**Lesson 1**

*Topic****-***The rooms of the house

*Aim*-To develop students’ ability to recognize, understand, and identify the names of rooms in the house using pictures, definitions, and interactive activities.

*Means-*listening to the video as the means of teaching new vocabulary

*Equipment-*mobile phone/computer, projector, flashcards or pictures of the room.

*Description of the lesson*- The lesson begins with a warm-up activity where we introduce the children to the topic through some general questions (which are related to the topic) and the task.

Presentation Stage: Students watch a video to learn new vocabulary about rooms, scan QR codes to say each room’s name, which helps them remember words, practice pronunciation, and makes the lesson fun and interactive.

Then learners will do 2 receptive tasks to develop receptive language skills (reading and listening),and practice vocabulary on the topic “Rooms in the house".

Focused Practice*-* Students finally get to use the new words.

We show a room card, and they follow a clear model:

*“This is the \_\_. There is a \_\_.”*

**Warming – up activity**

My Place, My Space – Sort the Spaces!

* Good morning, students! I'm so glad to see you! I hope you had a good weekend and are ready to study again.
* Please think about last night or this weekend.

**Where did you have your dinner yesterday?**

**Where do you usually sit and watch your favourite TV show or a movie?** (Students answer: On the sofa, in my room.)

**And where do you go when you need to be very quiet to do your homework or read a book?**

Great! You have just named many different places in your house. Each of you has your own favourite space where you do different important things: relax, play, study, eat.

* **Your task: Sort the Spaces**

Look at the board! There are many pictures of different rooms and spaces in the house. You can see that they are all different, and in each room we do something different.

**Your task** is to divide all the rooms into two groups: *Work & Active Spaces and Rest & Quiet Spaces.*

*Follow the link:*

[*https://miro.com/app/board/uXjVJs3ctgY=/*](https://miro.com/app/board/uXjVJs3ctgY=/)

**Presentation**

**Task 1: “Explore the House!”**

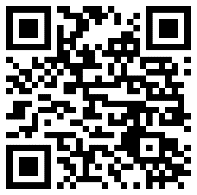
“Okay, children, let’s explore a house! We will watch a short video and discover the rooms inside. Look carefully and listen to the new words. Try to remember them — let’s see how many you can spot!”

[***https://www.youtube.com/watch?v=WfLBN0FVYNM***](https://www.youtube.com/watch?v=WfLBN0FVYNM)

****

## **Task 2: “Scan and Say!”**

“Now, children, it’s time for a fun game called *Scan and Say!* Everyone, take your phone and get ready. You will scan the QR codes of the rooms. When the picture appears, shout out the name of the room! Don’t worry if you forget — we will repeat it together to remember it.”

1. ***scan* 1— “Living room. Repeat: living room.”** 
2. ***scan* 2 — “Bedroom. Repeat: bedroom.”**
3. ***scan* 3 — “Kitchen. Repeat: kitchen.”**
4. ***scan* 4— “Bathroom. Repeat: bathroom.”**
5. ***scan* 5— “Dining room. Repeat: dining room.”** 
6. ***scan* 6— “Hallway. Repeat: hallway.”**
7. ***scan* 7 — “Home office. Repeat: home office.”**
8. ***scan* 8 — “Laundry room. Repeat: laundry room.”**



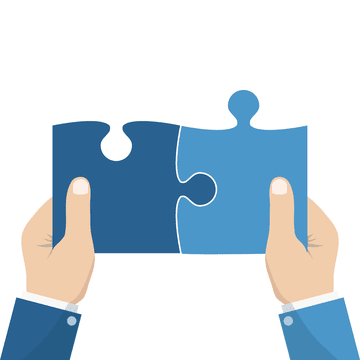
**Repeat together:**

“Let’s say all the rooms together: **Living room, Bedroom, Kitchen, Bathroom, Dining room, Hallway, Home office, Laundry room!”**

**“Excellent job, everyone! You said them all perfectly!”**

**Task 1(receptive)**

Match the pictures with the definition



<https://learningapps.org/watch?v=pt7amtrtv25>

**Task 2(receptive)**

Read the sentences below and guess the meanings of the following words: Kitchen, Bedroom, Hallway, Dining room, Bathroom, Living room, Home office, Laundry room

For example:You have breakfast and dinner there- Dining room

1️⃣ You watch TV and talk with your family here.

2️⃣ You sleep and keep your clothes here.

