

Communicate 1

Activity Bank

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1. Introductions

Warm Ups

Meeting for the First Time

Greet the students naturally and ask individual students simple questions you expect the students know how to answer. Slip in the question “*Where are you from?*” If they cannot answer, get them to ask you “*Where are you from?*” and learn how to answer from your answer.

Then encourage the students to practice the dialog similar to this:

A: Where are you from?

B: I’m from Switzerland.

A: It’s nice to meet you.

B: It’s nice to meet you, too,.

They can do this in pairs or by moving around the class and shaking hands with other students.

Nationalities

Write a list of countries on the board. See if the students can tell you how we refer to the nationality of people who live in each country, and write the nationality next to each country. Help if necessary. The students can then ask each other about the nationality of famous people—help them have dialogs like “*Is . . . Canadian?*” “*Yes, I think so. / No, I think he’s . . .*”

Natural Conversation

Have a natural conversation with the students. Ask them where they are from, how they are, etc. Slip the questions “*How do you spell . . . ?*” and “*Sorry, could you repeat that, please?*” into the conversation.

The students can then ask each other personal questions and follow up each questions with “*How do you spell?*” or “*Sorry, could you repeat that please?*”

Personalization

Where Are They From?

The students ask each other where people they know are from. They can ask about people around them or famous people they are interested in. The activity can be done in pairs, groups, or as a whole class.

Places Around the World

In pairs or groups, the students look at maps, a globe or the Internet to find the locations of places they are interested in. They can take turns to think of a city and ask where it is. They search for it and describe its exact location. They then describe the location of places they know well or where people they know live.

Immigration

Put the students in pairs. One student plays the role of an immigration officer. The other student is himself/herself or plays the role of an alien or famous person. The students can take turns being the immigration officer.

Communication Activities

A: Crossword

The students take turns writing words that say something about themselves—e.g. their first name, family name, nationality, city they live in. They fit these words together to make a crossword.

They can do this activity as a whole class and make the crossword on the board or they can do it individually, in pairs or in groups. An option is for them to also make clues for their crossword and get other students/groups to try and solve them.

B: Newspaper Reporters

In pairs, the students take turns being newspaper reporters, and try to find out as much as they can

about each other. They then tell the whole class what they have found out.

C: Around the World

Download the *Around the World* board from the 'Activity Materials' section on the website, and use it to practice sentences like "*She's from China,*" and "*He lives in Rome.*"

How to play:

1. Place the four prompt cards in a pile and turn over the top one.
2. The students take turns to throw a dice and move their pieces around the board.
3. If a student's piece lands on a non-corner square, the student answers the question on the prompt card (e.g. *She's from*

Greece) and gets the card for that country. If another student has the card, they roll the dice to decide who gets it. (If the scores are equal, the student with the card keeps it.)

4. If the student lands on the country corner squares, he/she misses a turn and the top prompt card is changed.
5. If he/she lands on START, the student can challenge for any card owned by another student (they roll the dice).
6. The first student to collect three cards of the same color (the colors are written on each card, though it is better if you or the students color them) and pass START is the winner.

2. Likes and Dislikes

Warm Ups

Asking Follow-Up Questions

Ask the students questions you expect they know how to answer, and slip questions like "*Where do you live ?*" or "*What school do you go to?*" into the conversation in a natural way. Follow up each question with "*Do you like it?*" and encourage students to answer and give reasons

Ask other "*Do you like . . . ?*" questions, such as "*Do you like New York?*" or "*Do you like (name of a sports team)?*" and encourage students to give reasons after saying "*Yes*" or "*No.*"

Then encourage the students to ask each other questions like "*What school do you go to?*" "*Where do you work?*" and follow up each question with "*Do you like it?*"

Asking Why

Ask the students a few questions they are able to answer, and then slip "Do you like . . . or . . . ?" questions into the conversation, following up each question with "Why?"

The students then ask each other "Do you like . . . or . . . ?" questions, following up each answer with "Why?" Either they think of their own questions or you can write some prompts on the board.

e.g.
big cities/ the countryside
cats/dogs
soccer/baseball
TV/computers
the beach/the mountains
museums/libraries
rock music/classical music
gorillas /snakes

What Kind of . . . Do You Like?

Ask the students a few questions they are able to answer, and slip "*What kind of . . . do you like?*" questions into the conversation. The students can then ask each other "*What kind of . . . do you like?*" questions.

If necessary, write prompts on the board such as sports/food/shops/computer games. The

students can also ask each other follow-up questions after each answer.

