



# EXCITING, READY TO GO CLASSROOM ACTIVITIES



*Get the most out of your students  
with STA Travel's booklet of essential  
educational & fun activities.*

## WARMERS, FILLERS AND COOLERS

### WHAT ARE THEY? WHY DO WE USE THEM?

Warmers, fillers and coolers are extremely useful tools in the classroom and any good English teacher should know how to use them.

They all have a different function in the lesson. The warmers and coolers are the 'book ends' of your lesson. A warmer is the activity you give at the start of a lesson and a cooler at the end. Fillers are those useful activities a teacher has 'up their sleeve' if they find they've run out of things to do.

For all of them there are 3 basic features that should be kept in mind.

- They need to be quick (ideally 5-10 minutes)
- They need to be topical and
- They need to be fun.

### SO, WHAT ARE WARMERS?

Warmers are activities that are given to students at the start of every lesson. When planning a lesson think about how you want it to start. A good beginning can set the tone of the lesson and get students alert and relaxed. Warmers can review language from previous classes or they can introduce new topics, ideas and language items.

### WHY DO WE USE THEM?

Warmers are used to set the scene. They are activities that get students thinking in English and awaken their brain cells. They can also be useful at the start of a lesson when you are waiting for some latecomer. A warmer is often energetic and fun, a way to raise the energy in the room and engage students interest.

Games, video clips or sometimes simply a short discussion can all work, but just remember they ought to be built with a purpose in mind. Like a lesson without structure and focus an activity missing structure and purpose just won't work.

### AND, WHAT ARE FILLERS?

Unlike warmers and coolers, fillers may not appear in every lesson a teacher gives, however they should be prepared for every single one. Fillers are activities for when you've run out of other things to do, perhaps because the main activity went much faster than expected. If a class runs a bit short then a handy filler activity will do just as its name implies.

## WHY DO WE USE THEM?

To reiterate, fillers are not always going to be used in every lesson you teach. If you have your lesson timed out well and all the activities go as planned you probably will not need a filler. However, it never hurts to have one ready for when there is a hiccup or two. You may bring in a solid lesson plan, but the students may just surprise you and power through it. They may finish the material quicker than you anticipated or you may have made too much room for questions, or maybe the student that often asks the most questions is home sick. Whatever the reason, you need to be ready.

Remember though, fillers ought still to be quick. If there is space for a filler chances are it is not going to require a long activity, a quick game will suffice. In addition, like the cooler the filler will often come at the end of the lesson, so try and choose something that will help you to sum up the lesson, do not create more questions for the students. A quick game or puzzle activity which uses some of the vocabulary from the lesson would be great.

Fillers can also be used to help change the pace of a lesson. If you're mid-lesson and the pace seems to be very slow you can do a quick filler to re-energise the room before proceeding with the rest of the lesson.

## FINALLY, WHAT ARE COOLERS?

Coolers are activities that are given at the end of every lesson. They are a great lesson cap and can really help to sum up for students what they have learned during the lesson. Repetition is the key to learning after all.

## WHY DO WE USE THEM?

To sum up your lesson, to keep students focused and to calm down over-excited students. Coolers that are quick and to the point, topical and fun! Fun doesn't necessarily have to mean loud! Remember, quickness is important. Coolers are not meant to take up a lot of time, because they mark the end of a lesson. The cooler will come right at the end of the lesson and so it will follow several activities some of them quite long and even some that might be a bit boring and so the last thing students will want at the end of their lesson is something that drags the lesson out. Students want to get going at the end of a lesson so you need to keep them focused.

If you have very enthusiastic students and they are very excited you need a way to calm them down so you can end the lesson well. Coolers are great for this, think of an activity that will get your students seated, calm and quiet and at the same time keep them focused on using the language.



Enclosed in this book are 100 ideas for warmers, fillers and coolers. It is advisable to read through them and adapt them to make them appropriate for your class. Remember, all classes are different so what make work for one may not work for another. Feel free to adapt them to suit you and your classes.

## WARMERS

## FILLERS

## COOLERS

## 2 TRUTHS AND 1 LIE

ACTIVITY	<b>WARMER</b>
LEVEL	<i>Pre Intermediate +</i>
AGE	8+
OBJECTIVE	<i>To encourage fluency and introduce topic</i>
TARGET LANGUAGE	<i>Question forms, tenses, any language</i>
LENGTH	<i>5-10 minutes</i>
RESOURCES NEEDED	<i>None</i>

### STEP 1

Each student chooses 3 past experiences that they will tell the class about.

One must be a lie.

### STEP 2

The class has to guess the lie. They can ask questions to help them.

### VARIATION

Put students into groups of three and instruct them to discuss, with each other, something that happened to them in the past.

Get the students to pick one event to focus on out of the three (i.e. one person's past experience). Taking turns, the students tell the same story, each of them in as "convincing" a way as possible. The rest of the class have to guess which person in each group is telling the truth.

## BALL GAME

ACTIVITY	<b>WARMER</b>
LEVEL	<i>Pre intermediate +</i>
AGE	8+
OBJECTIVE	<i>To encourage fluency and review language</i>
TARGET LANGUAGE	<i>Question forms, any language</i>
LENGTH	<i>5-10 minutes</i>
RESOURCES NEEDED	<i>A ball, whiteboard and pens</i>

### STEP 1

Arrange the students in a circle and write a choice of questions on the board, for example if it is an introduction you could write

- What's your name?
- How old are you?
- What's your favourite colour?
- Do you have any brothers and sisters?

### STEP 2

Throw the ball to a student and choose a question to ask. The student must answer the question (full sentences for higher levels).

They then throw the ball to another student and choose a question to ask, and so on.

### VARIATION

You could use the ball to review vocabulary. Throw the ball to a student and say a word, they then have to say a word that starts with the last letter of the word you said.

They then choose a student and throw the ball to them repeating their word, and so on. For example, if the topic was food you may get a chain like this 'egg' 'grapefruit' 'toast' 'tomatoes' 'soup' 'peaches'

## BEFORE WE BEGIN

ACTIVITY	<b>WARMER</b>
LEVEL	<i>Pre Intermediate +</i>
AGE	8+
OBJECTIVE	<i>To work as a team</i>
TARGET LANGUAGE	<i>Any</i>
LENGTH	<i>5-10 minutes</i>
RESOURCES NEEDED	<i>None</i>

### STEP 1

This warmer is useful if you want to change students' places to help with classroom management. Ask all students to stand up behind their chair. As a class they have to change places according to what you say:

- In the alphabetical order of their first names
- In order of their birthdays through the year
- In order of the distance they come to school
- In order of the times they get up or go to bed

### STEP 2

Students mingle to find the order and then sit down in their different places.

### VARIATION

This can also be a useful activity after a break or between activities if you want to change pairs/groups/tables.

## BIZARRE PHOTOS

ACTIVITY	<b>WARMER</b>
LEVEL	<i>Pre Intermediate +</i>
AGE	6+
OBJECTIVE	<i>To encourage peer work and fluency</i>
TARGET LANGUAGE	<i>Sentence structures, any vocabulary, tenses</i>
LENGTH	<i>5-10 minutes</i>
RESOURCES NEEDED	<i>Pictures and/or photos</i>

### STEP 1

Bring or have students bring some strange pictures and/or photos to class. Choose half as many photos as there are students in the class. Cut up the photos into halves, shuffle and put them face down on the desk.

### STEP 2

Have each student pick up a piece and then find a partner with the matching half. Have the students make up a brief story about the picture.

### VARIATION

Cut up the photos/pictures into many pieces.

Place one cut up picture/photo on each table. Students have to put the picture/photos back together and then make up a brief story.



## BLOW FISH

ACTIVITY	<b>WARMER</b>
LEVEL	Pre-Intermediate +
AGE	8+
OBJECTIVE	To review language
TARGET LANGUAGE	Questions, adjectives, tenses
LENGTH	5-10 minutes
RESOURCES NEEDED	Fishes - a different colour fish per team

### STEP 1

Arrange students into small teams. Arrange space in the class so there is a start and finish line with no obstacles in the way.

Explain they have to be the first team to blow their fish across the finish line. Ask each team to give themselves a name and give each team a different coloured fish. They must turn the tail up on the fish so they can blow the tail to move the fish.

Explain that you will ask a question, if they know the answer they must shout their team name. If they answer the question correctly they can 'blow fish'. This means they can blow their fish across the room.

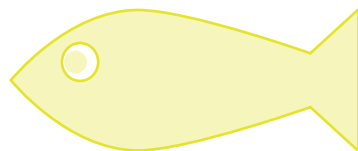
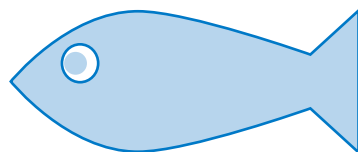
The idea is the first team to 'blow fish' across the finish line win. If they get the question wrong the other team have a chance to answer.

### STEP 2

Encourage students to consult with their team before they answer to make sure they have the correct answer. Also, make sure each team takes it in turns to 'blow fish'.

### VARIATION

If you have limited space then one team member can be nominated to 'blow fish' so only 2 students leave their seats. The rest of the team have the job to answer the questions to give them the opportunity to 'blow fish'.



## DESCRIBE THE PICTURE 1

ACTIVITY	<b>WARMER</b>
LEVEL	Elementary +
AGE	8+
OBJECTIVE	To introduce to the lesson topic, speaking
TARGET LANGUAGE	Conjunctions, tenses, any vocabulary
LENGTH	5-10 minutes
RESOURCES NEEDED	Set of pictures - one set per group

### STEP 1

Put a big picture or a series of pictures on the board. In pairs or groups of three, the students brainstorm and make up a short story about the picture.

### STEP 2

Once all groups have completed their story or once time has run out, have each group read out their story to either the whole class or to another group (i.e. put two groups together).

For lower levels they can just create a simple sentence for each picture.

### VARIATION

Instead of pictures you can use words. Either put a lot of different words on the board or write the lesson topic on the board and get students to brainstorm and make up a short story.

## DESCRIBE THE PICTURE 2

ACTIVITY	<b>WARMER</b>
LEVEL	Elementary +
AGE	8+
OBJECTIVE	To review language and peer work
TARGET LANGUAGE	Prepositions, nouns
LENGTH	5-10 minutes
RESOURCES NEEDED	One pair of worksheets (A and B) per pair

### STEP 1

On the board draw a box and next to the box give a clue 'It is black'.

Get students to ask what is in the box, hopefully eliciting 'Is there...?/Are there...?' (E.g. 'Is there a dog in the box?' and 'Are there sweets in the box?'). When they give up tell them: 'No, it's a TV!'

### STEP 2

Pre-teach vocabulary and revise prepositions 'in, on, under, next to, in front of, behind' (you can do this by quickly drawing a box and a ball asking 'where is the ball?' for each preposition).

### STEP 3

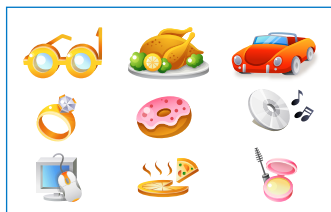
Tell them you will give them different pictures. Worksheet A will have lots of objects and the other (Worksheet B) will have none. Tell the student with worksheet A that that they must describe their picture to their partner with worksheet B who must draw the missing objects on their worksheet.

### VARIATION

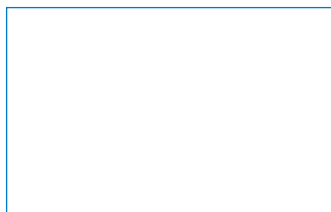
Put students into pairs and sit them back-to-back. Give one student Worksheet A and one student Worksheet B.

When they have finished, get students to compare their drawings.

### WORKSHEET A



### WORKSHEET B



## DICE DRAWING

ACTIVITY	<b>WARMER</b>
LEVEL	Elementary +
AGE	6+
OBJECTIVE	To introduce language/ topic
TARGET LANGUAGE	Body parts, clothes, numbers
LENGTH	5-10 minutes
RESOURCES NEEDED	Dice, colouring pencils and paper

### STEP 1

Write the numbers 1-6 on the board and write an item next to each number, for example if the topic was animals you can write

- |          |           |
|----------|-----------|
| 1 - head | 4 - ears  |
| 2 - legs | 5 - eyes  |
| 3 - tail | 6 - teeth |

### STEP 2

Put students into pairs and give each pair a piece of paper. In their pairs they take it in turns to roll the dice and draw that part of the animal. If they roll the same number twice then their animal can have double of that part!

Encourage them to use their imagination.

