



Card drills

ACTIVITY TYPE

whole class, pairwork
communication activity

LANGUAGE FOCUS

He/She is ...
numbers 7–10
Who ...?
How old ...?
short answers

LEVEL

1

AGE RANGE

7–8

SKILLS

speaking

TIME

45 minutes

MATERIALS

an enlarged copy of the *Card drills* worksheet, card, glue, scissors, a copy of the *Card drills* worksheet per pupil

Before class

Make an enlarged copy of the *Card drills* worksheet, stick it onto card and cut it up into eight flashcards. Make a copy of the *Card drills* worksheet for each pupil.

In class

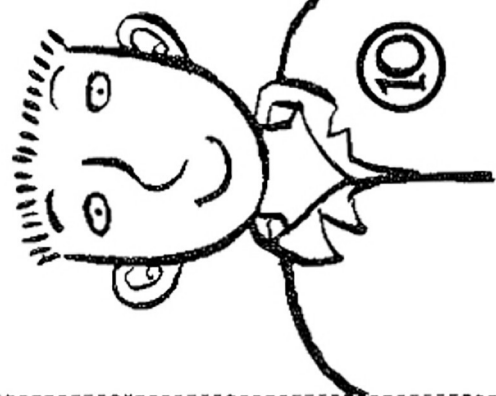
- 1 Separate the pictures of boys and work only with these.
 - a Practise *He's ...* Hold up the picture of Dave, saying *Listen and repeat. He's Dave.* Repeat with the other pictures. Hold up the picture of Dave again, saying *Is he Dave or Bill?* to elicit the response *He's Dave.* Repeat with the other pictures.
 - b Practise *Is he ...?* Yes, he is. No, he isn't. Hold up the picture of Dave, saying *Is he Dave?* Supply the answer, *Yes, he is.* Repeat with the other pictures. Hold up the picture of Dave, saying *Is he Bill?* Supply the answer, *No, he isn't.* Repeat with the other cards.
 - c Practise *Who's he ...?* Hold up the picture of Dave, saying *Is he Bill?* When pupils respond, look puzzled and say *Is he Peter?* Look even more puzzled and ask *Is he Bob?* Look exasperated and say *Who's he?* to elicit the response *He's Dave.* Repeat with the other cards. Transfer the question to the class. Point at different boys on the cards and ask individual pupils to ask *Who's he?* to another pupil.
- 2 Now work with the pictures of girls.
 - a Practise *She's ...* Hold up the picture of Mary, saying *Listen and repeat. She's Mary.* Emphasise *She's* and check that pupils do not respond with *He's*. Repeat with the other pictures, checking the use of the correct subject pronoun. Hold up the picture of Mary again, saying *Is she seven or ten?* to elicit *She's seven.* Repeat with the other pictures.
 - b Practise *Is she ...?* Yes, she is. No, she isn't. Hold up the picture of Mary, saying *Is she seven?* to elicit the response *Yes, she is.* Repeat with the other pictures. Hold up the picture of Mary, saying *Is she ten?* to elicit *No, she isn't.* Repeat with the other cards.
 - c Practise *How old is she?* *She's ...* Hold up the picture of Mary, saying *Is she ten?* When pupils respond, look puzzled and say *Is she nine?* Look even more puzzled and ask *Is she eight?* Look exasperated and say *How old is she?* to elicit the response *She's seven.* Repeat with the other cards.
- 3 Give a copy of the worksheet to each of your pupils and ask them to cut it up into eight cards.
- 4 Demonstrate the activity by example. Select a pupil and, holding up one card at a time, ask *Who's he? Who's she?* etc. When your cards are finished, your pupil asks the questions.
- 5 Arrange the class in pairs: A and B. Ask pupils to face their partners and take it in turns to ask and answer questions. If you want to make this more challenging, ask pupils to cover up (or fold back) the names on the cards.
- 6 Circulate to monitor and help.

Extension

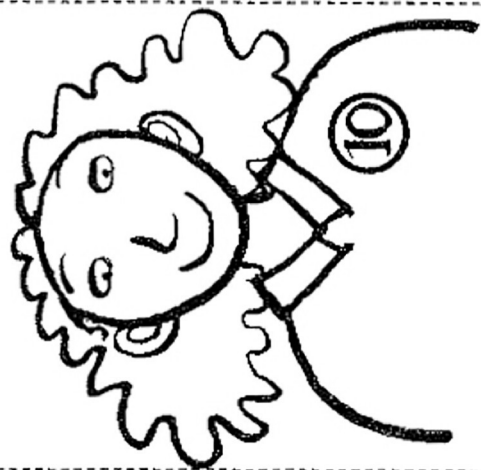
In a later lesson, you could introduce and practise *They're ...*, *Yes, they are* and *No, they aren't*, using two pictures of children of the same age.

