



The Best of...

Five Minutes to Go!

Fun activities for your
class!

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These activities are what
you need to spend the last
5-10 minutes in your
classroom.

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Funny Sentences

Here is a collection of strange signs that have been seen around the world. Ask your students what is wrong with them and/or to correct it.

Private school:

NO TRESPASSING WITHOUT PERMISSION.

Hotel bedroom, Japan:

GUESTS ARE REQUESTED NOT TO SMOKE OR DO OTHER DISGUSTING BEHAVIOURS IN BED.

Doctor's surgery, Rome:

SPECIALIST IN WOMEN AND OTHER DISEASES.

Cocktail lounge, Norway:

LADIES ARE REQUESTED NOT TO HAVE CHILDREN IN THE BAR.

Zoo, Hungary:

PLEASE DO NOT FEED THE ANIMALS. IF YOU HAVE ANY SUITABLE FOOD, GIVE IT TO THE GUARD ON DUTY.

River highway:

TAKE NOTICE: WHEN THIS SIGN IS UNDER WATER, THIS ROAD IS IMPASSABLE.

Poster:

ARE YOU AN ADULT THAT CANNOT READ? IF SO, WE CAN HELP.

Restaurant:

OPEN SEVEN DAYS A WEEK, AND WEEKENDS TOO.

Automatic hand dryer in public lavatory:

DO NOT ACTIVATE WITH WET HANDS.

Maternity ward:

NO CHILDREN ALLOWED.



Funny Sentences (continued)

Hotel brochure, Italy:

THIS HOTEL IS RENOWNED FOR ITS PEACE AND SOLITUDE. IN FACT, CROWDS FROM ALL OVER THE WORLD FLOCK HERE TO ENJOY ITS SOLITUDE.

Hotel, Yugoslavia:

THE FLATTENING OF UNDERWEAR WITH PLEASURE IS THE JOB OF THE CHAMBERMAID.

Hotel, Moscow (opposite Russian Orthodox monastery):

YOU ARE WELCOME TO VISIT THE CEMETERY WHERE FAMOUS RUSSIAN AND SOVIET COMPOSERS, ARTISTS, AND WRITERS ARE BURIED DAILY EXCEPT THURSDAY.

From the Soviet Weekly:

THERE WILL BE A MOSCOW EXHIBITION OF ARTS BY 15,000 SOVIET REPUBLIC PAINTERS AND SCULPTORS. THESE WERE EXECUTED OVER THE PAST TWO YEARS.

Laundry, Rome:

LADIES, LEAVE YOUR CLOTHES HERE AND SPEND THE AFTERNOON HAVING A GOOD TIME.

Tourist agency, Czechoslovakia:

TAKE ONE OF OUR HORSE-DRIVEN CITY TOURS. WE GUARANTEE NO MISCARRIAGES.

Airline, Copenhagen:

WE TAKE YOUR BAGS AND SEND THEM IN ALL DIRECTIONS.



Controversial Statements

Here are some great controversial statements to get the conversation going. Use them in various ways. Give one or a few to students for pair/group discussion. Or casually toss one of these statements yourself into the conversation at an appropriate moment. Or organize a debate.

- A woman's place is in the home.
- Fare-dodging on a train or bus is ok if you can get away with it.
- Boys and girls should not have equal education.
- A foreign language cannot be taught. It must be learned.
- A country gets the government it deserves.
- A man should have a wife for the family and a mistress for pleasure.
- All property should be owned by the state.
- Murderers should be executed.
- Soft drugs like marijuana should be legalized.
- Beauty is only a matter of taste.
- Riches are for spending.
- We are all basically selfish.
- Punishment never has any good effect.
- Those who can do, those who can't teach.
- You will be happier if you stay unmarried.
- People work better if they are paid more.
- Committing suicide should be made legal.
- Royalty and democracy are incompatible.

Debate topic and/or long answers questions

1. What is better or more economical: taking a bath or a shower?
2. Where is life better: Québec or Vancouver?
3. Should you get married and have children before the age of 30?
4. Should you buy a house or rent an apartment?
5. Which sport is more interesting: hockey or basketball?
6. Which school subject will be more helpful: Math or English?
7. What is better: a strict teacher or a comprehensive teacher?
8. Is Elvis Presley really dead?
9. Should you paint a room the colour red?
10. Should hunting be abolished?
11. Are the school rules acceptable?
12. Should all schools have mandatory uniforms?
13. What is better: having a great personality or being very intelligent?
14. Who is more important in a family: the mother or the father?
15. Should abortions be illegal?
16. Is it better living in a big city or in the countryside?
17. Would the world be a better place if it was governed by women?
18. Should dancing be an Olympic sport?
19. What is more interesting: South America or Europe?
20. Should English classes be every day?



Invent a Story

Sentence Starters

Once in a while, I get really obsessed with a song...

I looked at her dancing in the mirror...

I pinched my lips – I did not want her to see that I was smiling...

I was so nervous, I was about to meet my idol...

I did not know what to answer when he asked me that question...

I loved to wear tank tops and flip flops...

Rudi has been cutting my hair for 10 years now...

The first time she kissed her...

I had prepared a red cake...

I did not want to open my suitcase. I wanted the smell of the ocean to stay there forever.

I know that happy people have interesting stories to tell...

Miko had been laughing all week...

The priest was tired after the ceremony...

After that event, everything changed...

I changed so much just by knowing this person...

Alfonso was the best pizza maker in Rome...

One morning, my clothes didn't fit anymore.

It was a bad idea to paint the room red...

When I saw my daughter for the first time...

Chocolate filled donuts are my favourite...



Draw the Picture

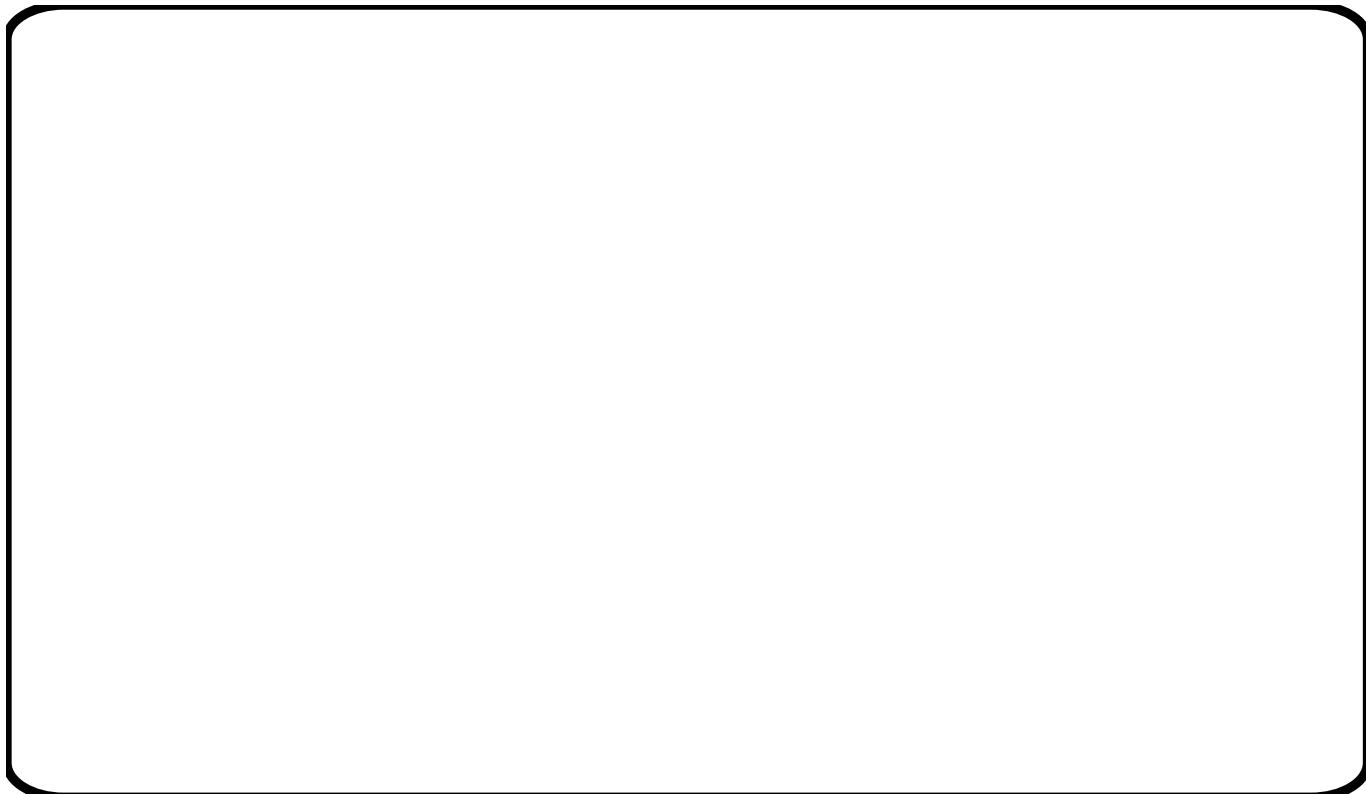
Read and Draw

STUDENT A

In a Small Village

Read the following text and illustrate it.

