



<b>Directions</b>	<ol style="list-style-type: none"> <li>Put students into pairs and ask them to write a dialogue based on the diagram above. The first line of dialogue must have 7 words, the second line must have 6 words, etc.</li> <li>Time permitting, after practicing in pairs, students share their dialogues with the class.</li> </ol>
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## INNER-OUTER CIRCLES

<b>Time</b>	10 minutes
<b>Space</b>	An open space
<b>Materials</b>	Topics
<b>Language</b>	Flexible
<b>Directions</b>	<ol style="list-style-type: none"> <li>Divide your class in half (or in quarters if it is a big class). One group of students makes a circle facing outwards; a second circle of an equal number of students is formed around them so that the students are standing face to face.</li> <li>Give a discussion topic depending on the topic/ grammar you want to emphasize. Facing pairs take turns discussing the topic, then the outer circle moves one person to the right and you provide another discussion topic.</li> <li>Have students reflect afterwards on words they needed but didn't know or couldn't remember.</li> <li>This activity works well as an icebreaker and as the means to evaluate your students' English abilities.</li> </ol>

## STEP TO THE LINE

<b>Time</b>	15 minutes
<b>Space</b>	An open space
<b>Materials</b>	Conditional statements and a long piece of masking tape
<b>Language</b>	Conditionals; mixed grammar & vocabulary; comparing and contrasting
<b>Directions</b>	<ol style="list-style-type: none"><li>1. This activity works well as an icebreaker and encourages students to understand what they have in common. Start by putting a long piece of tape on the floor and dividing the class into two, one half of the class standing back from each side of the line.</li><li>2. Say aloud a series of conditional statements such as Step to the line if you enjoy coming to school. Those students for whom the statement is true step to the line while the other students stay back. As students step forward, make sure they look each other in the eyes.</li><li>3. After you've run through a series of statements, have students reflect on what they have and don't have in common with other students in their class. Then ask them to share what they share and with whom. Other debriefing questions could touch on how they feel toward people with whom they share preferences, experiences, etc. and how they feel toward people with whom they don't share such things.</li></ol>
<b>Sample statements</b>	<p><i>Step to the line if:</i></p> <p><i>you have ever spent money on something you don't need or should not have.</i></p> <p><i>you have ever done something embarrassing in public.</i></p> <p><i>you have ever lost someone close to you.</i></p> <p><i>you have ever cut class.</i></p> <p><i>you weren't born in Italy.</i></p> <p><i>you speak dialect at home.</i></p>

**Sample statements**

*you speak more than one language.*

*you smoke.*

*you plan to attend university.*

*your parents attended university.*

*you live in a flat.*

*you eat dinner at night with your family.*

*you can cook well.*

*you went abroad last summer.*

*you are the oldest child in your family.*

*you are the youngest child in your family.*

*speaking English makes you nervous.*

*you are worried about the future.*