



НАРОДНАЯ УКРАИНСКАЯ АКАДЕМИЯ

COMMUNICATIVE GRAMMAR ACTIVITIES

Сборник упражнений

Издательство НУА

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COMMUNICATIVE GRAMMAR ACTIVITIES

Сборник коммуникативных упражнений
для изучающих английский язык
(уровень Pre-Intermediate)

Харьков

Издательство НУА

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УДК 811.111 (075.8)

*Утверждено на заседании общеакадемической кафедры английского языка
Народной украинской академии.*

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Навчальний посібник містить завдання для парної та групової роботи, які створюють різноманітні ситуації та контексти для вживання базових форм і структур англійської граматики.

Призначено для студентів, що вивчають англійську як другу мову спілкування на початковому рівні, та за умов певної адаптації може бути використане і на більш високих рівнях.

C74 **Communicative Grammar Activities** : сб. коммуникатив. упражнений для изучающих англ. яз. (уровень Pre-Intermediate) / Нар. укр. акад., [общеакад. каф. англ. яз.; сост. А. А. Хильковская]. – Харьков : Изд-во НУА, 2019. – 44 с.

Пособие содержит задания для парной и групповой работы, которые создают разнообразные ситуации и контексты для употребления форм и структур английской грамматики.

Предназначено для изучающих английский язык как второй язык общения на начальном уровне, но при соответствующей адаптации может быть использовано на более продвинутых уровнях.

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Введение

В данном учебном пособии вы можете найти различные виды **коммуникативных упражнений по грамматике**, которые после соответствующей адаптации можно практиковать как со студентами начального, так и более высоких уровней. Если коммуникативным упражнением по грамматике мы считаем задание, целью которого является осуществление коммуникации, подобно тому, как это происходит в ситуациях реальной жизни и профессиональной деятельности, а грамматика служит инструментом достижения этой цели, то многие из предложенных в пособии упражнений можно назвать условно коммуникативным, поскольку целью использования их на занятии является взаимообучение и взаимный контроль знаний. Применение подобных упражнений обеспечивает разнообразие ситуаций и контекстов использования изучаемых грамматических форм и структур, а также необходимый уровень повторяемости. Они могут быть использованы не только в курсе грамматики, но и в курсе разговорной практики для «персонализации» изучаемой темы и придания личностной окраски общению партнеров, так как дают возможность применить изучаемый материал в неформальной беседе на взаимно интересующие собеседников темы, о самих себе.

HOW LONG DOES IT TAKE YOU ...?

Each student gets a set of questions and writes down answers to five of them in a random order. It's important to write down only short answers, for example: 5 minutes or 3 hours. Then students exchange their answer sheets with their partners so that they will try to guess which question partner's notes relate to. The object of this activity is to guess how long it takes your partner to do things.

Model conversation:

- *Does it take you five minutes to get ready when you go out?*
- *No, it doesn't! Try again.*
- *Does it take you five minutes to do you homework?*
- *No, it doesn't.*
- *Does it take you five minutes to talk on the phone with your friend?*
- *Yes, it does.*

Teachers can use this set of questions for group work, if one student writes one of his answers on the board for the whole group, then all group members take turns trying to guess which question has been answered.

How long does it take you ...

- to read a thick book?
- to talk on the phone with your best friend?
- to recover when you have a cold?
- to get ready when you go out?
- to get home from the place where you're now?
- to cook dinner for a family?
- to put on make up when you go to the party?
- to surf the Internet every evening?
- to do your homework?
- to make friends with a person you didn't know before?

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- to surf the Internet every evening?
- to do your homework?
- to make friends with a person you didn't know before?

ARE YOU HAPPY?

In this pair work activity students practice the Present Simple Questions with the verb “to be” or without it and short answers.

