

all levels

A1-C2



20-60 MIN

PRACTICE PRESENTATIONS

When students have practice presentations it can be difficult for them to find someone to help them. Therefore, it can be of great help if the students can practice in class together with volunteers. It is helpful to invite more volunteers to join the class for this activity, as they can each help a group of students.

INSTRUCTIONS

1. Place the students in groups of three students.
2. The volunteers participate in the class and circulate between the groups. The students take turns to present themselves, and the volunteer asks questions. After each presentation, the volunteer can ask supplementary questions.
3. If the students have not yet practised their presentations, the volunteer can help them by taking notes as they present, and afterwards hand over the notes to each student.

VOLUNTEER'S ROLE

The volunteer contributes as a conversational partner and starts dialogue and reflection amongst the students by asking investigating questions. At the same time, the volunteer can help the students to improve their presentation by writing notes, which are given to the student afterwards.

TIPS

- Groups of 3-4 students presenting themselves are suitable for this activity, allowing the volunteer and their fellow students to ask questions to the presentation. It can be beneficial to expand the timeframe for the exercise about 45-60 minutes depending on the students' linguistic levels.

intermediate - upper intermediate
B1-B2



WRITE

ABOUT A VOLUNTEER

Students practise question formation, reading and writing.
You need a blackboard or a whiteboard.

INSTRUCTIONS

1. Interview a volunteer in class, based on a subject chosen by the teacher.
2. The students ask as many questions as they can to the volunteer. The teacher takes notes on the blackboard.
3. At the end of the interview, either the teacher or a student takes a picture of the volunteer.

In the following lesson:

1. The teacher shows the picture of the volunteer and provides the students with the notes from the blackboard.
2. Now the students have to write a text about the volunteer.
3. Afterwards, the students take turns to read their text out loud, while the remaining students listen and ask questions.

VOLUNTEER'S ROLE

The volunteer should provide insights into a relevant topic, e.g. working life.

The teacher can instruct the volunteer not to use complex vocabulary or give lengthy answers to the students' questions.

TIPS

- Performing the activity on the same day is beneficial, e.g. interviewing the volunteer in the morning and writing about them in the afternoon. Much information will be lost if there is too much time in between the two activities.
- It is an advantage for the students to write about the volunteer in class because it enables them to help each other with information, and they can ask the teacher for help if they have any doubts.

intermediate - upper intermediate
B1-B2

30 MIN

I NEED GOOD ADVICE...

This activity could be used before a follow up writing activity or action planning session. It is good for persuasive speaking skills and discourse around giving advice.

PREPARATION

The teacher should prepare papers with statements describing different problems or dilemmas before class. Examples of statements:

- *Last week I forgot to send my brother a birthday gift.*
- *I want to get to know new people.*
- *My best friend works too much and is starting showing signs of severe stress.*
- *I want to get in contact with my neighbours.*
- *I want to be rich and famous.*
- *My sister cares too much about making money and buying expensive things.*
- *I borrowed my friend's digital camera, and now it is broken.*
- *I think my life is standing still and is way too boring.*
- *We are invited on a weekend trip with my husband's colleagues, but I cannot stand them.*
- *I need to hand in a big assignment tomorrow, but I have not yet started.*
- *My neighbour hits his kids and wife.*
- *I want to experience something new and exciting this weekend, but I do not have any money.*
- *My mother-in-law always interferes with our life.*

VOLUNTEER'S ROLE

The volunteer asks questions and facilitates dialogue among the students. The volunteer can also help with vocabulary, if necessary.

TIPS

- This activity is also usable for other linguistic levels if the students are divided into groups containing both strong and weaker students. By doing so, the stronger students can help students on lower linguistic levels to understand the task.
- If there are 2-4 topics to discuss and 4 students in each group, it can be beneficial to expand the exercise from 30 minutes to 45 minutes.

INSTRUCTIONS

1. Place the students in groups.
2. One at the time a student takes a note from the stack and says: "I need good advice" and then reads the note out loud, e.g. "I want to be rich and famous"; "I borrowed my friend's digital camera and now it is broken" or "We are invited on a trip with my husband's colleagues, but I cannot stand them".
3. The groups discuss what advice they want to give on the matter. The volunteer either participates in a group or circulate between groups.

Alternative: There is also the option to elicit students' real life dilemmas as material for the advice. This can form a second round of advice seeking and giving. Students can write their dilemma on slips of paper and then read them out to their group as they did in the first round.

elementary - upper intermediate
A2-B2



TELL ME ABOUT...

This can be a useful activity to go deeper into a particular topic or theme; the more kinetic version of the activity (option 2) can be a good energiser or way to mix students up. This activity is good for conversational training and reflection.

PREPARATION

Prepare a few different topics written on separate cards. It can be topics familiar to the class.

Examples of topics:

- When I first met my husband/wife
- My best gift
- My dream job
- The best movie I have watched
- Animals I am afraid of
- Food I love
- Food I do not like
- Benefits of living in [insert city]
- My childhood
- My best friend
- 3 things that make me angry

INSTRUCTIONS

Option 1:

1. The students are placed in groups of 3 or 4 people. The volunteer is assigned to a group to make sure everyone understands the topic. If there is more than one volunteer, they should be placed in different groups.
2. One at the time, the students draw a topic to talk about. One student starts to talk

VOLUNTEER'S ROLE

The volunteer supports the students around understanding and dialogue. The volunteer asks questions during the activity.

The activity does not require any preparation from the volunteer, but the teacher should prep the volunteer beforehand. The volunteer's job is to make sure everyone understands their topic cards and to ask questions about the topics so that the students will talk as much as possible.

- about the subject, and the volunteer and additional group members ask questions if the student gets stuck.
3. When the student is finished talking about the subject, the next student can draw a new topic from the stack. After 20 minutes the teacher gathers the class to discuss what each group have been talking about.

INSTRUCTIONS

Option 2:

1. Each student picks up a card with a topic and walks around amongst each other in class.
2. Student get into pairs and discuss their topic.
3. Afterwards, the students exchange notes and find a new partner.
4. After 20 minutes the teacher gathers the class to discuss what the pairs have been talking about.

TIPS

- 20 minutes is a pretty short time, and one can easily extend the activity to last up to 45 minutes. The topics can be predefined by the teacher, but the teacher could also ask the students if there are any relevant topics they want to add. Each group could, for example, contribute with a topic of their choice.

upper intermediate
B2

60 MIN

DEBATE CLUB

This activity is good for reflection and discussion.
The activity can also be used to prepare students before an exam or just for general discussion in class.

MATERIAL

Notes with topics like "Equality", "Working life/stress", "Marriage", "Dating culture", "Dynamics between....".

