

Motivate 2

Activity Bank

1. Used To
2. Tag Questions
3. Time Clauses 1
4. Time Clauses 2
5. Content Clauses
6. Conditionals 1
7. Conditionals 2
8. Giving Reasons
9. Reporting
10. Conditionals 3
11. Passives
12. Relative Clauses
13. Should/Would + Be/Have
14. Impressions – Must/Seems
15. Cross-Cultural Discussions.

1. Used to

Warm Ups

Guess Who

Either think of a famous person who is no longer alive or of somebody who is very different from when they were younger. Make “*He/She used to . . .*” sentences about the person, and pause after each sentence to see if the students can guess who the person is. Encourage them to ask questions. The students then do the activity in pairs, in groups, or as a class.

Talking About Your Childhood

Talk about your childhood with a succession of “*I used to . . .*” sentences. The students then do the activity in pairs, groups, or as a class. Encourage students to talk about things they used to do, used to like, used to dislike, etc. and also describe where they used to live or go to school.

Follow-Up Questions

Ask individual students a “*What (time) did you use to . . . ?*” question and follow it up with a succession of quick “*What did you use to do after . . . ?*” 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

The Past

The students talk about their past, using the pattern “*I used to . . .*” They can do this in pairs, in groups, or as a whole class.

But

In pairs, in groups, or as a class the students contrast their past with the present, using the pattern “*I used to . . . , but . . .*” or “*I didn’t use to . . . , but . . .*”

Before

In pairs, one student makes a sequence of “*I used to . . .*” statements. The other student asks “*What .did*

you use to . . . before . . . ?” after each statement. Encourage the students to try and keep going for as long as possible.

Communication Activities

A. True/False

The students are in teams. A student from one team makes a *used to* sentence. The students from the other team(s) have to guess whether the sentence is true or false. Teams/Students get one point for every correct guess. For an alternative version, don’t use teams but eliminate students when they make an incorrect guess.

B. Who Was He?

One student thinks of a famous person from the past. The other students take turns to ask *yes/no* questions that include *use to*. If the answer to a student’s question is “Yes,” the student can try and guess who the person was.

C. Time Travel

Cut out and shuffle the *Quest* and *?* cards and put them face down on the board. Each student (or team) places a counter on *Start*. It also helps to have other counters, one color for *Holy Grails* and another to indicate how many sentences a student has made.

1. The students take turns to roll a dice and race around the board.
2. When a student lands on a square with a word or number prompt (e.g. *China, I . . . , 100 years ago* etc.), he/she makes a “*used to*” or “*didn’t use to*” sentence using that prompt (e.g. “*100 years ago people didn’t use to use computers.*”).
3. When a student has landed on three different squares and makes three correct sentences, he/she picks up a *Quest* card, and must follow the instructions (e.g. *Miss a turn*).
4. If a student lands on a *?* square, he/she picks up a *?* card, and has to answer the question in order to move on the next turn.
5. If he/she lands on *Start*, he/she gets a *Holy Grail*.
6. The winner is the first person to collect an agreed number of *Holy Grails* and pass *Start*.

2. Tag Questions

Warm Ups

Checking Information

Ask individual students questions with question tags such as “*You are from Shanghai, aren’t you?*” or “*You can drive, can’t you?*” When you are sure the answer is “Yes,” use falling intonation at the end of your question. When you are not sure, make it clear with your facial expression or gestures, and use rising intonation at the end of your question. The students then do the activity in pairs or groups, asking questions in turn. Encourage them to ask questions quickly and just use the first question that comes to mind.

Scolding

Scold students playfully about real or imaginary things they have done wrong. You can use realistic examples such as “*You were late today, weren’t you?*” or absurd examples such as “*You robbed a bank yesterday, didn’t you?*” The students either accept or deny the criticism. The students then do the activity in pairs or groups, taking turns to scold each other.

Interrogating

Play the role of a detective and interrogate one or more of the students. Encourage the students to argue with you. The students then do the activity in pairs or groups. Encourage them to use humor.

Personalization

Friends

One student asks another student about his/her friends using tag questions. For example: “*You have a good friend in Hawaii, don’t you?*” “*You have a friend who used to live in France, don’t you?*”

Historical Figures

One student thinks of a historical figure he/she is interested in. Another student uses tag questions to ask about the historical figure. For example, “*He was born in Italy, wasn’t he?*” “*He discovered America, didn’t he?*”

Interviewing Famous People

A is a famous person or historical figure. B is an interviewer and interviews B. They can have access to the Internet or reference books.

Example:

A: You lived in Italy, didn’t you?

B: Yes, that’s right.

Communication Activities

A. Don’t Say “Yes” or “No”

A group of students try to make one student answer “Yes” or “No.” The student must avoid answering “Yes” or “No” for an agreed amount of time.

B. Alibis

The class decides on details of a crime. Two students leave the room and agree on their alibi. They return to the room one at a time, and the students interrogate them using tag questions. The two lose points for every difference in their stories (or every difference could mean one year in prison).

C. Smugglers

This activity can be done as a class or in groups.

