Build Our House

The objective

Learners follow simple position instructions, name rooms and furniture, and ask and answer questions about where things are in a house.

What do I need?

Duct tape or low-tack tape, removable adhesive, blank A3 paper (one sheet per learner), thick markers, a SmartBoard or TV, and scissors if using printed labels or cards.

Display or print pp. 3 and 7 for position practice. Copy p. 4 for pairs. Use the room labels on p. 5 or give learners paper to write their own. Page 6 has optional position cards. Keep p. 8 for teacher-led speaking.

How do I set up the room?

1. Use p. 4 as a guide. Tape a roof and a two-by-two room grid on the wall. Add the garage on the left and mark out a garden on the right.

2. Put blank A3 paper and markers on the tables. Cut out any printed labels or cards you plan to hand out.

3. Display the furnished-house photo on p. 9 for stage 3.



Learners add their own labelled drawings to the wall house.

Ask learners to say the position before they put a label or drawing on the wall.

Build Our House

1 Point to positions

Show p. 3 on the SmartBoard or give learners a paper copy. Say top, bottom, left and right. Combine two words and take turns giving instructions.

“Point to the top left.” “Show me the bottom right.”

2 Add the labels

Give learners the six labels on p. 5 or ask them to write their own. Use p. 4 to give placement instructions for the rooms, garage and garden.

“Put the bedroom at the top left.” “Put the garden to the right of the living room.”

3 Name items in a furnished house

Display the photo on p. 9. Point to items and ask learners to name them. Add labels on screen or list the words beside the photo.

“What can you see?” “What is this?” “It’s a sofa.”

4 Draw and label one item each

Give each learner a blank A3 sheet. Ask them to choose one piece of furniture from the words the class named, draw it large and write its name.

“What are you drawing?” “I’m drawing a chair.” “Write ‘chair’ on your picture.”

5 Show six more positions

Display p. 7 on the SmartBoard or hand out a paper copy. Demonstrate with a chair, table, cup and box. Face the same way for front and back.

“The cup is in the box.” “The chair is behind the table.”

6 Place the furniture

Give one instruction at a time. Learners repeat it and put their drawings on the wall, then give instructions. Overlap sheets to show on, in and behind.

“Put the table in the kitchen.” “Put the chair next to the table.”

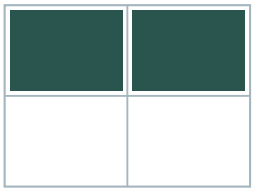
7 Ask and answer

Use p. 8 to ask short questions about the finished wall. Learners can point or give a short answer. Say the full answer together.

“Where is the chair?” “Next to the table.”

Top, bottom, left, right

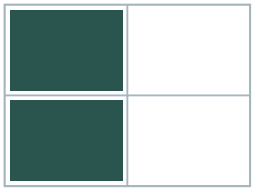
Listen. Point to the shaded part of the grid.



