

<b>Description</b>	Students read a text to review object pronouns
<b>Lesson link</b>	Use this activity after exercise 3c, page 59
<b>Time</b>	20 minutes
<b>Extra material</b>	Print out and photocopy the <i>It's a small world!</i> worksheet – one for each student

## Instructions

- a** Hand out a copy of the worksheet *'It's a small world!'* to each student. Pre-teach / translate the meaning of *coincidence*. Ask SS to skim read the text to get an idea of what it's about (set a time limit of 30 seconds for this). After the 30 seconds ask SS some quick comprehension questions, e.g. *Where do the people meet?* (at the airport), etc.
- b** Draw SS' attention to the gaps in the text. Ask which word might go in the first gap. Elicit *us* and ask SS what kind of word it is (*object pronoun*). Ask SS what *us* refers to, elicit *the writer and the writer's boyfriend ('my boyfriend and I' in the text)*. Ask SS to draw a circle around *'my boyfriend and I'* and join it to *us* with a line.
- c** Set a time limit of ten minutes. Ask SS to read the text again in detail and answer the questions on the worksheet. Suggest that SS work together in pairs or small groups, and encourage them to discuss their answers.
- d** After the time limit review the questions with the class.

## Answers

### It's a small world!

Five years ago my boyfriend and I went to Japan to teach English. As we waited at the airport a young man sat down next to **us**. We started talking to **him**. He said his name was Peter Mason. He asked what we studied at university. 'English Literature,' said my boyfriend. 'Music,' I said.

'**Me** too,' he replied. 'I studied music in Salamanca in Spain. I finished my course last month.'

'Really?' I said, 'My friend Lorna studied music in Salamanca.'

He looked surprised, 'Lorna? Do **you** mean Lorna Murray?'

'Yes!' I said.

'I know **her** really well. We were flat mates!' said Peter.

We were amazed – **it** was such a coincidence! We talked for the rest of the flight. When we got to Japan we exchanged mobile phone numbers. Peter said, 'My girlfriend's flying here tomorrow. We should meet and walk around Osaka together.'

A few days later he phoned, 'Come and meet me and my girlfriend Maria.' We met **them** in Osaka and had a great time.

Later I phoned my friend Lorna. 'I met your friend Peter Mason on the plane to Japan.'

'Wow', she said. '**It's** a small world!'

- 2** us = my boyfriend and I; him = a young man; Me = Peter; you = the writer; her = Lorna Murray; it = the coincidence; them = Peter and his girlfriend; it = the world
- 3** It's not important to identify all the examples here. Just elicit some answers from the students. (we = us; you = you; he = his; she = her; it = it; they = them)
- 4** Students' own answers.

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'\_\_\_\_\_ too', he replied. 'I studied music in Salamanca in Spain. I finished my course last month.'

'Really?' I said, 'My friend Lorna studied music in Salamanca.' He looked surprised, 'Lorna? Do \_\_\_\_\_ mean Lorna Murray?' 'Yes!' I said.

'I know \_\_\_\_\_ really well. We were flat mates!' said Peter.

We were amazed – \_\_\_\_\_ was such a coincidence! We talked for the rest of the flight. When we got to Japan we exchanged phone numbers. Peter said, 'My girlfriend's flying here tomorrow. We should meet and walk around Osaka together.'

A few days later he phoned, 'Come and meet me and my girlfriend Maria.' We met \_\_\_\_\_ in Osaka and had a great time. Later I phoned my friend Lorna. 'I met your friend Peter Mason on the plane to Japan.' 'Wow', she said. '\_\_\_\_\_ 's a small world!'

me her us it them him

- 1 Read the text and write an object pronoun from the list above in each gap.
- 2 Work with a partner. Decide what or who each object pronoun refers to.
- 3 Circle the subject pronouns in the text. Look at them with your partner. What are the object pronouns for each one?
- 4 Discuss with your partner: a coincidence / a person you met when you were travelling.

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