

Fun with grammar class 8 pdf

.36PRESENT PERFECT.

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the cards they are holding (all 2sin one group, all 3s in another, etc.). If, for example, you have seventeen students, youwould separate out four 2s, four 3s, three 4s, three 5s, and three 6s. Another way to use a deck of cards is to group students by suit (all hearts in one group, all clubs in another).

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This book presents clever, innovative ways ofcreating authentic communication in a cooperative learning environment. Enjoy! Betty Schrampfer Azar vi vii To the Teacher INTENDED USE Fun with Grammar is a collection of communicative activities and games designed to supplementgrammar lessons and "jazz up" ESL/EFL classes. Expanding upon text exercises and presentations, these games reinforce the grammar the students already know by providing realistic settings in whichthey may practice their knowledge. Included are types of activities and games to satisfy all teachingstyles. Some games are competitive; some, such as activities that involve problem-solving and asharing of information, are noncompetitive. All activities can be assigned to be done in classwith other students. Some of the activities can be assigned as homework, but that is not the mainintention of this book. Fun with Grammar has been designed to assist you in several ways: to reinforce points that have been covered in a grammar text to provide oral or written practice with grammar forms and rules the students have already learned to provide oral or written practice with grammar forms and rules the students have already learned to provide oral or written practice with grammar forms and rules the students have already learned to provide oral or written practice with grammar forms and rules the students have already learned to provide oral or written practice with grammar forms and rules the students have already learned to provide oral or written practice with grammar forms and rules the students have already learned to provide oral or written practice with grammar forms and rules the students have already learned to provide oral or written practice with grammar forms and rules the students have already learned to provide oral or written practice with grammar forms and rules the students have already learned to provide oral or written practice with grammar forms and rules the students have already learned to provide oral or written practice with grammar forms and rules the students have already learned to provide oral or written practice with grammar forms and rules the students have already learned to provide oral or written practice with grammar forms and rules the students have already learned to provide oral or written practice with grammar forms and rules the students have already learned to provide oral or written practice with grammar forms and rules the students have already learned to provide oral or written practice with grammar forms and rules the students have already learned to provide oral or written practice with grammar forms and rules the students have already learned to provide oral or written practice with grammar forms and rules are written grammar points, it can be used as asource of activities for any grammar class or, indeed, for any other ESL/EFL class. Many writing teacher can use to highlight those skills. The book can also be used in a conversation orlistening/speaking class because all the activities and games are communicative and require spokeninteraction with classmates. (For this reason, do not give out worksheets and let the students workindividually.) In some cases the goal of the activity is to create sentences or paragraphs, but thestudents must work together to discuss what they will produce. The games, especially the competitiveones, work extremely well in a conversation are keys to the activities are very short (5 to 10 minutes). They can be used as a warm-upactivity or in the few minutes remaining at the end of a class. ADAPTING LEVELS One useful aspect of this book is that the activities are keyed to the Azar books: Basic English Grammar (the black series, intermediate level), and Understanding and Using English Grammar (the blue series, high-intermediate). The activities or games that are appropriate for two or three levels have more than onecolor designation. The color designation activity quickly when you have only a fewminutes before class. When you do have more time, you will want to look at some of the activities andgames that are coded higher or lower than your level. Often they can be adapted to your level easilyby using a more (or less) advanced form or more (or less) a level class, choose activities designated "red." If you are teaching ahigher-level class, remember that "blue" designates intermediate and that "blue" designates high- intermediate and that "blue" designates high- intermediate and that "blue" designates high- intermediate. The games and activities are organized in this book by grammar point, so whichevergrammar book you use, you will be able to locate the grammar point you need in the table of contents or index. It is important to be open to adapting the games or activities from one grammar point to another. Again, notes or suggestions for variations are often contained within the description of the activity. As you will note, several varieties of activity types (Line-ups, Concentration, and so on) are repeated in different chapters. You may find a type of activity you like and devise your own uniqueway of using it with a grammar point. MATERIALS Each game or activity lists the materials needed to implement it. If no materials are needed, that fact is stated. The worksheets are located at the ends of the chapters. When a worksheet is required, its number is given. Sometimes several worksheets are provided, either for different classlevels or to include variations. Any other materials needed are easy to obtain. For example, if the directions call for 3" x 5" index cards, you may cut up the worksheet and use the slips of paper ascards, or paste the papers onto index cards for repeated use. (Index cards are also easier forstudents to handle than small pieces of paper.) If an activity uses an optional tape recorder, ofcourse any other type of play-back instrument (CD player, LP player) may be used instead. SUGGESTED TIME The time suggested for each activity is the minimum amount of time needed to play a reasonableversion of the activity. Many factors must be taken into consideration here. Some activities, such as Line-ups, are not affected by class size, but many, such as Role Plays and Pantomimes, are. Youwill need to adjust the playing time according to the number of participants. Because many "types" of activities are repeated, if you use them more than once (with a different grammar point), the explanation time will be greatly reduced or even eliminated. Also, many games can be played inseveral rounds. If the students are enjoying the activity, you may want to play several rounds; ifnot, cut it short. In addition, many of the activity, you may want to play several rounds; ifnot, cut it short. In addition, many of the activity. In one case, an activity is done entirelyoutside of class. In a few other cases, the activity is started in class and then continues ashomework or outside of class. In these cases, it is not possible to give a definite time for thecompletion of the activity. Whether you want to conduct the activity entirely in class (more teacher-controlled) or send students out on their own will also affect the time needed for completion. WORKSHEETS The worksheets are located at the end of each chapter and are numbered consecutively throughout thebook. They may be photocopied for class use. Also, do not feel you must use them as is. Instead, use the use them as is. Instead, use the of the irregularverb list, you will not want to use a worksheet for Concentration that includes words from the entireverb list. Make your own worksheet that is appropriate to your class. Some of the activities are more funand effective if you use the names of students in your class. To play Human Bingo and Are You the One?, among others, use information related to your students. If, for example, no one in your class ismarried, it makes no sense to use a worksheet that requires the students to find someone who is married. On the other hand, many of the worksheets are generic and can be used in any class.

pair or small-group interaction. There are many ways todivide your class into groups. The simplest and quickest is to group them where they sit, which youwill do occasionally, especially if pressed for time. But because students tend to sit next to the samestudents, it is beneficial to have them work with other classmates during these activities. When the students work on the exercises in their textbook, they probably work with those sitting next tothem. Doing any of the activities in this book, then, provides a good excuse for mixing up the class. Here are a few suggestions for ways to divide the class into pairs or groups.

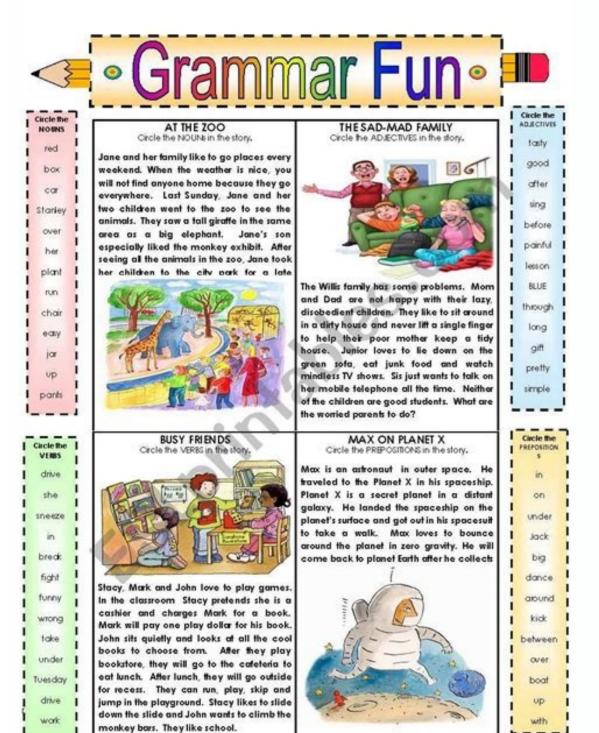
1. Count off. Decide how many groups you will need (usually determined by the size ofthe class) and have the students count off up to that number, then repeat. Group allthe 1s together, and so on. 2. Cut-up cards.

Postcards work well for this activity, or you can use magazine covers. Cut each picture into the number of pieces of each picture are the

You can use the printed worksheet the first time you do the activity and then, if you are reviewing at the end of the quarter or semester, make your own based on the model. Do not he activities in this manual involve student interaction in groups of two on up to the entire class, although most involve

members of that group. The first time you do thisactivity, the students usually think that once they have put the picture together, theactivity is over and they can return to their original seats. (They may or may notwonder what this has to do with grammar.) Therefore, you may need to call themback to get into the groups formed by their pictures. After the first time, they'll knowwhat to expect.

Hint: Try to use similar cards so that the students have to fit thepieces together, not just look for someone with a piece of the same color. If you pick upmultiples of the same card, but be sure to cut them differently. This method works well if youhave an odd number of students. Cut some cards into four and others into three, anduse the ones you need on any given day. Having sets of cards cut into differentamounts will also help you group quickly when one or more students get into groups by the number of



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This limits you to having four groups at most. You can also group students by card color. Obviously, this limits you to two groups, butthe method works well for pairs or teams. For team division, half the class would receivered cards, the other half, black. For pair division, use a combination of color and number: the two red 2s are one pair, the two black 2s are another, the two red 3s are another, and so on. Cards work well in dividing students for jigsaw activities by combining two of thesemethods. Imagine that you want to divide students into small groups and have one member of each group form anew group. This can be accomplished by having students get into groups by number. When you are ready to split them up again, have them reform by suit. 4. Paper draw. This is a quick way to group, especially if you forget to bring your cards. There are two ways to do it simply. The easiest is to cut or tear up pieces of colored paper (such as five pieces of blue, four pieces of green). Put the papers in a hat and have students pick one out without looking, then form groups by color. If you donot have colored paper, simply cut up enough pieces of paper for your class and numberthem (or if you want to be creative, use nouns—dogs, cats, and so on). All students withthe same number (or noun category) form a group. 5.

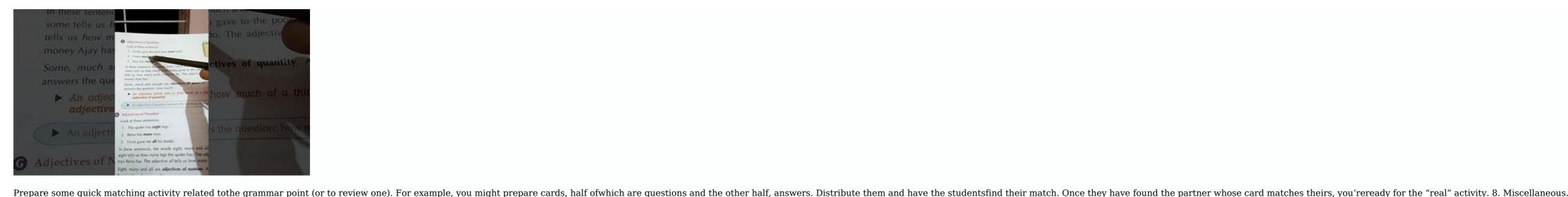
Class list. Group the class by reading off names from the class list. After the first time, it's better to skip around rather than to read alphabetically. For example, skip everyother name.



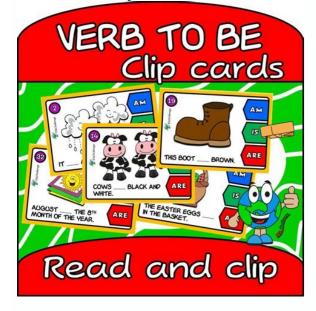
You can start from the top, the bottom, or somewhere in between. You mayneed to mark off names as you call them to avoid getting confused.

6. Student choice. To form pairs, you can put the names of half of the class on papers in abag, then have the other half pick out a name to be a partner. You can put the names of the first half of the class list. This can be somewhat controlled pairing, so if you have some strong and some weak students, putthe names of the strong students in the bag and have the weaker ones pull the namesout.

This avoids having two very strong or two very weak students pairing up. Keeptrack of whose name is in the bag so you know who should be picking out a name. You can put the names of the first half of the class list. This can be a somewhat controlled pairing, so if you have some strong and some weak students, putthe names of the strong students in the bag and have the weaker ones pull the namesout.



There are other ways to divide into groups that work well in aconversation class. In a grammar class the time on activities not directly related to grammar. If you have more timeor teach an integrated-skills class, you may find some other method useful occasionally. For example: a. Line-ups. Have students line up according to some criterion such as hair color orbirth month. Once they have formed the line, divide them into groups (the first four, the next four, and so on). b. Interests. Have all students whose favorite season is spring go to one corner, summer to another, and so on. This method has a few disadvantages: you can haveonly four groups, and the groups may end up being very uneven (five summers, sixsprings, one winter, three falls). Any interest can work: favorite ice cream, type ofmovie, color. If it works, this is a fun way to divide, but it is not as predictable assome of the other methods described above. NUMBER OF STUDENTS PER GROUP Most of the games and activities specify the number of group members. Although a certain number issometimes necessary (Tic Tac Toe with handout, for example), this is just a guide for the instructor. Howmany students you put into each group will depend mainly on how many students are in your class. x xi If the instructions specify pairs and you are left with one extra student, you can solve this in a couple ofways. (a) Make one group of three, either randomly (the last three students) or intentionally (twostronger students with one weaker, or three quiet students who will not be overpowered by moreoutspoken classmates). (b) Work with the last student yourself, a useful stratagem, especially if one ofyour students is not quite up to the ability of the others. Be aware of the student's feelings. It may be better to form a group of three so one student does not feel singled out. Do not let one student work alone. Sometimes a student says he/she is willing to do the activity alone (or even prefers to), but these activities and games are interactive and often cannot or should not bedone alone. When dividing into small groups, use your judgment. Again, the division will be a direct result of thenumber of students in your class. While it is nice to have even groups, it is not always possible. Keepthe numbers as close as possible. If you are doing groups of six or create a new group by borrowing studentsfrom some of the other groups. What happens when your groups are all set up and working and a student walks in late? If you havesome smaller groups, add the late student to one of them. If all groups are equal, randomly assignhim/her to a group, or put him/her in a weaker group (so that there are more students to generate ideas) or in a group that needs someone of a different nationality. Just remember to be flexible.



Simply assign two members of the group to the same role andhave them split the role. xii AcknowledgmentsMany of the ideas for games and fellow ESL professionals. In particular, my colleagues at UCIrvine-Extension have encouraged me and helped me to clarify these activities by offering feedbackand requesting activities for specific grammar points. Some of these games and activities, whichwere developed and refined in my classes over the years, were created with instructors who are nolonger at UCI-Extension, but I would like to acknowledge their valuable input. In addition, I would like to acknowledge the invaluable help of several individuals. Eric Bredenberg, always an enthusiastic supporter, was instrumental in helping me get started on this project and TESOL conferences. Betty Azar has been indispensable in helping me find my way through the publishing world. Shehas encouraged me and was always available to talk ideas through. I greatly appreciate herinsights into the games and activities and would like to thank her for all her helpful comments this book, she gave me feedback on many of the activities, reminded me of others we had done at different times in our careers, and reviewed the entire manuscript.

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For fun and to learn more about the students, ask individualstudents at random what they have in common with someone ontheir list.

(It would take too long to go over all the answers.) Youmay want to collect the papers to use as a source of information forpreparing other activities or exercises. NOTE: This is a good culmination game at a lower level, aftercompleting the present tense chapter. It also works well as a reviewfor higher students to see if they remember why they use the presenttense. 2 3 2. ARE YOU THE ONE? Materials: Worksheet 2 Dynamic: Whole class Time: 20 minutes Procedure: 1. Distribute one copy of the worksheet to each 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 theanswerer's name. If the answerer answers no, the questioningstudent completes the worksheet, he/she sits down, butstill answers other students' questions. Not all students may beable to complete every entry If they have asked all their classmates a question and no one has said yes, they can also sitdown. 4. Go over as many of the questions/answers as time allows. NOTE: You can limit answers to only one yes answer per students. This avoids students pairing up and talking to only one or twoother 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 or three or four. 2. Give each group several strips with short answers on them. Havethe students work together to write questions for the answers. 3. The members of each group can take turns reading their questions are appropriate for theiranswers. 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 shouldbe 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 writesappropriate questions for the other group if possible. 2. Each group writes five short answers on a piece of paper, exchanges answer papers with another group, and writesappropriate questions for the other groups if possible. 2. Each group writes five short answers on a piece of paper, exchanges answer papers with another group. John late for class? No, you aren't. Am I from Korea? Yes, they did. Did they leave at 12:00? No, she didn't. Did Keiko lend you her car? 3. Put the two groups together and have them return the answerpapers. The group who wrote the answerpapers. The group who wrote the answerpapers 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 whattense to use or, for the higher-level class, if the activity is intended tobe a verb review. 5. INFORMATION, PLEASE Materials: Worksheet 4 (optional) Dynamic: Pairs Time: 30-45 minutes Procedure: 1. Divide the class into

Assign each pair a different topic todiscuss. Partner A asks the questions; partner B provides his/herown answers. Partner A can use the worksheet questions as aquideline, but encourage students to think of other, more specificquestions, For low-level students can use the worksheet as a guideand then develop their own guestions based on the situation. 4 5 SUGGESTED TOPICS: mall information deskiorla information deskiorla tourist attraction 2. Have the students practice their guestions and answers severaltimes. They will do a telephone role play for the class, so theyshould be familiar with the questions and answers. Circulate, helping their role plays to the rest ofthe 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 on the bingo card. If a student answersyes, they write that

student's name after the prompt. If thestudent answers no, they continue asking until they find someonewho 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 andthird row across). e. Use any other variation you choose.

It won't matter if you have one more or one less than the suggestednumber. Even when an activity calls for a specific number because of assigned roles, a different-sized group can be accommodated.

4. After you have a winner, go over the tense used and why (fact orhabit?) and some of the answers ("Whose favorite color is green?" "Who gets up at 7:00?"). Variations: a. Make your own grid from information you know about yourstudents. They will be more likely to be able to complete the game. b. Use at holiday times with prompts geared to the holiday. Examples: Has seen a ghost, Will go to the costume partytonight, Has eaten candy corn, Knows what a ghoul is. 7. TWENTY QUESTIONS 1 Materials: None Dynamic: Whole class Time: 10 minutes Procedure: 1. Choose a category, such as famous people, occupations, food, oranimals. Choose one student to answer questions from the rest ofthe class. Show the students in front of the class and may answer only yes or no to anyquestion. 2. 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 paperthe student was shown). If they guess the student wins. (Although this is based on the popularTwenty Questions game, you may want to vary the number ofquestions the class can ask. Be sure to make the number clearbefore the game begins.) Variation: To make the game begins.) Variation: To make the number ofquestions the class can ask. Be sure to make the number ofquestions the class can ask. Be sure to make the number ofquestions the class can ask. Be sure to make the number ofquestions the class can ask. Be sure to make the number ofquestions the class can ask. Be sure to make the number ofquestions the class can ask. Be sure to make the number ofquestions the class can ask. Be sure to make the number ofquestions the class can ask. Be sure to make the number ofquestions the class can ask. Be sure to make the number ofquestions the class can ask. Be sure to make the number ofquestions the class can ask. Be sure to make the number ofquestions the class can ask. Be sure to make the number ofquestions the class can ask. Be sure to make the number ofquestions the class can ask. Be sure to make the number ofquestions the class can ask. Be sure to make the number ofquestions the class can ask. Be sure to make the number ofquestions the class can ask. Be sure to make the number ofquestions the class can ask. Be sure to make the number ofquestions the class can ask. Be sure to make the number of questions the number of ques Dynamic: Whole class Time: 10 minutes Procedure: 1. Tape a small picture on the back of each student, staying withinthe same category, such as famous people or occupations. 6 7 2. The students circulate and ask each other yes/no questions todiscover "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 available to ask. In theexample below, the first two questions can be answered with yes orno just by looking at the picture. The third question requires

to the class. The class tries to guess theidentity from the clues and can ask only yes/no questions. 2. Before starting the game, discuss strategy with the class. Tellthem 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. 3. If the class guesses the identity, it wins. If the class cannot guessthe 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.

thatthe student know the identity of the person in the picture. Examples: Am I a woman?Do I have blond hair?Am I a singer? 3. For a competition, set a time limit and try to have asmany students discover their identities as possible. When students discover their identity, have them continue to participate byanswering questions from those students who are still trying toguess their identity. 9. CLUE Materials: None Dynamic: Whole class Time: 20 minutes Procedure: 1. This is another variation of Twenty Questions. Choose one students of the class Time is another variation of Twenty Questions.

When the student returns, the class members begin giving clues. The studentmay ask only yes/no questions, or you may limit his/her questions toidentity questions ("Am I a teacher?"). If the student quesses his/heridentity, 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 them. Depending on the size of the class, you may have to duplicate cardsor play in two rounds. (For example, divide the class in half andhave the first 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 hasthe best memory. Start with the person next to the volunteer sothat the person who said he/she has the best memory will be last.(If you know who your weaker/quieter student is, start withhim/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, thefirst student says his/her sentence.

and repeats the first student's sentence. The thirdstudent says his/her sentence and repeats the 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. 8 9 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. SUGGESTION: You may want to choose a topic before playing soeveryone'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 astudent. Examples: Do you always eat breakfast before coming a frequency adverb in a complete sentence. The same student who catches the ball must answer, using a frequency adverb in a complete sentence. The same student who catches the ball must answer, using a frequency adverb in a complete sentence. The same student who catches the ball must answer, using a frequency adverb in a complete sentence. Materials: Worksheet 6 Dynamic: Pairs Time: 20 minutes Procedure: 1. Divide the class into pairs. Give each student a copy of theworksheet, and have students interview each other, writing theanswers on their worksheet. Have the pairs work together to doPart 2.2. Share answers from Part 1 with the entire class.

Examples: The man has a hat. The man is tall. 3. Have the groups read their sentences aloud while showing theclass the pictures the sentences wins. For a higher group, you may want to assign more sentences. 14. WANT / NEED Materials: Worksheet 7 Dynamic: Groups Time: 20 minutes Procedure: 1. Cut up Worksheet 7 into separate situations. Divide the class intogroups 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 forthe situation on their card. You may want to limit them to fiveitems 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 beforedistributing to the class, or the class can name a popular singerand actor. 10 11 1.2 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. Thefirst person from each team comes to the board.

Check theanswers for Part 2 and discuss any incorrect ones with the group. 13. PICTURE SEARCH (Be / Have) Materials: Magazines or catalogs Dynamic: Small groups of three or four. Give each groupseveral catalogs or magazines. (You may want to ask each studentthe previous day to

3. Call out a verb. The students check either progressive ornonprogressive ornonprogressive. The first one to choose the correct answer gets apoint for his/her team. NOTE: Have students check in front of the words on the board are replaced by twomore 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 whocatches the ball answers progressive or nonprogressive, then tossesthe ball to another classmate while calling out another verb. 12 1.3 PRESENT PROGRESSIVE 1. ACT IT OUTMaterials: Worksheet 8 into activities, or make your One studentcomes to the front of the class, draws a piece of paper with anactivity on it, and acts out the activity silently. The class tries toguess what he/she is doing. 2. The students can take turns 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. Thiskeeps all students involved. "Jumping" is too easy evenfor low levels. "Jumping on your left foot" is better. 2. PICTURE SENTENCESMaterials: Worksheet 9 or pictures with a lot of activity going on Dynamic: Small group Time: 25 minutes Procedure: 1. Divide the class into groups to describe the picture in as many sentencesas possible in the time allowed, using the present progressive. Thesentences must be grammatically correct and accurately depictwhat is happening in the picture. 3. Each group reads its sentences wins. 13 Variation 1: 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. Scorethe correct answers as in step 3. NOTE: Good sources for pictures are a picture 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 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 twochildren." "In Taiwan, I live with my mother and grandmother.") 3. Have the class speculate on what their family members are doing 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 shouldtry 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 mymother is a nurse. Just have each student give the relationships: Ihave a brother and a mother. 4. DESCRIPTION (Simple present and Presentprogressive) Materials: None Dynamic: Whole class Time: 25 minutes Procedure: 1. Each student writes a one-sentence description of a classmate on apiece of paper, without giving the name of the person beingdescribed. 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 tryto guess who is being described. NOTE: Caution students not to be too general if the descriptionapplies to most of the class ("She is wearing jeans"). 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 themseveral minutes to think about this place. 2. Have them take a piece of paper and 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") orin their journal or diary. 3. Ask for volunteers to read or tell about the place they would most like to be and what you see yourself doing there. 14 15 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 thesame (or a different) topic to complaints as possible before you tell them to stop. SUGGESTED TOPICS: schoolfamily member (choose one)transportation systemcity they are inroommateclassmatesfriend 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. 16 Worksheet 1: IN COMMON © 1 997 Pre nti ce H all Reg ents .Du plic ation f or c lass room use is perm itte d.

Fun with Grammar NAME IN COMMON FIND A CLASSMATE WHO . . . Has more brothers than sisters. Speaks more than twolanguages. 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. 17 Worksheet 2: ARE YOU THE ONE? (PRESENT)© 1997 Prentice Hall Regents. Duplication for classroom use is permitted. Fun with Grammar 18 Worksheet 3: SHORT ANSWERS 1 © 1997 Prentice Hall Regents. Duplication for classroom use is permitted.

Fun with Grammar 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, she doesn't. Yes, she does. No, it doesn't. Yes, she does. No, it doesn't. Yes, it does. No, it doesn't. Yes, it is. No, it isn't. Yes, it does. No, it doesn't. Yes, it doesn't. Yes, she does. No, she doesn't. Yes, it is. No, it isn't. Yes, it doesn't. Yes, it does

ted. Fun with Grammar 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 bus stop nearby?d. Is there a fer name) in the mall?e. Are there any restaurants in the mall?e. Are there are the mall?e. Are the m 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 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 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? 20 Worksheet 5: HUMAN BINGO © 1 997 Pre nti ce H all Reg ents .Du plic ation for class room use is perm itte d. Fun with Grammar Blank grid for making your own Gets up at7:00 Lives in anapartment Drinks coffee Sometimesforgets to brush teeth Eats lunch at12 noon Likeschocolate Likes to gobowling Eats healthfood Takes ashower in the morning Takes the busto school Is from asmall town Favorite coloris green FREE Is wearingblack shoes Is takingmore than two classes Is married Favorite classis grammar Likes to swim Wears contactlenses Has a pet Has a dog Has morebrothers than sisters Is studying subjectbesidesEnglish Is datingsomeone from another country Drinks milkat breakfast FREE 21 Worksheet 6: HOW OFTEN?© 199 7 P ren tice Hall R egen ts.D uplication for classro om use is permitted. Fun with Grammar 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. goes to schoolthree nights a week. Sometimes she can go only one night a week becauseher children are sick or she has to work late. She works late only one or twonights 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 22 Worksheet 7: WANT/NEED © 1 997 Pre nti ce H all Reg ents .Du plic atio n f or c lass room use is perm itte d. Fun with Grammar You are going to make lunch forthe mayor of your city. 1. What do you need? 2. What do you want? You are stranded on a desertisland. 1. What do you need? 2. What do you need? 2. What do you want? You are taking a trip around the world by boat. 1. What do you need? 2. What do you want? You are going to change your mage. 1. What do you need? 2. What do you want? You are getting married. 1. What do you need? 2. What do you want? You are going to make a musicvideo with . 1. What do you need?

What do you want? You are going to be in a moviewith

bring in a magazine or catalog.) 2. Have each group make ten sentences, using a form of to be or tohave.

. 1. What do you need? 2. What do you want? × 23 Worksheet 8: ACT IT OUT © 199 7 P ren tice Hall R egen ts.D uplication for classro om u se i s permit ted. Fun with Grammar Hop on one foot while holdingyour other foot. Drink a cup of coffee or tea. Pick up trash alongside a busyhighway. Do sit-ups. Eat spaghetti. Meet a friend unexpectedly. Take your dog for a walk. Change a baby's diaper. Drive a car in rush-hour traffic. Put on make-up. Lock a door. Wash a car's windshield Play with a kitten. Use a computer. \approx 24 Worksheet 9: PICTURE SENTENCES © 1 997 Pre nti ce H all Reg ents .Du plic atio n f or c lass room use is perm itte d. Fun with Grammar You and your partners will write sentences to describe this picture, using the present progressive. Write as many as you can in minutes. 2.1 SIMPLE PAST• Detective 1• Detective 2•

Detective 3. Memory Round. Chain Stories. Short Answers. Let Me Tell You About the Time Tell the Story 2.2 IRREGULAR PAST FORMS. Ball Toss. Relay. Concentration. Tic Tac Toe. Line-Ups. Spelling Bee. Irregular Bingo 2.3 PAST PROGRESSIVE. You the One? Line-Ups Using Signals FBI Files 2.5 PAST PERFECT Line-Ups 2.6 PAST REVIEW Ouestionnaire (Present/Past perfect) Act It Out (Simple past/Past perfect) Act It Out (Simple pa situation togetherand fill in the blanks with a past form of to be. 2. Assign the roles of police officer might ask the witness. Examples: Was the thief tall? Were you across the street from the office? Where did the thief go when he left the office? 3. Have the two students practice asking and answering questions. (For a low class, you may want to copy the list of questions in theworksheet.) 4. Encourage the "police officer" to ask both yes/no and wh- questions. 2. DETECTIVE 2 Materials: Worksheet 10 (optional) Dynamic: Whole class Time: 30 minutes Procedure: 1. Choose five students to be "suspects." The five draw slips of paperfrom a bag. Four are blank. The student who chooses the one withan X is the "thief." is. 2. Divide the rest of the class who the "thief." The five do not tell the rest of the class who the "thief." is. 2. Divide the rest of the class who the "thief." The five do not tell the rest of the class who the "thief." is. 2. Divide the rest of the class who the "thief." is. 2. Divide the rest of the class who the "thief." is. 2. Divide the rest of the class who the "thief." is. 2. Divide the rest of the class who the "thief." is. 2. Divide the rest of the class who the "thief." is. 3. Divide the rest of the class who the "thief." is. 3. Divide the rest of the class who the "thief." is. 3. Divide the rest of the class who the "thief." is. 3. Divide the rest of the class who the "thief." is. 3. Divide the rest of the class who the "thief." is. 3. Divide the rest of the class who the "thief." is. 3. Divide the rest of the class who the "thief." is. 3. Divide the rest of the class who the "thief." is. 3. Divide the rest of the class who the "thief." is. 3. Divide the rest of the class who the "thief." is. 3. Divide the rest of the class who the "thief." is. 3. Divide the rest of the class who the "thief." is. 3. Divide the rest of the class who the "thief." is. 3. Divide the rest of the class who the "thief." is. 3. Divide the rest of the class who the "thief." is. 3. Divide the rest of the class who the "thief." is. 3. Divide the rest of the class who the "thief." is. 3. Divide the rest of the class who the "thief." is. 3. Divide the rest of the class who the "thief." is. 3. Divide the rest of the class who the "thief." is. 3. Divide the rest of the class who the "thief." is. 3. Divide the rest of the class who the "thief." is. 3. Divide the rest of the class who the "thief." is. 3. Divide the rest of the class who the "thief." is. 3. Divide the rest of the class who the "thief." is. 3. Divide the rest of the class who the "thief." is. 3. Divide the rest of the cl questions in Worksheet 10 to ask the "suspects." 3. While the rest of the class is brainstorming, take the five "suspects" outside. The four without the X should think of answers or an alibifor the questions they will be asked. Work with the "thief" to helphim/her to look or sound evasive and give contradictory answers. This student should not make it obvious that he/she is the quiltyone, but will have to give some clues to the class. 26 27 4. Reassemble the class with the five "suspects." After a time limit or when they have run out of guestions, the groups decide who the "thief" is. NOTE: This can be used as a follow-up to Detective 1 in a high-beginning class, or it can be used as an independent activity. 3. DETECTIVE 3 Materials: Worksheet 11 Dynamic: Groups Time: 25 minutes Procedure: 1. Divide the class into groups of four. Each group will contain a "detective" and three "witnesses." 2. Give each "witnesses." 2. Give each "witnesses (using the past tense) todetermine who is the "thief." In

order to choose from the suspectlist, the detective will have to decide who is the best (most believable or accurate) witness and rely most heavily on that witness' information. NOTE: There is no right answer. The most logical suspect, but if the students can come with good reasons for another suspect, and rely most heavily on that witness' information is John Peters, but if the students can come with good reasons for another suspect, and rely most heavily on that witness' information is John Peters, but if the students can come with good reasons for another suspect, and rely most heavily on that witness' information is John Peters, but if the students can come with good reasons for another suspect, and rely most heavily on that witness' information is John Peters, but if the students can come with good reasons for another suspect, and rely most heavily on that witness' information is John Peters, but if the students can come with good reasons for another suspect, and rely most heavily on that witness and rely most heavily on that witness and rely most heavily on that witness are suspect, and rely most heavily on that witness are suspect, and rely most heavily on that witness are suspect, and rely most heavily on that witness are suspect, and rely most heavily on that witness are suspect, and rely most heavily on that witness are suspect, and rely most heavily on that witness are suspect, and rely most heavily on that witness are suspect, and rely most heavily on that witness are suspect, and rely most heavily on that witness are suspect, and rely most heavily on that witness are suspect, and rely most heavily on that witness are suspect, and rely most heavily on that witness are suspect, and relating the relation of the relatio their answer should beaccepted. This activity is meant to be open-ended. The students decide which testimony has the most validity. 4. MEMORY ROUND Materials: A 3" x 5" card per student, with a verbin past tense written on each Dynamic: Whole class Time: 20 minutes Procedure: 1. Give each student a card with the simple form of a different verb, written large. (You may mix irregular pasts, or justfocus on irregular past forms.) Let each student decide what the correct past form of his/her verb is. 2. Have students sit or stand in a circle. Instruct them to think of asentence that uses the verb on their card. They will have toremember the sentences, so they should not be overly long. 3. Students hold their cards facing the circle at all times. The firststudent says his/her sentence. The next student in the circle sayshis/her sentence. Continuearound the circle. The last student one's sentences. Example: Student 1: I needed to buy groceries yesterday. Student 3: I drove to the mountains last weekend,

she ate breakfast at 7:00, and he needed to buygroceries yesterday. NOTE: You can begin with a student who seems weak (he/she willnot have to remember so many sentences) or with the person next tothe person who has the best memory. No writing is allowed; students must focus on what their classmates are saying. 5. CHAIN STORIES Materials: A 3" x 5" card per student, with a verb written on each Dynamic: Large groups Time: 20 minutes Procedure: 1. Give each student a card with the simple form of a verb writtenlarge. The verbs may have regular or irregular past forms, or youmay use a mixture. The students supply the past form. 2. Put students into groups of five or six. Give each group a sentence to their story, using their verb. The stories may be serious or funny, but they should make some sort of sense. Example: Starting sentence: Yesterday, I decided to go to the park. Student 1: I saw an old

man sitting on a bench. Student 2: The old man was reading a newspaper fell off the bench when the groups have finished, they may repeat their stories forthe class, write their stories, or just end the activity in the groups. 28 29 6. SHORT ANSWERS Materials: None Dynamic: Pairs/Small groups Time: 20 minutes Procedure: 1. Divide the class into pairs or groups of three or four. Have eachgroup write five short answers on a piece of paper. 2. The groups exchange papers with another pair or group and then created the answers now check that the questions written by the other group or pair are good matches for their answers. 7. LET ME TELL YOU ABOUT THE TIME . . .

Materials: Board Dynamic: Whole class Time: 30 minutes Procedure: 1. Write a list of descriptive and writes two to four briefsentences to describe an experience he/she had that illustrates theadjectives chosen (You might give a real or fictitious example of gas and walked in thedark to a gas station, but it was closed. I had to wait forsomeone to pass by and help me. The most embarrassing thing I did was to talk about theteacher when she was standing behind me! A crazy thing I did was to go swimming, naked, in myneighbor's pool. 3. Collect the papers and read them aloud. The students (other thanthe author) should guess who wrote which experiences. 8. TELL THE STORY Materials: Short video Dynamic: Small groups Time: 45 minutes Procedure: 1. Choose a video of no more than 30 minutes. You might use achildren's story (such as Where the Wild Things Are), a short video (such as The Red Balloon), or an excerpt from a longer video aslong as the scene is self-contained, that is, tells a story itself. Tellthe class to pay close attention to the story. 2. After the class watches the video, put them into small groups of nomore than four. You can list difficult vocabulary on the board orgive them a handout. Or you may want to circulate and answerquestions about vocabulary as they arise. 3. The students discuss the video they watched and retell the storyin writing. Each group chooses one recorder, but all groupmembers check over their finished draft. Variation: Copy a child's picture book. Delete any words on the pages. Put thestudents into small groups and give one copy of the pictures to each group. Have them write the "text" to

correspond to the pictures IRREGULAR PAST FORMS 1. BALL TOSS Materials: Any soft ball or beanbag Dynamic: Whole class Time: 5 minutes Procedure: 1. This is a review game for irregular past forms. The game can beplayed to review all irregular verbs, or you can limit students to the one or two sections they have just memorized. 2. Arrange students in a circle, either standing or at their desks. Callout the simple form of an irregular verb and toss the ball to a classmate. 30 2.2 31 Example: Instructor: swimStudent 1: swamStudent 2: swum, eatStudent 3: ateStudent 4: eaten, feel Think of this game as chains of three. The third person must bothfinish the chain and start a new one. NOTE: Encourage student, he or she must attempt to catch it, not

avoid it. For lower levels: Instructor: swimStudent 1: swam Instructor: eatStudent 1: drove 2. RELAY Materials: Board, 2 markers or pieces of chalk Dynamic: Teams Time: 10 minutes Procedure: 1. Divide the class into two teams and have them line up on eitherside of the classroom Write the same list of irregular verbs (simpleform) on each side of the board, but list them in different order. 2. The first student from each line goes to the board and chooses anyverb to write in the past form. (Limit this to either the simple pastor past participle.) As soon as he/she is done, he/she gives themarker to the next student in line. Each student can do only onenew past form, but may correct any of the answers previouslywritten. Spelling counts. 3. The object is for the team to finish correctly wins. Suggestion: If you have limited board space or are using a stand-upboard that might not work well for this activity,

easy to arrange the words indifferent order on the two sides of the board. You can have themprearranged in two piles and then just stick them in that order onthe board. And you can save the word strips to use again. 3. CONCENTRATION Materials: Board, Worksheet 12 (optional) Dynamic: Groups Time: 20 minutes Procedure: 1. On the board draw a grid with just the numbers. On a paper, youwill have the answers written in (see below). Tell students whetherthey will be matching simple and simple and simple past forms or simple and paper, youwill have the answers written in (see below). your paper: 2. Divide the class into groups of about five.

an alternative is touse tag board strips. Write one word on each strip and attach them to the board with stick tack or putty. The students write theirregular past form next to the word strips also makes it

Because this is amemory game, no writing is allowed. Explain that the students are looking for matches and will get a point for each match. They canconfer as a team, but you will accept an answer only from the students are looking for matches and will get a point for each match. They canconfer as a team, but you will accept an answer only from the students are looking for matches and will get a point for each match. 8 9 10 11 12 13 14 15 16 17 18 19 20 1 bought 2 bring 3 found 4 did 5 came 6 brought 7 drink 8 bit 9 drank 10 bite 11 blew 12 buy 13 find 14 do 15 got 16 eat 17 come 18 ate 19 blow 20 get 33 They call out two numbers together the first time (because no oneknows where any of the words are), but in subsequent turns, they should wait for you to write the first answer before they call outtheir second number. 3. As the first student calls out numbers, write the words that correspond to those numbers in the blanks. Ask the class if it is amatch. If not, erase the words. If so, leave them there, but crossthem out (see below). Whenever a team makes a match, it getsanother turn. On the board: 4. As a follow-up, students could work in small groups. Divide theclass into even-numbered groups and within the groups, divide thestudents into two teams. Give each group a copy of the worksheet. Have

them fold it in half so they cannot see game 2 while playinggame 1. Provide small pieces of cardboard or beans to cover thewords. Each group will play its own game independent of the othergroups. NOTE: You may use Worksheet 12C) and fillin your own verbs. This way, you can check the students on theverbs you have just covered in class, especially when assigning certain sections. 4. TIC TAC TOE Materials: Board, Worksheet 13 (optional) Dynamic: Teams Time: 10 minutes Procedure: 1. Draw a tic tac toe grid on the board with the simple form of irregular verbs written in. Decide if you want the students tosupply the past tense or the past tense or the past tense form for any verb on the grid. If correct, he/she draws an ask for past tense form team X comes to the board and writes in the past form for any verb on the grid. If correct, he/she draws an X in the square. If the form is incorrect(spelling counts), he/she cannot draw his/her team mark. Erase theanswer. 3. A student from team O comes to the board. That student maychoose to correct a square that was done incorrectly earlier, orchoose another verb. The teams alternate turns. The first teamwith three marks in a row wins. NOTE: You will

probably want to explain game strategy such asblocking, but often the student's choice is based on which verble/she knows. 4. As a follow-up, divide the class into groups of three and use theworksheet. One student is X, one is O, and the third is in chargeand can have his/her book open to the verb page to judge whether an answer is correct. After the first game, the students shouldrotate roles so that the judge is now one of the players. Continueuntil all students have had a chance to be the judge. 5. LINE-UPS Materials: 3" x 5" cards or use Worksheet 14 Dynamic: Whole class Time: 20 minutes Procedure: 1. Give each student a question card. If making your own, use twodifferent colors of 3" x 5" cards. If copying worksheet 14, use twodifferent colors of paper. Call all students (half the class) with ayellow card (for example) to the front of the first line. If there are an odd number of students, either one waits for someone toquestion, or the extra person in the answer line waits until theline moves. 3. Each person with a yellow question card question the students in the answer line have talked to every student in the question. Continue until all the students in the answer line have talked to every student in the question. line. (Thestudents in the question line do not move.) 4. The students in the lines now switch positions, and the formeranswerers are now the questioners Continue as in #3 above. 34 35 6. SPELLING BEE Materials: None Dynamic: Teams Time: 10 minutes Procedure: 1. Divide students into two teams and have them line up along thesides of the classroom. Give the first student from line A thesimple form of one of the irregular verbs. The student must provide the correct past form and spell it correctly.

For lower-level students, this form should be the simple past form. For higher-level students, decide beforehand if you want them to provide the simple past or the past participle. 2. If the student gives the wrong form or spells it incorrectly, theother team gets a chance to answer. 3. After answering, whether right or wrong, the student goes to theend of his/her line.

Alternate until you have gone through your list of verbs or until acertain time limit has been reached.

The team earns a point for all correct answers, 4.

The team with the mostpoints wins. 7. IRREGULAR BINGO Materials: Worksheet 15 and markers Dynamic: Whole class Time: 20 minutes Procedure: 1. Give every student a copy of one of the bingo cards and a handfulof markers (papers, cardboard disks, beans, etc.). 2. Call out the simple form of an irregular verb. The students coverthe past (or past participle, depending on the card). NOTE: You could also make game cards with either the past or pastparticiple and require students to find the other form (in this casethe basic form is not used).

The first student to cover five words in a row shouts "Bingo!" Walkover and check for accuracy, or ask the student to call out his/hercovered words to see if they are in fact correct. 4. For variety, ask for different completions, as in regular bingo! "Walkover and check for accuracy, or ask the students shout to call out his/hercovered words to see if they are in fact correct. 4. For variety, ask for different completions, as in regular bingo!" Walkover and check for accuracy, or ask the students shout to call out his/hercovered words in a row shouts "Bingo!" Walkover and check for accuracy, or ask the students shout to call out his/hercovered words to see if they are in fact correct. 4. For variety, ask for different completions, as in regular bingo!" Walkover and check for accuracy, or ask the students shout to call out his/hercovered words in a row shouts "Bingo!" Walkover and check for accuracy, or ask the students shout to call out his/hercovered words in a row shouts "Bingo!" Walkover and check for accuracy, or ask the students shout to call out his/hercovered words in a row shouts "Bingo!" Walkover and check for accuracy, or ask the students shout to call out his/hercovered words in a row shouts "Bingo!" Walkover and check for accuracy, or ask the students shout to call out his/hercovered words in a row shout to call out his/hercovered words in a row shout to call out his/hercovered words in a row shout to call out his/hercovered words in a row shout to call out his/hercovered words in a row shout to call out his/hercovered words in a row shout to call out his/hercovered words in a row shout to call out his/hercovered words in a row shout to call out his/hercovered words in a row shout to call out his/hercovered words in a row shout to call out his/hercovered words in a row shout to call out his/hercovered words in a row shout to call out his/hercovered words in a row shout to call out his/hercovered words in a row shout to call out his/hercovered words in a row shout to call out his/hercovered words in

"Bingo!" at the same time. 2.3 PAST PROGRESSIVE 1. PICTURE SENTENCES Materials: Worksheet 16 or pictures with a lot of activity going on Dynamic: Small groups Time: 25 minutes Procedure: 1. Divide the class into groups of three or four.

Give each group thesame picture, or put it on an overhead. 2. Instruct the groups to use the past progressive to make as manysentences as possible in the time allowed. The sentences must begrammatically correct and accurately depict what is happening in the pictures 3. The team with the most correct answers at the end of the timelimit wins. To determine accuracy, have each group read theirsentences or write them on the board.

NOTE: Good sources for pictures are a picture dictionary (especially fifthe students have the same one), lower-level student ESL bookscontaining drawings for students to discuss or write about, and magazine advertisements. Variation 1: Give each group a different picture. Variation 2: Give each group a different picture are a picture discuss or write about, and magazine advertisements. After 15 seconds, say "Pass" and have the groups pass their pictures to the next group. Continue until all groups have written sentences for all pictures. Scorethe correct answers as in step 3. 2. PEOPLE WATCHING Materials: None Dynamic: Pairs Time: 10 minutes Procedure: 1. Send students alone or in pairs to different places on campuswhere there are apt to be a lot of people. Suggestions: library, cafeteria, student union, admissions office, outdoor eating areas, bookstore, health center, park area, etc. 36 37 2. Tell them to stay there for 10 to 15 minutes and observe whateveryone is doing. They will probably want to take notes. 3.

Their homework assignment is to write a paragraph about what the people they observed were doing. 3. VIDEO RECALL Materials: Short video segment or commercial Dynamic: Groups Time: 15 minutes Procedure: 1. Show the class a short video (2-3 minutes). This could be a shortsegment from a TV show or video, or a commercial. 2. Tell students to watch carefully and to concentrate on the activity, not on what is being said. They should not take notes. 3. Put students in groups and have them write as many sentences as they can to describe what they just saw. You can set a time limit.The group that has the most correct sentences wins. 4. SONGMaterials: Song lyrics as cloze activity (for models, see Chapter 3 or Chapter 7) Tape player and tape of song (optional) Dynamic: Pairs Time: 15 minutes Procedure: 1. Find song lyrics containing verbs in the past and past progressive. Try to choose a song that shows a clear contrast, such as "Tennessee Waltz." 2. Divide the class into pairs and give each pair a copy of the lyrics with the past and past progressive verbs deleted.

