

Motivate 1

Activity Bank

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1. Meeting a Friend

Warm Ups

Catching Up with News

Say "Hello. What are you doing these days?" to a few students one by one. Encourage them to talk about their general situation (e.g. "I'm still a university student" "I'm playing a lot of baseball"). The students then do the activity in pairs, groups, or as a class.

Gossip About Famous People

Tell the students some gossip about famous people and then encourage them to tell you gossip or recent news that they have heard. The students then do the activity in pairs, groups, or as a class. Encourage them to talk freely.

Follow-Up Questions

Bring a student to the front of the class and role play meeting him/her by chance in the street. Ask what he/she is doing these days and then ask natural follow-up questions. The students then do the activity in pairs, groups, or as a class. Encourage them to keep the conversations going with plenty of natural follow-up questions.

Personalization

Friends, Family, etc.

The students ask each other what friends or family members or famous people are doing these days. The activity can be done in pairs, groups, or as a whole class.

Example:

A: What's . . . doing these days?

B: I think she's working in India.

Real or Imaginary Gossip

In pairs or groups, the students exchange real or imaginary gossip about people around them. Encourage them to use humor.

Example: I heard that . . . has a new boyfriend. He works in an office near here. I heard he's very rich.

Work / School

In pairs, group or as a whole class, the students ask each other a series of questions about each other's work/school. Encourage them to ask many questions, and keep the conversation going.

Example:

A: Are you enjoying your work?

B: Yes, it's a lot of fun, but the pay is not very good.

Communication Activities

A. Telling Lies

Each of the students makes statements about himself/herself. The other students try to guess whether a statement is true or a lie. If they think it's a lie, they try to guess the truth. If there is scoring, the student who challenges can get a point for each successful challenge and a minus point for an unsuccessful challenge.

B. Interviewing a Superstar

One student plays the role of a well-known superstar. The other students ask him/her questions.

C. Who Am I?

The names of famous people are pinned on the students' backs. The students move around the room asking *yes/no* questions to try to find out which famous person they are.

2. Plans, Hope, and Dreams

Warm Ups

Natural Conversation

Have a natural conversation with the students about what they are planning to do tonight, tomorrow, etc. Slip the patterns “Do you think you’ll . . . ?” and “I think I’ll” naturally into the conversation. The students do the activity in pairs. If necessary, you can write some times on the board (*tonight, tomorrow, . . .*) for them to talk about.

Talking About Future Sporting Events

Have a natural conversation with the students about upcoming sports events that they are likely to be interested in. Slip “*probably*”, “*may*” and “*might*” naturally into the conversation. Write the words *probably*, *may*, and *might* on the board. In pairs, groups, or as a class, the students make personalized sentences using these words.

Hopes and dreams

Write a list of things you hope to do. Then, write a list of your dreams. Give hints to help the students solve the puzzle. When they see the answer, help them say “*You hope you can*” and “*You wish you could*” The students then use the patterns “*I hope I can*” and “*I wish I could*” to talk about their hopes and dreams.

Personalization

Asking About Plans

The students ask each other about their plans for each of the next seven days, using the question “*What are you doing on Monday/Tuesday/etc.?*” . They can do this in pairs, groups or as a whole class, and can take turns asking the questions.

Example:

A: What are you going to do on Saturday?

B: I’m going shopping with some friends.

A: Do you think you’ll buy anything nice?

Invitations

The students take turns stating real or imaginary plans and inviting each other. When they state their plans, they use the pattern “*I’m . . . -ing . . .*” For example, “*I’m going to the beach on Sunday,*” “*I’m going to an Italian restaurant with some friends tonight,*” “*I’m climbing Mount Everest next week . . .*”

Example: My brother will probably move to Seattle. He may move next year, but he might move very soon.

Hope / Wishes

The students make “*hopes*” and “*wishes*” sentences about people family, friends or famous people. Encourage them to use humor and make sentences about a variety of different people.

Example: I think he hopes he can work overseas, and he wishes he could speak English well.

Communication Activities

A. Gradual Pictures

One student draws a picture little by little. After each partial drawing, the other students guess what the drawing is going to be.

B. Future Trips

One student makes a statement about a place he/she is planning or hoping to go to. This could be somewhere near, like a beach, or somewhere far away, like a different country. The other students ask questions about what he/she is going to do/eat/see there. The student answers using the board prompts: *probably, may, might*. Each prompt must be used once.

C. Fortune Telling

Each student follows the instructions and makes the fortune teller. They then use it to tell other students’ fortunes. They can then make their own fortune tellers with new sentences that should include at least one example of each of the following: *going to, probably, may, might* (write these as prompts on the board). They then use these to tell each other’s fortunes.

