

Furniture (teacher's notes)

1. Lead-in (Activity 1) (2 min)

Aim: to engage students in the context of the lesson, to introduce new vocabulary.

Procedure: Ask your students to solve the puzzle. Each number coincides with the letter of the alphabet.

<https://drive.google.com/open?id=1hRJ3XjIOZzOdgU9EKMzjkx-06M28PKaT>

Key:

furniture

2. The introduction of new vocabulary (Activity 2,3) (3 min)

Aim: to introduce the new vocabulary.

Procedure: Draw your students' attention to the picture, ask: "What do you see?"

<https://drive.google.com/open?id=1WMkON1b9dXQnXJA6i6Rtxs2VayOlieCw>

Key:

a house

Cut and hang out the pieces of furniture and the house images, ask your students to put the objects to their places in the house. Then they should listen and repeat these words while you are pointing to the pictures of furniture.

<https://drive.google.com/open?id=1QgnNuSclqjF9HDnn47KxDDQHyNub0WH2>

Then they listen for the second time and point to the pictures.

3. Vocabulary work (Activity 4) (10 min)

Aim: to provide semi-controlled vocabulary practice.

Procedure: Ask the students to find new words in the word search.

Key:

X	I	T	N	K	Z	C	O	O	K	E	R	K	G	H
V	O	B	Q	X	P	H	D	N	S	T	I	P	R	P
S	F	K	C	L	A	M	P	Z	O	L	Y	Z	T	F
U	R	H	P	Q	K	X	W	I	F	W	G	T	Z	L
A	D	T	B	H	P	D	D	R	A	O	B	P	U	C
L	O	R	P	P	V	K	E	Q	B	D	N	T	M	Z
Y	O	K	H	I	X	G	L	D	T	N	L	E	Q	Z
K	R	T	N	W	D	L	T	O	Q	I	Q	L	W	D
M	X	N	M	I	Y	Q	A	V	K	W	K	I	W	D
Q	W	A	R	D	R	O	B	E	J	F	F	O	O	Y
P	B	F	M	M	F	E	L	V	B	C	Q	T	D	T
Q	S	C	H	A	I	R	E	J	P	N	N	Q	V	M
C	C	I	O	T	G	T	S	E	W	J	F	V	M	B
L	N	H	V	N	Z	I	E	B	E	D	A	A	M	E
C	E	S	A	C	K	O	O	B	J	U	A	Q	P	Z

- LAMP
- BOOKCASE
- WARDROBE
- TOILET
- BED
- SOFA
- DOOR
- TABLE
- CHAIR
- COCKER
- FRIDGE
- CUPBOARD
- WINDOW

4. Vocabulary work (Activity 5) (10 min)

Aim: to practice vocabulary, to motivate students.

Procedure: Tell the students they need to roll a dice, move the counters the number of squares the dice shows. Then name what they see in the picture. If they can't, they go back one square. The first to finish is a winner.

5. Listening for gist (Activity 6) (2 min)

Aim: to provide the students with listening for gist.

Procedure: Tell your students that they need to watch the cartoon and tick the pieces of furniture they see in the video.

Key:

a bed, a chair, a bookcase, a window, a sofa, a table.

6. Listening for details (Activity 7) (2 min)

Aim: to provide the students with listening for details.

Procedure: Tell your students that they need to watch the cartoon again and answer the question: "Where is the dog?"

Key:

It's under the table.

7. Vocabulary work and listening (Activity 8) (4 min)

Aim: to introduce prepositions and practice listening skills.

Procedure: Tell the students they should watch, sing a song and show the actions along with the presenter.

8. Vocabulary work (Activity 9) (2 min)

Aim: to practice the new vocabulary.

Procedure: Ask your students to match the sentences with the pictures.

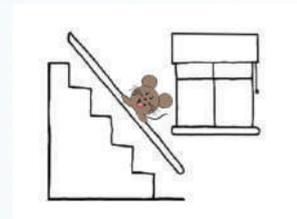
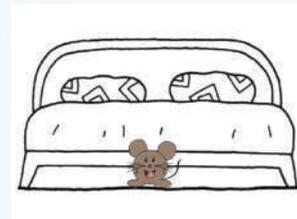
Key:

It's on the sofa.

It's in the bookcase.

It's under the bed.

It's by the window.



9. Target language extension (Activity 10) (1 min)

Aim: to prepare your students for target language practice.

Procedure: hang out the pictures with a house and animals situated there. Ask your students to look at the picture and answer your questions using prompts from the previous exercise.

Key:

Where is the dog? It's under the bed

Where is the cat? It's on the sofa

Where is the bird? It's by the fridge

Where is the spider? It's in the bookcase

10. Target language practice (Activity 11) (5 min)

Aim: to provide students with target language practice.

Procedure: Hang out the cards depicting a mouse. Ask your students to take it in turns to ask and answer about where the mouse is. They get one point for each correct answer. First who gets 10 points is a winner.

Key:

Students: Where's the mouse?

Student 1: It's on the bed.

The rest of the students should put the mouse on the bed. Ones who are right, get a point.

Sum up (2 min)

Ask the students to name 3 new words they like most of all and make 3 sentences with these words and prepositions of place using their hangouts.