

Get to know the neighbours

Topic

Getting to know you

Aims

- To develop a set of adjectives to describe personality
- To raise awareness of what kind of questions are socially acceptable
- To teach a set of useful 'small talk' questions
- To encourage students to be creative and imaginative
- To build spoken fluency

Age / level

Teenagers and adults with CEF level A2/B1

Time

50 – 60 minutes

Materials

Worksheets 1,2 and 3. These could be shared between 2 students

Introduction

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

1. Lead in (5 minutes)

Draw students' attention to the pictures of front doors on **worksheet 1**. Ask a couple of general questions. For example:
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.

2. Discussion (5 – 10 minutes)	<p>Then ask the pairs to choose one of the houses and answer the questions. Make sure they know that they are just guessing or using their imaginations. There are no wrong answers.</p> <p>Elicit a few ideas as a class. See if students who chose the same house have similar ideas about it or not.</p>
3. Vocabulary focus (15 minutes)	<p>Worksheet 2</p> <p>Ask students to match the adjectives with the definitions (1-8). If they are sharing a worksheet, they could do this in pairs.</p> <p>Check their answers as a class. Ask a few checking questions. E.g.</p> <ul style="list-style-type: none"> - Does a shy person enjoy going to a party? Why not? - What kind of person likes going to a party? (a sociable person) - If you lose your wallet, what will a kind person do? (Maybe lend or give you some money) - What kind of birthday present does a generous person give you? (a big one etc) - What's the opposite of a funny person (a serious person) - Would you lend money to a reliable person? Why? (because you know you can trust them to give it back) <p>Check students can pronounce all the words.</p> <p>Students then work in pairs to answer exercise 3b.</p>
4. Preparation for role play (5 – 10 minutes)	<p>In their original pairs, students work together to complete the table for each person who lives in the house they chose. Encourage them to be imaginative and creative. There are no wrong answers. They can use the vocabulary from exercise 3, or any other suitable adjectives they know.</p> <p>Monitor and help/encourage as needed.</p>
5. Small talk questions (5 minutes)	<p>Worksheet 3</p> <p>Ask students if they know what 'small talk' is- polite conversation with people you don't know very well, about fairly unimportant things. 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> <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>Especially with lower level or less fluent students, you could drill the more appropriate questions to be sure that they can ask them confidently and fluently.</p>

6. Roleplay (5 – 10 minutes)	<p>Each student now takes on the role of one of the people in the house they chose. They use the table from exercise 4 for basic information, but can also invent new information.</p> <p>Tell the students that they are going to be going to a party for the neighbours who live in these different houses.</p> <p>Set the classroom up so students can move around and ask them to mingle and try to talk to at least four neighbours and find out something about them. 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. Lovely to meet you. I'm Sarah.</p> <p>Let students mingle and ask and answer questions</p>
7. Lesson round-up (5 minutes)	<p>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.</p> <p>If time, some students could tell the class about who they 'met'.</p>

Contributed by

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