

# *On Mondays, we move*

## *50 ESL warm-up activities for adults*

Many of the games that young students play are also enjoyable for adult language learners, but often classroom warm-up activities that are shared online are not appropriate for the interests and abilities of older students. Here are 50 activity ideas to get your class moving, talking, writing, thinking, and loving English each day.

*Thanks to Davy Tran for some of these great ideas!*

### On Mondays, we move

#### **Slap, Stomp:** *Ss move according to the symbols on the board*

Write lower case letters “d” and “b” on the board. With your back to the board, show Ss to stomp with their left foot for “b” and right foot for “d.” Write “d b b d b” and ask Ss to stomp together (right, right, left, left, right, left). Then, write “P” and “P” and ask Ss to slap their right and left thighs. Write a rhythmic sequence like “d b b P P P d b d b” and have everyone stomp together. Try different combinations or let students create a sequence.

#### **Sentence Runner:** *Ss read sentences posted around the room and report back to a partner.*

Before class, print and cut up 10 sentences with new or review grammar points, and hang these around the classroom walls. In pairs, one student may stand up and walk to a sentence, while the other must remain sitting, but can write. After completing a sentence, they can switch roles, until all sentences are successfully transcribed. (Recommended: number sentence strips and give each pair a worksheet with numbered lines.)

#### **Walkabout:** *Ss respond on papers on the walls*

Before class, prepare papers with trigger words or questions and hang around classroom or hallways outside the classroom. Some papers can be hung behind open doors or other slightly out-of-sight places. As student arrive, tell them to find each paper and write a sentence for each prompt. (Remind them to leave the paper for the next student!) Give them a time limit to try to find each paper. Trigger words can include: prepositional phrases for time and place; present perfect time phrases and associated words; modals; subordinators or other signal words.

This activity can be used as a Gallery Walk, by hanging response questions, review questions, or questions out of the textbook. Students can write on the paper or a separate answer sheet. Students can also read and respond to each other’s writing.

#### **Charades:** *Ss act out actions for classmates to guess*

Before class, prepare small cards with action pictures or verb phrases in a bag. Demonstrate game before starting by drawing a card and acting out the action. Write a question with the target verb tense on the board, such as *What is she doing?/ What did she do yesterday?* Encourage the students to use a full sentence to make a guess. *She is riding a bike.* Ask a willing student to draw the next card and monitor students’ guesses for the target grammar.

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**Who am I?:** *Ss ask each other questions to guess the word that they can't see*

Before class, prepare papers with level-appropriate nouns. Beginners might have stores in town, animals, common objects. Advanced students might have professions, specific household items, machines, common nouns with funny adjectives. The words do not need to be in the same category. As students enter the room, tape a paper to their back and ask them to talk to their classmates with only yes/no questions *Am I...Do I...Can you...* When they think they know the word on the paper, students can come back to the teacher to check.

**Scavenger Hunt:** *Ss search for items that match each description*

Before class, prepare a scavenger hunt worksheet for each small group or pair, with descriptive instead of specific requirements (ex: *something you don't use every day*). Pass out the worksheets and set the boundaries for the range they can explore (inside the classroom, inside the building, etc.) To model the activity together, look around the room to find examples of several objects that meet the description of the first phrase (*a highlighter, an umbrella*). Set a time to allow them to find and write the name of items that could meet the description for each question. After activity, elicit answers with full sentences. (*A highlighter is something I don't use every day. or You don't use an umbrella every day.*)

**The Usual Suspects:** *Ss line up according to a characteristic*

Draw a long horizontal arrow on the board. You can choose to label the arrow according to the characteristic that you will give the students. For example, the beginning of the arrow might be *January*, and the end *December*. Ask students to line up in the front of the room, by birthday. Demonstrate that January birthdays can stand at the beginning of the line and December birthdays at the end, and elicit the order of months in the middle. Give students a time limit and then ask each student for their birthday to check that they have completed the task correctly.