3. Too / Enough

Warm Ups

Giving Reasons Using “Too”

Ask the students if they can do things that they obviously cannot do such as “*Can you touch the ceiling?*” “*Can you swim across the Pacific Ocean?*” Help them answer using “*It’s too . . .*” or “*I’m too . . .*” The students then take turns to ask about things the other student obviously cannot do, and answer using *too*.

Giving Reasons Using “Enough”

Ask the students if they can do things that they obviously cannot do, such as “*Can you buy a Ferrari?*” Help them answer using “*It isn’t (They aren’t) . . . enough*” or “*I’m not . . . enough.*” The students take turns asking about things the other student obviously cannot do, and answer using *enough*.

Shopping

Ask a few students to contribute one object to be sold in a store. Get one student to role play being a storekeeper and one a customer. Just see what happens, and help them express what they want to say. The students can then role play storekeeper/customer dialogs. They can sell each other their possessions, pictures of animals, toy objects, etc.

Personalization

People and Places (Too)

The students ask each other about people and places, and answer using “*too*”.

Example:

A: What do you think of your neighborhood?

B: It’s too crowded and too noisy.

Advice

The students take turns to state personal problems using “*enough*”. The other students give advice.

Example:

A: I’m not rich enough.

B: You should rob a bank.

Shopping (Too / Enough)

In pairs, one student is a clerk in a general store and the other student is himself/herself or a famous person wondering where to go for a vacation. The students have natural conversations. Encourage them to use ‘*too*’ and ‘*enough*’.

Example:

A: How about these shoes?

B: They are very nice, but they are too big.

Communication Activities

A. Identical Pictures

One student uses a picture from a magazine or book or draws a picture. He/She then describes the picture for the other students to draw, gently criticizing what they are drawing, using *too* or *enough*.

B. Tennis

The game can be played as singles or doubles. One student serves by asking a “*Why can’t you . . . ?*” question. The opposing student has to include *too* or *enough* in his/her answer, and hits back by asking a different “*Why can’t you . . . ?*” question. The rally continues until a player cannot ask or answer a question or hesitates too long.

C. Haunted Castle

1. Each player (or team) places a counter on the knight (start) square.
2. The players take turns to roll the die and move through the corresponding opening as indicated by the die (e.g. if they roll 1, 2, 3, or 4 they move straight ahead, 5 to the left, and 6 to the right).
3. On entering a new square, the player rolls again to determine which question to answer (e.g. if the player moves with a 5 and then rolls a 3, he/she answers question 5-3 from the question sheet). Failure to answer the question means the player misses a turn.
4. If a player lands on a ghost square, the class can decide the penalty. They can ask the player to answer three questions (roll the dice six times), miss a turn, or perform some difficult English task.
5. If a player lands on the vampire or werewolf square, he/she is either out of the game or starts again. The winner is the first to make it to the castle exit.

4. Adding *-ing/to*

Warm Ups

Conversation Including Patterns

Write the patterns like these on the board: tired of + ing, hate + ing, give up + ing, get used to + ing, want + to, learn + to . . . Talk to students naturally about what they are doing and how they feel about it. Try to elicit or use the patterns on the board. Put the students into pairs or groups, and encourage the students to make personalized sentences with each of the patterns on the board.

Tic-Tac-Toe

Draw a tic-tac-toe grid on the board. Each square should contain a word/phrase that is followed by *-ing* or *to*. The students make personalized sentences with the word in a square before they can mark a O or a X. The students then play tic-tac-toe in pairs with the words on the board. You can make the words more difficult (include new words) each time they play.

Personalization

Pattern Personalization

Each student writes (or says) one personalized sentence for each of the patterns used in the warm-up activity or in a dialog. The patterns could be come + ing, need + to, didn't mean + to etc . . .

Examples:

I hate going to work in a crowded train.

I'm getting used to living in my new apartment.

I need to study much harder.

I feel like going to a Mexican restaurant.

I miss living with my parents.

I'm looking forward to playing baseball tomorrow.

Communication Activities

A. Adding Sentences

The teacher or students decide on one of the target patterns (e.g. "*fed up with*"). One student makes a sentence about himself/herself using this pattern (e.g. "*I'm fed up with studying*"). The next student says what the first student said and adds his/her own sentence (e.g. "*(Name)'s fed up with studying*" "*I'm fed up with getting up early*"). The chain continues.

B. Telepathy

The teacher or students write four sentences on the board about people the students know well. Each sentence includes a different target pattern. One student secretly chooses one of the sentences, closes his/her eyes, concentrates on the sentence, and tries to transmit it to the other students. The other students close their eyes, and try to receive the message. The teacher can gradually change the sentences each time the student transmitting a sentence changes. The new sentences can include different target patterns or similar patterns that the students have not learned yet.

C. Questionnaire

The students complete the questionnaire. Then, in pairs, they ask each other the questions in the photocopied list. Encourage them to ask follow-up questions after each answer.

