
Unit 3 – Personal identification

Introduction

Newly arrived students will often be in situations where they are required to give personal information, both orally and in writing. This unit is designed to prepare students for the task of giving basic personal information, especially in more formal situations, and when filling in forms. This is done by having students work through modelled examples and then completing forms and writing a short description about themselves. The use of dates has been avoided in this Unit. Ordinal numbers, months and years are introduced in the Time Unit.

Some newly arrived students may be reluctant to give information about themselves and their families. Teachers need to be sensitive to this and yet explain that these types of forms are common and are used for applications for work, benefits, school enrolment and the like. You may like to explain to students, perhaps through an interpreter, that Privacy Laws now ensure most places are not allowed to pass personal information on to other agencies without permission. Students can provide fictional information for the activities done in this unit.

Vocabulary

Nouns	name, family, surname, last, first, second, other, middle, given, sex, male, female, age, address, postcode, telephone, town, suburb, marital status, married, single, number, children, country, birth, nationality, languages street, road, crescent, avenue, drive, place, court, parade, terrace, close
Verbs	spell, repeat, speak, be, live,
Adjectives	Adjectives of nationality and language relevant to your students old, block letters

Functions

- Giving basic personal information, both orally and in writing
- Filling in personal information forms

Grammatical features

- My...is...
- I am/was...
- What's your...?
- Could you...please?

Additional resources for the *Personal identification* unit

Adelson-Goldstein, *Basic Oxford Picture Dictionary*: Describing people – Pages 12-13; Family – Page 16; Life events – Pages 20-21

Christie, *The Literacy Workbook for Beginners*: Pages 1, 17, 30-33, 54- 56, 57-63, 80-82, 95-100, 117

Ramm, *Signposts: Access Material for Beginning ESL Learners*: Sections 1, 2 3, 8 and 10; Sections 6, 7 8, and 10

Stephens, *Pictures for Writing Book 1*: 1 All about me

Stephens, *Pictures for Writing Book 2*: 1 You're a star

Getting Started: A Beginner's English Workbook: Personal information – Form filling 1, 2, 3 & 4; Abbreviations; Family

Zevin, *The New Oxford Picture Dictionary: Beginner's Workbook*: 1 People, relationships and family

Beginning ESL – Support material for primary new arrivals: Unit 2

Where's English?: At the police station – SLC 1

Additional activities

- Collect many different types of forms, especially those that are relevant to students such as those used in the school context. Also encourage students to collect and give you different forms that they come across. After the students have practised the language items introduced in this Unit, highlight (e.g. by using a highlight pen) the parts of the collected forms you want them to fill in.
- Words in many of the columns and tables can be made into word cards for a variety of matching activities. Many students benefit from physically manipulating the vocabulary items.
- The worksheet on names of types of street (Worksheet 4) could be extended to introduce the use of street directories.
- Make photocopies of a street directory of the local area. Ask students to find how many different types of street names they can find, and then write the words and their abbreviations, e.g. St – Street, Rd – Road.
- Each student writes their address on a card. Assist students in putting the cards in different categories, e.g. by postcode; by odd/even numbers, by type of street etc. If larger cards are used, students can move with their address card as each new category is created.
- Students conduct a class survey about country of birth, nationality and languages spoken.
- Worksheet 12 gives students practice in writing in the first person. By using the same information about the members of the Scala family and using a stem such as *This is Eduardo*, writing in the third person could be modelled and practised. This could then be extended to students writing about the members of their own family.

Worksheets

Personal identification 1

Introduces the students to the Scala family. Information from this worksheet is used as a reference for activities in Worksheets 2 and 3.

Personal identification 2

It's usually a good idea to have students work through this sheet twice; the first time with guidance from the teacher; the second time more independently. This is because the activity touches on some of the confusing variety of terminology that forms use, especially with regard to names. Cultural differences in the use and significance of middle names is also important to consider here. Teachers will need to determine how much of an issue this will be for the individual student. It may also be an important issue for some students to differentiate between legal/official names as against 'nick names'/informally adopted names.

Personal identification 3

Requires students to find and correct commonly made errors when filling in forms. This worksheet also introduces students to some different types of forms. Talk to students about what 'block letters' are, and why some forms ask for them.

Personal identification 4

Gives students practice with the vocabulary for 'types of streets' (road, avenue etc) and abbreviations for them. This is particularly important for students whose address is not a street. Ways of saying and writing unit/flat addresses can also be important, e.g. 2/5 Abel St., Unit 2 (long pause) 5 Abel St. The examples given can be found in Melbourne street directories and so can be used for practice in using directories. They may need assistance in using grid references to find the streets on the maps. The addresses are then put in alphabetical order, by street.

Personal identification 5

Students write information about themselves, first in a table and then on a form.

Personal identification 6

Introduces students to the differences between written language (form filling) and spoken language when asking for personal information. Students are first given the corresponding spoken and written forms. In order to provide students with some practice with the spoken forms, students are required to unjumble them and then match them with the written forms.

Personal identification 7a and 7b (2 pages)

Students work in pairs, each having their completed form from **Worksheet 6** with them for their reference as required but without showing it to their partner. Each student asks their partner questions so they can complete a blank form. Determine if students are to alternate asking questions or to complete one form and then swap roles. It's usually a good idea to do this activity at least twice, the first time allowing reference to the question forms in **Worksheet 7**. This form introduces a

question asking for mobile telephone numbers. Important pre-teaching: *Could you spell that please?* and *Could you repeat that please?* Use of these polite forms needs to be monitored.

Personal identification 8a, 8b and 8c (3 pages)

Introduces students to additional personal information about the Scala family. Students gain practice using the new language by filling in a table and completing forms. They then do this using information about themselves.

Personal identification 9

Gives students the corresponding spoken forms for the form-filling language introduced in **Worksheet 8**. In order to provide students with some practice with the spoken forms, students are required to unjumble them and then match them with the written forms.

Personal identification 10

Two students fill in forms by asking each other questions, focusing on the language items introduced in **Worksheet 9**.

Personal identification 11a and 11b (two pages)

Each of the four members of the Scala family write about themselves. The first description is complete and can serve as a model. The remaining three descriptions are clozes of various kinds. The *fold/cover the above* instruction should be applied flexibly. For example, many students experience greater success in these writing/cloze exercises if they are encouraged to look at the requirements of the next task before covering the last. The final task is for students to write about themselves. Words are provided to prompt each sentence.

Worksheet main focuses

WORKSHEET	STRUCTURES/FEATURES	FUNCTIONS/SKILLS
Personal ID 1		Oral practice using visuals .
Personal ID 2	Vocabulary – personal identification & form filling	Filling in forms Matching general categories with specific instances
Personal ID 3	Vocabulary – personal identification & form filling	Identifying and correcting mistakes
Personal ID 4	Names and abbreviations of types of streets	Writing addresses
Personal ID 5		Filling in personal information in a table.
Personal ID 6		Filling in personal information on a form.
Personal ID 7a and 7b	Spoken language compared with written language (the language of form filling) Politeness markers What's your...?	Word order in spoken questions Matching spoken language with written language Pair work – 2-way information gap Asking questions about personal information and filling in a form using responses.
Personal ID 8a, 8b and 8c	Additional vocabulary – personal identification & form filling	Transferring personal information from a table to a form and vice versa Filling in personal information in a table and on a form
Personal ID 9	Spoken language compared with written language (the language of form filling)	Word order in spoken questions Matching spoken language with written language
Personal ID 10	Politeness markers – Could you ... please?	Pair work – 2-way information gap Asking questions about personal information and filling in a form using responses.
Personal ID 11a and 11b	My ...is I am/was...	Reading Cloze activity Spelling Writing about self

Worksheet 1

The Scala family



Worksheet 2

Moses Scala has filled in a form about himself.

COMPLETE WITH PERSONAL INFORMATION

Family name: Scala First name: Moses Other names: Victor

Sex (Tick Box): Male Female Age: 10

Address: 129 Abel Street
Wodonga

Postcode: 3690 Telephone: 9482 1906

Match the information about Moses in Column B with the words in Column A. To do this, write the number from Column A next to your answer in Column B. Use Moses's form to help you.

