

# How to have fun with grammar? Can it be done?

1. Why do students struggle with grammar after so many years (usually between 10 – 15!) of learning English?
2. What is your B2 level students true level?
3. What are the most problematic areas and why?
4. How do you approach the presentation part of the PPP when it comes to teaching grammar?
5. How much time do you think your students need to learn something to
  - a) recognise it
  - b) actually use it?

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**G** – Give your students time to discover the rules behind the structure and process the new new material (Do not rush them through this process because if you do, you're going to have to do it all over again)

**R** – Review (use spiral teaching to make sure that your SS have had enough "exposure")

**A** – Accommodate your SS' needs and adapt your teaching methods accordingly (e.g. use pair work, etc.)

**M** – Motivate them. Be their cheerleader and encourage them to ask questions (50% of my work is convincing them that they're not inherently "bad" at English).

**M** – Make grammar fun. The more memorable you make it, the more likely your SS are to remember it later (but also remember that the key to success is PRACTICE, PRACTICE, PRACTICE and if your SS don't put in the work, even clowns and balloons won't help)

**A** – Assess – check how successful you have been to see if something needs to be retaught.

**R** – Relevance – Show your SS how they can use what you're teaching them in real life.

Also...

- Drill things into your SS' brains. The more repetition, the better. Encourage them to work at home, preferably on the same day that sth new was taught.

- Motivate them to use the new structure by e.g. giving them pluses, etc.

- Use your SS' competitive nature using grammar races, playing games, making them work in teams, etc.

- Assign homework and never leave it unchecked. If SS do their homework regularly, never fail to recognise and reward it. If there isn't enough time to go through everything, cover the most difficult points of the task and send them the key (e.g. make a screenshot and email it to them, scan it with TinyScanner, etc.)

- When the circumstances allow it, pair up the stronger ones with the weaker ones (but don't overdo it).

- Put them in groups and make them prepare tasks for their classmates to maximise their involvement.

- Let them use their notes during some games if they still quite haven't processed the material.

- Create information gap, etc., to increase their curiosity.

# TENSES

## The Present Perfect to talk about experience (the 'ever' aspect)

The procedure: The teacher comes up with a false/true story which he/she tells SS about very briefly, without getting into detail. Then he/she tells them that they need to ask questions to find out if the story is true or false. There is a time limit – they are usually given 3-4 minutes to ask all the questions and make their decision.

My story is about a parachute jump which I did in April 1998. I was 18 years old, the jump was a birthday gift from my uncle who is also my godfather AND was my instructor as he is a retired soldier (he's 65 now). We did a tandem jump (meaning we jumped together). I had undergone a short training because my parents had insisted on it but it often isn't required. The plane was a Cessna (it was quite small). The parachute was dirty white, the height at which we were flying when we jumped was 2km (in Poland, you can go as high as 4km). I saw fields and trees and some cows during the jump. We landed in a field. I was a bit shaky but very happy.

I've only done it once in my life but I'd like to do it again sometime (maybe when I've turned 40).

THIS STORY IS FALSE, which I tell students after they've voted by the show of hands if they think I'm lying or telling the truth.

SS should cooperate writing the questions so it becomes both a grammar practise and speaking exercise; also, it is much easier and more enjoyable for them.

Example questions:

Have you ever done a parachute jump?

How many times in your life have you done it?

When was the last time you did it?

Were you afraid? What was the weather like?

What was the colour of the parachute/the make of the plane? Etc., etc. ...

A FOLLOW-UP TASK:

SS can follow the same procedure working in pairs/groups of three – think of an event, either real or imagined and then answer their classmates questions.

"Are you experienced", based on an activity by the same name from *Reward Upper-Intermediate Resource Pack* -

SS are given one copy each and work in pairs (or groups of three, if there's an odd number of students). First, they need to make questions using the verbs in the brackets and then they use them to interview each other.

I demonstrate the activity with one of the stronger SS, going over usual replies, short answers, etc.

*Example:*

Student: Have you ever been outside Europe? (I need to ask him/her to ask me this question)

Kasia Opiela: Sadly, I haven't. What about you?

Student: I have.

KO: Good for you! What countries have you visited?

S: I have been to .....

KO: Wow! \*Which one was your favourite and why?

S: My favourite country was ... because ...

\*I tell SS they can ask their partner follow-up questions in past/present tenses if they want to learn more about some aspect of their partner's experience. I encourage them to make it look and sound like a natural social interaction.

I write examples of short answers on the board (So have I/Neither have I/Yes, I have./No, I haven't/Me too./Me neither/etc.) so that SS can see them the whole time and use when they get stuck.

Next to the questions, there are points. SS get points if they have done something, no points are granted if they haven't. They can mark the points of their partners or their own and later count up them up to see their results (in the h/o).

## ARE YOU EXPERIENCED?

Is every day full of new things to try or have you done it all? Here's a list of life experiences – all you you have to do is add up your points and see your score.

You need to make your questions first:

1. What European countries ..... (you/visit)? (1 point for each country)
2. ....(you/ever/be) outside Europe? 3
3. .... (you/ever/cry) with happiness? 2
4. .... (you/ever/buy) flowers for anyone? 2
5. .... (you/ever/cry) watching a film? 2
6. .... (you/ever/buy) your parents a meal? 2
7. .... (you/ever/cook) your parents a meal? 3
8. .... (you/ever/be) to the cinema alone? 3
9. .... (you/ever/be) to the opera? 2
10. .... (you/ever/hitchhike)? 3
11. .... (you/have) at least one close friend of the opposite sex? 3
12. .... (you/ever/change) a baby's nappy? 2
13. .... (you/ever/have) stitches? 2
14. .... (you/ever/break) a bone? 2
15. .... (you/ever/serve) an ace? 1
16. .... (you/ever/write) a romantic letter? 3
17. .... (you/ever/use) an electric drill? 3
18. .... (you/ever/grow) a plant from a seed? 2
19. .... (you/ever/apologise) for something  
that wasn't your fault? 3
20. .... (you/ever/buy) an original work of art? 2

21. ....	(you/ever/help) an elderly person/ a person with a disability?	3
22. ....	(you/ever/write) a poem for someone?	3
23. ....	(you/ever/send) your food back in a restaurant?	2
24. ....	(you/ever/worry) your life is going nowhere?	2
25. ....	(you/be) good friends with an ex-boyfriend/girlfriend?	2
26. ....	(you/ever/catch) a fish?	3
27. ....	(you/can/use) chopsticks?	2
28. ....	(you/ever/be) on a plane alone?	3
29. ....	(you/ever/live) alone?	5
30. ....	(you/ever/give) a speech or sung in public?	2
31. ....	(you/ever/try) eating something you don't like?	2
32. ....	(you/ever/change) a car tyre?	3
33. ....	(you/ever/put) furniture together?	3
34. ....	(you/ever/regret) having your haircut/dyed?	2
35. ....	(you/can/sew) on a button?	2
36. ....	(you/ever/hurt) your best friend's feelings?	2
37. ....	(you/ever/have) your feelings hurt by your best friend?	2
38. ....	(you/ever/have) a massive argument with your parents?	2
39. ....	(you/can/count) to ten in 3 languages?	3
40. ....	(you/recently/make) a change in your life you're happy about?	5

What it means:

Under 50: You are practically a baby.

50-60: Life must be fun because there are so many things you could try.

61-70: Good news! You still have lots of things to try.

