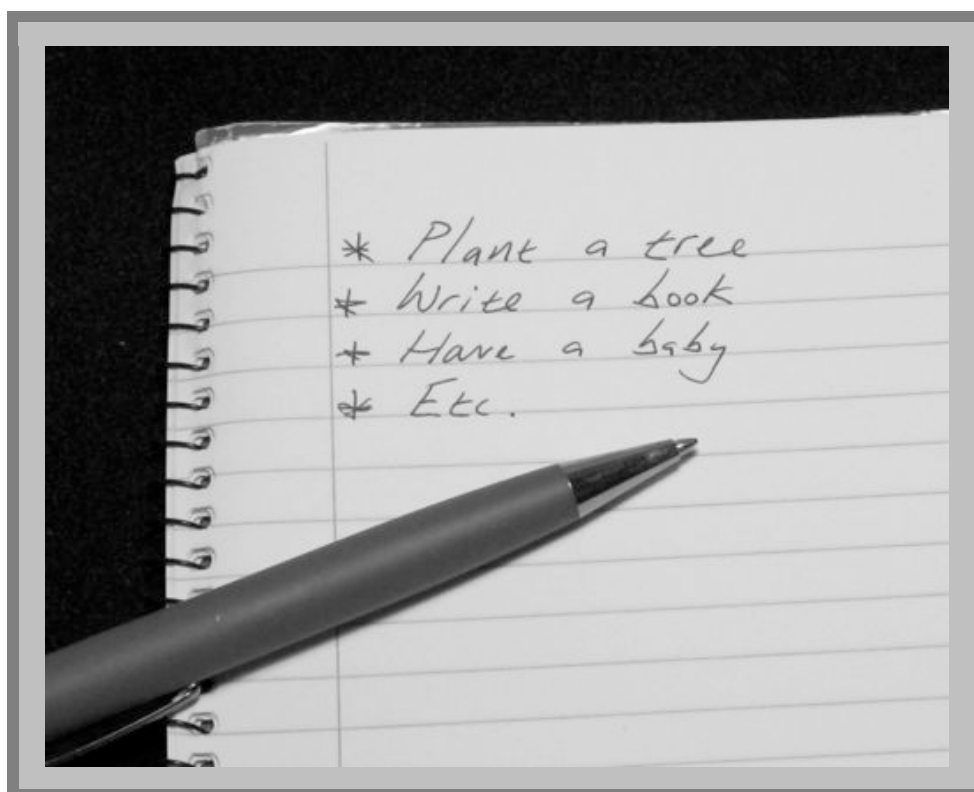


Things 2 do b4 u die

Language level:	Intermediate (B1) +
Learner type:	Mature teens; Adults
Time:	90 minutes
Activity:	Grammar drill; Speaking
Topic:	Life & death
Language:	'Have you ever ...?' questions; Past simple questions Pronunciation of regular past participles
Materials:	Materials free



Preparation, materials and equipment

In this activity, you will refer to a book titled *101 Things to Do Before You Die*



The activity will work best if you can get a copy of the book (on Amazon, etc.)

Alternatively, show students an image of the book cover. This should be enough to engage them for the activity.

Lesson plan

1. On the board, write: ***101 Things To Do Before You Die***. Tell students that it is the title of a book. If possible, show them an image of the cover (see above).
2. Ask students to guess what sort of accomplishments are listed in the book. Elicit as many as possible and write them on the board.
3. Wipe the board clean and write the following verbs:

- | | |
|------------------------|--------------------------|
| • Appear ... | • Go ... |
| • Be ... | • Invent ... |
| • Catch ... | • Milk ... |
| • Do ... | • Participate ... |
| • Donate ... | • Photocopy ... |
| • Dye ... | • Plant ... |
| • Gatecrash ... | • Visit ... |
| • Get ... | |

(Note: If you **gatecrash** a party or a social event, you go without an invitation.)

4. Tell students that the 15 verbs relate to things that are in the book. Give a couple of examples to get them started and see if they can work out/guess the rest in pairs or small groups. In some cases, students will have to make use of their knowledge of collocations. In other cases, they will have to be creative.
5. Feedback: Allow students to share their ideas with the rest of the class.
6. Write the correct answers on the board but don't allow students to copy them.

- **Appear** on the front cover of a newspaper
- **Be** an extra in a film
- **Catch** a fish with your bare hands
- **Do** a runner from a restaurant
- **Donate** blood
- **Dye** your hair a crazy colour
- **Gatecrash** a party
- **Get** arrested
- **Go** skinny dipping at midnight
- **Invent** something
- **Milk** a cow
- **Participate** in a demonstration
- **Photocopy** your bottom at work
- **Plant** a tree
- **Visit** the 7 wonders of the world

Definitions:

- If you **do a runner** from a restaurant, you leave without paying.
- If you **gatecrash** a party or a social event, you go without an invitation.
- **Skinny dipping**: swimming naked
- An **extra**: someone who has a very small, non-speaking part in a film or drama production (e.g. as a member of a crowd)

Disclaimer: Students should be aware that some of these suggestions are intended only as fun. It should be absolutely clear that you are **not** encouraging them to break the law (or any photocopiers, for that matter).

7. Tell your students that you want them to remember all of the verbal phrases on the board. Negotiate a time limit (90 seconds, for example) and ask them to memorise as much of the language as possible, in silence.
8. Clean the board. Put students into pairs or small groups and tell them that they are going to recall and write down the *15 things to do before you die* from memory.

Instead of writing the phrases as they were, students should convert them into *Have you ever ... ?* questions. Clarify the grammar and give a couple of examples.

