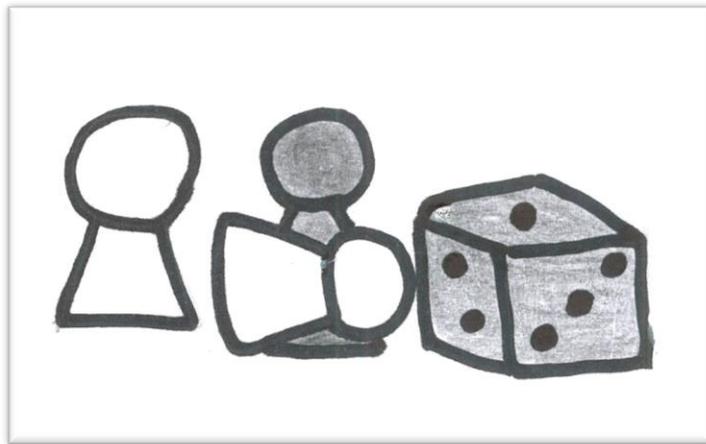


## 22 Verb Games and Activities in the EFL Classroom (A1-B1)

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<https://www.teaching-english-and-spanish.de/>



Games, activities and pictures

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The games and activities are photocopyable for classroom use.

Photos:

The man on the bench: Photo by Nathan Dumlao on unsplash

An English Christmas: Photo by freestocks.org on Unsplash

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## Introduction

Games are useful learning tools in the language classroom because of their inherent characteristics of competition, challenge and chance. These characteristics are conducive to learning because they involve all students, keep them interested and make them try harder. In addition, educational games are a learner-centred method because they encourage students to reflect on what they have learned and to collaborate with their teammates. They encourage peer correction and instruction so that students can learn from each other as they play. While learners take an active role, the teacher only intervenes when a learner needs him or her to do so.

According to J. Hadfield, language games can be divided into two types: linguistic games, which focus on accuracy, and communicative games, which promote a meaningful exchange of information and ideas (2010, p. 8). Language games that focus on correct language structures are similar to drills, but are more engaging due to the challenge of playing a game.

Drills and exercises that practise structures seem to go against the principles of communicative language teaching. Consequently, they are often seen as a throwback to the audio-lingual method, which is based on behaviourist theories. In this method, drilling is used as a central technique because it is believed that language learning is a process of habit formation. The communicative approach discourages teachers from using drills because students should be involved in real communication and the emphasis should be on meaning rather than form (correctness of language structures). Nevertheless, drills have their place in language learning because they allow learners to practise grammar and make it easier for them to recall grammatical structures when they need them, as John Scrivener explains:

Drills are often associated with the largely discredited behaviourist philosophy which suggests that we can be trained into automatic responses to stimuli through repetition or restricted response drills. However, I don't think we need to throw drills out with the behaviourist bathwater. We can still argue that our brains need to 'automise' tasks without having to buy the entire 'stimulus-response' philosophy. It seems reasonably clear from day-to-day experience that we become better at doing certain things through practice (...) Drilling is important for 'getting your tongue around it' problems. They can also help with other things, for example on issues to do with selecting the right form quickly. (2011, p. 170)

Linguistic games are a useful method to revise grammar and vocabulary and help students memorise structures, while communicative games promote interaction and effective communication strategies, because learners need to talk to their peers and listen to them to solve the task. The objective of such games is to talk about yourself or to find relevant information. Information gap activities are often used for this purpose.

The materials in this collection are photocopiable for classroom use. They are aimed at revising basic tenses and verb forms (levels A1-B1). The games that allow students to practise verb forms are labelled 'exercises' in the game descriptions. There are also some activities that require students to talk about themselves or use their imagination. The time needed for the activities is short - usually about ten minutes. The games and activities can be used to implement extended learning, i.e. learners review new material after the initial introduction to the concept and then at progressively longer intervals. Teachers need minimal time to prepare the materials. Most of them are ready to use and only need to be photocopied. It is recommended to enlarge the photocopies of the games, which are originally printed in small size. If the games are glued to cardboard, they will last longer.

## Works Cited

Anne-Louise de Wit. *Teaching Tips - Using Games in the English Second or Foreign Language classroom*. Wits Language School. [www.witslanguageschool.com/NewsRoom/ArticleViewtabid/80ArticleId/85/Teaching-Tips-Using-Games-in-the-English-Second-or-Foreign-Language-classroom.aspx](http://www.witslanguageschool.com/NewsRoom/ArticleViewtabid/80ArticleId/85/Teaching-Tips-Using-Games-in-the-English-Second-or-Foreign-Language-classroom.aspx). Accessed 28 Oct. 2017.

Hadfield, Jill (2010). *Beginners' communication games: Photocopiable material*. 13. impr, Longman.

Scrivener, John and Jim Scrivener (2011). *Learning Teaching / The essential guide to English language teaching*. 3. ed., Macmillan books for teachers.

## Descriptions of the games and activities

### Simple Present Game

|                  |  |
|------------------|--|
| Type of activity | Board game (drill)   |
| Tense            | Simple Present   |
| Material needed  | Copies of the board game, counters and dice  |
| Rules            | Students play the game in pairs or groups of three. One student rolls the dice and moves forward the number of spaces on the dice. S/he changes the verb to the correct form. The other players decide if the answer is correct. If it is not correct, the player must go back one space. Then another player rolls the dice and does the same. If s/he lands on a square that has already been answered, s/he can move one square. The winner is the first to reach 'Finish'. |

### Funny job descriptions

|                  |   |
|------------------|---|
| Type of activity | Guessing activity and writing your own funny job description  |
| Tense            | Simple Present for habits and routines  |
| Material needed  | Copies of the worksheet   |
| Rules            | <p>Students guess what jobs are meant. Then they write a funny job description.</p> <p>Jobs description: a teacher/professor, lawyer, psychologist and hairdresser.</p> <p>For more funny job descriptions, visit <a href="https://www.rd.com/advice/work-career/13-funny-job-descriptions/">https://www.rd.com/advice/work-career/13-funny-job-descriptions/</a></p> |

### How healthy is your lifestyle?

|                  |  |
|------------------|--|
| Type of activity | Board game   |
| Tense            | Simple Present for habits and routines   |
| Material needed  | Copies of the board game, counters and dice  |
| Rules            | Students play the game in pairs. They start at opposite ends of the game. One student rolls the dice and moves forward the number of spaces on the dice. S/he reads the question and both players answer it making a note of the answer. Then the second player proceeds in the same way from his or her end. The winner is the person with the healthier lifestyle. |

### **An English Christmas**

|                  |   |
|------------------|---|
| Type of activity | Text  |
| Tense            | Simple Present for habits and routines  |
| Material needed  | Copies of the text  |
| Rules            | Students read the text and compare it with their way of celebrating Christmas or another important holiday. |

### **What are they doing?**

|                  |   |
|------------------|---|
| Type of activity | Guessing activity (worksheet)   |
| Tense            | Present Progressive   |
| Material needed  | Copies of the worksheet   |
| Procedure        | Students note down what they think the figures are doing. Then they compare their notes with a partner's or in the plenary. |

### **What are they doing at the moment?**

|                  |   |
|------------------|---|
| Type of activity | Partner work (worksheet)  |
| Tense            | Present Progressive   |
| Material needed  | Each pair needs a copy of worksheet A and B   |
| Procedure        | Students work in pairs (without looking at each other's worksheet) and explain to their partner what the people on his or her worksheet are doing. The worksheets are slightly different and students have to discover the differences. |