3️⃣ You cook food and wash the dishes here.

4️⃣ You take a shower or a bath here.

5️⃣ You eat lunch and dinner here.

6️⃣ You walk through this place to other rooms.

7️⃣ You work, study, or use a computer here.

8️⃣ You wash and dry your clothes here.

**Focused Practice**

**TASK 1**

**A Little Room Tour**

“*Great! Now let’s try your first sentences.*

*Look at the picture and repeat the model after me.”*

[*https://wordwall.net/uk/resource/101791309*](https://wordwall.net/uk/resource/101791309)

*“This is the bedroom. There is a bed.”*

*“Now you say it. Use the same model:*

*This is the \_\_. There is a \_\_.*

*Just change the room and the object.”*

**TASK 2**

**What’s in this room?**

*“You did amazing. Now we make the sentence a little bigger.*

*Look at the card with the room and write one sentence using this model.”*

**

*“This is the living room. There is a sofa and a TV.”*

*“Use the same model:*

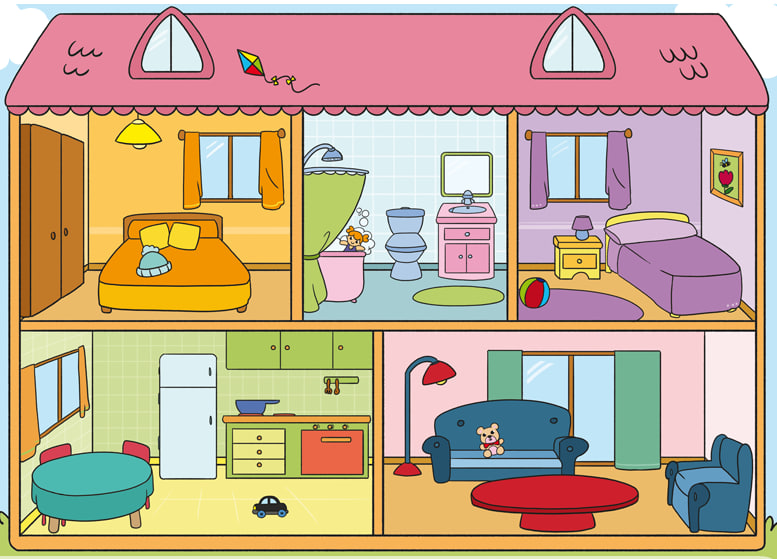
***This is the \_\_. There is a and a \_\_.***

*Choose any two objects. Then read your sentence to me.”*

Students write 1–3 simple sentences, then read them aloud.

**TASK 3**

Look at the picture and name the rooms.Say what you can do there.

****

**Hometask**: Name all the rooms in your house, and say what you can do there.

For example: There is a bathroom in my house, I always brush my teeth there.

**Lesson 2**

*Topic****-***My House and Favourite Rooms

*Aim*-To revise and drill vocabulary related to rooms in the house, and engage students in talking about their own homes. Also to present and practice new grammar material.

*Means*-Reading as the means of teaching vocabulary and grammar.

*Equipment-*phone/computer, pictures, access to the Internet

*Description of the lesson*- The lesson begins with questions and a task related to the topic of the previous lesson for refreshing knowledge.

There are 2 pre-reading activities(anticipation and prediction) to prepare students for reading, activate background knowledge, and engage them in thinking about the topic, so they will be supposed to better understand and deal with the text.

Presentation- There is a colorful picture of a living room to introduce new prepositions of place through a short story. Using clear gestures and pointing, we say: *“Look! This is my living room. The cat is under the sofa. The cup is on the table.”* Students watch, listen, and repeat key phrases. We encourage reactions and check understanding through simple questions like *“Where’s the cat?”*

While-Reading Activity- During this stage, students read the text “Peter’s House” carefully and complete a set of comprehension tasks that help them understand the details and structure of the house described in the story. The activities are designed to develop reading comprehension, attention to detail, and vocabulary related to rooms and parts of a house.

After-Reading Activity- In this stage, students reflect on and apply what they have learned from the text “Peter’s House.” The activities encourage creativity, comprehension, and personal connection to the topic.

Practice Your Grammar: Present Simple in Everyday Life- in this stage, students scan a QR code to learn about Present Simple and complete two exercises by inserting the correct verb forms. Then they create their own sentences to practice using Present Simple. These activities help students practice grammar in context, improve accuracy, reinforce vocabulary, encourage creativity, and make learning interactive and fun.”

