KICK START YOUR CAREER
20 CLASSROOM ACTIVITIES FOR ELEMENTARY LEARNERS
By Emma Foers

Gain more confidence in the classroom.
Great lesson plans for you and your students.
Kick Start Your TEFL Career

20 Classroom Activities to Make Your Life a Little Easier

For Elementary Learners

Written By Emma Foers

Commissioned By i-to-i
Activities to make the most of your TEFL career

Get your students interested

Be a teacher who matters

Enthuse your students

Give your students confidence

Make learning fun!

Let your students practise together

Be someone’s favourite teacher
Introduction

Teaching in front of a class for the first time isn’t easy. Your first weeks will be a bit tricky as you learn the ropes. To help you get started, I’ve created a book to kick-start your TEFL career and help your first few lessons go a bit more smoothly! It gives you 20 classroom activities that the students I’ve taught have enjoyed. They’re tried, tested and fun ways to maximise student talk time and minimise your stress levels!

How to use this book
In this book, you’ll find a variety of controlled and freer practice activities for elementary classes that you can slot into your lesson plans. This will not only save you a lot of effort, but also valuable time. For ease of use, refer to the contents list to find out which language and skill is being practised in each activity. I’ve also provided detailed instructions on how to present these activities. In addition, there are also pre-activity and additional activity ideas if you wish to extend and adapt the activities. Please be aware that whereas most of the worksheets simply require photocopying and then distributing, others may need cutting up too.

Adapt the activities for different classes
Each class is different and what works with one class may not work with another. You may need to adapt materials to make them easier or more challenging for your class. It also helps to personalise your materials to maximise your students’ interest. Different learners prefer different activities, so take this into consideration when planning your lessons.

Good luck with your TEFL career and remember: a good teacher doesn’t have to succeed all the time, but rather learns from their mistakes! Don’t worry…your students will be surprisingly forgiving!

Good luck,

Emma Foers

Emma Foers
i-to-i’s TEFL expert in residence
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<td>Blank Clocks</td>
</tr>
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<td>66</td>
<td>Blank Story Board</td>
</tr>
</tbody>
</table>
Classroom Tips

When students don’t understand instructions:

One of the biggest challenges of teaching elementary students lies in setting up activities. As students know barely any English, giving instructions becomes a difficult task!

When planning it’s important to plan what you need to say and how you’ll say it. You’ll need to anticipate what vocabulary your students don’t know and what grammar structures they can use/understand – after all there’s no point in using the present perfect, if they don’t even understand the past simple! You may find you need to pre-teach some vocabulary before you begin. First lessons are a great opportunity to teach instructional language ‘turn to page ___’, ‘work in pairs’ ‘spell ____’ etc.

It’s a good idea to demonstrate activities with one pair/group first (choose strong students to do this). Also getting the students to repeat directions back to you is a good way of checking students’ understanding.

Establish rules:

It’s a good idea in the first class to establish the ground rules. The key to this is being consistent and fair. Let the students know what the school’s policy is for homework, punctuality, attendance, etc.

It is a good idea to set up a points system with a reward for the winning team (for example at the end of term). You can allocate points for winning games, doing homework etc. By putting students into groups for this, students will be encouraged to take responsibility for their classmates’ behaviour as well as their own – thus relieving some of the pressure on the teacher!

How to stop students from speaking their own language:

At an elementary level, students will of course need to use some of their own language in the classroom in general. Students may need to discuss their comprehension of grammar, vocabulary and instructions together and this will be helpful to them as they process their understanding of English.

However, in controlled practice activities and freer practice activities, students should be using only English. You will therefore need to make it clear to students that in these activities they must only use English. It is a good idea here to implement the points system whereby students can lose points for their team if they don’t use English (you could appoint some monitors to help you catch naughty students out!).

Monitoring:

One of the best ways to assess what your students need and what they understand is by walking around the classroom and listening to your students.

Teacher talk time:

Think of ways to reduce teacher talk time and increase student talk time! Students learn from doing.
No time to cut up activities?
Get students to cut them up – a great way to teach instructions!
If you collect your cut ups after class, you can save them and use them again and again! You could also encourage your school to build up its resources and save money, teachers’ time and the environment!

Does your class take a long time deciding who will take what role in role-plays?
Sometimes it’s better to assign roles!

How to decide who will work together:
It is important to use a mixture of pair work and group work. Your students may proclaim that they are too tired to move and that they would prefer to stay in groups with their friends. However, getting students to work with different people not only helps to improve their English, but it also keeps things interesting. Students will thank you for it in the end!

You may choose to put stronger students with weaker students and at other times you may wish to put the stronger students into a group so you can work with the weaker students more closely. Be aware of the dynamics of your group and take note of who works well with whom. Sometimes it is necessary to keep some students apart if their personalities clash!

If some groups finish before others:
It’s always good to have supplementary materials at hand such as crosswords, word searches and general vocabulary exercises, such as matching words to pictures etc. This way your students won’t be wasting time doing nothing, or worse still disrupting others!

If they don’t finish the extra task, you could give the whole class the exercise and get everyone to finish it for homework. If you don’t have any worksheets to give them, you could give them a revision task. For example ‘please write the days of the week in order’ or ‘please write colours’.

When and how to give corrections:
In this book there are two types of activities: controlled practice activities and freer practice activities.

During controlled practice, mistakes should ideally be corrected immediately. Where possible you should encourage the students to self-correct as this is the best way for them to identify their mistakes and to learn from them.

When your students are working on freer practice activities, the focus is on fluency and communication. Therefore, it’s better to take notes of mistakes that you hear as you monitor. When the activity has finished, you can review common mistakes with your students as a group.
**Language:** Indefinite articles  
**Aim:** To find the name of things in English using articles  
**Skills:** Speaking and writing  
**Materials:** Worksheet (one copy per four students)  
Counters (could use coins/erasers/paperclips if you need to!)

### First...
- Choose four pictures to draw on the board to elicit the forms

**What is it?**
- **What are they?**

- It's an apple.  
  - They’re bananas.

- It's a pear.

- It's rice. (uncountable)

---

**Tip:** A good way to help your students understand uncountable nouns is to mime counting rice…. very difficult!

- Drill the question and answers for pronunciation (highlight the contracted form of 'It's/They're').
- Pre-teach the vocabulary using the pictures.
Instructions

• Pre-teach the students the instructions ‘roll the dice’, ‘move forwards’, ‘move backwards’, ‘your turn’ (miming would be the easiest way to do this!).

• Draw a quick example of the game on the board. Mime to students rolling the dice. When you land on the square, mime a correct answer: ‘What is it? It’s a cheeseburger’ or ‘What are they? They are onions…good stay on the square’.

• Now mime a wrong answer, ‘What is it? It’s an onions’…look at the students and see if they spot the mistake. When it’s clear it’s wrong, say ‘ok move back’ (move back to the square they were on before).

Additional Activity:

• Ask students to draw a picture in their notebooks of an item of food from the game.

• Then get students to walk around testing their classmates! ‘What is it?/What are they?’

