

# Communicate 2

## Activity Bank

1. Giving Advice
2. Future *-ing*
3. Go . . . *-ing* / Go For . . .
4. Ability
5. All / Most / Some . . .
6. Instructions
7. Future – Going To
8. Have To
9. Describing People
10. Describing Places
11. Comparatives 1
12. Comparatives 2
13. Past Simple 1
14. Past Simple 2
15. Had To / Wanted To / Could

# 1. Giving Advice

## Warm Ups

### Correct the Mistake

Act out a problem. Encourage the students to ask "What's the matter?" and tell them a problem that does not fit your mime or gestures. Help the students correct you. The students then do the activity in pairs, groups or as a class.

Sample dialog

A: *What's the matter?*

B: (holding his/her head)  
*I have a stomachache.*

A: *No! You have a headache.*

### Words and Numbers

Write a puzzle with words and numbers on the board, and see if the students can solve the puzzle. The numbers indicate how long or how often you do each of the activities indicated by the words. Give hints and help when necessary. After solving the puzzle, the students give you advice. The students then do the activity in pairs, groups, or as a class.

Sample puzzle

Eat

7

computer

2

3

sleep

tennis

10

Sample dialog

A: *You sleep 7 hours a night. You play tennis twice a week. You eat three times a day. You use a computer ten hours a day.*

B: *That's right.*

A: *You shouldn't use a computer so much. You should get more rest.*

### How About?

Look sad and tell the students a real or imaginary problem. Encourage the students to give you advice using the pattern, "How about ...?" The students then do the activity in pairs, groups, or as a class.

A: *What's the matter?*

B: *I don't like my apartment.*

A: *How about looking for a new one?*

## Personalization

### Friends, Family, etc.

The students ask each other what problems they think friends or family members or famous people have. The activity can be done in pairs, groups or as a whole class.

Sample dialog

A: *What's the matter with Peter?*

B: *I think he has a broken heart.*

### Solving Problems

In pairs or groups, one student states a real or imaginary problem and the others give advice. They can take turns to think of problems.

Sample dialog

A: *I can't sleep*

B: *You shouldn't eat late at night.*

### At the Psychiatrist

Put the students in pairs. One student plays the role of a psychiatrist. The other student is him/herself or plays the role of a famous person. Let the conversation happen. The students can take turns being the psychiatrist.

## Communication Activities

### A. Team Advice

Divide the class into two teams or pairs of teams. A student from one team thinks of a problem. Each of the students from the other team quickly gives advice, one after the other, without pausing. They cannot repeat any advice given by either team.

### B. Good Advice?

Divide the class into two teams or pairs of teams. A student from one team secretly writes down a problem. Each member of the opposing team gives advice. The student who thought of the problem then reveals the problem.

### C. Mime

Download the cards from the 'Activity Materials' section on the website. Divide the class into teams. Place the problem cards in a pile the same distance from each of the teams. A student from each team turns over a card, hurries to his/her team, and mimes the problem. After the team has guessed the problem, they give some advice, and another member of the team hurries to look at the next card.

## 2. Future –ing

### Warm Ups

#### Natural Conversation

Have a natural conversation with the students about their plans. Ask “*What are you doing ...?*” questions about times in the future (for example: “*What are you doing on Sunday?*”) and have short, relaxed conversations about each of their plans. If the students cannot answer, encourage them to ask you similar questions and learn from your answers. The students then ask each other what they are doing on Sunday, after class, next week, in the summer, etc., and have short natural conversations about each plan.

#### Follow-Up Questions

Ask the students what they are doing this evening, on Saturday, etc ... and follow up each question with an invitation. The students then do the activity in pairs, taking turns to ask the questions.

#### Sample dialog

- A: *What are you doing this evening?*  
B: *I'm staying home.*  
A: *Would you like to go to a movie?*  
B: *Yes. I'd love to.*

#### A Busy Schedule

Mime picking up a phone and get one of the students to do the same. Ask, “*What are you doing (tonight)?*” and help the student say he/she is busy doing something. Do the same for the next few days. The students then do the activity in pairs. One student asks the other's plans for the next seven days. The second student says he/she is busy each time and says what he/she is doing.

### 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.

#### 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 . . .*”

#### Sample

- A: *I'm going to a baseball game tomorrow.*  
*Would you like to come, too?*

#### Refusing Invitations

Put the students in pairs. They can either be themselves or play the roles of famous people. Student A wants to meet Student B, but Student B doesn't want to meet Student A. Student A asks what Student B is doing at many times over the following week or two, using the pattern *What are you doing . . . ?* Student B gives a different excuse in answer to each question.

