

Simon's week

ACTIVITY TYPE

pairwork information gap

LANGUAGE FOCUS

present simple questions and short answers

days of the week

activities: *do your homework, go swimming, play tennis, have a bath, watch TV, visit your friends*

LEVEL

2

AGE RANGE

9–10

TIME

15 minutes

MATERIALS

a copy of the *Simon's week* worksheet per pair of pupils

Before class

Make a copy of the *Simon's week* worksheet for every pair of pupils. Cut each copy into two parts, A and B.

In class

- 1 Revise or pre-teach the vocabulary used in the activity by asking individual pupils: *Do you do your homework on Mondays? Do you go swimming on Tuesdays?* etc. to elicit positive or negative short answers (*Yes, I do. / No, I don't.*). Tell pupils to ask and answer similar questions in pairs.
- 2 Remind pupils to use the preposition *on* and the plural form of the days when talking about routines/habits: *on Tuesdays*.
- 3 Arrange the class in pairs: A and B. Give pupils their part of the worksheet, A or B. Explain that the information on their photocopy is 'secret' and pupils can only look at their own piece of paper. Let them read their sheet.
- 4 Explain that pupils are going to find out what Simon normally does during the week by asking their partner questions. Copy part of the chart from the activity onto the board:

	Monday	Tuesday
do his homework		

- 5 Ask the question *Does Simon do his homework on Mondays?* to elicit the response *Yes, he does*. Put a tick in the box on the board.
Repeat for Tuesday: *Does Simon do his homework on Tuesdays?* to elicit the response *No, he doesn't*. Put a cross in the box on the board.
- 6 Ask pupils to face their partners. They ask and answer questions to complete the sheet.
- 7 Circulate to monitor and correct.

Extension

In pairs pupils ask each other the questions from the worksheet to find out about their partner's week.

A



Complete the table. Ask and answer questions.

Example: Does Simon do his homework on Mondays? Yes, he does.
Does Simon do his homework on Tuesdays? No, he doesn't.

	Monday	Tuesday	Wednesday	Thursday	Friday
do his homework	✓	X		✓	
go swimming	X				✓
play tennis		X	X	X	
have a bath	✓			X	
watch TV	✓		X		X
visit his friends		X	✓		✓



B



Complete the table. Ask and answer questions.

Example: Does Simon do his homework on Mondays? Yes, he does.
Does Simon do his homework on Tuesdays? No, he doesn't.

	Monday	Tuesday	Wednesday	Thursday	Friday
do his homework	✓	X	✓		X
go swimming		✓	X	X	
play tennis	✓				X
have a bath		X	✓		✓
watch TV		✓		✓	
visit his friends	X			X	

Johnny's birthday list

ACTIVITY TYPE

individual reading, question and answer activity

LANGUAGE FOCUS

present simple
want
short answers

LEVEL

2

AGE RANGE

9–10

SKILLS

reading, writing, speaking, listening (extension)

TIME

30 minutes

MATERIALS

a copy of *Johnny's birthday list* worksheet per pupil, an enlarged copy of the picture of Johnny on the worksheet cut out to use as a flashcard

Before class

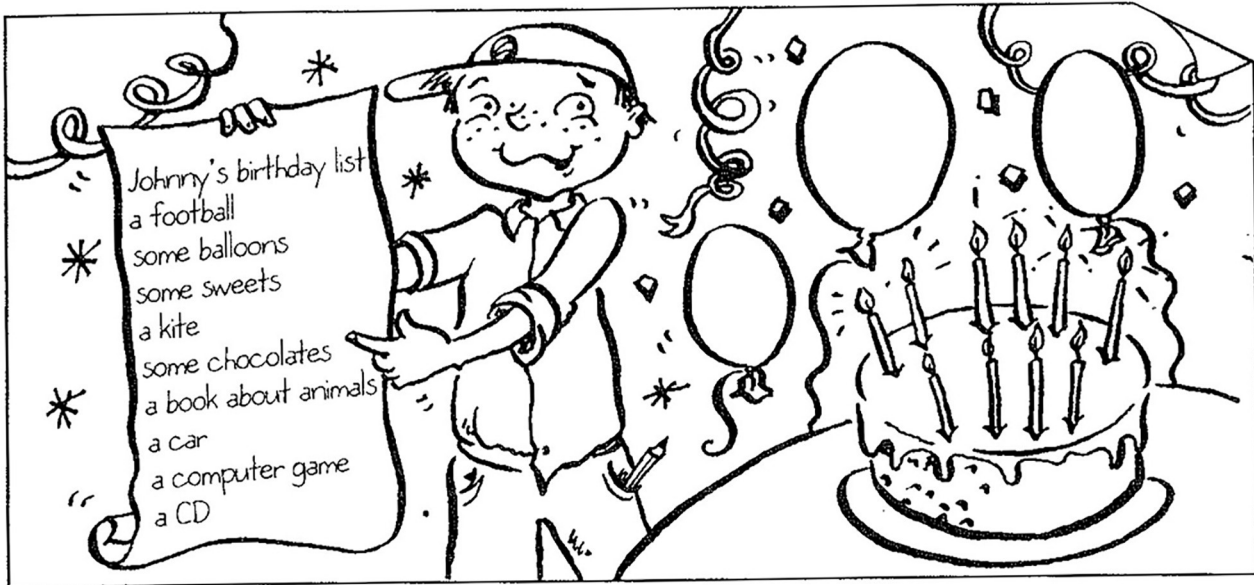
Make a copy of the *Johnny's birthday list* worksheet for each pupil. Prepare a flashcard of Johnny.

