

Role cards

<p>Parent Normally works from home Sometimes travels abroad on business Hates cooking Loves jogging Wants his/her children to get good education</p>	<p>Grandparent 75 years old Sometimes looks after the children Loves cooking Can't drive Suffers from arthritis Likes meeting friends for chat</p>
<p>Son/Daughter 17 years old In final year at school Wants to study graphic design at university Needs large room for doing art Loves going to the cinema and night clubs Learning to drive Girlfriend/Boyfriend lives in city centre</p>	<p>Son/Daughter 10 years old Enjoys playing with family dog in garden Loves cycling and swimming Happy in school, lots of friends Wants to take up saxophone Gets car sick</p>

House advertisements

<p style="text-align: center;">Village property*</p> <ul style="list-style-type: none"> • Large five bedroomed house with beautiful garden • Three floors • Small local school, no music teacher • Train station 15 minute drive • One hour from city centre • Friendly neighbours • No medical services 	<p style="text-align: center;">Suburban property</p> <ul style="list-style-type: none"> • Four bedroomed bungalow • Small garage and garden • Street parking possible • 35 minutes from city centre • Near airport and hospital • Good school, but on busy road • Nice kitchen • Near sports centre, but no pool 	<p style="text-align: center;">City property</p> <ul style="list-style-type: none"> • Top floor flat with small terrace and lift • Near city park, sports centre and social centre for elderly • On noisy road • Ten minute drive to hospital • Nearest school poor reputation. • Best school 15 minute walk across park
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*The family currently live in this village.

Useful language

Making suggestions

Why don't we ...
How about ...

Expressing preferences

I'd rather ...
I'd prefer ...

Agreeing

I think so, too.
That's true.
I suppose so.
That's a good idea.

Disagreeing

I don't agree.
I don't think that's a good idea.
I'm not sure about that.
I'm afraid I disagree.

Giving reasons

Well, the thing is ...
The problem is that ...

Activity

Group work: speaking

Aim

To choose a house/flat for a family to live in

Language

Making suggestions, giving reasons, expressing preferences, agreeing, disagreeing

Preparation

Make one photocopy of the sheet for each group of four students.
Cut up the four role cards.

Time

20–25 minutes

Lesson link

Unit 7, page 106

Teaching notes

Procedure

- › Students work in groups of four. Explain that they are members of the same family. They have to move house and they are looking at different locations for their new home. Each member of the family has different priorities.
- › Give each group a set of Role cards and tell students to take one card each.
- › Give each group a copy of the House Advertisements and Useful language. Ask students to place the sheet on the desk so that it is visible to the whole group. Allow time for them to read this.
- › Students discuss the advantages and disadvantages of each property according to their role. Remind them to use the expressions in Useful language. Stress that the objective is not to finish quickly, but to present all the arguments and to come to a decision about where their family will live.
- › Circulate and check they are doing the task correctly, helping out where necessary. Write down some errors as you move around the groups.
- › When students have finished, get some feedback from the class. Ask which house each group chose and why they chose it.
- › Comment on how well they used the Useful language and tell them that they will need to use this in Part 3 of the Speaking exam.
- › Finish the activity by doing some error correction with the class.