

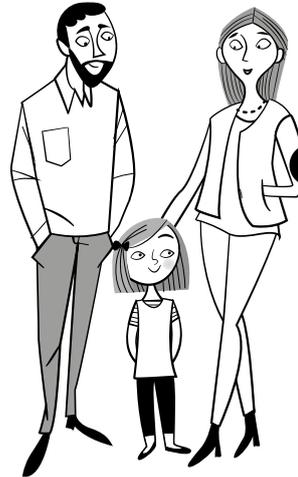
Student A

1
My name's Ana.
I'm 58 and my husband is 59.
We have three children.
I'm a teacher.
nationality: _____

4
name: _____
age: _____
I'm a doctor.
I'm from France.

6
name: _____
I'm 29.
job: _____
My wife is from Argentina.
We have one daughter.
Her name's Maya.

2
I'm David.
My sister's name is Julie and
my brother's name is Mark.
age: _____
job: _____
I've got a dog. It's ten years old.



7
name: _____
I'm a dentist.
nationality: _____
I'm 28.

3
name: _____
I live with David and
his parents.
age: _____

5
name: _____
I'm 25.
job: _____
I'm not married.

8
name: _____
age: _____
My mum is a dentist.

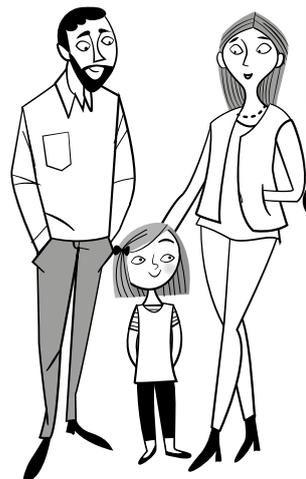
Student B

1
name: _____
age: _____
I'm a teacher.
I'm from Spain.
We have three children.

4
My name's Pierre.
I'm 59.
job: _____
nationality: _____

6
name: _____
age: _____
job: _____
My wife's name is María.

2
name: _____
I'm 21 and I'm a student.
My sister is a lawyer.
My dog is called Boxer.



7
name: _____
I'm 28 years old.
job: _____
nationality: _____
Our daughter's name is
Maya and she's three
years old.

3
name: _____
I live with David.
age: _____

5
I'm Julie.
married?: _____
I'm 25, and my brothers
are 21 and 29.
I'm a lawyer.

8
name: _____
age: _____
My dad is a doctor.

Aim

To ask and answer questions in pairs to find missing information about people and an animal in a picture

Language

Present Simple *to be*, possessive adjectives and possessive 's

Skills

Speaking and Reading

Materials

One copy of the worksheet per pair of students, cut in half

Answers**Student A**

- 1 nationality: Spanish
- 2 age: 21; job: student
- 3 name: Boxer; age: ten
- 4 name: Pierre; age: 59
- 5 name: Julie; job: lawyer
- 6 name: Mark; job: doctor
- 7 name: María; nationality: Argentinian
- 8 name: Maya; age: three

Student B

- 1 name: Ana; age: 58
- 2 name: David
- 3 name: Boxer; age: ten
- 4 job: doctor; nationality: French
- 5 married?: no
- 6 name: Mark; age: 29; job: doctor
- 7 name: María; job: dentist; nationality: Argentinian
- 8 name: Maya; age: three

Pre-activity (10 minutes)

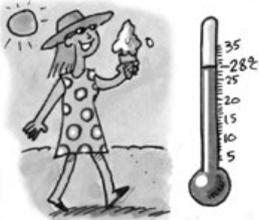
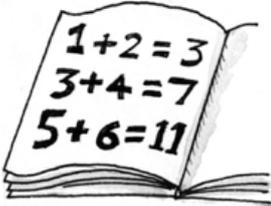
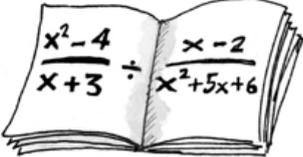
- Put the class in pairs or small groups. Ask them to describe different members of their family, including *name, age, job, nationality, married?*
- Get feedback as a whole class and encourage further discussion.

