

300 MORE

WARMERS & FILLERS

300 ALL-NEW WARMERS, FILLERS & ICE-BREAKERS FOR ANY LEVEL

YES

START YOUR
LESSON
ON THE RIGHT FOOT!

300 SHORT 5-MINUTE
ACTIVITIES THAT CAN BE USED
AS WARM UPS, FILLERS, COOL
DOWNS, & ICE-BREAKERS FOR
EVERY LEVEL!

 NOTHING CAN BE LEARNED IF THE STUDENTS ARE TENSE AND UNWILLING TO SPEAK

1. ANIMAL ACTIONS

Split the class into teams. Assign each student an animal, making sure each team has the same animals within it. Make it clear to everyone that each team has only one elephant, one tiger, etc. (You don't want the whole team leaping up at once!) Randomly shout animals. The students assigned that animal must jump up and perform an action typically associated with that animal, for example, swimming motion for fish, roaring for lion. Keep a tally chart of which team performed the action first. This is a great quick exercise for getting students' attention, and for leading on to teaching actions.

2. I LOVE MY ... BECAUSE

Either in teams or individually get students to come up with a list of 10 reasons why they love a particular thing. For example, I love my mum because, I love my bed because, I love my pet because

Discuss the various reasons.

3. STORY TUB

Write some random words on pieces of paper and place them in a container. Pass the container round and make a student take one word and form a sentence. Write the sentence on the board and then repeat. The idea is to create a short story using the words in the tub. This can be repeated to see the variations of stories that can be made using the same basic words.

4. COMPLETE THE BLANKS

Write a small passage on the board, for example:

"I woke up this morning. The first thing I saw was _____. The weather was _____. I felt _____. I decided that today I was going to _____. I showered and put on my _____. My pet _____ was acting odd. It kept _____. How strange. So I _____."

Have students individually or in small groups complete the blanks, stressing that they can make it as humorous as they like. Go around the class and get students to read the passage, including the inserted words.

5. I AM AN ALIEN

Explain to students that you are an alien visiting earth, and you want to know what things are. Pick up a random object and ask what it is. Encourage students to be as descriptive as possible, prompting with questions when necessary, for example, who uses it, what do they do with it, what is it made from, is it always the same colour, is it expensive. Get students to do the same in groups, taking it in turns to be the inquisitive alien.

6. FIND IT

Split the class into two teams, either boys versus girls or line down the middle. Place picture flashcards around the room. One person from each team must come to the front of the class. Teacher will say, "Find me a" The first student to return with the correct flashcard and say the name of the object wins the point. If they return with an incorrect flashcard they lose a point. (Stops students from just grabbing any flashcard and hoping for the best.) Great for reviewing vocabulary. Be careful to make sure all bags and legs are tucked under tables though, as it can lead to students literally charging about looking for the correct flashcard.

7. A TO B

In pairs, have students direct each other from point A to point B within the classroom. They must only speak in English, and cannot touch one another. Switch locations each time, and have other students acting as barriers to block certain paths. Af-

ter a couple of turns, so students are familiar with the exercise, blindfold the person being given directions and switch the two locations and barriers. This really makes them practice giving and listening to basic directional commands.

8. DRESS UP

For this activity you need a pile of various coloured items of clothing and accessories. Split the class into teams and have them stand in lines. The first person from each team is given a slip of paper with a list of five items they need to wear. For example, pink t-shirt, blue scarf, one purple glove on the left hand, a green necklace and yellow sunglasses. They must then run to the pile, find the correct items and put them on. The first person to return to their team with the correct items wins the point.

9. WHAT IS THE QUESTION?

Provide students with a list of answers and in teams make them come up with the correct questions. This can be as basic or advanced as the level of the class. The questions can be any question, as long as they are sensible questions which would elicit the given answer.

Examples:

- 14 years old (How old are you?)
- 6am (What time did you wake up?)
- Doctor (What do you want to be when you are older? What job does your father do? Who was the last person you spoke to?)

10. HOW OFTEN DO YOU ?

Practice adverbs of frequency by giving students a list of questions that they must go round and ask their classmates. Make sure to include some that will make the students laugh as well as really making sure they understand the task.

For example:

- How often do you watch TV?
- How often do you brush your teeth?
- How often do you eat ice cream?
- How often do you go swimming?
- How often do you watch horror movies?
- How often do you eat in a toilet?
- How often do you sing in the shower?

The rules are that they cannot ask the same person more than once and must ask and answer in English. After everyone has completed the task, go around the class and ask the students to tell you who they asked and how often they do it. For example, student 1 may tell you "Jane always watches TV," and then you will move to Jane to tell you about the second question, perhaps getting an answer like "Tom brushes his teeth two times a day," then move to Tom and so forth.

11. PREPOSITIONS PRACTICE – DRAW WHAT YOU HEAR

In small teams, students must draw what they hear. For example, the book is on the table, the table is next to the chair, the bag is under the table, the ruler is in the bag. Depending on the level of the students this can be split into individual pictures,

or one bigger picture containing many items.

12. COLOUR BY NUMBERS

A great variation on the traditional colour by numbers pictures. Give each student a colour by numbers picture sheet, making sure they have colouring pencils, pens or crayons. Then give them instructions for what to colour each number. Some examples include:

- Colour number 1 red if you feel happy
- Colour number 1 blue if you feel bored
- Colour number 1 yellow if you feel sad
- Colour number 1 green if you feel something different
- Colour number 2 purple if you came here today by bus
- Colour number 2 orange if you came by car
- Colour number 2 black if you walked here
- Colour number 2 grey if you came another way

13. I'M HUNGRY, WHAT CAN I MAKE?

In teams, get students to come up with recipes of how to make popular meals. Tell them to include ingredients, rough quantities and what to do with the items. They must then present their recipe to the class and other teams must guess what dish they are making.

14. DICTIONARY RACE

Split the class into teams and give each team a dictionary. They must race to be the first team to find a given word. Once they have found the word they must read the definition. First team to do so scores a point. Good way to practice basic dictionary use skills as well as thinking about how to spell a word based on the sounds.

15. GUESS WHO

One student describes a classmate in three sentences. They can use physical characteristics, personal qualities, what they are wearing, likes and dislikes. The rest of the class must guess who is being described. The person to guess correctly then describes another person.

16. WANTED POSTER

In teams, students must create a "Wanted" style poster. Students must draw an image and then provide a few lines of description. Encourages students to be creative in descriptions.

17. WHAT SHOULD I DO?

Ask students to come up with two or three problems and write these on post it notes. Stick the notes up around the classroom, removing any duplicates. Ask students to look at the notes and think of suitable advice or suggestions to give in reply. After students have had some time to look and think, have a class discussion about any replies. Teacher can pose the questions and encourage students to give responses and discuss reasons for responses.

18. TREASURE HUNT

Modern technology makes this an easy task, with most students having camera phones. Separate students into teams, making sure that each team has at least one member with a camera phone or other camera. Verbally give each team a list of things they must find around the school. It is up to the teams whether they want to try and remember the list, or write it down. The teacher should have a written list for each team to refer back to. Give the teams a short amount of time to go around the school grounds and find their items in order and take a photograph. The first team to return all correct pictures wins.

19. WRITING PRACTICE FOR BEGINNERS

In teams, students must send a person to the board. Each person is given a piece of chalk or a marker and must write the correct letter that the teacher shouts out at random. They must write both upper and lower case, and then run to their seat. The first person to sit down, having written both forms correctly, scores the point for their team. This is a simple but fun activity for younger students, or for those new to the Latin script.

20. WHAT COLOUR IS YOUR TOOTHBRUSH?

Students must group together based on common criteria. Teacher sets the first criterion, and then students must go around the class asking questions until they form groups. Groups must then announce what the common element is. Students spend five minutes together and try to find any other common elements. Students say goodbye to each other before the teacher sets the second criterion and students move on to form different groups and repeat the process.

Criteria Examples:

- Find people with the same colour toothbrush as you
 - Find people born in the same month as you
 - Find people who have the same pet as you
 - Find people who have the same number of siblings as you
 - Find people who have the same colour eyes as you
- Teacher Says

A variation on the classic game of Simon Says, with the only difference being that instead of saying Simon says do something, it is teacher says do something. Call out various actions, preceding some with the words teacher says. If the students do the action without the teacher saying teacher says first, they are eliminated. If a student performs a wrong action, they are eliminated.

21. IF I WON THE LOTTO

Have students pretend they have won a significant amount of money. Ask them to consider what they would do with it. It is not enough to say merely, for example, I would give some to my friends, I would go shopping, I would give to charity, I would buy a house etc. They must apportion the imaginary money and decide roughly how much they would use for certain things. Then, ask Ss to present to the class what they have decided.

22. SUPERMAN!

Play Ss the song "Superman" by Black Lace. Have them pick out the various actions contained within the song. Write them on the board, explaining any that the Ss are unfamiliar with. Then, play the song again, and have the students do the actions to the song!

23. CHA-CHA SLIDE

Great for following instructions and differentiating right from left. Explain lyrics to Ss, then play song and have them dance along to the instructions.

24. TWISTER

This is based on the box game. You will need several laminated cards in the colours red, blue, green and yellow. Alternatively, mark circles on a plain white sheet. Tape the cards to the floor in a grid formation, or tape the sheet down, making sure that whichever you choose is securely in place. Have the Ss line up to enter the game. Have one student as the caller. The caller picks a piece of paper from the body tub, then a colour from the colour tub and reads both. This will produce a command, for example right hand, blue. The first student must follow the command. Repeat the process for the next student. Allow five students to be on the colours at any one time. The first one to fall over or unable to complete a command is out, and must go to the back of the line. Another student can then join the game. For larger classes, if a person falls or cannot follow a command, all Ss in the current game are out and a new set of Ss begin.

In the body tub you will need:

- Right hand
- Left hand
- Right foot
- Left foot

25. GHOSTS

Divide the Ss into teams and allocate each team two ghosts. Draw the ghosts on the board for each team. Decide on a tense to use, and tell students that they must create a story in that tense. Verbs cannot be repeated, and the tense cannot be wrong. Start the game with a simple sentence and go around the teams asking for another sentence to add to the story. If a team cannot give a sentence, use the wrong tense or repeat a verb, they lose a ghost, and the following team begin again with a new sentence. It is helpful to keep track of the verbs used, although other teams will be sure to point out if another team repeats something! Once both ghosts are lost, that team is eliminated. The winning team is the last team to survive.

26. PREPOSITION PRACTICE

Divide the class into two teams. Have one person from each team come to the front of the class. For basic level, just say the actual preposition, and they must do an appropriate action. For example, “on” often leads to students standing on chairs or sitting on desks, “under” sees them crawling under a table or throwing a pen under a desk. The first person to do something that fits the preposition wins a point for their team. Repeat with the next pair of students. Quick paced game that makes them think. An advanced variation is to have two desks with identical objects on it, and give the Ss a full sentence. They must rearrange the objects accordingly. For example, the book is under the desk and the pen is on the book, the pencil is in the carrier bag, the ruler is next to the green eraser.

27. CATCH

Have Ss throw a soft ball at random around the class. If a student drops the ball they must answer a question that the thrower chooses to ask them. Themes can be set beforehand or students can be encouraged to think of original questions.

28. ABOUT ME

Draw three columns on the board, with the first one entitled names, the second places and the third other. Complete five or

so pieces of information in each. Students must guess what they are in relevance to the teacher and provide a full sentence. For example, names Honey, Michelle, Anne, John and Lady Gaga may lead to Honey is your best friend (incorrect), Honey is your pet (correct), Anne is your friend (incorrect), Anne is your mother (incorrect), Anne is your sister (correct). To help weaker students, tell them who the five names belong so they just have to guess between five choices, what the five places are, etc. In other, include possible things you like, do not like, your age, your job (an obvious one!) etc. Once all facts have been correctly put into correct sentences, make the students draw up their own similar lists. Encourage them to use things that their classmates may not already know. Have a student come to the front to do the same as a class activity, or alternatively, have Ss work in small groups. This makes Ss think about statement formation, as well as learning a little bit about each other.

A variation is to use this for question formation, where instead of making a statement, students must pose a question, for example, is Honey your best friend? No. Is Honey your pet? Yes.

29. SUPERHERO FOR A DAY

Ask Ss if they could be any superhero for a day who would it be and why. Discuss.

