

# Language drills!

Increase your students' speaking fluency with our **Language Drills!**



## Introduction

Can your students use the Present Simple fluently? Do they make mistakes with past tense verbs? Have they learnt how to form questions using *do*, *does* and *did*?

These are all typical problems for language students. So, what can you do about them?

You could give your students worksheets to practise forming the tenses. Or set up a free speaking activity based around a language point. But they'll probably still make the same mistakes, and it won't help them form the tense orally, accurately and quickly.



So, what's the answer? Well, one solution is to do some language drilling in class. Language drills are great for increasing your students' speaking fluency. And with just 5 minutes per class, you'll make the lesson more dynamic and really help with your students' speaking accuracy.

Language drills give your students practise forming sentences, negatives or questions in a variety of tenses. They're directed by you, the teacher, so you can correct any mistakes immediately.

The idea is that students first practise with you in class. Then they'll be ready to use the language in real-life situations. And the faster they get the more automatic it'll become for them. And soon they'll be able to form sentences, negatives and questions without even thinking!

So, how do language drills work? There are lots of ways that you can do drills in class.

You could ask students questions, focusing on a particular grammar point:

Teacher: Where does your sister work?

Student: She works in a bank.

Or you could get them to ask each other questions:

Teacher: Jessica, ask Pete where John's sister works.

Student 1: Pete, where does John's sister work?

Student 2: She works in a bank.

Or you could do some transformation drills. For example, you say a sentence in the affirmative, and students have to transform it into a negative or question, quickly and orally:

Teacher: I went shopping.

Student: I didn't go shopping.

Teacher: They've seen it.

Student: Have they seen it?

The possibilities are limitless.

### How to use the book

The book is divided into two levels: **Intermediate (A2-B1)** and **Higher (B2-C1)**.

However, even higher-level students get the basics wrong when speaking, so don't be afraid to do some of the Intermediate-level drills with them too.

The *Miscellaneous Drills* at the end of each section are for practising numbers, phone numbers, dates, e-mail addresses, etc. These are always tricky for students, and you'll be surprised how even Advanced-level students get these things wrong. So, doing a bit every day will really help them.

These drills are not in any particular order so you can pick and choose which ones you want to do. You could even let your students "tell you" which drills to do. For example, if you notice your students having difficulties with a particular tense, then choose the relevant drill for them. So, during a free speaking activity, if you hear them making mistakes with the Present Simple third person "He ~~go~~ to work..." then choose a drill to practise this.

In general, class drills have to be fast and dynamic. Force all students to participate, and pick on students at random to answer the questions or do the drill (don't go around the room in one direction, for example). Tell students to answer any questions with full answers (even if it means inventing things), and to answer as quickly as possible. The actual content or information isn't at all important – the key goal is getting your students to form sentences, negatives or questions.

For maximum benefit, the best thing is to do a little bit drilling every lesson, even if it's just 5 minutes.

Good luck, and have fun drilling your students!



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# Intermediate level (A2-B1)

## *Can*

Use this drill to practise using “can/can’t”. Tell students to answer with FULL answers, and to invent answers if necessary.

- Can you speak any foreign languages?
  - Can you play any musical instruments?
  - Can you sing?
  - Can you drive a car?
  - Can you swim?
  - Can you run fast?
  - Can you play billiards?
  - Can you walk on your hands?
  - Can you use any design programmes on the computer.
  - Can you juggle with three balls?
- Etc.

For example:

Teacher: Can you sing?

Student: Yes, I can sing.

Etc.

Continue like this. After a while, students ask one another questions. For example:

Teacher: Keira, ask Ellis if he can play the piano.

Keira: Ellis, can you play the piano?

Ellis: Yes, I can play the piano and the guitar.

## **Modal verbs**

Use this drill to practise using modal verbs. Students answer with FULL answers and invent if necessary.

- Where do you think I should put the painting?
  - What do you think I should say?
  - Who do you think I should talk to?
  - Where do you think they might be?
  - What do you think they might be doing?
  - How much do you think you could lend me?
  - What time do you think you could finish it by?
  - What time do you think you’ll be able to get here by?
- Etc.

For example:

Teacher: Where do you think I should put the painting?

Student: I think you should put the painting in the living room.

Etc.

Continue like this. After a while, students ask one another questions. For example:

Teacher: Keira, where he thinks we should put the painting.

Keira: Ellis, where do you think we should put the painting?

Ellis: I think you should put the painting in the living room.

Etc.

## Possessive forms

Use this drill to practise using possessive forms. Students invent answers and answer in FULL.

- Whose shoe is this?
- Whose bag is this?
- Whose jacket is this?
- Whose papers are these?
- Whose book is this?
- Whose notes are these?
- Whose pen is this?
- Whose computer is this?
- Whose office is this?
- Whose television is this?
- Whose computer is this?

For example:

Teacher: Whose bag is this?

Student: It's Pete's bag.

Etc.

Continue like this. After a while, students ask one another questions. For example:

Teacher: Ellis, ask Keira whose bag this is.

Ellis: Keira, whose bag is this?

Keira: It's Mike's bag.

## ***Have got***

Use this drill to practise using “have/has got”. Students invent answers and answer in FULL.

- Have you got a brother or sister?
- Have you got a microwave in your kitchen?
- Have you got a television in the kitchen?
- Have you got a computer at home?
- Have you got a pet dog or cat?
- Have you got internet at home?
- Have you got an e-mail address?
- Have you got a DVD player?
- Have you got a car?
- Have you got a motorbike?
- Have you got a mobile phone with camera?
- Have you got any interesting books?
- Have you got any ideas about going out on the weekend?
- Have you got any thoughts on the situation in X?

For example:

Teacher: Have you got a car?

Student: Yes, I've got a car.

Etc.

Continue like this. After a while, students ask one another questions. For example:

Teacher: Ellis, ask Keira if she's got more than one television at home.

Ellis: Keira, have you got more than one television at home?

Keira: Yes, I have got more than one television at home.

## **The present simple 3<sup>rd</sup> person singular**

Use this drill to practise the 3<sup>rd</sup> person singular with the present simple. Tell your students that you are going to ask them questions about a film (it doesn't matter if they have seen it or not). Students must invent answers and answer in FULL.

- In the film, how does she go to work?
- What does she do for a living?
- Where does she live?
- What car does she drive?
- What sport does she do?
- Who does she go out with?
- How much does she earn?
- What does she do in the holidays?
- Who does she meet in the film?
- Where does she go with him?
- How much money does she steal from him?

For example:

Teacher: Where does your sister work?

Student: She works in a bank.

Continue like this. After a while, students ask one another questions. For example:

Teacher: Keira, ask Ellis where his sister lives.

Keira: Ellis, where does your sister live?

Ellis: Yes, she lives in New York City.

## The present simple 3<sup>rd</sup> person singular

Do this drill to practise the third person singular of the present simple. Students often forget the “s” at the end of the verb, and also forget to use “does” in questions. Tell students to invent answers.

- How does your brother go to work?
- What does your uncle do?
- Where does your aunt live?
- What does your brother do in the evening?
- What does your sister do at the weekend?
- Where does your brother live?
- What kind of car does your sister drive?
- Where does your best friend work?
- What food does he/she like?

For example:

Teacher: Where does your brother work?

Student: My brother works in a hospital.

Etc.

Continue like this. After a while, students ask one another questions. For example:

Teacher: Keira, ask Ellis where his brother works.

Keira: Ellis, where does your brother work?

Ellis: He works in a company in Paris.

## The present simple 3<sup>rd</sup> person negatives

Ask these questions to practise 3<sup>rd</sup> person present simple negatives. Students answer all questions negatively, and answer with full sentences.

- Does your brother work in an office?
- Does your dog like to have a bath?
- Does your aunt go to work by bicycle?
- Does your sister like watching films?
- Does your uncle like living in Paris?
- Does your cat sleep on your bed at night?
- Does your house have six rooms?
- Does your computer have a DVD recorder?



For example:

Teacher: Does your sister work in a hospital?

Student: No, she doesn't work in a hospital.

Etc.

Continue like this. After a while, students ask one another questions. For example:

Teacher: Keira, ask Ellis if his uncle works in Berlin.

Keira: Ellis, does your uncle work in Berlin?

Ellis: No, he doesn't work in Berlin.

## The present simple 3<sup>rd</sup> person negatives

Use this drill to practise forming negatives with the 3<sup>rd</sup> person singular of the present simple. Tell your students that you are going to ask them questions about a film (it doesn't matter if they have seen it or not). Students must invent answers and answer in FULL.

- Does Sally play professional golf?
- Does she work for a newspaper?
- Does she go to work by bicycle?
- Does she like watching films?
- Does she wear bright clothes to work?
- Does she have a cat?
- Does she live in Paris?
- Does she have three brothers?
- Does she like her job?
- Does she live with her boyfriend?
- Does she get on well with her parents?
- Does she get involved in a murder mystery?

For example:

Teacher: Does Sally play professional golf?

Student: No, she doesn't play professional golf.

Etc.

Continue like this. After a while, students ask one another questions. For example:

Teacher: Keira, ask Ellis if Sally has a cat.

Keira: Ellis, does Sally have a cat?

Ellis: No, Sally doesn't have a cat.

## Present simple questions

Use this drill to practise present simple questions. Students can use adverbs of frequency in their answers if they want.

- What time do you wake up?
- What time do you usually get up?
- What time do you usually get dressed?
- What time do you have breakfast?
- What time do you leave the house?
- What time do you get to work?
- What time do you have lunch?
- What time do you get home?
- What time do you go to bed?
- What time do you get up on the weekend?

For example:

Teacher: What time do you wake up?

Student: I usually wake up at 7 in the morning.

Etc.

Continue like this. After a while, students ask one another questions. For example:

Teacher: Keira, ask Ellis what time he gets up.

Keira: Ellis, what time do you get up?

Ellis: I get up at seven.

## Present simple 3<sup>rd</sup> person questions

Use this drill to practise forming questions with the 3<sup>rd</sup> person singular of the present simple. You will have to invent answers.

- Ask me if my sister works in New York.
- Ask me if my sister lives in a big house.
- Ask me if my sister works on a cruise ship.
- Ask me if my sister works as a photographer.
- Ask me if my sister has a boyfriend.
- Ask me if my sister plays golf.
- Ask me if my sister knows how to cook well.
- Ask me if my sister rides horses.
- Ask me if my sister plays tennis often.
- Ask me if my sister drives a Porsche.
- Ask me if my sister has lots of friends.
- Ask me if my sister likes videogames.

Etc.

For example:

Teacher: Ask if my sister plays golf.

Student: Does your sister play golf.

Etc.

Continue like this. After a while, students ask one another questions. For example:

Teacher: Keira, ask Ellis if his sister has a sports car.

Keira: Ellis, does your sister have a sports car?

Ellis: Yes, my sister has a sports car.

### ***How often... ?***

Use this drill to practise using “how often do you...?” Tell students to answer with FULL answers and to invent answers if necessary. Remind them to use some expressions of time such as *every day*, *once in a while*, *every Tuesday*, *twice a month*, etc.

- How often do you drive to work?
- How often do you have coffee for breakfast?
- How often do you watch television?
- How often do you go to bed later than 12?
- How often do you read a newspaper?
- How often do you finish work after 8?
- How often do you invite friends to your house?
- How often do you go out to bars and clubs?
- How often do you catch a train?
- How often do you do exercise?
- How often do you do sport?
- How often do you play board games (such as Monopoly)?

For example:

Teacher: How often do you drive to work?

Student: I drive to work every day.

Etc.

Continue like this. After a while, students ask one another questions. For example:

Teacher: Keira, ask Ellis how often he catches a train.

Keira: Ellis, how often do you catch a train?

Ellis: I catch a train once a week.

## Short answers with the present simple

Use this drill to practise using short answers. Students answer with *Yes, I do / No, I don't; yes, he/she does / No, he/she doesn't*. Students invent answers.

- Do you speak Russian?
- Does your brother work in Madrid?
- Do your parents live in the centre?
- Does your uncle ride horses?
- Do you work in a bank?
- Does your sister smoke?
- Do you play video games?
- Does your friend watch much television?
- Do you go to the cinema much?
- Does your sister ride a motorbike?
- Do you drive a car?
- Does your father like shopping?

Etc.

For example:

Teacher: Do your parents live in the centre?

Student: Yes, they do.

Etc.

Continue like this. After a while, students ask one another questions. For example:

Teacher: Keira, ask Ellis if his sister smokes.

Keira: Ellis, does your sister smoke?

Ellis: No, she doesn't.

Etc.

## Present continuous negative & question formation

Read each sentence. Students repeat the sentence as a negative. After a while, do the same exercise but this time students form a question. If students are fairly familiar with the tense, use contractions. If not, read out as separate words so they can hear the verb form.

- We are working.
- John is eating.
- Charlie is driving to work.
- You're watching a movie.
- I'm washing my car.
- We're writing emails.
- I'm going to the post office.
- Steven is paying his bills.
- The baby is crying.
- The teacher is working.
- You're learning English.
- They're sitting on the sofa.
- She is having a bath.
- He is working.
- I am getting better.
- They are enjoying the party.
- I am trying to concentrate.
- She is practising her Spanish.
- He is playing his guitar.
- He is dancing ballet.
- We are leaving.
- Mark is training.

For example:

Teacher: He's working.

Student: He isn't working

Etc.

For example:

Teacher: He's working.

Student: Is he working?

Etc.

## The present simple & present continuous

This drill is designed to practise the difference between the present simple and the present continuous. Remind students that the present simple is used for habits and facts; and that the present continuous can be used for actions in progress or general trends or tendencies.

- What do you usually wear to work or school?
- What are you wearing today?
  
- What do you usually do in your free time?
- What are you doing right now?
  
- How much do you usually spend a week?
- Are you spending more or less these days compared to last year?
  
- Who do you usually work or study with?
- Who are you working or studying with today?
  
- What are some of your favourite colours?
- What colours are you wearing today?
  
- Who do you usually talk to during the day?  
Who are you talking to right now?
  
- Where do you usually sit during the day?
- Where are you sitting right now?
  
- What shoes do you usually wear to work or school?
- What shoes are you wearing right now?
  
- Who do you think about a lot?
- Who are you thinking about right now?
  
- How much does a two-bedroom house cost where you live?
- How are house prices changing in your area?
  
- What is the current level of unemployment in your country?
- Is unemployment going up or down at the moment?

For example:

Teacher: What do you usually wear to work or school?