The studentswork together to decide which tense is more appropriate. 3. Play the song so the students can check their answers or, if you do not have the music, go over the lyrics together. Elicit from the students why they chose one tense over another. ("Are there anysignal words in the sentence?" "Is the action described clearly acontinuous one?" etc.) PRESENT PERFECT 1. ARE YOU THE ONE? Materials: Worksheet, or make your own withitems that are more relevant to your students. 2. The students circulate around the room and ask each otherquestions in the present perfect, as in the model. 3. Whenever a student gets a yes answer, he/she writes down thename of the student who answers, the student who answer, the student must continue to question others until he/she receives a no answer, the student who answer, the student who answer, the student must continue to question others until he/she receives a no answer, the student who answer, the student must continue to question others until he/she receives a no answer, the student who answer, the student who answer, the student who answers yes. If a student who answer, the student who answer, the student who answer and the student who answer are the student who are the stud blanks. 2. LINE-UPS Materials: 3" x 5" cards or Worksheet 18 Dynamic: Whole class Time: 20 minutes Procedure: 1. Give each student a question card. If making your own, use twodifferent colors of paper. Call all students (half the class) with ayellow card (for example) to the front and

The other half of the class stands in front of the first line. If there are an odd number of students, either one question, or the extra person in the answer line waitsuntil the line moves. 3. Each person with a yellow question, or the extra person in the answer line waitsuntil the line moves. 3. Each person with a yellow question, or the extra person in the answer line waitsuntil the line moves. 3. Each person with a yellow question card (for example) questions the student standing in front of him/her. The student asking the question fills in the blank with the correct form of the verb givenon the card. When everyone has answered the question, the students in the answer line have 38 2.4 39 talked to every student in the question line. (The students in the question line do not move.) 4. The students in the lines now switch positions, and the formeranswerers are now the questioners. Continue as in #3 above.

Explanation: Using two different colors of cards or papers makes iteasy to divide the students with yellow cards, switch lines so that the students askingquestions now have pink cards. NOTE: Before doing the line-ups, you may want to do a sample cardon the board so that the students know what is expected of them. Ask them how to fill in the blanks. 3. USING SIGNALS Materials: Board Dynamic: Small groups Time: 10 minutes Procedure: 1. Divide the class into groups of three or four. Write a list of signalwords on the board. Example: already, ever, for, just, many times, never, since, yet 2. Set a time limit (2 minutes, for example) and tell the groups they must write a grammatical sentence for each signal word (one persentence). The students should write sentences using different vocabulary words so you will not get I have already eaten dinner. I have just eaten dinner. I have eaten dinner many times. 3. Have one student from each group read the group's answers. Assignone point for each groups of three or four. Have each group writean FBI file on a wanted criminal. Examples: They have robbed 15

banks so far. They have been seen in Chicago, New York, and Atlanta. They have escaped from prison three times. To liven things up, they might use the make distinctions between simple past and the perfect

3. Post the reports and let students circulate, look at them, and makecomments. 4. To continue the fun, when the students are seated again, ask themto tell you anything suspicious that they have seen. Work withthem to make additional perfect tense sentences. NOTE: A follow-up detective game is fun (see Detective Games 1,2, and 3 on pages 26 and 27). PAST PERFECT 1. LINE-UPS Materials: 3" x 5" cards or Worksheet 19 Dynamic: Whole class Time: 20 minutes Procedure: 1. Give each student a question card. If making your own, use twodifferent colors of 3" x 5" card. If copying the worksheet, use twodifferent colors of paper. Call all students (half the class) with ayellow card (for example) to the front and have them stand in aline facing the class. 2. The other half of the class stands in front of the first line. If there is an odd number of students, either one questioner waits forsomeone to question, or the extra person in the answer line waitsuntil the line moves. 3. Each person with a question card (in the first row) asks the question fills in the blanks with the correct form of the veryone has answered the question, the students in the answer line move down one and are asked anew question. Continue until all the students in the answer line 40 2.5 41 have talked to every student in the question line.

(The students in the question line do not move.) 4. The students in the lines now switch positions, and the formeranswerers are now the questioners and answerers. When allthe students with yellow cards have questioned all the students with pink cards, switch lines so that the students asking questionshave pink cards. NOTE: Before doing the line-ups, you may want to do a sample cardon the board so that the students know what is expected of them. Ask them how to fill in the blanks. PAST REVIEW 1. QUESTIONNAIRE (Present /Past perfect) Materials: Worksheet 20 Dynamic: Pairs Time: 25 minutes Procedure: 1. Divide the class into pairs, and give each student a copy of theworksheet.

Have them ask each other the questions on the paper, then writetheir partner's answers. Example: Anton: What have you done more than three times today? Maria: I have drunk water more than three times today? Maria has drunk water more than three times today? Maria has drunk water more than three times today? Maria: I have drunk water. Anton writes: Maria has drunk water more than three times today? Maria has drunk water more than three times today? Maria: I have drunk water more than three times today? Maria: I have drunk water more than three times today? Maria: I have drunk water more than three times today? Maria: I have drunk water more than three times today? Maria: I have drunk water more than three times today? Maria: I have drunk water more than three times today? Maria: I have drunk water more than three times today? Maria: I have drunk water more than three times today? Maria: I have drunk water more than three times today? Maria: I have drunk water more than three times today? Maria: I have drunk water more than three times today.

the students, or you may collect the questionnaires and correct them. 2.6 2. ACT IT OUT (Simple past /Past perfect) Materials: Worksheet or make your own. 2. Divide the class into pairs. Have each pair come to the front of theroom and draw a card. As in charades, the students will act out the activity depicted without speaking. The students must worktogether to depict the activity. 3. The class tries to guess what is going on, then states it in acomplete sentence. 42 43 © 1 997 Pre nti ce H all Reg ents .Du plic ation f or c lass room use is perm itted. Fun with Grammar Worksheet 10: DETECTIVE 1 Fill in the blanks with a past form of to be (was, were, wasn't or weren't). A thief stole a computer and printer from an office on campus Saturday at 10:00. Sandy in the parking lot across from the office, standing next to her car. She saw him for only a few minutes, but she sure she could identify him. The police officers happy to have a witness, but they sure how much Sandy saw from the parking lot. Sandy positive she could answer the detectives' questions. QUESTIONS: 1. you near the ESL office at 10:00 on Saturday? 2. Why you on campus on a Saturday? 3. the office open when you arrived? 4. you able to see anyone run out of the office? 5. What in his hands? 6. How tall he? 7. What color his hair? 8. his clothes old or new? 9. his clothes expensive? 10. How old he? 11. he someone you knew? 44 © 1 997 Pre nti ce H all Reg ents .Du plic atio n f or c lass room use is perm itte d. Fun with Grammar Worksheet 11: DETECTIVE 3 SITUATION: A computer and printer were stolen from the ESL office on Sunday at 10:00. The police found several witnesses who saw something suspicious on Sunday and have compiled a list of four suspects. The detective is nowquestioning the witnesses again and then will decide who the probable thiefwas. WITNESS 1: I had just parked my car in the parking lot across from the ESL office. Iwas planning to go to the library to study. I was taking my books out of thecar when a man came out of the eSL departments are live seen him at the ESL departments are live seen him at the ESL department and printer. He was a student or if he worked there. He was a student or if he worked there. He was a student or if he worked there.

Sunday at 10:00. The police found several witnesses who saw something suspicious on Sunday and have compiled a list of four suspects. The detective is nowquestioning the witnesses again and then will decide who the probable thiefwas. WITNESS 2: I was eating breakfast with Chris at the campus cafe when I saw a youngguy run past with a computer. I think he was wearing jeans, but I'm notsure. He might have had a cap on. I didn't see his hair. I thought it wasstrange that someone would be running on campus with a computer. That'swhy I noticed him. Anyway, I told Chris to look, and he turned around tosee. We were talking about last night's party at the time. * 45 © 1 997 Pre nti ce H all Reg ents .Du plic atio n f or c lass room use is perm itte d. Fun with Grammar Worksheet 11: (CONTINUED) SITUATION: A computer and printer were stolen from the ESL office on Sunday, and they have compiled a list of four suspects. The detective is nowquestioning the witnesses again and then will decide who the probable thiefwas. WITNESS 3: Well, I didn't see much. I was eating and talking to Sandy at the cafe. Actually, my back was to the sidewalk. Sandy said, "Hey, look at that!" so Iturned around. I saw a guy running, and he was carrying something. Icouldn't see what it was, but it seemed heavy. I only saw him from the back, but I can describe him. I have good eyes. He was wearing shorts and a blueT-shirt. His hair was dark-or maybe he had a dark cap on. He was aboutaverage height. SITUATION: A computer and printer were stolen from the ESL office on Sunday at 10:00. The police found several witnesses who saw something suspicious on Sunday, and they have compiled a list of four suspects. The detective is nowquestioning the witnesses again and then will decide who the probable thiefwas. SUSPECTS: 1. John Peters office worker on campus, recently quit. Age: 30. Hair: brown. Height: 6 ft. 2. Dr. James Brown professor in the history department. Age: 39. Hair: brown and gray. Wears glasses. Height: 5'7" 3. Paul Taylor unemployed. Lives near campus. Age: 20. Hair: blond. Height: 6'1" 4.

Ken Dey student in the ESL department. Age: 22. Hair: black. Height: 5'9" * 46 © 1 997 Pre nti ce H all Reg ents .Du plic ation f or c lass room use is perm itted. Fun with Grammar Worksheet 12A: CONCENTRATION (SIMPLE FORM AND PAST TENSE) 1 be 2 became 3 begin 4 caught 5 break 6 chose 7 cost 8 bent 9 broke 10 cut 11 catch 12 become 13 built 14 cut 15 cost 16 build 17 choose 18 was 19 bend 20 began GAME 1 1 write 2 spoke 3 won 4 shook 5 rode 6 told 7 threw 8 sang 9 speak 10 ride 11 win 12 wear 13 said 14 wrote 15 sing 16 shake 17 say 18 wore 19 throw 20 tell GAME 2 47 © 1 997 Pre nti ce H all Reg ents .Du plic ation for class room use is perm itted. Fun with Grammar Worksheet 12B: CONCENTRATION (PAST FORM AND PAST PARTICIPLE) 1 flew 2 drunk 3 known 4 torn 5 taught 13 spoken 14 forgot 15 fallen 16 drank 17 felt 18 knew 19 spoke 20 tore GAME 1 1 ate 2 laid 3 taken 4 lain 5 eaten 6 got 7 stolen 8 did 9 frozen 10 slid 11 sung 12 slid 13 lay 14 laid 15 stole 16 done 17 froze 18 gotten 19 took 20 sing GAME 2 48 © 1 997 Pre nti ce H all Reg ents .Du plic atio n f or c lass room use is perm itte d. Fun with Grammar Worksheet 12C: CONCENTRATION 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 GAME 2 49 © 1 997 Pre nti ce H all Reg ents .Du plic atio n f or c lass room use is perm itte d. Fun with Grammar Worksheet 13: TIC TAC TOE teach catch buy grow hear bring fight lose hold 50 © 1 997 Pre nti ce H all Reg ents .Du plic atio n f or c lass room use is perm itte d. Fun with Grammar Worksheet 14: LINE-UPS (IRREGULAR PAST FORMS) What did you eat for breakfast? How much did you leave your books? Who did you last send a letter to? How much money did you spendon lunch yesterday? Where did you go after classyesterday? What did you drink with lunchyesterday? What did you hear the teacher say?

Who did you see before class? How late did you sleep this morning? What did you bring to school today? * 51 © 1 997 Pre nti ce H all Reg ents .Du plic atio n f or c lass room use is perm itte d. Fun with Grammar Worksheet 14: (CONTINUED) Who did you recently send apackage to? Who was the last person you sawbefore class? Who did you last fight with? Where did you put your books whenyou got home from class yesterday? What did you lest go swimming? What did you break recently? Who did you sit next to in classtoday? What did you make for dinneryesterday? What did you break recently? Who did you sit next to in classtoday? What did you break recently? Who did you sit next to in classtoday? What did you break recently? did you quit doing? What did you read yesterday ortoday? How much did you pay for your lasthaircut? \$\infty\$ 52 © 1 997 Pre nti ce H all Reg ents .Du plic atio n f or c lass room use is perm itte d. Fun with Grammar Worksheet 15A: IRREGULAR BINGO was found ran thought did blew went shook won fell bought hid FREE broke felt cut left spoke caught got ate paid took fought said 53 © 1 997 Pre nti ce H all Reg ents .Du plic atio n f or c lass room use is perm itte d. Fun with Grammar Worksheet 15B: IRREGULAR BINGO said fought took found ate 54 © 1 997 Pre nti ce H all Reg ents .Du plic atio n f or c lass room use is perm itte d. Fun with Grammar Worksheet 15C: IRREGULAR BINGO ate caught broke felt hid 55 © 1 997 Pre nti ce H all Reg ents .Du plic atio n f or c lass room use is perm itte d. Fun with Grammar Worksheet 15D FREE 56 © 1 997 Pre nti ce H all Reg ents .Du plic ation for c lass room use is perm itted. Fun with Grammar Worksheet 16: PICTURE SENTENCES You and your partners will write sentences to describe this picture, using the past progressive. Write as many as you can in ___ minutes. 57 © 1 997 Pre nti ce H all Reg ents .Du plic ation for c lass English 3. be "stood up" 4. lose your homework 5. sleep in class 6. eat raw fish 7. go to traffic court 8. act crazy with friends 9. go on a "blind date" 10. meet someone famous 11. visit a country in Asia 12. fly over an ocean 13. get on the wrong bus or train 14. lose your ID 15. speak your own language in English class 58 © 1 997 Pre nti ce H all Reg ents. Du plic atio n f or c lass room use is perm itte d. Fun with Grammar

Worksheet 18: LINE-UPS (PRESENT PERFECT) What have you (forget) to do? Where have you (forget) to do? Where have you (go)shopping? How much money have you (go)shopping? What have you (forget) to do? Where have you (fo What have you (think) about doing after class? What have you (give) a friend? What have you (send) to your family recently? How often have you (be) to the movies this month? What have you (lose) recently? \$\sim 59 \in 1997\$ Pre nti ce Hall Reg ents .Du plic ation f or c lass room use is perm itted. Fun with Grammar Worksheet 18: (CONTINUED) How often have you (drink) more than once today? How many essays have you (write) in writing class? How often have you (buy) a soft drink in the last week? What is the longest you have (sleep) since coming to this school?

What have you (break) more than once? Who have you (know) since you were a child? Who have you (tell) a secret to more than once? What have you (begin) to do since coming to the United States? How much money have you (spend) on How have you (feel) this week? Who have you (sit) next to in class more than once this week? Who have you (sit) next to in class more than once this week? Who have you (sit) next to in class more than once this week? Who have you (sit) next to in class more than once this week? Who have you (sit) next to in class more than once this week? Who have you (sit) next to in class more than once this week? Who have you (sit) next to in class more than once this week? Who have you (sit) next to in class more than once this week? Who have you (sit) next to in class more than once this week? Who have you (sit) next to in class more than once this week? Who have you (sit) next to in class more than once this week? Who have you (sit) next to in class more than once this week? Who have you (sit) next to in class more than once this week? Who have you (sit) next to in class more than once this week? Who have you (sit) next to in class more than once this week? Who have you (sit) next to in class more than once this week? Who have you (sit) next to in class more than once this week? Who have you (sit) next to in class more than once this week? Who have you (sit) next to in class more than once this week? Who have you (sit) next to in class more than once this week? Who have you (sit) next to in class more than once this week? Who have you (sit) next to in class more than once this week? Who have you (sit) next to in class more than once this week? Who have you (sit) next to in class more than once this week? Who have you (sit) next to in class more than once this week? Who have you (sit) next to in class more than once this week? Who have you (sit) next to in class more than once this week? Who have you (sit) next to in class more than once this week? Who have you (sit) next to in class more than once this week? Who have you (sit) next to in class more than once this week? Who have you (sit) next to in class more than once this week? Who have you (sit) next to in class more than once the class more than once the class more th

(come) here? What (you, already, do) before you (leave)home this morning? When you (leave) for class this morning, (the sun, come up)? What (you, never, see) before you (go) to amuseum? Where (you, be) before you (get) homeyesterday? Who (if anyone) (you,know) in this class when you (start) to study here? How many times (you,see) a movie in English before you (come) to this city?

What (you, already, eat) before you (come) to class? Who (already, get up) when you (leave) home this morning? What (you, never, eat) before you (go) to aMexican restaurant? Before you (go) to bed last night, what (you, already, do)?

> 61 © 1 997 Pre nti ce H all Reg ents .Du plic ation for class room use is permitted. Fun with Grammar Worksheet 20: QUESTIONNAIRE Write your partner's answers in complete sentences.

1. What is something you have done more than once today? 2. What is something you have done more than five times in your life? 3. What is something you have done more than five times in your life? 3. What is something you have done more than five times in your life? 3. What is something you have done more than five times in your life? 3. What is something you have done more than five times in your life? 3. What is something you have done more than five times in your life? 3. What is something you have done more than five times in your life? 3. What is something you have done more than five times in your life? 3. What is something you have done more than five times in your life? 3. What is something you have done more than five times in your life? 3. What is something you have done more than five times in your life? 3. What is something you have done more than five times in your life? 3. What is something you have done more than five times in your life? 3. What is something you have done more than five times in your life? 3. What is something you have done more than five times in your life? 3. What is something you have done more than five times in your life? 3. What is something you have done more than five times in your life? 3. What is something you have done more than five times in your life? 3. What is something you have done more than five times in your life? 3. What is something you have done more than five times in your life? 3. What is something you have done more than five times in your life? 3. What is something you have done more than five times in your life? 3. What is something you have done more than five times in your life? 3. What is something you have done more than five times in your life? 3. What is something you have done more than five times in your life? 3. What is something you have done more than five times in your life? 3. What is something you have done more than five times in your life? 3. What is something your life? 3. What is your life? 3. What is your life? 3. What is your life? 3 What is something you had thought about the opposite sex before youtalked to many of them? 7. Who is someone you wish you had seen before you left home to comehere? 8. What is something you had already done before you entered highschool? 9.

Where had you traveled before you came to this school? 10. Where had you learned English before you came to this school? 62 © 1 997 Pre nti ce H all Reg ents .Du plic atio n f or c lass room use is perm itte d. Fun with Grammar Worksheet 21: ACT IT OUT Student A had entered the classbefore the teacher (Student B) arrived. Student A had finished his/herhomework before he/she calledStudent B was ready to go. Student A had already finished the dog by the time Student B was ready to go. Student A had already gotten as unburn by the time his/her friendgot to the beach. Student A had eaten the entire mealbefore Student B returned from therestroom. Student A had already gotten readyfor class before Student B woke up. Student A had talked to the teacher(Student B) before entering the classroom. The mother (Student A) had already changed the baby's diaper by the time the father (Student B) got upfrom watching TV. Student A had already finishedwashing his/her car by the timeStudent B offered to help. × 3.1 FUTURE—Predictions Fortune Cookies Write Your Own Fortunes • Magic 8 Ball • What's Next? • Song • Role Play • Interviews 3.2 FUTURE—Prior Plan • Making an Appointment • Daily Planner • Interviews 3.4 FUTURE—Prior Plan • Making an Appointment • Daily Planner • Interviews 3.4 FUTURE—Prior Plan • Making an Appointment • Daily Planner • Interviews 3.5 FUTURE—Prior Plan • Making an Appointment • Daily Planner • Interviews 3.6 FUTURE—Prior Plan • Making an Appointment • Daily Planner • Interviews 3.6 FUTURE—Prior Plan • Making an Appointment • Daily Planner • Interviews 3.6 FUTURE—Prior Plan • Making an Appointment • Daily Planner • Interviews 3.7 FUTURE—Prior Plan • Making an Appointment • Daily Planner • Interviews 3.8 FUTURE—Prior Plan • Making an Appointment • Daily Planner • Interviews 3.8 FUTURE—Prior Plan • Making an Appointment • Daily Planner • Interviews 3.8 FUTURE—Prior Plan • Making an Appointment • Daily Planner • Interviews 3.8 FUTURE—Prior Plan • Making an Appointment • Daily Planner • Interviews 3.8 FUTURE—Prior Plan • Making an Appointment • Daily Planner • Interviews 3.8 FUTURE—Prior Plan • Making an Appointment • Daily Planner • Interviews 3.8 FUTURE—Prior Plan • Making an Appointment • Daily Planner • Interviews 3.8 FUTURE—Prior Plan • Making an Appointment • Daily Planner • Interviews 3.8 FUTURE—Prior Plan • Making an Appointment • Daily Planner • Interviews 3.8 FUTURE—Prior Plan • Daily Planner • Dail FUTURE TIMECLAUSES • Song 3.7 FUTURE PERFECT • Life Events Verbs: Future 3 64 3.1 FUTURE — Predictions 1. FORTUNE COOKIES* Materials: One fortune cookie per student Dynamic: Whole class Time: 15 minutes Procedure: 1. Discuss with the class where they find predictions in the "realworld." (Usual answers will include weather forecasts and fortunetelling.) Ask if they can think of a restaurant where fortunes are good person"). 2. Give each student a fortune cookie and have them look at their fortunes to see if the main verb form is either to be + -ing or will+ simple form. If a student has one of these forms in his/herfortune, ask him/her to read it aloud to the class. 3. Because these forms in his/herfortune, ask him/her to read it aloud to the class. think is meant. NOTE: Fortune cookies can usually be found in large supermarkets in the Asian food aisle. *Suzanne W. Woodward's Fortune Cookies was originally published in TESOL Journal, Vol. 5, No. 3, Spring 1996, p. 31.Used with permission. 2. WRITE YOUR OWN FORTUNESMaterials: One slip of paper per student with the name of a classmate on it Dynamic: Whole class Time: 10 minutes Procedure: 1. Distribute the slips of paper. Tell the students they are going towrite a fortune for the student whose name is on their paper. Thefortunes may be silly or serious, but must contain one of the future forms studied in class. 2.

correctforms was used. If not, have them try to rewrite the prediction, using a correct future form. NOTE: This is a good follow-up activity 1: Fortune Cookies, but it can be done alone by doing steps 1 and 2 of Activity 1: Fortune Cookies, but it can be done alone by doing steps 1 and 2 of Activity 1: Fortune Cookies, but it can be done alone by doing steps 1 and 2 of Activity 1: Fortune Cookies, but it can be done alone by doing steps 1 and 2 of Activity 1: Fortune Cookies, but it can be done alone by doing steps 1 and 2 of Activity 1: Fortune Cookies, but it can be done alone by doing steps 1 and 2 of Activity 1: Fortune Cookies, but it can be done alone by doing steps 1 and 2 of Activity 1: Fortune Cookies, but it can be done alone by doing steps 1 and 2 of Activity 1: Fortune Cookies, but it can be done alone by doing steps 1 and 2 of Activity 1: Fortune Cookies, but it can be done alone by doing steps 1 and 2 of Activity 1: Fortune Cookies, but it can be done alone by doing steps 1 and 2 of Activity 1: Fortune Cookies, but it can be done alone by doing steps 1 and 2 of Activity 1: Fortune Cookies, but it can be done alone by doing steps 1 and 2 of Activity 1: Fortune Cookies, but it can be done alone by doing steps 1 and 2 of Activity 1: Fortune Cookies, but it can be done alone by doing steps 1 and 2 of Activity 1: Fortune Cookies, but it can be done alone by doing steps 1 and 2 of Activity 1: Fortune Cookies, but it can be done alone by doing steps 1 and 2 of Activity 1: Fortune Cookies, but it can be done alone by doing steps 1 and 2 of Activity 1: Fortune Cookies, but it can be done alone by doing steps 1 and 2 of Activity 1: Fortune Cookies, but it can be done alone by doing steps 2 and 3 and students write two predictions for their classmates on theirindex cards-one using will and the other using be going to. Tellthem to make the predictions general so that they can apply toanyone in the class. They can be serious or funny and should be positive. Put all the cards into a hat or bag.

Collect the slips. Redistribute the fortunes to the students whosenames are on the papers. 65 3. Invite students to share their fortunes with the rest of the class, but do notrequire them to do so. If the students know each other well, thefortunes may be too personal to share with the rest of the class. 4. Have students know each other well, thefortunes may be too personal to share with the rest of the class. 4. Have students check their fortunes to see if one of the

Each student pulls a card. If a student draws the card he/shewrote, he/she replaces it and chooses another. 3. The students read one of the predictions on the back write one or more questions that might comebefore the prediction. Example: Prediction: You will win a hundred dollars. Questions: Will I be lucky in Las Vegas? Will I win the lottery this weekend? 4. Collect the cards again. Pull out the Magic 8 Ball. Professor Grammar has a magic ball that can tell the future. Ask volunteers to pose a question to the Magic 8 Ball. Professor Grammar reads the ball's

answer to the class. Everyone will want oquestion the ball at least once. 5. If time, they can read the second question for the second prediction. NOTE: The Magic 8 Ball is available in any toy store. SUGGESTION: Instead of using a Magic 8 Ball, you can preparesome general answers on slips of paper, such as yes, no, definitely, probably not, it's unclear at this time, etc.

When a student askshis/her question, Professor Grammar can reach into a bag and pullout a slip with the answer to the question. 66 4. WHAT'S NEXT?Materials: Several different pictures representing some activities Dynamic: Small groups Time: 30 minutes Procedure: 1. Arrange students in groups of three or four, and give each group apicture. (Magazine advertisements are good for this activity.) 2. Tell the groups to look carefully at their pictures and decide whatis happened. If various scenarios are possible, the group should settle on the most likely. Then, the studentspredict what they think will happen next to the people in the picture. 3. You may want each group to work together to write a shortparagraph describing what they think will happen. Another way toclose this activity is for each group to show its picture, describe thescene, and then give its predictions.

To check the answers, either go over the song together or play thesong so students can check for themselves. (Explain that either tobe + -ing or will + simple form is acceptable as long as it makes aprediction, so they should not change their answers from one formto the other when going over the words.) 67 6. ROLE PLAY Materials: None Dynamic: Whole class/Pairs Time: 45 minutes Procedure: 1. Assign each student a role. In some cases, the students will workin pairs. Suggestions: Fortune teller (pairs) Weather forecaster Politician running for election Job applicant (pairs) Weather forecaster Politician running for election Job applicant (pairs) Weather forecaster Politician running for election Job applicant (pairs) Weather forecaster Politician running for election Job applicant (pairs) Weather forecaster Politician running for election Job applicant (pairs) Weather forecaster Politician running for election Job applicant (pairs) Weather forecaster Politician running for election Job applicant (pairs) Weather forecaster Politician running for election Job applicant (pairs) Weather forecaster Politician running for election Job applicant (pairs) Weather forecaster Politician running for election Job applicant (pairs) Weather forecaster Politician running for election Job applicant (pairs) Weather forecaster Politician running for election Job applicant (pairs) Weather forecaster Politician running for election Job applicant (pairs) Weather forecaster Politician running for election Job applicant (pairs) Weather forecaster Politician running for election Job applicant (pairs) Weather forecaster Politician running for election Job applicant (pairs) Weather forecaster Politician running for election Job applicant (pairs) Weather forecaster Politician running for election Job applicant (pairs) Weather forecaster Politician running for election Job applicant (pairs) Weather forecaster Politician running for election Job applicant (pairs) Weather forecaster Politician running for election Job applicant (pairs) Weather forecaster Politician running for election Job applicant (pairs) Weather forecaster Politician running for election Job applicant (pairs) Weather forecaster Politician running for election Job applicant (pairs) Weather forecaster Politician running for election Job applicant (pairs) Weather forecaster Politician running for election Job applic talking about future plans Give students class time to prepare a short speech, or have themprepare a speech (1-3 minutes) for homework. 2. Students take turns giving their speeches/role plays to the class's interest, try one of the following: a. Have the audience write down all the predictions they hear. This could be an individual activity, or a group activity where youallow the group members to compare notes briefly. The group orstudents with the most correctly recorded predictions "wins." b. For each role play/speech, assign one student to count the number of times a future form is used. Assign another to make a list of the predictions. The speaker decides if they are correct. Alternatethese roles so everyone gets a chance to do at least one. Variation: To incorporate writing, you may have the students write out theirspeeches or conversations for homework and hand them in beforegiving their oral presentations. 7. INTERVIEWS Materials: None Dynamic: Pairs Time: 30 minutes Procedure: 1. Divide the class into pairs. The partners interview each otherabout their future plans--either immediate or

SONGMaterials: Worksheet 22, or other song lyrics Tape recorder and tape (optional) Dynamic: Pairs Time: 20 minutes Procedure: 1. Choose a song with several lines that use future verbs. Type upthe words, but eliminate the future forms. Instead, provide thesimple form of the verb (see Worksheet 22). 2. Students work in pairs to fill in the blanks. 3.

long term. 68 Sample questions: What are you going to do after you finish this English program? Are you going to go to a university? When you return home, are you going to do after you finish this English program? Are you going to go to a university? When you return home, are you going to do after you finish this English program? Are you going to go to a university? When you return home, are you going to do after you finish this English program? Are you going to go to a university? When you return home, are you going to go to a university? When you return home, are you going to go to a university? When you return home, are you going to go to a university? When you return home, are you going to go to a university? When you return home, are you going to go to aparagraph about his/her partner's future plans. NOTE: You may prefer to use this activity to review prior plans, keeping in mind that often long-range "plans" are really predictions. You may want to discuss which of the future plans is really a prior plan (going to a university if the student has alreadyfilled in the paper work) and which are really predictions (I willlook for a job when I return home). 3.2 FUTURE — Willingness 1. ACCIDENT Materials: Props for accident role play Dynamic: Whole class Time: 10 minutes Procedure: 1. Without telling the class, role play an accident in class. If morethan one person is needed, "recruit" another instructor, a member of the class, or a student from another class. 2. Keep the "accident" simple, but be sure to include something the students may or may not be willing to help with.

Suggestions: Spill water on tests: "Will anyone volunteer to ask the secretaryfor more (or get other copies off my desk, etc.)?" Arrange for an accomplice to slip on the floor and pretend to beinjured: "Will someone help this person to the office?" Be sure to arrange in advance with anyone the students may go tofor help. 3. Explain that the activity the students witnessed was not real. Goover what happened and discuss why students were or were notwilling to get involved. 69 3.3 FUTURE — Prior Plan 1. MAKING AN APPOINTMENT Materials: Worksheet 23A (For variation, 23B and 23C) Dynamic: Pairs Time: 15-30 minutes Procedure: 1. Divide the class into pairs. Give a copy of Worksheet 23A to eachstudent. Student A is calling to make an appointment. Student Bis a receptionist in a doctor's office. The students must refer to Worksheet 23A to see when they can schedule an appointment. Student Bis a receptionist in a doctor's office. The students must refer to Worksheet 23A to see when they can schedule an appointment. Student Bis a receptionist in a doctor's office. I need to make an appointment withthe doctor. Student B: How about Monday at 3:30? Student A: No, I have a class every afternoon until 4 o'clock. Are there any appointment then. How about 12:30? Student B: I'm sorry, the doctor is at lunch between 12:00 and 1:00 every day.

Can you comeThursday at 10:15? Student A: Yes, I'm free then. Variation: Choose five students need to make appointments with all thereceptionists. Each student making an appointment uses the studentschedule in 23A. They form lines in front of the five receptionists andmake appointments. To give all students a chance, you may want toimpose a time limit. If a student has not made an appointment in thattime, he/she goes to the back of the line or to a different receptionist. The size of the class will determine how many appointments each student can make. 2. This activity can stop when the first student has made all his/herappointments or when a specified time limit has been reached. 70 2. DAILY PLANNER Materials: Worksheet 24 Dynamic: Whole class Time: 20 minutes Procedure: 1. Give each student a copy of Worksheet 24 and tell them to think ofone thing that they are planning to do each day for the next weekor half-week. They should write a short note on their planner (worksheet) indicating each activity. Example: SUNDAY: visit my parents 2. Each student tries to find another student to accompany him/heron each activity by asking, first, what they are doing at a specific time in the future and, second, if they are interested in doing theparticular activity. You may want to write the following sampledialogues on the board. Student A: Are you free on Sunday at 2 PM?Student B: Yes, I'm free.Student A: I'm going to visit my parents at their farm on Sunday afternoon. Would you like to come?

Student B: No. I have other plans. Student A: Well, let me know if you change your mind. Student A: Are you free on Sunday at 2 PM? Student B: Yes, I'm free. Student A: I'm visiting my parents at their farm. Would you like to come? Student B: I'm sorry, but I really don't like the country. A student may refuse to accompany another because he/she isbusy, is uninterested in the activity, or has another valid excuse. 3. The students find a different person for each activity, therebymingling with other students and practicing the structure as muchas possible.

They must write down the name of the student whoagrees to accompany them on each activity. 4. When they have a different name for each day, they are finished. Itmay not be possible for them to find students to accompany themon every activity. Therefore, you may want to set a time limit. Whoever has the most names at that point is the winner. 71 5. Follow up by asking students at random what they are doing at aspecific time/date and with whom. NOTE: This variation on the previous activity, Making an Appointment, uses the present progressive to express future time. 3. INTERVIEWS Materials: None Dynamic: Pairs Time: 30 minutes Procedure: 1. Same as the interviews, they should pick a specific time, such as "this evening," "tomorrow morning," or "this weekend." Follow the same procedures 1. GOSSIP, GOSSIP, GOSSIP, Materials: None Dynamic: Whole class Time: 10 minutes Procedure: 1. Arrange student desks in a circle, or have students stand in acircle. To the first student, the instructor whispers a sentence that contains at least one future form. Each student whispers to thenext until the sentence reaches the last student. 2.

3. Play a few more rounds if time allows. This time, let a studentstart the gossip. 72 2. FAIRY TALESMaterials: Worksheet 25D (optional) Dynamic: Pairs Time: 40 minutes Procedure: 1. Briefly discuss fairy tales with the class. Who are fairy tales for? What are some popular ones from their countries? Does the classknow any that are popular in the United States/North America? 2. Give half the class Worksheet 25A and the other half, Worksheet 25B. For homework, they should read the story and be ready to tellthe story to their partner without reading from the paper. (You maywant to allow them to use notes or to glance at the worksheet.) 3. Form the class into pairs, one with Worksheet 25A and the otherwith Worksheet 25B. The students tell each other their fairy tale. The partners then work together to answer the questions on Worksheet 25C. Variation: If the students are familiar with these two fairy tales, instead ofgiving them the worksheets, you may want to have them tell thestories on their own. This is a less controlled format because you willnot be sure the students are using future forms in their retelling. Follow-up: Read aloud short one-page fables, but eliminate the moral. Put thestudents in groups to discuss what they heard and to guess the moral. See Worksheet 25D for possibilities. 3.5 FUTURE IN TIME CLAUSES 1. SONG Materials: Worksheet 26, or other song lyricsTape recorder and tape (optional) Dynamic: Pairs Time: 20 minutes Procedure: 1. Arrange students in pairs or in groups of three. Give a copy of thesong to each pair or group. Have the students work together to fillin the missing verb forms. 2. Go over the answers together. If you have the music, play it and letthe students work together to fillin the missing verb forms. 2. Go over the answers together. If you have the music, play it and letthe students work together. If you have the music, play it and letthe students work together. If you have the music, play it and letthe students work together. If you have the music, play it and letthe students work together. If you have the music, play it and letthe students work together. If you have the music, play it and letthe students work together. If you have the music, play it and letthe students work together. If you have the music, play it and letthe students work together. If you have the music, play it and letthe students work together. If you have the music, play it and letthe students work together. If you have the music, play it and letthe students work together.

(optional) Dynamic: Pairs Time: 20 minutes Procedure: 1. Put students in pairs or in groups of three. Give a copy of the students on the worksheet. 2. Go over the answers together. If you have the music, play it and letthe students check their own answers. 3.7 FUTURE PERFECT 1. LIFE EVENTS Materials: None Dynamic: Small groups Time: 30 minutes Procedure: 1. Divide the class into groups of three or four. Each groupbrainstorms a list of events that may happen to them in the future (get married, have children, get a degree, go to a university, finishthe English program, return home, buy a new car, etc.). 2. Each student in the group works independently to make fivesentences that use two of the items on the list. They may use anitem more than once. For example, a student may decide tocombine the items get married and finish the English program intoa sentence such as By the time I get married, I will have finishedthis English program. 3. Each student reads his/her sentences to the group. The groupdecides if the sentences are grammatically correct. The group may 74 also want to comment on logic.

(For example, do they want toaccept By the time I finish the ESL program, I will have gotten myBA degree or By the time I finish the ESL program, I will have gotten myBA degree or By the time I finish the ESL program, I will have gotten myBA degree or By the time I finish the ESL program, I will have gotten myBA degree or By the time I finish the ESL program, I will have gotten myBA degree or By the time I finish the ESL program, I will have gotten myBA degree or By the time I finish the ESL program, I will have gotten myBA degree or By the time I finish the ESL program, I will have gotten myBA degree or By the time I finish the ESL program, I will have gotten myBA degree or By the time I finish the ESL program, I will have gotten myBA degree or By the time I finish the ESL program, I will have gotten myBA degree or By the time I finish the ESL program, I will have gotten myBA degree or By the time I finish the ESL program, I will have gotten myBA degree or By the time I finish the ESL program, I will have gotten myBA degree or By the time I finish the ESL program, I will have gotten myBA degree or By the time I finish the ESL program, I will have gotten myBA degree or By the time I finish the ESL program with the ESL program wi you'll never forget to remember me when you hear . . . REFRAIN: Some of these days You me baby (miss) You me (miss) When you're gone. REFRAIN Repeat lines starting with "Well, I feel so lonely

The last student writes what he/she heard on the board. Theinstructor also writes the first sentence to compare the differences. Discuss whether the future in the sentence on the board expresses a prediction, a prior plan, or willingness.

.." * by Shelton Brooks (1910) 76 © 1 997 Pre nti ce H all Reg ents .Du plic ation f or c lass room use is perm itte d. Fun with Grammar Worksheet 23A: MAKING AN APPOINTMENT Student MON TUES WED THURS FRI 9 - 10 10 - 11 11 - 12 12 - 1 1 - 2 2 - 3 3 - 4 4 - 5 Elective3 - 4:30 Meetingw/advisor 11:30Dentist Reading class Elective3 - 4:30 Doctor MON TUES WED THURS FRI 9 - 10 10 - 11 11 - 12 12 - 1 1 - 2 2 - 3 3 - 4 4 - 5 Lunch Julieta Bejar Meeting2 - 3:30, Dr. Lee T. Johnson T. Duong Writingclass Hospital Lunch 77 © 1 997 Pre nti ce H all Req ents .Du plic ation f or c lass room use is perm itte d. Fun with Grammar Worksheet 23B: MAKING AN APPOINTMENT (VARIATION) Vet MON TUES WED THURS FRI 9 - 10 10 - 11 11 - 12 12 - 1 1 - 2 2 - 3 3 - 4 4 - 5 P.

Philips Lunch Surgery S. Moon Lunch Surgery V. Ohama Lunch Surgery J. Clemens Lunch Surgery Counselor MON TUES WED THURS FRI 9 - 10 10 - 11 11 - 12 12 - 1 1 - 2 2 - 3 3 - 4 4 - 5 Drop-in Lunch off Lunch Meetingw/Director off Lunch Meetingw/Advisorycommittee Doctor appt. off Lunch Surgery C. Carstairs Drop-in Lunch off 78 © 1 997 Pre nti ce Hall Reg ents .Du plic ation for class room use is perm itted. Fun with Grammar Worksheet 23C: MAKING AN APPOINTMENT (VARIATION) Dentist MON TUES WED THURS FRI 9 - 10 10 - 11 11 - 12 12 - 1 1 - 2 2 - 3 3 - 4 4 - 5 J. Smith Lunch Meeting R. Phillips Lunch Conference Lunch S. Case MON TUES WED THURS FRI 9 - 10 10 - 11 11 - 12 12 - 1 1 - 2 2 - 3 3 - 4 4 - 5 M. Lee Lunch Hair-dresser 79 © 1 997 Pre nti ce H all Reg ents .Du plic ation for c lass room use is perm itted. Fun with Grammar Worksheet 23D: BLANK APPOINTMENT SCHEDULES MON TUES WED THURS FRI 9 - 10 10 - 11 11 - 12 12 - 1 1 - 2 2 - 3 3 - 4 4 - 5 MON TUES WED THURS FRI 9 - 10 10 - 11 11 - 12 12 - 1 1 - 2 2 - 3 3 - 4 4 - 5 80 © 1 997 Pre nti ce H all Reg ents .Du plic ation for class room use is perm itted. Fun with Grammar Worksheet 24: DAILY PLANNER WEEK OF MONDAY THURSDAY TUESDAY FRIDAY WEDNESDAY SATURDAY SUNDAY 81 © 1 997 Pre nti ce H all Reg ents .Du plic ation f or class room use is perm itted. Fun with Grammar Worksheet 25A: FAIRY TALES: "THE LITTLE RED HEN" (adapted from the stories compiled by Joseph Jacobs) Once upon a time, a little red hen and her chick found a stalk of wheat. "With this stalk, we can grow wheat to make into bread," the hentold her chick. "Now, who will help us plant this wheat?" "I won't," said the goat. "Then my chick and I will plant it ourselves." And they did just that. After some time, the wheat grew, and it was time to harvest it. "Who will help us harvest this wheat?" the hentold her chick. "I won't," said the goat. "Then my chick and I will plant it ourselves." And they did just that. After some time, the wheat grew, and it was time to harvest it. "Who will help us harvest this wheat?" the hentold her chick. "I won't," said the goat. "Then my chick and I will plant it ourselves." And they did just that. After some time, the wheat grew, and it was time to harvest it. "Who will help us harvest this wheat?" the hentold her chick. "I won't," said the goat. "Then my chick and I will plant it ourselves." And they did just that the hentold her chick. "I won't," said the goat. "Then my chick and I will plant it ourselves." And they did just that the hentold her chick. "I won't," said the goat. "Then my chick and I will plant it ourselves." And they did just that the hentold her chick. "I won't," said the goat. "Then my chick and I will plant it ourselves." And they did just that the hentold her chick and I will plant it ourselves. "I won't," said the goat. "The hentold her chick and I will plant it ourselves." And they did just that the hentold her chick and I will plant it ourselves. "I won't," said the goat. "The hentold her chick and I will plant it ourselves." I won't, "I won' asked."I won't," said the pig."I won't," said the duck."I won't," said the duck."I won't," said the duck."I won't," said the goat. "Hmmm. Then I quess we will do it ourselves." After the wheat had been ground into flour, the little red hen asked if any of the others werewilling to help make the bread cooking. "Mmmm.That smells good," they all said. "Is it ready?" "Yes, it is," said the little red hen, taking the bread out of the oven. "Now, who will help us plant the wheat, you didn't help us harvest the wheat, you didn't help us grind the wheator make the bread. Now, my chick and I are going to eat it ourselves!!" 82 © 1 997 Pre nti ce H all Reg ents .Du plic ation for class room use is perm itted. Fun with Grammar Worksheet 25B: FAIRY TALES: "THE THREE LITTLE PIGS" (adapted from the stories compiled by Joseph Jacobs) Once upon a time, three little pigs decided to build houses. The firstlittle pig built his house out of straw because it was cheap and easy touse. Just when he had finished, a wolf came to his door. "Little pig," he called. "Let me come in." "Not by the hair of my chinny-chin-chin!" "Then I'll blow your house in!" cried the wolf. And he did! The little pig ran to the second pig's house, which washuilt of twigs. The wolf followed him, but the little pig managed to get inbefore the wolf caught him. "Little pigs, "he called. "Let me come in." "Not by the hair of our chinny-chin-chins!" "Then I'll huff, and I'll blow your house in!" the wolf cried.

And he did! The two little pigs ran to the third pig's house. Thethird pig had built his house out of brick, even though brick was more expensive and took longer to build with. He had just finished his housewhen his two friends ran up. "Quick, inside!" they shouted. The three pigs ran inside and lockedthe door. Just then the wolf arrived.

"Little pigs, little pigs," he called. "Let me come in." "Not by the hair of our chinny-chin-chins!" "Then I'll huff, and I'll puff, and I'll blow your house in!" the wolf gave up and wentaway. The little pigs were very happy. "Come on," said the third pig. "I will show you how to build a houseout of bricks." Soon, all three pigs had brick houses to protect them from the wolf. 83 © 1 997 Pre nti ce H all Reg ents .Du plic ation for c lass room use is perm itted. Fun with Grammar Worksheet 25C: FAIRY TALES Answer the following questions with your partner. 1. Which story or stories used some form of the future? 2. Did one (or more) of the stories use the future to express aprediction? If so, which one(s)? Give an example. 4. Did one (or more) of the stories use the future to express prior plans? If so, which one(s)? Give an example. 5. Did any of the stories use the negative with the future? If so, whichone(s)? Give an example.

