

**ATTENTION
PLEASE!**

ih **BRITISH
SCHOOL**
REGGIO CALABRIA

60
YEARS
YOUNG

 **CAMBRIDGE**
English
Platinum
Authorised Exam Centre

Engaging Students
in an increasingly
Distracted World

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Villa Genoese Zerbi - Reggio Calabria

60 Teaching Activities e-book

Celebrating 60 years of
quality education

**Compiled by the teaching staff
at ih BRITISH SCHOOL, 2024**

READING

1. Jigsaw reading

Brief procedure: Find several short texts on a similar theme, e.g. three short newspaper articles about the same topic, or the texts that you might find in B1, B2, C1 and C2 Cambridge Multiple Matching tasks. Split the class into groups according to the number of texts you have, and give each group **one** of the texts to read and answer comprehension questions or take notes on. After they have finished, regroup students so that you have students who have read different texts in each group. They exchange the information from their texts, adding to their notes, so that everyone has all the key information from each text.

Good for: developing speaking skills in a reading lesson, developing summarising and note-taking skills, making exam practice engaging.

Contributed by: Shannon

2. Multiple Matching Race

Brief procedure: Put the students into groups of 2 or 3. Give each student a copy of a text with 4 or 5 different paragraphs, each paragraph focusing on one point/opinion/person. Allow a short time for students to skim the reading. Print out one copy (depending on the size of the group) of 10 questions about the reading and cut them up. On a desk at the front of the classroom, lay out the questions. Teams need to send one person to fetch a question, return to their groups and write the answer on their own papers. They then return the question to the desk and take a different one. Questions can be done in any order. The group that finishes first with all correct answers is the winner.

Good for: Multiple matching exam tasks in B1-C2, increasing the speed of reading. All students in the group having to agree on an answer also builds the idea of “proving” your opinion and finding evidence in the text to back it up.

Contributed by: Anna



3. Sentence Steal

Brief procedure: On the classroom screen or whiteboard, show your students a list of 12 model sentences they have been practising. Each sentence has a number from 1 to 12. Then, give them 4 blank cards and ask them to secretly write on each card any one of those sentences or simply the number for it. The game is basically “stealing” as many cards as possible from one’s peer within five minutes, i.e, classmate X will approach classmate Y and read out any 4 sentences from the screen. If a sentence that X reads is on one of Y’s cards, X will have the right to “steal” that card.

Good for: Revising grammar structures and vocabulary (enhances recall of the structure and vocabulary), decoding skills, and pronunciation.

Contributed by: Francis

4. Strip bingo

Brief procedure: Choose at least 9 words from a text you’re using in class (use a lexical profiler such as VocabKitchen if you need help choosing words) and make a wordcloud with them (Mentimeter makes nice wordclouds). Show the wordcloud to your learners after you have finished working with a text and hand each student a strip of paper with 7 divisions: there should be 7 rectangles in each student’s strip. Tell them to write one word from the wordcloud in each rectangle, especially words which are new to them and they want to remember later. Then, explain that you will read the text and when they hear a word that’s on 1 of the ends of their strip, they can rip it off. Demonstrate this by ripping off the ends of an extra strip, and check instructions by asking learners if they can rip the strip near the middle (answer: no!). Explain that the first person who rips every word off and has one single word left needs to shout “BINGO!” and they will be the winner. Then read the text aloud, jumping around from one paragraph to another if you wish to make it more challenging. Continue until there is one winner, and then possibly keep going to see who comes in second, third, etc. Note: There is no striptease involved!

Good for: Vocabulary extension after reading activities for all levels and age groups. It will give learners a reason to choose new words they would like to learn and to write them down and also carefully listen to how they are pronounced.

Contributed by: Jaime (but stolen from Helene Colinet -- follow her on Instagram!)



5. Students write the comprehension questions

Brief procedure: When you have a coursebook text that students should read and then answer questions about, make the task more engaging by getting the students, in pairs or small groups, to study the text and write their own comprehension questions about it (maximum 6). They will then use those questions to ask the other groups about the text BUT everyone must have their books closed when answering the questions. This means they have to have a good memory of the text to answer them! It really gets the students to engage with the text and want to understand everything about it. You can even encourage them to be creative with their questions, for example, if there is a photo accompanying the text, they could write a question like “what was the girl in the photo wearing?”. It is in their interests to make their questions as difficult as possible because you can give 1 point to a team if they answer a question correctly, but also 1 point to a team if they ask a question and no other team can answer it!

Good for: Ages 11 up, any level that has texts long enough to write lots of questions about (usually A2 up). Teenage classes lacking the desire to read coursebook texts.

Contributed by: Lucie (based on an idea from a training session with Mario Rinvoluti in 2004)

6. Running dictation

Brief procedure: Place a text on one side of the room. Students work in pairs, one student is the “Runner” and the other one is the “Writer”. On your signal, the Runner from each team runs to the text, reads as much as they can remember. The Runner dictates what they remember to the Writer. The Writer writes it down as accurately as possible. If the Runner forgets part of the sentence or is unsure, they can go back to the text to check again.

Students continue this process until they have written down the full text correctly. Once a team believes they have written down the entire text correctly, they can signal the teacher to check their work. If it's correct, they win! If there are mistakes, they will need to correct them (usually requiring the Runner to go back and check again).

