

## Three in a row

How many languages / teacher speak?	Where / meet your best friend?	Married?	How / teacher / travel to work?	Where / 7 p.m. yesterday?	Who / live with?
What type / mobile / have?	Where / go / holiday / next summer?	Who / favourite teacher / school?	How many friends / have on Facebook?	What / the last film / see?	Where / go / last summer?
Why / choose / to study English?	What / favourite meal?	How often / use / Internet?	Have / pet / when / a child?	What / like about your hometown?	What / do / next weekend?
Know how / use chopsticks?	Where / buy / shoes?	What / cook / tonight?	What / get / last birthday?	Can / play / instrument?	How much water / drink every day?
Which / favourite room / your house?	Where / parents / from?	When / learn / read?	Whose hair / longest / in your class?	Where / born?	What / wear / tomorrow?
How many texts / best friend / send a day?	What / average salary / your country?	How often / make mistakes / English?	How often / chat / friends online?	How old / grandfather?	What / eat / breakfast / this morning?



**Aim**

To practise asking and answering questions about the present, past, and future

**Language**

Question formation with Present Simple, Past Simple and *going to*

Question words

**Skills**

Speaking and Listening

**Materials**

One copy of the worksheet for each group of four students

**Pre-activity (10 minutes)**

- Write *Where?* on the board. Elicit more question words from the class, and write them on the board as a list.
- Write short answers to the questions in a jumbled order, e.g.:
 

1 <i>Where?</i>	<i>Because I was tired.</i>
2 <i>What?</i>	<i>Last week.</i>
3 <i>Why?</i>	<i>A lot.</i>
4 <i>When?</i>	<i>Two.</i>
5 <i>How?</i>	<i>A bicycle.</i>
6 <i>How many?</i>	<i>Every day.</i>
7 <i>How much?</i>	<i>By car.</i>
8 <i>How often?</i>	<i>Barcelona.</i>
- As a whole-class activity, students make questions with the question words and match them to the answers.

**Procedure (20 minutes)**

- Put students in groups of four and divide the groups into pairs. Hand out one copy of the worksheet to each group.
- Students are going to play the game *Three in a row*. The aim is for each pair of students to ask and answer three adjacent questions correctly, each with a follow-up question and answer.
- Explain that there are four 3X3 game boards on the worksheet, so students can play up to four rounds. Before the first round, you might want to assign different game boards to groups to start off with.
- Pairs within a group can toss a coin to decide who goes first. The students in the first pair choose a question to ask and answer from the game board, e.g.:
 

<b>A</b> <i>Where did you go on holiday last summer?</i>
<b>B</b> <i>I went to Italy.</i>
<b>A</b> <i>Who did you go with?</i>
<b>B</b> <i>I went with my family.</i>
- If the questions and answers are correct, the pair puts a cross (X) next to the chosen question on the game board and it's the other pair's turn to choose a question. If they ask and answer correctly, they draw a circle (O) next to the question on the game board.