6. For questions 3, 4, and 5, decide why a specific form of the future wasused. 84 © 1 997 Pre nti ce H all Reg ents .Du plic ation f or c lass room use is perm itted. Fun with Grammar Worksheet 25D: SAMPLE AESOP FABLES "The Quack Frog" Once upon a time, an ugly old Frog came out of his home in themarshes. He proclaimed to the world that he was a learned physician, able to cure all diseases and ailments. However, among the crowdlistening to the Frog was a Fox. He shouted, "How can you claim to be ahealing doctor? Look at yourself! How can you claim to cure others whenyou can't cure your own crooked legs and blotched and wrinkled skin?" Moral: Physician, heal thyself. "The North Wind and the Sun" A disagreement arose between the North Wind and the Sun. Eachclaimed that he was stronger than the other. Finally, they decided to tryout their powers on an unsuspecting traveler to see who could blow offhis cloak first. The North Wind went first. He gathered all his force and blew with all his might, but the harder he blew, the more closely the manwrapped his cloak around himself. Then it was the Sun's turn. He smileddown on the traveler with all his warmth. Soon, the traveler undid hiscloak and walked away with the cloak draped loosely over his shoulders. The Sun then put his whole force to the task, beaming his hot rays ontothe traveler quickly shed his cloak and continued hisjourney, carrying the cloak. Moral: Persuasion is better than force. 85 © 1 997 Pre nti ce H all Reg ents. Du plic

atio n f or c lass room use is perm itte d. Fun with Grammar Worksheet 26: SONG (TIME CLAUSES) Fill in the blanks in the song, using the appropriate form of the verbsprovided. "When Johnny (Come) Marching Home" When Johnny (Come) marching home again, Hurrah! Hurrah! Hurrah! Hurrah! Hurrah! Hurrah! Hurrah! Hurrah! The men (cheer), the boys (shout), the ladies they (all, turn out) And we (all, feel) gay when Johnny (come) marching home. 86 © 1 997 Pre nti ce H all Reg ents .Du plic ation for c lass room use is perm itted. Fun with Grammar Worksheet 27A: SONG (FUTURE PROGRESSIVE AND TIME CLAUSES) Fill in the blanks in the song, using the appropriate form of the verbsprovided. Choose from simple future, future progressive, or the simplepresent. "She (come) round the mountain when she (come) round the mountain wh (drive) six white horses when she (come) She (drive) six white horses, She (drive) six white hor Oh, we (all go) out to meet her when she (come). 87 © 1 997 Pre nti ce H all Reg ents .Du plic ation f or class room use is perm itted. Fun with Grammar Worksheet 27B: PART II Answer the questions about the verbs you used in the song. 1. What form of the verb did you use in the first half of the sentences inthe first two paragraphs? 2. Why did you choose this form? 3a. Did you use any different form in the first part of the sentences in thethird paragraph? b. Explain your answer. 4a. What form of the verb did you use in the time clause? b. Give a reason for your answer. Verbs: Review 4.1 REVIEW OF ALL VERBS FORMS• Song• Error Analysis Draw• Board Game• Mixed-up Answers• Time Chart• Dice Shoot• Error Analysis 89 4.1 REVIEW

OF PERFECT TENSES 1. TIME LINE Materials: Board Dynamic: Whole class Time: 15 minutes Procedure: 1. Draw a time line on the board. 2. Ask for a student volunteer to provide dates and facts about pastevents in his/her life. Write them on the time line. 3. Ask the class to predict what this student will do in the future. Write them on the time line. Example: 1995 1996 1997 1998 1999 • • • • • finish hs come to U.S. now return home get married 4. With the help of the class, write two sentences based on the timeline for each of the perfect tenses, Examples: a. Before Iohn came to the United States, he had finished highschool, b. He has been studying English since he came to the United States, c. He will have returned home by the time he gets married.

5. For homework, have the students make their own time line andwrite two sentences for each of the perfect tenses based on theirtime line. SUGGESTION: Cash register tapes are inexpensive and have each group construct atime line for one of its members.

Then put the tapes on the wallsand have another group make sentences using some other group's time line. 4.2 REVIEW OF ALL VERB FORMS 1. SONGMaterials: Worksheet of lyrics based on models in Chapter 3 Tape and tape player (optional) Dynamic: Pairs Time: 20 minutes Procedure: 1. Prepare a handout for each student of song lyrics with verbsomitted (make sure to omit only verbs whose tenses/forms the song to fill in the missing verb forms. 3. Go over the answers together, or listen to a tape of the song tocheck answers. Be sure to explain where more than one answer ispossible even if it is not the one in the song. NOTE: Choose a song that has verb forms appropriate for reviewing forms that you have not studied, simplyleave those in the song. Some good songs for this activity are "RockyRaccoon" (Lennon and McCartney, sung by the Beatles) and "ItDoesn't Matter Anymore" (Paul Anka). 2. ERROR ANALYSIS DRAWMaterials: Worksheet 28A or 28B, cut into strips, or make your own Dynamic: Teams Time: 25 minutes Procedure: 1. Divide the class into two teams. Have them stand or sit onopposite sides of the room. If your

class is large, you can divide the class into several teams. 2. A student from the first team comes to the front of the class and selects a strip. He or she reads the strip aloud and decides if these networks to let the team help, but if you are using small teams or want more interaction, you can have the teamdiscuss the sentence is incorrect and the student who selected the strip. 3. If the sentence is incorrect and the student correct and the student says so, the team receives a point. The teamreceives one more point for correcting it. If the student identifies asentence as incorrect but fails to provide an accurate correction, the other team (or next team if you have more than two) can "steal" a point by correcting the sentence. That team then takes the next turn. SUGGESTION: Make your own strips so that the grammar

coveredaccurately reflects the content of your course. Use the worksheet as amodel only if it is appropriate for your class. Cash register tapeswork well for make-your-own strips because they can be seen byeveryone They can be purchased at office supply stores or largevariety stores. 3. BOARD GAMEMaterials: Worksheet 29A (lower levels) or 29B (higher levels) or 29B (higher levels) or 29B (higher levels). Students roll to see who goes first. The students move theirmarkers around the game board. When a player lands on a squarewith a sentence, he/she must correct the sentence. If the groupjudges the corrected answer to be accurate, the student may rollagain. If not, the turn passes to the next student. The players should not discuss the correct answer when an incorrect answerhas been given since another player may land on that same spaceand have a chance to give an answer. 3. Circulate among the groups to see how they are doing and to actas judge if the group cannot decide if an answer is correct. Thefirst player in each group to reach the end is the winner. 4. MIXED-UP ANSWERS Materials: Board Dynamic: Teams Time: 10 minutes Procedure: 1. Divide the class into two teams and have them line up on eitherside of the board. 2. On each side of the board write the same short answers, but inmixed-up order (so that a student on one team cannot simply lookover and see where his/her counterpart is marking). Sample short answers: 3. The first student from each team comes to the board. Ask aquestion. The student to circle the answer as quickly aspossible. The first student to circle the correct answer gets a pointfor his/her team. Sample questions: Do you have a sister? Did you eat lunch today? Did we have class yesterday? Are you in level 2? Is John's sister married? Was Tom late for class today? NOTE: The questions can be about your class or not. The students do not need to know if the answer is yes or no. They are looking for thecorrect verb form that answers the question. It is recommended thatyou do not have both yes and no answer (for example: "Yes, I do"and "No, I don't") that could be appropriate to a question. Thereshould only be one possible answer for each question asked.

Variation: Use tag board sentence strips attached to the board. Students checknext to the strip; their marks can be erased without erasing thesentence, and you can reuse the strips attached to the board. Students checknext to the strip; their marks can be erased without erasing thesentence, and you can reuse the strips in other classes. Yes, I do.No, he wasn't.No, we didn't.Yes, she is.Yes, I am.No, I didn't.Yes, I do.Yes, she is.No, we didn't.No, he wasn't. 92 93 5. SHORT ANSWERS Materials: Worksheet 30 Dynamic: Small groups Time: 20 minutes Procedure: 1.

Divide the class into groups of three or four. 2. Give each group approximately 5 cards with short answers on them. Have the group work together to create appropriate questions for the answers. Example: Sample card: Yes I did. Student questions and have the other group read aloud its questions and have the other groups decide if they are good matches. Another way togo over the questions is to have each group read aloud its questions and have the other groups decide if they are good matches. Another way togo over the questions is to have each group read aloud its questions and have the other groups decide if they are good matches. shortanswers. If the question matches the answer given to the group onthe card, the group has done a good job of creating a question. (Either a yes or a no answer is acceptable.) 6.

are correct. If not, correct the sentences. 7. DICE SHOOTMaterials: Dice of various colors (two different colors per pair) Pencils, 3" x 5" cards Dynamic: Pairs Time: 15 minutes Procedure: 1. Have the same number of cards and dice as you have students. Head each card with the name of the colors of one of the colors, number from one to six. Next to each of those numbers, write a subject. On the other card, write a different colors, and the cards corresponding to the colors. 3. Set a timer for three minutes. 4. One player in each pair rolls the dice. He/She then looks at the paper with the same color as that die and notes the subject thatmatches the number rolled. He/She next looks at the paper thatmatches the subject and infinitive, making sure theverb agrees with the subject. If the player is correct, he/shereceives one point. 5. Repeat the process with the second student in the pair. The personin each pair with the second student in the pair with the second student in the pair. The personin each pair with the most correct matches wins. NOTE: This can be used with any verb tense, but be sure to tell theclass which tense they are expected to use. 94 95 8. ERROR ANALYSIS Materials: Worksheet 32A or 32B Dynamic: Pairs/Small groups Time: 20 minutes Procedure: 1. Arrange students in pairs or groups of three. Give each group acopy of the worksheet (Worksheet 32A for lower-level classes, Worksheet 32B for higher-level classes).

TIME CHART Materials: Worksheet 31 Dynamic: Pairs Time: 15 minutes Procedure: 1. Divide the class into pairs. Give each pair a copy of the worksheet. The students make sentences as directed, using the information in the chart. 2. When all pairs are finished, call some students to the board towrite their sentences. The class decides whether they

Have the students find and correct the verb mistakes in the passages. 2. When the pairs or groups seem to be done, go over the worksheettogether, explaining (or having the students explain) the reason for the changes. NOTE: Refer to the Answer Key if you want to provide students withcopies of the correct versions. 96 Worksheet 28A: ERROR ANALYSIS DRAW (LOW LEVEL) © 1 997 Pre nti ce H all Reg ents .Du plic atio n for class room use is perm itted. Fun with Grammar She isn't happy here. Yoko is in class now. He don't eat lunch with us. My cousin live very far away. I never do eat Mexican food. I am going to be in class tomorrow. She has a big yellow dog with two spots. What time go you to class everyday? How many dogs does you have? Is pretty your sister? I going to the grocery store after class today. My brother sings right now. My brother is home because he usually did his homework in the afternoon. My husband and I was married before she is moving to New York. My wife is seeing the doctor now. The grass is green. A pencil was made of lead and wood. My husband and I was married

The news are exciting these days. I usually have eaten lunch before 1:00. She is always yelling at me. He hadn't met many famous people in Los Angeles before he leaves. He had gotten married before he came here. My uncle is working on a book. It will rain tomorrow. I have met your sister. Chris does from Switzerland. She is the laziest person I have never met. I have eaten here many times. 97 Worksheet 28B: ERROR ANALYSIS DRAW (HIGHER LEVELS)© 199 7 P ren tice Hall Regents. Duplication for classro om u se i s pe rmit ted. Fun with Grammar × 98 Worksheet 29A: BOARD GAME (LOW LEVEL) © 1 997 Pre nti ce H all Reg ents .Du plic ation f or c lass room use is perm itted. Fun with Grammar START GO BACK2 SPACES ROLLAGAIN I studyEnglish last year. LOSE ATURN What timeyou eatdinner? STOP! YOUREALLYKNOW YOUR VERBS! Does

shehas a sister? I did notwalked toschool. When shewill arrive? GO AHEAD2 SPACES She hasn'ttwo brothers. A bird isfyling because ithas wings. It wears adress. I see youlast night. You hasa book. I oftengoes to the movies. Yoko wasin classnow. I sit inclass right now. GO BACK1 SPACE GO AHEAD3 SPACES Mary andher sister has a cold. Is Marysleep?

Did hebrought the money? I will go tothe zoo lastweekend. ROLLAGAIN LOSEA TURN I was sorryI break the dish. ROLLAGAIN GO AHEAD3 SPACES We doesn'thave a car. She have abig yellowdog with two spots. He isgoing to the beachevery day. Yes, hewasn't late. She doesn'thappy here. They studied at the library next Monday. She'll willgo to the bank. Why cameyou toclass? Did Marylives in New York? ROLLAGAIN Rick iswearing jeans every day. Thomas didn't likes turkey. 99 Worksheet 29B: BOARD GAME (HIGHER LEVELS)© 199 7 P ren tice Hall R egen ts.D upl icat ion for classroom use is permit ted. Fun with Grammar START GO BACK2 SPACES ROLLAGAIN Do you needhelp? I'm going to carrythose boxes for you. LOSE ATURN The earthwas round. I know herbefore I met her atthe party. My wifeseeing the doctor now. I was 20years old -and you? GO AHEAD2 SPACES I hasn't metyour sister. Lorenzo doesfrom Italy.

I have caughta cold last night. I saw thatmovie five times. I usually haseaten lunchbefore 1:00. I never eatensuch strangefood before. She wasstudying while I ameating. GO BACK1 SPACE GO AHEAD3 SPACES I had eatenhere many times. I boughtgroceries because I willmake dinner. The child haveseen his mother leave. She is yellingat me lastTuesday. It is raintomorrow. LOSEA TURN Lisa and hersister waswalking to class today. The storeopening at 9A.M. GO AHEAD3 SPACES GO AHEAD3 SPACES They hasoften been late for class. John hasmany girlfriendsduring his life. I am alwaysbrushing myteeth in the morning. I have metyour fianceyesterday. My dog barkswhen it rained. He has gottenmarried beforehe came here. GO BACK1 SPACE I am knowingyou for years. ROLLAGAIN I have eatensushi before Iwent to Japan. STOP! YOUREALLYKNOW YOUR VERBS! 100 Worksheet 30: SHORT ANSWERS © 1 997 Pre nti ce H all Reg ents .Du plic ation f or c lass room use is perm itted. Fun with Grammar Yes, I have. No, we

Yes, I did. No, he didn't. Yes, she had. No, they hadn't. Yes, we were. No, she wasn't. Yes, I had been.

another group. Each group thencreates questions for the answers provided by the other group. 3.

No, it hadn't been. Yes, he was. No, it wasn't. Yes, you did.

No, you weren't. Yes, they had. No, it hadn't. × 101 Worksheet 31: TIME CHART© 199 7 P ren tice Hall R egen ts.D uplication for classro om u se i s pe rmit ted. Fun with Grammar Using the verbs agree with your subject. Also, you may usetwo subjects in your sentence if you want. 1. (simple present) 2. (present perfect) 4. (past progressive) 5. (future perfect) 4. (past perfect) 4. (p 4:30 P.M. leave for work 102 Worksheet 32A: ERROR ANALYSIS (LOWER LEVEL) © 1 997 Pre nti ce H all Reg ents .Du plic ation f or class room use is permitted. Fun with Grammar Work with your group or partner to find all the mistakes involving verbs (tense, form, or agreement). 1. My brother don't like coconut. Can you believe it? I never met anyone else in my life who felt this way. It seem very strange to me. What was there about coconut that he don't like? It seemed very inoffensive to me. Perhaps, he says he don't like it in order to get attention. When he refused to eat a coconut cookie or cake with coconut frosting, he gets a lot of attention and people try to figure out why he disliked it so much. Of course, my brother always will deny this, but I think that was the real reason. 2. When I first move here 10 years ago, it gets cold in December and January. In fact, the first two years, we have a

freeze which killed all of my outdoor plants. As a result, I decide not to try to grow anything else. Now, however, it is staying pretty warm all winter. In fact, just the other day I wear shorts and a T-shirt. The sun shone and I felt as if it were summer! I can't resist calling my family and friends back home to brag about the good weather here. 3. Last week my brother-in-law was taking me to the desert about 45 minutes away and we stay there a couple of days. One of the reasons why we went there is to shoot rifles just for fun. He sets up some cans and bottles for targets and shot at them. He also lets me shoot his rifle. It is the first time I am shooting a gun and I feel very scared. Even though I can see how much he enjoy target practice, I thought gun ownership should be limited. 103 Worksheet 32B: ERROR ANALYSIS (HIGHER LEVEL)© 199 7 P ren tice Hall Regents. Duplication for classroom use is permit ted. Fun with Grammar Work with your group or partner to find all the mistakes involving verbs (tense, form, or agreement). 1. I first learn about this English program from a teacher at my school back home. Surprisingly, it isn't my English teacher, but rather my history teacher. He attends this program when he was a university student. He told me how good this school is and what an interesting city this is. However, he warns me that he has been a student here many years ago and that sometimes things are changing. I have noticed some changes, but basically, I had found this to be a good program with friendly teachers. I also enjoyed living in this city. 2. One of the most important decisions in life is deciding on a job. I first come to this country without knowing any English. Therefore, I have a hard time finding a job. I applied everywhere, but no one call me for a job. For that reason, I had attending college for one year, I applied at a shoe store, and they hire me right away. My plans are to transfer to the university; after that, I can easily found a better job. 3. My son became a "snackaholic." There was a time when he eats three big meals a day. Now, he only want to snack. Popcorn, cookies, candy, soft drinks: these is his favorite foods.

Twenty Questions 2 5.2 INFORMATION QUESTIONS• Board Game• You're the Reporter• A Business for Your Town 5.3 INFORMATION QUESTIONS• Question and Answer Practice• Answering Ads 5.4 TAG QUESTIONS• Tag Questions 105 These games and activities concentrate on the practice of question word order inverb tenses. Although the worksheets may feature just one tense, you can adapt them for other tenses, or as a review for all verb forms. See Chapters One and Twofor other games and/or activities that also use questions as part of the activity. 5.1 YES/NO QUESTIONS 1. SHORT ANSWERS 1 Materials: Worksheet 33A or 33B, or your own strips with answers Dynamic: Pairs/Small groups of three or four. Give eachgroup a strip with short answers on them. Have the students worktogether to write questions for the answers NOTE: If you are using a worksheet, choose the one appropriate toyour level. Preferably, use the worksheets as models for making yourown. 2. Have each group read the questions and answers aloud and let therest of the group judge whether the questions are appropriate. 2. SHORT ANSWERS 2 Materials: None Dynamic: Pairs/Small groups Time: 25 minutes Procedure: 1. Divide the class into pairs or groups of three or four. Have eachgroup write five short answers on a piece of paper. You can eitherlimit the answers to certain verb tenses or let students use anytense for review. 2. Each group exchanges papers with

He has seemed to want to eat constantly, but only sweets or chips. What has happened to my good little eater? Could it be that he follows the example of his parents? I questions 5.1 YES/NO QUESTIONS. Short Answers 2. Are You the One? Human Bingo. Twenty Questions 1.

Return the papers to their originators and have the group or pair that created the answers now check that the questions written bythe other group or pair are good matches for their answers. 3. ARE YOU THE ONE? Materials: Worksheet to each student. Tell them tocirculate, asking questions as in the model for each of the phrases. Example: Worksheet: plays volleyball? Student A: Do you play volleyballl? Student A: Do you play volleyball? Student A: Do you play voll If thestudent answers no, the questioner continues until he/she findssomeone who answers yes. 3. When a student completes the worksheet, he/she sits down, butshould be prepared to answer other students' questions. 4. Go over as many of the questions/answers as time allows. NOTE: You can limit answers to only one yes answer per students. Or you may want to allow students to write aclassmate's name as many times as that student answers yes. 4. HUMAN BINGO Materials: Worksheet 35A Dynamic: Whole class Time: 20 minutes NOTE: Worksheet 35A contains some items in the present perfect, soit should be used only with intermediate/advanced classes.

Byadapting the worksheet to eliminate the present perfect, you can usethis game in beginning classes. Use the blank Worksheet 35B tocreate your own game. At the higher levels especially, you may wantto use the blank to create a game that is more interesting for yourstudents by using "real" information about them. Procedure: 1. Copy a handout for each student. Worksheet 35A is for reviewingall verb forms. To limit this activity to one verb tense, reword thephrases so that the questions are in that tense and use Worksheet 35B.

106 107 2. Review question formation, if necessary, so the students are able toform questions from the prompts. 3. Tell students to circulate, asking their classmates questions as indicated by the prompts. If a student answers yes, the student answers yes, the 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 andthird row across). e. Use any other variation you choose. 5. After a winner is found, go over the tense used and why (could befact or habit) and some of the answers ("Who speaks Spanish?" "Who has more than one pet?"). SUGGESTION: This is a great game to play at any holiday time. Fillin the blank worksheet with prompts related to the holiday andwhatever tense you're working on at the time. 5. TWENTY QUESTIONS 1 Materials: None Dynamic: Whole class Time: 10 minutes Procedure: 1. Choose a category (famous people, occupations, food, animals, etc.) 2. Choose one student to answer questions from the rest of the class. Show the student a word on a piece of paper (what he or she is). The word should be an object or person. Have this student to answer only yes/no questions. Their purpose is todiscover the identity of the student in front of the class. The classis allowed only 20 questions. If they can guess the student sidentity before or by the twentieth question, the class wins. If they can guess the student wins. (Although this is based onthe popular "Twenty Questions" game, you may want to actually a received a student wins. (Although this is based onthe popular "Twenty Questions" game, you may want to actually a received a student wins. clear before the activity begins.) Variation: To make the game more challenging, especially at the higher levels, you may want to omit step 1 so that the students use up some of their guestions determining the category. 6. TWENTY QUESTIONS 2 Materials: Small pictures Dynamic: Whole class Time: 15 minutes Procedure: 1. Tape a small picture on the back of each student, staying withinthe same category (movie stars, politicians, animals, professions, etc.). 2. The students circulate and ask each other yes/no questioners before answering. Circulate around the class to help out if the students are not sureof the answer. Instruct the students that they can answer "I don'tknow" if they are unsure and you are not available to ask. In theexample below, the first two questioned know the identity of the person in the following questions could be used with a famous-person picture: Examples: Am I a woman?Do I have blond hair?Did I win an award?Have I been in more than one movie this year? If using a different category such as professions, the following type of questions may be asked: Do I work in a hospital?Am I wearing a uniform?Do I work in an office? 3. For a competition, the first student to discover his/her identitywins. If it is not a competition, set a time limit and try to have asmany students discover their identities as possible. When astudent discovers his/her identity, be sure that he/she continuesto answer questions for those students who are still quessing 108 109 5.2 INFORMATION QUESTIONS 1. BOARD GAMEMaterials: Worksheet 36 One die per group, one marker for each student Dynamic: Groups Time: 20 minutes Procedure: 1. Divide the class into groups of four. Give each group one die, onegame board, and a marker for each student in the group. 2. The students roll the die and move around the game board bymaking questions for the answers on the board. The otherstudents in the group judge whether the questions that arise. 3. The first student in each group who reaches the end is the winner.

2. THE NEWLYWED GAME Materials: 4 or 5 large pieces of paper for each student volunteers or nominations from the class to form four setsof "newlyweds." There will be four "husbands" and four "wives." Choose a theme, such as food, work, weekends, or relatives, to give the couples a focus in preparing their "marriage." 2. If your theme is food, tell the "husband" and "wife" pair to a different part of the room toexchange information. Stress that only the "husband" needs to getinformation from the wife at this stage. The "wife" doesn't need toknow about the eating habits of the "husband." 3. Have the remaining students come up with a list of questions (based on the theme) that will be directed to the "husbands." Possible questions: What does your wife put in her coffee? What is her favorite fruit? What is her favo

think of a prize, such as an all-expenses-paid week in Hawaii. 5. When you have four or five questions and the "husbands" and "wives" sit on opposite sides of the room, facing each other. Write the couples' names on the board and askfor a volunteer scorekeeper. Have another volunteer be theannouncer; give the announcer the questions. 6. The announcer reads the questions slowly and carefully to thecouples. Both "husbands" and "wives" write down their answers. (Other students watch to make sure there is no eye-contact or hand signals between them.) 7. When all the questions have been asked and the answers written, the announcer reads the questions again, but this time the couplesshow what they have written. The scorekeeper gives points if theanswers match. The winning couple gets the prize. 8. Switch roles. Choose a new theme and have the "wives" getinformation from the "husbands." Repeat the steps. (At this point, you may want to choose new "couples.") 3. YOU'RE THE REPORTER Materials: One newspaper article for each student Dynamic: Pairs Time: 40 minutes Procedure: 1. Either provide a newspaper article for each students to bring one to class (a previous night's homeworkassignment). If you have time, distribute old news magazineswhich students read the article and

45 minutes Procedure: 1. Discuss with the class what types of businesses there are in your area and what types of businesses students might like to set up. 2. Divide the class into groups of approximately four. Tell the groupsthat they are going to research and design a new business for their town. To determine whether the business will be successful, they must design a simple survey (5-10 questions) that will give them the students come up with Wh- questions for their survey. The following questions could be used for a shoe store. What kind of shoes do you wear? How many pairs of shoes do you have? How much do you spend on a pair of shoes (on average)? What color shoes do you like? Where do you like? Where do you like? Where do you buy your shoes? How many people are there in your family? 4. Students should write simple questionnaires and make copies foreach group member. (You may need to do this.) Each membershould do at least five interviews with people in the community members, students regroup and compare results. Results can be compiled in the form of a bargraph. They can then make an educated decision about whetherthe "business" will fail or succeed. The groups then present their business" will fail or succeed. The groups then present their business in a mini-presentation. 5.3 INFORMATION QUESTIONS 1. QUESTIONS 1. QUESTIONS 1. QUESTIONS 1. QUESTIONS 2. QUESTIONS 3. QUESTION

write five to eight Wh-questions based on it. 3. Divide the class into pairs. Have the partners check each other'squestions by reviewing the material in thenews articles. 110 111 4. A BUSINESS FOR YOUR TOWN Materials: Pencils and paper Dynamic: Groups Time:

of questions for this activity. Make questions withenough words so that each student will have one card. Example: Where has he already traveled? Cards or strips: 2. Arrange students in groups corresponding to the number of wordsin each question. Give each group one cut-up question. 3. Have the group put the words into correct question order. Whenthey have finished, call each group to the front of the class andhave the students stand in order, holding the cards.) The rest of the classjudges if the order is correct NOTE: This activity can be used at any level. Just prepare questionsthat cover the tenses/structures that you want to review. If you want to review at any level. Just prepare questionsthat cover the tenses/structures that you want to review. If you want to review at any level. Just prepare questions are also activity can be used at any level. Just prepare questions are also activity can be used at any level. Just prepare questions are also activity can be used at any level. Just prepare questions are also activity can be used at any level. Just prepare questions are also activity can be used at any level. Just prepare questions are also activity can be used at any level. Just prepare questions are also activity can be used at any level. Just prepare questions are also activity can be used at any level. Just prepare questions are also activity can be used at any level. Just prepare questions are also activity can be used at any level. Just prepare questions are also activity can be used at any level. Just prepare questions are also activity can be used at any level. Just prepare questions are also activity can be used at any level. Just prepare questions are also activity can be used at any level. Just prepare questions are also activity can be used at any level. Just prepare questions are also activity and activity can be used at any level. Just prepare questions are also activity and activity are also activity are also activity and activity are also activity and activity are also activity and activity are also activity at all activities are also activity at a second activity and activity are also activity at all activities are also activities are also activity at all activities are also activities are also activities at all activities at all activities are also activities at all activit Write a list of answers about yourself on the board. Divide theclass into groups of approximately three. Students are to writelogical and grammatical questions that correspond to youranswers. Accept any questions that fits the answer. For example, ifyou write "1995" on the board, you would have to accept questions that correspond to youranswers. 113 such as When were you married?

you got married? How many sweaters do you own? How many years have you been teaching? 2. After all groups have finished, go around and have each group a point if thequestion is grammatically correct. In the first example above, allgroups would get one point. But if a question is grammatically incorrect, such as How old is you?, do not give them a point. Tellthem it doesn't matter what the "real" question is as long as it isgrammatical, although students usually want to know if they are correct (unless they are being purposely funny). To satisfy their curiosity, you could give one point for a grammatical question andthen another point (or 1/2 point) to the group(s) that have the "real" question. Sample answers: 1. Linda. 5. Yes, once. 2. Buffalo, N.Y. 6. Next month. 3. Two. 7. Since 1987. 4. Yes, I do. NOTES: I usually use 10 answers, but that is up to you. Also, if youplan to give extra points for the "real" question, put on the boardonly the information that you are willing to share about yourself. While it is more interesting to play this game at intermediate andadvanced levels with a variety of verb tenses, it can be played at thebeginning level if you write answers that generate questions usingonly the verb forms the students have studied. For variety, you canincorporate frequency adverbs and modals. As a follow-up, have students write short answers about themselveson a piece of paper, then exchange papers with a partner who willdevise questions. Last, the students exchange papers again and discuss the accuracy of the questions—first grammatically, and then factually. 3. WHAT'S THE QUESTION 2? Materials: Worksheets 37A and 37B Dynamic: Pairs Time: 20 minutes Procedure: 1. Arrange students in pairs and give one student Worksheet 37Aand the other Worksheet 37B. They should work separately towrite the appropriate question for each answer.

The questionsmust correspond to the underlined work? Such questions as Where did Kathy work? would not be acceptable. 2. The partners exchange papers and check each other's questions. They also help each other rewrite any

4. QUESTION AND ANSWER PRACTICE Materials: Notecards Dynamic: Whole class Time: 15 minutes Procedure: 1. Before class, write one notecard shouldhave a subject (person) and a time expression. Examples: 2. Have students sit in a circle. Hand out the notecards and giveeveryone a minute or two to think about the question they willask, using the information on their notecard. For example, if anotecard says "Your friends do last night? Any grammatical question is acceptable aslong as it uses the words on the card. 3. After giving everyone a minute or two, choose one student tobegin. That student chooses any other student in the class andasks his/her question. The answerer replies in any logical 114 She / every day You / in the morning The president /every week Your children /weekends The teacher /on Fridays My friends and I / on Saturday nights 115 way, using the correct tense. The asker then accepts the answer ifcorrect, or asks for clarification if he/she detects an error. (You mayneed to facilitate here when you are the only one who detects an error.) This activity can be used to practice only one tense at a time, or itcan be used as a review of many tenses. It becomes a real listeningactivity when students can also be given an answer card. On the answer card isonly a verb in the simple tense. The students answering has to usethat verb in his/her answer in the appropriate tense. 5. ANSWERING ADSMaterials: Several "for sale" and give Partner A one ad, Partner B adifferent ad. Car or apartment ads work well. The students taketurns role playing telephone

you need foryour class. If you want the student pairs to act out their roleplaying for the class, you may want to provide a different when theyare presented to the class. 5.4 TAG QUESTIONS Materials: Worksheet 38 Dynamic: Whole class Time: 20 minutes Procedure: Give each student a copy of the worksheet. Direct the students tofill in the missing tag questions. 2. The students then circulate, asking their classmates the questions. When they receive a yes answer, they write the students to fill in the missing tag questions. 2. The students to fill in the missing tag questions. 3. If you do this as a competition, the first student who finishes is the winner. Otherwise, after all students to fill in the missing tag questions. 4. The students to fill in the missing tag questions. 4. The students to fill in the missing tag questions. 4. The students to fill in the missing tag questions. 4. The students to fill in the missing tag questions. 4. The students to fill in the missing tag questions. 4. The students to fill in the missing tag questions. 4. The students to fill in the missing tag questions. 4. The students to fill in the missing tag questions. 4. The students to fill in the missing tag questions. 4. The students to fill in the missing tag questions. 4. The students to fill in the missing tag questions. 4. The students to fill in the missing tag questions are students. 4. The students to fill in the missing tag questions are students. 4. The students to fill in the missing tag questions are students. 4. The students to fill it is a student to fill it is a studen have finished or a certainperiod of time has passed, ask students at random to give answers. Example: Instructor: Who was absent from school yesterday, Maria? Maria? Yoko was absent from school yesterday, Maria? Worksheet 33A: SHORT ANSWERS (PRESENT/SIMPLE PAST) Yes, he does. No, they aren't. Yes, it is. No, he isn't. Yes, it does. No, we don't. Yes, it did. No, you weren't. Yes, we were. No, I don't. Yes, I sometimes do. No, we didn't. Yes, I did. No, I wasn't. Yes, you are. No, he isn't. Yes, I am. No, I didn't.

conversations based on the ads. Forexample, Partner A calls Partner B and asks questions abouthis/her ad. How old is your car?What color is it?Are there many miles on it? 2. Student B supplies answers based on the information in the ad. Ifsome information is missing, instruct students to give a reasonableanswer. For example, if student A asks, "What color is your car?" and the ad doesn't mention color, Student B makes up an answer. 3. Reverse roles, with Student A to inquire abouthis/her ad. NOTE: Each student Bs a different one. Thatis, you will need only two ads and copy the number

Yes, they were. No, we aren't. No, I am not. Yes, he was. No, we don't. Yes, it has. No, he hadn't. Yes, it does. No, we didn't. Yes, I usually have. No, you hadn't. Yes, we were. No, she didn't. Yes, she had. No, it isn't. Yes, she was. No, we haven't. Yes, it does. No, I hadn't. Yes, we were. No, I haven't. Yes, I sometimes do.

No, we didn't. Yes, I do. No, I wasn't. Yes, you are. No, he hasn't. Yes, I am. No, I didn't. Yes, they have. No, we had not. No, I am not. Yes, he has. No, we don't. Yes, they did. × 119 © 1 997 Pre nti ce H all Reg ents .Du plic ation f or c lass room use is perm itted. Fun with Grammar Worksheet 34A: ARE YOU THE ONE? (PRESENT TENSE) plays volleyball speaks three languages likes cats more than dogs has traveled to Europe watches TV every day has a last name that begins

Make a tic tac toe grid on the board with singular (or plural) forms of nouns.

withthe same letter as yours likes to go to the movies is afraid of snakes likes to speak English takes the bus to school Ask your classmates questions using the phrases. When you get a yes answer, write your classmate's name in the blank across from the phrase.

If you get ano answer, continue asking classmates the same question until someone givesyou a yes answer. 120 © 1 997 Pre nti ce H all Reg ents .Du plic atio n f or c lass room use is perm itte d. Fun with Grammar Worksheet 34B: ARE YOU THE ONE? (ALL TENSES) has been to Disneyland speaks more than two languages had a headache last week is going shopping this weekend has gone to more than one moviethis month has a first name that begins withthe same letter as yours had graduated from high school orcollege before coming to this school will go to college is older than you are was late to class this week Ask your classmates questions using the phrases. When you get a yes answer, write your classmate's name in the blank across from the phrase. If you get ano answer, continue asking classmates the same question until someone givesyou a yes answer. 121 © 1 997 Pre nti ce H all Reg ents .Du plic ation for c lass room use is perm itted. Fun with Grammar Worksheet 35A: HUMAN BINGO has gonewater skiing has been to Hollywood eats atfast-food restaurantsmore than three times a week has morethan one pet was active insports in high school had atoothache inthe last year is singlelistens to music whilestudying speaks Spanish is a partyanimal has gotten aspeeding ticket has had a jobknows how to use accomputer has seen atourist attraction in Europe has a youngerbrother has gonebungeejumping has blue eyeshas metsomeonefamous knows whatthe limbo is can nametwo U.S. presidents has seen the Grand Canyon can drive astick-shift car has four livinggrandparents was late forclass this week forgot tobrush teeth this morning 122 © 1 997 Pre nti ce H all Reg ents .Du plic atio n f or c lass room use is perm itte d. Fun with Grammar Worksheet 35B: HUMAN BINGO 123 © 1 997 Pre nti ce H all Reg ents .Du plic atio n f or c lass room use is perm itte d. Fun with Grammar Worksheet 36: BOARD GAME My rent is dueon Thursday. We're going toDisneylandbecause my friend has neverbeen there. I have freckleson my nose. I love horses. He's goingbald. I'm planningto graduatein the fall. I've had aheadache all day. I failedthe test. I need toborrow some money forlunch.

I'm worriedabout my sister. She's neverbeen this late before. He twisted hisankle and couldn't goon the ski trip. There's a firetruck out front. I just couldn'tresist. My sisterlives in Wyoming. I got myhair cut. I gained a lotof weightover theholidays. He's cryingbecause another kidpushed him. My shoes areworn out. That man justgrabbed my purse! THE END START I love toswim. I'm going tothe moviestomorrow

I have threecats and dog. My family livesfar from here. I look justlike my grandmother. The water inthe bathtub is overflowing. This bookbelongs to my best friend. I ran out ofgas, and I don't have anymoney with me. I had a doctor's appointment at 10:30. His name is Matthew.

She pokedme in the eye. She's mymother. I have somefree time later today. I just boughta new Mustang convertible. 124 © 1 997 Pre nti ce H all Reg ents .Du plic ation for c lass room use is perm itted. Fun with Grammar Worksheet 37A: WHAT'S THE QUESTION 2? Write a question for each of the answers. Use a question word that corresponds to the underlined parts of the sentence. Example: Kathy worked yesterday. 1. John watched T.V. 2. Mary studied in the library. 3.

She was talking to Debbie. 4. The movie began at 7:30. 5. Ali went to the dentist because hehad a cavity. 6. My watch cost \$35.00. 7. I bought three bags of ice. 8. They missed the party becausethey had a flat tire. 9.

I am going to the zoo today. 10. Akiko saw a movie last night. When did Kathy work? 125 © 1 997 Pre nti ce H all Reg ents .Du plic ation for each of the answers. Use a question word that corresponds to the underlined parts of the sentence. Example: Kathy worked yesterday. 1. Jeremy played baseball. 2. José rode his bike to school. 3. I was writing a letter to mymother. 4. Class begins at 8:00. 5. Ken stayed home last nightbecause he didn't have enoughmoney for the movie. 6. Kenji has three sisters. 7. I spent \$300.00 on gifts for myfamily. 8. My parents were angry because Ididn't leave any gas in the car. 9. Mohammed is going to visit menext week. 10. Yuko bought a new coat at themall. When did Kathy work? 126 ©

1 997 Pre nti ce H all Reg ents .Du plic atio n f or c lass room use is perm itte d. Fun with Grammar Worksheet 38: TAG QUESTIONS Write the missing tag questions on for c lass room use is perm itte d. Fun with Grammar Worksheet 38: TAG QUESTIONS Write the missing tag questions until you find someone who answers yes. Writethat student's name in the space before the questions. 1. You were absent from school yesterday, ? 2. You know at least three languages, ? 3. You will visit your relatives when you return home, ? 4. You had a job in your country, ? 5. You're thinking of getting married next year, ? 6. People should be more careful when they drive, ? 7. You live with a roommate, ? 8. You can ski, ? 9. You have been in this city for more than three weeks, ? 10. You will travel after this school term ends, ? 6.1 SINGULAR-PLURAL. Fill-in Chart. Relay. Mouse Story. Tic Tac Toe. Concentration. NONCOUNTNOUNS • Scavenger Hunt 1 • Scavenger Hunt 2 (Categories) • Name That Noun • Grammar's Wild • What's in Your Refrigerator/Kitchen? 6.5 ARTICLES • Scavenger Hunt 3 • Article Pass-Along • Error Analysis Draw NOUNS 6 6.1 SINGULAR-PLURAL 1. FILL-IN CHART Materials: Worksheet 39A, 39B, or 39C Dynamic: Pairs Time: 20

minutes Procedure: 1. Have students work together in pairs to complete the worksheet appropriate to their level. (39A is for thelowest level.) 2. Check each pair's worksheet as they finish. The first pair tocomplete the chart successfully wins. If some answers are incorrect, you can either indicate the incorrect answers or tellthem how many are incorrect answers or pieces of chalk Dynamic: Teams Time: 10 minutes Procedure: 1. Divide the class into two teams and have each line up on the opposite side of the room. 2. On the board, make two lists of the same singular nouns, but indifferent order. (Variation: list the plural forms.) 3. Give the first person in line a piece of chalk or marker (dependingon your board type).

He/She goes to the board and writes the correct plural form of one word, then passes his/her marker to thenext person in line. Each student can write only one plural form, but may correct as many incorrect forms on the board as he/shewants. 4 When you call "Time!" the team with the most correct answerswins, 128 129 3. MOUSE STORY Materials: Worksheet 40 Dynamic: Pairs Time: 20 minutes Procedure: 1. Divide the class into pairs, and give each pair a copy of theworksheet. 2. The students read the story and change the underlined nouns will not need to be changed. 3. Go

over the answers when pairs have finished. Variation 1: If this game is a competition, tell the students to call you over as soonas they finish. The first pair who has all the answers correct, wins. If apair calls you over but has mistakes, the game proceeds until awinning paper is found. Variation 2: You may want to use this story in other ways. After you have checkedthe answers, you can divide the class into small groups and have thempractice retelling the story in their group without using the worksheet, and then tell the story to you. The group that most closely retells the story "wins." Variation 3: For oral practice, have the pairs role play the story. They will be practicing the singular/plural forms as they act out the story. Chooseone pair (or ask for volunteers) to present its role play to the class. 4. TIC TAC TOE Materials: Worksheet 41, board Dynamic: Teams Time: 10 minutes Procedure: 1.

Divide the class into two teams. 2. The teams take turns coming to the board and writing in oneplural (or singular) form under the word of their choice. If astudent from team X writes a correct response, itmarks a large O over the space. 3. The first team that succeeds in having three of its marks in a

rowis the winner. NOTE: You may want to discuss blocking strategy, but usually students can figure it out themselves or are limited to choosing ablank with a word whose form they are sure of. FOLLOW-UP: Divide the class into groups of three and give each group a copy of the worksheet. There are three games on theworksheet. Two students will be the players (X and O), and thethird student is the judge who may have his/her book open to checkthe answers. In the second and third games, the students alternateroles, so that each student gets to play two games and is a judge ina third games, the student student gets to play two games and is a judge ina third game. 5. CONCENTRATION Materials: Board Dynamic: Groups Time: 20 minutes Procedure: 1. Draw a blank grid with only numbers on the board (see below). Divide the class into teams of about five. 2. Each team takes turns calling out two numbers, trying to match asingular and a plural form. As the number from your filled-in grid. Caution the teams to wait until you write the word before they callout a second number. 3. If a team makes a match, leave the answers on the board anddraw an "X" through them. The team then takes another turn. If the team does not make a match, erase the two words. 4. Team members may talk together, but remind them that this is also a memory game, so no writing is allowed. NOTE: You can use any size grid, but be sure to have an evennumber of spaces. You can use this game to review plural forms, or acombination. On the board:1 2 3 4 56 7 8 9 1011 12 13 14 1516 17 18 19 20 On the instructor's paper:1 match 2 dishes 3 country 4 glass 5 radios6 monkey 7 toy 8

baby 9 countries 10 babies 11 potato 12 glasses 13 matches 14 leaves 15 toys 16 potatoes 17 dish 18 monkeys 19 radio 20 leaf 130 131 6. BALL TOSS Materials: Any soft ball or beanbag Dynamic: Whole class Time: 5 minutes Procedure: 1. Have students sit or stand in a circle. Decide if you want them toprovide the singular or the plural form when they catch the ball. 2. Begin the game by tossing the ball to a student and saying a noun. If you said a singular noun, the student and says a new noun. Example: Instructor: city Student A: citiesmouse Student B: micechild Student C: childrenradio, etc. 6.2 NOUNS AND ADJECTIVES 1. PICTURE SENTENCES Materials: Large magazine pictures procedure: 1. Give each pair of students a magazine picture dictionaries may work well also). The picture should have several objects in it. Have the pairs write 5-10 sentences about the pairs write 5-10 sentences about their picture and a noun in each sentences. 2. When the pairs have finished, have the students in each pair taketurns holding up their picture and reading out their sentences. 132 6.3 AGREEMENT 1. ERROR ANALYSIS Materials: Worksheet 42A or 42B Dynamic: Small groups Time: 25

minutes Procedure: 1. Divide students into small groups of approximately three. Give each group a copy of the worksheet appropriate to your class level. 2. Instruct the members of each group to work together to find theerrors indicated after each paragraph.

3. Students exchange papers with another group. Go over theanswers to make sure each group found the errors indicated and can correct them. 6.4 COUNT-NONCOUNT NOUNS 1. SCAVENGER HUNT 1 Materials: Magazines to share in class Dynamic: Small groups Time: 15 minutes Procedure: 1. Arrange the class into groups of three or four. Give each groupseveral magazines to cut up. (You may want to assign students tobring in magazines in advance, or provide them yourself.) 2. Have the groups look for noncount nouns and cut out pictures containing as many of them as they can find in the time provided. The group that finds the most correct pictures wins. (That is, if agroup cuts out a picture of a table, for example, that picture cannotbe counted.) Variation: Assign a certain number of count and noncount nouns (perhaps 10 ofeach) and a time limit. The group that finds the most of each, wins. SUGGESTION: Instead of giving magazines to each group, you cankeep the magazines on a front desk or in another central location. Each group can take two. When a group finishes with a magazine, the students return it to the table and exchange it for another. Instead of cutting out the pictures, the group state and exchange it for another. Instead of cutting out the pictures, the group state and exchange it for another. Instead of cutting out the pictures, the group state and exchange it for another. Instead of cutting out the pictures, the group state and exchange it for another. Instead of cutting out the pictures, the group state and exchange it for another. Instead of cutting out the pictures, the group state and exchange it for another. Instead of cutting out the pictures, the group state and exchange it for another. Instead of cutting out the pictures are stated as a state and exchange it for another. Instead of cutting out the pictures are stated as a state and exchange it for another. Instead of cutting out the pictures are stated as a state and exchange it for another. Instead of cutting out the pictures are stated as a state and exchange it for another. Instead of cutting out the pictures are stated as a state and exchange it for another. Instead of cutting out the pictures are stated as a state and exchange it for another. Instead of cutting out the pictures are stated as a state and exchange it for another. Instead of cutting out the pictures are stated as a state and exchange it for another. Instead of cutting out the pictures are stated as a state and exchange it for another. Instead of cutting out the pictures are stated as a state and exchange it for another. Instead of cutting out the pictures are stated as a state and exchange it for another. Instead of cutting out the pictures are stated as a state and exchange it for another. Instead of cutting out the pictures are stated as a state and exchange it for another. Instead of cutting out the pictures are stated as a stated as

most pictures of objects in the stated category. At the end of the time period, wins. Variation: Give each group a different category. At the end of the time period, each group with the most acceptable answers wins. 3. NAME THAT NOUN Materials: Objects brought in by students Dynamic: Whole class Time: 15 minutes Procedure: 1. The day before, tell students to bring in two objects from home--one a count noun and one a noncount noun. Encourage them to find unusual items. 2. Collect the objects and distribute them around the class with anumber for each. 3. Have the students walk around, looking at the objects. On a paper, they write what noun they think each number indicates and whether it is count or noncount. They can write only one noun foreach number (so if two apples and a paper, they write what noun they think each number indicates and whether it is count or noncount. pear have the same number, they must write "fruit"). 4. Go over the answers and have students check how many they gotcorrect. SUGGESTION: Bring in your own objects to use as noncount nounsbecause these will be more difficult for students to find. 4.