Option

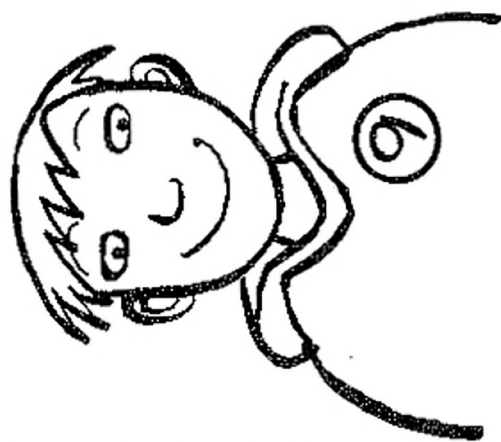
You can also use the cards to practise the possessive 's. Put a picture card with a classroom object, saying *It's Dave's book*, *It's Carol's ruler*, *It's Bill's pencil sharpener*, etc. Introduce the question *Whose book is it?* etc. by using the above techniques.



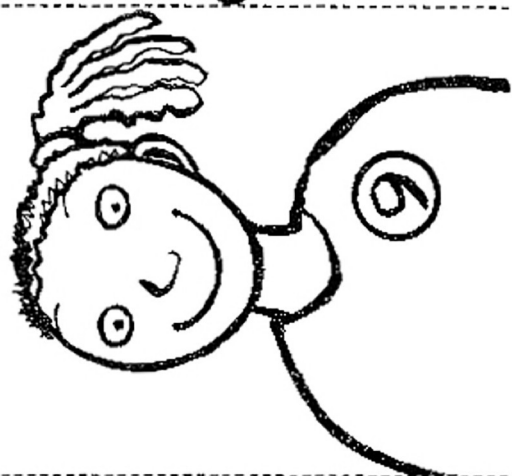
Bob



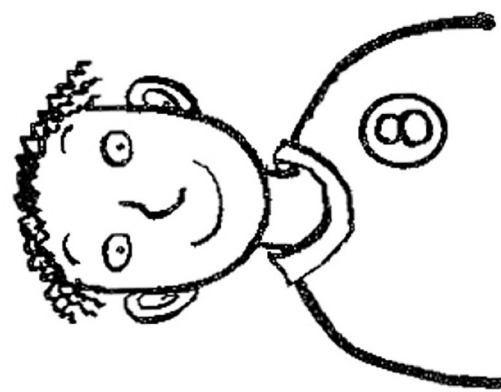
Helen



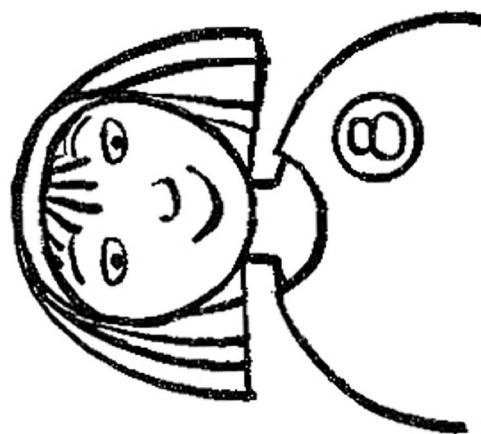
Bill



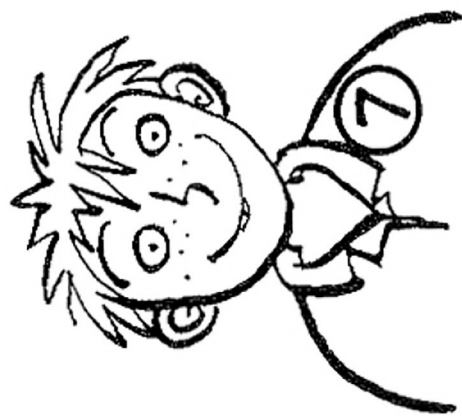
Carol



Peter



Sue



Dave



Mary

Hide and seek

ACTIVITY TYPE

pairwork information gap

LANGUAGE FOCUS

is/are: question forms and short answers

rooms: *bathroom, bedroom, kitchen, living room, dining room, garage*

LEVEL

1

AGE RANGE

7–8

SKILLS

speaking, listening for information, reading

TIME

20–30 minutes

MATERIALS

a copy of the *Hide and seek* worksheet per pair of pupils, flashcards of the rooms

