



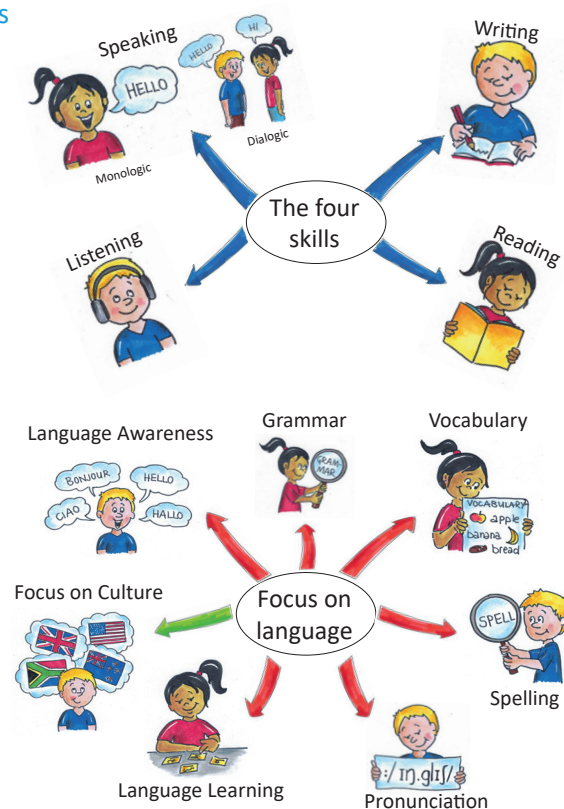
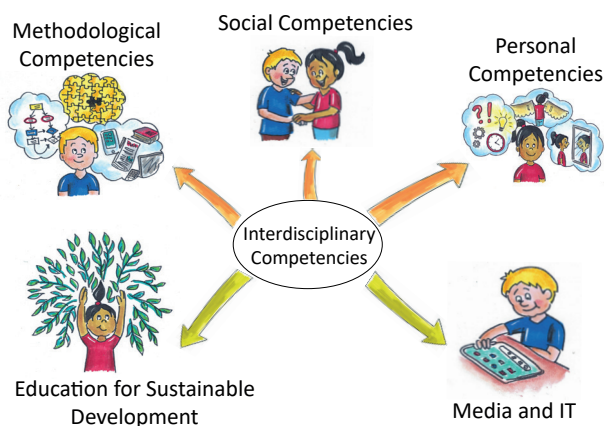
Group sizes



- Material needed
- Overview of competency pictures

How to play:

- A step by step guide to the activity
- Any language needed is written in "**bold**"



A visualisation of the material required

1.6/3 House



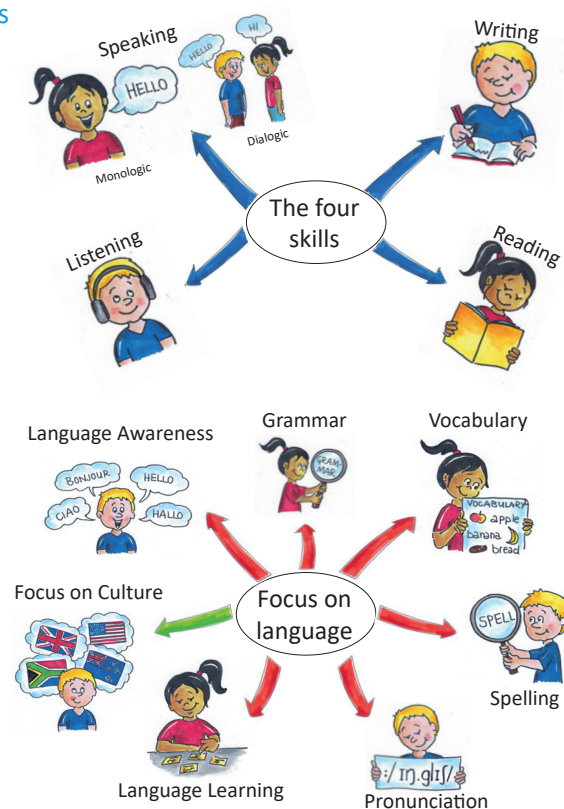
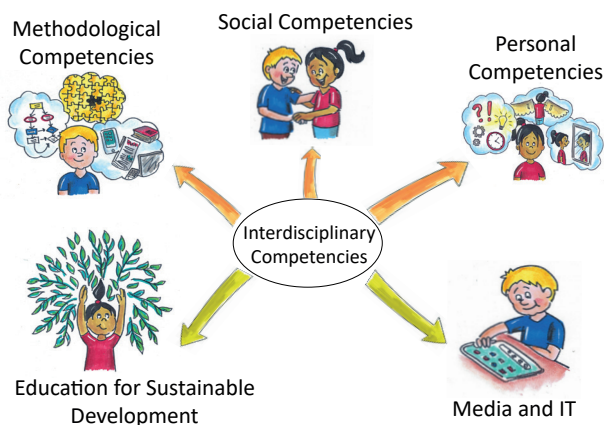
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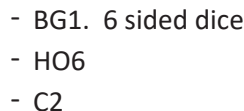
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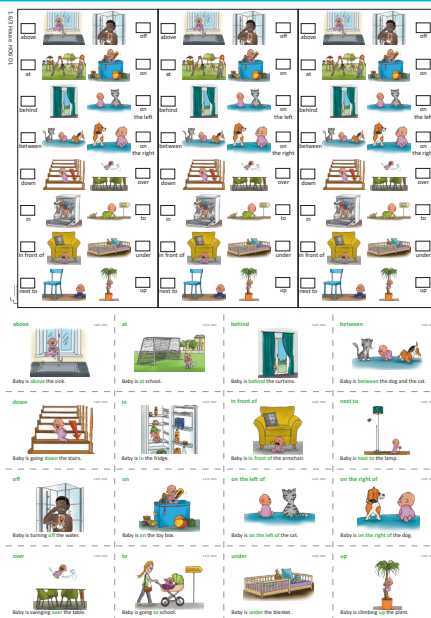


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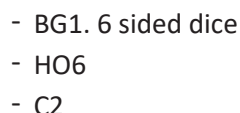
1.6/3 House



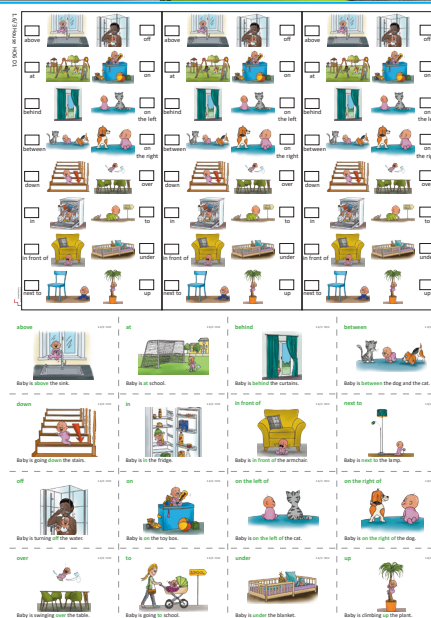
- Set a time for this board game.
- Students are divided into groups of 4.
- Copy and cut out HO6.
- Give each group a BG1, dice and a set of C2 cards with a HO6 list.
- Students place their counters on any baby around the BG.
- Student rolls a dice and moves along the babies accordingly.
- The student lands on a baby wearing pink, chooses a baby in the nearest room, possibly more than 1 room, and says:
 - **"The baby is at the table in the kitchen."**
- The student can cross off **"at"** on their HO6 list.
- If the student lands on a baby wearing yellow, they take a card eg. **"under"**
- They mime the word on the card eg **"under"** to their group, who guess it.
- The student says the sentence on the card
- **"The baby is under the"**
- The student can cross off **"under"** on their HO6 list.
- Teacher says **"Time up."**
- The student with the most crossed off babies on their list is the winner.



1.6/3 House



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1.6/3 House



Pairs



- HO7

How to play:

- Cut HO7 stove/shower bathroom and kitchen in two
- Start with Bathroom HO.
- Half the students have shower and the other half have stove.
- Showers find a stove partner.
- Showers look at the phrases on the left and ask questions until they find 6 sets of Grandma's teeth in the bathroom.
- Shower: **"Are Grandma's teeth (place)next to the mirror?"**
- Stove: **"Yes, they are."** (when "Yes,they are.")
- Shower: **"What is the number?"**
- Stove: **"They are number 1."**
- (Shower writes number 1 next to the mirror.)
- Shower: **"Thank you".**
- When "No, they aren't." shower asks another question.
- Shower continues asking.....
- Shower compares their HO7 with stove.
- Partners change to Kitchen HO7. Stove asks and showers answers questions about Grandma's teeth in the kitchen.



1.6/3 House



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1.6/3 House



3-4



- C1

- C3

How to play:

- Divide class into teams of 3 or 4.
- give each group a set of C1 cards.
- The student with oldest grandmother shuffles and deals out all C1 cards.
- Give each team a set of C3 cards.
- Have the students find and remove the following 5 C3 cards:
 - **chimney, door, roof, stairs and window.**
- Place the remaining cards face down in a pile in the center.
- Students take turns turning over the top card in the middle.
- E.g. The top card is bathroom.
- All of the students count 1,2,3 and turn over their top cards.
- Students check their card to see if they have something in the bathroom.
- When yes, the first student to shout "**SNAP**" says: "**The shower is in the bathroom.**"
- The winner takes the bathroom card which is 1 point.
- The student with the most C3 cards is the winner.



