Rozmówki gramatyczne

Poziom A2–B1



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HOW TO USE

TRUE OR FALSE

Students decide whether each statement is true or false for them (or for people they know) and justify their answers.

VARIATIONS

In pairs: Students guess each other's answers before revealing the truth.
In groups: Run as a "find someone who..." mingling activity.
Online: Use breakout rooms for discussion.

ADDITIONAL IDEAS

Confidence line: Students place each statement on a scale from "definitely true" to "definitely false" and explain their choice.
Question drill: After each statement, partners ask 1-2 follow-up questions to check details or context.
Error spotting: Students intentionally change one sentence to make it false; others identify and correct it.

FOLLOW-UP

Two truths and a lie: Students prepare 2 true and 1 false sentences; others guess the lie through questioning.

DO YOU KNOW SOMEBODY WHO...?

Students think of a real person they know who matches each description and briefly share their example.

VARIATIONS

In groups: Students move around and try to find classmates who can match as many prompts as possible.

ADDITIONAL IDEAS

Question follow-up: After each answer, partners ask 1-2 follow-up questions to get more detail.
Class survey: Students collect names for each prompt and later report the most common / most unusual examples.
Speed round: Timed activity - 1 minute to find as many matches as possible with different classmates.
Contrast task: Students find someone who does NOT fit one of the prompts and explain why that contrast is interesting.

FOLLOW-UP

Future guess: Students imagine that someone they know will match one of the prompts in 10 years, and explain what might change in that person's life for this to happen.

HOW TO USE

LIST 3

Students list three examples that match the category. Encourage them to justify their choices.

ADDITIONAL IDEAS

Fast round: Set a time limit (1-2 minutes) to generate lists quickly.
Ranking: Students list 3 items, then rank them from most to least important / interesting / problematic and explain why.
Expansion task: After listing 3 items, students must add a fourth “impossible but possible in the future” idea.
Odd one out: One item in each list must be fake; peers identify it and justify their choice.
Debate trigger: Choose one item from the list and turn it into a mini-debate statement (“This should be banned because...”).

FOLLOW-UP

Students select one item from their list and expand it into a short opinion, explanation, or real-life example using the target grammar.

COMPLETE

Students complete each sentence with their own ideas, making them as personal or imaginative as they like.

VARIATIONS

In pairs: Students compare completions and ask follow-up questions to explore differences.
In groups: Students read only the beginnings and others try to predict how each sentence will be completed.

ADDITIONAL IDEAS

Upgrade the sentence: Students first complete the sentence simply, then rewrite it to sound more formal, dramatic, or academic.
Emotion shift: Students complete the sentence, then rewrite it changing the emotional tone (positive → negative or vice versa).

FOLLOW-UP

Students choose one completed sentence and expand it into a short explanation or mini story, adding context, cause, and consequence.

HOW TO USE

DO YOU AGREE?

Students decide whether they agree or disagree and explain their opinion.

ADDITIONAL IDEAS

Stand line / scale: Students position themselves along a spectrum from “strongly agree” to “strongly disagree” and justify their position.
Speed debate: Students have 1 minute to argue for or against each statement, then switch roles.
Agree first, then disagree: Students must first argue for agreement, then switch and argue against the same statement.
Role perspective: Students answer from a different perspective (e.g. politician, teacher, teenager, scientist) before giving their personal opinion.

FOLLOW-UP

Students choose one statement and expand it into a short written or spoken opinion, including at least one reason, one example, and one counterargument.

GIVE 3 REASONS WHY

Students provide three reasons why it might be true.

ADDITIONAL IDEAS

For & against switch: After giving 3 reasons why it is true, students must give 1-2 reasons why it might not be true.
Fast thinking round: Students have 1 minute to produce 3 reasons under time pressure.
Perspective shift: Students give reasons from different viewpoints (e.g. government, parent, student, employer).
Counter-question: After each reason, partners must ask “Why?” or “How?” to deepen the explanation.

FOLLOW-UP

Students choose one reason and expand it into a short opinion paragraph or mini presentation, adding explanation, example, and possible counterargument.

HOW TO USE

QUESTIONS

Students answer giving reasons, examples, and follow-up details where possible.

VARIATIONS

Online breakout rooms: Students rotate through questions in short timed discussions.

