



Communicate

Motivates Students to Communicate

• David Paul •

Digital Sampler

1

With Audio CD

Contents

<i>Communicate 1—Scope & Sequence</i>	4
How to Use This Book	6
Meet the Characters	8
Meet the Author	9
Unit 1 It's Nice to Meet You <i>Introductions</i>	10
Unit 2 I Don't Like Big Cities <i>Likes and Dislikes</i>	16
Unit 3 I'm at a Coffee Shop <i>In / At / Near / Next To</i>	22
Unit 4 Take the Second Left <i>Directions</i>	28
Unit 5 There Are Some Trees on the Left <i>There Is / There Are</i>	34
Unit 6 I Have a Little Brother <i>Have / Want / Would Like</i>	40
Unit 7 There Isn't Any Bread <i>Uncountable Nouns</i>	46
Unit 8 David's Apartment Is on the Third Floor <i>Possessives</i>	52
Unit 9 What's Michelle Doing? <i>Present Continuous</i>	58
Unit 10 Carmen's Wearing a Green Dress <i>Fashion</i>	64
Unit 11 I Can Speak French <i>Can—Ability & Possibility</i>	70
Unit 12 I Travel All Over the World <i>Present Simple</i>	76
Unit 13 I Usually Have Coffee and Toast <i>Adverbs of Frequency</i>	82
Unit 14 How Do You Get to Work? <i>Getting Around</i>	88
Unit 15 I Take a Vacation Once a Year <i>Contrasting Present Tenses</i>	94
General Approaches to Warm-Up Activities	100
Warm-Up Activities and Communication Activities Unit-by-Unit Guide	102

→ Supplementary Online Materials: <http://Communicate-Motivate.com>

Contents

<i>Communicate 2—Scope & Sequence</i>	4
How to Use This Book	6
Meet the Characters	8
Meet the Author	9
Unit 1 You Should Exercise More <i>Giving Advice</i>	10
Unit 2 I'm Flying to Europe Next Week <i>Future -ing</i>	16
Unit 3 I'd Like to Go Cycling <i>Go . . . -ing / Go For . . .</i>	22
Unit 4 I Can't Swim Very Well <i>Ability</i>	28
Unit 5 Most of Us Are Very Hungry <i>All/Most/Some</i>	34
Unit 6 First, We Make the Fire <i>Instructions</i>	40
Unit 7 Jin-Woo's Going to Fly to Egypt <i>Future—Going To</i>	46
Unit 8 I Have to Go Shopping <i>Have To</i>	52
Unit 9 She Has Dark Hair <i>Describing People</i>	58
Unit 10 There Are a Lot of Parks <i>Describing Places</i>	64
Unit 11 You're Bigger Than Me! <i>Comparatives 1</i>	70
Unit 12 London Is More Exciting Than Nice <i>Comparatives 2</i>	76
Unit 13 She Lived 2,000 Years Ago <i>Past Simple 1</i>	82
Unit 14 She Took a Lot of Photographs <i>Past Simple 2</i>	88
Unit 15 I Had to Work So Hard! <i>Had To / Wanted To / Could</i>	94
General Approaches to Warm-Up Activities	100
Warm-Up Activities and Communication Activities Unit-by-Unit Guide	102

→ Supplementary Online Materials: <http://Communicate-Motivate.com>

Communicate 1

Scope & Sequence

Unit	Unit Title	Target Patterns	Communication Skills	Language Sets	Listening
1	It's Nice to Meet You <i>Introductions</i>	I'm from	Introductions	Nationalities	I'm Paula Track 1
		It's in the west of	Classroom language	Fine, pretty good . . .	Are You French? Track 2
		How are you?	Explaining where places are	North, south . . .	Could You Repeat That, Please? Track 3
2	I Don't Like Big Cities <i>Likes and Dislikes</i>	I like / don't like	Expressing preferences	Adjectives	Do You Live in Seoul? Track 4
		I think	Giving reasons	Favorite things	Do You Like the Countryside? Track 5
		What kind of . . . do you like?	Describing places and things		What's Your Favorite Sport? Track 6
3	I'm at a Coffee Shop <i>In / At / Near / Next To</i>	The bank's next to	Telephoning	In, on, under . . .	Where Are You Now? Track 7
		Let's	Arranging to meet	Library, gym . . .	Are You Busy Tonight? Track 8
		. . . in the . . . on the	Describing exact locations		Where Are My Teeth? Track 9
4	Take the Second Left <i>Directions</i>	Imperatives	Asking for and giving directions	In front of, behind . . .	How Do I Get to the Art Park? Track 10
		It's on the left/right.	Giving instructions	First, second . . .	Go Straight Down This Street Track 11
		Go past/over/straight	Warning		Yes, Boss Track 12
5	There Are Some Trees on the Left <i>There Is / There Are</i>	There's a There are some	Describing pictures	Top, bottom . . .	Do You Like My Painting? Track 13
		There aren't any	Describing cities	Some, any, a lot . . .	There Are Some Fantastic Theaters Track 14
		How many . . . are there?	Asking about places	Things in an office	There Are a Lot of High Mountains Track 15
6	I Have a Little Brother <i>Have / Want / Would Like</i>	I have She has	Shopping	Hate / don't like . . .	I Have a Great Car! Track 16
		I want I'd like	Talking about our family	Shopping words	He Has Purple Hair Track 17
		Would you like . . . ?	Describing possessions		Do You Have Any Shirts? Track 18
7	There Isn't Any Bread <i>Uncountable Nouns</i>	There's some	At a restaurant	Carton, slice . . .	I'm Hungry! Track 19
		There isn't any	Talking about food	Kitchen words	How Much Fruit Is There? Track 20
		How much . . . is there?			Would You Like Some Garlic Bread? Track 21

