

EFL Activities

NO SWEAT!



Activities
for busy
teachers!

No Sweat! EFL Activities
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To the teacher

Thank you for downloading No Sweat! Activities. Some of the 70 activities in this book are based on popular games which you may recognize. Others have been developed over many years of teaching English and communication to Japanese students. All activities in this book have been tried and tested in the classroom.

We believe that conversation-based EFL lessons should be fun for the students and easy to plan for. EFL teachers often have tough schedules, in many cases designed by administration staff who do not always take into account the effort and time it takes to consistently come up with fun, interesting and educational lessons that students and employers demand.

The aim of our No Sweat! series is to reduce your workload while at the same time enabling you to give high-quality lessons. Most of the activities in this book can be copied and prepared within minutes. The design and layout have been kept as simple as possible to enable you to print, copy and distribute the materials in your classroom.

The activities are flexible and can be adjusted depending on the number and level of students. We encourage you to adapt the activities as you like, and hope they give you some ideas for developing your own materials.

If you have any comments or suggestions, we would love to hear from you.

If you and your students enjoyed using this book, you may also like our photocopiable No Sweat! Quizzes and Surveys and No Sweat! Role-plays.

More free learning resources are available on our free resource site
www.italk-youtalk.com

For information on our graded readers, please visit www.italkyoutalk.com

The I Talk You Talk Press team

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(Free activities file, downloadable/photocopiable/printable for classroom and educational use. May not be sold in any format.)

13. Park planning
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15. TV programme planning
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Information Gap

1. Describe and draw - Coins
2. Describe and draw - Pictures
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5. Spot the difference

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1. Anagrams

Category: Brainstorming/Guessing/Speculating/Games

Level: Beginner +

Preparation: - 5 mins

No. of students: 2+

Time: Adjustable. Set time limits depending on difficulty/student level.

Put the students into pairs or larger groups. Demonstrate a simple anagram on the board. *E.g.: plepa → apple*

Variation 1: Cut out the anagrams from the list below and have students race to solve the anagrams. (Choose the words that are the appropriate level for your students, or if you want to make it a whole lesson just give them the sheet!) If they are struggling, you can give them the first letter.

Variation 2: Scramble the vocabulary you used in a previous lesson that you would like to review, or give your students anagrams of words on a particular topic that you are studying. (Use blank sheet below.)

Variation 3: Give your students one anagram at a time. When they have solved it, they have to run to you to get the next one. (This is good for younger learners.)

The team which solves all the anagrams the quickest or the one that solves the most in the time that you have set is the winner.

Other idea: You could make anagrams your weekly warm-up. Give your students a few to do each week, with the words getting gradually longer, and the teams accumulate points over a period of time.

Unscramble these words!	
Example) ppare	⇒ paper
4 letter words	
oabt	
cudk	
pilc	
uelb	
gikn	
tras	
epta	
eilf	
idnw	
njeu	
5 letter words	
yarid	
lerur	
mecar	
cius	
yangr	
ttoho	
opurg	
tarpy	
tstra	
gilth	
6 letter words	
osclho	
sonsel	
reftuu	
nesrpo	
wolfre	
yarifd	
romemy	
sufoma	
cilpats	
ragned	

7 letter words	
taerweh	
tensdut	
tontics	
urycotn	
cathepr	
vesrice	
ciartff	
yhlaeth	
morfede	
layebel	
8 letter words	
kxtotobe	
repcmtou	
zazlibdr	
cenqsuee	
yurdstaa	
emedecbr	
doparsct	
rissocss	
civosdre	
nugetiso	
9 letter words	
treccahra	
prepewans	
datchelar	
resummdim	
aserepng	
kivanerbr	

Answers: 4 letters: boat, duck, clip, blue, king, star, tape, file, wind June.

5 letters: diary, ruler, cream, music, angry, tooth, group, party, start, light.

6 letters: school, lesson, future, person, flower, Friday, memory, famous, plastic, danger.

7 letters: weather, student, consist, country, chapter, service, traffic, healthy, freedom, eyeball.

8 letters: textbook, computer, blizzard, sequence, Saturday, December, postcard, scissors, discover, question.

9 letters: character, newspaper, cathedral, midsummer, passenger, riverbank.

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2. Board game

Category: Brainstorming/Guessing/Speculating/Games

Level: Beginner +

Preparation: - Cut out the board game, prepare coins and place markers

No. of students: 2+

Time: Adjustable depending on the number of players.

Put the students into groups of two or more, and give each group a copy of the board game, a coin and place markers for each student. Students toss the coin - heads = move 2 spaces, tails = move 1 space.

Students must answer the question in English or fulfill the requirements of each square to receive points.

The student with the most points is the winner.

Variation - Use the photocopiable template and write your own questions in the squares. You can use language appropriate to the levels of your students, or language you are/have been working on in class.

Board Game

<p>10 Points</p> <p>Talk about your best friend for 1 minute</p> <p>↑</p>	<p>MINUS</p> <p>5 points!</p> <p>☹</p>	<p>5 Points</p> <p>Why do you study English?</p> <p>→</p>	<p>Finish!</p> <p>😊😊</p>
<p>5 Points</p> <p>What is in your bag?</p>	<p>5 Points</p> <p>What did you eat for breakfast this morning?</p> <p>←</p>	<p>10 Points</p> <p>Name 10 animals in 30 seconds</p>	<p>20 Points</p> <p>Talk about your weekend for 2 minutes</p>
<p>10 Points</p> <p>Talk about your favourite movie for 1 minute</p> <p>↑</p>	<p>5 Points</p> <p>Introduce the person sitting next to you</p>	<p>10 Points</p> <p>Name 10 fruits in 30 seconds</p> <p>→</p>	<p>Get</p> <p>10 points!</p> <p>😊</p>
<p>MINUS</p> <p>5 points!</p> <p>☹</p>	<p>5 Points</p> <p>How do you get to school every day?</p> <p>←</p>	<p>20 Points</p> <p>Talk about your country for 2 minutes</p>	<p>GET</p> <p>5 points!</p> <p>😊</p> <p>↑</p>
<p>Start</p> <p>😊😊</p> <p>→</p>	<p>5 Points</p> <p>Introduce yourself!</p>	<p>5 Points</p> <p>What sports do you like?</p>	<p>10 Points</p> <p>Name 10 capital cities in 30 seconds</p>

3. Character study

Category: Brainstorming/Guessing/Speculating/Games

Level: Beginner +

Preparation: - 5 mins

No. of students: 2+

Time: Adjustable depending on the variation

Put the students in groups and give them pictures of people. (See the next page, or use your own). Give or show them the example. Your students have to make up characters, personalities, relationships etc. for the people. When they have finished, the groups can compare their ideas.





Variation 1: For higher level groups have them explain why they chose the characters, personalities.


Variation 2: You can use these characters in a role play later on in the lesson, or you can have them speculate what each character would do in a particular situation.


Variation 3: The students have to write a short film script using the characters. This could be a project over a period of weeks and you could also get them to act it out!


Variation 4: Make it a competition to see which group can make the funniest or most imaginative characters.


Character study sheets. (All designs www.openclipart.org)

	<p>Name: Julie Powers Age: 36 Job: Police officer Family: Mother, father, brother Character: Strong, determined. Others: A career woman who loves her job.</p>
	<p>Name: Age: Job: Family: Character: Others:</p>
	<p>Name: Age: Job: Family: Character: Others:</p>
	<p>Name: Age: Job: Family: Character: Others:</p>

	<p>Name: _____ Age: _____ Job: _____ Family: _____ Character: _____ Others: _____</p>
---	---

	<p>Name: _____ Age: _____ Job: _____ Family: _____ Character: _____ Others: _____</p>
--	---

	<p>Name: _____ Age: _____ Job: _____ Family: _____ Character: _____ Others: _____</p>
---	---

	<p>Name: _____ Age: _____ Job: _____ Family: _____ Character: _____ Others: _____</p>
---	---

4. Charades

Category: Brainstorming/Guessing/Speculating/Games

Level: Beginner +

Preparation: - 5 mins

No. of students: 4+ (Works better with more)

Time: Adjustable

This activity can be done with the whole class or in smaller groups. A student/group takes a card and has to mime the action on it. The other person/group that guesses the action correctly then has a go. Use the cards below or use vocabulary that you want to review.

If your students are shy, put them into smaller groups.

If the students are working in teams, give points for the group that guesses the most correctly.

If the students don't understand a card they have chosen, take them outside the class so you can demonstrate it to them/tell them in their native language.

This activity is a good warm-up and is useful for reinforcing the present progressive tense.

Charades cards.

easy

Driving	Eating	Sleeping
Walking	Running	Watching TV
Talking on the phone	Crying	Laughing
Playing the piano	Playing the violin	Brushing your teeth
Washing your face	Painting a picture	Singing
Playing tennis	Playing soccer	Boxing
Writing	Cooking	Listening to music
Typing	Riding a bicycle	Brushing your hair
Washing dishes	Cleaning	Jumping
Stretching	Swimming	dancing

medium

Painting your nails	Opening the curtains	Watching a horror film
Closing the curtains	Passing the salt	Driving a truck
Planting flowers	Putting up a tent	Drinking beer
Studying English	Packing a suitcase	Changing a light-bulb
Singing opera	Opening champagne	Eating spaghetti
Bird-watching	Taking a taxi	Having an argument
Conducting an orchestra	Setting a table	Climbing a mountain
Making coffee	Changing a tyre	Taking your temperature
Sunbathing	Doing yoga	Putting on make up
Building a house	Fencing	Washing clothes

difficult

Withdrawing money	Directing traffic	Composing music
Having a tooth pulled out	Stock-taking	Chairing a meeting
Fixing a broken bike	Teaching dance	Reading the news
Making a complaint	Falling off a horse	Running for the bus
Bungee jumping	Using a vending machine	Putting petrol in a car
Sharpening a pencil	Knitting a scarf	Using a sewing machine
Putting the rubbish out	Eating chocolate	Picking apples
Asking for directions	Canoeing	Getting a tattoo
Making a chair	Flower arranging	Having a nightmare
Walking home drunk	Interpreting	Stargazing

5. Connection race

Category: Brainstorming/Guessing/Speculating/Games

Level: High beginner +

Preparation: Prepare markers/pens

No. of students: 6+ (Works better with more)

Time: 5 -30 mins

This is good for larger groups, and works particularly well with younger learners.

Idea 1: Put the students into teams and have them think of a team name. Write the team names in columns on the board and put the number of the team members in the columns as below:

Green Team	Red Team	Blue Team
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.

Have the students line up in front of their column and give them a topic. (The topic of this example is sports.) The first member of each team runs to the board and writes something related to sports – e.g. tennis. He/she then runs back to the team and passes the pen to the next person who then runs to the board and writes a word related to tennis – e.g., ball, and they carry on until they have reached the end. The fastest team is the winner. Repeat with different topics.

Variations: In smaller classes the students can go round a few times.

If the board is too small or you don't have enough room, prepare paper which they can pass around the group.

6. Countdown

Category: Brainstorming/Guessing/Speculating/Games

Level: High beginner +

Preparation: - 5 mins

No. of students: 1+ (Works better with more)

Time: 15-30 mins

This is based on the popular TV programme in the UK of the same name.

Cut out the letters and put the consonants and the vowels in two separate boxes. Put the students into teams. Without looking, choose, or have the students choose, around six consonants and three vowels. (This can be varied). Write them on the board.

Within a set time limit, the students have to make as many words as possible from the letters on the board. To make it more competitive, you can give points for the most words and the longest words made.

B	B	C	C
D	D	F	F
G	G	H	H
J	J	K	K
L	L	M	M
N	N	P	P
Q	Q	R	R
S	S	T	T
V	V	W	W
X	X	Y	Y
Z	Z	A	A
E	E	I	I
O	O	U	U

extra

7. Find a connection

Category: Brainstorming/Guessing/Speculating/Games

Level: High beginner +

Preparation: - 5 mins

No. of students: Over 2+ (Works better with more)

Time: 15 – 30 mins

Put the students into teams and give them two words from which they have to find a connection. (Choose cards that are suitable for your students' level). The first group to find a connection and explain the connection gets a point. Continue until your time runs out or you use up all the cards.