30. PASS THE HAT

Arrange students in a circle. Set a timer and pass a hat around the group. When the alarm sounds, the student wearing the hat must wear it and talk about a topic of their choice for one minute. After one minute allow another further two minutes for other Ss to ask questions. Re-set the timer and continue. If the hat stops on a person who has already worn the hat, pass to the next person in the circle.

31. TONGUE TWISTERS

Simple but effective way of practicing pronunciation. Write several tongue twisters on the board and have Ss practice saying them.

Examples include:

- She sells seashells on the seashore. The shells that she sells are seashells I'm sure.
- Round the rugged rock the ragged rascal ran.
- A big black bug bit a big black dog on his big black nose!
- Four furious friends fought for the phone
- Tie twine to three tree twigs

32. ENGLISH IS IMPORTANT

Write the phrase "English is important because" on the board, and in groups ask Ss to brainstorm a minimum of six reasons why English is important. Go around the group and write the reasons on the board, omitting any duplicates. Not only does this make students think about giving reasons, but also reinforces why they should study hard.

33. WHAT AM I?

Pick a category, for example foods, animals, shapes etc, and ask students to each write one word from the category on a post it note. Collect them all and stick them to the board, omitting any duplicate. Ask one student to leave the room whilst you select one at random. Do not remove it, but make sure the class understand not to reveal which thing has been chosen. When the student returns, they must guess which thing has been chosen, by asking the class closed questions. The class can only answer with yes or no answers. When they guess correctly, repeat with another student.

34. MONSTER

Draw a monster on the board. Be creative and have many details. Ss must describe the monster. Divide the class into teams and for each team to make a correct statement about the monster they receive a point. For example, it has six eyes, it has twelve toes, etc. Ss are able to practice parts of the body, plurals and number before noun. The team to have the most points can nominate someone to come and draw the next monster.

35. DESERT ISLAND

Have Ss consider what three items they would want if they were stranded on a desert island and to be prepared to answer why. Items can be personal, or practical. Have students write their items on individual post it notes and stick them on the board, omitting any duplicates. Tell the students to work as a team to create a desert island must-have pack, containing no more than ten items. Ss must be prepared to compromise and sacrifice.

36. WHAT'S THE TIME MR WOLF?

Classic game, whereby one student is nominated as the wolf. They walk around a large area (preferably outdoors or in a sports hall) with the other Ss following behind. The Ss must ask the wolf, "what's the time, Mr Wolf?" The wolf shouts out random times in reply. When the wolf chooses, he / she must shout a meal time, ie breakfast time, lunch time, dinner time. Immediately, the Ss must scatter and the wolf must catch one to be the meal. This student becomes the new wolf. Encourage Ss to use a full range of time expressions, not only times on the hour.

37. DRAW A STORY

Dictate a very easy story to Ss, broken down into 6 – 10 sentence sections. Ss must work in small groups to draw a picture for each sentence and create a story board.

Example narrative:

- Lucy ate chicken for dinner
- She watched TV
- She went to bed at 10.30pm
- She couldn't sleep
- She turned on the light
- She went downstairs
- She drank a glass of water
- She went back up the stairs
- She read her book in bed
- She fell asleep with the light on

38. BIN IT!

Which three things in life would Ss send to the rubbish bin if they could? This can be anything, from a detested insect, a disgusting food, an annoying celebrity, a hated school subject Tell Ss to write their three things individually on post it notes and stick them to the board, omitting any duplicates. Have the Ss as a class come up with a universal bin it list, based on consensus.

39. SCANDALS

In groups, tell Ss to think of 7 normal scenarios and 3 scandalous scenarios. They must then, in random order, tell the next group their list. When they come to a scandal, the listening team must jump up and shout, "That's a scandal!" If it is not a scandal, the group reading score a point, and continue with their list until the other team correctly identify one of the three scandals. If the listening team correctly identify the scandal, they score a point and commence reading their list to the next team. If a team finishes their list without the other team correctly identifying the scandals, the reading team scores a bonus point for each scandal missed and play then passes to the next team.

For example:

Tomorrow is my sister's birthday. My mum went to the supermarket last night. My friend cheated on her test

40. MOVIE STARS

Which movie star would play the role of the student in a film about their life? Who would play their mum / dad / sibling / best friend? Why would they cast these people in these roles?

41. FESTIVALS

This activity works best for groups of mixed nationality learners. Ask Ss to tell the class about any special festivals or holidays that they celebrate in their country. After all Ss have spoken, try to find any similarities and differences.

42. WHERE SHOULD I GO?

The teacher tells the student to imagine that he / she is a tourist in town, and wants some suggestions as to where to take a trip. Ask Ss in groups to plan a day trip, including details of any transport needed to go there, or directions of how to walk, admission costs if relevant, where to have lunch, why they should go to the places suggested. Encourage Ss to use multiple attractions within the town.

43. TELL ME A STORY

Write some random words on the board, including a mix of verbs, adjectives, adverbs and nouns. In groups, the Ss need to create a small narrative using all of the words. The teacher can specify what tense(s) they want Ss to work in, or leave this open to the Ss. When this is completed, get each group to read to the class their story.

44. HOW DO I?

In groups get Ss to describe how to complete certain tasks / perform certain activities, making sure they include any equipment or things needed and be as descriptive as possible. As Ss describe to the class how to do things, encourage others to point out any steps omitted.

For example:

- How do I knit?
- How do I play tennis?
- How do I learn English?
- How do I walk a dog?

- How do I play the violin?

45. I WANT TO COMPLAIN!

Have Ss think up various ways to complain in certain scenarios. Have them think up polite ways to get a point across, and then more aggressive ways of conveying the same point. Act out each complaint, encouraging aggressive / angry complainers to be dramatic!

Examples:

- Complain about bad food in a restaurant
- Complain about a piece of faulty equipment
- Complain about a delayed train
- Complain about a late tradesman

46. JOKES

Ask Ss to tell a joke!

47. CAN / CANNOT

Brainstorm animals as a class activity on one side of the board. Brainstorm actions on the other side of the board. In the centre, write the words can and cannot. Make Ss tell you what animals can and cannot do. For example, fish can swim, birds can fly, rabbits can jump, snakes cannot walk, tigers cannot fly. Then ask Ss to say what they can and cannot do.

48. TRUE OR FALSE

Write three facts on the board, and one incorrect fact. Ss must correctly identify the incorrect fact. Get Ss to compile their own lists of three correct statements and one false statement. Go around the class and ask Ss to read to the class, whilst their classmates decide which the false fact is. Note, these are not to be things about the student personally, but general knowledge / trivia style.

For example:

- The capital city of France is Paris
- The fifth planet in the solar system is Jupiter
- The ancient Egyptians built the pyramids in Mexico
- The chemical symbol for water is H₂O

49. SPOT THE ODD WORD OUT

Write four words on the board, three of which can be grouped together, one which cannot. Ss must spot the odd word. Ss then create their own four words and take turns to write them on the board for the rest of the class to spot the odd one out.

Examples:

- Guitar / Cheese / Violin / Harp
- Cat / Tiger / Bed / Fox

- England / Spain / Germany / Paris
- Football / Cricket / Music / Skiing
- Happy / Sad / Joyous / Ecstatic

50. SYNONYMS AND ANTONYMS

Pick a word. Brainstorm synonyms and antonyms. Create a sentence using the original word. Interchange words to see in context. Repeat for another word.

51. GREETINGS, MY FRIEND!

For small classes, Ss to act individually, for larger groups, put Ss in small teams. Give each student / team an envelope with a country written inside. They are not to reveal this country. Each student / team must then come to the front and say "Greetings, my friend," whilst performing the gesture typically associated with a greeting in their allocated country. For example, a student allocated the USA will shake hands, a student allocated Japan will bow, a student allocated France will air kiss, a student allocated Thailand will wai. Other Ss must then identify the country allocated to the performing student.

52. POSTCARD

In groups, tell Ss to imagine they are on their dream vacation. They are to send a postcard to their friend, being as descriptive as possible. Tell them to mention activities, weather, food, plans for rest of the holiday, etc. Groups then "send" their postcard to another group, who then read out the card they received.

53. PYRAMID WORD BUILDING

Start with a very simple word, of maybe three words. Ask Ss to add any letter to come up with a new word. They can change the order of the letters. Then add another letter to create a new word, and so on. See who can create the longest word.

54. VOWEL PLAY

Choose a sentence starting with I like Change all the vowel sounds for the words following through the order of the vowels.

For example:

- I like to eat apples and bananas
- I like to ate aa – pples and b-aa-n-aa-n-aa-s (a vowel sound)
- I like to eat epples and beeneenees (e vowel sound)
- I like to ite ipples and bi-ni-nis (i vowel sound)
- I like to oat opples and bononos (o vowel sound)
- I like to ute upples and bununus (u vowel sound)

Make Ss make another short sentence and repeat. (Example, I like to play football and volleyball.)

55. OVER THE OCEAN

Lead Ss to brainstorm different American English and British English variations of words. This may be different words, or different spellings. Emphasises to Ss how there are many variations between native English speaking countries.

56. SPOT THE DIFFERENCE

Ss to work in pairs, of A and B. Give all the A Ss one picture, and all the B Ss the same picture, but with 8 differences. Ss CANNOT show their picture to their partner, and MUST NOT speak in a language other than English for the duration of the exercise. Tell the Ss that there are 8 differences and that they must find them, by asking and answering questions only.

57. ALL THE LETTERS

Tell Ss the sentence that uses all the letters of the English alphabet:

The quick brown fox jumps over the lazy dog.

Ask Ss to work in groups to come up with similar sentences that use as many of the letters of the alphabet, in correct words, with sentences being grammatically correct and that are not nonsensical.

58. RIGHT V WRONG

For new learners. Select several objects / flashcards that the Ss should already know. Go through them, naming them. After several correct names, give an incorrect word to match an object / flashcards. Do not pause, continue, every few times giving something the incorrect name. The aim is for the Ss to be able to shout out and identify when the teacher makes an error.

59. DISCO!

Play Ss the song DISCO. Point out to them the use of positive adjectives and negative adjectives all starting with the letters of the word disco. In groups, Ss must then choose a word (5 letters or longer) and write positive adjectives and negative adjectives for each letter. At the end, invite groups to come and sing their song, in the style of DISCO.

60. TELL ME A SECRET

Ss must form groups of around 6 to 10, and stand in lines. One student must come and whisper the same sentence, as written down by the teacher, to the front person in each team. The Ss must then relay the message down the line to the end, where the last person must write down the secret. The last person in line comes to the front of the line (to prevent the same student from writing every time) and repeat. After a few rounds, invite the Ss to read the "secrets". The team with the most correct, or closest sentences, wins.

61. WORD CHAIN

Prepare several sets of words that all have a common word that can be added to the front or end of each word to form a completely new word. Have Ss find the common word. To expand on the activity, have Ss in groups try and think of their own lists and common words to present to the other groups.

For example:	chain	box	bag	man	(MAIL)
	puppet	print	food	ring	(FINGER)
	ball	man	storm	flake	(SNOW)

62. WORD ASSOCIATION

A word is chosen at random. (Maybe flick through a dictionary and choose word at the top of the page you stop at.) Go around Ss one by one and they must say a word that they associate with that word. The next Ss must associate a word with the second word, and so on. Associations must be obvious.

For example: Elephant, Jungle (where elephant lives), Tree (in a jungle), leaf (on a tree), flower (usually has leaves), bee (likes flowers), honey (bees make), bread (often eaten with honey), cheese (often eaten with bread), pizza (cheese is on a pizza), restaurant (pizza served in a restaurant), waiter (works in a restaurant), policeman (job, as is waiter), criminal (police catch criminals)

63. LETTER CHANGER

Start with a common four letter word. Ss are to change one letter at a time, keeping the other letters in the same order, to create a completely new word. See how many words can be created.

For example: tree, thee, then, than, that, what, whit

like, lice, mice, dice, rice, ride, hide, tide, bide, bade, made, make, cake, rake, take, tale

64. STORY TIME

Read a short story to Ss and then ask them questions based on the story you told.

65. TASTES

Brainstorm food and drinks. Brainstorm different tastes. Have Ss match each item to the closest taste. For example, cake is sweet, coffee is bitter, lemon is sour.

