



**UNIVERSIDADE FEDERAL DE MINAS GERAIS**

**FACULDADE DE LETRAS**

Programa de Pós-graduação em Ensino de Língua Inglesa

**HOME, SWEET HOME**  
**English Teaching Material**

Kethully Dayane Fagundes Seabra

**Belo Horizonte**  
**2013**

**Kethully Dayane Fagundes Seabra**

**HOME, SWEET HOME**  
**English Teaching Material**

Trabalho apresentado ao curso de Pós  
– Graduação em Ensino de Língua  
Inglesa da Faculdade de Letras –  
UFMG como requisito parcial para a  
obtenção do título de Especialista em  
Ensino de Língua Inglesa.  
Orientadora: Ana Larissa Adorno  
Marciotto Oliveira.

**Belo Horizonte**  
**2013**

## **INDEX**

<b>INTRODUCTION.....</b>	<b>4</b>
<b>RATIONALE.....</b>	<b>5</b>
<b>UNIT 1 – HOME IS WHERE YOU HANG YOUR HAT.....</b>	<b>11</b>
<b>UNIT 1 – TEACHER’S GUIDE.....</b>	<b>24</b>
<b>UNIT 1 – TEST.....</b>	<b>32</b>
<b>UNIT 1 – TEST’S ANSWER KEY.....</b>	<b>36</b>
<b>UNIT 2 – ACTION SPEAKES LOUDER THAN WORDS.....</b>	<b>37</b>
<b>UNIT 2 – TEACHER’S GUIDE.....</b>	<b>51</b>
<b>UNIT 2 – TEST.....</b>	<b>61</b>
<b>UNIT 2 – TEST’S ANSWER KEY.....</b>	<b>66</b>

## **Introduction**

The present work is the required final paper for the conclusion of the English Specialization (teaching) course – *CEI* – ministered by *Faculdade de Letras*, UFMG in accordance to MEC.

It consists of two didactical units made for elementary students. The aim of all units is to teach English based on the Communicative Approach. The lessons were designed in order to motivate and encourage students to learn the language in a meaningful way. The units do not complement each other, they were designed to be studied separately.

All the content of the two units is the work of the present author and the pictures, videos and texts used therein were extracted from the internet. This contents belongs to the authors. No Copyright infringement was intended and it has no commercial purposes.

This book contains a DVD which has 6 videos that must be watched in order to perform some of the listening activities.

At the end of each unit, the Teacher can read the Teacher's guide which explains in detail how to work with each point throughout the lessons.

## **Rationale**

### **Warm up**

In this section, the teacher will raise the students' awareness of the lesson. This is what is known as a "Communicative Approach" and involves deliberately selecting a topic about which the students will already have a considerable understanding and a keen interest. The use of such topics not only encourages more enthusiastic participation, but also subconsciously leads to greater retention of knowledge, and therefore more effective learning. All the tasks and activities are based on the Participatory approach. As we know, students learn better when the topic is something which interests them, something meaningful to them, useful and relevant to their own reality. When the students are interested in learning something, for example a Foreign Language, they are looking for something to help them in their real lives and that is the initial step, if they realize that studying a Foreign Language can have a material effect on their own life, it will be easier for them to learn and to practice what they have learned.

Based on Larsen-Freeman (2001), the process of teaching is more effective when it is experience-centered, when it relates to students' real needs, and is based on it, it is relevant to say that for real learning to occur, all of these "connections" with students' life are very important. When the teacher is teaching something to their students, he/she needs to realize and to think about whether or not what they are learning is really based on students' life. It is equally important that the students realize how Education can affect their lives.

According to Larsen-Freeman (2001), when the students see that learning a Foreign Language can have a material effect on their own lives, they become more inclined to learn and seek a greater understanding of the subject. As aforementioned, it is important that what they are learning is strictly linked with their own world. Learning something outwith their own reality and to which they cannot relate is waste of time, because the students will realize that those subjects that they have learned will not be useful. Thinking about it, the entire education process must be centered in the students' reality and their lives. When the teacher brings their reality into the class, every subject that will be taught becomes more interesting and more effective in changing their lives.

### **Listen to this**

The videos used in the lesson are authentic. The first recording is based on the *top-down* process which consists in using the background knowledge to understand the meaning of the message.

The second recording is based on the bottom-up process which tests the students' comprehension of what they have just listened to according to Richards (2008).

As stated by Richards (2008) these two types of comprehension (Top-down and bottom-up) occur together in the process of listening, and it depends on the familiarity of the students about what is going to be presented to them.

Here, the while-listening occurs intensively as the students are required to pay closer attention to the audio in order to identify which elements were or were not mentioned in the video

### **Let's work**

In this activity the students have to match the names of the rooms with the appropriate picture. In this task, they have to put in practice what they have learned from the video. Here they are going to work with the basic vocabulary for the lesson. This is an active vocabulary that allows students to observe and match the correct name to the appropriate picture.

Helping students by acting/miming is a good way to help improve vocabulary, according to Xia (2010). She says the teacher can transform himself into an actor and try to show students what that word means. It is very important to use real objects and not to use flash cards only.

Richards (2008), states that this type of activity is considered the post-listening activity because here, students will be able to use the knowledge obtained from the previous listening exercise.

### **Connecting thoughts**

The unit, up to this point, has been working with students' opinions. But now, it works as a reading tool. Here the students will show what they know about the main subject. All the exercises are presented in the Communicative approach aspects.

This activity focuses on the learners' ability to use the target language with social meaning. They are supposed to express their opinion and create interaction among themselves, giving the students genuine responsibility for their achievements as Neves (1993) states.

### **Reading and discovering**

This activity emphasizes the reading strategies *Bottom-up* and *Top-down*. It can be considered a top-down activity because the students have to show their knowledge about the text as a whole and it is a bottom-up as well because the students have to make inferences in what they have already learned.

After reading it is very important that the teacher asks their students some questions in order to make sure they have understood the text. Nuttal (2005) affirms that when the student struggles to understand the text and when he/she understands it in his/her way, the teacher has to give attention and importance to them, otherwise hearing only one answer (the correct one) does not give other students the opportunity to demonstrate their knowledge, it does not matter how challenging the question is, it will be useless. The author keeps highlighting something very interesting, do the answers have to be written or spoken? It is very important that the teacher pays attention to this. Some questions, such as multiple choice, cannot be answered written, on the other hand, some others such as asking synonyms, can be done orally.

### **Language corner**

Here, the unit introduces the Grammar point. All exercises and charts are sentences present in the text or sentences linked with the theme. According to Thornbury (2005), *the inductive approach to learn grammar is based on the assumption that knowledge of grammatical rules should be acquired through exposure to samples of speech that present a particular construction*" he continues by saying that these statements must be explicit in order to make students realize the structure presented. This method requires more effort from the students to learn and, consequently, greater learning.

According to Ke (2008) teaching grammar using the prescriptive and deductive approaches have been shown and proved ineffective and boring ways to learn grammar. When the teacher shows students pieces of writing containing some structures and different examples of how to use them, students will start understanding what those

structures are and what purpose they serve. Ke (2008) says: “[...]the most important job in teaching them English grammar is perhaps nothing more than to make them aware of this subconscious knowledge of theirs and to convert it into a conscious knowledge.”

### **Show what you know**

In this section, the students will be able to apply what they have learned and use the rules that they have made by themselves.

### **It’s time to talk**

Richards (2008) affirms that oral interaction is the most difficult skill to teach, but the teacher has to allow his/her students to be free in an exercise of that kind. In this activity, the task is more controlled but the teacher must tell students to be creative and create new questions for their partner. The author affirms that it is very important that the student presents what they have done with the partner by reporting it to the class and the teacher has to give the feedback as soon as possible in order to identify mistakes and avoid them in the next presentation.

### **Writing is *Funtastic!***

According to Cumming (2001) when the writing involves many features, it is an exercise based on micro skills. This micro skill allows students to be more involved in the process of writing, because they have to have more time to prepare, they will use the structures learned inside the classroom, and finally, the piece of writing will have a social meaning. It is very important that what students produce makes a difference socially otherwise the exercise will be little more than another piece of written paper.

