

# Evelyn's Room

THEME:	BASIC NEEDS (HOUSE, SHELTER)		
LANGUAGE:	ANY (GERMAN)		
STANDARD(S):	COMMUNICATION	CULTURES	COMPARISONS
	1.2	2.1	4.2

## Time Frame:

Approximately one 50-minute class session

## Materials Needed:

- A handout of a picture with a room with only a bed and a window (provided) and an overhead transparency of the same handout
- A transparency showing a picture of the room with all the furniture and objects in place (handout provided)
- A cassette tape recording with a conversation between a mother and her daughter (see transcripts provided; the transcript for the cassette recording is provided in both German and English and reflects accurate written language; you may want to have two native speakers record this on a cassette for classroom use—they should speak as naturally as possible so that the recording includes characteristics that are reflective of informal spoken language, such as “fillers,” dropped endings, etc.)

## Description of Task:

### Context:

Evelyn is a student at a German university. She will be moving from her dorm room to a room in a house (a “co-op”) with other students. She is calling her mother to tell her this. Evelyn describes the room to her mother and they discuss the move.

### Pre-listening:

Have students brainstorm and make a list on the board of all furniture items and other objects you might find in a bedroom/dorm room in the U.S. Ask students about the role of families in helping relatives to move.

### Level:

Novice-High

### Purpose:

To listen for specific information

### Communicative Function(s):

Referential: Understanding descriptions

Directive: Describing

### Language Structure(s):

Prepositions

### Cultural Aspects:

Comparing student living arrangements in universities in U.S. and in target culture

### Modalities:

Listening

Speaking

## NOTES

Using doll furniture, or pictures of furniture items, or objects in the classroom, do a TPR activity to have students practice the vocabulary as well as various prepositions and verbs. For example, “Place the waste basket at the left side of the desk.”

### ***During Listening:***

Each student is given a handout of the empty room, showing just a bed and a window (see attachment). Students will then listen to the cassette recording of Evelyn and her mother discussing her new room and the move. Have students listen to the entire recording once without stopping it, encouraging them to listen for the various furniture items/objects.

Have students listen a second time to the recording and as the room is being described, they must draw the items in the room in the correct location. The tape may be played a third time if needed.

### ***Debriefing:***

The teacher should guide students in a discussion comparing student living arrangements in the U.S. and Germany and the role of the family in assisting with moving and settling into a new residence. How might a dialogue between a mother and daughter in the U.S. be different from the one provided in the transcript?

### ***Assessment:***

The instructor will put up an overhead transparency of the empty room and ask the students to describe orally the location of the furniture items and other objects in Evelyn’s room, based on their understanding of the recording. As they tell the teacher where the items are, he/she will draw them. When everyone agrees that the drawing is complete, the teacher will then put up an overhead transparency of Evelyn’s room to check for accuracy. The class will go over the objects one at a time. Students will then mark their pictures—one point for the correct item and another for the correct location of that item. The students will score their own picture and hand it in.

**Extensions:*****Suggestions for adapting the task for various levels:***

*For beginning levels:* Play just an excerpt of the tape at a time and have students listen for specific items on a handout; they can be instructed to mark an “X” on the item if they hear it mentioned. Play the tape as many times as necessary.

*For advanced levels:* Have students keep track of the sequence in which items are mentioned on the tape. Have students listen for additional information from the dialogue (in addition to the furniture items and objects).

***Other extensions:***

To expand the vocabulary base and to have students practice speaking as well as listening, create a paired information-gap activity (adapted from Dreke & Lind’s *Wechselspiel*, exercise 27A and 27B). Provide students with handouts showing two empty rooms. Use pictures of objects or items that students may use to decorate one of the rooms on the handout. Students are free to decorate any room of their choosing. Then, partners must ask each other where certain objects are located in the room each decorated. As the partner describes his/her room (in response to questions asked), the other draws in the objects in the second empty room on the handout. When the two students are finished, they should have identical handouts showing one’s own and one’s partner’s room.

***Cultural extensions:***

In the context of teaching vocabulary for various rooms of the house and various furniture items and other household objects, address the issue of differences in room sizes and furniture sizes (always being sure to explain the whys that underlie such differences!). For example, bedrooms in many U.S. homes (at least those inhabited by the middle class or upper-middle to higher socioeconomic classes) are sometimes quite large (indeed beds tend to be large too), and are often used for activities besides sleeping (watching television, studying and reading, listening to music, etc.). This may be contrasted with common characteristics of bedrooms in the target culture.