Other characteristics can include: number of siblings or family members (label arrow 0 to 10); number of American cities you have visited; how much you spend on groceries each week (0 to \$500); how long it takes to get to school (1 min to 1 hour), etc.

For an extra challenge, make it a silent activity!

**Snowball Fight:** *Ss toss balls of paper with response questions around the room*

Give each student a piece of paper and ask them to write a conversational question for a classmate. (ex: *What did you do last weekend? What's your favorite restaurant in town?*) After writing the question, they crumple the paper into a ball. When everyone is ready, declare a snowball fight. Students throw the balls at each other for 10 seconds. Then, everyone stops and picks up a snowball, answers the question, and crumples it back up. Repeat the snowball fights and response questions a few times. After the last one, students use the snowball they picked up and discuss their answer with a partner.

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**I need, I need:** *Ss race to find objects the teacher asks for.*

Put students in small groups and write *What do you need?* on the board. Tell the class, *I need, I need!* and prompt them to ask the question on the board. Say *I need four pencils*, and ask someone from each group to bring four pencils. The first group to complete the task gets one point. Repeat with different objects or requirements: *three different shoes, 4 things you wear on your head, something you never bring into the shower, 2 things you brought from your home country*, etc.

**Find your Group:** *Ss sort themselves into groups based on themed cards*

Before class, prepare cards based on distinct categories, such as content pictures, word families, or popular characters. Pass out cards to students as they arrive in class and ask them to find their group by talking to classmates. Give them guidelines, such as 3 or 4 students per group. As more cards get passed out, students may want to revise their groups. For example, the student with a picture of an old-fashioned train may start with *historic pictures* but may move to *transportation*. After groups seem to be finished, ask them to explain their category to the class. Groups can be used for follow-up class activities.

Themes can include: review content from previous class (example: pictures of classrooms in developing, undeveloped, and developed countries); preview content to activate schema (example: pictures of various forms of clean energy, fossil fuels, and infrastructure); vocabulary word families (noun, verb, adjective, and adverb forms of content words); semantic categories (example: pictures of items in a school, home, hospital, factory, etc).

## *On Tuesdays, we talk*

**Magic Word:** *Ss try to use the target word as many times as possible in a conversation*

Give students 2 minute to write 5 WH-questions. After they finish, write a simple, common word like can on the board. Ask students to use their questions to chat with a partner. Every time they use the word can, the team get a point. After 2 minutes, stop conversations and ask each team how many points they got. Make new pairs and repeat with different magic word. (examples: *like, want, please, because, happy*, etc.)

**Same and Different:** *Ss discuss a topic to find similarities and differences*

Write a familiar topic on the board, such as family. With a classmate that they don't know well, students can discuss the topic for 2 minutes to find two things they have in common and two things that are different in their opinions or experiences. Monitor progress by asking quiet pairs to explain their results. Switch partners and topics as time allows. Other topics can include: *food, neighborhoods, places you've been to, movies you've seen*, etc.

**3-2-1:** *Ss discuss the same topic 3 times to improve fluency*

Give students a discussion prompt that is at a slightly harder level than they usually use for conversation practice. For beginners, you can use something like *What should a perfect*

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apartment have? while intermediate students might get *Describe the best vacation you ever went on?* and advanced students can handle *If you could change one thing about your town, what would it be?* In pairs, give each student 3 minutes to complete the task. Then, change the pairs and give each student 2 minutes to discuss the question. Finally, ask the students to explain their answer to a new partner with one minutes each.

This activity can also be used for summarizing homework articles or videos or reviewing past lesson material. In this case, let students prepare by assigning each a different article/video, or by assigning half of the material to half the class and asking them to explain to a partner who had different material.

**Describe a picture:** *Ss draw the picture that their partner describes*

Before class, collect pictures of simple activities, silly situations, or other images with distinct spacial relationships. In pairs, one student faces the projector screen or picture and describes the picture to a partner with paper to draw. After a set time, switch positions. Choose images based on the temperament of the class, and avoid cluttered pictures with an overload of vocabulary. Normal Rockwell pictures or clip art scenes can be useful.