Arrange students in groups of three or four. Give each groupseveral magazines to cut up (or make lists from). (Either havestudents bring in magazines as a previous homework assignmentor provide them yourself.) 2. Assign a category of noncount nouns (liquids, abstracts, weather, meat, whole groups, etc.) and a specific time limit. The group withthe

GRAMMAR'S WILD Materials: Colored 3" x 5" and 5" x 7" cards. Divide the class into teams. 2. Give each team a set of noun cards and the three heading cards. (To make it easier for you to reuse, use different-colored sets ofcards.) Each team must sort their cards into the appropriate categories of count, noncount, or both. 3. The team that sorts the cards correctly and finishes first is thewinner. 5. WHAT'S IN YOUR REFRIGERATOR/KITCHEN? Materials: None Dynamic: Pairs Time: 30

minutes Procedure: 1. Review expressions of quantity if necessary. 2. Divide the class into pairs. Have each pair make one sentencecontaining each expression of quantity you have studied, using thedifferent foods they have in their grammar book, or you can give them a list. This is a list of some suggested expressions of quantity. a couple of a number of lots of onea few all many plenty of a little both most several great deal of each much somea lot of every no 3. Check the sentences as each pair finishes. (To check the sentences, one pair reads its sentences to another pair.) The pair that finishesfirst with all correct sentences wins. SUGGESTION: You can expand this activity to topics other than therefrigerator, such as other rooms in the house or other buildings. 134 135 6.5 ARTICLES 1. SCAVENGER HUNT 3 Materials: Magazines for students to share Dynamic: Small groups Time: 15 minutes Procedure: 1. Divide the students into groups of three or four. Give each groupseveral magazines to cut up. (You can assign students to bring inmagazines on a front desk and let

students trade in magazineswhen they are through. This provides for better circulation of themagazines. Set a limit that each group can have at any one time.) 2. Have the groups look for nouns that take the article a or thearticle an. You may want to assign a certain number (find 10 ofeach). The students can either cut out the pictures in the timeprovided, or make a list of the objects they find. Or make the gamecompetitive by seeing which group can find the most pictures that correctly depict the items in the time specified. Examples of pictures: a book an applea cat an elephant 2. ARTICLE PASS-ALONG Materials: Worksheet 43 Dynamic: Groups Time: 15 minutes Procedure: 1. Divide the class into groups of four or five. Give each group a copy of the worksheet. 2. Assign a time limit and have the students in each group worktogether to fill in the missing articles. Have the groups or, if you have a small class, do thegame as a whole-class activity. Give each student a copy of thehandout.

Have students write their names on the page and fill in asmany articles as possible in the time allowed. When you say "Pass," they pass the paper to the next students correct the last paper they ended up with (unless it is their own). 3. ERROR ANALYSIS DRAW Materials: Worksheet 44 or make your own Dynamic: Teams on opposite sides of the room. If your class is large, you can divide the class into several teams. 2. A student from the first team comes to the front of the class and selects a strip, reads the strip aloud, and decides if the sentence iscorrect, the student must correct it. NOTE: Generally it is better not to let the team help, but if you are using small teams or want more interaction, you can have the team help, but if you are using small teams or want more interaction, you can have the team help, but if you are using small teams or want more interaction, you can have the team help, but if you are using small teams or want more interaction, you can have the team help, but if you are using small teams or want more interaction, you can have the team help, but if you are using small teams or want more interaction, you can have the team help, but if you are using small teams or want more interaction, you can have the team help, but if you are using small teams or want more interaction, you can have the team help, but if you are using small teams or want more interaction, you can have the team help, but if you are using small teams or want more interaction, you can have the team help, but if you are using small teams or want more interaction, you can have the team help, but if you are using small teams or want more interaction, you can have the team help, but if you are using small teams or want more interaction, you can have the team help. student who drew the strip. SCORING: If the sentence is correct and the student correctly identifies a sentence as incorrect but fails toprovide an accurate correction, the other

team (or next team if youhave more than two) can "steal" a point by correcting the sentence. That team then goes on to draw its own sentence. SUGGESTION: Make your own strips so that the grammar reflects the content of your class. 136 137 Worksheet 39A: FILL-IN CHART (LOWER LEVEL) © 1997 P ren tice Hall R egen ts.D upl icat ion for classro om use is permit ted. Fun with Grammar Write the correct plural form for each word. Call your instructor to checkwhen you have completed the chart. SINGULAR PLURAL city key tomato radio mouse house man pan fish wish foot boot mother this kiss that hat life line fox lock 138 Worksheet 39B: FILL-IN CHART © 1 997 Pre nti ce H all Reg ents .Du plic ation for c lass room use is perm itted. Fun with Grammar Write the correct plural form for each word. Call your instructor to checkwhen you have completed the chart. SINGULAR PLURAL kiss this that mouse house man pan boot foot tooth booth zoo potato goose sheep cactus class shell shelf box 139 Worksheet 39C: FILL-IN CHART (HIGHER LEVEL)© 199 7 P ren tice Hall Regents. Duplication for classroom use is permit ted. Fun with Grammar Write the correct plural form for each word. Call your instructor to checkwhen you have completed the chart. SINGULAR PLURAL box ox hero piano auto chief thief louse house tooth booth this kiss bat that root boot man ban blouse goose 140 Worksheet 40: MOUSE STORY © 1 997 Pre nti ce H all Reg ents .Du plic ation for c lass room use is perm itted. Fun with Grammar Change the underlined nouns to their plural forms if necessary. A town mouse and a country mouse were so the country mouse invited his to his home in the field. The town mouse came, and they sat down to a dinner of and The town mouse was not impressed by this He said, "You live no better than the and other here. You must come and see all the you can eat at my " The town mouse then took the country mouse back to town with him. The town mouse showed the country mouse the kitchen full of and other food. They were just about to eat when two came running into the kitchen and scared the two away. They hid and waited for these to leave. They tried to eat again, but this time they were scared away by a working in the kitchen. Finally, the country mouse said, "You may have many here, but I prefer my home where I can have a simple dinner in peace!" 1. 10. 2. 11.

3. 12. 4. 13. 5. 14. 6. 15. 7. 16. 8. 17. 9. 18. luxury18 woman17 kid16 mouse15 child14 roll,13 apple,12 pastry,11 cookie,10 house.9 thing8 insect7 ant6 dinner.5 vegetable.4 root3 friend,2 friend,1 141 Worksheet 41: TIC TAC TOE 199 7 Pren tice Hall Regents.D uplication for classroom use is permit ted. Fun with Grammar mouse child fish fish tooth man foot man goose house knife fox tomato book brush zero party zoo rose shelf girl baby banana city puppy tray island 142 Worksheet 42A: ERROR ANALYSIS (LOWER LEVEL) © 1 997 Pre nti ce H all Reg ents .Du plic atio n f or c lass room use is perm itte d. Fun with Grammar A. Clothes can tell a lot about a person, but we can't judge a person by the clothes they wears. In

my country, a lot of peoples judges a personby what name brand of clothes they wears. A lot of times, peoplestalks about what clothes their friends wears or says some peopleswears inappropriate clothes to high school. 7 subject-verb-agreement errors 3 number-agreement errors 3 number-agreement errors 3 number-agreement errors 4 number-agreement errors 5 number-agreement errors 6 number-agreement errors 7 number-agreement errors 8 number-agreement errors 9 number-a wearing baggy clothes--at least two size larger than whatthey should be wearing. This people are surfers. Personally, I believe that the reason surfers wears baggy clothes are they always has wetsuits on in order to be ready for waves. 4 subject-verb-agreement errors 3 number-agreement errors C. We have some important decision to make in our lives. We can't runaway from them and needs to choose what is best for us. The threemost important decisions for me are where to study, choice of jobs, andwhom to marry. All of them is important ones, We has to choose whether we will marry or not. If we doesn't marry, it mean that we will not have a family--includingour own children. The decision about whom we'll marry are difficult tomake also. In conclusions, we can't predict what will happen and howour lives will be influenced by those decision, but we has to decide evenif it turn out bad. 7 subject-verb-agreement errors 5 number-agreement errors D. There is a lot of important thing in a lifetime. The most important thing for a young people is to get a good education. Also, everyone need to settle down by having a

families because it isimportant in order for civilization to continue. However, being happywith oneself is truly the most important thing in life. 4 subject-verb-agreement errors 5 number-agreement errors 5 number-agreement errors 143 Worksheet 42B: ERROR ANALYSIS (HIGHER LEVEL)© 199 7 P ren tice Hall R egen ts.D uplicat ion for classro om u se i s permit ted. Fun with Grammar A. I has lived in Poland most of my life, and there is a places that Iremembers very well. It is a short, dark streets with building on bothside. The buildings are very tall—at least four floor.

There are anentrance, but no exit from these street. The windows looks dirty, butit is only shadow and window coverings that makes them look dark. Most people keep them clean and nice. I thinks about these placeoften because I spent most of my lives there with many good friend. 6 subject-verb-agreement errors 8 number-agreement errors B. Explorers has lived in almost all times and in almost every countries. There is many interesting books written and lots of adventure moviemade about them. We can see that an explorer's life is not justinteresting, but it is also dangerous. In my opinion, explorers should be strong and brave, smart and experienced, and also has a sense of adventure. subject-verb-agreement errors 2 number-agreement errors 2 number-agreement errors C. All the government of democratic nations makes laws according to thenecessity of the social life of the country at the moments the law isenacted. After many year, some of that laws becomes inadequate, and there are an attempt by citizen to change them. This is what ishappening in the U.S. now regarding gun control. In my opinion, alaw that control guns is necessary because it reduce slaughters, gunaccidents and violence in general. 5 subject-verb-agreement errors 5 number-agreement errors 6 number-agreement errors 6 number-agreement errors 7 number-agreement errors 8 number-agreement errors 8 number-agreement errors 9 number-agreemen oranother. Some peoples even says that dreaming is a sign that we aresleeping the perfect sleep. Throughout time, it have always been atop priorities to figure out the nature of dreams. Although ourknowledge of dreams are still in a primitive stage, we has alreadymanaged to divide them into category. The majority of people willagree that

nightmares, daydreams and visions are the most commontypes of dream. 6 subject-verb-agreement errors 5 number-agreement errors 5 number-agreement errors 144 Worksheet 43: ARTICLE PASS-ALONG © 1 997 Pre nti ce H all Reg ents .Du plic ation for class room use is perm itted. Fun with Grammar Fill in the blanks with the appropriate article: a, an, the, or 0.1. yellow dog that belongs to my brother is old dog. 2. Does Yasuyuki drive truck or car? 3. My sister's boyfriend works at restaurant across from school he attends. 4. My new watch is made of gold. 5. When Martha heard terrible news, she was filled with sadness. 6. women generally live longer than men. 7. Many people return to college after working for several years. 8. The teacher said, "You may take break if you have finishedrest of test." 9. I'm going to market on Hill Street. Can I get you anything? 10. After Thanksgiving weekend, you would probably agree that football is more important to you—good health or money? 13. If telephone in the kitchen rings, will you pick it up? 14. radio had biggest influence on people untilinvention of television. 15. One reason Rafael bought his house is that backyard is a goodplace for his kids to play. 16. What is quickest way to get to mall? 145 Worksheet 44: ERROR ANALYSIS DRAW© 199 7 P ren tice Hall R egen ts.D uplication for classro om use is permit ted. Fun with Grammar Japanese eye contact between women and a men is impolite. Eyes, hands, and entire body help express what we want to say. When people meet for the first time, they shake hands. Gestures are used by

If a guy and a girl are sitting together on a sofa and talking aboutsomething, and suddenly the girl is moving and tossing her hair, this signals her interest in the guy. When we are talking, we like to see the people's eyes. Body language is part of our system of communication. The gestures mentioned earlier are also important to interpret nonverbal

The misinterpretation of nonverbal signals can cause the serious problems between cultures. The way a person stands or sits can reflect his self-image.

This example reminds me of the memories of the past 24 years. People can tell by the wrinkles on others' faces what they have done inthe past. Pronouns 7 7.1 PRONOUNS 1. CONCENTRATION Materials: Board and markers or chalk Dynamic: Groups Time: 25 minutes Procedure: 1. Draw a blank grid on the board. Keep a copy of the filled-in grid on a piece of paper. Divide the class into groups of four or five. 2. Each team takes turns calling out two numbers, trying to make amatch between subject and object pronouns, or subject andpossessive pronouns, etc.

Tell the students before the game beginswhat they are expected to match. As the team calls out thenumbers, write the words are a match, draw a line through the words, but leavethem on the grid, and give that team a point and an extra turn. Ifit is not a match, erase the words. 4. This is a memory game, so no one may write during the game. Team members may talk together to make a match, but only onestudent should call out the numbers. On the board: Your paper copy: 2. POSSESSIVES Materials: Worksheet 45 Dynamic: Teams Time: 10 minutes Procedure: 1. Divide the class into two teams and have them stand in lines, 1 I 2 ours 3 theirs 4 you 5 they6 she 7 we 8 X 9 its 10 he11 it 12 mine 13 yours 14 hers 15 his 1 2 3 4 56 7 8 9 1011 12 13 14 15 2. Using the worksheet, read a sentence to the first student in Team 1. The student must change the possessive adjective and noun to apossessive pronoun. Example: This is my pen. This is mine. 3. If the student answers correctly, he/she scores a point for the team. In either case, the student on Team 2. 4. The team with the most points at the end of the line. Read thenext sentence to the first student on Team 2. 4. The team with the most points at the end of the line. Read thenext sentence to the first student on Team 2. 4. The team with the most points at the end of the line. Procedure: 1. Divide the class into two teams and have them form two lines oneither side of the board. 2. Divide the board in half and write ages or a no answer for a question, but you should not write both. Ifyou ask a question such as "Is Jim home?," you should have either "Yes, he is" or "No, he isn't"—but not both.

Example: Yes, he is. Yes, we are. No, she doesn't. No, it isn't. Yes, they are. Have the first two students in line come to the board. Read out aguestions. Use nouns that the students need to match withthe correct pronoun in the answer. Also be sure you do not readquestions in the order of the board. The students need to search for the correct answers. Example questions for the above answers: a. Is your father retired?b. Does Madonna live in Chicago?c. Do you and your sister live together?d. Are you and your family happy here?e. Are all your relatives still in Japan?f. Is that your dog? 148 149 4. Stress that speed is important.

The first student who checks thecorrect answer gets a point for his/her team. 5. You can write as many answers as you want to keep all the questions in the same tense, or youcan mix tenses, which will allow you more answers. Since the focusis on pronouns, it does not matter what tense you use, as long as it is one your class knows. NOTE: To make this activity more relevant to your class, try to use the names of students in the class in your questions where possible. 4. FILL IN THE BLANKS Materials: Worksheets 46A and 46B Dynamic: Pairs Time: 10 minutes Procedure: 1. Use the worksheets or create your own story. Divide the class intopairs and give each pair one of the worksheets.

other song lyrics Tape player and recorded song (optional) Dynamic: Pairs Time: 15 minutes Procedure: 1. Make copies of song lyrics with the pronouns above the song, as in Worksheet 47A. 2. If it is clear what the pronouns should be from the text, have thestudents work in pairs to provide missing pronouns. Then play thesong for the students to check their work. 3. If it is not clear what the pronoun should be (if the answer couldbe she or he), do this activity as a listening activity. The studentsfill in the blanks individually as they listen to the song. Then, witha partner, they check their answers and discuss why the pronoun was—he, she, we can all sound alike, but the context should make the choiceclear.) Go

Have the studentsfill in the blanks in the story with the correct pronouns. 2. When all pairs have finished, go over the story together. SUGGESTION: For stories, use fairy tales, fables, summaries of TV shows ormovies, or make up your own. 5. SONGSMaterials: Worksheet 47A or 47B or

over the lyrics as a class. SUGGESTION: Although you will probably want to use lyrics forwhich you have the music, another song that works well for thisactivity is "Running Scared" (Roy Orbison). 6. CROSSWORD Materials: Worksheet 48 Dynamic: Pairs Time: 10 minutes Procedure: 1. Divide the class into pairs, and give each pair a copy of theworksheet. 2. The first pair that successfully completes the crossword wins. 7. WHAT'S THE ANSWER? Materials: Worksheet 49 Dynamic: Pairs Time: 15 minutes Procedure: 1. Divide the class into pairs and give each pair a copy of theworksheet direct them whereto go next.

2. The first pair to finish the worksheet successfully wins. 150 151 Worksheet 45: POSSESSIVES© 199 7 P ren tice Hall R egen ts.D uplication for classro om use is permit ted. Fun with Grammar 1. I have your books. 2. Is she your baby?

3. Do you have my dictionary? 4. That new car is their car. 5. This is your jacket; it isn't my jacket. 6. This is my test paper. 7. Did you bring his ID? 8. Those aren't our tickets.

We have our tickets. 9. Did you see her project? 10. My purse is leather; her purse is straw. 11. Your car is nice, but our car is nicer. 12. The winning science project is my project. 13. I like your sweater better than my sweater better than my sweater better than my sweater better than my sweater. 14. His experience was worse than her experience are their brownies. 17. The books on the table are their brownies. 18. I sold my computer. 19. That cocker spaniel is our dog. 20. Their shoes are outside. 152 Worksheet 46A: FILL IN THE BLANKS © 1 997 Pre nti ce H all Reg ents .Du plic ation for class room use is perm itted. Fun with Grammar A GROUP OF FRIENDS I have a friend named John who is a student. John has two brothers, older brother, Tad, now lives in San Francisco. is a beautiful city, as you know. I met (the two brothers) when were all working at the mall after school. John and Tad's younger brother, Paul, lives in Austin, Texas. is a swinging, single guy with two girlfriends. One girlfriend is a singer, and sings every night with twin sister. The other girlfriend lives in an apartment with pet dog. is a huge German shepherd. This dog likes to go camping with , so take with them every chance get. is pretty much a "people" dog. By that, I mean doesn't like to be left alone. Now that know a little bit about John, two brothers, and , read on to find out more about . 153 Worksheet 46B: FILL IN THE BLANKS © 199 7 P ren tice Hall R egen ts.D upl icat ion for classro om u se i s pe rmit ted. Fun with Grammar NUISANCE Once upon a time, there was a tomcat named Lisa, but for some reason, seemed to like everyone but. The harder Lisa tried to please, the more Nuisance thought of things could do to annoy. One day Lisa's friend brought over a beautiful hanging plant. hung in bedroom window. Then the two friends went out to dinner. When returned, found the plant on the floor. "What happened to?" asked friend, but Lisa knew, and do too, don't? That Nuisance! Another time, ran away and was gone for three months. Lisa asked the people in the apartment building to help search for . all agreed to help, but no one found Nuisance. Just when had given up hope, turned up. Nuisance spent whole life doing things like this to Lisa, but she always forgave . 154 Worksheet 47A: SONGS © 1 997 Pre nti ce H all Reg ents .Du plic atio n f or c lass room use is perm itte d. Fun with Grammar Choose a pronoun from the list to fill in each blank as you listen. Subject pronouns Object pronouns Possessive adjectives "He Stopped Loving Her Today" said 'll love 'till die told ," 'll forget in time." As the years went slowly by, still preyed upon mind. He kept picture on wallAnd went half crazy now and then. But still loved through it all, Hoping 'd come back again. Kept some letters by bedDated nineteen-sixty two. had underlined in redEvery single "love ."

went to see just today. But didn't see no tears. All dressed up to go away. First time 'd seen smile in years. REFRAIN: stopped loving today. They placed a wreath upon door. And kept running through mindThis time, 's over for good. REFRAIN myyourhisher itsourtheir meyouhimher meyouhimh om u se i s pe rmit ted. Fun with Grammar Fill in the blanks with the appropriate pronoun or adjective. "The Erie Canal. 've hauled some barges in our day, Fifteen miles on the Erie Canal. 's a good ol' worker and a good ol' worker and a good ol' pal, Fifteen miles on the Erie Canal. 've hauled some barges in our day, Filled with lumber, coal and hay. And know every inch of the way From Albany to Buffalo. REFRAIN: Low bridge, everybody down! Low bridge, for 're coming to a town! And 'll always know neighbor, 'll always know neighbor, 'll always know pal, If 've ever navigated on the Erie Canal. Get up there, mule, here comes a lock 'll make Rome about six o'clock, One more trip and back 'll qo, Right back home to Buffalo. REFRAIN 156 Worksheet 47B (CONTINUED): SONGS © 1 997 Pre nti ce H all Req ents .Du plic ation for class room use is perm itte d. Fun with Grammar Fill in the blanks with an appropriate pronoun. "Red River Valley" From this valley they say you are going, We will miss bright eyes and sweet smile, For say are taking the sunshine, That brightens pathway awhile. REFRAIN Come and sit by side if love me, Do not hasten to bid me adieu, But remember the Red River Valley And the

girl that has loved so true. Won't think of the valley 're leaving? Oh, how lonely, how sad will be, Oh, think of the fond heart 're breaking, And the grief are causing and the grief are causing. REFRAIN From this valley say are going, When go, may darling go, too? Would leave behind unprotected? When loves no other but? REFRAIN I have promised, darling, that never Will a word from lips cause pain; And life, will be forever If only will love again. REFRAIN 157 Worksheet 48: CROSSWORD 199 7 P ren tice Hall Regents. Duplication for classroom use is permit ted. Fun with Grammar ACROSS 3. Third person plural objectpronoun. 6. That book belongs to us. It is. 8. Subject pronoun that corresponds to me. 9. Third person plural possessive pronoun that corresponds to me, it is. DOWN 1. "Where do live?" 2. Refers to my brother. 4. Goes along with she. 5. If it belongs to me, it is. DOWN 1. "Where do live?" 2. Refers to my brother and sister. 10. Neutral pronoun. 13. If we want something, we'll askyou to give it to . 7 109 86 5 1 43 2 11 12 13 158 Worksheet 49: WHAT'S THE ANSWER? © 1 997 Pre nti ce H all Reg ents .Du plic ation f or c lass room use is perm itted. Fun with Grammar With your partner, choose the best answer and follow the instructions for your choice. 1. That book is .a. I Go to # 3 c. mine Go to #8b. me Go to #16 d. my Go to #17.6. No. This is a subject pronoun. Try again. 4. No. This is a possessive adjective. Try again. 5. Yes. Go to #7.6. No. The subject is neither male nor female. Try again. 7. John had a

See that book? Please give to me.a. him Go to # 6 c. her Go to # 6b. it Go to # 19 d. them Go to # 10 10. No. The subject is singular.

is good for you. a. it Go to # 15 c. they Go to # 11b. its Go to # 4 d.

know my name? a. he Go to # 11 c. I Go to # 21b. you Go to # 23 d. she Go to # 11 13. No. This is an object pronoun, but it does not make any sense here. Try again. 14. Yes. Go to # 9.15. Yes. Try again.11. No. The verb does not agree. Try again.12. Do Fruit is neither masculine nor feminine. Go to # 22.16. No. This is an object pronoun. Try again.17. YES! You really know your pronouns! You have finished the quiz correctly.18. No. This pronoun does not agree with the subject. Try again.19. Yes. Go to # 12.20. Eat fruit.

. a. it Go to # 13 c. she Go to # 3b. her Go to # 17 d. me Go to # 13 23. Yes. Go to # 20. Prepositions 8 8.1 PREPOSITIONS OF TIME AND PLACE. Magazine Search. Scavenger Hunt. Prepositional Chain he Go to # 6 21. Grammatically OK, but a strange question to ask. Try again.22. My sister asked to borrow my sweater, so I gave it to Drill• Error Analysis• Preposition Bee 8.2 PHRASAL VERBS• Concentration• Tic Tac Toe• Preposition Bee 8.2 PHRASAL VERBS• Concentration• Time: 15 minutes Procedure: 1. On the board, write a list of prepositions of place that the studentshave studied Divide the students into groups of three or four andgive each group several magazines.

the contents of the picture, using prepositions of place. Example: The dog is under the table is next to the man. The table is in front of the window. 4. The group that found a picture allowing them to correctly use themost prepositions of place from the list on the board wins. NOTE: With an intermediate group, choose a wider range

You may want to ask studentsto bring in their own. If you are supplying them, be sure that they are supplying them, be sure that they are for the groups a time limit and have them search through their are pictures. 2. Give the groups at time limit and have them search through their are pictures. 2. When the time is up, each group goes to the front of the class, holds up its picture, and explains (in sentences)

ofprepositions that they have already reviewed. 2. SCAVENGER HUNTMaterials: Worksheet 50, objects filled in Various objects provided by instructor Dynamic: Pairs Time: 20 minutes Procedure: 1. Before students come into the classroom, distribute various objects around the room, placing them in visible positions that students come into the classroom, distribute various objects around the room, placing them in visible positions that students come into the classroom, distribute various objects around the room, placing them in visible positions that students come into the classroom, distribute various objects around the room, placing them in visible positions that students come into the classroom into the classr their prepositions of place. List the objects on the worksheet. 2. Divide the class into pairs and give each pair a copy of theworksheet. 160 161 3. The students look around the room for each object listed on theworksheet and write a complete sentence describing its location. The first group wins. 3. PREPOSITIONAL CHAIN DRILL Materials: None Dynamic: Whole class Time: 10 minutes Procedure: 1. Review prepositions of place. 2. Take a small object, such as a pen, and do something with it, thendescribe your action. (Put the pen on the desk and say, "I put thepen on the desk and say, "I put thepen on the desk and say, "I put thepen on the desk and say, the pen on the de different preposition of place. 5. The student then passes the object to the next student and asks, "What did we do with the pen?" That student repeats what theteacher did and what the first student are being to the next student and asks, "What did we do with the object. Thesecond student then passes the object to the next student are being the first student and asks, "What did we do with the object. Thesecond student are being the first student are being the first student and asks, "What did we do with the object. These student are being the first student. Example: The first student are being the first student are being the first student are being the first student. Example: The first student are being the first student are being the first student are being the first student. The first student are being the first student are being the first student. The first student are being the first student are being the first student. The first student are being the first student are being the first student are being the first student. The first student are being the first student are being the first student. The first student are being the first student are being the first student. The first student are being the first student are being the first student. The first student are being the first student are being the first student are being the first student. The first student are being the first student are being the first student. The first student are being the first student are being the first student are being the first student. The first student are being the first student are being the first student are being the first student. The first student are being the first student. The first student are being the first stu

pen on the desk. What did I do withthe pen? Alfredo: You put the pen on the desk. (to the next student, Damian) I put the pen on the desk. Alfredoput the pen above his head. I put the pen on the desk. (to the next student) What did we do with the pen? Damian: The teacher put the pen on the desk. (to the next student) What did we do with the pen? Damian: The teacher put the pen on the desk. (to the next student) What did we do with the pen? Damian: The teacher put the pen on the desk. (to the next student) What did we do with the pen? Damian: The teacher put the pen on the desk. (to the next student) What did we do with the pen? Damian: The teacher put the pen on the desk. (to the next student) What did we do with the pen? Damian: The teacher put the pen on the desk. (to the next student) What did we do with the pen on the desk. (to the next student) What did we do with the pen on the desk. (to the next student) What did we do with the pen on the desk. (to the next student) What did we do with the pen on the desk. (to the next student) What did we do with the pen on the desk. (to the next student) What did we do with the pen on the desk. (to the next student) What did we do with the pen on the desk. (to the next student) What did we do with the pen on the desk. (to the next student) What did we do with the pen on the desk. (to the next student) What did we do with the pen on the desk. (to the next student) What did we do with the pen on the desk. (to the next student) What did we do with the pen on the desk. (to the next student) What did we do with the pen on the desk. (to the next student) What did we do with the pen on the desk. (to the next student) What did we do with the pen on the desk. (to the next student) What did we do with the pen on the desk. (to the next student) What did we do with the pen on the desk. (to the next student) What did we do with the pen on the desk. (to the next student) What did we do with the pen on the desk. (to the next student) What did we do with the pen on the desk. (to the n continues until no one can do something differentwith the pen that can be described using a preposition of place on it. 4. ERROR ANALYSIS Materials: Worksheet 51 or other similar picture Dynamic: Pairs Time: 20 minutes Procedure: 1. Divide the class into pairs severalsentences you have written about the picture, as on the worksheet. Some sentences should be accurate, and others incorrect. 2. The pairs read the sentences about the picture and decide if they are correct or incorrect in their preposition usage. If they are incorrect, they must correct them. 3. When a pair is finished, check their work. If this is a competition, the first pair to finish the worksheet correctly wins. If using this activity as a review activity, go over the answers together wheneveryone has finished. SUGGESTION: As a follow-up activity, have each pair write 10True/False sentences with which to challenge another pair. 5. PREPOSITION BEE Materials: Worksheet 52A or 52B for instructor's use Dynamic: Teams Time: 10 minutes Procedure: 1. Divide the class into two teams. Have them line up along oppositewalls, or arrange their desks in two lines.

2. The first student from Team A steps to the front of the class. Reada sentence, omitting the preposition. The student must fill in theblank. Several answers will probably be possible; give the team apoint for any appropriate answer. 3. Alternate students from the two teams until everyone has had aturn or you are out of time. The team with the most points wins. SUGGESTION: Instead of reading the sentences, use an overhead andreveal one sentence at a

time. This avoids repetition and helps the students to focus on the sentence. NOTE: You may want to make your own sentences based on theprepositions your class has covered. This activity could also be doneat a higher level with sentences using phrasal verbs. 162 163 8.2 PHRASAL VERBS 1. CONCENTRATION Materials: Board, instructor's grid Dynamic: Groups Time: 25 minutes Procedure: 1. Draw a grid on the board with just the numbers. On a paper, yourgrid will have the answers written in. NOTE: In the example below, the phrasal verbs have been takenfrom the list in Fundamentals of English Grammar. Several of theverbs in the chart below can take more than one particle, but thelist is usually limited to one or two combinations. It is important tochoose combinations you have

studied and to limit entries so thatthree or even four matches are not possible. If you have studiedmore than one combination (such as ask out, ask over, and askaround) and you want to review them using this activity, you willneed to use some particles more than once. That way, the studentswill be able to make matches such as ask out, are not askaround) and you want to review them using this activity, you willneed to use some particles more than once. That way, the studentswill be able to make matches such as ask out, are not askaround) and you want to review them using this activity, you willneed to use some particles more than once. own chart will be geared to the lessons in your class. On the board: Instructor's grid: 2. Divide the class into groups of about five. Tell them that this is amemory game and no writing is allowed. Explain that they are looking for matches and will get a point for each match. They canconfer as a team, but you will accept an answer only from the student whose turn it is. They can call out two numbers together thefirst time since no one knows where any of the words are. Insubsequent turns, they should wait for you to write the first answerbefore they call out their second number. 1 ask 2 back 3 drop 4 up 5 through6 around 7 out 8 off 9 down 10 fill11 in 12 get 13 write 14 start 15 throw16 over 17 away 18 put 19 fool 20 call 1 2 3 4 56 7 8 9 1011 12 13 14 1516 17 18 19 20 3. As the first student calls out numbers, write the words that correspond to these numbers in the blanks. Ask the class if it is amatch. If not, erase the words that correspond to these numbers in the blanks. Ask the class if it is amatch. If not, erase the words that correspond to these numbers in the blanks.

appropriate preposition, you canset up the grid to review meaning. Your instructor's grid might thenlook like this model. Follow the same rules for the game above. Instructor's grid: 2. TIC TAC TOE Materials: Board, Worksheet 53 (optional) Dynamic: Teams Time: 10 minutes Procedure: 1. Draw a tic tac toe grid on the board with the first word of thephrasal verbs written in. Divide the class into two groups. 2. A student from Team X comes to the board and writes in thecorresponding particle for the verb he/she selects. If correct, he/shedraws his/her mark in the square (an X). (You may choose toaccept only combinations you have studied in class or that are listed in the students' books, or you may decide to accept any correct combination.

Whichever you decide to accept, make yourdecision clear to the students before playing the game.) 3. A student from Team O then comes to the board and does thesame. If an answer is incorrect, the student cannot draw his/hermark and erases the answer. The next player on the other teammay choose that same square or another square 9 start a machine/ light 10 throw out 11 make up 12 shut off 13 be careful 14 put off 15 discard 16 wake up 17 postpone 18 turn on 19 watch out for 20 finish 1 2 3 4 up 56 around 7 8 9 1011 12 13 14 1516 17 18 19 fool 20 call 164 165 4. The first team with three marks in a row wins. NOTE: You will probably want to explain game strategy such

Dynamic: Teams Time: 30 minutes Procedure: 1. Put a sentence using a phrasal verb on one side of as many indexcards as you need. Review and discuss phrasal verbs.

asblocking, but often the student's choice is based on which verbhe/she knows. 5. As a follow-up, divide the class into groups of three and use theworksheet. One student is X, one is O, and the other is in chargeand can have his/her book open to the verb page to judge whetheran answer is correct. After the first game, the students shouldrotate roles so that the judge is now one of the players. Continueuntil all students have had a chance to be the judge. As you willsee, some of the verbs on the handout take several different prepositions. As long as the students make an acceptable phrasalverb, the answer is correct. NOTE: The items on the worksheet come from the list in Fundamentals of English Grammar. If this worksheet is notappropriate to your class, modify it. Variation: On the grid on the board (or on a modified worksheet), fill in thesquares with both parts of phrasal verbs. When a student selects acertain square, he/she must use the phrasal verb in a completesentence which demonstrates understanding of the meaning. If thesentence is correct, the student puts his/her team's mark in thatsquare. Example: ask out do over fill upget off give up try on turn off make up hang up A student from Team X chooses "give up." The student then makes asentence orally: I couldn't understand the assignment, so I gave up. The sentence must reflect the student's understanding of the meaning the phrasal verb. A sentence such as I gave up or Don't give up isnot accepted as being correct, the studentwrites an X over the square. A student from Team O then chooses asguare and makes a meaningful sentence using that phrasal verb. Alternate turns until one team has three in a row or the game is adraw. 3. PREPOSITION BEESee the directions for the Preposition Bee on page 162. UseWorksheet 54 or a similar list of your own sentences. 4. BEAT THE CLOCK Materials: 3" x 5" cards (see sample)

3. Show the students the front of a card. The first student (A or B)who answers with a phrasal verb in a sentence with the correct tense, his/her team gets an extra point. Example: Card: I raised my children in Ohio. Student response: bring up I brought my children up in Ohio. Sample cards: FRONT BACK I raised my children in Ohio. bring up I met John by chance at therun intomall. Tell Jill to return my call. call back Please be sure to arrive forshow upthe test at exactly 8:00. 166 167 5. "UP" VERBS Materials: 3" x 5" cards Dynamic: Pairs/Small groups Time: 20 minutes Procedure: 1. Write one verb on each card. Choose some verbs that can also bephrasal verbs with up)get (can be used with up)get (

groups of three or four. Give eachgroup a stack of verb cards. 3. Tell the students to divide the cards into two piles: verbs withup/verbs without up. 4. When all the up verbs are found, have the students take turns explaining the meaning of each phrasal verb to the other students in the group. Variation: Make three identical sets of vocabulary cards. Divide the class intothree teams. Tell the students to find the up verbs. The team that finds the most up verbs wins. Each correct up verb is worth one

point. For each incorrect up verb, subtract one point from the total score. Usethe same procedure for any phrasal verb pattern (for example, out, away, through, etc.). 6. PHRASAL CHALLENGE Materials: None Dynamic: Pairs to write down eightphrasal verbs and their meanings that they think the rest of theclass will not know. 2. After they are finished, join two pairs and have the first pairchallenge the other pair. Each pair takes turns reading the phrasalverbs from their list and having their opponents answer correctly, they get a point. The pair withthe most points wins. 4. For homework, have the students use the phrasal verbs that they missed in correct sentences. 7. STORY TIME Materials: 3" x 5" cards, writing paper Dynamic: Small groups Time: 40 minutes Procedure: 1. Divide the class into groups of three, and give each group writes down a different phrasal verb on each of their index cards. You may want to let them use the lists in their books. Have them write the definition of each phrasal verb on the back. 3. Have the groups quiz each other as to meaning by showing onlythe front of the card to another group. 4. Next, each group makes a sentence orally for each phrasal verb. Rotate the cards again until each group has seen every card andcan make a logical sentence. Monitor the groups during this phase. 5. When the students have a good grasp of the definitions, returntheir original phrasal verb cards to them. Each group now writes aparagraph using all of

their phrasal verbs. 6. When the students have finished, rotate their papers clockwiseand the 3" x 5" cards counterclockwise and a new set of cards.) 7. Each group reads the paragraph and adds a second paragraph, using their new group of phrasal-verb cards. 8. Have them repeat steps 6 and 7. Each group should now have athree-paragraph story, 9. Return the original story to each group read the students to look itover and make any changes they think are necessary. Have onestudent from each group read the story to the class. Collect thestories for a final teacher correction. 168 169 8. CLASS SURVEYMaterials: 3" x 5" cards in four different colors list of difficult phrasal verbssheets of newsprint and markers (optional) Dynamic: Groups Time: 40 minutes Procedure: 1. Choose four themes and for each theme make up a set of questions, using the phrasal verbs that you want to practice.

(You may want to have the students compile a list.) Examples: Family:Do you take after your father or your mother?Did you grow up in a large family?Do you get along well with your brothers and sisters?Are you named after anyone in your family? School:Do you go over your notes after class?Do you try to get out of doing your homework?Do you ever have to lookout for? 2. Write one set of questions on one yellow card, one set of questions on one green card, etc. 3. Divide the class into groups.

(Four groups of four works well, butfive groups of five or three groups of three also works. Put extrastudents into existing groups to work as pairs.) 4. Tell the students that they are going to do some investigation into the society of the classroom by doing a survey. Give each group aset of same-color cards and a theme: The Yellow Group—Family; The Green Group—Friends, etc. Give the questions of their own if they wish or ifthere is extra time. Any additional questions must include aphrasal verb. 6. When each member has an identical set of questions, the teamsstand up and form new groups with one member of each colors, they can work as partners within the group.) 7. In their new groups, the students take turns interviewing each group member. The yellows ask their questions first and record thedata, then greens, then blues, etc. Everyone asks everyone else inthe group his/her questions.

8. The students reform their original same-color groups, summarizetheir findings, and present them to the entire class. If timepermits, have the groups prepare a visual on newsprint in theform of a pie chart, a graph, a list of statistics, or another type ofvisual. The posters can be part of the presentation and later be putup around the board. NOTE: To save time, write out the duplicate cards yourself oncolored index cards or copy one set of questions on different-colored paper. This will take the place of step 5. Collect the cards yourself oncolored index cards or copy one set of questions on different-colored paper. This will take the place of step 5. Collect the cards and reusethem in later classes. SUGGESTION: This activity works well with preposition combinations instead of phrasal verbs. Examples: Best Friends: What do you look for in a best friend? Is your best friend patient with you? Do you ever hide anything from your best friend? Do you ever argue with your best friend? Work: Are you content with your best friend? Do you ever take advantage of you by having you doextra work? 170 171 Worksheet 50: SCAVENGER HUNT© 199 7 P ren tice Hall R egen ts.D uplication for classro om u se i spe rmit ted. Fun with Grammar With a partner, find the objects on the list. They are all located somewhere in the classroom. Then write a complete sentence that includes a prepositional phrase to describe each object's location. Objects: 1. 6. 2. 7. 3. 8. 4. 9. 5. 10. Locations: 1. 2. 3.

6. 7. 8. 9. 10. 172 Worksheet 51: ERROR ANALYSIS © 1 997 Pre nti ce H all Reg ents .Du plic ation for class room use is perm itted. Fun with Grammar With your partner, decide whether the sentences desribing the picture arecorrect or incorrect. If they are incorrect, correct them. The cat is under the table. 7. The baby is beside the father. 8. The hot dogs are next to the plates. 9. The chairs are under the table. 10. The grill is in front of the man. 1. The bird is on the umbrella. 2. The sandwiches are behind the salad. 3. The spatula is on the man's hand. 4.

Have the students create sentences or dialogues and practice or ally. 2. Divide the class into two teams, A and B. Arrange the teams so that Team A's desks. If using tables, have Team A sit on one side and Team Bon the other side.

The hammock is between a tree and a pole. 5. The dog is under the table. 173 Worksheet 52A: PREPOSITION BEE (LOWER LEVEL)© 199 7 P ren tice Hall R egen ts.D uplication for classroom. 4. I have a doctor's appointment 10:30. 5. Scott was born June. 6. Do you have any money your wallet? 7. I am standing Sarah and Alison. 8. I'll meet you the library this afternoon. 9. Our classroom is the office.

10. Before the test begins, please put your books the table.

Keiko attends class 9:00 2:30.

12. What time does it get dark night? 13. I'll be my office after class if you want to talk to me. 14. Please keep your notes your n heresomewhere. 19. The back seat is the driver's seat in a car. 20. I'm going to take my dog for a walk. 21. The children pressed their noses the glass to see what wasinside the store. 174 Worksheet 52B: PREPOSITION BEE (HIGHER LEVEL) © 1 997 Pre nti ce H all Reg ents. Du plic ation for class room use is permitted. Fun with Grammar 1. I'll meet you 4:00, give or take 15 minutes. 2. Mary was walking from her car when I saw her. 3. It's raining; you'd better put a coat your dress. 4. Marco was walking the river when he fell in. 5. He set the vase the table. 6. The basketball went the hoop. 7. The sign warned people not to lean the newly painted wall. 8. My

partner's eyes kept closing the entire presentation. Itwas so embarrassing! 9. Shut the computer if you are the last to leave, 10. Max is Mexico, but he has lived here for 10 years, 11. You can't get Jasmine's attention when she is a group ofher friends, 12. There were many accidents the big storm last week, 13. The glass fell her hands the floor, 14. Because of my allergies, the doctor told me I would have to gochocolate. 15. My house is located the city limits.

Your final essays are due May 27, 17. Jordan was born the last day of July, 18. I sat in the middle seat, Luci and Claudia, 19. Because of all the trees, I can't see what is thosebuildings, 20. Dogs must be their yards or on a leash, 21. Is there any holiday that is celebrated the world? pay hand look put try wake make shut run do figure grow find fill tear ask call drop write watch pick look keep hang hang give fill 175 Worksheet 53: TIC TAC TOE © 1997 Prentice Hall Regents. Du plic ation for class room use is permitted. Fun with Grammar 176 Worksheet 54: PREPOSITION BEE (PHRASAL VERBS) © 1 997 Prentice Hall Regents. Du plic ation for class room use is permitted. Fun with Grammar 1. I first asked my girlfriend on a date two years ago. 2. I had a message to call you . 3. Rumi gave on her math homework because she couldn'tfigure the problems. 4. My handwriting was so messy that my teacher told me to do myhomework . 5. Ali is very easy-going; he gets everyone. 6. If the classroom gets too hot, take your sweatshirts andsweaters. 7. Watch! There's a big pothole in the road. 8. The copy machine ran paper, so I couldn'tmake you copies. 9. I need an alarm clock to wake. 10. They are tearing the old building on the corner. 11. I'll lend you the money if you promise to pay me. 12. Before our teacher hands our tests, she always tells us toput our books . 13. Yuji is not a serious student; he is always fooling in class. 14. I know this class is difficult, but try to get it. 15. Hitoshi grew in a small town in Japan. 16. Cassio hung the phone before I could ask him about thehomework. 17. I like to buy clothes, but I hate trying them . 18. If you don't know how to spell a word, look it in thedictionary. 19. Elena lost her essay and had to start . 20. I ran my former teacher in the parking lot today. I hadn'tseen him in three years. Adjective Book. Opposites 9.2 ADJECTIVES IN SENTENCE CONTEXT. Match the Description. Make a Sentence. What's in the Bag?. Pass It On. On-the-Spot Reports 9.1 IDENTIFYING ADJECTIVES 1. SCAVENGER HUNT Materials: Magazines to share Dynamic: Groups Time: 15 minutes Procedure: 1. On the board, write a list of items you want the students to find apicture of. Each item should include an adjective and noun. Examples: a happy person an unusual person acouple of magazines (or assign each student to bring in a magazineas the previous night's homework). Another

method of distributing magazines is to keep a pile of magazines on a table and restricteach group to two magazines at a time. In order to get a newmagazine, they must trade in one of their two. In this way, thestudents are not limited to one or two magazines that may nothave good pictures so they can show them to theother groups. You may want them to paste the pictures on paper, hold them up, or arrange them on their desks or a table. Thestudents would then be put together on a poster. 2. OPPOSITES BOOK Materials: Magazines or catalogs, construction paper Dynamic: Individuals/Pairs Time: 30 minutes Procedure: 1. Have students bring in magazines, studentslook for picture of opposites, cut them out, and paste each picture of opposites, cut them out, and paste each picture of opposites, cut them out, and paste each picture of opposites, cut them out, and paste each picture of opposites, cut them out, and paste each picture of opposites, cut them out, and paste each picture of opposites, cut them out, and paste each picture of opposites, cut them out, and paste each picture of opposites, cut them out, and paste each picture of opposites, cut them out, and paste each picture of opposites, cut them out, and paste each picture of opposites, cut them out, and paste each picture of opposites, cut them out, and paste each picture of opposites opposites of opposites of opposites of opposites of opposites of o picture of someone who is angry, and the next page have someone looking happy, for example.) 178 179 2. When they have found as many opposites as possible or when timeis up, the students staple the pages together into an "OppositesBook." 3. The students can then exchange books to look at the pictures otherstudents have found to depict opposite adjectives. SUGGESTION: You can give them a list to find. The students can easily find pictures of these adjectives. comfortable/uncomfortable

common/uncommonbad/good happy/sadhealthy/sick important/unimportantinteresting (boring) beautiful/uglynecessary/unnecessary clean/dirtypleasant/unpleasant polite/impolitebig/small cheap/expensivecold/hot dangerous/safedark/light dry/wetempty/full fast/slowfat/thin hard/softheavy/light long/shortmessy/neat modern/oldfashionednoisy/quiet old/youngsour/sweet strong/weak Variation: By labeling the pictures, the students can exchange books with a classmate and have the classmate try to supply the adjectives. 3. OPPOSITE-ADJECTIVE BINGO Materials: A bingo board (Worksheet 55A, 55B, or 55C) for each student, markers Dynamic: Whole class Time: 15 minutes Procedure: 1. Give each student a bingo board and markers to cover the words (paper squares, tiles, beans, etc.). You may want to give them time tolook over the words on the board. Explain that when you call out "hard," the students cover up "soft," 2. The first person who covers five adjectives in a row is the winner. Check the answers. If the student has made a mistake, continue thegame. (For variation, you could allow four corners or a cross, etc.) Variations: Give everyone the same board so they will all hit bingo at the sametime. Or make your own from the blank board (Worksheet 55D). Youmight also

give the students blank boards and write a list of adjectiveson the board. The students then choose from that list to fill in theirboards in any order they want. Since the words you write on the board, the students cannot writein their own adjectives. 4. ADJECTIVE CHARADES Materials: Worksheet 56, cut up Dynamic: Teams Time: 20 minutes Procedure: 1. Cut Worksheet 56 into pieces and keep them in a hat, box, or baq.Divide the class into teams. 2. A student from the first team draws a slip with an adjective on itand must act out the adjective for his/her teammates. Set a timelimit. If the team does not guess it, the other team (or teams) has chance to "steal" the answer. 3. Give a point to the team if it guesses correctly in the timelimit, orto the team does not guess it, the other team (or teams) has chance to "steal" the answer. Play then passes to the next team if it guesses correctly in the timelimit, orto the team that steals the answer. Play then passes to the next team if it guesses correctly in the timelimit is reached. 5. WHAT DOES IT REMIND YOU OF? Materials: Worksheet 57 Dynamic: Groups Time: 20 minutes Procedure: 1. Divide the students into groups of four. Give each student a copy of the handout and have everyone fill in the chart under "you" with aplace, person, or thing that the adjectives remind him/her of. 2. Have each student take turns asking the other three members of the group. what the adjectives remind them of. The students thenrecord this information on their charts. 3. Compare charts as a class by asking who had the same ideas intheir group, who gave an unusual or funny answer, etc. 180 181 9.2 ADJECTIVES IN SENTENCE CONTEXT 1. MATCH THE DESCRIPTION Materials: Worksheets 58A and 58B or your own cards Dynamic: Whole class Time: 30 minutes Procedure: 1. Give each student two cards: one with a description of themselves (Worksheet 58A, cut up). Each student assumes the identity of his/her description from Worksheet 58A. 2. The students may not look at anyone's A card. They must circulate and ask each other questions to find that person. ("Areyou tall?" "What are you wearing?") At the same

time, the other students will be asking questions tomatch their B cards. John should be prepared to look at his A cardto answer questions addressed to him even when he is finished asking questions. 3. When a match is made, the student with the B card takes the otherstudent's A card. The students do not sit down until they have bothgiven up their A card and received another student's A card. 4. When everyone has finished, you can ask some questions: "Who is handicapped?" Variation: For a less complicated game, keep the B cards but use small pictures from a magazine instead of A cards. When a match is made, the personwith the description card takes the picture card. 2. DESCRIPTION Materials: None Dynamic: Whole class Time: 15 minutes Procedure: 1. Have each student write a one-sentence description of a classmateon a piece of paper, using at least one adjective in the description. Example: She has long curly hair. He is wearing a black leather jacket. She has on a colorful T-shirt. 2. The students take turns reading the descriptions aloud. The rest of the iclass tries to guess who is being described. NOTE: Because students are competing to guess the identity of their lass mates, caution them not to be too general (not "She is wearingdark blue jeans" if most of the class is wearing dark blue jeans) ortoo specific (not "She is wearing a T-shirt with a purple-and-yellow-striped zebra on it."). Descriptions that are too specific take thefun out of the game. 3.

