

DIDACTIC UNIT

Unit 2 – My house is alive!

2013/2014 – First Evaluation

Group 6

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1.- Curriculum

1.1.- Objectives of the area/subject, evaluation criteria, objectives of the area/materia and basic competences

Objectives of the area/subject	Evaluation criteria	Basic competences
<p>1. Listen and understand oral messages in different communicative contexts and to do specific and different task with a respecting and cooperating attitude.</p> <p>2. Speak in a correct way in ordinary contexts using verbal and non-verbal procedures and phonetic aspects, rhythm, accentuation and intonation as basic element of communication.</p> <p>3. Read in clear and comprehensive way different texts according to their experiences and interests, drawing up general and specific information according to a previous purpose.</p> <p>4. Write in a suitable, coherent and correct way, with the help of models, different texts according to a diverse purpose related to their experiences and interests.</p> <p>5. Use all the conventional means and new technologies to obtain and give information, and to communicate in a foreign language with autonomy.</p> <p>7. Have a receptive, interested</p>	<p>1. To participate in oral interactions speaking about visual topics in different situations, respecting basic rules or exchange as a listening and looking at who is talking (obj.1).</p> <p>2. To obtain global sense and identify specific information from oral texts about family and interest topics (obj.1).</p> <p>3. To use forms and structures of the foreign language including sounds, rhythm, stress and intonation aspects in different communicative contexts in a significant way (obj.2).</p> <p>4. To read and understand the global sense and some specific information of simply texts about known themes and with a concrete purpose (obj.3).</p> <p>5. To write meaningful sentences and short texts in everyday and academic situations started from models with a determined aim and with an established format, both on paper and digital (obj.4).</p> <p>6. Use “learning to learn” strategies including digital</p>	<p>Communicative language competence</p> <p>Competence in the knowledge and interaction with the world</p> <p>Digital and information processing competence</p> <p>Social and civic competence</p> <p>Learning to learn competence</p> <p>Autonomy and personal initiative competence</p> <p>Emotional competence</p>



<p>and confidence attitude in their own learning ability and the use of a foreign language and know how to use the previous knowledge and experience with others languages to obtain an effective, fast and autonomy of foreign language.</p> <p>9. Use the language as a communication and learning source in the rest of areas (in bilingual centers).</p>	<p>media in situations of learning foreign language (obj.5).</p> <p>8. To show interest and curiosity to learn the foreign language (obj.7).</p> <p>10. To use the language to plan, organize and show the contents of other areas (obj.9).</p>	
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1.2.- Objectives of the didactic unit

Objectives
<ol style="list-style-type: none"> 1. Listen to and understand the story "Where is Bob?" to perform the story in a respectful and collaborating attitude. 2. Talk about different places of the house using "there is" and "there are" and domestic objects in a communicative way. Sing different songs about houses with the right stress, rhythm and intonation. 3. Read the story about a haunted house to understand and answer some questions about it. 4. Write the description of your ideal house, following a model to show it to your partners. 5. Look for some information on the internet about houses people have got in different countries. Look for some information different houses like flats, bungalows, detached houses... 6. Value the different types of house people have in other cultures avoiding any kind of discrimination. 7. Show a confident attitude talking and writing about their home. 8. Read "The haunted house" as a source of pleasure.



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1.3.- Block of contents

Block of contents
<p>BLOCK 1. Oral Communication: listening, speaking, oral interaction.</p> <ul style="list-style-type: none">• Listening<ul style="list-style-type: none">- Listening and comprehension of general information about facts and events which are significant and distinguishing information of announcement opinion, the interview, the infant report and the debates and current news commentaries from radio, television and The Internet.- Assessment of these social media as an instrument of learning and access to people's information and experiences.- Listening, comprehension and production of class expositions, interviews or debates during learning or usual conversations.- Identification, classification, and comparison of information extracted by progressive digital autonomy.• Speaking<ul style="list-style-type: none">- Production of typical oral texts of the media by simulation or participation to offer and share information and opinion.- Participation and cooperation in debates or moral dilemmas intended for contribute to coexistence.- Comprehension, memorization and recitation of poems with appropriate rhythm, pronunciation and intonation.- Dramatization and dramatized reading of literary texts.• Oral interaction<ul style="list-style-type: none">- Oral interaction in real or simulated situations giving verbal and non-verbal answers requiring a choice between limited possibilities, in contents of different levels.- Valuing the foreign language as a communicating tool and having an interest to use it in different contexts.

- Interest to know information about people and culture of different countries where the foreign language is spoken.
- Knowledge of some similarities and differences in the usual customs and using the basic forms of social relationships between the countries where the foreign language is spoken and our country.
- Receptive attitude to the people who speak a different language and have a different culture from us.
- Confidence in their own capacity to learn a foreign language and cooperative learning pleasure.
- Consideration about their own learning and acceptance their mistakes as a part of the process.

BLOCK 2. Written communication: reading and writing

• Reading

- Spelling association, pronunciation and meaning from written models, known oral expressions and formation of analytic spelling-sound relationships.
- Reading and comprehension of different texts, in digital and paper formats, adapted to the linguistic competence of the students, to use global and specific information in the task development or to enjoy reading.
- Guided use of reading strategies (using to the visual context and the previous knowledge about whatever topic or situation transferred from known languages) identifying the most important information, working out the meaning of the words and new expressions.
- Reading invitations, congratulations, notes, notices, leaflets...
- Using of graphic means to search and to get information and the possibilities that offer technologies.

• Writing

- Writing invitations, congratulations, notes, notices, leaflets...
- Use of basic strategies to produce simple texts (recipient choice, purpose, planning, composition draft, text revision and final version) using expressions and phrases known orally to communicate information or with different communication intentions.
- Use of ICT to read, write and communicate information.
- Interest in the care and presentation of the written texts.



2.- Indicators for this unit

At the end of this unit, each pupil must be competent in the following indicators:

- Indicador C1.1.** Discriminación de los sonidos, entonación y acentuación. (LAN)
- Indicador C1.2.** Participación y respeto a la estructura de la conversación. (LAN)
- Indicador C1.3.** Expresión con ritmo, pronunciación y entonación. (LAN)
- Indicador C1.4.** Escucha activa. (LAN,S&C,EM)
- Indicador C1.5.** Defensa argumentada de la postura propia. (AUT)
- Indicador C2.1.** Discriminación de los sonidos, entonación y acentuación. (LAN)
- Indicador C2.2.** Comprensión global del texto. (LAN,KNO)
- Indicador C2.6.** Escucha activa. (LAN,S&C,EM)
- Indicador C3.1.** Discriminación de los sonidos, entonación y acentuación. (LAN)
- Indicador C3.2.** Expresión con ritmo, pronunciación y entonación. (LAN)
- Indicador C3.3.** Escucha activa. (LAN,S&C,EM)
- Indicador C3.4.** Uso de estructuras gramaticales. (LAN)
- Indicador C4.1.** Comprensión global del texto. (LAN,KNO)
- Indicador C4.4.** Expresión con ritmo, pronunciación y entonación. (LAN)
- Indicador C5.2.** Uso de herramientas del sistema. (ICT)
- Indicador C5.6.** Uso de estructuras gramaticales. (LAN)
- Indicador C6.3.** Uso de herramientas del sistema. (ICT)
- Indicador C6.5.** Colaboración en las tareas de grupo. (S&C,AUT)
- Indicador C6.6.** Autocontrol de la atención y perseverancia en la tarea. (LL,AUT)
- Indicador C8.2.** Escucha activa. (LAN,S&C,EM)
- Indicador C10.3.** Expresión con ritmo, pronunciación y entonación. (LAN)

3.- Number of sessions and development

We can develop this unit through 12 sessions:

Initial stage	Development stage	Assessment stage	Generalization stage
1	7	3	1

3.1. Initial stage

Session 1

Activity 1: Let's present the task			
Timing: 10 minutes	Materials:	Grouping: wholes class	Place: the classroom
Description: <p>The teacher will present the topic about domotic house and tell the students what they are going to know at the end of the unit of work through the <u>final task</u>.</p> <p>Children are going to work with <u>vocabulary</u> about domotic house (parts of the house, domotic objects and kind of houses) and the <u>structure</u> of grammar (there is/ there are).</p> <p>After that, the teacher will evaluate the children, not with an exam, but with a <u>brainstorming</u>. Teacher will ask the students some questions about the house, in order to know the previous knowledge; for instance:</p> <ul style="list-style-type: none">• What do you know about the parts of the house?• Can you describe your house?• What kind of house do you like?• What machines do you use every day?			

Activity 2: Hello song			
Timing: 2 minutes	Materials: radio and CD	Grouping: whole class	Place: the classroom



Description:

Let's sing the hello song:

Hello, Hello, How are you? How are you?
Hello, Hello, I'm good, I'm good
Hello, Hello, How are you? How are you?
Let's start the day
Let's start the day

Activity 3: Learning vocabulary

Timing:
10 minutes

Materials:
flashcards

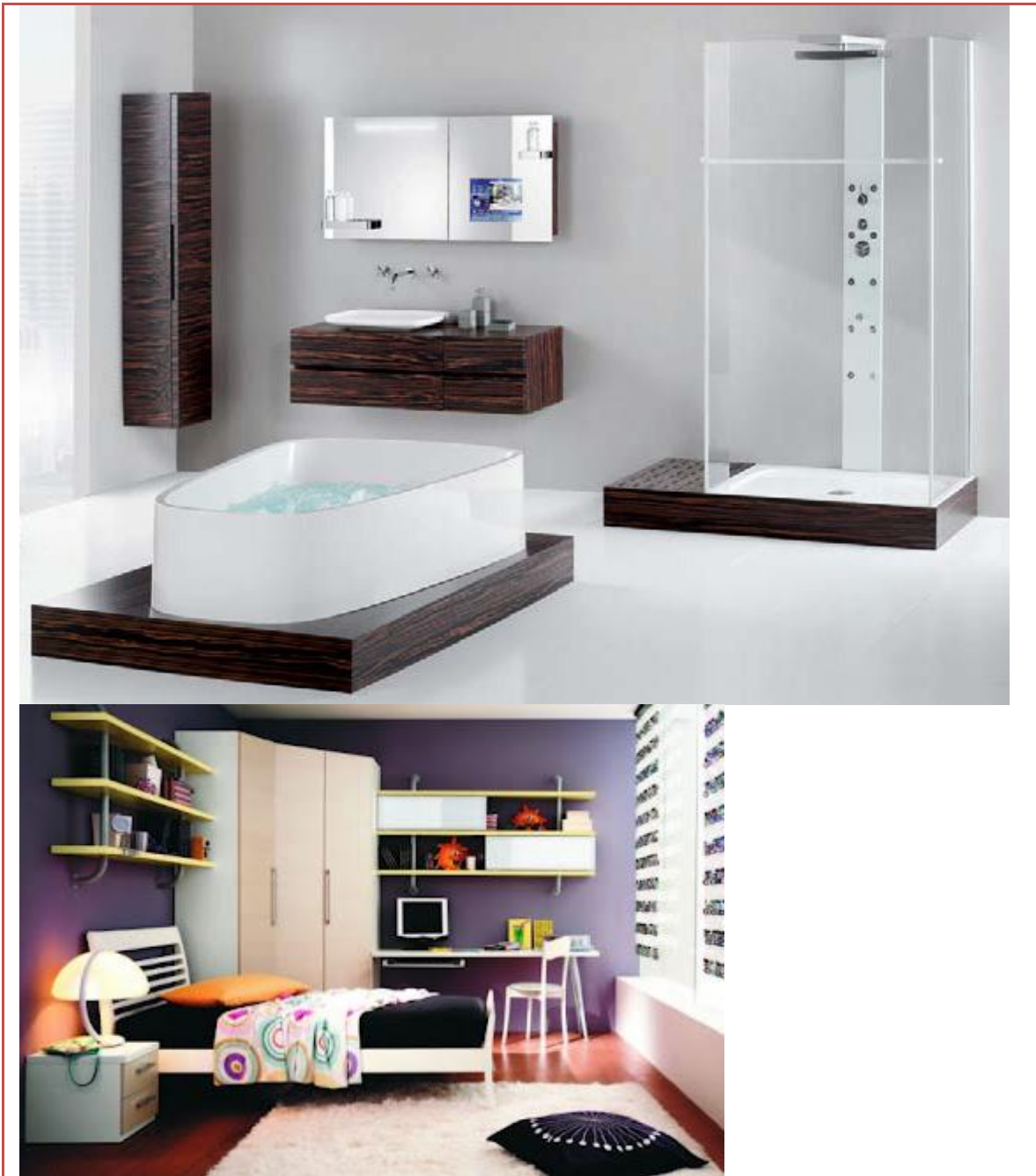
Grouping: whole
class

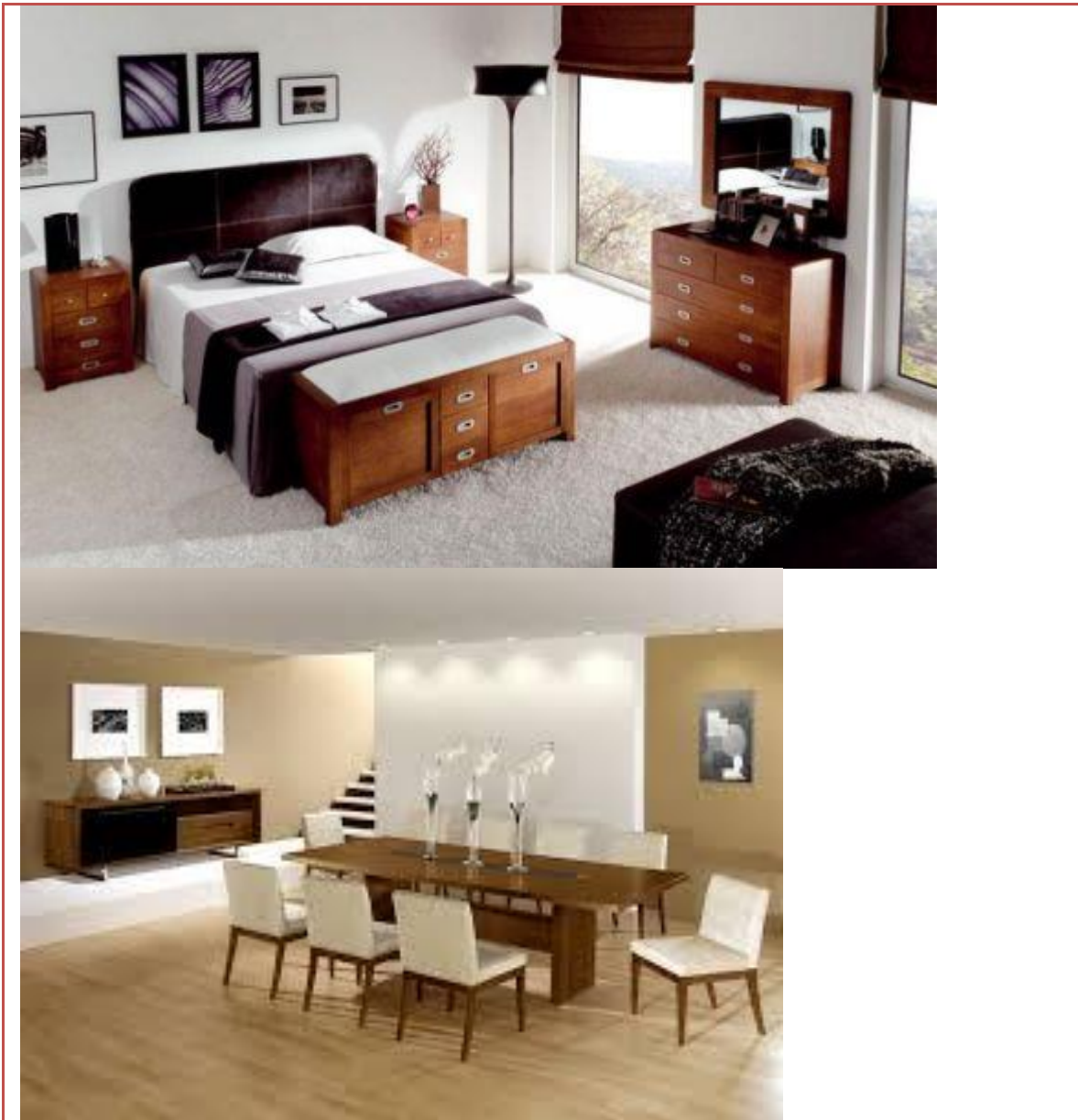
Place:
the classroom

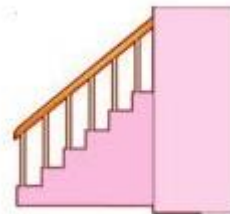
Description:

The teacher will show some flashcards about vocabulary of houses, saying the name of the different kind of houses, the domestic objects and the parts of the house. Then the students have to repeat the words.

Later on, the teacher will put the flashcards around the classroom and children have to move in order to find the word that the teacher says. For example, if the teacher says "microwave", the students have to move to catch this flashcard.











Activity 4: What is it?

Timing: 15 minutes	Materials: flashcards	Grouping: whole class	Place: the classroom
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Description:

The teacher will show each flashcard saying the word to one child, and asking a question: “What?” Then, this child has to repeat this word to another student and so on.

For instance:

- A computer.
- What?
- A computer.
- Oh! A computer!



Activity 5: who is in the ring?

Timing:
10 minutes

Materials:

Grouping: whole
class

Place:
the classroom

Description:

The teacher will make a ring with the children and they have to be sitting in the chairs. One of them will be in the middle, so there is a chair less.

