

CHAPTER

1

Verbs: Present

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1.1

SIMPLE PRESENT

1. IN COMMON

Materials: Worksheet 1

Dynamic: Whole class

Time: 20 minutes



- Procedure:**
1. Create a worksheet, perhaps by using the blank Worksheet 1, by listing your students' names in the left column. Another way to do this is to use the attendance list, block out everything but the name column, then draw lines across.
 2. Give each student a copy of the handout. Instruct students to cross out their name and the names of any absent students.
 3. Instruct students to circulate and find one thing they have in common with each other student on the list. They must find a different thing for each student. For example, Soheyla might write:

Juan: We both like sports.

Maria: We both have dark hair.

Akiko: We both have two older brothers.

Kimtien: We both drive a car.

4. When two students have discovered something in common, each writes it down on the line next to the name of the student he/she is talking to. In the above example, Soheyla writes *We both like sports* next to Juan's name, and Juan writes it next to Soheyla's name.
5. When they have finished, the students sit down. Ask which verb tense they used most often (simple present) and why (facts). If the students cannot provide these answers, give them clues by soliciting some of the sentences they wrote down. Ask if these are true statements, etc.
6. For fun and to learn more about the students, ask individual students at random what they have in common with someone on their list. (It would take too long to go over all the answers.) You may want to collect the papers to use as a source of information for preparing other activities or exercises.

NOTE: *This is a good culmination game at a lower level, after completing the present tense chapter. It also works well as a review for higher students to see if they remember why they use the present tense.*

2. ARE YOU THE ONE?

Materials: Worksheet 2

Dynamic: Whole class

Time: 20 minutes



RED BLACK BLUE

Procedure: 1. Distribute one copy of the worksheet to each student. Tell students to circulate, asking the questions on the worksheet.

Example: On the worksheet: is afraid of spider

Student A: Are you afraid of spiders?

Student B: Yes, I am.

2. When the questioning student gets a *yes* answer, he/she fills in the answerer's name. If the answerer answers *no*, the questioning student continues until he/she finds someone who answers *yes*.
3. When a student completes the worksheet, he/she sits down, but still answers other students' questions. Not all students may be able to complete every entry. If they have asked all their classmates a question and no one has said *yes*, they can also sit down.
4. Go over as many of the questions/answers as time allows.

NOTE: *You can limit answers to only one yes answer per student. This avoids students pairing up and talking to only one or two other students. Or you may allow students to write a classmate's name as many times as that student answers yes.*

3. SHORT ANSWERS 1

Materials: Strips with answers (Worksheet 3)

Dynamic: Pairs/Small groups

Time: 20 minutes



RED

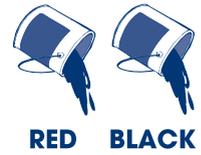
Procedure: 1. Divide the class into pairs or groups of three or four.
2. Give each group several strips with short answers on them. Have the students work together to write questions for the answers.
3. The members of each group can take turns reading their questions and answers aloud, or one student can read for the group. The rest of the class judges whether the questions are appropriate for their answers.

4. SHORT ANSWERS 2

Materials: None

Dynamic: Pairs/Small groups

Time: 30 minutes



- Procedure:**
1. Divide the class into pairs or groups of three or four. There should be an even number of groups if possible.
 2. Each group writes five short answers on a piece of paper, exchanges answer papers with another group, and writes appropriate questions for the other group's answers.

Examples:

Group 1: Yes, I do.
No, he wasn't.
No, you aren't.
Yes, they did.
No, she didn't.

Group 2: Do you walk to school?
Was John late for class?
Am I from Korea?
Did they leave at 12:00?
Did Keiko lend you her car?

3. Put the two groups together and have them return the answer papers. The group who wrote the answers checks that the questions are appropriate.

NOTE: *This activity can be adapted to a higher level by using different tenses, such as a mixture of perfect tenses.*

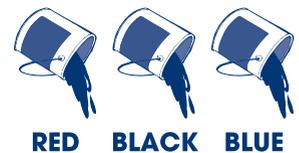
SUGGESTION: *Before dividing your class into pairs, tell them what tense to use or, for the higher-level class, if the activity is intended to be a verb review.*

5. INFORMATION, PLEASE

Materials: Worksheet 4 (optional)

Dynamic: Pairs

Time: 30–45 minutes



- Procedure:**
1. Divide the class into pairs. Assign each pair a different topic to discuss. Partner A asks the questions; partner B provides his/her own answers. Partner A can use the worksheet questions as a guideline, but encourage students to think of other, more specific questions. For low-level students, you may want to provide answers for partner B or have the partners work together to create answers. Higher-level students can use the worksheet as a guide and then develop their own questions based on the situation.