### **I haven't seen Bert Baxter since/for ...**

|                  |   |
|------------------|---|
| Type of activity | Board game (drill)  |
| Tense            | Present Perfect - Use of <i>for</i> (period of time) and <i>since</i> (point in time)   |
| Material needed  | Copies of the board game, counters and dice   |
| Rules            | One student rolls the dice and moves forward the number of spaces on the die. S/he decides whether to use <i>for</i> or <i>since</i> in the sentence. If the other players decide that the answer is wrong, the player must move back one space. Then another player rolls a dice and does the same. If s/he lands on a square that has already been answered, s/he can move one square. The winner is the first to reach 'Finish'. |

### **He/she has/they have just ... - Present Perfect Game**

|                  |   |
|------------------|---|
| Type of activity | Board game  |
| Tense            | Present Perfect (for result and recentness)   |
| Material needed  | Copies of the board game, counters and dice   |
| Rules            | Students play the game in pairs. One student flips a coin. If it is heads, s/he can move on one space. If it is tails, s/he can move on two spaces. S/he states or guesses what the person on the space has just done (using the present perfect). If the answer is plausible and the |

|  |   |
|--|---|
|  | <p>verb form is correct, s/he can move on to the next turn, otherwise s/he has to skip a turn. The winner is the person who reaches "Finish" first.</p> <p>Verbs: has arrived, has cleaned, have crashed, has picked flowers, has combed hair, has painted, has cooked, has made a cake, has had an idea, has got up, has received a present, has graduated, has fallen asleep, has done homework/has written a letter, has broken his leg, has written/has received a letter</p> |
|--|---|

### Have you ever ...? (Present Perfect - Experience/Non-experience)

|                  |   |
|------------------|---|
| Type of activity | Board game  |
| Tense            | Present Perfect (for experience/non-experience)   |
| Material needed  | Copies of the board game, counters and dice (drill or extended version)   |
| Rules            | <p>Students play the game in pairs or groups of three. One student rolls the dice and moves forward the number of spaces on the dice following the arrows. S/he asks one of the other players the question on the space. The other player answers "Yes, I have." Or "No, I haven't". A more challenging version is that the student who answers "Yes, I have." provides more details about what happened, when and where using the Simple Past. Then the other players do the same. The winner is the person who reaches "Finish" first.</p> <p>The time needed for the game depends on how long students talk about their experiences.</p> |

### When did you last ...?

|                  |  |
|------------------|--|
| Type of activity | Activity with a partner or in a small group  |
| Tense            | Simple Past; signal words for the Simple Past (last year/month, yesterday, last Sunday, a week ago...); Present Perfect (I have never .../I haven't ... for ...) |
| Material needed  | One copy of the activity per pair or small group   |
| Rules            | Students point to a picture and ask each other "When did you last...?" and answer by using a signal word for the Simple Past.                                    |

### Simple Past Game I

|                  |  |
|------------------|--|
| Type of activity | Board game (drill – vocabulary revision)   |
| Tense            | Simple Past (most of the verbs in this game are irregular in the Simple Past). The game can also be played to practice other tenses.   |
| Material needed  | Copies of the board game, counters and dice  |
| Rules            | Students play the game in pairs. One student rolls the dice and moves forward the number of spaces on the dice. S/he changes the verb to the correct form. The other player decides if the answer is correct. If it is not correct, the player must go back one space. Then the other player rolls the dice and proceeds in the same way. If s/he lands on a square that has already been answered, s/he can move one square. The winner is the first to reach 'Finish'. |

|  |   |
|--|---|
|  | Verbs: write, sing, swim, take a shower, read a book, have tea, drink something, ride a bike (cycle), ride a horse, drive, fly, run, take a photo, go shopping (buy groceries), make a phone call (phone), cook, brush teeth, listen to music, play basketball, sit down, fall in love, dance, sell something |
|--|---|

### Simple Past Game II

|                  |  |
|------------------|--|
| Type of activity | Board game (drill)   |
| Tense            | Simple Past (irregular verbs)  |
| Material needed  | Copies of the board game, counters and dice  |
| Rules            | Students play the game in pairs or groups of three. One student rolls the dice and moves forward the number of spaces on the dice. S/he changes the verb to the correct form. The other player decides if the answer is correct. If it is not correct, the player must go back one space. Then the other player rolls the dice and does the same. If s/he lands on a square that has already been answered, s/he can move one square. The winner is the first to reach 'Finish'. |

### Simple Past or Present Perfect Game

|                  |   |
|------------------|---|
| Type of activity | Board game (drill)  |
| Tense            | Simple Past or Present Perfect  |
| Material needed  | Copies of the board game, counters and dice   |
| Rules            | Students play the game in pairs or groups of three. One student rolls the dice and moves forward the number of spaces on the dice. S/he puts the verb into the correct form. The other players decide if the answer is correct. If it is incorrect, the player has to go back one space. Then another player rolls the dice and proceeds in the same way. If s/he lands on a space that has already been answered, s/he can move on a space. The winner is the person who reaches 'Finish' first. |
| Perfect forms    | The students have not heard the news yet.<br>Kate has forgotten her homework today.<br>Have you ever tried Sushi?<br>I haven't eaten chocolate for a month.<br>We have been to Canada once.<br>I have already made plans for next summer.   |

### Famous people

|                  |  |
|------------------|--|
| Type of activity | Matching activity (slips of paper)   |
| Tense            | Past Progressive and Simple Past   |
| Material needed  | Cut out slips of names and biographic information  |
| Procedure        | In small groups, students match the names of the people with the biographic information.<br>Alternatively, students walk around the room to find the partner with the matching name or biographic information. |

### The man on the bench

|                  |  |
|------------------|--|
| Type of activity | Creative writing based on a photo (worksheet)  |
| Tense            | Simple Past, Past Progressive  |
| Material needed  | Copies of the worksheet  |
| Procedure        | The teacher asks the students tell a story based on the photo. S/he indicates the approximate number of words students should write. |

### What happened?

|                  |   |
|------------------|---|
| Type of activity | Creative writing activity (worksheet)   |
| Tense            | Past Progressive and Simple Past  |
| Material needed  | Copies of the worksheet   |
| Procedure        | Students write the stories based on the prompts. Then they compare their stories. The teacher indicates an approximate number of words students should write. |

### What is going to/may/might happen?

|                  |   |
|------------------|---|
| Type of activity | Making assumptions (worksheet)  |
| Tense:           | Going to-future (to make a prediction about the future); may/might                |
| Material needed  | Copies of the worksheet   |
| Procedure        | Students make assumptions about what is going to happen or what may/might happen. |

### Notices in towns

|                  |   |
|------------------|---|
| Type of activity | Guessing activity (worksheet)   |
| Tense            | Simple Present Passive  |
| Material needed  | Copies of worksheet   |
| Procedure        | Students guess where they can find the notices. Then they write their own notices. They can be funny.   |
| Solution         | <ol style="list-style-type: none"><li>1. Customers are asked not to leave bags or other objects unattended. (supermarket)</li><li>2. Head protection must be worn. (building site)</li><li>3. Luggage left unattended may be removed without warning or be damaged or destroyed by the security services. (railway station)</li><li>4. Your request is being processed. (ATM – automatic teller machine)</li><li>5. Warning: Unauthorized vehicles will be clamped. (public building)</li><li>6. Alarms are provided at all doorways and can be operated by passengers in the event of an emergency. (train)</li><li>7. No dogs are permitted at any time. (school ground)</li><li>8. Bicycles must not be attached to these railings. (park or building)</li><li>9. Proper swimwear must be worn at all times. (recreational park or public swimming pool)</li><li>10. These gates will be closed every day at dusk until 9 am. (park)</li></ol> |