The teacher will say a sentence, like for example:

- Stand up (clap, clap) if you use/ have (a microwave, a computer) in your house.
- Stand up (clap, clap) if your house is a (flat, a cottage, ...)

After that, the child who is in the middle of the ring has to repeat the sentence and since there, the rest of the children will change their sit if they have the object of the kind of house which the child said. So, there is another child in the middle and he/she has to repeat the action, and so on.

Activity 6: Goodbye song

Timing:
2 minutes

Materials: radio
and CD

Grouping: whole
class

Place:
the classroom

Description:


Let's sing the Goodbye song

Clap your hands
Stamp your feet
It's time to say good-bye to all my friends.
It's time to say good-bye to all my friends.
Oh, it's time to say good-bye.
Give a smile and wink my eye.
It's time to say good-bye to all my friends.

3.2. Development stage

Session 2

Activity 1: Hello song			
Timing: 2 minutes	Materials: radio and CD	Grouping: whole class	Place: the classroom
Description: Let's sing the hello song.			

Activity 2: Listening: VOKI			
Timing: 15 minutes	Materials: digital blackboard and worksheets	Grouping: the whole class and individual	Place: the classroom
Description: The children have to listen to “Happy”, the voki, and then they have to do the following activities.			
http://www.voki.com/php/viewmessage/?chsm=b2bf321617da8c326916e2a177a9eb50&mId=2016809			
This is the text:			
<p>Hello Children! My name is Happy! How are you? Look! This is my house. <u>There are not different parts in my house.</u> I only have one <u>room!</u> My house is very intelligent! If I want to eat I say: <u>KITCHEN!</u> and <u>there are a microwave, an oven, a sink, and a fridge</u> with a lot of food! If I want to watch the <u>Television,</u> my home transforms in a <u>LIVING-ROOM!</u> and <u>there are a sofa, a DVD player, and a digital television</u> and I say: <u>BATHROOM</u> when I want to take a <u>shower!!</u> Children!! My home is wonderful!!! See you!!</p>			



VOKI ACTIVITIES

1. Answer the questions:

- Which is the name of the character?

- How many parts are there in her house?

2. Choose the correct answer:

- My house is...
 - a) Very big and intelligent.
 - b) Very clever.
 - c) Very intelligent.
- If I want to eat...
 - a) I say "kitchen" and there are a microwave, an oven, a sink and a freezer.
 - b) I say "kitchen" and there is a microwave, an oven, a sink and a fridge.
 - c) I say "kitchen" and there are a microwave, an oven, a sink and a fridge.
- If I want to watch the television...
 - a) My home transforms in a dining room.
 - b) My house transforms in a living room.
 - c) My home transforms in a living room.

3. Is it true or false?

- There are a sofa, a DVD player, and a digital television in the living room.
- When I want to take a shower I say toilet.

My home is big and wonderful



Activity 3: Reading: Where is Bob?

Timing:
10 minutes

Materials:
worksheet

Grouping: whole
class

Place:
the classroom

Description:

We will read a story “Where is Bob?”

Characters:

Boys: Max.

Girls: Susie, Helen, and Lisa.

Pet: Bob

Narrator

Max, Susie, Helen and Lisa walked through the forest on a dark, dark night...

There was a storm! Bob was scared! Bob ran through the trees as fast as he could.

Max: Bob!! Wait, wait!

Susie: where are you going Bob?

Helen: Bob! Come here!

Lisa: Look! He is going to this terrible house!

They rang the doorbell and came in.

Helen: Bob! Where are you? It's very dark! Max turn on the lamp, please!

Max: Ohh we are in the living room!

Susie: Maybe Bob is next to the sofa!

Lisa: No! He is not here! Let's go to the Kitchen!

Susie: I'm hungry! I'm going to open the fridge! Mm... there is a cake!

Helen: Don't eat it! The microwave is open... maybe, we are not alone!

Max: Come on! Go upstairs!

Lisa: look! In this bedroom there is a computer!

Susie: Look under the bed!

Helen: No! Bob, where are you? Let's go to the bathroom!

Max: hey! Did you hear that noise?

Lisa, Susie, and Helen: YES! What's going on?

Max: look! The hair dryer is on!

Susie: come on! Where is Bob?

Helen: maybe he is in the garage... what do you think?

Lisa: it's very dirty! There are a lot of things...

Max: I like this old television!

Susie: Max!!



Helen: I'm scared there is a saw!!

Max: I hear his barks!!
 Lisa, Helen and Susie: Bob! Bob!

Children come into the tree house, the door was very old.
 Max: Oh. There is a monster party.
 Lisa: Yes. There are skeletons, zombies, vampires, witches...

Max: Bob! We found you!!
 Helen: Look!! He is with a skeleton bone!
 Lisa: we were afraid for you, Bob!
 Susie: Let's go home! It's too late!

Activity 4: Song: "my house"

Timing: 2 minutes	Materials: CD player	Grouping: individual	Place: the classroom
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Description: Listen this song

Where's the chair and the bed?
In the bedroom
Where's the cupboard and the bath?
In the bathroom

I live in this house
We have lots of rooms
I love my house
What about you?

Where's the table and the fridge?
In the kitchen
Where's the sofa and the TV?
In the living room. Can't you see?

I live in this house
We have lots of rooms
I love my house
What about you?

Where's the tools and the car?
In the garage
Where's the pets and the tree?
In the garden, can't you see?



Activity 5: Written activity: Kitchen appliances

Timing:
10 minutes

Materials: worksheet

Grouping:
Individual
In pairs

Place:
classroom

Description:

Children have to read the descriptions and match with the appliances, then they have to write an appliances description, her/his pair has to guess the appliances.

Then children have to draw and describe a new appliance.

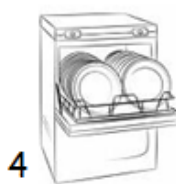
Read - match - describe - create : Kitchen Appliances

1. Read and match

It's made of metal and plastic. It keeps food and drinks cold. You can find it in the kitchen.

It has buttons and a door. It's very useful. You use it to heat or cook food. It's very quick.

It has a lid. It looks like a pot. It's made of metal, plastic and glass. You use it to cook rice.



2. Describe 3 other appliances. Let a friend guess.

It's ..

It's ..

It's ..



- Blender
- Coffee maker
- Dishwasher
- Electric kettle
- Fridge
- Microwave oven
- Rice cooker
- Toaster

3. Draw and describe your own appliance



It's made of ...

Activity 6: Speaking and oral interaction: What can you see?

Timing:
10 minutes

Materials:
worksheets

Grouping: whole
class

Place:
the classroom

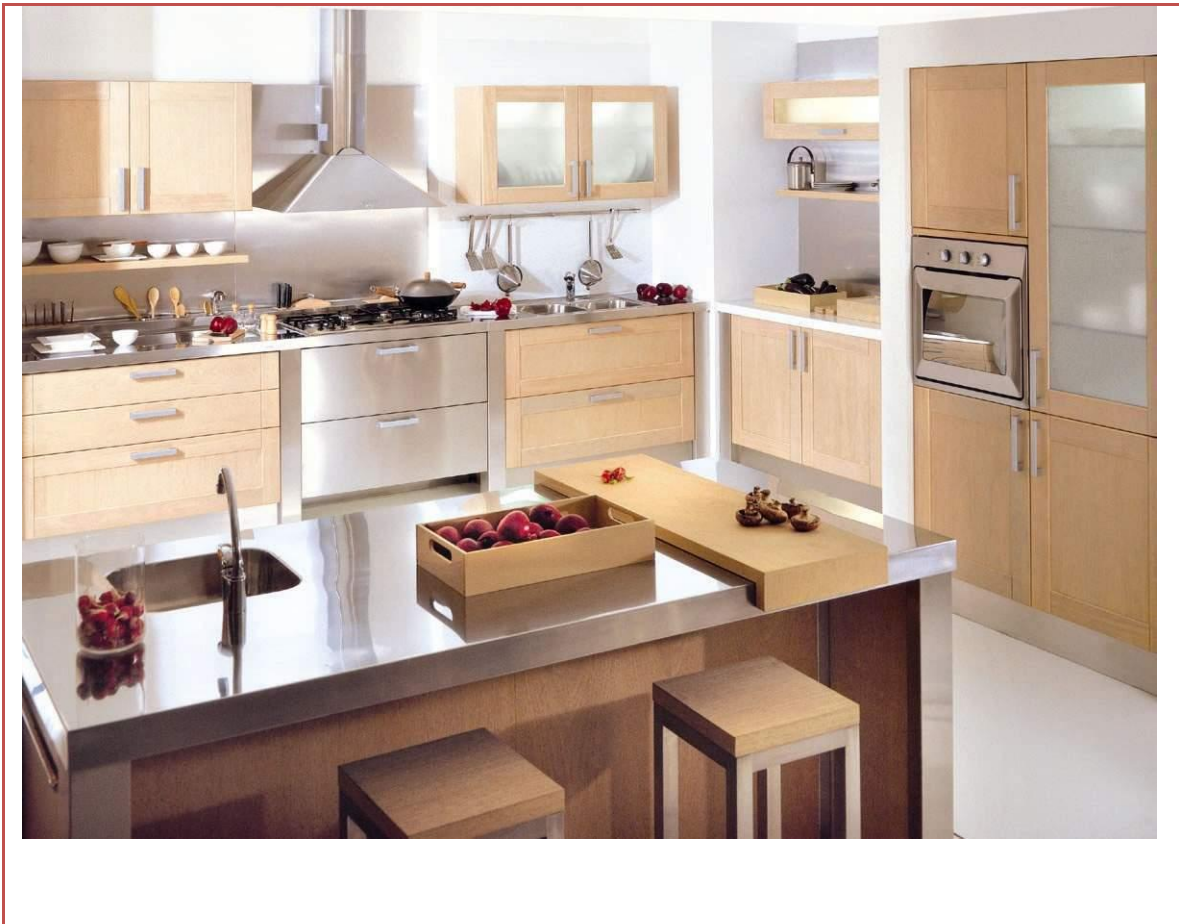
Description:

The teacher will give the children a worksheet with different parts of a house. The children have to say, in turns, what they see using the structure “there is” or “there are”.

For example: “There is a shower in the bathroom.” “There are some chairs in the dining room”.







Activity 7: Reading: Read and circle

Timing: 4 minutes	Materials: worksheets	Grouping: individual	Place: the classroom
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Description:

Children have to Read and circle.

1-What's this? It is a mirror/ a picture

2-What's this? It is an armchair / a sofa



3-What's this? It is a table / a desk



4-What's this? It is a cooker / a fridge



5-What's this? It is a chair / an armchair



Activity 8: Reading: Guessing game

Timing: 4 minutes	Materials: worksheet	Grouping: individual	Place: the classroom
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Description:

Children have to complete the paragraph with the words from the box. You have to guess the last one. Good luck!

LIVING ROOM ARMCHAIRS TABLE HOUSE

- You can find me in a
- People have me in their
- There are one or two
- Near me and a smallin front of me.
- People sit on me and watch
- I am a



Activity 9: Goodbye song			
Timing: 2 minutes	Materials: radio and CD	Grouping: whole class	Place: the classroom
Description: Let's sing the Goodbye song.			

Session 3

Activity 1: Hello song			
Timing: 2 minutes	Materials: radio and CD	Grouping: whole class	Place: the classroom
Description: Let's sing the hello song.			

Activity 2: Listening: Can you help me?

Timing:
10 minutes

Materials:
The blackboard

Grouping:
Groups of 4/5
people

Place:
the classroom

Description:

The teacher will make groups of 4 or 5 people, and they will be a team. The teacher will read a text. After that, the students have to choose the correct word for each block of vocabulary (type of house, part of the house, objects of the house)

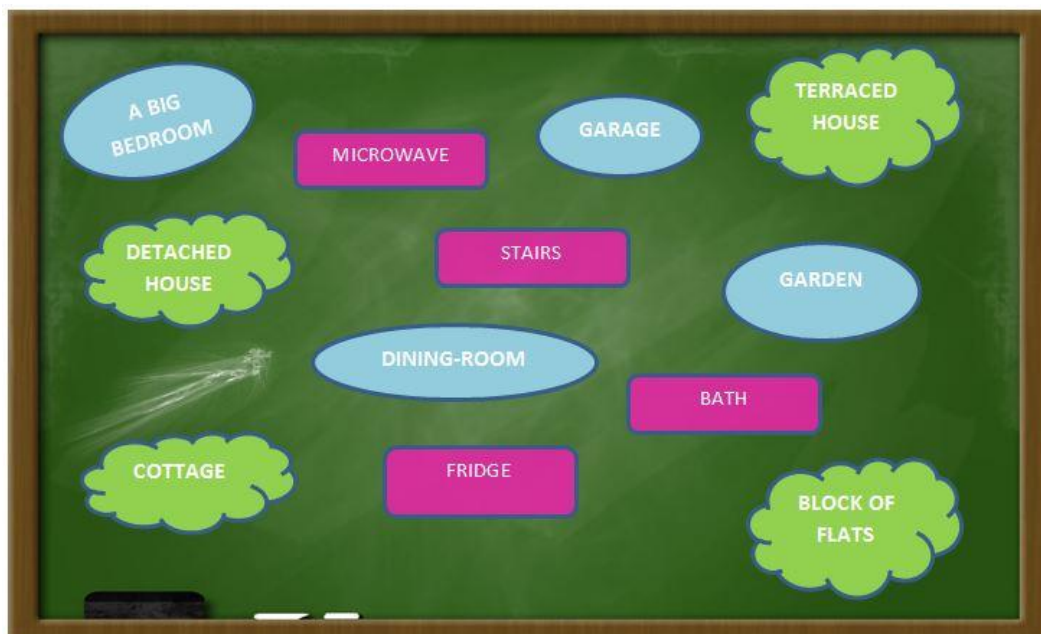
TEXT

I want to buy a new house, but I don't know which type of house I need to buy. Can you help me?

In my old flat, there are a living room, a kitchen, a bathroom and one small bedroom. I can't invite my friends to dinner, because there are not enough places. There isn't any garden, and my dog cannot play inside the flat.

I don't like the places very crowded, because I am a quite person and I need to relax myself. I want to live in the forest because I love the nature.

I really like new technologies, so I want to have an alive house, which are very intelligent, because they have lot of things: automatic fridge and microwave, DVD player,... and the whole house is a computer! What kind of house do you recommend me?





Activity 3 : Reading: Guessing game

Timing:
5 minutes

Materials:
worksheets

Grouping:
individual

Place:
the classroom

Description:

We will read the Story “Where is Bob?” and after that the teacher will ask some questions about the story in an oral way.

Questions:

- Do you like the story?
- Who is Bob?
- Is there a computer in the bedroom?
- Where is bob?
- Who were in the tree-house?

Activity 4: Speaking and oral interaction: Who am I?

Timing:
10 minutes

Materials: pictures

Grouping: whole
class

Place:
the classroom

Description:

The teacher will paste a picture of an object or a part of a house on the forehead of a child, so he or she has to ask the other children some yes/no questions in order to know who he/she is. When he or she discovered the object or the part of a house, other child will have the picture pasted on his/her forehead.

For example:

- Am I a room? – No.
- Am I an object? – Yes.
- Can you find me in the kitchen? – Yes.
- Can I cook food? – No.
- Can I cool food? – Yes.
- Am I a fridge? – Yes.

We will use these pictures:







Activity 5: song “Animal house”

Timing: 5 minutes	Materials: radio and CD, worksheet	Grouping: whole class	Place: the classroom
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Description:

Children have to listen to the song and put the pictures in order

Song

There's a kangaroo in my kitchen
There's a hippo in my hall
There's a dinosaur in my dining room
A hundred metres tall!

My house is full of animals
I don't know what to do
I think I'm going crazy
I'm living in a zoo!

There's a bison in my bathroom
There's a beetle in my bed
There's a tortoise in my toilet
With a hamster on his head!

My house is full of animals
I don't know what to do
I think I'm going crazy
I'm living in a zoo!

There's a gopher in my garden
There's a tiger in my tree
There's a lion in my living room

He's watching my TV!

My house is full of animals
I don't know what to do
I think I'm going crazy
I'm living in a zoo!

My house is full of animals
I don't know what to do
I think I'm going crazy
I'm living in a zoo!
I think I'm going crazy
I'm living in a zoo!



Activity 6: Writing: Furniture

Timing:
5 minutes

Materials:
worksheets

Grouping:
individual

Place:
the classroom

Description:

Children have to complete words and find them in the worksheet.

			
W _ _ _	C _ _ _	W _ _ _	B _ _ _
			
C _ _ _	F _ _ _	L _ _ _	T _ _ _
			
W _ _ _	B _ _ _	S _ _ _	A _ _ _
			
B _ _ _	M _ _ _	C _ _ _	R _ _ _

Activity 7: Reading: Birds of a feather flock together

Timing:
7 minutes

Materials: radio
and CD

Grouping:
individual

Place:
the classroom

Description:

Children have to read the definitions and match them with the right word.

You wash the dishes here

CUPBOARD

It cleans your clothes

WASHING
MACHINE

It washes up the dishes with two big
hands

DISHWASHER

It heats up food and makes ready meals

WARDROBE

You keep your clothes here

MICROWAVE

You keep the plates here

BATHTUB

It is a container which you wash
your body

COFFEE
MARKER

You sleep here

SINK

It makes coffee just telling the word
"COFFEE"

BED

Activity 8: LISTENING: Shopie's house

Timing:
15 minutes

Materials:
Worksheets

Grouping:
Individual

Place:
The classroom

Description:

The teacher will read the text two times, and they have to fill in the gaps and answer the questions related with the text.



