

300 FANTASTIC 5-MIN ACTIVITIES

three hundred short activities that will transform the way you teach

PERFECT
FOR ANY AGE
AND LEVEL



TEACHER-TESTED &
CLASSROOM-READY

READY TO USE ACTIVITIES THAT WILL SAVE YOUR LESSON MORE THAN ONCE

🔧 300 SHORT GAMES & ACTIVITIES THAT WILL PUT A SMILE ON THEIR FACES

1. Be a Gardener

Have a small packet of seeds and some egg boxes. Get students to cut the egg boxes to make individual holders, go and collect a small amount of earth for the pots and plant their seeds. Discuss what they did, what they expect to happen, and any steps they need to take to ensure their seedlings start to grow.

2. Heads and Bodies

Each student draws a head on the top of a piece of paper and folds the top over to leave only a small amount of neck showing. Papers are passed to another student. Students draw a body, complete with arms, clothes and legs and fold the paper over to leave just the ankles showing. Papers are passed again and students draw feet and shoes before folding to leave just a blank space. Colours should be used for each section. Papers are passed and each student must write a name on the paper. Papers are passed again and each student unfolds the paper and describes the person that they have.

3. Who has the Coin?

Split students into two teams, and have them sitting facing each other. Team A has a coin, which they must pass along the table to each other. The aim is for team B to guess which student has the coin, and for team B to avoid the coin being found. The student at the top of the line is the team captain. At any time they can direct team A to put their hands on the table. Students should ALL place both hands clenched into a fist onto the table. The captain can then tell them to do something to try and detect who has the coin. The commands are "crawl", whereby all students must move their fingers forward in a crawling motion, "turn over", where students must turn their clenched hands over have the backs of the hand on the table, and "flat hands", where hands must be laid flat on the table. When the coin is found, play passes to the other team, and the previous team captain moves to the opposite end of the line, so each time has a new team captain. For larger classes, there can be several pairs of lines playing at once.

4. Shadow Plays

Hang a sheet at the front of the classroom in front of a powerful lamp. Make sure the classroom is as dark as possible – turn lights off and close blinds and shutters. In teams, students must act out various common occurrences,

without speaking, and the other teams must guess what the scene is. The winning team acts the next scene.

5. Mirror Writing

Students must write “mirror letters” to each other. The letters need only be a few sentences long, and students may use a mirror to help them. Mirror writing is where everything is written reversed, so that it can be read correctly when held up to a mirror. Students swap notes and try to read, first without a mirror. Then they can look in a mirror and see if they were right.

6. Paper Fortune Teller

Each student should have a square piece of paper. They should then follow the directions to make a paper fortune teller, and when completed use to tell each others’ fortunes! (To tell fortunes, students ask another student to choose any number showing. Open and close the fortune teller the stated number of times. Repeat. On the third number the student should open the corresponding flap to read the fortune!)

DIRECTIONS:

Fold the paper in half horizontally, crease. Open and fold again in half vertically and crease. Open. Where the lines meet is the middle of the page. Fold the four corners into the centre. Turn the paper over and write fortunes around the edges. (There should be 8 different fortunes.) Fold these corners into the centre and crease. Write numbers 1 to 8 on the flaps. Fold the paper in half, open, then fold in half again the other way. Put thumbs and forefingers into the flaps – can move the fortune teller.

7. Create a “Beetle Drive” Game

Explain to students how to play a beetle drive, play the game. After, have students in teams choose their own animal to create a similar game. They must state what part of the body corresponds to the number shown when a die is rolled, and make sure that the complete animal is drawn in six different stages. Have students explain to other groups their animal and rules, then play with the new versions.

8. Skipping Games

To vary command games and exercises, take students outside to an open

space and have two students turning a skipping rope whilst one student jumps the rope. There can be many groups of students doing this at once. The rope turners must give simple (and doable) commands to the student skipping – for example, clap your hands twice, touch your nose, pat your head, close your eyes. If the student performs a command wrong, they become a rope turner, and the student who gave the failed command becomes the jumper.

9. Paper Clothes

You need a good supply of old newspapers or other scrap paper and some staplers, with plenty of staples, or rolls of sticky tape. Students are divided into small teams, and given some newspapers / paper, and either sticky tape or staplers. Students are not allowed to use scissors, but instead must tear paper to make paper clothes, following instructions as given by the teacher. For example, dress one student in shorts and a t-shirt, one student in a dress and a hat and one student in a skirt and vest.

10. Create a Library

Students can work in teams to make a mini library. Provide lists of books, real or made up, including the title, author and a brief sentence on what the book is about. Students must group the books as if it were a library. They must practice categorisation (explaining why they have put books into different categories) and putting things in alphabetical order.

11. Tell the Time

Students are to make a clock face using a piece of paper and attaching the hands with a paper fastener so that they are moveable. Students practice asking the time and telling the time in pairs using their clocks.

12. Funny Shopping

Have students cut a small news article out of a newspaper or magazine and cross out all the nouns. In pairs, one student is the new reader, another student the shopkeeper. The newsreader reads the story, but each time they reach a crossed out noun they must pause and the shopkeeper must name something that they sell in their shop. Can produce some funny sounding stories! Students

then shop and the newsreader becomes the shopkeeper and vice versa.

13. Traditional Remedies

In groups, have students consider traditional remedies for various illnesses and ailments. In groups, students must then tell the class how to traditionally treat a range of sicknesses.

14. What can I find at the Beach?

This works with many different places. In small groups, students have two minutes to write down as many things as possible that they may find at a particular place. Teams score points for each reasonable answer, but lose a point for each nonsense answer. Other places to try include fair, supermarket, gas station, school, fitness centre, tourist information centre, hospital, and shopping mall.

15. Invisible Writing

Using lemon juice, students can write secret message to one another. The juice dries clear. Students then swap the messages and “develop” the messages to read them – to see the writing, hold the paper over a lamp, radiator or other safe heat source and the message will appear.

16. Alphabet Drawings

Students choose a letter of the alphabet and draw as many different images they can turn the letter into. The letter must be clearly visible in the image, be an integral part of the picture, and students must be able to name the objects they have drawn.

17. Book Review

Students give a two minute review about the last book that they read.

18. Breaking News

In small groups, students should make up a fictitious event and deliver to the

class in the style of a breaking news bulletin.

19. Rampage of Appreciation

Each student should write 3 or 4 things on a post it note for which they are thankful for in life. Stick all the notes on the board and compare.

20. Dream Team

In small groups, students are to create their own “dream team” – this can be for football, basketball, women’s hockey or any sport which the majority of the class would know about and have an interest in. (Alternatively, groups can pick their own sport and devise an appropriate team.) Students should be prepared to justify their choices.

21. Where Can I ?

In pairs, students should compile 10 questions beginning with the words where can I ? For example, where can I buy gas for my car? Where can I post a parcel? Where can I borrow a book? Each pair then asks their classmates, and people should try to name the correct place.

22. Perfect Neighbour

Individually, students should spend a few minutes thinking about what makes a perfect neighbour and what qualities a perfect neighbour has. They should also think about what qualities make a person a bad neighbour. In small groups, students should then try to come up with a list of the top 5 qualities in a neighbour, and the worst 5 qualities.

23. Run to ...

Split the class into two teams. A member of each team should listen to the teacher describe a small area of the room. When students think they know what part of the room is being described, they must go and stand in that section. The first student to correctly stand in the part of the room being described wins a point for their team.

24. Talking Pets

Ask students to consider if their pet could talk what would be the top questions

they think the pet would ask, and what things would the pet want to tell its owner.

25. Incentives

Brainstorm as many different incentives that companies may offer to employees. Students to consider which would be the most beneficial for them, and which may make them change jobs, assuming that pay, working hours and job duties were all the same.

26. New Year Resolutions

Discussion about common resolutions made at New Year, any resolutions students made and stuck to and any that they made and broke.

27. Debate Social Networking

In small groups, students are to think about the pros and cons of social networking. Two students from different teams must then debate the issue. The teacher should allocate students in favour of and students against, to prevent likely agreement on many points. Students must be prepared to argue and justify a view that is not necessarily their own.

28. Historical Nursery Rhymes

Provide students with some nursery rhyme lyrics. Have a class discussion about what they think the nursery rhyme is about, any possible historical events linked to the rhyme or any meaning behind the rhyme. Then, provide students with the randomised historical roots to the nursery rhymes and students must try and match the rhyme to the root.

FOR EXAMPLE:

Doctor Foster

Went to Gloucester

In a shower of rain.

He stepped in a puddle

Right up to his middle

And never went there again!

The origins reputedly lie in English history, dating back to the 13th century,

when King Edward 1 was believed to have visited Gloucester and fell from his horse into a big muddy puddle. He is said to have been so humiliated by this experience that he refused to ever visit Gloucester again!

Oh, the Grand old Duke of York he had ten thousand men
He marched them up to the top of the hill
And he marched them down again.
When they were up, they were up
And when they were down, they were down
And when they were only halfway up
They were neither up nor down.

The words are believed to refer to Richard, Duke of York and the Battle of Wakefield in 1460. The Duke and his army marched to his castle at Sandal, which was built on a hill. He went down to attack the opposing forces and was killed.

Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall.
All the King's horses, And all the King's men
Couldn't put Humpty together again!

Humpty Dumpty was believed to be a large cannon used during the English Civil War (1642 - 1649). Colchester, a then walled town, was held by the Royalists and was laid to siege by the Parliamentarians (Roundheads). During battle, the cannon was destroyed.

Mary Mary quite contrary,
How does your garden grow?
With silver bells and cockle shells
And pretty maids all in a row.

