

# TEFL DEVIL

A great investment for any TEFL teacher or school.

This book has been designed by an English Teacher.

Packed with 520 Worksheets, Activities and Ideas.

For Low Level Elementary to Upper Intermediate and beyond.

# TEFL DEVIL – Instant Lessons

BEN TYERS – Available through lulu.com





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Second Edition

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## Teachers Page

The Teacher's Page gives answers, provides a brief breakdown of all the material, along with suggested usage and additional ideas. It also includes great ideas for adapting the material.

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# About TEFL DEVIL

## Instant Lessons

A huge TEFL collection of 520+ Worksheets / Handouts and ideas for the classroom.

Each handout is accompanied by a teacher's page, giving answers where required, along with extra activities, games and warmers for the topic.

In total book 1 and book 2 contain 130 photocopiable handouts, Plus 130 games, PLUS 130 extra ideas and PLUS 130 warmers. 520 in total.

It's designed to be quick and easy to use; each worksheet is designed to focus on a different vocabulary or grammar point.

British English is used throughout.

Where as some resource books may contain 20 or 30 activities, TEFL DEVIL 520 contains a massive collection of 520 worksheets, games and ideas for the teaching in the classroom.

The material in this book can be used for fillers, warmers, pattern practice and testing. All material is photocopiable for classroom use.

This book is available worldwide.

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## Quick Guide

TEFL DEVIL uses an easy to follow symbol system to make your lesson planning even quicker.

You can quickly plan your lessons using our simple Teachers Page Layout.



### INFORMATION

Information on the grammar / structures covered.



### ANSWERS

Answers to exercises, if required.



### WARMERS

Ideas on introducing the worksheets / topic.



### GAME

Some fun ways to exploit the material or topic.



### IDEAS

Ideas for more practice.



### PROBLEM AREAS

Important notes. Things to look out for.



### TIME

Estimated time of activities including games and extra ideas.

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Many thanks, to the contributors of this book who allowed  
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THE FINAL WORKSHEET IN THIS BOOK. YOU JUST KNOW IT'S GOING TO BE GOOD!

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## 1 - Abstract Nouns (A)

### INFORMATION



Most students consider nouns to be things / objects. This worksheet deals with abstract nouns – feelings, concepts, qualities and other commonly used abstract nouns.



**TIME**

30

### ANSWERS



1. luxury. 2. maturity. 3. motivation. 4. music. 5. opinion. 6. pain. 7. patience. 8. peace. 9. peculiarity. 10. pleasantness. 11. principle. 12. reality. 13. redemption. 14. refreshment. 15. relaxation. 16. relief. 17. riches/richness. 18. romance. 19. sadness. 20. sanity.

### WARMERS



Ask the students how they feel today, ask them how some of the abstract nouns make them feel, ie peace, romance, music. Elicit the part of speech / teach it.

### GAME



After using the worksheet, students work in groups describe an abstract noun and why it is important in life. Other students in the group have to guess. First to group to ten points wins.

### IDEAS



1. Choose two or three abstract nouns, students have to relate them to each other. Example: If you don't get **relief** from pain, you may lose your sanity.
2. Use the next worksheet.

### PROBLEM AREAS



Make sure you have a good dictionary in the classroom so students can check meanings and lookup new words.

1. luxurious \_\_\_\_\_
2. mature \_\_\_\_\_
3. motivated \_\_\_\_\_
4. musical \_\_\_\_\_
5. opinionated \_\_\_\_\_
6. painful \_\_\_\_\_
7. patient \_\_\_\_\_
8. peaceful \_\_\_\_\_
9. peculiar \_\_\_\_\_
10. pleasant \_\_\_\_\_
11. principled \_\_\_\_\_
12. real \_\_\_\_\_
13. redeemed \_\_\_\_\_
14. refreshed \_\_\_\_\_
15. relaxed \_\_\_\_\_
16. relieved \_\_\_\_\_
17. rich \_\_\_\_\_
18. romantic \_\_\_\_\_
19. sad \_\_\_\_\_
20. sane \_\_\_\_\_

**Abstract nouns** are nouns which don't have a physical form, for example, feelings (**happiness**), concepts (**democracy**) and qualities (**loyalty**).

Look at each adjectives and write a matching abstract noun:

**adjective: abstract noun:**

Notes:

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2 - Abstract Nouns (B)

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## 2 - Abstract Nouns (B)



**TIME**

30



### INFORMATION

This worksheet deals with more common abstract nouns and the activities help to provide a context.

### ANSWERS



1. satisfaction. 2. sensitivity. 3. sleep/sleepiness. 4. sorrow. 5. strictness. 6. strength. 7. stupidity. 8. submissiveness. 9. success. 10. surprise. 11. sympathy. 12. talent. 13. tiredness. 14. tolerance. 15. unemployment. 16. warmth. 17. weakness. 18. wisdom. 19. wit. 20. worry.



### WARMERS

Introduce some adjectives by miming or giving examples.



### GAME

Roll a dice three times or get students to pick a number between 1 and 20. They should then make a sentence using the abstract noun, for example: Talent is when you can do something well.

### IDEAS



1. Students must say the adj and partner should say the noun.
2. Students create a short poem or pun using the adjection and/or noun.



### PROBLEM AREAS

This vocabulary is only suitable for strong intermediate groups and above.



**Abstract nouns** are nouns which don't have a physical form, for example, feelings (*happiness*), concepts (*democracy*) and qualities (*loyalty*).  
Look at each adjective above write a matching abstract noun:  
**adjective: abstract noun:**

1. satisfying

2. sensitive

3. sleepy

4. sorrowful

5. strict

6. strong

7. stupid

8. submissive

9. successful

10. surprising

11. sympathetic

12. talented

13. tired

14. tolerant

15. unemployed

16. warm

17. weak

18. wise

19. witty

20. worried

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## 3 - Active / Passive (A)

### INFORMATION



Pattern Practice for active and passive in a mixture of tenses.



**TIME**

30

### ANSWERS



Somebody tore the curtains; Did someone hide the box in the office; Was the house shown to you?; Nobody caught the football; Dirt is often blown onto the stairs; Nobody brought blankets to the picnic; Somebody through the stale bread away; Was a package received by anyone today?; The adverts were torn out of the newspaper by someone; A long war was fought by/between two countries; Nobody understood Kim's story; Nobody forgot the songs/Someone remembered the songs



### WARMERS

Introduce / revise active passive voice elicit some facts about the students town in passive voice.



### GAME

Play O's and X's on the wide, each square is a different tense in active or passive. In groups students must form a correct sentence in a given topic.



### IDEAS

Get the students to write sentences in active or passive and get a partner or group to make turn it around. Do as a time activity or challenge students to do it without any mistakes.



### PROBLEM AREAS

Future continuous (Present Simple for future plans) cannot be used in passive voice.

**Someone washes their car every week.**

**No one took the train.**

**Did anyone open the boxes last night?**

---

---

---

Did anyone show you the house?

---

The wind often blows dirt onto the stairs.

---

---

---

Did anyone get a package today?

Someone tore the adverts out of the newspaper.

Two countries fought a long war.

---

---

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---

**Their car is washed every week.**

**The train wasn't taken.**

**Were the boxes opened last night?**

The curtains were torn.

Was the box hidden in the office?

---

The football wasn't caught.

---

Blankets weren't brought to the picnic.

The stale bread was thrown away.

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Kim's story wasn't understood.

The songs weren't forgotten.

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## 4 - Active / Passive (B)

### INFORMATION



More practice with active and passive.



TIME

30

### ANSWERS



Somebody broke the mirror; Did anyone clean the bathroom; Was the right answer chosen?; Nobody took his temperature; The cheap wine is often chosen; Nobody writes letters any more; Somebody froze the strawberries; Nobody ate the peaches; Were the windows shut?; The children are woken at 7am; Their tickets were stolen; Nobody loaded the boxes into the truck; A bike is ridden on my grass; Nobody signs the papers on Saturdays; He was woken up before noon.

### WARMERS



Do a what's in the bag activity (leave a bag of stuff in the room – book, tennis ball, bottle of wine). Use the items in the bag to elicit active and passive sentences. [NOTE: You don't know whose bag it is.]

### GAME



Elicit any 10 nouns (not abstract nouns) and ten verbs. Write in two separate columns on the WB. Challenge the students to form active / passive sentence by matching the words.

### IDEAS



Divide the students into two groups. Shout out a verb or noun, first team to form an active and active sentence using this word gets a point.

### PROBLEM AREAS



**Somebody** is the same as **Someone**

**Nobody** is the same as **No one**

A

\_\_\_\_\_ The mirror was broken.  
\_\_\_\_\_ Was the bathroom cleaned?  
\_\_\_\_\_ His temperature wasn't taken.

B

Did anyone choose the right answer?  
Someone often chooses the cheap wine.  
Did anyone shut the windows?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

C

\_\_\_\_\_ Letters aren't written any more.  
\_\_\_\_\_ The strawberries were frozen.  
\_\_\_\_\_ The peaches weren't eaten.

D

Someone rides a bike on my grass.  
Someone wakes up the children at 7am.  
Someone stole their tickets.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

E

\_\_\_\_\_ The boxes weren't loaded into the truck.  
\_\_\_\_\_ The papers aren't signed on Saturdays.  
No one woke him up before noon.

\_\_\_\_\_

# TEFL DEVIL – Instant Lessons

BEN TYERS – Available through lulu.com

## 5 - Active / Passive (C)

### INFORMATION



Continued practice with active and passive sentences. Students have to form the passive from the active.



**TIME**

30

### ANSWERS



(by is optional or not needed). The rug is burnt (by the fire). The coffee table is marked £100. The doors are opened at 8. The is signed with a pen. Four batteries are needed for Fred's new toy. The eggs aren't cooked very well. My window isn't closed at night. Mr. Bird was thanked for his help. His car is washed every week. My head is covered with an old brown hat. The stairs weren't fixed. Our cars were parked behind the building. Some of the pills were dropped on the floor. A little water is added to the beer. The telephone was answered. Our suitcases were carried to the plane. His Jacket isn't buttoned. Things in that shop are repaired.



### WARMERS

Use the inventions worksheet [see contents] and get the students to you active and passive facts about them.



### GAME

Draw a posh house with a swimming pool on the WB. Tell the students that some yobs broke in and caused a lot damage and then left. The students are now in the house and must tell you about the damage using Present Perfect Passive. [Allow them 5-10 minutes to prepare their answers.]



### IDEAS

Students imagine they are time-travellers into the future, they should tell what is happening and how life is different from the past using Present Perfect or Present Continuous Passive. [For younger learners get them to work in pairs and make a poster which they will use in a presentation].



### PROBLEM AREAS

Sometimes facts can be used in Present Simple or Past Simple Passive, example: Bognor Regis is/was named after a King of England. If it is still true, then it is usually safe to use Present Simple.

They repair things in that shop.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

# TEFL DEVIL – Instant Lessons

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## 6 - Adjectives – ed / ing

### INFORMATION



Practice for using ed or ing adjectives. Gap fill exercise.



**TIME**

25

### ANSWERS



Annoying; interesting; annoyed; shocked/annoyed / surprised; frustrated; exhausting; bored; surprised; exhausting; boring; annoyed; excited; frustrating / confusing ; interested; annoying; tired; exciting/ interesting; interesting

**NOTE:** Other answers are also possible.

### WARMERS



Draw some pictures on the WB that invoke emotions, for example spider, roller coaster, a present, a very complex equation. Then draw a stick man, elicit / pre-teach that the person feels +ed, where the thing / experience is +ing.

### GAME



Students have to plan a trip around their own or a fictional city. They have 5 minutes to come up with ideas for visiting / doing things. Two groups can battle it out the most outrageous / original ideas.

### IDEAS



Take in a few glossy magazines with pictures of people, your students have say how a person is feeling or what the situation is that make them feel that way



### PROBLEM AREAS

Generally adjective+ed is used to talk about how a person feels and adjective+ing is used to talk about a situation.



**Use each of these  
adjectives one time:**

Annoyed	Disappointed	Frustrated	
Annoying	Disappointing	Frustrating	Surprised
Bored	Excited	Interested	Surprising
Boring	Exciting	Interesting	Tired
Confused	Exhausted	Shocked	Tiring
Confusing	Exhausting	Shocking	

It's really \_\_\_\_\_ to plan a big party, and then almost no one comes!

I hope you can find something \_\_\_\_\_ to read at the library.

All of the other workers were \_\_\_\_\_ at Joe for talking loudly on the phone.

Jane's going to be \_\_\_\_\_ when she finds out she didn't pass the test.

I stopped trying to fix the broken radio because I was getting \_\_\_\_\_.

Work was \_\_\_\_\_ today, so I need to rest for a few minutes before making dinner.

I think Tony will be \_\_\_\_\_ at the party because he won't know anyone there.

The boss will be \_\_\_\_\_ when we tell him we've already finished the work.

It must be \_\_\_\_\_ for you to work 14 hours without any breaks.

The movie was so \_\_\_\_\_ that we left before it ended.

When they find out their daughter smokes, they're going to be \_\_\_\_\_.

They're very \_\_\_\_\_ about going to Spain next week; they almost can't sleep!

This exam is so \_\_\_\_\_, I'm sure I'll make some mistakes.

I thought you were \_\_\_\_\_ in learning how to play tennis.

Catching a cold is the most \_\_\_\_\_ thing about winter.

Let's eat somewhere different tonight; I'm \_\_\_\_\_ of that restaurant!

It was \_\_\_\_\_ to see them dancing so well together, wasn't it?

Have you heard the \_\_\_\_\_ stories about Ray and his friend?

Sometimes my job is so \_\_\_\_\_ that I want to shout and break something

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## 7 - Adverbs (A)

### INFORMATION



Adverbs tell you how something is done. This worksheet provides plenty of practice and vocabulary.



**TIME**

45

### ANSWERS

(Main verb/compound verb shown in brackets)



1. early (woke up). 2. Beautifully (sang). 3. angrily (shouted).
4. slowly (walked). 5. quickly (worked). 6. Yesterday (went).
7. badly (play). 8. late (arrived). 9. soundly (was sleeping).
10. Passionately (spoke out). 11. well (played).
12. completely (disagree). 13. honestly (tell).
14. perfectly (can hear). 15. dangerously (drives).
16. lately (seen). 17. often (go clubbing).
18. quietly (close). 19. fluently (speak). 20. Suddenly (rang).

### WARMERS



Mime a few adverbs by doing things, speak quickly, walk slowly, do something suddenly. Elicit / pre-teach the basics of adverbs

### GAME



Divide class into two or more groups. One group asks a can / do you question, other group has to answer using an adverb. Give a point for each correct answer. Example: Can you sing? Yes, I can sing beautifully.

### IDEAS



Divide the WB into 16 squares. Elicit an adverb from the students for each square. Students then take turns to mime actions, as they do rub the words off the board. When done, elicit sentences from the students for another students action. They have to try and remember all the adverbs and where they were on the board.

### PROBLEM AREAS



There are many different types of adverbs. Try to focus on using one when doing free-speaking exercises.

passionately yesterday slowly  
lately quickly completely  
suddenly quietly badly  
fluently dangerously early  
soundly

- a) Complete each sentence by choosing the best adverb from the list below.  
b) Underline the main verb or compound verb that the adverb affects.

1. I woke up \_\_\_\_\_ this morning, so I read for a while.
2. I enjoyed the concert. The choir sang \_\_\_\_\_.
3. My dad shouted at me \_\_\_\_\_.
4. We walked home \_\_\_\_\_ because we were tired.
5. The builders finished ahead of schedule. They worked really \_\_\_\_\_.
6. Janet went to the cinema with Phil \_\_\_\_\_.
7. I can play the piano a bit, but I play it \_\_\_\_\_.
8. We arrived at the station \_\_\_\_\_, due to the traffic jam.
9. The baby was sleeping \_\_\_\_\_.
10. The anti-war protestors spoke out \_\_\_\_\_ against the illegal war.
11. Liverpool played really \_\_\_\_\_ on Saturday. They won 4-0!
12. I'm afraid that I disagree with you \_\_\_\_\_.
13. What do you think of my new dress? Tell me \_\_\_\_\_.
14. 'Can you hear me, Mike?' 'Yes, I can hear you \_\_\_\_\_.'
15. I'm afraid to go in a car with your brother. He drives so \_\_\_\_\_.
16. Have you seen anything good at the cinema \_\_\_\_\_?
17. I don't go clubbing very \_\_\_\_\_.
18. If you come home late, can you close the front door \_\_\_\_\_, please?
19. Joel and Marc speak Portuguese \_\_\_\_\_.

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## 8 - Adverbs (B)

### INFORMATION



Further practice using adverbs in sentences.



TIME

45

### ANSWERS

(Main verb/compound verb shown in brackets)



1. soon ('ll see). 2. hurriedly (leave). 3. Fortunately (found).
4. briefly (see). 5. home (take). 6. surprisingly (has gone).
7. easily (are). 8. Stupidly (locked). 9. patiently (explained).
10. again (went). 11. fast (was going). 12. usually (get up).
13. very (were). 14. Sadly (be with us). 15. nicely (play).
16. safely (use the road). 17. never (know). 18. totally (was).
19. noisily (were eating). 20. tomorrow ('re leaving).



### WARMERS

Behave in a few different ways, crazily, stupidly, annoyingly, sadly, etc. Until the students start reacting, elicit the adverbs of your behavior.

### GAME



Students have 5-10 minutes to design a character. They need make them as hopeless as possible and write sentences about them. Example: Stupidly, he walked into a tree. Sadly, he was hit by a meteorite.

### IDEAS



You can do an **I'm better than you exercise**. Students have to think of a famous person and then compare each other using **I'm better than you because.. / You're worse than me because..** Example: I can drink beer quickly. You can't run fast.

### PROBLEM AREAS



The word order of sentences is very important when using adverbs. If students make mistakes, try putting a skeleton structure on the board.

- a) Complete each sentence by choosing the best adverb from the list below.  
b) Underline the main verb or compound verb that the adverb affects.

hurriedly never usually noisily easily fortunately  
home very again soon safely briefly fast sadly  
stupidly patiently tomorrow nicely totally surprisingly

1. I'll see you again very \_\_\_\_\_.
2. We had to leave \_\_\_\_\_, because the taxi was waiting.
3. I lost my wallet this morning. \_\_\_\_\_, my friend Sarah found it.
4. 'Did you see Caron last night?' 'Only \_\_\_\_\_, because she went out at eight.'
5. Would you like Lucy to take you \_\_\_\_\_?
6. Is it time to go already? The evening has gone \_\_\_\_\_ quickly!
7. Jan and Ian are \_\_\_\_\_ the quietest children in the class.
8. \_\_\_\_\_, I locked my keys in the car.
9. Krzysztof \_\_\_\_\_ explained the rules of snooker to his sons.
10. We went on holiday to Scarborough \_\_\_\_\_ this year.
11. Ishtiaq told Lucia that their relationship was going nowhere \_\_\_\_\_.
12. What time do you \_\_\_\_\_ get up?
13. The paintings in that gallery were \_\_\_\_\_ expensive.
14. \_\_\_\_\_, George cannot be with us tonight. He sends his apologies.
15. Our children never play \_\_\_\_\_ with Jay and Fiona's kids.
16. The Highway Code teaches motorists and pedestrians how to use the road \_\_\_\_\_.
17. I \_\_\_\_\_ know how many potatoes to buy from week to week.
18. Ben was \_\_\_\_\_ amazed when he saw his wife's brand new Mercedes.
19. The pigs were eating their food \_\_\_\_\_.
20. We're leaving for Morocco \_\_\_\_\_ morning.

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## 9 - Adverbs of Frequency

### INFORMATION



Students can use this worksheet to practice adverbs of frequency for routines and events.



**TIME**

45



### ANSWERS

See worksheet.



### WARMERS

Tell the students you have a bath once a year and a birthday everyday. Tell them you work every two weeks and go to a restaurant five times a week



### GAME

Continuation from the warmer. Students lie about how often they do something, first person to correct the other student gets a point.



### IDEAS

1. Get the students to guess how often famous people do things.
2. Students to ask in pairs, How often to do you....



### PROBLEM AREAS

Sometimes more than one answer is possible. Example:  
Every other day = Once every two days. Every two weeks = (about) Twice a month

Su	M	Tu	W	Th	F	Sa

How often does Ellen wash her hair?



Su	M	Tu	W	Th	F	Sa

How often is the teacher going to give us a test?



Su	M	Tu	W	Th	F	Sa

How often did you and Robert used to play tennis?



Su	M	Tu	W	Th	F	Sa

How often do you want me to clean the windows?



SUBJECT	FIRST CLASS
English I	Sept. 6 <sup>th</sup>
English II	Dec. 6 <sup>th</sup>
English III	March 1 <sup>st</sup>
English IV	June 7 <sup>th</sup>

How often does a new English class start?



March 1<sup>st</sup> . . . . . party  
April 15<sup>th</sup> . . . . . party  
June 1<sup>st</sup> . . . . . party  
July 15<sup>th</sup> . . . . . party  
Sept. 1<sup>st</sup> . . . . . party

How often did they have a party?



How often are the Olympic Games?



**NEW BATTERIES:** 1998, 2002, 2004, 2006

How often have you put new batteries in this clock?



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## 9 - Almost

### INFORMATION



Students can use this worksheet to practice adverbs of frequency for routines and events.



**TIME**

45



### ANSWERS

See worksheet.



### WARMERS

Tell the students you have a bath once a year and a birthday everyday. Tell them you work every two weeks and go to a restaurant five times a week



### GAME

Continuation from the warmer. Students lie about how often they do something, first person to correct the other student gets a point.



### IDEAS

1. Get the students to guess how often famous people do things.
2. Students to ask in pairs, How often to do you....



### PROBLEM AREAS

Sometimes more than one answer is possible. Example:  
Every other day = Once every two days. Every two weeks = (about) Twice a month



Re-write these sentences; you must use ***almost*** in each answer.

It's 8:55 p.m.

His twentieth birthday is next month.

It's December 22nd.

The desk costs £150, but I have £140.

I have 3 £5, 2 £1 Coins, and 3 50p coins.

The TV sets cost £395.

We have to bake the biscuits a little more.

Glenn can lift 90 Kilograms!

I've been waiting for 55 minutes.

She was going to quit her job today, but she didn't.

Gail's blouse is pink. Helen's blouse is light red.

Dinner will be ready in 5 minutes.

That truck came very near when it passed us.

Class starts at 7; it's 6:50 now.

Flight #407 has 3 empty seats.

There's very little honey in this jar.

We drank 11 cans of beer.

**It is almost 9 o'clock.**

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## 11 - Auxiliaries (A)

### INFORMATION



Using auxiliary sentences to form questions and give information.



20



### WARMERS

Ask students Are / Is questions. Example: Are we happy? Is she a teacher? Am I ugly?



### GAME

Student have to ask another student as many questions in one minute as they can. Student who asks the most wins.



### IDEAS

Students have to ask a question using a verb / adjective for each letter of the alphabet. Example: Are we aliens? Am I a boy? Am I cool? Is she a dog?



### PROBLEM AREAS

For low level students make sure they answer with yes or no and the auxiliary.

STATEMENT

QUESTION

ANSWERS

I am a student.	Am I a student?	Yes, I am. No, I 'm not.
-----------------	-----------------	-----------------------------

You are a student.	Are you a student?	Yes, you are. No, you aren't.
--------------------	--------------------	----------------------------------

He is a student.	Is he a student?	Yes, he is. No, he isn't.
She is a student.	Is she a student?	Yes, she is. No, she isn't.
It is a student.	Is it a student?	Yes, it is. No, it isn't.

You are students.	Are you students?	Yes, you are. No, you aren't.
We are students.	Are we students?	Yes, we are. No, we aren't.
They are students.	Are they students?	Yes, they are. No, they aren't.

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## 12 - Auxiliaries (B)

### INFORMATION



Auxiliaries with continuous verbs.



**TIME**

25



### ANSWERS

Not needed.



### WARMERS

Ask **What am I doing?** Then mime a few activities.



### GAME

Students think of and then mime activities, the rest of the group must guess.



### IDEAS

Students can draw a plan of holiday resort. They then have to travel the resort miming actions, other students have to say what they are doing.



### PROBLEM AREAS

I am... You are... are usually quite easy, make sure encourage pair and group work so can use other pronouns, they, we, he, she, etc.

STATEMENT

QUESTION

ANSWERS

I am sitting.	Am I sitting?	Yes, I am. No, I 'm not.
You are sitting.	Are you sitting?	Yes, you are. No, you aren't.
He She It is sitting.	Is he she it sitting?	Yes, he she it is. No, he she it isn't.
You We They are sitting.	Are you we they sitting?	Yes, you we they are. No, you we they aren't.

## 13 - Auxiliary Question Forms (C)

### INFORMATION



Practice and gap fill using auxiliary forms.



35

### WARMERS



Ask a Do you question, write on the WB. Get a yes answer, then ask WHY do you..., Who, What, Where, How many, When questions.

### GAME



Use the grid from Xtra Activites (in the back of the book). Student must write an activity in each box. They can then hide (draw) four coins on the grid. Their partner has to ask questions to find the coins. You can extend this to groups of three, using one student as a go between.

Play this with the group first so they understand what they have to do.

### IDEAS



Ask does questions by using a student as go between who asks do you questions. Example: **Teacher:** Does Bob go to shcool everyday? **Student to Bob:** Do you go to school everyday? **Bob:** Yes, I do. **Student:** Yes, he does / Yes, he goes to school everyday.

### PROBLEM AREAS



Encourage both short and long answers.

1. Who are you taking to Kam's party on Wednesday?
2. What are you \_\_\_\_\_
3. Why are you \_\_\_\_\_
4. Why aren't you \_\_\_\_\_
5. When are you \_\_\_\_\_
6. Where are you \_\_\_\_\_
7. How are you \_\_\_\_\_
8. Which \_\_\_\_\_  
are you \_\_\_\_\_
9. Whose \_\_\_\_\_  
are you \_\_\_\_\_
10. How much \_\_\_\_\_  
are you \_\_\_\_\_
11. How many \_\_\_\_\_  
are you \_\_\_\_\_
12. What kind of \_\_\_\_\_  
are you \_\_\_\_\_

1. Who do you want to win the cricket match?
2. What do you \_\_\_\_\_
3. Why do you \_\_\_\_\_
4. Why don't you \_\_\_\_\_
5. When do you \_\_\_\_\_
6. Where do you \_\_\_\_\_
7. How do you \_\_\_\_\_
8. Which \_\_\_\_\_  
do you \_\_\_\_\_
9. Whose \_\_\_\_\_  
do you \_\_\_\_\_
10. How much \_\_\_\_\_  
do you \_\_\_\_\_
11. How many \_\_\_\_\_  
do you \_\_\_\_\_
12. What kind of \_\_\_\_\_  
do you \_\_\_\_\_

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## 14 - Articles

### INFORMATION



Students decide on the correct variation a / an/ the.



**TIME**

25



### ANSWERS

Self explanatory.

### WARMERS



Take a few items into the room (pens, books, DVDs, etc). Introduced them by using an indefinite article (an/the). Give them out to the students. Then ask student to do something with the object. Example: This is a blue pen. Claire, put the blue pen on the floor.

### GAME



Use the pictures from the Every Objects worksheet (see contents), cut them up. Students introduce the item using a or an, then provide extra information using the.

### IDEAS



Get the student to write as many objects (things) as they can on the WB using a snake (the last letter of one word starts the next). They then choose some words and write sentences using definite and indefinite articles.

Example chain: Pen, needle, egg, gammon, nose, elephant, test, tail, lemon.

I put a pen on the table. The pen fell off the table. All animals have a nose. The nose is used to smell.

### PROBLEM AREAS



Indefinite articles (a / an) are used when we don't know which item is being talked about. The definite article (the) is used when it is clear which item is being talked about.



Use these words:

alive	bought	carries	die	happy	lunchbox	rat	that
between	briefcase	dead	good	killed	needs	sad	wallet

In the morning, Mr. Hunt puts his lunch in a  
the \_\_\_\_\_.

He puts his papers in a  
the \_\_\_\_\_.

He has a  
the \_\_\_\_\_ for his money.

He puts a  
the \_\_\_\_\_ in his pocket.

He \_\_\_\_\_ a  
the \_\_\_\_\_ and a  
the \_\_\_\_\_ to his car.

He goes to work. He works in town in a  
the \_\_\_\_\_ big building.

At work, he \_\_\_\_\_ a  
the \_\_\_\_\_ and a  
the \_\_\_\_\_ to his desk.

He opens a  
the \_\_\_\_\_ and gets his papers.

At noon, he opens a  
the \_\_\_\_\_. He eats lunch.

Dan had a  
the \_\_\_\_\_ flower on his desk. A  
The \_\_\_\_\_ flower was \_\_\_\_\_.

His friend said, " A  
The \_\_\_\_\_ flower \_\_\_\_\_ water and light."

His friend said, "Give some water to a  
the \_\_\_\_\_ flower, or it will \_\_\_\_\_."

Dan didn't give any water to a  
the \_\_\_\_\_ flower.

Now it is \_\_\_\_\_. He is \_\_\_\_\_ a  
the \_\_\_\_\_ flower is \_\_\_\_\_.

## 15 - Body Idioms

### INFORMATION



Some people say blood is thicker than water, but what does it mean. Great exercise for using vocabulary about the body with idioms.



35



### ANSWERS

1. body. 2. vein. 3. blood. 4. skin. 5. hair. 6. brow. 7. pupils. 8. tooth. 9. face. 10. chin. 11. throat. 12. shoulder. 13. ribs. 14. lungs. 15. belly. 16. appendix. 17. arms. 18. thumb. 19. leg. 20. toes.



### WARMERS

Board race. Get the students to write as many words as they can about the body.



### GAME

After completing the worksheet, students read it again and then turn it over. Shout out a body part, the first student to give an idiom gets a point.



### IDEAS

Students write their own explanation / description of each idiom and then challenge another student to give the idiom.

Give a topic / situation. Students have to make a context that an idiom would be used in.



### PROBLEM AREAS

Make sure the students understand the meanings of the idioms. Put them into a context.

