in the shed.</i> <p>Activity answer key: 1 c bedroom 2 b bathroom 3 a shed</p>	<ul style="list-style-type: none"> • Look at Activity 7 in their Pupil's Books • Look at the jigsaw pieces at the bottom of the page; guess from each one where the mouse is • Match together the pairs and make a sentence about each one
HOME-SCHOOLING	<ul style="list-style-type: none"> • Encourage pupils to sing the song at home for their families. 	<ul style="list-style-type: none"> • Sing the song at home for their families
AB page 41	<p>Find and count.</p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 4 in their Activity Books. • Pupils read the captions in the box and find the number of mice in each position in the main picture. They find the mice and write the number in the correct box. 	<ul style="list-style-type: none"> • Look at Activity 4 in their Activity Books • Read the captions in the box and find the number of mice in each position in the main picture. They find the mice and write the number in the correct box.

	<p>Activity answer key: in the garden 4 in the bedroom 3 in the bathroom 2</p> <p>Trace. Then read and draw.</p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 5 in their Activity Books. • Pupils read the captions and complete the pictures by drawing a flower to indicate a garden, a bed or a bath according to each caption. • They then trace the words in each sentence. 	<ul style="list-style-type: none"> • Look at Activity 5 in their Activity Books • Read the captions and complete the pictures by drawing a flower to indicate a garden, a bed or a bath according to each caption • Trace the words in each sentence
POP QUIZ		
	<p>Say.</p> <ul style="list-style-type: none"> • Show the activity on the screen and look at the example for the first picture. Nominate a pupil to say, <i>Bath!</i> • Put pupils into pairs, click through the screens and pupils say the word for each picture. • Return to the start and work through the words as a class, reviewing any words that are difficult. 	<ul style="list-style-type: none"> • See the activity on the screen and the example for the first picture, and say • Work in pairs and say the word for each picture

UNIT 6: MY HOUSE - LESSON 4***Learning objectives***

- Can talk about location
- Can say the sounds /w/ and /v/

Target language

- Vulture, walrus, wave

Recycled language

- Pets, Rooms
- Where's the (cat)?
- It's in the (kitchen).

Resources and Materials

- Pupil's Book page 47
- Activity Book page 42
- CD2 track 40, 42, 43
- Stickers
- Crayons
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> <i>5 min</i>	Listen, point and sing. <ul style="list-style-type: none"> • Tell pupils that they are going to listen to the song about the mouse in the house. Play the audio. Pupils point to the location when they hear it in the song. Play once more and have pupils sing along. • See an alternate or more detailed activity in the Teacher Book. AUDIO SCRIPT – TRACK 40 <i>Where's the mouse?</i> <i>Where's the mouse?</i> <i>Is it in the garden?</i> <i>Or is it in the house?</i>	<ul style="list-style-type: none"> • Listen to the song about the mouse in the house and point to the location when they hear it in the song

	<p><i>Look! It's in the garden, Running up the path. Now it's in the bathroom. Oh, no! It's in the bath! Where's the mouse? Where's the mouse? Is it in the garden? Or is it in the house? Look! It's in the garden, Hiding in the shed. Now it's in the bedroom. Oh, no! It's in my bed!</i></p>	
<p>Learning adventure 2 min</p>	<ul style="list-style-type: none"> Have pupils look at the screen and ask, <i>What are we learning today?</i> Ask pupils to look at the image and guess what they will be learning in the lesson. Look at the lesson objectives: <i>We're learning to say where things are</i> and <i>We're saying some English sounds.</i> 	<ul style="list-style-type: none"> Look at the screen; listen and answer T's question; then look at the image and guess what they will be learning in the lesson to recognize lesson objectives
<p>SKILL PRACTICE</p>		
<p>10 min PB page 47</p>	<p>Make and play. Ask and answer.</p> <ul style="list-style-type: none"> Ask pupils to look at Activity 8 in their Pupil's Books. Pupils look at the girl's house in the photo and identify the rooms and the garden. Explain (in L1) that the children in the photo are playing a game with cutouts. Play the audio to give pupils an idea of the language they will need. Ask pupils to find the Unit 6 Cutouts on page 77 of their Pupil's Book. 	<ul style="list-style-type: none"> Look at Activity 8 in their Pupil's Books Look at the girl's house in the photo and identify the rooms and the garden Pay attention to T's explanation Listen the audio to take the idea of the language they will need. Find the Unit 6 Cutouts on page 77 of their Pupil's Book. Cut out the cards.