### STEP 3

Give each pair a few minutes to finish their animal and give it a name. They can then present their animal to the class.

### VARIATION

They can draw anything, a person so body parts are associated with the numbers, clothes, a face, a monster, etc.

You can play as a class using one big dice - each student takes it in turn to roll the dice for the part everybody has to draw.

## FIND SOMEONE WHO

ACTIVITY	<b>WARMER</b>
LEVEL	Elementary +
AGE	6+
OBJECTIVE	To get students to mingle
TARGET LANGUAGE	Any vocabulary
LENGTH	5-10 minutes
RESOURCES NEEDED	A pre-prepared worksheet

### STEP 1

Hand each student a worksheet. You can change the questions to suit your lesson topic, age and level. Give an example. Ask the first question to 2 or 3 students and write their answer. Examples of questions student can ask, 'Find someone who likes chicken' 'Find someone who does their homework everyday' 'Find someone who has a dog' 'Find someone who can swim' and so on

You can either give them the topic before by writing them on the worksheet before you photocopy and hand out OR you ask students to give examples of what they want to find out.

### STEP 2

Get all the students to stand up. Make sure they have their worksheet and a pen or pencil. Give students 5 minutes and encourage them to walk around the classroom and speak to as many different students as possible. If the answer is positive they should write that students name.

### STEP 3

After 5 minutes students can sit down. Choose a few students to get feedback from.

### VARIATION

There are many variations to the worksheet. For example, you can change the questions or ask yes/no questions so students have a number tally at the end (For example, "How many people like dogs? 8")

## WORK SHEET

FIND SOMEONE WHO...	NAME
1.	
2.	
3.	
4.	
5.	
6.	



## FIND YOUR PARTNER

ACTIVITY	<b>WARMER</b>
LEVEL	Elementary +
AGE	6+
OBJECTIVE	To introduce language/ topic
TARGET LANGUAGE	Nouns and action verbs
LENGTH	5-10 minutes
RESOURCES NEEDED	Picture cards & word cards (one per student)

### STEP 1

Stick different words on the board. Show students a picture and ask them to match it to the correct word. For example, if the topic is animals you can stick the following words on the board: dog, cat and rabbit. Show students a picture of a cat and ask them to match.

### STEP 2

Hand each student either a picture face-down or a word face-down. Tell them NOT to look yet. They should only look once everybody has been given a picture or word.

Explain they need to find their partner, if they have a word they have to find the student who has the picture and if they have a picture they have to find the student who has the matching word. When they have found their partner they can stick them together on the board.

You will then have lots of vocabulary to start your lesson with.

### VARIATION

For higher level students you can make it more difficult by telling them they are not allowed to show their card. They must ask/answer questions instead to find their partner.

## GRAMMAR GAMBLE

ACTIVITY	<b>WARMER</b>
LEVEL	Elementary +
AGE	10+
OBJECTIVE	To encourage peer error correction
TARGET LANGUAGE	Any grammar topic
LENGTH	5-10 minutes
RESOURCES NEEDED	White board and pens

### STEP 1

Arrange students into pairs or small groups. Write about 10 sentences on the board. Explain that some of the sentences are correct and some have a grammar mistake.

Tell each pair/small group they have an imaginary £100. Each pair/small group has to decide which sentences are correct. They must bet an amount of their £100 on how sure they are if the sentence is correct.

### STEP 2

Go through each sentence. If the pair/group is correct in the sentence being correct or incorrect then they double the amount they gambled. If they are incorrect they lose the amount they gambled.

The pair or group with the most money at the end are the winners.

### VARIATION

If you do not want to gamble with money, then students can win letters. At the end they have to try and put all their letters in order to spell a word. The more letters they win the easier it will be.

## HOT POTATO

ACTIVITY	<b>WARMER</b>
LEVEL	<i>Elementary +</i>
AGE	6+
OBJECTIVE	<i>To review vocabulary</i>
TARGET LANGUAGE	<i>Nouns, Adjectives, Adverbs</i>
LENGTH	<i>5-10 minutes</i>
RESOURCES NEEDED	<i>A ball</i>

### STEP 1

You can either use a ball or just crumbled up pieces of paper. Arrange the students in a circle. Say a word and then throw the hot potato (ball/piece of paper), to another student. They have to say a word associated with the word you said.

The student only has 3 seconds to pass the 'hot potato' on. For example: elephant - big - small - pea - green - grass, and so on.

### STEP 2

If the student is not able to say a word within the allocated time the 'hot potato' is given to the teacher and they must sit down. The teacher will then start the game again. The last student standing is the winner.

### VARIATION:

For large classes you can get them to stand in two lines and they have to pass the 'hot potato' along, every time one student takes longer than 3 seconds to say a word they have to start again. The winning team is the first to pass the 'hot potato' from the first to the last student.

For higher level students you say a word and they have to use that word in a sentence.

## I SPY

ACTIVITY	<b>WARMER</b>
LEVEL	<i>Elementary +</i>
AGE	6+
OBJECTIVE	<i>To introduce/review language</i>
TARGET LANGUAGE	<i>Nouns, objects in a class room</i>
LENGTH	<i>5-10 minutes</i>
RESOURCES NEEDED	<i>Objects around the classroom</i>

### STEP 1

Tell students 'I spy with my little eye something beginning with...' and choose an object in the class room. Students raise their hand if they know the answer.

### STEP 2

When a student guesses correctly it's their turn to say 'I spy with my little eye something beginning with...' and to choose an object. When a student guesses correctly it'll be their turn, and so on.

### VARIATION:

Put students into groups to either play as a team or within their own groups. Keep score of which group guesses the most correct answers.

If you are doing a particular topic you could bring in objects relating to that topic and put them around the classroom to use in the I Spy game.

For higher levels - or for objects not in the classroom - students can describe the object (the colour, shape, size, etc).

## I WENT ON A PICNIC...

ACTIVITY	<b>WARMER</b>
LEVEL	Elementary +
AGE	6+
OBJECTIVE	To introduce the lesson topic
TARGET LANGUAGE	Nouns
LENGTH	5-10 minutes
RESOURCES NEEDED	White board and pens

### STEP 1

Arrange the students in a circle. Tell them that they will go on a picnic and everyone has to choose lots of items to bring along. Write the items on the board. When you have more words than on the board than students in the class you can start.

### STEP 2

You say "I went on a picnic and I brought an apple" (remove the item you choose from the board), indicate to the student next to you that they must repeat your sentence and choose an item from the board "I went on a picnic and I brought an apple and a cake" (remove the chosen item from the board).

The next student then repeats the sentences and chooses an item "I went on a picnic and I brought an apple, a cake and a sandwich" and so on.

This is a fun memory game where students must remember all the items that have been mentioned previously.

### VARIATION:

If it is a large class it may be too difficult to remember all the words so ask them to name an item that begins with the same letter as their name.

## INTRODUCTION STAR

ACTIVITY	<b>WARMER</b>
LEVEL	Elementary +
AGE	5+
OBJECTIVE	A getting to know you activity
TARGET LANGUAGE	Present simple, Question forms
LENGTH	5-10 minutes
RESOURCES NEEDED	Whiteboard and pens

### STEP 1

Draw a star on the board and write five things about you. For example, your hobby, interests, nationality, colour socks you're wearing, the number of siblings you have, that type of thing. Encourage students to ask you questions about each thing.

### STEP 2

Once you've talked about all five things it's over to them. In turns each student comes to the board and writes their five things on the star and answer questions from other students.

### VARIATION:

For Step 1 instead of writing five things about you write one word answers on each star point and students have to guess what that word relates to. For example, you write 'David' and students may ask 'Is David your brother/husband/father?' Encourage students to ask follow up questions.



## JIGSAW PICTURE

ACTIVITY	<b>WARMER</b>
LEVEL	<i>Beginner +</i>
AGE	6+
OBJECTIVE	<i>To introduce language</i>
TARGET LANGUAGE	<i>Any</i>
LENGTH	<i>5-10 minutes</i>
RESOURCES NEEDED	<i>Several sets of the same cut up picture</i>

### STEP 1

Divide the class into small groups of about 4 people. Hand each group a set of the cut up picture. Students have to put the pieces together to form a picture. They must tell you what the picture is.

### STEP 2

Once you have established what the picture is you can then elicit vocabulary related to that picture and introduce them to the lessons topic. For example, if the picture is of a 'carrot' then elicit different foods they know and introduce them to the topic of food.

### VARIATION

Instead of a picture you can have the letters from the topic cut up individually and students need to put in order to spell out the lessons topic.

## LADDER RACE

ACTIVITY	<b>WARMER</b>
LEVEL	<i>Beginner +</i>
AGE	8+
OBJECTIVE	<i>To review vocabulary and practice spelling</i>
TARGET LANGUAGE	<i>Any</i>
LENGTH	<i>5-10 minutes</i>
RESOURCES NEEDED	<i>White board, White board pens</i>

### STEP 1

Split the class into teams of equal numbers and get them to line up in rows. Give them a vocabulary topic, for example: animals. The first student runs to the board and writes the name of any animal on the ladder rung.

### STEP 2

The board pen is then passed to the next student who writes the name of a different animal on the second ladder rung, they then pass the board pen to the next student and so on. The winning team are the first team to correctly write the names of animals on all the ladder rungs.

### VARIATION:

If classroom space is limited (and getting them to run would be too dangerous) you can get each group to use a table, or corner of the room, and they write the names on a large piece of paper (on the wall or on the desk). They still complete the ladder rung but with no running involved!

## LAST MAN STANDING

ACTIVITY	<b>WARMER (POSSIBLE FILLER)</b>
LEVEL	<i>Lower levels</i>
AGE	<i>Any age</i>
OBJECTIVE	<i>To review vocabulary</i>
TARGET LANGUAGE	<i>Any vocabulary</i>
LENGTH	<i>5-10 minutes</i>
RESOURCES NEEDED	<i>Flashcards</i>

### STEP 1

Split the class into 2 teams of equal numbers and get them to line up in rows. Show each student in turn a flash card. The student that is shown the card must say what is on the card.

### STEP 2

If the student can correctly identify what is on the card, they can remain standing. If they get this incorrect they have to sit down. The winning team is the team that has the most members standing after every student has had a turn.

### VARIATION:

It could be done so each student competes individually. Each student stands behind their chair. Show the flashcards, if they are correct they remain standing, incorrect they sit down. Keep showing the cards until only one student remains standing - they are the winner.

## LONG WORDS

ACTIVITY	<b>WARMER</b>
LEVEL	<i>Pre-Intermediate +</i>
AGE	<i>10+</i>
OBJECTIVE	<i>To introduce vocabulary/ topic</i>
TARGET LANGUAGE	<i>Any</i>
LENGTH	<i>5-10 minutes</i>
RESOURCES NEEDED	<i>White board and pens</i>

### STEP 1

Divide the class into pairs or teams, depending on the size of your class. Write 'INTERNATIONAL' on the board. Students need to find as many new words using the letters of the word given as they can. Do an example with them.

### STEP 2

Give students 3 minutes to find as many words as they can. When the time limit has finished ask them to count their words. The team with the most words are the winning team. Make sure you have checked all their words are correct!

### VARIATION

For higher level students they must only write words that are 4 letters or more in length.

Use different words, such as industrialisation, environmentalist, intercommunication, or words like that. If you can think of a word related to your lesson topic that would be even better.

## LOST & FOUND

ACTIVITY	<b>WARMER</b>
LEVEL	Elementary +
AGE	6+
OBJECTIVE	To review language
TARGET LANGUAGE	Any
LENGTH	5-10 minutes
RESOURCES NEEDED	Pictures and/or photos

### STEP 1

Put pictures of different objects around the classroom (put them in places it may be difficult to find, for example under the table, behind the door, and so on). Students stand in a circle in the middle of the classroom.

### STEP 2

Say the name of one of the objects and students must find that picture. When a student finds the picture they keep it. The student with the most pictures at the end is the winner.

### VARIATION:

You can play this with real objects instead of pictures.

For large classes put students into teams and they nominate a student to look for the picture/object. Once the picture/object has been found then a different student takes turn. The team with the most pictures/objects are the winners.

## MEMORIZE IT

ACTIVITY	<b>WARMER</b>
LEVEL	Elementary +
AGE	6+
OBJECTIVE	To review/introduce language
TARGET LANGUAGE	Nouns, adjectives
LENGTH	5-10 minutes
RESOURCES NEEDED	Pictures and/or photos, real objects

### STEP 1

Put various objects on a table at the front of the class. Put students into two teams. Ask for one member of each team to come to the front of the class. They have 10 seconds to memorize the objects.

