



# Our funny home

<b>Main topics:</b>	home
<b>Story summary:</b>	A boy describes his funny home and talks about his family and unusual pets.
<b>Main grammar:</b>	prepositions: <i>under, in, on, in front of, next to, behind, between, There is/are ..., Where's ...?</i>
<b>Main vocabulary:</b>	<i>apartment/flat, armchair, bath, bathroom, bed, bedroom, bookcase, box, cat, chairs, clean, coconut, cupboard, Dad, dining room, door, ducks, family, floor, frogs, Grandma, Grandpa, hall, hippo, house, kitchen, lamp, living room, lizard, mirror, Mum, painting, picture, pineapple, radio, rooms, table, wall, watch, window</i>
<b>Value:</b>	Loving your family and home ("I love my family. I love my home.")
<b>Let's say!:</b>	/eɪ/ /əʊ/ /aɪ/
<b>Practice tasks:</b>	Speaking Part 4 (C), Listening Part 2 (E), Speaking Part 2 (F)
<b>Test tasks:</b>	Reading and Writing Part 3 (D), Reading and Writing Part 2 (F), Listening Part 3 (G)

## Equipment:

- audio: Story, G
- **presentation PLUS** flashcards  
 (117 *bathroom*, 119 *bedroom*, 127 *dining room*, 131 *hall*, 133 *kitchen*, 135 *living room*; 122 *chair*, 116 *bath*, 128 *door*, 159 *floor*, 155 *bookcase*, 143 *table*, 146 *wall*, 118 *bed*, 147 *window*, 125 *cupboard*, 144 *TV*, 134 *lamp*, 123 *clock*, 124 *computer*, 126 *desk*; 115 *armchair*, 141 *rug*):  
 Storytelling, A, B, D, Let's speak!; (111 *sweets*, 87 *fries/chips*, 106 *pie*): E
- **presentation PLUS** Image carousel 1–11  
 (6 pictures of rooms): A, (5 pictures of families and their homes): Storytelling, H
- Photocopy 1 (TB page 46), one per learner: D Extension
- large pieces of coloured card (one per learner), furniture catalogues, scissors, glue, paper, crayons or colouring pens: Let's have fun!

## Storytelling

### Before listening

With books closed ...

- Show photographs of two homes from the Image carousel. Point and say, e.g. *Look! This is a ...* (home/house/flat/apartment) Ask *Do you live in a house or a flat? Do you live with your grandpa/brother/sister? How many people are there in your family?*
- Show flashcards of rooms or use pictures from the Image carousel to review/teach *bathroom, bedroom, dining room, hall, kitchen* and *living room*. Review/Teach with flashcards *chair, bath, door, floor, bookcase, table, wall, bed, window, cupboard, TV* and *lamp*. Point to the furniture on flashcards or in the classroom and ask *What's this?*
- Review/Teach prepositions (*under, in, in front of, next to, behind, on, between*) using flashcards or classroom objects.
- Look at the first story picture without the story text on the Image carousel or with the story text in the book on page 4. Ask *What room is this? A bedroom? A kitchen?* Learners guess. Ask *Where's the cat? Where's the window? Where's the radio? Where are the oranges?* (learners point) *And can you see a table? A book? A mouse?* Learners answer.
- Learners look at the other pictures (with or without the text on the Image carousel or in the book) on pages 5–7. Ask *What room is this? What can you see here?*
- Say *Now let's listen to the story. Say Let's look at page 4.*

### Listening

With books open ...



Play the audio or read the story. Learners listen.

02

Play the audio or read the story again.

- Pause after page 4 and say *So, what's this room? It's a ...* (kitchen) *How many oranges can you see?* (ten) *Is it a funny kitchen?* (yes)
- Halfway through page 5 ask *Who's in the bath?* (Grandma) *What animals are in the bathroom?* (ducks) *How many boats are there?* (four) *Where are they? On the ...* (floor) Ask *Is your bathroom at home like this?*
- At the end of page 5 ask *What's under the TV?* (a lizard) *What colour is it?* (green) *There's a grey animal here too. What is it?* (a hippo) *Is it big or is it a baby?* (a baby) Ask *Is there a hippo in your living room?* (no!)
- Pause after page 6. Point to the teeth and ask *Are these Mum's teeth?* (no! Grandpa's)
- At the end of the story ask *Where does the pet snake sleep?* (on the computer) *How many shoes are under the bed?* (12) *Is it a funny home?* (yes)

**After listening**

- Talk about the story (in L1 if necessary). Ask *What animals are there in the story?* (a cat, ducks, frogs, a lizard, a hippo, a snake, a dog, a mouse) *Is this house like a zoo?* (yes!)
- Ask *Would you like to live in this house?* Learners explain why / why not in L1.

