### 1. Continuous Story

Each person gets up and may speak for anywhere from 20 seconds to a minute and they start telling a story.

And when their time is up, the next person has to get up and they have to continue the story. Obviously each person doesn’t know what the person before them is going to say and so they have to continue the story.

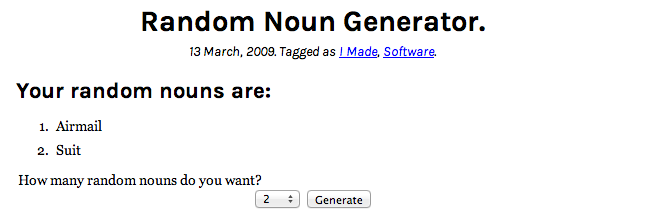
The goal of this is to make the story make sense. This game helps people engage in listening and learn to be creative enough to make the story continue on and make sense.

### 2. Make A Commercial

Get a bunch of things from your room or from your house, bring them in and get your students make a commercial about these items.

It might be a deodorant, might be an iPhone, it could be anything. And then they are required to give a 30 second to 1 minute commercial on this product and talk about why this is so awesome and why people should buy it.

### 3. Connect The Nouns



You can do this by either putting nouns on key cards shuffling them up and picking 2 up at a time or you can use this [random noun generator](http://www.desiquintans.com/noungenerator.php). You get 2 (or more) nouns and you then have to create a story that connects that 2 nouns. So it might be ‘a helmet’ and ‘a space’ or it could be ‘friend’ and ‘Dad’. Then you have to create a story that connects those 2 nouns together.

### 4. Which Is A Lie?

Each speaker is to share 3 things about themselves on a theme you set. Examples of theme: holidays, the future, my favourite after school activities, when I was young, my beliefs, the best books I've read, the best adventures I've had, my family ...

But 2 of them need to be true and **one of them needs to be a lie**.

So they get up and they tell 3 things about themselves and then the audience needs to choose which one was a lie and they see if they were correct.

### 5. Interview Introductions

Interview Introductions are a great way to break the ice with a new group of people. The exercise has them finding out about each other and then introducing the person they interviewed to the class.

#### Instructions

* Divide your group into pairs.
* Each person interviews the other in turn. The information gained forms the basis of a brief introduction speech they'll give to the whole group when the interviewing process is complete.
* Ask them to find out their partner's name, where they live, what hobbies they have, what their favourite book, film, song...is, what they're most proud of (an achievement perhaps), what they hope for from the class, something funny that happened in their childhood, where they go for holidays, what they think about the latest local issue ...
* When the group comes back together the introductions begin:  
  "This is Marko from Crikvenica. When he's not at school or studying, he's playing basketball or collecting stamps. His favourites are ..."

### 6. Image Starters

Gather up a collection of interesting images/photos from magazines or newspapers - enough for your class to have one each and then a few spare. Place them face down and have everybody pick one. Using the image as a prompt, what can they share about it?

#### Questions to get started are:

* Where is this photo/image from?   
  (And the answer doesn't have to be true. Encourage imaginative creativity.)
* What's happening in this photo/picture?
* What feelings does the image evoke?
* Is there a season or time associated with it?
* What happened after or before the photo was taken?

### 7. For/Against

This public speaking activity encourages flexibility; the ability to see a topic from opposing sides. A speaker has 30 seconds to talk 'for' a topic and then another 30 seconds to speak 'against' it. Prepare and print out a selection of controversial speech topics. You'll need one per person.

#### Sample topics:

* money is the root of all evil
* a country gets the government it deserves
* 'green' politics are just the current fashion
* pets in apartments should be banned
* marriage is essentially a business contract
* 'Religion is the opiate of the masses' Karl Marx
* poverty is a state of mind
* euthanasia is unjustifiable
* global warming is media hype
* cloning animals should be banned
* animal testing is immoral

### 8. The Object of my Affection

Gather up a collection of small objects, for example: a toy car, a can of sardines, a hair ribbon, an old black and white photographic portrait, a pair of baby shoes .... Put all of them into a non-see through bag .Each speaker puts their hand into the bag and pulls out an object. Whatever they get forms the basis of their speech

#### Ideas to kick-start the imagination:

* This ... {insert the name of whatever it is the speaker has in their hand} saved my life. It happened like this...
* Whenever I see a ...{insert the name of whatever it is the speaker has in their hand} it reminds me of the time I...
* I collect ...{insert the name of whatever it is the speaker has in their hand} and this one is the prize of my collection. It used to belong to ...

### 9. The History of ...

Prepare a starter list of events or things. For example: a postage stamp, birthday cake, books, a zebra's stripes, a chimney, the tooth fairy, common sayings like 'a penny for your thoughts', 'a red rag to a bull', 'a pinch and a punch for the first of the month',  
April Fool’s Day, a wheel, a Christmas tree, ice cream, a ladder, Father Christmas, May Day, a siren, shaking hands on meeting someone ...

Each speaker is to give an account of the history (story) behind the thing or event. It needn't be factual! The goal of this public speaking game is credible fluency.

### 10. End lines

Prepare a list of endings.

