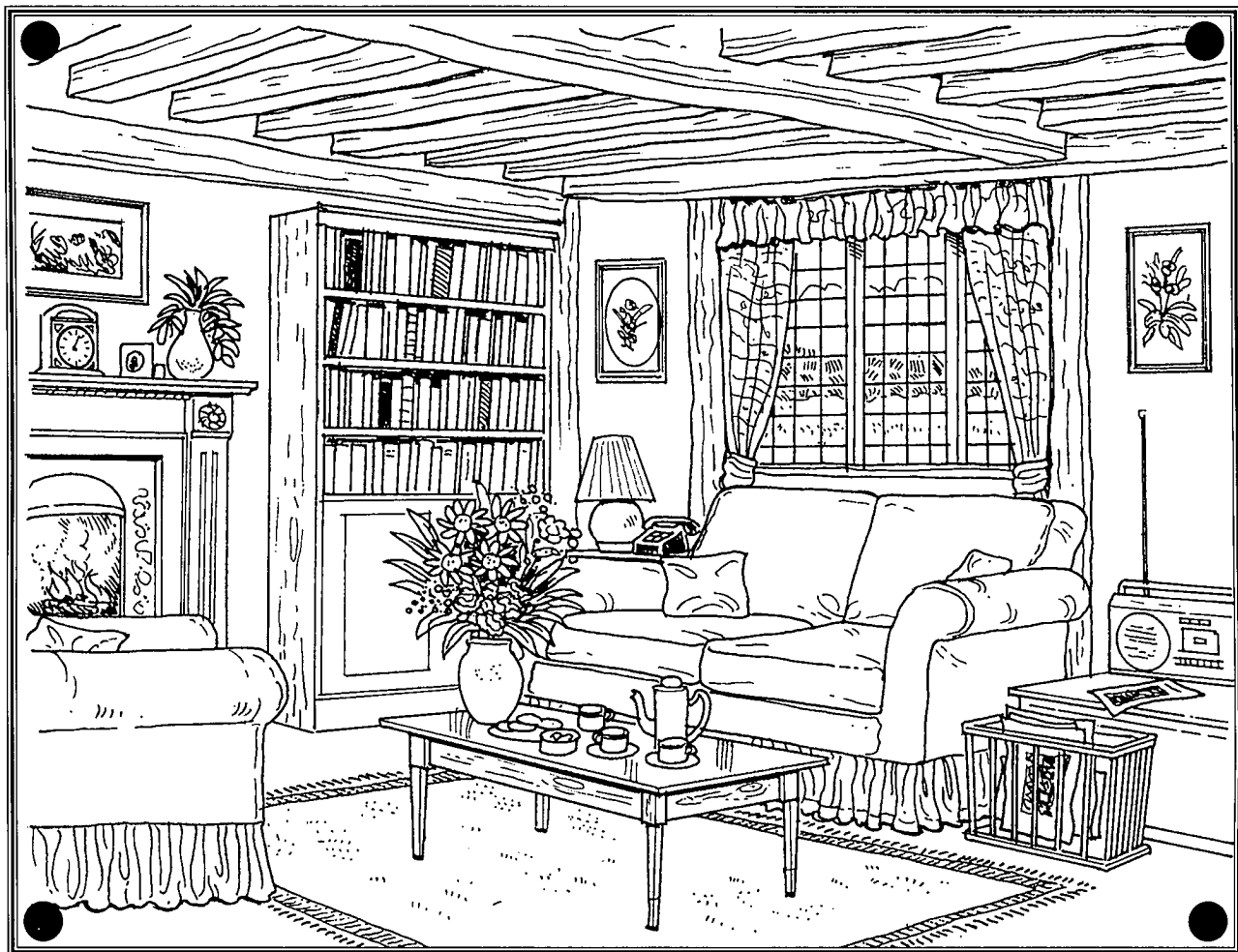


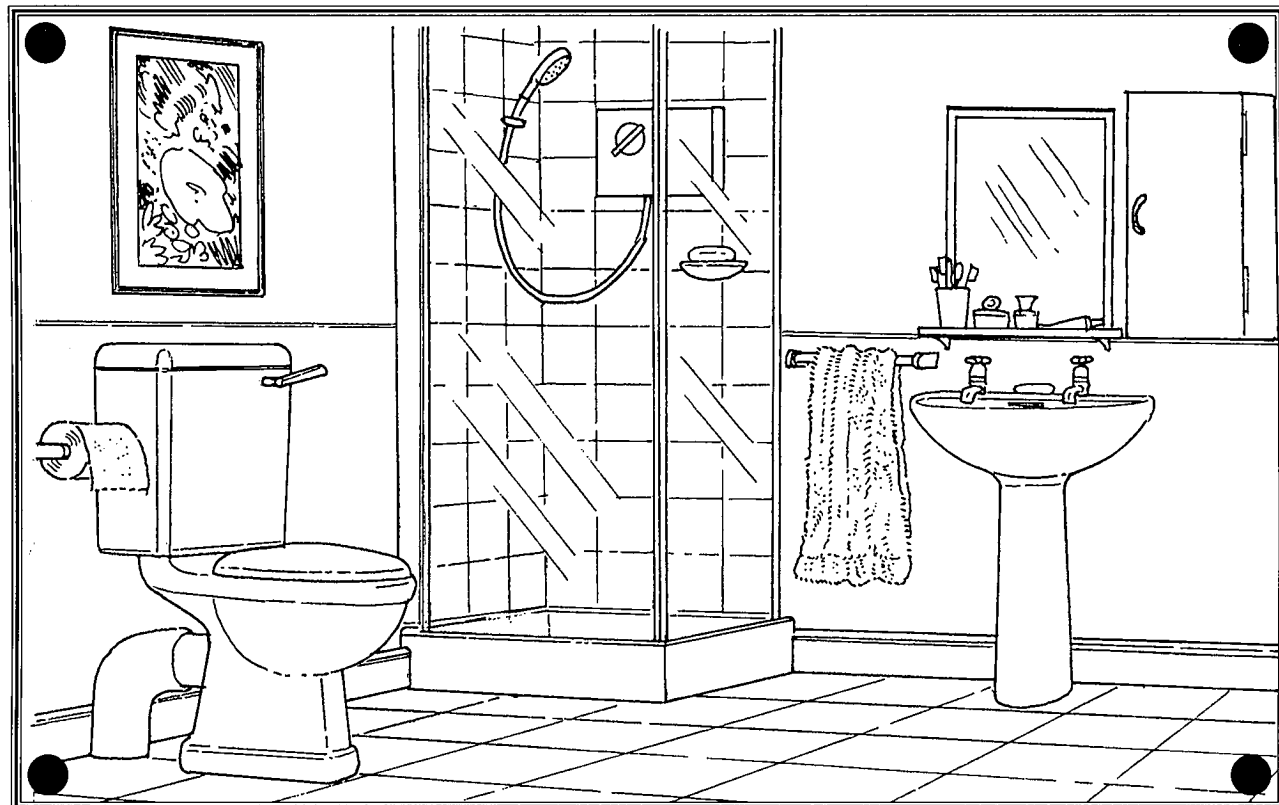
8a

Spot the similarities

Picture 1A



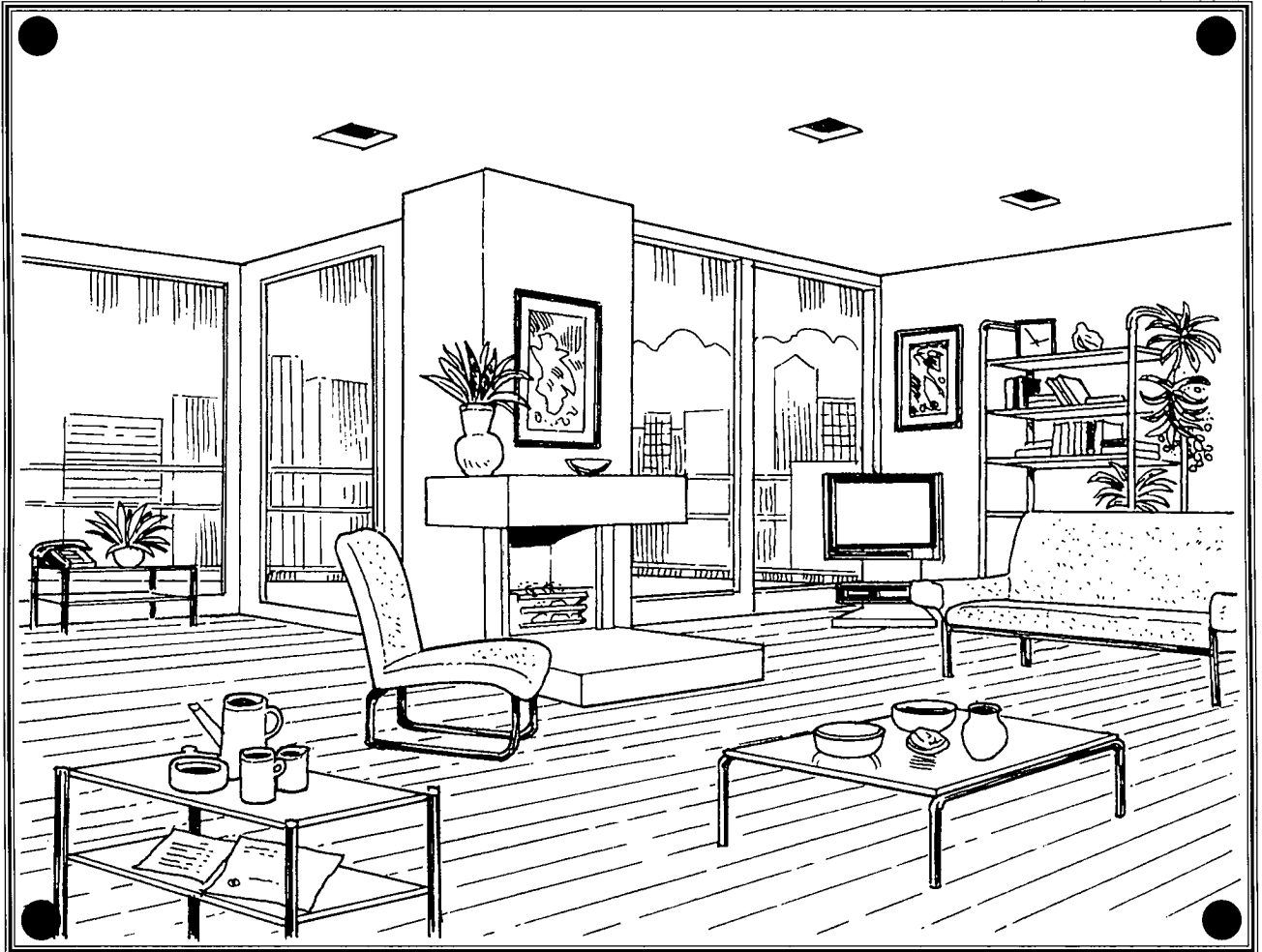
Picture 2A



8b

*Spot the similarities*

Picture 1B



Picture 2B



*Spot the similarities* Worksheets **8a** and **8b**

NOTE: Use Worksheets 8a and 8b for this activity.

**ACTIVITY**

Pairwork: speaking, writing

**AIM**

To find similarities between two different pictures by asking and answering questions. To write brief descriptions of the pictures.

**GRAMMAR AND FUNCTIONS**

Describing rooms

*There is/are*

*Is there ...?/Are there ...?*

*Some and any*

**VOCABULARY**

Rooms and furniture

**PREPARATION**

Make one copy of Worksheets 8a and 8b for each pair of students in the class and cut the pictures out.

**TIME**

30 minutes