**Warming – up activity**

Good morning! I am so happy to see your smiling faces again! I hope you had a great time after our last lesson.

Do you remember last time we started talking about our places and our space?

So, now tell me:

Where did you spend the most time yesterday after school?

Can you name one thing you like to do in your favourite room?

(For example: I read books, I play video games, I eat snacks.)

Think about your house or flat. Which room is the warmest?

(For example: The kitchen, the living room.)

Thank you for your answers!

**Your task**: **Listen to the action I do and name the correct room in the house!**

**For example:**

*"I am taking a shower." – Where? → in the Bathroom!*

**Let’s go!**

*"I am cooking pasta and making tea." → Kitchen!*

*"I am sleeping in my bed." → Bedroom!*

*"I am watching TV on the sofa." → Living room!*

*"I am taking off my shoes and coat." → Hallway!*

*"I am doing my homework at the desk." → Study!*

*"I am washing my clothes in the machine." → Laundry room!*

*"I am eating soup with my family." → Dining room!*

**And now - Your Turn!**

**With your shoulder partner play the same game. (one of you - say an action, another – guess the room. And vice versa)**

**Your next task is: to read each description and fill-in the missing room. (work according to the variant you sit - 1,2)**

**For example:** My sister is very tidy. She always puts her dirty clothes in the basket, waiting for them to be washed. This basket is always in the **laundry room.**

**Puzzle 1: This flat is very cozy! It has a big \_\_\_\_\_\_\_\_\_\_\_\_ for making breakfast, a small \_\_\_\_\_\_\_\_\_\_\_\_ for morning routines, and a comfortable \_\_\_\_\_\_\_\_\_\_\_\_ room for watching TV. There is only one big \_\_\_\_\_\_\_\_\_\_\_\_ where you can put your bed and clothes.**

**Puzzle 2: Our house has a place for everything. We cook in the \_\_\_\_\_\_\_\_\_\_\_\_ , wash clothes in the \_\_\_\_\_\_\_\_\_\_\_\_ room, and keep our coats in the \_\_\_\_\_\_\_\_\_\_\_\_ . But where do we sit down all together to eat the food we cooked? We need a \_\_\_\_\_\_\_\_\_\_\_\_!**

**Presentation**

## *“Good morning, everyone! Look around your room at home — can you see your sofa? Your fridge? Your mirror? Today we’ll talk about where things are. Let’s go inside a house together!”*

***“Look! This is my living room. Here is my sofa.” (point)*** *“Where’s my cat? … She’s under the sofa! Poor kitty, she’s hiding!”*

“Now, look — my plant is *next to* the sofa.”  
 “My coffee cup is *on* the table.”  
 “My bag is *in front of* the sofa.”  
 “My shoes are *behind* the door.”

“Can you say it after me? — *on*, *under*, *next to*, *behind*, *in front of*.”  
 Children repeat and show gestures (TPR):

* *on* → place hand on palm
* *under* → hand goes below
* *next to* → two fists together
* *behind* → hide hand behind back
* *in front of* → hand in front of face

“Let’s look again. The cup is *on* the table — not *under*, right?”

We show 2 pictures (cup on / cup under). We also ask:

“Which one is correct?” — Children point.

“Good! Now, the cat is *under* the sofa or *on* the sofa?” (We’re showing pictures).

Students answer together → “*Under!*”

We smile and praise: “Yes! You are great detectives!”

“Now, how can we say it?”

Write on the board:

**The [object] is [preposition] the [object].**

→ *The cat is under the sofa.*

→ *The plant is next to the window.*

We say slowly, highlight “is”.

We Invite students: “Can you make one sentence with this picture?”

**Receptive Task**

“Now listen carefully and point! Don’t speak — just listen and point to the correct place.”  
 Show the big picture on board.



🎧 **Teacher reads slowly:**

1. “The plant is *next to* the sofa.”
2. “The dog is *under* the table.”
3. “The picture is *above* the bed.”
4. “The mirror is *behind* the door.”
5. “The lamp is *between* the bed and the wardrobe.”

Pause after each one — children point.  
Then repeat sentences again in a different order.

“Let’s check together! Number one — where’s the plant?” (invite answers)

**Focused Practice “My Mini Room”**

“Now, draw three things in your room — maybe your bed, your desk, your cat, your toy. Draw them quickly!” (give 2 minutes)  
 Then:  
 “Now, write 3 sentences about your picture. Use our words: *on*, *under*, *next to*, *between*, *behind*.”