Teacher’s Notes

It’s a: cheeseburger/pear
It’s an: apple/egg/orange/ice-cream
Uncountable: It’s rice, coffee, chocolate, milk, pasta, cheese, water
They are: bananas, tomatoes, onions, lemons, cookies, grapes, carrots
# Food: Board Game

## Game Instructions:
- **Start**
- **Finish**

## Game Moves:
- **Go back**: ONE space
- **Go forward**: TWO spaces
- **Go back**: THREE spaces

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apples</td>
<td>Bananas</td>
<td>Tomatoes</td>
<td>Rice</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coffee</td>
<td>Egg</td>
<td>Burger</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orange</td>
<td>Onion</td>
<td>Grapes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11</th>
<th>12</th>
<th>13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chocolate</td>
<td>Ice Cream</td>
<td>Milk</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>14</th>
<th>15</th>
<th>16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water</td>
<td>Bottle</td>
<td>Pear</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>17</th>
<th>18</th>
<th>19</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheese</td>
<td>Carrots</td>
<td>Pasta</td>
<td>Milk</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>21</th>
<th>22</th>
<th>23</th>
<th>24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carrots</td>
<td>Pasta</td>
<td>Water</td>
<td>Cheese</td>
</tr>
</tbody>
</table>

© i-to-i UK Ltd. This sheet may be photocopied and used within the class.
Section 2: Where's he from?

**First...**

- Write your name, age, marital status, job, country, address and phone number on the board.
- Elicit the questions from the students.
- Get the students to do the same activity in pairs.
- Write a famous person’s information on the board.
- Elicit the changes in the form of the questions (e.g. *What's your name?* — *What's his/her name?*

**Instructions**

- Tell the students they will ask for two people's information.
- Divide students into pairs – give one student Worksheet A and one student Worksheet B. Give them a minute to look at the information and ask questions about information they don’t understand.
- Students take it in turns to ask questions to fill in the missing information using the person’s name for the first question (to make it clear). Monitor, help and correct where necessary.
- Check with class.

**Additional activity:**

- From the back of the book, hand out one identity card to each student.
- Ask students to write their details on the identity card.
- Collect the identity cards.
- Give the cards back out to different students!
- Get students to mingle and ask the questions.

**Tip:** To make it more fun, tell the students they cannot ask 'What is your name?' … get them to guess which student is which character from the information that's on the card.
**Worksheet A**

Name: John Clark  
Age: 28  
Married: No  
Job: Doctor  
Country: America  
Address: 292 Station Road, New York  
Phone Number: 210 625 533

Name: Luca Mesto  
Age: __________  
Married: __________  
Job: __________  
Country: __________  
Address: __________  
Phone Number: __________

Name: Momoko Shindo  
Age: 32  
Married: Yes  
Job: Waitress  
Country: Japan  
Address: 12 Apple Road, Osaka  
Phone Number: 529 6283

Name: Marianna Cruz  
Age: __________  
Married: __________  
Job: __________  
Country: __________  
Address: __________  
Phone Number: __________

**Worksheet B**

Name: John Clark  
Age: __________  
Married: __________  
Job: __________  
Country: __________  
Address: __________  
Phone Number: __________

Name: Luca Mesto  
Age: 19  
Married: No  
Job: Student  
Country: Italy  
Address: 99 Oak Road, Rome  
Phone Number: 0659 6284

Name: Momoko Shindo  
Age: __________  
Married: __________  
Job: __________  
Country: __________  
Address: __________  
Phone Number: __________

Name: Marianna Cruz  
Age: 54  
Married: Yes  
Job: Nurse  
Country: Spain  
Address: 35 Olive Road  
Phone Number: 965 4317
First...

- On the left hand side of the board write down:

  Question – singer?  
  Answer

  Am I a singer?  
  Are you a singer?  
  Are we singers?  
  Are they singers?  
  Is he/she/it a singer?

- Now elicit the answers (gap-fill the answers with a weaker class. With a stronger class you can ask them to come to the board to write down the answers).

  Yes, you are / No, you're not.  
  Yes, I am / No, I'm not.  
  Yes, we are / No, we aren't.  
  Yes, they are / No, they aren't.  
  Yes he/she/it is / No, he/she/it isn't.

You can use gaps to elicit the contractions underlined.

Tip: Students may confuse the change of subject (e.g. from Am I a singer → Yes, you are). The quickest way to explain this is to say the questions and gesture with your hands.
Instructions

- Draw two dominoes on the board and do an example. E.g.:

  **Are you a singer?**

  b)

  Get the students to answer the question (‘yes I am’) and write it in the square marked ‘b’.

  - Tell the students to ‘match the dominoes’.
  - Hand out one set of dominoes to groups of three or four.
  - Teacher monitors and helps.

Tip: Do you have a large class? Are you worried about being able to correct all the groups? Then photocopy the dominoes page (don’t cut it up!) and when a group finishes, give them a sheet to check their answers.

Additional activity:

- Get the students to put away the dominoes and ask them in their groups to write down as many of the questions (with the appropriate answers) as they can! Give one point for a correct question, one point for a correct answer and an extra point if both are correct!
<table>
<thead>
<tr>
<th>Yes, you are!</th>
<th>Are you 18?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, it is.</td>
<td>Are your parents here?</td>
</tr>
<tr>
<td>Yes, we are.</td>
<td>Are Tom and Helen happy?</td>
</tr>
<tr>
<td>No, it Isn't.</td>
<td>Am I American?</td>
</tr>
<tr>
<td>No, she isn't.</td>
<td>Are your friends all British?</td>
</tr>
<tr>
<td>No, he/she isn't.</td>
<td>Are you a singer?</td>
</tr>
<tr>
<td>Yes, it is.</td>
<td>Are you a singer?</td>
</tr>
<tr>
<td>Yes, I am.</td>
<td>Is your name Tony?</td>
</tr>
<tr>
<td>No they aren't.</td>
<td>Are we students?</td>
</tr>
<tr>
<td>Yes, they are.</td>
<td>Is the weather ok?</td>
</tr>
<tr>
<td>No, you're not.</td>
<td>Is she from Australia?</td>
</tr>
<tr>
<td>No, they aren't.</td>
<td>Is your teacher Spanish?</td>
</tr>
<tr>
<td>Yes, she is.</td>
<td>Is Germany nice?</td>
</tr>
<tr>
<td>Yes, they are.</td>
<td>Are we sad?</td>
</tr>
</tbody>
</table>
Section 4: What/when/why/who/where?

**Language:** Present simple
**Aim:** Practise asking and answering questions
**Skills:** Speaking
**Materials:** One copy of the worksheet for each pair of students

### First...
- On the left hand side of the board write down four questions in short form (e.g. favourite food? best friend? have dinner? go last weekend?) to elicit the question words ‘where’, ‘when’, ‘who’, ‘what’.
- When the students tell you the answers, write down the four full questions, highlighting the form (e.g. what is your favourite food? = for a noun we use the auxiliary verb ‘to be’, when do you have dinner? = for verbs we use the auxiliary verb ‘do’).
- If the students struggle, write part of the question and use gaps to help them.
- Then tell the students to ask each other the questions on the board (with a weaker class, use a strong pair to demonstrate).

