

GETTING STARTED

A look inside

THIS UNIT INCLUDES:

VOCABULARY

Types of house
Rooms and furniture

PRONUNCIATION
Sounds /z/, /s/ and /ʒ/

GRAMMAR

There is/ There isn't
There are/ There aren't
Prepositions of place

COMMUNICATION
Talking about and describing
houses, rooms and furniture


 Listen and read.

Mi: Wow. That room looks so big, Nick. I can see there's a TV behind you.

Nick: Yes. I'm in the living room. Can you see my dog Luke? He's sitting on the sofa.

Mi: Yes, I can. He looks happy.

Nick: Ha ha, he is. Your room looks nice too. Where do you live, Mi?

Mi: I live in a town house. It's near the city centre and it's very noisy. How about you? Where do you live?

Nick: I live in a country house. Who do you live with?

Mi: I live with my father, mother and younger brother. We are moving to an apartment next month.

Nick: Are you?

Mi: Yes, we are. My aunt lives near there and I can play with my cousin, Vy.

Nick: Are there many rooms in your new apartment?

Mi: Yes, there are. There's a living room, three bedrooms, a kitchen and two bathrooms. The kitchen is next to the living room.

(Sound of shouting)

Nick: Oh, that's my mum. I'd better go. It's dinner time. Bye, see you soon.

Objectives:

By the end of this unit, students can:

- pronounce correctly the ending sounds /z/, /s/ and /ɪz / in isolation and in context
- use the lexical items related to the topic 'My Home'
- use prepositions of place and *There is/There isn't/ There are/ There aren't* correctly and appropriately
- ask about and describe houses, rooms and furniture
- read for specific information about rooms in the house
- listen to get information about rooms and furniture
- write an e-mail to a friend

Introduction

Review the previous unit before Ss open their books. Write the unit title on the board 'My Home'. Ask Ss what 'home' means to them. Write their answers on the board. Explain that *home* can have different meanings. It can be the house or apartment where you live or can refer to a family living together. Introduce Mi and Nick, they are pen friends. Let Ss open their books and start the lesson.

GETTING STARTED

A look inside

Set the context for the listening text. Focus on the characters, Mi and Nick and the key language structures to be learnt. Write the title on the board "My home". Ask Ss to guess what the pictures might show or what the conversation might be about.

I Ask Ss questions about the pictures:

E.g. *What are Nick and Mi doing?* (talking on Skype; Skype = a system that allows you to make telephone calls using your computer and the Internet). Ask Ss to share any recent experiences of chatting online. Ask them to talk a bit about the place where they live. Play the recording. Ss listen and read.

- Which family members does Mi talk about?

grandparents	
dad	✓
mum	
brother	
uncle	
aunt	
cousin	

- Read the conversation again. Complete the sentences.

- There is a _____ and a _____ in Nick's living room.
- Now, Mi lives in a _____.
- Luke likes _____.
- Mi thinks living near the city centre is _____.
- Mi's new home has _____ bedrooms.

Prepositions of place

- Match the prepositions with the pictures.

in on behind
in front of under
between next to



A. _____



B. _____



C. _____



D. _____



E. _____



F. _____



G. _____

- Write a sentence to describe each picture in 2.

Example:

A. The dog is on the chair.

- Look at the picture and write true (T) or false (F) for each sentence. Correct the false ones.



- The dog is behind the bed. _____
- The school bag is under the table. _____
- The picture is between the clocks. _____
- The dog is in front of the computer. _____
- The cap is under the pillow. _____
- The pictures are on the wall. _____

- Look at the picture again. Answer the questions.

- Where are the books?
- Where are the clothes?
- Is the pillow on the bed?
- Are the notebooks under the bed?
- Where is the mouse?
- Is the chair next to the bed?

- a First, ask Ss to give the answers without reading the conversation again. Then ask them to read the conversation and check their answers. Confirm the correct answers.

grandparents			
dad	✓	uncle	
mum	✓	aunt	✓
brother	✓	cousin	✓

- b Ss work independently. Allow them to share answers before discussing as a class. Write the correct answers on the board.

Key:

1. TV; sofa 2. town house 3. sitting on the sofa 4. noisy 5. three

- 2 Ask Ss if they know the prepositions in the box. Have Ss do this exercise in pairs. Ask for Ss' answers.

Key:

A. on B. next to C. behind
D. in E. in front of F. between G. under

- 3 Ss write the sentences individually, then share the sentences with a friend. Call on some Ss to write their answers on the board. Check the sentences with the whole class.

Key:

A. The dog is on the chair. E. The dog is in front of the kennel.
B. The dog is next to the bowl. F. The cat is between the lamp and the sofa.
C. The cat is behind the TV. G. The cat is under the table.
D. The cat is in the wardrobe.