Example model on board:  
 🪴 *The plant is next to the window.* 🐱 *The cat is on the bed.* 👜 *The bag is under the chair.*

We walk around and help them. We also invite 2–3 children to show their drawing and read one sentence aloud.  
Applaud each child: “Wonderful! You used *under* perfectly!”

**Pre-reading activity(anticipation)**

Children, you will get 2 pictures (1-true, 2-false).Listen to the statement and show True or False **about you**. Explain why you think so.

For example, “I share my room with my brother or sister.”-False, because I am the only child in my family.

“My bedroom is my favourite room.”

“I like spending time in the living room.”

“The kitchen is the most important room in my house.”

“I like helping in the kitchen.”

“My bathroom is small but nice.”

“I have a big bed in my bedroom.”

“I have my own room.”

“I share my room with my brother or sister.”

**Pre-reading activity(prediction)**

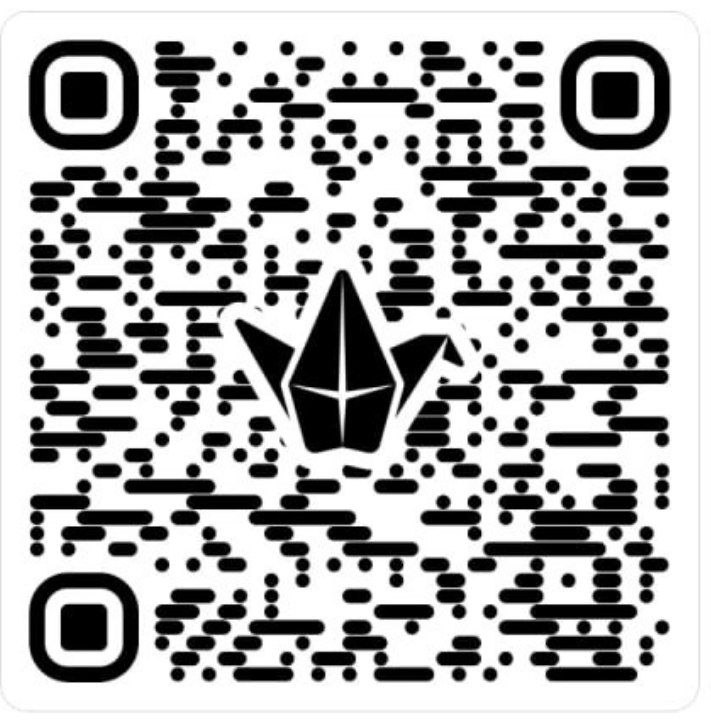
Look at the title: “Peter’s House”.

Answer these questions and write your guesses **on Padlet** (in teams). Discuss your ideas with other groups.