### Communication Activities

#### A. Superstar

Divide the class into two teams. One student chooses which “*superstar*” they are. A student from the other team asks, “*What are you doing (at 6:00 on Wednesday afternoon / next week etc...?)*”. The answer has to be given without hesitation, and previous answers cannot be repeated. If a whole team (or a certain number of students) answers questions successfully, they get a point. If a student cannot answer, the next team tries, and plays for two points. The points teams play for escalate until one team scores. The game is played at a fast pace.

#### B. No Pausing

In pairs, Student A invites Student B to do something at a certain time. B refuses with a reason, and invites A to do something at a different time. This continues until one student hesitates or repeats something.

#### C. Find Your Partners

Download the appointment calendars from the ‘Activity Materials’ section on the website. Each student has a calendar of the following week. They move around the class trying to find out who they are meeting each evening, asking questions like “*What are you doing (on Saturday evening)?*”

# 3. Go . . . -ing / Go For . . .

## Warm Ups

### Natural Conversation

Have a natural conversation with the students about what you and they would like to do at the weekend. Slip the patterns “go . . . -ing” and “go . . . for . . .” naturally into the conversation. The students then have the same kind of conversation in pairs or groups – they can talk about what they want to do on Sunday, in the summer, on a public holiday, etc.

Sample dialog:

- A: *I want to go shopping on Saturday.*  
B: *Yes, me too. Let's go together. I would like to go swimming, too.*

### Follow-Up Questions

Say “*What do you want to do tonight/tomorrow/on Saturday, etc.?*” to individual students and ask follow-up questions. The students then do the activity in pairs. Encourage the students to ask many follow-up questions and to ask and answer as quickly as they can.

### Ask About Countries

Name a country and ask the students what they can do there. The students then do the activity in pairs, groups, or as a class. One student asks “*What can we do in France/China/India/ etc . . . ?*” and they then brainstorm all the things they might be able to do.

## Personalization

### What? / Who?

The students ask each other “*What do you want to do today / tomorrow / next week . . . ?*” and follow up each question with “*Who do you want to . . . with?*”

### Why?

Do the *Follow-Up Questions* warm-up activity again, but with alternate questions starting with *Why . . . ?*

For example:

- A: *What do you want to do on Sunday?*  
B: *I'd like to go shopping.*  
A: *Why do you want to go shopping?*  
B: *I'd like to buy a new computer.*  
A: *Why do you want a new computer?*  
B: *My computer is old and slow.*

### At a Travel Agency

In pairs, one student is a travel agent 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 talk about what they can do in various places – for example “*You can go skiing, swimming, hiking, etc.*”

## Communication Activities

### A. Which Country Is It?

One student thinks of a country, and says things you can do there. After each sentence, the other students try to guess what the country is. Each student (or team) has either only one guess or a guess after each sentence.

### B. How Many Questions?

One student says where he/she would like to go. The other students ask suitable follow-up questions in turn, preferably without hesitating or repeating a question. The aim is to ask as many questions as possible.

### C. World Cup

Download the *World Cup* board game from the ‘Activity Materials’ section on the website, and use it to practice sentences like “*I go swimming once a week.*”

How to play

1. Place the prompt cards in a pile face down.
2. The starting player places the ball in the number 18 square in his/her half.
3. The players (teams) take turns turning over the top prompt card, making a sentence that includes the word on the card, and then throwing a die and moving the ball. Each player moves the ball towards the opponent's goal following the numbers in sequence.
4. If the ball lands on a PASS or CLEAR square, move it backwards or forwards to the other end of the line.
5. If the ball lands on a FREE KICK square, the other player has two turns.
6. If the attacker moves the ball onto a SHOOT square, he/she scores a goal.
7. If the attacker moves the ball past the number 40 square, the defender has a GOAL KICK he/she moves the ball to square 22, and then has another turn.
8. If the attacker moves the ball onto the PENALTY square, he /she throws the die again 1/2/3/4 is a goal, 5/6 is a goal kick. Note: If the defender moves the ball onto a SHOOT or PENALTY square, nothing happens.

## 4. Ability

### Warm Ups

#### Well and Badly

Ask individual students, “*What can you do very well?*” and “*What do you do badly?*” If they cannot answer, encourage them to ask you the questions and learn from your answers. The students then do the activities in pairs or groups – they can give a number (e.g. at least 3) of answers to each of the two questions.

#### Who’s Good/Bad at . . . ?

Ask the students “*Who’s good/bad at . . . ?*” questions. They can answer about themselves, family members, friends, or famous people. Then, in pairs, groups, or as a class, the students can do the same activity or just list things they are good at or bad at.