Personalization

People We Know

The students ask each other where people they know live and whether they like it, using the questions “*Where does . . . live?*” and “*Does he/she like it?*” They can ask about people around them or famous people. If they don’t know the answer to a question, encourage them to answer “*I think . . .*”

What Do You Think OF . . . ?

The students ask each other “*What do you think of . . . ?*” questions, and use adjectives to answer the questions. Examples of questions include “*What do you think of your school/big cities/your teacher/your home town/(a famous place)/(a famous person) . . . ?*” If necessary, help by writing topics on the board.

Reporters

Put the students in pairs. One student plays the role of reporter. The other student is himself/herself or plays the role of a famous person.

Let the conversation happen naturally, though, if necessary, encourage the students to use the patterns in the dialog. The students can take

turns being the reporter.

Communication Activities

A: Starting Letter

One student says whether he/she is thinking of a city, a mountain, etc. and says the starting letter. The other students take turns to ask *yes/no* questions to try and find out what he/she is thinking of, using the structures they have learned—e.g. “*Is it large?*” “*Is it in Africa?*” If the answer is “*Yes,*” the student can guess the name of the place. If the answer is “*No,*” the turn passes to the next student.

B: Chase the Ace

Remove three aces from a deck of cards and deal out the rest. Make a list of the types of cards, and write an adjective next to each type. In turn, each student takes a card from the student on the left. Whenever somebody makes a pair, he/she places it on the table and makes a sentence with the corresponding adjective. The aim is to avoid having the ace at the end of the game.

C: Opinion Poll

Download the *Opinion Poll* from the ‘Activity Materials’ section on the website. In pairs, the students ask each other the questions in the poll. They then report their answers to the class and analyze the results—they can work out what fraction or percentage of the class gave particular answers.

3. In / At / Near / Next to

Warm Ups

Where Is It?

Equipment: Three small containers (boxes or pencil cases—they must have lids which come off) and a small object (a ball, a coin, a toy animal—something amusing works best.)

1. If the containers are the same color, mark

them in some way. Say what each of them is (e.g. “*This is a red box.*” etc.) Then hold up the small object and say what it is (e.g. “*This is a small ball*”).

2. Secretly put the object under one of them and move them around so the students have to remember where the object is. The target pattern is “*It’s under the (red box)*” or “*I think it’s under the (red box).*”
3. Put the object in one of the three containers,

and place the containers in front of you with the lids on. Move them around a little, as if you were doing a magic trick, and say “*Where’s the (ball)?*” When the students are trying to guess. The target pattern is “*It’s in the (red box)*” or “*I think it’s in the (red box).*”

4. As soon as the students get the idea, they can take turns hiding the object.

Telephoning and Making Plans

Mime picking up a telephone (or use a real phone) and calling the class. Have a natural conversation and ask questions and make suggestions.

The students can then practice having telephone conversations in pairs. Encourage them to suggest doing things together and talking about where they are going to meet.

Hidden Objects

Hide objects or pictures around the room. The students try to find the objects/pictures and say or write where each of them is.

Put the students into pairs or groups. One student has his/her eyes closed or wears a blindfold. The other student(s) asks “*Where’s the . . . ?*” questions about things in the room.

Personalization

Location of People We Know

The students ask each other where they think friends or famous people are. Encourage the students to guess using the pattern “*I think . . .*”

Incorrect Statements

In pairs or groups, one student makes incorrect statements about a city they know well. The other student(s) correct each statement. Encourage the students to use humor and make

absurd statements.

Exact Locations

In pairs or groups, one student asks where a place is, and the other student(s) describes exactly where it is (e.g. “*The bus stop is in front of the Italian restaurant near the post office.*”) The students take turns asking the questions.

Communication Activities

A: Where Are They In Your House?

One student asks another where things are in his/her house. The second student describes the exact location.

B: Neighborhoods

One student draws a grid of the streets in his/her neighborhood and gives it to the other student. The first student then describes his/her neighborhood, and the second student tries to draw what he/she says on the grid.

C: Hiding In a Picture

Download the picture from the ‘Activity Materials’ section on the website or use a different picture. Place one of the pictures so that all the students can see it. Say you are in the picture, and get the students to guess where you are.

The students then do the activity in pairs or groups. One student imagines he/she is in the picture, and the others guess where he/she is. The activity can also be done with a variety of other pictures.

Encourage the students to ask you questions like “*What’s this in English?*” when there is unfamiliar vocabulary.

4. Directions

Warm Ups

Directions from This Room

Pretend you do not know the way to various places in your city. Ask the students help, and draw the directions the students give you on the board. The students can then do the same activity in pairs or groups.

