

ACTIVITY

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She's Leaving Home

Words and Music by John Lennon and Paul McCartney

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The good food guide

In class: lesson 2

1 Students report back with their information. They then discuss the eating places near the school and agree on the final overall rating for each establishment. Use a rating system with a maximum grade of five stars. Try not to interfere too much in the discussion; a café which would seem ideal for you might not be at all attractive to a 14-year-old.

2 When the final ratings have been decided and the entries checked for English errors (and libellous over-subjectivity!), students can begin to write their entries out neatly for publication.

Advice

The activity will involve students in meeting local people outside lesson time and asking questions for a purpose. It is true that students compiling this information in their own country will use their mother tongue during research stage. However, the writing will involve them in translating, composing and editing in English. The fact that the final version will be published in some form will increase motivation. The overall rating is purely subjective and is given out of five stars. A truly excellent establishment in students' terms will rate 5 stars.

In class: lesson 3

1 If word processors are available, the entries can be typed. If not, they can be published as a magazine or as a poster. The final document can be used for comprehension, problem-solving and quiz activities as well as an information display.

Advice

When I did this activity with a class, I had four or five copies of their guide spiral bound and displayed in the student common room. My class called their magazine *The Lunchpack* and one member of the class designed a cover for it. Subsequent classes updated the contributions at intervals.

You might find it useful to accompany students' work with a page which states that the ideas expressed by the students do not necessarily reflect those of the school. All the establishments mentioned positively in the guide which my students produced were extremely grateful for the publicity. As a matter of courtesy, each outlet was sent a copy of their entry in the magazine. Also, some of the outlets began to offer small discounts for students at the school as a result of the research.

8.7

ACTIVITY

The good food guide

Who's it for?

Upper-intermediate level and above.
This activity is most suited for a more sophisticated class. It works best with students studying in the UK, but this is definitely not essential for the activity to be successful.

How long?

Three sessions of 40-50 minutes, plus research outside the classroom.

How many?

Any class size.

What's it for?

A combination of objective and subjective writing; recording facts and impressions; consumer report writing; teamwork.

Language needed?

Comparatives; description of services; food; drink; price range.

Preparation

None, unless you bring in a copy of a restaurant guide such as the Michelin or Egon Ronay guide as an example. Local magazines sometimes have a page recommending places to eat.

As the activity involves students doing research, you may find it necessary to obtain permission from your head teacher even if you don't want this to be done in school time.

In class: lesson 1

- 1 Ask students if they ever eat before, between or after classes. If they do, ask them where they go and why they go there.
- 2 Draw a map on the board with the school in the centre. Ask students to tell you where the nearest food outlets are. Add the names to the map. Restrict this to within a radius of 500 metres if your local area is busy. Explain that the class is going to produce a good eating guide for the rest of the school. This will be a guide to local food outlets.
- 3 Elicit what students look for when choosing a place to eat. Their list might include: speed, menu, price range, take-away facility, decor, music, student discount, extra entertainment (video games etc), service, telephone order facility, delivery facility, cleanliness, proximity to the school, reservation facility.
- 4 Look at the map on the board and allocate responsibilities for research to groups or individuals. Tell students that they will be responsible for writing a report on the outlet(s) which either they choose, or you allocate to them. Make sure that they realise that almost all of the report will be factual and objective and that they must be as accurate with their information as possible. You may wish to give them a model.

Model report

The Supreza Café:	11 Boa Fortuna	Tel: 651202
Distance from the school:	50 metres.	
Menu:	Hamburgers, hot dogs, sandwiches, chips, pizzas.	
Price range:	250 Esc-400 Esc.	
Take away:	Yes.	
Delivery:	No.	
Telephone order:	For some regular customers, but not all.	
Reservations:	Not necessary, unless it is a large group at lunchtime.	
Speed:	Average order in less than five minutes.	
Music:	Local radio played and taped music: no juke box.	
Decor:	Very dark; plastic tablecloths.	
Entertainment:	Pool table at the back of the café; one video game.	
Service:	Polite; not very talkative.	
Student discount:	5% for groups of five or more.	
Cleanliness:	All the tables were very clean.	
Attitude to student researchers:	Very helpful.	
Overall rating:	★ ★ ★	

- 5 Tell students to do their research. Set a date by which this must be done.

Suburban Times

I WON'T RETURN!

Runaway won't go home!

Local garage man denies kidnapping

MOTHER UNDER SEDATION, STILL

Father knew it would happen!

8.6

Read all about it!

In class: versions A and B

2 Divide the class into groups. Give each group a copy of the front page of the **Read all about it!** newspaper and the cut-up articles. Explain that the mother rang the police and that the story was big news in the local press. Journalists have been able to interview the four characters.

3 Each member of the group has responsibility for writing one article. If students work in groups of eight, then they write the article in pairs. Encourage students to be creative. What is the family called? What is the girl's name? What do they all look like? If students wish to find a small photograph from a magazine to represent their character, then encourage them to do so, but watch out that the picture is not too big.

4 Set a time limit or deadline for the articles. As each article is produced, check it for errors (or get other students to check) and then stick it in place on the front page.

Advice

Although this activity can be done from start to finish in a 60-minute lesson, the writing can be started in class and finished at home. Peer pressure can produce a higher standard of presentation than usual, as students know that other people are going to read their work.

The completed newspapers make an excellent display. If possible, try to provide each member of the group with their own copy of the completed newspaper to keep.

This activity can be done with other storylines. Imagine a front page of stories and interviews with the main characters in *Cinderella*, for example.

ACTIVITY

8.6

Read all about it!**Preparation**

This activity follows on nicely from activity 8.5 *She's leaving home* but it is not essential to have done this activity. The two activities are mutually independent.

Make a copy of the lyrics of the song *She's leaving home* for each student or make an OHP transparency. (The lyrics are on page 113.) It is not necessary to have a recording of the song, but if you do, it will add another dimension to the lesson.

Students work in groups of four to eight to produce a newspaper. You will need two copies of the front page of the **Read all about it!** newspaper for each group. Cut one of the pages into four separate articles. You will need glue to stick the completed articles onto the front page.

In class: version A

1 If you are continuing from activity 8.5, tell students that in spite of all the advice the girl in the song left home. If they have not already seen the lyrics of the song, distribute or display them on an OHP transparency. Play the song if possible, while students read the words. Ask them how they think the four characters (the girl, the mother, the father, the car salesman) are feeling now.

In class: version B

1 If you are not continuing from activity 8.5, show students the song lyrics and, if possible, play the song while they read the words. Then ask for their answers to the following questions.

- 1 How old is the girl?
- 2 Why is she leaving?
- 3 What do you think about the mother?
- 4 What do you think the note said?
- 5 How do you think the mother will react to the note?
- 6 How will the father react?
- 7 Who is the 'man from the motor trade'?
- 8 Do the girl's parents know about him?
- 9 How long do you think the girl has known him?
- 10 Do you think that the girl will ever go back?

Who's it for?

Intermediate level and above.

How long?

60 minutes minimum. This can be spread over two sessions.

How many?

Any class size, but a minimum of four is needed.

What's it for?

Report writing; roleplay; teamwork; imaginative development; editing skills.

Language needed?

Direct and indirect speech; vocabulary of emotions and feelings; students must be able to understand the vocabulary of the song lyrics.

A

Dear Clare,

I live at home with my parents. I have left school and I'm 17, but they won't let me get a job and I'm not allowed to do anything unless it is with them. I'm not allowed to go to parties, dances or clubs. I have no friends or boyfriends. A few weeks ago I met a man at a garage. He's a lot older than I am, but he seems to like me. I've met him a few times in secret. He wants me to run away with him. I don't love him, but I want to escape. Am I selfish? I'm so confused. What should I do? I know he loves me.

