

At Home

Lesson Plan

Book: Wonderful World 2, 2nd edition

Age: 7-9 years old

Time: 45 min

Aims of the lesson: the students will learn and use new vocabulary for the unit 'At Home', revise the grammar **have got**, learn and use the grammar **there is/are**, listen to information about houses, talk about their homes.

Materials: Student's Book, DVD, flashcards, a blank piece of paper for each student (optional).

The necessary audio materials are available here: <https://eltngl.com/sites/wonderful-world-2e/>

Stage Time	Content	Resources
Warm-up 5 min	<p>Revise <i>have got</i>. On the board, write <i>I've got a sister</i>. Ask students to tell you the negative and the question form. Ask students Have you got a sister? Elicit short answers. Write <i>cousins</i>, <i>aunts</i> and <i>uncles</i> on the board. Students ask each other questions with <i>have got</i> and the words on the board. Monitor and help as necessary.</p>	
Vocabulary presentation 5 min	<p>Teach the new words: <i>dining room</i>, <i>door</i>, <i>stairs</i>, <i>table</i>, <i>wall</i>, <i>window</i>. To help your class with the task, use the flashcards from the course: Wonderful World 2nd Edition 2 Flashcards</p> <p>WONDERFUL TIP: Vary the volume (e.g. whisper, shout), speed, and intonation of the words, and encourage students to copy. Younger learners will particularly enjoy using silly voices, or saying the words 'like a robot' or 'like a monster'.</p>	
Vocabulary Practice Listening 3 min	<p>Open p. 40-41. Tell students to look at the vocabulary box. Ask if they know any of the words. Play the recording for students to listen and point to the correct pictures. Play the recording again, pausing after each word for students to say the word.</p>	<p>ex. 1 p. 40</p> <p>Audio can be downloaded here Track 3.1</p>

Stage Time	Content	Resources
Vocabulary Practice Listening and Reading 4 min	<p>Tell students to look at the photo and say what they see (<i>boy, girl, stairs, window, wall, plants, ball, teddy bear</i>). Ask students if they think the children are in a house or a garden.</p> <p>Ask students to listen to the recording and follow with their fingers. Play the recording. Ask again if it's a house or a garden (house).</p> <p>Play again, pausing at the end of each sentence to check the meaning. Play again, pausing for students to repeat as a class.</p> <p>Check that students remember <i>near, ball</i> and <i>teddy bear</i>.</p>	ex. 2 p. 40 Audio can be downloaded here Track 3.2
Follow-up activity 5 min	<p>True or False</p> <p>Explain that students should look at the photo then read the sentences and say if they're true or false.</p> <p>Read out sentence 1 to students and ask why the answer is false (<i>they're on the stairs</i>).</p> <p>Allow enough time to complete the task. Monitor and help students as needed.</p> <p>Check answers. Ask students to read out the sentences and say true or false.</p>	ex. 3 p. 40
Follow-up writing activity 5 min	<p>Tell students to complete the sentences with words in the box. Read the sentences as a class and check meanings. Read the example sentence and point out the answer.</p> <p>Check students understand the task. Allow enough time to complete it.</p> <p>Check students' answers. Write the answers on the board if necessary.</p>	ex. 4 p. 40
Grammar presentation 5 min	<p>Ask students to look at the grammar box.</p> <p>Read out the sentences and the note. Ask students to repeat. Draw attention to the words in red. Ask students how the words in red are different in the first and second sentences and if they can see why (because a table is singular and stairs are plural).</p> <p>Remind students of the meaning of any and how it's used.</p> <p>Ask volunteers to read out the sentences.</p>	ex. 5 p. 41

Stage Time	Content	Resources
Grammar practice Circling 4 min	<p>Explain the task to students. Read out the sentences and point out the example answer in sentence 1. Allow enough time for students to complete the task alone. Check answers. Write them on the board if necessary.</p> <p>WONDERFUL TIP: Give additional practice to high-level students. Ask questions about the classroom and elicit answers. For example, <i>Are there big windows in the classroom? Are there red books on your desks? Is there a (green) door?</i></p>	ex. 6 p. 41
Grammar practice Listening and Reading 4 min	<p>Play the recording. Ask students to listen and follow with their fingers. Check students understand the meaning then play the recording again, pausing after each sentence for students to repeat. Ask volunteers to read out the dialogue.</p>	ex. 7 p. 41 Audio can be downloaded here Track 3.3
Follow-up speaking activity 5 min	<p>Tell students to change the blue words using words from the vocabulary box on page 40. Remind them to change the verbs accordingly, too. Go round the class helping students where necessary. Ask volunteers to say their new conversation to the class.</p>	ex. 7 p. 41
Extra activity	<p>Hand out a piece of paper to each student. Ask them to draw a dining room. Explain that they will take turns to show their pictures and ask questions. They can change the highlighted words in the speech bubbles. You may wish to elicit ideas for questions, e.g. <i>Are there blue walls in it? Is there a window?</i> Monitor and help students plan what to say. When the pictures are ready, put students in small groups to take turns showing, asking and answering.</p>	