66. ADJECTIVE BUILDING

Helps teach students the order of adjectives. Write the word "hair" on the far right hand side of the board. At the far left write "He has" and underneath "She has". This will initially provide two sentences, he has hair and she has hair. Then, to the left of the word hair, draw a column and brainstorm hair colours to complete the column. Have Ss read the resulting sentence combinations. Draw another column to the left and brainstorm hair styles. Have Ss read new resulting combinations. Draw another column to the left and brainstorm hair lengths, and again have Ss read resulting combination. (For example, she has long curly black hair, he has short straight brown hair ...)

At the far left of the board write a with an underneath. At the far right of the board, brainstorm between 6 and 10 random nouns and write in a column. Have students read the objects, using a or an as appropriate. Move to the left and brainstorm colours in a column. Have Ss read the resulting combinations. Move to the left and brainstorm sizes in another column. Have Ss read sentence combinations. (For example, a big blue truck, a small red pencil, a tiny green book, an enormous grey elephant.) Also, point out to Ss how the use of a and an will change depending on the word immediately following it. (For example, an elephant will become a grey elephant and then will become an enormous grey elephant.)

67. WORD SWAP

Write a sentence on the board and have Ss in groups create new sentences by changing just one word at a time. Set a time limit (perhaps five minutes), and see which group can make the most variations.

For example: The girl with blue eyes was happy to go to France, can produce many variations, including the boy with blue eyes, the girl with blue shoes, the girl with green eyes, the girl was sad to go to France, the girl was happy to go to Spain, a girl with blue eyes France.

68. COMPLETE THE LYRICS

Print the lyrics to a song and blank out some words or phrases, depending on the level of the Ss. Give a copy to Ss and either individually or in groups they must complete the blanks as they listen to the song.

69. ANIMAL BINGO

Prepare bingo cards with animal pictures instead of numbers. As an animal is called, the Ss must mark off the picture of the correct animal.

70. ANIMAL BINGO WITH SOUNDS

Prepare bingo cards with names of different animals. Also have the names in a container. Have a Ss come and choose a word from the tub and perform the sound or action typically associated with that animal. The other Ss must mark off the correct word on their bingo sheets. Repeat, using different Ss each time, until bingo is correctly called.

71. FLY SWAT GAME

Divide the class into teams. Give each team a plastic fly swat. Have flashcards attached to the board. Teams must each send someone to the front with the fly swat. The teacher calls a word, and the first student to swat the correct flashcard wins the point for their team.

72. SOUND ALIKE

Lead Ss in compiling a list of word pairs that have the same sound, but different meanings. Get Ss to think of as many as they can, and then give a description of each word.

For example: pain and pane, stair and stare, days and daze, phase and faze, bow and bow (as in bows and arrows, and tie a bow), hair and hare, where and wear, their and there.

73. TENSE CHANGER

Write several sentences on the board in a variety of tenses. Either specify which tense you wish each sentence to be changed to, or have Ss change to as many different tenses as they can.

74. GOSSIP ON THE BUS

In small groups, tell Ss that they are all passengers on a bus. They are to take it in turns to speak, building on what the previous student has said, to create a piece of gossip. (Note to Ss, this is to be made up, and not to use the names of other Ss.) Go around the "busses" to find out the local gossip!

75. COMPLETE THE PUNCTUATION

Provide Ss with a copy of a short extract, minus all punctuation. They must complete the punctuation where they believe it should be.

76. LISTEN AND COMPLETE THE PUNCTUATION

Provide Ss with a copy of a short extract, minus all punctuation. Read the extract to them, making sure to allow appropriate pauses and inflections for Ss to be able to identify correct punctuation and complete.

77. WHAT IS THE JOB?

Have Ss work in pairs or small groups. Provide each pair / group with a piece of paper with a job written on it. They must not reveal this to their classmates. Give Ss a short amount of time to discuss and prepare, and then each pair / group must perform for the rest of the class so they can guess what job it is. The Ss can describe the job, without using the actual word, or act. It is up to the Ss which methods they use to enable the rest of the class to guess the job correctly, but there must be an element of speaking – it cannot just involve mime.

78. RHYMING WORDS

Provide Ss with several words. In groups, they must come up with as many words that rhyme with the original words as possible. Set a time limit, and the group that has the most words for each initial team scores a point. The overall winning team is the team with the most points.

79. SUDOKU

For Ss practicing numbers. Obtain a simple sudoku puzzle, but change the number characters into written numbers. (IE 1 becomes one, 2 becomes two) Give Ss the puzzle and have them complete, using words.

80. CATEGORIES

Good for reviewing previous topics. Write words on the board, and students must group these into the correct categories. Categories may include, for example, parts of the body, colours, foods, musical instruments, sports. For lower level Ss you may wish to give them the category headings.

81. FAMILY TREE

Have Ss draw a family tree and label the relationships to them. In pairs, have Ss question each other on different relationships. For example, what relation is your uncle to your father? What relation is your mother to your father?

82. MAKE A PET SHOP / ZOO / FARM

A fun way of reviewing animals. Give Ss several small pieces of paper. Tell them to draw animals for a chosen category, IE pets, zoo animals, farm animals, wild animals. Each animal is to be on a different piece of paper. Collect the pictures and attach them to a wall, making sure that they are randomly distributed. Ss must count each animal type, to tell the teacher how many of each there are. They must also identify any animals that do not belong in that category.

83. DICE TALKING

Assign numbers one through to six with a different topic. In pairs, Ss have a dice. Ss take turns to roll the dice and talk for two minutes about the topic assigned to that number. If a student rolls a number they have already had, they must re-roll.

84. ALPHABET OBJECTS

In groups, students must find objects in the room beginning with each letter of the alphabet, and display the objects on their desk in alphabetical order. Set a time limit. The group that has the most letters wins. Note, it is a good idea to place a good selection of objects in the room before this activity starts. If the teacher wishes, pictures can take the place of actual objects.

85. TOPIC SUDOKU

Similar to classic Sudoku, Ss must work in groups to create a topic Sudoku. They must draw a simple grid and think of a selection of words associated with an assigned topic and complete them in a master grid, with one word being used once in each row, column and box. They must then use this grid to create a puzzle, making sure that with the puzzle they include a list of all words used. Groups then swap puzzles (retaining the master solution grid) and try to solve the puzzle they are given. Different topics can be assigned to each group to ensure a good variety.

86. CHEESY PIZZA!

A good fun way to encourage Ss to think of questions. Have one student in the hot seat. Other Ss must ask questions, but the student being questioned may only reply with the answer “cheesy pizza.” They cannot laugh, smile, or give a different reply. When the student laughs / smiles, or after two minutes have elapsed, a different student takes the hot seat and a different answer word chosen. This generally leads to Ss asking really creative questions, to laugh at the answer they know they will receive. For example: what do your feet smell like – cheesy pizza, what does your mum look like – cheesy pizza, who is your favourite actor – cheesy pizza, what do you want to be when you finish school – cheesy pizza.

87. BASIC LINE BINGO

Ss to write down 10 numbers from a range as specified by the teacher. Teacher calls numbers at random from the range. First student to mark off all the numbers correctly wins.

88. CATEGORY SPLIT

Choose a main header topic and have Ss break down into categories, and then further break down into individual items. Examples may be food and drink, split down into fruits, vegetables, meats, others and drinks, transport broken down into land, air and water.

89. MATCH THE WORDS AND PICTURES

In groups, give Ss cards with an assortment of words and pictures. Ss must match the correct word to the picture. For more advanced beginners, consider having some words and pictures that do not match, whereby Ss must match all that they can and identify the non-pairing cards.

90. SNAP

With smaller classes, all play together. With larger classes, break the class into groups to play. Give each student 10 cards with a variety of pictures and words. Explain the rules of snap – IE students cannot look at their cards and must have them face down in front of them. Students take it in turn to place their top card face up on the pile, when two pictures / words / word and picture match, the first student to call snap wins the pile. The student who has the most cards at the end of a set time period is the winner.

91. ID CHANGES

Ss must walk around the room, introducing themselves to each other. Make sure Ss include several facts about themselves. After each introduction, the Ss must assume the identity of the person who has just introduced themselves, and move to the next person introducing themselves as their new identity. With each introduction, the students' identity changes to that of the previous student who introduced themselves. After a set time period, have Ss stand in a circle and introduce themselves in their new identity. After each introduction, the correct owner of the identity must identify their self.

92. PIN THE TAIL ON THE DONKEY

Ss work in pairs. One student is blindfolded, and must pin the tail on a donkey picture based on verbal instructions from their partner. Set a limit as to how many instructions can be given. See which Ss can pin the tail in the most accurate spot! Other images can also be used, including pin the flower on the clown's hat, pin the nose on the person, pin the cherry on the cake.

93. GIVE ME

Ss are in groups. Each group has a box containing several items, pictures and words. Teacher chooses an item / picture / word and says "give me a / an" Ss must locate the correct item and the first team to bring the correct thing to the teacher scores a point. Item / picture / word is returned to the box and a different thing is chosen.

94. LINE UP

Ss are to form a line in alphabetical name order. Teacher must not assist Ss, as the aim of the exercise is to make them question each other and figure out where they should be in the line up.

95. MUSICAL CHAIRS

Have a selection of prepared questions in an envelope. Line chairs up and play music. Ss to dance away from the chairs and when the music stops, sit on a chair. Each time, remove a chair so there is one chair too few. The student who cannot sit must draw a question from the envelope, read the question, and then give an answer.

96. DRAW YOUR BEDROOM

Ss are to draw their bedroom, including furniture, label, and then describe their room to the class. Encourage classmates to ask questions, such as when a student has not included something that the rest of the class think they should have, for example, why does your bedroom have no bed?! How many windows do you have? Where do you keep your clothes?

97. ALPHABET PICTURES

In groups, Ss are given a flashcard image of something beginning with every letter of the alphabet. Students must arrange the images in alphabetical order.

98. MUSICAL INTRODUCTIONS

Have chairs arranged in two rows facing each other. Play music and have Ss dance away from the chairs. When the music stops, Ss must sit on a chair. Ss must then introduce themselves to the person sitting opposite them and include three interesting facts about themselves. After both students in each pair have done this, they are to say goodbye, and move away from the chairs. Remove two chairs, continue playing the music, stop the music and repeat. The two Ss who cannot sit must

move to the edge of the room and form a pair. If they have not already done so, they must introduce themselves to each other, with three interesting facts, and remain as a pair. Continue this until only two Ss remain in the game and all Ss are in pairs. Go around the pairs and have the Ss introduce each other to the class.

99. MONSTER MASK

Have Ss spend a short time drawing a monster's face. Encourage them to be creative and to also colour the features. Ss then take it in turns to hold the face in front of their own and talk about their monster selves. For example, my name is Gok, I am a monster. I have four red eyes and a purple nose. I have one brown mouth and one orange mouth. I have curly green hair.

100. QUESTION THE TEACHER

This activity is particularly good with teenage Ss. Throw the class open to them, and tell them they can ask the teacher any question (within reason!) and that you will answer. You will be surprised at how creative they can be with their questions when they want to know something. They may also use this time to practice questions they have learnt as part of the course, or repeat questions that they hear their teacher ask on a regular basis. Make sure you provide a plausible answer, even if it is not completely correct!

101. READING PRACTICE

Pass a book around the class. Ss must read two sentences, then pass the book on. Makes Ss practice their reading skills. Have other Ss identify any mis-pronounced words.

102. PAPER FIGHT

Each student writes a fact about themselves on a piece of paper. Then, Ss must roll their paper into a ball and throw it at another student. Allow one minute for an all out paper throwing frenzy. At the end of a minute, each student must retrieve one ball, open it up and read the fact. Ss must then try to identify the author. For Ss who are not well acquainted, an alternative is to have the author identify themselves when their fact is read out.

103. DO TO ME

Write various actions on post it notes and attach one to each student's back. Ss must not look at what is written on their own post it note, and other students must not tell them. Ss are to mingle in the classroom, chatting with each other about a set topic. (For example, talk about what you do in your free time / your family/ your daily routine) Ss must incorporate into their conversations what action is on the other student's back. After a set time period, Ss are to guess what their post it note says.

