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## LESSON TWO

**Present Simple**      **Yes / No questions**

**Do (I / you / we / they) like ...?**      **Does (he / she / it) like ...?**

**Short answers:**      **Yes, I do / No, I don't    Yes, she does / No, she doesn't**

1. At the beginning of each meeting spend a few minutes talking to the group i.e. ask them things (current events that might interest them / things they've been doing etc.). Whilst you might start by saying more, get them to do the talking as much as possible. This doesn't need to take long but gives a good opportunity to get to know the group.

2. **Animal Quiz with LCFJuniorsL02A2.pdf or**  
**(Unit = My family and other animals – Animal Quiz)**



The first part of this activity can be done as a group (teams) or individually. The idea is to match the description to the animal.

With animal pictures on the board you can give out some clues and see which team guesses the animal (or, give out worksheets and let the group read and match.)

The second part makes use of questions using 'do'. You begin asking questions and the teams give short answers to score points.

This can then be changed so that teams have to ask questions in turn and the other teams try to be first to answer.

If you use this method, it might be a good idea to give the teams a little time to prepare questions before starting the quiz.

- a. It's very big and strong. It doesn't eat meat. It has four legs and a long nose and likes eating leaves. This animal is grey and it likes water. (elephant)
- b. This animal is quite small and has four feet and a tail. It can run quickly and doesn't make a lot of noise. It eats cheese and doesn't like cats. (mouse)
- c. This animal can walk but it can't fly. It has two feet and likes to swim. It eats fish and usually lives in cold places. (penguin)
- d. It has four legs and can run fast. It lives in Africa. It is not short. It likes to eat leaves. It has a long neck. (giraffe)

- e. These animals eat small animals. They have long tongues. They can climb trees but have no legs. If one of these animals bites you it could be dangerous. (snake)
- f. These animals will eat nearly anything, but they really like fish. They have two legs and like to sit on boats. They can fly but often sit in the water. They can make a lot of noise and often live near to the sea. (seagull)
- g. It has a long tail. It is strong and likes to live in groups. It likes to eat fruit. It can be very noisy. It can jump and climb trees. (monkey)
- h. They live in Africa. They have four legs and a tail. They like to eat grass and they don't like lions. They are black and white with four legs. They look like horses. (zebra)
- i. These animals are big and strong. They live in many countries. They have sharp claws. They like to eat fish but love honey. They don't have long tails. They are usually brown or black. Some young children like to have toys that look like these animals. (bear)

You will also see pictures of a tiger, lizard and cat.

Make sure that answers are short sentences not simply the name of the animal(s).

E.g. **'Is it a .....?' / 'Are they ....?' / 'I think it's a ...' / 'It could be .....**

If the class is working in pairs or small groups encourage them to use phrases such as:

**'What do you think?' / 'I'm not sure' / 'I think that's right'** etc.

The activity can be extended by asking students to volunteer clues / descriptions about animals that they know and seeing who can guess the answer.

### **3. Questions and short answers**

The next activity practises questions and short answers. It gives the group an opportunity to get to know a little more about one another.

E.g. **Do you like snakes? / Yes, I do / No, I don't**

It can be started as a group activity for demonstration then tried in pairs or with the group moving around the room and asking questions as you monitor.

If the group are able to extend the questions encourage them to do so  
- if they think of a question in response to an answer get them to go ahead.

E.g. **A: (name), Do you like snakes?**  
**B: Yes, I do.**  
**A: Big snakes or small ones?**  
**B: All snakes, I think they are really interesting.**  
**A: Do you have a snake?**  
**B: No, I don't.**

Obviously, this will be determined by the level of your group.  
You might want to use some of the questions shown:

- a. Do you like snakes?
- b. Do you play computer games?  
*(Extend - What's your favourite (computer game)?)*
- c. Do you watch cartoons on TV?
- d. Do you go bowling?
- e. Do you like pizza?
- f. Do you have a pet?
- g. Do you go to sleep in class?
- h. Do you buy many books?
- i. Do you play a musical instrument?
- j. Do you like music?

Make a questionnaire about hobbies and interests.

Let the students choose categories to ask questions on. This will make it more interesting and personal for them.

Possible areas:

- Sport:** Volleyball, baseball, basketball, football, swimming, skiing
- At home:** TV, books, comics, movies (video), radio, computer
- Going out:** cinema (movies), dancing, park, shopping, with friends, seeing family
- Collect:** coins, posters, stamps, stickers, sports cards, postcards, make models
- Music:** guitar, piano, drums, favourite band, singer

Let the group interview other members.

Get the group to report back in response to questions (your q's to begin).

E.g.

- A: 'Does (Sally) play the guitar?'
- B: 'No, she doesn't.'
- C: 'Yes, but she does play the piano'
- B: 'That's right'

### 3. Who's in my old house?

Introduce the activity with  (Unit = At home with my family and other animals – Where do you live? (Dialogue))

Or alternatively, use:  L2A3WhereDoYouLive

All the students have recently moved house. Hand out copies of [LCFJuniorsL02A4.pdf](#).

Everyone should have a picture of their new home and their old home. (Make sure that the sets match up for the group and that one person is not given two pictures that are the same).

On the activity sheets, mark 'N' (new) and 'O' (old) for each pair of houses.

The aim is to find the person who is now living in your old house.

Students should not let the other players see the pictures.

To find out who is living in the old houses, the students move around the group asking questions:

**Does your (new) house have 2 bedrooms?**

(The questioner is checking the picture of her old house)

**Yes, it does / No it doesn't**

(as checking picture of new house)

Or:

**How many bedrooms does your house have?**

**What is your house like? It's ..... / It's got .....**

**Does your house have a garden?**

Make sure the group know the names of rooms (including; study, attic, cellar) as well, types of house / building (flat / apartment, terrace, detached, semi- detached, cottage, bungalow) as well as adjectives for use in describing the house.

## 5. Proverbs

Show a proverb on the board, read it out.

If the group don't understand individual words they should ask you.

See if they can work out the meaning.

Move onto another example.

**Still waters run deep**

**Actions speak louder than words**

**Practice makes perfect**

**Every cloud has a silver lining**

**Too many cooks spoil the broth**

**Bad news travels fast**

After going through the meanings with the group, divide the class into small groups and ask them to work out which proverbs they think are true / false.

How would they change any of the proverbs?



**(Unit = The world around us)**

See if the group can give some of their own countries proverbs in English.

## 6. Correct the sentences

This is a team game.

You read out a sentence.

The first team to correctly say if it is **right or wrong** wins a point.

The first team to offer a **correction** wins a point.

The first team to give an **answer** (if there is one) wins a point.

Each team needs a pyramid shape on the board - four boxes at the base (of the pyramid), three boxes on the next layer, then two boxes and one on the top.

Each point scores gets one box shaded.

The first team to have the entire pyramid shaded wins the game.

- a. **Does** elephants like bananas?
- b. Do you **likes** animals?
- c. Penguins like fish, do **it** like water?
- d. Bears have sharp claws, do they **has tail**?
- e. Do you listen to the radio?
- f. **Do** he watch cartoons on TV?
- g. Do you think basketball **are** stupid?
- h. **Does** you **plays** computer games?
- i. Does a monkey eat fruit?
- j. **Do** your house have a cellar?

If your group is a lower level, you may find it more useful to write each sentence up on the board after you say it.

This way you can get students to come up and indicate what they mean or want to change.