A variation is the grass skirt revision race. For this, you make a list of revision questions (works well with sentences that need to have errors corrected). They should be in portrait layout on the paper. Print one copy for each team. Cut the paper into strips with one question per strip, but do



not cut the whole way so that the questions are still connected to each other. Attach them to the walls of your classroom. One student from each team goes to their paper, tears off one of the strips, and brings it back to their table to find the solution together. They show their solution to the teacher, and if the teacher approves of their answer, that team can tear off the next strip. The team that solves all their strips first is the winner.

Good for: Combines reading, writing, speaking, listening, and physical movement, making it great for reinforcing language skills in a fun way. It works well with students of all ages and language levels, and it's particularly useful for practising sentence structure, spelling, and vocabulary.

The grass skirts variation is suitable for revision, particularly for young learners and young adults.

Contributed by: Yasmine (Running Dictation) & Enrico (Grass Skirts)



LISTENING

7. Musical Chairs(ish)

Brief procedure: You need a piece of music, a list of commands, and a room with some space in the middle. Play the music - the students walk around while the music is playing. Abruptly switch off the music and give a command - like “stand together in groups of four” or “shake hands with as many people as possible”. When the students have completed the task, play the music again, and they keep walking around until the next command is issued. You can also have students take turns being the command-giver (within reason). Good for students to physically get involved with the language and for getting students to mime new verb vocabulary.

Good for: Understanding instructions (imperatives), classroom vocabulary, dividing a class into groups, younger learners.

Contributed by: Erin

8. Listening crossword

Brief procedure: Convert a multiple choice exam listening exercise into a crossword. Student A has the script of each question, Student B has the questions with three options (one word in each option is in bold). Student A reads the script and B must decide which answer is correct. They could also decide together which is correct if needed. The word in bold in the answer is the answer to the crossword clue. Students work together to complete the crossword, so if an answer doesn't fit, they need to check again or change the other answers.

Below shows an example of how to form the clues.

1 Across: Why couldn't Lucy complete her homework?

She felt sick **yesterday** so stayed in bed.

She didn't have any internet **connection** at home.

She didn't **understand** the task.

Once students have chosen the answer they put the bold word into the crossword. They can also take it in turns to read the script. <https://crosswordlabs.com/> is one of many free crossword makers online.



Good for: Identifying distractors, listening again to check answers, speaking practice: intonation and pronunciation.

Contributed by: Alex

9. Telephone / Whisper Chain

Brief procedure: Good old telephone or whispers, you can't beat a classic! Divide students into lines or small groups. Players form a line or circle, and the first player comes up with a sentence and whispers it to the second person in the line. The second person whispers to the third, the third to the fourth, and so on. When the last player is reached, they announce the message they just heard to the entire group or write it on the board. Compare the final sentence with the original and see how much it changed during the process.

Good for: Practising listening comprehension, clear pronunciation, and attention to detail. This activity works in classes of all sizes because you can split them into teams.

Contributed by: William & Yasmine

10. Dictogloss

Brief procedure: Read a short text aloud at normal speed (twice if necessary). Learners listen and take notes. Afterwards, they work in groups to reconstruct the text as accurately as possible. (note: A **dictogloss** is **not** the same as a **dictation**, where students try to write down exactly what the teacher reads out as it is being read out. A dictogloss requires students to remember and write the text after it has been read out completely.) The ideal dictogloss text is at a language level slightly above that of the learners, but with familiar subject content.

Good for: All levels with an appropriate text. Comparison with learners' writing and the original text can be used to highlight and explore new vocabulary.

Contributed by: Laurence and Francis



11. Listen and Draw

Brief procedure: Describe a scene, and learners draw what they hear. This can be done with abstract concepts for higher levels or simple objects for younger learners. (This is especially good for teaching prepositions of place.)

Good for: All levels when you want to give learners the opportunity to be creative or settle down.

Contributed by: Laurence

12. Predict and Listen

Brief procedure: Before playing an audio clip or story, ask learners to predict what might happen based on the title, some keywords, or pictures. After listening, compare their predictions with the actual content.

Good for: All levels when you want to activate the learners' schemata and generate interest in the topic.

Contributed by: Laurence



SPEAKING

13. Find your match

Brief procedure: Take pictures and cut them in half. Give one half to each student. Students have to go around the classroom and, keeping their picture hidden from other students, describe what they see in their half of the picture in order to find the person with the other half of the picture.

Extra challenge: They need to use vocabulary such as in the background, in the foreground, on the right/on the left, etc.

Good for: B1 Speaking Exam Part 2, where they have to describe what they see in the picture.

Contributed by: Suzanne

14. Half a crossword

Brief procedure: Using a website like <https://monolithpl.github.io/half-a-crossword/>, create two half crosswords with target vocabulary. Put students into pairs. Each student takes a turn to ask their partner for a clue, e.g. “What’s 2 across?”. The student must describe the word without using it. For example: if the answer is “pencil”, the student explaining it could say something like “It’s made of wood and you write with it.” Continue until each student has a fully completed crossword.

Good for: Vocabulary and speaking, to teach students how to talk about something even if they have forgotten the exact word for it.

Contributed by: Anna

15. Hands up!

Brief procedure: Ask students to draw the outline of their two hands on a piece of paper. Use the left hand for “Likes” and the right for “Dislikes”. On each finger of the hand, students write what they like or dislike about different topics. For example: food, seasons, studying different subjects, and so on.



