

What do we use?

ACTIVITY TYPE

small group matching game

LANGUAGE FOCUS

purpose clause

use + infinitive

camera, spoon, racket, knife, stamp, fork, pencil, toothbrush, pen, tin opener, scissors, towel, pencil sharpener, key, brush, soap

LEVEL

2

AGE RANGE

9–10

SKILLS

reading and speaking

TIME

40 minutes

MATERIALS

an enlarged copy of the *What do we use?* worksheet, a copy of the *What do we use?* worksheet per three to five pupils

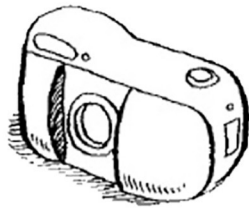
Before class

Make an enlarged copy of the *What do we use?* worksheet, colour the pictures and cut them up into flashcards. Make one copy of the *What do we use?* worksheet for every group of three to five pupils and cut them into sets of 32 cards. If possible, stick the photocopies onto card (so that the pictures cannot be seen through the paper) before you cut them up into individual playing cards.

In class

- 1 Revise or pre-teach the vocabulary in the activity by using the flashcards. First hold up the pictures in turn, asking *What's this?* to check vocabulary. Then hold up the cards with the written text in turn and ask *What do you use to (take a photo)?* to elicit the response *A (camera)*. Allow pupils time to associate the verb with the pictures they have just seen and to suggest answers.
- 2 Drill by miming the actions:
A camera: I use a camera to take a photo.
A spoon: I use a spoon to eat soup.
A knife: I use a knife to cut meat, etc.
- 3 Divide the class into small groups and give each group a set of the cards from the worksheet.
- 4 Demonstrate the game to the class with a small group of pupils. Using a big table or the floor, spread the cards out, face down.
- 5 In turn, pupils turn over two cards, one at a time, to find a matching pair.
- 6 If the two upturned cards do not match, the pupil turns them face down again in their original position and the next pupil continues in the same way. When pupils find a pair, they must say the sentence *I use a ... to ...* and only then can they keep the pair of cards. If they get the correct answer, they are allowed another turn.
- 7 They continue until no cards are left on the table. The winner is the pupil with the most pairs.
- 8 Circulate as they play. Encourage pupils to use English for communicating while they play by teaching them some essential phrases beforehand, e.g. *Whose turn is it? It's my turn. How many pairs have you got? You're the winner.*

to take a
photo



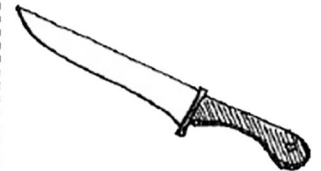
to eat
soup



to play
tennis



to cut
meat



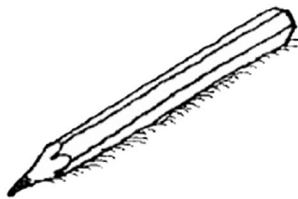
to post a
letter



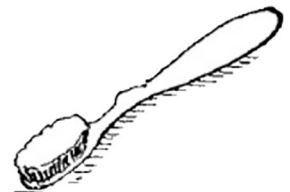
to eat
spaghetti



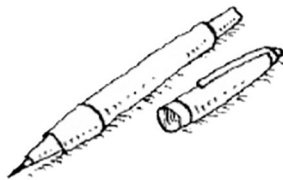
to draw a
picture



to clean my
teeth



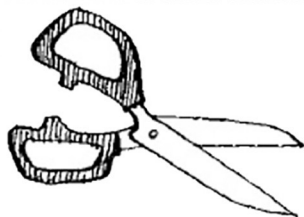
to write a
letter



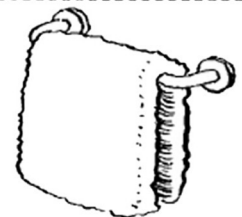
to open a
tin



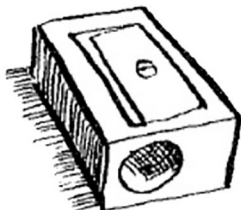
to cut
paper



to dry my
hands



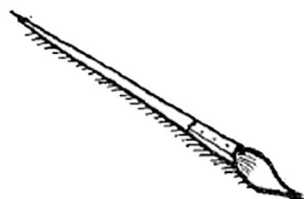
to sharpen
a pencil



to lock a
door



to paint



to wash my
face



Resource X (Lesson 38)