Model conversation:

- ***Are you** a businessman?*
- *No, I am not.*
- ***Do you** have cereal for breakfast?*
- *No, I don't.*
- ***Do you** eat out on Sundays?*
- *Yes, I do.*

Teachers can extend this activity if they ask their students to make “How often do you ...?” or “How often are you ...?” questions. In this case answers are supposed to have an appropriate adverb of frequency. Students can also be asked to add some commentary to each answer.

Model conversation:

- ***How often** do you have cereal for breakfast?*
- *I **never** eat cereal. I have only coffee for breakfast.*

Are you ... ?

Do you ... ?

a businessman
laugh
play football
dance
very busy
go shopping
clean the house
fly to Paris
visit grandparents
drink coffee
on time for lectures
wake up early
go to the cinema
eat out on Sundays
put sugar in coffee
have cereal for breakfast
do housework
play loud music
go on holiday
surf the Internet
go clubbing
make new friends
enjoy winter
feel good
meet nice people
alone at home
in trouble
have problems

How often are you...?

How often do you ...?

TRUE AND FALSE DEFINITIONS

Ask your students to work in two groups A and B, give each student in group A one copy of a handout for student A, and each student in group B – a copy for student B. The first step in this activity is to tick the right definition, if students have problems on this stage, they discuss definitions within their group or consult the teacher.

The next step is to make up one more false definition of each given word. After this stage has been finished, every student A joins a student from group B and students work in pairs. They read out loud their definitions in a random order to their partners who are supposed to tell which definitions are true.

The object of the activity is to give definitions to things, using relative clauses.

Student A

1. A workaholic is someone who enjoys working long hours
 a person who doesn't drink alcohol

2. A thief is someone who talks long hours on his mobile phone

3. A customer is
- someone who buys goods or services from a shop or a business
 someone who works at the Customs
4. A greenhouse a public toilet
 a place where people grow vegetables in winter

Student B

1. A TV addict is ...
 someone who can't stop watching TV
 a person who works for a TV company

2. A chatterbox is someone who talks a lot
 a person who keeps pets at home

3. A shoplifter is someone who carries goods in the shop
 ...
 a person who steals from the shops
4. A slob is someone who never tidies and cleans his room
 a person who is very proud of his results

WHEN WAS THE LAST TIME WHEN YOU ...?

Ask your students to arrange time phrases from the closest to the present moment to the furthest. While doing this simple task students revise time phrases which are supposed to be used on the next stage of the task.

When all students are familiar with time phrases, they can answer the questions, writing down a time phrase in any circle. Then students exchange answer sheets with their partners in this activity so that they will try to guess what happened at that time.

Model conversation:

- ***Did you laugh** to tears two hours ago?*
- ***No, I didn't.***
- *Did you eat something exotic two hours ago?*
- *No, I didn't.*
- *Did you buy flowers two hours ago?*
- *Yes, I did! I bought flowers for my girlfriend two hours ago.*

Teachers can use this set of questions for group work, if one student writes one of his answers on the board for the whole group, then all group members take turns trying to guess which question has been answered. The person who is the first to guess goes to the board to write one of his or her answers.

Arrange the past time phrases in order, starting with the time closest to the present moment:

- yesterday
- last month
- five minutes ago
- the day before yesterday
- last week
- last night
- three years ago
- when I was at school

When was the last time when you ...

- ate something exotic?
- lost something important?
- cried in the cinema?
- went on holiday?
- laughed to tears?
- read an interesting book?
- cooked a meal for a family?
- bought flowers for someone?
- broke something?
- forgot your friend's birthday?

A 3x3 grid of nine empty circles, intended for students to write their answers to the questions above. The circles are arranged in three rows and three columns.

ADJECTIVE DOMINOES

Cut one set of dominoes for a group of four students. Give eight pieces to each student in the group. The person who starts the game places one card on the desk face up. Students are supposed to match nouns with appropriate adjectives.