In a small village, there is a church. Next to the church is the school, separated by a school yard and across from the church is the general store. Three maple trees are between the school and the church. There is a flag on the roof of the school. In front of the school is a car. By the car is a woman. She is walking with her dog.



Draw the Picture

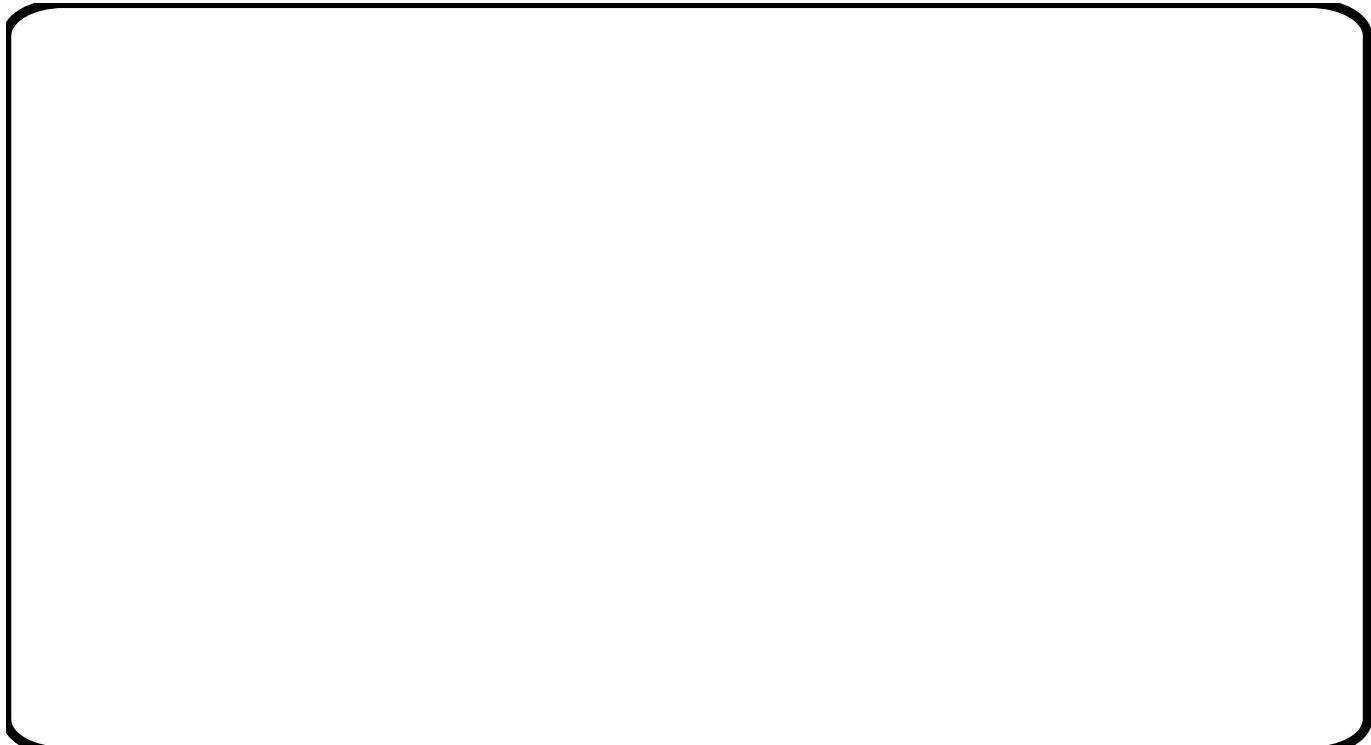
Read and Draw

STUDENT B

In My Bedroom

Read the following text and illustrate it

My bedroom is a bit messy... My bed is located under the window. On the bed are 2 pillows and dirty clothes (a t-shirt and jeans). Next to my bed is my desk. Under my desk are at least 4 different socks, not matching. On the wall behind my desk is my favorite poster. My desk is loaded with school stuff (pencil case, a binder, 4 books) and my watch is there too. On the other side of my bed is a night table with a lamp and a radio on it. Between the night table and the bed is my school bag. My annoying brother is hiding under my bed sheets with his toy dinosaur (we can see its tail coming out of the sheets).



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How to...

Have students describe to another student how to do the following.

1. How to start a car.
2. How to put on make-up.
3. How to change a flat tire.
4. How to cook a Moussaka.
5. How to use a photocopier.
6. How to make a cup of tea.
7. How to make an omelette.
8. How to change a baby's diaper.
9. How to make a phone call.
10. How to play golf.
11. How to make Kraft dinner.
12. How to download a song.
13. How to start a barbecue.
14. How to record a TV show.
15. How to learn English.
16. How to draw a flower.
17. How to play hockey.
18. How to text messages on a cell phone.
19. How to ask a girl/boy on a date.
20. How to eat with chopsticks.
21. Etc.



Improvisations

The Small Ad. For sale/To rent/Friendship. Student A has seen a classified ad in the paper. Student A decides for herself the subject of the ad. She then chooses any other student (Student B, who has placed the ad) and calls her about it. "I'm calling about your ad for a live-in nanny..."

The Hypochondriac. Student A is a hypochondriac determined to have as many pills as possible. He consults Student B who is a doctor strongly averse to giving out pills willy-nilly.

The Loan. Asking to borrow. Then asking for repayment.

The Career Counselor. Student A has lost her job. She consults a career counselor about a suitable new profession. Lots of questions and advice (modals).

The Clairvoyant. Student A consults a clairvoyant. Asks questions about lover, money, health etc.

Parent(s) and Child. Child returns home late/doesn't want to go to bed/doesn't want to get up etc.

At the Pearly Gates. Individual interviews with St Peter to gain admission.

The Journalist and the Famous Actress. 1- Journalist tries to get interview. 2- Interview takes place. 3- Actress is not at all happy with what is printed and complains (to journalist or editor etc).

Directions. A young girl stops passers-by in the street and asks for help/directions in finding an address.

Telephone Chain. Student A calls any student (Student B) about anything. When conversation is finished, Student B calls any student (Student C) to retell what was said. Keep the chain going. Must be fast. Good for warm-up. The answering student must make the next call (to maintain the dynamic).

The Tourist. Student A goes to another country (or planet) and calls home to tell Student B all about it.



The Chance Meeting. Two people who have not met for 5 years meet in a café/at a cocktail party etc. Ex-girlfriend, ex-boss etc.

The Answering Machine. Student A calls B and gets answering machine (B's voice). Leaves message.

The Fire. Detective or journalist interviews witnesses (one of whom may be a suspect) about what they saw/heard/did. (The Fire can be changed to a Bizarre Noise, Disappearance, Murder, Theft etc). Lots of questions and past simple.

The Hold-up. Group of gangsters planning a hold-up. "Stop. Now it's two days after the hold-up and you're all in prison. Now discuss what actually happened, whose fault etc." Could be a Hi-jacking.

Socio-economic Inquiry/Comparison. Journalist interviews other students about their countries (hours, mentality, capital, pay, recreation, etc.) Suitable for mixed-nationality classes.

Television Interview. Filmstar, politician, sportsperson etc.

Television Program. Presenter interviews group of presidential candidates (or writers, film-makers ,etc).

The Amnesiac. Student A is in bed in hospital, having lost his memory. The other Students are medical staff, police officers, visitors (family, friends, etc.) who try to bring memory back. They must be careful. A shock could be fatal.

Press Conference. Group of journalists interview a politician (or sportsperson, movie star etc.)

The Neighbour. A neighbour who needs to sleep or revise etc. knocks on door and complains about the noise from a party.



Dictations

Appointments

Read the times and dates any way you like. If you repeat them (as you should), you can vary the format (for example "two fifteen pm" and "quarter past two in the afternoon").

- a. 2.15pm Thursday June 25th
- b. 4.40pm January 12th
- c. noon Wednesday April 27th
- d. 2.05am Saturday August 19th
- e. 5.50pm May 31st 2013

Flight Schedule

The flight times should be read in the 24-hour format (for example "oh-seven-forty", "thirteen-thirty").

- a. Departure Paris Terminal 2a 12:25 May 3rd, flight AF157
- b. Arrive Barcelona 07:40 May 4th
- c. Wait in Transit Lounge C
- d. Departure London 11:45 February 25th, flight TH263
- e. Arrive Bangkok 13:30 December 23rd

Money

Change the currencies as you wish. You could also introduce the international currency abbreviations if appropriate.

- a. 97 pence
- b. 367 Swiss Francs
- c. \$200.50
- d. ¥5,630,000
- e. 250 Euros

Names

You'll need to spell these names. They are constructed with letters that give many native French-speakers problems. You may want to invent your own, depending on the language of your students.