### **Word by word – Sound by sound**

At this point the students will have their first contact with the phonetic transcription. And according to Wells (1996) this is important because students will attain the knowledge of how to pronounce words correctly, without which they risk being misunderstood. According to him: “*The easiest transcription system for the beginner is arguably a respelling using the ortographic conventions of the first language[...]*”



## **Assessment**

According to Brown (2004), the assessment inside the classroom can happen in many different ways. Emphasizing two possibilities: first can be through observation, where teacher observes his/her students and gives them feedback about their participation and their results; second can be through tests. The tests, according to him, must contain some principles such as: Practicality, Reliability, Validity and Authenticity.

The Practicality refers to: Time and money spent in order to accomplish the task. It cannot be too long or too expensive. But it cannot be too short either. The students must be able to do it, but the test cannot be too easy.

Reliability refers to: The same results gathered through tests cannot be so different from a class to another, then the teacher has to find ways to build a test which will attend his/her students. Another important aspect to be observed is that the teacher must be aware of students' condition or anxiety about the test. Personal and physical factors may influence the result of the test. The teacher has to know how to address these factors in order not to compromise the result.

Validity refers to: All the questions of a test must be linked with what was studied before. The teacher who asks something that was not taught to the students is not applying a valid test. Asking students to answer a question about grammar structures which have not been covered in class, or use vocabulary unknown to the students, undermines the validity of the test.

Authenticity refers to: The test must be presented using everyday language and avoiding unnecessary technical jargon; every idea must be contextualized, topics must be meaningful and close to real-world tasks.

## **Language check**

O'Malley (1996) states that the *self-assessment* promotes direct involvement of the students with the learning process and it helps them to become more confident and more motivated to go deeper in their own learning path. This type of assessment is learner-centred and it allows students to improve their skills by highlighting the weakest points and helping them recognize them in order to concentrate on improving these specific points.

## REFERENCES

BROWN, H. D. **Language assessment: Principles and Classroom Practices.** San Francisco: Longman, 2004.

CUMMING, A. **Learning to write in a second language: Two decades of research.** Special Issue of Cuadernos de Filología Inglesa, University of Murcia, Spain, 2001.

KE, Z. **An Inductive Approach to English Grammar Teaching.** HKBU Papers in Applied Language Studies, v. 12, 2008. Available at: [http://lc.hkbu.edu.hk/book/pdf/v12\\_01.pdf](http://lc.hkbu.edu.hk/book/pdf/v12_01.pdf)  
Retrieved on October, 16th, 2013.

LARSEN-FREEMAN, D. **Teaching grammar.** In Celce-Murcia, M. (Ed.), *Teaching English as a Second or Foreign Language* (pp. 251-266). Boston: Heinle & Heinle, 2001.

NEVES, M.S. **The Communicative Teaching of English as a Foreign Language.** In *Teses 1993*. UFMG, Belo Horizonte.

NUTTAL, C. **Teaching reading skills in a foreign language.** Oxford: McMillan, 2005.

O'MALLEY, J. M.; PIERCE, L.V. *Authentic Assessment for English Language Learning: Practical Approaches for Teachers.* New York: Addison-Wesley Publishing, 1996.

RICHARDS, J. C. **Teaching Listening and Speaking: From Theory to Practice.** Cambridge University Press. New York. 2008.

WELLS. J. **Why Phonetic transcription is important.** *Journal of the Phonetic Society of Korea*, n. 31-32, p. 239 – 242, 1996.

XIA, J. **Communicative Language Teaching in Vocabulary Teaching and Learning in a Swedish Comprehensive Class.** Kristianstad University, The School of Teacher Education. 2010.

# UNIT 1 – HOME IS WHERE YOU HANG YOUR HAT

## WARM UP!

1. Where do you live, in a house or in an apartment?
2. In your opinion, what is more comfortable?
3. Do you agree with the lesson's name, "*Home is where you hang your hat*"?
4. In an apartment can we find the same rooms as we find in a house?
5. What are the differences between a house and an apartment?



<http://streetinfo.com/6-tips-hosting-great-open-house/>  
Accessed on July 18th, 2013



<http://www.livingconstrutora.com.br/sp/imovel/residencial/suzano/centro/apartamento/meu-lar-suzano>  
Accessed on July 18th, 2013

## LISTEN TO THIS!

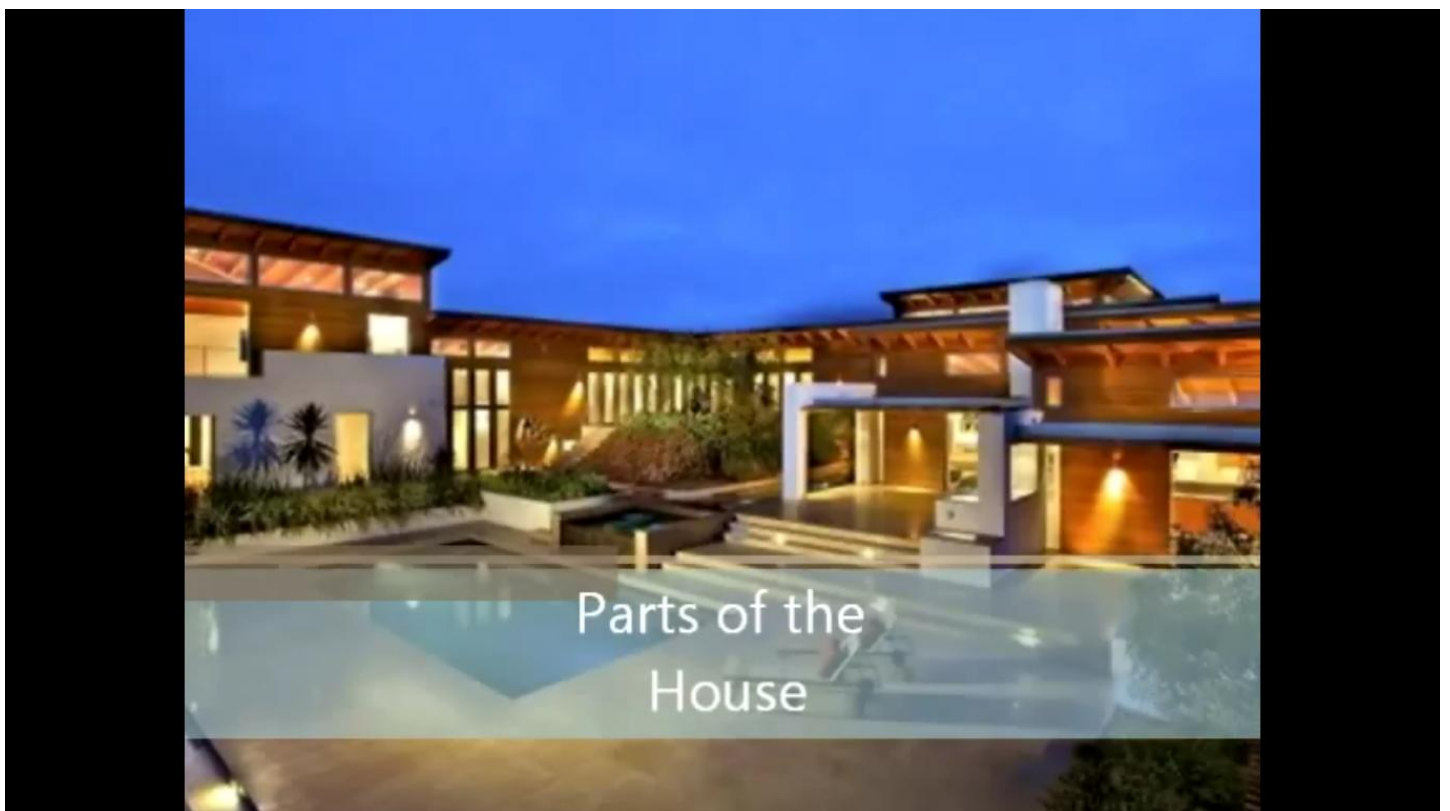
1. Watch the following video. Check the parts Brianna doesn't mention.



<http://www.youtube.com/watch?v=-MekD4cUKFA>

<input type="checkbox"/> LAUNDRY	<input type="checkbox"/> YARD
<input type="checkbox"/> BEDROOM	<input type="checkbox"/> ATTIC
<input type="checkbox"/> LIVING ROOM	<input type="checkbox"/> BASEMENT
<input type="checkbox"/> DINING ROOM	<input type="checkbox"/> BATHROOM
<input type="checkbox"/> GARAGE	<input type="checkbox"/> KITCHEN

2. Watch another video. Here you will find other parts of the house.



<http://www.youtube.com/watch?v=Y4-MTXN63IE>

## LET'S WORK

Now, match the names of the parts of the house with the appropriate pictures. Here you will find other parts.