### STEP 2

Cover the objects once 10 seconds has passed. Remove one object when they are covered. You may want to ask the students to turn around at this point. Uncover the objects and the first student to name the missing object gets one point for their team.

### STEP 3

Different students come to the front of the class and follow steps 1 and 2. Make sure each student has a turn at the front of the class. The team with the most points at the end are the winners.

### VARIATION:

As an alternative to the objects you could put lots of pictures on the board.



## RATE YOUR DAY

ACTIVITY	<b>WARMER</b>
LEVEL	Pre-Intermediate +
AGE	8+
OBJECTIVE	To encourage students to speak English
TARGET LANGUAGE	Past simple, Present perfect
LENGTH	5-10 minutes
RESOURCES NEEDED	None

### STEP 1

Draw a line on the board with then numbers 1-10. Tell them that number 10 is the best and 1 is the worst. If this is a morning class talk about yesterday, if this is an afternoon class you could talk about the morning. Give YOUR day a score and tell them why you have given it that score.

### STEP 2

Each student must now rate their day. In turns they come to the front of the class and tell the other students what number they have given their day and why. Encourage follow up questions.

### VARIATION

If your lesson is on a Monday you can ask them to 'Rate your weekend'.

Also, if it is a large class you may want to divide them into smaller groups or nominate certain students to speak and then choose different students when you do this activity again.

## RUNNING DICTATION

ACTIVITY	<b>WARMER</b>
LEVEL	Elementary +
AGE	6+
OBJECTIVE	To help with reading and writing, peer work
TARGET LANGUAGE	Any
LENGTH	5-10 minutes
RESOURCES NEEDED	Different sentences around the room

### STEP 1

Arrange students into pairs. Nominate one student to be the writer and the other the runner. The runner must run to the different sentences around the classroom and read these to the writer. The writer must then write the sentences. No shouting in the classroom - the runner must be in front of the writer when they tell them the sentence.

### STEP 2

Once the pair has all the sentences they must put them in order to form a story. The first team to give you the correct story are the winners.

### VARIATION:

For low levels put different words around the classroom to form a sentence.

You can 'switch' mid-way through the allocated time so each student has a turn at being the runner and writer.

## SENTENCE SCRAMBLE

ACTIVITY	<b>WARMER</b>
LEVEL	Elementary +
AGE	7+
OBJECTIVE	To think about sentence structure
TARGET LANGUAGE	Any
LENGTH	5-10 minutes
RESOURCES NEEDED	Cut up words of the scrambled sentence

### STEP 1

Bring in the same sentence cut up into individual words. Put students into pairs or small teams.

### STEP 2

Each pair of team has to put the word into the correct order. The first pair or team to do this are the winners.

### VARIATION:

You could give each pair or team a different scrambled sentence and they then read their sentence to the class. You write the sentence on the board and you can use these sentences as an introduction to your target language.

For higher levels they can have more than one sentence to unscramble.

You can use a physical line-up for this. Arrange students in teams and give each team member a word. They have to arrange themselves into the correct sentence order, so students stand in line holding their word to form a correct sentence.

## SHOW AND TELL

ACTIVITY	<b>WARMER</b>
LEVEL	Elementary +
AGE	6+
OBJECTIVE	Describing objects
TARGET LANGUAGE	Adjectives, like/dislike, question forms
LENGTH	5-10 minutes
RESOURCES NEEDED	Real life objects

### STEP 1

You need to ask students THE DAY BEFORE to bring in an object from home that they will talk about. It is a good idea to relate the item they need to bring in to your lesson topic.

### STEP 2

In turn each student presents their object to the class and gives a short talk. Encourage follow up questions and write useful new vocabulary on the board.

### VARIATION

You can bring a variety of objects for students to choose from, they choose the object and using their parents and/or the internet find out information to present to the class.

## SNOWBALL FIGHT

ACTIVITY	<b>WARMER (POSSIBLE FILLER)</b>
LEVEL	Elementary +
AGE	6+
OBJECTIVE	To encourage speaking
TARGET LANGUAGE	Questions, wishes, tenses, reported speech
LENGTH	5-10 minutes
RESOURCES NEEDED	Lots of individual small pieces of paper

### STEP 1

Write three sentences about you on the board. For example, if you were going to teach or review the present perfect use the following sentences:

- I have been to 5 different countries.
- I have never eaten sushi.
- I have played football since I was 5.

Elicit from students what the question would be, for low levels it would be useful to write the questions on the board. At this point they are just copying rather than understanding what they are writing.

### STEP 2

Hand out 3 separate pieces of paper to each student and tell them to write their answers. When they have finished they must screw up each piece of paper.

### STEP 3

When all students have finished get them to stand up in a circle. When you say 'start' they must throw their pieces of paper and keep picking up other pieces of paper and throw them until you say 'stop'. When they hear 'stop' they must pick up three pieces of paper near them. They can open the paper.

### STEP 4

Asking/answering questions they must walk around the classroom and find the owners of the paper they have. When a student has their original papers they can sit down.

### VARIATIONS

You can ask them to write questions and the one who opens the paper answers the question.

For reported speech you can ask them to gossip about somebody and the one who opens the snowball should turn the direct statement to reported speech or you can tell them to write a suggestion, promise, offer, request and then tell them to report using the reporting verbs.

Ask them to write a wish for present or an ability that they want to have, a regret, an annoying habit of somebody that they are irritated. For example: I want a motorbike. My sister keeps reading my diary, etc

During the throwing of the snowballs you could play music, when the music starts they must throw and when you stop the music they pick up their 3 snowball.

If used as a filler this would then be practice of the language you are teaching so I would not use the board as much.

## SURVEY

ACTIVITY	<b>WARMER</b>
LEVEL	Elementary +
AGE	6+
OBJECTIVE	To practice asking and answering questions
TARGET LANGUAGE	Any
LENGTH	5-10 minutes
RESOURCES NEEDED	One survey sheet for every student

### STEP 1

Hand each student a survey. You can either write the question on the survey before you photocopy and hand to each student or write the questions on the board and ask students to copy. Once they have the questions nominate a strong student and ask them one question - indicate where to write their answer.

Make sure the questions are related to the lesson topic.

### STEP 2

Get all students to stand up and they must walk around and ask/answer different people different questions.

### VARIATION:

For low level and young students have a yes/no survey so they can / or x rather than write full sentences.

QUESTION	STUDENT 1	STUDENT 2	STUDENT 3
1. WHAT'S YOUR NAME?			
2.			
3.			
4.			
5.			
6.			

## TONGUE TWISTERS

ACTIVITY	<b>WARMER</b>
LEVEL	Pre intermediate +
AGE	8+
OBJECTIVE	To introduce a difficult sound
TARGET LANGUAGE	Pronunciation of different sounds
LENGTH	5-10 minutes
RESOURCES NEEDED	White board and pens

### STEP 1

Divide the class into small teams. Write a tongue twister on the board and chorus it a couple of times with the whole class. Give the students time to practice it in their groups.

### STEP 2

After a few minutes, have someone from each group stand up to say the twister.

The team who says it the fastest and with the least number of mistakes wins.

### SOME EXAMPLES:

She sells sea shells on the sea shore

The shells she sells are sea shells I'm sure

For if she sells sea shells on the sea shore

Then she sells sea shore shells

Peter Piper picked a pepper

Did Peter Piper pick a pepper?

If Peter Piper picked a pepper,

Where's the pepper Peter Piper picked?

## TRUE OR FALSE

ACTIVITY	<b>WARMER</b>
LEVEL	Pre-Intermediate +
AGE	6+
OBJECTIVE	To introduce them to the lesson topic
TARGET LANGUAGE	Any vocabulary
LENGTH	5-10 minutes
RESOURCES NEEDED	'Fact' cards (some must be false facts)

### STEP 1

Divide the class into teams. Each team must choose a team name. On the board write the number of 'facts' you will show and each team name. Explain the rules to the students (see Step 2)

### STEP 2

You will show a card with a 'fact' about the topic they will be studying today. In their teams they must decide if it is true or false. For example, if the topic is animals the card could read 'Elephants are reptiles' and, obviously, the answer is false. The team with the most correct answers will be the winning team.

### VARIATION:

To help with their listening skills you could read the 'fact' and, again, they have to decide if it is true or false.

As an alternative scoring system you could hand a sheet to each student with the number of 'facts'. They will write 'true' or 'false' and hand the sheet for you to mark at the end.

## WE BOTH LIKE...

ACTIVITY	<b>WARMER</b>
LEVEL	Elementary +
AGE	6+
OBJECTIVE	To introduce the target language/topic
TARGET LANGUAGE	Likes and dislikes
LENGTH	5-10 minutes
RESOURCES NEEDED	White board, pens, paper

### STEP 1

Write the following sentences on the board:

- We both like...
- We both love...
- We both dislike...
- We both hate...

### STEP 2

Put students into pairs. In their pairs they have to talk to each other and complete the sentences you have given. Set a time limit. Once they have completed their sentences ask them to feedback to the class. If they have made any mistakes you can use this as an introduction to the form of likes/dislikes. For example, "We both like swim" Use this to show the correct form is "We both like to swim" or "We both like swimming."

### VARIATION

If you have a large class then divide them into small groups and change the sentences to "We all like..." - this may take a little longer than the pair version.

## WHO/WHAT AM I?

ACTIVITY	<b>WARMER</b>
LEVEL	Pre-Intermediate +
AGE	8+
OBJECTIVE	To ask and answer questions
TARGET LANGUAGE	Questions, adjectives, facts
LENGTH	5-10 minutes
RESOURCES NEEDED	Post it notes with names of people/places

### STEP 1

Put a post it note on your forehead and ask students "Who/What am I?" Encourage them to ask you questions so you can guess who or what you are. Once you have guessed then give a post it note to each student - tell them they are not allowed to look at it and must put it on their forehead.

### STEP 2

Get all the students to stand up and mingle, they must ask different people different questions to guess who or what they are. When they think they know they must tell you. If they are right they can sit down.

### VARIATION:

If the class is small you can divide them into 2 teams and each student takes it in turn to stand at the front of the class. The opposite team have 10 questions to ask. If the student can guess who they are in 10 questions they get a point, and so on.

If the class is large you can divide them into smaller groups and they can follow the same steps but in small groups.

## WORD ASSOCIATION

ACTIVITY	<b>WARMER</b>
LEVEL	Elementary +
AGE	6+
OBJECTIVE	To find out what language students know
TARGET LANGUAGE	Any
LENGTH	5-10 minutes
RESOURCES NEEDED	None

### STEP 1

Write a word on the board. Get your students to say the first word that comes into their head that is associated with the word. For example, write 'pen' on the board they must give a word they associate with 'pen' - 'blue' 'write' 'pencil' 'words' and so on...

### STEP 2

Go around the class until each student has given you a word. You can make it competitive and if a student is unable to give a word they sit down. Keep asking the remaining standing students to give words. The last person standing is the winner.

### VARIATION:

For a large class you can put them into small groups and either play the game above, so each group gives a word rather than an individual or give each group a different starting word.



## WORD POT

ACTIVITY	<b>WARMER (AND POSSIBLE COOLER)</b>
LEVEL	Elementary +
AGE	6+
OBJECTIVE	To review vocabulary
TARGET LANGUAGE	Any
LENGTH	5-10 minutes
RESOURCES NEEDED	Small cards, a pot or jar to put the words in

### STEP 1

Write words on cards that you have mentioned in previous lessons. At the start of every lesson, get a student to come up to the front of the classroom to pick a word out of the pot.

### STEP 2

That student has to describe what it means to the rest of the class. The person who guesses the word first wins a point.

### VARIATION:

You could get a student to come to the front and pick out a word from the pot, and then he/she has to choose a student to describe what the word means.

As a regular part of your lesson you could have students to write new vocabulary on a card at the end of every lesson and add it to the word pot.

## WORDS BEGINNING WITH....

ACTIVITY	<b>WARMER</b>
LEVEL	Elementary +
AGE	5+
OBJECTIVE	To elicit what vocabulary students know
TARGET LANGUAGE	Any vocabulary
LENGTH	5-10 minutes
RESOURCES NEEDED	Worksheet (optional)

### STEP 1

Divide the class into teams of 4, if it is a small class students can work in pairs. Either draw 5 different letters on the board or hand out a pre-prepared worksheet which has your chosen letters in different columns.

### STEP 2

Instruct students they have a 5 minutes to write as many words as they know about the topic given that start with the letter. For example, students can list animals that start with the letter D or foods that start with the letter B. They should not worry about spelling.

