#  [Language] Stage 1 – My bedroom

# Student workbook

Name:

Class:

# Overview

During these lessons you will learn vocabulary to name furniture and other objects found in a bedroom. You will also learn the words [in], [on], [next to] and [under] to describe where things are in the room. Finally, you will draw your bedroom and you will use the words you have learnt to write captions to name the different furniture and objects in your room.

## Resources

### Lesson 1-4

* pen, pencil, colour pencils
* drawing paper
* scissors and glue
* recording device (computer, tablet or mobile phone)

## Lesson 1

During this lesson you will learn words to name furniture and other objects found in a bedroom.

### Activity 1

How many [Language] words do you know?

Look at the picture ‘A girl’s bedroom’ below and see how many things in the picture you can name in [Language].

[“A girl’s bedroom’](https://openclipart.org/detail/245249/bedroom) by [anarres](https://openclipart.org/artist/anarres), licensed under [CC0 1.0](https://creativecommons.org/publicdomain/zero/1.0/)

### Students with prior learning and/or experience

#### Use the tool described to record your learning.Record yourself saying the [Language] words

Record yourself saying the [Language] words you know.

### Activity 2

Listen and repeat

1. Look at the list of words below.
2. Listen carefully how your teacher says each word first in English and then in [Language].
3. Pause the audio file and repeat each [Language] word after your teacher. Try to sound like your teacher.

|  |  |
| --- | --- |
| Word in English | Word in [Language] |
| bedroom | [bedroom] |
| bed | [bed] |
| girl | [girl] |
| pillow | [pillow] |
| bedside table | [bedside table] |
| lamp | [lamp] |
| wardrobe | [wardrobe] |
| desk | [desk] |
| books | [books] |
| window | [window] |

### Activity 3

#### Use the tool described to record your learning.Record yourself saying the [Language] words

1. Listen again to your teacher saying the [Language] words above.
2. Pause the audio file and repeat each [Language] word 4 times. Try to sound like your teacher.
3. Record yourself repeating each [Language] word 4 times.

### Students with prior learning and/or experience

#### Use the tool described to record your learning.Record yourself saying more [Language] words

Record yourself repeating every [Language] word from the list above 4 times. Also repeat and record any other [Language] word you know in the picture4 times.

## Lesson 2

During this lesson you will revise words you learnt in the previous lesson and you will learn to use the phrases [There is] and [There are] to say what things are in a bedroom.

### Activity 1

#### This activity involves drawing.Listen and draw

1. Listen carefully to your teacher saying words in [Language] and try to remember what each word means.
2. Write each word and then draw a picture or glue/paste an image that matches the word, in the table below.

|  |  |
| --- | --- |
| Write the [Language] word  | Draw the word or glue/paste an image  |
| [bedroom][bedroom] | a girl's bedroom[“A girl’s bedroom’](https://openclipart.org/detail/245249/bedroom) by [anarres](https://openclipart.org/artist/anarres), licensed under [CC0 1.0](https://creativecommons.org/publicdomain/zero/1.0/) |
| [bed]……………….. |  |
| [girl]……………….. |  |
| [pillow]……………….. |  |
| [bedside table]……………….. |  |
| [lamp]……………….. |  |
| [wardrobe]……………….. |  |
| [desk]……………….. |  |
| [books]……………….. |  |
| [window]……………….. |  |

### Activity 2

What’s in the bedroom?

1. Listen to your teacher reading ‘What’s in the bedroom?’
2. Pause the audio file and repeat each sentence after your teacher. Try to sound like your teacher.

|  |
| --- |
| What’s in the bedroom? |
| a girl's bedroom[‘Agirl’s bedroom’](https://openclipart.org/detail/245249/bedroom) by [anarres](https://openclipart.org/artist/anarres), licensed under [CC0 1.0](https://creativecommons.org/publicdomain/zero/1.0/) [There is a bed in the bedroom. There are two pillows on the bed.There is a bedside table next to the bed. There is a lamp on the table.There is a desk under the window. There are three books on the desk.There is also a wardrobe in the bedroom.] |

### Activity 3

Did you notice?

Listen again to your teacher reading ‘What’s in the bedroom?’ and pay attention to the expressions: [‘There **is** ……’] and [‘There **are** ………’]

|  |  |
| --- | --- |
|  |  |
| We say: | [There **is]** + **one** thingExample: [There **is** + **a bed** in the bedroom][There **are]** + **many** thingsExample: [There **are** + **three books** on the desk] |

Complete the sentences

Listen carefully to your teacher reading the sentences below. Write [There is] or [There are] to complete the sentences.

1. ………………… ………… [a bed in the bedroom.]
2. ………………… ………… [a desk under the window.]
3. ………………… ………… [3 books on the desk.]
4. ………………… ………… [a bedside table next to the bed.]
5. ………………… ………… [2 pillows on the bed.]

### Students with prior learning and/or experience

Make sentences in [Language].

Make 4 sentences in [Language] using [there is] and [there are]

1. …………………………………………………………………………………………………

2.…………………………………………………………………………………………………

3.…………………………………………………………………………………………………

4.…………………………………………………………………………………………………

## Lesson 3

During this lesson you will learn to use the words [in], [on], [next to] and [under] to describe where things are in a room.

