

1.3

UNIT 1 Present

Looking for a flatmate

Language focus

Present simple in statements and questions

Level

Elementary

Type

Interview

Topic

Habits and routines

Interaction

Pairs

Time

20 minutes

Material

Worksheet (one per student)

Vocabulary

Verbs: *have, cook, get up, take, go, get back, do*

Nouns: *pet, car, hobbies, shower, work, home, dinner, evening, activities, weekend*

Comments

In this activity, students will have intensive controlled practice with the simple present in statements and questions involving the 2nd person singular, plus statements in the 3rd person singular. This is an excellent opportunity for elementary students to get to know one another and talk about themselves while interacting to accomplish the task proposed.

Language output

Phase I A: *Do you have a pet?*

B: *Yes, I do. I have a turtle.*

A: *What time do you get up?*

B: *I usually get up at 7:00.*

Phase II T: *Who do you prefer as a flatmate?*

St: *I prefer (name).*

T: *Why?*

St: *Because he / she cooks / doesn't have a pet.*

Procedures

Phase I

- 1 Introduce the topic of sharing rooms or flats. Elicit problems that people might have, and what it is important to check before choosing a flatmate.
- 2 Set the context and the task by telling students: *You are looking for a flatmate. You are going to interview two friends to decide who will be your flatmate.*
- 3 Hand out the worksheets, and elicit the questions associated with the cues given. Emphasize the correct use of the auxiliary *do*. Encourage students to come up with other questions that are important to them and allow them to omit any questions they do not consider important.
- 4 Doing the activity:
 - Individually, students complete the first column of the chart with information about themselves.
 - In pairs, students ask and answer questions to complete the second column.
 - Students switch pairs, and repeat this last procedure to fill out the third column.
 - Give students a few minutes to decide who they prefer as a flatmate and why.

Phase II

- 1 With the whole class, elicit some of your students' choices and reasons. Use this opportunity to introduce the 3rd person singular *-s* ending in statements.
- 2 Have students report their choices and reasons to the class.



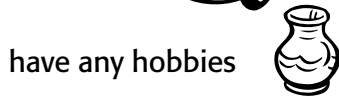
Facts



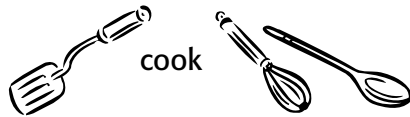
have a pet



have a car



have any hobbies



cook

You

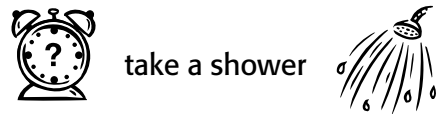
Student A

Student B

Daily routine



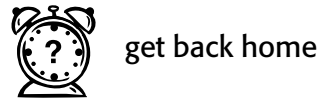
get up



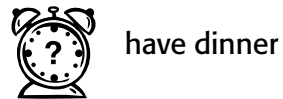
take a shower



go to work



get back home



have dinner

evening activities

weekend activities

You

Student A

Student B
