

**Unit objectives**

- Greeting people and saying goodbye (C1 C5)
- Identifying the names of rooms in a house (C1 C3 C7 C8)
- Identifying different building materials (C1 C3 C7 C8)
- Listening to and saying the raps (C1 C6 C7)
- Listening to and singing songs with actions (C1 C6 C7)
- Making mini-flashcards to play communicative games (C1 C3 C6 C7 C8)
- Listening to, understanding and miming the story (C1 C6 C7)
- Retelling the story (C1 C6 C7 C8)
- Giving an opinion on the story (C1 C8)
- Identifying vocabulary items by listening (C1 C7 C8)
- Associating pictures with meaning (C1 C6 C7)
- Recognising key words (C1 C7 C8)

**Pronunciation**

Practising the sound /b/

**Cross-curricular content**

Science: house materials

**Socio-cultural aspects**

- Interest in learning about homes in the UK and around the world
- Positive attitude towards own ability to participate in class activities
- Pleasure in the story
- Respect for others in the group
- Willingness to follow simple instructions
- Willingness to review and reflect on own learning
- Pleasure in creating a title page for their English Dossier

**Key language****Vocabulary**

- Main lexical set: *kitchen, living room, bedroom, garage, bathroom, hall, garden, study*
- CLIL vocabulary: *brick, stone, wood*

**Structures**

- *Where's my...? It's in the...*
- *What's this house made of? It's made of...*

**Recycled language**

- Numbers (1–20)
- *It's red, yellow, green, blue, orange, brown, pink, purple, black, white*
- *Yes, it is./No, it isn't.*
- *book, bag*

**Receptive language**

- *Who's this? Where's.../What's... ?*
- *What colour/number is this?*
- *Let's listen to/sing/colour/point to...*
- *Open your books at page (5).*
- *Can you find the...?*

**Summary**

Your pupils have now revised colours and numbers. In Unit 1 you will revisit school and family vocabulary in the context of a house. You will introduce and practise vocabulary for rooms in a house, and materials. The children will learn how to ask where something is, and give the correct response.

**Basic competences key**

- (C1) Competence in linguistic communication
- (C2) Mathematical competence
- (C3) Competence in knowledge of and interaction with the physical world
- (C4) Competence in processing information and use of ICT
- (C5) Competence in social skills and citizenship
- (C6) Artistic and cultural competence
- (C7) Learning to learn
- (C8) Autonomy and personal initiative



## Lesson 1

## Learning objectives

- Identify and say words for different rooms
- Learn a song for the opening routine
- Listen to and sing the *Around the house* song

## Language focus

- *kitchen, living room, bedroom, garage, bathroom, hall, garden, study*
- *book, bag*
- *Where is/’s my (book/bag)?*
- *It’s/It isn’t in the...*

## Materials

- Flashcards: *kitchen, living room, bedroom, garage, bathroom, hall, garden, study* (These should be made before the lesson using PB page 65.)
- Class audio CD



### At-a-glance lesson plan (PB page 5)

## Opening activities

- Learn the *I’m ready* song (CD 1 track 8).

C1 C6

## Main activities

- **Vocabulary game** *Rooms in my house*.

C1 C7 C8

- **Vocabulary activity** *Word rap* (CD 1 track 9).  
Listen, point and say the words. C1 C7

- **Song** *Around the house* (CD 1 track 10).  
Listen, sing and point. Listen, sing and mime.

C1 C6

- **Vocabulary activity** Look and answer questions. C1 C7 C8

- **Vocabulary game** Play Techna’s bridge game (CD 1 track 12). C1 C2 C3 C7 C8

## Closing activities

- Say *Goodbye*. C1 C5

## Opening activities

Learn the *I’m ready* song.

- Say **Hello!** and wave your hand. Have the children do the same.
- Ask **How are you?** and encourage them to reply, *I’m fine*.
- Explain that they are going to learn a new song, to sing at the beginning of the class.
- Say **Let’s listen and mime**. Play CD 1 track 8. The children listen and do the actions with you.

Unit
1
House Zone

Lesson 1
Listen, sing and point.

Play Techna’s bridge game.

Lesson 2
Make your mini-flashcards.

Vocabulary presentation:  
kitchen, living room, bedroom, garage, bathroom, hall, garden, study

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*I’m ready!* song*I’m ready. I’m ready. I’m ready...**I’ve got a book. (point to book)**I’m ready! (thumbs-up sign)**I’ve got a pencil. (as above)**I’m ready!**I’m ready for English class today!**It’s English class – hooray!**I’m ready. I’m ready. I’m ready...**I’ve got a rubber. (as above)**I’m ready!**I’ve got a ruler. (as above)**I’m ready!**I’m ready for English class today!**It’s English class – hooray!**I’m ready. I’m ready. I’m ready...*

## Main activities

Play *Rooms in my house*.

- Draw a simple outline of a house on the board, big enough to stick the flashcards in. Ask **What is it?** Listen to the children’s answers and say **Yes. It’s a house**.
- Shuffle the flashcards and have the pack facing you. Say **Let’s play Rooms in my house**. Turn the card closest to you round, without showing it to the children. Slowly reveal part of the picture to the class by moving it upwards.



- Invite a child to guess the answer, and stick the card on the board. They may answer in L1. Say **Yes, it's the (bedroom).**
- Repeat with the other flashcards, sticking them on the board.
- Point to the flashcards and encourage the children to repeat the words.

### Listen, point and say the words.

- Say **Let's listen and say the Word rap.** Play CD 1 track 9, and point to the different flashcards as they are heard, encouraging the children to repeat the words.



#### Word rap

Everybody clap, clap, clap.  
Let's say the house word rap.  
Kitchen... Living room... Bedroom... Garage...  
Bathroom... Hall... Garden... Study.  
Everybody clap, clap, clap.  
That's the end of the house word rap.

- Play the track again, getting the children to say the words while you point to the flashcards. Or you could point to each picture in turn, say the word and encourage the children to repeat it two or three times.

**Tip:** If the children are unsure about saying the words, point to different flashcards, say the words quickly, then slowly, and encourage the children to repeat in the same pattern as you.



### Listen, sing and point.

- Say **Open your books at page 5.**
- Point to the picture in the top part of the page. Ask **Who/What's this? Where are Harry and Holly?** (in the kitchen/in the living room) **What are they doing?** (looking for things) **Where's Techna?** (in the hall) **What has Techna got?** (a bag and a book) The children may answer in L1.
- Point to the picture again and explain that the children should point to the rooms as they hear them in the song.
- Say **Let's listen and point.** Play CD 1 track 10 and encourage the children to point in their PB as they listen.



#### Around the house song

**Harry:** *Where's my book? Where's my book?*  
**Techna:** *I don't know. Let's have a look!* (point to your eyes and look around)

**Holly:** *Is it in the bedroom or the bathroom?* (mime sleeping and washing your face)

**Harry:** *No, it isn't.* (shake your head)

**Holly:** *Is it in the study or the kitchen?* (mime reading and stirring food/cooking)

**Harry:** *No, it isn't.* (as above)

**Techna:** *Let's look, let's look.* (as above)  
*Let's look for Harry's book.* (as above)

**Holly:** *Is it in the living room?* (mime changing channels on remote)

**Harry:** *No, it isn't.* (as above)

**Holly:** *Is it in the garage or the garden?* (mime driving a car, smelling a flower)

**Harry:** *No it isn't.* (as above)

**Harry:** *Oh, no! Is it here at all?*

**Techna:** *Yes, it is. It's in the hall!*

- Say **Let's sing the Around the house song, and point.** Play the track again. Sing the words, and point in your book. Encourage the children to do the same.