### Instructions
- Give half of the class Worksheet A and the other half Worksheet B (tell them ‘you are Student A and you are Student B’). Give them a few minutes to fill in the missing information and ask any questions (teacher monitors).
- Check that the students have filled in the worksheets correctly. Ask the students the questions they just formed.
- Ask Student As to put their hands up. Tell them whilst writing on the board ‘A ➞ ask two Bs’ (i.e. two students with a B worksheet) Then ask Student Bs to put their hands up. ‘B ➞ ask two As’
- Check with class.

### Additional activity:
- Put students into groups of three. In their groups ask students to brainstorm questions you could ask a pop star.
- On the board brainstorm ideas.
- Tell the students one person will be the pop star and the other students will be the interviewers (concept check interviewer).
- **With a stronger class:** encourage students to ask follow up questions (Who do you swim with? Where do you go swimming?)
### Worksheet A

<table>
<thead>
<tr>
<th>Question</th>
<th>Person 1</th>
<th>Person 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you like to do in the morning?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who is your favourite person in the world?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who is studying English?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who is working?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who is watching on TV?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who is going to bed?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who is your favourite book?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who is liking to eat?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who is having for breakfast?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who is your favourite place to go on holiday?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Worksheet B

<table>
<thead>
<tr>
<th>Question</th>
<th>Person 1</th>
<th>Person 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is your favourite film?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where do you live?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where do you get up in the morning?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where do you have lunch?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where do you hate on TV?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where do you listen to?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where do you your favourite singer?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where do you do in the evening?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where do you get to work?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where do you like to drink?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Find the Words!

First...

1. Draw a picture of a man on the board using as many of the adjectives from 1-10 on the wordsearch as possible. Ask students to describe him. Write the adjectives the students came up with on the board.

Instructions

2. Draw pictures to elicit any remaining adjectives from 1-10 not mentioned.

3. Teach the word ‘opposites’ by showing fat/thin, black/white, big/small etc.

4. Now give out the wordsearch and give students a time limit of 10 minutes to find the opposites in the wordsearch. The first one has been done as an example.

Tip: If your students find the wordsearch hard, monitor and give clues! (It's on the left!)

Additional activity:

1. Students draw three monsters and then describe them to a partner using as many adjectives as possible.

Teacher's Answers

aytaintalylc
thinhanymeoo
puoaijfortful
ojluituaebk
lkorultnlatb
tdariegltln
yaohtuwekyim
uohatkjukwepk
khealthydku
mqaeseminhay
ywshandsome
sausomeucal
uwfrhealtury
Find the Opposites in the Wordsearch!

1) fat → thin
2) short
3) hot
4) sick
5) old
6) rich
7) hungry
8) ugly (for a woman)
9) ugly (for a man)
What time is it?

First...

1. **Board race.**
   Split the students into two or three groups depending on your class size. Divide the board into three sections (in columns). Ask the students to line up opposite their section in a line. Inform the students that the first person must come to the board, write one word, and then go to the back of the line (through miming). The next person will then repeat the process... and the next. Then tell them that you want them to write numbers. The team with the most (correctly spelt) words wins!

2. When finished, add up the marks and encourage peer correction for spelling mistakes.

**Instructions**

- On the board draw a clock face and elicit the times:

What time is it?

= It's ___________________

Language: Telling the time  
Aim: To introduce and practise telling the time  
Skills: Speaking and listening  
Materials: One copy of the worksheet per pair  
Additional Activity: Two or three board pens for the board race
• Then elicit the question and answer (with a weaker class, get them to fill in the gap with the auxiliary in the correct form -‘is’).

• After drilling, put students in pairs and then give one person Worksheet A (inform them ‘you are Student A’) and one person Worksheet B (inform them ‘you are Student B’).

On the board write:

**Student A** – ask questions 3, 5, 7 and 9  
**Student B** – ask questions 2, 4, 6 and 8

• Use two students to model - using question 1. Student A asks ‘What time is it?’ and Student B replies ‘It’s one o’clock’. Ask Student A ‘Is he/she correct?’ (Student A has the answer).

### Additional activity:

• Students can ‘be the clock!’ – get students to stand face to face. One student uses their arms to make times asking ‘what time is it?’
What time is it? Telling the time

Student A

1) It's one o'clock
2) __________________
3) It's a quarter past six
4) __________________
5) It's ten past twelve
6) __________________
7) It's five to five
8) __________________
9) It's a quarter to nine

Student B

1) __________________
2) It's half past three
3) __________________
4) It's a quarter to four
5) __________________
6) It's twenty to two
7) __________________
8) It's twenty five past seven
9) __________________
**How often do you...?**

**First...**
You need to revise adverbs of frequency. Draw an arrow on the board and get the students to fill in the missing information (if they are struggling, gradually give them more letters):

100%  
Always

O _ _ _ _ / U _ _ _ _ _ _

S _ _ _ _ _ _

O _ _ _ _ _ _ _ _ _ _ _ / R _ _ _ _

0%  
Never

- Elicit five sentences from different students using an adverb of frequency (encourage self/peer correction where necessary). Chorally drill all five sentences. Then go through each sentence and delete one or two words, replacing it with an underlined gap. Chorally drill the students again. Then repeat the process, deleting words each time, then drilling – until there are only blanks remaining!

E.g. _ _ _ _ _ _ _ _ _ _ _ _ See how good your students’ memories are!

**Instructions**
- Elicit the question form ‘How often do you’ + bare infinitive (verb without ‘to’).
- Write on the board ‘How often do you ________ TV?’ (Elicit ‘watch’).
- Tell the students they have five minutes to find the missing verb on the worksheet in pairs and write two full questions for number 11 and 12. Distribute one worksheet per person.
- Go around the class choosing different individuals to get the answers.
Tell the class to ask three students the questions. To eliminate any confusion as to the task - on the board roughly draw the table, choose a student and give an example (write the student’s name under box one and ask three questions and write their answer in the adjacent box in short form – repeat for box two and three).

Additional activity:

- Ask students to write their hobbies on a piece of paper.
- Put students into pairs.
- Students have to look at their partner’s paper and ask questions about their hobbies. E.g. ‘Why do you like tennis?’ and ‘How often do you play tennis?’ Give some examples on the board first!

Teacher’s Key:

Always
Often / Usually
Sometimes
Occasionally / Rarely
Never
## How often do you ...? Class Survey

<table>
<thead>
<tr>
<th>Question</th>
<th>Always</th>
<th>Often / Usually</th>
<th>Sometimes</th>
<th>Occasionally / Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) T.V?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) on holiday?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) to the gym?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4) a newspaper?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5) shopping?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6) to music?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7) breakfast in bed?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8) up early?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9) the house?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10) to bed late?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What can you do?

1 First...

• Draw two pictures. One of a man with a speech bubble saying ‘ciao io sono Robert’ and another of a man looking at a sign in Chinese looking worried (write: ‘Henry’ next to the man). Elicit ‘Robert can speak Italian’ and ‘Henry can’t speak/read Chinese’.

2 Instructions

• Give students a few minutes to think of different jobs. Brainstorm on the board.
• Say to students, ‘When you want a new job, what do you do first?’ (Elicit ‘go for an interview’ – may need to prompt). Then ask ‘What do we call the person who asks the questions at the interview?’ (The interviewer).
• Tell the students they now have to put a conversation in order. This conversation is between an interviewer and someone who wants a job.
• Put students into groups of two or three depending on class size.
• When students have finished elicit the correct order from the group.

