



PREMIER TEFL



Warmers, Fillers & Coolers Activity Book

A Collection of Short Stories to Engage Your Students



Introduction

It is important to have a collection of such short activities to help structure your lessons or provide a change of pace in the middle of a lesson. You can plan to use warmer and cooler activities like book ends at the beginning and end of your lesson.

Warmers, fillers and coolers are short 5-10 minute activities used to engage learners, fill time during a lesson or to end a lesson on a positive note. They can either be related to the aim or theme of the lesson or act as short, stand alone activities.

Warmer: to engage learners at the beginning of a lesson.

Filler: to change the pace of the lesson in the middle of the lesson.

Cooler: to consolidate/round-off a lesson, leave students on a high.

It is also useful to have a number of activities up your sleeve to use as fillers if you feel your lesson is running shorter than expected or you feel students would benefit from a change of pace within the lesson. Effective warmers, fillers and coolers have

Effective warmers, filler & coolers

Effective warmers, fillers and coolers have

5 basic features:

- They are short (ideally 5-10 minutes only).
- They are fun and engaging.
- They are simple to explain.
- They require little preparation.

This guide provides you with some example warmer, filler and cooler activities. Activities are categorized for ease of reference according to warmer, filler and cooler activities. However, activities can always be adapted and used at different points of the lesson. Such variations are suggested.

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Top 7 Tips

These are the basic principles that make a TEFL class great. They're easy to forget, so refresh your memory (and your teaching!) by coming back to them now and again.

1. Throw yourself into teaching

Give it your all, and have fun (your students are much more nervous than you are! Remember what it was like when you learned a language?). Encourage and motivate your learners. Make your classroom a positive and enjoyable experience.

2. Have an aim

The most important thing is that your lesson needs an aim.

3. Be organised

Familiarise yourself with any new content you're going to teach. Make a running sheet. Have your materials ready to go. Make sure the equipment works. Take a spare whiteboard marker.

4. Get students talking – to each other

This isn't just about making a lesson lively and fun (although that's a big plus). Learning English is a skill, like learning to swim or cook. Your students need to practise English, not just learn about English. And the best way to make sure students get lots of practice is if they talk to each other, in pairs and groups, or mingling as a whole class. (Don't make all the practice through you, or only one student gets to talk at a time).

5. Start a lesson with a warmer

A warmer is a simple activity, preferably something active and fun, where students talk to each other. As you know, it's easy to feel awkward and shy with a big group of people. A warmer removes that anxiety. It helps students feel relaxed and confident enough to speak for the rest of the lesson. In a warmer, students should be interacting in small groups or mingling – definitely not talking one at a time to the whole class. That's the opposite of a warmer!

6. Use variety

As you know, there's nothing worse than a boring class. But making a class interesting isn't about playing games all the time, and avoiding anything 'heavy'. Rather, it's about variety. Vary the skills your students are practising (listening, speaking, reading, writing) as well as the pace and physical activity (sitting, standing, mingling, running). Keep the expression 'light and shade' in mind – follow a quiet and serious activity with something fun and high-energy.

7. Instruct clearly

We've said it's important to have students practising in a variety of activities. The one risk that creates – unlike in a traditional class, where students just have to sit and listen – is that they won't know what to do. This is especially so since English is their second language. The result will be chaos! Instruct simply and clearly, and support your instructions with an example or demonstration.

Warmer Class Activity

A-Z Board Race

| | |
|-----------------|------------------------------|
| Activity | Warmer |
| Level | Pre-Intermediate (low B1)+ |
| Age | Teens/Adults |
| Objective | To revise Vocabulary |
| Target Language | Lexical Sets |
| Length | 10 Minutes |
| Resources | Pen and Paper per Pair/Group |

Usefulness of this activity

This activity is useful to revise or recycle vocabulary before a vocabulary presentation lesson. The activity can easily identify gaps in learners' knowledge. The activity encourages learners to work in pairs/teams and introduces an element of competition which, in itself is engaging.

Procedure

1. Organise students in pairs or small groups.
2. Ask learners to write the letters of the alphabet down the left hand side of a piece of paper.
3. Introduce the topic e.g. jobs, adjectives etc. and ask learners to think of one lexical item per letter. For example, if the topic is 'jobs', learners can write 'artist', 'baker', 'chef'... Give learners a time limit eg. 7 minutes.
4. Students should aim to write 1 lexical item for as many letters as possible. The winning team is the team with the most correct lexical items for the most letters.

Variation

Filler - This activity can easily be used as a vocabulary recycling activity for vocabulary learned in previous lessons.

Cooler - This activity could be adapted into an oral recycling activity at the end of the lesson to consolidate learning. You can nominate learners and ask them to provide a lexical item with a certain letter.

Warmer Class Activity

A-Z Sequencing

| | |
|-----------------|--|
| Activity | Warmer |
| Level | Elementary (A2)+ |
| Age | Young Learners/Teens/Adults |
| Objective | To promote team-work & mix students up |
| Target Language | Basic forms to find out personal info |
| Length | 5-10 Minutes |
| Resources | None |

Usefulness of this activity

This activity is useful if you want to change your students' places to help with classroom management. It is a tactful way of doing this as your students will be ordered in a random way. The activity also appeals to kinaesthetic learners as it involves movement. Though short, the activity encourages learners to speak to many different students. The activity could be adapted easily to revise certain grammatical structures or aimed at different learner levels.

Procedure

1. Ask students to stand up behind their chair.
2. As a class they have to change places according to what you say:
3. In the alphabetical order of their first names.
4. In the order of height – tallest to shortest.
5. In the order of their dates of birth – January to December.
6. Students mingle to find the order and sit down in different places.

Variation

Filler - This activity could be used after a break to engage learners or used before a pair - work or group - work activity to change pairs or groups.

Cooler - This activity could be adapted to revise certain grammatical structures or vocabulary items at the end of a lesson.

Warmer Class Activity

Ball Game

| | |
|-----------------|--|
| Activity | Warmer |
| Level | Pre-Intermediate (Low B1)+ |
| Age | Young Learners/Teens/Adults |
| Objective | To encourage fluency and revise language |
| Target Language | Question forms |
| Length | 5-10 Minutes |
| Resources | Ball, white board and pens |

Usefulness of this activity

This activity is designed to encourage fluency as learners do not know when they will be asked to speak. The activity also appeals to kinaesthetic learners as it involves movement. The activity could be adapted easily to revise certain grammatical structures or aimed at different learner levels.

Procedure

1. Arrange the students in a circle if possible.
2. Write a selection of questions on the board, revising previously taught language lessons.
3. Throw a ball to one of your students and ask one of the questions.
4. The student answers the question then throws the ball to another student and asks him/her a question. The 2nd student answers the question then throws the ball to another student and repeats the procedure.
5. Encourage learners to choose students at random.

Variation

Filler - This activity could easily be used as a filler to practise question forms.

Filler - The activity could be used to revise vocabulary with students saying a vocabulary item beginning with 'A', then throwing the ball to another student who needs to think of a vocabulary item in the same topic beginning with 'B' and so on.

Warmer Class Activity

A-Z Categories

| | |
|------------------------|--|
| Activity | Warmer |
| Level | Elementary (A2)+ |
| Age | Young Learners/Teens/Adults |
| Objective | To revise vocabulary |
| Target Language | Lexical sets of previously taught vocabulary |
| Length | 5-10 Minutes |
| Resources | Pen and paper per pair/group. White board |

Usefulness of this activity

This activity is useful for revising vocabulary. The activity encourages teamwork and competition between teams so is engaging and motivating for learners.

Procedure

1. Write a list of at least 3 categories on the board in a grid like so:

| Letter | Jobs | Animals | Adjectives |
|--------|------|---------|------------|
| M | | | |
| K | | | |

2. Tell the students they will be working in pairs/groups to think of a lexical item for each category beginning with a certain letter. You could give them an example to demonstrate eg 'M' mechanic/monkey/mischievous.
3. Tell the students that the aim of the game is to be the quickest to write 1 word per category. When they've done so, they must raise their hand. The winning group gets to choose the next letter and gets a point.

Warmer Class Activity

Chinese whispers

| | |
|-----------------|----------------------------------|
| Activity | Warmer |
| Level | Pre-Intermediate (Low B1)+ |
| Age | Young Learners/Teens/Adults |
| Objective | To practice listening for detail |
| Target Language | Any |
| Length | 5-10 Minutes |
| Resources | white board and pens |

Usefulness of this activity

This activity is useful for encouraging learners to listen for detail. Chinese whispers also draws learners' attention to features of connected speech eg. weak sounds. This becomes shortened and often lost in a game of Chinese whispers.

Procedure

1. Arrange the students in a circle.
2. Give the student at the end of a circle a pen and explain that the class will be whispering a sentence and he/she will need to write the sentence on the board at the end of the activity.
3. Whisper a short sentence or question to the first student. They then whisper the sentence to the second student and so on until the last student hears the sentence and writes it on the board.
4. Once the sentence is written on the board, analyse what went wrong with the message during the game e.g. are articles missing? Focus on features of connected speech if appropriate.

Variation

Warmer - Once learners get familiar with this activity, you can vary it by sending 2 whispers in different directions. Students can also think of whispers to send around the class too.