Student: I usually wear a suit to work.

Teacher: What are you wearing right now?

Student: I'm wearing a pair of jeans and a T-shirt right now.

Etc.

Continue like this. After a while, students ask one another questions. For example:

Teacher: Ellis, ask Keira what she usually does to keep fit.

Ellis: Keira, what do you usually do to keep fit?

Keira: I usually...

## **Do you know how to... ?**

Use this drill to practise using “do you know how to...”. Tell students to answer with FULL answers.

- Do you know how to ride a horse?
- Do you know how to change a nappy?
- Do you know how to speak French?
- Do you know how to play poker?
- Do you know how to change a car wheel?
- Do you know how to drive a tractor?
- Do you know how to swim?
- Do you know how to play golf?
- Do you know how to set up an e-mail account?
- Do you know how to use Photoshop?
- Do you know how to speak Russian?

Etc.

For example:

Teacher: Do you know how to ride a horse?

Student: Yes, I know how to ride a horse.

Etc.

Continue like this. After a while, students ask one another questions. For example:

Teacher: Keira, ask Ellis if he knows how to ride a horse.

Keira: Ellis, do you know how to ride a horse?

Ellis: Yes, I know how to ride a horse.

Now tell your students to ask each other questions. Give them time to write out six of their own questions. For example:

Ellis: Do you know how to speak German?

Keira: No, I don't know how to speak German.

Etc.

## There is / there are

Ask these questions. Students answer with short answers: *yes, there is / no, there isn't / yes, there are / no, there aren't.*

- Is there a table in your living room?
- Is there a chair in your dining room?
- Is there a sofa in your bedroom?
- Is there a television your bathroom?
- Is there a lamp beside your bed?
- Is there a DVD player in your living room?
- Is there a microwave in your kitchen?
- Are there are videos in your bedroom?
- Are there any magazines in your living room?
- Are there any comfortable chairs in your dining room?
- Are there any electrical appliances in your kitchen?
- Are there any computers in your house?

Etc.

For example:

Teacher: Is there a table in your living room?

Student: Yes, there is.

Etc.

Continue like this. After a while, students ask one another questions. For example:

Teacher: Keira, ask Ellis if there are any chairs in his dining room.

Keira: Ellis, are there any chairs in your dining room?

Ellis: Yes, there are.

Etc.



## ***There are / There were + number + of***

This revision drill is to practise using expressions such as “There were four of us”, etc. Students invent answers.

- How many of you were there at the party last week?
- How many of you were there at the office yesterday?
- How many of you are there in the team?
- How many of you are there in the group?
- How many of you were there on the boat last month?
- How many of you are there in the company?
- How many of you were there at the concert?
- How many of you are there in your family?
- How many of you were there at the barbecue last week?

Etc.

For example:

Teacher: How many of you were there at the party last week?

Student: There were fourteen of us at the party last week.

Etc.

Continue like this. After a while, students ask one another questions. For example:

Teacher: Keira, ask Ellis how many of them there were at the past last week.

Keira: Ellis, how many of you were there at the party last week?

Ellis: There were fourteen of us at the party last week.

## ***Was / were***

Go around the class and ask students the following questions. Students answer with FULL answers and invent if necessary.

- Where were you last night?
- Where were you last Christmas?
- Where were you for Easter?
- Where were you for the summer holidays?
- Where were you last Saturday at about 6pm?
- Where were you last Sunday at about 12?
- Were you a good student at school?
- Were you a naughty child?
- Were you kind to your parents as a child?
- What was the time when you got home last night?

- What was on television when you got home last night?
- What was in the fridge when you got home last night?
- What was the weather like yesterday?
- What was the weather like last week?

For example:

Teacher: Where were you last night?

Student: I was at home last night.

Etc.

Continue like this. After a while, students ask one another questions. For example:

Teacher: Ellis, ask Keira where she was last night.

Ellis: Keira, where were you last night?

Keira: I was at home watching television.

Etc.

### ***Was / were***

Use this drill to practise using “was/were” with short answers. Students answer “Yes, he/she/it was/were. / No, he/she/it wasn’t/weren’t.”

- Was Shakespeare alive in the 19<sup>th</sup> century?
- Was the perfume cologne named after a German city?
- Was Texas once an independent country?
- Was John Dumphries once a drummer of the Beatles?
- Was Elvis Presley a famous football player?
- Was Geronimo a famous Apache leader?
- Was Napoleon an Italian ruler?
- Were Dorothy’s shoes blue in the Wizard of Oz?
- Was the first man to walk on the moon Neil Armstrong?

Etc.

For example:

Teacher: Was Shakespeare alive in the 19<sup>th</sup> century?

Student: No, he wasn’t.

Etc.

Continue like this. After a while, students ask one another questions. Give them time to write six questions of their own. For example:

Keira: Was John Barker the first man on the moon?  
Ellis: No, he wasn't.  
Etc.

## ***Born***

Use this drill to practise using “was/were born”.

- When were you born?
- Where were you born?
- When was your brother born?
- Where was he born?
- When was your mother born?
- Where was she born?
- In which century was Napoleon Bonaparte born?
- In which century was Beyoncé born?
- When was your father born?
- When was your sister born?

Etc.

For example:

Teacher: Where were you born?

Student: I was born in Manchester.

Etc.

Continue like this. After a while, students ask one another questions. For example:

Teacher: Keira, ask Ellis when he was born.

Keira: Ellis, when were you born?

Ellis: I was born in March 1999.

## The past simple

Ask your students these questions to practise using the past simple. Tell students to invent answers, and to answer with FULL answers.

- What was the last thing you bought?
- How much did it cost?
- What time did you come to work today?
- What did you eat for dinner last night?
- What did you buy last month?
- Did you break anything last month?
- How did it happen?
- Did you catch a cold last month?
- What did you bring to work today?
- When was the last time you fell down?
- When was the last time you had to choose something?
- What did you drink last weekend?
- What did you do for your last holiday?
- Did you drive to work today?

For example:

Teacher: Did you break anything last month?

Student: Yes, I broke a cup as I was doing the washing up.

Etc.

Continue like this. After a while, students ask one another questions. For example:

Teacher: Keira, ask Ellis what he ate for dinner last night.

Keira: Ellis, what did you eat for dinner last night?

Ellis: I ate...

## *Do & did*

Do this drill to practise switching between the present simple and the past simple. Tell students to invent answers.

- What time do you usually have breakfast?
- What time did you have breakfast yesterday?
- How do you usually go to work?
- How did you go to work yesterday?
- What time do you usually have lunch?
- What time did you have lunch yesterday?
- What kind of food do you usually eat for lunch?
- What food did you eat yesterday?
- What do you usually watch on television?
- What did you watch yesterday?
- What time do you usually get to work?
- What time did you get to work yesterday?

Etc.

For example:

Teacher: What time do you usually have breakfast?

Student: I usually have breakfast at about half past seven.

Teacher: What time did you have breakfast yesterday?

Student: I had breakfast at about eight o'clock yesterday.

Etc.

Continue like this. After a while, students ask one another questions. For example:

Teacher: Keira, ask Ellis what time he usually has breakfast.

Keira: Ellis, what time do you usually have breakfast?

Ellis: Yes, I usually have breakfast at half past seven.

Etc.

## Regular past simple verbs

Go around the class and ask students the following questions. Students answer with FULL answers, answer affirmatively and invent if necessary.

- Did you talk to anyone famous yesterday?
- Did you walk to work yesterday?
- Did you promise to do anything last week?
- Did you clean the house last month?
- What did you want for your birthday?
- Did it rain yesterday?
- Did it snow last Christmas?
- Did you work much last month?
- Did you like the last film you saw?
- Did you live in the country or the city as a child?
- Did you play much tennis as a child?
- Did you play any golf last month?

For example:

Teacher: Did you talk to anyone famous yesterday?

Student: Yes, I talked to an actor from a famous TV series yesterday.

Etc.

Continue like this. After a while, students ask one another questions. For example:

Teacher: Keira, ask Ellis if he talked to anyone famous yesterday.

Keira: Ellis, did you talk to anyone famous yesterday?

Ellis: Yes, I talked to the queen.

Etc.

## Irregular past simple verbs

You say a verb, students say the irregular past, or a sentence with the irregular past tense verb in it.

*Become, became; begin, began; break, broke; bring, brought; build, built; buy, bought; catch, caught; choose, chose; come, came; cost, cost; do, did; drink, drank; drive, drove; eat, ate; fall, fell; feel, felt; find, found; fly, flew; forget, forgot; get, got; give, gave; go, went; have, had; know, knew; leave, left; lose, lost; make, made; meet, met; put, put; run, ran; say, said; see, saw; sell, sold; send, sent; sit, sat; speak, spoke; spend, spent; take, took; teach, taught; tell, told; think, thought; throw, threw; understand, understood; wake, woke; wear, wore; win, won; write, wrote*

For example:

Teacher: become

Student: He became famous after setting up his YouTube channel.

Etc.

## Irregular past simple questions

Go around the class and ask students the following questions. Students answer with FULL answers, answer affirmatively and invent if necessary.

- Did you lose anything last month?
- Did you drive to work yesterday?
- Did you feel ill last week?
- Did you forget anything last month?
- Did you meet anyone new last year?
- Did you send any e-mails yesterday?
- Did you think about anyone from the office during the holidays?
- Did you write any letters last month?
- Did you win anything last year?
- Did you meet anyone famous last week?
- Did you buy anything expensive yesterday?
- Did you take any live animals to work last week?
- What did you eat last night?
- Where did you go last weekend?
- What film did you see last month?
- Who did you talk to yesterday?
- What did you watch on television last night?
- What did you do for Christmas last year?
- When did you meet (student's name)?
- Did you go on holiday during the summer when you were a child? Where did you go?
- What did you do for your last birthday?
- Where did you fly to last year?
- Did you meet anyone last year?

- Did you sell anything last year?
- Who did you speak to yesterday?
- What do you think of (student's name)?
- What time did you wake up this morning?
- What time did you wake up last Sunday?
- How did you get to work today?

For example:

Teacher: What did you do for your last birthday?

Student: I went to a restaurant with some friends for my last birthday.

Etc.

Continue like this. After a while, students ask one another questions. For example:

Teacher: Ellis, ask Keira if she drove to work yesterday.

Ellis: Keira, did you drive to work yesterday?

Keira: Yes, I drove to work yesterday.

## Past simple question formation

Ask students these questions so they can practise forming questions with the past.

- Ask me what I ate last night.
- Ask me where I went last weekend.
- Ask me what film I saw last month.
- Ask me who I talked to yesterday.
- Ask me what I watched on television last night.
- Ask me what I won last month.
- Ask me where I ate last night.
- Ask me what I sold last month.
- Ask me where I worked last week.
- Ask me where I went last year.
- Ask me what I did last weekend.

Etc.

For example:

Teacher: Ask me where I went last year.

Student: Where did you go last year?

Etc.

## Past continuous

Go around the class and ask students the following questions. Students answer with FULL answers, answer affirmatively and invent if necessary.

- What were you doing at 7:00 this morning?
- What were you doing at 7:00 last night?
- What were you doing at 07:10 this morning?
- What were you doing last Sunday afternoon?
- What were you doing this time last year?
- Where were you living ten years ago?
- What were you doing last night at 6pm?
- What were you doing last night at 10pm?
- What were you doing last Sunday at 6pm?
- What were you doing last Saturday at 11 in the morning?
- What were you doing this time last year?
- What were you doing this time last month?
- What were you doing this time 6 months ago?

Etc.

For example:

Teacher: What were you doing last Sunday at 6pm?

Student: I was cleaning the house last Sunday at 6pm.

Etc.

Continue like this. After a while, students ask one another questions. For example:

Teacher: Ellis, ask Keira what she was doing this morning at 9.

Ellis: Keira, what were you doing this morning at 9?

Keira: I was working on the computer.

Etc.

## Past continuous question formation

Ask students these questions.

- Ask me what I was doing last night at 6pm.
- Ask me what I was doing last night at 10pm.
- Ask me what I was doing last Sunday at 6pm.
- Ask me what I was doing last Saturday at 11 in the morning.
- Ask me what I was doing this time last year.
- Ask me what I was doing this time last month.
- Ask me what I was doing this time 6 months ago.

Etc.

For example:

Teacher: Ask me what I was doing this time 6 months ago.

Student: What were you doing this time 6 months ago?

Etc.



## Past participles

You say an infinitive, students have to say the corresponding past tense verb and the past participle. You may like to give students the list to study first. Once they've got the hang of it, they should make a sentence with the verb too. Remind them not to use a past tense time expression with the present perfect (if they use it with the past participle).

<b>Infinitive</b>	<b>Past tense</b>	<b>Past participle</b>
Become	Became	Become
Begin	Began	Begun
Break	Broke	Broken
Bring	Brought	Brought
Build	Built	Built
Buy	Bought	Bought
Catch	Caught	Caught
Choose	Chose	Chosen
Come	Came	Come
Cost	Cost	Cost
Do	Did	Done
Drink	Drank	Drunk
Drive	Drove	Driven
Eat	Ate	Eaten
Fall	Fell	Fallen
Feel	Felt	Felt
Find	Found	Found
Fly	Flew	Flown
Forget	Forgot	Forgotten
Get	Got	Got
Give	Gave	Given
Go	Went	Been/gone
Have	Had	Had
Know	Knew	Known
Leave	Left	Left
Lose	Lost	Lost
Make	Made	Made
Meet	Met	Met
Put	Put	Put
Run	Ran	Run
Say	Said	Said
See	Saw	Seen
Sell	Sold	Sold
Send	Sent	Sent
Sit	Sat	Sat
Speak	Spoke	Spoken
Spent	Spent	Spent
Take	Took	Taken

Teach	Taught	Taught
Tell	Told	Told
Think	Thought	Thought
Throw	Threw	Thrown
Understand	Understood	Understood
Wake	Woke	Woken
Wear	Wore	Worn
Win	Won	Won
Write	Wrote	Written

For example:

Teacher: write

Student: I wrote a story last week. / I have written a story.

Etc.

## Present perfect

Go around the class and ask students the following questions. Students answer with short answers (“yes, I have / no, I haven’t”). Later, change it so you ask about other people.

For example: “Has your sister ever been to Italy?”

