



Describing a house (Writing lesson)	High School:	Teacher:
Grade:	No of Students:	Date:

Teacher's Aims:	To encourage team work. To foster practice of well-known vocabulary.
Learning Objectives:	To write a paragraph describing a room.
Materials	Role cards, worksheets (room template, parts of the house), glue, chalk, BB
Assumptions	Students (Ss) have already worked cooperatively and know about the different roles and what they imply. Ss know the necessary vocabulary to describe a room (there is/are, prepositions of place, furniture)
Assessment	Peer-assessment
Periods	2 periods
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Timing	Stages	Interaction	Aims
10'	<ul style="list-style-type: none"> ☒ Teacher will stick some coloured papers in different parts of the classroom for Students to group themselves. ☒ Students will be given a coloured piece of paper to form the groups according to the given colours. ☒ Group roles will be assigned and checked, by means of asking every secretary/leader/teacher questioner/reporter to raise their hands. 	T-Ss	To form the groups. To assign roles for each member of the group. To remind of real duties of each role.
5'	WARM UP <ul style="list-style-type: none"> ☒ Teacher will show some envelopes and challenge Students to guess what is inside them. They must be told that whatever is inside is connected to what they have already studied in class. ☒ Guesses will be written on BB. 	T-Ss	To hook students' attention. To activate students' background knowledge. To increase Students' curiosity.
5'	<ul style="list-style-type: none"> ☒ Teacher Questioners will choose the envelopes for their groups. (Envelopes will not be opened until allowed.) ☒ Inside the envelopes there will be some cutouts, the description of a room and a worksheet. Students will have to place the different cutouts on the worksheets according to the given description. ☒ As students open the envelopes they will be spontaneously checking their predictions. 	Ss-Ss	To confirm or reject their hypotheses.



15'	<ul style="list-style-type: none">☒ Students are to read the text carefully and stick the correct objects in the correct places. If the object is not there, they have to draw it.☒ Time will be clearly set and time keepers will be reminded of the importance of their roles.	Ss-Ss	To work cooperatively for a common aim. To share students' work.
15'	<ul style="list-style-type: none">☒ Leaders will be asked to stand up with their final production (the poster of the room) in hand and swap with a different group.☒ Every group will write the description of the room they got.	Ss-Ss	To write from iconic input.
10'	<ul style="list-style-type: none">☒ Time keepers will be reminded of their duties before working time is over.☒ Both the 'new' descriptions and the posters will go back to their original groups, where the descriptions will be 'corrected'.	Ss-Ss	To develop monitoring skills. To provide a good reason to write and then to read.
15'	<ul style="list-style-type: none">☒ Leaders will build 'the house' on board and oral exploitation will be done.☒ Optional: Reporters will read the descriptions aloud, without mentioning which room they are talking about.☒ Other groups will be encouraged to guess which room is being described.	S-Ss	To promote Students-St interaction.
10'	"Object Bingo" students choose 9 objects and write them on a Bingo grid.		To review vocabulary. To round up.

Descriptions to be cut and handed out to students.

The playroom

It is downstairs. There is an old cupboard between the sofa and the door. There is a round table in the middle of the room. There are three chairs near the table but there aren't any armchairs. There are a lot of toys there. There is a doll on the desk and a computer game under the table. There are some balls near the door.

The girl's bedroom.

Her bedroom is upstairs. It's very beautiful. There is a bed under the windows. The night table and the carpets are near the bed. There is a modern desk next to the door. There aren't any chairs or armchairs. Her tennis racket is on her bed and her skateboard is under the desk. She likes her bedroom very much.

The kitchen.

In the house there is a modern kitchen. In the kitchen there are a lot of things. There is a small white refrigerator under one of the windows. The cupboard is between the cooker and the refrigerator. There is a big square table near the door and there are four chairs around the table.

The living room.

The living room's very big. There's a sofa under the window. There's a bookcase next to the sofa. The TV is near the door. There's an Indian carpet in the middle of the room. There aren't any chairs but there are two armchairs. There is a football under the TV.

The dining room.

The dining room is downstairs. There are a lot of things there. There's a round table and four chairs in the middle of the room. There is a TV under the window; it is between a big desk and a bookcase. The dining room is very comfortable.



The boy's *bedroom*.

His bedroom is upstairs. It is very nice. There are two beds under the windows. There's a big desk between the beds. The carpets are near the beds, too. His computer is on the desk and his cell phone is under the chair. He loves his room.

The parents' bedroom.

This bedroom is upstairs. There is a big bed and two night tables under the windows. There is a big TV on the wall. There aren't any chairs but there is an armchair near the bed. There is a lovely carpet in the middle of the room. There is a picture near the TV.