1.6/3 House



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1.6/3 House



3-4



- C1
- C3

How to play:

- Students take the C3 house card (house,castle,cottage or tent) and place one on the floor.
- Then place the C3 room cards around the house card.
- The C1 cards are placed in a pile face down.
- Students take turns taking a card. Say: **"The oven is in the kitchen."**
- Place the oven card next to kitchen.
- Students have blank cards and add to the mindmap
- e.g: draw a chicken on a blank card and say: **"The chicken is in the oven."**
- **"The frog is in the bath."** **"The cat is in the fridge."**
- the funnier the better.



1.6/3 House



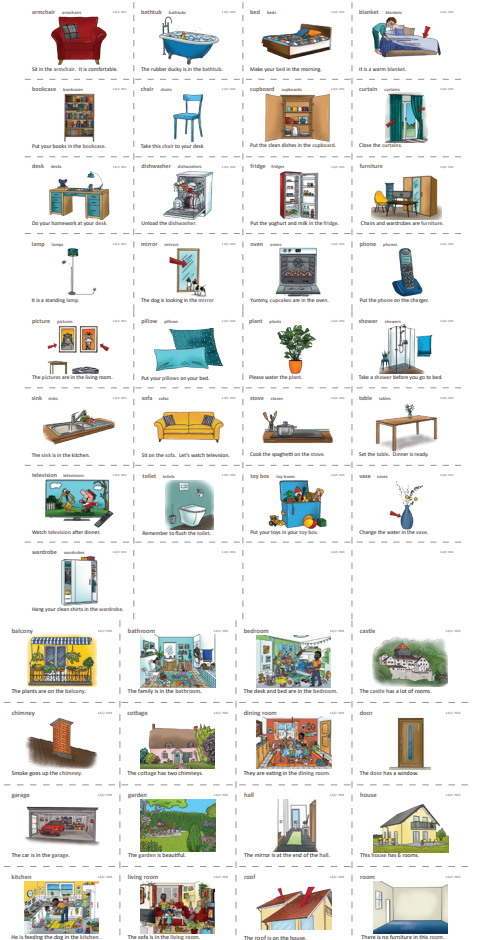
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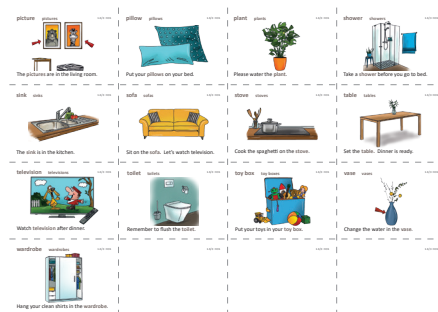
Whole class



- HO5
- Story
- C1

How to play:

- Have students cut out HO 5.
- Before listening to the story the students shuffle their cards.
- Discuss the cover before reading the story.
- Have them name the objects they know and guess what the story is about.
- Students can guess the order of the story with the cards.
- While listening to the story the students put the pictures in order.
- Students can use the cards to tell each other the story.
- Ask the students the questions.
- Get the students to read and ask the questions.
- Have the students take on roles while you read the story.
- Have them find and put the C1 cards in order of the story.
- e.g. Find the C1 cards for page 5 etc.



1.6/3 House



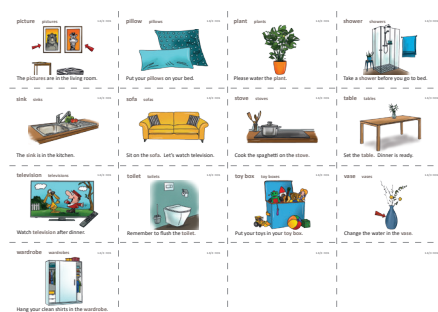
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1.6/3 House



Pairs



- HO8

- HO2

How to play:

- Hand out HO8 to the students.
- The students can use HO2 picture dictionary cards to help them.
- Using the same colour as the preposition words above.
- Have the students write the matching preposition under the pictures.
- e.g. behind is green. Write behind with a green colour.
- Students then match the other preposition pictures and write the correct numbers in the circles.
- Have the students sit in a circle.
- Students ask each other
- **Student 1: "What is number 3?" "Baby is in front of the chair."**

in the fridge
above at under on
behind between next to
in in front of to at

Write these prepositions under the matching picture. Use the same colour as the word.

Write the numbers in the circles.

1.6/3 House HO8 D6

1.6/3 House



Pairs



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Write these prepositions under the matching picture. Use the same colour as the word.

Write the numbers in the circles.

1.6/3 House HO8 D6

1.6/3 House



Pairs



- HO14 A&B

How to play:

- Give half the class HO14A and the other half HO14B.
- Students find and circle their 6 balls at the top of the HO.
- Students find a partner, A with B.
- Students take turns finding each others balls.
- Student A: **"Is there a ball in the living room?"**
- Student B: **"Yes, there is./No, there isn't."**
- When yes:
- Student A: **"Where is it?"**
- Student B: **"It is (place)."**
- Student A: **"What colour is it?"**
- Student B: **"It is (colour)."**
- Students A and B change roles.
- When the handouts are complete students compare their handouts.



1.6/3 House



Pairs



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1.6/3 House



3-4



- HO9
- P1-5

How to play:

- To activate room vocabulary, to review colours and/or classroom vocabulary
- Copy HO9 for each group of 3-4.
- Each group builds a house with the rooms and presents it to the other group.
- Use A3 posters to demonstrate this activity for the class.
- Variations: Give a colour dictation.
- Tell the students: **"Colour one chair in the dining room red."**
- Review classroom vocabulary.
- Tell students: **"Put your pencil next to the chair."**
- Shape colour dictation,
e.g. **Bathroom: "Draw a triangle in the toilet."**
- **"Draw a circle in the bathtub."**
- Have the students give the colour dictation.



1.6/3 House



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1.6/3 House



Whole class



- C2

How to play:

- to combine the use of prepositions and furniture in the class room.
- Students take a C2 card and hide their pencil case or candy using the prepositions.
- **"Is your pencil case under the desk?"**
- **"Yes, it is./ No, it isn't."**
- Variation: Each student take a C2 card.
- Students sit in a circle.
- Students take turns asking where their pencil cases are.
- e.g. **"Where is your pencil case Mary?"**
- Mary looks at her C2 card and places or holds her pencil case in that position.
- e.g. C2 cards is down. Student slides the pencil case down the cupboard.
- **"My pencil case slides down the cupboard."**
- C2 card is over. student throws her pencil case over her shoulder.
- **"My pencil case flies over my shoulder."**
- C2 cards is to. Student takes her pencil case to the window.
- **"I take my pencil case to the window."**



1.6/3 House



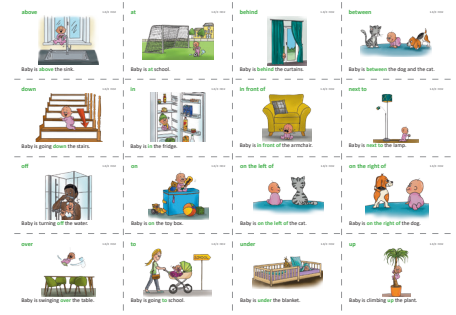
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- **"I take my pencil case to the window."**



1.6/3 House



pairs/ class



- C1
- street chalk

How to play:

- This is an activity for outdoors.
- Distribute C1 cards and chalk.
- Students draw the C1 items with the chalk.
- Students take turns saying, **"Run to the shower."**
- Use different verbs, fly, swim, skip.



1.6/3 House



pairs/ class



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1.6/3 House



Whole class



- C1
- C3

How to play:

- To review furniture and room vocabulary
- Tell the students to put the C3 cards in a row next to each other
- Students take turns taking a C1 card from pile and saying:
"The bed is in the bedroom." and putting the bed card under the bedroom card.
- Variation:
- Students can use the cards to describe their own bedroom, kitchen . . .
- Fun variation:
- Have the student make a spaced out long line of C1 and C3 cards.
- The students hop along past the cards saying what the cards is.
e.g. **"kitchen, bedroom, chair, mirror, garage, chimney"** etc. etc.
- Time the groups.



