



Lesson 1

1 Look, listen and repeat.



a Where's my book, Mum?
I can't see it in my room!



It's here, dear.
On the chair.

b Is the pen there too, Mum?



No, it's not on the chair.
It's there, on the table.

2 Point and say.



Where's the _____?



It's here/there.



poster



bed



chair



picture



coat



ball

3 Let's talk.



Where's the _____?



It's here/there.



where's = where is

Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *Location*.
- ask and answer questions about locations, using *Where's the + noun (singular)?* and *Where are the + noun (plural)?*
- pronounce the sounds of the letters *ch* and *wh* in the words *chair* and *where* respectively.

Warm-up: Spend a few minutes revising the language learnt by playing a game of *Bingo* using the vocabulary learnt. Draw pupils' attention to the title of the unit and check comprehension. Have them repeat it once or twice.




1. Look, listen and repeat.

- Tell pupils that they are going to practise asking and answering questions about the location of things in a room. Give a few seconds for pupils to look at the first picture and elicit the name of each character and explain what they say. Have pupils repeat the text in the bubbles a few times. Repeat the procedure with the second picture.
- Do choral and individual repetition, pointing to the character speaking.
- Play the recording again for pupils to listen and say along.

2. Point and say.

- Tell pupils that they are going to practise asking and answering the question *Where's the + (noun)?* Give a few seconds for pupils to look at the pictures and read the text in silence. Point to each picture and elicit the meaning of the words. Explain the new vocabulary and have pupils repeat each word a few times. Use the first picture as an example and put the question and answer on the board and have pupils repeat them a few times.
- Do choral and individual repetition, pointing to the pictures.
- Get pupils to work in pairs. Check as a class.

Language note: Draw pupils' attention to the falling intonation of the questions with *Where* and the answers. Draw arrows to show the intonation.

Where's my book?  It's here.  It's there. 



3. Let's talk.

- Tell pupils that they are going to practise more with their friends. Point to each thing the picture and elicit its name and location. Use one of the things as an example (e.g. *picture*) and put the question and answer on the board and have pupils repeat them a few times. Call a pair to do a demonstration of the dialogue before starting the activity.
- Get pupils to work in pairs. Go around to offer help and correct the pronunciation, if necessary.
- Call a few pairs to act out the dialogue in front of the class.

Language note: Tell pupils that *Where's* is the contracted form of *Where is*, and is used in speaking.

4 Listen and tick.  

1.		a <input type="checkbox"/>		b <input type="checkbox"/>
2.		a <input type="checkbox"/>		b <input type="checkbox"/>
3.		a <input type="checkbox"/>		b <input type="checkbox"/>

5 Read and complete.  

here there

- This is my bed.
It is _____.
- This is my desk.
It is _____, next to the bed.
- These are my school bags and books.
They are _____, on the desk.
- Those are posters, pictures and maps.
They are _____, on the wall.



6 Let's sing. 

The poster and the ball

The poster's on the wall.	The ball's under the bed.
The poster's on the wall.	The ball's under the bed.
E-I-E-I-O.	E-I-E-I-O.
The poster's on the wall.	The ball's under the bed.



Warm-up: Spend a few minutes revising the language learnt by playing a game of *Spelling and writing* (see *Activities Bank* in the *Introduction*) using the words learnt. Then call a few pairs to the front of the class to ask and answer the question *Where's the...?*

4. Listen and tick.

- Tell pupils that they are going to listen and tick the boxes. Give a few seconds for them to look at the pictures. Check comprehension and give feedback.
- Play the recording three times for pupils to listen, do the task and check their answers. Get pupils to swap and check their answers before checking as a class.

Key: 1a 2b 3a

Audio script

- | | |
|---------------------------------|-------------------------------------|
| 1. Nam: Where's my poster? | 2. Peter: Where's my ball? |
| Mary: It's there, on the table. | Tony: It's here, on the chair. |
| Nam: Oh, I see. Thanks. | Peter: Thanks. Let's play football! |
| 3. Mai: Where's my coat? | |
| Mum: It's here, on the chair. | |
| Mai: Thanks, Mum. | |

5. Read and complete.

- Tell pupils that they are going to look at the pictures, read the sentences and complete them. Give a few seconds for pupils to look at the picture and read the text in silence. Check comprehension and give feedback. Elicit the word to fill the first gap as an example before starting the activity.
- Get pupils to swap and check their answers before writing the answers on the board for pupils to copy down into their notebooks.
- Call a few pairs to read the completed sentences aloud.

