

**Using the Picture bank**

- Copy the six **Picture bank** drawings for the structure you're presenting onto large pieces of card, or draw them on the board.
- Show (or point) to the pictures one at a time and elicit / teach / drill each sentence.
- After each new sentence, revise all the previous ones, then show the next picture. Continue this process until students can say all six sentences well.
- Use the pictures as prompts for students to practise in pairs.
- Elicit and write the sentences on the board for students to copy.

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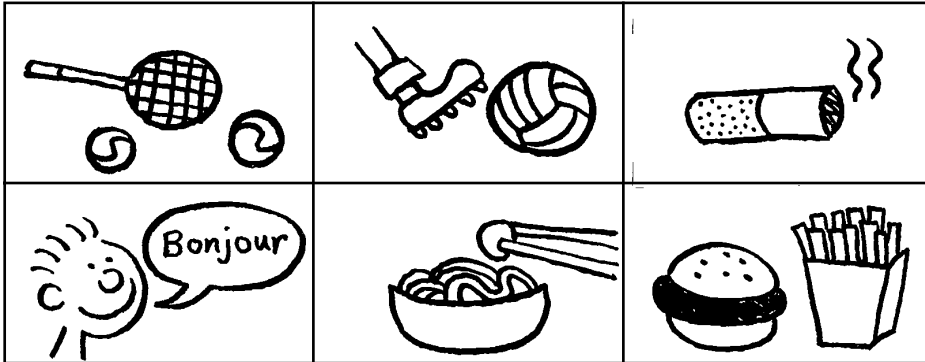
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**1**

**Do you ...? Yes, I do. / No, I don't.**

- Copy the pictures onto cards. These flashcards cover *Do you speak / play / like / smoke ...?*
- Use the flashcards to present and drill *Do you ...? Yes, I do. / No, I don't.* First drill the short answers by showing the flashcards and asking different SS. Then show the cards to pairs of SS to prompt the question and answer. Finally, drill the + and - forms *I speak ... / I don't speak ...*



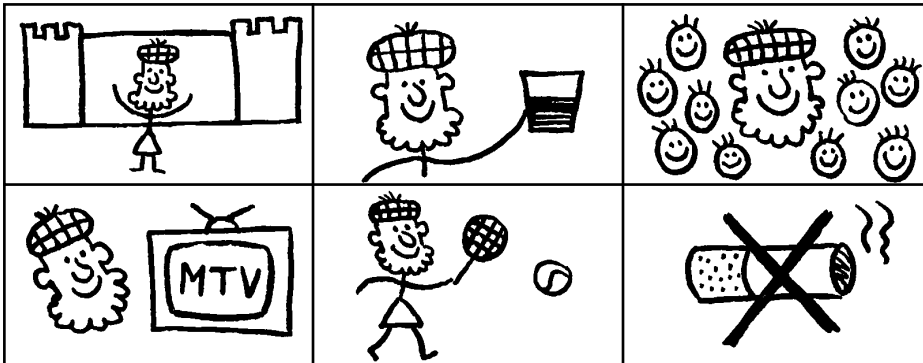
Do you play tennis?  
Do you play football?  
Do you smoke?

Do you speak French?  
Do you like Chinese food?  
Do you like fast food?

**2**

**Present simple: he / she**

- Copy the pictures onto cards / the board.
- Pretend you have an eccentric ninety-nine year old Scottish grandfather, e.g. *James MacDunlop*. Introduce him, e.g. *This is my grandfather. His name's ..., etc.* to get SS interested (a photo / magazine picture helps). Then use the pictures one by one to present and practise: *He lives in a castle. He drinks whisky.* etc.
- Write the sentences on the board. Focus on the  + -s / -es endings, and the  - doesn't. Stop here, or use the pictures to present and practise the  ? form, e.g. *Does he live in a castle? Yes, he does. / No, he doesn't.*



