

## Life in my country – Teacher's notes

**Level:** Beginner

**Language:** Common verbs and nouns, and adverbs of frequency from Units 5 and 6 of *Straightforward* Beginner.

**Skills:** Reading and Speaking.

**Activity:** Students read a text about people in Scotland and prepare a similar text about their own country. Students present to a partner then swap partners and tell the new partner what they remember from the previous discussion.

**Text:** The text is about Scotland. If you wish, you could create a similar text about your own country instead.

In Scotland people usually work from nine to five. They have an hour for lunch. They often eat a sandwich at work. They live in flats and houses. They read *The Scotsman* or *The Daily Record* newspaper. They play golf and football at the weekends. They like fish and chips. They sometimes go to restaurants and pubs in the evening. They usually have small families with one or two children. They often have computers at home and use the internet. They often go to Spain, Greece and Portugal for holidays.

**Procedure:**

- 1 Draw a map of Britain and draw some images such as mountains or a bottle of whisky to represent Scotland. Ask students to add drawings of other things relating to Scotland. This could be the Loch Ness Monster or kilts, etc.
- 2 Give students the handout and ask them to read and match the vocabulary in bold to the images around the text. Students write the verbs under the pictures.
- 3 Check the answers, putting answers on the board. Model and check pronunciation of the target vocabulary: verbs and nouns.
- 4 Elicit other objects for the verbs, e.g. eat a pizza, play tennis, go to the cinema, etc.
- 5 Dictate the text and ask the students to fill in the gaps (the adverbs of frequency). Revise the adverbs at this stage, drawing a scale on the board from *never* to *always* and plotting the adverbs on the scale.
- 6 Ask students about their country/ies. Are they similar or different? How? Ask them to write about their country using the verbs and adverbs from the Worksheet.
- 7 Students present what they have written to a partner. Monitor and make a note of any errors and good language.
- 8 Put good language and errors on the board for analysis and discussion.
- 9 Change partners and repeat.
- 10 At the end of the activity, ask students for a list of countries and the corresponding activities and verbs. Write the countries and verbs on the board so the students have a visual reference to end with.

\*\*As a variation you could give students different countries and ask them to write what they think is true for that country.