Of course there may be more than one connection between words, so students should be encouraged to be creative! Example connections are given below, but in most cases they are by no means the only answer!

Variation 1: Another idea is to have the groups race to see how many viable connections they can find. (This variation works better with higher level students.)

easy

France	Italy	⇒	Both are countries in Europe.
1. Apple	Orange		
2. Australia	United Kingdom		
3. Computer	Printer		
4. Football	Tennis		
5. Violin	Cello		
6. Paris	Tokyo		
7. Elephant	Mouse		
8. Wine	Beer		

medium

1. English	German	
2. Plane	Car	
3. Bank	Post Office	
4. Teacher	Textbook	
5. Scissors	Knife	
6. Gloves	Woolly hat	
7. Egg	Drinking glass	
8. Suitcase	Passport	

difficult

1. A Lie	A story	
2. Curtains	A picture	
3. A form	A hole	
4. A fight	A poster	
5. Engine	Bad employee	
6. Dentist	Manufacturer	
7. Guitar	Eyebrows	
8. Grass	Jealous person	

Extra

Answers

Easy: 1) both are fruits, 2) both are English speaking countries, 3) both are found in an office, 4) both need a ball, 5) both are stringed instruments, 6) both are capital cities, 7) both have four legs, 8) both are alcoholic drinks. Medium: 1) both are spoken in Europe, 2) both are transportation methods, 3) we can pay bills at both, 4) both help us study, 5) we can cut things with both, 6) both are worn in winter, 7) both are broken easily, 8) both are taken on holidays overseas. Difficult: 1) both are told, 2) both can be drawn, 3) both can be filled in, 4) both can be put up, 5) both can be fired, 6) both use a drill 7) both can be plucked, 8) both can be described as 'green'.

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8. First line

Category: Brainstorming/Guessing/Speculating/Games

Level: High beginner +

Preparation: - 5mins

No. of students: 2+ (Works better with more)

Time: 30+ mins

Put the students into groups and give them the first line of a story. They have to continue the story and then present it to the class. You can use the story starters below or your own ideas. Set the length of time they have to create the story. This activity could take up to an hour depending on numbers, presentation time and feedback time. Lower levels may need guidance or more structure, such as a set number of sentences to create.

This activity is good for practicing the simple past/past progressive.

Variation: The students have to create a story on a certain theme such as horror, comedy, action or love story etc.

Story Starters

1. One day, Takashi was riding a bicycle through town when....
2. One morning, Natasha woke up and found a garden gnome standing at the bottom of her bed....
3. One day, Jake came home from work and found a strange man drinking tea in his living room.....
4. One evening, Pat was walking home from a party. It was dark and there was no one around. She suddenly heard footsteps behind her....
5. One day, Julie came back from work and found that her house had disappeared.....

6. One day, Kate heard a knock at the door. She opened it and screamed....

7. One night, Alan, who lives alone, was woken up by strange noises coming from his living room....

8. One day, while out shopping, Nita found a puppy crying next to the road....

9. One afternoon, Heather went to the supermarket. When she returned to her car she couldn't believe her eyes....

10. Alison was walking home one night when she saw green lights in the sky coming towards her...

11. Kareem opened the curtains one morning and saw that the sky was bright green with pink and blue triangles in it.

12. Jess had the best experience of her life yesterday. She was at the supermarket when.....

13. Julia was just about to go to bed when...

14. Klaus and his friends had just sat down in the restaurant when suddenly...

15. When the teacher walked into the classroom, she couldn't believe her eyes...

9. Five words

Category: Brainstorming/Guessing/Speculating/Games

Level: Intermediate +

Preparation: None

No. of students: 4+ (Works better with more)

Time: 30+ mins

This is similar to the previous activity in that students have to tell a story, but this time they are given five random words and must use all the words in the story. Students then present their stories. This is good for practicing the simple past/past progressive.

Use the words below, choose your own or let the students choose!
(Some words may need an explanation.)

Example:

1. bank, window, paper clip, desk, bachelor
2. art gallery, letter, fish, hairspray, car
3. policewoman, tree, school, mountain, newspaper
4. calculator, ladder, beer, book, elephant
5. cork, hamster, gym, brush, air ticket
6. judo, telephone, cigarette, traffic lights, tea
7. ear-rings, flower petal, coat hanger, grass, antenna
8. university, passport, mud, magic, jewel
9. audition, box, parade, deer, rain cloud
10. rope, ghost, clutter, jury, bungalow
11. piano, robot, bankcard, florist, sunlight
12. taxi, desert, doctor, ship, battery
13. ham sandwich, brick, curtain, shop clerk, violin
14. picnic, junk, slate, chair, actress
15. belt, college, wire, DVD, glue

10. Fortune telling

Category: Brainstorming/Guessing/Speculating/Games

Level: Beginner +

Preparation: Print and cut out the slips below

No. of students: 4+ (Works better with more)

Time: 10 + mins

This is particularly good at the start of the year, and is based on Japanese *omikujii*, which are slips of paper sold at shrines that tell your fortune for the coming year.

Teach the students 'Very lucky', 'Lucky', 'Not so lucky' and 'You will.....'

This activity is good for practicing the future tense and for leading into a discussion about fortune telling.

Hand out the slips. Have the students fill them in (encourage creativity!), fold them up and then put them into a box. Mix them up and then have each student take a slip. That is their fortune. They can then read it out to the class.

<p style="text-align: center;">Your Fortune!</p> <p>* <u>Very lucky year!</u> You will <u>win a trip to Hawaii!</u></p> <p>You will <u>become a very good English speaker!</u> You will <u>fall in love!</u></p>	<p style="text-align: center;">Your Fortune!</p> <p>* _____ You will _____</p> <p>You will _____</p> <p>You will _____</p>
<p style="text-align: center;">Your Fortune!</p> <p>* _____ You will _____</p> <p>You will _____</p> <p>You will _____</p>	<p style="text-align: center;">Your Fortune!</p> <p>* _____ You will _____</p> <p>You will _____</p> <p>You will _____</p>
<p style="text-align: center;">Your Fortune!</p> <p>* _____ You will _____</p> <p>You will _____</p> <p>You will _____</p>	<p style="text-align: center;">Your Fortune!</p> <p>* _____ You will _____</p> <p>You will _____</p> <p>You will _____</p>
<p style="text-align: center;">Your Fortune!</p> <p>* _____ You will _____</p> <p>You will _____</p> <p>You will _____</p>	<p style="text-align: center;">Your Fortune!</p> <p>* _____ You will _____</p> <p>You will _____</p> <p>You will _____</p>

11. Guess the country

Category: Brainstorming/Guessing/Speculating/Games

Level: High beginner +

Preparation: Print and cut out the slips below.

No. of students: 2+ (Works better with more)

Time: 5-15 mins

A student/group takes a card and reads out three hints. The other students have to guess the country. The student/group that guesses correctly gets to take the next card.

Variation for higher levels: Give out blank cards and put the students in groups. They have to think of three hints for countries by themselves.

If the others can't guess the country, they can ask three questions, to which the student/group with the card can answer "yes" or "no" only. (They may need some help depending on their level).

This activity is good for practicing the simple present tense. (Other themes such as food and sports can also be used.)

1. This country is famous for paella.
2. It is very hot in summer.
3. The flamenco is a famous dance.
(Answer: Spain)

1. This country is in the Southern Hemisphere.
2. Its main language is English.
3. It has a lot of sheep.
(Answer: New Zealand)

<p>1. This country is in Europe. 2. The main language is English 3. This country is famous for football. (Answer: The UK)</p>	<p>1. This country has a maple leaf on its flag. 2. It has two national languages. 3. It is very big. (Answer: Canada)</p>
<p>1. This country has a famous tower in its capital city. 2. This country exports a lot of wine. 3. We can see the <i>Mona Lisa</i> in a museum in this country. (Answer: France)</p>	<p>1. This country has a famous volcano. 2. It is in Asia. 3. It is famous for raw fish. (Answer: Japan)</p>
<p>1. The Olympics started here. 2. Yogurt is a popular dish. 3. It is famous for mythology. (Answer: Greece)</p>	<p>1. This country stretches from Europe to Asia. 2. It is very cold in winter. 3. It has many famous music composers. (Answer: Russia)</p>
<p>1. This country has the largest population. 2. The country makes many goods that it then exports. 3. It has a very long history. (Answer: China)</p>	<p>1. This country is in Africa. 2. It has many safari parks. 3. Its capital is Nairobi. (Answer: Kenya)</p>
<p>1. This country is in South America. 2. It is famous for the tango. 3. It is geographically "long". (Answer: Argentina)</p>	<p>1. This country is an island. 2. It is very cold. 3. It is near Greenland (Answer: Iceland)</p>

Guess the Country

1.	1.
2.	2.
3.	3.
Answer:	Answer:
1.	1.
2.	2.
3.	3.
Answer:	Answer:
1.	1.
2.	2.
3.	3.
Answer:	Answer:
1.	1.
2.	2.
3.	3.
Answer:	Answer:

12. Guess the drawing

Category: Brainstorming/Guessing/Speculating/Games

Level: Beginner +

Preparation: None (Students will need paper and pencils)

No. of students: 4+ (Works better with more)

Time: 15 mins

Put the students into groups. Have one student from each group come to the front. Show/tell them a word (e.g. glove). The students race back to their teams and draw what they saw/heard. (They are not allowed to speak.) The other team members have to guess what it is. The first team to raise their hands and answer correctly gets a point.

This is good as a warm up to review the vocabulary you have been studying.

Here are some simple examples for beginners:

A computer	An apple	A pen
A baby	A guitar	A chair
A map	An elephant	A lamp
A calendar	A desk	A fish
A house	A scarf	A TV
A car	A tree	A hat
A football	A ring	A piano
A taxi	A wine glass	A banana

13. Guess the missing word

Category: Brainstorming/Guessing/Speculating/Games

Level: High Beginner +

Preparation: Print and copy the sheets below.

No. of students: 2+ (Works better with more)

Time: 15 mins + (Depends on the level)

Put the students into groups and give them the sentences below, put them on the board, or read them out if your students are advanced. The sentences are separated into nouns, verbs, adjectives/adverbs, grammatical words and phrasal verbs. The groups have to guess the word that is missing, or think of appropriate words.

Variation: Make sentences related to the topics that you have been studying.

Nouns

1. Let's go to the _____ to watch a film.
2. I got a flat _____ on the way home from work.
3. I didn't have time to eat _____ this morning.
4. Do you know what _____ it is now?
5. I bought my train ticket at the _____.
6. I took many _____ of the scenery.
7. What kind of _____ do you like to listen to?
8. Jake parked his _____ in front of the school.
9. I posted the _____ yesterday.
10. Have you finished writing your graduation _____ ?

Verbs

1. Do you know what time the shop _____?
2. Have you _____ any of his books?
3. They have been _____ judo all day.
4. When and where shall we _____?
5. Have you finished _____ dinner?
6. Her first book was _____ last year.
7. How long have you been _____ English?
8. When are you going to _____ the test?
9. I'm going to _____ for that job.
10. They _____ in the choir yesterday.

Adjectives / Adverbs

1. How _____ is it from York to London?
2. Hurry up! We are going to be _____!
3. You crashed again? You really should drive more _____.
4. He did very _____. He got 100% on the test.
5. That is the _____ bridge in the country. It is 3km long.
6. This curry is too _____ for me.
7. He works so _____. He should take a rest.
8. You look _____. Are you ok?
9. This question is very _____. I can't answer it.
10. The comedian was so _____. I couldn't stop laughing!

Grammatical words

1. The computer is _____ the desk.
2. I'll stay at home _____ it rains tomorrow.
3. _____ you tell me how to get to the bank please?
4. She's been off work _____ three weeks.
5. If he calls, tell _____ I'm not in.
6. What _____ you do if you saw a ghost?
7. The cheese is in _____ fridge.
8. I don't live far _____ here.
9. I _____ been living here for 2 years before he came.
10. I relax _____ practicing yoga and tai chi.

