Teaching English as a Foreign Language (TEFL)

Grammar Activities

Teaching English as a Foreign Language (TEFL) Grammar Activities

Low-Preparation • Low-Resource • Engaging • Communicative

Table of Contents

Introduction

Please Read This Before Looking at the Activities

This Idea Book provides Peace Corps Volunteers with classroom activities to practice English grammar that in general require:

1. little preparation time;
2. few or no handouts; and
3. limited class time to carry out the activity.

The activities in this Idea Book were chosen to provide student engagement in one or more of the three following ways:

1. Through *interaction*. Students get more practice time—rather than the traditional language class where the teacher asks a question, a student answers, the teacher evaluates the student answer, and it is never clear how much other students are paying any attention.
2. Through *experience*. Students learn English by engaging in meaningful practices or activities through English.
3. Through *communicative uses of English*: Students learn how to use the language learned in the real world to communicate wants and needs

In general, these activities are designed to be engaging activities that expand or wrap up an existing lesson, not the activities that launch or introduce a lesson. In addition, a majority of activities in this Idea Book are designed to provide additional practice after a grammar form has been explained and practiced in a controlled manner.

First, Have a Plan

Your course curriculum or textbook will typically identify the topic to teach and provide some relatively controlled activities to practice the language involved.

However, traditional classes often lack motivation (activating background knowledge), demonstration of value, and sufficient practice.

Therefore, before you consider using one of the activities in this Idea Book, you should first have a plan about how you will:

1. Motivate students and activate background knowledge.

Connect what you are teaching to what students already know (about English and/or the world).

2. Establish the communicative context and purpose to demonstrate the value of what is being learned.

Provide and exploit[1] the dialogue to show how the grammar feature is used in context, which will make clear to students how knowing this content will help them use English to communicate.

3. Provide *controlled* practice so that students can practice English structures until they are automatic and internalized.

Sufficient practice helps students to internalize (or to "own") the following:

- The rules about the grammar feature

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[1]   See the TEFL Training Session, "Creating and Exploiting Dialogues." "Exploiting" refers to using a resource in as many ways as possible. A dialogue can be used as a listening activity before students see the words, as a vocabulary and useful idiom resource, for pronunciation practice, and can be used inductively to study the grammar feature in question (for example, the teacher says, "Go through and underline all the verbs. What tense are most of those verbs in? Why do you think that is so?).

They wrap their minds around the rules about using that grammar feature.

- The pronunciation
They wrap their lips around the sounds of the words.
- The structure of the grammar feature
Through structured, controlled practice of the language feature, the students reproduce the structure of the grammar feature more automatically.

Once students "own" the rules, pronunciation, and structure of the language feature, they are ready for the kinds of practice/review activities that are presented in this Idea Book. If you use these activities without providing the language acquisition framework outlined above, no matter how interactive, communicative, or experiential the activities are, they will not provide much support to English learning.

Working With Counterparts

An emphasis on the three bulleted points in the box above is common in traditional language classrooms. In many cases, counterparts will already be providing this instruction. Therefore, the value that Volunteers can bring to a traditional lesson (and introduce to their counterparts) is working collaboratively to 1) provide the motivation, 2) establish the communicative context and purpose, and 3) then incorporate the additional, less controlled practice activities that this Idea Book provides.

The third point is probably the most important of the three steps. One of the most significant failings in Volunteer/counterpart lessons is a very limited amount of practice. Students cannot learn to use a language without a lot of practice. Provide more classroom English practice, and you are on the road to more student English use.

How This Idea Book Is Organized

After this Introduction, you'll find activities broken down by type of grammar feature. Each activity includes pros and cons, materials and time required, and the level of students best suited for the activity, from beginners to advanced.

Many activities also provide possible variations and ways to adapt the activities for different levels, amounts of time, and grammar features, for example.

Several activities encourage the teacher to use a **Class Log.** Class logs are shown and explained in Appendix A.

Acknowledgements

TEFL Grammar Activities was developed by Brock Brady, Education Programming and Training Specialist and manager of the Peace Corps TEFL Certificate Program, with editing assistance from Laura Pirocanac in the OPATS Knowledge and Learning Unit.

We would like to specifically thank PC/Nicaragua staff for their insistence on completion of this publication, which was on the drawing board for more than two years.

Child Protection Guidelines

As a foundation of all agency programs, the Peace Corps takes a serious and proactive approach to ensure all of its activities are safe for children and youth. This approach is outlined in the Peace Corps Child Protection Policy (MS 648), which holds Peace Corps staff and Volunteers to a high standard of responsibility for ensuring the safety and protection of the youth with whom they interact. The guidelines and code of conduct contained in MS 648 apply to children under the age of 18.

This publication provides guidance and suggestions to help Volunteers manage youth in a positive and safe manner. There are underlying principles and clear guidelines of which Volunteers must be aware and that must govern the activities described in this publication. Please see the full policy in Appendix C of this publication.

ACTIVITY MENU

Questions and Answers

Word order and auxiliary verbs used in questions (especially with "do" insertion[2]) are difficult for learners. Choosing the correct interrogative pronoun (or adjective) also can be difficult. Looking at questions from the perspective of the answers they imply can help students develop strategies for structuring questions.

Key words: do/does/did, who, what when, where, why, how, how many/long/much

Activity 1: Question the Answer (1)

Pros
- Good activity for practicing short answers
- Somewhat communicative
- No materials, little preparation

Cons
- Somewhat artificial

↗ **Level:** Beginner and intermediate

⚒ **Skills:** All of the four language skills: reading, writing, speaking, and listening

▤ **Materials:** Student notebooks, board for display

⧗ **Prep Time:** 5 minutes   **Activity Time:** 20–25 minutes

Preparation

Write a few answers on the board, then work with students to find questions that correctly correspond, to model how the activity is done.

Procedure

1. Divide class into equal groups, with three to five students per group.
2. Each group writes five possible short answers to questions. Encourage groups to provide a mix of negative and affirmative answers and a variety of auxiliary verb tenses.
3. Groups exchange answer papers with another group, and then each group writes appropriate questions to the answers provided by the other group.

Example:

Group 1 (answers):	Group 2 (questions):
No, we didn't.	Did you do your homework?
Yes, I do.	Do you speak English?
No, she wasn't.	Was she late for school?
Yes, you are.	Am I your friend?
Yes, they did.	Did they go to the capital yesterday?

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2   To form questions and negatives in the simple present and simple past tenses for all verbs except "to be," the speaker must insert "do/does" or "did"; whereas other tenses form questions and negatives by moving the auxiliary verb (e.g., will, can, could, would, should) to the front (for questions) or following the auxiliary with a negative form.

1. For higher levels you can specify different, more complex tenses, as well as tag questions.

2. As a follow-up activity you can ask students to interview each other (either as themselves or taking on a role) using Yes/No (specific) questions and short answers.

Activity 2: Question the Answer (2)

Pros
- Reasonably authentic
- No materials and easy preparation
- Can easily move from more to less controlled practice activities
- Can be done in little time (with teacher answers only) or be used longer for additional question formation practice

Cons
- Can be challenging for beginning students

↗ **Level:** Intermediate and advanced (but can be structured for beginners)

✕ **Skills:** Primarily speaking and listening

▤ **Materials:** Student notebooks (only if the interview activity in Variation 2 is used)

⧗ **Prep Time:** 5–10 minutes   **Activity Time:** 20 minutes–1 hour (depending on variations used)

Preparation

Write a list of answers about your life on the board.

Procedure

1. Write a list of answers about your life on the board. For example:
   - a. De Sousa; b. Cheyenne, Wyoming; c. one; d. No, I don't; e. Yes, two times
     f. February 13th; g. Since 2011; h. Hindu and English; i. Collecting butterflies
   - *Note*: Provide at least five but no more than 10 facts.

2. Students then try to guess what questions would appropriately prompt these answers.

3. For any well-ordered question that would reasonably prompt the answer, judge it as correct. For example, for the answer f, a student might provide the question of "When did you come here?" or "When is your birthday?" and both would be acceptable even if the question you intended was "When is your birthday?"

4. After practicing with the teacher's life facts, break up students into groups of about five members. Each team secretly selects one of its five members to make five "life facts" answers, like those of the teacher.

5. The questions are written on the board. Each team is assigned a different team's answers.

6. One team after another, one member of the team has to ask a question that responds to one of her/his assigned team's questions. If the answer is acceptable, the "asking" team gets a point. If the answer is not acceptable, the team that provided the answer gets a point. You act as the "judge" and decide what is acceptable. Generally a question would be considered acceptable if the question makes sense and is structurally correct. Also, if after each team has constructed all its questions for its "target" team's answers, if they can correctly guess which person the answers were about, they get two points to add to their total scores.

7. The team with the highest number of points wins.

Variations

1. This activity will work better with intermediate and advanced students. However it can be used with beginners if your answers use shorter questions and tenses that students have already studied.
2. To mix things up, you can add in modals and frequency adverbs.
3. This activity can be used as a routine to practice good form for questions and answers each time a new verb tense is introduced in class.

Activity 3: Question and Answer Pattern Practice Drills

Pros
- Reasonably authentic
- Within counterparts' comfort zones
- Leads to automatization/internalization that leads to fluent communication
- Once the pattern becomes a routine, students can quiz each other to increase practice time

Cons
- Requires materials (or extensive copying from the board)
- Somewhat mechanical

↗ **Level:** All, but lower proficiency students will engage in fewer and shorter transformations, with transformations becoming more complex and communicative for higher proficiency students

✕ **Skills:** Reading, speaking, and listening

▤ **Materials:** Handout (see below) or extensive copying from the board

⧗ **Prep Time:** 1-1.5 hours   **Activity Time:** 30-45 minutes

Preparation

Prepare sentences to be transformed using context, vocabulary, and situations from current or recent lessons. Ten to 12 sentences are enough for lower proficiency students. It's better to go slow and give students time to practice and re-practice than to cover more items. For mid-intermediate and higher level students, 15 to 20 sentences provides more variety and the opportunity to introduce or review new, relevant vocabulary. Test out the activity instructions to make sure the sentences you'll use as prompts easily lead to the response you seek. Make copies of the handout or write it on the board.

Procedure

1. Write a sentence on the board and ask students to make the sentence negative.
2. Then ask students to make it into a question.
3. If they make it into a yes/no question, try to lead them to produce a WH question (i.e., who, what, where, when, why, and how) or vice versa.
4. Tell students that today they are going to practice the different forms of questions, answers, and negatives so that they can make these kinds of transformations automatic.
5. Write a prepared sentence on the board.
6. Model the transformations you want students to engage in by modeling both sides (the teacher prompt and the student response) yourself. You can do this by standing on one side to play the teacher role, and then move to the other side to do the student role.

7. Then ask a student (preferably one of your stronger students) to model a different sentence with you.

8. Then begin working with individual students. If a student gets stumped with a prompt, ask other students to help out.

9. Since the teacher is engaging only one student at a time, be sure not to go row by row, calling on the student behind the one you just called on. If you follow a regular order, the students who are not in danger of being called on soon will stop paying attention. In one-on-one practice, always call on students randomly.

10. If you make this approach a regular routine with each new language feature, soon students will internalize the prompts and with a prompt handout they will be able to quiz each other, which will increase practice time considerably.

Variations

1. For beginner students, you might want to start building a routine of transforming affirmative sentences to negative sentences and vice versa, starting with only sentences that have auxiliary verbs in them. When students have mastered those sentences, you can then introduce "do/does" and "did," which function like auxiliaries (when none are already there) for the simple present and simple past.

2. For intermediate students, when negatives are thus mastered, you can slowly add yes/no questions to the routine. Then when yes/no questions are mastered, you can distinguish between long (full sentence) and short answers: subject (or its pronoun) + auxiliary or do.

3. For mid-level intermediates, when short answers are mastered (and this should be relatively quick), you can start doing substitution drills where students replace an element of the sentence with the corresponding interrogative program to make WH questions.

4. You can add tag questions into the activity. Structurally, tag questions follow short answer practice very well, but being able to form WH questions is an important element of general communication.

5. While the focus of this activity is primarily on question formation, you can add translation (by putting the main verb of the sentence in the local language) and comparison of related tenses (simple present and present progressive, or simple past and present perfect) to the drill. With this variation, students not only have to translate before they can do the pattern practice drill, but they also have to decide which tense is the correct one for each example sentence.

Teacher's Tip Sheet: A Model of Question and Answer Pattern Practice Drills

The following sample dialogue is a model of the prompts that the teacher gives to guide a student to produce the transformations that the drill is designed to elicit.

For example, the TEACHER says, "Helen can speak English very well. <u>Negative</u>."

And the STUDENT correctly responds, "Helen <u>can't</u> speak English very well."

TEACHER: Good. <u>Yes/no question</u>, Helen can speak English very well.

STUDENT: <u>Can Helen speak</u> English very well?

TEACHER: Okay. Can Helen speak English very well? <u>Affirmative short answer</u>.

STUDENT: <u>Yes, she can.</u>

TEACHER: Good. Can Helen speak English very well? <u>Negative short answer.</u>

STUDENT: <u>No, she can't.</u>

TEACHER: Correct. Helen can speak English very well. <u>Tag question.</u>

STUDENT: Helen can speak English very well, <u>can't she</u>?

TEACHER: Okay. Helen can speak English very well. <u>WH question, replace</u> <u>"English."</u>

STUDENT: <u>What</u> can Helen speak very well?

TEACHER:<u> Answer?</u>

STUDENT: Helen can speak <u>English</u> very well.

TEACHER: Okay. Helen can speak English very well. <u>WH question, replace</u> <u>"very well."</u>

STUDENT: <u>How well</u> can Helen speak English?

TEACHER: <u>Answer?</u>

STUDENT: Helen can speak English <u>very well.</u>

Example Handout: Question and Answer Pattern Practice

Directions: Make (a) negatives, (b) yes/no questions along with (c) short affirmative & negative answers, (d) WH questions, and tag endings from the numbered affirmative sentences below. (REPLACE) cues will help cue different WH questions. Review the "preparation" guidance for this activity to gauge what kinds of transformation/substitution drills you should use with students of differing language proficiency.

Example:
They should be here before 7 o'clock.
(a) Negative: *They shouldn't be here before 7 o'clock.*
(b) Yes/no question: *Should they be here before 7 o'clock?*
(c) Short affirmative & negative answers: *Yes, they should*. AND *No, they shouldn't.*
(d) WH: REPLACE (1) here, (2) before 7 o'clock: *Where should they be before 7 o'clock?* AND *When should they be here?*

1. She ought to work harder.
   WH: REPLACE (1) harder, (2) work harder

2. They will be back next week.
   WH: REPLACE (1) next week, (2) next

3. A man is talking to John.
   WH: REPLACE (1) A man, (2) John

4. He may sit in that chair but not in the other one.
   WH: REPLACE (1) chair/other one, (2) in that chair, etc.

5. They could have met us at the bus station.
   WH: REPLACE (1) us, (2) at the bus station, (3) bus

6. She likes to go swimming.
   WH: REPLACE (1) she, (2) to go swimming, (3) swimming

7. They play tennis together.
   WH: REPLACE (1) tennis, (2) play tennis, (3) together

8. They sometimes live in New York.
   WH: REPLACE (1) in New York, (2) sometimes

9. I met him last week.
   WH: REPLACE (1) him, (2), last week, (3) week

10. We spoke together the summer before last.
    WH: REPLACE (1) the summer before last, (2) the summer

11. You left five minutes ago.
    WH: REPLACE (1) ago, (2) five minutes

12. She sent me a letter.
    WH: REPLACE (1) letter, (2) me

13. We ate in a very nice restaurant last night.
    WH: REPLACE (1) very nice restaurant, (2) very nice, (3) last night

Tag Questions

Tag endings are sentence endings that turn a statement into a question to seek confirmation regarding information that the speaker assumes s/he knows. If such statements are affirmative, the tag question ending is conventionally negative: "You're Joe Smith, aren't you?" Or vice versa: "You aren't Joe Smith, are you?"

Be careful with the tag endings for a statement beginning in "I am…" For example: "I am the person who told you, aren't I?"

Also, you should remind students about the need for "do" insertion for questions in the simple present and simple past tenses (for verbs other than "to be," if there isn't an auxiliary verb). Compare He can play the guitar, can't he? to She shines shoes, doesn't she?, and He wasn't tired, was he? to She knows the answer, doesn't she?

Affirmative tag statements combined with affirmative tag ending questions are used primarily to question or to draw the listener into further conversation. For example: "Oh, you think you know the answer, do you?"

Activity 4: Tag Endings

This is a variation of the popular "Find Someone in the Room Who …" activity (see also Activity 19), where each person has a list of questions about characteristics of other students, and the students need to find one other student who has those characteristics for as many questions as possible.

Pros
- Somewhat communicative activity
- Encourages students to talk to each other
- Provides physical activity

Cons
- Students are not creating statements with tag endings spontaneously

↗ **Level:** High-beginner through intermediate

✗ **Skills:** Reading, speaking, and listening

▤ **Materials:** Handout with tag questions (see below). If not possible, the tag statements can be written on the board, students can copy them into their notebooks, then write down other students' answers there.

⧗ **Prep Time**: 5–15 minutes (more time if sentences need to be written on the board)

Activity Time: 20 minutes

Preparation

Localize tag statements for your students, if needed. Print copies or write the model handout on the board for students to copy.

Procedure

1. Distribute handouts or have students copy the tag endings off the board.
2. Tell students that they will get up and walk around the room asking the tag questions listed. When they find someone that matches the tag question, they write her/his name after the question.

3. Encourage each pair of students to only ask each other one question each and then move on to another partner (rather than asking each partner all the questions) so as to make the activity a little faster to complete.

4. During the activity, the teacher should move around the room to monitor the conversations, making sure the tag endings are correctly produced.

5. When debriefing, prompt students to produce tag sentences. If you simply request, "Raise your hand if you found someone who speaks two languages," the answer will not naturally be a tag ending. Try this instead: First request, "Raise your hand if you found someone who speaks two languages." Then call on a student by asking, "Who did you find?" When the student answers "Su Heon," you can ask, "What question did you ask Su Heon?" which will produce the tag sentence.

Variations

1. For students first being exposed to various tag endings, you can have them write the tag ending for each item first (and then check the answers—this can be done in pairs to get more interaction). Then have them get up and look for students who fit the questions.

2. For more advanced students, you can provide a mix of negative and affirmative tag statements (e.g., You don't speak English_____?), to give students a wider range of practice.

3. For more advanced students who are already solid on negatives, you can give them affirmative tag statements and have them consistently provide affirmative tag question endings.

4. For high-intermediate/low-advanced students, you can do the same activity as in Number 3, but ask students to provide a reasonable response to the affirmative tag question. For example: "You like to study, do you?" A reasonable response might be, "No I don't. Whatever gave you an idea like that?"

5. The "Find Someone in the Room Who…" activity can be used for all sorts of grammar features as a kinesthetic, more communicative activity, by simply removing the emphasis on practicing tag endings and choosing another focus.

TAG STATEMENT	TAG QUESTION	NAME

1. You are planning on being successful when you grow up, _____? _____

2. You were the first student in class today, _____? _____

3. You will visit your relatives on (local holiday), _____? _____

4. You will work for your family when school ends this summer, _____? _____

5. You live with your aunt, _____? _____

6. You have been studying English for more than two years, _____? _____

7. You had a favorite toy when you were little, _____? _____

8. People should be more careful when they drink and drive _____? _____

9. You are planning on being successful when you grow up,   _____? _____

10. You know as least two languages,   _____? _____

Nouns

Singular & Plural

Most nouns simply add "s" to form the plural. Others have irregular spelling patterns, such as ending in "–es" or "ies," of "f" changing to "v". Still others are arbitrarily irregular: foot → feet; child → children; mouse → mice.

Activity 5: Tic-Tac-Toe

Pros
- Fun and can engage the entire class
- Good review practice
- This is a good review of plural forms, especially irregular ones.

Cons
- Not particularly communicative, as students do not use the language productively (i.e., they are simply producing individual words in English)

↗ **Level:** Beginning to low-intermediate, as a review

✷ **Skills:** Reading and speaking

▤ **Materials:** A board and chalk or marker

⧗ **Prep Time:** 5–10 minutes   **Activity Time:** 10–15 minutes

Example Tic-Tac-Toe Boards

tooth	kiss	root
man	house	zoo
that	pan	goose

shelf	chief	knife
cactus	sheep	child
box	hero	party

tomato	girl	banana
foot	mouse	puppy
this	shelf	person

Procedure

1. Divide students into two teams. (If you have a co-teacher or an assistant, you could have four teams: two in the front of the room, two in back.) Assign one team as an X, and the other as an O.
2. Call on students according to their order in a row or when someone raises their hand.
3. They call out a word (in a singular form) on the tic-tac-toe board.
4. They then spell the plural. If they get the right answer, write the plural in the square and put an X or O over the singular form.
5. If they don't get the right answer, a member of the other team is called on to pick any square she or he chooses.
6. The first team to get three right answers in a row wins.