	<ul style="list-style-type: none"> • Ask pupils to cut out the cards. • Ask pupils now to play a game in pairs. Pupil A positions his/her animals/objects in various places in the house without Pupil B seeing, e.g. in the garden, in the kitchen. Pupil B then asks questions, <i>Where's the (dog)?</i> Pupil A answers, <i>It's in the (garden).</i> Pupil B then positions his/her dog in the garden in his/her own book. • At the end of the activity, ask pupils to compare pictures to see that all the animals/objects are in the correct places. Then pupils switch roles. <p>AUDIO SCRIPT – CD2, TRACK 42</p> <p><i>1 Where's the cat? It's in the kitchen.</i></p> <p><i>2 Where's the dog? It's in the garden.</i></p>	<ul style="list-style-type: none"> • Play a game in pairs. Pupil A positions his/her animals/objects in various places in the house without Pupil B seeing. Pupil B then asks questions Pupil A answers. Pupil B then positions his/her dog in the garden in his/her own book • Compare pictures to see that all the animals/objects are in the correct places at the end of the activity; then switch roles
PHONICS PRESENTATION		
	<p>Listen and say.</p> <ul style="list-style-type: none"> • Show the activity on the screen. • Play the audio. Ask pupils which sound they can hear. Play the audio again and have pupils repeat. <p>AUDIO SCRIPT – TRACK 43</p> <p>w, w, v, v</p> <p>w, w, w</p> <p>v, v, v</p> <p>w, v, w, v, w, v</p>	<ul style="list-style-type: none"> • See the activity on the screen • Listen the audio and say which sound they can hear. Listen again and repeat.
Phonics practice	<p>Listen and say.</p> <ul style="list-style-type: none"> • Show the activity on the screen. • Play the audio and point to the 	<ul style="list-style-type: none"> • Look at the activity on the

	<p>sounds. Play the audio again and ask pupils to say the words.</p> <p>AUDIO SCRIPT –CD 2, TRACK 43</p> <p><i>Waldo, Waldo</i> <i>window, wave, wing</i> <i>Waldo!</i></p> <p>Listen and say.</p> <ul style="list-style-type: none"> • Show the activity on the screen. • Play the audio and point to the sounds. Play the audio again and ask pupils to say the words. <p>AUDIO SCRIPT – CD2, TRACK 43</p> <p><i>Victor, Victor</i> <i>violin, vet,</i> <i>Victor!</i></p> <p>Listen and say.</p> <ul style="list-style-type: none"> • Show the activity on the screen. Focus on the first picture. Indicate Waldo and say, e.g. <i>Look, that's Waldo!</i> • Play the audio. Play the audio again, and have pupils repeat the phrase. • Move on to the next screen. Focus on the second picture. Indicate Victor and say, e.g. <i>Look, that's Victor!</i> • Play the audio. Play the audio again, and have pupils repeat. <p>AUDIO SCRIPT – CD2, TRACK 43</p> <p><i>Waldo, Waldo</i> <i>window, wave, wing</i> <i>Waldo!</i> <i>Victor, Victor</i> <i>violin, vet,</i> <i>Victor!</i></p>	<p>screen</p> <ul style="list-style-type: none"> • Listen to the audio and point to the sounds. Listen again and say the words • Look at the activity on the screen • Listen to the audio and point to the sounds. Listen again and say the words • See the activity on the screen, look at the first picture and listen • Listen to the audio and repeat the phrase • Look at the next screen and listen • Listen to the audio again and repeat
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AB page 42	<p>Trace. Then listen and circle.</p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 6 in their Activity Books. • Ask pupils to trace the letters <i>v</i> and <i>w</i>. • Play the audio. Pupils listen and circle the pictures with the same sounds as the letters on the left. <p>Activity answer key: 1 violin 2 window</p> <p>Find and colour in green or blue.</p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 7 in their Activity Books. • Ask pupils to find the objects beginning with the /v/ sound and colour them green. • They then find the objects beginning with the /w/ sound and colour them blue. <p>Activity answer key: v violin, vet w window, wings</p>	<ul style="list-style-type: none"> • Look at Activity 6 in their Activity Books • Trace the letters <i>v</i> and <i>w</i>. • Listen and circle the pictures with the same sounds as the letters on the left • Look at Activity 7 in their Activity Books. • Find the objects beginning with the /v/ sound and colour them green. • Then find the objects beginning with the /w/ sound and colour them blue.
POP QUIZ		
	<p>Listen and choose.</p> <ul style="list-style-type: none"> • Ask pupils to look at the screen. Do the first question together as a class. Pupils look at the pictures while you play the audio and decide whether it is a <i>v</i> (represented by the vulture) or <i>w</i> (represented by the walrus). • Put pupils into groups and ask them to work out the answers. Give pupils a minute to decide the answer, and then click through to the next screen. • Go through the answers as a 	<ul style="list-style-type: none"> • Look at the pictures while T plays the audio and decide whether it is a <i>v</i> or <i>w</i> • Work in groups to work out the answers • Different groups give T their answer