PRISONER

B

Dear Clare,

I am 27 years old, single and have a good little job selling cars in my mate's garage. A few weeks ago a 17 year old girl came into the garage to ask about cars. She couldn't afford anything, but we got talking. She's a nice kid, but she's very unhappy at home. She's almost a prisoner. We have to meet in secret. I want to help her to escape to a new future, but I don't want to marry her or anything like that. I'd like to help, but not get involved, so I can't meet the parents. Should I just drop her?

BACHELOR



C

Dear Clare

I feel very uncomfortable writing to you about my wife, but I don't feel I have any choice.

She treats our only child who is 17 years old like a 7-year-old. She stops her going out or having any friends of her own. I've tried to interfere, but my wife tells me that I'm not a good husband or father. I think my daughter has a secret boyfriend now. My colleagues saw them at a garage. Should I tell my wife or my daughter that I know. Perhaps I should speak to the young man?

FATHER

D

Dear Clare

I have slaved hard all my life for my husband and daughter. I have sacrificed my career and hobbies to give them all my time and attention. I try to be friends with my daughter, but she doesn't appreciate what I've done for her. She says she wants friends and boyfriends. She's only 17 years old and there'll be plenty of time for that. She should enjoy her family while she has them. Don't you agree? Why don't young people appreciate how lucky they are to have parents who love them?

MOTHER

She's leaving home

Wednesday morning at 5 o'clock, as the day begins,
Silently closing her bedroom door,
Leaving the note that she hoped would say more,
She goes downstairs to the kitchen,
clutching her handkerchief.
Quietly turning the backdoor key,
Stepping outside she is free.

She
 (We gave her most of our lives)
is leaving
 (Sacrificed most of our lives)
home.
 (We gave her everything money could buy)
She's leaving home after living alone for so many years.

Father snores as his wife gets into her dressing gown,
Picks up the letter that's lying there.
Standing alone at the top of the stairs,
She breaks down and cries to her husband,
"Daddy, our baby's gone!
Why would she treat us so thoughtlessly?
How could she do this to me?"

She
 (We never thought of ourselves)
is leaving
 (Never a thought for ourselves)
home
 (We struggled hard all our lives to get by)
She's leaving home after living alone for so many years.

Friday morning at 9 o'clock she is far away,
Waiting to keep the appointment she made,
Meeting a man from the motor trade.

She
 (What did we do that was wrong?)
is having
 (We didn't know it was wrong)
fun.
 (Fun is the one thing money can't buy)
Something inside that was always denied for so many years.
She's leaving home.
Bye-bye!

8.5

She's leaving home

Extension

Play the song *She's leaving home* if possible, or show the lyrics. Ask students whether they think the girl's final decision to run away could have been avoided.

Students write a letter to the character of their choice offering advice, either before the girl's final decision to run away, or after it.

Advice

There are many other songs which can be used for this problem-solving activity: *Papa don't preach* by Madonna, *The River*, *Philadelphia* by Bruce Springsteen, *Father and son* by Cat Stevens can all be adapted. If you don't have access to any of the above titles, look through your own music collection and try to find a song which deals with conflict or problems between people.

This activity works best with young people who are more sophisticated and who will respond well to the challenge of roleplay and team writing. If your class is very immature, this activity might be best avoided. However, young people can be very unpredictable and the least likely group sometimes can be surprisingly open and responsive when given a sophisticated task. Don't underestimate your class.

If your class is monolingual, you may find that students lapse into L1 during the discussion stage. Do not let this worry you unduly. The stimulus for the discussion is in English and the letter of advice is in English. Also, while monitoring, ask questions and request responses in English.

Be prepared to change the timing of the whole activity if any of the discussion stages take off and genuinely interest your class. Forcing young people to stop talking about something which interests them and get down to work might be somewhat inappropriate given the subject matter with which you are dealing. Your students would not fail to see the irony.

ACTIVITY

8.5

She's leaving home

Preparation

This activity works well in conjunction with activity 8.7 which is the next activity in this section. However, please note, that this is not essential and the activities are not mutually dependent.

It is helpful if you have the Beatles' song *She's leaving home* from the Beatles' album *Sergeant Pepper's Lonely Hearts Club Band* on cassette. However, this is not essential. (The lyrics are on page 113.) A copy of a typical magazine problem page is useful too, but not essential.

The activity is for students working in four groups. Each group will need at least one copy of one of the letters on the **She's leaving home** problem page.

In class

- 1 Introduce the idea of leaving home. Ask students whether they feel it is ever a good idea for a young person to run away from home. Find out what kind of problems they feel could only be solved by leaving home. Do not be judgemental; this is a good opportunity for you to find out a great deal about your students. Agree on a time limit before you begin the discussion, but be prepared to be flexible if students have a lot to say.
- 2 Introduce the idea of the problem page. Elicit ideas as to why people write to such pages and the sort of problems they have.
- 3 Divide the class into four groups. Give each group a copy of one of the letters on the problem page. If groups are large, you may have to give out more than one copy of the letter.
- 4 Students, in their groups, imagine that they work for the problem page of a magazine for young people. They discuss the problem in their letter and come up with some advice for the writer. Allocate a time limit for this.
- 5 When group members have discussed their letter, they nominate a group secretary who will write down their advice. Again, allocate a time limit.
- 6 Bring the class together again and ask a spokesperson from each group to read out their letter. Other groups can suggest advice at this stage. A second spokesperson then reads out the group's advice. Invite agreement and disagreement from the rest of the class.
- 7 Groups take turns to read out their letter and give advice in the same way. As it becomes more and more obvious that the writers know each other, the discussion usually becomes more interesting.

Who's it for?

Intermediate level and above.

How long?

60 minutes minimum. This can be spread over two sessions.

How many?

Any class size, but a minimum of four students is essential.

What's it for?

Letter writing; language of advice; making suggestions; team work; speaking and listening.

Language needed?

Students must be able to understand the problem letters and lyrics of *She's leaving home* (if you are using the song); functions of advice, *You should/ought to ...*, *Why don't you ...?*, *If I were you ...*

8.4

ACTIVITY
Listen and tell
BOX**Who's it for?**

Intermediate level and above.

How long?

Two sessions: the first to introduce and explain the idea and the second to make the programme. The first session will take only 20 minutes maximum. The second session depends on the number of students in your class. Each student will need five minutes.

How many?

Any class size.

What's it for?

Talking about past experiences; listening; speaking; genuine communication; narrative sequencing.

Language needed?

Past tenses; *It makes me feel ...*;
It reminds me of ...

Preparation

You will need a cassette recorder for both sessions and one or two pieces of music which mean something to you personally because of associations with the past. You will need a second machine if you intend to record students' selections and commentaries.

In class: lesson 1

- 1 Tell the class that in many countries there are radio programmes which invite people to select music which has special memories for them. These memories can be associated with places, people or events.
- 2 Tell the class about your first selection and the memory you associate with the music. Then play about one minute of the music. Do the same with the second piece. Invite students to ask you questions about the memories.
- 3 Ask students if they have any music which is special to them. Tell them to bring a piece of music, on cassette, to the next lesson, if possible, when they can tell the rest of the class what memories the music evokes.

In class: lesson 2

- 1 Find out which students have brought a piece of music and who has forgotten their music, but would still like to talk. Decide the order in which students will speak. Tell those who have forgotten, or not bothered to bring any music, that you will expect them to ask questions.
- 2 Students talk briefly about their choice of music. They then play about one minute of the cassette and then answer questions. Their entire contribution should not last any more than four minutes.