In class

- 1 Review present simple question and answer forms.
 - a Hold up the flashcard of Johnny and say *This is Johnny. It's his birthday. He wants these presents for his birthday.* Write a short birthday list on the board, e.g. 'a book', 'a CD', etc. and invite pupils to give more suggestions as you write them on the board.
 - b Say *He wants a book. Repeat.* Ask individual pupils to make sentences using the structure *He wants ...* and the vocabulary on the list.
 - c Ask questions, e.g. *Does he want a bike?* to practise the short answers *Yes, he does* and *No, he doesn't.*
 - d Ask longer questions with two options, e.g. *Does he want a bike or a ball?* to elicit the answer *He wants ...*
- 2 Revise any vocabulary items that your class may have problems with: *some sweets, some chocolates, a kite, a computer game, a CD*, etc.
- 3 Give out a copy of the worksheet to each pupil. Ask your pupils to read the text and complete the exercises.
- 4 Pupils complete the activities individually.
- 5 Circulate to monitor and help.
- 6 The activities can be corrected individually by the teacher or collectively by asking pupils to read their answers out for you or a pupil to write on the board.

Extension

Once pupils have written their own birthday lists, they can ask questions in pairs to guess what their partner wants, using the structure *Do you want ...? Yes, I do. / No, I don't.*



Write sentences about what Johnny wants.

Example: He wants a football.

He wants some balloons.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____

Answer these questions with short answers. Yes, he does. No, he doesn't.

Example: Does Johnny want a football? Yes, he does.

- 1 Does Johnny want a tennis ball? _____
- 2 Does Johnny want a book about pop music? _____
- 3 Does Johnny want some balloons? _____
- 4 Does Johnny want a bike? _____
- 5 Does Johnny want a computer? _____
- 6 Does Johnny want a CD? _____
- 7 Does Johnny want a kite? _____

Write your own birthday list.

My birthday list

Group worksheet 2

Practice of present simple, *I like/don't like, Have you got ...?* (20 minutes)

Each student will need a copy of the worksheet.

Do a quick revision of the structures above by asking questions round the class, for example, *Do you like Maths, Have you got a pet?* Tell students that you are going to give them a questionnaire to complete. Explain that they should walk round the classroom asking each other questions until they have found one person who fits the description on the questionnaire. They should write the person's name in the space provided. Set a time limit, for example 10–15 minutes. When the students have finished, ask them to report their findings back to the class.

Complete the questionnaire. Ask your classmates questions. Use this dialogue to help you.

YOU: Have you got a dog?

STUDENT A: Yes, I have.

YOU: Do you like football?

STUDENT B: No, I don't.



Find someone who . . .

Name

- | | |
|---------------------------------------|-------|
| 1 has got a dog | _____ |
| 2 likes football | _____ |
| 3 has got a white T-shirt | _____ |
| 4 gets up before seven o'clock | _____ |
| 5 has got a computer | _____ |
| 6 hasn't got a Walkman | _____ |
| 7 likes apples | _____ |
| 8 has a birthday in summer | _____ |
| 9 has got black shoes | _____ |
| 10 studies every day | _____ |

Resource C (Lesson 3)

Classroom arrangement: pairs

Objective: to practise talking about likes and dislikes

Context: sport

- Photocopy and cut up one sheet for each pair.
- In each pair one S is Student A and one S is Student B.
- Explain that they both have some information about the people on the sheet but they need to ask their partners questions to find out the rest of the information. Ss take it in turns to ask questions. Check they understand that one tick means *likes*, two ticks means *loves*, one cross means *doesn't like* and two crosses means *hates*.