Complete the gaps below with the following parts of the body:

tooth shoulder pupils throat skin thumb toes arms blood  
brow chin face appendix body leg hair belly lungs ribs vein

1. That's a very impressive \_\_\_\_\_ of work, Mr. Picasso.
2. The rest of the book continues in a similar \_\_\_\_\_.
3. There's definitely bad \_\_\_\_\_ between those two. They can't stand each other!
4. The row I had with my brother upset me a lot. He's really got under my \_\_\_\_\_.
5. Riding the roller coaster was quite a \_\_\_\_\_-raising experience!
6. I didn't enjoy the concert. It was too high \_\_\_\_\_ for my taste.
7. Did you hear the one about the cross-eyed teacher? He couldn't control his \_\_\_\_\_.
8. Josie loves chocolate. She's always had a sweet \_\_\_\_\_.
9. You will have to \_\_\_\_\_ facts sooner or later: Milo's never coming back.
10. Stop complaining. Life isn't fair. You should take it on the \_\_\_\_\_.
11. I don't like it when people try to shove their opinions down my \_\_\_\_\_.
12. Don't worry about telling the boss. I'll help to \_\_\_\_\_ the blame.
13. We had spare \_\_\_\_\_ for dinner last night. Delicious!
14. At the concert we were screaming at the top of our \_\_\_\_\_!
15. I had a bad feeling about this project. I knew it would go \_\_\_\_\_ up.
16. If you look at the back of the book, you'll find the index and the \_\_\_\_\_.
17. The whole village is up in \_\_\_\_\_ about the new wheelie bins!
18. My cousin is a control freak. She's got her husband completely under her \_\_\_\_\_.
19. Olly got pretty drunk at the works party last week. He ended up \_\_\_\_\_ less.
20. My son is such a rebel at school. He never \_\_\_\_\_ the line.

## 16 - Body Parts

### INFORMATION



Students can learn and use the vocabulary of body parts in a variety of different ways.



35

### WARMERS



Play Simon Says... This is a game where if you say **Simon says touch your nose** student must touch their nose. If you say **touch your feet**, any student who touched their feet is out because Simon didn't say.

### GAME



Draw the outline of a body on the WB. Shout out different body parts, students have to run up to the board and put an X in the right place.

### IDEAS



Students can draw a monster and then describe it.

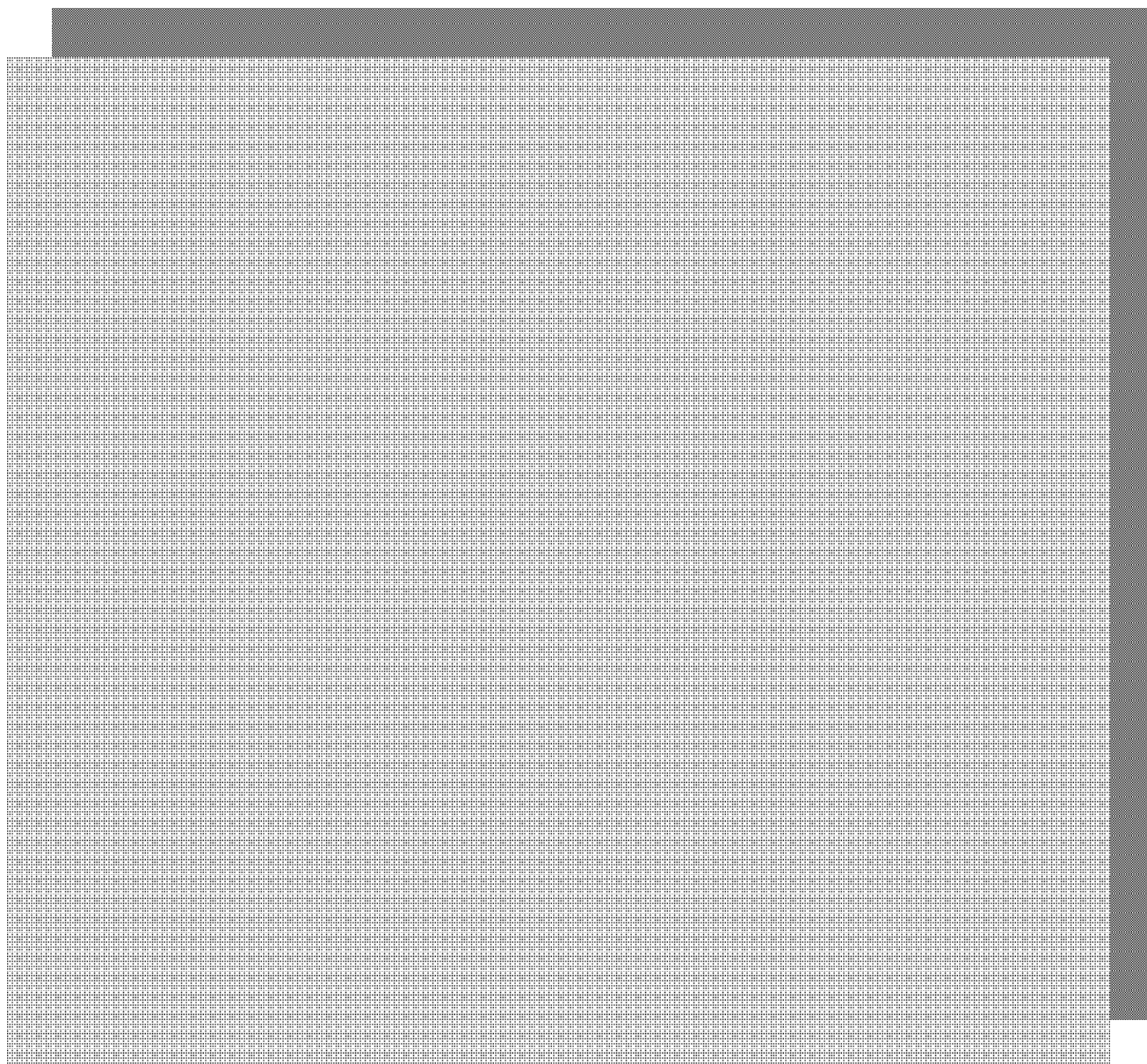


### PROBLEM AREAS

Remember to use singular and plurals.

Draw a picture of a person, and label it with the following parts of the body:

ankle, arm, back, chest, ear,  
elbow, eye,  
finger, foot, hand, head, knee,  
leg, mouth,  
neck, nose, shoulder, stomach,  
throat, toe



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## 17 - But

### INFORMATION



Match a positive and negative statement using but.



35



### ANSWERS

If it makes sense, then it is correct.



### WARMERS

Tell students some facts about you. Get them to talk about themselves. Examples: I like pizza, but I don't like bacon. I can ride a bike, but I can't drive. I'm going to Egypt, but I won't (or not going to) visit the pyramids.



### GAME

Students say something (positive) about themselves and their partner repeats and adds a **but** makes a negative. Example: I can sing; You can sing, but you can't play the piano.

You can do this in groups and give a point each time they don't make a mistake.



### IDEAS

Get the students to talk about their city or another country. They can say what's good and bad about it.

Example: It's very hot, but sometimes it's too hot. We have two cinemas, but we don't have a bowling alley.



### PROBLEM AREAS

But is used to separate two contrasting facts in a sentence. Usually one half is positive, one half is negative.

I drink coffee with milk, but ____	1: they never go to concerts.
My wife and I eat dinner together, but ____	2: he turned left.
Last year she was fat, but ____	3: his father won't let him.
In July I wear shorts, but ____	4: they didn't repair the trunk.
Please park the car, but ____	5: she didn't kiss him.
They weren't selling any red roses, but ____	6: don't look at the answers.
He smiled at the film, but ____	7: we rang the wrong doorbell.
We got some letters, but ____	8: she didn't have enough time.
This jacket fits very well, but ____	9: I had a backache and a sore shoulder.
She hugged Jack, but ____	10: they're too expensive.
I petted my dog's back, but ____	11: in December I wear long pants.
Please do your homework, but ____	12: he never thinks carefully first.
He can speak English very well, but ____	13: I drink it without sugar.
She wanted to study last week, but ____	14: we don't like to cook.
The Yorks have a few pets, but ____	15: now she's slim.
We told them to hurry, but ____	16: don't cook it.
They often go to the movies, but ____	17: I was carrying two big bags.
Carl always answers quickly, but ____	18: they don't have any children.
He wants to drive the car, but ____	19: she didn't cry.
We like to eat at restaurants, but ____	20: they had some pink roses.
I wanted to go swimming, but ____	21: we didn't get any gifts.
Sue was sad that her bird died, but ____	22: he didn't laugh at it.
They fixed our flat tire, but ____	23: it's too expensive.
Please cut up the chicken, but ____	24: I patted my son's back.
I told him to turn right, but ____	25: he can't read or write.
The suit and the tie look good together, but ____	26: I eat lunch alone.
We went to the right building, but ____	27: they didn't listen to us.
I wanted to hold hands with you, but ____	28: don't get out.

# TEFL DEVIL – Instant Lessons

BEN TYERS – Available through lulu.com

## 18 - Calendar

### INFORMATION



Months, days and dates. Great for low level students.



### TIME

Estimated time of activity

### ANSWERS



January February March April May June July August  
September October November December 12 months = 1 year. 28–31 days = 1 month. Sunday Monday Tuesday Wednesday Thursday Friday Saturday These are weekdays. This is the weekend.

### WARMERS



Get students to guess other students' birthdays.

### GAME



Students choose 5 dates that are important to them, partner has to guess the dates and why they are important.

### IDEAS



Elicit dates that are important for the city you are in, discuss which is the most important and why they are important.

### PROBLEM AREAS

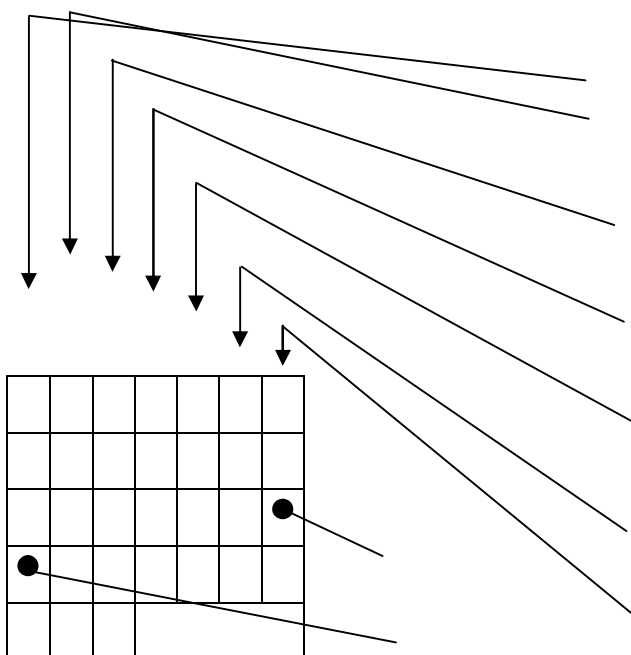


Make students can use and say dates correctly before playing any games.



[illegible]
$$12 \quad \text{---} \quad \text{---} \quad \text{---} \quad \text{---} \quad \text{---} \quad s = 1 \quad \text{---} \quad \text{---} \quad \text{---} \quad \text{---} \quad \text{---} \quad .$$

28-31 \_\_\_\_s = 1 \_\_\_\_.



# TEFL DEVIL – Instant Lessons

BEN TYERS – Available through lulu.com

## 19 - Chocolate Cake Recipe

### INFORMATION



Vocabulary and instructions for making a chocolate cake.



45

### ANSWERS

Gradually **stir** in the margarine and eggs.

**Preheat** the oven to 180°C or Gas Mark 4.

Let the cakes **stand** on a wire tray for a few minutes until they are cool.

Using a sieve, **sift** the flour, cocoa powder and baking powder together into a large mixing bowl.

**Beat** the mixture with a wooden spoon until it is smooth.

**Remove** the cakes from the tins using a spatula.

When the cakes are cool, **spread** plenty of jam onto one of them, then put the other cake on top.

Use a little margarine to **grease** the bottom of two 23cm cake tins.

**Put** the tins into the oven, placing them on the middle shelf.

Allow the cakes to **bake** for approximately 30 minutes.

**Take** the cakes out of the oven.

Put your feet up and **enjoy** the fruits of your labours with a nice cup of tea.

**Decorate** the outside of the cake with icing, sweets or lots of melted chocolate.

**Line** both tins with greaseproof paper.

**Pour** equal amounts of the mixture into each cake tin.

Wash your hands thoroughly.

#### **Ingredients:**

110g self-raising **flour**

110g soft **margarine**

2 large eggs

1 tablespoon **cocoa** powder

1 teaspoon **baking** powder

½ jar raspberry jam

Sweets and **chocolate** for decoration (optional)



### WARMERS



Draw different kitchen equipment on the WB and elicit / teach the noun and the verb for that object. Example: Spoon, stir.

### GAME



Use the grid from Xtra (see the end of the book). Cut up and hand out to students. They must write down 4-6 different foods each, shuffle then hand out. In small groups they have to make their own recipe.

### IDEAS



Get the students to tell you about a popular dish in their country and how it is made.



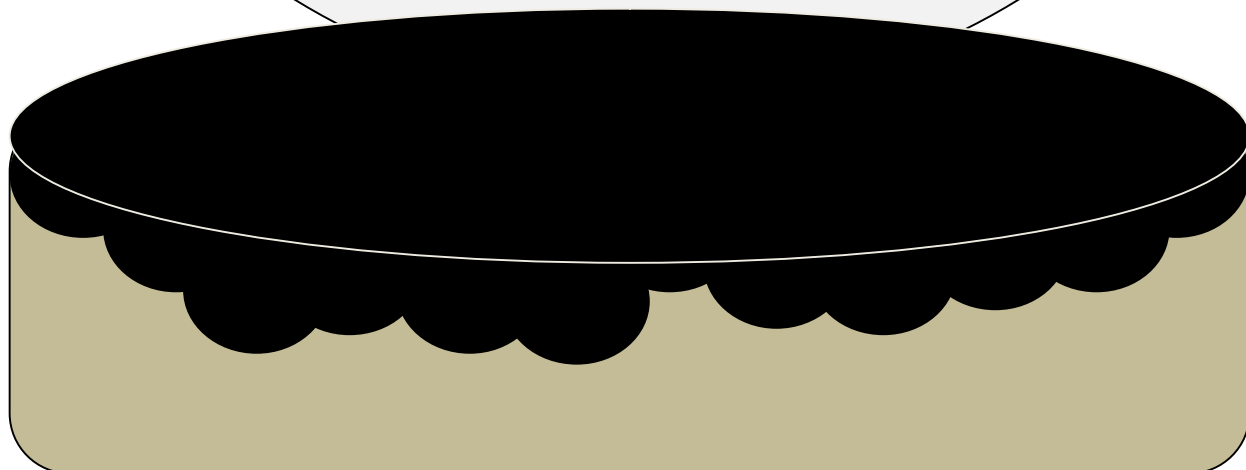
## PROBLEM AREAS

Important notes. Things to look out for.

Gradually \_\_\_\_\_ in the margarine and eggs.  
 \_\_\_\_\_ the oven to 180°C or Gas Mark 4.  
 Let the cakes \_\_\_\_\_ on a wire tray for a few minutes until they are cool.  
 Using a sieve, \_\_\_\_\_ the flour, cocoa powder and baking  
 \_\_\_\_\_ powder together into a large mixing bowl.  
 \_\_\_\_\_ the mixture with a wooden spoon until it is smooth.  
 \_\_\_\_\_ the cakes from the tins using a spatula.  
 When the cakes are cool, \_\_\_\_\_ plenty of jam onto one of  
 them, then put the other cake on top.  
 Use a little margarine to \_\_\_\_\_ the bottom of two 23cm cake tins.  
 \_\_\_\_\_ the tins into the oven, placing them on the middle shelf.  
 Allow the cakes to \_\_\_\_\_ for approximately 30 minutes.  
 \_\_\_\_\_ the cakes out of the oven.  
 Put your feet up and \_\_\_\_\_ the fruits of your labours with a nice cup of tea.  
 \_\_\_\_\_ the outside of the cake with icing, sweets or lots of melted chocolate.  
 \_\_\_\_\_ both tins with greaseproof paper.  
 \_\_\_\_\_ equal amounts of the mixture into each cake tin.  
 Wash your hands thoroughly.

### Ingredients:

110g self-raising \_\_\_\_\_  
 110g soft \_\_\_\_\_  
 2 large eggs  
 1 tablespoon \_\_\_\_\_ powder  
 1 teaspoon \_\_\_\_\_ powder  
 ½ jar raspberry jam  
 Sweets and \_\_\_\_\_ for decoration (optional)



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BEN TYERS – Available through [lulu.com](http://lulu.com)

## 20 -Comparatives / Passive

### INFORMATION



Students talk about the changes in two pictures using passives.



20

### WARMERS



Send a student out the room, get another student to move their chair / desk. Upon their return the first student has to say the difference using present perfect passive. Replace the move the chair /table back and use past simple passive.

### GAME



Photocopy just the clean kitchen, give a copy to each student. They have to draw on it and make the kitchen untidy. Swap pictures and discuss the changes.

### IDEAS



Tell the story of 'Goldie Locks and three bears'. The students have to be the bears make sentences in Passive Voice.

### PROBLEM AREAS



Present Perfect Passive is used when the change is still visible (there is evidence for it). If the change is no longer visible use Past Simple Passive.



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BEN TYERS – Available through [lulu.com](http://lulu.com)

## 21 - Comparatives / Superlatives (A)

### INFORMATION



Practice forming different sentence using comparatives and superlatives.



**TIME**

40



### ANSWERS

Self explanatory.



### WARMERS

Draw two people on the board, student must form sentences about them.



### GAME

Play the better game. Students imagine they are a famous person and have to say why they are better than someone else. Example: My house is bigger than yours. Your girlfriend isn't as beautiful as mine.



### IDEAS

Draw a circle on the WB, in the middle write a topic. Elicit 10-12 words (nouns) for that topic and write around the outside of the circle. Draw lines to connect the words. Students take turns forming positive / negative / questions using the two words and an adjective of their choice.



### PROBLEM AREAS

It always useful to have skeleton structures that students can look at if they need to. Example:

\_\_\_\_\_ is \_\_\_\_\_ (more + adj/+er) than \_\_\_\_\_ .

\_\_\_\_\_ is the \_\_\_\_\_ (superlative) \_\_\_\_\_ (noun) .

*Use these words:*

better	faster	hotter	sicker	worse
better	fatter	hungrier	sweeter	worse
colder	fresher	older	thinner	younger

Robert is 75.

Sam is 84.

}

This bread is bad.

That bread is very bad.

}

His brother is 7.

His sister is 4.

}

Betty's sandwich is good.

Ann's sandwich is very  
good.

}

Today the temperature is  
20°.

Yesterday the temperature  
was 25°.

}

The apples were bad.

The oranges were very  
bad.

}

We walk fast.

She walks very fast.

}

Ted weighs 120  
Kilograms.

Van weighs 150  
Kilograms.

}

Today the temperature is  
20°C.

Yesterday the temperature  
was 28°C.

}

# TEFL DEVIL – Instant Lessons

BEN TYERS – Available through [lulu.com](http://lulu.com)

## 22 - Comparatives / Superlatives (B)

### INFORMATION



Further practice with comparatives and superlatives.



**TIME**

25



### ANSWERS

Not needed. Students own answers.



### WARMERS

Take some items into class, books, pens, balls, food, etc. Get the students to compare them. For example: Harry Potter is more interesting than Shakespeare



### GAME

Each student must think of an animal and then compare / contrast with the rest of the group. Example: An elephant is larger than a mouse. A mouse is prettier than a monkey.



### IDEAS

Use a glossy magazine or holiday brochure, students must find similar places or people and say which they prefer and why using comparatives / superlatives.



### PROBLEM AREAS

Superlatives must use **the** in front of them in most cases.



You must use:	<i>...as</i> <b>ADJ</b> <i>as...</i> -or- <i>...ADJ-er than...</i> -OR- <i>... more/fewer/less...than...</i>
---------------	--

Cal has eaten a few strawberries.

Carmen has eaten a lot of strawberries.	}	

My car is very dirty.	}	
Your truck is very dirty.		

The boys got up at 6am.	}	
We got up at 5 am.		

Ellen hasn't eaten for 6 hours.	}	
Sue hasn't eaten for 8 hours.		

You must leave in 15 minutes.	}	
She must leave in 10 minutes.		

This Italian wine is good.	}	
This French wine is very good.		

Macy's prices are high.	}	
Nordstrom's prices are high, too.		

Glenn was born in 1940.	}	
His brother was born in 1946.		

They'll pay you £100.	}	
I'll pay you £150.		

I've just bought the bread.	}	
I've just bought the milk.		

I put the beer in the fridge 2 hours ago.	}	

I put the cola in the fridge 10 minutes ago.	}	

It takes Mr. Smith an hour to eat dinner.	}	

It takes Mr. Jones an hour to eat dinner.	}	

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BEN TYERS – Available through [lulu.com](http://lulu.com)

## 23 - Comparative / Superlatives (C)

### INFORMATION



Continued practice with comparatives and superlatives.



**TIME**

45



### ANSWERS

Not needed.



### WARMERS

Draw a quick sketch of 5 landmarks, either from the world or the students' own ideas. Compare and contrast about the landmarks and the cities they are in. Use vocabulary about prices, weather, location, etc.



### GAME

Divide the board into a grid of 16. In each square write / elicit something you need for a party – drink, music, place, food, etc. In each square write two prices for this item, a low price and an expensive price. Give the students £1000 to plan a party. After discuss whose party will be better and why.



### IDEAS

Students plan a trip around the world. They can visit ten cities in five countries (two per country). They should give reasons why they chose those cities using comparative / superlative structures, both positive and negative. Encourage other students to ask questions.



### PROBLEM AREAS

Never compare two students in a class, for example: John is uglier than Lisa!

Ellen speaks softly.	}	<b><u>Ellen speaks as softly as Sue.</u></b>
Sue speaks softly.		
Glenn drives to work fast.	}	
Tom drives to work fast.		
The biscuits are sweet.	}	
The chocolate is very sweet.		
John fixes things very well.	}	
Dave fixes things very well.		
Kitty needs a big car.	}	
Bob needs a very big car.		
Carmen works slowly.	}	
Betty works slowly.		
It's 10,000 miles from here to China.	}	
It's 10,000 miles from here to Japan.		
Helen has a good job.	}	
Anna has a very good job.		
Mr. King is 83.	}	
Mr. Fisher is 80.		
That new car costs £20,000.	}	
This new van costs £20,000.		
Yesterday the temperature was 30°C.	}	
Today the temperature is 30°C.		
Molly saw a bad film.	}	
Dan saw a very bad film.		
The apples cost 20p.	}	
The oranges cost 30p.		

# TEFL DEVIL – Instant Lessons

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## 24 - Comparatives / Superlatives (D)

### INFORMATION



Further practice using comparatives and superlatives.



**TIME**

40



### ANSWERS

Not needed.



### WARMERS

Discuss students favourite food, place, film, TV show using comparatives and superlatives.

### GAME

Use the grid from Xtra (see the back of the book). Photocopy a few times. Handout to some students. First students writes a noun in the first box (column 1) and makes a superlative, pass sheet to next student, second student writes in column 2 and makes a comparative, third writes and make a negative comparative, next writes and makes a negative superlative, repeat around the room.



### IDEAS

Students describe an animal, food, place by comparing to others of the same topic, rest of the group need to guess.



### PROBLEM AREAS

Always give a clear example before starting an activity.

The hammer costs £18<sup>99</sup>.      ←      The hammer is the \_\_\_\_\_ tool.  
The pliers cost £15<sup>00</sup>.      } ←      The pliers are \_\_\_\_\_ than the saw.  
The saw costs £12<sup>99</sup>.      } ←      The saw is \_\_\_\_\_ than the pliers.  
The screwdriver costs £10<sup>49</sup>.      ←      The screwdriver is the \_\_\_\_\_ tool.

[Class started at 7 o'clock.]

Jill arrived at 6:50.      ←      \_\_\_\_\_  
Mike arrived at 6:57.      } ←      \_\_\_\_\_  
Ray arrived at 7:03.      } ←      \_\_\_\_\_  
Carla arrived at 7:07.      ←      \_\_\_\_\_

Mr. Jones is very handsome.      ←      \_\_\_\_\_  
Mr. Brown is handsome.      } ←      \_\_\_\_\_  
Mr. Smith is a little ugly.      } ←      \_\_\_\_\_  
Mr. Hill is ugly.      ←      \_\_\_\_\_

The cherries were great.      ←      \_\_\_\_\_  
The pears were good.      } ←      \_\_\_\_\_  
The bananas were okay.      } ←      \_\_\_\_\_  
The watermelon was bad.      } ←      \_\_\_\_\_  
The peaches were terrible.      ←      \_\_\_\_\_

# TEFL DEVIL – Instant Lessons

BEN TYERS – Available through lulu.com

## 25 - Comparatives / Superlatives (E)

### INFORMATION



Spelling practice with comparatives and superlatives.



**TIME**

30



### ANSWERS

Not needed. The teacher should know these!



### WARMERS

Board race. Get students to write as many adjectives on the the WB as possible in 3 minutes. Elicit the opposites (if there is) of these words



### GAME

One student makes a comparative, next student continues. Continue in a chain around the class. Example: Summer is hotter than Winter. Winter is colder than ice. Ice isn't as hot as cola. Cola is worse for you than fruit juice.



### IDEAS

Pair the students up. One student is a bad teacher, the other is a bad student. They take turns insulting each other using comparative / superlative sentences. Also get the students to write the superlative forms of the verbs.



### PROBLEM AREAS

There are some adjectives what don't follow the +er / more, +est / most pattern. These are irregular. Examples included: bad, worse, worst; good, better, best; far... etc

Add "—er" to these adjectives:

old <input type="checkbox"/>	<b><u>older</u></b>	mad <input type="checkbox"/>	_____	black <input type="checkbox"/>	_____
thin <input type="checkbox"/>	<b><u>thinner</u></b>	bold <input type="checkbox"/>	_____	rich <input type="checkbox"/>	_____
sick <input type="checkbox"/>	_____	kind <input type="checkbox"/>	_____	stale <input type="checkbox"/>	_____
fat <input type="checkbox"/>	_____	sad <input type="checkbox"/>	_____	flat <input type="checkbox"/>	_____
little <input type="checkbox"/>	_____	white <input type="checkbox"/>	_____	dim <input type="checkbox"/>	_____
big <input type="checkbox"/>	_____	nice <input type="checkbox"/>	_____	tame <input type="checkbox"/>	_____
sweet <input type="checkbox"/>	_____	mild <input type="checkbox"/>	_____	good <input type="checkbox"/>	_____
hot <input type="checkbox"/>	_____	wet <input type="checkbox"/>	_____	tall <input type="checkbox"/>	_____
cold <input type="checkbox"/>	_____	bad <input type="checkbox"/>	_____	red <input type="checkbox"/>	_____
young <input type="checkbox"/>	_____	crisp <input type="checkbox"/>	_____	short <input type="checkbox"/>	_____
fresh <input type="checkbox"/>	_____	plump <input type="checkbox"/>	_____	safe <input type="checkbox"/>	_____
large <input type="checkbox"/>	_____	thick <input type="checkbox"/>	_____	dark <input type="checkbox"/>	_____
dull <input type="checkbox"/>	_____	fine <input type="checkbox"/>	_____	pale <input type="checkbox"/>	_____

Write some positive and negative sentences using the adjectives above:

+	_____
+	_____
+	_____
+	_____
-	_____
-	_____
-	_____
-	_____

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## 26 – Debate (A)

### INFORMATION



Questions that students can use to express their views.



**TIME**

25

### ANSWERS



Debate, not needed.

### WARMERS



Discuss a topic in the news.

### GAME



Students have 5 minutes to write as many reasons as they can for the topic, either agree or disagree.

### IDEAS



Split class into two halves, one half for and one half against. Students then discuss.

### PROBLEM AREAS



Use topics that might interest the students.



1. Do you think that the death penalty is justified for some crimes?
2. Do you believe that abortion is right?
3. Do you believe in life after death?
4. Do you believe in a person's 'right to die' (euthanasia)?
5. Do you think that parents should be allowed to smack their children?
6. Do you think that being a democracy is the most effective way to organise society?
7. Which is preferable for a country: monarchy or republic?
8. Should gay and lesbian couples be allowed to get married?
9. Should gay and lesbian couples be allowed to adopt children?
10. Do you think that journalists should be free to say whatever they want?
11. Should students pay for their education?
12. Is it possible to buy happiness?

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## 27 - Debate (B)

### INFORMATION



A range of topics that can be used to start a debate.



**TIME**

30

### ANSWERS

Debate, not needed.

### WARMERS

Students look and list and choose one that they feel strongly about, discuss as a group.

### GAME

For each reason students provide award them a point, team with the most points wins.

### IDEAS

Students write a newspaper style article for or against a topic.



### PROBLEM AREAS

Important notes. Things to look out for.



1. Should 'soft' drugs be legalised?
2. Should all countries in the European Community adopt the Euro?
3. Should all SPAM (junk email) be banned?
4. Should everyone be able to choose who they marry?
5. Should smokers have to pay more than non-smokers for health care?
6. Is it wrong for a couple to have sex if they are not married?
7. Which is more important – money or friendship?
8. Should children be allowed to have a TV, DVD player and personal computer in their bedrooms?
9. Should millionaires pay more tax than people earning average wages?
10. Should church-going be made compulsory for all people living in a Christian country?
11. Should smoking be banned in all public places?
12. Should we be able to hunt and fish any animal in the world?

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## 28 - Describing People

### INFORMATION



Describing the appearance of people.



30



### ANSWERS

Not needed.



### WARMERS

Sketch a few people on the WB, elicit descriptions from the students. Example: He is tall. He has brown hair. He is wearing blue shoes.

### GAME

Handout a few copies of the sheet. The students have ten minutes to draw a picture of a person in the top left square (they can use their imagination). They then write a description in the top right square. Without showing their partner they read the description, their partner draws a picture in the bottom left square, and then writes a description. Swap around, when complete, compare pictures.