MAKE A SENTENCE Materials: Worksheet 59 Dynamic: Groups Time: 20 minutes Procedure: 1. Arrange the class in groups of approximately four.

Give the cardsfrom one cut-up worksheet to each group, face down. Tell thestudents to deal out five cards per person and keep the others facedown in a pile. 2. The students take turns choosing a card either from the pile or from another student's hand, and then discarding. The object is tomake a complete sentence in his/her hand, he/she displays the sentence in order. All the cards in the student's hand must be used to make the sentence. If it is accepted by thegroup (you can intervene as ultimate judge), the game is over andthat student is the winner. If the sentence does not make sense, isnot grammatically constructed, or contains no adjective, thestudent picks up his/her cards and the play resumes. 182 183 While the words on the worksheet are arranged into fourwordsentences, it is possible for the students to come up with other possibilities using the worksheet. As long as the students are able to produce a logical sentence of the correctlength, accept their answer. NOTE: If you are making your own cards instead of or in addition to using the worksheet, be sure all sentences are of equal length. 4.

WHAT'S IN THE BAG?Materials: 5-12 small paper bags items for the bags Dynamic: Pairs/Whole class Time: 20 minutes Procedure: 1. Place one item in each bag. You may want to use multiple pieces ofone item, such as seven cotton balls flour soilcroutons paper clips 2. Put a list of adjectives on the board. The words will depend on thelevel of your class. For example: Beginner: round, hard, soft, long, small, largeIntermediate: sharp, sandy, sweet-smelling, sour, flexible Advanced: sticky, rubbery, pliable, brittle, pungent, odorous 3. Using an adjective order chart such as the one in Basic EnglishGrammar, have students generate words from each adjective and write them on the board. 4. Arrange students into pairs and assign each pair a number. Have each pair write its number on the outside of its bag. 5. The students feel the contents of the bag and then write adjectives on the outside of the bag describing what they feel.

Ask students to draw from the words on the board. 6. Students pass the bags around so everyone can experience the contents of the bag. You can have the other pairs call out their guesses, orfor a competition, have each pair write down its guesses, exchangepapers, and show the class Time: 15 minutes Procedure: 1. Choose five students (or ask for volunteers) to leave the room. 2. Before they go, explain to the class that you will send the fivestudents out and then call them back one at a time. You will tell him/her what you have justsaid. Continue until they get to the fifth student. You should try totalk at a normal rate that your students can understand, perhapseven a little faster. Do not purposely slow down to tell the story. 3. Have the five students leave the room. Follow the steps explained in step 2. 4. You can make up your own story or use an example from theworksheet. If you make your own story, be sure to include plenty ofadjectives. 5. The class (and you) will judge how well the story got passed along. 6. To play again, select five different students and a different students who make errors in content when relaying the stories. This should be stated before doing the activity.

SUGGESTION: For fun, tape record both the first and final versionsof the story. Then play them back for the whole class. 6. ON-THE-SPOT REPORTS Materials: None Dynamic: Pairs/Small groups Time: 20 minutes Procedure: 1. Before class, ask a student to help you participate in a role play (orchoose two students to do the roles, youmight want to play the thief.) 184

185 2. At the beginning of class, the "victim" comes in and walks in frontof the class (perhaps as if looking for a place to sit or going out anopposite door—it depends on your classroom). The "victim" has apurse or backpack or some other article for the "thief" to steal.

youmust not talk about? What does apet owner have to do? What issomething you might notdo ever? How manylanguages can you speak? LOSE A TURN What must adoctor have?

GO AHEAD2 SPACES What is an adult supposed to do? How much money have you been able to save this year?

The "thief" rushes in behind the "victim" and grabs the agreed-uponarticle. Both exit, with the "victim" now chasing the "thief." 3. The two actors remove their "costumes" and leave them out of sight of the students in pairs or small groups and have themprepare "statements" for the police. The statements describe whatthey witnessed, details about what the "thief" was wearing, and adescription of the stolen object. 5. Read the statements aloud or have students read them aloud so the class can agree on the best report of the incident. You can also how the clothes and see which group came closest. 186 Worksheet 55A: OPPOSITE-ADJECTIVE BINGO © 1 997 Pre nti ce H all Reg ents .Du plic ation for c lass room use is perm itte d. Fun with Grammar happy soft cold new loud calm difficult interesting dry cool cheap sweet FREE dirty attractive intelligent sharp funny empty slow round light large short smooth 187 Worksheet 55B: OPPOSITE-ADJECTIVE BINGO© 199 7 P ren tice Hall R egen ts.D upl icat ion for cla ssro om u se i s pe rmit ted. Fun with Grammar smooth short large light round slow empty funny cheap intelligent attractive dirty FREE sweet new cool dry interesting difficult calm loud sharp cold soft happy 188 Worksheet 55C: OPPOSITE-ADJECTIVE BINGO © 1 997 Pre nti ce H all Reg ents .Du plic atio n f or c lass room use is perm itte d. Fun with Grammar happy cold cool sweet dry cheap funny slow intelligent empty round sharp FREE light loud difficult dirty calm interesting attractive new short soft large smooth 189 Worksheet 55D: OPPOSITE-ADJECTIVE BINGO© 199 7 Pren tice Hall Regent schools attractive new short soft large smooth 189 Worksheet 55D: OPPOSITE-ADJECTIVE BINGO© 199 7 Pren tice Hall Regent schools attractive new short soft large smooth 189 Worksheet 55D: OPPOSITE-ADJECTIVE BINGO© 199 7 Pren tice Hall Regent schools attractive new short soft large smooth 189 Worksheet 55D: OPPOSITE-ADJECTIVE BINGO© 199 7 Pren tice Hall Regent schools attractive new short soft large smooth 189 Worksheet 55D: OPPOSITE-ADJECTIVE BINGO© 199 7 Pren tice Hall Regent schools attractive new short soft large smooth 189 Worksheet 55D: OPPOSITE-ADJECTIVE BINGO© 199 7 Pren tice Hall Regent schools attractive new short soft large smooth 189 Worksheet 55D: OPPOSITE-ADJECTIVE BINGO© 199 7 Pren tice Hall Regent schools attractive new short schools attractive new schools att ents. Du plic ation for class room use is permitted.

Fun with Grammar sad wild tired lazy sour heavy hot bored serious small wet clean full tall quiet warm ugly fast attractive funny crazy beautiful cheap boring ugly noisy dangerous huge tiny expensive relaxing 191 Worksheet 57: WHAT DOES IT REMIND YOU OF? 199 7 P ren tice Hall Regen ts.D upl icat ion for classroom use is permit ted. Fun with Grammar a. For each adjective, write in a place, thing, or person that that adjective reminds you of. b. Now, ask the members of your group and write in their answers. ADJECTIVE YOU STUDENT 3 192 Worksheet 58A: MATCH THE DESCRIPTION © 1 997 Pre nti ce H all Reg ents .Du plic ation for class room use is perm itte d. Fun with Grammar You are tall and thinand are wearing abasketball uniform. You have short, curlyblond hair. You are wearing astriped suit with a redtie.

You have a thinmustache and darkhair. You are tall and arewearing a joggingoutfit. You have long blondhair. You have a dark beardand dark hair. You are wearing skigloves. You are wearing longblack gloves.

You are wearing ashort leather skirt. You are wearing aminiskirt which hasblack polka dots. You are wearing ablue jogging outfit. You have short, curlyblond hair and amustache. You are wearing darkglasses and a leather jacket. You are holding asmall, ugly dog. You are walking adangerous-lookingdog. You are wearingglasses and a hat. You are sitting next toa white, long-hairedcat. You are holding atiger-striped cat. × 193 Worksheet 58B: MATCH THE DESCRIPTION® 199 7 P ren tice Hall Regen ts.D upl icat ion for classro om u se i s pe rmit ted. Fun with Grammar Find someone who isholding a tiger-stripedcat. Find someone wearingsunglasses and a leather jacket. Find someone wearingsunglasses are someone wearingsunglasses and a leather jacket. Find someone wearingsunglasses are someone wearingsunglasses are someone wearingsunglasses and a leather jacket. Find someone wearingsunglasses are someone wearingsunglasses his/her lap. Find someone who ishandicapped and sitting in awheelchair. Find someone with amustache and short, curly blond hair. Find someone who has thin mustache anddark hair. Find someone wearing black polka-dottedminiskirt. Find someone wearing a shortleather skirt. Find someone who istall and wearing ajogging outfit.

Find someone withlong blond hair. Find someone who hasshort, curly blond hair. Find someone wearingski gloves. × 194 Worksheet 59: MAKE A SENTENCE © 1 997 Pre nti ce H all Reg ents .Du plic atio n f or c lass room use is perm itte d. Fun with Grammar a lemon tastes sour this desk feels smooth that garbage smells bad bungee jumping looks dangerous she's a pretty girl good health is important dogs make good pets silver coins are rare most cats are furry \$\infty\$ 195 Worksheet 60: PASS IT ON \$\infty\$ 199 7 P ren tice Hall R egen ts.D uplication for classro om u se is permit ted.

Fun with Grammar 1. Yesterday, I was waiting for the elevator in a big department store. When the door opened, I was so surprised to see a lady wearing a reddish-brown monkey. As they got off, themonkey tipped his little straw hat to me. 2. I was extremely hungry yesterday, so I called a new take-out place. Iordered two chocolate shakes, three large bags of fries, and a family-sizevegetarian pizza. The service was so slow that by the time my orderarrived, I had lost my humongous appetite and couldn't eat a thing. 3. Last night I woke up suddenly when I saw some strange, bright lights inmy yard. I ran through the wet grass to see what was happening. Iheard a loud motor and looked up to see a shiny silver spaceship withpulsing lights. I couldn't move and watched as the spaceship slowlylanded. The round door opened, and suddenly I heard piercing sirensand ringing bells. I turned to run and then . . . I woke up and shut offmy alarm clock! Modals 10 10.1 MODALS• Dialogue Advice• Line-Ups• What Can I Do with It? (Using can)• Stop Me, Please!• Role Play• Class Rules 10.2 PAST PROGRESSIVE MODALS• Knock at the Door 10.3 REVIEW. Board Game. Riddles. Modal Madness 197 10.1 MODALS 1, DIALOGUE ADVICE Materials: None Dynamic: Teams Time: 10 minutes Procedure: 1, Divide the class in half, and have the students form two lines oneither side of the class room. The first student in each line thencomes to the center of the room. 2. The two students converse with each other as in the examples, with one student A: You should go home and take some aspirin. Student A: What's the matter? Student B: I have to take my driver's license test, but my car isn't

leave the conversation open-ended. 2. LINE-UPS Materials: Worksheet 61 Dynamic: Whole class Time: 20 minutes Procedure: 1. Copy the worksheets (using two colors of paper) and cut them intoindividual cards so that you have one card for each student, ormake your own 3" x 5" cards in two colors. (Using two colorsmakes it easier to give directions and see that everyone is wherehe/she should be.) You will need only one worksheet if you have 12or fewer students come forward and stand in front of a student in thequestion line, 3. The students in the question line read the questions on their cardsto the classmates in front of them. The students in the answer line must give advice. After answering a question, the students in the answer line move to the next position. The students in thequestion line do not move. Continue until the students in the are back where they started (they have given advice toall the students in the question line. They take out their cards to ask questions, and theopposite

students answer. 4. As a follow-up, ask each student to summarize the kind of advicehe/she received. In a lower class, you might just ask each student to summarize the kind of advicehe/she received. 3. WHAT CAN I DO WITH IT? (Using can) Materials: None Dynamic: Whole class Time: 10 minutes Procedure: 1. Explain that a volunteer will leave the room.

working. Student A: You should try to postpone the test. 4. The two students then go to the ends of their respective lines, and the next two students converse. Continue the play until all students have had a chance, or until you reach a certain time limit. NOTE: You may want to give the class a topic, such as health, family matters, or transportation, or

While this student isgone, you will give the class a word. When the volunteer returns, he/she will try to guess the word from class clues. The studentswill give clues using "can." 2. When everyone understands the game, ask for a volunteer toleave. Write a word on the board and solicit clues from the class. Example: Word: eggsClues: You can find them on a farm. You can find them on a farm. saving very specific ones (such as "They can be foundunder chickens") until last. 3. When you have solicited approximately five clues, erase the wordson the board and call the volunteer back in. The class memberstake turns giving their "can" clues. The volunteer tries to beat theclass by quessing the word before all the clues are given. SUGGESTED WORDS: eggs, fish, aspirin, gloves, paper clips, bicycle, thermometer, turn signal 198 199 4. ARE YOU THE ONE? (Using can) Materials: Worksheet 62 Dynamic: Whole class Time: 20 minutes Procedure: 1. Give every student a copy of the worksheet. 2. The object is for students to find someone who can give them a yesanswer to each question.

When they get a yes they write thatstudent's name in the space. If they get a no answer, they continueto search for someone who will say yes. 3. Go over some of the answers as a closure. NOTE: This same idea can be used with Human Bingo. See ChapterFive for sample worksheets of both Are You the One? and HumanBingo. 5. STOP ME, PLEASE! Materials: Bottles to use as props Dynamic: Whole class Time: 10 minutes NOTE: This short warm-up or review activity involves the entireclass, but takes only 5-10 minutes. Procedure: 1. Begin by telling the class they can speak to you using negative modals only. On the board, list several possibilities, such as You don't have to

.You must not . . .You don't need to . . .You should not . .

2. Set up a group of small bottles in front of you. On one, attach askull and crossbones picture, or write the word poison on an easy-to-see label. 3. Tell the students that you need to put eyedrops in your eye (ortake some aspirin, etc.), but you don't have your contact lenses in, so you can't see very well. 4. Pick up the bottle with the poison label, saying "This must be theright bottle!," and act as if you are going to use it. If no one tries tostop you, draw out the activity a little longer before finally askingif anyone help me? I can't read the label." or "Doyou think this is the right one?") 6. ROLE PLAY Materials: Worksheet 63 Dynamic: Pairs Time: 20 minutes Procedure: 1. Put students into pairs, and give each pair a card from the cut-upworksheet. 2. The pairs read their situation and plan a role play. They must usesome modals in their role play, but are not limited to any inparticular. 3. Check with the pairs to see how they are doing. When everyone isprepared, the pairs come to the front and role play their situations. The class states what situation is being portrayed. 7. CLASS RULES Materials: None Dynamic: Small groups Time: 10 minutes Procedure: 1. Divide the class into groups of three or four. 2. The groups are to make a list of rules for the class that are fair forboth students and teacher. Encourage them to use modals and thefuture. 3. A member of each group writes the group's rules on the board. As a class, decide which rules they would all accept. 10.2 PAST PROGRESSIVE MODALS 1. KNOCK AT THE DOOR Materials: 3" x 5" cards Dynamic: Pairs Time: 20 minutes

with the TV remotecontrol in her hand, and I could hear loudmusic in the background. Student: She must not have been studying for the biggrammar test we have today. 2. Put students in pairs and have each pair write 3-5 Knock at the Door situations on their index cards. 3. Circulate and circle the two best situations on each card. Have thestudent pairs share them with the class. SUGGESTION: Instead of step 3, the pairs can pick their two favoritesituations to share with the class. 10.3 REVIEW 1. BOARD GAME Materials: Worksheets 64A, 64B, and 64C One die per group, one markerper student Dynamic: Groups Time: 20 minutes Procedure: 1. Divide the class into groups of approximately four. Give each groupa copy of the worksheet appropriate to the class level and a die, plus one marker for each student in the group. 2.

Procedure: 1. Model two or three Knock at the Door situations. 200 201 Examples: Teacher: I knocked at my friend's door at 10:30 lastnight. She came to the door

The students take turns rolling the die and moving the indicatednumber of spaces. They follow the directions on the space theyland on. If they land on a blank space, they stop and wait for theirnext turn. 3. The first student in each group to reach the end is the winner. NOTE: Instead of using the worksheets, you may want to make yourown to review the forms you have covered in class. 2. RIDDLES Materials: None Dynamic: Pairs Time: 15 minutes Procedure: 1. After working with modals of advice, possibility, and obligation, write the following riddle on the board and see if students cananswer the question. She can listen to music or watch a movie. She must have a ticket. She doesn't have to stay in her seat. She must not smoke. She should relax and enjoy herself. Where is she? In an airplane.

2. Have the students work in pairs and use the above structure tomake riddles of their own. They can conclude with the questionsWhere is she/he? (with professions). 3. You can use the completed riddles in several ways. a. Collect the riddles, check for mistakes, and redistribute them tonew pairs. The pairs discuss the riddle and write their answeron the paper before checking with the writers. b. Have each pair read their riddle aloud, and have the wholeclass guess the answer. c. Have each pair write their riddle on the board or tape it to thewall. The other students circulate, read, and write their guesses. 4. The riddles can then lead into a discussion of errors or of thedifferent answers that came up as a result of the activity. 3. MODAL MADNESS Materials: Worksheets 65A, 65B, and 65C Dice and markers Dynamic: Small groups Time: 45 minutes Procedure: 1. Arrange students in groups of three or four.

Give each group agame board, situation sheets, answer key, and die, plus one markerper student then follows the directions, using an appropriatemodal. Example: Student A lands on block 14. The instructions read: One of your partners is homesick. Make a possible suggestion to help him/her. Student A replies: You could call your family more often. 4. Other students in the group check the answer key to see if themodal used is acceptable. If it was correct, the student waits forhis/her next turn, then goes again. If it was incorrect, the

studentmisses his/her next turn. 5. If a student lands on a number that has already been done, he/sheautomatically advances to the next "new" (previously unused)number. 6. If a student lands on FREE CHOICE, he/she can choose anysituation number. The winning student or team is the first one to land on MODALHEAVEN. (The numbers on the playing board are repeated toprovide for maximum practice.) 204 Worksheet 61: LINE-UPS © 1 997 Pre nti ce H all Reg ents .Du plic ation f or c lass room use is perm itted. Fun with Grammar My girlfriend/boyfriend is going tomake dinner for me, and isan awful cook! What should I say? If I arrive at class 30 minuteslate, should I go in? I didn't pass my test today. Whatshould I do? It's very cold today. What should Iwear? I didn't have mymoney? There's some money left on a tableafter everyone leaves class. Whatshould I do? I just met my sister's newboyfriend. He's very impolite, andI don't like him

My boyfriend/girlfriend just brokeup with me. What should I do? I want a pet, but I don't knowwhat kind to get. What kind of petdo you recommend? My friend wants me to go to aparty, but I'm very tired and Idon't know the other quests. Should I do? × 205 Worksheet 61: (CONTINUED) © 199 7 P ren tice Hall R egen ts. D uplication for classro om u se i s pe rmit ted. Fun with Grammar I feel sick, but we are about totake a test. What should I do? I left my books on the bus. What should I do? I left my books on the bus. What should I do? I left my books on the bus. What should I do? I left my books on the bus. What should I do? I left my books on the bus. What should I do? I left my books on the bus. What should I do? I left my books on the bus. What should I do? I left my books on the bus. What should I do? I left my books on the bus. What should I do? I left my books on the bus. What should I do? I left my books on the bus. What should I do? I left my books on the bus. What should I do? I left my books on the bus. What should I do? I left my books on the bus. What should I do? I left my books on the bus. What should I do? I left my books on the bus. What should I do? I left my books on the bus. What should I do? I left my books on the bus. What should I do? I left my books on the bus. What should I do? I left my books on the bus. What should I do? I left my books on the bus. What should I do? I left my books on the bus. What should I do? I left my books on the bus. What should I do? I left my books on the bus. What should I do? I left my books on the bus. What should I do? I left my books on the bus. What should I do? I left my books on the bus. What should I do? I left my books on the bus. What should I do? I left my books on the bus. What should I do? I left my books on the bus. What should I do? I left my books on the bus. What should I do? I left my books on the bus. What should I do? I left my books on the bus. What should I do? I left my books on the bus. What should I do? I left my books on the bus. What should I do? I left my books on the bus. What should I do? I left my books on the bus. What should I do? I left my books on the bus. What should I do? I left my books on the bus. What should I do? I left my books on the bus. What should I do? I left my books on the bus. What should I do? I left my books on the bus. What should I do? I left my books on the bus. What s

school when yourjealous boyfriend/girlfriend walksin. What should I do? I feel very sick, but I don't have a doctor. What should I do? I ruined my sister's favorite shirtby getting ink on it. Should I tellher? You forgot your boyfriend/girlfriend's birthday, and nowhe/she is outside your door. Whatshould you do? Your car runs out of gas at2:00 A.M., and you have no moneywith you. What should you do? ≥ 206 Worksheet 62: ARE YOU THE ONE?

© 1 997 Pre nti ce H all Reg ents .Du plic ation for c lass room use is perm itted. Fun with Grammar Make guestions of the phrases, using can. If a student answers no, continue looking for a yesanswer. 1. play the piano 2. use chopsticks 3. identify the president of the United States 4. make a strawberry shortcake 6. speak Japanese 7. use a computer 8. arrange flowers 9. sing your national anthem 10. give directions to the library 207 Worksheet 63: ROLE PLAY© 199 7 P ren tice Hall Regents. Duplication for classroom use is permit ted. Fun with Grammar Book a room in a hotel. Persuade someone to lend youmoney. Get a noisy neighbor to be quiet. Explain to a police officer why youwere speeding. Convince your friend to go on a date withyou. Ask someone to return somethinghe/she has taken. Ask for directions to somewhere. Explain to one of your parentshow the big dent got on the familycar. Explain to the teacher why youdon't have your homework. Explain how you want your haircut. × 208 Worksheet 64A: BOARD GAME (LOW LEVEL) © 1 997 Pre nti ce H all Reg ents .Du plic atio n f or c lass room use is perm itte d. Fun with Grammar START Talk aboutsomething youcan do well. What issomething you could do when you were littlethat you can't do now?

ROLL AGAIN GO BACK4 SPACES Describesomethingyou knowhow to dothat your partners donot. LOSE A TURNWhat shouldyou do thisweekend? What didyour parentstell you that you must do? GO AHEAD3 SPACES What mustyou do to get a driver's license? What kind ofweather might we havetomorrow? ROLL AGAINWhat must youdo to get into university? What mightyou do whenyou finish this Englishprogram? LOSE A TURNWhat can you do that afamily member cannot do? GO AHEAD1 SPACE What shouldyou stopdoing? Where wouldyou like to do? What are yougoing to beable to donext year? LOSE A TURN What can amagician do? YOU WIN!!!! What wouldyou like tosee in the United States? 209 Worksheet 64B: BOARD GAME (INTERMEDIATE LEVEL) © 1997 P ren tice Hall Regents. Duplication for classroom use is permit ted. Fun with Grammar STARTWhat is something aparent ought to tell a child? Describesome activitythat you can do well. ROLL AGAIN GO BACK4 SPACES What is something you had better do tonight? LOSE A TURNWhat could you do in your country but not here? What can youfind in a deli? GO AHEAD2 SPACES What couldyou do if you had a car? GO BACK2 SPACES Discusssomething you have got todo soon. What mightyou do if a dog starts tochase you? ROLL AGAINWhat must you do to get agood grade? What issomething children mustnot do? What shouldyou do if you have got todo soon. What mightyou do if a dog starts tochase you? ROLL AGAINWhat must you do to get agood grade? What issomething children mustnot do? What shouldyou do if you have got todo soon. What must you do to get agood grade? What issomething children mustnot do? What shouldyou do if you have got todo soon. What mightyou do if you have got todo soon. What mightyou do if you have got todo soon. What must you do to get agood grade? What issomething children mustnot do? What shouldyou do if you have got todo soon. What must you do to get agood grade? What issomething children mustnot do? What shouldyou do if you have got todo soon. What mightyou do if you have got todo soon. What mightyou do if you have got todo soon. What mightyou do if you have got todo soon. What mightyou do if you have got todo soon. What mightyou do if you have got todo soon. What mightyou do if you have got todo soon. What mightyou do if you have got todo soon. What mightyou do if you have got todo soon. What mightyou do if you have got todo soon. What mightyou do if you have got todo soon. What mightyou do if you have got todo soon. What mightyou do if you have got todo soon. What mightyou do if you have got todo soon. What mightyou do if you have got todo soon. What mightyou do if you have got todo soon. What mightyou do if you have got todo soon. What mightyou do if you have got todo soon. What mightyou do if you have got todo soon. What mightyou do if you have got todo soon. What mightyou do if you have got todo soon. What mightyou do if you have got todo soon. What mightyou do you have got you have TURN What does ateacher nothave to do? GO BACK 5 SPACES What issomething youmust not ask an American? What can youdo very well? ROLL AGAIN What can youdo to avoid atraffic ticket? What shouldn'tyou eat? How many countries can you name? YOU WIN!!!! What issomething amillionaire does not haveto do? What issomething youmust not say in class? 210 Worksheet 64C; BOARD GAME (HIGH LEVEL) © 1 997 Pre nti ce H all Reg ents .Du plic atio n f or c lass room use is perm itte d. Fun with Grammar STARTWhat may I borrow fromyou? What are yousupposed todo for your family? ROLL AGAIN GO AHEAD4 SPACES What areyou used to do ing? LOSE A TURN What couldyou do if you do not understand your teacher? What issomething you might do ifit rains? GO AHEAD3 SPACES What wouldyou rather dothan study? GO BACK2 SPACES What did you wight do ifit rains? GO AHEAD3 SPACES What issomething you might do ifit rains? GO AHEAD3 SPACES What issomething you might do ifit rains? GO AHEAD3 SPACES What issomething you might do ifit rains? GO AHEAD3 SPACES What would you rather dothan study? GO BACK2 SPACES What did you will not a second you will not y

Whose adviceshould youlisten to? What can you do byyourself? What issomething a person oughtto know before visitingyour country? Would yourather see a movie or watcha video? Where can you find people tospeak English? GO BACK4 SPACES ROLL AGAIN 211 Worksheet 65A: MODAL MADNESS (REVIEW) 12 11 Worksheet 65A: MODAL MADNESS (REVIEW) 15 21 would, will, could, can, would you mind 3. would, will, could, can, would you mind 4. must, have to, have got to 5. must not 6. do not have to 7. should, ought to, had better 8. had better 9. should have (or should not have) + past participle 11. be supposed to 12. be supposed to, be to 13. let's, why don't, shall I/we 14. had to 18. can, be able to 19. could, was able to 20. couldn't be, can't be 21. must not be 22. may not be, might not be 23a. must have + past participle 24. must have + past participle 25. may have, might have, could have + past participle 26. should, ought to 27. may, might, could 28. used to + verb 29, be used to 30, would 31, would 31, would rather 212 Worksheet 65B: MODAL MADNESS (REVIEW) © 1 997 Pre nti ce H all Reg ents .Du plic ation for c lass room use is perm itted. Fun with Grammar START FREECHOICE FRE

restaurant for lunch. 2. Make a polite request to take an extra turn in this game. Use "I" as thesubject. 3. Politely request that one of your partners run to a nearby coffee shop toget you a cup of coffee. 4. Tell one of your partners run to a nearby coffee shop toget you a cup of coffee. 4. Tell one of your partners run to a nearby coffee shop toget you a cup of coffee. 4. Tell one of your partners run to a nearby coffee shop toget you a cup of coffee. 4. Tell one of your partners run to a nearby coffee shop toget you a cup of coffee. 4. Tell one of your partners run to a nearby coffee shop toget you a cup of coffee. 4. Tell one of your partners run to a nearby coffee shop toget you a cup of coffee. 4. Tell one of your partners run to a nearby coffee shop toget you a cup of coffee. 4. Tell one of your partners run to a nearby coffee shop toget you a cup of coffee. 4. Tell one of your partners run to a nearby coffee shop toget you a cup of coffee. 4. Tell one of your partners run to a nearby coffee shop toget you a cup of coffee shop tog partners that it's not necessary to stand and applaudwhen your grammar teacher enters the room. (But if they want to getan A, it's a good idea.) 7. Give one of your partners some advice: he/she has been invited on adate by a teacher of the opposite sex. (The teacher is attractive, andyour partners some advice: he/she has been invited on adate by a teacher of the opposite sex.) strong advice: if he/she doesn't likegrammar class, but likes the rest of the program, . . . 9. One of your partners didn't go to bed early enough last night becausehe/she went to a disco. He/She is yawning in class today. Tell him/herthat it was a mistake to go to bed so late. 10. One of your partners went jogging on the beach and lost his/her carkeys. Tell him/her it was a mistake to have the keys in his/her carkeys. Tell him/her it was a mistake to have the keys in his/her carkeys. Tell him/her it was a mistake to have the keys in his/her carkeys. Tell him/her it was a mistake to have the keys in his/her carkeys. Tell him/her it was a mistake to have the keys in his/her carkeys. Tell him/her it was a mistake to have the keys in his/her carkeys. Tell him/her it was a mistake to have the keys in his/her carkeys. Tell him/her it was a mistake to have the keys in his/her carkeys. Tell him/her it was a mistake to have the keys in his/her carkeys. Tell him/her it was a mistake to have the keys in his/her carkeys. Tell him/her it was a mistake to have the keys in his/her carkeys. Tell him/her it was a mistake to have the keys in his/her carkeys. Tell him/her it was a mistake to have the keys in his/her carkeys. Tell him/her it was a mistake to have the keys in his/her carkeys. Tell him/her it was a mistake to have the keys in his/her carkeys. Tell him/her it was a mistake to have the keys in his/her carkeys. Tell him/her it was a mistake to have the keys in his/her carkeys. Tell him/her it was a mistake to have the keys in his/her carkeys. Tell him/her it was a mistake to have the keys in his/her carkeys. Tell him/her it was a mistake to have the keys in his/her carkeys. Tell him/her it was a mistake to have the keys in his/her carkeys. arrive for class on time, with their homework finished. Tell your partners. 13. Suggest to your partners that you all play hookey from your next class. 14. One of your partners is homesick. Make a possible suggestion to helphim/her. 15. Your favorite classmate isn't in class today. You are 95 percent sure youknow the reason. Tell your partners. 16. What time is it in your home country? Tell your partners what

23 24 25 26 27 28 29 30 31 1 2 345 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 FREECHOICE FREECHOICE 213 Worksheet 65C: MODAL MADNESS (REVIEW)© 199 7 P ren tice Hall R egen ts.D uplicat ion for cla ssro om u se i s pe rmit ted. Fun with Grammar Situations 1. Invite one of your partners to go to a specific

yourfamily/friends are perhaps doing right now. (You are less than 50percent certain.) 214 Worksheet 65C: MODAL MADNESS (REVIEW) (CONTINUED) © 1 997 Pre nti ce H all Reg ents .Du plic atio n f or c lass room use is perm itte d. Fun with Grammar 17. Tell three things that were necessary for you to do before you left yourhometown. 18. Tell three things you have the ability to do well. 19. Tell three things you had the ability to do well when you were younger. 20. Tell what you think one of the people you live with is not doing rightnow. You are 99 percent sure.

Same as #20, but you are 95 percent certain. 22. Same as #20, but you are less than 50 percent certain. 24. Your teacher was 45 minutes late for class yesterday. Why? (You are 95percent certain.) 25. Same as #24, but you are less than 50 percent sure. 26. You are 90 percent sure your friend will do well on the midterm exam. Tell him/her. You are less than 50 percent sure that you will win money when yougamble in Las Vegas next weekend. Tell your partners. 28. One of your classmates came to class, but now he/she is always on time. Tell your partners about this past activity that is no longer true. 29. Tell what people in your family are

accustomed to eating for breakfast. 30. Before you came to this school, you went dancing every weekend withyour friends. Tell your partners about this repeated action from thepast. 31. Tell your partners which you prefer: coming to grammar class to seeyour wonderful, charming teacher or going to the beach to watch thesunset with your friends. Passive Voice 11 11.1 PASSIVE VOICE • At the Movies • Busy Pictures • Match • Storytime 11.2 PARTICIPIAL ADJECTIVES • Reviews • Pictures 11.1 PASSIVE VOICE 1. AT THE MOVIESMaterials: Short excerpt from video Worksheet 66) Dynamic: Small groups Time: 40 minutes Procedure: 1. Select either a short video (no more than 30 minutes) or an excerpt from a longer video. Use about 10 minutes of an action-packed scene. Go over the questions on the worksheet so the students know inadvance what to look for when you show the video. Use a variety of tenses in your questions. Examples: What happened to the balloon? What had already happened to the man before he enteredthe cave? What do you think will happen to the woman next? Be sure the students understand that they must reply in thepassive. They cannot answer, "The balloon flew away," to the first question (above). They must answer with a response such as "Theballoon was taken by the gang of boys." Students have a tendencyto answer in the active voice for a question in the future, so youmay want to solicit some responses in the passive or have thestudents brainstorm answers to the questions in groups. 3. Show the video. Let the students take notes if they

want. 4. Arrange the students in groups of three or four to discuss thevideo and try to form answers to the questions, using only the passive voice. NOTE: Worksheet 66, intended as an example, is based onapproximately 10 minutes near the beginning of Raiders of the LostArk, from the time Indiana Jones enters the cave until he flies offin the airplane. Pick a short segment of a video with a lot of action, one that lends itself to writing passive sentences. 216 217 2. BUSY PICTURESMaterials: Picture for each student (see Worksheets 67A & 67B for examples) Dynamic: Individuals/Groups Time: 25 minutes Procedure: 1. Choose a picture with a lot of activity. Be sure that students willbe able to generate some passive sentences about the pictures fromlower-level writing books. 2. Have students write a specific number of sentences in the passive based on the picture. Have an advanced class write a paragraphthat contains both passive and active sentences. Tell them not tolimit themselves to what they see in the picture. Encourage themto stretch their imagination and be creative. The funnier and moreoutrageous the situations or sentences, the more fun the activity will be. Give them some help to get started. For example: Last weekend I was at a very elegant restaurant where thefood was being served by a sophisticated-looking waitresswhen . . . I had dinner with my girlfriend's parents for the first time. As the menu selections were being discussed, I leaned backto drink my water and suddenly . . . If you are asking for a paragraph, make sure the studentsunderstand that it is impossible to write every sentences, tou may want to tell them approximately howmany passive sentences you would like them to produce. 3. Collect and correct the students' sentences, then prepare an erroranalysis page focusing on mistakes in the passive taken from theirwriting (see Worksheet 67B). Different types of mistakes may be included, such as The waitress is brought the meal. The menu are being discussed by the women. The meal is being serving. 4. Before handing back the students' work, arrange the students insmall groups and have The individual students can use these corrections tohelp with their own papers when they are returned. 3. MATCH Materials: Worksheet 68 Dynamic: Pairs/Small groups of three or four, and give acopy of the worksheet to each group. 2. The students are to choose two related words

on the worksheetand make a passive sentence using them. They will have to supplytheir own verbs and other words. Words chosen: children, Aladdin solved by children. Words chosen: dog, bonePossible sentence: Bones are eaten by dogs. 3. As a follow-up the next day, you might make a worksheet ofinappropriate passive sentences and explain what was wrong: the sentences are illogical, silly, do not have correct subject/verb agreement, or do not use the passive. 4. STORYTIME Materials: Worksheet 69 Dynamic: Small groups Time: 30 minutes Procedure: 1. Arrange students in groups of three or four. Give each group acopy of the worksheet. 2.

Direct students to read the short summaries on the worksheet and then write four sentences based on the readings, using the passivevoice. Sample responses, Worksheet 69, story 1: Lucy was fooled by her boyfriend, who was dressed as a woman, Lucy is attracted to her disguised boyfriend. Kevin and Mac are taken out to public places by Lucy, Dates

were arranged for the two men dressed as women. NOTE: You can use summaries of soap operas (as in the handout), movies, TV shows, stories the students are reading in their reading classes, fairy tales, or fables, or make up your own. 218 219 11.2 PARTICIPIAL ADJECTIVES 1. REVIEWS Materials: Worksheet 70 Dynamic: Pairs Time: 15 minutes Procedure: 1. To review participial adjectives, use the worksheet or make asimilar one of your own, based on a current TV show or movie. 2. Have students work in pairs (one worksheet per pair) to fill in theblanks with the appropriate form of one of the verbs listed. 3. Go over the worksheet as a class and discuss the reasons for theanswers. 2. PICTURES Materials: A large picture for each pair a picture and a verb to use A good source of pictures is full-page ads in magazines. 2. The partners make a sentence based on their picture, using aparticipial adjective form of the verb they have been assigned. Examples: Use a picture of a man watching TV. Assigned verb that can be logically used with thepicture. Sometimes different forms can be used, but other timesonly one form is 3. Each pair shows their picture to the class and reads their sentence. 220 Worksheet 66: AT THE MOVIES © 1 997 Pre nti ce H all Reg ents .Du plic ation for class room use is perm itted. Fun with Grammar Answer the questions about the movie excerpt you just watched. Use the vocabulary words below to help you. Be sure to answer in complete

sentences, using the passive. boulder flatten idol replace spear stoneschase follow Indiana Jones? 2. What was Indiana's helper frightened by? 3. What had happened to the other scientist (skeleton) earlier? 4. What happened to the idol? 5. What almost happened to Indiana Jones when he tried to get under thedoor? 6. What happened to Indiana next? 8. What happened to Indiana when he got outside the cave? 10. What happened to Indiana when he tried to escape? 11. What was Indiana scared by in the plane? 12. What do you think will happen to Indiana next? 221 Worksheet 67A: BUSY PICTURES 199 7 P ren tice Hall Regen ts.D uplication for classroom use is permit ted. Fun with Grammar Write a paragraph describing the scene below. Use the passive voice asappropriate. 222 Worksheet 67B: BUSY PICTURES © 1 997 Pre nti ce H all Reg ents .Du plic ation f or c lass room use is perm itted. Fun with Grammar The following sentences all have problems related to the passive voice. Find themistakes and correct them. 1. The bald man was being read a menu. 2. The man was poured the water. 3. The waitress is being carried by a tray. 4. The waiter is set by the table. 5. The silverware have been placed on a table by a waiter. 6. The menus is being read by two women. 7.

The order was wrote by the waiter. 8. The rolls has already been set on the table. 9. A drink is being drunk by a glass. 10. An order is being listened by the waiter. 223 Worksheet 68: MATCH© 199 7 P ren tice Hall R egen ts.D uplication for classro om use is permit ted. Fun with Grammar Choose two words from the lists on the top or bottom of the page. Make alogical sentence using

these two words and the passive voice. You have morewords than you need to make 10 sentences. new bank The President scholarship ESL/EFLbone my construction company mouse speech 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. children foreign students Aladdin dogtests cat athletes teachers 224 Worksheet 69: STORYTIME © 1 997 Pre nti ce H all Reg ents .Du plic atio n f or c lass room use is perm itte d. Fun with Grammar 1. General Hospital Lucy has become very involved with Madame Maya, a psychic. Kevin, Lucy's boyfriend, is concerned about the relationship and feels that Madame Maya, a psychic. Kevin, Lucy's boyfriend, is concerned about the relationship and feels that Madame Maya, a psychic. Kevin, Lucy's boyfriend, is concerned about the relationship and feels that Madame Maya, a psychic is concerned about the relationship and feels that Madame Maya, a psychic is concerned about the relationship and feels that Madame Maya, a psychic is concerned about the relationship and feels that Madame Maya, a psychic is concerned about the relationship and feels that Madame Maya, a psychic is concerned about the relationship and feels that Madame Maya, a psychic is concerned about the relationship and feels that Madame Maya, a psychic is concerned about the relationship and feels that Madame Maya, a psychic is concerned about the relationship and feels that Madame Maya, a psychic is concerned about the relationship and feels that Madame Maya, a psychic is concerned about the relationship and feels that Madame Maya, a psychic is concerned about the relationship and feels that Madame Maya, a psychic is concerned about the relationship and feels that Madame Maya, a psychic is concerned about the relationship and feels that Madame Maya, a psychic is concerned about the relationship and feels that Madame Maya, a psychic is concerned about the relationship and feels that Madame Maya, a psychic is concerned about the relationship and feels that Madame Maya, a psychic is concerned about the relationship and feels that Madame Maya, a psychic is concerned about the relationship and feels that Madame Maya, a psychic is concerned about the relationship and feels that Madame Maya, a psychic is concerned about the relationship and feels that Madame Maya, a psychic is concerned about the relationship and feels that Madame Maya, a psychic is concerned about the relationship and feels th his friend Macdisguise themselves as women and attend. Lucy feels strangelyattracted to Norma, who is Kevin in disguise as women and Eve are really Kevin and Mac in their disguise as women. Ofcourse, Kevin and Mac feel very embarrassed, but they can't admit whothey really are. a. b. c. d. 2. General Hospital Lois, Brenda, and Sonny needs to sell his share of the company. He decidesnot to sell to Lois' husband, Ned, Instead, Sonny sellshis share to Edward, Ned's grandfather (a business tycoon). Edwarddoesn't like the fact that Ned sings part time for L & B. He wants Nedto work full time for Edward's company. In order to gain control, Edward lies to Brenda about some papers he says she must signimmediately Brenda tries to reach Lois, who is out of town with Ned onbusiness, to talk about Edward's papers. Edward pressures Brenda who, because she can't find Lois, signs the papers. Later, she finds out shehas signed over her share of the business to Edward and that Edwardnow owns the majority share of the company. a. b. c. d. 225 Worksheet 70: REVIEWS© 1997 P ren tice Hall R egen ts.D uplication for classro om use is permit ted. Fun with Grammar Fill in the blanks with a participial adjective form of one of the words will be used more than once.

Clouds is an movie starring Keanu Reeves. The movie takes place after World War II in the wine country of California. The characters are by beautiful scenery. Keanu's character is married to a woman he met before he went overseas. They don't really know each other, nor are they in the same things. He is a traveling salesman, and on his first trip after returning home he meets a woman on the train. Every time he runs into her, he gets into trouble. She is to have caused him so many problems, but he notices that she is pregnant and unmarried. This is an especially position to be in because her parents are very strict and will be by this news. She is very and doesn't know what to do. Keanu's character offers to pose as her husband, who will then have a fight with her and leave the woman. Her family, however, will believe she is married and that the husband is a person. They will feel sorry for her. Before the two can carry out this somewhat plan, they start to really fall in love. Watch the movie to find out the ending! 12.1 PREPOSITIONCOMBINATIONS • Concentration • Tic Tac Toe • Relays 12.2 INFINITIVES WITHTOO/ENOUGH • Find Out About aClassmate 12.3 GERUNDS AS SUBJECTS/IT + INFINITIVE • Match Game 12.4 VERB + INFINITIVE ORGERUND (Difference inmeaning) • Examples • Which Is It? 12.5 GERUND OR INFINITIVE? • Coctail Party • Which One Do I Use? • Go + Gerund 12.6 REVIEW • Line-Ups • Relays • Board Game • Storytime Gerunds and Infinitives 12 227 12.1 PREPOSITION COMBINATIONS 1.

CONCENTRATIONMaterials: Board and chalk or markers Dynamic: Groups Time: 20 minutes Procedure: 1. Draw a blank grid on the board with just the numbers in thespaces. Prepare a concentration grid with all words filled in foryour use. Below is a possible example Some prepositions will have to be repeated. 2. Divide the class into groups of four or five. The groups take turnscalling out two numbers as they try to make a match, give the group a pointand cross out the two words, but leave them on the board. If thewords are not a match, erase the words and go to the next group. When a group makes a match, it gets an extra turn. 3. When all matches have been made, the group with the most pointswins. NOTE: The groups can discuss among themselves the numbers theywant to call out, but cannot write down any numbers and words. Although they can talk together, you will accept an answer onlyfrom the student in the group you call upon. 2.

TIC TAC TOEMaterials: Board and chalk or markers Worksheet 71 for variation game Dynamic: Teams Time: 10 minutes Procedure: 1. Draw a tic tac toe grid on the board and fill in verbs or expressionsthat take prepositions, as indicated on the next page. Divide theclass into two teams. 1 interested 2 on 3 apologized 4 insist 5 for 6 to 7 afraid 8 thank you 9 instead 10 about 11 for 12 excited 13 in 14 start 15 in 16 of 17 to 18 accustomed 19 fool 20 of be used stop me be responsible insist be capable look forward object talk be remembered 2. The object is to fill in the preposition that follows each verb. Aplayer on the first team goes to the board and fills in the word in the square of his/her choice, then sits down. The first player fromthe opposing team goes to the board. He/she has the choice ofeither completion another word or correcting what he/she thinks issomeone else's incorrect completion. The first team with three correct answers in a row, any direction, is the winner. Variation: Divide the class into groups of three. You can become the third personin a group of two, or, if one student is left over, make one team of four. Two students are the players in a group of three, and the thirdstudent is the judge, who may have his/her grammar book open to thelist of preposition combinations. He/she decides if a player has filled inthe correct word. (In a group of four there are two judges.) Distributeone worksheet to each group. After the first game, the students change roles so the judge becomes aplayer. Continue until all students have had a chance to be the judge. 3. RELAYS Materials: Board and chalk or markers Dynamic: Teams Time: 10 minutes Procedure: 1.

