

Elementary English Conversation Class

Literacy NJ, Mercer County Programs

Week 7 – Rooms in a House

Objectives for Week 7 – Students will:

- learn vocabulary for rooms in a house, furniture, and functions
- practice prepositions (in, on, under)
- review sentence structure (capital letters, periods, question marks)
- continue to use contractions

Lesson 7.1 – Living Room, Kitchen, and Dining Room

Recommended Materials for Lesson 7.1

- extra copies of the review sheet from Lesson 6.2
- whiteboard (with markers) or blackboard (with chalk), and eraser
- nametags, name tents, or equivalent, and markers
- backup supply of paper and pens for student use
- copies of the dialog in Activity #3, the story in Activity #5, and the Lesson 7.1 review sheet



To reduce the need to write long displays on the board, consider preparing “posters” (on newsprint paper) in advance.

Sample pictures and copies of handouts appear at the end of the lessons for this week.

Activity #1 – Review

1. Greet the students. Ask a student to write the day and date [day of the week, month, day, year] on the board. Do the weather report for today – Say and write “**The weather today is [weather word]**”. If the students don’t know the right word, provide it for them and write it on the board. Include a reference to the approximate temperature (in Fahrenheit).
2. Make sure that everyone has a copy of the review sheet from Lesson 6.2. Review the fill-ins, calling on several students for each one. Try to find students who used different ways to fill in the sentences. If necessary, offer additional options to show variety.

3. Ask each student to talk about a grocery shopping experience. Then tell the class, that you will, as a group, write a story about grocery shopping. To focus the discussion, say and write a prompt that seems general to the discussion, such as “**What is easy [or difficult] about grocery shopping?**” or “**How is grocery shopping the same [or different] from shopping in your home countries?**” or “**Describe a funny experience at the grocery store.**” Then ask the students to follow the prompt to dictate a story about grocery shopping, reminding them of a few examples from the group discussion. (The story can be very short, perhaps just two short paragraphs.) Write the dictated sentences on the board, exactly as the students dictate them, allowing time for them to self-correct. Read the whole story, emphasizing key words or phrases. Encourage the students to make observations, corrections, and changes. Then ask students to take turns reading parts of the story. Encourage them to write the story in their notebooks. Keep a copy for yourself. (Please note: there may be grammar mistakes in the dictated story. You can correct the mistakes, point them out and ask the students to correct them, or save the story and ask for corrections at a later time.)

Activity #2 – Inside a house – the living room



Erase the board.

1. Show the class the picture “Rooms in a House,” and point to the living room. What things are in the picture of the living room? Make a list of furniture on the board. Say and write “**furniture in the living room,**” and list *chairs, table, TV, lamp, rug, picture*. If the students know other words for living room furniture (*sofa* or *couch*, for example), add them to the list (but don’t exceed 10 words).
2. Ask the students what people do the living room. They might be able to say that people watch TV, read, or talk to their families.
3. Write on this scrambled sentence on the board:

room. family in Our TV living watches the

Ask the class to help you put the words in the correct order. Try to get the students to discover some hints, such as the capital letter in ***Our*** and the period after ***room***. After these clues are discovered, review the use of ***capital letters*** and ***periods***. Also explain that a question ends in a ***question mark*** instead of a period.

4. Write some scrambled sentences on the board. Here are some examples:

- (1) blue We the living a rug room. have in
- (2) is living green. The the room furniture in
- (3) room. likes in My read brother the to living
- (4) eat the room? you living Do in



Make sure that students have paper and pens. Assign one of the scrambled sentences to each pair. Ask the students to work with their partners and use the words to make a sentence. Tell them to raise their hands when they know the sentences. The pair that finishes first wins! But wait until all the pairs finish. Ask the winning pair to come to the board to write and read their sentence. Then ask each of the other pairs to do the same.

Activity #3 – Inside a house – the kitchen



Erase the board.