★ **Value**

- To be able to fully explore the story message with learners, discuss its value in L1.
- Point to the boy in the picture on page 7 and ask *Is he happy or sad?* (happy) *Does he like the house?* (yes) Say *That's right. He loves it. He says, 'I love my family and I love my ...'* (home) Practise word and sentence stress: *I LOVE my FAMily. I LOVE my HOME.*
- Say *The house in the story is different. The radio is in Mum's hat! There's a hippo in the living room. It's funny!* Ask why else this house is funny. Learners answer, e.g. *There are ducks in the bathroom!*
- Say *This child lives in a really funny home and his family do really funny things, but he loves his home and he loves his ...* (family) In L1 explain that every home and family is different and that's fine! Encourage learners to add their opinions to this discussion.
- Ask *How many people live in your house? Have you got a dining room? Have you got a pet? Does it live in the house?*



**Draw lines.**

- Say *Look at the three doors in the picture. Which room is behind the first door?* Learners guess.
- Say *I'm behind the second door.* Mime making a cake. Ask *Where am I?* Learners guess (in the kitchen). Ask stronger learners *What am I doing?* (making a cake) Say *Well done! I make cakes in the kitchen.* Repeat, with mimes for *watch TV, eat, clean my face and hands.*
- Do the example. Point to the first sentence and say *I go to bed and sleep in my ...* (bedroom) Say *Look at the line.* Say *Now you! Learners draw lines.*
- Check answers in open class or use Presentation plus.
- Ask *Where am I? I'm eating with my family ...* (in the dining room) *And now? I'm cleaning my face and hands ...* (in the bathroom)

**Answers:**  
 2 a 3 b 4 f 5 d 6 e

**Extension:**  
 Learners work in pairs. Learner A mimes an action for one room and asks *What am I doing? Where am I?* Learner B guesses the action, or the action and the room, e.g. *You're watching TV. / You're watching TV in the living room!*



**Find the words and write.**

- Read the questions in Activity B. Ask learners in L1 to think about what kind of word they need for the answer, e.g. *Who?* (a name) *How many?* (a number) *Where?* (a place) *What?* (a thing)
- Do the example. Show learners that all the answers are in the 'word wall'.
- Learners circle the words in the word wall and write them in the gaps. Check answers.

**Answers:**  
 2 Grandma 3 tree 4 lizard 5 eleven/11 6 green



**Which boy is correct? Read and tick (✓) the box.**

- Learners look at the pictures. Use Presentation plus to show a large version if possible. Say *These three boys are talking about a story. Which boy is talking about **our** story?*
- Learners read the speech bubbles. In pairs, they talk and decide which boy is talking about 'Our funny home'. Learners compare their answer in pairs.
- ➔ Ask *Do you love your home? Who lives in your home? Have you got a garden? Where do you play? Do you like going to the zoo? What's your favourite animal?*

**Answer:**  
 Matt / picture 2



**Look at the pictures. Look at the letters. Write the words.**

- With books closed, show the alphabet using Presentation plus or write it in large clear lower case letters on the board. Say the alphabet in open class and practise letters your learners find difficult.
- Ask stronger learners *How do you spell your name?* They spell their name aloud.
- If possible, show flashcards *armchair, lamp, window, rug, bed, desk.* Say, e.g. *Point to the armchair* or ask *What's this?*
- Open books and do the example. Point to the first picture and ask *What's this? It's a ...* (rug) Point to the jumbled letters and say *g-u-r. That's not right!* Explain in L1 that the letters are jumbled. Point to the answer and say *You spell 'rug' r-u-g.* Ask *How do you spell 'rug'?* Learners spell *rug* in chorus.
- Learners complete the activity in pairs.
- Check answers in open class or use Presentation plus.
- For each word, ask *How do you spell (bed)?* Learners say the letters in chorus.

**Answers:**  
 1 bed 2 lamp 3 desk 4 window 5 armchair

**Test tip: STARTERS**  
**Reading and Writing (Part 3)**

- ✓ In Part 3, learners look at a picture and then write its word. The letters for spelling the word are given but are jumbled.
- Ask learners to write three or four more jumbled letter tasks for their classmates. In their notebooks, learners draw pictures of words from the Starters word list, e.g. a cat, a pencil, an apple, a robot, and then write the jumbled letters under each picture. They swap notebooks and write the correct spellings.