#### Many Answers

Say, “*What do you usually do quietly / fast / romantically / etc?*” to individual students. Encourage as many different answers as possible. If they cannot answer, encourage them to ask you and learn from your answers. The students then do the activity in pairs or groups, using a variety of adverbs (for example: loudly, quietly, slowly, quickly, happily, . . .)

### Personalization

#### Friends, family, etc.

The students talk about what friends or members of their family do well or badly. They can take turns doing this or do the activity in pairs or groups.

#### Friends, family, etc.

The students talk about what friends or members of their family are good at and bad at. They can take turns doing this or do the activity in pairs or groups.

### On the Plank

One student plays the role of a pirate captain. Another student is on the plank and needs to persuade the pirate captain that they shouldn’t have to jump. Students on the plank can make either real or imaginary “*I can . . .*” sentences about themselves or play the roles of famous people.

Sample:

A: *I can dance very well.*

B: *I don’t like dancing. Jump!*

A: *I can run fast.*

B: *On a ship! Jump!*

### Communication Activities

#### A. Guess Who

One student thinks of a person the students know, and describes him/her one sentence at a time, using a different adverb each time. The students (or team) answering have only one guess or a guess after each sentence. A student who guesses correctly after one sentence gets 10 points, after the second 7 points, after the third 4 points, and after the fifth 5 points.

#### B. Leaving the Room

One student leaves the room. The others choose an adverb. The student who left the room comes back and mimes actions to illustrate adverbs until he/she has correctly mimed the chosen adverb. The class say things like “*No! Not romantically!*”

#### C. Mime

Download the cards from the ‘Activity Materials’ section on the website. Divide the class into two teams, and put two piles of cards face down on a table that is the same distance from each team. One pile of cards is for actions and the other is for adverbs. One student from each team turns over a card from each pile, hurries back to his/her team, and mimes what was on the cards. When a team has guessed the action and adverb, another team hurries to look at another pair of cards.

## 5. All / Most / Some . . .

### Warm Ups

#### What's the Connection?

Show the students a picture of people or animals (there need to be at least five people/animals in the picture). Write a puzzle on the board connected with the picture and see if the students can solve it (give hints if necessary). The answer to the puzzles is “*All of them . . .*”, “*Most of them . . .*”, “*Some of them . . .*”, “*None of them . . .*”. The students then look at other pictures of people and animals and make sentences about them using each of the four patterns.

Sample puzzle  
two legs  
wearing coats  
sitting down  
aliens

#### What's the Connection?

Make a word puzzle about the class and see if the students can solve it. The answer to the puzzle is “*All of us . . .*”, “*Most of us . . .*”, “*Some of us . . .*”, “*None of us . . .*”. The students then make more sentences about the class or other groups they belong to, using the four patterns.

Sample puzzle  
noses  
study hard  
don't do homework  
gorillas

#### Connecting Words

Write two words on the board that are not obviously connected. Then make a word puzzle about them. The answers to the word puzzle are “*Both of them . . .*”, “*One of them . . .*”, “*Neither of them . . .*”. Then, in pairs or groups, one student thinks of two words that are not obviously connected, and the other student(s) make sentences about them using each of the three patterns.

### Personalization

#### Any of You?

Students take turns asking “. . . *any of you . . .*” questions. After each questions, the students answer individually or raise their hands, and then answer

with “*Yes, all of us*”, “*Yes, Most of us*”, “*Yes, some of us*”, “*Yes, one of us*,” or “*No, none of us.*”

Sample questions

*Are any of you hungry?*

*Do any of you play baseball?*

#### All of Us

The students take turns making “*All/Most/Some/None of us . . .*” sentences about the class or other groups they belong to.

#### Both of Us

In pairs, each student is himself/herself and they make “*Both of us . . . / One of us . . . / Neither of us . . .*” sentences. They then play the roles of famous people and do the activity again. They can either choose the famous people themselves, draw them by chance from names written on a pile of cards, or be allocated names in some other way.

### Communication Activities

#### A. Sentences

Write *All, Most, Some, One, None* in a list on the board. Divide the class into teams. One student from one team makes a sentence starting with “*All . . .*” a student from the other (next) team makes a sentence starting with “*Most. . .*” etc. They go through the list a number of times. Sentences shouldn't be repeated.

#### B. Pairs

Divide the class into teams. A student from one team writes two words on the board and challenges a member of the other team to make sentences connecting them. The sentences must begin with ‘*Both*’, ‘*One*’, or ‘*Neither*’.