1. Show the class the picture “Rooms in a House,” and point to the kitchen. What things are in the picture? Make a list on the board: **stove, oven, counter, cabinets, drawers**. If the students know other words for things in a kitchen (**refrigerator/fridge, sink, and dishes**, for example), add them to the list (but don’t exceed 10 words). Leave the list on the board.
2. Ask the students if they like to cook and, if so, what they like to cook. (Keep any useful information in mind for the end-of-lessons party in Week 10!)
3. Using the method established in past lessons, introduce the following dialog.

Dialog

A. Hi! I’m home! Where are you?

- B. Hello! I'm in the kitchen.
- A. What are you doing?
- B. I'm cooking dinner.
- A. You're cooking dinner! Good! What are you cooking for dinner?
- B. I'm cooking beef with potatoes and carrots.
- A. What time are we eating dinner?
- B. We're eating at 6:30.
- A. Good! I'm very hungry!



Give each student a copy of the dialog. In pairs, students should take turns as A and B. Then they should change at least three words to make a new dialog and take turns as A and B in the revised dialog. After all pairs have finished, they enact their revised dialogs for the class.

Activity #4 – Prepositions *in* and *on*



Leave the list of kitchen items on the board.

*Use hand gestures to demonstrate the difference between **in** and **on**.*

1. Say “We are in a room.” Refer to the use of *in the living room* in the scrambled sentences and *in the kitchen* in the dialog. Say, as appropriate, “We are in a classroom” or “We are in the library.” You can also say “We are in [name of town].”
2. Ask “What is in the kitchen?” Point to the list from the previous activity, and repeat a few items, like stove, refrigerator, etc. Then ask each student to say “The [item] is in the kitchen,” practicing the preposition *in* with different items. Write a few examples on the board.
3. Ask “What is in the living room?” and proceed as previously. The students should answer “The [item] is in the living room,” with each student naming a different item. This time the students will not have the list on the board. You can remind them of items, or you can make it a game, with students dropping out if they can't name an item. The winner is the student who named the last item before everyone else dropped out.

4. Demonstrate **on** for things that are **on** a table, chair, shelf, floor, or wall in the room. If the vocabulary for the items and locations is familiar to the students, you can point to something in the room and ask “**What is on the [location]?**” for a response “**The [item] is on the [location].**” (For example, “**What is on the chair? A coat is on the chair.**”)
5. Ask “**What is on a table in the living room?**” Show the picture to the class, and say “**The TV is on a table in the living room.**” Point to the table and lamp in the picture, and ask again. Point to the wall in the picture and say “**A picture is on the wall in the living room.**”
6. Use the picture to explain the difference between a stove and an oven. Say “**The rice is on the stove in the kitchen**” and “**The pizza is in the oven in the kitchen.**”
7. Erase the board. Making sure that students are familiar with the vocabulary, write sentences such as:
 - (1) **Who is _____ the kitchen? My sister is _____ the kitchen.**
 - (2) **Where is the milk? The milk is not _____ the counter. It’s _____ the refrigerator.**
 - (3) **What is _____ the living room? A lamp is _____ the table _____ the living room.**
 - (4) **What is _____ the wall? A picture is _____ the wall.**



*In pairs, students should decide if **in** or **on** goes in each blank in the sentences. When they are finished, call on each pair to complete a line. They should come to the board to insert the right words and then read the sentences.*

Activity #5 – Inside a house – the dining room

1. Say “**Some houses have dining rooms.**” Explain that *dining* means *eating*. Say “**Some people eat in the dining room, and some people eat in the kitchen. Some people eat in the kitchen for breakfast and lunch, and in the dining room for dinner.**”
2. Ask “**Who has a dining room?**” and then ask “**What is in the dining room?**” If students don’t answer, show the picture: *table* and *chairs*.
3. Read *The Dining Room*. Then distribute copies of the story, and ask students to read it to themselves. Then call on students to take turns reading aloud, one sentence for each student.

The Dining Room

My family eats breakfast in the kitchen at 8:00am every day. Sometimes I eat lunch in the kitchen too, and sometimes I eat at a restaurant for lunch. We like to eat dinner together. Where do we eat dinner? Sometimes we eat in the kitchen, but we eat in the dining room when my grandmother, grandfather, aunts, uncles, and four cousins eat dinner at our house. Today my mother is cooking extra food. She says, “Please put the dishes on the table in the dining room.” Today is a good day! Everyone in our family is eating together!



