### Speaking Activities

**Examples of Activities that can be used with Lower Level Students**

* **Finding things in common**  
  Tell the class a few things about yourself (I like…, I don’t like, I can …, I have…, etc). Either with a student or your counterpart teacher model finding things in common. For example: “Do you like ice-cream?” “Yes.” “Oh, me too!” and write “ice-cream” on your list of things that are the same. Model the same with “Do you like snakes?” “No.” “Me, either!” You may also want to model how to respond when you and your partner are different (“Oh really?”). Have the students work in pairs for 2 – 3 minutes finding things and writing key words. Change partners and do again. Wrap up by pairs reporting things in common to the class.
* **Names of five people you know (or places you’ve been, things you own, etc)**  
  Write five people you know (friends and family members) on the board. Let students ask you questions (ex. Who is Jenny? Where does she live? How old is she?). Answer students for a few minutes and then have them write their own list of people. In pairs have them show their papers and ask questions. Change partners after a few minutes.
* **Five times/dates about yourself**  
  Write five numbers or dates that are important to you. (ex. Number of brothers you have, the year you graduated school) on the board. Let students ask you questions (ex. What happened on…? What do you do at 10am?). Answer students for a few minutes and then have them write their own numbers/dates. In pairs have them show their papers and ask questions. Change partners after a few minutes.
* **Sentence starters**  
  Write some sentence starters on the board. (ex. I like…., I have…., I want…., Last year I…., After school I usually…., etc). Have students make them into questions and then ask you the questions. Answer them and add some information. Have them individually write their own endings. Have Ss ask and answer the questions in pairs.
* **Draw things from your life**  
  Draw some things/activities you like inside your house and outside your house (ex. Reading a book, jogging, your cat, etc). Let students ask you questions (ex. What’s that? When do…? What kind of…?). Answer students for a couple of minutes and then have them draw their own pictures. In pairs have them show their papers and ask questions. Change partners after a few minutes.
* **Question line up**  
  Give the students a card with one or two questions on it (and/or let them write a questions they like). Have them answer the questions individually writing key words. (What is your favorite animal? 🡪 monkeys). Either sitting or standing put students into two lines. Give them a minute to ask and answer their questions, writing names and key words. Have a student on the end of one line move to the other end and have everyone move down one place. New partner! Ask again. Repeat. Wrap up. Have students share some interesting answers they got with the class.
* **I’ve never**  
  Give out tokens or small pieces of paper to each student. Students form groups of 3 or 4. One person starts by making a true statement about themselves using “I’ve never” (ex. “I’ve never seen a ghost.”) That student then asks the next student. If that student has seen a ghost, they must give the original speaker a token and everyone can ask a follow up question. If not they are “safe” and the next person answers. After one round the speaker changes and makes a new “I’ve never” statement.
* **“I can” Circle**  
  Students form a circle. Start by making a statement (ex. I can ride a bicycle.) The next student in the circle then either says “I can ride a bicycle.” or if they can’t they must say “I can’t ride a bicycle but I can play the piano.” and the direction changes. After, have students work in pairs and remember each other’s skills. They can then ask follow up questions to find out more. You can then have them report to another partner about the first partner.
* **20 Questions**  
  Choose a topic for the game. (ex. Jobs, sports, countries, famous people) One student gets/chooses an item in that topic group (ex. A doctor). Other students ask “yes/no” questions to guess the word (ex. Do you work outside? Are you strong?). Options: 1. Have people put them on their back and move around the room. 2. Brainstorm a list first on the board. 3. Have students individually brainstorm celebrities they think other students know and put them on slips of paper that later go in a hat.
* **Pictionary or Charades**  
  Have students brainstorm words related to a topic. They write them on slips of paper. Divide the class into teams. Each team has a drawer who runs up to the teacher and looks at the word on the slip of paper drawn. They run back and draw it for their team. The first team to guess it gets a point. The game then continues with a different drawer. Options. 1. Have them mime the word instead of drawing or use a combination of drawing and miming. 2. Give students phrases, expression, proverbs or simple sentences instead of word.
* **What is in my bag?**  
  Show students your bag and give them a few minutes in groups to think about what might be in it. Students then ask you “Do you have a \_\_\_\_\_ in your bag?”. You can give a point to groups that guess correctly and/or respond conversationally by taking that thing out of your bag and telling students a little about it. Students can then play the same game in their groups.

