

Get to know the neighbours

Topic

Getting to know you

Learning outcomes

- Develop a set of adjectives to describe personality
- Identify the kind of questions that are socially acceptable
- Practise using a set of useful 'small talk' questions
- Practise being creative and imaginative
- Build spoken fluency

Age / level

Aged 13-17 and adults with CEF level B1

Time

110 minutes + extension activities. This plan could be done over several lessons

Materials

Presentation

Door images – This can be replaced by the presentation. 1 per class or group, depending on the number of learners

A5 Blank paper – 1 per learner

Appendix 1 cut up – 1 set

For roleplay:

Instrumental music

Decorations

Introduction

This is a low print lesson. This lesson is primarily aimed at building fluency, although there is also some vocabulary input (personality adjectives) and some useful questions for making small talk. The students are led through a series of stages to build up profiles for imaginary characters who live in the same neighbourhood. The lesson then brings these characters together at a neighbourhood party, where students can practice asking and answering simple questions about work, family, hobbies and so on.

Procedure

Before lesson	<ul style="list-style-type: none"> • Ensure there is space for learners to move around if you plan on doing the whisper game or party role play. • Try to decorate the classroom if doing the role play and have some background music ready
1. Lead in (5 minutes)	<ul style="list-style-type: none"> • Either display slide 2 or put a large version of the door images on the board. • Ask a couple of general questions. For example: <ul style="list-style-type: none"> — What country do they think these doors are in? (Denmark) — What colour is your front door? • Put students in pairs and ask them to discuss which of the houses they would most/least like to live in, and why. • Elicit a few answers from the class. <p>Tip: If you have a large group and no access to a projector make enough copies so learners working in groups can each have a copy.</p>
2. Whisper game (15 minutes) OPTIONAL	<ul style="list-style-type: none"> • Put learners into 3 or 4 groups. Ask them to stand up and make a line. • The first person in the line should stand near the front of the classroom, the last person should have a pen and paper and ideally be sitting. • Explain that during this activity all team members should whisper. If you hear any teams they will be disqualified. • If this is a new activity, demonstrate the activity with one group. • Either use Appendix 1 or write the sentences on to paper. Show the first person in each team sentence 1. They whisper it to the person next in line. This action is repeat until the person at the end of the line hears the question. • The person at the end writes the question down. Then signals they are finished. • Monitor closely and check for accuracy. You can award points • Repeat this with the rest of the questions • Make sure to correct any errors. • You could display slide 3 to support groups. <p>Note: If you do not have much space dictate the sentences. Both activities would provide additional listening and pronunciation practice.</p> <p>Tip: You could show slide 3 if you do not have time for this stage</p>

2. Discussion (20 minutes)	<ul style="list-style-type: none"> • Put learners into pairs and ask them to look at the images of the doors again. • They select one door and answer the questions using their imagination. • Monitor and feed in any language they need. • Ask pairs to share their ideas with the whole class.
3. Vocabulary review (15 minutes)	<ul style="list-style-type: none"> • Either display slide 4 or start a mind map on the board of adjectives to describe people. Ask for one or two suggestions. • Then ask learners in pairs to come up with 10 adjectives. Allow 2 minutes. • Ask each group to tell you an adjective. Write it on the board. Tell them they should not repeat an adjective that another group has said. If they do, their group is 'out'. • Stop the activity after 10 minutes if it's still continuing.
4. Definitions (20 minutes)	<ul style="list-style-type: none"> • Write the following adjectives on the board: <ul style="list-style-type: none"> — confident — funny — generous — kind — reliable — serious — shy — sociable <p>Ask learners to try to come up with definitions for these words with a partner. Allow 10 minutes for discussion before eliciting ideas.</p> <p>Display slide 6 and ask learners to match the adjective and definition. Or read out the definition and ask learners to tell you the adjective:</p> <p>Answers (also on slide 7)</p> <ul style="list-style-type: none"> • is nervous or embarrassed about talking to other people. (shy) • is careful, sensible and not silly. (serious) • enjoys spending time with other people. (sociable) • cares about other people. (kind) • feels sure about their ability to do things. (confident) • likes to give people things. (generous) • is good at making you laugh. (funny) • can be trusted to do something well. (reliable) <p>Tip: To add a game element, you could ask learners to write the adjectives on pieces of paper. Then can then hold up the adjective that matches your definition.</p>