**Extension: Photocopiable 1**

Give each learner a photocopy of '1 The home' (TB page 46). Learners look carefully at the picture and circle the correct words in the sentences. They check answers in pairs. Then check in open class. Different learners read out the correct sentences and the rest of the class point to the items in the picture. Learners count the items in the picture and complete the sentences using *There are* and the correct numbers. Check answers in open class. Write the full sentences on the board.

**Answers:**

- 1 2 mirror 3 rug 4 desk 5 flowers 6 bookcase  
 2 2 There are 10 3 There are 16 4 There are 15  
 5 There are 17 6 There are 11

**Extension:**

Write on the board *Oh dear! OK! Ben's! Great!* Divide the class into four groups. The first group reads out the first verse of the poem in chorus. Point to *Oh dear!* The rest of the class calls out *Oh dear!* Continue in the same way with verses 2, 3 and 4.



**Look and read. Write yes or no.**

Learners look at the picture. Say *Look! It's the funny home from our story!* Point to the balloon and ask *What's this?* (a balloon) *What colour is the balloon?* (yellow) *Where's the donkey?* (learners point) *Where's the hippo?* (learners point) *How many windows can you see?* (12) *What's the girl doing?* (smiling / playing football)

- Say *The bird is in a tree. Yes or no?* (no) Say *Well done! The bird is flying. There are two children. Yes or no?* (yes)
- Two learners read the examples. Learners point to the door and the bird.
- Learners read sentences 1–5 on their own and write *yes* or *no*.
- Check answers in open class. If using Presentation plus, ask learners to show you how they found the answer (they point to the correct part of the picture). Stronger learners can correct the wrong sentences.
- You can create more activities like this. Use pictures from the Image carousel, flashcards or magazines.

**Answers:**

- 1 no 2 yes 3 no 4 yes 5 no

**Extension:**

With stronger learners, ask questions about the picture to get them to use their imaginations:  
*What's the girl saying to the boy? What's the boy's answer?*  
*What's the girl saying to the donkey? What's the donkey's answer?*  
*What's the boy saying to the hippo? What's the hippo's answer?*  
*What's the bird saying to the girl? What's the girl's answer?*  
 Learners discuss their answers in pairs.

**Listen and write the numbers.**

- Write numbers 1–20 on the board and practise pronunciation. Show learners that *2, too* and *to / 4* and *for* sound exactly the same. Say the numbers in order with the whole class. Then point to individual numbers in a different order. Learners say the numbers.
- Say *Listen and write*. Say the numbers between 11 and 20 in a different order (e.g. 13, 19, 17, 12, 20, 18, 14, 11, 16, 15). Learners write them (as figures, not words) in their notebooks. Repeat the numbers so they can check their answers. Check as a class.
- Learners look at the coloured numbers in Activity E. Ask *Which numbers are red?* (10, 11) *Yellow?* (3, 4) *Green?* (14, 19) *Purple?* (7, 15)
- Show flashcards of *sweets, fries* and *pie*. Ask *Do you like eating sweets? Fries? Pie? What's in your favourite pie?* Leave the flashcards on the board.
- Say *Listen and write numbers*. Play the audio twice if necessary. Pause after each number for learners to write (in pencil). Play the audio once or twice more.
- Check answers in open class or use Presentation plus.
- Read out the poem. Stop before each number. Learners call out the correct number before you continue.

**Answers:**

- 14 (shoes) 15 (games) 18 (toys) 13 (pencils)  
 20 (pens) 19 (sweets) 16 (fries)

**Tapescript:**

See SB page 10 and Answer key

**Listen and tick (✓) the box.**

Learners read each question and look at the possible picture answers. Check understanding by asking *What can you see in this picture? And in this one? And here?* Play the audio and pause after the example. Ask *Which picture shows Mark's flat? Can you see the tick?* (A) *What colour are its walls?* (white) *Are its windows big or small?* (small)

- Learners listen to the rest of the audio and tick answers with a pencil. Play the audio a second time. Learners check and complete their answers. If necessary, play the audio again.
- Alternatively, do this activity as a test rather than as a practice. Give learners a minute or so to read the questions and look at the possible answers before you play the audio twice. Learners listen and tick their answers.
- Check answers in open class or use Presentation plus.

**Answers:**

- 1 B 2 B 3 B 4 A 5 C



▶  
03

▶  
04

**Tapescript:**

Which is Mark's flat?