Procedure (20 minutes)

- Put students in two groups, A and B, and give each group their copies of the worksheets. Tell them that they all have the same picture showing different members of the same family, that is, grandparents, their three children, their granddaughter and their son's dog, but they each have some information missing. Explain that they are going to ask questions to find out the missing information.
- Give students time to read through the information and check any vocabulary within their groups. Monitor and help with vocabulary, as necessary. Encourage students to complete any information they can, but not to worry if they don't know all the information.
Ask Group A *What's the grandmother's name?* (Answer: Ana).
Ask Group B *What's the grandfather's name?* (Answer: Pierre).
- Ask students to work in pairs in their groups to think of (and write) the questions they need to find out the remaining missing information. Monitor, help and add any more questions they think they need to the board, paying attention to gender, e.g. *his/her/its*, etc.
- Students now re-group and work in A/B pairs to complete their worksheets. Explain/Show that they should not read out their information, but ask each other questions.
- Students take turns to ask questions to complete their worksheet. Monitor and help as necessary, encouraging full sentence answers. Make notes on any common errors in the use of possessives, possessive 's, word order and the verb *to be*.
- Have a whole-class discussion and confirm all answers. Write any common errors on the board that you noted from the activity, and ask students to correct the mistakes. Give good examples of English you heard during the activity too.

Extension (10 minutes)

- Put students in teams of three. Each student says the name of one person that they know well, but that their partners don't know. Explain that they have five minutes to find out as much as possible about each person.
- They must take turns to ask questions, e.g. *Who is X? He's my brother. How old is he? He's 21. What's his job? He's a student.*, etc. After they have finished, ask them to count up the number of separate facts that they have in total in their group for the three people.
- Encourage whole-class discussion about what each group found out about the different people.

<p>an old man</p>		<p>a young girl</p>	
<p>a fast car</p>		<p>a slow car</p>	
<p>a cold day</p>		<p>a hot day</p>	
<p>a horrible teacher</p>		<p>a friendly teacher</p>	
<p>an expensive meal</p>		<p>a cheap meal</p>	
<p>a beautiful house</p>		<p>a horrible house</p>	
<p>an easy exercise</p>		<p>a difficult exercise</p>	

Aim

To practise recognizing and using simple adjective + noun combinations

Language

Adjectives and nouns

Skills

Reading, Speaking, and Writing

Materials

One copy of the worksheet per group of three students, cut up into cards (which you may want to laminate for repeated use)

Pre-activity (5 minutes)

- Draw the following on the board: a simple picture of a car with a low price next to it, a picture of another car with a high price next to it, a picture of a big house, and a picture of a small house.
- Ask students to describe each picture using an adjective + noun combination (*a cheap car, an expensive car, a big house, a small house*). Check and drill their pronunciation.

Procedure (20 minutes)

- Explain that students are going to play a game where they match adjective + noun combinations to pictures.
- Put the students in groups of three. Give each group a set of cards. Students shuffle the cards and then put each card face down on the table one by one.
- The first student turns over two cards. If these two cards make a pair (i.e. a picture that matches an adjective + noun combination), the student keeps the cards and has another go. If the cards do not make a pair, the student turns them back over so they are face down.
- Students take turns to pick up cards until all pairs are found. The winner is the student with the most cards at the end.
- When they have finished the game, ask each group to discard the cards with words on, keeping only the picture cards. Students put the picture cards in one pile, face down in front of them. They then take turns to take a card and describe the picture, using adjective + noun combinations.

Extension (15 minutes)

- Ask students to write simple sentences with an adjective + noun combination, e.g. *My sister has an old car*. Monitor and help as necessary.
- Put students in pairs or small groups, and ask them to read out their sentences, but to leave out the adjective, e.g. *My sister has a _____ car*. Their partner, or other students in their group, must guess the missing adjectives.

Student A

1 Read the conversations with a partner. Find out the missing words.

Conversation 1
A Thank goodness it's Friday! Bye, Harry.
B _____
A Thanks. Same to you.
B _____

Conversation 2
C Hello, Mr Harrison. How are you?
D _____
C Very well, thanks.