- 4 Ss look at the picture of the room and do this exercise individually. Ss share their answers with a partner before giving T the answers. Confirm the correct answers.

Key:

1. F (The dog is between the bookshelf and the bed.) 4. F (The cat is in front of the computer.)
2. T 5. F (The cap is next to the pillow.)
3. F (The clock is between the pictures.) 6. T

- 5 This activity can be carried out in two ways:

- Ask Ss to look at the picture and answer the question. Ss share answers with a partner before giving T their answers.
- Ask Ss to do this exercise without looking at the picture again, or organise this as a game: Ask Ss to close their books, Ss work in pairs. Ask the questions, whichever pair raises their hands first will answer the question. If their answer is correct, give them 1 point. If it isn't, other pairs have the right to answer. Record the points on the board. Finally, announce the winner.

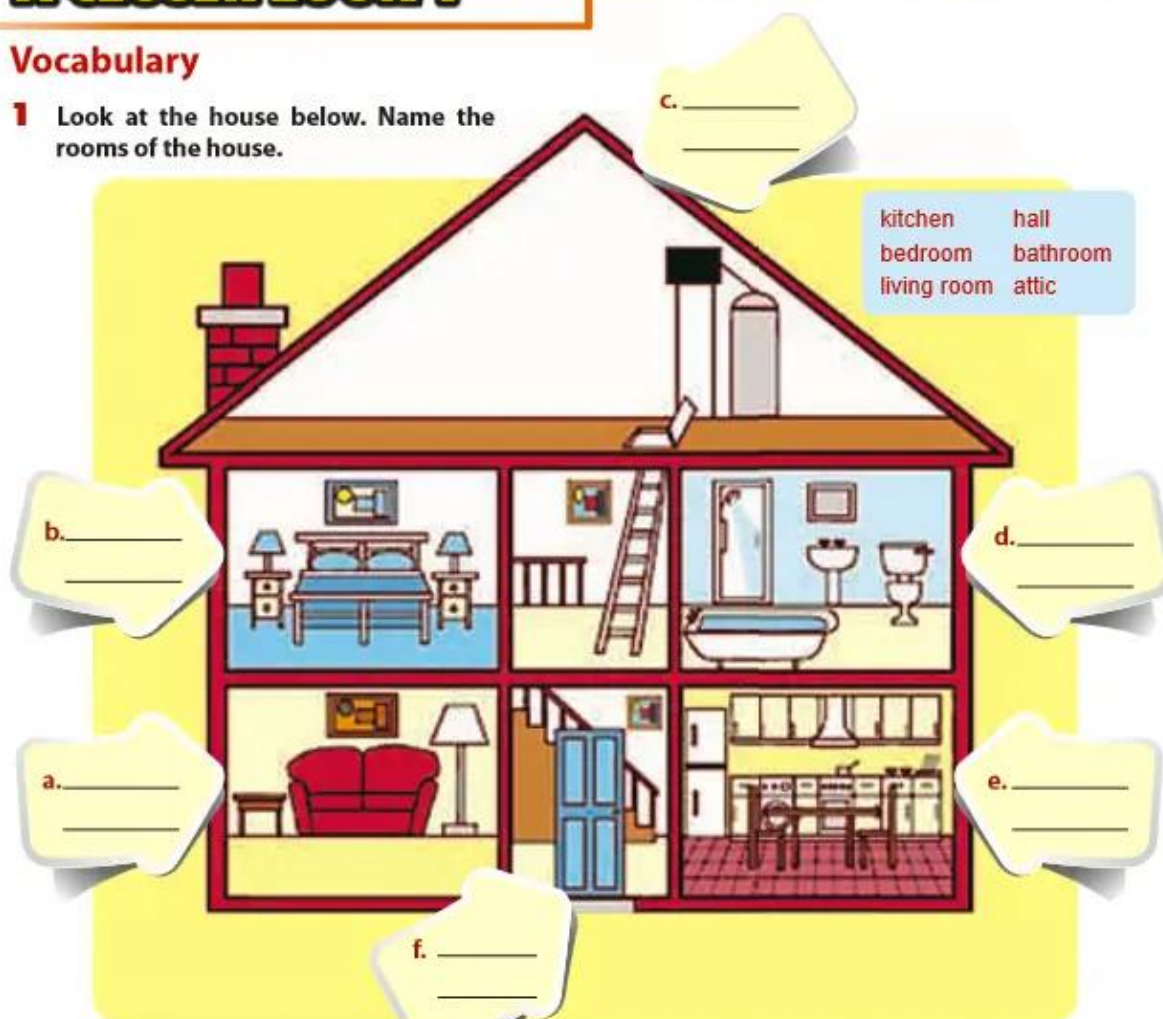
Key:

1. They are on the desk./ bookshelf. 4. No, they aren't. They're on the bed.
2. They are on the floor. 5. It's behind the bookshelf.
3. Yes, it is. 6. No, it isn't. It's next to the table.