COLUMN A	
1	Address
2	Age
3	Family name
4	First name
5	Given names
6	Last name
7	Middle name
8	Other names
9	Postcode
10	Sex
11	Street
12	Street number
13	Surname
14	Telephone
15	Town/suburb

COLUMN B	
11	Abel Street
	male (M)
	Moses
	Scala
	Scala
	Scala
	Wodonga
	Moses Victor
	Victor
	Victor
	10
	129
	129 Abel Street, Wodonga
	3690
	9482 1906

Worksheet 3

Fatimah, Mary and Eduardo have each filled in a form, but each has made three mistakes. First, find and circle the mistakes. Then, write the correct information at the side of the form. Use the information from **Personal identification 1** to help you.

For example:

PLEASE COMPLETE IN BLOCK LETTERS

Surname: Fatimah

First name: SCALA

Sex (Tick Box): Male Female

Age: 10

Address: ABEL Street 129
WODONGA

Postcode: 3690

Telephone: 9482 1906

Corrections

1 Surname: SCALA

2 First name: FATIMAH

3 Female

4 Address: 129 ABEL STREET

PLEASE USE BLOCK LETTERS

Family name: MARY

First name: SCALA

Sex (Tick Box): Male Female

Age: 35

Address: WODONGA
ABEL STREET 129

Postcode: 3960

Telephone: 9482 1906

Corrections

Worksheet 5

- 1 Moses has filled in his Personal identification in Column B. Fill in your Personal identification in Column C.

	COLUMN B	COLUMN C
	Moses's information	Your information
First name	Moses	
Middle name	Victor	
Given names	Moses Victor	
Other names	Victor	
Family name	Scala	
Surname	Scala	
Last name	Scala	
Address	129 Abel St Wodonga	
Street number	129	
Street	Abel St	
Town/Suburb	Wodonga	
Postcode	3690	
Telephone	9482 1906	
Age	10	
Sex	male (M)	

Fill in the form about yourself.

COMPLETE WITH PERSONAL INFORMATION

Family name: _____

First name: _____

Circle: **Male** **Female**

Age: _____

Address: _____

Postcode: _____

Telephone: _____

Worksheet 6

Written language (form filling)	Spoken Language
Surname	What's your surname?
First name	What's your first name?
Age	How old are you?
Address	What's your address?
Postcode	What's your post code?
Telephone	What's your telephone number?
	Could you spell that please?
	Could you repeat that please?

-----Fold here-----

Use the jumbled words in Column B to write questions. Then match the questions in Column B with the words in Column A. To do this, write the number from Column B next to your answer in Column A.

COLUMN A	
	Address
	First name
	Postcode
	Age
	Surname
	Telephone
	Mobile telephone

COLUMN B	
1	are old you ? How _____
2	mobile your What's number ? _____
3	telephone your ? number What's _____
4	What's ? your postcode _____
5	What's address ? your _____
6	your What's surname ? _____
7	name your ? What's first _____

Worksheet 7a

1 Unjumble these questions.

please ? you Could that spell

repeat that you please ? Could

Remember to use these questions in the next activity.

2 Pair work

Student A: Complete the form about your partner by asking them questions.

USE BLOCK LETTERS

Family name: _____ First name: _____.

Other names: _____.

Sex (Tick Box): Male Female Age: _____

Address: _____.

Postcode: _____ Telephone: _____.

Mobile: _____.

Worksheet 7b

Student B: Complete the form about your partner by asking them questions.

USE BLOCK LETTERS

Family name: _____ **First name:** _____ **Other names:** _____

Sex (Tick box): Male Female **Age:** _____

Address: _____

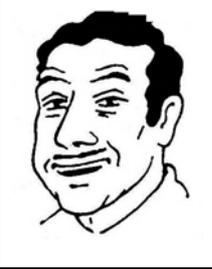
Postcode: _____

Telephone: _____

Mobile: _____.

Worksheet 8a

This table gives you some more information about Eduardo Scala and Mary Scala.

					
	Eduardo	Fatimah	Moses	Mary	Me
Marital status	Married			Single	
Number (No.) of children	2			0	
Country of birth	Italy			Australia	
Nationality	Italian			Australian	
Languages spoken	Italian, English, some Arabic			Italian, English, some Arabic	

- 1 Use the information from the table to complete these forms for Eduardo and Mary.

USE BLOCK LETTERS

Family name: SCALA First name: EDUARDO

Marital Status (Tick Box): Married Single

Number of Children: _____

Country of birth: _____ Nationality: _____

Languages spoken: _____

Worksheet 8b

USE BLOCK LETTERS

Family name: SCALA First name: MARY

Marital Status (Tick Box): Married Single

Number of Children: 0

Country of birth: _____ Nationality: _____

Languages spoken: _____

- 2 Here are completed forms for Fatimah and Moses. Use this information to fill in the table above.

USE BLOCK LETTERS

Family name: SCALA First name: FATIMAH Other names: _____

Marital Status (Circle): Married Single

Number of Children: 2

Country of birth: EGYPT Nationality: ITALIAN

Languages spoken: ITALIAN, ENGLISH, SOME ARABIC

USE BLOCK LETTERS

Family name: SCALA First name: MOSES

Marital Status (Circle): Married Single

Number of Children: 0

Country of birth: AUSTRALIA Nationality: AUSTRALIAN

Languages spoken: ITALIAN, ENGLISH, SOME ARABIC

- 3 Now go back to the table and fill in the column with information about yourself.

Worksheet 8c

Fill in this form about yourself.

USE BLOCK LETTERS

Family name: _____ First name: _____

Other names: _____

Sex (Tick box): Male Female Age: _____

Address: _____

Postcode: _____ Telephone: _____

Marital Status (Tick Box): Married Single

Number of Children: _____

Country of birth: _____ Nationality: _____

Languages spoken:

Worksheet 9

1 Read

Written language (form filling)	Spoken questions
Marital Status (Tick Box) Married Single	Are you married or single?
Number of children:	Do you have any children?
Country of birth:	Where do you come from? Where were you born?
Nationality:	What nationality are you?
Languages spoken:	What languages do you speak?
	Could you spell that please?
	Could you repeat that please?

-----Fold here-----

- 2 Use the jumbled words in Column B to write questions. Then match the questions in C B with the words in Column A. To do this, write the number from Column B next to yo answer in Column A.

COLUMN A	
1	Marital Status (Circle) Married Single
2	Number of children:
3	Country of birth:
4	Nationality:
5	Languages spoken:
6	Country of birth:

COLUMN B	
	you any ? children Do have
	languages ? speak do you What
	single you ? Are or married
	? were Where born you
	What ? you are nationality
	from come Where ? do you

Worksheet 10

Student A: Complete the form about your partner by asking them questions.

<p>USE BLOCK LETTERS</p> <p>Family name: _____ First name: _____ Other names: _____</p> <p>Marital Status (Tick Box): Married <input type="checkbox"/> Single <input type="checkbox"/></p> <p>Number of Children: _____</p> <p>Country of birth: _____ Nationality: _____</p> <p>Languages spoken: _____</p> <p>_____</p>
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Student B: Complete the form about your partner by asking them questions.

<p>USE BLOCK LETTERS</p> <p>Family name: _____ First name: _____ Other names: _____</p> <p>Marital Status (Tick Box): Married <input type="checkbox"/> Single <input type="checkbox"/></p> <p>Number of Children: _____</p> <p>Country of birth: _____ Nationality: _____</p> <p>Languages spoken: _____</p> <p>_____</p>
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Worksheet 11a

1. Here is what Eduardo has written about himself.

My name is Eduardo Scala. I am thirty eight years old. I was born in Italy. I am Italian. I speak Italian, English and some Arabic. I am married. I have two children. I live in Wodonga. My address is 129 Abel Street, Wodonga 3690. My telephone number is 9482 1906.

-----Fold here-----

2. Here is what Mary has written about herself. Fill in the 8 gaps using:

My (use 3 times)	I am (use 2 times)	I (use 2 times)	I was (use 1 time)
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_____ name is Mary Scala. _____ eight years old. _____ born in Australia. _____ Australian . _____ speak English, Italian and some Arabic. _____ live in Wodonga. _____ address is 129 Abel Street, Wodonga 3690. _____ telephone number is 94821906.

-----Fold here-----

3. Here is what Fatimah has written about herself. Fill in the gaps using the words in the box. :

My name _____ Fatimah Scala. I _____ thirty five years old. I _____ born in Egypt. I _____ Italian. I _____ Arabic, English and some Italian. I _____ married. I _____ two children I _____ in Wodonga. My address _____ 129 Abel Street, Wodonga 3690. My telephone number _____ 9482 1906.

am	is	speak	live	is
was	am	is	have	am

Worksheet 11b

4. Here is what Moses has written about himself. Fill in the gaps.

My n ____ is Moses Scala. I am fifteen y _____ o ____ . I was _____ in Australia.
I am Australian. I s _____ English, Italian and some Arabic. I l ____ in Wodonga.
My a _____ is 129 Abel Street, Wodonga 3690.
My t _____ number is 9482 1906.

