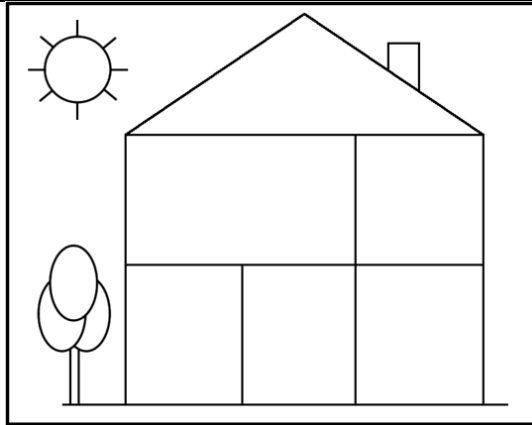


LESSON PLAN

CLASS: 3C			
LEVEL: A1			
LESSON TITLE: Home, sweet home			
TIME: 50'			
Class description A class of 28 students aged 11. They have been studying English since kindergarten. Their level of English is quite good. Overall, this is an enthusiastic and chatty class, and they love games! They are general confident, but not always very accurate.			
Main aims(s) <ul style="list-style-type: none"> • To practice and extend learners' rooms of a house/ furniture vocabulary • To develop learners' listening and speaking skills • To develop learners' writing skills 			
Materials <ul style="list-style-type: none"> • Flashcards • Magazines/ catalogues • Construction paper • Worksheets/ handouts • Tape, coloured pencils/ crayons/ scissors/ glue 			
Anticipated problems <ol style="list-style-type: none"> 1. Difficulties in using/ pronouncing there is/ there are to describe the rooms of a house. 2. Sometimes students get too noisy while working in groups. 3. Ss might use native language while working in groups. 		Possible solutions <ol style="list-style-type: none"> 1. Offer plenty of opportunities to use the structure correctly, stressing its pronunciation in examples. 2. T uses the 'Give me five' Technique. The teacher raises her hand and the class follows. As each finger is lifted everyone says: 9) Eyes – look (2) Ears – listen (3) Mouth – closed (4) Hands – still (5) Feet – quiet. 3. T encourages Ss to speak English helping them with the unknown words. 	
Procedure			
Stage/ stage aim	Description	Interaction	Timing
Lead in	T asks one of her students to come to the front of the classroom and draw a card from the 'Magic Box'. On the card the Ss might have to draw the picture of a house. His/ her classmates have to guess what he/ she is drawing.	T-Ss	2'
New learning and Practice	Before class, T prepares six pictures of household objects: one for each of the rooms of a house, for example: Bed (for the bedroom), fridge (for the kitchen), bath (for the bathroom), TV (for the living room), dining table (for the dining room). On the board T draws a picture of a house.	T-Ss	15'



T elicits the words house, tree and sun. She also elicits 'roof' and 'chimney'. She holds up the 'bed' flashcard and elicits/teaches the words. She asks one student to come up to the board and stick the picture in one of the room. She does the same with the other five pictures, each time eliciting the word and getting a student to stick on the house so that each room has a picture in it.






*There is a bedroom in my house.
 There is a bathroom in my house.
 There is a kitchen in my house.
 There is a living room in my house.
 There is a dining room in my house.*

'Rooms of a house Poster'

T puts students into six groups. Each group receives one large piece of card, a magazine with lots of photos of household objects, scissors and glue. T assigns each group a room of a house and gets the groups to write the room name at the top of their construction paper. So, one group will make a 'bedroom' poster, another group will make a 'living room' etc. T tells students to look through their magazines and cut out pictures to stick on their poster for their room. She demonstrates this with one room making sure everyone understands. When each group has finished, they have to write the words for the things they have stuck on their posters. They can either use picture dictionaries or the Internet to look up the words. When all of the posters are complete, T gets each group to

GW

15'

	<p>stick theirs to the walls of the classroom.</p>  <p>Ss present their posters. <i>There is a red sofa./ There is a brown chair. There are some yellow and blue cushions.</i></p>		
<p>Writing about your room</p>	<p>Ss are given a worksheet and they have to describe the room using there is/ there are, colours, prepositions of place.</p>  <p>Ss are then asked to read their descriptions. <i>The place I like most in my house is my bedroom. My room is usually clean and tidy, but sometimes it's messy. It has only one window, but it's big. There is one bed, a wardrobe, one bedside table and a chest of drawers. I keep all my personal things in the drawers of my bedside table. There is also a desk and a chair. On the desk there's a computer and my books and notebooks. I do our homework there. On the wall next to the window there is a clock. I keep my CD player on a shelf. I love my room. I feel happy here.</i></p>	<p>IW</p>	<p>15'</p>
<p>Homework</p>	<p>Students have to draw/ design their ideal room and write a description of it.</p> 	<p>T-Ss</p>	<p>3'</p>