Key: 1 here 2 here 3 here 4 there

Language note: Explain the difference in meaning between *here* and *there*. Draw pupils' attention to the fingers in the pictures.

6. Let's sing.

- Tell pupils that they are going to sing the song *The poster and the ball*. Read the lyrics and check comprehension. Sing the song or play the recording all the way through. Sing each line of the lyrics and have pupils repeat it a few times. When pupils are familiar with the tune, show them how to sing the song and do the actions.
- Get groups of pupils to sit face to face and practise singing and doing the actions.
- Call two groups of six to the front of the class to sing: one group sings the first two lines and the other group sings the third, and the two groups sing the last line. The remaining of the class claps along to the song.
- Have the whole class sing the song again to reinforce learning.
- Repeat the procedure with the second stanza.

Lesson 2

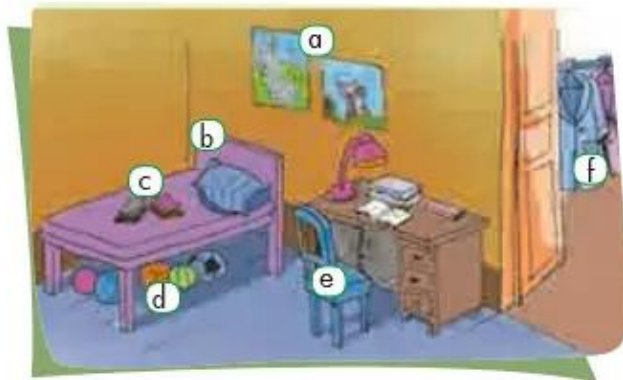
1 Look, listen and repeat.



2 Point and say.



3 Let's talk.



Warm-up: Spend a few minutes revising the language learnt by having the class sing the song *The poster and the ball*. Read the *Activities Bank* in the *Introduction* for more activities.

1. Look, listen and repeat.



- Tell pupils that they are going to practise asking and answering questions about things in the room. Give a few seconds for pupils to look at the first picture and elicit the name of each character and what they say. Give feedback and explain the new vocabulary. Have pupils repeat the text in the bubbles a few times. Repeat the procedure with the second picture.
- Do choral and individual repetition, pointing to the characters speaking.
- Play the recording again for pupils to listen and say along.

2. Point and say.

- Tell the class that they are going to practise asking and answering the question *Where are the + noun (plural)?* Point to each picture and elicit the meaning of each word under the picture. Give feedback and have pupils repeat each word a few times. Point to the first picture and prompt pupils to say the words. Write the question and answer on the board and have pupils repeat them a few times.
- Do choral and individual repetition, pointing to the pictures.
- Get pupils to work in pairs. Check as a class.

3. Let's talk.

- Tell pupils that they are going to practise more with their friends. Give a few seconds for pupils to look at the picture. Elicit the words for the things in the room. Prompt pupils to say the words to fill the gap for item *a* in the picture. Write the question and answer on the board and have pupils repeat them a few times. Call a pair to give a demonstration of the dialogue before starting the activity.
- Get pupils to work in pairs. Go around to offer help and correct the pronunciation, if necessary.
- Call a few pairs to act out the dialogue in front of the class.

4 Listen and number.  



a



b



c




d

5 Read and complete.  



Hello! My name is Phong. Here is a picture of my room. This is my bed. My coat is on the bed. There are three balls under the bed. There are two chairs near the desk. There are four books and a photo on the desk. There are three posters on the wall.

- | | |
|---|-----------------|
| 1. Where is Phong's coat? | It is _____. |
| 2. Where are the balls? | They are _____. |
| 3. Where are the chairs? | They are _____. |
| 4. Where are the books and Phong's photo? | They are _____. |
| 5. Where are the posters? | They are _____. |

6 Write about your bedroom. 

There is _____,
_____ and _____.

There are _____,
_____ and _____.

Warm up: Spend a few minutes revising the language learnt by calling a few pairs to the front of the class to do the dialogue in Exercise 3. Then have the class sing the song *The poster and the ball*.

4. Listen and number.

- Tell pupils that they are going to listen and number the boxes. Give a few seconds for pupils to look at the pictures and check comprehension. Give feedback.
- Play the recording three times for pupils to listen, do the task and check their answers.
- Get pupils to swap and check their answers before checking as a class.

Key: a2 b4 c1 d3

Audio script

1. Nam: Where are my books?
Mai: They're there, on the chair.
2. Mai: Where are my books?
Nam: They're here, on the desk.
3. Peter: Where are my books?
Linda: They're there, on the bed.
4. Linda: Where are my books?
Peter: They're there, under the desk.