Variations

1. Students can also be asked to use the plural form in a sentence.
2. Other grammar features this activity can be used for:
   - Count and non-count numbers
   - Irregular verb forms
   - Whether a verb phase is followed by a gerund or an infinite

Activity 6: Noun Scavenger Hunt

Pros
   - Experiential learning

Cons
   - Debriefing in class can be long, in terms of content covered

↗ **Level:** Beginning or low-intermediate

✕ **Skills:** Dictionary (bilingual or English only) use (if possible) and speaking

▤ **Materials:** A board and chalk or marker, dictionary (optional)

⧗ **Prep Time:** None   **Activity Time:** 5–10 minutes per student

Preparation

Tell students that before the next class they need to go outside and find objects that they know the names of. Ask them to make a list, guessing the singular and plural form of each word in English.

Procedure

1. As students are chosen or raise their hands, they write their list of words on the board in two columns: one for singular and one for plural. When they have finished, ask the rest of the class to determine if the spellings are correct. If not, prompt students to make corrections.
2. As each following student is called to the board, they only write their words which are not already on the board (this can save time). The same process is followed.
3. At the end of the sharing, lead a review of irregular plurals and their formation rules.

Variations

1. Limit the number of found nouns to 10, to manage time.
2. Have each student only share one of her/his nouns at a time (more students are participating more frequently).
3. Divide students into teams and each time a student provides a correct singular and plural noun they receive a point. If they make a mistake, the team that corrects the mistake gets a point and then receives a second turn.
4. For more advanced students, ask them to find only irregular nouns.
5. Advanced intermediate students could be asked to go outside to find examples of count and non-count nouns.
6. Student could be asked to go outside to observe people engaged in actions and find the English verb for the action observed.

Personal Pronouns

Personal pronouns and adjectives are often used to indicate relationships and possession.

- Subject Pronouns: I, we, you (singular & plural), he/she/it, they
- Object Pronouns: me, you (singular & plural), him/her/it, them
- Possessive Adjectives: my, your (singular & plural) his/hers/its/, our, their
- Possessive Pronouns: mine, yours (singular & plural), his/hers/its, ours, theirs
- Reflective Pronouns: myself, yourself/yourselves, himself, herself, itself, ourselves, themselves

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Activity 7: Sharing What We Have

Pros
- Allows for focused practice
- Encourages student creativity
- Allows everyone to prepare then practice

Cons
- Relatively controlled practice of target structure

↗ **Level:** Beginner, low-intermediate

✘ **Skills:** Speaking and listening

▤ **Materials:** None

⧗ **Prep Time:** Little or none **Activity Time:** 30 minutes

Preparation

This activity comes after instruction on personal pronouns and controlled practice (like fill-in-the-blank exercises in textbooks).

Procedure

1. Review and practice with students the following patterns:
   - I have a dog. It's my dog. It's mine.
   - You have a pencil. It's your pencil. It's yours.
   - He has a green shirt. It's his shirt. It's his.
   - She has a green bracelet. It's her bracelet. It's hers.
   - We have shoes. They are our shoes. They are ours.
   - They have good grades. Their grades are good. Theirs are good.
2. Divide students into pairs. Ask each pair member to make one sentence describing a fact about her/himself and one sentence about her/his partner.
3. The pairs share their sentences with each other.
4. When this first phase is completed, direct pairs to join another pair and work in groups of four.
5. Each original partner reports on her/his partner's fact to the members of the other pair, to practice the third-person singular pronouns.

6. Then the quads are paired with another set of quads, forming a group of eight. Each quad prepares a statement about themselves in comparison to all of the other quads, to practice the first-person plural "We" and the second-person plural ("you").

7. Call all students together and ask each quad to share the information they learned from their partner quad, to produce the third-person plural "They."

Variations

Similar activities can be used to practice indefinite adjectives (some, any, no) and indefinite pronouns (somebody, anybody, nobody; sometime, anytime, no time; somewhere, anywhere, nowhere, etc.).

Activity 8: Family Tree or Organizational Chart

Students practice asking each other questions about the relationships between people on a hierarchical diagram.

Pros
- An authentic way to practice personal adjectives and pronouns.
- Provides students with a high ratio of practice time.
- Can teach the "role" vocabulary of certain collocational fields (roles in the family, the workforce, the military)

Cons
- Can become repetitive

↗ **Level:** Works for all levels depending on the level of complexity of the organizational chart. Use family relations for beginners, use simple organizational vocabulary for secondary students, and for professional or university level students use (or create) real organizational charts.

✖ **Skills:** Reading, listening, speaking, and diagraming relationships

▤ **Materials:** The organizational chart, either drawn on the board or on handouts

⧗ **Prep Time:** 30 minutes–1 hour, depending on the complexity

Activity Time: 20-30 minutes, depends on the number of questions and the size of the groups

Preparation

1. Review the Family Tree Activity located in Appendix B, and review the TEFL standard training session on Multi-Proficiency Level Classes and Differentiated Learning, for a complete family tree lesson and how to adapt it for different audiences.

2. Design the organizational chart, listing roles and giving local names to people in those roles. *Note*: With family trees, the roles (husband, wife, child) can be easily guessed, so only names are necessary. However, because other types of hierarchies have a variety of roles, it is necessary to provide names *and* roles (manager, personal assistant, sales person). For family trees, stick figures work well.

Procedure

1. First introduce (or review) personal pronouns and adjectives, especially possessives.

2. Introduce or review the role vocabulary (father, mother, daughter; CEO, marketing manager, executive assistant).

3. Divide the room into pairs. Each partner takes a turn asking her/his partner a question about relationships based on the organizational chart. For example: Partner A asks "Is Bob Betty's father?" Partner B replies, "Yes, he is" or "No, he isn't. He's her brother."

Note: When modeling the activity, pay attention to student proficiency. For true beginners, it's better to have them use yes/no questions. For higher-level beginners, you could add questions like, "Who is (Frank's son)?" For intermediate students, you can add more vocabulary. For example: "How are Fernando and Alicia related?"

Variations

1. Get creative in what your organizational chart shows. For older, more advanced students, an organizational chart for your school is a possibility. You could also choose to diagram popular telenovelas, movies, literature, or the organizational chart of the government or a local soccer team. An online search for sample organizational charts can help you get started.

2. After using a family tree or an organizational chart for personal pronoun/adjective practice, it could also be used for practicing comparatives and superlatives (for example: older/younger; oldest/youngest; more/less/equally; the most/least important), or prepositions of relationship (above/below, over/above).

Activity 9: Jazz Chant: Each to His/Her Own

Jazz chants can be used to practice pronunciation (with an emphasis on rhythm and intonation) while providing learners the opportunity to internalize useful chunks of language.

Pros
- A diverting way to review personal pronouns

Cons
- None

↗ **Level:** Beginners and intermediates

✕ **Skills:** Reading, listening, and speaking (particularly rhythm and intonation)

▤ **Materials:** The handout below (or simply write on the board)

⧗ **Prep Time:** 5 minutes   **Activity Time:** 10–15 minutes

Preparation

Copy the handout or write it on the board. If you write it on the board, be sure to spatially emphasize the text on the left and the text on the right.

Procedure

1. Model the jazz chant. Read both parts, moving to the left to read the left column text and moving to the right to read the right column text. This will help students get the idea of the two parts.

2. Divide the room into two groups, one to the right and one to the left—it doesn't have to be exact.

3. Have the students on the left recite the words on the left in unison. Be sure to gesture dramatically as to which group should be speaking. (This is your opportunity to play a musical conductor!) The students on the right then do the same thing with the words on the right. Do this two or three times, until students begin to get into the rhythm.
4. Switch parts. Now the right side of the class reads the left-hand column and the left side reads the right. Do this again, at least twice.

Variations

Jazz chants can be used to create contextualized, rhythmic practice of almost any grammar feature. You only need to be creative.

Example Handout: Each to Her/His Own

That's yours?

                                                    This is mine!

You sure?

                                                    This is mine. Get your own!

That's yours?

                                                    I said, this is mine

Are you sure?

                                                    It's mine!

                                                    It's mine!

                                                    It's mine!

What do you think you're doing?

What do you think you're doing with that?

                                        What do I think I'm doing with this?

                                                    It's his!

And what do you think you're doing with this one?

                                                With this one? It's hers.

What's hers is hers.

                                                    What's his is his.

What's yours is yours.

                                                    What's mine is mine.

                    But if we share, what's yours and mine is ours.

Prepositions

Prepositions indicate temporal, spatial, or (through metaphor) personal relationships.

Use of prepositions is often arbitrary, but partial rules are sometimes possible. For example, verbs of movement (fly, run, come back, deliver, give) are typically followed by "to."

Other verbs (stay, live, be, sit, spend, work, study) are followed by more varied prepositions, but there are still patterns:

> At – an address, company, time, and "at home"

> On – a day or date, or a street, side, vacation, or continent

> In – a town, book, city, region, state, or market, or a month, season, decade, or century

Prepositions are almost always followed by the gerund verb form (thank you **for** coming), not an infinitive.

Words or expressions associated with prepositions include questions about prepositions:

- Where is the car? It's **on** the road.
- When is Peace Corps' 60th anniversary? It's **in** 2021.
- What's the relationship between the knife and the spoon? The knife is **next to** the spoon.
- Where is the tree? It is **by** the creek.

Activity 10: Prepositions of Place: Let's See What We Can See

If you have a picture dictionary, you have nice pictures of many objects that students can look at and use to identify spatial relationships. However, if you don't have a picture dictionary, or if your class is so large that not everyone can see your one copy, and if you can't draw well enough to make your own pictures … you can simply take your students outside and ask them to identify spatial relations in different settings.

Pros
- Extremely experiential
- No required resources

Cons
- Can lose some control over the class

↗ **Level:** Any level (beginners will work with fewer prepositions, and for advanced students this would be a review)

✗ **Skills:** Speaking, vocabulary, and writing

▤ **Materials:** A list of the prepositions to be used and a list of the objects which can be easily observed from the place you will take the students to (on a handout, written in their notebooks, or simply on the board)

⌛ **Prep Time:** 10–15 minutes

Activity Time: 5–10 minutes to review vocabulary. 20–30 minutes for each scene the class looks at.

Preparation

Identify objects in any scene you will have students look at. This activity will work much better if students know the names of what they are looking at *before* they talk about the spatial relationships between those objects. You will want to write the names of these objects on the board before class.

Procedure

1. Tell students that today they are going to practice and/or review prepositions of place. Ask them for examples.
2. Tell them what they are going to look at (e.g., the classroom, the school yard, the street in front of the school) and talk about what they see and what the relationships are between what they see.
3. Model the activity. Ask them "Where is *(an object in the classroom)*? They may point with their hands. Write "in relation to" on the board. If they don't know the expression, either translate in their language, or point to one object and then point to a second object while saying (perhaps two or three times) "in relation to."
4. Model the question/answer pattern with one or two other objects that the students can easily see.
5. Divide students into pairs. Tell them that they will look at the scene and each pair will write sentences about relationships between things they see. Encourage them to try to use as many prepositions as possible. You may also want to set a minimum number of sentences.
6. Make sure you make clear the limits of the scene (especially if you are outdoors).
7. Set students to work. Circulate to provide help and to review rules as needed.
8. When time is up, call on random pairs to share one or two sentences they wrote.
9. Collect notebooks so you can review the work and correct any important errors. You may wish to give a small prize to the pair that had the largest number of correct sentences.

Variations

The version provided above provides a good amount of student English practice time. For lower level students or when less time is available, the teacher can simply ask questions about spatial relationships and ask specific students to answer.

Activity 11: Here and Now

Pros
- An experiential activity

Cons
- Not very authentic
- Doesn't provide much repetition or drill-type practice

↗ **Level:** High-beginner and intermediate

✂ **Skills:** Speaking, listening, and writing

- 🗒 **Materials:** Students should have a handout (see the sample below), or have had an opportunity to enter the information in their notebooks, regarding which prepositions come before different types of places (addresses, street, town) and times (16h30, a day, a date, a week, month, or year)

- ⧖ **Prep Time:** 5–10 minutes

  Activity Time: About 1 hour total (20 minutes for review, explanation, and modeling. 20-30 minutes for writing. 15-20 minutes for peer assessment. 5-10 minutes for sharing out some examples)

Preparation

Write a one- to two-paragraph description of your life (perhaps a typical work week, with some discussion of future plans), focusing on using as many places and times using the four prepositions (*to, at, on,* and *in*) as possible.

Procedure

1. Review the use of four prepositions: *to, at, on,* and *in*.
2. Read your written description to the students slowly, emphasizing when you come to each preposition. Occasionally stop to ask for the rule that determines your choice of preposition.
   - Note: Don't write your description on the board, because students may be too tempted to copy your model. You could write it on the board and then erase it, but in many Peace Corps countries, copying whatever is on the board is second nature for students—so by the time you erase it, they may have already copied much of it.
3. Ask students to work individually to write a paragraph describing a typical week at school, trying to use as many of the English "times" and "places" words that they have studied. Then they should underline each appearance of *to, at, on,* and *in*.
4. Ask students to exchange their paragraph with a partner. They should take turns reviewing each other's paragraph sentence by sentence, to agree that the best choices of prepositions are used throughout. If they cannot decide, the teacher can help.
5. When the peer assessment is winding down, call the class together and ask for volunteers to provide some sample sentences that they wrote.
6. Collect the paragraphs for review and feedback.
7. You may want to give a small prize to the student who had the most correct sentences.

Variations

With beginners, a preparation activity could be to give them a paragraph with blanks for prepositions and times, or prepositions and places, and have them complete the sentences based on their own lives. This will make the review of prepositions more focused and prepare them to do a less controlled activity like the one described here.

Painful Prepositions – Explanation

With Verbs of MOVEMENT   EXCEPTIONS

fly	deliver
go	come
hand	Back
come	bring
send	go back
take	ship
walk	return
send	give
carry	travel

To (From)

ask
answer
call
enter
telephone
attend
near

⊘

Verbs of STATE

be	be back
stay	live
sit	spend

At ——
address
company
time (07:00)
home

On

Time	Day	Date
Place	Street	Page
	Side	Vacation

Place
department
city
region
country
market
directory
book

In —————

Time
month
season
decade
century

At/To – With Personal Interactions:

To = cooperation   At = aggression

The child ran to his mother. (he wanted protection)
The child ran at his mother. (he was angry)
She threw the ball to me. (we're on the same team)
She threw the ball at me. (she wanted to hurt me)

Activity 12: Sentence Chain

This is a traditional memory chain activity.

Pros
- Allows students to practice choosing the correct preposition in an experiential context
- Gives students agency (they get to decide where they put the object)
- Keeping the memory chain going builds up a sense of expectation in the class (will she remember all the sentences?)

Cons
- Experiential, but not very communicative

↗ **Level:** Beginner to low-level intermediate, as review practice

✘ **Skills**: Listening, speaking, remembering

▤ **Materials:** A few small objects

⧗ **Prep Time:** 5 minutes   **Activity Time:** 15–20 minutes (or as long as the teacher wishes)

Preparation

Write the list of prepositions studied on the board.

Procedure

1. Tell students that you will use prepositions to talk about the relation of things. For example: "Look, I put the eraser *ON* the desk." "Look, now I am putting the eraser *IN* my pocket."
2. Now model how the memory chain process works. Choose a student to help you.

   - *Example*:
     Say again, "I put the eraser *on* the desk. Chandos, what did I do?"
     Chandos answers, "You put the eraser on the desk."
     You model, "Yes, the *teacher* put the eraser on the desk. Now Chandos, *you* do something with the eraser."
     Chandos holds the eraser above his head. Chandos says, "I put the eraser above my head."
     Now ask another student: "Carlotta, what did you see?"
     Carlotta answers, "The teacher put the eraser on the desk, and Chandos put the eraser above his head."
     Now say, "Carlotta, what do you want to do with the eraser?" Carlotta puts the eraser someplace else.
3. Prompt the next student to correctly recall where the teacher, Chandos, and Carlotta put the eraser, and then add where s/he puts the eraser, and so on.

   - Note: With beginning students you may not want to worry too much about them getting the tense correct. You want them to focus on the correct preposition. For intermediate students doing this activity simply as a one-off review, you probably will want to insist more on correct tense choice.

Variations

Memory chain activities like these are very common and can be used to review all kinds of sets of collocational vocabulary.

Articles

Nouns are **indefinite** if we are not referencing specific instances of the noun. For example, "a car" refers to "any car" or "cars" in general.

- **Indefinite articles**: "a" or "an" is used with singular objects (use "an" when the word following the article starts with a vowel sound).
- For **indefinite plural nouns** and for **non-count plurals** (like "furniture" and "vocabulary"), no article is used.

A **definite noun** refers to a specific example of the noun, or to a specific noun that is known by both the speaker and the listener. For example, "a dog" refers to "any dog," not a specific one. However, "the dog" refers to a dog that we both know.

- Definite nouns are preceded by "the." "The" can be used with both singular and plural nouns.

Activity 13: A, An, The, None—Where's the Error?

A colleague, Deborah Healey, has famously said that "the only purpose of the English article system is to distinguish between native and nonnative speakers." The English article system is that ambiguous. It is also worth noting that in graduate school I was given a handout that listed 44 rules for correct use of the English article. The point was not to teach all these rules, but rather to remind us not be too harsh on learners' mistakes in article use.

Therefore, when designing error correction activities for students to learn and practice article use, unless you have introduced a specific article rule in your lesson, you should focus on the following types of article errors:

1. Singular or plural nouns: (a car/ø cars)
2. Count or non-count nouns: (recommendation vs. advice)
3. Specific or general nouns: an apple (any apple), the apple (the specific one I bought)
4. New or old information: I met **_a_** man. **_The_** man's name was Wayne.

Pros
- Encourages students to recall, discuss, and apply the above rules to make decisions

Cons
- Does not provide ways for students to use articles in authentic writing or discussion

↗ **Level:** All levels, but beginners should only focus on singular and plural decisions and "logical" count or non-count nouns

�skills **Skills:** Reading, speaking

▤ **Materials:** Worksheets A and B (see example handouts below)

⧗ **Prep Time**: 30 minutes

Activity Time: 30–45 minutes with review, depending in part on class size and level

Preparation

Prepare two worksheets that have the same sentences, but include an error in *each* sentence but on only one of the worksheets. (For example, in the handout below: Worksheet B has correct article use for sentence 2, and Worksheet A contains the mistake.) Then for sentence 3, the mistake appears on the B worksheet.

- Note: Do not provide too many sentences. Perhaps five to 10 items for beginners and 15 for more advanced learners.

Make enough copies of each worksheet so that about half of the class can receive Worksheet A, and have can have a copy of Worksheet B.

To manage time, prepare in advance a flip chart sheet with the correct answers or have the answers written on the board if there is a way to cover them.

Example Handouts

Worksheet A	**Worksheet B**
1. In the south, people use milk in the tea.	1. In south, people use milk in tea.
2. Please move books on table.	2. Please move the books on the table.
3. Usually cars run well when they are new.	3. Usually the cars run well when they are new.

Procedure

1. Review the basic rules for deciding when to use "a," "an," "the," and no article.
2. Have students count off into pairs.
3. Give one member of each pair the A worksheet and the other student the B worksheet.
4. Have them put the handout face down on their desks and tell them not to look at it.
5. Tell the students that there is a mistake in each sentence, on either the A or the B worksheet.
6. Tell them their job is to work in pairs, recall the rules of article use, and decide whether worksheet A or B contains the error. With more advanced students you can tell them that they will also be expected to give a rule or provide other reasons for their choice.
7. Carry out a comprehension check to be sure they have understood.
8. Deliver the instructions for the activity:
    - Partners to study each sentence to determine which worksheet has the correct sentence, which has the incorrect sentence, and why.
    - The partners should put a "C" at the beginning of all correct sentences.
    - They should also correct the error.
9. Prompt the partners to begin.
10. During this time, circulate the room but do not directly provide answers. Take note of any sentence pairs that are challenging for many students, to review with the whole class at the end of the activity.
11. Each pair then exchanges their worksheets with another pair.
12. The pairs correct each other's worksheets and return them to the original pairs.
13. Before collecting the worksheets (if a grade is needed), the teacher asks for any questions. If there are no questions or after student questions are finished, if time remains, you can provide further instruction and explanation about the sentences you identified as being difficult for many.

1. With more advanced students (or if students have already done controlled practice), you could also have make alternative A and B worksheets which have pairs where:

   - either the sentence on Worksheet A or B is wrong, or

   - sentence pairs on A and B are slightly different but both are correct, or

   - sentences are identical but both are wrong.

2. This activity can be used in place of any traditional error-correction activity when the teacher wants to encourage more student interaction and/or reflection on application of rules or solving problems. This is particularly useful for "focus on form" activities (like article choice) where it is difficult to have engaging interaction at the same time as students are asked to focus on details.

Adapted from TELNET: 15 Variations on a Grammar Auction: http://edition.tefl.net/ideas/games/grammar-auction-variations/

Activity 14: Article Auction

Using "currency" you have made, student groups bid to win correct sentences. When bidding is finished, the teacher tells students which sentences are correct, which are not, and why. The team with the most correct sentences (after the number of incorrect sentences they have collected is subtracted) wins.

Pros
- Engaging and exciting way to study article choice
- Encourages discussion of article choice rules
- Can be a fun way to close a lesson or unit on articles

Cons
- Can be noisy
- If auctions and biddings are not familiar, the activity may be too culturally distant
- Focus is on error correction, not producing language

↗ **Level:** Best for intermediate or advanced, but can work for beginners if simplified

⚒ **Skills:** Reading, listening, and speaking

▤ **Materials:** For currency: Beans, stones, bottle caps, or paper squares marked with different dominations. For sentences: Large sentence strips which can be seen in the whole room.