Model phrases:

“Changeable weather” or **“competitive sport”**.

woman	cosmopolitan	city	changeable
weather	competitive	sport	depressed
economy	trendy	clothes	enterprising
people	gripping	film	latest
news	challenging	job	economical
car	beach	holiday	delicious
food	luxurious	hotel	well-written
book	scary	movie	gorgeous



“SCALE” and “LIMIT” ADJECTIVES

Students can be asked to match given adjectives with their strong (or limit) synonyms and test each other by covering the column of scale or limit adjectives in turn. It can be done in pairs or in groups of three. Then students are arranged in pairs, one of them gets card A, the other – card B. They are supposed to answer the questions using strong (or limit) adjectives.

Model conversation:

*-Is your new flat **very big**?*

*-Yes, it's **absolutely enormous!***

*-Are you **very tired**?*

*-I'm **really exhausted!***

SCALE	LIMIT
big	enormous
tired	exhausted
small	tiny
interesting	fascinating
surprised	astonished
pleased	delighted
cold	freezing
tasty	delicious
hungry	starving
frightened	terrified
dirty	filthy
angry	furious



Student A

1. Your car is very dirty, isn't it?
2. Were you surprised when you heard the news?
3. Were you frightened when you watched that horror movie?
4. Are you really hungry?
5. Is this dish very tasty?
6. Is it cold outside today?

Student B

1. Was your Mum angry when you didn't pass?
2. Were you pleased with the presents you received for your birthday?
3. Is the book very interesting?
4. Is their house very small?
5. Are you very tired after work?
6. Does your teacher give you very big homework?

Student A

7. Your car is very dirty, isn't it?
8. Were you surprised when you heard the news?
9. Were you frightened when you watched that horror movie?
10. Are you really hungry?
11. Is this dish very tasty?
12. Is it cold outside today?

Student B

7. Was your Mum angry when you didn't pass?
8. Were you pleased with the presents you received for your birthday?
9. Is the book very interesting?
10. Is their house very small?
11. Are you very tired after work?
12. Does your teacher give you very big homework?

<p>Student A</p> <p>13. Your car is very dirty, isn't it? 14. Were you surprised when you heard the news? 15. Were you frightened when you watched that horror movie? 16. Are you really hungry? 17. Is this dish very tasty? 18. Is it cold outside today?</p>	<p>Student B</p> <p>13. Was your Mum angry when you didn't pass? 14. Were you pleased with the presents you received for your birthday? 15. Is the book very interesting? 16. Is their house very small? 17. Are you very tired after work? 18. Does your teacher give you very big homework?</p>
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<p>Student A</p> <p>1. Your car is very dirty, isn't it? 2. Were you surprised when you heard the news? 3. Were you frightened when you watched that horror movie? 4. Are you really hungry? 5. Is this dish very tasty? 6. Is it cold outside today?</p>	<p>Student B</p> <p>1. Was your Mum angry when you didn't pass? 2. Were you pleased with the presents you received for your birthday? 3. Is the book very interesting? 4. Is their house very small? 5. Are you very tired after work? 6. Does your teacher give you very big homework?</p>
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ANTONYMS

Students do the matching activity, finding opposites to the given adjectives. Then your class is divided into groups of three, maximum four students. Give each student a “criterion” (one pair of opposites) and ask them to arrange themselves in a line according to the criterion you have given them. For example, if you have given them a pair of adjectives “*interested / bored*” they should arrange themselves in a line from the most interested at one end to the most bored. Ask your students to line up opposite the other group, whose task is to guess the criterion behind the order of the line.

Model conversation:

- *We think, N is **the most interested**, X is **more bored than N**, and Y is **the most bored of all**. Is that right?*

You can repeat the game, giving your students new criteria or asking them to make up their own criteria for lining up.

bored	interested
modern	old-fashioned
polite	impolite/rude
tidy	untidy
generous	mean
modest	arrogant
serious	funny
sociable	shy
extrovert	reserved
Optimistic	pessimistic
Responsible	Light-hearted
organized	forgetful



JUMBLED STORIES

Copy and cut up one set of cards for a group of three students, tell them that they have a jumbled story. The cards should be placed face up in the middle of each group. Students read parts of the story, filling the gaps with proper verb forms. The objective of this activity is to build grammatically correct and logical narrative. After they have finished you may ask your students to read out loud the final text of the story for the whole class to check and compare.

