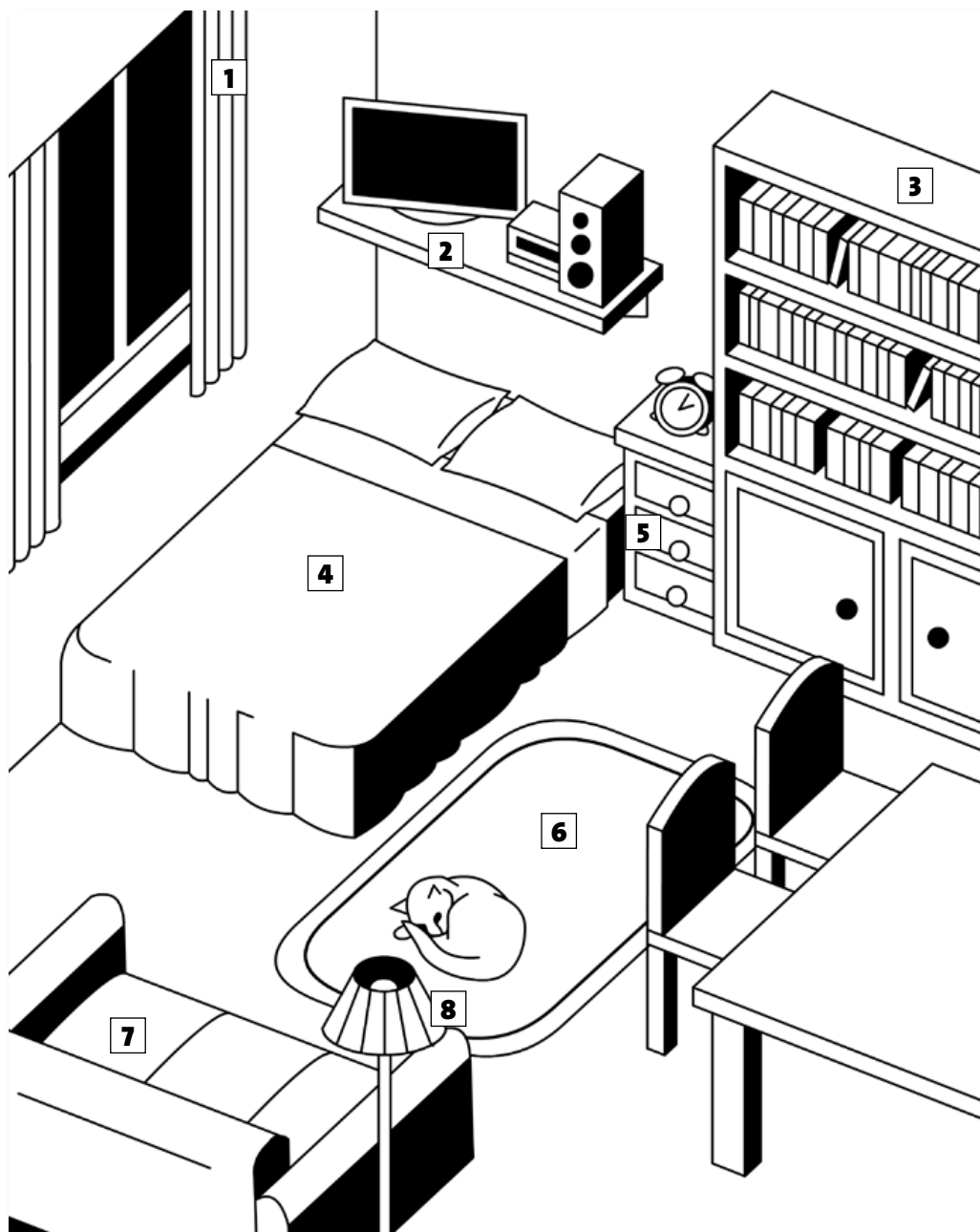


1 Match the words below with the objects in the picture.



bed bookcase chest of drawers curtains lamp rug shelf sofa

1 _____ 3 _____ 5 _____ 7 _____
2 _____ 4 _____ 6 _____ 8 _____

2 Work in pairs. Cover the picture and the exercise above. Circle five things below that you don't think are in the room.

alarm clock bed bin blinds bookcase chair chest of drawers
cupboard hi-fi lamp mirror rug shelves stool table TV wardrobe

3 **SPEAKING** Work in pairs.

Student A: Describe your ideal bedroom to Student B. Include everything you want to have in the room and where it is. Use the vocabulary here and the prepositions of place from lesson 5A.

Student B: Listen to Student A's description and draw the room.

Then change roles.

9A My home

Aims: To review and practise vocabulary for furniture, household items and parts of a home.

Time: 10–15 minutes

Materials: 1 handout for each student

Exercise 1

- Give each student a handout. Draw students' attention to the picture. Students work individually to complete the exercise.
- With a **stronger class**, you could ask students to cover the bottom of the page and write the words themselves.
- Check answers with the class.

KEY

1 curtains 2 shelf 3 bookcase 4 bed
5 chest of drawers 6 rug 7 sofa 8 lamp

Exercise 2

- Make sure students cover the picture and exercise 1, or fold them over so they can't see it.
- Pre-teach *alarm clock*.
- Students work in pairs and talk about what they can remember being in the room, and then circle five things they don't remember seeing.
- Set a time limit of one minute.
- Check answers with the class, but don't give them the correct answers. Then tell students to look at the picture again and check for themselves.

KEY

bin, blinds, mirror, stool, wardrobe

Exercise 3

- Revise prepositions of place (*behind, between, close to, in / inside, in front of, near, next to, opposite, outside*) by pointing to things in the classroom and asking students to describe where they are.
- Students work in pairs. Explain that you want them to imagine their ideal bedroom. Tell them to think about all the things they would want to have in their bedroom.
- Give students a minute to think about this on their own.
- Students describe their ideal bedroom to their partner. Their partner then draws the bedroom.
- Set a time limit of three to four minutes for each student to describe their ideal bedroom.
- When they've finished, ask a few students to describe their partners' rooms to the rest of the class.