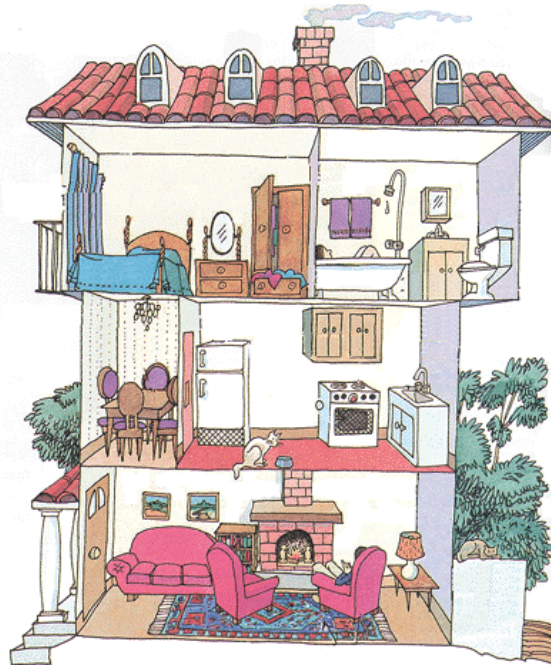


**ABSCHLUSSARBEIT ZUM  
ENGLISCHLEHRGANG  
DES PÄDAGOGISCHEN INSTITUTS**

**zum Thema:**

**Around the house and the rooms**



**von der Lehrperson:**

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# **1. Introduction**

It wasn't easy to find suitable material on this topic. Finally I found some advises on the Internet, which I used to work out a unite called: at home. I prepared also flashcards, a furniture rap and suggested some kinds of games and handouts. The games were proposed in our courses.

Furthermore you will find a lesson to introduce the furniture of a room.

In this work are also some ideas for games , which I found in the book "let`s play with English" from Bernd Badegruber and Johann Pucher-Pacher. The end I made up with copies of different books that deal with this topic.

In my lessons I take care to use the whole brain. This means that I respect the multiple intelligences, which the American psychologist Howard Gardener developed in 1983. According to Gardener there are eight different types of intelligences. Some are situated in the right and some in the left upper brain. According to him it is important for teacher to use both sides of the brain. In the left part we find the linguistic intelligence. These pupils need occasions for reading, writing, word games and telling stories. This fact I respected in my lesson.

We also find the logical intelligences in the left part. Pupils which have this intelligence in high gear like experimenting, questioning, figuring out logical puzzles and calculating. This intelligence I don't train in my topic. If we learn the numbers it is possible to use this part though.

Another intelligence in the left brain is the interpersonal intelligence. These are the typical socializers. They like pair and group works. On this type of learner I take care with some vocabulary games and a special pair work.

The last intelligence which is situated in the left part of the brain is the intrapersonal. These pupil love to do their works alone. These pupils are addressed by the exercise hearing and understanding, by fantasy trip and by writing.

In the right part we find the visual/spatial intelligence, the musical intelligence, the kinaesthetic and the naturalistic intelligence.

The visual intelligence I respect in using flashcards and pictures.

The musical intelligences I try to consider by the furniture rap. But I couldn't find any song on this topic.

With the different vocabulary games the kinaesthetic intelligence will be trained. I couldn't come up with the natural intelligence.

In my unites I respect the modern way of teaching a language. That means, that the communicative teaching is more important, than writing or grammar practice. Pupils learn the language by using it. Speaking and hearing is most important. But there are also exercises for reading. Writing is only important to demonstrate, that the pupil has understood, what he reads.

I hope that the materials, I colleted in this work will be useful for other English teachers if they speak about the topic: home.

## **2. Lesson to introduce the topic: At home- rooms**

### **2.1 How to work out the vocabulary**

First I show the pupils the different rooms ( You can cut the handout with the house and make the copies of the rooms larger. The handout you find at the end of this chapter as enclosure 1). I have pictures and cards for the following rooms: kitchen, dining room, living room, bedroom, bath room, hall, staircase, attic, cellar. The pupils repeat the words step by step in the choir. In a second step I show the pupils the typed words and put a word-card beside each picture.