### STEP 3

At the end of the time limit ask students to add up the total number of words. Go through the answers with students - you could get them to write their words on the board (be careful about non-active students here). The team with the most number of correct words are the winners.

## AGAINST THE CLOCK

ACTIVITY	<b>FILLER</b>
LEVEL	Elementary +
AGE	6+
OBJECTIVE	To review language
TARGET LANGUAGE	Any
LENGTH	5-10 minutes
RESOURCES NEEDED	Cards with the target language on them

### STEP 1

Using vocabulary you have looked at during the lesson select a student, hand them a word and set a time limit of thirty to sixty seconds.

The student proceeds to describe the object, action, emotion, etc. to the class. As soon as the class guesses the word, the student proceeds to the next card, and so forth.

One point is given for each word guessed by the class. If a student does not know the meaning of a vocabulary word he or she draws, he or she may skip it; however, one point is deducted for each skipped card.

### STEP 2

This activity works well as either a team or an individual exercise. It is a good idea to vary which student is at the front of the class each time you do this.

For example, in one lesson you might nominate two students to be at the front of the class so the next time you do this make sure you nominate one or two different students.

### VARIATION

For added practice, you may ask students to use reviewed words correctly in sentences at the end of each timed turn.

## BACK TO THE BOARD

ACTIVITY	<b>FILLER</b>
LEVEL	Elementary +
AGE	6+
OBJECTIVE	To review language
TARGET LANGUAGE	Any
LENGTH	5-10 minutes
RESOURCES NEEDED	White board and pens

### STEP 1

Arrange the class into 2 teams. Put two chairs in front of the board so when students sit down they have their back to the board.

One person from each team must sit down on the chair. Write a word/phrase or sentence on the board.

The teams must give clues to the seated student to help them guess the word/phrase or sentence. The team is not allowed to say what the word is. The first person to guess the word (who is seated) wins a point for their team.

### STEP 2

When a word has been guessed a different student must sit and have their back to the board and a new word/phrase or sentences is written on the board.

The team with the most points at the end are the winners.

## BANG BANG

ACTIVITY	<b>FILLER</b>
LEVEL	Elementary +
AGE	6+
OBJECTIVE	To review language
TARGET LANGUAGE	Nouns
LENGTH	5-10 minutes
RESOURCES NEEDED	Flashcards

### STEP 1

Arrange the class in 2 teams. One student from each team stands opposite each other. Explain that they are cowboys involved in dual. Get them to pretend to draw their pistols. Say "how do you say..." and hold up a flashcard. The first student to give the correct answer and 'bang bang' their opponent is the winner. Their team gets 1 point.

### STEP 2

A different student from each team comes to the front and stand opposite each other and repeat step 1. The team with the most points at the end is the winning team. An alternative scoring system is students sit down when they are 'shot' until all team members from one team have sat down.

### VARIATION:

To make it more difficult you can describe an object for students to guess.

## BINGO

ACTIVITY	<b>FILLER</b>
LEVEL	Elementary +
AGE	6+
OBJECTIVE	To review language
TARGET LANGUAGE	Any
LENGTH	5-10 minutes
RESOURCES NEEDED	Paper and pens

### STEP 1

Arrange the students in small teams. Give each team a piece of paper and ask them to draw a bingo grid. Elicit from students lots of words related to your Bingo topic. For example, animals write the name of different animals on the board.

### STEP 2

Instruct students to choose an animal from the board and write it in one square, and then to choose a different animal and write it in a different square and so on until all the squares are completed.

### STEP 3

Randomly read out the words from the board. Students cross out the word if/when it is called. When a team has crossed out all the words they shout BINGO and are announced the winning team!

### VARIATION:

If you have extra time students can draw pictures on the bingo grid instead of writing the word.

## BUZZ IN

ACTIVITY	<b>FILLER</b>
LEVEL	Elementary +
AGE	6+
OBJECTIVE	To review language
TARGET LANGUAGE	Any
LENGTH	5-10 minutes
RESOURCES NEEDED	None

### STEP 1

Arrange students into teams. Each team must choose a name and a sound (their buzz in sound). To answer a question each team must buzz in using their sound. For each correct answer they get one point but for each incorrect answer they lose a point. Emphasis it's important to be sure of the answer before they buzz in otherwise this can result in losing lots of points.

### STEP 2

Keep a record of the scores and the team with the most points at the end is the winning team.

### VARIATION:

To review vocabulary you can show a flashcard/object and the teams have to 'buzz in' to name the object.

## CHANGE PLACES

ACTIVITY	<b>FILLER</b>
LEVEL	Pre Intermediate +
AGE	8+
OBJECTIVE	To review language
TARGET LANGUAGE	Tenses, Nouns, Can/Can't, Likes/Dislikes
LENGTH	5-10 minutes
RESOURCES NEEDED	None

### STEP 1

Arrange students in a circle. Either ask a question or ask for a volunteer, that student must stand in the middle of the circle. The student in the middle says 'Change places if you can speak more than one language'. All students who answer yes must move to another place. The person in the middle must try and steal a place.

### STEP 2

There will always be one student who does not have a place. They will be in the middle and it is their turn to say 'Change places if....'

### VARIATION:

The topic can change according to the topic and target language of the lesson, for example:

Present perfect - "Change places if you have ever been to England."

Can/can't - "Change places if you can swim."

Clothes vocabulary - "Change places if you are wearing jeans."

## CHARADES

ACTIVITY	<b>FILLER</b>
LEVEL	Elementary +
AGE	6+
OBJECTIVE	To review language
TARGET LANGUAGE	Any
LENGTH	5-10 minutes
RESOURCES NEEDED	Flashcards or phrase cards

### STEP 1

Students are given a word or phrase in English (ideally from what you have been doing in the lesson). The students must then act out the word or phrase and the other students try to guess what it is.

For example: A jumping frog



### VARIATION:

If students are shy they may feel more comfortable to draw the word or phrase than act it (see Pictionary).

## CORRECTIONS

ACTIVITY	<b>FILLER</b>
LEVEL	Elementary +
AGE	8+
OBJECTIVE	To encourage peer correction
TARGET LANGUAGE	Any
LENGTH	5-10 minutes
RESOURCES NEEDED	White board, pens, paper

### STEP 1

Arrange students in pairs or small groups. Write different sentences on the board. Each sentence must have one mistake.

### STEP 2

In pairs or small groups students try to correct the sentences. Go through the answers as a class. This can be a competition and the winner is the pair or team who were able to correct the most sentences.

### VARIATION:

You can do this as a listening task, so you read out loud the sentences to correct rather than write them on the board.

## DICE ACTIVITY

ACTIVITY	<b>FILLER</b>
LEVEL	Pre Intermediate +
AGE	8+
OBJECTIVE	To practice fluency and aid listening skills
TARGET LANGUAGE	Any
LENGTH	5-10 minutes
RESOURCES NEEDED	Dice

### STEP 1

Write on the board, 'Tell a .... Story.'

- |          |                |
|----------|----------------|
| 1. Funny | 4. Frightening |
| 2. Happy | 5. Sad         |
| 3. Love  | 6. Recent      |

### STEP 2

Students throw the dice and tell the appropriate story. Encourage students to use their imagination - it doesn't have to be a true story!

### VARIATION:

For vocabulary you can use the following as an example:

Topic: Animals. Students throw the dice and make the appropriate animal sound

- |        |             |
|--------|-------------|
| 1. Pig | 4. Sheep    |
| 2. Dog | 5. Lion     |
| 3. Cat | 6. Elephant |



## FEELY BAG

ACTIVITY	<b>FILLER</b>
LEVEL	Elementary +
AGE	6+
OBJECTIVE	To review language
TARGET LANGUAGE	Nouns, Adjectives
LENGTH	5-10 minutes
RESOURCES NEEDED	A bag, cardboard silhouettes and objects

### STEP 1

Put either cardboard silhouettes, toys, plastic food or real objects in the bag. Students take turns to put their hand in the bag, feel one of the objects and guess what it is, example: "I think it's a banana"

### STEP 2

Ask the rest of the class "Do you think he/she is right?" before the student takes the object out of the bag to check. Encourage everyone to clap and say positive words if they have identified the object correctly.

### VARIATION:

You can get students to choose what objects to put in the bag. For example make a list of objects students must find and put in the bag. To make it even more difficult you could describe objects for students to find.





## FORFEITS

ACTIVITY	<b>FILLER</b>
LEVEL	Elementary +
AGE	8+
OBJECTIVE	To review language
TARGET LANGUAGE	Any
LENGTH	5-10 minutes
RESOURCES NEEDED	Forfeit cards, small pieces of paper

### STEP 1

Arrange students in a circle, if possible, divide them into pairs. Place the forfeit cards you have prepared face down in the centre of the circle. Start the game by naming a topic, for example; animals. Write one word from the topic on small piece of paper without the students seeing what the word is.

### STEP 2

Ask each pair to take turns to say one word from the topic you have named. For example: dog, crocodile, lion, tiger, giraffe and so on. As soon as a pair says the word you have written on the piece of paper, hold this up and say 'Forfeit!'

### STEP 3

Ask the pair to take a forfeit card from the centre of the circle. They must read it out and carry out the task. They then choose the next topic and the game starts again.

The forfeits should include instructions to revise any language the students know, for example: say the alphabet/ count from 80-100/ sign a song/ name eight colours/ describe the weather today and so on.

## FREEZE

ACTIVITY	<b>FILLER</b>
LEVEL	Elementary +
AGE	4+
OBJECTIVE	To review vocabulary and practise self control
TARGET LANGUAGE	Any vocabulary
LENGTH	5-10 minutes
RESOURCES NEEDED	Optional: tambourines, music

### STEP 1

Use this activity once students are familiar with a story or with the objects they should be. Ask the students to stand up.

For example if the topic was animals you can say "You're lions! You're fierce!" Get students to walk round the class pretending to be a fierce lion. If you have a tambourine then make some noise with this, or play some music.

### STEP 2

Stop the noise suddenly and/or say 'Freeze!' Students should freeze in their positions showing that they are fierce lions. Walk around commenting positively on the mimes. Repeat the procedure with different animals and adjectives.

### VARIATION:

This can be a competition and is a student moves when they have been told to 'Freeze!' then they must sit down. The last student standing is the winner!

## GRAB A WORD

ACTIVITY	<b>FILLER</b>
LEVEL	Elementary +
AGE	6+
OBJECTIVE	To review language
TARGET LANGUAGE	Any
LENGTH	5-10 minutes
RESOURCES NEEDED	Flashcards or word cards

### STEP 1

Put flashcards and/or words on the board. Arrange the students into 2 teams. One person from each team comes to the board. Say a word. Students have to find the word and/or flashcard and grab it!

That team keeps that word.

### STEP 2

A different student from each team comes to the board and repeat step 1. The team with the most words and/or flashcards at the end is the winning team.

### VARIATION:

To make it more difficult you could describe the word that they have to find.

Another option is to get students to 'swat' the word. So, you quickly say lots of words and they have to 'swat' the word first (either slap their hand on the word or give them a fly swatter to use!).

## HANGMAN

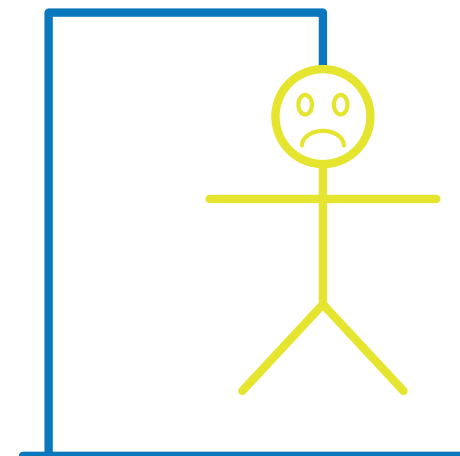
ACTIVITY	<b>FILLER</b>
LEVEL	Elementary +
AGE	6+
OBJECTIVE	To review language
TARGET LANGUAGE	Any, the alphabet
LENGTH	5-10 minutes
RESOURCES NEEDED	Whiteboard and pens

### STEP 1

A classic! Choose a word that you have been learning. Write a short line to represent each letter for that word. Students take it in turns to say a letter. If the letter is in the word write it in the appropriate space but if the letter is not in the word then start to draw the hangman.

### STEP 2

Students can guess the word at any time. When the correct word is given then that student comes to the board and chooses a word for their classmates to guess.