INSTRUCTIONS

1. The students are placed in groups with a volunteer in each group. The notes with different topics lay on the table. One by one the students pull a topic from the stack, which the whole group must discuss.

VOLUNTEER'S ROLE

The volunteer act as a conversational partner and starts dialogue and reflection within the group by asking questions.

TIPS

- The activity is also suitable for lower linguistic levels if it is modified by choosing easier topics and maybe shortening the discussion time to 45 minutes. The topics could be written as questions instead:
 1. How can I improve my language skills?
 2. Job seeking.: what do you do to find work?
 3. What do you do to get local friends/make contact with locals?
 4. Internship/work. Is an internship a good or a bad thing? What can you learn from an internship?

In the case of leading questions, make sure that the topics and questions are relevant to the interests of students.

all levels
A1–C2

10-30 MIN

You need enough space for students to move across a spectrum.

SPECTRUM LINE

This is a versatile activity that can be used at many different stages of the learning process. It allows for reflective discussion amongst students, with a clear visual representation of the spread of group opinion. It can be used at the beginning of a new theme in lessons to assess students' existing knowledge or opinions. It can also be used at the end of a lesson or course to reflect on the experience and whether aims have been met. The aim of activity is to express where the students stand (literally and figuratively) in relation to a number of questions and statements.

INSTRUCTIONS

1. The teacher makes statements and asks participants how far they agree or disagree with the statement they've spoken. To show how far they agree, students go and stand somewhere along a 'spectrum' between two walls or two points in the classroom. One wall or point represents complete agreement and the other wall or point represents complete disagreement. Students can also stand somewhere in the middle.
2. After each statement has been read out, and students have positioned themselves, the teacher can invite participants to explain why they are standing where they are.

VOLUNTEER'S ROLE

Volunteers can support this in a number of ways:

- 1) They can take part in the spectrum line if the topic is also relevant to them e.g. exploring a shared theme like health or housing.
- 2) They could capture the data generated by the spectrum line - for example estimating the percentage of the class who agrees or disagrees for each statement on the board, or plotting the spread of opinion in a visual record on the board.

3. Students can change their position if they are persuaded by something someone else says. By giving people a chance to speak once they've positioned themselves, they can justify their stance, add nuance and clarify their understanding of the statement. Examples of statements to explore with students:

"I enjoyed this lesson/course"

"I feel more confident about X"

"I know how to X"

TIPS

- It can be useful to ask for comments from those participants who are furthest along the spectrum line in either direction. However, teachers may be worried about singling anyone out for specific comments, in which case they can ask 'Could someone in this area explain why they are standing over here?'

beginner - proficient
A2-C2



20-75 MIN

SILENT DISCUSSION

Students have a discussion (using writing rather than speaking) about a given topic or in response to a stimulus. This can be a useful activity to generate deeper contemplation and discussion around a theme or shared concern. It also creates a visual record of students' thoughts which can be referred to, or used as a text later on in the course.

It can also be a useful activity for a group where there is very unequal participation in group speaking activities, as it may give shyer students the space to express themselves.

PREPARATION

Material: Large sheets of paper or sheets of flip chart paper pre-prepared with stimulus e.g. image, text.

Place pre-prepared sheets of flip chart paper around the room. On each sheet, place a stimulus. This can be a text, image or an open question related to a theme or concern that students share. It makes the activity more coherent if the stimuli are connected by some kind of theme.

Examples of open questions: If students have identified 'high rents' as a shared concern, you could have sheets asking: How do rents here compare to other places you have lived? What are the consequences of high rents? Why do you think rents are so high? Who has the power to change rents? What could we do as a class about this issue?

Or you could mix open questions on high rents with brief articles, images or quotations on the subject.

VOLUNTEER'S ROLE

Option 1

The volunteer could take part as a participant, also contributing to the sheets.

Option 2

They could circulate the room, being available to answer any questions from students (in whispers) about spelling or sentence structure.

Option 3

you could ask the volunteer to circulate the room reading the sheets and noting down any common errors and any exemplary phrases for you to highlight in language feedback after the activity.

INSTRUCTIONS

1. Divide students into small groups around each flip chart paper. Ask them to write answers, comments or further questions on each flip chart paper in silence. They can also write responses to things other people in their group have written and use lines to connect comments and questions together.
2. After everyone has had time to contribute to this 'home sheet', give them time to circulate and look at other groups' sheets. They can take their pens and write further comments and questions on these sheets.
3. After this second round of the process, there are a few different ways to feedback collectively on what's been written:
 - a) You could give everyone time to circulate (without pens) to read the final sheets. Sheets could even be pinned or blue tacked to the wall at

Continued on the next page!



this stage, so that they can be viewed more easily. You could ask student to identify one question or comment which really stands out for them. They could then feed this back, while the volunteer writes them on the board (verbatim).

b) You could divide the class into groups and give each group one flip chart paper. Ask them to read the sheet and come up with a brief summary of the sheet to present to the class.

c) You could ask students to discuss: What did you learn from doing this activity? This can be discussed with the whole group or in small groups.

TIPS

- You could give students different coloured pens to make the sheets look more vibrant.
- Prep volunteers to assist students with language only if they request - error correction and accuracy are not the main purposes of this activity.

all levels
A1-C2

10-60 MIN

VOLUNTEER IN THE HOT SEAT

Students ask the volunteer questions to find out about them. This activity is useful for large classes with only one volunteer. The activity can be expanded to an hour or run much more briefly as a warmer activity. This is a chance for students to get to know the volunteer better.

INSTRUCTIONS

1. The activity starts with students writing questions for the volunteer. This can take longer with lower level students, who may also need some input on question structure and language. Alternatively, higher level students could work in pairs to come up with one or two questions in 5 minutes. The students can ask the volunteer about anything



VOLUNTEER'S ROLE

Check with the volunteer in advance that they're prepared to take on this role. Let them know they can say if they don't understand the question and can also ask the students to elaborate their questions. Optionally, volunteers can also have the option to 'pass' questions they don't want to answer or to 'reverse' a question and ask it back to the student.

– although you might want to suggest they don't ask anything that they wouldn't want to answer themselves! One way to encourage this is to give the volunteer a 'PASS' card if they don't want to answer something and/or the power to ask the same question back to the student on two or three occasions during the exercise.

2. During this preparatory stage, the teacher and the volunteer circulate to help students form their questions and practise their pronunciation (if necessary). Once the questions are ready, the volunteer sits on a chair (the 'hot seat') in the middle of the class.
3. The students take turns asking the volunteer their questions. The volunteer answers the questions briefly so all of the students get a chance to ask their question. Depending on the level you can tell the students to ask their question while keeping their preparatory writing covered.
4. After the activity, the teacher can give feedback on the language used and/or initiate a debrief session about the content. This debrief could take the form of asking students to name one thing that surprised them or one thing they learnt during the questions.

