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Learning English is often an essential skill for young learners. Keeping your English language students engaged is essential in ensuring that they walk away from classes with practical knowledge to use in everyday life. We have found 22 amazing English language activities to improve your students' speaking skills and confidence therein! Read on to learn more. These fun rhymes and songs are the perfect classroom icebreakers to warm your English students up for their English lessons and practice simple phrases and vocabulary. Learn More: Kids English Theatre Two truths and a lie is a fun game that your students will love. They tell the class two true facts and one lie about themselves. The class must then detect the lie. Learn More: Guys With Games ESL Create different "Level" areas in your classroom. All students start at level 1 and have a conversation using relevant vocabulary. At the end of the conversation, the students play rock, paper, scissors, and the winning students move up to the next level. Learn More: Games 4 ESL Students will create a presentation on a simple topic like food or hobbies. However, they must look up and add an interesting word that only the teacher will know. The other students must then guess what the word was at the end of the presentation. Learn More: Etacude English Teachers Split your class into teams; with one player from each team playing at a time. The teacher will start by stating a category (e.g. hobbies) and the players then take turns saying words relating to each category. If a player says an incorrect word or takes too long to answer they are hit with an inflatable hammer! Learn more: Teach This If you have a new English language learner joining your class, this pack is perfect to get them started. The free pack has everything your learner will need in their first week. It includes basic classroom phrases, vowel information, and more! Learn More: TES This fun, interactive game is a fantastic resource to get students practicing basic conversational questions either on their own or on an interactive whiteboard. Students can read the questions aloud and then say their answers as they select them and move through the maze. Learn More: Twinkl This activity can either be completed as a prepared speech that students can plan or be used as a game. For the game, the student or teacher can pick a topic and the student must speak for 30 seconds without hesitations or repetitions. Learn More: Making English Fun Spend a bit of class time holding a quick quiz! Students have to race to shout out their answers for each category before other teams or fellow players do! Learn More: Games 4 ESL Domino cards are an excellent resource for practicing conversational vocabulary. Players must divide up the cards between them and each player must take a turn at matching one of their cards to the end of another card in order to complete an English sentence. The winner is the player who gets rid of their cards first. Learn More: Twinkl Students must speak clearly and with great accuracy in this game. Players must describe the monster they have in front of them to their partner who must draw it based on what information they receive. The team with the most similar replica wins! Learn More: Teachers Pay Teachers 'Would you rather…?' is a simple game that is easy to work into your daily classroom routine. Write a simple "Would you rather" question on the board and encourage students to write their full answer on a whiteboard. This is a fantastic way to check students' grammar. Learn More: Hub Pages This activity is the perfect way to get your students engaged and practicing correct sentence structures. Use the free printable sheet to create the Spin and Speak wheel and then let your students have fun answering the questions they land on. Learn More: English Daisies This board game is perfect for the start of the year and will not only help your students practice their English speaking skills but will also help them get to know one another. The game board is free to download and print; all you will need are some tokens and dice! Learn More: Teachers Pay Teachers Guess Who? is a brilliant game to help English students practice their target vocabulary when it comes to describing physical appearance. Students will play in pairs and must try to narrow down their opponent's character by asking questions about their physical appearance. Learn More: Amazon This game is a simple way to challenge students to use specific words or topics in sentences. As players move around the board, they must develop a sentence that includes the word they have landed on. Learn More: TEFL Course Prompt cards are a fantastic way to develop your students' conversational skills. This free-to-print conversation card set supports students' conversations about specific topics such as the new year, pets, and eating out. Learn More: Excellent ESL 4 U This three-word game prompt sheet is an easy way to encourage students to practice speaking using relevant vocabulary. Students pick a number and must then say three words relating to each topic. Learn More: English By Juanico This English language exercise helps students practice asking questions and providing answers. Students can practice using parts of the question to form answers in their responses. Learn More: TEFL Course These cards have lots of information about each character on them. Students must work to turn the information into sentences to coherently describe each character. Learn More: English Worksheets This pack has a wide range of prompts and question/answer cards to support your students in practicing their English speaking skills. The pack is free to download and is a great activity to set up for your students to carousel around during a lesson. Learn More: TES Tongue twisters provide a fun challenge for your English students. They will be determined to practice saying each one without tripping up over the difficult blend of sounds! Learn More: ESL Printables ESL Lessons Beginner – Our beginner lesson sets are designed to provide you with the foundation you need to start speaking and understanding English. Each lesson covers essential grammar and vocabulary topics and includes speaking exercises to help you practice your skills. Whether you are a complete beginner or have some knowledge of the language, our lesson sets will help you build your confidence and improve your communication skills. Each lesson can be used to strengthen the foundation of beginner learners. Our ESL resources are free for everyone. We have collected the best ESL speaking practice handouts and contents for a variety of topics. The handouts and activities are online-friendly and flexible to meet all of your needs. Beginner.Lesson01.DescribingFamilyDownload Level: Beginner – Low Intermediate Activity Time: 60 mins Our lesson 1 ESL handout covers the basic vocabulary, sentence patterns, and speaking activities for describing family members. Beginner.Lesson03.DailyRoutinesDownload Level: Beginner – Low Intermediate Activity Time: 60 mins Our lesson 3 ESL handout covers the basic vocabulary, sentence patterns, and speaking activities for talking about daily routines. Beginner.Lesson04.HabitsRoutinesDownload Level: Beginner – Low Intermediate Activity Time: 60 mins Our lesson 4 ESL handout covers the basic vocabulary, sentence patterns, and speaking activities for talking about our habits and routines. Beginner.Lesson05.CanCantDownload Level: Beginner – Low Intermediate Activity Time: 60 mins Our lesson 5 ESL handout covers the basic vocabulary, sentence patterns, and speaking activities for learning how to use can and can't. Beginner.Lesson06.HowWasDownload Level: Beginner – Low Intermediate Activity Time: 60 mins Our lesson 6 ESL handout covers the basic vocabulary, sentence patterns, and speaking activities for talking about personal history using was and were. Beginner.Lesson07.WhatDidYouDoDownload Level: Beginner – Low Intermediate Activity Time: 60 mins Our lesson 7 ESL handout covers the basic vocabulary, sentence patterns, and speaking activities for talking about activities from the past. Beginner.Lesson08.WhatAreYouGoingToDownload Level: Beginner – Low Intermediate Activity Time: 60 mins Our lesson 8 ESL handout covers the basic vocabulary, sentence patterns, and speaking activities for talking about future plans using 'be going to'. Beginner.Lesson09.WouldYouLikeToDownload Level: Beginner – Low Intermediate Activity Time: 60 mins Our lesson 9 ESL handout covers the basic vocabulary, sentence patterns, and speaking activities for making invitations and accepting or declining invitations using 'Would you like to…?'. Beginner.Lesson10.DescribingAppearanceDownload Level: Beginner – Low Intermediate Activity Time: 60 mins Our lesson 10 ESL handout covers the basic vocabulary, sentence patterns, and speaking activities for discussing physical appearances. Beginner.Lesson11.PersonalitiesFeelingsDownload Level: Beginner – Low Intermediate Activity Time: 60 mins Our lesson 11 ESL handout covers the basic vocabulary, sentence patterns, and speaking activities for describing personalities and feelings. Beginner.Lesson12.TagQDownload Level: Beginner – Low Intermediate Activity Time: 60 mins Our lesson 12 ESL handout covers the basic vocabulary, sentence patterns, and speaking activities for using tag questions. Did you find our ESL Lessons Beginner set useful? Please let us know. Please share and like us: B1 B2 Speaking activity X-ray Bag Game In this activity, students examine realistic X-ray images of suitcases, describe the visible items, and collaboratively deduce the traveller's identity, destination, and lifestyle to practise speaking, deduction, and creative thinking. Every language teacher knows that speaking is a core skill to teach and practice, but sometimes it can be challenging coming up with creative or engaging ESL speaking activities and games. You can use them to improve the community feeling inside the classroom, too. Let's dive into nine quick, easy, and fun ESL speaking activities for teenagers and adults you can integrate into your lessons or use in speaking clubs. They are designed to be high-quality and enjoyable – and mostly suitable for online lessons, too. They don't need much preparation, but will get your students talking and help them to hone their conversational skills without even thinking about it. Student level: Pre-Intermediate to AdvancedType of Lesson: Group or Individual This is a great one for students to have fun and be creative. Put students in pairs, or you could also carry this one out in a one-one lesson. Students choose one person they want to interview. It can be anybody of their choice, and the person doesn't necessarily have to be alive still. I tell students to choose someone they know a lot about or who they admire because then they'll have more material to talk about when the speaking part of the activity comes around. Give each student a list of ten to fifteen verbs. (Can be the same list or different) See the example: DecideHateLoveOfferPreferMoveWinContinueBuyWaitConsiderChange Each student has to choose five verbs from their list. They make a different question using one of their five verbs in each question; these questions are made for the person they want to interview. Each question will have a different verb. For example, let's say a student chooses Barack Obama. They have to make five interview questions for Barack Obama, each question using a different verb from their list. Here are some examples: How did you decide you want to become president?Did you want to continue being president after your term finished?What did you love about being the president?What would you change about the USA?What do you consider to be your greatest accomplishment as president? While I usually just come up with the verbs myself, you can also find some verb lists online, along with a list of people for your students to choose from. While the students are making their questions, go through the class and help students fix the grammatical mistakes. This is a great activity if you are practicing question formation as a grammar topic with your students. The students then give their partner the questions that they wrote and then assume the role of the person they wanted to interview, while their partner asks them the questions they just made. So this means that each student answers the questions from the perspective of the person they wanted to interview, as their partner asks them the questions. Go around and listen for mistakes. You could also then have students report to the class the person their partner chose and how they responded to the questions. Student level: Pre-Intermediate to AdvancedType of Lesson: Group A very interactive and high-energy ESL speaking activity. Many students get so into it and excited that they won't even notice they are speaking in a foreign language and won't even have time to think about making mistakes. All you need to prepare for the game is to write down 15-20 vocabulary terms you want to practice with your students, each