71-80: Well, sir/ma'am! You certainly haven't been wasting your time!

81-90: An impressive score! You could put Keith Richards to shame.

Over 90: You are so experienced you could die tomorrow (but, please, don't)



# FUTURE TENSES – the Fut. Perfect vs. the Future Continuous -

- The exercise below can be treated as a stand-alone task or the whole lesson can be used. It is available in the **TOPIC ROOMS** (folder GRAMMAR PRACTICE)

## THE FUTURE, THE BRIGHT FUTURE

1. Think about the world in 50 years. Look at the two examples below and the examples of future events. In pairs, **try to predict the future of your classmates/some celebrities/politicians**, etc. using the Future Simple, the Future Continuous, and the Future Perfect.

*Example:* Donald Trump will have been elected for the 20<sup>th</sup> time and he will be ruling the whole world. He will have had 15 more children with 10 women. He will be loved by all his faithful subjects and they will be living happily ever after behind the Great Wall.

Here are some ideas you can use:

- have a sex change operation and have his/her own TV show
- go to the moon
- become a hermit and live in a cave
- find a cure for cancer
- fight in a cage
- invent a new kind of weapon
- go bankrupt
- become a celebrity because of his/her multiple plastic surgeries
- live in a tree house
- become a politician of a conservative party
- have six naughty children
- become a leader of a religious sect
- marry a plumber
- become an environmentalist guerrilla, chain him/herself to trees and set zoos on fire
- become a stand-up comedian
- rule the world
- become a kung-fu fighter and have many disciples
- live alone with 10 cats and 7 dogs
- live in a jungle and lead a group of chimpanzees

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Now share your best ideas with the class.

2. In groups of three, answer the questions. Try to use the new tenses (Future Continuous and Future Perfect) whenever possible:
- A) What is the future of the existing languages? What is going to be the “lingua franca” of the world and what does it depend on?
  - B) How will our homes have changed in 50 years?
  - C) How is new technology going to affect work and transportation?

3. Watch a video of the MIT robot cheetah and fill in the gaps as you listen:  
You can find the video here: <https://www.youtube.com/watch?v=XMkQbqnXXhQ>

**MIT Robot Cheetah**

So, the general (1) ..... of our lab is to understand the (2) ..... aspect of animals. Recently we are focusing on quadrupeds, or four-legged animals, and we try to understand how they efficiently run in the field and nature so that we can take that inspiration and then use it in our engineering world. So, for example, we can create (3) ..... legs out of that technology and you could even make new (4) ..... replacing cars so that you don't need the road in our world. Cheetah is the fastest four-legged animal in the world and then we would like to make our robot run fast like a cheetah. When we started with our robot, we started to look at cheetah's (5) ..... and applied its (6) ..... to our mechanical version of a cheetah. Currently, our robot cheetah can run up to 10 (7) ..... and jump over a (8) ..... cm high (9) ..... So, previously most legged robots were powered by internal combustion engines and the (10) ..... transmissions, and those are very noisy and very inefficient. But people believe that (11) ..... engines and hydraulics are the only way to make a legged robot run and support itself. People believe that electric motors are not powerful enough, so this is the first time that we show that an electrically (12) ..... robot can run and jump over a foot high obstacles.

4. You are about to watch another video featuring a robot.

- Before you watch, answer the question: What is the future of the military in, say, 50 years?

Watch the video and fill in the gaps.

You can find the video here: <https://www.youtube.com/watch?v=cr-wBpYpSfE>

Alpha Dog, US marines pack animal

It has four legs, eyes and the body built to carry with the ability to go wherever men can't. The legged (1) ..... support system is the new solution for (2) ..... troops who carry over 100 pounds of survival and protection (3) ..... in the field. The (4) ..... of the marine corps, general James Amos and Defence Advanced Research Projects Agency director Arati Prabhakar saw a demonstration of the system at the joint base Myers Henderson Hall, Virginia, and learnt about the 24-month initiative designed to (5) ..... and (6) ..... the programme.

"Now that you've got a capable platform, it's now taking the (7) ....., making them much more effective, they're already effective, but taking them to a new level, so that not only it can (8) ..... the world around better but it can (9) ..... with the marines better so that's you're gonna see over the next 24 months, how do you make it more effective in the hands of those marines out in the field."

Once complete, this (10) ..... can take the load off troops, allowing them to focus on their mission.

"So everything we do, we (11) ..... to lighten the load, but what LS3 is particularly effective in that regard is that it takes equipment directly off that marine's back, whether it be mortar base plates, whether it be mortar base plates, spare ammunition, whether it be packs... a lot of different areas.

- What do you think about the Alpha Dog? Can you think of any other (peaceful) ways in which it could be used in the future?

5. In pairs, discuss - How will humans have changed (height, weight, bionic elements, the brain) in 100 years?

What do the changes depend on?

- You are going to watch a TED talk devoted to the topic of prosthetics. Before you do, match the vocabulary below to the definitions:

evolve/enhance	combine
artificial	outer
internal	advance
external	width
integrate	synthetic
diameter	inner

- Watch a TED talk (0 – 4:43) by Juan Enriquez and answer the questions below.

You will find the video here: <https://www.youtube.com/watch?v=w8lH8tNLAXc&t=183s>

A) What question do we have to answer as a species?  
.....

B) Where did the saying “rule with an iron fist” come from?  
.....

C) What possibilities can prosthetics give you?  
.....

D) What is changing about prosthetics?  
.....

E) In theory, what could you be capable of if you increased the diameter of a nerve?  
.....

F) With the development of prosthetics, how might people’s attitude to them change?  
.....

G) What is the point made by Yogi Berra?  
.....

H) What may be the future of humans (and something Dr Anthony Atala is working on)?  
.....

6. Watch another part (4:43 – 6:19) of the same TED talk and decide whether the statements below are true (T) or false (F):

A) The work of Craig Venter and Hamilton Smith is about programming cells. T/F

B) You can make your cells absorb less carbon dioxide. T/F

C) Having placed a genome in a cell, you need to ask yourself an important question. T/F

D) Another important issue is when it is morally acceptable to enhance a human body. T/F

E) It may be possible to eradicate inheritable diseases. T/F

F) We might change little as a result of these practices. T/F

- Discuss in pairs - Is it ethical to change our gene code? What do you think the long-term results may be?

**NARRATIVE TENSES** – the next 3 slides (14-16) refer to teaching and revising narrative tenses. I believe they should be taught as early as possible because otherwise SS learn them after many years (!) and tend to think that since they were taught to them so late, they are not used in English very often.

In slide 14 there are a few examples I use to explain to my students that sometimes the difference between the PPC and PC can be insignificant (the first pair of sentences) and the difference between the PPS and PPC (the second pair of sentences). Below, in the same slide, there is a short unfinished story about an Irish hitman named Rory, which I wrote and use to make SS understand how the narrative tenses work.

The next stage of the lesson, if no 'dry' practice (doing exercises) is required, I move on to building a story in groups/pairs. It is the equivalent of the story cubes but in this version SS are given small pieces of scrap paper, which I recycle and use for the exercise. Each group gets the same number of pieces of paper and is instructed to write nouns with adjectives (e.g. "a black dog", "a difficult lesson", "a white horse", etc.). They can also write some verbs, if the teacher thinks it could help them in some way.

Later, the pieces are put in a pile face down in front of all group members. Each person draws a noun (and a verb from a separate pile, if they've been included). They each say their sentences one by one, trying to tell a story as if they were one person (they adopt the same perspective). Ideally, they should use the PPS and PPC.

