

# Homes and furniture

## Topic

Homes, rooms and furniture

## Aims

To practise (depending on stages chosen):

- vocabulary: homes, rooms, furniture, animals, animal homes
- structure: prepositions of place
- curricular work: 'green' houses
- skills: integrated skills (listening, speaking, reading, writing)

## Age group

Primary

## Level

A1

## Time

90 minutes approximately (depending on stages chosen)

## Materials

Please note: to access the downloadable worksheets, you need to log in separately to [LearnEnglish Kids](#).

1. Game: 'Rooms' hangman  
<http://learnenglishkids.britishcouncil.org/en/word-games/hangman/rooms>
2. Song, activity sheet, answers and lyrics: 'Animal house'  
<http://learnenglishkids.britishcouncil.org/en/songs/animal-house>
3. Song, activity sheet, answers and lyrics: 'The ballad of Lisa the lemur'  
<http://learnenglishkids.britishcouncil.org/en/songs/the-ballad-lisa-the-lemur>
4. Grammar video, activity sheet, answers and transcript: 'Hero's adventure'  
<http://learnenglishkids.britishcouncil.org/en/grammar-videos/heros-adventure>
5. Game: 'Bedroom' paint it  
<http://learnenglishkids.britishcouncil.org/en/word-games/paint-it/bedroom>
6. Game: 'Bedroom' label the picture  
<http://learnenglishkids.britishcouncil.org/en/word-games/label-the-picture/bedroom>
7. Game: 'Furniture' paint the words  
<http://learnenglishkids.britishcouncil.org/en/word-games/paint-the-words/furniture>
8. Game: 'Furniture' balloon burst spelling  
<http://learnenglishkids.britishcouncil.org/en/word-games/balloon-burst/furniture>

9. Game: 'Clean and green'  
<http://learnenglishkids.britishcouncil.org/en/fun-games/clean-and-green>
10. Game: 'How green are you?'  
<http://learnenglishkids.britishcouncil.org/en/fun-games/how-green-are-you>
11. Large pieces of paper for posters (stage 3)
12. Large pictures of typical rooms (stage 5)
13. Small picture and/or words cards of typical furniture items (stage 5) – optional
14. Large piece of paper for project (stage 7) – optional
15. Large shoe or paper boxes for project (stage 8) – optional

For a complete list of all 'Homes and furniture' content on LearnEnglish Kids, click here:  
<http://learnenglishkids.britishcouncil.org/en/category/topics/homes-and-furniture>

## Introduction

In this lesson, students 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

<b>1. Introduce the topic (5 mins)</b>	<ul style="list-style-type: none"> <li>• Draw a picture of a house on the board. Depending on the level of your students, elicit what students know about houses, for example the parts (roof, windows, etc.) or the rooms.</li> <li>• Ask students to talk about where they live, for example is it a house or a flat, how many rooms, what floor, etc.</li> <li>• If your students are familiar with the rooms of the house, you might like to play the rooms hangman game with your students to review and practise them.</li> </ul>
<b>2. Song for younger learners (20–30 mins)</b>	<ul style="list-style-type: none"> <li>• Draw an animal inside the house you drew previously on the board. Tell students they are going to listen to a song about lots of animals in a house!</li> <li>• Brainstorm lots of different animals on the board. Play the 'Animal house' song and ask students 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 students can tell you any more animals that were in the song.</li> <li>• Play the song again and ask students to complete exercise 1 of the activity sheet: order the animals. As you check answers, practise the names of the animals.</li> <li>• Depending on your students, you could complete exercise 2 of the activity sheet together as a class or put students in pairs to work together. Encourage them to use alliteration to help them! As you check answers, practise singing the lines together.</li> <li>• Now play the song again and encourage students to sing along! You might like to practise the chorus beforehand as well.</li> </ul>