-----Fold here-----

5. Now write a short description about yourself

_____ name _____.

_____ years old.

_____ born _____.

_____ come from _____.

I am _____.

_____ speak _____.

_____ live _____.

My address is _____

_____ telephone number _____.

Unit 4 – The classroom

Introduction

The worksheets in this unit are based on vocabulary for common classroom objects. The specific vocabulary items are taken from *Where's English?*. The unit also focuses on prepositions. The main focus of the worksheets is to provide students with opportunities to complete communicative and interactive tasks using prepositions, and the language of the classroom. Therefore it is essential that students are already familiar with the English names for some classroom objects before they complete the worksheets. The unit ends with some writing tasks.

Vocabulary

Nouns	computer, clock, door, globe, map, shelf, rubbish bin, whiteboard calculator, folder, glue, pencil case, paper, pencil, ruler, sharpener, scissors
Prepositions	on, above, under, behind, in front of, between, in the middle of, in the corner of, near, next to, on the left of, on the right of

Functions

- asking for and giving information
- comparing written with visual information
- solving problems collaboratively
- asking for the location of objects
- giving exact locations of objects
- describing classrooms.

Grammatical features

What is/What's...?

Where is/Where's the...? It's ... (preposition of place)

It is/it's ...

They are/They're ...

There is/There's ...

Is there ...? Do you have...?

Additional resources for the *Classroom* unit

Adelson-Goldstein, *Basic Oxford Picture Dictionary*, Classroom: Pages 2-3

ELI Picture Dictionary: English, Unit 6: At school

McColl, and Thomas, *Cartoons for Classroom Communication*, All material in this book relates to the classroom context.

Getting Started: A Beginner's English Workbook: My Class, Classroom

Zevin, *The New Oxford Picture Dictionary: Beginner's Workbook*, 56 – A classroom

Teacher Support Material Stages S1 and S2: Secondary new arrivals Years 7–10, S1 Unit: School equipment

Where's English?, In Miss Kim's class: SLC 2; In Mr Freeman's class: SLC 1 & 2; In the schoolyard: SLC 1 & 2; Around the school: SLC 2

Additional activities/Links with key learning areas

This unit involves students in writing and in communicative/interactive activities based on vocabulary and grammatical structures they have already been exposed to. If students need more practice using prepositions of place, the classroom objects could be replaced by another set of objects from a key learning area, and a similar teaching/learning cycle undertaken. For example, objects from the science classroom could be substituted.

Worksheets

The classroom 1 & 2

These worksheets give students the opportunity to revise the vocabulary of the unit.

In **Worksheet 1** students use picture clues to complete the crossword.

Worksheet 2 (Pair Crossword) requires the students to work in pairs and to ask each other questions to find out what the missing words are. If students have little or no experience of information-gap activities, the process will need to be carefully staged, for example by putting the class into two groups and having them work through the exercise. Give students practise in giving clues which don't use the actual word in the crossword, for example, by saying 'You use them to cut things', rather than 'scissors'.

The classroom 3

Encourage students to use this picture dictionary of prepositions of place as a ready-reference when doing the activities in the rest of the worksheets. To give students extra practice with these prepositions, make the words and visuals into cards for a range of matching exercises. Make sure students understand the difference between asking the question 'Where's the pencil?', and 'Where's the sharpener?', that is, that the answer changes in relation to which object is focussed on. Have students practise questions that reflect different objects. They can write sentences such as, 'The pencil is behind the sharpener, but the sharpener is in front of the pencil', and 'The pencil is to the right of the sharpener and the sharpener is to the left of the pencil.'

The classroom 4

The focus of this activity is on the use of prepositions of place. Students look at a picture of a classroom in order to find errors in the use of prepositions in the corresponding written description. The text is also used to highlight the importance of referencing using *it*. The reference links are illustrated on the text and should be pointed out to students and discussed before they attempt the correction of the prepositions. Point out to students that not all of the prepositions are incorrect, and to take their point of view from the front of the classroom. Discuss with students how some of the prepositions change if the point of view is changed to the door, or to the side of the room. Students can write sentences that reflect these changes, for example, ‘When I stand by the door the folder is behind the calculator. When I stand by the chair the calculator is behind the folder’.

The classroom 5

In groups of four, students read (or paraphrase) given clues to each other to complete the drawing of a classroom, using copies of the set of cards given in the tables on the next page. When the cards are distributed to each group it is important to emphasise that the students must not show their card to anyone else. Students should ask each other questions and offer information to each other in order to complete the drawing. Some of the clues give further information about the objects, so students should be sure they have all the information about each object before they draw it. If students are unfamiliar with problem-solving activities, the teacher will need to carefully stage the process, e.g. by putting the class into four groups and having them solve the problem as a whole class. Assist students to read the clues as necessary. Encourage the students to start with finding out where the sharpener is and be ready to steer them in the right direction. Students should use a pencil to draw so they can rub out any errors. Alternatively, give them a photocopy of the page at A3 size. They can then cut out the small pictures of the objects from Worksheet 1 to try out their answers.

Student A

1. The glue is behind the calculator.
2. The globe is on a shelf.
3. The pencil is behind the sharpener.
4. The clock is not on the whiteboard and not below it.
5. The scissors and the paper are not on the same table.

Student B

1. The sharpener is in the middle of table 2.
2. The globe is between something you write on and something that you open and shut.
3. The calculator is on the right of the sharpener.
4. The clock is between the folder and the globe.
5. The rubbish bin is under table 1, near the computer.

Student C

1. The folder is on the shelf in front of table 1.
2. The map is on the right of the globe.
3. The paper is on the left of the sharpener.
4. There are two things on table 1.
5. The scissors are near the computer.

Student D

1. The computer is on the table to the left of the whiteboard.
2. The ruler is in front of the sharpener.
3. The glue is on one of the corners of table 2.
4. The rubbish bin is on the floor.
5. The pencil case is on the same table as the scissors. It is in the corner near the whiteboard.

The classroom 6a and 6b

Students work in pairs, asking each other questions to find out where nominated missing objects should be located in their picture. With this type of information gap activity it is important to emphasise to students that they should not use their first language. Students can then write out the questions and the answers.

The classroom 7a and 7b

This is a more complicated information gap activity in that the students need to ask questions to find out the objects which are missing from their picture, where they should be located, and four things that are different positions in the pair of pictures.

The classroom 8

Students look at a drawing of a classroom and read a description of it containing 10 gaps (classroom objects and prepositions of place). Students use the words in the box to fill in the gaps. This activity can be extended (recycled and made more challenging) by, for example, removing the 'words in the box' option and providing instead initial and final letters for each gapped word, and then, on a later occasion, providing nothing other than the gapped text. Students should be encouraged to do lots of reading aloud of the completed text. This also applies to the completed texts in **The classroom 9** and **10**. The second part of the worksheet requires students to identify the reference links for the use of *it* in the text. The completed text follows:

In this picture there is a whiteboard in the middle of the wall with a clock above it. On the left of the whiteboard there's a shelf with a computer and a folder on it. There's also a shelf between the whiteboard and the door with a globe on it. A map is on the back of the door. There are two tables. The table on the left has a pencil case and a pair of scissors on it. On the table on the right there's some paper, a pencil, glue, a calculator, a sharpener and a ruler. A rubbish bin is under the right side of the table.

The classroom 9

Students write a description of a drawing of a classroom. Direct students to use their answers to **The Classroom 4 & 8** as models for their writing. This activity can also be done as a joint construction with the teacher eliciting key phrases, eg *x is between y and z* and then assisting the students to link these into a coherent text.

The classroom 10

Students write a description of their own classroom, or part of it. It is important to determine an appropriate point of perspective for what they describe. They can also describe their classroom using a photo. Direct students to use their answers to **The classroom 4, 8** and **9** as models for their writing.

