

A MODUL CÍME

House, flat, rooms and pieces of furniture, directions and reading a map

A modul felhasználási területe: 5 - 7. évfolyam

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Module Map

The general and main focus of the module: Getting to know the different types of homes in Britain and Hungary and learning the everyday pieces of furniture. Students learn how to get around in cities, and learn how to use a map.

Content focus: types of houses, rooms, furniture, directions, reading a map

Development focus:

- communicative skills
- developing the interest (length, lasting)
- social interaction
- flexibility, openness, curiosity, tolerance
- intrinsic motivation
- openness for new information
- aesthetic sense, creativity

1. Title of the part module House and Flat, rooms	2. Title of the part module Pieces of furniture	3. Title of the part module Directions	4. Title of the part module Reading a map
Goal/purpose Learning about houses, parts of houses and prepositions of places	Goal/purpose Learning the names of furniture, and describing houses, rooms	Goal/purpose Getting around anywhere with the help of directions	Goal/purpose Reading a map and getting around anywhere
Competence development in this part of the module are: <ul style="list-style-type: none"> - Communicative competence - Memory - Social competence 	Competence development in this part module are: <ul style="list-style-type: none"> - communicative competence - social competence - memory 	Competence development in this part module are: <ul style="list-style-type: none"> - social competence - communicative competence - memory - creativity 	Competence development in this part module are: <ul style="list-style-type: none"> - social competence - communicative competence - memory - creativity
Content in draft: <ul style="list-style-type: none"> • parts of the house • prepositions of places • Homes in Britain • Dream house 	Content in draft: <ul style="list-style-type: none"> • furniture • haunted house game • planning a dream house 	Content in draft: <ul style="list-style-type: none"> • directions • giving directions • places in the city 	Content in draft: <ul style="list-style-type: none"> • reading a map • treasure hunt • dream city

Part module time frame: 90 minutes	Part module time frame: 90 minutes	Part module time frame: 90 minutes	Part module time frame: 90 minutes
The total time of the module: 360 minutes (8 hours)			

Description of the module

Detailed module description

Needed materials and methods:

	Estimated costs
travel, organizing	-
physical means: computer, laptop, smart board	-
material intensity: colour pencils, scissors, copier paper, markers, glue, beach ball, bean bags	apx. 2500, HUF
Other, special things needed:	-

Description of the module

Part 1

I.1. Parts of the house

With the help of a power point presentation we learn the parts of the house.

materials used: smart board, internet, [1.1.houseparts.ppt](#)

used method: presentation

I.2. Prepositions of place

To know which room is where in the house, we need to know the prepositions of place. With the help of the map from the previous PowerPoint presentation we learn them.

Materials used: smart board, internet, [1.1.houseparts.ppt](#)

Used method: game

I.3. Find it!

With the help of the prepositions of place we play a game. First the teacher demonstrates what to do. I thought of a subject. It is on the teacher's desk. It is brown and it is next to my bag! What is it? The students have to guess. The first one who answers correctly thinks about another thing from the classroom.

Materials used: everyday objects found in the classroom

Used method: game

I.4. What can we do in each room?

With the help of the power point presentation we discuss the new words, phrases. What are the different rooms for? Do we sleep in them? Do we eat there?

Materials used: smart board, internet, [1.4.houserrooms.ppt](#)

Used method: presentation, discussion

I.5. Homes in Britain

With the help of this video we can have a look into the British life, where they live and what kind of houses they live in. After the video we can discuss what are the differences and the similarities between Hungarian and British houses.

<https://www.youtube.com/watch?v=dx6M5O8SOZY&index=4&list=PL5BAAC32DF464D34C>

Materials used: internet, smart board

Used method: video presentation

I.6. Puzzle

Cutting out 2 houses along the lines of the rooms then handing the pieces out to the children. They have to solve the puzzle as quickly as possible. The quickest team wins a sticker.

Materials used: [1.6.housepuzzle.pdf](#)

Used method: game

I.7. Dream house

With the help of the 'rooms in the home' worksheet students discuss what rooms are there on the house plan and discuss which is the best way to organise them next to each other. Then in small groups the students plan their own dream houses.

Materials used: brown paper, [1.7.housedream.pdf](#)

Used method: project

Part 2

II.1. Pieces of furniture

With flashcards we learn the new words, pieces of furniture. After students know the words well enough we can play a game called 'snap'. The student form 2 lines and the teacher flips one card. The first student who tells the correct answer gets one point to his or her team. Then the first ones from the lines go to

the back and the second ones become firsts and the task begins again with flipping a card. We can go 3 rounds and the team with the most point wins.

Materials used: [2.1.housefurnituresflashcards.pdf](#)

Used method: game, presentation

II.2. Furniture in the rooms

With the help of a power point presentation we discuss what kind of furniture or objects are in each room. What is usually in the kitchen? What is in the living room? etc

Materials used: smart board, [2.2.housefurnitures.ppt](#)

Used method: presentation, discussion

II.3. Sorting

With the help of flashcards we sort the furniture into different rooms. Each group gets a room and they have to collect as many flashcards as they can. There are some pieces of furniture that can be put in more rooms too.