Action examples:

- Ignore me
- Be angry with me
- Laugh at me
- Tell me a joke
- Fall in love with me
- Pay me a compliment
- Sing to me

104. CLASS MASCOT

This is an ongoing activity that should only use about five minutes each class. Buy a small teddy bear or other similar mascot for the class. Ss take it in turns to take the mascot home with them after each class and complete the mascot diary. Each class, the student to last have the mascot must tell the class what the mascot did, and other Ss can question for further details. For example, visited grandparents may provoke the questions where do they live? Or how did he get there?

105. IF I RAN THE COUNTRY

In groups, Ss must think about what they would do if they ran the country, and prepare a short campaign speech, with each team member having a part to speak. Campaign speeches must then be delivered to the class, and the class must take a vote at the end as to which group they would most like to see running the country and why.

106. RAINBOW GAME

Ss sit in pairs, and take it in turns to tell their partner about themselves based on what colour of the rainbow the teacher selects.

- Red – what makes them angry
- Orange – what makes them happy
- Yellow – what they do to relax
- Green – what they would do with a large amount of money
- Blue – what makes them sad
- Indigo – most daring thing they have ever done
- Violet – what are their goals and ambitions

107. NAME GAME

Students must think of an adjective that begins with the same letter as their name, and introduce themselves to the class. For example, I am adorable Anne, I am sassy Sarah, I am mischievous Mike, I am tenacious Tony.

This can be built upon by adding to the list of adjectives, trying to think of as many as possible that begin with the same letter as the students' names. For example, I am smart, sassy, sweet, sensitive, sensational Sarah.

108. WOULD YOU RATHER

In small groups, have Ss think of would you rather questions. Groups then pose the questions to other Ss, asking for reasons why. For example, would you rather have a tail or horns? Would you rather be rich or clever? Would you rather lose money or your mobile phone?

109. QUESTION AND ANSWER MATCHING

Ss work in small groups. Write several questions on the board along with answers to the questions, but in a different order. Ss must match the questions to the correct answers.

110. DIALOGUE ORDER

Ss work in small group. Write sentences from a dialogue between two or more people on the board, in a random order. Ss must put the phrases in order to create a meaningful dialogue.

111. SPOT THE SPELLING ERRORS

Give students a copy of a short narrative, with some words deliberately misspelt. Tell Ss how many incorrect words there are in the passage. Ss must identify the incorrect words and provide the correct spelling.

112. DEFINE THE WORD

Ss work in groups. Each group has a dictionary, and chooses 5 words from the dictionary. Ss must write the definition for each word, along with 2 false, but plausible, definitions. Groups read the word and the three definitions. Other groups must identify the correct definition of the word.

113. CODEBREAKER

Ss work in small groups. Each group must devise a code key, and then write a message in the code. Groups swap their messages and code keys, and must decipher the messages written by other groups.

Codes can be as simple as A=1, B=2, C=3, A=Z, B=Y, C=X, or basic symbols may be used. Discourage Ss from spending too long devising elaborate pictorial codes by placing a time limit on the activity.

114. DRAGONS' DEN

In groups, Ss must come up with a concept for a new invention. This can be anything, but the groups must clearly explain what the invention is used for, how it will help people perform tasks / what its purpose is, and all other relevant information. Each group is allocated a set amount in pretend money. Each group must present their idea to the class, trying to encourage other teams to invest in their invention. After each group has presented their ideas, teams must decide amongst themselves how much, if anything, they wish to invest in each project. Teams cannot invest in their own project. Money must be allocated accordingly, and the team with the most pretend money wins the competition.

115. CLASS ORDER

Ss must arrange themselves in order, according to instructions. For example, Ss must stand in height order, Ss must stand in age order, Ss must stand in order of their month of birth. The teacher must avoid helping, as the point of this exercise is to encourage Ss to talk to one another to be able to correctly position themselves.

116. COMPARATIVES GROUPINGS

Ss must find people to meet the two comparatives as stated by the teacher. For example height would mean find someone taller and someone shorter than you, age would mean find someone older and someone younger than you.

117. NATIVE SPEAKER STEREOTYPES

In groups, have Ss discuss and brainstorm what they typically associate with people from the US, the UK, Canada, Australia, New Zealand and South Africa, and what springs to mind when they think of the country itself. Have them consider cultures, customs, foods, famous landmarks, etc. Each group must share their ideas with the class. This can be quite an amusing

exercise!

118. COCKNEY RHYMING SLANG

Give Ss some examples of phrases in Cockney rhyming slang along with what they mean. Have Ss work in groups to use the phrases in context to create a sentence. Then have Ss try to think of at least five rhyming phrases themselves to replace common words, and create a sentence using their new replacement phrases. Go around the teams, getting groups to read out their sentences. Other groups must guess what the word being replaced is, based on the rhyme and the context.

Examples of Cockney rhyming slang:

- Apples and Pears = Stairs
- Adam and Eve = Believe
- Dog and Bone = Telephone
- Bread and Honey = Money
- Trouble and Strife = Wife
- Mickey Mouse = House
- Whistle and Flute = Suit

119. MILITARY GAMES

Ss must line up in drill formation, one student given the role of Captain. Captain shouts orders, Ss must follow. Swap the Ss so each has a turn of playing Captain. Commands need not be specific military based, like march, left turn, right turn, salute etc, but can also incorporate other commands such as take two steps left, jump to the right, clap your hands six times etc. The whole point is to have Ss thinking of, and giving, commands, as well as listening and following instructions.

120. LOVE LETTER

In groups, Ss must compose a short, humorous love letter from one animal to another. For example, dog to cat, tiger to hamster, crocodile to rabbit etc. Ss must incorporate traits particular to their chosen animals. When completed, groups to read their letters to the rest of the class.

121. IF YOU WERE

Pose questions to Ss in the form of if you were a what would you be and why? Ideas include if you were an animal, if you were a kitchen implement, if you were a season, if you were a month, if you were a food, if you were a colour.

122. I-SPY

Classic game. Have Ss look around the classroom and choose objects for others to guess. They must only give the first letter of the object's name, and it must be something that they can actually see, either in the room, outside the door, or out of the window.

- I spy with my little eye something beginning with _____

Other Ss must then guess what the object is. The first student to guess correctly chooses the next object, and so forth.

123. CHAIN FAIRYTALE

All Ss must start their fairytale with the words, “once upon a time,” followed by a sentence. Ss should write this sentence at the top of a piece of paper and then pass their paper to the next student. Each student will pass their paper and receive a paper. Ss must write a new sentence to continue the fairytale, before passing the paper on again. Repeat this process, until all Ss have written a sentence for each fairytale. The last student to write a sentence must then write the words, “The End.” Have each student read the fairytale that they have completed.

124. HEALTHY HABITS

Perform a class brainstorming activity about healthy habits. In small groups, Ss must then design a poster promoting healthy habits. This can include eating and dietary habits, fitness and exercise, germ avoidance, and other lifestyle habits.

125. RAP

Let Ss listen to parts of several different (age appropriate) rap songs. In groups, have Ss devise their own rap song. Have a performance of all the class raps.

126. BREAK THE CODE

In small groups, Ss must create short sentences, replacing one obvious word with a completely nonsensical word that begins with the same letter as the original word. Aim for about five sentences per group. Groups then read their sentences to the rest of the class, who must guess the real word based on the context of the sentence.

For example:

- Last night she watched a good film on the teapot. (Television)
- I bought a new dinosaur to wear to the party on Saturday. (Dress)
- He loves reindeers so I bought him a new book. (Reading)
- His favourite sport is fancy. (Football)
- They had fish and chinchillas for dinner. (Chips)

127. UNHEALTHY HABITS

Perform a class brainstorming activity about unhealthy habits. In small groups, Ss must then design a poster discouraging unhealthy habits. This can include eating and dietary habits, smoking, alcohol / drug use, fitness levels, and other lifestyle habits.

128. HOT AND COLD GAME

Ss work in pairs. One student mentally chooses an object in the room, and must guide the other student to it using words from the temperature scale. Hot equals nearby and cold equals far away. When Ss correctly find the object, swap.

Students may use words such as boiling to indicate that their partner is very close, freezing to indicate that they are very far, warmer to indicate that they are going in the right direction, cooler to indicate that they are moving away from the object, etc.

129. WHERE DO YOU COME FROM?

This activity is to practice nationalities and countries. Provide each student with a piece of paper with a country written on it. Ss must mingle, assuming their new nationality and introduce themselves to each other. They must state where they come from, what their nationality is and what language they speak. For example, I come from Japan, I am Japanese, I speak Japanese. I come from Spain, I am Spanish, I speak Spanish. I come from the USA, I am American, I speak English. If a student gets it wrong, they must sit down.

130. GUESS THE YEAR

Write some world events and the years that they occurred in jumbled order on the board. The Ss must match the event to the year and form a sentence, stating the year correctly.

131. HIGHER / LOWER

Have a student think of any number. They must write that number down, but not reveal to anybody else. Ss take turns to guess the number, with their only instructions being higher or lower to guide them closer to the number. The student to correctly reach the correct number then chooses the next number.

132. FLAVOURS

To build on foods and drinks, have Ss brainstorm different flavours of items. Examples include pizza toppings, milkshake / smoothie flavours, fruit juices, jams, ice creams, crisps. Highlight to Ss that the flavour appears before the item in a sentence, for example a ham and pineapple pizza, a banana milkshake, strawberry jam, salt and vinegar crisps, vanilla ice cream. Have Ss tell the class what their favourite flavours of items are.

133. GET ON YOUR SOAP BOX!

Explain the concept of being on one's soapbox. In pairs or small groups, Ss must think about something they feel strongly about, and be prepared to talk about this for approximately two minutes. Ss to stand on the soap box (imaginary, unless you really want to have a box for this purpose) and talk about their topic. If Ss are struggling, the teacher can suggest issues for them to discuss.

134. SHOW AND TELL

This activity requires the teacher to tell the class in advance to bring something from home to their next class. Ss must tell the class what they have brought, why they chose that particular item, and be prepared to answer questions.

135. WHAT DIDN'T YOU DO??

To allow Ss to practice using negatives. It is common to ask Ss what they did at the weekend / last night etc, but flip the question and ask them what didn't they do last night / at the weekend. They may be baffled to begin with, but provide some examples, (I didn't fly to the moon last night, I didn't go to Mars at the weekend, I didn't go diving with sharks at the weekend, I didn't watch a movie last night), and with so many endless possibilities Ss will be sure to use their imagination to come up with some creative answers.

136. CONNECT THE DOTS

Find a regular simple connect the dots puzzle, and erase the numbers, replacing them with questions and answers that the Ss must join up to draw an image. Number one will just be a question. Number two will be the answer to question one, plus another question. Number three will be the answer to question two, plus another question, and so on, with the final number being just an answer.

137. WHAT WERE YOU DOING WHILE ?

Choose a particular time on a particular date, and ask Ss what they were doing. Simple sentences in the form of "I was" should be created. Have Ss pair up and each form the sentence, "I was while X was", and then reverse to say "X was while I was" Have pairs combine to create groups of four to each create the sentence of what they were doing while other group members were doing other things, and then reverse.

138. LISTEN AND SUMMARISE

Read a short passage to Ss. In groups, they must provide a brief summary, with each group reading their summary to the class. Classmates must critique for any missed key points or any incorrect points.

139. CREATE A DIALOGUE

Give a few sentences and / or words to small groups of Ss. Each group is to have the same. Ss must prepare a short dialogue, incorporating all of the words / phrases, making sure each student has a speaking part in the dialogue. They can use the words and phrases in any order. Groups must then read their dialogues to the rest of the class.

140. WORD USE AND VOCABULARY BUILDING

In groups, Ss must choose ten words at random from the dictionary, and make sentences using these words. The sentences need not be related, and they can create ten separate sentences or use more than one word in a sentence. They must then read their sentences to the rest of the class, explaining any words that the rest of the class do not know from the context of the sentence.

141. SUMMARISE

In groups, Ss must select an article from a newspaper or magazine and create a summary of the article. After all summaries have been completed, all original articles to be displayed on the wall. Groups read their summaries, and the other groups must identify the original article based on the summary provided.

142. TIME CAPSULE

In small groups, Ss are to prepare the contents for a time capsule. Explain to Ss that the information they provide will be used by people in the future to understand what life was like today. Provide Ss with magazines and newspapers, so that they can include pictures as well as a written account. Encourage Ss to include many aspects, including current government, lifestyles, recent technological advances, fashion, popular foods, popular pastimes, music, movies, currency, average costs, etc. They can also include a brief note about themselves as individuals if they wish. For mixed nationality groups, make sure that Ss work together to incorporate aspects from each person's home country. Make sure that Ss include the date of creation. At the end of the class, you may wish to actually seal these items in a waterproof container and have Ss bury them, to be discovered at some point in the future!

