

TEACHER'S NOTES

Where do you keep the...?
by Karen Richardson

Level: Elementary to advanced
Aim: - Practising giving instructions and directions. - Asking and answering questions.
Time needed: 60 minutes (approx)
Lexical field: Kitchen and home
Grammar: Adverbs of place
Materials: Roles cards (provided), vocabulary or visual prompt cards (template provided), pictures of kitchens from glossy magazines (optional).

Overview

This general English lesson deals with kitchen vocabulary, giving directions and adverbs of place. The activities can easily be adapted to suit the level and type of group you are teaching. The lesson will work best if students are able to work in pairs. For one-to-one lessons, the teacher should alternate the roles with the learner. It is not necessary to do all the activity steps in one lesson.

Preparation

- Print out and cut up the role cards. You will need one set per pair of students.
- Print out and cut up the vocabulary cards, or make your own.
- Tear out photos of kitchens from glossy magazines. You could ask the students to bring these in.
- Bring in some kitchen realia, e.g. *cutlery, cup and saucer, box of tea bags* etc.

Activity one: Pre-teach kitchen vocabulary

1. Elicit the target vocabulary from the students. Write *Items needed to make a cup of tea* in the centre of the board. You can help the students by asking questions such as: *What do you boil water in? What do you drink your tea from?* Write their answers on the board.
 2. Students copy the word wheel into their vocabulary books.
- Note:** Encourage students to mark the stress on new vocabulary. Make use of IPA.

Activity one: Extension

3. Give each pair of students a new word wheel topic.
- Suggestions:
- Kitchen equipment
 - Kitchen furniture
 - Crockery and cutlery
 - Sandwich ingredients
 - Types of tea and coffee

Students have one minute to write in as many words as possible. After one minute, the word wheels are passed to the next pair in the group. They then have a further minute to add their own ideas. Continue until each pair has written something into each word wheel.

Activity two: Collocations

From the nouns students have already written or discussed, choose some that you want the students to use in the role-play, and elicit or teach which verbs go with them:
e.g. *boil / put on / turn off / fill* → *the kettle*

Tip: Use the PDF provided or make your own visual prompt cards using images from Google images or clip art. Play a memory game or use them to revise vocabulary or kick-start and prompt dialogue.

Activity three: Comparing kitchens

Cut out pictures of kitchens from glossy home and lifestyle magazines. Have students look for specific vocabulary items, compare their pictures and discuss the items they can see in the pictures. They can also say how the kitchen in the picture differs to theirs at home. This is useful for practising comparatives.

Activity four: Position and adverbs of place

Use relevant realia (e.g. a teaspoon and a box of tea) to elicit and revise adverbs of place such as *next to, behind, near, on top of*, etc.

E.g. *Where is the spoon?*
Behind the box of tea.



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Activity five: Practice functional language

Especially with lower level students, go over the functional language necessary to carry out the role-plays. Use the visual prompt cards to replace the words in brackets below. For lower levels, provide the sentence beginnings.

- *Would you like a (cup of tea)?*
- *Where do you keep the (cups)?*

From intermediate level upwards, you may like to introduce more colloquial language, e.g.

- *Do you fancy a (sandwich)?*
- *How do you have your (coffee)?*
- *Where do the (bowls) go?*

Activity six: Role-play

In this role-play, students should ask and answer questions, explain where items can be found and offer help, while practising kitchen vocabulary.

Copy and cut up one set of six cards per pair of students. In their pairs, students alternate the roles of A and B. The role play cards can be used in any order. It's not necessary to use all the cards. The students playing B should give instructions as to where things are kept, or can be found. To do this, ask them to visualise their own kitchen at home.

Background information for the role play cards:

- A and B are friends and/or neighbours.
- B has broken his/her leg and is lying on the sofa in the living room.
- A is visiting B and offers to help out by making tea, sandwiches, etc.

Variations and extensions

1. With more advanced students, develop the situations further by asking questions:

- *What else can I do for you?*
- *How did you break your leg?*

Introduce a third person into the dialogue (a visitor?) and have the students make small talk.

2. This lesson is easily extendable to house and home lexical fields, e.g.

- **Clothing** - offer to put away items of clothing fresh from the tumble dryer.
- **Food** - offer to go shopping. Write a shopping list together.
- **Gardening** - find out what jobs need doing in the garden and where the equipment you need to do the jobs is kept.

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Prompt cards



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Role-play cards

**1**

- A:** Offer to make a cup of tea.
B: Accept the offer. Tell A how you like your tea (milk, sugar, herbal, etc.)
A: Ask where B keeps everything you need to make a cup of tea.
B: Tell A where everything he/she needs to make a cup of tea is kept in your kitchen.

2

- A:** Offer to make a pot of coffee.
B: Accept the offer. Tell A how you like your coffee (milk, sugar, strong, weak, etc.)
A: Find out where B keeps everything you need to make a pot of coffee.
B: Explain where A will find everything he/she needs to make a pot of coffee in your kitchen.

3

- B:** Ask A to bring biscuits or cake to go with your tea or coffee.
A: Ask B where the biscuits or cake are kept and which kind B would like to eat.
B: Give exact instructions as to what kind of biscuits or cake you'd like, and where A can find them in your kitchen.

4

- A:** Offer to empty the dishwasher. Ask B where everything goes (item by item).
B: Tell A where to put the clean cutlery, crockery, pots and pans.

5

- A:** Offer to feed B's pet (cat/dog/goldfish/hamster).
B: Tell A what and how much your pet eats and where the food is kept.

6

- A:** Offer to make sandwiches for both of you.
B: Tell A what you'd like in your sandwich and where to find everything he/she needs to make the sandwiches.