

6 The old house

Worksheet 1: My house

Using the worksheet

- These spelling and observation activities practise vocabulary for rooms in the house *bathroom, bedroom, living room, dining room, hall, kitchen, cellar, stairs, garden* and *What's in the ... ?*
- Students complete the word labels for the rooms in the house, then match the questions and answers about the animals hidden in the house.

KEY: Activity 1: **2** bedroom, **3** living room, **4** hall, **5** dining room, **6** stairs, **7** cellar, **8** kitchen, **9** garden; Activity 2: **2a**, **3c**, **4b**

Optional follow-up activity: Students draw their own additional animals on the house picture for their partner to find and answer questions, e.g. *What's in the bedroom? A duck!*

Worksheet 2: There's / There are

Using the worksheet

- This spot the difference activity practises *There's ... / There are ...*
- Students look at the two pictures and circle the five differences they find. They can do this individually, then talk about the differences in pairs.
- Students then complete the sentences at the bottom of the worksheet, choosing and circling the correct words.

KEY: Activity 2: **2** there's, a cat; there's, a dog; **3** there are, three; there are, four; **4** there's, a sandwich; there's, a banana; **5** there are, five; there are, four

Optional follow-up activity: Play a memory game with the class. Draw some simple items on the board, e.g. two books, three pencils, a cat, three bananas. Ask students to say what they can see using *There's / There are* and then study the board for a couple of minutes. Then ask them to close their eyes while you change some of the details, e.g. add another pencil, add a ruler, rub out two bananas. Students open their eyes again and describe any changes they notice, e.g. *There are four pencils!*

Worksheet 3: Is / Are there ... ? How many ... ?

Using the worksheet

- This gap-fill activity practises *Is there a ... ? Yes, there is. / No, there isn't. Are there any ... ? Yes, there are. / No, there aren't. and How many ... are there? There are ...*
- Students look at the pictures and note the differences between them.
- They then read Misty and Thunder's conversations and complete the questions and answers, choosing the correct words from the word boxes.

- Students then play the same guessing game in pairs, using the conversations as a model. One student chooses a picture, the other has to guess, using *Is there, Are there* and *How many* questions.

KEY: **2** isn't, **3** there, **4** are, **5** many, **6** are, **7** there, **8** is, **9** How, **10** are, **11** Are, **12** aren't, **13** 2

Optional follow-up activity: Students ask and answer similar questions to find out what their partners have in their pencil case or bag, e.g. *Is there a book? (Yes, there is.) How many books are there? (There are three.)* After asking the questions, students draw or write what they think the contents are, then check by taking the items out of the bag or pencil case.

Worksheet 4: What has my house got?

Using the worksheet

- This activity reinforces key *Think and learn* vocabulary for rooms in the home and also different types of houses.
- Students look at the pictures and complete the sentences under them with key vocabulary.
- In pairs, students read the sentences to each other. They then have to add two things the picture hasn't got and say them, e.g. *The house boat has got a bathroom and a bedroom. It hasn't got a dining room. It hasn't got a cellar.*