### Listen, sing and mime.

- Take the flashcards from the board and give them out to different children, and ask them to stand around the classroom. Tell them they should hold up the flashcard when they hear the room in the song.
- Say **Let's sing the Around the house song.** Play the track again. Mime to the words, using the actions above, and point to the flashcard that the child is holding up, encouraging the children to copy you.
- If you wish, repeat the activity with different children.

### Look and answer questions.

- Ask the children to look again at PB page 5. Hold up your PB, so the children can see it, and point to the picture.
- Explain that you will say two or three colours and they have to guess which room of the house you are talking about, for example, **Black, blue and brown** (study) or **Green, blue and yellow** (garden).
- Reverse the activity by inviting different children to call out the colours while you guess the room.





## Play Techna's bridge game.

- Point to the game at the bottom of PB page 5. Ask **What is it?** Listen to the children's answers, which may be in L1. Say **Yes, it's a computer game. Let's play Techna's bridge game.**
- Hold up your PB so the children can see it, and place your finger on the bridge. Check the children have their finger in the same place.
- Play part 1 of CD 1 track 12. Repeat the room choices and Harry's selected word and use the following actions to help the children follow the game.
- At end of the game, repeat Techna's question, **What number is it?** Point to the number. Invite a child to press 'pause' and to say the answer. (Answer: number 4)



**Techna:** Let's play.

Let's play my bridge game! (*move your finger in a circular movement around the screen*)

Press play. (*move your finger to the bridge, and mime pressing the play button*)

Kitchen or garden?

**Harry:** Kitchen. (*move your finger, following the path to the picture of the kitchen*)

**Techna:** Study or living room?

**Harry:** Living room. (*follow the path as above*)

**Techna:** Garage or bathroom?

**Harry:** Bathroom. (*as above*)

**Techna:** What number is it?

**Tip:** If the children seem unsure, play the track again, and encourage them to look at your PB. Hold it up so they can see it clearly, guide them through it by moving your finger, and encourage them to say the words with you.

- Play part 2 of the track. Ask **What number is it?** (Answer: number 5)



**Techna:** Let's play.

Let's play my bridge game!

Press play.

Kitchen or garden?

**Holly:** Garden.

**Techna:** Bedroom or bathroom?

**Holly:** Bedroom.

**Techna:** Study or garden?

**Holly:** Study.

**Techna:** What number is it?

- Repeat the activity, creating a different route from the CD, and arriving at a different number.
- Invite children to come to the front. Encourage your volunteers to guide the class through the game.

**Option:** For more practice, divide the children into small groups or pairs to play together.

## Closing activities

### Say Goodbye.

- Say **It's time to say Goodbye.** Say **Let's say Goodbye.** Say **Goodbye, (Maria)!** and wave goodbye to that pupil. Encourage the child to do the same. Repeat and say **Goodbye** to other children.
- Encourage the children to turn to their partner and say *Goodbye, (David)!*

### Optional Activity Book activity

Do activity 1 in *Macmillan English Quest 2* Activity Book page 2. Please refer to the Activity Book Notes on TB page 190.



## Lesson 2

### Learning objectives

- Sing and mime the *Around the house* song
- Follow instructions to make mini-flashcards to play communicative games
- Recognise house vocabulary
- Learn a new song for the closing routine

### Language focus

- *kitchen, living room, bedroom, garage, bathroom, hall, garden, study, bag, rubber*
- *Where is my (bag, rubber, book)?*
- *It's/It isn't in the...*

### Materials

- Scissors and paperclip for each child
- Flashcards: *kitchen, living room, bedroom, garage, bathroom, hall, garden, study*; character flashcards
- Class audio CD



### At-a-glance lesson plan (PB pages 5 and 65)

#### Opening activities

- *I'm ready* song (CD 1 track 8). C1 C6
- **Vocabulary game** *Flash the card*. C1 C7 C8

#### Main activities

- **Song** *Around the house* (CD 1 track 10) (karaoke CD 1 track 11). Listen, sing and mime. C1 C6
- **Cut-out activity** Make your mini-flashcards. Sing the *Around the house* song (CD 1 track 10). C1 C6 C7 C8
- **Vocabulary game** *Room battleships*. C1 C7 C8

#### Closing activities

- Learn the *English is finished* song (CD 1 track 13). C1 C6

### Opening activities

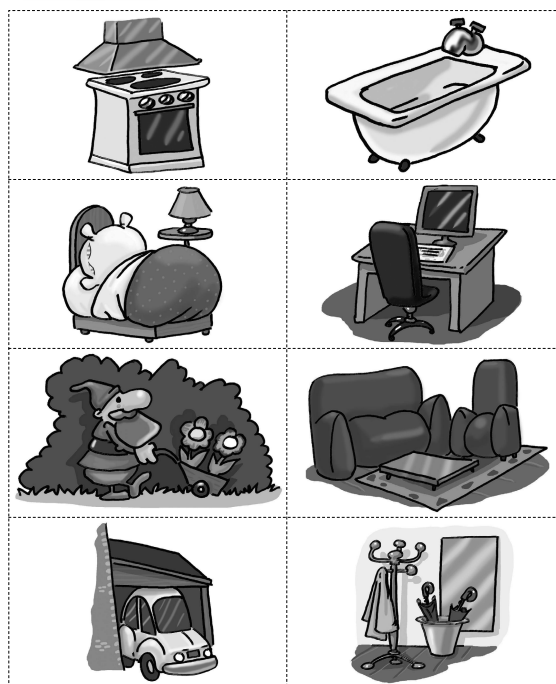
- Say **Hello**, and encourage the children to return the greeting.
- Ask **How are you?** and encourage the children to ask you the same thing. Say **I'm fine, thank you**, and encourage the children to do the same.
- Say **Let's sing the I'm ready song** (TB page 32). Play CD 1 track 8.

### Play *Flash the card*.

- Play *Flash the card*, or choose another game from the Activity Bank (TB page 22), to recycle the vocabulary.

### Mini-flashcards

### House Zone 1



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## Main activities

### Listen, sing and mime.

- Say **Let's sing the *Around the house* song** (TB page 33). Play CD 1 track 10. Mime to the words, encouraging the children to point to the flashcards.
- Repeat, encouraging the children to sing with you.
- Alternatively, play the karaoke version of *Around the house*, CD 1 track 11, and the children sing the words.



### Make your mini-flashcards. Sing the song.

- Say **Open your books at page 65**.
- Invite a child to give out the mini-flashcard envelopes (TB page 28).
- Check that all the children have scissors. Say **Cut out the cards here**, pointing to the cut lines in your PB.
- Move around the classroom as the children cut out the mini-flashcards, pointing to different items and asking individuals **What is it?**
- Say **Put your cards on the desk like this**, and show pupils how to lay out their cards, face up on their desks.



- Say **Let's sing the *Around the house* song again.** Explain to the children that when they hear a room in the song, they should wave the correct mini-flashcard.
- Play CD 1 track 10.

### Play a mini-flashcard game: **Room battleships.**

- Ask the children to place their mini-flashcards in a row, face up. Do the same with your mini-flashcards. Invite a volunteer to come to the front with their cards and PB to play against you. Say **Let's play *Room battleships*.**
- Ask the volunteer to put his/her mini-flashcards in a row, at the opposite end of the desk, and hold the PB so you can't see the cards. Give him/her a rubber and ask him/her to place it on one of their own room cards.
- Say **Let's play.** Hold up the first mini-flashcard from the row in front of you and ask **Is (it/ the rubber) in the kitchen?** Encourage your volunteer to answer *No, it isn't* or *Yes, it is*. Turn your card face down, when the answer is 'No', and encourage the children to do the same.
- You or individual children in the class can only ask four questions to find the rubber. If you don't find it, your volunteer is the winner and can hide the rubber again. Repeat with different volunteers coming to the front of the classroom to play against you.