term is written on a different small slip of paper. Give a stack of these slips to each group. You can also let the students write down the vocabulary (for example on the last topic they've learned) but then some words might be double and they also might not think of the words you want them to practice. Divide your students into groups of three or four and explain the rules of the game. One player from the first group starts. This student then has one minute to explain or define as many words written on their slips to their own group as they can, without saying the word they have on the card. They want their group to guess as many words as possible in one minute. Each time the members of the group guess a word, they put the card down, which gets them a point, and then they take a new card and repeat the same thing. Once the minute is over, the next group takes their turn. After the minute is up, each group counts their points and the group with the most points wins that round. If you have time to play more rounds, after all, words are guessed, put them back in the basket and let them play again, although this time they can only use one word to explain the word on the card, for example, a synonym or a word they associate with the word on the card. An example might be that if the word on the card is 'handcuff' then they say the word 'police' and the other students have to guess the word 'handcuff'. Students only get one guess. Once a student guesses, the student must move on to the next card, whether the word was guessed correctly or not. In the last round, they act out or pantomime the words on their cards. Here's a list with even more fun ESL vocabulary games for adults and kids. While there are many other good vocabulary-charades type games that can be done with both younger and older students, this one has been my favorite. Student level: Pre-Intermediate to Upper-IntermediateType of Lesson: Group This is a very simple but effective activity with no preparation needed and can be played in two versions. It's usually more suitable for lower-level students but can also be used in intermediate or upper-intermediate students, especially for the other variation of the activity described below. In version one, one student thinks of a person – it could be someone in the class or a famous person, someone that everyone is likely to know – and the rest of the class asks them yes or no questions about the person until they can guess who it is. The student who guesses the person with the least amount of questions wins. In version two, one student goes in front of the door, while the rest of the class decides on a person. Then the student comes back in and has to ask the class yes or no questions until they can guess who the person is. Another variation of this game is to put students in groups and describe themselves from the perspective of an object, and the other students must guess what that object is in the quickest time possible. Each student in the group writes down an object and then speaks from the perspective of that object as if they were actually that object. For example, if one student chooses 'handcuffs' they would say something like: "The police put me around somebody's wrists when they break the law.""I have two round rings with chains connected them.""I am on a person on their way to prison." Students shouldn't do any gesturing or acting on this one because that will give it away. The student who is able to guess the most objects correctly wins. The reason I like this one more is that the students have to get a little bit more creative about expressing their ideas and they also tend to have more fun with this one. Student level: Intermediate to AdvancedType of Lesson: Group or Individual This is a great way to practice 'would' in the conditional form. There's a lot of different ways you can organize this one. One of the easiest ways is to just come up with some of your own ideas (5-10 should be enough), type them out, and cut them up into cards. Go around the class and have a student draw a card, read it aloud, and then call on another student to answer it. The goal is to make the "Would you rather" questions funny, crazy, interesting, or controversial. Think about what kind of questions you think would be fun to discuss if you were learning a foreign language. Bookmark our list of 110 "would you rather" questions, and you will never run out of great questions to discuss. Here are a few examples: Would you rather give up your mobile phone or your pet?Would you rather have $50,000 that is legal or $150,000 that is illegal?Would you rather be the funniest person in the room or the most intelligent?Would you rather have your first child when you are 19 years old or when you are 45? As stated before, you can make up your own. If you are doing a specific topic for your lesson, then you can try to make them as closely related to the topic as possible. For example, if the topic for your lesson is Meet the World's Oldest Ice Hockey Player, then you might want to prepare some 'would you rather' questions about age or about hockey: Would you rather stop aging at 17 or 35?Would you rather date someone ten years older or ten younger?Would you rather be a famous football player or a famous hockey player? Give each group or pair of students the same card and have each of them state their opinion about the topic on the card. You can give them a few minutes to take notes on their opinion and what they want to say before starting. Then students go around and say their opinion and support their argument. This is one is sure to bring some good conversations and even laughs in your class. You can also teach phrases on how to express opinions, such as: "In my opinion…""I believe that…""In my eyes…""From my point of view…" In addition to this, you could also assign students to make their own "Would you rather…" topics for the class or other groups. Make sure they keep them appropriate! Help facilitate the conversations and ask follow-up questions while students are speaking. Student level: Pre-Intermediate to AdvancedType of Lesson: Group or Individual This activity is great for a number of reasons: it's simple to assign and explain, effective for students to develop speaking, and fun because it's on a topic they're interested in. It's also practical because they're teaching the class how to do something or how something works. Basically, all you need to do for ESL speaking activities like this one is have students choose some topic. It can be any appropriate topic according to their wishes. Then they give a five-minute presentation on that How-to topic. In order to get students cooperating together, you could also put them in pairs and have them decide on and organize the speech together. Here are some of the ones my students have done before and they turned out to be great: How to cook [a food]How to play [a sport]How to travel cheapHow to do a magic trickHow to live healthily There are some great tips you can share with your students on giving a presentation in a foreign language. Have students prepare the speech at home or during the lesson, and then have them present their topic during the next lesson. You could take notes on their speaking or pronunciation mistakes while they present and go over them after the presentation. Student level: Pre-IntermediateType of Lesson: Group This is a game based on the classic board game "memory" designed for lower-level students. Two students go out of the room (Student A and Student B). The rest of the class gets together in pairs. If you have an uneven number of students, one group can be in three. Each pair chooses a word according to the learning objective. For example, if your students are learning about food, then in pairs they will mutually agree on a meal or a food they both like. Then the two students come back into the classroom and these two students play against each other to gain points. To gain points, Student A starts off and asks any student in the class "What do you like eating?" and that student answers "I like eating…", and then Student A asks another student what they like to eat. If the second student likes the same thing, then Student A gets one point. Then Student B goes and tries to match the pairs based on the food they mutually chose together. This is a fun game to practice vocabulary and simple phrases. You can make the game more interactive if students make gestures and movement demonstrating the type of food. For example, they gesture peeling a banana if the food they chose is 'banana'. Other good questions are: What is your favorite subject?What do you like doing in your free time?What time is it? Student level: Pre-Intermediate to AdvancedType of Lesson: Group or Individual Find a YouTube video topic that you think would be interesting for your students. I would choose a relatively short video (two to five minutes), or something like a TedTalk. Make some preview discussion questions about the topic presented in the video, go through them with students before watching, and then watch the video together. You can then have some questions prepared based on the video content and some post-discussion activities while going through some of the important vocabulary terms from the video. Students tend to love working with videos and there are so many good ones out there nowadays. Using video is effective because it brings the outside world to your students, and they can generate some great discussions in class, inspiring students to speak their mind and share their opinions and ideas. Browse our full archive of ESL resources and printables. Student level: Beginner to IntermediateType of Lesson: Group This activity is a better choice if your students are happy talking but maybe are a bit nervous speaking in front of a class: Split the class into pairs. Students need to discuss their weekend with their partner. Use only English! You need to be observant with this type of activity. Keep an eye on each student's talk time. If you are finding some students are much more talkative than their partners, maybe set a time limit for how long each student can talk for before switching. This ensures that everyone gets a fair chance to practise. Information gap activities are great to practice conversation; get more ideas here. Student level: Pre-Intermediate to AdvancedType of Lesson: Group or Individual This is another simple yet great activity for building confidence in speaking! Give the student a topic card, for instance, "Talk about your favorite place." or "What's your favorite band or artist?" The student has a certain amount of time to prepare some ideas for what they will say. The student then has to talk about that topic for a chosen amount of time. When starting out with this activity, make sure to give more time for preparation and less time for the presentation. 5 minutes of preparation time and 1 minute of the presentation should be plenty. With time, you can reduce the preparation time or increase the presentation time. Student level: Intermediate to AdvancedType of Lesson: Group or Individual Prepare a list of controversial topics, and two opposing views about each topic. Split your students into pairs or small groups (each with an even number of students). Split each groups into two parties. Assign a topic to each group: each party has to hold an opposite view. Give them some time to prepare arguments for their standpoint. 