



Lesson 1

1 Look, listen and repeat.   

a  This is a picture of my room.

Are there any posters in the room?

Are there any chairs in the room?

Yes, there are.

b  Are there any posters in the room?

No, there aren't.

2 Point and say.  

Are there any _____ in the room?

Yes, there are.

No, there aren't.

a  maps/yes

b  sofas/yes

c  wardrobes/no

d  cupboards/no

3 Let's talk.  

Are there any _____?

Yes, _____.

No, _____.



 there aren't = there are not

Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *Things in a room*.
- ask and answer questions about things in a room, using *Are there any + thing (plural) + location?*
- ask and answer questions about the quantity of things in a room, using *How many + thing (plural) + are there?*
- pronounce the sounds of the letters **a** and **u** in the words **fan** and **cup** respectively.

Warm-up: Spend a few seconds revising the previous unit by having pupils sing the song *The poster and the ball* and say the chant *Where?* 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 the class that they are going to ask and answer questions about things in a room. Give a few seconds for pupils to look at the first picture and elicit the name of the characters and what they say. Have pupils repeat the text in the bubbles a few times. Repeat the procedure with the second picture. Point to the things in the pictures and teach pupils the new words: *map, cupboard, sofa*.
- Do choral and individual repetition, pointing to the characters speaking.
- Play the recording for pupils to listen and say along.

2. Point and say.

- Tell pupils that they are going to practise asking and answering questions about things in a room. 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 under it. Give feedback and have pupils repeat them 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 notes:

- Remind pupils of the differences in pronunciation of the final **s** in *posters, sofas, cupboards, wardrobes* and *maps*. Have pupils practise identifying and pronouncing the sounds /s/ and /z/.
- Have pupils practise saying the two words **are** and **aren't** a few times.

3. Let's talk.

- Tell pupils that they are going to practise more with their friends. Point to each thing in the picture and elicit the name of the thing. Have pupils repeat the words a few times. Use one thing in the picture as an example (e.g. *beds*) and put 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.

Language note: Draw pupils' attention to the plural nouns after **Are there any...?**

4 Listen and tick.  

1.  **a**  **b**

2.  **a**  **b**

5 Look, read and write.   



1. This is a living room.
2. There is a TV on the _____ in the room.
3. There are four pictures and a big _____ on the wall.
4. There are four _____ near the table.

6 Let's write. 

1. Are there any wardrobes in your bedroom? _____.
2. Are there any sofas in your living room? _____.
3. Are there any cupboards in your dining room? _____.
4. Are there any pictures or maps in your bedroom? _____.

Warm-up: Spend a few minutes revising the language learnt by having the class do a dictation (see *Activities Bank* in the *Introduction*), using the vocabulary and sentence patterns learnt.

4. Listen and tick.

- Tell pupils that they are going to listen and tick the correct boxes. Give pupils a few seconds to look at the pictures. Elicit the names of the things in each picture 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

Audio script

1. Peter: This is a picture of my living room. It's large.
Mal: Are there any maps in the room?
Peter: Yes, there are two.
2. Mary: This is a picture of my bedroom.
Nam: Are there any sofas in the room?
Mary: No, there aren't any.

5. Look, read and write.

- Tell pupils that they are going to look at the picture and complete the sentences. Give a few seconds for pupils to look at the picture and the text. Check comprehension. Elicit the word to fill the first gap as an example.
- Give pupils time to do the task. Get pupils to work in pairs.
- Ask 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 pupils to read the sentences aloud.

Key: 2 cupboard 3 map 4 chairs

Language note: Tell pupils that *aren't* is the contracted form of *are not* and is used in speaking.

6. Let's write.

- Tell pupils that they are going to write about their own rooms. Give pupils a few seconds to read the questions. Check comprehension. Call a pupil and ask him/her the first two questions as examples.
- Give pupils time to do the task.
- Tell pupils to swap and check their answers before calling a few pupils to read the answers.
- Ask two pupils to write their answers on the board. Correct the spelling and grammatical errors, if necessary.