## References and Resources:

The transcripts and diagrams of Evelyn's Room are courtesy of Joan Riegert, German teacher in White Bear Lake.

Dreke, M., & Lind, W. (1986). *Wechselspiel*. New York: Langenscheid.

## Reflections:

## French Version of Text to Accompany Evelyn's Room

**Ring, Ring**

**Maman:** Allô?

**Evelyn:** Maman, c'est moi!

**M:** Ah! Evelyn, ça me fait plaisir de t'entendre! Comment ça va?

**E:** Je vais bien et toi?

**M:** Oh? Moi, ça va – J'ai plein de choses à te raconter, mais toi d'abord.

**E:** D'accord. J'ai trouvé une nouvelle chambre.

**M:** Mais pourquoi? Tu as déménagé?

**E:** Pas encore. Pas avant ce week-end.

**M:** Et tu as besoin d'aide?

**E:** Bien sûr, j'ai besoin de Papa et toi.

**M:** On sera là pour t'aider.

**E:** C'est super.

**M:** Tu peux me dire comment est ta chambre. A quoi elle ressemble?

**E:** La chambre est dans une coop.

**M:** Une coop. Pourquoi? Tu n'aimais plus ta chambre d'université?

**E:** Non, c'est toujours trop bruyant et puis c'était trop impersonnel.

**M:** Mais, Evelyn, tu ne vas quand même pas me dire qu'une chambre en coop, c'est mieux et plus calme.

**E:** Ouais, avec ces étudiants tout à fait, et puis d'ailleurs ma chambre est plus grande.

**M:** Bon, dis-moi comment elle est.

**E:** Je n'ai pas besoin de meubles neufs, maman. J'ai un lit. Il est à droite, dans le coin. A côté du lit, à gauche, il y a un grand placard pour tous mes vêtements. Et...

**M:** Tu as aussi un bureau?

**E:** Bien sûr que j'ai un bureau. Il est à gauche, à côté de la fenêtre.

- M:** Et une poubelle aussi?
- E:** Oui, elle est à côté de la fenêtre, excuse-moi, elle n'est pas près de la fenêtre mais à côté du bureau, et ne t'inquiète pas, je laverai tout.
- M:** Et bien alors, tu n'as pas besoin qu'on t'aide ou qu'on t'achète quoi que ce soit?
- E:** Et bien si. Je dois trimbaler tous mes livres et mes vêtements et tous mes trucs.
- M:** Mais la dernière fois, tu as dit que ta chaise était à moitié cassée.
- E:** C'est vrai et la chaise de bureau qui est en face de lui est très inconfortable.
- M:** Bon, et bien on devrait t'acheter une nouvelle chaise.
- E:** Oui, mais pas samedi.
- M:** D'accord, c'est le jour où on déménage
- E:** Mmm.
- M:** Qu'est-ce qu'il y a d'autre dans la chambre?
- E:** Une plante qui est à gauche du placard, en fait entre la fenêtre et le placard.
- M:** D'accord.
- E:** Et bien sûr, j'ai une lampe de bureau qui est sur celui-ci et je pense qu'il y a aussi un réveil.
- M:** Tu as l'air d'être bien meublée.
- M:** Et à quoi les murs ressemblent-ils? Est-ce que tu as affiché des posters?
- E:** Pas encore, je n'ai pas encore aménagé. Mais je vais mettre un poster au-dessus du bureau.
- M:** Ça me semble bien. J'espère pouvoir voir ça samedi. Mais je viens juste de me rappeler, est-ce que tu as un tapis?
- E:** Pas encore—Il y a vraiment un horrible tapis dans la pièce. Il est rouge, vert, et bleu. D'un goût complètement douteux.
- M:** Bon, on devra t'acheter un nouveau tapis.
- E:** Non, j'aimerais avoir celui de ma chambre à la maison. Est-ce que je peux prendre celui-là?
- M:** Oh, c'est une bonne idée. Bien sûr!
- E:** Et, maman, est-ce que tu voudrais bien me coudre des rideaux?