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The teacher could also ask students and volunteers if any questions made them feel uncomfortable, to open up a discussion about how to make the classroom space safe for everyone involved.

5. Optional: the activity can be expanded so the volunteer is recorded while they answer questions. This recording can then provide a 'text' for further listening activities. For example, the class can listen again to the recording and discuss the things the volunteer spoke about.

TIPS

- Adjustments can be made to this exercise to make it suitable for all levels.
- The exercise may also work in 30 minutes where the students only ask questions to the volunteer. If there are several volunteers involved, one volunteer can be in each group to help preparing the questions, and afterwards the volunteer can take turns answering the questions the students have.
- Brief the volunteer in advance that the purpose of the exercise is that the students get a chance to ask their questions, as well as getting to know the volunteer better. Therefore, the volunteer's answers should be honest and informative but relatively brief.

all levels
A1-C2
 10-30 MIN

The activity would have to be adapted for a group of complete beginners in order for them to understand the instructions and be able to create a record of their associations.

WORD FLOWER

Students produce a visual representation of the associations and collocations of a theme word, that also acts as a record of their group discussion. This activity is useful for exploring ideas and associations with a generative theme (e.g. home). It can be used at the beginning of a new theme to identify 'sub topics'.

MATERIAL

Large sheets of paper and pens.

INSTRUCTIONS

1. Divide students into groups and give each group a sheet of flip chart paper. Each group writes the generative theme word or phrase (e.g. 'Home') in the centre of a flip chart paper and circles the word. Give students a few minutes to discuss words, phrases and ideas that come up in association with this central word.
2. Walk around probing and listening to the conversation in groups in order to begin to identify 'sub topics' - aspects of the theme that are emerging across students' conversations and seem areas of particular interest. From a theme like 'home' this could be anything from interior design, to house prices or tenants' rights. After a few minutes of discussion, ask students to add petals around their central word and write their key associated words or phrases, one in each petal. They can add as few or as many petals to their word

VOLUNTEER'S ROLE

Make sure your volunteer understands the basic outline of the activity. Give them a clear task to do that will support the students in their learning experience.

Option 1

While students are discussing the theme the volunteer can work with one of the groups and keep people on track by asking questions about the theme and perhaps contribute a word themselves. They can then go on and support students with writing fuller sentence in a further stage of the activity.

Option 2

Whilst students work in small groups you can ask the volunteer to circulate and listen out to students' speaking for successful examples of target language. They could collect a list of phrases or sentences for you (that students have produced) which you could then feedback to the whole class after the exercise.

TIPS

- Agree a time limit for the volunteer's speaking within any speaking activities. This is especially important when working with low level learners. Students may automatically draw a set number of petals (therefore limiting the task somewhat) if they are familiar with the activity so it could be helpful for the volunteer to monitor the process - to encourage discussion before writing and encourage one petal per idea.
- Adapting for complete beginners: As long as you've checked that students understand the central, thematic word, students could discuss associations of the word in their first language before translating their ideas into key words/phrases in the target language using translation and even looking up words in online dictionaries. They could also draw pictures in the petals to represent the associations they've discussed.

beginner - proficient
A2-C2

30-60 MIN

WORD FLOWER

FOLLOW UP ACTIVITY

This activity builds on the ideas and sub topics identified through the word flower. It introduces the 'genre' of writing a personal essay or piece of writing in paragraphs. Aim of the activity is that students produce an engaging piece of writing on the theme explored in the word flower.

MATERIAL

- Paper and pens
- Word flowers from previous exercise

INSTRUCTIONS

1. Ask students to choose between two and four petals from their word flower (see above) to turn into a piece of writing
2. Ask students to write a few sentences about the words in each petal to form a paragraph for each petal they've chosen. Ask them to write each separate paragraph on a separate block of paper. Tell them that they can ask you or the volunteer for help with spelling.
3. Talk to students about the idea of paragraphs - blocks of one or more sentences on the same theme. Depending on the literacy level of the student, you could discuss the properties of paragraphs, how they're formed on the page and the idea of 'topic sentences'.

VOLUNTEER'S ROLE

The volunteer and teacher can circulate to support students who have any questions around spelling, paragraph order or other queries about sentence or text construction.

4. Once students have finished drafting their paragraphs, ask them in what order they'd like their paragraphs to go. They can move their blocks of paper around to try out different order.
5. Depending on their level, ask students what helps writing to flow. You could elicit some link sentences from students to help one paragraph link to another. You could also suggest that students might want to add introductory or concluding sentences or paragraphs to their writing.
6. Depending on the content, you could finish off by getting students to display their writing on their desks and circulate around the room reading each other's' work.

TIPS

- You may want to prep volunteers to answer students' questions but not correct errors unless specifically asked for help
- Tell the volunteers they can encourage writing by showing interest in the content of students writing that they find genuinely interesting.
- If students are working with 'link sentences', ask volunteers to mainly stick to the sentences and phrases elicited from students and fed in by you (the teacher), rather than suggesting new phrases or sentences.

all levels
A1–C2

10-30 MIN

GROUP WRITING EVALUATION

Students write anonymous feedback in relation to a number of categories. This is a useful record of students' feedback, using criteria which the students define themselves. For the purposes of clarity, we've based instructions around evaluation of a course, but this activity could also be used to evaluate meetings, projects or events.

MATERIAL

A number of blank pieces of paper.

INSTRUCTIONS

1. Get students to sit in a circle. This can be around a central desk or in an open circle.
2. Ask students what is important for a language course and elicit a number of categories: e.g. good teacher, nice students, good classroom, good topics. Gather 3 - 10 criteria. You or the volunteer can write these on the board. Alternatively, you could pre-prepare a number of evaluative questions like 'What did you like about the course?' 'What could be better?' etc. If you have pre-prepared questions it may be necessary to run through these with students to check for understanding.
3. Explain the purpose of the evaluation to the students, who will see it and what it will be used for. Students may change their comments depending on whether the feedback is for the teacher or is going to be used externally and based on whether other students will see it or not!

VOLUNTEER'S ROLE

This can be a slightly logistically tricky exercise so it is really helpful to have the volunteers' assistance preparing the sheets and distributing them. It's also really helpful to have a volunteer present who understands the activity and can help students to fold their paper correctly and pass sheets in the right direction.

4. As you're explaining the evaluation, the volunteer prepares the activity by writing one evaluation category in clear letters at the bottom of one sheet of A4 paper (i.e. one category per sheet).
5. Distribute these sheets of paper to students at regular intervals around the circle. Get the volunteer to help you distribute sheets.
6. Ask each student with a sheet of paper to write one line about how they rate the course in relation to the criteria written at the bottom of the sheet. For example, if the criteria is 'good classroom'

they could write 'fine', 'the classroom was too hot' etc. Explain to students that after they've written their thoughts, they fold the paper over so their writing isn't visible and pass the sheet to their left.

