

Teaching simple present 3rd person singular

Take the flashcards:

Mum snake sheep nut Dad I you he she it they we
muffins popcorn apples

Write on minibboards:

eat like make does not [n't] do -s ?

1) positive / negative forms

Use the minibboards and flashcards to demonstrate how the sentences change from positive to negative:

Make the sentence **I like popcorn.** (should be familiar from book 1)

Change **I** for **you**. Check that it is true by asking the student
“Do you like popcorn?” and get a yes / no answer.

Change **popcorn** for the **snake** picture and ask: ‘Do you like snakes?’ Whatever the student answers, reply

‘I don’t like snakes!’

and make the negative statement for him/her to see. [NB you may need to remind the student that **do + not = don’t** – you can do this by putting the two minibboards together and rubbing out the **o** in **not**, replacing it with an apostrophe.]

Do some more examples, swapping in (e.g.) **sheep** or **muffins** for **popcorn**, and using other verbs as well as other people, including plural subjects.

When this seems secure, move on to the question forms:

2) question forms

Ask the student again if s/he likes popcorn, and make the question so s/he can see it, by adding the **do** at the beginning and the question mark **?** at the end:

Do you like popcorn? Swap **popcorn** for **muffins** and ask the question.

Mix up the cards / minibboards and get the student to make the questions and ask you, including plural subjects (e.g. the sheep, mice, etc).

When this seems secure, move on to the 3rd person question forms:

3) question forms 3rd person singular

Make the sentence

Mum makes muffins. (should be familiar from book 1)

Use 2 minibboards: **make -s**

*This helps you to demonstrate more easily that the -s moves to the **do** to make **does** for negatives and questions.*

Check that it is true by asking the student “Does your mum like muffins?” and get a yes / no answer.

Make the question so s/he can see the -s moving from **make** to **do** [which becomes **does**] and ask

Does Mum like muffins?

Swap in **Dad** or ‘**your brother**’ for the person and ask again.

Mix up the boards and get the student to make a new question to ask you.

Practice this until the difference between 3rd singular and other persons is clear.

When this seems secure, move on to the 3rd person positive and negative forms:

4) positive / negative forms 3rd person singular

Make the sentence

Mum likes snakes.

Check if this is true for his/her mum. If the student says ‘no’, make the sentence to show him/her how it works:

Mum doesn’t like snakes.

If the student says ‘yes’ then say

But Dad doesn’t like snakes. and make that sentence instead.

Do some more examples, swapping in other food and using the other verbs (eat, make etc), as well as other 3rd persons (e.g. The sheep eats trees; Mr Nut makes popcorn; the snake doesn’t like popcorn; Dad doesn’t eat nuts ...).

Encourage the student to make the sentences and read them out to you.















Finally, play the 'Cuisenaire question' game (see separate sheet):

Use Cuisenaire rods if they are available, or fold up the wikkistix to make shorter tokens (or use pasta or buttons or something completely different).

Print off the practice sheet and ask the student to lay the rods / wikkistix underneath the words, saying them as they do. After each positive statement s/he should make the negative form and then the question underneath. If s/he can write them, that is great. Otherwise, just make sure s/he says them as s/he places the wikkistix / rods.

You can use any colours, but be consistent, so that the person, the verb, the auxiliary (do / does) and any complement are the same colour in each example. Make sure that the 3rd person 's' moves when necessary.

Sample sentence/question pairs with the rods shown:

	I	like	chocolate.
			
Do	you	like	chocolate?
			
	He	lives	in Britain.
			
Does	he	live	in Britain?
			

An arrow points from the end of the green rod in the 'He lives in Britain.' row to the end of the yellow rod in the 'Does he live in Britain?' row, illustrating the movement of the 's' from 'lives' to 'Does'.