143. WHAT AM I?

Pose the following question to Ss:

“I’m the beginning of end, and the end of time and space. I’m the start of eternity and the conclusion of the human race.”

Allow Ss to ponder a short while, before revealing the answer. (Assuming that nobody spots it!) The answer is simple – the letter “E”.

In groups, have Ss devise similar letter riddles.

144. QUICK FASHION PROJECT

In groups, Ss must consider today’s fashion and consider past fashions, to discuss changes in fashions and whether fashion goes full circle. Ss to present their ideas to the class.

145. CREATE A COMPREHENSION

In groups, Ss chose a short article from a newspaper or magazine. Ss to write 5 questions about the article, to form a comprehension exercise. Groups must know the answers to the questions that they create. Groups must then swap articles and questions, and answer the questions devised, based on the material in the article.

146. TREE OF WISHES

Have Ss write down on post it notes 2 or 3 personal wishes / goals that they have. Create a tree of wishes.

147. DEFINE YOURSELF

Individually, Ss must think of no more than 6 words to define themselves. They must then tell the class their 6 words and explain why they have chosen these particular words, if they are not obvious.

148. HOW ARE YOU?

Brainstorm with Ss different ways to answer this question, to avoid constant use of the answer “I am fine.” Make sure that Ss understand that if asked by a stranger or a passing acquaintance, it is a polite question, or a means of breaking the ice, it does not necessarily mean that they really want to know how you are. And, in such a circumstance, “I am fine” is the most appropriate answer. But, that if asked by family or close friends, there is a wide range of different answers that can be used, to really fit the question. (I am great, I am happy, I am okay, I am not well etc.)

149. CARNIVAL OF THE ANIMALS

Let Ss listen to a movement from Camille Saint-Saens’ Carnival of the Animals. Have Ss in groups try to identify the different musical instruments used, and consider what animal they think the piece is meant to represent. Lead a class discussion, and identify the correct instruments and animals. Then encourage group discussion as to how they feel the music portrays the animals, and then come together again as a class for a class discussion about this. (There are 14 movements within the entire suite, so each time this exercise is used it may be best to select one or two for the class.)

150. ESCAPE THE MAZE

Draw a quick maze on the board, with only one exit point, making sure to include a fair few turns and dead ends. Mark an X in the maze. In small groups, Ss must come up with a list of directional commands to escape the maze. Have Ss come to the board and let one student read their groups' directions whilst another student draws the route in the maze. Be sure to stop them if they go wrong and make them think how to correct it. After each team has had a go, ask Ss to draw their own maze, mark a X and write a list of directions how to escape.

151. COMPLETE THE FEATURES

Ss must complete facial features by listening to verbal descriptions. They must draw a face. For example, he has short straight black hair, brown eyes and a big nose. She has long curly blonde hair and blue eyes. Features that are not mentioned can be drawn in any way by Ss. At the end of the exercise, (maybe 5 or 6 descriptions), have Ss compare their images.

152. MESSAGE IN A BOTTLE

In small groups, Ss are to imagine that they have been shipwrecked on a remote island. They are to prepare an SOS message to put inside a bottle to cast adrift on the sea, in the hope somebody will find and send help. Encourage them to be descriptive and imaginative. Have each group read their message.

153. WRITE A LETTER FROM THE FUTURE

Ss are to imagine that they have somehow been transported forward in time. They are to imagine what they think the world will be like, how it has changed, and what things are different in the future. They must then write a short letter, addressing it to a friend they have now in the present.

Ss may work individually, in pairs or in small groups, depending on the level of the class.

154. WRITE A LETTER FROM THE PAST

Ss are to imagine that they have somehow been transported back in time. They are to imagine what they think the world was like, how it has changed between then and now, and what things are different in the past. They must then write a short letter back home, addressing it to a friend they have now in the present.

Ss may work individually, in pairs or in small groups, depending on the level of the class.

155. BALLOON RACE

Each student should be given a small piece of card and a balloon. They should compose a short message to write on the card, giving a brief introduction of themselves and asking the finder to email a set email address (perhaps one the teacher has created especially for this task), stating where the balloon was found, who by and what they were doing when they found it. Finders should also be asked to include the name of the student as written on the card. Balloons should then be sent to fly away with their messages attached. This is a fun exercise, especially when replies are received! A follow up can be done a few weeks later, with Ss reading the replies that their balloon messages received. Keep a wall chart of where balloons were found, noting which ones went the farthest.

156. IF YOU'RE HAPPY AND YOU KNOW IT

Insert own commands into the classic song, based on whatever you have been teaching. Ss must sing along to the core words, and follow the commands as stated by their teacher.

- If you're happy and you know it [insert command]
- If you're happy and you know it [insert command]

If you're happy and you know it, and you really want to show it, if you're happy and you know it [insert command]

This can be done in the style of the traditional song, with the same action repeated three times for each verse, or with different actions for each sentence.

For example, if you're happy and you know it touch your ear / eye / nose / arm etc, if you're happy and you know it hop around / jump up and down / open your mouth / turn around, if you're happy and you know it show me a pen / show me a ruler / show me a pencil.

157. WHO KILLED COCK ROBIN?

Provide Ss with a photocopy of the rhyme, "Who Killed Cock Robin." Assign each part to a student, and have one student be the main narrator. Have Ss read the rhyme.

"Who killed Cock Robin?" "I," said the Sparrow,

"With my bow and arrow, I killed Cock Robin."

"Who saw him die?" "I," said the Fly,

"With my little eye, I saw him die."

"Who caught his blood?" "I," said the Fish,

"With my little dish, I caught his blood."

"Who'll make the shroud?" "I," said the Beetle,

"With my thread and needle, I'll make the shroud."

"Who'll dig his grave?" "I," said the Owl,

"With my pick and shovel, I'll dig his grave."

"Who'll be the parson?" "I," said the Rook,

"With my little book, I'll be the parson."

"Who'll be the clerk?" "I," said the Lark,

"If it's not in the dark, I'll be the clerk."

"Who'll carry the link?" "I," said the Linnet,

"I'll fetch it in a minute, I'll carry the link."

"Who'll be chief mourner?" "I," said the Dove,

"I mourn for my love, I'll be chief mourner."

"Who'll carry the coffin?" "I," said the Kite,

"If it's not through the night, I'll carry the coffin."

"Who'll bear the pall?" "We," said the Wren,

"Both the cock and the hen, we'll bear the pall."

“Who’ll sing a psalm?” “I,” said the Thrush,

As she sat on a bush, “I’ll sing a psalm.”

“Who’ll toll the bell?” “I,” said the bull,

“Because I can pull, I’ll toll the bell.”

All the birds of the air fell a-sighing and a-sobbing,

When they heard the bell toll for poor Cock Robin.

158. WHERE’S THE REMOTE?

Have 2 envelopes, one containing various prepositions, the other containing common items of household furniture, along with the room they are usually found in. Have one student draw a piece of paper from each envelope. They cannot say what they are. This is the location of the missing remote control. Ss take it in turn to ask questions to find the location of the remote control, starting with the room first. They cannot use the name of the room. Rather, they must think of alternate ways to phrase the question, such as for bedroom, do people sleep here at night? For kitchen, do people cook here? The student who knows the location can only answer yes or no. Once the room is guessed, the item must be guessed, again, Ss cannot name the item directly. For example, for chair, do people sit on it? For TV, do people watch it? Once the item has been identified, the race is on for students to discover exactly where it is - Is it under the table in the living room? Is it on the table in the living room? Is it next to the table in the table room? The Ss to correctly identify where it is draws the next two pieces of paper and repeat.

159. DRESS THE DOLL

For younger learners. Using a template, have groups of Ss quickly cut out two paper dolls (one male and one female) and some clothes. They must then colour the clothes according to instructions. (One yellow hat, one green hat, one blue t-shirt, one black t-shirt ...) When each group has two dolls and a pile of clothes, they must dress the dolls according to instructions. For example, she is wearing a red dress and a pink scarf. He is wearing blue trousers, a yellow t-shirt and a green hat. After each set of instructions, groups must hold up their dressed dolls. Each group to select the correct combination scores a point.

160. HOBBIES AND PASTIMES

Brainstorm with Ss hobbies, pastimes and leisure activities. Then have Ss draw a scale of how much they like something. (Love, like, don’t mind, don’t like, hate.) Ss must insert activities on their scale, and then tell the class what they think. For example, I love playing computer games, dancing, horse-riding and watching TV. I like listening to music, playing the guitar and playing volleyball. I don’t mind reading and swimming. I don’t like playing the piano, talking on the telephone and playing football. I hate running and singing.

161. ORANGES AND LEMONS

Teach students the short version of the English nursery rhyme Oranges and Lemons. Write the words on the board to help Ss remember.

“Oranges and lemons,

Say the bells of St. Clement’s.

You owe me five farthings,

Say the bells of St. Martin’s.

When will you pay me?

Say the bells of Old Bailey.

When I grow rich,

Say the bells of Shoreditch.

When will that be?

Say the bells of Stepney.

I do not know,

Says the great bell of Bow.

Here comes a candle to light you to bed,

And here comes a chopper to chop off your head!

Chip chop, chip chop, the last man's dead."

Have two Ss form an archway, standing opposite each other, with their hands clasped together in the air. In pairs, Ss must walk through the archway. After the last word, the two archway Ss must bring their arms down to catch a pair of Ss in the archway. These Ss must each then answer a question posed by the teacher. If they answer correctly, they stand next to the original arch Ss to create a longer arch to pass through, if they answer incorrectly, they must sit out.

162. SHORT STORY WRITING

In groups, have Ss write a short story based on how the animals got their features. (If Ss are familiar with these stories, tell them they are to be original and imaginative.) Set each group a different animal. For example, how the tiger got its stripes, how the snake lost its legs, how the elephant got its trunk, how the zebra got its stripes, how the lion got its mane. Groups are to read their stories to the class.

163. BINGO WITH SUMS

Prepare regular bingo cards. Instead of calling a number though, the teacher must state a sum. For example "10 plus 2", 8 minus 4" "100 divided by 5" Ss play in the regular way, marking off the answers to the sums.

164. A TRIP TO THE FORTUNE TELLER

In groups, Ss must consider one question each they would like to be answered if they were to visit a fortune teller. One student must then act as the fortune teller, and a student "visits" the fortune teller, who must give a light-hearted prediction for the future, taking into account the question posed. Ss swap, so that each member of the group both plays the fortune teller and visits the fortune teller. This exercise encourages Ss to use the future tense.

165. BUCKET LIST

In groups, have Ss devise a list of 10 / 15 / 20 things they think a person should do before they reach a certain age. Have the groups compare their lists.

166. DAYS / MONTHS

Have Ss in a circle recite the days of the week, moving around to the next student for each day. If a student gets it wrong, they are out of the circle. This can also be used for months of the year.

167. A / AN

In groups, provide Ss with a selection of images. They must then group these according to which word are preceded by a, and which are preceded by an.

168. DESIGN A FAIRGROUND RIDE

In groups, Ss are to design a fairground ride. They must say what they have named it, what it does, and why people should take a ride. Have each group present their ride and take a class vote on which one Ss would most like to ride upon.

169. GENIE'S LAMP

Have Ss consider what three wishes they would make if they found a magic lamp. Ss are then to tell the rest of the class what they chose.

170. ABSTRACT

In small groups, Ss are to draw an abstract picture. They must also decide what they believe their picture portrays and why. Each group is to present their image to the class with an explanation.

171. DANCE SESSION!

Let Ss listen to the chorus of a popular song. Have them in groups create a short dance routine for the section of the song. They must be able to give verbal instructions to be able to teach others the dance, not just by demonstration. (For example, 2 steps left, turn around, clap your hands etc.) Once the groups have devised a dance routine, they must perform for the class and teach them how to do it, using instructions in English.

172. A / AN VERSUS THE

Write a list of random nouns on the board. Students must identify which ones are typically preceded by a or an, and which are typically preceded by the. Then have Ss create sentences using a / an or the, using both in the correct context.

