



## Student Handout:

Read this about Alec.

Answer the questions about Alec. Choose **yes he does** or **no he doesn't**.



Does Alec have a cellphone? **Yes he does.** / **No he doesn't.**

Does Alec take photos on his phone? **Yes he does.** / **No he doesn't.**

Does Alec keep his phone in his bag? **Yes he does.** / **No he doesn't.**

Does Alec take his phone everywhere? **Yes he does.** / **No he doesn't.**

Does Alec like his cellphone? **Yes he does.** / **No he doesn't.**

## 2. Are You Right?

a. Find a partner. Work alone and fill in this table about your partner. Write 'yes' or 'no' for each question in the **Yes / No** section of the table.

Does your partner...	Yes / No	Correct
- take photos on his/her phone?		
- keep his/her phone in his/her pocket?		
- take his/her phone everywhere?		
- like his/her cellphone?		

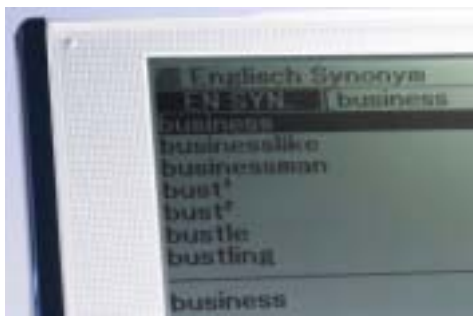
Language:  
*Do you like... Yes, I do./No I don't.*  
*Do you take photos...*  
*Do you take your phone...*  
*Do you keep your cellphone in your...*

b. Now see if you were right by asking your partner the questions. Use the questions from a. You will need to change the form of the questions. (*Does your partner like his/her cellphone?* --> *Do you like your cellphone?*)

If your answers from a. were right, write 'yes' in the **Correct** section of the table from a. If your answers were wrong, write '-' in the **Correct** section. Your partner will ask you the same questions. Answer the questions. You will need to change the form of the answers. (*Yes he/she does.* --> *Yes I do/No I don't.*)

## c. Extra Work

Read this about Alec's dictionary



*This is my electronic dictionary.*

*I keep my dictionary in my bag. I don't take it everywhere. I take it to school. I play word games on my dictionary. I use my dictionary at school.*

Answer the questions. Choose **yes he does** or **no he doesn't**.

Does Alec have a paper dictionary? **Yes he does.** / **No he doesn't.**

Does Alec keep his dictionary in his pocket? **Yes he does.** / **No he doesn't.**

Does Alec take his dictionary everywhere? **Yes he does.** / **No he doesn't.**

Does Alec play games on his dictionary? **Yes he does.** / **No he doesn't.**

Does your partner...	Yes / No	Correct
- have an electronic dictionary?		
- keep his/her electronic dictionary in his/her pocket?		
- take his/her dictionary everywhere?		
- play games on his/her dictionary?		



Time: 20 minutes

This warmer helps students practice asking **Yes/No** questions to exchange information and have a short conversation with a partner about an everyday item.

**Level:** Elementary and above.

**Language Aims:** To practice asking and answering **Yes/No** questions. To practice using the present simple tense. To ask simple questions about something someone owns.

**Preparation:** Make enough copies of the handout above (or adapt it to fit your particular teaching situation) so that every student has a copy. (If students do not have cell phones, you will either need to a. choose a different everyday object that they have e.g. a watch and prepare questions to go with this object or b. ask them to pretend that they have a cell phone.)

### Procedure:

1. Ask students to look at the photo of Alec in **1.** and read the text about him. They can do this alone, in pairs or with you, depending on what you want. You may want to explain the meaning of the word '*really*'. Students then answer the questions about Alec. Quickly check answers in pairs or as a class.
2. Place students into pairs - students can choose their own partners or you may like to pair them with someone they don't know very well. Ask them to work alone and do **2a**. They answer these questions for their partner. If they are confused, tell them that they are to guess what their partner's answers would be. At this stage they do not ask their partner the questions or show their answers to their partner.
3. Tell students to now ask their partners the questions from **2a**. Remind them to change the form of the questions from "*Does he/she...?*" to "*Do you...?*" As their partner answers, they should complete the '**Correct**' section of the table. Allow enough time for both students in each pair to ask each other the questions.
4. Ask students to look again at the answers they wrote for their partners in **2a** (i.e. before they interviewed them.) Were they correct in their predictions?
5. You may like to use the '**Extra Work**' Activity about Alec's dictionary. Repeat steps 1. - 4. above.

**(Extension:** For 2. encourage students to use followup questions once their partner has answered yes or no to elicit more information from them.

Ask students to do a little writing using their work from this activity: it could begin, for example:

*(My partner's name is Koji. He keeps his cellphone in his bag...)*

**Please note:** This resource goes well with the Elementary Instant Lesson: "**Ring, ring - why don't you give me a call?**" and "**Yes/No Questions - Elementary Worksheet**" (an Anna Grammar Worksheet).

