

3.4 Look at my room

LEVEL	AGE GROUP	TIME	DESCRIPTION	LANGUAGE	SKILLS	ASSESSMENT CRITERIA	MATERIALS	PREPARATION	IN CLASS	FEEDBACK
Elementary	8 and above	15-20 minutes	The children work in pairs to describe a room. Each child places household objects on a worksheet according to the other's description. Prepositions: <i>in, on, under, in front of, between, next to, above, below, top, bottom, left, right, corner, there is/are</i> ; household objects and furniture. Speaking: describing a room.	The children should be able to describe a room, work co-operatively in pairs, and carry out the task successfully.	Worksheet 3.4; coloured pencils; scissors; glue; a piece of A4 paper for each child; self-assessment forms.	1 Photocopy Worksheet 3.4: two copies for each child. 2 If you want to save time, give out the worksheets beforehand and ask the children to cut out the objects at home and bring them to class in an envelope. 1 Give out Worksheet 3.4. Ask the children to cut out the household objects on the worksheets. 2 Each child places the objects on one of his/her room plans. Make sure that the children do not look at each other's worksheets. If this is impossible, get them to change partners before they start working in pairs. 3 Put the children in pairs. When they are ready, they take turns to describe their room. Their partner positions the second set of objects on their second worksheet according to the description they hear. Encourage the children to ask questions if they need help. 4 Go round monitoring the activity to make sure all the pairs are working well.	1 The children check each other's worksheets and clear up possible misunderstandings. 2 To get an overall idea of the class' performance, hold a teacher-led session in which you ask questions such as: - <i>Who got everything right?</i> - <i>How many did you get right?</i> etc.			

LOW-UP The children can colour the objects and paste them on the worksheet. Older children could also write a simple description of the room on a separate paper. Put the children's work on display around the classroom.

2. If the children have written a description of the room, take in the descriptions. Put the pictures on the board and then give out the descriptions, read them aloud to the children. Each child reads the description to the class and then has to find the corresponding picture.

3. Use 10.9a, 'Speaking Task Report'. Give special emphasis to the children's task achievement and their communicative competence. This will be reflected in the outcome of the task.

4. You can also use a discrete-point marking scheme, awarding a mark for every object correctly placed.

5. All the children should complete self-assessment form 8.8 (page 121).

6. (5) Write a short paragraph about the room.