- M:** Oh, en fait je n'avais pas prévu ça mais peut-être que j'aurai plus de temps le week-end prochain et alors je pourrai le faire.
- E:** Tu sais, il y a des rideaux dans la pièce mais ils sont rouge vif et sont vraiment affreux!
- M:** Très bien. On va utiliser un autre tissu, bleu au blanc peut-être.
- E:** A la fois bleu et blanc. Ça serait super.
- M:** Très bien, on fera ça. Donc, on se voit ce week-end. Et, chérie, couvre-toi bien, il fait vraiment froid.
- E:** Je sais.
- M:** Mais une mère se doit de dire des choses comme ça. Et n'étudie pas trop dur. Sors pour prendre l'air frais et faire une pause.
- E:** Mais tu viens de dire qu'il fait très froid.
- M:** C'est vrai. Mais des fois, on a besoin de sortir.
- E:** Bon, très bien.
- M:** D'accord.
- E:** A samedi.
- M:** Papa et moi viendrons samedi.

## German Version of Text to Accompany Evelyn's Room

### Ring, Ring

**Mami:** Bei Wagner.

**Evelyn:** Bei Wagner? bist das nicht du, Mami?

**M:** Ach Evelyn, das ist aber schön, daß du anrufst. Wie geht es dir denn Kind?

**E:** Mir geht es ganz gut, Mami, und dir?

**M:** Oh, mir geht's auch gut, oh ich hab' dir doch so viel zu erzählen, aber erzähl erst mal von dir.

**E:** Aber natürlich, ich habe nämlich heute ein neues Zimmer gefunden.

**M:** Wieso denn das? Bist du ausgezogen?

**E:** Noch nicht. Erst am Wochenende.

**M:** Ja und brauchst du Hilfe?

**E:** Aber natürlich. Ich brauche Papa und dich.

**M:** Ah, wir kommen sofort und helfen dir.

**E:** Das finde ich ganz toll.

**M:** Ja, kannst du etwas über dein Zimmer sagen, wie sieht es aus?

**E:** Das Zimmer ist in einer WG.

**M:** Eine Wohngemeinschaft, ja wieso hat dir denn dein Studentenwohnheim nicht mehr gefallen?

**E:** Nein, da war es immer zu laut und es war zu unpersönlich.

**M:** Aber Evelyn, du willst mir doch nicht sagen, das eine Wohngemeinschaft besser und leiser ist.

**E:** Doch mit diesen Studenten schon und außerdem ist mein Zimmer größer.

**M:** Ooh- erzähl mal von deinem Zimmer.

**E:** Ich brauche keine neue Möbel, Mama. Ich habe ein Bett, das steht rechts hinten in der Ecke. Neben dem Bett also links- da- ist ein großer Kleiderschrank für meine vielen Kleider. Und...

**M:** Hast du auch einen Schreibtisch?

**E:** Aber natürlich habe ich einen Schreibtisch, der steht links neben dem Fenster.



- M:** Und wie ist's mit einem Mülleimer?
- E:** Ja, der steht auch neben dem Fenster. Der braucht ... der steht nicht neben dem Fenster, verzeih, neben dem Schreibtisch und du brauchst keine Angst haben, ich werde aufräumen.
- M:** Also wir brauchen gar nichts helfen und dir nichts kaufen.
- E:** Doch helfen schon. Ich muß ja meine Bücher schleppen und meine Kleider, und so weiter.
- M:** Aber du hast das letzte mal gesagt, daß dein Stuhl schon halb kaputt ist.
- E:** Ja, das stimmt und der Schreibtischstuhl, der vor dem Schreibtisch steht, der ist soo unbequem.
- M:** Also dann gehen wir bald einen neuen Stuhl kaufen.
- E:** Aber nicht am Samstag.
- M:** Richtig, an dem Tag werden wir umziehen.
- E:** Mmm.
- M:** Was hast du noch in deinem Zimmer?
- E:** Eine Pflanze, die steht links neben dem Schrank also zwischen dem Fenster und dem Schrank.
- M:** Okay.
- E:** Und natürlich habe ich eine Schreibtischlampe, die steht auf dem Schreibtisch und auf dem Schreibtisch ist, glaube ich, auch noch ein Wecker und ein Radio.
- M:** Du bist ja schon sehr gut eingerichtet.
- M:** Wie sieht es an den Wänden aus? Hast du schon Bilder an die Wände gehängt?
- E:** Noch nicht, ich bin ja noch nicht umgezogen. Aber ich werde ein Poster über den Schreibtisch hängen.
- M:** Okay. Das hört sich sehr gut an. Ich hoffe, ich werde es am Samstag sehen. Aber da fällt mir ein - wie ist es auf dem Boden? Hast du Teppich - deine eigenen Teppiche oder hast du Teppiche gelegt?
- E:** Noch nicht. In dem Zimmer ist ein ganz häßlicher Teppich, er ist rot, grün, blau; also total kitschig.
- M:** Also wir müssen auch einen neuen Teppich kaufen.
- E:** Nein, ich möchte den Teppich, der in meinem Zimmer zu Haus ist. Kann ich den mitnehmen?
- M:** Das ist eine wunderbare Idee! Natürlich.
- E:** Und Mami, willst du auch Vorhänge für mich nähen?