#### C. Dominoes

Download the dominoes pieces from the ‘Activity Materials’ section on the website. Share out most of the pieces, place one face up to start the game, and place the others face down. The students take turns to add a piece to either end of the chain on the table. When doing so, they must justify the connection saying “*Both. . .*” If a student cannot place a piece, he/she picks up one that is face down. The first student to get rid of all his/her cards is the winner.

## 6. Instructions

### Warm Ups

#### Explaining How to Cook Things

Ask the students how to cook something simple like scrambled eggs, a hamburger, or a local specialty. If they cannot explain what to do, encourage them to mime, and help them describe what they are miming. Then, in pairs or groups, the students explain how to cook things. Encourage them to use “*First . . . Then . . .*”

#### Explaining How to Use Things

Bring something electronic into the class, such as a computer or a mobile phone, and say, “*How do we use a ...?*” One student performs the actions, and the other students try to describe what he/she is doing. Then, in pairs or groups, the students describe how to use other electronic gadgets.

#### How to Drive a Car

Ask the students to explain to you how to drive a car. If you can drive, pretend that you cannot. Encourage the students to explain every step, no matter how basic or small it may be.

### Personalization

#### Domestic Tasks

In pairs or groups, students try to work out how to explain how to do a domestic task such as washing clothes, cleaning the room, taking care of flowers . . . and then explain to the other pairs/groups.

#### Things We Know Well

In pairs or groups, students try to work out how to explain how to do something they know well such as playing baseball, playing a computer game, taking a photograph, etc., and then explain to the other pairs/groups.

#### How To . . .

In pairs, one student tries to work out how to do something. The other student offers suggestions. It will help if you give them a list of possible topics, such as:

- How to get to sleep.
- How to use a vending machine.
- How to make a telephone call.
- How to bake bread.
- How to get to the city center.
- How to open a bank account.
- How to get a passport.
- How to play the guitar.
- How to learn a new language.

### Communication Activities

#### A. Routines

In pairs, one student goes through his/her daily routine in sequence. If he/she pauses, the other student asks questions to keep the conversation going.

#### B. Miming Sequences

One student mimes a sequence of actions that illustrate how to do something (e.g. play tennis, rob a bank, brush your teeth, etc.). The other student(s) says what he/she thinks is happening for each mime.

#### C. How Do You . . . ?

Download the cards from the ‘Activity Materials’ section on the website. One student draws or is dealt a card telling him/her what to ask the other student (e.g. “*How do you boil an egg?*”). He/she asks for detailed instructions saying things like “*What do you do next?*” and questioning anything that is not clear.

# 7. Future – Going To

## Warm Ups

### Talking About Plans

Say, “*What are you going to do this/next summer/winter/week ...?*” to individual students, and ask natural follow-up questions. When possible, include “*How long are you going to . . . ?*” The students then ask each other similar questions. Encourage them to ask many natural follow-up questions.

### The Plans of Famous People

Ask the students what they think famous people are going to do for their vacations, and ask natural follow-up questions. The students then do the activity in pairs or groups, asking about different famous people.

### Choose One and Answer Questions

Write a list of things on the board that students in the class might possibly do in future. Get a student to choose one and make a “*going to*” sentence such as “*I’m going to get married next year.*” Ask follow-up questions. The students then do the activity in pairs. One student makes a “*going to*” sentence (either chosen freely or using one of the patterns on the board). The other student asks follow-up questions.

## Personalization

### Friends’ Plans

In pairs, groups, or a class, the students take turns talking about their and/or their friends’ vacation plans. Other students comment or ask questions.

### Plans For the Next Few Months

In pairs, groups or a class, the students take turns talking about their plans for the next few months. Other students comment or ask questions.

## Follow-Up Questions

In pairs, one student makes a sentence that includes “*going to*”. The other students ask a succession of very quick, natural follow-up questions. They then exchange roles.

## Communication Activities

### A. Consequences

Write a list of questions similar to these on the board:

*When?*

*Who (male)?*

*And who (female)?*

*Where are they going to go?*

*What’s he going to do?*

*What’s she going to do?*

*What are they both going to do?*

Give each of the students a piece of paper to fold into eight. Each student writes an answer to the first question on the board on the first part, folds the paper so the answer is hidden, and passes the paper to the next student. All students then write the answer to the next question on their new piece of paper, fold it and pass it on, etc. After all the questions have been answered, the students unfold the piece of paper they are holding, and read out what is written.

### B. Crystal Ball

Write a list of future dates and days on the board. In pairs, the students make predictions about what is going to happen on those dates and days (a crystal ball makes the activity more fun!). Keep a record of what they predict, and see which predictions are accurate.

### C. Palmistry

Download the palmistry guide from the ‘Activity Materials’ section on the website. Give a copy of the guide to each of the students. They use it to tell each other’s fortune.