3 Additional activity:

• Put students into groups of three/four. Ask students to choose one job. Now in their groups, get them to think of verbs they need to do for the job. E.g. McDonald’s = cook, count money, use a till etc.
• Now tell them they need to make-up questions for an interview.
• Assign roles to the students now. One student will be interviewed and the remaining students will be the interviewers.
Hello my name is Frank.

Hello, my name is John. It’s nice to meet you!

It’s nice to meet you too…take a seat please.

Thanks.

So, John. What skills do you have?

Well…I have a lot of skills….

Can you use a computer?

Yes, I can. I can use a lot of programmes.

Can you use the internet?

Yes, I can. I always use it to find information!

Can you answer the telephone and work at the same time?

Yes, I can. I can do many things at the same time!

Can you work with others?

Yes, I can. I am very friendly.

Can you speak any other languages?

No…I can’t. But I am thinking about learning Spanish.

Ok…..one last question…

Yes…

Can you make a good cup of coffee?
Section 9: What was that noise?

First...
- Ask students to stand up. Each student must say a verb in the past tense. They have five seconds to answer. If they don’t answer in five seconds or get a word wrong then they must sit down.

Instructions
- Put students into pairs. Give one student Worksheet A (tell them ‘You are Student A’) and one student Worksheet B (tell them ‘You are Student B’). Ask the students to read through the sentences and underline words/sentences they don’t know.
- Encourage students to ask questions about anything they don’t understand (baseball bat, dressing gown etc).
- Tell students this is a story and there are missing parts (pre-teach ‘missing’).
- Tell students they have to ask questions to find the missing information.
- On the board write:

<table>
<thead>
<tr>
<th>Student A</th>
<th>Student B</th>
</tr>
</thead>
<tbody>
<tr>
<td>What/hear?</td>
<td>Where/decide to go?</td>
</tr>
<tr>
<td>Who/asleep?</td>
<td>What/do?</td>
</tr>
<tr>
<td>What/do?</td>
<td>What/see?</td>
</tr>
<tr>
<td>What/pick up?</td>
<td>How/feel?</td>
</tr>
<tr>
<td>How/feel?</td>
<td>What/in his kitchen?</td>
</tr>
<tr>
<td>What/take outside?</td>
<td>What/decide to do?</td>
</tr>
</tbody>
</table>

- Give students a few minutes to construct the questions individually (only for their section).
- Go around the room and ask students to say what questions they made. Write up the questions on the board, encouraging self/peer correction.
• Now get students to ask their partners the questions and write the answers on their worksheets in the spaces provided.

• Don’t let students look at their partner’s answers when they are asking each other (to practise their listening skills!). Once they have finished you can allow them to check for grammar/spelling mistakes.

**Additional activity:**

• Students have to write down two interesting things that they’ve done and one which they haven’t done.

• Students have to ask questions to find out which one was a lie! (‘Who did you do it with?’ ‘When did you do it?’ ‘How did you feel?’ etc)

**Teachers notes:**

1) One night, Harry heard a noise downstairs.
2) He decided to go downstairs, so he put on his dressing gown.
3) His wife was asleep so he didn’t wake her.
4) He walked slowly down the stairs.
5) He jumped as he heard the noise again.
6) He saw his son’s baseball bat on the floor.
7) He picked up the baseball bat and walked to the kitchen door.
8) He was afraid but he opened the door.
9) He couldn’t believe it!
10) In his kitchen there was a dog!
11) So he took the dog outside and shut the door!
12) He decided to talk to his son in the morning….
What was that noise? Information gap

Worksheet A
1) ______________________________________
2) He decided to go downstairs, so he put on his dressing gown.
3) ______________________________________
4) He walked slowly down the stairs.
5) ______________________________________
6) He saw his son’s baseball bat on the floor.
7) ______________________________________
8) He was afraid but he opened the door.
9) ______________________________________
10) In his kitchen there was a dog!
11) ______________________________________
12) He decided to talk to his son in the morning….

Worksheet B
1) One night, Harry heard a noise downstairs.
2) ______________________________________
3) His wife was asleep so he didn’t wake her.
4) ______________________________________
5) He jumped as he heard the noise again.
6) ______________________________________
7) He picked up the baseball bat and walked to the kitchen door.
8) ______________________________________
9) He couldn’t believe it!
10) ______________________________________
11) So he took the dog outside and shut the door!
12) ______________________________________
10

My last holiday…

First…
- Play a game of ‘Yesterday’. Ask a student what they did yesterday: ‘Yesterday, I went to work’. Then the teacher repeats this and also adds a sentence ‘Yesterday I went to work and I met Brad Pitt’. Then prompt the next student to repeat the two sentences and add a sentence of their own (e.g. ‘Yesterday I went to work and I met Brad Pitt and we talked about Angelina Jolie’, etc.). And so on…

Tip: If you have a very large class (more than 20), do an example with a few students and then split students into groups to continue playing (tell them to help each other remember).

Instructions
- Ask students to think about their last holiday.
- Go through the list for ‘my answers’ and elicit possible answers e.g. ‘I went there by bus/ plane/ car/ train’ etc.
- Get the students to write their answers in the ‘my answers’ column (monitor and help where needed).
- Ask the students to make the questions.
- Go around the classroom and go down the list and get students to say the questions they made.
- Write questions up on the board. Encourage self correction.
- Get students to ask their partner and write down the answers in the column provided. (First highlight the form on the board ‘He went to France’… not ‘He wents to France’)

Additional activity:
- Change the pairs so each person is working with someone new and ask students to tell their new partner about their old partner’s last holiday.
### My last holiday: Asking and answering questions

<table>
<thead>
<tr>
<th>My answers</th>
<th>Questions</th>
<th>My Partner’s Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>I went to …</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I got there by …</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I went for …</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I stayed …</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I went with …</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In the mornings I …</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In the afternoons I …</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In the evenings I …</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I bought …</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I ate …</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Tom’s terrible day

First...

Tell the students they will read a story. Write the following words on the board and elicit the meaning (or you could prepare a matching exercise – words to definitions):

- Shampoo (n)
- Petrol (n)
- Keys (n)
- Boss (n)
- Lucky (adj)
- Late (adj)
- To cut (v)
- To smash (v)

Ask students to discuss in pairs what they think the story will be about.

Instructions

Give an example on the board for Student A and B:

**A:** ‘It started (1) ______________________ (when?)’

**B:** ‘Then he brushed his teeth with (2) _______________ (what?)!’

Elicit ‘When did it start?’ and ‘What did he brush his teeth with?’

- Put the students in pairs, give one student Worksheet A and the other Worksheet B.
- Ask the students to read the story and to make the questions in their notepads.
- Go around the class getting the questions (3-8) and writing them up on the board.
- Students then ask each other the questions.
- Afterwards, go around the class getting/correcting the answers.

Additional activity:

- Put students into groups of about six and give students a blank piece of paper (or get them to tear one from their books).
- Ask students to draw five horizontal lines across the page so there are six boxes.
In the first box, ask each student to write a sentence in the past about themselves.