Key: Pupils' own answers

Lesson 2

1 Look, listen and repeat.   

a How many chairs are there?



Let's count them. One, two, three, There are eight.

b And how many cups are there?



There are six.



2 Point and say.  

How many ____ are there?



There are ____.



3 Let's talk.  

How many ____?



Warm-up: Spend a few minutes revising the language learnt by playing a game of *Bingo*, using the vocabulary learnt. Then call a few pairs to the front of the class to ask and answer questions with the words on the board, using *Are there any* + thing (plural) + location?

1. Look, listen and repeat.

- Tell the class that they are going to practise asking and answering questions about the number 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. Give feedback and 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 questions, using *How many* + thing (plural) + *are there?* Give pupils a few seconds to look at the pictures and read the text in silence. Check comprehension and give feedback. Point to the pictures and have pupils repeat the word under each picture 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.

3. Let's talk.

- Tell the class that they are going to practise more with their friends. Give a few seconds for pupils to look at the pictures and elicit the name of each room and the number of things in the room. Point to the beds in the first picture and prompt pupils to say the words to fill the gaps. Put 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. 🎧 🎨



5 Read and write. 🧐 🗨️

This is my living room. There are many things in the room. There are two windows and one door. There are a sofa, a desk and eight chairs. There is a lamp on the desk and a TV on the cupboard. There are four pictures and two fans on the walls.

1. How many doors are there in the living room? _____.
2. How many windows are there? _____.
3. How many chairs are there? _____.
4. How many pictures are there? _____.
5. How many fans are there? _____.

6 Let's play. 🎉

Spot the differences.



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. Read the *Activities Bank* in the *Introduction* for more activities.

4. Listen and number.

- Tell pupils that they are going to listen and number the correct boxes. Give a few seconds for pupils to look at the picture. Check comprehension and give feedback.
- Play the recording three times for pupils to listen, do the task and check their answers. When playing for the second time, pause after each sentence for pupils to number the picture.
- Get pupils to swap and check their answers before checking as a class.

Key: 1 bed 2 desk 3 two chairs 4 TV

Audio script

This is my bedroom. There's a bed in the room. There's a desk. There are two chairs. There's also a TV on the desk, but there aren't any wardrobes in my bedroom.

5. Read and write.

- Tell pupils that they are going to read the text and answer the questions. Give a few seconds for pupils to read the text in silence. Check comprehension and explain the new vocabulary. Ask pupils to read each question and underline the key words. Then read the text to scan for the answers. Discuss the first question with pupils and give the answer as an example.
- 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.
- Call a few pairs to ask and answer the questions.

Key: 1 There is one door. 2 There are two windows. 3 There are eight chairs.
4 There are four pictures. 5 There are two fans.

6. Let's play.

- Tell the class that they are going to play a game of *Spot the differences* (see *Activities Bank* in the *Introduction*).
- Describe how to play the game and check understanding. Say some model sentences and have pupils repeat them a few times (e.g. In Picture *a* there are two chairs behind the table. In Picture *b* there are two chairs near the door).
- Set the time and get groups of pupils to sit face to face and start the game.
- Ask the winning group to report the differences to the class.

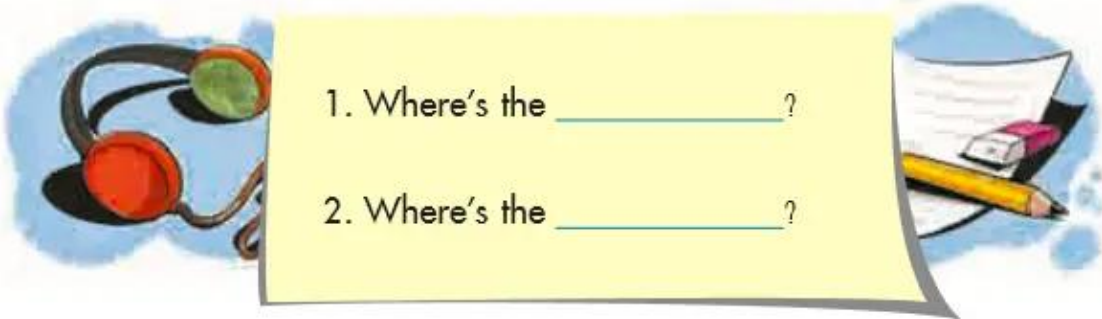
Lesson 3

1 Listen and repeat.

a **fan** There's a fan on the wall.

u **cup** There's a cup on the table.

