

Some short YL activities for all ages/levels

Aim: To be used as warmers, fillers, coolers

Length of activities: 5-20 mins

Level/age: They are suitable for different ages and levels.

Language: Mainly vocab and simple grammatical structures

Materials: None

Preparation: None

Procedure:

A1 5 years +

Picture dictations

Draw a big square. In the square, draw a big triangle. Draw a small triangle in the big triangle. Colour the small triangle yellow. Colour the big triangle blue. Colour the square green. Draw a circle round the square. Colour the circle red.

Draw a big square. Draw a triangle on the square to make a roof. Draw four square windows. Draw a tall chimney. Draw a door. Next to the house draw a tree. Learners then colour their pictures as they like. Compare their houses with a partner, eg *My roof is red. My roof is red too. My door is blue. My door is green*, etc. Picture dictations can be adapted for all ages and levels.

A1/2 8 years +

Write on board '*I like chocolate.*' Learners have to write as many sentences as possible, but the last word in each sentence must be '*chocolate*'. When the first learner writes 5 sentences, or at the end of 5 mins, whichever is soonest, learners stop writing and T boards some of the sentences – Ls check their sentences. If the first learner's sentences are all correct, then s/he is the champion. Play again to beat the champion. See examples below, but higher levels/older learners can write longer sentences.

e.g. *I like chocolate.*
I don't like chocolate.
She never eats chocolate
I don't eat chocolate.
My Mum buys chocolate.

If you've been studying, for example, food, give an example of, say, eggs on board. Write it like this:

E
G
G
S

Learners write one word for each letter, eg

Elephant
Go
Grass
Sugar

Teenagers can write sentences, eg

Everyone likes chocolate.
Give me some money!
Generally, I go to bed at 10pm.
Suddenly, she heard a noise.

A2/B1 10-12 years

Odd one out

Apple, pear, banana, strawberry
Red, blue, green, yellow
Mountain, sea, river, lake
Car, bus, train, aeroplane
Mother, father, brother, uncle

(More than one answer may be possible, eg banana is long, has to be peeled, does not grow in Europe, but a strawberry does not grow on a tree. Accept all answers as long as the child can give a good reason)

Sentence hangman

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The elephant is a big animal

Sentence hangman is easier and quicker than one word hangman. If you are revising animals, for example, or adjectives of size, do a whole class sentence first and then learners can play in pairs, either using sentences or single words. There is more learning benefit in sentences, as learners can often guess words from their position in the sentences; or one dash has to be 'a'; three dashes are likely to be 'and' or 'but', or 'the' before a noun. It helps understand word order in English. You can also use it to introduce your lesson:

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Today's lesson is about sport

We're going to play bingo at the end of the lesson

Jumbled words/sentences

rupple - purple
uliftbeaul - beautiful
notaist - station
vief - five
ot nigs - to sing

Shining sun is the. The sun is shining.
The John with film to his sister went see. John went to see the film with his sister
Playing Mary much tennis very likes. Mary likes playing tennis very much.

Devowelling

Cn y rd th qstn? Can you read the question?
D y lk chclt? Do you like chocolate?
Ppl lv n hss. People live in houses.
Dgs t bns. Dogs eat bones.
W dnt g t schl n Strdy. We don't go to school on Saturday.

sdrawkcaB:

noitseugehtdaerouynac? Can you read the question?
ognibgniyalperewyadot. Today we are playing bingo.
elcycibatoguoyevah? Have you got a bicycle?
taemtaet'nodstnahpele. Elephants don't eat meat.
yenohekamseeb. Bees make honey.

Runittogether

Canyoureadthequestion? Can you read the question?
Wheredoyoulive? Where do you live?
Theyoungboyranhomequickly. The young boy ran home quickly.
Therearetenpeopleinmyfamily. There are ten people in my family.
Annelikesdrivingfastcars. Anne likes driving fast cars.