5. Opinions and Beliefs

Warm Ups

Describing People and Places

Ask the students “*What does he/she look like?*” and “*What’s he/she like?*” about people they know. Then, ask “*What’s . . . like?*” about places they know. The students then do the activity in pairs, asking each other about people and places they know.

What Do You Think of . . . ?

Ask individual students “*What do you think of . . . ?*” questions such as “*What do you think of Bangkok?*” Ask follow-up questions such as “*Why?*” “*Why not?*” “*Why do you think so?*” and “*What do you mean?*” The students then ask each other similar questions. Encourage the students to think of their own questions to ask, and also ask follow-up questions.

Talking About SF and Horror Stories

Have a natural conversation about science fiction movies and get the students to tell you what happens in movies they know. Introduce the idea of whether aliens, UFOs, etc. exist. The students discuss the same topic freely in pairs. Encourage them to give reasons for their beliefs.

Personalization

What’s . . . like?

The students ask each other “*What’s . . . like?*” questions. They can ask about each other’s family, home, work, hometown, friends, school, country . . .

Examples:

What’s your job like? What’s your apartment like? What’s your brother like? What’s San Francisco like?

What They Would Like to Study

The students talk about what they would like to study in their English lessons. Encourage them to talk freely and make specific suggestions.

Example questions:

*What topics would you like to talk about?
What patterns would you like to practice?*

Beliefs

The students ask each other whether they believe in UFOs, ghosts, Santa Claus . . . Encourage them to give reasons and discuss each opinion as much as they can.

Example:

A: Do you believe in Santa Claus?

B: No, I don’t. Only children believe in Santa Claus.

Communication Activities

A. Broken Telephone

The students sit in a circle. The teacher or students decide on a general topic (e.g. school, world problems, sports). Each student secretly writes down an opinion that has some connection with the topic. Each student then simultaneously whispers his/her opinion to the student on his/her left. The opinions are passed around the circle (e.g. “*Akiko thinks . . .* .”) until they come to the last student before the one who originally gave the opinion. Each of the students then says the opinion he/she has just heard, and they are compared with the opinions that were written down.

B. Debating

The teacher or students decide on a proposal for the debate (e.g. men and women should get the same salaries). Divide the class into two teams or an even number of teams. Half are in favor of the proposal, and half are against. Each student writes down about ten points either in favor or against, depending on what team he/she is on. The teams then debate. The first student from one team makes a point in favor, the first student from the other team responds and makes a point against, etc.

C. Computer Dating

The students ask and answer the questions on the forms in pairs or groups. They fill in the answers for themselves and for their ideal partner. They then tear off the section for their ideal partner and write their name on it. The forms are passed around the class, each student counting the number of selected boxes on each form that are also selected on his/her form. The larger the number, the more suitable the partner.

6. Describing Places

Warm Ups

Guess the Place

Secretly, think of a famous city. Write a series of words on the board, one at a time, connected with that city. After guessing the city, the students make sentences for each word, explaining the connection with the city. The students do the same activity in pairs. They take turns to think of cities.

The Bad Points of Places We Know

Ask students whether they like cities such as New York, Seoul, Paris, . . . When a student says “No,” ask “*Why not?*” Help them answer using one of the four patterns on the board below. The students then ask each other about famous places. When they say they don’t like a place, they give reasons using one or more of the patterns.

Describing Neighborhoods

Each of the students has a pencil and paper, and they draw your neighborhood from your description. They then take turns describing their neighborhoods for the other students to draw. They can do this in pairs, groups, or as a whole class.

Examples:

There are too many things in my bag.

There isn’t enough money in my bank account.

Personalization

Continue the Conversation

The students ask each other about places they know. Encourage them to talk about each place for as long as they can.

Example:

A: What’s Cambridge like?

B: There are a lot of beautiful old buildings. . . .

Prompts

Put prompts such as “*your country, the world, your neighborhood, your school, your office, the Earth, your bedroom, the universe . . .*” on the board. Students talk about each one using the four patterns:

There are too many . . .

There is too much . . .

There aren’t enough . . .

There isn’t enough . . .

Examples:

There are too many people.

There’s too much poverty.

There aren’t enough wise leaders.

There isn’t enough food.

People

Students make sentences about themselves, their family etc., using each of these four patterns:

There are too many . . .

There is too much . . .

There aren’t enough . . .

There isn’t enough . . .

Examples:

There are too many things in my bag.

There isn’t enough money in my bank account.

Communication Activities

A. What Place Is It?

One student thinks of a place (e.g. a city, a country, an ocean, a building). The other students ask general *yes/no* questions to try and find out what place it is. If an answer is “Yes,” the student asking can try to guess the name of the place.

B. Tour Guides

One student plays the role of a tour guide, guiding the other students around a place he/she knows well. The other students play the role of tourists and ask the tour guide questions.