**Boy:** There's Mark's flat, Mum. The white one.

**Woman:** The one with the big grey windows?

**Boy:** No. Mark's flat has got small windows.

**Woman:** Oh! I see.

Can you see the tick? Now you listen and tick the box.

1 Where are Anna's new pens?

**Girl:** Where are my pens, Mum? Are they on that chair?

**Woman:** No, Anna. They're under the chair.

**Girl:** OK. Oh ... and here are my pencils – behind the chair!

**Woman:** Good!

2 Who is Grace phoning now?

**Boy:** Grace? Grace? Who are you phoning now?

**Girl:** Sshh. My new friend. He's learning English.

**Boy:** Oh! Is your mother giving him lessons?

**Girl:** No. My grandfather.

3 What is in the baby's bath?

**Girl:** What's the baby got in his bath, Mum? His toy fish?

**Woman:** Not today. He's got his toy duck.

**Girl:** And his toy ship?

**Woman:** No. That's on the floor!

4 Where is the cat?

**Boy:** Where is the cat, Dad? I can't find it.

**Man:** Well, it isn't on the sofa.

**Boy:** Is it on the bookcase again?

**Man:** No. Oh! There it is. It's in the cupboard.

5 Which is Grandmother's T-shirt?

**Boy:** Is this Grandmother's T-shirt?

**Woman:** Has it got the number 15 on it?

**Boy:** No, the number 19.

**Woman:** Yes, that's hers. And the one with the number 17 is for you!

**Boy:** Wow! Thanks!

**Choose the words for you.**

- Write *pineapple* and *flat* on the board. Point and say *I live in a pineapple. Is that right? Yes or no?* (no!) Say *I live in a flat. Circle the word flat.*
- Say *Now you!* Learners read the sentences and circle the words that are right for them. Explain that they can circle more than one word in each sentence if they like, e.g. *bed* and *desk* in the second sentence. Write *bed desk* on the board. Insert *and* to show learners they need to put *and* before the last word if they include more than one word.
- Learners say their own sentences in pairs, e.g. *I live in a flat. There is a bed and an armchair in my bedroom. There are flowers, lamps and rugs in our living room. There is a mirror and a bath in our bathroom. Check that they are using There is/are and articles (a/an) correctly.*

- Ask some learners to read out their sentences. With stronger learners, ask questions, e.g. *What colour is the armchair in your bedroom? Is the mirror in your bathroom big or small?*



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**Let's say! Page 74**

Say *Look at page 74. Listen.* Play the audio. Say *Let's say /eɪ/ train.* Learners repeat.

Say *Tell me more English words with /eɪ/.* Learners answer (e.g. painting, radio). Repeat with sounds /əʊ/ *boat* (e.g. coconut, hippo) and /aɪ/ *kite* (e.g. dining room, pineapple).

**Let's have fun!****Design your dream bedroom.**

In L1 explain that learners are going to make a picture of their dream bedroom. Say *Close your eyes. What is in your dream bedroom? Is there a big bed or a small bed? What colour is it? How many windows are there? Is there a bookcase? Is there a big cupboard for your toys? Is there a rug? What colour is it? Have you got any pets in your dream bedroom? A rabbit? A lizard? A hippo?*

Give each learner a large piece of coloured card, furniture catalogues, scissors, glue, paper and crayons. They make a picture of their dream bedroom, as on page 68. They cut out pictures or draw and colour them and label the things.

Learners show their pictures and talk about their bedroom, e.g. *This is my dream bedroom. It has got a blue bed and two windows. There is a big rug and a white desk. There are some fish. They are orange and purple.*

Stronger learners can write sentences about their dream bedroom.

**Let's speak!****Where is it? Play a game.**

Ask learners to turn to page 72 in their Student's Book and look at Activity 1.

Review/Teach prepositions using the flashcards or things in the classroom.

Read the speech bubbles and explain the game in L1 if necessary.

Divide learners into pairs. Learner A chooses a thing in the classroom which he/she can say in English. He/She does not look at the object (it has to be secret from their partner). Learner B guesses its position, e.g. *Is it next to the door? Is it under the window?* Learner A answers *Yes* or *No*.

**Home FUN booklet**

**Pages 10–11, 14–15, 24–25 family, home, numbers**



**Picture dictionary: home**

**Go on the CLMS**

- ... to play 'Name the picture'
- ... to listen to the audio recordings
- ... to find more FUN activities!

