



Silly Valentine's Survey

1. Student ability: **Beginner ~ Low Advanced**
2. Approximate length of lesson: **30+**
3. Number of students necessary: **2+**
4. Preferred age/maturity: **HS, College, Adult**
5. Type of lesson: **Pair work**

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Language Target: Simple present tense verbs with **like** and **don't like**, note taking, adjectives and listening.

Setting Up: Make enough copies of the worksheet for everyone in class. Make 1/4 as many Second Question worksheets as there are students.

Cut the Second Question worksheets along the dotted lines and keep these in a handy place, they will be used later.

Ask the class a few **Do you like...?** questions to help students become familiar with the language. It would be most appropriate to ask questions about Valentine's Day, for example:

Do you like to give flowers to your

(boyfriend / girlfriend / husband / wife) on Valentine's Day?

Do you like to take your loved one to dinner on Valentine's Day?

Do you like to have a romantic date on Valentine's Day? Etc.

Students respond with either **Yes, I do**, or **No, I don't**.

After each question, ask **Why** or **Why not?**

Students' responses here are important for this lesson to work correctly. They must identify the subject with either **It** or **They**. For example:

Q: Do you like to receive chocolate from your loved one on Valentine's Day?

A: Yes, I do.

Q: Why?

A: It (receiving chocolate) **makes me feel special and it's** (chocolate) **sweet and delicious.**

Q: Do you like red roses on Valentine's Day?

A: Yes, I do.

Q: Why?

A: They (roses) **are beautiful and smell so nice.**

Getting Started: Pair students and give everyone a copy of the Worksheet "Silly Valentine's Survey."

In turns, students ask their partners the 10 questions, circle Yes or No and write the answers on the right.

Keep a careful eye on the pairs to make sure they are using the correct subjects (**It** or **They**). Also be aware that answers need to be in third person (**It** makes **her** / **him** feel...).

Now for the fun part. Split apart the pairs, and have them pair up with a different student.

Then, give everyone the quarter sheet from the Second Question worksheet prepared earlier.

Students place the Second Question sheet over the original. **Now, they ask their new partner questions about the previous partner.** But even though the answers remain the same, the questions are different.

Dialogues may sound something like this:

Q: Does *Becky* like slow dancing?

A: Yes, she does.

Q: Why?

A: It makes her feel warm and gives her energy.

Q: Does *Marc* like holding hands?

A: No, he doesn't.

Q: Why not?

A: It makes him feel like he has to give something in return.

Students won't be able to stop

laughing as they tell their new partners the answers from their previous partners.

Note: The Second Question worksheet is rather generic, it would probably be appropriate for most high school students, but probably not for younger-aged people. See Variation 1.

Variation 1: Use the Second Question Blank worksheet to create more appropriate questions, they can be a bit more innocent – or less, depending on the maturity of the students.

Variation 2: With a small class (four or five students), do this lesson as a whole class activity. First, students fill out the answers to the questions on the worksheet in first person. Then, one by one, the teacher asks students a different question, and they read the answers from their worksheets.

Variation 3: This activity can easily be done without a worksheet. Simply ask students a series of questions, have them write down their answers (or ask a partner the questions), then switch the questions while keeping the original answers intact.

Building Fluency: Engage the class in a discussion about Valentine's Day. Discuss the customs of showing affection in various cultures, what are symbols of love, talk about dating customs, male vs. female expectations, etc.

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