Before class

Make a copy of the *Hide and seek* 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 using flashcards.
- 2 Revise or pre-teach *is* and *are*.
 - a Draw three boxes on the board. Label them *bedroom, bathroom* and *kitchen*. Draw a simple picture of a girl, a boy, and a girl and a boy, in each one respectively. Give them names, e.g. *Sandra, Harry*, and *Gemma and Matthew*. Hold up one finger and ask your pupils to hold up one finger. Say *Sandra's in the bedroom. Listen and repeat. Sandra's in the bedroom.* Hold up two fingers and ask your pupils to hold up two fingers. Say *Gemma and Matthew are in the kitchen. Listen and repeat. Gemma and Matthew are in the kitchen.*
 - b Drill *'s* and *are*, using the names and holding up one finger or two, changing the sequence and getting faster each time to try to catch your pupils out.
 - c Then test individual pupils at random by pointing to one of the pictures on the board to elicit the correct response, e.g. *Harry's in the bathroom.*
 - d Practise question and answer forms using the pictures and finger prompts above, e.g.
 TEACHER: *Sandra*
 PUPILS: *Is Sandra in the bedroom? Yes, she is.*
 TEACHER: *Harry*
 PUPILS: *Is Harry in the bathroom? Yes, he is.*
 TEACHER: *Gemma and Matthew*
 PUPILS: *Are Gemma and Matthew in the kitchen? Yes, they are.*
 - e Repeat the procedure, changing the information to practise negative short answers. Drill collectively, e.g.
 TEACHER: *Harry, kitchen*
 PUPILS: *Is Harry in the kitchen? No, he isn't.*
- 3 Arrange the class in pairs: A and B. Give pupils their section of the worksheet, A or B, and ask them to face their partners. 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 some children are hiding in different parts of the house and pupils must find them by asking their partner questions. Copy part of the chart from the activity onto the board, changing the information, and ask individual pupils questions, e.g.
 TEACHER: *Is David in the kitchen?*
 PUPIL: *No, he isn't.*
 TEACHER: *Is David in the bedroom?*
 PUPIL: *No, he isn't.*
 TEACHER: *Is David in the bathroom?*
 PUPIL: *Yes, he is.*
- 5 Pupils ask and answer questions in pairs to complete the sheet.
- 6 Circulate to monitor and correct.

A

Ask pupil B questions to complete the chart.

Example: Is Paul in the bedroom? No, he isn't.

Are Sarah and Sally in the bathroom? No, they aren't.

| |  |  |  |  |  |  |
|---|---|---|---|---|--|---|
| David  | | | | | | |
| Sarah and Sally  | | | ✓ | | | |
| Peter and Frank  | | | | | | |
| Maria  | ✓ | | | | | |
| Paul  | | | | | ✓ | |
| Isabel  | | | | ✓ | | |















B

Ask pupil A questions to complete the chart.

Example: Is Paul in the bedroom? No, he isn't.

Are Sarah and Sally in the bathroom? No, they aren't.

| |  |  |  |  |  |  |
|---|---|---|---|---|--|---|
| David  | | | | | | ✓ |
| Sarah and Sally  | | | ✓ | | | |
| Peter and Frank  | | ✓ | | | | |
| Maria  | | | | | | |
| Paul  | | | | | ✓ | |
| Isabel  | | | | | | |



Resource D (Lesson 6)

Classroom arrangement: pairs (or individual Ss)

Objective: to practise talking about where people are from

- Divide the class into pairs and photocopy one sheet for each pair (or individual S).
- Each group (or S) must organise the words into the correct order to make questions and answers (or a sentence in the last one). They should write the sentences in the correct order in the space provided.
- The first group (or S) to finish is the winner.
- After the game, students can practise reading the questions and answers.

| | | | | | | | |
|--------|---------|-------|---------|---------|--------|--------|--------|
| isn't. | Italian | No | she | she | ? | Is | , |
| you | I'm | Where | from | from | Spain. | ? | are |
| from | ? | Where | Barbara | Poland. | from | is | She's |
| your | No | mum | ?, | Is | isn't. | she | French |
| Polly | Robert | and | and | from | We're | the UK | we're |

Famous names



ACTIVITY TYPE

whole class information transfer (mingle)

LANGUAGE FOCUS

question forms and short answers
asking for personal information

LEVEL

3

AGE RANGE

11–12

TIME

20 minutes

MATERIALS

a copy of the *Famous names* worksheet per twenty pupils, sticky tape

Before class

Make as many copies of the *Famous names* worksheet as you need, according to the number of pupils in your class, and cut each worksheet into twenty cards. Each pupil will need a card.