Worksheet main focuses

WORKSHEET	STRUCTURES/FEATURES	FUNCTIONS/SKILLS
The classroom 1	Vocabulary – classroom objects	Completing picture crossword
The classroom 2	Vocabulary – classroom objects	Completing pair crossword
The classroom 3	Picture dictionary of prepositions of place	Using picture dictionary as a ready reference
The classroom 4	Prepositions of place Reference item <i>it</i>	Comparing a drawing with a written description Reading and editing
The classroom 5	Use of key vocabulary and prepositions of place	Problem solving Reading (and reading aloud) clues Collaborative group work
The classroom 6a and 6b	<i>Where's the...?</i> <i>It's next to...etc</i>	Pair work – two-way information gap. Asking questions about where classroom objects are located.
The classroom 7a and 7b	<i>Is there...?</i> <i>Do you have...?</i> <i>Where is it?</i> <i>It's next to...etc</i>	Pair work – two-way information gap. Asking questions about where classroom objects are located.
The classroom 8	Use of key vocabulary and prepositions of place Reference item <i>it</i>	Completing cloze Identifying reference links
The classroom 9	Use of key vocabulary and prepositions of place in writing a short text.	Writing a description of a given classroom based on models.
The classroom 10	Use of key vocabulary and prepositions of place in writing a short text. Possible need to introduce new vocabulary.	Writing a description of own classroom based on models.

Worksheet 1

Check your vocabulary. Use the picture clues to complete the crossword.

Across



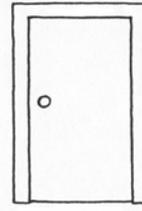
1



4



7



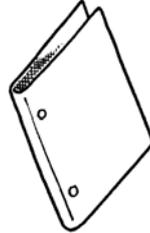
9



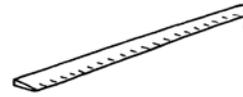
10



12



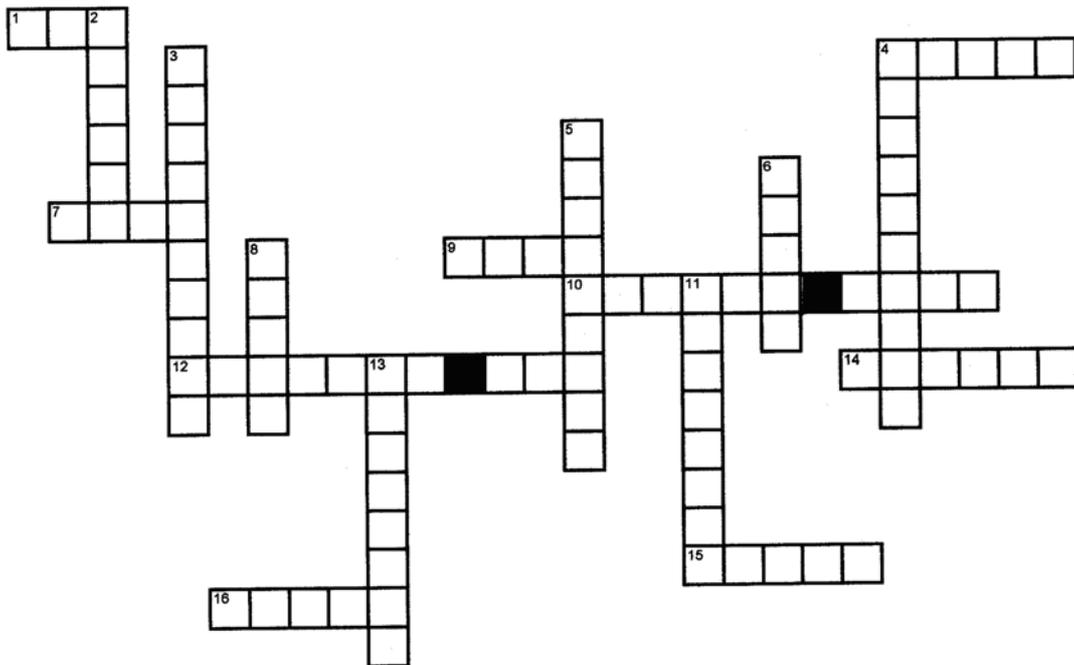
14



15



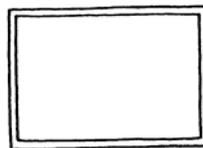
16



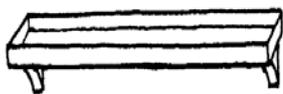
Down



2



3



6



8



11



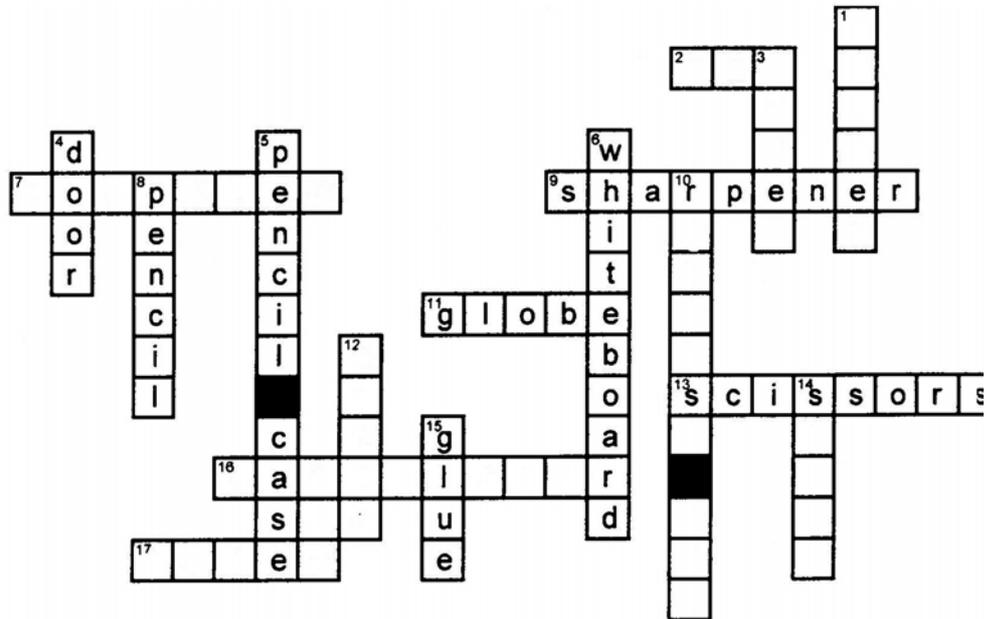
13

Worksheet 2 Student A

Work with a partner. You both have a crossword that is only half filled in. Take it in turns to ask what the missing words are (e.g. 'What's 1 down?'). Don't tell your partner what the words are, but give them clues by explaining each word.

Here are the words you will have to explain

- scissors
- pencil case
- pencil
- whiteboard
- door
- globe
- sharpener
- glue



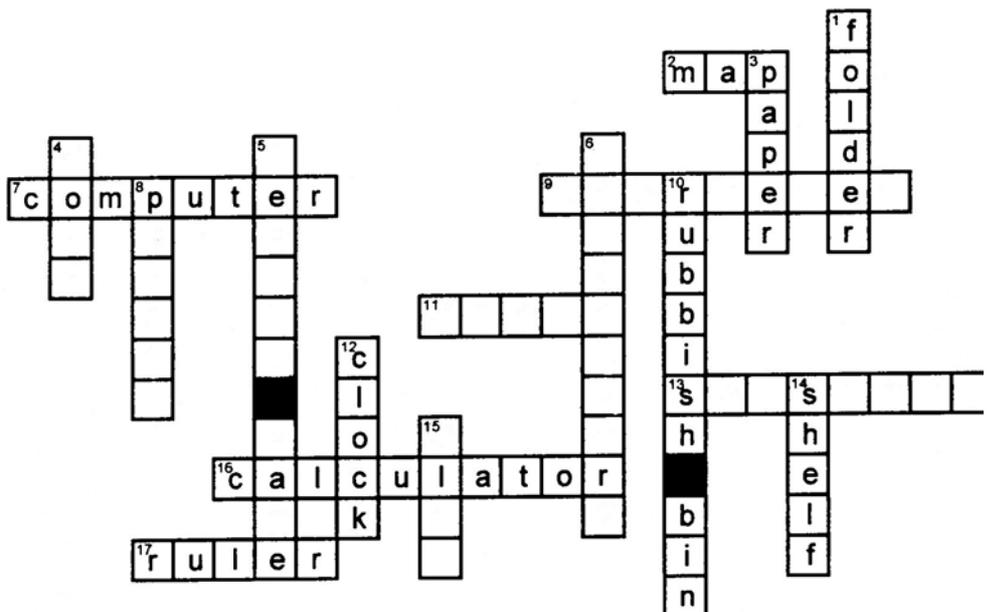
-----Cut here -----

Student B

Work with a partner. You both have a crossword that is only half filled in. Take it in turns to ask what the missing words are (e.g. 'What's 5 down?'). Don't tell your partner what the words are, but give them clues by explaining each word.

