

# 6

# Holiday homes

## Lesson objectives

- To understand a simple interview
- To review and extend vocabulary for places to stay/sleep
- To use the question forms *Where is...?* and *Where are...?* correctly
- To write questions for an interview

## Language

- Where are the (bedrooms)? They're (upstairs).*
- Where is the (kitchen)? It's (in the lounge).*
- New vocabulary: *windmill, caravan, houseboat, bed, sofa*
- Other vocabulary: *room, bedroom, bathroom, lounge, kitchen, upstairs, downstairs, house, dining room, hall*
- More words: *cottage, shower, tent, hotel*

## Presentation and pre-reading (page 24)

- Review known vocabulary for rooms in a house. Ask the children to tell you what rooms are in their homes. Encourage them to use English where possible. When they say words in L1, say the words in English. Write the words on the board.
- Explain that you are going to talk about some unusual homes. Ask the children to open their books at page 24. Explain the meaning of the unit title *Holiday homes* (places where families go to spend holiday time, perhaps for a few weeks, not where they normally live).
- Point to the pictures in the vocabulary panel at the top of the page, and say the words.
- Model the words again for the children and drill pronunciation. Then say the words in a different order and ask children to point at the right picture.
- Ask the children to look at the photos in the reading text and say what kinds of homes they can see.

## Reading (page 24)

### 1 Read and listen. 06



- Play the recording with books closed. Ask the children to listen out for words for rooms. When the recording is finished, ask them which words they heard (*bedroom, bathroom, lounge, kitchen*). Then ask them what kind of text they think it is (an interview).
- Play the recording again and let the children follow the texts in their books. Ask some questions to check understanding, e.g. *Does the girl live in a windmill? How many rooms has the windmill/houseboat got?* Explain that these children are talking about their real homes, not holiday homes.

## Comprehension (page 25)

### 2 Read and tick (✓).

- Tell the children to look at the table. Say *Two rooms. Which home has got two rooms? The windmill or the houseboat?* Point out the example tick. Say *Look, it's the houseboat.* Ask the children to tell you where you can find this information in the text.
- Let the children work in pairs to find the information in the text and put ticks in the table.
- Check the answers as a class. Ask *Which home has got three bedrooms / is big / is little / has got six rooms?*

### KEY

		
two rooms		✓
three bedrooms	✓	
big	✓	
little		✓
six rooms	✓	

### 3 Write *windmill* or *houseboat*.

- The children use the reading text to help them complete the sentences.
- The children work individually then check their answers in pairs.
- Check the answers as a class.

### KEY

- 1 houseboat 2 windmill 3 windmill 4 houseboat  
5 houseboat 6 houseboat

### 4 Read and write *Yes, they are.* or *No, they aren't.*

- Do this exercise orally, with pencils down. Read the first question and point out the example answer. Make sure the children understand the question, and how to find the information in the text.
- Read the remaining questions one by one, and give the children some time to find the answer.
- The children work individually to write the answers. Then tell them to check their answers in pairs.

### KEY

- 1 Yes, they are. 2 No, they aren't. 3 No, they aren't.  
4 Yes, they are.

## Vocabulary (page 26)

### 5 Read and circle.

- The children look at the pictures and circle the correct word in each sentence.
- Let the children complete the exercise individually then check their answers in pairs. Check the answers as a class by asking volunteers to read out the sentences.

#### KEY

1 bedroom 2 windmill 3 bathroom 4 houseboat  
5 caravan

### 6 Complete the sentences.

- Revise *dining room*, *hall* and *stairs* if necessary.
- Tell the children to look at the picture. Ask *What's number one? (the bedroom)*. Repeat with the other numbers in the picture.
- The children write the words in the gaps to complete the sentences.
- Let the children check their answers in pairs, then check them as a class. Ask individual children to read out the sentences.