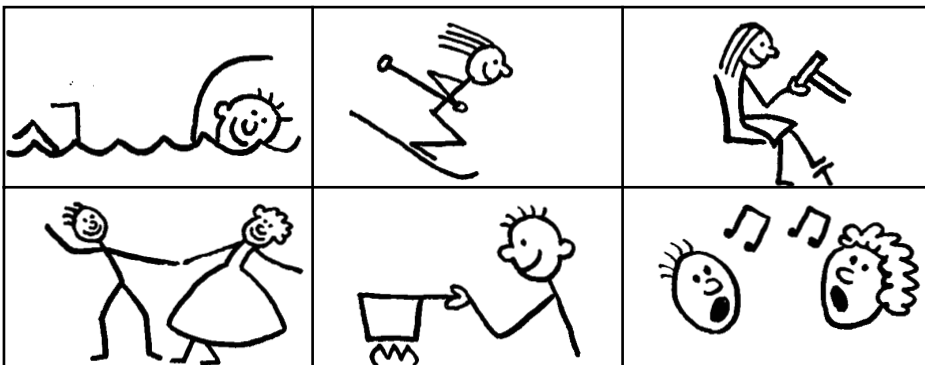
He lives in a castle.  
 He drinks whisky.  
 He has ten children.

He watches MTV.  
 He plays tennis.  
 He doesn't smoke.

**3**

**can for ability**

- Copy the pictures onto cards, or use magazine pictures. These flashcards represent verbs *drive / ski / dance / cook / sing / swim*. Also bring two tennis balls to the lesson.
- Come into class and try to juggle! Ask individual SS *Can you juggle?* and elicit / teach the short answers *Yes, I can. / No, I can't*. If a student says *yes* let him / her try.
- Now use the flashcards to present and drill *Can you ...?* *Yes, I can. / No, I can't*.
- Use the pictures to present and drill the  *I can* (*swim*), and  *I can't* (*dance*). Make sure *can* /kən/ is unstressed and *can't* /kɑ:nt/ is stressed.



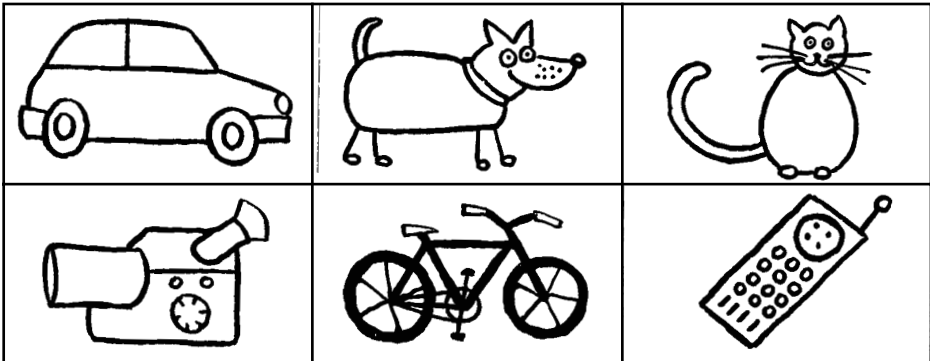
Can you swim?  
 Can you ski?  
 Can you drive?

Can you dance?  
 Can you cook?  
 Can you sing?

**4**

**Have you got ...?**

- Copy the pictures onto cards or use magazine pictures. Show each picture and ask *Have you got a ...?* to teach / elicit the short answers *Yes, I have. / No, I haven't.*
- Model and drill *Have you got a ...?* Use the pictures to prompt student-to-student questions and answers.
- Use the pictures and gesture to present and drill *I've got / I haven't got ...* First tell SS about yourself, then prompt them to make + and - sentences about themselves. Insist that SS use the contractions.
- Write the new forms on the board for SS to copy.



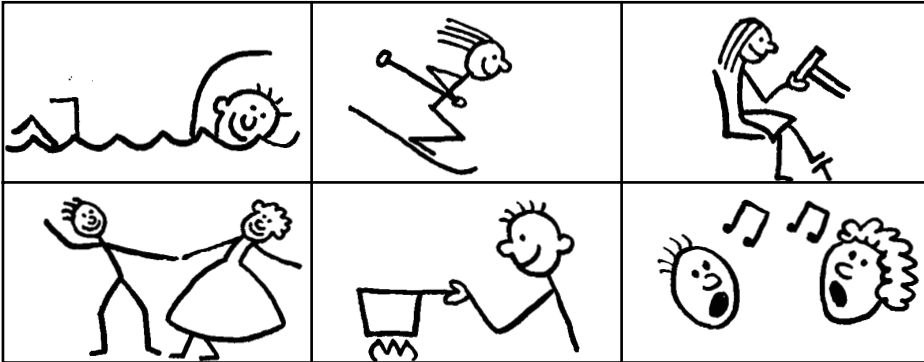
Have you got a car?  
 Have you got a dog?  
 Have you got a cat?