C. Challenge

In pairs or teams, one student picks up a card and challenges the other to make four sentences about the subject on the card. There needs to be one sentence for each of the following patterns: “*There are too many . . .*” “*There’s too much . . .*” “*There aren’t enough . . .*” “*There isn’t enough . . .*” For a card worth four points, each answer is worth one point; for a card worth eight points, each answer is worth two points; for a card worth sixteen points, each answer is worth four points. A more exciting version of the game is for a student to roll a die after making the sentences and multiply his/her score by the number on the die.

7. Past Continuous

Warm Ups

What Was I Doing?

Write a puzzle on the board similar to this:

- 5 playing baseball
- 11 watching TV
- 1 sleeping
- 3 eating lunch
- 7 reading a book

The sentences refer to things you were doing at specific times on one day recently. Give a series of hints—for example, “*It’s about me.*” (pause) “*Yesterday.*” Then, in pairs or groups, the students make similar puzzles for each other to solve.

Purpose

Ask the students why we do something, for example, “*Why do we work?*” “*Why do we get married?*” etc. Encourage the students to give as many answers as possible starting with “*To.*” The students then do the activity in pairs or groups. If possible, the students can think of their own questions, but, if necessary, you can write questions on the board.

Making Accusations

Make humorous accusations against students—for example, “*At eight o’clock last night, you were having dinner with . . .*” Encourage them to deny the accusations and say what they were really doing. The students can then do the activity in pairs or groups. They can take turns making accusations about what the other student(s) were doing at a particular time.

Personalization

Why?

The students ask each other what they were doing at particular recent times, and follow each question with “*Why?*”

Example:

A: What were you doing at eight o’clock this morning?

B: I was riding on a bus.

A: Why?

B: I was going to work.

Purpose

The students ask each other “*Why do you . . . ?*” questions. The student answering tries to give more

than one answer, starting with “*To . . .*”

Example:

A: *Why do you drive a car?*

B: *To go shopping. To get to work, . . .*

Suspicious

In pairs, one student asks the other what he/she was doing at a particular time, is suspicious about his/her answers, and asks follow-up questions. The students then exchange roles.

Example:

A: *What were you doing at eight o’clock last night?*

B: *I was having dinner.*

A: *Who were you having dinner with?*

Communication Activities

A. Witnesses

A student from one team flashes a picture for a fixed amount of time (one or two seconds for a simple picture). The picture should include some people performing actions. He/She then asks the other team a fixed number of questions about what people in the picture were doing. The other team gets a point for each correct answer.

B. Last Sentences

Put the class in teams. A student from one team asks “*Why do we/people . . . ?*” (e.g. “*Why do we get up in the morning?*”) The students take turns giving different answers starting with “*To.*” The aim is to be the team that makes the last sentence.

C. What Was Happening?

1. Cut one set of *Who?* *What?* and *Where?* cards into separate cards and place another set where all the students can see it.

2. Shuffle the *Who?* *What?* and *Where?* cards separately, and secretly remove one card of each type (these cards show what crime has been committed, where it was committed, and who the villain was).

3. Mix the other cards together and deal them out.

4. The students look at their cards and take turns making guesses (e.g. “*I think Robin Hood was assassinating the president in Chicago.*”). Another student who has one of these cards can say “*No, he wasn’t!*” taking a card at random from the guessing student’s hand, and then making his/her own guess. The game continues until someone guesses correctly.

8. Comparatives - . . . as . . . as . . .

Warm Ups

Putting Lists in Order

Write a puzzle with a list of things on the board. Each thing in the list should be larger than the one before it. Give hints so that the students notice the solution to the puzzle, and help them answer using the pattern “. . . aren’t as . . . as” Give the students other adjectives (*fast, delicious, etc.*), ask them to rearrange the order to fit the adjective, and justify the order (e.g. “*Bananas aren’t as fast as spiders. . . .*”). They can then each choose new words and do the same thing in pairs or groups.

Similes

Say things such as “*My cat is as dangerous as a tiger. . . .*” Then, help one or two students make the same kind of statements about people or things around them. Introduce common patterns of this kind, such as “*as blind as a bat.*” Then, in pairs or groups, the students can use “. . . as . . . as” to talk about people and things around them. Encourage them to use as much humor as possible.

Guess How Often/Much . . .

Get the students to ask you questions such as “*Do you go to the movies once a week?*” and answer “*No, more than that*” or “*No, not as much as that*” until they guess the correct amount. Finally, say “*Yes, that’s about right.*” In pairs, groups, or as a class, the students take turns to guess how often another student does something. The student answers using one of the three patterns on the board.

Personalization

Comparing Places

In pairs, in groups, or as a whole class, the students compare places, using the pattern “. . . isn’t as . . . as” They can look at maps, the Internet or reference books to get information about places. They can compare cities, countries, sports teams, oceans

Examples:

Japan isn’t as big as Spain.