Advice

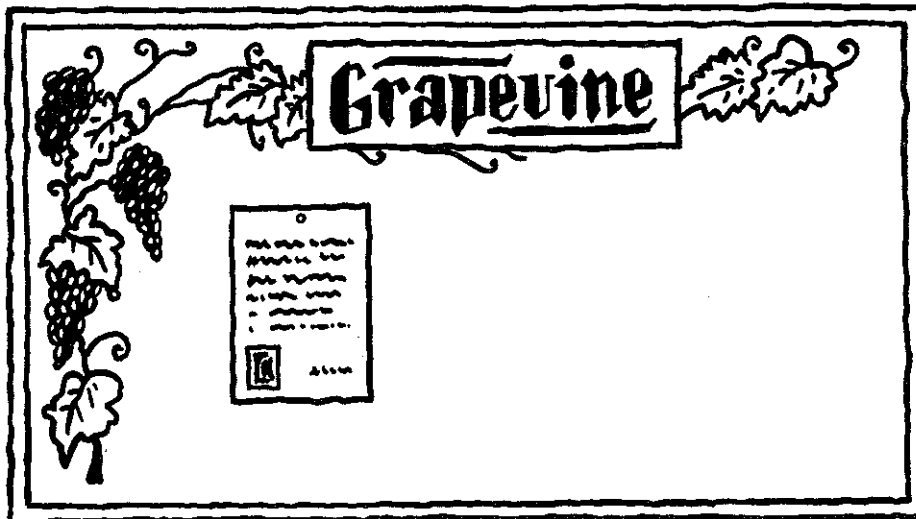
Do not be surprised if the memories are quite recent. Most students select music which is only a few months old. Remember that the music is being used as a catalyst for speech. Do not criticise any selections. It is highly likely that students who forgot to bring music to the second session will want to contribute. Be prepared to extend the activity into a third session to allow such students to contribute.

If the session is taped, it will make a useful listening resource for other classes.

Wall newspapers

Do not let students get too ambitious about interviewing the famous. A visiting national politician is highly unlikely to agree to an interview, while the local councillor is likely to be more obliging. A copy of the finished article should be sent to the person who was interviewed as a matter of courtesy.

Sample layouts



8-3

ACTIVITY

Wall newspapers

Who's it for?

Pre-intermediate level and above.

How long?

30-50 minutes initially, but this is an on-going activity.

How many?

Any class size.

What's it for?Interviewing; note-taking;
writing; reading; speaking;
editing; organisational skills;
translation and reference skills.**Language needed?**

Recycled grammar and vocabulary.

Preparation

You will need mounting card and a space to display the newspaper.

In class

- 1 Introduce the idea of newspapers and magazines. Elicit the kind of items which can be found in them. For example: recipes; puzzles, travel articles, interviews, criticism of books, films and TV programmes, sports coverage, advice on where to eat and where to go, local and international events, stories, poems, etc.
- 2 Explain that the class is going to produce a wall newspaper in poster form. Ask for ideas for a title for the magazine; this can be in L1 or English. Ask students to vote for the best title. Ask for a volunteer to write and illustrate the title for the poster/newspaper.
- 3 Ask students to suggest specific ideas for items for the newspaper. Suggest that interviews can be carried out with fellow students, staff, family friends, local figures and celebrities, such as actors, sportsmen and women and businesspeople. The person should be interesting in some way; perhaps they have lived somewhere unusual, or have a strange hobby, or they have achieved something out of the ordinary.
- 4 Write the list of suggested contents on the board. When the list is exhausted, ask students to volunteer to write an article for the newspaper. Some students will quickly opt for topics which they have suggested, while others will have to be helped to make a decision. Do not make this decision for them, unless you really feel that you have no choice.
- 5 Give each student a number, which they write on a small scrap of paper. Collect the papers and draw them at random to find the order in which the pieces will be written. The items should not all be produced at the same time; they should be staggered through the course or term.
- 6 Once students know the order in which they are writing, you should set them deadlines for their articles. Encourage them to illustrate their work, if possible.
- 7 Take the role of editor yourself. As the completed work is handed in, make suggestions for corrections. Students should correct their work before it is stuck on the wall.
- 8 The magazine will grow slowly but steadily during the term. If the mounting card is full, but articles are still being produced, remove the earliest articles and replace them with the later ones. The magazine will, in this way, remain a constant source of interest.

Advice

Use the magazine for reading comprehension, or quiz activities.

You will have to remind students at intervals about their deadlines; so, you should keep a careful record of who is doing what and when.

Students who wish to interview local celebrities may need some assistance in setting this up. Involve the students themselves as much as possible in the process; this might include writing letters or making phonecalls.

Do not worry if interviews are held in L1. Students will have to translate and edit them - useful skills in themselves.

ACTIVITY

8.2

Picture gallery

Preparation

You will need 20-30 large, evocative pictures from magazines. Advertisements and photo-journalism are the best sources; try not to use fashion and interior shots. The stranger the photograph the better, but try to mix as many different atmospheres as possible. Give every picture a number and make sure that these can be clearly seen from a distance. If you have time before the lesson, pin up the pictures around the room.

In class

1 If you didn't have time to pin up the pictures before the lesson, give one or two to each student and ask them to display the pictures.

2 Ask students to go round and have a good look at the pictures. Then ask the first question: *Which of these pictures would you like to have on the wall beside your bed, so that it's the last thing you see at night and the first thing you see in the morning?* Ask students to make their choices and to tell those standing nearby which one they selected and why. While students are talking, monitor their conversations.

3 Ask the second question: *Which picture represents how you feel about learning English?* Tell students to make their choice and then tell those standing nearby which picture they selected and why. Again monitor students' conversations.

4 Ask the final question: *Which picture best represents how you see your future?* Repeat the procedure for the other two questions.

Extension

Ask students to note down the numbers of the pictures they selected and to write down why they selected them. The pictures and their writing can be displayed.

Ask students for ideas for a fourth and fifth question.

Advice

The first question should always remain the same, but other possibilities for questions 2 and 3 include the following:

- Which picture represents how you feel about starting your FCE (or any other examination) course?
- Which picture represents how you feel about starting a new class?
- Which picture represents how you feel about being a teenager?
- Which picture represents how you feel about the world today?
- Which picture represents how you feel about your home town?

Your own teaching context could provide other questions more specific to your class and setting.

Postcards of paintings can be used instead of magazine illustrations, but make sure that you have a large variety of different styles and subjects.

Students' answers can involve very personal responses. Try to remain as receptive and non-judgemental as possible when feedback is taking place. You should also be prepared to talk freely about your own choices if students appear genuinely curious (and only if the request for your opinions comes from the class).

Who's it for?

More sophisticated students at lower-intermediate level and above.

How long?

20 minutes.

How many?

Any class size.

What's it for?

Opinion exchange; genuine communication; ice breaking.

Language needed?

I like it because ...; It makes me feel ...; It reminds me of ...; It makes me think of ...; emotions and feelings; recycled vocabulary.

8.1

Photostories

In class: lesson 3

- 1 Give out the developed photographs along with glue, scissors, display card and white paper.
- 2 Students decide on the arrangement of the photographs and compose the dialogue and thought bubbles. Tell them to cut bubbles from the white paper and stick the photos in suitable spaces. Additional information can be written on strips of white paper and stuck below the photos.
- 3 Display the final stories for other classes to read.

Advice

Teenagers can be nervous about roleplay, but my experience is that they are less inhibited about this form of 'drama' because they are not required to speak or move.

Remember this is a student-centred activity. The time schedule above is a rough guide only. Students often get very engrossed in this activity and you must be flexible. If a fourth lesson is needed to satisfy students' creativity, then you are advised to accommodate this need. The activities in the first and second lessons can easily be extended and do not have to be cut off when the lesson ends.

However, watch out for over-ambitious planning in the first and second lessons. Students can sometimes make themselves over-dependent on props, scenery and costume. Advise them to restrict themselves to what can be found in the classroom. The teacher's desk can be transformed into a variety of locations with a simple sign saying *Reception, Police Station*, etc. We don't actually have to see the spaceship land; instead we can see the look on the faces of the witnesses as they look out of the window. The way students solve these logistics problems is part of the process of creating the story.

If you are tempted to use the school yard, grounds, corridors or street for external locations, remember that you may need permission to do so. Secure this before you start the project.

