

<b>Level of language</b>	A2+ Multilevel
<b>Category – speaking/listening/reading/writing/vocabulary</b>	Speaking/listening
<b>Exercise Title</b>	A better designed day
<b>Group size</b>	Group/individual
<b>Materials needed</b>	A pen/piece of paper
<b>Estimated duration</b>	15-30 minutes
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Ask your students to catalogue the activities and routines that people (you) experience throughout the day.</li> <li>2. Ask them to catalogue their activities and the time in between.</li> <li>3. Then they can see unanticipated issues that affect our lives and how we can use the time in between to change our routines and implement a healthy lifestyle. What aspects of a healthy lifestyle are important for seniors, which activities are appropriate? Start by adding small things and add something more each day or each week. Make a plan, at least for the next 2 days.</li> <li>4. Then ask students to compare with their neighbour.</li> </ol> <p>People are willing to change by making small steps. Start small and then go to something bigger.</p>
<b>Extra tips, options, or adaptations</b>	<p>Advice: Sport is important and we all know that but sometimes we cannot see how we can change our daily routines by making small steps and moving more each day, step by step.</p> <p>You may ask your group of students how they can advise themselves on good practice in changing their habits and making them more healthy.</p> <p>Be patient with the senior students as it may be hard or embarrassing for them to speak out loud.</p>



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<b>Level of language</b>	A2/B1
<b>Category – speaking/listening/reading/writing/vocabulary</b>	Vocabulary
<b>Exercise Title</b>	ENERGY GIVERS AND TAKERS
<b>Group size</b>	Individual/Group
<b>Materials needed</b>	N/a
<b>Estimated duration</b>	15-30 minutes
<b>Instructions</b>	<p>As a teacher, ask your students what the things are that give them energy and the ones that take their energy. Explain what the energy givers and takers are and give some examples.</p> <p>At the end of the activity, ask your students to write: MY PERSONAL ENERGY GIVER TO DO TODAY IS: ...</p> <p>Ask them to make a list of things that give you energy or that take your energy. Make a distinction between your work and study situation and your private/family life. <b>Keep this list in mind and try to do at least a few energy givers every day.</b> Start today! Choose 1 energy giver and add this to your daily schedule. If you have the time for it, do it!</p> <p>This increases your <b>carrying ability</b>. Try to do something about your takers and reduce your <b>load</b>.</p>
<b>Extra tips, options, or adaptations</b>	<p><b>Examples of energy takers are:</b></p> <ul style="list-style-type: none"> <li>• Too little exercise and too much sitting down</li> <li>• Too little sleep</li> <li>• Too much sugar in your food</li> <li>• Too much routine work</li> <li>• Letting administration pile up</li> <li>• Too much mulling things over</li> <li>• Taking on too much</li> </ul> <p><b>Examples of energy givers are:</b></p> <ul style="list-style-type: none"> <li>• Training</li> <li>• A new project</li> <li>• Grandchildren</li> <li>• Having lunch with a nice colleague</li> <li>• Pushing your physical boundaries</li> <li>• Reading</li> <li>• Sports and the like</li> </ul>



self-sourced



<b>Level of language</b>	B1/B2 Multilevel
<b>Category – speaking/listening/reading/writing/vocabulary</b>	Speaking/Vocabulary
<b>Exercise Title</b>	FEELINGS - WHAT DO YOU FEEL?
<b>Group size</b>	2-10
<b>Materials needed</b>	N/a
<b>Estimated duration</b>	15 min
<b>Instructions</b>	<p>Ask students to say how they feel when:</p> <p>Someone gossips Someone talks extremely loudly on the phone on a train Someone drops litter on the street Someone swears Someone calls you in the middle of the night Someone forgets to return things</p> <p>Ask them if they feel confident, safe, with some of the aforementioned situations - if they feel engaged or fascinated. If they miss some vocabulary, give them synonyms. Write the synonyms on the board. Ask them when they feel this way.</p>
<b>Extra tips, options, or adaptations</b>	<p>Below you can find some examples; you may give your students these examples and translate them into their mother tongue where appropriate:</p> <p>AFFECTIONATE - compassionate ENGAGED - absorbed, alert, curious, engrossed EXCITED - alive, eager EMBARRASSED - ashamed GRATEFUL - appreciative, moved JOYFUL - amused, delighted, glad AFRAID - apprehensive, dreading ANNOYED - aggravated, dismayed ANGRY - enraged, furious</p>



Self-sourced

<b>Level of language</b>	A2/B1
<b>Category – speaking/listening/reading/writing/vocabulary</b>	Speaking/Writing
<b>Exercise Title</b>	NIGHTMARE HOLIDAYS
<b>Group size</b>	Individual/Group
<b>Materials needed</b>	A pen/a piece of paper
<b>Estimated duration</b>	15 min
<b>Instructions</b>	<p>Ask your students to list all things that may go wrong when going on holiday and determine the various possible causes. Ask them to do it on their own and then compare. Give them 5 minutes for self-work.</p> <p>Then ask:          How to avoid such situations in the future.          What to do to avoid them.          Is this a question of good luck?          How to be optimistic and believe that everything will be ok during a holiday.</p>
<b>Extra tips, options, or adaptations</b>	<p>For your senior group, you can write the question on the board, and then the possible causes. You can also translate it into their mother tongue.</p> <p>Possible causes:          Weather          Money          Robbery          A nightmare hotel          Company          Illness</p>





<b>Level of language</b>	A2+ Multilevel
<b>Category – speaking/listening/reading/writing/vocabulary</b>	Speaking/Vocabulary
<b>Exercise Title</b>	ADJECTIVES
<b>Group size</b>	2-10
<b>Materials needed</b>	N/a
<b>Estimated duration</b>	About 15 minutes
<b>Instructions</b>	<p>Read the questions to the group and ask them to find answers or give them time to work individually and ask them to write down the answers.</p> <p>What is the opposite of generous? Do you know 2 other words for beautiful? What is the opposite of stupid? Do you know 2 other words for afraid? What is the opposite of dangerous? Do you know 2 other words for nice? What is the opposite of available? Do you know 2 other words for lovely?</p> <p>Ask your students to come up with meaningful sentences using the elicited words.</p> <p>You can also make a competitive game between groups: in a given time, how many words can they find? If they make a mistake, the other group gets a turn and can use the remaining time to name words.</p>
<b>Extra tips, options, or adaptations</b>	<p>You can demonstrate with the whole class first to make sure that everyone knows what they have to do.</p> <p>You can use it with verbs and nouns.</p> <p>You can also use more difficult vocabulary.</p> <p>Repeat to your senior students that they should not be afraid of making mistakes (adult learners are always afraid of that). Only SOMEBODY WHO DOES NOTHING MAKES NO MISTAKES. You can write that sentence on the board so students can always refer to that.</p>





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<b>Level of language</b>	B1+ Multilevel
<b>Category – speaking/listening/reading/writing/vocabulary</b>	Speaking
<b>Exercise Title</b>	THE STORIES OF PICTURES
<b>Group size</b>	2+
<b>Materials needed</b>	Selection of evocative images
<b>Estimated duration</b>	15 minutes
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Give each person one picture/photo.</li> <li>2. Ask each student to write a short story of five or six sentences about what seems to be happening in the picture.</li> <li>3. Make groups of the students and ask them to share their stories.</li> <li>4. Ask some students to read or tell their stories aloud to the class.</li> </ol>
<b>Extra tips, options, or adaptations</b>	<p>The stories could be bizarre and even without any sense. Ask students to use their imagination. You may also ask senior students to give answers without boundaries/ the more bizarre the better. Having fun with senior students increases their motivation and engagement.</p> <p>You can add some grammar: Appearances – He looks tired. She looks like a dancer. She looks as if she is going out. She seems to be ill.</p>



Self-sourced

<b>Level of language</b>	A2/B1
<b>Category – speaking/listening/reading/writing/vocabulary</b>	Vocabulary/Grammar
<b>Exercise Title</b>	PREDICT THE NEXT YEAR’S NEWSPAPER HEADLINES
<b>Group size</b>	Individual
<b>Materials needed</b>	A pen/pencil and a piece of paper
<b>Estimated duration</b>	15-30 minutes
<b>Instructions</b>	<p>Predict the next year’s newspaper headlines. Ask your students to project the next year starting from now: what can happen; what do they want; how do they imagine the next year; what may happen with the planet, climate, country, international politics, etc.; who will be the president of the USA? What about the pandemic situation?</p> <p>Ask them to write newspaper headlines and a few sentences and to present them to the rest of the group.</p> <p>This may help students to express and practice the future tenses and their imagination.</p>
<b>Extra tips, options, or adaptation</b>	<p>You can remind students about the future tenses and write some basic words that correspond to the future on the board.</p> <p>A special tip for senior students is to remind them of the headlines that were in newspapers 40 years ago. If they cannot do it during the lesson it could be perfect homework – a headline and a few sentences from the 50s or 60s.</p>





Self-sourced



<b>Level of language</b>	A2/B1
<b>Category – speaking/listening/reading/writing/vocabulary</b>	Speaking/Listening
<b>Exercise Title</b>	THREE WHYS
<b>Group size</b>	1+ (pairs or small groupings optional)
<b>Materials needed</b>	N/a
<b>Estimated duration</b>	15 minutes
<b>Instructions</b>	<p>Ask questions to chosen students and each time keep asking “why” three times. When a student answers the question, you ask why, and when a student answers that, respond with, ‘why’, and when they answer again, respond once more with, ‘why’. This could also be done in small groups or in pairs.</p> <p>The questions may be as follows:</p> <ol style="list-style-type: none"> <li>1. What would you do if you were the mayor of the city you live in?</li> <li>2. What would you do for seniors in this city?</li> <li>3. What would you build for seniors in this city?</li> <li>4. How would you make senior learners happier?</li> <li>5. What is the best way to draw people's attention to a book?</li> <li>6. Is a book club a good idea?</li> <li>7. How would you convince seniors to participate in lifelong learning?</li> </ol> <p>Ask ‘why’ in response to each answer.</p>
<b>Extra tips, options, or adaptation</b>	You may use the exercise as homework and ask students to write some sentences as a response to one of the aforementioned questions.

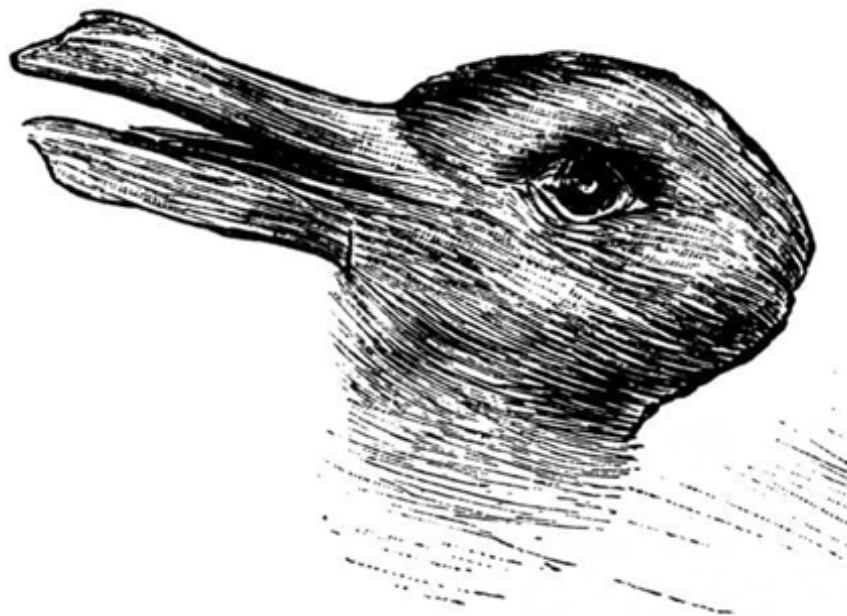


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<b>Level of language</b>	A1/B1
<b>Category – speaking/listening/reading/writing/vocabulary</b>	Speaking
<b>Exercise Title</b>	A LADY OR AN OLD MAN?
<b>Group size</b>	Group
<b>Materials needed</b>	no
<b>Estimated duration</b>	15 minutes
<b>Instructions</b>	<p>Search for 2 pictures in the cards, one with a duck or a rabbit and the other one with a lady or an old man. Show the pictures to the group and ask participants what they see when they look at the picture?</p> <p>Most people look at the picture and see only one thing – a lady or an old man. Ask participants who can see both. Ask participants how do they feel if they cannot see both frustrated, annoyed, stupid, curious, amused?</p>
<b>Extra tips, options, or adaptation</b>	<p>You may search for different examples of this type of picture and show them to the group, or the students can look for more examples on the web, to make the activity even more dynamic and digital. As a follow up you can ask your senior students to write as many words as possible that come to their minds when looking at those pictures. Give them 2 minutes for that and then ask them to read those words.</p> <p>Remember to regularly repeat new vocabulary and lexical content and to slow your teaching pace.</p>



**MEANING**  
Language education for seniors



<b>Level of language</b>	A2/B1
<b>Category – speaking/listening/reading/writing/vocabulary</b>	Speaking
<b>Exercise Title</b>	INTERVIEW
<b>Group size</b>	1+
<b>Materials needed</b>	N/a
<b>Estimated duration</b>	15 minutes
<b>Instructions</b>	<p>Here you find some questions that can be used as an icebreaker for your group of students. You may ask the same question to each student or a different question to each student. It depends on you.</p> <ol style="list-style-type: none"> <li>1. What is your happiest memory from this past year?</li> <li>2. What is the best part of being a senior/at your age?</li> <li>3. What makes you happy?</li> <li>4. What is your number one goal for this year?</li> <li>5. Name a thing that you do not have the courage to do.</li> <li>6. Describe yourself in just one word.</li> </ol>
<b>Extra tips, options, or adaptation</b>	<p>You can try to direct more age-related questions for a group of seniors, for example:</p> <ol style="list-style-type: none"> <li>1. What are the best meeting places for seniors in this city?</li> <li>2. What is the best physical activity for seniors?</li> <li>3. What book would you recommend to the group?</li> </ol>





