Group Activities for Advanced ESL Students

By Paul J. Hamel
GROUP ACTIVITIES
For Advanced Students

By Paul J. Hamel

The activities in this e-book have been developed to supplement English-as-a-Second-Language textbooks and curriculum -- not to replace them. They are meant to enhance and bring variety to an already-existing English language teaching program. These activities are designed for advanced ESL students who may need additional practice in grammar, speaking, and body language. Each worksheet is accompanied by a detailed step-by-step lesson plan and suggested teaching techniques to assist the instructor in providing an interesting and successful lesson. The activities can also provide a useful resource for substitute teachers and tutors. The e-book opens in a PDF and there is no need to print out the whole book. The activities can be printed out as needed.

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For more information concerning this publications go to “eslworksheetsandlessonplans.com.” or contact Paul J. Hamel at “paul.hamel@ymail.com.”

Thanks to Michael Breyer for his valuable web knowledge and for Donald Leach for proofreading.
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This activity contains detailed teacher’s notes, 24 question cards, and a student handout listing the questions used in this activity.

This activity contains detailed teacher’s notes and 36 flash cards. The activity was designed to review the spelling and the meanings of common homophones and homonyms.

This activity contains detailed teacher’s notes and 36 flash cards. The activity was designed to review the spellings and the meanings of common homophones and homonyms.

This activity contains detailed teacher’s notes and 30 flash cards. The activity was designed to review the spellings and the meanings of common homophones and homonyms.

This activity contains detailed teacher’s notes, 60 flash cards, and a fill-in-the-blank quiz. The activity was designed to review the use of adjectives with preposition combinations and reinforce words in the context of humorous photos.

This activity contains detailed teacher’s notes, 60 flash cards, and a fill-in the blank quiz. The activity was designed to review the use of adjectives with preposition combinations and reinforce words in the context of humorous photos.

This activity contains detailed teacher’s notes, 48 flash cards, and a fill-in-the-blank quiz. The activity was designed to review the use of idiomatic verbs with prepositions and reinforce words in the context of humorous photos.

This activity contains detailed teacher’s notes and a handout. The activity is designed as a scavenger hunt type activity in which students have the opportunity to explore a daily newspaper.

This activity contains detailed teacher’s notes, a student handout, and 48 flash cards. The activity was designed to review the meaning of common hand gestures through photos.
INTRODUCTION

These activities are meant for advanced ESL students. No matter how good or complete the content of your textbook or curriculum may be, there will always be a need to fill in the gaps in knowledge and skills your students were assumed to have learned.

These activities are designed to
• provide advanced ESL students with a fun group activity
• encourage group interaction and discussion
• increase individual student’s speaking time during class
• expand students’ use of new vocabulary and expressions
• review and understand already-taught materials in a new way
• keep their minds active and engaged
• learn new words and phrases in context
• make inferences, evaluating choices, and drawing conclusions
• refresh grammar points and vocabulary they have already learned

Making the Flash Cards
• Some of the activities will require you to make double-sided photocopies. This may take a little effort, but once you have the cards, you will have a popular group activity that will last you many years. Card stock is recommended, but regular paper is fine.
• When photocopying, place the sheets containing the trivia questions followed by the sheets containing the answers. For example, Sheet 1A should be followed by the Sheet 1B, etc After you have made the two-sided photocopies, cut the sheets along the dotted line to form cards. Place them in a small envelope for easy access and store them for future use.

Paul J. Hamel, January, 2012
This activity has been designed for advanced ESL students as a grammar review of how to change direct speech to reported speech. Students should have already been exposed to this grammar point. This activity contains a grammar review sheet, a pre-quiz, detailed teacher’s notes, 36 two-sided flash cards, and a final quiz.

This activity was designed to
• review the formation and use of reported speech
• practice the grammar structure in a meaningful way
• encourage group interaction and discussions
• increase individual student’s speaking time during class
• reinforce grammar using humorous comics and photos
• expose students to new vocabulary and expressions

Paul Hamel has been teaching ESL for over 40 years and is currently teaching at the American Language Center at UCLA Extension

**TEACHER’S NOTES**

**Introduction**
• Ask a student a simple question. After the student answers the question, immediately ask another student what the first student said. Ask “What did he/she say?” Elicit a sentence in reported speech which begins with “He/she said….” Continue with several other questions.

