

## My neighbourhood

**Topic:** My neighbourhood

**Level:** Sfl E2/ SQA Access 3 / CEFR A2

**Time:** 60 - 90 minutes

### Aims

- To provide listening practice through watching the video called 'My neighbourhood'
- To develop learners' vocabulary to talk about neighbourhoods and where people live
- To develop learners' ability to use the present simple tense

### Introduction

In this lesson, learners watch a short video about a typical British neighbourhood. They will develop their knowledge in relation to their own situations and what it means to be part of a neighbourhood in the UK. It provides opportunities for meaningful interaction and language development through a series of collaborative activities based on the video. Particular focus is given to vocabulary and revision of the present simple tense, and learners are encouraged to use all four skills throughout the lesson.

### Preparation

**Learner worksheets:** Print out worksheets 1 to 6 for each learner

**Resource A:** Print and cut up one copy per pair prior to lesson.  
Colour print and laminate in order for the resource to be reusable.  
Ideally, Resource A should be enlarged to A3 size.

### Procedure

#### Warmer (15 mins)

- Hand out a copy of **Worksheet 1** to each learner and tell them to look at the pictures.
- Ask them what they can see in the pictures and what they think the lesson is about.
- Elicit the essential vocabulary related to neighbourhoods that learners will need for subsequent speaking task:

*terraced house, bungalow, semi-detached house, apartment/flat, detached house*

- If learners do not know any of the words, write them on the board and encourage them to match the words to the pictures on Worksheet 1. You will also need to pre-teach *neighbours, next door neighbour, neighbourhood*. Write these words on the board and allow learners time to copy them onto Worksheet 1.
- Check pronunciation and word stress.

## Lesson plan - My neighbourhood

**Task 1 - Speaking**

- Write the following prompts on the board and encourage learners to use them to form the complete questions.
- Check for accurate pronunciation and intonation.

Prompts	Questions
sort/ home/ live in?	What sort of home do you live in?
who/ live/ with?	Who do you live with?
talk/ to/ neighbours?	Do you talk to your neighbours?
friendly/ neighbourhood?	Is it a friendly neighbourhood?

- Tell learners to use the questions to interview 3 other learners in the group.
- Monitor the learners and encourage more able learners to find out/ provide further information (e.g. the names of cohabitants/ neighbours).
- Elicit group feedback. Avoid discussing sensitive personal information during group feedback so focus mainly on whether the learners talk to their neighbours and whether they live in a friendly neighbourhood.
- Give feedback on any common errors.

**Task 2 – Watch the video (10 minutes)**

- Put learners in pairs and hand out one copy of **Resource A** per pair.
- Ask learners to look at the map of Main Street and decide what type of houses are shown (terraced).
- Tell learners that they are now going to watch a video about a typical British neighbourhood. As they watch, they should use Resource A and put the correct house number and character with each home.
- Play the video (twice if necessary)
- Elicit correct answers and whole class feedback, including discussion of any other points raised from the video.

**Differentiation**

- Early finishers can make a note of extra information they hear in the video.

**Task 3 – Vocabulary (10 mins)**

- Hand out one copy of **Worksheet 2** to each learner and explain to the learners that the text is a written version of what they heard in the video. Allow time for learners to read through the text.
- Hand out one copy of **Worksheet 3** to each learner. Explain that they need to find words and phrases **in bold** in the text that mean the same as the words on the worksheet.
- Encourage the learners to work individually before checking their answers in pairs.
- Monitor and provide content-based feedback if learners require it.
- Establish correct answers as a class.

## Lesson plan - My neighbourhood

### Task 4 – Comprehension (10 mins)

- Hand out **Worksheet 4** to each learner and explain that they need to decide whether statements 1 – 10 are true or false.
- Allow learners to attempt the task. Only play the video again if necessary.
- Tell the learners to work individually before checking their answers in pairs.
- Monitor and provide content-based feedback if learners require it.
- Establish correct answers as a class.

### Differentiation

- More able learners should write the correct version for false statements. Learners who finish early could try to write more sentences about the people who live in Main Street.

### Task 5 – Grammar focus (10 mins)

- Hand out **Worksheet 5** to each learner and explain that they need to fill in the gaps with the correct verb.
- Check understanding of the term ‘subject’ and ‘verb’ and ask them to look at how the verbs change depending on the subject.
- Tell the learners to work individually before checking their answers in pairs.
- Monitor and provide content-based feedback if learners require it.
- Elicit present simple rules based on the verbs used in Task 5: The third person singular rule (Rule 1), what happens to irregular verbs *be* and *have* (Rules 2 and 3) and how the negative of *does* is formed (Rule 4).