## HOP LIKE A FROG

ACTIVITY	<b>FILLER</b>
LEVEL	Elementary +
AGE	6+
OBJECTIVE	To aid listening and review vocabulary
TARGET LANGUAGE	Any
LENGTH	5-10 minutes
RESOURCES NEEDED	None

### STEP 1

Ask all students to stand behind their chairs. If you have lots of room then arrange them in a standing circle. All students must start 'hopping like a frog', encourage them to count 1, 2, 3, 4 etc so they are hopping at the same time.

Explain you are going to say lexical sets of words. If they hear a word that does not belong to that set they must stop hopping. For example: you say 'table, chair, sofa, bed, wardrobe, cupboard, potato, and so on' Students should stop hopping when they hear the word potato. It is a good idea to do an example with them before you start.

### STEP 2

Repeat step when with different lexical sets. You can also list nouns, verbs, adjectives and so on. To make it a competition the last person to stop hopping is out and must sit down. The winner is the last person standing.

### VARIATION:

Students can 'Jump like a kangaroo' 'Dance like a monkey' 'Swim like a dolphin' or any combination of action verb and animal you would like to use.

## HOP SCOTCH

ACTIVITY	<b>FILLER</b>
LEVEL	Elementary +
AGE	6+
OBJECTIVE	To encourage fluency and review vocabulary
TARGET LANGUAGE	Any
LENGTH	5-10 minutes
RESOURCES NEEDED	Bean bag/counter, chalk or tape

### STEP 1

Use chalk or tape to make hopscotch squares in a row on the floor and number the squares 1-8. Place a familiar object or flashcard in the top left corner of each square. Students take turns to throw the bean bag/counter and then they must hop (on the single squares) and jump (on the double squares - one foot on each square) too number 8 and back to the square their bean bag/counter landed on.

### STEP 2

When they are on the square their bean bag/counter landed on they must name the object. If they are correct they keep the object. The student then returns to the class and another student takes their turn. As each child has a turn the rest of the class watch. Encourage the watching students to count the squares in chorus and/or chant hop, jump, hop, jump.

### VARIATION:

Write 1-8 on the board and next to each number write a question. Students throw the bean bag/counter and follow step 1. When they are on the square their bean bag/counter landed on they must answer that question.

## MY TEACHER IS AN ALIEN

ACTIVITY	<b>FILLER</b>
LEVEL	Elementary +
AGE	7+
OBJECTIVE	To review vocabulary
TARGET LANGUAGE	Any
LENGTH	5-10 minutes
RESOURCES NEEDED	Objects or flash cards

### STEP 1

Draw an alien on the board and tell the class that you are an alien from Mars who speaks little English. Hold up an object and ask students "What's this?" Continually ask questions so students must give lots of information.

For example:

Teacher: "What's this?"

Students: "It's an eraser"

Teacher: "What do you use it for?"

Students: "To rub out mistakes."

Teacher: "What's a mistake?"

And so on....

### STEP 2

When enough time has been given for the first object then a student comes to the front, they are also an alien from Mars. Choose another object and repeat step 1, encouraging the student to ask questions to their class.

## NOUGHTS AND CROSSES

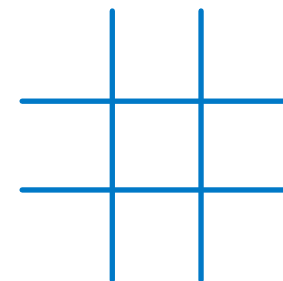
ACTIVITY	<b>FILLER</b>
LEVEL	Elementary +
AGE	6+
OBJECTIVE	To review language and team work
TARGET LANGUAGE	Any
LENGTH	5-10 minutes
RESOURCES NEEDED	White board and pens

### STEP 1

Arrange students into two teams.

One team are 'noughts' and the other team 'crosses'.

Draw a grid on the board.



### STEP 2

Explain that you will ask a question to each team in turn. If they answer the question correctly then they can draw a 'nought' or 'cross' (depending on what team they are) on the grid. The first team to have 3 in a row score 1 point.

### STEP 3

Repeat the game several times and the team with the most points at the end win.

### VARIATION:

You can vary the questions and show flashcards or objects and they must say the name in English. You can show an object and ask students to give you three adjectives. Say an adjective and ask for the opposite. There are many things you can do to review language.

## PICTIONARY

ACTIVITY	<b>FILLER</b>
LEVEL	Elementary +
AGE	6+
OBJECTIVE	To review language
TARGET LANGUAGE	Any
LENGTH	5-10 minutes
RESOURCES NEEDED	White board and pen

### STEP 1

Draw a picture on the board. Students must guess what the picture is. The student who gives the correct word or phrase first comes to the front. Show them a word or flashcard and they must draw a picture on the board.

### STEP 2

Keep playing so all students have a turn to draw a picture.

### VARIATION:

Students can use predictive drawing so they draw part of the picture and students have to guess at each stage of the drawing what it is.

## YES I CAN

ACTIVITY	<b>FILLER</b>
LEVEL	Elementary +
AGE	8+
OBJECTIVE	To demonstrate ability
TARGET LANGUAGE	Can/Can't, action verbs
LENGTH	5-10 minutes
RESOURCES NEEDED	White board and pens

### STEP 1

This is a fun activity to get students to 'prove' what they say they can do. Write a list 'can' questions on the board. You can review action verbs from the lesson.

For example: Can you jump? Can you hop? Can you skip? Can you run? Can you speak more than one language? And so on.

### STEP 2

Students mingle and ask each other the questions. If they answer 'Yes, I can' then they must 'prove it' and show them! For example: if a student asks 'Can you jump?' and their partner answers 'Yes, I can' they must physically show them and jump around the class!

### STEP 3

At the end nominate random students and ask them the question, if they can they must demonstrate this to the whole class.

### VARIATION:

You can include new vocabulary in addition to what you are reviewing, try to think of unusual things for students to 'prove it'.

## REVISION TENNIS

ACTIVITY	<b>FILLER</b>
LEVEL	Elementary +
AGE	8+
OBJECTIVE	To encourage independence, review language
TARGET LANGUAGE	Any
LENGTH	10-15 minutes
RESOURCES NEEDED	Workbooks or folders from previous lessons

### STEP 1

Arrange the class into two teams and ask them to choose the name of real tennis players for their teams. Within each team divide the students into pairs.

Ask them to look through work they have just completed and to prepare 6-8 questions to ask the other team. Explain that they must know the answers to their questions and set 5-10 minutes to complete this.

### STEP 2

When they are ready one team must 'serve' a question to the other team, they try and answer it. Allow the questions to go backwards and forwards between the teams and keep a score of the game as in real tennis (example: Love-15, 15 all, 15-30, 30 all, 30-40, Deuce, Advantage..., Game). It is then the turn of the other team to 'serve' the first question. Continue playing for several games. The team who has won the most games is the winner.

## RHUBARB

ACTIVITY	<b>FILLER</b>
LEVEL	Elementary +
AGE	8+
OBJECTIVE	To encourage independent thinking
TARGET LANGUAGE	Verb phrases, collocations, prepositions
LENGTH	5-10 minutes
RESOURCES NEEDED	None

### STEP 1

Arrange students in pairs or small groups. Explain you are going to say a sentence. The problem is a word has been changed to 'Rhubarb'. When you say the sentence say 'Rhubarb' instead of the word.

In pairs or small groups students have to guess what they think the missing word is. The first pair or group to guess the correct word get 1 point.

For example: 'I RHUBARB my homework every day.' (the missing word is DO)

### STEP 2

Repeat step 1 with different sentences. The team with the most points at the end win.

### VARIATION:

For higher level students you can prepare a paragraph before where the same word is missing. In pairs or small groups they must read, or listen to, the paragraph and guess what the missing word is.



## ROCK, PAPER, SCISSORS

ACTIVITY	<b>FILLER</b>
LEVEL	Elementary +
AGE	7+
OBJECTIVE	To review language and encourage team work
TARGET LANGUAGE	Any
LENGTH	5-10 minutes
RESOURCES NEEDED	None

### STEP 1

Arrange students in two teams. Ask each team to line up. Explain that they will play 'rock, paper, scissors', the person at the front of each team will do 'rock, paper, scissors'. The winning team will then be asked a question. If they get it correct they will score a point.

Both team members will return to their team and a new member will step forward to do 'rock, paper, scissors' to win a question to be asked to their team.

### STEP 2

Repeat step 1 so all students have a turn to play. The team with the most points at the end are the winners!

### VARIATION:

You can use a variety of questions - true/false, spelling, anagram, fill the gap, name the object/flashcard and so on

If you use lots of different types of questions this will help all students discover their strengths and the type of questions they are good at.

## SCRABBLE

ACTIVITY	<b>FILLER</b>
LEVEL	Pre Intermediate +
AGE	8+
OBJECTIVE	To practice spelling and review language
TARGET LANGUAGE	Any
LENGTH	10-15 minutes
RESOURCES NEEDED	Scrabble letters

### STEP 1

Arrange students in teams. If you have access to several scrabble board games then use these. If not then give each team a set of letters. Two teams will compete against each other. Either arrange the class so students play on a table or, for a small class, they can stick the letters on the board.

Explain they need to create English words using the letters given. Each letter has a number and this is the number of points they will get for using that letter. Once they have used a letter they then collect a different letter from the teacher. They should have 9 letters at all times, except when the teacher has given out all the letters. This means the game will end.

### STEP 2

Each team takes it in turn to form an English word incorporating one of the letters from the previous word given from the opposing team into their word. For example: if one team spell the word 'apple' then the next team must use one of the letters from 'apple' to help spell their new word. If a team cannot spell a word they miss a go.

### STEP 3

The team with the highest number of points wins. If a team have letters at the end of the game (when there are no more letters to be given out and no more words can be made) the points from these letters are deducted from their score.

	A <sub>1</sub>	B <sub>3</sub>	C <sub>3</sub>	D <sub>2</sub>	
E <sub>1</sub>	F <sub>4</sub>	G <sub>2</sub>	H <sub>4</sub>	I <sub>1</sub>	J <sub>8</sub>
K <sub>5</sub>	L <sub>1</sub>	M <sub>3</sub>	N <sub>1</sub>	O <sub>1</sub>	P <sub>3</sub>
Q <sub>10</sub>	R <sub>1</sub>	S <sub>1</sub>	T <sub>1</sub>	U <sub>1</sub>	V <sub>4</sub>
	W <sub>4</sub>	X <sub>8</sub>	Y <sub>4</sub>	Z <sub>10</sub>	

## ..... SNAKES AND LADDERS

ACTIVITY	<b>FILLER</b>
LEVEL	Elementary +
AGE	6+
OBJECTIVE	To review language
TARGET LANGUAGE	Any
LENGTH	10-15 minutes
RESOURCES NEEDED	Board game, dice, counters, question cards

### STEP 1

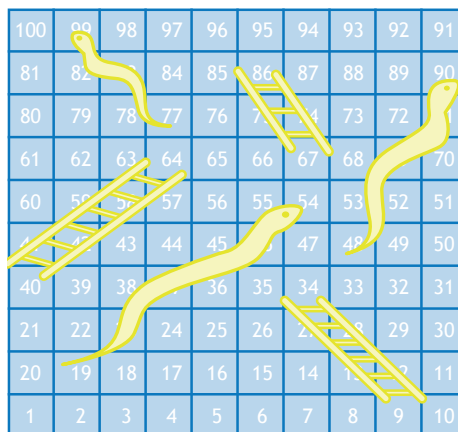
Arrange students into pairs or small groups. Each pair or small group is given a copy of the board game, a set of question cards (face down on the table), a dice and a different colour counter each. Explain that in turn each student rolls the dice, if they get an 'odd' number they are allowed to move. However, if they get an 'even' number then the student on the right must turn over the top card and ask the question. If the student answers correctly then they can move their counter. If the student answers incorrectly their counter must stay where it is.

### STEP 2

Remind students that we go up the ladders and down the snakes. The first student to reach the end of the board is the winner.

### VARIATION:

If you do not have question cards you can use flashcards, they turn over and name the object or you can use word cards for students to say a sentence using that word - if you have been teaching tenses they must use the word in a sentence using the appropriate tense.



## ..... SPELLING GAME

ACTIVITY	<b>FILLER</b>
LEVEL	Elementary +
AGE	6+
OBJECTIVE	To practice spelling
TARGET LANGUAGE	Any
LENGTH	5-10 minutes
RESOURCES NEEDED	Several sets of alphabet cards

### STEP 1

Arrange students in pairs or groups of three. Give each pair or group a set of alphabet cards. Each pair or group puts each alphabet card face up.

### STEP 2

Give students a word and they have to spell the word using their alphabet cards. The first pair/group to spell the word correctly they score a point. Give students a different word to spell. The pair/team with the most points is the winning pair/team.