The Mary in this traditional English nursery rhyme is believed to be Mary Tudor, also known as Bloody Mary. The garden referred to is an allusion to graveyards, which were growing with those who practiced an opposing faith. Silver bells and cockle shells were colloquialisms for instruments of torture. A guillotine

was referred to as a Maiden, often shortened to maid.

29. Letter to the King / Prime Minister / President

In small groups, have students consider what they would want to include in a letter to the King / Queen / Prime Minister / President or other leading figure of a country, and then draft a letter.

30. Colour Associations

Students are to consider what they typically associate with different colours. Have students put things into groups of things / objects, feelings, seasons, weather and other. (In the other group, students should try to think up their own categorisation to explain the association.) Students can work individually, in pairs or in small groups.

31. Report a Crime

In pairs, students should create a dialogue of a member of the public reporting a crime, either to a police officer in person or via the telephone. They should ensure that the person who is receiving the report asks all relevant questions, and that appropriate answers are given. The students should then deliver their dialogues to the rest of the class for feedback.

32. Budgeting Exercise

Give a hypothetical monthly combined income figure for a household. In small groups, students should prepare a monthly budget. It is down to the students to choose what things to include as outgoings and how much to allocate. Groups should then swap for feedback from other groups. (For example, you should expect each group to have accommodation costs, transport, food, and utility costs on their budget.) Start to introduce different factors to make students alter their budgets – for example a credit card minimum payment per month, a car loan, a savings account, insurance payments, and so on.

33. On the Big Screen

Students should create a timeline of their key life events and milestones that

should be included should a movie ever be made of their life. Students should then prepare a basic overview of any movie made about them and choose a title for the movie.

34. New Year Traditions

If students are of mixed nationalities, a great exercise is to ask them to describe their countries traditional New Year celebrations to the class. Students should also indicate when New Year is celebrated. Facilitate a question and answer session after each description.

35. I've Lost

Tell each student, secretly, 2 objects – the first object is something they have found. The second object is something they have lost. Students cannot use the word, but must instead describe the items. Students must then question each other to try and find their own missing object and return the found item. (NB It is unimportant if students actually do manage to find / return items – the important thing is the discussions between students, the questions asked and the descriptions given.)

36. What Sport?

Choose one student to describe a sport to the class. They must not say the name of the sport, any equipment used, or provide any actions. When another student thinks they know, they must raise their hand. This second student must then say what equipment is necessary to play the sport. Students are to raise their hands to name the sport, and the first student to guess correctly must provide the next description and so on.

37. Fruit Salad

Allocate each student a fruit as their replacement name. Students must then group themselves according to commands by the teacher. To form groups, students must ask their classmates questions in order to know who to team up with. For example, if the command is group by name, students would ask the question what is your name? If the command is group by colour, students should ask what is your colour? Groupings can be made, for example, by colour, name, size, where grown (hot or cold climates), whether sweet or bitter, and

similar.

38. Smell Jars

Place some aromatic substances in opaque containers, have students smell the containers, describe the smell then try and decide what is in the container. Substances to use may include pepper, coffee, coco powder, rose petals and similar.

39. What Does [Animal] Eat?

In groups, students should list things typically eaten by different animals. Groups should then take turns to read a list for an animal and other groups try and identify the animal from the food it eats.

40. What Candy Bar Would You Be?

Pose the question to students: "What candy bar would you be if you were a candy bar, and why?" Give students a few minutes to think and note down their reasons, and then students should tell the class what and why.

41. Travelling Tales

Each student should tell the class about the trip they have taken. They should include WHERE they went, WHO they went with, WHAT they did, WHEN they went, WHY they went, and HOW they got there.

42. Different Cooking

Have students brainstorm different raw, unprepared foods. (Meals are therefore excluded, as are ready made products, such as pizza, ice cream, etc.) Examples include different fruits and vegetables, meats, eggs, milk and so on. Students must then try and list the different ways of preparing or cooking each item – for example – potatoes may be boiled, roast, baked turned into French fries, turned into potato waffles, turned into hash browns ... eggs may be fried, boiled, poached, scrambled, turned into omelettes ...

43. Plan a Wedding!

In groups, have students plan a wedding. This can be traditional or modern,

but students must make the plans as detailed as possible. For example, where the wedding will be, how the parties will get to the wedding, what the parties will wear, what food will be offered and when will it be served, how many guests will be invited, etc.

44. Farmer's in His Den Song

Teach younger students the words to "The Farmer's in His Den." Students stand in a circle and hold hands, with one student in the middle. Students go around the "farmer" who must then choose a "wife" to join them in the centre. The "wife" then chooses a "child", the "child" chooses a "nurse", the "nurse" chooses a "dog" and finally the "dog" chooses a "bone." The "bone" then becomes the new "farmer." Students should not be picked more than once.

The Farmer's in his den,
The Farmer's in his den,
E I addy oh, The Farmer's in his den.

The Farmer wants a wife,
The Farmer wants a wife,
E I addy oh,
The Farmer wants a wife.

The wife wants a child,
The wife wants a child,
E I addy oh,
The wife wants a child.

The child wants a nurse,
The child wants a nurse,
E I addy oh,
The child wants a nurse.

The nurse wants a dog,
The nurse wants a dog,
E I addy oh,

The nurse wants a dog.

The dog wants a bone,

The dog wants a bone,

E l addy oh,

The dog wants a bone.

45. Catchphrases

Students should think of some celebrities from their own country, and the catchphrases that they use, in their own language. Translate these catchphrases into English, being careful to structure correctly.

46. Translate and Summarise

Provide students with a short news article in their native language. Students must then provide a summary in English. Students may work in groups to complete this task.

47. Interview Potential Lodger

In groups, students should think of questions to ask a potential lodger. Groups should then interview their classmates and choose who they would like to be their house-mate.

48. Name Crossword

Students should write their name in the centre of a piece of squared paper. They should then try to fit words in the squares, in the style of a completed crossword. Clues should be made that relate to the "answers."

49. Jobs v Duties

Lead a class brainstorming activity on jobs, duties, and equipment commonly used in the workplace. Group the words appropriately. Then use the words to create sentences about different professions, for example, a secretary types

letters using a computer, a teachers teaches students and uses a marker pen.

50. Quick Thinking

Split the class into small teams. Say a category and students must raise their hands to tell you something in that category. The first student to raise their hand and give a correct answer wins a point for their team. This game should be fast moving to make students listen and think quickly, and the category should be different each time, although they can be repeated at random. For repeated categories, students should give a different answer to one used previously. (Classmates should watch out for repetition.) Categories may be, for example, animal, vegetable, colour, sport, season, number, month, fruit, drink, illness, girl's name, boy's name, job, activity, school subject ...

51. Guess the Department

Ask students to brainstorm common departments within a company, identifying and alternately used names for departments, overlapping functions etc. Then, one student should describe some duties and the class must guess the department that the described job works within. The student to guess correctly provides the next description, and so on.

52. Contractions

In groups, students are to list as many commonly contracted words in English speech and give the full version. For example: can't / cannot, won't / will not, it's / it is ...

53. Contractions 2

Divide the class into small groups and give each group a short news article. Students must swap contracted words into the full forms, and contact any full forms where a contraction is possible.

54. Punctuation Function

In groups, students should describe the function of different punctuation marks. Include full stop / period, comma, apostrophe, exclamation mark, question mark,

hyphen, quotation marks, colon and semi colon.

55. Punctuate This!

Students can work in pairs or small groups to complete this exercise. Provide each pair / small group with a writing sample, completely devoid of any punctuation capitalisation. Students must punctuate the piece appropriately.

56. Five Minute Horror

In groups, students are to create a short horror story. Groups should then read their stories to the rest of the class.

57. Cliff-hanger

Students should work in groups to create a short story with a real cliff-hanger ending. Groups should read their stories to the rest of the class, and students should consider possible outcomes and what they think will happen next.

58. Letter from the Moon

In groups, students should imagine that they are alone on the moon, and they should write a letter home describing what they see, how they feel, what they miss, what is new, etc.

59. Polite Disagreement

Brainstorm different situations in which one may wish to disagree with somebody. Brainstorm the different phrases that may be used to ensure any disagreement is polite. In pairs, students are to practice making statements and disagreeing. (It does not matter if they actually agree or disagree – they must practice disagreeing politely.) Then, students must disagree impolitely, and note the differences. Select some pairs to come to the front of the class and demonstrate polite disagreement and impolite disagreement.

60. Greatest Inventions

In groups, students must consider what the world's greatest inventions are, why they are helpful, and which inventions they use in their daily lives. Consider what they would do if these inventions were taken away from them and how life

would be different, followed by a class discussion.

61. Problematic Travelling

Class discussion about problems people encounter when travelling. Students must try and give an example of a problem they have encountered, and how they overcame that problem. Class to consider further ways to overcome travel related problems.

62. Jingles

Class discussion on various products available and advertising jingles and slogans used for certain products. In groups, students must then choose any product and try to come up with an alternate, but no less catchy, jingle.

63. Paper Advertisement

Class discussion on various products available and advertising strategies used for different media forms. Discuss and brainstorm different forms of printed media where advertising can be found. In groups, students must then choose any product and design a printed advertisement.

64. Perfect Day

Students should describe a perfect day. This need not be real to their life, but how they would envisage a perfect day to be. They must consider what they would do, how they would feel and why this would be a perfect day for them.

65. Promote a Pop Concert

In groups, students must imagine that a popular pop singer or group will be visiting their town as part of a tour. Students should consider how they would promote the concert to encourage a sell out performance. Groups should then try and promote their chosen artist to the class.

66. Countable v Uncountable Nouns

In small groups, students should complete two lists; one of countable nouns and one of uncountable nouns. Groups should swap lists for corrections and

peer feedback.