- Have you ever been to Italy?
- Have you ever played golf?
- Have you ever been in a helicopter?
- Have you ever lived abroad?
- Have you ever cooked lasagna?
- Have you ever been to Africa?
- Have you ever eaten Japanese food?
- Have you ever been to France?
- Have you ever swum in the Atlantic Ocean?
- Have you ever ridden a horse?
- Have you ever ridden an elephant?
- Have you ever been bungee jumping?
- Have you ever been parachuting?
- Have you ever caught a snake?
- Have you ever read War and Peace?
- Have you ever seen a Woody Allen film?

For example:

Teacher: Have you ever been bungee jumping?

Student: No, I haven’t.

Etc.

Continue like this. After a while, students ask one another questions. For example:

Teacher: Ellis, ask Keira if she has ever been to Italy.

Ellis: Keira, have you ever been to Italy?

Keira: Yes, I have.

## Present perfect

Read the sentences. The first time you do it, students have to make a negative. Afterwards, repeat the exercise, but this time they have to form a question.

- I've been to Paris.
- I've read the report.
- I've finished the job.
- I've cleaned the house.
- I've been to Australia.
- I've been skiing.
- I've been to Germany.
- I've eaten Chinese food.
- I've played in a band.
- I've had karate lessons.
- I've learnt how to use Excel.
- I've repaired the computer.
- I've read the book.
- I've seen the film.
- I've learnt the lessons.
- I've studied the grammar.

Etc.

For example:

Teacher: I've been to Paris.

Student: I haven't been to Paris.

Student: Have I been to Paris?

Etc.

## Never + present perfect

Read the following sentences. Students repeat them with "never" placed after "have/has".

- I've been to Germany.
- I've eaten pasta.
- I've eaten Japanese food.
- I've been to Hong Kong.
- I've studied Russian.
- I've played the piano.
- I've seen the film.
- I've heard the music.
- I've watched the series.
- I've met a famous person.
- I've sold my house.
- I've worn lederhosen.
- I've written a book.
- I've spoken to the president.

For example:

Teacher: I've been to Germany.

Student: I've never been to Germany.

Etc.

### ***Still* + present perfect**

Ask the following questions. Students reply negatively and with “still” placed before “haven't/hasn't”.

- Have you finished the report yet?
- Have you cleaned the car yet?
- Have you written the e-mail yet?
- Have you eaten the food yet?
- Have you seen the film yet?
- Have you spoken to Marta yet?
- Have you fed the cat yet?
- Have you repaired the television yet?
- Have you finished the work yet?
- Have you seen Frank yet?
- Have you had the meeting yet?
- Have you read the book yet?
- Have you designed the programme yet?
- Have you called Mike yet?
- Have you made the bed yet?
- Have you cooked the food yet?

Etc.

For example:

Teacher: Have you finished the work yet?

Student: No, I still haven't finished the work.

Etc.

Continue like this. After a while, students ask one another questions. For example:

Teacher: Keira, ask Ellis if he has fed the dog yet.

Keira: Ellis, have you fed the dog yet?

Ellis: No, I still haven't fed the dog.

## Present perfect

Use this drill to practise using the present perfect (or the present perfect continuous) to say how long something has been happening. Tell your students that you are going to ask them questions about a Jim. Students must invent answers (there is no right or wrong answer) and to answer in FULL. Tell them to use either “for” (“for three years”), or “since” (“since 1999”).

- How long has Jim had his mobile phone?
- How long has Jim been living in his current house?
- How long has Jim had his pet cat?
- How long has Jim been learning English?
- How long has Jim had his current job?
- How long has Jim known Sally?
- How long has Jim been having lunch in La Riviera restaurant?
- How long has Jim been walking to work?
- How long has Jim had his computer for?
- How long has Jim been having breakfast in the bar at work?

Etc.

For example:

Teacher: How long has Jim had his mobile phone?

Student: Jim has had his mobile phone for six months.

Etc.

Continue like this. After a while, students ask one another questions. For example:

Teacher: Keira, ask Ellis how long Jim has known his boss.

Keira: Ellis, how long has Jim known his boss?

Ellis: Jim has known his boss for ten years.

Etc.

## Present perfect (up to now)

Use this drill to practise using the present perfect to talk about things you have done up until now. Students must answer in FULL.

- How many biscuits have you eaten so far today?
- How many e-mails have you written so far today?
- How much work have you done so far today?
- How many people have you spoken to today?
- How many cups of coffee have you had so far today?
- How many reports have you read so far today?
- How many countries have you visited up until now?
- How many houses have you lived in so far in your life?
- How many different countries have you lived in?
- How many times have you been abroad up until now?
- How many films have you seen this month?
- How many books have you read this year?

For example:

Teacher: How many biscuits have you eaten so far today?

Student: I've eaten six biscuits so far today.

Etc.

Continue like this. After a while, students ask one another questions. For example:

Teacher: Keira, ask Ellis how many films he has seen this year.

Keira: Ellis, how many films have you seen this year?

Ellis: I have seen ten films this year.

## Present perfect & past simple

Ask students these questions using the past simple and the present perfect. Students answer with FULL answers, answer affirmatively and invent if necessary.

- What did you eat yesterday?
- What have you eaten so far today?
- What did you watch on television yesterday?
- What have you watched so far today?
- What did you drink yesterday?
- What have you drunk so far today?
- Who did you speak to yesterday?
- Who have you spoken to so far today?
- How many e-mails did you write yesterday?
- How many e-mails have you written so far today?
- What did you read last week?
- What have you read so far today?
- What games did you play last month?
- What games have you played so far today?
- What sport did you do last month?
- What sport have you done so far this week?

Etc.

For example:

Teacher: What did you read yesterday?

Student: I read a report yesterday.

Teacher: What have you read today?

Student: I've read a couple of e-mails today.

Etc.

Continue like this. After a while, students ask one another questions. For example:

Teacher: Keira, ask Ellis what he read yesterday.

Keira: Ellis, what did you read yesterday?

Ellis: I read a report yesterday.

## The present perfect & past simple

Use this drill to practise using the present perfect and past simple. Students answer with FULL answers and invent if necessary.

- Who did you speak to yesterday? Who have you spoken to today?
  - How many e-mails did you send yesterday? How many e-mails have you sent today?
  - How many calls did you make yesterday? How many calls have you made today?
  - What did you do yesterday? What have you done today?
  - How much did you spend yesterday? How much have you spent today?
  - How much cleaning did you do yesterday? How much have you done today?
  - Have you ever been to Germany? When did you go there?
  - Have you ever been sailing? When did you last go sailing?
  - Have you ever been in a helicopter? Where did you fly to?
  - Have you ever lived abroad? Where did you live?
  - Have you ever had an English breakfast? What did you think of it?
  - Have you ever swum in the Atlantic Ocean? Where did you go?
  - Have you ever ridden a horse? Where did you go?
  - Have you ever seen a Woody Allen film? Which one was it?
- Etc.

For example:

Teacher: Who did you speak to yesterday?

Student: I spoke to Jenny yesterday.

Teacher: Who have you spoken to today?

Student: I've spoken to Mike today.

Etc.

Continue like this. After a while, students ask one another questions. For example:

Teacher: Keira, ask Ellis who he spoke to yesterday.

Keira: Ellis, who did you speak to yesterday?

Ellis: I spoke to Jenny yesterday.

Teacher: Pete, ask Amy who she has spoken to today?

Pete: Amy, who have you spoken to today?

Amy: I've spoken to Nigel and Gordon today.

Etc.

## The present perfect & present perfect continuous with *how long...?*

Do this drill to practise the present perfect. Remind students to use “for” with a period of time (“for 6 hours”), or “since” with a specific period (“since last June”).

- How long have you had that mobile phone?
- How long have you been living in your current house?
- How long have you had your car?
- How long have you had those trousers?
- How long have you been living in this city?
- How long have you been working here?
- How long have you know X?
- How long have you been learning English?
- How long have you had that jacket for?

Etc.

For example:

Teacher: How long have you had that mobile phone?

Student: I’ve had my mobile phone for about 2 years.

Etc.

Continue like this. After a while, students ask one another questions. For example:

Teacher: Keira, ask Ellis how long he has been working in this company.

Keira: Ellis, how long have you been working in this company?

Ellis: For about six years.

## Futures with *Will*

Go around the class and ask students questions using the future with “will”. Students answer with FULL answers using “I think I’ll”, and they invent if necessary.

- What do you think you’ll do tonight?
- What do you think you’ll do next week?
- What do you think you’ll eat tonight?
- What do you think you’ll eat at the weekend?
- What do you think you’ll do at the weekend?
- Who do you think you’ll speak to tomorrow?
- Who do you think you’ll write an e-mail to tomorrow?
- What do you think you’ll cook tonight?
- Where do you think you’ll go on holiday next month?
- Who do you think you’ll speak to tonight?
- What do you think you’ll watch on television tonight?
- What sport do you think you’ll do at the weekend?
- Where do you think you’ll go at the weekend?

Etc.



For example:

Teacher: Where do you think you'll go at the weekend?

Student: I think I'll go to the cinema at the weekend.

Etc.

Continue like this. After a while, students ask one another questions. For example:

Teacher: Keira, ask Ellis where he thinks he'll go at the weekend.

Keira: Ellis, where do you think you'll go at the weekend?

Ellis: I think I'll go to the park at the weekend.

## **Futures with *going to***

Use this drill to practise using “going to” with the future. Students invent answers and answer in FULL.

- What are you going to eat tonight?
- What are you going to watch on TV tonight?
- What time are you going to turn off the television?
- Who are you going to telephone tonight?
- What are you going to clean before you go to bed?
- What are you going to prepare before you go to bed?
- When are you going to go to bed tonight?
- What are you going to read before you sleep?
- What are you going to do this weekend?
- What are you going to wear to work tomorrow?
- What are you going to do after class?
- What are you going to drink in your break tomorrow?
- What's the weather going to be like tomorrow?
- What are you going to do for the next holiday?
- What are you going to buy this weekend?
- What are you going to watch on television tonight?
- Who are you going to speak to next week?
- What are you going to study next year?
- What games are you going to play tonight?
- What sport are you going to do on the weekend?

Etc.

For example:

Teacher: What are you going to eat tonight?

Student: I'm going to have a curry tonight.

Etc.

Continue like this. After a while, students ask one another questions. For example:

Teacher: Keira, ask Ellis what he is going to eat tonight.

Keira: Ellis, what are you going to eat tonight?

Ellis: I'm going to eat some fish tonight.

## Present continuous for the future

Use this drill to practise using the present continuous to talk about the future.

- What time are you playing tennis with Jim tonight?
- What time are you and Sandra having dinner tonight?
- What time are you seeing your friends in a bar tomorrow?
- What are you doing with Sam next Monday at 8?
- When are you going to the cinema with Julie?
- What are you doing next Friday at seven?
- When are you seeing the doctor?
- When are you playing golf with Peter?
- What time are you seeing the doctor tomorrow?
- What time are you going to Paris next Friday?
- What time are you driving home tonight?
- When are you having lunch with Shirley?
- What time are you seeing the dentist next week?
- When are you flying to St Petersburg?
- Are you taking your friend out to dinner tonight?
- When are you playing tennis with Sarah?

For example:

Teacher: What time are you driving home tonight?

Student: I'm driving home at 7 o'clock tonight.

Etc.

Continue like this. After a while, students ask one another questions. For example:

Teacher: Keira, ask Ellis what time he's playing tennis tonight.

Keira: Ellis, what time are you playing tennis tonight?

Ellis: I'm playing tennis at six tonight.

## Comparatives

Use this drill to practise comparatives. Replace X/Y with names.

- Who is taller: X or Y?
- Who has a bigger house: X or Y?
- Who has a heavier bag: X or Y?
- Which exercise is easier: X or Y?
- Which exercise is harder: X or Y?
- Which actor / actress is more attractive: X or Y?
- Which photo is better: X or Y?
- Which room is better: X or Y?
- Which office is better: X or Y?
- Which boss is better: X or Y?
- Which restaurant is better: X or Y?
- Which country is better to visit: X or Y?

- Which president is better: X or Y?
- Etc.

For example:

Teacher: Who's taller: Petra or Peter?

Student: Petra is taller than Peter.

Etc.

Continue like this. After a while, students ask one another questions. For example:

Teacher: Keira, ask Ellis who's taller: Petra or Peter.

Keira: Ellis, who's taller: Petra or Peter?

Ellis: Petra is taller than Peter.

## Simple comparatives

Use this drill to practise using comparatives. Tell students to answer in full. For example:

- Is a horse bigger or smaller than a mouse?
- Is a dog faster or slower than a pig?
- Is Iceland hotter or colder than Italy?
- Is Canada bigger than Belgium?
- Is Norway longer than Luxemburg?
- Is Russia closer to your country than Australia?
- Is America further away from your country than France?
- Is England wetter than your country?
- Is Germany richer than Rumania?
- Is Italian food better than French food?
- Is the English weather worse than the Italian weather?

Etc.

For example:

Teacher: Is a horse bigger or smaller than a mouse?

Student: A horse is bigger than a mouse.

Etc.

Continue like this. After a while, students ask one another questions. For example:

Teacher: Keira, ask Ellis if a horse is bigger than a mouse.

Keira: Ellis, is a horse bigger than a mouse?

Ellis: Yes, a horse is bigger than a mouse.

## Comparatives

Students complete each sentence to practise using comparatives.

- I'm tall, but... (Ellis is taller)
- I am funny, but...
- I'm fast, but...
- I'm happy, but...
- I'm sad, but...
- I'm good, but...
- I'm serious, but...
- I'm elegant, but...
- I'm intelligent, but...
- I'm comfortable, but...

Etc.

For example:

Teacher: I'm tall, but...

Student: I'm tall but Jenny is taller.

Etc.

## Comparatives (*more... than*)

Use this drill to practise using “more... than”.

- Is your boss more famous than Hugh Grant?
- Is your job more interesting than mine?
- Is a shark more dangerous than a dolphin?
- Is Cameron Diaz more beautiful than Julia Roberts?
- Is Sting more popular than Bryan Adams in your country?
- Is English more difficult than your language?
- Was this book more interesting than the other one?
- Are these chairs more comfortable than the other ones?
- Is this job more stressful than the other one?

Etc.

For example:

Teacher: Is your boss more famous than Hugh Grant?

Student: Yes, my boss is more famous than Hugh Grant.

Etc.

Continue like this. After a while, students ask one another questions. For example:

Teacher: Keira, ask Ellis if his job is more stressful than the one he had before.

Keira: Ellis, is this job more stressful than the one you had before?