Ask the students, in their pairs or small groups, to answer the questions on the story handout. After all the pairs/groups have finished, ask them to report their answers to the whole class.



Activity #6 – Review and conclusion

1. Distribute and discuss the review handout for this lesson.
2. Review any other important words or expressions introduced in this lesson.
3. Say “Goodbye” and “See you on [day of next class].”



Week 7, Lesson 7.1 Review of Living Room, Kitchen, and Dining Room

Important words about rooms in a house

counter cabinets dining room drawers furniture kitchen lamp
living room oven picture refrigerator rug sink stove table

Make sentences. Look for the **capital letter** and **period**!

eats kitchen My every family in day. the breakfast

dining dinner room. we the eat Sometimes in

in or on?

My red sweater is _____ the chair.

I have new jeans. They're _____ the chair _____ the kitchen.

I like to eat pizza for lunch. It's _____ the oven now.

The dishes are _____ the table _____ the dining room.

We have food and dishes _____ the cabinets _____ the kitchen.

Change the underlined words and write new sentences.

I eat breakfast in the kitchen every day at 8:15 am.

Today we are eating dinner with our cousins in the dining room.

Lesson 7.2 – Bedroom and Bathroom

Recommended Materials for Lesson 7.2

- extra copies of the review sheet from Lesson 7.1
- whiteboard (with markers) or blackboard (with chalk), and eraser
- nametags, name tents, or equivalent, and markers
- backup supply of paper and pens for student use
- copies of the dialog in Activity #2, the Bingo cards for Activity #4, and the Lesson 7.2 review sheet



To reduce the need to write long displays on the board, consider preparing “posters” (on newsprint paper) in advance.

Sample pictures and copies of handouts appear at the end of the lessons for this week.

Activity #1 – Review

1. Greet the students. Ask a student to write the day and date [day of the week, month, day, year] on the board. Do the weather report for today – Say and write “**The weather today is [weather word].** If the students don’t know the right word, provide it for them and write it on the board. Include a reference to the approximate temperature (in Fahrenheit).
2. Make sure that everyone has a copy of the review sheet from Lesson 7.1. Try to give everyone at least one turn as you complete the exercises on the review sheet.
 - Ask two students to come to the board to say and write the answers to the scrambled sentences.
 - Ask other students to read the *in or on* sentences with the correct word inserted.
 - Ask several students to read word substitutions for the sentences at the bottom of the page.

Activity #2 – Inside a house – in the bedroom; the preposition *under*

1. Again, show the picture “Rooms in a House,” and point to the two bedrooms. What things are in the pictures? Make a list on the board: *beds, shelves, pillows*. Add *closet, blanket, and sheets*. Some furniture might be repeated from other rooms: *chairs, table, pictures, and lamp*. Add anything else the students may know.

- Remind students of the words *on* (e.g., *the lamp is on the table*) and *in* (e.g., *the TV is in the living room*). Explain the word *under*, gesturing and providing examples: *the sheet is under the blanket* or *the rug is under the table*). Demonstrate with something in the room by putting something under a chair or table.
- Read the dialog, again using the established method for introducing dialogs. Make sure that students understand all the words.

Dialog

A. Mom! Where's my yellow sweater?

B. I don't know. Is it in your closet?

A. No! It's not in the closet.

B. Is it in your drawer?

A. No! It's not in the drawer.

B. Is it on your chair?

A. No! It isn't on my chair.

B. Is it on your bed?

A. No! It isn't on my bed.

B. Look under your bed.

A. No! It isn't under my bed.

B. Is it on the floor?

A. Yes! It's on the floor!



Give each student a copy of the dialog. In pairs, students should take turns as A and B. Then they should discuss the questions at the bottom of the dialog page. After all pairs have finished, they report their answers to the class.

Activity #3 – Inside a house – the bathroom

- The picture of the bathroom only shows a toilet and bath tub. Make sure that the students know these words, and ask if they know other things that are in a bathroom. Make a list on the board that includes *toilet, bath tub, shower, sink*, and perhaps *towels* and *soap*. (Soap was on the grocery list last week.)