### Making a paper beads necklace – Describing a process

|                  |   |
|------------------|---|
| Type of Activity | Matching pictures and descriptions                |
| Tense            | Simple Present Passive (for describing a process) |
| Material needed  | Copies of the handout                             |

|       |  |
|-------|--|
| Rules | <p>Students match the descriptions with the pictures. After the game, they describe a process they are familiar with.</p> <p>Key:<br/> A cardboard stencil is used to mark long triangles on wrapping paper or magazines.<br/> The paper is cut.<br/> Starting at the wide end, the triangle is rolled around itself using a toothpick or drinking straw.<br/> The tip of the triangle is glued to the rolled paper. Then the toothpick is removed.<br/> Several beads are created in this way.<br/> Finally, the beads are threaded onto a string and a clasp is added.</p> |
|-------|--|

### Passive – Present Progressive or Present Perfect?

|                  |  |
|------------------|--|
| Type of activity | Matching pictures and descriptions   |
| Tense            | Passive of Present Progressive and Present Perfect   |
| Material needed  | <p>Cut out the cards (One set is needed for a group of up to four students).</p> <p>The 'Passive Voice Formation' overview of this collection can be used for revision.</p>  |
| Procedure        | <p>The teacher explains or revises the difference between present progressive and present perfect. The passive is used here because the agent (the person who performs the action) is not important.</p> <p>Present Progressive:<br/> The car <u>is being repaired</u> = at the moment</p> <p>Present Perfect:<br/> The car <u>has been repaired</u> = You can see the result</p> <p>Then students match the pictures with their descriptions and sort them according to the tenses.</p> |

### Things that are done at a hotel

|                  |  |
|------------------|--|
| Type of activity | Board game (drill)   |
| Tense            | Simple Present Passive. Common verbs are to be put into the passive form.  |
| Material needed  | Copies of the board game, counters and dice  |
| Rules            | Students play the game in pairs or groups of three. One student rolls the dice and moves forward the number of spaces on the dice. S/he changes the verb to the correct form. The other players decide if the answer is correct. If it is incorrect, the player has to go back one space. Then another player does the same. If s/he lands on a space that has already been answered, s/he can move on a space. The winner is the person who reaches 'Finish' first. |

### Things that are done by a town council

|                  |  |
|------------------|--|
| Type of activity | Board game (drill)   |
| Tense            | Simple Present Passive. This game is similar to the game <i>Tasks in a hotel</i> , but some verbs may not be familiar to students at beginners' level. The irregular verbs are marked with an exclamation mark.<br><br>The game can also be played to practise the passive voice of the modal verbs <i>should/must/need to</i> .   |
| Material needed  | Copies of the board game, counters and dice  |
| Rules            | Students play the game in pairs or groups of three. One student rolls the dice and moves forward the number of spaces on the dice. S/he changes the verb to the correct form. The other players decide if the answer is correct. If it is incorrect, the player has to go back one space. Then another player does the same. If s/he lands on a space that has already been answered, s/he can move on a space. The winner is the person who reaches 'Finish' first. |

### What does it take to do this job?

|                  |  |
|------------------|--|
| Type of activity | Board game   |
| Tense            | Modal verbs  |
| Material needed  | Copies of the board game, counters and dice  |
| Rules            | Students play the game in pairs or groups of three. One student rolls the dice and moves forward the number of spaces on the dice. The number on the dice also indicates which modal verb is to be used. The player says something about the profession on the space using the modal verb. The other players decide if the answer is acceptable. If they don't accept it, the player must try to improve his or her answer. Then the other players proceed in the same way. The winner is the person who reaches "Finish" first. |

### Past of Modal Verbs Game

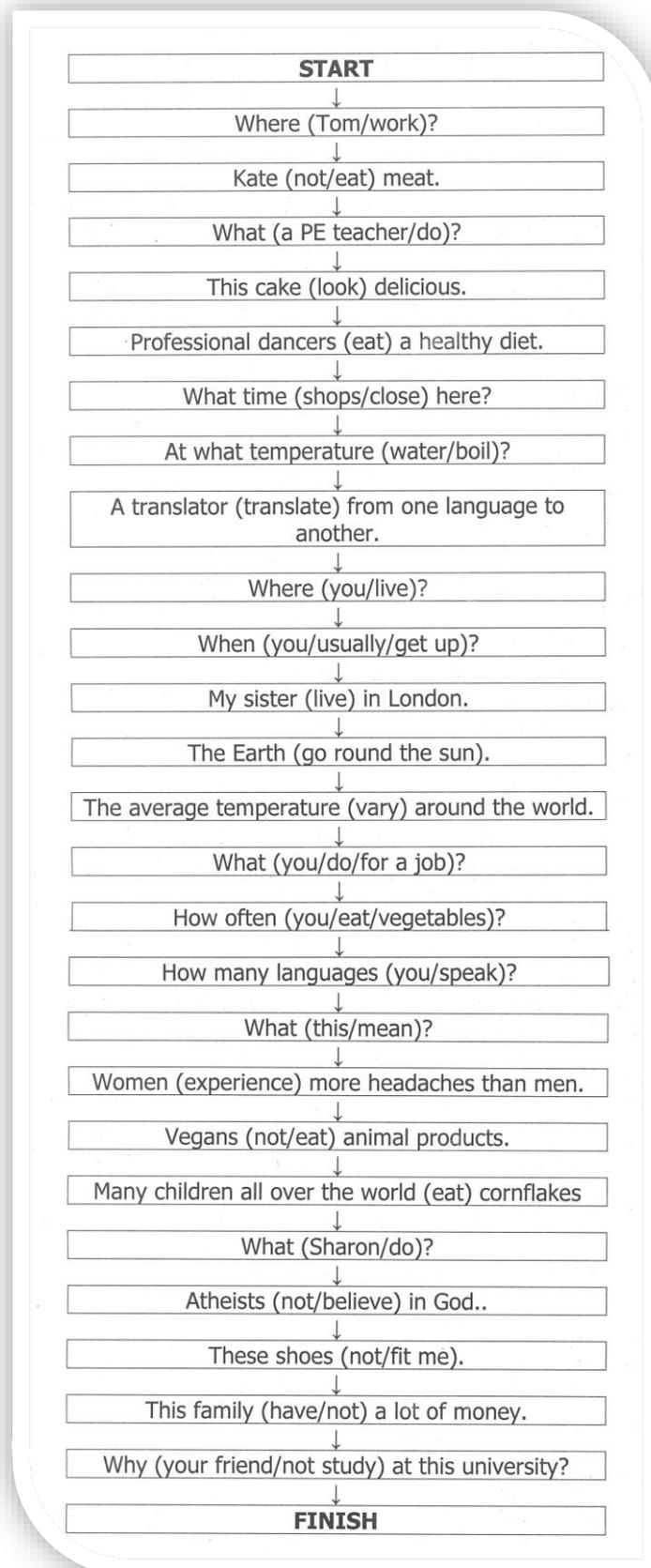
|                  |  |
|------------------|--|
| Type of activity | Board game (drill)   |
| Tense            | Simple Past Passive  |
| Material needed  | Copies of the board game, counters and dice and of the grammar sheet, if necessary   |
| Rules            | Students play the game in pairs or groups of three. One student rolls the dice and moves forward the number of spaces on the dice. S/he puts the modal verb into the correct form of the simple past. The other players decide if the answer is correct. If it is not correct, the player has to go back one space. Then the other players proceed in the same way. If they land on a space that has already been answered, they can move on a space. The winner is the person who reaches "Finish" first. |