- a. Mr. George Jeffrey Jnr
- b. Miss Brigitte Tremblay
- c. Mrs Susan Hilroy
- d. Sir Arthur Doyle
- e. Judge J.G. Smith



Numbers & Symbols

Read each question as a calculation (for example, for (c) you would say "Sixty times two all divided by ten"). Ask students to calculate the answer. If they've heard you correctly, the calculation is very simple. Don't read out the answers (which are shown in square brackets []).

- a. $(17 \times 2) + 6$ [= 40]
- b. 1,000,601FF + 901,000FF [= 1,901,601FF]
- c. $(60 \times 2) / 10$ [= 12]
- d. £724,510 @ 10% per annum [= £72,451]
- e. $1,050 + 100.50$ [= 1,150.50]

Telephone Numbers

Students should be able to reproduce groups of numbers, not just the numbers individually.



The Odd One Out

Underline the word that does not belong in the category and identify the category of the rest of the words. Be ready to explain your choice.

Eg : guitar, violin, elbow, piano, flute

Music instruments

Category

1. jello, cake, soup, pie, fruit salad
2. banana, cake, pear, pineapple, kiwi
3. Fiat, Mercedez, BMW, Audi, Saab, Mini Cooper
4. Whale, salmon, trout, shark, rabbit
5. Lasagna, linguini, spaghetti, orzo, rice
6. Turnip, pea, spinach, peach, celery
7. Cookies, chips, nachos, salted peanuts, pretzels
8. Ankle, bone, wrist, thigh, shoulder
9. Dark, blue, yellow, black, orange
10. Lipstick, pencil, book, eraser, ruler
11. Cold, snow, ice, slippery, Acapulco
12. Pork, beef, chicken, tofu, rabbit
13. Necklace, watch, bracelet, ring, hair
14. Grapefruit, mango, grapes, potato, cherry
15. presents, clown, sad, happy, children
16. Andy, Trisha, Paul, Ian, Kevin
17. Porcupine, bear, fly, fox, squirrel
18. Ice cream, milk, cheese, crackers, yoghourt
19. Wine, water, beer, scotch, gin
20. Big, tiny, huge, gigantic, enormous



Interview questions

Discuss these questions with one of your friends.

1. What is your last name?
2. Can you spell it?
3. What ingredients does your mom put in her spaghetti sauce?
4. What did you do last night?
5. Describe your room.
6. Describe your father.
7. What is your favourite subject in school and why?
8. What are your hobbies?
9. What is your favourite sport? How often do you practice it?
10. Where do you live?
11. Do you like school? Why? Why not?
12. Why is English difficult (or easy) for you?
13. Which English tv shows do you watch?
14. Did you ever visit an English province? Where? When
15. Do you speak another language? Spanish? Italian? Arabic?
16. Do you have a pet? What's his/her name?
17. What is your favourite meal?
18. Describe your best friend.
19. What do you do every night?
20. What are your plans for next weekend?
21. What would you like to eat every day?
22. What kind of car do your parents have? What colour is it?
23. What do you eat for breakfast on the weekend?
24. Where do you study in your house? Your room? The living room? Why?
25. Name a country that sounds interesting to you and why.
26. What is your favourite clothes store? Why?
27. Do you watch movies? Do you like horror? Drama? Science-fiction?
28. What is your mom's last name?
29. Where was your mother born?



Five Things in Common

Find 5 things in common with a partner of your choice. My partner is

_____.

1. _____
 2. _____
 3. _____
 4. _____
 5. _____
-

Find 5 things in common with a partner of your choice. My partner is

1. _____
 2. _____
 3. _____
 4. _____
 5. _____
-

Find 5 things in common with a partner of your choice. My partner is

1. _____
2. _____
3. _____
4. _____
5. _____



Enigmas

www.brainden.com

Bulbs - Imagine you are in a room with 3 switches. In an adjacent room there are 3 bulbs (let's say in lamps which are on a regular table), each switch belongs to one bulb. All are off at the moment. It is impossible to see from one room to another. No help from anybody else is allowed.

How can you find out which switch belongs to which bulb, if you may enter the room with the bulbs only once?

Ball in a Hole - A table tennis ball (= a ping pong ball) fell into a tight deep pipe - it is about 30 cm long, buried in concrete pavement, having firm metal bottom, only 1 cm of the pipe is above the ground so it cannot be moved. The pipe was only a bit wider than the ball, so you cannot use your hand.

How would you take it out, with no damage?

The Man in the Elevator - A man lives on the tenth floor of a building. Every morning he takes the elevator down to the lobby and leaves the building. In the evening, he gets into the elevator, and, if there is someone else in the elevator - or if it was raining that day - he goes back to his floor directly. Otherwise, he goes to the seventh floor and walks up three flights of stairs to his apartment. How come?

(This is probably the best known and most celebrated of all lateral thinking logic puzzles. It is a true classic. Although there are many possible solutions which fit the initial conditions, only the canonical answer is truly satisfying.)

Ball - How can you throw a ball as hard as you can and have it come back to you, even if it doesn't hit anything, there is nothing attached to it, and no one else catches or throws it?

Sheikh's Heritage - An Arab sheikh tells his two sons to race their camels to a distant city to see who will inherit his fortune. The one whose camel is slower will win. The brothers, after wandering aimlessly for days, ask a wise man for advice. After hearing the advice they jump on the camels and race as fast as they can to the city.

What does the wise man say?



Philosopher's Clock - This is an old logic puzzle. One philosopher had a clock, which he had forgotten to wind up. He had no other clock, watch, radio, TV, phone or any other device telling the time. So when his clock stopped he went to a friend (road from one house to another is flat plane only), stayed there the whole night and when he came home, he knew the right time.
How could he know?

Head Bands - Three white men were taken captive by a hostile Indian tribe. The chieftain was willing to let them go so he took them to a tepee, where there was no light. He put one head band on each of their heads (he had 3 white and 2 red - so 2 head bands were not used). Then they went out in a queue so that each man saw the head-band of those standing in front of himself (the first one did not see any head band, the second one saw the first one's head band, and the third one saw the head bands of the two others). If somebody said the colour of his head-band, they all would be free. After a quiet while one of them said: "My head-band is ...".

What colour was his head band? And how would you reason it?

Further conditions:

You have to assume that all the prisoners are fairly intelligent and have confidence in the intelligence of their fellow prisoners.

An incorrect guess deems them to imprisonment.

Only one guess can be made by the group.

Brick - An old riddle is as follows: One brick is one kilogram and half a brick heavy.

What is the weight of one brick?

(This is a typical elementary **math brain teaser**.)

What is Correct - Is it correct that seven and five is thirteen or seven and five are thirteen?

Trains - A train leaves New York for Boston. Five minutes later another train leaves Boston for New York, at double the speed. Which train will be closer to New York when they encounter?

Fly - Two trains 200 km from each other are moving at the speed of 50 km/hour towards each other. From one train a fly takes off (at the moment the trains are 200 km from each other), flying straight (upon the rails) to the other train at the speed of 75 km/hour, bounces away from it and flies back to the first train. This is repeated till the trains crash into each other and the fly is smashed.

What distance is the fly able to fly until its death?

(There is a complicated and an easy way to solve this math brain teaser.)



Midnight - If it were two hours later, it would be half as long until midnight as it would be if it were an hour later. What time is it now?

Reservoir - One reservoir has four taps. Using the first takes two days to saturate the reservoir, the second tap three days, the third four days and the last one 6 hours.

How long will it take to fill the reservoir using all 4 taps at once?

Car -A military car carrying an important letter must cross a desert. There is no petrol station on the desert and the car has space only for petrol that lasts to the middle of the desert. There are also other cars that can transfer their petrol to one another.

How can the letter be delivered?

Belt - A magic rectangular belt always shrinks its length to 1/2 and width to 1/3 whenever its owner wishes something. After three such wishes, its surface was 4 cm².

What was the original length, if the original width was 9 cm?



Enigmas Solutions

Bulbs - Keep the first bulb switched on for a few minutes. It gets warm, right? So all you have to do then is ... switch it off, switch another one on, walk into the room with bulbs, touch them and tell which one was switched on as the first one (the warm one) and the others can be easily identified ...

Ball in a Hole - All you have to do is pour some water into the pipe so that the ball swims up on the surface.

The Man in the Elevator - The man is a midget. He can't reach the upper elevator buttons, but he can ask people to push them for him. He can also push them with his umbrella.

Ball - Throw the ball straight up in the air.

Sheikh's Heritage - The wise man told them to switch camels.

Philosopher's Clock - Clocks can measure time even when they do not show the right time. You just have to wind the clock up and...

We have to suppose that the journey to the friend and back lasts exactly the same time and the friend has a clock (showing the correct time) - it would be too easy if mentioned in the riddle.

Now there is no problem to figure out the solution, is there?

Head Bands - The first one (he did not see any head bands) thought this way:

The last one is silent, which means, he does not know, ergo at least one of head bands he sees is white. The one in the middle is silent too even though he knows what I already mentioned. If I had a red head band, the second one would have known that he had a white head band. However, nobody says anything, so my head band is not red – my head band is white.