5 to 10 Minutes should be enough. Then let each group debate their topic in front of the class. One party starts voicing their first argument, then the other answers. Each statement shouldn't exceed 30 seconds – use a stopwatch with a countdown, so students know when they have to stop. The debate is over after a set time – for example 5 minutes – or when the parties stated all their arguments. After each debate, the whole class votes which party was more convincing and won the debate. If it's an individual lesson, you and the student play the opposite parties – no final vote then. Make sure to prepare topics according to the fluency level of your students. The topics can be rather serious and controversial, or fun and weird. Here are a couple of examples: Current and serious topics: Classroom instruction vs. HomeschoolingSelf-driving cars: smart or dangerousBuy local vs. buy onlineDeath sentence: yes or noiOS vs. Android Fun and weird topics: Vanilla vs. chocolate ice-creamGet up early vs. go to bed lateHave no kids vs. have 5 kidsTravel to Mars vs. to the earth's core Sommer vs. Winter Student level: Beginner to IntermediateType of Lesson: Group Finally, and absolute classic activity. Split your students into groups, each with at least 3 three students. Prepare a list of words. For each word, think about 3-5 words which can be used to describe the original word. These can be synonyms, adjectives or any kind of related terms. Example: Weather – rain, cloud, sun, forecast, outsidehungry – food, stomach, eat, restaurant, thirstyto run – fast, quick, walk, race, legs Write the words on cards. Now, one student has to take one card and explain the word to the other in their group. Here's the catch: He must not use one of the words on the card (also, no parts or variations of the words.). He must not use gestures, facial expressions or voices. He has to circumscribe the word using other verbal expressions. The rest of the group have to guess the word. Set a time for each round, like one minute. One group has to guess as many words as possible within that time; each guess is one point. When the explaining student uses one of the taboo words (or other taboo means), he has to skip the current word and continue with the next card. Count the points after each round. Then, the next group has its turn. The game is over, when each student in each group had their turn to explain words. Sum up the points; the group with the most wins. Other possible game modes: Let the groups guess one word alternating, and set a 30 seconds time limit for each guess. Or let a student explain a word to the whole class, and who guesses it first, gets a point. Student level: Intermediate to AdvancedType of Lesson: Group This activity does not only help students develop their speaking and listening skills, it also fosters critical thinking skills, creativity, and imagination. Here's how it works: Divide the group into small teams of 3–4 people each.Give each team a starting sentence, such as "Once upon a time, in a land far, far away."Set a time limit, such as 5 minutes.Each team must take turns adding one sentence to the story, building from the previous sentence.The team that completes the most coherent story within the time limit wins.To make it more challenging, you can also include a specific vocabulary theme for the story, such as "animals" or "travel", or you can include a twist, such as "the story must be a horror story".After the activity, teams present their story to the class.Encourage the class to ask questions about the story to the teams. When it comes to speaking English, beginner ESL students often struggle due to limited vocabulary and a fear of making mistakes. To address these challenges and make learning more engaging, we've put together 20 interactive speaking activities designed specifically for beginners. These activities focus on building essential speaking skills through fun and simple exercises. Whether it's naming classroom objects or talking about daily routines, each activity is crafted to boost confidence and fluency in English. Incorporate these activities into your lessons to enhance vocabulary, improve pronunciation and fluency, and encourage effective communication. They're easy to adapt to different classroom settings, making your teaching dynamic and engaging. With these activities, you'll create a supportive environment where beginners can practice speaking English in an enjoyable and meaningful way. Your students will develop valuable skills and gain confidence, making their learning journey both rewarding and fun. Students will practice naming objects in the classroom that start with each letter of the alphabet. This activity helps build vocabulary and reinforces the connection between letters and sounds. How to Implement: Preparation: Write the letters of the alphabet on the board or on individual cards, and display them in the classroom. Introduction: Explain the game to the students, letting them know that they will name objects in the classroom that correspond to each letter of the alphabet. Demonstration: Start with the letter "A" and name an object in the classroom that begins with that letter (e.g., "Apple" if there's an apple on the desk). Student Participation: Invite students to take turns naming objects for each letter. If an object is not available, students can use their imagination or suggest a common object they know. Review: After completing the alphabet, review the objects named for each letter and discuss any new vocabulary. Follow-Up: Reinforcement: Repeat the game periodically to reinforce vocabulary and encourage students to remember new words. Variation: Use different themes (e.g., animals, foods) for the alphabet game to expand vocabulary. Tips for Success: Encourage Creativity: Allow students to be creative and think of objects they may not see in the classroom but are familiar with. Support: Offer help if students struggle with finding objects for certain letters. Keep It Fun: Make the game lively and engaging by using different voices or making it into a competition. Variation: Alphabet Hunt: Create a scavenger hunt where students search for objects that start with each letter of the alphabet around the classroom. Students will describe their daily routines using simple sentences. This activity helps them practice forming sentences about everyday activities and improves their ability to speak about familiar topics. How to Implement: Preparation: Prepare a list of example sentences about daily routines to model for the students (e.g., "I wake up at 7 a.m.," "I eat breakfast at 8 a.m."). Introduction: Explain the activity, highlighting that students will describe their own daily routines using simple sentences. Demonstration: Model the activity by sharing your daily routine with the class, using clear and simple sentences. Student Participation: Have students take turns describing their daily routines to the class. Encourage them to use complete sentences and to include details such as times and activities. Pair Work: For added practice, students can pair up and share their routines with each other, then introduce their partner's routine to the class. Follow-Up: Practice: Incorporate this activity regularly to help students become more comfortable speaking about their routines. Variation: Have students create a daily routine chart and present it to the class using sentences. Tips for Success: Provide Sentence Starters: Give students sentence starters to help them structure their descriptions (e.g., "I usually…," "After that, I…"). Encourage Details: Prompt students to include specific details to make their descriptions more interesting. Offer Support: Assist students who may have difficulty forming sentences or who need help with vocabulary. Variation: Routine Collage: Students can create a visual collage or timeline of their daily routine, which they then use to guide their oral presentation. Students will guess the identity of a famous person or character based on simple clues. This activity helps improve listening skills and encourages students to use descriptive language. How to Implement: Preparation: Prepare a list of famous people or characters and write simple clues about each one. Make sure the clues are easy to understand and related to the person's or character's notable traits or achievements. Introduction: Explain the activity and let students know they will listen to clues and guess who the person or character is. Demonstration: Model the activity by giving a few clues about a well-known figure (e.g., "This person is known for writing books about magic. They have a lightning-shaped scar.") and revealing the answer. Student Participation: Read out the clues for each person or character and have students guess who it is. Encourage students to raise their hands or shout out their guesses. Group Discussion: After revealing the answer, briefly discuss the person or character and their significance to ensure students understand the context. Follow-Up: Regular Practice: Use this activity regularly to build students' descriptive language skills and knowledge of famous figures. Variation: Let students create their own clues about a person or character and share them with the class for others to guess. Tips for Success: Simple Clues: Ensure the clues are straightforward and relevant to the person or character to avoid confusion. Encourage Participation: Make the guessing fun and engaging to motivate students to participate actively. Provide Hints: If students are struggling, offer additional hints to help them make a correct guess. Variation: Clue Cards: Create clue cards with one clue per card. Students can draw a card and read the clue aloud, then the class guesses who it is. Students will name and describe objects found in the classroom. This activity helps students practice vocabulary and sentences related to their immediate environment. How to Implement: Preparation: Make a list of common classroom objects (e.g., desk, chair, whiteboard) and their descriptions. Introduction: Explain that students will be naming and describing objects in the classroom using simple sentences. Demonstration: Model the activity by picking an object (e.g., "This is a desk. It is brown and used for writing.") and describing it. Student Participation: Have students take turns choosing objects around the classroom and describing them. Encourage them to use complete sentences and include details about size, color, and function. Class Discussion: After each description, discuss the object briefly to reinforce vocabulary and understanding. Follow-Up: Vocabulary Review: Regularly review the names and descriptions of classroom objects to reinforce learning. Variation: Create a matching activity where students match pictures of classroom objects with their descriptions. Tips for Success: Encourage Detail: Prompt students to include specific details in their descriptions to make them more engaging. Use Visual Aids: Use pictures or real objects to help students understand and remember vocabulary. Provide Feedback: Offer constructive feedback on students' descriptions to help them improve their language skills. Variation: Object Description Challenge: Divide students into groups and give each group a set of classroom objects to describe. The group with the most accurate and detailed descriptions wins a small prize. Students will ask classmates simple yes/no questions and report the results. This activity helps students practice forming questions, speaking in a survey format, and summarizing responses. How to Implement: Preparation: Prepare a list of simple yes/no questions related to common topics (e.g., "Do you like pizza?" "Have you ever been to the beach?"). Write these questions on the board or provide them as a handout. Introduction: Explain the activity and how students will conduct a survey by asking their classmates these questions and then reporting the results to the class. Demonstration: Model the activity by asking a question to a student and showing how to record the answer. Then, summarize the results (e.g., "Most students like pizza."). Student Participation: Have students pair up or form small groups. Each student asks their questions to their classmates, records the answers, and then prepares to report the results. Reporting Results: After collecting responses, each student or group reports their findings to the class. Encourage them to use phrases like "Most students said…" or "Some students answered…" Follow-Up: Review: Discuss the results as a class to reinforce vocabulary and practice summarizing information. Variation: Create a new set of questions based on recent lessons or themes to keep the activity relevant and engaging. Tips for Success: Encourage Variety: Encourage students to ask a variety of questions to get diverse responses. Provide Support: Help students with any difficulties in forming questions or summarizing results. Practice Question Forms: Reinforce the structure of yes/no questions to help students ask them correctly. Variation: Survey Charts: Have students create simple charts or graphs to visually represent the survey results and present these to the class. Students will give a basic weather report using simple vocabulary. This activity helps students practice describing the weather and using common weather-related terms in sentences. How to Implement: Preparation: Create a list of basic weather terms (e.g., sunny, rainy, cloudy, windy) and prepare simple weather report templates or prompts. Introduction: Explain that students will be giving a short weather report, using the vocabulary to describe the current or forecasted weather. Demonstration: Model the activity by giving a sample weather report (e.g., "Today is sunny and warm. It is a good day to go outside.") using the weather terms. Student Participation: Have students take turns giving their own weather reports. They can describe the weather for a particular day, their favorite type of weather, or the current weather conditions. Feedback: Provide feedback on the students' use of vocabulary and sentence structure, and encourage them to use descriptive language. Follow-Up: Regular Practice: Incorporate weather reports into daily or weekly routines to reinforce vocabulary and practice speaking. Variation: Use weather forecast charts or apps as visual aids to help students understand and describe different weather conditions. Tips for Success: Use Visuals: Show images or videos of different weather conditions to help students connect words with visuals. Encourage Detail: Prompt students to add more detail to their reports, such as temperature or how the weather affects their activities. Support Vocabulary: Provide a list of weather-related words and phrases for students to use during their reports. Variation: Weather Report Role-Play: Have students role-play as weather reporters, using props like microphones or weather maps to make the activity more engaging. Students will practice buying and selling common items in a mock store. This activity helps students use everyday vocabulary and practice speaking in transactional situations. How to Implement: Preparation: Set up a mock store in the classroom with items labeled with prices. Prepare simple dialogue examples for buying and selling (e.g., "How much is this?" "It's $5." "I'd like to buy it, please."). Introduction: Explain the activity and how students will role-play as customers and shopkeepers using the provided dialogues. Demonstration: Model a shopping interaction with a student, showing how to ask about prices, make purchases, and respond as a shopkeeper. Student Participation: Divide students into pairs or small groups. Each group takes turns role-playing different shopping scenarios, with one student acting as the shopkeeper and the other as the customer. Class Discussion: After the role-plays, discuss what worked well and any challenges students faced. Provide feedback and suggestions for improvement. Follow-Up: Reinforcement: Repeat the activity with different items and scenarios to reinforce vocabulary and practice various dialogues. Variation: Rotate roles so that each student has the opportunity to be both a customer and a shopkeeper. Tips for Success: Provide Prompts: Offer dialogue prompts or cue cards to help students get started and stay on track. Encourage Realism: Encourage students to use real-life language and expressions to make the role-play more authentic. Monitor Participation: Ensure all students have the chance to participate and practice speaking during the role-plays. Variation: Shopping Scenario Extensions: Create more complex scenarios, such as sales or returns, to add variety and challenge to the role-plays. Students will talk about their favorite food and explain why they like it. This activity helps students practice describing preferences and using descriptive language. How to Implement: Preparation: Prepare a list of food-related vocabulary and sample sentences about food preferences (e.g., "I like pizza because it is cheesy and delicious."). Introduction: Explain the activity and how students will share their favorite food and reasons for their choice with the class. Demonstration: Model the activity by sharing your favorite food, using simple sentences to describe why you like it (e.g., "My favorite food is ice cream because it is sweet and cold."). Student Participation: Have students take turns talking about their favorite food, describing it, and explaining why they like it. Encourage them to use descriptive words and sentences. Class Sharing: After each student shares, allow for a brief discussion or Q&A where other students can ask questions about the food or offer their opinions. Follow-Up: Practice Descriptions: Repeat the activity with different topics (e.g., favorite drinks, desserts) to practice describing preferences. Variation: Create a "Favorite Food" chart where students list their favorite foods and reasons, then discuss the results as a class. Tips for Success: Encourage Details: Prompt students to provide detailed descriptions and reasons for their food preferences. Use Visuals: Bring in pictures or samples of different foods to help students visualize and discuss their choices. Support Vocabulary: Offer food vocabulary lists and sentence starters to help students express their thoughts clearly. Variation: Food Survey: Conduct a class survey on favorite foods, then discuss the most popular choices and reasons behind them. Students will give and follow simple commands such as "stand up" or "sit down." This activity helps students practice listening and speaking skills through direct instructions. How to Implement: Preparation: Prepare a list of simple commands (e.g., "stand up," "turn around," "touch your toes") and demonstrate the actions associated with them. Introduction: Explain that students will practice giving and following commands. Emphasize the importance of clear instructions and listening carefully. Demonstration: Model the activity by giving commands to the class and performing the actions yourself. For example, say "stand up" and then stand up. Student Participation: Have students take turns giving commands to the class or to a partner, who will then perform the actions. Switch roles so everyone has a chance to both give and follow commands. Class Discussion: Discuss how the activity went and any difficulties students faced. Provide feedback on pronunciation and clarity of commands. Follow-Up: Command Practice: Regularly use this activity to reinforce listening and speaking skills with new sets of commands or actions. Variation: Incorporate commands into different contexts, such as a "Simon Says" game or a scavenger hunt where students follow commands to find objects. Tips for Success: Use Clear Instructions: Ensure that commands are clear and simple to avoid confusion. Encourage Participation: Make the activity fun and engaging to motivate all students to participate. Provide Feedback: Offer feedback on students' pronunciation and clarity when giving commands. Variation: Command Relay: Organize a relay race where students must perform a series of commands in sequence, adding an element of physical activity to the practice. Students will describe their family members using basic vocabulary. This activity helps students practice speaking about personal relationships and using simple descriptive language. How to Implement: Preparation: Prepare a list of family-related vocabulary (e.g., mother, father, sister, brother) and sample sentences (e.g., "My sister is 10 years old." "My father is a teacher."). Introduction: Explain that students will practice introducing their family members using the vocabulary and sentences provided. Demonstration: Model the activity by introducing your own family members. Use simple sentences to describe each member (e.g., "This is my mother. She is very kind and likes to cook."). Student Participation: Have students take turns introducing their family members to the class or in pairs. Encourage them to use the vocabulary and sentence structures demonstrated. Class Sharing: After each introduction, allow time for other students to ask questions or make comments about the family members introduced. Follow-Up: Vocabulary Review: Regularly review family-related vocabulary to reinforce learning and encourage students to use it in different contexts. Variation: Create a family tree project where students draw their family trees and present them to the class, using sentences to describe each family member. Tips for Success: Encourage Detail: Prompt students to include interesting details about each family member to make their introductions more engaging. Use Visuals: Encourage students to use pictures or drawings of their family members to aid in their descriptions. Provide Support: Offer sentence starters and vocabulary lists to help students formulate their descriptions. Variation: Students will practice saying numbers by describing age, price, or quantity. This activity helps students use numerical vocabulary in practical contexts. How to Implement: Preparation: Prepare a list of numbers and corresponding vocabulary for age, price, and quantity (e.g., "15 years old," "$10," "3 apples"). Introduction: Explain that students will practice describing numbers related to different contexts such as age, price, and quantity. Demonstration: Model the activity by describing numbers in various contexts (e.g., "I am 25 years old," "This book costs $12," "There are 5 pencils on the desk."). Student Participation: Have students take turns describing numbers related to age, price, or quantity. They can use prompts or cues provided to guide their descriptions. Class Discussion: After each description, discuss the context and correctness of the number usage. Provide feedback on pronunciation and usage. Follow-Up: Practice in Context: Use the activity regularly to reinforce numerical vocabulary and its application in different contexts. Variation: Create number-based games where students have to guess numbers based on descriptions or solve simple problems using numbers. Tips for Success: Clarify Contexts: Ensure that students understand how to use numbers in different contexts and provide examples for each. Encourage Accuracy: Prompt students to be precise with their number descriptions to practice accuracy and clarity. Provide Support: Offer vocabulary lists and sentence structures to help students with their number descriptions. Variation: Number Bingo: Create a bingo game where students describe numbers related to age, price, or quantity and mark their cards based on the descriptions given. Students will talk about what they like and dislike in simple sentences. This activity helps students practice expressing preferences and using descriptive language. How to Implement: Preparation: Prepare a list of common likes and dislikes (e.g., "I like chocolate," "I don't like spiders") and relevant vocabulary (e.g., "enjoy," "prefer," "dislike"). Introduction: Explain that students will practice expressing their likes and dislikes using simple sentences. Demonstration: Model the activity by sharing your own likes and dislikes. For example, "I like reading books because it's relaxing," and "I don't like loud noises because they disturb me." Student Participation: Have students take turns talking about their likes and dislikes. Encourage them to use complete sentences and to provide reasons if they can. For example, "I like pizza because it's delicious," or "I don't like swimming because I don't like getting wet." Class Sharing: After each student shares, facilitate a brief discussion where others can comment or ask questions about the likes and dislikes shared. Follow-Up: Group Activity: Organize a group discussion where students categorize their likes and dislikes into different themes (e.g., food, activities, hobbies). Variation: Have students create a "Likes and Dislikes" chart or poster, illustrating their preferences with pictures or drawings. Tips for Success: Encourage Variety: Prompt students to talk about a range of likes and dislikes to practice different vocabulary. Support Vocabulary: Provide a list of useful phrases and vocabulary to help students express their preferences clearly. Foster Engagement: Make the activity interactive and engaging by encouraging students to ask questions or make connections with others' preferences. Variation: Preference Poll: Conduct a class poll on various topics (e.g., favorite sports, least favorite foods) and discuss the results, allowing students to explain their preferences. Students will describe the items they have in their school bags. This activity helps students practice vocabulary related to everyday objects and use descriptive language. How to Implement: Preparation: Prepare a list of common school bag items (e.g., notebooks, pencils, books) and relevant vocabulary for describing them (e.g., "This is a red notebook," "I have a blue pen"). Introduction: Explain that students will talk about the items they have in their school bags and describe them using simple sentences. Demonstration: Model the activity by describing the items in your own bag. For example, "I have a green pencil case. Inside, I have a red pen and a yellow highlighter." Student Participation: Have students take turns describing the items in their bags to the class or in pairs. Encourage them to use descriptive language and complete sentences. For example, "This is my math book. It's large and blue." Class Sharing: After each description, allow time for questions or comments from classmates. Provide feedback on vocabulary usage and clarity. Follow-Up: Item Vocabulary Review: Use the activity to review and reinforce vocabulary related to school supplies and personal items. Variation: Have students create a "My Bag" poster or drawing, illustrating the items they have and writing short descriptions for each item. Tips for Success: Encourage Details: Prompt students to provide specific details about the items, such as color, size, or function. Support Vocabulary: Offer a list of useful adjectives and phrases to help students describe their items more effectively. Make It Fun: Consider making it a game where students guess what items are based on descriptions or ask questions about the items. Variation: Bag Swap: Have students swap bags with a partner (without looking inside) and describe the items they find. This adds an element of surprise and creativity to the activity. Students will practice naming and describing colors using objects around them. This activity helps students use color vocabulary and practice descriptive language. How to Implement: Preparation: Prepare a list of colors and corresponding vocabulary for describing them (e.g., "red," "blue," "bright," "dark"). Collect objects or pictures in various colors for demonstration. Introduction: Explain that students will practice naming and describing colors of objects around them. Demonstration: Model the activity by describing the colors of objects in the classroom or images you provide. For example, "The apple is red and shiny," or "The sky is blue and clear." Student Participation: Have students take turns describing the colors of objects in the classroom or images you provide. Encourage them to use descriptive language and complete sentences. For example, "The book cover is green and has a pattern." Class Sharing: After each description, facilitate a discussion where students can ask questions about the colors or objects described. Provide feedback on accuracy and description. Follow-Up: Color Practice: Incorporate the color descriptions into other activities, such as describing clothing or artwork.

