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<i>Activity</i>	<i>Level</i>	<i>Approx time (minutes)</i>	<i>Description</i>	
1 Chain names	Beginner to Advanced	5–10	Introducing students to each other.	24
2 Name bingo	Beginner to Elementary	10–15	Introducing students to each other (larger classes).	24
3 Find someone who . . .	Elementary and above	15–20	Students find out more about each other.	25
4 Guess who?	Elementary to Intermediate	15–20	Students ask questions in order to establish a person's identity.	26
5 Sounds English	Beginner to Advanced	10–15	Getting students' tongues around English sounds.	27
6 Look and speak	Beginner to Intermediate	15–20	To help students repeat a dialogue.	28
7 Listen and speak	Beginner to Elementary	15–20	Giving students simple oral practice through dialogue repetition.	29
8 Listen and record	Elementary and above	15–20	To make a recording after listening to a taped model.	29
9 Shadow reading	Beginner to Advanced	10–15	Building up students' confidence.	30
10 Who do you think . . . ?	Upper intermediate to Advanced	20–25	How different language is used for the same function.	31
11 Do you come here often?	Elementary and above	10–15	To cue a dialogue so that students have to listen to what the other speaker says.	32

12	The phone game	Elementary and above	10–15	Controlled practice of telephone conversations.	34
13	Who said it?	Intermediate and above	15–20	Interpreting and attributing utterances.	35
14	Split exchanges	Elementary and above	10–15	Focusing on exchange structure.	36
15	Anyone for tennis?	Elementary to Lower intermediate	5–10	Practice with <i>going to</i> to express the future.	39
16	Is that right?	Elementary and above	10–15	Recognizing gambits.	40
17	Dialogue fill-in	Intermediate and above	10–15	Practice in producing more than minimal responses.	41
18	The best years of my life	Elementary and above	10–15	Practice in the simple past forms.	42
19	Experiences	Elementary and above	15–20	Practice in the present perfect tense.	42
20	Pet hates	Elementary and above	10–15	Practice in forms such as <i>I love, I hate</i> , etc.	43
21	The old days	Intermediate and above	15–20	Practice in <i>used to</i> .	44
22	If only . . .	Intermediate and above	10–15	Practice in hypothetical <i>would</i> .	44
23	Je ne regrette rien	Intermediate and above	15–20	Practice in hypothetical <i>would</i> .	45
24	Cheat	Intermediate and above	10–15	Practice in hypothetical <i>would</i> .	46
25	Could I ask you a few questions, please?	Elementary and above	15–20	Practice in question forms.	47
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3	Awareness activities				51
26	Encouraging noises	Elementary and above	15–20	Expressions which encourage the other speaker to continue.	52
27	Keep talking	Elementary and above	10–15	Ways in which fillers can contribute to an impression of fluency.	53
28	Encouragement	Intermediate and above	10–15	Expressions which encourage the speaker to say more.	54
29	Repetition	Upper intermediate to Advanced	15–20	Different uses to which repetition can be put in the spoken language.	55

30	As I was saying . . .	Upper intermediate to Advanced	20–25	Types of interruption and how to deal with them.	57
31	Gestures	Intermediate and above	10	Using gestures as reinforcement of what is being said. (video task)	58
32	Follow me	Elementary and above	15–20	Repetition of certain words and phrases, and body language. (video task)	60
33	Sound off	Elementary and above	10	Extra-linguistic clues to help students understand and interpret what is being said. (video task)	60
34	Sound only	Elementary and above	20 (max.)	Developing a feel for voice quality. (video task)	61
35	What's next?	Elementary and above	15 (max.)	Practice in following extended conversation. (video task)	62
36	A smiling face?	Intermediate and above	20–25	To raise sensitivity in students to body language.	63
37	The message is . . .	Intermediate and above	15–20	Recognizing the function of gestures in English.	64
38	I want a blue one!	Elementary to Intermediate	10–15	Stress practice in the context of a drill.	67
39	I haven't got any ice!	Intermediate and above	5–10	Shifting stress in a prompted dialogue, altering meaning.	68
40	Take that!	Intermediate and above	15–20	Making students aware of sentence stress.	69
41	This is a question?	Upper intermediate and above	20–25	How intonation can alter meaning.	70
42	Same words – different message	Intermediate to Advanced	15–20	Ways in which the meaning of an utterance can be altered by changing the intonation.	70
43	True or false?	Upper intermediate to Advanced	25–30	Ways in which native speakers try to be polite in social encounters.	73
44	Similarities and differences	Upper intermediate to Advanced	20–25	Social behaviour in the target language.	75

45	Culture shock!	Intermediate and above	25–30	Problems people encounter when they have to live in a new country.	77
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4	Fluency activities				79
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46	I hated Maths – did you?	Elementary and above	25–30	Introducing students to fluency activities.	83
47	Habits	Intermediate and above	30–35	Sharing opinions.	84
48	Family life	Intermediate and above	25–30	Sharing opinions.	86
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56	The best	Elementary to Lower intermediate	20–25	Introducing students to ranking activities.	96
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58	Time	Intermediate to Advanced	30–35	Justifying and explaining preferences.	97
59	Time capsule	Intermediate to Advanced	25–35	Things students value in their daily lives.	99
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61	Future shock	Intermediate to Advanced	30–35	Discussing priorities for the future.	101

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67	Building a model	Intermediate and above	25–30	Evaluating how effectively students are able to perform a given task.	107
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