### VARIATION:

For higher level students show a flashcard or object so they have to guess the word correctly and spell it.

## SPOT THE DIFFERENCE

ACTIVITY	<b>FILLER</b>
LEVEL	Elementary +
AGE	6+
OBJECTIVE	To use the target language
TARGET LANGUAGE	Questions, present continuous, vocabulary
LENGTH	5-10 minutes
RESOURCES NEEDED	A set of worksheets for each pair

### STEP 1

Put students into pairs. Hand each pair a set of worksheets. One has picture A and the other picture B. Instruct students that they must not show their picture to their partner.

### STEP 2

Through description and asking questions they need to find the differences between their pictures.

### VARIATION:

For very low level students you may want to allow them to look at the pictures and find the differences that way.



## STORY CIRCLE

ACTIVITY	<b>FILLER</b>
LEVEL	Elementary +
AGE	6+
OBJECTIVE	To practice the language, team work
TARGET LANGUAGE	Any
LENGTH	5-10 minutes
RESOURCES NEEDED	Small pieces of paper, a ball

### STEP 1

Arrange students in a circle. Explain that the aim of the activity is to take turns to retell a familiar story by passing the ball round the circle. If students get stuck they can say Pass! And give the ball to the next person in the circle. Only the student with the ball is allowed to speak.

### STEP 2

Give the ball to one student and invite them to start the story. The student then passes the ball to their left who adds a sentence. And so on round the circle until the end of the story.

### VARIATION:

Students can make a story using vocabulary from the lesson. Ask each student to write one word on a small piece of paper. Students either keep their own word or pass their word to the right so everybody has a different word.

Students have to create a story by making up a sentence using the word they have. Again, they pass the ball to the left and only the student with the ball is allowed to speak.

## TEACHER SAYS!

ACTIVITY	<b>FILLER</b>
LEVEL	Elementary +
AGE	6+
OBJECTIVE	To check students understanding
TARGET LANGUAGE	Body parts, clothes
LENGTH	5-10 minutes
RESOURCES NEEDED	None

### STEP 1

A version of Simon Says! Ask the children to stand up. Say "Teacher says touch your eyes" and demonstrate that as you say this they must touch that part of the body.

### STEP 2

Repeat "Teacher says touch your..." and say a different part of the body. You can make it easier by touching the part of the body you say so students copy you or you can make it more difficult by not touching the part of the body so students have to think and touch the correct part.

### VARIATION:

You can make this a competition and the last student to touch the appropriate part of the body - or if they touch an incorrect part - sits down. The last student standing is the winner.

## THE GRID GAME

ACTIVITY	<b>FILLER</b>
LEVEL	Elementary +
AGE	6+
OBJECTIVE	To review language
TARGET LANGUAGE	Any
LENGTH	5-10 minutes
RESOURCES NEEDED	White board and pens

### STEP 1

Divide the class into two teams and give each team either circles or crosses. Draw a grid of letters on the board, for example:

R	H	J
S	M	T
A	L	D

Ask a student in each team to choose a letter. Give a clue to the other members of the team for them to guess the word.

For example: it's a type of animal, it's got warm blood.

### STEP 2

Allow the team a few moments to confer before answering. If the team guesses the word correctly they win the square and they can draw a circle or cross, depending on which they have been assigned, to show this. The next team then has a turn in the same way. The first team to win three squares in a row are the winners.

### VARIATION:

Instead of letters you can stick flashcards face down in the spaces in the grid. In order to win a turn students in each team take turns to name what's on the flashcard they choose.

## THE HUNGRY CROCODILE

ACTIVITY	<b>FILLER</b>
LEVEL	Elementary +
AGE	6+
OBJECTIVE	To review language
TARGET LANGUAGE	Any
LENGTH	5-10 minutes
RESOURCES NEEDED	Board and pens

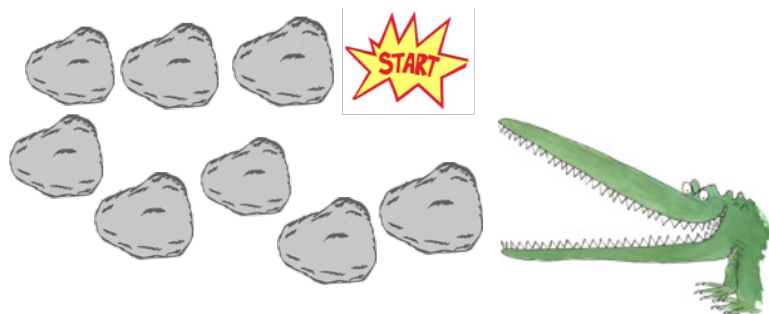
### STEP 1

Draw a simple picture of a hungry crocodile and eight stepping stones on the board. Think of a word students know and draw a line for each letter.

Students take it in turns to guess a letter. If the letter is correct then write it in the appropriate space. If not then rub out the stick figure and draw it again on the next stepping stone, moving nearer to the crocodile each time.

### STEP 2

Keep a record of all the letters suggested on the board. The children win if they guess the word before the stick figure is eaten by the crocodile.



## TWENTY QUESTIONS

ACTIVITY	<b>FILLER</b>
LEVEL	Elementary +
AGE	8+
OBJECTIVE	To review language and practice questions
TARGET LANGUAGE	Yes/No question forms
LENGTH	5-10 minutes
RESOURCES NEEDED	None

### STEP 1

Choose a student to come to the front of the class. Whisper a word to the student or show them a picture of an object, make sure they know what it's called.

### STEP 2

The rest of the students have twenty questions to guess what the object is. They can only ask yes/no questions. Keep a score on the board of how many questions have been asked. Encourage all students to ask a question.

### STEP 3

When they have guessed the object or asked all twenty questions get another student to come to the front and repeat steps 1 and 2.

## ZIP, ZAP, BOING

ACTIVITY	<b>FILLER</b>
LEVEL	Pre Intermediate +
AGE	8+
OBJECTIVE	To review and create language
TARGET LANGUAGE	Any
LENGTH	5-10 minutes
RESOURCES NEEDED	none

### STEP 1

Arrange students in a circle. Students to the left are verbs. Students to the right are nouns. Students opposite you are adjectives. Demonstrate an example. Turn to your student on the left and with your finger like a gun say 'zip, zap, boing'.

The student on your left must say a verb. It is then their turn. They can choose who to 'zip, zap, boing'. If they choose the person on their left that student must say a verb, if they choose the person on right that student must say a noun, if they choose a student opposite that students must say an adjective. Keep going until all students have had a turn.

### STEP 2

This game can be made easier or harder depending on your students and their level. To make it easier they can say words related to topics, for example: to the left 'animals', to the right 'foods', opposite 'furniture'.

To make it more difficult they have to form different words using the word given, for example: if they have been given the word 'happy' to the right they have to 'add a prefix' to the left 'form a noun' opposite 'give the opposite word'.

### VARIATION:

You can make the activity relevant by using vocabulary from the lesson.

## AIR WORD

ACTIVITY	<b>COOLER</b>
LEVEL	Elementary +
AGE	6+
OBJECTIVE	To review language
TARGET LANGUAGE	Any
LENGTH	5-10 minutes
RESOURCES NEEDED	None

### STEP 1

Arrange students in pairs.

One student must stand in front of the other student. So they are front to back.

Tell the student who is behind to think of a word from the lesson and they must write this on their partners back using their finger.

The other student must guess what the word is.

### STEP 2

Once they have guessed the word tell them to swap, so the both take turns in choosing a word to write.

They can do this as many times as necessary, and swap partners if necessary.

### VARIATION

You can write a word on the board that students must copy.

Arrange the class so one student has their back to the board and one student is facing the board. The student facing the board copies the word on the board.

Their partner must guess the word. The first pair to guess the word can sit down. Continue until all pairs are seated.

## ANAGRAMS

ACTIVITY	COOLER
LEVEL	Elementary +
AGE	8+
OBJECTIVE	To review vocabulary
TARGET LANGUAGE	Any
LENGTH	5-10 minutes
RESOURCES NEEDED	A worksheet for each pair (optional)

### STEP 1

Arrange students in pairs.

Either hand each pair a worksheet or write on the board different anagrams of vocabulary they have studied during the lesson. For example, if the topic was animals you could write

Lion	>	nilo
Elephant	>	phelanet

### STEP 2

Either set a time limit to unscramble the words or make it the first pair to finish.

Go through each answer and choral drill.

### VARIATION

To make it more difficult when students have written what each word is they can also write three facts/adjectives about the object or write it in a sentence.

## BUILD A STORY

ACTIVITY	COOLER
LEVEL	Pre Intermediate +
AGE	8+
OBJECTIVE	To develop imagination and review language
TARGET LANGUAGE	Any
LENGTH	5-15 minutes
RESOURCES NEEDED	Paper

### STEP 1

Arrange the students in pairs. Explain that the students are going to create a story with their partner in response to questions that you will give them. Set a time limit of between 2-4 minutes to prepare and note their answers to each question before continuing.

### STEP 2

Ask a series of questions. Elicit possible answers to one or two of the questions as an example before starting. For example, 'Who is in the story? (two characters) What are they like?' 'There's a bank robber and dancer in the story.' At the end of the activity ask the different pairs to tell their stories to the rest of the class. Make sure you use vocabulary from the lesson.

### VARIATION:

This can be a speaking or writing activity. For speaking encourage the students to make notes and prepare what they will say. For writing encourage students to prepare a first draft.

For a small class this can be done as a group activity with each pair answering a question in turn. At the end the story notes will be in the board and then individually they can write their first draft.

## COLOUR DICTATION

ACTIVITY	COOLER
LEVEL	Elementary +
AGE	6+
OBJECTIVE	To use colours and target language
TARGET LANGUAGE	Any
LENGTH	5-10 minutes
RESOURCES NEEDED	Photocopies of the picture

### STEP 1

Draw a simple picture on the board and ask students to copy the picture - or you can give out photocopies of the picture. Say sentences to describe the picture, for example: 'The house is purple'. Students must colour the picture following your instructions. Make sure the picture is relevant to the lesson.

### STEP 2

Once the students have finished, either ask questions, example: 'What colour is the house?' or ask the students to describe the picture, example: 'The house is purple'.

### VARIATION:

The speaking part of the activity can be turned into a memory game by asking children to turn over the pictures before describing it.

If you draw a picture on the board to copy then you can use predictive drawing and encourage students to guess what you are drawing as you do this.

## COLOUR THE PICTURE

ACTIVITY	COOLER
LEVEL	Elementary+
AGE	6 +
OBJECTIVE	To understand instructions
TARGET LANGUAGE	Colours, nouns
LENGTH	5-10 minutes
RESOURCES NEEDED	A copy of the picture for each student

### STEP 1

Give each student a copy of the picture and instructions. Give each table a set of colouring pencils, making sure all the colours they need are available.

Explain to students that they must colour the picture according to the instructions. You can do an example with them if you think it is necessary. For example: 'The dog is brown with pink ears. The sky is blue and the sun is orange.'

### STEP 2

At the end all the picture should look the same. You can make it a competition by displaying the pictures to (a) check they are the same and (b) vote for who coloured their picture the best.

### VARIATION:

To change this from a reading activity to a listening activity you can just hand students a picture with no instructions and you read the sentences for students to colour.



## CONSEQUENCES

ACTIVITY	COOLER
LEVEL	Pre intermediate +
AGE	10+
OBJECTIVE	To put sentences together
TARGET LANGUAGE	Any
LENGTH	5-10 minutes
RESOURCES NEEDED	Several pieces of paper

### STEP 1

Give a sheet of paper to each student. Explain that they are going to write a simple story together, following a set pattern:

- Name of boy
- Name of girl
- Place
- He said to her
- She said to him
- And the consequence was...

Give an example of a story following the pattern, using the names of either famous people or storybook characters or real people children know.

### STEP 2

Explain students should write the first line only and then fold the paper down so no-one can see what they have written. The paper is then passed to the next student until the story is completed. At the end divide the class into groups.

Ask the students in each group to unfold the papers and read the stories in turn and choose the best or the funniest one. Each group then reads the story they chose to the rest of the class.

## CROSSWORD

ACTIVITY	COOLER
LEVEL	Elementary +
AGE	8 +
OBJECTIVE	To work with a partner and review language
TARGET LANGUAGE	Any
LENGTH	5-10 minutes
RESOURCES NEEDED	One crossword per pair

### STEP 1

Arrange students in pairs. Hand each pair a crossword. Explain that they have to find as many words as they can within the time given, using the clues. Give them 5-10 minutes (depending on their level and the number of words they have to find). The first pair to finish, or the pair that finds the most number of words, is the winner!

