



## **Beginner Lesson**

### **Home Sweet Home (Day 2)**

#### **Lesson Goals**

- To introduce vocabulary of basic home living activities.
- To equip students to speak in correct sentence structures.
- To make students comfortable by laughing with them.
- To give meaningful encouragement when they succeed.

#### **Classroom Learning Activities**

##### **Activity 1**

Introduce Vocabulary for Rooms in a House

Resources Needed for Activity

- Home Graphic Chart

Procedure for Activity

1. Present vocabulary for rooms in a house using Home Graphic Chart.
  - kitchen                      · bathroom
  - bedroom                      · living room
2. Teach phrase, “This is the \_\_\_\_\_.” Have students quickly practice naming room of a house using given phrase.

##### **Activity 2**

Add Action Verbs

Resources Needed for Activity

- Action Verb Word Cards
- Action Verb Chart
- Cue Cards

## Procedure for Activity

1. Introduce and practice Action Verb word cards.
2. Introduce Action Verb Chart. Discuss which verbs belong in each room.
3. Practice sentence structure “In the (room) we (verbal phrase).”
4. Display cue cards on wall or table. Let each student select an Action Verb word card and place appropriate cue card. Continue until all cards are in proper room.
5. Call an individual student and call out an activity verb. For example, the teacher says, “Cook”, and the student replies , “In the kitchen, we cook.”
6. Continue calling on students until all have participated.

## Activity 3

### Teaching a Question

### Resources Needed for Activity

- Dialogue Chart 2.1
- Grammar Charts 2.1 and 2.2

### Procedure for Activity

1. Using Dialogue Chart 2.1, introduce dialogue. Introduce the question “Where are you?” and answer, “I am in the (room).”
2. Pair/group and practice basic structure.
3. Make sure that they practice each structure for each room.
4. Extend activity by using Grammar Charts 2.1 and 2.2 to model structure using students to show “he/she.” Add “we, you, they” as time permits.

## **Activity 4**

### Pantomime Review

#### Resources Needed for Activity

- Action Verb Word Cards or action verbs written on note cards
- Grammar Charts 2.1, 2.2

#### Procedure for Activity

1. Teacher should model choosing an action verb card without showing the class the word, pantomime the action and ask, “Where am I?” Class responds, “You are in the \_\_\_\_\_.”
2. Have students take turns choosing a card and pantomiming activity for the class. Student will act out verb and then ask, “Where am I?”. Class will respond, “You are in the \_\_\_\_\_.”
3. Activity can be extended to include pronouns on Grammar Charts.

## **Activity 5 (Extension Activity)**

#### Resources Needed for Activity

- Action Verb Word Cards

#### Procedure for Activity

1. Teacher will ask students, “Elena, do you like to \_\_\_\_\_?”
2. Continue questions until all students have had an opportunity to respond.
3. Students may want to take a turn asking, “Do you like to \_\_\_\_\_?”

# Kitchen

In the kitchen

we \_\_\_\_\_.

# Living Room

In the living room

we \_\_\_\_\_.

# Bedroom

In the bedroom

we \_\_\_\_\_

# Bathroom

In the bathroom

we \_\_\_\_\_.

A. Where are you?

B. I am in the \_\_\_\_\_.

Where am

I?

Where is

he?

she?

it?

Where are

we?

you?

they?

I am	(I'm)	in the _____.
He is	(He's)	
She is	(She's)	
It is	(It's)	
We are	(We're)	
You are	(You're)	
They are	(They're)	