*BATHROOM - DINING ROOM - ATTIC -  
BASEMENT - LIVING ROOM - YARD - GARAGE -  
KITCHEN - LAUNDRY - BEDROOM*



## CONNECTING THOUGHTS...

1. How many rooms does your house have?

---

---

2. Which room do you like best?

---

---

3. Is your house energy efficient?

---

---

4. Does your house have a contemporary design?

---

---

# READING AND DISCOVERING!

1. Read the following text.



For Sale

To Rent

House Prices

New Homes

Commercial

Agents

Blog

Home Ideas

Overseas

Students

[Sign in](#) or [Create Account](#) [My Rightmove](#)

see more property for sale in the UK

Find property in

Start Search

e.g. 'York', 'NW3', 'NW3 5TY' or 'Waterloo station'



## Need a removals company?

Use our quote service to find qualified and reliable removal companies.

Get quotes

### See more property for sale on Rightmove



Find your dream property right here, right now. Rightmove has over 800,000 properties for sale throughout the UK, allowing you to see more. We list a wide range of houses, flats, new homes and retirement homes. Rightmove makes it easy for you to find property for sale in your area!

Whether you are a first-time buyer, upsizing, downsizing or relocating, Rightmove has the widest choice of flats and houses for sale.

Find the latest properties for sale throughout the UK by using the quick links to the right, or use the search box at the top of the page.

### New homes for sale

New homes are more popular than ever. New homes developers have made leaps and bounds in recent years to create new homes that are energy efficient, boast fabulous contemporary designs and excellent build quality.

Rightmove has [tens of thousands of new homes for sale](#) from the UK's top developers, so if it's a new build house that you are searching for, look no further.

### Want to be part of the news?

Share your home-moving experiences with us... Journalists often approach us looking for participants to share their home-hunting tales. So whether you are a struggling first-time buyer, a savvy investor or planning to move into your dream property... we would love to hear from you! Email us as soon as possible with your contact details and a brief description of your experiences to [press@rightmove.co.uk](mailto:press@rightmove.co.uk).

### Buying and selling guides



[Selling guide](#)

[First time buyer](#)

[Buying guide](#)

### Browse UK property by map



[London](#)

[England](#)

[Scotland](#)

[Wales](#)

[Northern Ireland](#)

[Major towns &](#)

[cities](#)



[Find property near London stations](#)

### Overseas property



Search for [overseas property for sale](#) in a wide range of countries. Find your dream home with Rightmove Overseas.

### Find estate agents on Rightmove

If you have property for sale, make sure you instruct your local [Rightmove member estate agent](#). Only our member estate agents can advertise your property for sale on rightmove and if it's not on rightmove, it's harder to find.

2. What kind of text is it?

A web page;

A travel brochure;

A scientific article;

A newsletter.

3. Find in the text a sentence that justifies your previous answer.

\_\_\_\_\_

4. Find, in the text, a synonym for the words below.

(line 1) property: \_\_\_\_\_

(line 2) wide: \_\_\_\_\_

5. Test your comprehension of the text and check the sentences that are true, according to it.

Rightmove has over 800,000 properties for sale.

These properties are located throughout the USA.

The company only sells houses.

Rightmove helps to find a property in your area.

If you can, you are able to search properties by yourself on the site.

Most of the houses are energy efficient.

## LANGUAGE CORNER

Look the pictures below.





***“Does Brianna have a beautiful house?”***  
**Yes, she does. She has a beautiful house.**

**“Do Brianna’s father and mother have a big bedroom?”**  
**Yes, they do. They have a big bedroom.**



**“Does Rightmove sell only apartments?”**  
**No, it doesn’t. It sells houses too.**

**“Do we sell cars in NY?”**  
**No, you don’t. You sell houses.**



**“Do I have a big living room?”**  
**Yes, you do. You have a big living room.**

**Do you and your friends have big houses?**

---

Talking about yourself...

**Does your house have a big kitchen?**

---

**Do you live in a house or in an apartment?**

---

**Does your father live in a house in the USA?**

---

**In your opinion do people like to live in small apartments? Why?**

---

**Make your own rule...**

**With the 3rd Person Singular it is necessary to add \_\_\_\_\_ to the verb!**



- Verbs ended in:
  - O - CH - S - SS - X - SH  
WE ADD -ES.
  - Y (With a consonant before it)  
WE CHANGE THE Y TO -IES.

**The Simple Present is used to express...**

The idea that an action is a daily event or something that often happens and it is a generic truth.

The idea that something is happening now, at this moment.

## SHOW WHAT YOU KNOW!

1. Now, complete the sentences below with the correct form of the verbs given:

RENT - LOVE - MAKE - KEEP -  
HAVE - READ - GIVE - CLEAN

- a- Brianna \_\_\_\_\_ her house. She says it in the beginning of the video.
- b- The house developers \_\_\_\_\_ energy efficient houses.
- c- People \_\_\_\_\_ properties on the Rightmove site.
- d- The living room \_\_\_\_\_ a television and a couch.
- e- My dad \_\_\_\_\_ the car in the garage.
- f- I \_\_\_\_\_ my favorite book in my bedroom.
- g- You \_\_\_\_\_ parties in your house.
- h- Brianna and I have to \_\_\_\_\_ our bedrooms. They are messy.

2. Complete the sentences below.

Does your _____ have a big kitchen?	No, my house doesn't _____ a big kitchen.
-------------------------------------	---

Do your friends _____ in the yard or in the garage?	My _____ play in the yard.
---	----------------------------

_____ Brianna love her house?	Yes. She _____ her house.
-------------------------------	---------------------------

_____ your parents work at home?	No, they don't _____ at home.
----------------------------------	-------------------------------

Does your friend _____ a big flat or a big house?	He _____ a big flat. He doesn't have a big house.
---	---

## IT'S TIME TO TALK...

1. Work in pairs and take turns asking about your partner's home. Follow the steps below. Remember, you have to use the interrogative forms to make the questions.

E.g: "Do you live in a house or in a flat?" "I live in a flat."

"Do you want to live in a big house one day?" "No, I don't want to live in a big house one day".

STUDENT A	STUDENT B
<ul style="list-style-type: none"> <li>• Ask if he/she lives in a house or in a flat;</li> <li>• If his/her house has a big bedroom;</li> <li>• If his/her friend goes to his/her house to play;</li> <li>• If his/her mother works at home;</li> </ul>	<ul style="list-style-type: none"> <li>• Ask if he/she wants to live in a big house one day;</li> <li>• If his/her house has a big kitchen;</li> <li>• If he/she goes to his/her friend's house to play;</li> <li>• If his/her father keeps his tools in the garage.</li> </ul>

2. Now, report your partner's answers to the rest of the class:

“Theresa lives in a house and she has a big bedroom..”

## WRITING IS FUNTASTIC!

Observe the classified advertisement:



The image shows a sample classified advertisement. At the top, it says "Classified Ads" in a large, serif font. Below that, in a black box, it says "FOR SALE" in white, bold, sans-serif font. The main text of the ad reads: "HOUSE FOR SALE: \$60,000 333 Cedar St., Springfield-3 bedroom, 2 bath, large kitchen with new floors in kitchen, laundry area and hall bathroom. Master bath remodeled. New dishwasher, shed and garage. Call 719-529-0682." At the bottom left, there is a small URL: <http://www.bacaracka.com/images/adds-large.jpg>. At the bottom right, it says "15-1tc".

Now, you have to write a classified ad pretending you are selling your house. You have to include the price, the address of your house, how many rooms your house has, and your telephone number. This ad will be published on the School's journal as an example of how to write a "Classified ad". You have to use as few words as possible.

## WORD BY WORD – SOUND BY SOUND

Read the sentences below and pay attention to the underlined words.