2 Listen and write.



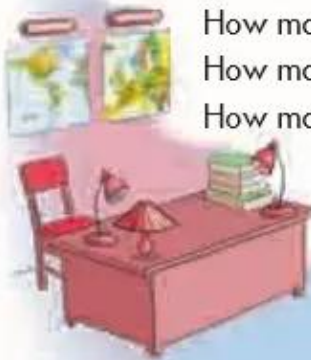
1. Where's the _____?

2. Where's the _____?

3 Let's chant.

How many desks?

How many, how many,
How many desks are there? One, one, there's one.
How many, how many,
How many maps are there? Two, two, there are two.
How many, how many,
How many lamps are there? Three, three, there are three.



Warm-up: Spend a few minutes revising the language learnt by getting a few pairs of pupils to do the dialogue in Lesson 2, Exercise 6. Read the *Activities Bank* in the *Introduction* for more activities.

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 **a** and **u** 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 cup 2 fan

Audio script

1. Where's the cup? 2. Where's the fan?

3. Let's chant.

- Tell pupils that they are going to say the *How many desks?* chant. Say the chant or play the recording all the way through for pupils to listen. Check comprehension and give feedback. Read each line of the chant and have pupils repeat it a few times. When pupils are familiar with the rhythm, show them 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: one group chants the questions and the other chants the answers. Have the remainder of the class clap along to the rhythm.

4 Read and circle. 🧐 🗒️

1. (*Is / Are*) there any cupboards in the living room?
2. There (*is / are*) one wardrobe in the bedroom.
3. How many (*lamp / lamps*) are there on the cupboard?
4. There are four (*chair / chairs*) next to the desk.
5. There are two posters (*on / in*) the wall.

5 Read and write. 🧐 🗒️



This (1) _____ a dining room. It is large. There is a table and there are six (2) _____ in the room. There is a (3) _____ on the cupboard. There are three (4) _____ on the wall.

6 Project 🎨

Interview your friends and complete the table.

How many tables are there in your house?

There are two.



Name	Doors	Windows	Tables	Chairs	Cupboards	Wardrobes
Nam			2			
You						

Warm-up: Spend a few minutes revising the language learnt by getting the class to say the chant *How many desks?* Read the *Activities Bank* in the *Introduction* for more activities.

4. Read and circle.

- Tell pupils that they are going to read the sentences and circle the correct words. Give a few seconds for pupils to read the text in silence. Check comprehension and give feedback. Do the first sentence with pupils as an example.
- 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.
- Do choral and individual repetition of the sentences.

Key: 1 Are 2 is 3 lamps 4 chairs 5 on

5. Read and write.

- Tell pupils that they are going to read and fill the gaps with the appropriate words. Give a few seconds for pupils to look at the picture and read the text in silence. Check comprehension. Fill the first gap with pupils as an example.
- Give pupils time to do the task. Go around to offer help, if necessary.
- Get pupils to swap and check their answers before writing the answers on the board for pupils to copy down into their notebooks.
- Do choral and individual repetition.

Key: 1 is 2 chairs 3 TV 4 posters

6. Project

- Tell pupils that they are going to interview their friends about their houses and take notes, then report their work to the class. Check understanding. Get a group of four to give a demonstration of the interview before starting the activity.
- Give pupils time to do the project in class. Get pupils to work in groups. Go around to offer help, if necessary.
- Call a few pupils to the front of the class to report their work.
- Have pupils stick their notes on the walls of the classroom for display.
- Have the class sing the song *The way I clean my house* and say the *How many desks?* chant to end the class.