Then I take the pictures away and ask a pupil to bring me for example the image of the kitchen. When I got it, I put it to the right word-card and repeat the word. Afterwards we change the roles and the called pupil has the possibility to ask someone else.

In a second step we take the word –cards from the board and do the same game with picture-cards.

So I am sure that the auditory as well as the visual and the kinaesthetic learner have a good chance to comprehend the new words. The pupils practice listing, speaking and reading with this exercise.

Then we will play further games to deepen the vocabularies.

### **2.2. Other vocabulary games**

#### **2.2.1. Abara-ca-dabara**

The pupils sit in a circle. Each one receive the name of a room. One pupil stand in the middle of the circle and says the name of a room. In this moment the pupils just next to the pupil whose name is mentioned must change their places. In this moment the pupil in the middle of the circle tries to get a free chair. If the pupil in the middle says abara-ca-dabara , all pupils have to change their places.

#### **2.2.2. Mime and guess**

I mime something I can do for example in the kitchen and pupils must guess, where I am . Then the pupil, who knows the right answer comes out and mimes. And so on.

### 2.2.3. What is missing

One pupil leaves the classroom. An other pupil takes a picture from the board. Then the first pupil comes in and must guess which picture is missing.

## 2.3. The story

First I put a picture of a home ( You find the copy of it at the end of the chapter as enclosure 1 . I would increase it to DIN A3. ) to the board. Then I tell or read the story: a new house. At the same time a pupil can put the figure of a mouse into the right room at time.

Story<sup>1</sup>: A new house:

*“ Milly mouse lives in the garden. It’s wintertime, and Milly is cold. In her little house it’s very very cold.*

*What can Milly do? That’s the idea!!!*

*Milly mouse goes to the door. The door is open -and woooooosh! - Milly is in the hall.*

*It is nice and warm in there. Milly runs into the kitchen. The kitchen is very big. Then she goes through the next door. There is the dining room with four chairs and a table.*

*Wow!*

*Super! Next to the dining room there is the living room with the sofa and a big table.*

*Wow!*

*Milly runs upstairs. Here are the parents` bedroom and the childrens bedroom. There are beds in them! They look very warm. Behind the brown door there is the bathroom with a bath and toilet. Hmmm!*

*Milly runs upstairs. Here is the attic. Okay – but it’s not for Milly! Milly runs downstairs. In the cellar it’s dark and cold. No!!! Milly goes back to the hall. Look, there is a woolly hat! Milly has a great idea! She takes the woolly hat and runs back to the garden to her littler house. With the woolly hat Milly’s house is very nice an very warm. What a nice and warm house for Milly!”<sup>2</sup>*

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<sup>1</sup> [www.englishbox.de/at%20home.html](http://www.englishbox.de/at%20home.html)

## **2.4. Exercises for the vocabulary**

### **2.4.1. Hearing and understanding**

#### **2.4.1.1 Class work**

The children receive a handout with a house on it and little cards of animals or family-members. (You find a recommendation at the end of the chapter as enclosure 2.) Afterwards I say for example: "The cat is in the cellar." Then the pupils must put the card with the cat on the picture of the cellar and so on.

This is also an exercise for auditory, visual and the kinaesthetic learners, because they hear the word, see the room and put the person or animal into the right room.

#### **2.4.1.2 Moving game**

I distribute the pictures of the rooms in the classroom. Then I tell a story and during the story the pupils go to the mentioned rooms.

The story: "You enter the hall. You are hungry. So you go into the kitchen. You want to eat a bread with jelly. But there is no jelly. So you go downstairs into the cellar. Then you return to the kitchen, take the bread and the jelly and go into the dining room. Now you want to watch TV. So you go into the living room. Then you are tired. You go upstairs and wash your hands in the bathroom. Now you go into the bed. But you hear something strange. Perhaps it is a ghost. So you go into the parents bedroom for sleeping."