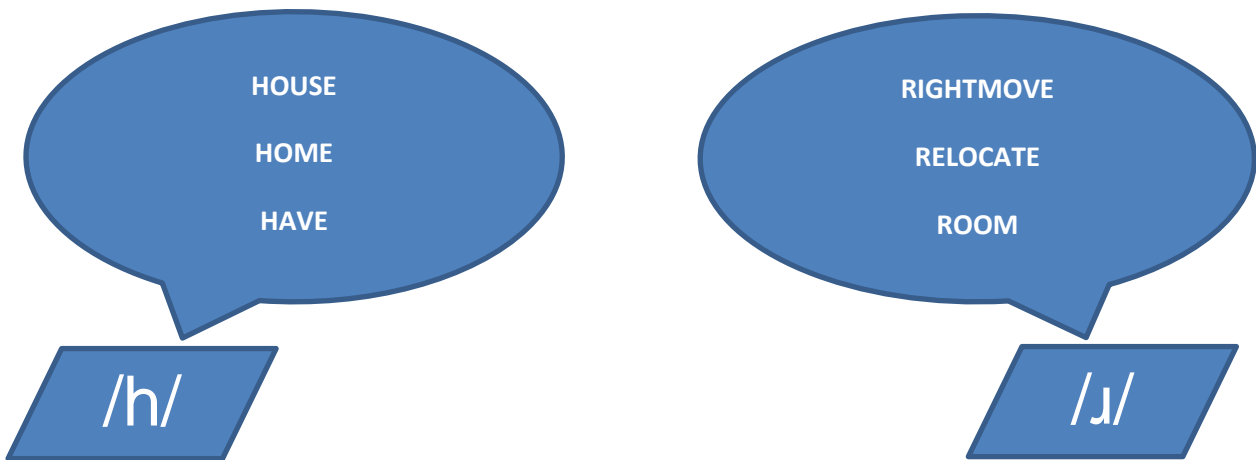
“Rightmove makes it easy for you to find a property in your area.”

“Brianna loves her house.”

In the word Rightmove /ˌraɪtmuːv/ you find a consonant sound that is represented by the symbol ɹ, in order to pronounce it you have to roll your tongue inside your mouth.

In the word house /haʊs/ you find a consonant sound that is represented by the symbol h, in order to pronounce it you have to exhale the sound from your throat.

Read and say the words in the balloons aloud.



Now it's your turn. Find more 4 words with the sounds:

<b>/h/</b>	<b>/ɹ/</b>

## LANGUAGE CHECK

Read the sentences below and check the statements that are true for you.

- ( ) I can talk about what people have, make, etc.
- ( ) I can describe my house.
- ( ) I can talk about things and rooms my house doesn't have.
- ( ) I can correctly pronounce words beginning with H or R;
- ( ) I can write a classified ad.

# UNIT 1 – HOME IS WHERE YOU HANG YOUR HAT

## TEACHER'S GUIDE

Level: Basic 2 (Students in 7th grade)

Class: 50 minutes

Warming up: 10 minutes

In the warm up, the teacher has to raise awareness of the students about the differences between houses and apartments.

The teacher can draw on the board two columns. In the first one, the teacher will write *House* and in the another one *Apartment* and then invite the students to go to the board and write the differences between these two types of habitation.

### LISTEN TO THIS!

After the students have watched and listened to the video, they have to check the right sentences in the chart. The answers are:

- Laudry;
- Dining room;
- Garage;
- Yard;
- Attic;
- Basement.



The teacher must tell his/her students, they will see other rooms inside a house. The students have to pay attention to the video because the next activity will be based on it.

## LET'S WORK

In this activity the students will read the names of the rooms and will put them in the right place according to the picture.

The teacher can improve their students' vocabulary by telling them what actions the people do in each room. For instance: In the kitchen we do the dishes; In the living room we entertain our guests; In the bedroom we can listen to the radio loud and so on.

In order to raise students' awareness about the differences between houses and apartments, ask them if we can find the same rooms in both places.

The teacher has to correct this activity orally.

ATTIC

BASEMENT

KITCHEN

GARAGE

DINING ROOM

BATHROOM

LIVING ROOM

YARD

LAUNDRY

BEDROOM

## CONNECTING THOUGHTS...

In this section the teacher will talk freely with their students. The activity is a pre-reading activity which will allow students to talk more about their experiences and it will prepare them to read the text and extract lots of information from it.

The teacher has to encourage his/her students to answer the questions in English.

## READING AND DISCOVERING!

While the students are reading the text they may find some words that they don't know. If this happens, the teacher should exchange meanings with his/her students.

2. What type of text does it seem?

It is a web page.

3. Find in the text a sentence that justifies your previous answer.

They have to write a sentence from the text that proves it is a web page. Here, a lot of sentences may appear.

For instance: It has a lot of hyperlinks to be clicked;

The text talks about searching for properties in my area using the "Search box at the top of the page";

Call the students' attention to the genre of the text, and the characteristics that we can find in this type of text.

4. Find, in the text, a synonym for the words below.

(line 1) property: House, flats, new homes, retirement homes.

(line 2) wide: Big, vast, ample, broad, large, expanded.

5. Test your comprehension about the text and check the sentences that are true, according to it.

Rightmove has over 800,000 properties for sale.

Rightmove helps to find a property in your area.

If you can, you are able to search properties by yourself on the site.

Most of the houses are energy efficiently.

## LANGUAGE CORNER

SECOND CLASS

LENGTH – 50 MINUTES

In this section, students will find the grammar point of the lesson. It is very important to let students read the sentences by themselves. The pictures displayed with the sentences help them to understand what is being said.

Read the sentences, after they have read them. While the teacher is reading, he/she must emphasize the use of DO and DOES and highlight the verb on the third person.

The teacher has to let them discover by themselves, this difference by observing the verb HAVE – HAS / SELL – SELLS. After finding this out, the students will realize that on the third person the verb modifies in order to agree with the person.

After observing the boxes with the sentences, the teacher will write a sentence on the board. For instance:

Rightmove **has** many houses to sell.

People **have** many houses to choose from.

The teacher always has to show, inductively, the difference between the 3rd person in the singular and the others. This can be done by saying the verb stronger and more clearly.

Another important point to be highlighted is the negative and the interrogative forms. A simple way to explain this is by writing on the board sentences extracted from the text and writing the same sentence in negative and interrogative forms.

Extracting sentences from the text helps students recognise these kinds of structures within it. What wasn't recognised before will now be pointed out and questioned by the students.

The teacher can write three/four sentences on the board. Just put one sentence in the negative and one in the interrogative form, the others must be done by students.

After that, the students will answer some questions about themselves. The teacher has to encourage students to answer the questions with complete answers.

In this exercise, the students will be able to use the Simple Present.

**Now, make your own rule...**

**On the 3rd person singular it is necessary to add -S in the verb!**

Attention

- Verbs ended in:
  - O - CH - S - SS - X - SH  
WE ADD -ES.
  - Y (With a consonant before it)  
WE CHANGE THE Y TO -IES.

## The Simple Present is used to express...



The idea that an action is a daily event or something that often happens and it is a generic truth.

The idea that something is happening now, at this moment.

The teacher must tell his/her students the rule they settled up above is the general rule and there are many exceptions that they have to take into consideration. It is important to give students examples of each exception

Here will be listed some verbs that can be used as examples.

To do – DOES

To reach – REACHES

To kiss – KISSES

To search – SEARCHES

To buy – BUYS

To fly – FLIES

In the next exercise the students have to apply what they have just learned above by completing sentences with missing verbs. Emphasise to the students that they have to observe the main Subject in each sentence, because it will help them to know if the subject is the 3rd person or not.

## SHOW WHAT YOU KNOW!

The teacher has to explain to students that the verbs given are in the infinitive form. If they don't remember what the infinitive form is, the teacher should

explain to them that it is the same as verbs in Portuguese ending in –ar / -er / -ir.

**Answers:**

- a- LOVES
- b- MAKE
- c- RENT
- d- HAS
- e- KEEPS
- f- READ
- g- GIVE
- h- CLEAN

In the next exercise, the students have to complete the chart by filling in the missing words.

Does your <u>HOUSE</u> have a big kitchen?	No, my house doesn't <u>HAVE</u> a big kitchen.
--	---

Do your friends <u>PLAY</u> in the yard or in the garage?	My <u>FRIENDS</u> play in the yard.
---	-------------------------------------

<u>DOES</u> Brianna love her house?	Yes. She <u>LOVES</u> her house.
-------------------------------------	----------------------------------

<u>DO</u> your parents work at home?	No, they don't <u>WORK</u> at home.
--------------------------------------	-------------------------------------

Does your friend <u>HAVE</u> a big flat or a big house?	He <u>has</u> a big flat. He doesn't have a big house.
---	--

## IT'S TIME TO TALK...

THIRD CLASS

LENGH – 50 MINUTES

Before beginning this exercise, it is very important for the teacher to ask his/her students if they can remember how we use the simple present, what the difference is between the third person and so on.

Starting a new lesson by reviewing the last one is an important strategy because while the students are warming up at the beginning of each class they are remembering and pointing out their difficulties.