Have you got a video camera?  
 Have you got a mountain bike?  
 Have you got a mobile phone?

**5**

**like / love / hate + -ing**

Use the pictures to present / drill / prompt *like / love / hate* + *-ing*. Copy the pictures onto cards. Show each picture to elicit questions, short answers, to prompt + and - sentences, etc.



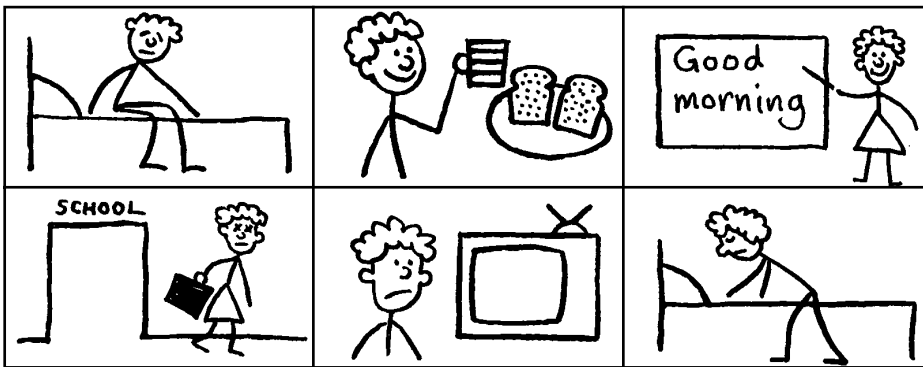
Do you like swimming?  
Do you like skiing?  
Do you like driving?

Do you like dancing  
Do you like cooking?  
Do you like singing?

**6**

**Present simple: Typical day**

- Prepare a simple description of your daily routine based on the pictures, e.g. *I get up at (7.30 a.m.). I have (tea and toast) for breakfast. I start work at (11 a.m.). I finish work at (9.00 p.m.). In the evening I (watch TV). I go to bed at (11.45 p.m.).*
- Tell SS your typical day twice. You can copy and use the flashcards to illustrate each sentence as you speak. Then ask SS to tell you your day, using each flashcard to prompt a sentence, e.g. *You get up at (7.30).* etc. Finally elicit and write 'Your typical day' on the board.

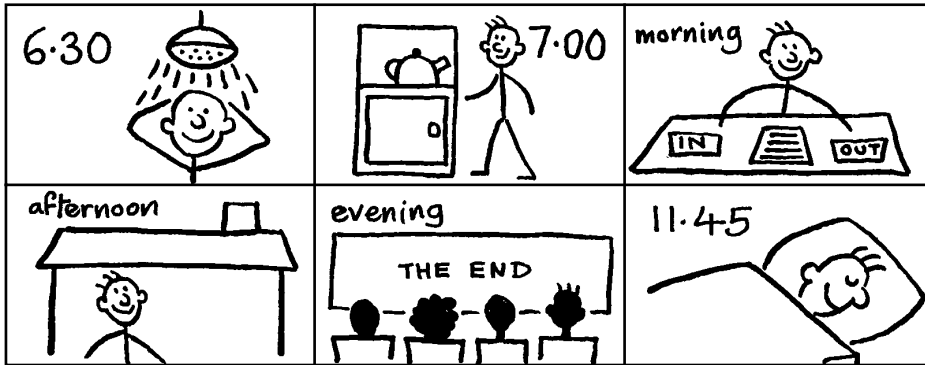


I get up at (+ time).  
 I have tea and toast for breakfast.  
 I start work at (+ time).  
 I finish work at (+ time).  
 In the evening I watch TV.  
 I go to bed at (+ time).