In the second and in the third stories (MEETING MOM and BAD LUCK) the last lines are missing. Students write their own final sentences for the stories, compare and discuss them, choose the best one. (The line which has been taken out of the story “Meeting Mom” is: “**I disliked her from the first sight**”. The final line of the story “Bad luck” is: “**It happened so fast!**”)

In the first story (“The Lucky Thief”) students are supposed to use the Past Simple and the Past Continuous.

The second story (“Meeting Mom”) is focused on the Past Simple of regular and irregular verbs only.

And to complete the third story (“Bad Luck”) students are supposed to know the Past Simple, the Past Continuous and the Past Perfect Simple.

Keys

The lucky thief

1 F 2E 3D 4B 5C 6A

Meeting Mom

1C 2A 3E 4G 5F 6D 7B 8H

Bad luck

1 D 2B 3A 4C 5E 6F

THE LUCKY THIEF

A.

A few minutes later the police officer _____ /catch / the thief, he _____ /hide/ under a car. He couldn't run any more because he _____ /break/ both ankles. The policeman _____ /take/ the thief to jail, but still he _____ /feel/ lucky. He _____ /feel/ a lucky man that the police _____ /caught/ him, but he _____ /manage/ to escape from Mrs. Burt!

B.

The thief _____ /run/ into apartment building. Mrs. Burt _____ /follow/ him. "Help! Stop him!" she shouted, "He's got my purse!" Two police officers _____ /walk/ near the apartment building, they _____ /hear/ Mrs. Burt and _____ /run/ to help her. One of them _____ /stay/ with the old lady, and the other _____ /chase/ the thief.

C.

The police officer _____ /find/ the thief on the roof of the building, he _____ /search/ in the stolen purse. When he _____ /see/ the policeman he _____ /drop/ the purse and _____ /jump/ off the building. It was two stories high.

D.

The thief _____ /run/ three blocks. He _____ /be/ a young man, so he _____ /can/ run fast, Mrs. Burt _____ /be, not/ a young woman, she _____ /be/ 73 years old, but she _____ /can/ run as fast as a thief. All the way she _____ /stay/ behind the thief.

E.

Mrs. Burt _____ /wear/ two chopsticks in her hair, they _____ /have/ sharp ends. Mrs. Burt _____ /take/ chopsticks out of her hair. "Maybe I can stab the thief with the chopsticks", she _____ /think/." Then he will drop my purse".

F.

Louise Burt _____ /walk/ along a San Francisco street. Suddenly a man _____ /take/ her purse and _____ /run/ away. Mrs. Burt _____ /get/ angry. She _____ /have/ ten dollars, her bus pass, and the keys to her house in her purse. So she _____ /run/ after the thief.

MEETING MOM

A.

So he _____/have/ to introduce the girl to his Mother.

B.

“How did you guess?!” the young man _____/be/ really surprised.

C.

A young man _____/decide/ that it _____/be/ high time for him to marry the girl he _____/love/.

D.

“It’s the girl sitting on the left”, she _____/reply/ immediately.

E.

And he _____/invite/ two girls together with his beloved one to see whether his Mother _____/can/ tell which girl _____/be/ his future wife.

F.

“Which girl is my dear bride?” the young man _____/ask/ his Mother.

G.

When his mother _____/come/ home, she _____/see/ three girls on the sofa.

H.

“It was easy,” his Mother _____/say/, _____

BAD LUCK

A.

An ambulance _____ / arrive / and _____ / take / him to the hospital where he was operated on.

B.

He _____ /not, look/ where he _____ /go / and he _____ / crash / into a snail which _____ /cross / the road. The tortoise disappeared into a crowd but the snail was injured.

C.