Now, this class will be a different class. The students will use all the knowledge they have learned in practice. They are going to talk.

They will start working in pairs. The teacher can choose the partners once the teacher has observed them for a long time. The teacher should try to pair up students of differing abilities in order to enable them to better help each other.

One student will be the “Student A” and the another will be the “Student B”.

They have to follow the instructions present in their books.

Of course, there are no prepared questions. In this activity the students will have time, maybe 7 minutes, to prepare the questions that are going to be asked to the partner.

They have to follow the right structure and pay attention to the rules they have settled before by themselves.

The teacher has to pay attention all the time in order to help the students to remember the structures they have learned before. Don't interrupt them, just observe and give some guidance if they ask you to.

After preparing the questions the pairs can start asking each other.

E.g: *“Do you want to live in a big house one day?”*

Of course the student that is being interviewed has to remember how to answer the question based on what he/she has learned.

Ask the students to give complete answers. They can answer with the short answer but the complete answer must be done as well.

*“No, I don't want to live in a big house one day”.*

After completing this activity, the students have to report their partner's answer to the whole class.

Remind them that they are talking about the third person, so the verb will be modified. Don't give them the answer, just draw their attention to this.

6. Now, report your partner's answers to the rest of the class:

*“Elisa says she lives in a house and she has a big bedroom..”*

In this activity the students will write a Classified Ad which will be published in the School's Newspaper.

They have to take a Newspaper from their city and translate it into English. They have to pay attention to the names of the rooms, the number of rooms and the aspect of the property (if it is new, old, big, small), they have to write the address of the property and, if it has the price, they will write this as well.

Each student has to take one Classified Ad and translate it.

The teacher has to teach them this type of genre and give them the characteristics of it: Such as:

- It has been done to persuade the interlocutor;
- The title has to be simple and clear;
- The body of the text must contain few words, clear language and show the qualities of the property;
- It must include a telephone number or some means of communication.

## WORD BY WORD – SOUND BY SOUND

At this point, students will learn how to pronounce the letters **H** and **R** at the beginning of words. Brazilian learners have a tendency to pronounce the **H** as **R** and pronounce the **R** as we pronounce in the word **RATO** in Portuguese.

In the book, the explanation makes it clear how to pronounce these letters.

The teacher should read the words for students and then ask them to repeat correctly.

In the exercise the students are expected to write four more words beginning with R and H.

<b>/h/</b>	<b>/r/</b>
<b>HOSE</b>	<b>ROSE</b>
<b>HORSE</b>	<b>RIGHT</b>
<b>HAT</b>	<b>RAT</b>
<b>HOUSE</b>	<b>ROOM</b>

Aluno (a): \_\_\_\_\_

Valor:

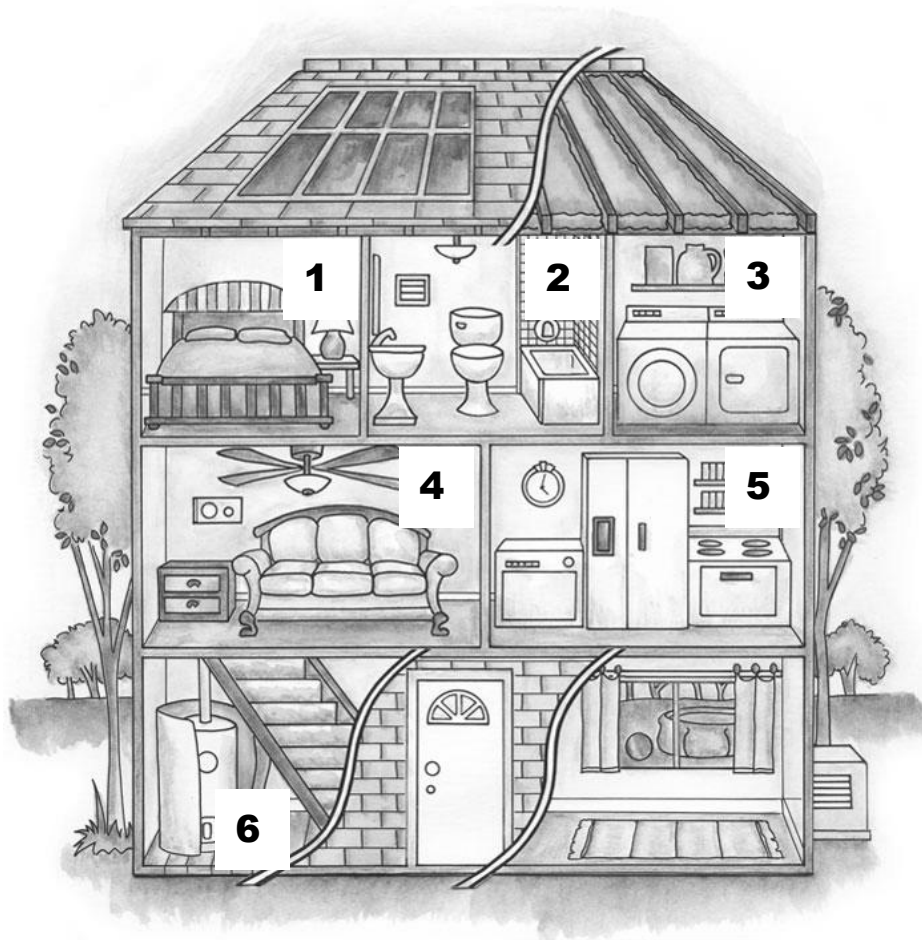
Nota:

Nº:

Turma:

### QUESTION 1

Observe the house below and put the name of the rooms in the right number.



1- \_\_\_\_\_

2- \_\_\_\_\_

3- \_\_\_\_\_

4- \_\_\_\_\_

5- \_\_\_\_\_

6- \_\_\_\_\_



## QUESTION 2

Read the following text and answer the questions

### **Property For Sale**

**AMAZING COUNTRY HOUSE** on 65 acres, south of Winchester. Renovations complete. Two plus one bedroom home, finished basement, on quiet dead-end road. Wood inside, out, upstairs, down. Renovated barn; electricity, water, two stalls, insulated room. Paddocks, shelters, pole barn. Thirty acres cleared, thirty five acres good bush with trails. \$285,000. [tracey@carouselcc.ca](mailto:tracey@carouselcc.ca) 613-448-2486 (mncstf-42)

<http://img.docstoccdn.com/thumb/orig/76934118.png>

How much does this property cost?

---

What property is this?

---

Does it have 3 bedrooms?

---

Does it have a basement?

---

Where is this property?

---

### QUESTION 3

Complete the text below using the verbs given in the correct tense.

**TO WATCH – TO LOVE – TO HAVE – TO LISTEN –  
TO COOK – TO SLEEP – TO LUNCH – TO LIVE**

Carol 1. \_\_\_\_\_ in a big house. Her house 2. \_\_\_\_\_ four bathrooms, five bedrooms, two kitchens, two living rooms, one dining room and a big laundry. She 3. \_\_\_\_\_ her house, in fact, this is her dream's house. Her father and mother 4. \_\_\_\_\_ TV every day in one of the living rooms. Carol 5. \_\_\_\_\_ to music in her bedroom and, sometimes, she invites her friends to her house and they 6. \_\_\_\_\_ in her bedroom. On weekends, Carol and her parents 7. \_\_\_\_\_ the meals together in the big kitchen and they 8. \_\_\_\_\_ in the dining room. They are a very happy family.

### QUESTION 4

Watch the video Sesme Street – I love my room, and choose the correct alternative for each question.

1. Does he like to stay in his room?  
a- Yes, he does.  
b- Yes, she does.
  
2. Does he have brothers?  
a- No. He doesn't have any brothers.  
b- Yes. He has one brother.
  
3. What does he do in his room?  
a- He plays drums, plays with his toy truck.  
b- He plays with the rubber duck, plays video game.

4. What does the expression “Twiddle my thumbs” mean, according to the video?
- a- Get bored, without anything good to do.
  - b- Moving the thumbs in circular movements.

**QUESTION 5**

Write a short paragraph talking about your favorite room and tell things you like to do there.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

# UNIT 1 – HOME IS WHERE YOU HANG YOUR HAT

## TEST'S ANSWER KEY

### QUESTION 1

- 1- BEDROOM
- 2- BATHROOM
- 3- LAUNDRY
- 4- LIVING ROOM
- 5- KITCHEN
- 6- BASEMENT

### QUESTION 2

The property costs £350,000.

