

1. 🗨️ THE ROUTINE IMPOSTER



Focus: Present Simple vs. Present Continuous

Skills: Speaking, listening, deduction

Materials: Secret role cards

Choose one student to be the **Imposter**. Give every student a secret action.

For example:

brush your teeth

play football

read a book

cook dinner

dance

do homework

One student secretly receives:

🚨 **IMPOSTER**

How to Play

Students walk around the classroom asking each other two different questions:

What do you usually do after school?

and

What are you doing right now?

Students with action cards must connect their answers to their secret action.

For example:

I usually play football after school.

Then they secretly mime:

 playing football

Another student reports:

Ali usually plays football after school, and he's playing football now.

The Imposter has no action card, so they must **invent answers and copy other students without getting caught.**

After three minutes, teams discuss:

Who is the Imposter?

But they must give grammatical evidence:

We think Sara is the Imposter because she said she usually goes swimming, but she was pretending to cook!

Correct accusation = **3 points.**

2. 📹 THE 10-SECOND SECURITY CAMERA



Focus: Habit vs. action happening now

Skills: Memory + speaking + observation

Tell students:

🔔 “The classroom security camera will record you for only **TEN** seconds!”

Give 6–8 students secret action cards:

write

sleep

drink

draw

clean

dance

read

talk on the phone

They perform simultaneously for **10 seconds**. Mime is a well-established way to practise Present Continuous with young learners.

Then shout:

CAMERA OFF!

Everyone freezes.

Teams have 30 seconds to remember what was happening:

Mina was reading.

But tell them:

✗ “The camera shows NOW, not the past!”

They must correct themselves:

Mina is reading.

Then comes the interesting part.

🔥 ROUTINE INVESTIGATION

Ask about the same students:

Does Mina usually read in class?

Team:

Yes, she does. She usually reads in class.

Teacher:

What is she doing now?

She's dancing!

So students directly contrast:

She usually reads, but right now she's dancing.

Bonus point: Correct use of **usually / always / sometimes / never / right now / at the moment.**

3. 🕵️ THE DOUBLE-LIFE DETECTIVE



Focus: Present Simple vs. Present Continuous

Concept: Someone's normal life is completely different today!

Prepare character files.

CHARACTER FILE: MR. BROWN

Normally:

wakes up at 6:00
wears a suit
drives to work
teaches mathematics
eats salad for lunch
goes to bed at 10:00

TODAY:

sleeping until 10:00
wearing shorts
riding a bicycle
visiting the beach
eating ice cream
staying up late

Teams are detectives.

Give them the information gradually.

They must produce contrasts:

Mr. Brown usually wakes up at six, but today he's sleeping until ten.

He normally wears a suit, but today he's wearing shorts.

He usually drives to work, but today he's riding a bicycle.

Detective Twist

Hide some TODAY cards around the classroom.

Students have to find them and match them with the correct routine.

For example:

ROUTINE CARD

He usually eats salad.

Find:

TODAY CARD

 He / eat / pizza

Then say:

He usually eats salad, but today he's eating pizza.

Correct match = 1 point

Correct grammar = 1 point

Correct pronunciation = 1 point

4. 🚦 HABIT OR NOW? HUMAN RACE



Focus: Fast tense recognition

Best for: Whole-class movement

Create two sides of the classroom:

● **EVERY DAY — PRESENT SIMPLE**

● **RIGHT NOW — PRESENT CONTINUOUS**

Students stand in the middle.

Don't give them complete sentences. Give them **situations**.

Teacher:

“Every Saturday — Sara — tennis.”

Students race to **PRESENT SIMPLE** and produce:

Sara plays tennis every Saturday.

Next:

“Look! Sara — tennis!”

Students race to **PRESENT CONTINUOUS**:

Sara is playing tennis right now.

Round 2 — Negative Trap

“Tom / not usually / coffee.”

Students:

Tom doesn't usually drink coffee.

Then:

“Tom / not / coffee / now.”

Tom isn’t drinking coffee now.