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<b>Level of language</b>	A2/B1
<b>Category – speaking/listening/reading/writing/vocabulary</b>	Writing
<b>Exercise Title</b>	A LETTER TO YOURSELF/TO YOUR PAST SELF/ FUTURE SELF
<b>Group size</b>	Individual
<b>Materials needed</b>	Sheet of paper and a pen
<b>Estimated duration</b>	30 minutes
<b>Instructions</b>	<p>Ask your students to write a letter to their past selves. They should pick one moment in their lives and address a letter to a person from that moment. This could be in the workplace when they worked - perhaps they may want to advise themselves, perhaps they did not work to the standard at which they wished to work.</p> <p>Ask them some supporting questions or write them on the board.</p> <ol style="list-style-type: none"> <li>1. How would you have approached the past situation now?</li> <li>2. What would you like to write about yourself nowadays?</li> <li>3. Is there anything you could have done that would have been more advisable?</li> </ol>
<b>Extra tips, options, or adaptation</b>	<p>Additionally, you can think about how you can deal with future situations through this new perspective. You may ask your students to write a letter to their future self. It can be homework or an activity in the classroom.</p> <p>If they do not want to write about themselves, ask them to imagine a person from the past. They may not want to show or read the letter so you may only ask if they need a correction or if they want to show or read a letter.</p>



<b>Level of language</b>	A2/B1
<b>Category – speaking/listening/reading/writing/vocabulary</b>	Grammar/Speaking
<b>Exercise Title</b>	HAVE YOU EVER...?
<b>Group size</b>	1+
<b>Materials needed</b>	A board (whiteboard, blackboard, digital board, etc. for writing on)
<b>Estimated duration</b>	30 minutes
<b>Instructions</b>	<p>Ask your students some questions using present perfect. Try to use unexpected and interesting topics that are not known or used by them. Explain the meaning if needed.</p> <p>Ask them to answer these or similar questions:</p> <ul style="list-style-type: none"> <li>• Have you ever used Tiktok?</li> <li>• Have you ever participated in a Zoom meeting?</li> <li>• Have you ever been diving?</li> <li>• Have you ever eaten a mosquito?</li> </ul> <p>Ask them to construct one sentence each starting from “I have never ... before”. Write it on the board. Ask them to repeat it to the class. Ask them to ask one question each to the class. Ask them to write down that question and circulate and correct it.</p> <p>You could also prepare verb cards with an infinitive form of a verb, e.g., to eat. The students would then have to put the infinitive into the present perfect (e.g., to eat becomes have eaten). As the last step, students would have to form a question with the verb in the present perfect.</p>
<b>Extra tips, options, or adaptation</b>	<p>Write on the board these questions asking your students to circulate the class asking these questions and gathering answers. After 10 minutes stop the activity and ask them to write the most interesting answer to one question and ask them to read it to the class.</p> <ul style="list-style-type: none"> <li>• What have you eaten today?</li> <li>• What have you bought today?</li> <li>• What have you seen today?</li> </ul> <p>It is a good idea to repeat the activity to make it a habit. Adult students tend to have problems with the present perfect.</p>



Self-sourced



<b>Level of language</b>	A2+ Multilevel
<b>Category – speaking/listening/reading/writing/vocabulary</b>	Speaking
<b>Exercise Title</b>	USE THE PICTURES
<b>Group size</b>	2+
<b>Materials needed</b>	Printed or digital selection of images
<b>Estimated duration</b>	15 minutes
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Ask each person to choose one picture/photo that best represents how they feel today.</li> <li>2. Ask students to explain to the class why they chose that picture/photo.</li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li>3. Put the students in groups and ask them to tell it to the group.</li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li>4. Ask each person to choose one picture/photo that best represents themselves and then ask them to explain.</li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li>5. Ask each person to choose one picture/photo that best represents their goal for language learning and ask them to explain.</li> </ol>
<b>Extra tips, options, or adaptations</b>	You can also ask your students to group the pictures into categories; for example, nature, work, outside, inside, people, food, or any other category that they invent, and ask them for some explanations. Play with the images. Students could also write a text about their choice of picture in case they cannot yet speak spontaneously.



Self-sourced

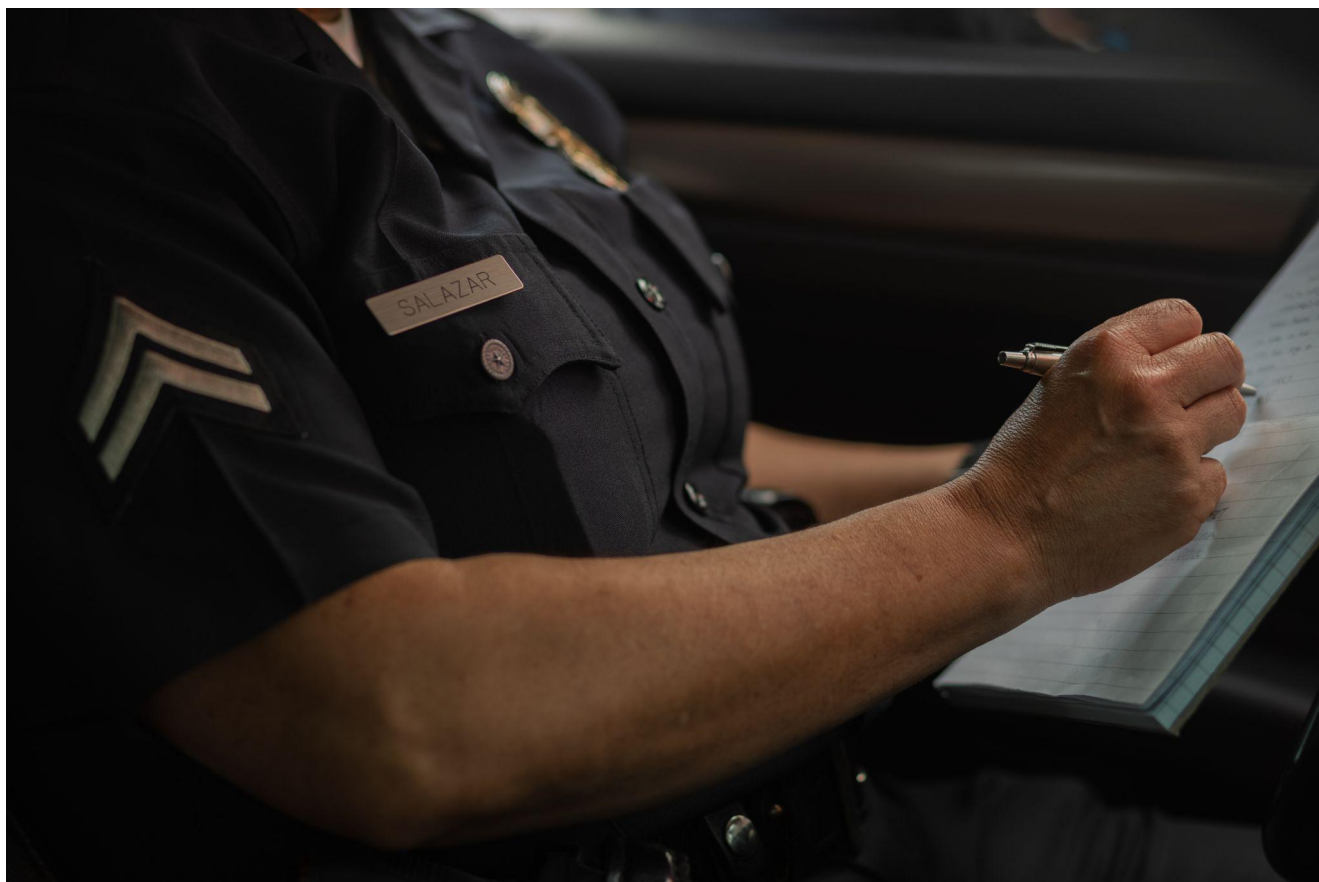
<b>Level of language</b>	B1+ Multilevel
<b>Category – speaking/listening/reading/writing/vocabulary</b>	Speaking
<b>Exercise Title</b>	PRONUNCIATION
<b>Group size</b>	1+
<b>Materials needed</b>	N/a
<b>Estimated duration</b>	15 minutes
<b>Instructions</b>	<p>This activity practices the ‘s’ and ‘z’ sounds. Ask your students to write down the sentences they hear. Read the following sentences. If they cannot hear the difference, read it again, until they begin to hear the difference.</p> <p>Could you advise me on my diet?  Giving advice doesn't always help.  He seems to be a bit fussy.  The picture is a bit fuzzy.  Take a sip.  Zip up your tent.  I watch the sunrise.  People eat a lot of rice.  I heard a bus/buzz.  When I think of him, I think of lies/lice.</p>
<b>Extra tips, options, or adaptations Checklist/...</b>	<p>For lower-tier students you may give some explanations on spelling and pronunciations. You can write some pairs of words that sound similar and explain the difference; for instance:</p> <p>Fussy      fuzzy  Rice        rise  Sip         zip  Bus         buzz</p>



Self-sourced

<b>Level of language</b>	A2/B1-B2
<b>Category – speaking/listening/reading/writing/vocabulary</b>	Speaking, listening, and writing
<b>Exercise Title</b>	THE ALIBI GAME
<b>Group size</b>	5-10
<b>Materials needed</b>	N/a
<b>Estimated duration</b>	45 minutes
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Introduce a scenario to the students.</li> <li>2. Tell the two chosen students that they committed a crime, but that they want to get away with it. They need to find a fake secret alibi that includes going to three different places, and how they travelled between them.</li> <li>3. Tell the rest of the students that they are to fulfil the role of the police. Only tell them that the suspects are making an alibi with three different places and that they were always together. They will have to try to guess the places the suspects might use in their alibi.</li> <li>4. After 10-15 minutes, divide the class into two groups: Police Team A and Police Team B. One of the police teams stays in the classroom and the other police team leaves the classroom. One suspect will remain in each room and from now on they can't talk to each other.</li> <li>5. Then, each police team has to ask questions to the suspect about their alibi.</li> <li>6. Ask the suspects to switch rooms, making sure they don't speak to each other.</li> <li>7. The police now ask the same questions to their new suspect.</li> <li>8. If the police find fewer than five differences in each suspects' alibi, then they have insufficient evidence and the suspects walk free; however, if they can find at least five, then the police have enough evidence to convict and thus win the game.</li> </ol>
<b>Extra tips, options or adaptations</b>	<p>The scenario that you introduce to the students can be:  <i>There was a crime committed in your neighbourhood last night and you think that two of your students did it! The idea is for those two students to try to get away with it, while the rest of the class play the police, and must try to prove that the two students committed the crime.</i></p> <p>This activity can also be implemented online on Zoom, in virtual rooms. You can organise the game by creating different rooms and communicating with the different groups (the suspects and the police) through private messages.</p>





<b>Level of language</b>	B1/B2
<b>Category – speaking/listening/reading/writing/vocabulary</b>	Speaking
<b>Exercise Title</b>	ALIEN VISITOR
<b>Group size</b>	5-10
<b>Materials needed</b>	N/a
<b>Estimated duration</b>	15 minutes
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Explain that you are an alien visitor to Earth and that you don't know anything about the students' planet. Basically you need the students to introduce you to the simplest of concepts, such as: <ul style="list-style-type: none"> <li>• <i>What is water?</i></li> <li>• <i>What is a car?</i></li> <li>• <i>Why do animals eat?</i></li> <li>• <i>How does sleeping work?</i></li> <li>• <i>What is a t-shirt and how do you use it?</i></li> </ul> </li> <li>2. Pick a student to explain one concept and allow them 2-4 minutes to give the summary.</li> <li>3. If some students struggle with things to say, you can inquire further into the last thing they've mentioned.  <i>For example:</i> <ul style="list-style-type: none"> <li>• <i>You eat food with a mouth.</i></li> <li>• <i>Mouth? What is a mouth?</i></li> </ul> </li> <li>4. Then, you, or the students themselves in smaller groups, move on to the next person/group and ask them about something else.</li> </ol>
<b>Extra tips, options or adaptations</b>	<p>The good thing about this is that the questions that can be asked are boundless and the more familiar the subject the better.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"> <li>• <i>Everyone knows what a car is, so how do you explain it to someone who doesn't?</i></li> </ul>



<b>Level of language</b>	A2+
<b>Category – speaking/listening/reading/writing/vocabulary</b>	Speaking
<b>Exercise Title</b>	BEAN BAG TOSS
<b>Group size</b>	Class activity
<b>Materials needed</b>	A bean bag or small ball for throwing and catching
<b>Estimated duration</b>	30 minutes
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Gather the students in a circle.</li> <li>2. Starting with yourself, holding the beanbag/small ball, introduce yourself and tell a little of your background.</li> <li>3. Once you have said your piece, pick someone, and throw them the bag. They then reveal some information about themselves, before once more passing the bean bag on.</li> <li>4. Try to use vocabulary related to the target e.g., 'I have been to France but I've never been to Italy.'</li> <li>5. Students can practice asking questions and then tossing the object to the intended recipient, who will answer.</li> </ol>
<b>Extra tips, options or adaptations</b>	<p>Make sure the same person does not go more than once.</p> <p>The class can be broken down into smaller groups if needed.</p>



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<b>Level of language</b>	B1/B2/C1 Multilevels
<b>Category – speaking/listening/reading/writing/vocabulary</b>	speaking and listening
<b>Exercise Title</b>	BEAUTIFUL THINGS
<b>Group size</b>	2-3
<b>Materials needed</b>	none
<b>Estimated duration</b>	10 – 15 minutes
<b>Instructions</b>	<p>This exercise is ideal to get students started at the beginning of a lesson:</p> <p>Ask them to get together with one or two other people. They now take turns telling their partners about one beautiful thing they saw/felt/heard/experienced today or on the previous day. It can be anything from a song they liked to the weather, to a nice cup of tea, to a conversation with a loved person, anything really that brought them joy and that they considered beautiful. The other students listen and can then ask one or two questions each. Then the next person takes their turn.</p>
<b>Extra tips, options or adaptations</b>	<p>Especially for students of lower levels, you can provide chunks or sentences that will help the students express themselves: Yesterday, I saw/heard/met/spoke to ...; I liked/enjoyed it because ...; It reminded me of ...; etc.</p> <p>If your students are shy, you can also ask them to prepare a text and then read the text to their partners.</p>