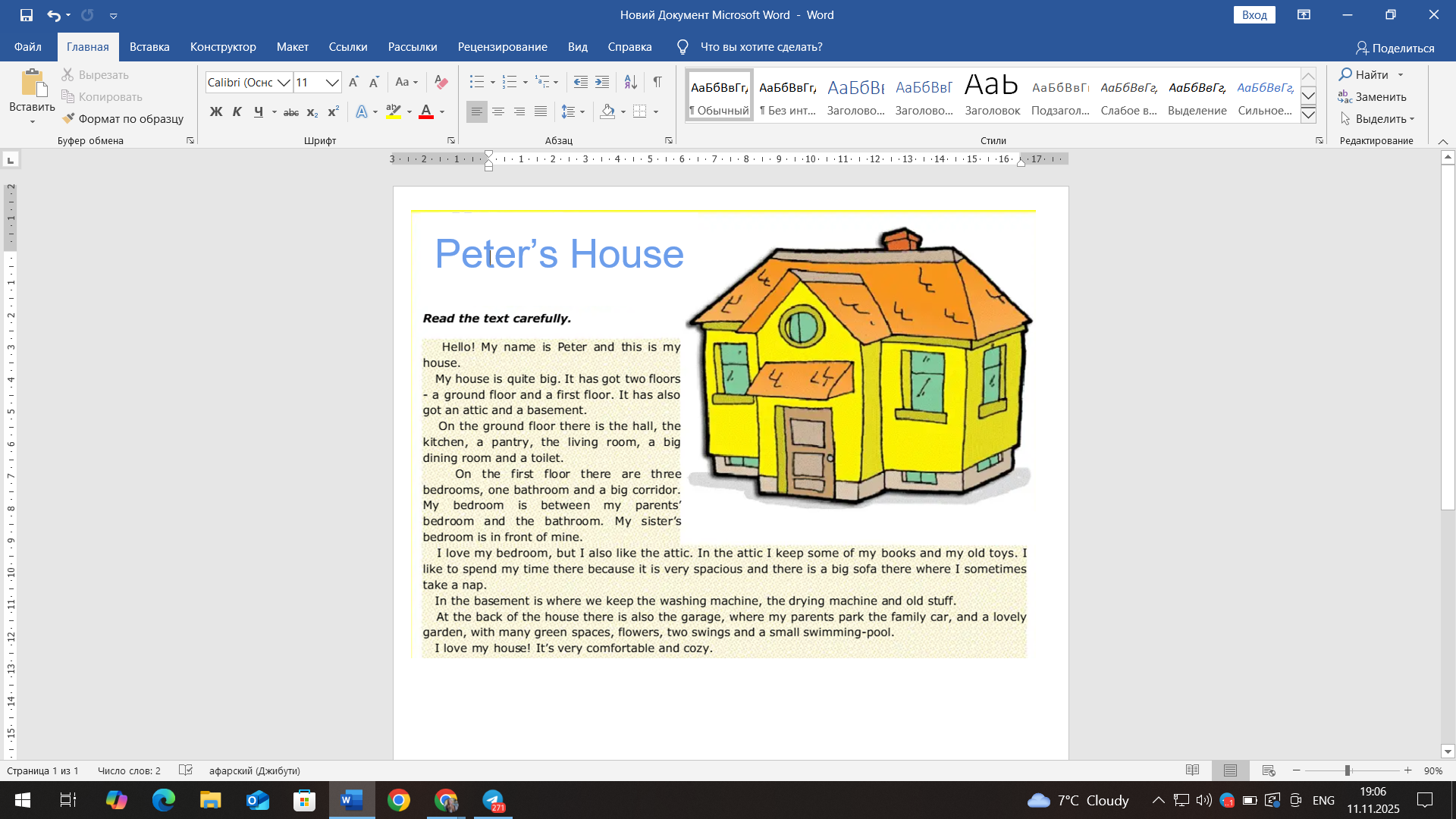
How big do you think Peter’s house is?

How many rooms does it have?

Which room do you think is Peter’s favourite?



<https://padlet.com/melnikalina604/how-big-do-you-think-peter-s-house-is-how-many-rooms-does-it-g0pnevi9cb6t10l6>



**While-reading activity**

### **Task 1: Match the Rooms and Floors**

Read the text “Peter`s House” carefully. Then, match each room with the floor where it is located.

|  |  |
| --- | --- |
| **Rooms** | **Floors** |
| a) Kitchen | 1. Ground floor |
| b) Bedrooms | 2. First floor |
| c) Basement | 3. Basement |
| d) Attic | 4. Attic |
| e) Dining room | 5. Ground floor |

**Example:** Kitchen → Ground floor  
 Attic → Attic

### **Task 2: True or False**

### Read the sentences below. Write **T** if the sentence is true or **F** if it is false according to the text.

1. Peter’s house has two floors. →
2. Peter keeps his toys in the kitchen. →
3. There is a garden behind the house. →
4. The washing machine is in the basement. →
5. Peter’s bedroom is next to his sister’s. →

**Example:** Sentence: “Peter’s house has a swimming pool.”  
 Answer: **T**

### **Task 3: Choose the Correct Answer**

Circle the correct answer.

1. How many bedrooms are there in Peter’s house?  
    a) Two  b) Three  c) Four
2. Where does Peter like to spend his free time?  
    a) In the living room  b) In the attic  c) In the garden
3. What is in the garden?  
    a) A big tree  b) Two swings and a swimming pool  c) A garage

**Example:** Question: Where does Peter keep his toys?  
 Answer: In the attic

## **After-Reading Activity**

### **Task 1: Draw and Label Peter’s House** Draw Peter’s house and label the rooms (e.g., kitchen, bedroom, attic, etc.). Try to show the ground floor, first floor, attic, and basement.

**Example:** Label: “Living room” on the ground floor, “Bedroom” on the first floor, “Attic” on the roof, etc.

### **Task 2: Answer the Questions** Answer in full sentences.

Example: Where is Peter’s bedroom?  
 → Peter’s bedroom is between his parents’ bedroom and the bathroom.