(The last three activities I learnt from Marie Delaney).

Have an Early Finishers box or file. Laminate these word puzzles and keep them there. Learners can do these if they finish their work before the rest of the class. They can also do your work for you, by writing some themselves. They need only go to their Course Book and select words or sentences to jumble up, write backwards or remove *vw/s*.

Vocab Bag

Always have a vocab bag on the wall in each lesson/classroom. It is a good idea to mentally divide your black/white/smartboard into three sections. Put the "menu of the day" in the column on the left, so the learners know what

they are doing in the lesson. Put the vocab in your column on the right-hand side. Write examples, timelines, new structures etc in the middle. The middle of the board you can rub out, the menu and the vocab stay up for the whole lesson. At the end of the lesson, write the new words that you think are important/useful on small pieces of card and pop them in the vocab bag. You can use them as warmers and fillers by taking out say five, and asking your learners to write one sentence for each word, or ask for opposites, synonyms, a translation, etc. Vocab bags are really good for revising words, early finishers, and so on. For very young learners, you can put in pictures, with older learners you can nominate two vocab monitors each week and they are responsible for selecting and writing the new vocab onto card to put in the bag for a week, then nominate new monitors the following week. (Make sure you always have enough pieces of card cut up for the words to be written on).

B1 Teenagers

1. In their notebooks or on a blank piece of paper (with their name at the top), learners write one sentence in the present perfect. They pass their book/paper to the left and the next learner reads the first sentence and writes a different one in the present perfect tense again. Pass books/papers on to left again, everyone reads two previous sentences and writes a third different sentence in present perfect. After about 8 sentences, or when concentration is wandering, pass books/papers back to owners (hence importance of names at top of page). Everyone reads the sentences in their books/on their paper, corrects any errors they can find and chooses the best, funniest, etc, to share. This can be done with lower levels using for example *can* or *like*.
2. Give learners 5-10 mins to write 10 Yes/No questions, eg Do you live in London? Have you got a dog?, Can you swim?, Did you play football yesterday?, etc. Put learners in pairs, A asks B his 10 questions quickly – B can only answer with the auxiliary verb. S/he cannot respond Yes or No. A keeps note of how many times B says yes/no. Repeat with B asking A questions. Check whether any learners have 0 yes/nos. If there is more than one, they repeat activity together in front of class to get a “champion” If there is only one, they repeat with the teacher. If there is no-one, then change partners and repeat the activity.
3. An energetic way to revise past tense forms. Sts stand in circle or to side of desks. T demonstrates with ‘go’. S/he says go (hands on head), went (hands on knees) gone (touches toes). Repeats with sts and adds different verbs, eg *come*, *draw*, *write*, etc. If the past participle is the same as the past form, then hands on knees twice. With verbs like *put*, *let*, *cut*, put hands on head three times. Speed up a bit, and then let sts call out verbs. Fun way to start a lesson every so often.
4. A listening warmer which learners good at maths like:
 - Think of a number between 2 and 12

- Multiply by 3:
 - Add 1:
 - Multiply by 3 again:
 - Add the original number:
 - Remove the final 3
 - The original number is ...
5. Draw/project a grid like a window pane on the board. Put a word in each pane that you want to either reinforce or practise pronunciation of, eg

environment	factories	wild fires
smog	pollution	chimneys
noise	diesel fumes	contamination

Choral drill these words pointing to each pane as you say it. When you have practiced all nine, remove one word, eg pollution and repeat the pointing and drilling. Then remove a second word, eg contamination, repeat the pointing and drilling. Continue in this way until no words are left, but you are still pointing to each (empty) pane and the learners are chanting the words. This is a great way of drilling words 9-times each, but without the learners becoming bored.

(I learnt this activity from Bonnie Tsai of Pilgrims)

6. Teenagers like hangman, odd one out, jumbled words and sentences too.

Contributed by Sandra Piai, Italy
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