ADDITIONAL IDEAS

Time shift: Students answer the same question for past, present, and future perspectives.
Deep dive: After answering, partners must ask 2-3 “why / how / what happened next?” questions.
Question ranking: Students choose the most interesting or difficult question and explain their choice.

FOLLOW-UP

Students choose one question and expand it into a short dialogue, interview, or mini presentation including at least two follow-up questions and detailed answers.

PICTURE

Give students a picture to describe: what they can see, what is happening, and what might happen before or after. They must include all three given words naturally. Afterwards, they answer two follow-up questions related to the image.

ADDITIONAL IDEAS

Memory challenge: Students see the picture for 30 seconds, then describe it without looking.
Online: Students describe in breakout rooms while partners take notes and reconstruct the description.
Story extension: Students turn the picture into a short story (before-during-after narrative).
Role perspective: Students describe the image from the point of view of a person in the picture or an observer.
What’s missing?: Students describe the picture, then suggest what is not visible but likely present.
Headline task: Students create a newspaper headline for the picture and justify it.
Question creation: After describing, students write two questions they would ask someone in the picture.

HOW TO USE

SITUATIONS

Students describe how they would respond, what actions they would take, and what the possible consequences might be.

ADDITIONAL IDEAS

Role-play: One student describes the situation, the other responds as a person involved (e.g. manager, friend)
What would you do next?: After explaining their solution, students describe the next three steps in detail.
Alternative endings: Students propose two different outcomes depending on different decisions.
Worst-case scenario: Students describe what could go wrong and how to prevent it.

FOLLOW-UP

Students choose one situation and expand it into a short spoken or written response, including explanation of actions, justification of choices, and possible outcomes.

WORD BANK

Students see a grid of target grammar words. They choose a square and make a grammatically correct sentence using it. If correct, they claim the square (with their colour or symbol), then the next student takes a turn. The winner is the first to complete a line - 3 or 4 in a row, horizontally, vertically, or diagonally.

ADDITIONAL IDEAS

Question version: Instead of sentences, students form a correct question using the chosen word and ask their partner before claiming the square.
Chain game: Each new sentence must be logically connected to the previous one.

FOLLOW-UP

After the game, students choose 2–3 of their sentences and improve them by adding detail, context, or a follow-up idea - or combine them into a short spoken or written text.

HOW TO USE

BONUS (in units 9 and 10)

Students are given four thematically related pictures. They compare the images, describe similarities and differences, and use the target grammar to speculate, explain, or discuss the topic represented by the pictures.
Encourage students to support their ideas with examples, opinions, and personal experiences.

ADDITIONAL IDEAS

- **Compare and contrast:** Students identify similarities and differences between two or more pictures using the target structure.
- **Ranking task:** Students rank the pictures according to a given criterion (e.g. most useful, most surprising, most controversial) and justify their choices.
- **Story connection:** Students create a story linking all four pictures together using the target grammar.
- **Before and after:** Students imagine what happened before and what might happen next in each picture.
- **Picture and experience:** Students connect each image to a personal experience or someone they know.
- **Question challenge:** Students create discussion questions based on the pictures and ask their classmates.
- **Perspective shift:** Students describe the pictures from the point of view of a person involved.
- **Headline activity:** Students create newspaper headlines or social media posts for each image.
- **Debate starter:** Students use one picture as the basis for a short debate or opinion discussion.
- **Grammar challenge:** Students must use a different target structure for each picture.

UNIT 10

PLACES

MIXED GRAMMAR





TRUE OR FALSE

I'**ve moved** house at least three times.

I'**ve never had** a flatmate.

The living room **is** my favourite place in my house.

I'**m going** abroad next month.

If I **could** live anywhere, I'**d live** in Spain.

The walls in my bedroom **are** white.

TRUE OR FALSE

When I **was** a child, I **shared** a room with my siblings.

I **have** a lot of decorations in my house.

The most important thing for me **is** to have a garden.

My neighbourhood **is** very quiet.

If I **were** rich, I **would have** a big mansion.

There **aren't** any plants in my flat.