Warmer Class Activity

Coins

| | |
|-----------------|---|
| Activity | Warmer |
| Level | Pre-Intermediate (Low B1)+ |
| Age | Teens/Adults |
| Objective | To practice speaking despite distractions |
| Target Language | Any |
| Length | 5-10 Minutes |
| Resources | A coin per student |

Usefulness of this activity

This activity is useful for practising speaking despite distractions which mirrors real-life spoken interactions. The activity encourages fluency as students have to think of 2 different things at the same time, not just focus on speaking only.

Procedure

1. Arrange the students in pairs.
2. Ask each student to find a coin or something similar.
3. Tell the students that they are going to have a conversation with each other and need to keep the conversation going. You can give them the topic of the conversation or allow them to choose. However, while they are speaking, they also need to try to steal their partner's coin. They get 1 point per coin steal.
4. Ask learners to hold out their hand palm-down in front of them and place the coin on the top of their hand.
5. Students then start their conversation, keeping the conversation going while also trying to steal their partner's coin.
6. The activity lasts for a certain amount of time and the students with the most coin steals per pair win.

Variation

Filler - This could easily be used as a filler to provide a change of focus.

Warmer Class Activity

Describe the picture

| | |
|-----------------|--|
| Activity | Warmer |
| Level | Pre-Intermediate (Low B1)+ |
| Age | Teens/Adults |
| Objective | To practice story-writing |
| Target Language | Narrative Tenses, Present Continuous |
| Length | 10 Minutes |
| Resources | A large picture or a series of smaller pictures, white board |

Usefulness of this activity

This activity is useful for practising narrative tenses or Present Continuous for actions in progress now. This activity appeals to creative students and visual learners.

Procedure

1. Arrange the students in small groups.
2. Put a large picture or a series of small pictures on the board.
3. Tell the students that they have 10 minutes to write a short story about the picture or pictures. Encourage learners to be creative. For lower level learners, you could ask them to write a series of sentences about the pictures rather than a story.
4. Give students approx. 8 mins to write their story.
5. Ask students to read the stories and vote on the best story.

Variation

Warmer – Instead of pictures, you could just write a few previously learned words on the board and ask learners to incorporate these into a story.

Filler – This activity could easily be used as a filler to practise narrative tenses.

Warmer Class Activity

Describe Yourself

| | |
|-----------------|----------------------------------|
| Activity | Warmer |
| Level | Pre-Intermediate (Low B1)+ |
| Age | Young Learners/Teens/Adults |
| Objective | To practice listening for detail |
| Target Language | Any |
| Length | 5-10 Minutes |
| Resources | white board and pens |

Usefulness of this activity

This activity is useful for revising adjectives of personality. This can be used as an effective 'get to know you' activity with a new class to learn the students' first names..

Procedure

1. Arrange the students in a circle.
2. Tell the students to think of an adjective of personality which best describes them but must start with the first letter of their name. You can give them an example using your own name eg 'kind Kevin', 'lovely Laura'
3. Ask the first student to introduce themselves eg 'Hello, I'm mysterious Maria'. The next student then introduces themselves but also repeats the first student's introduction eg 'Hello. I'm young Yoko, this is mysterious Maria'. In this example, the third student would introduce themselves then introduce Yoko and Maria and so on.
4. The teacher is the last person to introduce themselves and must repeat all the students' names and adjectives.

Variation

Warmer – For a larger class, you could encourage students to mingle and introduce themselves to as many people as possible. The teacher then tests the learners to see how many people can remember certain learners' adjectives.

Warmer Class Activity

Filling a hand

| | |
|-----------------|---------------------------|
| Activity | Warmer |
| Level | Elementary (A2)+ |
| Age | Teens/Adults |
| Objective | To get to know each other |
| Target Language | Question forms |
| Length | 5-10 Minutes |
| Resources | Paper and pen per student |

Usefulness of this activity

This is a fun icebreaker activity and would work well with a group of students who need to get to know each other better. Example: at the start of a course.

Procedure

1. Arrange students in pairs.
2. Ask learners to draw around their partner's hand.
3. Ask learners to ask each other a series of personal information questions. They then need to write the answers to these questions in the hand print example: How many brothers and sisters do you have? 3
4. Once students have written answers to at least 6 questions in the hand print, the hand prints are collected by the teacher and distributed randomly to different students.
5. The students mingle with their new hand print and try to find its owner asking students questions to find matching answers example: 'how many brothers and sisters do you have?'

Variation

Warmer – Instead of just answers to the questions, students could write a short summary of their conversation in the hand print eg 'I'm 16 years old.....who am I?'

Warmer Class Activity

Find Someone Who

| | |
|-----------------|------------------------------------|
| Activity | Warmer |
| Level | Pre-Intermediate (Low B1)+ |
| Age | Teens/Adults |
| Objective | To practice asking for information |
| Target Language | Target Language Question forms |
| Length | 10 Minutes |
| Resources | A pre-prepared worksheet |

Usefulness of this activity

This is a well-known EFL icebreaker activity which works well with a group of students who need to get to know each other better e.g. at the start of a course.

Procedure

Hand each student a worksheet like the one below:

| Find someone who... | Name |
|---------------------|------|
| 1. | |
| 2. | |
| 3. | |

You can change the questions on the sheet to suit your student's age, learner level and interests. Suitable questions could include: find someone who likes chicken/can juggle/has been to France and so on. A maximum of 10 questions is generally sufficient. If appropriate quickly review the question forms the students need to use e.g. 'Find someone who likes chicken' question = do you like chicken? Students need to mingle and ask different students the questions and get a different name for each question. The winning student is the first to complete their sheet.

Variation

Filler - this activity can be used to practise specific grammatical forms e.g. present perfect. Students could also write their own questions.



Warmer Class Activity

Find Your Partner

| | |
|-----------------|--|
| Activity | Warmer |
| Level | Pre-Intermediate (Low B1)+ |
| Age | Teens/Adults |
| Objective | To revise collocations, to mix students up |
| Target Language | Collocations |
| Length | 3-5 Minutes |
| Resources | Pre-prepared Collocations on paper slips |

Usefulness of this activity

This is a useful way of mixing students up before carrying out a pairwork activity. This appeals to kinaesthetic learners as the activity involves movement and mingling.

Procedure

1. Prepare a set of two halves of collocations on slips of paper.
2. Give each student one half of a collocation and tell them they need to mingle with their classmates to find a partner with the other half of the collocation. Suitable half collocations could be 'fish and' 'chips'. With more advanced students you could use sentence halves. e.g. 'I was watching television' 'when the phone rang'.
3. Once each pair has found each other, ask them to sit down as a pair.
4. Quickly check the collocations once all students have finished.

Variation

Filler - this activity can be used to practise specific grammatical forms e.g. 'I was watching television/when the phone rang'. Once pairs have found each other, you could ask them to think of alternative endings to their sentence headers e.g. 'I was watching television/when the lights went off.



A photograph of a classroom or computer lab. In the foreground, a man in a blue shirt is seen from the back, sitting at a desk with a laptop. In the background, several women are also sitting at desks with laptops, looking towards the front of the room. The lighting is soft and focused on the desks.

The difference between a beginning teacher and an experienced one is that the beginning teacher asks, “How am I doing?” and the experienced teacher asks, “How are the children doing?”

~Esmé Raji Codell

Warmer Class Activity

Hot Potato

| | |
|-----------------|-----------------------------|
| Activity | Warmer |
| Level | Elementary (A2)+ |
| Age | Young Learners/Teens/Adults |
| Objective | To revise vocabulary |
| Target Language | Vocabulary |
| Length | 5-10 Minutes |
| Resources | Ball |

Usefulness of this activity

This is a fun way of revising vocabulary and can easily be adapted to different learner levels.

Procedure

1. Tell students that you are going to do an activity to practice word associated with the previous word e.g. synonym or antonym. You could give a few examples e.g. 'elephant', 'big', 'small', 'pea' etc.
2. Say a word then throw the ball to a random student. The student must think of a word as quickly as possible (eg within 5 seconds) before passing on the 'hot potato' to another student.

Variation

Warmer – for more advanced students you could ask learners to think of words that are not associated with the previous word e.g. 'elephant', 'computer'. Students can then challenge and give an argument to say how the two words could be connected e.g. you could have pictures of an elephant on a computer.

Warmer Class Activity

I Spy

| | |
|-----------------|-----------------------------|
| Activity | Warmer |
| Level | Elementary (A2)+ |
| Age | Young Learners/Teens/Adults |
| Objective | To revise vocabulary |
| Target Language | Vocabulary |
| Length | 5-10 Minutes |
| Resources | None |

Usefulness of this activity

This is a fun way of revising vocabulary and can easily be adapted to different learner levels.

Procedure

1. Tell students that you are going to think of an object that can be seen in the classroom or outside the window. You will give them the first letter of the word and they must guess the word. For example, 'I spy with my little eye something beginning with c'
2. The student who guesses correctly then becomes the spy and repeats the activity.