**Review Grammar Rule**
• Review the grammar rules for using reported speech. Use the Grammar Review: Reported Speech worksheet.

**Review Pre-Quiz**
• Have the students work with a partner or in small groups of three or four. Go over the directions and examples at the top of the page.
• Tell the students to fold the sheet in half along the dotted line.
• Tell them to discuss the sentences and change them from direct to reported speech.
• Tell them to use the verbs said, asked, or told.
• Have them begin each sentence with “Nick said, told, asked…”
• Then, tell them to unfold their sheet and check their answer.

**Making the Flash Cards**
• This activity will require you to make double-sided photocopies. This may take a little effort, but once you have the cards, you will have a group activity that will last you many years. Card stock is recommended, but regular paper is fine.
• When photocopying, place the sheets containing the photos followed by the sheets containing the answers. For example, Sheet 1A should be followed by the Sheet 1B, etc. There are three different sets of sheets of cards for a total of 36 cards.
• After you have made the two-sided photocopies, cut the sheets along the dotted line to form cards. Place them in a small envelope for easy access for future classes.

**Flash Card Activity**
• Break up the class into groups of three or four.
• Distribute the cards equally among the groups.
• Tell the students to place the cards in the middle of the group with the photo or illustration face up.
• As each student takes a turn choosing a card, they must change the wording to reported speech.
• As groups finish their collection of cards, have them exchange cards and continue the activity. (For large classes you may want to make extra copies so that each group can have all 36 cards.)
• After the activity, collect the cards and save them for a future class.

**Final Quiz**
• Distribute the final quiz and have the students complete the sentences below the pictures using reported speech.
• The answers to the quiz are at the bottom of the page.
• To quickly correct the written quiz, try making an overhead transparency and projecting the written quiz directly onto a chalkboard/whiteboard where the students can write their answers.
Flash Card Activity: Photo copy sheets 1A & 1B back to back. Then, cut along the dotted line to make cards.

**SHEET 1A**

- The duck questioned... (The duck)
- Slow down, please! Ok, I’m slowing up. (Jane and the driver)
- It started when I began smoking. (Max)
- Don’t worry because I’m here for you. (Cindy and her brother)
- Who was that fantastic man? (Sally and Superman)
- We may be a little late for dinner. (Jerry)
- Would you like to go out on a date sometime? Not really. (Ken and Pearl)
- I was talking to you! (Lucy)
- How come you stopped calling? (Smiley)
- I had to chop the tree down before chopping it up. (Bucky the beaver)
- Didn’t you understand? No, I didn’t. (The boss and the trainee)
- I didn’t attend the funeral, but I sent a nice letter saying I approved of it. (Mark Twain)

**Mark Twain**

---

Humorist 1835-1910
Indirect Speech  Indirect Speech  Indirect Speech

Max said (that) it had started when he had begun smoking.

Jane told the driver to slow down.

The duck questioned why people say/said "heads up" when they should have "ducked."

Indirect Speech  Indirect Speech  Indirect Speech

Jerry said that they might be a little late for dinner.

Sally asked who that fantastic man was.

Cindy told her brother (that) she was here for him.

Indirect Speech  Indirect Speech  Indirect Speech

Smiley asked how come (why) I/we had stopped calling.

Lucy said that she had been talking to me/us.

Ken asked Pearl if she would like to go out on a date sometimes.

Indirect Speech  Indirect Speech  Indirect Speech

Mark Twain said that he hadn’t attended the funeral, but he had sent a nice letter saying that he had approved of it.

The boss asked the trainee if she had understood.

Bucky the beaver said that he had had to chop the tree down before chopping it up.
**Flash Card Activity:** Photo copy sheets 2A & 2B back to back. Then, cut along the dotted line to make cards.