### STEP 2

Go through each clue to make sure students have the correct answers. Chorus drill each word with the students once they have found them.

[www.puzzlemaker.com](http://www.puzzlemaker.com) is a great website to create a crossword. Enter the words you want students to find and it creates the word search for you

### VARIATION:

For low level students you can have pictures instead of written clues. So they look at the picture and write the word in the space.

## DESCRIBE AND DRAW

ACTIVITY	COOLER
LEVEL	Elementary+
AGE	6 +
OBJECTIVE	To review language and descriptive words
TARGET LANGUAGE	Any
LENGTH	10-15 minutes
RESOURCES NEEDED	Paper and colouring pens

### STEP 1

Ask the student to tell you words from the lesson. Write these on the board. Arrange students in pairs. Ask each pair to choose 6 words from the board. Using the 6 words each pair draws a picture. Give them 5-10 minutes to do this.

### STEP 2

When students have finished each pair comes to the front of the class to present their picture.

### TOP TIP:

It is important to insist that children draw simple pictures and to set a time limit for drawing, as otherwise some students may draw elaborate pictures that will be too difficult to describe.

## DRAW THE LESSON

ACTIVITY	COOLER
LEVEL	Elementary+
AGE	6 +
OBJECTIVE	To practice speaking and review the lesson
TARGET LANGUAGE	Any
LENGTH	10-15 minutes
RESOURCES NEEDED	Paper, colouring pens

### STEP 1

Students can do this individually or in pairs. Give each student, or pair, a piece of paper and colouring pens. Instruct them to 'draw the lesson'. They should think back about any words or language they learned during the lesson and interpret these into a picture. They can draw their classmates and anything fun or interesting they did.

### STEP 2

When students have completed their pictures put them on the class wall. If time you can ask each student to nominate their favourite picture and award a prize to the picture that has the most votes.

### VARIATION:

As an alternative, when students have completed step 1 you can ask each student or pair to present their picture to the class. They show their picture and explain what they have drawn.

## DRAW YOUR FAVOURITE

ACTIVITY	COOLER
LEVEL	Elementary +
AGE	7+
OBJECTIVE	To give opinion and review language
TARGET LANGUAGE	Nouns and adjectives
LENGTH	5-10 minutes
RESOURCES NEEDED	Paper and colouring pens

### STEP 1

Elicit from students vocabulary from the lesson and write this on the board. For example, if the topic was family ask students to give you different family words and write these on the board 'mother' 'father' 'sister' 'brother' 'uncle' 'aunt' and so on.

### STEP 2

Give each student a piece of paper. Tell them to choose one word from the board and to draw a picture. If they have 'family' they choose their favourite family member and draw him/her. If they have 'animals' they choose their favourite animal and draw them, and so on.

At the end students can display their work on the class wall and you can all vote for the best picture.

### VARIATION:

To make this more difficult you can also ask students to write simple sentences why it is their favourite.

## FINGER SNAP

ACTIVITY	COOLER
LEVEL	Elementary +
AGE	6+
OBJECTIVE	To review language
TARGET LANGUAGE	Any
LENGTH	5-10 minutes
RESOURCES NEEDED	None

### STEP 1

Arrange students in a circle and do the hand actions of clap, clap, left snap, right snap. When they get the hang of it, add these words in time to the rhythm: "Concentration, concentration, concentration, now beginning, are you ready? If so, let's go!"

### STEP 2

On the first finger snap, you say your name, and on the second snap, you say the name of someone in the circle. You have passed the turn to the person you nominated on your second finger snap. They say their own name on the first snap and on the second snap, the name of another student. And so on.

### VARIATIONS:

For lower levels: When they've got the idea, use different lexical sets. For example, to practice vocabulary (In this case, fruit!): Tim: 'apple...Helen' Helen: 'banana...Tom!' Tom: 'orange, Alex!'

For higher levels: When they've got the idea, use different lexical sets. For example, Tim: 'tennis, racquet.... Helen - basketball' Helen: 'basketball, hoop.....Tom, golf!' Tom: 'golf, hole....Alex, baseball!'

## LABEL THE PICTURE

ACTIVITY	COOLER
LEVEL	Elementary +
AGE	6+
OBJECTIVE	To record and review language
TARGET LANGUAGE	Any
LENGTH	5-10 minutes
RESOURCES NEEDED	Pieces of paper or pre-prepared picture

### STEP 1

Elicit vocabulary from the lesson, or if you're reviewing the end of unit elicit vocabulary from the unit. Write this on the board. Hand a piece of paper to each student and ask them to draw a picture - or you can give out a pre-prepared picture of what you want them to label. Ask each student to label their pictures. If time they can colour the picture too.

### STEP 2

Ask students to compare their pictures in pairs and test each other on the words. For very young children they can simply colour pictures which include vocabulary they have learnt and build up a visual record of their learning in the same way.

### VARIATION:

This can be part of a larger task where students can build a file or folder with a title 'My picture dictionary' where they add all their labelled pictures.

## LESSON REVIEW

ACTIVITY	COOLER
LEVEL	Pre Intermediate +
AGE	8+
OBJECTIVE	To review the lesson
TARGET LANGUAGE	Any
LENGTH	5-10 minutes
RESOURCES NEEDED	A worksheet for each student

### STEP 1

Hand each student a worksheet. Individually they complete the worksheet. You can vary what is asked but asking them score aspects of the lesson between 1 and 10 is sufficient.

### STEP 2

Arrange students in pairs and ask them to compare their answers. Encourage them to explain why they gave their score and to think about their similarities and difficulties. At the end of the lesson you can collect the lesson reviews to help you evaluate how you're teaching.

### EXAMPLE QUESTIONS:

1. From 1-10 how interesting was the lesson

1      2      3      4      5      6      7      8      9      10

2. From 1-10 how interesting was the lesson

1      2      3      4      5      6      7      8      9      10

3. From 1-10 how much did you understand

1      2      3      4      5      6      7      8      9      10

4. List new vocabulary

## LOOK, WRITE AND SAY

ACTIVITY	COOLER
LEVEL	Elementary +
AGE	8+
OBJECTIVE	To review language, spelling & pronunciation
TARGET LANGUAGE	Nouns and adjectives
LENGTH	5-10 minutes
RESOURCES NEEDED	Pieces of paper - 1 per student

### STEP 1

Give each student a piece of paper and tell them to write the numbers 1-10. Do an example with the students, show a flashcard or an object and ask students the name of the object. For example: show a pencil, students say 'pencil'. Write the word on the board and get students to repeat.

### STEP 2

Explain you are going to show 10 different objects. With each object they must look at it, write the word on their piece of paper. Check the answer and then get students to repeat the word (choral drilling).

Students can check their word with a partner before checking as a class. Make sure all students have the correct spelling before moving on.

### VARIATION:

Instead of showing the object (look) you can say the word (listen) so the activity becomes 'Listen, write and say'.

## MAKING PLANS

ACTIVITY	COOLER
LEVEL	Pre Intermediate +
AGE	8+
OBJECTIVE	To practice speaking and agree/disagree
TARGET LANGUAGE	Future tenses, question forms
LENGTH	10-15 minutes
RESOURCES NEEDED	Paper to make notes (optional)

### STEP 1

Arrange students into pairs or small groups. Instruct the pairs or small groups to discuss what they are doing after their lesson.

### STEP 2

Students present about their partner or somebody different in their small group about their plans to the rest of the class. Discuss who has the most interesting plans.

### VARIATION:

Ask students to imagine that tomorrow they will be going on a school outing instead of coming to school. Elicit some ideas of places to go. They present their ideas to the rest of the class. You can vote to see the most popular option (and maybe even use this as an idea for a real school outing in the future).

## MEMORY GAME

ACTIVITY	COOLER
LEVEL	Elementary +
AGE	6+
OBJECTIVE	To review language
TARGET LANGUAGE	Any
LENGTH	5-10 minutes
RESOURCES NEEDED	Set of cards for each group

### STEP 1

Draw/make/print out one set of cards for each group of 3 - 6 students. Give each group one set of cards. The students shuffle the cards and arrange them on the desk face down. Student A turns over two cards, and says the words out loud.

If they match, they get to keep them. If they don't, they turn them back over in the same position. Then it's Student B's turn.

### STEP 2

At the end of each round, students tally up their cards, and record the winner (or not, if you have a non-competitive class.) Make sure that students are saying the words aloud. This is also a good opportunity to practise general English like "It's your/my turn" and "Well done!" The winner is the student who has the most cards when they have all be turned over.

### VARIATION:

Options of cards you can use, for example they can match: same words, words and pictures, opposite words, words and their endings, and so on.

## MONSTER ADJECTIVES

ACTIVITY	COOLER
LEVEL	Elementary +
AGE	6+
OBJECTIVE	To review and memorize vocabulary
TARGET LANGUAGE	Adjectives and nouns
LENGTH	5-10 minutes
RESOURCES NEEDED	Pieces of paper and colouring pens

### STEP 1

Divide the board into two columns. One side elicit from students different adjectives (for example: small, big, ugly, yellow and so on) and on the other side elicit different body parts and clothes (for example: eyes, head, tail, jeans, hat, glasses).

### STEP 2

Hand each student a piece of paper and explain they must choose one word from each column when they draw their monster. Encourage them to be creative. At the end students can either compare their monster with a partner or each student can present their monster to the class.

### VARIATION:

This can be used for different objects so you can make it relevant to your lesson. For example, instead of a monster students can draw a house, or a classroom, or space and so on.

## MY DIARY

ACTIVITY	COOLER
LEVEL	Elementary +
AGE	8+
OBJECTIVE	To review the lesson
TARGET LANGUAGE	Any
LENGTH	5-10 minutes
RESOURCES NEEDED	A diary (one per student)

### STEP 1

At the end of the lesson ask students to sit down. They write in their diary information about the lesson. Make sure they are clear about what they should write, you could write on the board the following (or something similar) to help:

- New language
- What I liked
- What I didn't like
- What I found difficult

### STEP 2

Instruct students to show their parents their diary so they can also see what students have been learning every day.

### VARIATION:

If you have access to computers students can write a daily blog instead of a diary.

## ODD ONE OUT

ACTIVITY	COOLER
LEVEL	Elementary +
AGE	6+
OBJECTIVE	To review language
TARGET LANGUAGE	Any
LENGTH	5-10 minutes
RESOURCES NEEDED	Pre-prepared worksheet

### STEP 1

On a pre-prepared worksheet or on the board write groups of words. Students have to circle the 'odd one out'. In pairs they compare their answers and explain why the word they chose is the odd one out.

### STEP 2

To extend the activity when they have chosen the 'odd one out' students can draw a picture of that item and/or use it in a sentence.

### VARIATION:

You can make this as easy or difficult as appropriate. For example for younger children it is likely to be more appropriate to do the activity with one word in each sequence that is obviously different.

For example, hat coat, ball, t-shirt (vocabulary)

For older students it can be used as a grammar-awareness activity, For example, red, small, hat, old (nouns and adjectives)

## PICTURE DICTATION

ACTIVITY	COOLER
LEVEL	Elementary +
AGE	8+
OBJECTIVE	To aid listening and review language
TARGET LANGUAGE	Any
LENGTH	10-15 minutes
RESOURCES NEEDED	Pieces of paper - one per student

### STEP 1

Give each student a piece of paper. Sentence by sentence dictate a picture to the class. Students have to draw what they hear. Instruct students that you will read each sentence twice. They have to listen very carefully and draw what they hear. Allow them time to do this before giving them the next sentence.

### STEP 2

Once you have given them all the sentences get each student to write their name on their paper and swap with another student. Re-read each sentence again and this time draw it on the board. For each correct sentence students get one point. At the end students are given a total score and their picture is handed back to them.

### VARIATION:

As an alternative for step 2 students can take it in turns to draw the sentence on the board.

## QUICK QUESTIONS

ACTIVITY	COOLER
LEVEL	Elementary +
AGE	6+
OBJECTIVE	To prepare to finish class
TARGET LANGUAGE	Any
LENGTH	5-10 minutes
RESOURCES NEEDED	Flash cards and/or objects

### STEP 1

This is an activity to help prepare students to finish class. Ask a question about the language they have studied, or you can show a flash card or an object and so on.

The first student to raise their hand and answer the question correctly can put their books in the bag, coat on and either sit on their chair or stand in a line by the door.

### STEP 2

Keep firing 'quick questions' until all students are sitting down or lined up by the door.