### Make or do?

|                  |  |   |
|------------------|--|---|
| Type of activity | Dominos (drill – revision of collocations)   |   |
|                  |  |   |
|                  | Collocations formed with <i>make</i> and <i>do</i>   |   |
| Material needed  | Cut out cards (one set can be used for up to four students)  |   |
| Rules            | Players match each noun with the collocation its forms with <i>make</i> or <i>do</i> . The group who finishes first is the winner. |   |
|                  | Solution   |   |
|                  | make (product/origin)  | do (work/course/exam)   |
|                  | from oil<br>of gold<br>in China  | the housework<br>your homework<br>a job<br>a course/seminar<br>a work placement/an internship<br>a test/an exam |
|                  | make (produce a reaction)  | do (unspecific activity)  |
|                  | your mouth water<br>somebody happy/sad/angry   | something<br>nothing<br>everything<br>anything  |
|                  | make (communication)   | make (decision)   |
|                  | a speech<br>a comment<br>a phone call<br>a suggestion  | a decision<br>a plan<br>arrangements<br>a choice  |
|                  | make (food/meals)  | make (money)  |
|                  | breakfast/lunch/dinner<br>coffee/tea<br>a cake   | money<br>a profit/loss  |
|                  | do the shopping<br>do an exercise<br>do your best  | make a mistake<br>make a complaint<br>make a cup of tea<br>You can do crossword puzzles on this website.        |

# GAMES & Activities

## Simple Present Game



## Funny job descriptions

*A job description is about routines. That's why the simple present is used.*

What jobs are described here?

- 1) Someone who **talks** in someone else's sleep.
- 2) A person who **writes** a 10,000-word document and calls it a "brief."
- 1) Someone who **listens** to other people talking about their problems.
- 2) Someone who **changes** your look in a way that makes you either prettier or uglier.

Can you write other funny job descriptions?

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Source of descriptions 1 and 2: [http://www.berro.com/joke/job\\_descriptions.htm](http://www.berro.com/joke/job_descriptions.htm)

|  |                                       |   |   |                     |
|--|---------------------------------------|---|---|---------------------|
| How much exercise do you get each day? | How much water do you drink each day? | How many fruits and vegetables do you eat each day? | For how many hours do you sleep per night?                        | <b>START/FINISH</b> |
| How often do you eat wholemeal bread?  |                                       | How much sugar do you have in tea or coffee?        | How well do you normally sleep?                                   |                     |
| How often do you eat red meat?         |                                       | How many sweets do you eat in a week?               | How often do you feel worried?                                    |                     |
| How often do you eat a takeaway meal?  |                                       | When eating out, what do you usually choose?        | How often do you have a headache?                                 |                     |
| How often do you skip breakfast?       |                                       | How often do you brush your teeth each day?         | How much time do you spend with your friends or family each week? |                     |
| What do you eat for breakfast?         |                                       | How often do you visit a dentist each year?         | How often do you do free time activities you like?                |                     |
| <b>START/FINISH</b>                    |                                       | Do you stay away from alcohol and cigarettes?       | How much time do you have time to relax each day?                 |                     |

**How healthy is your lifestyle?**

Talking about routines: once/twice/three times a day; regularly, often, sometimes, (almost) never



## An English Christmas

*The Simple Present is used to describe habits and routines.*

Photo by freestocks.org on Unsplash

An English Christmas **starts** on Christmas Eve, the 24<sup>th</sup> of December, but the big day's in fact the 25<sup>th</sup> of December or Christmas day, as we call it. Christmas Eve is a day of preparation for the next day. Families **cook** their food so all they have to do is turn it on the next morning and final preparations **are made** to Christmas presents, which all **go** under the tree except if you have small children and they **hang** the Christmas stocking at the end of the bed. They want Santa Claus to come and fill it. And the kids are very, very excited. Of course, Santa Claus **doesn't come** until the children are asleep and so usually **go** to sleep quite quickly.

Christmas Eve is a great time for adults because it's the first real day of the party season and most adults who don't have young children will **go** down to the pub and have a very good drink and then **go** to church about a quarter to twelve in the evening. Britain is not a very church-going country - only about 2% of people go to church regularly - but on Christmas Eve the churches are full. The next day, children **wake up** early; they **empty** their stockings and **look** at their presents. And it really is a family day.

At some point during the day, it could be lunchtime, it could be in the evening, the family **has** a full Christmas dinner. It's usually turkey, but nowadays other meats are prepared. Most of the adults **go to sleep** after dinner because they're so full, so the children just **play** by themselves and **watch** the Christmas movies on TV. The next day is called Boxing Day. It's a very old tradition.

Boxing Day is a day for sport. And on that day people **go out** and **try** to work off all the calories they ate the day before. And people **go** to a sporting event, it is a very, very big day. But the whole period is a good party period. There are parties in every house every day until the 5<sup>th</sup> of January. In Britain, the big party time is Christmas, New Year's Eve and you can always find a party to go to.

Do you celebrate Christmas (or another important holiday) in a similar way? Write a short description of a holiday or celebration you like.

## What are they doing?

In your opinion, what are these figures doing?

### Example sentences

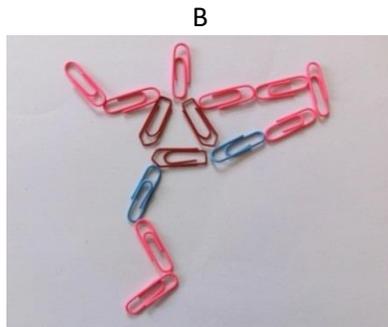
*I think figure A is running.*

*I think so, too.*

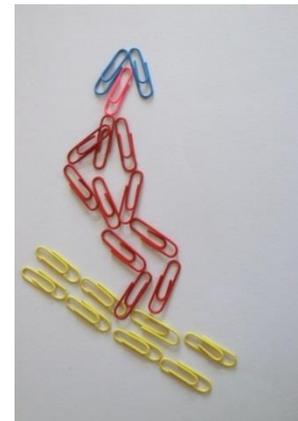
*I don't agree. I think the guy is dancing.*



A



B



C



D



E

F



G

H

## What are they doing at the moment?

### Partner A

Describe to your partner what the people are doing and find out the differences.

Don't show your worksheet to your partner.

*Example: A boy is eating an apple.*



## What are they doing? – Present Progressive

### Partner B

Describe to your partner what the people are doing and find out the differences.