7. Students continue to write on sheets or pass sheets until everyone has contributed to each sheet.
8. It's important for the teacher to feedback to students after this activity in order to show them that their feedback is valuable and has been taken on board. The teacher could either read the sheets and then summarise them for students in some way, including practical action points that the teacher will implement to improve their practice. Alternatively, the teacher could ask the students to review the feedback as a group and condense it into a number of 'points for celebration' and 'areas for improvement'.

TIPS

- It can be useful to explain the activity to the volunteer before the class.

upper elementary - proficient
A2-C2



40-60 MIN

VOLUNTEER INTERVIEW

This activity can be used when a class still doesn't know a volunteer particularly well. It can help build relationships between students and the volunteer. It allows students to explore the genre of 'an interview', practice question formation and note taking. The participants work in pairs to prepare and conduct an interview with the volunteer to find out about them.

INSTRUCTIONS

1. Introduce the topic of an interview (for a newspaper, magazine or television show) and ask students questions to explore the genre: e.g. what's the purpose of an interview? What happens in an interview? Are there interviews in publications in your country? You could also bring in some examples of written interviews from magazines or newspapers.
2. Explain that everyone is going to interview the volunteer(s).
3. Divide students into pairs with partners who work at a similar pace / level.
4. Ask students to prepare five questions that they want to ask the volunteer and write these down on the sheet. Teacher and volunteer can circulate at this point to help with sentence formation.
5. Once they're ready, pairs then swap question sets with another pair at a similar level.
6. Pairs look at the questions that have been prepared and predict what the answer may be and write their predictions on a separate sheet.

VOLUNTEER'S ROLE

The volunteer supports the process by helping with sentence formation and then helping students during the interview process. If students are still unsure of instructions when they come to interview the volunteer, the volunteer can help remind students that a) they can ask three questions and b) they should take notes as the volunteer talks.

TIPS

- This activity works particularly well if students work at different paces, so they're all ready to interview the volunteer at different times in the lesson.
- Not for use with beginners unless you allow the use of their other languages for translation/discussion in the preparation stages and for instructions. Works well in groups where students work at slightly different paces.

7. Once at least one pair has made their prediction, introduce the idea of 'note taking' to the whole class. Say that when the volunteer gives their answers to the question, you can write down notes. These are to jog your memory and need to be written at speed as the volunteer talks, so they can be just a few key words or phrases, they don't have to be complete sentences!
8. Once students have made their predictions, ask them to choose three questions from the list they've been given that they'd like to ask the volunteer.
9. The volunteer then goes and waits outside, ideally in a sitting area, for students to come and interview them.
10. Once pairs are ready, they can visit the volunteer and ask their questions, taking notes as the volunteer talks.
11. After the interview, the students return to the classroom and look back at their predictions to see how many were correct!

intermediate ~~proficient~~
B1-C2

60 MIN

CASUAL CONVERSATION

Speaking for real life casual conversations. Depending on learners, this activity can prove relevant and useful for real life language use. The discussions about 'language categories' involved, register and tone will enrich learners' understanding about what they're learning.

MATERIALS

- Post it notes
- Board
- Language for conversation and celebrate this in positive feedback at the end of the lesson.

INSTRUCTIONS

1. Ask the students where in their life they have casual conversations in the target language e.g. at work, in their children's school playgrounds, at the shops.
2. If students don't have any casual, friendly conversations in the target language ask them to think about friendly casual conversations they have in their own language. Some of the social and linguistic conventions of these kind of conversations will be the same across languages so it's worth getting students to draw on their social experience outside the target language. Ask students what situations they have in their life that they could use to initiate conversations in

VOLUNTEER'S ROLE

The volunteer is really useful in this activity as a demonstration partner, as they will likely possess the subtle linguistic (and social) skills around register, intonation and formality that you want to model.

the target language in the future – suggest that this could really speed up their learning! Ask students what people speak about in friendly conversations with people they don't know very well (e.g. children, weather, questions about each other's family etc) Introduce categories of types of language needed to have a nice friendly chat. You can either elicit these from students or introduce them yourself. Language categories could include 'things to say (questions)', 'greetings', 'friendly language', 'ways to say goodbye / leave the conversation'. Get students to write down as many different

examples of each category as they can think of on post it notes and stick them in each category on the board

3. Ask students to identify what language is formal and what is informal. Ask them where it would be a good idea to use formal language and where they would use informal language.
4. You can add corrections to the language that students have contributed at this point or pick out a few positive examples of language for friendly conversations.
5. Drill the pronunciation of this target language. You can do this by getting both yourself and the volunteer to demo the target language. In some languages, pronunciation may change depending on the formality of the situation.
6. Students then practise speaking in pairs. You can introduce this by demonstrating with the volunteer first.
7. Feedback and group intonation practice (emphasis on creating friendly tone).

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TIPS

Stage 7 (practice) can be extended and done before introducing the idea of formality and informality.

(No. 4) or done several times with feedback each time.

You can also practise this target language in a **game format**: Students can also be made to leave their conversation once music has started playing and then move around and talk to the

nearest person when the music stops. Make sure that people don't have too long to talk to each other, only

a minute or so before they move on as this will mimic short, casual conversations such as passing an acquaintance in the street or playground.

When practising conversation **new language** may also come up which can be **added to the board**.

elementary - upper elementary
A1-A2



60 MIN

FRIENDLY CHIT CHAT

Note: You need enough space to walk around in.

This activity provides a chance to roleplay everyday language use in an interactive style that will engage kinetic learners. The Aim is to allow beginner language learners to practice casual greetings and conversations so that they feel equipped to try these in real life.

MATERIAL

- Pictures of locations where students might meet people and have casual conversations: shops, school, work, street, Doctors' surgery, market etc.
- Space to walk around in
- (optional) Music player

INSTRUCTIONS

1. Ask students to move round the room. You could play music while they circulate.
2. Ask students to greet or say 'hi' to people they pass. They can do this in whatever language they want.
3. Then ask students to say hi to each other in the target language. If needs be, you can teach a few phrases and demonstrate a greeting with the volunteer.
4. After a few minutes of practice, introduce an extended greeting e.g. asking how each other are. Again, introduce the target language, drill it with students to practice pronunciation

VOLUNTEER'S ROLE

The volunteer is really useful in this activity as somebody to help demonstrate the interaction of greeting. During the (optional) final roleplay, the volunteer can be really useful in listening out for more positive examples of target language.

and demonstrate with the volunteer if necessary.