Brick - There is an easy equation which can help:
1 brick = 1 kg + 1/2 brick

And so 1 brick is 2 kg heavy.



What is Correct - Of course, adding seven to five makes twelve and not thirteen.

Trains - Of course, when the trains encounter, they will be *approximately* the same distance away from New York. The New York train will be closer to New York by approximately one train length because they're coming from different directions. That is, unless you take "meet" to mean "perfectly overlap".

Fly - There is a complicated way counting a sequence. Or simply knowing that if the fly is flying the 2 hours still at the same speed of 75 km/h then it flies a distance of 150 km.

Midnight - 9 p.m.

Reservoir - Because there are 24 hours in one day, in one hour fills the first tap $1/48$, the second tap $1/72$, the third tap $1/96$ and the fourth tap fills $1/6$ of the reservoir. That is all together $(6+4+3+48) / 288 = 61/288$. The reservoir will be full in $288/61$ hours, which is 4 hours 43 minutes and about 17 seconds.

Car - There are 4 cars needed, including the car with the important letter (which travels to the middle of the desert). Its empty tank must be filled to the top to get to the end of desert. The way between the military base (where the cars and petrol is) and the middle of the desert can be divided into 3 thirds. 3 cars will go in their thirds back and forth and over spilling $1/3$ of their tanks. This way the tank of the important car will be filled and the letter will be delivered.

Belt - The original length of belt was 96 cm.



Mimes

Cut on lines and make students come up to the front of the class and pick a slip of paper.

Student must first understand what is written on the paper and then students must guess what he/she is doing.

Hop on one foot while holding the other	Change the baby's diaper	Drink a cup of coffee	Drive a car during rush-hour	Pick up trash
Do sit-ups	Lock a door	Eat spaghetti	Wash a car's windshield	Meet a friend unexpectedly
Put on make-up	Play with a kitten	Mow the lawn	Eat with chopsticks	Scrub a dirty pan
Take a dog for a walk	Use a computer	Sing an opera song	Dance the waltz	Wash the windows
Ordering in a restaurant	Being pulled over by a cop	Do push-ups	Dance hip-hop	Writing on the computer
Meditate	Receiving a phone call	Texting and driving	Cheating during an exam	Walking a dog



Vocabulary Games

5 ways to review vocabulary

1. Write definitions

- Hand out slips of paper or 3X5 cards with a vocabulary word. Individually, students write a definition for the word on their slip of paper and pass it back to the teacher.
- Silently reads through definitions to check for grammar mistakes and to make sure definitions are clear.
- Once all the definitions are handed in, read each definition aloud for the students and they have to guess which word is being described.

2. Write a sentence with two cards

- Prepare 2 stacks of cards. First stack: Write a different vocabulary word on each card. Second stack: Write a different topic on each card: food, furniture, pets, sports, body parts, summer, school, colours, etc.
- Give each student one of the vocabulary words under review and ask them to use that word in a sentence that relates somehow to the topic card (that you draw at random from the stack and show to students). Ask a few students randomly what they wrote.

3. Write, spell and draw

- First, divide the class into 2 teams.
- With one student from each team at the chalkboard, ask them to write a number, then spell the word you give them, then draw a picture. After each task, a point is awarded to the team that gets it right and that finishes first: Example: “235 highways+ illustration”. It makes students listen very closely to your instructions.

4. Words On the walls

- Write down words from past lessons and put them on small strips of paper.



- Put these strips of paper up on the walls and students have to walk around the class and make up a sentence for each word.

5. Mime, Speak or Draw

- Next to each word you want to review write M for mime or S for speak or D for draw.

- Divide the class in two groups.

-One student from each group comes forward, you show the card and he/she goes quickly back to his/her group to mime, draw or speak (depending on what was written on the card) so that the others can guess the word. You keep the score.



I'm Going to London

Explain to students that they have to guess the rule of the game. Start by saying your name and add a word that starts with the same letter as your first name.

Example :

Hi, my name is Tanja, I am going to London and I'm bringing a tennis racket.

- You could write the sentence on the board to help students.

Then ask a student: *What are you going to bring to London?* Student has to say the sentence that is on the board

Hi, my name is _____, I am going to London and I'm bringing _____.

You will decide if he/she can come to London, depending on if he/she found the rule to the game.

You can say : *Sorry, you cannot come.*

Or

Yes, Wow ! You found the secret rule. You can come to London.

Ask all students of the class, one after the other, what they are bringing until all of the students have guessed the rule.



Gimme Five!

Ask students to give you 5 words (orally or in writing, in teams or individually) using any topic given.

Write five things that are orange.

Write five words that begin with the prefix “pre”.

Write five things you can use to write.

Write five parts of a bicycle.

Write five sports that require a ball.

Write the names of five players who play for the Montreal Canadians.

Write five things that are sharp.

Write five words that start with the letter “t”.

Write five things you could order in a Chinese restaurant.

Write five things we use for cleaning.

Write five girls’ names that end with the letter “y”.

Write the names of five kitchen utensils.

Write the names of five red fruits.

Write five things that a policeman uses at work.

Write five things associated with Halloween.

Write five things you would see at an airport.

Write the names of five things that turn.



Write the names of five things you could find inside a car.

Write the names of five countries in Europe.

Write the names of five dairy products.

Write five words each having six letters.

Write the names of five metals.

Write the names of five characters from Harry Potter books.

Write five boys' names that start with the letter "B".

Write the names of five famous male actors.

Write the names of five famous actresses.

Write the names of five jobs we can do in a school.

Write the names of five board games.

Write the names of five jobs where the workers wear a uniform.

Write the names of five Canadian provinces to the west of Quebec.

Write the names of five things made of wood.

Write five sets of opposites.

For example: Good – Bad

Write the names of five things you could find at the beach.

Write the names of five things that are round.

Write the names of five things that need a key.

Write the names of five things that are sold in a can.

Write the names of five famous artists (painters).

Write the names of five things made of glass.

Write five reasons for being late for school.

Write the names of five things that are yellow.



Sing a Children's Song- with physical response

Use Songs with actions. Here is an example:

- Swimming, swimming in my swimming pool (move arms as if doing the front crawl)
- When days are hot (wipe forehead), when days are cold (hug self and shiver) In my swimming pool (make a rectangle shape with hands)
- Breast stroke (move arms as if doing the breast stroke), side stroke (move arms as if doing the side stroke) Fancy diving too (put arms in front and pretend to dive)
- Oh don't you wish you never had anything else to do! (said loudly and the "But" is omitted on the last verse)



You Can't Say No Game

The title of the game explains it all. Eliminate as many students as you can by timing them. Who can « resist » the longest?

Here are some sample questions:

- Do you come from Montreal? Are you sure you don't?
- Are you single or married? So you're single. You're not interested in marriage?
- Do you like fast food? So you LOVE fast food. You think it's the best in the world?
- Have you been to Florida? So you haven't been to the United States?
- Which is more important - health or money? You said "health"?
- How many brothers and sisters do you have? Fifteen?
- Would you like to have a million dollars? So you're not interested in money?
- Are you more intelligent than your parents? So you're less intelligent? Did you say you were stupid?
- Do you like your teacher? Is he / she the best teacher you've ever had? The best in the world?
- What are your hobbies? So you like listening to folk music?
- Can you use a computer / play the piano? You can?



The Whisper Game

This game is great for reviewing vocabulary.

Place two sets of flashcards on the board. Draw a line on the board to separate team A from team B. Have each team form a row, straight from the board to the back of the room. (At this point you should have two rows of students facing the board.) The teacher should move to the back of the rows and whisper 3 or 4 of the flashcards into the back two students' ears at the same time.

The student at the back must whisper these cards to the student in front of him/her IN THE ORDER HE/SHE HEARD THEM. That student must whisper the flashcards to the student in front him, and so on, until the words have travelled all the way to the front of the row. The student at the front must jump out of his or her seat and grab the mentioned flashcards and stick them to the whiteboard in the order heard.

After that round is over, the students at the front of the class move to the seats at the back, and everyone else slides up a seat.

This game is a lot of fun, but it will make your class a little hyper!

Prepositions can be reviewed using this game too. Various preposition cards can be mixed in with the other words. The teacher can whisper a phrase such as "The cat is in the hat".

In a higher level class, flashcards with words, rather than pictures can be used.



Example of flashcards for *The Whisper Game*

Calendar

Helicopter

Blackboard

Eraser

Shoes

Castle

Keys

Dolphin

Living room

Bathroom

Shirt

Skirt



Dictionary

Pencil

Box

Glue

Folder

Digital camera

Hockey stick



Alibi

A crime has been committed last night by student A (choose a volunteer) and his alibi is student B (choose a volunteer).

Student A and Student B leave the class for a few minutes and discuss what they were doing last night.

Student A comes back to class (student B stays in the corridor) and students in the class ask him/her questions:

Examples of questions :

Where were you last night?

What did you do after?

Who did you see?

At what time did you get back home?

Who were you with?

What were you wearing?