You can also up the challenge by asking them to use an adjective for each point. For example, I like kind people and dislike selfish people.

Extension: Students give their hands to someone else in the classroom and that student writes about them using the third person. For example: Suzanne likes eating vegetables but doesn't like eggs.

Good for: Speaking and practising the third person singular in Present Simple.

Contributed by: Suzanne

16. Prove it!

Brief procedure: Give students a few declarative statements on a piece of paper. Things like “No one in the class eats grapes. Everyone in the class loves football. Half of the class does their homework after school”. Tell the students they must prove those statements true or false, and to do that they have to ask each other questions. Give them a moment to think of their questions (more or less time depending on level) and to think about how many people they have to talk to to “prove” the statement. Then let them stand, and ask their questions to each other. Once the talking dies down, ask some questions in open class about what they’ve “proved” as a class.

Good for: Forming questions, getting to know classmates, likes/dislikes, routines, opinions. A2-C2 can do this, depending on the difficulty of the declarative statements you write.

Contributed by: Erin

17. Backs to the Board

Brief procedure: Create a list of words before the lesson - these could be anything that the students have been studying or that are well known to them (e.g. the name of a film or famous person). Put the students into teams. Each team should have one chair facing away from the board. Display one of the words - the students must describe what it is without using the word, while the students who are sitting try to guess it. The team who guesses the word first gets a point. Another person takes a turn to sit in the chair and another word is displayed. Continue until all students have had a turn in the chair, or until the words are finished.



Good for: Vocabulary and competitive groups. Suitable for all levels as the difficulty of the words can be adapted

Contributed by: Anna

18. Who am I? (The name game)

Brief procedure: Players write down the name of a person or thing on a post-it note, then hand it face down to the player next to them. All players place the post-it notes on their head without looking at the answer. Players ask the group questions about their assigned figure in the hopes of deducing who or what it might be, typically in the form of yes or no questions e.g. 'Am I a person?' If the answer is yes, they get to ask another question. If not, it's the next person's turn.

Good for: This is a simple and fun game that can be played with almost any level of students. It's more fun with more people. The main requirement would be sufficient cultural knowledge so it's more suitable for teens and adults.

Contributed by: William

19. Find Someone Who

Brief procedure: Print out a worksheet for each student with various statements, such as "Find someone who likes sushi". Students need to walk around, ask their classmates questions to find someone who matches the criteria for each statement, and write the classmate's name next to the statement. Demonstrate with an example (e.g. "Find someone who has visited Paris" → "Have you visited Paris?"). Set a time limit (e.g. 10-15 minutes). Encourage students to ask follow-up questions to gather more details. Emphasize that they should talk to as many different classmates as possible (one name per statement). Students walk around the room, asking each other questions from the worksheet to fill in names. Circulate the room to monitor conversations, assist with language, and encourage participation. Once time is up, ask students to sit down. Call on students to share some of their findings (e.g. "Who did you find that can play a musical instrument? What instrument is it?"). Use this opportunity to correct any language errors and reinforce key vocabulary or grammar points.



Good for: Speaking, collocations, question forms, getting to know each other

Contributed by: Mark

20. How often do you...?

Brief procedure: Have 6 sheets on the floor in a line with different adverbs of frequency (always, often, usually, sometimes, rarely and never). Then, ask students questions about the topic (E.g - How often do you use your phone?, how often do you go camping?, etc.). Questions can vary in difficulty based on the level being taught. Students will answer the question by getting up and standing in front of the adverb that applies to them. Then, discuss the topics with students and elaborate on their answer (E.g - How long do you go on your phone for?, Who do you go camping with? etc.). If there is no space for standing up for the activity, put the adverbs on the wall and students can point or number the adverbs and students can write the number on a mini whiteboard. Also, students could write their own questions before starting the activity to practise question formation.

Good for: YLs, teens, adults (questions and level of discussion can be graded for the level), speaking, question forming and answering, adverbs of frequency, discussions, expressing opinions.

Contributed by: Julia

21. The Artist

Brief procedure: Put students into pairs, and have them sit facing each other, one with their back to the board, and one who can see the board clearly. Display a picture on the board (it should be big enough that students can see details). The “speaker” describes what they can see in the picture, while the “artist” must draw what their partner describes to them. The level of detail required can vary depending on the level: for lower level students, just draw the objects, mid-level can focus on prepositions of place, background/foreground etc, while higher level students must focus on accuracy (eg. There is a table vs There is a table on the left vs There is a round table with three legs and a circular table cloth.) After a set time (say 3 minutes), the artists can turn around and see the original picture. Then as a class decide whose drawing is the most accurate.

Good for: Speaking (particularly B1 Speaking Exam, Part 2) and vocabulary

Contributed by: Anna.



WRITING

22. Scrap paper chat

Brief procedure: Go into class and don't speak to your students! Instead, begin a written conversation with them on the whiteboard e.g. 'Hi, How R U?' 😊. Give them small pieces of scrap paper and instruct them to have a conversation without speaking. Stop them after around 5 minutes and ask how they felt about the experience. Then, in feedback, elicit some of the features of informal language e.g. abbreviations, emojis, exclamation marks, slang, etc.

