

Homes and furniture

Topic

Homes, rooms and furniture

Aims

To develop and practise (depending on stages chosen):

- vocabulary: homes, rooms, furniture, animals, animal homes
- structure: 'there's a', present simple, prepositions of place
- curricular work: deforestation, 'green' homes
- integrated skills: listening, speaking, reading, writing

Age

Primary (7–11 years)

Time

90 minutes approximately (depending on stages chosen)

Materials

1. Word games: 'Parts of a building', 'Rooms' and 'Places to live'
<https://learnenglishkids.britishcouncil.org/word-games/parts-building>
<https://learnenglishkids.britishcouncil.org/word-games/rooms>
<https://learnenglishkids.britishcouncil.org/word-games/places-live>
2. Song, activity sheet, answers and lyrics: 'Animal house'
<https://learnenglishkids.britishcouncil.org/songs/animal-house>
3. Song, activity sheet, answers and lyrics: 'The ballad of Lisa the lemur'
<https://learnenglishkids.britishcouncil.org/songs/the-ballad-lisa-the-lemur>
4. Grammar video, activity sheet, answers and transcript: 'Hero's adventure'
<https://learnenglishkids.britishcouncil.org/grammar-videos/heros-adventure>
5. Colouring: 'Bedroom'
<https://learnenglishkids.britishcouncil.org/colouring/bedroom>
6. Flashcards
<https://learnenglishkids.britishcouncil.org/flashcards/home-flashcards>
<https://learnenglishkids.britishcouncil.org/flashcards/furniture-flashcards>
7. Word games: 'Furniture' and 'Home objects'
<https://learnenglishkids.britishcouncil.org/word-games/furniture>
<https://learnenglishkids.britishcouncil.org/word-games/home-objects>
8. Game: 'Clean and green'
<https://learnenglishkids.britishcouncil.org/games/clean-and-green>
9. Large pieces of paper for posters (stage 3)
10. Mini sets of the Furniture flashcards (stage 5) – optional

11. Large pieces of paper for project (stage 7) – optional
12. Large shoe or paper boxes, coloured or wrapping paper and/or small recyclable items for project (stage 8) – optional

For a complete list of all ‘Homes and furniture’ content on LearnEnglish Kids, click here:

<https://learnenglishkids.britishcouncil.org/category/topics/homes-and-furniture>

Introduction

In this lesson, learners will be introduced to or review vocabulary for homes, rooms and furniture. They will sing a song and either invent an ‘animal house’ or design a poster of various animal homes. Then they will watch a grammar video and play games to focus on prepositions of place and items of furniture. Finally they will do a project inventing their ideal room or creating a class house!

Procedure

1. Introduce the topic (5 mins)	<ul style="list-style-type: none"> • Draw a picture of a house on the board. Depending on the level of your learners, elicit what they know about houses, e.g. the parts (roof, windows, etc.) or the rooms. • Ask learners to talk about where they live, for example is it a house or a flat, how many rooms, what floor, etc. • If your learners are familiar with the parts of a building or rooms, you might like to play the ‘Parts of a building’ or ‘Rooms’ word games to review and practise them. For strong learners try the ‘Places to live’ word game.
2. Song for younger learners (20–30 mins)	<ul style="list-style-type: none"> • Draw an animal inside the house you drew previously on the board. Tell learners they are going to listen to a song about lots of animals in a house! • Brainstorm lots of different animals on the board. Play the ‘Animal house’ song and ask learners to listen and see if any of the animals that were brainstormed on the board are mentioned in the song. After listening, check answers and see if learners can tell you any more animals that were in the song. • Play the song again and ask learners to complete exercise 2 of the activity sheet. As you check answers, practise singing the lines of the song together. • Now play the song again and encourage learners to sing along! You might like to practise the chorus beforehand as well. • As a follow-up activity, ask learners to think of some more animals which could be in the ‘animal house’. They can draw pictures and write sentences. If learners can, encourage them to use alliteration in their sentences. Learners can then tell the class about the animals in their animal house, or you could make a class display, or do a mingle activity, such as a survey: each learner could be assigned a room, e.g. kitchen, and survey the other learners about what animals are in each learner’s kitchen, then report back.
3. Song for older learners (20–30 mins)	<ul style="list-style-type: none"> • Show learners a picture of a lemur, for example from the start of the song – do they know what it is? Do they know anything about lemurs, for example where they live? Tell them that lemurs live in trees, and they are going to listen to a song about a family of lemurs and their home.