**Yes/No:** *Teams get points for crafting questions with a 'yes' answer*

Divide class into two teams and ask the first student on Team A to ask the teacher a *Yes/No* question. (Get students started with examples and question starters *Are you... Do you... Can you... Have you ever...*). The teacher answers with *Yes* or *No*, and writes 1 or 0 points on Team A's score board. Explain that *Yes* answers get one point, and *No* answers get 0 points. Allow the first student on Team B to ask a question, and continue through all students in class.

The next time you play the game in class, switch the point allocation – only give points for *No* answers – without telling them before you start.

**Gone in 30 seconds:** *Ss must continue speaking about the topic for a full 30 seconds*

Prepare question prompt cards for general topics that are easy for your students to chat about. In pairs, student A takes the first card and reads it, considering the topic for a few seconds. When the teacher starts the timer, the student must begin answering the question and must continue talking until the timer ends at 30 seconds. If a student stops, he or she forfeits the card. Then student B takes a card and tries to complete the goal. After several rounds, ask who has the most cards in each pair and in the class.

For more fun in a longer activity, find the [board game version at Teach-This.com](http://www.teach-this.com)

**Bedtime Story:** *Ss create a story based on randomly drawn pictures*

A set of [Story Cubes](http://www.storycubes.com) is a great investment for a teacher, but if you're on a budget or out of time, find and print out simple clip art of actions, simple vocabulary, locations, shapes, etc. Give each student a few dice or allow them to draw a few cards. Allow students to ask questions about vocabulary or re-roll if necessary. The teacher begins a past tense story using concepts from their own die, and students continue adding to the story. For a larger class, break into groups,

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and ask them to tell their stories to each other. One great thing about Story Cubes is that the images can be interpreted in different ways. You might use the story to explain why an absent student is missing from class 😊 This can also be turned into a writing activity instead of speaking practice.

Another variation of this is to have student groups draw a main character, a setting, and a conflict and create a short skit. For example, *Batman / falls in love / at a shoe shop*.

**Taboo:** *Ss give hints to their teammate to guess a word as fast as possible*

Before class, prepare enough one or two word vocabulary cards for each student to get 10 cards. Just like the old game show \$10,000 Pyramid and the board game Taboo, each student gets a pile of cards, but two students work as a team. Student A looks at the first card and can use examples, descriptions, comparisons, or any other language-based tool to get their teammate to guess the word on the card, without saying the words on the card. As soon as their partner says the word, they can go to the next card. Students can pass on a card and come back to it at the end. After a set time, the team counts gets a point for each card they completed. Then, it is Student B's turn, and points are added together at the end.

**What are you talking about?:** *S tries to guess the topic that the class is discussing*

Send one student out of the room and give the class two or three topics to choose from, such as unusual hobbies, famous book couples, foods that a lot of people don't like. It's recommended to number the options and write them on the board, so the class can choose without the student in the hall hearing.

Tell the class to discuss the topic, without saying any of the words in the topic, similar to Taboo. Invite the student back into the room and ask them to guess the topic. For a bigger challenge, increase the complexity of the topic.

**6 x 6 Words:** *Ss use dice to drill target vocabulary or sentence structures.*

Prepare a 6x6Words board from [the template on the site](#), by writing six target words at the top of each column, and make enough copies for each student. Give each pair or small group a die. The first student rolls the die, makes a question or sentence with the corresponding word, and marks one square in that column. The next student takes a turn and play continues till a student has completed one full column.

## On Wednesdays, we write

**Free-Write:** *Ss write according to prompts to guide writing fluency*

Give students a written or picture prompt at a slightly easier level than they usually work with. For example, beginner-level students can be asked *What do you do every weekend*, while intermediate students write about *What is the most difficult part of living in another country*, and advanced students can handle *Why is your major important to society?* For pictures,

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beginners might only describe, while intermediate and advanced students can be expected to compare, analyze, or predict.