Student B comes back to class (student A sits down and cannot look at Student B) and students ask him/her the same set of questions. If answers differ (that's where students start enjoying the game!), we declare Student A and B guilty of the crime. If their answers are the same (which rarely happens since students A and B are usually not ready for all the questions that students ask!), they are released!

Repeat the game by choosing two new students.



My name is...

This is a variation of the well-known name-chain, where the first student says his/her name, the second student has to repeat the previous name and add his/hers and so on until the teacher repeats all the names.

To make it more fun - it can be done with absolute beginners as well - the students not only say their names but have to add a movement.

e.g.:

My name is Tom. (he coughs a bit)

His name is Tom (cough) and my name is Joe (claps his hands).

His name is Tom (cough) your name is Joe (clap) and I'm Sue (she hits her face a bit).

This is fun if the students' movements are strange - you may even let them think of it before they start the game.

Finally the teacher has to repeat all the names and movement preferably not in the seating order.



Pyramid

This is for those who love to play Taboo.

Preparation: You will need an overhead projector and transparencies to play this game. Create a list of categories for which you can come up with 5 examples.

For example:

- Things that start with W (window, wow, weird, Wyoming, witch)
- things you can't see (love, air, kindness, stupidity, friendship)
- things that you listen to (news reports, speech, whistle, teachers, parents)
- things you eat for desert (chocolate mousse, apple pie, ice cream, yogurt, cookie)
- things that smell bad (garbage, fart, fish, morning breath, hockey bag)
- things that are soft (teddy bear, blanket, fur, baby's skin, feather)
- things that are yellow (sun, eggs, chick, sunflower, lemon)
- things that roll (ball, car, skateboard, bicycle, roller skates)
- comic books (Spiderman, Tintin, Asterix, Lucky Luke, Garfield)
- things that are sticky (glue, peanut butter, plaster, scotch tape, velcro)
- things that you recycle (milk carton, cereal box, tin cans, juice bottles, newspaper)
- things that you wear in winter (scarf, hat, mittens, boots, coat)
- sports (hockey, swimming, horseback riding, basketball, soccer)
- European countries (Spain, Italy, France, Germany, England)
- States of United States (New York, Washington, California, Vermont, Florida)
- Action verbs (talk, sit, jump, walk, eat)
- Body parts (nose, leg, shoulder, foot, toe)
- Means of transportation (train, plane, bicycle, foot, boat)
- Colours (blue, red, yellow, white, black)
- Words that start with the letter L (lollipop, laptop, love, little, leg)
- Things you find in a kitchen (dishwasher, sink, chair, table, dishes)
- Expensive cars (Ferrari, Porshe, Audi, BMW, Volvo)

It is good to have at least 20 categories each time you play. You can choose whatever you think will be most appropriate and useful for your students.

Students can even help you make those lists.

To Play: Set up the overhead. Place two chairs facing each other, with one facing the overhead and the other with its back to the overhead. Divide your class into two teams. Two students from one team play at a time. One student (Student A) will be the guesser and the other (student B) the clue giver. Student B sits in the chair facing the OHP and student A sits with his/her back to the OHP. Give students 3 categories to choose from. Put the category square onto the



OHP. Once you remove your hand, give the team 1 minute to get as many out of the 5 words as possible. They can use any words they want, in the target language, as long as NO PART of the word to be guessed is used. Give one point for each word correctly guessed. The team with the most points wins! Only the two team members sitting in the front of the room can speak.

NOTE: The guesser often looks to the non-participating team members to see if they are mouthing the words. Try to sit the playing team members so that the guesser can't see them easily. Don't give credit for the word if this happens !



Toilet paper

Great at the beginning of the school year !

Have a roll of toilet paper ready and ask students to take as many pieces as they would like. Once everybody has a piece, ask each student to share a piece of information about them. Or a quality

For example :

I live in Boucherville – I have a dog – My kitchen is green

Students who took many pieces have to share as many things as they took pieces.

You can do the same game with M&M candies.

What's fun about this game is that some students will want to take the whole roll...not knowing that they will have to talk more than other students.



Just do it !

- Stand up
- Turn around in a circle
- Sit down
- Lean over to the right
- Lie down
- Run on the spot
- Spring in the air
- Pretend to throw something
- Pretend you are fishing
- Pretend you are hunting
- Raise your left hand
- Scratch your cheeks
- Jump #5 times
- Take off a shoe
- Pretend to open the door
- Touch the four corners of the room
- Smile
- Open your mouth wide
- Make a snowman
- Make a baby face
- Go forward
- Shake your arms
- Wink at your Partner
- Yawn
- Laugh



Say I LOVE ENGLISH

use the following commands

- Holding your nose
- Loudly
- Softly
- Quickly
- Slowly
- More slowly
- Clearly
- Whispered
- Accenting the first word
- Accenting the last word
- With a rising tone
- With your tongue out
- Backwards
- While yawning
- With a seductive voice
- Etc.



You Can't Repeat

It's just a way to keep free-speaking classes going on those quiet days. Each student must say ten things they've done that day. Anything - I ate breakfast, I put on a sweater, etc. The next student must do the same thing but they can't say anything the previous student has said. They find it funny and gets them talking. It can also give you ideas for further discussions.



Give Me Silly Advice

Explain to your students that you need their advice, but that they should avoid giving you obvious advice, and try instead to give you strange or stupid advice.

Provide examples like: "If your winter coat is not warm enough, you should pour hot coffee in the pockets"

"If your pants are too big you should gain 50 pounds by only eating cake"; If your nose is too big you should have surgery to make the rest of your face bigger", etc.

Even if your students have to struggle to express these ideas, it's a good exercise, and is almost always solidly entertaining.

1. « My winter coat is not warm enough »
2. « I can't afford to pay my rent »
3. « My cat makes me sneeze »
4. « My doctor scares me »
5. « I am allergic to aspirin »
6. « I have a sore throat »
7. « My shoes don't fit anymore »
8. « I gained 4 kilos »
9. « I broke a nail »
10. « I have a flat tire »
11. « My neighbour is acting strange »
12. « My little brother told my parents that I failed my English test »
13. « I missed the bus »
14. « The batteries in my MP3 are dead »
15. « I burnt the apple pie I was cooking »
16. « I didn't sleep last night »
17. « I lost my cell phone »
18. « I have a bad haircut »
19. « I never have enough free time »
20. « I don't have enough money to buy lunch »
21. « We don't have electricity at our house »
22. « My computer broke down »
23. « My mom cut her finger and can't cook anymore »
24. « My fifteen-year old girlfriend is pregnant »
25. « My grandfather burps all the time »
26. « I am 16 but look like I am 12 years old »
27. « My scooter was painted pink »
28. « I share my room with my sister »
29. « I can't remember my password on my computer »
30. « I lost my favourite necklace »



What Did Your Teacher Think About?

Prepare index cards with different topics (restaurant, shopping center, summer vacation, school, New-York, home, weekends...) and write ten words related to this topic.

Ask students to guess which words you wrote. They get one point for each word they have in common with you.

An example of a teacher card:

<u><i>Restaurant</i></u>
1. <i>waitress</i>
2. <i>menu</i>
3. <i>dessert</i>
4. <i>washroom</i>
5. <i>beverages</i>
6. <i>chef</i>
7. <i>tables</i>
8. <i>bill</i>
9. <i>glass</i>
10. <i>chicken</i>
<u><i>Shopping Center</i></u>
1. <i>people</i>
2. <i>stores</i>
3. <i>shoes</i>
4. <i>washrooms</i>
5. <i>food court</i>
6. <i>perfume</i>
7. <i>clothes</i>
8. <i>information center</i>
9. <i>pharmacy</i>
10. <i>security guards</i>



You're so moody

Here's a game for communication skills.

Moods are listed on the left, sentences on the right. Go through the list and make sure students understand the "moods".

Cut up the list and place moods (left column) in a hat. (Give the students a copy of the list also to help them remember all of the different moods).

Give each student a sentence (listed on the right). Students have to say the sentence in the mood that was drawn.

<i>Happy</i>	<i>You are my best friend.</i>
<i>Sad</i>	<i>Angela is the best teacher.</i>
<i>Surprised</i>	<i>No one is going on the trip.</i>
<i>Distressed</i>	<i>I studied all night long.</i>
<i>Lovingly</i>	<i>You hurt my feelings.</i>
<i>Ashamed</i>	<i>My dog is named Pepper</i>
<i>Tired</i>	<i>I hate going to the doctor.</i>
<i>Excited</i>	<i>My sister is in Jamaica.</i>
<i>Bored</i>	<i>Do you like your classes ?</i>
<i>Mysterious</i>	<i>You shouldn't say that !</i>



<i>Cowardly</i>	<i>Who told you that ?</i>
<i>Unsympathetic</i>	<i>Is that true ?</i>
<i>Agitated</i>	<i>I can't believe it</i>
<i>Hopeful</i>	<i>Why are you bothering me ?</i>
<i>Enraged</i>	<i>Why is the sky blue ?</i>

This can be used to practice public speaking. You can start off by having students do facials with the "moods" then talk about intonation and gestures while playing this game.