A: *Does Kay like motor racing?*

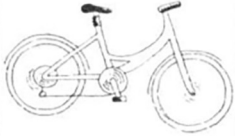






B: *Yes, she does. She loves it.*








- When they get the information from their partner they write it down in their chart.
- When they have all the information about the people, they then ask their partner what sports they like.

A: *Do you prefer football or rugby?*

B: *I prefer football.*

Resource C (Lesson 3)

Student A				 
Kay	XX		✓	
Justin		X		
Rachel	✓		XX	
Tim		✓✓		
your partner				

Student B				 
Kay		✓✓		
Justin	XX		✓	
Rachel		X		
Tim	XX		✓	
your partner				

Student A

What do you usually do at the weekend? Put a Y (yes) or an N (no) in the boxes for You. Then ask Student B questions and fill in the boxes.

► You: Do you watch TV?

Student B: Yes, I do/No, I don't.

1



You ☐ Student B ☐

2



You ☐ Student B ☐

3



You ☐ Student B ☐

4



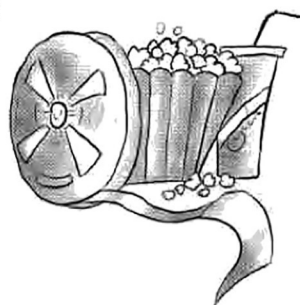
You ☐ Student B ☐

5



You ☐ Student B ☐

6



You ☐ Student B ☐

7



You ☐ Student B ☐

8



You ☐ Student B ☐

9



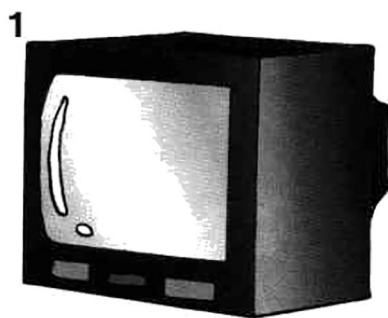
You ☐ Student B ☐

Student B

What do you usually do at the weekend? Put a Y (yes) or an N (no) in the boxes for You. Then ask Student A questions and fill in the boxes.

► You: Do you watch TV?

Student A: Yes, I do/No, I don't.



You ☐ Student A ☐



You ☐ Student A ☐



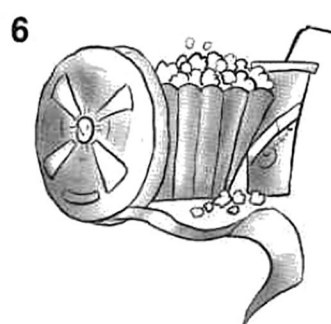
You ☐ Student A ☐



You ☐ Student A ☐



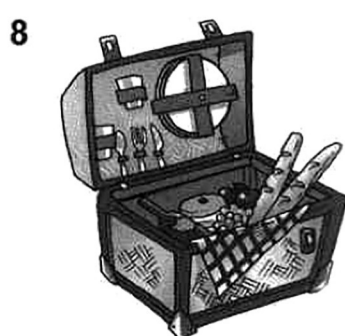
You ☐ Student A ☐



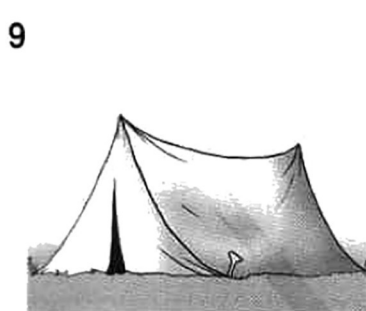
You ☐ Student A ☐



You ☐ Student A ☐



You ☐ Student A ☐



You ☐ Student A ☐

A question of taste

ACTIVITY TYPE

pairwork information gap,
individual writing, class
survey

LANGUAGE FOCUS

do/does: question forms and
short answers for *like*
food: *salad, cheese,*
cauliflower, tomatoes, eggs,
chips, fruit, fish

LEVEL

2

AGE RANGE

9–10

SKILLS

speaking, listening for
information, reading, writing

TIME

45 minutes

MATERIALS

an enlarged copy of the
A question of taste graph,
a copy of the *A question of*
taste worksheet per pupil,
a copy of the *A question of*
taste graph per six to eight
pupils, crayons, a piece of
chocolate

Before class

Make an enlarged copy of the *A question of taste* graph. Make a copy of the *A question of taste* worksheet for each pupil and a copy of the *A question of taste* graph for every six to eight pupils.