ACTIVITIES

- Listen carefully and fill in the blanks:

Most people in _____ live in a flat. But people who live in small _____ usually live in _____ or in bungalows. There are also people who live in a _____. Sophie lives in a _____ in Madrid. Sophie usually takes the lift to her flat on the _____ floor. It is quite a _____ flat. There are _____ bedrooms, two _____, a _____-room and a kitchen. Sophie shares a _____ with her older sister, Sara. The only thing Sophie _____ to have is a _____ but she has a balcony. She sits on the _____ if the weather is _____.

- Translate the following words:

Most people	
Lift	
Quite	
Balcony	
Floor	

- True or false? Correct the false statements.

Sophie lives in Spain.

T / F

Most people in Spain live in bungalows.

T / F

Sophie lives on the 6th floor.

T / F

Sophie shares a room with her sister.

T / F



****Listening transcript****

Most people in Spain live in a flat. But people who live in the small cities usually live in a chalet or in a bungalow. There are also people who live in a cottage. Sophie lives in a flat in Madrid. Sophie usually takes the lift to her flat on the seventh floor. It is quite a big flat. There are three bedrooms, two bathrooms, a living-room and a kitchen. Sophie shares a room with her older sister, Sara. The only thing Sophie wants to have is a garden but she has a balcony. She sits on the balcony if the weather is good.

Activity 9: Goodbye song

Timing:
2 minutes

Materials: radio
and CD

Grouping: whole
class


Place:
the classroom

Description:

Let's sing the Goodbye song.

Session 4

Activity 1: Hello song			
Timing: 2 minutes	Materials: radio and CD	Grouping: whole class	Place: the classroom
Description: Let's sing the hello song.			

Activity 2: Speaking and oral interaction: Make and answer some questions			
Timing: 10 minutes	Materials: worksheets	Grouping: in pairs	Place: the classroom
Description: 			

1. In pairs, the teacher will give the children a picture of a bedroom and some words to make question.
2. Each child will have different words, so each child will have different questions.
3. The child A will have to create some questions with the following words:
 - / a carpet in the room? (Is there a carpet in the room?)
 - How many beds / ? (How many beds are there in the room?)
 - / the door open or closed? (Is the door open or closed?)
 - / a shirt on the bed? (Is there a shirt on the bed?)
 - What colour / the curtains? (What's the colour of the curtains?)
 - / any books in the room? (Are there any books in the room?)
4. And the child B will have to create some questions with the following words:
 - / a bin in the room? (Is there a bin in the room?)
 - How many tables / ? (How many tables are there in the room?)
 - / a lamp on the table? (Is there a lamp on the table?)
 - / a television in the room? (Is there a television in the room?)
 - What colour / the walls? (What's the colour of the walls?)
 - / any pictures? How many? (Are there any pictures in the room? How many pictures are there?)
5. In turns, each child will answer one question to the other child and he/she will have to answer him/her.

For example:

Student A: Is there a carpet in the room?

Student B: Yes, there is.

Student B: Is there a bin in the room?

Student A: No, there isn't.

...



Activity 3: Song “My house”

**Timing:
5 minutes**

**Materials:
CD player
worksheet**

**Grouping:
individual**

**Place:
the classroom**

Description: children have to put in order the lyrics of “my house” song,

**I live in this house
We have lots of rooms
I love my house
What about you?**

**Where´s the tools and the car?
In the garage
Where´s the pets and the tree?
In the garden, can´t you see?**

**Where´s the chair and the bed?
In the bedroom
Where´s the cupboard and the bath?
In the bathroom**

**I live in this house
We have lots of rooms
I love my house
What about you**

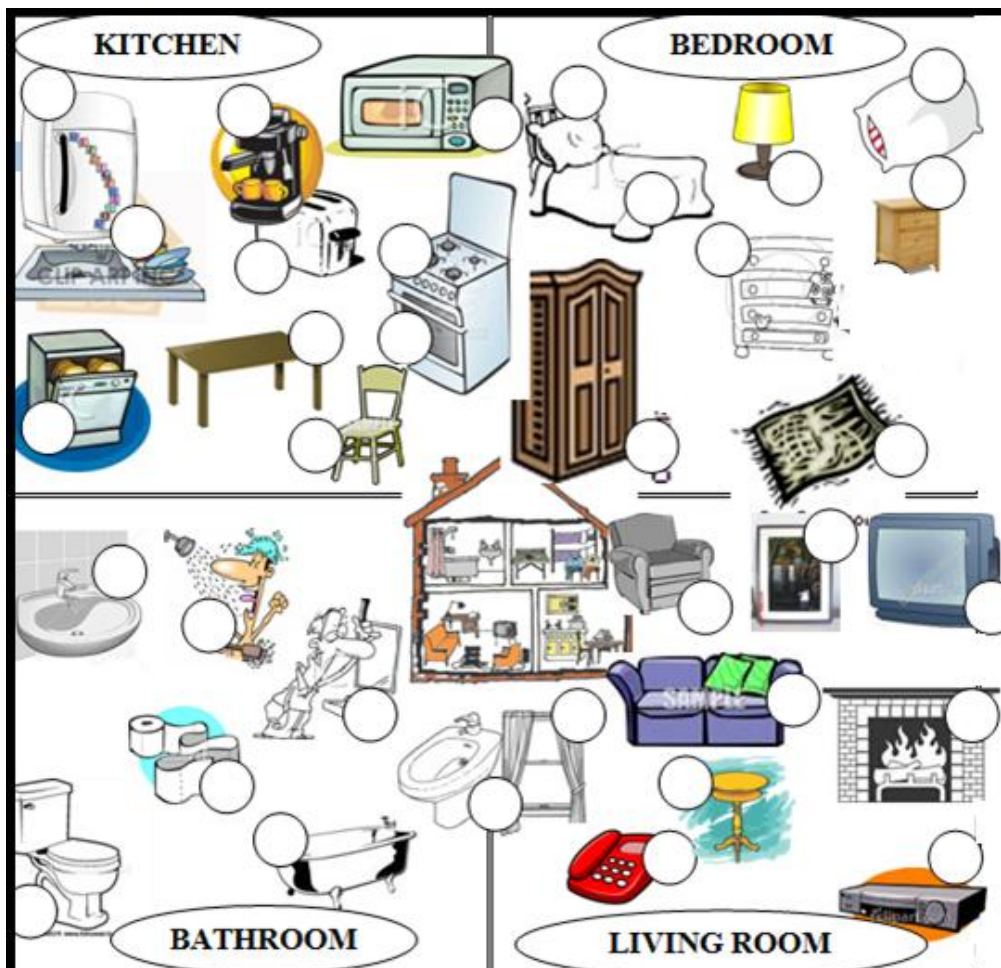
**Where´s the table and the fridge?
In the kitchen
Where´s the sofa and the TV?
In the living room. Can´t you see?**



Activity 4: Reading: “Read and join”			
Timing: 7 minutes	Materials: worksheets	Grouping: individual	Place: the classroom

Description:
Children have to read and write the numbers.

- | | | | |
|------------------|-----------------------|--------------------|------------------|
| 1 – cooker | 11 – chest of drawers | 20 – bath | 27 – sofa |
| 2 – dishwasher | 12 – bed | 21 – bidet | 28 – armchair |
| 3 – toaster | 13 – carpet | 22 – shower | 29 – fireplace |
| 4 – oven | 14 – wardrobe | 23 – toilet | 30 – dvd player |
| 5 – sink | 15 – bedspread | 24 – bathroom sink | 31 - television |
| 6 – fridge | 16 – pillow | 25 – mirror | 32 – round table |
| 7 – coffee maker | 17 – lamp | 26 – toilet paper | 33 – picture |
| 8 – microwave | 18 – bedside table | | 34 – curtains |
| 9 – chair | | | 35 - telephone |
| 10 - table | | | |





Activity 5: Song: Animal house

Timing:
2 minutes

Materials: radio
and CD

Grouping: whole
class

Place:
the classroom

Description:

Children have to listen the song and put in order.

There's a bison in my **bathroom**
There's a beetle in my bed
There's a tortoise in my toilet
With a hamster on his head!

My house is full of animals
I don't know what to do
I think I'm going crazy
I'm living in a zoo!

There's a kangaroo in my **kitchen**
There's a hippo in my hall
There's a dinosaur in my **dining room**
A hundred metres tall!

My house is full of animals
I don't know what to do
I think I'm going crazy
I'm living in a zoo!

My house is full of animals
I don't know what to do
I think I'm going crazy
I'm living in a zoo!

There's a gopher in my **garden**
There's a tiger in my tree
There's a lion in my living room
He's watching my TV!

My house is full of animals
I don't know what to do
I think I'm going crazy
I'm living in a zoo!
I think I'm going crazy

I'm living in a zoo!

Activity 6: Reading: My favourite room in the house

Timing: 12 minutes	Materials: worksheets	Grouping: individual	Place: the classroom
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Description:

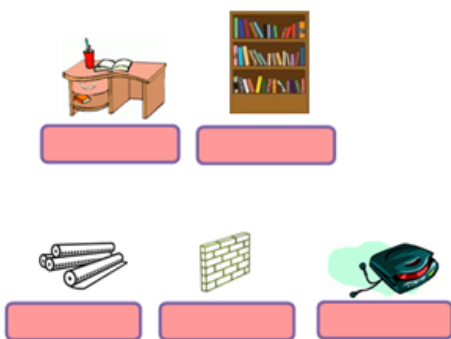
Children have to read the text.

The room I like best in the house is my bedroom !It's all me and It's all pink , green and purple because they are my favorite colors : there is a pink and green flowery **wallpaper** ; there are purple and green **cushions** and the **carpet** on the floor is purple too !

In my room the bed is next to the **chest of drawers**. You can not see it on the picture but I have got a **desk** and my **computer** is on my desk. I haven't got a TV set in my bedroom because my parents think it's not good for me. So I have a huge **bookcase** with a lot of books in it and I really love reading all sorts of books!

There are lots of posters of my favorite stars on **the walls**: singers or actors. I enjoy listening to music on my **CD player** while I'm doing my homework!

Then They have to match the words in bold with a drawing:



**After that, children have to mark the sentences true (T) or false (F).
Correct the wrong sentences:**



Sentences	True	false
Butterfly's room is all white		
Butterfly hates reading books		
She always puts on some music when she works		
Butterfly has got a TV set in her room		
Butterfly's favorite room is her bedroom		

Activity 7: Written activity: Email

Timing: 10 minutes	Materials: radio and CD	Grouping: Individual	Place: the classroom
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Description: Children have to write an e-mail about their new houses.

Writing: Email to my cousin in London

about my new house

From: Dimitri@yahoo.com

To: Alexandra@gmail.com

Subject: My New House

Hi Alexandra,

We have a wonderful new apartment. It has got 7 rooms. There is a kitchen, a dining room, a living room, two bathrooms, and three bedrooms. The living room has got a big balcony with lots of plants. It is in pretty suburb about 10 kilometers from the center of town.

My bedroom is the best room of all. It has got bed, a desk, a bookcase filled with books about dinosaurs, a desk chair, an armchair, a CD player and a new computer. There are posters on the wall of my favourite football players.

My new house is so nice. I hope you can come visit sometime
Gotta go now. Bye.
Dimitri.



Writing: Email to ...about my new house

From:
To:
Subject:



MyCuteGraphics

Activity 8: LISTENING: PAINT IT!

Timing:
10 minutes

Materials:
Worksheets

Grouping:
Individual

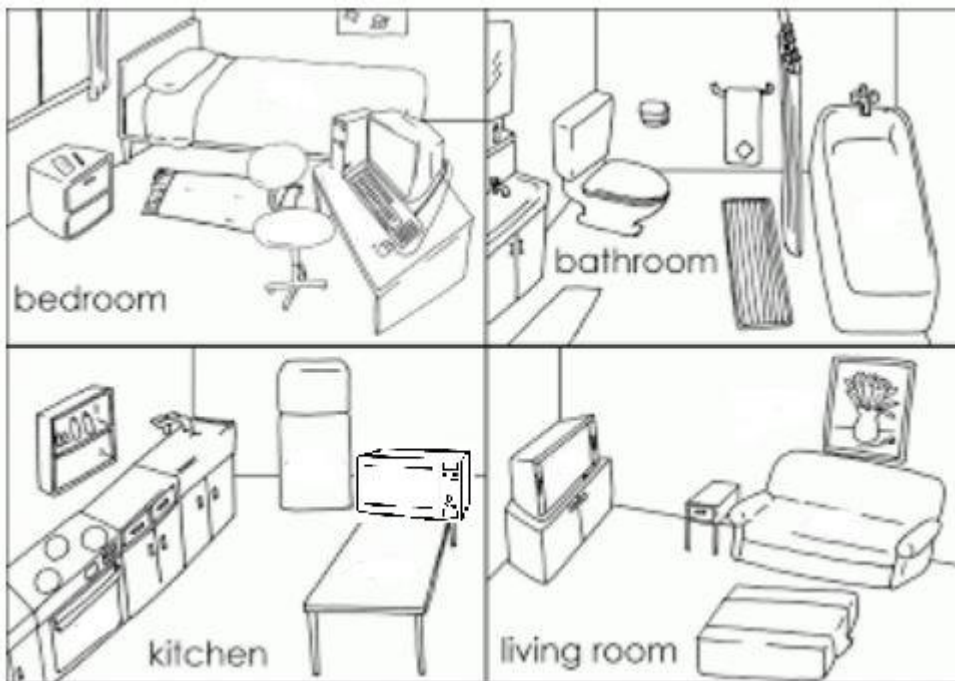
Place:
The classroom

Description:

The teacher will give the students the worksheets. The teacher will say the colour of the different objects in the house and the children have to paint it in the correct way.

For example: "Paint the microwave grey" "Paint the computer blue".

When they finished the activity all together will check it.



Activity 9: Diagnostic evaluation: speaking and oral interaction

Timing:
5 minutes

Materials:
Worksheet

Grouping:
In pairs

Place:
the classroom

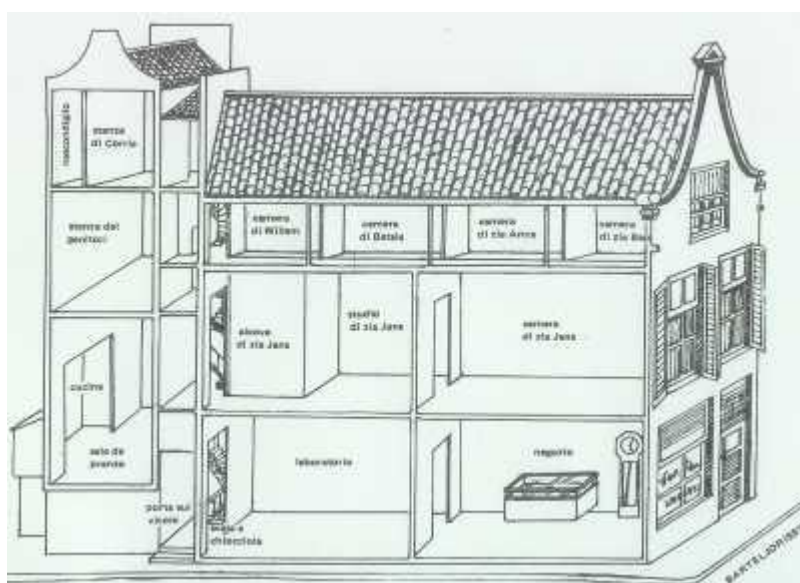
Description:

We will give the students this worksheet:

Your parents want to move and they ask you about your opinion. In which place do you want to put each room? Why? Dialogue with your classmate, first write your ideas.

REMEMBER

1. Look the blueprint, choose and think why each room is.
2. Write your ideas
3. Ask to your partners about their ideas
4. Give the notes



Activity 10: Goodbye song

Timing: 2 minutes	Materials: radio and CD	Grouping: whole class	Place: the classroom
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Description:

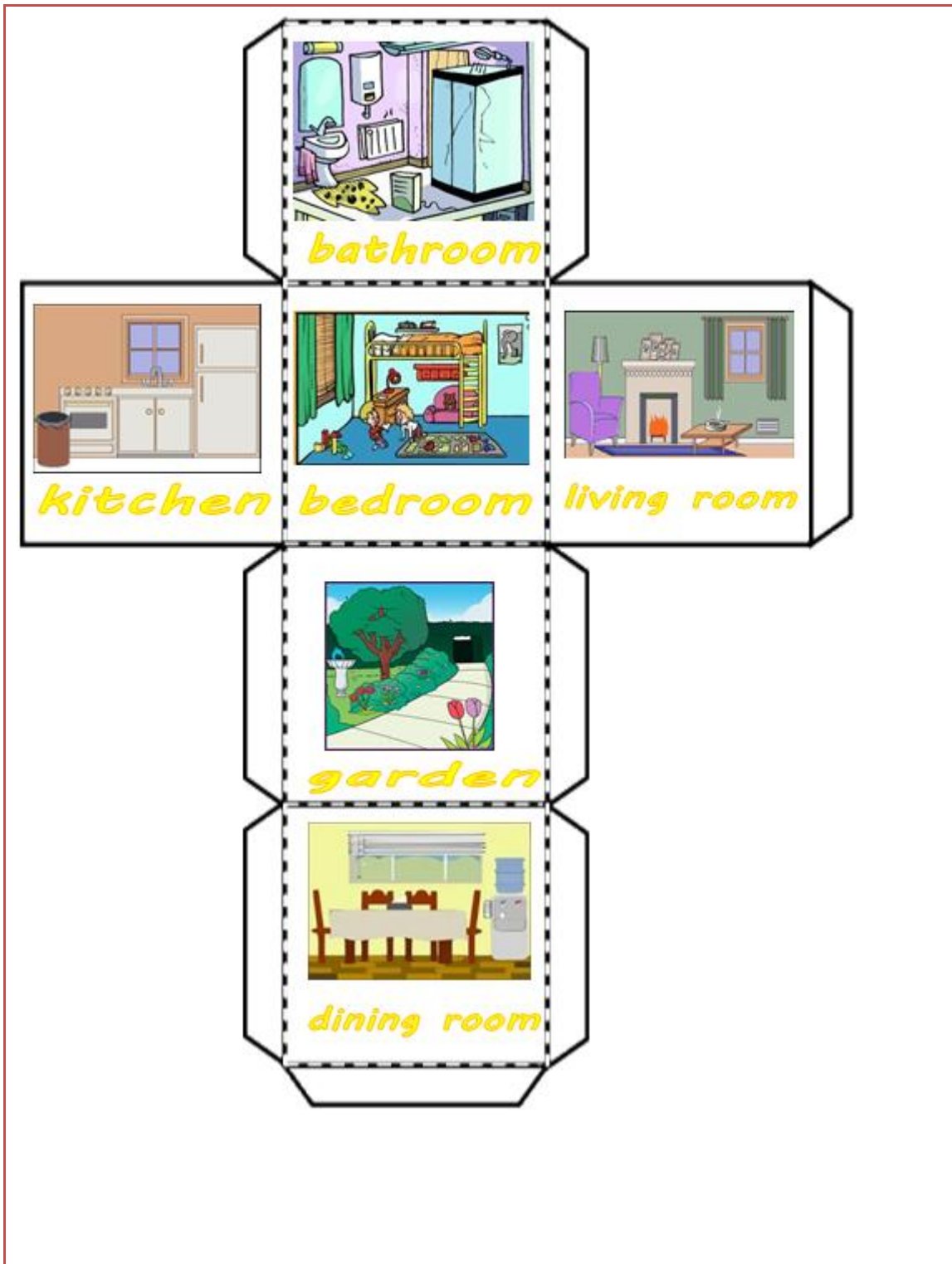
Let's sing the Goodbye song.