	<p>class, calling on different groups to give you their answer. Review any incorrect answers.</p> <ul style="list-style-type: none">• See an alternate or more detailed activity in the Teacher Book.	
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UNIT 6: MY HOUSE - LESSON 5***Learning objectives***

- Can understand a simple story
- Can act out a story

Target language

- Where's (Aunt Fifi)?
- This is the (bedroom).

Receptive language

- Waldo's got a cake for you.

Resources and Materials

- Pupil's Book page 48
- Activity Book page 43
- Audio tracks 45, 46
- Stickers
- Crayons
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	Story <ul style="list-style-type: none"> • Show the activity on the screen and look at the picture. Remind pupils of the story from Unit 5. Then look at the questions and ask the first question, <i>Where are they?</i> Nominate a pupil to answer (<i>They're at the pet show.</i>). • Move on to the next question and have pupils raise their hands if they know the answer. As an extension, see if any pupils can tell you anything more about the story. • See an alternate or more detailed activity in the Teacher 	<ul style="list-style-type: none"> • Watch the activity on the screen and look at the picture, listen and answer T's question • Listen the next question and raise their hands if they know the answer

	<p>Book.</p> <p>Activity answer key:</p> <p>1 They are at the pet show.</p> <p>2 Waldo's at the fire.</p>	
<p>Learning adventure</p> <p>2 min</p>	<ul style="list-style-type: none"> • Have pupils look at the screen and ask, <i>What are we learning today?</i> Ask pupils to look at the image and guess what they will be learning in the lesson. • Look at the lesson objectives: <i>We're listening to a story and acting it out.</i> 	<ul style="list-style-type: none"> • Look at the screen, listen and answer T's question, then look at the image and guess what they will be learning in the lesson to recognize the lesson objectives
PRESENTATION		
<p>3 min</p>	<p>Listen.</p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 10 in their Pupil's Books. • Direct pupils' attention to the story and ask questions about the characters and the scene: <i>What can you see in the pictures? Where is Waldo? (in the kitchen). What room is this? (the living room).</i> • Ask pupils to predict what will happen in the story. • Play the audio. Ask pupils to listen to the story and follow along in their books. • Check pupils' understanding of the story by asking questions and pointing to the pictures, e.g. <i>Is Aunt Fifi in the (bathroom)? (No.) Where's Waldo? (In the kitchen.) What has Waldo got? (A cake.)</i> If necessary, explain that Beth, Cody and Waldo are visiting Aunt Fifi's house. 	<ul style="list-style-type: none"> • Look at Activity 10 in their Pupil's Books • Pay attention to the story, listen and answer T's question • Predict what will happen in the story • Listen to the story and follow along in their books. • Understand the story by looking at the pictures and answer the questions • Listen again and repeat the words and phrases aloud when T pauses after each frame

	<ul style="list-style-type: none"> After pupils have a clear understanding of the story, play the audio again. Pause after each frame and encourage pupils to repeat the words and phrases aloud. <p>AUDIO SCRIPT – CD2, TRACK 45</p> <p>1 Beth: <i>Where's the house?</i></p> <p>2 Beth: <i>This is it. Number 10.</i></p> <p>3 Beth: <i>Where's Aunt Fifi?</i> Waldo: <i>Where's the kitchen?</i></p> <p>4 Cody: <i>This is the living room.</i> Beth: <i>Aunt Fifi?</i></p> <p>5 Beth: <i>Where's Aunt Fifi?</i> Cody: <i>And where's Waldo?</i></p> <p>6 Beth: <i>He's in the kitchen!</i> Aunt Fifi: <i>Hello Cody. Hello Beth!</i> <i>Waldo's got a cake for you!</i> Beth and Cody: <i>Thank you, Waldo!</i></p>	
PRACTICE		
7 min	<p>Yes or No?</p> <ul style="list-style-type: none"> Check pupils' understanding of the story. Show the first picture on the screen. Read through the statement and ask: <i>Yes or No?</i> Elicit answers from different students in open class or ask for a show of hands. Repeat with the second and third pictures. See an alternate or more detailed activity in the Teacher Book. 	<ul style="list-style-type: none"> Understand the story, look at the first picture on the screen, listen and answer, repeat with the second and third pictures.