**Options:** (1) Divide the class into two teams. Invite different children from both teams to the front of the classroom to play against each other. (2) Use different school things such as pencil sharpener, or pencil. Then all three things have to be found.

- Thank your volunteers and have them sit down.
- Divide the children into pairs. The children play the game in pairs.
- Move around the classroom to check the children's speaking.

**Note:** If the children seem unsure about saying the question, encourage them to ask *In the bedroom?*

## Closing activities

### Learn the ***English is finished*** song.

- Tell the children that they are going to learn a new song to sing at the end of the lesson. Stick the character flashcards on the board.
- Say **Let's sing the *English is finished* song.** Play CD 1 track 13. Sing along, encouraging the children to sing with you and do the actions.



#### ***English is finished* song**

*English is finished.*

*Put your things away.* (mime putting things in a bag)

*It's time to say 'Goodbye'.* (wave)

*Let's learn English another day.*

*It's time to say 'Goodbye'.* (wave)

#### **Optional Activity Book activity**

Do activities 2, 3 and 4 in *Macmillan English Quest 2 Activity Book* pages 3–4. Please refer to the Activity Book Notes on TB pages 190–1.



## Lesson 3

### Learning objectives

- Listen to, understand and explain the story
- Show understanding of the story by numbering
- Give an opinion of the story

### Language focus

- *kitchen, living room, bedroom, garage, bathroom, hall, garden, study*
- *Where is my (book)?*
- *It's/It isn't in the...*

### Materials

- Pencil, rubber and colouring pencils for each child
- Flashcards: *kitchen, living room, bedroom, garage, bathroom, hall, garden, study*
- Class audio CD



### At-a-glance lesson plan (PB pages 6–8)

#### Opening activities

- *I'm ready* song (CD 1 track 8). **C1 C6**
- **Vocabulary game** *Flash the card*. **C1 C7 C8**

#### Main activities

- **Story** Listen to the story (CD 1 track 15). Tell the story and ask questions. Circle the Quest item. Give an opinion of the story. **C1 C6 C7 C8**
- **Story activities** Look and number. Complete the picture. Listen and number. **C1 C2 C6 C7 C8**

#### Closing activities

- *English is finished* song (CD 1 track 13). **C1 C6**

### Opening activities

- Say **Hello, how are you?** and encourage the children to return the greeting.
- Say **Let's sing the I'm ready song** (TB page 32). Ask the children to stand up, and play CD 1 track 8. Encourage them to sing along and do the actions with you.

### Play *Flash the card*.

- Play *Flash the card* (TB page 22), or choose another game from the Activity Bank, to recycle the vocabulary.

## Main activities



### Listen to the story.

**Note:** You may wish to remind the children of the story format. In each unit, Holly, Harry and Techna play a game to help Techna find a Quest item. These games are called Zones and are presented in the form of a story played on Holly and Harry's computer. At the end of each story, Harry or Holly give an opinion about the story, for example, their favourite character, object, what they like best, etc. The children are asked to give their opinion of the story, and circle Techna's Quest item, which is hidden in a story frame.

- Say **Open your books at page 6**.
- Invite children to speculate about the first picture. (They may answer in L1.) **Who are the characters in the story?** (penguins) **Where are they?** (in the bedroom) **What's the problem?** (Matt is late)
- Say **Let's listen to the story**. Tell the story either by using the PB or by playing CD 1 track 15. Point to different things as the story is being told.



### Introduction

**Storyteller:** Holly, Harry and Leo are with Techna.

**Techna:** It's time for my quest.

**Holly:** Let's find the quest item in House Zone.

#### Frame 1

**Storyteller:** Matt the penguin is in the bedroom sleeping.

**Mummy:** Matt and Hannah! Quickly! It's time for school!

**Peggy:** I want to go to school!

#### Frame 2

**Storyteller:** They go to the bathroom.

**Hannah:** Where are my school things?

**Matt:** Oh no! Let's look.

**Peggy:** Schoooooo!

#### Frame 3

**Matt:** Let's look in the study.

**Hannah:** Here's my school bag.

**Matt:** Look! It's the school bus. It's time to go!

**Peggy:** Schoooooo!

**Matt:** Come on, quickly!

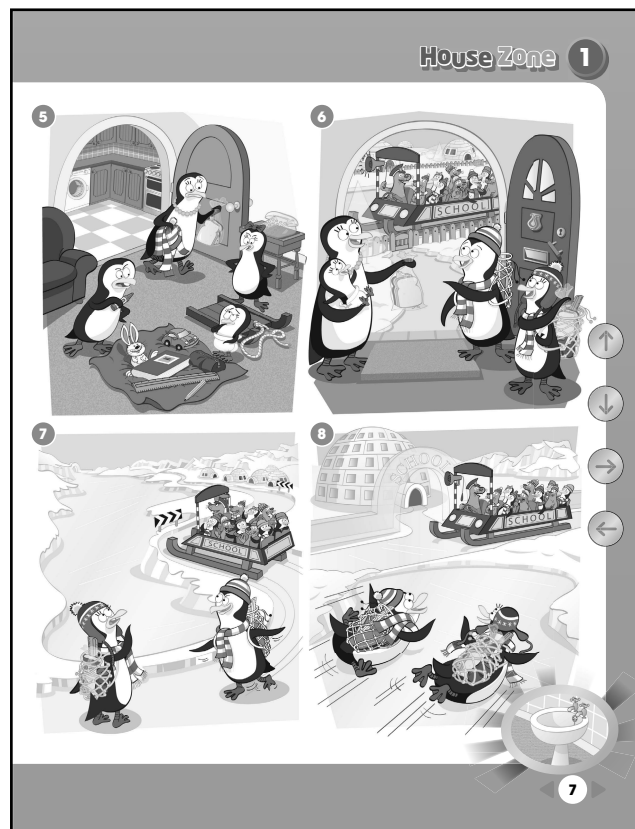
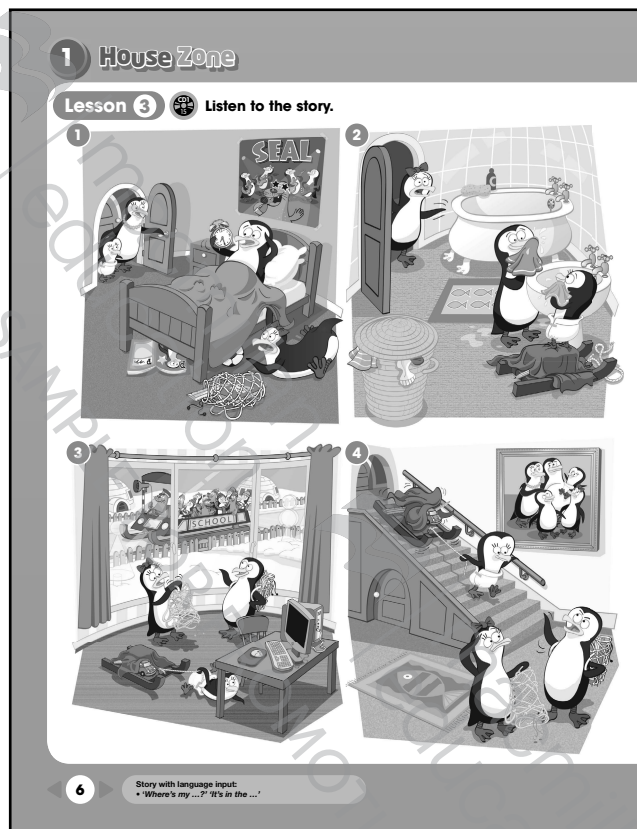
#### Frame 4