⧖ **Prep Time:** 2 hours to collect your "currency" and mark denominations

Activity Time: 30-45 minutes, depends on number of questions and the size of the groups

Preparation

If students are not familiar with the idea of auctions and bidding, it will need to be explained and modeled.

Suggestions for "currency" preparation: Use no more than three denominations. Do not make money that students can easily fabricate during the class. If money is too difficult to make, you can simply keep a tote on the board for each time a player makes a bid by starting with the same total for all teams, and subtracting the amount of each bid from whichever team won a particular bid.

<u>Suggestions for sentence preparation</u>: Prepare 10 to 15 sentences that concern an article—some with correct article use and some with incorrect article use. With large sentence strips (1.5 to 2 feet long) it is easy for each group to keep the strips they've won until the end. As an alternative, each sentence can be put on the board and when a team wins that sentence, the team is noted by the sentence (this allows right and wrong sentences to be discussed—and added or subtracted—at the end of the game). Also, if you are using the blackboard, you will need to keep a tote of each team's winnings on the board.

Procedure (the simple version)

1. Divide students into groups of equal size.
2. Explain how the game works:
   - Whichever team bids the most wins the sentence.
   - Every time a sentence is won, the team that won it holds the sentence and the bidding begins again.
   - At the end of the game, each team takes a turn reading one of their sentences. They identify the sentence as correct or incorrect. If their choice is correct, they win the amount of their bid. If they incorrectly identify the choice as correct or incorrect, they lose the amount they bid.
   - This continues until the class has gone through all the sentences. The group who in the end has lost the least money is the winning group.
3. Once students understand the game, show them a sentence strip. Read it aloud and encourage bidding just as an auctioneer would.
4. When bidding has stopped, the highest bidding team wins the sentence.
5. The teacher might provide the winning team with a small prize if possible.

Variations

Here is a more complex version of the Grammar Auction:

1. Divide students into groups of equal size.
2. Explain how the game works:
   - Whichever team bids the most wins the sentence.
   - If the team identifies the sentence as correct and it is indeed correct they win double the amount of their bid (if they bid 100, they get 200).
   - If the team identifies the sentence as correct and it is not, they lose double the amount of their bid (if they bid 100, they lose 200).
   - If the team who wins the sentence identifies the sentence as incorrect, and it *is* incorrect and they correct the sentence, they double their bid.
   - If the team who wins the sentence identifies the sentence as incorrect but they fail to correct it, they lose double their bid.
   - Whenever a team misidentifies a sentence as correct or incorrect, or fails to successfully correct an incorrect sentence, the other teams can bid on that sentence and the process begins again.
   - Once a sentence is correctly identified as correct or incorrect, and if incorrect it is corrected accurately, the whole group moves on to the next student.
3. Once students understand the game, show them a sentence strip. Read it aloud and encourage bidding just as an auctioneer would.
4. When bidding has stopped, the highest bidding team wins the sentence.

5. The teacher might provide the winning team with a small prize if possible.
6. Like the first article activity (Activity 13), this game can be used in place of any traditional error-correction activity.

Adapted from TELNET: 15 Variations on a Grammar Auction: http://edition.tefl.net/ideas/games/grammar-auction-variations/

Adjectives

Opposites & Participial Adjective Pairs

Adjectives are used to more precisely identify or describe nouns. One key aspect of using common adjectives effectively is to know their opposites.

Adjective phrases are often used to compare—to say what is the same and what is different.

Key phrases for *opposites* are: "What is the opposite of X? The opposite of X is Y."

Key phrases for *comparing/contrasting* include:
- "more X than...," or –er added to an adjective
- "the same as...," or "as [adjective] as [compared noun]"

Activity 15: Adjective Concentration

Concentration is a game in which participants remember what is hidden under boxes in a grid to be able to find which two boxes match.

Pros
- An engaging way to review adjectives and their opposites

Cons
- Not very communicative

↗ **Level:** Beginner

� **Skills:** Reading and speaking

▤ **Materials:** Concentration grid drawn on the board with the answers covered by numbered sheets of paper

⧖ **Prep Time:** 20 minutes   **Activity Time:** 15–20 minutes

Preparation

Draw a grid like the following example on the board.

long	soft	sick	nice	heavy
happy	hard	young	healthy	dirty
messy	sad	neat	strong	old
weak	light	unpleasant	clean	short

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

Cover each square of the grid by taping the top of a sheet of paper to cover each square. The papers show only the numbers. In this way, it will be easy to lift the paper to show the adjective.

Make yourself an answer sheet like the one below for easy reference.

1 long	2 soft	3 sick	4 nice	5 heavy
6 happy	7 hard	8 young	9 healthy	10 dirty
11 messy	12 sad	13 neat	14 strong	15 old
16 weak	17 light	18 unpleasant	19 clean	20 short

Procedure

1. Divide your class into two teams. (If your class is large and you have a co-teacher or a student assistant, you could run two games at the same time, having four teams and a Concentration grid in both the front and the back of the room.)

2. Tell students that each student will take turns selecting two squares on the Concentration grid. If the adjectives are opposites, those squares will be out of play. You show they are out of play by removing papers from those squares. For each set of opposites correctly matched, that team gets a point.

3. If the two squares do not match, the paper is lowered and it is another student's turn to choose two squares. No points are received in this case.

4. The game continues until all matched squares are found. The team with the most points wins.

Variations

1. For more advanced learners, not only do they need to find an opposite match, but they also need to make a grammatically correct sentence using one of the adjectives of the pair to earn a point.

2. This activity can also be used for the following grammar features: synonyms, antonyms, and matching related grammar features.

3. Concentration grids can also be used to identify words with similar sounds for practicing new words and definitions, and many other types of activities.

Activity 16: Is English Class Bored or Boring?

Many students have difficulty remembering the nuance of difference between participial pairs about emotions or states of mind. This activity helps students practice this skill.

Pros
- Gives students additional practice for important words/concepts that are often confused
- Doesn't take a lot of time (can be used as a filler activity in case a teacher runs short)

Cons
- Not authentic practice in real-life situations

↗ **Level:** Intermediate, or an on-the-fly review for advanced

✗ **Skills:** Listening, reading, and writing

▤ **Materials:** None

⧗ **Prep Time:** 5–10 minutes

Activity Time: 15–20 minutes for the presentation; 20–30 minutes for the assignment

Put the following pairs of adjectives on the board:

boring	bored
interesting	interested
fascinating	fascinated
tiring	tired
exciting	excited
stimulating	stimulated
amusing	amused
annoying	annoyed
confusing	confused
disappointing	disappointed
frightening	frightened
horrifying	horrified
satisfying	satisfied
shocking	shocked

Procedure

Presentation

1. Remind students that these are all adjectives formed from the present and past participles of verbs. Remind them also that the adjectives are all about emotions or mental states.
2. Write the "rules" on the board as you review them with students:

 If the adjective ends in –ing, the adjective tells the quality/characteristic of the person or thing

   - -ing → how you (or a thing or an experience) affects others: the horrifying creature
   - The *boring* student → the one that makes me bored, the one everyone tries to get away from

If the adjective ends in –ed, the adjective tells how the other person, thing, or activity makes *you* feel, how it changes your emotion or mental state.

   - -ed → how someone feels after being affected by a person, thing, or appearance: the horrified audience
   - The *bored* student: if a student is bored, probably it is because s/he has a bor<u>ing</u> teacher.

 It is possible for anyone to have both characteristics at different times:

   - Charles is often bored in algebra class.
   - Charles is boring when he starts telling all the girls how wonderful he is.

3. Choose different participial pairs from the list and ask students to make sentences with each to show the difference in meaning. Then ask them to explain the difference of meaning to be sure they have understood it.
4. When you are sure that most students have the difference under control, move to the activity.

Assignment

1. Ask students to work in pairs to describe a well-known person, film, novel, or a situation or context (such as English class, preparing for a test, being at the beach).

2. They can describe that person, film, situation, etc., using any language that they want, as long as 1) they use three of the words from the list on the board and 2) the context for those words makes it clear that they have correctly understood the meaning of the participial adjective that they've chosen.

3. Collect the assignments and comment on them, but only evaluate them in terms of making clear that students understand the difference between the participial adjectives (rather than also commenting on other grammar features, spelling, or accuracy of the rest of the content).

Comparatives and Superlatives

Comparative expressions indicate the relationship between two things and are usually formed around adjectives.

Comparative expressions can indicate equality/similarity: X is the same as Y, X is as big as Y.

Comparative expressions can indicate inequality/difference: X is more intelligent than Y, X is smarter than Y, or X is less intelligent than Y, X is dumber than Y.

Superlative expressions compare more than two things.

X is the most intelligent person in the room. X is the smartest person in the room.

X is the most stupid person in the room. X is the dumbest person in the room.

Activity 17: Making Connections

Students use comparative expressions to state relationships between things.

Pros
- Students learn and practice ways to express the relationship between things

Cons
- Not a lot of practice time

↗ **Level:** Beginners and low intermediate

✗ **Skills:** Listening and speaking

▤ **Materials:** None

⧗ **Prep Time:** 5 minutes   **Activity Time:** 15–20 minutes

Preparation

Put the following nouns on a flip chart or on the board:

airplane	chalk	giraffe	monkey	iron
bus	creek	lamb	mouse	river
cat	computer	ladder	pen & notebook	snail
cement	gold	lion	pig	turtle

Procedure

1. Review adjective comparison structures with the students, and tell students they are going to play a game.
2. Tell students they are going to play a game and briefly explain the following procedure.
3. Place the class into two teams.
4. Give a student an adjective (or "a word") and prompt him or her to use it to connect/compare any two things that are written on the board.

   Here is the adjective list:

clean	dangerous	easy-to-use	expensive	hard
large	noisy	quick	slow	tall

5. If the comparison is grammatically correct, correctly spelled, and makes sense (the teacher decides what makes sense), the team gets a point.
6. If the comparison has an error or does not make sense, the other team gets a turn—and if that team member is correct, her/his team gets the point
7. Continue on until all the adjectives have been used.
8. The team with the most points wins.

Variations

1. This could be group or triad work instead of a competition.
2. With 10 more nouns added to the noun list, superlatives as well as comparisons could be practiced (for example, a lion is more dangerous than a lamb but a dragon is the most dangerous).
3. To practice both superlatives and comparisons in less time, (work with five adjectives and 15 nouns. With less advanced students, to help them make logical sentences more quickly, separate the nouns into five logically related sets of three nouns each.

Activity 18: One of These Things Is Not Like the Others

You may remember this song from the television show Sesame Street. If you're not familiar with it, a quick online search can pull up videos that show this popular Sesame Street segment that inspires this game.

Pros
- Engaging and realistic

Cons
- Some Volunteers in low-resource settings may have trouble locating or creating good images or videos to use in the activity

↗ **Level:** Beginner and low-intermediate

�֎ **Skills:** Listening and speaking

▤ **Materials:** Images or videos about objects that have similarities and differences

⏳ **Prep Time:** Depends on the challenge of accessing or creating appropriate images

Activity Time: 15–20 minutes, varies depending on the number of images

Preparation

Prepare images or videos showing two, three, or four objects/animals/people that are similar in some ways and in other ways at least one is clearly different. You'll also want to have as many images of, at least, pairs of objects that have clear similarities and clear differences. Volunteers can sketch the objects/animals/people, if preferred.

Procedure

1. Play or sing the song and explain about the routine on Sesame Street. Tell students they are going to practice saying how things are the same and how they are different.
2. Together look at two or three images or videos and have the whole group brainstorm at least three ways the objects are different and at least two ways that they are the same.
3. Review common comparative and contrastive adjectival expressions: "more X than," "Xer than," "the same as," "as X as."
4. After having modeled how the activity works, form students into pairs or triads and provide each small group with images to use for the activity.
5. Each pair or triad then thinks of at least three sentences about how the objects are the same, and at least two sentences about how they are different.
6. When most groups have completed their task, ask two or three select groups to share their sentences.
7. As time permits, the images can be passed around the room to the next desk and students can play the game again with different images.

Variations

If enough images of three or more objects can be found, the activity could be expanded to practice superlative adjective expressions.

Activity 19: Superlatives—Find Someone in the Room Who …

This common activity type can be applied to experiential practice of superlatives.

Pros
- Engaging and experiential

Cons
- You need to have enough space in a room for the class to move around

↗ **Level:** Beginners and low intermediate

⚒ **Skills:** Listening and speaking

📄 **Materials:** Handout, or list items on the board and then students copy them into their notebooks (see sample list below)

⏳ **Prep Time:** 5 minutes　　　　**Activity Time:** 15 minutes

Preparation

Copy the handouts, or write the list of people to search for (below) on the board.

Procedure

1. Review the structure of adjectival superlative structures.
2. Tell students that they are going to walk around and observe until they have found a student that fits the information on the list.

Example Handout: Superlatives—Find Someone in the Room Who...

    a. Who has the biggest house?

    b. Who lives farthest from school?

    c. Who has the friendliest smile in class?

    d. Who has the smallest shoes/sandals?

    e. Who has the shortest hair? The longest?

    f. Who has the longest name?

    g. Who has the largest family?

    h. Who is the best dancer in class?

    i. Who is wearing the newest item of clothing today?

    j. Who has studied English the longest?

1. Students walk around and complete their list.
2. When everyone has finished, direct students to sit down.
3. Call on different students to give their answers. Check to see if other students have different answers. If so, have them share their answers and then the class as a group decides which is the best answer.

Variations

1. Students work in teams with each team tasked to think of five characteristics (similar to the example list used above), and then ask other groups to decide who in the class is the superlative person in regard to that characteristic.
2. See also Activity 4, for a variation of this activity that is designed to practice tag endings.

VERBS

CHEAT SHEET: TENSE and ASPECT USE AND KEY WORDS

SIMPLE PRESENT TENSE

* Regular, habitual events
* Things that are always (or never) true

Verbs that never take the progressive/continuous form but exist only in the simple present, simple future, and simple past are:
* Verbs of feelings, mental states (hate, love, enjoy, detest)
* Perception verbs (taste, hear, feel, see)
* Verbs of state or possession (to be, to remain, to live; to have, to possess, to own)

Key words (adverbs of frequency/duration): always, almost always, usually, often, sometimes, frequently, generally, occasionally, seldom, rarely, hardly ever, never, how often

PRESENT PROGRESSIVE (CONTINUOUS)
* Things happening now
* Things ongoing in the moment
* Things happening in the future, with a future adverb (e.g., tomorrow). Probably the most common way to express the future.

Key words: now, today, right now, at the moment, currently, this morning; tomorrow, soon, in a week, in a month

PRESENT PERFECT
* Period of time is not yet completed
* Event in the past has a direct effect on the present or future

Key words: How long since …? How long for …? How many times…? Have you ever…? Words that signal relation to present: "yet, already, before." "Just" to indicate recent past.

PRESENT PERFECT PROGRESSIVE

Same conditions and key words as present perfect, but the present perfect progressive emphasizes the ongoing action with direct effect on present or future (e.g., "I have been studying since yesterday morning").

SIMPLE PAST
* A finished action or state in the past (and the period in which the action could happen is also complete
* Used in if clauses with the unreal conditional (typically replaces the subjunctive in colloquial oral language.

Key words: ago, then (vs. now), in the past; *Past-time adverbs:* yesterday, last week, in 1995

PAST PROGRESSIVE

An ongoing action in the past; an action that was occurring when another action occurred

Key words: when, while, during

PAST PERFECT

An action in the past that occurred before another past action (or hypothetical past action)

Key words: "before," "then," "when if" clauses with the past conditional

USED TO/WOULD with past time period

- Expresses an action that was habitual in a past time period

Examples:

"When I was in Paris I used to have an espresso and croissant every morning."
"During my childhood I would often spend whole days playing in the woods."

SIMPLE FUTURE

- In the affirmative, used to promise, offer, or volunteer ("I'll do it")

- To make requests—especially in urgent or informal situations ("Will you help me?")

- In the negative, to refuse ("I won't be able to do it, I have another meeting")

- Also used to predict or prophesize: ("You will live a long and prosperous life")

Key words: For the predictive use of the simple future, some related words/expressions include: someday, in the future, I bet that, I believe/think (that) …

FUTURE WITH "TO BE GOING TO"

Used as another way to express the future. Probably it is the most common way to express the future following the present progressive used with a future adverb of time. Some grammar explanations suggest that the "going to" form is more used to imply the speaker's intention (rather that stating a future fact or plan), but this analysis is not confirmed by research and such an explanation is probably more confusing to students than helpful. Better to tell students that it is simply another way to express the future.

Examples: "I'm going to start my thesis tomorrow." Note that there is a past form as well: "I was going to tell you, but you beat me to it."

FUTURE PROGRESSIVE

Used to discuss actions occurring in the future, especially viewed from a particular point in the future.

Key words: in the future, in 2075, by that time

FUTURE PERFECT

Used to discuss future events/actions that were completed prior to another future action: "I will have to save enough money for a down payment before I can buy a house."

Key words: Time expressions related to the present perfect often tend to key the future perfect as well: "for/since," "already/yet," "X times," and "just." Also time adverbials such as "before," "when," "at the time of," and "by the time I/she/we/they," will often appear in the "result" clause: "By the time I earn my Peace Corps TEFL Certificate, I will have finished service."

FUTURE PERFECT PROGRESSIVE

To talk about a future action that began prior to another future event and continues up to and after the current future event: "I will have been working for 12 hours since I started the shift."

Key words: Future time expressions that relate to both the perfect aspect ("since/for," "yet/already," "along with") and also emphasize the ongoing nature of the action/event: "I will have been working without cease/continuously/non-stop since you last saw me."

REAL CONDITIONAL

Examples include:

1. If you mix yellow and green, you get blue.
2. If you reduce the temperature to 0^0 Celsius (or 32^0 Fahrenheit), it will freeze.

Form 1 is used more to emphasize fact, and Form 2 is more to emphasize cause and effect. Activity 20 below emphasizes Form 2.

Key words: "If... then..."

UNREAL CONDITIONAL (Conditional 2)

Expresses possible future states or actions based on hypothetical present actions: "If I had known, I would have told you." Originally the "if" clause in such sentences used the subjective, but it has fallen out of use except for the frozen form in academic or formal language with "to be": "If I were..."

Key words: "If... then..."

PAST CONDITIONAL

Expresses possible past states or actions based on hypothetical past actions: "If I had known you were going to get angry, I would not have said it."

Key words: "If... then..."

Imperatives

For beginners, imperatives are a great context for learning and then practicing the use of many verbs. Imperatives can be used to make requests—and making comprehensible requests is a handy talent if you are a second- or foreign-language speaker where your own language is not widely used.

Associated features include "please" and "thank you."

Activity 20: Total Physical Response

Pros
- Interactive
- Kinesthetic
- Experiential
- Communicative

Cons
- None

↗ **Level:** Beginner

✗ **Skills:** Listening and speaking

▤ **Materials:** None

⧖ **Prep Time:** 5–10 minutes

Activity Time: Depends on the number of verbs introduced and whether students have already been exposed to the words

Preparation

Put together your set of commands, i.e., a list of actions that you'll have students engage in. Avoid introducing more than 10 commands at a time. In fact, sets of five expressions practiced twice may be better than 10 different expressions practiced once.

> Example expressions: stand up, sit down, walk, stop, turn right, and turn left

Commands will be easier for students to master if they use verbs that are easily associated with objects or activities that occur often or easily in the class.

> For example: pick up, put down [pen, pencil, box, paper]

Procedure

1. Model each action, while deliberately saying the English words for the action. Repeat several times and add body language and gestures. For example, for "stand up," raise your hands at your side to emphasize the moment that you are standing up.
2. Next, have the whole class engage in the action. Gesture and mimic the expression to support learning. If a student is having trouble, ask another student to correctly model the action.
3. Call on individual students, requesting them to carry out the action. Have them model it two or three times, especially when the action is introduced for the first time. Thank them.
4. Have the individual students you called on come to the front of the room. Have them call on other students to engage in the action.

5. After you have completed your set, write the commands on the board. Give students time to write them in their notebooks. Make sure students understand all the words on the board.

6. Now, don't say the expression, but point to the written expression on the board and gesture to students to engage in it. After they correctly engage in the action, point to the command on the board and point to your ear to indicate that students should pronounce it.

7. Once students are familiar with the routine, regularly finish each command you give with "please": "Stand up, please." And when a student responds, say, "Thank you."

Variations

1. Have a specific routine that you run students through by means of the Total Physical Response method. For example: "Stand up, walk forward three steps, turn right, walk six steps. Turn left. Turn on the light switch. Good. Now turn off the light switch. Turn right. Walk six steps. Turn left. Walk six steps. Sit down. Thank you."

2. Play "Simon Says."

3. Play a more realistic version of "Simon Says" where instead of the other students not moving until they hear the words "Simon Says," they only move when they hear the word "please."

4. Introduce negatives using this activity: Students perform the action when the negative is not heard, but if they hear the negative: "*Don't* wave your hand," they cannot carry out the command or they lose the game.