Blip

Each student is given a VERB. (See that it is suitable for the level of the class).

In pairs or as a whole class, discover the VERB through QUESTIONS.

The nonsense word "BLIP" should be substituted for the targeted VERB.

Write sample QUESTIONS on the board

When / Where / Why / How do you blip?

Can you blip someone / something / somewhere?

Do you often blip?

Did you blip yesterday?

Are you blipping now?

Are you going to blip this weekend?

Have you blipped since you arrived in England?

Do you like blipping?

Do you blip with your hands?

If I saw you blipping, would you be embarrassed?

The aim of the game is not to guess the meaning of the word "Blip" straight away. When you think you know the meaning of the word "Blip", you could ask further questions which make the meaning of the word "Blip" clear to the rest of the class or which amuse the student who is answering the questions.



Blip Sample Verbs

cook	live	cry	love	dance
read	draw	run	dream	shout
drink	sing	drive	sleep	eat
swim	fight	talk	fish	think
fly	undress	jump	worry	kiss
argue	paint	bathe	plan	complain
rest	diet	scream	explore	sew
fidget	smile	translate	hesitate	understand
iron	vacuum	joke	whisper	knit
win	move	yell	oversleep	zigzag



Person to Person

- Back to back
- Shoulder to shoulder
- Hand to hand
- Elbow to elbow
- Knee to knee
- Ear to ear
- Pinky to pinky
- Thumb to thumb
- Cheek to cheek
- Finger to finger
- Forehead to forehead
- Palm to palm
- Heel to heel
- Head to head
- Bum to bum
- Foot to foot
- Wrist to wrist
- Back to heel
- Cheek to hand
- Ear to hand
- Shoulder to knee
- ...



Do the Opposite

- Stand up
- Talk quietly
- Run
- Push
- Don't shake
- Walk quickly
- Wake up
- Hop on your right foot
- Make a serious face
- Laugh
- ...



Snowballs

This is a fun way to get students relaxed while at the same time getting to know the students a little better. It also helps show them that learning (as they'll be learning about each other in this activity) can be lots of fun. And it's really easy:

- 1) Have the students write down at least 3 facts about themselves (or as many as you want to have them write down).
- 2) Instruct the students to crumple up the papers on which they have just written their facts on each other.
- 3) Then shock them by telling them that now, they get to have a one minute 'snowball' fight and let them stand up and throw the crumpled fact papers at each other for a minute.
- 4) At the end of the minute, students grab whichever snowball is closest to them. Reconvene the class and then you can either:
 - a) have the students read the facts on the snowball they have and have to guess which student in the class the snowball belongs to
 - b) Or have the students read aloud the facts on the snowball they have and whoever wrote those facts has to tell the class it's theirs, rather than having the students guess.

This game can be used as an ice-breaker. It is so completely different from what a teacher would normally let student do (i.e., go wild for a minute) and it gets them relaxed and laughing.



Clip Three Pictures

This is a really good way to get students to be creative.

- 1) Print out about 30 pieces of clip art or gather a number of images together. The number will vary depending on the number of students.
- 2) The students select three images each.
- 3) The students write a story that connects the images together.
- 4) You can modify this recipe by adding rules - the story must be about you or the story must be circular (the last picture must be connected back to the first picture), etc....
- 5) To mix things up you can set a time, say 10 minutes. After 10 minutes the students trade the pictures to the left and write a new story with a new set of pictures. It's fun to hear two different stories come from the same set of images.

This really gives students the chance to be creative. Have fun!



What Do I Have in My Bag?

Teacher prepares a bag full of items (20) and takes them out one by one by naming them. Then, he/she puts them back and asks students to write down all the objects they saw in the same order they were taken out of the bag.

Great memory game!



The Conversation Game

Students work in pairs. Each partner is given a strip of paper with an unusual sentence written on it. They keep this concealed. If possible they try to learn the sentence off by heart.

Then they start conversing about any subject, but their real object is to get their given sentence into the conversation without their partner realising and before their partner is able to do the same. To do this successfully they have to move the topic of conversation towards a context in which their sentence could naturally occur.

Sample sentences for strips:

The farmer was very tired

Michael Jackson was a great artist

The coke bottles were full

She kissed him on the nose

The policeman came right away

The dog slipped and broke its leg

The plane landed on time

To win the game, you have to continue speaking for a while **after getting your sentence into the conversation without being correctly challenged**. You can also win by **correctly challenging your partner as soon as you think they are reciting their sentence**. If your challenge is wrong, you lose the game. It is therefore good strategy to set traps for your partner by including strange sentences in the conversation which differ from your given sentence.



Find Your Partner

The teacher prepares SELF-ADHESIVE ADDRESS LABELS.

Each label contains a real person's name or the name of a character from fiction or television cartoons. Each named person should have a natural partner, for example if you write a label with the name ROMEO, there should also be a label with the name JULIET stuck on somebody's back. Examples :

ROMEO	JULIET
POPEYE	OLIVE
Micky Mouse	Minnie Mouse
TOM the cat	JERRY the mouse
John Lennon	Yoko Ono
Richard Burton	Elizabeth Taylor
Tarzan	Jane (jungle girl)
Prince Charles	Princess Diana
Barbie	Ken
Céline	René
Angelina	Brad
Homer	Marge
Donald Duck	Daisy

If you have an odd number of students in your class, stick a label on your own back, but let the students do the questioning.

Questions must be of the type that can either be answered with **YES** or **No**:

Am I man or a woman? Alive or dead? European or American? Real or fictitious?
Am I a character from a cartoon or a book? Am I rich? Am I famous? Have I
been in the news recently? Am I someone from your country? Britain? Do I work
in sport / music / entertainment / the cinema / the theatre?



Long Lost Relative

As a group, 1) ask each person to turn to the person on their right and greet him/her as if they really didn't want to be there. Yeah, you know what I mean - you can't wait to get out of there! Then everyone (simultaneously to create lots of fun and excitement) turn to the same person and greet him/her as if (s)he is a long lost, deeply loved relative who has just returned home and you're about to see the person for the first time in years! In fact, you thought you may never see this person again until this very moment. Okay, now ask everyone (again simultaneously) to turn to the same person and greet him/her as if this person just told you that you won the state lottery for 50 million dollars and you have the ONLY winning ticket.



I Was Going To...

Pairing students: Students have to put the two halves of the sentence together - they are shown here in the table together. Cut into strips and distribute among small groups of students.

I was going to sell my car	but no-one wanted to buy it.
I was going to ring you yesterday evening	but I didn't have any coins.
I was going to withdraw some money	but I lost my bank card.
I was going to quit my job	but then I heard about the coming recession!
I was going to buy a new hi-tech watch	but then I saw the price of it!!
I was going to visit my aunt in New Zealand	but then she decided to move to Britain.
I was going to take a bus to work for a change	but then there was a strike.
I was going to watch the late movie last night	but then I fell asleep on the sofa.
I was going to learn to play piano last year	but then I realised it was too difficult.
I was going to take a shower	but there was not hot water.
I was going to make soup	but I did not have chicken stock.
I was going to go shopping	but I thought about the debts I already have.
I was going to read at the beach	but it was raining outside.
I was going to kiss my boyfriend	but I remembered I had a cold and I did not want him to catch it.
I was going to speak to Angelo in Italian	but then I remembered he speaks English well.



I Prefer...

Cut up and students choose cards either in pairs or small groups - they justify their preferences using comparative adjectives.

e.g. - *I prefer watching TV because reading is more boring.*

pizza or pasta	Céline Dion or Beyoncé	reading or watching TV
travelling by car or plane	eating at home or at the restaurant	sweet or salty
football or basketball	chat on the net or talk on the phone	watching or playing sports
getting dressed before or after breakfast	cinema or video	ice cream or cake
apples or oranges	hot dogs or burgers	Pepsi or Coke
city or country	mountains or beaches	Batman or Superwoman
Adam Sandler or Will Smith	cats or dogs	garden or balcony
car or motorbike	Internet or library	studying at night or in morning



What's Your Schedule?

Today is **Wednesday**, it's exactly **23:00**, try to figure out what

Mike did and will do this whole week. Use the appropriate verb tense.

STUDENT A

Time	Monday	Tuesday	Wednesday	Thursday	Friday
11:00	Wash Dog		Visit Museum	Sunbathe	
14:00		Clean house			
17:00	Meeting at the restaurant		Play basketball	Listen to a guitar CD	Wash hair
21:00		Surf Internet			
23:00	Read a book		Watch TV	Go to disco bar	Dance at Dance Trance Disco



What's Your Schedule

Today is **Wednesday**, it's exactly **23:00**, try to figure out what

Mike did and will do this whole week. Use the appropriate verb tense.

STUDENT B

Time	Monday	Tuesday	Wednesday	Thursday	Friday
11:00		Go shopping for girlfriend			Write e-mail to Father
14:00	Cook lunch		Read a book	Fishing	Prepare supper
17:00		Play Tennis			
21:00	Watch movie on TV		Play guitar with band	Call friend	Sing Karaoke
23:00		Meet Jennifer Lopez			Dance at Dance Trance Disco



Phone Conversation

Cut this conversation into strips and ask students to put in back in order. Keep a copy of the original in order to correct students.