SUGGESTED TOPICS: mall information desk
airline information
ticket booth
county fair information office
bus information
college information line
library
hospital information desk
local tourist attraction

2. Have the students practice their questions and answers several times. They will do a telephone role play for the class, so they should be familiar with the questions and answers. Circulate, helping the pairs with their grammar and checking their answers.
3. The partners take turns presenting their role plays to the rest of the class.

6. HUMAN BINGO

Materials: Worksheet 5

Dynamic: Whole class

Time: 15 minutes

Procedure:

1. Go over question formation if necessary. If this is used as a review, the students should be able to form questions from the prompts. Give a copy of the handout to each student.
2. Tell them to circulate, asking their classmates questions as indicated by the prompts on the bingo card. If a student answers *yes*, they write that student's name after the prompt. If the student answers *no*, they continue asking until they find someone who answers *yes*.
3. As in Bingo, there are several ways to win.
 - a. The first student who gets five names in a row wins.
 - b. The first student who fills in the four corners wins.
 - c. The first student who completes the board wins.
 - d. The first student who makes a cross wins (third row down and third row across).
 - e. Use any other variation you choose.
4. After you have a winner, go over the tense used and why (fact or habit?) and some of the answers ("Whose favorite color is green?" "Who gets up at 7:00?").



- Variations:**
- Make your own grid from information you know about your students. They will be more likely to be able to complete the game.
 - Use at holiday times with prompts geared to the holiday.

Examples: Has seen a ghost, Will go to the costume party tonight, Has eaten candy corn, Knows what a ghoulish is.

7. TWENTY QUESTIONS 1

- Materials:** None
- Dynamic:** Whole class
- Time:** 10 minutes

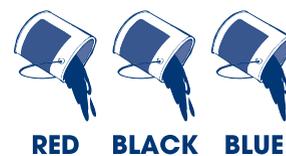


- Procedure:**
- Choose a category, such as famous people, occupations, food, or animals. Choose one student to answer questions from the rest of the class. Show the student a piece of paper with a word telling what he or she is (an object or person in the category). This student sits in front of the class and may answer only *yes* or *no* to any question.
 - The class may ask a total of 20 *yes/no* questions to discover the “identity” of the student in front of the class (the word on the paper the student was shown). If they guess the student’s identity before or by the 20th question, the class wins. If the class does not guess correctly, the student wins. (Although this is based on the popular Twenty Questions game, you may want to vary the number of questions the class can ask. Be sure to make the number clear before the game begins.)

Variation: To make the game more challenging, especially at the higher levels, omit step 1 so that the students use up some of their questions determining the category.

8. TWENTY QUESTIONS 2

- Materials:** Small pictures
- Dynamic:** Whole class
- Time:** 10 minutes



- Procedure:**
- Tape a small picture on the back of each student, staying within the same category, such as famous people or occupations.

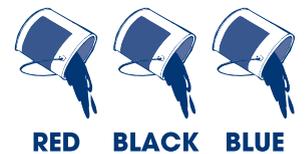
- The students circulate and ask each other *yes/no* questions to discover “who” or “what” they are. The responding students look at the picture on the back of the questioner before answering. Circulate around the class to help out if the students are not sure of an answer. Instruct the students that they can answer *I don’t know* if they are unsure and you are not available to ask. In the example below, the first two questions can be answered with *yes* or *no* just by looking at the picture. The third question requires that the student know the identity of the person in the picture.

Examples: Am I a woman?
Do I have blond hair?
Am I a singer?

- For a competition, the first student to discover his/her identity wins. If it is not a competition, set a time limit and try to have as many students discover their identities as possible. When students discover their identity, have them continue to participate by answering questions from those students who are still trying to guess their identity.