They should **WRITE** their story down. Writing is very important because this is how the teacher can find out how well they understand the principles of using past perfect tenses and help them if necessary. If they fail to use the PPC and PPS, the teacher should suggest ways of incorporating them into their story.

Later, they read their stories aloud and decide whose story is the best.

Next, the teacher must either collect the stories or scan them with an app called TinyScanner and make them into a gap fill exercise. The teacher types the stories on a computer, takes all the verbs out and puts them in infinitive forms in brackets and SS have a gap fill exercise based on something they've written themselves at the beginning of the next lesson (an example in slide 15).

Slide 16 contains a fun exercise to revise adverbs of manner – SS write what they do beautifully, well, etc., and work in pairs. They don't tell their partner what they do, just how they do it, e.g. "I do it beautifully", and their partner has to ask closed questions to find out what it is. When SS have been exposed to various types of adverbs, they can e.g. add them to their ready stories, thinking how they could incorporate them best (or write a new one, practising using narrative tenses and adverbs at the same time).

Narrative tenses (beyond Past Simple and Continuous) – They should be taught as early as possible (?).

I **was reading** when he came home.

I **had been reading** when he came home.

I **had been working** for Gandalf for 2 years when I was promoted.

I **had talked** to Gandalf many times before I made the decision to kill Boromir.

It was a dark November night. Rory (put) a silencer on his gun and (leave) the hotel room. He (wait) for this moment for 5 long years! The hall upstairs (be) silent but in the lobby people (socialise and drink). Rory (look) around to see if the other man (already/arrive). He finally (notice) him standing by the bar. Rory (freeze) because the man (look) directly at him.

# Story time

STORY 1 ( a story written by a B2 group at the summer course in July 2018)

When my day started, the first thing I saw was my brother, who looked hypnotised. He ..... (dream) about a big red ant. He ..... (have) a runny nose because he ..... (wait) out in the cold. In the dream, he ..... (see) a blue snowman. Then, he ..... (look) at the sky and ..... (see) that it ..... (be) cloudy. My brother ..... (notice) that the snowman ..... (have) a red nose and the blue snowman ..... (be) jealous of the white snowman's nose. They both ..... (have) fragile ties with their parents in childhood. Then, all the three of them ..... (see) a black horse. Suddenly, the horse ..... (turn) into a charming fish and it ..... (take) a warm shower because it ..... (stand) in the cold, too, and ..... (freeze). There ..... (be) fog everywhere. Then, my brother ..... (wake up) and ..... (realise) it ..... (be) a dream.

If your students need more practice... here's a great resource:

<https://www.englishpage.com/>

STUDENT A

I DO IT MY WAY ...

1. I ..... beautifully.
2. I ..... dangerously.
3. I ..... angrily.
4. I ..... fast.
5. I ..... long.
6. I ..... carelessly.
7. I ..... early.
8. I ..... fantastically.

STUDENT B

I DO IT MY WAY ...

1. I ..... well.
2. I ..... sadly.
3. I ..... desperately.
4. I ..... carefully.
5. I ..... fluently.
6. I ..... cheerfully.
7. I ..... loudly.
8. I ..... energetically.



## Passive Voice

1. The flower is being watered.
2. I had the flower watered.
3. It is said/claimed/believed/maintained that the flower waters itself.

\*All the exercises regarding the Passive Voice from slides 18-20 are available in the Topic Rooms with detailed instructions (folder Grammar Practice). More practice can be provided through first giving SS a completed dialogue and then gradually removing the verbs (SS would be getting dialogues with more and more gaps to fill in from memory):

- 1) You can give SS a completed dialogue with the passive structures in bold and have them do the roleplay a few times, preferably channelling Justin and Miley (and swapping roles). Then you can give them a version with the verb forms missing and they have to complete the dialogue from memory (but not write anything, as this could be their homework assignment).
- 2) You can also gradually increase the number of gaps with the final version with no verbs at all, have them do the roleplay, keep their copy and complete the dialogue at home.

## NOT ENOUGH LOVE FROM THE FANS (passive voice)

Miley: Hi, Justin, how are you?

Justin: I'm good, thanks, although I don't think I (1) ..... (love) by my fans as much as I deserve.

Miley: What makes you say that?

Justin: Well, for starters, lately, I (2) ..... (not/send) as many love letters and items of underwear as usual. Also, I (3) .....(not/follow) on Instagram by as many people this month as last.

Miley: I don't know if it makes you feel any better, but I (4) ..... (make) to clean my room by Papa Cyrus.

Justin: No, I don't think it's quite the same.

Miley: That not all! I (5) ..... (call) a spoilt brat by Nicki Minaj at MTV VMAs!

Justin: Aw, that's tough, man. How did you react?

Miley: I pretended it (6) ..... (stage). The thing is, now I (7) ..... (laugh) at even by Iggy Azalea...

Justin: Nooooo! Even by Iggy Azalea!? I'm so sorry, mate. I hope she (8) ..... (make/regret) her outrageous behaviour!

Miley: Yes, she (9) ..... (should/ put) back in her place.

Justin: OK, gotta go, the fans are waiting.

Miley: Bye, see you at the pool party.

*Author's note: Iggy Azalea is a white female Australian rapper*

## **HAVE YOU HAD YOUR NOSE DONE YET? (have something done)**

Justin: Hi, Miley, how are you?

Miley: Great, thanks. You?

Justin: I'm good, just a little sore. I ..... (just/my nose/do) and I can hardly breathe.

Miley: That's awful! I still remember how my face hurt after I (2) ..... (all my teeth/do) sparkling white!

Justin: But how come you (3) ..... (not have/your nose/do) yet!? It's high time, girl!

Miley: Yes. I guess you're right. But first I need to (4) ..... (have/my ears /fix).

Justin: Yes, they stick out too much.

Miley: See? (5) ..... (have/my nose and ears /fix) would be way too much for one week.

Justin: Changing the subject, I (6) ..... (have/my legs/wax) for a month now and I must say it feels great!

Miley: Really? I must try it sometime. I (7) ..... (my moustache/remove) twice a month.

Justin: \*TMI, Miley, TMI ... Let's talk about me! I (8) ..... (my tea/make) by my assistant. If the tea's too hot, I throw the teacup at him.

Miley: That sounds like fun! Once, when I (9) ..... (my hair/do), my assistant disturbed my peace so I sprayed her with hair dye. Muahahahah!

Justin: Really? I must try it next week when I (10) ..... (my lovely fringe/cut) and throw scissors at him.

Miley: OK, gotta go. The fans are waiting.

Justin: OK, see you at the beautician's.

*TMI = Too much information*

## **DAMN YOU, DRAKE... (It is said that .../He is said to be.../be + Past Participle)**

Miley: Hi, Justin, how are you?

Justin: I'm not too good, actually ... It (1) ..... (recently/write) that Drake has more fans than me, a better voice and is generally more good-looking!!

Miley: Oh, no, that can't be true! Something (2) ..... (have to/do)! You must fight back! What else (3) ..... (be/write)?

Justin: It is (4) ..... (claim) that Drake has married Rihanna!

Miley: That's impossible! She (5) ..... (believe/marry) Chris Brown!

Justin: I don't believe it. Chris Brown (6) ..... (say/marry) Kendrick Lamar in secret!

Miley: I will never believe it. Kendrick Lamar would never marry Chris Brown. His standards are way too high.