# **Kitchen**

**Cook**

**Eat**

**Clean**

**Drink**

# **Living Room**

**Watch TV**

**Read a book**

**Talk on the phone**

**Visit friends**

# **Bathroom**

**Brush teeth**

**Comb hair**

**Take a bath**

**Wash hair**

# **Bedroom**

**Sleep**

**Get dressed**

**Study**

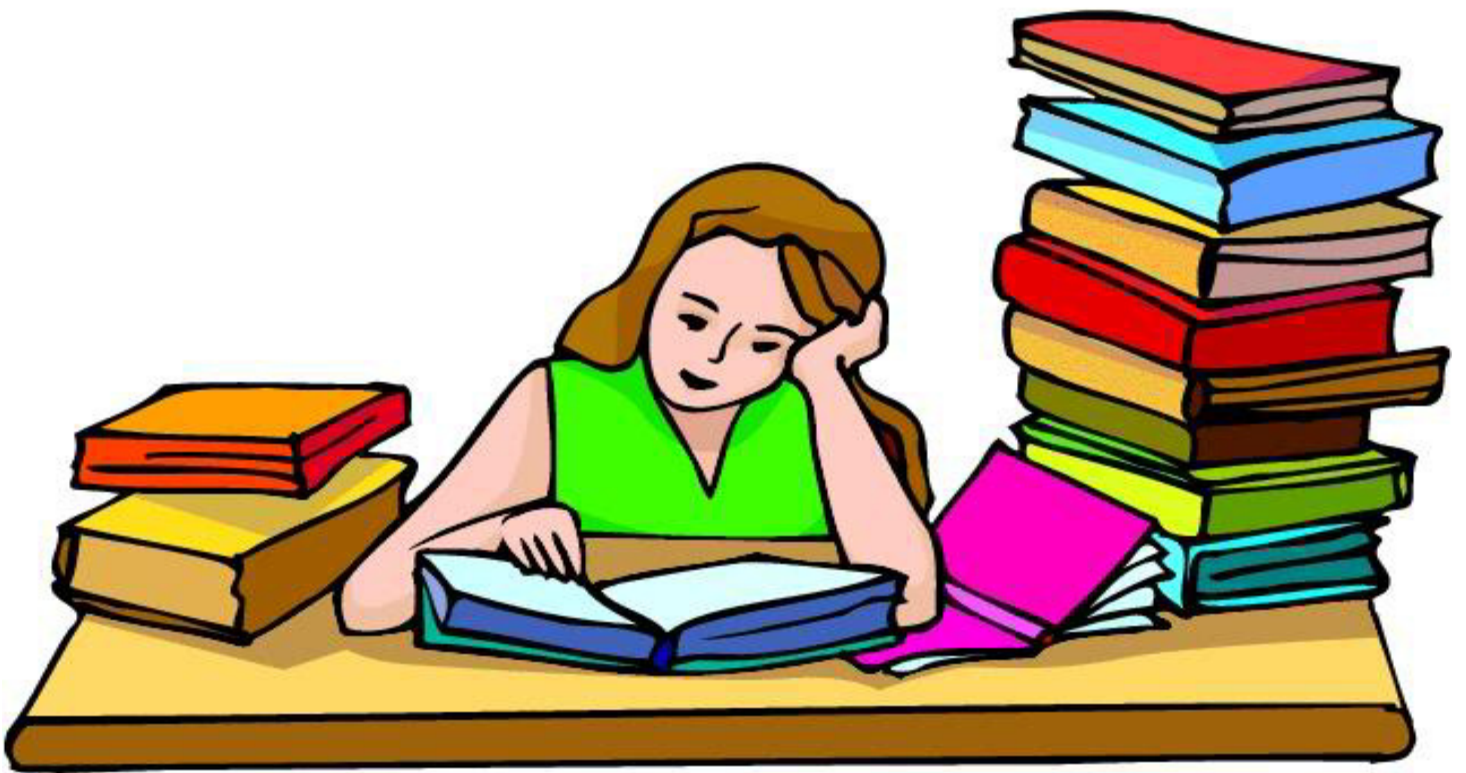
**Listen to music**



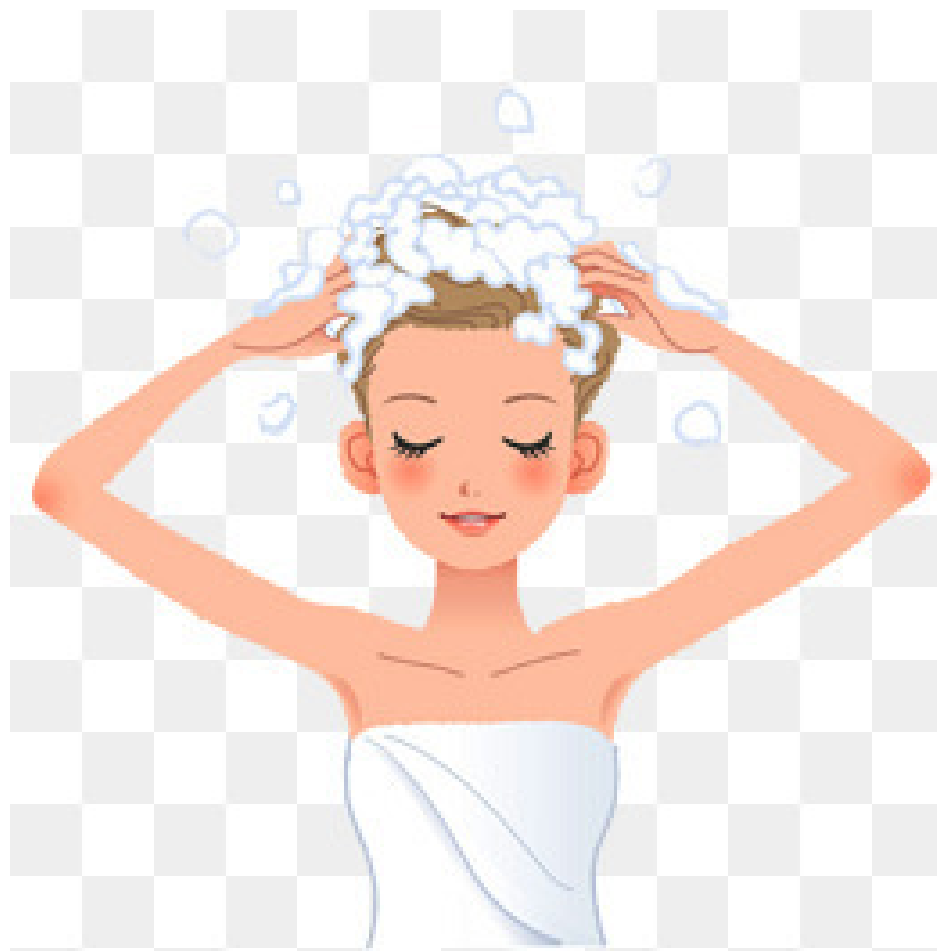














**Cook**

**Eat**

**Clean**

**Drink**

**Watch TV**

**Read a Book**

**Talk on the  
Phone**

**Visit Friends**

**Brush Teeth**

**Comb Hair**

**Take a Bath**

**Wash Hair**

**Sleep**

**Get dressed**

**Study**

**Listen to  
Music**