Phrasal Verbs

1. This is very old. You should _____ it _____.
2. Are you going to _____ _____ _____ the contest?
3. We've _____ _____ of milk, so I'll go and buy some more.
4. Please _____ _____ this form in black ink.
5. The plane _____ _____ from Heathrow.
6. Please _____ _____ the lights when you leave.
7. May I _____ this coat _____ to see if it fits?
8. You have to _____ your shoes _____ at the entrance.
9. Has he _____ _____ his cold yet?
10. She _____ _____ _____ some great ideas at the meeting.

Example answers: Nouns – cinema/movie theatre, tyre, breakfast, time, station, pictures/photos, music, car, letter, thesis.

Verbs: closes/opens, read, doing/watching/practising, meet, eating, published, studying, take, apply, sang. **Adjectives/Adverbs:** far, late, carefully, well, longest, hot/spicy, hard, sick/pale, difficult/hard, funny.

Grammatical: on, if, could/can, for, him, would, the, from, had, by.

Phrasal Verbs: throw-away, take part in, run out, fill in/fill out, took off, turn/switch off, try-on, take-off, got over, came up with.

Extra

14. Guess the item

Category: Brainstorming/Guessing/Speculating/Games

Level: High Beginner +

Preparation: Prepare a large bag and some items (see below)

No. of students: 4+

Time: Adjustable

Have the students work individually or put the students into groups. Prepare a large bag of items and have the students close their eyes or turn away so they can't see. A student takes an item and without looking at it has 10 seconds to feel it and to guess what it is. Award a point for a correct answer.

If the students don't guess an item correctly, they put it back, and the game continues until all the items have been guessed correctly.

However, you will have to make sure that the other students don't see the ones that the other students got wrong!

Variation: You can have higher level students describe the items while they are feeling the item, e.g., 'I think it's made of glass because it feels smooth...and it seems to have a lid....'

Some items you could use: an envelope, a tie, a battery, a coaster, a bottle of nail varnish, a stick of glue, a mirror, an empty crisp packet, a pencil sharpener, a ruler, a screw driver, a doll, a toy car, a CD box, a purse, a shoe horn

15. How many uses for...

Category: Brainstorming/Guessing/Speculating/Games

Level: Intermediate +

Preparation: Prepare some items (see below)

No. of students: 2 + (Works better with more)

Time: 15 – 30 mins

Put the students into groups and show them an object. They have to think of as many uses as possible for it. (Encourage them to be creative.) You may need to pre-teach "It could be used as a _____"/ "It would make a good....." beforehand. The winning group is the one that comes up with the most uses for an item, or the most inventive idea.

(This activity works better with higher levels.)

Suggested items: A toilet roll, a coaster, a wine bottle cork, a paper clip, a toothbrush, a mirror.

16. I spy...

Category: Brainstorming/Guessing/Speculating/Games

Level: Beginner +

Preparation: None

No. of students: 2 + (Works better with more)

Time: 15 minutes

This famous game is a good warm up or time filler, especially for lower or younger students.

Pre-teach the phrase "I spy with my little eye, something beginning with _____" and demonstrate with a simple object.

E.g., "I spy with my little eye, something beginning with D." The students look around and shout out things beginning with D. Whoever guesses the object you 'spied' beginning with D correctly has the next go.

17. List up (Word clouds)

Category: Brainstorming/Guessing/Speculating/Games

Level: Beginner +

Preparation: Print and copy the sheet provided.

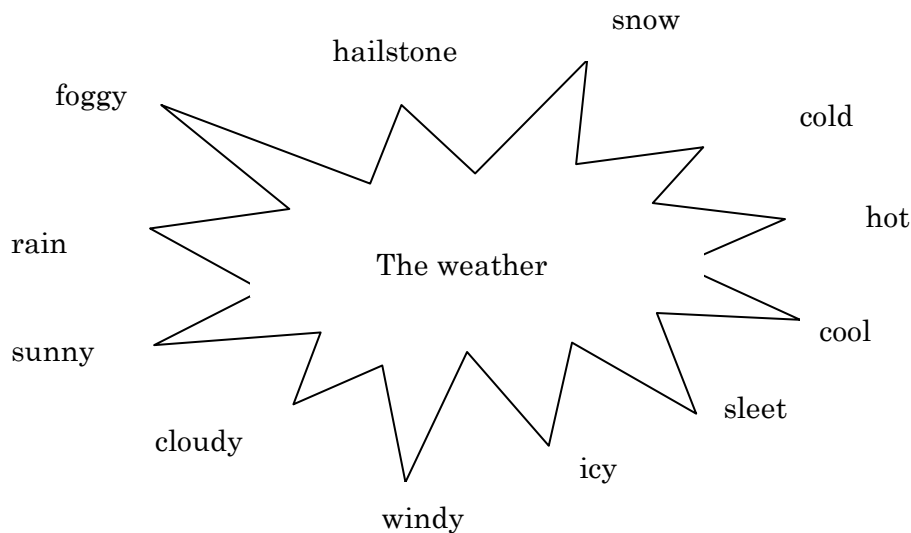
No. of students: 1 + (Works better with more)

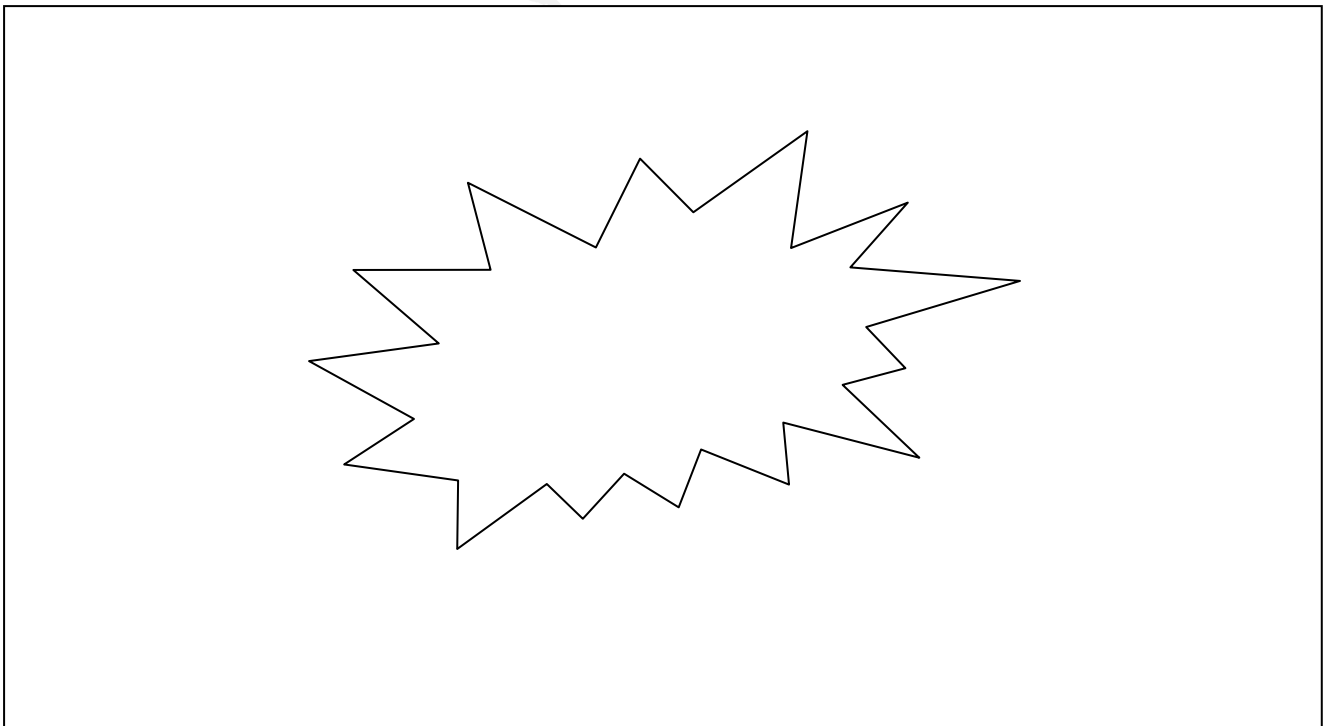
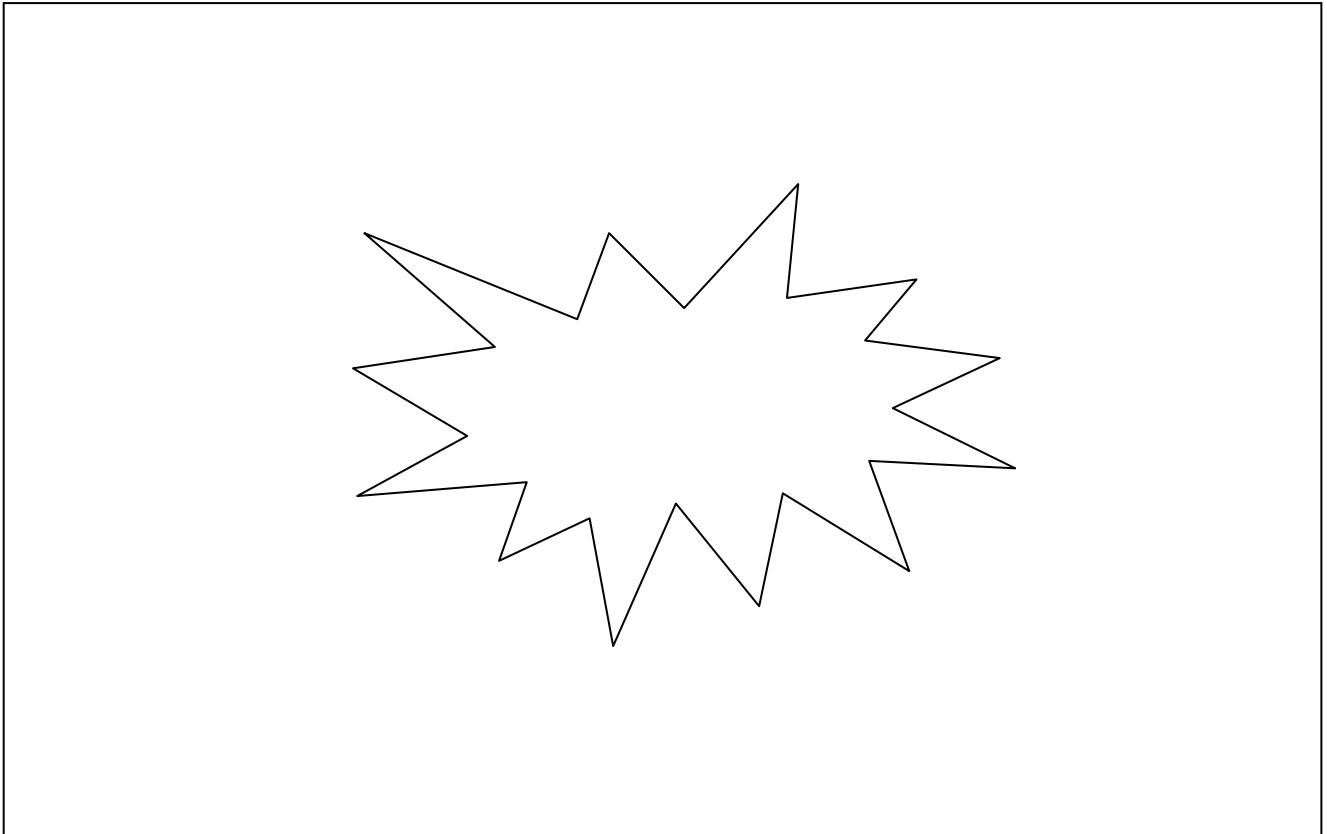
Time: 5-10 mins

Depending on the number of students you have, you can put them into groups and give them the sheet below, or you can do the activity as a class on the board.

This activity is good for introducing the topic of the lesson to the class. It is good for seeing how much vocabulary the students have already, and for teaching the words that they will need for the lesson.

The students write the name of the topic in the middle of the cloud, for example, 'the weather'. They then make a list of words related to 'the weather'. If they are in groups, you can make it a competition to see which group can complete the 'cloud' first.