Variation

Warmer - For more advanced students, you could carry out an I Spy simulation. Ask learners to imagine they are in a different setting e.g. a desert then carry out the I Spy game encouraging learners to guess vocabulary items they can see in these settings. Example: 'I spy with my little eye something beginning with C' = 'camel'

Warmer Class Activity

I Went to the Shops

| | |
|-----------------|-----------------------------|
| Activity | Warmer |
| Level | Pre-Intermediate (B1)+ |
| Age | Young Learners/Teens/Adults |
| Objective | To revise vocabulary |
| Target Language | Vocabulary |
| Length | 5-10 Minutes |
| Resources | None |

Usefulness of this activity

This is a fun way of revising vocabulary and appeals to learners who enjoy memory games.

Procedure

1. Arrange students in a circle.
2. Tell students you are going to revise vocabulary and also play a memory game.
3. Start the activity by saying 'I went to the shops and bought..' plus a lexical item e.g. 'bananas. The first student repeats your sentence but adds another item e.g. 'I went to the shops and bought bananas and crisps. The second student then adds another lexical item e.g. 'I went to the shops and bought bananas, crisps and sandwiches'.

Variation

Warmer - This can be adapted to practice adjectives for personality e.g. 'my grandmother's cat is a kind cat', 'my grandmother's cat is a kind, smelly cat'.

Warmer Class Activity

Interview by Proxy

| | |
|-----------------|----------------------------|
| Activity | Warmer |
| Level | Pre-Intermediate (low B1)+ |
| Age | Teens/Adults |
| Objective | Freer speaking practice |
| Target Language | Question forms |
| Length | 5-10 Minutes |
| Resources | None |

Usefulness of this activity

This is a useful activity to use with a class that already knows each other but is new to the teacher. This activity appeals to creative students.

Procedure

1. Ask students to write some questions to ask the teacher. The teacher chooses a student and asks him/her to sit or stand at the front of the class. The teacher informs the class that this student is now you and will be answering the questions as if they were you. If possible, try to choose a stronger or more confident student for this task.
2. The students ask the 'teacher' their questions and he/she must answer as if they were the teacher e.g. 'Are you married? Yes, I am. Encourage the student to be creative. They do not need to tell the truth. In fact, it is more fun if they do not.
3. Once the initial interview by proxy has taken place, ask the interviewed student to choose a fellow student. The new student then pretends they are the original student and the activity repeats with the new student answering as if they were the original student.

Variation

Warmer - this could be adapted to practice specific language.

Example - present perfect, in the same format example 'Have you ever ridden a horse?'

Warmer Class Activity

Intro Star

| | |
|-----------------|-----------------------------|
| Activity | Warmer |
| Level | Pre-Intermediate (low B1)+ |
| Age | Teens/Adults |
| Objective | To get to know each other |
| Target Language | Question forms |
| Length | 5-10 Minutes |
| Resources | Whiteboard, pens, and paper |

Usefulness of this activity

This is a useful activity to use with a class that already knows each other but is new to the teacher. This activity appeals to creative students.

Procedure

1. Draw a simple 5-sided star on the board and write 5 pieces of information on the board about yourself e.g. a name of a family member, an important date and so on.
2. Students must ask questions to find out the significance of the information you have written e.g. 'Is Simon your husband?' or 'Is red your favourite colour?' Once students have guessed all your information correctly, tell them they are going to carry out a similar activity in small groups. Students draw a 5-sided star in their notebooks and 5 pieces of information.
3. In small groups (3-4), students look at each others' stars and ask questions to find out the significance of the information each learner have written down.
4. In a short feedback session, ask a few learners to tell the class some interesting information they learned from someone in their group e.g. 'Maria has 2 cats'.

Variation

Warmer – Instead of writing 5 words, students could write 5 sentences in answer to 5 questions e.g. 'My favourite hobby is playing the guitar.' Students then need to ask additional questions to find out more information eg 'What kind of music do you like to play?', 'How long have you been playing the guitar?'



Warmer Class Activity

Liar! Liar!

| | |
|-----------------|---|
| Activity | Warmer |
| Level | Pre-Intermediate (low B1)+ |
| Age | Teens/Adults |
| Objective | Freer speaking practice |
| Target Language | Present perfect for experiences/past simple for past events |
| Length | 5-10 Minutes |
| Resources | Pen and paper per student |

Usefulness of this activity

This activity appeals to creative students.

Procedure

1. Tell the students to write 3 sentences about 3 experiences or past events. 2 of the sentences must be true and 1 must be a lie.
2. Students mingle and read their 3 sentences. Fellow students need to ask additional questions to see if they can work out which sentence is a lie.

Variation

Warmer – this can also be used as a get to know you activity with learners writing 3 pieces of personal information. Classmates need to guess which one is a lie.

Filler – in three's, students choose a lie event or experience that is true for one person in their group e.g. 'I've eaten snake'. Each student needs to write a convincing story to convince the rest of the class that this is their experience. Each student reads their story and gets asked questions by the class. The class needs to choose which student is telling the truth i.e. is this their life experience?



Warmer Class Activity

Making Pizza

| | |
|-----------------|---|
| Activity | Warmer |
| Level | Pre-Intermediate (low B1)+ |
| Age | Teens/Adults |
| Target Language | None |
| Objective | A physical NLP inspired activity to start the class on a high |
| Length | 5-10 Minutes |
| Resources | None |

Usefulness of this activity

This activity is inspired by the application of NLP in EFL and the principle that the body and mind are connected. The idea is that a physical activity at the start of the class can encourage the mind to work more effectively. The activity appeals to kinaesthetic learners, this activity involves physical contact between students, care must be taken when using this activity with certain cultures.

Procedure

1. Tell the students they are going to have a physical warm-up activity before class. Tell the students to stand up and in pairs front to back. One student is going to make pizza and the other student is the pizza.
2. Describe the process of making pizza and encourage students to mime these actions on their partners backs e.g. kneading the dough – knead your partner’s back, pour on the tomato sauce – circular motions on your partner’s back and so on.
3. Students then switch places and repeat the activity.

Variation

Warmer – there are a number of NLP-inspired activities that can be used in class. These include touching your left leg with your right hand and vice versa to encourage connections between different sides of the body and mind.

Warmer Class Activity

Tongue Twisters

| | |
|-----------------|---|
| Activity | Warmer |
| Level | Pre-Intermediate (low B1)+ |
| Age | Teens/Adults |
| Target Language | Pronunciation of certain words |
| Objective | To practice pronunciation of difficult sounds |
| Length | 5-10 minutes |
| Resources | Whiteboard and pens |

Usefulness of this activity

This is a fun way of practising certain phonemes which may be difficult for learners.

Procedure

1. Divide the class into small teams.
2. Write a tongue twister on the board and chorus it a couple of times with the whole class. Suitable tongue twisters include 'She sells sea-shells on the sea shore'
3. Give students time to practise the tongue twister in small groups. Ask students at random to stand up and repeat the tongue twister. The student who says it the fastest with the fewest mistakes is the winner.

Variation

Filler – you could adapt this further for advanced learners by using a short nonsense poem from Lewis Carroll or a similar poet.



Section 2

FILLER ACTIVITIES

Filler Class Activity

Back to the Board

| | |
|-----------------|----------------------------|
| Activity | Filler |
| Level | Pre-Intermediate (low B1)+ |
| Age | Teens/Adults |
| Objective | To revise vocabulary |
| Target Language | Lexical sets |
| Length | 10 Minutes |
| Resources | Pen & paper per pair/group |

Usefulness of this activity

This activity is useful to revise or recycle vocabulary before a vocabulary presentation lesson. The activity can easily identify gaps in learners' knowledge. The activity encourages learners to work in pairs/teams and introduces an element of competition which, in itself is engaging.

Procedure

1. Organize students in pairs or small groups. Ask learners to write the letters of the alphabet down the left hand side of a piece of paper.
2. Introduce the topic eg jobs, adjectives etc. and ask learners to think of one lexical item per letter. For Example, if the topic is 'jobs', learners can write 'artist', 'baker', 'chef'. Give learners a time limit e.g. 7 minutes. Students should aim to write 1 lexical item for as many letters as possible.
3. The winning team is the team with the most correct lexical items for the most letters.

Variation

Filler – this activity can easily be used as a vocabulary recycling activity for vocabulary learned in previous lessons.

Cooler – this activity could be adapted into an oral recycling activity at the end of the lesson to consolidate learning. You can nominate learners and ask them to provide a lexical item with a certain letter.



Filler Class Activity

Blockbuster

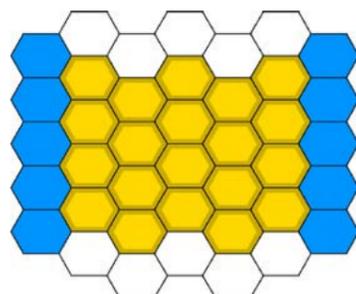
| | |
|-----------------|----------------------------|
| Activity | Filler |
| Level | Pre-Intermediate (low B1)+ |
| Age | Teens/Adults |
| Objective | To revise vocabulary |
| Target Language | Vocabulary |
| Length | 15-30 Minutes |
| Resources | Prepared Blockbuster board |

Usefulness of this activity

This is based on the quiz game 'Blockbusters', popular on UK/US television in the 1980s, in which a board is prepared with letters representing words and phrases. It is competitive in nature and involves all students. It can easily be adapted to all learner levels. Once you have prepared a blank 'Blockbuster' board, this can be used time and time again.

