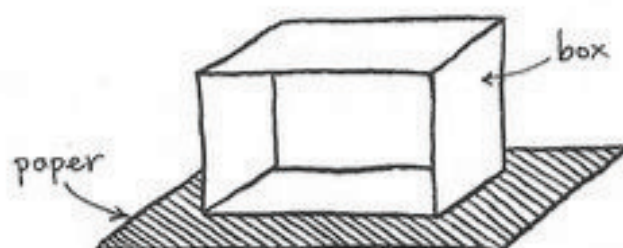


2.1 Rooms in the flat

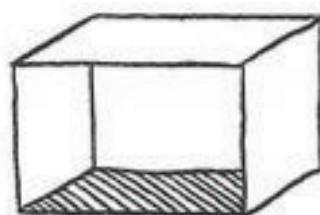
LEVEL	Elementary and above
AGE GROUP	8–11
TIME	60 minutes
DESCRIPTION	The children make a room which they will fill with furniture and an imaginary family in later lessons. The rooms will eventually be stacked on top of each other to make a block of flats. The class start a web of house/flat vocabulary.
LANGUAGE	<i>There is/There are; How many ...? What colour ...? Where do you live? Wall, door, window, living-room, bedroom, bathroom, kitchen;</i> revision of colours and numbers.
SKILLS	Colouring; cutting; gluing.
MATERIALS	A box for each child or group (shoe boxes are ideal), they do not need lids; coloured pens or paints; paper (wallpaper or decorated wrapping paper); cloth material for curtains and/or carpets; glue; scissors; magazines ('Ideal Home' type) with pictures of different rooms; flashcards of: <i>room, door, window, wall, floor, carpet, curtains,</i> and <i>picture</i> , one set of pictures and one set of words; sticky labels with the words on.
PREPARATION	1 Collect the materials needed. 2 Photocopy the flashcards (pictures and words) of: <i>room, door, window, wall, floor, carpet, curtains,</i> and <i>picture</i>. 3 Make a room yourself to show as a model. 4 Copy a large version of the spidergram (see photocopiable Worksheet 2.1) on to a large piece of paper, for display on the classroom wall.
IN CLASS	1 Introduce and practise the question: <i>Where do you live?</i> And the answer(s): <i>I live in a house/flat in (Madrid/Hong Kong).</i> Let the children walk around, asking and answering the question. They can name their suburb or street if they all live in the same city. 2 Using the pictures and flashcards, elicit and practise the names of the rooms in a house or flat: <i>living-room, kitchen, bathroom, bedroom,</i> and so on. If necessary, revise colours by asking: <i>What colour's this room?</i> Start a class web by filling in the spaces together. The children then copy the words on to their own web (see Worksheet 2.1). 3 Use flashcards to present and practise: <i>room, door, window, wall, floor, carpet, curtains,</i> and <i>picture</i>. Give out the labels to individual children, and tell them to stick the written words on the cards around the classroom: <i>window</i> on the window, <i>door</i> on the door, and so on. Add these words to the web.

4 Make the rooms:

- a Divide the children into pairs or groups of three or four. Let the children decide which room they want to make, or see 'Variation', below. It's all right if they all want to make living-rooms or bedrooms, though an entire block of bathrooms would look funny!
- b Give each pair/group a choice of the number and position of windows and doors, colours, paper, cloth, and so on so each room is different. Demonstrate how to cut the wallpaper to fit the inside of the box.



Draw around the box and cut out the shape



Glue the paper to the inside of the box

- 5 When the rooms are finished, at the end of the lesson or in a later lesson, the children ask and answer questions about them. One pair/group stands at the front holding their room so that the rest of the class can't see it. The teacher and the class ask questions—*What colour's the carpet? What colour are the walls? How many windows are there?* The children answer, and the others guess what room it is. The pair/group then shows the class their room and tell the class the answer.

FOLLOW-UP 1

The children write a description of their room in class, or for homework. They can complete a gap-fill:

My room

You can use some of these words to put in the spaces to describe your room: *is, are, picture, carpet, window, door, curtains, one, two, three, red, yellow, green, blue, white, black, pink.*

In my room there ____ d____, and ____ w____. The walls ____ ,
the c____ is ____ , and ____ c____ are ____ . There ____
p____ on the wall.

FOLLOW-UP 2

See 2.9 'Family scrapbook' for ideas of further activities. Or you can give a written description of your room as a model for the children to follow.

VARIATION

The children could work together in groups or 'families'—each family is responsible for producing all the rooms in a flat, for example, a living-room, a bedroom, a bathroom, and a kitchen.

2.2 Furniture for the flat

LEVEL

Elementary and above

AGE GROUP

8–11

TIME

60 minutes

DESCRIPTION

The children make the furniture to go in the room they have made in the previous activity.

LANGUAGE

Prepositions: *near, next to, in front of, behind, on, under*; furniture; colours; names of rooms in the house/flat; asking questions: *Is it near the armchair?*

SKILLS

Cutting; gluing; talking about your room.

