



FACES FROM MAYBE NEXT YEAR

These are faces of the characters from *Maybe Next Year*, plus some suggestions on how to use them.

I print the faces onto light card (but A4 paper would be fine too), then give them to students to hold up, so that they can ‘take on’ the character in an interaction or roleplay. You can make several sets, and get students to work in groups, or just use one set, so half the class members have cards, and the others gather round watching/prompting.

My experience is that using the cards allows students to interact in different contexts and relationships, and have conversations that they could never have as ‘themselves’. At first they may laugh about being a ‘child’ character, but they soon realise that everyone will take a turn at that.

I’ve given suggestions for using the cards for each story (and also added suggestions linked to CSWE I modules). There’s a lined page at the end—use this as the ‘back’ for the faces if you want students to be able to write notes.

Let me know how the cards work for you!

Clare Harris

STORY BY STORY

Story 1: Marcy—*Introducing people, family relationships*

Hand out cards out to students. Teacher ‘bumps into’ Marcy at the shopping centre.

Teacher: Hi Marcy! Is this your family?

Marcy: Hi Clare! How are you? Clare, this is my mum, Rosa. Mum, this is my teacher, Clare.

Teacher: Oh, nice to meet you, Rosa...

Teacher and ‘Rosa’ greet each other. Then Marcy continues and introduces the rest of the family...

Then it’s Vic’s turn. Maybe this time the teacher is his boss, or another student can take on the role.

Lina: Hey, Vic. Lovely day for a walk.

Vic: Hi Lina! Nice to see you. Lina, this is my wife, Marcy. Marcy, this is my boss, Lina.

And so it goes on... through all the characters.

Ideal for real beginners who struggle to remember family relationships and are not used to doing introductions with names. Include Kate to get more of the ‘in-law’ and ‘aunt/niece/nephew’ language. Include Bill to get the neighbour perspective. Add on conversation endings.

Story 2: Vic—*Daily routines, with he/she/they*

Decide together what time everybody in the family wakes up, starts and finishes work or school, and goes to sleep. Make a big chart on the board.

Students each take a family card, and are interviewed, telling us about their daily routine as the character, and about the routines of other people in the family.

Interviewer: Tom, what time do you wake up? What time do you have breakfast? What about your dad? What about your mum? What about on Saturdays? (More confident students can do the interviewing.)

Story 3: Tom—*Things I can and can't do (adding 'but' if you wish)*

Decide together on something that each character can do and can't do, then make a chart on the board (starting with Kate and Tom).

One student gets a random card, then holds up the other cards like photos:

Tom: I'm Tom, and this is a photo of my granny, Rosa. She lives with us. She can ride a bicycle, but she can't drive a truck.

Alternative: Characters are on the other side of the room.

Tom: I'm Tom, and that's my granny, Rosa, over there...

Story 4: Poppy and Holly—*Locations, requests: Can you...*

Locations game: Nine students get face cards, and stand in a group, hiding the cards from view. Other class members become new neighbours in Hope Street and ask each other about the family members.

"Is that Bill on the right and Vic on the left?" "Yes, that's right."

"Is that Marcy at the front and Kate at the back?" "No, it's Kate at the front."

"Is that Holly next to Marcy?"

After each question and answer, those 'family' students hold up their cards so we can see if the others got it right.

If they were right, the cards stay in view. If they were wrong, the cards are hidden again, and the rest of the class keep asking until they have worked out who everyone is.

Requests: Please can you ... (added to instructions to make them a request).

Talk together about things we ask our mum or our husband or our children or our neighbour or our student or our teacher/child's teacher to do. List them on the board.

Students take a face card, then go to another student, and make an appropriate request.

Marcy to Poppy: Poppy, please can you wash your hands before dinner.

Poppy to Marcy: Mum, please can you sign this note?

Include the way we respond to requests (including the very familiar 'in a minute').