Plus Online Content <http://Communicate-Motivate.com>

Unit	Unit Title	Target Patterns	Communication Skills	Language Sets	Listening
8	David's Apartment Is on the Third Floor <i>Possessives</i>	My/Your/His/-'s	Describing houses/apartments	Rooms in a house	It's Small and Messy Track 22
		Whose ... ?	Talking about what people own	Things in a house	Their Apartment Is Modern Track 23
		Mine/Yours/His ...			Whose Painting Is That? Track 24
9	What's Michelle Doing? <i>Present Continuous</i>	Present continuous	Telephoning	Daily activities	Could I Speak to Sachiko, Please? Track 25
			Describing actions	Telephone words	What Are You Doing? Track 26
					Is He Turning Left? Track 27
10	Carmen's Wearing a Green Dress <i>Fashion</i>	She's wearing ...	Describing clothes	Clothes	David and His Friends Are Playing Soccer Track 28
		It looks/suits ...	Talking about fashion	Colors and patterns	Marc's Wearing a Leather Jacket Track 29
		It's in / out of fashion.	Shopping		Short Skirts Are in Fashion Track 30
11	I Can Speak French <i>Can-Ability & Possibility</i>	I can play baseball.	Talking about abilities	Sports	I Can't Swim Track 31
		I can ski.	Making suggestions	Musical instruments	I'm Sorry, I Can't Track 32
		I can play the piano.	Accepting/refusing suggestions	Abilities	Can You Play the <i>Moonlight Sonata</i> ? Track 33
12	I Travel All Over the World <i>Present Simple</i>	Present simple	Talking about work	Occupations	What Do You Do? Track 34
		What do/does ... do?	Talking about school	School subjects	What Does She Do? Track 35
					My Husband Works Very Hard Track 36
13	I Usually Have Coffee and Toast <i>Adverbs of Frequency</i>	Adverbs of frequency	Talking about daily routines	Always, usually ...	I Always Eat Out Track 37
		What time do you ... ?	Talking about free time	Time	What Do You Do in the Afternoon? Track 38
			Telling the time	Daily routine words	Is He Dangerous? Track 39
14	How Do You Get to Work? <i>Getting Around</i>	By car, by train, on foot ...	Describing how we get around	Types of transportation	How Long Does It Take? Track 40
		How do you get to ... ?	Work routines	By car, by train, on foot ...	What Time Do You Get Home? Track 41
		It takes ... She takes ...	Directions using public transport	Drives, walks ...	How Do I Get to the Central Bank? Track 42
15	I Take a Vacation Once a Year <i>Contrasting Present Tenses</i>	Present simple vs. present continuous	Explaining how often we do things	Once, twice ...	I'm Just Looking Track 43
		I usually ... vs. Now I'm ... -ing.	Talking about free time		How Often Do You Go Back to Korea? Track 44
		Once a ... Once every ...			I Usually Drink Dirty Water Track 45

Communicate 2

Scope & Sequence

Unit	Unit Title	Target Patterns	Communication Skills	Language Sets	Listening
1	You Should Exercise More <i>Giving Advice</i>	Should/Shouldn't	At the doctor	Parts of the body	What's the Matter? Track 1
		How about . . . -ing	Talking about health	Aches and pains	Do You Exercise? Track 2
			Advice and suggestions	Problems	Juliet Doesn't Love Me Track 3
2	I'm Flying to Europe Next Week <i>Future -ing</i>	-ing for a time in the future	Asking/Talking about plans	Tomorrow, next week . . .	I'm Going to London Track 4
		The day/week after . . .	Explaining how often we do things		What Are You Doing Today? Track 5
		. . . from now	Inviting		What Are You Doing Tonight? Track 6
3	I'd Like to Go Cycling <i>Go . . . -ing / Go For . . .</i>	Go shopping / Go cycling	At a travel agency	Go . . . -ing words	I'm Not Going Jogging Track 7
		Go for a walk / Go out for a meal	Making vacation plans	Vacation words	I'd Like to Go for a Drive Track 8
		Want + to / Would like + to		Free-time words	How About Going to the USA? Track 9
4	I Can't Swim Very Well <i>Ability</i>	Well/Badly	Talking about ability	Adverbs of manner	We're Going to the Beach Track 10
		Good/Bad at	Describing how people do things	Ability words	Are You Good at Putting Up Tents? Track 11
		Loudly/Quietly			Jump! Track 12
5	Most of Us Are Very Hungry <i>All/Most/Some</i>	All/Most of . . .	Making requests	All, most, some, none	Are Any of You Thirsty? Track 13
		. . . any of . . . ?	Discussing what to do	Both, one, neither	Most of Us Are Very Hungry Track 14
		Both/One of . . .			Where's Scarface? Track 15
6	First, We Make the Fire <i>Instructions</i>	First/Then,	Systematic instructions	Cooking words	It's Time to Cook Lunch Track 16
			Describing how to make/use/cook . . .	Car words	Then, We Light the Fire Track 17
			Giving directions		First, Get in the Car Track 18
7	Jin-Woo's Going to Fly to Egypt <i>Future-Going To</i>	Going to for a time in the future	Asking/Talking about plans	From now, after that . . .	What's Jin-Woo Going to Do in August? Track 19
		After	Talking about future vacations	Future events	What Are They Going to Do in August? Track 20
				Housework words	Dinosaur Steak Track 21

