



Who Lives Here #1



1. Student ability: **High Beginner ~ Advanced**
2. Approximate length of lesson: **Varies**
3. Number of students necessary: **2+**
4. Preferred age/maturity: **JHS, HS, College, Adult**
5. Type of lesson: **Pair / Group / Whole class**

* * * * *

Note: This is a very flexible lesson. The worksheets can be used for just about any kind of English practice or review. The following is just one lesson idea.

Language Target: Vocabulary development – there are hundreds of common, everyday household items illustrated on these worksheets. See how many students can identify in English. This is also useful for working with speculative opinions (“I think the person who lives here is a young male because...”). Students can practice the following phrases:

might be, could be and must be as well as might have, could have and must have.

Setting Up Note: The purpose of this lesson is to get students involved in imagining

or speculating about who owns the trash bags, i.e., how many people live in this apartment / house, how old they are, what their names are, what their hobbies are, what jobs they have, what kind of things they like or don't like, what kind of personalities they might have. There are no right or wrong answers, merely hints to guild students' imagination.

Begin by collecting some things a few students such as a pencil, notebook, ring, etc. Lay these items out on the table in front of the class. Hold up one of the items and ask the students whose it is. (The owner must keep silent.) Students will respond with a statement like: **(I think) it's Kevin's**. Ask the student to explain why he/she thinks it belongs to Kevin. Students will need to explain something like: **It's Kevin's because he likes baseball and that pen has Giants written on it**. Do the same with other items and encourage students to identify something about the personality of the assumed owner.

Getting Started: Put students into pairs or small groups (3 or 4) and hand out the **Who Lives Here? Worksheet** to each group. Also, give each pair or group a copy of the Trash Bag Notes. Allow students time to identify the English names of the items they can find in the Trash Bag. They write these items on the Trash Bag Notes page.

Then, students discuss who the trash could belong to. When there is consensus within the group, the speculations are written (in sentences) on the Trash Bag Notes worksheet.

After groups have finished speculating about the people who own the trash, put two groups together and encourage students to compare their notes. At this point, the class will usually burst into a lively discussion, debate or

even argument as they defend their original speculations and disagree with the other group's ideas.

The goal here is to have the two groups discuss their opinions until there is consensus among everyone.

Variation 1: After the two groups have agreed on the owners of the trash, assemble the whole class and encourage representatives from each group to offer their conclusions. Encourage discussion using language such as:

- Why do you think... ?**
- How do you explain the...?**
- Did you notice the...?** etc.

Variation 2: For lower ability students, discuss the entire contents as a whole class. This is a good way to help students acquire vocabulary. Once everything has been identified, encourage students to volunteer speculations about the owners.

Building Fluency: In pairs or small groups, role play an interview. One student is a famous person, the other is journalists who have sorted through the star's trash.

They could ask questions such as:

- Interviewer: *Why do you like ... ?*
- Star: *Why do you think I like ... ?*
- Interviewer: *Uhm, I can't tell you, but we know for sure that you like ... ?*

Writing Practice: Students write an extended "Profile" of the owner(s) based on their speculations –OR– they could write a first person resume (**My name is... , I'm a..., I like...,** etc.)

This can be either in prose style or a simple list.

Similar Worksheets:

- Who Lives Here? (#2)**
(Lesson Collection Set 3 – Lesson 08b)
- Who Lives Here? (#3)**
(Lesson Collection Set 3 – Lesson 08c)
- Who Lives Here? (#4)**
(Lesson Collection Set 3 – Lesson 08d)

#1 (Young Couple) Mr. And Mrs. (Ellen) Cavanaugh

Some, but not all of the items in the Trash Bags

- Ear plug box (he snores?)
- Party hats - 2 or 3
- Barbecue fork
- Cooking glove - old with burn mark
- Bottle of hot tub cleaner
- Parking ticket
- Luxury watch box ?OLEX
- Spanish Study course package
- Old crossword puzzle 1/3 done
- Rx (drug) packages - allergy
- Note: *Pot roast in the oven.*
Bon Appetite!
- Real estate business card:
Ellen Cavanaugh - Broker

- Cavanaugh Real Estate
- Old blue prints - (He's an architect?)
- Building design doodles
- Floppy disc package
- Sleeping pill bottle
- Mustache oil container
- Note: *"Honey, working late.*
Don't wait up."
- Romance novel - title:
Love in the Lourve
- House plant pots and disposable
plant food bottles
- Cigar butt (one)
- Book: *Popular Children's Names*

Illustrated by Paul Nowak
Contributed by Kurt Scheibner

CLICK HERE TO ORDER ALL 250+ FUN LESSON WORKSHEETS