A CLOSER LOOK 1

Vocabulary

1 Look at the house below. Name the rooms of the house.



kitchen hall
bedroom bathroom
living room attic

2 Name the things in each room in 1. Use the word list below. (You may use a word more than once.)

living room	lamp toilet picture	wardrobe sink television
bedroom	bed bath	sofa table
kitchen	cupboard chest of drawers	dishwasher desk
bathroom	fridge poster	cooker light
hall	chair air-conditioner	microwave ceiling fan
attic		

3 Listen and repeat the words.
Can you add any more words to the list?

4 Think of a room. In pairs, ask and answer questions to guess the room.

Example:

A: What's in the room?

B: A sofa and a television.

A: Is it the living room?

B: Yes.

Pronunciation

/z/, /s/ and /tʒ/

5 Listen and repeat the words.

lamps posters sinks fridges
tables wardrobes toilets beds

A CLOSER LOOK 1

Vocabulary

- 1 Have Ss quickly match the room with its name. T can explain the meaning of 'hall' (hall= a space or passage inside the entrance or front door of a building/house). Quickly check the answers.

Key: a. living room b. bedroom c. attic d. bathroom e. kitchen f. hall

- 2 Ss work in pairs to do this activity. T writes the names of the rooms on the board, in different places. Call on Ss from different pairs to go to the board and write the name of the furniture under these rooms. Ask other Ss to comment.

living room:	lamp, sofa, picture, table
bedroom:	bed, lamp, picture, chest of drawers
kitchen:	fridge, cupboard, cooker, table, dishwasher, chair
bathroom:	bath, sink, toilet
hall:	picture

This activity can also be organized as a competition. Whichever pair finishes the activity first will be the winner and go to the board to write their answers.

- 3 Play the recording. Ss listen and repeat the words. Ask Ss for more words for each group.
- 4 Model this activity with a student. Ask Ss to work in pairs. Call on some pairs to practise in front of the class.

Pronunciation

/z/, /s/ and /zz/

- 5 Have some Ss read out the words first. Then play the recording for them to listen and repeat the words.

- 6 Listen again and put the words in the correct column.

/z/	/s/	/z/



- 7 Read the conversation below. Underline the final *s/es* in the words and write */z/*, */s/* or */z/*.

Mi: Mum, are you home?
Mum: Yes, honey. I'm in the kitchen. I've bought these new dishes and chopsticks.
Mi: They're beautiful, Mum. Where did you buy them?
Mum: In the department store near our house. There are a lot of interesting things for the home there.
Mi: We need some pictures for the living room, Mum. Do they have pictures in the store?
Mum: No, they don't. But there are some ceiling lights. We are buying two for the new apartment this week.
Mi: We also need two new vases, Mum.
Mum: That's true. Let's go to the store this weekend.

- 8 Listen to the conversation and repeat. Pay attention to */z/*, */s/* and */z/* at the end of the words. Then practise the conversation with a partner.

A CLOSER LOOK 2

Grammar

There is/There isn't
There are/There aren't

Positive

Negative



Singular: There's (is) a picture on the wall.

Singular: There isn't (is not) a picture on the wall.

Plural: There are two lamps in the room.

Plural: There aren't (are not) two lamps in the room.

Questions and short answers

Singular:

- Is there a picture on the wall?
- Yes, there is./No, there isn't.

Plural:

- Are there two lamps in the room?
- Yes, there are./No, there aren't.

1 Write *is* or *are*.

- There _____ a sofa in the living room.
- There _____ two cats in the kitchen.
- There _____ posters on the wall.
- There _____ a ceiling fan in the bedroom.
- There _____ dishes on the floor.

2 Make the sentences in 1 negative.

Example:

- There isn't a sofa in the living room.

3 Write positive and negative sentences.

Example: pictures/the living room

There are pictures in the living room.

There aren't pictures in the living room.

- a TV/the table
- a brown dog/the kitchen
- a boy/the cupboard
- a bath/the bathroom
- lamps/the bedroom

- 6 Ask Ss to put the words in the correct column while they listen.
Ss compare their answers in pairs before T checks their answers with the whole class.

/z/	/s/	/ɪz/
posters, tables, wardrobes, beds	lamps, sinks, toilets	fridges

Have Ss comment on the way to pronounce -s/-es at the end of the words. Quickly explain the rules:

/z/	/s/	/ɪz/
Final -s is pronounced /z/ after voiced sounds (/b/, /d/, /g/, /n/, /m/, /v.../) and any vowel sounds	Final -s is pronounced /s/ after voiceless sounds (/t/, /p/, /k/, /f/, /θ/)	Final -es is pronounced /ɪz/ after /s/, /z/, /ʃ/, /tʃ/, /dʒ/
E.g. <i>beds, dogs, cans, rooms, videos, cookers, bees</i>	E.g. <i>cats; lamps, books, months</i>	E.g. <i>buses, houses, toothbrushes, watches, pages</i>

Ask Ss to give more examples.