### **2.4.2 Speaking and listening**

#### **2.4.2.1 Pair work**

The children use the handout which they used at hearing and understanding. Pupil A puts the figure or the animal on the handout at the house. Pupil B asks: "Where is the....?" So they practise the structure: "Where is the...?"

#### **2.4.2.2 Class work**

On a big envelope there is a picture of a room and in the envelope there is a picture of an animal, school-thing or a member of the family. I show the envelope with the

picture upfront to the class and ask: “What`s/ who`s in the kitchen?” Then the class has to guess and who is right receives the figure.

### 2.4.3 Writing

There are some ideas for a handouts.

Fill in:

I eat in\_\_\_\_\_.

I sleep in the\_\_\_\_\_.

I watch TV in the\_\_\_\_\_.

I go to the toilet in the\_\_\_\_\_.

I cook in the \_\_\_\_\_.

Kitchen, living room, bathroom, dining room, bedroom;

What is it?

c-t-k-i-h-n-e \_\_\_\_\_

o-o-m-l-i-g-r-v-i-n \_\_\_\_\_

t-r-b-o-m-a-o-h\_\_\_\_\_

d-r-m-o-e-b-o\_\_\_\_\_

g-r-m-i-n-o-o-d-i-n\_\_\_\_\_

### 2.5. Home – rap

Rap:

A: I say kitchen

B: You say kitchen

A: I say bathroom

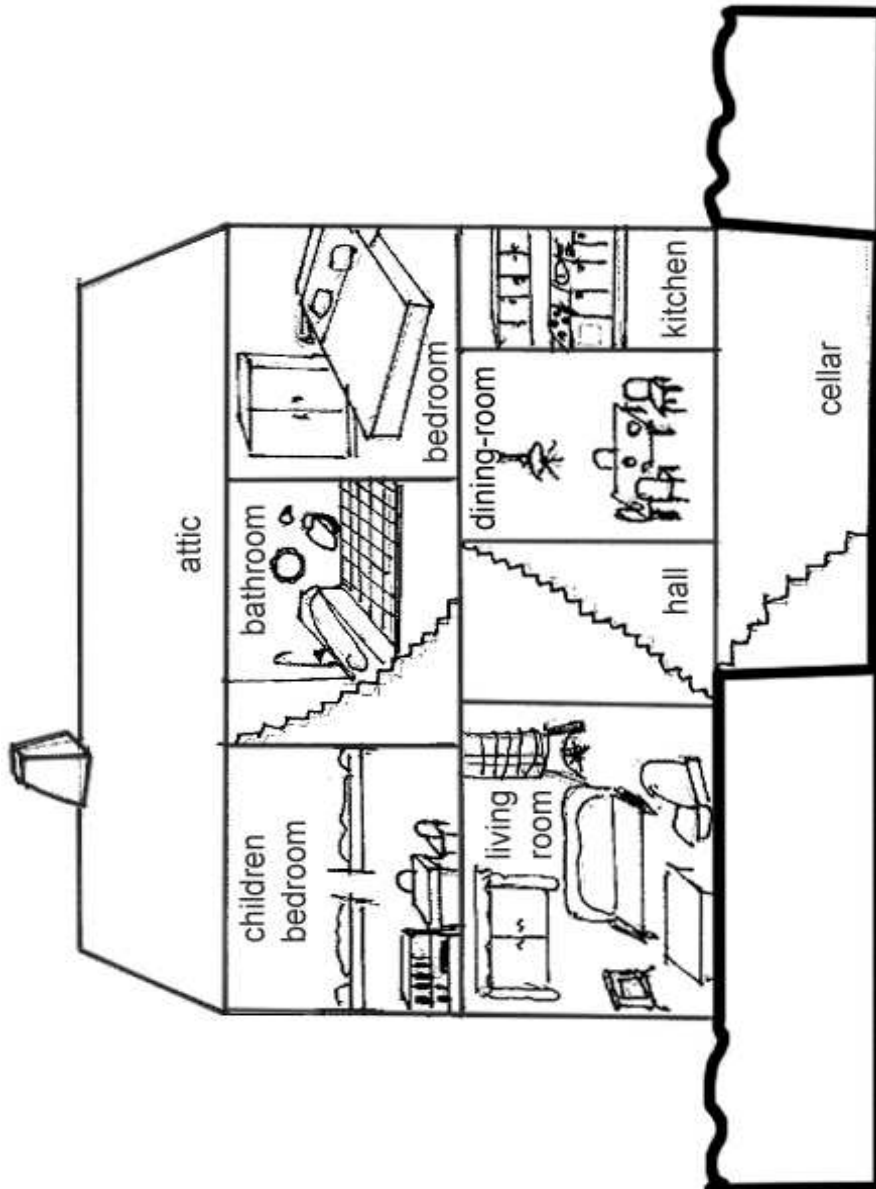
B: You say bathroom

A: I say bedroom  
B: You say bedroom  
A: I say living room  
B: You say living room  
A: Listen kids it`s for you  
B: Kitchen, bathroom, bedroom, living room.  
A: Snap and clap  
B: Listen to the home rap!  
A: Come on kids ;  
B: Snap and clap  
A: Listen to the home rap.

First I show the pictures ( enclosure 3) and say the text. Then the children repeat sentence by sentence. Later I divide the class into two groups and they rap text A and B.

## 2.6. Enclosures

enclosures 1



enclosure 2<sup>3</sup>

You can find a useful handout on page 17 in the book: Meine ersten Wörter und Sätze-  
Englisch

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<sup>3</sup> Meine ersten Wörter und Sätze- Englisch, Angela Wilkes , Bertelsmann

## **3. Lesson to introduce the topic: Around the rooms**

### **3.1. Aims of this unit**

#### **3.1.1 Practise the prepositions**

(next to, in, on, between, under , over)

#### **3.1.2 Vocabulary of furniture**

(bed, sofa, table, chair, freezer, fridge, sink, cupboard, cooking-stove, toilet, bath-tub, mirror, wardrobe, carpet, shelf)

#### **3.1.3 Sentence patterns:**

Where is...?

Put the....into the....

In my.....there is/are....

What is in...?

### **3.2 How I introduce the new words**

#### **3.2.1 Presentation of the new words**

We will sit in a circle. In the middle of the circle there is a plan of a house. Then I show the pupils a flashcard with a furniture, say the word, they repeat the word and I say :” The ..is in the...”and put the card into the suitable room. Afterward I ask:” What is in the...?” And the pupils answer.

#### **3.2.2 How I practice the new words with the whole class**

Still sitting in a circle one pupil has to leave and goes in front of the door. Another one takes one flashcard from the plan. Afterwards the pupil comes in and must guess which furniture is missing. We repeat this with other pupils.

Then the pupils take their usual places again. I put the flashcards with magnetic bottoms on the board. Next to the picture I put a suitable word-card and repeat the word. It’s an exercise for listening and it’s good for the visual intelligences. Then the

pupil repeat in choir the new words. Afterwards I change the word-cards and the pupils must put them to the right picture.

Next we play the game: mime and guess.

### **3.2.3 How pupils practise the new words in pair work**

The pupils draw a little plan of a house. Then each pair receive an envelope with pictures of the furniture. A says to B: "Put the... into my..." and so on. And then they change there figures.

In this way they practice hearing, speaking, socialising and it's also a kinaesthetic form of learning.

Then each one takes 4 pictures and hide them in their own plan. The partner shouldn't see where it is. Then they ask each other: "Where is the....?"