# 8. Have To

## Warm Ups

### Leading Questions

Ask the students leading questions to elicit “*have to*” answers. If necessary, help the students use “*have to*” when they are trying to express themselves. Then, individually, in pairs or in groups, the students make a list of things they have to do every day, such as “*I have to cook., I have to go to school/work., etc.*”

Sample dialog

A: *What time do you usually get up?*

B: *At about six thirty.*

A: *Six thirty! Why not nine o'clock?*

B: *Um . . . I have to go to work.*

### Refusing Suggestions

Suggest doing things with the students that they are unlikely to be able to do. The aim is to elicit the pattern “*I’m sorry. I have to ...*” Then, in pairs, the students take turns to make suggestions. The other student either accepts a suggestion or replies “*I’m sorry. I have to ...*”

### What Do You Have to Do?

Say “*What do you have to do in the morning/in the evening/on Sunday/at work/etc . . . ?*” to individual students. If necessary, help the students when they are trying to express themselves. The students then do the activity in pairs.

## Personalization

### Before a Vacation

In pairs, in groups, or as a whole class, the students brainstorm what they have to do before taking a vacation. Encourage them to think of as many things as possible.

Samples

*I have to get a passport.*

*I have to book a hotel.*

### What I Have to Buy

In pairs, in groups, or as a whole class, the students brainstorm what they have to do buy and where they buy them. Encourage them to think of as many things as possible.

### What I Have to Do

In pairs, in groups, or as a whole class, the students brainstorm the things they have to do every day. Encourage them to think of as many things as possible.

## Communication Activities

### A. Newspaper Reporters

In pairs, the students take turns being newspaper reporters and try to find out as much as they can about what each other has to do. They then tell the whole class what they have found out.

### B. What’s My Job?

One student imagines he/she has a different occupation. In order to find out what the occupation is, the others ask *yes/no* questions, which include “*have to.*” After a student asks a question, he/she throws a die. A 1, 2 or 3 means he/she cannot guess the occupation, a 4 or 5 means he/she can have one guess (for example: “*Are you a doctor?*”), and a 6 means he/she can have three guesses.

### C. Grand Prix

Download the cards from the ‘Activity Materials’ section on the website. Arrange copies of the prompt cards (make more than one copy of each card) in the shape of a race track. The students throw a die and race around the track, making “*have to*” sentences for the cards they land on. They can race around the track a number of times.

# 9. Describing People

## Warm Ups

### Asking About Family

Ask individual students what members of their family or their favorite sports players, singers, movie stars, etc. look like. The students then do the activity in pairs, groups, or as a class.

### Pairs of Questions

Ask “*What’s he/she like?*” and “*What does he/she look like?*” about individual students’ family members of favorite sports players, singers, movie stars, etc. The students then do the activity in pairs, groups, or as a class.

### Describing Famous People

Describe a famous person and encourage the students to guess who you are describing. The students then do the activity in pairs, groups or as a class.

## Personalization

### Correcting

In pairs, groups or as a class, students make incorrect statements about what others are wearing. The other student(s) corrects them. They can talk about what people in pictures, other students, people they can see from the window, etc.

### I Think . . .

Write a list of words that describe people’s character on the board. For example: nice, selfish, bad-

tempered, shy, friendly, honest, serious, kind, active, etc. . In pairs, in groups, or as a whole class, the students make “*I think . . .*” using each of the words.

### Models

Students pretend they are models and announcers. “*Models*” can walk up and down in front of the class or, if this is not appropriate, they can just pretend to be a model in a more quiet way while sitting at a desk. Announcers describe what the models are wearing.

## Communication Activities

### A. Pictures of People

The students look at pictures of people, describe them, and imagine what their characters are like. The pictures can be photographs of family, friends, famous people, or people from around the world (either from the past or present), or they can be drawings, paintings, or flash card pictures.

### B. Criminals

Divide the class into two teams (or pairs if the class is large). A student from one team quickly flashes a picture of a person. The other team has to describe the picture, getting a point for each correct detail.

### C. The Zodiac

Download the zodiac character chart from the ‘Activity Materials’ section on the website. Give the students copies of the chart. The students see if the character descriptions are accurate for themselves and for people they know.

# 10. Describing Places / the Weather

## Warm Ups

### Talking About Places

Ask individual students about places they know, using the pattern “*What’s ... like?*” Encourage the students to talk freely and extend their answers. The students then do the activity in pairs, groups, or as a class.

### Describing the Weather

Ask the students about the local weather today. Then ask about the weather in other cities or countries – if possible, use information in charts or on the Internet. The students then do the activity in pairs, groups or as a class.