9. CLUE

Materials: None
Dynamic: Whole class
Time: 20 minutes



- Procedure:**
- This is another variation of Twenty Questions. Choose one student to come to the front of the class. This student will be given an identity and will give clues to the class. The class tries to guess the identity from the clues and can ask only *yes/no* questions.
 - Before starting the game, discuss strategy with the class. Tell them that the student who is giving clues will give the most difficult clues first and the easiest last.

Example: Identity: baseball

SAMPLE CLUES: Many people like me.
You can watch me.
It is (or I am) done outdoors.
I am a game/sport.
You need a mitt to play.

- If the class guesses the identity, it wins. If the class cannot guess the identity after a preannounced number of clues (between 5 and 10), the student wins.

Variation: Send one student out of the room. Give the class an identity for that student, discuss clue strategy, and go over possible clues. When the student returns, the class members begin giving clues. The student may ask only *yes/no* questions, or you may limit his/her questions to identity questions (“Am I a teacher?”). If the student guesses his/her identity, he/she wins. Otherwise, the class wins.

10. MEMORY ROUND (Frequency adverbs)

Materials: 3" x 5" cards with a frequency adverb written on each

Dynamic: Whole class

Time: 20 minutes



Procedure:

1. Prepare one card for each student. The words should be large and in dark ink so that all the students will be able to read them. Depending on the size of the class, you may have to duplicate cards or play in two rounds. (For example, divide the class in half and have the first group come to the front of the class. When they are finished, have the second group come up.)

FREQUENCY ADVERBS: *always, almost always, usually, often, sometimes, frequently, generally, occasionally, seldom, rarely, never, almost never, hardly ever*

2. The students form a circle, either sitting or standing. Ask who has the best memory. Start with the person next to the volunteer so that the person who said he/she has the best memory will be last. (If you know who your weaker/quieter student is, start with him/her.)
3. Each student makes a sentence using his/her frequency adverb, but no writing is allowed at any time.

Examples:

Never: I never eat fast food.
Always: I always brush my teeth.
Seldom: I seldom study for tests.

4. Holding the card with the frequency adverb toward the circle, the first student says his/her sentence. The second student says his/her sentence and repeats the first student's sentence. The third student says his/her sentence and repeats the first two sentences, and so on around the circle until the last student, who says his/her sentence and repeats the sentences from everyone in the group. Don't allow any writing, but do allow gestures and even one or two helpful words from the other students.

Example:

Student 1: I never eat fast food.

Student 2: I always brush my teeth, and Jae never eats fast food.

Student 3: I seldom study for tests, Akiko always brushes her teeth, and Jae never eats fast food.

Student 4: I usually go to bed at 11, Maria seldom studies for tests, Akiko always brushes her teeth, and Jae never eats fast food.

SUGGESTION: *You may want to choose a topic before playing so everyone's sentences will relate to that topic.*

11. BALL TOSS (Frequency adverbs)

Materials: Any soft ball or beanbag

Dynamic: Whole class

Time: 10 minutes

Procedure:

1. Arrange students in a circle, either standing or at their desks.
2. Ask a question using a frequency adverb, and toss the ball to a student.

Examples: Do you always eat breakfast before coming to class?

How often do you wear jeans to class?

3. The student who catches the ball must answer, using a frequency adverb in a complete sentence. The same student then asks a question with a frequency adverb and tosses the ball to a classmate.



RED BLACK

12. HOW OFTEN? (Frequency adverbs)

Materials: Worksheet 6

Dynamic: Pairs

Time: 20 minutes

Procedure:

1. Divide the class into pairs. Give each student a copy of the worksheet, and have students interview each other, writing the answers on their worksheet. Have the pairs work together to do Part 2.
2. Share answers from Part 1 with the entire class. Check the answers for Part 2 and discuss any incorrect ones with the group.



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13. PICTURE SEARCH (Be / Have)

Materials: Magazines or catalogs

Dynamic: Small groups

Time: 15 minutes

- Procedure:**
1. Divide the class into groups of three or four. Give each group several catalogs or magazines. (You may want to ask each student the previous day to bring in a magazine or catalog.)
 2. Have each group make ten sentences, using a form of *to be* or *to have*.

Examples: The man has a hat.
 The man is tall.