1. One or more students are customs officers, and the others are smugglers. The smugglers are dealt out about two cards each. These cards represent suitcases.
2. As a smuggler takes a suitcase through customs, the customs officer either lets the suitcase through unchallenged or challenges the smuggler to open the suitcase, using a tag question (e.g. “*You have gold in this suitcase, don’t you?*”).
3. The customs officer gets the points on the card if the suitcase that he/she has challenged contains contraband of any kind, and double points if he/she guessed the right kind of contraband. The smuggler loses the same amount of points.
4. The customs officer loses the points (and the smuggler gains them) for any suitcase with contraband which gets through.
5. If a customs officer looks at a card which has no contraband, he/she loses (and the smuggler gains) ten points.

3. Time Clauses (1)

Warm Ups

Board Prompts

Write a word puzzle about you on the board similar to the one in the illustration. The numbers mean your age, and the word next to it indicates something connected with you at that age, for example, *You liked playing with toys when you were two.* Encourage the students to guess the answers to the puzzle, and help them use a *when* clause when they are trying to express themselves. The students then do the activity in pairs, in groups, or as a class, making similar puzzles about themselves.

Age Prompts

Encourage the students to call out an age that is older than your current age. Each time they call out an age, say *"I'm going to . . . when I'm (age)."* The students then do the activity in pairs, in groups, or as a class, taking turns to call out an age for another student to make a sentence about.

Problems

Mime having aches and pains or other problems and talk about them using *when* clauses, for example, *"My legs hurt when I walk too much"* and *"My wife gets angry when I come home late."* The students then do the activity in pairs, in groups, or as a class, taking turns to talk about real or imaginary problems.

Personalization

The Past

In pairs, groups, or as whole class, the students talk about their past, using the patterns *"When I . . ."* or *"I . . . when . . ."* Encourage them to talk as freely and naturally as possible.

The Future

In pairs, groups, or as whole class, the students talk about their future, using the patterns *"When I . . ."* or *"I . . . when . . ."* Encourage them to talk as freely

and naturally as possible.

At The Doctor

In pairs, one student is a doctor and the other student is a patient. The students have a natural conversations. Encourage them to use *when* clauses whenever possible. For example, *"I often have a headache when I wake up in the morning."* *"Do you leave the air conditioner on when you are sleeping?"*

Communication Activities

A. Newspaper Reporters

Write prompts on the board (e.g. *tired, happy, bored, etc.*). The students ask each other questions using the pattern *"What do you do when you are tired/happy/bored, etc.?"* They take notes of each other's answers and report their findings to the class.

B. Tennis

The game can be played as singles or doubles. One student serves by making a statement that contains a *when* clause and has both halves in the present tense (e.g. *"When I'm tired, I go to bed"*). The opposing student hits back by starting a new sentence with the second part of the previous sentence (e.g. *"When I go to bed, I sleep"*). The rally continues until one player cannot make a sentence or hesitates too long.

C. Mime

Divide the class into two teams. Place the mime cards in a pile the same distance from each team. One student from each team hurries to the cards, turns over a card, hurries back 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. The winning team is either the one which guesses the most number of times within a fixed time limit, or the one which first guesses an agreed number of times.

4. Time Clauses (2)

Warm Ups

Age Prompts

Encourage the students to call out an age that is younger than your current age. Each time they call out an age, say “I . . . when I was (age).” The students then do the activity in pairs, in groups, or as a class, taking turns to call out an age for another student to make a sentence about.

Until

Ask individual students whether they still do things that they probably or definitely don't do anymore, for example, “Do you still wear a school uniform?” If they answer “No,” help them say “No. I (wore a school uniform) until I was (seventeen).” The students then do the activity in pairs, in groups, or as a class, taking turns to ask the questions.

What Were You Doing When . . . ?

Suddenly do something such as sneeze, drop something on the floor, hit your head, etc. and quickly ask, “What were you doing when I was (sneezing)?” If necessary, help individual students say “I was . . . -ing” The activity is more fun if you do something unexpected or amusing. The students then do the activity in pairs, groups, or as a class, taking turns to do sudden actions and ask the question.

Personalization

Used to

In pairs, in groups, or as a class, students talk about their past, starting with “When I . . . , I used to . . . ,” and then have a short, natural follow-up discussion.

Until

In pairs, in groups, or as a whole class, the students talk about their past, starting with “I didn't/couldn't/wasn't . . . until . . . ,” and then have a short, natural follow-up discussion.

Able to / As Soon As . . .

In pairs, one student is a doctor and the other student is a patient. The students have a natural conversation. Encourage them to include “when,” “able to,” and “as soon as” (write these words on the board).

Communication Activities

A. Name an Age

In pairs, one student says an age (e.g. “two”). The other student has to make a series of sentences about what he/she *could do*, *used to do*, etc. when he/she was two, using each of the prompts on the board.

B. What Do You Say?

One team challenges another using a “What do you say when . . . ?” question (e.g. “What do you say when somebody hits you?”). Each member of the other team has to give a different possible answer. They get one point for every correct alternative.