DO YOU KNOW SOMEBODY WHO...?

lives in the countryside

has visited all the continents

lives close to the beach

is afraid of the attic

doesn't want to live in a detached house

will move to a different country if he/she **can**

likes cleaning

has never been abroad

LIST 3

places you **recommend**

places that **are becoming** more popular

places you **would visit** if you **had** a year to travel

things that **happen** if cities **grow** too quickly

places that **are better** in summer

countries you **would live** in if you **could**

COMPLETE

1. The most important thing in my house is…
2. One day I’ll travel to…
3. The most beautiful place I’ve visited is…
4. I’ve lived here for…
5. If I could live anywhere…
6. I will never go to…

DO YOU AGREE?

It’**s better** to live in the city than in the countryside.

Living in a flat **is more comfortable** than living in a house.

Old buildings **are more beautiful** than modern ones.

Renting a flat **is** a waste of money.

GIVE 3 REASONS WHY

big cities **have** more opportunities

cities **are improving** public transport

some places **have become** famous

some places **are more beautiful** than others

QUESTIONS

1. What **did** your room **look** like when you **were** a child?
2. Which place **do** you **want** to visit again?
3. **Have you ever thought** about moving abroad?
4. What **are** the top three places you would like to visit?
5. **Do** you **prefer** the mountains or the seaside?
6. What **is** your dream house?

PICTURE



USE THESE WORDS:

next	than	most

Which **is better** - the city centre or the suburbs?

What **do** you **like** and **dislike** about your neighbourhood?

Has your neighbourhood **changed** recently?

PICTURE



USE THESE WORDS:

enjoy | the best | have

When **was** the last time you **were** at the beach?

Have you ever **surfed**? If not, would you like to try it?

What **are** your favourite beach activities?

SITUATIONS

1

Your cousin **wants** to move to your city. She **asks** you which area is **the most convenient** to live in. Tell her which part of your city **is best** and why.

2

You and your family **are going** on holiday. Your sister **wants** to stay in a hotel. You think a flat **is better**.
Persuade her.

WORD CARDS

JUST	OFTEN	IS
RIGHT NOW	LAST	UNLESS
WON’T	NEVER	DON’T

WORD CARDS

RENT	LIVE	SHARE
MOVE	VISIT	PREFER
DISLIKE	CHANGE	WANT

WAS	FALLEN	DOESN’T	HAVE	MOST
BEEN	WOULDN’T	USUALLY	NEVER	DON’T
HAS	DIDN’T	EVER	THAN	WON’T
YET	NOW	PLAYING	IS	VISITS

BONUS







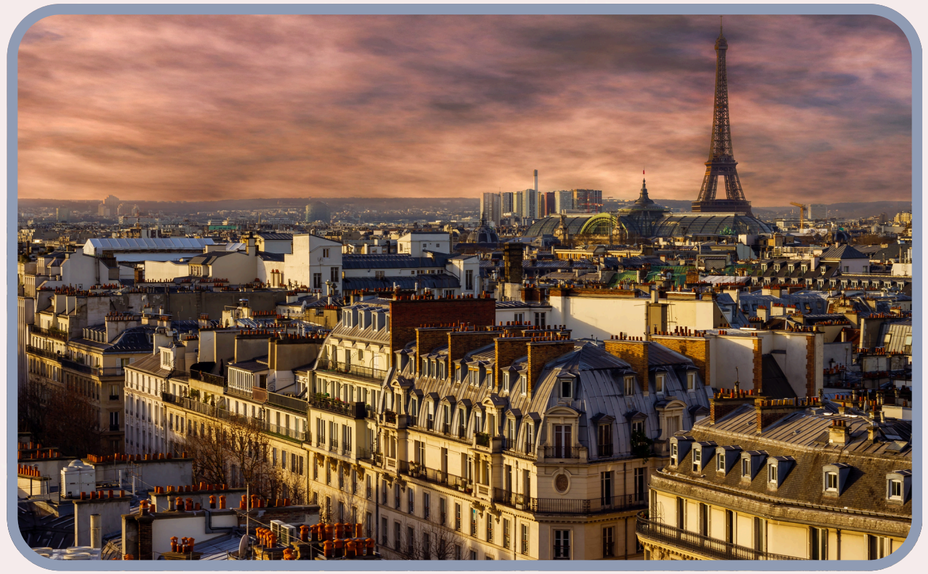


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