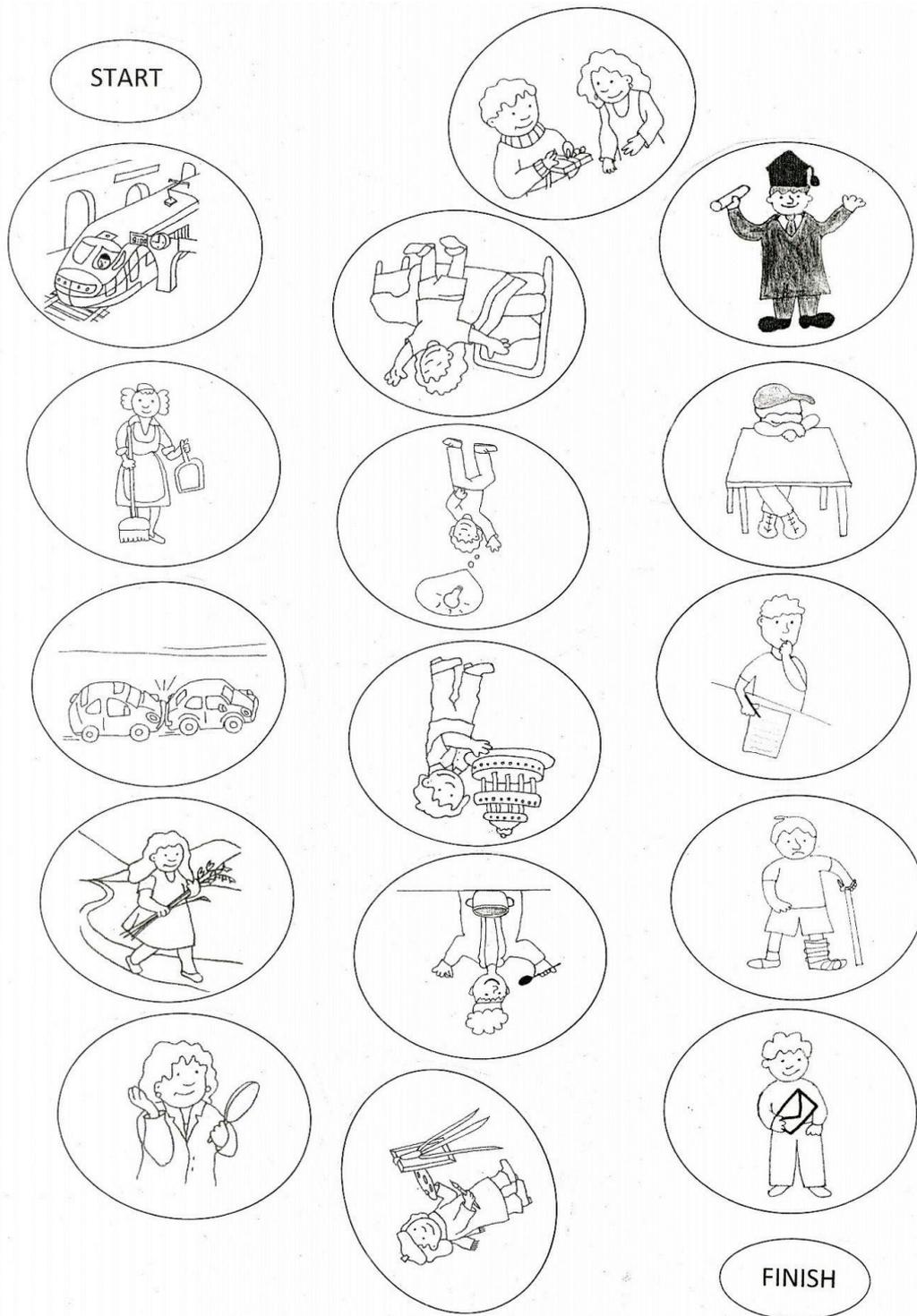
Don't show your worksheet to your partner.

*Example: A boy is eating an apple.*





# He/she has/they have just ... - Present Perfect Game



## Have you ever ...? (Present Perfect - Experience/Non-experience) Game



# When did you last ...?



## Simple Past Game I

Say the sentences with the verbs in the correct form of the Simple Past: *Yesterday ...*



## Simple Past Game II

**START**

↓

John ... (become) a teacher in 1999.

↓

We ... (build) the tree house last year.

↓

A bread roll ... (cost) half as much ten years ago.

↓

I ... (eat) a lot of curry when I was in England.

↓

A friend ... (come to visit) me last week.

↓

**Go back one field.**

↓

As a child, John ... (drink) a lot of peppermint tea.

↓

John and I ... (meet) in a café two years ago.

↓

I ... (see) Mary at the party last Friday.

↓

Kate ... (lose) her keys at the cinema.

↓

When John was a child, he ... (dream) of becoming a train driver.

↓

We ... (spend) a lot of money when we were in London.

↓

The bus ... (leave) five minutes ago.

↓

When I ... (go) to Dublin, I ... (fly) there via London.

↓

I ... (read) this novel some time ago.

↓

Before the invention of e-mail, people ... (write) letters.

↓

Yesterday, I ... (find) a purse on the bus.

↓

Last week, I ... (take) the bus to school because our car was broken.

□

The show ... (begin) half an hour ago.

↓

I ... (sleep) a lot last weekend.

↓

Jason ... (leave) the office a few minutes ago.

↓

The day before yesterday, a friend ... (win) the lottery.

↓

**Move on one field.**

↓

She ... (cannot) read before the age of ten.

↓

My mother... (take) me to the station yesterday.

↓

Tom... (not/have) many friends when he was a child.

↓

I ... (speak) English at the conference.

↓

When my parents ... (are) young, they ... (drive) a VW beetle.

↓

**Go back one field.**

↓

She ... (alreday speak) Spanish when she moved to Spain.

↓

Last year, my parents ... (sell) their car and ... (buy) bikes.

↓

**FINISH**

|  |  |   |  |                                   |   |  |   |
|--|--|---|--|-----------------------------------|---|--|---|
| <b>START</b>                           | The students (not/hear) the news yet.              | I (begin) studying English seven years ago. | <i>Go back one field.</i>                        | Kate (forget) her homework today. | I (catch) a cold last week.                     | We (eat) some carrot cake last Sunday.     | Ana (speak) three languages when she was a child. |
| <b>Simple Past or Present Perfect?</b> |  |   |  |                                   |   |  | We (fly) to London last summer.                   |
| I (come) home late last Friday.        | We (take) a lot of photos during our last holiday. | Paul (sleep) well last night.               | I (make) a lot of friends when I lived in Spain. | The train (just/leave).           | (you/ever/try) Sushi?                           | My friend (write) me an e-mail last night. | John (meet) Sue in 2010.                          |
| England (win) the World Cup in 1966.   |  |   |  |                                   |   |  |   |
| The last train (leave) at 7:30 pm.     | We (build) a tree house last year.                 | I (not/eat) chocolate since last year.      | <i>Go back one field.</i>                        | We (be) to Canada once.           | John's mother (send) him some money last month. | I (already/make) plans for next summer.    | <b>FINISH</b>                                     |

## Famous People

|                              |  |
|------------------------------|--|
| <b>The Beatles</b>           | were a British pop music group that started in Liverpool. They made their first record in 1962 and became one of the most famous and successful group in the 20 <sup>th</sup> century.     |
| <b>Abraham Lincoln</b>       | was President of the United States from 1861-65. He was against slavery. The disagreement between the northern and southern states over slavery led to the Civil War.                      |
| <b>Martin Luther King</b>    | was a black American civil rights leader. He received the Nobel peace prize in 1964. In 1968, he was shot and killed.  |
| <b>Izaak Newton</b>          | was an English physician and mathematician who lived from 1642 to 1727. He discovered the law of gravity.  |
| <b>Florence Nightingale</b>  | was an English nurse. She lived from 1820-1910. She set up a hospital for soldiers during the Crimean war and established nursing as a profession and as a job for women.                  |
| <b>Queen Victoria</b>        | lived from 1819-1901. She was the monarch who ruled for the second longest period in English history. The marriages of her nine children connected her with many royal families in Europe. |
| <b>Thomas Alva Edison</b>    | was an American inventor (1847-1931). His most famous invention was the light bulb.  |
| <b>Margaret Thatcher</b>     | was Prime Minister of the United Kingdom from 1979 to 1990. She was the first female prime minister of Britain and was also called the "Iron Lady".  |
| <b>Elvis Presley</b>         | was an American singer and guitar player. He made Rock 'n' Roll popular in the 1950s and was a successful and influential person in rock music.  |
| <b>Rosa Parks</b>            | was an activist in the American Civil Rights Movement. In 1955, she refused to give up her seat on a bus to a white person and was arrested.   |
| <b>Martin Luther King Jr</b> | was an American Baptist minister and activist who became a leader in the American civil rights movement in the 1950s and 60s. He was shot dead in 1968.                                    |

