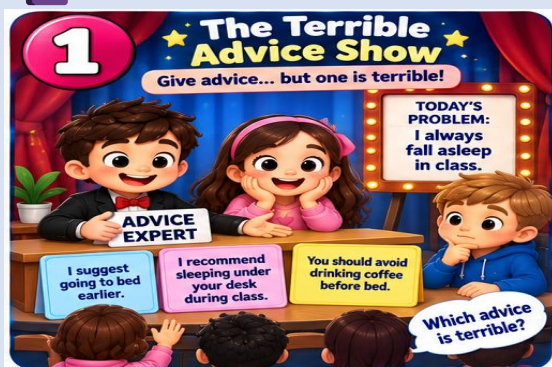


1. 🎬 THE TERRIBLE ADVICE SHOW



Focus: suggest / recommend / avoid / consider + gerund

Skills: Speaking, creativity, quick thinking

Level: A2–B2

How to Play

Divide the class into teams. One student from each team becomes an **Advice Expert**.

Give them strange problem cards:

“I always fall asleep in class.”

“My neighbour sings at 3 a.m.”

“I spend all my money on snacks.”

“I’m terrified of speaking English.”

“My brother uses my things without asking.”

“I can’t stop checking my phone.”

The team has 30 seconds to prepare **three pieces of advice using gerunds**:

I suggest going to bed earlier.

I recommend turning your phone off at night.

You should avoid drinking coffee before bed.

You could consider talking to your neighbour.

The Twist

One piece of advice must be **ridiculously bad**:

I recommend sleeping under your desk during class.

The other teams listen and try to identify the terrible advice.

If they identify it → **1 point**

If the advice team uses all gerund structures correctly → **3 points**

Challenge Cards

Add:

Use **avoid**.

Use **recommend**.

Use **consider**.

Use a negative gerund.

Give advice nobody else will think of.

2. 🧠 GERUND MEMORY MARKET



Focus: Verb + gerund collocations

Examples: enjoy doing, avoid doing, finish doing, mind doing, keep doing, suggest doing

Preparation

Prepare two sets of cards.

Verb Cards:

enjoy
avoid
finish
suggest
keep
consider
mind
practise
imagine
miss

Activity Cards:

travelling alone
doing homework
waking up early
talking during movies
eating spicy food
studying at night
waiting in long lines
speaking English
cleaning the house
playing video games

Place all cards **face down** on a table.

How to Play

A student turns over:

one verb + one activity

For example:

ENJOY + TRAVELLING ALONE

If the combination is grammatically possible, they must create a sentence:

I enjoy travelling alone.

They keep the pair.

But suppose they turn over:

FINISH + WAITING IN LONG LINES

It is grammatically possible, but they must create a **logical context**:

I finally finished waiting in line when the shop opened.

The stranger the combination, the harder students have to think.

Golden Pair ★

If a student can make the sentence:

1. grammatically correct
2. logical
3. interesting

they receive a **Golden Point**.

This turns a normal memory game into a **collocation + contextualization challenge**.

3. 🧑 THE GERUND COURTROOM



Focus: adjective/preposition + gerund, verb + gerund

Skills: Speaking, persuasion, argumentation

Tell students:

“Today, ordinary activities are going on trial!”

Write activities on cards:

playing video games
using social media
doing homework
travelling alone
eating fast food
watching TV
studying online
keeping pets
shopping online

Pick one:

⚖️ **CASE #1:**

PLAYING VIDEO GAMES

One team becomes the **Prosecution**.

They must explain why it is bad:

Playing video games can waste time.

Some students become addicted to playing games.

Instead of studying, they spend hours playing online.

The other team becomes the **Defense**:

Playing video games can improve problem-solving skills.

People can learn by playing educational games.

There's nothing wrong with playing for a short time.

The Jury

A third group listens.

But they can only accept arguments containing a **correct gerund structure**.

At the end:

“We find playing video games... GUILTY!”

or:

“NOT GUILTY!”

Bonus Challenge

Students receive mandatory phrases:

be interested in...

be good at...

instead of...

there's no point in...

be worried about...

Now they must incorporate them naturally.