To create *Have you ever ... ?* questions, students will need to know about past participles.

- Student grammar books often present the past participle as the third form of the verb (see examples below).
- For regular verbs, the past participle and past simple forms are the same.

	Regular	Irregular
Basic form:	<i>Plant</i>	<i>Do</i>
Past simple:	<i>Planted</i>	<i>Did</i>
Past participle:	<i>Planted</i>	<i>Done</i>

Have you ever + past participle ...

- *Have you ever **planted** a tree?*
- *Have you ever **done** a runner from a restaurant?*

9. Divide the board into three columns as shown on the next page (page 5). Elicit feedback of the 15 *Have you ever ... ?* questions. Write the phrases on the board in the correct columns as shown. Use this as an opportunity to drill the language - both the isolated past participles and the full *Have you ever ... ?* questions. Make sure students copy all of the language into their notebooks.

Regular past participles	Regular past participles that end in <i>-ted</i>	Irregular past participles
Have you ever ... • appeared on the front cover of a newspaper? • dyed your hair a crazy colour? • photocopied your bottom at work? • milked a cow? • gatecrashed a party?	Have you ever ... • donated blood? • participated in a demonstration? • planted a tree? • visited any of the 7 wonders of the world? * • invented something? * The question is worded differently to the original phrase. It sounds unnatural to ask someone if he has ever visited all of the 7 wonders of the world (i.e. Have you ever visited the 7 wonders of the world?)	Have you ever ... • ... been arrested? * • ... been skinny dipping at midnight? * • ... been an extra in a film? • ... done a runner from a restaurant? • ... caught a fish with your bare hands? * Note that in these cases <i>get</i> and <i>go</i> become <i>been</i>: - <i>Get</i> arrested > Have you ever <i>been</i> arrested? - <i>Go</i> skinny dipping > Have you ever <i>been</i> skinny dipping?

10. Ask students if they can see a pattern for the pronunciation of regular past participles. They should be able to see that when a past participle ends in *-ted*, an extra syllable is added to the stem of the verb (see below).

The words in these two columns have the same number of syllables

-ted adds an extra syllable onto the verb stem

Verb stem	Past participle	Verb stem	Past participle
Milk ◆	Milked ◆	Plant ◆	Planted ◆ •
Appear ◆ ◆	Appeared ◆ ◆	Donate ◆ ◆	Donated ◆ ◆ •
Dye ◆	Dyed ◆	Invent ◆ ◆	Invented ◆ ◆ •
Photocopy ◆ ◆ ◆ ◆	Photocopied ◆ ◆ ◆ ◆	Participate ◆ ◆ ◆ ◆	Participated ◆ ◆ ◆ ◆ •
Save ◆	Saved ◆	Visit ◆ ◆	Visited ◆ ◆ •

◆ = weak syllable
◆ = strong syllable
• = new syllable (coloured blue)

Notes:

- The final **-ded** on past participles such as *ended*, *downloaded*, *attended*, *defended*, *pretended*, etc. also accounts for a new syllable on the verb stem.
- You can call this 'the **-ted** and **-ded** rule'.

11. Play the 'Lying Game'. For small classes, everyone (teacher included) can get involved. If not, put your students into groups of 3 or 4.

Optional: Give out copies of the instructions on the next page (page 7) for students to familiarise themselves with the rules.

The Lying Game

1. The oldest player starts. He/she is the **interviewee**.
2. The player who is sitting on the **interviewee's** right chooses a *Have you ever ...?* question to ask the **interviewee**.
3. In response to the question, the **interviewee** must answer, 'Yes'.



First question:

Player:	Have you ever dyed your hair a crazy colour?
Interviewee:	Yes

4. There are two possibilities at this stage: Either the **interviewee** is lying or telling the truth.
5. Group members take it in turn to ask the **interviewee** a follow up question each to work out if he/she is lying or telling the truth. If the **interviewee** is lying, he/she will have to invent the facts.

Follow up questions:

Player 2:	What colour did you dye it?
Interviewee:	Pink
Player 3:	Why did you do it?
Interviewee:	I was a teenager and I was a rebel.
Player 1:	Did you get into trouble with your parents?
Interviewee:	Oh yes!

Note that follow up questions like these will usually be past simple structures.

6. Once everyone has asked a follow up question, players should decide whether the **interviewee** is lying or telling the truth. Everyone that guesses correctly gets a point. The interviewee gets a point for every player that he/she fools.
7. The player with the most points when the teacher stops the game is the winner.

Variation 1

Introduce the activity with a poster of the film *The Bucket List*. Start by writing the words 'Kick the Bucket' on the board. Find out if anyone can tell you what the expression means (answer = to die). Show students the film poster image. Find out if anyone has seen the film and if so, can they tell you why it is called The Bucket List (answer = two terminally ill men decide to compile a list of things to do before they die or 'kick the bucket').



Variation 2

Ask students to compile and compare their own lists of things they would like to accomplish.

Variation 3

The lying game can be a good way of comparing and practising present perfect and past simple questions (see boxes on page 7). Before the game, ask groups to nominate one player as the secretary. It is the secretary's job to keep a note of all follow up questions that are asked. These question lists should be given to you later for marking.

Variation 4

Choose different *Have you ever ...?* questions for the game or invite students to create their own.

- Have you ever run a marathon?
- Have you ever saved someone's life?
- Have you ever dropped your mobile phone down the toilet?
- Have you ever eaten octopus?
- Have you ever dreamed in English?
- Have you ever been on TV?
- Have you ever done a parachute jump?
- Have you ever been in love?