

# LISTENING: MY HOME

## TOPIC 1 UNIT 1: MY LIFE NOW

### Overview of topic

Learners listen to and answer questions about people talking about their homes.

### Listening skills

Learners listen for gist / key words: house, flat, pub, bedrooms, bathroom, lounge, dining room, garden

Learners listen for detail and question forms: *How many ...? What sort of ...? How long...?*

### Materials

Preparation	<u>Listening resource pack</u> 1.1.L1 and 1.1.L2 - (People and Homes) Print one set of A4 for display and 1 set of cards per person/pair.
Warmer	Resource 1.1.L1: Images of people - Rachel (interviewer) Claudine, Paul, Francesca and Chris.
Activity 1	Resources 1.1.L1 and 1.1.L2 (People and Homes) Video clip (all speakers) <a href="https://youtu.be/l5_UZoWRFy8">https://youtu.be/l5_UZoWRFy8</a>
Activity 2	Video clip (Claudine and Paul) <a href="https://youtu.be/ORq43rqUHZw">https://youtu.be/ORq43rqUHZw</a>
Extension	Additional images Phones/ cameras/ handheld devices

### Suggested approach

#### Warmer: Introducing the speakers

- Display A4 images of the 5 speakers on a whiteboard. Point to image of each and say: *This is (name)*. Ask learners to repeat the names (learners will need to become familiar with the characters for the listening activities).
- Do a quick memory check – give each learner a set of “people” image cards (Resource 1.1.L1). Say: *Where’s .....?* and prompt learners to hold matching card in air.
- Ask learners to take turns asking: *Where’s ...?* Introduce additional phrases according to the speaking skills of your learners: *Who’s got ...? Has anyone seen ...?*

#### Activity 1: Who lives where?

- Give out sets of “Homes” picture cards (Resource 1.1.L2). Check understanding of vocabulary items.

- 1<sup>st</sup> task: Ask learners to listen for “home” words and to hold up matching image card when they hear them.
- 2<sup>nd</sup> task: Give out “People” cards (Resource 1.1.L2). Learners listen and match people to the homes they live in.
- Check: Pick up and show one of the A4 “People” images and say: *(Name) lives in a ...* Drill the sentence as appropriate for the needs of your learners. Take the picture and stick it alongside the corresponding home.
- Show another “People” image and ask: *Where does... live?* Prompt a learner to take the image, stick it alongside corresponding “Home” image and make a statement: *(Name) lives in a ... He/she lives in a ...* Repeat until all cards are matched up.

#### **Differentiation/localisation/extension**

Source additional images to reflect your area (high-rise housing; cottage; terraced housing; caravan park).

Learners can use the images to make (or write) statements about their own/ others' homes *I live in a flat. Rahid lives in a hostel.*

#### **Activity 2: How many...?**

- 1<sup>st</sup> task: Play the clips of Claudine and Paul. Ask learners to listen for answers to specific questions: *How many bedrooms does Paul have? How many bathrooms does Claudine have? Does Paul have a garden? Does Claudine have a garden?*
- 2<sup>nd</sup> task. Ask learners to listen for questions. If they hear a question word, they should hold up their hand, then repeat the question. Learners who are more advanced speakers/listeners may be able to reproduce the question forms accurately: for learners who are less advanced, check on general understanding by repeating the question yourself, then prompting the learner to supply the answer.

#### **Differentiation/localisation/extension**

- If possible, make your own clips with local people and local accents.
- Devise and ask extension questions for learners who are more fluent. E.g *What does Claudine use her 5<sup>th</sup> bedroom for? What can Paul see from his flat?*
- Ask learners to interview one another about their own homes, using the questions identified in Activity 2. They could record themselves on smartphones or handheld devices for extra listening practice.