

Homes: Teachers' notes and tips – elementary

1 Pre-reading tasks

- a Ask students to think about their homes – do they live in a house or flat or something else? Get them to tell the students near them about their home – do most people live in the same type of place?

Tip: adapt the lead in to your class

You may need to give students some vocabulary to do this depending on what type of accommodation they have where you teach.

- b Show the picture of the lighthouse at the bottom of the worksheet and explain that this is somebody's but they aren't a lighthouse keeper (new technology has mostly made this job redundant). See what initial reactions students have – is this a strange / funny / interesting idea?
- c Now put students into pairs and ask them to look at the questions about the person and to think about the idea of living in a lighthouse. The students wouldn't have thought about this before but try to get them to imagine living there themselves. This is a speaking activity only so check that none of the students are writing. (They don't need to worry too much about the person's name but the question is needed for the next tasks).

Tip: always try to create an interest in the subject

The idea of living in a lighthouse is very unusual so allow students time to think about what that may be like (quiet? noisy?), and what kind of person (boring? famous?) would want to live there.

- d When pairs have finished, get them to compare their ideas with another pair.
- e Ask for some open class feedback and see if the students agree on their suggestions.

Tip: encourage prediction

Predicting what may be in a text helps students to understand. Reading a text without any consideration of content will always be more difficult.

2 First reading tasks

- a Give each student a copy of the text and ask them to read it all. Tell students that they need to answer this question: *Is the person happy with his home?* They don't need to worry about the questions that are on the worksheet now.

Tip: always remind students that they can read the text again more slowly

Students only need to read to answer this one question, so they should not be worrying about unknown vocabulary or any details at this stage.

- b Feedback: *Yes, Luke is very happy!*

3 Second reading tasks

- a Tell students they're now going to read the text in more detail to find the answers on the worksheet. Again this is not a writing exercise, students only need to read and underline the key parts in the text (a few words) where the answers can be found.

- b Do the first two examples from the text – underline *Luke Matthews* and then underline *you can hear the sea*.
- c Students then continue on their own underlining the relevant parts only. Again make sure they're not writing anything on the worksheets!

Tip: encourage students to notice the main points

Students shouldn't be underlining whole sentences or paragraphs! They should only be underlining key points – a few words. For example, for 'What does he/she like about living there?' students only need to underline *peace, the views* and *sea life*. Although students are reading in more detail they are identifying the main parts of the text.

4 Post-reading tasks – speaking

- a Ask students to turn over the text and only look at the questions on the worksheet.
- b In pairs students then answer the questions as best they can together. They have already picked out the key words so this should help them to remember.

Tip: encourage students to use their own words

As students can't read the text and won't be able to remember the details they will have to paraphrase and use their own words. This helps students to consolidate the vocabulary they already have and prevents them from repeating the sentences parrot fashion. This method can also prevent students from plagiarizing texts as their English improves.

5 Post-reading tasks – writing

- a Brainstorm other different places people may live in. This may include castles, caves, churches, caravans, tents, tree houses etc. Try and get as many ideas as possible from the students. Board the ideas.
- b Students, still working in pairs, then look back together at the worksheet and the questions. They have to choose a place and invent a person, male or female, who might live in that place. Remind students that the lighthouse was good for Luke because he was a writer and liked being alone.
- c Give students plenty of time to think about the questions and then to write, in note form, the answers on the worksheet. If students are going to complete this at home make sure that both students have the answers written down.
- d Using their notes students then write about a person living in a strange building. Suggest they write at least 150 words.
- e For follow up in another lesson students can read each other's articles and decide which place they would prefer to live in.

Tip: provide an audience

If students write something like this it's always a good idea for the others in the class to read it and choose a place – it makes the writing a more interesting task rather than just being read and marked by the teacher. It also gives the students another reading task!