The best way for students to learn is by engaging and practicing. There are multiple ways that you can turn a boring grammar lesson or a dry academic reading into an interactive and dynamic conversation activity.

Get your students talking, moving, and producing English in fun, creative ways. This workshop will demonstrate various examples of Conversation Activities that you can use and adapt for anything!
**Hidden Treasures**

- This can be used to practice grammar points, vocabulary, sentence structure, verb tenses, and more!

- Write 5-10 word(s) on separate sticky notes. For example, you can write words like: “I'd like to know/ what” for indirect questions, or “He/ write” to practice forming present perfect.

- Before class begins, hide the papers, or “treasures,” around the classroom. In teams, students search for the hidden papers. When they find them, they must use the word(s) on the paper to make a sentence, question, verb conjugation, etc, depending on the focus of the day/week.

- This activity can be modified for any level. It is fun and becomes a conversation activity when student have to negotiate to find papers and write.

- This activity can also be used with conversation questions pertaining to a particular topic you are discussing in class. To do so, write conversation questions on each hidden paper. For example: “What would you do if you won a million dollars?” to practice second conditional, or “Tell me about the most interesting thing that happened last weekend?” to practice past simple.
ROLL THE DICE! QUESTION AND ANSWER

I use this activity for warm-ups, for reviewing verb tenses, for sentence/question structure, for reading comprehension, and so much more!

- Write the questions or prompts on the board numbering them from 1-6, coinciding with numbers on the die.

- Variation #1
  - Students take turns rolling the dice and the class must ask that student a question.
  - Example:
    
    What did you do...
    1) on Friday evening?
    2) on Saturday afternoon?
    3) on Saturday night?
    4) on Sunday morning?
    5) on Sunday evening?
    6) (your choice)

- Variation #2
  - Students take turns rolling the dice and using the question prompts to ask one another questions about the reading. This can be modified for any piece of writing: i.e. articles, essays, paragraphs, etc.
  - Example:
    
    1) What was the most interesting thing in the article?
    2) What is something new you learned in the article?
    3) What is something that surprised you?
    4) What is a new vocabulary word that you learned?
    5) What is the main idea/topic of the article?
    6) What is something you did not understand in the article?
**Conversation Board Game**

- You can utilize this to practice various grammar points or verb tenses, reading/writing comprehension, pronunciation practice, conversation topics, etc.

- In teams or pairs, students roll the die once and move right that many spaces, then roll again and move down that many spaces. If they roll a 6, they roll again.

- When they land on their space, they ask their partner or group members the question. Or else the partner or group members can ask the person who landed on the space. Then the pairs or groups discuss.

- Leave one or two spaces where the students can create their own question.

I have included two examples of this on the following pages. I have also included a template for you to use and adapt for your teaching. Have fun!

**Conversation Dance Party**

- Students begin with one partner. They discuss one question that is projected, written on the board, or spoken out loud by the teacher or their partner. If the teacher or partner asks the question, then this can be an even more dynamic listening practice. Student can also have handouts with the conversation questions.

- When the music starts, they dance around the room until the music stops, then they find a new partner (usually the person closest to them). This can also be done as a “musical chairs” type of activity as well.
**Conversation Stations**

Variation #1

- Place conversation questions around the room or at a table in different seating pairs.

- Students sit or stand at the “stations” and discuss the question for 1-2 minutes. When the timer sounds, students change “stations.”

- Students can either move in pairs or in a circular pattern when timer is done (usually 1-2 minutes).

Variation #2

- Students are put into two lines, with equal numbers on both sides, facing one another.

- The teacher projects or writes a question on the board. Or else the students can have a handout with conversation questions.

- Students discuss one question with their partner across from them until the timer is finished (usually 1-2 minutes).

- When the timer sounds, students move in a circular pattern to their next partner.
**Find Someone Who**

The classic and an old favorite of mine. I use this activity all the time, with a wide variety of grammar points and conversation topics. It can be modified for any level by either including or omitting necessary verb changes and question formation.

______________________________________________________________________

Example:

Lower Level:

Do you like Mexican food?  Y  N  If yes, student’s name: _____________________
Do you have 2 daughters?   Y  N  If yes, student’s name: _____________________
Is your favorite color blue? Y  N  If yes, student’s name: _____________________
Do you want to visit Japan? Y  N  If yes, student’s name: _____________________
Do you have a cat?         Y  N  If yes, student’s name: _____________________
Is your favorite sport basketball?  Y  N  If yes, student’s name: _____________________

Then students then tell the class what they found out about their classmates, using proper verb conjugation. They can also write sentences about the students who said yes, making sure they change the verb to the third person singular.

*Example: Min Young has 2 daughters.*

______________________________________________________________________

Higher level:

Find someone who….

Has been to New York City
Has tried bungee jumping
Has gone skinny dipping
Has visited Yosemite National Park
Has gone to the beach recently
Has been living in their home for more than 10 years
Has studied another language besides English

In a higher level activity, the student have to form the proper question themselves. For example: “Have you been to New York City?” and “How long have you been living in your home?”
Snowstorm!

Variation #1

- Each student writes a question on a separate piece of paper, crumples it up, and throws it in the air when the teacher says so.