1.6/3 House



Whole class



- C1
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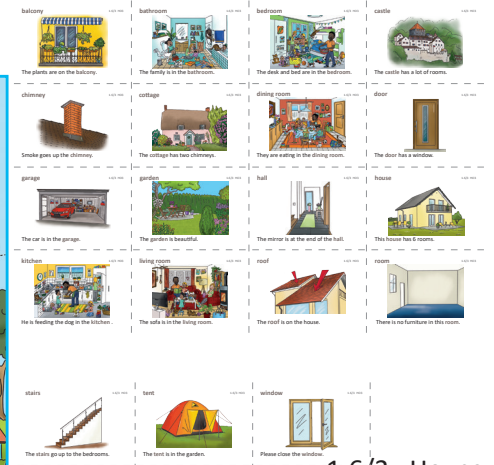
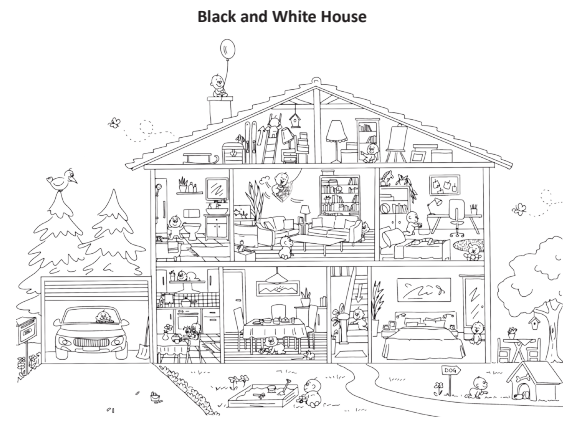
Whole class



- HO3
- HO16
- P6

How to play:

- Hand out HO16 to the students.
- Discuss P6 with the class.
- What they like/don't like. How many/where is the... etc.
- To see if the students know the prepositions ask them to:
"Colour Baby in the chimney blue.", **"Colour Baby on right of the sandpit yellow."** etc.
- Ask the students to take turns giving instructions:
- Student; **"Colour the roof blue."**, **"Colour the garage yellow."**



1.6/3 House



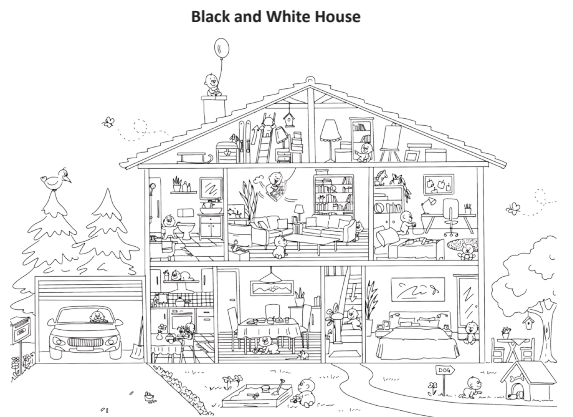
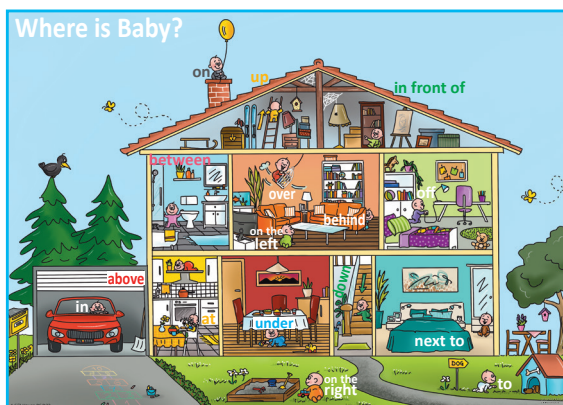
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1.6/3 House



Whole class



- C3
- Y.W. 1.5 C1 -2



The stairs go up to the bedrooms.



The tent is in the garden.



Please close the window.



The plants are in the bathroom.



The chimney has two chimneys.



They are sitting on the dining table.



The door has a window.

How to play:

- To activate room vocabulary, to review previous learned vocabulary
- Put the C3 cards face up on the floor in a circle.
- Place the YW1.5 C1 and C2 cards in piles face down in the middle.
- Students take turns taking a card from the middle, and looking at it.
- They decide in which room of the house s/he does that action.
- The student stands next to that room card and says a sentence:

"I brush my teeth in the bathroom."

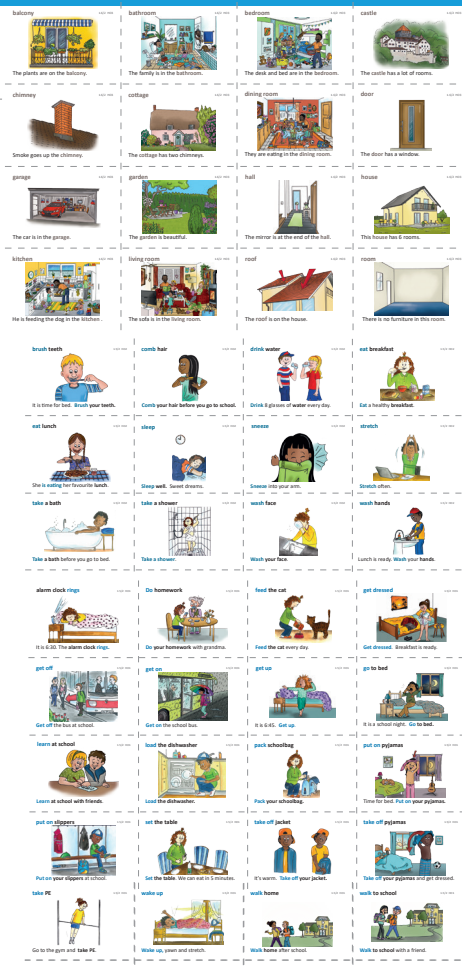
"I have breakfast in the dinning room."

"I sleep in the bedroom"

- Have the students make negative sentences:

"I don't have breakfast on the roof."

"I don't feed the cat on the chimney."



1.6/3 House



Whole class



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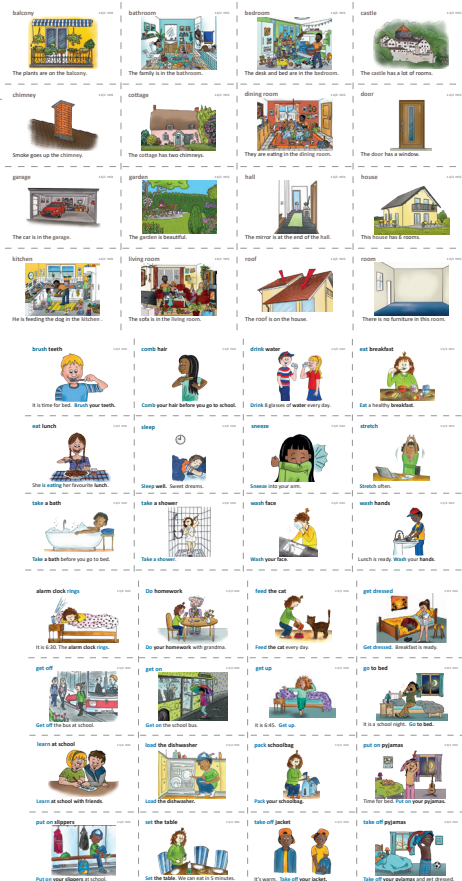
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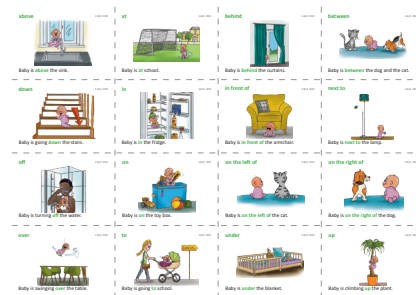
Whole class



- C2

How to play:

- To introduce and/or activate prepositions of place.
- As an introduction students take a pencil and put it on their heads/ behind their backs/under their arm etc.
- Introduce C2 cards by taking a card and giving a command to class.
- Have the students give commands.
- **stand on/ under/ next to/ behind/ in front of your desk/ chair etc.**
- Play Simon Says with prepositions.
- "Simon says stand on your chair, stand behind your chair, ..."



1.6/3 House



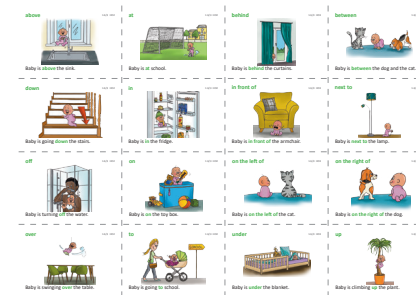
Whole class



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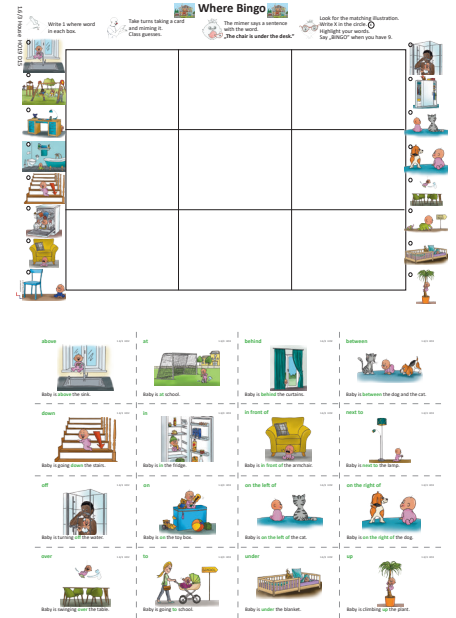
Whole class



- HO19
- C2
- HO2

How to play:

- To activate preposition vocabulary
- Hang the P6 poster in the classroom.
- Place the C2 cards face up for the students to refer to.
- Have the students write 9 preposition words in the boxes
- Teacher puts the C2 cards in a hat.
- Students take turns taking a card and miming the object.
- The class guesses.
- The mimer then says a sentence with the preposition.
- Students look for the matching illustration.
- Students write an X in the circle next to the mimed object.
- Students who have written that word in the box can cross it off.
- Depending on time available a Bingo can be 3 in a row or all 9.