5. Again, let students circulate around the room. When you stop the music (or give another cue e.g. clap your hands or say 'stop') then students have to turn to the person nearest them, greet each other and practise the language you've just taught.
6. After a few minutes of practice, introduce ways to leave the conversation e.g. saying 'see you later' or 'goodbye'. Again, drill this and demo with your volunteer.

7. Allow students to circulate and practise the language.
8. Once students have had time to practise the language, get them to come together again (they could sit down at this point). Ask what situations they have casual conversations in during their week. At this point you can use pictures of different situations/locations as prompts.
9. Ask students what language they use in this situation to discover where students have casual conversations in the target language (if any).
10. If students don't have any casual, friendly conversations in the target language ask them where they might be able to have these conversations in the target language in the future. You could even set them a challenge of initiating an extended greeting in one of these situations before the next lesson e.g. saying hi to someone in a shop or at a market.

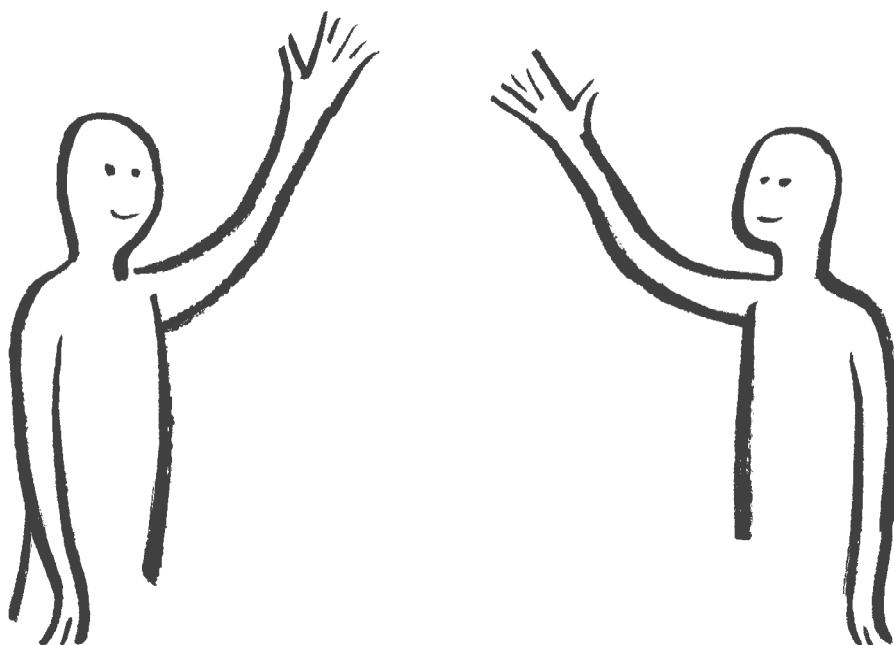
Continued on the next page!



11. If students do have casual conversations or greet people in the target language ask them what words and phrases they use. The teacher or volunteer can write these on the board.
12. You can add corrections to the language that students have contributed at this point or pick out a few positive examples of language.
13. Drill the pronunciation of this new language, as well as the phrases introduced at the beginning of the lesson. You can do this by getting both yourself and the volunteer to demo the target language.
14. You could then give students the opportunity to roleplay a greeting in the specific situation they've identified as a) somewhere where they talk to people already in the target language b) somewhere they could initiate conversation in the future.
15. During this exercise you and the volunteer can listen out for even more useful language for conversation and celebrate this in positive feedback at the end of the lesson.

TIPS

- During the first stage, where students circulate around the room, make sure that people don't have too long to talk to each other, only a minute or so before they move on as this will mimic short, casual conversations such as greeting a shopkeeper or passing an acquaintance in the street or playground.



upper elementary - proficient
A2-C2
 5-10 MIN

PICTURE PACK

This activity works well as a warmer activity to introduce a broad, generative theme, such as home, my area or health. It could be the first activity you do in a lesson where the new theme is introduced. It is good for building relationships amongst members of the class – including the volunteer. It is for students to express some of their thoughts and feelings around a theme and possibly make lateral connections with the theme which may inspire them to consider it more deeply.

MATERIALS

Picture pack (a selection of at least 30 images)

INSTRUCTIONS

1. Spread the images out across a surface so that all the students in the group can rifle through them.
2. Tell the students to choose a photo that says something to them about a theme of your choice.
3. Once everyone has an image, ask students to talk about why they have chosen it. You could ask them to talk in pairs, small groups, or feedback to the whole class – depending on their speaking confidence.

VOLUNTEER'S ROLE

Option 1

Ask the volunteer to participate in the activity too. As the teacher, you could also choose a picture yourself. Both of you can feedback your choice along with students. This can help build class community.

Option 2

Whilst students feedback to each other in pairs or small groups you can ask the volunteer to circulate and listen out to students' speaking for successful examples of target language. They could collect a list of phrases or sentences for you (that students have produced) which you could then feedback to the whole class after the exercise.

TIPS

- **Your images:**
The more random your images, the better, as this may mean that students avoid being too literal in their choice.
- **Volunteer involvement:**
If there are mixed levels in your class, or you want to safeguard against your volunteer talking too much during feedback, time feedback for participants e.g. each participant has 3 minutes to talk about their picture (while their partner has to remain silent)

all levels

A1-C2



10 MIN

PRONUNCIATION DRILL

This can be used as a standalone exercise or in conjunction with learning some new target language. Participants train their ear to distinguish between similar sounds in the target language and practice pronouncing similar sounding words.

PREPARATION

Write pairs of words that sound similar up on the board. The pairs can be selected depending on students' level - with especially similar sounding words chosen for higher level students. E.g. "skirt / shirt" for lower levels and 'cheap / chip' for higher levels.

INSTRUCTIONS

1. Drill the pronunciation of the words with the group. Do this with the whole group to start and then pick out individual students to check their pronunciation if this feels appropriate.
2. Then choose one word from each pair and say it to the students. Get them to vote as to which word in the pair you've said.

VOLUNTEER'S ROLE

The volunteer is an extra person in the classroom who can model good pronunciation. If you have mixed levels in a class, the volunteer can take a separate group and both you and the volunteer can work with separate word pairs with separate groups.

TIPS

- What is easy or difficult for students to hear and pronounce will also depend on what other languages they speak. If there is a predominance of certain languages in the class you could find out which particular sounds they may struggle with.

upper elementary - proficient
A2-C2

20 MIN

or longer depending on the time given to preparation and follow up questions.

STUDENT'S STORIES

This activity is useful if you have more than one volunteer in a class – smaller groups, with one volunteer per group, allow for a sense of intimacy and space for storytelling and asking questions. This activity can be used as a preparatory activity before students are practicing speaking skills and becoming familiar with the story genre.