**Hannah:** Where's my book?

**Matt:** It's not in the hall.

**Peggy:** School! School! School!





## Frame 5

**Matt:** Peggy, you are naughty! Here's your crayon, Hannah! And your rabbit! And your book!

**Hannah:** Thank you, Matt!

**Mummy:** Come on, children! It's time to go! Put on your hat and scarf!

**Matt and Hannah:** Thank you, Mummy!

**Peggy:** School!

## Frame 6

**Hannah:** I'm ready.

**Mummy:** Here's your lunch!

**Matt:** Thanks, Mummy. Fish sandwiches! My favourite!

**Hannah:** Thank you, Mummy.

**Mummy:** Goodbye. Be good!

**Matt and Hannah:** Bye, Mummy! Bye, Peggy!

**Peggy:** Bye!

## Frame 7

**Hannah:** Oh no! The bus!

**Matt:** No problem! Let's slide!

**Hannah:** Brilliant idea!

**Matt:** 3... 2... 1... Go!

## Frame 8

**Hannah:** This is great! Wee-hee!

**Matt:** Yeah! We are on time for school!

## Conclusion

**Harry:** I like that story.

**Holly:** Me, too! Which room do you like?

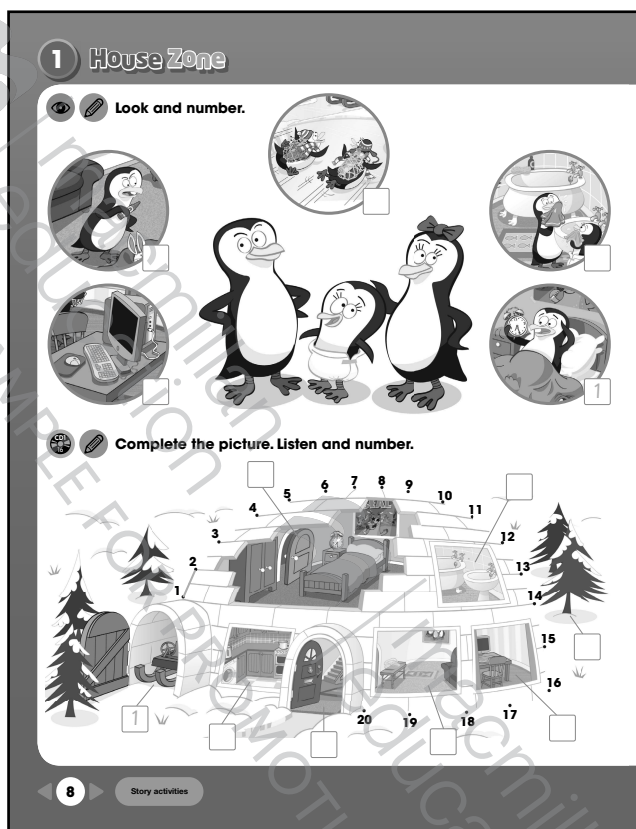
**Harry:** I like the bedroom. What about your quest item, Techna?

## Tell the story and ask questions. Circle the quest item.

**Note:** Techna is on a quest in Harry and Holly's world. She has to collect a quest item from each story. A picture of the item is included in an oval frame at the bottom right of the second story page. The children use this picture as a visual cue, to help them find the quest item in a story frame.

- Say **Open your books at page 6.** Say **Let's listen to the story again.**
- Play the track again and have the children point to the pictures as they listen to the story. Ask the children to repeat the key phrases.
- After the story ask **Can you find the quest item?** Give the children time to look in the story frames. Listen to their answers, and say **Yes, it's a bathroom** (in frame 2).
- Check the children have a pencil, and ask them to circle the bathroom.
- Check the children's understanding of the story by asking questions about each frame. The children may answer in L1.



**Frame 1**

Where's Matt? (in the bedroom)

What's Matt doing? (sleeping)

What's it time for? (school)

**Frame 2**

Where's Matt/Hannah? (in the bathroom)

Can Hannah see her school things? (no)

**Frame 3**

Where's Hannah/Matt/Peggy? (in the study)

What has Hannah got? (her school bag)

What can Matt see? (the school bus)

**Frame 4**

What's Hannah looking for? (her book)

Is Hannah's book in the hall? (no)

**Frame 5**

Where's Hannah/Matt/Peggy? (in the living room)

Who has Hannah's school things? (Peggy)

**Frame 6**

Where's Hannah/Matt/Peggy? (in the hall)

What does Mummy give Matt and Hannah? (fish sandwiches)

**Frame 7**

Do Hannah and Matt go on the bus? (no)

**Frame 8**

How do Hannah and Matt go to school (they slide)

Is Hannah/Matt on time? (yes)

**Conclusion**

What room does Harry like? (the bedroom)

**Give an opinion of the story.**

- Draw two round faces without mouths, on the board.
- Ask **Does Harry like the story?** Listen to the children's answers (which can be in L1), and say **Yes!**
- Point to the left face, draw an enormous smile on the face, saying **Yes, it's brilliant!** Draw a small smile on the other face, repeat the question and say **Yes, it's OK.**
- Point to the faces, saying **Yes, it's brilliant** and **Yes, it's OK.** Have the children do the same.
- Ask the children individually, **Do you like the story?** Have them answer using the phrases.

**Note:** If these expressions are new to the children, put a number next to each face, so that they can easily identify how they feel, and then help them to say the words. It is important for the children to give their opinion. If their opinion doesn't match the faces (brilliant, OK), listen to what they say in L1. Point to the space between the two faces, signal that they should draw a different type of smile, and say the word in English, **Yes, it's...** Encourage the child to repeat with you.

**Look and number.**

- Say **Open your books at page 8.**
- Point to the numbered example. Say **Look and number**, and explain that pupils should number the pictures in the order they appear in the story. (Answers: 1 bedroom, 2 bathroom, 3 study, 4 living room, 5 outside, on the ice)
- When pupils have finished say **Let's listen to the story to check.** Play CD 1 track 15, pause after each item and encourage the children to say the number and place.

**Complete the picture. Listen and number.**

- Point to the activity at the bottom of the page. Say **Let's make a picture. Join the numbers.**
- Check the children have a pencil, and are holding it on number 1. Say **Let's count, and draw the picture.**
- Hold up your PB, so the children can see, and say **One! Two!...** while moving your finger from number to number. Encourage the children to say the numbers with you as they draw the picture. Ask **What is it?** Say **Yes, it's a house/ an igloo.**



- Point to the empty boxes around the igloo. Say **Listen and number the rooms**, while pointing to the example number. Explain that pupils should listen to CD 1 track 16 and number the rooms in the order that they hear them. (For answers see audio script below.)
- Play CD 1 track 16.



- 1 Garage
- 2 Bathroom
- 3 Bedroom
- 4 Hall
- 5 Living room
- 6 Kitchen
- 7 Study
- 8 Garden

- The children work individually. Move around the classroom and look at the children's work.

### Closing activities

#### Sing the *English is finished* song.

- Say **It's time to say Goodbye!** Say **Let's sing the *English is finished* song** (TB page 36). Play CD 1 track 13. Sing along, encouraging the children to sing with you and do the actions.

#### Optional Activity Book activity

Do activity 5 in *Macmillan English Quest 2* Activity Book page 5. Please refer to the Activity Book Notes on TB page 191.