1.6/3 House



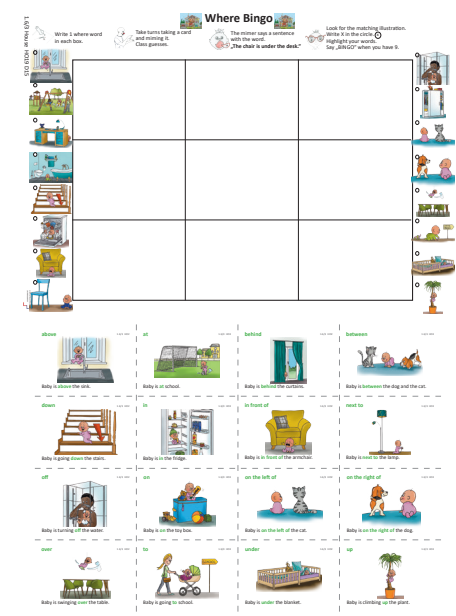
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- Students write an X in the circle next to the mimed object.
- Students who have written that word in the box can cross it off.
- Depending on time available a Bingo can be 3 in a row or all 9.



1.6/3 House



Whole class



- depends on selected project

How to play:

- To activate house vocabulary with projects
- Make a model of a house out of
 - bricks made from dirt, straw and water
 - 6 empty shoe boxes for the rooms of the house
 - a big cardboard box and cardboard for a roof
 - legos
 - building blocks
 - ginger bread, dough, cake etc.
- Use modelling clay to make furniture.
- Make a teepee.
- Use masking tape to make a floor plan and cardboard for a roof.

1.6/3 House



Whole class

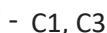


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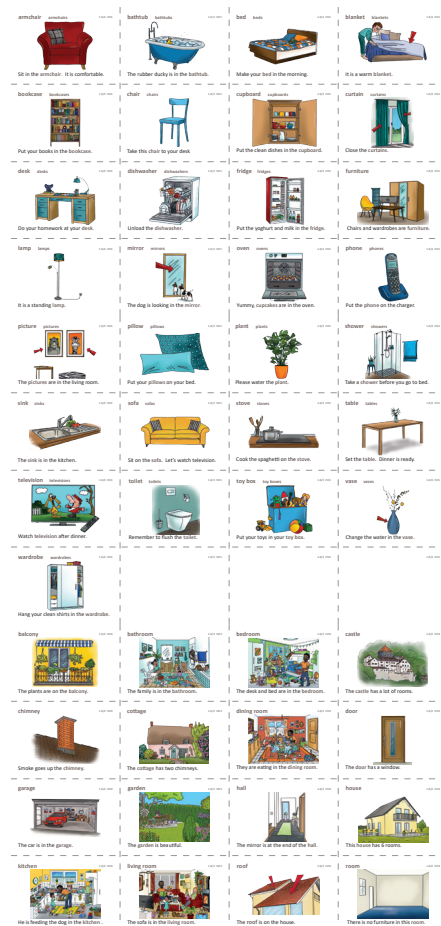
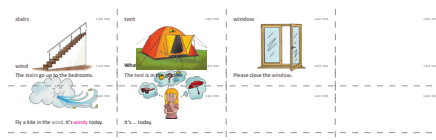
1.6/3 House



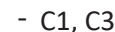
- chalk

- markers: bean bags, coins, stones

- To combine the learning of vocabulary with movement
- Make a hopscotch with chalk outside or with masking tape in the classroom.
- Draw or place C1 cards in each of the 10 squares.
- The first player tosses the hacky sack into the first square.
- It must land in the square without touching the line or bouncing out.
- If the hacky sack lands on sofa, the student says „**I sit on a sofa.**“ then hops through the course leaving out the square with his hacky sack.
- Students hop on one foot in the single squares and straddle the double squares, the left foot in the left square and the right foot in the right square.
- After successfully hopping to the end of the course and back again the student throws his/her hacky sack onto the next square until s/he makes a mistake e.g.: throwing the hacky sack in the wrong square, stepping on a line, missing a square, losing his/her balance, ...
- The students always continue where they last left off.



1.6/3 House



- chalk

- markers: bean bags, coins, stones

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- The students always continue where they last left off.



1.6/3 House



Whole class



- C1

How to play:

- Give each student a C1 card.
- Put the same cards on the blackboard, so the students see which household items to shout out.
- Ask the students to sit in a circle on chairs holding their card.
- The oldest student stands in the middle of the circle and shouts out two C1 card words e.g.: **"sofa and curtain."**
- The two students holding these cards stand up and change places as fast as they can or alternatively call out a room of the house.
- The student in the middle tries to sit down on one of the empty chairs.
- The student who is left in the middle without a chair gives his/her card to the student who was previously in the middle.
- The game continues.
- The student in the middle can also shout **"furniture"** or **"house."**
- Then all of the students have to change places.
- The student left without a chair continues the game by shouting out two more items.

Variation:

- You can also give more than 1 of the same card e.g. 2 kids have sofa, 2 have curtain etc. This way more students change places.



1.6/3 House



Whole class



- C1

How to play:

- Give each student a C1 card.
- Put the same cards on the blackboard, so the students see which household items to shout out.
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1.6/3 House



Whole class

**How to play:**

- To get to know one's community better;
- To activate the learned vocabulary in different surroundings;
- To create new associations
- Go into the forest and build a fort.
- Visit a building site.
- Get a map of your village and talk about the kids' school route.
- Visit the Roman Villa in Nendeln.

1.6/3 House



Whole class

**How to play:**

- To get to know one's community better;
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- Go into the forest and build a fort.
- Visit a building site.
- Get a map of your village and talk about the kids' school route.
- Visit the Roman Villa in Nendeln.

1.6/3 House



3-4

**How to play:**

- Divide the class into teams of 4.
- Teammates take turns following the teacher's instructions.
- The first team member to do it scores a point.
- Ideas:
 - Put your right leg under the black board.
 - Sit under a desk.
 - Put both feet on the wall.
 - Put 10 fingers on the door.
 - Put a chair behind the teacher's desk.
 - Put a piece of chalk on your teacher's head.
 - Put a pillow in the sink.
 - Put a red pencil in front of a plant.

1.6/3 House



3-4

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- Divide the class into teams of 4.
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 - Put a piece of chalk on your teacher's head.
 - Put a pillow in the sink.
 - Put a red pencil in front of a plant.

1.6/3 House



whole class



- Butchers' paper

How to play:

- Students have a large sheet of butcher's paper pinned to the class wall.
- Students can draw large room/ rooms on the paper.
- Students cut out pictures of furniture from magazines, advertisements etc.
- Students can make a fantasy room or house.
- Students can draw their own fantasy furniture etc.
- The idea is to have a large collage at the end.
- Words etc. can also be written on the collage.
- Students talk about the collage: "**I like.....**" "**I don't like.**"

1.6/3 House



whole class



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- Students talk about the collage: "**I like.....**" "**I don't like.**"

1.6/3 House



varies



- HO1

- HO3

How to play:

- Throw/ bounce a ball around the class to activate the vocabulary.
- Bounce a ball and say "**bedroom**", next student "**bed**", next student "**lamp**" etc.
- Students can cut out the cards and play the following games:
- Memory.
- What is missing? Spread the cards out and take a card away.
- Have 2 teams. The first 2 in the team have a fly swat. Either describe a card or mime a card and the first student to guess wins a point for their team.
- Students make a mind map with the picture dictionary cards.
- Students play these games at home with their grandparents, parents etc.
- Students make a mind maps in groups and compare them.
- Place the rooms HO3 at one end of the classroom and a pile of HO1 cards at the other and have a relay. Place a balloon between the legs to make it funnier.



1.6/3 House



varies



- HO1

- HO3

How to play:

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1.6/3 House



varies

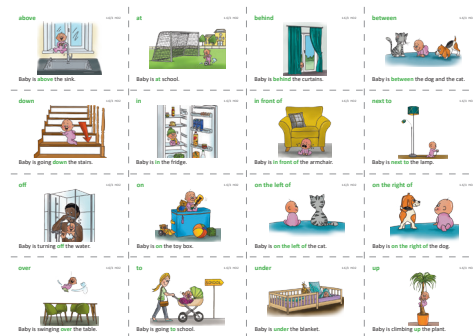


- HO2

- C1

How to play:

- Students cut out HO2.
- Each student draws a picture of Baby.
- Tell the students to hide Baby: under the desk, between a pencil and rubber, on a book, next to a boy etc.
- Lay out the C1 cards. Say: **"Baby is in front of the armchair "**.
- Tell the students: **"Baby is on the right of the dog."** Students find that card.
- In groups the students find the correct C1 card and place Baby in front of **"armchair"**. Group wins a point for correct cards.
- Ideas:
 - Students find their favourite preposition card and find that position in the classroom and the rest of the students guess the preposition.
 - Students play memory, What's missing, Mime a card and guess with fly swatter.
 - Throw a ball around and shout out a preposition and get the student to place the ball correctly. e.g. Student catches ball, teacher calls out **"under"**, student places the ball under something on body e.g. arm /foot, or in room.



1.6/3 House



varies



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- C1

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1.6/3 House



indiv/pairs



- HO10

How to play:

- Hand out HO10 to the students.
- See example number 1.
- 1. **The toilet is** _____ write number "1" in the circle beside the toilet picture.
- Opposite in the rest of the sentence.
- _____ **in the bathroom** write number 1 in the circle beside the bathroom picture.
- After the HO is completed have the students find a partner.
- Students read there sentences in turn and check if they are correct.

in my house

Connect the 2 parts of the sentences with lines. See pink line.

Match the two sentence parts with the pictures.

Write the numbers in the circles, green is part 1, blue is part 2. See green 1 and blue 6.