|                        |  |
|------------------------|--|
| <b>Mary Poppins</b>    | is a character in a children's book. She was a nanny with magical powers who could fly.  |
| <b>Charlie Chaplin</b> | was an English comic actor, filmmaker and composer who became famous for his silent films in the USA: His most famous movie character is "the tramp".  |
| <b>Charles Dickens</b> | was an English novelist. He described life in Victorian England in the 19 <sup>th</sup> century and how hard it was, particularly for children. One of his most famous novels is "Oliver Twist".                                       |
| <b>Nelson Mandela</b>  | was a South African anti-apartheid revolutionary and political leader, who served as President of South Africa from 1994 to 1999. He was the country's first black head of state.  |
| <b>James Joyce</b>     | was an Irish novelist, short story writer, and poet. He was one of the most influential and important authors of the 20th century. <i>Ulysses</i> is one of his most famous novels   |
| <b>Jane Austen</b>     | was an English novelist known primarily for her novels about the British landed gentry at the end of the 18th century, for example <i>Sense and Sensibility</i> , <i>Pride and Prejudice</i> , <i>Mansfield Park</i> and <i>Emma</i> . |

### **The man on the bench**

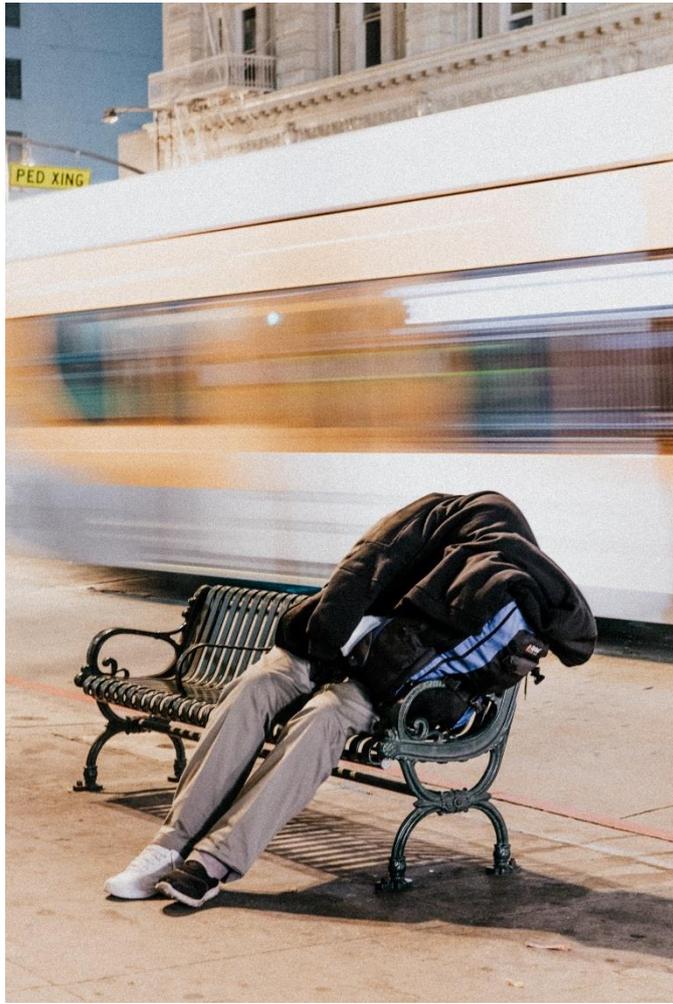
#### **Write a story in the past.**

Why was the man at the station?

What did he look like?

What was he wearing?

What happened next?



*Photo: Nathan Dumlao on unsplash*

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## What happened?



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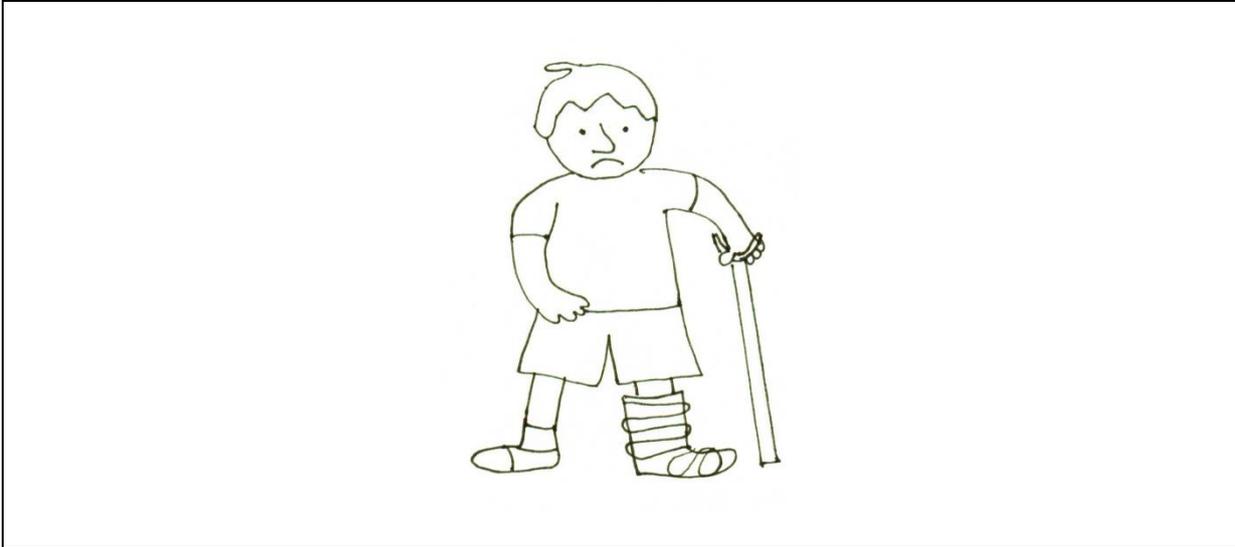
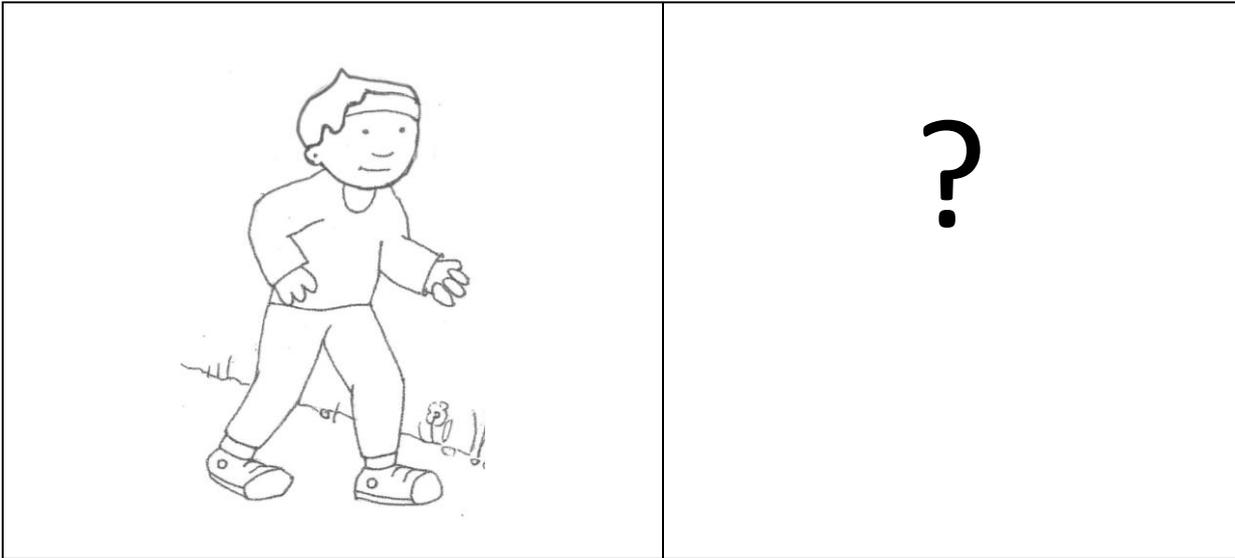
**Write a three-sentence story.**