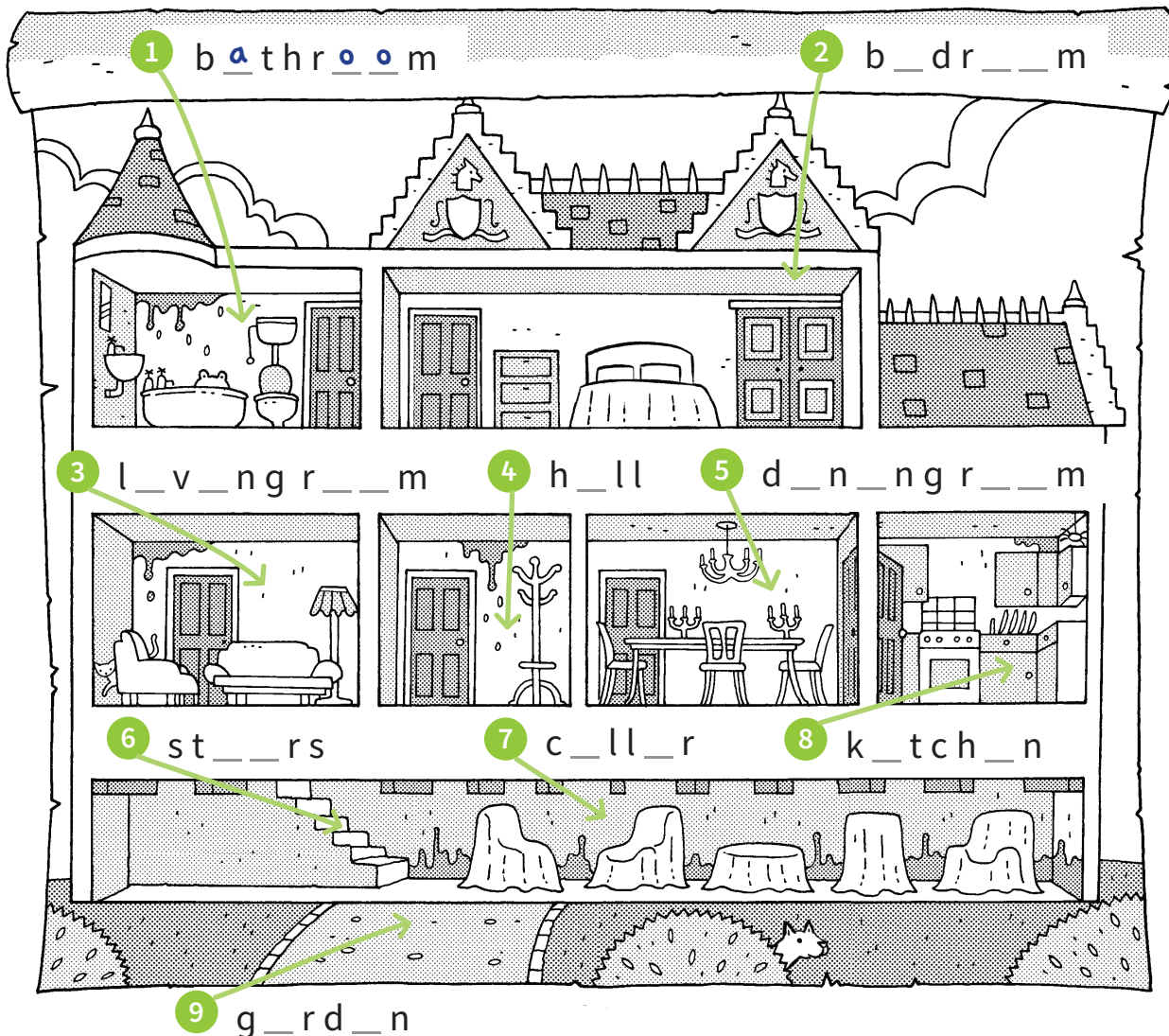
KEY: **1** cave house, dining room, bathroom; **2** tree house, kitchen, living room; **3** yurt, bedroom, kitchen, dining room; **4** house boat, living room, kitchen, bedroom, bathroom

Optional follow-up activity: Students work in pairs. One student chooses one of the houses from the worksheet and says its name. The other student has to try to remember everything that's in the house without looking at the picture. Their partner, looking at the picture, says *Yes* or *No*. For example, A: *The cave house.* B: *It's got a bathroom.* A: *Yes!* B: *It's got a bedroom.* A: *No!* Then they swap roles and look at a different picture.

Name:

Class:

1 Look and complete the words.



2 Find the four animals in the picture. Then read and match.

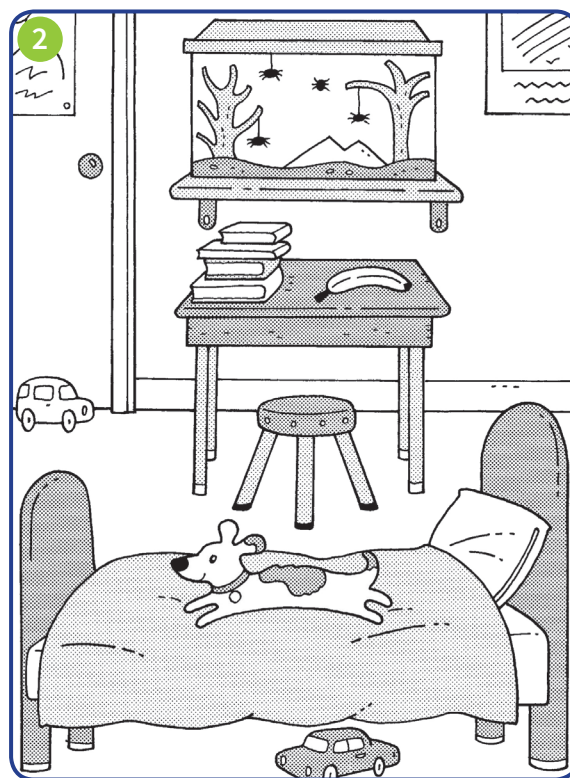
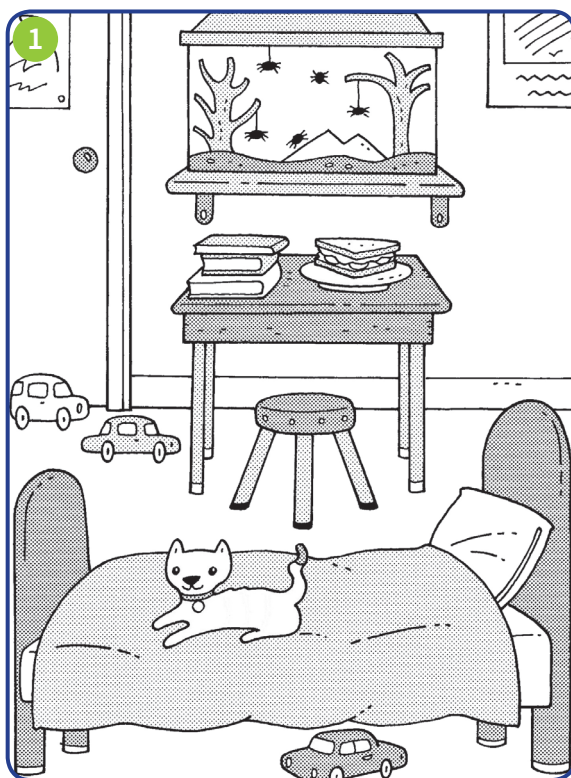
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|------------------------------|------------|
| 1 What's in the kitchen? | a a frog |
| 2 What's in the bathroom? | b a cat |
| 3 What's in the garden? | c a dog |
| 4 What's in the living room? | d a spider |

Vocabulary: The home

Name:

Class:

1 Look and circle five differences.



2 Read and circle the correct words.

- 1 In picture 1, **there's** / **there are two** / **three** cars.
In picture 2, **there's** / **there are two** / **three** cars.
- 2 In picture 1, **there's** / **there are a cat** / **a dog**.
In picture 2, **there's** / **there are a cat** / **a dog**.
- 3 In picture 1, **there's** / **there are three** / **four books**.
In picture 2, **there's** / **there are three** / **four books**.
- 4 In picture 1, **there's** / **there are a sandwich** / **a banana**.
In picture 2, **there's** / **there are a sandwich** / **a banana**.
- 5 In picture 1, **there's** / **there are four** / **five spiders**.
In picture 2, **there's** / **there are four** / **five spiders**.

Language focus 1: There's / There are

6

Worksheet 3

Is / Are there ... ? / How many ... ?

Name:

Class:

1 Write the words, then talk about the pictures.

Is many are are isn't there



(1) **Is** _____ there a cat?

Are (3) _____ any frogs?

How (5) _____ frogs are there?

It's picture 4!



No, there (2) _____.

Yes, there (4) _____.

There (6) _____
three frogs!

How are aren't there Are is



Is (7) _____ a cat?

(9) _____ many spiders
are there?

(11) _____ there any ducks?

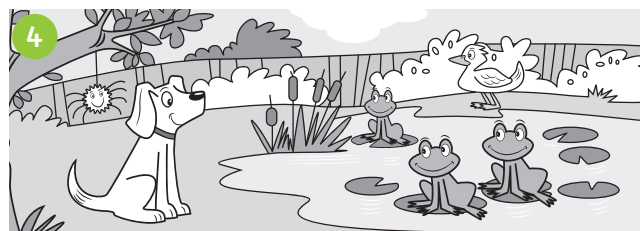
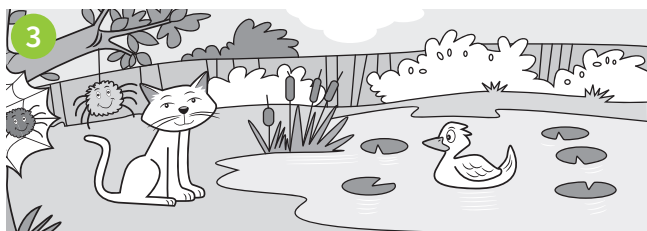
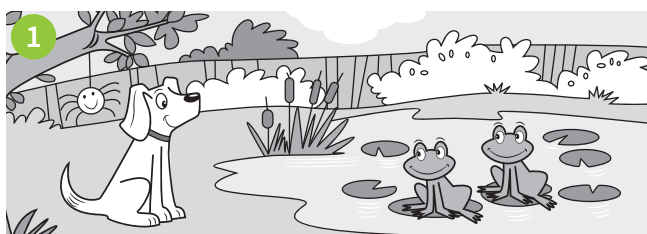
It's picture (13) _____ !



