

# My Favourite Food

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## Language Focus

- ★ past tense (*ate, drank, had*)
- ★ questions with *did*

## Materials

- ★ copy of MY/14 for each pupil
- ★ paper/pencils

## Procedure

- 1 Hand out a copy of the blank food diaries to each pupil one week before you wish to start the lesson and ask them to fill it in every day for a week. (Use the board and fill in one day with them as an example).
- 2 When pupils return their completed diaries, stick them on the walls.
- 3 Each pupil stands in front of someone else's diary and reads it.
- 4 Ask 3 questions to the class and pupils write down answers from the diary in front of them. For example, *When did he/she drink milk? Did he/she eat pizza this week? On which day did he/she eat salad?* As feedback, pupils can now tell the class or a partner what this pupil ate/drank.
- 5 The pupils now move on to a different diary and you ask 3 different questions. Get them to write the answers out this time, e.g. *Josh ate spaghetti on Thursday.*

## Follow-up

- 1 Ask pupils to move round the room looking at the diaries, and then to write down the 4 most popular foods. Pupils compare notes afterwards.
- 2 In pairs, pupils have their own diaries and ask each other questions like *What did you have for dinner on Friday?*
- 3 Ask pupils to choose their favourite meal and to draw a picture of it, labelling the items in English.
- 4 These diaries can be used to start a discussion on balanced meals and healthy eating.

Name ..... Class .....

# Food Diary

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Breakfast							
Lunch							
Dinner							
Supper							
Snacks							

## Stella's studies

### ACTIVITY TYPE

pairwork information gap

### LANGUAGE FOCUS

past simple questions

times

school subjects

### LEVEL

3

### AGE RANGE

11–12

### TIME

15 minutes

### MATERIALS

a copy of the *Stella's studies* worksheet per pair of pupils

### Before class

Make a copy of the *Stella's studies* 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 brainstorming school subjects. Ensure I.T. (Information technology / computer studies) is included. Ask the class to name all the school subjects they can think of as you write them on the board.
- 2 Ask specific questions to incorporate times: *Which lesson did you have yesterday at nine o'clock? Which lesson did you have at twelve o'clock on Monday?*
- 3 Repeat the procedure with other days, times and subjects, getting individual pupils to ask and answer the questions using the form *I had maths* or *I had a science lesson*. Remind pupils to use the preposition *at* with times, e.g. *at eleven o'clock* and *on* with days, e.g. *on Monday*.
- 4 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.
- 5 Explain that pupils are going to find out about Stella's timetable, and the subjects she had last week, by asking their partner questions. Copy part of the chart from the worksheet onto the board:

	Thursday	Friday
9:00		

Ask *Which lesson did Stella have at nine o'clock on Thursday?* to elicit the response *She had English*.

Write *English* in the box on the board. Repeat for Friday. Write *Drama* 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.

**A**

Ask questions to complete the chart.

Example: A: Which lesson did Stella have at 9 o'clock on Thursday?

B: She had English.



	Monday	Tuesday	Wednesday	Thursday	Friday
9:00	Maths			English	Drama
9:50			English		English
B R E A K					
11:10		French		French	
12:00	L U N C H T I M E				
1:15	English		French		Maths
2:05	Games	Art		Science	
2:55		Swimming	I.T.	Science	

**B**

Ask questions to complete the chart.

Example: A: Which lesson did Stella have at 9 o'clock on Thursday?

B: She had English.



	Monday	Tuesday	Wednesday	Thursday	Friday
9:00		History	Geography	English	
9:50	I.T.	Drama		History	
B R E A K					
11:10	Geography		Music		French
12:00	L U N C H T I M E				
1:15		Art		Maths	
2:05			Maths		I.T.
2:55	Games				Music

# Who went where?

## ACTIVITY TYPE

pairwork information gap

## LANGUAGE FOCUS

past simple questions and answers

town vocabulary

days of the week

shops

food and drink

## LEVEL

3

## AGE RANGE

11–12

## SKILLS

speaking, listening for information, reading, writing

## TIME

30 minutes

## MATERIALS

a copy of the *Who went where?* worksheet per pair of pupils

## Before class

Make a copy of the *Who went where?* worksheet for every pair of pupils. Cut each copy into two parts: A and B.