1. What does Peter keep in the attic?
2. Why does Peter like the attic?
3. What can you find in the basement?
4. What is at the back of the house?

### **Task 3: Think and Share**

Answer the following questions and discuss them in pairs or groups.

What is your favourite room in your house? Why?

What would your dream house look like?

**“Practice Your Grammar: Present Simple in Everyday Life”**

**Task 1: Complete the sentences**

**! After working with the additional material (scan the QR code to learn more).!**

**“Children, let’s look at the text about Peter’s house. Now we will practice Present Simple. Complete the sentences with the correct verb form.”**

1. **Peter \_\_\_\_\_\_\_\_ (have) a big house.**
2. **On the ground floor there \_\_\_\_\_\_\_\_ (be) a hall, a kitchen and a living room.**
3. **His bedroom \_\_\_\_\_\_\_\_ (be) between his parents’ bedroom and the bathroom.**
4. **In the attic he \_\_\_\_\_\_\_\_ (keep) books and old toys.**
5. **His parents \_\_\_\_\_\_\_\_ (park) the car in the garage.**
6. **The garden \_\_\_\_\_\_\_\_ (have) flowers and a small swimming-pool.**

**“Good! Repeat your answers after me.”**

**Task 2: Make questions and answers**

**“Now let’s make some questions about Peter’s house. I will help you. Listen carefully and answer in full sentences.”**

1. **\_\_\_\_\_\_\_\_ Peter have a big house? → Yes, he \_\_\_\_\_\_\_\_.**
2. **\_\_\_\_\_\_\_\_ there a bathroom on the first floor? → Yes, there \_\_\_\_\_\_\_\_.**
3. **\_\_\_\_\_\_\_\_ Peter like the attic? → Yes, he \_\_\_\_\_\_\_\_.**
4. **\_\_\_\_\_\_\_\_ his sister’s bedroom in front of his bedroom? → Yes, it \_\_\_\_\_\_\_\_.**
5. **\_\_\_\_\_\_\_\_ they keep the washing machine in the basement? → Yes, they \_\_\_\_\_\_\_\_.**

**“Great! Let’s all say the answers together.”**

**Task 3: “Design Your Dream House!”**

**“Now it’s your turn! Think about your own house. Write three sentences using Present Simple. You can start like this: *‘My house has got…*’ or ‘*I like my bedroom because…’*” use AI to check!**

**Feelings After the Lesson**

**“To see how you feel after the lesson and what you liked or didn’t like, we use stickers. You can stick them on the board to show your thoughts.**

* **If you really enjoyed the lesson, put a sticker in the ‘I loved it!’ section.**
* **If something was difficult or you didn’t like it, put a sticker in the ‘I didn’t like it’ section.**

**Wow! Look at all your stickers — it shows that**

**you really loved the lesson! Great job, everyone!”**

**Lesson 3**

*Topic-*The place I live in: flat or apartment

*Aim-*To review and practice prepositions of place and the present simple, to learn cultural differences in housing through communication and listening.

*Means-*reading asthe means of teaching vocabulary and cultural awareness ,listening as the means of teaching interaction of speaking

*Equipment-* pictures, audio, worksheets, vocabulary exercises

*Description of the lesson-* This lesson includes warming-up to practice prepositions of place by reading a story and making your own sentences.

Activity 2 (Presentation of vocabularyCultural differences) to learn words for types of housing and understand the difference between flat and apartment.

Activity 3 (Practice of vocabulary:Cultural differences) to practice using the words flat and apartment correctly in sentences.

Pre-listening:

This stage engages students in interactive and communicative activities that prepare them for listening by activating vocabulary and background knowledge related to the topic “The place I live in.”

In Task 1 (“Find someone who…”), students move around the classroom asking and answering questions about their homes. This promotes speaking fluency, question formation, listening for specific information, and peer interaction. It also helps students recall and use home-related vocabulary in real-life contexts.

In Task 2 (“True or False about My Home”), students form groups by matching objects to rooms (Living Room, Kitchen, Bedroom) and then create short sentences about their own homes — two true and one false. Classmates guess which statement is false, which encourages critical listening, logical thinking, sentence building, and accuracy in speaking.

This stage includes tasks for activating vocabulary about rooms and household objects, encouraging working in groups, speaking and preparing students for the listening.