	Activity answer key: 1 No 2 No 3 Yes	
5 min	Act out the story. <ul style="list-style-type: none"> Ask pupils to look at Activity 11 in their Pupil's Books. Invite a group of pupil volunteers to act out the roles. Say the lines while the pupils act out the story and then ask pupils to repeat them after you. Encourage pupils to say the lines from memory. You may wish to use props for the roleplay. Divide pupils into groups of seven. Give groups time to practise their roleplay. Read the lines again and ask pupils to speak along. Ask other groups of pupils to come to the front to act out the story. You might like to give the pupils feedback on their roleplay. 	<ul style="list-style-type: none"> Look at Activity 11 in their Pupil's Books A group of pupil volunteers to act out the roles, then listen and repeat the lines Say the lines from memory Work in groups of seven to practise their roleplay Listen and speak along, then come to the front to act out the story Listen to T's feedback on their roleplay
AB page 43 5 min	Listen and number. Then match. <ul style="list-style-type: none"> Ask pupils to look at Activity 8 in their Activity Books. Play the audio. Pupils listen and number the pictures. They then match the picture of Aunt Fifi with the room she's in. <p>Activity answer key: a 2 b 4 c 1 d 3 Aunt Fifi – kitchen</p> Read and tick or cross. <ul style="list-style-type: none"> Ask pupils to look at Activity 9 in their Activity Books. 	<ul style="list-style-type: none"> Look at Activity 8 in their Activity Books Listen and number the pictures. Match the picture of Aunt Fifi with the room she's in Look at Activity 9 in their Activity Books

	<ul style="list-style-type: none"> • Pupils look at the pictures of Waldo and say which room he's in. • They then read the sentence under each picture and put a tick if the sentence is correct and a cross if it's incorrect. <p>Activity answer key: 1 tick 2 cross 3 tick AUDIO SCRIPT – CD2, TRACK 46 <i>1 This is the bathroom. Aunt Fifi?</i> <i>2 This is the bedroom. Aunt Fifi?</i> <i>3 This is the kitchen.</i> <i>4 This is the living room.</i> <i>Where's Aunt Fifi?</i> <i>She's in the kitchen!</i></p>	<ul style="list-style-type: none"> • Look at the pictures of Waldo and say which room he's in. • Read the sentence under each picture and put a tick if the sentence is correct and a cross if it's incorrect.
POP QUIZ		
3 min	<ul style="list-style-type: none"> • Show the activity on the screen and play the first audio. Nominate a pupil to match the audio to the picture. • Work through the answers as a class, and ask individual pupils to come to the screen to match the audio with the picture. The class gives feedback on whether they think the pupil is correct or not. • Move on to the next pupil until all the audio and pictures have been matched. Check answers on the screen. Review as a class any questions that pupils got wrong. • See an alternate or more detailed activity in the Teacher Book. 	<ul style="list-style-type: none"> • Watch the activity on the screen and match the audio to the picture • Individual pupils come to the screen to match the audio with the picture. The class gives feedback on whether they think the pupil is correct or not

UNIT 6: MY HOUSE - LESSON 6***Learning objectives***

- Can talk about places in the neighbourhood

Cross-curricular focus

- Social Science: places in the neighbourhood

Target language

- Café, park, library, shop

Recycled language

- Where's Dad?
- He's in the (library).

Receptive language

- Is he in the (shop)?