On the board, make lists of verbs and/or expressions that require apreposition. The two lists include the same words, but arearranged in different order. Example: interested responsible dreamworry believe instance apreposition. The two lists include the same words, but arearranged in different order. oneither side of the board. One member from each team comes to theboard and adds the correct preposition to one of the words on theboard. The students then quickly pass their chalk to the next 228 229 student in line. Succeeding players can either choose another wordto add a preposition to or correct any incorrect answer written by one of his/her teammates. 3. The first team to finish the list with all answers correct is thewinner. 12.2 INFINITIVES WITH TOO/ENOUGH 1. FIND OUT ABOUT A CLASSMATE Materials: Worksheet 72 or similar 3" x 5" cards Dynamic: Whole class Time: 20 minutes Procedure: 1. Cut Worksheet 72 into cards and fill in the name of a student from the class in each blank, or make similar cards. Distribute a card toeach student, making sure that he/she does not receive the cardwith his/her own name on it. 2. Each student finds the classmate whose name is in the question being asked of them by theclassmate who has the card with their name on it. (This will mostlikely not be the same person. Carlos may have the card with Rosa's name on it, while Rosa has the card with Young's name on it. (This will mostlikely not be the same person. Carlos may have to answer Carlos' question and askYoung a question.) Example card: What is Keiko too short to do? Student A asks Keiko: What are you too short to do? Keiko's answer: I am too short to play basketball. 3. If they question another student but no one has asked a question of them, they should sit down and wait for a classmate to approach them with a question. This will avoid too much congestion in the classroom. If you have a large room, however, you may want the students to continue standing until they have both asked and answered a question. 4. When all students have finished, call on each student to readhis/her question and provide the answer in a complete sentence. Student A's response to instructor: What is Keiko too short to do? She is too short to play basketball. 12.3 GERUNDS AS SUBJECTS/IT + INFINITIVE 1. MATCH GAME Materials: Worksheet 73 (two pages) Dynamic: Groups Time: 20 minutes Procedure: 1. Cut Worksheet 73 into cards, or make similar cards. Divide the class into groups of four.

Distribute an even number of cards toeach group. (If you have a large class, you will want to make upmore cards.) Each group should receive at least eight. This may mean giving one or two groups one pair more than another (somegroups may receive six cards while others receive eight) or eliminating extra cards from play. 2. Each group makes as many matches as possible. The matches must be grammatically correct and logical. (It is sometimes possible for a group not to make any matches initially, althoughthat is rare.) 3. When a group can make no more matches, it goes to other groupsto look for a trade. Important: Students cannot just take a cardfrom a group; they must trade a card from a group; they must trade. A group does not have to trade acard just because another group wants it. Usually, two students stay with the matches to make trades, while the other two go todifferent groups to see if they can make trades. Usually thestudents split up the unmatched cards: the students staying tomake trades keep some, and the students thinkthey are correct, the game stops. One group member (or memberstaking turns) reads out the matches. The other groups vote toaccept or reject each match. A match can be rejected because it is not grammatical or not logical.

5. If all matches are accepted, the game is over and that team wins. If some matches were rejected, the play continues until another rejected, the play co Procedure: 1. Give each student a copy of both worksheet. 2. Have the students work with a partner to match the meanings to the sentences in Worksheet. See which pair has the most correct answers. Ask the students at random to explain why they chose theanswers they did. 3. Have the pairs do Worksheet 74B. Call on several pairs for eachquestion. This way, there will be a variety of answers and, in caseone pair uses the incorrect form, several correct versions will have been provided. 2. WHICH IS IT? Materials: Worksheet 75 Dynamic: Small groups Time: 15 minutes Procedure: 1. Arrange students in groups of three or four and give each groupone copy of the worksheet. 2. Read the following guestions to the class one at a time.

Thestudents should decide together in their groups which choice onthe worksheet to circle. 1. In which case have gas prices risen too high for John? 2. In which case is Mary thinking back about what she did earlierthat day? 3. In which case have I already told you something before I beganthe sentence? 4. In which case was the air conditioner only one of the optionsThu tried? 5. In which case did Kim have a responsibility to do something? 3. Go over the correct answers by assigning one set of sentences to all. 12.5 GERUND OR INFINITIVE? 1. COCKTAIL PARTY Materials: Worksheet 76 Dynamic: Groups Time: 15 minutes

Procedure: 1. Arrange students in groups of 6 to 8 and have each group a situation card from the worksheet. 2. As in a party setting (but with a time limit), students mingle byasking questions or making statements and suggestions about thesituation. They must use verbs followed by infinitives or gerundswhenever possible. 3. A different situation may be given to the group after a fewminutes of talking. 4. As a follow-up activity on the same day, students can write thequestions or statements on the board that they remember from theparty interaction. 2. WHICH ONE DO I USE? Materials: Three different colors of 4" x 6" cards(red, blue, vellow, for example) Writing paper Dynamic: Large groups Time: 30 minutes Procedure: 1. Review charts and rules for gerunds and infinitives as needed. Divide students into three groups, ideally of three or four students are followed by gerunds. Theblue-card holders write down verbs followed by infinitives. Theyellow-card holders write down verbs followed by a (pro)noun andinfinitive. Each group to group to group to group readsthe cards and corrects each other's sentences. 4. After each group has practiced with all the cards, divide the classinto pairs ix cards (two red, two blue, two yellow) and have the pair write a dialog, using all six cards. 5. Put two pairs together and have one pair read its dialog to theother pair. 6. Put the students into new groups of approximately four, Havethem write a story (on the writing paper) using at least fivegerunds/infinitives. Every time they use a gerund or infinitive, they write both forms down and let the reader choose. Example: Once upon a time, there was a student who admitted to to steal/stealing a book. He stole it because hecouldn't afford to buy/buying it.

. 7. Last, the groups exchange papers so that each group readsanother group's story and circles the correct form each time thereis a choice. 3. GO + GERUND Materials: 3" x 5" cards or Worksheet 77 Dynamic: Whole class Time: 20 minutes Procedure: 1. Pantomime several familiar go + gerund activities (for example, gofishing, go surfing, etc.). Have students guess the activity beingpantomimed. 2. Give each student a card with a common go + gerund activitywritten on it (Worksheet 77, cut up, or your own). Whisperexplanations or give alternative cards to students who are unsureof/reluctant to perform their assigned activity. 3. One by one, students pantomime their activities for the class. Astudent volunteer writes the activity on the board as it is guessed. Variation: Have pairs of students make up short lists of related vocabularyfor each go + gerund activity (tent, sleeping bag, grizzly bear, etc., for go camping). 12.6 REVIEW 1. LINE-UPS Materials: Worksheet 78 Dynamic: Whole class Time: 20 minutes Procedure: 1. Copy one page of Worksheet 78 on one color paper and use a different color for the second page, or make your own questions on two different colors of 3" x 5" cards.

Give one card to each student. Have all the students in the question line are going to asktheir question of the students in the answer line, using eitherdoing or to do in the blanks in their questions (You may want towrite these two forms on the board as a reminder.) 3. When everyone has answered the person in front of them, theatswered the person in front of them, theatswered the person in front of them. answer lineare now asking the questions, using their cards. Everyone in thequestion line should have the same color card. 4. Students should be able to check each other. For example, if astudent asks, "What do you want me to do?" he/she is expecting the answer to contain the infinitive. Circulate among the lines tosettle any disagreements and make sure the students are proceeding properly. 5. After everyone has finished, you might ask for a sampling of answers from each student. 2. RELAYS Materials: Board Dynamic: Teams Time: 5 minutes Procedure: 1. On the board, make lists of verbs and/or expressions that are followed by either a gerund or an infinitive. The lists contain thesame words, but vary the order of the words in the lists. 234 235 Examples: permit me instead of quit needgo + permit me instead of quit needgo + permit memiss hopehope go + instead of avoidavoid missneed quit 2. Divide the students into two teams and have the teams line up oneither side of the board. The game is a relay race between theteams, who must identify whether the words are followed by agerund (G) or an infinitive (I) (alternative designations: doing for agerund, to do for an infinitive). At your signal, the first studentfrom each team member. Succeeding players can eitheridentify another word or can choose to correct an incorrect an incorrect answerleft by one of his/her teammates. The first team to finish the listwith all answers correct is the winner. 3. BOARD GAMEMaterials: Worksheet 79 Markers for each group Dynamic: Groups Time: 20 minutes Procedure: 1. Arrange the students in

Give each group a die anda copy of the worksheet, and give a marker to each student. 2. When a student lands on a space with a sentence, he/she must provide the correct form (gerund, infinitive, or base form) of theunderlined verb. The other players are judges. If the space isblank, the student stops and waits for his/her next turn.

3. The first player to reach the end wins 4. STORYTIME Materials: Worksheet 80 Dynamic: Small groups Time: 15 minutes Procedure: 1. Arrange students in groups of three or four and discuss the questions, then write answers, using either a gerund, an infinitive, or asimple form. Make sure students write answers on only oneworksheet, working together, 3. Go around the groups and share some of the answers, You may want to use summaries of soap operas (as in theworksheet). TV shows, movies, fairy tales, fables, or a personal story, 236 237 Worksheet 71: TIC TAC TOE © 199 7 P ren tice Hall R egen ts.D uplication for classro om use is permit ted. Fun with Grammar be interested accuse be capable be dedicated forgive be known approve be worried be innocent insist be fond object forget prevent be prepared be tired complain be concerned count be addicted be excited feel dream excuse be proud prohibit be done 238 Worksheet 72: FIND OUT ABOUT A CLASSMATE © 1 997 Pre nti ce H all Reg ents .Du plic ation f or c lass room use is perm itted. Fun with Grammar What is too short to do? What is too shy to do? What is hungry

enough to eat? What is old enough to do? What is too young to do? What is tall enough to do? What is crazy enough to do? What is too smart to do? What is too nervous to do? What does have enough money to buy? \$\infty\$ 239 Worksheet 73: MATCH GAME© 199 7 P ren tice Hall Regents. Duplication for classroom use is permitted. Fun with Grammar it's disappointing not receiving any mail it's crazy wearing a heavy coat in August it is polite listening to your teacher it is frightening walking in downtown Los Angeles at night is frightening ≥ 240 Worksheet 73: (CONTINUED) © 1 997 Pre nti ce H all Reg ents .Du plic ation f or c lass room use is perm itte d. Fun with Grammar it's unusual wearing pink shoes it is dangerous drinking and driving it is impolite to ride a bicycle to wear pink shoes is unusual to drink and drive is dangerous to speak your native language in English class it is easy riding a bicycle to wear pink shoes it unusual to drink and drive is dangerous to speak your native language in English class it is easy riding a bicycle to wear pink shoes is unusual to drink and drive is dangerous to speak your native language in English class it is easy riding a bicycle to wear pink shoes is unusual to drink and drive is dangerous to speak your native language in English class it is easy riding a bicycle to wear pink shoes is unusual to drink and drive is dangerous to speak your native language in English class is impolite to ride a bicycle is easy riding a bicycle in English class it is easy riding a bicycle in English class is unusual to drink and drive is dangerous to speak your native language in English class is unusual to drink and drive is dangerous to speak your native language in English class is unusual to drink and drive is dangerous to speak your native language in English class is unusual to drink and drive is dangerous to speak your native language in English class is unusual to drink and drive is dangerous to speak your native language in English class is unusual to drink and drive is dangerous to speak your native language in English class is unusual to drink and drive is dangerous to speak your native language in English class is unusual to drink and drive is dangerous to speak your native language in English class is unusual to drive in the eng

EXAMPLES© 1997 P ren tice Hall R egen ts.D uplication for classro om use is permit ted. Fun with Grammar With your partner, decide which of the meaning in each sentence. 1. I remember to pay my bills this past weekend. 2. I often forget to put money in the parking meter. 3. I remember

watering my garden when I lived in England. It took three hours because the garden was so big. 4. How can you forget visiting Thailand? 5. I'll never forget buying my first car. 6. I regret to tell you that Arthur Ashe has died. I knowhow much you admired him. 7. She regrets to tell us that she can't come to our party. 8. I regret starting to smoke when I was 13 years old. 9.

We regret moving to New York City. 10. I have tried to learn Spanish, but I'm not a good student. 11. He tries to exercise every day. 12.

Fun with Grammar What is something you can't stand? What would you be happy for me? What are you afraid of my?

Andrea tried sleeping on the floor, but her backachecontinued. 13. If you burn yourself, try putting ice on the burnimmediately. a. duty or responsibility b. to recall or not recall or not recall or not recall or not recall the past c. wishing you had not done something in the past d. telling bad news e. experiment with new approaches or solutions f. make an effort 242 Worksheet 74B: EXAMPLES © 1 997 Pre nti ce H all Reg ents .Du plic atio n f or c lass room use is perm itte d. Fun with Grammar 1. What must you remember to do before you leave home? 2. What have you forgotten to bring to class? 3. What do you remember doing on your last vacation? 4. What can you never forget eating? 5. What do you regret not doing in the past? 6. What news would you have for your parents that might start out "I regret to tell . . . "? 7. If you have a sunburn, what could you try doing? 8. What have you tried to do but were not successful at? 243 Worksheet 75: WHICH IS IT?© 199 7 P ren tice Hall R egen ts.D uplication for classro om u se i s pe rmit ted. Fun with Grammar Choose the best answer to each of your teacher's five questions. Then discussyour choices with your group. Your teacher will repeat a question if there is disagreement within your group. 1. a. John stopped to buy premium gas last week.b. John stopped buying premium gas last week. 2. a.

Mary remembered to lock the door before she left.b. Mary remembered putting the cat out before she left. 3. a. I regret to tell you that I wrecked your car. 4. a. Thu was very hot, so she tried to turn on the air conditioner.b. Thu was very hot, so she tried turning on the air conditioner. 5. a. Kim did not forget to tell you about the test.b. Kim did not forget receiving your letter. 244 Worksheet 76: COCTAIL PARTY © 1 997 Pre nti ce H all Reg ents .Du plic ation for class room use is permitted. Fun with Grammar Situation #1 Plan a birthday party, completewith entertainment and food, for aclassmate. Verb suggestions: advise, stop, consider, recommend, enjoy, ask, plan, prepare, remember, want, (don't) forget, promise Situation #2 A classmate wants to be accepted at a prestigious university, but he/sheis nervous about the oral interview. Give advice. Verb suggestions: advise, avoid, finish, (don't) delay, mention, practice, remember, dislike, (don't) quit, decide, need, want, wait Situation #3 Complain about the rising cost of living such as health care, carinsurance, etc. Try to end the conversation on a positive note. Verb suggestions: admit, deny, anticipate, dislike, can't

help, regret, tolerate, claim, afford, hesitate, pretend, understand, learn, want, appreciate, wish Situation #4 Give advice on (a) losing weightand (b) gaining confidence to make a good impression on people (boss, spouse, girlfriend/boyfriend, etc.). Verb suggestions: advise, avoid, keep, (don't) miss, postpone, suggest, expect, hope, seem, need, struggle, learn, offer, want, plan ≥ 245 Worksheet 77: GO + GERUND© 199 7 P ren tice Hall R egen ts.D uplication for classro om u se i s permit ted. Fun with Grammar Go boating Go bowling Go sking ce H all Reg ents .Du plic atio n f or c lass room use is perm itte d.

What are you interested in while you're in the U.S.? What are you too embarrassed? What are you too embarrassed? What are you thinking about this weekend? ? What would you keep__ What have you seen children? ≈ 247 Worksheet 78: (CONTINUED)© 199 7 P ren tice Hall R egen ts.D uplication for classro om u se i spe rmit ted. Fun with Grammar What did you hear a familymember/roommate _ last night? What have you noticed me___ in theevenings? What do you think I shouldbegin ? What do you suggest after class? What have you been angryenough asked you to stop? What do you recommend tonight? What would you like to quit ? What do you prefer for a friend? What do you enjoy on vacations? What are you considering ? ≥ 248 Worksheet 79: BOARD GAME © 1 997 Pre nti ce H all Reg ents .Du plic ation f or c lass room use is perm itte d. ? What have you agreed when you returnhome? What are you too young Fun with Grammar START I was sad seeyou leave. Are you goingshop today? I resent youranswer for me. She openedthe jar by twist the lid.

ROLL AGAIN I'm used study English. I let herride my bike. I forgot tellyou about the test. GO BACK2 SPACES I warned youstudy harder. I quit smokea year ago. He got mego with him. GO BACK3 SPACES She mademe feel sorry for her. Have youdecided buya new car? ROLL AGAIN It is easy foolby his lies. LOSE A TURN She came hereget a goodeducation. She is stillyoung enough spank. I heard itrain lastnight. ROLL AGAIN What doyou knowabout ski? We're thinkingabout go swim next week. She pretendslisten to you. She helpedme choose a new school. We lookforward see you next quarter. I am luckyhave you as a friend. Sheencouraged us get married. This box istoo heavy for me lift. GO AHEAD2 SPACES He got an Aby work hard. LOSE A TURN He refusedhelp us withour problem. I'm tryinglearn Chinese. I daredhim jump. She avoidsdo laundry. I was sorryhear the news. His not knowthe answer was unusual. Do you mindnot smoke in here? FINISH!!! GO BACK2 SPACES 249 Worksheet 80: STORYTIME© 1997 P ren tice Hall R egen ts.D uplication for classro om use is permit ted. Fun with Grammar Answer the questions based on the summaries below. Use either a gerund, aninfinitive, or a simple form in your answer. 1. One Life to Live Maggie, who teaches children at a school for the deaf, meets Max whenshe comes to Llanview to visit her cousin, Andrew. Max, a friend of Andrew's, is a widower with one-year-old twins. After Maggie spendssome time with the twins, she suspects that one of them, Frankie, ispartially deaf. She tells Max that he must take Frankie for testing. Maxrefuses to believe that his son is deaf and tells Maggie to stay out of hisfamily's business. Maggie, who grew up with a deaf brother, pursues thematter, even setting up an appointment for Frankie without Max'sknowledge. When Max finds out about the appointment, he is furious atMaggie come to Llanview? b. Why is Max angry at Maggie determined to do? 2. General Hospital Jason is in a car accident when the car he is riding in (his brother, A.J., is driving) hits a tree.

Jason was not wearing a seat belt and was thrownfrom the car. He experiences memory loss as a result of the accident. Hecan't remember anyone and gets particularly angry at his family and hisgirlfriend when they tell him what he was like and how he used to actbefore the accident. Jason is from a wealthy family and had been apremed student. Because he knows he can't match his family'sexpectations, he leaves home, rents a room, and takes a blue-collar job. a. What is Jason angry about?

b. What did Jason decide to do? c. What can't Jason remember?

d. What did Jason stop doing? 13.1 COMPARATIVES• Comparison Cards 1• Comparison Cards 2• Match• Magazine Search• It's Bigger Than a Baseball 13.2 SUPERLATIVES• The Superlative Taste Test• Survey• Classmate Questionnaire• The Compliment Game 13.3 REVIEW• Reading Questions• Word Search• Compare Them• Who's the Worst (Best)? Comparatives and Superlatives 13 251 13.1 COMPARATIVES 1. COMPARISON CARDS 1 Materials: Worksheet 81 or 3" x 5" cards Dynamic: Groups Time: 10 minutes Procedure: 1. Make as many copies of the worksheet as you have groups. Cut theworksheets up into cards to make sets for each group. Arrange theclass into groups of three or four and give each group a set ofcards. 2. One student in each group draws a card and makes a comparative entence while two nouns and adjective on the card. Example: My legs (short) Your legs Student sentence using the two nouns and adjective on the card. Example: My legs (short) Your legs Student sentence using the two nouns and adjective on the card. Example: My legs (short) Your legs Student sentence using the two nouns and adjective on the card. Example: My legs (short) Your legs (sho sentence used the correct comparative form and decides if it is logical/correct. 3. The students take turns in the group choosing cards and makingsentences until they finish all the cards or time is up. The students take turns in the group choosing cards and makingsentences until they finish all the cards or time is up. The students take turns in the group choosing cards and makingsentences until they finish all the cards or time is up. The students take turns in the group choosing cards and makingsentences until they finish all the cards or time is up. The students take turns in the group choosing cards and makingsentences until they finish all the cards or time is up. The students take turns in the group choosing cards and makingsentences until they finish all the cards or time is up. The students take turns in the group choosing cards and makingsentences until they finish all the cards or time is up. The students take turns in the group choosing cards and makingsentences until they finish all the cards or time is up. The students take turns in the group choosing cards and makingsentences until they finish all the cards or time is up. The students take turns in the group choosing cards and makingsentences until they finish all the cards or time is up. The students take turns in the group choosing cards and the students take turns in the group choosing take turns ofstudents in the class. 2. COMPARISON CARDS 2 Materials: Small pictures Dynamic: Pairs Time: 15 minutes Procedure: 1. Arrange students in pairs, and give each pair two or more pictures.) 2. Each pair writes comparisons of the two pictures. Example: A bear is shorter than a giraffe. 3. When everyone has finished, have the pairs show their pictures and read their sentences. You might ask the other students whether they agree or disagree. This is interesting when students whether they agree or disagree. This is interesting when students whether they agree or disagree. This is interesting when students whether they agree or disagree. write the names of thepeople under the picture for the students, or have them say simply "the man in picture A," etc. 3. MATCH Materials: Worksheet 82 Dynamic: Pairs Time: 15 minutes Procedure: 1.

Put students into pairs, and give each pair a copy of theworksheet. Go over the words on the list and explain any withwhich the students are unfamiliar. 2. Call out an adjective or phrase from the list below. The studentschoose two of the words or expressions on the worksheet and writea comparison sentence. Continue until all the words on the paperhave been matched.

orhave three very different food items, such as pickles, pretzels, andhard candy. 2. SURVEY Materials: Worksheet 84 (two pages) Dynamic: Pairs/Small groups Time: 30 minutes Procedure: 1.

Adjectives to use with the worksheet:clean expensive noisy slowcold good pet quick spicydangerous hard short talleasy to use large Example: Instructor says: "spicy" Students write: "Mexican food is spicier than Italian food." 3. Go over the sentences by having the pairs write them on the boardor read them aloud. The other students decide if the sentences are logical and grammatical. 252 253 4. MAGAZINE SEARCH Materials: Magazines or catalogs by three. Give each group several magazines or catalogs that can be cut up. (Or, for a previous homework assignment, ask the students to bring in magazines orcatalogs.) 2. In their magazines, the groups look for pictures to compare, thenwrite comparison sentences aloud. 5. IT'S BIGGER THAN A BASEBALL Materials: None Dynamic: Pairs Time: 25 minutes Procedure: 1. Use the following riddle as a model, or make up one of your own, using comparisons. It is as round as the moon. It is as orange as a carrot. It is as hard as a melon. It is not as sweet as fruit. Answer: A pumpkin. 2. The students work in pairs and use the structure above to make their own riddles. Circulate and answer questions. Make sure thestudents' riddles are not too ambiguous; that is, the answer shouldbe clear by the time students get to the end of the riddle. 3. When they finish, do one of the following: a. Tape the riddles to the wall. The students circulate and writeanswers before discussing them as a class. b. The students exchange papers and discuss the answers withtheir partners. c. The students read their riddles aloud for the rest of the class toguess. 13.2 SUPERLATIVES 1. THE SUPERLATIVE TASTE TEST Materials: Worksheet 83, three kinds of mints Dynamic: Pairs/Small groups Time: 20 minutes Procedure: 1. Place three dishes of mints on a table, enough for each group a copy of the worksheet. One students in groups of two or three. Give each group a copy of the worksheet to go over the worksheet to go over the worksheet. One students in groups of two or three. Give each group a copy of the worksheet.

begin the taste test. 2. Each student eats one mint from each dish, noting qualities suchas color, taste, and texture. Group members discuss these qualities with each other and decide which mint ranks best in each area. Then the group writes two sentences about each mint, using thesuperlative. Examples: Mint #1 is the smoothest tasting. Mint #2 has the blandest taste. Then the group decides which mint they liked the best overall. 3. Circulate to make sure that everyone is on task and is using thecorrect forms of the superlatives. 4. Call on each group to share results with the class. NOTE: Other types of food can be used. You can use three of thesame kind of food (such as three different brands of potato chips)

Divide the class into pairs or groups of three or four. Give eachgroup 11 copies of a different section of the worksheet. 2. Have the students go over the words on their list and decide ifthey would use most or -est to form the superlative. Do NOT allow 254 255 them to use dictionaries. Even if they are unfamiliar with some ofthe words, they should be able to apply rules they know forforming the superlative. 3. Send them out to ask 10 native speakers about which form theythink is correct, either in class time or as a homework activity. If it is not possible tointerview native speakers, the students should interview peoplewho are fluent or use English in their jobs. 4. The students tabulate their results and compare them to their group's answers. Each group then makes a short presentation to the class and why. Aneffective way to do this is to put the worksheet with the words foreach group on an overhead projector. The class will be able to follow the oral reports more easily. 3. CLASSMATE QUESTIONNAIRE Materials: Worksheet 85 Dynamic: Pairs Time: 25 minutes Procedure: 1. Put students into pairs. Give each pair a copy of the handout. 2. Have students answer the questions in complete sentences. asking their classmates questions. Variation: To take less time, have students answer the questions in pairs withouttalking to their classmates. They can begin the sentences with "We think . . ." or "We guess . . ." Then have the pairs read their answers for questions to the next question.) Determine who has written the correct answer. You may wantto do this as a competition and assign points for every correct answer. 4. THE COMPLIMENT GAME Materials: 3" x 5" cards with an adjective written onone side, paper Dynamic: Whole class Time: 20 minutes Procedure: 1

Review the rules for superlatives, if necessary. Give each student acard and a piece of paper. Tell the students to write, on the reverseof their cards, the superlative form of the adjective on the front. Suggested adjectives (for a lower-level class, you will of coursechoose easier adjectives): attractive delightful modern terrificbeautiful funny nice uniquebright happy pleasant wonderfulcomfortable interesting prettycute large small 2. The students are to imagine that they are to go up to other "quests" and show them the wordon their card. Each "quest" approached (Student B) thencompliments the "guest" who approached him or her (Student A), using the correct superlative form of the word he or she is shown. Example: Student B's compliment uses the correct form of the superlative, Student A signs Student B's paper. If Student B's compliment does not sign Student Who used the superlative correctly, Student A does not sign Student with the most ign Student Who used in reading class Dynamic: Pairs/Small groups Time: 30 minutes Procedure: 1. Arrange students in pairs or groups of three. 2. Have each group make up 10 questions based on a short story ornovel they are using in their reading classes or if you do not have access to their reading material, give them something short to read forhomework. Keep it short and relatively simple, as the focus of this activity is to use the comparative and superlative, not toconcentrate on reading comprehension. Then discuss the reading before the students make up their questions. 256 257 3. Have the groups exchange question papers with each other and answer the questions they receive. 4. The groups then return the questions papers (now with answers) to the groups who made them up to be checked. SUGGESTION: You may want to set a time limit for making thequestions. 2. WORD SEARCH Materials: Worksheet 86A or 86B Dynamic: Pairs/Small groups Time: 10 minutes Procedure: 1. Put students into pairs or groups of three. Give

Students work together to find all the comparative and superlativeforms. The forms may be up, down, forward, backward, or diagonal. You may prefer not to include the word list on the worksheet. 3. You may set a time limit, or tell the students that the first groupto find all the forms wins. SUGGESTION: A good way to go over where the hidden forms are isto use an overhead after the game. 3. COMPARE THEM Materials: None Dynamic: Pairs Time: 15 minutes Procedure: 1. Put students into pairs. Assign each pair a different topic ofcomparison. Examples: Two fast-food restaurants Two famous people Two cars Two animals Two grocery stores Two brands of soda 2. On the board, make a list of adjectives. Students choose from the following list of adjectives: bad funny new quiet tastybeautiful good nice rich uglybright handsome noisy serious wisebusy messy old short wonderfulempty neat pretty tall young SUGGESTION: In a higher-level class, the pairs can write aparagraph instead of individual sentences. 4. WHO'S THE WORST (BEST)? Materials: Worksheet 87 Dynamic: Small groups Time: 30 minutes Procedure: 1. Divide the class into groups of three or four and give each studenta copy of the worksheet (or make one of your own). 2. After they read the story, the students in each group rate thecharacters in the story from 1 to 4 as to who has the worst because . There may be disagreement in the group, so the students should express their reasons for their choices ("Maria is the worst because . 3. After the group reaches an agreement, a member of each groupcomes to the board and list the four characters in descending order, #4—worst to #1—best. 4. Have the class compare the answers and discuss the differences. Each group should be prepared to state why they listed the characters in the order in which they did. 258 my legs(short) your

legs the weather here(bad) grammar(difficult) spelling a giraffe's neck(fat) an elephant's neck a tree(thin) a stick a mouse(small) an elephant winter(good) summer a motorcycle(expensive) a bicycle biology(interesting) history comics(funny) novels a skyscraper(tall) a gas station my old shoes(comfortable) my new shoes our grammar book (easy) our writing book your hair(long) my hair my eyes(dark) my teacher's eyes a chocolate bar(fattening) an apple the weather inmy hometown 259 Worksheet 81: COMPARISON CARDS 199 7 Prentice Hall Regents. Duplication for classro om u se i s pe rmit ted. Fun with Grammar 259 Worksheet 81: COMPARISON CARDS 199 7 Prentice Hall Regents. Duplication for classro om u se i s pe rmit ted. Fun with Grammar 259 Worksheet 81: COMPARISON CARDS 199 7 Prentice Hall Regents. Duplication for classro om u se i s pe rmit ted. Fun with Grammar 259 Worksheet 81: COMPARISON CARDS 260 Worksheet 81: COMPARISON CARDS 270 Worksheet 81: CO atio n f or c lass room use is perm itted. Fun with Grammar Your teacher will give you an adjective, airplane cat dog ladder rockant chalk fog lake snowbee charge cards giraffe Mexican food stiltsbus checks Italian food mud puddle wolf 1.2. 3. 4. 5. 6. 7. 8. 9. 10. 261 Worksheet 83: THE SUPERLATIVE TASTE TEST© 199 7 P ren tice Hall R egen ts.D uplicat ion for classro om u se i s pe rmit ted. Fun with Grammar You have been selected by the Magnificent Marketing Company to taste-testthree new mints before they go on the market. The company wants to knowwhich mint the public prefers, and why. Taste each mint. Describe its qualities, such as color, taste, and texture. Writeat least two sentences about each mint in the space provided, using superlatives. Decide with your group which mint is best. You may want to use some of these words in your sentences. You may use adictionary to find their meaning and/or a thesaurus to find other words to use. delicious tasty smooth creamy sweet rich flat bland MINT #1 1. 2. MINT #2 1. 2. MINT #3 1. 2. We think the best mint is # . 262 Worksheet 84: SURVEY © 1 997 Pre nti ce H all Reg ents .Du plic ation for c lass room use is perm itted. Fun with Grammar Using the list your teacher assigns your group, decide together if you would use most or -est to form the superlatives of the words. Then use the other 10 copies to survey

native speakers about which form they think is correct. GROUP 1: GROUP 2: most -est most -est1. old 1. wise2. famous 2. clever3.

busy 3. pretty4. important 4. beautiful5. sweet 5.

red 1. new2. common 2. pleasant3. heavy 3. dry4. expensive 4. dangerous5. weak 5. soft6. shy 6.

each group onecopy of the worksheet. 2.

wet6. gross 6. keen7. handsome 7. difficult8. rough 8. queasy9. listless 9. tired 10. young 10. tough GROUP 4: most -est most 84: (CONTINUED) © 1997 P ren tice Hall R egents. Duplication for classroom use is permit ted. Fun with Grammar Using the list your teacher assigns your group, decide together if you would use most or -est to form the superlatives of the words. Then use the other 10 copies to survey native speakers about which form they think is correct. GROUP 5: GROUP 6: most -est most -est1

uncanny7. humid 7. unpopulated8. safe 8. fat9. delicious 9. boring 10. shallow 10. appetizing GROUP 7: GROUP 8: most -est most -est 1. small 1. sour 2.

silly 2. noisy3. valuable 3. embarrassing4. nervous 4. homesick5. loud 5. sad6. merry 6. hungry 7. polluted 7. discouraged 8. dark 8. quiet 9. relaxed 9. popular 10. joyous 10. ghoulish × 264 Worksheet 85: CLASSMATE QUESTIONNAIRE © 1 997 Pre nti ce H all Reg ents .Du plic ation for class room use is perm itted. Fun with Grammar Answer the questions about your classmates in complete sentences. 1. Who is wearing the

EEMWBFRFRASSROTUEELRRLBRSRHWMTOEERETTEBHWASSRHRREEASTASEUOSSSTFBESFMTTEWORST LEAST LESS MORE MOST WORSE WORST 266 Worksheet 86B: WORD SEARCH (HIGHER LEVEL) © 1997 Pre nti ce H all Reg ents .Du plic ation f or c lass room use is perm itte d. Fun with Grammar Find the comparative forms of the words on the list. Theforms may be listed up, down, forward, backward, or diagonally. W D A L I M I S E L O I E L O O F A L L F F B R A L I M I S U F E W O R S E O R R E T T A R K W R E T R T F H I O E W H H E K I L A T M O T E N R E S T N O R R S T S A E L E S S A T S E B R E S T T F Word list: ALIKE LESS WORSE AS LIKE WORST BEST MORE BETTER MOST DIFFERENT OF ALL FARTHER SAME FURTHEST SIMILAR LEAST THAN 267 Worksheet 87: WHO'S THE WORST (BEST)? © 199 7 P ren tice Hall R egen ts.D uplicat ion for classro om u se i s pe rmit ted. Fun with Grammar Rate the characters from 1 to 4, with 4 being the worst person in the story. Maria, Sachie, Toshie, and Ana shared an apartment near the college thatthey attended. Maria needed to buy a book for her history class, but shedidn't have enough money. She had a test in three days, and she needed thebook to study. Maria knew that Sachie always kept quite a bit of money inan envelope in her desk drawer. Maria decided to take enough money from Sachie discovered that some money was missing from herdesk. None of her roommates was home, so she looked around theapartment. On Toshie's bed, she found a bag from a clothing store. Inside thebag was a new blouse with a sales receipt. The price of the blouse was onlyslightly less than the amount of the missing money. Sachie decided to teachToshie a lesson, and she poured catsup all over Toshie's new blouse. When Toshie returned home, she found her ruined blouse. When that she had not taken her money, but Sachiedidn't believe her. Ana returned home, and Toshie told her that Sachie had ruined all herclothes by putting catsup on them. And decided to call the apartment manager and tell him Sachie was keepingstolen goods at the apartment for her boyfriend so that she would have tomove out. RelationshipsBetween Ideas 14 14.1 PARALLELISM • Memorize It 14.2 JOINING IDEAS • Either/Neither/Too • Using Correlative Conjunctions • Complete the Sentence • Just Because • Otherwise . . . Or Else 269 14.1 PARALLELISM 1. MEMORIZE IT Materials: Worksheet 88 Dynamic: Whole class Time: 10 minutes Procedure: 1. Make copies of the handout. Give half of your class Part A and theother half, Part B. Do not tell the students to memorize the sentences for about 30 seconds and then turn over their papers.

10. Who traveled the farthest to come to this country? 265 Worksheet 86A: WORD SEARCH (LOWER LEVEL)© 199 7 P ren tice Hall Regents. Duplication for classroom use is permit ted. Fun with Grammar Find the comparative and superlative forms of the words on the list. Theforms may be listed up, down, forward, backward, or diagonally. F

On the backs of their papers, oron another piece of paper, have them write the sentences exactly as they remember them. 3. Students now turn their papers back to the front and check their papers back to the front and check their papers back to the front and check their papers and have a student with Part A compare papers with astudent who has part B. Ask them which one was easier toremember and why. Talk about where the parallel structure is ineach sentence in Part A. NOTE: Those students with Part A usually have an easier timememorizing the sentence in Part A. NOTE: Those students with Part A usually have an easier timememorizing the sentence in Part A. NOTE: Those students with Part A usually have an easier timememorizing the sentence in Part A. NOTE: Those students with Part A usually have an easier timememorizing the sentence in Part A. NOTE: Those students with Part A usually have an easier timememorizing the sentence in Part A. NOTE: Those students with Part A usually have an easier timememorizing the sentence in Part A. NOTE: Those students with Part A usually have an easier timememorizing the sentence in Part A. NOTE: Those students with Part A usually have an easier timememorizing the sentence in Part A. NOTE: Those students with Part A usually have an easier timememorizing the sentence in Part A. NOTE: Those students with Part A usually have an easier timememorizing the sentence in Part A. NOTE: Those students with Part A usually have an easier timememorizing the sentence in Part A. NOTE: Those students with Part A usually have an easier timememorizing the sentence in Part A. NOTE: Those students with Part A. NOTE: T student who can memorizePart B completely. In that case, talk about how some people have agood ability to memorize, but that it is easier for most of us if thereis some kind of structure. 14.2 JOINING IDEAS 1. EITHER /NEITHER /TOO Materials: 3" x 5" index cards Dynamic: Whole class Time: 15 minutes Procedure: 1. Write out two kinds of cards: one set has sentences; the other sethas short answers that agree or disagree. Each sentence in Set Two. I'm not having fun. I'm not either. The U.S. president lives in Washington, D.C. His wife does, too. I don't have a headache. Neither do I. I didn't do the homework. Neither did I. You're a good student. You are, too. 2. Divide the students into two groups. Each student receives onecard. The students circulate and look for their match.

pairs. Fill the blanks in the worksheet with yourstudents' names. Give one copy of the worksheet to each pair of sentence, joining thepairs of sentences on the paper with an appropriate correlativeconjunction (both . . . and, not only . . . but also, either . . . or, and neither . . . nor). 270 271 Example: Guillermo has black hair. Jorge has black hair. Variation: Use the worksheet as a model only. Write your own sentencescontaining information about students in your class. This will make itseem less like an exercise and more fun for your students. 3. SAME / DIFFERENT Materials: Worksheet 90 Dynamic: Pairs Time: 20 minutes Procedure: 1. Put students and give each students and give each students and give each students and give each students. studentwho answered each question. Example: Question: What month were you born in? Student A nor I was born in September. 2. Circulate to check on student progress. When all pairs havefinished, you may want to have volunteers give a few examplesentences. 4. CONNECTING IDEAS Materials: Board, paper Dynamic: Small groups Time: 10 minutes Procedure: 1. Write a list of connecting words on the board (for example, because, although, for, before, so). You may want to concentrate onjust one type (conjunctions, adverbial subordinators, or transitions) or mix them. 2. Divide the class into groups of approximately three or four. Set atime limit (perhaps 5 minutes), and have the groups write a logicaland grammatical sentence for each word on the board. Eachsentences as I went to bed after I finished my homework, I went to bed because I finished my homework, I went to bed because I finished my homework.) 3.

They can saytheir sentences to each opposite group member until they find theappropriate answer. 3. Students can then invent their own sentences and see if their lass matter answer. 4. USING CORRELATIVE CONJUNCTIONS Materials: Worksheet 89 Dynamic: Pairs Time: 15 minutes Procedure: 1. Put students into

For each word on the board, have the group's answers on the group's answers on the group's answers on the board. NOTE: The time limit will vary depending on the level of the class and the number of words you list on the board. If you want, youcan give the class a topic to base their sentences on, although thiscan lead to similar sentences, as noted in step 2 above. 5. PANTOMIME Materials: 3" x 5" cards with instructions on them Dynamic: Whole class Time: 15 minutes Procedure: 1. Write one situation on each card. Suggestions: starting a car on a cold morningreceiving a letter from a good friendeating something you don't likemaking scrambled eggstrying to study next to a noisy person Hand out cards, face down, to the most outgoing students, who willbe your "actors." They should not show their cards to anyone. 2. Be sure the class understands the meaning of "pantomime." Thencall the first student to the front of the class to act out his/hercard. 3. Ask the class to explain what the "actor" did by using adverbials of time and sequence and adverbial clauses of time. Example: "First, she sat down at the table. Then she took herbooks out of her bag. As soon as she began to study, another student sat down next to her." 4. Encourage students to shout out possibilities for each action. Donot focus on guessing what the "actor" was doing, but rather ondescribing how he/she did it. 272 273 6. COMBINATIONS Materials: Worksheet 91 Dynamic: Small groups Time: 15 minutes Procedure: 1. Put students into groups of three or four. Give each group one copyof the worksheet. 2. Have students work together to choose the best answer for each sentence. (Remember, the directions state to find the expressionsthat can not be used in the sentences.) In each case, two answersare correct and one is not. The students are looking for the expression/word that is not possible in the sentence, considering both appropriate meaning and appropriate punctuation.

COMPLETE THE SENTENCE Materials: Worksheet 92 Dynamic: Teams Time: 15 minutes Procedure: 1. Cut up the worksheet and divide the class into two teams. 2. The students on each team take turns drawing slips of paper that contain a clause beginning or ending with a coordinator or subordinator. Examples: He went to class although . . . Because he was all wet . . . 3. If the student completes the sentence correctly, he/she scores apoint for his/her team. NOTE: You may want only the student who draws the slip torespond, or you may allow the teammates to help.

Either way, accept the answer only from the student who drew the slip. This activity can also be used in their text. 8. JUST BECAUSE Materials: Worksheet 93 Dynamic: Pairs Time: 15 minutes Procedure: 1. Arrange students in pairs and give each pair a copy of theworksheet. 2.

most jewelry today? 2. Who has the curliest hair? 3. Who has the largest shoe? 5. Who has the largest s

Using the randomly listed independent clauses, the students worktogether to write logical and grammatical sentences by combining two of the clauses with because. Punctuation also counts! 3. You can award one point for each correct sentence, or one point for each correct sentence, or one point for each correct sentence and one point for each correct sentence. sentences and grade themimmediately, if possible. The pair with the most points wins. If youdo not want to do this activity as a competition, go around the roomand have the pairs share some of their sentences as a closure. 4. As a follow-up activity, use the students' combination and punctuation errors for an error analysis worksheet. Variation: Read an independent clause from one of the lists on the worksheet. The students, working in small groups, supply a logical completion toyour sentence, using because. The first group to produce a goodcompletion scores a point. Alternatively, ask all groups for acompletion and give points for all correct answers. 9. OTHERWISE . . . OR ELSE Materials: None Dynamic: Whole class Time: 15 minutes Procedure: 1. Explain that you will write a sentence such as I have a headacheor I have to work on the board after a

2. Send a volunteer out of the room. With the rest of the class, brainstorm several possible logical clauses to complete thesentence, beginning with otherwise or or else. 3. Erase the sentence on the board and have the volunteer return. The other students offer their responses. The student volunteer tries to construct the sentence on the board and have the volunteer return. on the board. Example: Possible responses: Otherwise, I would be scared. Otherwise, I would worry about myvaluables. Otherwise, someone could break in. Sentence on the board (whichthe volunteer must guess): I always lock my doors. 274 275 Worksheet 88: MEMORIZE IT© 199 7 P ren tice Hall R egen ts.D uplication for classroom use is pe rmit ted. Fun with Grammar PART A 1. Mary liked to dance, bowl, and swim. 2. I admire Bob for his intelligence, honesty, and he has a cheerfuldisposition. 3. By getting a job and she was able to save her money, Marcia paid for herdance lessons. × 276 Worksheet 89: USING CORRELATIVE CONJUNCTIONS © 1 997 Pre nti ce H all Reg ents .Du plic ation f or c lass room use is perm itted. Fun with Grammar Write one sentence joining the two ideas with a correlative conjunction(both . . . and, not only . . . but also, either . . . or, and neither .

1. isn't from Hong Kong. She isn't from Mexico. 2. Someone just bought a new car, but I can't remember who. Maybe it was . Maybe it was .