### City Puzzle

Think of a city or country and write a puzzle on the board where half the words are months and the other half are the typical weather in each of the months in the city or country. The students try to match the months with the weather and then guess the city/country. The students then make their own similar puzzles about places they know well, and try to solve each other’s puzzles.

## Personalization

### What’s . . . Like?

The students ask each other “*What’s . . . like?*” questions about famous places. They can ask a succession of “*What’s . . . like?*” questions about the same place. For example:

What’s . . . like?

What are the stores like?

What are the parks like?

What are the restaurants like?

What are the hotels like?

What are the art galleries like?

### The Weather Around the World

The students ask each other about the weather in other cities or countries around the world. They can either guess or use reference materials. One idea is for them to look at a world map and challenge each other with “*What’s the weather like in . . . ?*” The other student(s) can then check for the answer.

### Places We Know Well

The students ask each other about the weather in places they know well. They can ask about the typical weather in various months or seasons. They

can either answer from personal knowledge or use reference materials.

## Communication Activities

### A. Where Am I?

A student imagines he/she is in a different place. The others ask *yes/no* questions to try to find out what the place is. If an answer is “Yes,” the student who asked the question asks another question using the pattern “*What . . . like?*” and can then make a guess. If an answer is “No,” the turn passes to the next student.

### B. A Place You Know Well

One student describes a place he/she knows well. The other student(s) ask for more details, trying to get as much information as possible.

### C. World Strategies Game

Download the *World Strategies* board game from the ‘Activity Materials’ section on the website. Students play the game to practice *like* patterns (e.g. *What’s Seoul like? It’s . . .*)

Students play in pairs (or in two teams). Each student can have different-colored counters or one student can mark X on the page and the other O.

1. One student chooses a country. The opposing student asks a “*What’s . . . like?*” question about the country or a city or a famous place in the country (questions can be restricted to suit the level and general knowledge of the students).

2. The student who chose the country answers from general knowledge, or from looking at the photocopied drawing of the country or at reference materials. He/she then places a colored counter on the city or marks it with an X or an O.

Version 1: After all the countries have been marked, each student gets 1 point for a row of three, 2 points for a row of four, etc. Each country can only be counted once.

Version 2: If one student places a counter which completely surrounds and blocks every route from a country or group of countries belonging to the other student, the surrounded counters are removed (or the marks are erased) and replaced with the opponents’. The game finishes when there are two empty countries left, and the student with the most countries is the winner.

# 11. Comparatives 1

## Warm Ups

### Word Puzzle

Write a word puzzle on the board. The words should be arranged from large to small, or from fast to slow, or from noisy to quiet, etc. See if the students can solve the puzzle. If necessary, help them use the pattern “. . .-er than . . .” when they see the answer to the puzzle and are trying to express themselves.

Sample puzzle

elephants  
dogs  
frogs  
ants

### Class Comparisons

Say things like “*I’m taller than you*” or “*You are in better shape than me*” to individual students. Use humor and be careful not to use any offensive examples. The students then do the same activity in pairs or groups. They can also compare themselves with other people they know or famous people.

### What Animal Am I?

Think of an animal and say something like “*I’m an animal. I’m bigger than a dog and faster than a cow. What am I?*” Encourage the students to guess the animal. If necessary, give the first letter, or the animal and/or make more comparative sentences. The students then do the activity in pairs or groups. If necessary, help them by writing a list of useful adjectives that add “...-er” in their comparative form on the board.

## Personalization

### Friends, Family . . .

In pairs, groups, or as a class, students compare themselves with friends or members of their family.

### Famous People

In pairs, groups, or as a class, students compare themselves with famous people or other people that everybody knows well.

### Guess Who

One student secretly thinks of somebody that the other student(s) knows. The other student(s) asks “. . .-er . . .” questions to try to guess who he/she is

thinking of.

Sample questions

*Is she taller than me?*

*Is she older than Peter?*

## Communication Activities

### A. Put Them in Order

Either the teacher or one of the students writes a list of animals, objects, or people on the board. Each student puts them in an order that they then justify, using comparative sentences.

Sample list

*sheep*

*ant*

*tiger*

*dog*

*cow*

### B. Sevens

Make a list of cards from 2 to ace on the board, and write an adjective next to each number. Deal out half a deck of cards, and place the rest face down in a pile (if the class is large, divide it into groups, and give each group a deck). One student places a 7 on the table. The next student either places another 7 or a 6/8 of the same suit as the first 7. The following students place cards that fit next to existing cards, until one student has no cards left. A student who cannot place a card picks one up from the pile. Every time a student places a card, he/she makes a comparative sentence that includes the corresponding adjective.

