

Home sweet home

LEARNING OUTCOMES

- I can learn about typical homes in other cultures and use what I learn to make connections with my own culture.
- I can talk about homes in my own culture and understand my own cultural identity.
- I can make comparisons between cultures and use my own beliefs and values to improve my cultural knowledge.

VOCABULARY FOCUS

apartment [n]: (American English) a set of rooms for living in

basement [n]: the part of a building that is below the level of the ground

brick [n]: a block used for building walls and buildings

bungalow [n]: a house that is all on one level

clay [n]: a type of heavy wet soil that becomes hard when it is baked

countryside [n]: the area outside towns and cities

flat [n]: (British English) a set of rooms for living in

gardening [n]: looking after a garden

high-rise [adj]: tall with many floors

igloo [n]: a building made from snow or ice

mud [n]: very soft wet earth

share [v]: to use something at the same time as someone else

space [n]: the area for a purpose

stone [n]: a hard substance that rocks are made of

suburb [n]: an area or town near a large city but away from the centre

village [n]: a very small town in the countryside

wood [n]: the substance that forms the main part of a tree

WARMER

Ask students what they think 'home sweet home' means. Elicit some ideas before explaining that it is a traditional saying meaning that you are happy to be in your own home, and we often say it when we return to our home. Ask students to work in pairs and think of words that they associate with home. Share their ideas as a class.

- 1** In pairs, students discuss the infographic and answer the questions. Allow time for ideas to be shared with the rest of the class. Ask students if their own country is shown in the infographic. If not, ask how big they think a new home in their country typically is.

Answers

1 The size (in m²) of a typical new home in eight countries. **2** Australia, the US, Canada, Denmark, Greece **3** the UK, China **4** Students' own answers. (They might find it surprising that in a small country like Denmark, new homes are relatively large.)

- 2a** Ask students to read the texts quickly and find the answer. If they are struggling, tell them that they need to find seven types of homes in the text.

Answer

Seven: (high-rise) apartment, bungalow, detached house, igloo, flat, semi-detached house, terraced house.

Point out that an *apartment* and a *flat* are the same: *apartment* is more commonly used in American English, and *flat* is British English.

- 2b** Students read the texts again and decide if the sentences are true or false. When students have finished, check answers as a class.

Answers

- 1** F (over 70% of all Canadians live in cities)
2 T **3** T **4** F (The most popular type of home in the UK is semi-detached)
5 F (most Chinese people don't live in traditional houses made of mud or clay anymore) **6** T

- 2c** Students read the sentences and write the correct country. Check the answers as a class.

Answers

- 1** the UK **2** Canada **3** China **4** Canada **5** China
6 the UK

Gateway to culture

- 3a** Students work in pairs and discuss their answers to the questions. Invite some students to share their ideas with the class.

PROJECT

- 3b** Explain to students that they are going to work in groups of three or four to prepare a presentation. They will need Internet access to do their research, and this can either be done in class or at home.

For Step 1, students work with their group to choose a country they are interested in, to research information about homes, as well as their own country. Try to ensure a good mix of countries between groups. For Step 2, students follow the points for their Internet research to find information. If working at home, each group member can do some individual research and then share their ideas and findings with the rest of their group in the next class. For Step 3, students share the results of their research and discuss their findings.

- 3c** Students present their information to the class. They should compare the countries they researched with their own country, considering the similarities and differences.