- 7 Ss do this exercise individually first then compare their answers with a partner. Check Ss' answers. Ask them to explain their answers.

/z/: *things, pictures*

/s/: *lights, chopsticks*

/ɪz/: *dishes, vases*

- 8 Play the recording for Ss to repeat each line of the conversation. Ss work in pairs to practise the conversation. Call some pairs to practise the conversation, encouraging them not to look at the book.

A CLOSER LOOK 2

Grammar

There is/There isn't

There are/ There aren't

Ask Ss to look at the two pictures of the two rooms in the grammar. If possible, T can prepare two pictures of two rooms with some furniture removed from the second room. Ask Ss what the second room does not have. Write Ss' answers on the board. At the same time, ask Ss to use the *There is/ There are* structure to make sentences.

Elicit the forms (positive, negative, questions and short answers) from Ss.

Now Ss can have a closer look at the grammar box, especially the examples.

Note: Explain to Ss that in this structure we use 'is' or 'are' after 'there' depending on the noun right after the verb 'be'. If the noun is singular or uncountable, we use 'is' even if after this noun there are some other plural nouns (e.g. *There is a dog and two cats under the table*). If the noun is plural, we use 'are'.

- 1 + 2 Ss do these two exercises quickly then give the answers to T.

Key: 1. is/isn't 2. are/aren't 3. are/aren't 4. is/isn't 5. are/aren't

- 3 In this activity, Ss can write different sentences. Accept these sentences if they make sense. Ss write the sentences individually then two go to the board to write their sentences. Other Ss and T feedback.

Suggested sentences:

- There is/isn't a TV next to/on the table.
- There is/isn't a brown dog in the kitchen.
- There is/isn't a boy in front of the cupboard.
- There is/isn't a bath in the bathroom.
- There are/aren't lamps in the bedroom.

COMMUNICATION

- 4** Write *is/isn't/are/aren't* in each blank to describe the kitchen in MI's house.

This is our kitchen. There is a big fridge in the corner. The sink is next to the fridge. There (1) _____ a cupboard and a cooker. The kitchen is also our dining room, so there (2) _____ a table. There (3) _____ four people in my family so there (4) _____ four chairs. The kitchen is small, but it has a big window. There (5) _____ many lights in the kitchen but there is only one ceiling light. There (6) _____ a picture on the wall.



- 5** Complete the questions.

Example: Are there two bathrooms in your house?

- _____ a fridge in your kitchen?
- _____ a TV in your bedroom?
- _____ four chairs in your living room?
- _____ a desk next to your bed?
- _____ two sinks in your bathroom?

- 6** In pairs, ask and answer the questions in **5**. Report your partner's answers to the class.

A: Are there two bathrooms in your house?

B: Yes, there are./No, there aren't.

- 7** Work in pairs. Ask your partner about his/her room or the room he/she likes best in the house.

- Where's your room?
- What's your favourite room?
- Is there a fridge in your room?
- Are there two lamps in your room?

Extra vocabulary



town house



country house



villa



stilt house



apartment

- 1** MI tells Nick about her grandparents' country house. Look at the pictures of her grandparents' house and complete the sentences.



- My grandparents live in a _____ house in Nam Dinh.
- There _____ four rooms in the house and a big garden.
- I like the living room. There _____ a big window in this room.
- There _____ four chairs and a table in the middle of the room.
- There are two family photos _____ the wall.
- There is a small fridge _____ the cupboard.
- A television is _____ the cupboard.
- There _____ also a ceiling fan.

- 4 Ss look at the picture and complete the description. Ss compare their answers, then give T their answers. T confirms the correct answers and writes them on the board if necessary.

Key: 1. is 2. is 3. are 4. are 5. aren't 6. isn't

- 5 Ss do this exercise individually, then give T the answers.

Key:

1. Is there a fridge in your kitchen?
2. Is there a TV in your bedroom?
3. Are there four chairs in your living room?
4. Is there a desk next to your bed?
5. Are there two sinks in your bathroom?

- 6 Ss work in pairs, ask and answer the questions in 5. Go around to observe Ss working. Call some Ss to report their partner's answers to the class.
- 7 Ss work in pairs to do this activity. T can model the conversation with a student before Ss do this in pairs. Some pairs act out the conversation in front of the whole group. Otherwise, T may ask Ss to summarise their partner's answers to the whole class.

