

Teaching Scenario

Lesson/subject : **Rooms of a house**

Time	40 mins-1 hour
Objectives	Talking about the rooms of a house
Structure	“What room is this?” “It is the the living room/dining room/bedroom/bathroom/ kitchen” “Where is dad/mom?” “He/she is in the living room/dining room/bedroom/bathroom/ kitchen” “Where is the living room/dining room/bedroom/bathroom/ kitchen?” “What rooms are in your house?” “There are living room, dining room, bedroom, bathroom, and kitchen in my house”
Target vocab	living room, dining room, bedroom, bathroom, kitchen
Media	Song entitled “Hello Song” (https://youtu.be/tVlcKp3bWH8) for warm up activity Song and video entitled “The House Song” by Busy Beavers on youtube (https://youtu.be/DR5qPNPGCmY) Rooms of a house flashcards (www.games4esl.com) Speaker and LCD Some pieces of paper A white/black board Coloured markers Song entitled “Goodbye Song” (https://youtu.be/9tCSl_2ykgs) for wrap up activity

Lesson Overview :

Warm up and Maintenance :

1. Welcoming
2. Sing "Hello Song"
3. Homework check
4. Review past lesson

New learning and practice :

1. Teach Rooms vocabs
2. Sing "The House" song
3. Do the "Rooms of a house Quiz"
4. Play the "where's dad/mom guessing game" in the whole class activity
5. Play the "where's dad/mom guessing game" in the group activity
6. Play "Touch the picture game"
7. Do "The rooms in my house Conversation"

Wrap up :

1. Sing "Goodbye Song"
2. Do "Quick Check"

Lesson Procedure :

Warm up and Maintenance :

1. Welcoming

The teacher greets the students by name as they enter the classroom and encourages them to put one of their hands up and say "yes" every the teacher calls their names. After that, the teacher gestures for them to sit down. The teacher arranges the students to sit on the floor in the circle shape. Then, the teacher greets the students again by saying "Good morning" and the students are expected to answer it by saying "Good morning, Ma'am/Sir"

2. Sing "Hello Song"

The teacher stands up and asks the students to also stand up by saying "Stand up, please" and the students follow the instruction. Then, the teacher plays the "Hello song" (<https://youtu.be/tVlcKp3bWH8>) and asks the students to sing along to the song together. The teacher encourages the students to clap along in time with the music and make some gestures that suit to the lyrics (for example when the lyrics say "Hello, hello", the teacher and the students make the gestures by waving their hands while singing the song)

Lyrics for "The Hello Song"	Gestures for "The Hello Song"
<p>Hello! Hello! Hello, how are you? Hello! Hello! Hello, how are you? I'm good! I'm great! I'm wonderful! I'm good! I'm great! I'm wonderful! Hello! Hello! Hello, how are you? Hello! Hello! Hello, how are you? I'm tired. I'm hungry. I'm not so good. I'm tired. I'm hungry. I'm not so good.</p>	<p>The teacher plays the song then he/she does the gestures and encourages the students to do it with him/her.</p> <p>The teacher and the students wave their hands together as they sing the "Hello, hello" parts.</p> <p>The teacher and the students gesture to others as they sing "How are you?"</p> <p>The teacher and the students point to themselves as they sing "I'm good! I'm great! I'm wonderful!"</p> <p>The teacher and the students also do the same with the other expressions. They are also expected to point to themselves as they sing "I'm tired. I'm hungry. I'm not so good"</p>

3. Homework check

The teacher checks each student's homework set in the last lesson (if any). The teacher asks the students to take the homework worksheet out of their bags by saying "Please take your homework worksheet out of your bag" while holding the same homework worksheet to let the students know that they need to take that homework worksheet out of their bags. The teacher also may help them to do that if it is really needed. After all students already hold their homework worksheets, the teacher comes to each student, checks his/her worksheet, and asks each student some questions about their homework worksheet and the students are expected to answer the questions according to their understanding about the past lesson and the homework worksheet. Then, the teacher gives lots of praise, and puts some kind of mark on each student's homework sheet (the teacher draws some stars). Finally, the teacher tells the students to put their homework back into their bags by saying "Now, put your homework back to your bag" and helps them to do so if it is needed.

4. Review past lessons

The teacher reviews the past lesson by asking the students about some parts of the previous lessons. The teacher may ask, "What did you learn yesterday?" and the students are expected to answer the questions by saying the topic of the previous lesson, for example, "colour", "number", etc. Then, the teacher reminds the students about the previous games or songs related to the past lesson. For example, the teacher asks the students to sing the previous song taught about the past lesson together again.

