

## LESSON ACTIVITIES

### 1. Activity: Music round

Level: Pre-intermediate.

Put students into small groups of 3 to 4. Give each group a pen or hat. As soon as you play some music, the students start to pass the pen around their group. When you stop the music the student holding the pen or wearing the hat must talk without pausing too long about a given topic. Topics can be agreed on before the warmer begins by asking students what topics of conversation they like to talk about with their friends. Write a list on the board eg: friends, family, work, hobbies, men, women etc. Get the student to talk about a topic chosen by the rest of their group and then set a time limit - 1 or 2 mins. It is an exercise in fluency so no questions should be asked by the other students. They should listen carefully. Make sure to stop all the students talking when time limit ends. Play the music again and do the same. While students are talking make notes of any errors students make, vocabulary needed, grammar mistakes and pronunciation for feedback at the end. Once the warmer is over praise students then find out any interesting stories from groups before giving feedback on errors.

### 2. Activity: Back writing

Level: All

Divide the class into 2 teams and ask students to stand into 2 lines facing the board. Divide the board into 2 columns and give the students facing the board a boardpen. Then, having already prepared a list of short words previously taught, take 2 different words containing the same number of letters (while making sure neither student sees your words) and draw the first letter on the back of both the students at the end of their lines. They must quickly and silently draw the letter on the next student's back etc...until the student at the top of the line can write the first letter. Then draw the next letter on the student's backs continuing until the winning team have written the word on the board. If a team are able to complete the unfinished word without the help of "backwriting" then this is acceptable too.

### **3. Activity: Just a minute**

**Level: All**

Cards should be prepared with seven words under a particular category on each. For example, if the category is sports, the card might look like this:

### Sports

- 1) basketball
- 2) tennis
- 3) soccer
- 4) baseball
- 5) bowling
- 6) golf
- 7) rugby

(Examples of other categories include: animals, jobs, activities, food and weather.) Arrange students in two big circles, one inside the other. The students are divided into pairs facing each other, and each student in the outside circle is given a card. These students tell their partners (in the inside circle) the category. The object of the game is for the students with the cards to mime or define all seven of their words in order so that their partners can guess all the words correctly within one minute. Points are awarded to the pairs that finish all seven words within the time limit. Students then pass their cards in a clockwise direction to the next pair. Students switch roles and the game begins again.

## DICTIONARIES

### 1. LOOP DICTATION

- A variation on the running dictation where the T stands out of earshot of the scribes (outside the classroom if necessary) and reads a short piece of text.
- This has all the benefits of a running dictation but the Ss also have to think about how the text fits together (you could, for example, choose a piece of text containing linkers).
- This could be used to introduce a new structure or to dictate the first paragraph of a text, which the Ss then use to predict the content of the rest of the text.

## **2. RUNNING DICTATION**

- Sentences are blu-tacked to the walls (inside or outside). Put Ss in pairs; one stays seated and writes, the other 'runs', reads, remembers, returns and dictates. It's a good idea for the Ss to swap halfway through so each S practises all four skills. (This activity is also great in that Ss have to hold the target language in their short-term memory, which increases the chance of long-term retention).
- If it is used at the beginning of the lesson, it well and truly 'warms' the students up!
- Use it for
  - discussion questions
  - jumbled dialogue
  - target grammar in context (after the dictation activity, the sentences are elicited onto the board, and the students are asked to 'notice' the target grammar. E.g. "What do all of these sentences have in common?")
  - contrasting two structures (E.g. "With your partner, separate these sentences into two groups according to their grammar.")
  - contrasting different uses of a structure
  - etc.etc.

## **3. CLOZE DICTATION**

- Procedure: dictate a text with certain words missing. The students complete the text (just like FCE Open Cloze).
- This is particularly good as a diagnostic test. You can design it so that it focuses on either structure (e.g. omit linking words, articles or prepositions) or lexis (collocation in particular).
- It's great for raising students' awareness of the importance and role of certain word types. (You can read the text without pausing at the gaps; then you can ask the students where the gaps should be).

#### 4. SPOT THE DIFFERENCE DICTATION

- Procedure: you dictate a text. The students read their dictated text trying to remember as much detail as possible. You then read the text again changing some of the details. The students note the differences as they listen, and then compare with a partner.
- Provides useful practice of the skill of listening for specific information.