Go Past, Go Over

Get the students to ask you how to get to places in the area. When you answer, use patterns like “Go past” and “Go over” The students can then do the same activity in pairs or groups.

Please!

Give instructions to the students. If you start an instruction with “Please” they carry out the instruction. If you do not say “Please,” they should not move. The students can then take turns giving instructions.

Personalization

Drawing Routes to Nearby Places

The students take turns to draw the route to a place nearby and explain the route. They can take turns doing this on the board or do the activity in pairs or groups.

Drawing Routes to Far Away Places

The students take turns to draw the route to a place far away and explain the route. They can take turns to do this on the board or do the activity in pairs or groups.

Do Something When You Get There

One student gives directions to a place nearby and tells another student what to do there.

Examples of instructions:

Go into the post office and buy some stamps.

Go into the bank and rob it.

Go into the zoo and say hello to the elephants.

Communication Activities

A: Directions

Students imagine they are at a place on a map. One student asks another how to get to other places on the map. The student giving directions can then ask the other student to do something at each destination. The student not giving directions can pretend they don’t understand clearly and ask a lot of questions for clarification.

B: Bulls Eye

Divide the class into two or more teams, and give one student from each team a piece of chalk or board marker, and a blindfold to put on. Draw a simple target on the board for each team. The idea is for the blindfolded students to touch the target with their chalk/marker. They can get more points for hitting the target nearer the center. Each team directs their masked team member to the target by calling out instructions. The game works well as a relay.

C: Maps of Famous Cities

Download the maps from the ‘Activity Materials’ section on the website. Use the downloadable maps or other maps that you think the students will find interesting. Each student places a counter on the map to indicate where they are. They then pretend to telephone each other and describe where they are. One suggests a meeting place and tells the other how to get there. They then choose other locations.

5. There is / There are

Warm Ups

Pictures of Scenery

The students look at pictures of scenery (try to avoid pictures where people are performing actions) and try to describe the pictures. If necessary, help the students make “*There is . . .*” and “*There are . . .*” sentences. The students can then do the same activity in pairs or in small groups.

Describing Places

Encourage one student to talk about a city he/she knows well, and encourage the other students to ask questions. If necessary, help the student make “*There is . . .*” and “*There are . . .*” sentences. The students can then do the same activity in pairs or small groups.

Describing a Room

Ask individual students “*Is there . . . ?*” and “*Are there . . . ?*” questions about rooms they know well, such as rooms at home or at school or the office. The students can then do the same activity in pairs or small groups.

Personalization

Pictures of Scenery

In pairs or groups, students take turns drawing pictures of scenery. The other student(s) describes the picture as he/she is drawing it.

Incorrect Statements

Make incorrect statements starting with “*There’s a . . .*” “*There are . . .*” or “*There aren’t any . . .*” and get the students to correct you. The students then take turns making similar incorrect statements about the local town / city or famous places in the world in pairs, groups, or as a whole class.

Countries

One student secretly thinks of a country. The other student(s) asks “*Are there . . . ?*” or “*Is there . . . ?*” to try and find out what the country is.

Communication Activities

A: Discovering a Picture

One student secretly draws (or looks at) a picture, and makes a list of between five and ten main things that are in the picture mixed up with the same number of things that are not in the picture, and then shows the list to another student. The second makes guesses using the words in the list, using the pattern “*Are there any . . . ?*” If the answer is “*Yes, there are two/there’s one,*” the student asks “*Where is it/are they?*” and tries to draw part of the picture on another piece of paper. The activity can be done with a limit to the number of guesses.

B: Where Am I From

One student imagines he/she is from a different country. The other students take turns asking *yes/no* questions to try and find out what the country is, using the patterns “*Are there any . . . ?*” or “*Is there . . . ?*” One variation of this activity is for a student to throw a dice when it is his/her turn to ask a question. A 6 could mean he/she has three guesses, a 4 or 5 two guesses, a 2 or 3 one guess, and a 1 no guesses.

C: What are the Differences?

Download pictures from the ‘Activity Materials’ section on the website. In pairs, the students ask questions alternately, trying to find the differences between the two pictures. They do this by asking “*Is there . . . ?*” and “*Are there . . . ?*” questions. When a student answers “*Yes . . .*,” he/she also gives the location.

6. Have / Want / Would Like

Warm Ups

Famous People's Things

Write a list of things that famous people might possess on the board. Then write a list of famous people. The students guess which of the possessions each famous person might have, using the pattern *"I think . . . has a . . ."*

Sample things:

A guitar, a swimming pool, a helicopter, a beautiful dress, a pet snake, a house in Hawaii, ten baseball bats . . .