New Learning and Practice :

1. Teach Rooms vocabs

First, the teacher practices the target vocab by showing the flash cards of the rooms one by one while saying the name of the each room. For example, the teacher shows the flash card of bedroom then while showing it to the students, he/she says “It is the bedroom”. After that, the teacher asks the students to repeat after the teacher by giving the instruction, “Please repeat after me”. The students are expected to follow what the teacher said, for example after the teacher shows the picture of the bedroom and says “It is the bedroom”, the students repeat what the teacher has said by also saying “It is the bedroom”. This process is repeated from the first room flash card until the last one. After that, the teacher tests the students’ understanding and memories about the name of the rooms in the flashcards. In this step, the teacher shows each flashcard and asks the students “What room is this?” and the students try to answer and say the name of rooms on their own, so the students are expected to answer “It is the (name of the room)” If the students’ answer is wrong, the teacher may try to correct it by saying “No, it is not that room. It is the ..?” and the students are expected to complete the teacher’s sentence. This process is done until the students answer all the name of the rooms correctly.

2. Sing “The House” song

The teacher plays the video of the song entitled “The House Song” by Busy Beavers (<https://youtu.be/DR5qPNPGCmY>) on the LCD and encourages the students to practice singing the song but only the chorus of the song where the lyrics say the name of rooms in the house (bedroom, bathroom, living room, dining room, kitchen) together. While singing the chorus of the song, the teacher is also showing the students the flash card of the room which is said in the song and showed on the video. For example: when the lyrics started to say “bathroom”, the teacher shows the flash card of the bathroom. After practicing singing the chorus for several times, the teacher plays only the song one more time and encourages the students to sing along to the whole song with the music. Before playing the song and the video, the teacher gives the explanation to the students that he/she will show two different flash cards every the lyrics said a name of the room and the students need to point out one of those flash cards that is being said in the song. In giving this instruction, the teacher may say “I will show two different pictures. While singing the song, please point out the picture that you heard in the song”. So, in this process, the students are expected to be able to identify and choose the right flash card that they heard in the song by pointing it out. After the students guess the flash card, the teacher raise the right flash card up to give a sign that it is the right flash card. When the song ends, the teacher encourages the students to applaud together and the teacher compliments the students by saying “Good job”

3. Do the “Rooms of a house Quiz”

The teacher divides the students into some groups (with 3-5 students per group depending on how many students are in the class). Then, the teacher asks the students to sit together with their teammates. The teacher explains that he/she will play the previous video of “The House” song and pause it when the video shows a picture of a room then the teacher asks “What room is this?”. After that, the students in the group should raise their hands while saying the “signal word” if they know the name of the room showed in the video. The signal word that should be said before answering the question must be an interesting word for the students, for example : “tetot”, “tingting”, etc. The student who raises his/her hand first has the right to answer the question. The teacher also needs to call the name of the student to invite him/her to answer the question, for example, “Anna, what room is this?”. Then, the student is expected to answer the question by using the sentence taught : “It is the (name of the room)”. If the first student’s answer is wrong, the other students from the other groups can raise their hands and say the signal word to answer the question. The teacher then invites him/her to answer the question. If the student answers a question correctly, his/her group will get a room flash card with the same room that has been answered. The group with the most flash cards becomes the winner and deserves a round of applause from everyone in the classroom.

4. Play the “where’s dad/mom guessing game” in the whole class activity

The teacher sticks all the rooms flash cards on the board. On a small piece of paper, the teacher draws a simple stick man and tells students that it is ‘dad’. Then on another small piece of paper, the teacher draws a woman and tells students that it is ‘mom’. Next, the teacher tells the students that in English we use ‘he’ to refer to a man/dad and ‘she’ to refer to a woman/mom. The teacher drills the key expression by placing the picture of dad in the middle of the ‘bedroom’ flashcard and saying ‘**He is in the bedroom.**’ Then, the teacher moves the picture of dad in the middle of bathroom flash card and says ‘**He is in the bathroom.**’ The teacher asks the students to repeat after the teacher. The teacher does the same using the picture of mom and saying ‘**She is in the living room**’ and then the teacher moves the picture of mom in the middle of the kitchen and says again, “**She is in the kitchen**”. The students are expected to repeat what the sentence that the teacher has said. Once the students have practiced enough, the teacher tells them to close their eyes. Then, the teacher places the picture of dad on one of the flashcards. Next, the teacher tells the students to open their eyes and asks them ‘**Where is dad?**’. The students are expected to guess the location of the the picture of dad by using the sentence taught, for example the students are expected to answer ‘**He is in the (bedroom)**’. If the students still do not have any idea about how to answer the question, the teacher may stimulate them by saying “He is in the..?”. When the students guess correctly, the teacher invites one of the students to up to the front of the classroom. The teacher tells the other students to close their eyes again, and the student at the front can place the mom picture card behind one of the room flashcards. Then, the teacher encourages that student to ask

the class ‘**Where’s mom?**’ and the other students will try again to guess using the expression ‘**She is in the (kitchen).**’ The instructions are repeated until the the last flash card.

