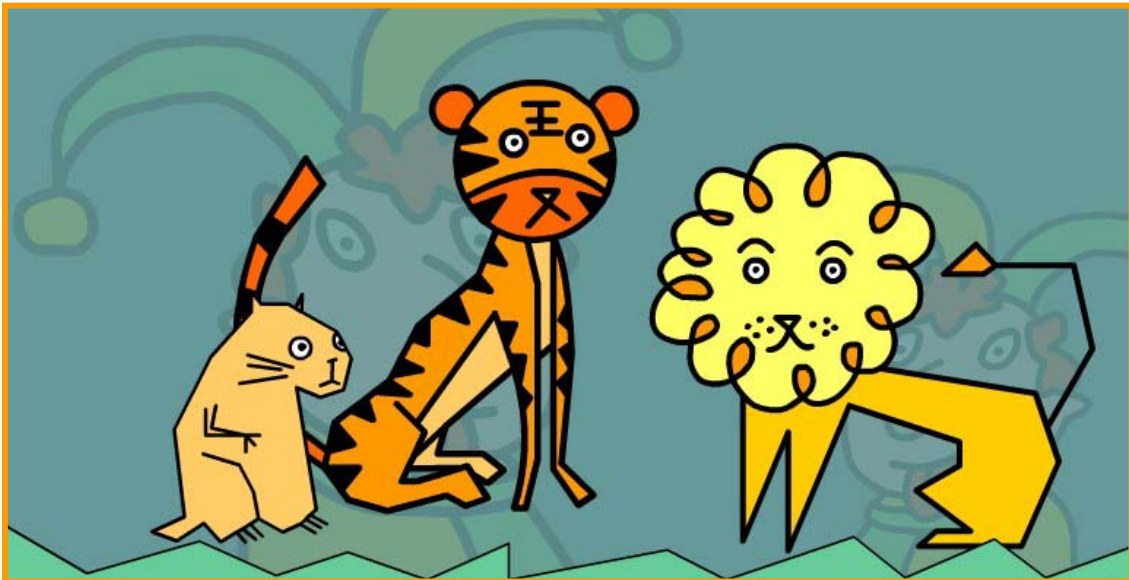


Animal House



Ohiana González

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1-INTRODUCTION

Before starting to design a didactic unit I would like to highlight what a rich resource a song is as for teaching. It is essential to remember that songs are a good resource for English Teaching because...

- They are funny.
- They promote mimics, gestures, etc. associated to the meaning.
- They are good to work on stress, rhythm and intonation.
- Students play a participative role.
- They can be applied to comprehension stages (listening) or production (singing).
- There are songs for all levels and ages.
- Students learn English very easily, through echoic memory.

Anyway, if you want to use songs in your class, it is not enough to play a cassette or to say *'Let's sing a song'*. We have to introduce activities to promote student's comprehension and acquisition of the rhythm. It is also important to remember all the advantages this source offers in order to "squeeze" them and get to plan a good lesson.

Taking into account what has been mentioned before, let's deal with the didactic unit now. This didactic unit is based on a song called "Animal House". You will find this song's video-flash here:

<http://www.learnenglish.org.uk/kids/songs/animalhouse.html>

Here there are the lyrics of the song:

Animal House

There's a kangaroo in my kitchen
There's a hippo in my hall
There's a dinosaur in my dining room
A hundred metres tall!

My house is full of animals
I don't know what to do
I think I'm going crazy -
I'm living in a zoo!

There's a bison in my bathroom
There's a beetle in my bed
There's a tortoise in my toilet
With a hamster on his head!

My house is full of animals
I don't know what to do
I think I'm going crazy -
I'm living in a zoo!

There's a gopher in my garden
There's a tiger in my tree
There's a lion in my living room
He's watching my TV!

My house is full of animals
I don't know what to do
I think I'm going crazy -
I'm living in a zoo!

My house is full of animals
I don't know what to do
I think I'm going crazy -
I'm living in a zoo!

I think I'm going crazy -
I'm living in a zoo!

2-GENERAL ASPECTS

CHARACTERISTICS	
<i>Title</i>	Animal House
<i>Level</i>	1º level of Primary Education
<i>TL (Target Language)</i>	There is
<i>Vocabulary</i>	Animals and parts of the house
<i>Skills</i>	Listening and speaking (mainly)
<i>Material</i>	Flashcards with the pictures of animals, a drawing (that shows the parts of the house), the video flash (animal house), the song (Animal House)...

3-MAIN OBJECTIVES

The **DCB (Diseño Curricular Base)**, the document written by the Spanish government which conveys the capacities that children have to acquire when they finish a stage or level, says that students have to be able to...