C. Snakes and Ladders

1. Shuffle the prompt cards and place them in a pile. Turn over the top card.
2. Each of the students (or teams) places a counter on the *Start* square.
3. The students take turns to roll a die and move their counters around the board. If a counter lands at the bottom of a ladder, it is moved to the top. If a counter lands on the tip of a snake's tail, it is moved to the head.
4. When a student's counter lands on a light-colored square, he/she makes a sentence with a time clause. The sentence should include the prompt on the card which has been turned over and the number on the square (e.g. “I hope I'm going to be rich when I'm thirty”).
5. Whenever a student slides down a snake, the top prompt card is put to the bottom of the pile, and the next card is turned over.

5. Content Clauses

Warm Ups

I Wonder Who

Look like you are thinking about something, and say something like “*I wonder who (wrote Hey Jude)*” or “*I wonder who likes Manchester United.*” It is best to say things that some students are likely to know and want to tell you. The students then do the activity in pairs, in groups, or as a class, taking turns saying “*I wonder who . . .*”

Board Puzzle

Write a puzzle on the board similar to the one in the illustration, where each item is something you know/remember/understand/are wondering / have decided/ etc. about. See if the students can guess the connection with you. If necessary, give hints. When the students are trying to express themselves, help them say things like “*You have decided where to go for your vacation.*” The students then do the activity in pairs, in groups, or as a class, taking turns to write similar puzzles about themselves.

General Knowledge

Ask the students general knowledge questions using patterns such as “*Do you know . . . ?*” and “*Can you remember . . . ?*” Try to ask questions that some of the students will know the answer to or can easily find out the answer from the Internet or other reference material. The students then do the activity in pairs, in groups, or as a class.

Personalization

I Wonder / I Know

In pairs, in groups, or as a class, the students make “*I wonder . . .*” and “*I know . . .*” statements about friends and family members. They have short follow-up conversations after each statement.

Example starting sentences:

I wonder where Franco is.

I know who Carla met last night.

What Have They Been . . .

In pairs, in groups, or as a class, the students use content clauses to talk about what friends/family/famous people/etc. have been thinking/wondering about.

Lost and Found

In pairs, one student works in a lost and found office and the other student has lost something. The students have a natural conversations. Encourage them to include content clauses.

Example:

A: I've lost my watch.

B: Do you know where you lost it?

Communication Activities

A. Do You Remember?

In pairs, the students ask each other “*Do you remember who/what/where . . . ?*” questions. They write down any particularly interesting answers and report them to the whole class.

B. Occupations

One team says the name of an occupation. Each member of the other team has to make a sentence about the occupation, using the pattern “*A . . . has to know . . .*” The team gets one point for each answer. No answer can be the same as any previous answer, unless you decide to start a new round.

C. Hidden Treasure

1. Choose ten of the *Who?* cards. Make two copies of each of the *Who?* *What?* and *Where?* cards.
2. Cut one set of cards into separate pieces, and keep the other so that the students can see the total list.
3. Put the separated *Who?* *What?* and *Where?* cards in three piles and shuffle them. Secretly remove a card from each pile.
4. Shuffle the remaining cards together and deal them all out.
5. One student looks at his/her cards and makes a guess, using the patterns “*I know what it is—it's . . .*” “*I know where it is—it's . . .*” and “*I know who hid it—it was . . .*”
6. Another student who has one of these cards can say “*No!*” and take a card at random from the guessing student's hand. He/She then makes a guess.
7. The game continues until somebody guesses correctly (nobody says “*No!*”). Students can either interrupt to say “*No!*” or wait until the guessing student has finished, so as not to reveal which card they have. The first student to say “*No!*” has the next turn.

6. Conditionals 1

Warm Ups

Making Connections

Write a puzzle on the board similar to the one in the illustration. One column contains the first part of a conditional sentence (without the *if*) and the other column contains the second part with the order mixed up. The students need to guess the puzzle, match the correct first and second parts, and put them in correct *if* sentences. The students then do the activity in pairs, in groups, or as a class, taking turns to make puzzles.

Brainstorming

Write the first part of conditional sentences (without the *if*) similar to the ones in the illustration of the board. Students think of a variety of ways to make conditional sentences that include each of the statements on the board. The students then do the activity in pairs, in groups, or as a class, taking turns to make puzzles. Either write new statements on the board or encourage the students to come up with their own starting statements.

Miming Consequences

Mime a sequence of conditional sentences similar to the ones in the illustration. Encourage the students to guess the sentences. The students then do the activity in pairs, in groups, or as a class, taking turns to mime sentences.

Personalization

Future Plans

In pairs, in groups, or as a whole class, the students use the pattern “*If . . . , . . . will . . .*” to talk about their future plans, and have short follow-up conversations.

Example:

A: If I work hard, I'll probably become a manager.

B: Why do you want to become a manager?

A: I'll get more money and more interesting work.

Correcting

In pairs, in groups, or as a class, the students take turns making incorrect “*If . . . , . . . will . . .*”

statements. The others try to guess the correct statements.

Example:

A: If it rains tomorrow, I'll go to the beach.

B: No! If it rains tomorrow, you'll go to a movie?

Proposing

In pairs, in groups, or as a class, the students take turns to propose to each other, make promises, and have follow-up discussions. Encourage the students to use humor.

Example:

A: If you marry me, I'll buy a big house.