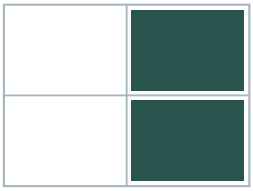
top



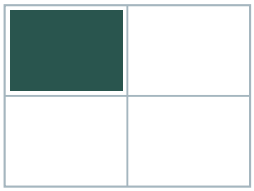
bottom



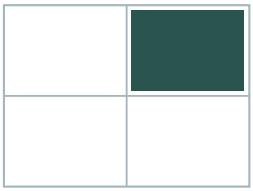
left



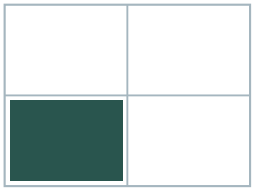
right



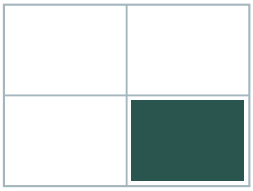
top left



top right



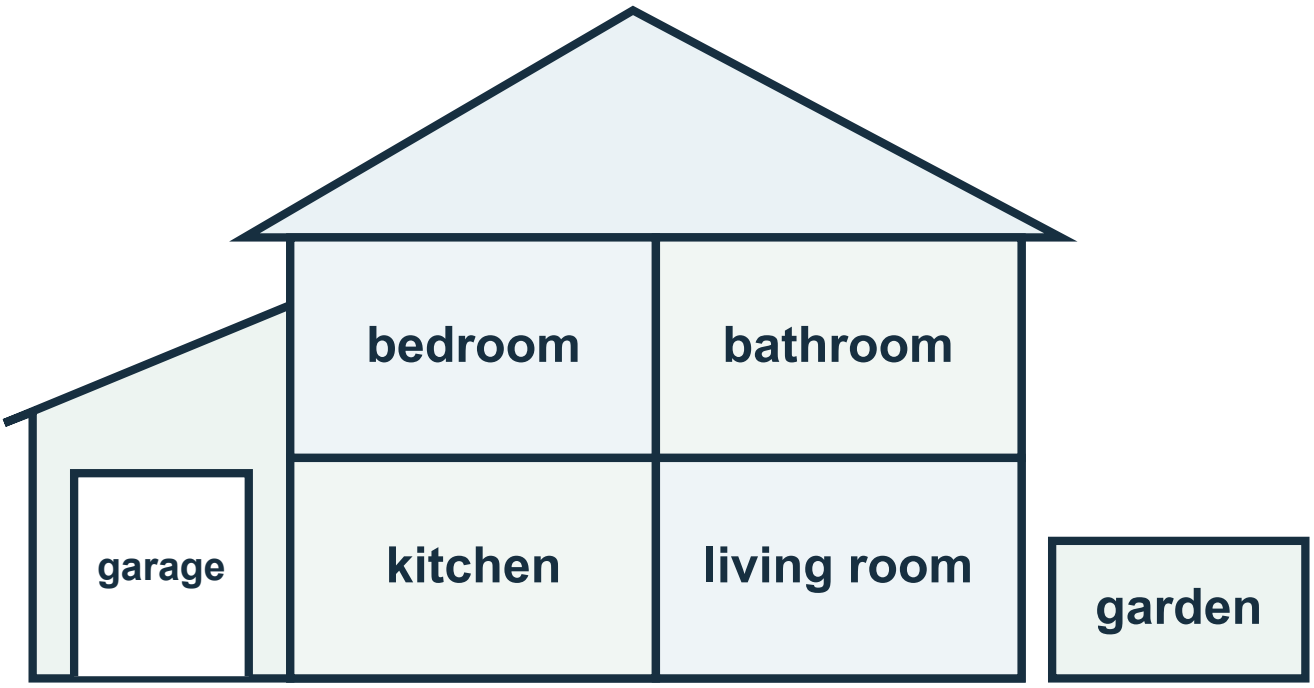
bottom left



bottom right

Where are the rooms?

Look at the house. Take turns asking and answering.



The bedroom	is at the top left.
The bathroom	is at the top right.
The kitchen	is at the bottom left.
The living room	is at the bottom right.
The garage	is to the left of the kitchen.
The garden	is to the right of the living room.

A: Where is the bathroom? B: It is at the top right.

Point to another room and ask your partner.

House labels

Use these labels or write your own. Say the name and put it on the wall.

bedroom

bathroom

kitchen

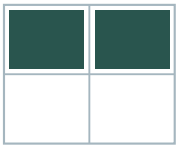
living room

garage

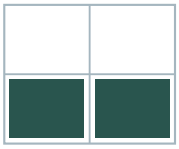
garden

Top, bottom, left, right

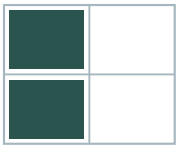
Point to each position. Then say it.



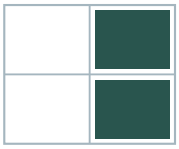
top



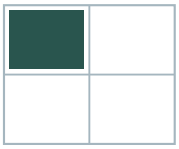
bottom



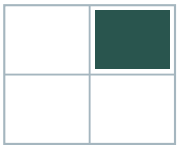
left



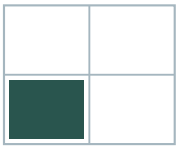
right



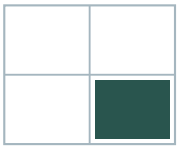
top left



top right



bottom left



bottom right

Where is it?

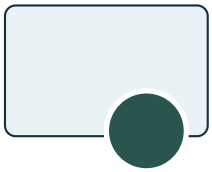
Look at the green circle. Say where it is. Cut on the dotted lines if using cards.



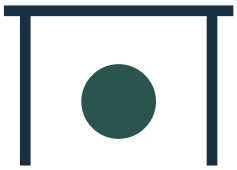
next to



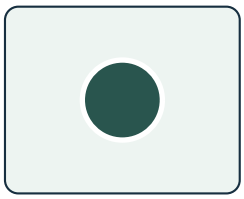
behind



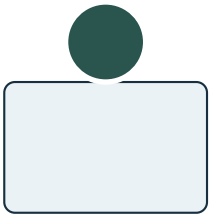
in front of



under



in



on

Speaking at the wall

Say one prompt at a time. Let learners point, move a drawing or answer aloud.

1. Point and name

“Point to the kitchen.” “What room is this?”

Point to the kitchen and say “the kitchen”. Invite the class to repeat. Try another room or the garden.

2. Listen and move

“Put the table in the kitchen.” “Put the chair next to the table.”

Show the drawings as you speak. Demonstrate the first instruction, then invite a learner to move a drawing.

3. Ask and model the answer

“Where is the chair?” “Next to the table.”

Accept pointing or a short answer. Model “The chair is next to the table.” Say it together.

“What is in the kitchen?” “A table.”

Model “There is a table in the kitchen.” If learners are ready, invite one to ask the class the same question about another room.

Use the rooms and furniture on your wall. Change the words to match where learners put the drawings.

What can you see in this house?