Plus Online Content <http://Communicate-Motivate.com>


Unit	Unit Title	Target Patterns	Communication Skills	Language Sets	Listening
8	I Have to Go Shopping <i>Have To</i>	Have to / Has to / Don't have to	Talking about daily routines	Currency	We Have to Take Some Clothes Track 22
			Describing what we have to do	Daily routine words	I Have to Go to the Doctor Track 23
					I Have to Work at Night Track 24
9	She Has Dark Hair <i>Describing People</i>	What does he/she look like?	Describing people's appearance 1	Beard, mustache . . .	What Does She Look Like? Track 25
		What's he/she like?	Describing people's character	Shy, serious, selfish . . .	What's She Like? Track 26
				Dark hair, brown eyes . . .	Mr. Universe Track 27
10	There Are a Lot of Parks <i>Describing Places</i>	What's . . . like?	Describing places	Weather words	What's London Like? Track 28
		It's . . . , and there are	Talking about the weather	Temperature words	What's the Weather Like? Track 29
		What's the weather like in . . . in . . . ?			You Should Stay in Siberia Track 30
11	You're Bigger Than Me! <i>Comparatives 1</i>	. . . -er than	Describing people's appearance 2	-er adjectives	Don't Go So Fast! Track 31
			Comparing people and animals	In good / Out of shape	I'm in Better Shape Than You Track 32
			Talking about fitness	Losing / Putting on weight	Is He Better Looking Than Me? Track 33
12	London Is More Exciting Than Nice <i>Comparatives 2</i>	. . . more/less . . . than	Describing places	<i>More than</i> adjectives	I Like Nice Better Than London Track 34
		Which do you like better, . . . or . . . ?	Giving reasons for preferences	Letter endings	There Are More Stores Track 35
			Writing letters		It's More Fun Than Lying in a Bath All Day Track 36
13	She Lived 2,000 Years Ago <i>Past Simple 1</i>	Past simple (regular form)	Asking/Talking about the past	Yesterday, last week . . .	When Did Cleopatra Live? Track 37
		Go/Went	Talking about people in history		Mark Anthony Killed Himself Track 38
		. . . ago			I Came to Earth in a UFO Track 39
14	She Took a Lot of Photographs <i>Past Simple 2</i>	Past simple (irregular form)	Asking/Talking about past vacations	Past forms of verbs	She Visited Westminster Abbey Track 40
		What/Where/When did . . . ?		Vacation words	She Went Waterskiing Track 41
					What Was the USA Like? Track 42
15	I Had to Work So Hard! <i>Had To / Wanted To / Could</i>	I had to	Talking about past hopes	Occupations	I Had to Smile All the Time Track 43
		I wanted to, but	Talking about what we had to do	Housework words	I Wanted to Sleep, but I Couldn't Track 44
		I could	Giving reasons for past actions		I Wanted to Be an English Teacher Track 45


Plus Online Content <http://Communicate-Motivate.com>

How to Use This Book

The following way of teaching each section of a unit provides suggestions for teachers using the course for the first time. The aim is not to be prescriptive, but to suggest methods that can be successfully adapted to individual teaching styles and students' needs. The pacing will also be different, depending on individual classes. For fully-detailed, individual unit-by-unit lesson plans, please refer to the online Teacher's Guide.

Unit 11 I Can Speak French
Can-Ability & Possibility

Warm Up Pairwork Questions  See the activity descriptions from page 112.



I Can't Swim 

Marc: I can speak French, German, Italian, and a little English!
And I can play a lot of sports, too. I can play baseball, basketball, tennis, badminton, and a lot of other sports.

Carmen: That's great!

Manuel: Can you swim?

Marc: Yes, I'm a very good swimmer!
... No! Help!
SPLASH!

Marc: Help! I can't swim!



Personalization  The students ask what friends or famous people can do.

Example: A: What sports can Tom play? B: I think he can play golf and tennis.
A: What languages can he speak? B: I think he can speak English and French.

70

- **Unit Heading**

Clearly sets out the target language

- **Teacher Icon**

Information for the teacher

- **Warm-Up Activities**

There are three Warm-Up activities in each unit. For general ideas on how to approach these, see *General Approaches to Warm-Up Activities* on pages 100-101. For a specific description of each Warm-Up activity, see pages 102-116.

- **Pre-Listening/Reading**

The students can talk about the picture. There are also some Anticipation Questions suggested in the Teacher's Guide. You can ask these questions before and after the students listen to or read the text.

- **Comprehension**

The Teacher's Guide contains many suggestions for checking comprehension. There are also comprehension worksheets on the website.

- **Personalization**

The students use the language targets to talk about their daily lives, opinions, and ideas.

- **Dialogs**

The dialogs show the target language in an ongoing storyline context. The students listen to, read, and/or role play the dialog.

Word Building Can

He can play baseball. She can play the guitar. They can sail. He can shout.

Practice I am _____
A fish can _____
A person can _____

Controlled Practice What Can They Do?

1. She can ski. 2. _____ 3. _____
4. _____ 5. _____ 6. _____

Practice One of my friends can _____
Another friend can _____
My favorite musician can _____

- **Word Building**
The students have clear reference to individual sentences and phrases to help consolidate the target language.
 - **Practice**
The students use the prompts to practice and consolidate the target language.
 - **Controlled Practice**
The students look at the first picture and read what is written below it. Then, either individually or as a class, they make similar sentences, or questions and answers, about the other pictures.
- (Sample) answers can be found in the Teacher's Guide.

Communication Activities

See the activity descriptions from page 111.

1 Newspaper Reporters

What sports can you play?
I can play rugby, golf, and soccer.
Michael can play rugby, golf, and soccer.