Resources and Materials

- Pupil's Book page 49
- Activity Book page 44
- Audio tracks 47, 48
- Stickers
- Crayons
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i> 5 min	Say. <ul style="list-style-type: none"> • Show the activity on the screen and look at the example for the first picture. Model the sentence, <i>He's in the kitchen.</i> • Split the class into two teams. Nominate one team to point to a flashcard. The other team should make a whole sentence to get a point. Swap the teams choosing the flashcard. • Return to the start and work through the sentences as a class, reviewing any words that are difficult. 	<ul style="list-style-type: none"> • Watch the activity on the screen and look at the example for the first picture • Work in two groups. One team to point to a flashcard. The other team should make a whole sentence to get a point

Learning adventure 2 min	<ul style="list-style-type: none"> • Have pupils look at the screen and ask, <i>What are we learning today?</i> • Look at the lesson objective: <i>We're learning about places in the neighbourhood.</i> • Ask pupils what English words they know for places, e.g. <i>house, school</i>. Write them on the board. • Refer to the learning adventure poster and say, <i>Great! You are already moving along your learning adventure.</i> 	<ul style="list-style-type: none"> • Look at the screen, listen and answer T's question to recognize the lesson objective • Look at the poster and listen
PRESENTATION		
Active Teach	Listen. <ul style="list-style-type: none"> • Show the activity on the screen. • Focus on the pictures and play the audio. • Have pupils listen and repeat the words until they are comfortable with the new words. <p><i>See an alternate or more detailed activity in the Teacher Book.</i></p>	<ul style="list-style-type: none"> • Watch the activity on the screen • Listen and repeat the words until they are comfortable with the new words
PRACTICE		
Act 12, PB page 49 5 min	Listen. Then number. <ul style="list-style-type: none"> • Ask pupils to look at Activity 12 in their Pupil's Book. • Play the audio. Pupils listen and look at the photos. • Play the audio again. Ask pupils to number the photos in the order they hear them. <p>Activity answer key: 2 3 1 4 AUDIO SCRIPT – CD 2, TRACK 47 1 <i>It's a park.</i> 2 <i>It's a shop.</i></p>	<ul style="list-style-type: none"> • Look at Activity 12 in their Pupil's Book • Listen and look at the photos • Listen the audio again and number the photos in the order they hear them

	<p>3 <i>It's a library.</i></p> <p>4 <i>It's a café.</i></p>	
5 min	<ul style="list-style-type: none"> • Show the activity on the screen and play the first audio. Nominate a pupil to match the audio to the picture. • Work through the answers as a class, and ask individual pupils to come to the screen to match the audio with the picture. The class gives feedback on whether they think the pupil is correct or not. • Move on to the next pupil until all the audio and pictures have been matched. Check answers on the screen. Review as a class any questions that pupils got wrong. • See an alternate or more detailed activity in the Teacher Book. 	<ul style="list-style-type: none"> • Watch the activity on the screen, listen and match the audio to the picture • Individual pupils come to the screen to match the audio with the picture
5 min	<p>Find. Say.</p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 13 in their Pupil's Books. • Pupils follow the lines to lead each child to one of the places and make sentences about the photos, e.g. <i>He's in a (café).</i> • Ask questions to check the activity, e.g. <i>Where is he/she? Is he/she in a (café)? (Yes, he/she's in a café.)</i> <p>Activity answer key:</p> <p>1 She's at the park.</p> <p>2 He's in a café.</p> <p>3 He's at the library.</p> <p>4 She's at a shop.</p>	<ul style="list-style-type: none"> • Look at Activity 13 in their Pupil's Books • Follow the lines to lead each child to one of the places and make sentences about the photos • Listen and answer T's questions

PROJECT 10 min	<ul style="list-style-type: none"> • Make a poster. • Tell pupils they are going to make a poster about their favourite places. • Give each pupil a large sheet of paper. Pupils draw a map of their own local area on a piece of paper, e.g. a few streets around their house. Pupils draw key buildings and streets on it, e.g. their house, school, a shop, a café, etc. or use photos brought from home. They can write word labels and stick them onto their map if they wish. • Ask pupils to describe their posters to the class, e.g. <i>This is my house. This is the (shop).</i> The maps can then be displayed in the classroom. 	<ul style="list-style-type: none"> • Look at T's modeling ,make a poster about their favourite places • Draw a map of their own local area on a piece of paper, e.g. a few streets around their house. Pupils draw key buildings and streets on it, e.g. their house, school, a shop, a café, etc. or use photos brought from home. They can write word labels and stick them onto their map if they wish. • Describe their posters to the class
AB page 44 (optional)	<p>Read. Then listen and draw.</p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 10 in their Activity Books. • Play the audio. Pupils read the words on the map and draw a line from one place to another, starting at the house while listening. <p>Activity answer key: house – park – shop – library – café</p> <p>Read and number. Then say.</p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 11 in their Activity Books. • Pupils find the girl, the cat and the boy in the pictures. • They read the sentences below each picture and decide which 	<ul style="list-style-type: none"> • Look at Activity 10 in their Activity Books • Read the words on the map and draw a line from one place to another, starting at the house while listening. • Look at Activity 11 in their Activity Books • Find the girl, the cat and the boy in the pictures. • Read the sentences below each picture and decide which picture each