Story 5: Rosa—People in my family

Extending ‘This is my grandson’ and daily routines, by talking about how you help or interact with other family members each day. Talk together about things that different characters might do, before handing out cards and getting pairs of students to tell the class what they say to each other.

Rosa: This is my grandson, Tom. Every day I make him breakfast and walk with him to school. “Be good,” I tell him.

Tom: This is my granny, Rosa. Every day I help her wash the dishes and I tell her jokes to make her laugh.

Story 6: Bill and Rosa—*Inviting, accepting or refusing*

Bill keeps inviting Rosa for dinner. She keeps refusing. Talk together about things you might invite someone to do with you. How do you accept or refuse kindly?

Two people take cards. One invites the other to do something and gets a refusal. Then another invitation is accepted.

Vic: “Bill, would you like to come for dinner on Saturday night?”

Bill: “Thanks, Vic, but I can’t. I’m going to the club.”

Vic: “Well, would you like to come for lunch on Sunday?”

Bill: “I’d love to. What can I bring?”

(As with all these conversations, students are not always going to manage perfect sentence structure... it’s more about thinking of appropriate things to say, and having a go.)

Story 7: Kate—*Talking on Skype, showing photos*

Everyone decides what 3 photos they want to show Kate. (Either use photos found in magazines or online, or make sketches—or just ‘pretend’ photos.)

Vic: Hi Kate! This is me with the kids at the park, playing soccer. And this one is me painting the house—you can see the paint on my nose. And this one is all of us at the beach at sunset.

Kate: Oh, that’s a beautiful sunset.

TIP: Old magazines that can be ripped up will give ideas and something to describe.

Story 8: Marcy’s birthday—*Giving presents, wishing happy birthday*

Students take family member cards. Each person gives Marcy her birthday presents, and she opens them with delight. (Teacher could model this for students whose culture does not include opening presents in front of the giver.) She has a Skype call with Kate, and a phone call with Vic. Bill comes over with some roses.

Rosa: Darling, this is from me. Happy birthday!

Marcy: Oh, what’s this? Can I open it? ... Oh, a scarf! It’s beautiful! Oh, Mum, thanks so much! I love the colour.

Option to do this for other family birthdays, deciding as a group on what presents everyone gives each other.

TIP: Nice if you can gather together some props and gift bags to make this ‘real’.

CSWE MODULES

Ways to link with *Maybe Next Year*

BI, H2	<p>Work out PID for each character (suburb, date of birth, etc.). Be ready to give your personal details.</p> <p>Also fill in the form for the different characters.</p>
B2, I2	<p>Describe yourself or another family member. Write your description (adding any details that aren't in the stories).</p>
C2	<p>Characters perform transactions:</p> <ul style="list-style-type: none"> • parents making a medical appointment for a child • children buying school lunches at the canteen • Kate calling the travel agent to book a ticket to Australia • different family members shopping for birthday presents • ordering drinks or coffee in the hotel • the whole family buying tickets for the zoo or other place to go, looking at the costs for 3 adults and 3 children
E2	<p>Simple conversations—what do you say to each family member when you get home from school/work?</p> <p><i>OR</i> Ask all the class to think (as themselves) of questions they'd like to ask each character.</p> <p><i>OR</i> Give advanced learners in a mixed group the chance to develop conversations between characters, and perform for the other students.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Tom has a Chinese lesson from a friend at school. • Marcy goes to Parent Night and meets Miss Brown. • Bill persuades Rosa to go out to lunch with him. • Vic and Marcy arrive at the hotel.
F2, J2	<p>Recount Characters retell a story from different perspectives:</p> <ul style="list-style-type: none"> • Kate's holiday in Turkey • The birthday • The trip to the hotel
G2	<p>Leave a phone message Characters leave phone messages:</p> <ul style="list-style-type: none"> • Vic tells Marcy he'll be working all night • Marcy asks Rosa to buy toothpaste • The school calls Marcy to say Tom is sick • Bill calls Vic to ask if he can help him on Saturday
K2	<p>Informal written texts Send emails from different family members to Kate, telling her the news. Kate replies.</p>