### C. Twenty Questions

Download the cards from the ‘Activity Materials’ section on the website. Arrange the prompt cards in a circle. A student throws a die and moves a counter around the circle. If he/she lands on a double or triple points card, he/she makes a note of this, and then throws again. The other cards indicate whether he/she should think of an animal, country, etc. When this has been determined, the other students take turns to ask *yes/no* questions that include a comparative (e.g. “*Is it larger than Paris?*”), or they can make a guess (e.g. “*Is it Mexico City?*”). A student who guesses correctly with the first question gets 20 points, with the second 19 points, etc. If nobody guesses correctly, the student who is answering gets 20 points. These points may be doubled, tripled, or more.

# 12. Comparatives 2

## Warm Ups

### Which Do You Like Better?

Say, “*Which do you like better, A or B?*” to individual students, where A and B are places the students know. After a student answers, ask “*Why?*” Encourage the students to answer using comparatives. When necessary, help them use the pattern “... *more* ... *than* ...” The students then do the activity in pairs or groups.

### Change the Order

Write about four things on the board and call out an adjective. The students put the words in an order that is appropriate for the adjective and make sentences to justify the order they chose. The students then do the activity in pairs or groups – a student can make his or her own list of things and another student can call out an adjective.

### Name the City

Compare another city/area with the city/area you are in, and see if the students can guess which other city/area you are talking about. Use both “... *more* ... *than* ...” and “... *less* ... *than* ...” as often as possible. The students then do the same activity in pairs or groups.

## Personalization

### Which Do You Like Better?

The students ask each other “*Which do you like better?*” questions about local places. For example:  
*Which do you like better, the Indian restaurant or the Korean restaurant?*  
*Which do you like better, the park near the river or the park near here?*  
*Which do you like better, the big bookstore in the city center or the smaller bookstore in front of the station?*  
*Which do you like better, the art gallery or the museum?*

### Postcards

The students practice writing postcards comparing a place they are visiting with their hometown or another place they have visited. They can write a card from a place they know or want to visit or they can write one from where they are now to a friend who lives in another country/city.

### Reporters

Students take turns playing the role of a reporter asking the other student(s) to compare places and

give reasons.

## Communication Activities

### A. Boasting

One student makes a boast about something that is related to him/her in some way (e.g. “*My cat is very cute!*”). The next student makes a boast comparing something that relates to him/her with the thing that relates to the first student (e.g. “*My dog is bigger than your cat!*”). The students continue boasting until they run out of ideas.

### B. What Is It?

In pairs, one student thinks of something in the room (or in a picture). To find out what it is, the other student asks *yes/no* questions that include a comparative. He/she can sometimes make a guess (e.g. every 5 questions).

### C. Comparing Countries

Download the *Around the World* board game from the ‘Activity Materials’ section on the website. Use the game to practice sentences like “*Japan has a higher GNP than France (does).*”

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 die and move their pieces around the board.
3. After a student moves a piece, he/she compares the country he/she has landed on with the country he/she has just left, using the word on the prompt card, and gets the card for that country. If another student has the card, he/she asks for information about the country from that student, and they then roll the die to decide who gets the card (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 die).
6. The first student to collect three cards of the same color and pass START is the winner.

The cards for the USA, Britain, and Australia are not needed to play the game and can be placed face up near the board. They are only used to provide information to make comparative sentences.

# 13. Past Simple 1

## Warm Ups

### People in History

Say “*Who was (a historical figure)?*” to the class. Help the students tell you anything they know about him/her. The students then ask each other about historical figures.

### Use Verbs From a List

Write a list of regular and easy irregular verbs on the board. Talk naturally about your past, encouraging the students to ask you questions as you are talking. Every time you use the past form of one of the verbs on the board, get one of the students to cross it out (with help from the whole class). Each of the students then writes down the list of verbs. In pairs or groups, students take turns to talk about their past, and cross out verbs when they use them in the past form.

### Natural Conversation

Ask individual students about their past, starting with “*Where were you born?*” Then, in pairs, groups or as a whole class, the students ask each other questions about their past.

## Personalization

### Who Do You Respect?

In pairs, groups or as a class, students talk about people in history they respect. Other students ask questions.

### Friends / Family . . .

The students take turns talking about the pasts of friends or family members. The other student(s) asks questions.

### At a Psychiatrist

The students take turns being a psychiatrist and analyzing the problems of other students. The other student(s) can either be themselves or role-play being famous people. The psychiatrist asks questions about the events leading up to the problem.

In pairs, groups or as a class, students talk about people in history they respect.

