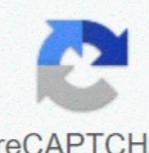


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Intermediate speaking activities

Speaking activities for intermediate students. Intermediate speaking activities pdf. Low intermediate speaking activities. Speaking activities for intermediate students british council. Pre intermediate speaking activities. Esl intermediate speaking activities. Esl speaking activities for adults intermediate pdf. Fun speaking activities for intermediate esl. Upper intermediate speaking activities pdf. Present perfect pre intermediate speaking activities.

Upper intermediate speaking activities. Fun speaking activities for upper intermediate. Esl speaking activities for adults upper intermediate. Speaking activities for intermediate students pdf. Speaking activities for upper intermediate esl students.

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Speak On The Topics:

(Use the given words and phrases as a plan)

Personal Information	Family	Home
Name Surname Country Nationality Age Date and place of birth Home address Occupation Appearance Likes-dislikes	Family members Father, his name, occupation Mother, her name and occupation Brother, his name, age Grandparents, their names, occupation The place of living	Your home address Your house number The number of rooms The place where your family spent time together Your favorite room Things in your room The territory around your house
My City	School	Friends
Your city's name The city's street The city's buildings The city's administration squares and parks places of entertainment (theatre, cinema, clubs, disco clubs, shops,) monuments sights	Your school name The school location The school size (small, large) The school building The number of classrooms The number of students School subjects Your favorite subject Your favorite activity at school	Number of friends in your school/in your street Your friend's name His/her name, surname, age, occupation His/her home address His/her appearance He/she is good at He/she likes His/her hobbies
Hobbies	Hobbies	Pets
Different kinds of sports Sports clubs and sports centers Keep fit Train (regularly-seldomly) the gym Take part in the competition Favourite sport Favourite sportsman	A lot of hobbies, reading, collecting, doing things, gardening, photo, etc Choose a hobby Find a lot of information Spend a lot of time Speak about your hobby (hobbies) to your friends	Different kinds (birds, cats, fish, dogs, snakes, bugs, hamsters) Name (your friend's) pet at home Its name Its habits Its food The place where it lives
Books	Seasons and Weather	Future
Books Your choice of books (by cover, by contents, of famous writers, according to the reading level) Your favourite book The last book you read The genre of the book The book's author The main characters	Four seasons The best season The worst season The different weather (sunny, cloudy, rainy, snowy) The best weather The worst weather The weather in your region	Think about the future Plan Read about jobs Find information in the Internet Speak to the parents about the jobs Work in some time Discuss jobs with friends 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

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

Print these conversation cards

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 distant cities. Try to convince her to come with you. 	STUDENT B You and your friends have been offered very good jobs in distant cities. Try to convince her to come with you.
STUDENT A You want to marry an aristocrat. He was born into a rich family and his mother could be proud. You know that your mother doesn't like him, but you will eventually convert him. Speak to me one of them.	STUDENT B Your best friend is engaged to an aristocrat. He was accused of having killed his former girlfriend. You know that he would not be a good idea. You have a close friend who is a good person and you recommended her to go out with him and forget her boyfriend.
STUDENT A You're getting married next month. You've a traditional wedding, religious service, a lot of guests, a lot of flowers, expensive catering... Discuss this with your friend.	STUDENT B You are getting married next month. You've a non-traditional wedding. You'd rather have a private civil ceremony with a few close friends and a small amount of money on the honeymoon. Discuss this with your friend.

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

Speaking and listening - Pre Intermediate to Upper Intermediate

Let's talk about EXPERIENCES

Conversation cards

Have you ever been abroad? Where did you go? Which country would you like to visit next?	Have you ever ridden a horse? Where did you go? A mother? Anything else? Talk about it.	Have you travelled by plane or train? Which do you prefer? Explain.
Have you ever seen a ghost? Did you believe it? How do you win something? Talk about it.	Have you ever bought a lottery ticket? How do you win something? Talk about it.	Have you ever visited a fortune teller? Talk about it.
Have you ever got a bone or broken a bone? Talk about it.	Have you ever done an event? How did you feel? Talk about it.	Have you ever been to an amusement park? What's the most fun you had? Talk about it.
Have you ever broken a bone or broken a bone? Talk about it.	Have you ever been to the beach? What's the most fun you had? Talk about it.	Have you ever been to the radio or TV studio? Talk about it.
Have you ever met a celebrity? Who was it? Talk about it.	Have you ever performed in public? Sing or play music, tell a story, etc? Talk about it.	Have you ever been a woman? What happened? Talk about it.
Have you ever held a big lie? Told the truth? Told the truth? Talk about it.	Have you ever seen a tornado or a hurricane? Talk about it.	Have you ever called a woman? What happened? Talk about it.

Interview a friend
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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.