Ellis: Yes, this job is more stressful than the one I had before.

## Comparatives: *as... as*

Use this drill to practise using the comparatives “as... as”. Tell students to answer with FULL sentences.

- Is a mouse as big as a horse?
- Is a pig as fast as a dog?
- Is Iceland as hot as Italy?
- Is Belgium as big as Canada?
- Is Luxemburg as long as Norway?
- Is Russia as close to your country as Australia?
- Is your country as wet as England?
- Is Honduras as wealthy as Germany?

Etc.

For example:

Teacher: Is a mouse as big as a horse?

Student: No, a mouse isn't as big as a horse.

Etc.

Continue like this. After a while, students ask one another questions. For example:

Teacher: Ellis, ask Keira if Belgium is as big as Canada.

Ellis: Is Belgium as big as Canada?

Keira: No, Belgium isn't as big as Canada.

## Comparatives: *as... as*

Go around the class choosing students to ask and answer the questions. For “X/Y” choose a name from the class, or any other name.

- Are you as tall as X?
- Is X as tall as Y?
- Is it as hot here as it is at home?
- Is this lesson as good as the last one?
- Can you drive as fast as X?
- Are you as good at English as X?
- Are you as quick on the computer as X?
- Do you know as much as X about computers?
- Are you as good at French as X is?
- Can you run as fast as X?
- Do you have as much money as X?
- Do you have as big an office as X?
- Do you earn as much money as X?
- Are you as nice as X?
- Are you as kind as X?
- Are you as young as X?
- Are you as tired as X?
- Is your apartment as big as X's?

For example:

Teacher: Is it as hot here as it is at home?

Student: No, it isn't as hot here as it is at home.

Etc.

Continue like this. After a while, students ask one another questions. For example:

Teacher: Keira, ask Ellis if he is as tall as X.

Keira: Ellis, are you as tall as X?

Ellis: Yes, I am as tall as X.

## **Comparatives: *as much... as***

Use this drill to practise using “as much... as”.

- Does your country export as much gold as the USA?
- Do you eat as much chocolate as your brother?
- Do you do as much sport as you did when you were younger?
- Do you study as much English as you did last year?
- Do you work as hard as you did in your last job?
- Do you drive as much as did last year?
- Do you eat as much as you did last year?
- Do you have as much free time as you did last year?

Etc.

For example:

Teacher: Does your country export as much gold as the US?

Student: No, my country doesn't export as much gold as the USA.

Etc.

Continue like this. After a while, students ask one another questions. For example:

Teacher: Keira, ask Ellis if he eats as much as he did last year.

Keira: Ellis, do you eat as much as you did last year?

Ellis: No, I don't eat as much as I did last year.

Etc.

## Superlatives

Use this drill to practise comparatives. Replace X/Y with names.

- Who is the tallest person in the class?
- Who has the biggest house X or Y?
- Who has the heaviest bag X or Y?
- What's the hardest exam you've ever done?
- Which room is best to work in?
- Which office is the best for English class?
- What's the best restaurant in your city?
- What's the best museum to visit in your city?
- What's the best country to visit in the world?
- Who's the best president this country has ever had?
- Which political party is the best for the economy?
- What's the best film you've ever seen?
- What's the funniest thing you've ever seen?
- Who's the nicest, kindest person you know?

Etc.

For example:

Teacher: Who is the tallest person in the class?

Student: Frank is the tallest person in the class.

Etc.

Continue like this. After a while, students ask one another questions. For example:

Teacher: Keira, ask Ellis who the tallest person in class is.

Keira: Ellis, who is the tallest person in the class?

Ellis: Frank is the tallest person in the class.

Etc.

## Superlatives

Students complete each sentence to practise using superlatives.

- I'm tall, but... (Ellis is the tallest)
- I am funny, but...
- I'm fast, but...
- I'm happy, but...
- I'm sad, but...
- I'm good, but...
- I'm serious, but...
- I'm elegant, but...
- I'm intelligent, but...
- I'm comfortable, but...

For example:

Teacher: I'm tall, but...

Student: I'm tall, but Kate is the tallest.

Etc.

## Prepositions of Time

Read each sentence and say "beep" for the gap. Students repeat the sentence with the correct preposition. Afterwards, students can do this in pairs.

You may want to remind students of a few basic rules:

- *On* + a day = on Monday
- *In* + a month, year, decade = in May, in 2011, in the 1960s...
- *At* + a specific time = at 4 o'clock

- I went there \_\_\_\_\_ May.
- She was famous \_\_\_\_\_ the 1970s.
- I fell asleep \_\_\_\_\_ the exam.
- We met \_\_\_\_\_ Christmas Day.
- I've been here \_\_\_\_\_ three weeks.
- I go there \_\_\_\_\_ Saturdays.
- We'll move house at some point \_\_\_\_\_ the future.
- I'll speak to you \_\_\_\_\_ Wednesday.
- I'll see you \_\_\_\_\_ Monday.
- We went out to a restaurant \_\_\_\_\_ Valentine's Day.
- What are you going to do \_\_\_\_\_ the holidays?
- We got married \_\_\_\_\_ July.
- I'll see you \_\_\_\_\_ ten minutes.
- I've got nothing to do \_\_\_\_\_ the moment.
- It starts \_\_\_\_\_ 7 o'clock.
- We went to France \_\_\_\_\_ the summer.
- We're going to be there \_\_\_\_\_ fifteen days.
- I was there \_\_\_\_\_ three years.
- She was born \_\_\_\_\_ 2001.
- We ate strawberries \_\_\_\_\_ the tennis match.
- I'll speak to you \_\_\_\_\_ the break.

Etc.

For example:

Teacher: I went there \_\_\_\_\_ May.

Student: I went there *in* May.

Etc.



## Prepositions of movement

Read each sentence and say “beep” for the gap. Students repeat the sentence with the correct preposition. Afterwards, students can do this in pairs. In some cases there’s no preposition, and in other cases, more than one preposition may be possible.

- She climbed \_\_\_\_\_ to the top of the mountain.
  - She ran \_\_\_\_\_ the field.
  - The prisoner ran \_\_\_\_\_ from the prison.
  - We drove \_\_\_\_\_ home last night.
  - He pushed \_\_\_\_\_ me.
  - Things are cheaper. Prices are going \_\_\_\_\_.
  - Things are more expensive. Prices are going \_\_\_\_\_.
  - I went \_\_\_\_\_ home late last night.
  - He bent \_\_\_\_\_ to pick up the money.
  - They drove \_\_\_\_\_ Zaragoza to Barcelona.
  - The baby is going to fall. Take it \_\_\_\_\_ the table.
  - You can put your books \_\_\_\_\_ the table.
  - The cat is inside the box. Please take it \_\_\_\_\_ the box.
  - The bank is near \_\_\_\_\_ here.
  - They walked \_\_\_\_\_ the tunnel.
  - I am going \_\_\_\_\_ Paris tomorrow.
  - I was frightened because the bull was running \_\_\_\_\_ me.
  - The tourist walked \_\_\_\_\_ to me and asked me the time.
- Etc.

For example:

Teacher: She climbed \_\_\_\_\_ to the top of the mountain.

Student: She climbed **up** to the top of the mountain.

Etc.

## Prepositions of place

Read each sentence and say “beep” for the gap. Students repeat the sentence with the correct preposition. Afterwards, students can do this in pairs.

You may want to remind students of a few basic rules:

- *In* + an enclosed space = in a room, box, office...
- *On* + a surface = on a wall, table, chair, bed...

- She was waiting \_\_\_\_\_ the bus stop.
- I put it \_\_\_\_\_ the drawer.
- They were waiting \_\_\_\_\_ the airport.
- His name is \_\_\_\_\_ the top of the page.
- Your shirts are \_\_\_\_\_ the wardrobe.
- It was floating \_\_\_\_\_ the water.
- It was \_\_\_\_\_ the table.
- The prize was \_\_\_\_\_ the packet of crisps.
- Her name was \_\_\_\_\_ the bottom of a page.
- The picture was \_\_\_\_\_ the wall.
- It was \_\_\_\_\_ the box.
- The bull was \_\_\_\_\_ the field.

For example:

Teacher: She was waiting \_\_\_\_\_ the bus stop.

Student: She was waiting *at* the bus stop.

Etc.

## Question Tags

Do this drill to practise using question tags. Tell your students to invent answers. You say a sentence and your students have to repeat it with a question tag.

- He lives in Vancouver.
- She works from nine to five.
- You have had a good day.
- She has won the lottery.
- You would like to stay here.
- They went out last night.
- She did really well.
- They had already eaten.
- You had seen it before.
- They will come later.

Etc.

For example:

Teacher: You go to work by car.

Student: You go to work by car, don't you?

Continue like this. After a while, students practise this in pairs.

## Indirect questions: *Do you know where...? Do you know who...?*

This drill is designed to practise using “do you know where/who...”. Students answer with FULL answers.

- Do you know who invented the telephone?
- Do you know where Miami is?
- Do you know where the American president lives?
- Do you know where Greenland is on a map?
- Do you know who the British prime minister is?
- Do you know who invented the television?
- Do you know where Siberia is on a map?
- Do you know where Iran is on a map?
- Do you know where the British prime minister lives?
- Do you know what the name of the president of France is?

Etc.

For example:

Teacher: Do you know who invented the telephone?

Student: Yes, I know who invented the telephone – it was Alexander Graham Bell.

Etc.

Continue like this. After a while, students ask one another questions. For example:

Teacher: Keira, ask Ellis if he knows what the capital of Rumania is.

Keira: Ellis, do you know what the capital of Rumania is?

Ellis: Yes, I know what the capital of Rumania is. It's Bucharest.

## Indirect questions: *Do you know...?*

Use this drill to practise using indirect questions with “do you know”. Tell students to answer with FULL questions, to invent answers, and to be careful of the word order.

- Do you know how often Paul goes to the cinema?
- Do you know how far Paris is from here?
- Do you know how long the film *Shrek II* lasts?
- Do you know how tall Mary is?
- Do you know how much an average-sized dog weighs?
- Do you know who won the game last night?
- Do you know what time the film starts?
- Do you know when the next Olympic Games are?
- Do you know where the next Olympic Games will be?
- Do you know what the capital of New Zealand is?
- Do you know what the capital of Russia is?

Etc.

For example:

Teacher: Do you know what time it is?  
Ellis: Yes, I know what time it is. It's 4pm.  
Etc.

Continue like this. After a while, students ask one another questions. For example:

Ellis: Do you know how tall Mike is?  
Keira: Yes, I know how tall Mike is. He's 1.80 cm tall.  
Etc.

Remind students not to do this: *Do you know how tall ~~is~~ Mike?*

## Reported commands

Use this drill to practise reported commands. Students create the reported command with, *She told me to...*

- Write a name on the board!
- Touch your bag!
- Stand up!
- Start to laugh!
- Take off your coat!
- Start crying!
- Give me 50 euros!
- Take out your mobile phone!
- Sit down!
- Shout!
- Tell us a joke!
- Pretend that you are swimming!
- Drink some coffee!

For example:

Teacher: Write a name on the board!

Student: She told me to write a name on the board.

Etc.

Continue like this. After a while, direct the drill between students. For example:

Teacher: Ellis, tell Keira to stand up.

Ellis: Keira, stand up.

Keira: He told me to stand up.

Etc.

## Zero conditionals

Use this drill to practise using zero conditionals. Tell students to answer with FULL answers.

- What do you do if you feel bored?
- What do you do if your tooth hurts?
- What do you do if you can't sleep at night?
- What do you do if you feel sleepy during the day?
- What do you say if you're late for something?
- What do your parents say if you come home late at night?
- What does your boss say if you're late to work?
- What do you eat if you're hungry between meals?
- What happens to the ground when it rains?
- What do you do if you get a headache?
- What do you do if you've got an exam to study for?
- What do you do if there's nothing to watch on TV?
- What do you do if you don't understand a word or expression?
- What do you say if the teacher doesn't correct your homework?
- What do you say if the teacher gives you too much homework?

Etc.

For example:

Teacher: What do you do if it's cold and you want to go out?

Student: If it's cold and I want to go out, I put on a coat, hat and scarf.

Etc.

Continue like this. After a while, students ask one another questions. For example:

Teacher: Keira, ask Ellis what he does if it's cold and he wants to go out.

Keira: Ellis, what do you do if it's cold and you want to go out?

Ellis: If it's cold and I want to go out, I put on a coat, hat and scarf.

Etc.

## The First Conditional

Use this drill to practise using the first conditional. Tell students to answer with FULL answers.

- What will you do if it rains tomorrow?
- What will you do if you can't find your wallet?
- What will you do if you lose your job?
- Where will you live if you sell your house?
- What car will you buy if you sell the one you have now?
- What will you do if you can't find your house keys?
- What will you do if there's an Underground strike tomorrow?
- What will you say if they ask you to stay late tonight?
- What will you do if they ask you to work this Saturday?
- What will you do if there's nothing to watch on television tonight?
- What will you buy if you get a ten-thousand euro bonus this month?
- What will you do if you feel sick tomorrow?
- What will you do if you run out of money tomorrow?
- What will you do if you get bored this afternoon?
- What will you do if you want some company this weekend?
- What will you do if your neighbours make a noise this evening?

Etc.

For example:

Teacher: What will you do if it rains tomorrow?

Student: If it rains tomorrow, I'll stay at home.

Etc.

Continue like this. After a while, students ask one another questions. For example:

Teacher: Keira, ask Ellis what he will do if it rains tomorrow.

Keira: Ellis, what will you do if it rains tomorrow?

Ellis: If it rains tomorrow, I will take my umbrella with me.

Etc.

## The second conditional

Use this drill to practise using the second conditional. Tell students to answer with FULL answers.

- What would you do if you found a letter on the ground?
  - What would you do if you heard someone talking about you?
  - What would you say if you were unhappy with the service at a restaurant?
  - Where would you like to go if you won a free airline ticket?
  - If you won the lottery, what would you buy for yourself?
  - If you could master one skill, which skill would you choose?
  - If you didn't have enough money to get a taxi home what would you do?
  - If you discovered a new island, what would you call it?
  - If you had to stay in bed for one day, what would you do while you were there?
  - What would you do if you were at home at night alone and you heard a strange noise?
  - If you found a suitcase full of £100,000, what would you do?
  - If you were a bird, which bird would you be?
  - If you could go back in time, which year would you choose?
  - If you could have a special power, which one would you choose?
  - If you could make one change to the world, what would you change?
  - If you could change something about your past, what would you change?
- Etc.

