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## Intermediate speaking activities

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# Speak On Line Topics:

(Use the given words and phrases as a plan)

Personal Information	Family	Home
Name	Family members	The place you live in
Surname	Father, his name, occupation	Your home address
Country	Mother, her name and occupation	Your house/ flat number
Nativity	Sister, her name, age	The number of rooms
Age	Brother, his name, age	The place where your family spends time together
Date and place of birth	Grandparents, their names, occupations	Your favourite room
Home address	The place of living	Things in your room
Appearance		The territory around your house
Likes/dislikes		
My City	School	Friends
Your city's name	Your school name	Number of friends in your school
Is it a big or small town?	The school location	The place where you live
The main buildings: city administration	Your school size (small, large)	Your friend's name, surname, age, occupation
squares and parks	The school building	His/ her home address
places of entertainment (theatre, cinema, clubs, disco clubs, shops)	The number of classrooms	His/ she/ go to school
monuments	The number of students	His/ her hobbies
schools	School subjects	His/ she/ dislikes
	Your favourite subject	
	Your favourite activity at school	
Sports	Hobbies	Pets
Different kinds of sports	A lot of hobbies (painting, reading, collecting, doing things, gardening, playing cards)	Different pets (birds, cats, fish, dogs, snakes, bugs, hamsters)
Sports clubs/ sports centers	Choose a hobby	Your friend's pet at home
Keep fit	Find a lot of information about it	Your friend's name
Train (regularly-seldom) in the gym	Speak a lot of time	Its habits
Take part in the competitions	Choose a sport (hobbies) to your friends	The place where it lives
Favourite sport		
Favourite sportsman		
Books	Hobbies and Interests	Pastimes
Kinds of books	Choose a hobby	Think about the future
Your choice of books (by cover, by contents, of famous writers, according to the subject)	The best season	Read about jobs
Your favourite book	The worst season	Find information in the Internet
The last book you read	Different weather (sunny, cloudy, windy, rainy, snowy)	Speak to the parents about school
The author of the book	The best weather	Work in spare time
The book was published	The worst weather	Discuss jobs with friends
The main characters	The weather in your region	Make a choice

Continue with Recommended Cookies Miles Craven provides some fun and valuable ideas for teaching intermediate and above students with minimal resources.1. Yes/no (speaking) This is a popular, fast-paced question and answer game. Have a volunteer come to the front of the class and sit in a chair facing the rest of the students.

## "If" Conversation Cards

<p>What would you do if you had one day left to live?</p>	<p>What would you do if you found the \$10?</p>	<p>If you could have dinner with a famous artist, who would you choose?</p>
<p>If you could change your appearance, what would you alter?</p>	<p>If you could have any job, what would you be?</p>	<p>If you were prime minister, what would you change?</p>
<p>If you could have one special ability, what would you choose?</p>	<p>If you had time, if which language would you learn?</p>	<p>If you could meet one person from history, who would you choose?</p>
<p>If you had to change nationality, what would you become?</p>	<p>If you found a diamond ring, what would you do?</p>	<p>What would you do if you saw someone shoplifting?</p>
<p>If you didn't have to work one week, what would you do?</p>	<p>What would you do if you could speak English perfectly?</p>	<p>Which would you rather give up: your cat, your car, refrigerator or television?</p>

Explain that the class must ask as many questions as possible in a time limit of one minute. The volunteer must answer each question truthfully but avoid saying the words Yes or No. If they say Yes or No in reply to a question, they lose and are replaced by another volunteer.

# roleplays 1

**STUDENT A**

You and your friend have been offered very good jobs in different cities. Try to convince him to come with you.



**STUDENT B**

You and your friend have been offered very good jobs in different cities. Try to convince her to come with you.



**STUDENT A**

You want to marry, or even divorce. He was once owner of a house built for former slaves but nothing could be proved. You know your friend is a very honest person. You must eventually accept him. Speak to one of them.



**STUDENT B**

Your best friend is engaged to an aristocrat. He was once owner of a house built for former slaves but nothing could be proved. You have a chance to marry him if he is honest. You must eventually reject her to get on with his life and get her to be happy.



**STUDENT A**

You're getting married next month. You want a traditional wedding religious and with a priest, while others, half of flowers, expensive celebration... Discuss this with your fiancée.