Then, in pairs or groups, students choose famous people and state about five things each of them might possess.

Members of the Family

Write these or similar patterns on the board:

He/She has . . .
 He/She likes . . .
 He/She loves . . .
 He/She doesn't like . . .
 He/She hates . . .
 He/She wants . . .

Talk casually and naturally about members of your family using each of the patterns on the board in the illustration. Then write the patterns on the board.

The students then talk to each other or to the class about members of their family, using each of the patterns on the board.

At a Store

Two students pretend they are in a clothing store. One student is a clerk, and the other is a customer. Half the class help one student, and the other half help the other student. Give the students freedom to say whatever they like. The students can then do the activity in pairs.

Personalization

My Things

In pairs or groups, students take turns to talk about things they own. Encourage them to talk about the things in detail using the pattern *"It has . . ."*

You can also encourage other students to ask *"Does it have . . . ?"* questions.

What kind of ...?

In pairs or groups, the students take turns asking each other *"What kind of . . . would you like?"*

Example questions:

What kind of computer would you like?

What kind of TV would you like?

What kind of mobile phone would you like?

Favorite Stores

In pairs, students take turns playing the roles of clerks and customers in their favorite stores. Let them talk freely or use patterns in a shopping dialog as a starting point.

Communication Activities

A: Go Fish

If the class is large, divide it into groups and give each group a pack of cards. (Use either special *Go Fish!* cards or normal playing cards.) Deal out about half the cards, and place the rest in a pile in the middle.

In turn, the students try to collect sets of four by asking other students for cards, saying *"Do you have any . . . ?"* If the answer is *"Yes,"* he/she receives the card(s) and has another turn. If the answer is *"No. Go Fish!"* he/she takes the top card from the pile.

Note: A student must ask for a type of card of the same type that he/she already has at least one of.

B: Vampire Grid Game

Each student draws two 6x6 grids on a piece of paper, numbering them 1-6 horizontally and A-F vertically. Each student secretly blocks out squares in one of the grids for each of the for the shape of each family member in the *Communicate Student Book*.)

In pairs, students try to guess the location of each other's Dracula family members using the pattern, "Do you have anything in (B5)?" If an answer is "Yes," a student marks that square in his/her second grid and asks another "Do you

have . . . ?" question. If an answer is "No," the turn passes to the other student.

C: Shopping Role Play

Download the *role-play cards* from the 'Activity Materials' section on the website. Some of the class are store owners and are dealt out cards which say what their stores sell. The other students are dealt shopping lists and money, and go to each store in turn, trying to buy what is on their lists. They negotiate prices.

Note: Customers may have to buy the same thing from two or three stores to collect the total quantities that they need.

7. Uncountable Nouns

Warm Ups

Tic-Tac-Toe

Write a different countable noun in each square of a 3 x 3 or a 4x4 grid on the board. Divide the class into two teams.

The teams play Tic-Tac-Toe. When a student chooses a word, he/she makes a "There's a" sentence. With plural nouns (they make "There are some" or "There aren't any" sentences), and then with uncountable nouns. (Help them make "There's some" or "There isn't any" sentences.) The students then play the game in pairs, using a mixture of nouns.

Draw a 4x4 grid on the board and write a countable noun in each square.

Divide the class into two teams. Help a student from one team choose a square and make a "There's a" sentence using the word in the square (e.g. There's a *river* near my *house*). The teams take turns. One team marks squares O and the other team X.

Then, play the game with plural nouns (the students make "There are some" or "There aren't any" sentences), and then with uncountable nouns. (Help them make "There's some" or "There isn't any" sentences.)

The students then play the game in pairs, using a mixture of different kinds of nouns. You can write these nouns in the grid on the board for the students to copy or the students can make their own grids and choose their own nouns.

Neighborhoods—How Much/Many?

Ask the students "How many . . . are there?" and "How much . . . is there?" questions about their neighborhood or city. The students then do the activity in pairs or small groups. Encourage them to ask a lot of questions.

At a Local Restaurant

Two students role play being a waiter and a customer in a popular local restaurant. Half the class help one student, and the other half help the other student. Encourage the students to talk freely. The students then do the same activity in pairs. If possible, use a menu from a local restaurant.

Personalization

False Accusations

Accuse individual students of having something absurd either with them or at home.

Examples:

There's a gorilla in your bag!
There are some bananas on your head!