COMMUNICATION

Review the grammar points that may be used in this lesson. Some grammar points are: *wh*-questions (*where, how many...*), *there is/ there are*, prepositions of place.

- 1 This exercise aims to give Ss a sample of a description and to practise the use of some grammar points and vocabulary used in the following activities.

Ss look at the pictures and do this exercise individually or in pairs.

Key: 1. country 2. are 3. is 4. are
5. on 6. next to 7. on 8. is

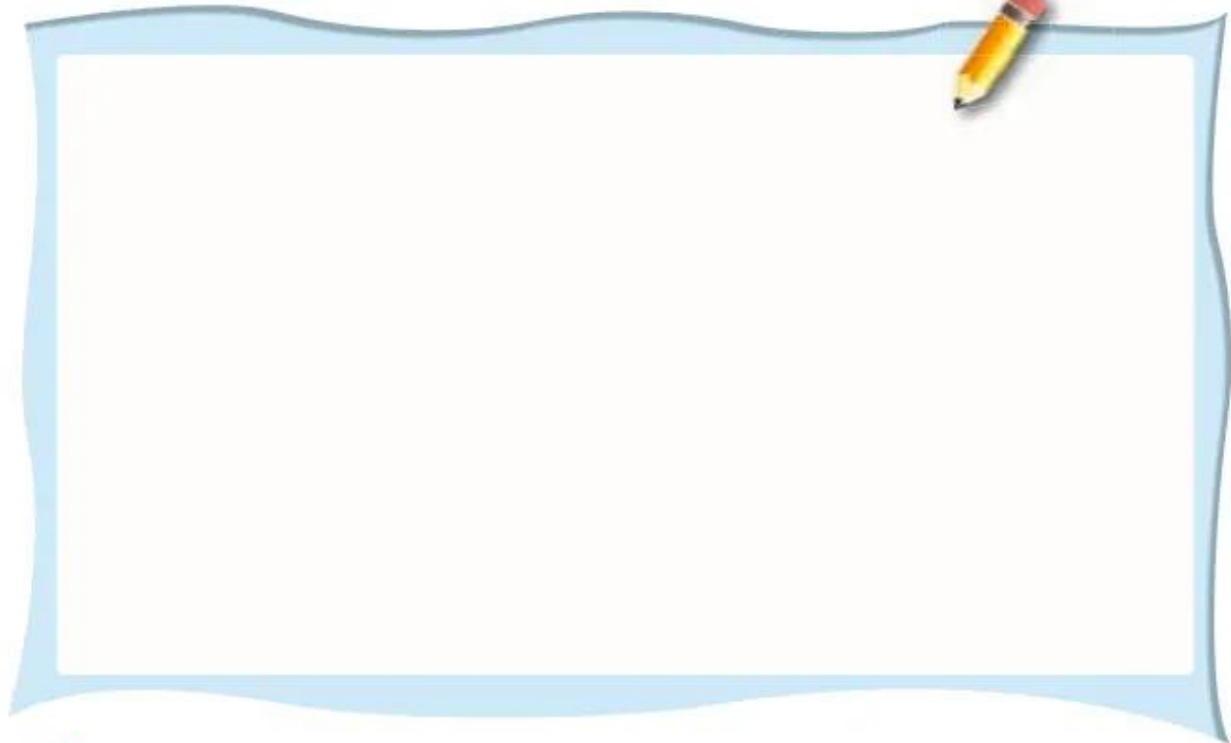
- 2** Student A looks at the pictures of Nick's house on this page. Student B looks at the pictures of Mi's house on page 25. Find the differences between the two houses.

Example: **A:** Nick lives in a country house. Where does Mi live?

B: Mi lives in a town house.



- 3** Draw a simple plan of your house. Tell your partner about your house.



- 4** Describe your friend's house to the class.

2 Before Ss do this activity, model the way to do this with a student. The conversation could be:

T: (look at Nick's house): *Nick lives in a country house. Where does Mi live?*

S: (look at Mi's house): *She lives in a town house.*

T: *How many rooms are there in Mi's house?*

S: *There are six rooms. What about Nick's house?*

How many rooms are there?...

Ask Ss in each pair not to look at each other's picture and to make similar conversations. Ss should note down the differences between the two houses. After some minutes, the pair which has the most differences will be the winner. T can ask some pairs to act out the conversation.

Other pairs listen and add more differences if there are any.

3 Give Ss 5-7 minutes to draw a simple plan of their house. Ss then work in pairs to tell each other about their house. If time allows, T can ask them to note down the differences between their houses.

4 Call some Ss to describe their friend's house to the class.

Ss may also present the differences between their house and their friend's. Other Ss and T listen and give comments.

SKILLS 1

A room at the Crazy House Hotel, Da Lat

Study skills – Reading

Prediction

Predicting makes reading easy.