B: Will I have to clean the house every day?

A: If you marry me, I'll do all the housework.

Communication Activities

A. Vacations

The teacher or students decide on a place (e.g. Hawaii, the Moon, Mount Everest). One student makes a sentence using the pattern “*If I go to (Hawaii), I'll take a (swimsuit).*” The next student says what the first student said and adds another item, so the pattern becomes “*If I go to (Hawaii), I'll take a (swimsuit) and a (frisbee).*” The chain continues, each student adding a sentence.

B. Prompts

In pairs, students make “*If . . . , . . .*” sentences from board prompts or prompts given by other students. The activity can be done in groups if the name of a student or famous person is also given as a prompt. For example, “*If Manuel hits me, I'll hit him back.*” (In this case, the prompts would have been “*Manuel*” and “*hit.*”)

C. Complete the Sentence

One student takes a card from the top of the pile, reads it out, and then secretly writes down his/her idea for the first part of the sentence. The other students try to guess what the student has written down. The student can help by saying “*You're getting warmer*” or “*You're getting colder.*”

7. Conditionals 2

Warm Ups

Routines and Lifesyles

Ask individual students a question about their daily routine or lifestyle, for example, “*What time do you go to bed?*” or “*What sport do you like?*” If necessary, follow up with other questions so that it’s natural for students to qualify their initial answer with “*If . . .*” For example, say “*Always?*” “*Every day?*” etc. When a student is trying to express himself/herself, help him/her make a conditional sentence. The students then do the activity in pairs, in groups, or as a class, taking turns to ask the questions.

Stating Conditions

Invite students to do things with you, for example, “*Would you like to play tennis tomorrow?*” After doing this a few times, get the students to invite you to do things, and answer using the pattern “*Only if . . .*” The students then do the activity in pairs, in groups, or as a class, taking turns to ask the questions.

It Depends

Encourage the students to ask you questions about your routine or lifestyle, for example, “*What do you do on Sunday?*” or “*What kind of food do you like?*” Answer using the pattern “*It depends on . . .*” The students then do the activity in pairs, in groups, or as a class, taking turns to ask the questions.

Personalization

Times of the Year

In pairs, in groups or as a class, the students ask each other about things they do at various times of the year. They answer starting with “*If . . .*”

Example:

A: What do you like doing in summer?

B: If the weather’s nice, I like to go to the beach.

Family and Friends

In pairs, groups, or as a class, the students ask each other about the interests and daily routines of their

family members and friends. They answer questions starting with “*If . . .*”

Example:

A: What time does your brother go to bed?

B: If he has a lot of homework, he goes to bed at about eleven o’clock.

It Depends . . . If . . .

In pairs, one student asks the other about his/her daily routine or interests. The other student answers using the pattern “*It depends on . . . If . . . , . . . (But) if . . . , . . .*”

Example:

A: What do you like doing in the evening?

B: It depends on how much work I have. If I have a lot of work, I stay at my computer.

If I’m not busy, I go out with friends.

Communication Activities

A. Tennis

The game can be played as singles or doubles. One student serves by making a conditional sentence which has both halves in the present tense (e.g. “*If I’m hungry, I eat a lot*”). The opposing student hits back by starting a new conditional sentence with the second part of the previous sentence (e.g. “*If I eat a lot, I feel sick*”). The rally continues until one player cannot make a sentence or hesitates too long.

B. Answering “If . . .”

Students either ask each other questions in pairs, or a group of students ask one student questions. Answers have to start with “*If . . .*” The student gets one point for each question answered. An alternative is for the same student to continue answering questions until he/she hesitates to answer.

C. It Depends on . . .

The students are in pairs. One student picks up a question card. The other student picks up an answer card and has to complete the sentence using the pattern “*If/When But if/when*”

8. Giving Reasons

Warm Ups

Because

Get the students to ask you lots of “Why . . . ?” questions and always answer starting with “Because if” The students then do the activity in pairs, in groups, or as a class, taking turns to ask the questions.

Things We Do

Make a statement about your habits, routine, things you like, etc., for example, “I check email every day” or “I often eat Italian food.” After each statement, encourage the students to ask “Why . . . ?” and answer using “. . . helps/keeps/stops/makes/gives” The students then do the activity in pairs, groups, or as a class, taking turns to make statements about themselves.

Asking “Why?” Questions

Ask individual students a question about their habits, routines, things they like, etc., and ask a succession of follow-up “Why . . . ?” questions based on the students’ answers. The students then do the activity in pairs, in groups, or as a class, taking turns to ask the questions. Encourage them to keep going with the successive “Why . . . ?” questions as long as they can.

Personalization

Interview

In pairs, one student plays the role of a famous person that he/she is interested in. The other student is an interviewer. The interviewer asks as many “Why?” questions as possible, and the student playing the role of a famous person answers these questions with “Because if”

Example:

A: Why do you live in California?

B: Because if I live here, I can get more roles in good movies.

Helps / Makes / Stops / . . .

In pairs, in groups, or as a whole class, the students

ask each other “Why?” questions. Encourage them to answer using the pattern “. . . helps/makes/stops/gives” If necessary, write these words on the board.