This activity generates a great deal of enthusiasm and, therefore, a great deal of L1 in monolingual classes initially. This is not a reason to avoid the activity. Make sure that all your instructions and comments during the activity are in English and insist that when students are talking to you, they use English. Lesson 3 will be almost entirely in English.

If you are using your own or the school's camera, do not let very young students take any of the photos. Damage to expensive equipment can sour the experience for everyone.

Acknowledgements

I had already experimented with this activity with native speaker children in the UK state system, but I didn't have the nerve to try it with a monolingual EFL class until I saw the activity demonstrated very effectively by Angus Gascoigne and Helen Stephenson, formerly British Council, Oporto. I am also grateful to colleagues at the Edinburgh School of English, who made this a regular feature of Junior Summer Schools and whose classes produced some outstanding results.

ACTIVITY

8.1

Photostories

Preparation

You will need a camera and a film of 12, 24 or 36 exposures, depending on how long you want students' stories to be and whether the class is working together or in groups. It is useful to have an example of a comic, or magazine, in which a story is told either in strip cartoon form or with photos. It does not necessarily have to be in English. White paper, mounting card, glue and scissors are needed for the third lesson.

In class: lesson 1

- 1 Ask students if they read or have read comic strip stories.
- 2 Elicit the conventions for telling comic strip stories:
 - a The story is told in boxes which show the most important action.
 - b The dialogue is written in balloon-shaped spaces.
 - c Thoughts and feelings are shown in cloud-shaped spaces.
 - d Extra information is written, briefly, above and below the pictures.
- 3 Tell students that they are going to make a photostory of their own. They can either think of an original story, or retell a traditional story in a modern setting. If students are short of ideas, provide them with some starting points. Examples include:

The thief gets caught

The lottery winner

A modern Cinderella

A modern version of Three little pigs

Kidnap at the school

Money doesn't buy happiness

The aliens land

- 4 Divide large classes into groups of 8-10 students for planning the story. The storyline should have parts for every member of the group, but these do not all have to be leading roles. Once groups have decided on a rough plot, ask them to divide the story into 12 (or 24, or 36) scenes – one scene for every exposure on the film. It is helpful at this stage if students draw 12 (or 24, or 36) boxes on a piece of paper and write brief notes about each shot in the box.

In class: lesson 2

- 1 Groups reform and refine the plot details and decide who is going to play which part in the story.
- 2 Encourage the rest of the group to direct the poses and try to avoid ordering the students into position. As each pose is assumed, a photograph is taken. The film must now be developed.

Who's it for?

Pre-intermediate level and above.

How long?

Three lessons of 35-60 minutes each, minimum.

How many?

Any class size. Large classes can be divided into groups.

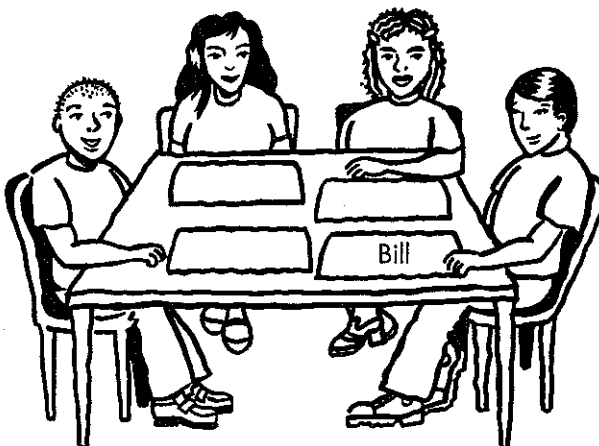
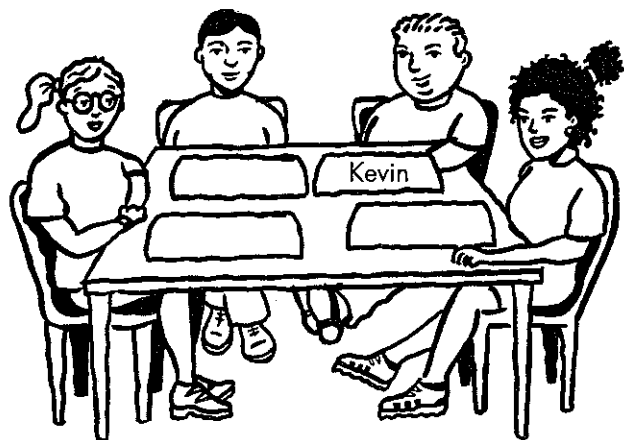
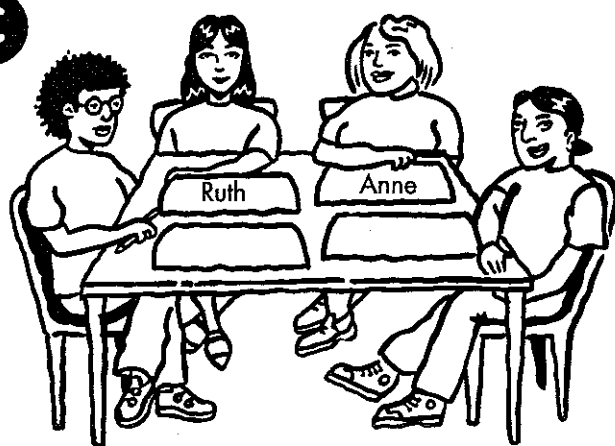
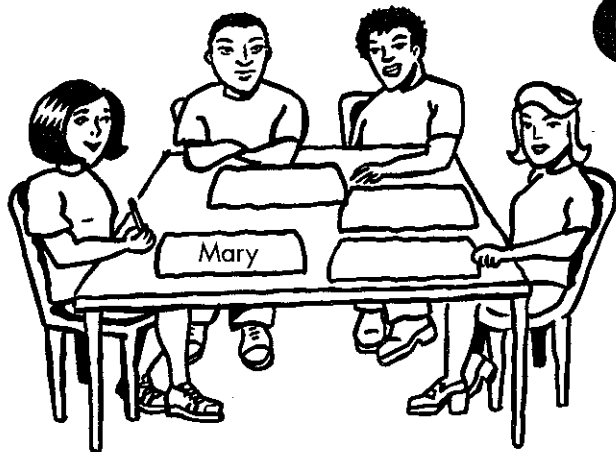
What's it for?

Dialogue writing; story summary; organisational skills.