Yes, there (8) _____.

There (10) _____ two
spiders!

No, there (12) _____.



Language focus 2: Is / Are there ... ? How many ... ?

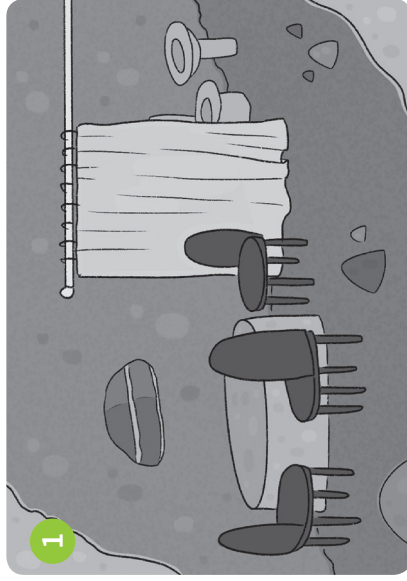
Worksheet 4

What has my house got?

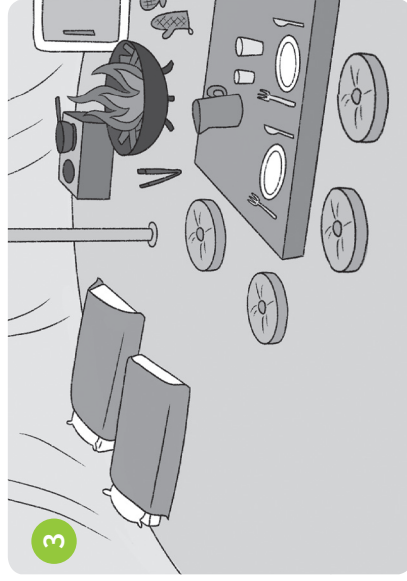
Name:

Class:

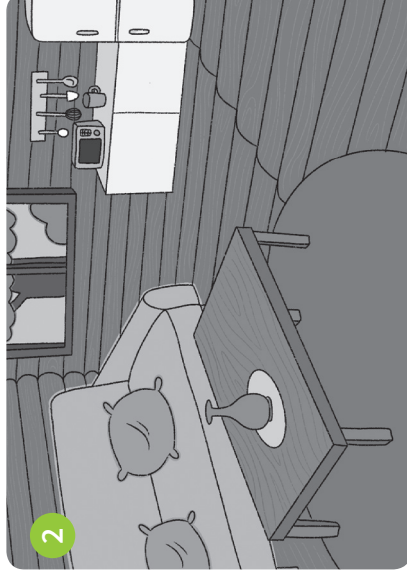
1 Look and write. Then say.



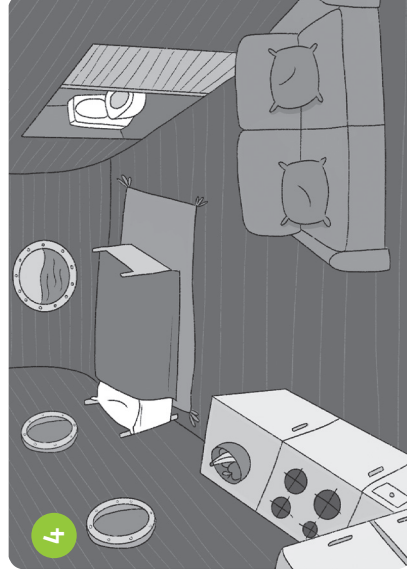
This is a c _ _ _ h _ _ _ . It has got a d _ _ _ r _ _ _ and b _ _ _ .



This house is round. It's a y _ _ _ . It has got a b _ _ _ _ _ , a k _ _ _ and a d _ n _ _ _ r _ _ _ .



It's a t _ _ _ h _ _ _ . There's a k _ _ _ and a l _ _ _ r _ _ _ .



This h _ _ _ b _ _ _ is on the water. There's a l _ v _ _ r _ _ , a k _ t _ _ , a b _ r _ _ and a b _ t _ r _ _ .

Geography: Homes