Help the students deny the accusations, using the pattern “No! There aren't any . . . !” or “No, there isn't any/a”

Then, in pairs, students take turns accusing each other of having absurd things at home. The student being accused denies the accusation.

Geography

The students look at atlases or the Internet and ask each other “How much/many . . . ?” questions.

Example questions:

How many countries are there in Africa?
How many mountains are there in Canada?
How much rain is there in Brazil?

They can answer with specific figures or just say things like:

There is/are a lot of
There is/are a quite a lot of
There isn't/aren't any

At A Restaurant

In pairs, students take turns playing the roles of waiters and customers in various kinds of restaurants. Let them talk freely using the patterns in the dialog as a starting point.

Communication Activities

A. What's on the Tray?

Place small objects or flashcards on a tray, and cover them with a cloth. Remove the cloth for a short time. The students try to remember what is on the tray. Replace the cloth. The students say or write sentences about each object/flashcard they can remember.

B. Prompts

One student names something countable or uncountable—e.g. truck, eraser, yogurt. The other(s) describe where the thing is—e.g. “There's a truck in the parking lot near this school.”

C. Menus

Download the menu from the ‘Activity Materials’ section on the website or use other menus. The simple version is for the students to order meals using the downloadable materials. Alternatively, the students can go through the whole process of telephoning to make a reservation, arriving at the restaurant, sitting down, being served, ordering the meal, paying, and leaving the restaurant.

8. Possessives

Warm Ups

Guess What It Is

Think of something belonging to one of the students and say “(Name)'s is/has . . . What is it?” The students try to guess what the thing is. The students take turns thinking of things belonging to other students either as a class, in pairs or in small groups.

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Leaving the Room

One student leaves the room. Each of the other students places one of their possessions on a table. The student re-enters the room and tries to guess who each of the things belongs to, using the patterns “I think this/these is/are his” and “I think this/these is/are hers.” Students can take turns leaving the room.

Compass Publishing

Personalization

Who Is He/She?

Think of somebody female that the students all know and make sentences about him/her starting with “*Her . . .*” or “*His . . .*” The students try to guess who the person is. The students take turns doing the activity as a class, in pairs, or in small groups.

Who Are They

In pairs, groups or as a whole class, one student talks about a sports team that everybody knows, making sentences starting with “*Their . . .*” The other student(s) try and guess what the team is.

Whose . . . is this?

One student is a reporter asking “*Whose . . . is this?*” about things in the room or in photographs or pictures. The other student tries to guess who they belong to using “*I think . . .*”

Communication Activities

A. Guess Who

One person makes a series of statements about a well-known person or band—e.g. “*Her hair’s red.*” “*Her team’s very strong.*” After each statement, he/she asks “*Who is he/she?*” or “*Who are they?*” Each student or team has a fixed amount of time to make a guess.

B. Bleep

One student makes a series of statements substituting the word “bleep” for the word to be guessed—e.g. “*Our bleeps are noisy.*” “*Akiko’s bleep is black.*” After each statement he/she asks “*What is it?*” or “*What are they?*”

C. Whose Is It?

Download the pictures of objects from the ‘Activity Materials’ section on the website and give them to each student or use other pictures. One student asks another who he/she thinks each object belongs to, and writes his/her guesses down. One student, or the teacher, has a master sheet with his/her guesses on it. If the students like drawing, the activity can be extended by using pictures they have drawn.

9. Present Continuous

Warm Ups

Telephone Conversation

Mime telephoning a student and see what language he/she comes up with. Then get another student to call you. Put the students into pairs, and get each pair to telephone each other. Encourage them to talk freely.

Slowly Revealing

Partially draw pictures, slowly reveal pictures of people performing actions, or mime actions. Ask the students “*What’s he/she doing?*” “*What am I doing?*” or “*What are they doing?*” Encourage the

students to guess and help make “. . .ing” sentences. The students can do the same activity in pairs or small groups.

Miming Actions

Write actions on pieces of paper or card. One student looks at one of the actions and mimes it in front of the class. The others try to guess what the action is. The students can do the activity in teams. A student from each team races to read one of the actions and then hurries back to his/her team and mimes the action. When a student guesses correctly, another student from the team races to read the next action.

Personalization

Calling Famous People

In pairs, students pretend to be famous people and talk to each other on the phone. Either one of them can be himself/herself and the other a famous person, or they can both be famous people.

The students can choose which famous people they want to be. Encourage them to talk freely and enjoy the activity.

I think . . .