Justin: Yes, I believe they are, actually.

Miley: Anyway, from what I (7) ..... (tell), it (8) ..... (announce) that Drake (9) ..... (choose) to play the new James Bond.

Justin: Oh, no! But Drake (10) ..... (say/be/too short) to play James Bond!

Miley: You're way shorter than Drake.

Justin: Damn you, Drake!

*Author's note: In 2009, Chris Brown, a young rapper, beat up Rihanna, his girlfriend at the time, and received a restraining order. Drake and Kendrick Lamar are both young R&B singers.*

What are the potential difficulties teaching this Passive Voice structure? How do you deal with them?

It is claimed that she likes tall men.

She is said to like tall men.

It is reported that Frodo destroyed the ring.

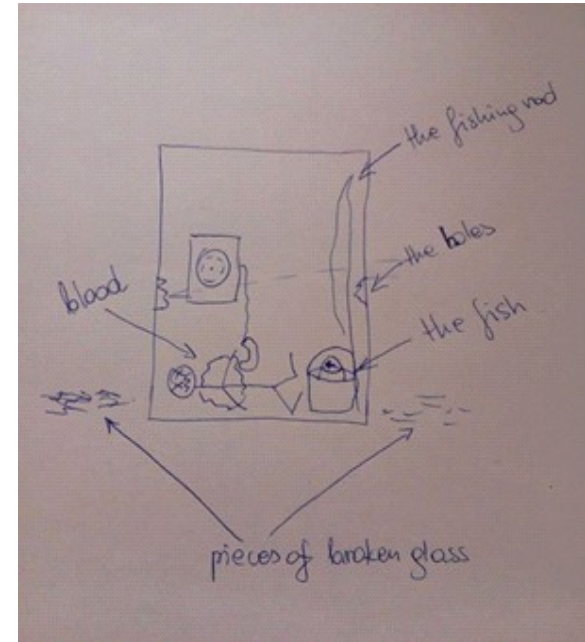
Frodo is reported to have destroyed the ring.

In my opinion, they should be taught before e.g. writing an essay because they usually only used in writing/news reports. I would even allow SS to use their notes on this structure.

# MODAL VERBS FOR SPECULATION - available in the Topic Rooms (folder Grammar Practice) with detailed instructions

## THE WORLD IS A MYSTERIOUS PLACE

1. Look at the drawing on the board and the example sentences. What is the level of certainty these groups of the sentences carry?



*He couldn't/can't have drowned, as there is not water in the telephone box.*

*He couldn't/can't have been killed by a tiger, because there are no tigers in this country.*

*He may (not) have drunk alcohol before he died.*

*He might (not) have drunk alcohol before he died.*

*He could have drunk alcohol before he died.*

*He must have gone fishing before he died, as there was a fishing rod and a bucket with a fish inside the telephone box.*

*He must have been talking on the phone to somebody, as the phone is hanging on its cord.*

2. Now, in pairs, say what could have happened to the man. Avoid using the words “probably” and “maybe;” **use perfect modal verbs** instead, as in the examples above.

3. Watch a video of elderly people in strange situation and try to explain what they might have been trying to achieve, e.g. She/he **may have wanted** to...

<https://www.youtube.com/watch?v=G9rdFgByIP4&list=PL170B42BF8FF055DB&t=0s&index=13>

4. Your task is to write one possible explanation to each of the strange and mysterious situations.

**Example:** You saw somebody breaking into your neighbour’s house.

**Potential explanations:**

*This person **can’t/couldn’t have had** the key.*

*It **may (not)/might (not)/could have been** a burglar.*

*This person **must have been desperate** to get in.*

You saw somebody yelling at a stop sign. He/she ...

.....

You saw somebody riding on the roof of a bus.

.....

You saw somebody burying something in your neighbour’s garden in the middle of the night.

.....

You saw somebody walking 5 cats and a monkey.

.....

You saw somebody running the middle of the street in a wedding dress.

.....

You saw somebody lying in the middle of the street (and this person wasn’t drunk, hurt or otherwise injured)

.....

You saw somebody leaving their house naked.

.....  
You saw somebody chasing a policeman with a bunch of roses.

.....  
You saw somebody smoking 5 cigarettes at the same time.

.....  
You saw a post office clerk wearing a tiara at work.

.....  
You saw somebody stealing sand from the beach.

.....  
You saw somebody who said to you "I'll be back."

.....  
  
More practice: "Elementary, my dear Watson" from Hadfield, J., *Advanced Communication Games*



## PRESENT MODAL VERBS – available in the Topic Rooms (folder Grammar Practice) with detailed instructions

1. The sets – the SS are given sets of modal verbs to group in different ways
2. Giving advice (see below)

### **Problems, problems...**

#### **A.**

1. I'm hungry.
2. I'm sleepy.
3. I don't fit into my clothes anymore.
4. I think my English teacher doesn't like me.
5. I have poor grades at university.
6. I don't know how to talk to the woman/man I really like.
7. My parents have decided I'm old enough to support myself and have stopped giving me pocket money.

### **Problems, problems...**

#### **B.**

1. I'm really tired.
2. I keep losing my mobile.
3. I am very disorganized.
4. I'm sad for no reason.
5. My parents don't understand me.
6. I don't have too many friends.
7. I keep worrying about what people think about me.

### 3. The Mother/Daughter/Therapist roleplay

#### THE THERAPIST

You are a therapist specialising in working with families and helping them improve their communication. Try to give the best advice to the people turning to you for help. Use the vocabulary below to give them advice: MUST, HAVE TO /MUSTN'T, CAN'T/SHOULD, SHOULDN'T /CAN, COULD, MIGHT (NOT), MAY (NOT)

#### THE DAUGHTER

You are a mother of a 15-year-old girl who has recently dyed her hair pink. You also suspect that she has started smoking and has a boyfriend, because her clothes smell of cigarettes and she has been coming home later than usual and she is spending hours on her mobile.

You are very worried about her but she doesn't want to talk to you. Talk to the psychologist and tell him/her about your problem.

#### THE MOTHER

You are a 15-year-old girl and you have recently dyed her hair pink. You think you look absolutely fantastic. You have been spending a lot of time on the phone and coming home later than usual because you have started dating an older boy. He's 17. You have also started smoking but you hope your mother hasn't noticed.

You think you can't talk to her about your secret life because you don't think she would understand you, and it makes you sad.

REPORTED SPEECH (instructions for using the tasks from slides 28-30 can be found in the Topic Rooms, folder Grammar Practice, under Little Red Riding Hood and Reported Speech questions)

1. "Don't leave me, Antonio!" Rosalinda begged.

Rosalinda begged Antonio not to leave her.

2. "Mr Bond, are you going to take the Aston Martin?" M.wanted to know.

M. wanted to know if Bond was taking the Aston Martin.

3. "Where did Gandalf go?" Frodo inquired.

Frodo inquired where Gandalf had gone.

In my opinion, explaining the principles of RS can be explained based on the sentences above (orders, closed questions, open questions) and it has worked quite well in my lessons.

## A REPORTED SPEECH RACE

You are going to complete a Reported Speech race in pairs / groups of three. You only transform into Reported Speech what is in inverted commas and start e.g. Mum warned LRRH ...

You are racing against other pairs/groups, so try to complete the task as quickly as possible. Call the teacher when you think you have the correct answer and then you may go on to the next sentence. You may use your notes during the task.

