HELPING AT HOME

Teacher’s notes

5th Year Primary Education (Third cycle)

If you want to have a printed version of these notes with more details of each section, you can print the file helping_at_home_teacher_notes.pdf in the root directory of the unit. You can also find an extra activity worksheet, helping_at_home_extraactivities.pdf, to use in your lessons; it’s in the text folder of the unit and also on the Malted web.

GENERAL OBJECTIVES

Understanding oral and written texts about actions related to helping at home.
Speaking and writing about helping at home.
Producing oral and written texts related to helping at home.
Using present simple and actions related to helping at home.

SPECIFIC OBJECTIVES

Listening comprehension

Understanding oral messages related to helping at home.
Recognising and understanding structures with present simple.

Reading comprehension

Asking and answering about helping at home using present simple.
Producing oral messages with words and structures related to helping at home.

Writing

Writing texts that describe people helping at home.
Using present simple.
Speaking

Producing short oral messages about the vocabulary in the unit. Asking and answering questions. Pronouncing the vocabulary of the unit properly.

CONTENTS

Listening and speaking

Verbal and non-verbal answers in communicative contexts. Listening to obtain information about helping at home.

Reading and writing

Reading and writing specific vocabulary and very simple sentences. Associating writing, meaning and pronunciation of words and very simple sentences.

3. Language knowledge

3.1. Linguistic knowledge

Talking about helping at home. Describing people helping at home.

3.2. Reflection about language

To show confidence in one’s own capacity to learn English through the activities in the unit.

3.3. Topics and vocabulary

Helping at home: cook dinner, prepare breakfast, tidy the bedroom, wash the dishes, clean the floor, water the plant, walk the dog, feed the dog, empty the bin, make the bed, sweep, iron the clothes, clear the table.
**Adverbs**: sometimes, always, often, usually, never.

### 4. Socio-cultural aspects and intercultural awareness

Positive attitude towards English.
Men and women on equal terms as regards helping at home.

This unit consists of three parts: **helping at home, housework and how often**? The activities and exercises are distributed according to the principle of increasing difficulty. Since the unit is addressed to young learners, all the activities are guided and as simplified as possible, so as to encourage them and keep them interested. Besides, the graphic appearance of the unit, the feedback, the effects, and so on, try to catch the students' attention and make the activities motivating.

You can move around any part of the unit easily by using the menu (**index**). If you want to know what you have to do, you have to click on the **TASK** button. You can go back pressing the left arrow and forward pressing the right arrow. The **HOME** button will take you to the main screen.

The structure of the unit is as follows:

**Introductory screen**

Through this screen you can access the menu, the credits screen (if you want to know who has made this unit, or if you would like to contact the author) and this document.

**Part 1: Helping at home**

**Look and listen**
In this activity, the students will listen to the pronunciation of the helping at home actions which are described. They can learn not only pronunciation, but also writing and meaning.

**Multiple choice**
Students will listen to the name of an action and they must choose the correct one from three options.

**Matching**
In this task, our students have to match sentences and images.

**Pronunciation**
Our learners can now listen to the pronunciation of the actions and then repeat. They can listen to themselves and compare their pronunciation with the sample.

**Filling the blanks**
Students complete the blanks with the correct sentence.

**Memory game**
This activity consists of learners having to find pairs (pictures and sentences).

**Matching 2**
Students will match sentences and images.

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**Part 2: Housework**

**Look and listen**
In this activity, the students will listen to the pronunciation of more actions related to helping at home. They can learn not only pronunciation, but also writing and meaning.

**Multiple choice**
Students will listen to the name of an action and they must choose the correct one from three options.

**Matching**
In this task, our students have to match sentences and images.

**Pronunciation**
Our learners can now listen to the pronunciation of the actions and then repeat. They can listen to themselves and compare their pronunciation with the sample.

**Memory game**
This activity consists of learners having to find pairs (pictures and sentences).

**Present simple**
The students will study the present simple and recognise it in
different ways.

**Complete**
Students complete the sentences with the correct verb.

**Part 3: How often?**

**Look and listen**
In this activity, the students will listen to the pronunciation of the actions described. They can learn not only pronunciation, but also writing and meaning.

**Pronunciation**
Our learners can now listen to the pronunciation of the actions and then repeat. They can listen to themselves and compare their pronunciation with the sample.

**Grammar**
The students will study the adverbs of frequency and recognise them in different ways.

**Order**
The students will order sentences.

**Pronunciation 2**
Our learners can listen to the pronunciation of the actions and then repeat. They can listen to themselves and compare their pronunciation with the sample.

**Dictation**
Students listen to some sentences and they must write them on the space provided.

**Writing**
A guided activity for students to put into practice how they help at home.

**Ending**
This is the last screen. When students arrive here, they will have completed all the activities.

Below, there is an answer key with audio scripts to help teachers.
ANSWER KEY

Part 1: Helping at home

Multiple choice
Audio /cook the dinner/
Audio /prepare the breakfast/
Audio /tidy the bedroom/
Audio /wash the dishes/
Audio /clean the floor/
Audio /water the plant /
Audio /walk the dog/

Matching
cook the dinner = hacer la cena
prepare the breakfast = preparar el desayuno
tidy the bedroom = ordenar la habitación
wash the dishes = lavar los platos
clean the floor = limpiar el suelo
water the plant = regar la planta
walk the dog = pasear al perro

Memory game
prepare the breakfast = preparar el desayuno
tidy the bedroom = ordenar la habitación
wash the dishes = lavar los platos
clean the floor = limpiar el suelo
water the plant = regar la planta
walk the dog = pasear al perro

Matching 2
cook the dinner = hacer la cena
prepare the breakfast = preparar el desayuno
tidy the bedroom = ordenar la habitación
wash the dishes = lavar los platos
clean the floor = limpiar el suelo
water the plant = regar las planta
walk the dog = pasear al perro

Part 2: Housework

Multiple choice
Audio /feed the dog/
Matching
feed the dog = dar de comer al perro
empty the bin = vaciar el cubo de la basura
make the bed = hacer la cama
sweep = barrer
iron the clothes = planchar la ropa
clear the table = quitar la mesa

Memory game
feed the dog = dar de comer al perro
empty the bin = vaciar el cubo de la basura
make the bed = hacer la cama
sweep = barrer
iron the clothes = planchar la ropa
clear the table = quitar la mesa

Part 3: How often?

Dictation
He always makes the bed. He never washes the dishes. He often walks the dog. She sometimes tidies the bedroom. She usually prepares the breakfast.