5. Read and complete.

- Tell pupils that they are going to read the text and write answers. Give a few seconds for pupils to look at the picture and read the text in silence. Check comprehension and give feedback. Do the first question as an example before starting the activity.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before checking as a class.

Key: 1 on the bed 2 under the bed 3 near the desk
4 on the desk 5 on the wall

6. Write about your bedroom.



- Tell pupils that they are going to read and write some facts about their own rooms. Give a few seconds for pupils to read the text. Check comprehension and give feedback.
- Give pupils time to do the task. Get pupils to work in pairs.
- Tell pupils to swap and check their writing before calling a few pupils to read their writing aloud.
- Call a few pupils to write their text on the board. Correct the spelling and grammatical errors, if necessary.



Lesson 3

1 Listen and repeat.  

ch **chair** It's under the **ch**air.

wh **where** **Wh**ere's the ball?

2 Listen and write.  



1. _____ the book?

2. The book is on the _____.

3 Let's chant. 

Where's the book?

Where's the book?

Here! Here!

It's here!

Where's the ball?

There! There!

It's under the chair.

Where are the posters?

On the wall. On the wall.

They're on the wall.

Where are the pictures?

On the wall. On the wall.

They're on the wall.



Warm-up: Spend a few minutes revising the language learnt by getting pupils to play *Kim's game* (see *Activities Bank* in the *Introduction*) using the vocabulary learnt.

1. Listen and repeat.

- Tell pupils that they are going to practise saying the letters, words and sentences in the book. Put the phonics letters **ch** and **wh** on the board and say them a few times. Ask pupils to repeat after you. Prompt pupils to say the words and sentences, paying attention to the target phonics letters. Do choral repetition of the words and sentences until pupils feel confident.

2. Listen and write.

- Tell pupils that they are going to do a dictation. Give pupils a few seconds to read the text in silence before starting the dictation.
- Have pupils swap and check their answers before checking as a class. Write the correct answers on the board for pupils to copy down into their notebooks.
- Get pupils to work in pairs and practise saying the sentences.

Key: 1 Where's 2 chair

Audio script

1. Where's the book?
2. The book is on the chair.

3. Let's chant.

- Tell pupils that they are going to say the chant *Where's the book?* Read each line of the chant and check comprehension. Give feedback. Say the chant or play the recording all the way through. Say each line of the chant and have pupils repeat it a few times. Show pupils how to say the chant and do the actions.
- Get groups of pupils to sit face to face and practise chanting and doing the actions. Go around to offer help, if necessary.
- Call two groups of six to the front of the class to chant and do the actions: the first group chants the questions and the other chants the answers. Have the remainder of the class clap along to the chant.

4 Read and tick. 🧐 ✍️

This is my room. There is a table and there are two chairs. There is a poster on the wall. There is a ball under the table. There are three books on the table.



5 Read and write. 🧐 🗨️

You: Look! This is a picture of my bedroom.

Your friend: It's nice. Tell me about the things in your room.

You: OK. Well, there's a _____ and two _____.

Your friend: What about books and posters?

You: _____.

6 Project 🎨

Draw your bedroom and describe it to your classmates.



Warm-up: Spend a few minutes revising the language learnt by getting two groups of six pupils to the of the class to sing the song *The poster and the ball* and say the chant *Where's the book?* Read the *Activities Bank* in the *Introduciton* for more activities.

4. Read and tick.

- Tell pupils that they are going to read the text and tick the correct picture. Give a few seconds for pupils to read the text in silence. Check comprehension and give feedback.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before checking as a class.

Key: c

5. Read and write.

- Tell pupils that they are going to read the text and complete the conversation about their own bedrooms. Give a few seconds for pupils to look at the picture and read the text in silence. Check comprehension and give feedback.
- Role-play the dialogue with a pupil, where you play "your friend".
- Give pupils time to do the task. Go around to offer help, if necessary.
- Call a few pupils to write their answers on the board. Correct the spelling and grammatical errors, if necessary.
- Do choral repetition of the sentences on the board.

Key: Pupils' own answers

6. Project

- Tell pupils that they are going to draw their own bedrooms and describe them to the class. Get pupils to prepare the necessary school things to carry out the project (coloured pencils, crayons, etc.)
- Give pupils time to do the project in class. If there is not enough time, ask pupils to finish the project as homework.
- Call a few pupils to the front of the class to show their pictures and describe them. Using the sentence patterns learnt. Have the pupils stick their drawings on the walls of the classroom for display.
- Get the class to say the chant *Where's the book?* and sing the song *The poster and the ball* to end the class.