Here are the words you will have to explain:

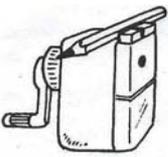
- folder
- calculator
- rubbish bin
- paper
- ruler
- clock
- computer
- shelf
- map

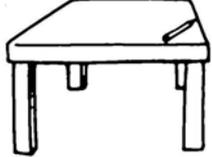


Worksheet 3 – Picture dictionary

Picture dictionary: prepositions of place

Where's the pencil?

on	above	under	behind
			
The pencil is on the sharpener.	The pencil is above the sharpener.	The pencil is under the sharpener.	The pencil is behind the sharpener.

in front of	between	in the middle of	in the corner of
			
The pencil is in front of the sharpener.	The pencil is between the sharpeners.	The pencil is in the middle of the table.	The pencil is in the corner of the table.

near	next to	on the left of	on the right of
			
The pencil is near the sharpener.	The pencil is next to the sharpener.	The pencil is on the left of the sharpener.	The pencil is on the right of the sharpener.

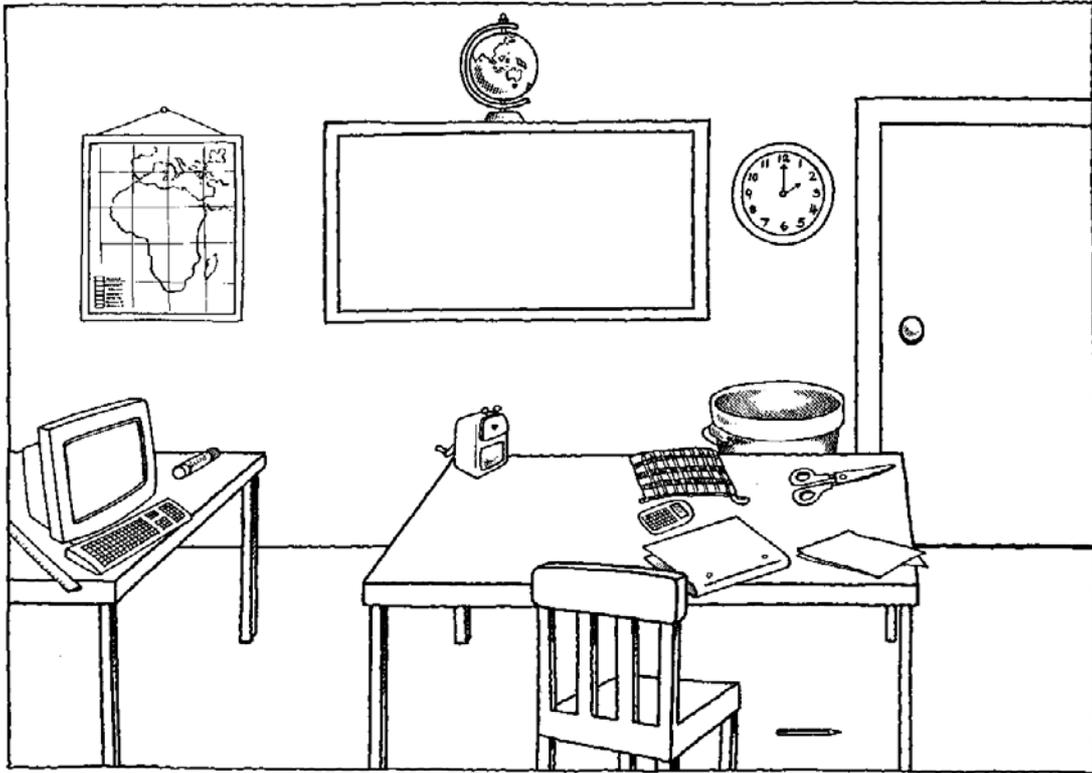
not near

The pencil is not near the sharpener

Worksheet 4

Look at this drawing of the classroom and then read the description of it below.

There are seven mistakes in the description. You will find the seven mistakes in the words in *italics*. Cross out (x) the mistakes and write the correct sentences below. The first mistake has been done as an example.



There are two tables in this picture. *Under* one table there is a computer. A ruler is *on the right* of it. The glue is *in the middle* of the table.

A calculator is *in the corner* of the other table. A folder is *in front* of it and a pencil case is *behind* it. The scissors are *on the right* of the pencil case and some paper is *on the right* of the folder. The sharpener is *in the corner* of the table, on the left. A pencil is *on the floor*, *next* to the table.

On the wall a globe is *above* the whiteboard. A map is *next* to the whiteboard, on its left. A clock is *above* the door and the whiteboard. The rubbish bin is *above* the clock.

1 *On* one table there is a computer. _____.

2 _____

3 _____

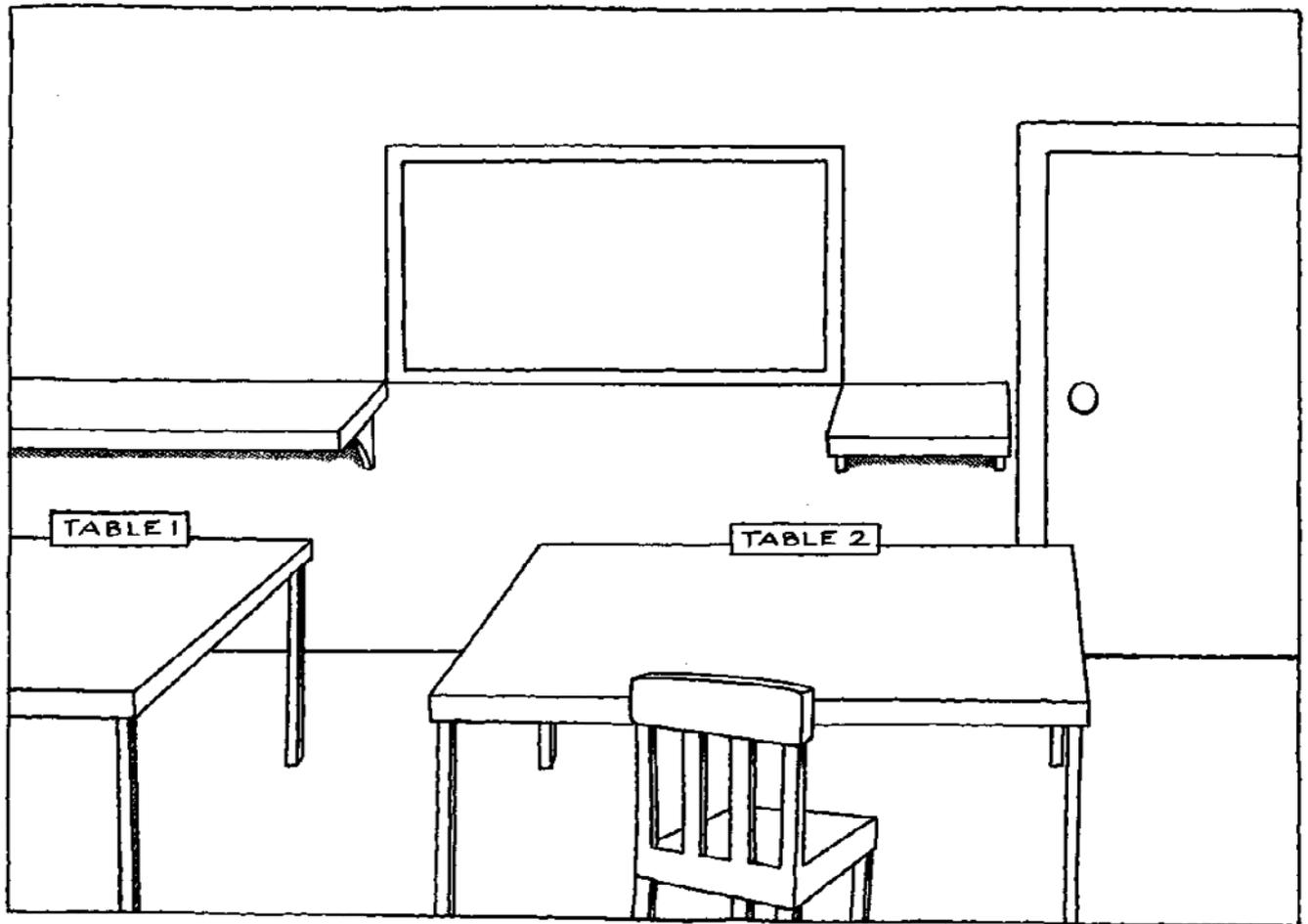
4 _____

5 _____

6 _____

7 _____

Worksheet 5



Work in a group of four.