### **Activities that can be Easily Adjusted to Different Levels**

* **Four pictures**Give students a paper with four squares. Have them draw a quick picture in each square. (Ex. hobby, background, pet peeves, a good day you had recently, favorite activity, etc). Students then get in pairs and guess what each picture is and ask more questions. Options. 1. Change partners several times. 2. After talking with one person, exchange papers and explain the pictures to a new partner.
* **Find the person who has the least/most....**Hand out questions to each student (Ex. Find out who has the biggest family. Find out who has been to the most countries). Have student mingle around the room asking and answering their questions. After some time have students sit in groups of 3 or 4 and discuss the results. They can also ask more follow up questions about each other’s answers.
* **My Mindmap**  
  Write your name on the board and make a mindmap with a few words about yourself (ex. Jack, Japan, Running, etc). Students make guesses about your connection to these words (Is Jack your brother?). Answer the questions in a conversational way for a few minutes. Have students make their own mindmaps and then make guesses/talk about them in pairs.
* **Survey**Create, use or adapt a multiple choice survey with 10 or so questions (Ex. Opinions with 1 – 5 answers like strongly disagree/agree. Or habits with 1 – 5 answers about frequency like never/sometimes/often). Have student individually fill them out and then discuss their answers asking following questions and noting how they are similar or different. Options. 1. Students can make their own survey based on a topic. 2. Students can be divided into groups and given different surveys. They can do them in their groups and then interview other groups. 3. Create a poster with statements or percents about the whole class.
* **Sell a vacation to your hometown (or a place they’ve been to)**Students individually brainstorm and write all of the good things about their hometown or favorite vacation spot. They then talk with a partner and try to convince that person that their spot is ideal. Note that they’ll probably need to ask the other person what type of things they like to do to better ‘sell’ their spot. Students note down the place name and give it a score of (1-10). Students change partners several times. In the end have students share where they would go and why either with a new partner or with the class. Note they cannot choose their own spot.
* **Conversation tickets**Have students write down the name of their favorite movie (or book, celebrity, vacation spot, etc). Collect the folded tickets and then have students choose one. They should make sure they don’t get their own. They then mingle trying to find the person. After a minute or so, stand in a circle and have the students go around saying who likes the thing on the ticket they are holding. Student then partner up with the person next to them and talk about their own favorites.
* **Find someone who**Make a list of find someone who statements. Ex. Find someone who can play the piano. Find someone who has been to Europe. Have students read through the questions individually and note their own answers. Clarify any unknown vocabulary. Then have students move around the room asking their classmates Ex. Can you play the piano? Have you been to Europe? Have them write the name of classmates that say “Yes.” Later, have them sit in groups and ask more follow up questions about “yes” answers. Option. 1. Make it a competition to see who can get the most names. 2. Limit the interaction so that each person can only write another student’s name once.
* **Describe and draw**Divide the class into two groups. Provide each group with a simple line drawing (Ex. squares, triangles, lines and circles). Have 2 students from each group pair up and sit together facing each other so that they do not show the other their picture. Then have one person describe their picture so the other person can draw it. After they finish students can compare and discuss how they are similar or different. Options. 1. Use really photos 2. Have multiple pictures available. 3. Have students draw their own pictures with shapes.
* **Magazine Mingle**Cut up a variety of pictures from magazines of people, places, things, and activities. Make sure you have a wide variety to capture different interests. Spread them out on a table and have students pick 3 that remind them of things in their own lives. Put students in pairs and have them explain why they chose their pictures. Change partners and repeat. You can wrap up by having students share something interesting they learned about a classmate.
* **Bag of questions**  
  Prepare lots of questions on cards. (ex. “What places have you been to in Georgia?” “What foods do you like?”) Put the questions in bags. Divide students in groups of 3 or 4 and give each group a bag of questions. Each person takes a question and asks the other members of the group.
* **Story retell**Divide the students into 3 or 4 groups. Hand each group a set of story cards (Ex. Fables, Fairy tales, Nasreddin stories from Turkey). Have students read the story individually and work together to clarify meaning of unknown words. Students can also discuss which parts of the story they like or give examples of how the moral of the story is true. Then, have students then practice retelling the story just using 7 or 8 key words. You can provide these key words or students can write them on the back of the story card. Students then move around the group telling and listening to different stories. At the end, you can wrap up by having students go back to their groups and say which story they liked the most and why.
* **Two truths and a lie**  
  Write two things that are true about yourself and one thing that is a lie. Read these to the class. Let them ask you questions so as to find out which is the lie (i.e. to catch you lying as you answer). After two minutes stop and ask the students which statement is the lie. Reveal the lie. Have students individually write their two truths and a lie. Have students play in groups of 3 or 4. Possible wrap up is to have students report most interesting thing they heard in their group.
* **Hidden Talent interview**Generate some categories of possible talents on the board (Ex. art, music, games, sports, etc). Then tell students that they are going to interview each other to find hidden talents. They must ask follow up questions so that they rate how good the person is at different skills. (Ex. 1 = beginner, 10 = expert). Note that they cannot ask the person directly (Ex. Are you good at \_\_\_\_? How good are you at \_\_\_\_?). After the student has asked questions, they secretly give scores on the talents. They then show the score and discuss how accurate it is. (Ex. Actually, I wouldn’t give myself a 5 because…)

**Examples of Activities that can be Used with Upper Level Students**

* **Changes/Trends**  
  Brainstorm or choose topics for students to discuss (Ex. technology, health/fitness, longevity, fashion, family, food) and have students think about or discuss how these things have changed. They then make a case to another partner about whether these changes or for the better or worse.
* **Learning stations**Have students brainstorm (individually or pairs) skills or areas of interest they have (Ex. a book they have read, a sport, art, music, a game, etc). Tell them will prepare a short talk about what it is or how to do it well. They should choose something they think will interest their classmates. Students then work in pairs or small groups teaching each other. After hearing from several people, students return with their notes and explain/report what they learned. (Option: They can discuss which was most interesting/useful.)
* **Debating**The teacher elicits what students know about a controversial event and/or tells the student the story. Students then work in pairs or small groups discussing what should be done and why. (Ex. Christian scientist parents only pray for their 3rd grade daughter when she gets sick. She dies of diabetes. Should they be punished? Why? Why not?).
* **Proverbs/Quotations**

Write some proverbs or quotations on pieces of paper and put them in the center of the room. Have students come up and choose one. Have them talk to a partner about what it means, whether they think it is true, and examples of it from their own lives. Option. 1. Provide some individual think time for students to write. 2. Choose proverbs that relate to a particular theme. 3. Do the same with famous quotations ([www.quotegarden.com](http://www.quotegarden.com)).

* **Ranking/Prioritizing**  
  Choose a topic and then give students a list of things/qualities that they might value. Have them rank them and explain their choices. (Ex. What do you look for in a job? What qualities are most important in a spouse? Deciding which country to go to?). Students should be encouraged to justify their answers. (Option: report to another student how you and your first partner were similar or different)