Good for: Raising awareness of formal vs informal language.

Contributed by: Lisa P.

23. Story Dice Fun

Brief procedure: Use story dice* which have a different picture on each side. This gives students some prompts and ideas to help with their writing. You can let them write whatever they want or you can give them specific guidelines.

For example, the story must:

- Start with a specific sentence
- Use a specific tense
- Use a specific grammar point (ie: conditionals, comparatives and superlatives)
- have a certain word count
- Use at least x number of adjectives or adverbs
-

2 ways you can use it:

1. Put your students into small groups. Each student in the group rolls the dice. The students then have to write a story together or on their own using all the prompts they got from the dice. The different groups can share their stories with the class and vote for the most original one.
2. Each individual student rolls the dice as many times as indicated by the teacher. They must use all the prompts in their story. When they've finished, they exchange their story



with another classmate. They can correct each other's mistakes. Put up stories for a gallery walk. Students vote for the most original one.

Good for: Writing with prompts. Writing stories. Practising writing for Cambridge exams (specifically Movers, Flyers, A2 and B1).

*Story dice can be purchased at Tiger, or you can create your own by printing a template to be folded into a 3D cube.

Contributed by: Suzanne

24. Picture story

Brief procedure: Choose 4 unrelated photos (i.e. an animal, a person, a place and an object) and create a short story about them before the lesson. During the lesson, give students the pictures and a time limit to come up with a story based on the images either in groups or individually. The students then read their stories to the other students. Then read the original story together - the group/individual whose story is the closest to the original wins.

Good for: Practising story writing, expanding vocabulary, practising spelling / punctuation / grammar / organizing writing.

Contributed by: Zoë

25. Peer Writing Checklist

Brief procedure: Give your students a writing task and allow them to complete it. Share the criteria for marking the writing task using a checklist, such as the one below, which is designed for the A2 Flyers Reading/Writing exam, Part 7. After completing the writing task, students swap their stories with a classmate, who uses the Writing Checklist to indicate whether or not the criteria were met. Upon receiving the completed checklist, students have the opportunity to improve their writing. If desired, collect the students' final draft of the story and Writing Checklist to use for your continuous assessment records.



Flyers Writing Checklist	
_____ remembered to:	(✓ or x)
talk about all 3 pictures.	
use language that creates a beginning, middle and end (<i>first, then, next, finally</i>).	
write all verbs using the past (<i>he ate</i>) OR the present continuous (<i>he is eating</i>).	
start each sentence with a capital letter.	
end each sentence with a full stop.	
write 20 or more words.	
use clear handwriting that is easy to read.	
Marker: _____ Date: _____	

Good for: Developing good writing skills for storytelling and raising awareness of writing expectations, particularly for Cambridge exams.

Contributed by: Jennifer

26. Mistaken Dictation

Brief procedure: If you are preparing students for the writing part of an exam such as B1 Preliminary, find a 'model' answer to a writing task and change some of the words. For example:

Hi Jodie,

Who are you? I'm so pleased to hear that you've taken an interest in reading and I'd be hippo to recommend some good books.

I read a great thriller last year but I can't remember the turtle now. I also love science fiction - are you a saucepan of science fiction too?



The best place to buy books is from your local bookshop. I think it's better than buying things from big, washing line shops like Amazon because it's good to support your local community, and speak to people while you buy your books.

Anyway, I have to grow now because I have an exam at school tomorrow and I really must buddy. Write soon and let me snow which books you have read.

Lucie

Then, read the whole letter to the class, asking them to write down only the words that they think are wrong (e.g. 'hippo' in the letter above). When you finish reading, put the students in pairs to compare their lists of words. Then, read the letter again, and students should write what the word should be (e.g. 'hippo' should be 'happy' or 'glad' or anything that fits). After checking the answers to that, read the letter one last time and ask them to write down only the *verbs* from the letter. Then, in pairs, students use the verbs and the words from their previous list to try to reconstruct the letter from memory. As a follow on, students can write their own letter in answer to an exam-style task, changing some words to wrong words and you can choose one to read out at the start of each lesson, so students get a lot of practice in a specific kind of writing task.

Good for: Writing that needs a specific format (e.g. exam tasks), A2 and up, ages 9 up.

Contributed by: Lucie



GRAMMAR

27. Dice conjugations

Brief procedure: Give students 1 or 2 dice*. Write numbers 1-6 on the board twice, in two columns. Label the first 1-6 with subject pronouns and label the second 1-6 with verbs. Students roll the dice (or roll one die twice) and must conjugate the verbs correctly. E.g. For the present continuous: 1. You + 5. eat = “You are eating.” Higher-ability students should conjugate the verbs and add more detail to the sentence.

*If you don’t have physical dice, just go online and search for “online dice roller”.

Good for: Practising different verb tenses

Contributed by: Zoë

28. The Verb Boat Race

Brief procedure:

- Separate your class into groups of 5 or 6 students per group. Students should sit on the floor in a line, with each student having a designated spot.
- The first student in the line for each group will have a pencil and paper. To begin, say [a verb familiar to your students](#), maybe a verb you have recently gone over together.
- Once the first student hears the verb, they must write a subject pronoun with the verb. For example, if you say, “run” the first student could write “I run” on the paper.
- After writing, the first student passes the paper down to the next student in the line. This student will write a different subject pronoun matching the verb—in any tense. For example, “She ran.”
- Once all students have written their subject pronouns with the target verb, the last student in the line stands up and copies all their answers on the board.
- The first team to complete all tasks wins. It is great to move the line order around, giving every student a chance to write on the board.

