

Lesson objectives

- To understand a simple descriptive text as found on a website
- To review and extend vocabulary for furniture
- To use *There's* and *There are* correctly
- To write descriptive sentences about a room

Language

There's a (toybox).

There are (two beds).

New vocabulary: *painting, wardrobe, bunk beds, table, DVD player*

Other vocabulary: *toys, boats, TV, walls, chairs, pillow, cupboard, lamp, window, beds, toybox*

More words: *balcony, bean bag, phone, computer*

Presentation and pre-reading (page 36)

- With books closed, quickly review known vocabulary for furniture and other large items. Point to things in the classroom and ask *What's this?* or *What are these?* (e.g. *chair, table, cupboard, shelves/bookcase, CD player, window, door*).
- Ask the children to open their books at page 36. Point to the pictures in the vocabulary panel at the top of the page, and say the words.
- Model the words again for the children and drill pronunciation. Then say the words in a different order and ask children to point at the right picture.
- Ask the children to look at the photos in the reading text and tell you what they can see (two different rooms). Ask them what kind of text they think it is. It is a description; explain that you might find this kind of text in a hotel information brochure or on a hotel website.

Reading (page 36)**1 Read and listen.** 09

- Play the recording while the children follow the texts in their books.
- Play the recording again, pausing after each item is mentioned. Ask them to see if they can find each item in the corresponding photo. Explain that not all of the items are shown in the photos and see if the children can tell you which ones. Teach or revise any words as necessary.
- Hold up your book and point to the pictures in turn. Say *This is room one and this is room two*. Ask some questions to check understanding, e.g. *Which room has got bunk beds/a toybox/a DVD player?* The children say *Room one* or *Room two*.

Comprehension (page 37)**2 Read and write the letters.**

- Read the sentences and let the children repeat them after you. Then tell them to find each thing in the photo.
- The children look at the picture and write the correct letter next to each sentence. Check their answers as a class.

KEY

1 c 2 d 3 a 4 b

3 Read and tick (✓) or cross (✗).

- Hold up your book and point to the photo in Exercise 2. Explain that the sentences in this exercise are also about this room. Tell the children to read each sentence and put a tick if it is true and a cross if it is false. (Note that the exercise refers to things that aren't mentioned in the reading text, so children will have to look carefully at the photo.)
- Let the children work individually, then check their answers in pairs. Then check the answers as a class.

KEY

1 ✗ 2 ✗ 3 ✓ 4 ✓ 5 ✓ 6 ✗

4 Read and complete the sentences.

- Read the first sentence and show how the word *boats* has been crossed out from the box. Say *Which room is this?* (This sentence applies to both rooms).
- If necessary, complete the exercise orally as a class before the children write anything down. Then let them work individually to complete the sentences.
- Check the answers as a class. Ask the children to tell you which room each sentence applies to.

KEY

1 boats (rooms 1 and 2) 2 beds (room 1)
3 bunk beds (room 2) 4 TV (room 2) 5 toybox (room 1)

Vocabulary (page 38)**5 Read and circle.**

- Point to each of the pictures and ask *What's this?* If necessary, revise the words *pillow, lamp* and *cupboard*.
- The children circle the correct word in each sentence.

KEY

1 table 2 pillow 3 wardrobe 4 toybox 5 bunk beds
6 painting 7 DVD player

6 Choose and write.

- Say *What's number one?* Encourage the children to answer with a full sentence: *It's a painting*. Repeat for the other things in the picture. (For number 4, ask *What are these?*)
- The children label the things in the picture.

KEY

1 painting 2 wardrobe 3 DVD player 4 bunk beds
5 window 6 table 7 toybox

7 Write about your room.

- The children complete the sentences to make them true about their own bedrooms. Ask for some suggestions orally first. Make sure they understand that they have to choose a singular item and a plural item.

More words (page 48)

- In a stronger class, use the *More words* section to extend the children's vocabulary.
- Ask the class to turn to page 48 and look at the pictures in the vocabulary panel. Model and drill the four words. Then say the words in a different order and ask children to point at the right picture.

Follow and write.

- The children follow the lines and write the correct word at the end of each one.

KEY

The words are written in this order: computer, balcony, bean bag, phone.

Writing (page 39)

- Ask the children to look at the photo. Ask *What can you see?*
- Read the text while the children follow it in their books. Ask them to tell you what things are in the text that they can't see in the photo (the TV and DVD player).

8 Write 's or are.

- Remind the children that we use *There's* (or *There is*) for singular items and *There are* for plural items.
- The children choose the correct form of the verb *be* to complete the sentences.

KEY

1 's 2 are 3 's 4 are 5 's 6 are

9 Write about the hotel room. Write about what there is/are.

- Look at the blue box with the children. Hold up your book and ask *What's this?* for each thing. Point out the key next to the model text. Explain that hotel brochures and websites often use symbols like these to show what things they have in the rooms.
- The children complete the sentences about the things shown by the symbols.

KEY

There are two beds. There's a TV.
There's a DVD player. There's a lamp.

Writing (optional extension activity)

- Ask the children to draw a picture or a plan of a fantastic hotel room that is designed specially for children. Encourage them to think about what they would like to find in a hotel room. Ask the children to tell you about any special features they have in their hotel room. Help them to formulate sentences beginning with *There's...* and *There are...*, and give them any new vocabulary they need.
- Finally, the children write sentences about their hotel room, using *There's...* and *There are...*