While-Listening. After-listening **-** In these stages, learners actively listen for specific information related to daily actions and the rooms in a house. The aim is to help students develop their ability to identify details while listening, such as activities and places, and to connect actions with the appropriate rooms. Students practice listening for meaning, recognizing key vocabulary (e.g., bedroom, kitchen, bathroom), and understanding context clues from verbs and daily routines. This activity also helps them notice how verbs and rooms are linked in natural spoken English.

Grammar Focus. In this stage, students complete three tasks: correcting Present Simple mistakes, matching actions to rooms, and creating their own short AI story about daily life at home. These tasks help them practice grammar in context, build confidence in sentence formation, and develop creativity through technology.

Project- Describe your real/imaginary home using Present Simple, prepositions of place, and the cultural difference between flat and apartment. One student describes while the other listens and draws, then switch roles. Finally, compare your results and discuss which home you would prefer to live in and why.

**Warming-up(prepositions of place)**

Step 1

Read a short story and find the prepositions of place.

Tom lives in **London**. He has a small flat in the city center with a cozy living room and a bright kitchen. His bedroom is next to the bathroom, and he likes reading books on the sofa. His friend John lives in **New York** and has a big apartment on the 20th floor with a large kitchen and a comfortable living room. John enjoys cooking in the kitchen and relaxing on the balcony while looking at the city.

Step 2

Create a short story about **you**r room together , adding sentences one by one.Use as many prepositions of place,as you can.

For example:

Student A: In my bedroom, the bed is next to the window.

Student B: The chair is behind the desk, near the bed.

Student A: The lamp is on the desk, and the rug is under the chair.

**Activity 2(presentation of vocabulary: Cultural differences)**

Read the text above one more time and underline the words which show place of living.

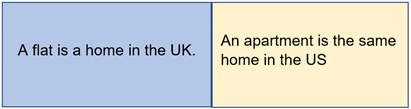
P.S- flat and apartment 

Children in the text you can see that:

-Tom lives in a small ***flat*** in **London**.

-When his friend lives in a small ***apartment*** in **New York**

So,they are both places to live, BUT:



**Activity 3(Practice of vocabulary: Cultural differences)**

**Fill in the blanks with a flat or an apartment.**



<https://learningapps.org/watch?v=p9yu4zx7325>

**Pre-listening Stage**

**Task 1 – “Find someone who…”**

**Now you will move around the class and find classmates who have similar things in their homes!**

**For example: ask your classmate: “**Maria, do you have your favourite mug or cup?”

**(Each student received a worksheet)**

**Find someone who...**

…has a desk in their room.

…has a mirror opposite the window.

…has a small kitchen.

…has a plant in the living room.

…keeps books on a shelf.

…has a towel on the radiator.

…makes coffee every morning.

…has a coat rack near the door.

…has a favourite mug or cup.

…feels happy at home.

**Now, take your seats and tell me which information you found out about your classmates?**

**Start like this: I found out that…**

### **Task 2 - True or False about My Home**

### **Group-up! By Object**

We have 3 rooms: Living Room, Kitchen, Bedroom

Walk around the class and find people who have objects from the same room as yours.

When you find them, make a group.

### **For example:** Bed + Wardrobe + Mirror → Bedroom group

### Kettle + Table + Sink → Kitchen group

### Laptop + Bookshelf + Chair → Living Room group

(Each student take a piece of worksheet)

### **🛏️ Bedroom**

### **Bed Pillow Blanket Wardrobe Mirror Lamp Chair Carpet Curtains.**

### **🍳 Kitchen**

### **Kettle Fridge Sink Cup Plate Spoon Table Chair Pan**

### **💻/Living Room**

### **Laptop Bookshelf Book Clock Sofa Armchair TV Lamp Rug**

### **Ok, students, now you have to write three short sentences about your home.**

### Two are true, one is false.

### **For example:**

### There is a big mirror in my room.

### My kitchen is next to the bathroom.

### I have a piano in my living room.

### How do you think, which are true and which is false about me?

### Students guess which one is false. Than they write their sentences and share in groups.

in the end (question to each group): Tell me please, which fact was the most difficult to guess? Why?

### **While-Listening**

### **Task 1 – “Which Room Is It?”**

Instructions:

1. You will listen to a short text about someone’s house.
2. Listen carefully and pay attention to what the person does in each room.
3. Match the action with the correct room (for example: bedroom, kitchen, bathroom, home office, hallway, dining room).
4. You will listen twice –
   * First time: just listen.
   * Second time: write your answers.