### IDEAS

Use a magazine in class, stick 20-30 pictures of people around the room. Students choose one and describe the person, rest of the group have to guess.



Students can use the sentences on their sheet, other students can use is / does / questions to guess who was drawn.



### PROBLEM AREAS

Describing different things needs a different auxiliary verb.

Jeff is short. He's got long curly brown hair. He's usually quite cheerful.  
Paula is about medium height. She's got blue eyes and freckles on her face.  
Tom is wearing a smart grey suit. He's tall and he's going bald. He's thirty-eight.  
Maria is wearing a blue skirt and a short-sleeved blouse. She's got glasses on. She's unhappy.  
Gracie is about sixty years old. She's tall and plump. She's got grey hair.  
Andy is tall. He's got dark hair and a moustache.  
Stephanie is young and pretty. She's got auburn hair.  
Mitch has got a beard and curly hair. He's overweight.  
Jean is slim and about forty-five years old. She's got blue eyes and wears glasses.  
Steven is of medium build. He's got short straight hair and a long nose.


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## 29 - Everyday Objects

### INFORMATION



Speaking and question forming.



**TIME**

35



### ANSWERS

Not needed.

### WARMERS



Back to the board. Sit one student at the front of the room facing away from the WB. Write a word on the WB. Group have to describe this as quickly as they can. You can do this with two teams and two chairs. Which ever team gets the most in five minutes wins. You can use vocabulary from this sheet or use other words (use nouns – objects, things, places).

### GAME



Cut up and shuffle. Deal onto two chairs at the front of the room. Divide group into two, one person from each comes to the front. The first team to explain all the words wins.

### IDEAS



There are literally hundreds of ways to play with cards / vocab sheets. Look at other ideas and games from different topics in this book to give you some ideas.

Hand out the sheet, students choose three. Partner / group has to guess using yes/no questions. Example: Does it have four legs. Can you eat it?

### PROBLEM AREAS



As with any vocabulary it is important to revise the words over several lessons. Use one idea from this sheet over four lessons.



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## 30 - Food + Drink Pictures

### INFORMATION



Talk about food and adjectives to describe food.



TIME

25



### WARMERS

Board Race. Students have to try and write a food for each letter of the alphabet. Apple, Banana, Cheese.



### GAME

Students use adjectives to describe their favourite food as quickly as possible. Use adjectives such as: sweet, sour, chewy, bland, sickly, crunchy, soft, salty, yummy, tasty, fruity, rich, hot, cold, spicy, oily, fatty, etc.



### IDEAS

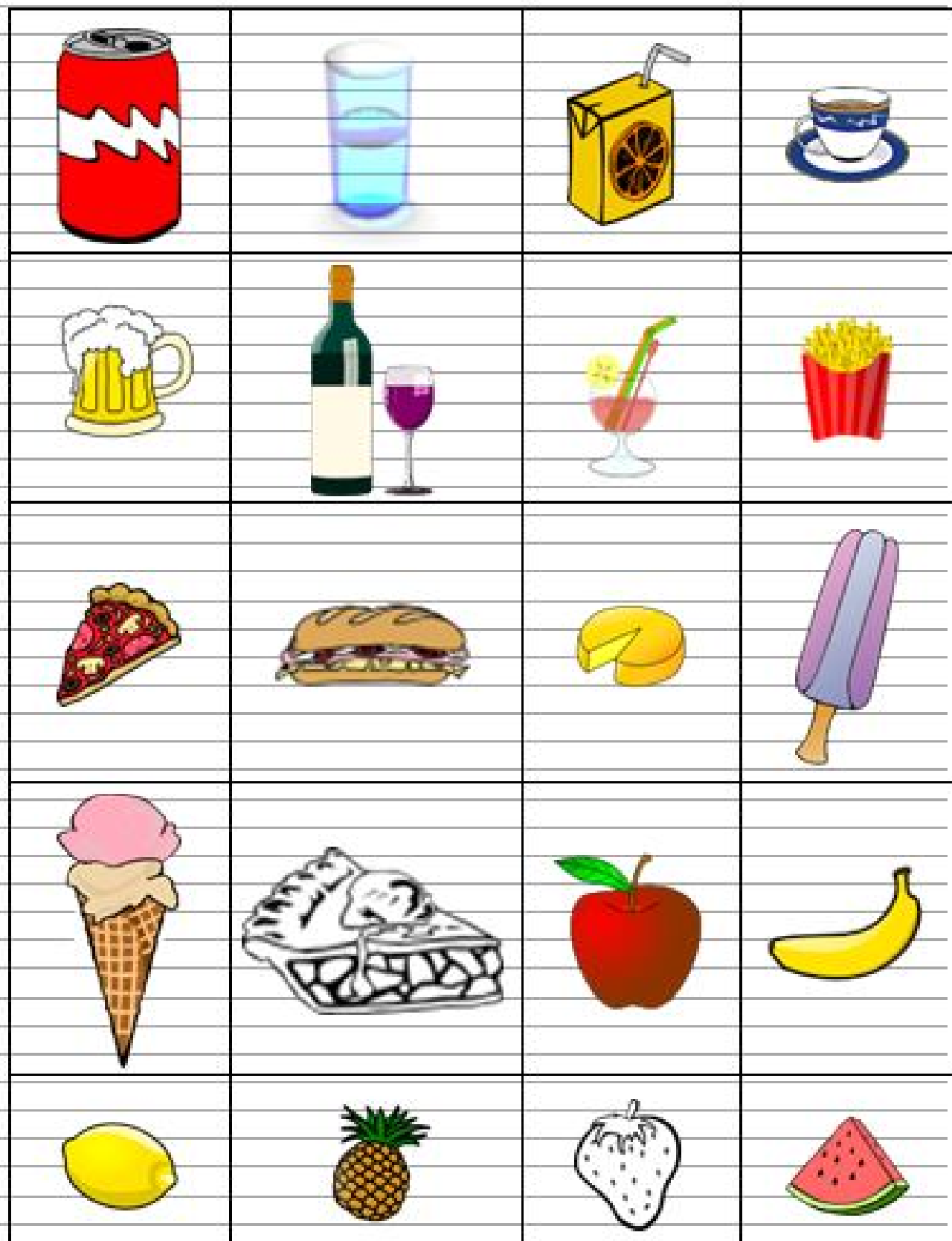
Photocopy a few times and cut up. Make a menu / list on the WB, including prices. Students role play shopping.



### PROBLEM AREAS

Some food is countable, some is uncountable. i.e. 3 bananas (or 3 **kilos** of bananas or a **bunch** of bananas), a **portion** of ice cream, a **wedge** of cheese.





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## 31 - Going to – Past Use

### INFORMATION



Going to can also be used for past intentions, this exercise lets students practice this.



**TIME**

25

### ANSWERS



See worksheet.

### WARMERS



Give some examples by talking about your day so far.

### GAME



Students have 10 minutes to write as many things as they can. Example: I was going to buy a newspaper but I didn't have enough money.

### IDEAS



Each student is a famous person, they must talk about their day using going to.

### PROBLEM AREAS



Going to is also used for future plans.

They wanted to buy a new car, but each car was too expensive.

▶ **They were going to buy a new car, but they didn't.**

I went the gift shop to buy a ring, but I didn't like any of their rings.

▶ \_\_\_\_\_

We were planning to see a movie, but after dinner we got tired and went to bed.

▶ \_\_\_\_\_

They needed to get up early, but their clock didn't ring.

▶ \_\_\_\_\_

Pete told Steve to fix Mrs. Falco's radio, but he didn't have the right parts.

▶ \_\_\_\_\_

Mr. Miller started to leave for work, but the telephone rang.

▶ \_\_\_\_\_

Mary wanted to put on her old dress, but it didn't fit her anymore.

▶ \_\_\_\_\_

We had to get on the bus, but it didn't stop.

▶ \_\_\_\_\_

I went into the bathroom to take a shower, but there wasn't any hot water.

▶ \_\_\_\_\_

Jane asked David to carry her suitcases, but they were too heavy.

# TEFL DEVIL – Instant Lessons

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## 32 - Homophones (A)

### INFORMATION



Students find the homophones and then use them to right (write) a story.



**TIME**

25

### ANSWERS



feat, feet. 2. counsel, council. 3. blew, blue. 4. board, bored. 5. aloud, allowed. 6. feint, faint. 7. buy, by. 8. aunt, aren't. 9. ate, eight. 10. bee, be. 11. serial, cereal. 12. dye, die. 13. father, farther. 14. base, bass. 15. coarse, course. 16. find, fined. 17. bred, bread. 18. urn, earn. 19. berry, bury. 20. deer, dear.



### WARMERS

Write a few sentence on the WB using homophones, students have to correct it. Students then write their own.



### GAME

Students have ten minutes to write a story using as many homophones as they can. They can start the story, **Last week....**



### IDEAS

Using the homophones from this and the next worksheet, shout out a homophone. The first student to form two sentences using or describing both meanings of the homophones gets a point.



### PROBLEM AREAS

Make sure that students realize that homophones are wrong and should be used in righting (writing).

1. Laura's son's feat are unusually wide. \_\_\_\_\_
2. Labour won fifty seats at the local counsel election. \_\_\_\_\_
3. They've used a pale blew colour scheme for their bathroom. \_\_\_\_\_
4. 'I'm really board.' 'So am I. Do you fancy a walk?' \_\_\_\_\_
5. The children were only aloud to watch TV for two hours a day. \_\_\_\_\_
6. Jenny felt feint, so she went upstairs to have a lie down. \_\_\_\_\_
7. We travelled to Birmingham buy train. \_\_\_\_\_
8. Paul and Ravinder aunt going bowling because they're too busy.  
\_\_\_\_\_
9. There were ate people in the queue at the post office. \_\_\_\_\_
10. Don't bee afraid to ask if you don't understand the question. \_\_\_\_\_
11. I'd like some toast and a bowl of serial for breakfast, please. \_\_\_\_\_
12. I don't like sad films or books where people dye at the end. \_\_\_\_\_
13. How much father is it until we get there? \_\_\_\_\_
14. I've been trying to learn the base guitar, but it's quite difficult. \_\_\_\_\_
15. My brother has just started a new computer coarse. \_\_\_\_\_
16. Jack was find a hundred and fifty pounds for driving offences. \_\_\_\_\_
17. Would you like any bred and butter with your chips? \_\_\_\_\_
18. How much does your father urn? \_\_\_\_\_
19. Our dogs like to berry all kinds of things in the back garden. \_\_\_\_\_
20. 'I don't feel very well.' 'Oh deer. Have you seen a doctor?' \_\_\_\_\_

# TEFL DEVIL – Instant Lessons

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## 33 - Homophones (B)

### INFORMATION



Students find which words are homophones and write the correct word with the same sound.



**TIME**

25

### ANSWERS



1. hart, heart. 2. grate, great. 3. flare, flair. 4. for, four. 5. genes, jeans. 6. fur, fir. 7. high, hi. 8. lead, led. 9. heal, heel. 10. idles, idols. 11. inn, in. 12. here, hear. 13. Its, It's. 14. heard, herd. 15. lone, loan. 16. lain, lane. 17. whole, hole. 18. leased, least. 19. flours, flowers. 20. flaw, floor.



### WARMERS

Back to the board. Write a word on the WB, students have to describe the meaning of a homophone, i.e. FEAT – you have two of these, one at the bottom of each leg.

### GAME

Use the grid from XTRA (see the back of the book). Students write a word in each box in columns 1 and 3, then challenge someone from another team to write the homophones. First team to complete wins.



After this cut up each sheet and put face down on a table. Students take turns turning over two cards, remembering where each is and trying to make a pair. If they make a pair, they keep the pieces. If the pieces don't match, they must make one or two sentences using the words they picked and then put the words facedown back on the table.

### IDEAS



Conversation / Dialogue. Students have four minutes to write a short dialogue using as many pairs of homophones as they can. They can work in small groups for this. Elicit a few topics before they start and give each group a topic, i.e. shopping, restaurant, meeting a friend.

### PROBLEM AREAS



Homophones are an important part of language that students should know, especially useful during listening tasks.

1. 'Darling, you will always have a special place in my hart.' \_\_\_\_\_
2. You missed a grate party at Audrey's at the weekend. \_\_\_\_\_
3. You have got a real flare for designing furniture. \_\_\_\_\_
4. On the golf course for players shouted 'Fore!' at the same time. \_\_\_\_\_
5. Have you seen my new genes anywhere? \_\_\_\_\_
6. The snow was falling heavily upon the fur trees. \_\_\_\_\_
7. Please say 'high' to Rasul for me. \_\_\_\_\_
8. The defendant was lead into the courtroom by a policewoman. \_\_\_\_\_
9. I'm late because I had to get a new heal for my shoe. \_\_\_\_\_
10. Martin Luther King is one of Becky's idles. \_\_\_\_\_
11. The hotel will be open inn two months' time. \_\_\_\_\_
12. Can you talk a bit louder? I can't here you very well. \_\_\_\_\_
13. Its been three years since we went to Venice. \_\_\_\_\_
14. The kids charged down the stairs like a heard of rhinos. \_\_\_\_\_
15. I applied for a lone at my bank, but was turned down. \_\_\_\_\_
16. I enjoy living life in the fast lain. \_\_\_\_\_
17. There's a whole in your argument a mile wide. \_\_\_\_\_
18. 'Going bald is the leased of my worries!' joked Geoff, feebly. \_\_\_\_\_
19. I bought Magda a bunch of flours to apologise for what I said. \_\_\_\_\_
20. Your new office is on the fourth flaw. \_\_\_\_\_

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## 34 - How Much / How Many

### INFORMATION



Form questions using how much or many, students decide if it's countable or uncountable.



**TIME**

25

### ANSWERS



Obvious answers, not needed.

### WARMERS



Divide the WB into 2, countable and uncountable. Elicit things for each.

### GAME



Get the students to roleplay shopping for countable and uncountable items.

### IDEAS



Get students to tell you what is and what isn't in their fridge at home.

### PROBLEM AREAS



General rules; much and a little is used with uncountable nouns, many and a few is used with countable nouns, much and many are used in questions and negatives, many and few is used in positive sentences, a lot of can be used with countable and uncountable nouns in positive, negative and questions.



How many bikes does Robert have?

Robert has 2 bikes.

**How much water do we have?**

We have a lot of water.

How

They have 3 children.

How

Pam has a lot of money.

How

The boy has a few toys.

How

The girls have a little candy.

How

Ms. Oliver is teaching 7 students.

How

I buy many stamps.

How

These apples weigh 3 kilograms.

How

Mr. Bird weighed 140 kilograms last year.

How

Those roses cost two pounds.

How

She's bringing two friends.

How

Ellen wanted a lot of paper.

How

You drink a little soda.

How

He eats 3 bowls of cereal every day.

How

The boys washed many cars last weekend.

How

That suit costs £150.

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## 35 - Idioms (A)

### INFORMATION



Students can practice using idioms.



**TIME**

25



1. c) 2. j) 3. b) 4. d) 5. g) 6. a) 7. h) 8. i) 9. e) 10. f)



### WARMERS

Give an idiom and three possible meanings, see if students can deduce the correct meaning.



### GAME

Students try and match the idiom with the correct meaning.



### IDEAS

Get them turn their worksheet and try to recall the idioms and their meanings.



### PROBLEM AREAS

Practice makes perfect!

*Idioms are spoken or written sentences where the meaning is not obvious from the individual words used.*

*Match the idioms with the meaning keywords below:*

1. She's dead two-faced.
2. Can you keep it under your hat, please?
3. I was walking on air!
4. He was between a rock and a hard place.
5. My sister's goldfish has just kicked the bucket.
6. We're going to paint the town red!
7. Looks like your eyes are bigger than your belly.
8. I've got a few irons in the fire.
9. He's over the hill.
10. Tina was born with a silver spoon in her mouth.

*Meaning Keywords:*

- a) Celebrate.
- b) Really happy.
- c) Can't be trusted.
- d) Tough decision.
- e) Too old.
- f) Privileged.
- g) Dear departed.
- h) Greedy.
- i) Options.
- j) Secret.

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## 36 - Idioms (B)

### INFORMATION



Common idioms. Students match the idiom to the meaning.



**TIME**

25



### ANSWERS

1. f) 2. h) 3. b) 4. e) 5. c) 6. g) 7. a) 8. j) 9. d) 10. i)



### WARMERS

Elicit some idioms from the students.



### GAME

Say some idioms, students try and guess the meaning.



### IDEAS

Get students to write a short story or article using as many idioms as they can.



### PROBLEM AREAS

There is no quick way to learn idioms, students need lots of practice until they learn them and their meanings.

*Idioms are spoken or written sentences where the meaning is not obvious from the individual words used.*

*Match the idioms with the meaning keywords below:*

1. I've got butterflies in my stomach.
2. He was up a creek without a paddle.
3. Don't beat about the bush.
4. She was driving him up the wall!
5. We're not out of the woods yet.
6. I thought my mum was going to hit the ceiling.
7. She's a bit stuck up.
8. I gave him the cold shoulder.
9. It's all plain sailing from here.
10. The grass is always greener on the other side.

*Meaning Keywords:*

- a) Arrogant.
- b) Speak plainly.
- c) More troubles ahead.
- d) The worst is behind us.
- e) Very annoying.
- f) Nervous.
- g) Done something wrong.
- h) In trouble.
- i) Dissatisfied.
- j) Not speaking.

## 37 - Indefinite Pronouns (A)

### INFORMATION



Write responses to situations using relative pronouns.



**TIME**

25

### ANSWERS



Answers are obvious, not needed.

### WARMERS



Write on the left side of the WB some any no and on the right thing, where, body, one. Elicit a sentence for each permutation.

### GAME



Students describe a famous person or thing using pronouns.

### IDEAS



Use the worksheet as practice, then students make their own for a partner.

### PROBLEM AREAS



Someone and somebody mean the same.

You must use this structure in your answers:

**something/anything/someone/anyone/somewhere/anywhere + to verb**

Sometimes you will need to use an **adjective** before "**to verb**".

You are having a party. You are carrying a tray of food. What do you ask people?	_____
Do you have any questions, before we start our lesson?	<b>No,</b> _____
You have a big plate of ham. The refrigerator is full. What do you say?	_____
You see a man reading an application. You don't think he has a pen or a pencil, and he looks a little worried. You have a few pens; what do you ask him?	_____
You're visiting friends in another city. You want to go dancing. What do you ask them?	_____
Sam went to the gift shop, but he didn't have much money. He didn't buy a gift. Why not?	_____
You're filling a box with books, but they don't fit. What do you need?	_____
The old woman is carrying a lot of bags. What does she need?	_____
You're tired, and you want to sleep for an hour, but these rooms are too bright. What are you looking for?	_____
You went to the library, but you didn't get any books. Why not?	_____

## 38 - Indefinite Pronouns (B)

### INFORMATION



Talking about people and situations using indefinite pronouns.



**TIME**

25

### ANSWERS



Self explanatory.

### WARMERS



Ask someone to stand up. Ask no one to stand up. Ask for something. Ask for everything. Ask everyone to stand up. etc

### GAME



Who can give the best answer to the worksheet, point if the best.

### IDEAS



Divide into small teams, each team writes sentences and the an other team makes sentences using indefinite pronouns.

### PROBLEM AREAS



Check students can use the forms correctly before playing a game.



You must use this structure in your answers:

**something/anything/someone/anyone/somewhere/anywhere + to verb**

Sometimes you will need to use an **adjective** before "**to verb**".

You've just talked with Ray. You don't look happy. Why?	_____
Carla and David were going to watch TV last night, but they didn't. Why not?	_____
Can little Billy get dressed by himself?	_____
The boys want to play basketball. They already have a ball. What do they need?	_____
In the U.S.A., people usually wear black clothing to funerals. You're going to a funeral; what do you need?	_____
Cal didn't want to go to the party alone, but all his friends are married. So he went by himself. Why?	_____
Why did you park your truck in my driveway?	_____
Don lives in a big city. Why does he drive many miles from the city to go hiking and camping?	_____
There's a book on a very high shelf. Molly wants it, but she doesn't have a chair or a ladder. Who does she need?	_____

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## 39 - Infinitives / Gerunds (A)

### INFORMATION



Match the sentences so they make sense.



**TIME**

35



### ANSWERS

Several variations are possible, if it makes sense and is logical it is ok.



### WARMERS

Write on WB possible variants: Verb + Gerund, Verb + to + Inf, Verb + SB + TO + inf, etc. Call out a verb and get students to make a sentence. i.e., practice: I practice with John, I'm practicing to ride a bike, enjoy: I'm enjoying this lesson, I enjoy reading.



### GAME

Write the verbs on the grid (see XTRA at the back of the book). Cut up and shuffle. Students take turns to take a card and form a sentence. Give a point for their team if they don't make a mistake.



### IDEAS

After using the worksheet and checking answers, get students to fold it lengthways so only the first part and the numbers are visible. Call out a number, students say their first half and complete with their own idea.



### PROBLEM AREAS

Depending on the level you can explain that verb+to and verb+gerund is possible. i.e.; I forgot to buy a present for my girlfriend (she is angry with me), I forgot buying a present for my girlfriend (She is happy, I bought one, but I just remembered that I bought her a present).

- You'll practice \_\_\_A 1: to dance together.  
I'll teach \_\_\_B 2: to take a shower after running.  
Dave'll need \_\_\_C 3: hurting when you take this pill.  
Ann'll want \_\_\_D 4: taking classes there.  
We'll invite \_\_\_E 5: the Fishers to play cards with us.  
You'll tell \_\_\_F 6: working at the factory.  
The boss'll order \_\_\_G 7: studying after dinner.  
Mr. King'll start \_\_\_H 8: to stop at the supermarket.  
He has finished \_\_\_I 9: to buy a bigger car.  
Ms. Hunt has quit \_\_\_J 10: saying good sentences.  
They'll learn \_\_\_K 11: the men to work hard.  
They'll finish \_\_\_L 12: painting the bedroom.  
I'll remember \_\_\_M 13: the students to write well.  
We've started \_\_\_N 14: working there next year.  
Linda will wait \_\_\_O 15: the children to stop yelling.  
I'll quit \_\_\_P 16: to get a lift from us.  
The Falcos have stopped \_\_\_Q 17: to go away next weekend.  
You've practiced \_\_\_R 18: painting the house next Saturday.  
We'll plan \_\_\_S 19: eating at that restaurant.  
You'll stop \_\_\_T 20: his teacher to help him.  
He'll ask \_\_\_U 21: speaking English tonight.

# TEFL DEVIL – Instant Lessons

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## 40 - Infinitives / Gerunds (B)

### INFORMATION



Using infinitives and gerunds to about continuing, starting or finishing actions.



**TIME**

25

### ANSWERS



See worksheet.

### WARMERS



Ask students what they did at a time of day / what they were doing at a time of day.

### GAME



Draw a timeline on the WB for a person and what they did / were doing at different times. Elicit questions and answers. Students then do the same and each other questions.

### IDEAS



Students talk about last weekend and what they did / were doing.

### PROBLEM AREAS



Past continuous can be used with or without a time reference. Example: I was shopping / I was shopping at 5PM.

--- Yesterday ---

7:30am	to	8am	I ran in the park.
8am	to	8:30am	I ate breakfast.
8:30am	to	9am	I went to work.
9am	to	11:30am	I worked.
11:30am	to	Noon	I ate lunch.
noon	to	1pm	I shopped downtown.
1pm	to	5pm	I worked.
5pm	to	5:30pm	I went home.
5:30pm	to	6pm	I made dinner.
6pm	to	6:30pm	I ate dinner.
6:30pm	to	8pm	I studied.
8pm	to	10pm	I watched TV.

What *was I doing* at 10am?**You were working.**What *did I do* at 6pm?**You stopped making dinner and you started eating dinner.**

What did I do at 8pm?

---

What was I doing at 11:45am?

---

What was I doing at 8:45am?

---

What did I do at 5pm?

---

What did I do at 8am?

---

What did I do at 1pm?

---

What was I doing at 7:45am?

---

What was I doing at 5:45pm?

---

What did I do at noon?

---

What was I doing at 7pm?

---

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## 41 - Instructions

### INFORMATION



Students follow instruction to create an amazing maze game they can play.



**TIME**

25

### WARMERS



Give students instructions on how to make a paper plane (don't tell them this is what they are making). Students compare and discuss the instructions.

### GAME



Use a variation of the idea below, students take turns giving instructions to another student for a certain task. This is best if one student is blind folded and the task is written on the WB.

### IDEAS



Get students to write instructions for a task. i.e. how to make a cup of tea, how to make cake. After, act out their instructions, but ask questions (Where do I buy a kettle? How much milk do I pour in? Did I need to plug the kettle in?)

### PROBLEM AREAS



Language for giving instructions usually includes complex language that is not suitable for low level students. For higher level students encourage the use of phrasal verbs.

### The Amazing Maze Game

Take a blank piece of paper and follow the instructions as your teacher reads them out. Tip: always listen to the complete instruction before doing anything!

1. Turn your paper on its side to landscape view.
2. Draw a large square in the centre of the page.
3. Draw a large circle in the middle of the square.
4. Draw a picture of a cat in the middle of the circle.
5. Write your first name in the bottom left-hand corner of the square.
6. Draw a small circle in the top right-hand corner of the square.
7. Draw a small triangle underneath the small circle.
8. Halfway between the top of the square and the top of the paper, draw a long horizontal line. The large square should be in the centre of the line.
9. Above the line in the centre draw a small cube.
10. Draw another small cube on either side of it. All the cubes should be the same size as each other.
11. To the right of the cubes, above the line, write today's date in capital letters in this format: day, ordinal number, month and full year. For example, MONDAY 5<sup>th</sup> DECEMBER 2008.
12. Write a capital 'B' on the front of the middle cube.

Now compare your page with your partner's and your teacher's. How similar are they?

## 42 - It's or Its

### INFORMATION



Its or it's. Correct sentence so they make sense.



**TIME**

25

1. It's. 2. it's. 3. It's. 4. It's. 5. its. 6. It's. 7. its. 8. its. 9. It's. 10. it's. 11. itself. 12. its. 13. It's. 14. its. 15. It's. 16. its. 17. it's. 18. It's. 19. its. 20. its.



1. it's. 2. its. 3. its. 4. It's. 5. its. 6. itself. 7. its. 8. It's. 9. its. 10. It's. 11. its. 12. its. 13. It's. 14. It's. 15. its, its, its. 16. itself. 17. It's. 18. it's. 19. It's. 20. It's, its, its, it's.



### WARMERS

Write some sentences on the WB using its , it's and itself.

### GAME



Students write sentences omitting its or it's partner has to guess the gap.

### IDEAS



Get students to write some sentences of their own.



### PROBLEM AREAS

Sometimes both are possible in one sentence; It's wagging its tail. (a dog)



*Correct each of the following sentences.*

1. Its about two o'clock.
  2. Did you know its' started raining?
  3. Have you seen 'Phantom of the Opera' yet? Its brilliant!
  4. Its been a difficult couple of weeks, hasn't it?
  5. Hard work will bring it's own rewards.
  6. Its' the second exam that worries me more than the first.
  7. The company had a lavish party to celebrate it's recent achievements.
  8. Look at your plant: it's flowers are so beautiful.
  9. My boss didn't even look at the work I spent hours doing. Its been a complete waste of time.
  10. 'Has the film started yet?' 'No, its still the adverts.'
  11. The computer has switched its self off.
  12. Can you put the guitar back in it's case for me? Thanks.
  13. Its great that we can go home early, isn't it?
  14. Look! The smallest puppy is sitting on it's own.
  15. Can you turn off the lights when you leave, please? It,s so important not to waste energy.
  16. This tree always produces it's fruit in early May.
  17. 'Is it still snowing, Andrew?' 'No, I think its' stopped now.'
  18. My brother's so stubborn. Its almost impossible to get him to listen to me.
  19. The annual flower festival is now in it's eleventh year.
  20. I don't think the Government will change its' policies on health. Do you?
- 
1. Do you know if its going to be sunny tomorrow?
  2. The committee showed it's anger by suspending Roger, the treasurer.
  3. Rome is a great city. The Colosseum is one of its' most popular tourist attractions.
  4. 'What's the time, James?' 'It,s about half past five.'
  5. The new sofa came with a special shampoo for cleaning it's covers.
  6. The cat was sitting in the corner looking very pleased with it self.
  7. The club invited all of it's members to vote for the next chairperson.
  8. 'My dearest Megan. Its been two weeks since I wrote to you regarding my desire for your precious hand in marriage ... '
  9. The bus made its' way slowly through the busy city centre streets.
  10. It,s never too late to learn a new language.
  11. I put the exhibit back on it's stand and left the room silently.
  12. A leopard never changes it s spots.
  13. Sorry about your jumper, Barry. Its shrunk in the wash.
  14. Did you see the match? Its' a shame there weren't any goals.
  15. There was a problem at the zoo last night. A lion chewed it's way through the bars of its' cage and attacked Its owner!
  16. How do you make this computer behave its' elf?
  17. Its been tough working two jobs and bringing up my children on my own.
  18. I had a twenty pound note in my wallet this morning, and now its' gone.
  19. Su loves the doll you bought her. Its become her favourite! Thanks again.
  20. Look at that kangaroo. Its' just put it's joey in its' pouch and now its going!

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## 43 - It takes / Time

### INFORMATION



Talking about duration of time using it takes.



**TIME**

25



### ANSWERS

Obvious



### WARMERS

Ask students questions: How long does it take you to... get to school?,...get ready for work?,...do your homework?,...make a pizza?,...eat a pizza?



### GAME

Elicit 20-30 action verbs onto the WB. Two teams take turns asking questions using the verbs, if they ask or answer without a mistake, give a point.



### IDEAS

Each student imagines they are a famous person. They take turns sitting at the front of the room and the group asks questions. i.e, How long does it take you to make a film?...run a marathon? ... sing a song?



### PROBLEM AREAS

Remember that pattern practice helps students remember new grammar points – but, variation in the approach is the key to students being bored.

*How long does/did/will it take?*

Bob leaves home at eight o'clock;  
he gets to work at half past eight.

