

# Culture

## Homes around the world

### Learning objectives

- Students learn about homes and families around the world.
- In the project stage, they write a paragraph about their own home and life.

### Warmer

Write *Homes around the world* on the board and elicit the meaning. Then put students into groups of three or four to brainstorm a list of types of homes around the world, e.g. apartment, bungalow, detached house, hut, igloo, tent.

Stop them after one minute and ask each group to read out their lists. Write their ideas on the board for them to check spelling, and then drill pronunciation.

Ask 'What kind of homes do people in your country live in?' and 'What kind of home would you like to live in?'

Discuss some ideas with the class.

- 1 Tell students that they are going to find out about homes in three different countries. Ask them to work in pairs to look at the photos and discuss the questions.

Invite different pairs to tell the class what they think, but do not confirm answers at this point.

Tell students that the families live in South Africa, Uzbekistan and Japan and hold a brief class discussion on what students think life is like in each place.

Ask them to read each text and check whether any of their ideas are mentioned.

- 2 Give students one minute to memorise the objects in the photos.

Stop students after a minute and ask them to close their books and work with a partner to write down the items they remember from each photo. Tell them that this is a competition, and you are going to find out who has remembered the most items.

Students exchange their lists with another pair and read them out to the class. Award a point for each correct answer, and a double point for anything which other pairs haven't mentioned.

Ask 'Which is the most unusual item on your list?'

- 3 Ask students to read the questions and tell them that they are going to read the three texts again to find the answers. Explain that they will need to read all three texts before writing their answers.

Students then complete the exercise individually before checking their answers with a partner. Invite different students to read out their answers and ask their partner to read out the part of the text where they found the answer.

Ask students to read the texts quickly again and check any unknown vocabulary, e.g. *bright* (having a strong colour), *pill* (a small, hard piece of medicine that you swallow) and *ceramics* (objects that are made by shaping and heating clay).

### Mixed ability

To help weaker students locate the information in the texts, encourage stronger students to call out the key words in each question.

### Fast finishers

Ask fast finishers to write one more question for each text for the rest of the class to answer.


### Answers

- 1 The Qampie family has the smallest home and the Ukita family the largest.
- 2 The children in the Kalnazarov family help their parents. Assiya cuts wood for the fire and Zulfiya looks after the animals.
- 3 Mio and Maya go to school every day except for Sundays.
- 4 Simon Qampie watches football at weekends.
- 5 The Kalnazarov family have two dogs. (They also have three cows for milk.) There is a dog in the Ukita family photo.

- 4 Ask students to read the questions and think about what they want to say. Then put them into groups of three or four to discuss their ideas. Monitor and join in with the conversations.

After a few minutes, stop the activity. Ask each group one of the questions and ask them to share their ideas. Then invite the rest of the class to offer their own ideas. (The answer to question 2 is blankets to keep warm; the answer to question 4 is that these are family heirlooms and perhaps very valuable.)

If your class is multi-cultural, invite students from different countries to talk about their own homes. If your students are from the same country, ask them to explain how their homes are different from the families they read about.

- 5  1.11 Tell students that they are going to find out about two more families. Explain that they will hear a lot of information, but that they should focus only on where the speakers come from. Play the recording. Check answers, and ask 'What do you know about living in Canada and India?'

## Audioscript

**Narrator:** Sanjeev


I live in Mumbai, which is a big city in the west of India. My dad works for a computer company and my mum's a teacher. My family's quite big and my grandparents and my aunt live with us. Then there's me and my sister, so that makes seven altogether. We spend a lot of time together as a family and we visit other relatives most weekends. My house is quite big with five bedrooms. I like it because it's really hot here in summer but our house stays very cool. We don't have any pets, but we sometimes get snakes coming into the house. They aren't dangerous but my sister hates them! I've got my own bedroom and that's where I keep all my things. My favourite possessions are my drums and my tablet. I got the drums for my last birthday and I think I'm getting quite good, but my grandmother sometimes complains!

**Narrator:** Tess

I live with my family in Whistler. It's a small town up in the mountains in Canada. My parents both work in the ski resort. Whistler is a really popular place for skiing and people travel from all over the world to ski here. We are quite a small family. It's just my mom and dad, my sister and me. Our house is quite big and there are six bedrooms. That's because friends and family often come and stay with us in the winter so they can go skiing. Oh, I nearly forgot, we also have three pets, a dog and two cats. They live in the house, but they aren't allowed upstairs. I do quite a lot with my family. We all love being outdoors and we often go for walks and bike rides in the summer and we love skiing together in the winter. My favourite possession has to be my skis. There's nothing like that feeling of speed and cold air when you are coming down the mountain. Oh, and I love my bike too. It gives me the freedom to visit my friends and get around in the summer.

## Answers

India and Canada

- 6  1.11 Refer students to the table and tell them to complete the countries.

Play the recording again for them to complete the rest of the table. Copy it onto the board while they are doing this, leaving plenty of space for students to fill in the missing information. Allow them to compare their answers with a partner, and then check answers by inviting different students to complete the table on the board.

## Extension activity

Ask students to listen for the following information and then play the recording again:

What jobs do Sanjeev's and Tess's parents do?

What do Sanjeev and Tess do with their families?

## Answers

	Sanjeev	Tess
country they live in	India	Canada
number of people in the family	7	4
number of bedrooms in the home	5	6
favourite possessions	drums and tablet	skis and bike

## Cooler

Ask students to call out all the countries they have learned about in the section (South Africa, Uzbekistan, Japan, India and Canada).

Play a matching game. Put students into groups of three and ask them to write down the countries on separate pieces of paper. They then write one fact about each country on separate pieces of paper. For example, *Nelson Mandela lived here* (South Africa). Remind them to keep a note of the correct answers.

Put the groups of three together to make groups of six. Students then match the countries with the information.

## Project

Tell students that they are going to write about their own home and life. Put them into pairs to discuss the different points and ask them to make notes about what they want to include in their paragraph.

Students then write their paragraph, including the information from their notes.

Monitor and help as they are working. Encourage them to use the texts on page 19 as a guide, but remind them to use the first person (*I, my, we, our*).

When they have finished, put students into new pairs to read each other's work. Then ask them to create a final version by printing out their paragraph and including a picture of their home and family.

Display the descriptions around the classroom, or post them on the class blog, if you have one, and invite students to read each other's work. Discuss any interesting facts they have learned about another student's family or life.