Example:

“I sleep and read.” → Bedroom

Sentences:

1. I cook and make coffee →
2. I work on my laptop →
3. We eat together → =
4. I take a shower →
5. I put on my coat →

Tip: Focus on the actions — they tell you where the person is!

### **Task 2 – “True or False?”**

Instructions:

1. Listen to the recording again.
2. Read each sentence carefully.
3. Decide if what you hear in the text is the same (True) or different (False) from the sentence.
4. Write T (True) or F (False) next to each statement.

Example:

“The wardrobe is opposite the mirror.” → True

Sentences:

1. The wardrobe is next to the mirror
2. The kettle is on the stove.  
   The towel is under the radiator.
3. The books are on the desk.
4. The plates are on the table

Tip: Listen for prepositions like on, under, opposite, above — they change the meaning!

### **After-Listening Task**

### **“Draw and Describe Your Home”**

Instructions:

1. Take a blank sheet of paper.
2. Draw a simple picture of your house or apartment.
3. Include and label at least four rooms.
4. Write one full English sentence about what you do in each room.
   * Use the same sentence pattern from the text:  
      “In the [room], I [verb] and [verb].”

Examples:

* Bedroom — In the bedroom, I sleep and read.
* Kitchen — In the kitchen, I cook and make coffee.

Work with a partner. Take turns describing your drawings.

Example dialogue:

* In the kitchen, I cook and drink coffee.
* In my kitchen, I make tea and breakfast!

**Grammar Focus: Present Simple in Everyday Life**

Today we’re going to use what we already know about the Present Simple to talk about different rooms, the things we can find in them, and what people usually do there. Let’s see how well you can use this grammar in real-life situations!

### **Task 1: “Find the Mistake!”**

Read the sentences and correct the mistakes. Then read your sentences aloud!

1. **My sister go to the kitchen every morning.**
2. **We watchs TV in the living room.**
3. **He don’t sleep in the dining room.**
4. **The dog play in the garden.**
5. **My parents work in home office?**
6. **She like to read books in the bedroom.**
7. **They cleans the bathroom every day.**
8. **I doesn’t eat in the living room.**

### **Task 2: “Who Does What Where?”**

Match the actions to the correct rooms.

Then write full sentences using the **Present Simple.**

***(Example: I cook in the kitchen.)***

|  |  |
| --- | --- |
| **Actions** | **Rooms** |
| **cook** | **bedroom** |
| **sleep** | **living room** |
| **study** | **kitchen** |
| **take a shower** | **bathroom** |
| **watch TV** | **dining room** |
| **eat** | **laundry room** |
| **wash clothes** | **home office** |

### **Task 3: “AI Room Story” (Creative Task)**

Use an **AI tool** (like ChatGPT or another classroom AI assistant) to create a short story (5–6 sentences) about a person’s daily life in their house.  
 Use at least five Present Simple verbs and mention three rooms !

***Example:*** *Alina wakes up in her bedroom. She eats breakfast in the kitchen. She studies in her home office and plays with her cat in the living room. In the evening, she reads a book in the bedroom and then goes to sleep.*

**Project**

🫴🏻 **PROJECT — “My Home Around the World”**

*“Now you will create your own description of a home — it can be your real home or an imaginary one in another country.*

*Use Present Simple, rooms vocabulary, and prepositions of place.*

*You must also mention whether it’s a flat or an apartment, and say one cultural detail (for example, ‘In America people say apartment, and most buildings have elevators.’).*

*Work in pairs — don’t show your notes! One of you describes the home, and the other draws or takes notes. Then you switch.”*

**1. Pair Work (Information Gap)**

Student A: describes their home (3–4 min)

Student B: listens and draws a simple layout

Then they compare what was said vs what was drawn.

**2. Switch roles**

Student B describes, Student A listens.

**3. Discussion (Opinion Gap)**

“Which home feels more comfortable? Which would you like to live in and why?”

**4. Reflection (3–5 min)**

*“What was easy or difficult about describing your home without help? What new words did you use today?”*

✅ Quick Assessment Checklist

*Criteria*

|  |  |
| --- | --- |
| Used Present Simple correctly |  |
| Used 5+ prepositions of place |  |
| Mentioned cultural difference (flat/apartment) |  |
| Spoke fluently & clearly |  |
| Task complete (partner understood / drew correctly) |  |

***“Our homes are more than words — they show who we are. Great work today!”***