18. Mingling (Find a person who...)

Category: Brainstorming/Guessing/Speculating/Games

Level: Beginner +

Preparation: Print and copy the sheets provided.

No. of students: 10 + (Works better with more)

Time: 5-10 mins

Give each student a sheet and have them complete their sheets by walking round and talking to the other students. Obviously this works better with larger groups who don't know each other very well. It is a good ice-breaker for first classes.

When everyone has finished, students can talk about the answers as a class by asking each other further questions.

easy

Find a person who...	Name
likes chocolate	
has a car	
watched TV last night	
plays tennis	
likes the colour blue	
listens to music everyday	
didn't eat breakfast this morning	
likes sushi	
has a pet	

medium

Find a person who...	Name
has a black belt in a martial art	
has been to 3 or more countries	
went to the theatre last year	
has more than 100 books	
has ridden a motorbike	
likes dining out	
wants to be famous	
can play a musical instrument	
likes winter sports	

difficult

Find a person who...	Name
ran out of something last week	
has met a famous person	
enjoys abstract art	
prefers vanilla to mint ice cream	
thinks smoking should be banned	
has a short temper	
has put his/her foot in it recently	
is a hypochondriac	
has seen a ghost	

19. Mingling (Find the person)

Category: Brainstorming/Guessing/Speculating/Games

Level: Beginner +

Preparation: Print and copy the sheet below. A box/bag

No. of students: 10 + (Works better with more)

Time: - 15 mins

Hand out the slips of paper and have the students write their hobby or favourite sport etc. on the slip. They then fold the slip and put into the box/bag. Mix the slips up and have each student take a slip. They then have to find the person who wrote it. To encourage them to speak, tell them that they are not allowed to show the other person the slip, nor ask "Is this yours?" Rather, they should ask "Do you enjoy skiing?" etc. When they find the person, they give the slip back.

20. Memory game

Category: Brainstorming/Guessing/Speculating/Games

Level: Beginner +

Preparation: A series of (flashcard) pictures or words

No. of students: 1 + (Works better with more)

Time: -15 mins

This can be done in groups or as a class. Show the students a series of pictures. Students look at the cards for a certain length of time, and then try to recall as many as they can, in order, from memory. If they are in groups they can make a list and the group that remembers the most words or gets the order correct wins.

You can adjust the number of items depending on the level of the class.

Anything can be used – food, sports, countries, items of clothing, emotions etc. depending on your lesson, or you can use words from previous lessons as a review.

21. *Shiritori*

Category: Brainstorming/Guessing/Speculating/Games

Level: High Beginner +

Preparation: None

No. of students: 2+ (Works better with more)

Time: 15 mins

This activity is based on the Japanese word game *Shiritori*. One student/group says a word and the next student/group has to say a word that starts with the last letter of the previous word. E.g. Dog, grass, strawberry, yacht, tree, egg, ghost, time, elephant, track, kettle...

You can set rules such as verbs must only be used in their present form, or only nouns can be used etc. depending on the level.

Make it competitive by giving points to the previous student/group when a student/group can't think of a word within the time limit that you have set.

22. Superstitions

Category: Brainstorming/Guessing/Speculating/Games

Level: Upper Intermediate +

Preparation: Research some superstitions from various countries.

No. of students: 4 + (Works better with more)

Time: 30 – 60 mins including discussion

This works better with higher level students. Put the students in groups and read out three sentences. One should be a superstition and the other ones should be fake. (Students may be interested in superstitions from the teacher's country, and this activity could lead into a lively discussion about superstitions in their countries).

In groups the students have to decide which one is a superstition.

E.g. In the UK it is bad luck to:

- a) walk around a table clockwise
- b) walk under a ladder
- c) walk through a park after 12 midnight.

(Answer b)

Example superstitions from the UK:

It is bad luck to put an umbrella up indoors.

White Heather is lucky.

You get seven years bad luck if you break a mirror.

It is lucky to touch wood.

The bride and groom must not see each other before arriving at the church on the day of their wedding.

Brides should have something old, something new, something borrowed and something blue.

It is unlucky to put new shoes on the table.

It is lucky to find a four leaf clover.

23. Three things in common

Category: Brainstorming/Guessing/Speculating/Games

Level: Beginner +

Preparation: -

No. of students: 2 + (Works better with more)

Time: 15 mins (Longer for larger classes)

Put students into pairs/groups and give them a set time limit to find three things that they have in common. The students then present their three things to the class.

This activity works well as a warm up in a new class.

Variation: You can limit the topic depending on your lesson.

E.g. Three things in common about hobbies, or films, etc.

24. Three childhood games in common

Category: Brainstorming/Guessing/Speculating/Games

Level: Intermediate +

Preparation: -

No. of students: 2 + (Works better with more)

Time: 15 mins (Longer for larger classes)

This is similar to activity No. 23, but this time the students try to find games from their childhood that they used to play. This is good for older students, and is good for practicing "I used to....." or "When I was younger I would.....".

It is a good warm up or filler for a lesson about reminiscing or talking about the past and often leads into an interesting discussion.

25. Three things (One is a lie)

Category: Brainstorming/Guessing/Speculating/Games

Level: Beginner +

Preparation: -

No. of students: 2 + (Works better with more)

Time: 15 mins (Longer for larger classes)

This can be done either in groups or as a class. Students make three statements about themselves, but one is a lie. The other students have to guess which statement is the lie.

Give them an example and some time to think of their statements.

- E.g.
1. I have tried bungee jumping.
 2. I have two brothers.
 3. I ate garlic last night.

Which is the lie? (Answer 2).

Variation: You can adjust the statements to fit your lesson plan, for example if the lesson is about future plans, you can have them make three statements about the future.

26. What am I saying? (Pronunciation)

Category: Brainstorming/Guessing/Speculating/Games

Level: High Beginner +

Preparation: Make sentences of sounds that your students find difficult

No. of students: 1 (Better with more) Time: 15 mins

This is good for students who have trouble hearing certain letters or sounds. Put the students into groups or have them work alone. Read out a word. If the students are in groups they can discuss with each other what they heard and raise their right hand if they thought you said one word and the left hand if they thought you said the other.

You should choose sounds that your students have trouble distinguishing. Here are some examples you could use.

E.g. (for students who have trouble with) r/l

If you think the word begins with r – raise your right hand. If you think l – raise your left.

light
right
rice
love
leap
row

b/v
ban
bent
vent
vile
van

p/b
park
brick
cap
cub
bart
burly
pole

t/d
dark
mat
lad
toe
do
try

g/k (hard c)
grow
kill
con
girl
goal
back
tag

27. What do these gestures mean?

Category: Brainstorming/Guessing/Speculating/Games

Level: High Beginner

Preparation: Find some gestures from various countries

No. of students: 2+ (Works better with more)

Time: 30 + mins

Put the students in groups and show them a gesture. In groups have them discuss what the gesture means. (Some gestures have different meanings in different countries, so it should develop into a discussion!)

When you have finished, have them demonstrate some gestures from their countries.

Here are some examples, mainly from the UK and Japan. (Some teachers think it is important that students learn obscene gestures to avoid potential trouble...however you should teach them at your discretion!)

1. Thumbs up (ok – UK)
2. Joining the index finger and thumb to make a circle (money - Japan)
3. Shrugging the shoulders (I don't know/care – UK)
4. V sign with the palm facing towards oneself. (Obscene gesture – UK)
5. Nodding the head (No –Bulgaria)
6. Shaking the head (No –UK)
7. Turning the hand palm up and beckoning with the index finger (come here – UK)
8. Turning the hand palm down and wave the fingers up and down (come here – Japan)
9. Tapping the side of the head with the index finger (stupid – UK)
10. Putting the index finger to your lips (be quiet! – UK)

28. What do you need?

Category: Brainstorming/Guessing/Speculating/Games

Level: High Beginner

Preparation: -

No. of students: 2+ (Works better with more)

Time: 5-10 mins

Put the students into groups and give them an imaginary situation, for example, "going to a party", and ask them to list up what they need.

This is a good lead in to a lesson to get them thinking about the topic. Give the groups a time limit and have them compare their lists when the time is up.

Examples:

Lesson about parties – You are going to a party. What do you need?

Lesson about going abroad – You are going abroad to study for a year. What do you need?

Lesson about cooking – You are making a cake/banquet etc. What do you need?

Lesson about holidays – You are going camping. What do you need?

Lesson about Christmas – You are organizing Christmas dinner for a large family. What do you need?

Lesson about health – You are making a first aid box for a school. What do you need?

29. What happened? (Picture speculation)

Category: Brainstorming/Guessing/Speculating/Games

Level: Intermediate +

Preparation: Prepare pictures or copy the ones below

No. of students: 1+ (Works better with more)

Time: 5-10 mins

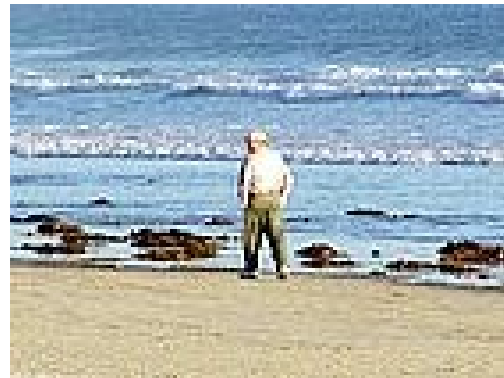
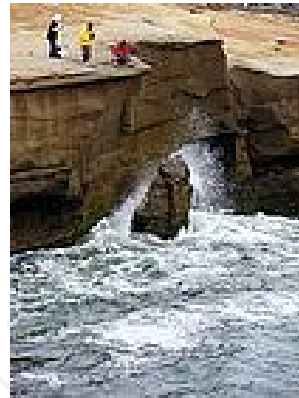
Show the students a picture and have them speculate as to what happened. There are no right answers, so encourage creativity. If the students are in groups have them compete to come up with the most interesting explanation or most amusing explanation.

This is good practice for speculative sentences such as 'could have', 'might have', 'may have' etc.

The photographs below were all in the public domain at the time of publication and were taken from the website www.public-domain-photos.com.

They may be a little unclear when photocopied, so use pictures from newspapers or magazines where possible.

No Sweat! EFL Activities
by I Talk You Talk Press



30. What happens next?

Category: Brainstorming/Guessing/Speculating/Games

Level: Intermediate +

Preparation: Prepare pictures or copy the ones below

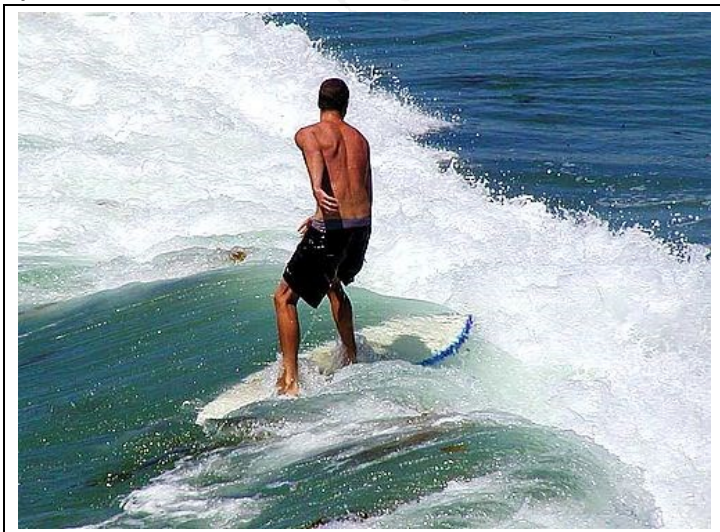
No. of students: 1+ (Works better with more)

Time: 5 -10 mins

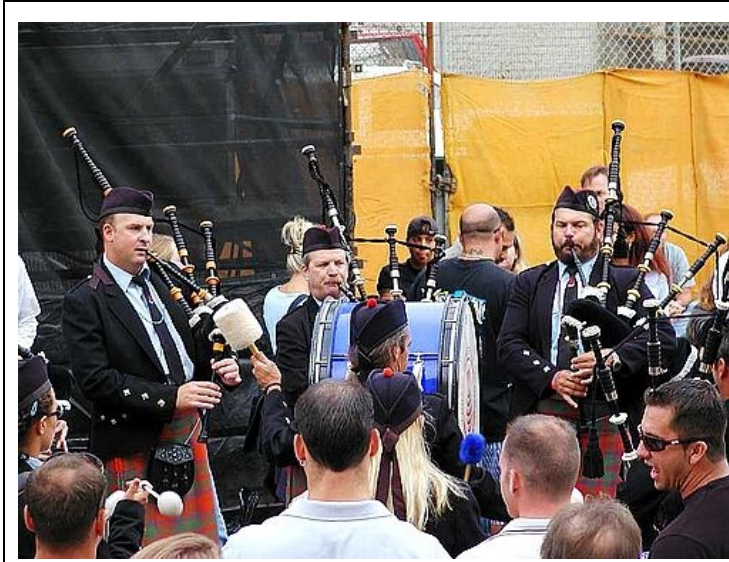
This is similar to the previous activity, but this time the students speculate as to what will happen next. There are no right answers, so encourage creativity. If the students are in groups have them compete to come up with the most interesting or amusing idea.