Ask students to write about the topic non-stop for 10 minutes, without using a dictionary or fixing grammar. At the end, ask them to count how many words or lines of text they have completed. Build up their writing stamina every week.

**I am, but I'm not:** *Ss describe themselves with affirmative and negative sentences.*

Give students 2 minutes to list qualities or hobbies about themselves. Provide examples about yourself. *I am a teacher. I am from the U.S. I have two sons.* Then, give them 2 minutes to list things about themselves with 'not' sentences. Provide examples, such as *I am not a doctor. I don't like mushrooms. I've never been to California.* Ask students to share their sentences with a partner, or challenge them to create a self-description paragraph that combines ideas from both lists.

**Table Texting:** *Ss quickly pass messages to each other*

Sit the class in a circle or break into small groups in a circle. Give each student a piece of scrap paper and give them 30 seconds to 1 minute to write a quick message to their classmate. Provide an example, such as *Hey, how you doing?* Ask them to pass their paper to the next student, who has a short time to provide a reply and then pass the paper to the next student. Keep the messages going in short intervals.

Lisa Pagano has [a cute template available for free](#).

**Comics Bubble:** *Ss supply the dialogue for a comic*

Take the dialogue out of a comic strip and make copies for the students. Give them time and access to a dictionary to fill in the dialogue to complete the story. Popular examples and blank templates can be quickly found online for Calvin and Hobbes, Peanuts, or Dinosaur Comics. Hang the stories up during break and give students time to appreciate each other's work.

**What happens next:** *Ss predict the end of a video*

Before class, collect a few unexpected or funny videos. Search for *what happens next video* to find several online, already prepared for classroom use. Play the first segment of the video clip and pause it. Give students two to three minutes to write their answer to the question *What happens next?* Ask a few students to share their predictions, and then play the rest of the video.

**Minute Paper:** *Ss answer a prompt summarizing what they have learned*

As a quick exit or entrance slip, pose a question to the class to summarize what was covered the day before (or that day if using at the end of class). For content-based classes, this is the focus of the lesson, such as *How does photosynthesis work?* For grammar-based classes, the prompt should trigger the target grammar, such as *What should good parents do?* Collect the papers after one minute to informally assess student progress.

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**Poetry:** *Ss practice descriptive poems*

Before class, prepare examples of structured poems, such as acrostics, haiku, or diamante. Draw attention to the rules of the poem form. For example, practice counting syllables for haiku. Elicit the part of speech for diamante. Give students time to complete and possibly illustrate their poems, and then display them for classmates to enjoy.

**Vocabulary Tree:** *Ss brainstorm vocabulary related to a topic*

On the board, write a word related to the topic of the day and elicit some related words from the class. For example, *family* is related to *home* or *brother*. Draw different lines going out from the start word and add the class's suggestions, demonstrating how other words can branch out from those words. Give students 3 minutes to brainstorm as many words as they can.

As a variation, give students two minutes to list all the words they can think of related to the topic. Then, ask them to combine their list with a partner or small group for two minutes. Finally, collect all groups' lists on the board. Cross out words that were repeated between the lists and give points to each unique word that a group wrote.

**10 Things You Need:** *Ss brainstorm a list and compare to a partner*

Give students a situation appropriate for their language level, such as *a new apartment, a great date, a successful business*. Give students 5 minutes to list 10 things you need for this situation. For beginner students, the list can be short phrases and vocabulary, but for advanced students, they should write a description or explanation, like someone who can communicate with customers well. When most students have written a number of items on the list, put them in pairs to share their answers. Ask students to share with the class something that their partner had that they didn't think of, or something that they both agreed was important.

**Stretch your Sentence:** *Ss roll die to determine how many words to add to a sentence*

On scrap paper, ask students to answer a brief prompt such as *What did you do last weekend?* Monitor that students have at least the framework of a correct sentence, although there may be errors. Roll a die, or provide die for students to roll themselves. The number rolled is how many words everyone must add to their sentences. Continue for a few more rolls, reminding students that they can add time phrases, adjectives, and break apart contractions.