## In class

- Revise the question words *Where, When, What, How, What time* and *Who*, with the past simple, e.g.  
*Manolo, where did you go on Saturday?*  
*How did you go there?*  
*Who did you go with?*  
*What did you do there?*  
 Write these questions on the board and pupils ask and answer questions.
- Arrange the class in pairs: A and B. Give pupils their section 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.
- Explain that pupils are detectives who must get the missing information about each character by asking their partner questions. Copy part of the charts onto the board.
- Ask the question:  
*Where did Bella go on Monday?* to elicit the response *(She went to) the office.*  
 Write 'office' in the box for B on the board.  
 Ask the question:  
*What time did she go there?* to elicit the response *(She went there at) 9 am.*  
 Write '9 am' in the box for B on the board.  
 Ask the question:  
*How did she go there?* to elicit the response *(She went there) by car.*  
 Write 'by car' in the box for B on the board.
- Draw pupils' attention to the question words in the left-hand column and practise these question forms:  
*Where did he go? When did he go? What did he buy?*  
*Where did she go? What did she do? Who did she go with?*  
*Where did he go? What did he eat?*  
 You may wish to write these questions on the board for pupils to refer to.
- Ask pupils to face their partners. They ask and answer questions to complete the sheet.
- Circulate to monitor and correct.
- When pupils have completed the task, ask them to correct it in pairs. Then ask:  
*Somebody gave some chewing gum to the lions. Who was it? (Betty)*  
*Somebody dropped a banana skin in the train to Oxford. Who was it? (Bella)*  
*Somebody broke some eggs in the supermarket. Who was it? (Dave)*  
*Somebody talked to their friend during the film. Who was it? (Betty)*  
*Somebody didn't finish their cheeseburger. Who was it? (John)*





## Extension

Fast finishers can write up a report for one character's week.

# A

Ask pupil B questions to complete the chart.

Example: Where did Bella go on Monday? She went to the office.

?	Monday	Tuesday	Wednesday	Thursday	Friday
Bella  Where What time How	office 9 am by car		library 1 pm on foot		Oxford 4.30 pm by train
Dave  Where When What		chemist's evening aspirin		baker's lunchtime six rolls	
Betty  Where What Who ... with	theatre <i>Hamlet</i> Susan		zoo the lions Joe		stadium football match Mary
John  Where What		Chinese restaurant fried rice		Pizza Palace pizza	





## Use

Can you repeat that, please? Can you spell that, please?

# B

Ask pupil A questions to complete the chart.

Example: Where did Bella go on Monday? She went to the office.

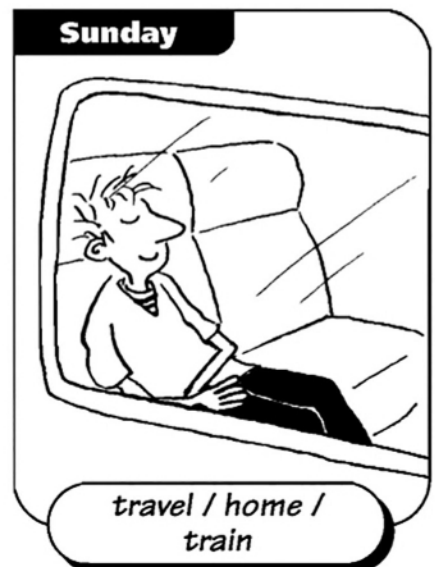
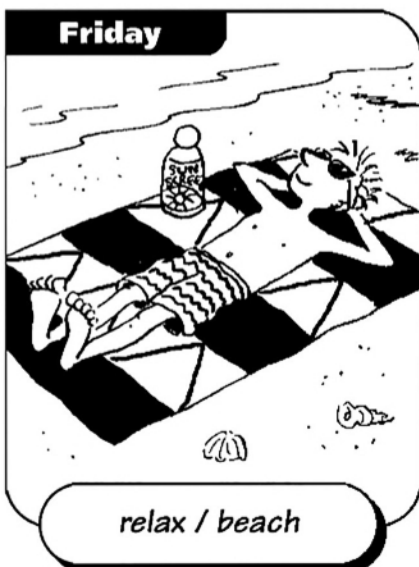
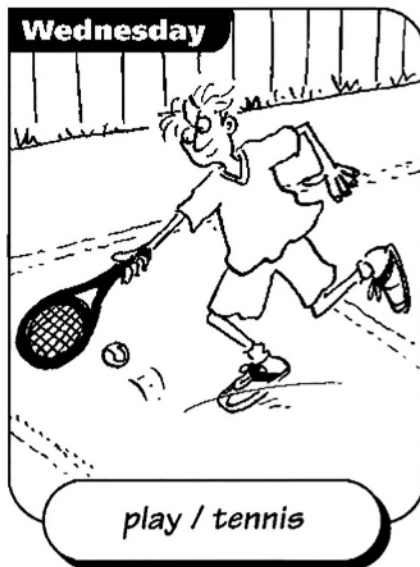
?	Monday	Tuesday	Wednesday	Thursday	Friday
Bella  Where What time How	office	gym 6 pm by taxi		cinema 8 pm by bus	
Dave  Where When What	butcher's morning lamb chops		supermarket evening milk		greengrocer's afternoon carrots
Betty  Where What Who ... with		cinema <i>Aladdin</i> Anthony		tennis club tennis Louise	
John  Where What	Italian restaurant spaghetti		café sandwich		burger bar cheeseburger

## Use

Can you repeat that, please? Can you spell that, please?

