LISTENING: MY NEIGHBOURHOOD

TOPIC 2 UNIT 4: OUT AND ABOUT

Overview of topic
Learners listen to and answer questions about people talking about their local area.

Listening skills
Learners listen for key words: sea, landscape, park, live music, restaurants, beach
Learners listen for descriptive words and phrases: wonderful, amazing, beautiful, very good

Materials

Preparation	Listening resource pack 1.1.L1 and 2.4.L1 (People and Places) Print one set of A4 for display and 1 set of cards per person/pair.
Warmer	Resource 2.4.L1 Images of places: seaside, countryside, park, restaurant, beach
Activity 1	Video clip (all speakers) Resource 2.4.L2: Bingo (one copy per learner) https://youtu.be/0TdhWzMackc
Activity 2	Video clip (Chris and Claudine) Resource 2.4.L3: Speech bubbles (one set per learner) https://youtu.be/IGU31W8m6G0
Extension	Additional images and clips

Suggested approach
Warmer: Let's go to the ...

- Preview vocabulary. Spread out images (Resource 2.4.L1: seaside, countryside, park, restaurant, beach). Ask learners to take turns to pick up an image and name the place. Keep going until all images have been picked up. (Provide vocabulary yourself when necessary.)

- Display A4 images around the room. Ask everyone to stand up then say: *Let's go to the (place)* (or similar)*.* Walk to the correct picture and wait until everyone is there. Repeat for all the pictures.

- Prompt individual learners to give instructions for the rest of the group to follow. Encourage learners with stronger speaking skills to use a range of structures: *Why don't we go to… Meet me at the … See you at the…* etc

Activity 1: What do they like?

- 1st task: Ask learners to listen and raise their hands when speakers talk about things they like about their local area.
- 2nd task: Give out Resource 2.4 L2 Bingo cards and counters – one set per person. Play the clip and instruct learners to listen and match learners to places. Ask them to shout "Bingo" when they have covered 4 places.
- Check – ask learner to make statements about speakers' preferences. *E.g: Claudine likes the beach.*
- Continue to play clip until all counters have been used. (There are more people than places.) Ask checking questions as above, and repeat clip to clarify if necessary.
- Memory check: ask learners to show an image of a speaker and make a statement about something the speaker likes about their area. E.g: *This is Chris. He likes live music.*

Differentiation/localisation/extension

Source additional images to reflect your area (museums; parks; landmarks; mountains).

Learners can use the images to make statements about places they know, and give reasons. Ask prompt questions: *What do you like about it? What don't you like? Why?*

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Activity 2: Who said what?

- Show speech bubbles (Resource 4) and say each phrase several times.
- 1st task: Play the clips of Chris and Claudine. Ask learners to just listen for the phrases from the speech bubbles and to hold up the picture of the relevant phrase when they hear one.
- 2nd task: Stick images of Claudine and Chris to a whiteboard. Play the clips again and pause after each target phrase. Nominate a learner to take the correct phrase to the whiteboard and stick it by the speaker. Then ask checking questions according to the level of your learners: e.g *What was she talking about? What is wonderful?*

Differentiation/localisation/extension

- If possible, make your own clips with local people and local accents.
- For learners who can't read English, you may choose not to use the speech bubbles. You could pair learners, or help them link the colour of the written word to the target word
- Create additional speech bubbles using phrases from all 4 speakers.
- Talk to learners one-to-one about their own area, and use their responses to create language experience texts. Use the stems from Activity 2: *(Place name) is amazing/ beautiful/ busy. I like going to/ spending time in the (place).*