It was a difficult operation but it was a success. After three days a snail _____ / feel / better and _____ /sit / up in bed reading.

D.

A tortoise _____ / walk / along the middle of the road. It _____ /rain/.

E.

The police _____ / come / to interview him and _____ / show / him photos of different tortoises to see if he could identify the one who _____ / hit / him.

F.

After seeing fifty photos of identical tortoises the snail started crying and said, 'I'm sorry, I can't remember

HAVE YOU BEEN WORKING?

Divide your class into pairs. Give one student a role card for student A, a role card for student B to the other. Students should use clues to ask and answer questions.

Model conversation:

- ***You are wearing*** very stylish shoes! ***Have you bought them recently?***
- *I like the shoes very much. **I've been wearing** them for ages.*

The object of this activity is to build grammatically correct Present Perfect and Present Perfect Continuous sentences.

<p>Student A QUESTIONS</p> <ol style="list-style-type: none"> 1. stylish shoes / buy recently? 2. look frightened / happen? 3. clothes, wet / take a shower in a shirt and jeans? 	<p>Student B ANSWERS</p> <ol style="list-style-type: none"> 1. like my shoes / wear, on special occasions, for years. 2. really frightened / read a horror story. 3. absolutely wet / run in the rain without an umbrella.
<p>Student A ANSWERS</p> <ol style="list-style-type: none"> 1. wear rubber boots / fish. 2. a mess / pack my cases for holiday 3. a hole in my boot / my dog, chew 	<p>Student B QUESTIONS</p> <ol style="list-style-type: none"> 1. wear rubber boots / work in the garden? 2. room in a mess / not, clean for a month? 3. a hole in your boot / wear them for ages?

<p>Student A QUESTIONS</p> <ol style="list-style-type: none"> 1. stylish shoes / buy recently? 2. look frightened / happen? 3. clothes, wet / take a shower in a shirt and jeans? 	<p>Student B ANSWERS</p> <ol style="list-style-type: none"> 1. like my shoes / wear, on special occasions, for years. 2. really frightened / read a horror story. 3. absolutely wet / run in the rain without an umbrella.
<p>Student A ANSWERS</p> <ol style="list-style-type: none"> 3. wear rubber boots / fish. 4. a mess / pack my cases for holiday 3. a hole in my boot / my dog, chew 	<p>Student B QUESTIONS</p> <ol style="list-style-type: none"> 2. wear rubber boots / work in the garden? 2. room in a mess / not, clean for a month? 3. a hole in your boot / wear them for ages?

<p>Student A QUESTIONS</p> <ol style="list-style-type: none"> 1. look tired. / work or study? 2. have a nice suntan. / sunbathe? 3. your jeans are torn. / wear them for a long time? 	<p>Student B ANSWERS</p> <ol style="list-style-type: none"> 1. look tired. / dance all night. 2. have a nice suntan. / work in the garden 3. torn jeans , trendy / just , buy
<p>Student A ANSWERS</p> <ol style="list-style-type: none"> 1. fit / go to work on foot. 2. eyes, red / laugh to tears! 3. cough and sneeze /eat 3 kg of ice-cream 	<p>Student B QUESTIONS</p> <ol style="list-style-type: none"> 1. fit / attend a gym ? 2. red eyes / cry? 3. cough and sneeze / swim in cold water?

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<p>Student A QUESTIONS</p> <ol style="list-style-type: none"> 1. paint on your hands. / paint a picture? 2. laugh / read a funny story? 3. many dirty plates / have a party? 	<p>Student B ANSWERS</p> <ol style="list-style-type: none"> 1. paint on my hands / paint the walls orange 2. laugh / friend, tell me a joke 3. many dirty plates / not, wash the dishes for weeks.