### VARIATION:

This can be done in teams or pairs, the first pair or team to answer 3 or 4 questions correctly can all out their bags away, coats on and sit down or line up by the door.



## SING A SONG

ACTIVITY	COOLER
LEVEL	Elementary +
AGE	6+
OBJECTIVE	To sing a familiar song to review language
TARGET LANGUAGE	Any
LENGTH	5-10 minutes
RESOURCES NEEDED	None

### STEP 1

Sing the song you are going to use with the whole class once. This could be a song you have sung previously. Divide the class into two or three groups.

Explain that the first group is going to start singing, when they get to the end of the first line, the second group should start and when the second group gets to the end of the first line the third group should start. Sing the song two or three times without stopping.

### STEP 2

You can invent words to go with traditional tunes based on other language and vocabulary you have looked at during the lesson.

Example (to the tune of Frere Jacques):

I hear thunder, I hear thunder  
Oh, don't you? Oh, don't you?  
Pitter patter raindrops, Pitter patter raindrops,  
I'm wet through!  
So are you.

## SLEEPING LIONS

ACTIVITY	COOLER
LEVEL	Elementary +
AGE	6+
OBJECTIVE	To aid listening skills and review language
TARGET LANGUAGE	Any
LENGTH	5-10 minutes
RESOURCES NEEDED	None

### STEP 1

Ask all students to close their eyes and rest their heads on the table - as if they were sleeping. Explain you are going to give a topic, for example: food.

You will then list lots of different words. For example: lion, chair, walk, television, picture, jump, potato.... When they hear a word related to the topic they must wake up (raise their head). The last student to raise their head will be out of the game.

### STEP 2

Repeat step 1 with different topics and different list of words. You can include students who are out of the game by asking them to help you list different words.

### VARIATION:

You can do the activity in reverse. So students are awake and when they hear the appropriate word they must quickly sleep - the last student to sleep is out of the game.

You can do this with lexical sets and different words, for example students have to listen for a verb, noun, adjective and so on.

## STORY TIME

ACTIVITY	COOLER
LEVEL	Elementary +
AGE	6+
OBJECTIVE	To help reading, listening and speaking skills
TARGET LANGUAGE	Any
LENGTH	5-10 minutes
RESOURCES NEEDED	A story book

### STEP 1

This can be used as a reward if students have worked well during the lesson. Arrange students in a seated circle. Make sure they are relaxed. Read a chapter from a story you have previously chosen. You can read a chapter at the end of every lesson, or every other lesson, or once a week.

### STEP 2

Ask students some follow up questions to check they have been listening and understand the story.

If you don't want to read a story you could play an audio story to them.

### VARIATION:

Each student has a copy of the story so they can read and listen at the same time. Each student takes it in turn to read part of the chapter. This way they are practising their listening, reading and speaking skills.

## THINGS YOU CAN DO WITH A....

ACTIVITY	COOLER
LEVEL	Pre Intermediate +
AGE	8+
OBJECTIVE	To practice speaking and team work
TARGET LANGUAGE	Any
LENGTH	5-10 minutes
RESOURCES NEEDED	An object (for example a Frisbee)

### STEP 1

Arrange students in pairs or small groups. Show an object. It could be an object from the lesson, or something different. For example you could show a Frisbee. In pairs or small groups students have to think of different uses for the object. For example, with a Frisbee it could be used as a tray, as a seat, as a plate and so on

### STEP 2

Each pair or small group present their ideas to the class. You can vote at the end of each presentation on the best idea, or which pair, small group, had the most ideas.

### VARIATION:

You can choose several objects from the lesson and each pair/group is given a different object to use.

## THUMBS UP

ACTIVITY	COOLER
LEVEL	Elementary +
AGE	6+
OBJECTIVE	To check understanding of language
TARGET LANGUAGE	Any
LENGTH	5-10 minutes
RESOURCES NEEDED	Flashcards, worksheet (for the variation)

### STEP 1

Students stand up behind their chairs. Each student raised their right hand in the air. Show a flashcard and say the word. For example, show a flashcard of a dog and say 'dog'. Ask students, 'is this correct?'

If they say yes, show them how to indicate this with their thumbs up. Show the same flashcard of the dog and say 'elephant'. Ask students 'Is this correct?' Indicate to them how to show no with their thumbs down.

### STEP 2

Repeat step 1 with different flashcards and objects and have students show their understanding with thumbs up or thumbs down.

### VARIATION:

With a pre-prepared worksheet you can have two pictures of different objects. Hand a worksheet to each student. Say a word, they have to tick which is the correct picture. For example, they can have a picture of a dog and an elephant. You say 'dog' and students tick the picture of the dog.

## TV MAGIC

ACTIVITY	COOLER
LEVEL	Elementary +
AGE	7 +
OBJECTIVE	To review language
TARGET LANGUAGE	Any
LENGTH	5-10 minutes
RESOURCES NEEDED	White board and pens

### STEP 1

Draw a large TV on the board. In the middle of the TV write the lessons topic. Students brainstorm words related to the lesson topic and you write the words in the TV.

Each student can take it in turns to give a word or they can randomly shout out words. If you have a small class the students can write the word in the TV.

### STEP 2

When the TV is full of words you can point to a word and recap what it means and/or use it in a sentence. This is a great way to review vocabulary from the lesson.



## VISUALIZATION

ACTIVITY	COOLER
LEVEL	Pre Intermediate+
AGE	8 +
OBJECTIVE	To relax students and review language
TARGET LANGUAGE	Any
LENGTH	5-10 minutes
RESOURCES NEEDED	Music (optional)

### STEP 1

If you have music, play this softly as a background to the activity. Ask the students to relax and close their eyes. Ask them to try and imagine the scene as you describe it.

Example: It's a beautiful sunny day. You're at the seaside. The sun is shining brightly and the sea is a deep blue-green. You're lying on a towel on the sand. Your whole body feels warm. You can feel the sand in your fingers - it's soft and warm. You can hear the sound of the waves - splash, splash, splash. You can hear the sound of the birds in the sky and children playing, and so on...

### STEP 2

When you finish give students a few moments to come out of the fantasy you have created and back into the world of the classroom. If you have time ask questions about the visualization. For example, 'Where were you? What could you see/hear?'

### VARIATION:

You can do this with any lesson topic. Whichever story you create make sure you use vocabulary from the lesson. This is a great way for visual learners to review vocabulary.

## VOCABULARY CHANT

ACTIVITY	COOLER
LEVEL	Elementary +
AGE	6+
OBJECTIVE	To practice saying the language
TARGET LANGUAGE	Any
LENGTH	5-10 minutes
RESOURCES NEEDED	Flashcards (optional)

### STEP 1

If you have flashcards of vocabulary in the chant you are going to do, elicit the word and stick these on the board in rows to show the order of the chant. Click your fingers and say Ch-ch-ch-ch placing the stress on the first 'ch' in a repeated way to set up the rhythm of a train. Get the students to join in clicking their fingers and saying the chant with you, slowly at first. Speed up the rhythm towards the end of the chant and raise your voice and elongate the last words to sound like the whistle of a train

### STEP 2

Repeat the chant with the students once or twice. You can also ask them to stand up and act out the chant by moving up and down on the spot in a rhythmic way and making circular movements with their arms bent at the elbows, like the wheels of a train.

### EXAMPLE OF A COLOUR CHANT:

Red and yellow, red and yellow  
Orange and green, orange and green  
Pink and purple, pink and purple  
Blu-u-u-u-e! Blu-u-u-u-e!

(C. Read and A. Soberon)

## VOCABULARY COLLAGE

ACTIVITY	COOLER
LEVEL	Elementary +
AGE	6+
OBJECTIVE	To review and memorize vocabulary
TARGET LANGUAGE	Any
LENGTH	10-15 minutes
RESOURCES NEEDED	Large paper, glue, sets of words, pencils

### STEP 1

Arrange students into small groups. Hand each group a set of words and a large piece of paper. Each group must stick each word onto the paper and then draw a picture to represent the word.

### STEP 2

Each group should be given different sets of words so at the end the collages can be displayed in class as a review for students.

### VARIATION:

If you do not have sets of words you can elicit from students vocabulary from the lesson and write these on the board. Students can then choose the words they want to represent in their collage.

To make it more difficult students also write a sentence or fact about the word on the collage to expand their vocabulary even more.

## WORDSEARCH

ACTIVITY	COOLER
LEVEL	Elementary +
AGE	6+
OBJECTIVE	To relax and review vocabulary
TARGET LANGUAGE	Any
LENGTH	5-10 minutes
RESOURCES NEEDED	One word search per pair

### STEP 1

Arrange students in pairs. Hand each pair a worksheet. Explain that they have to find as many words as they can within the time given. Give them 5-10 minutes (depending on their level and the number of words they have to find). The first pair to finish, or the pair that finds the most number of words, is the winner!

### STEP 2

Chorus drill each word with the students once they have found them.

If students do not have time to find all the words they can finish it at home.

[www.puzzlemaker.com](http://www.puzzlemaker.com) is a great website to create a word search. Enter the words you want students to find and it creates the word search for you.

## WORDSNAKE

ACTIVITY	COOLER
LEVEL	Elementary +
AGE	6+
OBJECTIVE	To review language
TARGET LANGUAGE	Any
LENGTH	5-10 minutes
RESOURCES NEEDED	Paper and pens

### STEP 1

Arrange students in pairs. Give each pair a word snake - or ask them to copy an example from the board. Each pair lists 4-6 words from the lesson. They 'hide' these words in the snake adding extra letters to make it more difficult. They then give their word snake to a different pair to find the words.

### STEP 2

When the words have been found you can write them on the board and ask the meaning and/or to use the words in a sentence to check they understand the meaning.

A H A M R U T O M A T O F L I C H E E S E K L E T T U C E M D E G G

## YOU'RE A...

ACTIVITY	COOLER
LEVEL	Elementary +
AGE	6+
OBJECTIVE	To show understanding through mime
TARGET LANGUAGE	Any
LENGTH	5-10 minutes
RESOURCES NEEDED	None

### STEP 1

Ask all students to stand behind their chairs. This activity can be graded depending on the language you use. For example, for low levels and younger students show a flashcard and they have to model that object.

With high levels and older students invent a simple sequence of events about something that happens and students respond by miming what happens. For example, 'One day it's very cold. You put on your coat, gloves and your hat. You get your bicycle out and ride to the park' and so on

### STEP 2

Repeat the sequence. This time, if appropriate, do the mimes but leave gaps in the telling. Students do the mimes and also supply the word. For example, 'One day it's very (mime shivering)...' Students say 'cold'.

### VARIATION:

You can use the story as a way to encourage students to put their books away, put their coats on and so on.

## INDEX

### WARMERS

- 2 truths and 1 lie
- Ball game
- Before we begin
- Bizarre photos
- Blow fish
- Describe the picture 1
- Describe the picture 2
- Dice drawing
- Find someone who
- Find your partner
- Grammar gamble
- Hot potato
- I spy
- I went on a picnic...
- Introduction star
- Jigsaw picture
- Ladder race
- Last man standing
- Long words
- Lost & found
- Memorize it
- Rate your day
- Running dictation
- Sentence scramble
- Show and tell
- Snowball fight
- Survey

- Tongue twisters
- True or False
- We both like...
- Who/What am I?
- Word association
- Word pot
- Words beginning with....

### FILLERS

- Against the clock
- Back to the board
- Bang bang
- Bingo
- Buzz in
- Change places
- Charades
- Corrections
- Dice activity
- Feely bag
- Forfeits
- Freeze
- Grab a word
- Hangman
- Hop like a frog
- Hop Scotch
- My teacher is an alien
- Noughts and crosses
- Pictionary
- Yes I Can

- Revision tennis
- Rhubarb
- Rock, paper, scissors
- Scrabble
- Snakes and ladders
- Spelling game
- Spot the difference
- Story circle
- Teacher says!
- The grid game
- The hungry crocodile
- Twenty questions
- Zip, Zap, Boing

### COOLERS

- Air word
- Anagrams
- Build a story
- Colour dictation
- Colour the picture
- Consequences
- Crossword
- Describe and draw
- Draw the lesson
- Draw your favourite
- Finger snap
- Label the picture
- Lesson review
- Look, write and say

- Making plans
- Memory game
- Monster adjectives
- My diary
- Odd one out
- Picture Dictation
- Quick questions
- Sing a song
- Sleeping lions
- Story time
- Things you can do with a....
- Thumbs up
- TV magic
- Visualization
- Vocabulary chant
- Vocabulary collage
- Wordsearch
- Wordsnake
- You're a...



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