3. Have the groups read their sentences aloud while showing the class the pictures the sentences describe.

Variation: To make it a competition, the first group that shows you 20 correct sentences wins. For a higher group, you may want to assign more sentences.



RED

14. WANT/NEED

Materials: Worksheet 7

Dynamic: Groups

Time: 20 minutes

- Procedure:**
1. Cut up Worksheet 7 into separate situations. Divide the class into groups of approximately four, and give each group a different situation card.
 2. Instruct the groups to make a list of things they need and want for the situation on their card. You may want to limit them to five items each.
 3. Each group reads its situation and tells what it needs and wants, and why.

NOTE: *You may fill in the blanks on the worksheet before distributing to the class, or the class can name a popular singer and actor.*



RED

NONPROGRESSIVES

1. RELAY

Materials: Board and markers/chalk

Dynamic: Teams

Time: 10 minutes

- Procedure:**
1. Divide the board in half. On each side, write the words *progressive* and *nonprogressive*.
 2. Divide the class into two teams. Have each team form a line. The first person from each team comes to the board.
 3. Call out a verb. The students check either *progressive* or *nonprogressive*. The first one to choose the correct answer gets a point for his/her team.

NOTE: *Have students check in front of the words on the board. You will have to erase the checks between rounds.*

4. After each verb, the students at the board are replaced by two more students for the next verb. The team with the most points at the end of the game wins. Both speed and accuracy are important.



2. BALL TOSS

Materials: Any soft ball or beanbag

Dynamic: Whole class

Time: 10 minutes

- Procedure:**
1. Arrange students in a circle, either standing or at their desks.
 2. Call out a verb, and toss the ball to a student. The student who catches the ball answers *progressive* or *nonprogressive*, then tosses the ball to another classmate while calling out another verb.



1.3

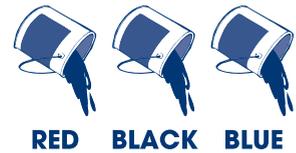
PRESENT PROGRESSIVE

1. ACT IT OUT

Materials: Worksheet 8, or small pieces of paper similar to Worksheet 8

Dynamic: Whole class/Teams

Time: 20 minutes



- Procedure:**
1. Cut up Worksheet 8 into activities, or make your own. One student comes to the front of the class, draws a piece of paper with an activity on it, and acts out the activity silently. The class tries to guess what he/she is doing.
 2. The students can take turns acting out the activities, or you can divide the class into teams. A student from each team presents the activity to his/her team. If the team guesses correctly in the allotted time (30 seconds?), the team scores a point. You may also allow the other team to “steal” after the time limit is up. This keeps all students involved.

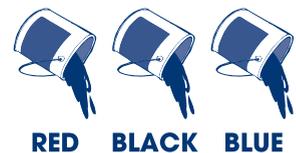
NOTE: *If you make up your own activities rather than using the worksheet, make the activities involved. “Jumping” is too easy even for low levels. “Jumping on your left foot” is better.*

2. PICTURE SENTENCES

Materials: Worksheet 9 or pictures with a lot of activity going on

Dynamic: Small group

Time: 25 minutes



- Procedure:**
1. Divide the class into groups of three or four. Give each group the same picture, or put it on an overhead.
 2. Instruct the groups to describe the picture in as many sentences as possible in the time allowed, using the present progressive. The sentences must be grammatically correct and accurately depict what is happening in the picture.
 3. Each group reads its sentences or writes them on the board. The group with the most correct sentences wins.

Variation 1: Give each group a different picture.

Variation 2: Give each group a different picture. Follow step 2. After 15 seconds, say “Pass” and have the groups pass their picture to the next group. Continue until all groups have written sentences for all pictures. Score the correct answers as in step 3.

NOTE: *Good sources for pictures are a picture dictionary (especially if the students have the same one), lower-level student ESL books containing drawings for students to discuss or write about, and magazine advertisements.*

3. WHAT’S HAPPENING IN YOUR COUNTRY?

Materials: None

Dynamic: Whole class

Time: 15 minutes

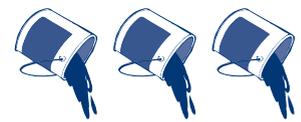
Procedure:

1. Ask any student in the class what time it is in his/her country at that moment.
2. Then ask the student who he/she lives with when in his/her country. (Sample answers: “In Japan, I live with my mother, father, two brothers and a sister.” “In Brazil, I live with my wife and two children.” “In Taiwan, I live with my mother, father and grandmother.”)
3. Have the class speculate on what their family members are doing at that time. Ask questions of students at random.