Dring, Dring
Yes hello?
Hello Miss Kerba, can I speak to Mateo please?
Oh Hi Maika, how are you?
I'm fine thanks. Is Mateo home?
Ya, just a minute, he just got out of the shower...Mateeeeeooooo, take the phone.
Hello?
Hi, it's Maika. Do you prefer I call back later?
No, it's fine. So how are you?
I'm fine thanks... I was working on my homework and I was wondering if you could help me.
Ya sure, I was about to start. Do you want to come over and we can do it together?
You don't mind?
No, not at all, I would love it! And after doing our homework, we could go for a bike ride and stop for an ice-cream.
Ok, great idea. I'll be at your house in half an hour.
Great. See ya then.
Bye.



Story Ball

Tell students they will create a story in five minutes. Provide the opening sentence of the story. Toss a ball to a student. That student must say the next sentence. Then the student tosses the ball to a classmate. Continue until time is up.

I love to clean the house...	The worst day of my life was when...
I hate graffiti...	Today, it was raining...
My belly is full...	I saw Madonna in Montreal and ...
My dad has an enormous moustache...	I am a millionaire...
My baby brother cries all the time...	I want to thank my mother...
Your green car stinks because...	When I was a little boy...
At midnight, the doorbell rang...	My favourite meal is macaroni and cheese...
I started laughing when...	Our teacher always wears black t-shirts because...
My grandmother sings like an opera singer...	Your best friend Tomas is...



Mission Possible

Quiz to be prepared in advance and placed on each student's desk before they arrive in class.

Staple the sheet so they don't peek.

When you play the music "mission impossible" students open their sheet and answer the questions. It's a game...not a test! Any questions could do.



Mission Possible (student copy)

You have to answer these questions only while the music is on. When the music is finished you must stop. Will it be a mission possible? Have fun!

1. I am a yellow flower and with the seeds we make oil. _____
2. Write down the 4 seasons of the year without any mistake.
 - a. _____
 - b. _____
 - c. _____
 - d. _____
3. Write 5 irregular verbs:
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____
4. Is a toad an amphibian or a reptile? _____
5. From what fruit is the juice known as cider made? _____
6. Write the full names of 5 teachers in the school
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____
7. How do you feel at this moment: _____
8. When I grow up I want to become a: _____
9. Circle the odd one and explain why:
 - a. Lipstick, pencil, eraser, ruler: why? _____
 - b. Mercedes, Mini Cooper, Fiat, Saab, BMW: why? _____
 - c. Andy, Tricia, Paul, Kevin, Patrick: why? _____
10. Write down 5 school objects:
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____



Mission possible



Guess the Gadget

Choose one of the following items and write down clear instructions on how to use it.

CAREFUL: your partner must guess what it is, so don't mention the name of the gadget! See how long you can go without your partner finding it! You can even time yourself.

- blender
 - CD player
 - electric can opener
 - microwave oven
 - printer
 - remote control
 - cell phone
 - answering machine
 - calculator
 - coffee machine
 - food processor
 - hand mixer
 - deep fryer
 - can opener
 - juicer
 - iron and ironing board
 - dishwasher
 - GPS
 - Rubic Cube
 - hammer
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Antonyms

Have a competition between two groups. The fastest to find the antonym stays in the game.

good	bad
tall	short
expensive	cheap
fat	thin
high	low
dark	light
small	big
deep	shallow
white	black
cold	hot
love	hate
stop	go
sharp	dull
happy	sad
calm	Excited, nervous
full	empty
old	young
introvert	extravert
polite	impolite
spicy	mild
soft	rough
salty	sweet
sweet	sour
ugly	beautiful
tiny	immense
sun	rain
north	south
boss	employee
Strong	weak
west	east
poor	rich
sick	healthy
cry	laugh
push	pull
open	close
wet	dry



What's My Line?

Choose one of the following and create a slogan for it. Convince your audience in 5 minutes that your product is the best.

- helicopter
- diaper
- toilet paper
- fishing rod
- drill
- sweater
- calculator
- binder
- m &m's
- cell phone
- toothpaste
- bra
- television
- car
- cookbook
- girlfriend/boyfriend
- acne cream
- shampoo
- pots and pans
- coffee machine
- suitcase
- running shoes
- baby stroller
- purse
- etc.



The Don't Say Uh-Game

Have students talk about a subject without saying the word “uh”.

The winner is the speaker who speaks the longest without saying “uh”.

1. Talk about the last time you cried.
2. Talk about your favourite activity.
3. Talk about the last movie you saw.
4. Talk about what makes you angry.
5. Talk about your last holidays.
6. Talk about what you will do tonight.
7. Talk about your best friend.
8. Talk about your favorite teacher.
9. Talk about your favorite piece of clothing.
10. Describe your school.
11. Describe yourself.
12. Describe the last book you read.
13. Talk about your family.
14. Talk about something difficult you had to face.
15. Describe your favorite meal.
16. Talk about what you would like to become when you're older. (job)
17. Say everything you know about the hockey team “The Canadians”.
18. Talk about a country you would like to visit.
19. Describe your city, town, and village.
20. Describe your dream car.
21. Describe your house or apartment.
22. Describe your room.
23. Describe the clothes you are wearing today.
24. Talk about what makes you sad.
25. Describe what's inside your pencil case.



Name Game

Have students create an acrostic using the letters of their own names. Each line should identify one of their most important qualities or characteristics that begin with the letters of their name.

T: Terrific

A: Adorable

N: Nice

J: Joyful

A: Art lover

Another version: Have the students write things-people (not qualities) that relate to them.

I: Israël

S: Spain

A: Airplane

B: Beetle

E: Espresso

L: Laurence

L: Louis

E: Egypt



Teacher Wins

Explain that all the students are on one team and the teacher is the only member of the second team. Announce to students that you plan to win this activity! Tell them that you are about to read a passage from a book. When you finish reading, you will ask questions about the passage. The students win a point for every question they answer correctly. The teacher earns a point each time the students are wrong or has a point if they don't raise their hand to answer.

Example: Isabelle's vacation (any other text could do)

Isabelle's Summer Vacation

Last summer, Isabelle left for France on July 3rd with her husband and 4 children. They took Corsair airline and arrived in Paris on July 4th. At the airport, her in-laws were waiting for them with a huge bouquet of fresh daisies.

The children were happy to see their grand-parents as they hadn't seen them for one year. They left with the kids and Isabelle and her husband stayed in Paris for 3 days.

Isabelle and her husband took the plane on July 7th for a special trip. They went and spent one week in Israël. There, they visited Jerusalem, floated in the Dead Sea. During their stay, they also met up with a friend, Caroline.

When Isabelle and her husband returned from Israel, they went back to France to spend the rest of the summer with their children. They also went to Spain for one week with them.

It was a dream summer vacation.

1. Which airline did they take?
2. On which date did they arrive in Paris?
3. What kind of flowers did the in-laws bring at the airport?
4. How much time did they spend in Israël?
5. How many children do they have?
6. What is Isabelle's friend's name?
7. How much time did they spend in Spain?



When Someone...

Here is the activity in order. See next pages for student version.

1. When the teacher says "Begin" stand up and say "Good Morning".
2. When someone says "Good morning" clap your hands twice.
3. When someone claps his/her hands twice, write your name on the blackboard.
4. When someone writes a name on the blackboard, stand up and turn around three times and sit down.
5. When someone stands up, turns around three times and sits down, snap your fingers twice.
6. When someone snaps his/her fingers twice, sharpen your pencil.
7. When someone sharpens his/her pencil, erase the name on the blackboard.
8. When someone erases the name of the board, turn off the lights.
9. When someone turns off the lights, say "It's dark in here".
10. When someone says "It's dark in here", turn the lights on.
11. When someone turns the light on, stand up and say "What time is it?".
12. When someone says "What time is it?", say "Who cares?".
13. When someone says "Who cares?", go to the board and write the numbers 1 through 10.
14. When someone writes the numbers 1 through 10 on the board, skip to the teacher's desk and back to your seat.
15. When someone skips to the teacher's desk and back, go to the teacher and shake hands.
16. When someone shakes hands with the teacher, stand and count backwards from 5 to 1.
17. When someone counts backwards from 5 to 1, say "Blast off".