### Activity 1

Where is the bed?

1. Listen to your teacher reading ‘Where is the bed?’
2. Pause the audio file and repeat each sentence after your teacher. Try to sound like your teacher.

|  |
| --- |
| Where is the bed? |
| a girl's bedroom[“A girl’s bedroom’](https://openclipart.org/detail/245249/bedroom) by [anarres](https://openclipart.org/artist/anarres), licensed under [CC0 1.0](https://creativecommons.org/publicdomain/zero/1.0/) [The bed is in the bedroom. There are two pillows on the bed.There is a bedside table next to the bed. There is a lamp on the table.There is a desk under the window. There are three books on the desk.There is also a wardrobe in the bedroom.] |

### Activity 2

Did you notice?

Listen again to your teacher reading ‘Where is the bed?’ and pay attention to the words: [in], [on], [next to] and [under]. These words tell us where things are in the room.

|  |
| --- |
| [in] [on] [next to] [under] |
| [The bed is in the bedroom.][There are three books on the desk.]We say:[There is a bedside table next to the bed.][There is a desk under the window.] |

Complete the sentences

Listen carefully to your teacher reading the sentences below. Write [in], [on], [next to] or [under] to complete the sentences.

1. [The bed is ………..…. the bedroom.]
2. [There is a bedside table ……..…… …….… the bed.]
3. [There is a desk ………..…. the window.]
4. [There are three books ………..…. the desk.]

### Students with prior learning and/or experience

Make sentences in [Language]

Make 4 sentences in [Language] using [in], [on], [next to] and [under].

1. ……………………………………………………………………………………………………..

2. ……………………………………………………………………………………………………..

3. ……………………………………………………………………………………………………..

4. ……………………………………………………………………………………………………..

### Activity 3

#### Use the tool described to record your learning.Record yourself reading ‘Where is the bed?’

1. Listen again to your teacher reading ‘Where is the bed?’
2. Pause the audio file and repeat each sentence after your teacher. Try to sound like your teacher.
3. Record yourself repeating each sentence.

## Lesson 4

During this lesson you will learn to write captions to name the different furniture and objects in your bedroom.

### Activity 1

My bedroom

On a piece of paper draw your bedroom (it can be your dream bedroom). Then, use the vocabulary you have learnt in these lessons and write captions to name different furniture/objects in the room. Use the success criteria below to help you with your work.

**Success criteria**

I will be successful if I can:

* use the correct words to name the different furniture/objects
* spell the words correctly
* write the words neatly.

### Students with prior learning and/or experience

This is my bedroom

**Part 1**

On a piece of paper draw your bedroom (it can be your dream bedroom). Then, use the vocabulary you have learnt in these lessons and write captions to name different furniture/objects in the room. Use the success criteria below to help you with your work.

**Success criteria**

I will be successful if I can:

* use the correct words to name the different furniture/objects
* spell the words correctly
* write the words neatly.

**Part 2**

Describe your bedroom to the class. In your description include information about the different furniture and objects and where they are in your bedroom. Use the success criteria below to help you with your work.

**Success criteria**

I will be successful if I can:

* use the correct words to name the different furniture/objects
* use the phrases [There is] and [There are] correctly
* use words like ‘in’, ‘on’, ‘next to’ and ‘under’ to say where things are in the room
* say the words correctly
* speak in a well-paced manner without long pauses.

### Activity 2

Reflection

Think about the words you used to complete Activity 1. Read and think about the questions below and complete the table.

* Did you use the correct words to name the different furniture/objects?
* Did you spell the words correctly?
* Did you write the words neatly so that others can read them?
* Is there a word or words you could learn in [Language] that could help you with this activity?
* Use the two stars and a wish structure to guide your reflection.

|  |  |  |
| --- | --- | --- |
| StarSomething that went well! | Star Something that went well! | WishA goal for next time… |
|  |  |  |

### Students with prior learning and/or experience

Think about the words and phrases you used to complete Activity 1. Read and think about the questions below and complete the table.

Part 1

* Did you use the correct words to name the different furniture/objects?
* Did you spell the words correctly?
* Did you write the words neatly so that others can read them?
* Is there a word or words you could learn in [Language] that could help you with this activity?
* Use the two stars and a wish structure to guide your reflection.

|  |  |  |
| --- | --- | --- |
| StarSomething that went well! | Star Something that went well! | WishA goal for next time… |
|  |  |  |

Part 2

* Did you use the correct words to name the different furniture/objects?
* Did you use the phrases [There is] and [There are] correctly?
* Did you use words like ‘in’, ‘on’, ‘next to’ and ‘under’ to say where things are in the room?
* Did you say the words correctly?
* Did you speak in a well-paced manner without long pauses?
* Are there any words or phrases you could learn in [Language] that could help you with this activity?
* Use the two stars and a wish structure to guide your reflection.

|  |  |  |
| --- | --- | --- |
| StarSomething that went well! | Star Something that went well! | WishA goal for next time… |
|  |  |  |

 Don’t forget to send your wonderful work to your teacher!

You could:

1. Post your workbook to your school.
2. Scan or take photos of your workbook and email them to your teacher or upload them to your class digital learning platform.
3. Email your recordings to your teacher or upload it to your class digital learning platform.