## **3.3 How I deepen the new vocabulary**

### **3.3.1 Fantasy trip**

This exercise is good for the intrapersonal learners. The pupil close their eyes and I tell the trip: " You are fare away. You stand in front of a beautiful house. You go into this house. There are many rooms: a kitchen, a living room, a bed room and some other rooms. You see the furniture of the rooms in the kitchen there are ( pause-so they can imagine their kitchen)... in the living room there are.... In the bedroom there are.... In the bathroom there are... Then it time to say good bye. You go out of the door and come into the class- room again and open your eyes.

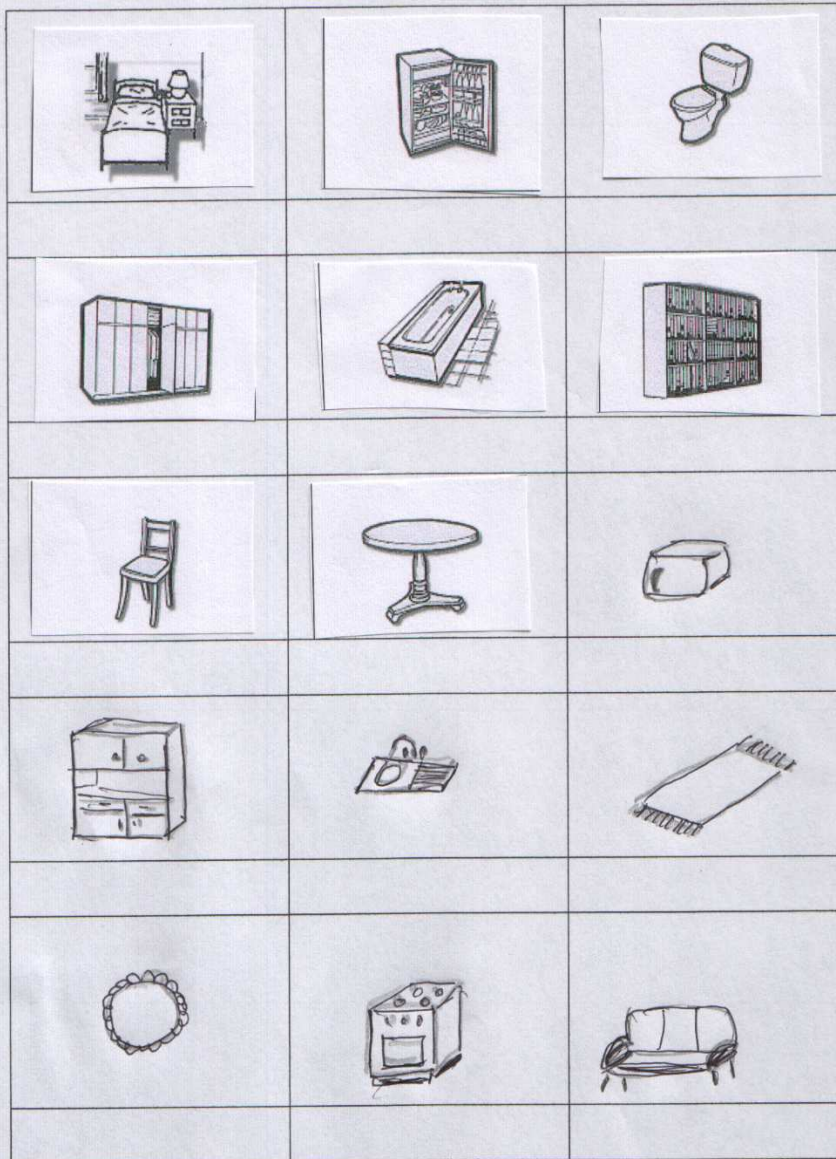
In a second step the pupils draw their houses with the furniture in it.

Afterwards we do again a pair work. A must interview B. B doesn't know the picture of A.: " Is there a kitchen? Is in the kitchen a..?" And B must make a little picture according to his information. At last they compare their pictures.