67. Job Qualities

In small groups, students should consider what their ideal jobs would be. Students should then work in their groups to think of generic qualities needed for jobs, special qualities needed for their ideal jobs, generic qualities that would be a disadvantage and any qualities that may be detrimental to a person doing a particular job.

68. Deal-Breakers

In pairs, students should come up with a collaborative list of their top five deal-breakers for given situations. They should also note any matters on which they do not agree and those points that one student would find a deal-breaker and the other student would not mind.

For example, what would be your top five deal-breakers in a relationship? What would be your top five deal-breakers when looking for a house-mate? What would be your top five deal-breakers when buying clothes? What would be your top five deal-breakers when buying a new home?

69. Twenty Statements

This activity is the reverse of twenty questions. Students must be given a secret word to describe. They must not say the word, and they must make 20 short statements about their word to enable others to guess it correctly. They must not make more than one point per statement, or it will count as multiple statements. Other students must try and guess the word based on the information they hear. The student who first correctly guesses the word goes next with a new word.

70. Mnemonics

Discuss the meaning of mnemonics with the class to start. (Common mnemonics are often for lists and are spoken / heard. For example, short poems, acronyms, or memorable phrases. Mnemonics can also be for other types of information and in different forms.) Give students some common mnemonics for remembering details, or how to spell words. For example, because = Ben Eats Cabbage And Usually Some Eggs, the order of the planets (before Pluto was declassified)

= Merchant Vessels Each Make Journeys South Under North Pole. In groups, students should think of some rhymes or statements to help remember how to spell a difficult word of their choice or some factual information. Groups should then share with the rest of the class.

71. Polite Refusals

Brainstorm different situations in which one may wish to refuse to do something. Brainstorm the different phrases that may be used to ensure any refusal is polite. In pairs, students are to practice inviting students to events or asking them to do something, and refusing. Then, students must refuse in an impolite manner, and note the differences. Select some pairs to come to the front of the class and demonstrate polite refusals and impolite refusals.

72. Life in Ten Years

Give students time to consider what they think their lives will be like in ten years' time. Students should give a short description to the class.

73. Life on Mars

Ask students to consider what it would be like to visit Mars, and how Mars would differ to life on Earth. Students should discuss their ideas in group, and prepare a short travel advertisement to try and sell trips to Mars.

74. Re-Design School Uniform

Lead a class discussion on the advantages and disadvantages of wearing a uniform to school. Students should work in small groups to re-design their school uniform, giving reasons for their choices. (In schools where no uniform is worn, ask students to design a new uniform for fresh.)

75. I'm Proud

Have students to consider the phrase "I'm proud to be[own nationality]... because" and give ten completions to the sentence. Students should then compare their reasons.

76. Groupings

This is a simple activity to practice number groupings. The entire class should

stand up and join with other students to form groups containing the number of people as stated by the teacher. Any students who are not grouped in the correct number must sit out. Gradually work down to three students left and form a group of two. When there are only two students left, begin the activity again with all students.

77. Space Capsule

In groups, students should design a space capsule. Students should explain why they have included certain features. Each group should then present their ideas to the class, and classmates should ask any questions about the design that they wish to ask.

78. Healthy v Unhealthy

As a class activity, brainstorm different healthy and unhealthy foods and healthy and unhealthy exercises. In groups, students should then design a short information pamphlet promoting good health.

79. Relay Speaking

Choose a topic for discussion. One student should begin speaking about the topic for one minute. After one minute the next student should pick up exactly where the last person stopped. Set a timer, and as the timer sounds, the first student should immediately stop, even if it leaves an incomplete sentence. The second student speaks for one minute, then speaking passes to the next student at the sound of the one minute timer. Continue around the class.

80. Letters and Numbers

Students work in small teams. Make sure each team has loose pieces of paper and a pencil. Say any number between 1 and 26, and students must write the letter of the alphabet that appears in that position in the alphabet. The first team to hold up the correct letter scores a point. This exercise can be varied by saying the letter and students must write down the number it occupies in the alphabet.

81. Invent Something

In groups, students should try and think of a new invention. They should give

the invention a name, create an advertising slogan, be able to describe the invention, and prepare a sales pitch to try and promote the new invention and encourage the public to buy it. Groups should present their ideas to the class.

82. Top Tips

In groups, provide students with topics to create a “Top Ten Tips” list for. For example – top ten tips for studying English, top ten tips for buying a car, top ten tips for getting a job. Compare lists.

83. Prepositions Practice

Students should work in pairs. Give each pair a different news article. Students should read the article, and blank out any prepositions. Pairs should then swap articles and try to correctly reinsert the prepositions. Students should also highlight any prepositions that the original pair did not blank out.

84. Plan a Trip

Students must work in pairs to plan a trip. The instructions are that they must decide on five places to visit, that neither of them have ever been to before and that they would both like to visit. They must ask each other about what they will do there, and seek to persuade each other to visit their choice if the other party is uncertain.

85. Identify the Musical Instrument

Play short recorded sound clips to students of different musical instruments. In teams, students must identify the instrument. The team to get the most right wins!

86. Styles of Speech

Assign students different styles of speech – for example, fast, slow, quiet, loud, singing, monotone, and expressive. Students must read a paragraph of a story in their assigned voice. When the paragraph is completed, the next student starts to read in their assigned voice and so on.

87. Song Stories

Listen to a song in class. Students should try and identify any story being told

throughout the song, or any messages that the song tries to convey. Students should work in small groups to discuss their ideas, before a wider class discussion.

88. Open a Restaurant

In groups, students should pretend that they are going to start their own business and open a new restaurant. Students should consider the types of cuisine that they want to offer at the restaurant, the decor of the restaurant and any themes, what music (of any) they will play in the restaurant and how they will encourage people to visit their new restaurant. Design a sample menu for the restaurant. Each group should then present their ideas to the class.

89. Poem Anthology

Students can work alone or in small groups to collect some of their favourite poems in English and create a short collection of poems. (Have some poetry books available for students to gain inspiration.) Students should be able to explain why they decided to include certain poems.

90. Kidnapped Gnome

In pairs, students create a ransom note ... for a kidnapped garden gnome! Encourage students to be creative and humorous.

91. Resume Creation and Correction

Have students individually create their own resumes, and then work in groups to discuss each member's resume and offer tips for how to improve them. Provide some samples of poor resumes and ask the groups to re-draft them to be more professional.

92. Personal Questions

Lead a class discussion about different types of personal questions, and group into those appropriate for people you have only just met, those appropriate for work colleagues and those appropriate for close friends and family.

93. Modernisation

Provide advanced students with some samples of old English writing, perhaps

Shakespeare, Chaucer or similar. In small groups, students must modernise the writing, changing any out-dated words or phrases into their modern-day counterparts, and alter the structure where necessary to make the writing sound more modern.

94. Traditional Costumes

In a class of mixed nationalities, have students describe the traditional clothes worn by people in their country, the national costume and any distinctive official uniforms. For same nationality classes, ask students to describe different uniforms worn by different sectors, common fashion trends and to tell the class about any national costumes or traditional clothing that they are aware of from other countries.

95. Noun / Verb / Adjective Changer

Have students make a list of verbs. Change these verbs into the noun forms and adjective forms (where there are nouns and adjectives of the chosen verbs.) Students should do this task in small groups.

96. Descriptions

As a class, brainstorm different descriptive words. In groups, students should separate these into adjectives or adverbs. Have a class discussion, to ensure correct categorisation.

97. Complete the Lyrics

In pairs, have students complete the gaps in the following rhyme, with whatever words they think fit, then compare answers to see how much variation there is. (Students are not supposed to know the actual words, although you can tell them afterwards.)

It's, it's

The old man is

He went to and he

And couldn't

NB: It's raining, it's pouring

The old man is snoring

He went to bed and he bumped his head

And couldn't get up in the morning

98. Travel Brochure

In pairs or small groups, have students create an entry / entries about their town / towns for a travel brochure.

99. Sentence Creation

In pairs, students should try and create sentences where each word begins with the next letter of the word that they have been given.

For example, apple – a perfect pair lasts endlessly.

100. Top Ten

Have students create lists of the top ten things to do before an event. For example, top ten things to do before you graduate, top ten things to do before you turn 30, top ten things to do before you sleep.

101. Archaic Words

Prepare a list of archaic words that are now out-dated and provide their modern day meanings or an explanation of the word. In pairs, students should try to create sentences using the words in context.

102. Modern Verbs

As a class exercise, brainstorm “modern verbs” – those seeming verbs that have come into existence because of modern events. For example, “I’ll google it” – to google something, “I’ll Facebook him” – to Facebook. In groups, have students think of possible future examples. (This could include, for example, “I’m IPadding” – to iPad.)

103. Minute Taking

Have students listen to a short extract of a business meeting. They are to take minutes. Compare the points that students decided to record and note. This is excellent practice for students to take note of relevant details and important matters

at a fast pace.

104. The Perfect Gift

In groups, students should invent a fictitious friend. Make sure that students include their likes and dislikes, hobbies and age amongst the description. Groups then share descriptions with each other and think about the perfect gift to buy for that person, based on their character. Groups must give reasons for their choice of gift.

105. Build a Bridge

Provide groups of students with drinking straws, card and glue. Students must work together to construct the strongest bridge with the materials they have. They must be able to explain why they have chosen their design and how they expect their bridge to function under weight. After each group has introduced their bridge to the rest of the class, test each one with weights!

106. Senses

In groups, students should try to complete as many things as they can in five minutes under 5 headings of see, hear, smell, taste and touch.

