

### Role cards



#### Parent

Normally works from home  
Sometimes travels abroad on business  
Hates cooking  
Loves jogging  
Wants his/her children to get good education

#### Grandparent

75 years old  
Sometimes looks after the children  
Loves cooking  
Can't drive  
Suffers from arthritis  
Likes meeting friends for chat

#### 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

#### 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

### House advertisements

#### Village property\*

- 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

#### Suburban property

- 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

#### City property

- 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

\*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.