Classroom arrangement: groups of three (or individually)

Objective: to practise the infinitive of purpose with *to*

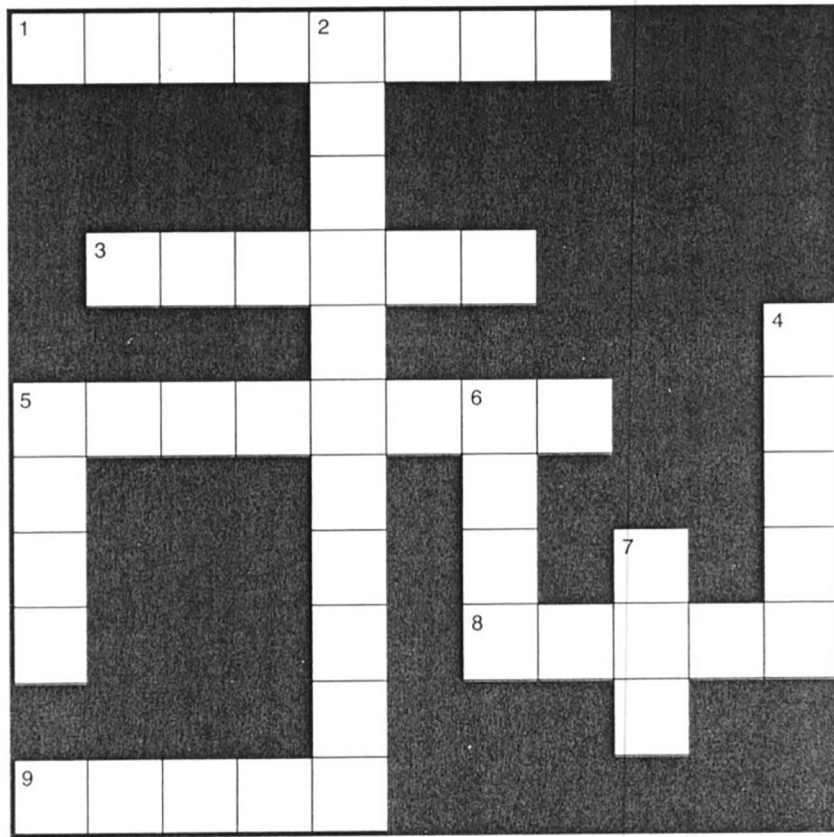
Context: various

- Photocopy and cut up a set of cards for each group (or S). Mark the back of the question cards so that Ss can see which cards are questions and which are answers.
- Ask each group or S to place all the cards face down on the table in front of them in two piles (a question pile and an answer pile).
- Ss take it in turns to turn over two cards, reading them to the others in their group.
- If they think the two cards go together (as correct question and answer), they keep the pair of cards.
- If they don't go together, they put them back in the same place.
- It's then the next player's turn.
- They continue until there are no more cards. The winner is the player with the most pairs.
- When the game is finished, ask Ss to mix all the cards up again, then arrange the answers beside the correct questions on the table in front of them. This could be done as a race.

Resource X (Lesson 38)

Why did you go to the Tower of London?	To see the Crown Jewels.
Why are you going to the supermarket?	To buy some more bread.
Why did he phone you?	To invite me to his party.
Why are you waiting outside the school?	To talk to my teacher.
Why does your father go to evening classes?	To learn Spanish.
Why are you going to John's house?	To watch a video.
Why did you get up early yesterday?	To go on a school trip.
Why are you going to the bank?	To get some money.
Why is your mother going upstairs?	To have a rest.

Resource X (Lesson 38)



Across

- 1 The station is _____ the book shop.
- 3 Let's go to the _____. I want to see the film.
- 5 Let's go to the _____ pool.
- 8 Look! It's over _____.
- 9 The newsagent is in _____ of the school.

Down

- 2 I want to buy some food. Let's go to the _____.
- 4 _____ is it?
- 5 Let's meet at the bus _____.
- 6 It's _____ to the record shop.
- 7 I want to look at the rabbits. Let's go to the _____ shop.