It is a house.

No, it doesn't. It has 4 bedrooms.

It has one bathroom.

It is located in Godmanchester, Cambridgeshire, UK.

### QUESTION 3

- |          |            |
|----------|------------|
| 1. LIVES | 5. LISTENS |
| 2. HAS   | 6. SLEEP   |
| 3. LOVES | 7. COOK    |
| 4. WATCH | 8. LUNCH   |

### QUESTION 4

1. a- Yes, he does.
2. b- Yes. He has one brother.
3. c- He plays drums, plays with his toy truck.
4. a- Get bored, without anything good to do.

### QUESTION 5

Personal answers.

# UNIT 2 – ACTIONS SPEAK LOUDER THAN WORDS

## WARM UP!

1. When you are you doing chores at home, do you think it is boring?
2. What is the most difficult chore in your opinion?
3. Do you agree with the lesson's name, "*Actions speak louder than words*"?
4. Adults are teaching children to do chores at home, do you think this is a good way to teach them responsibilities?
5. Look at the two chores below and talk about them.
  - Are they washing the car or having fun?
  - Is she doing the laundry happily?



<http://image.cpsimg.com/sites/carparts/assets/carcare/images/carwash.jpg>



[http://thumbs.dreamstime.com/thumbnail\\_495/1271247848V888iu.jpg](http://thumbs.dreamstime.com/thumbnail_495/1271247848V888iu.jpg)

### USEFUL EXPRESSIONS TO EXPRESS YOUR OPINION

"In my opinion..."

"From my point of view..."

"I think/ believe..."

"I guess that..."

"I would say that..."

## LISTEN TO THIS!

Watch the following video and check what chores Horrid Henry did.



<http://www.youtube.com/watch?v=J3AngSL0eiw>

<input type="checkbox"/> EMPTY THE BINS	<input type="checkbox"/> FEED/ TAKE CARE OF THE PET
<input type="checkbox"/> SWEEP THE FLOOR	<input type="checkbox"/> CLEAN UP THE BEDROOM
<input type="checkbox"/> WASH THE DISHES	<input type="checkbox"/> VACUUM THE FLOOR
<input type="checkbox"/> DO THE LAUNDRY	<input type="checkbox"/> SET/CLEAN THE TABLE
<input type="checkbox"/> WASH THE CAR	<input type="checkbox"/> DUST THE FURNITURE

Watch another video. Here you will find other household chores.



<http://www.youtube.com/watch?v=DgXzJfyZET4>

**LET'S WORK**

Now, match the names of the CHORES with the appropriate pictures. After matching, check the chores you are used to doing in your house.

*COOK THE MEALS - WASH THE DISHES - SWEEP THE FLOOR - MOP THE FLOOR - DUST THE FURNITURE - VACUUM THE FLOOR - DO THE LAUNDRY - IRON THE CLOTHES - WASH THE WINDOWS - TAKE OUT THE TRASH*



## CONNECTING THOUGHTS...

1. In your opinion, is it important that men help at home?

---

---

2. Who helps more with household chores, men or women?

---

---

3. In your family, do the men help more than the women?

---

---

4. Do people have enough time to do household chores every day?

---

---

5. In your opinion, are men better at doing chores than women?

---

---

## READING AND DISCOVERING!

1. Read the following text.



# Are men REALLY doing more housework than women? According to a new survey, MEN are the tidier sex - and they put in more hours cleaning up

By RUTH STYLES

PUBLISHED: 10:17 GMT, 7 February 2013 | UPDATED: 10:39 GMT, 7 February 2013

**66 per cent of men spend eight hours or more on household chores  
Just 62 per cent of women do the same**



A new survey claims that men are the tidier sex, with 66 per cent of men spending eight hours or more on household chores compared to just 62 per cent of women.

The findings, say researchers, show how gender stereotypes have been turned upside down over the last half century.

In 1965, women, whether married or cohabiting, spent 30 hours per week doing chores, with men contributing just 4.9 hours.

'As the research shows, men are now taking a lead role in the upkeep of the home, but as we spend up to 30 hours each week on these errands, people are increasingly finding that there is simply not enough time to fit in all the tasks that need to be completed.

'However, most people cannot afford to simply hire a PA, or a cleaner to help them manage their daily tasks.'

2. On which kind of website could you find this article?

( ) Recipes website

( ) Architecture website

( ) News website

( ) Sports website

3. According to the text men are helping more at home. Do you consider this an important fact? Why?

---

---

---

---

4. Look at these words extracted from the text and match them with the appropriate synonym.

(line 6) **(A)** contributing

Task; duty; job

(line 7) **(B)** upkeep

Employ; give work; give job to somebody

(line 8) **(C)** errands

Helping; cooperating; collaborating

(line 10) **(D)** hire

Conservation; sustenance; support

1. Test your comprehension about the text and check the sentences that are true, according to it.

Men aren't helping at home as much as women are.

Only women are taking a lead role in the upkeep of the home.

66% of men are spending eight hours on household chores.

38% of women aren't spending eight hours on household chores.

Everybody can afford a cleaner to help with daily chores.

# LANGUAGE CORNER

Look at the pictures below.



**“Is Liza ironing her T-shirt now?”**  
**Yes, she is ironing her T-shirt.**



**“Are you cleaning the window at the moment?”**  
**No, I am not. I’m mopping the floor.**



**“What are Liza’s father and brother doing right now?”**  
**They are cleaning the window.**



**“Is John washing the dishes now?”**  
**No, he isn’t. He is taking out the garbage.**

**And you and your friends, what are you doing now?**

---

## The Present Continuous is used to express...

The idea that an action is a daily event or something that often happens.

The idea of an on-going action happening at the same time as it is being described.

How can we write a sentence using the **Present Continuous**?

We use the **VERB** \_\_\_\_\_ + \_\_\_\_\_ **-ING**.

### SHOW WHAT YOU KNOW!

1. Complete the chart below.

What \_\_\_\_\_ they washing? They're \_\_\_\_\_ the car.

Who \_\_\_\_\_ dusting the furniture? Melina is \_\_\_\_\_ the furniture.

Is Calvin \_\_\_\_\_ the floor? No, he \_\_\_\_\_ mopping the floor, Chrys is.

Lisa \_\_\_\_\_ ironing the clothes. What is Phil doing? He is \_\_\_\_\_ out the trash.

Are you \_\_\_\_\_ the meals? Yes, I \_\_\_\_\_ cooking the meals.

Josh and Peter \_\_\_\_\_ doing \_\_\_\_\_ No, they \_\_\_\_\_. They're  
the laundry, right? \_\_\_\_\_ the windows.

2. Look at the pictures below and write a sentence explaining what people are doing.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

## IT'S TIME TO TALK...

1. Work in pairs and take turns asking questions in order to complete your partner's chart and yours.

Eg.: (Student A) Who is washing the car?

(Student B) Melina is washing the car.

(Student A) Where is she washing the car?

(Student B) She's washing the car in the garage.

\*Don't forget to write down all information about every person. And don't show your chart to your partner, your chart has the answers to your partner's chart and vice versa.

STUDENT A		
Who is doing...	What is being done...	Where it is being done...
BRENDA		BATHROOM
BOB	WASHING THE WINDOWS	
	IRONING THE CLOTHES	LAUNDRY
CARL	SWEEPING THE FLOOR	
JENNY		BASEMENT

<b>STUDENT B</b>		
<b>Who is doing...</b>	<b>What is being done...</b>	<b>Where it is being done...</b>
<b>BRENDA</b>	<b>MOPPING THE FLOOR</b>	
	<b>WASHING THE WINDOWS</b>	<b>LIVING ROOM</b>
<b>VINNY</b>	<b>IRONING THE CLOTHES</b>	
<b>CARL</b>		<b>DINING ROOM</b>
<b>JENNY</b>	<b>VACUUMING THE FLOOR</b>	

## **WRITING IS FUNTASTIC!**

Now, you are going to pretend you are a Marketing expert who works in a corporation which asked you to design and create a new advertisement for a new product. This new product is a cleaning device. You have to create a slogan, or sentences to promote the product.

The new product is a broom, called "AbracadaBROOM".

Remember, your Ad is going to be shown to your colleagues and the school will vote which advertisement was more creative.

The characteristics of an advertisement are:

- A good advertisement stimulates viewers and leaves a lasting impression and enables them to go in for the product;
- It catches the attention of the readers and tempts them to find out more about the product;
- There should be no ambiguity. Messages should be clear, simple and easy to understand;

- Marketers should give complete information about the product, its usability, quality and durability.