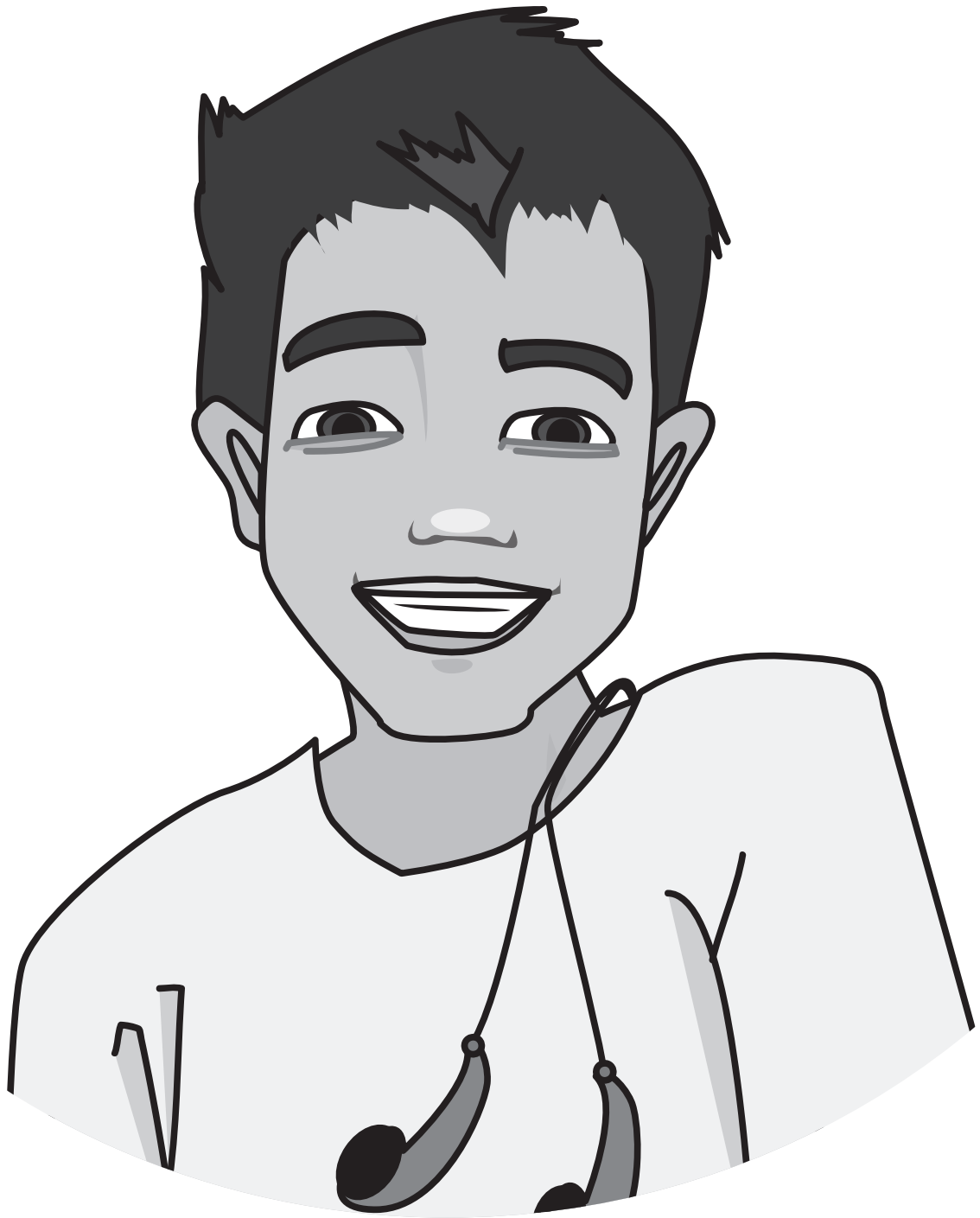
Vic