- The blanket is
- The bathtub is
- The stove is
- The chimney is
- The furniture is
- Baby is going down
- Baby is swinging over
- Baby is on
- The bookcase is
- The desk is in

- in the bathroom.
- the stairs.
- the table.
- in the living room.
- in the van.
- on the bed.
- in the kitchen.
- the toy box.
- the bedroom.
- on the roof.

1.6/3 House HO10 D24

1.6/3 House



indiv/pairs



- HO10

How to play:

- Hand out HO10 to the students.
- See example number 1.
- 1. **The blanket is** _____ write number "1" in the green circle beside the blanket picture.
- _____ **on the bed** write number 1 in the circle beside the bathroom picture in the pink square.
- Find the
- After the HO is completed have the students find a partner.
- Students read there sentences in turn and check if they are correct.

in my house

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- on the bed.
- in the kitchen.
- the toy box.
- the bedroom.
- on the roof.

1.6/3 House HO10 D24

1.6/3 House



Indiv/pairs



- HO17
- C1,2,3

How to play:

- Give each student a HO17
- Students can work in pairs or alone.
- Students find the odd one out.
- Compare answers.
- **A: " What is the odd one out in 1?"**
- **B: " Dishwasher."**
- **A: " Why?"**
- **B: "The dishwasher is in the kitchen not in the bedroom."**
- Students have fun and draw or use the C1,2,3 cards to make
- their own Odd One Out.

Odd One Out

Find a partner.
Ask: „What is the odd one in number 1?“
Answer: „It is dishwasher. It isn't in the bedroom.“

Draw a circle around the odd one.

1.

2.

3.

4.

5.

6.

7.

8.

9.

Make an odd one out for your partner.

1.6/3 House



Indiv/pairs



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- C1,2,3

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1.6/3 House



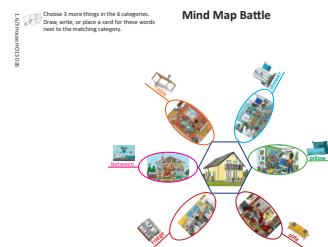
groups



- HO13
- C1
- C3
- HO1/HO3 C2 for variation

How to play:

- Divide the students into groups of 3.
- Give a HO13 to each group.
- Give each group a set of C1, C3 cards or HO1/HO3.
- Students choose 3 items of furniture for each room.
- Each group scores a point if they have chosen a different item of furniture from the other groups.
- Group A: **"The bathroom has a shower, toilet and a mirror."**
- If no other group has a mirror in their bathroom group A score a point.
- Add C2 prepositions to the mindmap.
- Make sentences. **"The pillow is on the bed". "The chimney is on the roof".**
- Funny Variations
- Have a funny Mind Map Battle.
- Students can put for example
- **"The toy box is in the bathroom".**
- **"The fridge is on the roof".**
- **"The stove is next to the bed".**



1.6/3 House



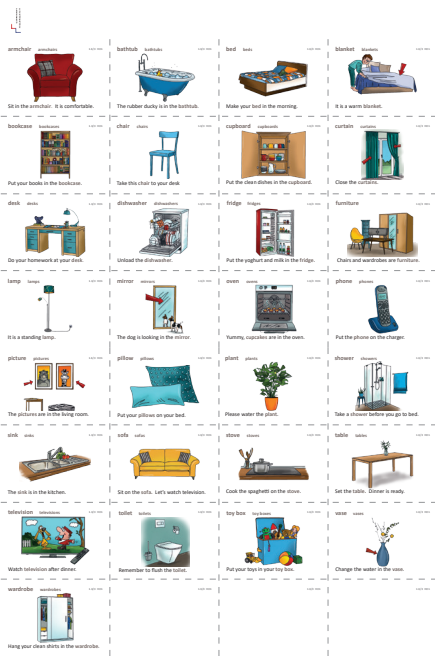
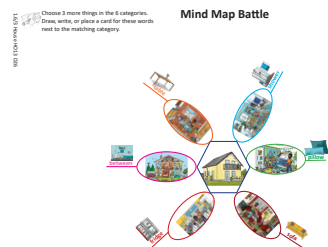
groups



- HO13
- C1
- C3
- HO1/HO3 C2 for Variation

How to play:

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- Students can put for example
- **"The toy box is in the bathroom".**
- **"The fridge is on the roof".**
- **"The stove is next to the bed".**



1.6/3 House



pairs



- HO18

How to play:

- Distribute handouts.
- Students find a partner.
- Word battle . . . Students take turns saying the words they know. **No repeating.** Example: bedroom. e.g. A: **bed** B: **lamp** A: **window** etc.
- Students say, "**Ready Steady Go.**"
- To keep up the speed the students can say "**pass**" if they can't think of a word.
- Students cross off the words they and their partner say.
- The student saying the last word scores a point.
- Variation: Teacher dictation: "Take a green pen and draw a line from the TV to the picture." etc.

Creepy Crawly Word Battle

1.6/3 House HO18 D27

1.6/3 House



pairs



- HO18

How to play:

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- Students find a partner.
- Word battle . . . Students take turns saying the words they know. **No repeating.** Example: bedroom. e.g. A: **bed** B: **lamp** A: **window** etc.
- Students say, "**Ready Steady Go.**"
- To keep up the speed the students can say "**pass**" if they can't think of a word.
- Students cross off the words they and their partner say.
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- Variation: Teacher dictation: "Take a green pen and draw a line from the TV to the picture." etc.

Creepy Crawly Word Battle

1.6/3 House HO18 D27

1.6/3 House



Individual



- HO20 Make HO18 change furniture

How to play:

- Hand out HO20 to the students.
- Half the class get HO "door" and the other half HO "stairs".
- Students take a pencil and S1 finds a S2 partner.
- **"Do you have a bed in your room?"**
- **"Yes, I do."** or **"No, No, I don't"**.
- If **"Yes"** they circle the word bed on HO20.
- If **"No"** they ask another question.
- Once they have circled 5 different article of furniture the handout is complete.

**What is in your room?**Find a partner
with furniture.Ask and answer.
A: "Do you have
a ___ in your room?"
B: "Yes, I do./No, I don't."Draw circles
around your partners' words.
Compare your list
with your partner's room.

curtains
pillow
armchair
bathtub
sink
blanket
stove
oven
dishwasher
mirror
picture
toy box
wardrobe
bed
bookcase
lamp

**What is in your room?**Find a partner
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A: "Do you have
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armchair
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sink
blanket
stove
oven
dishwasher
mirror
picture
toy box
wardrobe
bed
bookcase
lamp



1.6/3 House HO20 D28

1.6/3 House



Individual



- HO20 Make HO18 in 2nd more difficult

How to play:

- Hand out HO20 to the students.
- Half the class get HO "door" and the other half HO "stairs".
- Students take a pencil and S1 finds a S2 partner.
- **"Do you have a bed in your room?"**
- **"Yes, I do."** or **"No, No, I don't"**.
- If **"Yes"** they circle the word bed on HO20.
- If **"No"** they ask another question.
- Once they have circled 5 different article of furniture the handout is complete.

**What is in your room?**Find a partner
with furniture.Ask and answer.
A: "Do you have
a ___ in your room?"
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armchair
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sink
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stove
oven
dishwasher
mirror
picture
toy box
wardrobe
bed
bookcase
lamp



1.6/3 House HO20 D28

1.6/3 House



whole class



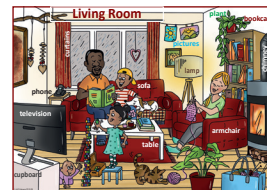
- P1-5
- C1
- C3

How to play:

- Have the 5 posters hanging in the classroom.
- Make 5 groups and give each group a room poster and C1 and C3 cards.
- Students make mind maps with their poster and cards.
- View each others mind maps.
- Discuss the students bedrooms: colour, if they have one bed or desk in the bedroom.
- Ask questions: How many dogs/children/cats? Favourite room?, Least favourite room?

Relay idea:

- Students make 5 groups. Each group has a poster about 5 meter in front of the group. Give each group a set of C1 and C3 cards.
- Students place the cards spread out face up in front of their group.
- Say "**Ready Steady Go**: Students find a card that fits a poster and runs up and places it around the poster.
- Blow up some balloons so the students have to run up to the poster with a balloon between their legs.
- Set a time for the relay.
- Students compare each posters.
- Group with poster surrounded by the most articles correctly placed wins.



1.6/3 House



whole class



- P1-5
- C1
- C3

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- Students compare each posters.
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1.6/3 House



2-3



- P6

- C1

- C3

How to play:

- Fix the poster on the classroom wall.
- Talk about P6 and have the students ask questions
- Ask questions: "**How many (rooms/babies/chairs/pets etc.) can you see?**"
- Ask the students: "**How many rooms in your house?**"
- Talk about the colours: "**What is red/ blue/ yellow ?**" etc.
- Ask the students: "**What is your favourite room?**", "**What do you like?**", "**What don't you like?**"
- Prepositions: "**Where is Baby in the bathroom?**", "**Baby is between the shower and the toilet**".
- Students have a copy of HO and have the students say: "**Colour Baby in the bedroom blue**"
- Make groups. Give each group C1 and C3 cards.
- Students each make a Baby picture and place Baby **on, in, under, between, next to** etc. the correct C1 and C3 cards in the same position as on the P6.
- Students check each others cards.



1.6/3 House



2-3



- P6

- C1

- C3

How to play:

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- Talk about P6 and have the students ask questions
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- Students check each others cards.