Cal starts getting ready for church at  
8:45; At nine, he leaves for church.

Sue has just finished doing her  
homework; she has been doing it for  
half an hour.

Glenn will start painting the house at  
noon; he'll finish at 6 o'clock.

Pam has just started telling us a long  
story; she'll need a few hours to  
finish it.

Jill opened a savings account in  
February; in August, there was \$500  
in it.

Dan gets on his bike at 8:10; he gets  
off at school at 8:30.

It's a quarter to three now; Ellen has  
just finished washing the car;  
she started at a quarter after two.

Mrs. White leaves work at 5:00; she  
gets to the market at 5:15.

David put the soup on the stove at  
7:40. It's ready now, at 7:50.

Mary started doing the laundry 3  
hours ago. She finished 1 hour ago.

It's Monday; Mrs. Green brings a  
broken TV to Pete's repair shop.

Pete says it won't be ready before  
Friday afternoon.

Fran leaves her home at 5:30am; she  
runs half a mile to the park; she runs  
two miles in the park; then she runs  
home; she gets there at 6 o'clock.

Sam got his paycheck on May  
fourteenth.

Now it's May twenty-fifth, and he  
doesn't have any money.

# TEFL DEVIL – Instant Lessons

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## 44 - Inventions

### INFORMATION



Inventions, inventors and dates.



TIME

30

### ANSWERS



1. aeroplane – Orville and Wilbur Wright, 1903. 2. aspirin – Felix Hoffmann, 1899. 3. bicycle – Kirkpatrick Macmillan, 1839. 4. Coca Cola – John Pemberton, 1886. 5. concrete – The Romans, c.133 BC. 6. credit card – Ralph Schneider, 1950. 7. hairdryer – Alexandre Godefoy, 1890. 8. ink – The Chinese, c.2500 BC. 9. Instant coffee – Nestlé, 1937. 10. Mars bar – Frank Mars, 1920. 11. Penicillin – Alexander Fleming, 1928. 12. ballpoint pen – Laszlo and George Biro, 1938. 13. refrigerator – James Harrison, 1862. 14. zip fastener – Whitcolme L Judson, 1893. 15. cornflakes – J & W Kellogg, 1894. 16. Christmas card – John Calcott Horsley, 1843. 17. Walkman – Sony, 1979. 18. helicopter – Louis and Jacques Breguet, 1907. 19. Monopoly – Charles Darrow, 1933. 20. radio – Guglielmo Marconi, 1901. 21. crossword – Arthur Wynne, 1913. 22. telephone – Alexander Graham Bell, 1876. 23. television – Baird, Jenkins and Mihaly, 1926. 24. toothbrush – The Chinese, c.1498. 25. vacuum cleaner – Ives W McGaffey, 1869.

### WARMERS



Board race. Divide into teams – students write ten inventions they use everyday. Students then put in order of importance, 1-10

### GAME



Students write a description of each, then read, group has to guess. Give some examples yourself.

### IDEAS



- Which of these inventions could we **live without** today and which are **essential**?
- Write a short story or newspaper article about how one of these items was invented or how it has changed the world.
- Get students to put the inventions in order, from oldest to newest. (see answers)



### PROBLEM AREAS

For lower level groups allow them to describe using It's + adjective.

1. aeroplane \_\_\_\_\_
2. aspirin \_\_\_\_\_
3. bicycle \_\_\_\_\_
4. Coca Cola \_\_\_\_\_
5. concrete \_\_\_\_\_
6. credit card \_\_\_\_\_
7. hairdryer \_\_\_\_\_
8. ink \_\_\_\_\_
9. instant coffee \_\_\_\_\_
10. Mars bar \_\_\_\_\_
11. Penicillin \_\_\_\_\_
12. ballpoint pen \_\_\_\_\_
13. refrigerator \_\_\_\_\_
14. zip fastener \_\_\_\_\_
15. cornflakes \_\_\_\_\_
16. Christmas card \_\_\_\_\_
17. Walkman \_\_\_\_\_
18. helicopter \_\_\_\_\_
19. Monopoly \_\_\_\_\_
20. radio \_\_\_\_\_
21. crossword \_\_\_\_\_
22. telephone \_\_\_\_\_
23. television \_\_\_\_\_
24. toothbrush \_\_\_\_\_
25. vacuum cleaner \_\_\_\_\_

# TEFL DEVIL – Instant Lessons

BEN TYERS – Available through lulu.com

## 45 - Jobs

### INFORMATION



Talk about jobs and what people have to do at work.



35



### ANSWERS

Not needed.



### WARMERS

Mime a few actions that you would do in different jobs. Students have to guess.



### GAME

Each student choose a job. They have to guess their partners by asking **Do you have to....** Example: Do you have to work outside? Do you have to be well educated? Do have to work unsociable hours?



### IDEAS

Get the students to choose the best and the worst jobs. Discuss their reasons.



### PROBLEM AREAS

When describing a job, get the students to use set structures.

<b>ACCOUNTANT</b>	<b>BUTCHER</b>	<b>BAKER</b>	<b>SECRETARY</b>
<b>SCIENTIST</b>	<b>CHEF</b>	<b>BUILDER</b>	<b>CLEANER</b>
<b>POSTMAN</b>	<b>TEACHER</b>	<b>ECONOMIST</b>	<b>COOK</b>
<b>CLERK</b>	<b>SHOP ASSISTANT</b>	<b>PRESENTER</b>	<b>JOURNALIST</b>
<b>DIVER</b>	<b>PILOT</b>	<b>DRIVER</b>	<b>POLICEWOMAN</b>
<b>PROGRAMMER</b>	<b>ENGINEER</b>	<b>MODEL</b>	<b>ARCHITECT</b>
<b>DECORATER</b>	<b>SECURITY GUARD</b>	<b>BOXER</b>	<b>TAILOR</b>
<b>WRITER</b>	<b>TECHNICIAN</b>	<b>CATERER</b>	<b>UNEMPLOYED</b>
<b>WAITRESS</b>	<b>WAITER</b>	<b>GARDENER</b>	<b>FARMER</b>

# TEFL DEVIL – Instant Lessons

BEN TYERS – Available through lulu.com

## 46 - Jobs and Places

### INFORMATION



Different jobs and where people work.



**TIME**

30

### ANSWERS



1. college. 2. dental surgery. 3. office. 4. home. 5. farm. 6. hospital. 7. aeroplane. 8. shop. 9. school. 10. church. 11. garage. 12. bus. 13. theatre. 14. community. 15. restaurant. 16. building site. 17. salon. 18. studio. 19. bank. 20. other people's homes.



### WARMERS

Give each student a job. Students have to say where they work / what they do.



### GAME

20 Questions. Students can ask 20 questions to guess someone else's job.



### IDEAS

Get students to draw a map, add some buildings and write what people do in each building and what their job is.



### PROBLEM AREAS

Keep it interesting for the students – if teaching young learners use jobs that will interest them; computer game designer, formula 1 driver, footballer, etc.



community home dental  
surgery college garage  
salon bus  
studio church farm  
hospital aeroplane school  
shop office  
building site restaurant  
bank other people's  
homes theatre

1. I'm a student. I go to \_\_\_\_\_ three times a week.
2. I'm a dentist. I work in a \_\_\_\_\_.
3. I'm a sales manager. I work in an \_\_\_\_\_.
4. I'm a housewife and mother. I work at \_\_\_\_\_.
5. I'm a farmer. I work on a \_\_\_\_\_.
6. I'm a nurse. I work at the \_\_\_\_\_.
7. I'm a pilot. I fly an \_\_\_\_\_ for a living.
8. I'm a sales assistant. I work in a \_\_\_\_\_.
9. I'm a teacher. I work in a \_\_\_\_\_.
10. I'm a vicar. I work in a \_\_\_\_\_.
11. I'm a mechanic. I work in a \_\_\_\_\_.
12. I'm a bus driver. I drive a \_\_\_\_\_ for a living.
13. I'm an actor. I work in a \_\_\_\_\_.
14. I'm a police officer. I work in the local \_\_\_\_\_.
15. I'm a chef. I work in an expensive \_\_\_\_\_.
16. I'm a builder. I work on a \_\_\_\_\_.
17. I'm a hairdresser. I work in a \_\_\_\_\_.
18. I'm an artist. I work in a \_\_\_\_\_.
19. I'm a financial adviser. I work at a \_\_\_\_\_.
20. I'm a plumber. I work in \_\_\_\_\_.

# TEFL DEVIL – Instant Lessons

BEN TYERS – Available through lulu.com

## 47 - Lets

### INFORMATION



Make suggestions using lets.



**TIME**

25

### ANSWERS



Obvious answers.

### WARMERS



Get each student to form a sentence using **lets** for a given topic for example a party. Let's buy some balloons.

### GAME



Challenge the students to complete the worksheet in under four minutes.

### IDEAS



Give the group £1,000,000 and they have to make suggestions on how to spend the money.



### PROBLEM AREAS

If they find this too easy, challenge them to using different of making suggestions.

We're thirsty.

---

It's his birthday.

---

I'm not hungry.

---

It's very cold in this room.

---

We don't have much time.

---

The baby is sleeping.

---

We're friends.

---

There is mud on the car.

---

They gave a gift to us.

---

We need to work.

---

These cookies are stale.

---

It's too cloudy.

---

He doesn't think it's funny.

---

My legs are tired.

---

I need to study English.

---

I don't feel well.

---

We need stamps.

---

We don't need 2 cars.

---

**USE:**

laugh

fight

wash it

go camping

throw them away

play

drink

sit down

cook dinner

give a gift to him

hurry

sell one

talk loudly

have a picnic

open the windows

thank them

speak English

go to the post  
office

# TEFL DEVIL – Instant Lessons

BEN TYERS – Available through [lulu.com](http://lulu.com)

## 48 - Menu – Numbers and Prices (A)

### INFORMATION



A menu for a Chinese Restaurant, with times, prices and numbers.



**TIME**

30



### ANSWERS

Students answers

### WARMERS



Write several dishes or types of restaurants on the WB. Elicit prices from the students for the price in their country, you can add prices in England. Practice the required language.

### GAME



Pair up. Students take turns being a customer and waiter.

### IDEAS



Get students to make a menu based on popular dishes from their country, you can then be a customer in their restaurant.

### PROBLEM AREAS



Prices can be said many different ways, £2.78 – Two pounds seventy-eight, Two pounds and seventy-eight pence, two seventy-eight.

## "Hong Kong Gardens" Chinese Restaurant

*Welcome to "Hong Kong Gardens" – quality Chinese meals to take away*  
148 Field Lane, Northover, NO22 1JP Telephone orders: 013342 2409102

### ***Open Daily:***

Mon – Thurs 6 pm – Midnight

Fri – Sat 6 pm – 1 am

Sun 11 am – 3 pm

5 pm – 11 pm

***Here is a selection of the many dishes that we are pleased to offer –***

### RICE NOODLE DISHES

38. Special Rice Noodles £4.50

40. Shrimp Rice Noodles £4.10

45. Beef Rice Noodles £4.30

### FRIED RICE DISHES

57. Special Fried Rice £4.20

62. Chicken Fried Rice £3.95

64. Mushroom Fried Rice £3.60

65. Mixed Vegetable Fried Rice £4.00

### EXTRA PORTIONS

189. Beansprouts £1.95

190. Prawn Crackers £1.30

191. Sweet & Sour Sauce £1.15

# TEFL DEVIL – Instant Lessons

BEN TYERS – Available through [lulu.com](http://lulu.com)

## 49 - Menu - Numbers and Prices (B)

### INFORMATION



Food with numbers and prices.



### TIME

Estimated time of activity

### ANSWERS



1. Five pounds ninety pence. 2. Midnight. 3. Special Rice Noodles. 4. Number thirty-eight. It costs four pounds fifty pence. 5. Zero one three three four two, two four zero nine one zero two. 6. Seven pounds forty pence. 7. For six hours. 8. Number forty – Shrimp Rice Noodles. It costs four pounds ten pence. 9. One pound thirty pence. 10. Mixed Vegetable Fried Rice. 11. Sixteen pounds eighty-five pence. 12. Forty-six pounds ten pence. 13. One hundred and forty-eight Field Lane, Northover, NO twenty two, one JP. 14. Choose number forty – Shrimp Rice Noodles, number sixty-four – Mushroom Fried Rice, and number one hundred and ninety-one – Sweet & Sour Sauce,



### WARMERS

Draw some food on the WB, elicit the name of it and how much it costs.



### GAME

One student can be a customer, partner can be a waiter.  
Role play.



### IDEAS

Get students to make their own menu.



### PROBLEM AREAS

Pre teach required language for ordering / offering food before starting on the roleplay

*Note: write all numbers using words rather than figures.*

*For example: six pounds fifty pence **not** £6.50*

1. How much does it cost to order number sixty-two and number one hundred and eighty-nine?
2. What time does the restaurant close on Thursdays?
3. What is the most expensive dish?
4. What number is it and how much is it?
5. What is the phone number of the restaurant?
6. How much does it cost to order number forty-five with numbers one hundred and eighty-nine, and one hundred and ninety-one?
7. How long is the restaurant open for on a Monday?
8. What is the cheapest rice noodle dish and how much does it cost?
9. How much is number one hundred and ninety?
10. Which fried rice dish costs four pounds?
11. How much does it cost to order two number thirty-eights, with one number sixty-two, and three one hundred and nineties?
12. How much does it cost to order three number fifty-sevens, five of number forty, with six portions of bean sprouts and one portion of prawn crackers?
13. What is the address of the restaurant?
14. What is the *cheapest* way to have something from each category?
15. How many hours per week would you work if you worked every day except Sundays?

# TEFL DEVIL – Instant Lessons

BEN TYERS – Available through lulu.com

## 50 - Mixed – Questions and sentences (A)

### INFORMATION



Mixed selection of questions including pronouns and reasons why you do something.



**TIME**

20

### ANSWERS



Obvious answers, not needed

### WARMERS



Handout the worksheet, students complete and check. Make a note of students errors and teach as required

### GAME



Students make up their own sentences / questions.

### IDEAS



Students say what they did and where they went last weekend.

### PROBLEM AREAS



Good for most levels and filling in at the end of a lesson.



Use: **one, it, him, her, them, ...**

Did you buy a new sofa?	Yes, _____
Did you swim in that river?	Yes, _____
Did you ring his doorbell?	Yes, _____
Did you sit on this bench?	Yes, _____
Was there an apple on the counter?	Yes, _____
Did you drink a can of soda?	Yes, _____
Did you teach the students?	Yes, _____
Did you give a gift to Jill?	Yes, _____
Did you need a coat?	Yes, _____
Did you have your briefcase?	Yes, _____
Did you help Fred?	Yes, _____
Did you go shopping?	Yes, _____
Did you run to the park?	Yes, _____
Did you like the cookies?	Yes, _____

### What for?

I go to the post office to \_\_\_\_\_

I go to the bank to \_\_\_\_\_

I go to the bank for \_\_\_\_\_

Pam and Mary go into town to \_\_\_\_\_

The Bucks go to the valley to \_\_\_\_\_

Doctor Roberts goes to the hospital to \_\_\_\_\_

John goes to McDonalds to \_\_\_\_\_

I go to the supermarket to \_\_\_\_\_

# TEFL DEVIL – Instant Lessons

BEN TYERS – Available through lulu.com

## 51 – Mixed (B) – Family Tree - Questions

### INFORMATION



Family tree activity and mixed questions.



**TIME**

25



### ANSWERS

~~Not needed~~



### WARMERS

Draw your own family tree on the WB.



### GAME

Students write the name of five people in their family, partner has to guess the relationship.



### IDEAS

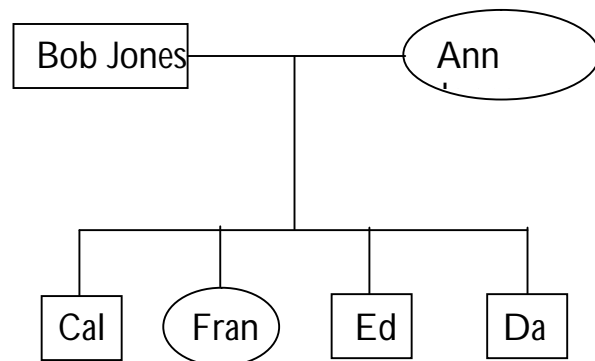
Student can make their own family tree and write sentences about the relationships of people.



### PROBLEM AREAS

Remember the possessive 's!

This is the Jones \_\_\_\_\_.  
 Bob and Ann have 4 \_\_\_\_\_.  
 Fran has 3 \_\_\_\_\_.  
 Ed, Cal and Dan are Fran's \_\_\_\_\_.  
 Bob is Ed's \_\_\_\_\_.  
 Cal and Ed are Bob's \_\_\_\_\_.  
 Cal has 2 \_\_\_\_\_ and 1 \_\_\_\_\_.  
 Bob is Ann's \_\_\_\_\_.  
 Bob and Ann have 3 \_\_\_\_\_ and 1 \_\_\_\_\_.  
 Dan is Mrs. Jones's \_\_\_\_\_.  
 Fran is Ed's \_\_\_\_\_.  
 Fran is Mr. Jones's \_\_\_\_\_.



Ann is Bob's \_\_\_\_\_.  
 Ann is Dan's \_\_\_\_\_.

Does the girl have an egg? Yes, she	do. ----- does.	Does Jill have a lemon? No, she	don't. ----- doesn't.
Does the boy have an apple? Yes, he	do. ----- does.	Do we have books? Yes, we	do. ----- does.
Do the men have a tent? No, they	don't. ----- doesn't.	Does Glenn have a dish? No, he	don't. ----- doesn't.
Do I have a fish? No, you	don't. ----- doesn't.	Do we have a river? No, we	don't. ----- doesn't.

Do you have a brother? Yes, No,	I	do. ----- does.	don't. ----- doesn't.
Do you eat snake? Yes, No,	I	do. ----- does.	don't. ----- doesn't.
Does the bird drink water? Yes, No,	it	do. ----- does.	don't. ----- doesn't.
Do you have a sister? Yes, No,	I	do. ----- does.	don't. ----- doesn't.
Do you have 2 eyes? Yes, No,	I	do. ----- does.	don't. ----- doesn't.
Do the men write? Yes, No,	they	do. ----- does.	don't. ----- doesn't.
Does the bird have a book? Yes, No,	it	do. ----- does.	don't. ----- doesn't.
Do you have a daughter? Yes, No,	I	do. ----- does.	don't. ----- doesn't.

# TEFL DEVIL – Instant Lessons

BEN TYERS – Available through [lulu.com](http://lulu.com)

## 52 - Modals – Signs and Notices

### INFORMATION



Anagrams of different signs and rules you will see in different places.



**TIME**

30

### ANSWERS



1. no smoking. 2. enter. 3. no dogs allowed. 4. danger. 5. fire exit. 6. closed. 7. out of order. 8. pull. 9. private. 10. queue here. 11. way out. 12. keep out. 13. vacancies. 14. toilets. 15. pay and display. 16. push. 17. open. 18. welcome. 19. no mobile phones. 20. please pay here.

### WARMERS



Draw an airport and plane on the WB. Elicit 20 rules / requirements using modals. For example: You have to wear your seatbelt when the plane takes off and lands. You don't have to eat the food on the plane. You mustn't smoke on the plane.

### GAME



Draw a O's and X's grid on the WB. Write a number in each square. At the side write 9 modals for each square. Students play by forming a modal on a given topic (school, bank, airport, home, etc.).

### IDEAS



Get the students to create their own list of class rules.

Compare children / teenagers / adults using modals.

Get students to write full sentences for each sign using a modal verb.



### PROBLEM AREAS

Sometimes it's possible to use must or have to, and the meaning is the same. In this case it is better to use must.

*Unscramble the words and write the signs and notices correctly:*

1. on skomnig \_\_\_\_\_
2. etner \_\_\_\_\_
3. on dgos awello \_\_\_\_\_
4. dnaegr \_\_\_\_\_
5. frie \_\_\_\_\_
6. cosled \_\_\_\_\_
7. tuo fo odrer \_\_\_\_\_
8. plul \_\_\_\_\_
9. pvirtae \_\_\_\_\_
10. geuue hree \_\_\_\_\_
11. wya uto \_\_\_\_\_
12. kpee otu \_\_\_\_\_
13. vicnaceas \_\_\_\_\_
14. tlietos \_\_\_\_\_
15. yap adn dplsaiy \_\_\_\_\_
16. psuh \_\_\_\_\_
17. oepn \_\_\_\_\_
18. wlcemoe \_\_\_\_\_
19. on mbolie pnoehs \_\_\_\_\_
20. pealse ayp hree \_\_\_\_\_

# TEFL DEVIL – Instant Lessons

BEN TYERS – Available through lulu.com

## 53 - Nonsense

### INFORMATION



Students deduce the meaning and type of speech of made up by reading the sentences.



TIME

20

### ANSWERS



**common nouns:** bolabod, flomp, belinop;

**proper nouns:** Brongbrong, Roytapo;

**verbs:** jinglop, hud, plirk, querpel, jepjev;

**adjectives:** gongly, jambry, jockling;

**adverb:** goomfie;

**prepositions:** briosh, blop;

**conjunctions:** fleb, cheeble;

**articles:** posky, jrempe.

For example, no.1 could read: "The *milk* (common noun) is very *cold* (adjective). I put it *in* (preposition) the fridge."

### WARMERS



Write the word flomp on the WB. Tell them about flomps. You can eat them, they're green, they're healthy, etc.. Keep going until the students guess you mean an apple. Get the students to do the same.

### GAME



20 questions (noun). Students use a made up word and say three facts about it. The rest of the group can ask 20 yes/no questions to and guess what it is.

### IDEAS



Students write three or four sentences about their last holiday. Swap. Other students have to guess the word and the part of speech.



### PROBLEM AREAS

Make sure the students understand that these are made up words and are not in the dictionary!

- a) Find and underline the twenty made-up words.  
b) Show what type of word each one is by writing them in the table.  
c) Write the sentences again; use a real word in place of each made-up word.

1. The bolabod is very gongly. I put it briosh the fridge.
2. I ate posky hot dog earlier and now I don't jinglop very goomfie.
3. Can you hud the flomp, please?
4. I need to plirk a jambry carpet.
5. Joe asked Brongbrong if she wanted to go to the belinop.
6. I put my bag blop the table but someone has querped it.
7. We came back from Roytapo this morning. We had a jockling holiday.
8. I don't like bacon fleb chicken, but I do like lamb cheeble beef.
9. Where did you put jremp remote control? I can't find it anywhere.
10. The party jepjev really good, wasn't it?

Write the wrong words below. Write what the correct word is, and the part of speech.

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# TEFL DEVIL – Instant Lessons

BEN TYERS – Available through lulu.com

## 54 - Numbers

### INFORMATION



Writing numbers using words.



**TIME**

25



### ANSWERS

All answers are numbers between one and thirty



### WARMERS

Board race. Shout out numbers, students have to run up to the WB and write the numbers in words.



### GAME

Students choose 6 numbers between 1 and 50. Play bingo.



### IDEAS

Get students to tell you about important dates in their country and why.



### PROBLEM AREAS

Practice makes perfect.



Part 1

- a) e i \_ \_ \_ e e \_
- b) \_ \_ e \_ \_ \_ - e i \_ \_ \_
- c) \_ i \_ e
- d) \_ \_ e \_ \_ \_ - \_ \_ o
- e) \_ i \_ e \_ e e \_
- f) e \_ e \_ e \_
- g) \_ i \_
- h) \_ e \_ e \_
- i) \_ \_ e \_ \_ \_ - \_ \_ \_ e e
- j) \_ \_ \_ \_ \_ \_
- k) \_ i \_ e
- l) \_ \_ e \_ \_ \_ - \_ o u \_

Part 2

- a) \_ \_ \_ \_ \_ e e \_
- b) \_ e \_ e \_ \_ e e \_
- c) o \_ e
- d) \_ \_ o
- e) \_ \_ e \_ \_ \_
- f) \_ \_ \_ e e
- g) \_ \_ e \_ \_ \_ - o \_ e
- h) \_ o u \_
- i) \_ e \_
- j) \_ \_ e \_ \_ e
- k) e i \_ \_ \_
- l) \_ o u \_ \_ e e \_

# TEFL DEVIL – Instant Lessons

BEN TYERS – Available through [lulu.com](http://lulu.com)

## 55 - Odd One Out (A)

### INFORMATION



A quiz where students must choose the odd one out and say why it wrong.



**TIME**

20



1. b) 2. c) 3. c) 4. a) 5. b) 6. c) 7. a) 8. b) 9. b) 10. c)

### WARMERS



Board race. Shout a topic. Students race to the board and write nouns for this topic. After discuss why each is the odd one out.

### GAME



Photocopy Xtra A at the back of the book and cut up. Students write a noun on each piece of paper. Shuffle them and give three to each student and they have to say which is the odd one out and why.

### IDEAS



Set as homework and students have to use the internet to find the answers.



### PROBLEM AREAS

Important notes. Things to look out for.

1. Which of the following was not a **wife of Henry VIII**?  
a) Anne Boleyn b) Catherine Howe c) Anne of Cleves d) Catherine Parr
2. Which of the following does not have a **Chinese year** named after it?  
a) tiger b) rat c) cat d) pig
3. Which of the following is not a **collective noun**?  
a) A company of actors b) A pack of wolves  
c) A clerk of owls d) A nye of pheasants
4. Which of the following is not a **Best Picture winner** at the Oscars®?  
a) Star Wars b) Chicago c) Forrest Gump d) Rain Man
5. Which of the following was **not invented in the 20<sup>th</sup> Century**?  
a) The aspirin b) The airship (rigid) c) The bicycle d) The escalator
6. Which of the following was not a **Pope** of the Roman Catholic Church?  
a) John Paul I b) Leo X c) Gregory XXI d) Pius XII
7. Which of the following was not one of the **Twelve Apostles**?  
a) Paul b) Peter c) Andrew d) James
8. Which of the following is not a **shipping area** around Great Britain and Ireland?  
a) Viking b) West Utsire c) Dogger d) Fastnet
9. Which of the following was not a **major battle** in world history?  
a) Somme b) Boston Fields c) Pearl Harbour d) Bunker Hill
10. Which of the following is not a **continent** of the world?  
a) Europe b) Asia c) Australia d) Africa

# TEFL DEVIL – Instant Lessons

BEN TYERS – Available through lulu.com

## 56 - Odd One Out (B)

### INFORMATION



Great quiz to use as filler in your class.



**TIME**

25

### ANSWERS



1. b) 2. c) 3. b) 4. c) 5. a) 6. c) 7. b) 8. d) 9. c) 10. c)

### WARMERS



Draw a world map on the WB. Students say which country is the one out from 4 or 5 selections. i.e. Switzerland because it is more mountainous than the other four. Adjust language to suit the level of the students.

### GAME



Students write three of their own ideas down, partner has to guess the odd one out.

### IDEAS



Liar liar. Students say three facts about themselves, two true and one false, partner has to guess which is false.



### PROBLEM AREAS

Preteach any vocabulary needed for the quiz

1. Which of the following was not a **Prime Minister of Great Britain**?  
a) David Lloyd George b) Alfred Disraeli c) Harold Wilson d) John Major
2. Which of the following is not a **member of NATO**?  
a) France b) Poland c) Russia d) Germany
3. Which of the following is not a **day of the week**?  
a) Monday b) Thursdays c) Tuesday d) Friday
4. Which of the following is not a **mountain** in the Himalayas?  
a) Everest b) K2 c) Kalahari d) Lhotse
5. Which of the following is not an **ocean**?  
a) Mediterranean b) Arctic c) Pacific d) Atlantic
6. Which of the following is not a **country**?  
a) Brazil b) Lithuania c) Africa d) Norway
7. Which of the following is not a **world religion**?  
a) Islam b) Bhuddist c) Christianity d) Judaism
8. Which of the following was not a **sovereign of the British Isles**?  
a) Henry IV b) Stephen c) Henry VIII d) George VII
9. Which of the following is not a **colour**?  
a) red b) lilac c) dark d) mauve
10. Which of the following is not a **verb infinitive**?  
a) undertake b) understand c) underneath d) undergo

# TEFL DEVIL – Instant Lessons

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## 57 - Odd One Out (C)

### INFORMATION



Quiz and vocabulary.



**TIME**

30



1. c) 2. b) 3. b) 4. c) 5. a) 6. a) 7. d) 8. b) 9. d) 10. c)



### WARMERS

Each student becomes a famous person. They discuss why someone is / isn't the odd one out.



### GAME

Get some pictures of famous people and students must say why each is the odd one out.



### IDEAS

Student must give other information that the three incorrect answers have in common.



### PROBLEM AREAS

Important notes. Things to look out for.

1. Which of the following is not an **English county**?  
a) Merseyside b) Kent c) Bedford d) Cheshire
2. Which of the following is not a **member of the Commonwealth**?  
a) Zambia b) Mexico c) The Seychelles d) New Zealand
3. Which of the following is not an **adjective**?  
a) usual b) nearly c) near d) good
4. Which of the following is not a **chemical element**?  
a) Silver b) Platinum c) Emerald d) Titanium
5. Which of the following was not **Poet Laureate**?  
a) W B Yeats b) Cecil Day Lewis c) William Wordsworth d) Ted Hughes
6. Which of the following is not a **traditional wedding anniversary gift**?  
a) stone b) lace c) paper d) ruby
7. Which of the following is not a **month of the year**?  
a) May b) June c) October d) winter
8. Which of the following is not a **public holiday in the UK**?  
a) Boxing Day b) St. George's Day c) Christmas Day d) Easter Monday
9. Which of the following is not a **fruit**?  
a) banana b) orange c) tangerine d) lemonade
10. Which of the following is not a **planet** of the solar system?  
a) Mars b) Uranus c) Sahara d) Earth

# TEFL DEVIL – Instant Lessons

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## 58 - Odd One Out (D)

### INFORMATION



Questions and discussions based on different facts.



**TIME**

30



1. b) 2. c) 3. d) 4. c) 5. c) 6. c) 7. c) 8. b) 9. b) 10. b)

### WARMERS



Explain the concept of odd one out by drawing groups of pictures on the WB. Elicit from students which is the odd one out and why.