How many friends / have on Facebook? <b>X</b>	What / the last film / see? <b>X</b>	Where / go last summer? <b>O</b>
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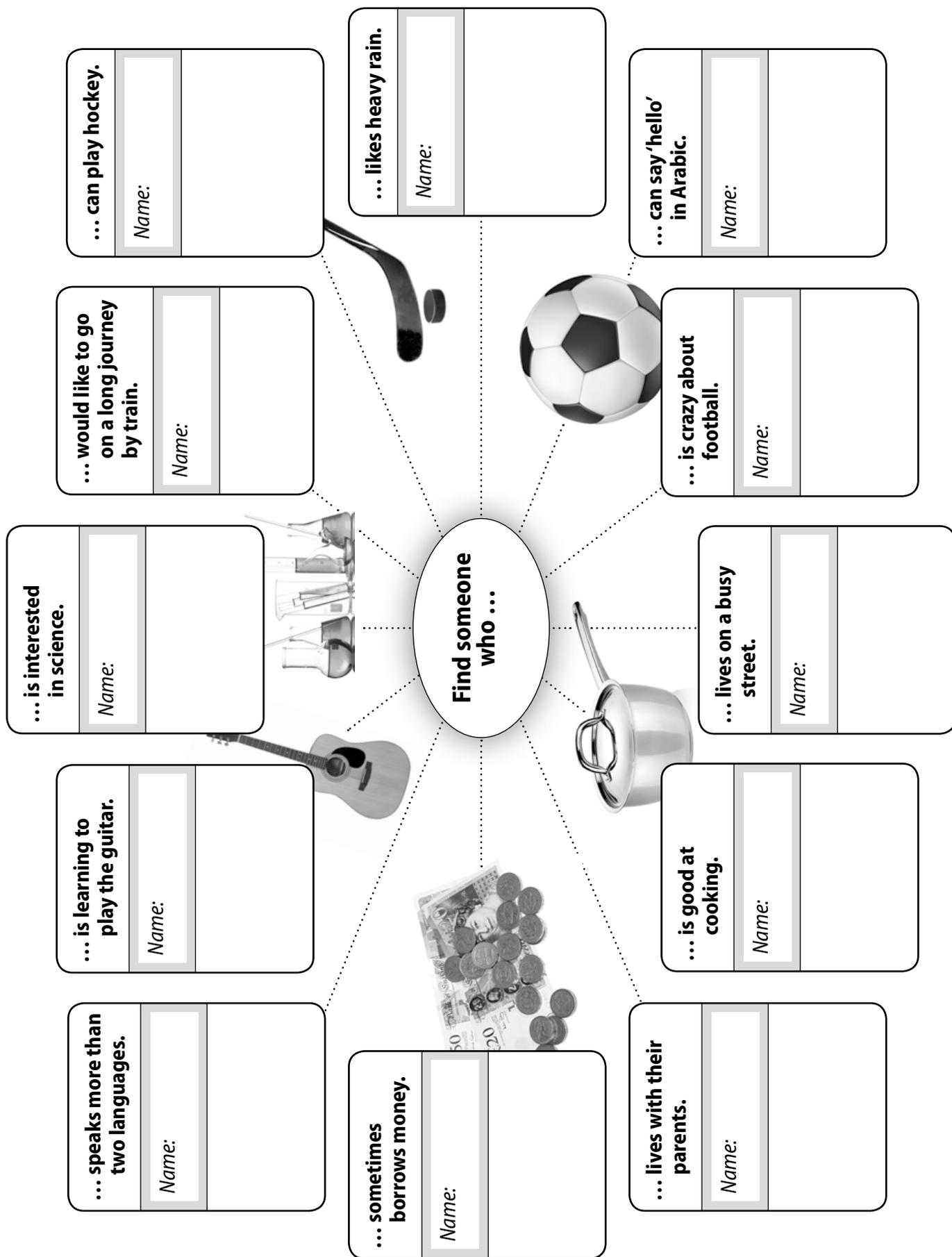
- If either pair gets three questions correct in a row horizontally, vertically, or diagonally, they 'win' those questions and can cross them out – the other pair may now not use these crossed out questions.
- The game is over when there are no questions left to ask. The winning pair is the one who has the most sets of, 'three in a row'. Students can then move on to the next game board and play another round.
- Go around checking that students are using question forms correctly. Make a note of any common errors.
- At the feedback stage, ask students to correct the errors.

**Extension (10 minutes)**

- Ask pairs to choose a question from the game and write a 10-line dialogue. They can then perform it in front of the class.

**Find someone who ...**

- ... can play hockey.**  
Name:
- ... likes heavy rain.**  
Name:
- ... can say 'hello' in Arabic.**  
Name:
- ... would like to go on a long journey by train.**  
Name:
- ... is crazy about football.**  
Name:
- ... is interested in science.**  
Name:
- ... lives on a busy street.**  
Name:
- ... is learning to play the guitar.**  
Name:
- ... is good at cooking.**  
Name:
- ... speaks more than two languages.**  
Name:
- ... sometimes borrows money.**  
Name:
- ... lives with their parents.**  
Name:



### Aim

To have personalized conversations with different classmates and get to know them better

### Language

Collocations (verb + noun, adjective + noun, adjective + preposition, verb + preposition)

### Skills

Reading, Writing, Listening, and Speaking

### Materials

One copy of the worksheet for each student

## Answers

### Pre-activity

- 1 say hello
- 2 speak two languages
- 3 crazy about something
- 4 interested in something
- 5 good at something
- 6 long journey
- 7 heavy rain
- 8 busy street

### Procedure

Starting from the top and going clockwise:

Do you like heavy rain?  
Can you say 'hello' in Arabic?  
Are you crazy about football?  
Do you live on a busy street?  
Are you good at cooking?  
Do you live with your parents?  
Do you sometimes borrow money?  
Do you speak more than two languages?  
Are you learning to play the guitar?  
Are you interested in science?  
Would you like to go on a long journey by train?  
Can you play hockey?

### Pre-activity (10 minutes)

- Write these jumbled collocations on the board:
 

1 say	two languages
2 speak	in something
3 crazy	journey
4 interested	street
5 good	at something
6 long	hello
7 heavy	rain
8 busy	about something
- Put students in pairs and give them two minutes to match the jumbled parts. Check answers with the whole class.