Before reading, look at the picture, design and title.

Decide what the topic of the text is.

Think about what you know about the topic.

Reading

1 Look at the text (don't read it). Answer the questions.

1. What type of text is it?
2. What's the title of this page? What's the topic?
3. Write three things you know about Da Lat.

2 Quickly read the text. Check your ideas from 1.

3 Read the text again and answer the questions.

1. Is Nick with his brother and sister?
2. How many rooms are there in the hotel?
3. Why is the room called the Tiger room?
4. Where is his bag?

4 Are these things in the room?

- | | | |
|------------|-------------|-------------|
| a window | a sofa | a cooker |
| a cupboard | a shelf | a lamp |
| a desk | a poster | a CD player |
| | a CD player | a tiger |

Speaking

- 5 Create a new room for the hotel. Draw a plan of the room.
- 6 Show your plan to your partner then describe the room to other students in the class.



To: mi@fastmail.com;
superphong@bamboo.com
Subject: Weekend away!

Hi Phong,

How are you? I'm in Da Lat with my parents. We are staying at the Crazy House Hotel. Wow! It really is crazy.

Da Lat is nice. It's cool all year round! There are a lot of things to see and lots of tourists too.

There are ten rooms in the hotel. They are named after different animals. There is a Kangaroo room, an Eagle room, and even an Ant Room. I'm staying in the Tiger room. It's called the Tiger room because there's a big tiger on the wall.

The Tiger is between the bathroom door and the window. The bed is under the window – but the window is a strange shape. I put my bag under the bed. I put my books on the shelf. There is a lamp, a wardrobe and a desk. There are clothes on the floor – it's messy, just like my bedroom at home.

You should visit here, it's great.

See you soon!

Nick



SKILLS 1

Reading

1 Ask Ss to read the Study skills box. Explain any words that Ss do not know. Ss quickly look at the text and answer the questions. Ask for Ss' answers. Confirm the answers to question 1 and 2; answers to question 3 are open.

1. It's an e-mail.

2. The title is 'A room at the Crazy House Hotel, Da Lat'. The topic is Nick's weekend at the Crazy House Hotel.

2 Ss read the text quickly again to check their ideas from **1**.

3 Ss read the text in detail to answer the questions. Ss can underline parts of the e-mail that help them with the answers. Set a strict time limit to ensure Ss read quickly for information.

Ss compare their answers before giving the answers to T. Ask them to give evidence when giving the answers.

Key:

1. No, he isn't.

2. There are ten rooms.

3. Because there's a big tiger on the wall.

4. It's under the bed.

4 Ss do the exercise then compare their answers. T checks the answers.

a window ✓

a sofa

a cupboard

a shelf ✓

a lamp ✓

a desk ✓

a poster

a CD player

a tiger ✓

a cooker

Speaking

5 Each student creates a new room for the hotel and draws a plan of the room.

6 Ss show the plan to a partner. Ss describe their rooms in pairs.

Some Ss show their partner's plan to the whole class and describe it. Other Ss and T listen and vote for the best plan. Ask Ss to keep their plans for the next lesson.

SKILLS 2

Listening

- 1 Nick's parents are describing their room at the hotel. Listen and draw the furniture in the correct place.



Writing

An e-mail to a friend



Writing tips – How to write an e-mail to a friend

1. In the subject line, write briefly what the e-mail is about.
2. Begin the e-mail with a greeting (Dear/Hi/Hello...)
3. The introduction is the first paragraph. We can ask about his/her health, thank him/her for the previous e-mail or write the reasons for e-mailing, etc.
4. In the body, write the subject(s) of the e-mail. Write each subject in a new paragraph.
5. The conclusion is the last paragraph. It includes the closing remarks: saying goodbye, asking your friend to write back, sending your regards to his/her family, etc.

- 2 Read Nick's e-mail again. Identify the subject, greeting, introduction, body and conclusion of the e-mail.

- 3 Read the e-mail below and correct it. Write the correct version in the space provided.



- 4 Write an e-mail to Nick. Tell him about your idea for the new room of the Crazy House Hotel.

• **Plan**

Brainstorm vocabulary about your room.

• **Draft**

Write a draft.

• **Check**

Check your draft: Is the punctuation correct? Is the capitalisation correct? Does it have all necessary parts?

SKILLS 2

Listening

Before starting this lesson, ask Ss about the content of the previous lesson. T may ask Ss to describe Nick's room in the hotel.

- 1 Ask Ss to look at the plan of the room and the furniture on page 23.

First, ask Ss to listen. Then play the recording again and allow Ss to draw the furniture in the correct place as they listen. Ss can share their answers before T plays the recording a final time to allow pairs to check their answers.