when answering to practice their speaking skills. Support with Examples: Provide examples and practice questions to help students understand how to form and respond to yes/no questions. Foster Interaction: Make the activity interactive by having students ask questions about topics of interest to them or their classmates. Variation: Question Chart: Create a chart with different yes/no questions and have students mark their answers. Discuss the results and reasons behind their responses as a class. Students will practice asking for directions and talking about transportation through role-playing scenarios. This activity helps students use practical vocabulary related to transportation and directions. How to Implement: Preparation: Prepare role-play scenarios involving transportation and directions (e.g., asking for directions to a bus stop, discussing modes of transportation). Provide maps or transportation schedules if possible. Introduction: Explain that students will practice asking for and giving directions, as well as discussing different types of transportation, through role-playing. Demonstration: Model the activity by role-playing a scenario with a student or by using a scripted dialogue. For example, “Excuse me, how do I get to the nearest subway station?” “Go straight, and then turn left. The station will be on your right.” Student Participation: Divide students into pairs or small groups and assign each group a transportation scenario. Have students role-play the scenarios, practicing asking for and giving directions, and discussing transportation options. Class Sharing: After each role-play, discuss the scenarios with the class. Provide feedback on vocabulary use and accuracy in giving directions. Follow-Up: Scenario Practice: Have students create their own transportation scenarios and role-play them with different partners. Variation: Conduct a “Transportation Fair” where students set up booths representing different modes of transportation and practice discussing them with their classmates. Tips for Success: Use Real-Life Materials: Incorporate real maps, timetables, or transportation schedules to make the scenarios more relevant. Encourage Interaction: Prompt students to ask follow-up questions and engage in conversation beyond the initial role-play. Provide Vocabulary: Offer a list of useful phrases and vocabulary related to transportation and directions to support students in their role-play. Variation: Direction Map: Create a large map on the board and have students give directions from one location to another while others follow along on the map. Students will focus on the pronunciation of common, simple words to improve their clarity and fluency in speaking. This activity helps students practice enunciating words correctly and developing better pronunciation habits. How to Implement: Preparation: Choose a list of common, simple words that are relevant to the students’ language level. Prepare any needed audio resources for correct pronunciation models. Introduction: Explain that the activity will focus on practicing the pronunciation of specific words to improve clarity and accuracy. Demonstration: Model the correct pronunciation of the selected words. Emphasize key aspects such as stress, intonation, and individual sounds. For example, “Let’s practice the word ‘banana.’ Listen to how I pronounce it: /bəˈnænə/.” Student Participation: Have students repeat the words after you, either individually or in groups. Use drills, such as choral repetition or echo practice, to reinforce correct pronunciation. Class Sharing: After practice, ask students to use the words in sentences or short dialogues to demonstrate their improved pronunciation. Provide feedback on their pronunciation and offer additional practice if needed. Follow-Up: Pronunciation Drills: Incorporate pronunciation drills into regular lessons to continue practicing challenging sounds or words. Variation: Use minimal pairs (e.g., “ship” vs. “sheep”) to help students distinguish between similar sounds and improve their accuracy. Tips for Success: Focus on Clarity: Emphasize clear pronunciation over speed to help students develop good habits. Provide Models: Offer audio recordings or examples of native speakers to model accurate pronunciation. Encourage Practice: Encourage students to practice difficult words outside of class to reinforce their learning. Variation: Pronunciation Games: Play games like “Pronunciation Bingo” where students listen for and identify words pronounced correctly or incorrectly. Students will match pictures with the correct vocabulary words and describe them. This activity helps students associate visual images with vocabulary and practice descriptive language. How to Implement: Preparation: Prepare a set of vocabulary words and corresponding pictures (e.g., pictures of animals, objects, or places). Ensure that each picture has a matching word. Introduction: Explain that students will match pictures to vocabulary words and then describe the pictures using the words. Demonstration: Show how to match a picture with its word and describe it. For example, “Here is a picture of a cat. The word is ‘cat.’ I will describe the cat: It is a small, furry animal with whiskers.” Student Participation: Distribute pictures and vocabulary words to students or pairs of students. Have them match the pictures to the correct words and then take turns describing the pictures using the vocabulary. Class Sharing: After matching and describing, have students share their descriptions with the class. Provide feedback on accuracy and the use of descriptive language. Follow-Up: Picture Descriptions: Use the matched pairs as a basis for further descriptive activities, such as creating short stories or dialogues about the pictures. Variation: Create a “Picture Dictionary” where students draw or find images for vocabulary words and write descriptions to accompany them. Tips for Success: Use Clear Images: Ensure that the pictures are clear and easily identifiable to help students make accurate matches. Encourage Details: Prompt students to include details and use descriptive language when describing the pictures. Provide Support: Offer a list of descriptive words and phrases to help students with their descriptions. Variation: Matching Game: Turn the activity into a game by mixing up the pictures and words and having students race to make the correct matches. Using engaging speaking activities can greatly help beginner ESL students. These 20 activities are designed to tackle common challenges like limited vocabulary and fear of making mistakes, making English practice more enjoyable and effective. By including these activities in your lessons, you’ll create a supportive classroom where students feel confident speaking and improving their skills. They will build vocabulary, enhance pronunciation, and gain confidence in their ability to communicate. Making learning fun and interactive is key to success. With these activities, you can provide a positive experience that helps students practice speaking English in a meaningful way. Keep trying different activities to see what works best for your students. Your efforts will make their learning journey more enjoyable and successful. Question 1: What are speaking activities for beginner ESL students? Answer 1: Speaking activities for beginner ESL students are interactive exercises designed to help learners practice speaking English. These activities focus on building vocabulary, improving pronunciation, and increasing fluency in a supportive environment. Question 2: How can speaking activities help beginner ESL students? Answer 2: Speaking activities help beginner ESL students by providing opportunities to practice English in a fun and engaging way. They build confidence, enhance vocabulary, and improve pronunciation, making it easier for students to communicate effectively. Question 3: What are some examples of speaking activities for beginners? Answer 3: Examples include naming classroom objects, sharing daily routines, playing simple role-plays, and describing pictures. These activities encourage students to use English in practical contexts and build their speaking skills. Question 4: How do I choose the right speaking activity for my class? Answer 4: Choose activities based on your students’ interests and language level. Consider their comfort with vocabulary and sentence structures, and select activities that match their proficiency to keep them engaged and motivated. Question 5: How can I make speaking activities more engaging for beginners? Answer 5: Make activities engaging by incorporating games, visual aids, and real-life scenarios. Keep the activities interactive and fun to maintain students’ interest and encourage active participation. Question 6: How do I assess the effectiveness of speaking activities? Answer 6: Assess effectiveness by observing students’ participation, fluency, and confidence during activities. Provide feedback and monitor progress to see if students are improving in their speaking skills over time. Question 7: Can speaking activities be adapted for different proficiency levels? Answer 7: Yes, speaking activities can be adapted by adjusting the complexity of vocabulary, sentence structures, and the context of the activities. Tailor them to suit different proficiency levels to ensure they are appropriate and effective. Question 8: How often should I include speaking activities in my lessons? Answer 8: Incorporate speaking activities regularly to provide consistent practice. Aim for at least one speaking activity per lesson or week, depending on your class schedule and students’ needs. Question 9: What if my students are shy or reluctant to speak? Answer 9: Create a supportive and non-threatening environment to help reduce shyness. Use activities that encourage small group interactions and build confidence gradually, and offer positive reinforcement to motivate participation. Question 10: Are there any resources to help me plan speaking activities? Answer 10: Yes, many resources are available, including ESL teaching websites, language learning apps, and educational books. Look for materials that offer activity ideas, lesson plans, and tips for effective speaking practice. Subscribe to get the latest posts sent to your email. Welcome to ESL Speaking! It’s the ultimate site for TEFL/EFL/ESL/English teachers who are looking for some fun, interactive, engaging and student-centred ESL speaking games and activities, along with a whole array of other great resources, including textbook recommendations. If you’re looking for ESOL speaking activities and games, look no further than ESL Speaking! This website is for teachers, by teachers and is run by Jackie Bolen, author of more than 100 books for ESL teachers on Amazon. Here’s just a glimpse of what you can find. If you are interested in becoming an ESL teacher, check out this article. ESL Speaking Games and Activities for Adults ESL Speaking If you’re looking for some of the best TEFL speaking activities or games for teenagers, university students, or adults, then you’ll want to have a look here: ESL Speaking Games & Activities for Adults You’re sure to find exactly what you need for your speaking or conversation class, whether it’s a grammar-focused class, a holiday-themed lesson, or more. Have a look around and if you don’t find exactly what you need, get in touch and I’ll put an article together for you. If you’re an English teacher, then you already know that the key to better classes is a wide variety of interesting activities. This helps keep students engaged in English class and makes learning far more memorable. My goal is to give you a huge variety of ESOL speaking ideas that you can use in your class today! Some of the most popular articles for English speaking activity and game ideas include the following: ESL Conversation Activities for Adults English Discussion Starters for Adults ESOL Speaking Games and Activities for Children ESL Speaking Games for Children If you teach English to kids, then you’ll definitely want a variety of engaging games and activities. But, it’s sometimes difficult to keep coming up with fresh things to bring to class. That’s where ESL Speaking comes in. We have enough games and activities to get you through an entire course in style. Check this out to see all of the best ideas for