7

*was / were, in / at*

- Copy the pictures onto flashcards / the board. Create interest in the character by giving him a name, etc.
- Teach *yesterday* by saying *Today is (Tuesday). Yesterday was (Monday).*
- Use the pictures to present and drill the six sentences.
- Elicit the six sentences onto the board for SS to copy.



He was in the shower at 6.30.  
 He was in the kitchen at 7.00.  
 He was at work in the morning.

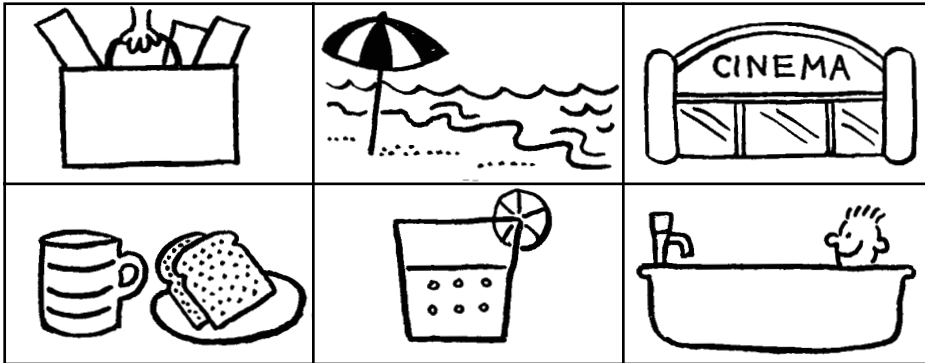
He was at home in the afternoon.  
 He was at the cinema in the evening.  
 He was in bed at a quarter to twelve.



8

8 *Did you ...?*

- Copy the six pictures onto flashcards / the board. Use them to present and drill the questions and short answers *Yes, I did.* / *No I didn't.* Elicit the sentences onto the board.

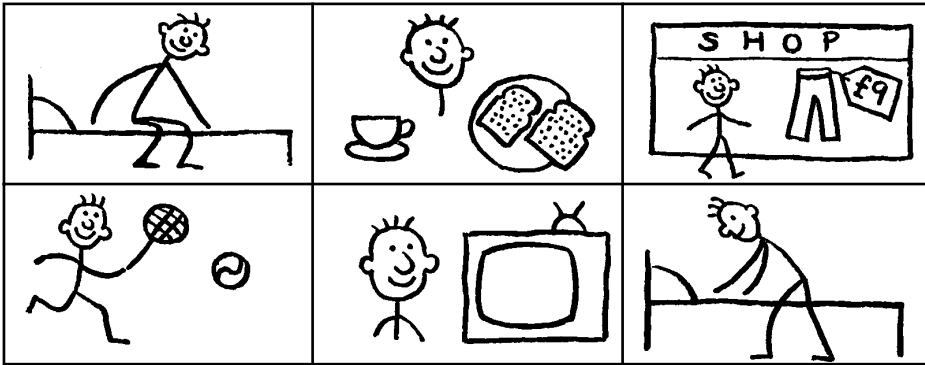


Did you go shopping yesterday?  
 Did you go to the beach?  
 Did you go to the cinema?

Did you have breakfast?  
 Did you have a drink?  
 Did you have a bath?

**Regular and irregular verbs**

- Copy the six pictures onto flashcards / the board.
- Write *Last Saturday* on the board. Use the pictures to present and drill what you did last Saturday.
- Elicit the six sentences onto the board for SS to copy.
- Finally, rub out the verbs and see if SS can remember them.



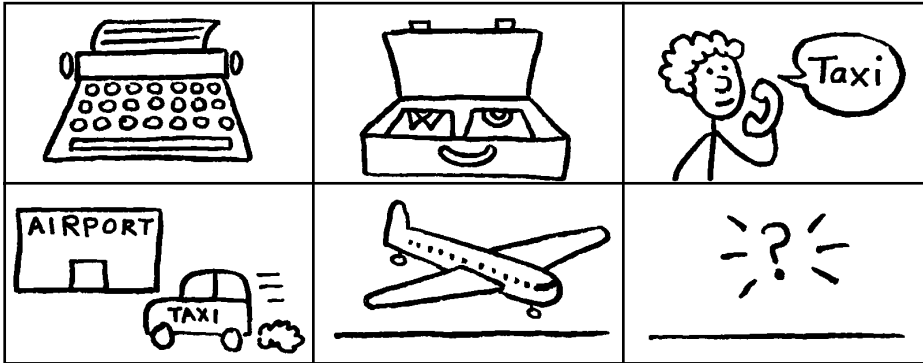
I got up at (+ time).  
 I had tea and toast for breakfast.  
 In the morning I went shopping.