**4. Preparation
for role play
(15 minutes)**

- Ask learners to work with their partner from stage 2. Give each person a piece of blank paper
- Either display **slide 8** or draw the table on the board.
- Ask learners to copy the table onto their piece of paper:

	Name	Male/female	Age	Job/school	Personality
1					
2					
3					
4					
5					

- With their partner they create profiles for the people who live in their house and fill in the table.
- Monitor and encourage them to be creative. They can use the vocabulary from stage 3, or any other suitable adjectives they know.

**5. Small talk
questions
(10 minutes)**

- Ask students if they know what 'small talk' is- polite conversation with people you don't know very well, about fairly unimportant things.
- Either show **slide 9** or read out these small talk examples:
 - What do you do for a living? (A polite way of saying 'what is your job?')
 - How much do you earn?
 - How old are you?
 - Do you have any children?
 - Have you lived/worked here long?
 - Do you have any hobbies?
 - What are your politics?
 - Are you going on holiday this year?
 - Pause after each question and ask learners to give a thumbs up, for an appropriate question, or thumbs down, for an inappropriate question.
- Then ask students to decide with a partner, or in small groups, which of the questions in exercise 5 would be suitable for small talk.

	<p>Answers: In the UK it would usually not be appropriate to talk about how much people earn, or how old they are, or about politics with people that you don't know well.</p>
<p>Pronunciation drill (20 minutes)</p> <p>OPTIONAL</p>	<ul style="list-style-type: none"> Write the following on the board: <ol style="list-style-type: none"> What do you do for a living? Do you have any children? Read out both questions and slightly exaggerate the fall in question 1 and the rise in question 2. Elicit from learners which is a closed question (2) and which is an open question (1) Write the following on the board to elicit the rule : <p style="margin-left: 40px;">Open questions end with a _____ intonation (Answer: falling)</p> <p style="margin-left: 40px;">Closed questions end with a _____ intonation (Answer: rising)</p> Either use slide 9 or write each question from stage 5 on the board and drill the pronunciation. Tip: Start with a whole class drill, then nominate groups, finally nominating individual learners to make the drill more interesting Ask learners to work with a partner and take turns practicing the pronunciation. Allow 5 minutes <p>Note: Closed questions can only be answered 'yes' or 'no'. Questions that require a fuller answer are open.</p>
<p>6. Roleplay (25 minutes)</p>	<ul style="list-style-type: none"> If you have music start playing it quietly Tell learners they are going to a for the neighbours who live in these different houses. Each student now takes on the role of one of the people in the house they chose. They use the table from stage 4 for basic information but can also invent new information. Tell learners to talk to at least four neighbours and find out something about them. <p>Note: Depending on the level/confidence of your students you could also teach them some ways of introducing themselves:</p>

	<p>E.g. Hi, I'm Ricardo. I live at number 11.</p> <p>Lovely to meet you. I'm Sarah.</p>
7. Lesson round-up (5 minutes)	<ul style="list-style-type: none"> Put students into new pairs, or small groups and ask them to tell each other about the most interesting 'character' they met. They should explain why, perhaps using some of the personality adjectives, and tell each other what they found out about this person. If time, some students could tell the class about who they 'met'.

Contributed by

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APPENDIX 1 – Whisper game sentences ✂

Where is the house?
Which country is it in?
Is it in a city, a town or a village?
How big is the house?
Does it have a garden?
Who lives in the house?
This sentence is a test.