**PROCEDURE**

- 1 Ask the students to work in pairs of Student A and Student B. They should sit facing one another.
- 2 Give a copy of Worksheet 8a picture 1A to each Student A and a copy of Worksheet 8b picture 1B to each Student B.
- 3 Tell the students that their partner's picture is similar but not identical to their own picture.
- 4 Explain that they are going to try to find similarities in their pictures by describing them, not showing them to one another.
- 5 Elicit the language they will need to ask and answer questions about the pictures by inviting the students to ask you about a room in your home.  
For example:  
Sitting room: *Are there any armchairs? Is there a television?*
- 6 Give the students a five-minute time limit to find as many similarities in their pictures as possible. They should keep a record of the number of similarities they find, but they do not have to remember details at this point.
- 7 After five minutes, stop the activity and find out which pair of students found the most similarities.
- 8 The students can now look at their partner's picture.

**FOLLOW UP**

- 1 Ask the students to stay in their pairs and choose the picture they like best.
- 2 Tell the students to look at their picture for one minute and then put it away.
- 3 They now have five minutes to write down as many details as they can remember about their picture. Encourage them to use the target language, including negative sentences.  
For example:  
*There aren't any curtains.*
- 4 After five minutes, ask the pairs of students to give their picture and their sentences to another pair to check.
- 5 Repeat the activity, either now or later, using pictures 2A and 2B.