	<p>picture each sentence describes. They number the sentences accordingly.</p> <p>Activity answer key: He's in the library. 3 She's in the café. 1 It's in the park. 2</p>	<p>sentence describes. They number the sentences accordingly.</p>
POP QUIZ		
Optional for homework	<p>Act. Guess.</p> <ul style="list-style-type: none"> Have pupils look at the screen. Tell them that you are going to act out one of the locations, and the class needs to guess what it is. Act as if reading a book and elicit, <i>Library!</i>, from pupils. Once pupils get the idea of the game, look at the example together. Put pupils in pairs and ask them to act and guess. See an alternate or more detailed activity in the Teacher's Book 	<ul style="list-style-type: none"> Look at the screen, act out one of the locations and guess what it is, then work guess what it is

UNIT 6: MY HOUSE - LESSON 7***Learning objectives***

- Can assess what I have learnt in Unit 6

Recycled language

- Rooms
- *Where's the (cat)?*
- *It's in the (garden).*

Resources and Materials

- Pupil's Book page
- Activity Book page
- Stickers
- Crayons
- Active Teach Software

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i>	<p>Yes or No?</p> <ul style="list-style-type: none"> • Show the first picture on the screen. Read through the statement and ask: <i>Yes or No?</i> Elicit answers from different students in open class or ask for a show of hands. Repeat with the next screens. • See an alternate or more detailed activity in the Teacher Book. <p>Activity answer key: 1 No 2 Yes 3 No 4 No</p>	<ul style="list-style-type: none"> • Watch the first picture on the screen, listen and answer, then repeat with the next screens
<i>Learning adventure</i>	<ul style="list-style-type: none"> • Have pupils look at the screen and ask, <i>What are we learning today?</i> • Write the lesson objective on the board: <i>We're thinking about our learning adventure.</i> • For each example, ask pupils, 	<ul style="list-style-type: none"> • Look at the screen, listen and answer T's question to recognize the lesson objective

	<p><i>Where are you on your learning adventure?</i> Reassure pupils who are less confident that they will have opportunities for more practice.</p>	
PRACTICE		
	<p>Trace and stick. Say.</p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 14 in their Pupil's Books. • Ask pupils to trace the house words on the page. • Ask pupils to turn to the stickers of the rooms and objects at the back of their books. • Pupils stick the stickers in place, next to the corresponding words. • In pairs, ask pupils to say the room words. One partner says a room word and the other points at the correct picture. • Pupils stick the star sticker in place if they feel they have learnt the unit vocabulary successfully. 	<ul style="list-style-type: none"> • Look at Activity 14 in their Pupil's Books • Trace the house words on the page. • Turn to the stickers of the rooms and objects at the back of their books. • Stick the stickers in place, next to the corresponding words. • Work in pairs to say the room words. One partner says a room word and the other points at the correct picture. • Stick the star sticker in place if they feel they have learnt the unit vocabulary successfully.
	<p>Listen and match. Then say.</p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 15 in their Pupil's Books. • Point to the pictures. Pupils name the animals. • Play the audio. Ask pupils to listen and point to the animals and the rooms. • Then play the audio again. Pupils draw matching lines from each animal to a part of the house. 	<ul style="list-style-type: none"> • Look at Activity 15 in their Pupil's B • Look at the pictures and name the animals • Listen and point to the animals and the rooms • Listen and draw matching lines from each animal to a part of the house • Practise saying sentences about the animals

	<ul style="list-style-type: none"> Then pupils practise saying sentences about the animals, e.g. <i>Where's the (frog)? It's in the (living room).</i> Pupils stick the star sticker in place if they feel they have learnt the unit structures successfully. <p>Activity answer key: 1 c 2 d 3 b 4 a AUDIO SCRIPT - <i>1 Where's the frog? It's in the living room.</i> <i>2 Where's the mouse? It's in the kitchen.</i> <i>3 Where's the cat? It's in the bedroom.</i> <i>4 Where's the parrot? It's in the garden.</i></p>	<ul style="list-style-type: none"> Stick the star sticker in place if they feel they have learnt the unit structures successfully
	<p>Complete the word.</p> <ul style="list-style-type: none"> Ask pupils to look at the screen. Do the first question together as a class. Pupils look at the picture and word. Then pupils work out the missing letter to complete the word (<i>kitchen</i>). Put pupils into pairs and click through the questions. Review the questions as a class, and ask for volunteers to come to complete the word. See an alternate or more detailed activity in the Teacher Book. <p>Activity answer key: 1 kitchen 2 park 3 bathroom 4 living room</p>	<ul style="list-style-type: none"> Look at the screen, look at the picture and word and work out the missing letter to complete the word Work in pairs and click through the questions. Volunteers come to complete the word
AB page 45	<p>Read and write.</p> <ul style="list-style-type: none"> Ask pupils to look at Activity 	<ul style="list-style-type: none"> Look at Activity 12 in their