Procedure

1. Prepare a Blockbuster board like the one below plus a list of vocabulary items. Write the first letter of the vocabulary items in each hexagon.



2. Divide the class into 2 teams and tell the students that one team needs to answer questions correctly making a line from top to bottom and the other team needs to go from left to right.
3. Team A chooses a square and says 'Can I have a clue for 'C', please?' The teacher reads a clue describing the vocabulary item starting with C e.g. 'It's a 4-legged pet'. If the team answer correctly e.g. 'cat', they own this hexagon. If not the other team can steal the hexagon by guessing correctly.
4. The activity continues until one team creates a line of correct answers.



Filler Class Activity

Carry on the Story

| | |
|-----------------|------------------------------------|
| Activity | Filler |
| Level | Pre-Intermediate (low B1)+ |
| Age | Young Learners/Teens/Adults |
| Objective | To practice syntax and punctuation |
| Target Language | Any |
| Length | 10-15 Minutes |
| Resources | None |

Usefulness of this activity

This is a fun activity which appeals to creative learners. It can easily be adapted to all learner levels.

Procedure

1. Arrange the students in a circle. Tell the students that they are going to tell a story but are going to add 1 word per student at a time. Start the story with a single word e.g. 'yesterday'. The student to your left then adds a word, the second student adds a word and so on. For example, 'yesterday', 'I', 'saw'. Students can opt to add a punctuation mark instead of a word e.g. 'comma.'
2. The activity continues until the students have built a short story.

Variation

Filler – to make this activity more challenging you can ask learners to create a never-ending sentence, encouraging learners to incorporate sub-clauses, conjunctions and descriptive words. This stretches more advanced learners, especially if you introduce a penalty for students who use 'full-stop'.



Filler Class Activity

Change Places

| | |
|-----------------|--|
| Activity | Filler |
| Level | Elementary (A2)+ |
| Age | Young Learners/Teens/Adults |
| Target Language | Lexical sets or grammatical structures |
| Objective | To practice vocabulary or grammatical structures |
| Length | 5-10 minutes |
| Resources | None |

Usefulness of this activity

This activity is useful to revise or recycle vocabulary before a vocabulary presentation lesson. The activity can easily identify gaps in learners' knowledge. The activity encourages learners to work in pairs/teams and introduces an element of competition which, in itself is engaging.

Procedure

1. Organise students in pairs or small groups. Arrange the students in a circle. Remove 1 chair so all the students are seated and you, as the teacher, are standing.
2. Tell the students that you are going to say a statement. If the statement is true for them, they must stand up and sit in a different circle. For example, 'change places if you are wearing jeans.' All students wearing jeans must change places. The student left without a chair is 'it' and must ask the next question.
3. The activity continues until most students have had a change to be 'it'.

Variation

Filler – for lower level students, you can use this activity to practise vocabulary items such as clothing e.g. 'Change places if you are wearing jeans'. For higher level students you can use it to practise structures such as present perfect for experiences e.g. 'Change places if you've been to France'.t



Filler Class Activity

Charades

| | |
|-----------------|--|
| Activity | Filler |
| Level | Elementary (A2)+ |
| Age | Young Learners/Teens/Adults |
| Target Language | Lexical Sets |
| Objective | To practice vocabulary or grammatical structures |
| Length | 5-10 minutes |
| Resources | None |

Usefulness of this activity

This is a fun activity which involves movement, appealing to kinaesthetic learners.

Procedure

1. Tell learners that they will be practising vocabulary or grammatical structures by miming then guessing the word or sentence. Present continuous lends itself very well to this activity e.g. 'I'm eating an apple'. You may wish to demonstrate.
2. Ask 1 student to come to the front of the class and give them a slip of paper with a lexical item or sentence written on it.
3. Students mime the word or sentence. Others students guess.
4. The student to guess correctly wins and is asked to do the next charade. The activity is repeated.

Variation

Filler – The activity can be adapted by asking learners to draw on the board or giving them the option to draw or mime.

Filler – if you have a larger class, this activity would work better in groups rather than whole class so students have more opportunities to mime.



Filler Class Activity

Consequences

| | |
|-----------------|------------------------------|
| Activity | Filler |
| Level | Pre-Intermediate (low B1)+ |
| Age | Teens/Adults |
| Objective | To write a short story |
| Target Language | Narrative tenses |
| Length | 10-15 Minutes |
| Resources | A sheet of paper per student |

Usefulness of this activity

This is a fun writing activity which appeals to creative learners.

Procedure

1. Give a sheet of paper to each student. Explain that they will be writing a simple story following a set pattern:
2. (Name of Boy) met
3. (Name of Girl)
4. In (Place)
5. He said to her
6. She said to him
7. **And the consequence was...**
8. Give a simple example of a story using the above format. Explain that the students should write the first line only, then fold the paper down so no-one can read what has been written.
9. The paper is then passed to the next student who writes the next part of the story then
10. passes to the next student. This continues until all the stories have been completed.
11. The students then read all the stories and vote on the best one.

Variation

Filler – the activity can be adapted by using different sentence headers.



Filler Class Activity

Dice Story

| | |
|-----------------|--|
| Activity | Filler |
| Level | Pre-Intermediate (low B1)+ |
| Age | Young Learners/Teens/Adults |
| Objective | To aid fluency and practice listening skills |
| Target Language | Any |
| Length | 5-10 Minutes |
| Resources | Dice |

Usefulness of this activity

This is a useful activity to practise fluency and appeals to creative students.

Procedure

1. Write on the board 'Tell a story'
2. Funny
3. Happy
4. Love
5. Frightening
6. Sad
7. Recent
8. Students either come up to the front individually or work in small groups.
9. Students take it in turns to throw the dice and tell the appropriate story.
10. Encourage students to tell a creative, rather than a true story..

Variation

Filler – you can use this activity to practise vocabulary by assigning each number a category eg. 1, jobs. Students roll the dice and have to say a vocabulary item in the category assigned to the number on the dice.



Filler Class Activity

Five Things Game

| | |
|-----------------|---|
| Activity | Filler |
| Level | Pre-Intermediate (low B1)+ |
| Age | Young Learners/Teens/Adults |
| Objective | To practice vocabulary |
| Target Language | Vocabulary items |
| Length | 10-15 Minutes |
| Resources | Prepared categories, pen & paper per team |

Usefulness of this activity

This is a useful activity to revise and recycle vocabulary. This activity involves competition so is motivating for learners.

Procedure

1. Think of a few categories or groups of lexical items and prepare these on slips of paper. For example, 'Things made of Leather'. Divide your class into 2 large teams and give each team a category. Tell students they have a few minutes to write down 5 items for their category. Tell students the other team will try to guess what they have written down so they should avoid writing down obvious items. For example, for 'things made of leather', 'bag' is an obvious answer while 'watch-strap' is less obvious.
2. Once students have written 5 items for their category, Team A challenges Team B to guess the items they have written down. Team B has 30 seconds to guess as many items as they can. If they guess an item Team A has already written down, it is crossed off the list. Team A gets a point for each unguessed and correct item on their list. The process is repeated with Team B challenging Team A.
3. The whole process is repeated again with different categories.

Variation

Filler – As an alternative pairwork activity, all students get the same category and get points for any items other students haven't written



Filler Class Activity

Fortunately, Unfortunately

| | |
|-----------------|--|
| Activity | Filler |
| Level | Pre-Intermediate (low B1)+ |
| Age | Teens/Adults |
| Objective | To practice telling stories or anecdotes |
| Target Language | Any |
| Length | 5-10 Minutes |
| Resources | None |

Usefulness of this activity

This is a creative, story-telling activity which appeals to creative learners.

Procedure

1. Arrange students in a circle. Tell students that they are going to tell a story in which good things and bad things happen, using the words 'fortunately' and 'unfortunately'. You can give them a simple example e.g. 'Fortunately, she had a day off work to go to the beach.' 'Unfortunately, it started raining.' 'Fortunately, she had an umbrella'...
2. Start the story off with a starter sentence. The next student says 'Unfortunately....' The next student carries the story on using 'Fortunately,....' and so on.

Variation

Filler – This activity can be adapted by using other linker words and constructions e.g. conditional clauses.



Plan for Success

Some tips to help you feel confident and prepared:

Usefulness of this activity

Go over rules on the first day: before starting class, know how you'll handle bathroom breaks, cell phones in class, etc. On the first day, go over your expectations with your class so everyone's on the same page.

Use your voice

Your tone and volume have a lot of power. A loud, clear voice can help students stay engaged in your lessons. But a loud, stressed voice will convey nervousness. Keep your tone calm, and remember, the way you use your voice will influence everything!

Build Rapport

When students respect you, you'll see a big difference in their behavior. But respect goes two-ways in the classroom, so show an interest in getting to know your students, and ask them how their day is going. When you forge individual connections, it really makes a difference.

Find your allies

The allies are the students who will help quiet their friends down when you're trying to get the group's attention - a big help!

Get advice: Reading different blogs and articles will set you on the right track.