- M:** Ahhh, das hatte ich eigentlich nicht vor, aber vielleicht habe ich das Wochenende darauf etwas mehr Zeit und dann kann ich dir Vorhänge nähen.
- E:** Weißt du, Mami- da sind Vorhänge vor dem Fenster, aber die sind knall rot und ganz fürchterlich.
- M:** Das wollen wir leider nicht. Da nehmen wir anderen Stoff, vielleicht blau oder vielleicht weiß.
- E:** Blau und weiß zusammen. Das wäre gut.
- M:** Okay, gut. Das machen wir. Dann werden wir uns am Wochenende sehen und liebe Evelyn, zieh dich warm an. Es ist sehr kalt. Du weißt 's.
- E:** Ich weiß.
- M:** Ja aber eine Mutter muß so was sagen- und - studiere auch nicht so viel-geh mal raus an die frische Luft und mach eine Pause.
- E:** Aber grade hast du doch gesagt, daß es so kalt ist.
- M:** Ja, das stimmt. Aber ab und zu muß man mal raus gehen.
- E:** Na, gut.
- M:** Okay.
- E:** Also dann, bis Samstag.
- M:** Papa und ich kommen am Samstag.
- E:** Alles klar. Okay.
- M:** Tschüss, um zehn Uhr morgens. Okay.
- E:** Tschüss.

## English Version of Text to Accompany Evelyn's Room

### Ring, Ring

**Mom:** Hello, Wagners.

**Evelyn:** Wagners, isn't that you Mom?

**M:** Oh, Evelyn how nice of you to call. How are you?

**E:** I'm fine, Mom, and you?

**M:** Oh, I'm fine too. I have a lot to tell you but tell me about yourself first.

**E:** Sure. I found a new room!

**M:** But why? Did you move?

**E:** Not yet. Not till the weekend.

**M:** Yes, and do you need help?

**E:** But of course, I need you and Dad.

**M:** Ah, we'll be right over to help you.

**E:** That's great.

**M:** Can you tell me something about your room? What does it look like?

**E:** The room is in a co-op.

**M:** A co-op. Why? Didn't you like your dormitory room any more?

**E:** No, it was always too loud and it was too impersonal.

**M:** But, Evelyn, you can't tell me that a co-op is better and quieter.

**E:** Yeah, definitely with these students, and besides my room is bigger.

**M:** Oh, tell me about your room.

**E:** I don't need any new furniture, Mom. I have a bed. It's on the right in the corner. Next to the bed, to the left, there is a large clothes closet for all of my clothes. And...

**M:** Do you also have a desk?

**E:** Of course I have a desk. It's on the left next to the window.

M: And how about a waste basket?

E: Yes, it's next to the window, it needs—it's not next to the window, pardon me, it's next to the desk—and you don't have to worry, I'll clean up.

M: Well then, we don't have to help you or buy you anything?

E: Well yes, help. I have to schlep my books and my clothes and everything.

M: But last time you said that your chair is half broken.

E: That's true, and the desk chair that's in front of the desks is much too uncomfortable.

M: Well then we should buy you a new chair soon.

E: But not on Saturday.

M: OK, that's when we're moving.

E: Mmm.

M: What else is in your room?

E: A plant that is to the left next to the closet, actually between the window and the closet.

M: Okay.

E: And of course I have a desk lamp that's on the desk and I think there's also an alarm clock and a radio.

M: Sounds like you're well furnished.

M: And how do the walls look? Have you hung any pictures yet?

E: Not yet, I haven't moved in yet. But I will hang a poster over the desk.

M: Sounds good. I hope I can see it on Saturday. But I just remembered, do you have a rug? Do you have your own or did you put one down already?

E: Not yet. There's a really ugly rug in the room. It's red, green, and blue. Totally tacky.