Session 5

Activity 1: Hello song			
Timing: 2 minutes	Materials: radio and CD	Grouping: whole class	Place: the classroom
Description: Let's sing the hello song.			

Activity 2: Cut out: roll the dice			
Timing: 10 minutes	Materials: worksheet	Grouping: whole class	Place: the classroom
Description: There are different rooms painted on the dice. The children have to roll the dice and say a sentence related to the room that he or she has obtained with the structure "there is" or "there are". The steps are the following: Step 1: cut and paste the dice. Step 2: the child rolls the dice. Step 3: the child has to see the picture of the dice and say a sentence related to the room that he/she has obtained. For example if he/she obtains the kitchen the sentence can be "in this kitchen there is a bin". Step 4: the child rolls the dice again and say a sentence related to the room that he/she has obtained, but in this case the child has to say a sentence related to his/her own house. For example if he/she obtains the kitchen the sentence can be: "in my kitchen there are a fridge and a microwave". Step 5: another child has to roll the dice and follows the structure of the game. The game will finish when all the students say two sentences, one about the picture of the dice and another about his/her house.			





Activity 3: Reading: Alphabeth soup

Timing: 5 minutes	Materials: worksheets	Grouping: individual	Place: the classroom
-----------------------------	---------------------------------	--------------------------------	--------------------------------

Description:
Children have to do the alphabet soup.

M	I	R	R	O	R	T	N	R	H
S	E	C	U	I	T	T	I	E	D
O	B	O	R	G	A	A	S	R	W
F	U	O	A	B	H	A	A	W	A
A	T	K	L	C	C	O	B	O	R
R	H	E	M	K	B	E	H	D	D
E	T	R	O	P	D	P	S	N	R
N	A	O	U	S	M	O	A	I	O
R	B	C	H	A	I	R	W	W	B
R	T	W	L	F	R	I	D	G	E

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.

Activity 4: Reading: “Where is Bob?”

Timing: 10 minutes	Materials: worksheets	Grouping: individual	Place: the classroom
------------------------------	---------------------------------	--------------------------------	--------------------------------

Description:

The teacher read the story “Where is Bob?” aloud and children have to



filling the gaps:

living room microwave computer lamp house kitchen
television garage

Max, Susie, Helen and Lisa walked through the forest on a dark, dark night...
There was a storm! Bob was scared! Bob ran through the trees as fast as he could.
Max: Bob!! Wait, wait!
Susie: where are you going Bob?
Helen: Bob! Come here!
Lisa: Look! He is going to this terrible _____!

They rang the doorbell and came in.
Helen: Bob! Where are you? It's very dark! Max turn on the _____, please!
Max: Ohh we are in the _____!
Susie: Maybe Bob is next to the sofa!
Lisa: No! He is not here! Let's go to the _____!

Susie: I'm hungry! I'm going to open the fridge! Mm... there is a cake!
Helen: Don't eat it! The _____ is open... maybe, we are not alone!
Max: Come on! Go upstairs!

Lisa: look! In this bedroom there is a _____!
Susie: Look under the bed!
Helen: No! Bob, where are you? Let's go to the bathroom!

Max: hey! Did you hear that noise?
Lisa, Susie, and Helen: YES! What's going on?
Max: look! The hair dryer is on!

Susie: come on! Where is Bob?
Helen: maybe he is in the _____... what do you think?

Lisa: it's very dirty! There are a lot of things...
Max: I like this old _____!
Susie: Max!!
Helen: I'm scared there is a saw!!

Max: I hear his barks!!
Lisa, Helen and Susie: Bob! Bob!

Children come into the tree house, the door was very old.
Max: Oh. There is a monster party.
Lisa: Yes. There are skeletons, zombies, vampires, witches...

Max: Bob! We found you!!
Helen: Look!! He is with a skeleton bone!
Lisa: we were afraid for you, Bob!
Susie: Let's go home! It's too late!



Activity 5: Song “Animal house”

**Timing:
2 minutes**

**Materials:
radio and CD**

**Grouping: whole
class**

**Place:
the classroom**

Description:

Children have to choose the answer! Read the sentence. And circle the correct answer.

- a. There's a kangaroo in my ... **bathroom / kitchen / garden.**
- b. There's a hippo in my ... **hall / bed / toilet.**
- c. There's a dinosaur in my ... **garden / living room / dining room.**
- d. There's a bison in my ... **bedroom / bed / bathroom.**
- e. There's a beetle in my ... **garden / bed / kitchen.**
- f. There's a tortoise in my ... **toilet / tree / dining room.**
- g. There's a gopher in my ... **kitchen / garden / hall.**
- h. There's a tiger in my ... **hall / toilet / tree.**
- i. There's a lion in my ... **bedroom / bathroom / living room.**

Activity 6: Reading: My new house

Timing: 3 minutes	Materials: worksheets	Grouping: individual	Place: the classroom
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Description:

Children have to write the furniture in the right circle:

COOKER, BED, FRIDGE, SOFA, WARDROBE, CUPBOARD, MIRROR, HAIR DRYER



Activity 7: Speaking and oral interaction: Find the differences

Timing: 8 minutes	Materials: worksheets	Grouping: in pairs	Place: the classroom
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Description:



The children have to see these pictures and in pairs they have to tell his/her partner the differences that he/she see in turns.

For example:

In the picture A there is a rabbit on the sofa, but in the picture B there isn't. There is a dog on the sofa.



In the picture A there is a wardrobe, but in the picture B there isn't.

In the picture A there is a yellow and red lamp, but in the picture B there is a pink, blue and yellow lamp.

Activity 8: Listening: do you want to move?

Timing: 10 minutes	Materials: The CD, the CD player and the worksheets	Grouping: Individual	Place: The classroom
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Description:

The teacher will give them the worksheets, first they will read the text properly and after that, they will do the listening. Finally they will do the activities related with the listening.

Estate agent Well, this is the hall. There are six rooms on this floor. There's a kitchen, a _____, a living room, a _____, a library...

Larry Wow! There's a library, Louise!

Louise What's that room?

Estate agent That's a _____, madam.

Larry How many bathrooms are there?

Estate agent There's one downstairs and three _____.

Louise Are there any _____?

Estate agent No, there aren't, madam. This is an old house... This is the living room.

Louise Are those paintings original?

Estate agent Yes, I think so, madam.

Larry Is there a _____?

Estate agent No, there isn't, sir. But there's a _____... And this is the kitchen.

Louise There isn't a _____.

Estate agent Yes, there is. It's over there.

Louise You call that a fridge! Are there any _____? I need a glass of water.

Estate agent Yes, madam. There are some glasses in that _____. Now let's go upstairs.



Tapescript

Estate agent Well, this is the hall. There are six rooms on this floor. There's a kitchen, a dining room, a living room, a study, a library...

Larry Wow! There's a library, Louise!

Louise What's that room?

Estate agent That's a bathroom, madam.

Larry How many bathrooms are there?

Estate agent There's one downstairs and three upstairs.

Louise Are there any showers?

Estate agent No, there aren't, madam. This is an old house... This is the living room.

Louise Are those paintings original?

Estate agent Yes, I think so, madam.

Larry Is there a television?

Estate agent No, there isn't, sir. But there's a piano... And this is the kitchen.

Louise There isn't a fridge.

Estate agent Yes, there is. It's over there.

Louise You call that a fridge! Are there any glasses? I need a glass of water.

Estate agent Yes, madam. There are some glasses in that cupboard. Now let's go upstairs.

The audio file can be downloaded though this link:

<https://www.dropbox.com/s/amiv5f7hdlazdt7/Listening.mp3>

Activity 9: Reading: my house

Timing:
18 minutes

Materials:
worksheets

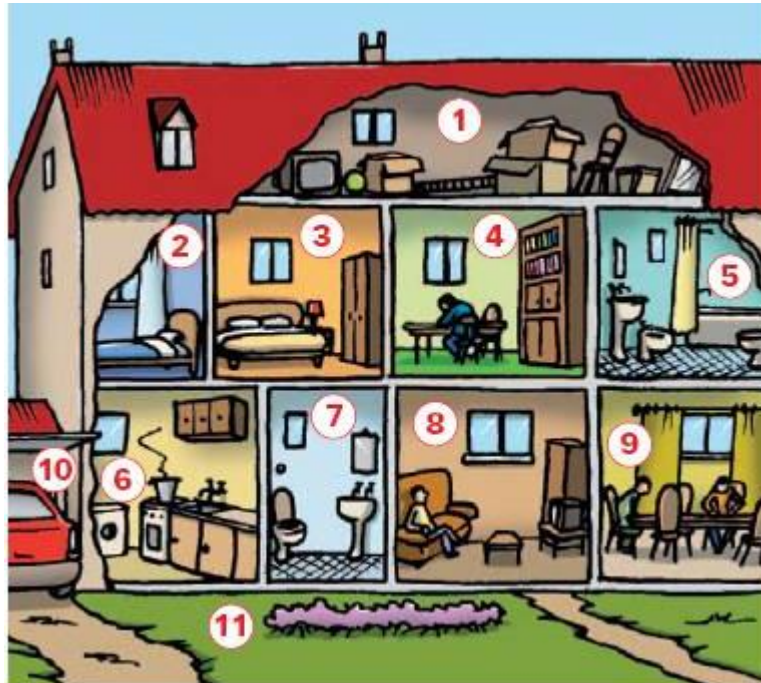
Grouping:
individual

Place:
the classroom

Description:

Children have to read the text and circle the correct answer.

Hi! My name is Kelly. I live near London in a big house. Downstairs, there is a hall, a **living-room**, a **toilet**, a **dining-room** and a **kitchen**. The kitchen is next to the toilet. Upstairs, there are two **bedrooms**, a **bathroom** and a study. Outside the house, there is the **garage**, where my father puts the family car. There is a small **garden** in front of the house. My bedroom is very beautiful. I'm very proud of it. It's ten o'clock p.m. Time for bed. Bye!



This text is about:

- a) Kate, a girl from Australia.
- b) Kelly, a girl from London.



c) kamel, a boy from Egypt.

Write the parts of the house:

Activity 10: Goodbye song

Timing:
2 minutes

Materials: radio
and CD

Grouping: whole
class


Place:
the classroom

Description:

Let's sing the Goodbye song.

Session 6

Activity 1: Hello song			
Timing: 2 minutes	Materials: radio and CD	Grouping: whole class	Place: the classroom
Description: Let's sing the hello song.			

Activity 2: Jack			
Timing: 10 minutes	Materials: radio and CD	Grouping: whole class	Place: the classroom
Description: The teacher will present the children a voki on the digital board or in the Althia room.			
			



<http://www.voki.com/php/viewmessage/?chsm=6889ddc282a42d206ca2b8877c554876&mId=2019014>

After that, each child has to answer some questions.
The text is the following:

Hi, my name is Jack. I'm a curious dog and I want to know some information about your house.

Are you ready to answer my questions?

First question:

Do you live in a flat or in a house?

Second question:

How many rooms are there in your house?

Third question:

Is there a garden in your house?

Fourth question:

What's your favourite room in your house? Why?

Fifth question:

What electronic objects are there in your house?

Last question:

What's your favourite object in your bedroom?

Thank you for your answers. See you!



Activity 3: Speaking and oral interaction: Roleplay

Timing:
10 minutes

Materials:
worksheets

Grouping: in
groups of three
students

Place:
the classroom

Description:

The teacher will give the children a dialogue. First of all, the teacher will explain that an estate agent is a person who sells and rents houses and flats and Larry and Louise want to buy a house.

This is the dialogue:

Estate agent Well, this is the hall. There are six rooms on this floor. There's a kitchen, a dining room, a living room, a study, a library...

Larry Wow! There's a library, Louise!

Louise What's that room?

Estate agent That's a bathroom, madam.

Larry How many bathrooms are there?

Estate agent There's one downstairs and three upstairs.

Louise Are there any showers?

Estate agent No, there aren't, madam. This is an old house... This is the living room.

Louise Are those paintings original?

Estate agent Yes, I think so, madam.

Larry Is there a television?

Estate agent No, there isn't, sir. But there's a piano... And this is the kitchen.

Louise There isn't a fridge.

Estate agent Yes, there is. It's over there.

Louise You call that a fridge! Are there any glasses? I need a glass of water.

Estate agent Yes, madam. There are some glasses in that cupboard. Now let's go upstairs.



In groups of three students, they have to do a roleplay with the dialogue. After that, the students have to write some sentences in order to complete the dialogue. So, they have to explain to each other what Larry, Louise and the estate agent will see upstairs.

Activity 4: Song “My house”

Timing:
5 minutes

Materials:
CD player
worksheet

Grouping:
individual

Place:
the classroom

Description: Children have to fill in the gaps the missing words.

Where's the chair and the bed?

In the _____

Where's the cupboard and the _____?

In the _____



I live in this house
 We have lots of _____
 I love my house
 _____ about you?

Where's the table and the _____?
 In the _____
 Where's the _____ and the TV?
 In the living _____. Can't you see?

I live in this house
 We have lots of rooms
 I ____ my house
 What _____ you?

Where's the _____ and the car?
 In the _____
 Where's the pets and the _____?
 In the _____, can't you see?

Activity 5: Reading: My new house

Timing: 3 minutes	Materials: worksheets	Grouping: individual	Place: the classroom
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Description:
Children have to match the different types of house.

DETACHED HOUSE BUILDING COTTAGE SEMI-DETACHED HOUSE
 IGLOO



Activity 6: Reading “crazy story”**Timing:
7 minutes****Materials:
worksheets****Grouping:
individual****Place:
the classroom****Description:**

We will read the story “Where is Bob?” and after that, the children have to put in order the story:

They rang the doorbell and came in.

Helen: Bob! Where are you? It’s very dark! Max turn on the lamp, please!

Max: Ohh we are in the living room!

Susie: Maybe Bob is next to the sofa!

Lisa: No! He is not here! Let’s go to the Kitchen!

They rang the doorbell and came in.

Helen: Bob! Where are you? It’s very dark! Max turn on the lamp, please!

Max: Ohh we are in the living room!

Susie: Maybe Bob is next to the sofa!

Lisa: No! He is not here! Let’s go to the Kitchen!

Lisa: it's very dirty! There are a lot of things...

Max: I like this old television!

Susie: Max!!

Helen: I'm scared there is a saw!!

Max: I hear his barks!!

Lisa, Helen and Susie: Bob! Bob!

Max: hey! Did you hear that noise?

Lisa, Susie, and Helen: YES! What's going on?

Max: look! The hair dryer is on!

Susie: come on! Where is Bob?

Helen: maybe he is in the garage... what do you think?

Max, Susie, Helen and Lisa walked through the forest on a dark, dark night...

There was a storm! Bob was scared! Bob ran through the trees as fast as he could.

Max: Bob!! Wait, wait!

Susie: where are you going Bob?

Helen: Bob! Come here!

Lisa: Look! He is going to this terrible house!

Susie: I'm hungry! I'm going to open the fridge! Mm... there is a cake!

Helen: Don't eat it! The microwave is open... maybe, we are not alone!

Max: Come on! Go upstairs!

Lisa: look! In this bedroom there is a computer!

Susie: Look under the bed!

Helen: No! Bob, where are you? Let's go to the bathroom!



Max: hey! Did you hear that noise?

Lisa, Susie, and Helen: YES! What's going on?

Max: look! The hair dryer is on!

Susie: come on! Where is Bob?

Helen: maybe he is in the garage... what do you think?

Children come into the tree house, the door was very old.

Max: Oh. There is a monster party.

Lisa: Yes. There are skeletons, zombies, vampires, witches...

Max: Bob! We found you!!

Helen: Look!! He is with a skeleton bone!

Lisa: we were afraid for you, Bob!