Good for: Revising verbs and conjugations.

Contributed by: Mattia



29. Battleships!

Brief procedure: Hand out a pair of Battleships grids to each student (or get students to copy two grids into their notebooks approximately 10 squares by 10 squares). Decide which question structure you want to practise. For example, if you want to practise *Have you ever...* questions, choose 10 infinitives and ask students to write the corresponding past participles in the squares in the first column down the left-hand side of each grid e.g. eaten / seen / bought / taken a photo of. Ask students to then write suitable topic vocab in the top row of squares e.g. sea creatures. All the grids should contain exactly the same vocab in exactly the same squares, so that **all grids match**. Students then mark their ships on **one** of the grids (e.g. 5 ships each made up of three squares). Working in pairs, students ask their partner *Have you ever...* questions in order to find their partner's ships (eg: "Have you ever eaten swordfish?"). If they choose a 'coordinate' (the square that is in the same row and column as the two parts of the question) that contains a ship their partner must reply with "Yes, I have." If they choose a 'coordinate' that doesn't contain a ship, their partner must reply with "No, I haven't". Students mark their guesses on their second blank grid. The game continues until a student has found all of their partner's ships.

See <https://www.wikihow.com/Play-Battleship> for more in-depth instructions on how to play the traditional game of Battleships upon which this activity is based.

Good for: Practising questions and short answers

Contributed by: Abbie

30. Scavenger Hunt/Easter Egg Hunt

Brief procedure: Before the lesson, hide pictures around the room/area. Provide students with the number of total pictures they have to find (for Easter, print out pictures of eggs and write a number of each one). In pairs, students have to search for all the pictures (but leave them where they are). They then need to write a sentence describing where they found each one, e.g. The (big) (grey) elephant is under the (white) (plastic) chair.

Good for: Practising prepositions of place, with the extension of different adjectives and order of adjectives.

Contributed by: Anna



31. Pass It On

Brief procedure: Review the target grammar structure (for example, present simple for routines or present continuous). Have students stand in a large circle and give each one a flashcard/picture from the desired vocabulary set. Before the game begins, give students a moment to think of a sentence for their card using the target grammar structure (for example, *I wake up at 7 o'clock* or *I am running*). This should be accompanied by a gesture or movement. Choose a student to begin. The sentence and gesture then get repeated around the circle until everyone has repeated it. *Extra fun challenge:* Every time a student repeats the sentence and gesture, they must say it slightly louder and make the gesture slightly bigger than the person before them (which gets them to listen to each other!).

Good for: Practising grammar structures and consolidating vocabulary. Also good for developing listening and speaking skills.

Contributed by: Jennifer

32. Grammar Auction

Brief procedure: Each student/group starts with a set amount of "money" for bidding. Divide students into small groups or pairs, depending on class size.

Auction Sentences (30-40 minutes) Read out each sentence from your prepared list. After each one, teams decide if they want to bid on it. Teams bid if they think the sentence is correct. If they win the bid and the sentence is correct, they earn the bid amount. If it's incorrect, they lose the money. If they believe a sentence is incorrect, they can offer a correction instead of bidding. If their correction is accurate, they earn money. After the auction, review the sentences as a class. Provide explanations for any mistakes and praise students for accurate corrections. Discuss common mistakes to reinforce learning.

Good for: grammar revision, error correction

Contributed by: Mark



33. Heads down, thumbs up

Brief procedure: In this game, the class or group of children can sit at their desks or tables with their eyes closed. Two children are selected to stand up while the rest put their heads down, eyes closed, and thumbs raised. The two standing children quietly move around the desks and lightly tap one person each on the thumb. Afterwards, everyone opens their eyes, and the children who were tapped stand up and try to guess who touched them, using structures like “I think it was...” or “Was it?”. If they guess correctly, they switch places with the standing children; if not, the standing children get another turn.

Good for: Very young learners. Encouraging student-student interaction with shy classes.

Contributed by: Enrico C



VOCABULARY

34. Highlighter splat!

Brief procedure: Write a list of topic vocabulary (e.g. animals) down the centre of a sheet of A4 paper. Hand out one sheet between two students. Each pair of students needs a different-coloured highlighter pen. The teacher reads out definitions of the words and the first student in each pair to highlight the correct word wins the point. The game could also be played the other way round with the teacher reading the word and the students highlighting the definition. If highlighters are not available, students could use different colour pencils and circle the correct answer.

Good for: Testing recall of vocabulary and definitions.

Contributed by: Abbie

35. Scattergories

<https://swellgarfo.com/scattergories/>

Brief procedure: Students are given a letter and must come up with words to fit each category before the timer runs out. Students get points if their answer isn't said by any other student. Afterwards, add new vocabulary words to the board for each category that the students didn't come up with. The time and amount of categories can be edited on the website but this game can also be played without the website.

Good for: Vocabulary building, word retrieval

Contributed by: Zoë

36. Vocabulary box

Brief procedure: If you always teach in the same room, or if you don't mind carrying a little box with you into every class, bring in any small(ish) box and keep it there for the duration of the course. At the end of every lesson, get students to choose a few words they would like to nominate to be added to the box, write them down on pieces of paper, and keep them there.