For example:

Teacher: If you could go back in time, what year would you choose?

Student: If I could go back in time, I'd choose to go back to 1904.

Etc.

Continue like this. After a while, students ask one another questions. For example:

Teacher: Keira, ask Ellis which year he would choose if he could go back in time.

Keira: Ellis, if you could go back in time, which year would you choose?

Ellis: If I could go back in time, I'd choose to go back to 1904.

Etc.

## *To last*

Use this drill is to practise using the verb “to last”. Tell your students to invent answers and to answer in FULL.

- How long does your coffee break last?
- How long does the class last?
- How long does an average film last?
- How long does an average song last?
- How long does an average theatre play last?
- How long does an average visit to the dentist last?
- How long does an umbrella last?
- How long does a car last?
- How long does a television last?
- Ask me how long the film lasts.
- Ask me how long the television series lasts.
- Ask me how long the soap in my bathroom lasts.
- Ask me how long the class lasts.
- Ask me how long the ink in my printer lasts.
- Ask me how long the batteries in my digital camera last.
- Ask me how long a full tank of petrol in my car lasts.

Etc.

For example:

Teacher: How long does your coffee break last?

Student: My coffee break lasts for 10 minutes.

Etc.

Continue like this. After a while, students ask one another questions. For example:

Teacher: Keira, ask Ellis how long the English class lasts.

Keira: Ellis, how long does the English class last?

Ellis: The English class lasts one hour.



## Take (with time)

This drill is designed to practise using “to take” and time expressions. Remind students that we answer like this, “It takes X time to do Y”.

- How long does it take you to get up in the morning?
- How long does it take to cook an egg?
- How long does it take you to get to work?
- How long does it take you to get dressed in the morning?
- How long does it take you to have breakfast?
- How long does it take to have lunch?
- How long does it take you to get to sleep at night?
- How long does it usually take to you to make decisions?
- How long did it take you finish the last report you wrote?
- How long did it take you to learn how to walk?
- How long did it take you to learn the irregular past tense verbs in English?
- How long will it take you to learn to speak English fluently?

Etc.

For example:

Teacher: How long does it take you to get to work?

Student: It takes me about 20 minutes to get to work.

Etc.

Continue like this. After a while, students ask one another questions. For example:

Teacher: Keira, ask Ellis how long it takes him to get up in the morning.

Keira: Ellis, how long does it take you to get up in the morning?

Ellis: It takes me about half an hour to get up in the morning.

Etc.

## Reflexive pronouns

Use this drill to practise using reflexive pronouns (*myself, yourself, himself, herself, ourselves, yourselves, themselves*). Students answer in FULL and invent answers if necessary.

- When was the last time you talked to yourself?
- Have you ever hit yourself?
- How often do you look at yourself in the mirror during the day?
- When was the last time you hurt yourself?
- What was the last present you bought yourself?
- What was the last thing you had to do by yourself?
- If you had a band, what would you call yourselves?
- When was the last time you gave yourself a holiday?
- How old were you when you learned how to dress yourself?
- When do babies usually learn how to walk by themselves?

For example:

Teacher: Have you ever hit yourself?

Student: Yes, I hit myself by accident last night.

Etc.

Continue like this. After a while, students ask one another questions. For example:

Teacher: Keira, ask Ellis if he has ever hit himself.

Keira: Ellis, have you ever hit yourself?

Ellis: Yes, I have hit myself several times.

## Question formation

This drill is designed to practise question formation with some basic tenses. Read each sentence. Students must form an appropriate question.

- I was born in Brighton.
- I was born in 1986.
- I went to a school in London.
- My father's name is John.
- I live in Oxford.
- I work in a publishing company.
- I've been working there for three years.
- I've got three children.

Etc.

For example:

Teacher: I was born in Brighton.

Student: Where were you born?

Etc.

## Question formation

Use this drill to practise question formation.

- Ask me what time I get up.
- Ask me what time I have breakfast.
- Ask me what time I go to work.
- Ask me what time I get to work.
- Ask me what time I have lunch.
- Ask me what time I stop work.
- Ask me what time I get home.
- Ask me what time I go to bed.

Etc.

For example:

Teacher: Ask me what time I get up.

Student: What time do you get up?

Teacher: I get up at 7 o'clock.

Etc.

## Question formation – mixed tenses

Use this drill to practise forming questions.

- Ask me what kind of car I drive.
- Ask me what kind of car I would like to drive.
- Ask me if I like driving.
- Ask me how often I use my car.
- Ask me what I like to do while I'm driving.
- Ask me if I've ever had a bad experience whilst driving.
- Ask me if I've ever driven abroad.
- Ask me if I've ever been stopped by a traffic police officer.
- Ask me what my favourite shop is.
- Ask me what the last thing I bought was.
- Ask me if I like shopping.
- Ask me if I've ever taken an item of clothing back.
- Ask me how I pay for things in shops.
- Ask me which shopping centre I usually go to.
- Ask me how much I tip waiters.
- Ask me if I've ever found any bank notes.
- Ask me how much money I usually carry on me.
- Ask me which credit cards I use.
- Ask me if I'm good at saving money.
- Ask me what I'd do if I won a million euros.

Etc.

For example:

Teacher: Ask me what kind of car I drive.

Student: What kind of car do you drive?

Teacher: I drive a mini.

Etc.

## ***Would / wouldn't***

Use this drill to practise “would/wouldn't”. Students answer with FULL answers and invent if necessary.

- Would you like some sugar in your coffee?
- Would you like an apple?
- Would you like some strawberries?
- Would you like to borrow some money?
- Would you like to drive my car?
- Would you like to see a photo of my brother?
- Would you like to see a film tonight?
- Would you like to go out to eat tonight?
- Would you like to have a day off tomorrow?
- Would you like to play a game?
- Would you like to watch a DVD?
- Would you like to go and have a coffee?

For example:

Teacher: Would you like an apple?

Student: Yes, I would like an apple.

Etc.

Continue like this. After a while, students ask one another questions. For example:

Teacher: Ellis, ask Keira if she would like any cake.

Ellis: Keira, would you like some cake?

Keira: Yes, I would like some cake, please.

Etc.

## ***Much / many***

Go around the class and ask students the following questions. Students answer with FULL answers and invent if necessary.

- How many friends do you have?
- How much free time do you have?
- How many cars do you have?
- How much money do you have in your pocket?
- How many children do you have?
- How many cups of coffee do you drink a day?
- How much chocolate do you eat in a week?
- How many houses do you have?
- How much sugar do you put in your coffee?
- How many rooms are there in your house?
- How much alcohol do you drink in the week?
- How many jobs have you had in your life?
- How much rice do you eat a month?
- How many computers are there in your house?
- How much fish do you eat during the week?

Etc.

For example:

Teacher: How many cups of coffee do you drink a day?

Student: I drink about three cups of coffee a day.

Etc.

Continue like this. After a while, students ask one another questions. For example:

Teacher: Ellis, ask Keira how many shirts she has.

Ellis: Keira, how many shirts do you have?

Keira: I have about thirty shirts.

Continue like this.

## Miscellaneous drills (intermediate level)

These drills are for practising things like numbers, phone numbers, e-mail addresses, website addresses, dates, spelling...

### Numbers

Number dictation. Read out ten numbers randomly (from 1 to 100). Students write them down. At the end of the dictation, have students check their numbers and read them back.

### Numbers

Try going around the class counting the numbers backwards from 29 to 21.  
Do a number dictation with the numbers from 1 to 1,000.

### Times

Dictate 10 clock times to your students. They write the times down. For example: a quarter past three, four thirty, half past nine, etc.

### Ordinal numbers

Say a number and point to a student. This student must repeat the number as an ordinal number. For example, 21 = 21<sup>st</sup>. Continue like this.

### Spelling

Spelling dictation. Spell out names. Students write down the names as you spell them.  
For example:

- Jennifer Brown
- Steven Smith
- William Marsh
- Bridget Paine

Now tell your students to write down four names of their own. They spell the names to a partner.

### Name Spelling

Read out the following names. Students write them down. Say “new word” between each word. Do 5 of these at a time, then more another day.

1. Carolyn Cole
2. Frank Griffin
3. Brenda Myers
4. Jerry Wallace
5. Amanda Woods
6. Harold West
7. Stephanie Ford
8. Peter Hamilton
9. Kimberley Hughes
10. Albert Long
11. Philip Smith

12. Jane Bryde
13. Paul Birch
14. Sandra Wilde
15. Robert Givens
16. Jocelyn Blackburn
17. Lorna Melchor
18. Vicki Saunders
19. Ian Robinson
20. David Beckindale

### Number Dictation

Read the numbers and tell students to write them down quickly on a sheet of paper. Stop and check at the end of each line.

- 25, 19, 4, 15, 22, 79, 4, 16, 36, 87
- 32, 54, 41, 3, 56, 98, 72, 12, 17, 43
- 19, 66, 48, 92, 14, 34, 78, 12, 45, 97
- 83, 14, 87, 59, 82, 73, 13, 38, 71, 29

### Clock times

Write ten times on the board. Say, “add 15 minutes”. Students have to add 15 minutes to the time as quickly as they can. Do the same for 30 minutes or one hour. For example: The clock says 12:20. You say, “add fifteen minutes”, they say, “12:35” or “25 to 1”.

### Time, date and telephone number dictation

Dictate these times, dates and phone numbers to your students. Students write the answers on a sheet of paper. Use the British or American way of telling the time: a quarter past six (British); six fifteen (American), etc.

- 18:15    05:30    20:30    10:45    21:35    17:55    12: 23    15:05
- 1987    2001    1567    2007    2000    1865    1983    1267    2025
- 01242 987 2304    01374 678 921    01202 459 210    00 34 17823 987 650

Afterwards, students invent some of their own and practise in pairs.

### Number dictation

Dictate these numbers to your students. Students write the answers on a sheet of paper. Stop and check after each line.

- 3,456    7,892    2,345    1,089    8043    5012    3,198    7,900
- 12,899    34,500    67,891    45,988    34,876    67,400    98,124
- 432,900    567,891    983,578    781,230    439,801    567,980

Afterwards, tell your students to write ten numbers. They practise saying them in pairs.

### Number dictation

Read the numbers and tell students to write them down quickly on a sheet of paper. Stop and check at the end of each line.

- 2,356    4,672    8,210    7,899    7,001    4,389    5,400
- 67,201    89,344    45,900    34,810    45,322    89,999
- 234,090    345,877    345,211    567,902    458,930    234,561

Afterwards, tell your students to write ten numbers and to say them to a classmate.

### Date dictation

Dictate these years to your students. Students write the answers on a sheet of paper.

- 1986, 1834, 1743, 2005, 1765, 1997, 1995, 1832, 1529, 1498, 1888, 1904, 2004

Afterwards, tell your students to write ten dates and to practise saying dates in pairs.

### Number dictation

Dictate these numbers to your students. Students write the answers on a sheet of paper.

- 76,823    897,1436    203,913    30,651    3,127    775,437    492,356

- 346,218    556,259    7,689,321    18,345,988    23,456,987    23,411,509

Afterwards, tell your students to write ten numbers of their own and to practise saying say them in pairs.

### Spelling

Spell out these names as students write them down.

1. Accenture
2. Adidas
3. Amstrad
4. Apple
5. Bang and Olufsen
6. Blaupunkt
7. Cadillac
8. Daewoo
9. Glaxo Smith Kline
10. Honeywell
11. Johnson and Johnson
12. Lonsdale
13. Motorola
14. Samsung
15. Toshiba
16. Vodafone

Afterwards, students practise saying company names in pairs. One student spells a name and the other student tries to write it correctly.

### Number dictation

Dictate these numbers to your students. Students write the answers on a sheet of paper.

Stop and check after each line.

- 3,467; 5,689; 1,209; 3,589; 9,346; 2,087; 5,003; 2,999; 8,926

- 13,659; 56,347; 29,567; 45,689; 34,897; 67,345; 89,002

- 457,987; 123,560; 789,321; 689,543; 378,650; 987,234

### Number dictation

Dictate these numbers to your students. Students write the answers on a sheet of paper.

Stop and check after each line.

- 5,456    2,190    6,792    3,460    6,908    5,999    4,671    2,987    3,456

- 12,899    45,986    98,333    76,445    97,521    76,223    27,555    79,371

- 345,876    450,127    328,909    435,211    567,988    236,966    678,900

Afterwards, tell your students to say the numbers to check their pronunciation.

### Dates, times, percentages & fractions dictation

Dictate these dates, times, percentages and fractions to your students. For the times you can use “past/to”, or whatever your students are used to. Students write the answers on a sheet of paper. Stop and check after each line.

- 1978    2006    1865    1989    2025    1867    1523    1964    1829    2003.

- 7:45    6:30    2:39    9:45    1:12    5:40    4:35    3:22    10:55    12:15

- 35%    27%    67%    28%    87%    95%    32%    67%    82%    12%

- One fifth, two thirds, three quarters, nine eighths, a half, a quarter, four sixths, two ninths, eight tenths, a third, three sevenths.



### Time dictation

Dictate these times to your students. Use either “past/to” or the 24-hour clock. Stop and check after each line.

- 6:15 2:45 5:15 9:45
- 4:20 10:40 2:20 7:40
- 3:25 3:05 6:35 2:25
- 2:39 5:22 1:38 2:24

### E-mail addresses

Do this drill to practise e-mail addresses. Read out the e-mail address. Students write down what they hear. Before starting, revise a few of the punctuation names.

1. jane smith at ace dot com = [janesmith@ace.com](mailto:janesmith@ace.com)
2. jane dot smith at ace dot com = [jane.smith@ace.com](mailto:jane.smith@ace.com)
3. jane hyphen smith at ace dot com = [jane-smith@ace.com](mailto:jane-smith@ace.com)
4. jane underscore smith at ace dot com = [jane\\_smith@ace.com](mailto:jane_smith@ace.com)
5. john brown at rob dot com = [johnbrown@rob.com](mailto:johnbrown@rob.com)
6. john dot brown at rob dot com = [johndotbrown@rob.com](mailto:johndotbrown@rob.com)

After doing this, students write down six e-mail addresses of their own. They practise saying them in pairs.

### Time Dictation

Read the clock times and tell students to write them down quickly on a sheet of paper. Stop at check and the end of each line. Use either “past/to/half past” of the 24-hour clock.