## Communication Activities

### A. Photographs and Pictures

The students look at photographs of people. If the person is alive, the students describe his or her past. If he or she no longer alive, the students describe his or her life. What the students say can be true or imaginary.

### B. Who Was I?

One student thinks of a famous person from the past. The other students take turns to ask *yes/no* questions to try to find out who it is. If an answer is “*Yes,*” the student can make a guess. If an answer is “*No,*” the turn passes to the next student.

### C. Last Sentence

Download the cards from the ‘Activity Materials’ section on the website. Divide the class into two teams. A student from one team picks up a prompt card, shows it to everybody, and makes a sentence about the person on the card. A student from the other team then makes another sentence. The teams alternate, and the last team to make a sentence is the winner.

# 14. Past Simple 2

## Warm Ups

### Asking About Trips

Ask students about their recent or past vacations or short trips they have taken. Ask follow-up questions that elicit the irregular past forms of verbs (for example: “*What did you drink?*”) Then, in pairs or groups, the students ask each other about vacations or trips.

### Continue the Story

Start telling an imaginary story about one of the class or somebody the students know, using the pattern “. . . *went to . . .*”. The students take turns adding a sentence to the story. No main verb should be repeated. The students then do the activity in pairs or groups. Encourage them to keep their stories going for as long as possible without repeating a main verb.

### Follow-Up Questions

Ask the students where they went last year or at some other time in the past. Ask natural follow-up questions and include the pattern “*What was . . . like?*” as often as possible. The students then do the activity in pairs. Encourage them to ask many follow-up questions.

## Personalization

### Places We Have Visited

In pairs, groups, or as a class, students talk about places they have visited and what they did there. The other students ask them questions.

### Irregular Past

Write a list of verbs that have an irregular past form on the board. If possible, the verbs should be in their basic infinitive form. If this is too difficult for the students, the verbs can be in their irregular past form.

Then, in pairs, groups or as a class, the students tell real or imaginary stories about the past and try to include as many of the verbs as possible.

### At a Travel Agency

In pairs, one student is a travel agent and the other student is himself/herself or a famous person. The travel agent asks about the vacation the other student has just taken and then recommends a new vacation. They can take turns being the travel agent.

## Communication Activities

### A. Where Was My Vacation?

In pairs, one student thinks of a place he/she went to on vacation (real or imaginary). The other asks *yes/no* questions to find out where the vacation was. He/she can sometimes make a guess (e.g. every 5 questions).

### B. Chain Story

One student starts a story with “(*A person the students know*) *went to . . .*” The other students take turns to add sentences to the story. Each main verb can only be used once.

### C. Picture Story

Download the picture strips from the ‘Activity Materials’ section on the website or use other picture strips. The students tell stories from the pictures. There are two picture strips on the website, but almost any comic strip can be used. When using a comic strip, it is usually best to remove the words and let the students use their imagination. Another way is to leave the dialog in the comic strip and have the students put it into the past tense.

# 15. Had To / Wanted To / Could

## Warm Ups

### What Did You Have to Do?

Say, “*What did you have to do today / last week / . . . ?*” to individual students. If they cannot express themselves, encourage them to ask you and sigh after each of your answers to show it was something you had to do but didn’t really want to do. The students then do the activity in pairs or groups.

### What Could You Do?

Ask individual students what they could and couldn’t do five/ten/fifteen . . . years ago. The students then do the activity in pairs, groups, or as a class.

### Asking “Why?”

Ask individual students “Why?” questions such as “*Why did you become a (businessman)?*”, “*Why did you come here today?*”, “*Why did you get up this morning?*”, etc. Encourage them to use “*I had to . . . ?*” or “*I wanted to . . .*” in their answers whenever it is appropriate. The students then do the same activity in pairs or groups.

## Personalization

### Had To

The students ask each other what friends or family members had to do yesterday / last week / last year / five years ago, etc.

### Wanted To

The students ask each other what friends or family members wanted to do and didn’t want to do yesterday / last week / last year / five years ago . . .

## Reporters

In pairs, students take turns being a reporter and interviewing each other about their past. They can start off by using the questions in the dialog and then extend the interview naturally.

## Communication Activities

### A. Name a Time

Write a list of patterns on the board similar to this:

*had to*  
*didn’t have to*  
*could*  
*couldn’t*  
*wanted to*  
*didn’t want to*

In pairs, one student says a time in the past and challenges the other to make sentences about that time, using each of the board prompts.

### B. True/False

One student makes a sentence about his/her past, and the other students guess whether it is true or false. This can be played as a class or in teams (the opposing team could get one point for each correct guess).

### 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 language targets in both books 1 and 2.