### LITTLE RED RIDING HOOD – THE TRUE STORY

1. Little Red Riding Hood was supposed to visit her Granny and bring her a basket full of delicious victuals. “Go straight to your Granny’s house and don’t talk to anyone,” mum ordered LRRH.

.....

.....

2. “OK, mum, I won’t talk to anyone,” promised the girl.

.....

3. Then, just as she reached the forest she met a big grey wolf. “Where are you going, little girl?” the wolf wanted to know.

.....

4. “I’m going to visit my grandma,” the child informed the wolf.

.....

5. “What are you carrying in that basket?” the wolf inquired.

.....

6. “It’s a pizza pepperoni and a six pack of beer, my granny’s favourite brand,” replied the girl.

.....

7. “Don’t you know it’s very unhealthy? Where did you get the beer anyway?” asked the wolf.

.....

8. “Can you tell me where your granny lives?” asked the wolf.

.....

9. “Why do you want to know?” asked LRRH.

.....

10. "I haven't seen her in a long time and I'd like to pay her a visit," answered the wolf.

11. LRRH showed him the way and off he went. He broke into granny's house and swallowed her. Then, he dressed up in her night gown. When LRRH knocked on the door, the cross-dressing wolf asked in a thin voice: "What have you brought me there, my child?"

12. LRRH asked: "Granny, why are your eyes so big?"

13. "That's because I've recently had a face-lift," the wolf informed her.

14. "Can I have one when I grow up?" asked the girl.

15. "I've had enough with the questions! When I was young, children were better behaved!" shouted the fake granny, trying to grab LRRH and devour her.

Luckily, a woodsman who was working nearby heard LRRH screaming and came to rescue. The wolf begged for mercy so the woodsman applied a local anaesthetic and retrieved the granny and LRRH. They all lived happily ever after with the wolf as their domestic servant.

THE END

## Questions, questions... (Reported Speech)

1. What city are you from?

.....

2. How old were you when you learnt to ride a bike?

.....

3. Where did you go on your last holiday?

.....

4. How long have you been learning English?

.....

5. How much money do you have with you today?

.....

6. What's the best film you've seen in the last 2 months?

.....

7. What are you going to do tonight?

.....

8. What did you have for lunch?

.....

9. What vegetable didn't you like when you were a child?

.....

10. What was the nicest compliment you have ever heard?

.....

11. What would you like to have for dinner?

.....

12. What would your life have been like if you had never tasted chocolate?

.....

13. What would the world be like if *Fifty Shades of Grey* had never been written?

.....

## QUESTIONS, QUESTIONS (slide 30)

(The instructions for this task are also available in the Topic Rooms.)

SS are divided into 2 groups and given slips of paper to write their own names. They SHOULD NOT fold them. The slips with the names are put in two bags/plastic sleeves/whatever is available and exchanged between the groups. The groups should be seated away from each other and their handbags/backpacks should be removed from the floor (potential safety hazard). Each student should have a copy of the handout featured in the previous slide.

They are told to draw a name from the bag and run to ask that student a question from the handout, come back to their group and then dictate the answer but transformed using Rep. Speech. It is best for them to go through the questions one by one, otherwise they get confused. They don't have to run but it's a race and the task should be completed as quickly as possible. There can only be one person at a time from a given group walking around the classroom.

When the groups have gone through all of the questions, they should be given some time to consult and correct their sentences.

Then, the teacher has them read their transformed sentences one by one but doesn't say which ones are correct until he/she has heard the sentences of both of the groups (otherwise, they'd change them, which would be cheating).

The winners should be rewarded in some way (maybe with pluses).

Students love this game; it involves brainstorming, cooperation, competition, communication, grammar practice...

## GO-IN-BETWEEN (slides 32&33)

SS are divided into groups of three and given 3 role cards – in the first round, two of them are an arguing couple and the third one is a mediator. The couple don't speak to each other so to communicate they talk to the mediator who reports whatever they say using Reported Speech. SS can be encouraged to be creative and go outside the role (e.g. come up with their own ideas for the argument).

In the second round a different student is now the mediator and the remaining two are feuding neighbours.

In the final round, another student becomes the mediator and the other two are fighting siblings.

This way, each student in the group gets to be the mediator and use Reported Speech.

## GO-IN-BETWEEN

### THE COUPLE

1. You are in a relationship and you aren't getting along.

Your partner never does the dishes, forgets to feed the dog, doesn't like your mother, doesn't compliment you nearly often enough, forgot your birthday, then forgot your anniversary and last Friday called your father a racist.

Try to make up and suggest something you could do for your partner, make promises etc. (e.g. "If you ... I will ...")

1. You are in a relationship and you aren't getting along. Your partner told her best friend your secrets, doesn't support your career choice, only wants to talk about her work, doesn't want you to buy a bicycle you've been dreaming about and told your mother she was fat.

Try to make up and suggest something you could do for your partner, make promises etc. (e.g. "If you ... I will ...")

1. You mediate between the arguing parties. As they're not talking to each other, you must report what they want to say to each other, including the promises they make in the end.

Remember to change the tenses where necessary and not to use question forms.

### THE NEIGHBOURS

2. Your neighbour clearly hates you because he/she keeps letting her dog run around your garden and dig holes. Every now and then, she also plays loud music until midnight and you wake up at 6am. Last week, she parked in front of your gate so you were late for work because you had to call her and wait for her to move the car. Once, she broke your mailbox and didn't want to fix it.

Try to make up with your neighbour using the help of the mediator (e.g. "If you ... I will ...")

2. Your neighbour clearly hates you because he/she keeps screaming at you whenever he/she thinks you've done something wrong. He/she has already called the police five times. You just want to have a good time and don't want to argue with anybody. You saw some hooligan break the neighbour's mailbox; it really wasn't you.

Try to make up with your neighbour using the help of the mediator (e.g. "If you ... I will ...")



## THE SIBLINGS

3. You're 10 and your sibling is 7. He/She is taking your toys, pinching you and telling your parent you are the one hurting her. He/She stole your favourite CD and broke it. Last week, he/she took some of your pocket money and bought sweets for herself.

Try to make up with your sibling using the help of the mediator (e.g. "If you ... I will ...")

3. You are 7 and your sibling is 10. He/She doesn't want to talk to you or spend time with you, so you've been pinching him/her to make her notice you. He/She thinks you're stupid and keeps telling you that. She doesn't want you to be around when his/her friends are visiting.

Try to make up with your sibling using the help of the mediator (e.g. "If you ... I will ...")

# Conditionals

This simple board game will be available in the Topic Rooms in a better version soon. For low level students it is particularly helpful that they can practise (almost) ready-made questions and then use the same structures to reply.