### GAME



Liar Liar variation. Students say three facts about themselves, partner has to say why one is the odd one out.

### IDEAS



Write the names of ten cities on the WB, students have to say why each is the odd one out.



### PROBLEM AREAS

Give clear examples of what the students must do.



1. Which of the following is not an **English city**?  
a) Southampton b) Stirling c) Bristol d) Birmingham
2. Which of the following is not a **Formula 1 World Drivers' Championship-winning team**?  
a) Ferrari b) McLaren c) Honda d) Mercedes
3. Which of the following is not a **Knight of the Round Table**?  
a) Sir Gawain b) Sir Galahad c) Sir Gareth d) Sir Will
4. Which of the following is not one of the **seven deadly sins**?  
a) sloth b) pride c) cowardice d) gluttony
5. Which of the following is not one of the **twelve days of Christmas**?  
a) nine ladies dancing b) seven swans a-swimming  
c) ten lads a-leaping d) two turtle doves
6. Which of the following is not one of the **seven dwarfs** in Disney's "Snow White and the Seven Dwarfs"?  
a) Happy b) Grumpy c) Dozey d) Bashful
7. Which of the following is not a **musical expression**?  
a) mezzo b) fortissimo c) lardo d) troppo
8. Which of the following is not a **famous scientist**?  
a) Michael Faraday b) Aristophanes c) Pythagoras d) Albert Einstein
9. Which of the following is not a **bone in the human body**?  
a) femur b) luna c) patella d) clavicle
10. Which of the following is not a **Roman god**?  
a) Venus b) Aphrodite c) Mercury d) Bacchus

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## 59 - Office Pictures

### INFORMATION



Items that you find in office or at school



**TIME**

20



### ANSWERS

Not needed.



### WARMERS

Handout sheet and elicit names of items, preteach where required.



### GAME

Cut up into pieces and handout, students have to guess the item by asking questions that can be answered with yes or no.



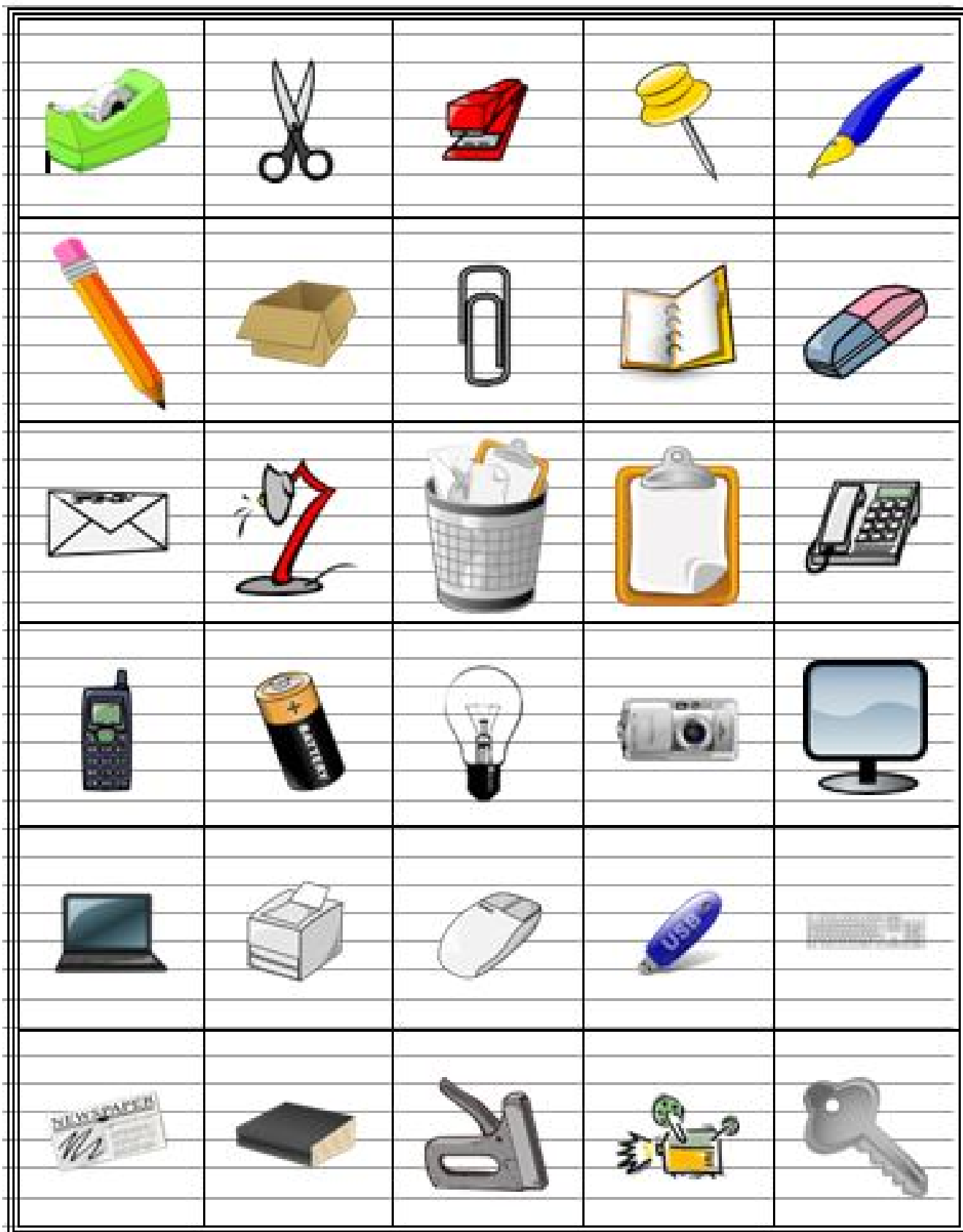
### IDEAS

Get students to choose which 10 items they would have in their office and why.



### PROBLEM AREAS

Important notes. Things to look out for.



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## 60 - Past Continuous

### INFORMATION



Using past. continuous when talking about what was happening at a time in the past



**TIME**

25



### ANSWERS

Students own answers.



### WARMERS

Draw a clock on the WB. Draw the hands. Elicit questions and answers.



### GAME

Students imagine a crime was committed and ask each other what they were doing at a certain time. If a student makes a mistake, they get a point. Student with the most point is the criminal.



### IDEAS

*Ask your partner about what they were doing yesterday and complete the sentences again. Or think of a famous person and imagine what they were doing!*



### PROBLEM AREAS

Past continuous is usually contrasted with something, a time, another action or an event.

*Write about what you were doing yesterday at the following times. Use the past continuous form and try to use a different verb for each sentence.*

*For example: **At 4 pm I was reading a book.***

1. At 6.30 am \_\_\_\_\_
2. At 7.45 am \_\_\_\_\_
3. At 8.25 am \_\_\_\_\_
4. At 9.05 am \_\_\_\_\_
5. At 10.40 am \_\_\_\_\_
6. At 11.15 am \_\_\_\_\_
7. At 12.50 pm \_\_\_\_\_
8. At 2 pm \_\_\_\_\_
9. At 3.23 pm \_\_\_\_\_
10. At 4 pm \_\_\_\_\_
11. At 5.35 pm \_\_\_\_\_
12. At 6.48 pm \_\_\_\_\_
13. At 7.55 pm \_\_\_\_\_
14. At 9.05 pm \_\_\_\_\_
15. At 11 pm \_\_\_\_\_

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## 61 - Past Simple – To be (A)

### INFORMATION



Sentences in present simple and past simple and questions in past simple with short answers



**TIME**

25

### ANSWERS



Not needed, obvious answers.

### WARMERS



Say some sentences in present simple, elicit the past simple from the students.

### GAME



Quick fire – get one student to say a sentence in present simple, next student has to say the past simple and then say a sentence in present simple, continue around the room.

### IDEAS



Students can write ten sentences about a famous person using past to be (was/were).

### PROBLEM AREAS



Encourage use of full sentences.

The man is at work today.	<u>The man was at work yesterday.</u>	<u>Was the man at work yesterday?</u>	<u>Yes, he was.</u>
The milk is <b>sour</b> today.	The milk _____ _____ yesterday.	_____ the milk _____ yesterday?	No, _____
Van's dogs are hungry today.	_____ _____ yesterday.	_____ yesterday?	Yes, _____ _____
She's in the hospital today.	_____ _____ _____	_____ _____ _____	No, _____ _____
They're at the library today.	_____ _____ _____	_____ _____ _____	Yes, _____ _____
It's cold today.	_____ _____ _____	_____ _____ _____	Yes, _____ _____
Mary is town today.	_____ _____ _____	_____ _____ _____	No, _____ _____
It's hot and sunny today.	_____ _____ _____	_____ _____ _____	No, _____ _____
We're in school today.	_____ _____ _____	_____ _____ _____	Yes, _____ _____

# TEFL DEVIL – Instant Lessons

BEN TYERS – Available through lulu.com

## 62 - Past Simple – To be (B)

### INFORMATION



Continued pattern practice with present simple V past simple



**TIME**

40

### ANSWERS



Obvious answers, not needed.

### WARMERS



Say a sentence in present simple and students repeat and then say the past simple.

### GAME

Alibi



Imagine a crime has been committed, students have to say what they did yesterday as an alibi. Two students can be police and the rest suspects. The student who makes the most mistakes is sent to prison.

### IDEAS



Students go on holiday and then come back and talk about their holiday.

### PROBLEM AREAS



Pattern practice is the key to learning past simple.



The man is at work today.	<u>The man was at work yesterday.</u>	<u>Was the man at work yesterday?</u>	<u>Yes, he was.</u>
He's at his girlfriend's house today.	_____	_____	Yes, _____
	_____	_____	_____
	_____	_____	_____
The clouds are pretty today.	_____	_____	Yes, _____
	_____	_____	_____
	_____	_____	_____
You're at the supermarket today.	_____	_____	No, _____
	_____	_____	_____
	_____	_____	_____
My neighbors are at home today.	_____	_____	No, _____
	_____	_____	_____
	_____	_____	_____
Sue's boyfriend is hungry today.	_____	_____	Yes, _____
	_____	_____	_____
	_____	_____	_____
It's rainy today.	_____	_____	Yes, _____
	_____	_____	_____
	_____	_____	_____
It's cloudy and windy today.	_____	_____	No, _____
	_____	_____	_____
	_____	_____	_____

# TEFL DEVIL – Instant Lessons

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## 63 - Past Simple v Present Perfect (A)

### INFORMATION



Compares completed actions in past simple and completed actions in present perfect



**TIME**

25



### ANSWERS

Self explanatory



### WARMERS

Talk about some experiences in your life using present perfect. Talk about what you did on different days last week using past simple.



### GAME

Talk about experiences in the students life and get information using past simple questions.



### IDEAS

Get the students to make their own time line and present it using past simple and present perfect.



### PROBLEM AREAS

If you say when something happened, use past simple.

★★★ TODAY IS Wednesday, February 12<sup>th</sup>, 2008 ★★★

DATE	DIARY ENTRY
March 13, 2005	We painted our house.
August 28, 2006	We painted our house.
April 14, 2007	We sold our old house, and we bought our new house.
April 21, 2007	We painted our house.
May 16, 2007	Our stove is broken. We phoned Mr. Lopez at the repair shop; he'll come tomorrow.
May 17, 2007	Mr. Lopez came and repaired our stove.
May 25, 2007	The stove is broken again; Mr. Lopez came today and fixed it.
June 1, 2007	Our stove is broken again! We threw it away, and bought a new stove.
September 24, 2007	We went shopping; we bought a new hat and 2 new ties.
November 2, 2007	We bought two new blouses and a jacket.
December 8, 2007	We went to the department store, and bought a new suit and a new dress.
February 2, 2008	We played cards with Gail and Jason this afternoon.
February 7, 2008	We played cards with Gail and Jason after work.

Write your answers under the questions; then, write "**and**" or "**but**" between your answers.

How many times <b>did</b> we <b>paint</b> our <b>old</b> house?		How many times <b>have</b> we <b>painted</b> our <b>new</b> house?
How many times <b>did</b> Mr. Lopez <b>repair</b> our <b>old</b> stove?		How many times <b>has</b> Mr. Lopez <b>repaired</b> our <b>new</b> stove?
How many times <b>did</b> we <b>play</b> cards with Gail and Jason <b>in January</b> ?		How many times <b>have</b> we <b>played</b> cards with Gail and Jason <b>this month</b> ?
How many times <b>did</b> we <b>buy</b> clothing <b>last year</b> ?		How many times <b>have</b> we <b>bought</b> clothing <b>this year</b> ?

# TEFL DEVIL – Instant Lessons

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## 64 - Past Simple v Present Perfect (B)

### INFORMATION



A short diary that students use to form sentences in present perfect or past simple

TIME



30

### ANSWERS



Not needed, obvious answers.

### WARMERS



See previous teacher's page.

### GAME



Travel the world. Draw a world map on the WB, students visit different countries and say what they done, for example **I've drunk vodka in Russia.**

### IDEAS



Tell / Elicit the story of goldilocks and the three bears.  
Elicit the past simple / present perfect where needed.

### PROBLEM AREAS



If you are talking about a finished action in the past, use past simple. If you are talking about a finished action in the current time frame (this year, today, in my life), use present perfect.

★★★ TODAY IS Wednesday, February 12<sup>th</sup>, 2008 ★★★

Wednesday, Jan. 8, 2003	I had to work late tonight. And I cut my arm, too!
Tuesday, Jan. 14, 2003	After work, I taught Mrs. Gonzalez English
Thursday, Jan. 16, 2003	I stopped working at 11pm tonight.
Saturday, Jan. 18, 2003	I went to the movies with some friends.
Monday, Jan. 20, 2003	This afternoon I burned 2 fingers on my left hand.
Tuesday, Jan. 21, 2003	After work, I taught Mrs. Gonzalez again.
Wednesday, Jan. 22, 2003	I got a bruise on my leg at work today.
Thursday, Jan. 23, 2003	Today I quit my old job. I was having a lot of trouble with it.
Monday, Jan. 27, 2003	Today I started my new job.
Tuesday, Jan. 28, 2003	I had another class with Mrs. Gonzalez.
Tuesday, Feb. 4, 2003	I slept badly last night. Mrs. Gonzalez was sick; no English class.
Wednesday, Feb. 5, 2003	I didn't sleep well last night.
Thursday, Feb. 6, 2003	I left work at 10pm; I'm very tired.
Tuesday, Feb. 11, 2003	Another English class with Mrs. Gonzalez.

Write your answers under the questions; then, write "**and**" or "**but**" between your answers.

How many times did Jane work late at her old job?		How many times has Jane worked late at her new job?
How many times did Jane hurt herself at her old job?		How many times has Jane hurt herself at her new job?
How many times did Jane sleep badly last week?		How many times has Jane slept badly this week?
How many times did Jane teach Mrs. Gonzalez last month?		How many times has Jane taught Mrs. Gonzalez this month?

# TEFL DEVIL – Instant Lessons

BEN TYERS – Available through lulu.com

## 65 - Past Simple v Present Perfect (C)

### INFORMATION



Another diary aimed at pattern practice for identifying the correct tense.



**TIME**

30

### ANSWERS



Not needed, obvious answers.



### WARMERS

Draw a famous person who has been in the news onto the WB, elicit facts in past simple and present perfect.



### GAME

Get students to interview their partner to find out facts and then report back to group.

### IDEAS



Do a time line of a famous person (popstar / politician) and elicit facts in past simple or present perfect.



### PROBLEM AREAS

Important notes. Things to look out for.

★★★ TODAY IS Wednesday, February 12<sup>th</sup>, 2008 ★★★

Jan. 4, 2003	Sue and I went to the movies tonight.
Jan. 7, 2003	I saw a pretty good movie with Sue.
Jan. 10, 2003	Sue and I are having trouble. We were yelling tonight.
Jan. 11, 2003	Sue and I went to a restaurant for dinner. After that, we watched a movie, but it wasn't very good.
Jan. 13, 2003	Yelling and fighting with Sue again. She cried, and I went home.
Jan. 14, 2003	I talked to Sue on the telephone today. We aren't happy. We won't be boyfriend and girlfriend any more.
Jan. 24, 2003	I played cards and drank beer with some friends.
Jan. 28, 2003	I have a new girlfriend now. Her name is Anna.
Jan. 31, 2003	Anna and I had dinner together. Then, we saw a very funny movie.
Feb. 8, 2003	Anna and I went camping in the valley. We had a good time.
Feb. 9, 2003	I don't feel very well today.
Feb. 10, 2003	My head was hurting all day today. I think I'm getting sick.
Feb. 11, 2003	I had another headache today. I phoned Dr. Hunt in the morning, and in the afternoon, but he had too many patients today.
Feb. 12, 2003	My head hurts again. I phoned Dr. Hunt again; he says he can see me tomorrow.

Write your answers under the questions; then, write **"and"** or **"but"** between your answers.

How many times did David camp in the valley with his old girlfriend?	How many times has David camped in the valley with his new girlfriend?
How many times did David have a headache last week?	How many times has David had a headache this week?
How many times did David phone Dr. Hunt yesterday?	How many times has David phoned Dr. Hunt today?
How many times did David watch a movie with his old girlfriend?	How many times has David watched a movie with his new girlfriend?

## 66 - Past Simple V Present Perfect (D)

### INFORMATION



Bob's life for the past thirty three years. Students read the facts / complete and then answer the questions. (2 pages)



**TIME**

35



### ANSWERS

As worksheet. Obvious answers.



### WARMERS

Make a timeline on the WB. Use it to put on facts about you or a famous person. Elicit which facts are still true, which are finished and which are past events relevant to the present. Get the students to tell you, using the correct tense.



### GAME

In pairs one student can be Bob, the other an interviewer.



### IDEAS

Students make their own timeline and then present to the class.



### PROBLEM AREAS

Make sure students understand why past simple or present perfect is used, using the context of the worksheet.



**Age    Important Events**

- |    |  |
|----|--|
| 0  | Born 1954  |
| 6  | Started school   |
| 12 | Started magazine delivery service                          |
| 13 | Started playing tennis                                     |
| 15 | Employed four other boys for magazine delivery service     |
| 17 | Sold magazine delivery service for £20,000                 |
| 17 | Went to Oxford University                                  |
| 18 | Won Oxford State tennis championship                       |
| 19 | Started 'Supersoft' software company with roommate         |
| 20 | Sold 'Supersoft' for £400,000                              |
| 21 | Graduated from University                                  |
| 22 | Met Josine   |
| 23 | Started work for Brown and Bran Inc. in London             |
| 25 | Married first wife, Josine                                 |
| 26 | First son born, Josh                                       |
| 26 | Promoted to Manager of International Sales                 |
| 27 | Won London Business Club's International Businessman Award |
| 28 | Left Brown and Bran Inc.                                   |
| 28 | Started New Media Associates Inc. in London                |
| 29 | Divorced Josine  |
| 30 | Won 'New Business Innovation' award                        |
| 31 | Met and married second wife, Angela                        |
| 32 | Second son, Philip, born                                   |
| 33 | Won over-thirty tennis tournament of Oxford                |

# TEFL DEVIL – Instant Lessons

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## Exercise 1

Correct the sentences with mistakes.

- Bob has been starting three businesses.
- Bob has been living in London since he was 23.
- Bob won two tennis tournaments.
- Bob has been married twice.
- Bob had two sons.
- Bob works at New Media Associates Inc. since he was 28.

## Exercise 2

Ask questions about Bob Anderson.

- When (start school)
- How many businesses (create)
- How long (live in Oxford)
- How many sons (have)
- How many business awards (win)
- How long (married first wife)
- How long (married second wife)
- How long (play tennis)
- How much (sell Supersoft)
- When (establish first business)
- How many degrees (receive)
- Which universities (attend)
- How long (work at Brown and Bran Inc.)
- How much (sell first business)
- How many tennis tournaments (win)

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## 67 - Past Simple v Present Perfect (E)

### INFORMATION



Verbs in their base form that can be used for a range of activities.



**TIME**

30

### ANSWERS



None

### WARMERS



Ask **have you ever** questions.....for example have you ever slept outside? Have you ever eaten Chinese food? .

### GAME



Yes / No game. Students ask have you ever..... if yes they then ask two questions in past simple to get more information.

### IDEAS



Students pick 8 squares, partner has to guess by asking have you ever questions.

### PROBLEM AREAS



Get students to practice short and long answers. For example **yes, I have** or yes, I've eaten Chinese food.

<b>EAT</b>	<b>SLEEP</b>	<b>DRINK</b>
<b>SEE</b>	<b>RIDE</b>	<b>DRIVE</b>
<b>SING</b>	<b>LOST</b>	<b>FIND</b>
<b>PLAY</b>	<b>LISTEN</b>	<b>STUDY</b>
<b>CRY</b>	<b>SWIM</b>	<b>KISS</b>
<b>GO</b>	<b>TELL</b>	<b>MADE</b>
<b>MEET</b>	<b>SIT</b>	<b>WAKE</b>
<b>DO</b>	<b>BUY</b>	<b>CATCH</b>
<b>DROP</b>	<b>WIN</b>	<b>FLY</b>

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## 68 - Past Simple V Present Perfect (F)

### INFORMATION



Board that students can use to build structures or make a board game.



**TIME**

30

### ANSWERS



Answers to any exercises.

### WARMERS



Elicit the past simple and past participle of some verbs.

### GAME



Students write as many as they can in 5 minutes, winner with the most.

### IDEAS



Play drilling, say a verb and elicit the past forms of the verb.

### PROBLEM AREAS



The past participle of to be is been and gone.

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## 69 - Past Simple Questions and Answers

### INFORMATION



Mixture of sentence in present and past simple. Students must use the correct verb form.



**TIME**

25

### ANSWERS



Not needed, obvious answers.

### WARMERS



Say a sentence in present simple elicit a question in present simple and past simple.

### GAME



Board race. Students have two minutes to write as many past simple verbs on the WB as they can.

### IDEAS



Elicit a sentence for each of the verbs on the WB.

### PROBLEM AREAS



Encourage students to write clearly when doing board work.



	STATEMENTS	QUESTIONS	ANSWERS
<i>present</i>	Bud has breakfast ____ 7 o'clock.	Does _____ _____?	Yes, _____ _____
<i>past</i>	<b><u>Bud had</u></b> _____ _____	Did _____ _____?	No, _____ _____
<i>present</i>	Mary is tired today. _____ _____	Is _____ _____?	No, _____ _____
<i>past</i>	<b><u>Mary was</u></b> _____ _____	Was _____ _____?	Yes, _____ _____
<i>present</i>	There is some milk ____ the fridge. _____ _____	_____ _____?	Yes, _____ _____
<i>past</i>	_____ _____ _____	_____ _____?	Yes, _____ _____
<i>present</i>	Sue has lunch _____ her friends. _____ _____	_____ _____?	No, _____ _____
<i>past</i>	_____ _____ _____	_____ _____?	No, _____ _____

## 70 - Past Tense Hypothetical INFORMATION



A worksheet and different ideas for making past tense hypothetical (3<sup>rd</sup> conditional) sentences.



**TIME**

25

### ANSWERS

Billy hit his little sister,  
SO she started crying.  
BUT he shouldn't have hit his little sister.  
BECAUSE IF he hadn't hit his little sister,  
THEN she wouldn't have started crying.



I didn't eat breakfast this morning,  
SO I'm very hungry.  
BUT I {wish I had | should have} eaten breakfast this morning.  
BECAUSE IF I had eaten breakfast this morning,  
THEN I wouldn't be so hungry.  
Students can complete the others in a similar logical way.

### WARMERS

Handout the worksheet and complete the first example as a group.



### GAME

Round the room, linked sentences. One student says a sentence next adds to it and so on.



### IDEAS

Get the students to make their own examples.



### PROBLEM AREAS

Encourage students to use full sentences.



	I yelled at her,
<b>SO</b>	she went home.
<b>BUT</b>	<b>I shouldn't have yelled at her      [OR] I wish I hadn't yelled at her.</b>
<b>BECAUSE IF</b>	<b>I hadn't yelled at her,</b>
<b>THEN</b>	<b>she wouldn't have gone home.</b>

Complete the following in the same way:

	Billy hit his little sister,
<b>SO</b>	she started crying.
	I didn't eat breakfast this morning,
<b>SO</b>	I'm very hungry.
	You forgot to add the butter,
<b>SO</b>	the cookies don't taste right.
	Molly wrote on the kitchen wall,
<b>SO</b>	her mother is angry at her.
	There wasn't any bread in the fridge,
<b>SO</b>	Bob didn't make a sandwich.
	We didn't have enough time,
<b>SO</b>	I didn't teach you everything.
<b>ACTION</b>	Ray didn't finish high school,
<b>SO</b>	he can't get a good job.
	I hurt my leg last week,
<b>SO</b>	I couldn't play baseball yesterday.

### Now make your own

We spent all of our money,  
I was exhausted last night,  
My car broke down last week,  
I didn't do my homework,  
I broke up with my boyfriend / girlfriend,  
I didn't go to class yesterday,

## 71 - Past Tense Questions and Answers

### ANSWERS



Students guess the missing verb from the context of the sentence.



### WARMERS

Write a sentence on the WB missing out a word or two, students have to guess the missing word.



### GAME

Use the worksheet and give points for the best idea.



### IDEAS

Students make their own sentences with missing words, partner has to guess the missing words.



### PROBLEM AREAS

Be fair when giving out points.

SENTENCE	QUESTION	ANSWER
Mr. Hill _____ his shop at 8am yesterday.	Did _____ _____?	Yes, _____ _____
We _____ at the pictures yesterday.	_____ _____?	Yes, _____ _____
Cal _____ his teeth last night.	_____ _____?	No, _____ _____
The boy _____ the ball with his foot.	_____ _____?	Yes, _____ _____
Kim _____ her mother for the gift yesterday.	_____ _____?	No, _____ _____
They _____ for ducks with guns last week.	_____ _____?	Yes, _____ _____
The girls _____ ball and _____ rope yesterday.	_____ _____?	No, _____ _____
Liz _____ dinner for me last night.	_____ _____?	No, _____ _____
They _____ on the phone yesterday.	_____ _____?	No, _____ _____
He _____ lunch at home yesterday.	_____ _____?	Yes, _____ _____

## 72 - Past Tense Irregular

### INFORMATION



A mixture of questions and sentences in present and past simple.



**TIME**

25

### ANSWERS



All questions are can you / can Bob / etc.

### WARMERS



Ask students can you questions. For example; Can you swim? Can you play piano? ... Bob can play piano .. Lisa can't swim

### GAME



Use the XTRA sheet for creating class surveys at the back of the book. Students can form their own can questions and then report back.

### IDEAS



Elicit information about famous people and what they can and can't do.

### PROBLEM AREAS



Try to get the students to form questions using **and** and **but** for example; Elton John can sing and play the piano. Bob can dance but he can't sing.

STATEMENT	QUESTION	ANSWERS
You can go into town by bus.	_____	Yes, _____
	_____	No, _____
Jill can speak English well.	_____	Yes, _____
	_____	No, _____
Cal can run very fast.	_____	Yes, _____
	_____	No, _____
I can eat these cookies.	_____	Yes, _____
	_____	No, _____
We can talk with him now.	_____	Yes, _____
	_____	No, _____

Did the boy _____ in this chair yesterday?	Yes, he _____ in it. No, he didn't _____ in it.
Did Kim _____ a new jacket for \$70 last week?	Yes, she _____ one. No, she _____ one.
Did Ed _____ English to the students last night?	Yes, _____ No, _____
Did the men _____ a lot of beer last weekend?	Yes, _____ No, _____
Did your friends _____ any gifts to you last year?	_____

# TEFL DEVIL – Instant Lessons

BEN TYERS – Available through lulu.com

## 73 - Past Perfect (A)

### INFORMATION



Using past perfect to contrast two actions / activities in the past.



**TIME**

30

### ANSWERS



Obvious, not needed..



### WARMERS

On the WB write three things you have done today, elicit about them in past perfect.



### GAME

Photocopy and cut up Xtra A at the back of the book. Handout pieces of paper and get students to write a sentence in past simple. Collect them up and then give each student two pieces of paper which they combine to form a sentence in past perfect.



### IDEAS

Ask the students what they had already done or not done yet by a point of time in their lives, ie their tenth birthday or when they got married.



### PROBLEM AREAS

Make sure students form the past perfect correctly before playing the game. Give a clear example of what you want them to do.



I made plans before you invited me.

**When you invited me,** \_\_\_\_\_

He left before the snow froze into ice.

**When he left,** \_\_\_\_\_

When the movie ended, we weren't in the theatre any more.

\_\_\_\_\_  
When the plane departed, Dave was still at the gate.

\_\_\_\_\_  
They had dinner before I arrived.

\_\_\_\_\_  
When I got to the park, they weren't playing any more.

\_\_\_\_\_  
When the bell rang, Kay was still working on the test.

\_\_\_\_\_  
All the bread was sold before I got to the store.

\_\_\_\_\_  
When I asked her for my book, she said she was still reading it.

\_\_\_\_\_  
Fran found out about it before I told her.

# TEFL DEVIL – Instant Lessons

BEN TYERS – Available through lulu.com

## 74 - Past Perfect (B)

### INFORMATION



Students use the result of an action to write the cause of the action in past perfect.



**TIME**

25

### ANSWERS



Students answers.

### WARMERS



Make a timeline of three you did today, elicit the past perfect.

### GAME



Students can travel to six countries and then talk about their experiences using past perfect.

### IDEAS



Get the students to talk about their previous weekend using past perfect.

### PROBLEM AREAS



Make sure students use the correct order of events when using past perfect.

**My head hurt***when I woke up this morning because I had been to a nightclub. .**when I woke up this morning because I hadn't taken my medicine.*

My house burnt down

---

---

I missed the train

---

---

I broke my leg

---

---

I passed my exams

---

---

My rug got ruined

---

---

My friend shouted at me

---

---

My computer broke

---

---

# TEFL DEVIL – Instant Lessons

BEN TYERS – Available through lulu.com

## 75 - Prefixes (A)

### INFORMATION



Students form words by inserting a prefix and then using the same prefix to make a new word.