M: Well the, we'll have to buy you a new rug.

E: No, I'd like to have the rug from my room at home. May I take that one?

M: Oh, that's a good idea. Of course.

E: Mmm. And Mom, did you also want to sew curtains for me?

M: Oh, I hadn't actually planned on that but maybe I'll have more time the following weekend and then I can sew you curtains.

E: You know, Mom, there are curtains in the room but they're bright red and are just awful.

M: Oh well, we don't want that. We'll use some other fabric, maybe blue or white.

E: Blue and white together. That would be great.

M: Okay, good, we'll do that. Then we'll see each other on the weekend. And, honey, dress warmly. It's really cold.

E: I know.

M: But a mom has to say such things. And don't study too hard. Go outside and get some fresh air and take a break.

E: But you just said it was so cold.

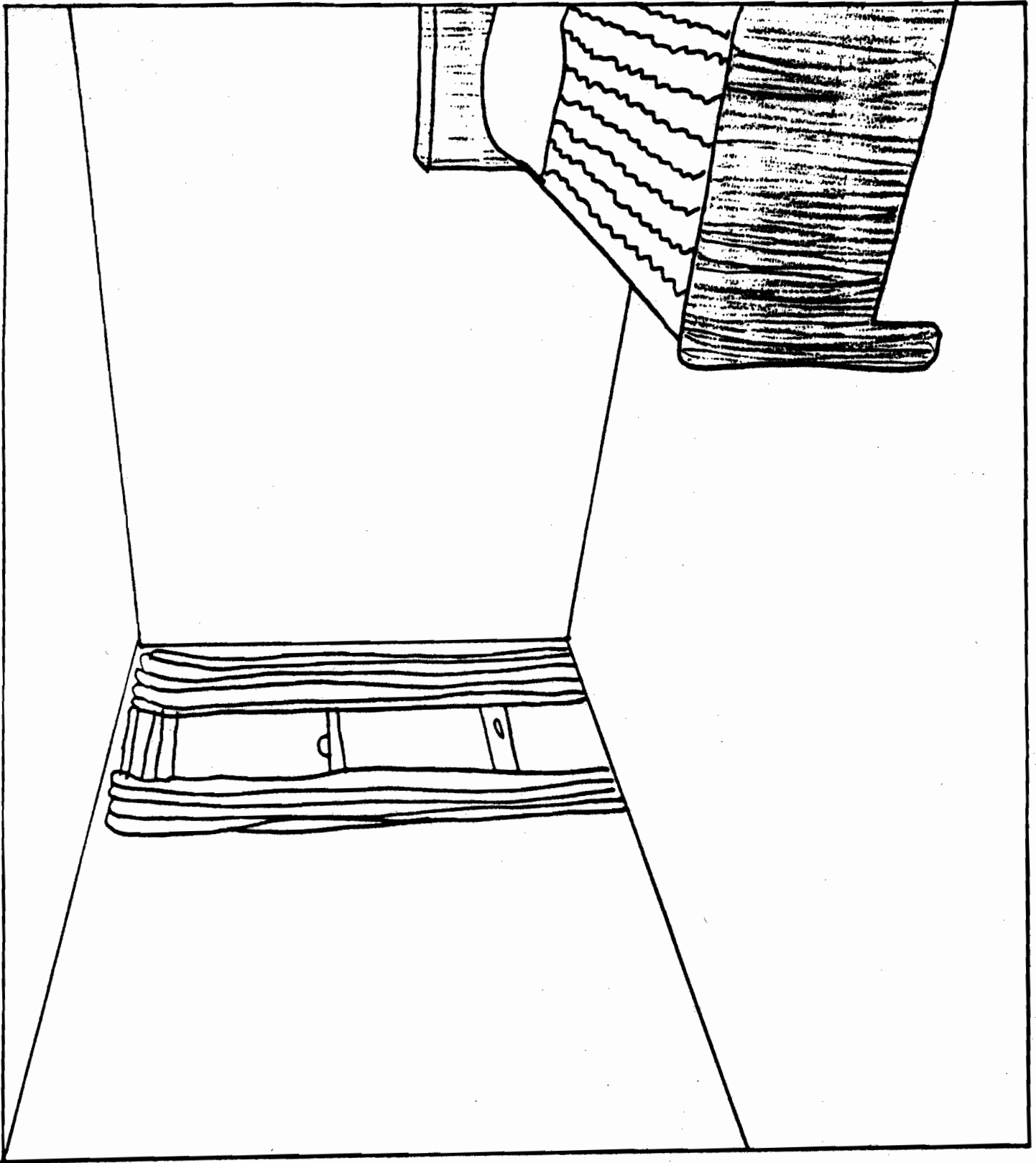
M: That's true. But occasionally, one has to go out.