<p>Student A ANSWERS</p> <ol style="list-style-type: none"> 1. fit / go to work on foot. 2. eyes, red / laugh to tears! 3. cough and sneeze /eat 3 kg of ice-cream 	<p>Student B QUESTIONS</p> <ol style="list-style-type: none"> 3. fit / attend a gym ? 4. red eyes / cry? 3. cough and sneeze / swim in cold water?
<p>Student A QUESTIONS</p> <ol style="list-style-type: none"> 3. paint on your hands. / paint a picture? 4. laugh / read a funny story? 3. many dirty plates / have a party? 	<p>Student B ANSWERS</p> <ol style="list-style-type: none"> 3. paint on my hands / paint the walls orange 4. laugh / friend, tell me a joke 3. many dirty plates / not, wash the dishes for weeks.

A STORY OF A YOUNG VICAR

This is a pair work activity, designed to practice the Present Perfect and the Present Perfect Continuous affirmative and interrogative questions. Students are supposed to find out missing information by asking appropriate and grammatically correct questions.

The first stage is reading a gapped story for gist.

Then students write down questions they are planning to ask their partners.

The final stage is asking questions in pairs and gap filling.

Model conversation:

Student A: *What has a young vicar finally done? What is he celebrating now?*

Student B: *He **has finally passed** his driving test!*

Student A: *Thank you! You are welcome to ask me your question.*

Student B: *OK. I've got a question. **How long has he been learning** to drive?*

The activity can be transformed into a group work if all students A and all students B check, discuss and correct questions within their groups A and B. And only then every student A makes a pair with a student B, and they ask each other questions, getting information to fill the gaps.

The activity can be extended by doing class feedback: you can ask your students to interpret figures mentioned in the story.

17	34	5
632	17	8
	9, 000	1 week

Student A

Young vicar passes driving test after 632 lessons over 17 years

Vicar Peter Newman is celebrating success – he has finally (1)_____ .He has been learning to drive for the past 17 years, and has had a total of (2)_____ lessons.

Peter, 34, has spent over \$ 9,000 on studies; he has had (3)_____ different instructors, and he has crashed his car five times. Then, one week ago he changed to an automatic car and passed his test immediately.

Peter began driving at the age of (4)_____. ‘It was in my country’, he said, ‘and I was doing quite well until one morning, in a narrow road, I saw a tractor coming towards me. I panicked and drove into a ten-foot wall.

Peter said, ‘My big problem was confusing (5)_____ and _____. I was absolutely hopeless. Many of my instructors turned grey because of me!’

So how has he been celebrating? He has been visiting all his relatives and people who live in the distant villages around him.

Student B

Young vicar passes driving test after 632 lessons over 17 years

Vicar Peter Newman is celebrating success – he has finally passed his driving test. He has been learning to drive for (1)_____, and he has had a total of 632 lessons.

Peter, 34 has spent over (2)_____ on studies, he has had eight different instructors, and he has crashed his car (3)_____ times. Then, one week ago he changed to an automatic car and he passed his test immediately.

Peter began driving at the age of 17. ‘It was in my country,’ he said, ‘and I was doing quite well until one morning, in a narrow road, I saw a tractor coming towards me. I panicked and drove into (4)_____.’

Peter said, ‘My big problem was confusing the clutch and the brake. I was absolutely hopeless. Many of my instructors (5)_____ because of me!’

So how has he been celebrating? He has been visiting all his relatives and people who live in the distant villages around him.

VISIBLE RESULTS

This game may be played in groups of three or four. Copy one handout for each student. Students see visible results and impart their opinions about what people have been doing recently. After students have exchanged ideas they put down the logical explanation they find the most appropriate.

Then all students can work as a single group and compare their ideas.

The object of the activity is to practice as many Present Perfect and Present Perfect Continuous sentences as possible and to create an adequate and meaningful context for the repetition.

Model conversation:

- *He's completely broke. I think his wife **has been doing** shopping.*
- *Maybe, he **has bought** something really expensive.*
- *I'm sure he has had a shopping spree.*
- *Oh, I know! He has just come back from holiday. It's difficult to be economical during summer holidays. I always come back broke.*

Answer the questions:

1. I've known my best friend for 10 years. When did we meet?
2. It's been raining for three hours so far. What time did the rain start?
3. They've been married for 10 years. Are they still married?