ESL speaking practice: ESL Speaking Games and Activities for Children Have a look around and you’ll definitely be able to find what you need for that next TEFL class. My goal is to make teaching easy by having a variety of top-quality English practice games and activities at your fingertips. Here are some of the most popular articles for teaching children. You can find English conversation games, activities for very young learners, and ideas for teaching children how to speak English in a fun way. Hot Potato Game ESL Kindergarten Games and Activities TEFL Speaking Games for Kids ESL Speaking Textbook Recommendations A great class often starts with a great ESL book. That’s why you’ll certainly want to check out these articles. I’ve been teaching for more than 15 years and have seen ALL the textbooks. Check out my top recommendations here: ESL Textbooks for Adults ESL Textbooks for Children Grammar and Parts of Speech-Focused Activities Do you know that lesson on prepositions or the past tense that you’ve taught for the 20th time? Maybe you’ve noticed that the ESL textbooks have all the same, old activities. Why not spice things up and add some variety into your speaking or English conversation classes? Here are some of the most popular resources: ESL Preposition Games ESL Past Tense Activities WH Question Games Subject Object Pronoun ESL Activities Resources for English Teachers English teacher resources Along with all the ESOL Speaking activities, games and textbook recommendations, you can find even more at ESL Speaking! Under Resources for English Teachers, you can find out about the supplies you need to teach English, book recommendations, online TEFL courses and more. Check out all you need for teaching English abroad, or in your home country. You’ll find everything you need to do it in style: Resources for English Teachers Some of the most popular articles included under TEFL teacher resources include the following options: 81 Ways to Make your ESL Speaking Class Better Online TEFL Course Language Teaching Methods and Approaches Rolling Carts for Teachers The Best Teacher Bags Books by Jackie Bolen Let me introduce myself. I’m Jackie Bolen and I’ve been teaching English for the past 15 years. I taught in South Korea for 10 years to every age and level of students. I’ve been in Vancouver, Canada for the past few years, teaching at private English academies and working on books and activity ideas for teachers. My real passion is ESL speaking activities and games. I love to use a variety of interesting things in my classes to make learning English fun and engaging for my students. Here are some ESL speaking-focused books that you might be interested in: Jackie Bolen on the Let’s Talk TEFL Podcast If you’re a fan of podcasts, then you’ll definitely want to check out Jackie on the Let’s Talk TEFL podcast, along with Jennifer Booker Smith. Have a look right here: Get in Touch With Jackie Bolen at ESL Speaking Do you have some ESOL speaking activities to recommend? Some ESL speaking activity that I haven’t talked about? A question about English teacher games? Please get in touch for everything speaking activities ESL: About and Contact for ESL Speaking Last update on 2025-06-07 / Affiliate links / Images from Amazon Product Advertising API Causative Speaking Warm-up (Pair-work) In this sentence transformation activity, students rephrase sentences by using the (active) causative verb form (help/let/have/get/make). Made for ESL class Speaking Activity: Mafia Game (ESL/EAP) Play mafia in ESL/EAP class to practice justifying opinions, using critical-thinking skills, and to have fun. In the game, citizens and mafia members try to kill each other to save their town. Citizens must provide justification for their accusations and mafia members must use their cunning to survive. Family Issues & Family Meeting Speaking Activity (General ESL) In this activity, students think of family problems and then role-play a family meeting. Great speaking practice for giving advice, conditionals, & idioms Health Problems: Describing Symptoms & Giving Advice (Speaking Activity) Students tell stories to describe how they got a health problem. Their partner guesses the problem and gives advice. Activity for intermediate ESL class. Vocabulary Review: Crossword Activity (Jigsaw Pair-work) Students complete a crossword puzzle in pairs to review vocabulary. This is a 'jigsaw' style activity to allow ESL students to teach each other vocabulary. Yes/No & Tag Question Bingo Game (Intermediate ESL) A simple game where students ask yes/no questions to elicit an answer that matches a square on their card (Bingo). For intermediate ESL. Free download. Speaking Activity: Making Plans for the Weekend (be going to) Students practice 'be going to' for future plans by inviting classmates to an activity they have designed. Free worksheet for pre-intermediate ESL. Speaking Activity: Giving Advice (Guess the Problem) Students ask questions to each other to try to guess what problem they have. This activity practices language for giving advice. For ESL conversation class. Speaking: 'Use to / Be used to / Get used to' Pair-Work Activity (ESL) Speaking activity to review 'use to / be used to / get used to.' Students work in pairs to rephrase their English sentences. Free download for ESL Class. Speaking Activity: Asking Questions (Pair-work/Intermediate ESL) Activity that reviews question forms. In pairs, students guess the question that matches an answer. For intermediate-level ESL students. Free download. Discussion Topics for Agreeing & Disagreeing (ESL) A list of discussion topics for speaking practice in ESL class. Good for debate, sharing opinions, speeches, or improving English conversation skill. Reported Speech: Clarifying Questions (ESL) Speaking activity to practice reported speech. Students clarify questions to each other and then answer. Free download. Upper-intermediate ESL. Articles Review: Find the Mistake (Speaking Pair Work) Speaking activity for reviewing definite/indefinite article rules (a/an/the) for upper-intermediate ESL/EFL. Free worksheet download Speaking: What Do You Say in These Situations? (General ESL) Worksheet to elicit vocabulary and expressions for everyday situations in English. Good speaking activity for all ESL levels. Free worksheet download. Eavesdropping in ESL Class for Speaking and Listening Eavesdropping is a great activity for speaking, listening, and writing. Use it to practice idioms, phrasal verbs, and more. Free worksheet download (ESL). Corrupt a Wish (ESL Speaking Activity) Fun speaking activity for practicing wish and the second unreal conditional. Good for English speaking and grammar class. ESL/EFL. Causative: Family Meeting! (ESL Speaking Activity) Students roleplay a family meeting and use the causative to discuss what their parents will let/make/have/get/help them (to) do. Free download for ESL class Speaking Activity: Five High Fives (So, Too, Neither, Not Either) ESL speaking activity to review so/too/either/not either. Students give a high five to students they have something in common with. Intermediate ESL/EFL. So do I / Me too / Neither do I / I don't either (Speaking Activity) Game for English students to practice so/too/either/neither. Students ask yes/no questions in order to use a certain addition/response. Intermediate ESL/EFL Mr. Bean: A Fun Way to Teach Present Continuous (Present Progressive) Mr. Bean videos are a fun way to teach the present progressive (present continuous) to ESL students. Read about this speaking activity for grammar practice. Pairwork: Question Review Activity (Intermediate ESL) Speaking activity to review WH and Yes/No questions with present simple, past simple, and past perfect. For Intermediate ESL class. Free download. Speaking Activity: Find the Grammar Mistakes (Intermediate ESL) ESL speaking activity for reviewing common grammar mistakes. Students are divided into pairs and correct grammar mistakes together. Free download Reported Speech Bingo - Speaking Activity (ESL/EFL) A bingo game for practicing reported speech (indirect speech). Students report their partner's information to each other. Intermediate ESL speaking activity Speaking Activity: It must have been written by ... (Past Modals) Using modals of past speculation (must have/might have/may have/could have), students guess which of their classmates wrote certain answers. For ESL class. Comparatives & Superlatives: Discussion Questions Activity (ESL) In pairs, students ask discussion questions to practice superlatives and comparatives. A fun speaking (and grammar) activity for ESL students. Free download Superlatives: Class Awards Speaking Activity (ESL/EFL) A basic speaking activity in which students give awards to each other using superlatives. Suitable for pre-intermediate or high beginner ESL. Free download. WH-Questions: Speaking Activity (Beginner ESL) Basic speaking activity for asking WH-questions (what/who/where/why/how). For beginner ESL students. Job Posting Template for Job Interview Practice (ESL) A sample job posting/advertisement and a template students can fill out to interview each other. Great for job interview practice for intermediate ESL/EFL. Speaking Activity: Entrepreneurs' Conference (Passive Causative) Upper-intermediate / advanced speaking activity about outsourcing services for practicing the passive causative (or active). Business-English focus. ESL/EFL Icebreaker: Two Truths and a Lie (Speaking Activity) ESL Students decide which sentences are true or false about their classmates. Good icebreaker for English conversation class (ESL/EFL). Activity: What Do You Have in Common? (Pre-Intermediate ESL) Students ask each other questions to find out what they have in common. Easy ice-breaker activity for pre-intermediate ESL speaking class. Free download. Telephone Dialog: Ordering Food from a Restaurant Menu (ESL/EFL) A telephone conversation between a restaurant worker and a customer who is ordering food from a take-out menu. For pre-intermediate English class. ESL/EFL Kids Camp: English Activities & Ideas (ESL) A list of games and activities for English kids camp. Useful for elementary students in grades 1 to 4 (beginners). For ESL/EFL teachers. True or False Guessing Game for Children (ESL/EFL Activity) Play the "Rope of Death" true or false guessing game with your elementary school class. Fun classroom activity for beginner ESL/EFL students. Rope optional. Classroom Activity: Shopping for School Supplies Role-play (ESL/EFL) Shopping role-play ESL activity / game for elementary/Junior high school. Students practice shopping and selling school supplies in English. Fun & practical Sheet: Action Cards for Teaching Verbs & Gesture Game (Beginner ESL) Cards for teaching verbs to beginner ESL students. Great for activities like gesture games, Simon Says, Bingo, etc. 32 basic verbs per page. Free download. English Scavenger Hunt! ESL Activity How to run a scavenger hunt in school. Great activity for ESL/EFL class (grades 5+). Includes fun scavenger hunt ideas for questions, clues, & riddles. The Tale of The Bamboo Cutter (Taketori Monogatari) English Script A free English translation of the Japanese fairytale "The Tale of the Bamboo Cutter" (a.k.a. Taketori Monogatari, or The Bamboo Princess). Free download. Travel Agency: Class Role-play Activity (Jr. High/High School) Students role-play as travel agents and customers buying tickets. This ESL activity is for junior high/high school. Includes worksheet. Classroom Activity: Speaking Marathon (Warm-up) Speaking activity for English class in which paired students see who can speak the longest. Great for classroom warm-up & building speaking confidence. ESL Speaking Activity: Meeting of Ministers (ESL/EFL) Students propose ideas in meeting of cabinet ministers. Fun speaking activity for practicing English for meetings & warm-up. For ESL/EFL conversation class. Speaking Activity: Giving Advice (ESL) Simple speaking activity for giving advice (making suggestions). For ESL/EFL class. Practices the use of "should", "suggest", etc. Good for class warm-up. Warm-up: Exaggeration Story (Telephone) Activity ESL warm-up "telephone" activity where students exchange exaggerated stories in pairs. Great warm-up for intermediate-advanced ESL conversation class. Simple Idiom/Phrasal Verb Speaking Activity Simple role-play activity (pair work) for practicing idioms and phrasal verbs. Warm-up: Picture Story Using Key Vocabulary ESL warm-up activity where students make a story in groups using pictures and key vocabulary from the previous class(es). For ESL conversation class. Every language teacher knows that speaking is a core skill to teach and practice, but sometimes it can be challenging coming up with creative or engaging ESL speaking activities and games. You can use them to improve the community feeling inside the classroom, too. Let’s dive into nine quick, easy, and fun ESL speaking activities for teenagers and adults you can integrate into your lessons or use in speaking clubs. They are designed to be high-quality and enjoyable – and mostly suitable for online lessons, too. They