Materials used: flashcards, blue tack

Used method: game, sorting

II.4. BINGO

With BINGO cards we play BINGO, where the teacher calls out a piece of furniture at a time. The students, who have that piece of furniture on their BINGO card, have to cross that picture out. The first student who has a complete line crossed out diagonally, vertically or horizontally has to shout BINGO and that person is the winner of the game.

Materials used: [2.4.housefurnituresbingo.pdf](#)

Used method: game

II.5. Word search

Classic word search game, where students have to find the given pieces of furniture in the 'letter jungle'.

Materials used: [2.5.housefurniturewordsearch.pdf](#)

Used method: game

II.6. Haunted house online game

Just for fun, students can play this hunted house game, where the students have to scare people in the haunted house. This is a fun way of revising the parts of the house.

<http://www.kongregate.com/games/superflashbros/haunt-the-house>

Materials used: smart board, internet

Used method: online game, revision

II.7. Design your room

The document (design your room) has a blank room and some pieces of furniture in it. The task is to organize a nice room setting with the movable pieces of furniture pictures.

Materials used: smart board, laptops

Used method: project

II.8. Describe the room

On the worksheet students get a picture of Pedro's room. There are some hints that help students to describe his room. They can write down the description but later some volunteers are asked to tell the description.

Materials used: [2.8.housedescription.pdf](#), smart board

Used method: picture description

II.9. Dream house project with furniture

Finishing last week's project the students fill in the house plan with pieces of furniture. They can even draw or used cut out furniture pictures. From the finished projects there can be a exhibition in the classroom.

Materials used: brown paper, colour pencils, crayons

Used method: project, practise

Part 3

III.1. Directions

With the help of directions flashcards students demonstrate the directions and learn the names of different buildings in the city.

Materials used: [3.1.housedirectionsflashcards.pdf](#), smart board

Used method: presentation, memory

III.2. Blindfold game

We cover a student's eyes with a scarf and direct him or her through the classroom without bumping into classroom object.

Materials needed: scarf

Used method: game, memory

III.3. Treasure hunt

Think about an object in the classroom and give directions to the other students and find out where you get.

Materials used: -

Used method: game, memory

III.4. City map

With the given blind map and direction cards students have to find out which building is where in the city. It is a colouring and gluing activity.

Materials used: [3.4.housedirectionsblindmap.pdf](#), crayons, colour pencils, glue

Used method: project, group work

III.5. Treasure map

There is a listening comprehension first about a treasure map in a bottle Kids go and find the treasure. There is a worksheet checking the understanding and

students have to hide a treasure in the treasure map. They have to give directions how to get there. Other students have to find the new treasure.

<http://learnenglishkids.britishcouncil.org/en/short-stories/the-treasure-map>

Materials used: video link, smart boards, internet, [3.5.housetreasure1.pdf](#), [3.5.housetreasure2.pdf](#), [3.5.housetreasure3.pdf](#)

Used methods: listening, memory, game

III.6. Pirate treasure hunt

With this online game student can revise the directions with an interesting treasure hunt game. The purpose is to find as many treasures as possible with the help of the given clues.

<http://www.agame.com/game/capn-gold-grubbers-treasure-hunt>

Materials used: internet

Used methods: game, revision

Part 4

IV.1. Map reading

With the help of a city map students revise the places around town and the preposition of place. They have to fill in the missing words according to the map.

Materials used: [4.1.housecitymap.pdf](#)

Used method: revision

IV.2. How can I get there?

Every second student gets a map of a city. They get names of buildings. They have to ask for direction to that place. This can be made as a challenge. Which pair can get to more places in a given time frame?

Materials used: [4.2.housemappairwork.pdf](#)

Used method: pair work, situations

IV.3. Questionnaire

Students have to ask their partners about their day. Where do they go, what do they do during the day. Then they have to discuss how they get there.

Materials used: [4.3.housemapquestionnaire.pdf](#)

Used method: pair work, revision

IV.4. Treasure hunt challenge

This is a challenging treasure hunt game for small groups. The pair can only tell each other the directions you have to take from one place to the next on the map. Student cannot read each other's directions. They must match the directions so that they go in order from Start to 10. Write the building number you come to on the blank in each clue. As soon as you think you have matched the clues to the correct building, tell your teacher the order of your clues. If your clue order is correct, your team wins. If the order is not correct, your teacher will just tell you how many clues are wrong. Then you will have to check your answers again.

Materials used: [4.4.housetreasurehunt.pdf](#)

Used method: pair work, memory

IV.5. Dream city

Make a map and plan of your dream city. Dream big and use your imagination.

Materials used: brown paper, crayons, colour pencil

Used method: projekt