Good luck and let's work!



## WORD BY WORD – SOUND BY SOUND

Read the sentences below and pay attention to the letters **in bold**.

Caroline is washing the dishes and her mother is mopping the floor.

Men are doing chores at home more frequently.

BUT, HOW DO WE PRONOUNCE THESE WORDS ENDING IN –ING?

**THE 'G' IN -ING IS NEVER PRONOUNCED. WHAT IS PRONOUNCED IS THE VELAR NASAL CONSONANT REPRESENTED IN IPA AS [ŋ].**

**THE VELAR NASAL SOUND** means that the sound made has to be done articulating the back of the tongue at the soft place of our mouth (at the end of our mouth, close to the throat) and letting the sound escape through our nose.

This is the symbol which represents this type of sound: [ŋ].

Be careful, in some words the letter –g will appear, such as: **JUNGLE**  
/ˈdʒʌŋ.gl/ [ŋg].

Now it's your turn. Repeat the words below and classify them in:

[ŋ] or [ŋg]



MOPPING - TANGLED - JUNGLE - CLEANING -  
HUNGER - WRONG - SINGLE - WASHING

[ŋ]	[ŋg]

## LANGUAGE CHECK

Read the sentences below and check the statements that are true for you.

- ( ) I can describe actions that I'm doing now.
- ( ) I can talk about my daily chores;
- ( ) I can describe each household chore;
- ( ) I can create an advertisement;
- ( ) I can ask what people are doing now.
- ( ) I can pronounce correctly the *-ing* at the end of words.

# UNIT 2 – ACTIONS SPEAK LOUDER THAN WORDS

## TEACHER'S GUIDE

The UNIT 2 is designed for pre-intermediate students.

It may take more or less than 4 classes (Classes of 50 minutes), but the teacher can also bring different materials in order to make the unit more complete and interesting.

### WARM UP!

At this point, students will show their knowledge about some topics related to *Household Chores* and their opinion about this type of work. Help them to use the “**Useful expressions to express your opinion**” which is on the right of the page.

The teacher has to explore students' opinions and ask further questions. In this section, the most important aspect to be explored is the opinion given by students. It has to be something to be worked on and valued.

Here there are no right or wrong answers.

### LISTEN TO THIS!

Now, ask to students to watch the video paying attention to Horrid Henry's actions.

#### SCRIPT

*Henry: Sunday, my favorite day!*

*Mom: Remember what we said Henry, no TV until you've done all your chores.*

*Henry: CHORES??? No!!!!!!!*

*Mom: Now, Henry...*

*Henry: Can I go to Ralph's house, today?*

*Mom: Maybe. After you've done your chores, we'll see.*

*Henry: My Parents will see, how household I'm, Yes!*

*Peter: Wow! I love doing my chores.*

*Mom: C'mom Henry. The sooner you get started the sooner you'll finish.*

*Henry: Alright! What do I have to do?*

*Mom: You can start by cleaning your Hamster.*

**4:28**

*Mom: Look at your room, it's even messier than usual. You can tidy it later, can you empty all the rubbish bins now, please?*

*Henry: C'mom Fang, time to go back! When I'm King, I won't have to do chores.*

*Peter: Henry, what are you doing?*

*Henry: Emptying the bins.*

*Peter: Oh, I don't think that's what mum meant . I'm going to tell.*

*Henry: You don't have to.*

*Peter: MOM...!*

**5:28**

*Mom: Henry?????*

*Henry: Yes...*

*Mom: Oh! Have you emptied all the bins?*

*Henry: Can I go to Ralph's now?*

*Mom: You've just started it, Henry. Go down and help dad wash the car.*

**6:36**

*Dad: Henry, what are you up to?*

*Henry: Nothing, Dad. I've finished cleaning the car. Can I go to Ralph's now?*

*Dad: No, your mom needs you upstairs. Now!*

*Mom: Right, I want you to take the laundry down to the basement.*

*Henry: My arms are aching. I want to drop off?*

*Mom: Don't be ridiculous Henry, and don't forget to separate the whites from the colours.*

**7:15**

*Peter: Mom told you to separate the colours from the whites.*

*Henry: So? Why don't you go and do better, telltale!*

*Peter: I'm going to tell. MOM!!!!*

*Henry: Who cares what colours they are?*

Mom: Henry, did you do what I said?

Henry: Yes, It's all suited.

Mom: Good. You can tidy your room now.

Henry: This is torture.

**7:56**

Henry: I've emptied the bins, washed the car, done the laundry, ohh, this is just slavery!

Mom: And pick up your socks, they're all over the floor.

Henry: That's why I take them.

Peter: And don't forget the Hoover, Henry!

Mom: Don't be orange(???), Henry! Now, get all of them, please!

Henry: "The soon..." I know! I know! Why do parents always make you tidy your room? I'll make it Untidy again, so why not just keep it the way it is? I hate picking up socks!

**9:24**

Mom: Henry, you're filthy, what happened?

Henry: I've finished my chores. I've emptied the bins, I've cleaned the car, I've put the washing on, tidied my room, I've picked up all my socks, now PLEASE! Can I go to Ralph's?

Mom: Alright, you go get changed while I go to hang-up the washing.

Henry: YES!

Mom: HENRY!!!!

Peter: MOM!!!!

Mom: You wanted to go to Ralph's so you're going.

Henry: But not like this!!!!

Mom: Nonsense. I'm sure Ralph doesn't mind what you wear.

Henry: It's not fair!

## LISTEN TO THIS!

After watching the video, ask the students to check the actions done by Horried Henry.

### Answers:

*Empty the bins – do the laundry – wash the car – feed/ take care of the pet – vacuum the floor.*

Now, ask the students to pay attention to another video which shows a lot of household chores. They have to associate the pictures on the video with the

names of the chores. After that, students have to check the chores they normally do at home.

## LET'S WORK

After watching the video, they have to match the name of the chores with the appropriate picture. Encourage students to pay attention to the pictures and try to discover what the correct name of that chore is.

Answers:

WASH THE DISHES – WASH THE WINDOWS – TAKE OUT THE GARBAGE

SWEEP THE FLOOR – MOP THE FLOOR – DUST THE FURNITURE

IRON THE CLOTHES – DO THE LAUNDRY – VACUUM THE FLOOR

COOK THE MEAL

## CONNECTING THOUGHTS...

In this section the teacher will talk freely with your students. The activity is a pre-reading activity which will allow students to talk more about their experiences and it will prepare them to read the text and extract lots of information from it.

The teacher has to encourage his/her students to answer the questions in English.

## READING AND DISCOVERING!

Now, ask them to read the text.

After reading the text, discuss it with them. If they agree, or not. If they have heard about it before. Explore the opinions and students' experiences.

Answers:

2. Woman's website

Talk with students about why this type of text is more often seen in women's websites than in other kinds of websites. This subject is more common among women because they are responsible for their houses and so on. It's rare to see men talking about household chores and so on. That's why it is more common for this type of text to appear in women's websites.

### 3. Personal answers.

It's very important to raise students' awareness about the role of women and men in actual society. Men aren't the most important figures in a family anymore and women don't work just at home or only take care of children. They have their roles at home and they have to help each other.

### 4. Observe these words extracted from the text and match them with the appropriate synonym.

(line 6) **(A)** contributing

**( C )** Task; duty; job

(line 7) **(B)** upkeep

**( D )** Employ; give work; give job to somebody

(line 8) **(C)** errands

**( A )** Help; cooperate; collaborate

(line 10) **(D)** hire

**( B )** Conservation; sustenance; support

2. F

F

T

T

F

## LANGUAGE CORNER

In this section, students will find the grammar point of the lesson. It is very important to let students read the sentences by themselves. The pictures displayed with the sentences help them to understand what is being said.

After reading the boxes, the students have to answer one box with personal information.

Then, ask students if they could understand what was written in the boxes. The teacher can brainstorm with them in order to continue explaining the grammar point.

In order to emphasize that we use this kind of structure to express the idea of something that is happening at the time we speak, the teacher can write other sentences on the board with new examples. Teach them this grammar structure inductively, giving lots of examples.

After writing examples on the board, the teacher can ask students to go to the board and try to turn those sentences into interrogative and negative sentences.

Call student's attention to the fact that some words can appear in this kind of structure such as:

- At the moment;
- Right now;
- Just now;
- Now.