5. When students can understand and use imperatives, you can introduce the simple request form: "Can you...?"

6. Then you can reverse the game with the students to ask permission. In this version, when it is a student's turn, the student first asks the teacher and then (later) the other students "Can I stand up?" And then, "Can I walk to the water fountain?" And then, "Can I drink water?" The teacher/guide should answer each time, "Yes, you can."(Unless you want to play a joke and say "No, you can't!")

7. Classroom vocabulary can easily be taught along with the verbs/action words about how to manipulate objects in the classroom.

Irregular Verbs

Irregular verb patterns simply have to be (1) memorized and then (2) drilled until they are internalized. Too often classrooms provide lessons and tests to prompt memorization but do not make practice time to drill until automatization.

Different verb tenses are often associated with different adverbs of time. For example:

- Always, often sometimes → simple present tense
- Yesterday, last week, in 2013 → simple past tense
- For/since, already/yet, before, and just often → present perfect tense

Activity 21: Conjugation Competition

This activities helps students review verb tenses and irregular verbs.

Pros
- Kinesthetic learning

Cons
- Not particularly communicative

↗ **Level:** Beginner and intermediate

✕ **Skills:** Reading, writing, spelling

▤ **Materials:** None, other than preparing the board or a flip chart sheet to put the grid on

⧖ **Prep Time:** 5–10 minutes   **Activity Time:** 20 minutes

Preparation

Make a grid for each team you plan (about three to four students per team, or more for very large class sizes). Grids should be the size of a flip chart sheet so they can be seen throughout the room. List the verbs to be conjugated across the top row (no more than five verbs). Down the grid columns, list the tense to be used (a different tense for each subject pronoun) and the subject pronoun.

SAMPLE GRID

TENSE	PERSON	*to be*	*to go*	*to lie* (in bed)	*to fight*	*to fly*
Past Perfect	*I*					
Simple Past	*You*					
Simple Future	*S/he*					
Past Progressive	*We*					

Future Perfect	You (pl)					
Present Perfect Progressive	They					

Procedure

1. Divide the class into equal teams and have them line up in front of their grid. Explain the activity procedure.
2. Teams begin when you say "start."
3. Each member of the team takes a turn to either (a) fill in a grid cell or (b) correct a previously entered cell.
4. The first team to finish their grid sits down and the teacher checks it for accuracy.
5. The first team with a completed and correct grid wins.

Variations

1. Use proper nouns or change the pronouns you use.
2. For more advanced students, ask for a model sentence using the verb form in a sentence consisting of more than a subject and verb.

Adapted from the Monster Book of Language Teaching, *Regional English Language Officer Office, U.S. Embassy, Sao Paulo, Brazil, 2010.*

Activity 22: Drilling Irregular Verbs With Adverbial Expressions of Time

This activity helps students automatize irregular verbs and adverbials of time associated with them. It can be used to introduce this grammar form. The teacher's tip sheet below is not meant as a handout. These drills should always be done orally. Therefore only you and any co-teachers or guides need a copy.

Pros
- Counterparts and students both will be comfortable doing it
- If you make (or have students copy) versions of the example sentence sheet, they can drill each other

Cons
- While experiencing the internalization feels empowering, drills can become quickly tedious. Limit the amount of time you spend in any session on these drills.

↗ **Level:** Beginning and intermediate

� **Skills:** Listening and speaking

▤ **Materials:** None

⧗ **Prep Time:** 5–10 minutes

Activity Time: 10 minutes per session (ideally facilitate many short sessions)

Preparation

Using the teacher's tip sheet below as a starting point, personalize, localize, and add to the sample drill sentences so that they are appropriate and relevant for your students and community.

Procedure

1. Demonstrate the drill pattern with a couple of well-known irregular verbs (for example, to be, to have, to eat).

2. Make clear why all the drill sentences emphasize specific time expressions. For example "always" is a key word for habitual actions (which tend to take the simple tenses). "Last year" signifies a past time. "Today," "currently," and "now" tend to indicate the present progressive, etc.

3. Drill a student in the following manner:
   - I <u>always</u> <u>choose</u> my friends carefully. REPEAT... Good!
   - I <u>always</u> <u>choose</u> my friends carefully. LAST YEAR... Good!
   - Last year I chose my friends carefully. Good, now, I HAVE...
   - I have always chosen my friends carefully.

Variations

Patterns with simple past, past perfect, and the past conditional could be drilled together.

TEACHER'S TIP SHEET: DRILLING IRREGULAR VERBS

When given time to think, students often remember and know irregular verbs very well. The problem is that when you are talking to someone, you don't have time to stop and think. So it's important to drill irregular verbs until they are automatic. One good way to do this is to drill/practice the irregular verbs in short sentences like the samples below.

NOTE: the words in capitals are "adverbials of time." It is good to reinforce expressions like these when doing verb drills so that students internalize the connection between certain time expressions and the tenses that typically occur with them.

You can substitute other irregular verbs, other short drill pattern sentences, and other appropriate time adverbials.

I ALWAYS <u>choose</u> my friends carefully.
LAST YEAR I <u>chose</u> my friends carefully.
I HAVE <u>chosen</u> my friends carefully.

He OFTEN <u>hides</u> from his brother.
YESTERDAY he <u>hid</u> from his brother.
He HAS <u>hidden</u> from his brother.

EVERY YEAR I <u>catch</u> a cold.
LAST WEEK I <u>caught</u> a cold.
I HAVE <u>caught</u> a cold.

IN FACT, <u>I'm</u> a teacher.
IN 2013, I <u>was</u> a teacher.
I HAVE <u>been</u> a teacher.

SOMETIMES I <u>drive</u> a Toyota.
LAST MONTH I <u>drove</u> a Toyota.
I HAVE <u>driven</u> a Toyota.

She RARELY <u>drinks</u> milk.
LAST NIGHT she <u>drank</u> milk.
She HAS <u>drunk</u> milk.

TWICE A DAY I <u>ride</u> the bus.
YESTERDAY I <u>rode</u> the bus.
I HAVE <u>ridden</u> the bus.

IN FACT, he <u>finds</u> English difficult.
AS A CHILD, he <u>found</u> English difficult.
He HAS <u>found</u> English difficult.

OCCASIONALLY they <u>steal</u> cookies.
AT THAT TIME they <u>stole</u> cookies.
THEY HAVE <u>stolen</u> cookies.

SOMETIMES I <u>leave</u> my homework at home.
YESTERDAY I <u>left</u> my homework at home.
I HAVE <u>left</u> my homework at home.

Tense Pattern Practice

Activity 23: Pattern Practice (and Comparison?) for Tenses

Before looking through this activity, you may want to review Activity 3, Question and Answer Pattern Practice, which follows a similar routine for engaging in substitution and transformation drills.

Pros
- Reasonably authentic
- Within counterparts' comfort zones
- Leads to automatization/internalization that leads to fluent communication
- Once the pattern practice prompts become routine, students can quiz each other to increase practice time

Cons
- Somewhat mechanical

↗ **Level:** All, but lower proficiency students will engage in fewer and shorter transformations, with transformations becoming more complex and communicative for respectively higher and higher proficiency students

⚒ **Skills:** Reading, speaking, and listening

▤ **Materials:** Handout or extensive copying from board

⧗ **Prep Time:** 1–1.5 hours   **Activity Time:** 30–45 minutes

Preparation

Prepare sentences to be transformed using context, vocabulary, and situations from current or recent lessons. (Refer to the sentences in the example handout below, as a starting point.) Verify your translations of verbs with a native speaker, if possible.

Look for opportunities to introduce students to common, everyday idioms or useful vocabulary.

Ten to 12 sentences are enough. It's better to go slow and give students time to practice and re-practice than to cover more items. Test out the activity instructions to make sure the sentences you'll use as prompts easily lead to the response you seek. Make copies of the handout or write it on the board.

Procedure

Warm-Up

1. Write a sentence on the board with the verb in parentheses in the students' local language. Ask them to translate the verb.
2. If you choose to also practice deciding which of two tenses are appropriate, ask them to choose the correct tense and explain why.
3. Review this choice with the class.
4. Ask a student to make the sentence negative.
5. Ask a student to make it into a question.
6. If a student makes it into a yes/no question, try to lead them to produce a WH question, or vice versa. Label these questions as such.

Activity

1. Tell students that today they are going to practice the different forms of questions, answers, and negatives so that they can make these kinds of transformations automatic.

2. Write a model sentence on the board.

3. Model the transformations you want students to engage in by modeling both sides (the teacher prompt and the student response) yourself. You can do this by standing on one side to play the teacher role, and then move to the other side to do the student role.

4. Then ask a student (preferably one of your stronger students) to model different patterns with you.

5. Begin working with individual students. If a student gets stumped with a prompt, ask other students to help out.

6. Before this routine becomes automatic, you will have to work with one student at a time. Sample students randomly. (If you go row by row, students will anticipate when they will be called on and can begin to get distracted if they have already been called on or will not be called on for some time.)

7. If you make this approach a regular routine with each new language feature, soon students will internalize the prompts and with a prompt handout they will be able to quiz each other, which will increase practice time considerably.

This example shows all possible prompts that might be asked of a student during a grammar explanation review, as well as transformation and substitution drills. For high beginners, you would want to use simple sentences and you might only practice translation, tense choice (if you are asking students to compare two tenses), negatives, and yes/no and WH questions. If you introduce new lessons (especially lessons on new or review grammar tenses with dialogues), you can pull in many of your pattern practice drills on sentences (or similar sentences to) those in the dialogue.

Note: *Adorer* in French means "adores" or more simply "loves."

TEACHER: Jack (adorer) Chinese food. <u>What does "adorer" mean</u>?

STUDENT: "Adorer" means "<u>to love.</u>"

TEACHER: Okay. Jack (adorer) Chinese food. <u>Translate and repeat</u>.

STUDENT Jack love Chinese food.

TEACHER: Uh-huh. <u>What tense should "love" be</u>? Simple present or present progressive?

STUDENT: Simple present <u>because it's a feeling verb</u>.

TEACHER: Good. Also it's a fact. Jack always loves Chinese food. Now, <u>repeat again</u>, Jack love<u>**s**</u> Chinese food.

STUDENT Jack loves Chinese food.

TEACHER: Very good. Jack loves Chinese food. <u>Negative</u>.

STUDENT: Jack doesn't love Chinese food.

TEACHER: Good. <u>Yes/no question</u>, Jack loves Chinese food.

STUDENT: <u>Does Jack</u> love Chinese food?

TEACHER: Okay. Does Jack love Chinese food? <u>Affirmative short answer</u>.

STUDENT: <u>Yes, he does.</u>

TEACHER: Good. Does Jack love Chinese food? <u>Negative short answer.</u>

STUDENT: <u>No, he doesn't.</u>

TEACHER: Okay, Jack loves Chinese food, <u>tag question.</u>

STUDENT: Jack loves Chinese food, <u>doesn't he</u>?

TEACHER: Good. Jack loves Chinese food, <u>WH question, replace "Chinese."</u>

STUDENT: <u>What kind of</u> food does Jack love?

TEACHER: <u>Answer?</u>

STUDENT: Jack loves Chinese food.

TEACHER: Okay. Jack loves Chinese food. <u>WH question, replace "Jack."</u>

STUDENT: <u>Who</u> loves Chinese food?

TEACHER: Answer?

STUDENT: Jack loves Chinese food.

TEACHER: Excellent job!

For most verbs, the decision about simple present or present progressive is about whether the sentence context is "typical" (using expressions like "always," "sometimes," and "now and then") or at a current time ("now," "today," "at this moment"). So if one of these time adverbs is in a model sentence, the teacher should call it to the student's attention.

Translate the verbs using the correct tense. Justify your tense choice. Be ready to transform the sentences into questions and negatives.

1. Mr. Baro (to wait) for the bus.
2. Mary and Fred (to go) to the movies tonight.
3. Cynthia (to leave) in 5 minutes.
4. Mark (to play) guitar.
5. Patty and Henry (to speak) Italian fluently.
6. The Trans (to take) their vacation in Japan.
7. You (to detest) mushrooms, don't you?
8. I (to give/host) a luncheon on Saturday.
9. Stephanie (to clean) her office today.
10. Holly and Stephen (to get married) this weekend.
11. Ms. Thiombiano's secretary (to be) on vacation.
12. Sara (to feel) sick.
13. I (to sing) in a chorus every Friday night.
14. Bob often (to help) his daughter with her homework.
15. Sometimes, we (to go out) to dinner in a restaurant.
16. What movie (to play) at the Royal Theater?
17. Sam and Jeremey (to think) that playing sports is fun.
18. Mr. and Mrs. Ouedraogo (to try) to find a new apartment.
19. Jim (to want) to buy a new car.
20. Priscilla (to wear) a new dress.
21. Our next-door neighbors (to have) a swimming pool.
22. Harry (to learn) very quickly.
23. Martha (to hope) to find a new job.
24. Mrs. Galbekian (to expect) a baby.

VERBS FOR THE PRESENT

Simple Present Tense

The simple present tense is used for:

- Regular, habitual events
- Things that are always (or never) true

Verbs that never take the progressive/continuous form but exist only in the simple present, simple future, and simple past are:

- Verbs of feelings, mental states (hate, love, enjoy, detest)
- Perception verbs (taste, hear, feel, see)
- Verbs of state or possession (to be, to remain, to live; to have, to possess, to own)

Key words (adverbs of frequency/duration): always, almost always, usually, often, sometimes, frequently, generally, occasionally, seldom, rarely, hardly ever, never, how often

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Activity 24: What Do They Say?

This activity helps students associate the simple present with the adverbs of frequency and duration that are frequently associated with it.

Pros
- Provides engaging practice
- Has a kinesthetic element

Cons
- Not very communicative

↗ **Level:** Beginner

� **Skills:** Listening, speaking, and reading

▤ **Materials:** Cards with five to 15 adverbs of duration/frequency, with one adverb written on each. The cards should be readable across the room.

⧗ **Prep Time:** 5–10 minutes   **Activity Time:** 10–20 minutes

Preparation

Prepare the cards, enough for each student to have at least one. For larger classrooms, you can form small groups and provide a set of cards for each group.

Procedure

1. Distribute the cards.
2. Review the use of the simple present tense. Remind students that the simple present is for things that always happen, sometimes happen, and never happen.
3. Review the meaning of the adverbs on the cards.

4. Tell the students that they will play a game. Each person must make a sentence in the simple present tense that uses the adverb that s/he has.

5. Tell students to form a circle.

6. Ask for a volunteer to start (or pick someone who may not have a great memory to start) and guide the activity using the following example process:

   - The first person (Haroun) picks a card that says "always," and may say, "I always do my homework."

   - Then the next person (Aisha) picks a card that says "rarely," and says, "I rarely eat snails and Haroun (the student who began) always does his homework."

   - Then the next person selects a card and says, "I usually like my brother, Aisha rarely eats snails, and Haroun always does his homework," and so on.

7. Don't allow students to write down notes to help their memory, but you might allow them to make gestures to help each other out.

8. Collect the cards at the end of the activity.

9. The game ends when the activity goes all the way around the circle or someone forgets part of it.

Variations

1. This activity can also be used for the following grammar features: synonyms, antonyms, and matching related grammar features.

2. This type of memory activity can also be used to identify words with similar sounds, for practicing new words and definitions, and many other types of activities.

Present Progressive/Continuous

The present perfect is used to talk about now or the future, emphasizing that the activity spoken of is an ongoing action ("I'm working on my thesis all the time/every day/continuously"). The same conditions apply to the present progressive/continuous, but the emphasis is on ongoing action with direct effect on present or future. Often the choice between the simple present, the present progressive, and the present perfect progressive is subtle:

I work at the Peace Corps. *Simple present.* It's a fact, it's established.

I am working at the Peace Corps. *Present progressive.* Happening now, but suggests the work is temporary or uncertain.

I have been working at the Peace Corps. *Present perfect progressive.* It's an ongoing action that began in the past, continues until this moment, and may continue into the future.

Key words: now, today, right now, at the moment, currently, this morning; tomorrow, soon, in a week, in a month.

Activity 25: What Are You Doing?

Pros
- A realistic, common question prompts a present progressive answer in a communicative, natural way

Cons
- Most students are not practicing English at any time during the activity

↗ **Level:** All levels (works best when students know many easy-to-imitate action verbs)

✕ **Skills:** Speaking and listening

▤ **Materials:** None

⧗ **Prep Time:** None

Activity Time: 10–15 minutes/pair, depends in part on student imagination

Preparation

Model the activity's structure to begin.

Procedure

1. Call a pair of students to the front of the room.
2. The first student pantomimes an action (e.g., drinking a drink through a straw)
3. The second student asks, "What are you doing?"
4. The first student answers with a different activity than what s/he pantomimed (e.g., "I'm petting a dog").
5. The second student pantomimes the different activity that the first student just said.
6. The first student asks the second student what s/he is doing.
7. The second student gives an activity other than the one s/he was pantomiming.
8. The game continues until the pair breaks down (either from confusion or laughter) or after three to five turns, depending on your instructions.

Other tenses can be practiced by framing the opening question carefully, for example:

> Past tense: *What did you do last night?*
>
> Future: *What will you do after you graduate?*
>
> Hypothetical conditional: *If you had a million dollars, what would you do?*
>
> Present perfect: *What's one thing you've done since last night?*

Activity 26: What Are You Doing Tomorrow?

Pros
- A realistic, common question prompts a present progressive answer in a communicative, natural way
- Most students are not practicing English at any time during the activity

Cons
- None

↗ **Level:** All levels (works best when students know many easy-to-imitate action verbs)

✕ **Skills:** Speaking and listening

▤ **Materials:** None

⧗ **Prep Time:** None **Activity Time:** 30–45 minutes

Preparation

None

Procedure

1. Tell students they are going to practice common questions and answers about the future using the present progressive.
2. Ask students to work individually to think of five things they are doing tomorrow.
3. When students have their list, put them into pairs.
4. Write on the board and then model for students the following interchange:
   - What are you doing tomorrow?
   - I'm going to my friend's house. What are you doing tomorrow?
   - I'm helping my mother with chores. Thanks for asking.
   - You, too.
5. Have the pairs practice this exchange, with first one student and then the other asking about the next activity on their list.
6. When they have finished, ask everyone to get in a big circle (or if your class is too big, and you have a counterpart, two circles). Select pairs randomly and ask one of the pair members (about her/his partner): "What is she (or he) going to do tomorrow?"
7. The student called on should begin "She (or he) is …tomorrow."
8. To close the lesson, ask students: "What are *we* going to do tomorrow?" and see if the group can agree on an answer.

Like Activity 25 above, this activity can be used with many different tenses.

Activity 27: Simple Present or Present Progressive?

Helps students better understand why sometimes we use simple present and other times we use present progressive.

Pros
- Provides an interesting context to determine why either the simple present or the present progressive is chosen.

Cons
- Not very authentic

↗ **Level:** Beginner or intermediate

⚒ **Skills:** Reading and speaking

▤ **Materials:** Handout, or prepared material copied onto the board

⧖ **Prep Time:** 5–10 minutes   **Activity Time:** 20 minutes

Preparation

Make printed copies of the handout or write the text on the board and explain the photo to the students (or draw a version of it, if you have the skill).

Procedure

1. Ask the students to read the text silently.
2. Ask students what they think about the text.
3. Check to see if they understand all the vocabulary.
4. Put students in pairs or triads.
5. Ask the students to underline all the verbs in the passage.
6. When they have finished, review the rules/conventions for choosing simple present or present progressive. You might put some of this guidance on the board if the students are being introduced to this concept for the first time.
7. Ask students to determine whether each verb is simple present or present perfect.
8. Then ask them to work together to find the reason for choosing one tense or the other.
9. When groups have mostly finished, call on individual students and have them read each sentence, and then ask them to say why the verb is either simple present or present perfect.

Photo: Fotolia

This bride and groom think that pollution is dangerous. The groom wants to make a statement about the dirty air, so he is wearing a gas mask. He is showing us what we lose when we need to protect ourselves from pollution. For example, the groom is trying to smell the bride's perfume but because of the mask, he doesn't smell it. The groom is touching his bride's face with his mask and her cheek feels soft but he doesn't know it because of the mask. Finally, it's their wedding day, so they are listening for the sounds of nature, but they don't hear any in the dark, dirty air.

Some people believe that pollution is coming between us and nature. The groom's gas mask shows the problem. Don't we all want to work together to reduce pollution?

Activity 28: Some People Are Always Complaining

This activity emphasizes how the present progressive can be used to insist on the ongoing nature of an activity.

Pros
- Using this sentence frame for complaining is very authentic
- Giving students the license to complain can be validating/empowering

Cons
- Using "always" to complain can produce many other structures than the present progressive: "It always rains in summer." "The inter-city bus is always late."

↗ **Level:** High-intermediate or advanced

� **Skills:** Speaking and listening

▤ **Materials:** None

⧗ **Prep Time:** 5 minutes   **Activity Time:** 25–30 minutes

Preparation

Put short sample dialogues on the board, similar to the following:
- Grown-ups are always telling us how hard life was when they were young.
- I know what you mean.
- Yeah...

- Other people at work are always borrowing my stuff.
- Oh, that's too bad.
- Yeah...