**Emily asked her brother:**
I practiced before the game started.

**Then, she said:**
Can I borrow a dollar? I'll pay you back tomorrow.

**Jim said:**
I practiced before the game started.

**We asked:**
What does this word mean? It means “danger.”

**We were told:**
Why is the little boy ant confused? Because all of his uncles are aunts!

**The first ant asked:**
The second ant said...

**Say you love me!**
You love me...

**Jill told Jack:**
Say you love me!

**Jack told Jill:**
You love me...

**Jeff asked:**
May I hold your hand?

**Beth told him:**
No thanks, it isn’t heavy.

**Betty asked:**
If we become engaged, will you give me a ring?

**Billy asked:**
What’s your phone number?

**I love you and I would die for you!**
How soon would that be?

**James said:**
I love you and I would die for you!

**Carol asked:**
How soon would that be?

**The waitress asked:**
Would you like your coffee black?

**The customer asked:**
What other colors do you have?

**Leave it alone, and let the bee be.**

**Ella told Andy:**
I have a sore throat, and I'm a little hoarse.

**I was thinking about you.**

**Alice told her boyfriend:**
I have a sore throat, and I’m a little hoarse.

**That’s funny. You don’t look like a horse.**

**The boy said:**
I have a sore throat, and I’m a little hoarse.

**The horse said:**
That’s funny. You don’t look like a horse.
Indirect Speech

The first ant asked why the little boy ant was confused.

The second ant answered (that) all his uncles were aunts!

Indirect Speech

We asked what this word meant.

We were told (that) it meant “danger.”

Indirect Speech

Jim said (that) he had practiced before the game had started.

Indirect Speech

We asked what this word meant.

We were told (that) it meant “danger.”

Indirect Speech

The first ant asked why the little boy ant was confused.

The second ant answered (that) all his uncles were aunts!

Indirect Speech

Betty asked Billy if they became engaged, would he give her a ring?

Billy asked what her phone number was.

Indirect Speech

Jeff asked her (Beth) if he might hold her hand.

Beth told him no and that it (her hand) wasn’t heavy.

Indirect Speech

Jill told Jack to say (that) he loved her.

Jack told Jill (that) she loved him.

Indirect Speech

Ella told Andy to leave it (the bee) alone and (to) let the bee be.

The horse said (that) that was funny and (that) he (the boy) didn’t look like a horse.

Indirect Speech

The waitress asked the customer if he would like his coffee black.

The customer asked what other colors she (the waitress) had.

Indirect Speech

James said that he loved her (Carol) and he would die for her.

Carol asked how soon that would be.

Indirect Speech

The boy said that he had a sore throat, and that he (the boy) was a little hoarse.

The horse said (that) that was funny and (that) he (the boy) didn’t look like a horse.

Indirect Speech

Alice told her boyfriend (that) she was thinking about him.

Emily asked her brother if she could borrow a dollar.

Then, she said that she would pay him back the next/following day.
The psychic asked ..., Paul asked himself ..., Mira asked ... Moe asked ...

What's the difference between “partly cloudy” and “partly sunny?”

What is a “free” gift? Aren’t all gifts free?

If I said that my girlfriend was “indescribable,” wouldn’t that be describing her?

Albert asked ...

Which witch do you like best?

The witch asked ...

I arrived at two to two.

I got here at two to two, too.

Frick said ... Frack said ...

Have you ever had a nickname?

Never had one.

Kim asked Nick ... Nick replied ...

Practice makes perfect.

Nobody’s perfect.

Then why should I practice?

Mom said ...

Billy told her ...

Joey asked ...

I haven’t seen Julie lately.

Neither have I.

Tom said ... Pam added ...

Could you help me?

I would if I could, but I can’t so I won’t.

Buddy asked ... Princess replied ...

You must help us if we’re gonna survive.

The orangutang said ...

Would you mind not staring at me!?

