

Activity 1: Organised Mingle

Aims:

This activity is designed to allow learners to get to know each other, and to practise the language needed to introduce and describe themselves. The fact that each learner has to repeat the same information several times in a short time span means that both fluency and accuracy should improve throughout the activity, especially for lower level and less confident learners.

Procedure:

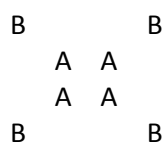
With lower level learners it may be necessary to pre-teach the structures and vocabulary necessary for introducing and describing oneself.

This activity works best if the class has eight, twelve or sixteen learners.

For a class of eight learners:

Step 1.

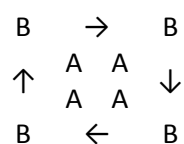
Divide the learners into two groups of four learners (A & B), and organise them to stand as illustrated below.



With As facing outwards and Bs facing inwards, so that each participant is facing a member of the other group. Instruct the As to speak to the Bs facing them about themselves, their town, family, job, or hobby etc. for exactly one minute; instruct the Bs to listen but not interrupt or ask questions. When the minute is completed, instruct the Bs to speak to the As facing them about the same topic, and the As to listen.

Step 2

Instruct the Bs to move one place clockwise as illustrated below



Then repeat Step 1. You can stop this part of the activity now or repeat as often as you want to depending on time restrictions.

Step 3

Organise the two groups so that all the As are sitting together and all the Bs are sitting together; instruct them to report to their groups what the members of the other group had told them. Give a time limit depending on how many people each person had spoken to.

Step 4

Instruct each learner to report to the entire class what they had learned about one member of the other group, either directly or indirectly.

Activity 2: Word Race

Aims:

This activity is designed to allow the learners to review vocabulary in an engaging and competitive atmosphere.

Organise the class into groups of three or four learners. Write a long (10-15 letters) on the board and instruct the groups to make a certain number of words of a certain length from the letters in the given word. The first team to complete the task correctly wins a point. Change the long word, the number of words required or the length of the words required as often as you like until you decide that the activity is over.

Example:

INTERNATIONAL

Six words of three letters

ANT TAN NET TIN TIE LIE

You can change the rules a number of ways to make it harder, e.g. using the word above

Four words of four letters ending with 'E'

TALE LATE RATE LINE

Two names of animals

ANT

LION

Six prepositions

AT TO IN ON INTO ONTO

Find the Word

Aims:

This activity is designed for the learners to practise the spelling and pronunciation of a number of words in a fast paced and engaging activity.

Procedure:

Think of a word of five letters with five different letters, and give the learners the following instructions:

“In my head is a five-letter word; it is a word that you all know, and it contains five different letters. You need to find my word by giving me five-letter words with five different letters and I will tell you how many, but not which, letters your words and my word share. Be careful, you can only use twelve words.”

Learners shout out words that fit the criteria above, and the teacher writes the word on the whiteboard. The teacher also writes on the board the number of letters that his word and the learner’s word share

Example

TABLE	3		BREAK	✓
CHAIR	2			
WORLD	1			
TRAIN	2			
BACON	2			
BAKER	5			

Repeat as often as you or the students like, or ask the students to do the activity on paper in pairs or small groups.