3. lost her passport. She lost her driver's license too. 4. We have an essay due next Tuesday. We have a grammar test nextTuesday. 5. I enjoy this class. I am learning lots of new things. I am meeting newpeople. 6. doesn't like to cook. He doesn't like to eat out inrestaurants. 7. likes cats. She likes cocker spaniels. 8. Chocolate can make some people hyperactive. It can keep people awakeat night. 277 Worksheet 90: SAME /DIFFERENT© 199 7 P ren tice Hall R egen ts.D uplication for classro om u se i s pe rmit ted. Fun with Grammar Ask your partner these questions. Then use correlative conjunctions (both . . . and, not only but also, either . . . or, neither . . . or, neither . . . nor) to write sentences about the two of you. 1. What month were you born in? 2. Do you have a boyfriend/girlfriend? 3. Are you married? 4. Do you drive? 5. Are you the youngest in your family? 6. Can you play the piano? 7. Do you have American friends? 8. Do you like cats? 9. Have you ever studied in another foreign country? 10. Can you speak more than four languages? 278 Worksheet 91: COMBINATIONS © 1 997 Pre nti ce H all Reg ents .Du plic ation f or class room use is perm itted. Fun with Grammar Cross out the words or expressions that can not be used in the sentenceswithout a change in meaning or punctuation. 1. (Although / Because / Even though) Sue is a

good student, she did notreceive a good grade. 2. It was hot today. (Although / However / Whereas / While) John is poor, Mary is rich. 6. I always eat breakfast. (Nevertheless / However / Therefore), I still gethungry. 7. It was raining today. (But / Consequently / Therefore), we stayed home. 8. This university, (for example / for instance / such as), has an excellent ESL program. 9. (Besides / Furthermore / In addition to) working at the restaurant, Kimworks on campus. 10. I had a terrible headache today. (Furthermore / As well as / In addition), I was very tired. 279 Worksheet 92: COMPLETE THE SENTENCE 199 7 P ren tice Hall R egen ts.D uplication for class although Since the dog was all wet, I got a raise at work; consequently, Not only does the president like to go running. but Because my boyfriend thinks he is God's gift to women, My friend found a new job last week, so I had fun at the beach this weekend; nevertheless, Neither my sister nor her children Both Indonesia and Thailand Even though my brother has five children, The population of the United States is increasing, for Despite the fact that I didn't go to my friend's party last Saturday, \$\approx 280 Worksheet 92: (CONTINUED) © 1 997 Pre nti ce H all Reg ents .Du plic ation for class even though Before I called my mother, Since I had lived there for five years, I was born in Mexico, yet Every day there is more information about the dangers of smoking; therefore, My brother got involved with bad people; as a result, I don't like the taste of carrots, nor While I was walking down the street, As long as you are happy, He seemed happy; however, ≥ 281 Worksheet 93: JUST BECAUSE© 199 7 P ren tice Hall Regents. Duplication for classroom use is permit ted. Fun with Grammar With your partner, select two sentences from the list and combine themusing because. Be sure your sentences are logical and grammatical. Remember to punctuate correctly. She studied hard for her finalexams. She took aspirin. Air pollution in California isincreasing. The bus was late. My sister doesn't work outside the house. I was late for work. She has a migraine headache. She wants to get into a gooduniversity. I ate breakfast at 7:00 A.M. I'm not going to go camping. She has six children. I had to go to work. Don't eat too much for lunch.My in-laws are coming for a visit.It's impossible to see out the front window.More and more people are drivingalone.We are going to a great restaurantfor dinner.You should wash your car.It's been raining all day.I spent the day cleaning the house. 15.1 ADVERB• Guess Who?• Finish This 15.2 ADJECTIVE• Definition Competition• Picture Sentences • Who Am I? 15.3 NOUN • Song • Completions • Respond to the Question • The Fact That • Match Game • Solve the Mystery • Orders Subjunctive • Question Draw (Subjunctive • Combinations Clauses 15 283 15.1 ADVERB 1. GUESS

WHO? Materials: None Dynamic: Whole class/Groups Time: 20 minutes Procedure: 1. Write 10 phrases on the board. Examples: borrow money eat pizzahave my first kiss eat too muchgo to a movie go to bedgo out to eat go dancinggo to the mall stay up late 2. Instruct the students to write a sentence using each of the phrasesand an adverbial subordinator. The sentences may use any logical tense/time. You may want to list adverbial subordinators on theboard. Examples: I borrowed money after I lost my wallet. I had my first kiss when I was 14 years old. 3. Collect individual papers as they are completed. You can be notingunusual sentences to create agame to review adverbial subordinators at the end of the unit. Dividethe sentences into two columns with the main clause on the left and the dependent clause (with the adverbial subordinator) on the right. Cut them apart and mix them up. Divide the class into teams and hand out the strips containing clauses to the teams. Have the students make as many logical sentences as possible. (It is not necessary toduplicate the original sentences as long as the ones they create as ateam are logical.) The team with the most logical sentences wins. Variation 2: Give 20 cards or slips of paper to each group. Have them write 10sentences, with the adverb clause on one paper and the independent clause on another. Collect the 20 papers from each group and givethem to a different group. Tell the groups to match the independent clauses written by the other group. The first group whomatches all the clauses to form logical sentences wins. (It is notabsolutely necessary to match every sentence as it was written, but it may not be possible to come up

with 10 logical sentences otherwise.) 2. FINISH THIS Materials: None Dynamic: Small groups Time: 15 minutes Procedure: 1. Divide the class into groups of three or four. Each group makes alist of clauses containing an adverbial subordinator. activity.) Examples: I get scared when Before I got to class, I always eat pizza after 2. To play a round, Group 2 must complete the sentence for Group 2 must complete the sentence. If they do so correctly, they get a point. 3. Group 2 must complete the sentence for Group 3 to complete. Continueuntil all clauses have been completed. 15.2 ADJECTIVE 1. DEFINITION COMPETITIONMaterials: Slips of paper, a noun written on each A paper bag Dynamic: Teams Time: 15 minutes Procedure: 1. Use a variety of nouns that denote things, people, places, timeperiods (months or holidays), and so on. Put the slips of paper intothe bag and divide the class into two teams. 2. A student from the first team comes to the front and picks a paper from the bag. The student then gives his/her teammates one clueabout the noun, using the phrase "I'm

thinking of a thing(person/place/animal/etc.) . . . " and an adjective clause to complete the clue. It is helpful if you write this starting phrase on the board. Sample clue: I am thinking of an animal that is orange withblack stripes. 284 285 3. After the first clue has been given, the first person on the clue-giver's team to raise his/her hand can guess the noun. If theanswer is correct, his/her team gets a point. If the answer isincorrect, the clue-giver gives another clue, again using anadjective clause. This time, anyone on either team may guess, and the team of the person who answers correctly gets the point. 4. Repeat steps 2 and 3 with a student from the other team. Continue alternating between teams. The team with the most points at the end wins. 2.

PICTURE SENTENCES Materials: Large pictures Dynamic: Pairs Time: 10 minutes Procedure: 1. Try to find full-page ads that can be seen when held up. Putstudents into pairs, and give each pair a picture. 2. Have the pairs write a sentence containing an adjective clauseabout their picture. Example: The man who is next to the president is holding abook. 3. The pairs write a reduction of their sentence, if possible. Example: The man next to the president is holding abook. 3. WHO AM I?Materials: Slips of paper, each containing the name of a different student in

the class Dynamic: Whole class Time: 25 minutes Procedure: 1. Tell the students that you are going to take on the identity of one ofthem. Choose a student and the structure"I am someone who . . ." or "I am the kind of person who . . ." 2. Distribute the slips of paper. Each student is to take on theidentity of the name on his/her paper and write five sentences todescribe himself/herself, using the structure indicated above. 3. Have the class get up and circulate and listen forexamples and errors.) 4. The first person to find himself/herself is the winner, but haveeveryone find himself/herself before you stop play if time permits. NOTE: This activity works best with a class that has workedtogether for awhile and who are familiar with one another. 15.3 NOUN 1. SONGMaterials: Worksheet 94 Tape player and music

Dynamic: Pairs Time: 10 minutes Procedure: 1. Tell students that you are going to play a song. They are to listenfor noun clauses and count them. Remind the students that therecan be clauses where "that" has been eliminated. Play the songonce, 2. Ask how many noun clauses were heard, Get several answers, Play the song again, if desired, and recount, 3. Put students in pairs and give each pair a copy of the worksheet, 4. Have the pairs go through the song lyrics and underline all the noun clauses. Go through the words together and have the students identifyeach noun clause as you come to it. NOTE: The lyrics to "Amie" (Craig Fuller, sung by Pure PrairieLeague) are provided in the worksheet as an example. If you do nothave the music, you could read it to your students, but it is best tofind a song with noun clauses for which you have the music. Another good song to use is "Don't Pass Me By" (Richard Starkey, sung by the Beatles). 286 287 2. COMPLETIONS Materials: Worksheet 95 Dynamic: Pairs Time: 10 minutes Procedure: 1. Put the students in pairs. Give each pair a copy of the worksheet containing the six sentence fragments that they should complete with a noun clause. Encourage them to use the names of studentsfrom the class and have the pairs read their sentences. SUGGESTIONS: your classmateselephantsouter spaceanother countrythe opposite sexunusual animals 2. Go around the class and have the pairs read their sentences of studentsfrom the class and have the pairs read their sentences.

want to see if any of the students canrespond to a completed sentence. For example, if one pair writes "Iwonder why Marissa was absent today," you may ask if anyoneknows why. 3. RESPOND TO THE QUESTION Materials: Worksheets 96, cut into strips Dynamic: Whole class/Teams Time: 10 minutes Procedure: 1. Give each student a strip with a question on it. If you use theworksheet, fill in the blanks with the names of students from yourclass. The students are to respond to the question, using a nounclause. Example: On the strip: How many people live in Miami. I don't care how many people live in Miami. Who knows how many people live in Miami? etc. 2. Have students take turns reading their question and their answer, variation: Divide the class into teams and have the students draw stripsalternately. If a student answer accept the answer accept the answer accept the answer. only from the studentwho drew the strip. 4. THE FACT THAT Materials: Worksheet 97 Dynamic: Pairs Time: 15 minutes Procedure: 1. To review noun clauses using the fact that, divide the class intopairs. Give each pair write

one answer on the board. The other studentswill critique the answers (Do the sentences combine the twosentences grammatically?). 5. MATCH GAME Materials: Worksheet 98 Dynamic: Small groups Time: 20 minutes Procedure: 1. To review noun clauses, put students into groups of three to five. Cut up the worksheet and randomly

distribute cards to the groups. Because the groups need to make matches, give an even number ofcards to make sentences that are both grammatical and logical, observing the capitalization on the cards (that is, they cannot change the capitalization). 3. Because cards were given out randomly, some of the cards will notform matches they can within their groups, the students try to trade with other groups. They cannot group is unwilling to trade a certain card, the other group 4. When one group has made all its matches and feels they arecorrect, the game stops. One member of the group reads out thematches to see if the class accepts the match. (You may need toreferee if the class rejects a logical, grammatical answer. Sometimes this happens if the class does not want the group towin [and thus the game to end].) 288 289 5. If all matches are accepted, the group wins. If any of the matchesis rejected, the game continues until another (or the same) groupfeels it has matched all cards. There can be no unmatched cards. 6. SOLVE THE MYSTERYMaterials: Worksheets 99A and 99B or a 3" x 5" card for each student and a list of information the students must obtain A

piece of paper for each student Dynamic: Whole class Time: 30 minutes Procedure: 1. Copy and cut Worksheet 99A, making sure there will be one cardfor each of your students. The first seven cards must be used. Useas many of the others as you have students in the class. (You mayhave to duplicate the worksheet, makecards with similar information on them. 2. Have the students number their papers 1-7, and ask them towrite the following information: 1. the name of a student in the class 2. the name of another student in the class 7. a location in your house 3. Collect the papers and draw seven at random. Use a different student paper to fill in the information on the first seven cards on the worksheet. (Take the name of a student in the class from the first seven cards on the class from the first paper, the name of a student in the class from the third paper, and so on.) 4. Distribute the cards randomly so that seven students have a cluecard (with the blank now filled in) and the rest of the studentshave the other cards from the worksheet.

Tell the students that acrime has been committed and they must solve the crime byfinding the answer to the questions, or write the questions on theboard or on an overhead transparency. 5. The students circulate and ask each other the questions, makingsure to preface each question with an expression such as "Can you know . . .?" or "Do you know whose it was?" If the question converted into a noun clause. Example: "Whose was it?" becomes "Do you know whose it was?" If the question is not phrased properly, the student being askedmay refuse to answer the question. Students who have the reguested information must respond to a correctly wordedquestion truthfully. Students who do not have the answer mustuse the phrase on their cards, followed by a noun clause. Example: I don't know how much it costs. I don't have the foggiest idea who stole it. 6. The first student to acquire all of the requested information wins. 7.

2. The first student from Team 1 comes to the front desk and draws aslip of paper with an order on it. The students not to repeat the sameverb used by their classmates, but to use a variety: demand, tell, order, ask, etc. Example: Paper: Teacher to student: "Shut the door." Student response: She demanded that the student shut the door. 3. If the student answers correctly, he/she scores a point for his/herteam. Then the other team takes a turn. 4. Repeat until all orders have been put into the subjunctive. Theteam with the most points wins. 290 291 8.

OUESTION DRAW (Subjunctive form) Materials: Worksheet 101 Dynamic: Teams Time: 10 minutes Procedure: 1. Cut up the worksheet. Divide the class into two teams and havethem line up on either side of the room. 2. The first student from Team 1 comes to the front desk, draws aslip of paper with a question on it, and reads it to the first student from Team 1 comes to the front desk, draws aslip of paper with a question on it, and reads it to the first student from Team 1 comes to the first student from Team 1 comes to the first student from Team 1 comes to the first student from Team 2 comes to the first student from Team 3 comes to the first student from Team 4 comes to the fir That student answers the question, using thesubjunctive in a noun clause. Example: Question: What is it necessary that a person wear to class? Answer: It is necessary that a person wear to class? Answer: It is necessary that a person wear to class? Answer: It is necessary that a person wear to class? Answer: It is necessary that a person wear to class? Answer: It is necessary that a person wear to class? Answer: It is necessary that a person wear to class? Answer: It is necessary that a person wear to class? Answer: It is necessary that a person wear to class? Answer: It is necessary that a person wear to class? Answer: It is necessary that a person wear to class? Answer: It is necessary that a person wear to class? Answer: It is necessary that a person wear to class? Answer: It is necessary that a person wear to class? Answer: It is necessary that a person wear to class? Answer: It is necessary that a person wear to class? Answer: It is necessary that a person wear to class? Answer: It is necessary that a person wear to class? Answer: It is necessary that a person wear to class? Answer: It is necessary that a person wear to class? Answer: It is necessary that a person wear to class? Answer: It is necessary that a person wear to class? Answer: It is necessary that a person wear to class? Answer: It is necessary that a person wear to class? Answer: It is necessary that a person wear to class? Answer: It is necessary that a person wear to class? Answer: It is necessary that a person wear to class? Answer: It is necessary that a person wear to class? Answer: It is necessary that a person wear to class? Answer: It is necessary that a person wear to class? Answer: It is necessary that a person wear to class? Answer: It is necessary that a person wear to class? Answer: It is necessary that a person wear to class? Answer: It is necessary that a person wear to class? Answer: It is necessary that a person wear to class? Answer: It is necessary that a person wear to class? Answer: It is necessary that a person wear to cl guestions have been chosen. The team with themost points wins. NOTE: Having one team read the guestion to the other team ensuresthat everyone can hear the guestion. 9. CHANGE IT (Quoted/Reported speech) Materials: Worksheet 102 Dynamic: Teams Time: 10 minutes Procedure: 1. Cut up the worksheet. Divide the class into two teams and

havethem line up on opposite sides of the room. 2. A student from Team 1 comes to the first student in Team 2, who puts thestatement into reported speech. Example: Student A: "Where can I meet you?" Student B: She asked where she

could meet me. Student A: "Come here!" Student A: "Come here!" Student B: He ordered me to go there. 3. After all members of Team 2 ask the guestions, 10. INTERVIEW (Quoted/Reported speech, making sure students understand howquoted speech is represented in English for statements, questions, and commands. Divide the students into pairs. 2. The partners use the worksheet to collect samples of quotedspeech from each other. Then they rewrite their partner's quotedspeech structures in the book before you assign this task, or you can have the students do each section as they learn it. 15.4 REVIEW 1. COMBINATIONS Materials: Worksheet 104 Dynamic: Pairs Time: 15 minutes Procedure: 1. Have students work in pairs. Give each pair one copy of theworksheet. 2. The students are to combine the sentences as directed on theworksheet. 3. When all pairs have finished, go over the worksheet together byasking for volunteers to read or write their sentences on the board. NOTE: For a high-level class, eliminate the instructions regardingwhat type of clause to use. 292 293 Worksheet 94: SONG© 199 7 P ren tice Hall R egen ts.D upl icat ion for classro om u se i s pe rmit ted. Fun with Grammar "Amie" I can see why you think you belong to me; I never tried to make you think or let you seeOne thing for yourself. But now you're off with someone else and I'm alone. You see, I thought that I might keep you for my own. REPEAT Amie, what 'choo wanna do?I think I could stay with youFor awhile, maybe longer, if I do. Don't you think the time was right for us to findAll them things we thought weren't properCould be right in time. And, can you seeWhich way we should turn together or alone. I can't never tell what's right or what is wrong. (It'd take too long to see) REPEAT Well, now it's come to what you want; you've had your way. And all the things you thought before just faded into gray. And can you seeA-That I don't know if it's me. If it's me. If it's one of us, I'm sure we both will see(Oh, won't you look at me and tell me) REPEAT I just keep falling in and out of love with you, Falling in and out of love with you. Music, Inc. (BMI)All Rights Reserved Used by PermissionWARNER BROS. PUBLICATIONS U.S., INC., Miami, FL 33014 294 Worksheet 95: COMPLETIONS © 1 997 Pre nti ce H all Reg ents. Du plic ation for class room use is permitted.

Fun with Grammar I'd like to know . . . I wonder . . . Can you tell me . . . Please tell me . . . Do you know . . . I don't know . . . I'd like to know

I wonder

cost? Why did he/she steal it?

. . Can you tell me . . . Please tell me . . . Do you know .

. I don't know . . . I'd like to know . . . I wonder .

. Can you tell me . . . Please tell me . . . Do you know . . . I don't know . . . 295 Worksheet 96: RESPOND TO THE QUESTION 199 7 P ren tice Hall R egen ts.D uplication for classro om u se i s permit ted.

Fun with Grammar How many people live in Miami? How often does study? Why was absentyesterday? Where is the head of our programtoday? Where is of stelephone number? What did eat fordinner yesterday? Why is alwayssmiling? What is 's favoritecolor? How old is your grandmother? What did eat fordinner yesterday? Why is alwayssmiling? What is 's favoritecolor? How old is your grandmother? What did eat fordinner yesterday? Why is alwayssmiling? What is 's favoritecolor? How old is your grandmother? What did eat fordinner yesterday? Why is alwayssmiling? What is 's favoritecolor? How old is your grandmother? What did eat fordinner yesterday? Why is alwayssmiling? What is 's favoritecolor? How old is your grandmother? What did eat fordinner yesterday? Why is alwayssmiling? What is 's favoritecolor? How old is your grandmother? What did eat fordinner yesterday? Why is alwayssmiling? What is 's favoritecolor? How old is your grandmother? What did eat fordinner yesterday? Why is alwayssmiling? What is 's favoritecolor? How old is your grandmother? What did eat fordinner yesterday? Why is alwayssmiling? What is 's favoritecolor? How old is your grandmother? What did eat fordinner yesterday? Why is alwayssmiling? What is 's favoritecolor? How old is your grandmother? What did eat fordinner yesterday? Why is alwayssmiling? What is 's favoritecolor? How old is your grandmother? What is 's favoritecolor? How old is your grandmother? What is 's favoritecolor? How old is your grandmother? What is 's favoritecolor? How old is your grandmother? What is 's favoritecolor? How old is your grandmother? What is 's favoritecolor? How old is your grandmother? What is 's favoritecolor? How old is your grandmother? What is 's favoritecolor? How old is your grandmother? What is 's favoritecolor? How old is your grandmother? What is 's favoritecolor? How old is your grandmother? What is 's favoritecolor? How old is your grandmother? How old is your grandmo middlename? How many brothers and sistersdoes have? How did meet herhusband? \$\approx\$ 296 Worksheet 96: (CONTINUED) © 1 997 Pre nti ce H all Reg ents .Du plic atio n f or c lass room use is perm itte d. Fun with Grammar What is 's favoriteanimal? Why do classes start at 8:00? How tall is the Empire StateBuilding? Who was that guy withlast night? Who is the best cook in the class? Who was the oldest U.S. president? What is the best place to go onvacation? When is the next test? How many girlfriends does a centipedehave? What is the average rainfall in Panama? How old is the teacher? How many legs does a centipedehave? What is the average rainfall in Panama? How old is the teacher? How many legs does a centipedehave? What is the average rainfall in Panama? How old is the teacher? How many legs does a centipedehave? What is the average rainfall in Panama? How old is the teacher? How many legs does a centipedehave? What is the average rainfall in Panama? How old is the teacher? How many legs does a centipedehave? What is the average rainfall in Panama? How old is the teacher? How many legs does a centipedehave? What is the average rainfall in Panama? How old is the teacher? How many legs does a centipedehave? What is the average rainfall in Panama? How old is the teacher? How many legs does a centipedehave? What is the average rainfall in Panama? How old is the teacher? How many legs does a centipedehave? What is the average rainfall in Panama? How old is the teacher? How many legs does a centipedehave? What is the average rainfall in Panama? How old is the teacher? How many legs does a centipedehave? What is the average rainfall in Panama? How old is the teacher? How many legs does a centipedehave? What is the average rainfall in Panama? How old is the teacher? How many legs does a centipedehave? How many legs does a centipedehave? What is the average rainfall in Panama? How old is the teacher? How many legs does a centipedehave? How om u se i s pe rmit ted. Fun with Grammar Combine the two sentences in each set, using the fact that. Be sure yourresulting sentence is grammatical and logical. 1.

A big dog lives on my street. That scares me. 2. The bus didn't come. Because of that, I was late. 3. Yoichi didn't study but got 100 percent. I wonder about that. 4. My mother forgot my birthday. That made me sad. 5. It's cold today.

ORDERS SUBJUNCTIVE Materials: Worksheet 100 Dynamic: Teams Time: 10 minutes Procedure: 1. Cut up the worksheet. Divide the class into two teams and havethem line up on either side of the room.

In spite of that, I'm going to the beach, 6. Ahmed was wearing a tie today, I was stunned by that, 7. Hitoshi seemed sincere, I wasn't convinced by that, 8.

The pyramids were built without the aid of machines. That really amazes me. 9. My daughter graduated at the head of her class at Harvard. That takes my breath away. 10. My dog chewed up my new book. In spite of that, I still love her. 298 Worksheet 98: MATCH GAME © 1 997 Pre nti ce H all Reg ents .Du plic ation for class room use is perm itted. Fun with Grammar Where Bob eatslunch I don't know I wonder It's a miracle We don't care We need to find out How many husbandsshe had How much money learn The fact that no one knows Let's ask him That she was in anaccident I can't imagine Could you tell me is too bad was a secret is strange \$\infty\$ 299 Worksheet 98: (CONTINUED)© 1997 P ren tice Hall R egen ts.D uplicat ion for classro om use is permit ted. Fun with Grammar what he is reallylike is a mystery where he lives how old she isthat you whether or not she'sbusy tonight where the partywill be is none of yourbusiness what you were likeas a child that he stole themoney how often he goesjogging stole it. He/She stole a . It was . It cost .He/She stole it. He/She stole from. Now it's. I don't have anyidea . . . I don't know . . . I haven't the foggiestidea . . . No one told me . . . I can't imagine . . . I'd like to know . . . too.

.It's none of mybusiness . . . No one knows . . . I can't remember . . . It's a mystery to me . . . × 301 Worksheet 99B: SOLVE THE MYSTERY© 199 7 P ren tice Hall R egen ts.D uplicat ion for classro om u se i s pe rmit ted. Fun with Grammar Who stole something? Who stole something? What did he/she steal? Whose was it? Whose was it?

Why did he/she steal it? Who did he/she steal it from? Who did he/she steal it from? Whore is it now? Where is it now? Who stole something? What did he/she steal? What did he/she steal? Whose was it? Whose was it? How much did it cost? How much did it cost? Why did he/she steal it? Why did he/she steal it? Who did he/she steal it from? Who did he/she steal it from? Where is it now? Where is it now? ** 302 Worksheet 100: ORDERS SUBJUNCTIVE © 1 997 Pre nti ce H all Reg ents .Du plic ation f or c lass room use is perm itted. Fun with Grammar Mother to student: "Study for the test." Mother to son: "Behome by 5:00." Friend to friend: "Drive

How much did it cost? How much did he/she steal it? Why did he/she steal it? Who did he/she steal it? Who did he/she steal it? Who did he/she steal it? Whose was it? Whose was it? Whose was it? How much did it cost? Whose was it? Whose

morecarefully." Father to child: "Eatyour vegetables." Mother to daughter: "Get your hair cut." Friend to friend: "Behere in an hour." Father to sister: "Don't touchthat!" Sister to sister: "Don't the Institutional TOEFL." Mother to child: "Clean up your mess." Friend to friend: "Buya new car." Friend to Grammar What have your parents insisted that you do? What do you suggestyour brother do? What is it important a pilot have? What do you for your parents do? What is it necessary that a pilot have? What do you for your parents do? What is it necessary that a pilot have? What do you for your parents do? What is it necessary that a pilot have? What do you for your parents do? What is it necessary that a pilot have? What do you for your parents do? What is it necessary that a pilot have? What do you for your parents do? What is it necessary that a pilot have? What do you for your parents do? What is it necessary that a pilot have? What do you for your parents do? What is it necessary that a pilot have? What do you for your parents do? What is it necessary that a pilot have? What do you for your parents do? What is it necessary that a pilot have? What do you for your parents do? What is it necessary that a pilot have? What do you for your parents do? What is it necessary that a pilot have? What do you for your parents do? What is it necessary that a pilot have? What do you for your parents do? What is it necessary that a pilot have? What do you for your parents do? What is it necessary that a pilot have? What do you for your parents do? What do you for you for your parents do? What do you for your parents d advisethat your friend do? What has a doctorsuggested that youdo? What is it necessarythat a teacher do? What is it vital thatthe government do todecrease crime? What do you requesthat your friends callyou? What is it essentialthat a person dobefore going to aforeign country? What is it imperative that a driver do whenhe/she hears a fireengine coming? What have you askedthat your boyfriend/girlfriend/spouse do? What meal is it mostimportant that aperson eat? × 304 Worksheet 102: CHANGE IT © 1 997 Pre nti ce H all Reg ents .Du plic atio n f or c lass room use is perm itte d. Fun with Grammar "Read chapter 6 forhomework." "Pick up your clothes!" "You should drivemore carefully." "It will

raintomorrow." "I'm watching thenews." "I was angryyesterday." "I've already readthis book." "Do you have anextra pencil?" "I have to worktonight." "Are you stillstudying?" "I am going to take abath now." "Can I have thoseFrench fries?" "Is that your sister?" "I ate dinner at10:00." "I must go now." "Do you have anymoney?" "I might go outtonight." "I may be late." × 305 Worksheet 103: INTERVIEW© 199 7 P ren tice Hall R egen ts.D uplication for classro om u se i spe rmit ted. Fun with Grammar A. Statements: Ask your partner these questions and write his/her answersin the space provided. Make sure you use the correct punctuation forquotes. 1. What is one thing you did this weekend? 2. What do you think about ? (fill in withplacename) 3. What will you do after you finish this program? 4. What is one thing you would like to change about this program? 5. Do you think money is the most important thing in life? 6. Have yet? (fill in with placename) B. Questions: Ask your partner three yes/no questions (ex: Where is my book?). In thespace below, write the questions that your partner asks you, making sureto use the correct punctuation for quotes. 1. 2. 3. 4. 5. 6. 306 Worksheet you been to 103: (CONTINUED) © 1 997 Pre nti ce H all Reg ents .Du plic atio n f or c lass room use is perm itte d. Fun with Grammar C. Commands: Imagine that you would give to your students or children. (ex:Write your name on your test. Get off the table!). Write your partner's commands below, using the correct punctuation for quotes. 1. 2. 3. 307 Worksheet 104: COMBINATIONS © 199 7 P ren tice Hall R egen ts.D uplication for classro om u se i s pe rmit ted. Fun with Grammar Combine the information by changing one of the sentences into an adjective, adverb, or noun clause as directed. Use any additional words necessary toform your sentence. 1. He teaches a class for students. Their native language is not English.(adjective clause) 2. She gave several reasons.

Only a few of them were valid. (adjectiveclause) 3. I don't know. What should I do? (noun clause) 4. She doesn't understand spoken English. That is obvious. (noun clause) 5. John's glasses broke yesterday. He was playing basketball during thattime. (adverb clause) 6.

The Civil War has ended. A new government is being formed. (adverbclause) 16.1 TRUE IN THEPRESENT/FUTURE • Superstitions Match A • Superstitions Match B • Just the Facts • Experiment Report • Directions 16.2 UNTRUE IN THE PRESENT/FUTURE • Superstitions Match B • Just the Facts • Experiment Report • Directions 16.2 UNTRUE IN THEPRESENT/FUTURE • Superstitions Match B • Just the Facts • Experiment Report • Directions 16.2 UNTRUE IN THE PRESENT • Memory Game • Clue • Building Around • Song • Line-Ups • Values • Imagine That! (Might and Would) • As If/As None Dynamic: Small groups Time: 15 minutes Procedure: 1. Write a few superstitions on the board.

Here are some examples. If a black cat crosses your path, you'll have bad luck. If you break a mirror, you'll have seven years bad luck. If you break a mirror, you'll have seven years bad luck. If you break a mirror, you'll have seven years bad luck. If you break a mirror, you'll have bad luck. If you break a mirror, you'll have seven years bad luck. If you break a mirror, you'll have been years bad luck. If you break a mirror, you'll have been years bad luck. If you break a mirror, you'll have been years bad luck. If you break a mirror, you'll have been years bad luck. If you break a mirror, you'll have been years bad luck. If you break a mirror, you'll have been years bad luck. If you break a mirror, you'll have been years bad luck. If you break a mirror, you'll have been years bad luck. If you break a mirror, you'll have been years bad luck. If you break a mirror, you'll have been years bad luck. If you break a mirror, you'll have been years bad luck. If you break a mirror, you'll have been years bad luck. If you break a mirror, you'll have been years bad luck. If you break a mirror, you'll have been years bad luck. If you break a mirror, you'll have been years bad luck. If you break a mirror, you'll have been years bad luck. If you break a mirror was a mi introduction) orreview the rule (if you have already introduced this form). 2. Break students into small groups and have them discuss superstitions from their countries. They should list three or four toshare with the rest of the class. 3. As a whole group, share the superstitions and discuss which areuniversal and which seem to exist only in one or two cultures. Students often have similar superstitions in their countries and it is interesting to compare slightvariations. 4. For further review of forms, you may want to write several of thestudents' superstitions on the board and analyze them (Were theywritten correctly?). 2. SUPERSTITIONS MATCH A Materials: Worksheet 105 Dynamic: Whole class Time: 15 minutes Procedure: 1. Cut up the worksheet or make your own. Give each student half of a superstition, that is, one card. 2. The students feel they have a match, they sit down. You will probably have to check student matches and advise them to sit down or find a different match. (In case you are

unfamiliar with some of the superstitions in the worksheet, the if-clause on the left matches the result clause directly across from it.) 3. Go over the superstitions together, talking about meaning and form, 3. SUPERSTITIONS MATCH BMaterials: 3" x 5" cards, or paper cut into strips at least 2" x 4" Dynamic: Groups Time: 15 minutes Procedure: 1. Follow steps 1 and 2 for Superstitions, page 309. 2. Have the students write their superstitions on the cards or paper cut into strips at least 2" x 4" Dynamic: Groups Time: 15 minutes Procedure: 1. Follow steps 1 and 2 for Superstitions on the cards or paper cut into strips at least 2" x 4" Dynamic: Groups Time: 15 minutes Procedure: 1. Follow steps 1 and 2 for Superstitions on the cards or paper cut into strips at least 2" x 4" Dynamic: Groups Time: 15 minutes Procedure: 1. Follow steps 1 and 2 for Superstitions on the cards or paper cut into strips at least 2" x 4" Dynamic: Groups Time: 15 minutes Procedure: 1. Follow steps 1 and 2 for Superstitions on the cards or paper cut into strips at least 2" x 4" Dynamic: Groups Time: 15 minutes Procedure: 1. Follow steps 1 and 2 for Superstitions on the cards or paper cut into strips at least 2" x 4" Dynamic: Groups Time: 15 minutes Procedure: 1. Follow steps 1 and 2 for Superstitions or paper cut into strips at least 2" x 4" Dynamic: Groups Time: 15 minutes Procedure: 1. Follow steps 1 and 2 for Superstitions or paper cut into strips at least 2" x 4" Dynamic: Groups Time: 15 minutes Procedure: 1. Follow steps 1 and 2 for Superstitions or paper cut into strips at least 2" x 4" Dynamic: Groups Time: 15 minutes Procedure: 1. Follow steps 1 and 2 for Superstitions or paper cut into strips at least 2" x 4" Dynamic: Groups Time: 15 minutes Procedure: 1. Follow steps 1 and 2 for Superstitions or paper cut into strips 2 and 3 an card. (Each group should produce onlyhalf as many superstitions, as there are members in their group, sothat a group of four students may have generated many superstitions, so instruct them to choose the ones they likebest.) 3. Collect and shuffle the cards.

Hand one card to each student. Students circulate and try to find their match. (The student whowrote the superstitions will probably be unfamiliar withseveral of the superstitions.) 4. As a class, go over the superstitions and check (as a group) to seeif the correct grammar forms were used. 4. JUST THE FACTS Materials: Worksheet or prepare your own. Distributeone to each student, who must construct a sentence that uses the true conditional form. Example: Add lemon to milk Example fact (by student): If you add lemon to milk, itcurdles. 310 311 2. Arrange students in a circle, and have each say his/her sentence. Variation: To avoid students' losing interest, do step 2 as a memory round. Eachstudent says his/her sentence and repeats all those that came beforehis/hers. 5. EXPERIMENT REPORT Materials: None Dynamic: Small groups of three or four, Assign each group anexperiment. Suggested experiments: putting a spoon in the microwavemixing blue and yellow paintboiling eggs in water with onion skinstouching your eyebrowsfrowning all the time 2. The students discuss what they think the result will be. Then eachgroup reports to the class, using some conditional sentences. (If you intend to have the students act out the experiments inclass or for homework, obviously there are some in the list aboveyou would not want to assign.) NOTE: Because the results of these experiments can be perceived as a habitual result or as a predictable fact, either the present or thefuture can be used in the result clause. 6. DIRECTIONSMaterials: A map

(Worksheet 107) and a handout (either A or B) per student Dynamic: Pairs Time: 15 minutes Procedure: 1. Break the class into pairs and give a map and two worksheets toeach pair. Each student handout contains both locations and routes as indicated in Worksheet 107. 2. Student A begins and asks Student B for directions to the firstlocation. Student B looks at the map and the list of routes onhis/her handout and gives advice in a conditional sentence. Example: Student A: How can I get to Bethesda? Student B: If you take Route 190, you will get to Bethesda. 3. After Student A has asked for directions to all the locations on 107Part A, Student B asks for directions and the ways to get there are not in order. Students must match them. A local map also works well because the students are familiar with places and highways.

Pattern thehandouts after Worksheet 107, in that case. Variation: For a higher-level class, provide locations only and have the partnersearch the map for a route that goes to the requested location. 16.2 UNTRUE IN THE PRESENT 1. MEMORY GAME Materials: 3" x 5" cards Dynamic: Whole class Time: 25 minutes Procedure: 1. On each card write an adjective in large letters so that it can be seen around the room. SUGGESTIONS: sad, drunk, lonely, stranded, nauseous, hungry, thirsty, nervous, angry, rich, sick, sleepy, famous, tired, poor, lost, married, single, scared (Include a few new words that will be challenging even for higher-level students, such as jilted or stranded.) Have students sit or standin a circle while you distribute the cards. (If you use adjectives likemarried or single, be sure to give them to students who are not!) 2. Ask who has the best memory and then start with the person nextto him/her. If you know you have a weak student, you may want tostart with that person. The first student holds up his/her card and composes a sentence, using the untrue present conditional. Example card: lonely Example sentence: If I were lonely, I would call my family.

3. The second student says his/her sentence and repeats studentone's sentence. Continue around the circle, with each new student 312 313 adding a sentence and repeating all the previous sentences. Thelast student will have to remember the sentences from all theother students. It is important that students hold their cardstoward the circle at all times because they serve as clues.

Also, don't let any of the students write. Students may cue their classmates through gestures. The only correction allowed is toemphasize were rather than was. NOTE: If your class is large, divide it into two groups and play tworounds. The same cards can be used, but different sentences must becreated. The game has been played with up to 14 in a low-level class and up to 22 in a high-level class. 2. CLUE Materials: None Dynamic: Whole class Time: 10 minutes Procedure: 1. One student volunteers to leave

the room and, when he/shereturns, will guess the word chosen by the class from clues given the room, decide on a category (suggestions: occupations, food, school material). Have the class choose a word in that category Brainstorm together the kinds ofclues that can be given. They must be in the form of the untruepresent conditional. Example 1: Food server Clues: If I were you, I would wear a uniform. If I were you, I would talk to many people. Also, decide which clues should be saved for last. (For example: "If Iwere you, I would serve customers quickly in order to get a good tip.") Example 2: mustard Clues: If I were you, I'd never eat this by itself. If you were a waitress, you would put this onthe table next to the ketchup. Last clue: If I were you, I'd never eat this by itself. If you were a waitress, you would put this onthe table next to the ketchup. Last clue: If I were you, I'd never eat this by itself. If you were a waitress, you would put this onthe table next to the ketchup. Last clue: If I were you, I'd never eat this by itself. If you were a waitress, you would put this onthe table next to the ketchup. of the untrue present conditional. 3. BUILDING AROUND Materials: None Dynamic: Large groups Time: 15 minutes Procedure: 1. Put students into groups of five to seven. 2. One student builds on the story by taking the result of theprevious sentence and turning it into an if-clause. Example: Student 1: If I lived in France, I would speak French. Student 2: And if I spoke the same native language as Florence, we would be good friends. Student 4: And if we were good friends, we would go to parties together.

4. Encourage the students to correct/help each other within thegroups. 4. SONGMaterials: Lyrics to a song, handout with questions (optional) Dynamic: Pairs/Small groups Time: 30 minutes Procedure: 1. Choose a song that has several examples of the untrue presentconditional. SUGGESTIONS: "If I Were a Carpenter" I Had

The students, working in pairs, fill in the missing verbs, 3. Listen to the song to check answers, 314 315 Variation: Add some guestions that make use of the conditional or allow students to think about why the conditional was used. For the song "If I Were a Carpenter," questions can include: a. What kinds of jobs are mentioned? b. Does the man hold any of these jobs? How do you know? c. The man asks a lot of questions about occupations, but whatdoes he really want to know from his girlfriend? Write aconditional sentence to express what he wants. 5. LINE-UPS Materials: Worksheet or prepare your own cards with similar questions. If you make your own cards, it is advisable tomake each set a different color so you can assemble students inlines more easily. ("Everyone with a pink card,") Have all the students holding one of the colors come to the front of the room and stand against the board (or wall). Havethe other students stand in front of one of these students. 2. The students in the line against the board ask their questions of the student standing in front of them. When the students in the "question line" do not move. 3. When the students in the "answer line" have talked to everystudent in the "question line," it is time to change positions. Continue as specified in step 2. 4. To wrap up this activity, ask each student to share some of theresponses he/she received. NOTE: If you have an uneven number of students, have one studentswait at the end of the line until the students move.

One student willalways be without a partner, but because the students will answer a very large class, divide the class two and do the line-ups both in front and in back of the class. 6. VALUES Materials: Worksheet 109 Dynamic: Groups Time: 20 minutes Procedure: 1. Prepare two sets of cards from Worksheets 109A and 109B. Breakthe class into small groups. Give each group a values card and aYES or NO. 2. Each group is presented with a situation. They must change thewording on the card into a card in conditional sentence. They then chooseone classmate in another group who they feel will give them theanswer on their YES/NO card. Example: The card says: You find a wallet with \$50 and an IDinside Do you keep it? Sentence madeby the group: If you found a wallet with \$50 and an ID inside, would you keep it? YES/NO card: YES Task: Decide which of their classmates not intheir group will answer YES to thequestion they generated. They must make an educated guess based on what they know of their classmates.

3. Check with each group to make sure they have chosen aclassmate. When all groups have done so, play a round: the firstgroup picks a student and asks its question. If the student's answer matches the group's card, the group receives a point. Go onto the next group. 4. Play another round. 7 IMAGINE THAT! (Might and Would) Materials: None Dynamics: Groups Time: 15 minutes Procedure: 1. Write a result on the board that is either unusual or funny. Askstudents when or why they might do that action. Generate asmany if-clauses as possible. 316 317 Suggested results (can be used for teacher example and for groups): go skinny

dippingcall 911paint my bodyhop on one footclimb on the roofattract a lot of attentionclimb a tree 2. Divide the students into groups. Give each group a different resultand have them brainstorm if-clauses using might. 3. After each group decide which one of the if-clauses would produce the result they have been working with. The groups should try to reach a consensus, but that may not be possible. 4.

Share sentences (or if-clauses) with the class. Example: attract a lot of attention if I screamed in class. I might attract a lot of attention if I screamed in class. I might attract a lot of attention if I screamed in class. I might attract a lot of attention if I screamed in class. I might attract a lot of attention if I screamed in class. I might attract a lot of attention if I screamed in class. I might attract a lot of attention if I screamed in class. I might attract a lot of attention if I screamed in class. I might attract a lot of attention if I screamed in class. I might attract a lot of attention if I screamed in class. I might attract a lot of attention if I screamed in class. I might attract a lot of attention if I screamed in class. I might attract a lot of attention if I screamed in class. I might attract a lot of attention if I screamed in class. I might attract a lot of attention if I screamed in class. I might attract a lot of attention if I screamed in class. I might attract a lot of attention if I screamed in class. I might attract a lot of attention if I screamed in class. I might attract a lot of attention if I screamed in class. I might attract a lot of attention if I screamed in class. I might attract a lot of attention if I screamed in class. I might attract a lot of attention if I screamed in class. I might attract a lot of attention if I screamed in class. I might attract a lot of attention if I screamed in class. I might attract a lot of attention if I screamed in class. I might attract a lot of attention if I screamed in class. I might attract a lot of attention if I screamed in class. I might attract a lot of attention if I screamed in class. I might attract a lot of attention if I screamed in class. I might attract a lot of attention if I screamed in class. I might attract a lot of attention if I screamed in class. I might attract a lot of attention if I screamed in class. I might attract a lot of attention if I screamed in class. I might attract a lot of attention if I screamed i with the class. Decide as a whole class which sentence wouldmost likely produce the result. SUGGESTION: If you do this game as a competition, have the classvote on the best sentence. The group that receives the most votes getsa point for that round Then go on to another round of sentences. Theonly danger here is that students may vote for their own sentence and then no one group would ever win. This could be avoided bytelling students that they cannot vote for their own sentence. 8. AS IF /AS THOUGH PICTURES Materials: Magazines Dynamic: Small groups Time: 10 minutes Procedure: 1. Arrange students in groups of three or four. Find, copy, and distribute magazine pictures that have people with unusual expressions. 2. Have students discuss several pictures, making sentences using asif or as though. ("He looks as if he ate a lemon." "He looks as if he were sick.") 3. Each group takes turns holding up a picture and describing it byusing their sentences. Variations: Have students

find their own pictures, perhaps as homework. Or havethem each bring a magazine to class and look through them in their groups for a good picture. (In this case, you may want to have someback-up pictures just in case.) 16.3 UNTRUE IN THE PAST 1. BUILDING AROUND Materials: None Dynamic: Large groups Time: 15 minutes Procedure: 1. Break class into groups of five to seven. 2. Have one student begin with a sentence in the untrue pastconditional. Follow the steps in Building Around, 16.2.3. Example: Student 1: If I had not come to the United States, I wouldnot have visited the Grand Canyon. Student 3: If I had not visited the

a Hammer""If I Could Save Time in a Bottle" Type up the lyrics, but leave blanks for the conditional forms—justprovide the verb. 2.

Grand Canyon, I wouldnot have taken so many pictures. (etc.) 2. STORY SAGAS Materials: Worksheet 110 Dynamic: Small groups of three or four. Give each group a different summary, give each group a handout with all the summaries andthen assign one per group. (There is a handout of samplesummaries in Worksheet 110.) 2. The students read the summary and then write five conditionalsentences based on the information in the summary and then write five conditionalsentences based on the information in the summary. 318 319 Example: Blair lied and told Todd she was pregnant with his child so thathe would marry her. She knew what he didn't: that he was about to inherit \$28 million. As a result of her deception, Cord, the man she really loved, was discovered that he is a millionaire. Blair's mother, who is in a psychiatric center, knows the truth about themarriage and has a habit of saying whatever comes to mind. Sample Sentences: If Blair had not lied to Todd, he wouldn't have married Fodd, she could have married Cord. If Todd had known about the \$28 million before hismarriage, he might have suspected Blair. Variation: Instead of using soap opera summaries, use a story the class has read. If this is a multiskills class, you know

what material the class has read. If the reading class is separate, you can check with the reading instructor. Follow the same procedure, but write conditional sentencesbased on the story. You can also use fairy tales or fables. 16.4 MIXED CONDITIONALS 1. WHAT IFMaterials: None Dynamic: Pairs/Small groups Time: 15 minutes Procedure: 1. Break the class into pairs or groups of three or four. Explain (or review) that some actions have results not only in thetime they happened, but can also carry over into the present orfuture. Example: If I had eaten more last night . . . I wouldn't behungry now.

Give each group or pair several if-clauses—things that happened in the past. Tell them this activity has results in the present another they should make sentences with a past condition and apresent result. SUGGESTIONS: If I had written my essay last weekendIf I had gone to bed earlier last nightIf I had washed my hair yesterdayIf I had gone to the movies with my friends last night I had studied more English in my own country 2. COMIC STRIP ADVICEMaterials: Worksheet 111 Dynamic: Small groups Time: 15 minutes Procedure: 1. Distribute copies of the comic strip, have the groups work together tocomplete the ifclauses. They can use the information provided bythe mother in the strip or just make a logical ending. Example: Cathy says: If only I weren't so fat. Student results: I could wear my new dress.I would have had more boyfriends.I would feel better. 16.5 REVIEWING THE CONDITIONAL FORMS 1. REVIEW MATCH Materials: Worksheet 112 Dynamic: Small groups Time: 20 minutes Procedure: 1. Divide the class into small group should make as many matches as possible. Groupmembers should take the remaining unmatched cards to other group and try to make a trade. (Important: They cannot give away a card without receiving one in exchange, and they cannot give away a card without receiving one in exchange, and they cannot give away a card without receiving one in exchange, and they cannot give away a card without receiving one in exchange, and they cannot give away a card without receiving one in exchange, and they cannot give away a card without receiving one in exchange, and they cannot give away a card without receiving one in exchange, and they cannot give away a card without receiving one in exchange, and they cannot give away a card without receiving one in exchange, and they cannot give away a card without receiving one in exchange, and they cannot give away a card without receiving one in exchange, and they cannot give away a card without receiving one in exchange, and they cannot give away a card without receiving one in exchange give a card without receiving a card w the rest of the class mustagree that they are logical. If all matches are accepted, that groupis the winner. If one or more matches is rejected, the gameproceeds until the next group feels it is finished. NOTE: Because of mixed conditionals, there will not necessarily bematches for all cards. 320 321 2. DEAR ANNIEMaterials: Worksheet 113 Dynamic: Whole class Time: 30 minutes Procedure: 1. Have students pick one of the seven situations on the worksheet and write a letter to "Dear Annie" in which they explain their situation and ask how it can be avoided in the future or how it could have been avoided. 2. Collect the students' "Dear Annie" letters. Randomly redistribute them to the class, making sure that no one receives his/her ownletter.

3. Have students pretend they are Annie and respond in writing to the letter they received. They must use whichever conditionalstructures are appropriate to the situation described in the letters and the responses to the authors of the original letters. 16.6 WISHES 1. ALADDIN'S LAMP Materials: Worksheet 114 Dynamic: Groups Time: 20 minutes Procedure: 1. Discuss the meaning of Aladdin's lamp if necessary. (A poor boynamed Aladdin found an old lamp.