This is good for practicing future tense structures.

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No Sweat! EFL Activities
by I Talk You Talk Press



31. Who am I?

Category: Brainstorming/Guessing/Speculating/Games

Level: High Beginner +

Preparation: Prepare sticky tape and write the names of some famous people on the slips of paper below.

No. of students: 2+ (Better with more) Time: 5-15 mins

Put the students into pairs and tape the name of a famous person to each student's back. (The student must not see the name of the person!). They have to ask their partner questions to find out the name of the person on their back. The partner can only answer "yes", "no" or "close". If the student is still struggling to guess after many questions, the partner can give hints in the form of gestures.

When they have guessed the name, the other student tries to guess the name on his/her back.

This activity is good as a warm-up.

Choose famous people (sports stars, actors, musicians, politicians etc.) that your class will know.

32. Word connections

Category: Brainstorming/Guessing/Speculating/Games

Level: Beginner +

Preparation: Prepare a bean bag or soft ball.

No. of students: 4+ (Works better with more)

Time: 5-15 mins

Have the students stand in a circle. Set the topic, for example, food or colours. The students throw the ball randomly to each other. When they catch the ball, they must say a word related to the topic and then throw the ball on to someone else. Make it more difficult by setting a time limit. If they can't say a word and throw the ball within five seconds they are out of the game!

Easy topics:

colours, food, sports, countries, famous people

More difficult:

musical instruments, languages, famous actors, films,
kinds of flowers.

33. Word tennis

Category: Brainstorming/Guessing/Speculating/Games

Level: High Beginner +

Preparation: -

No. of students: 2+

Time: 5-15 mins

This is similar to the above activity, but the students are in pairs. If one person can't answer within the time limit their partner gets a point. They then get a new topic and begin again.

34. Yes/No game

Category: Brainstorming/Guessing/Speculating/Games

Level: High Beginner +

Preparation: -

No. of students: 1+

Time: 5-15 mins

This popular game works well as a warm-up. It is also a good introduction to open and closed questions (open questions– can't be answered with a yes or a no, closed questions - can be answered with a yes or a no).

Either you or another student fires questions (a mixture of open and closed) at a student but they must not answer "yes" or "no". If you have enough students, they can be in competition with each other (either in teams or as individuals) and they get a penalty point every time they say "yes" or "no". The team or person with the least number of penalty points is the winner.

You can set the time limit for questioning based on the level of your students. (Around one minute or so is usually enough.)

You can give them feedback afterwards if you wish.

1. Top 5 / Top 10 (Criteria)

Category: Rating/Ranking/Preferences

Level: High Beginner +

Preparation: -

No. of students: 2+

Time: 15 mins

The students can work in groups or individually. Give them 5 or 10 items that they then have to rate according to a criterion. (The topic will depend on your lesson). They then compare their lists with other groups.

Example:

Food: Rate [apples, chocolate cake, spinach, rice, fish, bread, cheesecake, pasta, onions and hamburgers] according to taste, the sweetest, healthiest, unhealthiest, highest calorie content etc.

Sports: Rate [football, judo, skiing, gymnastics, boxing, ice-skating, swimming, bowling, golf, long-distance running] according to difficulty, skill level, most popular etc.

Variation: Have the students think up the five or ten items.

E.g. If your lesson is about restaurants the students could come up with, and then rate, a list of local restaurants according to value for money, quality of the food, atmosphere etc.

Other ideas- tourist sites, celebrities, pets, musicians, countries

2. Top 5 / Top 10 (Preferences)

Category: Rating/Ranking/Preferences

Level: High Beginner +

Preparation: -

No. of students: 2+

Time: 15 mins

This is similar to the previous activity, but this time students rank their top five or top ten things. This can also be done as a group or individually.

The topic will depend on your lesson.

E.g., Rank your top five songs. (Number one is the best).

Top ten films, cities, holiday spots, restaurants, sports, books, websites, etc.

This is a good activity for comparison/superlative lessons and talking about likes and preferences.

Higher levels can talk about their preferences and the reasons why they chose them, and compare them to other students' lists.

3. How useful?

Category: Rating/Ranking/Preferences

Level: Intermediate +

Preparation: -

No. of students: 2+

Time: 15 mins

This can be done in groups or individually. The topic will depend on your lesson.

For example, tell the students that they are going camping, and have them make a list of items they will take. The students then rate the items as to how useful they will be.

Other examples: going to the moon, going abroad, going on a spy mission, sailing around the world.

The groups will have different ideas, so when they have finished have them discuss their lists and reach a consensus as a class. (This works better with higher levels.)

4. Which do you prefer and why?

Category: Rating/Ranking/Preferences

Level: Intermediate +

Preparation: Prepare pictures or use the ones below.

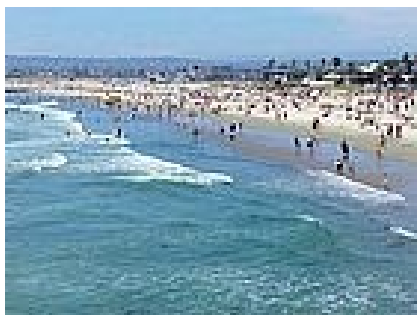
No. of students: 1+ (Works better with more)

Time: 15-30 mins

Show the students two pictures at a time. Ask them which they would prefer to frame and hang on the wall. They have to explain their choice. Try to get them to be as descriptive as possible.

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www.public-domain-photos.com.



5. Would you prefer to...

Category: Rating/Ranking/Preferences

Level: Intermediate +

Preparation:-

No. of students: 1+ (Works better with more)

Time: 15-30 mins (maybe longer if discussion is included.)

Give the students a choice between doing two things and have them choose which they would prefer and explain why. If you have time, encourage a discussion among the students.

Examples:

1. Would you prefer to spend a day cleaning, or cooking?
2. Would you prefer to work in a shop, or a library?
3. Would you prefer to drive a car, or ride a motorbike?
4. Would you prefer to live in the mountains, or by the sea?
5. Would you prefer to spend a month without TV, or without books?
6. Would you prefer to live in your home country, or live abroad?
7. Would you prefer to eat a spider, or parachute out of a plane?
8. Would you prefer to eat raw fish, or raw horse?
9. Would you prefer to bungee jump, or lie in a bath of cockroaches?
10. Would you prefer to spend a day in summer in a room with no air-conditioning, or a room in winter with no heating?

1. Put in order - Conversation

Category: Sequencing

Level: Beginner +

Preparation: Cut a conversation into strips.

No. of students: 1+ (Works better with more)

Time: 5-10 mins

Students can work alone or in groups. Give them a conversation cut into strips and have them arrange the conversation. You can use some of the examples below or you can use a conversation from your lesson – just photocopy the script and have the students arrange it. They can then check with the recording to see if they got it right.

A: Good morning! How are you?

B: I'm fine thanks. And you?

A: Not bad thanks. What are you doing today?

B: I'm going shopping.

A: Oh really? Where?

B: I want to go to that new shopping centre in town.

A: I haven't been there yet. Can I come too?

B: Of course you can!

A: Hello, can I speak to Mr. Phillips please?

B: Yes, certainly. May I ask who is calling?

A: Yes, It's Natasha Westwood.

B: Ok, just hold on a moment.

A: Ms. Westwood? I'm afraid Mr. Phillips is out at the moment. Can I take a message?

B: Erm.....no it's ok. I'll try again later.

A: OK, thanks for your call.

B: Thank you. Bye.

2. Put in order - Future

Category: Sequencing

Level: Intermediate +

Preparation: -

No. of students: 2+ (Works better with more)

Time: 15-30 mins

Put the students into groups and have them speculate on what we will be able to do in the future. (E.g., live on the moon, travel in a time machine, fly cars, etc.) They then put the list in the order that they think we will be able to do those things in, with the soonest first. The groups then compare answers.

This is a good warm-up for future/technology related topics and for using the future tenses, especially "will be able to~"

3. Put in order – Historical dates

Category: Sequencing

Level: Intermediate +

Preparation: Find a list of important historical events and their dates.

No. of students: 2+ (Works better with more)

Time: 15-30 mins

This is easier to prepare for if all your students are from the same country. Find a list of important historical events and either read them out or put them on the board in random order. The students have to write the dates of the events and put them in the correct chronological order. The groups then compare lists. You can make it competitive by giving points for groups who have the correct (or nearly correct) dates and order.

This is a good lead-in to lessons about the past or using the past tense or the passive voice.

4. Put in order - Instructions

Category: Sequencing

Level: Intermediate +

Preparation: Find and cut out a sequence of instructions.

No. of students: 2+ (Better with more)

Time: 15-30 mins

Put the students into groups and give them a set of instructions that have been cut out and mixed up. The material can be pictures or words relating to the topic of your lesson. Some ideas are: putting a bookcase together, frying an egg, using the washing machine, downloading a file, setting up an e-mail account, opening a bank account, or even giving directions to a place. The students have to put the instructions in order.

Each group has the same instructions and when they finish, they compare sequences with the other groups.

Variation: Give each group a different set of instructions, and when they have finished putting them in order, have them 'teach' the other groups. If they have them in the right order the other groups should be able to follow them.

This activity is good for imperative form practice.

You can find lots of ideas on:

<http://www.wikihow.com/Main-Page>

5. Put in order - Inventions

Category: Sequencing

Level: Intermediate +

Preparation: Print and copy the inventions sheet or find others relevant to your class.

No. of students: 2+ (Better with more) Time: 15-30 mins

Put the students into groups and give them a sheet of inventions. The students have to put the inventions in order from earliest to latest and match them to the invention date. When they have finished they compare answers. You can give points for guessing the correct order and the correct dates.

This is good for practicing the passive voice – (The telephone was invented in___), and talking about the past. You could also use it as a warm up for a lesson in which the students have to invent something!

More inventions can be found at the following site.

<http://www.enchantedlearning.com/inventors/>

(Note that the dates for some inventions including the ones listed below vary depending on the source!)

Example

Inventions: the telephone, the x-ray machine, automatic doors, Braille, Coca-cola, the saxophone	
Years: 1825, 1846, 1876, 1886, 1896, 1954	
Invention	Date

Answers: Braille -1825, saxophone – 1846, telephone – 1876, Coca-cola – 1886, X-ray – 1896, automatic doors - 1954

6. Put in order - Pictures

Category: Sequencing

Level: Beginner +

Preparation: Find and cut out a sequence of pictures.

No. of students: 2+ (Works better with more)

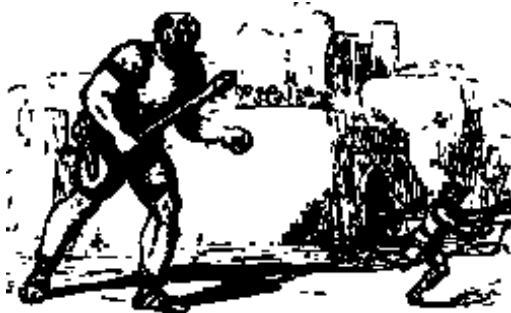
Time: 15-30 mins

Put the students into groups and give them a set of pictures from a strip cartoon or story (with any speech erased out). The students have to put the pictures in order and then make the story that goes with it.

