

Activity 2: Activities at home (CEFR A1)

Level:

Pre-Entry Step 2

Time:

45 minutes

Resources:

- ✓ Pictures of well-known people
- ✓ Handout
- ✓ Pictures of household objects
- ✓ Un-labelled plan of an apartment

Aims:

- ✓ To develop skills and knowledge in speaking and listening at Pre-Entry Step 2
- ✓ To develop students' ability to talk about activities at home
- ✓ To practice using the present continuous
- ✓ To learn vocabulary for rooms in the home and some common household objects

Exam task focus: All

| Procedure | Materials |
|---|---|
| <p>Start by saying We are going to talk about what we do at home. Ask students Where do you live? Do you live in a flat?</p> <p>Elicit vocabulary for different places (some may be in hostels or hotels if in emergency housing). Build-up spider gram on board.</p> <p>To elicit present continuous, use MIME Ask What am I doing?</p> <p>Mime and elicit – some suggested language - You are cooking. You are reading. You are watching TV. You are sleeping. You are playing football. You are having a shower. You are having dinner/breakfast.</p> | <p>Use pictures on share screen if necessary</p> |
| <p>Grammar focus</p> <p>See LANGUAGE NOTES below</p> | |
| <p>Introduce vocabulary and practice of present continuous short answers</p> <p>Set out ON THE SCREEN a plan of an apartment. Do not label the rooms yet but put a picture of an object in each room to represent it. (eg kitchen = spoon or pot, bathroom = shower gel or towel.)</p> | <p>Pictures of wooden spoon, pot, plate, mug, TV remote, book, towel, shower gel, football,</p> |

| | |
|--|--------------------------------------|
| <p>Have labels ready to drag onto the rooms. Encourage students to try and guess which room is before asking them to help you drag the labels onto the "rooms". Model and drill for students to practise saying the names of the rooms as you indicate them.</p> | <p>gardening tool)</p> |
| <p>Language in context: telephone conversation with an aunt that wants to know everything</p> <p>Have the questions boarded.</p> <p>Ask one confident student pretend to be in the "living room". Tell him/her that he is holding the TV remote. Pretend to phone him/her.</p> <p>Model the dialogue with him/her and then when he/she has performed drill the dialogue with the whole class.</p> <p>Now get two more students to pretend to be in different "rooms" and repeat the process.</p> <p>Finally, in Break out rooms (BORs), pairs practise the dialogue while pretending to be standing in the different rooms.</p> <p>(You could show students the pictures of realia and ask them to go and find the different things in their house and bring back to their workspace. This would enable them to have the items in their hand and would make things seem more real and provide visual cues.)</p> | <p>Pictures of well-known people</p> |
| <p>Review</p> <p>Use the handout to review the vocabulary. Some activities can go in more than one place but some would be silly (eg. playing football in the living Room).</p> <p>Students complete the two activities in BORs pairs, and then do a whole class check and get a couple of pairs to demonstrate their dialogues when everyone returns to main room.</p> | <p>Share handout via chat box</p> |

Teaching Approach

This lesson demonstrates strategies which work well with the typical STEPS profile students, who may have difficulties with literacy skills in their own languages, have had limited schooling or have suffered from trauma.

It is helpful to:

Keep them active in the classroom rather than sitting for the whole session.

Try to **introduce new vocabulary** using concrete objects which they can touch as well as see to stimulate multi-sensory channels.

Contextualise within an authentic communicative context.

Language Notes

You may find the students already use the present continuous but do not form it correctly. Even superficially fluent speakers may omit the auxiliary verb, so you need to correct this fossilized error. Teaching the correct short answer form (Yes, they are/No, I'm not etc.) helps with this.

At this stage do not worry too much about correct question form practice (the exam only requires them to understand it) but insist on use of the auxiliary verb in the short answer and the statement.

Handout Activity: At home

Match the activity to the place



<https://www.myenglishteacher.eu/blog/house-types/>

Living Room

Garden

Kitchen

Bathroom

Bedroom

Hall

cooking

having a shower

sleeping

watching TV

playing football

reading a book

having breakfast

Answering the phone

Aunt: Hello... Are you busy?

Student: No, I'm not. I am...

Aunt: Where are you?

Student: I'm in the...



<https://www.wikihow.com/Teach-Your-Child-to-Answer-the-Phone>