5. Play the “where’s dad/mom guessing game” in the group activity

This game uses the same concept and expressions from the previous activity but this time in small groups. It is designed to get students talking to each other using the rooms of the house vocabulary. Before class, the teacher prints and cuts some sets of 5 ‘rooms of the house’ mini-flashcards. The teacher divides the students into small groups of 3-5 and gives each group a set of 5 ‘rooms of the house’ mini-flashcards , two small pieces of paper, and a coloured marker. Then, the teacher models how to draw one mom and one dad picture on the small pieces of paper. After that, the teacher asks each group to do what the teacher has modeled in drawing the pictures on the small pieces of paper. The teacher observes the students in this process of drawing the picture and helps them if they have any difficulty in doing it. Once all groups have drawn one mom and one dad picture, the game can begin. One student from the group must look away or close his/her eyes. Then the other students in the group will place the mom or dad picture on of the cards. When the student opens his/her eyes, the other students will ask ‘Where is mom/dad?’, and the student must try to guess while using the key expression (He / She is in the bedroom.). If the student guesses correctly, then he/she gets to keep that card. Then, the next student takes the turn. The game ends when all the cards are gone. The student in the group with the most cards is the winner and deserves compliment from the teacher and a round of applause from everyone in the classroom.

6. Play “Touch the picture” game

First, the teacher sticks the flashcards of 5 rooms on the wall around the classroom. Then, the teacher gets all students to sit in the middle of the classroom. After that, the teacher tells the students that he/she is going to ask where is the room and everyone has to race to touch the flashcard of the room. To give this instruction, the teacher may also give the example of how to do this game. For example, the teacher asks “Where is the bedroom?” and he/she runs to where the flash card is sticked and touch that flash card. After modeling how to do the activity in this game, the teacher may start the game. The teacher asks the where a room is and the students are expected to run to the place where the room flash card is sticked and touch the flash card.

7. Do “The rooms in my house” conversation

First, the teacher drills the expression of question “**What rooms are in your house?**” as well as the expression of its response, “**There are living room, dining room, bedroom, bathroom, and kitchen in my house**”. Then, the teacher asks the students to stand up and make a line in front of the teacher. If the students have difficulty in

making a line, The teacher may directly set the students' position by calling the students' name and showing where they should stand. After that, the teacher asks the first student in the line, "What rooms are in your house?", and the student is expected to answer the question by using the expression taught, "There are living room, dining room, bedroom, bathroom, and kitchen in my house.". If the student has difficulty in saying the name of the rooms, the teacher may remind him/her of the name of the rooms. After the first student has answered the question, the teacher asks him/her to replace the teacher's position and asks the next students, "What rooms are in your house?" and the next student is also expected to answer the question by using the expression taught, "There are living room, dining room, bedroom, bathroom, and kitchen in my house." This process is repeated until the last student in the line.

Wrap up :

1. Sing "Goodbye Song"

The teacher asks the students to stand up. Then, the teacher plays the "Goodbye song" (https://youtu.be/9tCSl_2ykgs) and asks the students to sing along to the song together. The teacher also can encourage the students to clap along in time with the music and make some gestures that suit to the lyrics (for example when the lyrics say "Goodbye, goodbye", the teacher and the students wave their hands to each other).

Lyrics for "The Goodbye Song"	Gestures for "The Goodbye Song"
<p>Goodbye, goodbye, Goodbye, goodbye See you, see you See you, see you Thank you, thank you Thank you, thank you Goodbye, See you, Thank you</p>	<p>The teacher plays the song then he/she does the gestures and encourages the students to do it with him/her. The teacher and the students wave their hands as they sing the "Goodbye, goodbye" parts. The teacher and the students hold one of their hands above their eyes (as they would do when they are looking into the distance and keeping the sun out of their eyes) and then look at another student as they sing "See you, see you". The teacher and the students put both of their hand on their chest as they sing "Thank you, thank you" The teacher and the students combine the three gestures as they sing the last part of the song, "Goodbye, See you, Thank you"</p>

2. Do “Quick Check”

The teacher puts all of the medias away then asks the students to gather their belongings and put them back on their own bags. After that, the teacher sets the students into a line on the way to the door and places himself/herself between the door and the students. The teacher holds the rooms flashcards and for each student, the teacher shows a room flash card and asks the student, “What room is this?”. The student is expected to answer the question by using the sentence taught, “It is (the name of the room). When the student gives the correct answer, the teacher says goodbye to him/her and let that student leave. If the student still does not give the correct answer, the teacher corrects the answer by saying, “It is the (name of the room) and asks the student to repeat it after him/her then the teacher says goodbye to him/her and let that student leave. The teacher does the same thing with the next students until the last one.