

B	Do you remember? Ask and answer the questions with your partner					
	1.	Where does James live?				
	2.	How long has he lived there?				
	3.	3. What does James say you can do in London?				
	4. What does James dislike about London?					
4	Abo	About You: Answer the questions about where you live.				
	1.	Where do you live?				
	2.	How long have you lived there?				
	3.	What is there to do in []?				
	4.	Is there anything you don't like about []?				
6	Rol	e-Play: Work with a partner.				

Role-Play: Work with a partner.

Use the conversation cards to practice talking about where <u>you</u> live.

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Additional Practice

Place	Like it?	Things to do	Don't like

Conversation Cards

You live in Paris

- You have lived in Paris for 10 years.
- You think it's not a bad place to live.
- Wonderful museums and restaurants.
- Very touristy / can be very expensive.

You live in Tokyo

- You have lived there all your life
- You think Tokyo is a great city
- Beautiful parks / shopping is great. You can buy anything you want!
- Really humid in the summer.

You live in Hawaii

- You have lived there all your life
- You think Hawaii is paradise!
- You can go swimming and surfing. The sunsets are unbelievable!
- Expensive / a long way from other cities







You live in	
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Talking about where you live Teaching Notes

Target Structures:	Conversational Expressions
Vocabulary:	General
Level:	Elementary to Pre-Intermediate
Time:	30 minutes
Preparation:	None

Suggested Teaching Method:

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This worksheet looks at common questions about where someone lives.

Direct students to the warm-up. Students should work in pairs.

If your students are confident with vocabulary, you could ask for additional adjectives to describe towns or cities. Divide them up as either positive or negative.

Have students read the five questions first. Pre-teach vocabulary, if necessary. [edge of, cosmopolitan, historical, enormous, the Tube, unreliable]

Then direct them to work alone, reading the conversation and filling in the gaps. It's best to fill in the gaps after reading the entire conversation.

Students can compare with a partner.

Next, have students read through the conversation with a partner, switching roles. Encourage them to 'look up and speak' rather than bury their heads in the worksheet.

Go through the dialogue providing help where necessary. If you have lower-level students, you may prefer to teach 'how long have you lived there' as a fixed expression, rather than provide an explanation of the Present Perfect Simple.

Pre-teach 'dislike' if necessary. Have students ask and answer the questions. They can switch roles. Go through the answers with the group.

This exercise gives your students the opportunity to personalize the language. It doesn't matter if your students are from smaller towns or villages.

If your students are confident, you could teach expressions to give more detail about where they live. The example in the dialogue is 'on the edge of'. You could also teach: in the north / south of (and also north of / south of etc.), not far from, on the outskirts of....

Students can write answers to the the questions and then practice asking and answering the questions.

Use the conversation cards for additional practice. If possible, encourage students to mingle with classmates they haven't talked to yet.

If your students need more practice, they can talk about other towns, cities or villages. Encourage imagination! It doesn't matter if there is very little to do in a location, as it will add to the humour.

Answer Key (Other answers may be possible)

- Where do you live? 1.
- How long have you lived there? 2.
- 3. Do you like London?
- 4. What's there to do in London?
- 5. Is there anything you don't like about London?



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- 1. He lives in London.
- 2. He has lived there all his life.
- You can visit / go to historical buildings, great museums and enormous parks.
 The Tube is very hot in the summer and it can be unreliable.

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