This is a good activity for practicing the simple past and the past progressive. (All designs in this example are from www.openclipart.org)

These designs might not be very clear when copied, so we suggest you try to find your own!

No Sweat! EFL Activities
by I Talk You Talk Press



7. Put in order - Recipes

Category: Sequencing

Level: High Beginner +

Preparation: Find and cut out a recipe.

No. of students: 2+ (Works better with more)

Time: 15 mins

Put the students into groups and give them a jumbled sequence of a recipe. They have to put the recipe in order. (You may have to teach them some vocabulary such as stir, boil, fry etc. beforehand). When they have finished they can compare answers.

This activity leads nicely into a lesson about cooking, giving instructions, or teaching each other how to make dishes from different countries.

Many recipes can be found on the following site:

<http://www.wikihow.com/Main-Page>

You can list the ingredients, or if your students are advanced, have students try to list them based on the recipe! Another variation for high levels is to give them the instructions but don't tell them what the recipe is for. They have to guess what they are making!

Example: Pancakes (<http://www.wikihow.com/Make-Basic-Pancakes>)

Bring a frying pan to medium hot and add few drops of cooking oil/butter.

Crack both eggs into a jug or bowl and beat with a fork for 2 minutes.

Add 1/2 cup of flour to the eggs and mix

Slowly add the milk and the other ingredients (including the rest of the flour) and mix until it is thick and creamy.

Pour the mixture into the hot frying pan and lean the frying pan round to make the pancake spread.

When you see tiny bubbles on the pancake surface, flip it over and let it cook on the other side.

8. Put in order - Story

Category: Sequencing

Level: High Beginner +

Preparation: Cut up a text into strips

No. of students: 2+ (Works better with more)

Time: 15 mins

Put the students into groups and give them strips of a story. They have to put the story in order. You can use a story from the textbook you are using, newspapers or passage on a topic related to your lesson. When they have finished they can compare their sequences. You can give points for the ones who get it correct.

You can then use the text as study material for vocabulary, topic, how to read a newspaper, or written structures in English etc.

Here is an example for higher levels, taken from the BBC Website <http://www.bbc.co.uk/news/business-17811564>

As anyone who survived school will know, there was never any shortage of reminders of how popular you were - or weren't, as the case may have been.

Picked last for the football team, ignored by the prettiest girl or best-looking boy... life can be cruel when you're young.

Fortunately, we all get older and a little more grown up about things.

Or do we? In a world of retweets, "likes" and +1s, there is no shortage of services claiming to tell you how influential and important you now are.

And if you're lucky enough to be up there with the social media elite, you could find yourself being highly sought after from eager brands trying to piggyback your popularity.

9. Put in order and speculate

Category: Sequencing

Level: Intermediate

Preparation: Cut up a text into strips

No. of students: 2+ (Works better with more)

Time: 15 – 30 mins

This is an extension of the picture and text sequencing activities.

After the students have put the pictures or text in order, they can then speculate as to what will come next or what will happen next.

As there is no right answer you should encourage them to be as creative as possible.

An alternative is to withhold the final pictures or part of text and have them try to make the ending themselves. They can then check their answer against the real one and discuss the differences. This extension works better with more advanced classes.

10. Teach us how to...

Category: Sequencing

Level: Intermediate

Preparation:-

No. of students: 2+ (Works better with more)

Time: Adjustable

The students can work in groups or alone. They have to 'teach' the rest of the group how to do something that they can do well. This could be a sport, playing a musical instrument, speaking another language or anything at all. Tell them the week before the lesson so that they can prepare. You can set a time limit for each person and encourage the other students to ask questions.

1. Awarding a prize

Category: Consensus Building/Persuading/Planning/Presenting

Level: Advanced

Preparation: Find three or four short essays or poems.

No. of students: 4 + (Works better with more)

Time: Adjustable (Depends on the difficulty of the vocabulary in the poems or stories you use.)

Put the students in groups of around four. Tell them that they are judges in an English writing (or poetry) competition. They have to award the 1st, 2nd and 3rd prizes. All the judges must agree for a prize to be awarded.

You can use the poems below, find some on the internet or even write them yourself! Whichever you choose, they should be appropriate for your students' level. Haiku or rhyming verse for children may be easier for lower level students.

The students have to give reasons for their choices, and when they have decided, they compare their choices with other groups.

This lesson is a good introduction to a writing/poetry class.

The poems below are suitable for very advanced students and are taken from the following site.

<http://www.readprint.com/books-8/Poetry>

Candidate #1's work: *Fire and Ice* by Robert Frost

Candidate #2's work: *As It Is* by Edith Nesbit

Candidate #3's work: *Sympathy* by Emily Bronte

Candidate 1

Some say the world will end in fire,
Some say in ice.
From what I've tasted of desire
I hold with those who favor fire.
But if it had to perish twice,
I think I know enough of hate
To know that for destruction ice
Is also great
And would suffice.

Candidate 3

There should be no despair for you
While nightly stars are burning;
While evening pours its silent dew,
And sunshine gilds the morning.
There should be no despair--though tears
May flow down like a river:
Are not the best beloved of years
Around your heart forever?

They weep, you weep, it must be so;
Winds sigh as you are sighing,
And winter sheds its grief in snow
Where Autumn's leaves are lying:
Yet, these revive, and from their fate
Your fate cannot be parted:
Then, journey on, if not elate,
Still, NEVER broken-hearted!

Candidate 2

If you and I
Had wings to fly -
Great wings like seagulls' wings -
How would we soar
Above the roar
Of loud unneeded things!

We two would rise
Through changing skies
To blue unclouded space,
And undismayed
And unafraid
Meet the sun face to face.

But wings we know not;
The feathers grow not
To carry us so high;
And low in the gloom
Of a little room
We weep and say good-bye.

2. Best one for the job

Category: Consensus Building/Persuading/Planning/Presenting

Level: Intermediate

Preparation: Copy the CVs below.

No. of students: 4 + (Works better with more)

Time: 15-30 mins

Put the students into groups of around four. Tell them that they are the directors of a large clothes store and are deciding who to employ as a shop manager. They have three CVs to look at and decide. They must all agree on the same person.

The students have to give reasons for their choices, and when they have decided, they compare their choices with other groups.

This activity is good as an introduction for lessons about interviewing, employment, writing CVs etc.

You can use the CVs below for intermediate students or use the templates to make some appropriate for your students.

Name:	Jessica Hurley (Ms.)
Address:	74 Holmes Road, London
Date of Birth:	1 st April, 1970
Education:	1981- 1986 - St. Mary's Secondary School 1986 - 1988 - Weston Technical College (Typing, book-keeping qualifications)
Work History:	1989 - 2005 - Breers Ltd. (Secretary/book-keeper) 2005 - Present - Biggs Shopping Centre (Sales staff)
Hobbies:	Shopping, painting.
Others:	I have a driving license and a car.
	I can work on weekdays only. I am applying for this job because I like your shop's clothes, atmosphere and staff, and I enjoy working in shops.

Name:	Steven Xing (Mr.)
Address:	25b Rose Gardens, London
Date of Birth:	29th February, 1985
Education:	1989- 2000 – West Secondary School 2000 – 2002 – West 6 th Form College (Management, French, Economics qualifications) 2002 – 2005 – Lipton University (BA in Management)
Work History:	2005 – 2009 – English School, Japan (English teacher) 2009 -Present – English School, London (English teacher)
Hobbies:	Learning languages, socializing.
Others:	I am learning to drive. I am fluent in English, Chinese, French and Japanese.
	I can work any day of the week except Sat/Sun & Wed. I am applying for this job because I would like a change from teaching and I want to use my management skills.

Name:	Camilla Thomas (Ms.)
Address:	31 Flint Way, Manchester
Date of Birth:	25 th December, 1979
Education:	1990- 1995 – Hilltop Secondary School 1995 – 1997 – Hilltop College (Drama, English qualifications)
Work History:	1997 – 1998 Bar work in various bars. 1999 -2001 – Theatre box office staff. 2001 – 2002 – Travelled around South America. 2003 – 2005 – Picked fruit while travelling in Australia. 2006 – Present – Clothes shop worker.
Hobbies:	Amateur dramatics, fashion, singing, dancing
Others:	I don't have a driving license.
	I can work any day of the week. I am applying for this job because I would like to get to London so I can be closer to the famous theatres and directors.

3. Education Ministry officials

Category: Consensus Building/Persuading/Planning/Presenting

Level: Advanced

Preparation: -

No. of students: 4 + (Works better with more)

Time: 30 – 60 mins

Put the students into groups. Tell them they are Education Ministry officials of an imaginary country. They have to make an education system for the country, and they all have to agree on all the policies they create. The groups then present their ideas to the class.

If your students are struggling to get started you may have to give them some ideas – the age children should start school, compulsory education, school fees, kinds of qualifications, secondary and tertiary education, public schools, universities, curriculums, exams, foreign language education, students from overseas etc.

If you have enough students in your class, the activity could develop into a class debate, or groups could evaluate or challenge other groups' ideas, etc.

4. Election day

Category: Consensus Building/Persuading/Planning/Presenting

Level: Advanced

Preparation: -

No. of students: 4 + (Works better with more)

Time: Adjustable (May take one or more lessons)

Put the students into groups. In each group one person is selected as the leader standing for election to be Prime Minister of an imaginary country, and the others in the group are the campaign planners and advisors.

*Use your discretion – this topic may not be suitable for some students/nationalities.

Start the activity by asking them about election campaigns (if there are any) or the political system and government policies in their countries. If necessary, give them a basic structure to get them started.

(E.g. come up with a party name, think up basic policies about health, education, defence, economy, government structure, immigration, etc., and think of campaign strategies, publicity, speeches etc.)

When everything is planned, the students give a campaign speech to the class and the other groups have to ask them questions. If you want, you can choose which candidate you think you would vote for, or you can have two groups present to the other students and have the other students vote for a winner from the two. Do the same for all of the groups. If you have time you can have the winners present again until you find the winning group in the class. This activity could go on for a few lessons, depending on how long you wish to study the topic.

5. Film scripts

Category: Consensus Building/Persuading/Planning/Presenting

Level: Advanced

Preparation: -

No. of students: 4 +

Time: Two or more lessons.

Put the students into groups of four or more. They have to write a short film script which they then act out in front of the other students.

Let the students decide the roles amongst themselves (chief director, main writer, actor etc.) They can also decide the story, or you can give them a genre or theme e.g., comedy, love story, ghost story etc.

If you are doing the activity over a few lessons, the first lesson could be the thinking stage, the second the writing, the third the practice stage and the fourth the acting out of the script. If they really get into it you could have them use simple props or add music!

If you have the resources and outgoing students, you could record the performances and play them back in class for everyone to talk about and also to use for feedback.

6. Invent something

Category: Consensus Building/Persuading/Planning/Presenting

Level: Advanced

Preparation: -

No. of students: 2 + (Works better with more)

Time: Adjustable (Two lessons)

This activity is good as a continuation of the "5. Put in order – Inventions" activity. Put the students into groups and tell them they have to invent something.

You can give them a topic, such as "invent something to help people study English", or "invent something to make your life easier" etc. or just let them go with their own ideas. (It could be an object or a method, and can be as realistic or imaginative as they like!)

The first lesson could be used for thinking and planning, and the second for presenting and talking about their inventions. If you have a large class you could have the students vote for the most interesting or most useful invention.

7. Make a commercial

Category: Consensus Building/Persuading/Planning/Presenting

Level: Advanced

Preparation: -

No. of students: 4 + (Works better with more)

Time: Adjustable (Two lessons)

This is similar to the film script activity but this time the students have to make a radio or TV commercial in groups.

It can be for a real or imaginary product or a place (a commercial for the school they are studying at often works quite well!).

The activity can last a few lessons with planning, writing, practicing and performing. If you have the resources you can record the students performing the commercials and use them in a feedback session.