In pairs, groups, or as a whole class, the students ask each other what they think various friends or family members are doing. Encourage them to guess, using the pattern “*I think . . .*”

Mime or Draw

Students take turns to mime or draw a series of actions. The other student(s) try to guess each action.

Communication Activities

A. Telepathy

Write some sentences that include actions—e.g. *He’s watching a video*—on the board or show the students some action flashcards. One student secretly chooses one of the actions, closes his/her eyes, concentrates on the sentence and tries to transmit it to the other student(s). The other student(s) close their eyes and try to guess the sentence, and then compare their

guesses to see who is telepathic. The sentences can gradually be made more difficult.

B. Name a Time

One student says a time, and the other student(s) imagines what each member of his/her family and friends are doing at that time.

C. Detectives

Download the Detectives board and cards from the ‘Activity Materials’ section on the website.

1. Each student places a piece in one of the four comers.
2. The students look at all fifteen cards, and try to remember what they are.
3. The character cards and action cards are then shuffled separately. One character card and one action card is placed face down in each of the rooms and in the garden. The other five action cards are placed face down in a row.
4. The students take turns to throw a dice and move the number of squares indicated by the dice, except when they enter a room or the garden, in which case their piece stops.
5. If a piece would end its move on a vehicle, dog, or ghost, it cannot move in that direction.
6. When a student moves into a room, he/she tries to guess what is happening in that room. (e.g. *I think Cleopatra is taking a shower in the living room.*) The student then secretly looks at the cards. If the guess is correct, he/she wins the game. If not, the game continues.
7. After looking at the two cards, the player may look at one of the five cards that were placed in a row. Note: A piece may only enter each room once.

10. Fashion

Warm Ups

Catwalk

Say “*What are you wearing?*” to students individually. If one of the students can answer, the others can learn from his/her answer. If none of the students can answer, encourage them to

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ask you the question and learn from your answer. The students can then ask and answer the question in a chain or in pairs.

Ask one or more students to come to the front of the class and tell them that they are models. They parade in front of the class. Ask other

students to take turns being the announcer (perhaps the student who has just paraded could announce the next student) and describe what the models are wearing.

Old Photographs

The students look at old photographs or historical pictures and try to describe what the people in the pictures are wearing. In a larger class, they can start by doing the activity all together and can then continue in pairs or small groups.

At a Store

Two students act out being in a clothing store. One student is a clerk, and the other is a customer. Encourage the students to talk freely, though prompt when necessary. The students can then do the activity in pairs.

Personalization

Photographs

The students look at photographs of people they know. These could be photos of friends, family, or famous people. They describe what each person is wearing.

People Around The World

The students look at pictures of people from around the world and describe what they are wearing and what they are doing.

One alternative is for these pictures to be of people in traditional dress or taking part in local customs. Another alternative is to use pictures to show how similar people are around the world.

Stores

In pairs, one student is him/herself going from

store to store looking for different things to wear. The other student plays the roles of the clerk in each of the stores. An alternative is for different students to each store, and for the students who are customers to move around from store to store.

Communication Activities

A. Fashion Parade

One student models in front of the class, and another student plays the role of the announcer. The student who has just modeled could become the announcer for the next student.

B. Guess Who

Write a series of words or patterns on the board that can be used to describe people. For example:

likes wearing
looks good on him/her
Likes playing
has
is

One student thinks of a well-known person, and describes him/her one sentence at a time, using the patterns on the board. Each student (or team) can have one guess after each sentence. If he/she guesses who the person is after the first sentence, he/she gets ten points, after the second sentence seven points, after the third sentence four points, after the fourth sentence three points, and after the fifth sentence one point.

C. What Are the Differences?

Download the pictures from the 'Activity Materials' section on the website. The students try to find the similarities and differences between the people and dogs in the pictures. They do this by taking turns describing what each of the people and dogs in the pictures is wearing.

11. Can – Ability & Possibility

Warm Ups

Pairwork Questions

Ask the students questions they are able to answer. Slip “*What . . . can you . . . ?*” questions naturally into the conversation. The students can then do the activity in pairs or small groups, asking questions like “*What musical instruments can you play?*” “*What languages can you speak?*” etc.

Making Plans

Encourage the students to make suggestions to you about what to do later in the week, month, or year. Answer using the pattern “*I’m sorry, I can’t . . . , but I can*” The students can then do the activity in pairs. Encourage them to make amusing suggestions.

Stay in the Balloon

1. Draw a hot air balloon with a hole in it from which air is escaping. Draw about five stick figures in the basket and draw an arrow to show that the balloon is going down. Erase one of the figures and show him/her falling from the balloon, but draw the arrow again to show that the balloon is still going down. Repeat this until there are two figures in the balloon, and draw a horizontal arrow to show that the balloon is no longer going down.