Activity #4 – Vocabulary Bingo

1. Using the Bingo cards at the end of the lessons for this week, play Vocabulary Bingo. Give each student a Bingo card. (There are 10 different Bingo cards. Make additional copies of the same cards if you have more than 10 students in the class.) Explain that you will describe a word, and they will look for the right word on their Bingo cards and put an X on or a circle around that word. For example, you might say *a place to buy groceries*, and they would look for the word *supermarket*. Hold up a sample Bingo card to show that the person who gets a full horizontal, vertical, or diagonal should shout “Bingo!” That student is the winner! Repeat the directions to make sure that everyone understands.
2. Read the descriptions slowly and repeat each one a second time. Mark your sheet as you use the words.
3. Congratulate the winner! (It is unnecessary to check the winner’s answers against your call list.) See how close the other students were to “Bingo!”



Activity #5 – Review and conclusion

1. Distribute and discuss the review handout for this lesson.
2. Review any other important words or expressions introduced in this lesson.
3. Say “**Goodbye**” and “**See you on [day of next class].**”



Week 7, Lesson 7.2 Review of Bedrooms and Bathroom

Important words about rooms in a house

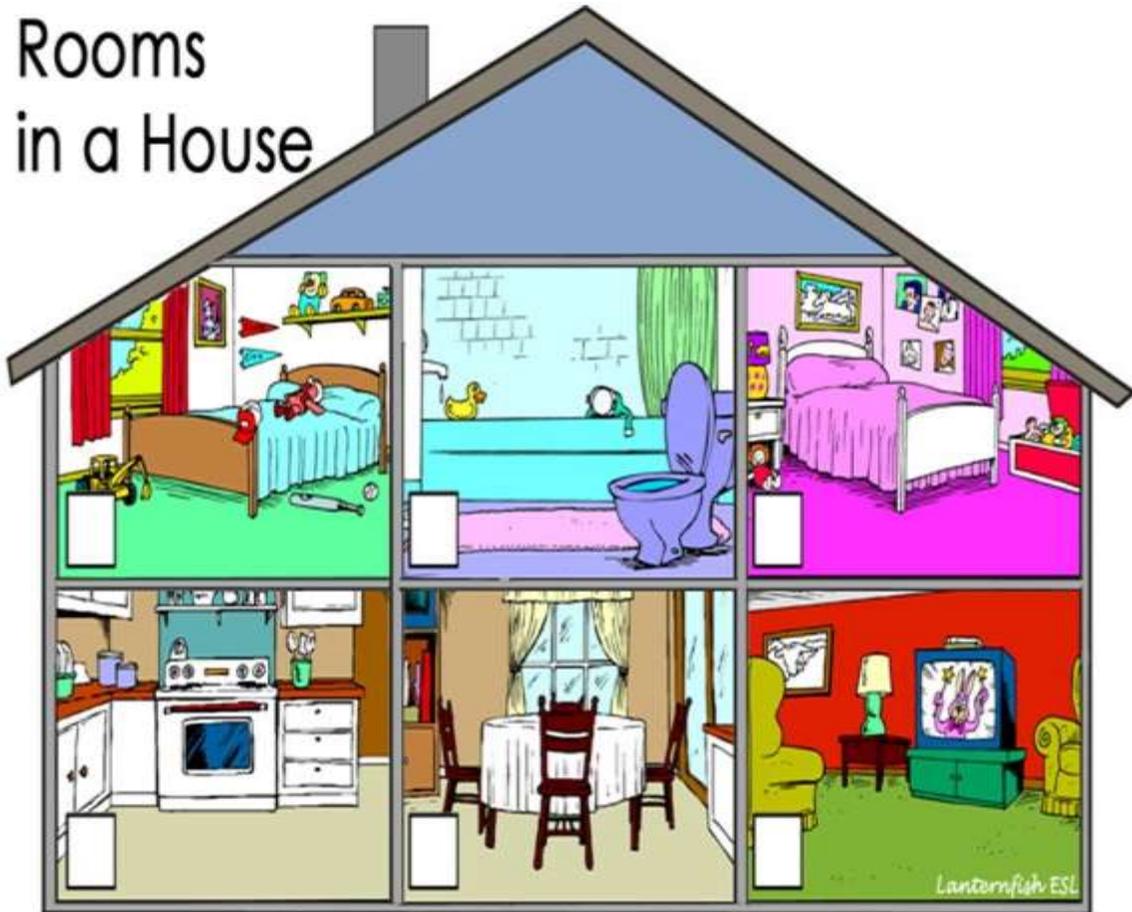
bath tub bed blanket closet pillow sheets shelves shower toilet