8. Make a promotional pamphlet

Category: Consensus Building/Persuading/Planning/Presenting

Level: Advanced

Preparation: Find some product advertisements/pamphlets

No. of students: 4 + (Works better with more)

Time: Adjustable

This can be a continuation of No. 6 Invent something. The students have to prepare a promotional pamphlet to try to sell their product.

Have them study the examples you brought for examples of persuasive language, copywriting catchphrases and design. They have to make their product sound as appealing as possible.

Variation: Give them a product and tell them they are marketing executives for the company that makes the product. Each group is given the same product and they compete to see which group can make the best copy and catchphrases.

9. Make a promotional presentation

Category: Consensus Building/Persuading/Planning/Presenting

Level: Advanced

Preparation: -

No. of students: 4 + (Works better with more)

Time: Adjustable

This can be a continuation of No. 6 Invent something. The students have to prepare a marketing presentation to try to sell their product.

Variation: Give them a product and tell them they are marketing executives for the company that makes the product. Each group is given the same product and they compete to see which group can make the best or most persuasive presentation.

10. Open a restaurant

Category: Consensus Building/Persuading/Planning/Presenting

Level: Intermediate +

Preparation: -

No. of students: 2 + (Works better with more)

Time: Adjustable (Two lessons)

Warm up: Ask the students which restaurants they like or don't like, and have them explain their reasons.

Another idea is to have them rate local restaurants according to various criteria.

Put the students into groups and tell them that they are going to open a new restaurant in town. They have to decide the place, size, kind of food, menu, prices, interior etc.

They have to make a poster advertising their restaurant, and also a sample menu. They then present it to the class, and then the class chooses which restaurants they would enjoy. You can have them display the posters on the wall when they have finished.

11. Plan a holiday

Category: Consensus Building/Persuading/Planning/Presenting

Level: Intermediate +

Preparation: Copy the cards below.

No. of students: 4 + (Works better with more)

Time: Adjustable

Put the students into groups of around four and give them a different card each from below. Tell them that they have won a week's holiday to a destination of their choice. One of the conditions of the prize is that they all have to go together to the same place. Their task is to come to an agreement as to where they will spend their holiday. Everyone in the group must be satisfied with the choice.

Use the cards below or make your own

You don't like hot places because hot weather makes you feel ill. You love cold places and snow, and enjoy winter sports.	You don't like cold weather. When you go on holiday you like lying on a hot, sunny beach and swimming. You don't like adventure holidays.
You hate lying on beaches or relaxing. You are very active and enjoy adventure sports, such as parachuting. You don't like cities.	You like going to big cities because you enjoy shopping for designer goods. You don't like the countryside or the beach.

(extra)

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12. Plan a tour of your country

Category: Consensus Building/Persuading/Planning/Presenting

Level: High Beginner

Preparation: -

No. of students: 1 + (Works better with more)

Time: Adjustable (Two lessons)

This activity works best if the students are all from the same country.

Warm up: Ask the students about tourist places in their countries – the best places or the most popular, or have them rate places to various criteria.

Put your students into groups (all from the same country) and tell them that your family will be visiting their country for a week next year.

They have to arrange a suitable sightseeing plan for your family. They should consider the best season to visit, places, hotels, transportation, restaurants, tourist sites and any other ideas you have.

They then present their 'tour' to the class.

13. Park planning

Category: Consensus Building/Persuading/Planning/Presenting

Level: Intermediate +

Preparation: Prepare some A3 sized paper.

No. of students: 4 + (Works better with more)

Time: Adjustable (Can be done over a series of lessons)

This is similar to the previous activity, but this time students have to design a park in their groups.

To make it more challenging, tell the students they have to choose four from the list below to put in their park. They all have to agree.

fountain

rose garden

zoo

football field

swimming pool

baseball pitch

tennis courts

children's area

The groups then have to present their ideas for a park to the class. Have the other groups award points based on how attractive they find the park.

14. Town planning

Category: Consensus Building/Persuading/Planning/Presenting

Level: Advanced

Preparation: A map of the town where your school is located.

No. of students: 4 + (Works better with more)

Time: Adjustable (Can be done over a series of lessons)

Show the students a map of the town/city where your school is located. Ask them for their opinions on the layout of the town. Is it easy to understand? Is it easy to get around? What is the transportation system like? Is it easy for wheelchair users to get around? etc...

Put the students into groups of around four and tell them they are town planners. Their job is to design a town centre including parks, shopping areas, transportation systems, etc. They then have to draw the town centre and present it to the class.

You could have the students give the other students' town centre plans marks out of ten for various criteria, such as how environmentally friendly it is, how easy it is for wheelchair users / seniors / children to get around, how good the shopping facilities are, or on how much they would like to live there.

Variation: Students re-design a real town/city in the country they are currently living in.

15. TV programme planning

Category: Consensus Building/Persuading/Planning/Presenting

Level: Intermediate +

Preparation: Find a TV schedule from your country.

No. of students: 4 + (Works better with more)

Time: Adjustable (Can be done over a series of lessons)

Put the students into groups of around four. Tell them they are working for a TV channel whose number of viewers is decreasing. It is their job to turn the TV channel around by planning interesting programmes. They have to fill a Saturday TV schedule from morning to evening with their original programmes.

The groups present their schedule to the class. Have two groups present to the other students and have the other students choose a winner. Do the same for all of the groups. If you have time you can have the winners present again until you find the winning group in the class.

This is a good activity for lessons about TV, media, scheduling etc. You can set the activity up by asking your students about what they watch on TV, or programmes in their country. You could also print off a TV schedule for your country from the Internet to give the students some ideas and to examine cultural differences.

16. Wedding planner

Category: Consensus Building/Persuading/Planning/Presenting

Level: Intermediate +

Preparation: Pictures of weddings

No. of students: 4 + (Works better with more)

Time: Adjustable (Can be done over a series of lessons)

Put the students into groups of around four. Tell them they are wedding planners. Tell them that you are getting married and you are looking for a wedding planning company. You want an extravagant, but affordable wedding.

The groups have to come up with a wedding and reception plan which they then present to you and the class to compete for your business. Students can get ideas from the pictures of weddings.

Choose the best one based on criteria you set beforehand (budget, best value for money etc.) or on the originality of the plan.

1. Describe and draw - Coins

Category: Information Gap

Level: Intermediate +

Preparation: Prepare some sheets of paper

No. of students: 2 + (Works better with more)

Time: 15-30 mins

In pairs or groups, have the students describe and draw the faces of a coin from memory, and have them compare drawings.

Get them to design a new coin and have them explain it to the class. The other students have to listen and draw it.

2. Describe and draw - Pictures

Category: Information Gap

Level: High beginner +

Preparation: Prepare some sheets of paper and pictures

No. of students: 2 +

Time: 15 - 30 mins

This activity is good for preposition reinforcement. Put the students into pairs. Give one person a picture, and without showing their partner, they have to describe it to their partner who draws it from the description. They then compare versions.

Variation: One student describes the layout of their bedroom, kitchen, living room or garden. The other student has to draw it from the description.

Any pictures can be used – people, animals etc.

Examples – Describe and draw



(Illustrations taken from <http://openclipart.org/>)

3. Describe and draw – Dotted paper

Category: Information Gap

Level: High beginner +

Preparation: Prepare some sheets of dotted paper

No. of students: 1 +

Time: 20 mins

This is a good activity for listening comprehension building and understanding directions.

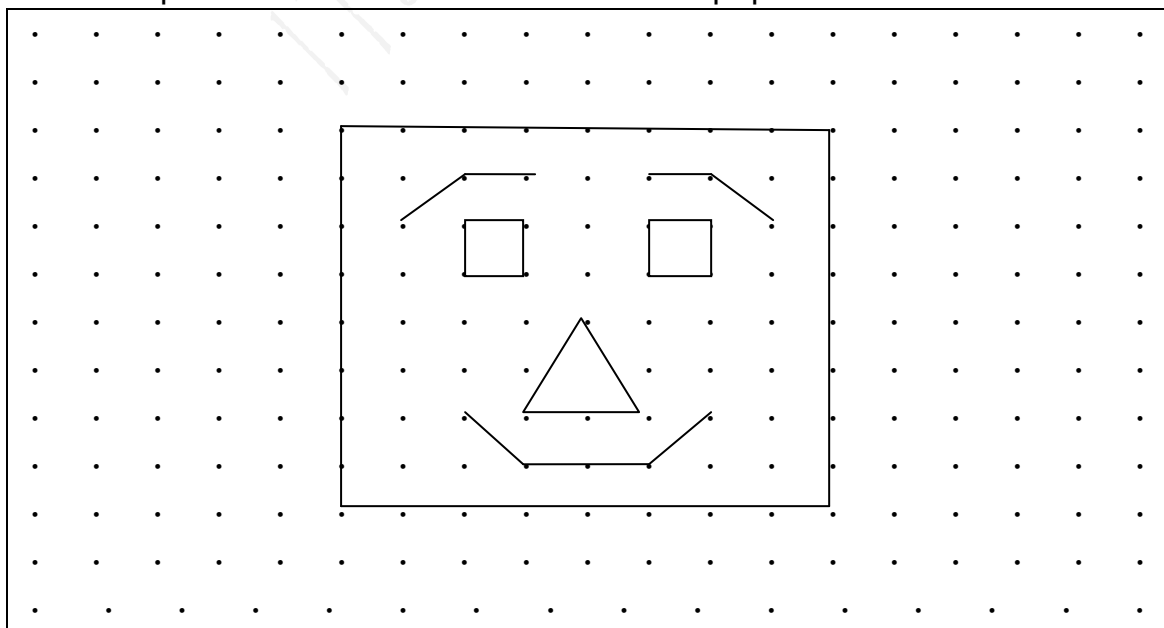
Draw a shape (e.g. rocket, car) on the dotted paper. Don't tell the students what it is and don't show them the paper. Give them directions e.g. go straight 2 dots and then right 5 dots etc.

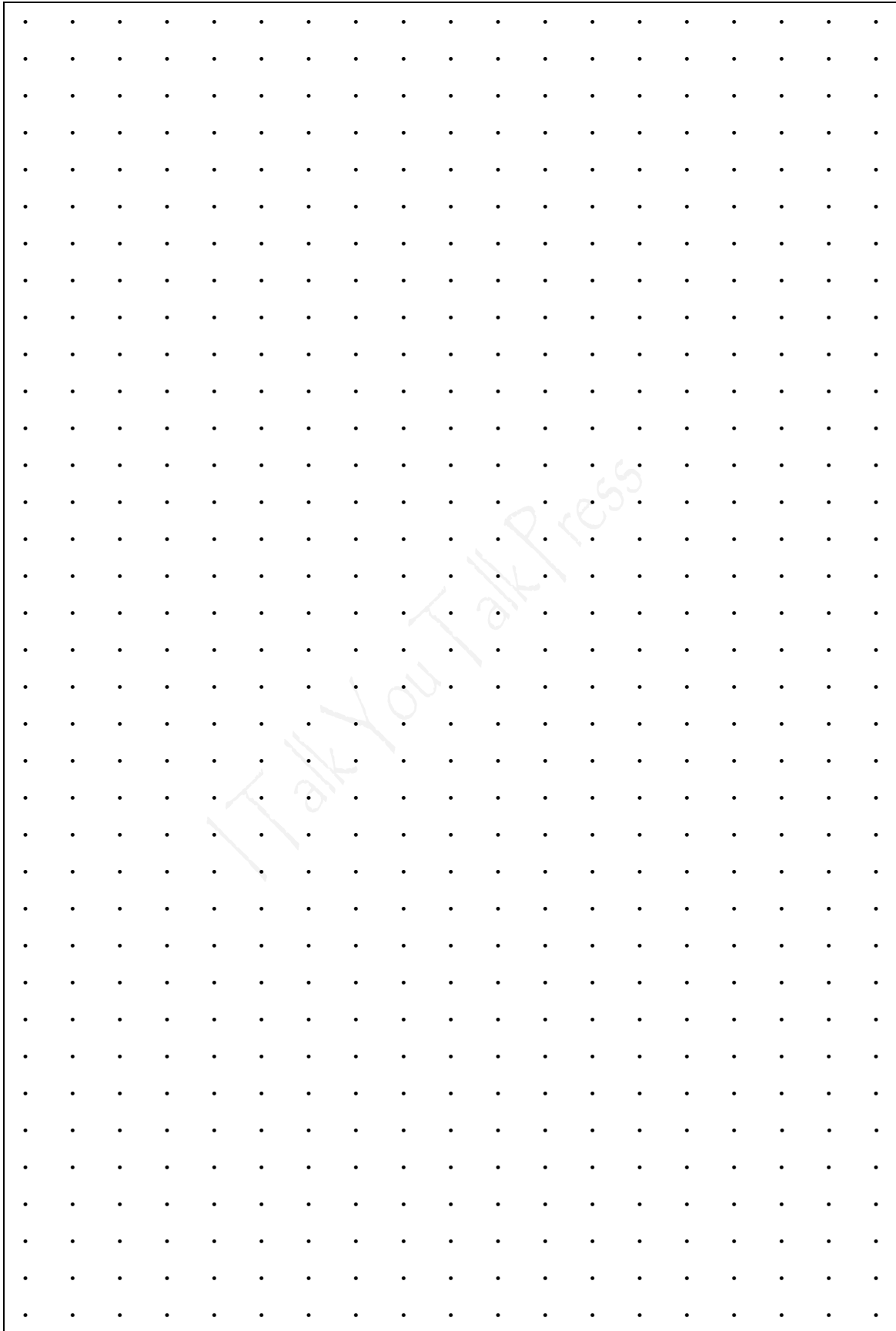
Students have to produce the exact shape on their paper.