Conversation 3
E Good morning!
F _____
E Yes, of course! Anything else?
F _____

Conversation 4
G _____
H No, thank you. I'm just looking.
G _____

2 Work with a new partner. Practise the conversations.

Student B

1 Read the conversations with a partner. Find out the missing words.

Conversation 1
A _____
B Bye, Tessa. Have a good weekend.
A _____
B See you on Monday.

Conversation 2
C _____
D Fine, thank you. And you?
C _____

Conversation 3
E _____
F Good morning! Can I have an espresso, please?
E _____
F No, thank you.

Conversation 4
G Good afternoon! Can I help you?
H _____
G That's OK.

2 Work with a new partner. Practise the conversations.

Aim

To memorize and dictate short conversations before practising them in pairs

Language

Everyday phrases for greetings and social interactions

Skills

Reading and Speaking

Materials

One copy of the worksheet per pair of students, cut in half

Pre-activity (10 minutes)

- Write *hello* and *goodbye* on the board. Ask students to think of any other ways of saying the same thing and write them on the board, e.g. *hi, good morning, bye, see you later*.
- Give students the following situations and elicit any useful phrases to say in each situation (e.g. **A** *Hi! How are you?* **B** *I'm fine, thank you. And you?*):
 - you see your English teacher on the bus
 - you meet your neighbour in the lift
 - you go into a clothes shop to buy some jeans
 - you go into a café.

Procedure (25 minutes)

- Explain that students are going to do a dictation activity as a race. Bear in mind that they may need to spell some names during the activity so if you feel it's necessary, do a little spelling practice as a class beforehand. They will also need to give their partner information about punctuation so it might be useful to pre-teach *comma* and *full stop*.
- Put all the Student A worksheets on the wall on one side of the room and all the Student B worksheets on the opposite wall.
- Put students in pairs. Students write the headings *Conversation 1, Conversation 2, Conversation 3, and Conversation 4* on a piece of paper. They then take turns to be a runner and a writer. Student A starts by running to their worksheet, memorizing the first line of Conversation 1, running back, and dictating the line to Student B, including the punctuation. Student B then runs to their worksheet, memorizes the next line, runs back and dictates the line to Student A.
- Students continue until they have written out all four conversations on their piece of paper. Check each pair's work for accuracy as they finish. The first pair to finish all four conversations correctly are the winners.
- Direct students to exercise 2 on the worksheet. Students should re-group and work with a new partner to practise the conversations.

Extension (15 minutes)

- Brainstorm other everyday situations that your students encounter. Write them on the board. Try to get between five and ten situations on the board, and a combination of formal/informal encounters.
- Put students in new pairs and ask them to choose one of the situations from the board and write their own mini conversation. Monitor and help students with vocabulary and pronunciation as they work.
- Ask each pair to read out their conversation (without saying which situation it was). The rest of the class guess which situation it is.

Maria's blog

Day 1: Welcome to my new page! All the posts are in English!

Hello! I'm a Spanish student. I'm in Notting Hill, London, England. I'm here to learn English.

My English family's name is Cole. Andrew (the husband) and Megan (the wife) have three children: Ethan (16), Jason (21) and Emily (25). Emily's married. They're all very friendly, but they speak very fast! It's difficult to understand them.



Posted on April 6th by Maria

Day 3: My first day at school!

Today is my first English class at St Martin's College. It's a big school in the centre of London, in Covent Garden. It's near a lot of shops, cafés and theatres. It's great! My class is very international! The students are from Italy, Hungary, Japan, China, Egypt, and Switzerland. Our teacher's name is Debbie. She's very young and she's very nice. I really like her. She's a good teacher.

Posted on April 8th by Maria

Day 10: I love London!

Hello again! It's great here. I love London! It's big and very interesting. I like shopping here, but it's very expensive. I go to the museums and galleries. The National Gallery is free! And I go to the parks. They are really beautiful. I go by bus or by Underground – it's very easy. The weather's OK. It's cold, but sunny. And the food is great! There are lots of Spanish restaurants in London! Check out my photos.

Posted on April 15th by Maria