Your teacher will give each of you five clues (pieces of information) about where 14 things are in the classroom. Working together, ask and answer questions so that you can draw or write where you think the 14 things are in this drawing of the classroom. You can read out your clues but you must not show them to your group.

Start by finding out where the *sharpener* is.

When your group has finished, compare your drawing with another group. Were you right?

Worksheet 6a

Student A

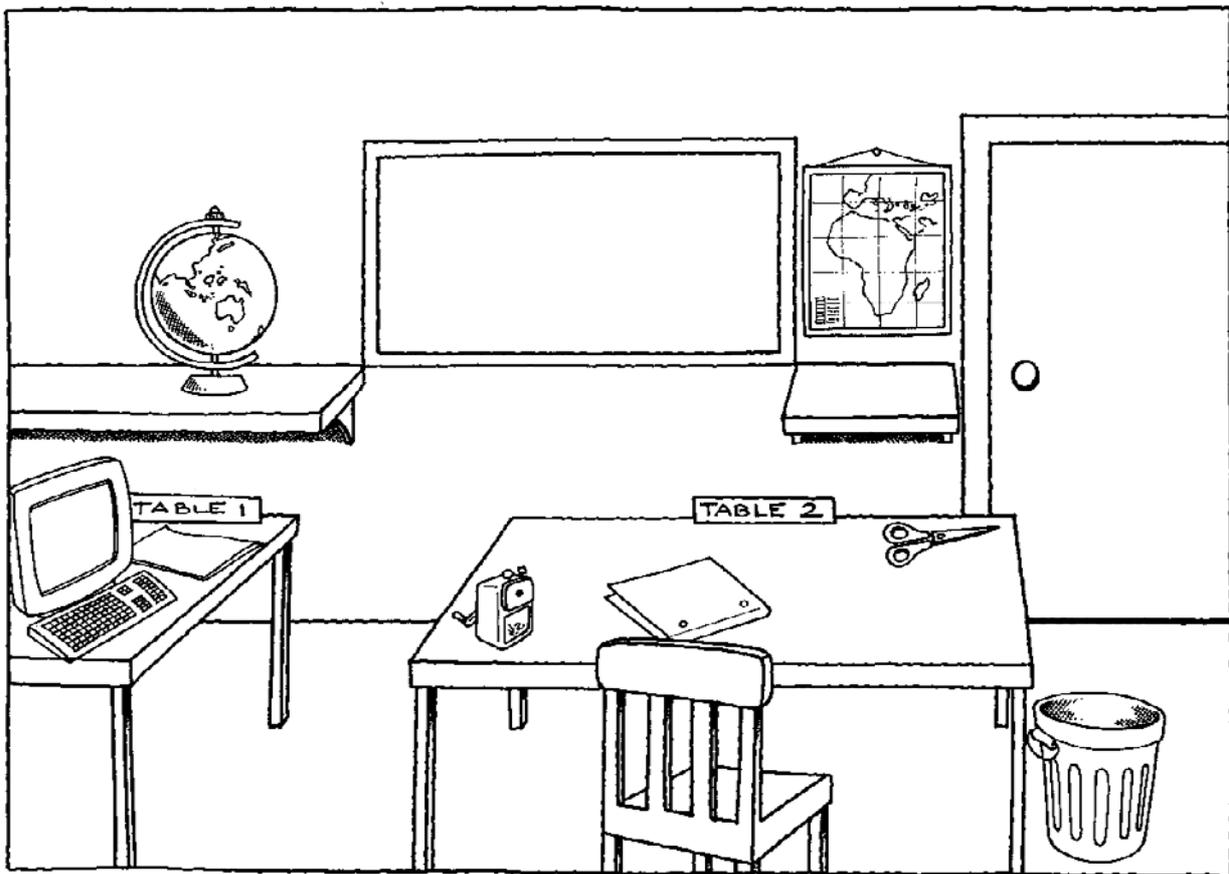
What's missing from the classroom?

Work with a partner, Student B.

You both have a drawing of a classroom but your drawings are not the same. In each drawing there are six things missing. Ask and answer questions to find out where to draw the missing things.

You will need to ask *Where is the...?* or *Where's the...*

clock	pencil case	glue
calculator	pencil	computer



When you answer your partner's questions you will need to use some of these:

It's They're	on ...
	next to...
	above...
	on the left/right
	between
	in the corner of

When you have finished, look at each other's picture.
Were you right?

If you made any mistakes, try to work out how each one was made.

Worksheet 6b

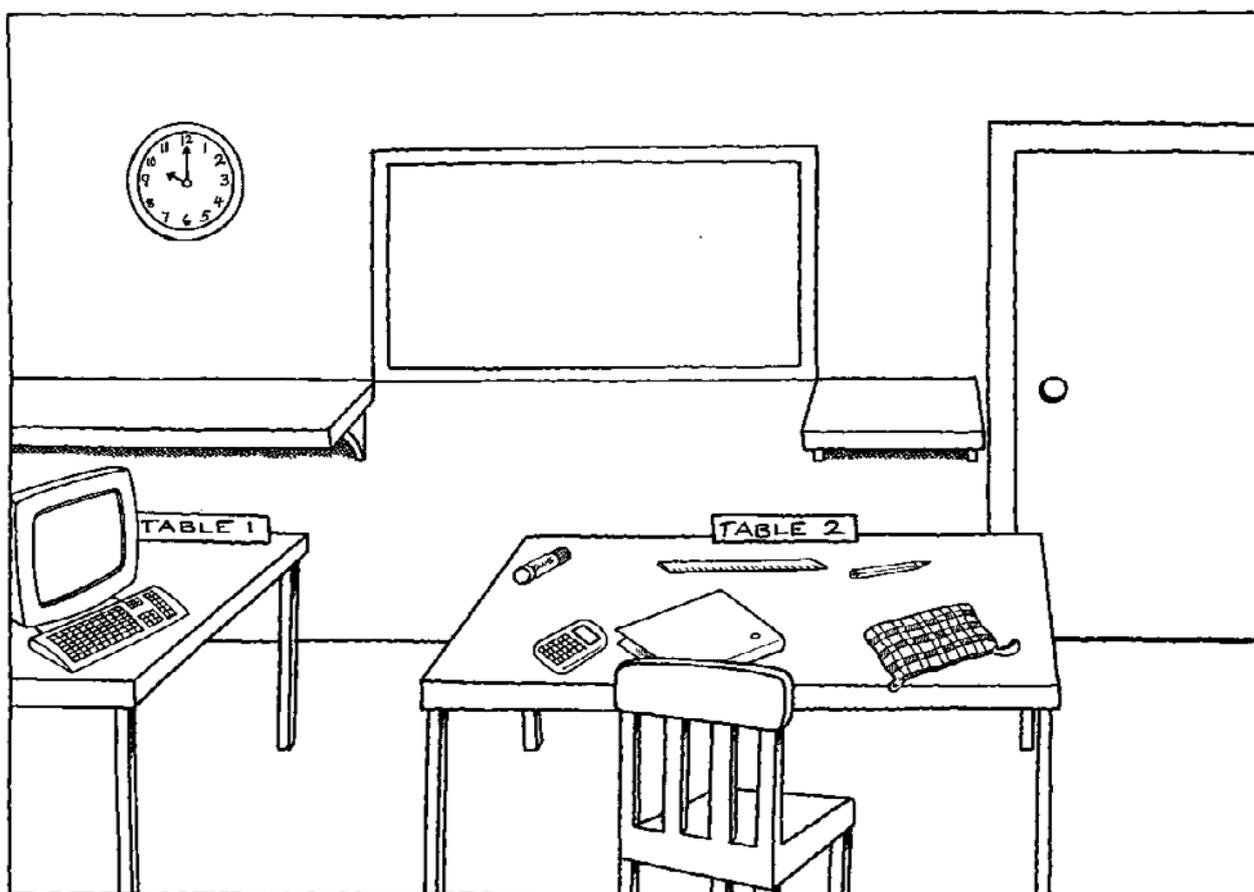
Student B

What's missing from the classroom?

Work with a partner. You both have a drawing of a classroom but your drawings are not the same. In each drawing there are 6 things missing. Ask and answer questions to find out where to draw the missing things.