Spain isn’t as big as France.

Describing Places

In pairs, in groups, or as a whole class, the students talk about places they know using the pattern “. . . as . . . as”

Example:

It’s as warm as Hawaii in summer.

It’s as big as San Diego.

Guessing

In pairs, in groups, or as a whole class, the students try to find out how much the other students study, watch TV, etc. Students answer with “*No, more than that*” or “*No, not as much as that.*”

Example:

A: Do you exercise every day?

B: No, not as much as that.

Communication Activities

A. What Is It?

One student thinks of an object, country, thing, animal, person, etc. and says which of these it is. The other students try to guess what it is by asking *yes/no* questions. The student answers using the pattern “*No, it isn’t as . . . as*” until somebody guesses correctly.

B. Pairs

Put the class in teams or pairs. One student/team thinks of two nouns and challenges the other student/team to compare them, using the pattern “. . . isn’t/aren’t as . . . as”

C. Word Derby

1. Students place pieces on the starting line and take turns to roll two different colored die. The number on one die indicates how much to move forward, and the number on the other die indicates which lane to move to (1/2=inside lane, 3/4=center lane, 5/6=outside lane).
2. If a student moves a piece from a square with a word in it to another square with a word in it, he/she compares the words using the pattern “. . . isn’t/aren’t as . . . as”
3. The students cannot use an adjective more than once during the same lap.
4. If a student lands on a fence or in the water, he/she misses a turn.

9. Describing Trends

Warm Ups

Learning English

Have a natural conversation about how the students study English and whether the class is too easy or difficult. Introduce questions such as “*Do you think your English is getting better?*” In pairs or groups, the students then have natural conversations about whether their English is getting better and how they study. They can give each other advice.

Talking About Prices

Have a natural conversation about the prices of various things. Elicit or use the patterns on the board in the illustration. The students then do the same activities in pairs. Encourage them to use the words on the board.

Fashion

Have a natural conversation with the students about fashionable clothes, music, etc. Help the students use patterns such as “. . . *is/are becoming popular/going out of fashion.*” The students can then have the same kind of conversation in pairs. Write topic prompts on the board such as the ones shown in the illustration. Let the students say anything they want.

Personalization

Getting / Becoming

Write *getting* and *becoming* on the board. The students talk naturally about work/school and try to include the words. They can talk about school subjects, the work they have to do, a particular class, the business situation . . .

Example:

My work is getting more difficult all the time. I'm becoming busier, and my boss is becoming stricter.

Rising / Falling / . . .

Write *rising*, *falling*, *increasing*, *decreasing* on the board. The students talk naturally about things around them. They can talk about prices, the

weather, their neighborhood, television shows, demographics, local shops . . .

Example:

A: The price of vegetables is rising.

B: My blood pressure is increasing.

Going Up / Coming down / . . .

Write *going up*, *coming/going down*, *becoming popular*, *more*, *less*, *going out of fashion*, *better than before* on the board. The students talk naturally about things around them. They can talk about prices, unemployment, the business situation, fashions, their work/school, their hobbies/interests . . .

Examples:

I'm playing soccer more than last year.

Green socks are going out of fashion.

Communication Activities

A. Warmer or Colder?

A student thinks of a thing in the room or a place in the city. The others make guesses to try to find out what it is. The student answers “*You're getting warmer*” if a guess is nearer than the previous guess, and “*You're getting colder*” if the guess is further away.

B. Three Sentences

The class are in teams or pairs. One student/team names a subject (e.g. the weather, Europe, this book, . . .) and challenges another to make three trend sentences about it (e.g. “*It's getting colder,*” “*The amount of pollution is increasing*”). Nobody can use a sentence that has been used before.

C. Concentration

All the cards are put face down on a table. The students take turns turning over two cards. If these cards fit logically together (e.g. *The temperature . . . decreases in winter*), the student says the sentence, takes the pair, and has another turn. If not, the turn passes to the next student. It is usual to use more than one set of cards.

10. Superlatives

Warm Ups

Superlative Puzzle

Write a word puzzle on the board. Each word should be the longest, tallest, largest, . . . of its kind in the world, in the students' country/city, etc. Help them say ". . . is the longest/tallest/largest . . . in" Then, give the students general knowledge questions to work out in pairs or groups (e.g. "What's the smallest country in Asia?" "Who's the richest person in the world?"). Use the Internet if possible.

Connect the Words

Write a group of nouns and the same number of adjectives on the board. The students decide which of the group of nouns is the tallest / most delicious / fastest, etc. Then, in pairs, one student makes a list of five things, and the other makes a list of five adjectives. They then reveal their lists to each other and do the activity.