Max told us ...
<table>
<thead>
<tr>
<th>Indirect Speech</th>
<th>Indirect Speech</th>
<th>Indirect Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mira asked what a “free” grift was.</td>
<td>Paul asked himself what the difference between “partly cloudy” and “partly sunny” was.</td>
<td>The psychic asked if I/we had ever heard about a psychic winning the lottery.</td>
</tr>
<tr>
<td>Moe asked if all gifts weren’t free.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indirect Speech</td>
<td>Indirect Speech</td>
<td>Indirect Speech</td>
</tr>
<tr>
<td>Frick said (that) he had arrived at two to two.</td>
<td>The witch asked which witch I/we liked best.</td>
<td>Albert asked if he had said that his girlfriend had been “indescribable,” wouldn’t that have been describing her.</td>
</tr>
<tr>
<td>Frack said (that) he had gotten there at two to two, too.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indirect Speech</td>
<td>Indirect Speech</td>
<td>Indirect Speech</td>
</tr>
<tr>
<td>Tom said (that) he hadn’t seen Julie lately.</td>
<td>Mom said that practice makes perfect.</td>
<td>Kim asked Nick if he had ever had a nickname.</td>
</tr>
<tr>
<td>Pam added neither had she. (or) Pam added (that) she hadn’t either.</td>
<td>Billy told her that nobody was perfect.</td>
<td>Nick said that he had never had one.</td>
</tr>
<tr>
<td>Indirect Speech</td>
<td>Indirect Speech</td>
<td>Indirect Speech</td>
</tr>
<tr>
<td>Max asked us if we would mind not staring at him.</td>
<td>The orangutang said that we had to help them if they were going to survive.</td>
<td>Buddy asked (Princess) if she could help him.</td>
</tr>
<tr>
<td></td>
<td>Princess replied that she would if she could, but she couldn’t so she wouldn’t.</td>
<td></td>
</tr>
</tbody>
</table>
Pre-Quiz: Reported Speech

Directions: Work with partner. Fold the sheet in half along the dotted line. Discuss the sentences below and change them from direct to reported speech. Use the verbs said, asked, or told. Begin each sentence with “Jim said, told, asked ...” Then, unfold your sheet and check your answer. See the examples below.

Direct speech

- I like to play basketball.

Reported speech

- Nick said that he liked to play basketball.

1. Nick plays basketball.
2. Nick is playing basketball.
3. Nick played basketball.
4. Nick has played basketball.
5. Nick was playing basketball.
6. Nick had been playing basketball.
7. Nick had played basketball.
8. Nick will play basketball.
9. Nick can play basketball.
10. Nick must play basketball.
11. Nick should play basketball.
12. Nick may play basketball.
15. Jill, would you go to the game with me?
16. Do you like basketball?
17. Please don’t be late!
18. Could you sit with me, please?
19. Hurry up, Jill!
20. Don’t be late, Jill!

Direct question

- Do you have a nickname?

Reported speech

- Jill asked Nick if he had a nickname.

1. Nick said (that) he played basketball.
2. Nick said (that) he was playing basketball.
3. Nick said (that) he had played basketball.
4. Nick said (that) he had played basketball.
5. Nick said (that) he had been playing basketball.
6. Nick said (that) he had been playing basketball.
7. Nick said (that) he had played basketball.
8. Nick said (that) he would play basketball.
9. Nick said (that) he could play basketball.
10. Nick said (that) he had to play basketball.
11. Nick said (that) he should play basketball.
12. Nick said (that) he may/might play basketball.
13. Nick said (that) he might play basketball.
14. Nick said (that) he ought to practice.
15. Nick asked if she would go to the game with him.
16. Nick asked if Jill liked basketball?
17. Nick told Jill not to be late.
18. Nick asked Jill to sit with him.
19. Nick told Jill to hurry up.
20. Nick told Jill not to be late.
Grammar Review: Reported Speech

In reported speech, we usually report what was said at a different time, and so we change the tense to reflect a past time. We use a reporting verb like say and tell.

**Pronoun Changes**

Sometimes we need to change the pronouns such as "I" to "he," for example. We also may need to change words like "my," "his," "her," and "your." Also change words about place and time.

- **Direct speech**: I like to play basketball.
- **Reported later**: Nick said that he liked to play basketball.