<b>START</b> What will you do/would you do ...	... if you won a million PLN?	... before you leave the classroom today?	... if you went bankrupt?	... as soon as you get home today?	... if you met Donald Trump?	... before the course has finished?	... when you go on holiday?
							... if you found out your partner had money he/she hadn't told you about?
... if you had the money to go anywhere in the world?	... if Jacek Majchrowski is elected mayor of Cracow again?	... when you've learnt English at C1 level?	... if the dean said you were doing a great job and gave you an award of 5,000 zloties?	... if your mother told you were going to have another sibling?	... when you go back to work?	... in case it rains tomorrow?	... before you leave the house tomorrow morning?
... before you turn 20/30/40/50?							
... if you had to give a speech in English tomorrow?	... if it's this hot the whole week?	... if you had to do a parachute jump to get a promotion?	... after you've bought a (new) car?	... if no one came to your birthday party?	... as soon as you've got a raise?	... if you had to tap dance in front of the people from your department for charity?	<b>FINISH</b> 🎯🎯🎯 🎯🎯🎯🎯🎯 🎯🎯🎯🎯🎯 🎯🎯🎯🎯🎯 🎯🎯🎯🎯🎯 🎯🎯🎯🎯🎯 🎯🎯🎯🎯🎯

# UNREAL PAST

## The 1<sup>st</sup> Conditional

### STRANGE RULES

1. Don't let children near a swimming pool **unless** there are piranha fish in it.
2. Never leave a dog locked up in a car **if** there is a cat in it.
3. Keep a first aid kit in your house **in case** you want to reenact scenes from *Grey's Anatomy*.
4. Children shouldn't be left alone in the house **unless** they are 35.
5. Always unplug electrical appliances (e.g. a hairdryer) **as soon as** you've started using them.
6. Always keep medicines in a safe place **in case** your friends bring their curious children with them.
7. Don't allow strangers into your house **unless** they are handsome.
8. **If** you're frying something and the oil catches fire, you must dance salsa.

Now, write your own (strange) rules:

1. Don't let children near a swimming pool unless .....
2. Never leave a dog locked up in a car if .....
3. Keep a first aid kit in your house in case .....
4. Children shouldn't be left alone in the house unless .....
5. Always unplug electrical appliances (e.g. a hairdryer) as soon as .....
6. Always keep medicines in a safe place in case .....
7. Don't allow strangers into your house unless .....
8. If I'm frying something and the oil catches fire, .....

Now invent rules for an imaginary country. You can write e.g. about the police, politicians, teachers, cooking, doing sports, going to school, spending free time, travelling, being polite, carrying umbrellas, talking loudly in public, pets, etc., etc.

In this country, ...

- ..... unless .....
- ..... if .....
- ..... as soon as .....
- ..... in case .....
- ..... when .....
- ..... after .....
- ..... before .....

For **homework**, write the rules which, in your opinion, must/should be followed in your English classes (you can write the rules for yourself, your classmates and the teacher):

..... unless .....

..... if .....

..... as soon as .....

..... in case .....

..... when .....

..... after .....

..... before .....

## The 2<sup>nd</sup> conditional

Taking risks (based on *New English File Upper-Intermediate Teacher's Book*, p. 206)

With your partner, discuss the questions below. Remember that when you've been talking about a hypothetical situation, you must be consistent i.e. use **past tenses** (in this case, mostly the Past Simple) and **would**.

1. Would you date a person you met online?
2. Would you hitchhike in Poland/a foreign country ?
3. Would you cheat at an exam if you knew you weren't prepared for it?
4. Would you lie to your parents about a serious matter?
5. Would you eat food that is past its sell-by date?
6. Would you use CouchSurfing to save money when travelling?
7. Would you quit your job if you hadn't found another one yet?

## Robinsons Crusoe

Imagine you were flying to Spain when your plane crashed and you ended up alone on a tropical island with:

your backpack

a hairbrush

some underwear (including a bra)

paper clips

your mobile phone

your English grammar book

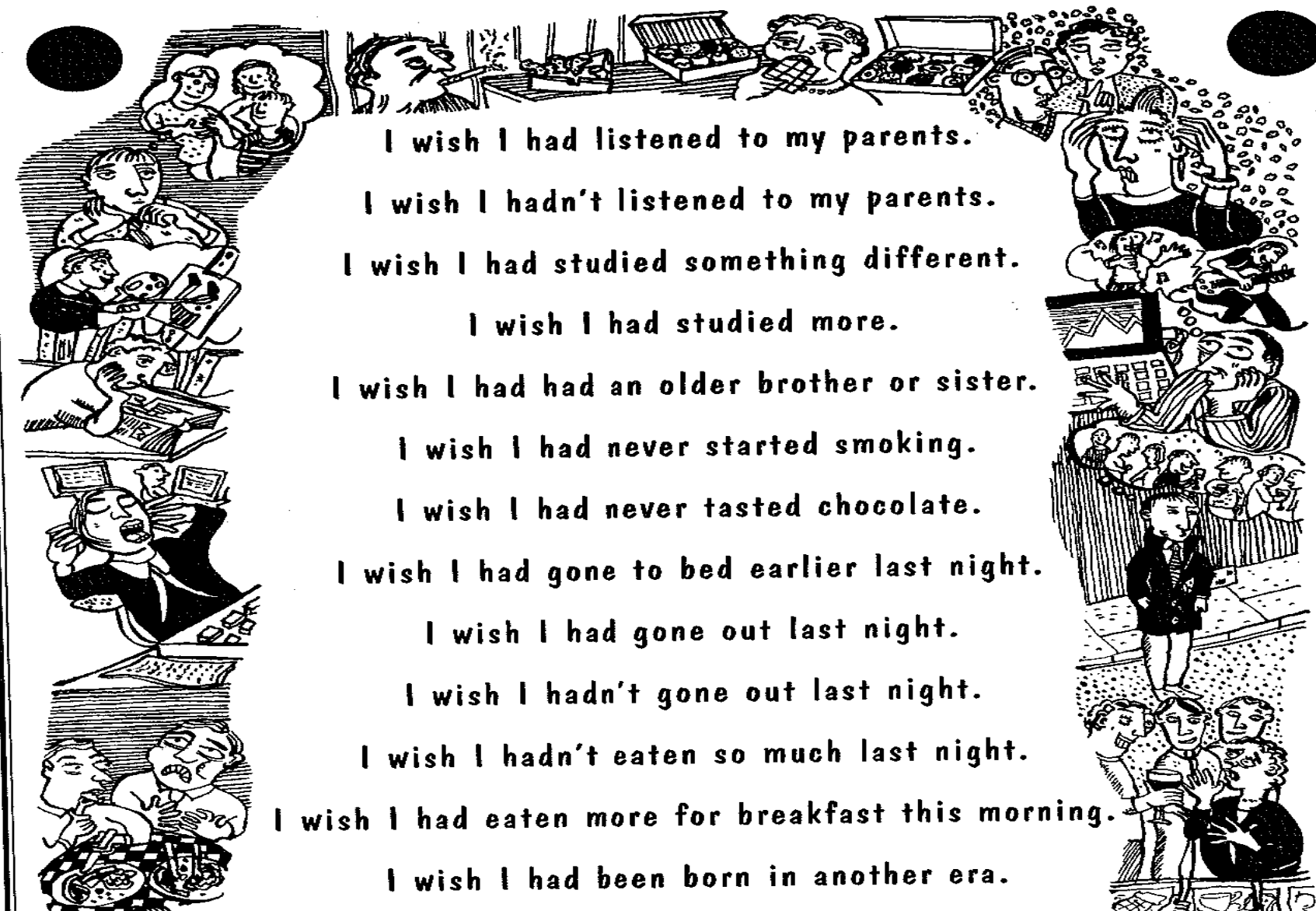
a ball of string

...

Work in pairs/groups of three. How would you use these items to ensure your survival? Talk to each other and write a short plan. Remember to use **past tenses** (in this case, mostly the Past Simple) and **would** consistently.

# The 3<sup>rd</sup> and mixed conditionals, wishes

*\*Reward Upper-Intermediate Resource Pack - "Life would have been better" (15a)*



I wish I had listened to my parents.

I wish I hadn't listened to my parents.