Susie: Let's go home! It's too late!

Activity 7: Diagnostic Evaluation . writing

Timing:
10 minutes

Materials:
worksheets

Grouping:
individual

Place:
the classroom

Write a brief article about your house.



First of all, you have to write a brief outline of what you are going to write. For example: Parts of the house (kitchen, living room...), objects that you can find in this rooms (chair, computer...), your favourite part of the house...

-
-
-
-

Writing the article:



Activity 8: Diagnostic evaluation - Reading

Timing:
10 minutes

Materials:
worksheet

Grouping:
individual

Place:
the classroom

Description:

Children have to find in the text one word that is similar in English and Spanish. And they have to answer the questions.

My home: Flat in north London

My home is in a quiet street in Hamstead, north-west London. It's on the first floor. There are two bedrooms, two bathrooms, a living room, a study, and a kitchen. The kitchen is quite big and there is a table and chairs so you can eat there. There is a sofa bed in the study, so you can use it as an extra bedroom. The bedrooms have a great view.

Choose the best title:

- A. My flat in north London
- B. My ideal home
- C. Buying a new house
- D. selling a house

What floor the flat is on?

- A. Three floors
- B. One floor
- C. Two floors
- D. In an attic

The word "sofa" is in:

- A. The bathroom
- B. The kitchen
- C. The bedroom
- D. The living-room

Which is the most important idea of the text?

- A. Parts of the house
- B. Places to live
- C. The bedrooms have a great view.
- D. In the kitchen you can eat

The street is...

- A. noisy
- B. avenue
- C. pedestrian



D. quiet

Activity 9: Goodbye song			
Timing: 2 minutes	Materials: radio and CD	Grouping: whole class	Place: the classroom
Description: Let's sing the Goodbye song.			

Session 7 Complementary activity:

Activity 1: Hello song			
Timing: 2 minutes	Materials: radio and CD	Grouping: whole class	Place: the classroom
Description: Let's sing the hello song.			

Activity 2: Complementary activity



Timing: 50 minutes	Materials:	Grouping: whole class	Place: a domotic house
Description: We will visit a domotic house as a complementary activity. <u>Before the activity:</u> First of all, the teacher has to explain the students what are they going to do and they have to review the vocabulary of the houses (types of houses, parts of the house, and objects of the house) <u>The activity</u> After that, they will visit a domotic house in the city. A person will show them the house, and explain how it works. <u>After the activity</u> The children have to do a worksheet, in order to know that they are learning the vocabulary and the grammar structure. They have to draw the house and answer some questions: Do you like the house? What is your favourite room of the house?			

Session 8 ALTHIA ROOM

Activity 1: Hello song			
Timing: 2 minutes	Materials: radio and CD	Grouping: whole class	Place: the classroom
Description: Let's sing the hello song.			

Activity 2: THE NEW HOUSE (MOVIE MARKER)

Timing: 10 minutes	Materials: worksheets, computers or digital board	Grouping: Individual	Place: the althia room
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Description:

Children have to read aloud the text and answer the questions.

The link to the video is the following:

<http://www.youtube.com/watch?v=XZ3y2xXmSZM>



1. Why is Evelyn moving?

- A. She has no friends
- B. Her dad has a new job
- C. Mom wants to move.
- D. Their old house is not good

2. What is Evelyn's first worry about moving?

- A. leaving her room
- B. leaving her school



- C. leaving her swing set
- D. leaving her favorite park

3. What is nice about Evelyn's new room?

- A. It is on the second floor.
- B. It has cool windows.
- C. There is a computer
- D. It is smaller.

4. How is the new home of Evelyn?

- A. Old house
- B. Smaller house
- C. Domotic house
- D. Green house

5. How does Evelyn seem to feel about moving to a new house at the end of the story?

- A. She is okay, she has to do new things.
- B. She still seems sad.
- C. She is angry.
- D. She is happy.

Activity 3: ICT: Cuadernia

Timing:
15 minutes

Materials:
computers or digital board

Grouping: individual

Place:
the althia room

Description:

Children have to open the cuadernia file and answer the questions or complete sentences.

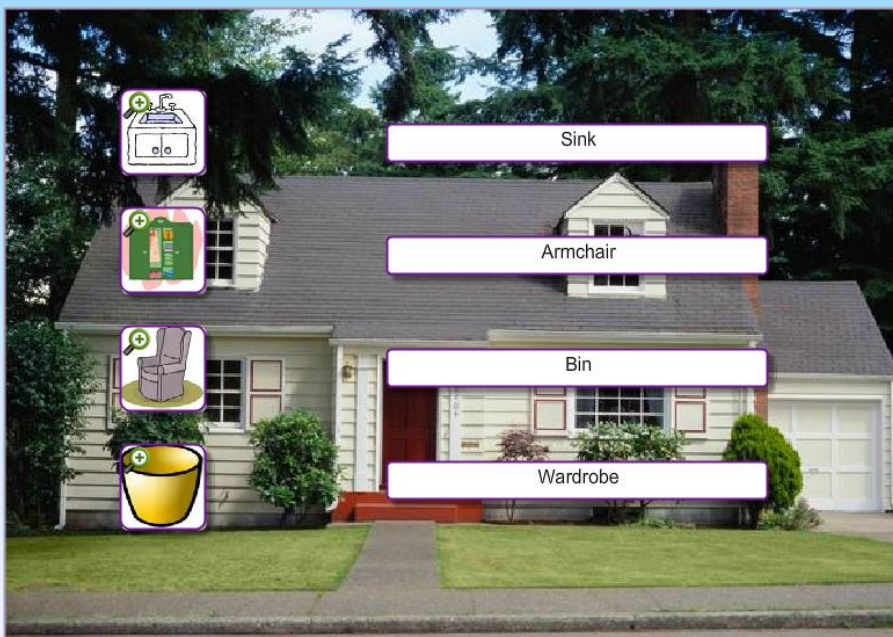
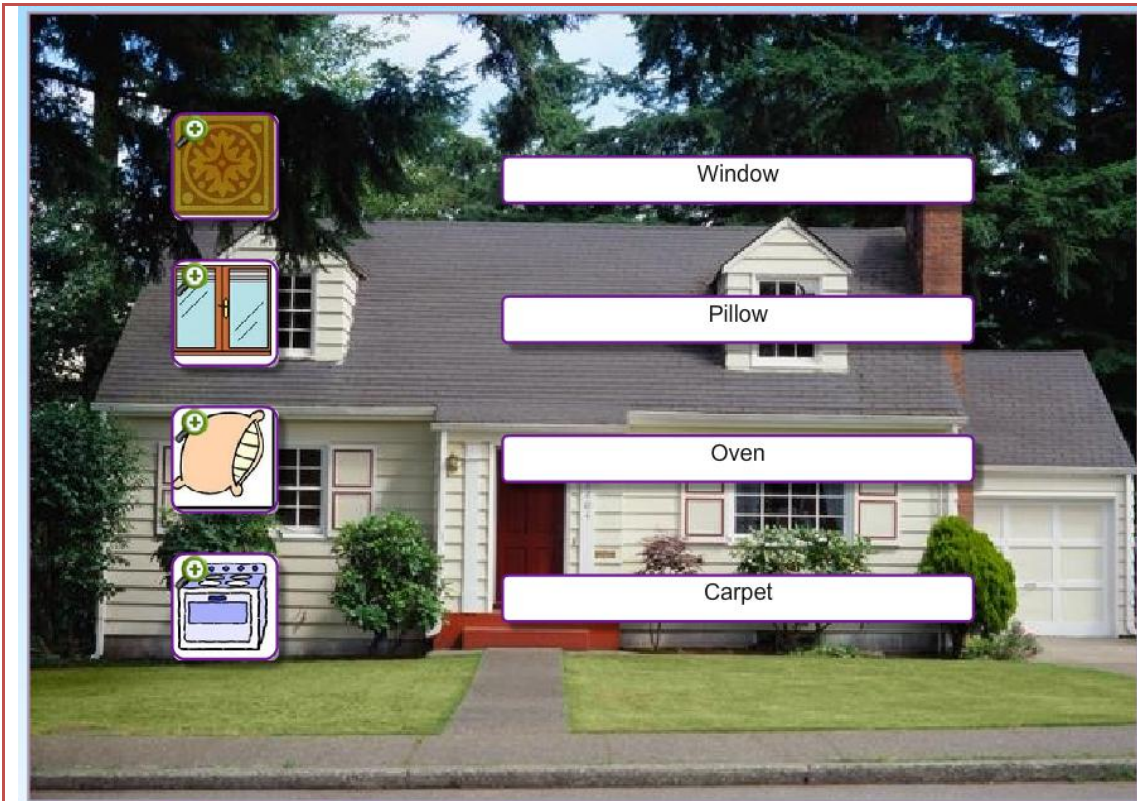
<http://dearstudents2012.blogspot.com.es/2013/11/domotic-house-cuadernia.html>

<https://www.dropbox.com/s/4kegmlnr0ocjmh/Domotic%20House%20-%20Cuadernia.zip>

(Download the file and extract the folder. Then, open the file "cuadernia").

The different activities are the following:

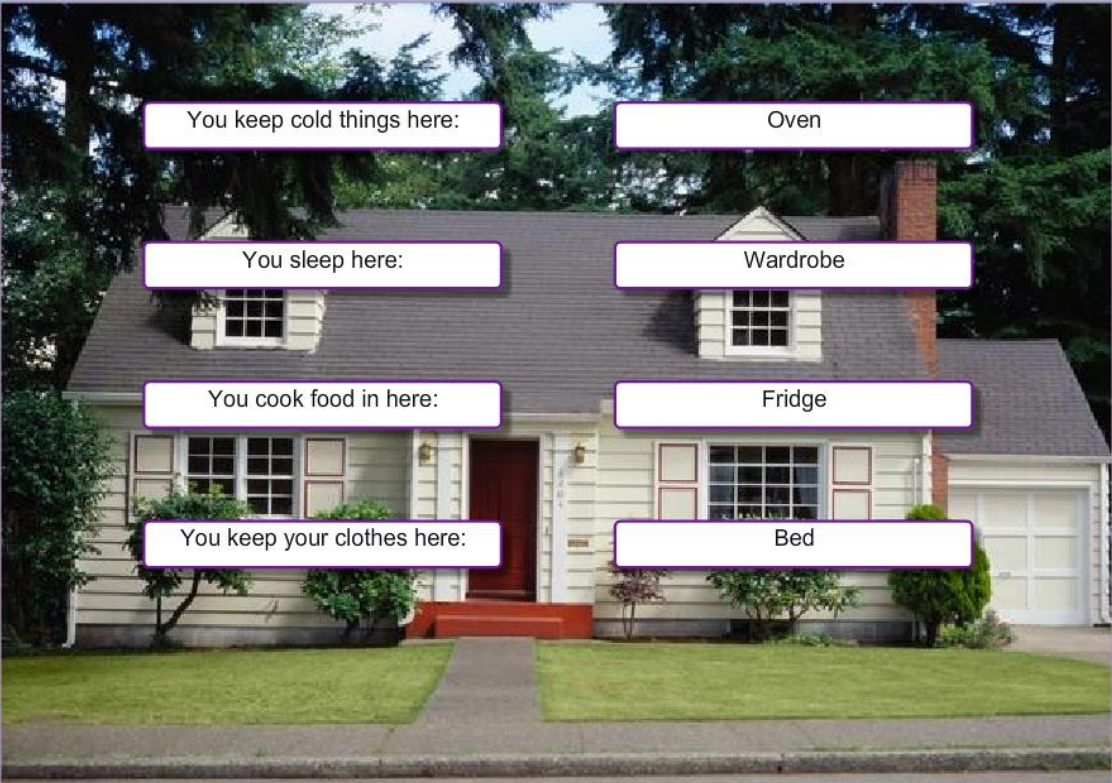




Tiempo
ILIMITADO

Intentos
ILIMITADO

Match!



You keep cold things here:

Oven

You sleep here:

Wardrobe

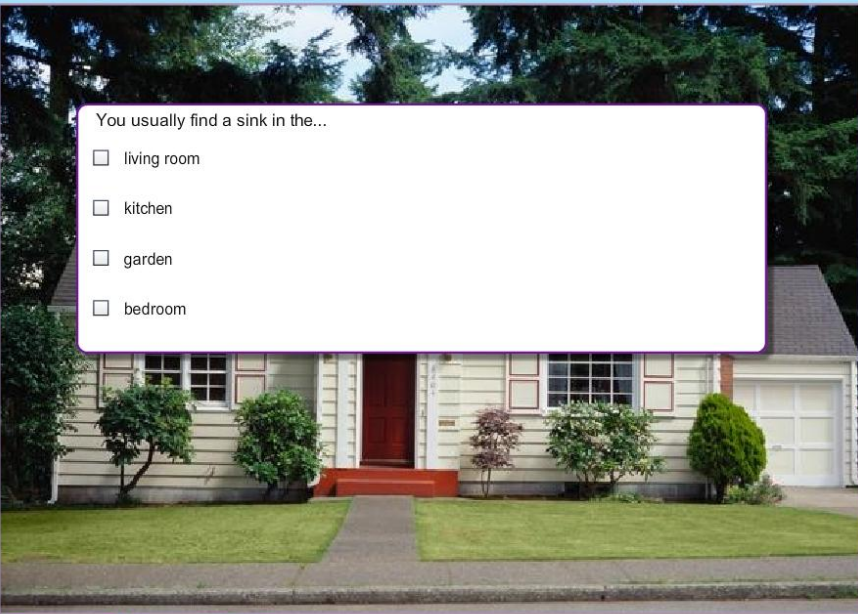
You cook food in here:

Fridge

You keep your clothes here:

Bed

Tiempo ILIMITADO Intentos ILIMITADO Match!



You usually find a sink in the...

- living room
- kitchen
- garden
- bedroom

Tiempo ILIMITADO Intentos ILIMITADO Choose the right answer



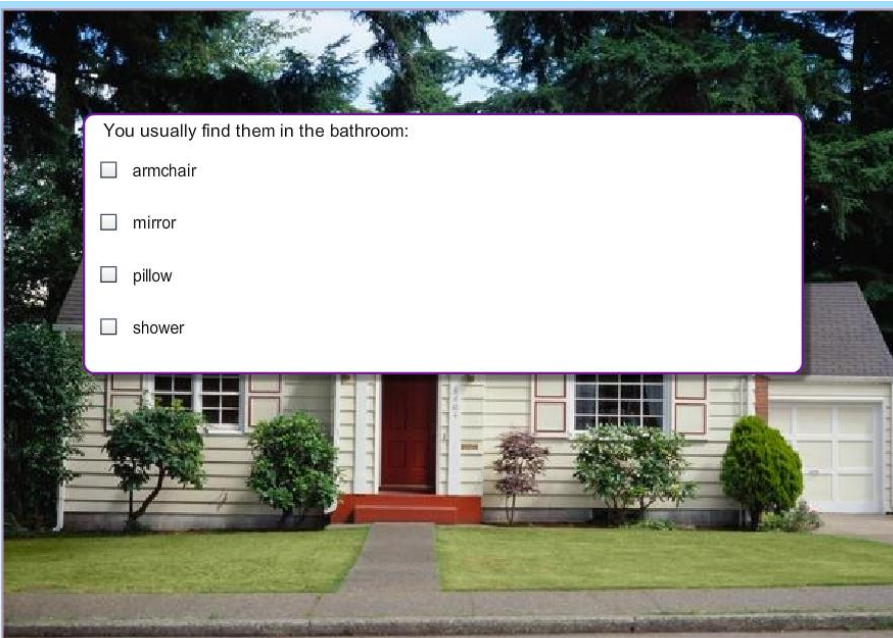
You usually find a toilet in the...