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<b>Level of language</b>	B1/B2 Multilevel
<b>Category – speaking/listening/reading/writing/vocabulary</b>	Speaking
<b>Exercise Title</b>	BEEN THERE, DONE THAT
<b>Group size</b>	10 students
<b>Materials needed</b>	N/A
<b>Estimated duration</b>	7-10 mins
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Using a gap-fill on the board, elicit from students the phrase <i>Have you ever been to..?</i></li> <li>2. Practice Yes/No responses. In the case of Yes, elicit follow up questions for details. This is the switch from Present Perfect to Past Simple.</li> <li>3. Write on the board <i>Visit/Great Wall of China</i>.</li> <li>4. In pairs students have to convert this into a <i>have-you-ever</i> question then use follow up questions <i>Why did you...? What was the weather like...?</i> etc.</li> </ol>
<b>Extra tips, options or adaptations</b>	You can use lots of other prompts like <i>eat/octopus, win/money, see/a ghost, lost/something important, be late for/important event</i>



<http://bhoneyball-ipad.blogspot.com/2013/10/category-icon-designs.html>

<b>Level of language</b>	B1+
<b>Category – speaking/listening/reading/writing/vocabulary</b>	Writing
<b>Exercise Title</b>	BREAKING NEWS
<b>Group size</b>	1-2
<b>Materials needed</b>	Paper
<b>Estimated duration</b>	45 minutes
<b>Instructions</b>	<p>Breaking News! The government has just made an announcement that everyone can now travel into space. Each student must write a report for a newspaper about this news. They should come up with a catchy headline and write a story for the readers. Pre-teach relevant vocabulary. You can help with hints such as “Which conditions must space travellers meet?”, “For how long can space travellers stay in space?”</p>
<b>Extra tips, options or adaptations</b>	<p>If the students struggle to write about it, encourage them to think about the pros and cons of this and why it may or may not be such a good thing.</p>





[https://www.google.co.uk/url?sa=i&url=https%3A%2F%2Fwww.istockphoto.com%2Fphotos%2Fspace&psig=AOvVaw3x8rJvdDWJLiIDUK6Yo6MK&ust=1638877179385000&source=images&cd=vfe&ved=0CAsQjRxqFwoTCPiAtbOLz\\_QCFQAAAAAdAAAAABAS](https://www.google.co.uk/url?sa=i&url=https%3A%2F%2Fwww.istockphoto.com%2Fphotos%2Fspace&psig=AOvVaw3x8rJvdDWJLiIDUK6Yo6MK&ust=1638877179385000&source=images&cd=vfe&ved=0CAsQjRxqFwoTCPiAtbOLz_QCFQAAAAAdAAAAABAS)

<b>Level of language</b>	B1+
<b>Category – speaking/listening/reading/writing/vocabulary</b>	Speaking and writing
<b>Exercise Title</b>	BUSINESS LOAN
<b>Group size</b>	2-4
<b>Materials needed</b>	Paper
<b>Estimated duration</b>	30 minutes
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Instruct the students to come up with a business idea. They can be as creative as they like.</li> <li>2. Group the students and then instruct them to sell their idea to their partner(s) as if they were pitching for a business loan. This should include aspects like retail, or wholesale price, or cost of production.</li> <li>3. Instruct the learner(s) to carefully consider whether they would invest the money into this business and why.</li> </ol>
<b>Extra tips, options or adaptations</b>	Once they have finished in their group, they can then rotate groups to see if they could sell their ideas to others. Some business ideas to help prompt the students could be a new app, a training course, a travel device, a domestic appliance, etc.



[Building Finance Bank - Free image on Pixabay](#)

<b>Level of language</b>	A1/A2/B1/B2/ Multilevels
<b>Category – speaking/listening/reading/writing/vocabulary</b>	vocabulary
<b>Exercise Title</b>	CATEGORIES
<b>Group size</b>	1 - 4
<b>Materials needed</b>	paper and pens
<b>Estimated duration</b>	10 – 30 minutes depending on how many rounds you want to play
<b>Instructions</b>	<p>Make a chart with categories. To illustrate, you can write the chart on the board. Categories are:</p> <ul style="list-style-type: none"> <li>- city</li> <li>- country</li> <li>- job</li> <li>- [let your students choose this category, e.g. food, hobby, animal, celebrity, ...]</li> <li>- verb</li> <li>- sentence</li> </ul> <p>Hand out paper and pens to your students. In their groups, students now have to find a word for each category beginning with a chosen letter. The first group to finish shouts STOP and then the other groups have to stop writing, too. The winner is the group with the highest number of correct words. The winner gets to choose the next letter.</p> <p>Example: the chosen letter is N.</p> <ul style="list-style-type: none"> <li>- city: Naples</li> <li>- country: Nepal</li> <li>- job: Nurse</li> <li>- food: Nachos</li> <li>- verb: to nap</li> <li>- sentence: Andrei naps in the afternoon.</li> </ul>



picture by: [GOCMEN](#) | Stock-Fotografie-ID:1263395015 | 3. August 2020



<b>Level of language</b>	from A2
<b>Category – speaking/listening/reading/writing/vocabulary</b>	speaking
<b>Exercise Title</b>	CHILDHOOD MEMORIES
<b>Group size</b>	in pairs
<b>Materials needed</b>	a list of questions, something to write
<b>Estimated duration</b>	10 minutes (depending on complexity of questions)
<b>Instructions</b>	<p>With this exercise, students will interview each other about their favourite childhood memories.</p> <ol style="list-style-type: none"> <li>1) Prepare a list of questions at home. e.g. What was your favourite game as a child?, Who was your best friend as a child?, What did your home look like as a child?, Did you have a pet as a child?</li> <li>2) Present these questions to your students and make sure all new vocab is well understood.</li> <li>3) Make two or three examples in class by asking students a question or asking them to ask you.</li> <li>4) When all students have understood the exercise, hand out the list of questions to all students. Organise them in pairs and ask them to interview each other.</li> </ol>
<b>Extra tips, options or adaptations</b>	<p>You can also ask your students to add more questions. The exercise is ideal to practise the simple past. The exercise can easily be adapted to more advanced levels by making the questions more complex and asking for more detailed answers. You can also ask your students in advanced groups to use the expression “used to” to talk about the past. Students can also write a text about their favourite childhood memory.</p> <p>You can also ask your students to bring some pictures from their childhood and to show them to each other, describing the situation in which the picture was taken.</p>



picture by: [vgabusi](#) | Stock-Fotografie-ID:153079734 | uploaded on: 9. September 2012

<b>Level of language</b>	Multilevel
<b>Category – speaking/listening/reading/writing/vocabulary</b>	Speaking Vocabulary
<b>Exercise Title</b>	DON'T FORGET THE...
<b>Group size</b>	5-15
<b>Materials needed</b>	N/a
<b>Estimated duration</b>	10 minutes
<b>Instructions</b>	<p>Explain that the group has to go shopping, but first they have to make a list of things not to forget.</p> <p>The participants stand in a circle. The first person starts the list by saying 'I am going to the shop and I need to buy ...' (apples, for instance). The next person has to add something to the list and remember what the other person had to buy. For example, 'I am going to the shop, and I need to buy apples <i>and</i> bread'. Continue and see how long it takes before someone forgets one of the items.</p>
<b>Extra tips, options or adaptations</b>	You can write new vocabulary on a board if the participants ask for it.



<b>Level of language</b>	B1/B2/C1 Multilevel
<b>Category – speaking/listening/reading/writing/vocabulary</b>	Speaking
<b>Exercise Title</b>	EU STATUES
<b>Group size</b>	2-12
<b>Materials needed</b>	Paper
<b>Estimated duration</b>	30 minutes
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Tell the students that the EU has decided to erect statues outside its main building in Brussels. It will erect three such statues that represent three famous people from each country.</li> <li>2. Individually, students make a list of the three people that they think represent their country best. These can be from the world of sport, science, music, etc.</li> <li>3. In pairs, students compare their lists and try to negotiate to find a consensus.</li> <li>4. Once they have decided on three, tell them the EU has just decided to make it only one person, not three. Give the students more time to decide who would best represent their country.</li> </ol>
<b>Extra tips, options or adaptations</b>	Once the students have finished this in pairs, the debate can be widened to the rest of the class.





<https://www.suu.edu/blog/2017/10/who-is-marie-curie.html>



**MEANING**  
Language education for seniors

<b>Level of language</b>	B2+ Multilevel
<b>Category – speaking/listening/ reading/writing/vocabulary</b>	Writing (creative writing)
<b>Exercise Title</b>	GIF US A STORY
<b>Group size</b>	Individual activity
<b>Materials needed</b>	One mobile phone (the teacher's is fine)
<b>Estimated duration</b>	20 mins
<b>Instructions</b>	<ol style="list-style-type: none"><li>1. Revise the narrative tenses.</li><li>2. Show each student a collection of 3 GIFS.</li><li>3. Elicit any information from the GIF. Ask what is happening or what might have happened and name any emotions involved.</li><li>4. Students will try to make the 3 GIF elements into a story starting with <i>One day...</i></li><li>5. Encourage students to use a range of narrative tenses.</li></ol> <p>The idea is to open up students' imagination and utilise a wide-range of vocabulary in their writing.</p>
<b>Extra tips, options or adaptations</b>	As well as GIFS, you can use other emoticons from applications like Whatsapp, Slack and Skype.



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<https://www.storycubes.com/en/>

<b>Level of language</b>	Multilevel
<b>Category – speaking/listening/reading/writing/vocabulary</b>	Grammar
<b>Exercise Title</b>	GRAMMAR AUCTION
<b>Group size</b>	6-10
<b>Materials needed</b>	A whiteboard and marker
<b>Estimated duration</b>	30 minutes
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Prepare the activity by writing on the board a number of sentences either right or wrong, focusing on the chosen grammar elements.</li> <li>2. Ask the students to work in pairs and decide which sentences they are going to bid for. They have 1000€ to spend so they should try to buy only the correct sentences!</li> <li>3. Conduct the auction, asking for bids on each sentence and selling to the highest bidder. The students have to make sure that they don't overspend.</li> <li>4. After all the sentences are sold, ask the students to vote which of the sentences are correct before confirming the answers.</li> <li>5. The pair who managed to buy the most correct sentences wins the game.</li> </ol> <p>The idea is to review the common errors at the end of the auction and assess what students did well. This allows to check progress but disguised as a game.</p>
<b>Extra tips, options or adaptations</b>	<p>Examples of the sentences to write on the board are:</p> <ul style="list-style-type: none"> <li>• <i>Has John and Mary got a dog?</i></li> <li>• <i>Carmen hasn't never been in Italy.</i></li> <li>• <i>How long are you studying English?</i></li> <li>• <i>I haven't seen my cousin since a long time.</i></li> <li>• <i>I've been to the museum yesterday.</i></li> <li>• <i>When were you born?</i></li> <li>• <i>I've been born in 1982.</i></li> </ul> <p>For many classes, showing a short clip of a real auction first helps to set the tone, and then allowing students to bid using sweets or candy is an excellent way to get them feeling enthusiastic.</p>





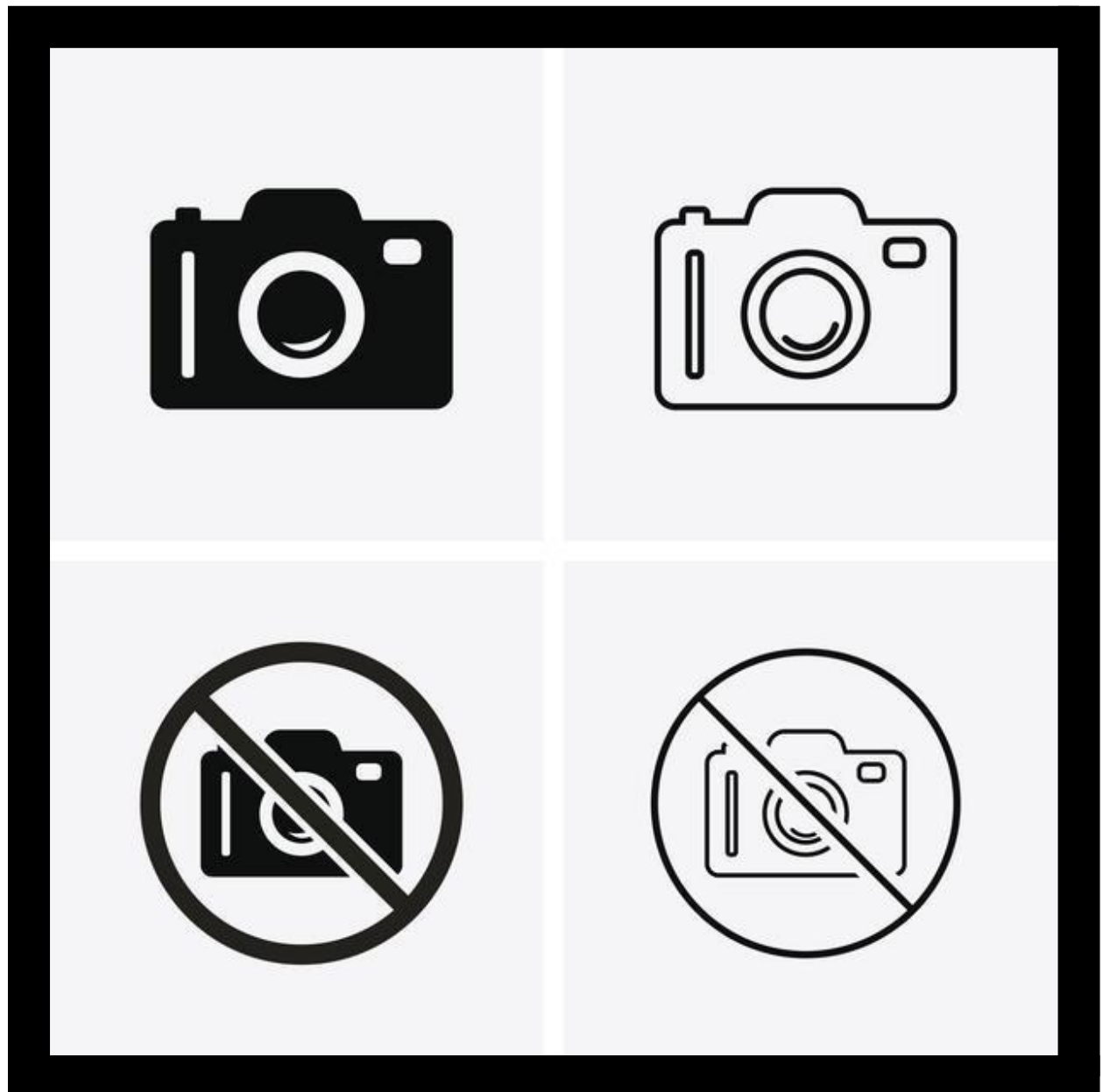
<b>Level of language</b>	B1-B2/C1-C2
<b>Category – speaking/listening/reading/writing/vocabulary</b>	Vocabulary
<b>Exercise Title</b>	HEADS UP!
<b>Group size</b>	5-10
<b>Materials needed</b>	<p>A tablet Heads Up application on the tablet</p> 
<b>Estimated duration</b>	15 minutes
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Show the video 'Harrison Ford Plays Heads Up! with Ellen' starting from minute 0:24 and explain the game: <a href="https://www.youtube.com/watch?v=IxcGcEzQmsk">https://www.youtube.com/watch?v=IxcGcEzQmsk</a> </li> <li>2. Then, divide the students into two teams.</li> <li>3. Show the words that are displayed on the 'Heads Up' App to one member of one team, while they hide it from the other team members. The student has to explain to their team what the word displayed on the screen means. The team will have to guess the word. Then, the other team continues in the same way.</li> <li>4. The team that guesses correctly the highest number of words wins the game.</li> </ol>
<b>Extra tips, options or adaptations</b>	This game can also be played non competitively, without points.



