



TEACHERS' GUIDE
UNIT THREE: MY HOME

Contents: family members, parts of the house, furniture, actions


Transversal theme: Human Rights Ed.

Functions:

1. identifying family members
2. identifying parts of the house
3. describing parts of the house
4. identifying and locating furniture
5. expressing likes and dislikes related to family activities

My house song	<p>Function: identifying parts of the house and family members Content: father, mother, sister, grandmother, brother, uncle, garden, dining room, living room, kitchen, bedroom, bathroom Seating arrangement: I Skills: L MI: Intra, VL, VS, M Time: 3' Materials: 1 Computer per student. Procedure:</p> <ol style="list-style-type: none">1. Review family members and parts of the house2. Tell the students that they are going to watch a video of a song about parts of the house and family members.3. Tell them to click on the speaker icon to listen to the instructions.4. Instruct them to watch the video.5. The following is the song they are going to listen to while they watch the different parts of the house and family members doing different chores: <p><i>My House</i></p> <p>This is my house come in and meet my family everyone is busy, doing different things but if you stay, I'll tell you what they're doing everyone's busy today</p> <p>My father is in the garden he's watering the plants My mother is in the dining room eating bread and jam My sister is in the living room</p>
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	<p>playing with her toys My grandmother is cooking in the kitchen My brother is in the bedroom still sleeping at this hour My uncle is in the bathroom he's taking a long shower</p> <p>Let's see if you remember where everybody is Let's see if you remember like this:</p> <p>He's watering the plants in the garden she's eating bread and jam she's playing with her toys in the living room she's cooking rice and beans in the kitchen he's sleeping at this hour in the bedroom he's taking a long shower in the bathroom</p> <p>This house is full of people I never am alone But more than just a house is my home.</p> 
<p>My House</p>	<p>Function: identifying parts of the house in context Content: attic, bedroom, hallway, bathroom, kitchen, living room, garage, laundry room, basement Seating arrangement: I</p>

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Skills: L

MI: Intra, VL, VS

Time: 10'

Materials: CPU

Procedure:

1. Have the students click on the speaker icon to listen to the instructions.
2. Indicate to them to look at the picture of the house. Click on a room to see a close-up of the room and listen to the word.
3. They will listen to the following parts of the house in context:

Attic—I love to play in the attic. Attic

Bedroom—My sister is in her bedroom. Bedroom

Hallway—there is a family portrait in the hallway. Hallway

Bathroom—I brush my teeth in the bathroom. Bathroom

Kitchen—My father is cooking in the kitchen. Kitchen

Living room—My mom is reading in the living room. Living room

Garage—My sister parks her car in the garage. Garage

Laundry room—I wash my clothes in the laundry room. Laundry room

Basement—We keep our toys in the basement. Basement



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Parts of the house bingo


Function: identifying parts of the house
Content: attic, bedroom, hallway, bathroom, kitchen, living room, garage with automotive and garden supplies, and laundry room/basement.
Seating arrangement: I
Skills: L
MI: Intra, VL, VS
Time: 10'
Materials: CPU

Procedure:

1. Tell students that they are going to practice some vocabulary on parts of the house.
2. Instruct them to click on the speaker icon to listen to the instructions.
3. On the screen, four bingo charts are displayed.
4. Students will have to click on the bingo charts.
5. Then, they need to click on the ball and drag the chips to its corresponding picture.



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<p>Hangman</p>	<p>Function: identifying and locating parts of the house Content: bedroom, dining room, kitchen, bathroom, garden, living room, garage Seating arrangement: I Skills: L MI: Intra, VL, VS Time: 10' Materials: CPU</p> <p>Procedure</p> <ol style="list-style-type: none"> 1. Tell your students they are going to play hangman. 2. They need to click on the speaker icon on the left to listen to the instructions. 3. They listen to a question and choose the picture that answers it. 4. These are the questions they will listen to: <ol style="list-style-type: none"> 1. Where do you sleep? 2. Where do you eat lunch or dinner? 3. Where can you cook? 4. Where can you have a shower or a bath? 5. Where can you water the plants? 6. Where do you watch TV? 7. Where does your father park the car? 
<p>Create your own house</p>	<p>Function: identifying parts of the house Content: attic, bedroom, hallway, bathroom, kitchen, living room, garage with automotive and garden supplies, and laundry room/basement. Seating arrangement: I Skills: L MI: Intra, VL, VS Time: 15' Materials: CPU</p>

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Procedure:

1. Tell your students they are going to create their own house.
2. They need to click on the speaker icon on the left to listen to instructions
3. Then, they drag the parts of the house to build their own house while they listen to their corresponding words.



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<p>Room by room</p>	<p>Function: locating items in different parts of the house Content: living room, garden, bedroom, living room, kitchen, dining room, book, ball, cell phone, cds, sofa, bed, swimsuit, dining table Seating arrangement: I Skills: L MI: Intra, VL, VS Time: 15' Materials: CPU</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Tell the students they need to locate items in the house. 2. They need to click on the speaker icon on the left to listen to the instructions. 3. Then, they click on the different speaker icons located below the items in order to listen to mini-dialogues. 4. After that, they drag the items to where each of them is located in the house. 5. The students will listen to the following mini-dialogues. <ol style="list-style-type: none"> 1. A. Hey Mom! Have you seen my red book. B. Yes, it's in the living room 2. A. Kelsey, do you know where my ball is? B. Yes, it's in the garden. 3. A. I can't find my sister's cell phone. B. I saw it under her bed. 4. A. Angie, do you have my CDs? B. No, I don't. They are spread on the yellow sofa. 5. A. I lost my notebook last night. B. No, you didn't. It's in the kitchen. 6. A. Angie can't find her swimsuit. B. I saw it under the dining table.
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