**STUDENT B**

You are getting married next month. You want a non-traditional wedding. You'd rather have a private civil ceremony with a few guests. You'd rather spend your money on a nice holiday. Discuss this with your fiancée.





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You may wish to demonstrate the activity first by asking for a volunteer and questioning them yourself.

[illegible]

Try to ask questions that naturally expect a Yes or No answer. Question tags are good for this: You're Spanish, aren't you? Also, repeating back their answer with rising intonation as if asking for clarification is a good trick: A: What nationality are you? B: Spanish. A: Spanish? B: Yes ... Ah! This can be great fun, but remember to keep the pace as fast as possible. It's a good revision activity for various tenses (present simple/past simple, etc), question tags and practising intonation. 2. Whisper, whisper (speaking/grammar) This simple activity is a nice way to review reported speech. Put students into groups of three and tell student A to whisper a sentence to student B. Student B must then tell student C what student A said, using reported speech.

[illegible]

Put students into pairs and tell them to ask and answer questions to find three things that they have in common with each other. You might wish to write a few ideas on the board, such as What's your star sign? What's your favourite food?, etc. When each pair of students has found three things they have in common, tell them to stand up and tell the class what those three things are. You can then mix the class again by telling students to find a new partner who they have something in common with.



adjectives of character from the board. Explain to students that they are all at a party and that they must mingle and chat to each other in the role of their character adjective. Explain that they must pretend to have that character, but that they must not say what the adjective is. Have students write the name of each student in the class on a piece of paper. Tell them to start mingling and explain that they should try to speak to everyone and identify the character adjective they are representing. When they think they know what adjective the person they are speaking to is trying to express, they should write it next to their name and move on to speak to someone else. At the end of the game, tell students to sit down and then call out the name of each person in the class and ask students to say the adjective they thought that person was trying to represent. 5. If ... (writing/speaking) Give students two or three strips of paper each and tell them to write the beginning part of a second conditional sentence on each strip. Write a few examples on the board to give them some ideas, such as: 'If I was a bird ...', 'If I went to Rome ...'. Make sure students only write the beginning part of the sentence. When they have finished collect all the strips of paper and mix them. Put students into small groups and divide the strips of paper between each group. Place the strips of paper face down on the desk in front of the students. Tell students to take turns choosing a strip of paper, turning it over and reading what it says. Explain they must finish the sentence. Demonstrate this activity by using the examples on the board: 'If I was a bird, I'd fly around the world', 'If I went to Rome, I'd visit the Vatican Museum.' When students have finished, tell groups to swap their strips of paper and continue the activity. You may wish to monitor and make notes of any errors students make. At the end, read out the incorrect sentences and have the class listen and correct any mistakes they hear. 6. Soap opera drama (speaking) Choose a famous soap opera that all your students know. Tell them to list six of the most famous characters and have them explain to you the personality and profile of each one. Then divide the class into groups of six and tell each student to choose a different character. Explain they must prepare a scene from the next episode of the soap opera! Tell them that the scene should include all the characters and give them time to prepare their ideas. When students are ready, have each group come to the front of the class and perform their role-play. For each role-play award up to five points for each of the following categories: level of interest, level of acting, accuracy of language, pronunciation. The winner is the group with the most points. 7. Mini presentations (speaking) Tell students to individually make a list of three things they are interested in (e.g. a hobby or sport they have, etc). Give them time to make their list, then put them into groups to exchange their ideas. Tell students to choose one of the three topics on their list and prepare a one-minute presentation. When they are ready, have each student come to the front of the class to give their presentation. Give your feedback to each student before announcing the winner. Alternatively, the class could vote on the winner. 8. Chain story (listening/speaking/writing) Tell students to sit in a large circle. Explain they have to tell a story, each taking turns to add a sentence as the story goes around the class in a circle. Begin the story yourself, with something like: 'It was a dark, stormy night when suddenly Jennifer heard a noise at the door.' The student on your left should then continue the story, adding the next sentence. The student on their left should then add the next sentence, and so on until the story has gone around the whole class. When the last student has concluded the story, say your first sentence again and have students each repeat their part of the story as it goes around the class once more to help them remember. Finally, put students into pairs and tell them to write the story. Monitor and help with grammar and spelling.