

# ROCK YOUR ENGLISH!

## ACTIVITEITEN IN DE KLAS/GROEP/BAND

### CHAPTER 1: PRESENT SIMPLE

Have the students sit in partner combinations. One student has to interview his or her partner, asking him or her all kinds of questions to activate the Present Simple. For example: 'Where do you live? What are your hobbies? What kind of music do you like?'. They have to ask 10 questions each and then write down the answers. Then they introduce their partner to the group, using their answers in the introduction. A great way to break the ice, get to know each other and activate the Present Simple at the same time!

### CHAPTER 2: PRESENT CONTINUOUS

Watch a short video (a music video) or a cartoon with the class. Stop the film every few seconds and ask them 'What is he/she doing now?' They have to write down all their answers, it's very fast and furious and a lot of fun!

Another exercise to try is having the students write a few sentences about someone that they don't like, using 'always' plus the Present Continuous to show criticism. They can then read their sentences to the class and the other students have to guess who they are talking about! A fun way to activate the Present Continuous!

### CHAPTER 3: PAST SIMPLE

Have the students do some research into a famous person they admire who is no longer living. They can write a little report about that person and read it to the class, and then the class has to guess who that person is. It's not as easy as it seems!

Another way to activate the Past Simple is to have them interview each other (in partners) and talk about what they did yesterday, on their last vacation, when they were a child, etc. They can write down the answers and then re-introduce their partner to the group.

### CHAPTER 4: PAST CONTINUOUS

Play a short music video, cartoon, or film, or have the students flip through some magazines. Ask them every few seconds 'What were you doing at X o'clock last night?' and then they have to answer based on what they see. It should be fast and furious, and lots of fun!

Another way to practise this form is to give everyone a magazine or a newspaper and have them make sentences like 'While I was .....ing, I heard/saw/realized/etc, ...' using what they see or read about in the magazines.



## CHAPTER 5: PRESENT PERFECT

Have the students work in partners or in groups. Give each one a travel brochure, magazine, or newspaper. Have them look at special places and ask each other if they have ever been to that place before. They can answer each other's questions with either the Present Perfect or the Past Simple. If they have been to that place before, have them write a short story about what they did there and what it was like. This exercise is a fun way to activate the Past Simple and the Present Perfect.

## CHAPTER 6: PRESENT PERFECT CONTINUOUS

Give each student a pile of pictures showing different activities. They then have to make sentences about 'what the person has just been doing', to activate the Present Perfect Continuous.

They can also activate this form in a different way, by showing frustration in a job, for example. They can think of a profession (for example, being a dentist) and then think of what a dentist would say if he or she were frustrated – 'I have been working here for 3 years and I still don't have nice magazines in my waiting room!', for example.

## CHAPTER 7 and CHAPTER 8: PAST PERFECT and PAST PERFECT CONTINUOUS

These are not the easiest grammar forms to activate, but an idea could be to write down lots of verbs in the infinitive form, and then have students pick 2 verbs each and put them into a sentence, with one in the Past Perfect and one in the Past Perfect Continuous form. The students can then link their sentences together and try to make one long story out of it. It won't make a lot of sense, but it will be a lot of fun!

## CHAPTER 9: WILL

A fun way to work on activating the 'will' is to have the students react to spontaneous situations. Have them 'act out' certain scenes, and then someone can 'walk into' the scene and ask for something, or disturb them in a funny way, and then they have to use the 'will' in their reaction. For example, if they are eating in a restaurant, someone could come in and say 'Help! My hair is on fire!' and they could say 'Oh, really? We'll get a bucket of water for you!' or something in that nature. This really makes them laugh and everyone has a great time! They almost forget they are learning grammar!

## CHAPTER 10: GOING TO

I always say that this is the grammar most used on December 31. Have them get into partners or small groups, and have them talk about what their intentions are for the year ahead. Are they going to lose weight? If so, how? Are they going to do better in school? How will they do this? Maybe they also have some suggestions for how they can learn English better? You never know!



## CHAPTER 11: PRESENT TENSES FOR THE FUTURE

Have them look through a concert magazine or a flyer about upcoming cultural activities (concerts, museum exhibitions, plays, films, etc). Have them make a 'Top 10' list of what they want to do and see. Then they have to make sentences using the Present Simple and the Present Continuous about what time things start and end, and how they are going to get there (bus, train, etc).

## CHAPTER 12: CONDITIONALS 1

Have every student write down 3 different verbs on 3 different pieces of paper. Then mix up the papers and have each student choose 3. They have to put each verb into a Conditional 1 sentence. For example, if they choose 'sing', then they could say 'If I sing a song now, will you be happy?'. This can also be used for Conditionals type 2.

## CHAPTER 13: CONDITIONALS 2

Have each student write down 5 'speculation' situations. For example – winning the lottery, finding a wallet, discovering a dead body, etc. Anything goes! Then have them write sentences starting with 'If I ....., then I would .....', showing how to use these with Type 2 Conditionals.

Another way to activate this is to have them write a story titled 'If I won the lottery...'. They have to write at least 10 sentences about what they would do if this happened! A fun way to activate the second Conditional.

## CHAPTER 14: CONDITIONALS 3

Put the students into small groups or partners. Have them go through a newspaper together, or give them an article you have selected. They have to write sentences inspired by this article, saying how things could have been different, using the third Conditional. For example 'If Susan Jones had waited before crossing the street, she would not have been hit by that truck.' Or, 'If the banks had not increased the interest rate, lots of people would have bought houses.' This is not the easiest thing to do for some students, but it does make them think very hard and really challenges them!

## CHAPTER 15: NOW IT'S YOUR TURN

Have the students bring in 2 lyrics each. One lyric has to be from a song they really like, and another one is from a song that they hate. They can look on [www.sing365.com](http://www.sing365.com) for all of the lyrics they need, then print them out. Have a discussion about what they do or don't like about the lyric, and how it could be improved, according to them! A really fun and dynamic way to get them to start thinking and looking at lyrics and creative writing more closely!

