

Activity 1: Moving house (CEFR B1)

Level:
CEFR B1

Time:
45 minutes

Resources:
✓ Mind map
✓ Role cards
✓ Listening text

Aims:

- ✓ To develop skills and knowledge in speaking and listening at Entry 3
- ✓ To explore vocabulary and language functions connected to Entry 3 topics
- ✓ To listen for detail in face to face situations
- ✓ To practise using comments to give opinions informally
- ✓ To develop active listening skills and turn-taking awareness

Exam task focus: Component 1 Task 2

Procedure

1. Listening - To introduce the topic

- Tell students, *Today we're talking about why people move from one place to another and some of the choices we need to make.*
- The listening provides context for the topic and the role play as well as practising listening for detail.
- Write up the gist question on the board or write in chatbox.
 - How many times did the writer's mother move house?
- Read out the listening passage following the instructions.

2. Preparation for role play - Mind map

- Put students in pairs or small breakout rooms (BORs) to talk about why they or family members have moved from one place to another.
- Then they return to the main room, they report back what they have learnt and you build a mind map entitled Why people move to another place collaboratively on the board via screenshare, either using site Mindmup or manually. Elicit and/or make some statements as you do so
 - Eg *It is difficult to make friends when you move to a different place. It is difficult leaving your family behind when you move to a new place. People in small towns are friendlier than people in big cities. Big cities like London are expensive to live in.*

Mindmup can be accessed freely here: <https://www.mindmup.com/>

Materials

Listening text

Mind map

3. Language focus - Using statements for giving an opinion

- Point to the relevant part of the mind map using your arrow/pointer and make or elicit statements as indicated above.
- Begin with *It is difficult... etc.*
- Review introduction phrases for giving an opinion. eg *In my opinion...* or *I think...* but explain you don't always need to use them.

4. Supported role play

- Refer back to listening scenario. The couple had a choice.
- Stay in the UK or go to Italy for two years. Ask students *What questions could you ask to find out more?* Elicit and board some questions.
- Model and drill questions in whole class
- Have **Question** and **Comment** on the board so you can prompt, using pointer or arrow.

- **Teacher:** My employer says I must choose whether to move to another country or stay here in the UK. Indicate **Question** and pause.

Hopefully a student will ask *Which country /Where?* or similar Respond *Italy* then indicate **Comment**.

Student response could be *That's a nice country/ that's far away.*

- Continue for two more turns.
- Then students do this in pairs in BORs. Tell students to decide who is A and who is B. 3 minutes A hold the card and B questions and make comments and then switch
- Review whole class.

5. Free role play with a different scenario (also linked to the listening)

- This time switch it, so the evens have the card first and the odds are asking questions and making comments.
- After sometime, close BORs and return to MR. Ask a couple of pairs to perform their roleplay to whole class for review.

Role cards

Cultural awareness and appropriacy

In some cultures, in many situations or contexts where one person is perceived as higher status than another, it is considered rude to ask questions or comments.

This lesson focusses on the "conversation tennis" of typical conversations in British culture where the speakers jointly build a "discourse". It demonstrates how typical functions taught at this level (expressing an opinion, giving advice) do not have to be introduced by an explicit phrase such as **I think** or **You should**.

Listening text

Listening to provide context for role play practice

My parents moved house many times in their lives. My father had a job which involved moving around the country. Just after I was born they moved from Scotland to the seaside in the South of England. Three years later we all moved to Italy for two years because my father's firm sent him there.

We moved back to the same house near the seaside but then my father got a better job in the North of England near Manchester. My parents bought an old house in a small village. It had a big garden. We stayed there for a long time until my father retired.

My parents decided to move again then for several reasons. First of all the road where they lived had got very noisy. Another thing was that they did not need a big house anymore because we children had all grown up and lived in other places. Finally because the garden was big and the house was old they had to spend a lot of money on it

They decided to move back to the South of England and found a smaller house in the countryside near Reading. They wanted to enjoy their retirement and chose this area because the weather is good and the countryside is very beautiful with lots of places to visit.

My father died a few years ago and my mother has moved again. She lives in Brighton. She now lives in a small flat which is very near her sister's home.