Filler Class Activity

Minimal Pairs

| | |
|-----------------|---------------------------|
| Activity | Filler |
| Level | Level Elementary (A2)+ |
| Age | Teens/Adults |
| Objective | To practice pronunciation |
| Target Language | Phonemes |
| Length | 5-10 Minutes |
| Resources | Whiteboard and pens |

Usefulness of this activity

This is a useful activity to practise pronunciation of similar phonemes.

Procedure

1. Think about a minimal pair to exemplify the difference between 2 phonemes. For example, 'ship' and 'sheep' Drill the difference in pronunciation between the two words and label both words with the appropriate phoneme.
2. Ask learners to write down as many words as they can with the two sounds. Write some good examples on the board and use these examples to provide further practice for learners.

Variation

Filler – As an extension activity, ask learners to prepare a short dialogue using some of the words written on the board. Students practise these dialogues, containing examples of both phonemes.



Filler Class Activity

Noughts and Crosses

| | |
|-----------------|----------------------|
| Activity | Filler |
| Level | Elementary (A2)+ |
| Age | Teens/Adults |
| Objective | To revise vocabulary |
| Target Language | Lexical sets |
| Length | 5-10 Minutes |
| Resources | Whiteboard and pens |

Usefulness of this activity

This is a useful activity to revise vocabulary and is very simple.

Procedure

1. Draw a large Noughts and Crosses grid on the board. Have a list of vocabulary related questions in mind. Divide your class into Teams A and B. Team A is 'noughts' and Team B is 'crosses'. Tell them the aim of the game is to create a line of 3 noughts or crosses to win.
2. Team A chooses a square and must answer the question correctly to claim the square. For example, 'something made of leather'. Team B then chooses a square and answers a question and the activity continues.
3. The team who has a line of 3 noughts or crosses is the winner.

Variation

Cooler – this game can be easily adapted into a quick test to revise grammar and vocabulary learned in the lesson. For example, 'tell me a synonym of 'smile' we read in the reading passage' etc.



Filler Class Activity

Personal Association

| | |
|-----------------|-----------------------------|
| Activity | Filler |
| Level | Pre-Intermediate (low B1)+ |
| Age | Young Learners/Teens/Adults |
| Objective | To revise vocabulary |
| Target Language | Vocabulary items |
| Length | 5-10 Minutes |
| Resources | Pen and paper per student |

Usefulness of this activity

This is a useful activity to revise vocabulary in a personalised, memorable way.

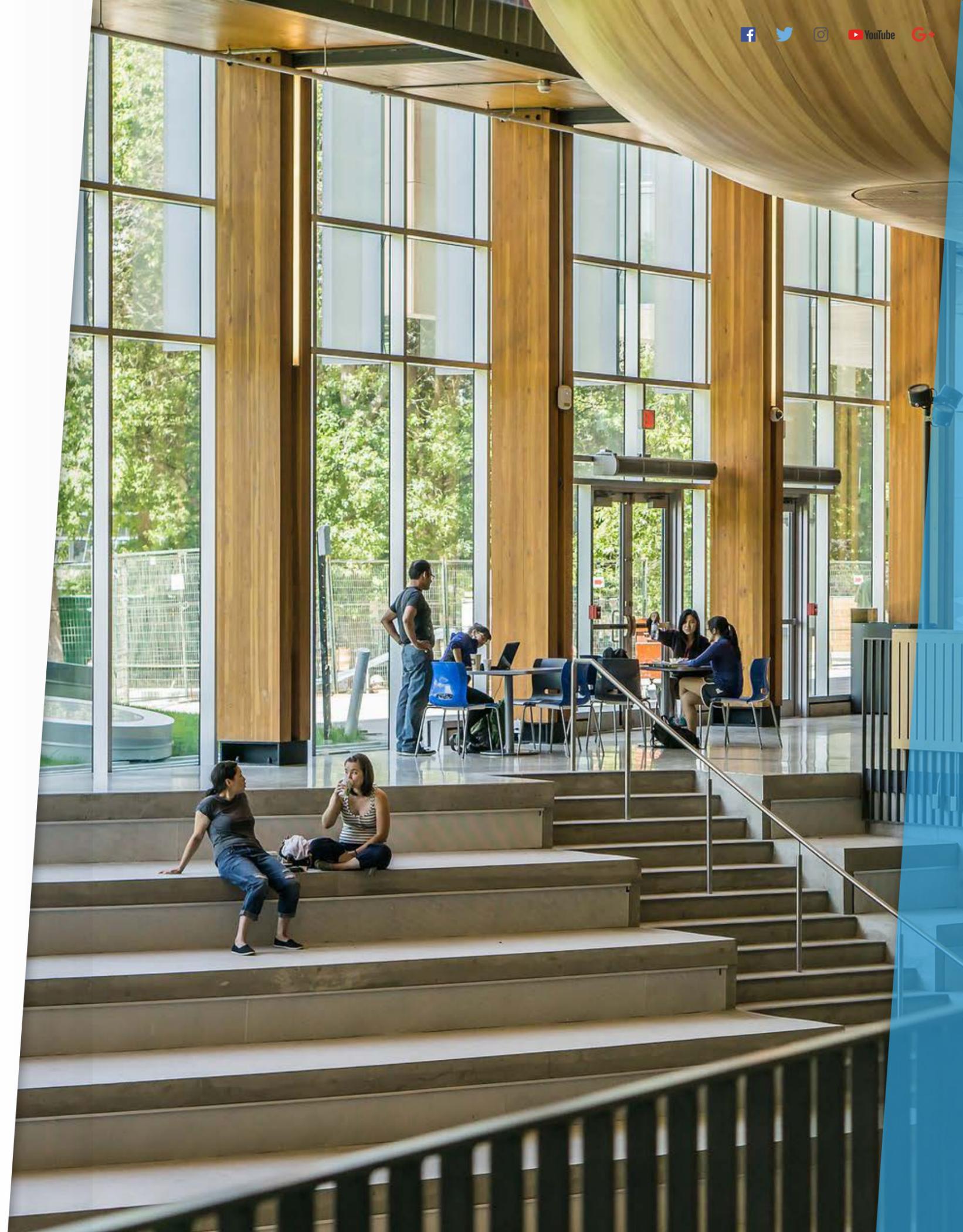
Procedure

1. Think of a lexical set of vocabulary items you wish learners to revise. Think of an appropriate object students can draw. Students will then write the lexical items within this object. For example, for a lexical set of words related to crime, students can write the words into a picture of a house.
2. After students have drawn their object, slowly read out the list of items, then ask learners to write them in the relevant part of their object. Students then discuss why they wrote their items where they did in their house e.g. 'I wrote 'fraud' in the study because this is mostly done on the Internet'. Students retain the picture to use as a memory tool.

Variation

Filler - as an alternative pair work activity, all students get the same category and get points for any items other students haven't written.

Cooler - this activity could be adapted into an oral recycling activity at the end of the lesson to consolidate learning. You can nominate learners and ask them to provide a lexical item with a certain letter.



Filler Class Activity

Pictionary

| | |
|-----------------|---|
| Activity | Filler |
| Level | Pre-Intermediate (low B1)+ |
| Age | Teens/Adults |
| Objective | To revise vocabulary |
| Target Language | Lexical sets |
| Length | 5-10 Minutes |
| Resources | Slips of lexical items, pen and paper set |

Usefulness of this activity

This is a useful activity to revise vocabulary.

Procedure

1. Think of a lexical set of vocabulary items you wish learners to revise. Prepare these on slips of paper.
2. Divide learners into small groups and give each group a set of the slips of paper. Each group has a large piece of paper. A member of the group takes a slip of paper and has 30 seconds to draw the lexical items for other members of the group to guess. The member of the group who guesses correctly then takes a turn.
3. The winner is the group member who guesses the most items correctly.

Variation

Filler – as an alternative, learners can choose whether they wish to draw or mime the lexical item.



Filler Class Activity

Question Mill Drill

| | |
|-----------------|-----------------------------------|
| Activity | Filler |
| Level | Pre-Intermediate (low B1)+ |
| Age | Young Learners/Teens/Adults |
| Objective | To revise spoken fluency |
| Target Language | Question forms |
| Length | 5-10 Minutes |
| Resources | Slip of paper and pen per student |

Usefulness of this activity

This is a simple but effective activity to practise spoken fluency.

Procedure

1. Arrange students in a circle. Students are given a slip of paper each. They are asked to write down a question they would like to ask everyone in the group. Encourage learners to ask open rather than closed questions, answered with 'yes' or 'no' Example. 'What's the strangest dream you've ever had?' Students ask the question that they wrote to the student on their right.
2. Once they have asked the question, the slip of paper is passed to the student who has answered the question and this student asks the next person. Students continue the activity asking questions then passing the question on while also being asked questions with the slip of paper passed on to them to ask to the next person.
3. The activity continues until learners get their original question back.

Variation

Filler – As an alternative, learners can ask questions designed to practise their vocabulary e.g. 'Tell me something made of leather.'



Filler Class Activity

Revision Tennis

| | |
|-----------------|---------------------------------------|
| Activity | Filler |
| Level | Pre-Intermediate (low B1)+ |
| Age | Young Learners/Teens/Adults |
| Objective | To revise vocabulary |
| Target Language | Lexical sets |
| Length | 10-15 Minutes |
| Resources | Vocabulary to test, whiteboard & pens |

Usefulness of this activity

This is a simple but effective activity to revise vocabulary.