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<b>Level of language</b>	A2/B1 Multilevels
<b>Category – speaking/listening/reading/writing/vocabulary</b>	listening
<b>Exercise Title</b>	HIDE YOUR CAMERA
<b>Group size</b>	the whole class
<b>Materials needed</b>	a webcam, a post-it
<b>Estimated duration</b>	5 – 10 minutes
<b>Instructions</b>	<p>This exercise is designed for online lessons. Prepare some statements like “I like coffee”, “I have children” or “I’m wearing red socks today” (depending on the level, it can be any number, e.g. 5 for A2 and 10 for B1). The higher the level, the more linguistically advanced the statements can be.</p> <p>Explain the exercise to your students: Ask your students to sit in a circle and close their eyes. You will then read a statement and everyone for whom this statement is true, will open their eyes. This way, they will see who else agrees to the statement. Ask the students who opened their eyes to give a follow-up statement, e.g. “The red socks match my shoes”. Then you ask your students to close their eyes again and read the next statement.</p>
<b>Extra tips, options or adaptations</b>	<p>This exercise also works for online lessons: Everyone will put their post-it over their camera lens. You will then read a statement and everyone for whom this statement is true, will remove their post-it. This way, they will see who else agrees to the statement. Then you ask your students to cover their cameras again and read the next statement.</p>



<b>Level of language</b>	B1
<b>Category – speaking/listening/reading/writing/vocabulary</b>	Speaking
<b>Exercise Title</b>	I WENT TO THE SHOP
<b>Group size</b>	2+
<b>Materials needed</b>	N/A
<b>Estimated duration</b>	10-20 minutes
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Split the class into pairs.</li> <li>2. Give Student A a list of 10 items to buy from Student B's shop.</li> <li>3. Student A cannot say the name of the item, only describe it eg. <i>It's made of, it looks like, it's something for..</i> etc.</li> <li>4. Student B can ask questions and decide whether that item is in stock or not.</li> </ol>
<b>Extra tips, options or adaptations</b>	This works better if you set up the students on opposite sides of a desk to imitate a more realistic scenario of a shop. Encourage acting and improvisation. Be ready to input some problems like broken items, similar-but-not-identical items.






<https://unsplash.com/s/photos/supermarket>

<b>Level of language</b>	A2/B1/B2 Multilevels
<b>Category – speaking/listening/reading/writing/vocabulary</b>	Speaking, vocabulary
<b>Exercise Title</b>	IF I WERE FAMOUS
<b>Group size</b>	1+
<b>Materials needed</b>	Selection of pictures of celebrities/famous people, list of useful vocabulary (as outlined below).
<b>Estimated duration</b>	15-25 Minutes
<b>Instructions</b>	<p>Discussion activity:</p> <p>Show a picture to the students and ask them about it:</p> <ul style="list-style-type: none"> <li>• Do you recognise these people?</li> <li>• What do you know about them? Do you like them?</li> <li>• Which famous person do you like best?</li> <li>• Would you like to be famous?</li> <li>• Who is your role model?</li> <li>• Who is the most famous person from your country?</li> <li>• If you were a celebrity, what would you like to be famous for?</li> <li>• What kind of work would you do if you were famous?</li> <li>• Would you like to be famous all over the world? Why?</li> </ul> <p>You can help students by providing varied vocabulary, e.g.:</p> <ul style="list-style-type: none"> <li>• Synonyms of the word 'famous';</li> <li>• Words to describe people, their jobs, situations, etc.</li> </ul>
<b>Extra tips, options or adaptations</b>	<p>Conversation starters:</p> <p>Only art and science can raise men to the level of gods. - Ludwig van Beethoven</p> <p>Always remember that you are absolutely unique. Just like everyone else. - Margaret Mead</p> <p>Life is what happens when you're busy making other plans. - John Lennon</p> <p>I've always been famous, it's just no one knew it yet. - Lady Gaga</p> <p>In three words I can sum up everything I've learned about life: it goes on. - Robert Frost</p>



picture by [#Designecologist](#) | uploaded: 8 December 2021

<b>Level of language</b>	B1/B2 Multilevels
<b>Category – speaking/listening/reading/writing/vocabulary</b>	Speaking, vocabulary
<b>Exercise Title</b>	ART CRITIC
<b>Group size</b>	1+
<b>Materials needed</b>	 <p>Select pictures from the website, read the descriptions, and collect useful words.</p>
<b>Estimated duration</b>	15-25 minutes
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Show the selected pictures to the students, before asking them questions, e.g.: <ul style="list-style-type: none"> <li>• What do you know about this picture?</li> <li>• What do you see in the picture?</li> <li>• Can you identify any symbolism ?</li> <li>• What colours are used?</li> <li>• What do you like the most about this picture?</li> <li>• Do you like this picture? Why?</li> </ul> </li> <li>2. Compare the official description (from the website), to what students put forward.</li> </ol>
<b>Extra tips, options or adaptations</b>	Devise vocabulary appropriate for describing art (abstract, remarkable, realistic, portrait, collection, visualisation, focus, draw, impassioned, unoriginal, uninspired, uninteresting, Medieval, Modernist, deeply infused with, the canvas tells a story of, etc.).





Title: The Bedroom | Creator: [Vincent van Gogh](#) | Date Created: October 1888 | uploaded: 29. December 2021



<b>Level of language</b>	B1/B2 Multilevel
<b>Category – speaking/listening/reading/writing/vocabulary</b>	listening, reading, vocabulary
<b>Exercise Title</b>	LEARN ENGLISH WITH FILMS
<b>Group size</b>	1+
<b>Materials needed</b>	<ul style="list-style-type: none"> <li>• Computer with projector;</li> <li>• A short online film for English learning. (For example: in Youtube, search, learn/practice English from films (lesson #2) title: The Lord of the Rings’.)</li> </ul>
<b>Estimated duration</b>	15-25 minutes
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Watch a film in class, with subtitled viewing</li> <li>2. Identify keywords, especially words with which students are less likely to be familiar</li> <li>3. Explore more complex words, sentence structures, monologues, etc. with the class</li> <li>4. Ask your students to form sentences using at least one new word per sentence.</li> </ol>
<b>Extra tips, options or adaptations Checklist/...</b>	<p>Here are some words which can help students describe and engage with the films:</p> <p>Adjectives: intelligent, artistic, grand</p> <p>Nouns: frame, narrative, humour</p> <p>Verbs: explore, express, fascinate</p> <p>Genres: action, adventure, animated</p> <p>Phrases: the film makes you feel, the film is a metaphor for</p>



picture by [cottonbro](#) | uploaded: 21 December 2021

<https://www.pexels.com/photo/grayscale-photo-of-person-holding-camera-3692638/>

<b>Level of language</b>	B1/B2
<b>Category – speaking/listening/reading/writing/vocabulary</b>	Speaking/vocabulary
<b>Exercise Title</b>	A DAY IN THE LIFE OF A PET
<b>Group size</b>	1+
<b>Materials needed</b>	Selection of relevant images and vocabulary, including typical pet activities, pet descriptions, etc.
<b>Estimated duration</b>	15-25 minutes
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Initiate the activity by asking around the class: <ul style="list-style-type: none"> <li>• Do you have a pet? What is it?</li> <li>• Do you understand your pet well?</li> <li>• Do you often watch what your pet is doing?</li> </ul> </li> <li>2. Ask students to consider the following: Let's imagine that one of you is your pet. Describe your daily schedule. <ul style="list-style-type: none"> <li>• What do you like/hate?</li> <li>• What are your thoughts?</li> <li>• What do you think of your owner?</li> </ul> </li> <li>3. Write possible answers on the board and demonstrate to students the correct English form.</li> </ol>
<b>Extra tips, options or adaptations</b>	<p>Adjectives: active, calm, crazy, cute, playful, smart</p> <p>Nouns: tail, sweetheart, puppy, collar</p> <p>Verbs: adopt, adore, hear, heel</p> <p>Phrases: a cheerful/sunny/joyful disposition, good with kids, best in a show.</p>







picture by [Dominika Roseclay](#) | uploaded:10. December 2021

<b>Level of language</b>	B1 Multilevel
<b>Category – speaking/listening/reading/writing/vocabulary</b>	Speaking/vocabulary
<b>Exercise Title</b>	GUESS THE PLACE
<b>Group size</b>	1+
<b>Materials needed</b>	Selection of interesting places, including images, descriptions, etc.
<b>Estimated duration</b>	15-25 minutes
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Tell your students to sit around and discuss in small groups places worth seeing. <ul style="list-style-type: none"> <li>• Do you like to travel?</li> <li>• Do you like active or passive travelling?</li> <li>• Which countries would you like to visit?</li> </ul> </li> <li>2. Identify the place. Show pictures of interesting places. Students guess what and where the places are. <ul style="list-style-type: none"> <li>• Would you like to visit this place? Why?</li> </ul> </li> </ol>
<b>Extra tips, options or adaptations</b>	<p>Explore the world with Google Maps.</p> <p>An adaptation for this activity could be to ask students to create a travel brochure in English for their favourite places.</p>





Picture by [Element5 Digital](#) | uploaded: 15. April 2022

<b>Level of language</b>	A1/A2/B1 Multilevels
<b>Category – speaking/listening/reading/writing/vocabulary</b>	Reading/listening/vocabulary
<b>Exercise Title</b>	KARAOKE - LET'S SING TOGETHER
<b>Group size</b>	1+
<b>Estimated duration</b>	15-25 minutes
<b>Instructions</b>	<ul style="list-style-type: none"> <li>• Listen to a song, encourage singing along.</li> <li>• Questions for discussion: What is the song about? What are the most unknown words?</li> <li>• Take note of any unknown words.</li> </ul>
<b>Extra tips, options or adaptations</b>	<p>1. The Beatles "Yesterday"</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <span>Original</span> <span>Karaoke Version</span> </div> <p>2. The Beatles "Let it be"</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <span>Original</span> <span>Karaoke Version</span> </div>



picture by [cottonbro](#) | uploaded: 4. April 2022

<b>Level of language</b>	A2/B1 Multilevel
<b>Category – speaking/listening/reading/writing/vocabulary</b>	Speaking/vocabulary
<b>Exercise Title</b>	FUNNY IDIOMS
<b>Group size</b>	1+
<b>Materials needed</b>	N/a
<b>Estimated duration</b>	15-25 minutes
<b>Instructions</b>	<ul style="list-style-type: none"> <li>• Present funny idioms and explain their meaning.</li> <li>• Ask students about funny idioms and expressions they know in their own languages and ask them to explain them in English.</li> </ul>
<b>Extra tips, options or adaptations</b>	<ol style="list-style-type: none"> <li>1. Cool as a cucumber Meaning: calm and composed, especially in stressful situations</li> <li>2. Hold your horses Meaning: wait a minute; be patient</li> <li>3. Kick the bucket Meaning: to die</li> <li>4. Blue in the face Meaning: exhausted from great, generally futile, effort</li> <li>5. Head in the clouds Meaning: oblivious or having unrealistic ideas</li> <li>6. Dead as a doormat Meaning: to be completely devoid of life</li> <li>7. Piece of cake Meaning: very easy to do or accomplish</li> <li>8. Out of the blue Meaning: randomly or unexpectedly</li> <li>9. Raining cats and dogs Meaning: raining extremely heavily</li> <li>10. Cat got your tongue Meaning: unable to speak or think of something to say.</li> </ol>



**MEANING**  
Language education for seniors

“EVEN A BLIND SQUIRREL  
FINDS A NUT ONCE IN A WHILE.”