*First picture:* What **was** Jim **doing**?

*Second picture:* What **happened** then?

*Third picture:* What **happened** as a consequence?

## What happened? (2)



**Write a three-sentence story.**

*First picture:* What **was** Pete **doing**?

*Second picture:* What **happened** then?

*Third picture:* What **happened** as a consequence?

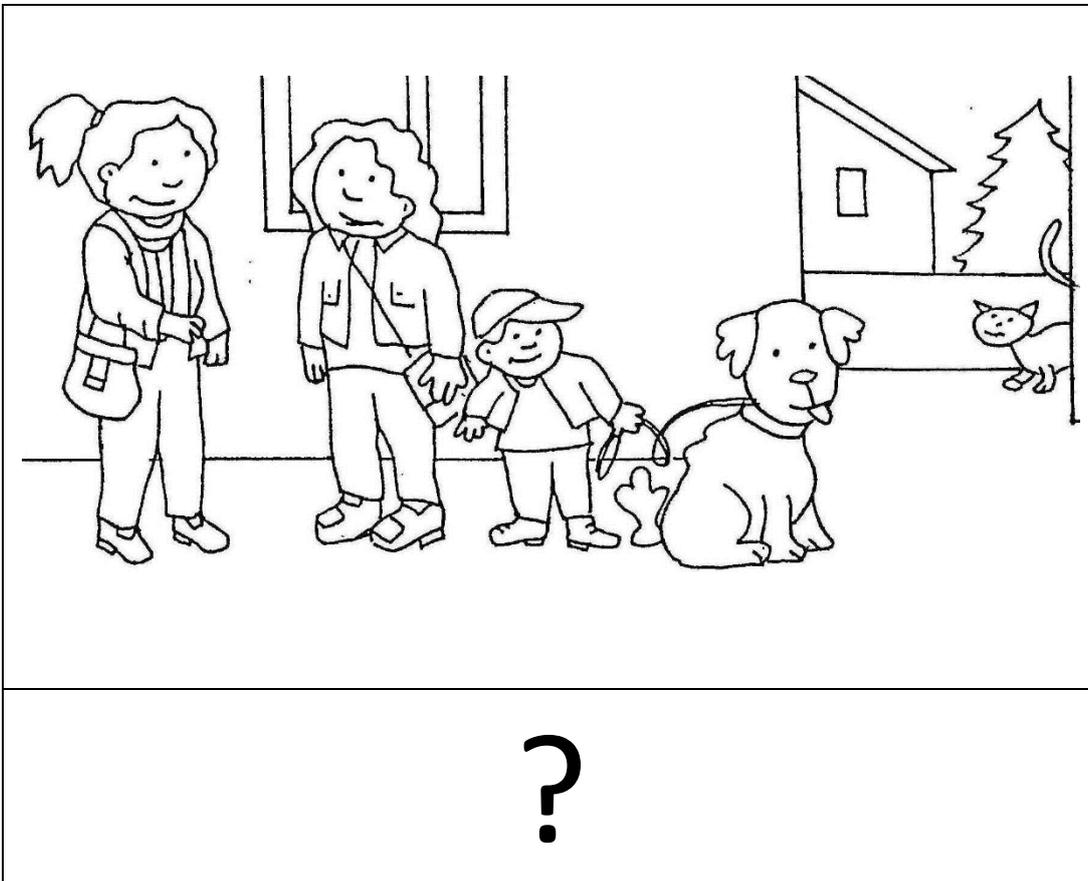
## What is going to/might/may happen?

We use be **going to** to predict something that we think is certain to happen or when we have evidence that it is going to happen.

**May** expresses possibility.

**Might** shows less possibility than **may**.

What is happening? What is going to/may/might happen next?



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### What is going to/may/might happen? (3)

We use be **going to** to predict something that we think is certain to happen or when we have evidence that it is going to happen.

**May** expresses possibility.

**Might** shows less possibility than **may**.

What has happened? What is going to/may/might happen next?

Leaving home



Arriving at work



?

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## Notices in towns

*Where can you find the following notices?*

1. Customers are asked not to leave bags or other objects unattended.
2. Head protection must be worn.
3. Luggage left unattended may be removed without warning or be damaged or destroyed by the security services.
4. Your request is being processed.
5. Warning: Unauthorized vehicles will be clamped.
6. Alarms are provided at all doorways and can be operated by passengers in the event of an emergency.
7. No dogs are permitted at any time.
8. Bicycles must not be attached to these railings.
9. Proper swimwear must be worn at all times.
10. These gates will be closed every day at dusk until 9 am.

*Can you make up your own notices (that are serious or just fun)?*

## Making a paper beads necklace – Describing a process



Match the descriptions with the pictures.

The paper **is cut**.

A cardboard stencil **is used** to mark long triangles on wrapping paper or magazines.

Finally, the beads **are threaded** onto a string and a clasp is added.

The tip of the triangle **is glued** to the rolled paper. Then the toothpick **is removed**.

Several beads **are created** in this way.

Starting at the wide end, the triangle **is rolled** around itself using a toothpick or drinking straw.

Do you sometimes make something or repair things? Can you describe the process?

**Passive – Present Progressive or Present Perfect?**

|   |  |
|---|--|
|    | <p>The food is being prepared.</p>       |
|    | <p>The contract<br/>is being signed.</p> |
|   | <p>The dishes<br/>are being washed.</p>  |
|  | <p>The mail is being delivered.</p>      |
|  | <p>The food<br/>has been prepared.</p>   |



The coffee  
has been served.



The dishes  
have been washed.



The wood has been cut.



The letter  
has been delivered.