107. False Job

In small groups, students should write groups of 4 sentences about jobs and their duties, with 3 correct descriptions and 1 false description. Groups should then swap their sentences and try to correctly identify the false statements.

FOR EXAMPLE:

A waiter serves food

A nurse looks after sick people

A hairdresser sells soap

A florist arranges flowers

108. Pie Chart

Provide students with a pie chart showing data on a particular area. In small groups, students must decide how to orally present the data in the pie chart, and then

deliver a short presentation to disseminate the information.

109. Minimal Pairs

Give some examples of minimal pair words for different sounds. This will help students to practice pronunciation of different sounds. In groups, students should try and make their own lists of words for each different sound. Groups are to read their lists out loud to check for correct pronunciations.

FOR EXAMPLE:

ship / sheep, hit / heat, live / leave

Head / had, dead / dad, net / gnat

Pet / bet, peach / beach, pull / bull

110. Talking Cards

For this activity you need a deck of playing cards (or two, depending how big the class is). Shuffle the deck and give each student a card. Students must answer the question that corresponds with the card they have.

QUESTIONS:

Hearts – What?

Ace - What did you have for dinner last night?

King - What did you have for lunch today?

Queen - What did you have for breakfast this morning?

Jack - What did you do last night?

Ten – What is your favourite sport?

Nine - What is your favourite game?

Eight – What music do you like?

Seven - What does your father do?

Six - What does your mother do?

Five - What is your favourite lesson at school? Why?

Four - What is your favourite TV programme?

Three – What is your favourite school subject?

Two - What is the one thing you would change about yourself?

Diamonds – If

Ace - If you could have a pet what would you have?

King - If you had a million dollars what would you buy?

Queen - If you could meet any person in the world who would it be?

Jack - If you had to live in another country where would you live?

Ten - If you could change something about your school what would it be?

Nine - If you could do anything in the world what would it be?

Eight - If you could speak two foreign languages well, what would they be?

Seven - If you were rich, what would you do?

Six - If you had to spend a day alone at home, what would you do?

Five - If everyone in the world suddenly disappeared, what would you do?

Four - If you could choose how old you were, how old would you be?

Three - If you could choose any meal you wanted, what would it be?

Two - If you found \$100,000 what would you do?

Clubs - Descriptions

Ace - Describe a friend.

King - Describe your clothes.

Queen - Describe your mother.

Jack - Describe your father.

Ten - Describe yourself.

Nine - Describe your bedroom.

Eight - Describe your house.

Seven - Describe a pineapple.

Six - Describe your breakfast.

Five - Describe a TV.

Four - Describe snow.

Three - Describe your favourite hobby.

Two - Describe the beach.

Spades - Random

Ace - What is your telephone number?

King - What time do you usually go to bed?

Queen - Where did you go for your last holiday?

Jack - Where were you born?

Ten - What time do you usually wake up?

Nine - What are your hobbies?

Eight - Which magazines do you like to read?

Seven - Do you prefer summer or winter?

Six - Do you have any pets?

Five - How often do you go bowling?

Four - What was the last movie you saw?

Three - Who are your closest friends?

Two - How many people are in your family, and who are they?

NB - Be aware that using playing cards in the classroom may not be appropriate in some countries.

111. Word Stress

Give students some different words. In pairs, students must identify the correct word stress, and underline where the stress of a word occurs.

112. Football Commentator

Show students a silent clip of a section of a football match. In teams, they must provide a commentary to go with the clip.

113. Portrayals

Give students certain words or themes and in groups they must decide how they would best represent these things in abstract art. Groups must then describe the image they would produce for each word or phrase.

114. Make a Bookmark

Individually, students should make a small decorative bookmark. One side should be as the student wishes, the back should be lined, for students to write in all the books they read in English.

115. Mythical Creatures

In groups, students should see how many mythical creatures they can name.

116. Periodic Table

In groups, students should see how many elements of the periodic table they know,

in English.

117. Guess the Weight

Have a selection of objects and a set of weighing scales. Students must feel the objects and guess the weight. Have students work in teams, and the closest guess from each team scores a point.

118. Find the Images

Give students a picture containing many different objects. Students must circle the objects as read by the teacher.

119. Movie Critique

Show students a short extract from a movie. In groups, students must then prepare a brief critique, in the style of a movie critic.

120. Shopkeeper

Have some students as “shopkeepers” and some students as “customers.” Provide shopkeeper students with various images of items sold in different shops. The “customer” students should go around the “shops” and ask for a certain amount or weight of a product. Shopkeeper students must give the correct items.

121. Shopkeeper 2

In groups, students should make images of various items sold in a particular type of shop. Assign shop types to groups. They should label products with the prices or create a price list. Students then take it in turns to visit different “shops” with a small basket. They should gather up the items they wish to purchase in a shop, and the “shopkeeper” student must tell them how much they owe.

122. Hypothesise

Students work in groups. Give different scenarios and the groups must make a hypothesis. Compare the different views for each set of events.

123. Collect the Box

Have various size boxes with different images on each face. Split the class into two

teams. Place the boxes in a pile at one end of the room, and have one student from each team come to the front of the room. Ask a question. The answer will be one of the images on the boxes. Students must then go to the boxes, find the box with the correct image and return to the front and indicate the correct image. The first team to bring the box scores a point for their team.

124. Amusing Euphemisms

Explain to the class what a euphemism is - a generally innocuous word, name, or phrase that replaces an offensive or suggestive one. Some euphemisms are intended to be amusing. Ask students to work in groups to try and think of as many euphemisms that they know. They can include ones from their own language as well as those in English, as long as they can provide an explanation in English of the meaning.

125. Advice to Younger Self

Ask students to consider their own lives over the past year / two years / five years, depending on the average age of the class. Get students to consider what advice they would have given to their younger selves if they had had the chance.

126. Ball of Wool

You will need a ball of wool or string. Ask a question to the class. The first student to raise their hand and provide the correct answer starts with the ball of wool. This student then asks the next question, and throws the ball of wool to the next student to raise their hand with a correct answer, but the first student should keep hold of the end of the wool. Play continues like this. Each student should keep hold of the line of wool before throwing it to the next person, hence creating a cobweb like effect amongst the students.

127. Board Games

Take a selection of English board games to class. Split the class into groups and give each group a board game. Groups must read the instructions, work out how to play the game, and then explain their game to the rest of the class. Give groups a short

while to play their assigned game before rotating to another game.

128. Urban Myths

Explain to the class what an urban myth is. In groups, students should come up with examples of urban myths and then share with the rest of the class for comments.

129. Place Names

In groups, students should think of as many different place names in the local area that are named after a famous person, an animal, a flower or a tree. (For example, Naresuan Road – former Thai King, Bluebell Walk, Lincoln's Park – former US President, Foxes Walk, Elm Avenue ...)

130. Question and Repeat

Students should individually think of five questions to ask a friend. Students should then work in pairs and ask each other their questions. Each student should then talk about their friend. (For example: A: What is your favourite sport? B: My favourite sport is football. A: This is B. His / Her favourite sport is football.) Makes students differentiate between using I and my, he / she and his / her.

131. Break a Habit

Lead a class brainstorming session on those habits that could be considered bad habits. Ask students to each choose one bad habit that they have. The rest of the class must think of advice and suggestions to help the student break their bad habit. (For example, always late, bite nails, never complete homework, chew pen tops.)

132. Legends

Ask students to think about places that have legends or stories attached to them. Students may work in groups. The groups must then choose the one that they find the most interesting and tell the rest of the class about it.

133. Free for All

Have a question and answer session with the class where students are free to shout out the answers, even if it means the whole class shouting at once. This will encourage those students to participate who may be too shy to answer on their

own.

134. Months Rhyme

Teach students the rhyme to remember how many days are in a month:

Thirty days has September,
April, June and November;
February has twenty eight alone
All the rest have thirty-one
Except in Leap Year, that's the time
When February's Days are twenty-nine

Students should then practice asking each other how many days are in certain months, using the rhyme to help them answer.

135. Pass the Paper

Ensure each student has a loose sheet of paper. Tell students to think of a short story, and then write a couple of lines of their short story. They should then fold the paper at the top so that their sentences are not visible, pass the paper to the next student, and continue writing the next couple of lines of THEIR OWN story on the paper they receive. Students should not look at what the previous student has written, but continue their own story as though there had been no break. After another couple of lines, students are to fold and pass again. After about 6 passes, the final student should unfold the paper. Each student should read the jumbled story that they have in front of them.

136. Punctuate This!

A quick exercise that is usually quite funny. Give students the following sentence to punctuate:

"A woman without her man is nothing"

Compare the punctuations. Of course, it is typical for females to punctuate as "A woman: without her, man is nothing." And for males to punctuate as, "A women,

without her man, is nothing.”

137. Sounds

Go through some different sounds that are common in the English language. Put students into groups and allocate each group some different sounds. The groups must work out how to describe what happens in their mouth when they make a particular sound. This is a great exercise for correcting pronunciation and ensuring that students do actually pronounce different sounds correctly.

138. Doe, Ray, Me

Write the song Doe, Ray, Me on the board. In groups, students should then take the first word and provide an alternate description.

Doe, a deer, a female deer.

Ray, a drop of golden sun.

Me, a name I call myself.

Far, a long, long way to run.

Sew, a needle pulling thread,

La, a note to follow sew,

Tea, a drink with jam and bread!

That will bring us back to doe!

139. Monday's Child

Have students think about what day of the week they were born on. If students do not know, most calendars on mobile telephones can date back far enough to know. Tell students the poem “Monday's Child” and lead a discussion with how far students agree with the statements in the rhyme.