#### 5. DIAGRAM /PICTURE DICTATION.

- The students listen and draw a diagram/plan (e.g. of a room) or draw a picture (e.g. the teacher describes a favourite photo).
- Great for prepositions of place and movements.
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# 11 PREPOSITIONS BINGO (students' cards)

<p style="text-align: center;"><b>CARD 1</b></p> <ol style="list-style-type: none"> <li>1 Tell me something _____ yourself.</li> <li>2 I'll see you _____ 8 o'clock.</li> <li>3 Shall we go out _____ Friday?</li> <li>4 He was born _____ September.</li> <li>5 We swam _____ the river to the other side.</li> </ol>	<p style="text-align: center;"><b>CARD 2</b></p> <ol style="list-style-type: none"> <li>1 Tears ran _____ her cheeks as she said goodbye to her friend.</li> <li>2 Which company do you work _____?</li> <li>3 He dived _____ the water.</li> <li>4 I am very proud _____ my country.</li> <li>5 The boy jumped _____ the wall.</li> </ol>
<p style="text-align: center;"><b>CARD 3</b></p> <ol style="list-style-type: none"> <li>1 The sun went _____ a cloud.</li> <li>2 Tunbridge Wells is _____ Hastings and London.</li> <li>3 Do you go to work _____ car?</li> <li>4 He broke his leg when he fell _____ the stairs.</li> <li>5 What did you buy your mother _____ her birthday?</li> </ol>	<p style="text-align: center;"><b>CARD 4</b></p> <ol style="list-style-type: none"> <li>1 The children hid _____ the bed.</li> <li>2 Shall I go with you _____ the station?</li> <li>3 They bought a house _____ a very big garden.</li> <li>4 Are you doing anything _____ the weekend?</li> <li>5 She was born _____ December 10th.</li> </ol>
<p style="text-align: center;"><b>CARD 5</b></p> <ol style="list-style-type: none"> <li>1 He comes _____ Canada.</li> <li>2 There was silence when the teacher walked _____ the room.</li> <li>3 The chemist is _____ the library.</li> <li>4 This door is made _____ steel.</li> <li>5 Please take your feet _____ the chair.</li> </ol>	<p style="text-align: center;"><b>CARD 6</b></p> <ol style="list-style-type: none"> <li>1 We don't go to school _____ the summer.</li> <li>2 Don't look round, but the person standing _____ you is the new boss.</li> <li>3 Is it expensive to travel _____ train in your country?</li> <li>4 I'm looking _____ my pen. Have you seen it?</li> <li>5 I got a letter _____ my cousin in Scotland today.</li> </ol>
<p style="text-align: center;"><b>CARD 7</b></p> <ol style="list-style-type: none"> <li>1 There is a bridge _____ the river.</li> <li>2 They walked home _____ the park.</li> <li>3 He was wearing a vest _____ his shirt.</li> <li>4 I always drive _____ work.</li> <li>5 Have a biscuit _____ your coffee.</li> </ol>	<p style="text-align: center;"><b>CARD 8</b></p> <ol style="list-style-type: none"> <li>1 She sat _____ me at the theatre.</li> <li>2 He was laughing so much that he fell _____ his chair.</li> <li>3 The postman pushed the letter _____ the letterbox.</li> <li>4 What time do you usually go _____ school?</li> <li>5 Would you like to come _____ me to the cinema tonight?</li> </ol>
<p style="text-align: center;"><b>CARD 9</b></p> <ol style="list-style-type: none"> <li>1 My uncle talks _____ golf all the time.</li> <li>2 I always have a party _____ my birthday.</li> <li>3 She walked _____ the street.</li> <li>4 The post office is _____ the bank and the cinema.</li> <li>5 The piece of music is _____ Beethoven.</li> </ol>	<p style="text-align: center;"><b>CARD 10</b></p> <ol style="list-style-type: none"> <li>1 Children in this country start school _____ the age of five.</li> <li>2 My flat is _____ the third floor.</li> <li>3 Are you interested _____ pop music?</li> <li>4 "I will love you _____ ever!" he said to her.</li> <li>5 I don't like stories _____ sad endings.</li> </ol>