- kitchen
- living room
- bathroom
- garden

Tiempo
ILIMITADO

Intentos
ILIMITADO

Choose the right answer




You usually find them in the bathroom:

- armchair
- mirror
- pillow
- shower

Tiempo
ILIMITADO

Intentos
ILIMITADO

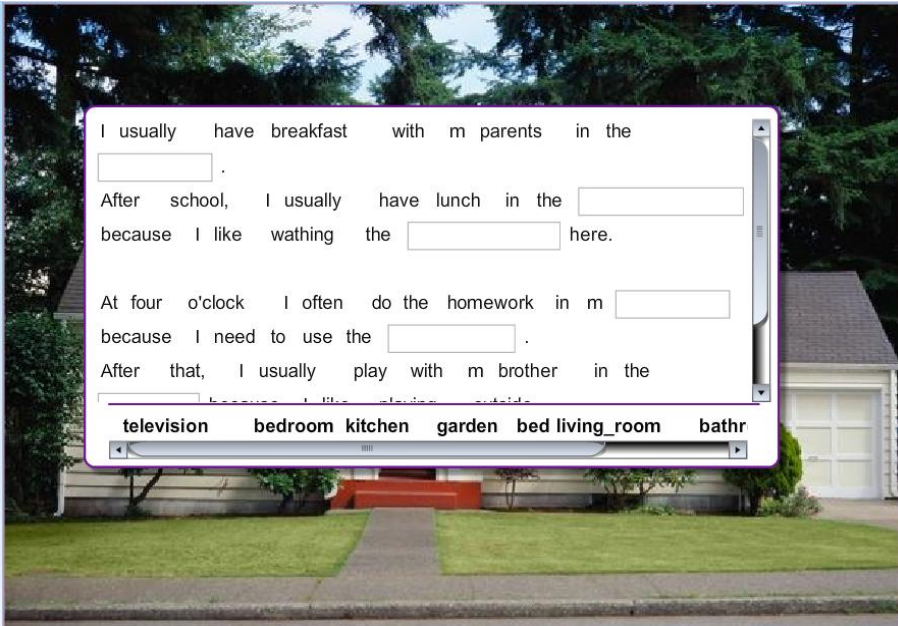
Choose the right answers



You can find them in the kitchen:

- armchair
- sink
- microwave
- pillow

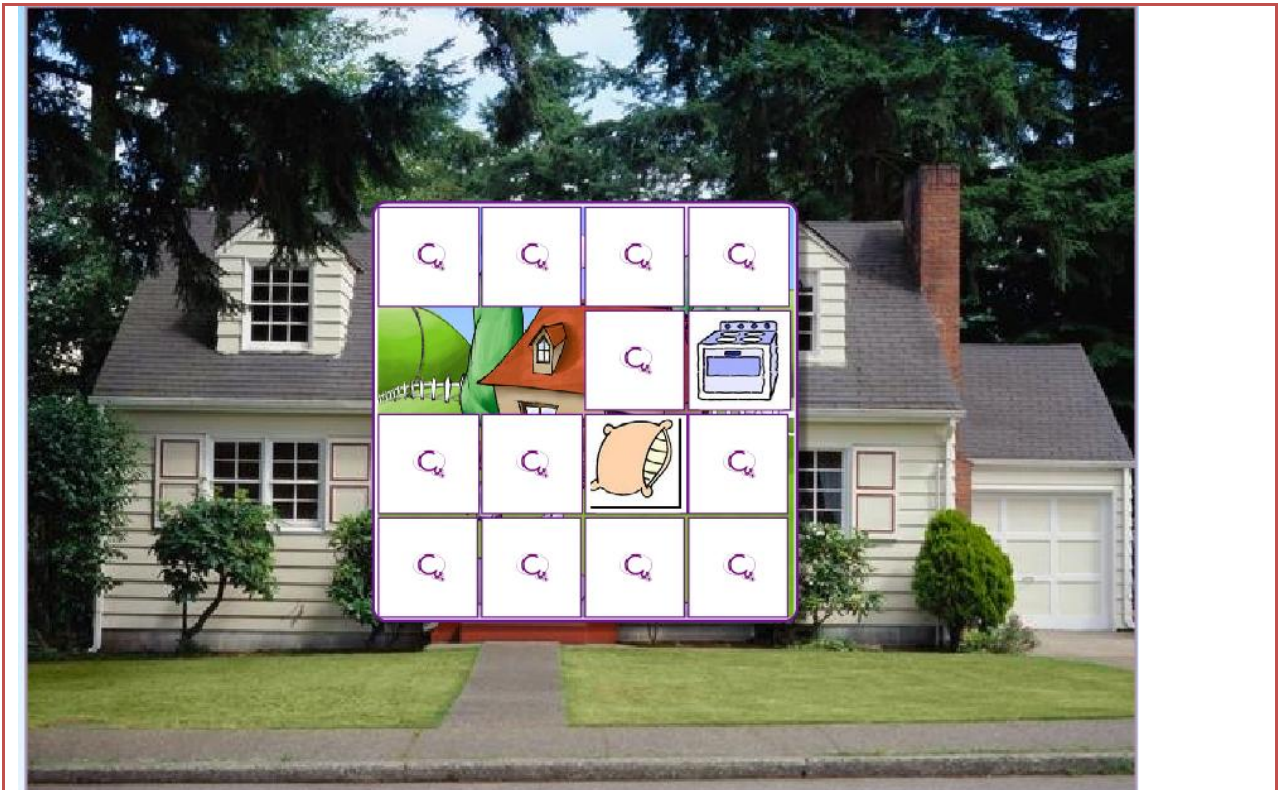
Tiempo ILIMITADO Intentos ILIMITADO Choose the right answers



I usually have breakfast with m parents in the _____ .
After school, I usually have lunch in the _____
because I like wathing the _____ here.
At four o'clock I often do the homework in m _____
because I need to use the _____ .
After that, I usually play with m brother in the _____
_____ because of the _____ outside.

television bedroom kitchen garden bed living_room bathr

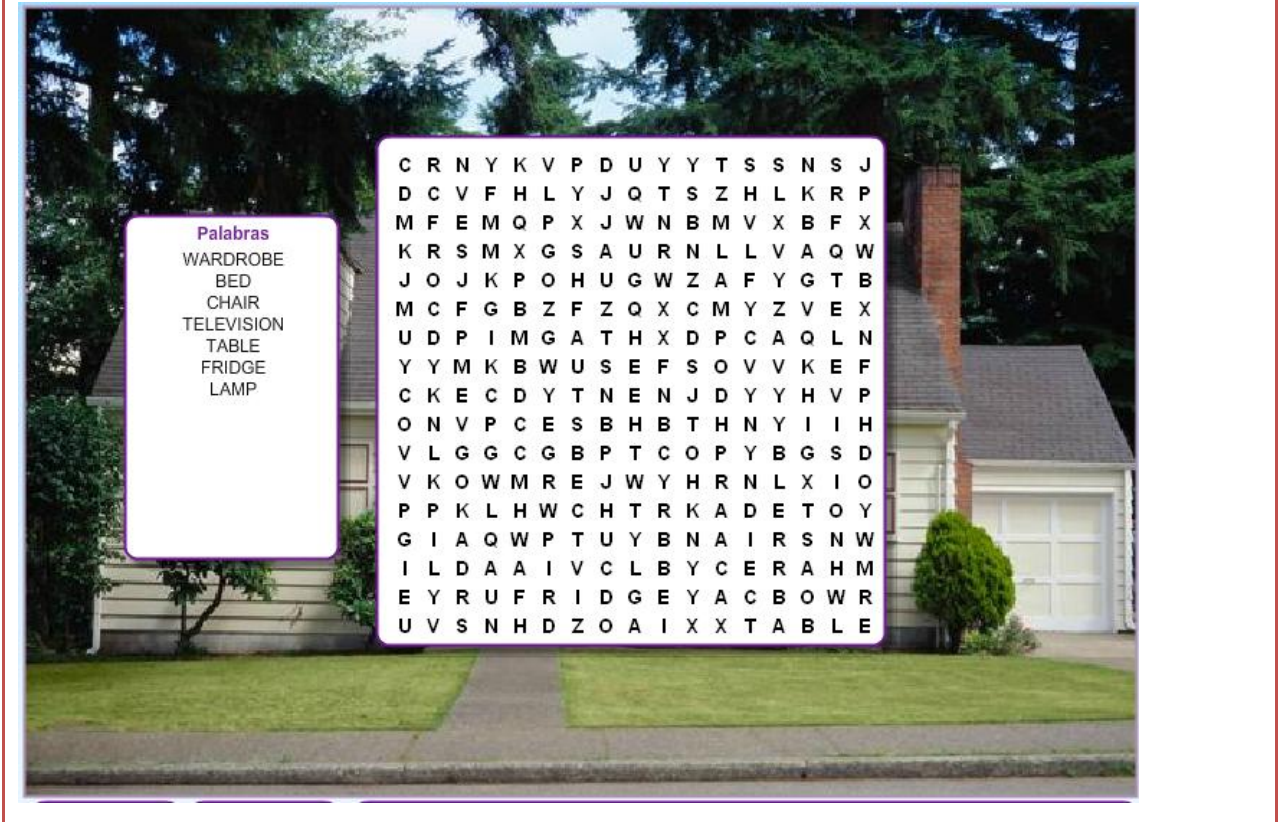
Tiempo ILIMITADO Intentos ILIMITADO Complete the text



Tiempo
ILIMITADO

Intentos
ILIMITADO

Memory game



- Palabras**
 WARDROBE
 BED
 CHAIR
 TELEVISION
 TABLE
 FRIDGE
 LAMP

C R N Y K V P D U Y Y T S S N S J
 D C V F H L Y J Q T S Z H L K R P
 M F E M Q P X J W N B M V X B F X
 K R S M X G S A U R N L L V A Q W
 J O J K P O H U G W Z A F Y G T B
 M C F G B Z F Z Q X C M Y Z V E X
 U D P I M G A T H X D P C A Q L N
 Y Y M K B W U S E F S O V V K E F
 C K E C D Y T N E N J D Y Y H V P
 O N V P C E S B H B T H N Y I I H
 V L G G C G B P T C O P Y B G S D
 V K O W M R E J W Y H R N L X I O
 P P K L H W C H T R K A D E T O Y
 G I A Q W P T U Y B N A I R S N W
 I L D A A I V C L B Y C E R A H M
 E Y R U F R I D G E Y A C B O W R
 U V S N H D Z O A I X X T A B L E

Activity 4: ICT: Pixton

Timing: 15 minutes	Materials: computer or digital board	Grouping: whole class	Place: althia room
------------------------------	--	------------------------------	---------------------------

Description:

Children have to read de comic in Pixton in the computer

(<http://www.pixton.com/es/comic/ojpe4805>), then they have to act out the story, each child be a character.

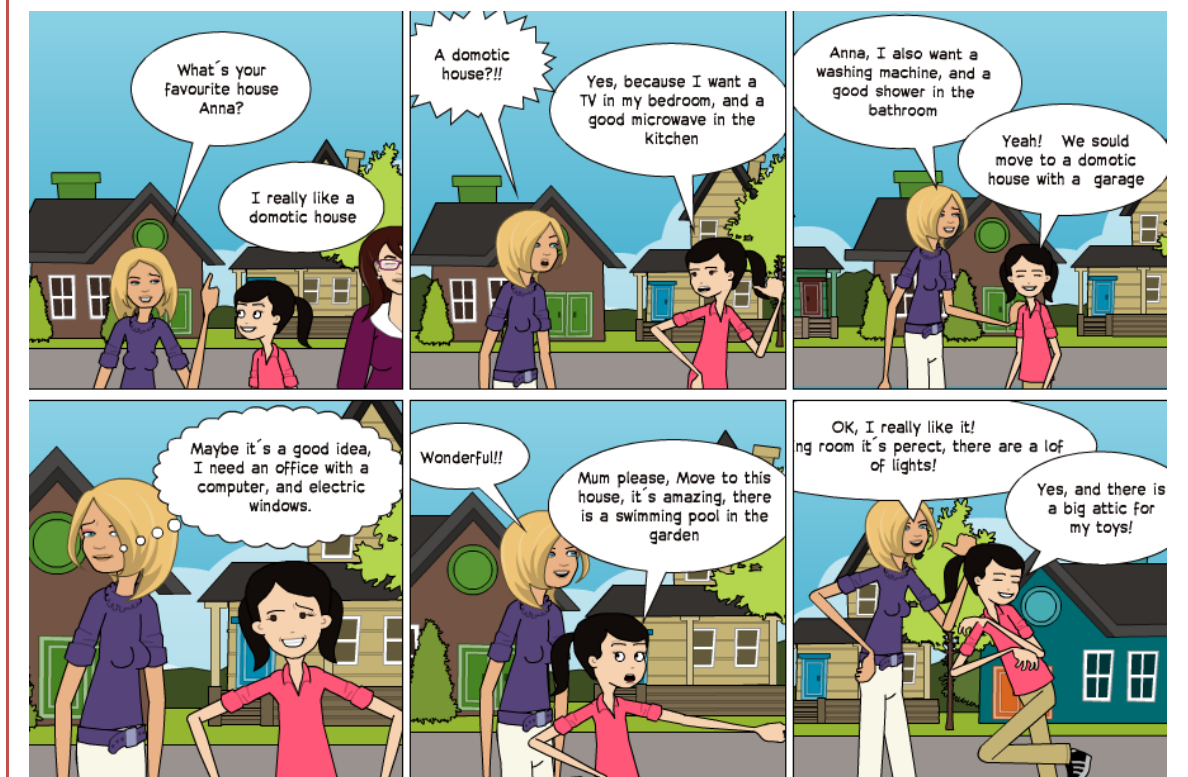
After that, the children have to discuss about the story with these questions:

Why does Anna prefer a domotic house?

Do you like domotic houses? Why?

Can you talk about different items of your house?

What's your favorite room in your house? Why?



Activity 5: ICT: Lim

Timing: 10 minutes	Materials: computer or digital board	Grouping: whole class	Place: the althia room
------------------------------	--	------------------------------	----------------------------------

Description:

We will read the story “Where is Bob?” with Lim, after that we will do some activities.

For example:



If you want to see, you need that object during the night!

a b c d e f g h i j k l m n
 ñ o p q r s t u v w x y z ç

6
5
4
3
2
1

← 19 →



What did they see in the bedroom? and in the bathroom?

Where was the cake?

Where was the last part of the house that they visited?

Which was the first part of the house that they visited?





Activity 6: Goodbye song

Timing: 2 minutes	Materials: radio and CD	Grouping: whole class	Place: the classroom
-----------------------------	-----------------------------------	---------------------------------	--------------------------------

Description:

Let's sing the Goodbye song.



3.3. Assessment stage

Session 9

In this session we will revise the grammar and the vocabulary.

Activity 1: Hello song			
Timing: 2 minutes	Materials: radio and CD	Grouping: whole class	Place: the classroom
Description: Let's sing the hello song.			

Activity 2: Revision of vocabulary			
Timing: 10 minutes	Materials: worksheet	Grouping: whole class	Place: the classroom
Description: We will revise the parts of a house with this picture:			

The house

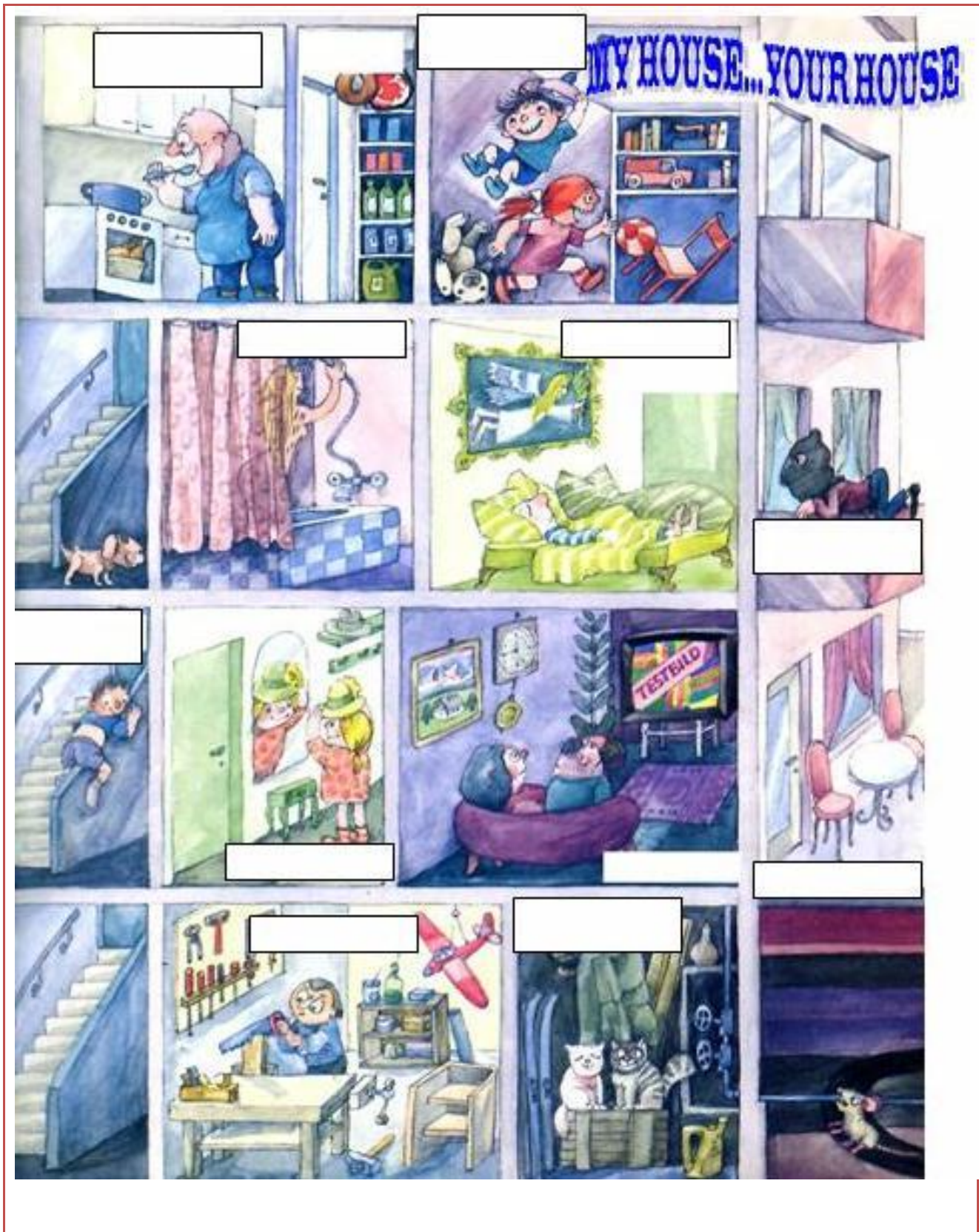


After that we will use the flash cards of the session 1.