Write the room where you can see the things in the list.

1. The shower is in the _____.
2. Closets are in the _____.
3. The refrigerator is in the _____.
4. Beds are in the _____.
5. The oven is in the _____.
6. The TV is in the _____.
7. The toilet is in the _____.
8. Cabinets are in the _____.
9. Sinks are in the _____ and in the _____.
10. Lamps are in the _____ and in the _____.

Sample Pictures, Dialogs, and Stories for Week 7

Rooms in a House



Dialog: *Hi! I'm home!*

A. Hi! I'm home! Where are you?

B. Hello! I'm in the kitchen.

A. What are you doing?

B. I'm cooking dinner!

A. You're cooking dinner! Good! What are you cooking for dinner?

B. I'm cooking beef with potatoes and carrots.

A. What time are we eating dinner?

B. We're eating at 6:30.

A. Good! I'm very hungry!



The Dining Room

My family eats breakfast in the kitchen at 8:00am every day. Sometimes I eat lunch in the kitchen too, and sometimes I eat at a restaurant for lunch. We like to eat dinner together. Where do we eat dinner? Sometimes we eat in the kitchen, but we eat in the dining room when my grandmother, grandfather, aunts, uncles, and four cousins eat dinner at our house. Today my mother is cooking extra food. She says, "Please put the dishes on the table in the dining room." Today is a good day! Everyone in our family tree is eating together!

Talk about the questions and write the answers.

1. What does *every day* mean?

2. Which meals does the family eat together every day?

3. What does *sometimes* mean?

4. When does the family eat in the dining room?

Dialog: Mom! Where's my yellow sweater?

- A. Mom! Where's my yellow sweater?
B. I don't know. Is it in your closet?
A. No! It's not in the closet.
B. Is it in your drawer?
A. No! It's not in the drawer.
B. Is it on your chair?
A. No! It isn't on my chair.
B. Is it on your bed?
A. No! It isn't on my bed.
B. Look under your bed.
A. No! It isn't under my bed.
B. Is it on the floor?
A. Yes! It's on the floor!



Talk about the questions and write the answers.

1. In the dialog, B is the mother. Is A a boy or a girl? How old is A?

2. What does *don't* mean? What does *where's* mean? What does *isn't* mean?

Vocabulary Bingo

The students' Bingo cards appear after this list of Bingo words and definitions. All the words that appear on the students' Bingo cards are on this list. There are 50 words on the list, but each Bingo card uses only 25 of them, arranged randomly on each card.

Use the *definitions* column to call out a hint for each word. Do not say the words in the column marked as *words on Bingo cards!* Those are the words that the students must find on their cards after they hear the definitions. A few of the definitions (e.g., a color) match multiple words.

Call out the definitions in any order, placing an X in the first column as you use each one. (You can call them in the listed order, as it has no relationship to the order on the students' cards.) Slowly say each definition twice.

Tell the students to circle or place an X on any word that matches your definition. Give them a hypothetical example: if you say "*a place to buy groceries,*" they would look for the word *supermarket* and mark it with a circle or X on their cards.

The student who fills in a complete row, column, or diagonal on his/her Bingo card wins!