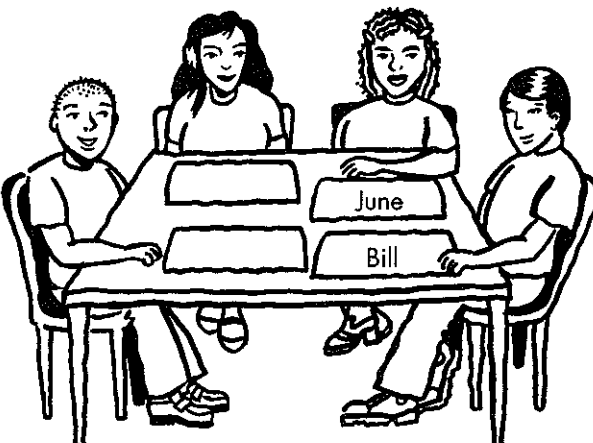
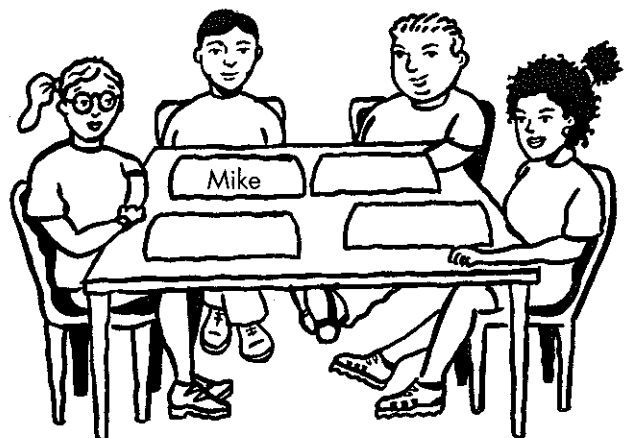
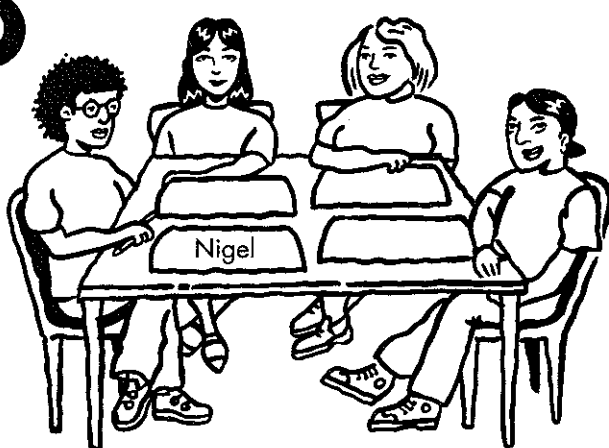
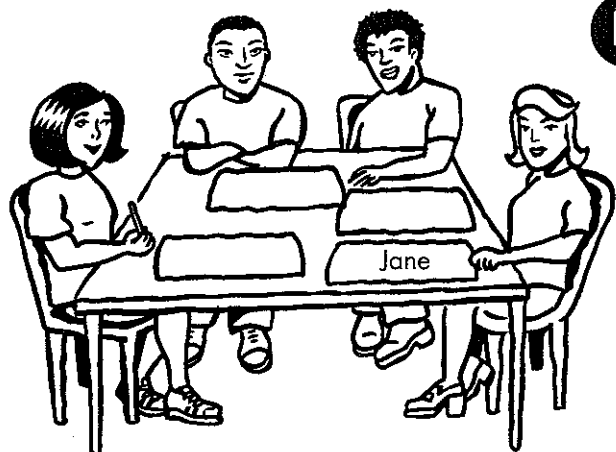
Language needed?

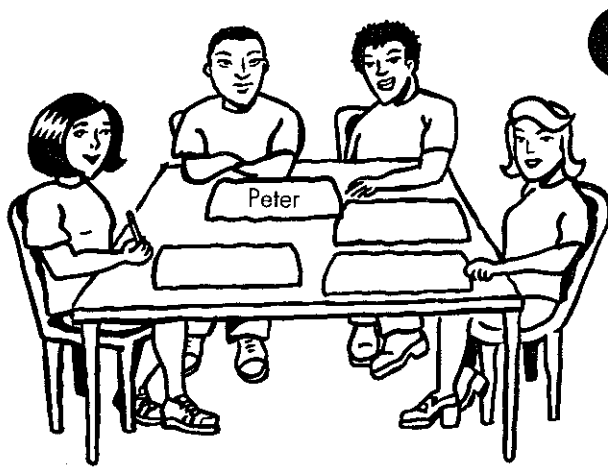
Depending on the storyline students choose, they will tell their stories with vocabulary already in their possession. Requests for new lexis should be met as the need arises rather than by trying to anticipate needs.

C

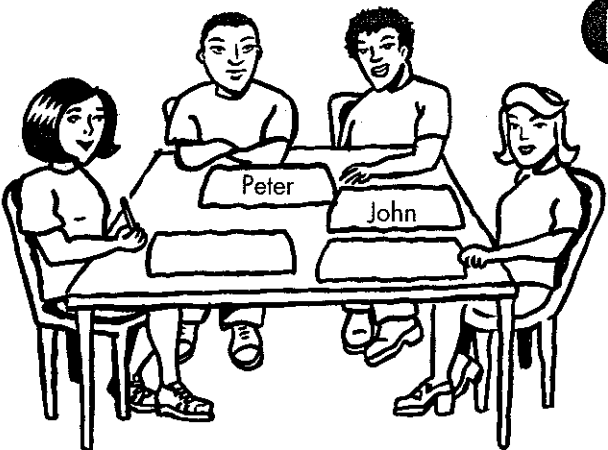
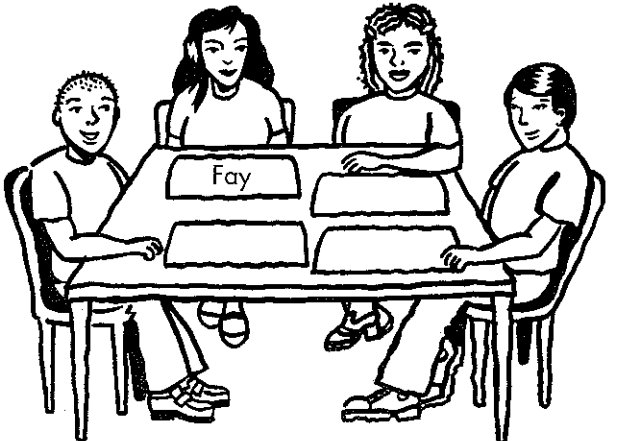
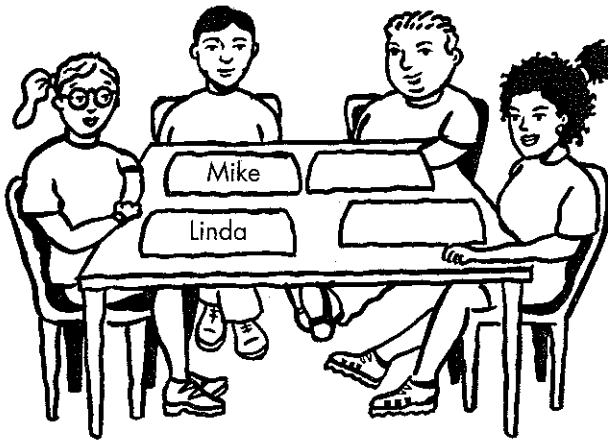
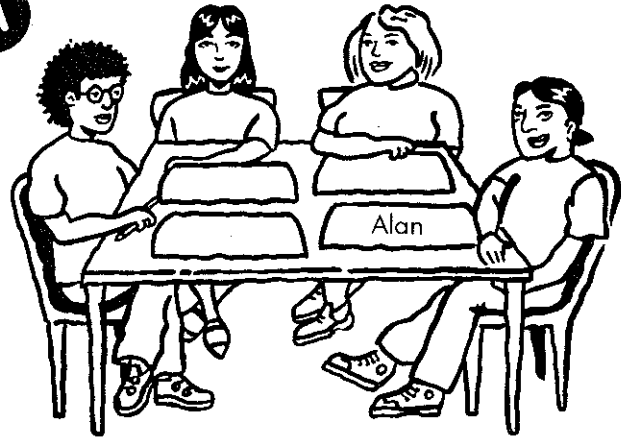