Another way is T asks Ss to guess where to put the furniture first, then play the recording for Ss to check their guess. If time allows, ask Ss to describe Nick's parents' room again.

Audio script:

Nick's mum: Nick's staying in the Tiger room. We're staying in the Bear Room. There's a big bear near the door. The bear is actually a fireplace. In the far corner, there is a window. The shelves are right in front of it. Next to the shelves is a big bed. There's a wardrobe next to the bed.

Nick's dad: Oh, there are also two other windows in the room. In front of these windows, there's a sofa, a table and two stools. We like the room because it's comfortable.

Writing

An e-mail to a friend

In this writing part, Ss are asked to write an e-mail to tell Nick about the new room they created for the hotel in the previous lesson.

Ask Ss to read the Writing tips box. T may explain anything Ss do not understand. Ask them several questions (*How many parts are there in an e-mail to your friend? What are they? What should you remember when writing each part?*) Otherwise, copy a sample of an e-mail and show Ss each part.

- 2 Ss look at Nick's e-mail on page 22 and identify the parts in the e-mail. Check and confirm the correct answer. If there is not much time, T can use this e-mail as a model to teach the e-mail parts.
- 3 This exercise aims to review punctuation and capitalisation rules Ss learnt in Unit 1 and practise the e-mail writing tips they have just learnt. Ss may do this exercise in pairs. If possible, T can write this e-mail on a large-sized piece of paper and ask one student to go to the board to do this exercise. It would be easier to correct Ss' answers this way.
- 4 Before Ss write, ask them to close their books. Tell Ss that in this writing section, they will follow the writing process. Write the three letters P, D and C on the board and ask them to guess what these letters stand for. Ss now open their book to check their guess. Explain the process of writing again if necessary. Ask Ss to look at the plan of the room they created in the previous lesson.

Some ways to carry out this activity:

- Ask Ss to work in groups to do this activity. Encourage them to go through all three steps. Go around to observe. Give each group a large-sized piece of paper to write their e-mail. Ask one or two groups to stick their finished e-mail on the board. Other Ss and T give comments. Ss edit and revise their writing as homework.
- Ss write their e-mail individually. Ask one student to write the e-mail on the board. Other Ss and T comment on the e-mail. Then T collects some e-mails to correct at home.

*From: mi@fastmail.com
To: sophia@quickmail.com
Subject: My house*

Hi Sophia,

Thanks for your e-mail. Now I'll tell you about my house.

I live with my parents and younger brother in a town house. It's big. There are six rooms: a living room, a kitchen, two bedrooms and two bathrooms. I like my bedroom best. We're moving to an apartment soon.

What about you? Where do you live? Tell me in your next e-mail.

Best wishes,
Mi

LOOKING BACK

Vocabulary

1 Put the words into the correct groups. Do you want to add any words to each group?

living room attic bed hall
 picture villa cupboard
 apartment chest of drawers town house
 bathroom bedroom wardrobe
 sofa stilt house kitchen
 dishwasher desk country house

Types of building	Rooms	Furniture

Grammar

2 Make sentences. Use appropriate prepositions of place.



1. The boy _____ 2. The dog _____ 3. The cat _____



4. The cat _____ 5. The girl _____ 6. The boy _____

3 Look at the picture and complete the sentences. Use **There is/There are/There isn't/There aren't.**



- _____ a clock on the wall.
- _____ books on the bookshelf.
- _____ a desk next to the bookshelf.
- _____ two posters on the wall.
- _____ a laptop and a lamp on the desk.
- _____ three small plants in the corner.

4 Turn the sentences in 3 into questions.

Example:

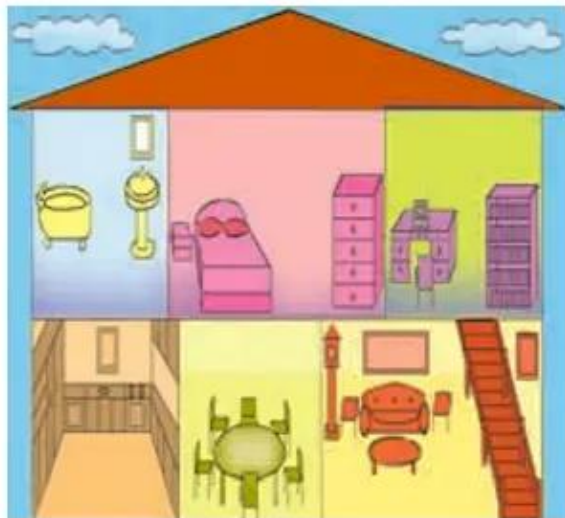
1. Is there a clock on the wall?

5 Write six sentences to describe your bedroom.

Example: There's a big bed next to the door.

Communication

6 Work in groups. Take turns to draw a cat in the house below. Other students ask questions to find the cat.



in under behind next to
 on between in front of

Example:

A: Where is the cat?