Example: Is your mother making breakfast?
Is your mother working?
Is your brother watching TV?
Is your brother attending classes at the university?

4. The student who has provided time and family information should try to answer as best he/she can. For example, “I think so” or “Probably” are acceptable answers.

NOTE: *Be sure the student provides only the names of family members in step 2 and does not give any additional information. He/she should not say I have a ten-year-old brother, and my mother is a nurse. Just have each student give the relationships: I have a brother and a mother.*



RED BLACK BLUE

4. DESCRIPTION (Simple present and Present progressive)

Materials: None

Dynamic: Whole class

Time: 25 minutes

Procedure: 1. Each student writes a one-sentence description of a classmate on a piece of paper, without giving the name of the person being described.

Example: She is wearing sandals.
He has a mustache.
She is wearing a dress and has short hair.

2. Take turns reading the descriptions aloud. The other students try to guess who is being described.

NOTE: *Caution students not to be too general if the description applies to most of the class (“She is wearing jeans”).*



RED

5. IMAGINATION

Materials: None

Dynamic: Whole class

Time: 30 minutes

Procedure: 1. Ask students to imagine a place where they would like to be. (Sometimes it helps to play music, but this may influence them.) Have them close their eyes and imagine this place in great detail: What are they doing? How is the weather? What do they see? Where are they sitting or standing? Who is with them? Give them several minutes to think about this place.

2. Have them take a piece of paper and write a description of what they just imagined, beginning with the place they imagined. They can write as informally as they want. You might suggest they write this as a letter to a friend (“I am sitting on a quiet beach”) or in their journal or diary.

3. Ask for volunteers to read or tell about the place they would most like to be.

NOTE: *You may want to demonstrate by telling them where you would most like to be and what you see yourself doing there.*



RED BLACK BLUE

6. COMPLAINTS (*Always*)

Materials: None

Dynamic: Small groups

Time: 15 minutes

Procedure: 1. Divide the class into groups of three or four. Give each group the same (or a different) topic to complain about. They must use *always* in their complaints. The groups make as many complaints as possible before you tell them to stop.

SUGGESTED TOPICS: school
family member (choose one)
transportation system
city they are in
roommate
classmates
friend

POSSIBLE COMPLAINTS:

Topic a: The teachers are always assigning too much homework.
The teachers are always giving too many tests.

Topic b: My brother is always leaving his dirty clothes on my bed.
My brother is always telling me what to do.

2. Have each group read its list of complaints aloud.



BLUE



Worksheet 2: ARE YOU THE ONE? (PRESENT)

FIND A CLASSMATE WHO ...	
Has more brothers than sisters.	
Speaks more than two languages.	
Has a pet.	
Is not from a large city.	
Is older than you.	
Is wearing socks.	
Walks to school.	
Has a car.	
Likes to dance.	
Likes fast food.	
Has a name that begins with the same letter as yours.	
Drinks coffee.	
Is married.	
Has a birthday in April.	
Is afraid of spiders.	



Worksheet 3: SHORT ANSWERS 1



Yes, I do.	No, he doesn't.
Yes, they do.	No, they don't.
Yes, I am.	No, I am not.
Yes, he is.	No, he isn't.
Yes, she does.	No, she doesn't.
Yes, she is.	No, she isn't.
Yes, it is.	No, it isn't.
Yes, it does.	No, it doesn't.