Activity 3: Vocabulary

Timing: 8 minutes	Materials: worksheet	Grouping: individual	Place: the classroom
Description: Write the correct name to each picture:			
staircase - cellar - terrace - kitchen - bathroom - bedroom - children's room - hall - living room - balcony - storage toom - garage			



Activity 4: Vocabulary

Timing:
8 minutes

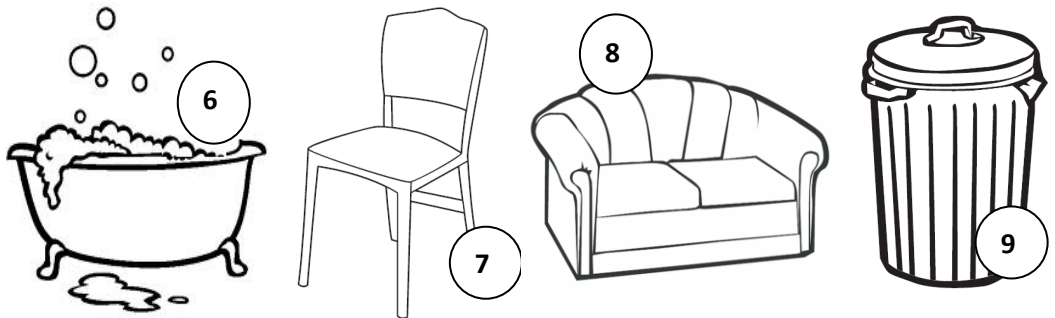
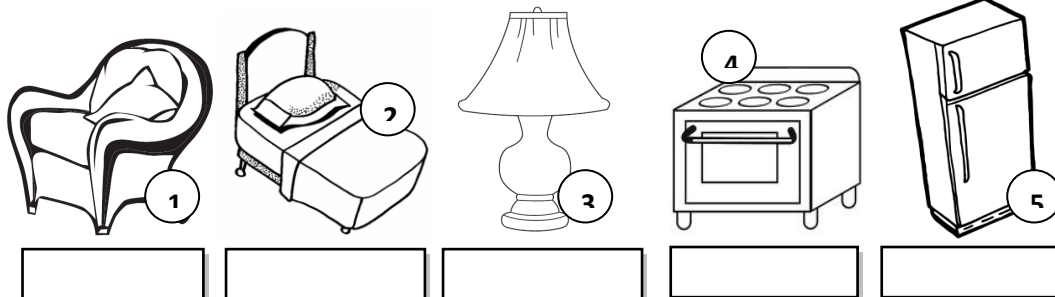
Materials:
worksheet

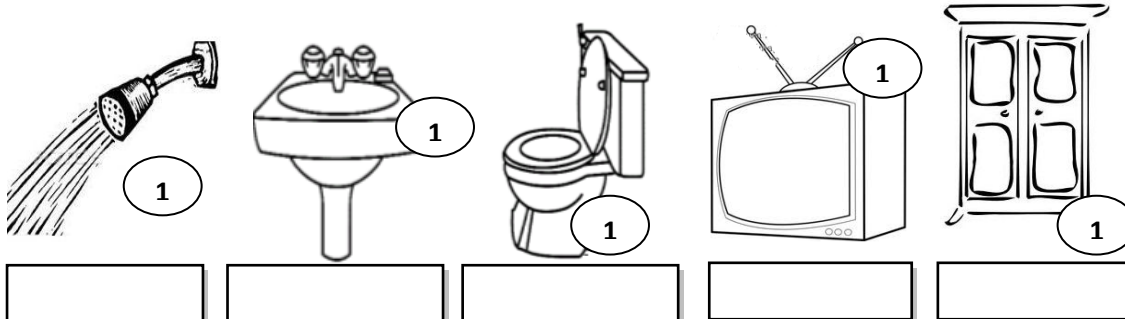
Grouping:
individual

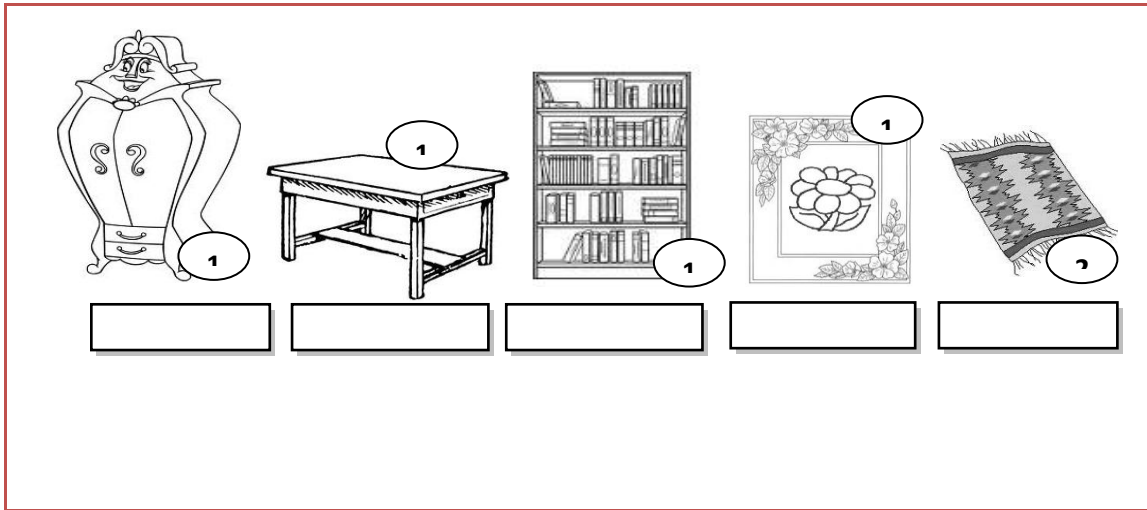
Place:
the classroom

Description:

Write the correct name to each picture:







Activity 5: Revision of grammar

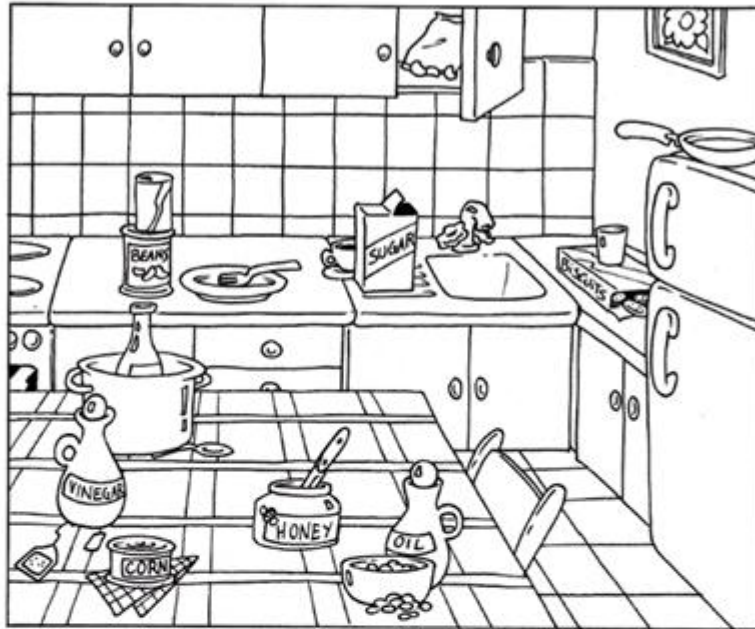
Timing: 10 minutes	Materials: worksheet	Grouping: individual	Place: the classroom
------------------------------	--------------------------------	--------------------------------	--------------------------------

Description:

We will revise the grammar of the unit with this worksheet:

Describe this kitchen with the structure “there is/there are”.

There is/there are in the kitchen



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Activity 6: Revision

Timing:
10

Materials:
worksheet

Grouping:
individual

Place:
the classroom

Description:

The children have to answer the questions of this worksheet:



My House

Read the text.



Discuss: Would you like to live in a house like this? Why (not)?

Hi, I'm Freddie, I'm 17 and this is my house. I live here with my family: my parents, my sister and our dog Cuddle. Our house has got one bedroom, a small kitchen and a **tiny** bathroom. We don't have electricity, but we do have **running water** from the river nearby. In the evening we talk and **go to bed with the chickens**. Bye for now. I need to go **hunting** for dinner.

Vocabulary: Guess the meaning; then check your answer.

- **Tiny:**
- **Running water:**
- **Go to bed with the chickens:**
- **To hunt:**

Where would you want to live?

- In the city or countryside?
- Near the sea or in the mountains?
- In a house or an apartment?
- In a hot or a cold country?
- In which country?



Compare with others. Explain your choices.



Interview a friend; report to the class:

- (where/live)
- (house or apartment; big or small)
- (how many/rooms)
- (how far)
- (you/like)



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How many kinds of houses do you know? Brainstorm. Make a list.



©1997 Jeff Bucchino

• House

-
-
-
-
-
-
-

Describe your dream house. Tell the class.

(location, number of rooms, inside/outside, extras, etc.)

My dream house

.....

.....

.....

.....

.....

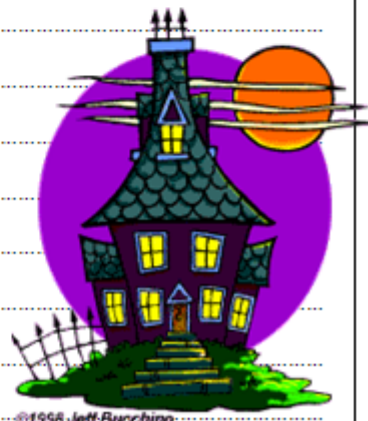
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Activity 7: Goodbye song



Timing: 2 minutes	Materials: radio and CD	Grouping: whole class	Place: the classroom
Description: Let's sing the Goodbye song.			

Session 10

Activity 1: Hello song			
Timing: 2 minutes	Materials: radio and CD	Grouping: whole class	Place: the classroom
Description: Let's sing the hello song.			



Activity 2 : FINAL TASK

Timing:
45 minutes

Materials:
Flashcards, dice,
targets,
blackboard

Grouping:
The whole class

Place:
The classroom

Description:

Our final task is a gymkhana.

First of all the teacher will explain the game and make equitable teams of 4 or 5 people. Each group has to choose a word of the vocabulary as a nickname.

Each corner of the classroom will be a part of the house (kitchen, living-room, bathroom and bedroom) and there are different activities in each part. The parts are also in a dice.

So, the children have to throw the dice and after that the group has to do the activity which is in the part of the house that the dice shows.

These are the different activities:

READING

I'm soft.

I'm in the living-room.

You can relax in me.

3 or 4 people can sit in me.

Sofa

I need electricity.

I have a screen.

I can send email.

You can play games on me.

computer

I am a room.

I have a sink.

I have an oven.

You use me for cooking

Kitchen



It heats up food and makes ready meals
You use it every day.

Microwave

SPEAKING: TABOO GAME

Describe a word, without use some words:

The word: **Kitchen**

Forbidden words: microwave, fridge, cook, eat.

Describe a word, without use some words:

The word: **Flat**

Forbidden words: lift, building, city centre, high.

Describe a word, without use some words:

The word: **Shower**

Forbidden words: water, bathroom, bath, clean.

Describe a word, without use some words:

The word: **Garage**

Forbidden words: car, tools, down, bicycle.

LISTENING

Listen and answer:

Who am I? You can pick me up. You can speak and listen to me.

Clue: You use me to call people. **TELEPHONE**

Who am I? I need electricity. I have a screen.

Clue: I can send email. **COMPUTER**

Listen to this short story and write the rooms you think are described.

I was really hungry last afternoon, I opened the fridge and I ate an apple. After that, I watched my favourite TV program and finally I went to sleep at 23:00.

(Kitchen, living-room, and bedroom)

Listen to this short story and fill in the gaps:

When I get up this morning, I take a shower and there was a problem because I couldn't



dry my hair.

Then, I went to have breakfast, I opened the fridge and I heat up a glass of milk.

When I get up this morning, I went to the _____ (**bathroom**) and the _____ (**hair dryer**) was broken because I couldn't dry my hair. I opened the _____ (**fridge**) and I put a glass of milk in the _____ (**microwave**)

MIME

You have to mime a scene of the daily life, and your group has to guess which the room you are doing is. You have to represent the vocabulary of the topic: microwave, TV, shower,...

Bedroom, living-room, garage, garden.

Activity 3: Goodbye song

Timing:
2 minutes

Materials: radio
and CD

Grouping: whole
class

Place:
the classroom

Description:

Let's sing the Goodbye song.

Session 11

In this session we will do a test with different activities.

Activity 1: Reading comprehension

Timing:
During the session
11

Materials: worksheets

Grouping: individual

Place:
the classroom

Description:

The students have to read the text carefully and after that they have to answer some questions:

The Griffins' HOUSE





A. Tick (✓) TRUE (T) or FALSE (F).

Correct only the FALSE statements.

1. The Griffins are a real family. TO FO

2. Everybody likes Megan. TOFO

3. The family lives in a flat. TO FO

4. The sunroom is on the right side of the house. TO FO

5. Peter always parks his car in the garage. TO FO

6. There are some roses in the garden. TO FO

7. The Griffins' house is big. TO FO

8. The bathroom is on the 1st floor . TO FO

9. Chris and Stewie share a room. TO FO

10. Stewie's room is sometimes untidy. TO FO

B. Answer the questions on the text in complete sentences.

1. How many boys do Lois and Peter have?

2. What is Chris like?

3. Who is Brian?

4. What's the Griffins' address?

5. How many windows are there?

6. Where does the family watch TV? _

Activity 2: Speaking and oral interaction

Timing: 2 minutes for each student	Materials: radio and CD	Grouping: whole class	Place: the classroom
--	-----------------------------------	------------------------------	--------------------------------

Description:

The teacher will present the children a voki on his/her computer.



<http://www.voki.com/php/viewmessage/?chsm=6889ddc282a42d206ca2b8877c554876&mId=2019014>

After that, each child has to answer some questions.

The text is the following:

Hi, my name is Jack. I'm a curious dog and I want to know some information about your house.

Are you ready to answer my questions?

First question:

Do you live in a flat or in a house?

Second question:

How many rooms are there in your house?

Third question:

Is there a garden in your house?

Fourth question:

What's your favourite room in your house? Why?

Fifth question:

What electronic objects are there in your house?

Last question:

What's your favourite object in your bedroom?

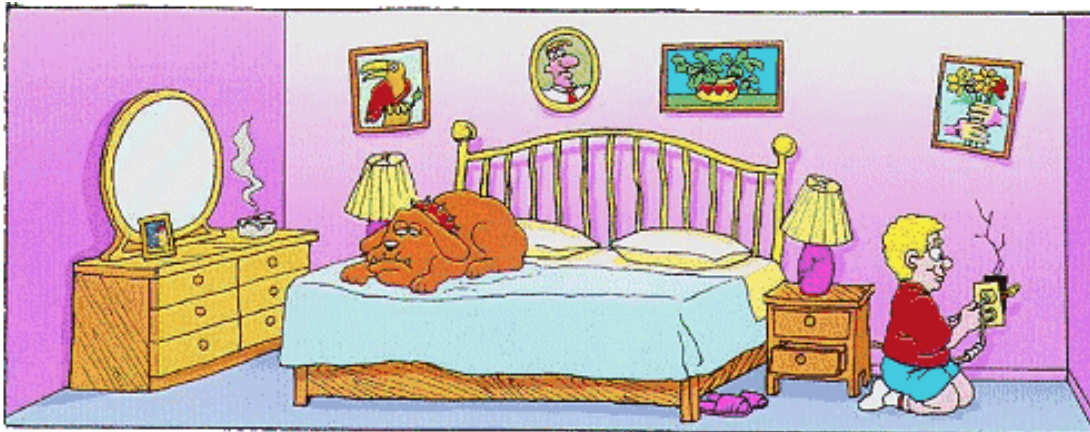
Thank you for your answers. See you!

Activity 3: Grammar and vocabulary

Timing: During the session 11	Materials: worksheets	Grouping: individual	Place: the classroom
--	---------------------------------	--------------------------------	--------------------------------

Description:

Look at the picture and complete with THERE IS/ISN'T/ARE/AREN'T.



1. _____ a dog on the bed.
2. _____ any windows.
3. _____ some pictures on the wall.
4. _____ a TV set?
5. _____ two lamps.
6. _____ a door.
7. _____ any books?
8. _____ only one bed.
9. _____ a rug.
10. _____ an alarm clock?

Write the correct name to each picture.



1.



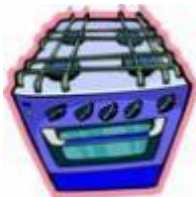
2.



3.



4.



5.



6.



7.



8.



9.



10.



Activity 4: Listening

Timing:
10 minutes

Materials:
worksheets

Grouping:
individual

Place:
the classroom

Description:

We will do a dictation, so the students have to fill in the gaps:

I usually have breakfast with my parents in the **kitchen**.

I usually have lunch in the **living room** because I like watching the **television** there.

At four o'clock I often do my homework in my **bedroom** because I need to use my **computer**.

After that, I usually play with my brother in the **garden**.

After dinner I brush my teeth in the **bathroom**.

Activity 5: Diagnostic evaluation: listening

Timing:
10 minutes

Materials:
worksheets

Grouping:
individual

Place:
the classroom

Description:

We will do a listening, after that, the students have to answer some questions.

TRANSCRIPTION:

There are a lot of different houses. Where do you live? People who live in the country side live in a cottage, but if you live in the city centre, maybe you live in a flat. My house is a domotic house. Do you know what it is? There are different types of domotic houses. For example, in my house there is a microwave and a fridge in the kitchen but they are very intelligent because they know when they have to heat up or cool the food. There is a DVD player in the living-room which is automatic. I also have a computer in my bedroom but, I play in the garden because there are a lot of games outside. My house is very intelligent because it's like a big computer! Tell me about your house!

1. Choose the best title:

- A. Types of houses.
- B. The description of my house.
- C. The future of the houses.
- D. The big houses!

2. People who live in the country side...

- A. live in a boat.
- B. live in a cottage.



- C. live in a bungalow.
- D. live in a flat.

3. My voice during the listening was...

- A. calm.
- B. anger.
- C. nervous.
- D. happiness.

4. Why the microwave and the fridge are intelligent?

- A. Because they can speak.
- B. Because the microwave heat up the food.
- C. Because the fridge cool the food automatically.
- D. Because they heat up or cool the food.