MATERIAL

Stories students have prepared in advance

INSTRUCTIONS

1. In groups of three the students tell a story, which they have prepared in advance. The story may, for example, be based on a theme that the class have worked with, but it may also be personal stories from the student's own life, or a folk story that they heard growing up.
2. The volunteers are placed in each group to listen to the story.
3. The students have 5 minutes each to tell their story in turn.
4. After every story the volunteer and the other students ask questions about the story.

VOLUNTEER'S ROLE

The volunteer is acting as a participant – but will hopefully support the group that they are in. Prep volunteers to encourage the storytelling student with their body language, but hold back from asking questions immediately after, so that students can come forward to ask questions. If the group is completely silent, the volunteer can then support the group discussion (and the storyteller) by expressing gratitude to the student who's just shared their story. They can also open up discussion by asking an open question (a question which can be answered with more than just a "yes/no" answer). Open questions may include things like "How did you feel?", "what happened next?" or "How did you learn this story?". Being understood by an expert speaker (the volunteer) may strengthen the confidence of the students.

TIPS

- The story that students tell will determine how interesting and engaging this activity is for all involved. A story that describes something students have experienced personally is likely to be of interest – this could be a real life account of a dilemma or conflict or journey that the student has experienced, related to a theme discussed in class.
- You can encourage students to choose engaging stories by asking if they feel that their language flows better when they are talking about something that engages them.
- Storytelling, uninterrupted, for 5 minutes may feel like a long time for your students – so cut down if necessary.

all levels

A1-C2



30 MIN

OVERHEARD:

CONVERSATION BETWEEN TEACHER AND VOLUNTEER

In this exercise, students listen to the teacher and volunteer have a conversation and then ask follow up questions. This gives students the opportunity to listen to a longer dialogue between two expert speakers, in a relatively safe space where they can check understanding. Students may not hear that much everyday and general conversation in the language they're learning. Hearing their teacher speak may be one their primary experiences of actively listening to the target language.

INSTRUCTIONS

1. The volunteer and the teacher have a conversation in front of the whole class for up to 10 minutes (for higher level) while the students listen. The dialogue does not have to be prepared in advance but can focus on the theme of family, daily life or another subject that interests everyone in the class and perhaps has been the focus of previous study. The teacher could even get students to decide the theme on the spot.
2. The volunteer and the teacher have a conversation.
3. Afterwards the students can ask the volunteer and the teacher questions.

VOLUNTEER'S ROLE

The volunteer is an interlocutor on equal terms with the teacher and speaks in a natural language and natural pace in a way that they would do in any other conversation. The teacher can prep the volunteer by asking them to speak naturally but also grade their language if possible.

TIPS

- After the exercise the class can discuss what the dialogue was about
- The exercise requires no preparation for the teacher or the volunteer.
- It is helpful if the volunteer is familiar with the level of the class in order to adjust their speaking level and, perhaps, speak slightly slower if necessary.
- The exercise can help to make the students feel safer around a volunteer – especially helpful if the volunteer is expected to be a part of the class for a long period of time.
- For real beginners some preparatory questions to help learners 'listen for gist' to the conversation can be helpful. The conversation between teacher and volunteer should also be shorter and made as simple as possible.

upper elementary - proficient
A2-C2
 10-20 MIN

 Space needed to
move around!

FIND SOMEONE WHO...

This is a good warmer activity at the beginning of a class or new theme. It can also be a good activity when a group don't know each other very well. The aim is to complete your sheet as quickly as possible by asking coherent questions to other members of the group.

PREPARATION

Prepare worksheets listing criteria that will likely apply to members of the group. Include at least five items (include more items for larger groups).

Example:

<i>Find someone who...</i>	<i>Name</i>
Rides a bicycle	
Speaks Arabic	
Likes hip hop	

The sheet can also be on a certain theme, as an introductory warmer activity introducing a new theme:

<i>Find someone who...</i>	<i>Name</i>
Lives in a flat	
Has a garden	
Used to have a garden	
Knows how to build houses	
Likes where they live	

For lower level students, you can add a third column to this worksheet:

<i>Find someone who...</i>	<i>Question</i>	<i>Name</i>
Rides a bicycle	Do you ride a bicycle?	

VOLUNTEER'S ROLE

The volunteer can circulate to support question formation for lower level students and demonstrate pronunciation. It can also be nice to get the volunteer to participate in the main activity of 'finding someone who...' in order that they connect with students.

individually with their sheets and ask each other questions to fill out the sheet with names of other students. The volunteer can also take part as a participant.

- The first student to complete their sheet wins (and could even win a prize!)
- You can debrief from this activity by reassembling the group and getting each student to read out who they found for one category. That way the whole group will learn more about each other.

INSTRUCTIONS

- Give students time to fill out the second column in pairs. Volunteers and teacher can circulate to help with question formulation. Make sure students in pairs each fill out their individual sheets with questions.
- Drill pronunciation of questions as a group. You can demo and also use the volunteer to demo. This can be useful (and fun) even for higher level students, where you can draw students attention to emphasis in the sentence and tone.
- Get students to circulate

all levels

A1-C2



30-120 MIN

PICTURE DIARY

This activity gets students to produce photos which mean something to them, which can then be used as a resource for further activities in class. This exercise could play a part in a community building, getting to know each other phase of lessons, or as a lesson introducing a new theme.

MATERIAL

This activity works best when everyone in the class has access to a mobile phone at home or device that is capable of taking photos. If this is not the case, then students without suitable phones could be placed in pairs with those with phones and sent out to find things to photograph in pairs during the class. Alternatively they could search the internet or magazines for relevant photos.

INSTRUCTIONS

1. Ascertain whether students already know how to take pictures on their phones.
2. If not, the teacher and students who already know how to take photos can help the other students learn how to use this function on their phones. If the volunteer knows about phones, they can also help here. Otherwise, they could act as a participant and get a student with technological expertise to help them learn how to take photos.
3. Assign students the task of taking a photo before the next lesson on a particular theme. Students could

VOLUNTEER'S ROLE

The volunteers are there to listen and support students to talk about their pictures. Some teachers may ask volunteers to support with vocabulary or other feedback during this talking phase of the activity. Volunteers may also help note down words on the board or elsewhere when the pictures are "emptied for words"

take a photo of something important in their lives, something that says something about them or their lives, or something related to a theme that the class will be focusing on e.g. family, health.

4. Once students have brought their photos to class, they can talk about their pictures in small groups.
5. Discuss all the pictures jointly and ask the students to "empty" the pictures of words that they know - i.e. describe the pictures and the words generated by the image. The

teacher can write these words on the board.