Bingo Words and Definitions

X	words on Bingo cards	definitions
	April	the fourth month of the year
	aunt	your mother's or father's sister
	bakery	a place to buy bread
	bathroom	a room with a bathtub and a toilet
	bathtub	the place to take a bath in the bathroom
	bed	furniture for sleeping
	bedroom	a room for sleeping
	beef	meat
	blue	a color
	breakfast	a meal that you eat in the morning
	cabinet	a place for dishes in the kitchen
	calendar	it tells you the date
	cashier	the person you pay at the supermarket
	change	it means coins or the money the cashier gives to you
	cheese	dairy food on a pizza
	clock	it tells you the time
	dairy	an aisle in the supermarket for milk, cheese, and eggs
	dime	ten cents

dining room	a room in the house where you eat
dinner	a meal that you eat in the evening
DOB	date of birth
extra-large	a very big size
Friday	a day at the end of the week
fruit	a word for apples, peaches, and bananas
grandfather	your mother's father
grandmother	your mother's mother
green	a color
January	the first month of the year
jeans	blue pants
kitchen	a room for cooking
lamp	something in the living room
small	a little size
living room	a room with a TV, chairs, and tables
lunch	a meal you eat at noon
midnight	12:00 am
Monday	a day at the beginning of a week
nickel	five cents
noon	12:00 pm
penny	one cent
pizza	something you can eat for lunch
produce	fruit and vegetables
quarter	twenty-five cents
red	a color
refrigerator	a place for cold food
restaurant	a place to eat out
sweater	something to wear to be warm
T-shirt	a kind of shirt
TV	something to watch
uncle	your mother or father's brother
yellow	a color

B	I	N	G	O
nickel	bath tub	extra-large	fruit	dime
Monday	cheese	penny	lunch	jeans
refrigerator	grandmother	Friday	change	yellow
bakery	pizza	dairy	cashier	bathroom
produce	T-shirt	midnight	breakfast	green

B	I	N	G	O
bedroom	beef	grandfather	blue	clock
Friday	fruit	aunt	bed	yellow
bath tub	DOB	sweater	pizza	red
T-shirt	grandmother	uncle	extra-large	Monday
midnight	TV	calendar	bakery	produce

B	I	N	G	O
Friday	Monday	red	jeans	nickel
aunt	bakery	pizza	penny	extra-large
April	kitchen	restaurant	quarter	lunch
bathroom	blue	cabinet	bath tub	yellow
living room	produce	noon	midnight	fruit

B	I	N	G	O
grandmother	penny	aunt	sweater	large
uncle	cheese	lamp	Friday	produce
April	kitchen	clock	bakery	beef
bathroom	DOB	bedroom	yellow	nickel
living room	T-shirt	cabinet	cashier	quarter

B	I	N	G	O
change	green	calendar	dining room	dairy
pizza	Friday	grandmother	bath tub	midnight
aunt	restaurant	January	refrigerator	breakfast
large	living room	dinner	penny	blue
lunch	beef	DOB	nickel	dime

B	I	N	G	O
clock	dining room	Monday	sweater	pizza
dinner	grandmother	penny	dime	April
living room	produce	DOB	TV	aunt
jeans	restaurant	red	fruit	midnight
nickel	kitchen	grandfather	extra-large	blue

B	I	N	G	O
pizza	bakery	cashier	Monday	change
yellow	dinner	lunch	restaurant	nickel
jeans	T-shirt	April	January	lamp
dining room	aunt	produce	sweater	quarter
grandfather	blue	dime	green	calendar

B	I	N	G	O
grandfather	dining room	penny	beef	jeans
cheese	breakfast	cashier	produce	calendar
pizza	TV	blue	T-shirt	noon
large	refrigerator	bed	uncle	bakery
lunch	extra-large	bath tub	grandmother	clock

B	I	N	G	O
extra-large	grandfather	nickel	dinner	midnight
dime	sweater	kitchen	calendar	large
dairy	living room	lamp	uncle	refrigerator
TV	bakery	red	jeans	Friday
green	aunt	dining room	yellow	change

B	I	N	G	O
fruit	dairy	refrigerator	bathroom	penny
T-shirt	Friday	jeans	midnight	quarter
January	uncle	beef	April	blue
cashier	dining room	dime	TV	lunch
aunt	change	pizza	restaurant	grandmother