don’t need much preparation, but will get your students talking and help them to hone their conversational skills without even thinking about it. Student level: Pre-Intermediate to AdvancedType of Lesson: Group or Individual This is a great one for students to have fun and be creative. Put students in pairs, or you could also carry this one out in a one-one lesson. Students choose one person they want to interview. It can be anybody of their choice, and the person doesn’t necessarily have to be alive still. I tell students to choose someone they know a lot about or who they admire because then they’ll have more material to talk about when the speaking part of the activity comes around. Give each student a list of ten to fifteen verbs. (Can be the same list or different) See the example: DecideHateLoveOfferPreferMoveWinContinueBuyWaitConsiderChange Each student has to choose five verbs from their list. They make a different question using one of their five verbs in each question; these questions are made for the person they want to interview. Each question will have a different verb. For example, let’s say a student chooses Barack Obama. They have to make five interview questions for Barack Obama, each question using a different verb from their list. Here are some examples: How did you decide you want to become president?Did you want to continue being president after your term finished?What did you love about being the president?What would you change about the USA?What do you consider to be your greatest accomplishment as president? While I usually just come up with the verbs myself, you can also find some verb lists online, along with a list of people for your students to choose from. While the students are making their questions, go through the class and help students fix the grammatical mistakes. This is a great activity if you are practicing question formation as a grammar topic with your students. The students then give their partner the questions that they wrote and then assume the role of the person they wanted to interview, while their partner asks them the questions they just made. So this means that each student answers the questions from the perspective of the person they wanted to interview, as their partner asks them the questions. Go around and listen for mistakes. You could also then have students report to the class the person their partner chose and how they responded to the questions. Student level: Pre-Intermediate to AdvancedType of Lesson: Group A very interactive and high-energy ESL speaking activity. Many students get so into it and excited that they won’t even notice they are speaking in a foreign language and won’t even have time to think about making mistakes. All you need to prepare for the game is to write down 15-20 vocabulary terms you want to practice with your students, each term is written on a different small slip of paper. Give a stack of these slips to each group. You can also let the students write down the vocabulary (for example on the last topic they’ve learned) but then some words might be double and they also might not think of the words you want them to practice. Divide your students into groups of three or four and explain the rules of the game. One player from the first group starts. This student then has one minute to explain or define as many words written on their slips to their own group as they can, without saying the word they have on the card. They want their group to guess as many words as possible in one minute. Each time the members of the group guess a word, they put the card down, which gets them a point, and then they take a new card and repeat the same thing. Once the minute is over, the next group takes their turn. After the minute is up, each group counts their points and the group with the most points wins that round. If you have time to play more rounds, after all, words are guessed, put them back in the basket and let them play again, although this time they can only use one word to explain the word on the card, for example, a synonym or a word they associate with the word on the card. An example might be that if the word on the card is ‘handcuff’ then they say the word ‘police’ and the other students have to guess the word ‘handcuff’. Students only get one guess. Once a student guesses, the student must move on to the next card, whether the word was guessed correctly or not. In the last round, they act out or pantomime the words on their cards. Here’s a list with even more fun ESL vocabulary games for adults and kids. While there are many other good vocabulary-charades type games that can be done with both younger and older students, this one has been my favorite. Student level: Pre-Intermediate to Upper-IntermediateType of Lesson: Group This is a very simple but effective activity with no preparation needed and can be played in two versions. It’s usually more suitable for lower-level students but can also be used in intermediate or upper-intermediate students, especially for the other variation of the activity described below. In version one, one student thinks of a person – it could be someone in the class or a famous person, someone that everyone is likely to know – and the rest of the class asks them yes or no questions about the person until they can guess who it is. The student who guesses the person with the least amount of questions wins. In version two, one student goes in front of the door, while the rest of the class decides on a person. Then the student comes back in and has to ask the class yes or no questions until they can guess who the person is. Another variation of this game is to put students in groups and describe themselves from the perspective of an object, and the other students must guess what that object is in the quickest time possible. Each student in the group writes down an object and then speaks from the perspective of that object as if they were actually that object. For example, if one student chooses ‘handcuffs’ they would say something like: “The police put me around somebody’s wrists when they break the law.““I have two round rings with chains connected them.““I am on a person on their way to prison.” Students shouldn’t do any gesturing or acting on this one because that will give it away. The student who is able to guess the most objects correctly wins. The reason I like this one more is that the students have to get a little bit more creative about expressing their ideas and they also tend to have more fun with this one. Student level: Intermediate to AdvancedType of Lesson: Group or Individual This is a great way to practice ‘would’ in the conditional form. There’s a lot of different ways you can organize this one. One of the easiest ways is to just come up with some of your own ideas (5-10 should be enough), type them out, and cut them up into cards. Go around the class and have a student draw a card, read it aloud, and then call on another student to answer it. The goal is to make the “Would you rather” questions funny, crazy, interesting, or controversial. Think about what kind of questions you think would be fun to discuss if you were learning a foreign language. Bookmark our list of 110 “would you rather” questions, and you will never run out of great questions to discuss. Here are a few examples: Would you rather give up your mobile phone or your pet?Would you rather have $50,000 that is legal or $150,000 that is illegal?Would you rather be the funniest person in the room or the most intelligent?Would you rather have your first child when you are 19 years old or when you are 45? As stated before, you can make up your own. If you are doing a specific topic for your lesson, then you can try to make them as closely related to the topic as possible. For example, if the topic for your lesson is Meet the World’s Oldest Ice Hockey Player, then you might want to prepare some ‘would you rather’ questions about age or about hockey: Would you rather stop aging at 17 or 35?Would you rather date someone ten years older or ten younger?Would you rather be a famous football player or a famous hockey player? Give each group or pair of students the same card and have each of them state their opinion about the topic on the card. You can give them a few minutes to take notes on their opinion and what they want to say before starting. Then students go around and say their opinion and support their argument. This is one is sure to bring some good conversations and even laughs in your class. You can also teach phrases on how to express opinions, such as: “In my opinion…““I believe that…““In my eyes…““From my point of view…” In addition to this, you could also assign students to make their own “Would you rather…” topics for the class or other groups. Make sure they keep them appropriate! Help facilitate the conversations and ask follow-up questions while students are speaking. Student level: Pre-Intermediate to AdvancedType of Lesson: Group or Individual This activity is great for a number of reasons: it’s simple to assign and explain, effective for students to develop speaking, and fun because it’s on a topic they’re interested in. It’s also practical because they’re teaching the class how to do something or how something works. Basically, all you need to do for ESL speaking activities like this one is have students choose some topic. It can be any appropriate topic according to their wishes. Then they give a five-minute presentation on that How-to topic. In order to get students cooperating together, you could also put them in pairs and have them decide on and organize the speech together. Here are some of the ones my students have done before and they turned out to be great: How to cook [a food]How to play [a sport]How to travel cheapHow to do a magic trickHow to live healthily There are some great tips you can share with your students on giving a presentation in a foreign language. Have students prepare the speech at home or during the lesson, and then have them present their topic during the next lesson. You could take notes on their speaking or pronunciation mistakes while they present and go over them after the presentation. Student level: Pre-IntermediateType of Lesson: Group This is a game based on the classic board game “memory” designed for lower-level students. Two students go out of the room (Student A and Student B). The rest of the class gets together in pairs. If you have an uneven number of students, one group can be in three. Each pair chooses a word according to the learning objective. For example, if your students are learning about food, then in pairs they will mutually agree on a meal or a food they both like. Then the two students come back into the classroom and these two students play against each other to gain points. To gain points, Student A starts off and asks any student in the class “What do you like eating?” and that student answers “I like eating…”, and then Student A asks another student what they like to eat. If the second student likes the same thing, then Student A gets one point. Then Student B goes and tries to match the pairs based on the food they mutually chose together. This is a fun game to practice vocabulary and simple phrases. You can make the game more interactive if students make gestures and movement demonstrating the type of food. For example, they gesture peeling a banana if the food they chose is ‘banana’. Other good questions are: What is your favorite subject?What do you like doing in your free time?What time is it? Student level: Pre-Intermediate to AdvancedType of Lesson: Group or Individual Find a YouTube video topic that you think would be interesting for your students. I would choose a relatively short video (two to five minutes), or something like a TedTalk. Make some preview discussion questions about the topic presented in the video, go through them with students before watching, and then watch the video together. You can then have some questions prepared based on the video content and some post-discussion activities while going through some of the important vocabulary terms from the video. Students tend to love working with videos and there are so many good ones out there nowadays. Using video is effective because it brings the outside world to your students, and they can generate some great discussions in class, inspiring students to speak their mind and share their opinions and ideas. Browse our full archive of ESL resources and printables. Student level: Beginner to IntermediateType of Lesson: Group This activity is a better choice if your students are happy talking but maybe are a bit nervous speaking in front of a class: Split the class into pairs. Students need to discuss their weekend with their partner. Use only English! You need to be observant with this type of activity. Keep an eye on each student’s talk time. If you are finding some students are much more talkative than their partners, maybe set a time limit for how long each student can talk for before switching. This ensures that everyone gets a fair chance to practise. Information gap activities are great to practice conversation; get more ideas here. Student level: Pre-Intermediate to AdvancedType of Lesson: Group or Individual This is another simple yet great activity for building confidence in speaking! Give the student a topic card, for instance, “Talk about your favorite place.” or “What’s your favorite band or artist?” The student has a certain amount of time to prepare some ideas for what they will say. The student then has to talk about that topic for a chosen amount of time. When starting out with this activity, make sure to give more time for preparation and less time for the presentation. 