*" understand and produce easy and **contextualised** oral and written messages in a foreign language (English in this case)."*

Bearing all this always in mind, with this unit we aim at contributing to the achievement of the following general and main objectives:

➤ **Objectives related to *Concepts*:**

- Understand the message of easy and simple oral English texts (song: Animal House, other instructions and so on).
- To identify and to name some animals and parts of the house.
- To familiarize themselves with the following structure: there is...

➤ **Objectives related to *Procedures*:**

- Interpret easy messages for different communicative intentions by using linguistic (spoken in that case) and non-linguistic (gestures, body movement) resources.
- Participate actively in class.
- Use the foreign language orally (in their level).
- To use the vocabulary (animals, parts of the house...) and new structures (there is...) correctly.

➤ **Objectives related to *Attitudes*:**

- Respect the rules previously settled in class.
- Be curious about the foreign language to achieve a positive attitude towards it.
- Understand linguistic diversity.
- Understand the communicative value of the foreign language (English).

4-EXERCISES

STAGE	ACTIVITIES
<i>BEFORE listening</i>	<p>Activity 1 - <i>Predict the animals</i></p> <p>The teacher will tell the students that s/he knows a curious story called “Animal House”. After that, s/he will try to elicit from the pupils which are (in their opinions) the animals that live in that house and where each animal could be (kitchen, living room...). For that, the teacher will prepare some flashcards with one animal each and a drawing that shows the different parts of a house. Each kid will choose and take the flashcard of the animal s/he thinks will appear in the story. At the same time, every student will say where this animal could be (toilet, garden...).</p> <p>This way, we are giving the student a reason why s/he should listen to the song very carefully later on.</p>
<i>DURING listening</i>	<p>Pupils will listen to the song by means of a Video-Flash (http://www.learnenglish.org.uk/kids/songs/animalhouse.html) which will easily draws pupils’ attention as it is highly motivating and attractive. If there is not any possibility to surf the internet, the teacher could use the Power Point (<i>See the Power Point’s file</i>).</p> <p>Activity 1 – <i>I’ve guessed!</i></p> <p>The first activity that will be carried out while listening to the song is tightly related to the previous one. The kid who has guessed one of the animals that appears in the story, will stand up (showing the animals flashcard to his/her fellow students) when s/he hears that animals’ name. The aim of this activity is to “check”, in a way, who are the ones that have guessed the animals.</p> <p>Activity 2 – <i>Hands up!</i> (play only the audio, without images)</p> <p>This time, all the students have to put their hands up when they hear the word X (the teacher will choose different words). We can increase the difficulty: <i>‘When you hear the word “Kangaroo” jump! When you hear the word “bed” pretend you are sleeping’</i>. (We can add a new request each time; the activity will become a funny ‘dance’ at the end).</p> <p>It is good to use meaningful gestures if possible (like the ones mentioned just above).</p>

	Activity 3 – <i>Pass the ball</i>
	Put all the chairs in a circle. The students sit down. Choose one student to start the game and give him/her a ball (or any object). Then play the music. They have to pass the ball following the rhythm. (Each student has to pass the ball to the student on his/her right). Suddenly the teacher will stop the music. The student who has got the ball when the music stops has to stand up and answer a question (i.e. Who is in the garden?). If the answer is right, s/he can sit down again, and the game continues. Otherwise, s/he will be eliminated.
	This activity could be appropriate to work on the rhythm.
	Activity 4 – <i>The chairs</i>
	This time, the teacher will put some chairs in a circle. All the students sit on a chair but one, who will stay in the middle. Put flash cards under the chairs. There must be two flashcards of each word (two gophers, two lions, two tigers, etc). Then the teacher will play the music. When they hear the word ' <i>gopher</i> ', the two students sitting on the chairs with the gophers have to stand up and sit down on each other's chair, but the student in the middle will try to get one of their chairs. There will be always one student without a chair.
	Activity 5 – <i>What a mess!</i>
	Students could be asked to order or sequence pictures or words of the song as they listen.
<i>AFTER listening</i>	Activity 1 –<i>This is our version!</i>
	The teacher will ask the pupils to make up a new song. This activity is going to be carried out in small groups, while the teacher is monitoring.
	Activity 2 –<i>Role-play</i>
	Children could act out the song or do a role-play of it. For this, teacher's help will be essential.
<i>Complementary activities</i>	<ol style="list-style-type: none"> 1. Letters Hunt 2. The hung man 3. Spinners 4. Sort out jumbled lyrics 5. Match half-lines of the song 6. Students can play a game with the words of the song here: http://www.learnenglish.org.uk/kids/songs/animalhouse.html 7. Fill in the gaps. The most common and traditional. Students are given a copy of the lyrics and they have to fill in the gaps.