## Lesson 4

## Learning objectives

- Practise the sound /b/ in the form of a chant
- Review the story by miming and retelling
- Identify vocabulary items by listening

## Language focus

- *kitchen, living room, bedroom, garage, bathroom, hall, garden, study, pencil, ruler, bag, rubber, pencil sharpener, pencil case, crayon*
- *Where is the (rubber)?*
- *It's in the...*

## Materials

- Pencil, rubber and colouring pencils for each child
- Flashcards: *kitchen, living room, bedroom, garage, bathroom, hall, garden, study*
- House scene (photocopiables TB page 204) for each child
- Class audio CD

At-a-glance lesson plan  
(PB page 9)

## Opening activities

- *I'm ready* song (CD 1 track 8). C1 C6
- **Vocabulary game** *Disappearing words*. C1 C7 C8

## Main activities

- **Pronunciation** /b/ Listen and chant (CD 1 track 18). Look and tick (✓) the /b/ words. C1 C6 C7 C8
- **Story review** Listen, mime and retell the story (CD 1 track 15). C1 C6 C7 C8
- **Vocabulary game** *Where is it?* C1 C7 C8
- **Vocabulary activity** Do the speaking activity. C1 C3 C7 C8
- **Listening practice** Listen and number. Say (CD 1 track 19). C1 C2 C7 C8

## Closing activities

- *English is finished* song (CD 1 track 13). C1 C6

## Opening activities

- Say **Hello, how are you?** and encourage the children to return the greeting.
- Say **Let's sing the I'm ready song** (TB page 32). Ask the children to stand up, and play CD 1 track 8. Encourage them to sing along and do the actions with you.

House Zone 1

Lesson 4 Listen and chant. Look and tick (✓) the 'b' words.

Do the speaking activity.

Listen and number. Say.

Pronunciation and communication 9

Play *Disappearing words*.

- Play *Disappearing words* (TB page 22), or any other game from the Activity Bank, to recycle the vocabulary.

## Main activities



## Listen and chant. Look and tick (✓) the /b/ words.

- Say **Open your books at page 9.**
- Say **Look at Techna**, and point to the phonics logo.
- Ask **What's Techna saying?**, and point to the speech bubble.
- Play CD 1 track 18 and pause after *Techna's phonics b, b, b* (just before the chant).
- Point to your mouth, and make the sound /b/ repeatedly: **b---, b---, b- b- b-**. Have the children repeat the sound.
- Say **book** and **bedroom**. Have the children repeat.
- Point to the picture and ask **Where is Techna?** Listen to the children's answers and say **Yes, she's in the bedroom/on the bed.**
- Say **b- b- b- bedroom**. Have the children repeat with you.



- Ask **What other words start with /b/? Can you see one in the story?** (bathroom: frame 2)
- Say **Look at the picture. What /b/ words can you see?** (Answers: bedroom, bed, book, ball, banana)
- Point to the pencil. Ask **Is there a /b/ in pencil?** Point to the ruler. **Is there a /b/ in ruler?** Listen to the children's answers and say **No, there isn't.**
- Say **Let's listen and chant.** Play the rest of the track. Encourage the children to point to the /b/ words in the picture as they listen to the chant.

**Note:** This part of the phonics lesson is a drill. It is important that the children are confident saying the words before they say the chant. To make it more fun you could point to the items on the flashcards. Encourage the children to repeat with you slowly, then quickly, in a loud voice and then in a quiet voice.



Techna's phonics  
Techna's phonics  
Techna's phonics b, b, b

**b, b, b** book, bedroom

Leo's on a ball in the bedroom.  
Techna's on the bed with a book.

- Play the track again and have the children say the chant and point to the /b/ words.

**Option:** You may want the children to clap the rhythm, or even dance.

- Say **Look and tick the /b/ words.**
- Check the children's answers (Answers: ball ✓, book ✓, banana ✓)

### Listen, mime and retell the story.

- Hold open the PB on pages 6–7 and ask the children **Do you remember the story?**
- Say **Stand up, please.** Say **Let's tell and mime the story.** Either tell the story using the PB, or play CD 1 track 15. Mime the actions with the children and say key phrases and sound effects together.

**Tip:** Pause between each frame to give the children time to think about what happens in the next one. Guide them through, saying **Let's mime number 1**, etc.

### Play Where is it?

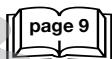
- Stick the house flashcards on the board in the shape of a house, reminding the children of the rooms, as you do. Say **Let's play Where is it?**
- Invite two children to come to the front. Ask Child 1 to close their eyes while Child 2 sticks a rubber onto a house flashcard.
- Ask Child 1 to turn around and ask **Where is the rubber?** Encourage Child 1 to say *It's in the (hall)*. Ask Child 2 to say *Yes!* or *No!*
- The children change roles.
- Invite different children to the front and play again.



### Do the speaking activity.

- Divide the class into pairs and give each child a copy of the house scene (photocopiables TB page 204).
- Check that all the children have coloured pencils. Say **Choose a colour and draw a pencil, a book and a rubber in your house.**
- Say to the class **Now choose a different colour and ask your partner about the pencil, the book and the rubber.** Explain that Child 1 asks *Where is the pencil?* and Child 2 answers *It's in the (bedroom)*. Then, Child 1 has to draw a pencil in the bedroom. The children should use a different coloured pencil to draw the objects of their partners.
- The game continues until they have drawn each other's three objects.
- Encourage the children to compare houses to check that they have drawn the pencil, book and rubber in the correct rooms.





## Listen and number. Say.

- Say **Look at the notebook!** and point to the notebook page.
- Say **Let's listen and number.** Point to the numbered example and explain that pupils should listen for the room, and write the number next to the correct picture. (For answers see audio script below.)
- Play CD 1 track 19.



- 1 Garage
- 2 Bathroom
- 3 Kitchen
- 4 Living room
- 5 Bedroom
- 6 Garden
- 7 Study
- 8 Hall

- Stick the flashcards on the board, point to each item, and ask the pupils **What number is it?** Listen to their answers and write the number next to the flashcard.

## Say the words.

- Hold up the flashcards, and invite a child to the front of the classroom to choose a card. Encourage the child to say the word aloud, and stick it to the board.
- Repeat, with different children choosing and saying different words.

## Closing activities

### Sing the *English is finished* song.

- Say **Let's say Goodbye!** Say **Let's sing the *English is finished* song** (TB page 36). Play CD 1 track 13. Sing along, encouraging the children to sing with you and do the actions.

### Optional Activity Book activity

Do activity 6 in *Macmillan English Quest 2* Activity Book page 6. Please refer to the Activity Book Notes on TB page 191.



## Lesson 5

## Learning objectives

- Identify and say house materials
- Learn about and classify houses

## Language focus

- *kitchen, living room, bedroom, garage, bathroom, hall, garden, study, brick, stone, wood*
- *What's this house made of?*
- *It's made of...*

## Materials

- Pencil, rubber and colouring pencils for each child
- Class audio CD



### At-a-glance lesson plan (PB page 10)

## Opening activities

- *I'm ready* song (CD 1 track 8). (C1 C6)
- Play *Guess the picture*. (C1 C7 C8)

## Main activities

- **Vocabulary activity** Listen and repeat (CD 1 track 20). (C1 C3 C5 C7 C8)
- **Vocabulary game** Play *True! False!* (C1 C7 C8)
- **Listening practice** Listen and number (CD 1 track 21). Match. (C1 C2 C7 C8)
- **Vocabulary activity** Look and match. Draw and colour. (C1 C3 C7 C8)

## Closing activities

- *English is finished* song (CD 1 track 13). (C1 C6)

## Opening activities

- Say **Hello, how are you?** and have the children return the greeting.
- Say **Let's sing the I'm ready song** (TB page 32). Ask the children to stand up, and play CD 1 track 8. Encourage them to sing along and do the actions with you.

Play *Guess the picture*.

- Play *Guess the picture* (TB page 22), or any other game from the Activity Bank, to recycle the vocabulary.

1 Science

CLIL Learn about

Lesson 5

Listen and number. Match.

Look and match. Draw and colour.

