

6

As Different as Chalk and Cheese

When they first met, they never imagined they would become the best of friends because they were so different from each other.

Who was the woman?

Handwriting lines for the first question.

fold

Who was the man?

Handwriting lines for the second question.

fold

Where did they meet?

Handwriting lines for the third question.

fold

Where was she living, what was she doing, and how was she feeling when they first met?

Handwriting lines for the fourth question.

fold

Where was he living, what was he doing, and how was he feeling when they first met?

Handwriting lines for the fifth question.

fold

What did they talk about?

Handwriting lines for the sixth question.

fold

What did she like about him?

Handwriting lines for the seventh question.

fold

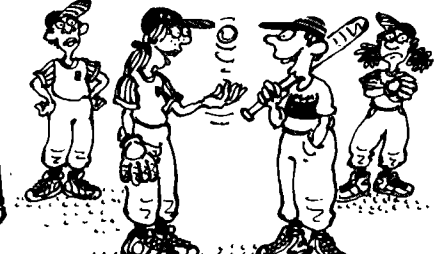
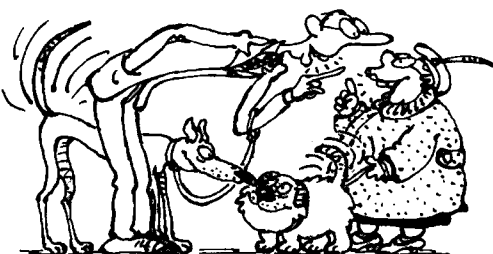
What did he like about her?

Handwriting lines for the eighth question.

fold

How long have they have been friends?

Handwriting lines for the ninth question.



As Different as Chalk and Cheese Worksheet **6**

ACTIVITY

Groupwork: writing

AIM

To create a story by inventing answers to questions and writing them down.

GRAMMAR AND FUNCTIONS

Past simple to talk about a past action or event that is finished

Past continuous to talk about something that was in progress at a specific time in the past

VOCABULARY

Personal qualities

General

PREPARATION

Make one copy of the worksheet for each student or each pair of students in the class.

TIME

30 to 40 minutes

PROCEDURE

1. If there are more than 20 students in the class, divide them into groups. Students may work individually or in pairs. It is easier if the class or groups are seated in a circle or semi-circle, but this is not essential.
2. Tell the students that they are going to write the story of a friendship between two people by making up answers to some questions.
3. Give a copy of the worksheet to each student or pair of students in the class and ask them to write an answer to the first question, "Who was the woman?" in the space provided by making up details.
4. When they have done that, ask them to fold their piece of paper to the back so that the sentence they have written is hidden, and the next question, "Who was the man?" is visible. They should then give it to the student or pair of students on their left.
5. Ask the students to write imaginary details in answer to the question which is now at the top of the page on the piece of paper they have received.
6. When they have done that, ask them to fold it as before and give it to the student or pair of students on their left.
7. Repeat the activity until all the questions have been answered. Encourage the students to be as imaginative or as amusing as they like when they are writing their answers.
8. When the last question has been answered, ask the students to unfold the completed story they have received and read it. If there are any words or phrases that the students do not understand or think are incorrect, tell them to find the student who wrote them and ask them to explain or correct the word or phrase.
9. Vote for the most amusing or interesting story in the group or class.