Mondays child is fair of face,

Tuesdays child is full of grace,

Wednesdays child is full of woe,

Thursdays child has far to go,

Fridays child is loving and giving,

Saturdays child works hard for his living,

And the child that is born on the Sabbath day

Is bonny and blithe, and good and gay.

NB: Make sure you explain the historical and traditional meaning of the word 'gay'.

140. Horse-Racing Commentator

Show students a short horse race, with no sound. In groups, students must provide the commentary. After each group has given their commentary, listen to the actual commentary.

141. Word Maker

Write several words on the board, but with the syllables separated and in a random order. Students must match the correct syllables to make complete words, identify the number of syllables and identify the strongest syllable where the word stress occurs.

142. -Ed Endings

Have students brainstorm verbs in the base form and past simple form. Note where the ending in the past simple form -ed. In groups, students must identify which -ed sounds are pronounced as such, adding an extra syllable to the word, and which ones do not add a syllable. Students must then separate further the words that do not add a syllable according to the sound they make and split into those where the final sound is like a "t" sound and those where it is like a "d" sound. Students must try to add more examples to their lists.

For example, extra syllable -ed words include wanted, painted, started, ended. "T" sound words include watched, jumped, looked, wished, liked. "D" sound words include played, sagged, allowed, followed.

143. -s/es Endings

Have students brainstorm words that end in s or es – these may be plurals, possessives or verbs in the third person present simple form. In groups, students must identify which endings create an extra syllable and which do not. Students must try to add more examples to their lists.

For example, extra syllable words include Mr Jones', exercises, watches, Mrs Williams',

oranges. No extra syllable words include Mrs Chin's, bananas, grows, sees.

144. Spot the Common Sound

In pairs, students should create pairs of words that share a common sound, and highlight the common sound.

145. The 5 "W"s and the "H"

A student should briefly describe an activity that they, or someone they know, do. Other students should try to identify, where present, the 5 "W"s and the "H" – who, what, where, when, why, how.

For example: I play tennis every Sunday at the sports centre. I like playing tennis because it keeps me fit and healthy.

Who = student describing. What = plays tennis. Where = sports centre. Why = they like it / it keeps them fit and healthy. How = unknown.

My sister goes to school every day by train. Her school is far away so she cannot go by car.

Who = student's sister. What = goes. Where = school. Why = her school is far away. How = by train.

146. Processes

In groups, students should use process words to describe several common processes. The teacher can decide the processes, or leave it to the students' discretion.

Students should use the words: first, then, next, also, finally.

147. Shopping

Put the names of different shops around the room on the wall. For example, butchers, bakers, florists, greengrocers, shoe shop, clothes shop, petrol station, car sales centre, convenience store, sweet shop, toy shop. Students should draw products and then attach them to the wall in the correct "shop."

148. Shopping 2

Put the names of different shops around the room on the wall. For example,

butchers, bakers, florists, greengrocers, shoe shop, clothes shop, petrol station, car sales centre, convenience store, sweet shop, toy shop. Divide the class into two teams. One student from each team should come to the front of the class. Tell the students one item that you want to buy. The students must go to the correct shop. The first student to go to the most appropriate shop scores a point for their team.

For example: I want to buy a new t-shirt, I want to buy a pair of boots, I want to buy some apples, I want to buy some sausages, a want to buy a game, I want to buy a new car.

149. Places

Put the names of different places around the room on the wall. For example post office, supermarket, petrol station, clothes shop, florists, library, swimming pool, gym, cinema, police station, shoe shop, hairdressers, dentist, doctors, vets. Divide the class into two teams. One student from each team should come to the front of the class. Tell the students something that you want to do. The students must go to the correct place. The first student to go to the most appropriate place scores a point for their team.

For example: I need to post a letter, I want to get a haircut, I want to buy toothpaste, my pet rabbit is sick, my car needs refuelling, I need to research my homework.

150. Stereotypes

Lead a class discussion about stereotypes of different nationalities and how students believe people from different countries perceive their nationality.

151. Self-Sufficiency

In groups, students should design a self-sufficient community. They should explain how the community will be self-sufficient, what they will do, any special equipment needed and whether it is important to have an element of self-sufficiency in daily lives. Students should then present their ideas to the class.

152. Alphabet Race

This is a good activity for new learners. Split the class into teams. One team should send a member to the front. Students should individually say the alphabet whilst being times by the teacher. If a mistake is made, they must stop and return to the beginning of the alphabet. Students score the same number of points as the seconds they took to recite the alphabet. The aim is for a team to score the lowest.

(If a student is really struggling, a team member can help them, but add ten second to the total time.) Repeat until every student has had at least one turn.

153. Sell me a Useless Item

Students can work in teams to prepare a sales pitch for a completely useless item. Groups must think of inventive ways to try and sell the product to the general public and deliver a sales pitch. Assign each group a different item. For example, open sole shoes, a rain jacket with a hole pattern design, a see through bikini, opaque windows, a car with square wheels.

154. Comedy Sketch

In groups, students must devise a five minute comedy sketch, whereby each member of the group has a speaking part. Present the sketches to the class.

155. How do You Feel?

Ask students to consider how they feel in different circumstances. Have students identify which circumstances they can change and which they cannot.

For example: I feel miserable in the cold weather (cannot change), I feel afraid when I have not completed my homework (can change), I feel happy in the sun (cannot change), I feel moody in the winter (cannot change), I feel excited when I go swimming (can change).

156. Animal Grid

In small groups, students should write the word "rhinoceros" in the centre of a piece of squared paper. Groups should then try and fit in as many other animals as they can, where at least one letter interlocks with an existing word in the grid, but each word is still separate – words cannot merge or flow on from each other. Set a time limit and the team who have the most unique animals win! (This exercise can be used for many topics – jobs, colours, adjectives, and so on.)

157. Classical Music

Play a piece of classical music to the class. Individually, students must describe the

music and how it makes them feel.

158. Take Away

In pairs, students must pretend that one is a customer and one works for a meal delivery company. They should role play ordering a take away by telephone, then swap roles and repeat.

159. Robotics

In groups, students should think about what common tasks or functions they would like to see replaced by a robot. They should explain why this would be beneficial to their lives. Groups should present their ideas to the rest of the class.

160. Impromptu Spelling Bee

Students can work individually, in pairs or in small groups. Provide 10 to 15 different words for students to spell correctly.

161. Peer Correction

Give students an easy topic to write about. Set a limit of around five minutes for students to write about this topic. Students should then swap papers and correct each others' and give feedback.

162. Glitzy Intros

Students must imagine that they are introducing a famous speaker, a pop singer or another form of celebrity at a public event. Prepare an introduction.

163. SEO Writing

For advanced students, provide students with a topic and several keywords. Students should write a short article using SEO principles, as though they are writing website content. You can state the desired keyword density if you wish.

164. Illustrate a Story

In groups, provide students with a short, but fast paced, story. Groups must read

the story and decide how to illustrate it.

165. Marking Criteria

Students should work in small groups. Give each group a sample essay and some commonly used marking criteria. Students should mark the essay, using the criteria for guidance, and give a final grade, along with any comment. Students should note reasons for the grade, including any errors, suggestions for improvement and points they thought were pertinent and well made. Lead a class comparison on the grades given and reasons for the grades.

166. Compare Fiction and Real Life

Provide students with a short, fictional, story to read. Students should think about how events in the story relate to real life events, how the characters relate to people they know and any things that would not happen in real life.

167. Using the Internet

Where classrooms are equipped with internet access, give students a topic to research and provide a short presentation on. Students may work in groups.

168. Philosophise

Have students work in groups to try and think of philosophical questions. Groups should pose their questions to the rest of the class for discussion.

169. Colour the Colours

Provide students with a list of colours. Students should use colouring pencils / pens / crayons to colour the words correctly.

170. Homework Correction

For some tasks, it may be possible to ask students to mark and correct another student's homework. This gives students a greater awareness of what the teacher is actually expecting and looking for from a task.

171. Oxymorons

Make sure students are familiar with what an oxymoron is. Write an example on the

board. In groups, students should work together to think of more oxymorons.

172. Aircraft Simulation

Arrange student's chairs in lines and pretend that they are on an aircraft. Assign one student the character of captain, one as co-pilot, some students as cabin crew and the rest to be seated as passenger. Each student must speak, and their statements and responses must be relevant to the scenario of being on a plane and their role. For example, a passenger may ask a cabin crew member for a drink and the cabin crew member will respond. The pilot may make an announcement. A cabin crew member may ask a passenger to fasten their seat belt. After all students have spoken, swap the roles.

173. Build a Snow Person

In pairs, students must describe how to build a snow person, what their ideal snow person would look like, what, if any, clothes or other items they would use and what name they would give to their snow person. Students should draw their ideal snow person then tell the class about their snow person.

174. Problems

Give groups of students different scenarios taken from real magazine problem pages and advice columns. Use magazines from a different country to where the students live. Ask groups to consider the scenarios and discuss whether these problems would occur in their country or culture, if these problems would be taboo or socially acceptable and what other common problems people may seek similar advice on.

175. Pet Care

In groups, have students design a pet care pamphlet for their favourite animal.

176. Murder Mystery

Use an inexpensive murder mystery kit, complete with scripts, character roles and other information as required. These can be easily purchased online. Allocate characters to students along with all relevant information. Act out the murder

mystery. Students must then guess who they think is the murderer!

177. Backpacking Kit List

In pairs, have students imagine that they are going travelling for an extended period of time, and will visit countries with different climates, cultures, terrain and activities. They should prepare a list of what items they would want to include, separating those seen as essential from those viewed as luxuries. Each pair should then join with another pair, to discuss the two lists. The groups of four should try and create a master list, giving reasons why they believe certain items should be included or omitted.