# Hyper Harry's holiday

1 Look at the pictures. What did Hyper Harry do on holiday?



**2 Complete the sentences about Hyper Harry's holiday. Use the past simple, positive or negative, of these verbs.**

cook play travel rain relax stay dance pack up walk

- 1 Hyper Harry stayed at a campsite on Sunday and Monday.
- 2 He didn't stay at the campsite all week.
- 3 On Sunday he cooked his dinner on a fire.
- 4 It rained all day on Monday.
- 5 He walked to town on Monday.
- 6 He packed up his tent on Tuesday.
- 7 He played basketball on Wednesday.
- 8 He relaxed on the beach on Thursday.
- 9 He stayed all Saturday night at a disco.
- 10 He travels home by plane on Sunday.



**3 Ask and answer questions about Hyper Harry's holiday.**

e.g. 'Did he stay at the campsite on Tuesday?' 'No, he didn't.'  
 'What did he do on Wednesday?' 'He played tennis.'

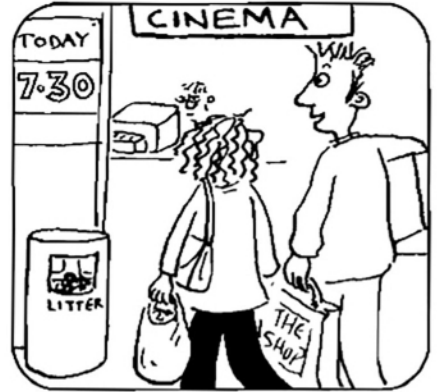
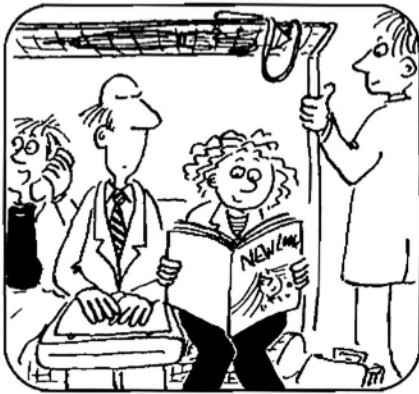
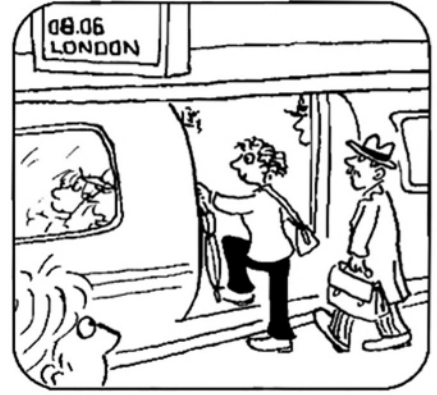
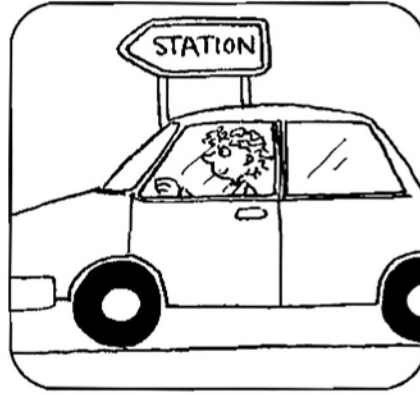
**4 And you? Write three things that you did on your last holiday.**

- 1 .....
- 2 .....
- 3 .....



# Dizzy Daisy's day out

1 Look at the pictures. What did Dizzy Daisy do last Saturday?



**2 Are these sentences about Dizzy Daisy's day out true (T) or false (F)?**

- |  |            |   |       |
|--|------------|---|-------|
| 1 She drove all the way to London.         | T <b>F</b> | 4 They bought a lot of things in Oxford Street. | T / F |
| 2 She met a friend at the station.         | T / F      | 5 They went sightseeing.                        | T / F |
| 3 They had lunch at an Italian restaurant. | T / F      | 6 It was dark when she got home.                | T / F |

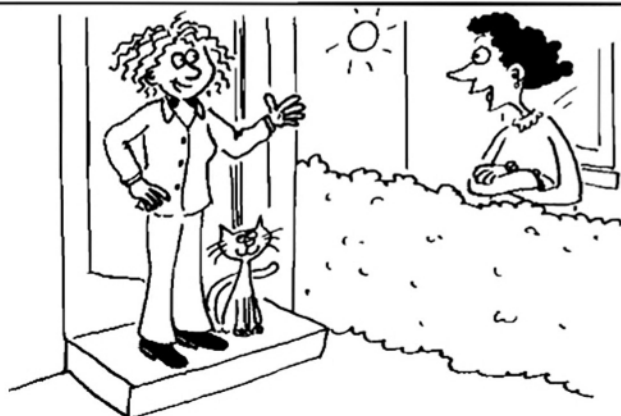
**3 Write six more sentences about Dizzy Daisy's day out. Ask a friend if they are true or false.**

- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....
- 6 .....