<table>
<thead>
<tr>
<th>Direct</th>
<th>Reported</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like to play basketball.</td>
<td>Nick said that he liked to play basketball.</td>
</tr>
</tbody>
</table>

**Yes/No Questions**

There are no question words so just use "if" and change the verb.

- **Direct**: Do you like basketball?
- **Reported**: Jill asked Nick if he liked basketball.

**Past Continuous**

Jill said (that) Nick had played basketball.

**Present Perfect**

Jill said (that) Nick has played basketball.

**Simple Past**

Jill said (that) Nick played basketball.

**Simple Present**

Jill said (that) Nick plays basketball.

<table>
<thead>
<tr>
<th>Past Continuous</th>
<th>Present Perfect</th>
<th>Simple Past</th>
<th>Simple Present</th>
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</thead>
<tbody>
<tr>
<td>Nick was playing basketball.</td>
<td>Nick has played basketball.</td>
<td>Nick played basketball.</td>
<td>Nick plays basketball.</td>
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<table>
<thead>
<tr>
<th>Present Perfect Continuous</th>
<th>Present Perfect</th>
<th>Simple Past</th>
<th>Simple Present</th>
</tr>
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<tr>
<td>Nick has played basketball.</td>
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</table>

**Pronoun Changes**

- **Reported**: I played with my friend last week.
- **Reported**: Nick said (that) he had played with his friend the week before.

**No Verb Change**

Sometimes, we don’t change the present tense into the past if the information is still true or a general fact.

- **Direct**: Nick is still a great player.
- **Reported**: Jill said (that) Nick is still a great player.

**Modals**

Modal verbs like “could, might, would, should, ought to, had better” usually do not change in reported speech.

- **Direct**: Nick should play basketball.
- **Reported**: Jill said (that) Nick should play basketball.

**Giving an Order**

Instead of using the word “ask,” use “tell + to + infinitive.”

- **Direct**: Can you stay after the game, please?
- **Reported**: Jill asked Nick if he liked basketball.

**Other Reporting Verbs**

When using reported speech, most people learn to use “say” and “tell.” However, there are a number of other reporting verbs which can more accurately describe what someone has said. Here are a few:

- said
- stated
- asserted
- expressed
- revealed
- claimed
- asserted
- expressed
- mentioned
- suggested
- commented
- announced
- communicated
- declared
- disclosed
- expressed
- guessed
-[yelled
- whispered
- exclaimed
- shouted
- reported
- replied
- rumored
- asked
- told

Here are some examples of tense changes:

**Simple Present**

Nick plays basketball.

**Present Continuous**

Nick is playing basketball.

**Simple Past**

Nick played basketball.

**Present Perfect**

Nick has played basketball.

**Past Continuous**

Nick was playing basketball.

**Present Perfect Continuous (no change)**

Nick had been playing basketball.

**Past Perfect (no change)**

Nick had played basketball.

**Future**

Nick will play basketball.

**Can**

Nick can play basketball.

**Must**

Nick must play basketball.

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Final Written Quiz: Reported Speech

Directions: Complete the sentences below the pictures using reported speech.

Example: Emily asked her brother if she could borrow a dollar.

1. Then, she said __________________________

2. Paul asked himself __________________________

3. Tom said __________________________

4. Pam added __________________________

5. Max said __________________________

6. The orangutang said __________________________

7. Lucy said __________________________

8. Cindy told her brother __________________________

9. Alice told her boyfriend __________________________

10. Jerry said __________________________

Answers:

1. Then, she said (that) she would pay him back the next day.

2. Paul asked himself what the difference between “partly cloudy” and “partly sunny?”

3. Tom said (that) he hadn’t seen Julie lately.

4. Pam added (that) neither had she.

5. Max said (that) it started when he began smoking.

6. The orangutang said that I/we had to help them if we’re gonna survive.

7. Lucy said (that) she had been talking to me/us.

8. Cindy told her brother not to worry because she was here for him.

9. Alice told her boyfriend (that) she had been thinking about him.

10. Jerry said (that) they may/might be a little late for dinner.