In class









- Hold up a piece of chocolate and say *Mmm. I like chocolate. Say listen and repeat. I like chocolate. You like chocolate. He likes chocolate* (stressing the *s*). *She likes chocolate. We like chocolate. They like chocolate.* Drill by giving the subject pronoun to elicit the correct response.
- Say *Pedro, do you like chocolate?* (using the /dju:/ elision). Say *Ask me* to elicit repetition of the question, and answer saying *Yes, I do.* Provide the negative answer, *No, I don't.* Write these on the board. Weave the question around the class (*Pedro, ask Martha; Martha, ask Marc, etc.*).
- Say:
Listen and repeat.
I: Do I like chocolate?
You: Do you like chocolate?
He: Does he like chocolate? (stressing the changed form)
She: Does she like chocolate? (stressing the changed form)
We: Do we like chocolate?
They: Do they like chocolate?
Continue drilling by giving the subject pronoun to elicit the correct question.
- Copy part of the chart from the first section of the worksheet onto the board, writing three or four food items in the appropriate boxes. Write one pupil's name in the box and ask the questions, e.g. *Olga, do you like salad?* to elicit the answer *Yes, I do* or *No, I don't.* Write the answers in the boxes. Use ✓ for yes, and X for no. Ask another pupil *Does Olga like salad?* If necessary, provide the answers *Yes, she does* and *No, she doesn't* and write them on the board. Ask other pupils questions about Olga using the information from the chart.
- Arrange the class in pairs: A and B. Give pupils their worksheets, and refer them to the first section. Ask them to write their partner's name in the appropriate box.
- Pupils ask and answer questions to complete the information in the first section. Circulate to monitor and correct.
- Refer your class to the second section of the worksheet and ask a pupil the first question: *Does your friend like salad?* By demonstration explain that pupils answer the questions in the second section using the answers their friend has given them in the first section. Circulate to monitor and correct.
- Refer pupils to the third section of the worksheet and ask them to answer the questions. Circulate to monitor and correct.

Extension

Arrange the class in groups of six to eight pupils and give each group a copy of the *A question of taste* graph. One person in each group acts as interviewer, asking each of the others in the group the relevant questions. Pupils then colour in a box in each food column for a positive answer. When they have finished, ask each group to report their results to you by asking them *How many like salad? How many like ice cream?* etc. as you shade in the boxes on the enlarged copy of the graph. This can be displayed in the classroom.

Ask your friend *Do you like ...?*

Yes ✓ No ✗

								
name	salad	cheese	cauliflower	tomatoes	eggs	chips	fruit	fish

Answer *Yes, he does, Yes, she does, No, he doesn't or No, she doesn't.*

1 Does your friend like salad? _____

2 Does your friend like cheese? _____

3 Does your friend like cauliflower? _____

4 Does your friend like tomatoes? _____

5 Does your friend like eggs? _____

6 Does your friend like chips? _____

7 Does your friend like fruit? _____

8 Does your friend like fish? _____

What about you? Answer *Yes, I do or No, I don't.*

1 Do you like salad? _____

2 Do you like cheese? _____

3 Do you like cauliflower? _____

4 Do you like tomatoes? _____

5 Do you like eggs? _____

6 Do you like chips? _____

7 Do you like fruit? _____

8 Do you like fish? _____

Colour the results on the graph. Colour a box for *yes*, nothing for *no*.

30								
25								
20								
15								
10								
5								
	salad	cheese	cauliflower	tomatoes	eggs	chips	fruit	fish

Getting To Know Someone

- 1 Complete the questions with the correct form of *be* or *do*.
- 2 Now write your answers below each question.
- 3 Give your completed paper to your teacher. Your teacher will give you another student's sheet. Read the answers. Ask your classmates to find out whose paper it is.

1 Are you a boy or a girl?	2 What type of music you like?
3 How old you?	4 you good at maths?
5 your father drive a car?	6 you good at drawing?
7 you know any famous people?	8 you good at sport?
9 you play tennis?	10 you live in a house or a flat?
11 you tall?	12 your grandparents live with you?
13 your best friend older than you?	14 you ever visit other countries on holiday?
15 you play a musical instrument?	16 you walk to school?
17 your surname more than seven letters long?	18 your eyes blue?
19 you like horror films?	20 How many languages you speak?

be and have

1 Complete the sentences with the correct form of *be* or *have*.



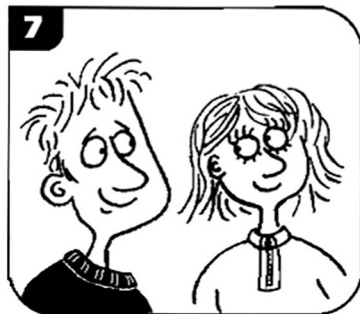
You are very tall.



We have too much homework.



I am very tired.