Class Puzzle

Write a list of superlatives on the board. The students decide who they think is the quietest/happiest/most famous . . . student in the class. Be careful not to include words that might hurt any of the students. Then, in pairs or groups, the students can talk about other groups of people in the same way—their family, a famous sports team, their teachers

Personalization

Groups

The students make sentences about themselves that include . . .-est or *most*. Encourage them to compare themselves with other members of their family, class, company, sports team, or other groups they belong to without putting others down.

Example:

A: *I'm the tallest person in my family.*

B: *I have the most colorful bag in this class.*

The World

The students talk about the cities they think are the most exciting/beautiful/fashionable/boring/popular /largest/richest . . . in the world. If necessary, write a list of adjectives on the board.

Example:

A: *What's the weather like in Beijing?*

B: *I think it's sunny, but a little cloudy.*

What Do You Think?

The students ask each other "What do you think is the best/most/-est . . . in the class/office/city/country /world/etc.?" If necessary, write prompts on the board to help.

Example:

A: *Who do you think is the best basketball player in the school?*

B: *I think Peter is.*

Communication Activities

A. Hands

The students compare hands, either in groups or as a class. They try to find something special about each hand, for example, the longest life line, the coldest hands, the shortest fingers.

B. Sets of Three

The class is in teams or pairs. One student/team thinks of three things and challenges the other student/team to make a superlative sentence for each of the things relative to the other two. A round continues until one student/team cannot make a sentence. Adjectives cannot be repeated in the same round.

C. Quiz

In pairs, students take turns asking and answering the questions in the quiz. They can also be encouraged to ask follow-up questions after each answer. Finally, the students compare their answers with those of the other students in the class.

11. Present Perfect (Experiences / Achievements)

Warm Ups

Have You Been to . . . ?

Ask students “*Have you been to . . . ?*” questions. When a student answers “Yes,” encourage the others to ask follow-up questions such as “*When did you go?*” “*What did you do there?*” etc. Keep the conversation natural. Then, in pairs or groups, the students ask each other “*Have you been to . . . ?*” questions, and follow-up questions.

To-Do Lists

Write a to-do list of the things you were hoping or planning to do this month/week on the board. Mark the ones you have done and say “*I’ve . . .*” Mark the ones you haven’t done and say “*I haven’t . . . yet.*” The students then make their own to-do lists and say which things they have done and which things they haven’t done yet.

Have You Ever . . . ?

Ask students “*Have you ever . . . ?*” questions, such as “*Have you ever ridden a horse?*” “*Have you ever been to Paris?*” etc. Help them give answers such as “*Yes, I have,*” “*No, I haven’t,*” “*Yes, many times,*” etc. Write a list of verbs on the board (such as the one in the illustration), and get the students to ask each other “*Have you ever . . . ?*” questions for each verb.

Personalization

How Many Times?

In pairs, groups, or as a class, students ask each other “*How many times have you . . . ?*” questions. Encourage them to use a variety of verbs – for example “*How many times have you eaten . . . ?*” “*How many times have you played . . . ?*” etc.

Example:

A: How many times have you been in a helicopter?

B: About five times.

Lists

Students make to-do lists with things they have done

and things they haven’t done, and then talk about each item on the list. Encourage them to chat freely about each item.

Example:

A: I haven’t done my English homework yet.

B: When are you going to do it?

Follow-up Questions

The students ask each other “*Have you ever . . . ?*” questions, and ask natural follow-up questions to find out more information. Encourage the students to ask a series of follow-up questions if possible.

Example:

A: Have you ever been to Hong Kong?

B: Yes, I went there about five years ago.

A: What did you do there? . . .

Communication Activities

A. Crossword

The students take turns writing words that say something about things they have done. These words should fit together to make a crossword. The students have to justify the words they write, using an “*I’ve . . .*” sentence.

B. Have You Ever . . . ?

Each student thinks of a “*Have you ever . . . ?*” question to ask, and moves around the class trying to find people who answer “Yes.” Each student reports what he/she has found to the class. The class, or groups of students, ask follow-up questions to some or all of the students who answered “Yes.”

C. Concentration

All the cards are put face down on the table (it’s usual to use more than one set). The students take turns turning over two cards. If a student turns over an infinitive and participle of the same verb, he/she makes a sentence using the participle, takes the cards, and has another turn. If not, the turn passes to the next student.

12. Present Perfect (Recent Situations)

Warm Ups

Natural Conversation

Talk naturally with the students about how they are today. Ask questions such as “*Have you been busy today?*” or “*What have you been doing?*” to individual students, and help them answer using the pattern “*I’ve been . . .*” Then, in pairs, the students can ask each other “*What have you been doing?*” Encourage them to give a number of answers to the question.

Recent Activities

Ask the students questions such as “*What have you been doing this morning / today / this week?*” for time periods that are still continuing. Help the students when they are trying to express themselves. The students then do the activity in pairs or groups. It may help to write prompts on the board such as in the illustration.