10

CLIL vocabulary presentation: brick, stone, wood

## Main activities

## Listen and repeat.

- Explain that the class are going to learn about what houses are made of.
- Say **Let's listen to Techna**. Play CD 1 track 20. Hold up page 10 of the PB and point to the different materials and houses.



**Techna:** Let's learn about materials and houses. Look at the materials.

Wood!

**Children:** Wood!

**Techna:** Stone!

**Children:** Stone!

**Techna:** Brick!

**Children:** Brick!

**Techna:** Let's look at the houses. It's made of wood!

**Children:** It's made of wood!

**Techna:** It's made of stone!

**Children:** It's made of stone!

**Techna:** It's made of brick!

**Children:** It's made of brick!



- Say **Let's say the words**. Play the CD track again. Pause after Techna says each phrase and encourage the children to repeat it with you.
- Instead of using the CD track you could say the word and encourage the children to repeat.

### Play True! False!

- Say **Let's play True! False!**
- Hold up a pencil and say **It's made of wood!** Encourage the children to nod and say *True!* Touch the door and say **It's made of stone!** and encourage the children to shake their heads and say *False!*
- Touch different things around the class and encourage the children to answer *True!* or *False!*
- When the children are confident, invite a volunteer to the front to run the activity.



### Listen and number. Match.

- Say **Open your books at page 10**. Say **Look at the houses!** and point to the photos of houses in turn.
- Say **Let's listen and number**. Point to the numbered example and explain that pupils should listen for the children describing a house, and write the number next to the correct photo. (For answers see audio script below.)
- Play CD 1 track 21.



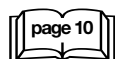
**1 Child 1:** This is my favourite house. It's made of wood.

**2 Child 2:** What's this house made of?

**Child 1:** Stone!

**3 Child 3:** It's just like my house. It's made of brick!

- Point to the photos of house materials. Say **Match the houses to the house material**, and explain that the children should trace the line from the wooden house to the material, then draw a matching line for the other houses.



### Look and match. Draw and colour.

- Point to the photos of materials. For each, ask **What is it?**
- Point to the house pictures. Ask **Which house is made of wood?** Explain that pupils should trace the line from the material to the house.
- The children work individually, matching the material to the correct house.

- Say **Complete the houses**, while pointing to the incomplete parts of the houses. Encourage the children to draw in the bricks and logs, and then to colour the houses.

- Move around the classroom to check the children's work, asking them to repeat *It's made of (brick)*.

## Closing activities

### Sing the *English is finished* song.

- Say **Let's say Goodbye!** Say **Let's sing the English is finished song** (TB page 36). Play CD 1 track 13. Sing along, encouraging the children to sing with you and do the actions.

### Optional Activity Book activity

Do activity 7 in *Macmillan English Quest 2* Activity Book page 7. Please refer to the Activity Book Notes on TB page 192.



## Lesson 6

## Learning objectives

- Learn the *House materials* rap
- Listen to and recognise house materials
- Learn about homes in the United Kingdom

## Language focus

- *kitchen, living room, bedroom, garage, bathroom, hall, garden, study, brick, stone, wood*
- *What's this house made of? It's made of...*

## Materials

- For each child: pencil, rubber, colouring pencils, glue
- For each group: an outline of a house on a large piece of card, different-coloured paper to represent brick (red/orange), wood (brown) and stone (grey), glue
- Photos of houses from around the world
- Character flashcards
- Class audio CD



### At-a-glance lesson plan (PB page 11)

## Opening activities

- *I'm ready* song (CD 1 track 8). (C1) (C6)
- **Vocabulary game** Play *Flash the card*. (C1) (C7) (C8)

## Main activities

- **Vocabulary review**. (C1) (C3) (C7) (C8)
- **Listening practice** Listen and point. *House* rap (CD 1 track 23). Sing and point. (C1) (C3) (C6) (C7) (C8)
- **UK culture** *Homes in the UK*. Listen and point. Say the number (CD 1 tracks 25–6). (C1) (C2) (C3) (C6)
- **Our culture** *Homes*. (C1) (C3) (C6) (C7) (C8)

## Closing activities

- *English is finished* song (CD 1 track 13). (C1) (C6)

## Opening activities

- Say **Hello! How are you?** and encourage the children to return the greeting.
- Say **Let's sing the I'm ready song** (TB page 32). Ask the children to stand up, and play CD 1 track 8. Encourage them to sing along and do the actions with you.

## house materials

Science 1

## Lesson 6 Sing and point.



## Listen and point. Say the number.



CLIL and culture input

11

Play *Flash the card*.

- Play *Flash the card* (TB page 22), or any other game from the Activity Bank, to recycle the house vocabulary.

## Main activities

## Vocabulary review

- Hold up the PB open at page 10. Invite different children to the front of the classroom to ask the class questions about the houses on the page. Have them ask *What's it made of?* and point to a house. Encourage the other children to answer: *It's made of (brick)!*

**Option:** Play *True! False!* (TB page 45). Invite different children to the front of the classroom to run the game.

## Listen and point.

- Say **Let's listen and point**. Play the *House materials* rap (CD 1 track 23), and point to the pictures of the different materials on PB page 10.





### House rap

*It's time for a rap.*

*Let's rap away.*

*Let's learn about house materials today.*

**Holly:** Wood, wood, wood.

*This is my house.*

*It's made of wood.*

**Harry:** Brick, brick, brick.

*This is my house.*

*It's made of brick.*

**Techna:** Stone, stone, stone.

*This is my house.*

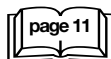
*It's made of stone.*

**All:** Brick, brick, brick,

*and wood and stone.*

*This is my house.*

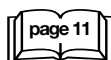
*This is my home.*



### Sing and point.

- Say **Open your books at page 11.**
- Say **Look at Harry, Techna and Holly's houses**, and point to the pictures.
- Say **Let's sing and point.** Play the rap track, CD 1 track 23, and point in your PB. Encourage the children to do the same. Play the rap again, and sing, encouraging children to sing with you.
- Point to the characters and ask **What's Harry/Holly/Techna's house made of?** Encourage the children to answer *It's made of (brick/wood/stone).*

### UK culture



### Listen and point. Say the number.

- Point to the three photos at the bottom of the page. Say **Let's learn about homes in the United Kingdom.**
- Ask questions: **Where is he/she?** (*point to the different photos*) (at home) **What's the house made of?** (*point to the different homes*) (stone and straw, wood and metal, brick) **Where are their homes?** (in a village, on a river, in a city) The children may answer in L1.
- Say **Listen and point.** Play CD 1 track 25 and ask the children to point to the correct photo as they listen. (For answers see audio script below.)



**1** Hello! I'm Kate. I live in this house. It's a cottage with a thatched roof. It's small and old.

**2** Hello! I'm Annie. My home is a narrow boat. It's fantastic! We've got ducks and swans. We're eating ice cream.

**3** Hello! I'm Bruce. I live in a terraced house. My house number is 17. My friend Tony lives at number 15.

- Say **Listen and say the number.** Play CD 1 track 26. (For answers see audio script below.)



(1) Hello! I'm Bruce. I live in a terraced house. My house number is 17. My friend Tony lives at number 15.

(2) Hello! I'm Kate. I live in this house. It's a cottage with a thatched roof. It's small and old.

(3) Hello! I'm Annie. My home is a narrow boat. It's fantastic! We've got ducks and swans. We're eating ice cream.

- Invite a child to answer. Encourage him/her to say *It's number...* (Answers: (1) 3, (2) 1, (3) 2)
- Point to the photos and say **I like number one.** Ask **Which house do you like?** Invite different children to answer.