Variation 1: Have the students ask questions (e.g. How many dots to the right?)

If you have 2 or more students of average ability, you could let them all have a go at creating their own shapes and giving directions to you and the other student(s).

Example – Describe and draw – Dotted paper





4. Directions - Map

Category: Information Gap

Level: High beginner +

Preparation: Copy the maps below

No. of students: 2 +

Time: 15-30 mins

This is a good activity for the practice stage of a lesson about directions. You will need to teach the students phrases such as "go straight", "cross the street", "turn left/right" etc.

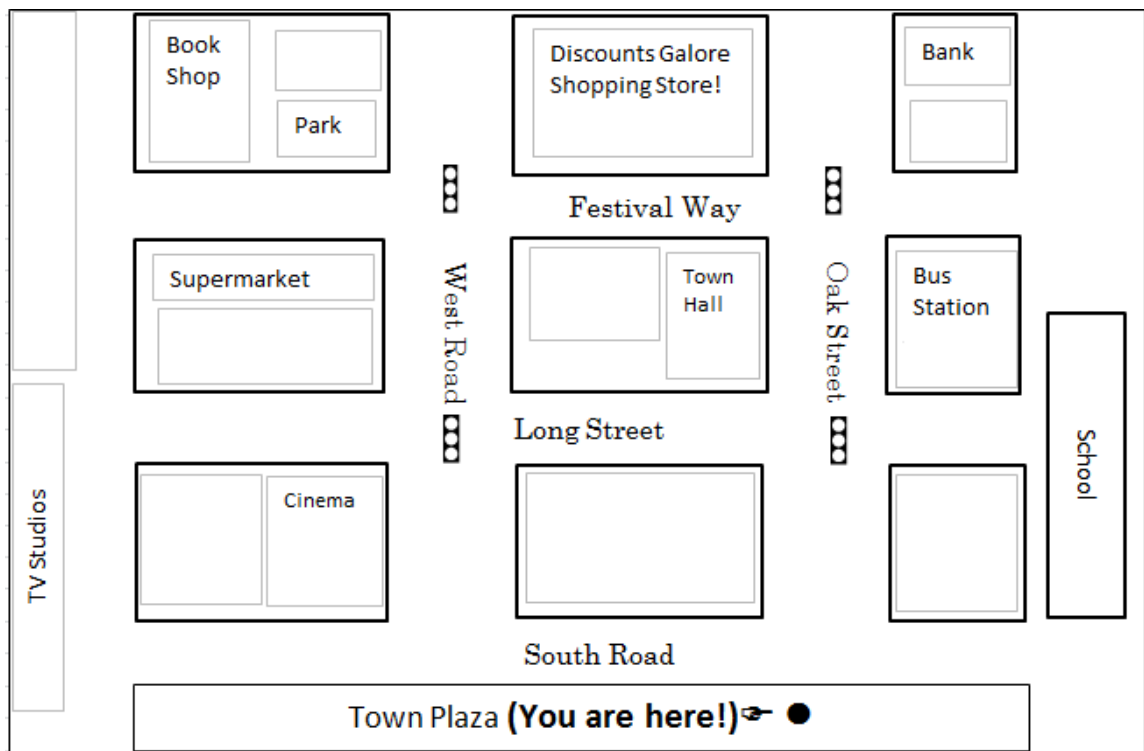
Put the students into pairs and give one Map A, and the other Map B.

They have to ask each other directions to certain places that are marked on each other's map. They must not show the other person their map while they do this.

Example maps below.

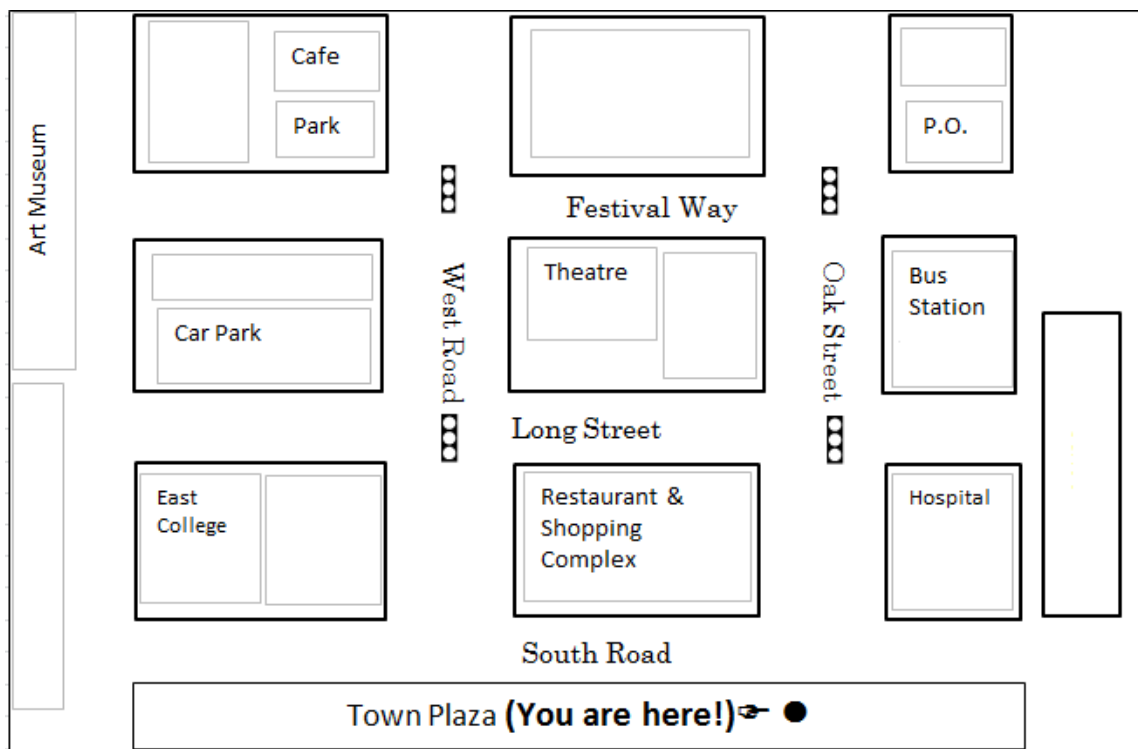
A: Ask your partner where the following place are, and the best way to get there.

The hospital, the art museum, the café, the theatre, East College, the post office, the car park and the restaurant & shopping complex.



B: Ask your partner where the following place are, and the best way to get there.

The Discounts Galore Shopping Store!, the bank, the supermarket, the TV studios, the cinema, the book shop, the town hall and the school.



5. Spot the difference

Category: Information Gap

Level: High beginner +

Preparation: Print the pictures below

No. of students: 2 +

Time: 15-30 mins

This is a good warm-up activity or a good practice stage activity for basic structures – “is there/are there”, “there is/there are”, the present progressive, “it is/they are”, and adjectives.

Put the students into pairs and give one of them picture A and the other picture B. They are not to look at each other’s pictures. There are sixteen differences in total. They have to ask each other questions about the pictures to find all the differences.

(The answers: 1) The line through the 7 in the calendar is missing in image A, 2) The word ‘cards’ on the box is missing in image B, 3) The pen holder is white in A and black in B, 4) There are three pens in the holder in B, but only two in A, 5) There is a mouse under the desk in A, 6) The second file is marked B in image A and D in image B, 7) There is a camera on the computer in image A, 8) There are three buttons on the monitor in B, but only two in A, 9) The handle on the top right-hand drawer is missing in A, 10) The lower right-hand drawer is missing in B, 11) There is a bag of cookies on the floor in A, and paper in B, 12) The bin is black in A and white in B, 12) The bin is empty in A but full in B, 13) There is a hot drink in the cup in B but the cup is empty in A, 14) The cup says ‘I love u’ in A but it is plain in B, 15) The picture is of a sunrise in A but a night scene in B, 16) The monitor is off in A but on in B.

Image A

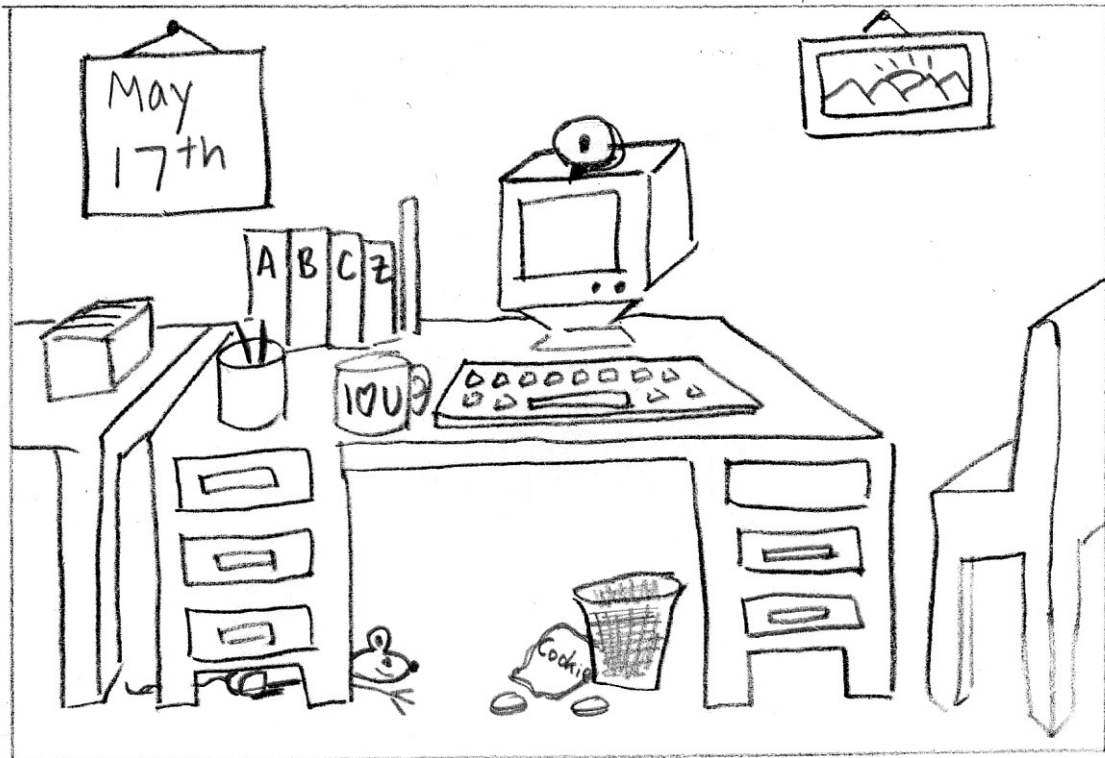


Image B