Example:

A: Why do you wear a hat?

B: It keeps my head warm.

Follow-up Questions

In pairs, one student asks another student “Why . . . ?” questions and then a succession of follow-up “Why . . . ?” This activity also works well with a group of students asking questions and one student replying.

Example: A: Why do you play soccer?

B: Because it’s good for my health.

A: Why do you want to be healthy? . . .

Communication Activities

A. Why?

One student asks another a question. Once the first question is answered, the questioning student asks “Why?” The students can do this in pairs, or a group of students can ask one student until he/she cannot think of an answer to a question.

B. Why Don’t You . . . ?

One student thinks of a problem. Another gives advice followed by a reason. The reason should be in the form of a conditional sentence. Students (or teams) try to think of as many pieces of advice as they can. They get points for each piece of advice they give.

C. City Planning

The students pick cards, or are dealt cards, to determine which role they play. Each member of a group plays the role of a member of a committee trying to spend ten million dollars to improve the city. An extension of this activity is for the committee to discuss other local issues, such as where to locate the new airport, how to get rid of traffic jams, etc. The students can also assume different roles and discuss national or international problems.

9. Reporting

Warm Ups

Reporting Short Speeches

Get individual students to make short speeches about topics they are interested in. After a student finishes a speech, ask the other students, “*What did he/she say?*” and, if necessary, help students say “*She/He said . . .*” when they recall points made in the speech.

Ask Me

Say “*Ask me if . . .*” to individual students, and, if necessary, help them make the appropriate question. After you answer, encourage students to ask natural follow-up questions. Then, do the same with the pattern “*Ask me what/where/why/which/who/when . . . ?*” The students then do the activity in pairs, groups, or as a class, taking turns to say “*Ask me . . . ?*”

Giving Instructions

Give instructions to individual students using the pattern “*Ask/Tell/Remind/Invite/Promise/Advise . . . to . . .*” and, if necessary, help them carry out the instructions. The students then do the activity in groups, or as a class, taking turns to give instructions.

Personalization

What did they say . . . ?

In pairs, groups, or as a class, the students tell each other what their teacher/boss/mother/etc. said to them recently, using “*would*.”

Example:

A: My boss said we would have a holiday next week.

B: My wife said she would change her job.

Editors and Reporters

In groups of three, one student is an editor, another is a reporter and the third student is himself/herself. The editor says “*Ask . . . if/what/when/why/etc. . .*”, and the reporter asks the third student the question. Encourage the students to keep the activity going as long as they can. After a while they can switch roles.

Example:

A: Ask her what she did yesterday.

B: What did you do yesterday?

C: I went shopping with some friends.

Giving Instructions

In groups of three, one student asks the second

student to advise/promise/invite/remind the third student to do something. After a while they can switch roles.

Example:

A: Remind him to buy some milk on the way home.

B: Don't forget to buy some milk on the way home.

C: OK. I won't forget.

Communication Activities

A. Interviewing a Superstar

The students are in groups of three. One student is an editor, another is a reporter, and a third is a superstar (chosen by the student). The editor asks the reporter to ask the superstar questions, using the pattern “*Ask him/her if/what/why . . .*” The reporter asks the questions, and reports the answers to the editor.

B. Drawing by Remote Control

The students are in groups of three or more. One student either draws a picture or describes one from a magazine or book. He/She secretly looks at the picture and using the pattern “*Tell . . . to . . .*” whispers to another student what they should tell the other(s) to draw.

C. Commands

1. Shuffle the command cards and place them in a pile upside down on the board. Place the question sheet next to the board.
2. Each student (or team) places three counters on the circles near each starting square.
3. Students take turns to roll a dice and move one of their counters around the board in a clockwise direction. They can choose which of their counters to move.
4. If a student's counter lands on a ! square, he/she picks up a command card.
5. If a counter lands on a ? square, the student has to answer a question from the question sheet. The number the student rolled to move indicates which section of the question sheet to look at. The student rolls again to find which question to answer.
6. If two of a student's counters are on the same square, other students' counters cannot pass.
7. If one student's counter lands on another student's counter, the counter is sent back to Start.
8. When a counter completes one circuit, it is moved up the ladder towards Home. The exact number must be rolled to land on Home.
9. The first student to move all three counters onto his/her Home square is the winner.

10. Conditionals 3

Warm Ups

Famous People

Ask “*What would you do if you were the president/prime minister?*” to individual students. If necessary, help them use the pattern “*If I were . . . , I’d . . .*” The students then do the activity in pairs, ingroups, or as a class, taking turns to ask questions. Encourage them to think of a variety of things they would do.

If I Had . . .

Ask “*What would you do if you had . . . ?*” questions to individual students, for example, “*What would you do if you had a sports car/big house/crocodile . . . ?*” The students then do the activity in pairs, in groups, or as a class, taking turns to ask questions.

In Another Place

Write a list of places on the board. These should be places that seem far away to the students. Ask “*If you were in/at/on (one of the places), what would you like to do?*” When a student answers, ask a natural follow-up question. The students then do the activity in pairs, groups, or as a class, taking turns to ask questions.