**4 Write questions for Dizzy Daisy about her day out. Use these verbs.**

- 1 drive *Did you drive all the way to London?* .....
- 2 read *What did you* .....
- 3 see .....
- 4 meet .....
- 5 eat .....
- 6 say .....
- 7 go .....
- 8 get .....
- 9 buy .....
- 10 lose .....

**5 In pairs, roleplay a conversation between Dizzy Daisy and a nosy neighbour about her visit to London. Use some of your questions from exercise 4.**



## **Resource H** (Lesson 12)

**Classroom arrangement:** pairs

**Objective:** to practise talking about the past using regular verbs

**Context:** travel

- Photocopy and cut up one set of cards for each pair.
- In each pair one S is Student A and one S is Student B.
- Give Cards 1A and 1B to Student A and give Cards 2A and 2B to Student B.
- Explain that it is a memory game. Student A goes first and gives Card 1A to Student B for only one minute. Student B reads it and tries to remember the information.
- After one minute, Student A takes Card 1A back and asks Student B the questions on Card 1B, making a note of how many questions they answer correctly.
- It is then Student B's turn to let Student A read Card 2A for one minute and ask the questions on Card 2B.
- The winner is the person who answered the most questions correctly.

## Resource H (Lesson 12)

### Card 1A

*Read the text. You have one minute to remember the information.*

#### Apollo 12

The second voyage to the Moon was on 14th November 1969. The rocket was called Apollo 12. There were three men on the rocket. It took five days to travel to the Moon. The men spent seven and a half hours on the Moon. They returned to Earth on 24th November 1969.

### Card 1B

*Your partner has one minute to read the text. After one minute, take the card and ask these questions:*

- 1 When was the second voyage to the Moon?
- 2 How many people were in the rocket?
- 3 How long did it take to get to the Moon?
- 4 How long did they spend on the Moon?
- 5 When did they return?

### Card 2A

*Read the text. You have one minute to remember the information.*

#### Concorde

Concorde flew for the first time in 1969. It travelled from London to New York for the first time in November 1977. It took three hours and twenty minutes to fly to New York. More than 2.5 million passengers used Concorde before it stopped flying in 2003.

### Card 2B

*Your partner has one minute to read the text. After one minute, take the card and ask these questions:*

- 1 When did Concorde fly for the first time?
- 2 When did it first fly to New York?
- 3 How long did it take to fly to New York?
- 4 How many passengers used Concorde?
- 5 When did it stop flying?

## **8B Past simple Bingo (30 minutes)**

### ***Whole class or group; past simple (regular and irregular)***

*One bingo card for each student; one copy of the questionnaire for each student.*

- Activity 1: give each student a bingo card. The cards all have the same words but they are arranged differently.
- Dictate this list of past simple verbs and tell the students to write one in each empty square:  
*worked wore wanted started sat played looked cooked came watched*
- Each student will now have all the words but arranged differently.
- Say the present simple form of the verbs. The students cross out the past simple form.
- The winner is the first student to have a vertical or horizontal line. They must shout 'Bingo!'
- Activity 2: give students a copy of the questionnaire and ask them to choose verbs from their Bingo table to write questions. They ask and answer their questions in pairs/groups.
- Ask students to tell the class one piece of information they found out.

### **Options**

- 1 Allow the student to choose the verbs they use to complete their cards.
- 2 *Group work*: one student in the group reads the present simple forms while the others cross out the words.

## Activity 2

- 1 Choose five verbs from your Bingo table. Write questions to ask your partner or classmates. Write his/her answers here.



### Questions

*Example*  
What did you eat for lunch?

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

### Answers

*I ate a sandwich and an apple. (Artur)*

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- 2 Tell the class about your partner.

*Example* Artur ate a sandwich and an apple for lunch.

# Past simple Bingo!

## Activity 1

learned		danced	
	went		bought
saw		stayed	
	ate		got up
swam		hurt	



	danced		learned
saw		ate	
	hurt		got up
went		bought	
	swam		stayed



ate		got up	
	swam		saw
bought		hurt	
	stayed		went
danced		learned	