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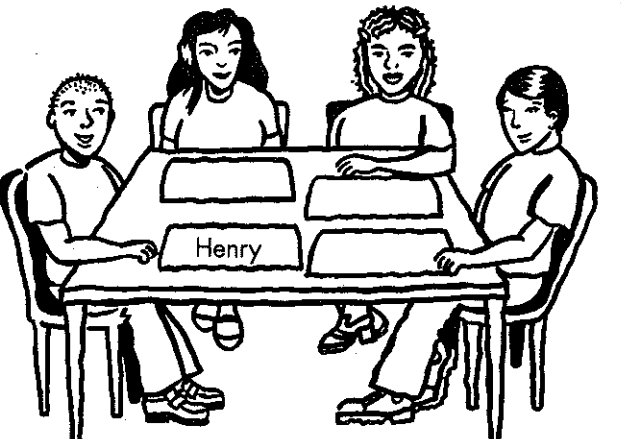
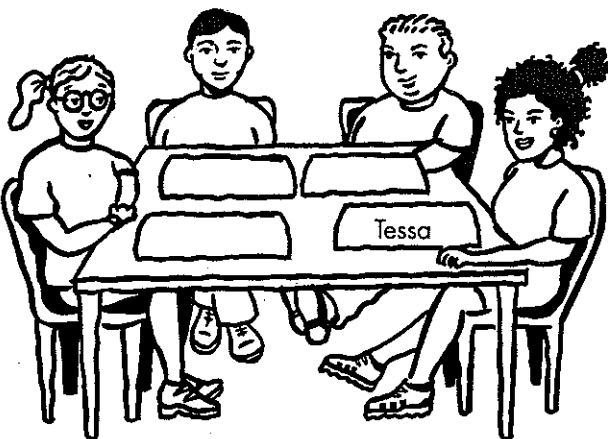
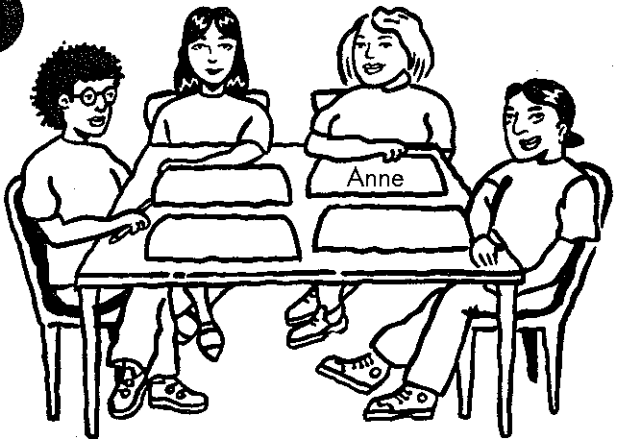




A



B





ACTIVITY

Meet my class

BOX

Who's it for?

Pre-intermediate level and above.

How long?

15 minutes.

How many?

Any class size; minimum of four students.

What's it for?

English names and spellings;
prepositions of location; description
of appearance and clothing.

Language needed?

What does s/he look like?;
hair (long, short, straight, curly,
dark, fair); patterns (striped, plain,
floral, spotted, checked); prepositions
(beside, next to, opposite, between);
present simple for appearance and
present continuous for clothing.

Preparation

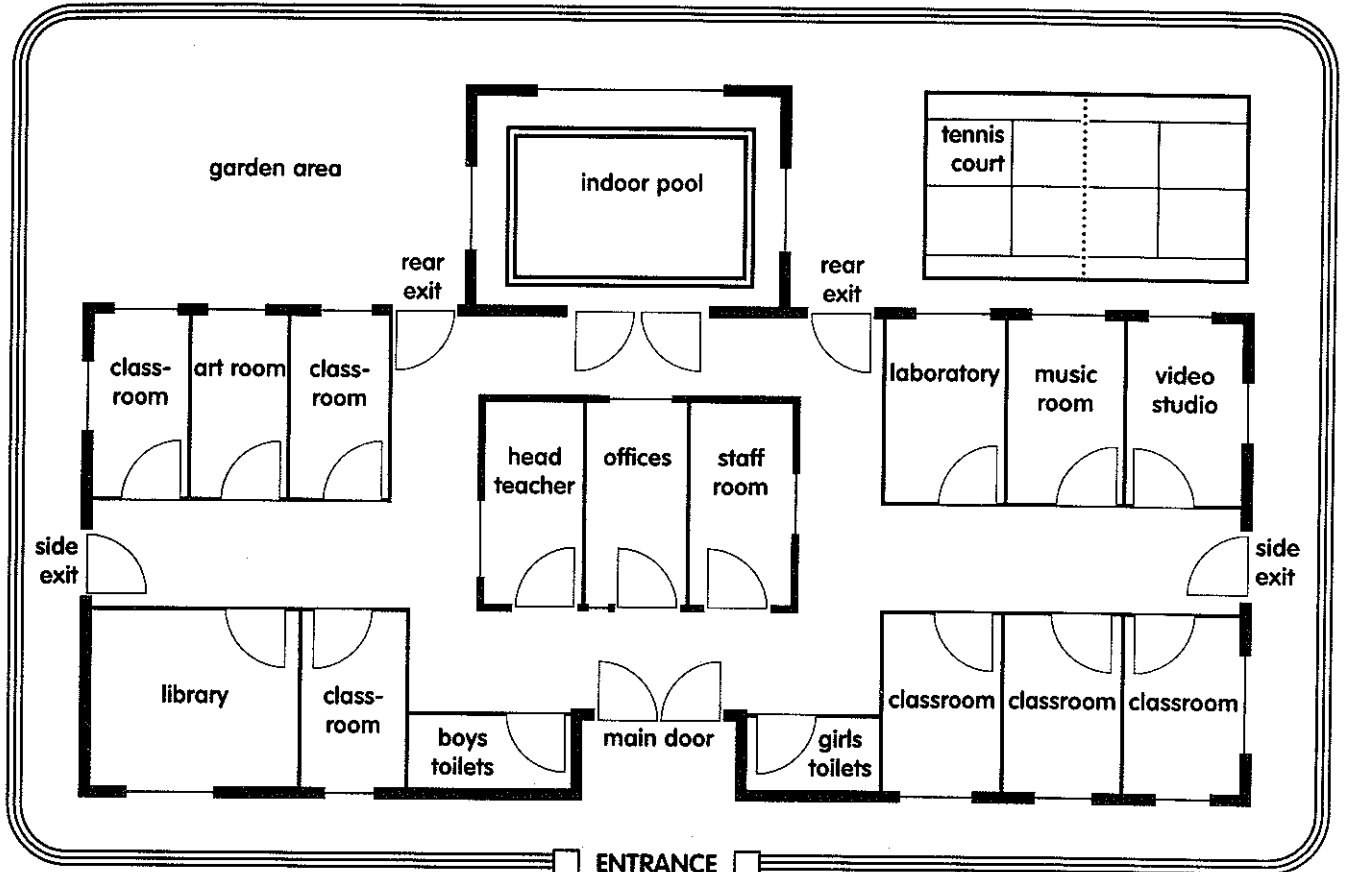
The activity is for students working in groups of four. Copy a set of **Meet my class** pictures for each group of students. Add stripes, spots, checks etc to the master before photocopying if you wish to focus on this.