Personalization

Long Vacations

In pairs, in groups, or as a class, the students talk about what they would do if they had a long vacation. Encourage them to give details, and encourage other students to ask questions.

Example:

If I had a long vacation, I would go to Europe. First, I’d visit Italy. I’d go to Florence and see all the beautiful buildings. . . .

A Series of Questions

In pairs, in groups, or as a class, the students ask each other a series of “*What would you do if . . . ?*” questions. Encourage them to keep going for as long as they can.

Example:

A: What would you do if you were a man?

B: I would try to become a baseball player.

A: What would you do if you were a baseball player? . . .

On A Desert Island

In pairs, groups, or as a class, the students discuss the things they would like to have with them on a desert island and give reasons. It may help if each student first makes a list of an agreed number of things.

Example: If I was on a desert island, I’d like to have a solar-powered computer, so I could communicate with friends around the world.

Communication Activities

A. Sentence Building

The students or you suggest a starting sentence which contains the pattern “*If I . . . , I’d*” Nominate the next student who repeats what the first student says and adds another thing he/she would do in this situation. The chain continues, each student adding another thing they would do.

B. Elimination

The students or you decide on a place you are unlikely to go to (e.g. the Moon, the Arctic). Either individually or in teams, the students think of sixteen things they would take to this place and write them down in a 4x4 grid. Each student/team reads out their list and students cross out any item that is also on their list. The items each team/student have left have to be justified by that team/student, using the pattern “*If I had a . . . , I’d . . .*” Teams/students get one point for every item that hasn’t been crossed out and has been justified. There are bonus points for getting whole lines crossed out in any direction.

C. Guess the Situation

A student picks up a situation card and makes sentences about what would happen. The other student(s) try to guess what the situation is. The student can help by saying “*You’re getting warmer/colder*” etc.

11. Passives

Warm Ups

Who Did It ?

Write the patterns in the illustration on the board and throw out “*Who was . . . written/painted/discovered /composed/directed/sung by?*” questions to students. The students then do the activity in pairs, groups, or as a class, taking turns asking questions.

Questions from Prompts

Write the patterns in the illustration on the board and throw out “. . . was . . . killed/taught/discovered/ beaten/attacked/loved by?” questions to students. The students then do the activity in pairs, in groups, or as a class, taking turns asking questions.

Discussing Changes

Ask students, “*How do you think this room should be changed?*” and encourage students to make suggestions. The students then do the activity in pairs, in groups, or as a class. They can then ask each other how they think other rooms in the school or at their homes should be changed.

Personalization

My City

In pairs, in groups, or as a class, the students talk about buildings, statues, works of art, etc. in their city or in another place they know well. Encourage them to talk freely but try to include patterns such as “. . . designed by . . .” “. . . painted by . . .” and “. . . built . . .” If necessary, write these patterns on the board.

Example: There's a painting in the art museum that some people think was painted by Van Gogh.

Correction

In pairs, in groups, or as a class, students take turns making incorrect statements using “. . . was . . . by . . .”

. . .” Other students try to correct the statements.

Example:

A: Romeo and Juliet was written by Dante.

B: No! It was written by Shakespeare.

Changes

In pairs, in groups, or as a class, students discuss how they think the school/city/world/etc. should be changed. Encourage them to use the pattern “. . . should be . . .(-ed).” If necessary, write this pattern on the board.

Example:

A: I think more trees should be planted near the river.

B: I think the number of playgrounds should be increased.

Communication Activities

A. Leaving the Room

One student leaves the room. The others change an agreed number of things in the room (e.g. they move the position of a chair, or they turn a picture upside down). The student comes back and tries to guess what has been changed, using the pattern “. . . has been . . .”

B. What's Going to Happen?

The students or teacher decide on a subject (e.g. science, the USA, etc.). In teams, they make a list of passive sentences that show how they think that subject will develop in the future and then read them out. They get one point for each idea the other teams haven't thought of.

C. Quiz

In pairs, the students take turns to ask and answer the questions in the quiz. They can be encouraged to ask follow-up questions after each quiz question (e.g. “*Who were the Harry Potter books written by? Have you read any of them?*”). They compare their answers with those of the other students in the class.

12. Relative Clauses

Warm Ups

What's My Job?

Secretly think of an occupation and then ask the question “*What's my job?*” Encourage the students to ask *yes/no* questions. When they are trying to express themselves, help them say “*Are you somebody who . . . ?*” If you answer “*Yes,*” the student who asked the question can try to guess your occupation by asking, for example, “*Are you a doctor?*” If your answer is “*No,*” another student (or team) asks the next question. The students then do the activity in pairs, in groups, or as a class.

Guess the Place

Secretly think of a place such as a library, museum, school, park, or beach, and then ask “*What place am I thinking of?*” Encourage the students to ask *yes/no* questions. When they are trying to express themselves, help them say “*Is it a place where . . . ?*” If you answer “*Yes,*” the student who asked the question can try to guess the place, for example, “*Is it a forest?*” If your answer is “*No,*” another student (or team) asks the next question. The students then do the activity in pairs, in groups, or as a class.

Which Animal Am I?