Then tell each student to pass their paper to the person on the right who must make up a question about the sentence.

Then they pass the paper to the right again (each time the paper is passed a new question about the original sentence must be formed).

When each person has made a question, give the paper back to the owner.

Put students into pairs. Get them to swap papers and ask and answer the questions!

Teacher’s Notes
Tom is usually lucky, but last Wednesday he had the worst day of his life! It started when he woke up late. Then he brushed his teeth with shampoo! He was hungry but he didn’t have time for breakfast. He got into his car, but he didn’t have any petrol! So he walked to the petrol station, got some petrol and then he walked back to his house. When he got back to his house, he couldn’t find his car keys. He looked everywhere for them. Then he saw them in his car! He smashed the window and he cut his hand. He drove to work quickly. But the police saw him and stopped him! When he got to work his boss was very angry. He shouted at Tom! Then Tom’s phone rang. It was his girlfriend! Suddenly Tom remembered it was her birthday! He didn’t have any plans or a present!
Tom’s terrible day: Asking for and filling in missing information

Student A

Tom’s terrible day!

Tom is usually lucky, but last Wednesday he had the worst day of his life! It started when he woke up late. Then he brushed his teeth with shampoo! He was hungry but he didn’t have time for breakfast. He got into his car, but he didn’t have any petrol! So he walked to the petrol station, got some petrol and then he walked back to his house. When he got back to his house, he couldn’t find his car keys. He looked everywhere for them. Then he saw them in his car! He smashed the window and he cut his hand. He drove to work quickly. But the police saw him and stopped him. When he got to work his boss was very angry. Tom was two hours late for work! He shouted at Tom! Then Tom’s phone rang. It was his girlfriend! Suddenly Tom remembered it was her birthday! He didn’t have any plans or a present!

Student B

Tom’s terrible day!

Tom is usually lucky, but last Wednesday he had the worst day of his life! It started when he woke up late. Then he brushed his teeth with shampoo! He was hungry but he didn’t have time for breakfast. He got into his car, but he didn’t have any petrol! So he walked to the petrol station, got some petrol and then he walked back to his house. When he got back to his house, he couldn’t find his car keys. He looked everywhere for them. Then he saw them in his car! He smashed the window and he cut his hand. He drove to work quickly. But the police saw him and stopped him. When he got to work his boss was very angry. Tom was two hours late for work! He shouted at Tom! Then Tom’s phone rang. It was his girlfriend! Suddenly Tom remembered it was her birthday! He didn’t have any plans or a present!
12 Describe the picture

Aim: To practise describing where things are
Skills: Speaking and listening
Materials: One worksheet per student

First...
1. On the board draw a box and next to the box give a clue ‘It is black’. Get students to ask what is in the box, hopefully eliciting ‘Is there…?/Are there…?’ (E.g. ‘Is there a dog in the box?’ and ‘Are there sweets in the box?’). When they give up tell them: ‘No, it’s a TV!’

Instructions
2. Pre-teach vocabulary and revise prepositions ‘in, on, under, next to, in front of, behind’ (you can do this by quickly drawing a box and a ball asking ‘where is the ball?’ for each preposition).

 Tell them you will give them different pictures. One will be Student A and will have lots of objects and the other (Student B) will have none. Tell Student As that they must describe their picture to Student Bs who must draw the missing objects on their worksheet.

 Put students into pairs and sit them back-to-back.

 Give one student Worksheet A and one student Worksheet B.

 When they have finished, get students to compare their drawings.

Additional activity:
3. Ask students to write down five things they think is in their partner’s bedroom (not bed or wardrobe!)

 Now students must ask their partner (e.g. ‘Is there a TV in your bedroom?’, ‘Are there books in your room?’). For every time their partner says yes, they get one point!
Describe the picture: Describe the classroom

Picture A

Picture B
13

What am I doing?

First...

- Ask students to get a piece of paper. On one side, say ‘Please write ‘true’ in big letters’ and on the other side ‘Please write ‘false’ in big letters’. Then say a few statements about what’s happening in the classroom now and have the students show either ‘true’ or ‘false’ (e.g. Yasmine is wearing a t-shirt, everyone is running, your teacher is crying).

Instructions

- Cut the worksheet out and put the sentences in a bowl at the front of the class.
- Elicit the question ‘what am I doing?’ and write the question on the board.
- Mime one of the sentences from the worksheet and encourage students to guess what you’re doing by pointing to the question on the board.
- Get the person who guesses to come to the front of the class and mime the next sentence …. and so on.

Tip: You may need to help with some vocabulary such as ironing – so you may want to give a hint by gap filling the word i.e. i r o _ _ g.

Additional activity:

- Get students to use an imaginary telephone and give each other a call and ask ‘what are you doing?’ Encourage them to be imaginative! E.g. ‘I am having dinner with Tom Cruise and we are drinking champagne!’ Do a few examples with students before getting them to do this in pairs.

Language: Present continuous
Aim: To guess what’s happening
Skills: Speaking
Materials: One copy of the worksheet cut up
A bowl for the front of the class
<table>
<thead>
<tr>
<th>I'm playing the piano.</th>
<th>I'm reading a book.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I'm watching a football match.</td>
<td>I'm shopping.</td>
</tr>
<tr>
<td>I'm ironing.</td>
<td>I'm crying.</td>
</tr>
<tr>
<td>I'm driving a car.</td>
<td>I'm cooking.</td>
</tr>
<tr>
<td>I'm playing a computer game.</td>
<td>I'm dancing.</td>
</tr>
<tr>
<td>I'm talking on the telephone.</td>
<td>I'm looking for my pen.</td>
</tr>
<tr>
<td>I'm brushing my hair.</td>
<td>I'm drinking coffee.</td>
</tr>
<tr>
<td>I'm posting a letter.</td>
<td>I'm eating a pizza.</td>
</tr>
<tr>
<td>I'm catching a ball.</td>
<td>I'm making a cake.</td>
</tr>
<tr>
<td>I'm riding a horse.</td>
<td>I'm singing in the shower.</td>
</tr>
<tr>
<td>I'm drawing a dog.</td>
<td>I'm flying an aeroplane.</td>
</tr>
</tbody>
</table>
Comparatives

To practise asking and answering questions

Speaking, listening and writing

One copy of the worksheet per student

**Questionnaire**

**First...**

- On the board draw a few objects in twos (or have pictures pre-prepared!) and ask students to compare them in their pairs (e.g. dog/cat, taxi/bus, lion/cat).

- Feedback – highlight the rules on the board to refresh students’ memories (one syllable = +er, y → -ier, 3+ syllables = more/less, irregular adjectives = good → better, bad → worse etc).

**Instructions**

- Get the students to complete the questions on the worksheet by changing the adjective into its comparative form.

- Go around the class and ask the students what they put.

- Tell the students now they must find someone to ask the questions to. Tell them they can write their names in 1) and 2).

**Tip:** Students tend to want to work with the same people for activities like this, but they benefit from working with different people! So you could tell them to find someone who is wearing the same colour as them or someone who has the same colour eyes.