- Students pick up the paper nearest them and read the question. The class discusses in partners, groups, or as a whole class.

Variation #2

- Teacher writes conversation questions on pieces of paper and gives one to each student. Students crumple up pieces of paper, throw them in the air, then choose the one closest to them.

- Students pick up the paper nearest them and take turns opening the papers. Then they discuss the questions with partners, groups, or as a whole class.

Partner Interview

- I often use this on the first day of class as a way to have students get to know each other and make them feel comfortable talking to one another. It can be modified for any level. It can also be used at any point in the course to practice and assess student progress.
Other Useful Tips

Remember that anything can be made into conversation! Students can practice speaking and listening skills while working on their grammar skills. By teaching very basic phrases that can be used in many classroom conversations:

- I think that…
- I believe that…
- In my opinion…
- We should…
- We/You have to…
- I agree/ I don’t agree…
- Can you help me please?
- Would you like some help?
- How do you spell _______?
- What verb/word form should I use?

It is helpful to teach your students some common questions that can be used for almost any inquiry. A good way to practice this is with the game Headbanz, or with vocabulary cards that you make to assess students retention.

- Is it a/an ___________ (noun)?
  - Example: Is it an animal?

- Is it ___________ (adjective)?
  - Example: Is it alive?

- Do/Does (subject) ___________ (verb)?
  - Example: Do you have a job?

- Can (subject) __________?
  - Example: Can she dance?

- Have/Has (subject) ___________ (past participle)?
  - Example: Have you been to Florida?

- Where/Why/When/Who/What/How (subject) (verb) …?
  - Example: What is your name?
Samples
<table>
<thead>
<tr>
<th>First roll → Second Roll ↓</th>
<th>First roll</th>
<th>Second roll</th>
<th>Third roll</th>
<th>Fourth roll</th>
<th>Fifth roll</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>If you were an animal, what animal would you be?</td>
<td>What would you do if you won a million dollars?</td>
<td>If you were a time of day, what time of day would you be?</td>
<td>What would you do if you could speak every language in the world?</td>
<td>If you were a drink, what drink would you be?</td>
</tr>
<tr>
<td>2</td>
<td>If you could play any sport professionally, what would you play?</td>
<td>If you could speak any language, what would you speak?</td>
<td>If you were a movie, what movie would you be?</td>
<td>If you could eat any food right now, what would you eat?</td>
<td>Where would you go if you won a trip around the world?</td>
</tr>
<tr>
<td>3</td>
<td>If you were a color, what color would you be?</td>
<td>If you were a piece of furniture, what would you be?</td>
<td>If you could study anything, what would you study?</td>
<td>If money were no object, where would you live?</td>
<td>If you were a car, what car would you be?</td>
</tr>
<tr>
<td>4</td>
<td>Where would you go on vacation if you could go anywhere you wanted?</td>
<td>If you were a number, what number would you be?</td>
<td>If you were a vegetable, what vegetable would you be?</td>
<td>If you had a superpower, what would you have?</td>
<td>What would you do if you had to write an English essay?</td>
</tr>
<tr>
<td>5</td>
<td>If you could have lunch with anyone in the world, who would it be?</td>
<td>If you were a school subject, which subject would you be?</td>
<td>What job would you have if you had any job?</td>
<td>What would you do if your child had problems in school?</td>
<td>Make your own question</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>---------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>What is the general topic of the essay?</td>
<td>What is something interesting that you read?</td>
<td>What is the author's opinion about cars?</td>
<td>How much does a car cost?</td>
<td>What is the average wage of a student?</td>
</tr>
<tr>
<td>2</td>
<td>What is the main idea of paragraph 1?</td>
<td>What is the main idea of paragraph 2?</td>
<td>What is the main idea of paragraph 3?</td>
<td>What is the thesis?</td>
<td>So you agree with the author's opinion? Why or why not?</td>
</tr>
<tr>
<td>3</td>
<td>Do you disagree with the author's opinion? Why or why not?</td>
<td>Why is money a problem?</td>
<td>What trouble do students have with their cars?</td>
<td>What is something you found interesting?</td>
<td>Who do you think the author is?</td>
</tr>
<tr>
<td>4</td>
<td>Who is the author's audience?</td>
<td>What are the supporting ideas of paragraph 1?</td>
<td>What are the supporting ideas of paragraph 2?</td>
<td>What are the supporting ideas of paragraph 3?</td>
<td>Do you agree that friends will ask for rides and to borrow your car?</td>
</tr>
</tbody>
</table>
| 5 | Who is the author's audience? | What are the two ideas the author uses to support their thesis? | What is the counterargument in the topic paragraph? | What do students spend money on when having a car? | Make your own question!!!
Partner Interview: First Day!

Ask your partner the following questions and write their answers. Then, you will present your partner to the class.

1. What is your name? _______________________________________________________

2. When is your birthday? __________________________________________________

3. Where are you from? (city, country) _______________________________________

4. Do you have children? Is yes, how many? What are their names? How old are they?
   _______________________________________________________________________

5. What is your favorite color? ______________________________________________

6. What do you enjoy doing in your free time?
   _______________________________________________________________________ 

7. What is your dream job? _________________________________________________

8. What is something you have never done but would like to try?
   _______________________________________________________________________