Secretly think of an animal and then ask “*What animal am I?*” Encourage the students to ask *yes/no* questions. When they are trying to express themselves, help them say “*Are you an animal that/which . . . ?*” If you answer “*Yes,*” the student who asked the question can try to guess which animal you are, for example, “*Are you a panda?*” If your answer is “*No,*” another student (or team) asks the next question. The students then do the activity in pairs, in groups, or as a class.

Personalization

I Like People Who . . .

In pairs, in groups, or as a class, students make “*I like people who . . .*” statements and have short follow-up conversations.

Example:

A: I like people who are sensitive.

B: Are most of your friends sensitive?

A: Yes, almost all of my best friends are sensitive.

A Place Where . . .

The students talk about their city, neighborhood, or a place they know well, using the pattern “. . . where . . .”

Example: There's a store where we can buy very good household things, a nice Italian restaurant where I can have a great pizza, . . .

Sports and Hobbies

Students describe things used in a sport or hobby that they are interested in, using the pattern “. . . which/that . . .” They can describe bats, balls, goal posts, corner flags, nets, things we wear, etc.

Example: There is a hard ball that we use to pitch at the batter. There is a long round bat that we use to try and hit the ball. . .

Communication Activities

A. Switch Chairs

The students sit in a circle on chairs except one who stands in the middle. The student in the middle calls out, using the pattern “*Everybody who . . .*” and all the students who fit the description stand up and run to another chair. The student in the middle also tries to sit down. The new student in the middle then calls out the next instruction.

B. Making Crosswords

Individual students or teams make crosswords, using as many nouns as possible. They then make clues wherever possible using the pattern “*It's/He's/She's . . . which/who/where . . .*” and give the crossword to other students/teams to solve. An alternative is only to allow the students to use nouns. This means all the clues must use the target pattern.

C. Find Somebody Who . . .

The students have cards that tell them who they have to find. They move around the room asking questions. When they find a student who fits one of the descriptions, they write that student's name on their card.

13. Should/Would + Be/Have

Warm Ups

What's the Matter?

Look sad or worried, get the students to ask you "What's the matter?" and state some real or imaginary problem (use as much humor as possible). Encourage the students to comment. While they are commenting, write "You should have . . ." and "You shouldn't have . . ." on the board, and encourage the students to use these patterns to make comments. If the students cannot guess how to use the patterns, help by using the patterns yourself to criticize some of the students (with humor). The students then do the activity in pairs, groups, or as a class, either taking turns to think of problems or using problems you have written on the board.

Stories

Tell a real or imaginary story about yourself using a succession of "If I had . . . , I would(n't) have . . ." in a similar way to the illustration. The students then do the activity in pairs, in groups, or as a class. If necessary, help them by suggesting starting points, for example, "If I had gone to bed earlier, . . ." "If I hadn't eaten so much, . . ." and "If I had stayed home today, . . ."

Guessing Reasons

Write *could*, *couldn't*, etc. on the board in the same way as in the illustration, and then state a problem, something that is happening now or has happened recently, something in the news, etc. (e.g. "The president is going to resign"). Encourage the students to speculate on reasons, using each of the words on the board. The students then do the activity in pairs, in groups, or as a class.

Personalization

Regrets

In pairs, groups, or as a class, the students talk about things they regret, starting with ". . . should/shouldn't have . . .". Encourage them to follow-up each statement with a short, natural discussion.

Example:

A: I should have gone to the bank yesterday.

B: Do you need to buy something expensive? . . .

If . . . had . . .

Students talk about things they regret, starting with the pattern "If . . . had . . . , . . ." Encourage them to follow up each statement with a short, natural discussion.

Example:

A: If I had gone to bed earlier, I wouldn't be so tired today.

B: What did you do last night? . . .

Alternatives

Students look at things around them and discuss alternative possibilities for what they are. For example, classroom objects, things they can see through a window, things they can see in a picture, things others are wearing, etc. Encourage them to use the patterns ". . . could be . . ." ". . . might be . . ." ". . . may be . . ." and ". . . can't be . . ." If necessary, write these patterns on the board.

Example:

A: This pen could be a microphone.

B: Yes, the teacher might be recording our conversation.

Communication Activities

A. Pirates

The students choose a place (e.g. the school, a city, a country). One student plays the role of a pirate and writes down where in that place he/she has hidden some treasure. The other students guess where it is. Each student makes three sentences using the patterns "You could have hidden it . . ." "You might have hidden it . . ." and "You can't have hidden it . . ." The student who is closest with one of the first two patterns gets the points, and decides where to hide the treasure next. A "You could have . . ." sentence gets them ten points, and a "You might have . . ." sentence five. A student who is closest with a "You can't have . . ." sentence loses five points. Alternatively, if the students don't know a place well, use maps of a country, a city, or a treasure island.

B. If I'd Been Born in . . .

One team thinks of a place (generally a country or a city). The other team has to think of an agreed number of "If I'd been born in . . . , I would/wouldn't have . . ." and an agreed number of "If I'd been born in . . . , I would/wouldn't . . ." sentences. No team can use an answer that has already been used by either team.

C. Unusual Views

The students look at the shapes and try to guess what they are, using the pattern "It could/might be . . ." Each student (or team) could have an agreed number of guesses.