I wish I had studied something different.

I wish I had studied more.

I wish I had had an older brother or sister.

I wish I had never started smoking.

I wish I had never tasted chocolate.

I wish I had gone to bed earlier last night.

I wish I had gone out last night.

I wish I hadn't gone out last night.

I wish I hadn't eaten so much last night.

I wish I had eaten more for breakfast this morning.

I wish I had been born in another era.

\*"Life would have been better" can be adapted to teach SS three unreal past structures at the same time:

I wish I **hadn't listened** to my parents. If I **hadn't listened** to my parents, I **would have studied** something more interesting.

OR

I wish I **hadn't listened** to my parents. If I **hadn't listened** to my parents, I **would have** a better job now.

This way, SS are exposed to the 3<sup>rd</sup> and mixed conditionals as well as the 3<sup>rd</sup> wish type at the same time.

Procedure:

SS are given the h/o and asked to write follow-up sentences like the ones above for all of them/e.g. 10 chosen ones. The teacher monitors their progress and helps them if necessary. When they are ready, they work in pairs and share their 'regrets'.

And now some songs (conditionals and wishes continued)...

They can be used for practice (e.g. as gap-fill exercises, the presentation part of the lesson, etc.)

Frodo:

<https://www.youtube.com/watch?v=pjAAC13al9s>

Taylor Swift "I wish you would"

<https://www.youtube.com/watch?v=Cr0IuBFzbaA>

Skeelo "I wish"

<https://www.youtube.com/watch?v=ryDOy3AosBw>

Ciara "Like a boy" – not a very good example but, combined with the song by Beyonce, it could be the basis of a lesson on relationships and gender equality AND grammar

[https://www.youtube.com/watch?v=\\_HKH7Emy1SY](https://www.youtube.com/watch?v=_HKH7Emy1SY)

Beyonce "If I were a boy"

<https://www.youtube.com/watch?v=AWpsOqh8q0M>

Fiddler on the Roof "If I were a rich man"

<https://www.youtube.com/watch?v=RBHZFYpQ6nc>

If there's time and the students have been very good...some games

Fling the teacher – it is quite simple and the teacher needs to make sure that SS don't make a mistake, because then they'd need to start over.

<http://www.eslgamesworld.com/members/games/grammar/fling%20the%20teacher/conditionals/conditionals%20practice.html>

Billionaire – more challenging; it can be played it in groups and SS can choose their avatars

<http://eslgamesworld.com/members/games/ClassroomGames/Billionaire/Conditionals%20Billionaire%20Game/index.html>



<p>I wish I looked like</p> <hr/> <hr/>	<p>I wish I was good at</p> <hr/> <hr/>
<p>I wish I lived in</p> <hr/> <hr/>	<p>I wish I had</p> <hr/> <hr/>
<p>I wish my parents were</p> <hr/> <hr/>	<p>I wish I could meet</p> <hr/> <hr/>
<p>I wish I didn't have to</p> <hr/> <hr/>	<p>I wish I were</p> <hr/> <hr/>
<p>I wish I wasn't</p> <hr/> <hr/>	<p>I wish I could</p> <hr/> <hr/>

In slide 41, you can see an h/o from *Reward Upper-Intermediate Resource Pack*.

The procedure:

- 1 Choose one of the unfinished sentences from the worksheet and write it on the board. Elicit possible ways of completing the sentence.
- 2 Ask the students to work in groups of three for the first part of this activity. Give one set of unfinished sentences to each group.
- 3 Ask the students to spread out the pieces of paper, face down, and to take three each.
- 4 Ask them to complete their three sentences in any way they like. They should not write their names or let the students next to them see what they are writing.
- 5 The students now all work together as a class. Put the hat (or box) in the middle of the room. If there are 20 or more students in the class, divide them into two groups and put one hat in the middle of each group. Ask the students to fold up their completed sentences and put them in the hat.
- 6 Mix up the folded sentences in the hat and then tell the students that, in a moment, they are all going to stand up, take one sentence each and find out who wrote it. Demonstrate this by taking a piece of paper from the hat and reading the sentence out. For example:  
*I wish I looked like my sister.*  
Elicit the question they will need to ask in order to find out who wrote the sentence. Make it clear that even though students may answer *yes* to the question, they are looking for the person who actually wrote the sentence, and they may need to ask, *Did you write this sentence?* However, make sure that the students only ask this question once they have received a *yes* answer to their original question.
- 7 Now ask the students to stand up and take one piece of paper each from the hat. If they choose their own sentence, they should put it back and take another one.
- 8 They are now ready to go round the class or group asking questions. All the students in the class do this simultaneously. When they find the person who wrote the sentence, they should write the person's name on the piece of paper, keep it and take another one from the hat.
- 9 The students repeat the activity until there are no sentences left in the hat.
- 10 Ask the students to return to their places and count the number of completed sentences they have collected. The student with the most sentences is the winner.
- 11 Ask the students to take it in turns to report back to the class or group on what they found out during the activity. For example:  
*Faisal wishes he was good at dancing.*

## THE 3RD CONDITIONAL, THE “LAST” WISH, MODAL PERFECT VERBS

### The travel agent card

According to your brochure advertising a small Greek island state:

There are donkey rides

The local guides speak English

The views from all hotel windows are lovely

The food at the hotel is delicious

There is a swimming pool

You can use the gym whenever you want

Vegan food is available

There are well-equipped shops in the town centre

The hotel internet is very fast

You receive a call from the last client you sent there. He/she is not very happy. Explain the situation/make excuses using the phrases below:

If I had known...I wouldn't have recommended ..., etc.

I know I should have told you that ...

I wish I had known that ...

### The tourist card

You went on holiday to a Greek island for 2 weeks and it was a nightmare. According to the information given to you by the travel agent:

There were supposed to be donkey rides organized and the donkey died the day you arrived.

The local guides were supposed to speak English – they didn't!

The views from all hotel windows were supposed to be lovely – yours was of the local nuclear plant.

The food at the hotel was supposed to be delicious – You got food poisoning in the first week and it took you a long time to recover.

There was supposed to be a swimming pool – The swimming pool was empty...

You could use the gym whenever you wanted – There simply was no gym.

Vegan food was supposed to be available – You almost starved because there were no options either for vegetarians or vegans.

There were supposed to be well-equipped shops in the town centre – There was only one shop.

The hotel internet was supposed to be very fast – It was very slow and the connection was often down.

You call from the agent and complain, demanding a refund. Explain your situation using the phrases below:

If I had known/If you had told me that...I wouldn't have gone ..., etc.

You should/could have told me that ...

I wish I had known that ...

## UNREAL PAST – ALL TYPES OF STRUCTURES WITH 'WISH'

### **Albert, Alice (and sometimes Doris)**

The h/o is designed to practice all the 'wish' types in an enjoyable way. There are two role cards, Alber and Alice, as SS are required to work in pairs and if there is a group of three because there is an odd number of students, one 'Doris' card can be included.

SS transform the sentences using the wish structures and then work in pairs as Alber and Alice and try to outdo each other in complaining like real grumpy pensioners. It is important that they write what they are going to say before they start the speaking part. Also, if they are a weaker group, they could be helped in this process by the teacher (I us a file displayed on the screen at all times).

### **ALBERT**

Your name is Albert and you are 75. You meet a stranger in your doctor's waiting room and you start a conversation. Try to outdo the other person in complaining about your life.

#### ***I wish he would/wouldn't...***

Your son never calls.