picture by [islandworks](#) | uploaded: 14. April 2022

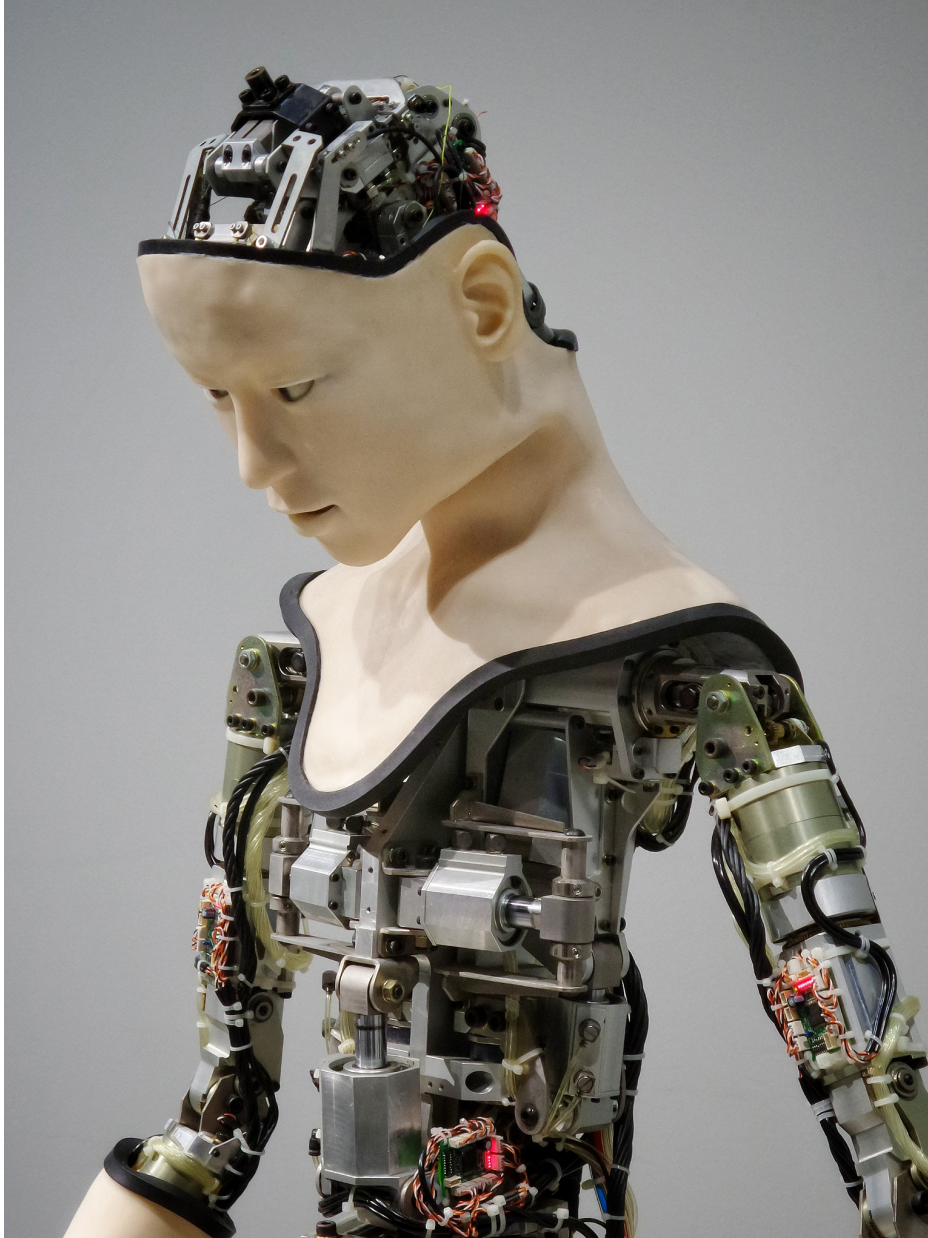


<b>Level of language</b>	A2/B1/B2 Multilevel
<b>Category – speaking/listening/reading/writing/vocabulary</b>	Speaking, vocabulary
<b>Exercise Title</b>	DESCRIBE THE PERSON NEXT TO YOU
<b>Group size</b>	2+
<b>Materials needed</b>	Vocabulary list including words for describing people: appearance, clothing, temperament, etc.
<b>Estimated duration</b>	10-15 minutes
<b>Instructions</b>	<p>Ask your students to try to describe the appearance of another student in as much detail as possible: their clothing, attitude, appearance, etc.</p> <p>Additionally, they can describe body language and gestures.</p>
<b>Extra tips, options or adaptations</b>	<p>Extra tips:</p> <ul style="list-style-type: none"> <li>Ask your students to start (and end) the description with a compliment.</li> <li>Tell them to imagine that they are alerting the police about a missing person, and need to describe them in as much detail as possible.</li> </ul> <p>Descriptions can include:</p> <p>They are wearing...</p> <p>They look as if they are...</p> <p>They are not very tall.</p> <p>Their hair is almost white.</p> <p><u>Relevant vocabulary</u></p> <p>General appearance: beautiful, pretty, elegant, funny, cute, handsome, gorgeous, ugly, attractive</p> <p>Age: young, middle-aged, old</p> <p>Build: well-built, plump, thin, fat, slim</p> <p>Eyes: blue, brown, small, big, round, oval, wide, narrow, deep-set</p> <p>Face: round, oval, square, long</p> <p>Hair colour, length, style, and appearance: shaved, short, long, shoulder-length, straight, curly, wavy, afro, ponytail, dreadlocks, bun, messy, thinning, frizzy, glossy, clean, auburn, bob</p> <p>Types of character traits: honest; brave, leader, hard-working, selfish, responsible</p>




Picture by [johnhain](#) | uploaded: 15 April 2022

<b>Level of language</b>	B1/B2 Multilevel
<b>Category – speaking/listening/reading/writing/vocabulary</b>	Reading, speaking, vocabulary
<b>Exercise Title</b>	TECHNOLOGIES AND INVENTIONS
<b>Group size</b>	2+
<b>Materials needed</b>	Cards with photos of new inventions
<b>Estimated duration</b>	15-30 minutes
<b>Instructions</b>	<p>Look at the photos of inventions. Let the students discuss what they think they are; how they work; how useful they are. Then read the descriptions/watch videos (scan the QR code) Do they have the same opinions about these devices? Which ones would they like to buy? If they had no restrictions, what would they want to create next? Would they be interested in buying any of these gadgets?</p> 
<b>Extra tips, options or adaptations</b>	<p>Tell your students to use some of the following expressions: Without it, we wouldn't be able to... It's become totally outdated. We couldn't manage without it. I think we could get by without it. It used to be considered..., but now...</p>



picture by [Possessed Photography](#) | uploaded: 17. January 2022

<b>Level of language</b>	A2/B1/B2 Multilevel
<b>Category – speaking/listening/reading/writing/vocabulary</b>	Speaking, vocabulary
<b>Exercise Title</b>	OFFER A SHOW FOR CIRCUS DIRECTOR!
<b>Group size</b>	2+
<b>Materials needed</b>	Any device to write in. Big format paper. Internet.
<b>Estimated duration</b>	15-25 minutes
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Association task: <ul style="list-style-type: none"> <li>• To begin with, each student separately writes down three words associated with circuses.</li> <li>• Proceed to write these words on a board in front of the class, asking students to justify the connection to circuses.</li> </ul> </li> <li>2. Discussion task: <ul style="list-style-type: none"> <li>• Participants discuss what emotions the circus causes them; what they like/dislike most, and why.</li> </ul> </li> <li>3. Guess the meaning: <ul style="list-style-type: none"> <li>• What do you think the term ‘coulrophobia’ means? Discuss coulrophobia and explore other fears/phobias.</li> </ul> </li> </ol>
<b>Extra tips, options or adaptations</b>	<p>Checklist: entertainment; performers; stunts; acrobats; clowns; trained animals; trapeze acts; musicians; hoopers; tightrope walkers.</p> 





picture by Ala Volkova | uploaded: 4. March 2022

<b>Level of language</b>	A2/B1/B2 Multilevel
<b>Category – speaking/listening/reading/writing/vocabulary</b>	Vocabulary
<b>Exercise Title</b>	STRANGEST SPORTS IN THE WORLD
<b>Group size</b>	2-10
<b>Materials needed</b>	Cards with the name of peculiar sports and images depicting them (on paper or digitally)
<b>Estimated duration</b>	10-20 minutes
<b>Instructions</b>	<p>Several activities can be devised from these resources:</p> <ol style="list-style-type: none"> <li>1. Provide sports titles and pictures. The task is to link together which sports go with which pictures. Ask students if they have heard of such sports previously - what do they already know? What sports would they like to try? Can they guess the origins of any of the sports presented?</li> <li>2. From the names of sports, tell your students to guess what the activity is like, and how competition is thus derived.</li> <li>3. Given the opportunity, what sports would the students choose to implement - they can be as silly or as serious as the individual sees fit.</li> </ol>
<b>Extra tips, options or adaptations</b>	Strange sports examples: parkour, wife carrying, extreme ironing, cheese rolling, chess boxing, pillow fighting, dog surfing, giant pumpkin kayaking, quidditch, cycleball.



<b>Level of language</b>	A1/A2/B1/B2 Multilevel
<b>Category – speaking/listening/reading/writing/vocabulary</b>	Speaking, vocabulary
<b>Exercise Title</b>	DRAW A FANTASTIC ANIMAL
<b>Group size</b>	1+
<b>Materials needed</b>	Drawing materials for each participant
<b>Estimated duration</b>	15-30 minutes
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Ask your students to draw a fantastic animal. Then, they should describe the animal by listing its body parts and peculiarities.</li> <li>2. Ask your students to describe any unique skills this animal may possess.</li> <li>3. Tell your students to talk more about their creature: <ul style="list-style-type: none"> <li>• What does its call sound like; where does it live (land, air, water, dungeon, etc.); weight; colour; what it can do; what it likes/dislikes.</li> </ul> </li> <li>4. The other students are asked to guess the animal from its description.</li> </ol>
<b>Extra tips, options or adaptations</b>	<ul style="list-style-type: none"> <li>• Body parts: paws, legs, arms, wings, tail, fur, feathers, skin, scales, teeth, fangs, fins, eyelashes, ears, shell, egg, nails, bones, suckers</li> <li>• Mode of movement: goes, runs, crawls, creeps, climbs, crawls, flies, glides, hangs, swims, dives, passes underground, crawls</li> <li>• Skills: invincible, does not breathe, invisible, transparent</li> <li>• Guess the animal from its description: <ul style="list-style-type: none"> <li>○ Has 3 hearts, 9 brains, is boneless, can squeeze into (and out of) tight spaces, has blue blood, produces ink - octopus</li> <li>○ Fastest recorded animal ever (about 389 kilometres per hour), beats its wings up to four times a second without getting fatigued, vision is eight times better than humans, has a sharp tooth at the end of its beak - falcon.</li> </ul> </li> </ul>

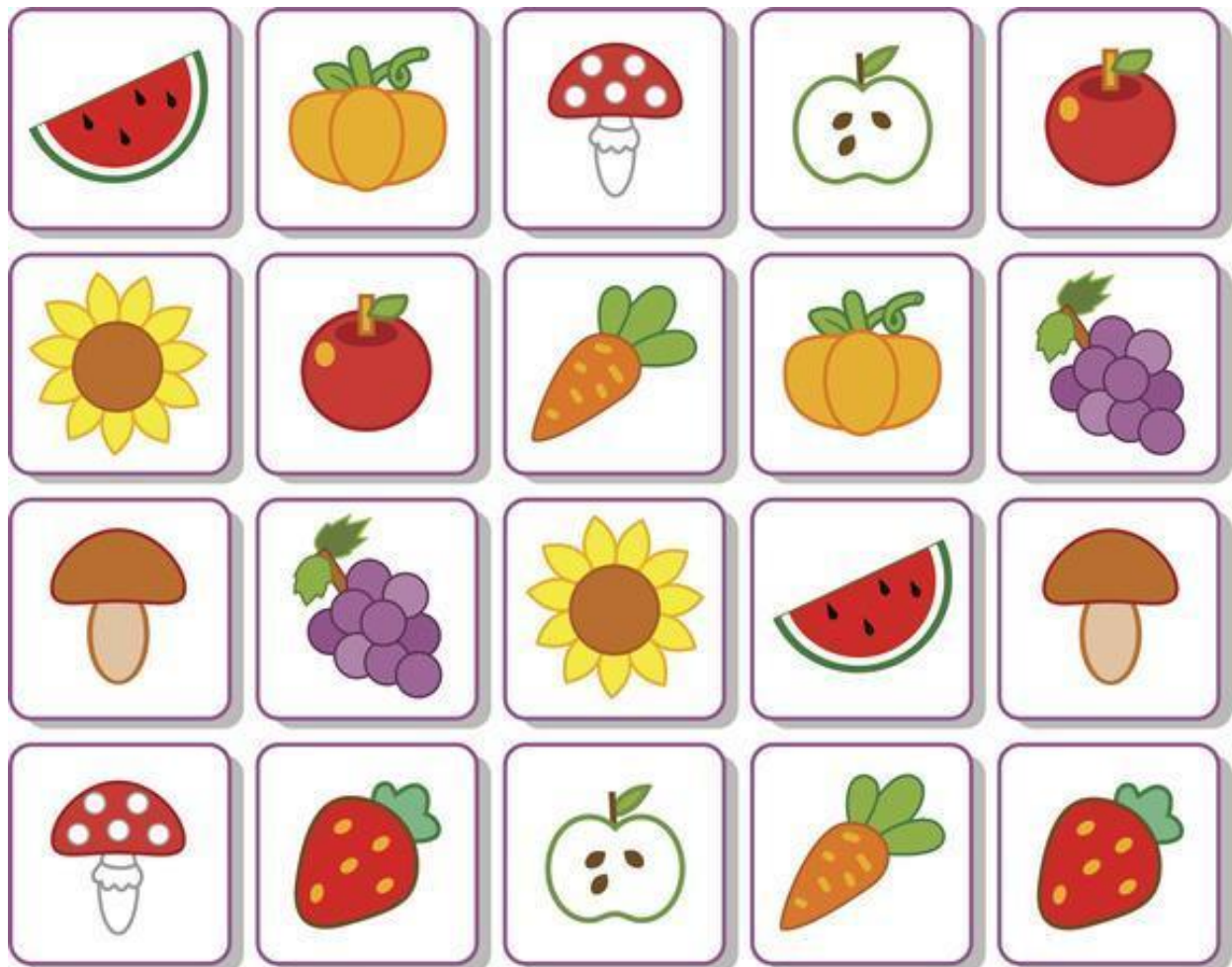




picture by Rasa Šukevičienė | Author of installation Ala Volkova | uploaded: 4. January 2022