Visible results:

1. He looks frightened. Why? – Probably, ...
2. He's wet to bones. ...
3. Your jeans are dirty. ...
4. You know a lot. ...
5. You're exhausted. ...
6. I can see paint on your hands. – Have you ...?
7. Your legs are all scratches and bruises.
8. You can hardly walk.
9. He's about to fall asleep.
10. They speak French fluently.
11. They understand each other without words.
12. He's so well-dressed as if ...
13. Her eyes are red and puffy.
14. He's got a heavy bag.
15. She's very fit.
16. We are so happy to see each other.
17. He is broke.
18. You look delighted as if ...
19. Your room is a complete mess ...
20. Look, they don't talk to each other, haven't they ...?

PASSIVE PUZZLES

This is a mingling activity for a group with any number of students. Copy one set of puzzles, cut it and place puzzles on the walls of your classroom. Students walk around in pairs with one answer sheet for a pair of students. They discuss possible answers and write them down into their answer sheets. After all puzzles have been solved students take their seats.

At this stage students check their answers with the whole class and get a point for their group for each correct answer. The student who reads out his answer is supposed to support it with the lines of the puzzle.

Model conversation:

- *Number 1 is a window. Because **when it's hot the window is open.***
- *And the door is open when it's hot.*
- *But a window can be broken when children play football.*
- *Yes, once we broke a window when we were playing football in our yard.*

Answer sheet

1	7
2	8
3	9
4	10
5	11
6	12

You may ask your students to create their own passive puzzles, and they will find it surprisingly easy. Give students a word to practice, for example: tea. Encourage them to make a few passive sentences about tea:

It is drunk. It is sweetened. It is grown in Asian countries. It is picked by hand.

The object of this game is to practice the Present Simple Passive.

1

**When it's cold, it is closed.
When it's hot, it is opened.
But when children play football, it can be broken.**

2

**They are worn by people all over the world; they are produced by many famous companies.
They are made of cotton.**

3

**It is worn by women.
It is put on their eyes and faces.**

4

**It is eaten, it is cut into slices.
It is made of milk.
This word is always said when photos are taken.**

5

**They are worn by men and women on their hands.
They are often lost and forgotten.
They are made of wool and leather.
Also they are used for boxing.**

6

**It is owned by everyone nowadays.
It is plugged and charged once in a few days.
It is used to keep in touch with people.**

7

**They are made of gold and silver.
They are worn by women in their ears.
Sometimes they are worn by men.
They can be bought in a jeweler shop.**

8

**They are grown in the garden,
They are cut and sold on the market or in a shop,
They are presented to nice people.
They are put in a vase.
Finally, they are thrown away.**

9

**They are followed by paparazzi,
They are photographed everywhere,
They are loved and copied,
Their pictures are placed in glossy magazines.
But they are criticized severely for everything they do.**

10

They are told in whisper to the only person in the world, but sooner or later they are known by everyone.

11

**It is grown in Brazil,
It is picked, roasted and processed,
It is drunk every morning by millions of people all over the world.**

12

It is given to us many times a day, but it is not always taken.

DO YOU THINK...?

This is a set of questions which can be used to practice Conditional questions in a class mingling or whole class discussion where students can choose who to ask and which question to ask. The activity can be done in pairs as well.

Model conversation:

- *Do you think it will be good if I accept the job with Microsoft?*
- *I think, **if you accept this job, you'll earn** a good salary.*

Do you think I / tired // I / climb Mount Everest?

Do you think it / good // I / accept the job in Microsoft?

Do you think my flat / dirty // I / not clean it for a year?

Do you think Mum / scared // I / bring a scorpion home?

Do you think I / hungry // I / go on a diet?

Do you think it / look bad // I / put this picture on the wall?