178. Life Coach

Assign some students the role of “life coach” and have them sit in different areas of the classroom. The remaining students should all think up an imaginary problem. Stress that students are not being asked to reveal any personal problems they may be facing, but rather they should invent a scenario. Encourage students to be creative. Students should then visit various coaches to obtain advice and guidance for their situation. Swap roles and repeat.

179. Do the Opposite

One student begins by giving a simple command to another student. The student receiving the command should do the opposite. For example, if the command is sit down, the student should stand up, if the command is be quiet, the student should start making a noise, if the command is do not run, the student should start to run (on the spot). After the receiving student has performed the correct opposite to the command, they give another command to another student and so on.

180. Oscar Acceptance Speech

Students should imagine that they have won an Oscar, a BAFTA, or another similar sought-after award. They should prepare an acceptance speech then deliver the speeches to the rest of the class.

181. Blogging

To practice different styles of writing, provide students with a topic to write a brief

blog entry about. Students should swap with another student for feedback.

182. Diary of a

In groups, students should choose anything that is not human, and create a weekly section of a diary from the viewpoint of the chosen thing. They can use an inanimate object, an animal, a plant, a food item, or anything else that they wish. Daily entries must be made, and thoughts and feelings should be included as well as descriptions of daily activities.

183. Accidents

Brainstorm with students common accidents that occur. Divide these into those that happen in the home and those that happen outside of the home. Discuss steps that could be taken to minimise the risk of an accident. In small groups, students should design an accident prevention poster.

184. Family Tree

Students should draw their own family tree, and label the relatives. Students should then copy the family tree but label the relatives from the perspective of a different

family member. Repeat for another two family members.

FOR EXAMPLE:

Grandmother Grandfather

Grandmother Grandfather

Mother

Father - Uncle

Me – Sister – Brother

Mother Father

Mother in Law Father in Law

Me

Husband – Brother in Law

Child – Daughter – Son

185. Mood Barometer

Have students create a mood barometer, and indicate different moods and associated feelings on the barometer. Attach a sliding piece that can be moved up and down to indicate the current mood. Students should then give examples of different scenarios and the rest of the class should indicate with their mood barometers how this would make them feel.

186. Lies

Have students consider the common lies that parents tell their children. Lead a discussion on the possible reasons parents tell these lies, along with whether students would / do tell such lies to any children of their own.

187. Mock Trial

Have groups of students think up fictitious scenarios for which they believe a person should be made to stand trial. Encourage students to be humorous and not think of scenarios that are too deep or heinous. Students should then choose another group to “accuse” of the action and make them stand trial. The accuser group should present the case against the accused group, the accused group should try

and defend themselves, and the rest of the class should act as the jury and “convict” or “acquit” as appropriate. The accused group should then choose another group to “accuse.”

188. Puppet Show

In small groups, students should create a short puppet show script and make sock puppets to go with the script. Each group should then deliver their puppet show to the class, using either a screen to stand behind, or by crouching beneath a table.

189. Weather Forecast

In small groups, students should prepare a weekly weather forecast, and then deliver the forecast to the rest of the class.

190. Describe the Life Cycle

In groups, students should consider various creatures, and give a brief overview of the life cycle for each creature, including any key developments or milestone events that would typically occur in a creature’s life.

191. World Darts

Have a large map on the wall. Students should take it in turns to throw a safety dart at the map. Students gain a point for each of the correct points they can give about the country where the dart lands – country name, nationality of (majority) population, language spoken, capital city.

192. What Sound?

Play clips of different onomatopoeic sounds and students must identify the onomatopoeic sound.

193. Act a Cartoon

Split students into teams and provide each team with a different cartoon sequence strip. Each group must provide speech for the scenes and act out the cartoon!

194. Save Our Planet

Lead a class discussion on the negative things taking place in the world, the effect

of pollution, shortages and other environmental issues. Have students consider, in groups, steps that can be taken to protect the world. Students should identify which steps are needed at a government level and which steps are needed at an individual level. Groups should then design a poster on environmental awareness and ways to be kind to the planet.

195. Select the Tense

Provide students with several different scenarios. Students should name the most appropriate tense to use when discussing such matters.

196. DIY

Brainstorm common repair jobs or improvements that need doing around the home. Ask students to consider which ones they would attempt themselves if they lived in their own homes and which ones they would employ a professional to take care of. Students should name the professional that they would use for different tasks.

197. Money Saving Tips

Have a class discussion on ways to save money. In groups, students should create a money saving guidance leaflet. Display the leaflets for all students to peruse.

198. Insert a Verb

Select a short article or story and remove all verbs from the text. Provide students with a copy of the text. Students should try to identify the verb needed in each blank along with the most appropriate form of the verb.

199. Vocab Drill

Select some relevant new words and drill students on the new vocabulary. After drilling several times, have students repeat the words on their own. To check comprehension, have students draw a picture depicting each new word.

200. Chain Spelling

Work around the classroom. Say a word. The first student must provide the first letter, the next student the second letter, the next student the third letter and so on until the word has been spelt correctly. If a student says an incorrect letter they

must move to sit at the front of the class and the first student begins again with the first letter. When a word has been successfully spelt, say another word for the next student to commence with.

201. Vocabulary List

There may be words that students do not know, but would really like to know what they are in English. Have students make a vocabulary card with three columns – one headed my language, the next headed English language and the next headed other. Encourage students to think about 5 words in their own language that they would like to know in English. Provide some dual language dictionaries and have students look up their chosen words and note the English word alongside the word in their language. Students can use the other column to provide any other information that they feel will help them – perhaps the phonetic spelling of the English pronunciation, perhaps a picture, perhaps a brief definition. Encourage students to make this a regular habit to enhance vocabulary.

202. Recycling

Lead a class discussion on recycling. Consider those items that can be recycled, the benefits of recycling, and things that students commonly recycle.

203. Lesson Plan

In small groups, students must imagine that they are to give an English lesson to younger or lower ability level students. They should plan a short lesson. Students should then deliver their lessons to the rest of the class, who should take part in any activities as directed by the teaching group.

204. Play Dough

Split the class into groups, and provide groups with some play dough or other such similar re-useable moulding material. Give words, sentences or scenarios to the class, and they must represent what has been said using the play dough.

205. Criminal / Immoral Venn Diagram

Draw two overlapping circles, head one circle criminal and one immoral. Highlight to students that the overlapping section is for those acts that are both criminal and immoral. Have students complete words in the sections, followed by a class

discussion about how some acts are criminal but not always immoral and how others are immoral yet not criminal and students' views on these acts.

206. Movie Script

Provide groups of students with a short story. Students should create a movie script based on the events in the story. They can include stage directions and sub-titles, but the main body of work should be in dialogue format.

207. Distorted Sounds

Obtain some sound files of people speaking, but where the voices have been distorted slightly. Play these clips to students, who must try and decipher what the people are saying.

208. Survival Kit

In groups, have students compile lists of the top ten items they would want in a generic emergency survival kit. Lead a class comparison of lists and get groups to explain their reasonings.

209. Individual Chain Spelling

Working around the class, the teacher should state a word and the first student should spell that word. The next student should spell a word that begins with the last letter of the previous word, and so forth. If a student spells a word incorrectly, repeats a word already used or uses an incorrect starting letter, they are out of the game.

210. Pistols Drawn

Divide the class into two teams. One student from each team should come to the front of the class. They should pretend to draw their pistols, ready to shoot each other. Choose a student at random to come to the front and ask the two "duelling" students "How do you say ... [word in native language]?" The first person to say the correct word in English, followed by "BANG!" has won the duel and scored a point for their team. That student then becomes the question maker and another two

students come to the front and prepare to word duel.

211. Infinitive and Gerund Swapper

In small groups, students should write 5 sentences using the infinitive form. They should then re-write each sentence using the gerund form.

212. Name Origins and Meanings

Have students tell the class of their name origins and any meanings to their names. Allow a short amount of time for students to look online (if possible) for those who do not know.

213. This Is / That Is

Each student should have one item on their desk. Work around the class. The first student should begin by saying "this is a/an" and name their object. They should point to the next student and say "that is a/an" and name object. The second student should state "this is a/an...." about their own object and point to the next student and say "that is a/an" and so on. The aim is to get students to differentiate between this and that.

214. Here and There

Each student should have one item on their desk. Work around the class. The first student should begin by saying "here is a/an" and name their object. They should point to the next student and say "there is a/an" and name the object. The second student should state "here is a/an...." about their own object and point to the next student and say "there is a/an" and so on. The aim is to get students to differentiate between here and there.

215. End of a Race

Show students a silent clip of a race finish. This can be a race between people, motor racing, horse racing, or any other kind of race. In groups, students should prepare an end of race speech.

216. Item Fortunes

Lead a class discussion on events and items that are seen as having positive or negative luck attached to them. Ask students what their thoughts are on these, and

where possible, try to draw comparisons and highlight differences with different countries' beliefs.

217. Adventure Activities

Brainstorm as many adventure activities as students can think of. Students should say whether they would like to try the activity or not, with reasons, and also say which ones they have already tried and what their thoughts were at the time.

218. How to Learn More English

Students should individually write down a typical daily routine. In small groups, students should then help each other to identify times where they could do something to increase their knowledge of English. For example, when taking a shower, students could try to remember word spellings, when doing homework they could add an extra five minutes to the end to revise their day's English lesson, when cooking dinner, students could listen to English radio in the background, and so on.

219. Think It!

Whilst this is not something that can be checked, encourage students to try and think in English. They need not speak, just try and direct their thoughts (on any given matter) to be in English. If they find themselves thinking about something in their native language, they should try and translate their thoughts into English. After a few minutes, ask students to explain how this worked for them, and their views on the exercise. Encourage students to try this at different parts of the day for different situations.