<b>Level of language</b>	A1/A2 Multilevels
<b>Category – speaking/listening/reading/writing/vocabulary</b>	vocabulary
<b>Exercise Title</b>	MEMORY
<b>Group size</b>	1-2
<b>Materials needed</b>	<p>Prepare up to 64 cards (32 pairs, a maximum of 12 pairs per group is recommended): One card should always show the word spelled out, the other matching card a picture of what the word means, e.g. on one card it would say “cat” and on the other card it would show a picture of a cat.</p> <p>As a teacher, make sure to keep the sets in separate bags so that you don’t mix them up.</p>
<b>Estimated duration</b>	Roughly 30 minutes (fewer when using fewer cards), you can also set a time limit
<b>Instructions</b>	<p>Students can work alone or in pairs. Give each student/ each pair a set of cards and explain the game:</p> <ol style="list-style-type: none"> <li>1) all cards must be put on the table face-down</li> <li>2) Students need to look for matching cards to form a pair. They are allowed to turn two cards at their turn. When the second card they turn is a match to the first, they can turn another two cards. If the cards do not match, it’s the other student’s turn.</li> <li>3) The game ends either when all pairs have been discovered and there are no cards left on the table, or when the time limit is up. In either way, the student with the most pairs has won the game.</li> </ol>
<b>Extra tips, options or adaptations</b>	<p>This exercise is great for visual learners. You can also adapt the exercise by replacing the picture with the word in your student’s first language.</p> <p>You can make this a regular exercise whenever you have introduced new vocabulary and hold a memory-championship to motivate your learners even more.</p>



# MEMORY GAME



Level of language	Multilevel																												
Category – speaking/listening/reading/writing/vocabulary	Speaking Listening Phonetics																												
Exercise Title	MINIMAL PAIRS																												
Group size	5-10																												
Materials needed	One sheet of paper and one pen for each participant Whiteboard and markers																												
Estimated duration	20 minutes																												
Instructions	<div>1. Choose four or five similar minimal pairs and write them on a board in two columns, for example:</div> <table><tr><td>Group 1</td><td>Group 2</td></tr><tr><td>Heat</td><td>Hit</td></tr><tr><td>Sheep</td><td>Ship</td></tr><tr><td>Beat</td><td>Bit</td></tr><tr><td>Seat</td><td>Sit</td></tr></table> <div>1. Say one of the words from the board and ask the students to tell whether you gave them a word from group 1 or group 2. Then repeat this a few times and then have students do the same in pairs.</div> <div>2. Copy the words from a set of minimal pairs onto the whiteboard and go through their pronunciation with the class, drilling where necessary.</div> <div>Example:</div> <table><tr><td>man</td><td>men</td><td>bat</td><td>bet</td><td>bad</td><td>bed</td></tr><tr><td>sad</td><td>said</td><td>and</td><td>end</td><td>gas</td><td>guess</td></tr><tr><td>access</td><td>excess</td><td>mat</td><td>met</td><td>shall</td><td>shell</td></tr></table> <div>3. The students pick five words from the board and write them down in their notebooks, then they read their words out loud.</div> <div>4. The listeners should write down which words they hear.</div> <div>5. After the words have been given and repeated the listeners compare their lists with the original list.</div>	Group 1	Group 2	Heat	Hit	Sheep	Ship	Beat	Bit	Seat	Sit	man	men	bat	bet	bad	bed	sad	said	and	end	gas	guess	access	excess	mat	met	shall	shell
Group 1	Group 2																												
Heat	Hit																												
Sheep	Ship																												
Beat	Bit																												
Seat	Sit																												
man	men	bat	bet	bad	bed																								
sad	said	and	end	gas	guess																								
access	excess	mat	met	shall	shell																								
Extra tips, options or adaptations	Students can use the Google voice recognition feature of their smartphones to check their pronunciation at home. You can give the students a short phrase which they have to practise until Google can recognise it correctly. Example, the pet cat sat on the red rat. Another use of this activity is the following: ask the students to write short sentences with their selected words so that they can learn how to use them in context.																												



<b>Level of language</b>	Multilevels
<b>Category – speaking/listening/reading/writing/vocabulary</b>	Writing Vocabulary
<b>Exercise Title</b>	MR AND MRS
<b>Group size</b>	5 - 10
<b>Materials needed</b>	One sheet of paper and one pen for each participant
<b>Estimated duration</b>	15 minutes
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Ask your students to write the name of their hero on the top of their sheet of paper and then fold it over so that the text is hidden. e.g. <i>Mr Smith, a very respectable man, tall and always wearing a hat</i></li> <li>2. Once the participants have hidden the text, each of them passes the paper to the person on the left. Continue by asking them to add "and Mrs" with the name (and characteristics according to their level) and then to fold the sheet to hide the text and pass it to their left neighbour. e.g. <i>And Mrs Brighton, a young joyful woman</i></li> <li>3. Continue by asking participants to write "met" and to add a place of their choice. They then hide the text and pass their paper to the person on their left. e.g. <i>Met at the supermarket downtown</i></li> <li>4. Ask the group to write "Mister said" and ask them to invent a dialogue, hide the text and pass the paper to their neighbour. e.g. <i>Mister Smith said, „How surprising to see you here, dear!“</i></li> <li>5. The story continues and you ask the group to add "Mrs replied" and continue the dialogue. Then fold the sheet and pass it to their neighbour. e.g. <i>Mrs Brighton replied „Yes, I usually don’t buy food in this neighbourhood“</i></li> <li>6. Finally, read these mixed up stories as a group, you will see how much fun it is!</li> </ol>
<b>Extra tips, options or adaptations</b>	Prepare an A4 sheet, folded, to introduce to your students how they should do it. According to your students’ level, you can add steps in the story and ask to use vocabulary learnt in previous classes.





<b>Level of language</b>	A2/B1/B2 Multilevel
<b>Category – speaking/listening/reading/writing/vocabulary</b>	Speaking
<b>Exercise Title</b>	MY FAVOURITE
<b>Group size</b>	2-12
<b>Materials needed</b>	Students need pens and paper
<b>Estimated duration</b>	15 minutes
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Students write a list of 10 favourite things. These can be objects, places, experiences, etc.</li> <li>2. When they have completed 10 , they swap them with a partner. The partners then quiz each other with at least three follow-up questions using <i>when did you first...? how often...? Tell me about...,</i> etc.</li> <li>3. Students can change partners so that they can find out more about each other.</li> </ol>
<b>Extra tips, options or adaptations</b>	As an extension, you can get students to report back to the class about the favourite things of their partners. This can prompt a wider discussion for the rest of the students.



<https://en.tankiforum.com/topic/357901-favourite-food/?attempt=1>

<b>Level of language</b>	B1/B2/C1 Multilevels
<b>Category – speaking/listening/reading/writing/vocabulary</b>	speaking
<b>Exercise Title</b>	NEWS PRESENTATION
<b>Group size</b>	1 -3
<b>Materials needed</b>	/
<b>Estimated duration</b>	max. 5 minutes per student (less in lower levels)
<b>Instructions</b>	<p>Advance preparation: Ask students to watch the news at home and pick one story they found particularly interesting. Their exercise is to present this piece of news to their fellow classmates in their own words in the next lesson. Give them a few guiding questions:</p> <ul style="list-style-type: none"> <li>• What happened?</li> <li>• Who was involved?</li> <li>• Where did this take place?</li> <li>• When did it take place?</li> <li>• How did it happen?</li> <li>• Why do you find it interesting?</li> </ul> <p>This exercise is ideal to start the class with and on each day a different student can give their presentation. You can choose to either ask students to present to the whole class (in this case, you can pick two or three students to present their chosen story) or to form small groups and ask students to share their story in these smaller groups (the latter usually works better for students of a lower level as it decreases anxiety).</p>
<b>Extra tips, options or adaptations</b>	<p>Instead of presenting their news story orally, you can also ask students to write a text.</p> <p>Alternatively, one student can also play the part of a character in the story while the other students interview them.</p>





picture by: cirquedesprit | Stock-Fotografie-ID:1312246274 | uploaded on: 14. April 2021

<b>Level of language</b>	B1-B2/C1-C2
<b>Category – speaking/listening/reading/writing/vocabulary</b>	Vocabulary Speaking
<b>Exercise Title</b>	NEWSPAPER INTERVIEW
<b>Group size</b>	6 - 10
<b>Materials needed</b>	A newspaper or magazine
<b>Estimated duration</b>	20 minutes
<b>Instructions</b>	<p>To prepare the activity, you should select one short article from a magazine or newspaper, like a pop star interview or descriptions of events or a news story of something that happened.</p> <p>Start the activity by showing the picture linked to the article to brainstorm words and topics to be found in the article. Then ask the following questions:</p> <ul style="list-style-type: none"> <li>• What do you think this article talks about?</li> <li>• Is it sports news? Or an interview? Or an event?</li> <li>• Is it about recent news or is it an old story?</li> </ul> <p>Ask the students to read the article and then to imagine they are the journalist who wrote the article. Working in pairs, they have to write down 4 main questions that the journalist asked to get their information.</p> <p>Then ask the student to role play the conversation between the journalist and their interviewee, using their invented questions and what they have learned from the article.</p>
<b>Extra tips, options or adaptations</b>	You can ask students to bring a magazine or newspaper they like and they can do this activity on it.



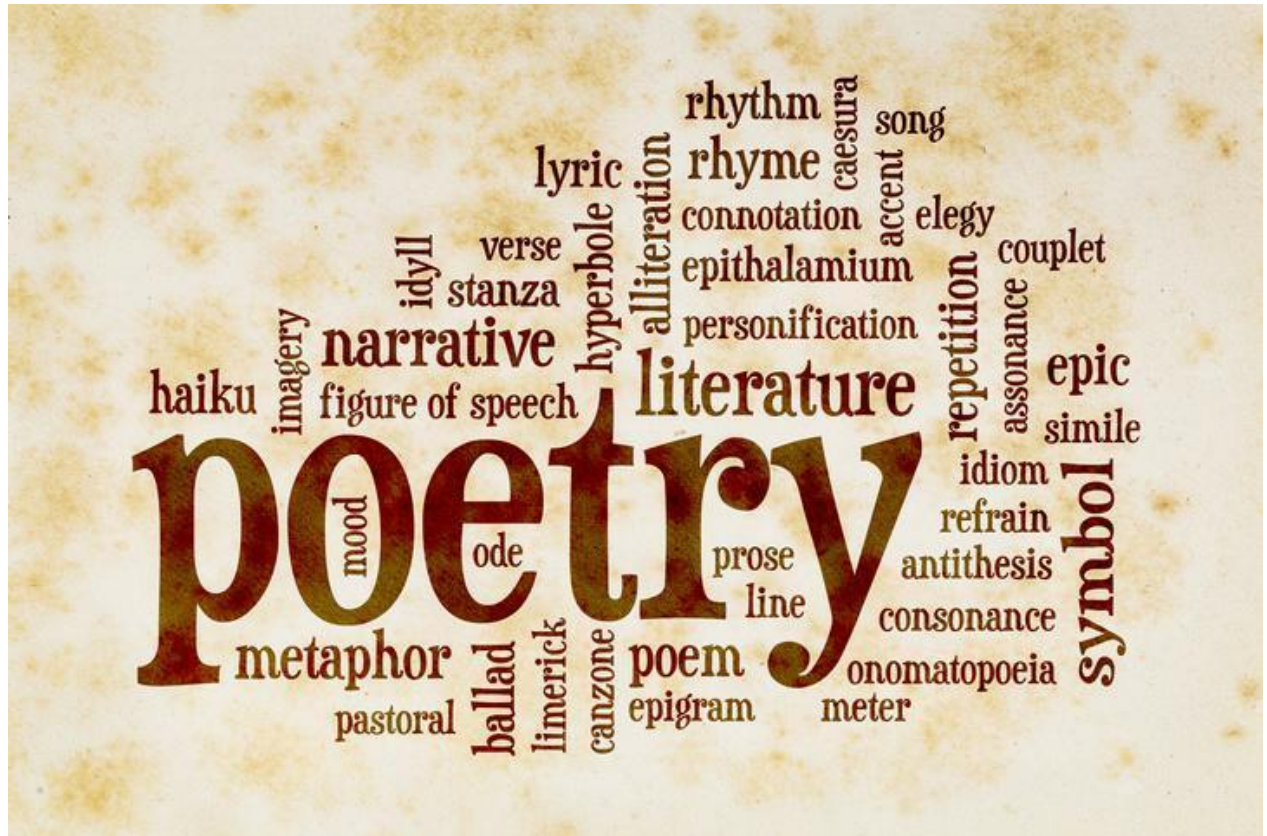


<b>Level of language</b>	B1/B2/ C1 Multilevels
<b>Category – speaking/listening/ reading/writing/vocabulary</b>	reading and writing
<b>Exercise Title</b>	ONCE UPON ANOTHER TIME – ALTERNATIVE ENDINGS TO FAIRY TALES
<b>Group size</b>	1 - 3
<b>Materials needed</b>	Printed texts of English fairy tales. The texts can be a synopsis. Important: Cut off the ending so that students can imagine one themselves!
<b>Estimated duration</b>	30 – 45 minutes
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1) Brainstorm on the genre “fairy tale” – what are typical characteristics, who are typical protagonists and antagonists, which fairy tales do the students know?</li> <li>2) Hand out the texts and explain the exercise: Students now have the chance to let their imagination run free and invent new endings to fairy tales. If you picked English fairy tales which the students might not be familiar with yet, the exercise works even better. Ask students to write an (alternative) ending, estimated time: 20 minutes. Depending on the level and the creativity of your students, you can also make it 30 minutes. Depending on the learning types in your course, you can make it a group work (add some extra time) or ask students to work alone. You can write some guiding questions on the board: What happens? Who is involved? Why is the ending unexpected? Texts should not be longer than max. two pages.</li> <li>3) Depending on the group: <ul style="list-style-type: none"> <li>- Ask students to present their texts by reading them in class.</li> <li>- Ask students to swap texts so that they can correct each other.</li> <li>- Ask students to hand them in so that you can read and correct them.</li> </ul> </li> </ol>
<b>Extra tips, options or adaptations</b>	If your group is open towards role play, you can also ask them to act out their alternative ending in class. This works best if the writing exercise was done collaboratively.