**Additional activity:**

- Want to work on follow up questions? Put students into groups of four and ask them to ask each other follow up questions for their answers. ‘Why do you prefer pizza?’ ‘What is your favourite pizza?’ ‘Where do you go for a pizza?’
<table>
<thead>
<tr>
<th>Question</th>
<th>1)</th>
<th>2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is ___________________________ work or your family? (important)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are you ___________________________ than your best friend? (funny)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is ___________________________ pizza or pasta? (delicious)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is Dubai ___________________________ than England? (expensive)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is ___________________________ maths or science? (difficult)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is Spain ___________________________ than Canada? (sunny)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who is a ___________________________ cook – your mother or your grandmother? (good)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is your phone ___________________________ than your best friend’s phone? (modern)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does your father go to bed ___________________________ than your mother? (late)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is ___________________________ doing the housework or working? (bad)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What's the world record?

Teacher’s Note: This lesson is for a strong class – the level is elementary/pre-intermediate.

1 First...

   a) Words to pre-teach: metal, wood, plastic, valuable, light, model train, bottle, burp, fingers, toes, millimetres, metres.
   b) A fun way to pre-teach vocabulary is to play the ‘fly swatter game’. First, divide the board into two halves and write the vocabulary in big words on the board (spaced out).
   c) Divide the class into two teams and choose one person from each team to come to the front. Give them a fly swatter each (or they could use their hands).
   d) Point to/mime/draw the vocabulary and the first student who hits the correct word on the board wins a point for their team. Then ask another two students to come up to the front for a new word. If at any time both students don’t know the word, save the word for later and use a different word.
   e) Suggestions:
      - **point to and ask ‘what is it?’**: for metal/wood/plastic/fingers/toes
      - **draw**: a bottle
      - **describe**: valuable (if you sell it you will get a lot of money!)
      - **mime**: burp (when you drink coca cola and a sound comes from your mouth)
      - **mime**: for light, millimetres and metres (show size with hands and say ‘this big’)

2 Instructions for quiz:

   a) Hand out the quizzes and give students a few minutes to read through the quiz, fill in the blanks with the missing superlative and ask any questions.
   b) Check students know how to say: 10,000, 500,000 and 70,000, 2008, 1998, 1950. 12 x 33mm (x = by)
   c) Ask students to fill in their guesses (mark on the left).
   d) Now tell students to mingle and ask their classmates what they think. Demonstrate how to collate the information as a tally chart.

Tip: Remember to walk around to help and encourage!

   a) After the activity go around the classroom choosing students and asking ‘what had the most answers- ‘a’, ‘b’ or ‘c’?’ (ask the other students if they agree). Finally give the correct answer!
Additional activity:
• Get students to compare their answers.
• Or, put students into groups of four and ask them to come up with sentences using given words (they have to use a superlative!)

Teacher’s Notes
Answers:
1. 1,013 metres long
2. 32 x 22mm
3. German
4. 2008
5. 92 years old
6. £70,000
7. metal
8. America
9. The UK
10. 25
What’s the World Record? Quiz

1. How big is _______________ (large) swimming pool in the world?
   a) 1,013 metres long  b) 2,045 metres long  c) 850 metres long

2. What is _______________ (small) newspaper in the world?
   a) 32 x 22mm  b) 15 x 55mm  c) 10 x 44mm

3. What nationality is the man who made _______________ (long) model train?
   a) British  b) German  c) Italian

4. Massimiliano Della Monaca made ___________ (light) chair in the world
   a) in 2008  b) in 1998  c) in 1950

5. ___________ (old) message in a bottle is
   a) 105 years old  b) 92 years old  c) 71 years old

6. ___________ (valuable) suit in the world is
   a) £10,000  b) £500,000  c) £70,000

7. A Frenchman eats ___________ (strange) food in the world. He eats
   a) metal  b) wood  c) plastic

8. ___________ (tall) man in the world lives in
   a) Canada  b) China  c) America

9. ___________ (loud) burp in the world was in
   a) America  b) The UK  c) France

10. ___________ (many) fingers and toes on a person in total is
    a) 25  b) 30  c) 24
‘Find the person who says ‘yes’!

First...

- On the board, draw a picture of a man at a desk with a thought bubble coming from his head of him lying on a beach. Elicit: ‘He would like to be on a desert island/relaxing on a beach etc’. Concept check: ‘Is this a definite plan for the future?’ ‘How possible is this?’

Suggested vocabulary to pre-teach (this could be done by doing a matching exercise):

- a film star
- boat
- to be sick/throw up
- to miss

- a politician
- shark
- die (v)/died (v)/dead (n)
- to lie
- important
- practice
- scared

Instructions

- This game will need clear instructions! Students need to be in groups of four. The worksheet needs to be cut into four segments and each student will be given a card from A to D. Tell them to not show their card to the others in their group!

- Draw a quick example on the board showing the questions are on the top and the answers are on the bottom.

- Use one group as an example first. Get Student A to ask the first question ‘Would you like to go for a coffee sometime?’ Then tell Student A they have to choose a person to ask the question to first. If the first person they ask says ‘yes’, then they get five points (they have to look on their sheet for the answer). If not, they have to ask a different person from their group - if this person says ‘yes’ (from their sheet) then they get three points. If it’s the last person they ask who answers ‘yes’, then they get no points! Write the points system on the board. Ask each person to write their score each time!

Tip: The game can be simplified depending on the level of your students by removing some of the questions and related answers, so there are fewer answer options as a result.
Additional activity:

- Put students into pairs and get them to do a role play – one student has to ask the other out and the other has to say no as many times as politely possible (“Would you like to go to the cinema with me?”). The person asking the question has to keep asking for different days and get the other to say yes!

Tip: Some groups may not feel comfortable asking out their class members (obviously it isn’t a good idea to do this with children/some cultures!). However if you have a group with a good rapport and sense of humour this could be fun!

- OR – Get the students into groups of four and make questions for future dreams (e.g. ‘Would you like to sky dive?’, ‘Where would you like to go for your next holiday?’, ‘What job would you like to try?’). Then move two students from each group into another group and they interview each other.
Find the person who says ‘yes’: Group Discussion

Student A

Would you like to go for a coffee sometime?
Would you like to be a film star?
Would you like to have 30 children?

Answers:
Yes, I’d love to write a book someday!
No, I wouldn’t like lots of money because I’m happy with my life!
No, I would not! Politicians lie a lot!
No, I wouldn’t because I don’t like flying.
Yes, I’d ask the alien lots of questions!
No, I’d like to die young!
Yes, because I love the sea!
No, I wouldn’t. He is too old for me!
No, I think less homework would be better!

Student B

Would you like to be a writer?
Would you like to travel the world?
Would you like to live on a boat?

Answers:
I’m sorry, but I have other plans tonight.
Of course! I would love to have lots of money!
Not really, I don’t think I’d be a good politician.
No, I’d prefer to be a rock star!
No way! I’d be scared!
Yes, I’d like to live for a long, long time!
Thirty children? No way! I wouldn’t have any money!
No, I wouldn’t! I’d prefer to date Johnny Depp!
Yes, I love homework so I can get more practice!