220. Add "E"

In groups, get students to think about what one syllable words can add the letter e to the end to create a different word. Have students say out loud the pairs of words. Students should notice that the addition of e creates a different vowel sound. The groups should try and explain the sound made by adding e to the end. (Basically, the addition of e changes the vowel sound to the way the vowel would be pronounced when reciting the alphabet.)

Example word pairs include rat / rate, bit / bite, writ / write, pin/pine, win / wine, con

/ cone.

221. Invent a Word

Invent a completely made up word. In groups, have students to consider possible meanings for the new word (emphasise that it is not a real word) and then compare the different meanings.

222. Word Bingo

Create bingo cards with similar sounding words. Play in the same way as the traditional form of bingo.

223. Condiments and Sauces

Split the class into half; tell one half of students to pick a type of food, and the other half to pick a condiment or a sauce. Students must find a condiment or sauce to compliment their meal and vice versa. Food students can gather up more condiment or sauce students to join them if appropriate, for appropriate, French fries may gather salt, vinegar, and ketchup.

224. Weak Pronunciations

Have students consider words that sound different if pronounced in the weak form. Give some example of how weak word forms can lead to something being heard differently, especially if not heard in context. Have students made up their own sentences where a weak pronunciation may alter the meaning.

For example: Don't lie to your parents may sound like don't lighter your parents, made your bed may sound like major bed, I'll ask her if she wants a drink may sound like Alaska if she wants a drink.

225. Weak Pronunciations 2

Give students some sentences that have been incorrectly created; students should try and re-write the sentences based on words that sound the same as when the given phrase is spoken with weak pronunciation. Also give them some statements to match to the sentences as guidance. Students should then try to re-write the

sentences correctly.

FOR EXAMPLE:

Where did the way to go? / He is taking table 10's order. (Where did the waiter go?)

There is a made your design flaw. / Is there a problem? (There is a major design flaw.)

It's on the sent a page. / I want to read the good article you mentioned. (It's on the centre page.)

This map shows citizen towns. / Does it show villages? (This map shows cities and towns.)

226. Add One

Students should ask each other simple maths puzzles. However, students should add one to the answer given. For example, two plus two equals five, ten minus seven equals four.

227. Luxuries

Ask students to consider what items they class as luxuries in life and which they feel are essential. Agree on a class list, after discussion, of each. Students should consider which luxuries that could easily live without, and which they would really miss.

228. Age Limits

Lead a class discussion on the age limits imposed on certain activities. Do students think these age limits are set at the correct age? Do students know any different age limits for other countries? What should be the consequences for someone doing something under-age?

229. Chores List

In groups, have students brainstorm all the household chores and tasks that they can think of. Which do they help with at home? Which should they help with but do not? Which do they like and which do they not like? Then, groups should try and draw up a generic job's chart, designating different tasks to different family members for fairness.

230. Animal View Points

Each student should choose an animal. Students should question each other, but

answers should be based on the answer the student believes their animal would give.

231. Excuses

Students should work in groups to think of imaginative excuses to certain scenarios, as set by the teacher.

232. Cryptic Crosswords

Provide copies of cryptic crossword clues and grids for students to work on in groups.

233. Cryptic Questions

In groups, students should try and create their own cryptic questions. Groups should swap questions and attempt to find the words.

234. Kindometre

In groups, students should think about events that make a person kind, and those that are unkind. Students should create a series of questions and scores for different answers. When the scores are totalled, this should give an overall kindness rating. Create a kindometre to reflect kindness levels. Using the number score, one should be able to look at the kindometre to see their overall level of kindness!

235. Energy Efficiency

Lead a class discussion on energy efficiency. Elicit ways that households can be more energy efficient. In groups, students should design an energy efficient home, and list things that the occupants do to live an energy efficient lifestyle.

236. Topic Dictionary

Students should work in groups. Assign a topic to each group. Students should brainstorm words associated with their topic, then put them in alphabetical order.

237. How Many ?

Students should create questions that begin with how many ...? The answers should be relatively easy. Students should aim to think of at least 10 questions, and then ask

their questions to their classmates.

238. Happy Birthday!

When it is a student's birthday, sing the song Happy Birthday to them!

239. Phobias

As a class, brainstorm common phobias and fears that people have. Students should try and think of advice to someone with a phobia to try and help them to overcome their fears.

240. Identify the Phobia

Write the names of some different common, or unusual, phobias on the board. In groups, students should try and guess what they are fears of. If you want to make it less of a challenge, you can provide fears separately in a jumbled order, to create a matching exercise.

241. English Speaking Countries

Get students to identify the main English speaking nations. Students should then draw a picture of something they associate with each country.

242. Flags of the World

Have images of some of the better known flags from various countries around the world. Students should identify the country as well as the nationality of (most) people from each country.

243. Foreign Words

Many words used in the language have been directly taken from other languages. It is fun to try and identify any such words with students and then have students try and think which language the word came from originally.

244. Correction Stress

Explain to students that often, when we are correcting somebody, we add stress to the corrected word. For example: "My mother's name is John" may trigger the response of "Don't you mean your father's name is John?" Give a few examples to

the class. In pairs, students should think of some statements with an obvious error, and practice correcting each other, stressing the corrected word.

245. Conclusions

Students work in groups. Provide each group with the brief details of a scientific experiment. Students should write a conclusion based on the information they have.

246. Palindromes

Provide students with some examples of palindromes – words that read the same backwards as they do forwards. In groups, students should try to think of more examples.

For example: dad, did, eye, civic, mum, nun, kayak, level, pop, wow, poop.

247. Semordnilaps

Explain to students the concept of a semordnilap – the name given to words that create a new and different word when spelt backwards. Give some examples to students, and in groups, students should try to think of some more examples.

For example: was / saw, live / evil, star / rats.

248. Nominations

Students should imagine that a local newspaper is winning a competition for the kindest person. Students should work in teams to write a fictitious nomination letter.

249. Movie Charades

A student should act out the name of a film title in English. The other students should name the movie. The first student to guess the movie correctly should act

out another movie.

250. Plan a Business Trip

In groups, students should plan a pretend business trip.

251. What Should I Wear?

In groups, make students think about different occasions where different levels of formality are required. Students should plan the appropriate outfits to wear to different functions.

252. 10 Green Bottles Song

Draw 10 circles on the board in chalk or marker pen. Sing the song “10 Green Bottles” with the class. Each time the number of green bottles reduces, invite a student to come and erase one circle from the board.

There were 10 green bottles, sitting on a wall

10 green bottles, sitting on a wall,

And if 1 green bottle, should accidently fall,

There'd be 9 green bottles, sitting on the wall

9 green bottles sitting on the wall,

And if 1 green bottle should accidently fall

There'd be 8 green bottle sitting on the wall

.
. .
. .
. .

253. Phonetic Reversal

Give students short texts. In groups, have students try to pronounce words backwards. This should increase the ability to be able to pronounce words correctly based on spellings.

254. What Professional?

Students should think of scenarios where they would need the help or guidance

of a specific professional. Students should then ask their classmates to name the professional needed in each circumstance.

For example: I have a leaky roof – you need a builder. I want to have a new hair style – you need a hairdresser. I want to report a crime – you need a police officer.

255. Jargon Buster

Students work in small groups. Provide groups with a piece of writing heavily laden with jargon and industry specific words and phrases. Students should try to eliminate jargon and make the document more reader friendly for the average person.

256. Why / Because Chain

Work around the class. One student should start with a statement. The next student should ask the question why? The first student should give an explanation. The second student should repeat this explanation to the third student, who should ask why? The second student should give an explanation. The third student should repeat this to the fourth student and so on. When it is not possible to create any more why questions and expand on matter, the last student to speak should create a new sentence. The aim is to keep the why / because chain going for as long as possible.

257. View From the Window

Get students to look out of the classroom windows and describe what they can see.

258. Idioms

In groups, students should create sentences or dialogues using idioms in context.

259. Summarise

Show students a short video. In groups, students should summarise the video.

260. Technological Advancements

Lead a class discussion on how technology has developed over the past 100 years. Students should then work in groups and choose one modern item and describe its

beginnings and how it has developed to be what it is today.

261. Car Vanity Plates

Have some images of personalised car number plates. Students should try and work out what they stand for, whether they are names of people, names of companies or slogans. Then, have students think about if they had a personalised plate, what figures they would have.

262. Tattoos

Lead a class discussion on the different reasons people may have tattoos – include fashion, religion and tribal membership. Discuss whether tattoos are a normal part of society in the students' country / countries, and question any stereotypes associated with tattoos. In groups, students should discuss whether they think tattoos are acceptable in different scenarios and how they react to seeing tattoos.

263. Create a Cocktail

This activity is for adult students. Students should work in small groups to create a new cocktail. Have students think about aspects such as ingredients, taste, colour, texture, type of glass to be served in, any accompaniments and the target sales group.

264. Futuristic Food Pill

Encourage students to picture a futuristic society where people rely on small pills to provide sustenance and energy rather than food. In groups, students should discuss and decide on 10 different flavours for the food pills, whilst bearing in mind that these will be the only tastes available to the public. They should give reasons for their choices. Follow with a class discussion about the different ideas.

265. Pearls of Wisdom

What common phrases can students think of, that are generally used to impart some kind of wisdom or advice to people?

266. Talking Lyrics

Provide students with the lyrics to a variety of well known songs. Students must read the lyrics, but not in the same pattern as the lyrics are sung in the song. The

idea is to create a different speech pattern for some well known words.