So we train again speaking and listing without any pressure. This form of pair-work is suitable also for shy pupils.

### **3.3.2 Reading and writing**

The pupils receive handouts ( You will find them at the end of this chapter) and fill in the suitable words under the pictures. They have to put the letters in the right order or fit in the words into sentences. This works are good for the intrapersonal learners.



Solutions: bed table sofa chair freezer  
 fridge shelf sink cupboard wardrobe  
 carpet bath-tub mirror cooking-stove toilet

### 3.3.3 Examples

#### 3.3.3.1 What's the name of the word?

d-e-b \_\_\_\_\_

a-b-l-e-t \_\_\_\_\_

a-s-f-o- \_\_\_\_\_

bo-r-a-c-d-u-p \_\_\_\_\_

w-d-e-o-a-r-b-r \_\_\_\_\_

f-e-s-l-h \_\_\_\_\_

f-g-i-r-d-e \_\_\_\_\_

#### 3.3.3.2 Fit in:

In the bathroom there

are \_\_\_\_\_

\_\_\_\_\_

In the kitchen there

are \_\_\_\_\_

\_\_\_\_\_

In the living room there

are \_\_\_\_\_

\_\_\_\_\_

In the bedroom there

are \_\_\_\_\_

\_\_\_\_\_

**Solutions:** bed, table, sofa, chair, freezer, fridge, sink, shelf, cupboard, wardrobe, carpet, mirror, toilet, bath-tub, cooking-stove;

## **4. Games**

### **4.1 Games are useful to learn a foreign language**

Children learn very easily while playing games. That's because during the game the attention of the participants is focused on the game and so it isn't boring. Even if you say for example the same question twenty times it doesn't matter.

With this method I can train hearing, understanding and speaking. Sometimes also reading is trained. Interpersonal and kinaesthetic learners like this method.

### **4.2. Examples for plays<sup>4</sup>**

I can recommend the following plays from the book: Let's play with English: Fire in the bathroom, change the rooms, symbols for rooms, activities at home

## **5. Useful handouts<sup>5</sup>**

You can find them in: Übungsspiele Englisch ( page 23-26), Let's play with English (page 102) and 1000 pictures for teachers to copy ( page 27-32).

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<sup>4</sup> Let's play with English, Bernd Badegruber und Johann Pucher-Pacher, Veritas

<sup>5</sup> Übungsspiele Englisch 1, Jörg Krampe /Rolf Mittelmann/Peter Höhbusch, Auer Verlag  
1000+pictures for teachers to copy, Andrew Wright, Longman

## **6. Termination**

I have taught English in the elective courses for 2 years. In one course I taught English only by hearing and speaking. We worked only with different games. I worked with the book: let`s play with English. I admit that it wasn`t easy for the visual learners.

In a second course I confronted the pupils in the lesson when I introduce new words also with the typefaces.

I have had the possibility to have some pupils of the first course an further course again. Now we start with the typefaces. The pronunciation of this group was better than of the other group, which started immediately with the typefaces. Therefore I would prefer to start without a book, and on a second step the same words and sentences could be introduced with a different way by reading and writing. I would teach at least half a school-year without typefaces so that the pronunciation will be properly trained.

## **7. Bibliography**

### WEBSITS

Image on the title:

<http://www.csuchico.edu/flng/german/kontakte/kapitel06/haus/haus1.gif>

Story

<http://www.englishbox.de/at%20home.html>

### **Books**

Let`s play with English

Berd Badegruber und Johann Pucher-Pacher

Veriats

Übungsspiele Englisch1

Jörg Krampe/ Rolf Mittelmann/Peter Höhbusch

Auer Verlag

1000+pictures for teachers to copy

Andrew Wright

Verlag Longman

Meine ersten Wöter und Sätze – Englisch

Angela Wilkes

Verlag Bertelsmann