Procedure

1. Prompt students to read the dialogues.
2. Ask two pairs of students to model each dialogue.
3. Check to see if students have any questions.
4. Explain that talking about what someone *always* does is often a way to complain about usual behaviors.
5. Explain that we often use the present progressive to make these complaints because the present progressive emphasizes the ongoing nature of the action/activity.
6. Point out the expressions "I know what you mean" and "That's too bad." Tell students that these are two expressions to sympathize with someone else.
7. Ask students to work individually to make at least five complaints using the structure. Tell them it's OK to be funny.

   Here is the structure of the complaint:

   (Person/people) (auxiliary verb to be) always (verb in present participle form)

   For example: "Workers are always complaining about their bosses."

Some common topics/people to complain about include:
- People at school
- Parents or brothers and sisters

- Problems with buses, taxis, or other transportation
- Grown-ups
- Things that could be better in their town/city
- Classmates
- Friends

8. Circulate while students work. Make sure that the complaining expression has a person/people as a subject and a verb in the present progressive. It is the teacher's choice as to whether every element of the complaints is absolutely perfect in terms of grammar and spelling, or whether it is enough that the complaint can be understood.

9. When most students have finished, put them into circle groups. It will work better if groups have an even number of students. Groups could range from four to 12 students, depending on the size of your class. Students should form their circles facing each other.

10. Explain to students that one student will begin by sharing her/his complaint.

11. Then the student to the *left* of the student with the complaint chooses whether to say, "I know what you mean," or "Oh, that's too bad."

12. The first student responds to the second student's expression of sympathy with a frustrated, "Yeah."

13. Then the student who expressed sympathy to the first student now reads one of her/his complaint statements.

14. The student to the left of the second student now expresses her/his choice of expression to sympathize. The second student responds, "Yeah." Then the third student reads her/his complaint, and so on.

15. Close by asking which complaints each group liked best.

VERBS FOR THE PAST

Practice of Past Tenses

In talking about the past, relationships of time are particularly important: before, during and after, cause and effect. The concordance of past tenses is very important. These activities help students at various proficiency levels discuss the past with appropriate tense choices.

Activity 29: Witness

Pros
- An authentic activity that emphasizes the communicative value of forming WH and yes/no questions, and affirmative/negative responses, with only *one* verb ("to be" in the past)

Cons
- Interactivity is limited (because of students' proficiency levels)

↗ **Level:** Beginner

� **Skills:** Reading, listening, and speaking

▤ **Materials:** None—all text can be provided on the board

⧖ **Prep Time**: 5–10 minutes

Activity Time: 30–45 minutes, depends on how many students play one of the roles and how much time the teacher provides for debriefing errors

Preparation

Localize the story to make it relevant to your students and your community. Write the story text on the board. Write the questions beside it. Have a class log sheet ready (see Appendix A).

STORY

Someone stole a laptop from City Hall, downtown on Friday at 16H30. Nina _____ on the sidewalk across the street from City Hall, standing next to her motorbike. She saw the person for only a few minutes but she was sure she could identify her. The police were pleased to have a witness but they _____ sure how much Nina had seen from across the street. Nina _____. At the scene, a _____ was found. This morning, _____ positive she could answer the police officers' questions.

QUESTIONS TO ASK THE WITNESS

1. _____ you across the street from the City Hall at 16H30 on Friday?
2. Why_____you downtown on Wednesday?
3. _____the City Hall still open when you arrived?
4. _____ you able to see anyone run out of the City Hall?
5. Where _____ she going when you last saw her?
6. How tall_____she?

7. How thin or heavy _____she?

8. What color _____ her hair?

9. How long _____ her hair?

10. _____ her clothes old or new?

11. _____ her clothes stylish or not?

12. About how _____ was she?

13. _____ she someone you had seen before?

Procedure

1. You'll want to keep a class log sheet, to note student errors, interesting vocabulary that comes up, and useful idioms—to debrief at the end of the activity and review during the next class.

2. Ask the students to copy the questions off the board.

3. Activate students' background knowledge by asking them yes/no and/or WH questions using "was" and "were" about (recent) activities in the past in your school/village/town.

4. Review the meaning of the various interrogative pronouns (who, what, when, where, how, etc.)

5. Review vocabulary in the story that may be new to students (e.g., City Hall, steal/stole/stolen, witness, to identify).

6. Choose a student to read each of the first three sentences to model the activity. Tell the student to stop at each blank.

7. When s/he stops, prompt all the other students to provide the correct form of "to be in the past" (i.e., "was" or "were") in unison.

8. Divide the students into pairs and have them do their best to complete the blanks for the rest of the story sentences. Circulate and help them as they are working.

9. Once most pairs are finished, ask a pair to read a sentence aloud, then ask the rest of the class if the sentence is correct or not. If some say no, they must provide the correction.

10. Continue going through the story sentences one by one, asking students to provide a possible answer. Put all (new) answers on the board, to create a word bank for when the students do the role-play.

11. Choose two students to come to the front of the room. Tell one student that s/he will be the detective, and tell the other student that s/he will be Nina (or Nate), the witness.

12. The detective will ask the questions, and Nina the witness will provide reasonable answers to the questions—consulting the word bank on the board if necessary.

13. At the end, ask the group if the student in the role of the witness was a good witness or not.

14. Do the same with one other pair.

15. Now divide the class into pairs and have them practice: one plays the detective and the other plays the witness, and then they reverse roles.

16. To conclude, review vocabulary, errors, or useful idioms from your class log.

Variations

See "Alibi" (Activity 30 below) for a version of this activity for more advanced students.

Activity 30: Alibi

This is a great activity for generally practicing the concordances of past tenses (when you use one tense or another, and how they relate to each other).

Pros
- Fun, engaging activity
- Provides communicative, experiential learning depending on logic and problem-solving skills

Cons
- None

↗ **Level:** Intermediate or advanced

✖ **Skills:** Listening and speaking

▤ **Materials:** None—all text can be provided on the board

⧗ **Prep Time:** 20 minutes   **Activity Time:** 30-45 minutes

Preparation

Develop a version of the scenario provided below that is appropriate for your learners' ages and proficiency levels. Fill in the blanks with local places and circumstances that students can easily relate to. If some of the choices are humorous, so much the better.

Copy the scenario onto the board, and have a class log sheet ready (see Appendix A).

> The _____was robbed yesterday at _____ (time). Two suspects were seen leaving the scene. One was wearing_____; the other was _____. At the scene, a _____ was found. This morning _____ and _____ were taken into custody. Your job as police officers is to interrogate the suspects and find out if their alibi is solid.

Procedure

1. Explain the activity: Two students will be suspects and everyone else will be the police (or the judges, if you wish). The two "suspects" will be led outside to prepare their alibi (you will need to explain what "alibi" means).
2. Once everyone understands the activity, choose two students to be the suspects. Tell them to leave the room (quietly) for 10 minutes to prepare their alibi —where they were at the time of the crime, who they were with, what they were doing, and who saw them. If their alibi is good, they will not be charged with the crime.
3. Tell the rest of the class that they will play the police detectives. They will ask the suspects questions to determine if there are any "holes" in their alibi. If the detectives find such "holes," the suspects are probably guilty.
4. While the suspects are out of the room preparing their alibi, help the rest of the class to brainstorm the kinds of questions they will ask the suspects.
5. Ask them what it might mean if one suspect said that they were doing one thing last night, and the other suspect said something different.
6. The trick to this activity is that once the suspects have had time to develop their alibi, when it is time to lead them back to the main room to be questioned, you do not bring in both suspects, but only one. Make this a surprise!

7. In this way, by interviewing first one suspect separately and then other student separately, it is almost certain that at some point one suspect will have a different answer from the other— so it is almost sure the suspects will be guilty.

8. After both suspects have been questioned, ask the class to decide whether the suspects are guilty, based on their answers to the questions.

9. Review vocabulary, errors, or useful idioms from the class log.

Present Perfect

The present perfect is a difficult tense for learners from many language backgrounds. The present perfect is used to talk about a past action that (a) has a direct effect on the present and/or future or (b) can be thought of as an event/action that took place in a past the period of time and in which it can happen again because the time it can happen in is not yet finished:

> Present perfect: "I have studied English for six years." → I am still studying it. I am continuing to study it and the period for studying English is not yet completed.

> Past: "I studied English." → The action is in the past and the period of time in which is occurred is finished.

> **Compare:** "I studied English in 2005" and "I have studied English and plan to take it up again next school year."

Associated words or expressions: For/since, already/yet, just, often, X times, never/ever, have you ever...?

Activity 31: Key Words

This activity helps students internalize the links between the present perfect and the words and expressions often associated with it.

Pros
- Low-resource
- Students use their imaginations
- Participation is relatively good

Cons
- Not very communicative

↗ **Level:** Intermediate, low-advanced

✗ **Skills:** Reading, writing, speaking, and listening

▤ **Materials:** Student notebooks

⧗ **Prep Time:** 5 minutes   **Activity Time:** 25–30 minutes

Preparation

Write the signal words on the board: for, since, already, yet, just, X times, never, Have you (ever)...?

Procedure

1. Divide students into groups of five.
2. Give students a set amount of time (10 to 15 minutes) to write grammatical sentences using the present perfect and at least five of the signal words on the board.
3. The vocabulary of each sentence must be different so that students are not just using the same expressions over and over again. For example:

- She has worked at the store for five years.
- She has worked at the store since 2016.
- She has already worked at the store.

4. When finished, each student in the group reads one of the sentences to the whole class. If the students from the other groups think it is a good sentence (it makes sense and is grammatically correct) they give a thumbs-up or other culturally appropriate gesture of acceptance. If they do not think it was a good sentence, they give a thumbs-down.

5. As the teacher, you then provide the ultimate judgment of whether the sentence is acceptable or not, but asking the other group members to first vote keeps all students more engaged.

Variations

6. With more advanced students, after the groups have formed their sentences and the sentences have been validated as logical and correct, each participant takes responsibility for one sentence. The class forms a circle (or several smaller circles, if the physical layout prevents one big circle). The first student reads her/his sentence as a question and the next student can choose to answer either "Yes, (he, she, it, we, etc.) has/have or hasn't/haven't." Then the second student asks her/his sentence as a question and the third student answers, and so on.

7. This type of activity can be used with any grammar feature that has key words associated with it, and this is particularly true of English tenses.

Activity 32: Class Visit

In many countries, a student's parent, a person with a valuable role in the community, or perhaps someone well-known will come to a school classroom to talk to the students about their experiences. This activity uses role-play to simulate one of these visits and provide an opportunity for students to practice the present perfect tense.

Pros
- A fun activity that involves all students
- Demonstrates the communicative value of the present perfect
- Students get practice forming relevant questions with the present perfect

Cons
- Students may have little control over the vocabulary in English associated with the profession or activity of the "guest."

↗ **Level:** Intermediate and advanced

⚒ **Skills:** Listening and speaking

📄 **Materials:** None

⏳ **Prep Time:** None

Activity Time: 10 minutes per session (and ideally facilitate many such short sessions)

Preparation

Write the signal words for the present perfect on the board: for, since, already, yet, just, X times, never, Have you (ever)...? Prepare a class log sheet (see Appendix A).

71

Procedure

1. Give a quick review of the form and uses of the present perfect and its signal words.
2. Remind or explain to students about the convention of class visits and explain how they usually work.
3. Tell the students that today some students in the class will be chosen as class visitors.
4. Ask the class what kind of class visitor they want to have. It could be a student playing a real famous person, or it could be a student playing a role or job (an explorer, an actress, a dancer, a millionaire, etc.).
5. Once a person or role has been chosen, ask students to brainstorm experiences that this person might have had, things that s/he has done, and how those experiences have shaped the person.
   - Note these ideas on the board, with a little discussion about each idea as it is written down.
   - Students should write these ideas down in their student notebooks as well.
6. Select a student to play the visitor role.
7. Give students 10 minutes to work in pairs to imagine well-formed questions they could ask about the experiences that are on their lists.
   - Encourage them to use the signal words in their questions.
8. During this time, work with the student in the guest visitor role to help her/him have the answer language ready for some likely questions.
9. The student who plays the guest visitor goes to the front of the room.
10. Give this student an appropriate introduction and ask the rest of the class for questions. Call on students who volunteer to ask questions.
11. Keep a class log during the Q&A session, noting errors the students make in asking questions, important vocabulary and phrases, and pronunciation.
12. At the end of the interview, review the class log.
13. Be sure to have all students thank the student who played guest visitor.

Variations

1. If the present perfect is relatively new to students, consider inviting a real guest visitor to the class. This makes the questions even more real, and someone who speaks English will be able to provide on-the-spot answers to the questions that students might ask, with relatively few problems. Then if students do this exercise as a role-play in another class, their understanding will be very situated and they will be much more effective.
2. On the other hand, if students can reasonably manage the activity without a model, it might make more sense to role-play the interview with a few students in advance of the visit so the students will be more comfortable with the situation and more confident with their English.
3. Patterns with simple past, past perfect, and the past conditional could be drilled together in this activity.

Simple Past Tense

The simple past tense (or "preterit") is used for a finished action in the past, for which the time period in which the action took place is also passed. For example: "I fought malaria in 2003." Vs. "I have fought malaria for the past decade (and continue to do it)."

Key words: ago, then (vs. now), when, and past time periods; 1998, yesterday, last year, during the Gulf War.

Activity 33: Famous Dead People

This activity is the popular 20 Questions game, but about personalities in the past. If "Famous Dead People" is too scandalous a name for your school, "20 Questions" will do fine.

Pros
- Students have the opportunity to formulate their own questions using the simple past tense to solve problems

Cons
- A little mechanical

↗ **Level:** Beginning, intermediate, and advanced

✗ **Skills:** Speaking and listening

▤ **Materials:** None

⧖ **Prep Time:** 5 minutes   **Activity Time:** 10–15 minutes per celebrity

Preparation

Think of a famous dead person (someone whom your students can easily guess) so you can model the activity. Have a class log sheet ready (see Appendix A).

Procedure

1. Tell students you want to play a guessing game today.
2. Tell students that first you and then other students will think of a famous person, now sadly dead, and that students will try to guess the name of this famous person based on their questions.
3. Tell students that they can only ask yes/no questions (because the person who is being asked can only answer yes or no to any questions).
4. Work with students (especially lower proficiency students) to brainstorm the types of questions that they would typically ask.
5. Then tell them that you have a famous person in mind. Ask them to guess the person. Aid them as necessary.
6. When you are done modeling the activity, ask if a student wants to be the person who is asked questions. To begin, they should think of someone easy to guess—someone they will all easily know.
7. When you select someone, ask them privately whom they are thinking of to be sure it is someone easy to guess. If you think it is too difficult, tell the student it is a good idea but you want them to have a turn later.

73

8. Once you have identified a student with a dead famous person in mind, let the game begin.
9. While students are playing, keep a class log to note vocabulary that had to be introduced and errors in structure that were made to review at the end of the class.

Variations

1. 20 Questions typically results in a lot of questions with "to be." That's OK with lower proficiency students, but with more advanced students you may ask them to try to create their questions in terms of talking about the person's actions or achievements so not every verb is was/were.
2. Use this activity for guessing living people.
3. Use this activity to practice the simple present, the present progressive, and the present perfect in a similar manner.

Activity 34: Memorable Moments

Narration and storytelling, while they certainly rely on other past tenses, always have as their backbone the simple past tense.

Pros
- Provides an opportunity for authentic communication (telling stories is an essential element of small talk).
- The structure of the activity will keep the stories relatively short (nothing worse than trying to shore up a student's story that is full of errors and hard to understand that goes on and on).

Cons
- None

↗ **Level:** All

✷ **Skills:** Listening, speaking, and writing

▤ **Materials:** Student notebooks

⧗ **Prep Time:** 30–45 minutes

Activity Time: 15 minutes for explanation directions, 10-15 minutes per student story

Preparation

1. Develop two short stories that prominently feature one of the descriptive adjectives on the list below. (See the two sample stories in the Procedure below, for ideas.) Write the short stories on the board. Underline the descriptive adjective you used.
2. Write the descriptive adjectives below on the board:

Cheap	Unbelievable	Dangerous	Easy	Funny	Sad
Miserable	Expensive	Difficult	Crazy	Amazing	Awful
Unforgettable	Unbelievable	Wonderful	Frightening		

Procedure

1. Tell students they are going to tell stories in English today.

2. Explain that being able to tell stories is part of making conversation and getting to know people. Tell them that it's often interesting to tell people how the experience made you feel.

3. Show them the list of adjectives. Check to make sure that they know them all.

4. Tell students that they will choose one of these adjectives and use it to start their story.

5. Tell them that the story does not have to be long. (In fact if a story is long—even if it is good, you don't want that kind of story now. Just a short one, please.)

6. Show them your example stories. Emphasize the descriptive adjective with your voice when you start to provide the story. For example:

   - A <u>funny</u> thing happened to me this morning. Every morning I feed the squirrel at our house. This morning when I left the house to go to work, a squirrel was standing on the top step looking at me. He didn't move. I got a nut for him and held it in my hand. He would not take it but when I put it on the step he took it and ate it in front of me.

   - One of the most <u>embarrassing</u> things that ever happened to me was one day when I ripped my pants. It was a bad rip between my legs. I couldn't go home. I had too much work to do. So I went to the restroom and stapled the pants as best as I could and wore my shirt outside of my pants. That wasn't a fun day. Give students time to write their stories

7. Ask a few students to share their stories out loud with the class.

8. At the end of the class, ask students which of the stories they remembered the most. Praise the authors.

9. Collect the stories at the end of class. You can give written feedback on the stories and use them for grades if appropriate.

Variations

For lower proficiency students, they can all use the same few descriptive adjectives. For advanced students, give students a couple of minutes to review the list of adjectives and then ask them to select an adjective when they are called on. Check off each adjective as it is claimed. When all adjectives are claimed, start over again with the list. Tell them if someone ends up with an adjective s/he cannot use, they should see you and choose another one.

Past Progressive

Describes ongoing actions in the past, particularly in their relation to other actions.

Key words: when, before, after, during, while, at the same time

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Activity 35: The Observer

A classic experiential learning activity used to practice the past progressive.

Pros
- Authentic and experiential
- A pleasant homework activity

Cons
- Can devolve into a list of past actions observed rather than a true description or narrative

↗ **Level:** All

�霥 **Skills:** Listening, speaking, note-taking

▤ **Materials:** Student notebooks

⧗ **Prep Time:** 5 minutes

Activity Time: 15–20 minutes for homework observation; 5–10 minutes per student report-out

Preparation

Have a class log sheet ready (see Appendix A).

Procedure

1. Review with students the form and use of the past progressive.
2. Tell students that their homework assignment is to watch a scene anywhere in their lives for 15 minutes and write down all the actions they see. Remind them that people, animals, machinery, and weather can all engage in actions.
3. Tell them if they want to take their notes in their home language, that's fine, but they will need to translate those words as part of their assignment.
4. Tell students that in the next class (or classes) they will take five to 10 minutes to report on 1) What <u>was</u> going on? or 2) What <u>were</u> they watching, hearing, smelling, feeling, or tasting? Tell them that the tense they will use the most is the past progressive and that when they can, they should try to put the past progressive signal words (e.g., when, before, after, during, while, at the same time) in their observation report.
5. Ask students to present in the next class. Keep a class log and review at the end of class.
6. When students are speaking, only interrupt for incomprehensibility. As to grading, focus more on correct use and form of the past progressive than other types of errors.

Variations

1. Students, especially those with higher proficiency, can write their observation reports as an assignment.

2. A similar activity, On the Scene Reporter, can be used to practice this type of observation while using primarily the present progressive. The activity could be based on a short video (perhaps with no sound) or by having the student "reporter" observe a real-world event and then as a class activity act out reporting the event as if it were occurring in the moment.

The Past Perfect and the Past Conditional

There is no better way to help students understand the kinds of communicative issues of the past perfect and the past conditional than expressing regrets.

Key words or expressions for regrets include: only, just, do it again, do it over, change one thing, never

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Activity 36: Regrets

Pros
- Authentic
- Often amusing

Cons
- None, other than the tenses are complicated

↗ **Level:** High-intermediate or advanced

�֎ **Skills:** Speaking and listening

▤ **Materials:** None

⧗ **Preparation Time**: 10–15 minutes   **Activity Time:** 30 minutes

Preparation

Develop a short narrative of a person looking over a past period of life with regrets. You can ham it up.

Procedure

1. Perform the narrative you designed.
2. Write an "If I had … I would have …" style sentence on the board. Ask what someone who says something like this is feeling.
3. Do a review of the structure of the past perfect, noting similarities to the present perfect and comparing the past conditional to the past perfect.
4. Put students in pairs.
5. Have the pairs play the role of two people looking back on their lives and sharing regrets.
6. Note that the people can be teenagers looking back at their childhood, young adults looking back, middle-aged people looking back, or two senior citizens looking back—students may choose.
7. In this role-play the structure can be simple. One person expresses a complaint and the other responds with either, "Oh, that's nothing… If I had…" or "Oh, yeah? … Well, if I had …" etc.
8. If you wish, when pairs have finished the exercise, you can ask students to perform theirs for the class and vote on the best three role-plays.

VERBS FOR THE FUTURE

Simple Future

It is important to insist that the primary use of the simple future is *not* to express an action or state in a future moment, but rather volunteering, offering, promising, or refusing—or urgent requests: "Will you get this? I'm about ready to drop it." However, there are other uses of the simple future. One is predicting or prophesizing:. We will send a manned spaceship to Mars before the end of this century. You will be called upon to play a role in this quest.