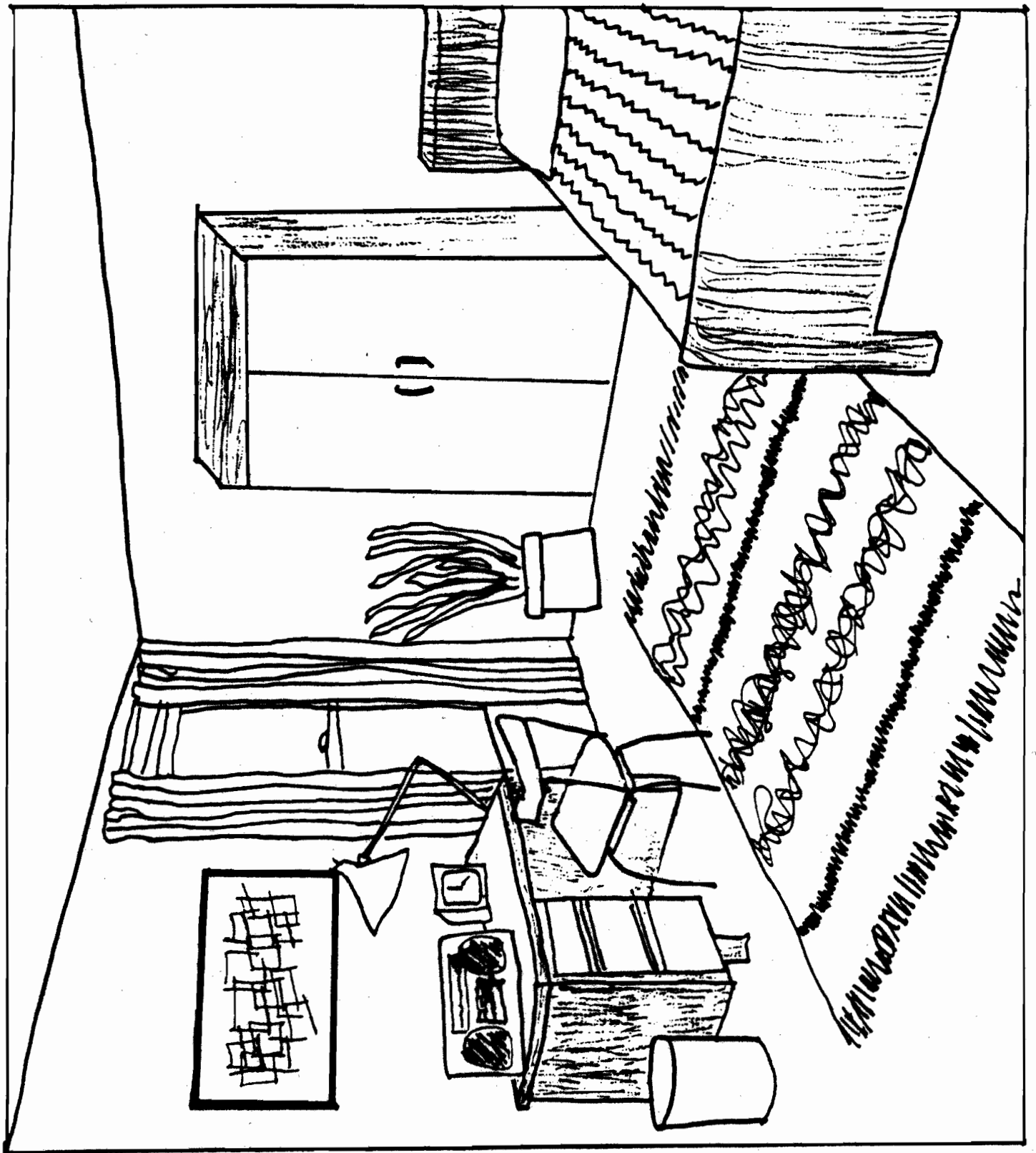
E: Well, good.

M: Okay.

E: Well then, till Saturday.

M: Dad and I will come on Saturday.





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