#### KEY

1 bedroom 2 bathroom 3 dining room 4 lounge  
5 hall 6 kitchen

### 7 Look at Exercise 6. Ask and answer.

- Tell the children to look at the picture in Exercise 6. Ask *Where is the bed? (In the bedroom.)*
- Ask the children to help you to make more questions about the things in Exercise 6, i.e. *Where's the bathroom/boy/sofa/kitchen?* and *Where are the stairs?* Choose a child to answer each question.
- The children ask and answer in pairs.
- If you like, you could tell them to ask and answer in pairs about the location of some other things in the picture, e.g. *bath, flowers, books, wardrobe*.

## More words (page 46)

- In a stronger class, use the *More words* section to extend the children's vocabulary.
- Ask the class to turn to page 46 and look at the pictures in the vocabulary panel. Model and drill the new words. Explain that a cottage is a small house, usually in the country.
- Say the words in a different order, while the children point at the pictures.

### Circle four words and write.

- Explain that the children have to find four words in each line and circle them, then write the words with spaces between them. Note that words from pages 24 to 26 are included. (Note: The children should be careful with compound words like *windmill*, *bedroom* and *upstairs* – each of these words is written as a single word.)

#### KEY

1 cottage hotel windmill caravan  
2 tent caravan hotel shower  
3 windmill cottage bedroom upstairs  
4 shower tent hotel caravan

## Writing (page 27)

- Hold up your book and point to the photo of a caravan. Ask *What's this?* Point out the caption and say *Look, it's Billy's caravan*.
- Tell the children to look at the model text and explain that it is another interview. Ask *How many questions has it got? (four)*.
- Read the text while the children follow it in their books. Ask some questions to check understanding, e.g. *How many rooms has the caravan got? Has it got a dining room? How many beds has it got?*

### 8 Write *Where is* or *Where are*.

- Look again at the third question in the model text: *Where are the beds?* Explain if necessary that we say *Where is* when we are talking about one thing, and *Where are* when we are talking about more than one thing.
- The children work individually to complete the questions, then check their answers in pairs.

#### KEY

1 Where are 2 Where is 3 Where are 4 Where is  
5 Where are 6 Where is

### 9 Write questions for an interview about Lisa's holiday home.

- Ask the children to practise reading the model text in pairs, with one child asking the questions and the other saying the answers. Then swap roles.
- Tell the children to cover the model text with a book. They then read the answers in the writing frame in Exercise 9 and write the appropriate questions.
- When they have finished, tell them that the questions should be the same as in the model text, and let them check their own work.

#### KEY

What is your holiday home?

Is it big?

How many rooms have you got?

Where are the beds?

## Writing (optional extension activity)

- Before the class, write the questions from the model text and writing activity on a piece of paper. If you like, add some more questions, e.g. *How many bedrooms have you got? Has your holiday home got a garden?* Photocopy the list of questions so that there is one for each child.
- Ask the children to help you think of as many different types of holiday home as possible. Write a list on the board. Include ideas from this unit, and some more unusual ones, e.g. *windmill, caravan, houseboat, tent, cottage, castle, treehouse*. When the children make suggestions in L1, say and write the words in English.
- Tell the children to imagine that they own a holiday home, and to decide what type of holiday home it is. Choose a confident volunteer to come to the front of the class. Ask him/her the four questions from the photocopied sheet. Help him/her to answer the questions. The answers can be much more simple than the ones in the book, e.g.

*What is your holiday home?*

*A castle.*

*Is it big?*

*Yes.*

*How many rooms have you got?*

*Twenty!*

*Where are the beds?*

*In the bedrooms.*

*How many bedrooms have you got?*

*Ten.*

*Has your holiday home got a garden?*

*Yes. It's got a big garden.*

- Repeat with another volunteer if necessary. Then let the children ask and answer in pairs.
- Finally, hand out the photocopies and let the children write the answers to the questions. Then ask them to draw a picture of their imaginary holiday home.