Follow-Up Conversation

Ask the students questions such as “*What have you been doing recently / this morning, etc.?*” After each answer, ask natural follow-up questions such as “*How long have you / did you / were you . . . ?*” “*I didn’t know you could . . .*” Encourage the students to answer with “*for*” or “*since*” whenever it is appropriate. Then, in pairs or groups, the students take turns asking each other “*What have you been doing recently/today/etc.?*” and then follow-up questions.

Personalization

How Long Have You Had . . . ?

The students ask each other “*How long have you had . . . ?*” questions, and follow-up questions. They can ask about things the other students have with them or things they have at home. Encourage them to follow up each question with a series of natural questions.

Example:

A: How long have you had your watch?

B: About seven years.

A: Was it a present from somebody?

What Have They Been Doing?

The students ask each other what they think friends or famous people have been doing this morning / today / this week, etc.

Example:

A: What do you think Anna has been doing today?

B: I think she’s been lying on the beach.

Pairs Of Questions

Students ask “*What have you been doing recently/today/etc.?*” questions, and follow each question with a “*How long . . . ?*” question.

Example:

A: What have you been doing this afternoon?

B: I’ve been swimming.

A: How long were you swimming?

Communication Activities

A. Leaving the Room

One student leaves the room. The others change one or more things in the room. The student comes back and tries to guess what has been changed, using the pattern “*Have you . . . ?*”

B. How Long Have I Had . . . ?

One student asks the others to guess how long he/she has had something. If there is scoring, the student whose guess is closest can get a point.

C. What Has Happened?

One student picks a card and reads it to the others. He/She then writes down what has happened just before the comment on the card. The others try to guess what has happened.

13. Contrasting Tenses

Warm Ups

Mixing Tenses Naturally

Get the students to ask you “*What have you been doing today / this week, . . . ?*” Sometimes answer using a present perfect tense (“*I’ve worked / been working hard*”) and sometimes a past tense (“*I played / was playing tennis at three o’clock / for two hours*”). The students then ask each other “*What have you been doing today / this week, . . . ?*” in pairs or groups, and give some answers with a present perfect tense and some answers with a past tense.

Personalizing Irregular Verbs

Write a list of irregular verbs on the board (such as the ones in the illustration), showing both their past simple and past participle forms. Use some of them naturally to talk about yourself. Then, the students write down the list of words and talk about themselves in pairs or groups. They cross out each word when they have used it.

Things We Haven’t Done

Write a word puzzle on the board. Each word indicates something you haven’t done. When the students have solved the puzzle, help them say “*You’ve never . . .*” for each word, and let them ask you follow-up questions. Then, each of the students makes a list of keywords that indicate something they haven’t done, and they have a short conversation related to each word.

Personalization

Family and Friends

In pairs, groups, or as a class, students talk about what their friends or family have been doing recently. Encourage them to ask follow-up questions using other tenses.

Example: My sister has been studying very hard. She was at the library all day yesterday.

How Has It Changed? .

The students ask each other “*How do you think . . . has changed?*” about places or people they know. Encourage them to vary the tenses they use when they ask follow-up questions.

Example:

A: How do you think Seoul has changed?

B: I think it has become more international than before.

I’ve Never . . .

In pairs, one student makes an “*I’ve never . . .*” statement. The other student comments and asks follow-up questions. Encourage them to have natural conversations.

Example:

A: I’ve never eaten Spanish food.

B: It’s great! You should try paella.

Communication Activities

A. Adding Sentences

One student makes a sentence about himself/herself using the pattern “*I’ve never . . .*” The next student says what the first student said and adds his/her own “*I’ve never . . .*” sentence.

B. Challenge

One student says a verb. The other students have to make a sentence with the verb in the past simple tense, and another sentence with the verb in the present perfect tense. The activity can be done in pairs or groups.

C. Mime

Divide the class into teams. Place the mime cards in a pile an equal distance from each team. A student from each team turns over a card, hurries to his/her team, and mimes what was written on the card. After the team has guessed correctly, another member of the team hurries to look at the next card.

14. Reported Speech

Warm Ups

What Did I Say?

Say something naturally, such as “*It’s a beautiful day*” and then suddenly “*What did I say?*” If necessary, help the students say “*You said it was a beautiful day.*” Make other statements and ask “*What did I say?*” Then, in pairs or groups, students take turns to make statements and then ask “*What did I say?*”

Fortune Telling

Pretend to be a fortune teller (read palms or look into a crystal ball) and make a sentence with *will*, such as “*You will have six children!*” Then, suddenly say “*What did I say?*” Help the students say “*You said I would have six children.*” Then, in pairs, the students take turns pretending to be fortune tellers, making sentences with “*will*” and asking “*What did I say?*” after each sentence.

