

9b

We aren't British

<p>YOUR NAME _____</p>	
<p>We're _____</p>	<p>We aren't _____</p>
<p>We're _____</p>	<p>We aren't _____</p>
<p>We're _____</p>	<p>We aren't _____</p>
<p>We're _____</p>	<p>We aren't _____</p>
<p>We're _____</p>	<p>We aren't _____</p>
<p>We're _____</p>	<p>We aren't _____</p>

We aren't British

Worksheet

9b

NOTE: This activity can follow on from Worksheet 9a or can be done on its own.

ACTIVITY

Groupwork: writing, speaking

AIM

To write sentences about things the students have in common and then to play a matching game.

GRAMMAR AND FUNCTIONS

We're, we aren't

VOCABULARY

Personal information

PREPARATION

Make one copy of the worksheet for each student in the class.
Provide scissors for this activity.

TIME

30 minutes

PROCEDURE

- 1 Give one copy of the worksheet to each student in the class and ask them to write their own name in the space provided at the top of the worksheet.
- 2 Explain that they are going to write sentences about things that they have in common with other students. Demonstrate the activity.
For example:
Teacher (speaking to Student A): *We're women. We aren't sisters.*
Teacher (speaking to Student B): *We're friends. We aren't Japanese.*
Elicit some more examples from pairs of students.
- 3 Now ask the students to work in groups of up to six.
- 4 In their groups, students should take it in turns to work with each of the other students in their group and write two sentences, one beginning *We're* and one beginning *We aren't*, about something they have in common. Be on hand to offer help and suggestions.

For example:

We're...

girls/women, boys/men, friends, neighbours, students, Swiss/Thai etc, 18/25 etc, married/single

We aren't...

girls/women, boys/men, neighbours, teachers, American/British etc, married/single, 21/40 etc, actors/singers etc, mothers/fathers, twins

All the students must complete their own worksheets. Students may write the same information as their partner, but encourage them to vary the information if possible each time they change partner. For example, if one pair of students both write *We're students. We aren't American*, they should try to think of something different to write with a new partner, for example *We're friends. We aren't actors*.

- 5 When they have finished writing sentences, tell the students to stay in their groups. Explain that they are going to play a matching game but that before they play the game, they need to cut their worksheet up.
- 6 Students cut out their own worksheets as indicated, keeping their name separate from the sentences.
- 7 When they have done this, they should combine their name cards with the other students in their group and put them in a pile face down. They should then combine their sentence cards with the other students in their group and put them in a separate pile.
- 8 Now ask them to spread out the name cards face down, and spread out the sentence cards face down, separately from the names.
- 9 Now ask the students to take it in turns to turn over *two* name cards and *one* sentence card. If the sentence is true for the two students whose names have been turned up, the student keeps the sentence card; if the sentence is not true, the student turns all the cards back over. Another student in the group then repeats the procedure.
- 10 The students continue in this way until all the sentence cards have been used up. The student with the most cards at the end of the activity is the winner.