Do you think my girlfriend / surprised // I / get into her room
through the window?

Do you think it / funny // I / wear a mask of Mickey Mouse?

Do you think you / happy // I / present you a puppy?

Do you think it / tasty // I / cook mushrooms?

Do you think you / sleep // I / call you at 11 p.m.?

Do you think my parents / happy // I / give up my studies?

Do you think I / healthy // I / take up yoga?

IMAGINARY SITUATIONS

This is a set of questions for pair work or whole class discussion. Students are supposed to say “No” to the most of them and imagine what they would do or what they would have done in each particular situation.

Model conversation:

- *Do you have a driving license?*
- *No, unfortunately, I don't. But **if I had** a driving license, **I would buy** a car.*

OR

- *Do you have a driving license?*
- *No, I don't. But **if I did**, **I would begin** saving money to buy a car.*

The object of the activity is to build The Second and The Third Conditional Sentences. It is designed to provide students with sufficient amount of practice in using Conditionals in conversations.

Student A

Can you run at 80 km/h?

Can you calculate big numbers in your mind without writing or using a computer?

Do you have many brothers and sisters?

Do you know the President of Ukraine personally?

Are you afraid of speaking in public?

Are you completely satisfied with what you have in your life?

Have you got a driving license?

Do you know many foreign languages?

Are you a good chess player?

Do you know all people who live in your block of flats?

Can you sing beautifully?

Have you got a gift for haggling?

Are you the cleverest person in your office? (or in your group)?

Student B

Did you read a lot when you were a child?

Did you play tennis a lot when you were younger?

Have you ever smoked?

Did your classmates give you funny nicknames?

Have you saved any money recently?

Did your parents criticize the way you dressed?

Did your neighbours wake you up in the middle of the night?

Have your friends ever made fool of you on the 1st of April?

Were you a very difficult teenager?

Have you already spent all your money?

Have you ever come across of something supernatural?

Have all your dreams come true?

Did anyone offer you an all-expenses-paid trip around the world?

GUESS MY ADVERB!

It's a pair work activity. A student, whose first sentence is gapped, starts. The object of this activity is to guess the missing adverb. A student can have two or three attempts, if he/she fails to guess the word, it's the partner's task to read out loud the whole sentence.

Model conversation:

- *Our team lost the match because **they played so slowly**.*
- *No, that's not right! Try again.*
- *Our team lost the match because **they played so dangerously**.*
- *Sorry, but you'll have to try again!*
- *OK. Our team lost the match because **they played so badly**.*
- *That's right.*

You may need preteach adverbs before you start the activity. Then you can play ouths and crosses (a crisscross game) in your group, divided into two teams.

carefully	luckily	badly
slowly	unfortunately	immediately
never	hard	patiently

To put their sign into a square a team should make up an absolutely correct sentence with an adverb.

Student A

1. **Unfortunately**, I didn't pass my driving exam.
2. Could you speak more _____, please? I don't understand what you're saying.
3. I **never** eat meat. I'm a vegetarian.
4. The vet picked my dog _____ and put it on the table.
5. Your room is a terrible mess. Go and tidy it **immediately!**
6. It was a bad accident, but luckily no one was _____ hurt.
7. Jake looks busy. He's working hard these days.
8. Our team lost the last match because they played really _____

Student B

1. _____, I didn't pass my driving exam.
2. Could you speak more **slowly**, please? I don't understand what you're saying.
3. I _____ eat meat. I'm a vegetarian.
4. The vet picked my dog **carefully** and put it on the table.
5. Your room is a terrible mess. Go and tidy it _____!
6. It was a bad accident, but luckily no one was **seriously** hurt.
7. Jake looks busy. He's working _____ these days.
8. Our team lost the last match because they played really **badly**.

References

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Навчальне видання

COMMUNICATIVE GRAMMAR ACTIVITIES

Збірник комунікативних вправ для тих, хто вивчає англійську мову

(рівень Pre-Intermediate)

(англійською мовою)

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