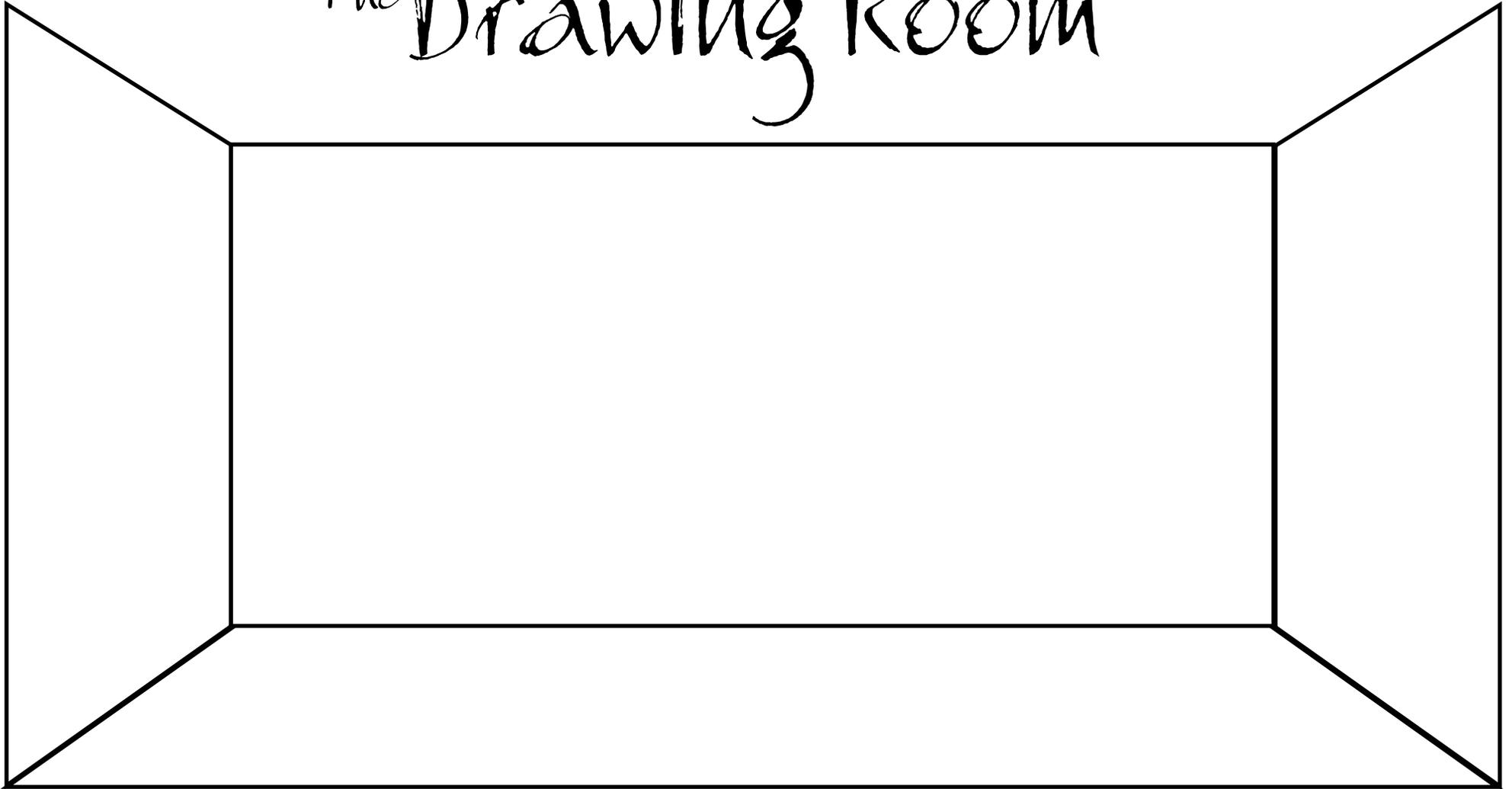


# The Drawing Room



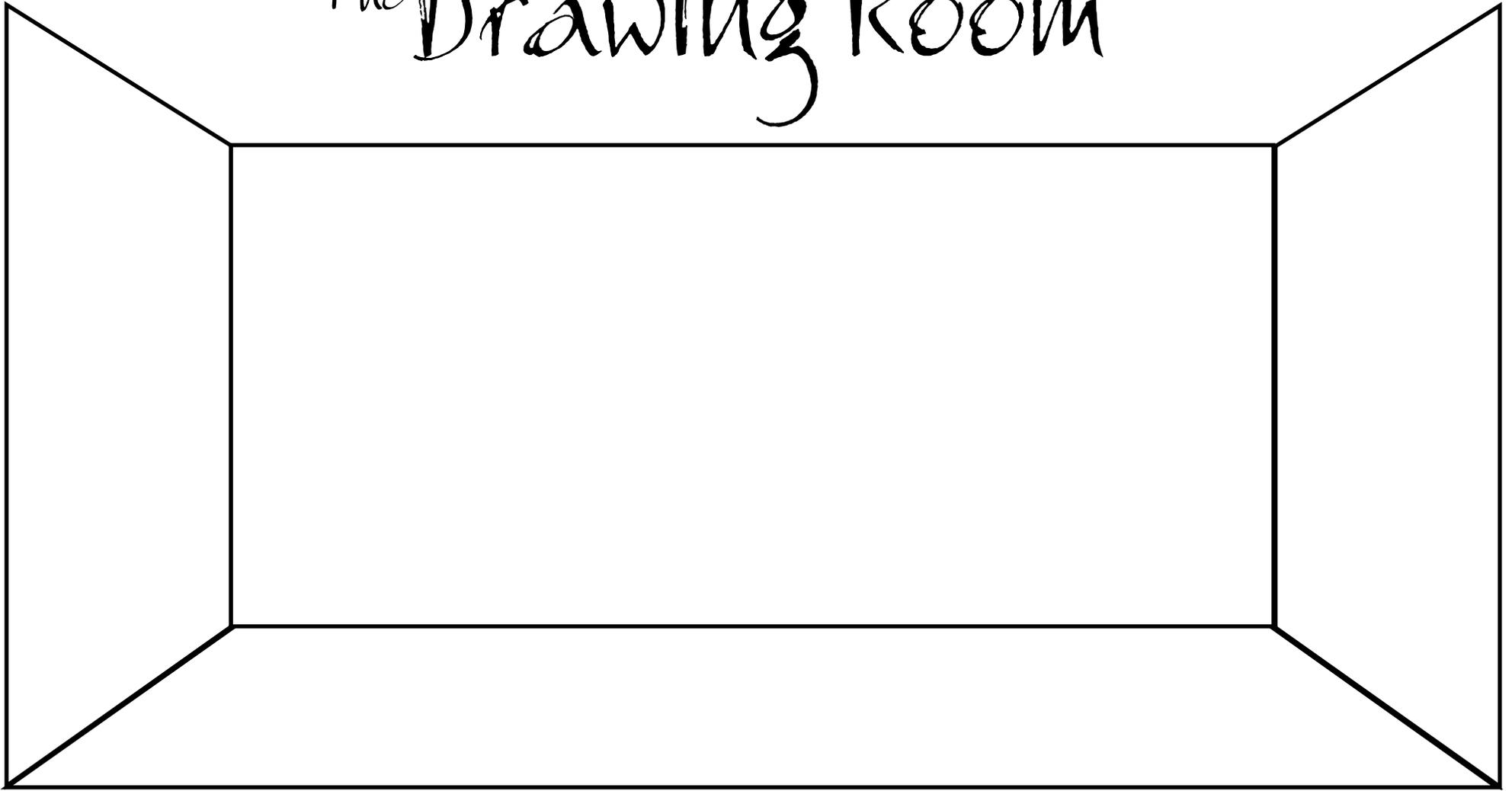
**A** This is my living room. The door is behind you and you are looking in.

**STUDENT** There is a big window in the middle of the far wall. Through the window you can see some trees. There is an oval rug in the center of the room. On the rug, there is a square coffee table. On the table there is a bottle and two glasses.

In the far right corner of the room is a bookshelf with three levels. It has a plant on top. On the bottom shelf are some books, on the middle shelf some magazines, and on the top shelf there are some CDs.

Against the left wall there is a small sofa. On the wall above the sofa there is a large painting of a boat. There is a TV on a TV stand across the room from the sofa. There is a small picture on top of the TV.

# The Drawing Room



**STUDENT B** This is my living room. The door is behind you and you are looking in.

There is a small window on the right wall and a large window on the left wall. On the far wall is a large painting. There is a TV on a TV stand under the painting. In front of the TV is a small sofa. There is a small table on the left of the sofa. On the end table there is a pile of magazines and a glass.

Under the small window there is a two-level book shelf. There are books on the bottom shelf and some magazines on the top shelf. In the far left corner is a coat rack. There are two coats and a hat hanging on the rack. Through the big window you can see a cat. The cat is looking at you!

## **The Drawing Room**

This worksheet uses language that I consider a little unnatural. It does so in order to focus students on a particular form and so that makes it an extended, more active drill. But as always, don't make it the center of the whole class.

### **Using the worksheet.**

1. Start up a conversation among students about places to live. Where they live now, their rooms, is a good start.
2. Use the sheet to describe two rooms. (Works great in pairs but can be done in larger groups if necessary.)
3. Check student answers.
4. Now get the students to describe rooms in their homes.

### **Variation:**

Have them write the descriptions for homework and review later in the week after they've been checked. Even with this level of language and amount of repetition there are likely to be loads of errors.

### **Variation 2:**

Have student A, describe his/her room to student B. Then, Student B describes the room to student C. Student C then describes the room to student A, who can check it for errors.

### **Note:**

This activity is an extended drill. Use it where necessary but get back to real conversation as soon as you can.