And these words are related to the Present Continuous.

Now, ask students to mark the chart which summarizes the general rule.



## The Present Continuous is used to express...

The idea that an action is a daily event or something that often happens.



The idea of an on-going action happening at the same time as it is being described.

Make sure that the students understood why we use this kind of structure.

Don't forget to remind them that in the Present Continuous the VERB TO BE + VERBING must appear, otherwise it won't be the Present Continuous.

## SHOW WHAT YOU KNOW!

In order to finish this grammar point, ask students to do the exercises which will show if they have learned or not. In this first activity, they have to complete the chart with the missing words. In order to find them, they have to pay attention to the answer that is in front of the question.

1.

ARE

IS

MOPPING

IS

COOKING

ARE

WASHING

DUSTING

ISN'T

TAKING

AM

AREN'T – WASHING

In the next activity, they have to observe the picture given and write a sentence using the Present Continuous explaining what they are doing.

2. The boys are washing the car. / They are washing the car.

She is dusting the furniture.

He is doing the dishes.

They are feeding the pet.

## IT'S TIME TO TALK...

This spoken activity was developed as a game. The students will be able to use all structures learned so far and they will have fun discovering and filling the blanks present in their charts.

The teacher must choose who will be the student A and B. After dividing the students, tell them they must not see the chart that isn't theirs.

In each chart there are 3 questions:

### Who is doing...

In this column, the students have to discover the name of the people by asking their partner the other two questions.

### What is being done...

This is the column where the students have to write what the people are doing.

### Where is it being done...

Asking each other about the Person and the Action they are doing, they have to discover, now, where these actions are taking place.

Encourage students to write their questions in order to master the structure. It's very important to let them do it alone, but the teacher can walk around helping students to formulate and build the sentences and questions correctly.

STUDENT A		
Who is doing...	What is being done...	Where is it being done
BRENDA	MOPPING THE FLOOR	BATHROOM
BOB	WASHING THE WINDOWS	LIVING ROOM
VINNY	IRONING THE CLOTHES	LAUNDRY
CARL	SWEEPING THE FLOOR	DINING ROOM
JENNY	VACUUMING THE FLOOR	BASEMENT

STUDENT B		
Who is doing...	What being done...	Where is it being done...
BRENDA	MOPPING THE FLOOR	BATHROOM
BOB	WASHING THE WINDOWS	LIVING ROOM
VINNY	IRONING THE CLOTHES	LAUNDRY
CARL	SWEEPING THE FLOOR	DINING ROOM
JENNY	VACUUMING THE FLOOR	BASEMENT

## WRITING IS FUNTASTIC!

In this activity, the students will pretend to be a marketing expert. They have to write an ad about a product which is a BROOM.

Encourage students to create the design of it and a slogan in order to “sell” this product.

Let them know the ad will be presented to their colleagues and all advertisements will be displayed at school in order for everybody to vote for the best and the most creative ad.

If the teacher feels it necessary, he/she can write a sentence as a model, in order to stimulate students to write using the grammar point studied.

*Eg.: Are you sweeping your floor all day long, and the dust just stays where it is?*

And so on...

## WORD BY WORD – SOUND BY SOUND

This section will bring a Pronunciation set. Here, the students will learn how the *-ing* has to be pronounced.

First of all, ask them to repeat the words after the teacher. The teacher has to make them realize the letter *g* is not pronounced. Tell them that when *-ing* comes at the END of a word, we don't pronounce the letter *-g*, we let the sound escape from our nose.

Show them some words ending in *-ing* and ask them to repeat.

However in some words, which have the *-ng* together in **in the middle** of the word, the letter *-g* must be pronounced. Give them the example showed in the unit: **JUNGLE**. In this case, the letter **N** has to be pronounced by putting the tip of our tongue behind two bottom front teeth and the letter *-g* is pronounced normally.

Now, ask them to read the words inside the balloon and organize them in the right column. Read the words for them, or use the Google Translator in order to listen to the words.

[ŋ]	[ŋg]
WRONG	TANGLED
CLEANING	JUNGLE
WASHING	HUNGER
MOPPING	SINGLE

Professor (a): _____	Data: ___/___/___
Aluno (a): _____	Valor: _____
Nº: _____ Turma: _____	Nota: _____

**QUESTION 1**

Chosse 4 different chores and write a short paragraph telling if you like or if you don't like to do them and why.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**QUESTION 2**

Read the text below extracted from a website which people write to obtain answers and opinions.

## Age Appropriate Chores for Kids

July 19, 2011 by [Toni Anderson](#)

A question from Nikki.

*Can you write posts about each age – what you have them do total? I am not naturally organized, so this would help me implement gradually.*

I think it has more to do with ability than age. I've had some children who were ready to use the stove at eight or nine and others who I've felt needed more time to mature. Only you know what your child is capable of doing when it comes to chores.

Remember to keep in mind your child's age, ability, and maturity when assigning jobs around the house. Also, young children need supervision while doing their chores for two reasons. First, you want to make sure they are learning the correct way to clean and second you want to make sure they are not doing anything that could harm them or the house.

Finally don't mistake laziness for inability. I've found that the earlier you give your child ownership of chores the more they can do at a younger age. Most children are very capable you just need to motivate them.

Answer the questions below based on the text.

According to the text, ability is more important than age? Why?

---

---

---

In order to you know if the children are or are not capable of doing something, what have to be done?

---

---

---

Why children need supervision while they are doing chores?

---

---

---

### QUESTION 3

Read the topics below and decide which chore has to be made by each children's age.

Pay attention at the level of difficulty and choose the more appropriate chore for each age.

- Make lunch
- Do laundry
- Make bed
- Help fold clothes
- Help cook
- Put clean laundry away
- Vacuum
- Take out the trash
- Wipe window sills
- Wipe bathroom sink
- Clean the shower or tub
- Empty small trash cans

**CHORES FOR 4  
AND 5 YEAR  
OLDS**

**CHORES FOR 6  
AND 7 YEAR  
OLDS**

**CHORES FOR 8  
YEAR OLDS AND  
MORE**

### QUESTION 4

Complete the following text using the Present Continuous or Verb as Subject.

Crys is a ten-year-old girl and she loves to help at home. She wakes up at 7am every day and she helps her mom at home. Now, complete the dialogue between Crys and her mother, use the verbs given.

**BE – GO – DO – MOP – DO – DUST – WORK – IRON –  
DO**

Mom: Crys, are you busy?

Crys: Yes, Mom.

Mom: What are you \_\_\_\_\_?

Crys: I \_\_\_\_\_ cleaning my room, why?

Mom: Aren't you \_\_\_\_\_ the clothes, right?

Crys: Of course not! You always say it's too dangerous.

Mom: Yes, that's right girl! Crys, can you help me here?

Crys: Sure. I am \_\_\_\_\_.

Mom: Please, I'm \_\_\_\_\_ the floor and...

Crys: I know, Mom. You don't like to wash the window, right?

Mom: Right, Crys.

Crys: Where's Peter, Mom?

Mom: He is \_\_\_\_\_ the dishes. His girlfriend is \_\_\_\_\_ the meals and your father is \_\_\_\_\_ the furniture.

Crys: So everybody is \_\_\_\_\_, hun?!

## QUESTION 5

Watch the video called "Some chores I do to help out at home" and answer.

1. On the video, does Brianna check each item on her list?

---

2. Is she vacuuming the floor?

---

3. Does she take care of her pet? What are she doing?

---



4. Does her father let her using chemical products? Why?

---

5. Is she making the bed on the video?

---

6. Is she washing the car?

---

# UNIT 2 – ACTION SPEAKES LOUDER THAN WORDS

## TEST'S ANSWER KEY

### QUESTION 1

Personal answers.

### QUESTION 2

Yes. Because some children are able to use the stove at the age 8 and others need more time to mature, even being the same age.

Giving them chores to do.

Because you want to make sure they are learning the correct way to clean and second you want to make sure they are not doing anything that could harm them or the house.

### QUESTION 3

Personal answers. The teacher has to pay attention on the coherency of the answers given by students.

### QUESTION 4

DOING – AM – IRONING – GOING – MOPPING – DOING – COOKING –  
DUSTING – WORKING

### QUESTION 5

1. Yes, she does.
2. Yes, she is vacuuming the floor.
3. Yes, she does. She is putting food for her cat.
4. No, he doesn't. Because it is dangerous let children using chemical products.
5. No, she isn't.
6. No, she isn't.