TIME

20

### ANSWERS



Answers to the second part of this question will vary. Examples are shown in brackets. 1. **under**stand (underneath). 2. **a**float (awake). 3. **bi**cycle (bilateral). 4. **super**market (superstar). 5. **fore**ground (forehead). 6. **co**operate (coexist). 7. **inter**national (interview). 8. **de**crease (destabilise). 9. **dis**own (discover). 10. **in**complete (incompetent). 11. **over**work (overuse). 12. **un**do (unexpected). 13. **mis**lead (mistake). 14. **re**turn (reuse). 15. **sub**conscious (subdivision).

### WARMERS



Write some prefixes on the WB and elicit some words using those prefixes.

### GAME



Quick fire. Say a prefix and elicit words with that prefix.

### IDEAS



Get the students to form sentences using a word with a prefix.

### PROBLEM AREAS



Most prefixes share a common meaning, for example; bi means to, dis means negative.

*Add the correct prefix to each of the words below, then write another word beside it that has the same prefix:*

a bi co de dis inter

over re super under sub un

fore mis in

1. \_\_\_\_\_ stand \_\_\_\_\_
2. \_\_\_\_\_ float \_\_\_\_\_
3. \_\_\_\_\_ cycle \_\_\_\_\_
4. \_\_\_\_\_ market \_\_\_\_\_
5. \_\_\_\_\_ ground \_\_\_\_\_
6. \_\_\_\_\_ operate \_\_\_\_\_
7. \_\_\_\_\_ national \_\_\_\_\_
8. \_\_\_\_\_ crease \_\_\_\_\_
9. \_\_\_\_\_ own \_\_\_\_\_
10. \_\_\_\_\_ complete \_\_\_\_\_
11. \_\_\_\_\_ work \_\_\_\_\_
12. \_\_\_\_\_ do \_\_\_\_\_
13. \_\_\_\_\_ lead \_\_\_\_\_
14. \_\_\_\_\_ turn \_\_\_\_\_
15. \_\_\_\_\_ conscious \_\_\_\_\_

# TEFL DEVIL – Instant Lessons

BEN TYERS – Available through lulu.com

## 76 - Prefixes (B)

### INFORMATION



Students fill the gaps using a suffix and then change the meaning by adding a suffix.



**TIME**

20

### ANSWERS



1. abominable. 2. admissible. 3. audible. 4. achievable. 5. believable.  
6. comfortable. 7. compatible. 8. considerable. 9. debatable.  
10. excitable. 11. fashionable. 12. feasible. 13. flexible. 14. forgettable.  
15. gullible. 16. illegible. 17. incredible. 18. inedible. 19. inevitable.  
20. infallible. 21. insensible. 22. insufferable. 23. invisible.  
24. knowledgeable. 25. laughable. 26. legible. 27. memorable.  
28. noticeable. 29. possible. 30. preferable. 31. questionable.  
32. reliable. 33. responsible. 34. sensible. 35. suitable. 36. terrible.  
37. unacceptable. 38. unsuitable. 39. visible. 40. washable.

### WARMERS



Get the students to complete the worksheet the best they can.

### GAME



Students bid on the missing words.

### IDEAS



Students write a dictionary definition of new words.



### PROBLEM AREAS

Practice makes perfect.

1. abomin \_\_\_\_\_
2. admiss \_\_\_\_\_
3. aud \_\_\_\_\_
4. achiev \_\_\_\_\_
5. believ \_\_\_\_\_
6. comfort \_\_\_\_\_
7. compat \_\_\_\_\_
8. consider \_\_\_\_\_
9. debat \_\_\_\_\_
10. excit \_\_\_\_\_
11. fashion \_\_\_\_\_
12. feas \_\_\_\_\_
13. flex \_\_\_\_\_
14. forgett \_\_\_\_\_
15. gull \_\_\_\_\_
16. illeg \_\_\_\_\_
17. incred \_\_\_\_\_
18. ined \_\_\_\_\_
19. inevit \_\_\_\_\_
20. infall \_\_\_\_\_
21. insens \_\_\_\_\_
22. insuffer \_\_\_\_\_
23. invis \_\_\_\_\_
24. knowledge \_\_\_\_\_
25. laugh \_\_\_\_\_
26. leg \_\_\_\_\_
27. memor \_\_\_\_\_
28. notice \_\_\_\_\_
29. poss \_\_\_\_\_
30. prefer \_\_\_\_\_
31. question \_\_\_\_\_
32. reli \_\_\_\_\_
33. respons \_\_\_\_\_
34. sens \_\_\_\_\_
35. suit \_\_\_\_\_
36. terr \_\_\_\_\_
37. unaccept \_\_\_\_\_
38. unsuit \_\_\_\_\_
39. vis \_\_\_\_\_
40. wash \_\_\_\_\_

Now add prefixes / suffixes to give the words a new meaning. NOTE: with some you can't add a prefix.

# TEFL DEVIL – Instant Lessons

BEN TYERS – Available through lulu.com

## 77 - Prepositions (A)

### INFORMATION



Gap fill where the correct preposition is written into a box.



**TIME**

15

### ANSWERS



None.

### WARMERS



Pre teach as required.

### GAME



Students bid on the missing words.

### IDEAS



Get the students to write their own sentences.



### PROBLEM AREAS

No problems expected.



Complete the text using prepositions, other words or nothing.

Don Oliver is a Policeman  a big city. Don watches  the traffic. He has a big black whistle. He tells  the cars when  stop and go. The cars stop when Don puts  his hand. Today, Don is standing  Center Street and First Street.

A little red car comes   a car park. It is going very fast.

It passes  another car. Don whistles  the red car. The red car stops. Don tells the man  the car, "You were going too fast."

Don writes a fine, and gives it  the driver.

A big black car is going  Center Street. It turns left  First Street.

Don yells  the black car. The black car stops.

Don tells  the woman  the car, "You cannot  turn left  First Street." Don writes a fine  the woman.

A pink car stops  the street. Don tells the car  go, but it does not start.

A girl is driving  the car. She says, "I can't  start my car. Is the battery dead?"

Don looks  the bonnet  her car.

"No, the battery is not dead," he says. "I can fix your car quickly."

Don helps the girl  starting her car, but he does not give  her a fine. She thanks Don  helping her  fix the car.

# TEFL DEVIL – Instant Lessons

BEN TYERS – Available through [lulu.com](http://lulu.com)

## 78 - Prepositions (B)

### INFORMATION



Another gap fill exercise.  
Students complete and then read  
the texts.



**TIME**

15

### ANSWERS



Not needed, obvious answers..

### WARMERS



Pre teach some prepositions.

### GAME



Students bid on the missing word.

### IDEAS



Get the students to write their own sentences.



### PROBLEM AREAS

None expected.

Complete the text using prepositions, other words or nothing.

A little boy is coming back  school.

"I live  that big building  the street," he tells  Don.

Don stops the traffic  his whistle. He helps the little boy  walk  the street  his building.

A woman is running  the street. She is running  a bus.

"I must  get  that bus," she tells Don. "I am going  work.

But the bus won't  stop." Don stops the bus  her.

He stops the bus  leaving without the woman.

Don Oliver works hard. He helps traffic go  and  the street.

He helps many people  the city.

People do not get hurt  traffic when Don is working.

# TEFL DEVIL – Instant Lessons

BEN TYERS – Available through lulu.com

## 79 - Prepositions (C)

### INFORMATION



Using different prepositions in a range of contexts.



**TIME**

20

### ANSWERS



None.

### WARMERS



Complete the worksheet.

### GAME



Students bid on which word should fill the gap.

### IDEAS



Get the students to write their own sentences.



### PROBLEM AREAS

None expected.

Use *at, for, in, on, to*.

He isn't giving a big present \_\_\_\_ his mother.

I'm looking \_\_\_\_ my watch. Where is it?

I'm putting a piece of cheese \_\_\_\_ my sandwich.

Van goes \_\_\_\_ class \_\_\_\_ Wednesday \_\_\_\_ 7:30pm.

My mother makes breakfast \_\_\_\_ us \_\_\_\_ the morning.

Mr. Oliver thanks his students \_\_\_\_ the gift.

I'm looking \_\_\_\_ the gold rings \_\_\_\_ the box.

Ann's husband is signing the papers \_\_\_\_ her.

His family lives \_\_\_\_ Philadelphia, \_\_\_\_ 15th Street.

She reads books \_\_\_\_ her children \_\_\_\_ the afternoon.

You're opening the window \_\_\_\_ the teacher.

The coats and jackets are \_\_\_\_ the bed.

Is a silver ring \_\_\_\_ the little black box?

She is closing the door \_\_\_\_ me.

The children don't play \_\_\_\_ the street.

I'm showing the book \_\_\_\_ the students.

We fish and swim \_\_\_\_ the river \_\_\_\_ June \_\_\_\_ Saturdays.

My red and blue tie is \_\_\_\_ the table.

I don't put sugar \_\_\_\_ my coffee.

Fran goes \_\_\_\_ bed \_\_\_\_ midnight.

The puppy is running \_\_\_\_ Cal.

Is Bob shouting \_\_\_\_ his dog?

# TEFL DEVIL – Instant Lessons

BEN TYERS – Available through lulu.com

## 80 - Prepositions (D)

### INFORMATION



A more complex activity using prepositions.



**TIME**

20

### ANSWERS



Not needed, obvious answers.

### WARMERS



Hide some items in the classroom, elicit the location using prepositions.

### GAME



Play Simon Says. For example Simon says put a pen in your pocket, Simon says put a calculator up you nose, etc.

### IDEAS



Get the students to make their own sentences using prepositions.



### PROBLEM AREAS

None expected.

Write: 

at	down	for	from	in	of	on	to	up
----	------	-----	------	----	----	----	----	----

The money is \_\_\_\_ the table.

The man is selling apples \_\_\_\_ the girls.

The students sit \_\_\_\_ and look \_\_\_\_ the teacher.

He's putting his hand \_\_\_\_ the box.

I teach English \_\_\_\_ her \_\_\_\_ Friday.

Is the cat sleeping \_\_\_\_ our bed?

Are they \_\_\_\_ Mexico?

I'm not looking \_\_\_\_ the birds.

She studies English \_\_\_\_ class \_\_\_\_ night.

I'm putting a glass \_\_\_\_ cold water \_\_\_\_ the table.

Do you put milk and sugar \_\_\_\_ your coffee?

They don't live \_\_\_\_ Main Street.

Ann buys a loaf \_\_\_\_ bread \_\_\_\_ a dollar. Mr. Hill sells it \_\_\_\_ a dollar.

The Yorks are \_\_\_\_ church.

Sam gets an orange \_\_\_\_ his daughter. He gives it \_\_\_\_ her. She thanks him \_\_\_\_ the orange.

He stands \_\_\_\_ and walks \_\_\_\_ the chalkboard.

The factory is \_\_\_\_ 315 River Street.

Glenn gets \_\_\_\_ and gets dressed \_\_\_\_ the morning.

The big brown dogs run \_\_\_\_ Robert.

Do we speak \_\_\_\_ the nurse?

The fish are swimming \_\_\_\_ the river.

I'm looking \_\_\_\_ my pencil. Where is it?!

# TEFL DEVIL – Instant Lessons

BEN TYERS – Available through lulu.com

## 81 - Prepositions of Time

### INFORMATION



Error correction with prepositions of time.



TIME

20

### ANSWERS



1. See you **in** five minutes. 2. It's my birthday **on** Monday. 3. We're going on holiday **at** the weekend. 4. I started my English class last autumn. 5. I'm meeting her **at** five o'clock. 6. My brother was born **on** the first of May 1984. 7. Are you leaving **in** the morning? 8. Do you want to go to Birmingham with me next weekend? 9. I'm going to college **in** September. 10. The concert starts **at** 8 pm **on** Sunday evening. 11. "Can you help me tidy up, please?" "Sorry, I'm a bit busy **at** the moment." 12. I didn't go out **on** Saturday night. Did you? 13. Can you call me **at** lunchtime tomorrow? 14. We're going to Spain **in** a fortnight's time. 15. The driver said the bus leaves **at** 10.15. 1. Valentine's Day is **in** February. 2. I'm going to meet Claire **at** two o'clock **in** the afternoon. 3. Sarah and Kezia are moving house next week. 4. We bought this house **in** 1998. 5. He often misses classes **on** Friday afternoons. 6. **On** Monday there will be a special programme about the environment on BBC 2. 7. I've been really tired this week. 8. I went shopping **on** Thursday morning. 9. Betty's going to the doctor's **in** the morning. 10. The party started **at** 5 pm. 11. I was born **in** September. My birthday is **on** September 20<sup>th</sup>. 12. The last visitors left **at** a quarter to twelve. 13. Kasia and Billy got engaged **at** Christmas. 14. We went



### WARMERS

Preteach preps of time.



### GAME

Call out dates, days, times etc and elicit the correct preposition.



### IDEAS

Get the students to tell about the history of the city you are in using the correct prepositions of time.



### PROBLEM AREAS

It's good to use this worksheet more than once with the same group, see if they can remember the rules.



*Write out the sentences below, using the correct prepositions of time:*

1. See you on five minutes.
2. It's my birthday at Monday.
3. We're going on holiday in the weekend.
4. I started my English class in last autumn.
5. I'm meeting her on five o'clock.
6. My brother was born in the first of May 1984.
7. Are you leaving at the morning?
8. Do you want to go to Birmingham with me at next weekend?
9. I'm going to college on September.
10. The concert starts in 8 pm at Sunday evening.
11. "Can you help me tidy up, please?" "Sorry, I'm a bit busy in the moment."
12. I didn't go out in Saturday night. Did you?
13. Can you call me on lunchtime tomorrow?
14. We're going to Spain on a fortnight's time.
15. The driver said the bus leaves in 10.15.

*Write out the sentences below, using the correct prepositions of time:*

1. Valentine's Day is on February.
2. I'm going to meet Claire two o'clock on the afternoon.
3. Sarah and Kezia are moving house in next week.
4. We bought this house at 1998.
5. He often misses classes in Friday afternoons.
6. In Monday there will be a special programme about the environment on BBC 2.
7. I've been really tired on this week.
8. I went shopping at Thursday morning.
9. Betty's going to the doctor's on the morning.
10. The party started 5 pm.
11. I was born at September. My birthday is in September 20<sup>th</sup>.
12. The last visitors left on a quarter to twelve.
13. Kasia and Billy got engaged in Christmas.
14. We went out for a meal on last Saturday.
15. I'll talk to you the end of the lesson, Nigel.

## 82 - Present Perfect

### INFORMATION



Students match sentences in simple form with perfect form, based on the meaning.



**TIME**

20

### ANSWERS



I don't know... ..I have never painted; I still need to... ..I haven't painted; I wasn't ... .. I've just started; I started painting... ..I've been painting; I was painting... ..I've finished; I finished painting... ..I've just painted; I don't need to... ..I've already

I've never... ..This is the best; I don't play... ..I've quit; I'm getting better... ..I've practiced; I don't know... .. I've never played tennis; I started playing... .. I've been playing tennis for; I didn't play... ..I've started; I'm going to... ..I haven't played

### WARMERS

Do one example with the students.



### GAME

Give points for each sentence they get correct.



### IDEAS



Get the students to write a similar matching exercise to test their partners. Give them a list of topics to choose from or let them choose their own topic

### PROBLEM AREAS

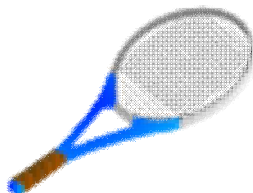


If the students have no idea on the answers then you need to spend more time teaching the grammar rules and functions of Present Perfect vs Past Simple. There are plenty of exercised in this book for this.

Can you help Bob match sentences that mean the same?



I don't know how to paint a house.		I've been painting the house for 2 hours.
I still need to paint the house.	?	I've just painted the house.
I wasn't painting the house, but now I am.		I've never painted a house before.
I started painting the house 2 hours ago.	?	I haven't painted the house yet.
I was painting the house, but I'm not any more.		I've already painted the house.
I finished painting the house 10 minutes ago.	?	I've finished painting the house.
I don't need to paint the house any more.		I've started painting the house.



I've never played better tennis.		I've been playing tennis for 5 months.
I don't play tennis any more.	?	This is the best tennis I've ever played.
I'm getting better at playing tennis.		I haven't played tennis yet.
I don't know how to play tennis.	?	I've quit/stopped playing tennis.
I started playing tennis in April; it's August now.		I've started playing tennis.
I didn't play tennis last year, but this year I do.	?	I've practiced playing tennis.
I'm going to play tennis this afternoon.		I've never played tennis before.

# TEFL DEVIL – Instant Lessons

BEN TYERS – Available through lulu.com

## 83 - Present Perfect (Never / Yet)

### INFORMATION



Using never or yet for planned or completed actions.



**TIME**

20

### ANSWERS



Obvious answers, not needed.

### WARMERS



Ask students what they have never done and what they haven't yet done today but will before the day finishes.

### GAME



Laziest student. Students have 5 minutes to write down as many things as they can using never. Winner is the student with the most sentences.

### IDEAS



Ideas for more practice.

### PROBLEM AREAS



Never is used when something hasn't been done, yet is used when something may be done in the future.

Use *never* or *yet* in your answers.

Is the bank still open?  
yet.

Yes, they haven't \_\_\_\_\_

\_\_\_\_\_

Does Ray know how to play soccer?

No, he has never \_\_\_\_\_

\_\_\_\_\_

Are you hungry?

Yes, \_\_\_\_\_

\_\_\_\_\_

Do you like German food?

I don't know; \_\_\_\_\_

\_\_\_\_\_

What was in the big box?

I don't know; \_\_\_\_\_

\_\_\_\_\_

Is it easy to bake a cake?

I don't know; \_\_\_\_\_

\_\_\_\_\_

Are the potatoes ready to eat?

No, \_\_\_\_\_

\_\_\_\_\_

Is David still angry at you?

Yes; \_\_\_\_\_

\_\_\_\_\_

Do you know the words to this song?

No, \_\_\_\_\_

\_\_\_\_\_

Why is the floor still dirty?

Because \_\_\_\_\_

# TEFL DEVIL – Instant Lessons

BEN TYERS – Available through [lulu.com](http://lulu.com)

## 84 - Present Perfect – Already

### INFORMATION



Finished actions with already.



**TIME**

20

### ANSWERS



Notr needed, obvious answers.

### WARMERS



Ask the students what have already done today.

### GAME



Students have five minutes to write down as many things that they can..

### IDEAS



Students imagimne they are a famous person and write or say what they have already done..

### PROBLEM AREAS



Encourage students to use I've/he's instead of I have/he ha.s...

Use *already* in your answers.

Is Pam going to sing for us?

---

---

Will you and your wife sign this?

---

---

Is he going to drink another beer?

---

---

Will Jack give Ann a ring?

---

---

Will they repair the TV?

---

---

Is she going to open her gifts?

---

---

Will you forgive him?

---

---

Are they going to eat lunch today?

---

---

# TEFL DEVIL – Instant Lessons

BEN TYERS – Available through [lulu.com](http://lulu.com)

## 85 - Present Perfect – Best / Worst



### ANSWERS

None.



### WARMERS

Ask the students what the best and worse thing that has happened to them is.



### GAME

See who can complete the worksheet the quickest.



### IDEAS

Get the students to write their own sentences.



### PROBLEM AREAS

None expected.



This is the best party we've ever had.    ↔    We've never had a better party.

This is the best city I've ever visited.    ↔    \_\_\_\_\_  
\_\_\_\_\_

This is the worst restaurant we've ever eaten  
in.    ↔    \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_    ↔    They've never sung a better song.  
\_\_\_\_\_

\_\_\_\_\_    ↔    She's never had a worse toothache.  
\_\_\_\_\_

This is the worst hairdryer we've ever bought.    ↔    \_\_\_\_\_  
\_\_\_\_\_

This is the best tennis he has ever played.    ↔    \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_    ↔    I've never studied with a better teacher.  
\_\_\_\_\_

\_\_\_\_\_    ↔    They've never made a better refrigerator.  
\_\_\_\_\_

\_\_\_\_\_    ↔    You've never told me a better story.  
\_\_\_\_\_

\_\_\_\_\_ worst sandwiches you    ↔    \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ best cookies we    ↔    \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ best concert I    ↔    \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_    ↔    He \_\_\_\_\_ worse fever.  
\_\_\_\_\_

\_\_\_\_\_    ↔    I \_\_\_\_\_ worse cup of  
coffee.  
\_\_\_\_\_

\_\_\_\_\_ worst apartment you    ↔    \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ best cake Ray    ↔    \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ best lesson they    ↔    \_\_\_\_\_  
\_\_\_\_\_

# TEFL DEVIL – Instant Lessons

BEN TYERS – Available through lulu.com

## 86 - Present Perfect v Past Simple – Dialogue

### INFORMATION



A four page dialogue where students must choose the correct tense. They can then read and act out the dialogue.



**TIME**

45

### ANSWERS



You told / have you / I swept / I haven't / I didn't / I've never / I've heard / I ate / told / I never / I didn't / you've never / I spent / did you / they lost / they've lost / I've been / you've / I had / I looked / they've / I quit / I told / I've started / you never / did you / I've had / I've been / have you / I took / it was / I haven't / we've ever / ate / we were



### WARMERS

Elicit experiences that they students have done in their life.



### GAME

Give students a point for each variation they get correct and an extra point if they can say why.



### IDEAS

Role play the dialouge.



### PROBLEM AREAS

Make sure the students understand why a variation is the correct answer.

*At 5pm, Tony calls his friend Steve:*

**Tony:** Hi, Steve? It's Tony. Are you busy?

**Steve:** Yes, I'm still cleaning my apartment.

**Tony:** Oh, that's right.      You told      me last      Did you almost finish  
   You've      night.      Have you almost      cleaning?  
   told      finished

**Steve:** Well,      I swept      the floors this morning,      I didn't wash      the windows  
                         I've      but      I haven't      yet.  
                         swept      washed

**Tony:** Is it going to take you a lot more time? I'm very      I didn't eat      lunch  
   hungry.      I haven't      today!  
   eaten

**Steve:** I think it'll take me another hour. Come over at 6 o'clock.

**Tony:** OK, bye.

*At 6pm, at Steve's apartment:*

**Steve:** Where do you want to eat dinner?

**Tony:** Shall we try that new Italian restaurant near here?

**Tony:**      I never ate      there,      I heard  
                         I've never eaten      but      I've heard      that it's pretty good.

**Steve:** Yes, it is; and it isn't expensive.      I ate      there 2 weeks ago.  
   I've eaten

**Tony:** OK, then, let's go!

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BEN TYERS – Available through lulu.com

*At the restaurant:*

**Steve:** This building used to be a Chinese restaurant, didn't it?

**Tony:** I think so. But my friends ..... told ..... me it wasn't very good, ..... I never tried it.  
have told so ..... I've never tried it.

**Steve:** ..... I didn't ..... either, because I don't really like Chinese food.  
I haven't

**Tony:** That's ..... you never had ..... good Chinese food.  
because ..... you've never had

We'll have to go to my favorite Chinese place next time.

**Steve:** So. What did you do today?

**Tony:** ..... I spent ..... the afternoon watching basketball on TV.  
I've spent

**Steve:** ..... Did your favorite team win ..... their game?  
Has your favorite team won

**Tony:** No, ..... they lost ..... They lost ..... a lot of games this year.  
they've lost ..... They've lost

**Steve:** What a shame. I hope they get better.

**Tony:** You're still planning to buy a new color TV, aren't you?

**Steve:** Yes, ----- I was saving ----- money for six months.  
I've been saving

**Tony:** Do you think ----- you saved ----- enough yet?  
you've saved

**Steve:** I thought ----- I had ----- enough money, ----- I looked ----- at the ads,  
I've had but I've looked  
and ----- they added ----- 30 dollars to the price!  
they've added

**Tony:** Oh, well. It won't take you long to save enough.

**Steve:** How is your job at the supermarket, Tony?

**Tony:** Oh, ----- I quit ----- that job last week! I ----- I told ----- you.  
I've quit thought I've told  
----- I started ----- working at a drugstore. They pay me more.  
I've started

**Steve:** Great! ----- You never liked ----- your old boss ----- did you?  
You've never liked very much, have you?

**Tony:** No. He used to shout at me every day. So last ----- "I had enough!"  
week I said: ----- "I've had  
enough!"

**Tony:** It's a good thing that we could ----- I was having ----- trouble with my  
walk here. I've been having car.

# TEFL DEVIL – Instant Lessons

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**Steve:** Were you riding your bike to work?  
Have you been riding

**Tony:** Yeah, most days. But yesterday  $\frac{\text{I took}}{\text{I've taken}}$  the bus, because  $\frac{\text{it was raining.}}{\text{it has been raining.}}$

**Steve:** When I was younger, I used to take the bus to school.

But I didn't ride a bus for a few years. I'm lucky I can walk to  
I haven't ridden work.

*The waitress brings them their bill:*

**Waitress:** Well, guys, how did you like your dinner?

**Both:** Great! This is the best Italian food \_\_\_\_\_ we ever ate.  
we've ever eaten.

**Waitress:** It must be! You guys ate pretty quickly.  
have eaten

**Steve:** Well, OK,  $\frac{\text{we were}}{\text{we've been}}$  very hungry, too!

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# TEFL DEVIL – Instant Lessons

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## 87 - Present Simple Questions

### INFORMATION



Students provide information about themselves by asking questions. Mostly present simple, some basic past simple questions. Great for a first lesson or anytime.



**TIME**

30

### ANSWERS



Students own answers.

### WARMERS



Elicit questions needed to ask the questions.

### GAME



Students ask each other questions in pairs to complete the form.

### IDEAS



Students report back using third person.

### PROBLEM AREAS



Make sure students use full questions.



Name:	_____	Address	_____
	_____	Town:	_____
Age:	_____	Country:	_____
Nationality:	_____	Job:	_____
Hobbies:	_____	Bad habits:	_____
	_____		_____
		Favourite Food:	_____
Family:	_____	Future plans:	_____
	_____		_____
		Favourite Film:	_____
Languages:	_____	Doesn't Like:	_____
	_____		_____
		Looks like:	_____
Likes:	_____	Favourite City:	_____
	_____		_____
		Favourite Colour:	_____
			_____

Questions:

## 88 - Present Simple V Present Perfect (5)

### INFORMATION



Saying sentences with the same meaning using present perfect.



### TIME

Estimated time of activity

### ANSWERS



All answers are in present perfect tense.

### WARMERS



Say a sentence in past simple, elicit a sentence in present perfect with a similar meaning.

### GAME



Each student is a famous person, they can ask questions in past simple and present perfect to information.

### IDEAS



Students write down information they got in the game.

### PROBLEM AREAS



Make sure students use full sentences.

I don't know if this book is good or bad.	_____
I still have to read this book.	_____
I started reading at 1pm; it's 1:30 now.	_____
I wasn't reading this book yesterday, but now I am.	_____
I've never read a worse book.	_____
I'm getting better at reading English.	_____
I don't want to read this book <i>again</i> .	_____
I was reading this book, but I'm not any more.	_____
I don't read the newspaper any more.	_____

He doesn't work at the drugstore any more.	_____
The phone rang 30 seconds ago.	_____
She doesn't drink wine any more.	_____
Last month, she got up at 8am; now, she gets up at 5am.	_____
I'm not going to give him <i>another</i> gift.	_____
She was doing the laundry, but she isn't any more.	_____
She's never given me a better gift.	_____
Last month I ran in the afternoon, but now I run in the morning.	_____
They can dance better now.	_____
She'll forgive him when he says "I'm sorry."	_____

# TEFL DEVIL – Instant Lessons

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## 89 - Pronunciation ed

### INFORMATION



Students choose the correct variation for a range of regular verbs.



**TIME**

30

### ANSWERS



Not needed.

### WARMERS



Write a few regular verbs on the WB. Elicit the past form from the students. Explain the difference in pronunciation of –ed. Board race. Challenge students to write 5 words for each sound.

### GAME



Each correct guess from the worksheet earns a point, student or group with the most points wins.

### IDEAS



Teach the meanings of the new verbs from the table. Give an infinitive and students have to make their own sentence using the verb.

### PROBLEM AREAS



-ed is used in positive sentences, in questions and negatives use the infinitive of the verb. (some exceptions apply – Who killed Bob? )

worked	t	d	id	closed	t	d	id
studied	t	d	id	cried	t	d	id
camped	t	d	id	hunted	t	d	id
hiked	t	d	id	kicked	t	d	id
wanted	t	d	id	helped	t	d	id
shopped	t	d	id	sailed	t	d	id
weighed	t	d	id	yelled	t	d	id
jumped	t	d	id	laughed	t	d	id
signed	t	d	id	showed	t	d	id
looked	t	d	id	lived	t	d	id
needed	t	d	id	washed	t	d	id
picked	t	d	id	whistled	t	d	id
talked	t	d	id	played	t	d	id
opened	t	d	id	repeated	t	d	id
visited	t	d	id	liked	t	d	id

thanked	t	d	id	bathed	t	d	id
brushed	t	d	id	rubbed	t	d	id
petted	t	d	id	hummed	t	d	id
cooked	t	d	id	called	t	d	id
fished	t	d	id	begged	t	d	id
watched	t	d	id	rotted	t	d	id
walked	t	d	id	grazed	t	d	id
cuffed	t	d	id	welded	t	d	id
melted	t	d	id	missed	t	d	id
dusted	t	d	id	paged	t	d	id
taxed	t	d	id	skidded	t	d	id
stunned	t	d	id	batted	t	d	id

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## 90 - Pronunciation – Minimal Pairs (A)

### INFORMATION



Pronunciation practice.



**TIME**

15

### ANSWERS



Not needed.

### WARMERS



Write a few minimal pairs on the WB elicit and drill

### GAME



Say one word from each row, if students get it correct they win £5.

### IDEAS



Get students to try and use both variations in one sentence.

### PROBLEM AREAS



Practice is the key.