Procedure

1. Draw a simple tennis court on the board. Tell students they are going to play a game of 'tennis' with learners asking and answering questions to gain points. If a question is answered correctly, it is likened to a tennis player hitting the ball.
2. If a question is answered incorrectly, it is likened to a tennis player missing the ball and their opposing team gets the point. Points are scored as per tennis. The teacher has a list of vocabulary to test. Team A 'serves' to Team B. Team B is asked a question e.g. 'Tell me a job starting with C' and needs to answer correctly to 'return the ball'. If a team is unable to answer or answers incorrectly, the other team gets the point.
3. The team to win the game of tennis is the winner.

Variation

Filler – Other sports can be used which may appeal to your learners e.g. football which a team getting a goal if the other team is unable to answer a question.

Filler Class Activity

Running dictation

| | |
|-----------------|--|
| Activity | Filler |
| Level | Pre-Intermediate (low B1)+ |
| Age | Teens/Adults |
| Objective | To practice listening for detail & writing |
| Target Language | Any |
| Length | 10-15 Minutes |
| Resources | A short text cut up on slips of paper, blu-tac |

Usefulness of this activity

This is an effective activity to practise listening for detail as well as writing. The activity promotes teamwork and involves movement which appeals to kinaesthetic learners.

Procedure

1. Prepare a short text cut up on slips of paper. Jumble the slips of paper and stick the pieces of paper in different parts of the classroom using blu-tac.
2. Divide the learners into small groups. Tell learners that one member of the team will be writing the text and other members of the team will be finding the slips of paper, memorising the sentences then relaying these to the writer who must write these down.
3. After all sentences have been written down, the team works together to order the text.

Variation

Filler – Instead of a text, questions related to the topic could be written on slips of paper. After carrying out the running dictation activity, groups then ask and answer the questions together.



Filler Class Activity

Scrabble

| | |
|-----------------|---|
| Activity | Filler |
| Level | Pre-Intermediate (low B1)+ |
| Age | Young Learners/Teens/Adults |
| Objective | To practice spelling |
| Target Language | Any |
| Length | 10-15 Minutes |
| Resources | A scrabble set or laminated sets of letters |

Usefulness of this activity

This is an effective activity to practise spelling and general vocabulary revision. The activity can be adapted really well for all levels including C2.

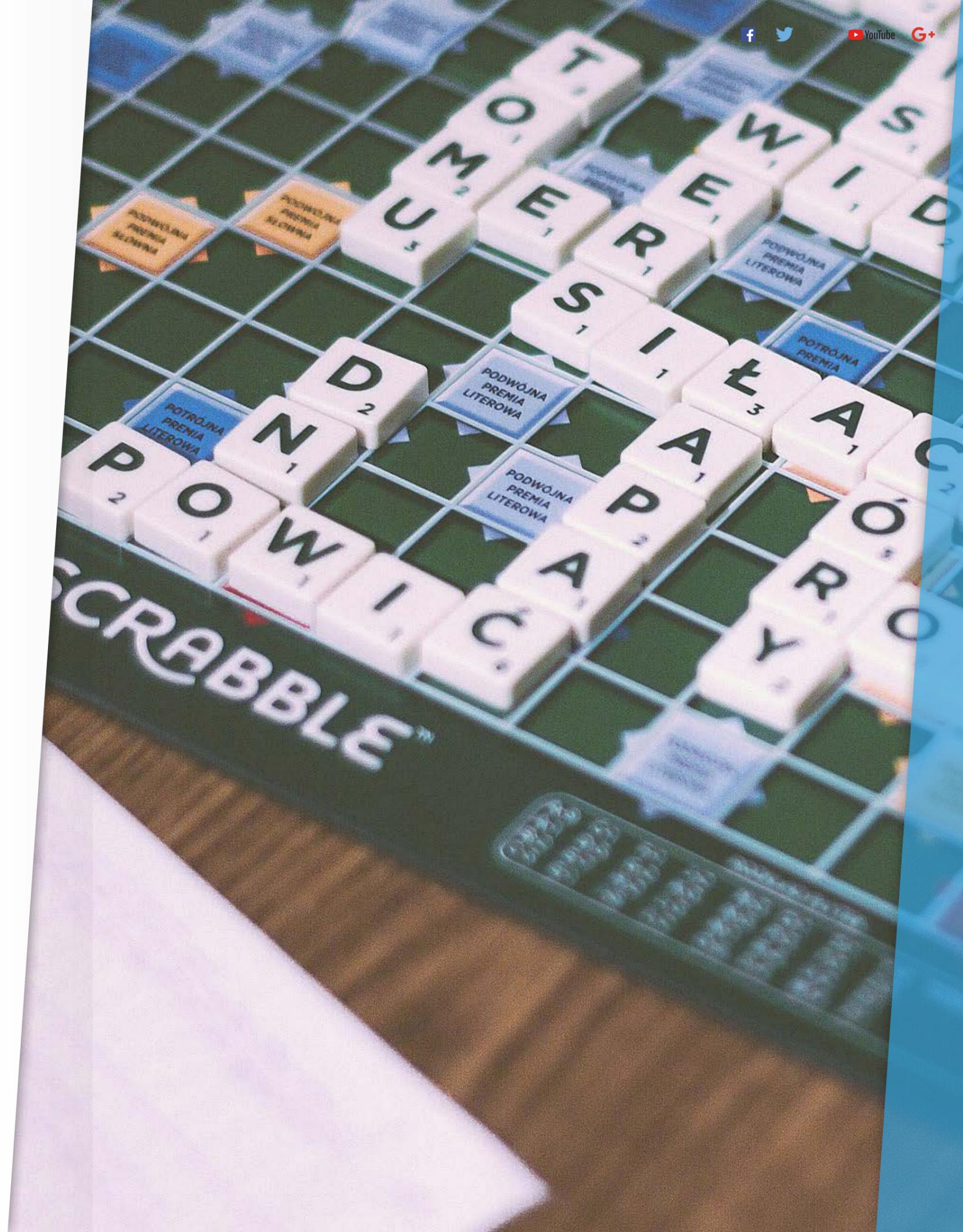
Procedure

1. For small groups, bring in a scrabble set. For larger groups, prepare a set of laminated letters per group as per scrabble. Tell students that they will play a game of scrabble.
2. They are given 7 letters and the learner who can place down the longest word starts off the game. The next person adds a word as per scrabble rules.
3. The game continues as per scrabble rules.

Variation

Filler – for higher level learners, you can play the full scrabble rules, assigning points to different letters. Advanced learners often enjoy playing scrabble as an extended activity from time to time.

Filler – scrabble letters can be used as a fun way to practise spelling. The teacher says a word and the quickest team to place the appropriate scrabble tiles together to create the word is the winner.



Filler Class Activity

Songs and Music

| | |
|-----------------|---|
| Activity | Filler |
| Level | Pre-Intermediate (low B1)+ |
| Age | Young Learners/Teens/Adults |
| Objective | To practice written or spoken fluency |
| Target Language | Any |
| Length | 10-15 Minutes |
| Resources | A scrabble set or laminated sets of letters |

Usefulness of this activity

This is an effective activity to practise written or spoken fluency, appealing to creative learners.

Procedure

1. Songs and music can be used effectively to stimulate learners and encourage written and spoken fluency. You could prepare a playlist or CD of appropriate tracks to use with your classes for different reasons. Play different pieces of music and elicit different feelings from learners.
2. Ask learners to write a story or statements about how the music makes them feel. For example, a ballad could be used to elicit a sad atmosphere, dramatic or eerie film music to generate ideas for a frightening story and so on.

Variation

Cooler – ask learners to choose a favourite song or piece of music. Students play the music and tell the class why they like it. Students discuss the piece of music or song.





Section 3

COOLER ACTIVITIES



Cooler Class Activity

Air Word

| | |
|-----------------|---------------------------------------|
| Activity | Cooler |
| Level | Pre-Intermediate (low B1)+ |
| Age | Young Learners/Teens/Adults |
| Objective | To practice written or spoken fluency |
| Target Language | Any |
| Length | 5-10 Minutes |
| Resources | Songs and music |

Usefulness of this activity

This is a simple, fun activity to revise vocabulary. The activity involves movement which appeals to kinaesthetic learners.

Procedure

1. Ask students to write down a list of words they learned in the lesson.
2. Put students in pairs and ask them to stand back to front. Student A writes a word on Student B's back with their finger. Student B has to guess the word. The students swap places and Student B writes on Student A's back.
3. The activity continues until students have revised their vocabulary items.

Variation

Cooler – the activity can also be done to practise stress patterns of certain words with learners tapping the stress patterns on each other's backs and guessing the vocabulary items.

Cooler Class Activity

Anagrams

| | |
|-----------------|-----------------------------|
| Activity | Cooler |
| Level | Elementary (A2)+ |
| Age | Young Learners/Teens/Adults |
| Objective | To practice spelling |
| Target Language | Vocabulary |
| Length | 5-10 Minutes |
| Resources | Whiteboard and pens |

Usefulness of this activity

This is a simple, fun activity to practise spelling.