In class

- 1 Ask pupils to give you names of famous people, animals or characters from books, stories or cartoons. Explain that they can be *real people* or *fictional characters* (characters from books, films, etc.). As individual pupils suggest names, write these on the board. Ensure that your selection includes those you are going to use in the activity. Prompt and describe if necessary.
- 2 When you have about thirty names, ask pupils to tell you if the characters are real or fictional and make two groups.
 - Within each group, ask pupils which ones are *animals* and which ones are *people* and divide the groups again.
 - In the *real people* group, ask pupils which ones are *dead* and which are *alive*.
 - Look at all the characters again and ask the class which ones are *male* and which are *female*.
- 3 Explain *Science* (maths, biology, chemistry, medicine, etc.), *Literature* (books and writers), *Art* (paintings and painters), *Politics* (government, elections) and *Entertainment* (films and music). Practise these words by pointing to a character, e.g. Madonna, and asking questions about her: *Is she from the world of science?* to elicit *No, she isn't*. Ask *Is she from the world of entertainment?* to elicit *Yes, she is*. Ask *Is she dead?* to elicit *No, she isn't*, etc.
- 4 Stand with your back to the board. Ask a pupil to come to the front and circle one of the names written on the board. The pupil must not tell you the name. Explain to pupils that you are this character and that you are going to ask them questions to discover your identity. Explain that they must only give *Yes* or *No* answers. Ask individual pupils questions to discover your identity, e.g. *Am I male?* *Am I real?* *Am I alive?* Invite a pupil to come to the front to repeat the procedure for a different name.
- 5 Explain that you are going to stick a famous name on each pupil's back. Pupils must walk around the classroom asking and answering questions to discover their name. They can only ask one other pupil one question at a time, before moving on to ask another. If a pupil does not know the answer to the question, he or she must say *I don't know* so that the pupil asking the question can move on to ask somebody else.
- 6 Stick the names onto pupils' backs with sticky tape. Ask some pupils to help you to do this, but do not let them see their own names.
- 7 Set a ten-minute time limit for pupils to play the game. If this is not enough, give an additional five minutes.
- 8 Circulate to monitor and help.

Extension

In groups of five or six, pupils make up another six names to swap with another group to play again.



| | |
|---------------------|-------------------|
| Superman | Mickey Mouse |
| Donald Duck | Harry Potter |
| Spiderman | Batman |
| Snow White | Cinderella |
| The Sleeping Beauty | Cat Woman |
| David Beckham | Einstein |
| Tom Cruise | Leonardo da Vinci |
| Paul McCartney | Cleopatra |
| William Shakespeare | Pablo Picasso |
| Beethoven | Madonna |



PRIMARY ACTIVITY

Which sweet?

ACTIVITY TYPE

individual question and answer matching and colouring activity

LANGUAGE FOCUS

question forms with verb to be:

How many ...?

How old ...?

What ...?

Where ...?

LEVEL

3

AGE RANGE

7-10

SKILLS

reading

TIME

20 minutes

MATERIALS

a copy of the *Which sweet?* worksheet per pupil, crayons

Before class

Make a copy of the *Which sweet?* worksheet for each pupil.

In class

- 1 Give out a copy of the worksheet to each pupil. Ask your pupils to read the information in silence.
- 2 Draw four or five 'sweets' on the blackboard or an OHT. Write *What's your name?* in the centre of one, and **GREY** in the outer circle. Write the correct answer in the centre of one of the other sweets and incorrect answers in the centre of the others.
- 3 When the class has finished reading, draw their attention to the 'sweets' on the board and read *What's your name?* aloud. Point to an incorrect answer and say, *They're under the bed. - Is that right?* Give pupils the opportunity to respond, then repeat the process, choosing another incorrect answer and asking the class if it is the right solution.
- 4 Continue this procedure until they have got the idea, then point to the correct answer and say *My name's Robert*. When your class answer affirmatively, say *Good* and pick up a grey crayon or pencil and mime colouring the outer ring.
- 5 Ask pupils to complete the worksheet individually.
- 6 Circulate to monitor and help.
- 7 The activity can be corrected individually by the teacher or collectively by asking pupils to read out the correct question and answer combinations.

Key

How old are you? I'm nine. (pink)

What's this? It's a ruler. (blue)

Where are my shoes? They're under the bed. (red)

What are those? They're pens. (yellow)

How old are they? They're ten. (green)

How are you? I'm fine, thanks. (orange)

Where's my pencil? It's on the table. (brown)

What colour are Simon's shoes? They're brown. (purple)

What colour's your T-shirt? It's blue. (black)

How many chairs are there? There are six. (white)

What's your name? My name's Robert. (grey)

Option

On separate pieces of card, write out these questions and answers and more if necessary so that you have enough cards for each pupil in your class. Give pupils one card each and ask them to move around the classroom to find their other half.

For more question and answer practice see **5.1 In your classroom who ...?** There is also a **Which sweet?** template on p. 123 so that you can repeat the activity, practising questions of your own choice.

Colour the pairs.