### Procedure (25 minutes)

- Tell students they're going to do a speaking activity. First, demonstrate how it works. Write on the board:  
*Find someone who has a heavy bag today.* Name: \_\_\_\_\_
- Explain that you need to find someone in the class and write their name. Ask the question *Do you have a heavy bag today?* until someone says 'yes' (asking a different question if no one does). Write their name on the board, and ask some questions to get more information, e.g. *What's in your bag? Why do you need those things? How often do you carry a heavy bag?* Write the student's answers in note form on the board.
- Give one worksheet to each student in the class. Put students in pairs and give them five minutes to look at the worksheet and prepare the 12 Yes/No questions they need to ask. Go round as students work, giving help and support where necessary. Check the correct answers with the class. Drill the questions for pronunciation.
- Explain that students need to ask their questions to as many different people as possible. They can ask the questions in any order, but they can only ask three questions to one person and then they need to move on. When they find someone who says 'yes', they must write their name on their worksheet, ask for some extra information and make notes.
- Tell students to get up and mingle. Allow about 15 minutes for them to complete the task.
- At the feedback stage, find out who's got the most names on their sheet. Then invite students to share anything interesting or surprising that they've learnt.

### Extension (10 minutes)

- Write on the board:
 

<i>It was a very high mountain.</i>	<i>It was a delicious meal.</i>
<i>I met an important person.</i>	<i>I paid a high price.</i>
- Tell students to choose ONE of the sentences on the board. Give them five minutes to write a short paragraph about it and tell them to include two or three collocations. The paragraph can either be true or false.
- In small groups, students take turns to read out their story. The others in the group guess if it's true or false.

Hi, how are you?	Thank you so much for helping me yesterday.	Can you help me with something?	Sorry I'm late.	Excuse me! Is this table free?
Can I help you?	Cheers!	I'm so sorry. I can't come on Saturday night.	Good afternoon!	How do you do?
Very well, thanks. How about you?	You're welcome. It was no problem at all.	Of course. What's the matter?	Never mind. Better late than never!	Yes, sure. Go ahead!
No, thank you. I'm just looking.	Cheers! Happy birthday!	No worries. Perhaps another time.	Afternoon! Terrible weather, isn't it?	How do you do? Lovely to meet you!



**Aim**

To play a memory game based on typically occurring conversation pairs

**Language**

Social expressions

**Skills**

Speaking and Listening

**Materials**

One copy of the worksheet for every four or six students, cut into 20 cards

**Answers****Pre-activity**

- 1 Hi, how are you?
- 2 How do you do?
- 3 Excuse me, is this seat free?
- 4 Cheers!
- 5 Sorry I'm late.

**Procedure**

Hi, how are you?

Very well, thanks. How about you?

Thank you so much for helping me yesterday.

You're welcome. It was no problem at all.

Can you help me with something?

Of course. What's the matter?

Sorry I'm late.

Never mind. Better late than never!

Excuse me! Is this table free?

Yes, sure. Go ahead!

Can I help you?

No, thank you. I'm just looking.

Cheers!

Cheers! Happy birthday!

I'm so sorry. I can't come on Saturday night.

No worries. Perhaps another time.

Good afternoon!

Afternoon! Terrible weather, isn't it?

How do you do?

How do you do? Lovely to meet you!

**Pre-activity (10 minutes)**

- Review the topic by giving students these social situations and eliciting some typical expressions:
  - 1 You meet a friend in the street.
  - 2 You meet a new boss at work.
  - 3 You're on a crowded train.
  - 4 You're starting a meal and everyone's got a drink.
  - 5 School starts at 9 o'clock. You arrive at 9.10.
- Write the expressions on the board, model and drill them. Draw attention to the fact that it sounds more friendly if you say these expressions with stress (making key words longer and louder) and intonation (up and down movement in the voice). Contrast saying *Bye!* in a low, quiet voice with flat intonation and saying it in a higher, louder voice with falling intonation.

**Procedure (20 minutes)**

- Explain that students are going to use some conversation cards to play a memory game. Divide students into groups of four (or six) and divide each group into two (or three) AB pairs. Give each group a set of cut-up cards.
- Each group lays all 20 cards out on the table, face down.
- Student A in Pair 1 turns over a card. Student B in Pair 1 turns over a second card. If the cards don't match to make a conversation, they should turn the cards back over and it's Pair 2's turn. If the two cards match to make a conversation, they should say the conversation using appropriate stress and intonation, and then keep the cards. They can then turn over another two cards to see if they match.
- The pair with the most conversation pairs wins the game.
- Allow students 10–15 minutes to play the game. Go round the class giving help where necessary and checking students are using and pronouncing the expressions naturally.

**Extension (10 minutes)**

- In small groups, students play a different game using just the cards which contain the starting line of the dialogue. They put all the cards in a pile, face down on the table. Player 1 takes the first card and says it to the group. The first person to give an appropriate response wins the card. HOWEVER, if Player 1 quickly says an appropriate third line to continue the conversation, he/she can keep the card. It's then Player 2's turn, and so on. The player with the most cards at the end wins the game.