- 04:15 03:45 06:15 08:15 07:45 02:15 01:45
- 08:20 09:40 03:20 06:20 07:40 10:40
- 07:25 01:05 11:35 04:25 06:05 12:55
- 09:49 08:23 07:34 06:26 07:47 01:26 09:37

### Fractions & Percentages

Read each fraction or percentage. Students write down what they hear. Afterwards, students practise this in pairs. Remind students that we use a full stop with decimals.

### Decimal numbers

- 0.36
- 0.02
- 0.87
- 0.63
- 0.16
- 0.86
- 005
- 0.34
- 0.09
- 0.12

### Percentages

17%  
26%  
83%  
42%  
73%  
77%  
98%  
31%  
65%  
44%

### Fractions, decimals & percentages

This drill is designed to practise using fractions and percentages. Remember, fractions are expressed using ordinal numbers (first, second, third, fourth, fifth, sixth, seventh, eighth, ninth...). For decimals, we use a full stop called a “point”, (NOT a comma). And for percentages, we simply add the word “percent” at the end. Read each one. Students write down what they hear.

1.  $\frac{1}{5}$
2.  $\frac{2}{3}$
3.  $\frac{1}{2}$
4.  $\frac{1}{4}$
5.  $\frac{3}{4}$
6.  $\frac{4}{10}$
7.  $\frac{6}{12}$
8. 20%
9. 35%
10. 48%
11. 72%
12. 0.14
13. 0.67
14. 0.38
15. 0.02
16. 0.09

## Nationalities

Use this drill to practise the names of nationalities. Read out a sentence. Students have to respond with “You’re...” + the correct country adjective.

- I’m from Turkey.
- I’m from Greece.
- I’m from Chile.
- I’m from Japan.
- I’m from China.
- I’m from England.
- I’m from Ireland.
- I’m from Wales.
- I’m from Scotland.
- I’m from Australia.
- I’m from Spain.
- I’m from France.
- I’m from Germany.
- I’m from Russia.
- I’m from Italy.
- I’m from Belgium.
- I’m from America.

Etc.

For example:

Teacher: I’m from England.

Student B: You’re English.

Etc.

# Higher level drills

## (B2-C1)

### Present tenses

Use this drill to practise present tenses. Students answer with FULL answers and invent if necessary.

- How does your brother get to work?
- Are the computers being fixed right now?
- How are the packages being sent?
- What does your uncle do?
- How often are the plants watered?
- What's the time right now?
- Where does your brother live?
- How are you getting home this evening?
- What's stopping you from asking for a raise?
- Are they being given much support?
- Is the wine produced near here?
- What kind of car does your sister drive?
- How long does it take you to get up in the morning?
- How long does it take to cook an egg?
- How long does it take you to get to work in the morning?
- How long does it take you to have breakfast?
- How long does it take you to get to sleep at night?
- How long would it take you to walk to work?
- How long did it take you to get dressed this morning?
- How long did it take you to get home last night?
- What's being done about the lost money?
- How much are they being paid a month?
- What can't you stand being told to do?
- Have you taken on any new responsibilities lately?
- Have you crossed off many things from your to-do list?
- Have you passed on any information to a colleague lately?

Etc.

For example:

Teacher: How does your brother get to work?

Student: He gets to work by bus.

Etc.

Continue like this. After a while, students ask one another questions. For example:

Teacher: Keira, ask Ellis how his brother gets to work.

Keira: Ellis, how does your brother get to work?

Ellis: He gets to work by bus.

Etc.

## Past tenses

Use this drill to practise past tenses. Students answer with FULL answers and invent if necessary.

- How did you get to work yesterday?
- Were you given any bonuses last year?
- Who were you talking to yesterday afternoon?
- Who did you see at the party?
- Was your office being cleaned at 4pm last Monday?
- Had you seen the film before?
- Where had you met her?
- What did you buy at the shops last week?
- Had you been paid by last Friday afternoon?
- What did you lose last month?
- How did you get to work yesterday?
- Who did you meet at the party?
- Who did you send a message to yesterday?
- What did you win last year?
- Where did you go shopping last week?
- What did you have for dinner last night?
- What films did you see on TV last weekend?
- What were you doing at 7:00am this morning?
- What were you doing at 9pm last night?
- What were you doing last Sunday afternoon?
- What were you doing this time last year?
- Where were you living ten years ago?
- Who were you talking to last Saturday at about 11 in the morning?
- Who were you working with 6 months ago?
- What time did you get to work today?
- What did you have for dinner last night?
- What did you break last month?
- How many times did you catch a cold last month?
- What did you bring to work today?
- When was the last time you fell down?
- What did you do for your last holiday?
- What did you get up to last night?
- Did you go out anywhere interesting last week?
- Were you watching TV last night at 6pm?
- What will you be doing next Saturday at 4pm?

- Who will you have spoken to by 10pm tonight?
- Had you seen the film you were watching last night before?
- Were you at a party last weekend?
- What are you going to do for your next summer holiday?
- Did you get much work done this week?
- Who are you meeting up with after work today?

For example:

Teacher: How did you get to work yesterday?

Student: I got to work by taxi yesterday.

Etc.

Continue like this. After a while, students ask one another questions. For example:

Teacher: Keira, ask Ellis how he got to work yesterday.

Keira: Ellis, how did you get to work yesterday?

Ellis: I got to work by taxi yesterday.

Etc.

## Perfect tenses

Use this drill to practise perfect tenses. Students answer with FULL answers and invent if necessary.

- Have you finished the work yet?
- Have you been working on a new project this week?
- Have you received many e-mails so far today?
- Have you been paid the money you were owed?
- How long have you known your boss?
- Have you spoken to anyone since you got up this morning?
- Have you been getting to work on time this week?
- How long have you been working here?
- Have they been given enough time to do it?
- How long have you had your mobile phone?
- How long have you been living in your current house?
- How long have you had your car?
- How long have you been living in this city?
- How long have you been working here?
- How long have you known your best friend?
- How long have you had those shoes for?
- Have you been doing any exercise lately?
- Have you met anyone famous this week?
- How many e-mails have you sent today?
- Have you been sleeping well lately?
- Have you seen any good films lately?
- Have you been working a lot these days?
- How much will you have spent today by 10pm tonight?

Etc.

For example:

Teacher: Have you finished the work yet?

Student: Yes, I've finished the work.

Etc.

Continue like this. After a while, students ask one another questions. For example:

Teacher: Keira, ask Ellis if he's finished the work yet.

Keira: Ellis, have you finished the work yet?

Ellis: Yes, I've finished the work.

Etc.

## Future tenses

Use this drill to practise future tenses. Students answer with FULL answers and invent if necessary.

- What are you going to do this weekend?
- What are you going to do after class?
- What's the weather going to be like tomorrow?
- What are you going to do for your summer holiday?
- What are you going to buy this weekend?
- What are you going to watch on television tonight?
- Who are you going to speak to next week?
- What sport are you going to do at the weekend?
- What are you going to do after class?
- What do you think you'll have for dinner tonight?
- Where are you going for your next holiday?
- Who are you meeting after work tonight?
- Where will you be living in five years?
- What are you going to buy next month?
- What will you be doing tomorrow at 3pm?
- What will you have achieved by this time next year?

Etc.

For example:

Teacher: Where will you be living in three months?

Student: I'll be living in a shared flat in three months.

Etc.

Continue like this. After a while, students ask one another questions. For example:

Teacher: Keira, Ellis where he'll be living in three months.

Keira: Ellis, where will you be living in three months?

Ellis: I'll be living in a shared flat in three months.

Etc.

## Reported speech

Use this drill to practise reported speech. Students answer with FULL answers and invent if necessary. Students use *said* in their answers.

- What did she think of the film?
  - When did they say it was being sent?
  - When did they say it would be ready?
  - Who did they say we had to speak to?
  - When did they say they'd take a look at it?
  - Why did they say they didn't like it?
  - Where did they say they'd put it?
  - What time did they say they'd arrive?
  - Who did she say she'd give it to?
- 
- The food has been prepared. = He said that the food had been prepared.
  - All the money was spent. = She said that all the money had been spent.
  - The rooms are being painted. = He said that the rooms were being painted.
  - The shoes were being cleaned. = She said that the shoes were being cleaned.
  - The clothes are made in China. = He said that the clothes were made in China.
  - The work will be finished on time. = He said that the work would be finished on time.
  - The computers will be replaced. = She said that the computers would be replaced.
- 
- I went to the cinema. = He said that he had been to the cinema.
  - I'm living in a flat in Bristol. = She said that she was living in a flat in Bristol.
  - They're coming to the party later. = He said that they were coming to the party later.
  - Pete was at the pub last night. = She said that Pete was at the pub the previous night.
  - I'll send it to them later. = He said that he would send it to them later.
  - I'll be working from home. = She said that she would be working from home.
  - I'm going to live in London for a few years. = He said that he was going to live in London for a few years.
  - I'll tell Janet about it later. = She said that she would tell Janet about it later.

Etc.

For example:

Teacher: What did she think of the film?

Student: She said it was really good.

Etc.

Continue like this. After a while, students ask one another questions. For example:

Teacher: Keira, ask Ellis what she thought of the film.

Keira: Ellis, what did she think of the film?

Ellis: She said it was really good.

Etc.



## Conditionals: zero, first, second

Use this drill to practise using conditionals: zero, first and second conditionals. Students answer with FULL answers and invent if necessary.

### Zero conditionals

- What happens if you leave ice cream in the sun?
- How do your teeth feel if you eat ice?
- What happens if you leave fresh food out of the fridge for the night?
- What do you do if it's cold and you want to go out?
- What happens to food if you put it in the microwave?
- What do you do if you don't want to get sunburnt?
- What do you do if you aren't happy with the service in a restaurant?
- What do you do if you aren't happy with the room in a hotel?

Etc.

### The first conditional

- What will you say if a friend invites you to the cinema tonight?
- What will you do if you lose your purse or wallet today?
- What will you do if you get a headache?
- If it's too hot in the room, what will you do?
- What will you do if there's nothing to eat at home tonight?
- What will you do if your boss shouts at your tomorrow morning for no reason?
- What will you do if your computer stops working?
- If you write any e-mails or text messages tomorrow, who will you write them to.
- If you don't understand the homework, who will you ask for help?
- What will you do if it's too cold in your room this evening?
- What will you do if one of your parents asks to be your Facebook friend this month?
- What will you do if they change their minds about it?
- Who will you speak to if they offer to talk about it?
- What time will you leave if it isn't going well?

Etc.

### The second conditional

- If you could change your name, what would you change it to?
- If you could speak any other language fluently, which one would you choose?
- If you could be the king or queen of your country, would you choose to do it?
- What would you do if you found a wallet in the street?
- If you could be famous for something, what would it be?
- If you could have one wish, what would it be?
- If you had the opportunity to change one part of your body, what would you do?
- If you were given a choice between being more intelligent or twice as rich, what would you choose?
- If you could be anywhere in the world right now, where would you go?
- If you won a million pounds on the lottery, how much would you give to charity?
- If you could go on a date with anyone in the world, who would you choose?
- If you told me your biggest secret, how would I be shocked?

- What would you do if you saw a handbag on a train seat and no one else around?
  - If you worked for a shop and you saw a friend steal something, would you tell the manager?
  - If you could hurt someone financially and not be punished for it, who would you choose?
  - What you do if you dropped your mobile phone in a public toilet?
  - What would you say if someone bumped into you and didn't apologise?
  - If you could have any car in the world for free, which one would you choose?
  - If you could solve either world hunger or climate change, which would you choose?
  - What would you do if you were offered a really well-paid job in another country for 3 years?
  - What would you do if they took back the car?
  - Who would you ask if you needed to borrow some money?
  - What would you do if you found the missing money?
  - Where would you live if you won the lottery?
- Etc.

For example:

Teacher: Where would you live if you won the lottery?

Student: If I won the lottery, I'd live in the Caribbean.

Etc.

Continue like this. After a while, students ask one another questions. For example:

Teacher: Keira, ask Ellis he'd live if he won the lottery.

Keira: Ellis, where would you live if you won the lottery?

Ellis: If I won the lottery, I'd live in the Caribbean.

Etc.

## The Third Conditional

Use this drill to practise using the third conditional. Students answer with FULL answers and invent if necessary.

- What would you have said if you'd been at the meeting?
  - Who would you have spoken to if you'd been at the party?
  - What would you have said if they'd asked you the same question?
  - What time would you have left if you'd been there?
  - When would you have arrived if you'd been invited to the party?
  - Where would you have stayed if you'd gone on the trip?
  - How much would you have paid for it if you'd wanted to buy it?
  - Why would you have left if they'd told you the truth?
  - What would you have done if you hadn't come to work today?
  - Where would you have gone last night if you'd gone out?
  - Who would you have spoken to if you'd gone to the party?
  - What would you have worn if you'd had an important meeting to go to?
  - How would you have gone to work if you hadn't come by car?
  - What time would you have arrived if you hadn't missed the bus?
- Etc.

For example:

Teacher: Who would you have spoken to if you'd been at the party?

Student: I would have spoken to Jamie if I'd been at the party.

Etc.

Continue like this. After a while, students ask one another questions. For example:

Teacher: Keira, ask Ellis who he would have spoken to if he'd been at the party.

Keira: Ellis, who would you have spoken to if you'd been at the party?

Ellis: I would have spoken to Jamie if I'd been at the party.

Etc.

## The Passive

Use this drill to practise using passives. Students answer with FULL answers and invent if necessary.

- Where were the shoes made?
- How much are they sold for?
- Where is it being taken?
- Who is the class being given by?
- When were they arrested?
- Who were they picked up by?
- Who was it being written by?
- Where was it being filmed?
- How much has been offered for it?
- Where has it been left?
- What time had the e-mail been sent by?
- When will the room be cleaned?
- Who's going to be given the prize?
- When will the work have been completed by?

Etc.

For example:

Teacher: Where were the shoes made?

Student: The shoes were made in France.

Etc.

Continue like this. After a while, students ask one another questions. For example:

Teacher: Keira, ask Ellis where the shoes were made.

Keira: Ellis, where were the shoes made?

Ellis: The shoes were made in France.

Etc.

## Comparatives & superlatives

Use this drill to practise using comparatives and superlatives. Students answer with FULL answers and invent if necessary. It's up to you whether you use the follow-up questions or not.