## On Thursdays, we think

**One of these things is not like the other:** *Ss identify and explain the outlier*

Before class, prepare a worksheet with level-appropriate vocabulary for your students. Include short (4 item) lists of similar words with one slightly different item. Give students a few minutes to identify which word does not match the category and write an explanation for their choice. Then, ask students to compare their answers with a partner and complete questions that they could not answer. [Worksheet can be found on the site.](#)

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**Cards into Categories:** *Ss sort words according to grammatical categories.*

Before class, prepare small cards with words that belong to distinct grammar categories. (Examples: word and phrases that take gerunds or infinitives after them; count or non-count nouns; suffixes for adjectives, noun, or verbs; adjectives that use *more/most* or *-er/-est*.) Write the categories as headers on the board and break the class into teams. One student from each team draws a card from the bag and decides which category to write the word under. If correct, the team keeps the card. If incorrect, the teacher erases the word and returns the card to the draw bag. Continue until all cards have been sorted into the correct categories. The team with the most cards wins.

After the activity, reinforce the target grammar by doing a “flow” activity. Ask students to repeat after the instructor for a quick rhythmic drill of the words, like *keep doing, enjoy doing, avoid doing, finish doing ... hope to do, learn to do, plan to do ...*

**Tweet Tweet:** *Ss dictate to a partner, within 140 characters*

Ask students to explain how twitter works and why it is different from other social media sites. Elicit the number of characters in a tweet and highlight the number 140 on the board. Ask an easy question, such as *What did you do last weekend?* Write a student’s response on the board and demonstrate how to count the number of characters, including spaces and punctuation. Elicit ways to increase the number of characters with additional information (*on Saturday/ with my friends/ until 9 o’clock/because I was tired*). If the answer goes over 140 characters, warn students that they have to take away words or use contractions.

Put students in pairs for teams and ask a new question. Ask Student A to answer the question while Student B writes the answer. Working together, they can edit the answer. After a set time (2-3 minutes), the teacher confirms teams’ final character counts and gives points for each character, but 0 points for teams that went over 140. Repeat with students switching roles.

**Sentence Cut-up:** *Ss reorder words into a sentence*

Before class, write the words of a sentence on separate slips of paper, without punctuation or capitalization. You can prepare 3 or 4 different sentences, but do not mix the cards from each sentence. (You may prefer to use different colored paper for each sentence.) Make enough copies for each group or pair to have a set. In class, give groups a set of cards – you can give them all different sentences to keep groups from listening in on each other. When the group has reassembled the sentence, they write it with correct punctuation and capitalization and the teacher checks. The first group to finish all the sentences wins.

**Murder Mysteries:** *Ss practice reading with short stories*

Before class, rewrite simple mysteries for your students’ reading level. [Donald J. Sobol’s \*Two-Minute Mysteries\*](#) is a good resource. In class, allow students to read silently or read out loud as they follow along. Many of these mysteries are logic puzzles, so help students find inconsistencies in the suspect’s stories. If students can’t find the answer, tell them...the next day!

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**Dictogloss:** *Ss collaborate to recreate a listening script*

Before class, find a short (1 minute) listening sample appropriate for your students. Commercials and short video promotionals can be a good place to start. Play the audio or video once for students and ask them to take notes on what they hear. Then, put them in pairs and ask them to write the sentences that they heard. After 2-3 minutes, play the audio again and put pairs together to try to write the script. Finally, play the audio again and ask the class to write the full audio.

Unfortunately, the dictogloss lost popularity in the rush toward communicative learning because of its similarity to dictation activities. But the real benefit of a dictogloss is students working together to decode the sounds and reconstruct the grammar from their notes.