Round 3 — Question Trap

“Ask about Anna's weekend routine.”

What does Anna do at weekends?

Then:

“Ask about Anna now.”

What is Anna doing now?

 **Hard Mode**

Remove all time expressions:

“The baby _____.”

Now provide context:

“Shhh! Don't make any noise!”

Students have to infer:

The baby is sleeping.

This forces them to think about **meaning**, not just hunt for keywords.

5. 📺 THE GLITCHED REALITY SHOW



Focus: Present Simple + Present Continuous

Skills: Speaking, listening, creativity

Best for: Groups of 3–4

Tell students:

📺 “Welcome to **NORMAL PEOPLE, STRANGE DAY!** Today, everybody is doing something completely different from their normal routine.”

Give each team one character.

Example: LUCY

Normally:

work in a bank
drive a car
drink coffee
wear formal clothes
have lunch at 1:00

Secret **TODAY** Cards:

work in a zoo
ride a bicycle
drink lemonade
wear a dinosaur costume
eat lunch at 10:00

One student becomes the TV presenter:

Lucy usually works in a bank, but today she's working at a zoo!

Another student:

She normally drives to work, but today she's riding a bicycle!

Another:

She usually wears formal clothes, but look! She's wearing a dinosaur costume!

 **CHAOS BUTTON**

Every 30 seconds, shout:

 **REALITY GLITCH!**

Give a random card:

SWAP THE ACTION!

MAKE IT NEGATIVE!

ASK A QUESTION!

USE "NEVER"!

CHANGE THE PERSON!

For example:

Does Lucy usually ride a bicycle?

No, she doesn't. She usually drives, but she's riding a bicycle today.

The funniest grammatically correct reality show wins.

6. 🏆 ROUTINE vs. RIGHT NOW: BATTLE ARENA



Focus: Complete mastery

Skills: Recognition, form, questions, negatives, speaking

Best for: Final grammar practice

Divide the class into teams. Each team starts with:



Create **five battle zones**.

✂️ ZONE 1 — TENSE ATTACK

Show:

every morning / she / walk / school

Students race to produce:

She walks to school every morning.

Correct = keep your life.

✂️ ZONE 2 — LIVE CAMERA

One student secretly performs an action.

Opposing team:

He's opening the window.

Then immediately ask:

Does he usually open the window?

They must answer:

Yes, he does.

or:

No, he doesn't.

ZONE 3 — GRAMMAR DOCTOR

Display:

 She is usually going to school by bus.

Team:

She usually goes to school by bus.

Next:

 Look! They play football.

Look! They're playing football.

Next:

 Does she watching TV now?

Is she watching TV now?

ZONE 4 — SENTENCE TRANSFORMER

Give:

He plays football every Friday.

Shout:

 **NOW!**

Students transform it:

He is playing football now.

Teacher:

 **NEGATIVE!**

He isn't playing football now.

Teacher:

 **QUESTION!**

Is he playing football now?

Teacher:

 **ROUTINE!**

Does he play football every Friday?

Only **three seconds** for each transformation.

ZONE 5 — THE FINAL BOSS: TWO WORLDS

Give teams a character and **six pieces of information**:

EMMA

normally: get up at 7:00

normally: walk to school

normally: eat a sandwich for lunch

RIGHT NOW:

sleep

travel in a car

eat pizza

Teams have **45 seconds** to create a mini-report containing:

- 2 Present Simple affirmative sentences
- 1 Present Simple question
- 2 Present Continuous sentences
- 1 Present Continuous question
- 2 contrast sentences using **but**

For example:

Emma usually gets up at seven, but today she's sleeping late. She normally walks to school, but right now she's travelling in a car. Does she usually eat pizza for lunch? No, she doesn't. She usually eats a sandwich. What is she eating now? She's eating pizza.

Scoring:

🏆 +2 Correct tense

⚡ +1 Speed

🗣️ +1 Pronunciation

🧠 +1 Correct third-person -s

🔥 +2 Correct contrast between **routine** vs. **now**