	<ul style="list-style-type: none"> • Ask learners to listen to 'The ballad of Lisa the lemur' and decide what the problem is for the lemur family in the song. After listening, discuss learners' ideas and how they feel about it. • Ask learners to try to complete exercise 2 of the activity sheet. Play the song again to help them finish and check their answers. Display the transcript on the board and focus only on the choruses. Practise singing the lines of the choruses, then play the song and sing along. • As a follow-up activity, put learners into groups and ask them to design a poster of different animal 'houses'. They could divide the poster into sections and draw and write about where different animals live. Encourage them to think of other animals and homes further to those in the song, for example birds and nests, or spiders and webs, or rabbits and warrens.
4. Grammar video (20–30 mins)	<ul style="list-style-type: none"> • Tell learners they are going to watch a story about an animal that gets lost in a room. Ask them to watch the 'Hero's adventure' grammar video and tell you which animal and which room. • After the video, elicit that it was a hamster lost in a bedroom. See if they can remember the different places that Kitty looked, for example behind the bed and under the wardrobe. • If you would like to focus on prepositions of place, try some of the exercises on the activity sheet for the video together with your learners. Then play a game in pairs, A and B. Ask the B learners to close their eyes or turn away while the A learners secretly hide an object, for example a pencil or eraser. Then the B learners ask the A learners questions to try to find it, for example 'Is it under the table?' or 'Is it in your bag?' Then the B learners have a turn to hide an object. They can count how many questions they need to ask in order to find the object – lowest score wins! • Ask learners about the video again – what other furniture did they notice in the bedroom in the video? Do they have the same furniture in their bedroom? Learners now draw and colour a picture of their own bedroom. Depending on your learners, they could either just label the picture or write sentences describing the room. Some learners might like to present their bedroom to the class or to their group. Very low level learners could try the 'Bedroom' colouring.
5. Vocabulary extension (15 mins)	<ul style="list-style-type: none"> • Write the names of other rooms in the house on the board. Now brainstorm with the class the typical furniture items you would find in those rooms. You could use the 'home' flashcards to help elicit vocabulary. Stick the pictures of the rooms on the board and label them as they tell you the words. • Alternatively, prepare sets of the 'furniture' flashcards, and learners can work in pairs or small groups to arrange the cards in groups according to what room they think they belong in. See what words the learners already know by asking them to tell you what's in each room, and help them with the words they don't know. • Learners can also play a game of Pelmanism in pairs or small groups with a set of 'furniture' flashcards, trying to match the right picture and word card. • Once your learners are familiar with different items of furniture, you might like to play the 'Furniture' word game with your learners to review and practise them. For strong learners or further extension, try the 'Home objects' word game.

6. Project 1 (20 mins)	<ul style="list-style-type: none"> • A simple project to finish off work on this topic would be for learners to plan their ideal room. They can choose any room in the house, for example the living room or their bedroom, and they can draw a picture of what their ideal living room or bedroom would look like and have in it. • Brainstorm some ideas as a class first, seeing if learners can also explain or expand on their ideas. • After drawing their room, learners can write about it, either just labelling or describing it, or saying why they chose the things they did. Monitor and help as necessary. • They can then swap rooms with a partner and ask each other questions about the room, e.g. 'What's this?', 'Why is this next to the door?', 'Why did you choose this?'
7. Project 2 (20–30 mins)	<ul style="list-style-type: none"> • For a class project, learners could design their own ideal house. Different groups of learners can take one room each. As a class, decide how many floors and rooms the house will have. Then draw a frontal cross-section view of the house on large paper according to what is decided. Now cut some paper into the same size as the rooms. • Brainstorm as a class the elements of the room learners will need to decide on, such as furniture, windows and doors, colour scheme, etc. You can choose to limit these if appropriate. With older learners, you could encourage them to make the house a 'green' house with solar panels on the roof or energy-saving appliances, etc. • Once each group has planned their room, they should use the piece of paper that was cut to the same size to produce their room. Monitor and help as necessary. • When every group has drawn their room, they can be stuck onto the large paper with the cross-section of the house in the appropriate place. Display the house in the room and have each group present their room, saying what they chose and why.
8. Project 3 (20–30 mins)	<ul style="list-style-type: none"> • If your learners are very creative and like crafts, instead of designing an ideal house on paper, they can create it from boxes! The lids from the boxes that photocopier paper usually comes in are ideal, or large shoeboxes. The lids or shoeboxes can be glued or taped together to make a 3D frontal cross-section view of the house when finished, so make sure learners know what orientation to use. • As with the previous project, you should decide how many floors and rooms the house will have. Brainstorm as a class the elements of the room learners will need to decide on, such as furniture, windows and doors, colour scheme, etc. You can choose to limit these if appropriate. With older learners, you could encourage them to make the house a 'green' house with solar panels on the roof or energy-saving appliances, etc. • Once each group has planned their room, they should take a box and start creating. They can use coloured or wrapping paper for wallpaper and carpet, and they can either draw the furniture directly on the box or draw it on paper and cut it out. If your learners are able, they can cut an extra tab at the bottom of the picture, fold it, and then glue the tab to the 'floor' of the room. Otherwise, they can stick the picture to the 'wall' of the room. Alternatively, if you have lots of small recyclable items, such as matchboxes or bottle lids, learners could even create the furniture! • Once you have the finished house, display it in the room and have each group present their room, saying what they chose and why.

9. Round off activity (5–10 mins)	<ul style="list-style-type: none">• Learners can sing the song again or, for fun, you could play the 'Clean and green' game with them, where you have to tidy up the bedroom by recycling. As you play, encourage learners to talk about the bedroom, describing what they see and saying where things are, e.g. 'the scrap paper on the desk'.
10. Setting homework (5 mins)	<ul style="list-style-type: none">• Learners can watch the story or listen to the song again at home, or play any of the games. If your learners are members of LearnEnglish Kids, they can leave a comment under the song or the story, giving their opinion of it or answering the question under it.• You could also ask them to bring in a photo of one of their rooms at home to show the class and talk about next lesson.

Contributed by

Rachael Ro