In class

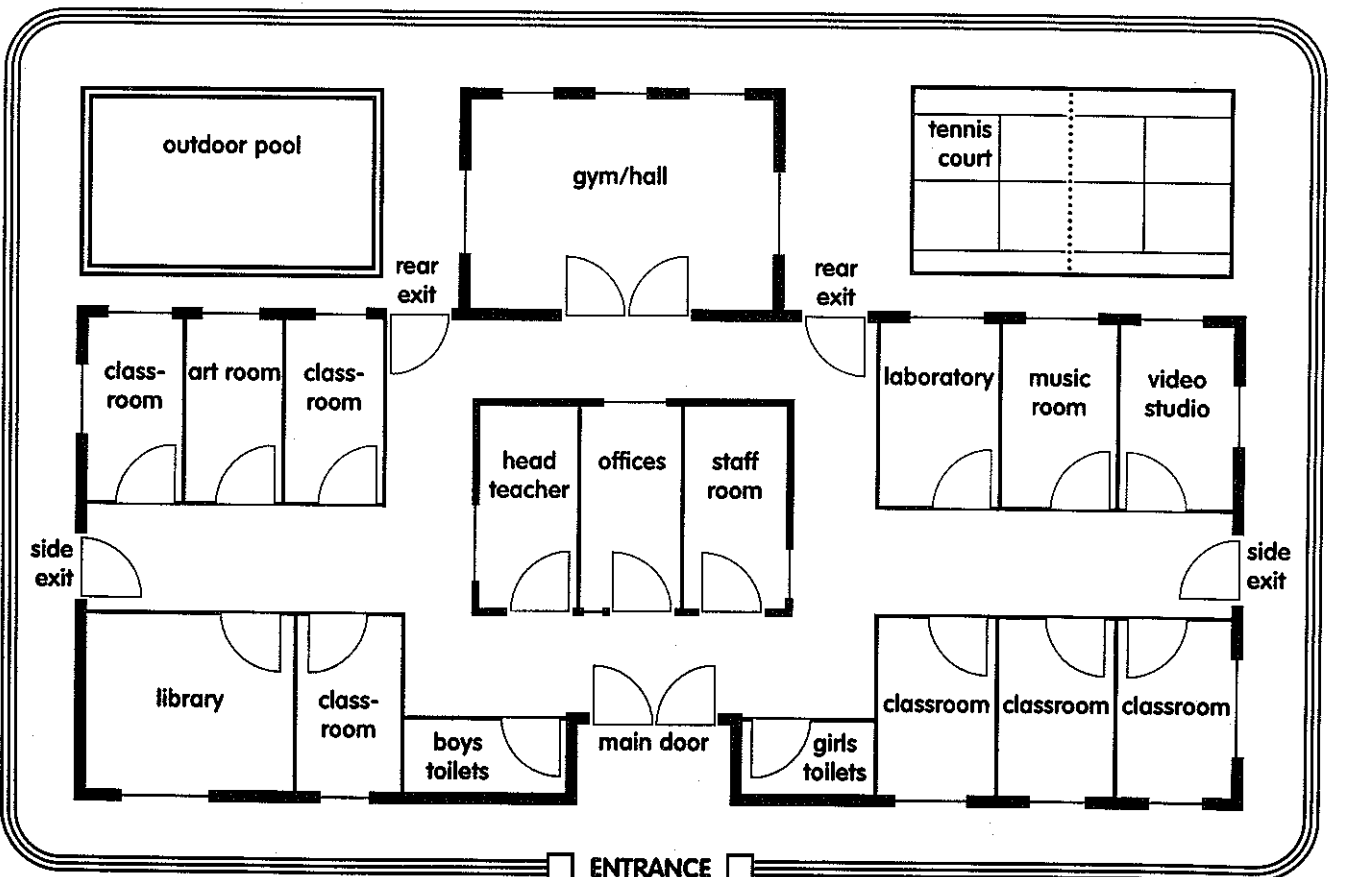
- 1 Divide the class into groups of four. Give out a **Meet my class** picture (A, B, C or D) to each student in their groups. Point out that students may look at their own picture, but not at any of the others.
- 2 Explain that students are all new at the school and they are trying to learn the names of the other students in the class. The only way that they can find out the names of all the students is to ask the other members of their group. They can use any information provided in their picture to help them. They can use position, appearance, clothing and names (including those they have learned). When they find out a new name, they should write it on the name card in the picture.
- 3 Before students carry out the activity, you may find it advisable to model one or two questions; in this way students will learn that they can use all the visual information at their disposal to answer. This will include hair length and colour and clothing in some cases. Encourage students to check their answers by referring to visual information.
- 4 After a pre-arranged amount of time, organise feedback and check answers. Make sure that everyone has the correct spellings.

Advice

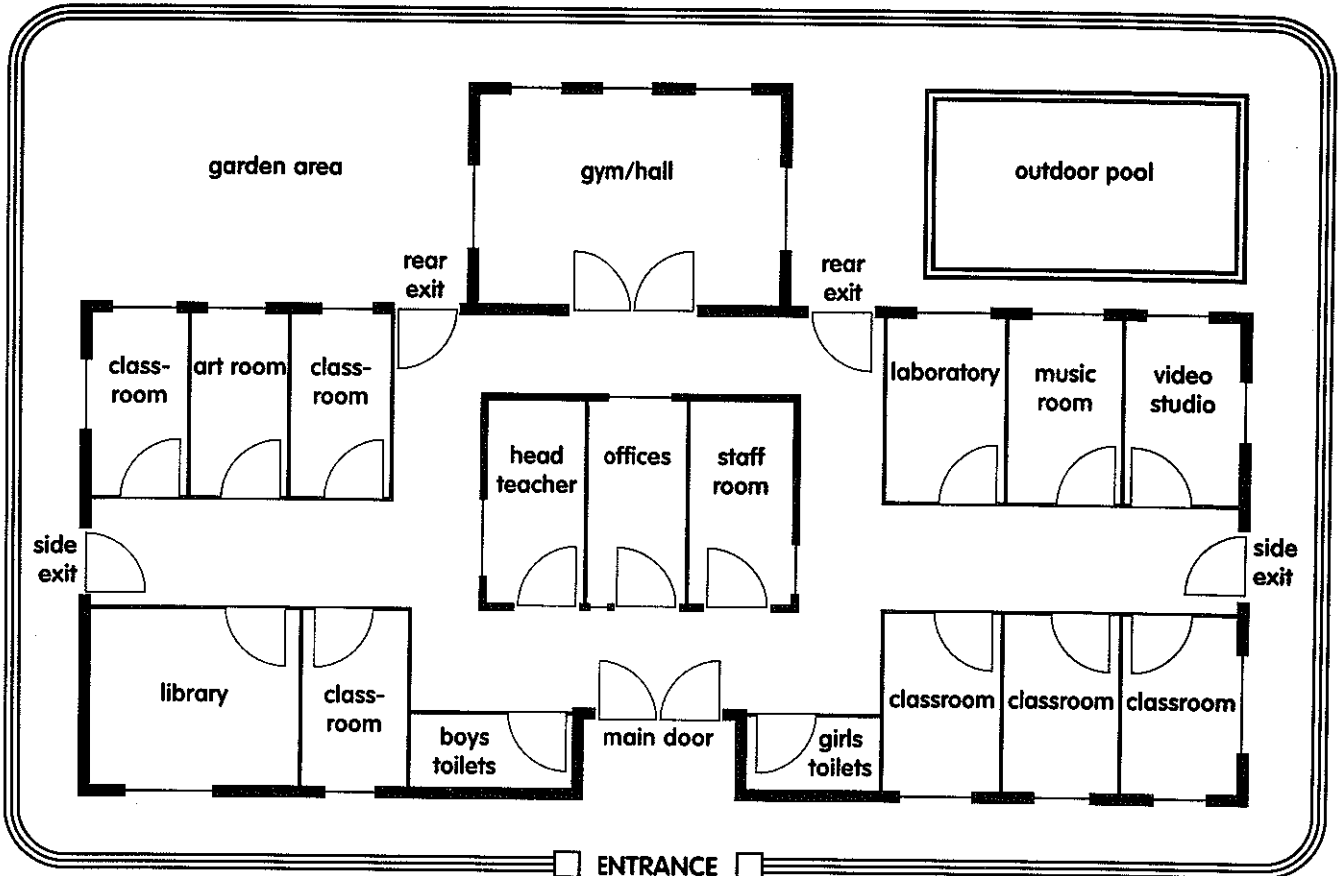
If you feel that your students have enough to do in this activity without bothering about English names, white-out the names provided and substitute ones which are more instantly recognisable to your class, or the culture in which you are working. However, if you do wish to work with English names, you are advised to write the names on the board before the activity. Make sure that students all know how to pronounce them and are able to recognise which ones are girls' names and which ones are boys'.