	<p>12 in their Activity Books.</p> <ul style="list-style-type: none"> • Pupils read the words in the word bank. • They then identify where the characters are in each picture and complete each sentence with a word from the word bank. <p>Activity answer key: 1 kitchen 2 bedroom 3 bathroom 4 living room</p> <p>Read and circle.</p> <ul style="list-style-type: none"> • Ask pupils to look at Activity 13 in their Activity Books. • Pupils read the words in the speech bubble. • They then look at the picture and circle the word which describes where the character is. <p>Activity answer key: garden</p>	<p>Activity Books</p> <ul style="list-style-type: none"> • Read the words in the word bank. • Identify where the characters are in each picture and complete each sentence with a word from the word bank. • Look at Activity 13 in their Activity Books • Read the words in the speech bubble. • Look at the picture and circle the word which describes where the character is
POP QUIZ		
	<p>Say the Unit 6 words.</p> <ul style="list-style-type: none"> • Show the activity on the screen. Tell pupils that we are reviewing the words that have been learnt in the unit. Ask for a volunteer pupil to say the first word. Click on the first picture to check the answer. Repeat the word and have the rest of the pupils repeat. • Put pupils into pairs and have them look at the pictures and say the words. Work from pair to pair to hear their answers. Review any difficult words. 	<ul style="list-style-type: none"> • Watch the activity on the screen, volunteer pupils say the first word, then the rest of the pupils listen and repeat • Work in pairs and look at the pictures and say the words

	<ul style="list-style-type: none">• Repeat with the next screen. <p><i>See an alternate or more detailed activity in the Teacher Book.</i></p>	
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UNIT 6: MY HOUSE - LESSON 8***Learning objectives***

- Can assess what I have learnt in Unit 6

Values

- Caring for our environment

Recycled language

- Café, library, park, shop
- Animals, Rooms
- Where's (Dad)?
- He/She's in the (garden).

Receptive language

- You're in the (garden).

Resources and Materials

- Pupil's Book page
- Activity Book page
- Stickers
- Crayons
- Consolidation and extension worksheet 6 (TB: 118)

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
INTRODUCTION		
<i>Warm-up</i>	Look. Remember. <ul style="list-style-type: none"> • Show the activity on the screen and take the class through the rooms quickly. Tell the class to remember the rooms, and show the next screen. Indicate the missing item, and ask if anyone can remember what it was (<i>living room</i>). Continue through the screens as a whole class activity. 	<ul style="list-style-type: none"> • Watch the activity on the screen, remember the rooms and recognize the missing item
<i>Learning adventure</i>	<ul style="list-style-type: none"> • Have pupils look at the screen and ask, <i>What are we learning today?</i> Ask pupils to look at the image and guess what they will 	<ul style="list-style-type: none"> • Look at the screen, listen and answer T's question, then look at the image and guess what they will be

	be learning in the lesson. <ul style="list-style-type: none"> Look at the lesson objective: <i>We're talking about our neighbourhood.</i> 	learning in the lesson to recognize the lesson objective
PRACTICE		
	Listen. Then find. Say. <ul style="list-style-type: none"> Ask pupils to look at Activity 16 in their Pupil's Books. Explain (in L1) that the picture represents Beth and Harry's local neighbourhood. Point to and ask pupils to identify the buildings and rooms. Point out the characters at the bottom of the page and ask pupils to name them (from left to right: <i>Dad, Mum, Aunt Fifi, Harry, Beth, Waldo</i>). Explain that the members of the family are hiding in the scene and that the pupils are going to race against a partner to find the characters. Play the audio to give pupils an idea of the language they will use to play the game. Divide pupils into pairs. Ask pupils to close their books but keep a finger in at the right page. Say, <i>Where's Dad? Go!</i> Pupils open their books and find him as quickly as possible. If they beat their partner, they get a point. Ask, <i>Where's Dad?</i> and pupils say, <i>He's in the garden.</i> Pupils close their books again. Do the same for the other characters, in random order. 	<ul style="list-style-type: none"> Look at Activity 16 in their Pupil's Books Look at T's explanation, identify the buildings and rooms Look at the characters at the bottom of the page and identify the buildings and rooms Race against a partner to find the characters Work in pairs, close their books but keep a finger in at the right page. Say, <i>Where's Dad? Go!</i> Pupils open their books and find him as quickly as possible. If they beat their partner, they get a point. Listen and answer T's question. Pupils close their books again