5 minutes of preparation time and 1 minute of the presentation should be plenty. With time, you can reduce the preparation time or increase the presentation time. Student level: Intermediate to AdvancedType of Lesson: Group or Individual Prepare a list of controversial topics, and two opposing views about each topic. Split your students into pairs or small groups (each with an even number of students). Split each groups into two parties. Assign a topic to each group: each party has to hold an opposite view. Give them some time to prepare arguments for their standpoint. 5 to 10 Minutes should be enough. Then let each group debate their topic in front of the class. One party starts voicing their first argument, then the other answers. Each statement shouldn’t exceed 30 seconds – use a stopwatch with a countdown, so students know when they have to stop. The debate is over after a set time – for example 5 minutes – or when the parties stated all their arguments. After each debate, the whole class votes which party was more convincing and won the debate. If it’s an individual lesson, you and the student play the opposite parties – no final vote then. Make sure to prepare topics according to the fluency level of your students. The topics can be rather serious and controversial, or fun and weird. Here are a couple of examples: Current and serious topics: Classroom instruction vs. HomeschoolingSelf-driving cars: smart or dangerousBuy local vs. buy onlineDeath sentence: yes or noiOS vs. Android Fun and weird topics: Vanilla vs. chocolate ice-creamGet up early vs. go to bed lateHave no kids vs. have 5 kidsTravel to Mars vs. to the earth’s core Sommer vs. Winter Student level: Beginner to IntermediateType of Lesson: Group Finally, and absolute classic activity. Split your students into groups, each with at least 3 three students. Prepare a list of words. For each word, think about 3-5 words which can be used to describe the original word. These can be synonyms, adjectives or any kind of related terms. Example: Weather – rain, cloud, sun, forecast, outsidehungry – food, stomach, eat, restaurant, thirstyto run – fast, quick, walk, race, legs Write the words on cards. Now, one student has to take one card and explain the word to the other in their group. Here’s the catch: He must not use one of the words on the card (also, no parts or variations of the words.). He must not use gestures, facial expressions or voices. He has to circumscribe the word using other verbal expressions. The rest of the group have to guess the word. Set a time for each round, like one minute. One group has to guess as many words as possible within that time; each guess is one point. When the explaining student uses one of the taboo words (or other taboo means), he has to skip the current word and continue with the next card. Count the points after each round. Then, the next group has its turn. The game is over, when each student in each group had their turn to explain words. Sum up the points; the group with the most wins. Other possible game modes: Let the groups guess one word alternating, and set a 30 seconds time limit for each guess. Or let a student explain a word to the whole class, and who guesses it first, gets a point. Student level: Intermediate to AdvancedType of Lesson: Group This activity does not only help students develop their speaking and listening skills, it also fosters critical thinking skills, creativity, and imagination. Here’s how it works: Divide the group into small teams of 3–4 people each.Give each team a starting sentence, such as “Once upon a time, in a land far, far away.”Set a time limit, such as 5 minutes.Each team must take turns adding one sentence to the story, building from the previous sentence.The team that completes the most coherent story within the time limit wins.To make it more challenging, you can also include a specific vocabulary theme for the story, such as “animals” or “travel”, or you can include a twist, such as “the story must be a horror story”.After the activity, teams present their story to the class.Encourage the class to ask questions about the story to the teams. we regularly publish fresh content For English language learners speaking is probably one of the most important and most feared language skills they have to learn. They may be shy, in both languages, or they may be afraid of making a mistake in front of their friends or classmates.One of the best ways to overcome this is to use English games and activities, introduce some fun into the lessons and these fears suddenly become less important.We have been teaching English for a lot of years and here are 15 of the best English Speaking games and activities we have researched and trialed in our classrooms. They have been massively useful to us over the years, so we hope they are for you as well.We have researched English Speaking Games for all levels, backgrounds and ages of students. Activities like the “Yes/No game. Call My Bluff, On Call” can all be scaled to address student needs. Utilizing speaking games for students is a proven way of maximizing participation and retention of language.It is important to try to over come students initial fears of speaking, No one likes to make mistakes or look foolish so creating a risk free and non judgmental environment in your classroom is vitally important.I often try to speak in the students first language to show them that of course people make mistakes, and that is perfectly acceptable, of course some times funny, and nothing NOTHING to worry about!This is a more difficult task with adult learners, but still achievable highlighting their motivations for learning the language and how it can benefit them at the beginning of sessions helps with this, especially if you go on to highlight how speaking is going to be the most important skill in the vas majority of these situations. In careers, social occasions and travel.Speaking is the most important skill they will learn. One thing both younger and older students have in common? We all like to have fun. These speaking games below can all be adapted to suit either a Kindergarten classroom, ESL or otherwise, or a boardroom training session. There is something for every classroom situation.Also where we have them on our site we will link to the files for you to download to make it more convenient for you. If you want to jump to a specific game just click on the list below.Just before we jump into these 17 ESL Reading Games and Activities we have the four skills covered on the site. Speaking, Reading, Writing and Listening.You can access the pages from the links below or click on the image to download them all in one PDF file for $2.99 or the price of a coffee (a good one we admit!)The Best ESL Games and Activities – 4 Booklets in 139 No-Prep/Low-Prep ESL Speaking Activities: For Teenagers and Adults (Teaching ESL Conversation and Speaking)ESL Speaking Activities: The Ultimate Book for Busy English Teachers. Intermediate to Advanced Conversation Book for Adults: Teaching English as a Second...Teaching ESL/EFL Listening and Speaking (ESL & Applied Linguistics Professional Series)Amazon price updated: June 27, 2025 1:33 pmThis English speaking activity is both fun and useful. The aim is to get students to speak for 30 seconds about topics that may or may not be out of their comfort zone. We have a list of topics here for you to choose from, and of course you can think of your own.There are two ways to approach this, you can introduce the task by asking them to work individually first, or move straight onto the game below.Introduce the idea to the group and say that we will be focusing more and more on their speaking and presenting skills and that this lesson will be a bit of fun and good practice.Ask how long 30 seconds is…. Is it a long time? (Relative of course!)Say that they are going to be talking for 30 seconds about something they know about and that they have only 1 minute to prepare.You can work your way around the class, or split your class into teams to do this depending onWork your way round they class giving people a go at trying to speak for 30 seconds.As they practice the task above write the rules on the board and split class in half1) Pick a subject2) Talk for 30 seconds3) No hesitation or repetition (although of course they are learning so be lenient with this!)4) If you can’t talk for 30 seconds the other team will get a chance to finish your time.5) If they can finish the time they will get the points instead.Adaptations:You can change the amount of time depending on the age and abilities of your students.You can choose topics that will appeal to your students, if professional students you can choose topics from their careers for example.To do this with varying abilities it is possible to change all aspects. From length of time speaking to the topics chosen.you can work as teams and make it competitive or run it as a whole class activity.These type of activities used to be in puzzle magazines all the time. There sis a fair deal of explaining required to them but basically it s a logical fill in the blanks. It is better suited to higher level students, but its a great English Speaking game when adapted properly.We have a separate page for the full details, and it is in this speaking exercise book (free download) but will highlight the basics here to see if it is something that fits your teaching needs.The aim is to fill in the table with all the information so you know everything about the residents of Downing street. However you have to walk around and ask the rest of the class for that information, only once you have spoken to everyone will you be able to work it out . This is a great English speaking game that gets the whole class taking to each other, and forgetting about the language they are doing that in!You will need the table worksheet for students to fill in and the list of information and clues both on the links includes herePass out one clue and a table worksheet to fill in to each Student.If you have fewer than 20 participants, give each person more than one clue until you run out.If you have more than 20 students, cut up more than one copy of each and pass out duplicates to the groupDo not let participants read each other’s clues.As they get the information they can start to fill in their table.They must speak and listen to identify, as a group, what they learn from each clue.The teachers role is to make sure they are speaking English and to point in the right direction if it gets a little confusing.Once your students have the answers then it can be gone through together on the board or white board and it adds another speaking element to the lesson. This is a great speaking game for ESL students and other. It really encourages them to speak to each other. As an added bonus for teachers we get to act as facilitator rather than be stuck at the front of the classroom.Adaptations: It is possible to add clues (carefully to make sure they fit the answers) doing this makes it much easier. The aim is to get the students speaking to each other not just the logic side of the activity.Ask and respond activities give students the comfort of a script to follow, which means those who are a little self conscious have some scaffolding to work from. It also means these activities are suitable for lower level students who need that extra helpResources •A copy of a town map, or any town map printable from google for groups of students, a list of place names for students to pick from. We have one designed for younger learners here.The activity.Chose a student from each team (make three teams if you can.) who will come to the front and pick a place to start from the bag and then will pick a place to finish.The students mentions the start building and then has to give directions to their team.His/her team has to follow as they describe the directions (obviously they cant say the name of the place or the building that they are supposed to go.) If the team has it right they get points.You can pre teach turn left, straight on, turn right as needed of course.Offer points as you see fit for each teamMake sure as many get a chance to come to the front and speak as possible.Adaptations:It is possible to actually have the directions already prewritten for students. This means they can practice reading, speaking and listening in one activity.Also it is possible to have your class spend a lesson coming up with the directions themselves and then putting them all in a box or bag at the front for the whole class to use. This