1.6/3 House



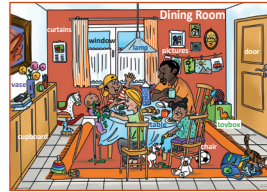
2



- P1-5

How to play:

- Have class brain storm words on the 5 A3 posters.
- Introduce new words.
- Write "I spy with my little eye something colour."
- Example:
- S1 "I spy with my little eye something red."
- S2 "Is it the dog's bowl?"
- S1 "Yes/No."



1.6/3 House



2



- P1-5

How to play:

- Have class brain storm words on the 5 A3 posters.
- Introduce new words.
- Write "I spy with my little eye something colour."
- Example:
- S1 "I spy with my little eye something red."
- S2 "Is it the dog's bowl?"
- S1 "Yes/No."



1.6/3 House



4



- P7

How to play:

- Chant this rhyme,
- both groups chant the chorus (green)
- One group chants the red words and mimes them.
- The other group chants the blue words.
- Both chant/ mime the black words.
- Alternative;
- One group chants the rhyme, the other group mime/ act it out.

I'm a bird of many colours.

Chorus:

I'm a bird of many colours, prettier than the others.

Watch me as I fly through the lovely blue sky.

I'm a bird of many colours, prettier than the others.

Watch me as I fly through the lovely blue sky.

I'm over. I'm over.

I'm under. I'm under.

I'm over. I'm over.

I'm under. I'm under.

I'm happy when I'm flying,

but I'm sad when I'm inside.

Inside I'm sad and cold.

My cage is old.

Chorus:

I'm in front of. I'm in front of.

I'm behind. I'm behind.

I'm in front of. I'm in front of.

I'm behind. I'm behind.

I'm happy when I'm flying,

but I'm sad when I'm inside.

Inside I'm sad and cold,

my cage is old.

1.6/3 House P7 D22



1.6/3 House



whole class



- P7

How to play:

- Chant this rhyme,
- both groups chant the chorus (green)
- One group chants the red words and mimes them.
- The other group chants the blue words.
- Both chant/ mime the black words.
- Alternative;
- One group chants the rhyme the other group mime/ act it out.

I'm a bird of many colours.

Chorus:

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Watch me as I fly through the lovely blue sky.

I'm a bird of many colours, prettier than the others.

Watch me as I fly through the lovely blue sky.

I'm over. I'm over.

I'm under. I'm under.

I'm over. I'm over.

I'm under. I'm under.

I'm happy when I'm flying,

but I'm sad when I'm inside.

Inside I'm sad and cold.

My cage is old.

Chorus:

I'm in front of. I'm in front of.

I'm behind. I'm behind.

I'm in front of. I'm in front of.

I'm behind. I'm behind.

I'm happy when I'm flying,

but I'm sad when I'm inside.

Inside I'm sad and cold,

my cage is old.

1.6/3 House P7 D22



1.6/3 House



whole class



- P8

How to play:

- Have boys and girls face each other. Class starts, green. girls ask the question, orange and then the boys shout the answers. Change roles
- Discuss location of Mississippi, Arizona and Alabama
- Groups make new verses
- eg: In Maryland Mary has a house with a garden.
 - Is the house in the bookcase? etc
 - In Colorado Colin has a roof with a chimney.
 - Is the roof on the toy box?
 - In Origen Olive has a castle with a balcony,
 - Is the castle in the living room?
- Using local places:
 - In Schaan Simon has a kitchen with a dishwasher.
 - Is the dishwasher in the garage?
 - In Zurich Zoe has a house with windows.
 - Is the house in the tent?

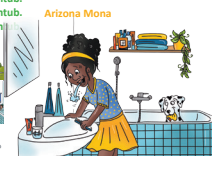
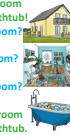
class
girls
boys

In Mississippiclass
girls
boys

In Mississippi Skippy has a kitchen with a stove.
In Mississippi Skippy has a kitchen with a stove.
Well, the house has a kitchen
and the kitchen has a stove!
Is the stove in the kitchen?
Yes, it is!
Is the stove in the bathroom?
No, it's not!
Is the stove in the kitchen?
Yes, it is!
Yeah, the house has a kitchen
and the kitchen has a stove.



In Arizona Mona has a bathroom with a bathtub.
In Arizona Mona has a bathroom with a bathtub.
Well, the house has a bathroom
and the bathroom has a bathtub!
Is the bathtub in the bathroom?
Yes, it is!
Is the bathtub in the bedroom?
No, it's not!
Is the bathtub in the bathroom?
Yes, it is!
Yeah, the house has a bathroom
and the bathroom has a bathtub.



In Alabama Ana has a bedroom with a bed.
In Alabama Ana has a bedroom with a bed.
Well, the house has a bedroom
and the bedroom has a bed!
Is the bed in the bedroom?
Yes, it is!
Is the bed in the kitchen?
No, it's not!
Is the bed in the bedroom?
Yes, it is!
Yeah, the house has a bedroom
and the bedroom has a bed.

**In Mississippi**

1.6/3 House



whole class



- P8

How to play:

- Have boys and girls face each other. Class starts, green. girls ask the question, orange and then the boys shout the answers. Change roles
- Discuss location of Mississippi, Arizona and Alabama
- Groups make new verses
- eg: In Maryland Mary has a house with a garden.
 - Is the house in the bookcase? etc
 - In Colorado Colin has a roof with a chimney.
 - Is the roof on the toy box?
 - In Origen Olive has a castle with a balcony,
 - Is the castle in the living room?
- Using local places:
 - In Schaan Simon has a kitchen with a dishwasher.
 - Is the dishwasher in the garage?
 - In Zurich Zoe has a house with windows.
 - Is the house in the tent?

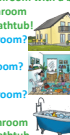
class
girls
boys

In Mississippiclass
girls
boys

In Mississippi Skippy has a kitchen with a stove.
In Mississippi Skippy has a kitchen with a stove.
Well, the house has a kitchen
and the kitchen has a stove!
Is the stove in the kitchen?
Yes, it is!
Is the stove in the bathroom?
No, it's not!
Is the stove in the kitchen?
Yes, it is!
Yeah, the house has a kitchen
and the kitchen has a stove.



In Arizona Mona has a bathroom with a bathtub.
In Arizona Mona has a bathroom with a bathtub.
Well, the house has a bathroom
and the bathroom has a bathtub!
Is the bathtub in the bathroom?
Yes, it is!
Is the bathtub in the bedroom?
No, it's not!
Is the bathtub in the bathroom?
Yes, it is!
Yeah, the house has a bathroom
and the bathroom has a bathtub.



In Alabama Ana has a bedroom with a bed.
In Alabama Ana has a bedroom with a bed.
Well, the house has a bedroom
and the bedroom has a bed!
Is the bed in the bedroom?
Yes, it is!
Is the bed in the kitchen?
No, it's not!
Is the bed in the bedroom?
Yes, it is!
Yeah, the house has a bedroom
and the bedroom has a bed.

**In Mississippi**

1.6/3 House



Whole class



- P9
- 3 large 6-sided dice

How to play:

- Sing to the tune of "Here we go round the Mulberry bush."
- Students stand in a circle.
- Give each of the three students a big dice to roll.
- They roll their dice at the same time.
- For example:
- Student 1 throws a 1 = **brush my teeth**
- Student 2 throws a 3 = **behind**
- Student 3 throws a 5 = **garage**
- Students sing the song with this sentence miming the words.
- "This the way I brush my teeth behind the garage."
- The song continues with another 3 students rolling the 3 dice.
- Students can add new verses and the movements.

This is the way I

This is the way I A B C,

A B C,
A B C,

This is the way I A B C,

with my family at home.



1.6/3 House



Whole class



- P3 cut out
- 3 large 6 sided dice

How to play:

- Sing to the tune of "Here we go round the Mulberry bush."
- Students stand in a circle.
- Give each of the three students a big dice to roll.
- They roll their dice at the same time.
- For example:
- Student 1 throws a 1 = **brush my teeth**
- Student 2 throws a 3 = **behind**
- Student 3 throws a 5 = **garage**
- Students sing the song with this sentence, miming the words.
- "This the way I brush my teeth behind the garage."
- The song continues with another 3 students rolling the 3 dice.
- Students can add new verses and the movements.

This is the way I

This is the way I A B C,

A B C,
A B C,

This is the way I A B C,

with my family at home.



1.6/3 House



pairs



- HO21
- P1-6

How to play:

- to activate household items, rooms and prepositions
- Player 1 is an architect.
- Player 2 is the client.
- Player 2 describes his/her house or a room.
- Player 1 draws a bird's eye view i.e. from above on HO 21.
- Change roles.
- Optional: Discuss symbols used in drawing floor plans.
- <http://www.floorplansfirst.com/symbols.cfm>.
- Use butcher paper.



1.6/3 House



pairs



- HO21
- P1-6

How to play:

- to activate household items, rooms and prepositions
- Player 1 is an architect.
- Player 2 is the client.
- Player 2 describes his/her house or a room.
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- Change roles.
- Optional: Discuss symbols used in drawing floor plans.
- <http://www.floorplansfirst.com/symbols.cfm>.
- Use butcher paper.