267. Jabberwocky

To practice pronunciation and public speaking, students should recite the Jabberwocky, or other such nonsense poem.

`Twas brillig, and the slithy toves
Did gyre and gimble in the wabe:
All mimsy were the borogoves,
And the mome raths outgrabe.
“Beware the Jabberwock, my son!
The jaws that bite, the claws that catch!
Beware the Jubjub bird, and shun
The frumious Bandersnatch!”
He took his vorpal sword in hand:
Long time the manxome foe he sought --
So rested he by the Tumtum tree,
And stood awhile in thought.
And, as in uffish thought he stood,
The Jabberwock, with eyes of flame,
Came whiffling through the tulgey wood,
And burbled as it came!
One, two! One, two! And through and through
The vorpal blade went snicker-snack!
He left it dead, and with its head
He went galumphing back.
“And, has thou slain the Jabberwock?
Come to my arms, my beamish boy!
O frabjous day! Callooh! Callay!”
He chortled in his joy.
`Twas brillig, and the slithy toves
Did gyre and gimble in the wabe;
All mimsy were the borogoves,

And the mome raths outgrabe.

268. Jabberwocky Meaning

Give students a copy of the nonsense poem, Jabberwocky. In groups, students should try and create some meaning from the words in the poem and say what they believe the poem is about.

269. Prop Story

Students should work in small groups. Provide each group with a different prop. More random items are better, for example an umbrella, a hole punch, a piece of chalk, a thermometer, a spoon, or a magnifying glass. Students should create a short story, with the given prop as the central thing to storyline.

270. Negotiations

Lead a class discussion on situations where negotiations may be needed and important, and the importance of effective negotiations. Brainstorm all tips and techniques for being an effective negotiator, and those that things that make people ineffective negotiators. In pairs, students should negotiate a topic as provided by the teacher.

271. Angry Customer Role Play

In groups, students should think about occasions and circumstances where customers may become irate. Students should create a short role play of an angry customer and the person they are angry with, along with their responses. Scenarios can be in face to face interactions or as though they are over the telephone. Groups should perform their role plays for the class.

272. Expressing Figures

Provide students with some informational charts. Students should practice expressing the figures in different ways. For example, students should try to use percentages, fractions and actual numbers as well as phrases such as the majority, the minority, the most and the least.

273. Remove Verbosity

Give students some examples of overly verbose statements, and discuss how they

can be simplified. In groups, students should be given a written piece crammed with verbosity. Students should simplify the text.

274. I Will

This activity moves around the classroom from student to student. The teacher should name a place, in the way “I am going to [place].... tomorrow.” The first student should repeat the phrase, followed by something they will see or do there. The next student should repeat with a different thing they will see or do, and so on. If a student says something inappropriate, inaccurate or repeated, a new place is started.

FOR EXAMPLE:

Teacher: I am going to the zoo tomorrow

Student A: I am going to the zoo tomorrow. I will see tigers.

Student B: I am going to the zoo tomorrow. I will see elephants.

Student C: I am going to the zoo tomorrow. I will eat ice cream.

275. Daydreams

Allow students a couple of minutes' quiet time to let their minds really wander away from the classroom. Ask students to tell the class about their daydreams.

276. Text Speak

In a world that is becoming more digital, with greater use of electronic communications, the use of abbreviated “text message” style writing is becoming more common. Ask students to provide examples of short messages, and how they would be written in proper English. For example: C U l8r = see you later. Ask students to differentiate between times it is appropriate to use this style of writing and times when it is not appropriate.

277. Through the Window

Students should draw a rectangle on a piece of paper. This is the window frame. Students should now draw a scene through the window. This can be from the perspective of being inside looking out, or being outside and looking in. Students

should then use their pictures to tell the class what they can see through the window.

278. Word Changer

Assign some different words to some commonly used words. In pairs, students should discuss a topic, but substitute the real words for the assigned words. The first student to forget loses the round. After one round, one student of a pair should remain seated whilst the other moves to the next student, thus rotating around the classroom. Students should keep a score of how many rounds they win.

For example: hello = banana, I = shoe, you = pizza, and = flower, why = beetle, and so on.

279. Long Time No See

Students should imagine that they bump into a long lost friend whom they have not seen for a substantial number of years. In pairs, students should role play this scenario. Select several pairs to demonstrate to the class.

280. Acrostics

Discuss with students the meaning of acrostic; a poem or other piece of writing in which the first letter, syllable or word or each line or paragraph spells out a message, a word, or a phrase. Have students work in small groups to create their own examples.

281. Name Acrostic

Students should try to make an acrostic using the letters of their own first name. The way in which they do this is up to them, although it may be easier to start each sentence with the next letter from the name.

282. Identify the Accent

Play clips of people speaking with different accents. In groups, students should try and identify where each speaker comes from.

283. Terms of Endearment

Brainstorm different terms of endearment, and familiar words and phrases often used in English. Discuss when these are appropriate, when they are not appropriate, any that are age specific or more suited to different age groups, and how students

would feel if somebody used the different terms when speaking to them

284. Go Bananas!

Teach younger students the words and actions to the song Go Bananas.

Go Bananas, go go bananas,

Peel bananas, peel peel bananas, (pretend to “peel” yourself)

Chop bananas, chop chop bananas, (with one arm straight out, “chop” it with the other hand)

Eat bananas, eat eat bananas, (pretend to eat a banana)

(shout) GO BANANAS! (wiggle whole body)

285. One is a Giant

Teach younger students the words and actions to the rhyme One is a Giant.

One is a giant who stomps his feet (stamp feet)

Two is a fairy so light and neat (tap feet daintily)

Three is a mouse that crouches so small (crouch and huddle)

And four is a great big bouncing ball! (jump)

286. Teddy Bear Teddy Bear

Teach younger students the words and actions to the rhyme Teddy Bear Teddy Bear.

Teddy bear, teddy bear, turn around

Teddy bear, teddy bear, touch the ground

Teddy bear, teddy bear, touch your nose

Teddy bear, teddy bear, touch your toes

Teddy bear, teddy bear, run up the stairs

Teddy bear, teddy bear, say your prayers

Teddy bear, teddy bear, turn out the light

Teddy bear, teddy bear, say goodnight!

287. Animal Dominoes

Print out some small images of various animals. Students should play the game in small groups. Each student should be given six animal images. Students should try

to match the images, as in a game of dominoes. But, to be able to place an image, students must name the animal first.

288. Highest Number

In groups, students should roll dice to see who can create the highest number. Students should not correct each other until a turn has been played. For example, if 2 dice are rolled and give a 9 and a 7, the highest number would be 97. Students must state the numbers in English.

289. Name Chase

When students are familiar with each others' names, students sit in a circle, with one student as "it." The student who is "it" walks around the circle and pats each person on the shoulder whilst saying their name. If they say the incorrect name, that student must jump up and both students race around the circle to be first to the chair. If "it" gets to the chair first, the other student becomes "it."

290. What's in the Box

One student comes to the front of the class. They hold an empty box. When they open the lid to the box, they must make the noise of something that is meant to be in the box. Students have to name the object based on the noise. The first student to answer correctly comes to the front and takes the box.

291. Red Light Green Light

This activity should only be played in a wide open space. One student is the caller, and the other students must stand behind a starting line approximately 10 to 15 meters away. The caller must stand with their back to the rest of the students. When the caller shouts "green light", the students must race to reach the caller. If the caller shouts "red light" the students must freeze. After the caller has said "red light" they must turn around. If they see anyone moving at all, that person is out. The first student to reach the caller becomes the new caller, and all students begin again at the starting line.

292. Word Search

It is useful to have a stack of word search puzzles handy, which you can hand out to

groups or pairs, and students must find the words hidden in the grid.

293. Phrasal Verbs

Write some phrasal verbs on pieces of paper, fold the paper, and place in a jar or other container. Split the class into teams. One by one, teams must send a member to the front to select a piece of paper and form a sentence using the phrasal verb. If they do this correctly, they score a point. They can pass to another team if they do not think they can do it. If the other team makes a correct sentence, they score 3 points. If they cannot, the original team scores a point. If neither team can make a sentence, open to the whole class – the first team to make a correct sentence will score a point.

294. Split Phrasal Verbs

Write some phrasal verbs on the board, but jumble the order of the parts. Students must correctly match the parts, and then classify the phrasal verbs into prepositional phrasal verbs, those that take a particle, and those that take both a particle and a preposition.

295. Split the Infinitive

Brainstorm different infinitives and write them on the board. In groups, students should think of ways to split the infinitives that make sense.

For example: to go – to quickly go, to eat – to hungrily eat.

296. Sight / Sound

Refresh with students how and when to use the verbs to look, to see, to watch, to hear and to listen. In groups, students should complete lists of things that typically would come under each heading, noting any crossovers.

297. Prefixes

Brainstorm some common prefixes with students. In groups, they should think of words that each prefix can come before to change the meaning.

298. Proper Nouns

Brainstorm with students types of proper nouns. Highlight that proper nouns are

capitalised. Ask students to give some examples for each heading.

299. Gender Reversal

Split the class into male and female members. The two groups are to try and argue points from the point of view of the opposite gender. Make some provocative statements concerning gender differences and have a class debate.

300. Find It

Ask each student to give you a small distinctive item belonging to them. For example, an eraser with a princess picture, a Disney hair slide. Take the items out of the classroom and students must come outside one at a time to receive a random item. They must conceal this item, in their hand or in a pocket. When all students are in the room, students must question each other to try and retrieve their item. It is not sufficient to ask, however, for example, "do you have my pencil?" as there may be many pencils. Students must describe their items, and ask each other questions to make sure they are returning the correct item to its owner.