Then, at the start of future lessons, or as a short "brain break" in between bigger activities, open the box and use the words in it to play short vocabulary games. For example, you could hand every student a word, tell them not to show it to anyone, and ask them to explain their word to the class until someone guesses which word it is. Alternatively, they could get multiple words and find creative ways to incorporate them into the same sentence or short story.

Good for: Recycling useful vocabulary from past lessons.

Contributed by: Jaime (but stolen from Joe Gakonga -- follower her on YouTube!)

37. Last Person Standing

Brief procedure: All the students stand up and the teacher gives them a definition of a word. The first student to guess the word decides which of their classmates has to sit down. The student who is sitting is not out: they can still guess the next word and if they answer correctly, they can stand up again and choose someone else to sit down. The winner is the last person standing.

Good for: Revising vocabulary, for example from the A2 Key and B1 Preliminary Topic Lists.

Contributed by: Vince

38. Weird Headlines

Brief procedure: Put the students into pairs, sitting opposite each other, so that one student in each pair can't see the whiteboard. Write a funny newspaper headline on the board. The student who can see the board has to elicit the headline word by word by giving definitions, and his/her partner has to write it down. The first pair to answer correctly get a point. Then the students swap roles.

Good for: Helping B2/C1/C2 students to develop their paraphrasing skills.

Contributed by: Vince



39. Where shall I go?

Brief procedure:

- Before the students arrive, turn your classroom into a maze by rearranging it. It's great if you can do this outside, but otherwise push tables and chairs together and move furniture to make your maze.
- When your students arrive, put them in pairs outside the classroom. Blindfold one student from each pair.
- Allow pairs to enter the classroom one at a time; the blindfolded student should be led through the maze by their partner. The students must use directions such as step over, go under, go up, and go down to lead their partner to the end of the maze.

Good for: teaching directions, adding movement into your lessons, reviewing imperatives.

Contributed by: Mattia

40. Flashcard Relay

Brief Procedure: Divide the class into two teams. Place a set of flashcards at the front of the room, one for each team. One student from each team races to the front, picks up a flashcard, and has to say the word on it. If they say it correctly, they run back and tag the next teammate. The team that finishes first and says the most words correctly wins.

Good for: Vocabulary recall, team-building, and physical activity.

Contributed by: Enrico



PRONUNCIATION

41. Phonemic Tutti Frutti

Brief procedure: Ask the students what vocabulary categories they've studied recently e.g. parts of the body, animals, things in the kitchen. Instead of a letter of the alphabet, give them a phoneme. In teams, the students try to think of a word that contains the sound e.g. for /i:/, suitable words could be 'knee', 'flea' and 'freezer'.

Good for: Vocabulary revision and raising awareness of pronunciation, especially tricky vowel sounds.

Contributed by: Lisa P.

42. Sound Maze

Brief procedure: Prepare a maze with a line of words which share one key phonemic feature (such as one particular vowel sound, one pronunciation of the -ed ending, or one word stress pattern) and then fill in the rest of the maze with words that look similar but have a different phonemic feature (for example, if you're working on regular verbs that are pronounced with /t/ in their past tense form, add in regular verbs pronounced with /d/ in their past tense form). Tell students they need to go from the "ENTRANCE" to the "EXIT" but they can only pass through spaces which have got words that share the phonemic feature.

Good for: Raising awareness of phonological features, especially when it can reinforce connections between phonology and spelling (and key exceptions!).

Contributed by: Jaime (but stolen from Mark Hancock, the author of the very useful book 'Pronunciation Games', and who's shared a lot of fun mazes on his social media platforms)

42. Duck, duck, goose

Brief procedure: Rather than use "duck" and "goose", you should choose two of the vocabulary items that students have been learning in class. If you're doing food, for example, use "chocolate" and "biscuit". Have the students sit in a circle. Touch each student on the shoulder, saying "chocolate". After the sixth or seventh student, touch the next one and say "BISCUIT!". The



student you said “biscuit” to should stand up and chase you around the circle before you get back to their spot in the circle. If you get there first, sit down. They will then be the “teacher”, saying “chocolate, chocolate, chocolate... biscuit!”. If they catch you, then you must go around the circle again.

Good for: Drilling, practising difficult vocabulary words, vocabulary revision, Very Young Learners and Young Learners

Contributed by: Ellie

44. Count Up (Alphabet Edition)

Brief procedure: This game can be played after teaching children the alphabet to solidify the pronunciation of the sounds. As a class, they must say the entire alphabet, with students taking turns in a random order to speak and say a letter. However, students cannot speak at the same time. If two or more students say the same letter at the same time, the game restarts and you begin again at A. The aim of the game is to say the entire alphabet without two or more students saying the same letter. This can also be done with numbers (counting up from 1 to _), specific phonemes or vocabulary with tricky sounds if students are given a specific order to say them in (E.g - colours of the rainbow, different sports written on the board numbered 1 to _, etc.). The game can also be repeated if the first attempt is timed. Students will likely be slow at first. The stopwatch can be used to record the first class time and see if they can repeat the game and beat their previous time.

Good for: Young learners, drilling specific letters or vocabulary, teamwork and team building.