173. ROUND SINGING

Teach Ss a simple round song, such as "London's Burning." Have the class sing together. Split the class in half, and have one half start singing, with the other half starting part way through. Split the class into three and repeat. See how many rounds the class can have going at once!

174. ANIMAL GROUPINGS

Have each student draw five different animals on separate pieces of paper. Label one corner of the room zoo, another pet shop, another farm, and the last one wildlife. Have another label in the centre of the room of other. Ss must stick their pictures in the appropriate place, based on where their animals would most likely be found.

175. I BET YOU COULDN'T

In groups, have Ss think of five language based challenges for the other groups. These must be realistic. For example, I bet you couldn't count to 26 while your friend recites the alphabet, I bet you couldn't count backwards from 20, I bet you couldn't spell weird, I bet you couldn't say the alphabet in 10 seconds Groups challenge members of other groups to complete the challenges. For each challenge correctly completed, that team scores a point.

176. ONE SIDED ARGUMENT

Give Ss a scenario in which there would likely be an argument. (Somebody crashed into another person's car, someone receives very bad service in a restaurant, etc.) In small groups, Ss must pick one side of the argument, and prepare a one-sided argument. There are no replies to build from, so Ss must imagine what they think the other party would say in response to certain things, to be able to write their response accordingly.

177. DESIGN A LOGO

Give Ss a fictional company profile. In groups, Ss must devise a logo for the imaginary company, complete with a slogan underneath. Compare the logos.

178. ALLITERATION

In groups, have Ss create 10 alliterative sentences. Ss can use any letters of the alphabet that they like.

179. SPELLING GAMES

Ss are to work in small groups. Read words out loud, Ss are to write down and spell correctly. At the end of the list, groups must switch papers to mark. Read out the correct spelling for each. Group with the most correct answers wins.

180. TARGET PRACTICE

Draw a ringed target on the board, complete with a central bulls eye. Allocate each ring a number of points, with the bulls eye being the highest and the outer ring the lowest. Divide the class into fairly large teams, with between two and four teams. Ss must work in pairs, with one blindfolded. One student must verbally tell the other student, who cannot see, where to place "arrow" (a slim post it note.) They have a maximum of five commands before they must stick the post it note to the target. The ring that it is stuck in is the number of points that team receives.

181. DREAM ANALYSIS

In groups, Ss are to create three dreams that someone had when they were asleep. These dreams are then to be swapped with different teams. Ss must then create a dream analysis, based on how they would interpret that dream. Encourage Ss to be creative, and do not allow any sinister meanings to be created.

182. BASIC ROLE PLAY

Ss work in small groups. Give each group a different basic scenario. They must devise a role play to present to the rest of the class.

183. LIVERPOOL QUIZ

Provide Ss with the Liverpool areas quiz. Also provide them with the answer list, although not in the correct order. Using the clues, Ss must match the correct area name with the clue. Note, encourage Ss to consider the phonetic sounding of words rather than the actual spellings.

Bullied	(Picton)
Ageing Bird	(Old Swan)
Shoe Sick	(Bootle)
Always a Hundred	(Everton)
Hard Rain	(Hale)
Talk	(Speke)
Racket from a Sea Bird	(Dingle)
Alligators cousin is dead	(Croxteth)
Peace Bird Bed	(Dovecot)
Tick Tock the Other Half is Dead	(Toxteth)
Tall Weight	(Huyton)
Captain makes Honey	(Kirkby)
Cold Bricks	(Childwall)
H2O WC	(Waterloo)
Compass Points Horserace	(West Derby)
Salute the Forest	(Halewood)

184. AREA NAMES QUIZ

Have Ss work in team and devise cryptic quiz questions based on local area place names. For example, in relation to Liverpool the clue bullied would lead to the answer Picton (picked on.) Ageing Bird relates to the area called Old Swan, and Shoe Sick refers to the area of Bootle (boot ill.) Groups should aim to produce about five questions. Each group to give the rest of the class their clues, and the teams to correctly guess each clue wins a point.

185. DINGBATS

Write some dingbat style puzzles on the board. In teams, Ss must try to work out which words or phrases are represented.

Examples:

Pot 00000000 (Potatoes)
Somewhere
Rainbow (Somewhere over the rainbow)
Issues issues issues issues issues
Issues issues issues issues issues (Tennis Shoes)
OCE N
A (A drop in the ocean)
H2O WC (Waterloo)

186. CREATE DINGBATS

In groups, Ss must create dingbat style word puzzles. Groups to swap and try to crack the puzzles.

187. A PLACE WHERE

Write the sentence: "A / An is a place where" on the board. Provide Ss with a list of places, and they must complete the sentences by describing what typically happens at a given place, and thus showing they understand what various places are.

For example:

- A zoo is a place where people see animals
- A factory is a place where things are made
- A library is a place where there are many books to borrow
- A cinema is a place where people watch movies

188. COMPARATIVES AND SUPERLATIVES

In groups, Ss must find some examples of comparatives and superlatives between the group members.

For example, Kate is taller than Jim. Joe is the tallest. Shane is younger than Angie. Alan is the youngest. Sue's hair is the longest. Paul's hair is longer than Dom's.

189. COMPLIMENTS DICE

In small groups, Ss are to make a die. On each of the six sides, Ss must write a compliment. Ss take turns to roll the die and pay their neighbour a compliment!

190. CIRCLE THE LETTER

For beginners. Write the alphabet on the board, including upper and lower case letters. Ss take turns to circle the correct letter on the board, as stated by the teacher. Ss must listen not only to the letter, but whether it is upper or lower case.

191. TELLING THE TIME BINGO

Provide Ss with bingo cards with various times on. Call the times, Ss must mark off the correct times. The first one to complete a line gets bingo! Continue for a full house. Times can be in 12 or 24 hour format.

192. MAKE THE PERFECT SANDWICH

Ss must describe what their perfect sandwich is. They must say what bread they would use, what spread, what filling, and what, if anything they would serve it with. All Ss to describe their sandwich.

193. DRAW THE TIME

Ss should divide a piece of paper into 10 sections and label them 1 to 10. In each section, Ss should draw a circle and a rectangle. These are to be clocks. Ss listen to the teacher who will state various times. (Example, number one – quarter past three in the afternoon.) Ss must then draw the hands on the circular clock and complete the numbers in the rectangular digital clock.

194. COMPLETE THE PREPOSITION

Write ten sentences on the board, minus prepositions. Ss must complete the missing prepositions.

195. WHY / BECAUSE

In pairs, Ss must interview each other for two minutes about likes and dislikes. At the end of the two minutes period, Ss must then question each other as to why. (For example, why is pizza your favourite food? Why is science your favourite subject?) Replies must start with the word because Each student must then tell the class one thing about their partner based on the interview and questions. For example, John's favourite food is ice cream because it is cold and delicious, Pete's favourite sport is football because he loves team games, Mary's favourite subject is science because she finds it easy.

196. BIOGRAPHIES

Ss must think about key events in their own lives, and prepare a chronological list of what information they would use if they were to write a biography. Ss take it in turns to present their key events life story (in no more than three minutes) to the class.

197. COMPLETE THE TIMELINE

Have Ss draw a line across a piece of paper, and in the centre of the line write "today". Ss listen to various dates, including years. They must order these on the timeline.

198. ARRANGE THE ROOM

Have Ss work in groups. Each student is to draw two pieces of bedroom furniture, making sure that each group has a good selection of items. Items must be on small pieces of paper. The teacher should then give each team a piece of paper with the layout of a room on, minus the furniture. The teacher has a master copy, containing various pieces of furniture, which they do not show to the class. Each group must send one representative to look at the master copy. They can look for 60 seconds, and then must return to their group and tell them where to put items of furniture, as well as any items that they are missing and so need to draw to put in the room. This student cannot touch the picture or draw anything. The room must be arranged according to their oral instructions.

199. CLOTHES ON A WASHING LINE

Ss must draw a line across a piece of paper. This is to represent a washing line. Ss must then draw the clothes on the washing line according to verbal instructions from the teacher. Inform Ss that they are to peg the clothes in order from left to right on the line. Give Ss 8 to 10 items to complete, making sure there is a variety of colours and styles. (For example, a long red skirt, blue jeans, a short green skirt, a pair of yellow and orange socks, a long sleeved white shirt, a purple t-shirt, a light blue t-shirt, purple trousers.)

200. COUNTABLE / UNCOUNTABLE NOUNS

In groups, Ss have five minutes to complete as many nouns as possible under the headings of countable and uncountable. At the end of the time period, have groups read their lists. Encourage class correction for any incorrectly categorised. The group who came up with the most correctly categorised nouns wins.

201. HOW MANY / HOW MUCH

Write various nouns on the board. Ss must work in groups to categorise those which use how many and those which use how much.

202. STRENGTHS AND WEAKNESSES

Ss must consider that they are in an interview and have been asked to name three personal strengths and three personal weaknesses. They must try to put a positive spin on the weaknesses. Have Ss present their answers in groups.

203. ARRANGE THE NUMBERS

Write a random selection of numbers on the board, using a combination of both actual numbers and words. In small groups, Ss then have a set time in which to order the numbers correctly. Stop the activity at the end of the time. Check the number orders.

204. HOPSCOTCH

Arrange the class into groups of around five. In an outside area, each group must chalk a hopscotch grid on the floor. A small letter card is placed in boxes 1 to 6. Ss take turns to roll a die and hop up and down the grid, collecting the letter that appears on that number. As a letter is collected, a new letter is placed on that square. After 10 letters have been collected, Ss have five minutes to use their letters to make as many words as possible. After the five minutes have elapsed, see which team has created the most words from their letters.

205. COMPARATIVES / SUPERLATIVES ORDERING

Write a selection of comparatives, superlatives and descriptive words on the board. In groups Ss must group and order the words.

For example: Shortest, shorter, short, average height, tall, taller, tallest

Biggest, bigger, big, regular, small, smaller, smallest

206. CREATE A WORD SNAKE

Have Ss draw a long snake. Within the snake's body there must be a line of letters. Ss must hide between 6 and 8 words within those letters. Ss to swap and find the words.

207. CROSSWORD CLUES

Ss can work in pairs or small groups. Provide Ss with a completed basic crossword, minus the clues. Ss must devise clues for the answers. Class comparison of different clues, with the class selecting which clue they think is the best for each answer to create a master clue set.

208. A DAY IN THE LIFE OF

In groups, Ss are to imagine that they are an inanimate object. Ss must write a diary extract for that object, portraying a typical day. For example, a day in the life of a door knob, a day in the life of a welcome mat, a day in the life of a spoon

209. INDIRECT V DIRECT SPEECH

Ss work in small groups. Provide Ss with a newspaper article. Groups must underline all direct speech and indirect speech. Ss must then rewrite these sections, swapping indirect for direct, and direct for indirect.

210. PRACTICAL JOKES

In small groups, Ss must discuss any practical jokes that they know of, and decide as a group which one they think is the funniest. Groups must then tell the rest of the class how to perform the practical joke and why it is funny. The class must then vote on the funniest.

211. PERSONALS ADVERTISEMENT

In small groups, Ss must write a personals advertisement / lonely hearts advert / dating website entry for an animal. This must be written in the first person as though they are that animal, describing the qualities of the animal and the qualities of their perfect partner.

212. POETRY RECITAL

Have a selection of short poems. Put Ss into small groups, and provide each group with a poem. After time to practice, Ss must read the poems to the rest of the class, with each student reading a few lines of the poem. The aim of the exercise is to practice pronunciation, appreciate the use of rhyme and rhythm.

213. BRAND A COMPANY

For business students. In small groups, Ss must work together to come up with a product, create a logo, a slogan and a brief marketing release. Ss must then present their product to the class. Lead a class discussion as to whether the presentations were persuasive enough to encourage people to buy the product or use the service.

214. MATCHBOX TREASURE HUNT

Ss must work in small groups. Provide each group with a matchbox, or other similar sized small container. Ss have five minutes to fit as many things inside the box as possible. The conditions are that the groups must know the names of the items. At the end of the time period, each team must show the rest of the class what they have, and say the name of the item. The team with the most correctly identified objects in their box wins.

215. DESIGN A USER GUIDE

In small groups, Ss are to design a step by step user guide for a common appliance. Ss must then swap user guides, and groups must provide peer feedback. Feedback must include use of language and accuracy, clarity, any missing information.