2 I Can See ...

Is it the window?
No, it isn't.

3 Survivors

See the activity description for this activity from <http://Communicate-Motivate.com>.

I'm Mozart. I can play the piano. I can write music. I can sing...
Mozart has one vote, Gandhi has three votes.

- **Communication Activities**
This page consists of three communication-based activities: A, B, and C. Teachers and students can pick one or all of the activities according to needs. This section encourages the students to use the new words and structures in a relaxed and fun environment. See the descriptions of how to conduct each activity at the back of the book.
- **Activity C**
The third activity requires a supplementary printout which can be downloaded from <http://Communicate-Motivate.com>.

Review

1 Mixed Questions

1. What kind of music do you like? _____
2. How many students are there in your English class? _____
3. How much juice is there in your fridge? _____
4. What are you doing now? _____
5. What colors suit you? _____

2 Puzzle Sentences

1. one / eight / the / in / The / on / department
The _____
2. of / you / like / kind / would / soap / What
What _____
3. on / Paul's / in / floor / second / the / apartment
Paul's _____
4. in / back / she's / later / Please / can / sorry / call
I'm _____
5. jeans / jacket / and / wearing / a / blue / leather / Marc's
Marc's _____

3 You

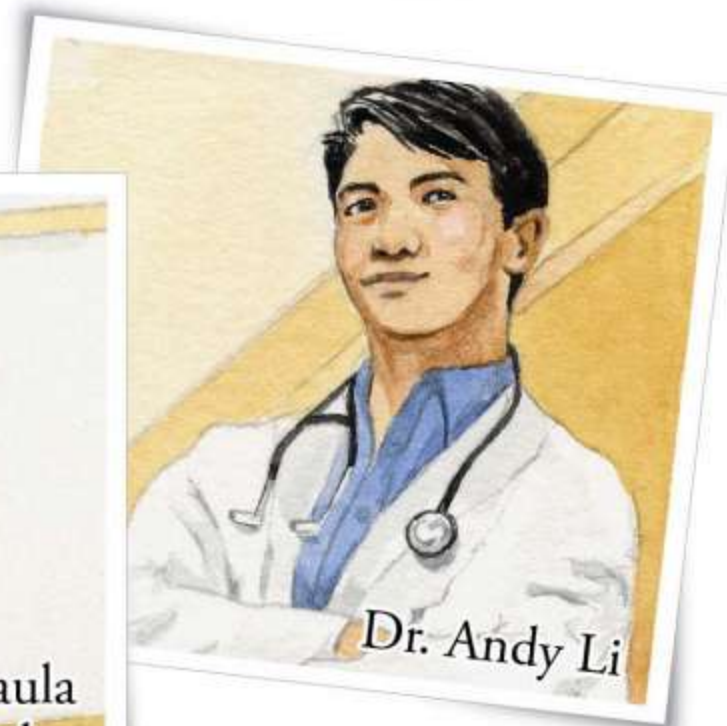
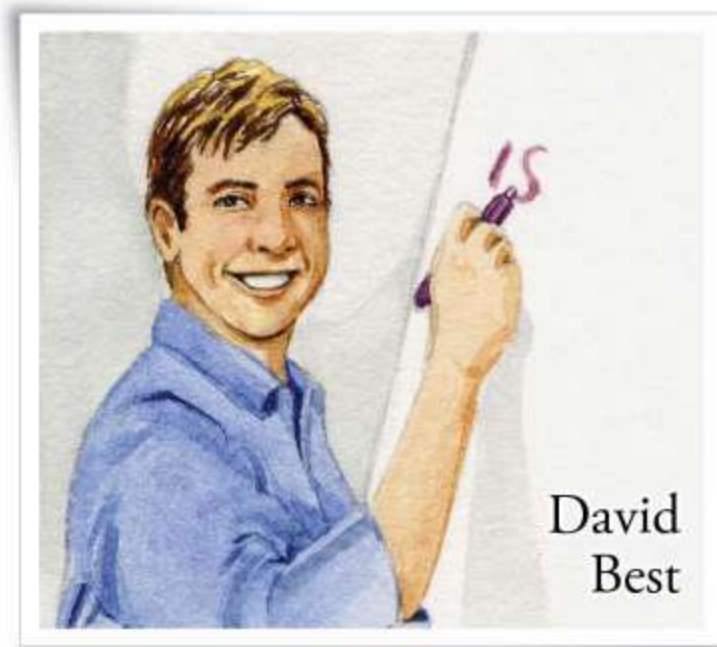
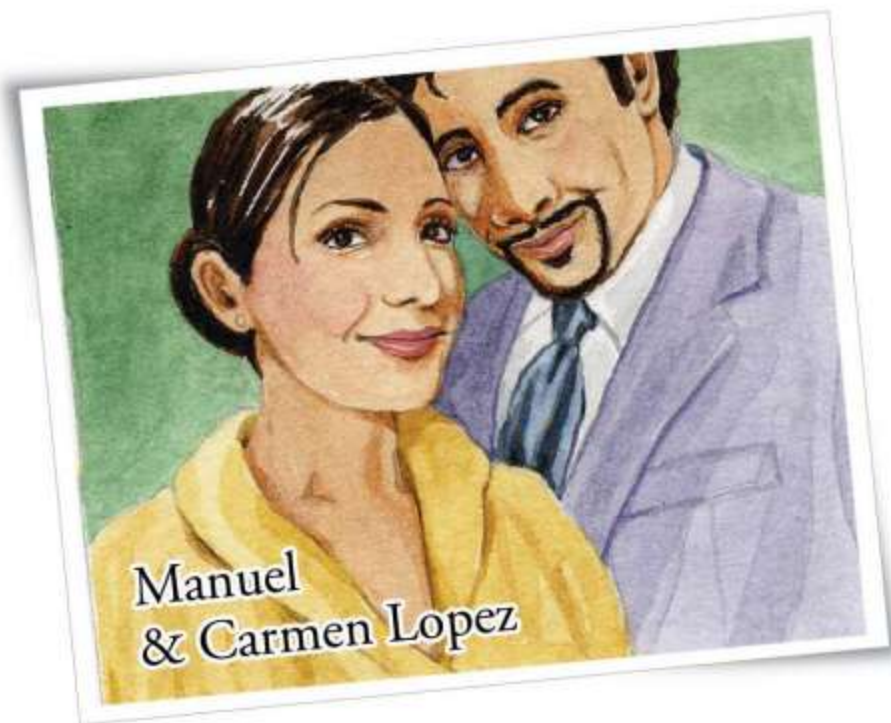
1. I think big cities _____
2. I have a lot of _____
3. I would like a new _____
4. My apartment/house is _____
5. I'm wearing _____