4. 🌸 THE SENTENCE SURGERY TABLE



Focus: Gerund form and sentence construction

Best for: Accuracy + teamwork

Tell students:

“These sentences have been in a terrible grammar accident. You are the surgeons.”

Give each team an envelope containing sentence fragments.

Example:

enjoys / my sister / before bed / read

Students physically arrange them.

But:

✗ My sister enjoys read before bed.

They must perform **grammar surgery**:

My sister enjoys reading before bed.

More Patients

interested / learn / she / in / languages

→ **She is interested in learning languages.**

without / he / left / say / goodbye

→ **He left without saying goodbye.**

worth / this book / read / is

→ **This book is worth reading.**

good at / solve / Tom / problems / is

→ **Tom is good at solving problems.**

Emergency Surgery 🚑

Some envelopes contain **extra unnecessary words**.

For example:

She / suggested / to / going / go / by / bus

Students must remove the “infected” words and produce:

She suggested going by bus.

Scoring

Correct order = 1 point

Correct gerund = 1 point

Correct explanation = 1 point

Correct pronunciation = 1 point

5. 🌳 THE “STOP DOING IT!” CHALLENGE



Focus: Gerund vs. infinitive with a change of meaning

Target verbs: stop, remember, forget, try, regret

This one is especially useful for stronger students.

Give teams pairs:

stop smoking

stop to smoke

Ask:

Do these mean the same thing?

Students discuss and create mini-situations.

Example

Jack stopped smoking.

Meaning:

He doesn't smoke anymore.

BUT:

Jack stopped to smoke.

Meaning:

He stopped another activity because he wanted to smoke.

Game Mechanism

Put situation cards in a box:

Maria was walking home. She wanted to buy some water.

Students choose:

Maria stopped to buy some water.

Another:

David doesn't eat chocolate anymore.

David stopped eating chocolate.

Other contrasts:

remember doing / remember to do

forget doing / forget to do

try doing / try to do

Meaning Auction

Teams receive **100 points**.

Show:

I remember meeting her.

Teams secretly bid points on the meaning:

A: I remember that meeting from the past.

B: I remembered that I needed to meet her.

Correct → keep/win the bid.

Wrong → lose it.

This makes gerund vs. infinitive a **meaning game**, rather than a formula exercise.

6. THE GERUND FACTORY



Focus: Full gerund review

Skills: Creativity, sentence building, grammar flexibility

Tell students:

“Welcome to the Gerund Factory. Your team must manufacture sentences.”

Give each group five piles of cards.

MACHINE A — VERBS

enjoy
avoid
suggest
consider
finish
keep

MACHINE B — PREPOSITIONS

without
before
after
instead of
by

MACHINE C — EXPRESSIONS

be interested in
be good at
be afraid of
be tired of
look forward to

MACHINE D — ACTIVITIES

travel
study

cook
dance
speak English
wake up early
meet new people

MACHINE E — CHARACTERS

a teacher
an astronaut
my grandmother
a superhero
a lazy student
a millionaire

Each round, teams randomly take cards from different machines.

For example:

astronaut + be afraid of + travel

They manufacture:

The astronaut is afraid of travelling in space.

Strange, but grammatically correct!

Another:

grandmother + enjoy + dance

My grandmother enjoys dancing.

Another:

lazy student + without + study

The lazy student passed the exam without studying.

 **FACTORY MALFUNCTION!**

Suddenly announce:

NEGATIVE!

Students change:

He enjoys working.

into:

He enjoys not working.

Or:

QUESTION!

They have to create a question involving the same structure.

Or:

ADD A REASON!

She avoids driving at night because she can't see very well.

Or:

DOUBLE GERUND!

Students must use **two different gerund structures**:

She enjoys listening to music while doing her homework.

 Final Production Challenge

Give every team the same five words:

avoid – without – interested in – suggest – worth

They have **90 seconds** to create a short, connected story using **all five gerund structures correctly**.

For example:

Sara is interested in learning languages. She avoids using translation apps and practises speaking without worrying about mistakes. Her teacher suggests watching English movies, and Sara thinks learning English is worth spending time on.

Score them for:

Grammar accuracy — 5 points

Correct gerund structures — 5 points

Creativity — 3 points

Natural sentences — 3 points