- What's the most difficult exam you've ever taken? Why was it so hard?
  - What's the best restaurant in your town or city? Why is it so good?
  - What's the best museum in your town or city? Why is it so good?
  - Does technology make the world a better or worse place? Why?
  - What's the best film you've ever seen? Why was it so good?
  - What's the funniest thing you've ever seen? Why was it so funny?
  - Who's the kindest person you know? In what way is he/she kind?
- Etc.

For example:

Teacher: What's the most difficult exam you've ever taken?

Student: The most difficult exam I've ever taken was a maths exam I took a few years ago.

Etc.

Continue like this. After a while, students ask one another questions. For example:

Teacher: Keira, what the most difficult exam he's ever taken is.

Keira: Ellis, what's the most difficult exam you've ever taken?

Ellis: The most difficult exam I've ever taken was a maths exam I took a few years ago.

Etc.

## Verbs + prepositions

Use this drill to practise verbs + prepositions. Students answer with FULL answers and invent if necessary.

- What did she threaten to do?
  - Why did they deny the charges?
  - Who did they apologise to?
  - What did they accuse you of?
  - What did they suggest you do?
  - What are you thinking of applying for?
  - What were they arguing about?
  - What did they warn you about?
  - What have they got a reputation for?
  - What was he trying to reach for?
  - When was the last time you heard from him?
  - How much time did you waste on it?
- Etc.

For example:

Teacher: Who did they apologise to?

Student: They apologised to the customer.

Etc.

Continue like this. After a while, students ask one another questions. For example:

Teacher: Keira, ask Ellis who they apologised to.

Keira: Ellis, who did they apologise to?

Ellis: They apologised to the customer.

Etc.

## Phrasal verbs

Use this drill to practise using phrasal verbs. Students answer with FULL answers and invent if necessary.

For example:

Teacher: Where are you going to head off to?

Student: I'm going to head off to the park.

Etc.

Continue like this. After a while, students ask one another questions. For example:

Teacher: Keira, ask Ellis where he's going to head off to.

Keira: Ellis, where are you going to head off to?

Ellis: I'm going to head off to the park.

- Where are you going to head off to after lunch?
- When are you meeting up with your friends?
- Who are you going to pick up at the airport?
- Where did you fill up the petrol tank?
- Why are you feeling a bit down today?
- When are you moving into the new office?
- Why did you turn down the job offer?
- What do you do when the stress starts getting to you?
- Who do you get on with best at work?
- What do you do if you find that you're a bit behind at work?
- When do you think you'll have made up your mind about it?
- What will it take to make you change your mind?
- When do you think you'll have enough to afford it?
- Who are you going to have to talk it over with?
- Why don't you think it's the right one for you?
- What time did she show up at the party?
- Why did you make up that story?
- What are you most proud of so far?
- Why weren't you making much of an effort?
- What sort of experience have you had with this type of thing?

## Question formation

Use these question formation drills to practise forming questions. Simply read out the affirmative sentence, and students have to create the corresponding question. There are a lot, so just do between 8 and 10 a day.

For example:

Teacher: The rooms are being cleaned.

Student: Are the rooms being cleaned?

Etc.

- The rooms are being cleaned. = Are the rooms being cleaned?
- The grass is being cut at the moment. = Is the grass being cut at the moment?
- The light is operated from this switch. = Is the light operated from this switch?
- He's living in a hotel until he finds a house. = Is he living in a hotel until he finds a house?
- The poster is being printed in Hong Kong. = Is the poster being printed in Hong Kong?
- He doesn't have access to the system. = Does he have access to the system?
- They took advantage of their situation. = Did they take advantage of their situation?
- There's been a decrease in the number of applications. = Has there been a decrease in the number of applications?
- She's got a lot of experience in webpage design. = Has she got a lot of experience in webpage design?
- There's been a reduction in the number of burglaries. = Has there been a reduction in the number of burglaries?
  
- They're going to be paid tomorrow. = Are they going to be paid tomorrow?
- She'll be here at about 6pm. = Will she be here at about 6pm?
- They're meeting up in the pub at 7pm. = Are they meeting up in the pub at 7pm?
- The rooms will be cleaned this afternoon. = Will the rooms be cleaned this afternoon?
- He's going to work abroad for a couple of years. = Is he going to work abroad for a couple of years?
- They agreed to the changes. = Did they agree to the changes?
- She decided to inform them about it. = Did she decide to inform them about it?
- They were prepared to accept the conditions. = Were they prepared to accept the conditions?
- He enjoyed having them over to stay last week. = Did he enjoy having them over to stay last week?
- She admitted leaving it all to the last minute. = Did she admit leaving it all to the last minute?
  
- We'll arrive in time if we leave now. = Will we arrive in time if we leave now?
- She'll let us know if she needs any help. = Will she let us know if she needs any help?
- They'd go if they could afford it. = Would they go if they could afford it?
- He'd go by plane if there was an earlier flight. = Would he go by plane if there was an earlier flight?

- They'd buy a car if they had the money. = Would they buy a car if they had the money?
  - It will be finished by 4pm. = Will it be finished by 4pm?
  - They're going to be cleaned this afternoon. = Are they going to be cleaned this afternoon?
  - The work will have been completed by Friday. = Will the work have been completed by Friday?
  - The meeting is going to be held on Saturday. = Is the meeting going to be held on Saturday?
  - The report will be sent out next week. = Will the report be sent out next week?
  - She said that she was tired. = Did she say that she was tired?
  - He said that he'd seen it before. = Did he say that he'd seen it before?
  - They said that they'd be here at six. = Did they say that they'd be here at six?
  - She said that she was playing tennis. = Did she say that she was playing tennis?
  - He said that he could do it this afternoon. = Did he say that he could do it this afternoon?
- 
- The site was launched in May last year. = When was the site launched?
  - They were motivated by a desire for revenge = What were they motivated by?
  - They organised the meeting in an effort to improve relations. = Why did they organise the meeting?
  - She was renowned for her ability to get things done. = What was she renowned for?
  - He was famous for his cunning and wit. = What was he famous for?
  - She was brought up by her uncle and aunt. = Who was she brought up by?
  - It's popular with both tourists and locals. = Who is it popular with?
  - It's mostly used for sending e-mails and writing reports. = What's it mostly used for?
  - About 500 tonnes of waste are produced every year. = How many tonnes of waste are produced every year?
  - It's extremely difficult to dispose of. = How easy is it to dispose of?
  - It's created an increased demand for water. = What has it increased a demand for?
  - Increased traffic is threatening wildlife in the area. = How has increased traffic affected the area?
- 
- She went to work by bus this morning. = How did she go to work this morning?
  - They got into the club at about 6pm. = When did they get into the club?
  - She'd often take them to the park on Sunday mornings. = Where would she often take them on Sunday mornings?
  - They'd been living in Baker Street before they moved here. = Where had they been living before they moved here?
  - He'd already shown them the first house by the time she arrived. = What had he already shown them by the time she arrived?
  - She decided to stay there in spite of the low pay. = What did she decide to do in spite of the low pay?
  - The recent research shows that there's no link between the two things. = What does the recent research show?
  - A poll from last year revealed that 20% of consumers would pay more for it. = What did the poll from last year reveal?



- Although it isn't conclusive, the report showed that most people would prefer to spend their holidays abroad. = Where would most people prefer to spend their holidays?
- She'll probably get there before 3pm, unless there's a bus strike. = What time will she probably get there?
  
- He was walking on a concealed platform that he'd placed there earlier in the day. = What was he walking on that he'd placed there earlier in the day?
- The trick was designed to generate publicity for his upcoming show. = What was the trick designed to do?
- He screamed because someone jumped out at him. = Why did he scream?
- She opened her eyes and slowly got up after having lost consciousness for a couple of minutes. = What did she do after having lost consciousness for a couple of minutes?
- He wasn't that impressed with the way things turned out
- Blue is one of the most popular colours for company logos. = What's one of the most popular colours for company logos?
- Red is often associated with love, danger and excitement. = What is red often associated with?
- The plane was forced to land as a result of the incident. = What was the plane forced to do as a result of the incident?
- He decided to leave early because he had an exam the following day. = Why did he decide to leave early?
- She left the note on the table so they'd be sure to see it. = Where did she leave the note so they'd be sure to see it?
  
- We last heard from him sometime last week. = When did you last hear from him?
- We agreed with her suggestion to change the first clause in the contract. = Which of her suggestions did you agree with?
- We used string to tie it to the other end of the table. = What did you use to tie it to the other end of the table?
- I mostly felt sorry for Jim, who'd lost everything. = Who did you feel most sorry for?
- She finally got to sleep at about 3am, after reading the book. = What time did she finally get to sleep?
- I think it was probably Mark's fault because he left the window open. = Whose fault do you think it was?
- I guess I finally realised it might have been her when she admitted that she'd been there last night? = When did you finally realise it might have been her?
- Jim took the card out of my wallet before leaving for work. = What did Jim take out of your wallet before leaving for work?
- I think Paula should be manager of the department, if she'd be willing to accept the work. = Who do you think should be manager of the department?
- I'll probably be in the bar on the corner after work if they need to talk to me. = Where will you be after work if they need to talk to you.
  
- He was taken to the police station immediately after being arrested. = Where was he taken immediately after being arrested?



- They've been given three hours to come up with a solution. = How long have they been given to come up with a solution?
  - He was seen by a doctor after spraining his ankle. = Who was he seen by after spraining his ankle?
  - After hurting her back, she sued the force for more than \$3,000. = How much did she sue the force for after hurting her back?
  - They charge premium rates for their services at the weekend. = How much do they charge for their services at the weekend?
  - We thanked them for having helped us prepare the meeting. = What did you thank them for?
  - I didn't think it was as good as his last film. = What did you think of the film?
  - I'll be staying at the Marston Hotel while I'm looking for a house. = Where will you be staying while you're looking for a house?
  - She said that she didn't believe in ghosts. = What did she say she didn't believe in?
  - They said that they'd get in touch with him sometime next week. = When did they say they'd get in touch with him?
- 
- I got lost while I was trying to get to the airport. = When did you get lost?
  - I think I lost the keys as I was getting onto the bus. = When do you think you lost the keys?
  - I've decided to cut down on the number of fizzy drinks I have. = What have you decided to cut down on?
  - I thought it would be a good idea to shop around for some car insurance. = What did you think it would be a good idea to do?
  - I'm trying to pay off my debts as quickly as possible. = What are you trying to do as quickly as possible?
  - I haven't really been getting up to much at all these days. = What have you been getting up to these days?
  - I've been working on that new project that they gave us last week. = What have you been working on?
  - I think I'll have to pop over and speak to them about it? = What do you think you'll have to do?
  - No, I don't think I'll buy it as it's just too expensive? = Do you think you'll be able to buy it?
  - I was thinking of giving it to Mike as he's got some experience of this type of thing. = Who were thinking of giving it to?
- 
- He suggested leaving it near the door. = Where did he suggest leaving it?
  - She apologised for arriving late. = What did she apologise for?
  - They accused him of having stolen the money. = What did they accuse him of?
  - They blamed him for having lost the contract. = What did they blame him for?
  - She admitted that was responsible for it. = What did she admit?
  - I was thinking about borrowing a couple of thousand. = How much were you thinking of borrowing?
  - They were giving me some advice on what to do with it. = What were they giving you advice on?

- They recommended waiting a bit till prices dropped. = What did they recommend doing?
- She introduced me to some of her friends during the party. = Who did she introduce you to during the party?
- I was taking care of her pets because she had to go away. = Why were you taking care of her pets?
  
- We set off on our journey at first thing in the morning. = When did you set off on your journey?
- We went for a walk around the park after lunch. = Where did you go for a walk after lunch?
- They ate out in the evening at a lovely little restaurant by the river. = Where did they eat out in the evening?
- We met up with some friends before going to the party. = Who did you meet up with before going to the party?
- I didn't manage to get his name because he had to leave in a hurry. = Why didn't you manage to get his name?
- I didn't stay till the end because I was feeling a bit tired. = Why didn't you stay till the end?
- I turned down the offer because they weren't offering me enough. = Why did you turn down the offer?
- I wasn't really expecting to get anything out of it. = What were you expecting to get out of it?
- It can get pretty stressful at times, but the pay's very good. = What's it like working here?
- She's a really nice person to work with but also very ambitious. = What's she like as a person?
  
- They're only really interested in how much it can save them every month. = What are primarily interested in?
- She's a bit concerned about how much it's going to cost them. = What's she concerned about?
- They said they would have bought it if it'd been a bit cheaper. = What would have convinced them to buy it?
- The first thing you've got to do is to convince them that they need it. = What's the first thing that you've got to do? 5. I won't be in a position to give you an answer until early next week. = When will you be in a position to give us an answer?
- She was caught cheating in the exam but later denied it all. = What was she caught doing during the exam?
- He came up with some ridiculous excuse about the bus having crashed into a cow. = What was his excuse for arriving late?
- I think it might have been written by her sister. = Who do you think it might have been written by?
- She said it was one of the best experiences she'd ever had. = What did she say about her experience there?
- About 70% of them said that they'd never seen it before. = What percentage of them

said that they'd never seen it before?

- She's really generous and quite hardworking. = What's she like?
  - They played a piece of music at the end of the ceremony. = What happened at the end of the ceremony?
  - They apologised for their mistakes. = What did they apologise for?
  - It was a complete nightmare as we missed our flight back. = What was the journey like?
  - The article was about the need to reform. = What was the article about?
  - We had to wait for more than an hour. = How long did you have to wait for?
  - A lot more than we should have paid for it! = How much did it cost?
  - Eventually, he was taken in for questioning. = What happened to the man in the end?
  - It took place late in the afternoon. = When did it take place?
  - They used a tracking device to locate them. = How did they find them?
  - He used the pen to write his name on the wall. = What did he use the pen for?
  - It should be used at least three times a week. = How often should it be used?
- 
- The information desk is just over there at the back of the hall. = Where's the information desk, please?
  - I'll be heading off to Australia once I've finished my exams. = Where will you be heading off to once you've finished your exams?
  - No, a friend helped me pack the bag. = Did you pack the bag yourself?
  - I couldn't work out what they were saying. = What couldn't you work out?
  - I think the flight leaves from gate 56. = Which gate does the flight leave from?
  - They pulled him over for speeding. = Why did they pull him over?
  - It was performed by a young French actress. = Who was it performed by?
  - The president came up with the idea. = Who came up with the idea?
  - It was freezing! The coldest water I've ever been in. = What was the water like?
  - She starred in a TV series a few years ago. = What did she star in a few years ago?
  - They lost the game to a team from Detroit. = Who did they lose the game to?
  - She was working out in the gym before lunch. = What was she doing before lunch?
- 
- I worked there between July and August last year. = When did you work there?
  - It took place during the exam. = When did it take place?
  - It was cancelled because of the rain. = Why was it cancelled?
  - They got it from Mike. = Who did they get it from?
  - It's been taken to the station. = Where has it been taken?
  - I probably would have taken it to the police station if I'd found it. = What would you have done if you'd found it?
  - They were throwing stones at the police. = What were they throwing at the police?
  - I think I'll have the salad for the starter, please = What do you want as the starter?
  - I would have gone to New Zealand if I'd had more time. = Where would you have gone if you'd had more time?
  - They were filled with bits of paper. = What were they filled with?
  - It consisted of news reports and things like that. = What did it consist of?
  - The principal objective is to get people talking about it. = What's the principal objective?