Contributed by: Julia

45. Bah humbug!

Brief procedure: This is for differences in intonation in target language. For example, between the negative, positive and question forms, the differences in certainty:

*he **might** be here, he **must** be **here**, he **can't** be here!*

*I wore a **red** jumper not a **blue** jumper. I wore a red **jumper** not a red **blazer**.*



Choose a sentence or chunk of language and have the options displayed (as above example). Students take it in turns to hum the phrase to their partner or whole class, without saying any of the words. The other students work out which they were saying based on intonation.

Good for: intonation for speaking exams. Word/sentence stress, connecting speech, contractions.

Contributed by: Alex

46. Circles of Stress

Brief procedure: Using vocabulary introduced to the class, prepare a spelling test (of sorts) for the students. Rather than asking the students to spell the example words, ask them to draw out the stress patterns of the vocabulary, using big and small circles for stressed / unstressed syllables respectively. Students will be able to practise both listening and speech patterns. For example, if the word was “record”, you may give the sentences “I want to record a new TikTok video” and “I kept a record of all your absences”. Students should be able to accurately differentiate between the spoken words of record, and explain why. The answer being 1. Small circle, big circle and 2. big circle, small circle.

Good for: Identifying key spoken differences between similar words (verb form vs noun form) which can only be identified in spoken English. Allows students to visualise the words in a new way that may be helpful to those struggling with pronunciation.

Contributed by: Oliver



CLIL

47. Odd One Out

Brief procedure: Create groups of 5 words/pictures: 4 are connected, but one is different. For example, in the context of Maths: *square, triangle, cube, circle, rectangle*. Display the words/pictures and students discuss which one is different and why. Be aware that there could be more than one correct answer depending on the logic your students use: in the set above, “*cube*” could be the odd one out because it is the only 2D shape, but “*circle*” could also be the odd one out as the only shape without any vertices!

When learning about organ systems in biology:

skin - liver - stomach - muscle (odd one out is muscle because it is not an organ)

nose - liver - lungs - ribs (odd one out is liver because it is not in the breathing process.)

Good for: encouraging critical thinking and active learning, encouraging spoken output during CLIL classes, reviewing concepts and terminology at the end of a topic, A1 Movers speaking practice!

Contributed by: Shannon and Alex

48. Inner and Outer Circles

Brief procedure: Students stand in two circles, with the inner circle facing outwards and the outer circle facing inwards so that the students are facing each other. There must be an equal number of students in each circle. Students stand opposite each other and speak to their partner for a couple of minutes about a question or topic set by the teacher. Once the time is up, one circle moves one or two steps (anti)-clockwise so that the students can talk with a different partner. The students then discuss again, either the same topic/question or a different one for another couple of minutes. Move and repeat as much as you’d like.

Good for: reviewing topics, short debates, expressing opinions.

Contributed by: Helen



49. Quiz

Brief procedure: Put the class into teams of 4-5 students. Tell them that you are having a class quiz and they need to write 5 (or more if they are a higher level) questions to ask the other teams. Tell them it is a 'general knowledge' quiz which means they can't ask questions that only they can possibly know the answer to. For example, "What size is my shoe?" is not general knowledge, but "What's the capital of Hungary?" is. Elicit some 'categories' for questions from the students, which could be subjects in general, for example History, Geography, Music, Film/TV, Politics, Literature, Science, or something more specific within a subject (e.g. for Geography: mountains, rivers, coasts, etc.) Give the students enough time to write the questions in their groups and monitor and correct any errors of question formation. Once the questions have been written, it is then time to have the quiz. Ask each team to decide on their 'buzzer' noise (they can be as silly as they like - cows mooing, squeals, clapping, anything they want!). Ask Team 1 to ask their first question to the other teams, and tell the other teams to 'buzz' when they know the answer. The first team that buzzes can guess. If they are correct, they get one point, if not, move to the second team that buzzed. Next, Team 2 asks their first question to the other teams, who buzz if they know the answer. It continues like this until all teams have asked all questions and the team with the most points is the winner.

NB: Questions should not always be asked by the same team member, each team member should ask at least one question. If the 'buzzing in' risks being too noisy, teams can write their answers on paper (or mini whiteboards) and they can be checked at the end.

Good for: Reviewing content covered in CLIL courses and practising question formation with age 11 up. It can also be used for targeted grammar such as past simple (a History quiz, for example).

Contributed by: Lucie

50. Jeopardy style quiz

Brief procedure: Put learners into teams of 4-5. Have around 15-20 questions on the board, split into different categories based on different examples. If the lesson is Geography for example, the categories could be "Countries of Europe", "The Water Cycle" and "Climate Change". Each category's questions increase in difficulty, and points are given accordingly (easiest = 100 points, hardest 500 points). Groups will be able to, in turn, choose the difficulty



and category of the question. First group with their hand in the air, or to make their buzzer noise (whichever you prefer) gets 15 seconds to discuss and answer, if time runs out the second team will get a chance. The winner will be the team with the most points at the end.

Good for: Large groups that can be split into teams. Good for competitive classes, and often adds more fun and enjoyment to generically boring quizzes (question and answer).