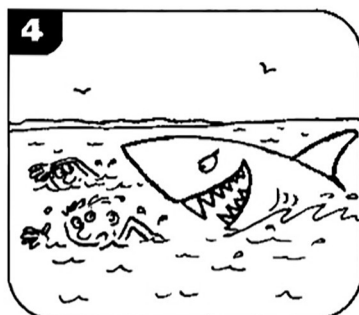
You have beautiful eyes.



He is my friend.



She eats spaghetti for lunch every day.



We are good swimmers.



I have a lot of money.



They are very sad.



They live in a nice house.

2 Complete the questions and answers.

be

1 *is* she tall?

Yes, she *is*

2 you tired?

Yes, I

3 he your brother?

No, he

4 you good swimmers?

Yes, we

5 they happy?

No, they

have

6 *Do* you *have* too much homework?

Yes, we *do*

7 *Does* she beautiful eyes?

Yes, she

8 she roast beef every day?

No, she

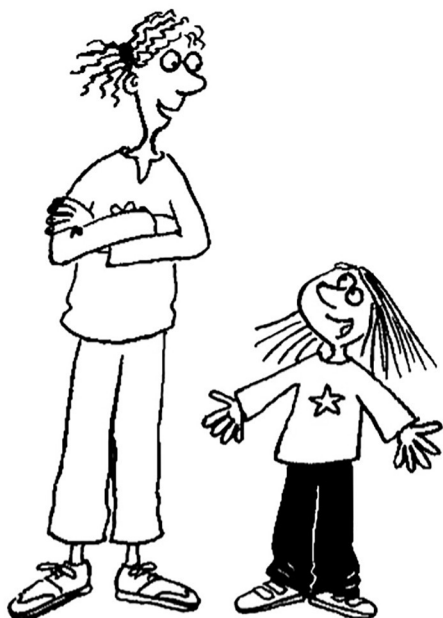
9 you a lot of money?

Yes, I

10 they a horrible house?

No, they

3 Complete the negative sentences.



be

1 You *aren't* very tall.

2 I very tired.

3 He my friend.

4 We good swimmers.

5 They very sad.



have

6 We *don't have* too much homework.

7 You beautiful eyes.

8 She spaghetti every day.

9 I a lot of money.

10 They a nice house.

go and like

1 Complete the sentences with the correct form of *go* or *like*.



I *go* to work
at 8 o'clock.



I *like*
dancing.



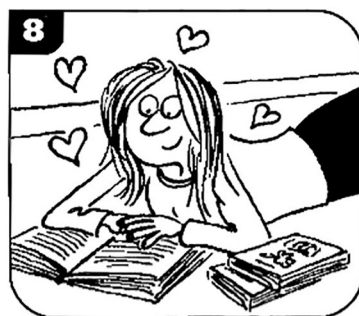
You always
..... too fast.



You
strange music.



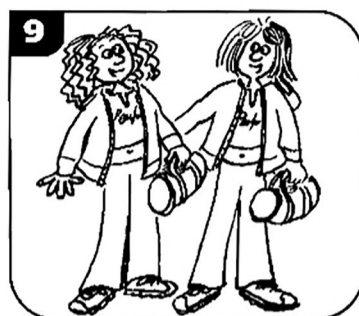
My brother
..... to school
by bike.



She
reading.



They on
holiday three times a
year.



We the
same things.



We to
the cinema every
Friday.



They all
tea.

2 Complete the questions and answers.

go

1 Do you go to work at the same time every day?

Yes, I do.

2 they always too fast?

Yes, they

3 your brother to school by bus?

No, he

4 they on a lot of holidays?

Yes, they

5 you swimming every Friday?

No, we

like

6 Do you like dancing?

Yes, I do.

7 he normal music?

No, he

8 she reading?

Yes, she

9 you different things?

No, we

10 they all coffee?

No, they

3 Complete the texts with the correct form of the verbs in brackets.



We (1 not like) don't like most of the restaurants in our town, but we (2 like) a pizza restaurant called Pizza Pizzazz. We always (3 go) there on Saturdays. We (4 like) the waiter at the restaurant, and he (5 like) us too. But sometimes we (6 not go) home until midnight, and he (7 not like) us then. He (8 not like) working late at night.

Rosie (9 go) to school by bus. The bus (10 go) along her street and straight to school, so it's a very easy journey. But Rosie (11 not like) getting up in the mornings. She (12 like) lying in bed. Sometimes she's too late for the bus, so she (13 go) to school in her parents' car. Her parents (14 not like) taking her to school, because they (15 go) to work in a different part of town. Sometimes they are very cross with Rosie.