For example: 'Just do it', 'Diamonds are forever', 'He's fallen in the water', 'Some like it hot', 'His bark is worse than his bite', 'Love makes the world go round', 'An apple a day keeps the doctor away', 'First up, best dressed', 'King for a day', 'Funny money', 'Laughter is the best medicine'... Each speaker is to tell a story ending with the line they've been given.

### 11. Story Starters

Prepare a list of opening sentences or phrases.  
For example: 'It was a dark and stormy night', 'I wish people would not say ...', 'Yesterday I saw a herd of cows ', 'My favourite activity is bird watching', 'The wisest saying I ever heard was ...', 'In 20 years’ time I will be ...', 'It made me yell', 'All I want for Christmas is ...', 'Something is terribly wrong ...', 'The little voice inside my head ...', 'This is the secret I've never shared before', 'I never knew what happened ...', 'Sometimes I just want to ...', 'You know it's Summer when ...', 'Happy birthday to you, happy birthday to you', 'The story made me want to ...','I heard the best news this morning', 'The sound of people laughing ...'  
Each speaker begins with their opener, building a story and extending it however they wish.

### 12. Investigative Journalist

**Investigative journalist** is a classic pair work activity.

The basis of investigative journalist is for students to interview one another in pairs and present their findings. It can be used for groups at all skill levels from beginning to advanced, as long as you tailor it to their levels.

Beginners may do a simple version, asking their partners about their family structure, favourite colours and foods, pets and hobbies. Intermediate students could use investigative journalist to practice past tense structures by asking about their interlocutor’s childhood. Advanced students might benefit from a murder mystery version of the game, where each student is assigned a character to play and the game concludes with the “murderer” being sussed out as a result of the questions.

### 13. It’s Your Turn: Teach a Class!

**Teach a class!** is a fun activity for advanced students. In this activity, you assign each pair a grammar, vocab or culture point that they’ll have to teach to the class. The pair works together to [prepare activities](http://www.fluentu.com/english/educator/blog/recipe-create-esl-tefl-esol-lesson-plans/) and teaches the point to the class.

### 14. Guess Who

**Guess who** is a version of 20 questions that focuses entirely on people.

Students draw the name of a famous person out of a hat (you’ll need to prepare these slips in advance!) and their partner tries to guess who’s on the paper by asking a series of yes/no questions.

**15. City Leaders Clash**

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|  | For groups of 5. One role card for each student. Each card has the scenario and one of the roles.  Scenario:  In the past twenty years the city of Brownsville has doubled in size from 200,000 people to 400,000. So now the roads are too crowded. As leaders of the city government, you must find a solution to this problem. Discuss possible solutions and try to agree on a solution. If you cannot agree then decide by vote.  Roles:  You are **the mayor** of Brownsville. You want to do what is best for the city. However, one of your old friends is the owner of a subway construction company. He did a big favour for you two years ago. Without this favour you would not be mayor now.  You are **the head of the city transportation department**. You feel that building more highways around the city will be too expensive (50 million dollars). Building a subway system would be even more expensive, 80 million dollars. In your mind, the cheapest and simplest solution is to buy 300 new busses. This would only cost 20 million dollars.  You are **the head of the city planning department**. You think building more highways is the best solution. Most residents of Brownsville already own cars. You think it is unlikely that people will stop driving their cars to ride a bus or subway.  You are **the head of the city environmental department**. You know that building more highways is the worst solution; cars produce 70% of the air pollution in Brownsville. Building a subway system is the cleanest solution. Buying busses is also a fairly clean solution. Busses pollute, but 300 busses pollute less than thousands of cars. It is also possible to buy busses that use natural gas instead of gasoline, but this would cost more – 30 million dollars instead of 20 million. Natural gas produces less pollution than gasoline.  You are **the head of the city finance department**. The government of Brownsville does not have a lot of money to spend on this project. If too much money is spent, other city services like police and fire departments, hospitals, schools, museums, and libraries will not have enough money. This problem could be solved by borrowing the money for this project. But you think borrowing money is a bad idea because it will cause money problems in the future (the city has to pay the money back). |

**16. You've got some explaining to do**

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|  | This activity requires some preparation, and works best with a class of intermediate to advanced level. You need to look through magazines, newspapers, catalogues, etc. for a selection of really "interesting" pictures. All of the pictures must include at least one person who is doing something rather unusual.  Examples of some of the pictures: -A man in a suit, crouched under a dining table and screaming whilst covering his ears -A man riding on the back of a giant piggy bank -A woman singing with a pair of underpants on her head -A man dressed in a traditional burglar's outfit (striped sweater, black mask, etc.) standing outside a door where an alarm is going off  Show ONE of the pictures to the whole class. Ask them to think very briefly (about 30 seconds) about what they would like to ask the person in the picture. Then tell one of the more outgoing members of the class that they are the person in the picture. Give the class a few minutes to gather some ideas on questions that they could ask the person. The student who has been given the role of the person in the picture may use this time to try and predict the other students' questions, and prepare his/her answers.  The discussion begins with a student asking one of his/her questions to the "person in the picture". This activity develops according to the answers which are given. The students think of new questions as the discussion develops, and often end up not even asking the questions which they had originally prepared.  http://www.eslcafe.com/idea/index.cgi?Speaking |