You will need to ask *Where is the...?* , *Where's the...?* or *Where are the ...?*

map	rubbish bin	globe
sharpener	paper	scissors



When you answer your partner's questions you will need to use some of these:

It's They're	on ...
	next to...
	above...
	on the left/right
	between
	in the corner of

When you have finished, look at each other's picture.

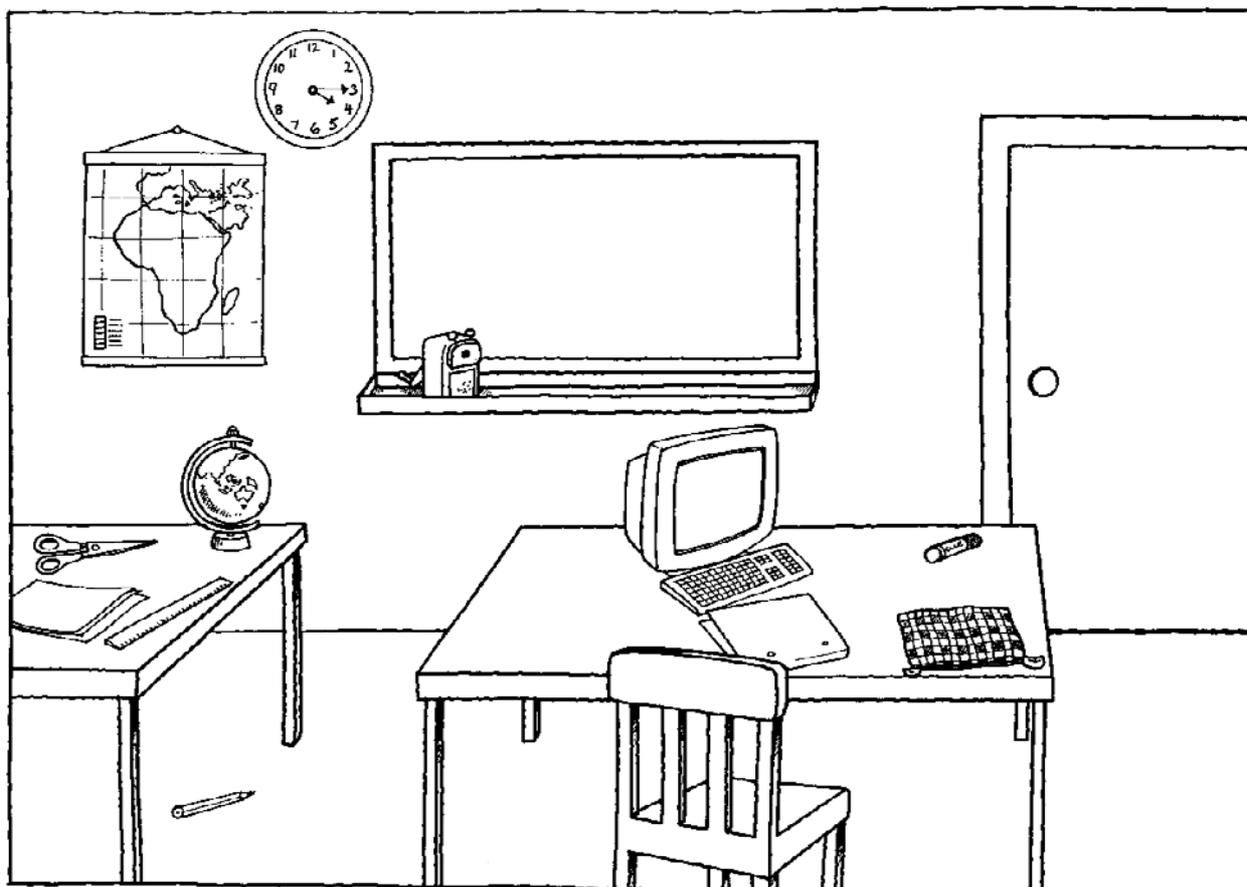
Were you right?

If you made any mistakes, try to work out how each one was made.

Work with a partner. You both have a drawing of a classroom but your drawings are not the same. In each drawing there are two things missing and four things in different positions.

Ask and answer questions (*Is there...?, Do you have...?, Where is it?*) to find the differences.

Draw the two things that are missing and circle the four things that are in different positions.



When you answer your partner's questions you will need to use some of these:

It's They're	on ...
	next to...
	above...
	on the left/right
	between
	in the corner of

When you have finished, look at each other's picture.

Were you right?

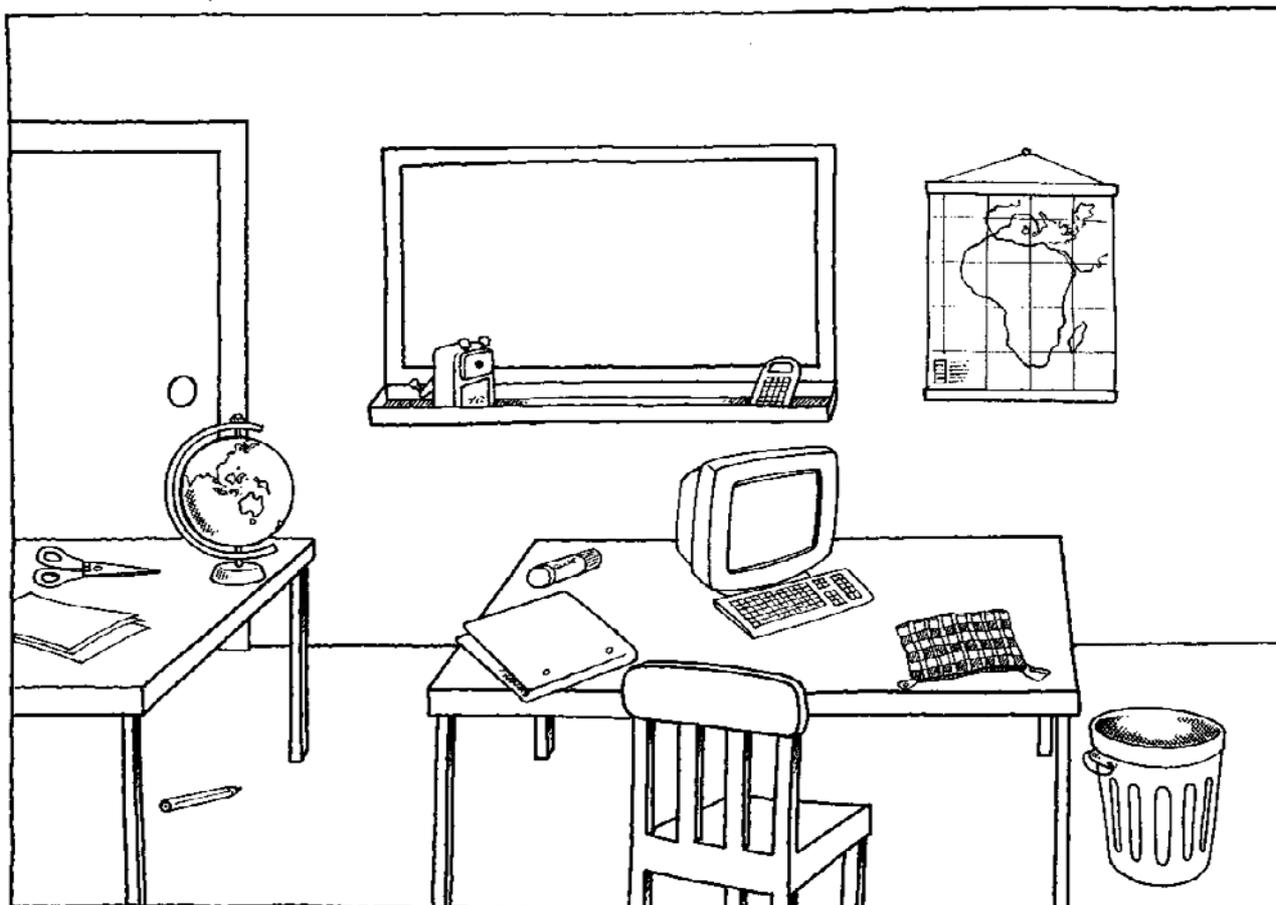
If you made any mistakes, try to work out how each one was made.

Worksheet 7b

Student B

Work with a partner. You both have a drawing of a classroom but your drawings are not the same. In each drawing there are two things missing and four things in different positions. Ask and answer questions (*Is there...?*, *Do you have...?*, *Where is it?*) to find the differences.