	<p>Activity answer key:</p> <p>Dad – garden</p> <p>Mum – living room</p> <p>Aunt Fifi – shop</p> <p>Harry – park</p> <p>Beth – library</p> <p>Waldo – kitchen.</p> <p>AUDIO SCRIPT – CD2:50</p> <p>GIRL: <i>Where's Dad?</i></p> <p>BOY: <i>He's in the garden.</i></p>	
	<p>Watch.</p> <ul style="list-style-type: none"> • Ask pupils to look at the screen. Have a pupil ask the first question, <i>Who are they?</i> Play the video and then ask pupils to answer the question (<i>Waldo, Zach and Millie</i>). • Move on to the second question, <i>What do they see?</i> Play the video again (<i>a rabbit, a frog, a cat, two big dogs</i>). • Move on to the third and final question, <i>Where is Millie?</i> Elicit the answer (<i>in the water</i>). • Play the video a final time and ask pupils to raise their hands when they see a turtle on the screen. • See an alternate or more detailed activity in the Teacher Book. <p>Activity answer key:</p> <p>1 They are Waldo, Zach and Millie.</p> <p>2 They see a rabbit, a frog, a cat and two big dogs.</p> <p>3 Millie's in the water.</p>	<ul style="list-style-type: none"> • Look at the screen, listen the audio and answer the questions • Watch a final time and raise their hands when they see a turtle on the screen

	<p>AUDIO SCRIPT</p> <p>Zach: <i>Come on Waldo! Look, a rabbit! Hello rabbit! Look, a frog! Hello frog! It's a cat. Hello cat!</i></p> <p>Millie: <i>Hello Zach!</i></p> <p>Zach: <i>Hello Millie!</i></p> <p>Millie: <i>Look, I've got two dogs.</i></p> <p>Zach: <i>Wow! I like dogs.</i></p> <p>Millie: <i>And I like dogs. I like big dogs. Look, a small cat. Hello cat! Zach, help! Help!</i></p> <p>Zach: <i>Millie? Millie, where are you?</i></p> <p>Millie: <i>I'm in the water.</i></p>	
WHAT I KNOW	<p>What I Know</p> <ul style="list-style-type: none"> Tell pupils that for homework, they will check and review what they learnt in the Unit. <p><i>What I Know:</i> Pupils look at each picture and if they can remember the word for it, they can drag it into the <i>I know</i> box. If not, they should drag it into the <i>I don't know</i> box.</p> <p><i>Let's Review:</i> Pupils revise some key vocabulary from the unit using the flashcards. They should try to remember the word for each card, then click on it to see the answer.</p> <ul style="list-style-type: none"> Having reviewed the words, pupils repeat the <i>What I Know</i> activity and see how many more words they can remember this time. You could suggest that they look back at the unit and revise the vocabulary until they can drag all the pictures into the <i>I know</i> box! 	<ul style="list-style-type: none"> Check and review what they learnt in the Unit Look at each picture and if they can remember the word for it, they can drag it into the <i>I know</i> box. If not, they should drag it into the <i>I don't know</i> box Revise some key vocabulary from the unit using the flashcards. They should try to remember the word for each card, then click on it to see the answer Repeat the <i>What I Know</i> activity and see how many more words they can remember this time

POP QUIZ		
	<p>Ask and answer.</p> <ul style="list-style-type: none"> • Show the activity on the screen and look at the example for the first picture. Nominate two pupils to ask and answer, <i>Where's the mouse? It's in the bedroom.</i> • Split the class in two and have pupils ask and answer questions about the pictures. • Once you've clicked through all the pictures, go back to the start and review with the class. 	<ul style="list-style-type: none"> • Watch the activity on the screen and look at the example for the first picture. Two pupils ask and answer • Work in pairs, ask and answer questions about the pictures