6. The photos can generate further exercises. For example, students could write three sentences about their picture. They could write a poem or short story based on the collection of pictures.

TIPS

- Conversation about pictures can be used at several levels because you can adjust the level of complexity.
- Ideally, this exercise would involve 2-3 volunteers to provide support with small group feedback on the images.
- It can be beneficial if the volunteers speak the same language as some of the students do in order to help them as much as possible – especially with technical discussion around photography.

beginner - proficient
A2 - C2

45 MIN

VISIT A MUSEUM

This activity is a way of making what learners learned in the classroom more concrete. It might be something you do together with the volunteers at the end of a term, at the end of a particular unit or theme like arts. Much of the vocabulary will have been learned by the learners during the previous lessons. The activity is suitable for volunteers who've been assisting the teacher in class so they know what the learners have been doing.

MATERIAL

Ideally, this activity will take place during a trip to a museum or gallery. If this is not possible, the teacher could bring in a pack of pictures of art instead.

INSTRUCTIONS

1. The class is divided in (ideally small) groups one teacher or volunteer per group
2. One by one each group chooses an artwork in the gallery (painting, sculpture, drawing ...) to focus on.
3. The volunteer asks questions about the art work. What do you see? Can you describe the art work? What do you like about it? What do you think the artist wanted to show?
4. The volunteer then gives the group 10 minutes to go off and individually find one piece of art that they like, before reassembling in their group.

VOLUNTEER'S ROLE

The volunteer asks questions about the art works to help the learners express themselves. Together with the teacher the volunteer decides what kind of expressions/ vocabulary they will use (colours, clothes, weather, materials ...). It's also the volunteer who invites the learners to establish a ranking of the art works they've seen and to express their preferences.

5. The group then visits each individual's chosen artwork. At each piece, the student who chose the piece presents it to the group and explains what they like about it. If the students need prompting, the volunteer can ask 'what do you like about it? Why did you choose this piece?' The volunteer keeps track of the works they've talked about. At the end the group chooses the work they liked most.

TIPS

- Depending on the confidence level of the students and how opinionated they seem, students can be asked to work in pairs to choose artwork they like, rather than having to make this choice (and express it to the group) individually, which could be more intimidating.

all levels
A1-C2
 10-20 MIN

RUNNING DICTATION

The activity is a competition. Students work in pairs to replicate a text and whichever pair completes their text first wins! This is an energising activity that develops reading and writing skills in students. It's particularly useful for classes with mixed levels of language and literacy as it allows for differentiation. Ideally you want to differentiate in such a way that students all finish around the same time. A volunteer can be particularly valuable in this activity as they can support any students who don't have someone to pair with - either because of odd numbers of students in the class or because there is one student in the class at a different level from the rest.

MATERIAL

- Prepared texts
- Bluetack

PREPARATIONS

Choose a number of texts differentiated by level. Students with low levels of literacy can have a very simple text (e.g. 'no smoking'). Higher level students should have something much longer.

Pin these texts onto walls outside the classroom. As well as differentiating texts by levels, you can also place the higher level texts physically further away from the classroom than the lower level texts.

VOLUNTEER'S ROLE

If all the students are paired, the volunteer can circulate in case the students doing the writing have any questions about the meaning of the words they're writing.

If the volunteer is supporting a student who doesn't have a partner, the student can run and the volunteer can write. This is especially useful for students with very low levels of literacy who may need support remembering letters.

Volunteers can also help to (playfully) enforce the rules of the exercise e.g. the fact the runners are not allowed to write!

INSTRUCTIONS

1. Place students in pairs, matched by language and literacy levels.
2. One member of each pair then runs to the text while their partner stays at their desk. They remember as much as they can of the text and run back.
3. The runners are not allowed to write. You could even tell them that they have to keep their hands on their backs.
4. Once a pair is finished, give the writer an extra minute to make any final changes and corrections.
5. Once they're finished, writers can read the original text in order to correct their spelling.

all levels
A1–C2

30-90 MIN

MY LOCAL AREA MAP

Students produce a map for someone new moving to their area, including local services, shops and their top tips. This activity can help with learning vocabulary related to students' locales, as well as being a way for students to share useful knowledge about local services and facilities they can access. By drawing on students' expertise and knowledge outside language, it also destabilises hierarchies that can form in the classroom space related to ability in the target language - suddenly students (not the teacher or volunteer) may become the experts!

MATERIAL

Large sheets of paper and pens.

INSTRUCTIONS

1. Get students to work in small groups. They should be grouped, as far as possible, according to where people live. If all students live in the same area, you can also differentiate by level. Give each group a big sheet of paper and some pens.
2. Ask students to imagine someone new has just moved to their area. Ask them to draw a map of their area, showing the places that they like and would recommend. As well as drawing these places, ask students to label them.
3. Lower level students can focus on the vocabulary around important locations e.g. school, bank, Doctor's surgery. Higher level students can add notes around different locales, recording their 'insider knowledge' about places including their personal

VOLUNTEER'S ROLE

Option 1

Volunteers can circulate to help support students by answering questions about spelling or writing. If there are students with very low level writing, the volunteer could scribe students' spoken knowledge about their area.

Option 2

Volunteers can take part as participants if they share knowledge of a certain area with a group of students. They can feed in their knowledge, but allow students to write.

experiences and recommendations e.g. there is a nice Doctor who speaks Spanish here, this shop has the best bread etc.

4. Once the maps are complete, you could finish the activity by giving students a chance to circulate and see each other's maps. One member of each group could stay with their map to present it to other students.
5. Optional extension: After the activity, you could ask students to reflect on their knowledge, either in a group discussion or using a spectrum line (see page 27). Do they feel they know their area well? Have they learnt something new about their area through the activity? What else would they like to find out? You could collect questions on a big sheet of paper and see if you can answer some of them, as a class, there and then. You can also keep this as a record of questions to try to answer collectively in the coming weeks - perhaps students could commit to finding out some answers for the next class.

elementary

A1



60-120 MIN

LANGUAGE EXPERIENCE

An activity to record students' speech in written form to develop literacy skills. This activity translates words and concepts that students know into written form, which helps them associate familiar vocabulary with words in a text. It also supports students to express themselves and tell their own story. This can be a useful activity to support a beginner writer while students with higher literacy work on a writing activity on the same theme.

MATERIAL

Paper and pens

PREPARATION

The volunteer may need some support in advance to make sure they understand how to facilitate this activity. Tell the volunteer what theme to propose or what question to ask the student. Usually this will focus on an experience that student has had - for example, what they did on the weekend or their experience of a class trip.