Teacher's instructions

First listening

Gist question - **How many times did the writer's mother move house?**

Read the text

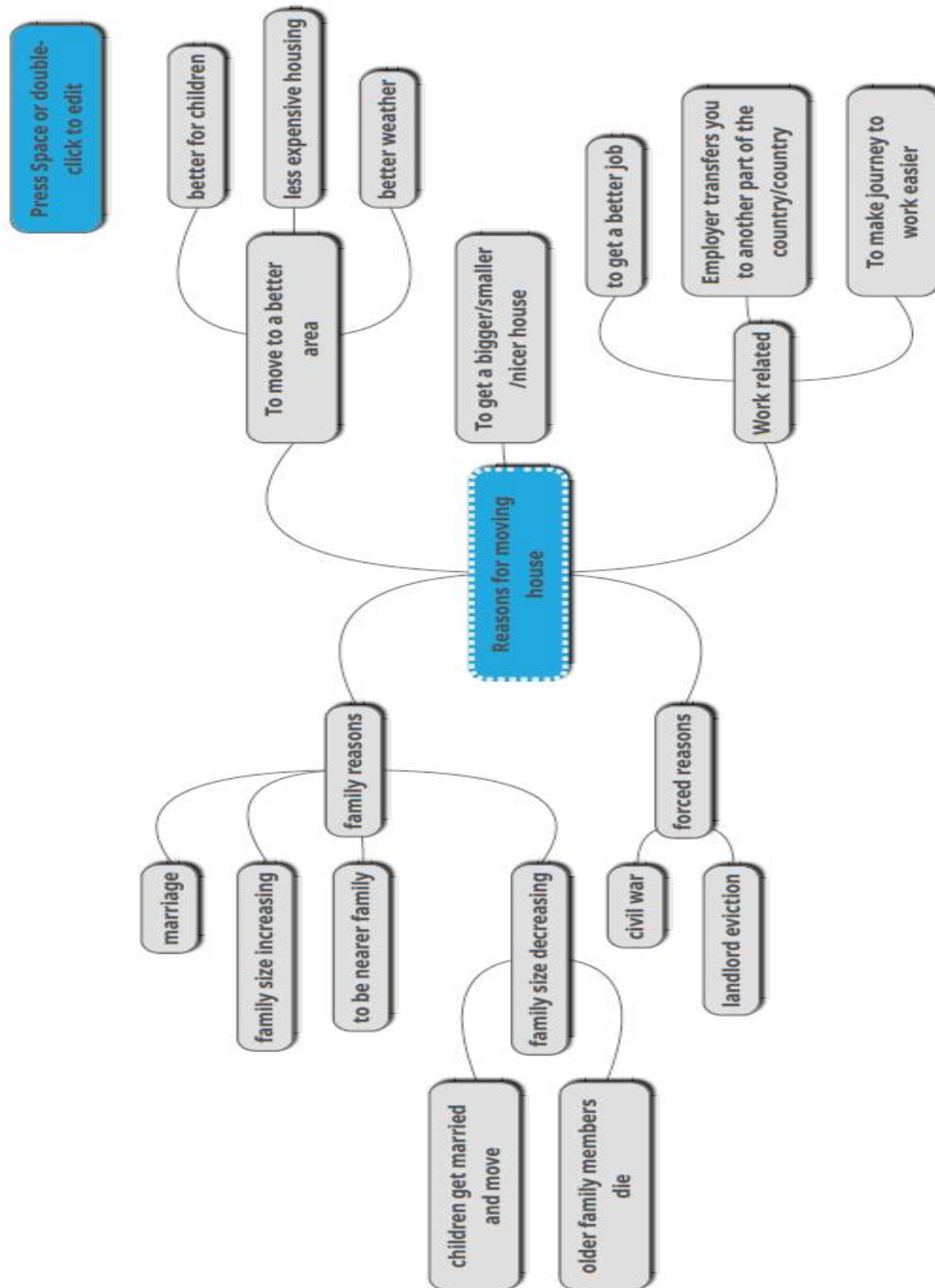
Elicit the places. Board them in a list which you can keep (eg flip chart or side of board)

- Scotland
- Seaside S of E
- Italy
- Seaside S of E
- North of England
- Countryside near Reading
- Brighton

Second listening.

Listen again and be ready to tell me some of the reasons for moving house.

Mind map



Role cards

MOVING TO ITALY	
<ul style="list-style-type: none"> Your company has given you a choice. You can stay in your existing job or move to Italy for two years You can't decide what to do. WAIT for your partner to ask you some questions and let them make comments You are married with two children who are both in Primary school 	
Stay in your existing job	Move to Italy for two years
Your job is easy and a bit boring	The post in Italy is interesting and the pay is much better
You have a nice house with a garden	In Italy you will live in a company owned flat with no garden
The children do not want to leave their friends	The children could learn a new language and culture
You do not speak much Italian. It could be difficult for you and your family to make friends	You like Italian food and culture. The weather will be better than in England

MOVING FROM SCOTLAND TO THE SOUTH OF ENGLAND

- You have a new job in the South of England. You must decide which town to live in: You have two choices: either in the same town as your new company or in a town by the seaside.
- WAIT for your partner to ask you some questions and let them make comments
- You grew up in the South of England and your family are all still there.
- You are married with a new baby

The same town as your work place	A town on the coast by the seaside
You could walk to work	You would have to drive to work
The town is small. There are few facilities	There are lots of shops and good leisure facilities
There is only one school	There is a good choice of schools
An aunt and her family live in the town	Your family could enjoy the seaside when they visit you

MOVING WHEN YOU RETIRE

- You are seventy years old. You are retiring with a pension. You need to choose whether to stay where you are or move to a village near Reading in the South of England.
- WAIT for your partner to ask you some questions and let them make comments
- You are married. Your children have left home.
- You have lived in your house for over 30 years

Staying where you are	Moving to the South of England
House is big and has a big garden. Lots of room for visitors	Houses are more expensive in the South of England
House is old and is expensive to heat. May need some repairs	Weather is better in the South of England
The road outside the house has got very busy	The countryside is very beautiful and there is lots to do in the area.
Nice neighbours but many friends have left the area	Will be nearer family