picture by: RomoloTavani | Stock-Fotografie-ID: 516137066 | uploaded: 30. März 2016

<b>Level of language</b>	A2/B1/B2/ C1 Multilevels
<b>Category – speaking/listening/ reading/writing/vocabulary</b>	reading, speaking
<b>Exercise Title</b>	POEM PUZZLE
<b>Group size</b>	3
<b>Materials needed</b>	Poems (printed out), scissors
<b>Estimated duration</b>	10 – 30 Minutes depending on the level
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1) Select a poem appropriate for the level of your course.</li> <li>2) Print poem</li> <li>3) Cut the poem into individual verses</li> <li>4) Make groups in class</li> <li>5) Give one poem puzzle to each group</li> <li>6) Ask students to put the poem back together. It's important to stress that the point of the exercise is not to put it back together in the exact same way as the author intended but in a way that makes sense to the group. This way, you make sure that students discuss the meaning of the individual verses and actively engage with the language.</li> <li>7) Ask students to show/present their versions.</li> <li>8) Show the original version as a comparison.</li> </ol>
<b>Extra tips, options or adaptations</b>	You can either choose to give a different poem to each group or to give the same poem to all groups. This way, you can also compare the different results of the different groups for the same poem and discuss why they chose their respective version.



picture by: marekuliasz | Stock-Fotografie-ID:497708536 | uploaded: 29. November 2015



<b>Level of language</b>	Multilevels
<b>Category – speaking/listening/reading/writing/vocabulary</b>	Writing Vocabulary and grammar
<b>Exercise Title</b>	QUESTION OF THE WEEK
<b>Group size</b>	5 - 10
<b>Materials needed</b>	Computer Paper and printer for the teacher
<b>Estimated duration</b>	20 minutes
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Create a document (i.e. on Google docs) and share it with each of the students.</li> <li>2. Set a question and ask students to write their responses on the shared document. Questions might include:  <i>Example:</i> <ul style="list-style-type: none"> <li>• <i>What are you optimistic about?</i></li> <li>• <i>Which figure from history do you most admire?</i></li> </ul> </li> <li>3. Correct the texts before the next class. It is recommended to put alternative suggestions in brackets.  <i>Example:</i>  <i>"So I admire social movements more than "important" individuals because I don't think that history is <del>made</del> (forged) by "important men"."</i></li> <li>4. After making the corrections, print the texts, one for each student and in class, the students read each text and then discuss the errors.</li> </ol>
<b>Extra tips, options or adaptations</b>	After the first week of class, you can assign a student responsibility for setting next week's question. Then, set up and send out a link to a new blank shared document, leaving the students the responsibility for correcting each other.





<b>Level of language</b>	A2/B1/B2/ C1 Multilevels
<b>Category – speaking/listening/reading/writing/vocabulary</b>	speaking, writing
<b>Exercise Title</b>	SCENT ADVENTURE
<b>Group size</b>	2-3
<b>Materials needed</b>	essential oils, cotton, little glasses with a lid
<b>Estimated duration</b>	15 Minutes
<b>Instructions</b>	<p>1. Prepare the scent samples: Pick three or four essential oils of different scents, drizzle each oil on one cotton ball respectively and store the cotton balls in little glasses with a lid.</p> <p>2. In class, getting started: Pre-teach vocabulary and expressions to describe sensory impressions, e.g. “I associate this scent with...”, “This scent reminds me of...”. Now offer a scent sample to each student and ask them to write down at least ten words that the scent reminds them off. Example: Essential oil is pine. Adjectives could be: green, forest, rain, Christmas, cosy, dark, healthy, winter, tree, walking.</p> <p>3. In class, group work: Ask two to three students who smelled different oils to form groups. Ask them to describe the scents and their associations to each other. Encourage them to talk about memories they might connect with the scent. The students should ask each other at least one question about the other person’s impressions to practice their listening comprehension.</p>
<b>Extra tips, options or adaptations</b>	The exercise can also be expanded to a writing exercise: Ask students to write a short story that should include all the words they put down as associations.



picture by [Madeleine Steinbach](#) | Stock-Fotografie-ID:1079138108 | uploaded:10. December 2018

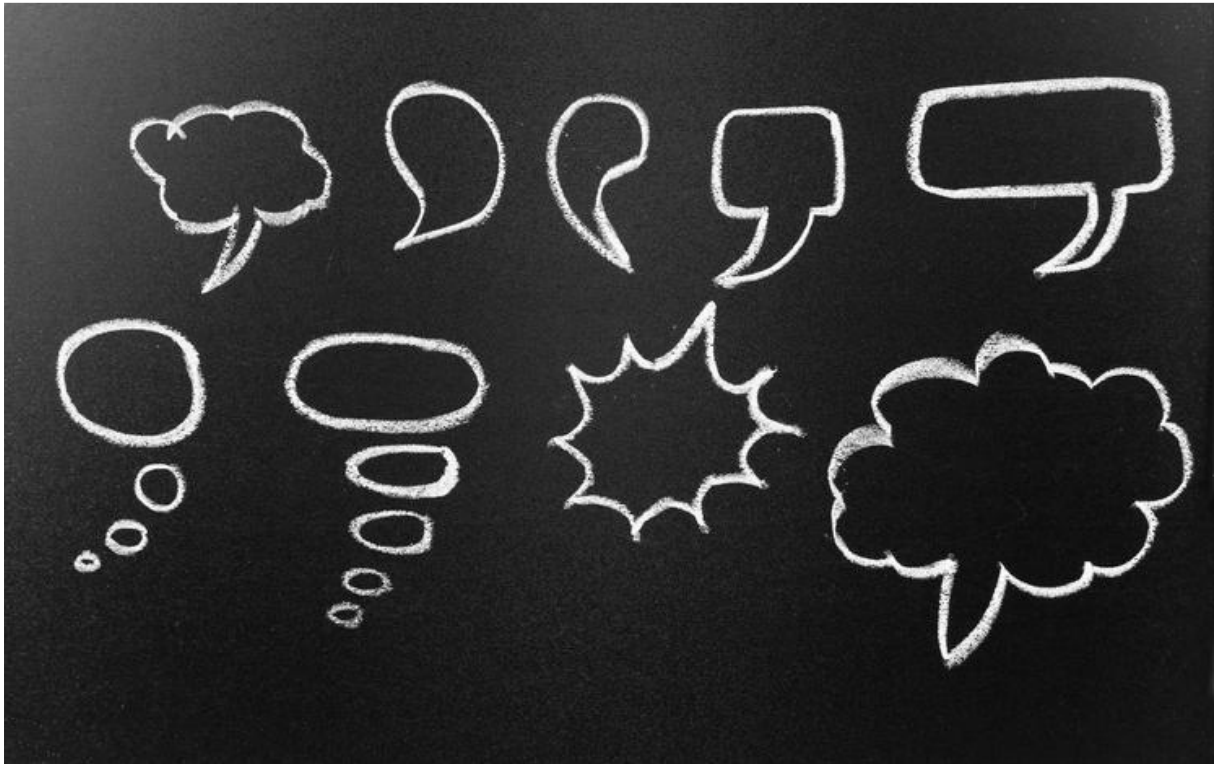
<b>Level of language</b>	B1
<b>Category – speaking/listening/reading/writing/vocabulary</b>	Speaking
<b>Exercise Title</b>	SET THE SCENE
<b>Group size</b>	2-4
<b>Materials needed</b>	N/A
<b>Estimated duration</b>	30 minutes
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Each student picks their favourite location. This could range from their bedroom to a beautiful beach in the Caribbean - wherever they like.</li> <li>2. Choose someone to start (or ask for volunteers). Before sharing their location, the student should set the scene.</li> <li>3. Each student takes turns in describing their favourite places, from smells to colours, objects, feeling, sensations, emotions - anything they can think of.</li> </ol>
<b>Extra tips, options or adaptations</b>	The students could try guessing where the person is describing before being told.



[https://www.google.co.uk/url?sa=i&url=https%3A%2F%2Ftraveltriangle.com%2Fblog%2Fcaribbean-beaches%2F&psig=AOvVaw24CD\\_-d8BSkdflijqH6RDn&ust=1638875666570000&source=images&cd=vfe&ved=0CAsQjRxqFwoTCNjRg-WFz\\_QCFQAAAAAdAAAAABAD](https://www.google.co.uk/url?sa=i&url=https%3A%2F%2Ftraveltriangle.com%2Fblog%2Fcaribbean-beaches%2F&psig=AOvVaw24CD_-d8BSkdflijqH6RDn&ust=1638875666570000&source=images&cd=vfe&ved=0CAsQjRxqFwoTCNjRg-WFz_QCFQAAAAAdAAAAABAD)

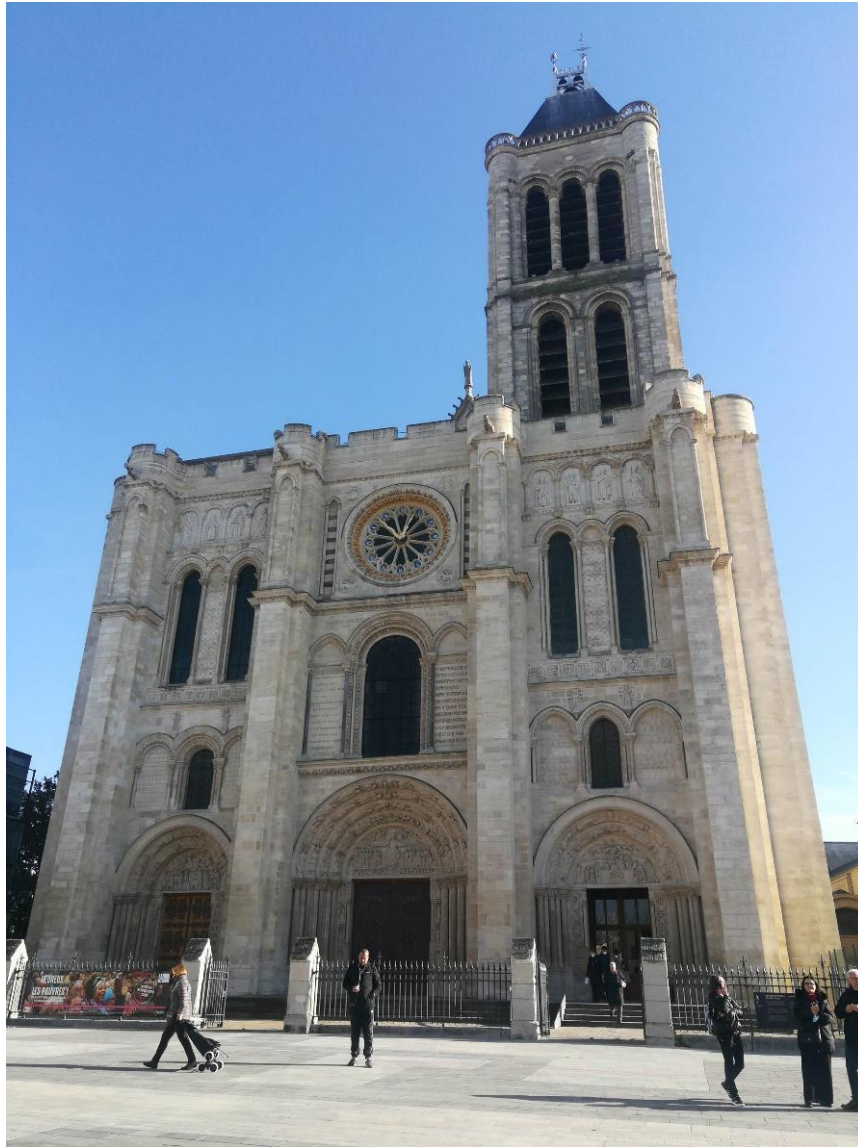


<b>Level of language</b>	B1/B2 Multilevels
<b>Category – speaking/listening/reading/writing/vocabulary</b>	speaking, vocabulary
<b>Exercise Title</b>	SMALLTALK COLLECTION
<b>Group size</b>	3 to 4
<b>Materials needed</b>	collection of useful phrases
<b>Estimated duration</b>	10 – 15 minutes
<b>Instructions</b>	<p>Create a collection of useful smalltalk phrases with your students. They can start by brainstorming which phrases they would use in their first language and which topics are typical smalltalk topics. Make a list of the phrases and decide which ones are also appropriate in English. Provide the translations/ equivalents and collect them all in a list. This list can be an ongoing project throughout the entire course.</p> <p>Hand out the collection of useful phrases to your students. This collection is meant to help them engage in smalltalk with each other.</p> <p>Ask them to get together in groups of three or four people and exchange some smalltalk. If your group needs further assistance, you can provide typical situations like a social event (e.g. a Sunday barbeque), chatting to someone on the train, meeting new people at the bookclub, etc.</p>
<b>Extra tips, options or adaptations</b>	Encourage your students to keep expanding their smalltalk collection! This way, it will be much easier for them to talk to native speakers, too, when they get the chance.



picture by: [STILLFX](#) | Stock-Fotografie-ID:147891224 | uploaded on: 31. Mai 2012