Personal Record

What sports can you play? → _____
 What musical instruments can you play? → _____
 What languages can you speak? → _____
 What can you see? → _____

- **Review**
Questions and activities help to consolidate the new words and structures learned throughout the current unit and previous units.
 - **Personal Record**
The students can either practice their answers in pairs before writing, or just write their answers by themselves.
- (Sample) answers can be found in the Teacher's Guide.

Meet the Characters



Meet the Author



David Paul was born in Weymouth, UK. He went to secondary school in Dorchester, and then to Trinity Hall, Cambridge University, where he gained a BA and an MA in social and political science, specializing in social psychology. He went to Japan in 1980 and has lived there ever since.

He has extensive teaching experience at universities, junior/senior high schools, and with elementary school children, and has used this experience to write best-selling course books and training manuals.

He founded his own school, David English House, in an apartment in 1982, and built it up into one of the most respected language schools in East Asia.

He is the founder of ETJ (English Teachers in Japan) and of the ETJ Expos. He is also the founder and President of the Hiroshima City (soccer) League.

David has spent a lot of time in Asia training teachers and helping both private schools and ministries of education to introduce more student-centered programs. He has also been a guest speaker at many conferences throughout the region.

He is an ardent supporter of Manchester United, and has three dachshunds called Ronaldo, Rooney, and Beckham.

David founded Language Teaching Professionals in 2010.

David's Apartment Is on the Third Floor

Possessives

Warm Up Guess What It Is



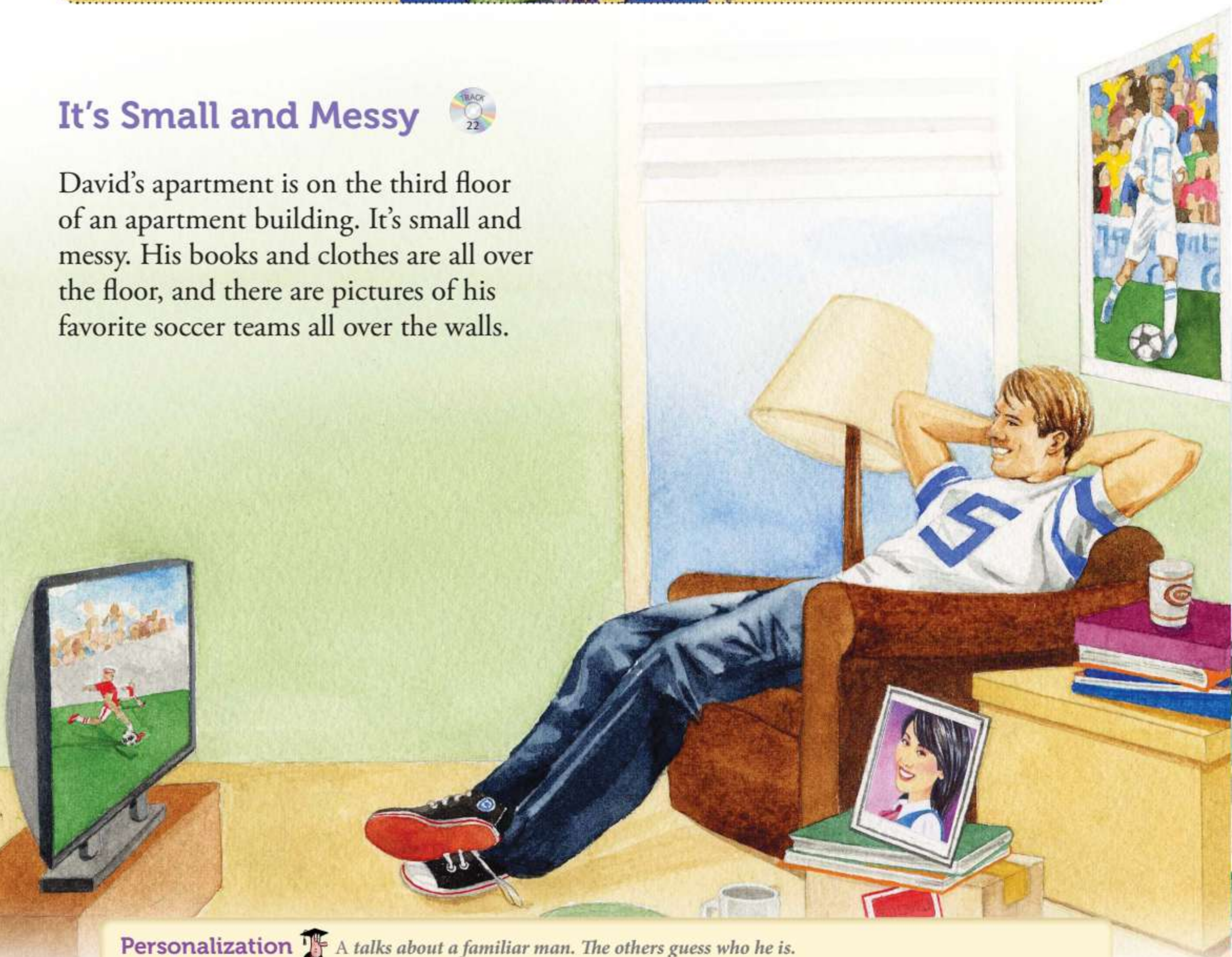
See the activity descriptions from page 109.