For the predictive use of the simple future, some related words/expressions include: someday, in the future, I bet that, I believe/think (that)

Activity 37: Fortune Telling

Fortune cookies may be culturally distant at your post, but the concept is easy enough to explain. Although no one takes fortune cookie predictions seriously, Volunteers should be cautious about localizing this activity to using local prediction customs. It could be seen as irreverent or as a lack of respect that causes bad luck.

Pros
- Authentic activity
- Interesting—not your usual classroom activity
- Helps build relationships

Cons
- If the fortunes are too personal or negative, some students might be embarrassed

↗ **Level:** Beginner, intermediate, and advanced

✕ **Skills:** Writing, reading, listening, and speaking

▤ **Materials:** Slips of paper on which students will write their fortunes

⧖ **Prep Time:** 15–20 minutes ⠀⠀⠀ **Activity Time:** 20–30 minutes

Preparation
1. Prepare the slips of paper for the fortunes. On the outside of each slip, write the name of each student in class.
2. At the beginning of class, remove the slips with the names of any students who are not in class.

Procedure
1. Ask if anyone in the class has ever had their fortune told (and you'll probably need to explain "to tell the future") or if someone has told them an idea about something that would happen in her/his future.
2. Tell students that today we are going to look at the language we use in English to make predictions or tell fortunes.

3. Review the structure of the simple future tense.

4. Explain the convention of fortune cookies.

5. Tell students that you are going to hand out folded slips of paper. Each paper has the name of one student in the class inside.

6. Each student will write a fortune for the student whose name s/he has received. The fortune can be silly or serious; however it should not be negative—that could be hurtful or worrisome.

7. Circulate while students are writing to correct incomprehensible fortunes and to provide needed vocabulary.

8. Gather the strips and redistribute to the students whose names are on the fortunes.

9. Ask students to volunteer to share their fortunes and whether or not they think that they relate to their lives (and why). Do not ask everyone to share her/his fortune. It might be too personal.

10. To close, invite students to make a prediction or to tell her/his fortune about the future.

Future Progressive

The future progressive is used to discuss actions occurring in the future, especially viewed from a particular point in the future.

Associated phrases include: in the future, in 2075, by that time

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Activity 38: What Will People Be Doing 100 Years From Now?

Pros
- An authentic communicative activity
- Allows students to dream and exercise their imagination

Cons
- At best, the activity is more like compiling lists than actual conversations

↗ **Level:** Intermediate or advanced

✕ **Skills:** Listening, writing, and speaking

▤ **Materials:** Student notebooks

⧗ **Prep Time:** None   **Activity Time:** 45 minutes

Procedure

1. Ask students about things people do every day (for example, drive cars, cook meals, grow crops, and construct buildings).
2. Write all student ideas on the board. Try to get 20 to 25 activities.
3. Ask students to stop and imagine what people *will be doing* in their village or town, 100 years from now.
4. Based on some of the student suggestions of daily activities, write "A hundred years from now…" and complete the sentences with their suggestions in the form of the future progressive. Emphasize the form of the future progressive (perhaps by underlining).
5. Tell students they will do an activity imagining what people will be doing in their village 100 years from now. Tell them we want to emphasize what people *will be doing*, not how the world will be.
6. Ask each student to write five sentences about what people will be doing in 100 years.
7. Circulate while students are working, especially to help with vocabulary.
8. When students have finished, ask one or two students to share their predictions.
9. Write them on the board.
10. Then, referring to one prediction on the board, ask the class: What is a question that would result in this answer?
11. For example, students will likely answer either: "Will people be driving flying cars?" Or, "What do you think people will be doing in 100 years?"
12. Highlight the WH questions that students provide.
13. Ask students to get up and engage in a Find Someone Who… activity where they circulate the room, asking each other: "What do you think people will be doing 100 years from now?" (For more advanced students, you can suggest "What do you think…?" for the first question and "What else do you think…?" for the remaining question.)

14. For any predictions that are the same, each student should write the name of her/his partner next to the prediction in their notebooks.
15. At the end of the activity, you can prompt students to share the similar predictions they found, to see what most students thought would be the most likely activities in the future.

Variations

By choosing a context where a certain grammar feature (especially a tense) is likely to occur, the "make a list" activity can be widely used. The Find Someone Who ... activity, with an emphasis on the form of the question as well as the answer, makes the activity a little more authentic and communicative. In surveying the students for the most common answers, the teacher models for students a data collection process that can help students develop understanding of trends or tendencies.

Activity 39: She'll Be Coming 'Round the Mountain

A well-known traditional American song that uses the future progressive.

Pros
- It's fun
- Introduces American culture

Cons
- Not very authentic or communicative

↗ **Level:** All

✗ **Skills:** Reading, listening, and speaking

▤ **Materials:** Handout (or write lyrics on the board)

⧗ **Prep Time:** 10 minutes   **Activity Time:** 15 minutes

Preparation

Make printed copies of the handout (see example below), or write the song lyrics on the board.

Procedure

1. Tell students that they are going to learn a well-known, traditional American song today.
2. Ask students what they <u>will be doing</u> at specific times (after school, on Saturday, etc.).
3. Remind them that for talking about what someone is *doing* at a particular time in the future, we use the future progressive.
4. Note that today's song talks about what people will be doing at a certain time in the future; that is, "When she comes."
5. Sing the song. Explain any vocabulary (note that *'round* is short for "around" and is used to fit the rhythm). Notice the use of the future progressive.
6. Sing the song again.
7. Sing the song a third time with students joining in.
8. Focus only on the first verse, then if there is time, consider doing the other verses.

Variations

This activity can also be used for <u>any songs </u>that emphasize a specific grammar feature, to show that people really use that grammar form and to make it easier for students to see the purpose of the form.

She'll be coming 'round the mountain
When she comes

She'll be coming 'round the mountain
When she comes

She'll be coming 'round the mountain,
She'll be coming 'round the mountain,
She'll be coming 'round the mountain
When she comes
_____

She'll be driving six white horses
When she comes
She'll be driving six white horses
When she comes

She'll be driving six white horses,
She'll be driving six white horses,
She'll be driving six white horses
When she comes
_____

Oh, we'll all go out to meet her
When she comes
Oh, we'll all go out to meet her
When she comes

Oh, we'll all go out to meet her,
We'll all go out to meet her,
We'll all go out to meet her
When she comes

Future Perfect

The future perfect is used to discuss future events and actions that were completed prior to another future action. For example: "I will have to save enough money for a down payment before I can buy a house."

Different verb tenses are often associated with different adverbs of time.

For example, time expressions related to the present perfect often tend to key the future perfect as well: for/since, already/yet, X times, just.

Time adverbials (such as: before, when, at the time of, by the time I/she/we/they) will often appear in the "result" clause: "By the time I earn my Peace Corps TEFL Certificate, I will have finished service."

Activity 40: Milestones

Milestones in life often require certain steps before they can occur. This exercise helps students think through what will lead up milestone events, using the future perfect tense.

Pros
- Authentic communicative task
- Students can relate easily to such milestone events
- Encourages students to engage in a planning activity around important life skills

Cons
- While students may be able to think of one or two preconditions to a particular milestone, they may not have the proficiency to talk about actions and consequences, trade-offs, and compromises that are fully a part of establishing and planning for milestones

↗ **Level:** Intermediate and advanced

� **Skills:** Listening, speaking, and writing

▤ **Materials:** None

⧗ **Prep Time:** None   **Activity Time:** 30–45 minutes

Procedure

1. Ask students to list some things that people must do (or often do) before getting married.
2. Put their suggestions on the board.
3. Write on the board, "When I get married, I will have…"
4. Ask for a Volunteer to complete the sentence using some of the events/actions that students previously brainstormed.
5. Do a brief review of the structure and purpose of the future perfect.
6. Now ask students to brainstorm other important or common life events. They may include graduating from high school and/or college, getting a first job, having a child, moving out of your family home, or they may be events closer to your students' actual experience: passing an important gate-keeping exam, having one's *quinceanera,* getting a bicycle, being able to pierce one's ears, etc.

7. List these events on the board.

8. Ask students to choose two events they want to think about.

9. Tell students that they are going to write two sentences about each event that they chose, using the future tense as was modeled.

10. Tell them that they are going to do this in pairs, working together so they can take advantage of each other's ideas.

11. Circulate around the room while students are working.

12. As students are completing the exercise, write on the board: What will you have done before …? Then provide a couple of examples of the complete question and appropriate answers.

13. Ask students to choose one of their two events that they like the best.

14. Guide students to form groups based on those who have the same event. Have them circulate in their groups, taking turns asking the question (for example): "What will you have done before you get married? →"I will have received my parents' permission to marry."

15. To close, ask students: "To finish class today, what will we have done?" Solicit answers from students that volunteer.

Conditional Forms

The conditional in English has three distinct forms: the real conditional, the unreal conditional, and the past conditional (called conditionals 1, 2, and 3 according to the descriptive system used by teachers trained in the U.K.).

The first activity in this section (Activity 41) is used to practice the real conditional, emphasizing Form 2. Examples of the real conditional include:

Form 1: "If you mix yellow and green, you get blue."

Form 2: "If you reduce the temperature to 0^0 Celsius (or 32^0 Fahrenheit), it will freeze."

Form 1 is used more to emphasize fact, and Form 2 is more to emphasize cause and effect.

Activity 42 practices the unreal conditional.

Key words: If... then...

Activity 41: Science Fact or Old Wives' Tales

The cause and effect nature of relationships is emphasized through conditional sentences in the structure of "If + simple present tense → simple future tense."

Pros
- Engaging content; everyone will have an opinion and can contribute to the discussion
- Authentic context

Cons
- Practice activities are not very contextualized and don't provide much practice

↗ **Level:** Intermediate and advanced

✗ **Skills:** Reading, speaking, and listening

▤ **Materials:** Handout with sentences (or copy sentences onto the board)

⧗ **Prep Time**: 20–30 minutes   **Activity Time:** 30–45 minutes

Preparation

Make printed copies of the example sentences (see the teacher's tip sheet and example handout below) or write them on board. Edit, modify, or reduce as necessary to accommodate your lesson.

Procedure

1. Show one or two example sentences and emphasize the structure and meaning of the real conditional.
2. Ask students to underline the *"if" + verb tense* and the *"then" + verb tense*.
3. Tell them that in the U.S. we call this the "real conditional" and that this form emphasizes factuality and the cause and effect of events.
4. Divide the class into groups of two to four and give each group two to five sentences.

5. Ask them to decide if the phrase is a scientific fact or not and why. Ask how they felt about the more human interest stories.

6. Tell each group to decide if their sentences are true or false, and why.

7. When student groups are finished, call on groups to share out their results.

8. At the end, tell students which statements were true and which were false.

9. Ask the class if they now feel more comfortable using conditional sentences or not.

10. Ask about old wives' tales in their country, making a list of the ideas they share.

Teacher's Tip Sheet: Possible Real Conditional Sentences to Assign

Note: If you don't agree with these answers or can't explain them, you can do an online search. Also you might consider using truisms or old wives tales in your local culture (but be careful not to put down locally accepted beliefs).

(F = false and T = true)

1. If you go outside with wet hair you will catch a cold. F

2. If you eat a lot you will recover from a cold quickly. If you have a fever it will be best to eat little. F

3. If you eat, don't go swimming for at least an hour. T

4. If you eat an apple a day, it will keep the doctor away. F

5. If the sky is red at night, the next day will be clear. If you have a red sky in the morning, a storm is coming. T

6. If you eat chocolates you will get acne. F

7. If you touch a toad you will get warts. F

8. If you eat spinach it will make you strong. F

9. If you crack your knuckles you will get arthritis. F

10. If an animal has a backbone, has hair or fur, is warm-blooded and produces milk, it will be a mammal. T

11. If water is heated to 212° F (or 100⁰ C) it will become a gas. T

12. If iron is exposed to water it will become Fe2O3 (iron oxide, or rust), T

13. In the U.S., if water eventually travels to the Pacific Ocean, it will be on the west side of the continental divide. T

14. If a human picks up a baby bird, its mother will abandon it. F

15. If a chameleon changes colors, it is to blend in. F

16. If a window in an old house is warped, it is because glass is a hyper-slow liquid. F

17. If a tide is high or low, it is probably caused by the sun as well as the moon. T

18. If you lead a horse to water, it will refuse to drink. F

19. If you were to orbit the earth in a spacecraft, the only human structure you would see is the Great Wall of China. F

1. If you go outside with wet hair you will catch a cold.
2. If you eat a lot you will recover from a cold quickly. If you have a fever it will be best to eat little.
3. If you eat, don't go swimming for at least an hour.
4. If you eat an apple a day, it will keep the doctor away.
5. If the sky is red at night, the next day will be clear. If you have a red sky in the morning, a storm is coming.
6. If you eat chocolates you will get acne.
7. If you touch a toad you will get warts.
8. If you eat spinach it will make you strong.
9. If you crack your knuckles you will get arthritis.
10. If an animal has a backbone, has hair or fur, is warm-blooded and produces milk, it will be a mammal.
11. If water is heated to 212° F (or 100° C) it will become a gas.
12. If iron is exposed to water it will become Fe2O3 (iron oxide, or rust).
13. In the U.S., if water eventually travels to the Pacific Ocean, it will be on the west side of the continental divide.
14. If a human picks up a baby bird, its mother will abandon it.
15. If a chameleon changes colors, it is to blend in.
16. If a window in an old house is warped, it is because glass is a hyper-slow liquid.
17. If a tide is high or low, it is probably caused by the sun as well as the moon.
18. If you lead a horse to water, it will refuse to drink.
19. If you were to orbit the earth in a spacecraft, the only human structure you would see is the Great Wall of China.

Activity 42: Word Castles

This activity practices the unreal conditional, which is extremely useful for exploring consequence and possibilities.

Pros
- Relatively uncontrolled interactive activity where group members' contributions build off of one another
- Students are able to produce practice statements within a specific context

Cons
- Not a lot a structure for lower-level students

↗ **Level:** Intermediate and advanced

✴ **Skills:** Speaking and listening

▤ **Materials:** None

⧗ **Prep Time:** None   **Activity Time:** 30 minutes, with class share-out

Procedure
1. Put students in groups of five to seven members.
2. Tell students that they are doing to make conditional statements based on what others in their group have said.
3. Review the structure and purpose of the unreal conditional.
4. Tell groups that they will create, and then practice and present a "group story" using the unreal conditional.
5. Ask each group to select one member to start.
6. That member gets the "speculation" going. She might say,
   - "If I won the lottery, I would buy my parents a car."
   - Then the next student might add, "And if my parents had a car, we could go to my uncle's house every weekend."
   - And then another student might add, "And if we went to my uncle's every weekend, we would stop at the Excellence restaurant and we would buy a wonderful takeout lunch for the whole family," until every member of the group has contributed.
7. When the group has all contributed, they will review each other's contribution to make sure that they are well-structured—and then practice the same group story again.
8. Finally each group will present their story to the whole class.

Variations

This activity can also be used for many grammar features where similar statements can be presented within the same context and using similar structures.

Modal Auxiliaries

Americans may describe themselves as "plain spoken," and as people who "tell it like it is," who "don't beat around the bushes" but rather "say what they mean."

Don't believe it! If you do not choose the right expression to be appropriately formal or informal, or to "soften" your words, or to show appropriate respect or directness, you will be deemed inappropriate just as if you had used the wrong title or verb form for the person you are speaking to in many other languages.

Often English uses modal auxiliaries to be more formal, more polite, and more delicate—or to assert equality or superiority.

Many linguistic functions involve use of modals: suggesting, expressing obligation, expressing desires or wants, requesting, seeking permission, apologizing, expressing possibility or probability, giving advice, establishing authority, deducing and inferring, and many others.

Activity 43: Concepts That Modals Express

This is designed as a review for more advanced students in preparation for more contextualized, communicative practice with modals.

Pros
- Students get to practice using models in realistic, communicative contexts that help illustrate how one conveys politeness through modals.

Cons
- Assumes that much of this is not new information, but rather serves to remind students of what they have learned

↗ **Level:** Intermediate or higher

�skills **Skills:** Reading, speaking, and listening

▤ **Materials:** Two handouts (see examples below)

⧗ **Prep Time:** 5–10 minutes   **Activity Time:** 45 minutes

Preparation

Make printed copies of the two handouts, or write as much as possible of the handout content on the board before class.

Procedure

1. Request that students name some modal auxiliaries.
2. When they have done so, ask what kinds of communication problems modals solve. For example, they may indicate doubt, politeness, showing respect, expressing urgency (e.g., demands), degrees of uncertainty, and how the speaker perceives her/his relationship to the listener.

3. Work through the Modal Auxiliaries Explanation Sheet (Example Handout 1). At times, ask students how the example sentences represent the function (permission, obligation, etc.) and ask for alternative ways to express the example sentences. For example, "You can use my car" expresses the idea that I (willingly) allow you to use my car, you have my permission.

4. When the explanation sheet has been completed, move onto the practice (Example Handout 2). Here the idea is for students to express each of the example sentences using the correct modal and then to try to identify what function that modal represents in that sentence. Note: Sometimes there is more than one possible correct answer. Different modals can at times represent the same (or similar) functions. To help students get a better sense of how modal choice affects relationships, when you see opportunities, stop and ask the student providing a sentence using a modal about ways s/he might make that sentence even more (or less) polite.

5. As time remains, close the lesson by asking the students how they express some of these functions in their native language.

Variations

1. For beginning students, it may be necessary to have a lesson on each modal auxiliary and using only the most essential modal phrases. For example, simple requests and asking for permission can be introduced to even true beginners, using simply "Can you…? and "Can I…?" And leave "would," "could," "may," "would you/do you mind…?" and other expressions until the students have better proficiency.

2. You can use this activity as an approach to functions and notions in general. Indicating the notion (approximating, minimizing, showing cause and effect) or the function (empathizing, warning, complaining, or complimenting), and then showing examples of how that function/ notion is expressed provides a good system for students to structure their knowledge and use of functions and notions.

Different meanings of the same modal auxiliary.

CAN

Permission:	Can I use your car?
Possibility:	You can ski on that slope.
Ability:	He can speak five languages.
Request:	Can you give me a hand?

MAY

Permission:	May I ask a question?
Authority:	You may not take pictures.
Possibility:	We may be late.

MUST

Obligation:	Children must attend school.
Deduction:	You mustn't tell her.
Deduction:	You must be tired.

HAVE TO

Obligation:	I have to work tomorrow.
Lack of Obligation:	You don't have to finish it today.

SHOULD/OUGHT TO

Duty	I should call my mother.
Advice:	You should see a doctor.
Deduction:	We ought to be done at 7:00.

COULD

Permission:	Could you get the door?
Possibility	Jack could give you some help.
Deduction	It could rain tomorrow.
Past Ability	I could see the park from my window.

MIGHT

Possibility:	I might go to New York.
Permission:	Might I borrow your pen?
Deduction:	She might have helped him.
Advice:	You might try apologizing even if you don't really feel like it.

Rephrase each sentence using an auxiliary verb.

1. It's possible that I'll be late for class on Tuesday.
2. I believe that that report belongs to Mr. Prepon.
3. I'm obliged to make a phone call.
4. It's necessary that Jack read the report.
5. Will you permit me to get a drink?
6. There's no obligation to buy another one.
7. I'm not sure whether Jack will attend the meeting.
8. The doctor insists you stop smoking.
9. It's not necessary to wear your raincoat today.
10. You are allowed to have some coffee.
11. It isn't safe to walk alone at night.
12. It's possible that she will be the next president.
13. I know how to water ski.
14. Is it likely that you will replace Mr. Jones?
15. I advise you to call the police.
16. One possibility is to ask for a raise.
17. Are you able to run five miles?
18. He plans to arrive at the airport at 5:00.
19. I'm considering a trip to Greece this summer,
20. I'm sure that Jack will let you borrow his laptop.
21. Jack is obliged to let you use his charger.
22. Will you permit me to borrow your cell phone?
23. I suggest that you take your client to the Silver Tower.

Activity 44: Role-Plays for Modal Auxiliaries

Role-plays emphasize the communicative value of language features. Particularly with modal auxiliaries, role-plays show the different communicative roles that modals play. See additional guidance at the top of Teacher's Tip Sheet below.

Pros
- Very communicative and authentic, students see the problems that English expressions can solve
- Requires no materials

Cons
- For novice teachers who have students with limited English proficiency, limiting the number of expressions taught for each function and making the role-play situation simple enough to match the English that learners already have can be a challenge.

↗ **Level:** All (see Variations below for recommended modifications for beginning learners)

✗ **Skills:** Speaking and listening

▤ **Materials:** None

⧗ **Prep Time:** 10–15 minutes

Activity Time: Varies greatly. Depends on the number of students in the class, the proficiency of the students, whether role-play preparation is homework or in class, and how many groups you want to perform their role play. Typically you would want to spend most of a class on this activity.

Preparation

Localize role-play situations (see samples in the Teacher's Tip Sheet below) and adapt them to student English proficiency. Have a class log sheet ready (see Appendix A).

Note: Typically any given lesson (except for more advanced students as a general review) will focus on one (or two, if related) functions, not many different functions.