When he rubbed it, a genieappeared and granted him three wishes.) 2. Tell students they have each found Aladdin's lamp and beengranted three wishes and answerthe survey questions. 4. Each group can report its findings to the class. 322 © 1 997 Pre nti ce H all Reg ents .Du plic atio n f or c lass room use is perm itte d. Fun with Grammar Worksheet 105: SUPERSTITIONS MATCH if you sleep with a mirror underyour pillow if you trip on a flight of stairs if your cat washes its face if your eyebrows grow together or your arms are hairy if the bottom of one of your feetitches if your nose itches you will dream of what yourfuture husband looks like you will have triplets company is coming you will be very rich you are going to take a trip you'll kiss a fool × 323 © 1 997 Pre nti ce H all Reg ents .Du plic atio n f or c lass room use is perm itte d. Fun with Grammar Worksheet 105: (CONTINUED) if a cat licks its tail if your ears burn if you will have bad luck you will ha the same pencil you usedfor studying because it will remember the answers ≈ 324 © 1 997 Pre nti ce H all Reg ents. Du plic ation for class room use is perm itted. Fun with Grammar Worksheet 106: JUST THE FACTS drive with your eyes closed use sunscreen fly east from here have a baby read a lot overwater plants pass this class eat five pizzas at once heat water to 100°C put ice cubes in the sun never study do not eat pour oil on water take scuba diving lessons × 325 © 1 997 Pre nti ce H all Reg ents .Du

plic ation for class room use is perm itted. Fun with Grammar Worksheet 107: DIRECTIONS A I. Can you tell me how to get to ?The Goddard Space Flight CenterThe White HouseGeorgetown University II. If you take . . . you will get to 39549516th Avenue B I. If you take . . . costi a RockC reek Baltim ore 16th Ave. Connecticut Ave. Wisconsin Ave. New York Ave. Constitution Ave. Independence Ave. MacArthur Blvd. -Was hing ton Parkw ay George Washington Mem orial Pkwy, Geo. Wash. Mem .Pk wy, Mount Vernon Washington Mem orial Pkwy, Geo. Wash. Mem .Pk wy, Mount Vernon Washington Mem orial Pkwy, Geo. Wash. Mem .Pk wy, Mount Vernon Washington Mem orial Pkwy, Geo. Wash. Mem .Pk wy, Mount Vernon Washington Mem orial Pkwy, Geo. Wash. Mem .Pk wy, Mount Vernon Washington Mem orial Pkwy, Geo. Wash. Mem .Pk wy, Mount Vernon Washington Mem orial Pkwy, Geo. Wash. Mem .Pk wy, Mount Vernon Washington Mem orial Pkwy, Geo. Wash. Mem .Pk wy, Mount Vernon Washington Mem orial Pkwy, Geo. Wash. Mem .Pk wy, Mount Vernon Washington Mem orial Pkwy, Geo. Wash. Mem .Pk wy, Mount Vernon Washington Mem orial Pkwy, Geo. Wash. Mem .Pk wy, Mount Vernon Washington Mem orial Pkwy, Geo. Wash. Mem .Pk wy, Mount Vernon Washington Mem orial Pkwy, Geo. Wash. Mem .Pk wy, Mount Vernon Washington Mem orial Pkwy, Geo. Wash. Mem .Pk wy, Mount Vernon Washington Mem orial Pkwy, Geo. Wash. Mem .Pk wy, Mount Vernon Washington Mem orial Pkwy, Geo. Wash. Mem .Pk wy, Mount Vernon Washington Mem orial Pkwy, Geo. Wash. Mem .Pk wy, Mount Vernon Washington Mem orial Pkwy, Geo. Wash. Mem .Pk wy, Mount Vernon Washington Mem orial Pkwy, Geo. Wash. Mem .Pk wy, Mount Vernon Wash. Mem .Pk wy, Mount Vern Great FallsPark GoddardSpace Flight Center AndrewsAir Force Base Rock CreekPark WASHINGTON Bethesda Ar l ington Alexandr ia Si lverSpr ing 326 © 1 997 Pre nti ce H all Reg ents .Du plic ation for c lass room use is perm itted. Fun with Grammar Worksheet 108: LINE-UPS If you lost your homework andyour teacher did not believe that you

had done the work, whatwould you do? If you disliked your sister's newboyfriend, what would you do? If your friend gave you a puppyfor your birthday, what would youdo? If your friend made mistakes ingrammar while speaking, wouldyou correct him/her? If you discovered, after eatingdinner at a restaurant, that youhad no money or credit cardswith you, what would you do? If you arrived at a friend's housefor dinner and realized you hadthe wrong night, what would you say? If you reaction, what would you do? If a classmate asked you apersonal question, what would you say? If you were invited for dinner to afriend's house and the food wasterrible, what would you say? If you were invited for dinner to afriend's house and the food wasterrible, what would you say? If you were invited for dinner to afriend's house and the food wasterrible, what would you say? If you were invited for dinner to afriend's house and the food wasterrible, what would you say? If you were invited for dinner to afriend's house and the food wasterrible, what would you say? If you were invited for dinner to afriend's house and the food wasterrible, what would you say? If you were invited for dinner to afriend's house and the food wasterrible wasterrible. Fun with Grammar Worksheet 109A: VALUES You accidently break your hostfamily's remote control. Do youconfess? You see your teacher's car hit aparked car and leave. You know that a friend'sboyfriend is involved withanother man. Do you tell her? Your friend is copying someoneelse's homework instead of doingit himself/herself. Do you talk tohim/her? You see your sister's husbandkissing another woman. Do youtell her? The waiter forgets to charge youfor your dessert. Do you tell him? Your best friend's boyfriend/girlfriend asks you out. Do you tell him? Your best friend's boyfriend/girlfriend asks you out. Do you tell him? Your best friend's boyfriend/girlfriend asks you out. Do you tell him? Your best friend's boyfriend/girlfriend asks you out. Do you tell him? Your best friend's boyfriend/girlfriend asks you out. Do you tell him? Your best friend's boyfriend/girlfriend asks you out. Do you tell him? Your best friend's boyfriend/girlfriend asks you out. Do you tell him? Your best friend's boyfriend/girlfriend asks you out. Do you tell him? Your best friend's boyfriend/girlfriend asks you out. Do you tell him? Your best friend's boyfriend/girlfriend asks you out. Do you tell him? Your best friend's boyfriend/girlfriend asks you out. Do you tell him? Your best friend's boyfriend/girlfriend asks you out. Do you tell him? Your best friend's boyfriend/girlfriend asks you out. Do you tell him? Your best friend's boyfriend/girlfriend asks you out. Do you tell him? Your best friend's boyfriend/girlfriend asks you out. Do you tell him? Your best friend's boyfriend/girlfriend asks you out. Do you tell him? Your best friend's boyfriend asks you out. Do you tell him? Your best friend's boyfriend asks you out. Do you tell him? Your best friend's boyfriend asks you out. Do you tell him? Your best friend's boyfriend asks you out. Do you tell him? Your best friend's boyfriend asks you out. Do you tell him? Your best friend's boyfriend asks you out. Do you tell him? Your best friend's boyfriend asks you out. Do you tell him? Your best friend's boyfriend asks you out. Do you tell him? Your best friend's boyfriend asks you out. Do you tell him? Your best friend's boyfriend asks you out. Do you tell him? You best friend's boyfriend asks you out. Do you tell him? You best friend's boyfriend asks you out. Do you tell him? You best friend's boyfriend asks y

shopliftsomething inexpensive. Do youtalk to him/her about it? The cashier overcharges you by15 cents. Do you complain? You run over your neighbor's dog.Do you confess? Your parents tell you to stopseeing your boyfriend/girlfriend.Do you see him/her in secret? × 328 © 1 997 Pre nti ce H all Reg ents .Du plic ation for class room use is permitted.

Fun with Grammar Worksheet 109B YYEESS YYEES accused of murdering Damian even though no body has beenfound. (Damian has disappeared under mysterious circumstances.) Lucyremembers seeing Catherine parked outside her building at 11 P.M., whichdoes not match the prosecution's case. Lucy agrees to testify for Catherine. When asked how she happened to look outside at 11 P.M., Lucy says that herpet duck was quacking. This amuses the jury and the lawyers, who laugh at Lucy formentioning the duck because it made Lucy look foolish and caused the juryto disregard her testimony. From All My Children: Charlie and Hailey were dating, but break up over a difference of opinionregarding her domineering father, Meanwhile, Cecily's newly famous moviestar husband divorces her. She returns to Pine Valley and begins to develop between them, which they bothdeny. Charlie is surprised when Hailey announces only weeks after theirbreak up that she is engaged to Alex. From One Life to Live: Eighteen-year-old Joe falls in love with a much older woman, Dorian. Although she swears that she really loves Joe, everyone warns him that Dorian is just using him and that he will be hurt. Joe's mother makes a dealwith Dorian. Dorian's part of the deal is to drop Joe and marry David, whoagrees to marry David impersonates Vicki and Tina's ex-husband, Cord, learns about the marriage, David mustconfess he is not the true heir. To save Tina from possible conspiracy chargesand to help her retain custody of her children, David tells Tina he neverloved her, and he divorces her. Having had to give up Tina, whom he reallydid love, he agrees to Dorian's plan to marry Dorian. 330 © 1 997 Pre nti ce H all Reg ents .Du plic ation for c lass room use is perm itted. Fun with Grammar Worksheet 111: COMIC STRIP ADVICE CATHY © 1991 Cathy Guisewite Reprinted with permission of UNIVERSAL PRESS SYNDICATE. All rights reserved. 331 © 1 997 Prentice Hall Regents .Du plic ation for c lass room use is perm itted. Fun with Grammar Worksheet 112:

REVIEW MATCH if you catch a cold if I had a dog if you eat a lot of ice cream if I had been as sick as you if you study hard if I had been tired if I had been tired if I had been tired if I had been as sick as you if you study hard if I had been tired if I had been been afraid to bealone 332 © 1 997 Pre nti ce H all Reg ents .Du plic atio n f or c lass room use is perm itte d. Fun with Grammar Worksheet 112: (CONTINUED) if I found a wallet If I had found your wallet return it I will return it to you I would have helped if your skin turns green if you ask me if you need me if I were bitten by a dog If my feet hurt I would go to the hospital I would rub them 334 © 1 997 Pre nti ce H all Reg ents. Du plic ation for class room use is permitted. Fun with Grammar Worksheet 113: DEAR ANNIE Part A Choose one of the situations. For the situation you choose, write a letter to "Dear Annie" explaining your situation.

Ask her for advice about how yoursituation could have been prevented or how it can be prevented in the future. 1. You forgot to lock your car and as a result, your books were stolen from the back seat. How could you have avoided having your books stolen?

You were absent from class on Monday when the teacher told the classthere would be a test on Tuesday. How could you have avoided failing thetest? 3. Your dog always barks late at night. As a result, your neighbor hasthreatened to kill the dog. What will save your dog's life? 4. You were out having a good time. On your way home, a policeman gaveyou a ticket for speeding. How could you have avoided getting a speedingticket? 5. Although you know that you are not a very good cook, you prepareddinner for all of your friends. As a result, all of your friends got sick andhad to be taken to the hospital. How could this situation have been avoided? 6. While you were playing, you left a little ball on the stairway. When yourmother came down the stairs, she fell and broke her leg. How could thishave been avoided? 7. Every time you go shopping, you go at 5:00 when the store is busiest. As a result, you always have to stand in a long check-out line. How can youavoid standing in a long line the next time you go to the store?

Example: Dear Annie, Help! A terrible thing has just happened to me! Yesterday after my classes, Iwent to the mall to go shopping. I forgot to lock my car, and as a result, my bookswere stolen from the back seat. I have a test this Friday, but now I can't studybecause I don't have my book. I am very upset. Could you tell me how I could have prevented this terrible situation? Sincerely yours, Going to Fail in Buffalo 335 © 1 997 Pre nti ce H all Reg ents .Du plic ation for c lass room use is perm itted. Fun with Grammar Worksheet 113: DEAR ANNIE (CONTINUED) Part B You write an advice column in the paper and sign yourself "Dear Annie." Youhave received a letter that describes a situation and asks your advice on how the situation could have been prevented/avoided or how it can be prevented/avoided in the future. Write a response, using the appropriate conditional asks your advice on how the situation could have been avoided, use the untrue in the past conditional. If you are asked about how asituation can be avoided, use the present/future conditional. You may alsouse other conditional constructions in your response. Example: Dear "Going to Fail," If you had remembered to lock your car in the first place, your books wouldn't be in this terrible situation! Perhaps in the futureyou should keep your books in the trunk of your car. That way, if you forget to lockyour car again, your books won't be stolen and you won't fail any more tests. Yours truly, Annie P.S. If you tell your teacher about your situation, I'm sure he/she'll help you find abook to study with. 336 © 1 997 Pre nti ce H all Reg ents .Du plic ation for class

room use is perm itte d. Fun with Grammar Worksheet 114: ALADDIN'S LAMP Answer the questions based on the wishes for the future? 4. How many were wishes for the future? 4. How many were about family members? 5. How many wishes were about money? 6. How many wishes were about the environment? 7. How many wishes were about stopping some habit? 8. Did any group members have the same wish? 9. What was the most popular time for the wish (past, present, future)? 338 Answer Key Answer Key Answer Key Note: The answers to cloze exercises using songs can be found in the section Lyrics on page 349. Worksheet 6 HOW OFTEN? Part 2: 1. John seldom works. True False 2. John usually plays with his sons. True False 3. John works. True False 3. Joh False Worksheet 10 DETECTIVE 1 A thief stole a computer and printer from an office on campus Saturday at 10:00. Sandy was in the parkinglot across from the office, standing next to her car. She only saw him for a few minutes, but she was sure shecould identify him. The police officers were happy to have a witness, but they weren't sure how much

shesaw from the parking lot. Sandy was positive she could answer the detective's questions. Questions: 1. Were 7. was 2. were 8. Were 3. Was 9. Were 4. Were 10. was 5. was 11. Was 6. was Worksheet 18 LINE-UPS (Present perfect) 1. What have you eaten this morning? 7. Who have you spoken to before class today? 2.

What have you forgotten to do?

8. What have you thought about doing after class? 3. Where have you gone shopping? 9. What have you given a friend? 4. How much money have you lent a friend? 10. What have you sent to your family recently? 5. What habit have you quit? 11. How often have you been to the movies this month? 6. What have you told a family member more than once? 12. What have you drunk more than once today? How many essays have you written in writing class? How often have you family since you came to this school? What have you family since you came to this school? What have you family since you came to this school? What have you family since you came to this school? What have you family since you came to this school? What have you family since you fa bought a soft drink in the lastweek? What is the longest you have you told a secret to more than once? Who have you metin this class? What have you broken more than once? Who have you metin this class? What have you broken more than once? Who hav begun to do since coming to the U.S.? How much money have you spent on lunch this past month? How have you set next to in class more than oncethis week? 339 Answer Key Worksheet 19 LINE-UPS (Past perfect) Worksheet 25C FAIRY TALES 1.

Both.2. "The Three Little Pigs." (I'll blow your house down.)3. "The Little Red Hen." (Who will help me plant the wheat?)4. No.5. Yes. "The Little Red Hen." (Who will help me plant the wheat? I won't.)6. In "The Little Red Hen." they are not willing to help her. They are not willing to help her animals would be willing to help her. They are not will help her not will help her. They are not will help her action willbe (he predicts that the pigs' houses will fall down). Worksheet 27B (Part II) 1. Future progressive.2. It describes an action that is in progress for some time. It takes a long time to come around a mountain.3a. Yes.3b. "Going out to meet" someone is a short, completed action like starting or stopping. It does not continue for some time.4a.

Simple present.4b. Whenever a sentence expresses a future time, the verb in the dependent (time) clause must be in the simple present form. Worksheet 28A ERROR ANALYSIS DRAW (Low level) He doesn't eat lunch with us. My cousin lives very far away. CORRECT for adding emphasis. Or eliminate do. What time do you go to class every day? How many dogs do you have? Is your sister pretty? Sam and his father were happy to see us. Was/Is your aunt a teacher? I am going to the grocery store after class today. My brother is singing right now. My brother is home because he usually does his homework in the afternoon. Worksheet 28B ERROR ANALYSIS DRAW (Higher level) We haven't been very lucky recently. She will have gotten married before she moves to New York. Where had you studied English before you came to this school? What had you heard about this schoolbefore you got homeyesterday? What had you never seen before you left for class this morning, had the sun come up? What had you known in this classwhen you started to

How many times had you seen a movie in English before you came to this city? What had you already gotten up when you lefthome this morning? What had you never eaten before you wentto a Mexican restaurant? Before you went to bed last night, whathad you already done? 340 Answer Key A pencil is made of lead and wood. My husband and I have been married since 1985. The news is exciting these days. He hadn't met many famous people in Los Angeles before he left. Chris is from Switzerland. She is the laziest person I have ever met. Worksheet 32A ERROR ANALYSIS (Lower level) 1. My brother doesn't like coconut. Can you believe it? I never met anyone else in my life whofelt this way. It seems very inoffensive to me. Perhaps he says he doesn't like it in order to get attention. When he refuses to eat a coconut cookie or cake with coconut frosting, he gets a lot ofattention and people try to figure out why he dislikes it so much. Of course, my brotheralways denies this, but I think that is the real reason. 2. When I first moved here 10 years ago, it got cold in December and January. In fact, the first moved here all of my outdoor plants. As a result, I

decided not to try to grow anything else. Now, however, it stays pretty warm all winter. In fact, just theother day I wore/was wearing shorts and a T-shirt. The sun was shining, and I felt as if itwere summer! I couldn't resist calling my family and friends back home to brag about the goodweather here. 3. Last week my brother-in-law took me to the desert about 45 minutes away, and we stayed there a couple of days. One of the reasons why we went there was to shoot rifles just for fun. He set up some cans and bottles for targets and shot at them. He also let me shoot his rifle. Itwas the first time I shot a gun, and I felt very scared. Even though I can see how much heenjoys target practice, I think gun ownership should be limited. Worksheet 32B ERROR ANALYSIS (Higher level) 1. I first learned about this English teacher, but rather my history teacher. He had attended this program when he was a university student. He told me how good this school was andwhat an interesting city this was. However, he warned me that he had been a student heremany years ago and that sometimes things change. I have noticed some changes, butbasically, I have found this to be a good program with friendly teachers. I also enjoy living in this city. 2. One of the most

important decisions in life is deciding on a job. I first came to this countrywithout knowing any English. Therefore, I had a hard time finding a job. I applied everywhere, but no one called me for a job. For that reason, I attended college and took some classes thathelped me to have a good career. Now I have almost gotten my AA degree. After I hadattended college for one year, I applied at a shoe store, and they hired me right away. Myplan is to transfer to the university; after that, I can easily find a better job. 3. My son has become a "snackaholic." There was a time when he ate three big meals a day. Now, he only wants to snack. Popcorn, cookies, candy, soft drinks: these are his favorite foods. He seems to want to eat constantly, but only sweets or chips.

What has happened to my goodlittle eater? Could it be that he is following the example of his parents? I guess we betterlook at our own eating habits! Worksheet 37A WHAT'S THE QUESTION 2? 1. When did John watch? 2. When did John watch? 2. When did John watch? 2. When did John watch? 3. Whom was she talking to? 4. When did John watch? 3. Whom was she talking to? 4. When did John watch? 3. Whom was she talking to? 4. When did John watch? 3. Whom was she talking to? 4. When did John watch? 3. Whom was she talking to? 4. When did John watch? 3. Whom was she talking to? 4. When did John watch? 3. Whom was she talking to? 4. Whom was she talkin did vour watch cost?7.

Why did they miss the party? 9. When are you going to the zoo?

What did you buy? 8.

10. What did Akiko see last night? 341Answer Key Worksheet 37B WHAT'S THE QUESTION 2? 1. Where did Jose ride his bike? 3. Who were you writing a letter to? 4. When does class begin? 5. Why did Ken stay home last night? 6. How many sisters does Kenji have? 7. How much did you spend on gifts for your family? 8. Why were your parents angry? 9. When is Mohammed going to visit you? 10. What did Yuko buy at the mall? Worksheet 39B FILL-IN CHART (Intermediate level) Worksheet 39C FILL-IN CHART (Higher level) boxesoxenheroespianosautoschiefs thieveslicehousesteethboothsthese kissesbatsthoserootsbootsmen bansblousesgeese kissesthesethosehats menpansfishwishesfeetboots mothersbrothersthesekissesthosehats liveslinesfoxeslocks 1. weren't you2. don't you 3. won't you 4. didn't you5. aren't you 6. shouldn't they7. don't you 9. haven't you 4. didn't you5. aren't you 6. shouldn't they7. don't you 9. haven't you 10. won't you 342 Answer Key Worksheet 40 MOUSE STORY WORKSHEET WORKSH by what name brand of clothes he/she wears. Alot of times, people talk about what clothes to high school. B. Now I'm in California where it is warm all through the year and where there are manybeautiful beaches. When you take a walk on the beach, you see people wearing baggyclothes-at least two sizes larger than what they should be wearing. These people are surfers. Personally, I believe that the reason surfers wear baggy clothes is they always have wetsuitsin order to be ready for waves. C. We have some important decisions to make in our lives. We can't

run away from them and weneed to choose what is best for us. The three most important decisions for me are where tostudy, choice of job, and who to marry. All of them are important, but perhaps marriage is themost important one. We have to choose whether we will marry or not. If we don't marry, it means that we will not have a family-including our own children. The decision about whowe'll marry is difficult to make also. In conclusion, we can't predict what will happen and how our lives will be influenced by those decisions, but we have to decide even if it turns out bad. D. There are a lot of important things in a lifetime. The most important to have areally high-paying job as it is to be happy in your choice of occupation. Also, everyone needsto settle down by having a family because it is important thing in life. Worksheet 42B ERROR ANALYSIS (Higher level) A. I have lived in Poland most of my life, and there is a place that I remember very well. It is ashort, dark street with buildings on both sides. The windows look dirty, butshadow and window coverings make them look dark. Most people keep them clean and nice. Ithink about these places often

because I spent most of my life there with many good friends. B. Explorers have lived in almost all times and in almost every country. There are many interesting books written and lots of adventure movies made about them. We can see that an explorer's life is not just interesting, but it is also dangerous. In my opinion, explorers should be strong and brave, smart and experienced, and also have a sense of adventure. C.

All the governments of democratic nations make laws according to the necessity of the sociallife of the country at the moment the law is enacted. After many years, some of those lawsbecome inadequate, and there is an attempt by citizens to change them. This is what ishappening in the United States now regarding gun control. In my opinion, a law that controlsquing is necessary because it reduces slaughters, qui accidents, and violence in general. D. Dreams-this interesting topic has been on people's minds for a long time. Everybody has theability to dream in one way or another. Some people even say that dreaming is a sign that we are sleeping the perfect sleep. Throughout time, it has always been a top priority to figure outthe nature of dreams. Although our knowledge of dreams is still in a primitive stage, we havealready managed to divide them into categories. The majority of people will agree that night mares, daydreams, and visions are the most common types of dreams. 1. friends 2. NO CHANGE 3. roots 4. vegetables 5. NO CHANGE 6. ants 7. insects 8. things 9. NO CHANGE 10. cookies 11. pastries 12. apples 13. rolls 14. children 15. mice 16. kids 17. NO CHANGE 18. luxuries 343Answer Key Worksheet 43 ARTICLE PASS-ALONG 1. The yellow dog that belongs to my brother is an old dog.2. Does Yasuyuki drive a truck or a car?3. My sister's boyfriend works at a restaurant across from the school he attends.4. My new watch is made of o/ gold.5. When Martha heard

the terrible news, she was filled with o/ sadness.6. o/ Women generally live longer than o/ men.7. Many people return to o/ college after working for several years.8. The teacher said, "You may take a break if you have finished the rest of the test."9. I'm going to the market on Hill Street. Can I get you anything? 10. After Thanksgiving weekend, you would probably agree that o/ football is the most popularsport in North America. 11. I hope to get a degree in o/ computer science by the end of this year.12. What is more important to you-o/ good health or o/ money?13. If the telephone in the kitchen rings, will you pick it up?14. o/ Radio had the biggest influence on o/ people until the invention of television.15. One reason Rafael bought his house is that the backyard is a good place for his kids to play.16. What is the quickest way to get to the mall? Worksheet 44 ERROR ANALYSIS DRAW Japanese eye contact between women and o/ men is impolite. or a woman and a manEyes, hands, and the entire body help express what we want to say. When people meet for the first time, they shake hands. CORRECT. Gestures are used by many people, such as o/ teachers and policemen. If a guy and a girl are sitting together on a sofa and talking about something, and suddenly the girlis moving and tossing her

hair, this signals her interest in the guy. CORRECT. When we are talking, we like to see o/ people's eyes. Body language is part of our system of communication. CORRECT. The misinterpretation of nonverbal signals can cause serious o/ problems between cultures. The way a person stands or sits can reflect his self image. CORRECT. This example reminds me of the memories of the past 24 years. CORRECT. People can tell by the wrinkes on others' faces what they have done in the past. CORRECT. Worksheet 45 POSSESSIVES 1. I have yours. 2. Is she yours? 3. Do you have mine? 4. That new car is theirs. 5. This is yours; it isn't mine. 6. This is mine. 7. Did you bring his? 8.

Those aren't ours. We have ours.9. Did you see hers?

10. Mine is leather; hers is straw.11. Yours is nicer.12. The winning science project is mine.14. His experience was worse than hers.15. May I borrow yours? I broke mine.16. Those brownies are theirs.17. The books on the table are theirs.18. I sold mine.19. That cocker spaniel is ours.20. Theirs are outside. 344 Answer Key Worksheet 46 FILL IN THE BLANKS A GROUP OF FRIENDS I have a friend named John who is a student. John has two brothers, when we were all working at themall after school. John and Tad's younger brother, Paul, lives in Austin, Texas. He is a swinging, single guywith two girlfriend is a singer, and she sings every night with her twin sister. The othergirlfriend lives in an apartment with her pet dog. It is a huge German shepherd. This dog likes to go campingwith them, so they take it with them every chance they get. It is pretty much a "people" dog. By that, I meanit doesn't like to be left alone. Now that you know a little bit about John, his two brothers, and me, read on tofind out more about us. NUISANCE Once upon a time, there was a tomcat named Nuisance. He/It lived with a wonderful woman named Lisa, butfor some reason, he/it seemed to like everyone but her. The harder Lisa tried to please him/it, the moreNuisance thought of things he/it could do to annoy her. One day Lisa's friend brought over a beautifulhanging plant. She/they hung it in her bedroom window. Then the two friends went out to dinner. When theyreturned, they found the plant on the floor. "What happened to it?" asked her friend, but Lisa knew and voudo too, don't vou? That Nuisance! Another time, he/it ran away and was gone for three months. Lisa asked thepeople in the apartment building to help search for him/it. They all agreed to help, but no one foundNuisance. Just when she/they had given up hope, he/it turned up. Nuisance spent his/its whole life doingthings like this to Lisa, but she always forgave him/it. Worksheet 48 CROSSWORDS across down 3. them 1. you6. ours 2. he8. I 4. hers9. theirs 5. mine 11. me 7. she12. yours 9. they 10. it13. us Worksheet 51 ERROR ANALYSIS 1. Correct (in)4. Correct 345Answer Key Worksheet 52A PREPOSITION BEE (Lower level) Worksheet 52B PREPOSITION BEE

(Higher level) 1. at 2. away 3. over 4. near/next to/beside 5. on/under/near/next to 6. into 7. on 8. during9. off/down 10. from11. with/among/around12. after/during13. from

to14. without15. within/in/outside16. on17. on18.

between/next to/beside19. beyond20. in/inside21. around/over Worksheet 54 PREPOSITION BEE (Phrasal verbs) 1. out2. up3. up

.. out4. over5. along with6. off7. out8. out of9. up 10. down 11. back12. out ... away13. around14. over/through15. up16. up17. on18. up19. over20. into 11. from ... to12. at13. in14. in15. above/over16. over17. on18. around19.

to 1. in 2. next to /behind/in front of/near/close to/in back of 3. over/on top of 4. at 5. in 6. in 7. next to/between/in back of /in front of for tof/near/close to 8. at/in 9. near/next to/close to/behind/in back of /in front of for tof/near/close to/behind/in back of /in front of for tof/near/close to 8. at/in 9. near/next to/close to/behind/in back of /in front of for tof/near/close to 8. at/in 9. near/next to/close to/behind/in back of /in front of for tof/near/close to/behind/in for to was replaced with the bag of sand.5. He was almost flattened/squashed.6. He had already been shot with an arrow/dart.7. He was chased by a boulder.8. He was surrounded by Indians.11. He was scared by a snake.12. He will be flown back to his country. (Various answers possible.) Worksheet 67B BUSY PICTURES 1. A menu was being read by the waiter.5. The drink was poured by the man.3. A tray is being carried by the waiter.5. The silverware has been placed on a table by a waiter.6. The menus are being read by two women.7. The order was written by the waiter.8. The rolls have already been set on the table.9. A drink is being drunk by a man.

10. An order is being listened to (or is being taken) by the waiter. Worksheet 69 STORYTIME 1. General Hospitala. Kevin is worried about Lucy.b. Lucy is attracted to Norma.c. Kevin and Mac are taken out by Lucy.d. Kevin and Mac are taught a lesson by Lucy. 2. General Hospitala. Sonny's share of the company is sold to Edward.b. The control of the company is taken away from Lois and Brenda.c. Brenda is pressured to sign some papers. Worksheet 70 REVIEWS A Walk in the Clouds is an interesting/exciting movie starring Keanu Reeves. The movie takes place afterWorld War II in the wine country of California. The characters are surrounded by the beautiful scenery. Keanu's character is married to a woman he met right before going overseas. They don't really know eachother, nor are they interested in the same things. He is a traveling salesman, and on his first trip afterreturning home he meets a confusing/fascinating woman on the train. Every time he runs into her, he getsinto trouble. She is embarrassed to have caused him so many problems, but he notices that she is veryfrightened/depressed, and finally she tells him that she is veryfrightened/depressed, and finally she tells him that she is veryfrightened/depressed, and finally she tells him that she is veryfrightened/depressed. for her. Before thetwo can carry out this somewhat confusing plan, they start to really fall in love. Watch the movie to find outthe exciting ending! 347Answer Key Worksheet 74A EXAMPLES Worksheet 75 WHICH IS IT? 1. a2. b3. a4. b5. a Worksheet 80 STORYTIME 1. One Life to Livea. Maggie came to Llanview to visit/see her cousin.b. Max is angry at Maggie for making an appointment for his son.c. Maggie is determined to help Frankie. 2. General Hospitala. Jason is angry about people telling him what he was like.b. Jason decided to leave home.c. Jason can't

remember being in an accident.d. Jason stopped living at home. Worksheet 86A WORD SEARCH (Lower level) F E E M W B F R F R A S S R O T U E E L R R L B R S R H W M T O E E R E T T E B H W A S S R H R R E E A S T A S E U O S S S T F B E S F M T T E W O R S T R A F Worksheet 86B WORD SEARCH (Higher level) W D A L I M I S E L O I E LOOFALLFFBRALIMISUFEWORSEORRETTARKWRETTARKWRETTTARKWRETTTARKWRETTTARKWRETTTARKWRETTTARKWRETTTARKWRETTTARKWRETTTARKWRETTTARKWRETTTARKWRETTTAT1. The fact that a big dog lives on my street scares me.2. Because of the fact that the bus didn't come, I was late.3. I wonder about the fact that a big dog lives on my street scares me.2. Because of the fact that my mother forgot my birthday made me sad.5. In spite of the fact that it's cold today, I'm going to the beach.6. I was stunned by the fact that Ahmed was wearing a tie today.7. I wasn't convinced by the fact that Hitoshi seemed sincere.8. The fact that my daughter graduated at the head of her class at Harvard takes my breath away.10. In spite of the fact that my dog chewed up my new book, I still love her. Worksheet 104 COMBINATIONS 1. He teaches a class for students whose native language is not English. 2. She gave several reasons, only a few of which were valid. 3. I don't know what I should do. / I don't know what to do. 4. That she doesn't understand spoken English is obvious.5. John's glasses broke yesterday while he was playing basketball.6. Because the Civil War has ended, a new government is being formed. Worksheet 110 STORY SAGAS Suggested answers: General Hospital:1. If Lucy had not seen Catherine outside her building, she wouldn't have had to testify.2. If Lucy had not mentioned her duck, the jury

If Hailey's father had not interfered, Charlie and Hailey would still be together. If Charlie and Hailey had not broken up, She would not have become engaged to Alex. One Life to Live: 1. Joe might not have gotten involved with Dorian if everyone had left him alone. 2. If Dorian would not have married David if Joe's mother had not forced her to. 4. David would not have married Dorian if she were poor. 1. David would not have admitted his impersonation if he had not fallen in love with Tina. 2. David and Tina would not have agreed to marry Dorian if he had not given up Tina. 4. If Tina had not have married in secret if David were not impersonation if he had not fallen in love with Tina. 2. David and Tina would not have agreed to marry Dorian if he had not given up Tina. 4. If Tina had not have agreed to marry Dorian if he had not fallen in love with Tina. 2. David would not have agreed to marry Dorian if he had not given up Tina. 4. If Tina had not have agreed to marry Dorian if he had not fallen in love with Tina. 2. David and Tina would not have agreed to marry Dorian if he had not given up Tina. 4. If Tina had not have agreed to marry Dorian if he had not given up Tina. 4. If Tina had not have agreed to marry Dorian if he had not given up Tina. 4. If Tina had not have agreed to marry Dorian if he had not given up Tina. 4. If Tina had not have agreed to marry Dorian if he had not have agreed to marry Dorian if he had not given up Tina. 4. If Tina had not have agreed to marry Dorian if he had not given up Tina. 4. If Tina had not have agreed to marry Dorian if he had not given up Tina. 4. If Tina had not have agreed to marry Dorian if he had not given up Tina. 4. If Tina had not have agreed to marry Dorian if he had not given up Tina. 4. 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When you leave, I know it me You me baby When I'm gone. Worksheet 26 SONG (Time Clauses) "When Johnney Comes Marching Horrah! Hurrah! Hurrah we'll all feel gay when Johnny comes marching home. 're gonna miss 's gonna grieve 'll miss ' coming round the mountain, She'll be driving six white horses, She'll be driving six white horses, She'll be driving six white horses when she comes. She'll be driving six white horses, She'll be driving six white horses when she comes. She'll be driving six white horses, She'll be we'll all go out to meet her when she comes .Oh, we'll all go out to meet her when she comes .Oh, we'll all go out to meet her,Oh, we'll all go out to meet her when she comes and it is not meet her when she comes and it is not meet her,Oh, we'll all go out to meet her when she comes and it is not meet her,Oh, we'll all go out to slowly by, She still preyed upon his mind. He kept her picture on his wallAnd went half crazy now and then; But he still loved her through it all, Hoping she'd come back again. Kept some letters by his bed, Dated nineteen-sixty-two; He had underlined in redEvery single "I love you." I went to see him just today. Oh but I didn't see no tears. All dressed upon his mind. He kept her picture on his wallAnd went half crazy now and then; But he still loved her through it all, Hoping she'd come back again. Kept some letters by his bed, Dated nineteen-sixty-two; He had underlined in redEvery single "I love you." I went to see him just today. Oh but I didn't see no tears. All dressed upon his mind. He kept her picture on his wallAnd went half crazy now and then; But he still loved her through it all, Hoping she'd come back again. The still loved her through it all, Hoping she'd come back again. The still loved her through it all, Hoping she'd come back again. The still loved her through it all, Hoping she'd come back again. The still loved her through it all, Hoping she'd come back again. The still loved her through it all, Hoping she'd come back again. The still loved her through it all, Hoping she'd come back again. The still loved her through it all, Hoping she'd come back again. The still loved her through it all, Hoping she'd come back again. to go 'way. First time I'd seen him smile in years. REFRAIN He stopped loving her today. They placed a wreath upon his door. And soon they'll carry him away. He stopped loving her today. You know, she came to see him one last time. Oh, and we all wondered if she would. And it kept running through my mindThis time, he's over her for good. REFRAIN

REFRAINLow bridge, everybody down!Low bridge, for we're coming to a town!And you'll always know your pal,If you've ever navigated on the Erie Canal. We better get along on our way, ol' gal,Fifteen miles on the Erie Canal. We better get along on our way, ol' gal,Fifteen miles on the Erie Canal. We better get along on our way, ol' gal,Fifteen miles on the Erie Canal. We better get along on our way, ol' gal,Fifteen miles on the Erie Canal. We better get along on our way, ol' gal,Fifteen miles on the Erie Canal. We better get along on our way, ol' gal,Fifteen miles on the Erie Canal. We better get along on our way, ol' gal,Fifteen miles on the Erie Canal. We better get along on our way, ol' gal,Fifteen miles on the Erie Canal. We better get along on our way, ol' gal,Fifteen miles on the Erie Canal. We better get along on our way, ol' gal,Fifteen miles on the Erie Canal. We better get along on our way, ol' gal,Fifteen miles on the Erie Canal. We better get along on our way, ol' gal,Fifteen miles on the Erie Canal. We better get along on our way, ol' gal,Fifteen miles on the Erie Canal. We better get along on our way, ol' gal,Fifteen miles on the Erie Canal. We better get along on our way, ol' gal,Fifteen miles on the Erie Canal. We better get along on our way, ol' gal,Fifteen miles on the Erie Canal. We better get along on our way, ol' gal,Fifteen miles on the Erie Canal. We better get along the Erie Canal. We bette there, mule, here comes a lockWe'll make Rome about six o'clock. One more trip and back we'll go. Right back home to Buffalo, REFRAIN Worksheet 47B (Continued) SONGS "Red River Valley" From this valley they say you are taking the sunshine. That brightens our pathway awhile. REFRAINCome and sit by my side if you love me, Do not hasten to bid me adieu, But remember the Red River Valley And the girl that has loved you so true. Won't you think of the valley you're leaving? Oh, how lonely, how sad it will be, Oh think of the fond heart you're breaking, And the grief you are causing me. REFRAIN 352 Lyrics From this valley they say you are going, When you go, may your darling go, too? Would you leave her behind unprotected? When she loves no other but you? REFRAINI have promised you, darling, that neverWill a word from my lips cause you pain; And my life, it will be yours foreverIf you only will love me again. Worksheet 94 SONG "Amie" I can see why you think you belong to me; I never tried to make you think or let you seeOne thing for yourself. But now you're off with someone else and I'm alone. You see, I thought that I might keep you for my own. REPEATAmie, what 'choo wanna do?I think I could stay with youFor awhile, maybe longer, if I do. Don't you think the time was right for us to findAll them things we thought weren't properCould be right in time. And, can you seeWhich way we should turn together or alone. I can't never tell what's right or what is wrong. (It'd take too long to see) REPEATWell, now it's come to what you want; you've had your way. And all the things you thought before just faded into gray. And can you seeA-That I don't know if it's you or if it's you or if it's me. If it's one of us, I'm sure we both will see (Oh, won't you look at me and tell me) REPEATI just keep falling in and out of love with you, Falling in and out of love with you, Falling in and out of love with you, Talling in and out of love with you, Talling in and out of love with you, Falling in and out of love with you, Talling in an all you with you adjective 181-182, 184 order 183 possessive 147, 149-150 Adverb Clauses 283-284 Adverbs of Frequency 8-9 Agreement 95, 132 Always 9, 15 Articles 135-136 As if 317 As though 317 BBe 10 CComparatives 251-253, 256-258 Complaints with Always 15 Conditional 309-321 true in present 309-311, 320 untrue in past 318-321 untrue in present 312-317, 319-321Coordinators 270-271, 292Correlative Conjunctions 270-271Count Nouns 132-134 DDirect Speech 291-292 EEither 270Enough 229 FFrequency Adverbs 8-9Future perfect 73, 89-90predictions 64-67, 71-72, 90prior plans 69-72, 90prior plans 69-7 230verbs which take gerund or infinitive 231-232 HHave 10 IIndirect Speech 291-292Infinitives 230-236 too/enough 229verbs which take either 231-232with it 230 Irregular Noun Plurals 128-131Irregular Verb Forms 30-35 MModal Auxiliaries 197-202 be able to 202be supposed to 201-202be used to 201can 198-199, 201, 202could 201-202had better 201have got to 201may 201might 201-202, 316must 201-202 and 10Neither 270Nonprogressive form 200, 202should 201-202 and 132-134 noncount 132-134 OObject Pronouns 147, 149-150 PParallelism 269Participial Adjectives 219Passive Voice 216-218Past Perfect 40-42, 89-90, 95Past Progressive 28, 36-37, 90Past Time past 26-30, 42, 90, 95 Phrasal Verbs 163-169with up 167, 169 Plural Nouns 128, 131Possessive Adjectives 147, 149-150 Present Propositions 64-67, 71-72 Prepositions 64-67, 71-72 Prepositions 95 Present Progressive 12-14, 90-95 90Pronouns 147-150 object 147, 149-150possessive 147-150 subject 147-150 object 147, 149-150possessive 147-150 QQuantity, Expressions of 134Question Word Order 112Questions tag 116wh- 4, 109-115yes/no 3-6, 105-108, 112-115 Quoted Speech 291-292 RReported Speech 291-292 R 90Simple Present 2-10, 14, 90Singular/Plural 128-130Subject Pronouns 147-150Subjunctive 290-291Subordinators 272-274, 292Superlatives 254-258 TTag Questions 4, 109-115Willingness 68, 71-72, 90-94Wishes 321 YYes/No Questions 3-6, 105-108, 287Concentration 32, 130, 147, 163, 227Creating Sentences/Questions 3, 4, 15, 26, 27, 29, 39, 64, 93, 105, 112, 114, 134, 182, 256, 271, 284, 317,319 Crosswords 150 DDescriptions 14, 29, 36, 180-183, 255, 257Dice Games 65, 94Directions 311 EError Analysis Draw 90, 135Error Analysis Group Work 95, 132, 162Exercises 9, 114, 116, 150, 231, 251, 252Dice Games 65, 94Directions 311 EError Analysis Draw 90, 135Error Analysis Group Work 95, 132, 162Exercises 9, 114, 116, 150, 231, 252Dice Games 65, 94Directions 311 EError Analysis Draw 90, 135Error Analysis Draw 90, 135Error Analysis Group Work 95, 132, 162Exercises 9, 114, 116, 150, 231, 252Dice Games 65, 94Directions 311 EError Analysis Draw 90, 135Error Analysis Draw 9 273, 288, 292 FFables 72, 129Fairy Tales 72Fill-in-the-blanks 26, 128, 135, 149, 219Finding Information 2, 3, 38, 106, 199, 229Food 64, 254 GGame Show Games 109Guessing Games 6, 7, 13, 107, 108, 183, 198, 274, 283–285, 313, 316 IInterviews 9, 67, 71, 292 LLine-Ups 34, 38, 40, 197, 234, 315 MMagazines 10, 131, 160, 178, 253, 317Matches 218, 230, 252, 270, 288, 320Memory 8, 27, 269, 312 Mixed-Up Answers 92, 148Mystery 26, 289 NNewspaper Ads 115 OOne Student Out 6, 7, 107, 198, 274, 313 PPantomime 12, 42, 180, 233, 272Pictures 10, 12, 36, 66, 131, 162, 217, 219, 285, 317Preposition Bee 162, 165 QQuestionnaire 41, 111, 255 RRelays 11, 31, 128, 228, 234Reporting 39, 110, 184, 311Riddles 202, 253Role Play 4, 67, 68, 200, 232 SScavenger Hunts 10, 132, 133, 135, 160, 178Schedules 69-70Songs 37, 66, 72-73, 89, 149, 286, 314Spelling Bee 35Stories 29-30, 168, 227Time Lines 73, 89, 93 VVideos/Movies 37, 216 WWord

so without wasting any time let's move to Great fun with grammar class 8 deals with several topics that will help students to enhance their grammar knowledge, hence students of class 8 must read it carefully and write it down in their copy and practice accordingly. we are covering Great fun with grammar class 8 chapters 7,8,9 question answers that will help the students for their examinations. Exercise- At the end of the following sentences, put an appropriate punctuation mark. What a piece of work that man is! — -- ExclamationWho will show me the way?—-

351Lyrics Worksheet 47B SONGS "The Erie Canal." I've got a mule, her name is Sal, Fifteen miles on the Erie Canal. We've hauled some barges in our day, Filled with lumber, coal and hay. And we know every inch of the way From Albany to Buffalo.

--StatementPlease allow me to pass.—---RequestLet me never catch you telling lies.—-— RequestPlease help me to carry this box.—— --RequestShe looked beautiful in her wedding dress.———— StatementDid she look beautiful in her wedding CommandNo man is an island. the cages.dress?—— — QuestionHow beautiful she looked in her wedding dress!— — Exclamation Change each of the following sentences into a polite question. 1. Lend me your book? I have something? Let me use your pen. Answer-I May I use your pen? Close the door. Answer- will you please close the door? Have some more coffee. Answer- Can you help me to lift this box. Answer- Can you help me with a lift to the library? Help me lift this box. Answer- Can you help me to lift this box. Answer- Can you help me with a lift to the library? Help me lift this box. Answer- Can you help me with a lift to the library? Help me lift this box. Answer- Can you help me with a lift to the library? Help me lift this box. following statements as an exclamation. 1. It is very kind of you to come so soon Answer-How kind of you to come so soon! 2. The child is very naughty today. Answer How naughty today. Answer How naughty that a pretty daughter she has! 4. It was a terrible accident! 5. It is a great pity that he died so young! 6. It was very stupid of me to forget her name Answer. How stupid it was to forget her name! 7. I wish I were young again. Answer -How if I were young! 8. This is a very beautiful scene! Complete the following exclamations smith What... or What a grand ideas you have!—- Plural(ideas) What a hypocrite he is! What awful news! What funny

things you say! —-Plural (Things) What a charming girl she is! What a absurd notions she has! What a funny spectacle this is! Identify errors in the following negative sentences and correct them. She has done neither her essay or her sums. Her mother cannot read nor write. Answer-Her mother He did not do nothing that was wrong. Answer- He did not do anything that was wrong. She has not been neither to Mumbai nor to Chennai. He cannot play either hockey or football. We can't stay here no longer. Answer- We cannot stay here

longer. You must not never lie or cheat Answer-You must not lie or cheat. There was anybody present at that time Answer-There was nobody present at that time. Answer the following negative questions.-Great fun with grammar class 8 question answers Are you not well? Answer-Yes, I am well / No I am not well Arc you not in a hurry? Answer- Yes I am in a hurry. / No, I am not in a hurry Were you not late yesterday. / No, I was not late yesterday. Answer- No, I will come to school tomorrow. / Yes, I won't come to school tomorrow.

Have you not done your homework? Answer-yes, I have done my homework. / No, I don't like tea. / No, I don't like tea. / No, I don't like tea. / No, I don't you stay a while? Answer-yes, I can stay a while? Answer-yes, I like tea. / No, I don't li you returned home last night? Answer-At what time did you return home last night? Why you did not tell the truth? Answer-Why didn't you tell the truth?

Search 257 Index 2: Games Great fun with grammar class 8 question answers. We will solve Great fun with grammar class 8 chapters 7,8,9 question answers. Chapter 7,8,9 contains the kinds of sentences, Asking and answering questions and Question tags respectively.

would not have made fun of her.3. If Catherine had not been accused of Damian's murder, Lucy would not have talked about her duck.4. If Lucy had not told Catherine about her testimony, Catherine would not have gotten angry. All My Children:1.

In which drawer vou found letter? Answer-In which drawer did vou find letter? What wrong I have done to deserve this punishment? How many women there are in the Lok Sabha? Answer-How many women are there I the Lok sabha? How far the station is from the post office? Answer-How far is the station from the post office?

What time is it? Answer-What is the time? What size, colour, shape, you want? Answer-Which size, colour, shape do you want?