Contributed by: Oliver

51. Connections

Brief procedure: Put 16 jumbled up words on the board (themed accordingly) that can be sorted into 4 groups. Learners are tasked with solving the connections between the words. The first to make all 4 groups wins! For example, the words “Island, Hungry, Grease, Turkey” = Words that are homonyms of European Countries and “France, Germany, Italy, Belgium” = founding members of the EU “England, Scotland, Wales, Northern Ireland” = countries that are part of the UK (scrambled, this would be a big challenge for the teams!). This can be done for individual topics (countries in this case) or for whole year reviews, and can easily be manipulated to the needs and topics of different subjects.

Good for: End-of-year reviews and topic reviews, better for teens than younger students.

Contributed by: Oliver



ACTIVITIES WITH SONGS

52. Pass the flashcard

Brief procedure: Students sit in a circle. The flashcards are handed out to students (not all the students might have a flashcard, it depends on the number of students and flashcards). When the music plays, students pass the flashcards around the circle. When the music stops, the children holding flashcards have to say the words that match the flashcard.

Good for: Very young learners, pronunciation practice, reinforcing vocabulary

Contributed by: Alice

53. Stacks

Brief procedure: This is a songwriting method I've learned from watching Ryan Adams talk about his creative process. It involves taking one reference book on one side and another random book on the other side. Pick a random line from each book and fill in the blanks.

Essentially, you pick a prompt from each book and write a song based on that. It can always just be a poem if adding musical accompaniment isn't an option.

Good for: Creative, musically inclined classrooms.

Contributed by: William

54. Act it out

Brief procedure: First teach the vocabulary for the song through flashcard games. Play the song while the students are sitting. Then teach the movements (TPR). For example, fly like a bird - moving arms up and down like a bird flying. Get students to stand naming different animals and act out the movements. Play the song while students are standing up and get students to act out the movements.

Good for: Very young learners and young learners. This is a good activity to get students moving.

Contributed by: Lisa G



55. Lyrics Gap Fill

Brief procedure: Students listen to a song with key vocabulary/grammar from the lesson. Then provide students with a copy of the lyrics with the key vocabulary/grammar words removed so they have to fill in the gap. Students listen to the song again and check. Put the students in groups and give them another copy of the worksheet with the gaps. Have them fill in the gap again with their own creative choice of words (Mad Libs style), then sing the song to the music, karaoke style.

Good for: Checking understanding of parts of speech, vocabulary and grammar use, musically inclined classes

Contributed by: Rosemary



FLASHCARD GAMES

56. Kim's Memory Game

Brief procedure: Display all the flashcards after you've taught and drilled the vocabulary. Students look at the objects for 5 seconds, then close their eyes. Teacher takes away a flashcard at random and tells the students to open their eyes. Students look at the remaining flashcards and remember which one is missing. The student who says it first and correctly can keep the flashcard. The teacher gives the students another 5 seconds to look at and memorise the flashcards, after which the students close their eyes and the teacher takes away another flashcard. The students open their eyes and say what the missing flashcard is. Repeat until all the flashcards have been taken away and won.

Good for: reinforcing the students' understanding of the vocabulary, practising pronunciation, reviewing vocabulary

Contributed by: Helen and Yasmine

57. Hot and cold

Brief procedure: One student is nominated to close their eyes. The rest of the class stay quiet and watch as the teacher hides a flashcard. Once the flashcard is hidden, the student can open their eyes. They need to find the flashcard. In order to help the "seeker" the rest of the class will chant the word on the flashcard, louder as the seeker gets closer, quieter if the seeker moves away from it.

This can be done in two teams. The team that leads their seeker to the flashcard first is the winner.

Good for: Very young learners, pronunciation practice, drilling

Contributed by: Alice



58. Snake Game

Brief procedure: Students form a long winding line (like a snake). The teacher passes them a flashcard. Each student has to say the vocabulary or target language before passing it behind them to the next student. Once it has made it through all the students, the flashcard will be placed in a box at the end of the “snake”.

You can turn this into a competition by making two different snakes and seeing which team can eat the most flashcards.

Good for: Pronunciation practice, Very Young Learners and Young Learners

Contributed by: Ellie

59. Flashcard Spelling Bee

Brief procedure: Divide the class into two teams. Then, call up one student from the first team to stand at the board. Using a set of flashcards for the vocabulary that you are teaching, have the student randomly select one. Show the flash card to the class and have the student standing at the board say the word and then try and spell it. If the student spells it successfully, they get a point for their team. If it is spelt incorrectly, the other team has a chance to ‘steal’ the point if their team member at the board can spell it correctly. If they ‘steal’ the point, that team gets another go to spell a different word with a new player. If they do not ‘steal’ it successfully (they spell it wrong), it goes back to the first team with a new player. Alternate the teams and players with spelling the words so all students can have a turn. Continue the game until all students have had a turn or the deck of flashcards is finished.

Good for: Young learners, spelling practice, pronunciation practice, reviewing vocabulary.

Contributed by: Julia



60. Do you have ...?

Brief procedure: Pre-teach vocabulary so students know the flashcards. Teach students “Do you have...?”, “Yes, I do.” and “No, I don’t.” Choose a flashcard and put it at the top. Hold all flashcards to your body. Students then take it in turns to guess the flashcard by saying “do you have....?” When a student guesses the correct flashcard, they have a turn.

Good for: Memory, speaking, pronunciation practice, reviewing vocabulary.

Contributed by: Lisa G