Student C

Would you like to be a millionaire?
Would you like to meet an alien?
Would you like to date Tom Cruise?

Answers:
Yes, I’d love to go for a coffee.
No, because I’m not very good at writing.
Yes, I would love to be a politician and change the world!
No, I’m a bad actor/actress.
No, I wouldn’t because I would miss my family.
No, I’d hate to be 100 years old!!!!
No, I wouldn’t want to meet an alien!
Yes, I’d love to have a lot of children.
I don’t think so, because I think I would be sick!
I don’t really care because I never do homework!

Student D

Would you like to be a politician?
Would you like to live to be 100 years old?
Would you like to have more homework?

Answers:
I can’t because I’m going to the cinema tonight with my friend!
No! I hate writing!
No, I wouldn’t. Money isn’t important to me.
Yes, I’d love to be an actor/actress! I think I’d be good at it!
Yes, of course I would like to! I love travelling!
Why would I want to be 100?
No I wouldn’t want to have thirty children!
No I wouldn’t because I’m afraid of sharks!
Yes, I’d love to! He’s so handsome!
First...

• Write on the board:

  Do you have a big family?
  Do you get on with all of your family?
  Does your family like to do the same things?
  What do you do together?

  Elicit what ‘to get on with’ means and if they don’t know, tell them it means ‘to be friends with/to have a good relationship with’

• Put students in pairs and give them a few minutes to ask each other their questions.

Instructions

• Put students into groups of four or five depending on your class size. For each team, stick a copy of Tom’s complete story (A) on the wall (has to be spread out a little). On the other side of the room, put the missing story (B) on desks (make sure the distance is equal for all the teams for a fair game!). Get the students to stand in a line behind the table with the missing story (B).

• Explain to the students by demonstrating, that Student A runs to the sheet, remembers the relevant phrase or sentence, then runs back and dictates it to Student B who writes it down. Student B then runs, remembers, runs back and dictates to Student C, and so on.

• The team who completes the missing story the fastest wins.

Additional activity:

• Students ask one another about their family members/friends using words on the board. Note that the auxiliary ‘do’ changes to ‘does’ for the third person in the question form and the verb takes the bare infinitive form ‘drive’. To answer, students have to remember to use the verb in the third person ‘drives’ (as there is no auxiliary in the answer).
For example:

How does your father drive? ➔ He drives fast.

Father       sings
Mother       dances
Sister       drives
Brother      cooks
Best friend  plays tennis
Uncle
Aunt
**Story A**

Tom comes from a big family. He gets on well with most of his family. He sometimes fights with his brother because they share a room. Sometimes his brother doesn’t speak to him politely! His sister is polite however. She is a dancer - she dances beautifully. His dad can’t sing, but he sings loudly in the shower! His mother enjoys cooking. She cooks really well! His grandparents are nice. His grandmother loves talking! She talks quickly and sometimes you can’t understand her! His grandfather is very old, but still drives! But he drives very slowly!! Tom has a girlfriend. He likes her a lot. He likes talking to her and she always looks lovely!

**Story B**

Tom comes from ____________________. He gets on well with most of his family. He sometimes __________________ because they share a room. Sometimes his brother doesn’t ______________________! His sister is polite however. She is a dancer - ____________________. His dad can’t sing, _____________________________! His mother enjoys cooking, __________________! His grandparents are nice. His grandmother loves talking! ______________________________! His grandfather is very old, but still drives! __________________________! Tom has a girlfriend. ___________________. He likes talking to her and _________________________!
Section 18: Crossword

18

Crossword

First...

- Write on the board

  'I have ________ (finish)'. Get the students to fill in the blank with 'finished'.

- Write:

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Past</th>
<th>Past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finish</td>
<td>finished</td>
<td>finished (regular)</td>
</tr>
<tr>
<td>Meet</td>
<td>met</td>
<td></td>
</tr>
<tr>
<td>Do</td>
<td>did</td>
<td></td>
</tr>
</tbody>
</table>

- Elicit from the students the two missing past participles. Highlight that some past participles stay the same as the past form, some change completely.

Instructions

- Tell the class that they will now practise with past participles. Put the students into pairs (tell them one is Student A and one is Student B - and not to look at their partner’s paper!).

- Tell the students that the infinitives are under the crossword (1-16) and they must find the number on the crossword and write the past participle there.

- Give them a few minutes to fill out as many as they can.

- Now tell the students to check their answers and help with missing answers.

- On the board draw:

  What ___ number one? (Elicit ‘is’)

  **Student A**

  **Student B**

  ```
  1. 
  2. r  i 3. d d e n
  1. m a
  2. 3. d e
  ```
• Give an example. Tell the students they have different information and they have to ask each other for help (but they can’t look!).

Additional activity:

• To practise past participles you can put your hands on your head for the infinitive, your hands on your shoulders for the past form and touch your knees for the past participle. Help the students for the first few times, then just say the infinitive and get the students to think of the past and past participle prompted by touching your shoulders and knees!
1) make  2) ride
3) drink  4) be / go
5) eat    6) know
7) understand 8) choose
9) wear   10) speak
11) drive  12) write
13) swim  14) bite
15) teach  16) fly
Have you ever...?

First...
• Write on the board:

Answer:
Yes, I have been to India.
I went in 2005.
I went with my friend.

Elicit the questions:

<table>
<thead>
<tr>
<th>Question</th>
<th>(Referring)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you ever been to India?</td>
<td>(to all of the past)</td>
</tr>
<tr>
<td>When did you go?</td>
<td>(to one action at a specified time)</td>
</tr>
<tr>
<td>Who did you go with?</td>
<td>(to one specific action again)</td>
</tr>
</tbody>
</table>

Instructions
• Get the students to complete the questions on the worksheet by changing the infinitive into its past participle form.
  • Go around the class and ask the students what they put.
  • Tell the students now they must find students to ask the questions to. Explain they need to find one person who **has** and one person who **hasn’t** and write their names in the allocated box (do an example with two students and write their answers on the board). Tell students to find/answer as many as they can.

Tip: Remember this is only an introduction to the present perfect. The aim is purely to get the students familiar with the form. Many students struggle with this grammar point, so with students who worry about understanding everything about grammar, you may want to inform them that it will take time to fully understand the present perfect!

Additional activity:
Make a circle of chairs. Have one chair less than the number of students you have and make one student be the first to stand in the middle. The person in the middle has to think of a question that they think most people will answer ‘no’ to (a classic being ‘have you ever been to the moon’... in which everyone has to move!). If anyone answers ‘no’, they have to race to change chairs with someone else who answered ‘no’ (but not the seats next to them!)...during which, the person in the middle has to find a chair to sit on. The person who doesn’t manage to sit in a chair is left standing and has to ask the next question. Always a fun game!
## Have you ever ...? Class Survey

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes, I have...</th>
<th>No, I haven’t...</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______ camping? (go)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_______ sushi? (eat)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_______ someone famous? (meet)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_______ an expensive car? (drive)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_______ in an exam? (cheat)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_______ to your parents? (lie)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_______ on T.V? (be)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_______ a horse? (ride)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_______ sky diving? (go)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_______ something really stupid? (do)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_______ for a meal for someone? (pay)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Where is the cinema?

First...