**Spelling Chunks:** *Ss vary word beginnings and endings to explore new vocabulary*

Before class, print copies of the Spelling Chunks Beginnings for each pair or group and cut the columns apart (do not cut rows). Print a copy of the Spelling Chunks Endings worksheet for each student. Divide the Spelling Chunks Beginnings cards between the pairs or groups. (In pairs, each student gets two cards, while in groups of 4 each student gets one card.) Demonstrate how to hold the card in the gray square on the Endings worksheet and slide it up and down to create different words. Use one of the endings as an example to show how some beginning sounds create real words while others don't. Allow students 3-4 minutes and use of a dictionary to make a list of all the English words they can find for their card. Then, ask students to share their words with their pair or group. (You may want to print sets of the Beginning cards in different colors.) Monitor for correct pronunciation of the target sounds and ask each student to explain the meaning of one of the new words that they have found. [Worksheets available on the site.](#)

Activity ideas and Beginning cards were adapted for adult use from the materials at [SecondStoryWindow.net](#). Read Emily's original post for excellent tips on differentiating spelling instruction.

**Trivia Treasure Hunt:** *Ss search the web for answers*

Before class, prepare a worksheet with several trivia questions that students will likely not know the answers to. You can focus on target grammar (*most/-est*, passive voice, or simple past) or mix up various interesting facts. Allow students to pull out their computers or smartphones and give them a set time to find the best answer to each question. Check answers with the class or in small groups.

**Word Puzzles:** *Ss play with language*

Look for other fun word-based puzzles online. In **A-Z**, the teacher gives the students a category and they students try to think of a related English word for each letter of the alphabet. In **Recycled Words**, the teacher gives students a word and students make new words from the letters inside it. **Vocabulary** lists can be turned into cross-word puzzles, word searches, or double-puzzles at [Discovery Education's Puzzlemaker](#). Students may also enjoy [Logic Grid](#) puzzles, where the reader gets a series of clues to deduce correct orders or characteristics.

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**Visual Puzzles:** *SS use spatial abilities to solve puzzles*

There are several language-based visual exercises online, such as **Spot the Differences**, vocabulary **Memory** games, and idiom **Rebus** pictures. But students will also enjoy breaking out of the classroom structure by assembling **tanagrams**, comparing **ambiguous art**, **I Spy** pictures, creating **origami**, or finding **patterns**. If you enjoy it, your students probably will, too!

On Friday, we do whatever the %@\$\* we want

**BYOD games:** *Ss play real-time interactive quizzes*

Before class, make an account on one of the several great sites that allow teachers to develop mobile-friendly Q&As. Although **Quizlet** is the most well-known and used, **Socrative** and **Kahoot** include features that let the class play on teams, race to the answer, pool their knowledge, or see a running leaderboard. All three have an existing database of teacher-created quizzes that you can copy and edit for your class.

In class, project the login code and students can pull out their devices and get started as they arrive. (Students do not need an account to play Socrative and Kahoot quizzes, but they do sign in with a name, so you can check the report to identify struggling students and skills.) Students see their feedback immediately as they play, and the teacher can focus feedback only on questions that were problematic.

BYOD games are great for flipped and blended classrooms, review sessions, or anticipatory activities to introduce new content or target grammar.

**Agree to Disagree:** *Ss discuss controversial topics*

Before class, prepare several statements about controversial topics at the right level for your students. Even if you have a beginner-level class, remember that their conceptual abilities are advanced, although their language may not be (ex: *The world cannot have any more people.*) In pairs or small groups, give students two or three minutes to explain whether they agree or disagree with the statement.

Don't forget to scaffold this activity in the rest of your class time with phrases for polite classroom discussion. One handy tip is to make sure that students use the *Yes, but* method, shown on [the last slide of the PDF](#). Students can start with a concession (*That's a good point*), before making their disagreement (*what about...*).

**What's in the box:** *Ss ask questions to identify the item that a student is holding*

Before class, prepare a box or plastic reusable bag with a few familiar items. (Ex: *an orange, a sock, a notebook.*) Ask for a volunteer to put their hand in the bag and grab one item, but not take it out of the bag. Get questions started by asking the volunteer a *Yes/No* question (*Is it big?*). Allow students to take turns asking more *Yes/No* questions until someone can guess the object, or put class in teams for asking questions.