2. Say to the students “*We are in the balloon. The air is escaping. Only two people can stay in the balloon. I think I can stay because I can teach English, I can play the piano, I can speak Chinese, I can*” etc. Then say “*How about you?*” to one of the students.

3. Each of the students makes “*I can*” sentences to justify staying in the balloon. The class then votes for who stays in the balloon (they can't vote for themselves). If the class is too large, divide it into teams. Each team has to think of ten “*I can*” sentences, and only one team can stay in the balloon.

Personalization

I Think He/She Can ...

The students ask each other what friends or famous people can do. If a student doesn't know the answer to a question, encourage him to guess, using the pattern “*I think he/she can*”

Refusing

In pairs, one student makes suggestions about what they can do together for each of the next seven days, using the pattern “*Let’s*” The other student refuses each time. They can then exchange roles.

Walking The Plank

In pairs, one student is on the plank of a pirate ship and the other is the pirate captain. The student on the plank needs to try and persuade the captain that he/she shouldn't jump, using the pattern “*I can*”

Communication Activities

A. Newspaper Reporters

In pairs, the students try to find out as much as they can about what each other can do. They then tell the whole class what they have found out.

B. I Can See

One student thinks of something he/she can see in the room, through the window, or in a picture, and says the first letter. The others guess what it is.

C. Survivors

Download the role-play cards from the ‘Activity Materials’ section on the website. The students imagine they are in a hot air balloon that is running out of air. There is only enough air to support two students, so the class needs to decide who should jump. They take turns to say all the things they can do to justify why they should stay in the balloon. If appropriate, the students can vote for who can stay and who has to jump.

12. Present Simple

Warm Ups

Mime

Mime a variety of occupations, and encourage the students to guess what they are. The students can then take turns miming occupations, either in groups or as a whole class. Each student can either choose the occupation or pick up a card and mime the occupation written on it.

Follow-Up Questions

Ask individual students what they do and ask natural follow-up questions about their work or school. The students then do the activity in pairs or small groups. Encourage them to ask a variety of follow-up questions.

Things in Common

Ask questions like “*Who works in a hospital?*” “*Who makes a lot of money?*” “*Who works at night?*” The students try to think of as many occupations as possible in answer to each question. They then do the activity in pairs or small groups.

Personalization

Friends’ Occupations

The students ask each other what friends or famous people do. Encourage the students to ask about people with a wide variety of different occupations, and use a dictionary or ask you for help when they are not sure of the English for each of these occupations.

Follow-Up Questions

In pairs or small groups, the students ask each other what friends or family members do, and then ask many natural follow-up questions. Encourage the students to ask genuine questions and talk reasonably freely.

Guess Friends’ Occupations

One student thinks of somebody he/she knows. The other student(s) asks *yes/no* questions to try and discover the occupation of that person

Communication Activities

A. What’s My Job?

One student imagines he/she has a different occupation. The others take turns to ask *yes/no* questions to try and discover the occupation. If an answer is “*Yes*,” the student who asked the question tries to guess the occupation. If the answer is “*No*,” the turn passes to the next student.

B. Last Sentence

One student (or the teacher) writes an occupation on the board. The students take turns making sentences about the occupation. The last student (or team) is the winner.

C. Concentration

Download the cards from the ‘Activity Materials’ section on the website. All the cards are put face down on a table. The students take turns turning over two cards. If an occupation and description match, the student takes the cards and has another turn. If not, the turn passes to the next student.

13. Adverbs of Frequency

Warm Ups

Daily Routines

Have a natural conversation about daily routines. Ask the students about their routines, and also talk about yours. The students then do the activity in pairs or small groups. Encourage them to use questions like “*What time do you usually have lunch?*” or “*What time do you usually go to bed?*”

Daily Routine Puzzle

Write a word puzzle on the board. The words in the puzzle can be put together to make sentences about the daily routine of somebody the students know well. In pairs, groups or as a whole class, the students then make similar puzzles about themselves or somebody they know well.

Five Sentences

Write *always, usually, often, sometimes, never* on the board. Make sentences with each of these words about a famous person. The students try to guess who the person is. They then do the same activity in pairs, groups, or as a whole class.

Personalization

Usually

The students ask each other about things they usually do. Possible questions include:

What time do you usually . . . ?

What do you usually have for breakfast, lunch . . . ?

Where do you usually have lunch, play tennis . . . ?