14. Impressions – Must/Seems

Warm Ups

Looking at Pictures

Look at pictures of people with the students. These pictures could be photographs, pictures from magazines, works of art, pictures on the Internet, etc. Encourage the students to comment freely on the people in the pictures. Help them use “seems” and “must” when appropriate. The students then do the activity in pairs, in groups, or as a class. Encourage them to use “seems” and “must.”

Tic-Tac-Toe

Draw a tic-tac-toe grid on the board and write *can't have*, *might have*, *seems to have*, *must have*, *may have*, *could be*, *must be*, *seems to be*, *looks like* or other similar patterns in the squares in a similar way to in the illustration. Divide the class into two teams and call out the name of a person or famous character. A student from one team chooses a square, makes a sentence using the pattern in that square, and draws a O on the square. A student from the other team then does the same thing with another square, but draws a X. The aim is to get a complete row, column, or diagonal of Os or Xs. The students then do the activity in pairs, groups, or as a class. Teams/Students can take turns to choose topics and draw blank grids on pieces of paper (making sentences with the patterns in the corresponding squares in the master grid on the board).

Board Puzzle

Write two columns of words on the board. The words in one column are verbs, and the words in the other column are animals or objects. Say the puzzle is about you, encourage the students to guess which verbs go with which animals/objects, and help them say things like “*You sing like a bird.*” An alternative is to make a similar puzzle about somebody else. After putting the verbs and animals/objects together, the students try to guess who the person is. The students then do the activity in pairs, in groups, or as a class. They take turns to make puzzles about themselves.

Personalization

Photos

In pairs, in groups, or as a class, students talk about

their impressions of the people in photos of other students' family or friends. Encourage them to use “seems,” “must,” and “look.”

Example:

A: He seems to be having a good time.

B: Yes, I think he must have had some good news.

Family and Friends

In pairs, in groups or as a class, the students talk about their friends or family and try to use many of the patterns from the warm-up activity. If necessary, write the patterns on the board.

Example: It looks like my sister may get a pay raise. Her boss seems to be very pleased with her.

Similes

In pairs, groups, or as a class, the students make “. . . like . . .” similes about friends or famous people.

Examples:

A: My brother runs like a cheetah.

B: My mother cooks like a Le Cordon Bleu chef.

Communication Activities

A. Pictures of People

The students look at pictures of people from different countries around the world, and imagine things about them using patterns such as “*He/She looks/seems . . .*” and “*I think he/she must be . . .*” If necessary, write prompts on the board to help (e.g. “*He/She looks . . .*” “*He/She seems to be . . .*”)

B. Like/Look Like

One team/student makes a sentence about a person, describing what the person does, can do, etc. (e.g. “*(Name) can sing well/never studies/eats too much*”). The opposing member of the other team has to use a simile to say the same thing.

C. Must/Must Have

In pairs or groups, one student picks up a card and reads out the situation. All students try to guess the reason for the situation, using *must* or *must have*. Alternatively, the student who picked up the card could secretly write down the real reason.

15. Cross-Cultural Discussions

Warm Ups

Brainstorming

Call out the name of a country and encourage the students to say anything they know about that country. If necessary, give prompts such as “*food*” or “*cities*.” The students then do the activity in pairs, in groups, or as a class. They take turns to call out the names of countries. Encourage them to talk freely about anything related to that country.

Researching a Country

Write headings on the board such as *writer, sport, scientist, event, food, musician*, etc. and call out the name of a country. The students use the Internet, reference books, or their own general knowledge to think of writers, sports, scientists, etc. from that country, and say something about them. The students then do the activity in pairs, in groups, or as a class. They take turns to choose the countries.

Impressions

Ask, “*What’s your impression of . . . ?*” about famous people or people/places the students know. Encourage the students to talk freely. The students then do the activity in pairs, in groups, or as a class. They take turns to ask the questions. Encourage them to talk freely.

Personalization

Cultural Differences

In pairs, in groups, or as a class, the students discuss cultural differences a visitor to their country might face. Encourage the students to talk freely. It may help if they make a list or a mind map of key points before having the discussion.

Example: In my country, we often kiss when we greet. Visitors from some countries find this difficult because they usually shake hands or bow in their own countries.

Customs and Events

In pairs, in groups, or as a class, the students explain about customs or famous events in their country. Encourage the students to talk freely. It may help if they make a list or a mind map of key points before having the discussion.

Example: We have a festival in the summer where we parade through the town. Some of us carry a big portable shrine, and

Impressions of Countries

In pairs, groups, or as a class, the students talk about their impression of other countries around the world. Encourage the students to talk freely. It may help if they make a list or a mind map of key points before having the discussion.

Example: I’ve never been to France, but I imagine that many French people must be very elegant and fashionable.
...

Communication Activities

A. Local Customs

The students or you think of headings for customs that might vary from country to country, and write headings on the board. The students then use these to describe customs in their own country. They can do this either in pairs, groups, or as class.

B. Similarities and Differences

The students or you think of two countries to compare. Each team/student has to think of an agreed number of similarities and an agreed number of differences between the customs in these countries. The other team/student asks questions.

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.