Procedure

1. Review the characteristics of the language used to express the function you are highlighting in the lesson.
2. Assign role-plays to pairs of students. Explain that they will design dialogues based on the situations
3. Give students time to prepare their role-plays. If the practice time is during the class, circulate to provide support.
4. Ask students to present their role-plays.
5. While role-plays are being presented, keep a class log to note errors, vocabulary, or useful expressions that come up in the course of the role-play. The class log can be reviewed orally after each role-play, or you may provide notes to each pair of students to read afterward (as a way to reduce time spent in class on this activity).

Variations

1. For beginning learners, limit expressions to only one or two, introduce only a few similar role-play situations, and provide extended time for practice and review. It may be necessary to have a lesson on each modal auxiliary and using only the most essential expressions. For example, simple requests and asking for permission can be introduced to even true beginners.

2. Almost any grammar feature can be illustrated through dialogues and practices in role-plays (constructed as dialogues).

Select a few role-play situations from the samples below that relate best to your students. As with any role-play, remember to localize it to local conditions and circumstances. The sample role-plays are arranged by functions to help students get a sense of the communicative activities that the functions allow them to carry out.

Generally, it is wise to only study and then role-play one type of function per lesson (except perhaps for general review for advanced students). The guidance that is sometimes provided for Students A and B (below) is typically for more advanced students. For lower-level students, you may simply want them to engage in the language of the function correctly, one time.

In general, except for very advanced students, it is a good idea to give student pairs time to prepare for their role-play—either in class or as a homework assignment. As students are role-playing in class, keep a class log where you can note mistakes, important vocabulary, and pronunciation tips, to help personalize guidance to students and make the role-plays more meaningful for them.

DIALOGUE SITUATIONS

ASKING FOR ADVICE

1. I think my aunt doesn't like me and always gives me the worst household jobs to do.

2. I always oversleep.

3. My parents are out tonight and my sister, who can't cook, is supposed to prepare dinner.

4. I found some money in the classroom after everyone left today.

5. A friend wants me to go to a party with him/her, but I don't know anyone there and I'm tired.

6. I have a headache.

STUDENT A: Asks for the advice.
STUDENT B: Gives appropriate advice.
STUDENT A: Can then either accept or reject the advice.

MAKING SUGGESTIONS

1. Suggest to your American teacher that you would learn better if everyone could have more practice before you go to a new lesson.

2. Suggest to a friend to change the time you had planned to go shopping.

3. Suggest to a new friend that you get together to do something.

4. Suggest to your mother or father what you would like for (your birthday, Christmas, other holiday).

5. Suggest going to a particular movie with your friend.

6. Suggest to a friend not to go to class tomorrow.

STUDENT A: Makes the suggestion.
STUDENT B: Can either agree to the suggestion, reject it, or ask for more information.
STUDENT A: Replies appropriately.

MAKING REQUESTS or ASKING PERMISSION

1. Ask to book a room in a hotel.

2. Ask a friend to borrow a small amount of money.

3. Ask a friend to borrow a large amount of money.

4. Ask your teacher to explain a homework assignment.

5. Ask a friend to return something s/he had borrowed from you.

6. Ask if you can leave school early because of a doctor's appointment.

7. Ask your parents if you can stay out an hour later on Saturday night.

8. Ask someone on the street for directions to someplace in your town.

STUDENT A: Makes the request or asks permission.
STUDENT B: Can either accept/give permission or reject or refuse the request.
STUDENT A: Can accept Student B's response or make a request/bid for permission.

APOLOGIZING/MAKING EXCUSES

1. The Headmaster stops you while you are running in the hall—you respond.

2. Explain to your mother (or father) about the vase that was broken in your house.

3. Explain to your teacher that (really!) your dog ate your homework.

4. You forgot your brother's birthday.

5. A neighbor comes to complain because you've been making too much noise.

STUDENT A: Makes the apology or excuse.
STUDENT B: Either accepts or does not accept the apology or excuse.

STUDENT A: Expresses gratitude for acceptance, or provides additional excuses/rationales.

GIVE AN APPROPRIATE RESPONSE

EXPRESSING POSSIBILITY/PROBABILITY

1. A friend wants do to an outdoor activity. You suggest a small possibility of rain.

2. A friend wants to do an outdoor activity. You suggest a medium possibility of rain.

3. A friend wants to do an outdoor activity. You suggest a high possibility of rain.

4. You and a friend have an opportunity to spend some time in the capital city. Suggest to each other some things you could do.

5. Make some predictions about some things that could happen to you in the future

6. If your family received a large amount of money, discuss some things you might do.

7. A good friend is not in class today. You <u>believe</u> you know why. What do you tell other students in class?

EXPRESSING OBLIGATION

1. A friend wants to do something with you but you have a test tomorrow.

2. What jobs do you do at home now? Did you have these jobs when you were younger?

3. Give a friend some ideas about how to prepare for a big test.

4. Explain to a new student the classroom rules in English class.

5. Your younger sister (or brother) is starting elementary school and is a little scared. Explain what s/he needs to do and doesn't need to do in school.

6. A friend is getting top grades (marks) in school and continues to do more and more studying in addition to her homework. Give her some good advice.

EXPRESSING WANTS AND DESIRES (Would Like/Do Not Want)

1. Order a meal in a restaurant.

2. You are a parent. Your family is going to go to an important formal event. You tell your son/daughter what kinds of behavior you do and don't want from them.

3. Your sibling's boyfriend or girlfriend wants you to give her/him ideas about a birthday present for your sibling.

4. Your mother wants to prepare a special meal for you on your birthday. She proposes many different foods. You need to tell her which you like and which you don't want.

5. Describe the qualities of an ideal teacher and also tell what qualities you would not want.

The Passive Voice

The form of the passive voice consists of the appropriate tense of "to be" plus the verb in the form of the past participle (e.g., sold, taken, brought) which may or may not be followed by the agent of the action—but if the agent is mentioned, the phrase begins with "by": "The room was cleaned by the janitorial staff." "This excellent meal was prepared by Elaine."

Generally it can be said that the passive has three uses:

- **The agent of the action is not important or unknown**. *The man was arrested. The jewelry was stolen.*
- **We want to emphasize the recipient/victim:** *The dog was hit by the car* (the dog we care about).
- **We want to emphasize objectivity/factuality:** *Results show that gold can be transformed into gold* (no matter who does it; it is a scientific process that always produces these results).

Activity 45: The Police Report

Most classroom and homework practice activities for the passive voice involve taking a sentence in the active and making it passive. John greeted the man → the man was greeted by John. However this type of activity is not communicative. (How often in real-world communication do we utter a phrase and then convert it into the passive?)

One of the best activities/genres for producing the passive voice is practicing with different types of police reports. Reports of burglaries are particularly good (they iterate "what was taken"), and accident reports are also good ("the car traveling north was hit by the car heading south" or "the driver was taken to the hospital"). Reports of other crimes (assaults, murders, robberies) are also possible, but you must think about the appropriateness for your student audience of basing assignments on violent crimes.

This activity will ask students to write some sort of police report. It is recommended (ah-ah! passive voice!) that you have students work in groups of three to four rather than pairs, so that you have more minds thinking about what elements can be put in the report. Depending on the size of your class and the proficiency of your students, you could give each group a choice of which of the three types of reports they want to write, or you could just focus on one type of report for all groups (probably better with lower-proficiency students).

Pros
- Authentic

Cons
- Challenging for lower proficiency levels

↗ **Level:** Intermediate or advanced

✗ **Skills:** Reading, writing, and speaking

▤ **Materials:** None

⧖ **Prep Time:** 20–30 minutes

Activity Time: 45 minutes to brainstorm and write; presentation time will depend on the size of the class and whether every group presents

Preparation

Decide how many report types you will assign to your class. For the types you assign, you should give a model of each.

See the Teacher's Tip Sheet below for samples of the three types of reports you could model. You should localize them, and if you are working with lower-proficiency students, you may want to reduce the amount of vocabulary and the length of the report.

You can write them on the board or put them on flip chart sheets so that (a) they can be reused and (b) to save time in the classroom.

Procedure

1. Review the form and purpose of the passive voice.
2. Show your students the sample reports.
3. Check their understanding of the vocabulary.
4. Ask them to identify the passive voice structures in the report(s).

Variations

1. For lower proficiency students, you may want to begin by giving them a handout with all the passive structures removed and have them fill in the blanks with the passive structures.
2. For more advanced students, you should also ask them to identify which of the three reasons for using the passive is probably at work in each example: (1) we don't know or care about the agent, (2) we want to focus on the object/person that was affected more than who or what did the affecting, or (3)—not likely in these reports—we want to seem objective and factual (note that the "unspecified we" is increasingly used to deemphasize the agent in academic/scientific writing).
3. Providing a genre model (like done in this activity using "police reports") that tends to employ a higher proportion of a certain grammatical feature or a tense type is a great way to make teaching more communicative. For example, you can use live (radio or TV) reporting as a genre with a propensity toward using the present progressive to talk about ongoing action. Science texts are great for examples of the simple present. Most narratives take place in (primarily) the simple past. Weather reports are great contexts for practicing future forms. As for the passive voice itself, for students looking to higher education opportunities, the use of the passive voice in research reports can be provided by using short excerpts of journal articles as models.

Teacher's Tip Sheet: Three Types Of Police Reports That Use The Passive Voice

(General) Crime Report

The police were called to the 4th National Bank on Tuesday. The bank was robbed at 10:00 am. An undisclosed amount of money was stolen. No customers were hurt but it is believed that one of the robbers was shot by police, when he tried to escape. However, he was pulled into the getaway car by his companions.

Seventeen customers were in the bank on Tuesday. Customers were interviewed by police. When they were told to drop to the ground, all did so. Clues found at the crime scene are being investigated. Fingerprints were left by the robbers. Some of the customers were interviewed by local television reports after the crime. One woman reported that she screamed when the robber was shot. They were all happy to be alive.

Accident Report

A 12-year-old girl had to be rushed to the hospital yesterday after she was hit by a car while trying to ride her bicycle near 12th and Pine Street. The girl's left arm was thought to be broken when she was hit by the car. The girl was not wearing a bicycle helmet. Luckily her head was not hit.

The girl was assessed at the hospital last night. The driver of the car, Fred Gilmore, age 26, was interviewed by police but was not charged with a crime. The police told reporters that this was a reminder for both bicyclists and drivers to watch out and respect each other. Traffic was affected by the accident for more than an hour as motorists were directed around the accident by police.

Burglary Report

At 11:58 a.m. on June 2 in the 3000 block of 32nd Avenue Southwest, police were called after an unknown suspect broke into a man's residence during the night. His wife and daughter were asleep at the time and were not awakened by any noise. Two laptop computers were stolen. Several pieces of jewelry were taken along with the home owner's wallet. An undisclosed amount of money was taken. During the police investigation, a basement window was found pried open. The police have no leads on the suspect. His whereabouts are unknown.

Gerunds and Infinitives

Choice of a gerund or infinitive complement, as well as knowing the *verb + preposition* combinations that usually precede a gerund, are arbitrary and idiomatic, so they simply must be memorized.

One very helpful rule is that if a verb follows a preposition, it is almost always going to be in the gerund form.

Many verb or adjective phrases can take either an infinitive or gerund: "I like to sing." "I like singing." And the difference in meaning is just not worth an English learner's time. There are many elements of English that are more important to learn.

Activity 46: Gerunds for Beginners

Pros
- Builds on learners' background knowledge
- Communicative and interactive
- Allows students to learn the essential characteristics of gerunds without complications

Cons
- None

↗ **Level:** Beginner

�֎ **Skills:** Reading, writing, and speaking

▤ **Materials:** None

⧖ **Prep Time:** 5–10 minutes ⠀⠀⠀⠀ **Activity Time:** 45 minutes – 1 hour

Preparation

Create a list of 10–12 verbs (not about pastimes or hobbies) that learners know well.

Procedure

1. Ask students about sports they play (or others play) and other pastimes and hobbies they know of. Write all suggestions on the board and nudge students to think of additional examples if necessary. As a guide, 10 or 15 examples is probably sufficient.
2. Once you have many pastimes on the board, ask students if they can see anything common about the form of the words. If they cannot think of the answer, start underlining the *–ing* in the words where it appears.
3. Explain that when we want to talk about activities, we make them into "things." That is, we make them nouns. We make a verb a noun by adding *–ing*. We call these verbs made in to nouns "gerunds."
4. Write on the board 10–12 verbs (not related to pastimes) that the students know well. Ask students to make them into gerunds.
5. Prompt students to practice using the gerunds in complete sentences. For example, you might ask students: "Do you like playing?" Solicit answers, making sure they are providing complete sentences like: "Yes, I like playing."
6. Then ask students to work individually. Tell them to write sentences about three to five activities that they like to do and don't like to do.

7. Circulate around the room to help.
8. When students are completing their sentences, write on the board:
   "What do you like doing?" → I like singing.
   "What don't you like doing?" → "I don't like washing dishes."
9. Then put students into pairs. Using their lists of likes and dislikes, they take turns asking each other what they like and don't like doing.
10. For a closing activity, ask students to think about how they could mime some of the activities that have been discussed. Then call on individual students to come to the front of the room and mimic an activity. The rest of the class has to guess and state their answer using a gerund form.

Activity 47: Verb + Gerund or Infinitive Tic-Tac-Toe

This engaging review activity is for strengthening memorization of verb + preposition combinations. The activity also helps learners practice sentence building.

Pros
- Quick to prepare and quick to do

Cons
- More about knowledge and memorization than authentic production

↗ **Level:** Intermediate or advanced

✖ **Skills:** Reading and speaking

▤ **Materials:** Grid on the board (or possibly a handout, if you can make printed copies)

⧖ **Prep Time:** 5 minutes   **Activity Time:** 10–20 minutes for the simplest version

Preparation

Draw a grid like the following examples on the board.

Note: For more advanced students, a 16-item grid could be considered.

Example A: Is the Complement a Gerund or an Infinitive?

be happy	give up	accuse (s.o.)
forget	finish	hope
thank	be tired	want

Note: S. O. = someone (that is, an object is typically required).

You may also wish to make an answer sheet in advance:

be happy + INF	give up + *0 prep* +GER	accuse (s.o.) + *of* + GER
Forget + INF	Finish + 0 prep + GER	Hope + INF
Thank *for* + GER	be tired *of* GER	Want + INF

Example B: Focus on Verb + Preposition Combinations

Here, all the phrases require a gerund, but what preposition (if any) precedes the gerund?

count	known	prevent
insist	be sorry	be done
avoid	be tired	be excited

And here is your answer sheet:

Count ON	Known FOR	Prevent (s.o.) FROM
Insist ON	be sorry FOR	be done WITH
Avoid 0 PREP	be tired OF	be excited ABOUT

105

Procedure

1. Divide students into two teams. If you have a co-teacher, you could have two sets of opposing teams—one in the front and one in the back of the room.

2. Using the grid on the board, one by one each student either (Example A) decides if the phrase takes an infinitive or a gerund, or (Example B) provides the correct preposition to follow the phrase.

3. If the student is correct, the team may put their mark (X or O) in the box. The first team to get three correct answers in a row wins.

Variations

1. For more advanced students, you may require them to also provide a well-structured phrase using the expression in order to earn their X or O.

2. This activity can also be used for the following grammar features: synonyms, antonyms, and matching related grammar features.

3. This type of tic-tac-toe activity can also be used to identify words with similar sounds, for practicing new words and definitions, and many other types of activities.

Relative Clauses

Many languages do not have relative clauses. If your students' language does not, it will be difficult for them to incorporate this new type of expression in their English repertoire.

Key words: who, what, when, where, why, how, how many, how much, that, which

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Activity 48: Who Are You?

If you want to play the Who song by the same title for your students as a motivation activity, go ahead!

Pros
- An engaging activity that values students (because they get to see what others think of them)
- Builds empathy and classroom culture (I put myself in the role of "you")
- Is relatively communicative and authentic

Cons
- Potentially dangerous if students who don't respect each other have to take on the role of one another

↗ **Level:** High beginner and advanced

✕ **Skills:** Speaking, listening, and writing

▤ **Materials:** Slips of paper with the names of all students in the class

⧖ **Prep Time:** 10–15 minutes   **Activity Time:** 25–30 minutes

Preparation

Make slips of paper with all students' names on them. You may want to keep them well organized until you take role for that class, so that you can remove the names of any absent students.

Write the following questions on the board and review them:

I'm someone who...   I am the kind/type/sort of person who...

I'm not someone who...   I'm not the kind/type/sort of person who...

Are you someone who...?   Are you the kind/type/sort of person who...?

Do people think you are someone who...?

Procedure

1. Review the questions on the board. You can tell students that these are the kinds of (1) polite answers, and (b) polite questions that you might ask during an interview.

2. Tell students that you will take on the identity of a student in your class (or possibly your co-teacher, if she or he agrees). Tell them to guess which person in the room you are. Then you begin to give the information about the student/co-teacher you have thought of. Encourage students to guess who you are. If students can't guess after a sufficient interval, tell them which student you were and review the statements you made so that they understand how they could have guessed the person.

3. Have students draw names out of the hat. If students get their own name, they have to tell you and draw a different name.

4. Students then have to think of five statements that they can make about the person whose name they have.

5. Circulate to help students with sentence structure and to help students who may have difficulty thinking of five traits of the person whose name they have drawn.

6. When students have finished preparing their five statements, have a student read her or his five statements one by one.

7. After each question, other students try to guess the identity of the person the student wrote the statements about.

8. When someone correctly guesses the identity, the person reading the statements tells the whole group—and the person who guessed correctly wins first place. Then that person reads her/his five statements.

9. Continue in this manner until you have identified the first few winners.

10. Then continue until students have figured out the roles that every student was playing.

Variations

You can do similar activities with questions like: "I am the kind of thing that…"   I am the kind of place that…" I am a time when…." "I am a way of doing things that…", "I am the amount of time that…" "I am the number of…"

Activity 49: Looking for Answers

Pros
 • Helps internalize polite question frames and the interrogative/relative pronouns that accompany those questions

Cons
 • May be challenging for students to try to answer other students' questions

↗   **Level:** Intermediate and advanced

✕   **Skills:** Speaking, listening, and writing

▤   **Materials:** None

⧖   **Prep Time:** 5–10 minutes   **Activity Time:** 30 minutes

Preparation

Write the six sentence frames on the board:

Can you tell me...?   I'd like to know...

Please tell me...?   I don't know...

Do you know...?   I wonder...

Write the following interrogative/relative pronouns on the board in a different area:

who	what	where	when	why	how
how many/much		how long	which	what kind/sort/type of	

Procedure

1. Note the text on the board. Then model and have a few students display the intended types of structures. For example: "I'd like to know ... how tall Aisha is."
2. Put students in pairs. They are to work together to write six sentences based on the sentence frames. Encourage them to seek information on classmates and tell them that it is okay if they are a little silly.
3. Circulate to support the pairs in their work.
4. When the pairs are finished, go from pair to pair asking them to share their requests for information.
5. Encourage other students to answer the requests for information if they can.

Variations

You could ask students to make their six questions all about the same topic, and then rather than asking other students if they can answer specific requests for information, they are asked to provide the general idea/heading of the information that was requested.

Logical Connectors

Combining clauses can be difficult because students must (1) understand the meaning of the logical connector, and (2) understand how the logical connector joins the two clauses structurally. The structural format can differ greatly between languages.

For many examples of key words, see the Teacher's Tip Sheet on logical connectors below (Activity 51).

Activity 50: Finish That Thought

Students are given a clause that begins or ends with a logical connector, and then they must make up a logical conclusion to the sentence.

Pros
- Students practice the structural and logical relationships as well as the meaning of the logical connector.

Cons
- Since the clauses provided are not part of a connected narrative or argument, students don't have a sense of how the joined clauses contribute to the meaning of an argument as a whole.

↗ **Level:** High beginner to advanced, depending of course on the number of logical connectors used and the nuance of their meaning (For example, with high beginners you probably want to work with terms like: *before, while, after, because, however*, and *therefore*.)

✇ **Skills:** Reading and speaking

▤ **Materials:** A board, and (optional) pieces of paper (see three options under Preparation)

⧗ **Prep Time:** 10–20 minutes **Activity Time:** 20–30 minutes

Preparation

Select which of three methods you'll use to facilitate the activity:

1. Simply write the clauses to be completed on the board and select students to answer
2. Put clauses on the board, then cover them with a taped-on sheet of paper with a number on it and each student gets to pick a number, or
3. Write the clauses on slips of paper and each student can draw one.

Prepare the content for your activity based on a selection of the example clauses below, adapting for the interests, level, and community of your students.

Adaptation Notes

If you are working with beginners, you probably don't want to use more than four or five logical connectors (those that are high-frequency and evident like "because," "however," "therefore," "also," and "although") with maybe 10 to 12 practice clauses that otherwise have a short, simple structure. Drill the structures repeatedly to help build internalization.

For low-intermediate students, you can give them perhaps 15 different logical connectors with up to 20 different clauses to complete. You could also give them another 20 different clauses using the same 15 logical connectors as a follow-up assignment.

For advanced students, a wide variety of logical connectors is acceptable and you could provide as many as 25 clauses to complete per class session.

Sample Clauses for Students to Complete

Bianca is pretty, and besides,----

He gets 10 hours of sleep each night, yet....

Despite having lost the last 6 games...