## 12 CONJUNCTIONS BINGO (students' cards)

<p style="text-align: center;"><b>CARD 1</b></p> <ol style="list-style-type: none"> <li>1 We still went to the beach _____ the sun wasn't shining.</li> <li>2 We decided to go home _____ it was getting very late.</li> <li>3 I phoned her _____ I found her telephone number.</li> <li>4 I'll lend you the money _____ you pay me back soon.</li> <li>5 I wouldn't marry him _____ he was the last man on Earth!</li> </ol>	<p style="text-align: center;"><b>CARD 2</b></p> <ol style="list-style-type: none"> <li>1 He got the sack _____ he kept turning up late for work.</li> <li>2 _____ he'd asked me I wouldn't have gone. I hate opera!</li> <li>3 She'll be very attractive _____ she's lost all that weight.</li> <li>4 We'll go to the beach _____ the weather stays fine.</li> <li>5 She arrived early _____ she could help me prepare the meal.</li> </ol>
<p style="text-align: center;"><b>CARD 3</b></p> <ol style="list-style-type: none"> <li>1 She was late for work _____ her car broke down.</li> <li>2 He bought it _____ it was more than he could really afford.</li> <li>3 Take an umbrella with you _____ it rains.</li> <li>4 Beethoven composed great music _____ being deaf.</li> <li>5 You'll be able to play the guitar _____ you have a few lessons.</li> </ol>	<p style="text-align: center;"><b>CARD 4</b></p> <ol style="list-style-type: none"> <li>1 She was so upset _____ she burst into tears.</li> <li>2 I won't come _____ David and Peter come too.</li> <li>3 We waited patiently _____ the taxi arrived.</li> <li>4 _____ you do, James, don't mention the party. It's a secret.</li> <li>5 Some people like classical music _____ others prefer pop music.</li> </ol>
<p style="text-align: center;"><b>CARD 5</b></p> <ol style="list-style-type: none"> <li>1 I'll lend you my car _____ you fill it up with petrol.</li> <li>2 He put on his glasses _____ he could see the board better.</li> <li>3 The film was so boring _____ I fell asleep.</li> <li>4 The company will go bankrupt _____ we get a big order soon.</li> <li>5 She was very happy _____ she met Robert Baker.</li> </ol>	<p style="text-align: center;"><b>CARD 6</b></p> <ol style="list-style-type: none"> <li>1 _____ she was very bored, she tried to look interested.</li> <li>2 There was a loud explosion _____ the bomb went off.</li> <li>3 We'll book a holiday _____ the new brochure arrives.</li> <li>4 I'll babysit for you _____ you're back by midnight.</li> <li>5 I'll take some sandwiches with me _____ I get hungry.</li> </ol>
<p style="text-align: center;"><b>CARD 7</b></p> <ol style="list-style-type: none"> <li>1 Try to be nice to her _____ you think of her in private.</li> <li>2 I was just getting into the bath _____ the phone rang.</li> <li>3 I don't care _____ she comes to the party or not.</li> <li>4 Many people throw away clothes _____ others have nothing to wear.</li> <li>5 She didn't send for the doctor _____ she was feeling really ill.</li> </ol>	<p style="text-align: center;"><b>CARD 8</b></p> <ol style="list-style-type: none"> <li>1 He couldn't come to the reunion _____ he was abroad at the time.</li> <li>2 She married him _____ she didn't really love him.</li> <li>3 _____ his age, he was still a very good tennis player.</li> <li>4 We'll go for a picnic _____ it doesn't rain.</li> <li>5 We used to get punished _____ we arrived late for school.</li> </ol>
<p style="text-align: center;"><b>CARD 9</b></p> <ol style="list-style-type: none"> <li>1 There was an unexpected hush _____ the Queen entered the hall.</li> <li>2 We'll leave _____ John and Pat get here.</li> <li>3 He carried on playing _____ his knee was hurting him.</li> <li>4 I took my Visa card with me _____ I bought something.</li> <li>5 The Beatles wrote wonderful songs _____ not being able to read music.</li> </ol>	<p style="text-align: center;"><b>CARD 10</b></p> <ol style="list-style-type: none"> <li>1 You can't leave the table _____ you've eaten all your food!</li> <li>2 He was standing at the bus stop _____ the accident happened.</li> <li>3 She used to cry _____ she heard the song her ex-husband used to sing to her.</li> <li>4 It doesn't bother me _____ we go out tonight or not.</li> <li>5 _____ I was visiting Brighton, I decided to call on an old friend.</li> </ol>

Choose a card for your partner to talk about.

### 1 The cinema

*Think of a film (but don't say the name).  
Describe it for your partner to guess.*

Where's it set?  
Who was it directed by?  
Who's in it? What's it about?

### 6 Your diet

*Talk for a minute about your diet.*

Is your diet healthy or unhealthy? Why?  
Do you eat too much/not enough of anything?

### 2 Your education

*Tell your partner about your primary school.*

What school did you use to go to?  
Did you use to wear a uniform?  
What subjects did you use to like?  
What weren't you allowed to do?  
What did the teachers make you do?

### 7 Work

*What do you think is the good side and the bad side of being a teacher? Think about:*

- salary.
- stress.
- holidays.
- hours.
- working conditions, etc.

### 3 Your family

*Describe a member of your family.*

What does he/she look like?  
(Describe him/her.)  
What's he like? (Give two positive and two negative characteristics.)  
How are you similar/different?

### 8 Describe your town

*Imagine your partner's a tourist who has just arrived in your town. Make suggestions about:*

- getting around.
- sightseeing.
- souvenirs.
- eating out.
- nightlife.

### 4 Sport

*Tell your partner about:*

- a sport you really like watching/doing.
- a sport you hate watching/doing.
- a sport you used to do and why you stopped.
- the sporting event/match you most remember.

### 9 Experiences

*Tell your partner about a time when you ...*

- felt very frightened.
- or felt very embarrassed.
- or got very angry.

### 5 Who you live with

*Tell your partner:*

- where you live.
- how long you've lived there.
- who you live with.
- if you get on well.
- what you argue about.

### 10 Preferences

*Tell your partner which you prefer and why:*

- holidays abroad/in your country
- travelling by car/by plane
- eating at home/in a restaurant
- studying during the day/at night