Details

The students ask each other detailed question about each other’s daily routines. For example:
What do you do after breakfast?
What do you do in the afternoon?

They can also ask the same kind of questions about friends or family members.

Famous People / Animals

Students choose famous people or animals and try to imagine their daily routines, using the pattern “*I think he/she/it usually*”

Communication Activities

A. Twenty Questions

One student imagines he/she has a different occupation. The others take turns to ask up to 20 *yes/no* questions to try and find out what the occupation is. The answers (except to final guesses) need to be qualified by an adverb of frequency (e.g. “*Yes, sometimes.*”)

B. Famous People

One student thinks of a famous person. Teams take turns to make sentences about the person—each sentence should include an adverb of frequency. The last team to make a sentence is the winner.

C. Housework

Download the tables from the ‘Activity Materials’ section on the website. Each student has a table that is half filled with information about how much housework is done by some of the characters in the story. They exchange information and fill in the blanks in their tables by asking and answering questions. The students then exchange the same information about themselves.

14. Getting Around

Warm Ups

Getting to Work/School

Have a natural conversation with the students. Slip the questions *“How do you get to school/work?”* and *“How long does it take?”* into the conversation in a natural way. Then, encourage the students to ask each other the same questions about themselves, family members, and friends.

Natural Conversation

Have a natural conversation with the students about their daily lives. Lead them toward some of the language in the dialog, such as *“What time do you . . . ?”* *“I sometimes . . . , but”* *“I . . . from . . . until.”* Then, in pairs or groups, the students have free and natural conversations about their daily lives.

Public Transportation

Ask the students how to get to local places by public transportation from where they are now. The students then do the activity in pairs or small groups. Encourage them to ask natural follow-up questions like *“How long does it take?”* or *“How far is the bus stop from here?”*

Personalization

How do they get to work/school?

The students guess how people they know or famous people go to work/school. Students can take turns to ask *“How does . . . go to school/work?”*

Correcting

Students take turns to make untrue statements about the daily routines of friends or famous people. The other student(s) tries to either correct the statement or make a more accurate guess, using the pattern *“No, I think”* Encourage the students to use humor.

Directions

Students ask each other how to get to nice places in the area. Wherever possible, they give directions using public transportation.

Communication Activities

A. Lifestyles

The students look at pictures of people and imagine their lifestyles. Encourage the students to say whatever they want.

B. Where Is It?

Have a natural conversation with the students about their daily lives. Lead them toward some of the language in the dialog on page 89, such as *“What time do you . . . ?”* *“I sometimes . . . , but”* *“I . . . from . . . until.”* Then, in pairs or groups, the students have free and natural conversations about their daily lives.

C. Schedules

Download the schedules from the ‘Activity Materials’ section on the website. Each student has a schedule with information that is half-filled in, and some questions that need answering.

15. Contrasting the Present Tenses

Warm Ups

Switching Tenses

Say “*What are you doing?*” to individual students, and follow up each question with “*What do you usually do at (the current time) on (the day today)?*” The students can then ask each other the same pairs of questions. The activity can be extended by asking what friends, family members, or famous people are doing and usually do at this time—answers will probably need to start with “*I think . . .*”

Free Time

Have a natural conversation with students about what they are doing now and what they usually do in their free time. The students can then do the activity in pairs.

Mixed-Up Dialog

This activity can be used with any dialogue. In this case, it needs to be used with a dialogue that contrasts the present simple with the present continuous tenses.

Ask the students to close their books. Write the dialog in incorrect order on the board, and leave some blanks for the students to fill in. The students try to work out what the dialog is. hints.

Personalization

Friends

The students ask each other “*What’s . . . ing ?*” “*What does . . . always/usually do . . . ?*” questions about friends or family members. If they are not sure how to answer, they can guess,

using “*I think . . .*”

How Often?

Students ask each other and “*How often . . . ?*” questions.

For example:

How often do you play baseball?

How often do you eat curry?

How often does your brother you go to a movie?

How often does your mother use a computer?

They can also ask “*What . . . ing ?*” followed by “*How often . . . ?*” questions.

Communication Activities

A. Lifestyles

The students look at pictures of people and try and imagine their lifestyles. They make sentences that include adverbs of frequency.

B. How Often

Divide the class into teams. One student chooses something that people commonly do. Each student secretly writes down how often he/she does that thing. Each member of one team tries to guess the answer of each member of the other team.

C. Questionnaire

Download the questionnaire from the ‘Activity Materials’ section on the website. In pairs, the students ask each other the questions in the questionnaire. The questions review the whole book.