### Our culture: Homes

- Divide the class into groups and give each group a house outline on card. Show the children the different-coloured papers, and encourage them to tell you the material they represent (red/orange – brick, brown – wood, and grey – stone).
- Ask one of the children to give out the papers to each group.
- Show the photos of different houses from around the world. Say **Look at this house from (China). It's made of (wood).** Continue with the other photos. If you use a photo of an igloo you will need to introduce the word *ice* as the material used. Remind the children of the igloo in the story.
- Say to each group **Cut out the materials and make a new (brick) house**, pointing to the appropriate photo on PB page 11.
- The children work in groups, cutting out the materials and sticking them on the house outline. Encourage them to cut out materials in different sizes, and add windows. They may wish to draw a garden and rooms.



- When they have finished, invite different groups to the front of the classroom to stick their picture on the board and talk about it.
- Ask questions: **What's your house made of? What's this room? Where is the house?**
- Stick the posters on a display area in your classroom.

**Option:** If you are unable to bring craft materials to class, you could play *My home, too*. Ask the children to look at PB page 11. Point to the photos and say sentences: **The cottage is in a village. The house is small. The house is terraced.** Encourage the children to point to the same feature, and say *My home is (in a village), too!*, if their home shares the feature.

### Closing activities

#### Sing the *English is finished* song.

- Say **Let's say Goodbye!** Say **Let's sing the English is finished song** (TB page 36). Play CD 1 track 13. Sing along, encouraging the children to sing with you and do the actions.



## Lesson 7

### Learning objectives

- Listen and show understanding by numbering and matching
- Listen and show understanding of CLIL items by numbering and matching

### Language focus

- *kitchen, living room, bedroom, garage, bathroom, hall, garden, study, brick, stone, wood*
- *Where's my...? It's/It isn't in the...*
- *What's this house made of? It's made of...*

### Materials

- Pencil and rubber for each child
- Flashcards: *kitchen, living room, bedroom, garage, bathroom, hall, garden, study*
- Class audio CD



### At-a-glance lesson plan (PB page 12)

#### Opening activities

- *I'm ready* song (CD 1 track 8). (C1 C6)
- **Vocabulary game** *Word whispers*. (C1 C7 C8)

#### Main activities

- **Song (karaoke)** Sing and mime *Around the house* (CD 1 track 11). (C1 C6)
- **Listening practice** Listen and number (CD 1 track 27). (C1 C2 C7 C8)
- **Listening practice** Listen and number (CD 1 track 28). Match and say. (C1 C2 C3 C7 C8)

#### Closing activities

- *English is finished* song (CD 1 track 13). (C1 C6)

### Opening activities

- Say **Hello, how are you?** and encourage the children to return the greeting.
- Say **Let's sing the *I'm ready* song** (TB page 32). Ask the children to stand up, and play CD 1 track 8. Encourage them to sing along and do the actions with you.

### Play *Word whispers*.

- Play *Word whispers* (TB page 22), or any other game from the Activity Bank, to recycle the vocabulary.

1 House Zone

Lesson 7

Listen and number.

1

Listen and number. Match and say.

1

Lesson 8

Make your English Dossier.

12

Consolidation and review

## Main activities

### Sing and mime (karaoke version).

- Check you have the flashcards on the board, in the order that they appear in the song (TB page 33).
- Say **Let's sing the *Around the house* song**. Play CD 1 track 11. Mime to the words, using the actions from Lesson 1, and encourage the children to sing and act along with you.
- Invite different children to the front of the classroom to take down the flashcards. Say to each child **Find (bedroom)**.



### page 12 Listen and number.

- Say **Open your books at page 12**.
- Say **Let's listen and number**. Point to the numbered example and explain that the children should listen for the room, and write the number next to the correct picture. (For answers see audio script on TB page 50.)
- Play CD 1 track 27.





- 1 'This is my garage.'
- 2 'I'm in the kitchen.'
- 3 'Where's my pencil?'  
'It's in the study.'
- 4 'Where are you?'  
'I'm in the garden!'
- 5 'Is my ruler in the bathroom?'  
'Yes, it is.'
- 6 'Is my book in the bedroom?'  
'Yes, it is.'
- 7 'Where's my rubber?'  
'It's in the living room.'
- 8 'Where are you?'  
'I'm in the hall!'

- Stick the house flashcards on the board, in the same order as the listening activity. Point to each item, and ask the children **What number is it?** Listen to pupils' answers and write the number next to the flashcard.
- The children work individually. Move around the classroom to check the children's work.



### Listen and number.

#### Match and say.

- Point to PB page 12, and say **Look at the different houses.**
- Point to the numbered example and explain that the children should listen and number the houses, writing in the answer boxes. (For answers see audio script below.)
- Play CD 1 track 28.



- 1 It's made of wood.
- 2 It's made of stone.
- 3 It's made of brick.

- When the children have finished, check their answers. Ask **What's number 1?** and encourage the children to say the phrase.

#### Match and say.

- Point to the house materials shown. Explain that the children should match the housing material to the correct house.
- Move around the classroom, and evaluate the children's understanding. Point to different houses, and ask them **What's it made of?**

## Closing activities

### Sing the *English is finished* song.

- Say **Let's say Goodbye!** Say **Let's sing the English is finished song** (TB page 36). Play CD 1 track 13. Sing along, encouraging the children to sing with you and do the actions.

#### Optional Activity Book activity

Do activity 8 in *Macmillan English Quest 2* Activity Book page 8. Please refer to the Activity Book Notes on TB page 192.



## Lesson 8

### Learning objectives

- Review vocabulary
- Listen and show understanding by sticking picture stickers
- Create a personalised title page for the Dossier

### Language focus

- *kitchen, living room, bedroom, garage, bathroom, hall, garden, study, brick, stone, wood*
- *Where's my...? It's in the... It's not in the...*
- *What's this house made of? It's made of...*

### Materials

- Scissors, pencil, rubber and colouring pencils for each child, crayon (for song)
- Flashcards: *kitchen, living room, bedroom, garage, bathroom, hall, garden, study*
- Dossier page (photocopiables TB page 205)
- Class audio CD



### At-a-glance lesson plan (PB pages 12, 67 and 68)

#### Opening activities

- *I'm ready* song (CD 1 track 8). C1 C6
- **Vocabulary game** *Hot or cold*. C1 C7 C8

#### Main activities

- **Song** *My English Dossier* (CD 1 track 29). C1 C6
- **Vocabulary activity** Create the Dossier cover. Make your English Dossier. Stick picture stickers. Draw the Quest item. C1 C3 C6 C7 C8

#### Closing activities

- Draw a face to express an opinion. Self assessment. C1 C5 C7 C8
- *English is finished* song (CD 1 track 13). C1 C6

### Opening activities

- Say **Hello! How are you?** and encourage the children to return the greeting.
- Say **Let's sing the *I'm ready* song** (TB page 32). Ask the children to stand up, and play CD 1 track 8. Encourage them to sing along and do the actions with you.

### Play *Hot or cold*.

- Play *Hot or cold* (TB page 22), or any other game from the Activity Bank, to recycle the vocabulary.

## Main activities

### Listen to the *My English Dossier* song.

- Stick the Techna flashcard on the board. Ask the children **Who is it?** Listen to their answers and say **Yes, it's Techna**. Say **Let's listen to the *My English Dossier* song**. Play CD 1 track 29, and encourage the children to mime the actions with you.