It's Small and Messy



David's apartment is on the third floor of an apartment building. It's small and messy. His books and clothes are all over the floor, and there are pictures of his favorite soccer teams all over the walls.



Personalization A talks about a familiar man. The others guess who he is.

Example: A: His wife is American, and his home is in Seoul. Who is he?
B: Is he a teacher?

Warm Up Who Is She?



See the activity descriptions from page 109.

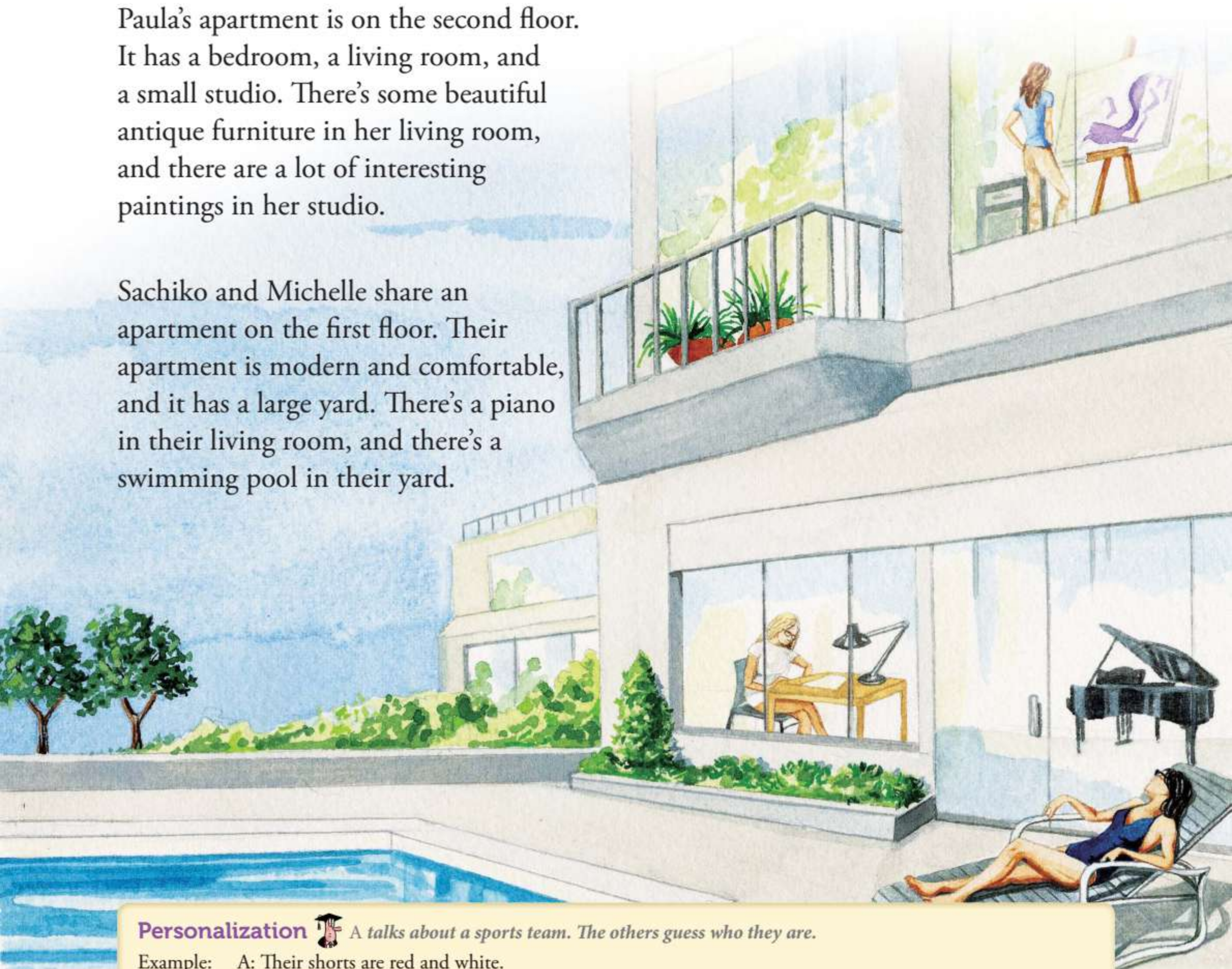



Their Apartment Is Modern



Paula's apartment is on the second floor. It has a bedroom, a living room, and a small studio. There's some beautiful antique furniture in her living room, and there are a lot of interesting paintings in her studio.