216. IDENTIFYING TYPES OF MUSIC

Play examples of music from different genres. Ss must identify what type of music is being played, or how they would best categorise each snippet. Then have a class discussion on common features within genres, and which types of music people like best and least and why.

217. LIP-READING

In groups, Ss must each think of a common word or phrase to mouth to the rest of the class. The team to correctly lip read scores a point.

218. PASS THE PARCEL

Like the traditional children's game, the teacher must wrap a parcel with many layers. In each layer though is a slip of paper with a command on. Ss must sit in a circle and pass the parcel around to music. When the music stops, the person holding the parcel removes a layer, performing the action as contained in that layer. If they do so correctly, they remain in the game. If they do not, they are out of the game.

219. SILENT MOVIE

Show Ss a five minute section of a movie, with the sound muted. Identify the characters and the order in which Ss believe they will speak. In small groups, Ss must use this as a template to prepare a dialogue based on what they have seen.

220. INKBLOTS

Provide Ss with images of inkblot pictures. Ss must describe in groups what they see within their pictures. Groups members should be encouraged to question and provide their own views.

221. CLOUD SPOTTING

Ss to look out of the window at cloud formations in the sky. Ask Ss to describe what they see. Compare the images that Ss describe.

222. ONOMATOPOEIA

Lead the class in a brainstorming session of onomatopoeic words. In small groups, Ss must then choose six words and draw an image depicting each sound, along the word within a caption bubble.

223. COLOUR DASH

Place colour cards around the room. Split the class into small groups. Each group must send a representative to the front of the class for each round. The teacher must list some common things that are certain colours, without saying the colour. Ss must then go to the correct colour card. The first student to reach the colour card scores a point for their team.

For example: I am the colour of bananas, canaries, lemons and the sun (Yellow)

I am the typical colour associated with roses, some apples, and I appear in traffic lights (Red)

I am the colour of most leaves, cucumbers, grass and I am made by mixing blue and yellow (Green)

224. WHERE ARE THE MICE?

Ss work in pairs. Each student has an identical image, except one has some mice drawn in different locations on the picture. Ss must not show their pictures to each other. The student with the mice must tell the other student where they are, and they must mark the correct locations on their picture.

225. AFFECT / EFFECT

Write several sentences on the board, omitting the words effect and affect. Ss must identify the correct word to use in each sentence.

226. TRAVEL ITINERARY

In small groups, have Ss plan a one week travel itinerary for a destination of their choice. They must imagine that they are a tour operator, offering fully guided tours. Ss must include places visited, meal plans, where the night will be spent and transport.

227. SIMILE AND METAPHOR

Provide Ss with a list of similes and metaphors and have them differentiate between the two, grouping them into two categories. When this is completed, have Ss think up two of their own examples of a simile and two example of a metaphor.

228. HAVE YOU EVER, WOULD YOU EVER

Make sure that Ss understand one refers to something already done, the other refers to something that may happen. In groups, Ss must think of 5 – 10 questions to pose to other Ss. Ss to question each other and answer each others' questions.

229. NO TEETH SHOWING

Pick a category – animals, food and drink, fruits, famous people, places Ss sit in a circle. Ss take it in turns to say something from that category, moving through the alphabet. So student one says something beginning with the letter a, student two the letter b, and so on. But, Ss cannot show their teeth when they speak! If a student shows their teeth, laughs, cannot

think of an answer or repeats a previous answer, they are out of the round.

230. MIND READING

Tell Ss to follow the instructions as below:

Think of a number between 1 and 10. Multiply it by 9. Add the digits together. Subtract 5. Think of the letter corresponding to that number, where a=1, b=2, etc. Think of an animal beginning with that letter. Think of a colour beginning with the last letter of the animal.

Most of the class will be thinking about a green dog.

Hold up an image of a green dog, and watch the class look shocked! Do not tell Ss how this trick works. This is a great way to make Ss follow instructions, as well as injecting some fun into the classroom.

231. THEIR / THERE / THEY'RE

Write several sentences on the board, omitting the above words. Ss must identify the correct word to complete the blanks.

232. SURPRISE!

In small groups, Ss are to pretend that they are planning a surprise party. They should detail how they would plan and arrange this, what they would need to do, and what they would like to happen on the day.

233. DAILY ROUTINE

On one side of the board, brainstorm daily activities, such as wake up, brush teeth, eat lunch. On the other side of the board, brainstorm time phrases, such as first, and then, next, after that. Have Ss describe their typical daily routine, using a variety of different time phrases to link activities.

234. FOOTBALL QUIZ

Ss work in teams. Give Ss a copy of the British football teams quiz, along with the answers in a jumbled order. Ss must use the cryptic clues to match the clue to the answer.

- | | | |
|-----|--------------------------|----------------|
| 1. | Wild dogs | Wolves |
| 2. | Glass Mansion | Crystal Palace |
| 3. | Male Meadow | Mansfield |
| 4. | Dirty Water | Blackpool |
| 5. | Males Together | Man United |
| 6. | Always One Hundred | Everton |
| 7. | Detectives Need Them | Leeds |
| 8. | Cotton Factory's Barrier | Millwall |
| 9. | Lock The Door | Bolton |
| 10. | Far East Connections | Orient |

- | | | |
|-----|-------------------------|---------|
| 11. | Part of a Ship | Hull |
| 12. | Put Underground | Bury |
| 13. | Larger Than a Duck Pond | Swansea |
| 14. | Cowboy Boots Have Them | Spurs |

235. ACTION STORIES

Choose a short story that has many repetitive words within it. Group Ss and assign each group a word. They must devise an action to perform when they hear that word. Read the story to the Ss, who must listen carefully in order to be able to jump up and perform their team action every time they hear the word in the story.

236. MAKE A SENTENCE

Have three containers with words inside. One container must contain prepositions of place, one must contain adverbs of frequency, and the other container must contain places. Ss must draw one word from the preposition pot, one word from the adverbs pot and two words from the place pot. Using the words, Ss must create a sentence.

For example:

- I never go to the shop near the railway station.
- The gym behind the supermarket is always busy
- The restaurant next to the cinema is rarely open

237. STAY CALM!

In groups, Ss are to imagine an emergency situation. Ss must compile a list of things to do and things not to do in the event of such a crisis occurring.

238. YES / NO / MAYBE

Read a short story to Ss. Make statements about the story, some true, some false, and some ambiguous or unknown. Ss must spot with statements are correct, which are not, and which may be correct.

239. FORMAL V INFORMAL

Lead a class brainstorming activity about how to say certain things / convey meanings in a formal and an informal manner. Using the selection of words and phrases, in pairs, Ss must come up with a situation in which it would generally be acceptable to use them.

240. PASS THE OBJECT

Ss should work in teams of around 6 to 8. Ss should stand in a line. The aim is to pass an object from the start of the line to the end of the line. Each Ss must ask for the object to be passed to them before it can move along the line. The same phrase cannot be used more than once.

For example: Can I have the pencil? May I have the pencil? Could I have the pencil? Pass me the pencil. Give me the pencil.

....

241. PARTS OF SPEECH

Ss should work in small groups. Provide each group with a small article to read. Ss should highlight all verbs in one colour, all nouns in another, all prepositions in another, all conjunctions in another, all adverbs in another, and all adjectives in another. They should then write these words under the correct headings. After a check has been made to ensure they are correct, Ss should then select two words from under each heading and create a sentence, or sentences using these words.

242. MONOLOGUE

In small groups, Ss should prepare a short monologue. These should then be presented to the class.

243. PICK THE WORD

Write words together in groups of 4 on the board. For each grouping, provide a definition. Ss should identify the correct word.

244. A FEW OF MY FAVOURITE THINGS

Let Ss listen to the song My Favourite Things by Julie Andrews. In groups, Ss should think about their favourite things, and try to change the song lyrics to represent their favourite things.

245. DICTATION

Ss to work individually for the first part. The teacher should read a short story to the class, and Ss should write down what they hear, word for word. Then put Ss in small groups to compare what they believe they heard, and they are to create a master version, based on each group member's account. Each group must then read back their version to the class and the group who has the closest version is the winner.

246. DRAW HOW MANY

For beginners. Ss must draw a stated number of objects, as said by the teacher. For example, draw 4 circles, draw 10 triangles, draw 1 heart, draw 6 diamonds, draw 3 squares.

247. BODY PARTS

For beginners. Ss should draw a basic body. Label the parts of the body. See which Ss were able to label the most.

248. POPULARITY CONTEST

Brainstorm a list of positive characteristics. Give each student 5 post it notes. They must decide who is the most of 5 of the characteristics. (The funniest, the smartest, the most hard-working, etc.) Ss are to write the names of the Ss they believe fit the characteristics and stick them to the board next to the word, like a popularity vote.

249. ROOT WORDS

Take 5 common root words and write them on the board. In groups, Ss must list as many words that they can that begin with

that root word. Set a time limit and have Ss read their lists at the end of the time period.

250. DESCRIBE A FAMOUS PERSON

In small groups, Ss must think of a famous person. The famous person should be somebody who most people would know. Ss must describe that person, and the rest of the class should guess who they are talking about.

251. INSPIRATION

Individually, have Ss consider what person they find inspirational and why. This can be anyone from a family member or a friend to a well known current or historical figure. Ss must tell the class who is their inspiration and why.

252. FEEL THE MUSIC

Let Ss listen to a piece of music that either has no words, or where the words are in a foreign language not spoken by class members. Tell the Ss to describe how they felt when they listened to the music and what they think the music is about.

253. PERSUASION

Tell the class to imagine that you are going to give a sum of money to the person who can persuade you that they are person who should receive it. Give Ss five minutes to think of some ideas and then they must try and persuade you!

254. MATCH THE WORD TO THE IMAGE

For younger Ss. Have a selection of pictures on one set of cards and the corresponding words on another set of cards. Shuffle the sets together and put in a pile on the floor. Split the class in half, team one and team two. A person from each team comes to the pile. Shout 2 words. Ss must match the pictures to the words. Perhaps one student will match both, thus getting 2 points for their team. Perhaps both Ss will match 1 with each team gaining a point. Repeat with another two Ss.

255. WAYS TO COOK AN EGG

In pairs, have Ss think of how many different ways they can cook an egg. They must describe how this is done, and what they would serve the cooked egg with.

256. HOKEY COKEY SONG

Have Ss stand in a circle and perform the song with the relevant actions as dictated by the teacher. To differentiate between left and right as well as identifying limbs.

You put your in, your out, in, out, in, out, shake it all about. You do the hokey cokey and you turn around, that's what it's all about.

257. FLAG MAKING

Individually, Ss are to create their own flag to represent themselves. Have Ss divide a piece of paper into 6 sections. Each section has a theme, for example, favourite food, favourite sport, family, where you live, where you were born, future dreams, hobbies Set a time limit for Ss to design their flags. Have Ss show their flags and describe, with an explanation.

258.SUDDENLY

Go around Ss, each student is to add a sentence to create a tall tale. Teacher starts the story with a simple phrase, such as, "I went to eat lunch." The next sentence, and each subsequent sentence, must begin with the word "suddenly."

259.LETTER GAMES

Ss must work in groups. Give each group a blank piece of paper, write a letter from the alphabet on the board. Groups have 2 minutes to list as many words as they can that start with that letter. At the end of 2 minutes, one group must read their list to the class, and other groups must mark off duplicate words. The team reading their list scores a point for each unique word that they have. Move to another group to read their remaining words, repeat the process. Each team will eventually receive a score based on the number of unique words that they were able to create.

260.ANSWER A QUESTION WITH A QUESTION

In pairs, students must question each other. The initial question can be anything, but it must be answered with a question. This second question must then be answered with a question. See how far in a answer with a question chain pairs can get. Select a few pairs to come and demonstrate to the rest of the class.

For example:

What is your name? Why do you want to know? Why won't you tell me? Why is it important? Why are you being so secretive? Why are you being so persistent? What are you trying to hide?

261. NAME GRID

Split the class into small groups of four or five. They must write their first names in a grid formation.

For example:

S	O	P	H	I	E
J	O	H	N		
C	L	A	R	E	
A	M	B	E	R	
P	E	T	E	R	

Each group has five minutes to create as many words as they can by creating chains between the letters. Letters must be next to each other horizontally or vertically, although the lines need not run in straight lines.