1.6/3 House



3-4



- C4
- HO4

How to play:

- Warm up:
- Spread the cards face up on the floor.
- Have two teams with a fly swatter. Ask: "**Where is the castle**"
- The first team to fly swat and make a sentence wins a point for their team.
- Sentence: "**The prince lives in the castle**"
- Make 2 teams and spread the C7 cards on the floor.
- See which teams can match the families first.
- Play a four memory with the cards.
- Ask questions: "**What can you live in?**" "**A castle , tent house and cottage**".
- "**What has legs?**" "**A table, a chair, a sofa and a desk**".
- Take half the cards and play "**What is missing**".
- Students take their HO4 home and play Happy Families with a grandmother
- etc



1.6/3 House



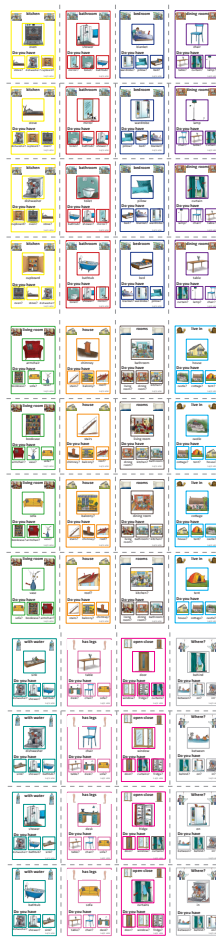
3-4



- C4
- HO4

How to play:

- Warm up:
- Spread the cards face up on the floor.
- Have two teams with a fly swatter. Ask: "**Where is the castle**"
- The first team to fly swat and make a sentence wins a point for their team.
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- Students take their HO4 home and play Happy Families with a grandmother
- etc



1.6/3 House



pairs

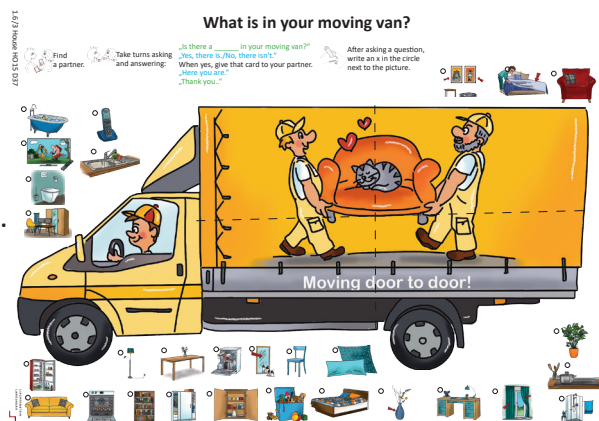


- HO15

- HO1

How to play:

- Students find a partner.
- Each student has a HO15 and a set of HO1 picture dictionary cards.
- Place a folder upright around your cards.
- Each student places 4 cards on their moving van.
- In turn the partners ask each other:
- **"Is there a in your moving van?"**
- **"Yes, there is." "No, there isn't."**
- When yes, give that card to your partner.
- **"Here you are." "Thank you."**
- When **"No, there isn't."** it is your partners turn to ask.
- Always make an X in the circle next to the illustration on the handout.
- The student who loses all their cards first is not the winner but the loser.



1.6/3 House



pairs

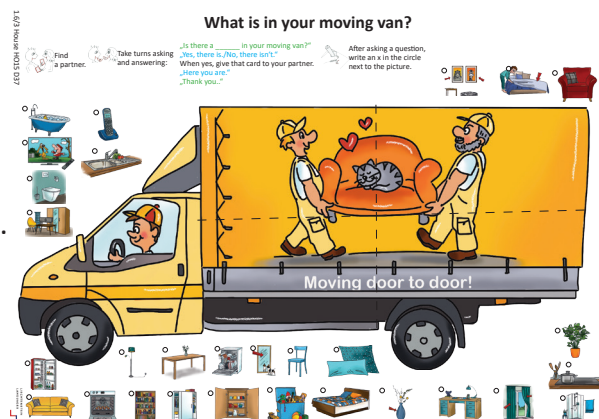


- HO15

- HO1

How to play:

- Students find a partner.
- Each student has a HO15 and a set of HO1 picture dictionary cards.
- Place a folder upright around your cards.
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- **"Here you are." "Thank you."**
- When **"No, there isn't."** it is your partners turn to ask.
- Always make an X in the circle next to the illustration on the handout.
- The student who loses all their cards first is not the winner but the loser.



1.6/3 House



4



- HO4
- C4

How to play:

- to practice do questions and short answers, to activate house vocabulary,
- to improve memory.
- Warm up with ideas on D36.
- Divide the class into teams of 4. The cards are colour coded.
- The child with the most brothers is the dealer.
- The dealer shuffles the cards and gives each player 6 cards.
- Place the remaining cards face down in the middle.
- Students sort their cards and remove a "Happy Family".
- Students take turns asking each other for a card to complete their "Happy - Family".
- A student must have at least one card of a family in order to ask for a card from that family.
- When a student has all 4 cards in a family s/he can put them down on the desk and say. **"I have 4 things from the kitchen."**
- When a student receives a yes answer they may ask again.
- If a student receives a no answer they take a card from the center pile
- **Do you have the stove from the kitchen?**
- **Yes, I do. No, I don't.**
- **I have...**
- **It's my/your turn.**



1.6/3 House



4



- HO4
- C4

How to play:

- to practice do questions and short answers, to activate house vocabulary,
- to improve memory.
- Warm up with ideas on D36.
- Divide the class into teams of 4. The cards are colour coded.
- The child with the most brothers is the dealer.
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- Place the remaining cards face down in the middle.
- Students sort their cards and remove a "Happy Family".
- Students take turns asking each other for a card to complete their "Happy - Family".
- A student must have at least one card of a family in order to ask for a card from that family.
- When a student has all 4 cards in a family s/he can put them down on the desk and say. **"I have 4 things from the kitchen."**
- When a student receives a yes answer they may ask again.
- If a student receives a no answer they take a card from the center pile
- **Do you have the stove from the kitchen?**
- **Yes, I do. No, I don't.**
- **I have...**
- **It's my/your turn.**



1.6/3 House



teams



- HO12

- C3

How to play:

- Have students match the words and pictures on HO12, page 1.
- Enlarge HO12, page 2, to A3 for each team.
- Fix them on a wall in the classroom.
- Students divide into two or more teams.
- Put tape on the floor 6 meters from the handouts on the wall.
- Give the first student in each team a highlighter.
- Blow up balloons.
- In pairs students hold a balloon between their bodies, no hands.
- The first pair in each team race to the word search, find a word e.g: Wardrobe and highlight it in the puzzle and list.
- They shout the word "**wardrobe, wardrobe**" as they run back to the team with the balloon between them.
- Game continues until all the words are highlighted.
- HO12, page 1, can be highlighted by the students alone or in pairs. find a word e.g: Wardrobe and put a line through it.
- They shout the word "**wardrobe, wardrobe**" as they run back to the team with the balloon between them.
- Game continues until all the words are crossed through.

House Word Search

Write the word numbers next to the matching illustration. See balcony, number 1.

Look, find and highlight the words in the puzzle. They are vertical and horizontal.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	k	i	t	c	h	e	n	s	t	a	i	r	s	z
2	b	a	t	h	r	o	o	m	v	d	q	z	m	d
3	h	o	u	s	e	r	l	k	b	o	h	h	i	j
4	h	a	l	i	v	o	d	b	a	o	j	i	m	a
5	t	n	p	g	e	o	z	e	l	r	a	p	c	c
6	y	i	q	i	g	f	q	d	c	r	c	h	a	o
7	l	i	v	i	n	g	r	o	o	m	w	s	z	
8	c	t	m	z	s	o	c	o	n	o	j	i	t	g
9	o	e	y	b	p	q	i	o	y	m	o	n	i	g
10	t	n	z	k	e	l	e	m	i	a	p	d	e	a
11	t	t	x	d	i	n	i	n	g	r	o	o	m	
12	a	f	p	r	c	h	i	m	n	e	y	w	g	t
13	g	s	r	d	j	a	s	g	a	r	a	g	e	a
14	e	e	n	v	r	g	a	r	d	e	n	p	m	b

1. balcony
2. bathroom
3. bedroom
4. castle
5. chimney
6. cottage
7. dining room
8. door
9. garage
10. garden
11. hall
12. house
13. kitchen
14. living room
15. roof
16. room
17. stairs
18. tent
19. window

1.2/6 House HO12 D39

page 1 of 2

1.2/6 House HO12 D39



	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	k	i	t	c	h	e	n	s	t	a	i	r	s	z
2	b	a	t	h	r	o	o	m	v	d	q	z	m	d
3	h	o	u	s	e	r	l	k	b	o	h	h	i	j
4	h	a	l	i	v	o	d	b	a	o	j	i	m	a
5	t	n	p	g	e	o	z	e	l	r	a	p	c	c
6	y	i	q	i	g	f	q	d	c	r	c	h	a	o
7	l	i	v	i	n	g	r	o	o	m	w	s	z	
8	c	t	m	z	s	o	c	o	n	o	j	i	t	g
9	o	e	y	b	p	q	i	o	y	m	o	n	i	g
10	t	n	z	k	e	l	e	m	i	a	p	d	e	a
11	t	t	x	d	i	n	i	n	g	r	o	o	m	
12	a	f	p	r	c	h	i	m	n	e	y	w	g	t
13	g	s	r	d	j	a	s	g	a	r	a	g	e	a
14	e	e	n	v	r	g	a	r	d	e	n	p	m	b

1.2/6 House HO12 D39

page 1 of 2

1.6/3 House



teams



- HO12

- C3

How to play:

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- Fix them on a wall in the classroom.
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House Word Search

Write the word numbers next to the matching illustration. See balcony, number 1.

