

10B Teacher's notes Bucket list

Activity: Mingling; discussion activity

Language point: Present perfect: affirmative and negative, regular and irregular past participles (Student Book, pages 122–23).

Time: 30 minutes

Materials: One handout for each student.

Procedure:

- Pre-teach bucket list. Write this list on the board:
act in a theatre ✓
stay up all night ✗
do archery ✗
run a 5-km marathon ✓
- Use the list to elicit and review present perfect for experience:
I've acted in a theatre.
I haven't stayed up all night.
I haven't done archery.
I've run a 5-km marathon.
- Give one handout to each student. Hold up a worksheet and point to the gapped verbs. Do the first few items as examples with the class, demonstrating how they need to write the base verb of the past participle in brackets (*looked* → *look*, *painted* → *paint*, *swum* → *swim*, etc.).
- Put students in pairs to complete exercise 1, then go through the answers with the whole class.
- Give students 5–10 minutes to read through the list again and mark each item on the list with a ✓, !, or ✗ to show what's true for them.
- Put students into pairs and tell them to talk together about which of the things on the list they have done and which they would like to do. Remind them to use *I've ...* and *I'd like to ...*
- They then count up how many of their answers are the same and complete the information about their partner at the bottom of their handout. They must write down one thing their partner has done that they have not done, and one thing they have done that their partner has not done.
- Next, get students up and moving around the classroom to talk to up to three other students about their bucket lists. Tell them to make a note of the other students' responses in the column on the right, e.g.:
Sami ✗
Lucas ✗
Rosa ✓

- Option: Stronger students can ask past simple questions to find out about more about an experience someone has ticked. For example:

A I've cooked a meal for someone.

B Who did you cook for?

A My younger brother and sister.

B What did you cook?

A Salmon and rice.

- While the students are talking to each other, walk around and listen for any problems with grammar, vocabulary or pronunciation, as well as examples of good language use. Make a note of these, and give feedback to the class after they have finished the whole activity.
- To close the activity, invite a few students to tell the class which of the people they spoke to had the most answers the same as them and what they found out about other people's experiences. They could also tell the rest of the class which of the things on the list they would most like to do.

KEY:

1

1 ride

2 swim

3 have

4 go

5 cycle

6 win

7 watch

8 meet

9 climb

10 visit

11 travel

12 learn