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**Slap:** *Ss race to find the right card*

Before class, prepare cards for each small group with the target language. For beginners, this might be pictures of listening vocabulary, for intermediate students you could use past tense irregular verbs, and advanced students can use content vocabulary or phrasal verbs. Give each group a set of cards and demonstrate how to spread them out with the picture or word sides **up**. The teacher reads a word, a sentence, a different form of the word (present tense verbs, i.e.), or a definition. The first student to touch the correct card wins it. Play until most cards are claimed and the student with the most wins. The same cards can be used for speed drills, Memory, or other class games.

**Mad Libs:** *Ss fill in a story by only knowing the part of speech of missing words*

Before class, write or look online for ESL-friendly Mad Libs. (Try some of the ones at [islCollective](http://www.islcollective.com).) Pass a worksheet to each pair, so that one can see the story while the other can't. With a student volunteer, demonstrate how to prompt for only the part of speech or description for each blank. Once a pair has completed the story, they can read it together. Alternatively, create a table at the top of the worksheet that can be folded over or filled out before looking at the story.

**Graffiti:** *Ss race to circle the word they hear*

Before class, write 10-20 review words in large print on a blank paper, and make enough copies for each pair in the class. Ask each student to find a different colored pen or marker from their partner. Read one of the words in the paper and ask students to circle it quickly. The first student in each pair who circled the word gets the point. Confirm that pairs identified the correct word before continuing. Repeat until most of the words on the worksheet are circled. To add challenge, read different forms of the word, such as present and past tense verbs, or use the word in a sentence.

**Popcorn:** *Ss relay questions around the room*

Toss a small toy or soft object into the class and ask a question to the student it lands near. After he or she answers, ask this student to ask a different question and toss the object randomly. Continue until most students have asked and answered the question. If students are choosing who to throw to, ask them to close their eyes and throw over their shoulder, instead.

**Mix-Match:** *Ss each write half a sentence*

Give each student a few slips of scrap paper and divide the class in half. One side writes a verb phrase on each paper (ex: *drive to the mountains, read a magazine, fly in the sky*). The other half writes sentence frames for the review target grammar (ex: *I hope to, My teacher likes to, I don't want to*). Collect the verbs in one bag and the frames in the other. Draw one card from each bag to create sentences for writing on the board. Or, have a student draw the cards and write the sentences. For a challenge, use trigger phrases like *yesterday, last month, next summer* instead of sentence frames and ask the student to write the verb phrase in the correct tense.

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**Song Lyrics:** *Ss practice English with pop culture songs*

Before class, prepare lyrics for a song at the appropriate level for your students. Create a worksheet that practices the target skill. Removing some words for a **Fill-in-the-Blanks** activity is popular. Also, you can provide the lyrics cut up into verses or lines and ask pairs to arrange them in the correct **order** while listening. Or, you can change some of the lyrics and ask students to **correct** the mistakes that they hear (make these obvious errors).

If students have access to devices, let them choose their own song to practice at [LyricsTraining.com](http://LyricsTraining.com)

**Shoestring Shapes:** *Ss work together silently to make a shape*

Before class, prepare a long length of rope or bring several sets of shoestrings and begin class by asking the students to tie them together into a circle. Ask all students to grab the string with at least one hand. Then, explain that *because it's Friday and the teacher is tired*, they may not use English or Arabic or any other language during the activity. They can use gestures, but cannot speak or write, and all students must hold the string all the time. Call out a letter or shape and ask them to move around the classroom to make that shape with the string. Once they have completed the shape, give them another. Begin easy with *heart* or *D*, and advance to *star* or *E*.

Variation: You can allow students to choose between no talking or no seeing. Or, you can allow students to prepare behind a set line – once they cross over the line and pick up the string, they must be silent.