

16. Describing A Room

Aims

- i. To teach/review vocabulary relating to rooms and furniture.
- ii. To teach/review prepositions of location.
- iii. To give practice in the present simple tense (including question forms).
- iv. To give practice in speaking and listening in the context of describing a room.

Getting Ready

Some flashcards of rooms and furniture would help the lesson but they are not essential.

Procedure

Warmer

- i. Put students in pairs and have them explain to each other three things they like and three things they dislike about their house.
- ii. Feedback: Get one or two of the students to tell the class.

Vocabulary: Kinds Of Furniture

- i. Draw a house on the board. Elicit the names of different rooms in the house.
e.g. living room, bedroom, study, kitchen
- ii. Divide class into groups of three or four. Allocate one room to each group.
- iii. In their group, students have to come up with different furniture found in their room.
Let them use dictionaries or ask you.
- iv. Monitor students. Help with spelling.
- v. Mix up members to make new groups. Each student explains/teaches their words to the other members.

Variation

Have students come up with some definitions for their words. Students give their definitions and other students have to guess the item.

e.g. You sleep in it at night. (Answer: bed)

NB: If you do this version, it will add about 30 minutes to the lesson.

Listening: The Teacher's Room

- i. Draw the outline of your room on the board.
- ii. Tell students that you're going to describe the contents of your room to them and where they can be found. Students have to listen and draw in the furniture according to your description.
- iii. Tell students.
NB: It would be wise to rehearse this before the lesson. Adjust your speech to take account of the students' level but try to speak naturally (include liaison, weak forms etc.).
- iv. When you finish, students check their rooms in pairs. Retell students and they check again.

- v. Have one or two students come up to the board and fill in the outline of your room on the board.
- vi. Correct any mistakes.

Language Focus: Prepositions Of Location

- i. Write up some true/false sentences on the board based on your room. e.g.
The bed's against the wall.
The TV's between the coffee table and the desk.
- ii. Students have to identify those which are true and then correct the remainder so that all the sentences on the board are true.
NB: Focus the true/false item on prepositions of location rather than lexical items.
- iii. Feedback: Correct students' efforts.

Speaking: Drawing Your Partner's Room

- i. Put students into pairs.
- ii. Student A listens to Student B and draws his/her room.
- iii. Students then reverse roles.
- iv. Monitor assist as required.
- v. Feedback: Students check each others' drawings.

Variations

- i. For very low level classes, have students draw the contents of their own room. Students then exchange pictures. Their partner then draws in some spiders into their partner's room. Students have to try and locate the spiders in their room.
- ii. For stronger groups, students can plan a dream house or room.