262.MATCH THE WORD PARTS

Have Ss each write a word on a piece of paper. Then cut the words in half, thus splitting each piece of paper into two pieces. Ss must then place the two halves into a container. Shake the container to mix the pieces, and then each student must take 2 pieces. The aim is to find the person who has the other half to complete each word. Have a table at the front of the class where matching halves are to be displayed.

263. BODY ALPHABET

Ss must work in small groups. The teacher must call out a letter, and groups must create that letter visually by using their bodies!

264. FORTUNATELY / UNFORTUNATELY

In pairs, Ss must come up with scenarios where they can use both the words unfortunately and fortunately together. For example, unfortunately it was raining last night, fortunately I had my umbrella.

265. ANSWERING THE TELEPHONE

Prepare cards with telephone numbers on. Each number must be written twice, on two separate cards. Distribute the cards to the Ss, giving each student two cards. Ss must take it in turns to “dial” the numbers, saying the number out loud as they do so. Other Ss must listen, because if they have the matching number they must pretend to answer the telephone. (Hello, speaking.) The student who answers the phone must then dial another person. In the event that the chain stalls, choose another student to begin the telephone chain.

266. BODY CLOCKS

Ss stand in a circle and ask “What time is it?” The teacher replies with a time, and Ss must use their arms to show this time, for example 3 o'clock would be should by left arm up and right arm to the side. (Use Ss view of clock for simplicity.) A student to get it wrong is out, and game continues until there is only one student remaining.

267. ANIMAL CHECKERS

Split the class into an even number of small groups. Each group should draw 12 different animal pictures. On each picture they should indicate their group name or number. Groups should then combine with another group, to be able to play against each other. Give each set of 2 groups a checkers board. Ss arrange their pieces in the traditional way, and the groups play a regular game of checkers against each other. However, when a team wants to take a piece belonging to the other team, they must describe what is happening, using the names of the 2 different animals. For example, my kangaroo is jumping over your cat, my bird is flying over your rabbit, my monkey is climbing over your elephant. If a group is unable to do this, they cannot remove the piece.

268. RANSOM NOTE

Have a selection of newspapers and magazines that can be cut up, as well as scissors and glue. In small groups, Ss must create a ransom note. Set the scenario – for example, a kidnapped dog, a stolen garden gnome etc. Ss must also set a rewards and terms for a meet.

269. I'VE DONE SOMETHING NOBODY ELSE HAS

Ss take turns to introduce themselves to the class and state one fact about themselves that they think nobody else in the class will have done. If somebody else has done it as well, they must say so, and the original student must think of another fact until they find something that no one else has done. (I've trekked the Inca Trail, I've flown a plane, I've driven a Ferrari, I've seen the Northern Lights, I've reached grade 10 at piano playing, I've met Beyonce.)

270. POETRY INTROS

Ss must write a brief poem about themselves, including their name and several things about themselves. The poems are read to the rest of the class.

271. DRAW YOUR NAME

Ss must represent their name in pictures. Pictures cannot be repeated. A picture must begin with the corresponding letter of the name. Other Ss must crack the codes to find the names of the Ss. (For example, a picture of a spider, apple, rope, ant and a hotel will create the name Sarah.)

272. TWINNING

Pick a category and write the names of things from that category on separate pieces of paper. Duplicate slips so that there are two of each thing. Put these in a container and mix them up. Ss must take one, and not reveal to anybody else what it is. Ss must make a noise or do an action associated with the word they have. Ss must walk around, making their noise or action, until they find their twin word holder.

273. THINGS COULD BE WORSE

Ss work in groups and take it in turns to say a sentence leading on from the previous statement. The first student says something completely basic. The next student must start their next sentence with, "it could be worse" The chain continues with increasingly worse scenarios and outcomes until Ss cannot think of anything worse!

274. SCULPT IT

Similar to Pictionary, Ss must guess what word is being portrayed. Instead of drawing images though, Ss must create a basic sculpture from plasticine. A student selects a word at random from a container of words, already prepared by the teacher. They then have 30 seconds in which to make a sculpture of the word. The first student to guess correctly takes the next turn and so on.

275. I REMEMBER WHEN

Suitable for teenagers or adult learners. In groups, Ss must come up with a list of 10 things that are different today than they were in their childhood. Compare lists and create a master class list of how times have changed.

276. DUCK, DUCK, GOOSE

Choose two words relevant to a topic you have recently taught. Have the class stand in a circle. One student must walk around the outside of the circle tapping the other students and saying one of the words. One of the words is the "safe" word where nothing happens. If the "unsafe" word is said though the student who was tapped must run around the circle and get back to their place before the tapper does. If the tapper gets their first, the student who was tapped repeats the process of walking around the circle tapping students and saying words. Words can be changed after a few goes to practice different vocabulary.

277. FOLD UP WORD ASSOCIATION

Write some words on the top of different pieces of paper. Ss sit in a circle, each with a piece of paper. They must write a

word at the bottom of the paper that they associate with the header word. Fold up the bottom of the paper so that the new word cannot be seen and pass the paper to the right. Repeat for the new word, fold up then pass. At the end, the student holding each word must open the sheet and read the header word and all the associations. There will likely be multiple words, but there will be some unique associations.

278. QUICK THINKING

Have Ss stand in a circle, with one student in the centre with their eyes closed. Ss must pass a ball around the circle until the student in the centre says stop. The student in the centre says a letter of the alphabet and the person holding the ball must QUICKLY name three things beginning with that letter. If they cannot, they go to the centre. Repeat.

279. WHAT CAN YOU DO WITH IT?

Split the class into teams. Choose a noun. Play passes around the teams, who must provide a verb that you can do with the noun. Verbs cannot be repeated. Verbs must be stated within 10 seconds. If a team cannot think of a verb within 10 seconds, or repeats one already used, the team to answer before them scores a point. Begin again from this team with a different noun.

For example: Apple: eat, chew, swallow, cook, slice, cut, peel, throw, drop, buy, sell, want, have

Horse: see, watch, hear, smell, ride, stroke, pet, buy, sell, want, have, steal

280. LISTEN AND SPELL

Split Ss into teams. Write pairs of words on the board that have the same sound but different meanings. One Ss must make a sentence using one of the words, and the other Ss must identify the correct spelling. The first student to put their hand up, correctly spell out the correct word and then make a sentence using the other word scores a point for their team. They then make a sentence using a different word, and the process is repeated.

Example word pairs: write / right, deer / dear, sea / see, bread / bred, some / sum, sight / site, been / bean, made / maid, know / no, hear / here, male / mail

281. CREATE A STORY FROM IMAGES

Show Ss several images from magazines, newspapers and personal photographs. Tape these images to the board where they are in clear view. In groups, Ss must write a short story based on the images that they see. They can use the images in any order. Encourage Ss to be as creative as possible. Have groups take it in turns to order the images according to their story and then read their story to the rest of the class.

282. CREATE A MESSAGE

Ss work in small groups. Write a word on the board. Ss must write a message with each word starting with each of the letters in the word on the board in sequence.

For example, "Happy" may lead to a message like, "Help! Ants played poker yesterday!"

283. I'VE GOT A LETTER FOR

Ss must sit on chairs arranged in a circle. The teacher should make a statement beginning with the words, "I've got a letter for everyone who" Anybody to whom the sentence applies must jump up and run to another empty chair. The teacher must also sit on a chair, leaving one student in the middle of the circle. This student must repeat the process, choosing a different statement beginning with the same words, and sit in one of the empty seats.

For example: I've got a letter for everyone who has a pet dog, I've got a letter for everyone who likes pizza, I've got a letter for everyone who was born in April, I've got a letter for everyone who has a sister

284. TREASURE HUNT POSES

Modern technology makes this an easy task, with most students having camera phones. Separate students into teams, making sure that each team has at least one member with a camera phone or other camera. Verbally give each team a list of things they must do and take a picture of. It is up to the teams whether they want to try and remember the list, or write it down. The teacher should have a written list for each team to refer back to. Give the teams a short amount of time to go around the school grounds and take their pictures. The first team to return all correct pictures wins.

For example, smile with a book, frown with a pencil, hug a tree, touch a door, look at a butterfly, eat a cookie, stand with another teacher

285. HUMAN TREASURE HUNT

Ss work in groups. Teacher stands in the middle of the room and says something. The team that can send someone to the teacher first who fits the description wins a point. For example: someone who has blue eyes, someone whose middle name begins with the same letter as their first name, someone born in March, two people who have pet cats, two people who came to school by bus today, someone who went to bed after 11pm last night

286. ADJECTIVE, ANIMAL, FOOD

Go around Ss, who must take it in turns going through the alphabet to give an adjective, and animal and a food that begin with the same letter. For example: I'm an active ant who likes apples, I'm a brilliant butterfly who likes bananas, I'm a clever cat who likes cornflakes

287. GUESSING GAMES

Split the class into teams. One student from each team comes to the board and faces out away from the board. Behind each student draw a different picture. Each team has to try to explain the picture without saying the actual word.

288. WRITE A SHORT NEWSPAPER ARTICLE

Provide Ss with a regular occurrence. In groups, Ss must sensationalise the activity and create a short newspaper article.

289. WRITE A NOTE

Have Ss write a short note about something they have learnt in the past few classes. Have them have it to another student. Each student must read the note that they have received.

290. DIFFICULTIES BUCKET

Each student must write down something that they find difficult about learning a language. Put all these into a container and mix them up. Pull out one at a time and read them, and have other Ss offer advice on how to improve / overcome challenges. The author of the difficulty need not identify themselves.

291. AIR WRITING

One student is given a word or a short phrase. They must not speak or make any motions, other than to write the word / phrase in the air with their finger. The first student to guess the correct word or phrase performs the next air writing.

292. IDIOM PRACTICE

Ss to mime or draw idioms, as provided by the teacher. The other Ss must guess which idiom is being represented. The first student to guess performs the next mime / draws the next picture.

293. WHAT'S IN A ROOM?

In groups, Ss must list 5 things found in common rooms of a house / an office / a pet shop etc. Tell Ss not to pick obvious choices, as more points are scored for unique answers. Each team must read their list, and all teams must check off any duplicates. For each item, if only one team listed it, they receive one point, if two teams listed it each team receive two points and so on. The team who wins is the team with the LEAST points.

294. PHONETIC SPELLINGS

In small groups, Ss must compile a list of 10 words written as to how they sound. For example, bicycle may become bysickle, photography may become fotografee, etc. Teams to swap words, say the words they receive and then write down the correct spelling of the words.

295. 3-3-3

Choose a category and assign something from that category to each student. Ss sit in a circle, and one student goes into the middle. The student in the middle must choose something from the category and shout the name of it quickly three times without interruption. If they do this successfully, they swap with the person who was assigned that thing. However, the aim is for the student given that particular name to interrupt them before they can complete it, by shouting the word one time themselves before the central student has completed it three times.

296. PASS THE CARDS

Each student must complete three cards – one with their name, another with a description of themselves and another with their favourite things. All cards are shuffled and re-distributed. Ss sit in a circle. The teacher gives directions, and the Ss must pass cards according to the directions, for example swap a card with the person to your left, pass 2 cards to the person on your right, send 1 card 4 people clockwise, etc. The aim is for Ss to collect their own 3 cards back. When a student gets a card of their own, they can place it face down in front of them, removing it from play. This means that at any given point in the game some Ss may be left after each instruction holding no cards. They will receive some though with the following instruction.

297. SHAPES

Give each student a shape. (IE. Circle, square, diamond, rectangle, triangle, etc.) Ss have 2 minutes to think of as many items as they can that are generally only that shape.

298. SONG COMPILATION

In groups, Ss should imagine they are compiling a CD of the top 10 songs from a given genre. (Top 10 love songs, top 10

rock songs, top 10 pop songs etc.) Create a track listing and be prepared to justify choices on being questioned by other groups.

299.SLIP THE WORD IN

Give each student a random word that they must not reveal to anybody else. In pairs, Ss converse about a given topic for 2 minutes. Each student must try to incorporate the given word seamlessly into the conversation without the other person guessing it. At the end of the minute, Ss must try and identify each others' slip in word. Ss keep the same word, change partners, and converse about a different topic.

300.DESCRIBE THE EMOTION

In groups, Ss are given a different emotion that they must describe. They cannot use the actual word. Other groups must guess what emotion is being described. Then, group members must each come up with three things that make them feel that emotion.