INSTRUCTIONS

to give to a volunteer

1. Ask the student to tell you about the experience. As they speak, write down what they say. Keep writing verbatim - if the student misses out words, don't add them in. This is to make sure that students are able to connect the exact words they speak with the marks on the page.

VOLUNTEER'S ROLE

This uses a volunteer to work one-to-one with students who have low level literacy.

- However, you can break down long sentences into shorter sentences, to keep the text simple. Make sure the student can see the page you're writing on as you write.
2. After you have between five and ten sentences, read the text to the student. Point to individual words as you speak them to show the student the connection between the spoken word and the written word on the page.
 3. Then ask them to read the text to you.
 4. Ask if they want to add or change anything - they may realise at this stage that they've missed out a few words or made a mistake with sentence structure.
 5. Ask students to read the text again until they can read it to you fluently.
 6. Work with key vocabulary from the text further by hiding the text, jumbling up each word and asking students to rearrange the letters e.g. "ptray" party
 7. If other students in the class are working on a written text on the same theme it can be nice to bring the volunteer and student back to rejoin the class to take part in some kind of presentation of the text - perhaps reading it out loud or displaying it with the other texts students have written.

beginner - proficient
A2-C2
 20 MIN

READING A NEWSPAPER

The aim of the activity is that students respond to questions about a newspaper by skimming, scanning and reading for gist. This activity relies on you being able to get hold of some newspapers to bring to class. It's a reading activity that builds on a few different reading skills: skimming, scanning and reading for gist. Volunteers are really useful here if you have different reading and/or language levels in your groups.

MATERIAL

- A copy of a newspaper for each student
- Instruction sheet for each volunteer.

INSTRUCTIONS

1. Divide the class into groups. If you're working with mixed levels these groups should be based on level. Give each student a newspaper.
2. The teacher and the volunteer(s) each work with a different group.
3. Give the volunteer the activity instructions (below) to read out to the group, while you give the same instructions to your group. The instructions can be modified based on the particular newspapers you've brought and the level and interests of the group.

4. Activity Instructions:

Read aloud to the students: "I'm going to ask you to find items in the newspaper. When you've found the item, hold up the newspaper to show me"

For example...

- Find the front page. *[people find the front page]*
- Find an article about money
- Find a crossword
- Find an article that looks interesting to you
- Find an article about money
- Find the weather forecast
- Where does the sport section begin?

Higher level questions:

- Find a news article
- Find an opinion piece

TIPS

- Don't worry if students don't know specific vocabulary like 'crossword' or 'weather forecast' - as long as one or two students recognise these terms then others will copy them. And if no one knows the term then it's a great way to teach the term with realia to hand!

all levels
A1-C2

20-60 MIN

READING BIOGRAPHIES

Students read for gist and detail about people's lives. This is a reading activity which can be differentiated for different levels if you have a mix of levels in your classroom.

MATERIAL

- Pre-prepared biographies about a number of different people
- pre-prepared worksheets with questions about the biography texts.

PREPARATION

Prepare the texts in advance. Texts should give some information about the life story of different people. Prepare or find biographies of people who will be interesting or relevant to the students. Prepare at least two different biographies for each level. Also bring in pictures of the people featured in the biographies, or print sheets with pictures on the back.

INSTRUCTIONS

- Get students to work in pairs. Distribute pictures to students of the person whose biographies they'll be reading.
- Ask students work in pairs to write out some facts about the person in the picture. If the person is unknown, then get them to imagine some facts about the person's life e.g. nationality, profession, hobbies. You and the volunteer(s) can circulate to help students jot down their facts.

VOLUNTEER'S ROLE

The volunteer is useful here for supporting pairs who may be working at different levels and paces. Both teacher and volunteer should circulate during the exercise and be available for questions. Volunteers should quickly scan read the text themselves to make sure students haven't missed or misunderstood anything in their reading for gist.

- Once students have prepared a list of facts, ask them to read the text for gist: to see if they were correct. Ask them to tick or cross each fact as they go.
- Teacher and volunteer can circulate to check students' answers once they've finished reading for gist, as the pairs will likely all finish at different times. Both teacher and volunteer can then give students worksheets so they can move on to the second stage of the activity (see below).
- After this initial gist reading, students can then do a follow up activity such as answer questions from a

pre-prepared sheet about the biography. This sheet should be prepared in reference to the specific biography but could include questions like:

'What surprised you about this person?

What would you like to ask this person?'

TIPS

- Students preparatory notes on facts do not have to be written in formal, full sentences - they are 'jotting' down notes for themselves. If it seems necessary, you can ask the volunteer not to do too much error correction of their writing - tell them that the emphasis of this activity is reading skills. However, the volunteer can be available if students have questions about spelling.

intermediate - proficient
B1-C2



20-60 MIN

LANGUAGE LIFE

This is an interesting writing exercise that can be used as part of a theme of multilingualism, education or identity.

The aim of the activity is writing and presenting coherent text

MATERIAL

Pen and paper

INSTRUCTIONS

1. You can introduce this activity with the idea that as language learners they already have a wealth of language knowledge. You could introduce this idea by asking students what languages they speak or doing a spectrum line (see page 52) of different languages and getting students to stand on the spectrum depending on how much they know (absolutely nothing - a few words - can have a conversation... all the way up to completely fluent). Participants may be surprised to realise how many different languages they have some knowledge of!
2. Learners are asked to write their 'language life' as in an autobiography. The first step is to write 5-10 chapter titles only. These titles can be funny, sad, abstract and/or creative and should arouse curiosity in the listeners (not like: 1. Polish. 2. English etc.).

VOLUNTEER'S ROLE

Volunteers may support the teacher in walking around and helping the individuals write their chapter titles and correct them before texts are presented in class (vocabulary, grammar...). A volunteer could also support by pre-preparing an example of chapters from their own lives to use as an example to introduce the exercise.

Example:

- Portuguese from Brazil: Language of the heart
 - All for love: Learning Russian for Vladi
 - A Brazilian in Madrid: Making up Spanish in a chef's kitchen etc.
3. Teacher and volunteer can help students formulate these titles.
 4. These chapters can then be read out loud. The other students listen and pick the chapter that is most interesting for them.

5. The student then delves deeper into this language chapter of his/her life and tries to describe it with as many sensory details as possible: *Which language is this chapter about? What period of my life is this? Where did I learn this language? Did I enjoy learning this language? What do I think / feel about this language now? What's the first word or phrase I learned?*

The chosen chapter is then again presented in detail, either speaking freely with notes or reading a full text. Other students can ask questions and give feedback

6. Reflecting on this exercise and participants' stories can celebrate the huge linguistic resources that students bring to the classroom.

This exercise is very adaptable. Depending on the current topic in class, it can be modified:

- My sports biography
- My music biography
- My travel biography
- My reading biography etc.