## Miscellaneous drills (higher level)

These drills are for practising things like numbers, phone numbers, e-mail addresses, website addresses, dates, spelling...

### Website addresses

- [www.behind-the-times.com](http://www.behind-the-times.com)
- [www.medicine.net.com/videos](http://www.medicine.net.com/videos)
- [www.cats\\_dogs.org](http://www.cats_dogs.org)
- [www.english-exercises.org](http://www.english-exercises.org)
- [www.faculty.brainford.edu/opinions](http://www.faculty.brainford.edu/opinions)

### Times, dates & telephone numbers

- 18:15 05:30 10:45 21:35 17:55
- 1987 2001 1567 2007 1865
- Telephone numbers: 01242 987 2304 01374 678 921

### E-mail addresses

- [suzyq32@yahoo.com](mailto:suzyq32@yahoo.com)
- [swimmer\\_girl@hotmail.com](mailto:swimmer_girl@hotmail.com)
- [jackjones-69@gmail.com](mailto:jackjones-69@gmail.com)
- [sam\\_tanner@gmail.com](mailto:sam_tanner@gmail.com)
- [laura.loo@yahoo.com](mailto:laura.loo@yahoo.com)

### Numbers

- 781,345 689,098 1,346,871 127,832
- 801,034 5,335,669 12,309,540
- 788,346,009 209,325,877

### Website addresses

- [www.tortoise.forum.org](http://www.tortoise.forum.org)
- [www.cute-animals.com](http://www.cute-animals.com)
- [www.huffingblog-post.com/videos](http://www.huffingblog-post.com/videos)
- [www.english-exams.net/group](http://www.english-exams.net/group)
- [www.get\\_paint.net](http://www.get_paint.net)

### Numbers

- 0.24 0.04 0.64 0.26 0.09
- 23<sup>rd</sup> 45<sup>th</sup> 87<sup>th</sup> 108<sup>th</sup> 200<sup>th</sup>
- 43,590 12,000 40,901 437,890

### E-mail addresses

- [zachattack66@hotmail.com](mailto:zachattack66@hotmail.com)
- [silver\\_the\\_dog@yahoo.com](mailto:silver_the_dog@yahoo.com)

- salt.pepper87@yahoo.com
- paperqueen-603@gmail.com
- michelle.marie@hotmail.com

### **Spelling**

1. questionnaire
2. accommodate
3. definitely
4. liaison
5. existence
6. occurrence
7. referring
8. occurred
9. millennium
10. embarrass

### **Number dictation**

- 3,456 2,190 6,792 12,899
- 27,555 345,876 450,127 328,909
- 435,211 567,988 236,966 678,900

### **Nationalities**

1. America-American
2. Argentina-Argentinian
3. Australia-Australian;
4. Austria-Austrian
5. Belgium-Belgian;
6. Brazil-Brazilian
7. Britain-British;
8. Bulgaria-Bulgarian
9. Canada-Canadian
10. China-Chinese
11. Cuba-Cuban;
12. Denmark-Danish (Dane);
13. Egypt-Egyptian;
14. England-English (Englishman/woman);
15. France-French (Frenchman/woman)

### **Number dictation**

- 112,547 45,897 28,565 79,530
- 32,901 43,892 326,891 289,908
- 763,908 12,458,210 458,982,098

### Spelling

1. calendar
2. receive
3. necessary
4. separate
5. cemetery
6. library
7. accidentally
8. independent
9. occasionally
10. receipt

### Website addresses

- [www.coolwork.com](http://www.coolwork.com)
- [www.yesbeme.com](http://www.yesbeme.com)
- [www.helpline.co.uk](http://www.helpline.co.uk)
- [www.time-to-decide.com](http://www.time-to-decide.com)
- [www.we\\_can\\_doit.com](http://www.we_can_doit.com)
- [www.freetime.org.uk](http://www.freetime.org.uk)
- [www.funfour.com/help](http://www.funfour.com/help)
- [www.welikeit.com/art/display](http://www.welikeit.com/art/display)

### Numbers

- 9,001    4,389    5,400
- 76,823    87,143    20,913
- 775,437    492,356    346,218

### Website addresses words & symbols

1. www = double u, double u, double u
2. ( . ) = dot
3. ( - ) = hyphen
4. ( / ) = forward slash
5. ( \_ ) = underscore
6. ( .com ) = dot com

### Website addresses

- [www.spin.music.com](http://www.spin.music.com)
- [www.history-fun.com](http://www.history-fun.com)
- [www.eatwell.com/recipes](http://www.eatwell.com/recipes)
- [www.entertaininguests.com/toptips](http://www.entertaininguests.com/toptips)
- [www.best\\_newsstories.com](http://www.best_newsstories.com)

### Time & number dictation

- 6:15    2:45    4:20    10:40    2:18    7:55
- 32,589    12,098    46,832

- 134,876    329,873    439,098

### Spelling

1. lawyer
2. management
3. memorable
4. minister
5. nature
6. neither
7. produce
8. though
9. victory
10. eager

### Numbers

- 3,467    5,689    1,209
- 13,659    56,347    29,567
- 457,987    123,560    789,321

### Numbers

- 3,456    7,892    1,089
- 12,899    44,500    67,891
- 432,900    567,891    983,578

### Website addresses

1. [www.by-pass.org](http://www.by-pass.org)
2. [www.whats\\_on.com](http://www.whats_on.com)
3. [www.educate.com/videos](http://www.educate.com/videos)
4. [www.sam.baker.com/blog](http://www.sam.baker.com/blog)
5. [www.hip-horses.com](http://www.hip-horses.com)

### Dates, times & numbers

- 1978    2006    1865    1989    2025    1867
- 17:45    6:30    2:39    1:12    5:40    4:35    10:55
- 49,021    237,809    5,983,088

### E-mail addresses

1. [ben44-goforit@hotmail.com](mailto:ben44-goforit@hotmail.com)
2. [sam89.french@gmail.com](mailto:sam89.french@gmail.com)
3. [prince99\\_twenty@yahoo.com](mailto:prince99_twenty@yahoo.com)
4. [alex-has\\_itall@gmail.com](mailto:alex-has_itall@gmail.com)
5. [isabel24-partygirl@hotmail.com](mailto:isabel24-partygirl@hotmail.com)

### Dates, times & numbers

- 1978    2006    1865    1989    2025
- 7:45    6:30    2:33    9:45    1:12    5:40

• 13,489 439,021 237,809 1,278,349

### Website addresses

1. [www.word-exam.com](http://www.word-exam.com)
2. [www.mikes\\_businessstips.com](http://www.mikes_businessstips.com)
3. [www.lunchreads.com/books](http://www.lunchreads.com/books)
4. [www.minds.grow.com/videos](http://www.minds.grow.com/videos)
5. [www.lets\\_go.com](http://www.lets_go.com)

### E-mail addresses

1. [red\\_andblue4ever@gmail.com](mailto:red_andblue4ever@gmail.com)
2. [king.ofspades@yahoo.com](mailto:king.ofspades@yahoo.com)
3. [jessica32-party@hotmail.com](mailto:jessica32-party@hotmail.com)
4. [jackson66@yahoo.com](mailto:jackson66@yahoo.com)
5. [h.keystone@gmail.com](mailto:h.keystone@gmail.com)

### Spelling

1. questionnaire
2. accommodate
3. definitely
4. liaison
5. existence
6. occurrence
7. referring
8. occurred
9. millennium
10. embarrass
11. calendar
12. receive
13. necessary
14. separate
15. cemetery
16. library
17. accidentally
18. independent
19. occasionally
20. receipt

### Number dictation

- 23,560 11,457 32,905 337,207
- 781,345 689,098 346,871 127,832
- 5,335,669 12,309,540 788,346,009

### Number dictation

- 3,456 2,190 6,792 12,899
- 45,986 98,333 76,445 97,521



• 328,909 435,211 567,988 236,966

### Website addresses

1. [www.cool-work.com](http://www.cool-work.com)
2. [www.yesbe\\_me.com](http://www.yesbe_me.com)
3. [www.help-line.co.uk/videos](http://www.help-line.co.uk/videos)
4. [www.time-to-decide.com/archive](http://www.time-to-decide.com/archive)
5. [www.whenever-today.com](http://www.whenever-today.com)

### Number dictation

- 134,564 389,345 378,345 683,778
- 3,487,908 4,578,345 8,598,679
- 38,763,567 45,690,898 896,845,621

### Spelling

1. Accenture
2. Adidas
3. Amstrad
4. Apple
5. Bang and Olufsen
6. Blaupunkt
7. Cadillac
8. Daewoo
9. Glaxo Smith Kline
10. Honeywell
11. Johnson and Johnson
12. Lonsdale
13. Motorola
14. Samsung
15. Toshiba
16. Vodafone

### E-mail dictation

1. [nigel-dorning85@gmail.com](mailto:nigel-dorning85@gmail.com)
2. [steph\\_ledger99@yahoo.com](mailto:steph_ledger99@yahoo.com)
3. [sam-stephens@hotmail.com](mailto:sam-stephens@hotmail.com)
4. [beth.mannings@gmail.com](mailto:beth.mannings@gmail.com)
5. [Jack-the-lad@hotmail.com](mailto:Jack-the-lad@hotmail.com)

### Time & number dictation

- 6:15 2:45 5:15 9:45 12:30
- 32,589 12,098 46,832 35,987
- 439,098 208,830 302,444 12,456,833

### Number dictation

- 43,590 12,000 40,901 35,791
- 437,890 236,988 219,001
- 3,489,234 6,589,087 9,384,239

### Website addresses

1. www.yesbeme.com
2. www.helpline.co.uk
3. www.time-to-decide.com
4. www.we\_can\_doit.com
5. www.freetime.org.uk
6. www.funfour.com/help
7. [www.welikeit.com/art/display](http://www.welikeit.com/art/display)

### Numbers

- 3,456 34,500 67,891
- 45,988 39,876 98,124
- 432,900 983,578 781,230

### Website addresses words & symbols

1. www = double u, double u, double u
2. ( . ) = dot
3. ( - ) = hyphen
4. ( / ) = forward slash
5. ( \_ ) = underscore
6. ( .com ) = dot com

### Website addresses

1. www.your.choice.com
2. www.music-charts.com
3. www.timeout.com/restaurants
4. www.hotelsearch.com/fourstar
5. www.worst\_moments.co.uk

### Spelling

1. acceptance
2. achievement
3. advice (noun)
4. anniversary
5. campaign
6. choice
7. development
8. friendship
9. independence
10. syndrome

### **E-mail address words & symbols**

1. @ = at
2. ( . ) = dot
3. ( - ) = hyphen
4. (.co.uk ) = dot co dot uk
5. ( \_ ) = underscore
6. ( .com ) = dot com

### **E-mail addresses**

1. greg44@hotmail.com
2. martin\_bower@gmail.com
3. paul33-temple@yahoo.com
4. edward-collins\_bell@hotmail.com
5. melinda.mitchell@gmail.com

### **Revision drills**

#### Nationalities

1. Greece-Greek
2. Holland / The Netherlands-Dutch (Dutchman/Dutchwoman)
3. India-Indian
4. Ireland-Irish (Irishman/Irishwoman)
5. Italy-Italian
6. Japan-Japanese
7. Mexico- Mexican
8. Morocco-Moroccan
9. Norway-Norwegian
10. Peru-Peruvian
11. Poland-Polish (Pole)
12. Portugal-Portuguese

### **Numbers**

- 76,823    897,143    203,913
- 492,356    346,218    556,259
- 3,127,775    12,344,023    45,908,321

### **E-mail addresses**

1. suzy32@yahoo.com
2. swimmer\_girl@hotmail.com
3. jackjones-79@gmail.com
4. sam\_tanner@gmail.com
5. laura.loo@yahoo.com

### **Numbers**

- 78,345    69,098    34,871
- 801,034    335,669    309,540

• 7,346,009    209,325,877    706,040,876

### Numbers

• 12,356    67,201    89,344  
• 234,090    345,877    745,211  
• 4,567,902    18,458,930    508,234,561

### Website addresses

1. [www.tortoise.forum.org](http://www.tortoise.forum.org)
2. [www.cute-animals.com](http://www.cute-animals.com)
3. [www.huffingblog-post.com/videos](http://www.huffingblog-post.com/videos)
4. [www.english-exams.net/group](http://www.english-exams.net/group)
5. [www.get\\_paint.net](http://www.get_paint.net)

### Spelling

1. junction
2. lawyer
3. management
4. memorable
5. pleasure
6. reduction
7. televise
8. weird
9. wilderness
10. wrist

### Numbers

• 3,467    5,689    13,659  
• 56,347    29,567    45,689  
• 457,987    789,321    689,543

### Telephone numbers, numbers & dates

• Phone numbers: 0781 345 689 0981    346 871    0127 832 801  
• 12,309    325,877    5,706,040  
• 4th June 1886 12th May 2004    19th October 1977

### Numbers

• 1,254    2,356    8,745  
• 12,547    45,897    208,565  
• 7,326,891    12,458,210    458,982,098

### Numbers

• 2,356    4,672    8,210  
• 67,201    89,344    45,900  
• 234,090    345,877    567,902

### **E-mail addresses**

1. ashton99@hotmail.com
2. georgina\_bates@gmail.com
3. pat29@yahoo.com
4. sam-bates@hotmail.com
5. gordon.masters@gmail.com

### **Spelling**

1. acceptance
2. achievement
3. advice (noun)
4. anniversary
5. campaign
6. choice
7. development
8. friendship
9. independence
10. syndrome