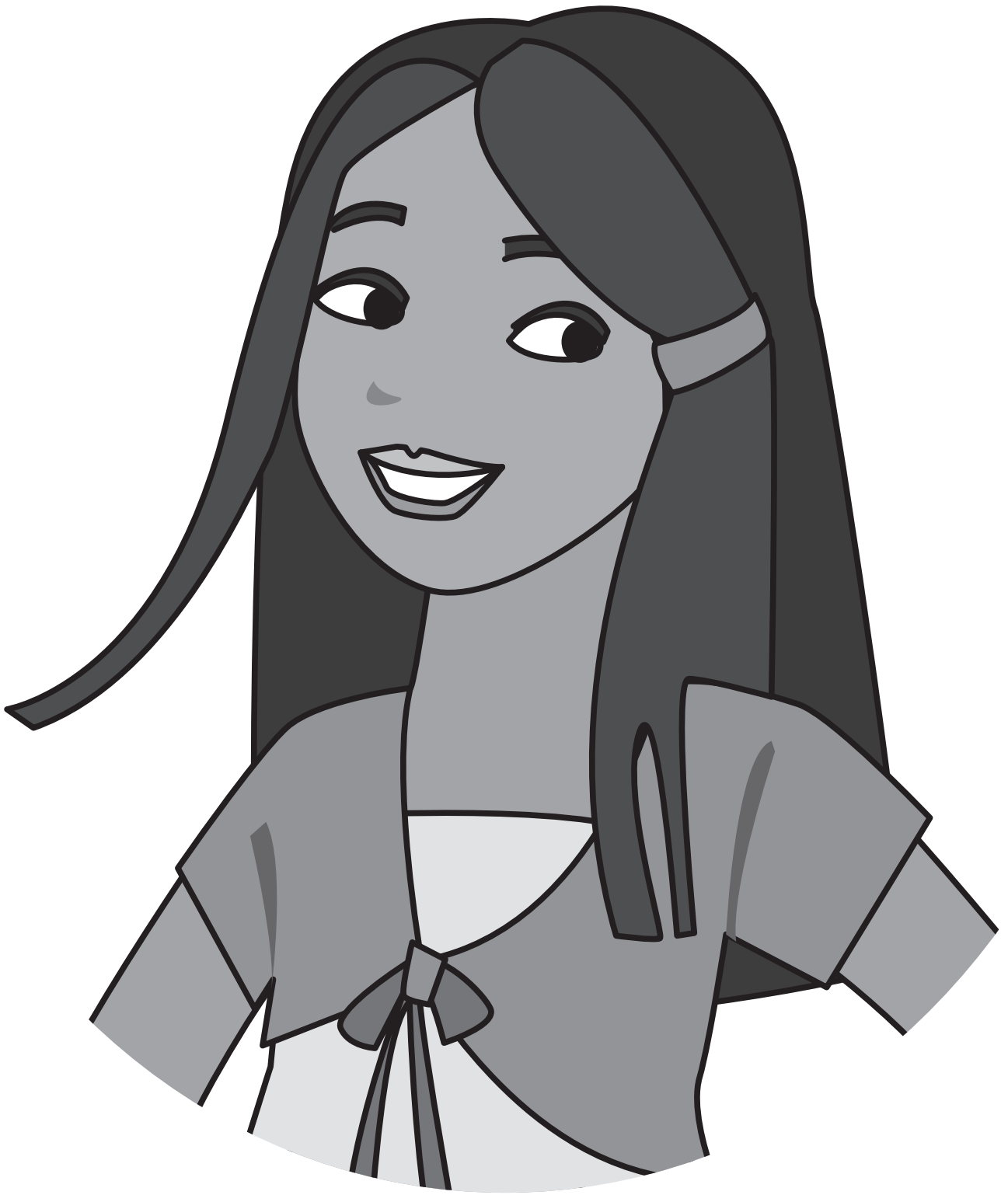
Rosa



Marcy



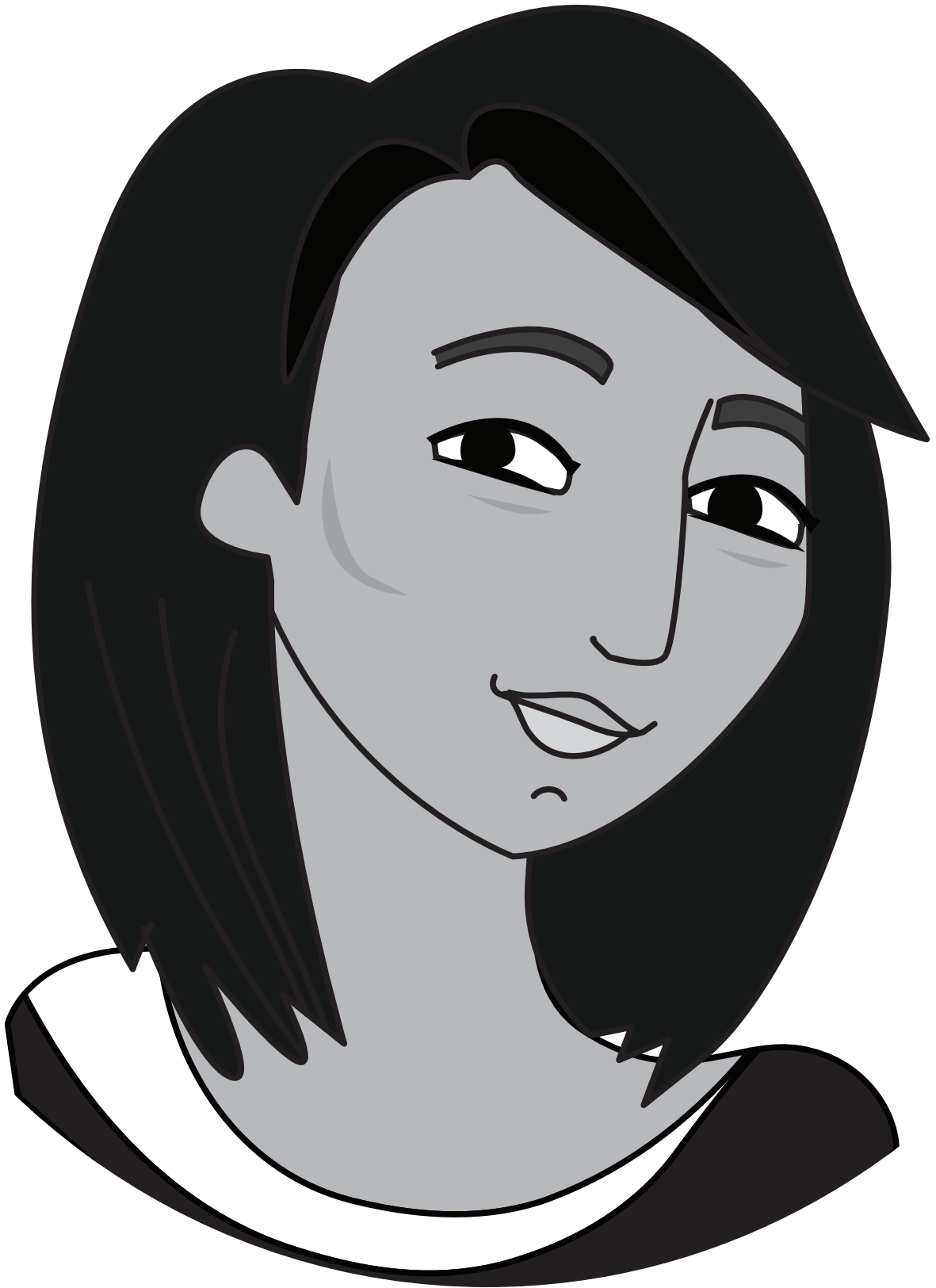
Tom



Poppy



Holly



Kate



Miss Brown



Bill