<b>/e/</b>	<b>/i/</b>	<b>£100</b>
Pete	Pit	
feet	Fit	
meat	Mitt	
deep	Dip	
read	rid	
seen	sin	
sleep	slip	
week	wick	
sleek	slick	
seek	sick	
teen	tin	
bean	bin	
seat	sit	
wheeze	whiz	
fleet	flit	
pin	Pen	
din	den	
fin	fen	
lid	led	

# TEFL DEVIL – Instant Lessons

BEN TYERS – Available through lulu.com

## 91 - Pronunciation – Minimal Pairs (B)

### INFORMATION



Pronunciation practice.



**TIME**

15

### ANSWERS

Not needed.

### WARMERS

See teachers section 90.

### GAME

See teachers section 90.

### IDEAS

See teachers section 90.



### PROBLEM AREAS

See teachers section 90.



<b>/f/</b>	<b>/v/</b>	<b>£</b>
half	have	
waif	wave	
life	live	
proof	prove	
folly	volley	
<b>/a/</b>	<b>/a/</b>	
Dane	Dan	
bait	bat	
laid	lad	
sale	Sal	
feign	fan	
shale	shall	
later	latter	
tape	tap	
<b>/w/</b>	<b>/v/</b>	
Wile	vile	
we're	veer	
Wow	vow	
Went	vent	
Wending	vending	

# TEFL DEVIL – Instant Lessons

BEN TYERS – Available through lulu.com

## 92 - Pronunciation – Minimal Pairs (C)

### INFORMATION



Pronunciation practice.



**TIME**

15

### ANSWERS



Not needed.

### WARMERS



See teachers section 90.

### GAME



See teachers section 90.

### IDEAS



See teachers section 90.

### PROBLEM AREAS



See teachers section 90.

<b>/a/</b>	<b>/e/</b>	<b>£</b>
pain	pen	
Dane	den	
bait	bet	
sale	sell	
feign	fen	
shale	shell	
later	letter	
<b>/s/</b>	<b>/th/</b>	
saw	thaw	
sought	thought	
sigh	thigh	
song	thong	
sump	thump	
bass	bath	
moss	moth	
miss	myth	
force	forth	
<b>/t/</b>	<b>/th/</b>	
tie	thigh	
tin	thin	
true	threw	
team	theme	
wit	with	
pit	pith	

# TEFL DEVIL – Instant Lessons

BEN TYERS – Available through lulu.com

## 93 - Pronunciation – Minimal Pairs (D)

### INFORMATION



Pronunciation practice.



**TIME**

15

### ANSWERS



Not needed.

### WARMERS



See teachers section 90.

### GAME



See teachers section 90.

### IDEAS



See teachers section 90.

### PROBLEM AREAS



See teachers section 90.

<b>/o/</b>	<b>/u/</b>	<b>£</b>
Bog	bug	
Shock	shuck	
Clock	cluck	
Stock	stuck	
Stomp	stump	
<b>/w/</b>	<b>/g/</b>	
Wave	gave	
Wood	good	
Wile	guile	
Word	gird	
Wane	gain	

<b>/d/</b>	<b>/th/</b>	
den	then	
doe	though	
die	thy	
bade	bathe	
ride	writhe	
load	loathe	
seed	seethe	
<b>/th/</b>	<b>/th/</b>	
sooth	soothe	
with	without	
both	bother	
bath	bathe	
with	within	
thin	thine	

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## 94 - Pronunciation – Minimal Pairs (E)

### INFORMATION



Pronunciation practice.



**TIME**

15

### ANSWERS



Not needed.

### WARMERS



See teachers section 90.

### GAME



See teachers section 90.

### IDEAS



See teachers section 90.

### PROBLEM AREAS



See teachers section 90.

<b>/n/</b>	<b>/ng/</b>	
din	ding	
kin	king	
ran	rang	
run	rung	
thin	thing	

<b>/b/</b>	<b>/v/</b>	
bowl	vole	
bile	vile	
bat	vat	
lib	live	
bane	vane	
bolt	volt	
boat	vote	

<b>/o/</b>	<b>/uu/</b>	
cod	could	
Bach	book	
cock	cook	
sot	soot	
tock	took	

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## 95 - Quantity (A)

### INFORMATION



Using quantifiers with countable and uncountable nouns.



**TIME**

15

### ANSWERS



Obvious, not needed.



### WARMERS

Divide the WB into two, elicit countable and uncountable.



### GAME

Write 10 countable and 10 uncountable nouns on the WB. Students choose 5 of each and then try to guess their partners using questions.



### IDEAS

Get the students to make their own worksheet and then swap and complete.



### PROBLEM AREAS

None expected.



Use: *a lot of, many, much, a few, a little*

The Bells have 6 sons and 5 daughters.	The Bells have _____ The Bells have _____
Fred has 2 hats.	Fred has _____ Fred doesn't have _____ Fred doesn't have _____
Mary has 12 loaves of bread.	Mary has _____
The boy has 3 pieces of chocolate.	The boy has _____ The boy doesn't have _____ The boy doesn't have _____
The boy had three biscuits.	_____ _____ _____
There were 3 litres of milk in the kitchen.	_____
Their son opened 2 presents yesterday.	_____ _____ _____
There were four pieces of paper on the desk.	_____ _____ _____
There were 30 roses and 40 lilies on the table.	_____ _____ _____
John drinks a cup of coffee in the morning.	_____ _____ _____

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## 96 - Quantity (B)

### INFORMATION



More practice with quantifiers.



### TIME

Estimated time of activity

### ANSWERS



Obvious, not needed.



### WARMERS

Get the students to attempt the worksheet.



### GAME

See previous teacher's page.



### IDEAS

Students have £100 to spend, they must buy countable and uncountable items, they can use how much different items cost.



### PROBLEM AREAS

None expected.

Use: *a lot of, many, much, a few, a little*

They had 50 bottles of cola.	<hr/>
John had a piece of cheese.	<hr/> <hr/> <hr/>
There are 10 kilos of butter in the refrigerator.	<hr/>
There are 18 shops on Grant Street.	<hr/> <hr/>
The woman is buying two kilos of sugar.	<hr/>
There are two rugs in my house.	<hr/> <hr/> <hr/>
Ellen washed 25 shirts yesterday.	<hr/> <hr/>
We had 4 dogs, 5 cats, and a bird.	<hr/> <hr/>
She cooked 15 kilos of meat last night.	<hr/>
There were 20 dolls and 10 toys on the floor.	<hr/> <hr/>
There's £50 on the table.	<hr/> <hr/> <hr/>

# TEFL DEVIL – Instant Lessons

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## 97 - Quantity (C)

### INFORMATION



Last worksheet for working with quantifiers. Great countable uncountable practice.



**TIME**

25

### ANSWERS



Students own answers.

### WARMERS



Preteach countable, uncountable and quantifiers

### GAME



Students bid on the best answers.

### IDEAS



Get the students to list as many countable and uncountable nouns as they can in two minutes.



### PROBLEM AREAS

None expected.

Use: ***a lot of, many, much, a few, a little***

I have 25 pens.	I have _____ I have _____
Ned has 2 books.	Ned has _____ Ned doesn't have _____ Ned doesn't have _____
Mary has a very big box of sugar.	Mary has _____
The boy has £2.	The boy has _____ The boy doesn't have _____ The boy doesn't have _____
You have three olives.	_____ _____ _____
He eats a big bowl of cereal for breakfast.	_____
She's eating a little bowl of ice cream.	_____ _____ _____
I'm sending 25 letters today.	_____ _____
Do we need to buy 5 kilograms of sugar?	_____
Do they have 50 hens?	_____ _____
The girl is drinking a half a glass of milk.	_____ _____ _____

# TEFL DEVIL – Instant Lessons

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## 98 - Questions (A)

### INFORMATION



Students use a given sentence and then use the correct question word to extract that information. Excellent practice worksheet.



TIME

25

### ANSWERS



Obvious answers.

### WARMERS



Write a sentence on the WB, for example; **I will eat pizza and drink cola in the pub at 4pm.** Elicit what, where and when questions..

### GAME



Write several sentences on the WB and elicit as many questions as you can.

### IDEAS



Provide a short text for students to write questions about..

### PROBLEM AREAS



Pattern practice is a good way of learning question forms. The key is plenty of variation to keep it interesting..

Jimmy will bring his puppy to school tomorrow.

1                      2              3              4

1: Who will bring his puppy to school tomorrow?

Jimmy will.

2: What \_\_\_\_\_

\_\_\_\_\_

3: Where \_\_\_\_\_

\_\_\_\_\_

4: When \_\_\_\_\_

\_\_\_\_\_

Liz went to school in the morning by bike.

1: \_\_\_\_\_

\_\_\_\_\_

2: \_\_\_\_\_

\_\_\_\_\_

3: \_\_\_\_\_

\_\_\_\_\_

Ellen's brother has four sons.

1: \_\_\_\_\_

\_\_\_\_\_

2: \_\_\_\_\_

\_\_\_\_\_

Jack wants to work in the city with his friends.

1: \_\_\_\_\_

\_\_\_\_\_

2: \_\_\_\_\_

\_\_\_\_\_

3: \_\_\_\_\_

\_\_\_\_\_

The men are going to work hard tomorrow.

1: \_\_\_\_\_

\_\_\_\_\_

2: \_\_\_\_\_

\_\_\_\_\_

3: \_\_\_\_\_

\_\_\_\_\_

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## 99 - Questions (B)

### INFORMATION



Further practice on asking information questions.



**TIME**

25

### ANSWERS



Obvious, not needed.

### WARMERS



Write a long sentence on the WB, elicit as many questions as you can to get the facts. Example sentence; last week I went to a party and drank lemonade.

### GAME



Students say their own sentences and elicit questions from the rest of the group.

### IDEAS



Photocopy a page from a book and elicit questions.



### PROBLEM AREAS

Pattern practice is the key.



Miss Black is cutting a loaf of bread with a big knife.

1: \_\_\_\_\_

2: \_\_\_\_\_

3: \_\_\_\_\_

Dave is going to carry the suitcases for his mother.

1: \_\_\_\_\_

2: \_\_\_\_\_

3: \_\_\_\_\_

John will take a teaspoon of medicine for his sore throat.

1: \_\_\_\_\_

2: \_\_\_\_\_

3: \_\_\_\_\_

Mary's husband drank seven cans of beer last night.

1: \_\_\_\_\_

2: \_\_\_\_\_

Kitty will put a few apples in the basket.

1: \_\_\_\_\_

2: \_\_\_\_\_

3: \_\_\_\_\_

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## 100 - Questions (C)

### INFORMATION



A more complex worksheet for asking information questions.



**TIME**

20

### ANSWERS



Not needed.

### WARMERS



Cut up worksheet into blocks of three and handout to students. Get them to write the questions. Check.

### GAME



Students say a sentence and elicit questions from other students.

### IDEAS



Students write their own sentences.

### PROBLEM AREAS



None expected.

They visited me 3 times last year.

\_\_\_\_\_

You can get to that island by boat.

\_\_\_\_\_

It's 3000 miles from L.A. to Boston.

\_\_\_\_\_

I go running every other morning.

\_\_\_\_\_

He was going to tell his wife.

\_\_\_\_\_

We have to load the heavy things first.

\_\_\_\_\_

All of her rings were stolen.

\_\_\_\_\_

We walked as far as the lake.

\_\_\_\_\_

I usually sit near the windows.

\_\_\_\_\_

They want to leave before 9A.M.

\_\_\_\_\_

I spent \$65 on clothes yesterday.

\_\_\_\_\_

In Siberia it was -47'C last week.

\_\_\_\_\_

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## 101 - Questions (D)

### INFORMATION



Restructuring sentences to form a question to get the given information.



**TIME**

20

### ANSWERS



Not needed.

### WARMERS



Ask some students questions using what / where / why / etc.

### GAME



See previous teacher's pages.

### IDEAS



Get the students to write a piece of text and then set their own questions for it.



### PROBLEM AREAS

None expected.

Pete's been playing hockey for 20 years.

Bill's car is the fastest one.

There are four grades in high school.

She got angry because you were late.

It took us 2 hours to finish the work.

You may take up to 5 pieces.

I'll be in my office between 3 and 6.

He'll need a checkup every other year.

There was a lot of traffic this afternoon.

She started working after Ray left.

I broke a window playing football.

There seven people at my party.

He usually comes to school on the bus.

You should buy the cheaper bicycle.

She studied until 10 o'clock.

Steve gave Joan the radio that he fixed

She was talking to her boyfriend.

I've written Mr. Chan's number here.

He's been late twice this week.

He spent half an hour fixing the clock.

Ann's going downtown for a new purse.

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## 102 - Questions Do / Does / Is / Are / Am

### INFORMATION



Answer questions using the correct auxiliary.



**TIME**

20

### ANSWERS



Not needed, obvious answers.

### WARMERS



Write some example sentences. do, does, am, is, are.

### GAME



Complete the worksheet and check, collect in and then say the sentences and the students have to finish it.

### IDEAS



Get the students to write their own sentences.

### PROBLEM AREAS



None expected.

**Use: *do, does, am, is, are.***

Who is eating breakfast now?	The York family _____.
Who's swimming?	The little puppy _____.
Who's cold?	We _____.
Who is going to France this July?	Sam's mother and father _____.
Who goes to class every week?	We _____.
Who has some kittens?	Their cat _____.
Who is wearing a dark blue tie?	He _____.
Who's playing ball in the street?	Ted, Van, and Sue _____.
Who has a big dog?	The Roberts family _____.
Who goes hunting in July?	Van and Glenn _____.
Who is a factory worker?	Ann's husband _____.
Who goes home at 5:30?	She _____.
Who has a gold watch?	He _____.
Who is a student?	I _____.
Who speaks English in class?	You _____.
Who has a little black puppy?	Fran's daughter _____.
Who studies English?	I _____.
Who's teaching English?	You _____.
Who hikes in the valley?	Ned's brother and sister _____.
Who eats dinner at home?	The Hills _____.
Who's the little sister?	Fran _____.
Who's the doctor?	She _____.
Who is German?	They _____.
Who reads books at night?	They _____.
Who gets up at 6 in the morning?	Pam Oliver _____.
Who is putting on a jacket?	The nurse _____.
Who is American?	The Olivers _____.

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## 103 - Questions - Is / Are

### INFORMATION



Forming question for singular and plurals.



**TIME**

25



### ANSWERS

Obvious



### WARMERS

Ask students questions about things in the room. i.e. Is there a plant on the table? Is there a pen on the floor? Is there a very ugly student sitting next to Anna?



### GAME

Object Game. Take a tray of objects and a cloth into the room. Elicit questions. Cover with a cloth, remove some items, elicit questions.



### IDEAS

Students ask questions about each other's rooms at home.



### PROBLEM AREAS

Don't use the question above about the student sitting next to Anna, not a good idea!



There is a stamp ____ the letter.	Is there _____?	Yes, _____.
There are 20 potatoes ____ the big box.	Are there _____?	Yes, _____.
There ____ an ugly factory ____ this street.	_____?	Yes, _____.
There ____ some milk and sugar ____ the coffee.	_____?	No, _____.
There ____ a little baby ____ the bed.	_____?	No, _____.
There ____ a rose ____ my girlfriend's hand.	_____?	Yes, _____.
There ____ some pictures ____ the desk.	_____?	No, _____.
There ____ some meat ____ the kitchen.	_____?	No, _____.
There ____ some flowers ____ the dining room.	_____?	No, _____.
There ____ 15 post offices ____ our city.	_____?	Yes, _____.
There ____ some tall buildings ____ Wall Street.	_____?	Yes, _____.
There ____ some hot soup ____ the table.	_____?	No, _____.
There ____ some new snow ____ the street.	_____?	No, _____.
There ____ a young man ____ the living room.	_____?	Yes, _____.
There ____ some pretty women ____ in the pub.	_____?	Yes, _____.
There ____ 2 lilies ____ my boss's desk.	_____?	Yes, _____.
There ____ 8 banks in town.	_____?	No, _____.

# TEFL DEVIL – Instant Lessons

BEN TYERS – Available through lulu.com

## 104 - Questions + Infinitives (A)

### INFORMATION



Using the past participle of verbs in answers and questions.



**TIME**

20

### ANSWERS



Not needed, obvious answers.



### WARMERS

Elicit some infinitives, elicit the past simple and past participle.



### GAME

Quick fire. One student says the infinitive another says the past simple and past participle.



### IDEAS

Get the students to make their own verb list.



### PROBLEM AREAS

None expected.

*Complete the sentences by adding the past participle for each infinitive verb in brackets:*

1. I've (be) \_\_\_\_\_ to France twice.
2. I have (complete) \_\_\_\_\_ three computer courses.
3. He hasn't (speak) \_\_\_\_\_ to his bank manager since June.
4. They have just (leave) \_\_\_\_\_ the building.
5. I haven't (eat) \_\_\_\_\_ Chinese food before.
6. I think Jim has (have) \_\_\_\_\_ enough of Lauren.
7. Ben has (drive) \_\_\_\_\_ 300 miles in the past two days.
8. We haven't (sell) \_\_\_\_\_ many ice creams this week.
9. They have never (ask) \_\_\_\_\_ their parents for any help.
10. I've just (see) \_\_\_\_\_ that bag at a lower price in a different shop.
11. I think the manager has (offer) \_\_\_\_\_ him a job.
12. We have (make) \_\_\_\_\_ a dozen cakes for the party.
13. He has (clean) \_\_\_\_\_ the car already.
14. I have (live) \_\_\_\_\_ in the UK for six years.
15. I have never (hear) \_\_\_\_\_ of that play.

Now write questions to get the answers above. Ask in pairs and answer the questions using a long answer.

# TEFL DEVIL – Instant Lessons

BEN TYERS – Available through lulu.com

## 105 - Questions and Infinitives (B)

### INFORMATION



More practice on using verbs in answers and questions.



**TIME**

20

### ANSWERS



1. finished. 2. read. 3. visited. 4. used. 5. entered. 6. spent. 7. passed. 8. checked. 9. taken. 10. broken. 11. painted. 12. given. 13. hung up. 14. written. 15. got.

### WARMERS



See previous teacher's pages

### GAME



See previous teacher's pages

### IDEAS



See previous teacher's pages

### PROBLEM AREAS



None expected.

*Complete the sentences by adding the past participle for each infinitive verb in brackets:*

1. I haven't (finish) \_\_\_\_\_ my homework yet.
2. I Have (read) \_\_\_\_\_ the paper today.
3. I have often (visit) \_\_\_\_\_ the British Museum in London.
4. Oh no! Sophie's (use) \_\_\_\_\_ all the milk!
5. I have (enter) \_\_\_\_\_ a competition to win a new car.
6. Bob has (spend) \_\_\_\_\_ all of his hard-earned savings.
7. I have (pass) \_\_\_\_\_ four exams this year.
8. I Have (check) \_\_\_\_\_ the time of my flight.
9. I've only (take) \_\_\_\_\_ two photos so far.
10. I'm really sorry; I have (break) \_\_\_\_\_ your camcorder.
11. She has (paint) \_\_\_\_\_ a picture for her grandma.
12. We have (give) \_\_\_\_\_ the room key to your wife.
13. I Have (hang up) \_\_\_\_\_ my jacket.
14. I have (write) \_\_\_\_\_ to your solicitor.
15. Bert has (get) \_\_\_\_\_ every episode of *Friends* on DVD.

# TEFL DEVIL – Instant Lessons

BEN TYERS – Available through [lulu.com](http://lulu.com)

## 106 - Reported Speech

### INFORMATION



Practice exercise for reported speech.



### TIME

Estimated time of activity

### ANSWERS



Not needed.

### WARMERS



Chinese whispers, do like Chinese whispers but using reported speech.

### GAME



Students make a telephone call via an operator who reports the conversation using reported speech.

### IDEAS



Students say a sentence and the next student reports it using reported speech.

### PROBLEM AREAS



Not needed.

"Glenn, wait in the living room."

I told Glenn where to wait.

"Anna, come to the party at 10 o'clock." [when]

"Betty, park the car in the driveway." [where]

"Carmen, buy a dozen eggs." [how many]

"Ed, ask Sam for a ride." [who]

"Ned, put the boxes in the car."

"Molly, go downtown by bus."

"Robert, give me the red pen."

"Helen, go to class on Tuesday."

"Jimmy, tie your shoelaces."

"Linda, buy a pint of milk."

# TEFL DEVIL – Instant Lessons

BEN TYERS – Available through lulu.com

## 107 - Same / Different (A)

### INFORMATION



Compare facts and information using same and different.



**TIME**

30

### ANSWERS



Obvious answers, not needed.

### WARMERS



Hold up some pens, books and ask which are the same / different.

### GAME



Animal Game, each students chooses an animal and then must say why they are the same or different. For example a bird and a snake are the same because they have two eyes, a snake is different from a bird because it doesn't fly.

### IDEAS



Compare countries, why are they same or different.

### PROBLEM AREAS



Make students use full answers.



Use: **same** and **different**.

My pants are blue. My shirt is blue. They are the same colour.

Dan's teacher is Mr. Bird. Ellen's teacher is Mr. Roberts. They have different teachers.

Aspirin are \_\_\_\_\_. Snow is \_\_\_\_\_.  
\_\_\_\_\_

Cal ate at McDonalds. Ed ate at Taco Bell.  
\_\_\_\_\_

Sue lives in New York. Kitty lives in Chicago.  
\_\_\_\_\_

My eyes are \_\_\_\_\_. My teacher's eyes are \_\_\_\_\_.  
\_\_\_\_\_

Carmen shops at Henry's. Betty shops at Henry's.  
\_\_\_\_\_

Molly has a doll. Anna has a doll.  
\_\_\_\_\_

Grass is \_\_\_\_\_. Clouds are \_\_\_\_\_.  
\_\_\_\_\_

Glenn's boss is Mrs. Bell. Ned's boss is Mrs. Bell.  
\_\_\_\_\_

Robert is wearing a suit. Sam is wearing jeans and a sweater.  
\_\_\_\_\_

Ted's daughter is Linda. Van's daughter is Linda.  
\_\_\_\_\_

Dave goes fishing on Saturday. Bud goes fishing on Saturday.  
\_\_\_\_\_

Helen has a coffee table and a sofa. Fran has two armchairs and a TV.  
\_\_\_\_\_

# TEFL DEVIL – Instant Lessons

BEN TYERS – Available through lulu.com

## 108 - Same / Different (B)

### INFORMATION



Facts and information combined into one sentence using same or different.



**TIME**

20

### ANSWERS



Not needed.

### WARMERS



See previous teacher's pages

### GAME



See previous teacher's pages.

### IDEAS



See previous teacher's pages.

### PROBLEM AREAS



None expected.

Use: **same** and **different**.

My pants are blue. My shirt is blue. **They are the same colour.**

Dan's teacher is Mr. Bird. Ellen's teacher is Mr. Roberts. **They have different teachers.**

Ann has a dog. Fred has a cat.

---

Jimmy is a taxi driver. Ted is a taxi driver.

---

John saw "*Star Wars*". Jill saw "*Star Wars*".

---

Coffee is \_\_\_\_\_. My hair is \_\_\_\_\_.

---

The sun is \_\_\_\_\_. Lemons are \_\_\_\_\_.

---

Bob works at the toy factory. Carl works at the car factory.

---

Mud is \_\_\_\_\_. Pennies are \_\_\_\_\_.

---

Don took some aspirin. Kim took some aspirin.

---

Jack is a farmer. Liz is a waitress.

---

Pam's doctor is Dr. Buck. Mary's doctor is Dr. Hunt.

---

# TEFL DEVIL – Instant Lessons

BEN TYERS – Available through [lulu.com](http://lulu.com)

## 109 - Shopping

### INFORMATION



Shopping exercise. Get the students to write a number in each box to match with a shop.



**TIME**

25

### ANSWERS



Not needed.



### WARMERS

Write some items of shopping on the WB and elicit where you can buy them.



### GAME

Get the students to write numbers where they can buy different things. Check as a whole group.

### IDEA

Questions and answers; Where can you buy \_\_\_\_? You can buy a/an /- at a / an \_\_\_\_.



Board race ;students to cover sheet, teacher says a shop students race to write what you can buy there.

Mingle exercise. Cut up grid and give the items to half the group and give shops to other half. Students to mingle and for items; Do you have any/some...?

Matching race. Cut up the grid several times. Handout to students. Students race to match items and shops.



### PROBLEM AREAS

Remember to pre-teach vocabulary; check students' knowledge by drawing pictures on the board.

Write the number for where you can buy each item.

<b>Bakery</b>  1	Screw	Bread	Aspirin	Dollars	Ginger Bread Man	<b>Chemist</b>  2
	Trousers	Shirt	Travelers Cheques	Ticket	Cake	
<b>Newsagent</b>  3	Screw Driver	Nails	Envelopes	Shoe Laces	Steak	<b>Bank</b>  4
	Chewing Gum	Donut	Chicken	Soap	Chicken Wings	
<b>Post Office</b>  5	Pork	Tape Measure	Stamps	Film Tickets	Tea	<b>Cafe</b>  6
	Tights	Newspaper	Toothpaste	Lamb	Socks	
<b>Cinema</b>  7	Cup of Coffee	Hard Hat	Magazine	Shampoo	Bandana	<b>Clothes Shop</b>  8
	Cough Syrup	Hat	Hammer	Sticky Tape	Popcorn	
<b>Hardware store</b>  9	Matches	Tobacco	Cigarettes	Envelope	Chocolate	<b>Butcher</b>  10
	Cotton Buds	Insurance	Cola	Sausages	Sandwich	

## 110 - Speaking about people

### INFORMATION



Information about different people. Student must choose the odd one out and say why.



**TIME**

25

### ANSWERS



This is the draft copy of book 2, for the full version for free please email [teflbook@gmail.com](mailto:teflbook@gmail.com)..

### WARMERS



Write the name of five famous people on the WB and the group decides who the 'gooseberry' is.

### GAME



A 'gooseberry' is an insensitive person who spends time with a couple when they would rather be on their own!

Working with a partner, look at the information below about nine different people. There are five guys and four girls. You have to put together four couples and decide who should be the 'gooseberry', i.e. on their own.

Note: there are no right or wrong answers, but be ready to present your ideas

to the class and give reasons for your choices.

### IDEAS



Get the students to come up with their own people.

### PROBLEM AREAS



Important notes. Things to look out for.

<p><b>Helen</b> is 24 and works in a newsagent's. She likes reading and sewing. She doesn't like rude people or going to pubs and clubs. She is short, with black shoulder-length hair. She likes older men.</p>	<p><b>Meeta</b> is 17. She's tall and has long dark hair. She likes going to the cinema and spending time with her friends. She's studying Art at college and works parttime. She doesn't like smoking.</p>	<p><b>Gordon</b> is 40. He is looking for a partner who will be faithful, unlike his previous four wives. He is wealthy and enjoys spending money. He hasn't got any children. He's short and tanned.</p>
<p><b>Gerry</b> is a teacher at a local primary school. He loves expensive holidays. He is of average height but overweight. He has got brown hair and usually wears a suit. He enjoys socialising with friends.</p>	<p><b>Louise</b> works part-time as a dental nurse. She is a single mum. She's got two children aged 7 and 10. She is pretty and has got long brown hair. She's 32. She likes meals out and travelling to new places.</p>	<p><b>Lee</b> is 59. He's a widower. He was married for 38 years and is now looking for another partner. He enjoys fishing and plays tennis regularly. He has three grown-up children. He is bald.</p>
<p><b>Jack</b> is a former racing driver. He works abroad for six months of the year. He is looking for a partner with whom he can start a family. He's 36 and not particularly good looking, although he is slim. He smokes.</p>	<p><b>Glen</b> is unemployed. He has been looking for a job for two years but has now given up. He's 26 and makes some money selling CDs by his folk band, The Assistants. He prefers quiet, petite women.</p>	<p><b>Shahla</b> is 52 and recently divorced. She hopes to meet a man who will sweep her off her feet. She is slim and quite attractive. She likes tall, handsome men. She works in a bank and loves to cook.</p>

# TEFL DEVIL – Instant Lessons

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## 111 - Spelling

### INFORMATION



Practice with spelling difficult words.



**TIME**

15

### ANSWERS



withhold, questionnaire, opposite, occasion, discussion; government, experience, inoculate, compelled, accuracy; recommend, pronunciation, attachment, Wednesday, unnecessary. accidentally, appreciate, accommodation, handkerchief, apparent; weather or whether, possession, summary, perceive, noticeable; familiar, irresistible, hypocrisy, independent, innumerable.

1. accommodation. 2. conceive. 3. believe. 4. irrelevant. 5. marriage. 6. necessary. 7. tomorrow. 8. whether. 9. recommend. 10. immediate. 11. humorous. 12. achievement. 13. beginning. 14. apparent. 15. fifteen.

### WARMERS



Let the students use a dictionary to check the spelling of the words.

### GAME



After completing the worksheet play board shout, shout out a word the students must run to the WB and write the correct spelling of the word.

### IDEAS



Get the students to challenge each other with spelling words.

### PROBLEM AREAS



None expected.



Find and correct the spelling mistakes:

withold rhyme questionnaire pleasant opposite  
 temperature similar ocasion discusion acquire  
 accept goverment experiance miniature punctuation  
 inoculate apologise compeled acuracy irrelevant  
 refrigerator yacht recomend pronunciation whose  
 harass heroes atachment Wensday unecessary  
 accidentally development apreciate column  
 acommodation controversy hankerchief  
 apparant irrelevant accompanied  
 wether annually posession sumary siege  
 percieve parliament omission Thursday noticable  
 principal familier possessive iresistible hypocrisy  
 independant apparently furniture inumerable dictionary

Write the correct spelling for the these words:

<ol style="list-style-type: none"> <li>1. acommodation</li> <li>2. concieve</li> <li>3. beleive</li> <li>4. irrelevant</li> <li>5. mariage</li> <li>6. necesary</li> <li>7. tomorow</li> <li>8. wether</li> <li>9. recomend</li> <li>10. imediate</li> <li>11. humourous</li> <li>12. acheivement</li> <li>13. begining</li> <li>14. apparant</li> <li>15. fiveteen</li> </ol>	
--	--

## 112 - Student Questionnaire

### INFORMATION



Information sheet that students can use to provide information about themselves. Great for a first class or any time.



**TIME**

25

### ANSWERS



Not needed.

