

Activity 2: Activities at home (CEFR A1)

Level:

Pre-Entry Step 2

Time:

45 minutes

Resources:

- ✓ Pictures of well-known people
- ✓ Handout
- ✓ Realia and large pieces of paper
- ✓ Room labels

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 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 Floor a plan of an apartment. If you have a large poster size paper, that would be ideal. 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>Realia of wooden spoon, pot, plate, mug, TV remote, book, towel, shower gel, football,</p>

<p>Have labels ready on strips of paper and encourage students to walk around and try and guess which room is before sharing out the labels for them to match them to the "rooms".</p> <p>Students return to seats and practise saying the names of the rooms as you indicate them.</p>	<p>gardening tool)</p> <p>Large pieces of paper</p> <p>Room labels</p>
<p>Language in context: telephone conversation with an aunt that wants to know everything</p> <p>Have the questions boarded or on a flip chart.</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 pairs practise the dialogue while pretending to be standing in the different rooms.</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 pairs, and then do a whole class check and get a couple of pairs to demonstrate their dialogues.</p>	<p>Share handout</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>