5. Where do I play?

- A. I play in the bedroom
- B. I play in the bedroom with my computer.
- C. I play in the garden because there are more games outside.
- D. I play in the garden because I don't like to play in the bedroom.

6. My house is very intelligent...

- A. it's a domotic boat.
- B. it's like a big computer.
- C. it's like a machine.
- D. it's like a plane.

7. En tu opinión, ¿Qué resultado piensas obtener?

- A. Muy bueno.
- B. Bueno.
- C. Regular.
- D. Bajo.



3.4. Generalization stage

Session 12

Activity 1: Hello song			
Timing: 2 minutes	Materials: radio and CD	Grouping: whole class	Place: the classroom
Description: Let's sing the hello song.			

Activity 2: Revision of the test			
Timing: 30 minutes	Materials:	Grouping: whole class	Place: the classroom
Description: We will revise the test of the session 11.			



Activity 3: Song: my house

Timing:
2 minutes

Materials:
CD player

Grouping:
individual

Place:
the classroom

Description: Listen this song

Where's the chair and the bed?

In the bedroom

Where's the cupboard and the bath?

In the bathroom

I live in this house

We have lots of rooms

I love my house

What about you?

Where's the table and the fridge?

In the kitchen

Where's the sofa and the TV?

In the living room. Can't you see?

I live in this house

We have lots of rooms

I love my house

What about you?

Where's the tools and the car?

In the garage

Where's the pets and the tree?

In the garden, can't you see?

Activity 4: Self-assessment and portfolio

Timing:
20 minutes

Materials:

Grouping: whole
class

Place:
the classroom

Description:

We will work the self-assessment with our students, because they can reflect on their own learning with the self-assessment. They will be conscious of what they are learning and their progress. Also, they will be more autonomous developing the autonomy and personal competence.



An instrument to evaluate its own learning is through the portfolio. This is a document about the evolution to their learning process. Each child has one portfolio in which they can draw.

We will work with the three parts of the “Primary portfolio”.

Linguistic biography

Our children will write their own mark on each descriptor, so they can know what they have learned about the unit, we will use these descriptors:

SKILLS	LANGUAGES			
	English	Spanish	French	Italian
Writing				
I can write the structure “There is/there are...”				
I can describe parts of a house.				
Reading				
I can read very short, simple texts, so I can understand a description of houses.				
I can understand the ideas of a text about houses correctly.				
Speaking				
I can express myself fluently and spontaneously to describe my house and the objects that I have in the different rooms.				
I can interact with a degree of fluency and spontaneity, so I can speak with a good rhythm different words about houses and rooms.				
Listening				
I can understand familiar words, I can discriminate different words about houses in listening activities.				
I can complete a text with the words that I listen.				



Passport

In this document, the students will write their level in English (A1 or A2).

Dossier

The students will keep their best activities in the dossier.

Activity 5: Goodbye song

Timing:
2 minutes

Materials: radio
and CD

Grouping: whole
class

Place:
the classroom

Description:

Let's sing the Goodbye song.

These are the extension and reinforcement activities that we will use during the unit 2:



TERESA INGLÉS
Nombre del Centro Educativo

EXTENSION ACTIVITIES

Activity 1:

Match the paragraph with the correct picture.



a. This is my home sweet home. There is a very beautiful view around my house. It is modern tropical house. There is beach next to it. It has two floors. It is very large. There are three bedrooms. My parents', my brother's and my room. There is also a lovely swimming pool. I do not need to go anywhere.

b. This house is suburb house. The colour is calm. It has two floors. There is a large attic in the second floor. It has quite large garden. There are many plants there. There is also a huge garage and a large yard in front of the garage.

c. My house is very big. It is like a castle in a fairy tale. It is my family's house. There are many members of my family live there. There are six rooms in this house. The kitchen is very large. There is also a large family room where I usually watch TV with my cousins. I'm happy having a big family member.

Activity 2:

Write a paragraph about the following pictures of house. Choose one of the pictures, using there is and there are.



Activity 3:

Read the text and answer the questions.



Most people in Great Britain live in house, not in flats.

Usually there is only one family in a house.

A typical English house has got two floors. There is a kitchen, a living room and a toilet are downstairs. Some houses have got a dining room too.

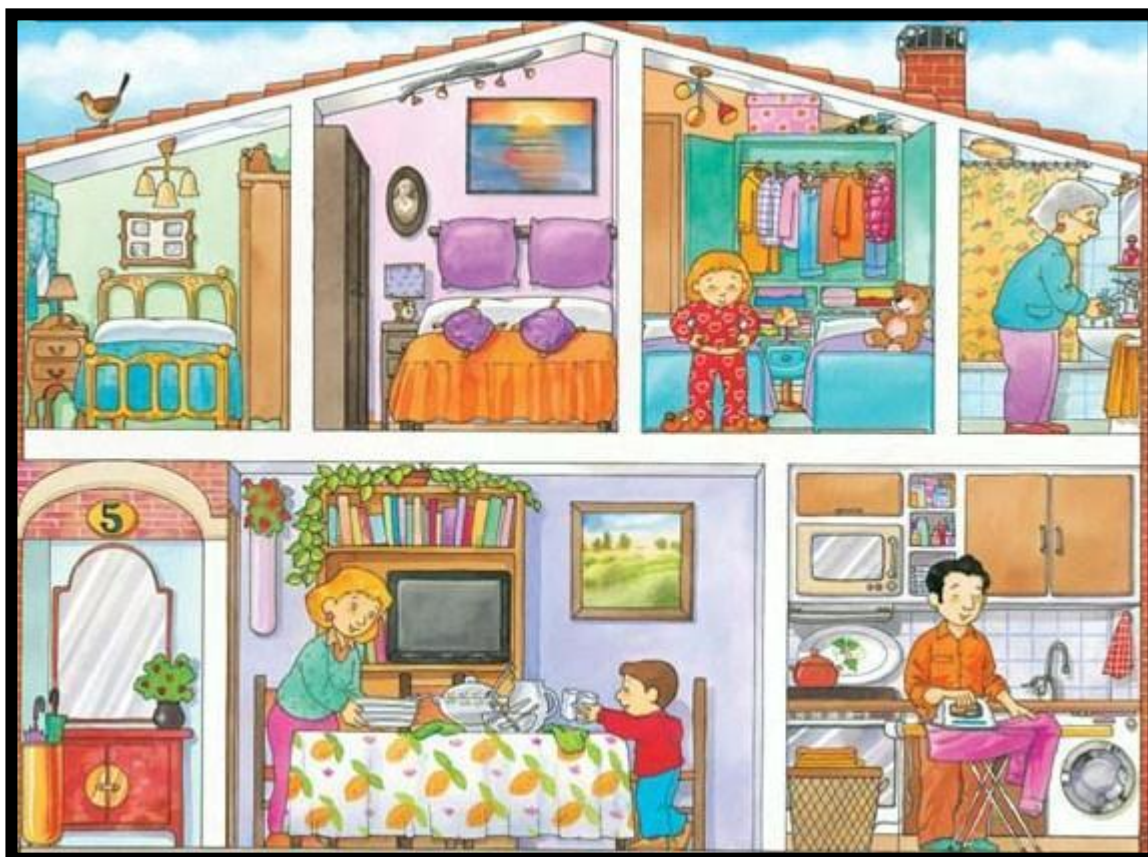
Upstairs there are two, three or four bedroom and a bathroom

Most houses have got a garden; some houses have got a garage too.

- a. Where do most British people live?
- b. How many floors has typical English house got?
- c. In which floor is the kitchen?
- d. Where is the dining room?
- e. In which floor is the bathroom?
- f. Have most houses got a garden?

Activity 4:

Read the text and answer the questions:



Hello! My name is Elizabeth, but my family and friends call me Beth. I am ten years old and I live with my parents and my brother in this house. My father, who is an architect, designed our house. It is situated in the suburbs of London in a very quiet street.

It is seven o'clock in the evening and we are preparing ourselves for dinner. As you can see, I am upstairs in the room I am sharing with my brother because my grandmother is staying with us for a month. My grandmother is washing her hands in the bathroom. My father is great and he helps my mother with the housework. He is in the kitchen ironing some clothes. My mother and my brother are in the dining room laying the table for dinner. As my mother loves gardening, we have a big garden in front of our house. On Saturdays she spends long hours watering the plants, digging the garden and taking care of her beautiful roses. My brother and I usually go swimming and my father just sits in front of the TV watching his favourite programme.

On Sundays we usually go to the cinema or to the park where we play football.

We are a happy family!



A. Complete the following sentences according to the text.

1. Elizabeth is called _____ by her family and friends.
2. She is _____ old.
3. Her father is _____.
4. Her house is situated _____.
5. At this moment they _____.
6. Her grandmother _____ for a month.
7. Her father helps his wife _____.
8. They have a big garden because _____.

B. Answer the following questions.

1. How old is Beth?

2. Where does she live?

3. What is her father's job?

4. Why is she sharing her room with her brother?

5. What is her grandmother doing in the bathroom?

6. Does her father like helping her mother in the housework?

C. Ask the questions.

1. _____ ?

The garden is in front of the house.

2. _____ ?

On Saturdays her mother loves gardening.

3. _____ ?

Yes, she is very proud of her garden.

4. _____ ?

The children usually go swimming.

5. _____ ?

D. Find the synonyms.

1. located _____

2. outskirts _____

3. calm _____

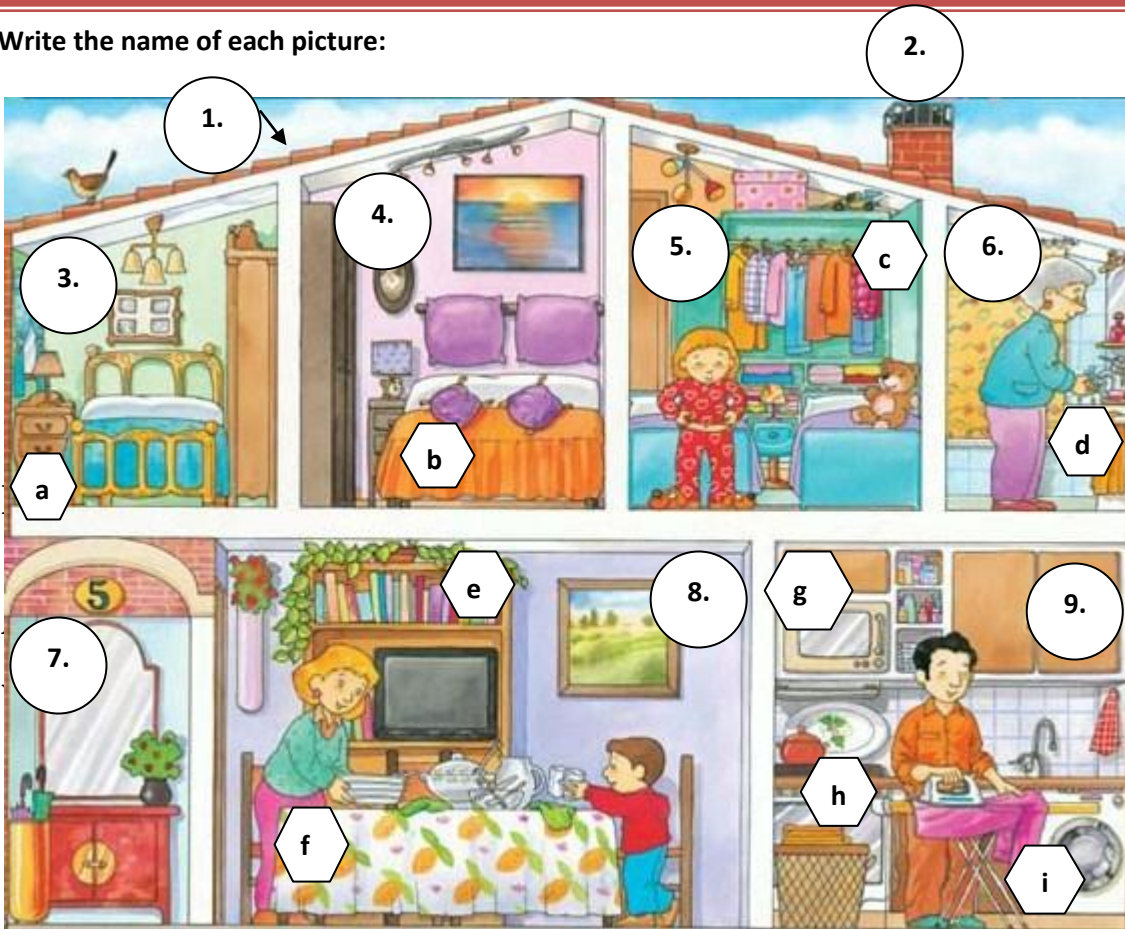
4. fantastic _____

5. making holes _____

6. wonderful _____

Activity 5:

E. Write the name of each picture:



1. _____

a. _____

2. _____

b. _____

3. _____

c. _____

4. _____

d. _____

5. _____

e. _____

6. _____

f. _____

7. _____

g. _____



- 1- The towel is in the bathroom._____
- 2- A bike is in the garden._____
- 3- The book is in the kitchen._____
- 4- A table is in the bedroom._____
- 5- The sofa is in the living room._____
- 6- The teddy is in the bedroom._____
- 7- A girl is on the stairs._____
- 8- The television is in the living room._____
- 9- Grandpa is in the garden._____
- 10- The bed is in the living room._____



Activity 7:

Read a description of one house and after that they have to describe their own house.

I would like to tell you about my home. I am Christine, 11 years old and I live in a family of 5 members: My mum and dad and my two siblings –and me. Both my parents are teachers and my siblings are older than me.

We live in a semi-detached house in a nice neighborhood. It is a suburb of Copenhagen. My house has five bedrooms, a kitchen, two bathrooms, a hall and a basement. There is a nice garden surrounding our house. I like to be in the garden in the summer when the grass is green and the trees have leaves.

Next to the house there is a garage. There we have our Ford S-Max. It sits all of my family.

Now it is your turn:

A large rounded rectangle with a dashed border, containing 15 horizontal lines for writing, intended for the student to describe their own house.

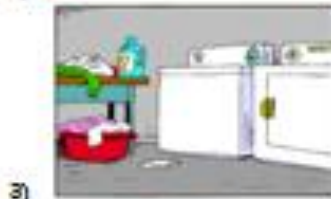


TERESA INGLÉS
Nombre del Centro Educativo

REINFORCEMENT ACTIVITIES

Activity 1:

Match the words with the pictures.



- The attic
- The garden
- The basement
- The bathroom
- The garage
- The laundry room
- The toilet
- The living-room
- The bedroom
- The kitchen
- The hallway
- The stairs
- The study
- The dining-room





Activity 2:

Complete the sentences using "there is" or "there are".

1. _____ books on the table.
2. _____ many cars in the street.
3. _____ a picture on the wall.
4. _____ a pencil near the book.
5. _____ many trees in the forest.
6. _____ a cat under the table.
7. _____ seven apples in the fridge.
8. _____ a dog in the house.
9. _____ a monkey on the tree.
10. _____ many rooms in my house.



Activity 3:

Complete the sentences using "there isn't" or "there aren't".

1. _____ many people in the streets.
2. _____ any butter in the fridge.
3. _____ any plates on the table.
4. _____ any milk in the bottle.
5. _____ any coffee in the cup.

Activity 4:

Read and circle.

1-What's this? It is a mirror/ a picture



2-What's this? It is an armchair / a sofa



3-What's this? It is a table / a desk



4-What's this? It is a cooker / a fridge



5-What's this? It is a chair / an armchair

Activity 5:

Children have to complete words and find them in the worksheet.

			
W _ _ _	C _ _ _	W _ _ _	B _ _ _
			
C _ _ _	F _ _ _	L _ _ _	T _ _ _
			
W _ _ _	B _ _ _	S _ _ _	A _ _ _
			
B _ _ _	M _ _ _	C _ _ _	R _ _ _



4.- Evaluation

Examen		
	Sesiones	Nota
C1.1 Discriminación de los sonidos, entonación y acentuación.	Session 11	
C2.2 Comprensión global del texto.	Session 11	
C3.4 Uso de estructuras gramaticales.	Session 11	
C4.1 Comprensión global del texto.	Session 11	
Observación directa		
	Sesiones	Nota
C1.1 Discriminación de los sonidos, entonación y acentuación.	Sessions 1-12	
C1.2 Participación y respeto a la estructura de la conversación.	Sessions 1-12	
C1.3 Expresión con ritmo, pronunciación y entonación.	Sessions 1-12	
C1.4 Escucha activa.	Sessions 1-12	
C1.5 Defensa argumentada de la postura propia.	Sessions 1-12	
C2.2 Comprensión global del texto.	Sessions 1-12	
C5.2 Uso de herramientas del sistema.	Sessions 1-12	
C6.5 Colaboración en las tareas de grupo.	Sessions 1-12	
C6.6 Autocontrol de la atención y perseverancia en la tarea.	Sessions 1-12	



Cuaderno		
	Sesiones	Nota
C5.6 Uso de estructuras gramaticales.	Sessions 1-12	
Trabajos y producciones		
	Sesiones	Nota
C1.3 Expresión con ritmo, pronunciación y entonación.		
C1.5 Defensa argumentada de la postura propia.	Sessions 1-12	
C2.2 Comprensión global del texto.	Sessions 1-12	
C3.4 Uso de estructuras gramaticales.	Sessions 1-12	
C6.5 Colaboración en las tareas de grupo.	Sessions 1-12	
C6.6 Autocontrol de la atención y perseverancia en la tarea.	Sessions 1-12	