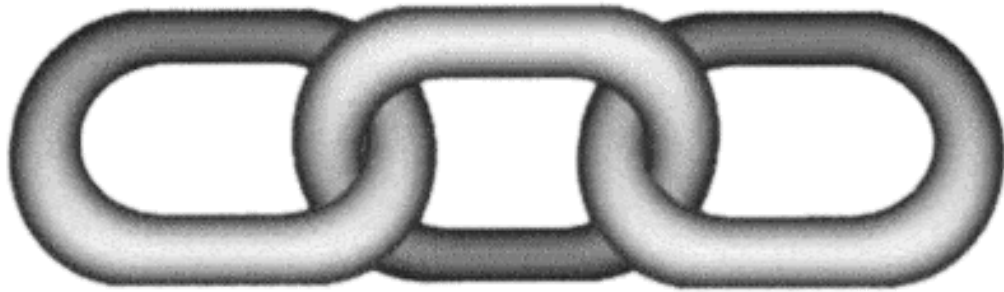
<b>Level of language</b>	Multilevels
<b>Category – speaking/listening/reading/writing/vocabulary</b>	Speaking
<b>Exercise Title</b>	SPIDER ON MY SHOULDER
<b>Group size</b>	5 - 10
<b>Materials needed</b>	Sticky tape Papers with the descriptions provided in the extra tips section (one each paper)
<b>Estimated duration</b>	20 minutes
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Distribute the descriptions among the students, making sure that they don't see what is on them. You can use the sticky tape to attach the descriptions to the front of the students' t-shirts.</li> <li>2. Then, they are asked to talk to each other while taking cues from the cards. You may suggest a general conversation topic such as a movie premiere, birthday party, charity fundraiser, etc.</li> <li>3. Whenever someone guessed their description, either they could continue the game without one or you can give them another one.</li> <li>4. The game continues until everyone guesses their card.</li> </ol>
<b>Extra tips, options or adaptations</b>	<p>Descriptions:</p> <ul style="list-style-type: none"> <li>• <i>I have a large spider on my shoulder, be afraid!</i></li> <li>• <i>I am deaf, you need to speak very loudly.</i></li> <li>• <i>I am a foreigner, speak to me very slowly.</i></li> <li>• <i>My face is painted like a clown, laugh when you speak with me.</i></li> <li>• <i>I am very attractive, fall in love with me!</i></li> <li>• <i>I remind you of someone but you can't remember who!</i></li> <li>• <i>I look like I'm sick, don't come close!</i></li> <li>• <i>You think I'm dangerous, be careful when you speak with me.</i></li> <li>• <i>My T-Shirt is inside out.</i></li> </ul>



<b>Level of language</b>	B1/B2 Multilevel
<b>Category – speaking/listening/reading/writing/vocabulary</b>	Speaking
<b>Exercise Title</b>	STORY TIME
<b>Group size</b>	4+ students
<b>Materials needed</b>	N/A
<b>Estimated duration</b>	5 mins
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Arrange students into groups of 3-4 and ask them to sit in a circle.</li> <li>2. Provide the title of a made-up story, for example, <i>Drama in Rome</i>.</li> <li>3. Going clockwise, each student should have the chance to add a component of the story- a noun, a phrase, a piece of action etc. Students write these down.</li> <li>4. In pairs students use all the vocabulary to write and possibly act out the story.</li> </ol>
<b>Extra tips, options or adaptations</b>	If you model an example with lexical items like <i>'They got married'</i> <i>'It had never happened before'</i> , it will encourage students to think in terms of lexical chunks.



# CHAIN STORIES



Beginning → Middle → End

<https://literacyideas.com/7-fun-writing-activities-for-students/>

<b>Level of language</b>	B2
<b>Category – speaking/listening/reading/writing/vocabulary</b>	Speaking
<b>Exercise Title</b>	SUPERPOWERS
<b>Group size</b>	3-4 students
<b>Materials needed</b>	N/A
<b>Estimated duration</b>	15-20 mins
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Introduce vocabulary to start, interject, oppose an argument and end an argument.</li> <li>2. Divide students into groups of two or three and allow them to select a creative superpower. If any groups struggle, provide examples or inspiration from which to draw.</li> <li>3. Give them a few minutes to conceive of justifications as to the benefits of their chosen superpowers over potential alternatives.</li> <li>4. Each group then announces to the class their chosen superpower and its associated benefits and features.</li> <li>5. Encourage debate between groups to defend their choices.</li> </ol>
<b>Extra tips, options or adaptations</b>	<p>If students are struggling to create an argument, encourage them to consider what powers might help them most in their daily lives. They can also brainstorm superheroes to help.</p> <p>When evaluating each argument, look out for key words that start, interject, oppose, and end an argument.</p>



**MEANING**  
Language education for seniors



[Superhero Pop Art Cartoon - Free image on Pixabay](#)

<b>Level of language</b>	A1/A2
<b>Category – speaking/listening/reading/writing/vocabulary</b>	Speaking
<b>Exercise Title</b>	TAXI DRIVER
<b>Group size</b>	5 - 10
<b>Materials needed</b>	Not required
<b>Estimated duration</b>	15 minutes
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Introduce the scenario in which the school desk is a taxi car and one of the partners is the Driver and the other is the Passenger going from the airport.</li> <li>2. Taxi Driver's task is to keep a conversation going. <i>Example:</i> <ul style="list-style-type: none"> <li>• <i>Where are you from?</i></li> <li>• <i>Is this your first time in _____ ?</i></li> <li>• <i>Are you married? (If not, would you be interested in marrying my son/daughter?)</i></li> <li>• <i>How long was your trip?</i></li> </ul> </li> <li>3. The Passenger's task is to answer the questions, while at the same time make sure the driver does their job properly.  <i>Example:</i> <ul style="list-style-type: none"> <li>• <i>Watch out!</i></li> <li>• <i>Red light!</i></li> <li>• <i>Turn left here!</i></li> <li>• <i>Slow down!</i></li> </ul> </li> </ol>
<b>Extra tips, options or adaptations</b>	You can assign a different city to each pair of students and imagine being there.



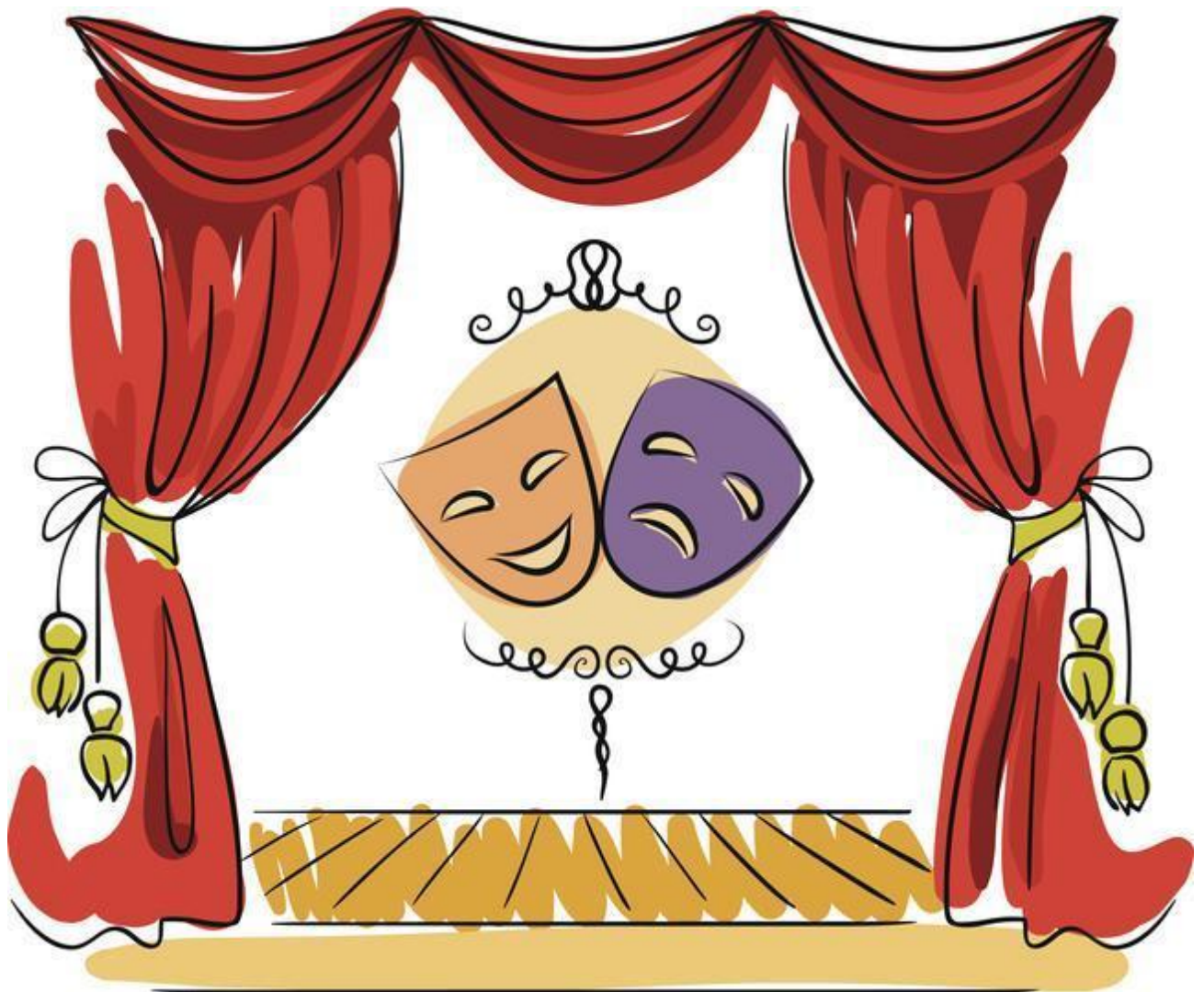


<b>Level of language</b>	Multilevels
<b>Category – speaking/listening/reading/writing/vocabulary</b>	Writing Speaking Vocabulary
<b>Exercise Title</b>	TEACH A CLASS!
<b>Group size</b>	2 - 15
<b>Materials needed</b>	Board Papers and pens
<b>Estimated duration</b>	15 minutes
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Divide the students in pairs and assign each pair a grammar, vocab or culture point that they'll have to teach to the class. Make sure to tell them how long their presentation should be (e.g. five minutes).</li> <li>2. The pair works together to prepare activities and lesson plans and teaches the point to the class.</li> <li>3. When the pair teaches the class, you should play the role of the student, but you may evaluate the lesson at the end and feel free to correct any mistakes the "teachers" make.</li> </ol>
<b>Extra tips, options or adaptations</b>	You can ask your advanced students to focus on a TV series they recently watched or on the last book they read and work on creative writing skills.



<b>Level of language</b>	A1/A2 Multilevels
<b>Category – speaking/listening/reading/writing/vocabulary</b>	Grammar
<b>Exercise Title</b>	TENSE ACTING
<b>Group size</b>	2 - 3
<b>Materials needed</b>	Printed descriptions of different situations, they can also include pictures for better demonstration
<b>Estimated duration</b>	10 minutes
<b>Instructions</b>	<p>This exercise is designed to help students better understand the difference between the Simple Present and the Present Progressive. Prepare different situations with easy sentences and pictures and ask students to act out these situations in class. By using their body and experiencing the difference between the two tenses, the tenses will be easier to understand for students.</p> <p>Example: Situation 1: a) When Mary comes home, Henry makes tea. b) When Mary comes home, Henry is making tea.</p> <p>In 1a) the student playing Mary would 'come home' and the student playing Henry would then start making tea. (Action 1 is finished when action 2 begins.) In 1b) the student playing Mary would 'come home' and the student playing Henry would already be in the kitchen boiling water, so he is already executing the action of making tea when Mary arrives.</p> <p>You can prepare as many situations as you like and as you find appropriate for your group. The exercise works best in small groups of two to three people (make sure to have as many roles prepared as you have people in a group).</p>
<b>Extra tips, options or adaptations</b>	You can also ask your students to prepare situations that they want to present in the next lesson.





picture by: yulia\_lavrova | Stock-Illustration-ID:468156117 | uploaded on: 07.02. 2014

<b>Level of language</b>	A2/B1
<b>Category – speaking/listening/reading/writing/vocabulary</b>	grammar/ vocabulary
<b>Exercise Title</b>	VERB PUZZLE
<b>Group size</b>	1 - 2
<b>Materials needed</b>	<p>Pick the irregular verbs you would like your students to practise. Per verb, make three cards and write down one form of the verb in each tense.</p> <p>Example:</p> <ol style="list-style-type: none"> <li>1) to be → be – was/were – been</li> <li>2) to sell → sell – sold - sold</li> </ol>
<b>Estimated duration</b>	15 minutes
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1) Prepare your verb cards and mix them well.</li> <li>2) Hand out the cards to your students. It is recommended to train not more than 10 verbs at the same time in this exercise.</li> <li>3) Students must now find the cards that belong to the same verb and sort them by tense.</li> <li>4) Make sure to collect results and confirm the correct solutions.</li> </ol> <p>To increase the memory effect, you can also ask students to write down the correct forms in a chart after they have found all the cards for a verb.</p> <p>Important note: Of course, students should already be familiar with the concept of tenses before they do this exercise.</p>
<b>Extra tips, options or adaptations</b>	<p>You can adapt the exercise to practise the conjugation of irregular verbs in the present tense.</p> <p>You can also encourage your students to form sentences with verbs and tenses they did not yet feel confident using.</p>





picture by: verdateo | Stock-Fotografie-ID: 495266744 | uploaded on: 12. November 2015

<b>Level of language</b>	B2+ Multilevel
<b>Category – speaking/listening/ reading/writing/vocabulary</b>	Reading
<b>Exercise Title</b>	WHAT'S IT FOR?
<b>Group size</b>	Individual activity
<b>Materials needed</b>	Flash cards
<b>Estimated duration</b>	10 mins
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Provide each student with a set of varied texts that portray different writing styles. Allow students about 5 mins to read all the texts.</li> <li>2. Get students to decide whether the purpose of the paragraph is to inform, persuade, or argue, then to explain their answers.</li> <li>3. Once all students have written down their answers and explanations, review the writing styles with the entire class by highlighting the key elements of each text and how they correspond to certain writing styles.</li> </ol>
<b>Extra tips, options or adaptations</b>	If you have time, get them to produce 200 words of writing either informing, persuading, or arguing, regarding a topic they enjoy.



[https://en.wikipedia.org/wiki/Fountain\\_pen](https://en.wikipedia.org/wiki/Fountain_pen)