	<ul style="list-style-type: none"> <li>• As a follow-up activity, ask students to think of some more animals which could be in the 'animal house'. They can draw pictures and write sentences. If students can, encourage them to use alliteration in their sentences. Students 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 student could be assigned a room, e.g. kitchen, and survey the other students about what animals are in each student's kitchen, then report back.</li> </ul>
<b>3. Song for older learners (20–30 mins)</b>	<ul style="list-style-type: none"> <li>• Show students a picture of a lemur – 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.</li> <li>• Ask students 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 students' ideas.</li> <li>• Ask students to try to complete exercise 2 of the activity sheet. Play the song again to help them finish and check their answers.</li> <li>• Do exercise 1 of the activity sheet as a class. Which animals live where? 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.</li> <li>• As a follow-up activity, put students 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.</li> </ul>
<b>4. Story (20–30 mins)</b>	<ul style="list-style-type: none"> <li>• Tell students 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.</li> <li>• 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.</li> <li>• If you would like to focus on prepositions of place, try exercise 2 of the activity sheet for the video together with your students. For further practice, they can also do exercise 3 or 4. Then play the game described in exercise 5. Students can play in pairs, A and B. You could ask the B students to close their eyes or stand outside while the A students secretly hide an object, for example a pencil or eraser. Then the B students ask the A students questions to try to find it.</li> <li>• Ask students about the video again – what other furniture did they notice in the bedroom in the video? Now play a game to elicit and practise more bedroom vocabulary. With younger students, you could use the bedroom paint it game, and with older students, you can try the bedroom label the picture game. Play the game together as a class.</li> <li>• As an extension activity, students can draw and colour a picture of their own bedroom. Depending on your students, they could either just label the picture or write sentences describing the room. Some students might like to present their bedroom to the class or to their group.</li> </ul>

<b>5. Vocabulary extension (15 mins)</b>	<ul style="list-style-type: none"> <li>• 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. Prepare some large pictures of typical rooms in advance to help elicit vocabulary. Stick them on the board and label the pictures as they tell you the words.</li> <li>• You could also prepare small picture cards in advance of typical furniture items for several different rooms. Students 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 students already know by asking them to tell you what's in each room, and help them with the words they don't know.</li> <li>• If you also prepare small word cards of typical furniture items in advance, students can then play a game of Pelmanism in pairs or small groups, trying to match the right picture and word card.</li> <li>• Once your students are familiar with different items of furniture, you might like to play the furniture paint the words game or the balloon burst spelling game with your students to review and practise them.</li> </ul>
<b>6. Project 1 (20 mins)</b>	<ul style="list-style-type: none"> <li>• A simple project to finish off work on this topic would be for students 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 students can also explain or expand on their ideas.</li> <li>• After drawing their room, students can write about it, either just labelling or describing it, or saying why they chose the things they did. Monitor and help as necessary.</li> <li>• Finally, they can swap rooms with a partner and ask each other questions about the room, e.g. 'What's this?' or 'Why is this next to the door?' or 'Why did you choose this?' etc.</li> </ul>
<b>7. Project 2 (20–30 mins)</b>	<ul style="list-style-type: none"> <li>• For a class project, students could design their own ideal house. Different groups of students 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.</li> <li>• Brainstorm as a class the elements of the room students will need to decide on. You can choose to limit these if appropriate. They could include furniture, windows and doors, colour scheme, etc. With older students, you might like to encourage them to make the house a 'green' house and to plan, for example, solar panels on the roof or energy-saving appliances, etc.</li> <li>• Once students have planned their room in their groups, they should use the piece of paper that was cut to the same size in order to produce their room. Monitor and help as necessary.</li> <li>• 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. Once you have the finished house, display it in the room and have each group present their room, saying what they chose and why.</li> </ul>

<b>8. Project 3 (20–30 mins)</b>	<ul style="list-style-type: none"> <li>• If your students 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 students know what orientation to use.</li> <li>• 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 students will need to decide on. You can choose to limit these if appropriate. They could include furniture, windows and doors, colour scheme, etc. With older students, you might like to encourage them to make the house a ‘green’ house and to plan, for example, solar panels on the roof or energy-saving appliances, etc.</li> <li>• Once students have planned their room in their groups, they should take a box and start creating. They can use coloured or decorated 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 students 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 craft items, such as matchboxes, students could even create the furniture!</li> <li>• Once you have the finished house, display it in the room and have each group present their room, saying what they chose and why.</li> </ul>
<b>9. Round off activity (5–10 mins)</b>	<ul style="list-style-type: none"> <li>• Students can sing the song again or, for fun, you could play the ‘Clean and green’ or ‘How green are you?’ games with them – fun games where you have to either tidy up the bedroom by recycling or answer questions about being green in the house. As you play, encourage students to talk about the bedroom or house, describing what they see and saying where things are, e.g. ‘the scrap paper on the desk’.</li> </ul>
<b>10. Setting homework (5 mins)</b>	<ul style="list-style-type: none"> <li>• Students can watch the story or listen to the song again at home, or play any of the games. If your students 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.</li> </ul>

**Contributed by**

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