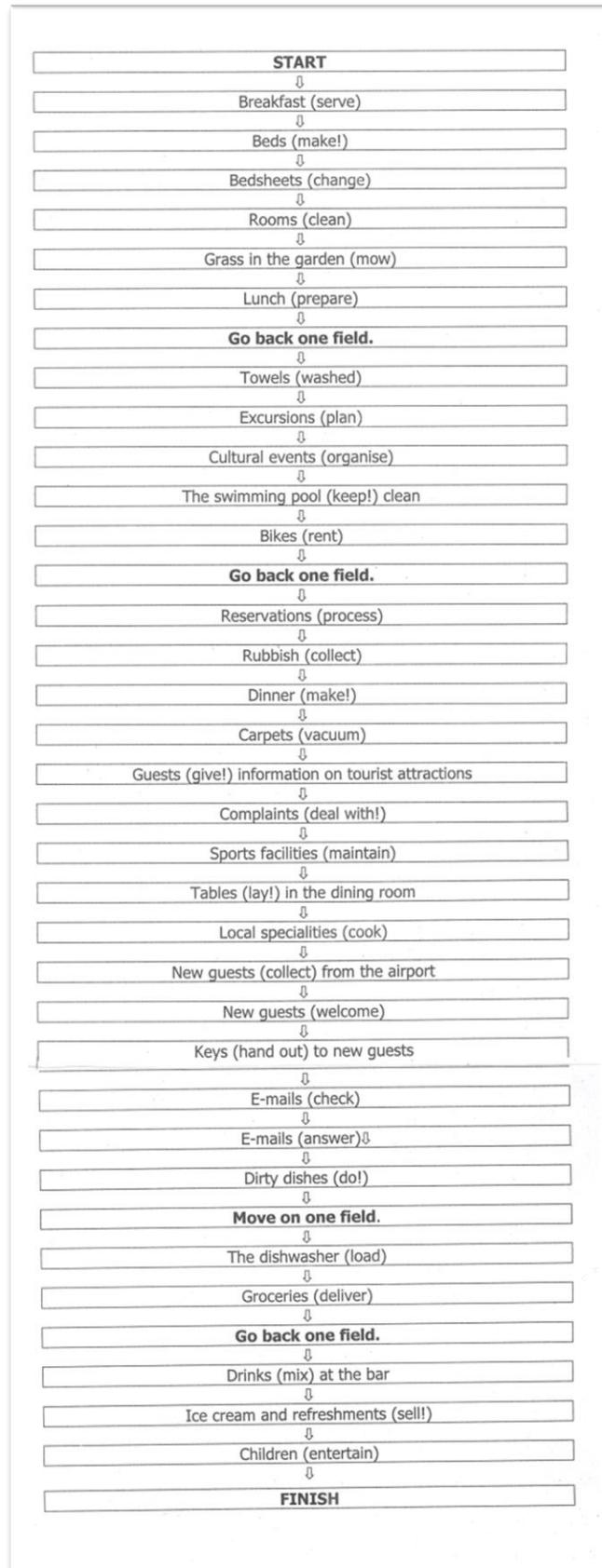


The tea has been made.



The shoes  
have been polished.

## Passive Game - Things that are done at a hotel



### Past forms of can, must and may

|                                   | Present Tense   | Example  | Simple Past                       | <i>When I was a child,</i>  |
|-----------------------------------|---|--|-----------------------------------|---|
| <b>Ability</b>                    | can (ability)   | <i>I can speak two languages.</i>  | could                             | <i>I could speak two languages.</i>   |
|                                   | cannot/can't  | <i>I can't speak Russian.</i>  | couldn't                          | <i>I couldn't speak Russian.</i>  |
| <b>Permission</b>                 | can/may   | <i>I can/may watch television.</i>                                       | could                             | <i>I could watch television./<br/>I was allowed to watch television.</i>    |
| <b>Prohibition</b>                | cannot/can't/may not  | <i>I can't/may not watch television.</i>                                 | couldn't/wasn't allowed to        | <i>I couldn't watch television./<br/>I wasn't allowed to watch TV.</i>      |
| <b>Obligation or necessity</b>    | must/have (has) to  | <i>I must start at 8 am./<br/>I have to start at 8 am.</i>               | had to/needed to                  | <i>I had to start school at 8 am./<br/>I needed to start at 8 am.</i>       |
| <b>No obligation or necessity</b> | don't (doesn't) have to/<br>don't (doesn't) need to/<br>needn't | <i>I don't have to start at 7 am.<br/>I don't need to start at 7 am.</i> | didn't have to/<br>didn't need to | <i>I didn't have to start at 7 am./<br/>I didn't need to start at 7 am.</i> |

I/He/She/It **was** allowed to ... You/We **were** allowed to ...

## Past of Modal Verbs Game

*When Brian was a teenager, ...*

**START**



he (must) do homework every day.



he (needn't) work.



he (must) learn a foreign language at school.



he (may not) buy cigarettes.



he (can) have guitar lessons.



people (can) smoke in public places.



he sometimes (must) help his parents in their shop.



he (may not) buy alcohol because he was underage.



he (needn't) wear a helmet when riding a scooter.



he (can) invite his friends to a birthday party.



he (cannot) travel by plane because it was expensive.



he (may not) eat a lot of sweets because of a health issue.



his parents (cannot) take a holiday.



he (needn't) get up early at weekends.



he (needn't) go to school on Saturdays.



he (needn't) wear a seatbelt in the backseat of a car.



he (must) be back home before 11 pm.



**FINISH**

## Passive Game - Things that are done by a town council



|   |                   |                          |                      |                         |             |                                |                      |
|---|-------------------|--------------------------|----------------------|-------------------------|-------------|--------------------------------|----------------------|
| START   | a student         | a pilot                  | a dentist            | a flight attendant      | a nurse     | a teacher                      | <i>Choose a job.</i> |
| <b>Modal Verbs Game - What does it take to do this job?</b> |                   |                          |                      |                         |             |                                | a translator         |
| a computer specialist                                       | a social worker   | an engineer              | an Olympic athlete   | an astronaut            | a chef/cook | a Catholic priest              | an actor             |
| a politician  | 1 must/<br>has to | 2 ought to<br>be able to | 3 doesn't<br>have to | 4 should<br>like ...ing | 5 shouldn't | 6 isn't allowed to/<br>mustn't |                      |
| an air traffic controller                                   | a police officer  | FINISH                   |                      |                         |             |                                |                      |

### Make or do?

*Write the correct word (make or do) for each category and write a name for each category.*

|   |   |
|---|---|
| from oil<br>of gold<br>in China                       | the housework<br>your homework<br>a job<br>a course/seminar<br>a work placement/an internship<br>a test/an exam |
| your mouth water<br>somebody happy/sad/angry          | something<br>nothing<br>everything<br>anything  |
| a speech<br>a comment<br>a phone call<br>a suggestion | a decision<br>a plan<br>arrangements<br>a choice  |
| breakfast/lunch/dinner<br>coffee/tea<br>a cake        | money<br>a profit/loss  |

Insert *do* or *make*.

|                    |  |
|--------------------|--|
| _____ the shopping | _____ a mistake                                  |
| _____ an exercise  | _____ a complaint                                |
| _____ your best    | _____ a cup of tea                               |
|                    | You can _____ crossword puzzles on this website. |

### Make or Do - Dominoes

|                        |             |                |             |
|------------------------|-------------|----------------|-------------|
| a decision             | <i>make</i> | a plan         | <i>do</i>   |
| a work placement       | <i>make</i> | a phone call   | <i>make</i> |
| breakfast              | <i>do</i>   | nothing        | <i>do</i>   |
| the housework          | <i>do</i>   | a course       | <i>make</i> |
| a profit               | <i>make</i> | a comment      | <i>make</i> |
| dinner                 | <i>do</i>   | something      | <i>do</i>   |
| an exam                | <i>do</i>   | your homework  | <i>make</i> |
| tea                    | <i>make</i> | a speech       | <i>make</i> |
| a product from plastic | <i>do</i>   | a job          | <i>do</i>   |
| something good         | <i>make</i> | somebody happy | <i>make</i> |