### WARMERS



Use as introduction for a new group.

### GAME



Get students to interview each other.

### IDEAS



Use the information gained and the students to write a report about the group.



### PROBLEM AREAS

No problems expected.

1. Why do you want to learn English?

---

2. What languages can you speak and write?

---

3. What is your **first language**?

---

4. Have you studied English before? *(If yes, when and where did you study?)*

---

5. What was the highest level you achieved?

---

6. Do you read English language magazines and/or books at home?  
*(If yes, which ones?)*

---

7. Do you watch English language TV programmes and/or listen to English language radio programmes? *(If yes, which ones?)*

---

8. Do you prefer writing practice or speaking practice?

---

9. Write GOOD, OK, or BAD under these subjects to show what you think of your ability at the moment:

speaking: listening: reading: writing:

---

10. What do you want to gain from doing this course?

---

# TEFL DEVIL – Instant Lessons

BEN TYERS – Available through lulu.com

## 113 - Suffixes

### INFORMATION



Students use deduction to guess the correct suffix of the given words.



**TIME**

15

### ANSWERS



Answers to the second part of this question will vary. Examples are shown in brackets. 1. **endless** (meaningless). 2. **explained** (advised). 3. **novelist** (typist). 4. **poetic** (tragic). 5. **improvement** (achievement). 6. **learner** (waiter). 7. **humorous** (jealous). 8. **greatness** (happiness). 9. **realise** (specialise). 10. **actor** (sailor). 11. **helpful** (hopeful). 12. **soften** (enliven). 13. **electrical** (comical). 14. **intention** (exception). 15. **accessible** (invisible).

### WARMERS



Write a few suffixes on the WB and elicit some words.

### GAME

Quick fire.



### IDEAS

Get the students to write some sentences.



### PROBLEM AREAS

None expected.



*Add the correct suffix to each of the words below, then write another word beside it that has the same suffix:*

or ed ness ible ion er

ist ment en ous al ful

ic less ise

1. end \_\_\_\_\_
2. explain \_\_\_\_\_
3. novel \_\_\_\_\_
4. poet \_\_\_\_\_
5. improve \_\_\_\_\_
6. learn \_\_\_\_\_
7. humor \_\_\_\_\_
8. great \_\_\_\_\_
9. real \_\_\_\_\_
10. act \_\_\_\_\_
11. help \_\_\_\_\_
12. soft \_\_\_\_\_
13. electric \_\_\_\_\_
14. intent \_\_\_\_\_
15. access \_\_\_\_\_

# TEFL DEVIL – Instant Lessons

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## 114 - Tag Questions (A)

### INFORMATION



Practice exercise using tag questions.



**TIME**

20

### ANSWERS



1. were you? 2. had he? 3. hadn't they? 4. didn't she? 5. wasn't it?  
6. didn't you? 7. hadn't we? 8. didn't they? 9. were you? 10. wasn't it?  
11. hadn't they? 12. had she? 13. was he? 14. didn't we? 15. hadn't you?  
16. weren't we? 17. didn't you? 18. weren't we? 19. hadn't it? 20. didn't they?

### WARMERS



Write a few examples on the WB.

### GAME

Quick fire.



### IDEAS

Get the students to say a sentence and elicit the tag.



### PROBLEM AREAS

Tags go from positive to negative and negative to positive.



Add an appropriate question tag to the end of each question.

For example: It was a great film, **wasn't it?**

1. You weren't using this cup, \_\_\_\_\_
2. Alberto had never met his real mother before, \_\_\_\_\_
3. Fran and Alex had been hoping for better weather, \_\_\_\_\_
4. My niece sent you two invitations, \_\_\_\_\_
5. The last manager's name was Sheila, \_\_\_\_\_
6. You did close the curtains in the living room, \_\_\_\_\_
7. We'd better hurry if we don't want to be late, \_\_\_\_\_
8. They said I should take two tablets after every meal, \_\_\_\_\_
9. You weren't going to park there, \_\_\_\_\_
10. The house was quite small, \_\_\_\_\_
11. Your friends had already seen that film, \_\_\_\_\_
12. Rachael had never known that I loved her, \_\_\_\_\_
13. Aaron wasn't well yesterday, \_\_\_\_\_
14. We really told the manager what we thought of her, \_\_\_\_\_
15. You'd arranged to stay for four nights, \_\_\_\_\_
16. We were always getting into trouble at school, \_\_\_\_\_
17. You parked at the back of the building, \_\_\_\_\_
18. We were lucky we didn't run out of petrol, \_\_\_\_\_
19. Our house had only been on the market for a week, \_\_\_\_\_
20. Those plants needed to be watered once a week, \_\_\_\_\_

# TEFL DEVIL – Instant Lessons

BEN TYERS – Available through lulu.com

## 115 - Tag Questions (B)

### INFORMATION



More practice with tag questions and answers.



**TIME**

25

### ANSWERS



1. can't I? 2. can't they? 3. will it? 4. mustn't it? 5. mustn't I? 6. won't I? 7. can she? 8. will I? 9. mustn't they? 10. will he? 11. can I? 12. won't he? 13. mustn't you? 14. can't he? 15. will you? 16. mustn't she? 17. must they? 18. can't it? 19. won't you? 20. won't they?

### WARMERS



Pre teach question tags.

### GAME



One students says a sentence and another adds the tag.

### IDEAS



Say sentences about famous people, elicit the correct tag.



### PROBLEM AREAS

Practice makes perfect.



Add an appropriate question tag to the end of each question.

For example: He can't cook, **can he?**

1. I can park here, \_\_\_\_\_
2. My bags can go in the boot, \_\_\_\_\_
3. The jar won't open, \_\_\_\_\_
4. It must stop raining soon, \_\_\_\_\_
5. I must bring the money for the present on Monday, \_\_\_\_\_
6. I'll be there on Friday to help you, \_\_\_\_\_
7. Kate can't stand spiders, \_\_\_\_\_
8. I won't get a certificate unless I pass the exam, \_\_\_\_\_
9. The electricians must tell us if they're going to finish early, \_\_\_\_\_
10. Greta's dad won't let her have a computer, \_\_\_\_\_
11. I can't apologise to my sister, \_\_\_\_\_ She's too annoyed.
12. Rob will regret having that tattoo done, \_\_\_\_\_
13. You must always phone the college if you're going to be late, \_\_\_\_\_
14. Michel can do the cooking tonight, \_\_\_\_\_
15. You won't forget it's your dad's birthday next week, \_\_\_\_\_
16. Ginny must be really rich, \_\_\_\_\_ Look at her car!
17. Athletes mustn't take banned drugs, \_\_\_\_\_
18. Your DVD player can play CDs as well, \_\_\_\_\_
19. You'll need to take a coat with you tonight, \_\_\_\_\_
20. My photos will be ready in an hour, \_\_\_\_\_

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## 116 – Targeted Vocabulary (A)

### INFORMATION



Target vocabulary about travelling. Students use the vocabulary to plan a trip around the world and write a post card.



**TIME**

25



### ANSWERS

Not needed



### WARMERS

Students interview each other to find out where each person is.



### GAME

Back to the board. One student sits at the front with their back to the WB and must guess the word on the WB by asking yes no questions. Use words from the warmer or other associated words.

### IDEAS



Use the information aquired to write a postcard.



### PROBLEM AREAS

Don't let students cheat when playing the game.

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[illegible]

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## 117 – Targeted Vocabulary (B)

### INFORMATION



Writing a story. Student write an amusing story using their own ideas.



**TIME**

25

### ANSWERS



Answers to any exercises.

### WARMERS



Cut up the worksheet and hand out one of each section to each student.

### GAME



Collect in the paper in sets, students then take one of each section at random and use them to write a story.

### IDEAS



Students tell you a story or folk tale that they know.

### PROBLEM AREAS



Encourage each student to write part of the story.

Place	Character	Object	Genre	Famous person
Place	Character	Object	Genre	Famous person
Place	Character	Object	Genre	Famous person
Place	Character	Object	Genre	Famous person
Place	Character	Object	Genre	Famous person
Place	Character	Object	Genre	Famous person
Place	Character	Object	Genre	Famous person
Place	Character	Object	Genre	Famous person
Place	Character	Object	Genre	Famous person
Place	Character	Object	Genre	Famous person
Place	Character	Object	Genre	Famous person

# TEFL DEVIL – Instant Lessons

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## 118 – Targeted Vocabulary (C)

### INFORMATION



Students use their own ideas to design their own sport.



**TIME**

25



### ANSWERS

Not needed



### WARMERS

Cut up the worksheet and get the students to write down on each piece.



### GAME

Students use one of each to design their own sport. For example, if the words were sock, orange and park the sport could involve putting an orange in a sock and throwing it up a tree.



### IDEAS

Students present / roleplay their sport to the group.



### PROBLEM AREAS

Get students to make a poster about their sport before presenting it, this will mean they have more to say about it.

Place	Equipment 1	Equipment 2	Number of players	Rule
Place	Equipment 1	Equipment 2	Number of players	Rule
Place	Equipment 1	Equipment 2	Number of players	Rule
Place	Equipment 1	Equipment 2	Number of players	Rule
Place	Equipment 1	Equipment 2	Number of players	Rule
Place	Equipment 1	Equipment 2	Number of players	Rule
Place	Equipment 1	Equipment 2	Number of players	Rule
Place	Equipment 1	Equipment 2	Number of players	Rule
Place	Equipment 1	Equipment 2	Number of players	Rule
Place	Equipment 1	Equipment 2	Number of players	Rule
Place	Equipment 1	Equipment 2	Number of players	Rule

# TEFL DEVIL – Instant Lessons

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## 119 - Time

### INFORMATION



Writing the time using numbers.



**TIME**

25

### ANSWERS



Note: both options are correct: 1. It's ten past twelve. / It's twelve ten. 2. It's twentyfive to four. / It's three thirty-five. 3. It's ten to nine. / It's eight fifty. 4. It's eighteen minutes to twelve. / It's eleven forty-two. 5. It's quarter past nine. / It's nine fifteen. 6. It's twenty past four. / It's four twenty. 7. It's quarter past seven. / It's seven fifteen. 8. It's ten o'clock. 9. It's two minutes past two. / It's two oh two. 10. It's quarter past six. / It's six fifteen. 11. It's ten o'clock at night. / It's ten pm. 12. It's seven o'clock in the evening. / It's seven pm. 13. It's twenty-five past seven. / It's seven twenty-five. 14. It's eighteen minutes past



### WARMERS

Tell the students what time you do different activities.



### GAME

Draw a big clock on the WB and get students to say and write on it what time they do different activities.



### IDEAS

Get the students to keep a diary for week, writing down in words what time they do different things.



### PROBLEM AREAS

Pattern practice is the key for students to learn the time.



*Write each sentence correctly.*

*(Note: for this exercise, please write words rather than numbers.)*

1. It's fifty to one. \_\_\_\_\_
2. It's thirty-five past three. \_\_\_\_\_
3. It's ten before nine. \_\_\_\_\_
4. It's eighteen to twelve. \_\_\_\_\_
5. It's quarter after nine. \_\_\_\_\_
6. It's forty to five. \_\_\_\_\_
7. It's fifteen past seven. \_\_\_\_\_
8. It's ten. \_\_\_\_\_
9. It's two past two. \_\_\_\_\_
10. It's six one five. \_\_\_\_\_
11. It's twenty-two o'clock. \_\_\_\_\_
12. It's nineteen hours. \_\_\_\_\_
13. It's thirty-five to eight. \_\_\_\_\_
14. It's eighteen past four. \_\_\_\_\_
15. It's thirteen o'clock. \_\_\_\_\_

# TEFL DEVIL – Instant Lessons

BEN TYERS – Available through lulu.com

## 120 - Time Units

### INFORMATION



Huge range of different vocabulary used when talking about time.



**TIME**

45

### ANSWERS

1. A nanosecond. There are a million nanoseconds in a millisecond. 2. A millisecond.



There are a thousand microseconds in a millisecond. 3. 1,000 milliseconds. 4. 5 minutes x 60 seconds = 300 seconds. 5. 15 minutes. 6. 60 seconds x 60 minutes = 3,600 seconds in 1 hour; 3,600 x 2 = 7,200 seconds. 7. 60 minutes x 24 hours = 1,440 minutes. 8. 24 hours. 9. 2 days x 24 hours = 48 hours. 10. 24 hours x 7 days = 168 hours. 11. 1,440 minutes per day x 14 days = 20,160 minutes. 12. It varies between 28 and 31 days. 13. 29.53059 days. 14. 365 days. 15. 366 days. 16. 24 hours x 366 days = 8,784 hours. 17. 25 years. 18. 10 years (1 decade) x 4 = 40

### WARMERS



Ask the students how many seconds in a minute, how many days in a week

### GAME



Use the worksheet as a quiz.

### IDEAS



Get the students to set their own questions.

### PROBLEM AREAS



Make sure students can write and say numbers.

1. Which is faster, a nanosecond or a millisecond?
2. Which is faster, a millisecond or a microsecond?
3. How many milliseconds are there in a second?
4. How many seconds are there in five minutes?
5. How many minutes are there in a quarter of an hour?
6. How many seconds are there in two hours?
7. How many minutes are there in a day?
8. How many hours are there in a day?
9. How many hours are there in a weekend?
10. How many hours are there in one week?
11. How many minutes are there in a fortnight?
12. How many days are there in a calendar month?
13. How many days are there in a lunar month?
14. How many days are there in a standard year?
15. How many days are there in a leap year?
16. How many hours are there in a leap year?
17. How many years are there in a generation?
18. How many years are there in four decades?
19. How many years are there in a couple of centuries?
20. How many years are there in a millennium?

# TEFL DEVIL – Instant Lessons

BEN TYERS – Available through lulu.com

## 121 - Wish

### INFORMATION



Students write what they wish to do using this worksheet. This can be used a great start for lots of mini discussions.



**TIME**

20

### ANSWERS



Students own answers.

### WARMERS



Say five things you wish you could do, elicit from the students.

### GAME



Use the xtra sheet at the back, students write nouns in the boxes and then try to say a sentence using I wish.

### IDEAS



The students have three wishes and have to choose three things to wish for.



### PROBLEM AREAS

Lead by giving examples of what the students must do.

Write some things that you wish were true:

I wish I could

---

I wish I could

---

I wish I could

---

I wish I was

---

I wish I was

---

I wish I was

---

I wish I had

---

I wish I had

---

I wish I had

---

I wish I didn't have to

---

I wish I didn't have to

---

I wish I didn't have to

---

I wish

---

# TEFL DEVIL – Instant Lessons

BEN TYERS – Available through lulu.com

## 122 - Would You Mind

### INFORMATION



A series of problems and situations. Students must deduce that correct way to ask for help.



### TIME

Estimated time of activity

### ANSWERS



Answers not needed. Example; Would you mind helping me carry this? Would you mind not parking here? etc

### WARMERS



Ask students to do something for you, for example; Would you mind picking my pen up? Would you mind opening the window?

### GAME



Students imagine they are guests in an expensive hotel and make as many requests as they can in two minutes.

### IDEAS



Students can imagine they are somewhere else and in pairs can ask and answer different requests. Possible places are cinema, bank, beach, shop.

### PROBLEM AREAS



Make sure students use full sentences.

*Write these commands using "Would you mind...?"*

Help me carry this. \_\_\_\_\_

Call back later tonight. \_\_\_\_\_

Please don't park your truck here. \_\_\_\_\_

Bring some cookies or a cake. \_\_\_\_\_

Let's take a short break. \_\_\_\_\_

Let's not clean the house today. \_\_\_\_\_

Ladies, please talk more quietly. \_\_\_\_\_

Don't take pictures of the service. \_\_\_\_\_

Children, please don't shout. \_\_\_\_\_

Let's ride the train. \_\_\_\_\_

Come a little early. \_\_\_\_\_

Let's not invite them this time. \_\_\_\_\_

*You won't/can't do any of these things. Tell me why.*

Would you mind going to a German restaurant?  
Sorry, \_\_\_\_\_

Would you mind bringing a salad to the picnic?  
Sorry, \_\_\_\_\_

Would you mind ordering a bottle of red wine?  
Sorry, \_\_\_\_\_

Would you mind looking over this broken radio?  
Sorry, \_\_\_\_\_

Would you mind helping me paint on Saturday?  
Sorry, \_\_\_\_\_

Would you mind taking care of my baby tonight?  
Sorry, \_\_\_\_\_

Would you mind stopping at the department store?  
Sorry, \_\_\_\_\_

# TEFL DEVIL – Instant Lessons

BEN TYERS – Available through [lulu.com](http://lulu.com)

## 123 - Writing Assignment

### INFORMATION



Get students generating lots of ideas that they can then use for a writing assignment.



**TIME**

30

### ANSWERS



Students own answers.

### WARMERS



Draw a picture of Katie and elicit some facts about her.

### GAME



Challenge students to come up with more facts about Katie.

### IDEAS



Use as the basis for a writing assignment.

### PROBLEM AREAS



Make sure students use full sentences when giving facts about Katie.



## Katie

*Write about 150 words describing what you imagine her life to be like. Use your imagination and plenty of adjectives and adverbs to describe her life and activities.*

*Here are some points that you could think about:*

- What is her full name?
- How old is she?
- Where does she live?
- Does she live in a house or a flat, or something else?
- Who does she live with?
- How much money does she have?
- What does she do for a living?
- How much does she earn?
- What skills does she have?
- What are her strengths and weaknesses?
- Describe her appearance, or draw a picture of her.
- What type of clothes does she wear?
- Describe her family.
- Does she have a partner?
- Does she have any children?
- Describe her friends.
- What do her friends and family think of her?
- What are her hobbies and interests?
- What type of music does she like?
- What are her least favourite things?
- How often does she go out?
- Where does she go on holiday?
- How does she speak? Does she have an accent?
- What is she worried about at the moment?
- Is she happy?

# TEFL DEVIL – Instant Lessons

BEN TYERS – Available through lulu.com

## 124 - UK Quiz (A)

### INFORMATION



Informative quiz about the UK.



**TIME**

25

### ANSWERS

1. Three. England, Scotland and Wales. 2. Belfast. 3. Constitutional monarchy. 4. The 1801 Act of Union merged Great Britain with Ireland. 5. Ben Nevis (1,344 metres). 6. Western Europe. 7. Saint Andrew. 30th November is known as St. Andrew's Day. 8. False. 9. National Union of Teachers. 10. The House of Commons and the House of Lords. 11. Prince Charles. 12. At age 18. 13. Up to 980,000 (source: <http://www.cbrd.co.uk/>). 14. The daffodil. 15. £. 16. The Tube. 17. 10 Downing Street, London, SW1A 2AA. 18. Red. 19. Birmingham. 20. 70 miles per hour.



1. United Kingdom of Great Britain and Northern Ireland. 2. London. 3. Protestantism (27 million). 4. The 1536 Act of Union merged England and Wales into a single state. 5. Choose from: Anguilla, Bermuda, British Indian Ocean Territory, British Virgin Islands, Cayman Islands, Falkland Islands, Gibraltar, Guernsey, Isle of Man, Jersey, Montserrat, Pitcairn Islands, Saint Helena, South Georgia and the South Sandwich Islands, Turks and Caicos Islands. 6. Tony Blair MP. 7. The Labour Party. 8. It is celebrated on 25th January in Scotland. 9. Trades Union Congress. 10. The Union flag (it should only be called the Union Jack when used aboard ship). 11. He was 59 years old. He was born on 9th November 1841 and became king when his mother Queen Victoria died on 22nd January 1901. 12. 11 Downing Street, London. 13. For five years, from 1653-1658. 14. True. 15. A red rose. 16. 11 pm. 17. 30 miles per hour. 18. The River Severn. 210 miles long (354 km). 19. The M25. 20. Chips.

### WARMERS

Ask students some factual questions about their city or town.



### GAME

Give students a point for each question they get right.



### IDEAS

Students can use the facts they learnt to create a worksheet about UK.



### PROBLEM AREAS

Don't let students cheat and be fair when awarding points.



1. How many countries make up Great Britain and what are they?
2. What is the capital city of Northern Ireland?
3. What type of government does the UK have?
4. In which year were Great Britain and Ireland joined in a legislative union?
5. What is the highest point in the UK?
6. In which continent is the UK situated?
7. Who is the patron saint of Scotland and on which day is he remembered?
8. True or false – the UK is a member of the European Single Currency?
9. What do the initials NUT stand for?
10. Name the two Houses of Parliament.
11. Who is heir to the throne in the UK?
12. At what age can people vote in the UK?
13. How many vehicles does the M1 carry per week?
14. What is the national flower of Wales?
15. Draw the symbol for Pounds Sterling.
16. What is the London Underground also known as?
17. At what address does the Prime Minister of the UK usually live?
18. What colour are double-decker buses in London?
19. Which UK city has the nickname 'Brum'?
20. What is the maximum speed limit when driving on motorways in the UK?

1. What is the long name for the UK?
2. What is the capital city of the UK?
3. What is the most popular religion in the UK?
4. In which year was Wales merged with England?
5. Name three countries that are dependants of the UK.
6. Who is Prime Minister of the UK at the moment?
7. Which political party do they represent?
8. When is Burns' Night and in which country of the UK is it celebrated?
9. What do the initials TUC stand for?
10. What is the flag of the UK called?
11. How old was Edward VII when he came to the throne?
12. Where does the Chancellor of the Exchequer usually live?
13. When and for how many years did Oliver Cromwell rule as Lord Protector of England, Scotland and Wales?
14. True or false – citizens of Commonwealth countries make up 30% of the world's population?
15. What is the national flower of England and what colour is it?
16. At what time of night do most pubs in the UK usually close?
17. What is the maximum speed limit when driving in a residential area in the UK?
18. What is the longest river in the UK and how long is it?
19. What is the name of the motorway that encircles Greater London?
20. Complete the name of this favourite English meal: 'Fish and \_\_\_\_\_'.

# TEFL DEVIL – Instant Lessons

BEN TYERS – Available through lulu.com

## 125 - UK Quiz (B)

### INFORMATION



More facts and information about the UK.



**TIME**

30

### ANSWERS



1. Four. England, Scotland, Wales and Northern Ireland. 2. 1921. 3. Edinburgh. 4. 58.8 million, according to the 2001 Census (source: <http://www.number-10.gov.uk/>). 5. True. 6. 1999. 7. English, Welsh and Scots Gaelic. 8. British Telecommunications Plc. 9. Plaid Cymru. 10. Capitalist. 11. British Pounds Sterling. 12. Red. 13. The thistle. 14. 67.7 million (source: <http://www.baa.com>). 15. 17 years old. 16. Ben Nevis (1,344 metres). 17. King Edward VII. 18. He was her son. 19. True.

1. Cardiff. 2. Great Britain was formed by the 1707 Act of Union when England (with Wales) and Scotland agreed to join together permanently. 3. Michael Howard MP. 4. The Conservative Party. 5. Queen Elizabeth II. 6. 6th February 1952. 7. Red, white and blue. 8. Saint David. 1st March is known as St. David's Day. 9. The shamrock. 10. Five. 11. BBC1, BBC2, ITV 1, Channel 4 and Five. 12. True. The first line opened in 1863. 13. On the left. 14. Saint George. 23rd April is known as St. George's Day. 15. Cool and temperate. Often cloudy and generally mild. 16. Army, Royal Navy (including Royal Marines) and Royal Air Force. 17. London. 18. The Liberal Democrats. Charles Kennedy



### WARMERS

Ask a few simple general knowledge questions.



### GAME

Divide into groups and play a quiz.



### IDEAS

Set this as homework, students have to use the internet to find the answers.



### PROBLEM AREAS

As with any quiz or worksheet, make sure it is suitable for the level. Read it through before using it in the classroom and identify vocabulary you will need to pre-teach.

*Use a library or the internet to find the answers to this quiz, which is all about the UK:*

1. How many countries make up the United Kingdom and what are they?
  2. In which year was Northern Ireland formed under the Anglo-Irish Treaty?
  3. What is the capital city of Scotland?
  4. What is the population of the UK?
  5. True or false – at the height of its power the British Empire covered more than a quarter of the earth's surface?
  6. In which year were regional assemblies first opened in Scotland, Wales and Northern Ireland?
  7. What are the official languages of the UK?
  8. What do the initials BT stand for?
  9. What is the name of the Welsh National Party in Welsh?
  10. What type of economy does the UK have?
  11. Which currency is used in the UK?
  12. What colour are post boxes in the UK?
  13. What is the national flower of Scotland?
  14. How many passengers use Heathrow Airport each year?
  15. How old must you be before you can hold a provisional driving licence?
  16. What is the highest mountain in the UK?
  17. Which king succeeded Queen Victoria when she died in 1901?
  18. What relation was he to her?
  19. True or false – Oxford University is the oldest university in the English-speaking world?
  20. How many pence are there in six pounds fifty-three?
- 
1. What is the capital city of Wales?
  2. In which year did England and Scotland agree to a permanent union?
  3. Who is the Leader of the Opposition?
  4. Which political party do they represent?
  5. Who is the monarch of the UK at the moment?
  6. When did they come to the throne?
  7. What colours are on the Union flag of the UK?
  8. Who is the patron saint of Wales and on which day is he remembered?
  9. What is the national flower of Northern Ireland?
  10. How many terrestrial TV channels are there in the UK?
  11. Name them all.
  12. True or false – London was the first city in the world to have an underground train system?
  13. On which side of the road do people drive in the UK?
  14. Who is the patron saint of England and on which day is he remembered?
  15. What is the climate like in the UK?
  16. Name the branches of the military in the UK.
  17. What is the capital city of England?
  18. What is the name of the third most popular political party in the UK and who leads it?
  19. What is the name of the major river that runs through London?
  20. Who is the patron saint of Ireland and on which day is he remembered?

# TEFL DEVIL – Instant Lessons

BEN TYERS – Available through [lulu.com](http://lulu.com)

## 126 – Xtra (A)

### INFORMATION



This worksheet can be used for a range of different purposes.



**TIME**

10-45



### ANSWERS

Not needed.



### WARMERS

Challenge students to write 32 words or phrases that they or other members of the group don't know. These words can be based on units from their course books or any given topic.



### GAME

Cut up the grid, hand out the pieces of paper. Students write different parts of speech (verb, noun, adverb) on each. Shuffle and hand out to the group. Students tell a story, one sentence at a time around the class using the word they were given.

### IDEAS



1. Board games. Students use arrows to link up boxes. In each box students write a question or grammar point. They can then colour in the grid. Play.
2. Vocab sheets. Give students a few copies, in class or as home work they create their own vocab dictionary. Example columns: 1-Word, 2-Meaning, 3-Translation, 4-Sentence using the word.
3. Collect in the student vocab sheets, cut up with word and definition. Use to play snap in class.



### PROBLEM AREAS

As with any classroom exercise, give instructions, give examples, give instructions again, check. Do this before handing out the worksheet.


Name: \_\_\_\_\_

# TEFL DEVIL – Instant Lessons

BEN TYERS – Available through lulu.com

## 127 – Xtra (B)

### INFORMATION



Describing a scene using shapes and prepositions of place.



**TIME**

20

### ANSWERS



Not needed.

### WARMERS



Draw shapes on the WB elicit shape and position.

### GAME



Students draw a picture using simple shapes and keep it hidden from their partner, they then describe the picture and their partner must draw it.

### IDEAS



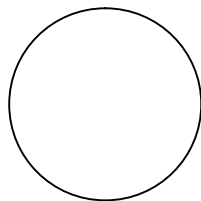
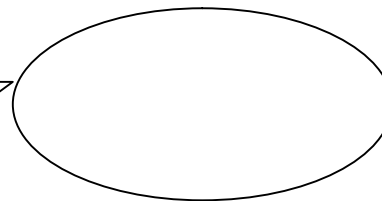
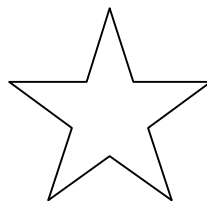
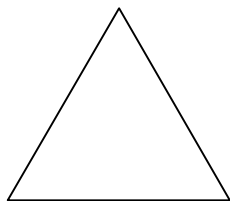
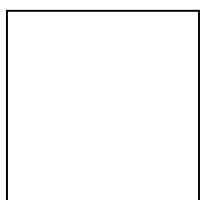
Use a picture from a magazine or text book, one student isn't allowed to see the picture and must draw it on the WB using instructions given by the rest of the group.

### PROBLEM AREAS



When doing the game make sure students don't cheat!





# TEFL DEVIL – Instant Lessons

BEN TYERS – Available through lulu.com

## 128 - Xtra (C)

### INFORMATION



Find someone who. Use for mingling exercises. Great for speaking practice.



**TIME**

25

### ANSWERS



Not needed.

### WARMERS



Ask questions; Do you.....? / Have you ever.....? If yes  
->When did you...?Why did you....?

### GAME



Students make their own questions and then mingle.

### IDEAS



Get student to use different tenses or just ask questions using one tense.



### PROBLEM AREAS

Give a clear example before starting any group work.

## Find someone who.....

[illegible]

# TEFL DEVIL – Instant Lessons

BEN TYERS – Available through lulu.com

## 129 - Xtra (D)

### INFORMATION



Sheet for creating class surveys.



**TIME**

20

### ANSWERS



Not needed.

### WARMERS



Ask students yes no questions and write answers on WB.

### GAME



Students make their own survey and ask eachother.

### IDEAS



Get students to report back the information they got during the survey.

### PROBLEM AREAS



Make students use full questions.

Question	Answer 1/ name	Answer 2 / name	Answer 3 / name
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

# TEFL DEVIL – Instant Lessons

BEN TYERS – Available through [lulu.com](http://lulu.com)

## 130 - Xtra (E)

### INFORMATION

The final worksheet in this book. You just know it's going to be good! Twenty+ activities with one worksheet. The ultimate emergency worksheet! At least four hours worth of material on just one page.



4 HOURS

### WARMERS, GAMES AND IDEAS



Hopefully this book has shown you how different ideas can be used with great success in the classroom.

The following page has been left blank for your own ideas.



You can use this blank page as you wish in the classroom.

Why not get students to make their own worksheets to challenge other students.



Thanks for choosing TEFL DEVIL.



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