#### *My English Dossier* song

**Techna:** *Hello, everybody!*

**Children:** *Hello, Techna!*

**Techna:** *Are you ready?*

**Children:** *Yeah!*

**Techna:** *Scissors!* (mime cutting with scissors)

**Children:** *Scissors!*

**Techna:** *Stickers!* (use your PB to mime lifting and pressing down a sticker)

**Children:** *Stickers!*

**Techna:** *Pencil!* (hold up a pencil)

**Children:** *Pencil!*

**Techna:** *Crayons!* (hold up a crayon)

**Children:** *Crayons!*

**Techna and children:** *Hey! Hey!*

*My English Dossier!*

*Let's cut.*

*Let's stick.*

*Let's draw and colour.*

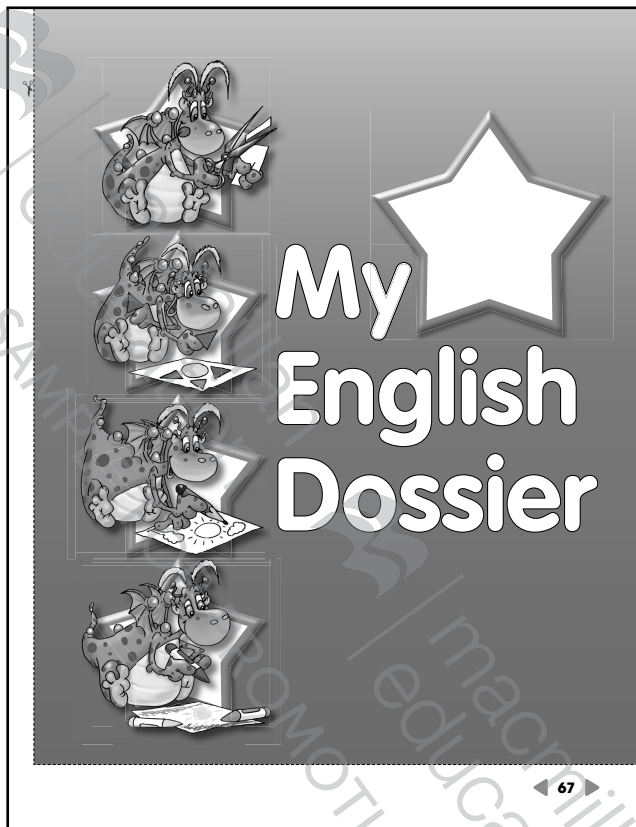
*Hey! Hey!*

*My English Dossier!*

### Create the Dossier cover.

- Check the children have a pencil each. Say **Open your books at page 67**.
- Say **Look at Techna!** and point to the different pictures of Techna.
- Say **Let's sing the *My English Dossier* song**, and play the track again. Encourage the children to point in their books, and sing along.
- Point to the title on the page and say **My English Dossier**, encouraging the children to repeat.





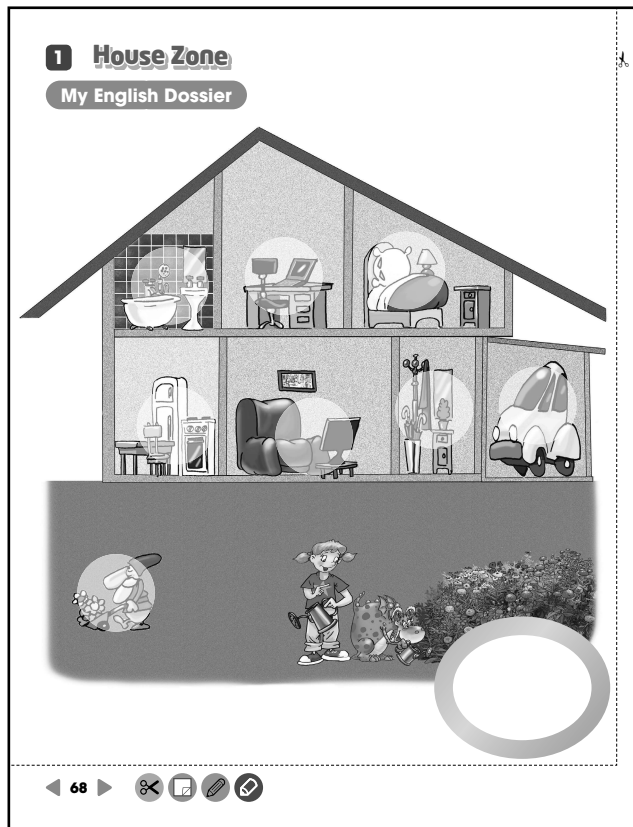
- Point to the star shape at the top. The children work individually, drawing a picture of themselves inside the shape.
- Explain to the children that at the end of each unit they will complete two pages of their English Dossier, the first being vocabulary stickers, the second a personalised page.



### Make your English Dossier.

#### Stick picture stickers.

- When the children have finished making the cover, tell them to keep their pencils ready. Say **Open your books at page 68**. Point to the different rooms in your PB, asking the children **What's this room?** and encouraging the children to answer *It's a (bedroom)*.
- Say **It's sticker time**. Open your PB to the sticker page, and leave a pencil in page 68. Mime taking the bedroom sticker and sticking it in the correct space on page 68. Encourage the children to do the same.
- Repeat with each sticker until the children have stuck all the picture stickers.



#### Draw the Quest item.

- Point to the oval shape at the bottom of PB page 68. Ask **What's Techna's Quest in the House Zone?** Respond **Yes, a bathroom**.
- Explain that the children should draw and colour a bathroom in the space.
- The children work individually. Move around the classroom to check their work.

#### Personalise the Dossier.

- In Unit 2 the children will create a personalised Dossier page. You may wish to take the opportunity of making one for Unit 1, also.
- Give a photocopy of the Dossier page (photocopiable TB page 205) to each child.
- Point to the pictures of Harry, Holly and Techna. Ask the children to colour the pictures and say where the characters are.
- Point to the final frame and ask the children to draw a picture of themselves in their favourite room, and say where they are.
- Ask the children to look at the final activity. Remind them of the different house materials (wood, brick and stone).
- Explain that they should colour the pictures and say the materials.

**Option:** Invite children to the front of the classroom to talk about their picture, or ask them to describe their house to their partner.



## Closing activities

### Draw a face to express an opinion.

- From left to right draw two circle faces, without mouths, on the board. Leave a small space between each one. Ask the children **Do you enjoy House Zone?** Listen to their answers, which may be in L1, and say **Yes!**
- Point to the left face, draw an enormous smile on the face, saying **Yes, House Zone is brilliant!** Point to the other face, repeat the question, as if asking yourself, and say **Yes, it's OK!** Draw a small smile on the face.
- Point to the two different faces, saying the words **Yes, it's brilliant** and **Yes, it's OK.** Encourage the children to repeat with you. Finally, ask some children individually, **Do you like House Zone?** Encourage them to answer using the phrases.
- Point to the Post-it® note at the bottom of PB page 12, and the two smiley faces on the board. Explain that the children should draw a smile on the Post-it note to complete the smiley face, to match their opinion.
- Move around the classroom and look at the children's opinions. Ask **Do you like House Zone?** and have them answer, giving their opinion.

### Self assessment

- Praise the children's work over the unit.
- Point to the three Techna faces at the bottom of the personalised Dossier page. Encourage the children to colour the face which matches their work for Unit 1. The first face represents 'very good', the second 'good' and the third 'OK'.
- Move around the classroom and comment on their self evaluation.

### Sing the *English is finished* song.

- Say **Let's say Goodbye!** Say **Let's sing the English is finished song** (TB page 36). Play CD 1 track 13. Sing along, encouraging the children to sing with you and do the actions.

#### Extra activity: five questions

- Hold up the PB open at page 10. Point to the different houses and materials. Explain to the children you are thinking of one and they must guess which it is. They can only ask five questions, using *Is it (made of wood)?* etc.
- Listen to their questions and answer **Yes, it is** or **No, it isn't.**
- Invite different children to the front of the classroom to choose a house or material, and the class asks them questions.

**Extension:** The children play *Five questions* in pairs.