Draw the two things that are missing and circle the four things that are in different positions.



When you answer your partner's questions you will need to use some of these:

It's They're	on ...
	next to...
	above...
	on the left/right
	between
	in the corner of

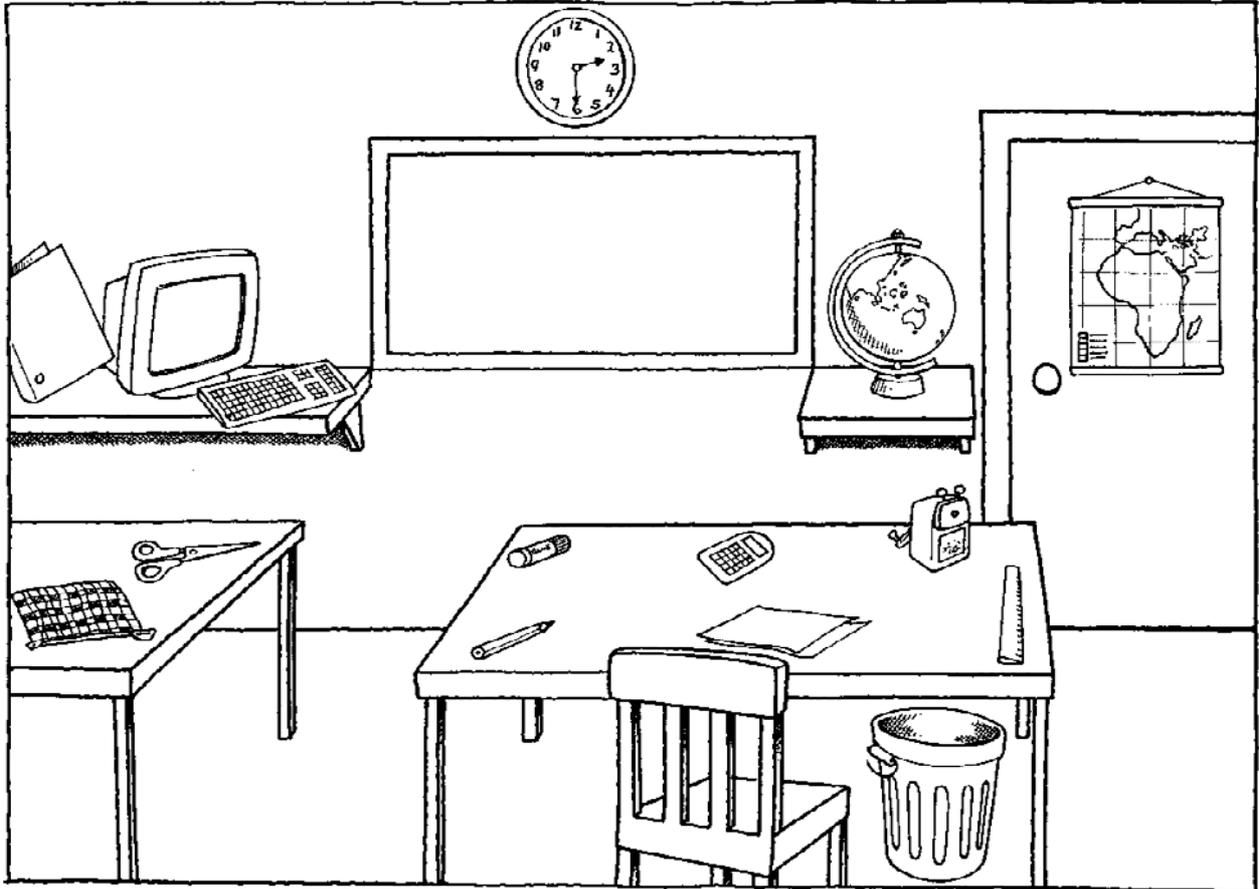
When you have finished, look at each other's picture.

Were you right?

If you made any mistakes, try to work out how each one was made.

Worksheet 8

- 1 Look at the drawing of the classroom. Use the words in the box to fill in the ten gaps in the description of it.



under	globe	left	right	ruler
map	above	left	folder	between

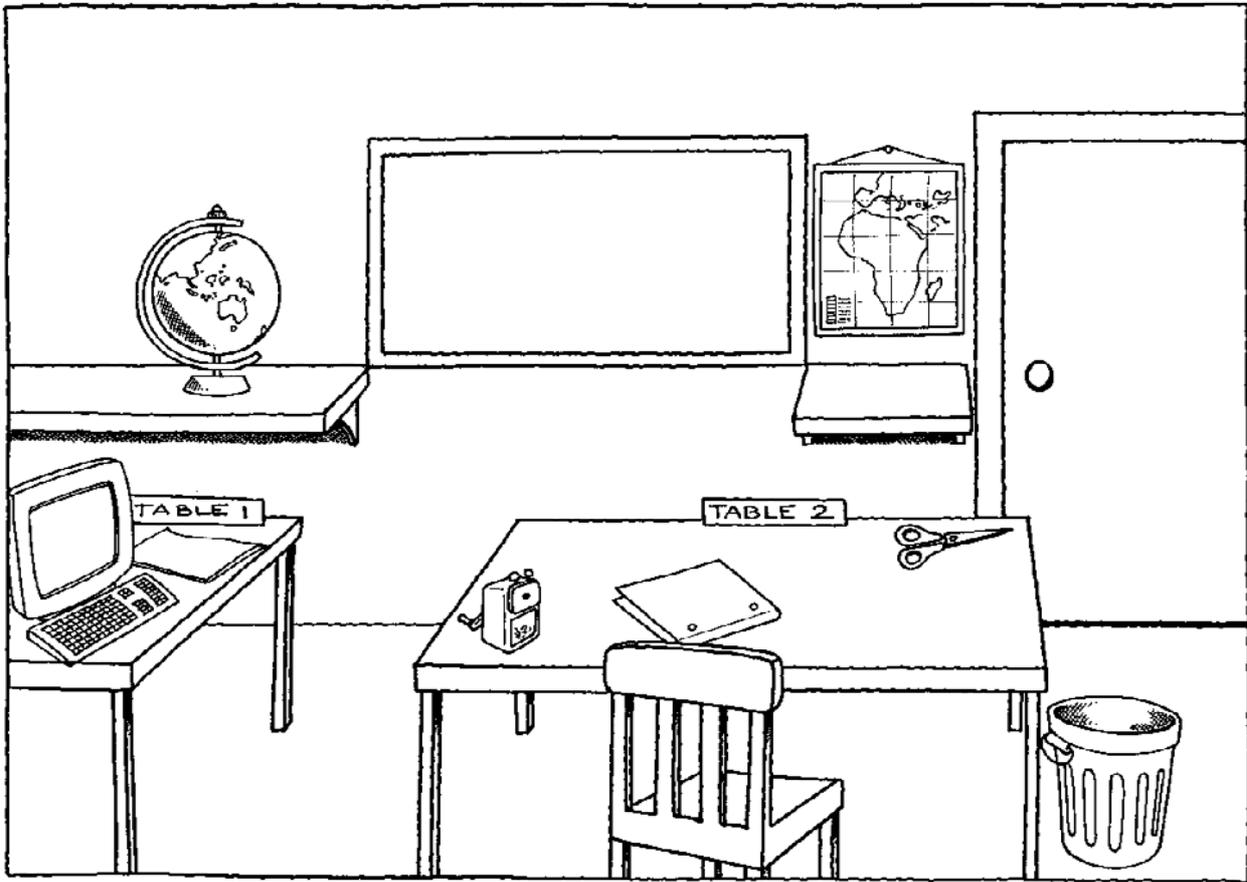
In this picture there is a whiteboard in the middle of the wall with a clock _____ it¹. On the _____ of the whiteboard there's a shelf with a computer and a _____ on it². There's also a shelf _____ the whiteboard and the door with a _____ on it³. A _____ is on the back of the door. There are two table. The table on the _____ has a pencil case and a pair of scissors on it⁴. On the table on the _____ there's some paper, a pencil, glue, a calculator, a sharpener and a _____. A rubbish bin is _____ the right side of the table.

2. The word 'it' is used four times in the description. Write down the name of the classroom item that each 'it' refers to.

1. it = whiteboard _____ 2. it = _____
3. it = _____ 4. it = _____

Worksheet 9

Look at the drawing of the classroom and write a description of it. Use your answers to **The classroom: Worksheets 4 and 8** to help you.



Read your description to two other students and listen to them read theirs.