B: Is it on the bed?

A: No, it isn't.

C: Is it under the table?

A: Yes, it is.

Finished! Now you can...	✓	✓✓	✓✓✓
• use words for types of houses, furniture and family			
• use prepositions to describe where things are			
• describe things using <i>there is/there isn't/there are/there aren't</i>			
• describe where things are in a house			

LOOKING BACK

Encourage Ss not to refer back to the unit. Ask them to keep record of their answers to each exercise so that they can use that information to complete the self-assessment box at the end of the unit.

Vocabulary

- 1 Ss do this activity individually then compare their answers with a partner. Ask for Ss' answers or ask one student to write his/ her answer on the board.

Types of building	Rooms	Furniture
villa, apartment, town house, stilt house, country house	living room, hall, bathroom, bedroom, kitchen, attic	picture, cupboard, chest of drawers, wardrobe, sofa, dishwasher, desk, bed

Ask Ss to work in groups to add more words to each group. The group that can add the most words to the list will be the winner.

Some suggested words:

- Types of house: *cottage, farmhouse, bungalow*
- Rooms: *dining room, guestroom, utility room*
- Furniture: *stool, armchair*

Another version of this activity: Group competition game. Draw the table on the board. Ss work in groups. The group which finishes the activity first will go to the board and write their answers. If all the answers are correct, the group will be the winner.

Grammar

- 2 Ss look at the pictures and do this exercise individually. Ask some Ss to write the sentences on the board. Check Ss' answers.

Key:

- | | |
|---|-------------------------------------|
| 1. The boy is on the table. | 4. The cat is behind the computer. |
| 2. The dog is in front of the kennel. | 5. The girl is in the armchair. |
| 3. The cat is between the bookshelf and the sofa. | 6. The boy is next to the armchair. |

- 3 Ss do this exercise individually then compare their answers with a partner. Check Ss' answers.

Key: 1. There is 2. There are 3. There is 4. There aren't 5. There is 6. There aren't

- 4 Ss do this exercise individually then compare their answers with a partner. Some Ss write their answers on the board. Check Ss' answers.

- | | |
|---|--|
| 1. Is there a clock on the wall? | 4. Are there two posters on the wall? |
| 2. Are there books on the bookshelf? | 5. Is there a laptop and a lamp on the desk? |
| 3. Is there a desk next to the bookshelf? | 6. Are there three small plants in the corner? |

- 5 Ss do this exercise individually then compare their answers with a partner. Some Ss write their answers on the board. Check Ss' answers.

Communication

- 6 Model the way to ask and answer with a student, then divide Ss into groups. Ss work in groups and take turns to draw a cat in the house in the book. Other Ss ask questions to find the cat. Go around and observe Ss working. Collect their mistakes and errors and discuss them with the whole class.

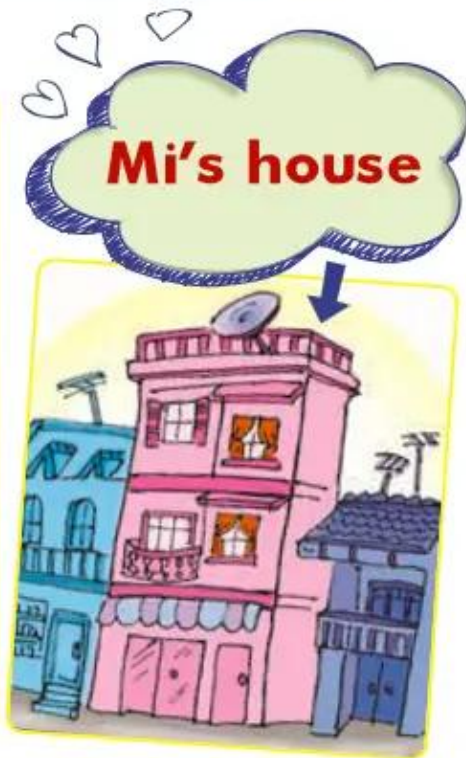
Finished!

Ask Ss to complete the self-assessment. Identify any difficulties and weak areas and provide further practice.

PROJECT

THESE ARE SOME STRANGE HOUSES FROM THE WORLD.

- 1 Which house do you want to live in? Why?
- 2 Draw your own crazy house. Tell the group about your house.



PROJECT

- 1 Ss work in groups. One student in the group asks other group members question 1 and fills the information in the following table:

House	A	B	C	D
Name				
Reasons				

This student then summarises their group members' answers and reports the results to the whole class.

- 2 Ss draw their own crazy house and tell the group about their house. Alternatively, each group can draw a crazy house together then tell the class about their house. The class vote for the best crazy house. If there is no time left, this part can be done at home as homework.