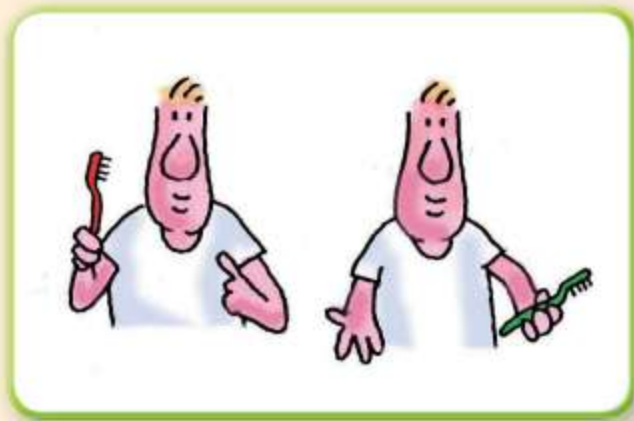
Sachiko and Michelle share an apartment on the first floor. Their apartment is modern and comfortable, and it has a large yard. There's a piano in their living room, and there's a swimming pool in their yard.



Personalization  A talks about a sports team. The others guess who they are.

Example: A: Their shorts are red and white.
B: Are they a soccer team?

Word Building Whose Are They?



This is **mine**.
And this is **yours**.



That pizza's **his**.
And that drink's **hers**.

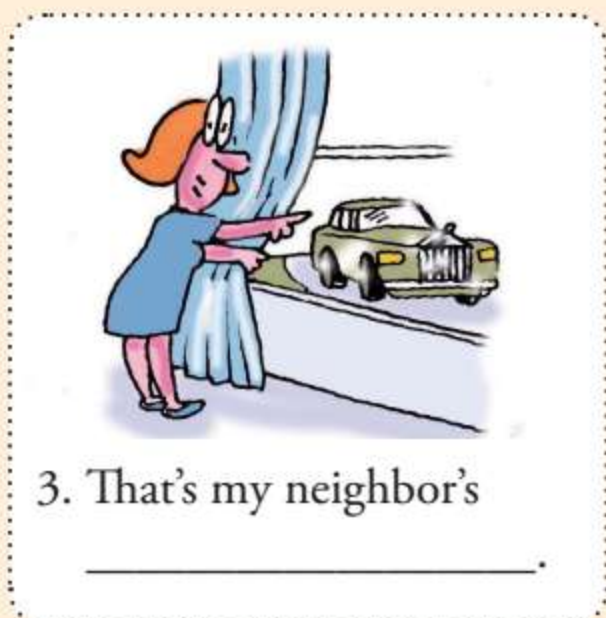


These bags are **theirs**.
Those bags are **ours**.

Practice

This _____ is mine.
That _____ is his.
That _____ is hers.

Controlled Practice Possessives



Practice

These are my _____.
Those are _____.
Those are _____.

Warm Up Leaving the Room



See the activity descriptions from page 109.




Follow Up

Whose Painting Is That?



- Reporter: Wow! Whose painting is that?
Caveman: It's mine.
Reporter: And whose chair is this?
Caveman: It's Donald's.
Reporter: It's very big.
Caveman: Yes, Donald's big.
Reporter: Uh Who's Donald?
Caveman: He's my pet dinosaur.
Reporter: A dinosaur!
. . . . D-d-does he like reporters?
Caveman: Yes, very much . . .
for breakfast.

Personalization  A is a reporter asking about things in a picture or in the room.

Example: A: Whose guitar is this?
B: I think it's Richard's.

Communication Activities



See the activity descriptions from page 109.

A Guess Who



B Bleep



C Whose Is It?



Download material for this activity from <http://Communicate-Motivate.com>.



Review

A Mixed Questions

1. Who's your favorite actor? _____
2. Where's a coffee shop near here? _____
3. How many people are there in your city? _____
4. What present would you like? _____
5. How much milk is there in your fridge? _____


B Puzzle Sentences

1. They / the / the / on / in / shelf / glass / are
They _____.
2. this / of / left / turn / out / building / Go / and
Go _____.
3. the / at / on / Is / the / a / right / bottom / house / that
Is _____?
4. like / it / try / to / Would / on / you
Would _____?
5. you / soup / of / What / would / kind / like
What _____?

C You

1. I think dogs _____.
2. There's a bookstore _____.
3. There are a few _____.
4. I have a new _____.
5. There's some _____.

Personal Record

<input type="radio"/>	Your house: I live in _____	

<input type="radio"/>	_____	

General Approaches to Warm-Up Activities

In *Communicate*, the aim is to start with mystery, not clarity. When introducing new language targets, our main role as the teacher is to present the students with puzzles to solve. These puzzles are fun, pitched at the right level, and require the target language in order to be solved. The students' interest in solving the puzzles motivates them to search for the new language targets.

We never “teach.” We create situations where the students are “learning” for themselves.

To do this effectively, it is important to select the right warm-up activity. When making this selection, the key question to ask ourselves is: *Will this activity help the students feel they are learning what they want to learn, or will they simply feel they are learning what we want to teach?*

The ten types of activities outlined here are not comprehensive, but they should provide a quick reference and help you design your own alternative warm-up activities.

Focused approach

Ask leading questions.

e.g. Target: **Have to**

T: *What time do you usually get up on Sunday?*

S: *Nine o'clock.*

T: *What time do you usually get up on Tuesday?*

S: *Six thirty.*

T: *Six thirty. Why not nine o'clock?*

S: *I . . .* (searching for how to say *I have to go to school/work*).

If one student answers using “*have to*,” the others can try and guess what “*have to*” means from this student's answer. If not, help one of the students use the pattern when he/she is trying to express himself/herself. The students then ask each other similar questions, either in pairs or around the class.

