

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

Aged 9–12 years A2

Time

85 minutes. This could be done over two lessons

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>
2. Song, activity sheet, answers and lyrics: 'The ballad of Lisa the lemur'
<https://learnenglishkids.britishcouncil.org/songs/the-ballad-lisa-the-lemur>
3. Flashcards
<https://learnenglishkids.britishcouncil.org/flashcards/home-flashcards>
<https://learnenglishkids.britishcouncil.org/flashcards/furniture-flashcards>
- 4.
5. Word games: 'Furniture' and 'Home objects'
<https://learnenglishkids.britishcouncil.org/word-games/furniture>
<https://learnenglishkids.britishcouncil.org/word-games/home-objects>
6. Large pieces of paper for project– optional
7. 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:

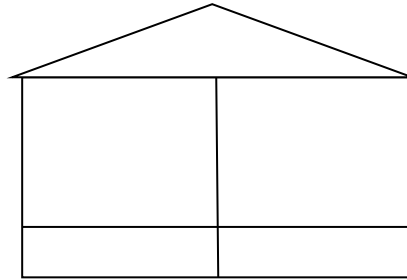
<https://learnenglishkids.britishcouncil.org/category/topics/homes-and-furniture>

Introduction

In this lesson, learners will be introduced to or review vocabulary for rooms and furniture. Then they will learn a song about a lemur's home. Then 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. Note: Make sure learners know the difference between a house and a flat before showing the song.
3. Song about a home (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. • 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.
5. House vocabulary (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. • Ask learners to draw a simple house in their notebooks (a's shown below) so they can add the furniture found in each room.



- 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.

Note: This could be the end of lesson 1

**7. House project
option 1 (20
mins)**

- 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. House project
option 2 (20
mins)**

- 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

	<p>appliances, etc.</p> <ul style="list-style-type: none"> • 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 (10 mins)	<ul style="list-style-type: none"> • Learners can sing the song again.
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

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