18. When someone says "Blast off", wave your arms and say "oo, oo, oo".
19. When someone waves his/her arms and says "oo, oo, oo", erase the numbers 1 through 5 on the board.
20. When someone erases the numbers 1 through 5 on the board, jump up and down beside your desk.
21. When someone jumps up and down, say "Stop that".
22. When someone says "Stop that", erase the numbers 6 through 10 from the board.
23. When someone erases the numbers 6 through 10 from the board, print S T A L L I N G on the board.
24. When someone prints S T A L L I N G on the board, stand and hold both arms straight above your head.
25. When someone stands and holds both arms straight above his/her head, print W D O N E Y under the letters S T A L L I N G on the board.
26. When someone prints W D O N E Y on the board, stand and crow like a rooster.
27. When someone crows like a rooster, say "You're chicken."
28. When someone says "You're chicken", erase the letters S T from the board.
29. When someone erases the letters S T from the board, go to the teacher and bow.
30. When someone bows to the teacher, bark like a dog.
31. When someone barks like a dog, erase the letters W and Y on the board.
32. When someone erases the letters W and Y on the board, stand and put both hand on your head.
33. When someone stands and puts both hand on his/her head, say "Sit down."
34. When someone says "Sit down", erase the I N G from the board.
35. When someone erases the I N G from the board, read aloud what is left on the board.



Cut these up into strips of paper and give them to students. Make sure they are mixed up before passing them. If you have less than 35 students, you can give more than one card to stronger students who will be able to play along with more than one card. Guaranteed fun! Once students know how the game works, it is fun to repeat the experience again but by making the chain reaction quicker.

When the teacher says "Begin" stand up and say "Good Morning".

When someone says "Good morning" clap your hands twice.

When someone claps his/her hands twice, write your name on the blackboard.

When someone writes a name on the blackboard, stand up and turn around three times and sit down.



When someone stands up, turns around three times and sits down, snap your fingers twice.

When someone snaps his/her fingers twice, sharpen your pencil.

When someone sharpens his/her pencil, erase the name on the blackboard.

When someone erases the name of the board, turn off the lights.

When someone turns off the lights, say "It's dark in here".



When someone says "It's dark in here", turn the lights on.

When someone turns the light on, stand up and say "What time is it?."

When someone says "What time is it?", say "Who cares?".

When someone says "Who cares?", go to the board and write the numbers 1 through 10.

When someone writes the numbers 1 through 10 on the board, skip to the teacher's desk and back to your seat.



When someone skips to the teacher's desk and back, go to the teacher and shake hands.

When someone shakes hands with the teacher, stand and count backwards from 5 to 1.

When someone counts backwards from 5 to 1, say "Blast off".

When someone says "Blast off", wave your arms and say "oo, oo, oo".

When someone waves his/her arms and says "oo, oo, oo", erase the numbers 1 through 5 on the board.



When someone erases the numbers 1 through 5 on the board, jump up and down beside your desk.

When someone jumps up and down, say "Stop that".

When someone says "Stop that", erase the numbers 6 through 10 from the board.

When someone erases the numbers 6 through 10 from the board, print S T A L L I N G on the board.

When someone prints S T A L L I N G on the board, stand and hold both arms straight above your head.



When someone stands and holds both arms straight above his/her head, print W D O N E Y under the letters S T A L L I N G on the board.

When someone prints W D O N E Y on the board, stand and crow like a rooster.

When someone crows like a rooster, say "You're chicken."

When someone says "You're chicken", erase the letters S T from the board.

When someone erases the letters S T from the board, go to the teacher and bow.



When someone bows to the teacher, bark like a dog.

When someone barks like a dog, erase the letters W and Y on the board.

When someone erases the letters W and Y on the board, stand and put both hand on your head.

When someone stands and puts both hand on his/her head, say "Sit down."

When someone says "Sit down", erase the I N G from the board.



When someone erases the I N G from the board, read aloud what is left on the board.



Spelling is a Hit

Have 2 flyswatters. Write different words on the board. Bring two students up and give them a flyswatter. Read a definition and the first to find the answer hits the word on the board.

Examples:

1. Dance: move about rhythmically alone or with a partner or in a set, fixed steps or sequences to music.
2. Daily: Occurring every weekday.
3. *Dolce Vita*: a life of pleasure and luxury
4. Dog: animal that barks
5. Cat: animal that meows
6. Fight: Struggle in war, battle single combat
7. Flour: powder obtained by grinding and sifting cereals
8. Flower: the reproductive organ in a plant containing one or more pistils or stamens or both
9. Gallop: the fastest pace of a horse
10. Goblin: a mischievous ugly dwarf like creature of folklore
11. Grain: a fruit or seed of a cereal
12. Apple: a fruit that grows in a tree
13. Apron: a garment covering and protecting the front of a person's clothes
14. Corset: a close-fitting garment worn by women to support the abdomen
15. Funnel: a narrow tube or pipe widening at the top, for pouring liquid, powder, etc.



The Price is Right

Bring in from home a bag of grocery items of varying types and prices. Hold up an item and allow students to estimate the price you paid for it.

Go right around the room and ask students to make their guesses. To each guess, respond by saying if the price given was too high or too low.

Students can use scrap paper to keep track of responses. The student who guesses the exact price might lead the next round of the game.



Connexion Challenge

Start by calling out a word -- any word. The next person has 3 seconds to call out a new word that *relates personally in some way* to the word you called out. And the activity keeps going . Could be done in teams of 2 or as a large group.



Dominic in English

Listen to Dominic Sillon (French comedian) as a funny character called "Dominic in English". He calls up people and speaks English with a French accent. Have the students find the errors and make them correct them. (could be done orally or in writing)

e.g. find 5-10 words Dominic says in English that are not used correctly.

<http://www.ckoi.com/audioplayer-emission.php?mp3=190869>

<http://www.ckoi.com/audioplayer-emission.php?mp3=195950>

<http://www.ckoi.com/audioplayer-emission.php?mp3=195130>

<http://www.ckoi.com/audioplayer-emission.php?mp3=188872>

<http://www.ckoi.com/audioplayer-emission.php?mp3=192895>

http://m.youtube.com/watch?v=JWdMbGnGz0&desktop_uri=%2Fwatch%3Fv%3DJWdMbGnGz0

http://m.youtube.com/watch?v=vn5vUNCs_Yk&desktop_uri=%2Fwatch%3Fv%3Dvn5vUNCs_Yk



Who's Lying?

- Prepare 3 folders: 2 with a picture and 1 empty folder
- Leave the class with 3 students. Explain to them that they will have to describe the picture in their folder. Of course, the one with no picture will have to invent. Students come back to class and other students must then guess which student was bluffing.
- Ask the rest of the class why they chose that student.



When You Turn Off The Lights

- Choose a student and blindfold him/her.
- Give students instructions for him/her to find a predetermined object in the class.
- It can also be done in pairs.



Board Competition

- Choose a student to compete against you.
- Ask the class to find a category (e.g. hockey teams, cars, punk music groups-categories that the teacher has less knowledge about).
- The challenge for the teacher is to beat the student by writing 5 words on the blackboard of this category before the student does.



Speaking Tic-Tac-Toe

- Students in pairs must play a tic-tac-toe game by describing where the naughts and crosses go.
 - E.g. « I put my X on the top right corner. »
- Make sure that students do not see each other's copy.



Spin the Classroom Web

- Have your students place themselves in a circle.
- Grab a ball of yarn and tell them one thing you think is unique about you.
- *E.g., "I competed in a tennis tournament this summer and won the whole tournament!"*
- Hold your end of the ball and throw the ball to someone else in the circle.
- That person will say something unique, hold a part of the string and throw the ball to another person...an so on until all the class has said something about themselves and has a part of the yarn.
- When all finished, ask the students, "*What did we make?*"
- Through discussion, have them discover that, even though we are all unique and special, we are all connected to each other like a web, because we are a class.



What's in a Name?

This get-to-know-you activity is called "What's In a Name?" It is a fun and easy way for kids to learn each other's names and a little bit about each other. Just give each student a "What's In a Name?" form at the beginning of the year. The form is simple — just a few questions for them to answer.

Here are some questions for "What's In a Name?"

- What's your full name?
- Were you named after someone?
- What does your name mean?
- What names did your parents consider before deciding on the one you have?
- Why did they choose your name?
- What is your name's country of origin? (ex. "Ivan" has Russian origins)
- What is your nickname? How did you get that nickname?
- If you could change your name, what would you name yourself?
- Now.... on the bottom of this paper, please write your name in a creative way. Can you use color? Fancy writing? Swirls? Block letters? A pattern? Design something as special as YOU are!

Everyone gets to share about their name in a Community Circle.



Speaking Marathon

Work with a partner. You can talk about anything you like with your partner, but **you can't stop talking!** If you stop for more than 3 seconds, your team is out!

They can say "umm...", "Let's see...", "chicken", "kitchen", and so on.



Today in History

Give to students different facts about what happened in history (important events) on a specific date.

- *E.g. Did you know that on April 9th:*
 - 1973 - Paul McCartney released the song "My Love."
 - 2005 Prince Charles and Camilla Parker Bowles are married
 - 1971 Jacques Villeneuve, Canadian Celebrity
 - 1553 Francois Rabelais, French author (Gargantua/Pantagruel), dies at 49
 - 1987 For 3rd time, Wayne Gretzky, scores 7 goals in a Stanley Cup game Wayne Gretzky passes Jean Beliveau as all time playoff scoring champ
- **Google « today in history »**
 - <http://www.history.com/this-day-in-history>
 - <http://www.on-this-day.com/>



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