

2.1 I remember it well!

Remember when we were kids and we all lived in ...

Do you remember at the weekend we used to ...

At school we used to ...

And at school we loved ...

But we didn't use to ...

Do you remember the time in school when we were ...

Suddenly, the teacher came in and ...

After that we ...

Do you also remember all the fun things we did after school? We used to ...

Yeah! That was great. And we looked so different! Do you remember we used to wear/ have ...

Oh yeah! I can't believe how much we've changed. Well, it was great to see you! Let's keep in touch!

2.2 Buy my house

A You want to sell your house and buy a different house with the money you make. Complete the information about your house below. You can be creative!

- 1 Where is it? _____
- 2 How many bedrooms does it have? _____
- 3 How many bathrooms does it have? _____
- 4 What other rooms does it have? _____
- 5 What materials did the builders use? _____
- 6 How big is it? _____
- 7 How old is it? _____
- 8 What cool things or places are near your house? _____
- 9 What other interesting facts are there about your house? _____
- 10 How much do you want to sell it for? _____

B Now, ask other people in the class about the houses they are selling. Ask questions to get more information if you can. If you think the house is expensive, ask them for a cheaper price.

C Have you spoken to everyone? Can you afford the house you want to buy with the money you will make from your house sale? Choose the house you want to buy, but don't tell anyone yet.

D Work in new groups and discuss which houses you liked the most and what house you want to buy. Tell your friends why you want to buy it.

NOTES

1.2 How well do you know me?

Activity

Pair work: sentence completion

Aim

To use adjective complements to talk about how you feel

Language

Adjective complements

Time

20–30 minutes

Preparation

Make a copy of the worksheet for each student.

Procedure

- Give each student a copy of the worksheet and ask them to complete the 'You' column with things or activities that make them feel the emotion in the first column. (Step A)
- Copy the first couple of rows of the worksheet on the board and do a model for yourself.
- Put students into pairs and ask them to complete the second column for their partner, guessing what they might say. (Step B)
- Tell students to ask and answer questions from the worksheet in their pairs and see if they predicted any correctly. (Step C) You could model the dialogue with a student first.
- As a follow up, ask them to repeat the activity with another student.
- To finish the activity, ask the class what the most common answers are and share information. (Step D)

2.1 I remember it well!

Activity

Pair or group work: writing a dialogue

Aim

To create a dialogue about the past

Language

Past simple, *used to*, past continuous

Time

Approximately 45 minutes

Preparation

Make a copy of the worksheet for each pair or group.

Procedure

- Give each pair or group a worksheet and ask them to decide who will record the answers.
- Explain the situation: they are twenty years in the future, and they are meeting for the first time since they were at school together. They have to create a dialogue about what things were like when they were younger.
- Ask students to read the first sentence stem and discuss what to write. They can do more than just finish the stem. Model it on the board if you wish, e.g. *Remember when we were kids and we all lived in [Tarragona]? We all lived only a few minutes from each other.* Give a time limit of two to three minutes.
- Tell them to fold the paper where shown so what they have written is hidden, and pass their papers to the next pair/group. You could ask them to pass it to the group on their right, and each group does the same. They must not look at the previous group's writing on the new paper they get.
- Tell them to read the next sentence stem and continue their original discussion, but on the new paper. They pass this to the next pair/group. They repeat this until all the boxes have been completed.
- Tell students to hand back their papers to the original groups.
- Pairs or groups should take turns to read the stories to the rest of the class and vote on the best/funniest/strangest dialogue.

2.2 Buy my house

Activity

Pair work, group work / whole class: speaking

Aim

To describe and ask questions about a house

Language

Vocabulary for describing a house

Time

45–60 minutes

Preparation

Make a copy of the worksheet for each student. Plan groups: you can either do this activity in groups of about seven or eight, asking students to talk to every other student in their group, or you can do this as a class mingling activity, asking students to switch partner every five minutes or so, and then coming together as a whole class.

Procedure

- Explain the situation to the students: they are all house owners who want to sell their house and buy a new one.
- Go through the questions to check they understand them all, and discuss what information they can write. They don't have to write about a real house, but they can be creative. They can just write notes and key vocabulary here. Give students about five minutes to make notes about their house. (Step A)
- Model the activity with a student first, including some bargaining over the price. It is important that students try to make enough money from selling their house to buy the new house they want.
- Put students in pairs to ask and answer about their houses. (Step B) They should take notes about the houses they hear about. After five minutes, clap your hands and ask students to find a different partner. Do the same after another five minutes. After students have spoken to everyone in their group/class, tell students to decide on which house they want to buy. (Step C)
- Then put students into groups of three or four and ask them to tell each other which houses they liked the most and why, and to say which house they decided to buy. (Step D)
- If you have time, ask one person from each group to tell the class which houses were most popular and why.

3.1 Health and lifestyle app

Activity

Pair or group work: create and present an app that checks a person's health and lifestyle

Aim

To ask and answer questions about health and lifestyle

Language

How much, many?; countable and uncountable nouns

Time

45–60 minutes

Preparation

Make a copy of the worksheet for each student in the class

Procedure

- Put students into pairs or groups of three or four and tell them to read the worksheet. They have four areas they have to think about: Activity, Mental Health, Diet, Sleep and relaxation. (An alternative here would be to divide the class into four and have each group design one area, i.e. part of the app.) Tell students to talk to each other and decide what information the app should collect for each area, e.g. number of hours they sleep, what they eat, how often they exercise, etc.
- Tell students to create questions the app would ask the user. Help with a couple of sample questions if necessary, e.g. *How much water do you drink every day? A lot (3+ glasses) Some (2 glasses) A little (1 glass)* They should also consider the information the app will give the user. They also decide on the design of the app and how the user will use it, e.g. will it come up on the phone each day? What visuals will it have? (Step A) (This could lead to a poster presentation.)
- Tell students to prepare to present their app to the class. They should decide which member of their group will present which aspect of the app. If possible, they should demonstrate it by asking a volunteer the relevant questions and showing on the board how it would appear.
- Tell groups to present to the class and ask the audience to listen and think of questions. Allow time for questions after each presentation. (Step B)
- Ask the students to tell the class what they liked about each app.