Look, find and highlight the words in the puzzle. They are vertical and horizontal.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	k	i	t	c	h	e	n	s	t	a	i	r	s	z
2	b	a	t	h	r	o	o	m	v	d	q	z	m	d
3	h	o	u	s	e	r	l	k	b	o	h	h	i	j
4	h	a	l	i	v	o	d	b	a	o	j	i	m	a
5	t	n	p	g	e	o	z	e	l	r	a	p	c	c
6	y	i	q	i	g	f	q	d	c	r	c	h	a	o
7	l	i	v	i	n	g	r	o	o	m	w	s	z	
8	c	t	m	z	s	o	c	o	n	o	j	i	t	g
9	o	e	y	b	p	q	i	o	y	m	o	n	i	g
10	t	n	z	k	e	l	e	m	i	a	p	d	e	a
11	t	t	x	d	i	n	i	n	g	r	o	o	m	
12	a	f	p	r	c	h	i	m	n	e	y	w	g	t
13	g	s	r	d	j	a	s	g	a	r	a	g	e	a
14	e	e	n	v	r	g	a	r	d	e	n	p	m	b

1. balcony
2. bathroom
3. bedroom
4. castle
5. chimney
6. cottage
7. dining room
8. door
9. garage
10. garden
11. hall
12. house
13. kitchen
14. living room
15. roof
16. room
17. stairs
18. tent
19. window

1.2/6 House HO12 D39

page 1 of 2

1.2/6 House HO12 D39



	A	B	C	D	E	F	G	H	I	J	K	L	M
1	k	i	t	c	h	e	n	s	t	a	i	r	s
2	b	a	t	h	r	o	o	m	v	d	q	z	m
3	h	o	u	s	e	r	l	k	b	o	h	h	i
4	h	a	i	l	v	o	d	b	a	o	j	i	m
5	t	n	p	g	e	o	z	e	l	r	a	p	c
6	y	i	q	i	g	f	q	d	c	r	c	h	a
7	l	i	v	i	n	g	r	o	o	m	w	s	z
8	c	t	m	z	s	o	c	o	n	o	j	i	t
9	o	e	y	b	p	q	i	o	y	m	o	n	i
10	t	n	z	k	e	l	e	m	i	a	p	d	e
11	t	t	x	d	i	n	i	n	g	r	o	o	m
12	a	f	p	r	c	h	i	m	n	e	y	w	g
13	g	s	r	d	j	a	s	g	a	r	a	g	e
14	e	e	n	v	r	g	a	r	d	e	n	p	m

1.2/6 House HO12 D39

page 1 of 2

1.6/3 House



pairs

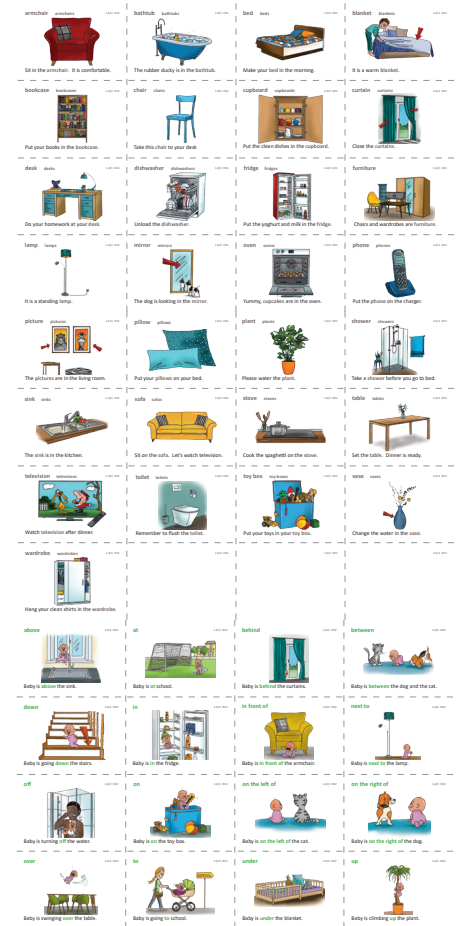


- C1

- C2

How to play:

- to activate household items and prepositions
- Divide the class into pairs.
- One partner in each team leaves the classroom.
- Remove **to, down, up and over** C2 cards.
- Give each student in the classroom a C1 & C2 card i.e. lamp and under.
- This student hides the lamp card under something in the classroom such as the desk.
- The student tells the teacher, **„The lamp is under the desk.“**
- The other students return, their partners give them the preposition cards and say, „Find the lamp.“
- The students look for their items. They leave the cards where they are.
- When they find the object they return to their partner and say, **„The lamp is under the desk.“**
- When all of the students have found their objects they take turns telling the other pairs where the object is and another pair retrieves the card, and says where it is and gives it to the teacher.
- Partners then change roles.



1.6/3 House



pairs



- C1

- C2

How to play:

- to activate household items and prepositions
- Divide the class into pairs.
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- This student hides the lamp card under something in the classroom such as the desk.
- The student tells the teacher, **„The lamp is under the desk.“**
- The other students return, their partners give them the preposition cards and say, **„Find the lamp.“**
- The students look for their items. They leave the cards where they are.
- When they find the object they return to their partner and say, **„The lamp is under the desk.“**
- When all of the students have found their objects they take turns telling the other pairs where the object is and another pair retrieves the card, and says where it is and gives it to the teacher.
- Partners then change roles.



1.6/3 House



whole class



- koosch ball or other soft ball

How to play:

- to review house and previously learned vocabulary.
- Have the class stand in a circle.
- Give a topic e.g. furniture, rooms, house, words of place, vegetables, weather, colours etc.
- Toss the ball round the circle.
- When a student catches the ball s/he says a word in that category.
e.g. furniture: 1st student says „sofa“. 2nd student says „ chair“ and so on.
- Give students the option of saying „pass“ when they can't think of a word in order to prevent the game from becoming too slow.

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1.6/3 House



pairs



- shapes (blocks, geomatplättchen,
or several objects from pencil case etc.)

How to play:

- 2 students sitting next to each other(facing the same direction)
- put a big book between them (so they cannot see what the other is doing)
- Each student has their pencil case open and a handful of identical shapes (geomatplättchen) in front of them.
- Student A makes a sculpture with the shapes and objects from their pencil case.
- Student A then tells student B how to make the same sculpture.
- e.g:
St A. **"Take a green triangle shape and put it down , then take a rubber and put it under or over the green shape."** etc.
- When Student A has finished describing his sculpture to student B, they take the book divider away and they compare the sculptures.

1.6/3 House



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1.6/3 House



whole class



- relaxing music

How to play:

- to review house vocabulary
- Play relaxing music and invite students to close their eyes.
- If they are not comfortable doing so they can leave them open.
- Go through an imaginary house.
- Ask questions so that students can imagine the various rooms and where the household items are located.
- e.g. **You are in the living room. Is it a big or small room?**
How many windows are there? How many doors are there?
Where are they? Where is the sofa . . .

-Follow up activity:

- Have the students draw a bird's eye view of the room
- and compare their rooms with classmates.

1.6/3 House



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1.6/3 House



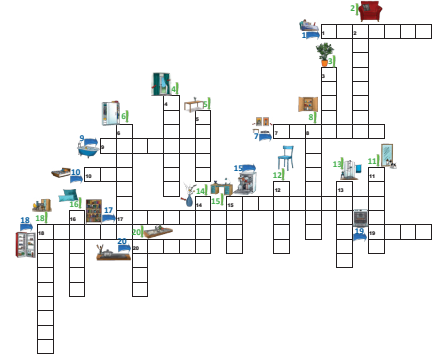
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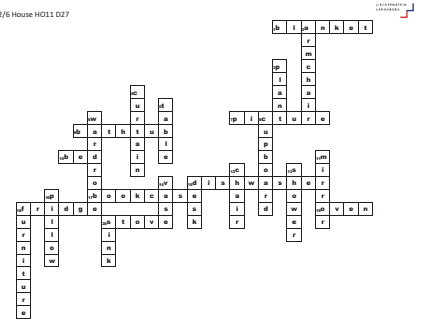
- HO11
- C1

How to play:

- Copy HO11 for each student.
- Students place the C1 cards face upon the floor,
- Have the students fill in the crossword.
- Students can do this in pairs if they want to.
- Students can look at the cards for help with spelling or writing of words



1.2/6 House HO11 027



1.6/3 House



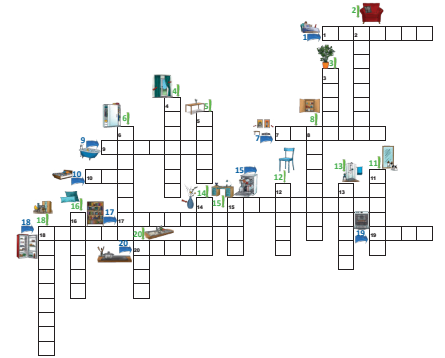
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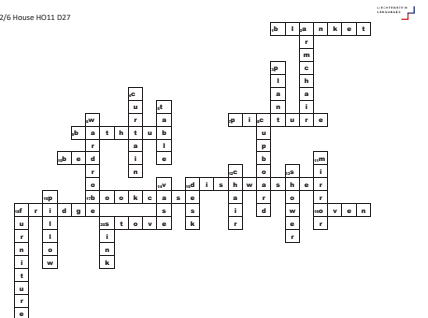
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1.2/6 House HO11 027



1.6/3 House