Your daughter still lives with you and you're getting fed up with her.

Your neighbour's cat keeps coming into your garden.

Your partner doesn't do much around the house.

#### ***I wish I didn't/weren't***

You work in a supermarket and you really hate your job.

You are allergic to pollen.

You have a sore throat at the moment.

Your partner is going away at the weekend and you can't go with her due to work.

#### ***I wish I had/hadn't ...***

You went to India last summer and got food poisoning.

You bought an iron and it turned out you already had one.

When you were younger you dreamt of becoming an architect but never did.

## **ALICE**

Your name is Alice and you are 77. You meet a stranger in your doctor's waiting room and you start a conversation. Try to outdo the other person in complaining about your life.

### ***I wish he would/wouldn't...***

Your nephew keeps coming to your house and asking for money.

You haven't seen your daughter in a while and you miss her.

Your neighbour keeps playing loud music late at night.

Your sister calls you every night and it is really annoying.

### ***I wish I didn't/weren't ...***

You live in a big house and you feel lonely.

You often have back pains.

You are allergic to cat fur.

You are going with your husband to Iceland but you'd rather go to a hot country.

### ***I wish I had/hadn't ...***

You lifted the TV last night and hurt your back.

You bought a dress and now you think it was too expensive.

You never pursued a career of an opera singer and you deeply regret it.

## **DORIS**

Your name is Doris and you are 76. You meet strangers in your doctor's waiting room and you start a conversation. Try to outdo the other person in complaining about your life.

### ***I wish he would/wouldn't...***

Your son's girlfriend is very annoying but loves talking to you.

Your 101-year-old mother still patronises you when she has a chance.

You hate it when people cycle on the pavement.

### ***I wish I didn't/weren't ...***

You live in a very small house close to a noisy street.

You feel lonely from time to time.

### ***I wish I had/hadn't ...***

You have recently found out your husband cheated on you and you regret marrying him.

You never went to the Himalayas and now it might be too late.

# Using YouTube to teach grammar

## A) Tenses

Back to the screen - describing what's happening on the screen (the SS take turns in describing while their partners face away from the screen) – Present and past tenses

Sketchy duel: <https://www.youtube.com/watch?v=Qi2kaDzGh9A>

## B) Relative clauses – It is a place where...; She is a character who...

*Wonder Woman*: [https://www.youtube.com/watch?v=MlwHKphUU\\_Y](https://www.youtube.com/watch?v=MlwHKphUU_Y)

C) Future tenses/modal verbs/2<sup>nd</sup> conditional – predicting what's going to happen next in a video/an e-book and then watching it on the screen; making choices – what do you think the character is going to decide? What would you choose yourself?

**This exercise can be followed by writing** – the SS can be asked to write the ending (and maybe watch it at the beginning of the next lesson)

A video prepared by an English teacher: <https://www.youtube.com/watch?v=GwNIAGBWPkE>

*Storks*, the wolf scene: <https://www.youtube.com/watch?v=JwkAlhgfsZU>

D) Modal verbs - Playing a video with just the sound and making the SS guess what is happening – generating interest before the full detailed listening, eliciting vocabulary, modal verbs of deduction (great with vids with little dialogue and lots of sound effects)

Batman and Robin vs Joker: [https://www.youtube.com/watch?v=xj90Xe\\_E7Uc](https://www.youtube.com/watch?v=xj90Xe_E7Uc)

E) TED-Ed – It is just generally great, not just for teaching grammar but especially for practising listening comprehension and introducing topics (I use it mainly to teach SS of Applied Psychology)

How many verb tenses are there in English?

<https://www.youtube.com/watch?v=54prMaPn5Ls&itct=CAQQpDAYCiITCJnE-rqXrNcCFQHlAwodii0ANDIHcmVsYXRIZEiByseHoMmDnNoB&app=desktop>

## PUNCTUATION & LISTENING COMPREHENSION

This is an exercise from my lesson on video games illustrating how both listening comprehension and the correct use of punctuation can be practised (“Video Games and their Impact on Reality” - Topic Rooms; folders: Psychology and IT). The video can be played as many times as SS need:

Continue watching the video (4:42 – 5:54) and try to complete the transcript with 1-2 words and then add punctuation marks to the text:

No 4 - “Minecraft” (2011)

There are sandbox games and then there’s Minecraft. Giving players the ability to create almost anything they want out of blocks this game took the world 1) ..... and it hasn’t let up yet. Minecraft is worth playing if only because there’s something for almost everyone. Is survival your type of game? Then you get a little wild exploring 2) ..... worlds. New mods and game modes are being created by users all the time too. The possibilities are limited only by your imagination and by your free time when it comes to Minecraft.

No 3 – “Super Mario Brothers 3” (1990)

It was tough narrowing down the Mario 3) ..... to just one pick but ultimately we had to go with the plumbers third big adventure on the NES. Mario 3 is arguably the series most acclaimed and easy to pick up and play game. While the first Super Mario game may have defined the platforming genre Mario 3 polished 4) ..... to such perfection that new Mario games are still harkening back to its interface power-ups secrets and level design. If you want the 5) ..... Mario experience it’s hard to go wrong with giving this one a try.

The video:

<https://www.youtube.com/watch?v=87kSwnBF49o>

## WORD FORMATION

From my lesson on genes and their influence on developing diseases "Unexpected Genetic Heroes" (Topic Rooms)

Word formation combined with listening comprehension (here, based on a TED talk by Stephen Friend). SS are given time to read and analyse the task and try to fill in the gaps. It helps if they identify the type of the missing parts of speech (e.g., if they are verbs, nouns, adjectives, adverbs, etc.). Later, they watch the video and check their answers.

Before you watch the third part of the talk, try to form words from the ones in capital letters to complete the transcript. Then listen to the talk (5:12 – 6:04) to see how you did:

The project that we're working on is called "The 1) ..... RESILIENT  
Project: A Search for Unexpected Heroes," because what we are interested  
in doing is saying, can we find those rare individuals who might have  
these hidden protective factors? And, in some ways, think of it as a  
2) ..... ring, a sort of resilience 2) ..... ring CODE  
that we're going to try to build.  
We've realized that we should do this in a 3) ..... way, so SYSTEM  
we've said, let's take every single childhood inherited disease.  
Let's take them all, and let's pull them back a little bit by those that are known  
to have severe symptoms, where the parents, the child, those around them  
would know that they'd gotten sick, and let's go 4) ..... and HEAD  
then frame them again by those parts of the genes where we know that  
there is a particular 5) ..... that is known to be highly ALTER  
6) ..... to cause that disease. PENETRATE

The video: <https://www.youtube.com/watch?v=Yagdvqn2YMU>



## The sources:

<https://www.tesol.org/connect/tesol-resource-center/search-details/teaching-tips/2017/01/02/7-tips-for-effective-grammar-instruction>

<http://eslgamesworld.com/members/games/ClassroomGames>

<https://www.englishpage.com/>

*Reward Upper-Intermediate Resource Pack*

*Reward Intermediate Resource Pack*

*Advanced Communication Games*, J. Hadfield

Own materials (most of them are to be found in the Topic Rooms):

What will the world look like in 100 years? (future tenses)

The world is a mysterious place (modal perfect verbs)

Little Red Riding Hood (Rep. Speech)

Reported Speech questions

Modal verbs (the Justin And Miley series and other exercises)

Video Games and their Impact on Reality

Unexpected Genetic Heroes