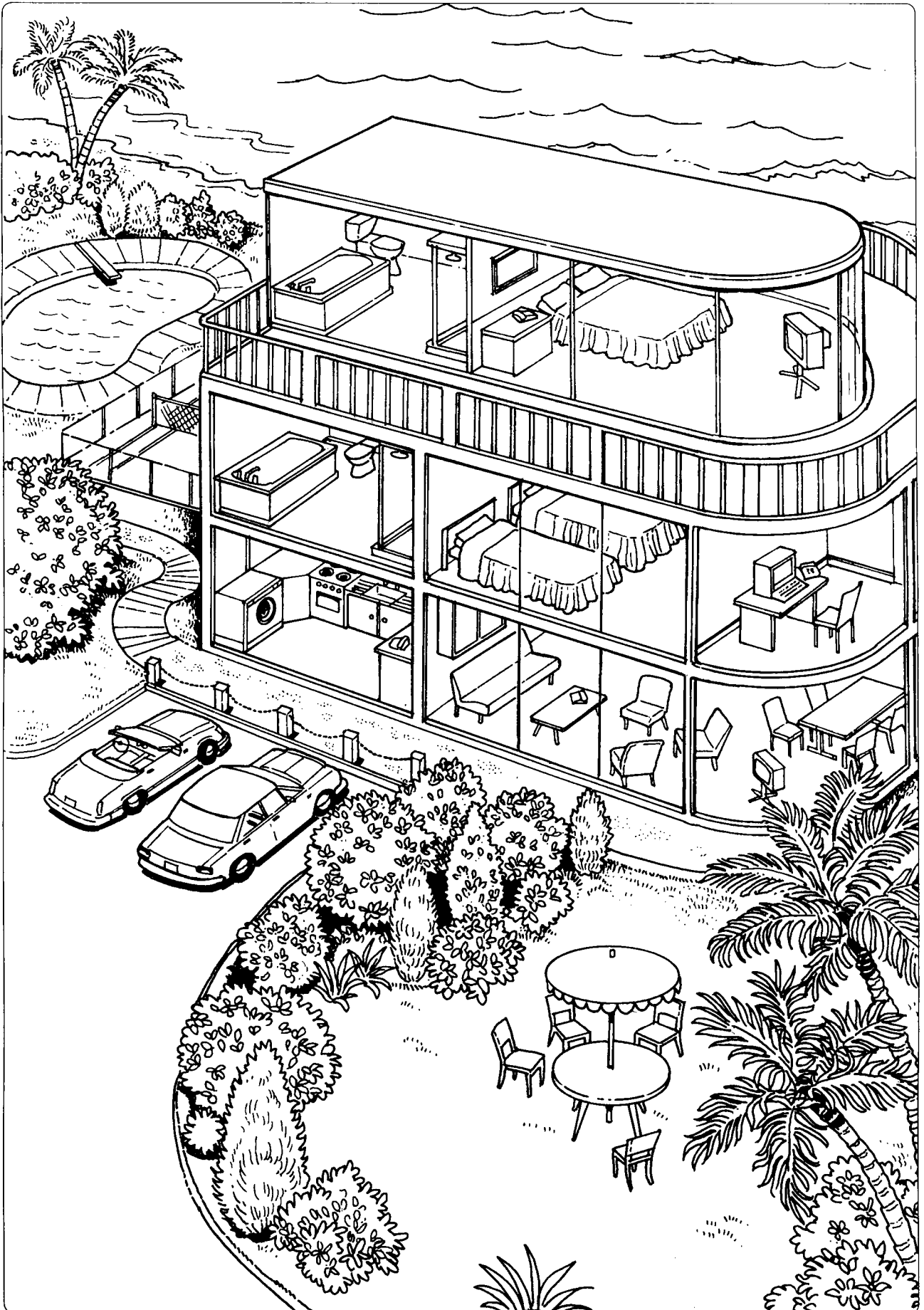


A dream house



A dream house

Worksheet

24

ACTIVITY

Groupwork: speaking, writing

AIM

To look at a picture of a house for a short time and to memorise as many details as possible.

GRAMMAR AND FUNCTIONS

There is/are

VOCABULARY

Rooms and furniture

PREPARATION

Make one copy of the worksheet for every three or four students in the class.

TIME

20 minutes

PROCEDURE

- 1 Find a magazine picture of a house or a room in a house. The picture should be at least A4 size and show some items of vocabulary which are known to the students.
- 2 Tell the students that you are going to show them a picture (do not mention the subject) and literally flash it in front of their eyes, making sure that all the students get a quick look at it. Now ask them what it is. When they get over the shock of being asked to talk about a picture they have only seen in a flash, they usually come up with a few ideas. Say *Yes, that's right* or *No, there isn't a...* or *There aren't any...*, as appropriate, and, when they run out of suggestions, show the picture again for a slightly longer time and ask them to say what they saw this time. Finally, show them the picture.
- 3 Now ask the students to work in groups of three or four and explain that they are going to do a memory test by looking at a picture for a short time and remembering as many details as possible. You will then give them five minutes to write down what they remember. Ask each group to appoint one person to do the writing and ask them to write *There is* at the top of a blank piece of paper and *There are* halfway down the piece of paper.

- 4 Give one copy of the worksheet to each group, asking them to keep it face down so that the picture is hidden until you tell them to start.
- 5 When each group has got a copy of the worksheet, tell them to turn it over. Time this part of the activity for exactly 20 seconds. They must not write anything yet.
- 6 After 20 seconds, the students must give the pictures back to you.
- 7 Groups of students now write down as many details as they can remember. They should write the details under the two headings they have written on their piece of paper.

For example:

There is

a kitchen

a cooker

a swimming pool

There are

2 cars

2 bathrooms

2 bedrooms

- 8 After five minutes, ask the students to stop writing. Groups now take it in turns to read out the details they have written down. Encourage them to use the target language.
- 9 Ask the students to tick any details they have written down as another group reads them out. If they disagree with another group's details, they can challenge them. When it is the next group's turn, they should only read out the details which haven't been mentioned yet. The group with the longest correct list are the winners.