Procedure

1. Note down a list of vocabulary items students have learned in the lesson or previous lessons.
2. Write anagrams of the words on the board eg 'lion' as 'nlio'.
3. Students work in pairs to work out the anagrams.
4. The quickest pair is the winner.

Variation

Cooler – Ask learners to challenge each other by writing out their own anagrams.



Cooler Class Activity

Bingo

| | |
|-----------------|-----------------------------|
| Activity | Cooler |
| Level | Elementary (A2)+ |
| Age | Young Learners/Teens/Adults |
| Objective | To practice vocabulary |
| Target Language | Vocabulary |
| Length | 5-10 Minutes |
| Resources | Pen and paper per student |

Usefulness of this activity

This is a simple, fun activity to practise vocabulary.

Procedure

1. Ask learners to draw a simple bingo grid on their paper and explain the rules of bingo. Students write vocabulary items they have learned in the lesson in the grid, one vocabulary item per square. The teacher calls out vocabulary items learned in the lesson. Each student puts a cross in the relevant square when they hear one of the vocabulary items they have written on their grid. Learners can either get a line or a full house i.e. all their vocabulary items are called out.
2. The learner to shout 'bingo' is the winner.

Variation

Cooler – students could do this activity in groups with learners taking it in turns to call out one word.



Cooler Class Activity

Crossword

| | |
|-----------------|----------------------------------|
| Activity | Cooler |
| Level | Elementary (A2)+ |
| Age | Young Learners/Teens/Adults |
| Objective | To practice vocabulary |
| Target Language | Vocabulary |
| Length | 10-15 Minutes |
| Resources | A prepared crossword per student |

Usefulness of this activity

This is a fun activity to practise vocabulary.

Procedure

1. Give each pair of students a prepared crossword. You can either create the crossword yourself, find an authentic crossword or use crosswords in published ELT materials.
2. Crosswords can also be created by going to the website www.puzzlemaker.com.
3. Students work together to complete the crossword.

Variation

Cooler – students could also create their own crossword at www.puzzlemaker.com to challenge other learners.



Cooler Class Activity

Diary

| | |
|-----------------|---------------------------|
| Activity | Cooler |
| Level | Elementary (A2)+ |
| Age | Teens/Adults |
| Objective | To practice freer writing |
| Target Language | Any |
| Length | 5-10 Minutes |
| Resources | A notepad per student |

Usefulness of this activity

This is a useful activity to practise freer writing.

Procedure

1. Students can be encouraged to write a regular diary entry each week. This is useful for additional writing practice. Students have a writing pad or section of their exercise devoted to diary writing. Students write a regular diary entry each week in class. You can encourage learners to write more diary entries during the week for additional writing practice.
2. If possible, collect the diaries and provide written correction for the learners the following day.

Variation

Cooler – students could complete a class blog rather than a written diary.

Cooler Class Activity

Experts

| | |
|-----------------|------------------------------------|
| Activity | Cooler |
| Level | Pre-Intermediate (low B1)+ |
| Age | Teens/Adults |
| Objective | To practice syntax |
| Target Language | Any |
| Length | 5-10 Minutes |
| Resources | 3 chairs at the front of the class |

Usefulness of this activity

This is a useful activity to practise syntax.

Procedure

1. The teacher places 3 chairs at the front of the class and asks 3 students to come to the front of the class and sit on the chairs. The class is told that these students are experts on a certain topic eg. animals. The rest of the class needs to think of some questions they can ask the experts. The experts think about the type of questions they may ask. The teacher explains that the experts are only able to answer one word at a time in order.
2. The experts are asked a question and answer by saying one word at a time. For example, the question could be 'How do you milk a cow?' The experts then answer one word at a time eg. You-need-to-get-a-stool.

Variation

Cooler – this activity could be done in teams with each team adding a word.

Cooler Class Activity

Hangman

| | |
|-----------------|-------------------------------------|
| Activity | Cooler |
| Level | Pre-Intermediate (low B1)+ |
| Age | Young Learners/Teens/Adults |
| Objective | To practice vocabulary and spelling |
| Target Language | Vocabulary |
| Length | 5-10 Minutes |
| Resources | Whiteboard and pens |

Usefulness of this activity

This is a useful activity to practise vocabulary and spelling.

Procedure

1. The teacher prepares a list of topics relevant to the age, level and interests of the learners. The teacher tells the learners that they are going to do a speaking activity in which they are challenged to talk about a topic for 1 minute without hesitation, repetition or deviation. You may need to explain these terms carefully to lower level learners. 1 learner will speak while the others listen and can challenge if they think the learner has hesitated, repeated themselves or deviated. If the challenge is upheld, they must continue speaking. The person speaking at the end of the minute, wins a point.
2. The teacher nominates a student to start speaking and gives them a topic. Other learners listen and challenge if they can.
3. The activity continues with different topics and the learner with the most points at the end of the activity wins.

Variation

Cooler – challenge higher level learners with more complex topics to help learners practise speaking at length and give opinions.



Cooler Class Activity

Just a Minute

| | |
|-----------------|-------------------------------------|
| Activity | Cooler |
| Level | Intermediate (low B1)+ |
| Age | Teens/Adults |
| Objective | To practice extended speaking turns |
| Target Language | Any |
| Length | 10-15 Minutes |
| Resources | A prepared list of topics |

Usefulness of this activity

This activity is based on the popular BBC Radio 4 panel game in which contestants are challenged to talk about a subject for 1 minute without hesitation, repetition or deviation.

Procedure

1. The teacher thinks of some vocabulary items learned in the lesson. The teacher writes a line to represent each letter of the word on the board. Students call out letters. If the letter is in the word, the teacher writes the letter in the space it appears in the word. If the letter is not in the word, the teacher starts constructing a gallows and a hanging man, one line per incorrectly guessed letter.
2. If the students guess the word before the picture of the hanging man and gallows is drawn, the students win. If they fail to guess, the teacher wins.

Variation

Cooler – students can take it in turns to challenge learners with hangman. They can do this as a whole class or group activity

Cooler Class Activity

Lesson Review

| | |
|-----------------|-------------------------------------|
| Activity | Cooler |
| Level | Intermediate (low B1)+ |
| Age | Teens/Adults |
| Objective | To practice extended speaking turns |
| Target Language | Any |
| Length | 10-15 Minutes |
| Resources | A prepared list of topics |

Usefulness of this activity

This is a useful activity to encourage learners to review their own progress and set learning goals. It can also help to give the teacher some informal feedback on their lessons.

Procedure

1. The teacher asks learners a series of questions designed to help learners assess their own progress. For example, 'which lessons did you find the most difficult?' 'Which skill would you like more practice in?'
2. Students complete the questions and set themselves 3 learning goals. The teacher takes in the pieces of paper and discusses these with each student over subsequent lessons.

Variation

Cooler – students can also discuss their reviews with other students and the class can decide on skills and language they would like more practice in as a group.



Cooler Class Activity

Lexical Sets

| | |
|-----------------|--|
| Activity | Cooler |
| Level | Intermediate (low B1)+ |
| Age | Teens/Adults |
| Objective | To revise and increase vocabulary |
| Target Language | Vocabulary - lexical sets or collections |
| Length | 5-10 Minutes |
| Resources | Whiteboard and pens |

Usefulness of this activity

This is a quick, simple activity designed to revise and increase vocabulary. It requires minimal preparation so is a good activity to have up your sleeve if your lesson is running shorter than expected.

Procedure

1. The teacher notes down some vocabulary items used as synonyms for more common words. For example, synonyms of walk are stagger, toddle, mince and strut. The teacher collects 4 vocabulary items for 4 different categories, eg. ways of walking, drinking, talking and eating. The teacher draws a grid on the board as below with the 4 common words as column headers. The teacher writes the synonyms of all 4 common words on the board in a jumbled manner.
2. Students have a few minutes to work together and decide which synonyms match which common words. After checking the answers, students explain the difference between the synonyms to each other. If time, students can add more synonyms to each category.

| Walking | Drinking | Talking | Eating |
|---------|----------|---------|--------|
| | | | |

Cooler Class Activity

Making Plans

| | |
|-----------------|-----------------------------------|
| Activity | Cooler |
| Level | Pre-Intermediate (low B1)+ |
| Age | Teens/Adults |
| Objective | To encourage freer speaking |
| Target Language | Future forms, functional Language |
| Length | 5-10 Minutes |
| Resources | None |

Usefulness of this activity

This is a very simple activity requiring no preparation. Though simple, it is effective, as it generates very natural discussion between learners.

Procedure

1. The teacher asks learners to think of their plans after the lesson or at the weekend. Students discuss their plans together in small groups or as a mingling activity. If appropriate to your group, ask learners to see if they can arrange something to do as a class.
2. In feedback, focus on correct use of functional language for future plans if appropriate.

Variation

Warmer – as a follow-up, students discuss what they actually did afterwards in the next lesson. Did anything change?

Cooler Class Activity

Memory Game

| | |
|-----------------|--|
| Activity | Cooler |
| Level | Pre-Intermediate (low B1)+ |
| Age | Young Learners/Teens/Adults |
| Objective | To revise vocabulary & memory training |
| Target Language | Vocabulary items |
| Length | 5-10 Minutes |
| Resources | Some familiar objects or pictures |

Usefulness of this activity

This is a simple activity designed to train the learners' memories which will help with language learning.