Disguised approach

Lead a simple, casual conversation toward a situation in which the students need the target language to express themselves.

e.g. Target: **Have to**

Begin by talking about how nice the weather is, and suggest doing things that some students probably can't do because of other plans.

Say things like:

Let's go to the beach tomorrow morning.

or: *Let's go to a movie on Wednesday morning.*

The aim is to generate feelings like “*I'm sorry, I have to go to school.*” If none of the students use “*have to*,” help one of them use this pattern when he/she is trying to express himself/herself. The students then make and accept/refuse similar suggestions, either in pairs or around the class.

Questioning

Ask the students questions that include the new language.

e.g. Target: **Have to**

T: *What do you have to do in the morning?*

S1: *Huh?*

T: *What do you have to do every day?*

S2: *I . . .*

If none of the students guess how to answer, encourage them to ask you the questions and guess what “*have to*” means from your answers. The students then ask and answer similar questions, in pairs or around the class.

Using the target in context

Make statements that include the target language, and encourage the students to guess what you mean.

e.g. Target: **Have to**

T: *Oh no! I have to teach you again!*

I have to get up at six o'clock in the morning!

I have to come to school!

I want to have breakfast, but I have to teach you!

Groan whenever you say “*have to*,” and use a lot of humor. The students then talk about the things they have to do every day, either in pairs, in groups, or as a class.

Mime and pictures

The students make guesses about pictures or somebody miming.

e.g. Target: **Present continuous**

Mime some actions badly. The students try to guess what you are doing, saying things like “*Are you swimming?*” (If the students say things like “*swim*,” help them use the tense correctly.) Alternatively, half draw or gradually draw a picture of a person performing an action. The students can guess things like what a person is doing, is going to do, or did yesterday. The students then mime or draw pictures in front of the class, in groups, or in pairs.

Quizzes

Use the target language in a quiz, and see if the students can guess how to answer the questions.

e.g. Target: **Occupations**

T: *He gets up at six thirty every day. He wears a school uniform. What does he do?*

T: *She works in a hospital. She helps sick people. What does she do?*

If the students can't guess, give them two or three answers to choose from. They then try to think up similar quiz questions, and do the activity as a class or in pairs.

Word puzzles

Build up the students' curiosity with a word puzzle.

e.g. Target: **All of us, most of us, some of us, none of us**

Write the following on the board:

noses

study hard

don't do homework

gorillas

See if the students can solve the puzzle. If it is too difficult, ask questions like “*How many of you are gorillas?*” The students then make their own sentences about the class, their family, their club, etc. using the four sentences: “*All of us . . . ; Most of us . . . ; Some of us . . . ; None of us . . .*”

Brainstorming

The students say whatever they like about a subject.

e.g. Target: **Past simple**

Ask questions like: *Who was Napoleon?*

or: *Who was George Washington?*

Help the students use the past tense to tell you what they know about these people. Encourage the students not to worry about making mistakes. Help a little less each time you introduce a new historical figure. If it's not too difficult, the students can then try the activity among themselves, either as a class, in groups, or in pairs.

Games

All the Warm-Up Activities here are games, but there are some activities which are games in the more conventional meaning of the word.

e.g. Target: **Possessives (-'s)**

Ask one or more students to leave the room. While they are outside, get some or all of the other students to place one thing of theirs in a central place. When the students come back, they have to guess who each thing belongs to. The first time, pick up one of the things and gesture to various students to hint who it might belong to. When the students who left the room are trying to say things like “*I think it's Mario's*,” help them say this.

Translation

Some teachers may find themselves in situations where they have to teach in the students' native language. In this case, the students can be given a series of sentences to translate into English. (It is best if they write these sentences individually.) Start with an easy sentence, and end with sentences which require the target language.

e.g. Target: **Past simple**

Write or say the following sentences in the students' language. The students translate them one by one.

I play tennis every day.

I can play tennis very well.

Yesterday I played tennis for three hours. (Give the students the English word *yesterday*.)

Let the students make guesses, and then give the correct answer (without saying why). Give them other similar sentences to translate. Continue until the students are beginning to recognize how the past simple is formed.

Warm-Up Activities

- 1 Ask the students leading questions, such as the ones in the illustration, to elicit “*have to*.” If necessary, help the students use “*have to*” when they are trying to express themselves. Then, individually, in pairs, or in groups, the students make a list of things they have to do every day, such as “*I have to cook. I have to go to school/work.*”
- 2 Suggest doing things with the students that they are unlikely to be able to do. The aim is to elicit the pattern “*I’m sorry. I have to . . .*” Then, in pairs, the students take turns to make suggestions. The other student either accepts a suggestion, or replies “*I’m sorry. I have to . . .*”
- 3 Say “*What do you have to do in the morning / in the evening / on Sunday / at work . . . ?*” etc. to individual students. If necessary, help the students when they are trying to express themselves. The students then do the activity in pairs.

Communication Activities

A. Newspaper Reporters

In pairs, the students try to find out as much as they can about what each other has to do. They then tell the whole class what they have found out.

B. What’s My Job?

One student imagines he/she has a different occupation. In order to find out what the occupation is, the others ask *yes/no* questions, which include “*have to*.” After a student asks a question, he/she throws a dice. A 1, 2, or 3 means he/she cannot guess the occupation; a 4 or 5 means he/she can have one guess—e.g. “*Are you a doctor?*”—and a 6 means he/she can have three guesses.

C. Grand Prix (download)

Arrange copies of the prompt cards (make more than one copy of each card) in the shape of a race track. The students throw a dice and race around the track, making “*have to*” sentences for the cards they land on. They can race around the track a number of times.