MATERIALS

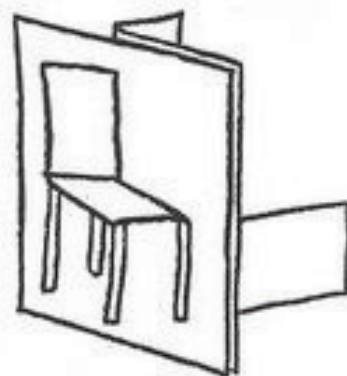
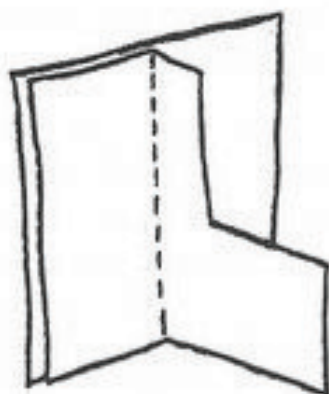
Pictures of furniture—magazines with photographs and pictures of furniture for the children to cut out; a photocopy of Worksheet 2.2; scissors; coloured pens; glue, and stiff card.

PREPARATION

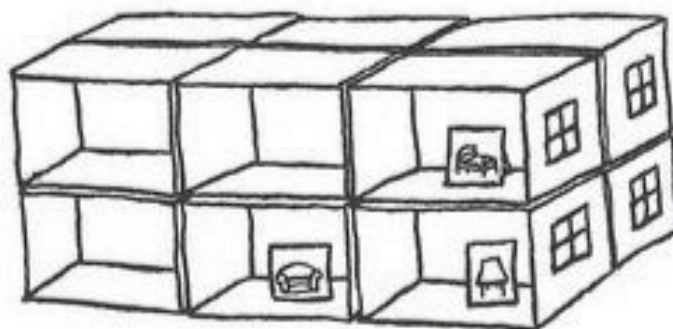
- 1 Make some furniture as an example to show the children, put it in the room that you made in 2.1 'Rooms in the flat'.
- 2 Prepare some furniture flashcards.

IN CLASS

- 1 Tell the children to look at the class web: rooms in a flat, which they made in the last activity. Ask the children which kind of furniture you find in each room. Use the pictures to help them. Add the vocabulary to the web, for example: *Bedroom: bed, carpet, chair. Living-room: television, sofa, armchair*. Tell the children to copy the words on to their web.
- 2 Put the children into groups of three or four (as for activity 2.1), then give out the magazines and tell them to find pictures of furniture to put in their rooms. Tell the children to cut out the pictures, stick them on to stiff card, and then trim the pictures carefully.
- 3 Show the children how to stick a folded piece of card on to the back of the picture, so that it stands up (see diagram).



- 4 The children arrange the furniture in their room.
- 5 Get the children to walk around and look at each other's rooms. You can teach them to say *That's nice*.
- 6 Using some of the furniture and rooms the children have made, demonstrate and practise the prepositions: *near, next to, in front of, behind, on, and under*.
- 7 Put the children in pairs, sitting opposite each other across a table—one child has a room facing towards him or her and the other has a piece of paper and a pencil. The child with the room arranges the furniture and then describes what is in the room and where the furniture is, for example: *the sofa is near the window, the table is next to the sofa, the television is on the table*. The other child tries to draw the room according to the description. They can ask questions, for example: *Is it near the door?* They try to make their picture as accurate as possible.
- 8 Put the flats together and, with the children, decide on a name for the building, for example: *English Tower*. Give numbers to the different flats so each has an address.



staple the rooms together, or stick with tape

- 9 Store the flats carefully—ideally on tables at the side of the room. They will be used in other activities.

VARIATION 1

Play a game of 'Pairs' to help the children remember the vocabulary:

- a Photocopy Worksheet 2.2 on to quite thick paper. You need two sheets for each game.

- b Cut out the rectangles and shuffle the two sets of words together to make a pack. You need one pack for each group of four to six children.
- c Each group spreads the cards face down on the floor or table.
- d Each child has a chance to turn over two cards, without moving them from their position.
- e As they turn over each card, they say the word. If the cards are the same, the child keeps the two cards and has another turn. If the cards are different, the cards are turned face down again and it is the next child's turn. The game continues until all the cards have been paired. The 'winner' is the person with the most cards at the end of the game.

VARIATION 2

The children can add to the description of their room from the last lesson. Do an example all together on the board, perhaps using your room.

EXAMPLE

My room
In my room there is a door, and two windows.
The walls are blue, the carpet is green, and the
curtains are yellow. There are three pictures
on the wall. There's a sofa near the window and
an armchair next to the sofa. There is a table and
on the table there is a television.

The children's writing can be put in their scrapbooks (see 2.9 'Family scrapbook'), or displayed on the wall.

FOLLOW-UP

See 2.9 'Family scrapbook' for ideas of further activities.

2.3 Family tree

LEVEL

Elementary and above

AGE GROUP

8-11

TIME

60 minutes

DESCRIPTION

The children invent a family to live in their flat. They then make a mobile to illustrate their family tree.

LANGUAGE

Have you got (any cousins)? How many brothers have you got?
 possessive adjective: *my*; family members; hair and eye colour.

SKILLS

Painting; cutting out; tying; listening to instructions and to each other's presentations.