...so we decided to go home.

You can go to the party as long as....

...in order to open it because her hands were full.

She checked her bag for pens and paper before...

It was raining, therefore ...

Whenever I go to a romantic movie...

...otherwise you'll miss your flight.

Since the concert starts at 8:00 and we don't want to be late...

After the dinner...

Unless you hurry...

She only remembered to call Flora...

I like you a lot, even though...

While I disagree with what you say...

In spite of the cold weather...

...for example, the English teachers are excellent.

I went to class even though...

Before I called my older brother...

As far as the environment is concerned...

I was able to solve the problem as soon as...

I like everyone in my family, especially...

Since my clothes were completely wet...

Even though my uncle has five children...

The population of (your country) is increasing, however...

During class Anthony slept while...

Aleya eats too much candy, furthermore...

While I was walking down the street...

...therefore I didn't give her the money.

Turn the machine off before putting your hand in, otherwise...

Since I have lived here for six years...

He seemed upset; however...

We forgot to mail the party invitations because...

Procedure

1. Divide students into two teams (or four, if you're working with a co-teacher). The way students choose and complete clauses will depend on the preparation method you used above (that is, methods 1, 2, and 3 noted in "Preparation" above).
2. If the student completes the sentence correctly, her/his team gets a point. If s/he gets it wrong, the other team has a chance to answer—and if the answer is correct, the second team also gets another turn.
3. In terms of what a correct answer is, as the teacher you can decide whether (a) an answer which makes sense is sufficient or (b) if the answer has to make sense *and* be grammatically correct.
4. You can decide if only the student whose turn it is must answer without help, or whether you will allow her/his team to help.

Sentence completion activities can be used in many ways, for example:

1. Adverbials of time (before, since, during, etc.) can be used to practice the concordance of past tenses.
2. Choosing between "for" or "since" with the perfect tenses.
3. Choosing conjugating conjunctions (neither, nor, both, and, not only but).

Activity 51: Making Connections

Since joining clauses with logical connectors is challenging both in terms of meaning and structure, a variety of different types of practice activities are beneficial

Pros

- Students are able to use their own words and ideas to connect ideas

Cons

- The lack of context or teacher-provided cues could challenge lower-level students

↗ **Level:** Intermediate or advanced

✕ **Skills:** Speaking, listening, and writing

▤ **Materials:** Student notebooks

⧗ **Prep Time:** 5 minutes   **Activity Time:** 20–30 minutes with share-outs

Preparation

Choose sets of four to six logical connectors. You can use the list in the Teacher's Tip Sheet at the end of this activity or focus on the logical connectors you have ready introduced. Write them on the board.

Procedure

1. Divide students into groups of up to four.
2. Each group writes a logical and grammatical sentence using each logical connector.
3. Tell students that each sentence should have a different meaning and topic, to avoid all the sentences having the same ending.
4. When the groups have completed their work, you can have groups take turns reading off their sentences, one sentence per round of groups. You can have them write their sentences on the board or on flip chart paper and then evaluate them during a gallery walk, if you have the resources. Or you could have groups exchange papers with the sentences to allow peer evaluation, before you review and make final determinations on what is correct.

Variations

1. You can write sentences on the board with the logical connector missing and/or one of the verbs in the infinitive form (so that students have to determine the correct tense).
2. Students can be asked not to simply make individual correct sentences, but to make a short narrative or paragraph with the provided logical connectors.
3. This activity can also be used for the following grammar features: conjunctions, concordance of tenses practice, verb tenses and expressions (usually adverbials) that typically "cue" particular verb tenses, relatives clauses, and many other features.

PURPOSE	so that in order to so as to	to this end, with this goal (infinitive verb)
CONTRAST	in spite of on the other hand nevertheless on the contrary	though conversely however whereas although
COMPARISON	in the same way similarly in a similar manner	like as likewise
EXPLANATION	for example in particular that is to say for instance	because for i.e. e.g.
SUMMARY	in other words on the whole as previously noted	in short in brief to sum up
ADDITION	furthermore moreover in the second place equally important	besides again in addition finally also
RESULT	therefore for this reason accordingly under these conditions	as a result consequently thus hence
CONDITIONS	under these circumstances otherwise this being so or else either...or	unless since because even though spite of

Appendix A. Using Class Logs

A class log, used for teachers' notes of points to emphasize to students or to build into future classes, is simply a sheet of paper the teacher keeps at his/her side during a lesson. The types of information the teacher might note on the paper are:

- Common mistakes that students make
- Vocabulary or language features in the lesson that it would benefit the students to explicitly notice
- Interesting or useful language appearing in the instructor's procedural language *(Procedural language is the language that the teacher uses to give instructions, to explain, to give feedback—language which is not explicitly part of the lesson as the lesson plan was designed.)*

Class logs are very valuable resources to teachers of small classes. Class logs can show:

- A record of what was discussed and what was important in one particular class *(contrasted to the content of the lesson as planned for that class)*
- Personalization of the learning experience *(entries on the class logs concern the learner's own language, problems, and questions)*
- A means to control the timing of error correction, so that the teacher doesn't always have to do "on-the-spot" error correction, yet he or she doesn't lose track of errors that should be noticed
- Patterns in student difficulties, so that the teacher better learns what kinds of difficulties to expect, and develop effective ways to respond to them
- Needs for student review
- Sources for quizzes and teacher in-class review

Class logs as teaching tools work effectively in classes with 10 students or less. With more than 10 students, even the most experienced teacher is so busy with classroom management issues that he or she cannot attend to the correction sheet and teach at the same time. However, in small classes, the teacher can simply note a word or two on the sheet at the moment some interesting language is produced and then get on with the lesson.

Later, 10 to 15 minutes before the end of the class, the teacher can stop and take a minute or two to write out the class log data in just enough detail so that students can make sense of it, and review the items on the class log with the class.

In the best of situations, a copy of the class log can be made for each student. If this is possible, they are asked to spend five minutes reviewing the log that evening and then maybe a few minutes the next morning.

After that, students are allowed to throw the class log away. It isn't a high stakes tool. In an ideal world, the teacher would review the class log one more time at the beginning of the next class to reinforce memory and to serve as a bridge from the previous class.

Additional points

Teachers often ask if student errors should be addressed only with the student who produced the error. The answer is no. The assumption that we make is that if one of our learners made the error, it's very likely that others would make the same error—so the whole class reviews and benefits together.

Typically a class log will have 10 to 30 notations for an hour-long lesson. The number of notations will depend on the nature of the lesson. A discussion-based lesson will tend to have many more entries than a class primarily taken up with teacher explanation.

Class Log Template

CLASS LOG			
Class:	**Students:**	**Date:**	**Pronunciation**

Class Log Example 1

Class Log

STUDENTS: DATE:

PRONUNCIATION

Get hold of = call him, go see him

Pay attention

to handle a problem = to solve it, to deal with it, to manage it

right away = immediately

to give feedback = to show you understand, to give your opinion

break in = to interrupt

whether = if

appropriate = correct

jet lag = tiredness from flying

I use
he uses

would = wood

non-verbal = no speaking

Class Log Example 2

STUDENTS: All   DATE: 1/4/90   2

PRONUNCIATION

glad = happy

to be back = to have already returned

maybe she likes me.

(kwestion)
question

to hurt = painful
unpleasant

I didn't believe ~~no~~ him   [trost]

That's sounds great? that's seems very great

I thought

~~belief~~

to pass up = miss   to believe = true/false

risk = possible danger   trust = a person will keep a promise

you only live once   Cheap = not expensive / good
                              one time.

to own = possess   wedding = the ceremony
                              of marriage

117

Appendix B. Family Tree Lesson Motif

Excerpted from TEFL standard training session on Multi-Proficiency Level Classes and Differentiated Learning

A Family Tree Lesson Motif to be adapted for a class of low-intermediate students and then true beginners, using the facilitator notes and handout provided.

1. Distribute the Handout (below). Explain that this activity is at a "false beginner" level. False beginners are students who would score as beginners if you gave them a placement test, but who have been introduced to some English at some point—they just can't demonstrate it easily. Consequently, when a false beginner arrives in class, they will learn much more quickly than "true beginners" for whom the class is the first exposure to English.

2. Explain to participants their task: They will work in groups to adapt this false beginner-level activity to (a) intermediate students (as a review, since they have already been introduced to "family relations vocabulary" and possessive adjectives and nouns) and (b) "true beginner" students who are encountering nouns of family relationship and possessive adjectives for the very first time.

Note:

- For example, since the focus of this activity is describing the family tree shown on the Handout, the true beginner dialogue should be simplified, working with, "Who is (name's) (family relation)?" "(X) is (her/his) (family relation)," and this is the only question/answer structure that should be used in the explanation. For the intermediate level version, much more content can be added to the dialogue and context can be richer. For example, the situation of a photo album might be imagined and the different relatives seen in pictures could be described in more detail.

- Participants' focus will be on the curricular adaptation because that's what they were asked to do and because that is the model they just studied (the "Excuse me, what time…?" dialogues). However, tell them that after they have done the curricular adaptation, they should also think of how the curricular adaptation could be additionally supported through interactional and instructional interventions.

Post Adaptation: Participants are free to personalize or "localize" the lesson (e.g., change the names or locations for their country), so that their students can relate to the content more easily. Encourage participants to watch the time so that they can do work on modifying for both an "advanced" and an "easy" version.

Jim

Pat

Devon   Alison

Josh   Caitlyn

Brandon   Emma
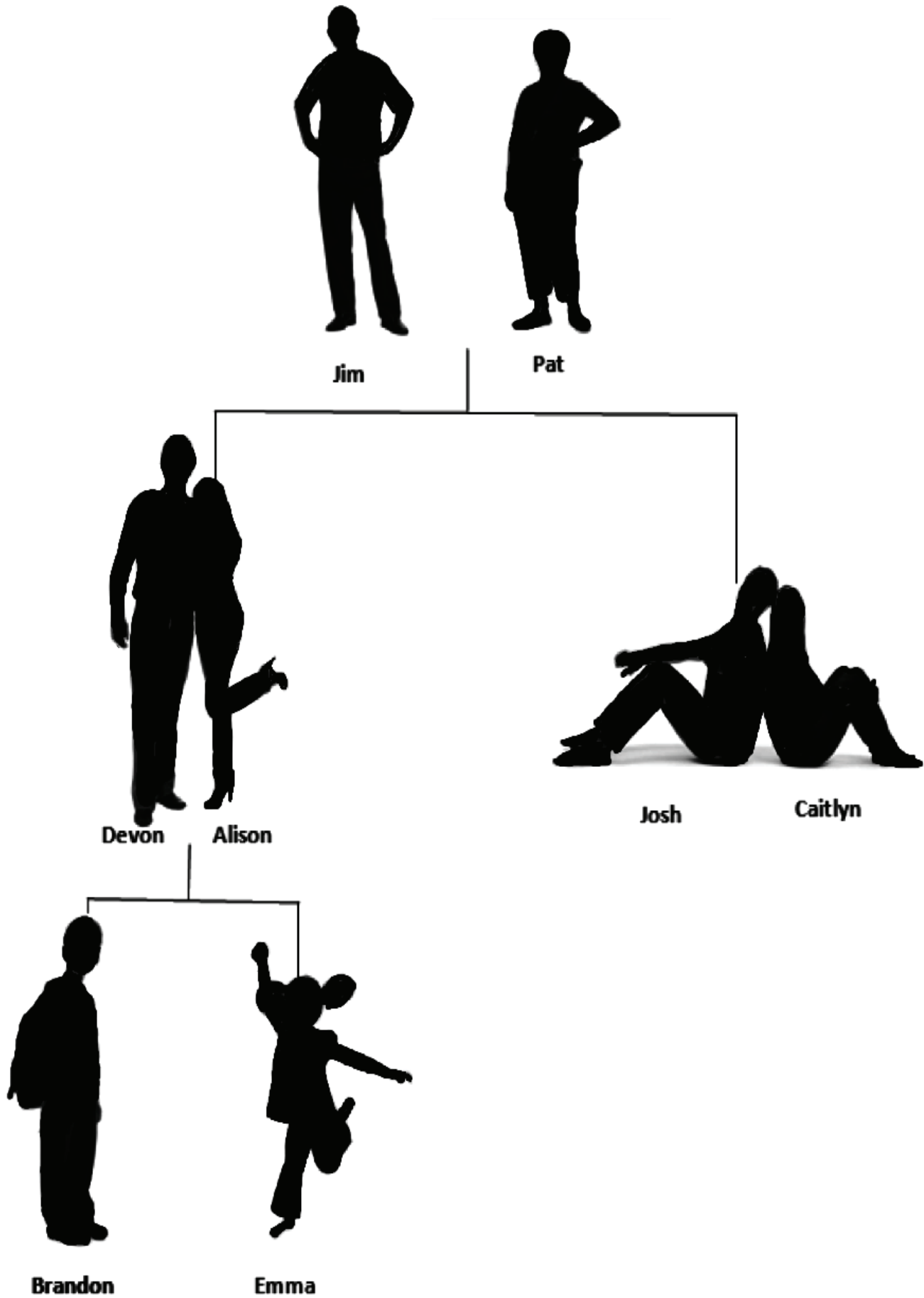
Tiffany: Who's that?

Alison: That's Jim.

Tiffany: Is he your brother?

Alison: No, he isn't my brother.

Tiffany: Is he your cousin?

Alison: No, he's not my cousin. He's my father.

Tiffany: And who's that?

Alison: That's Caitlyn.

Tiffany: Is she your sister?

Alison: No, she isn't my sister. She's my brother's girlfriend.

Who's that? (Who IS that?)

He's my brother

She's (not) my niece

That's my sister

Who is your sister/father/brother? Alison/Jim/Josh is my sister/father/brother.

---

my your his her its our their

---

brother mother husband

sister son wife

father daughter girlfriend

father-in-law mother-in-law sister-in-law

aunt uncle niece

nephew cousin boyfriend

Additional Family Tree Activities

A. Using the family tree diagram with pictures, drill students using yes/no and wh- questions:

Is Devon Alison's husband? Who is Brandon's uncle? Is Pat Jin's daughter?

B. When students are comfortable answering questions under the teacher's guidance, put them into pairs, taking turns asking each other about the family tree diagram. Circulate to supervise student efforts and give guidance as necessary.

C. Ask students to draw their own family trees. Have them keep to three generations (as in the family tree diagram).

D. Change partners from the first activity. Have partners take turns presenting their family tree to each other like this (starting from top and reading from left to right):

This is Oscar. He's my father. this is Teresa. She's my mother.

E. If time permits, ask pairs to take turns asking each other questions about the relationships on the other's family tree.

Appendix C. Peace Corps Child Protection Policy (MS 648)

1.0 Purpose

The purpose of this Manual Section is to set out the policy on proper conduct while working or engaging with children during Peace Corps service or employment. It also establishes the process for reporting instances of child abuse or exploitation by an employee or Volunteer. The Peace Corps strongly supports measures to reduce the risks of child abuse and exploitation caused or perpetrated by an employee or Volunteer.

2.0 Authorities

22 U.S.C. §2504(a); 22 U.S.C. §2506(c).

3.0 Definitions

(a) **Child** is defined as any individual under the age of 18 years, regardless of local laws that may set a lower age for adulthood.

(b) **Child Abuse** includes four categories of abuse:

(1) <u>Physical Abuse</u> means any non-accidental physical injury (ranging from minor bruises to severe fractures or death) as a result of punching, beating, kicking, biting, shaking, throwing, stabbing, choking, hitting (with a hand, stick, strap, or other object), burning, or otherwise harming a child.

(2) <u>Emotional Abuse</u> means the actual or likely adverse effect on the emotional and behavioral development of a child caused by persistent or severe emotional ill treatment or rejection.

(3) <u>Sexual Abuse</u> means the employment, use, persuasion, inducement, enticement, the manipulation, or coercion of any child to engage in, or assist any other person to engage in, any sexually explicit conduct or simulation of such conduct, including for the purpose of producing a visual depiction of such conduct (i.e., photography, videography); or the rape, molestation, prostitution, or other form of sexual exploitation of children. It includes any behavior that makes it easier for an offender to procure a child for sexual activity (i.e., grooming of a child to engage in sexual activity).

(4) <u>Child Exploitation</u> means any actual or attempted abuse of a position of differential power or trust with respect to a child for sexual or monetary purposes, including, but not limited to, the distribution and retention of child pornography or engaging a child in labor that is mentally, physically, socially, or morally dangerous or harmful, or interferes with their schooling.

(c) **Child Protection** is defined as all reasonable measures taken to protect children from child abuse.

(d) **Employee** means an individual hired by the Peace Corps, whether full-time or part-time, permanent or temporary, and includes individuals performing duties as experts, consultants, and personal services contractors.

(e) **Volunteer** means any Peace Corps Volunteer or Trainee.

4.0 Policy

(a) All employees while working with children in the course of their official duties and all Volunteers must adhere to the Child Protection Code of Conduct set out in Attachment A.

(b) In order to identify individuals who may pose a risk to child safety, Peace Corps will conduct a background investigation in the selection of employees and Volunteers.

(c) Peace Corps will incorporate the principles of its child protection policy into its regular training for employees and Volunteers.

(d) Employees and Volunteers must bring to the attention of the Peace Corps any suspected child abuse by any employee or Volunteer.

(e) Failure to comply with this Manual Section may result in disciplinary action, up to and including termination of Peace Corps service or employment. An employee or Volunteer found to have violated this policy may also be subject to host country and U.S. prosecution.

5.0 How to Report Violations

Employees and Volunteers may report allegations of violations of this Manual Section to the Country Director or other senior staff at post, or the appropriate Regional Director, the Associate Director for Safety and Security, the Associate Director for Global Operations, the Office of Inspector General, or other appropriate offices at Headquarters. Volunteers may confidentially make such reports under the provisions of MS 271 *Confidentiality Protection*. For information on reporting violations of this Manual Section to the Office of Inspector General, see MS 861 *Office of Inspector General*.

6.0 Roles and Responsibilities

6.1 Country Directors

Country Directors are responsible for:

(a) Ensuring that employees and Volunteers receive appropriate training on child protection issues and on their obligations under this Manual Section.

(b) Responding in a timely manner to child abuse reports or allegations committed by employees and Volunteers.

(c) Considering child protection issues and policies in making appropriate site placements and developing relationships with other organizations and agencies.

6.2 Office of Human Resource Management

The Office of Human Resource Management is responsible for:

(a) Ensuring that new Headquarters and Regional Recruiting Offices employees receive appropriate training on MS 648 Child Protection and on their obligations under this Manual Section.

(b) Providing notification to current Headquarters and Regional Recruiting Offices employees about their obligations under this Manual Section.

6.3 Office of Volunteer Recruitment and Selection

The Office of Volunteer Recruitment and Selection is responsible for the screening of applicants for Volunteer service in order to identify individuals who have a documented record of child abuse.

6.4 Office of Safety and Security

The Office of Safety and Security is responsible for implementing the screening protocols of potential employees in order to identify individuals who have a documented record of child abuse.

6.5 Office of Overseas Programming and Training Support

The Office of Overseas Programming and Training Support is responsible for ensuring that overseas U.S. direct hires receive appropriate training on child protection issues and on their obligations under this Manual Section during Overseas Staff Training (OST).

7.0 Procedures

Any necessary procedures implementing this Manual Section must be approved by the Office of Global Operations, the Office of Safety and Security, the Office of Volunteer Recruitment and Selection, the Office of Human Resource Management, and the Office of the General Counsel.

8.0 Effective Date

The Effective Date is the date of issuance.

Attachment A to MS 648

Child Protection Code of Conduct

In the course of an employee's or Volunteer's association with the Peace Corps:

Acceptable Conduct

At minimum, the employee or Volunteer will:

(a) Treat every child with respect and dignity.

(b) When possible, work in a visible space and avoid being alone with a child.

(c) Be accountable for maintaining appropriate responses to children's behavior, even if a child behaves in a sexually inappropriate manner.

(d) Promptly report any concern or allegation of child abuse by an employee or Volunteer.

Unacceptable Conduct

And, at minimum, the employee or Volunteer will not:

(a) Hire a child for domestic or other labor which is culturally inappropriate or inappropriate given the child's age or developmental stage, or which significantly interferes with the child's time available for education and recreational activities or which places the child at significant risk of injury.

(b) Practice corporal punishment against, or physically assault, any child.

(c) Emotionally abuse a child.

(d) Develop a sexual or romantic relationship with a child.

(e) Touch, hold, kiss, or hug a child in an inappropriate or culturally insensitive way.

(f) Use language that is offensive, or abusive towards or around a child.

(g) Behave in a sexually provocative or threatening way in the presence of a child.

(h) Perform tasks for a child that the child is able to do for himself or herself that involves physical contact, including changing the child's clothing or cleaning the child's private parts.

(i) Access, create, or distribute photos, videos, or other visual material of a sexual and abusive nature to or involving a child.

Overseas Programming and Training Support

The Peace Corps Office of Overseas Programming and Training Support (OPATS) develops technical resources to benefit Volunteers, their co-workers, and the larger development community.

This publication was produced by OPATS and is made available through its Knowledge & Learning unit (KLU). Volunteers are encouraged to submit original material to KLU@peacecorps.gov. Such material may be utilized in future training material, becoming part of the Peace Corps' larger contribution to development.