- Ask students ‘Is there a ______ near here?’ and ‘Where?’ Help students with directions (write them on the board with a picture as they are mentioned).

- Add/elicit any directions to the board not covered:

  Go straight, turn right, turn left, take the second right, take the third left, take the next right/left, at the traffic lights turn _____, go over the zebra crossing, go past the______, it’s on your left/right.

Instructions

- Put the students into groups of three. Show the map to the class and ask ‘What is this?’ If none of the students knows write ‘m_ p’ on the board to prompt.

- Inform students ‘Now, let’s practise directions with a map!’ and split them into groups of three.

- Model the procedure with one group: give a copy of the map to each student and give each student two direction cards (A-F). Tell one student: ‘Please read your directions’ and the other two students ‘to follow on the map’ (mime using your finger on the map). Ask ‘What is it?’ and indicate to the class where to write the answer. Tell students ‘Student A – read A and B…next Student B read C and D…next Student C read E and F’.

Additional activity

- Get the students to make their own directions for their partner using the map. Or students can tell their partner directions to their house from the school.

Teacher’s key

Answers:

A = Restaurant
B = Museum
C = Bakery
D = Chemist
E = Supermarket
F = Cinema
A
Go straight.
At the traffic lights, turn right.
Take the next left.
Take the next left.
It’s on your right!

It's the ____________

B
Go straight.
Take the first right.
Take the next right.
Take the next left.
Go over the crossing
It’s in front of you!

It's the ____________

C
Go straight.
At the traffic lights, turn right.
Take the second street on the left.
Go straight, it’s on your right!

It's the ____________

D
Go straight.
Go past the traffic lights.
It’s on your left.
You can’t miss it!

It’s the ____________

E
Go straight.
Take the third street on the right.
It’s on your left (before the traffic lights).

It's the ____________

F
Go straight.
Take the second right.
Take the next right.
Take the next left.
It’s on your left!

It’s the ____________
Identity cards

The blank identity cards can be used for further practice of asking and answering basic questions. You could:

- Ask students to write their details on the identity card.
- Collect in the identity cards.
- Give the cards back out to different students!
- Get students to mingle and ask the questions.

Or...

- Ask students to write a famous person’s details (using their imagination where necessary).
- Collect the identity cards.
- Give the cards back out to different students and they pretend to be famous people!
- Get students to mingle and ask the questions.

Extra materials to help you create your own activities:
- Identity cards
- Board game
- Clocks
- Storyboards
Identity cards

Name: __________________________
Age: _____________________________
Married: _________________________
Job: _____________________________
Country: _________________________
Address: _________________________
Phone Number: __________________

Name: __________________________
Age: _____________________________
Married: _________________________
Job: _____________________________
Country: _________________________
Address: _________________________
Phone Number: __________________

Name: __________________________
Age: _____________________________
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Phone Number: __________________

Name: __________________________
Age: _____________________________
Married: _________________________
Job: _____________________________
Country: _________________________
Address: _________________________
Phone Number: __________________
Board games

Board games are good fun and can be used in the controlled practice or freer practice stage, depending on the activity. There are a number of ways you can use a board game – here are a few to help you on your way:

• Make sentences and gap fill the target language (to practise constructing sentences with the target language).

• Have half written sentences on the board game and on pieces of paper have the endings. When students land on a square they have to complete the sentence by picking the correct ending from one of the pieces of paper.

• Write questions that the person who lands on the square has to answer (for fluency practice).

• Write open questions that the person who lands on the square has to ask one person and ask follow-up questions (to practise asking follow up questions).

• Write a topic in each of the boxes and students have to talk for one minute about that topic (for fluency practice for higher levels).

• Write a word in each box on the board game and have students use it in a sentence.

Tip: Find it difficult to monitor and correct answers? Choose one student to be ‘the monitor’, give them the answers/model answers and they have to tell the students if they are right or wrong.
More often than not, students need more practice with telling the time (a common mistake is ‘four and a half’)! So, here’s a blank copy of the clocks, so you can target what they need more practice with.

All you need to do is make a copy of the blank worksheet, draw in the hands and photocopy the worksheet for your students. You may choose to do the extra practice in class, or give it to students for homework. Students have to write the time (in full written form to practise spelling of numbers) in the spaces provided. Or alternatively you could write the times and students have to draw the hands.
What time is it?
Storyboards

Stories are a useful tool in teaching the English language, whether you want to focus on vocabulary or a particular language point. Stories don’t have to just involve writing skills – they can be extended to practise speaking and listening skills too.

Often in schools, you will find minimal resources. Sometimes, it is necessary to be creative and make your own! Don’t be put off if you’re not a good artist – students love laughing at their teacher’s lack of drawing skills! (‘Is that a dog?’ ‘No, it’s a cow!!’). So, if you’re brave of heart…here’s how to use the storyboard:

- Decide what grammar/vocabulary you want to cover (your lesson’s aim – there’s no point in just doing a story for the sake of it).
- Take into account what your students know already. At elementary level this will be very little – so keep it simple!
- Think about vocabulary you will need to pre-teach! You could teach predicted new vocabulary by asking students ‘who knows a word?’ and asking them to come and draw it on the board for the rest of the class!
- The storyboard has six squares – so think of six sentences for the basis of the story.
- Draw the pictures to elicit the language!
- Students then have four sentences to finish off the story – so make sure it’s an open-ended story!

**Tip:** Give help on the board with constructing the sentences – for example, if you are teaching the past tense (e.g. went), you will need to put up the infinitives (e.g. ‘go’) for them to convert!

Here’s an example of six sentences you could draw (for practice of the past tense):

At 9 o’clock, Fred woke up.
At 9.15, Fred got out of bed.
At 10 o’clock, Fred drove to work.
At 1 o’clock, Fred had his lunch.
At 5 o’clock Fred got home.
At 6 o’clock, Fred had a shower.

**Good luck with your story making!**
And finally ....

Teaching can be a demanding career and your first year will probably leave you reeling...but stay with it - it’s all worth it!

My advice? Ask your colleagues for tips and ideas, they’re a great source of information and teachers love to bestow their knowledge on newbies! Also, try to push yourself to read up on different teaching techniques and try different methods in the classroom – a happy classroom makes for a happy teacher! Work out what works well with your classes and get a feel of what your style of teaching is.

Remember there’s always help to hand! The web is a wonderful resource for teachers where you’ll find all the answers to your questions! Also, why not take advantage of i-to-i’s online TEFL community, Chalkboard - www.tefl-chalkboard.com, to ask for advice if you need it? It’s also a great platform to share ideas and materials.

Good luck on your teaching journey and may it pave the way to adventures galore and enable you to bask in the cultural delights that await!

Good luck

Emma Foers

P.S. If you want to get in touch you can always log-on to Chalkboard and contact me at www.tefl-chalkboard.com/emmafoers.
A little space for your notes
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KICK START YOUR TEFL CAREER

THIS BOOK WILL GIVE YOU:

- 20 lesson plans that have been tried and tested
- Notes on which language skills are being practised
- Controlled and freer practise activities
- Additional activity ideas
- Photocopy-friendly activity sheets
- Extra material sheets so you can design your own lessons

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