Who Said What?

Make a list of things people have said to you and a mixed-up list of who said them. The students try to guess who said what. Encourage them to make one sentence switching the tense and one without switching. The students then tell each other about things others have said to them. They make two sentences each time—one switching the tense and one without switching.

Personalization

What Did Others Say?

In pairs, groups, or as a class, students tell each other things others have said to them recently. They can report things said by their friends, teacher, boss, members of their family, etc.

Example:

A: My boyfriend said I was beautiful.

B: My brother said he had a new job.

Your Future

In pairs, groups, or as a class, the students talk about things a fortune teller or horoscope has said will happen to them.

Example:

A: A fortune teller said I would have three children.

B: My horoscope said I would be rich and famous.

Editors and Reporters

In groups of three, A is an editor, B is a reporter, and C is a friend or a famous person. A tells B what questions to ask C, using the pattern, “*Ask him/her . . .*” B asks C the question and then reports C’s answer back to A. The three students can switch roles sometimes.

Example:

A: Ask her what her new movie is about.

B: What’s your new movie about?

C: It’s about a woman who falls in love with an alien.

B: She said it was about a woman who falls in love with an alien.

Communication Activities

A. Mixed Sentences

Each student writes a sentence on a piece of paper about something somebody said to him/her, and the pieces of paper are mixed up. The sentences are then read out one by one, and the students write down who they think wrote each sentence. Finally, they say what they think in complete sentences (e.g. “*I think Michelle said she would probably go to Australia next year*”).

B. Reporting an Interview

A student or the teacher interviews another student in front of the class. The students can give true answers or play the role of a famous person. After the interview has finished, the other students try to remember what the student who was interviewed said.

C. Long Sentences

Students are in groups. Photocopy three sets of cards for each group. The cards are dealt, and each student holds his/her cards so others cannot see what they are. One student touches a card in the next student’s hand. The student who owns the card reads out the sentence quickly, and the student who touches the card has to say “*You said . . .*” without looking at the card. If he/she reports the sentence correctly, he/she gets the card. The students take turns, and when a student gets three of a kind, he/she puts them down on the table in front of him/her.

15. -ed and -ing

Warm Ups

Tic-Tac-Toe

Draw a tic-tac-toe grid on the board. Put the *-ed* and *-ing* words in the grid and add a few other words. The students play the game and try to make sentences with the word in a square when they choose it. Then, the students play a number of times in pairs. They draw blank grids and make sentences with the words on the board that are in the corresponding squares. You can gradually make the words on the board more difficult.

What Do You Think is . . . ?

What Makes You . . . ?

Ask individual students “*What makes you tired/depressed/disappointed, . . . ?*” and “*What do you think is boring/tiring/interesting, . . . ?*” Then write *-ed* and *-ing* words on the board (such as in the illustration). In pairs, the students ask each other “*What makes you . . . ?*” or “*What do you think is . . . ?*” using each word.

Pictures of People

Look at pictures of people with the students. Say things such as “*He looks depressed*” or “*She looks disappointed*.” After each statement, ask the students why they think the person is depressed/disappointed/etc. Then, in pairs or groups, the students comment on pictures using the pattern “*He/She looks . . .*” and then suggest why the people might feel that way.

Personalization

Pairs of Words

Write *tired, tiring, frustrated, frustrating, frightened, frightening* (and maybe other similar pairs of words) on the board. The students talk about their friends or family and try to use these words.

Example: My father is always tired. He has to work from early morning to late at night, and it's very tiring.

Genuine Feelings

In pairs, groups, or as a class, the students talk about their genuine feelings at the moment. Encourage them to use *-ed* and *-ing* words.

Example: I've been quite depressed recently. I'm very disappointed with my new boss. He never listens to me. It's so frustrating!

You Look . . .

In pairs, students take turns saying, “*You look bored/tired/depressed/frustrated/excited/etc.*” The other student gives real or imaginary reasons. Encourage them to have natural conversation before moving on to the next “*You look . . .*” sentence.

Example:

A: You look a bit tired.

B: I went running this afternoon. . . .

Communication Activities

A. Guessing Letters

The teacher or one of the students writes a sentence on the board, putting a dash instead of each letter. These sentences should include an adjective that the teacher would like the students to learn (chosen from a list). The students take turns guessing letters. When one of the letters is in the sentence, the teacher (or the student who made the sentence) writes it in all the correct spaces. After successfully guessing a letter, a student can try to guess the whole sentence.

B. Cards

Write a list of playing cards (*ace, king, etc.*) on the board, putting a target adjective next to each card. The students choose any card game they like, with the added rule that when they play a card, they make a sentence that includes the corresponding adjective.

C. Questionnaire

In pairs, the students ask each other the questions in the questionnaire. Encourage them to ask natural follow-up questions after each answer.