In the afternoon I played tennis.  
 In the evening I watched TV.  
 I went to bed at (+ time).

**10**

**Past simple: regular verbs**

- Copy the six pictures onto flashcards / the board.
- Tell the students this is the story of Terri Harris on 3rd March 1994.
- Use the pictures to present and drill Terri's story line by line.
- Re-cap from the beginning after each line until SS can tell the whole story.



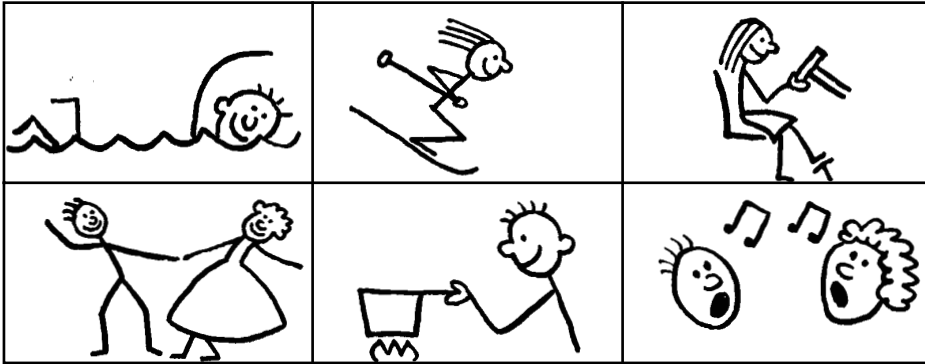
She typed a letter.  
 She packed a case.  
 She called a taxi.

She arrived at the airport.  
 The plane landed.  
 She disappeared.

**11**

**Present continuous**

- Copy the pictures onto flashcards / the board.
- Use the pictures to present and drill the six sentences and the question *What's he / she / are they doing?*
- If using flashcards, stick the pictures on the board for SS to ask and answer in pairs.



What's he doing? He's swimming.

What's she doing? She's skiing.

What's she doing? She's driving.

What are they doing?

They're dancing.

What's he doing? He's cooking.

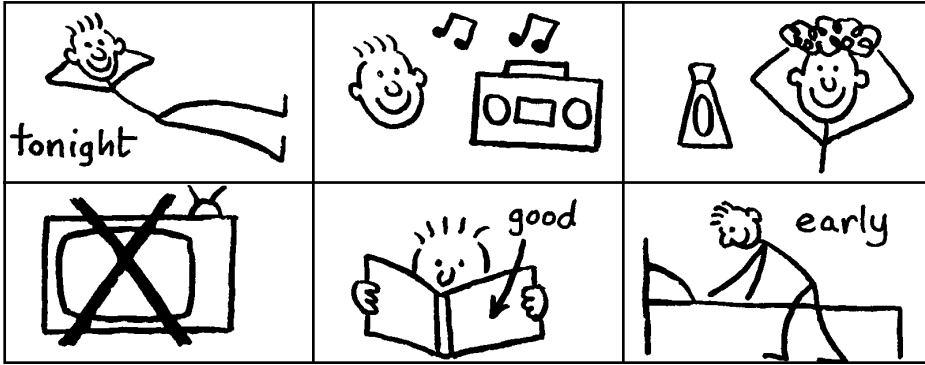
What are they doing?

They're singing.

12

*(be) going to*

- Copy the pictures onto flashcards / the board. Use the pictures to present and drill the six sentences and the question *What are you going to do?*
- Stick the pictures on the board for SS to tell each other in pairs what you're going to do.



Tonight I'm going to relax.  
I'm going to listen to music.  
I'm going to wash my hair.

I'm not going to watch TV.  
I'm going to read a good book.  
I'm going to go to bed early.