### Differentiation

- Less able learners can use the transcript from Worksheet 2 for extra support.
- Early finishers could try to think of more examples of verbs within sentences and add them to the rules e.g: After *he*, *she* and *it*, the verb *do/go* become *does/goes*. (Learners to add example sentences)
- Signpost learners to this information, which includes how to form questions:  
<http://learnenglish.britishcouncil.org/en/english-grammar/verbs/present-tense/present-simple>

### Cooler – Where does Bill live? (5 mins)

- Hand out **Worksheet 6** to each learner. Put learners in pairs.
- Explain that learners need to use the clues to find out where Bill lives.
- The first pair with the correct answer wins!

### Tip:

You could turn the Cooler into a Running Dictation activity, which would be a great way to integrate all four skills. Cut up each of the 10 clues and stick them on the walls around the room in order for each pair of learners to read and dictate to their partner. When each pair has written down the 10 clues, then hand out **Worksheet 4** for them to complete.

Here is more information about how to set up a Running Dictation:

<http://www.teachingenglish.org.uk/article/running-dictation>

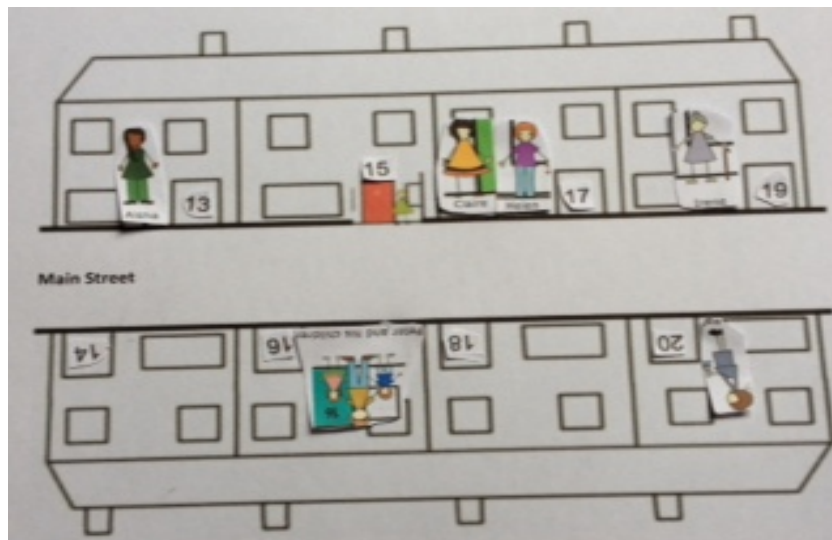
**Extension activities / Homework**

Ask learners to write about their own neighbourhood or a neighbourhood they know. It could be true or imaginary. You could use a famous soap to inspire your learners – Coronation Street, for example! Ask the learners to think if there are any people there like the ones who live on Main Street. You could also get the learners to describe their neighbourhoods for the rest of the class to draw.

**Answer key**

**Worksheet 1 - Warmer**

**Task 1**



**Worksheet 3**

**Task 2 – Vocabulary**

1. a quick chat
2. bins
3. feed
4. look after
5. goldfish; cats
6. opposite
7. babysit them
8. nosey
9. to gossip
10. drop in to see her

**Worksheet 4****Task 4 – Comprehension**

1. False. They are terraced houses.
2. False. They have a goldfish and two cats.
3. False. He has a daughter and a son.
4. False. Pat lives at number 20 and Irene lives opposite her at number 19.
5. True. She doesn't go out much.
6. True. She loves it when people drop in to see her.
7. True. She likes to talk about the old days.
8. True. She can remember what Main Street was like 50 years ago.

**Worksheet 5****Task 5 – Grammar**

1. live
2. have
3. lives
4. leave
5. talk
6. has
7. is
8. loves
9. doesn't
10. loves
11. likes

- Rule 1 s  
Rule 2 has  
Rule 3 is  
Rule 4 doesn't

**Worksheet 6****Cooler**

- Number 11 - BILL  
Number 12 - Tim  
Number 13 - David  
Number 14 - Jenny  
Number 15 - Robert  
Number 16 - Sally  
Number 17 - Kate  
Number 18 - Andrew