Procedure

1. The teacher puts a number of familiar objects on a tray or puts some pictures on the board. Students have a few minutes to look at the objects or pictures and try to remember as many as they can. The objects and pictures are removed and learners need to write down as many as they remember in pairs. The pair who remember the most words are the winners. The teacher discusses the importance of memory training to help learners remember vocabulary items.

Variation

Cooler – The teacher writes previously learned vocabulary on the board jumbled up. Learners do the memory activity as above then discuss how they remembered the vocabulary items. Did they link the words to other related vocabulary items, for example?

Cooler Class Activity

Odd One Out

| | |
|-----------------|--|
| Activity | Cooler |
| Level | Pre-Intermediate (low B1)+ |
| Age | Young Learners/Teens/Adults |
| Objective | To revise vocabulary & memory training |
| Target Language | Vocabulary items |
| Length | 5-10 Minutes |
| Resources | A list of vocabulary items |

Usefulness of this activity

This is a simple activity designed to train learners to group vocabulary in lexical sets.

Procedure

1. The teacher prepares a list of vocabulary items in groups of 4. 3 of the items are linked but 1 lexical item is the odd one out. For example, in the example below, 'nibble' is the odd one out as the other words relate to ways of walking. Toddle, nibble, stagger, strut.
2. Learners work in pairs to spot the odd one out in each groups of lexical items. Learners also describe why the lexical item is the odd one out.

Variation

Cooler – challenge the learners to write their own 'odd one out' groups to challenge other learners.

simon™

Cooler Class Activity

Simon Says

| | |
|-----------------|----------------------------------|
| Activity | Cooler |
| Level | Beginner (A1)+ |
| Age | Young Learners/Teens/Adults |
| Objective | To revise vocabulary through TPR |
| Target Language | Vocabulary items |
| Length | 5-10 Minutes |
| Resources | None |

Usefulness of this activity

This is a simple activity ideal for young learners and low level learners in particular. It tests vocabulary through the use of TPR.

Procedure

1. The teacher asks learners to stand up and simply explains that they will be doing an activity in which they will do a series of actions. They must listen carefully and only do the action if it is preceded by 'Simon says' or 'The teacher says' or '(Your name) says'.
2. The teacher gives learners instructions like 'Simon says hold up your hand'. Learners who do the actions not preceded by 'Simon says' are out and must sit down.
3. The last learner or learners remaining standing at the end of the activity or lesson are the winners.

Variation

Cooler – challenge the learners to give instructions in turns so the activity is more student-centred.

Cooler Class Activity

Sing a Song

| | |
|-----------------|-----------------------------------|
| Activity | Cooler |
| Level | Pre-Intermediate (low B1)+ |
| Age | Young Learners/Teens/Adults |
| Objective | To practice phonological features |
| Target Language | Features of natural speech |
| Length | 5-10 Minutes |
| Resources | Song lyrics |

Usefulness of this activity

This activity works well with learners who enjoy singing and with whom you have built up a rapport. It naturally works well with younger learners.

Procedure

1. Lyrics to songs previously used in class are kept in a file. If you have access to a computer and projector, you can also play music or show music videos which will encourage learners to join in. You could also use karaoke sites or videos with subtitles. Ask learners to choose a song they would like to sing at the end of the class. Sing the song together. If appropriate, assign different parts of the song to different learners.
2. After singing, have a discussion about the song and/or draw learners' attention to phonological features of natural speech.

Variation

Cooler – with learners who are reluctant to sing, you can print out song lyrics and distribute different lyrics to different learners. Play the song and ask learners to stand up or hold up their slip of paper when they hear their song lyric. This encourages learners to listen for detail.

Cooler Class Activity

Spelling Game

| | |
|-----------------|-----------------------------------|
| Activity | Cooler |
| Level | Pre-Intermediate (low B1)+ |
| Age | Young Learners/Teens/Adults |
| Objective | To practice phonological features |
| Target Language | Features of natural speech |
| Length | 5-10 Minutes |
| Resources | Song lyrics |

Usefulness of this activity

This is a simple activity to practise spelling.

Procedure

1. Arrange learners in small groups. Give each group a set of Scrabble letters or alphabet cards. The teachers says a word and learners must work together to spell the word using their tiles or cards.
2. The first team to spell the word correctly the quickest gets a point.

Variation

Cooler – with higher level learners, describe rather than say the word. Learners then need to guess the word and then spell it, which is more challenging.

Cooler Class Activity

Story Time

| | |
|-----------------|-----------------------------------|
| Activity | Cooler |
| Level | Pre-Intermediate (low B1)+ |
| Age | Young Learners/Teens/Adults |
| Objective | To practice phonological features |
| Target Language | Features of natural speech |
| Length | 5-10 Minutes |
| Resources | Song lyrics |

Usefulness of this activity

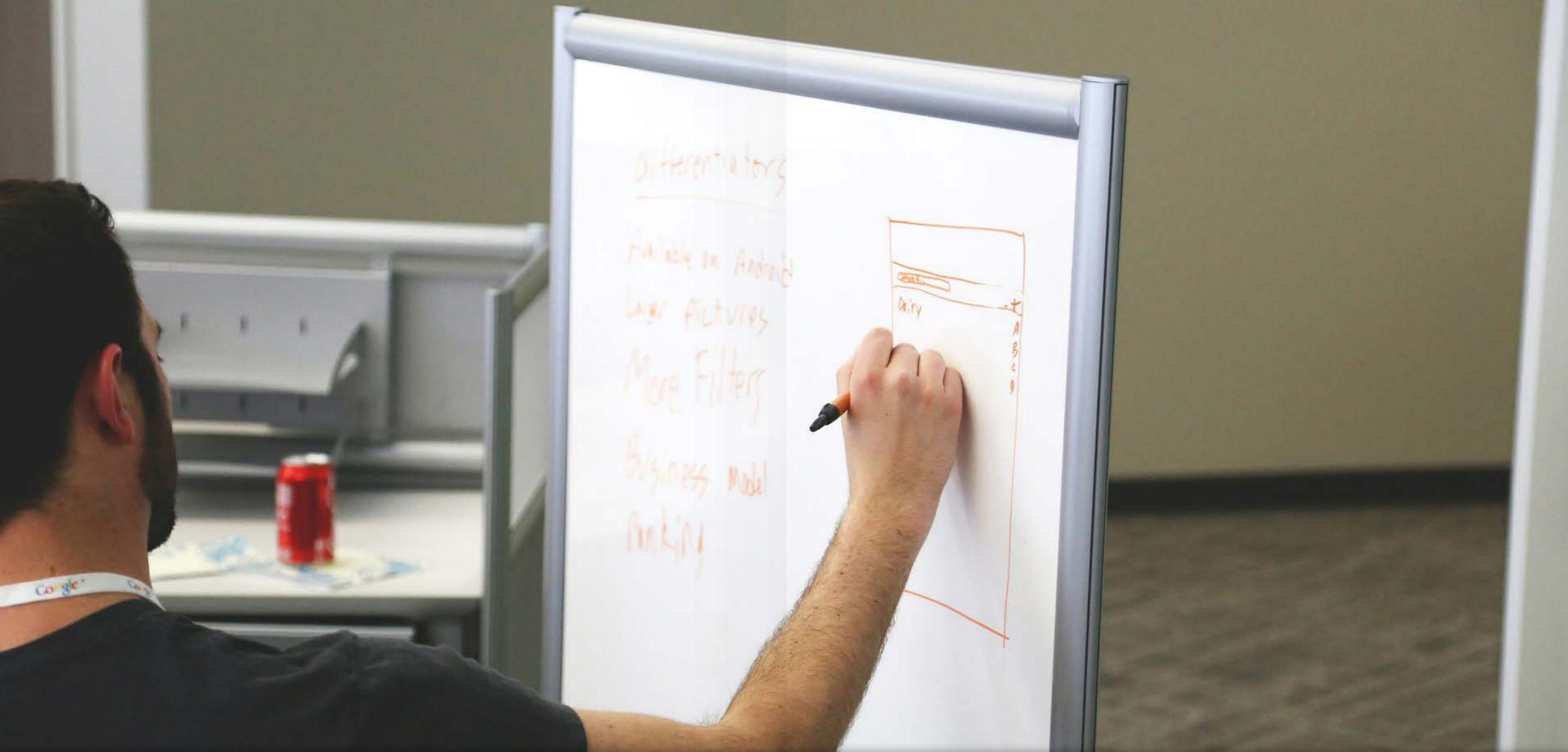
This is an engaging activity using authentic or graded materials to practise listening skills, increase the learners' exposure to English and encourage prediction skills.

Procedure

1. Choose a suitable story or video appropriate for the level, interests and age of your learners.
2. Read 10 minutes of the book or show 10 minutes of the video clip at the end of the lesson.
3. Before reading/showing the book/video, ask learners questions to review the story so far.
4. Ask learners to predict what is going to happen next.
5. Read/show the book/video for 10 minutes then review your learners' predictions.
6. Were they correct? What do they think will happen next?

Variation

Cooler – with higher level learners, encourage learners to read/watch the rest of the story/ video clip for homework. You can then discuss the story in class.



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