Worksheet 4: INFORMATION, PLEASE

1. Mall information desk:
 - a. What are your hours?
 - b. How do I get there?
 - c. Is there a bus stop nearby?
 - d. Is there a _____ (store name) in the mall?
 - e. Are there any restaurants in the mall?
2. Airline information:
 - a. Is flight 62 on time?
 - b. At what gate does it arrive?
 - c. Which terminal is it in?
 - d. How do I get to the airport?
 - e. Is there short-term parking?
3. Ticket booth:
 - a. Do you have tickets for _____ (group/event name)?
 - b. How much are they?
 - c. Can you send them to me?
 - d. Can I buy tickets at the door?
 - e. Do you have student rates?
4. County fair information office:
 - a. What dates are you open?
 - b. What are your hours?
 - c. Is there a bus stop nearby?
 - d. How can I get there by car?
 - e. Is there parking nearby?
5. Bus information:
 - a. Which bus goes to _____ (city name)?
 - b. How much does it cost?
 - c. Which bus goes to the university?
 - d. Are there special buses for disabled people?
 - e. Is there a child's fare?
6. College information line:
 - a. When does the semester begin?
 - b. Is it too late to register?
 - c. Do I have to register in person?
 - d. How do I get there?
 - e. Is there a bus stop nearby?
7. Library:
 - a. Are you open on Sundays?
 - b. What are your hours?
 - c. How do I get a library card?
 - d. How do I get there?
 - e. Is there parking nearby?
8. Hospital information desk:
 - a. What are visiting hours?
 - b. Are children allowed?
 - c. How many people can visit at once?
 - d. How do I get there?
 - e. What room is _____ (patient's name) in?



Worksheet 5: HUMAN BINGO

Gets up at 7:00	Likes chocolate	Is from a small town	Is married	Has a dog
Lives in an apartment	Likes to go bowling	Favorite color is green	Favorite class is grammar	Has more brothers than sisters
Drinks coffee	Eats health food	FREE	Likes to swim	Is studying a subject besides English
Sometimes forgets to brush teeth	Takes a shower in the morning	Is wearing black shoes	Wears contact lenses	Is dating someone from another country
Eats lunch at 12 noon	Takes the bus to school	Is taking more than two classes	Has a pet	Drinks milk at breakfast

Blank grid for making your own

		FREE		



Worksheet 6: HOW OFTEN?

PART 1: *Answer with a frequency adverb whenever possible.*

1. How often do you go to the movies?
2. How often do you play soccer?
3. How often do you eat Mexican food?
4. How often do you brush your teeth?
5. How often do you eat breakfast?
6. How often do you visit your mother?
7. How often do you go to the library?
8. How often do you go to the bank?

PART 2: *Read the story together and circle the correct answer.*

John lives in San Marcos. He works in a restaurant. He works six days a week. After work he plays soccer or baseball with his sons. He tries to play every day, but sometimes he can't. John's wife works too. She goes to school three nights a week. Sometimes she can go only one night a week because her children are sick or she has to work late. She works late only one or two nights a month.

- | | | |
|--------------------------------------|-------------|--------------|
| 1. John seldom works. | True | False |
| 2. John usually plays with his sons. | True | False |
| 3. John's wife never works. | True | False |
| 4. She rarely studies. | True | False |
| 5. She almost never works late. | True | False |



Worksheet 7: WANT/NEED



<p>You are going to change your image.</p> <ol style="list-style-type: none">1. What do you need?2. What do you want?	<p>You are going to make lunch for the mayor of your city.</p> <ol style="list-style-type: none">1. What do you need?2. What do you want?
<p>You are getting married.</p> <ol style="list-style-type: none">1. What do you need?2. What do you want?	<p>You are stranded on a desert island.</p> <ol style="list-style-type: none">1. What do you need?2. What do you want?
<p>You are going to make a music video with _____.</p> <ol style="list-style-type: none">1. What do you need?2. What do you want?	<p>You lost all your books and assignments.</p> <ol style="list-style-type: none">1. What do you need?2. What do you want?
<p>You are going to be in a movie with _____.</p> <ol style="list-style-type: none">1. What do you need?2. What do you want?	<p>You are taking a trip around the world by boat.</p> <ol style="list-style-type: none">1. What do you need?2. What do you want?



Worksheet 8: ACT IT OUT



Hop on one foot while holding your other foot.

Change a baby's diaper.

Drink a cup of coffee or tea.

Drive a car in rush-hour traffic.

Pick up trash alongside a busy highway.

Put on make-up.

Do sit-ups.

Lock a door.

Eat spaghetti.

Wash a car's windshield.

Meet a friend unexpectedly.

Play with a kitten.

Take your dog for a walk.

Use a computer.



Worksheet 9: PICTURE SENTENCES

You and your partners will write sentences to describe this picture, using the present progressive. Write as many as you can in ___ minutes.