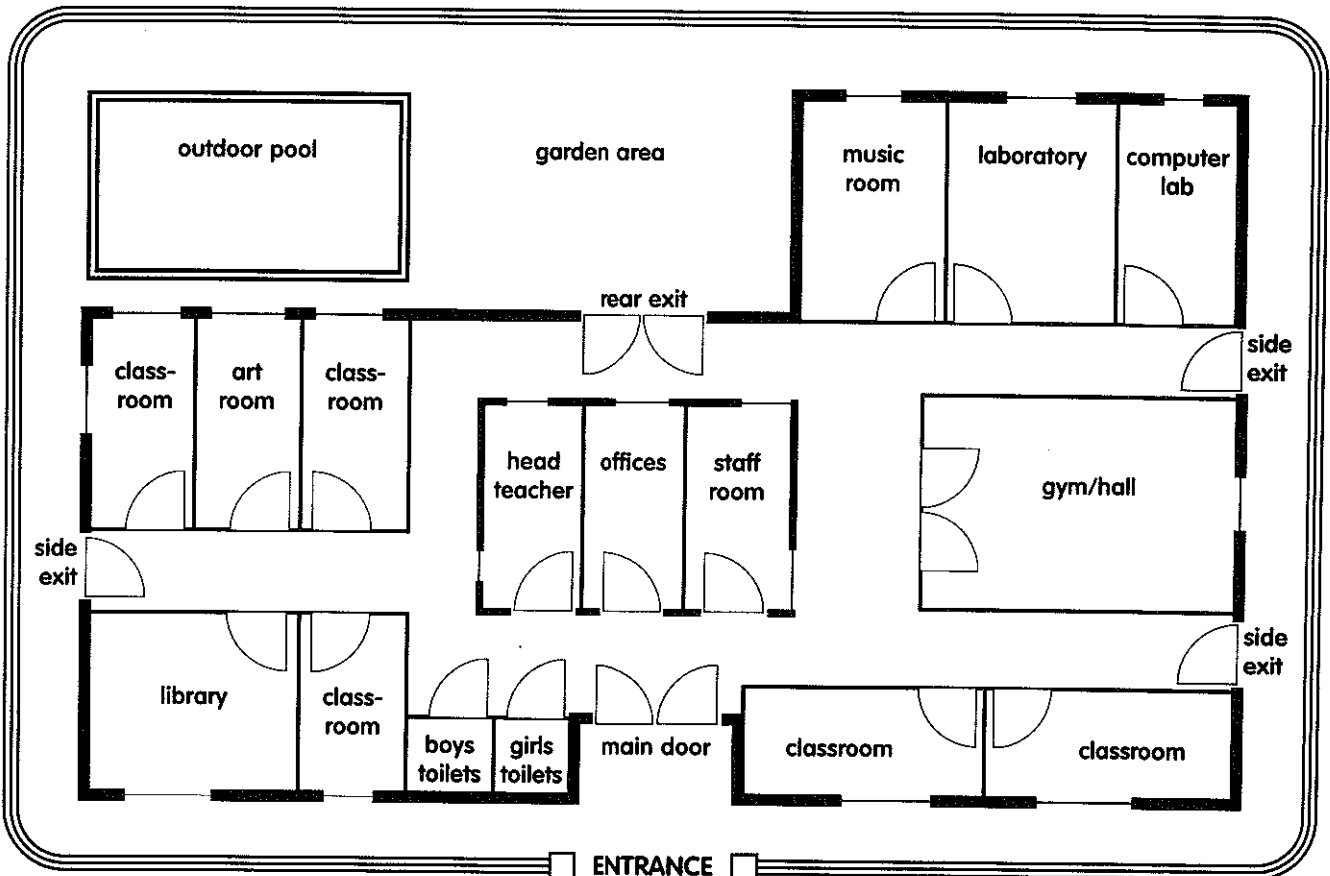
ENTRANCE
PLAN C



ENTRANCE
PLAN D



ENTRANCE
PLAN A



ENTRANCE
PLAN B

ACTIVITY

7.6

Which school do you go to?

Preparation

There are four **Which school do you go to?** plans. Copy a plan for each student. Try to ensure near equal numbers of each plan.

In class

- 1 Shuffle the **Which school do you go to?** plans and give them out. Make sure that students understand that they are not allowed to show their plan to any other member of the class.
- 2 Explain that the object of the activity is for students to organise themselves into four groups according to the school they attend. They should do this by describing their plans to each other and asking questions. Point out that the four schools are very similar; so, the descriptions and questions will have to be quite detailed.
- 3 The activity ends when students have found all the members of their group.

Extension

Students discuss the relative merits of the different schools and which one they feel has the most successful plan.

Advice

Some students may have difficulty reading a floor plan if this is the first time they have worked on one. As a preliminary step, it may be worthwhile drawing a floor plan of the school in which you work on the board and guiding your students around the plan.

Who's it for?

Pre-intermediate level and above.

How long?

15 minutes.

How many?

Any maximum class size; minimum of eight students.

What's it for?

Listening; speaking; organisation skills; co-operation.

Language needed?

Describing buildings; reading floor plans; asking and answering questions; directions; locations of rooms and facilities; school subjects; prepositions (*opposite, along, in the middle of, straight ahead, behind*); *corridor, entrance, courtyard, play area.*



Shopping List A

1 Hamburger.....

2 Cheeseburgers.....

1 Small pizza.....

2 Fries.....

2 Salads.....

2 Orange Juices.....

1 Coke.....

1 Lemonade.....

Total _____

Shopping List B

2 Hot dogs.....

1 Hamburger.....

2 Cheeseburgers.....

1 Fries.....

3 Salads.....

2 Cokes.....

1 Milk shake.....

1 Apple pie.....

Total _____



Shopping List C

2 Pizzas.....

1 Cheeseburger.....

1 Hot dog.....

1 Salad.....

3 Fries.....

2 Ice creams.....

2 Apple pies.....

4 Cokes.....

Total _____

Shopping List D

3 Cheeseburgers.....

1 Hamburger.....

4 Fries.....

4 Salads.....

3 Milk Shakes.....

1 Orange Juice.....

2 Apple pies.....

2 Ice creams.....

Total _____


A



Burger Queen

Hamburger	£1.10
Cheeseburger	£1.30
Hot dog	80p
Pizza (small)	£1.25
Fries (med)	50p
Apple pie	75p
Ice cream	40p
Milkshake	£1.35
Coke	30p
Orange Juice	40p
Lemonade	35p
Side Salad	£1.00

B



MacGregors

Pizza (small)	£1.15
Fries (med)	40p
Salad (side)	70p
Hamburger	£1.20
Cheeseburger	£1.25
Hot dog	£1.00
Lemonade	40p
Orange juice	25p
Coke	35p
Milkshake	£1.45
Apple pie	60p
Ice cream	50p



Softies

Pizza (small)	£1.10
Hamburger	75p
Fries (med)	45p
Cheeseburger	£1.40
Salad (side)	60p
Hot dog	£1.00
Ice cream	45p
Lemonade	25p
Orange juice	30p
Coke	40p
Milkshake	£1.30
Apple pie	65p

C



BURGER SHED

Milkshake	£1.40	Orange Juice	35p
Coke	45p	Lemonade	30p
★ ★ ★ ★ ★			
Side salad	50p	Apple pie	65p
★ ★ ★ ★ ★			
Hamburger	£1.30		
Cheeseburger	£1.50		
Pizza (small)	£1.00		
Fries (med)	30p		
Hot dog	85p		
Ice cream	45p		

D

ACTIVITY

BOX

7.5

Fast food

Preparation

Make a copy of each of the four **Fast food** menus. Four teams of 1-4 students will be working in the **Fast food** restaurants. Make enough copies of the **Fast food** lists so that there is one for each of the remaining students in the class.

In class

1 Explain to the class that there are four Fast food restaurants operating in four different parts of the classroom. Appoint one (or more) of the students to work behind each of the counters of these restaurants and give them the menu to study. These students are not allowed to show the menu to any of their customers.

2 Tell the rest of the class that they are tourists and they do not have much money left. Give each student a **Fast food** list. Tell them that the object of the activity is to buy what is on their list for the lowest possible total price. To do this, they will have to go to each of the restaurants in turn and find out how much everything costs. They must then remember where they can get the cheapest items, go back and buy them and write the name of the restaurant on their list. They may have to buy something on their list from each of the four restaurants in order to get a bargain.

3 Remind students that they must be polite at all times and that they must not jump their place in the queue. Counter staff can refuse to serve anyone who does not follow these rules. This should help with discipline!

Key

list	A	B	C	D
minimum price	£7.25	£8.15	£8.60	£14.20

Advice

If your class is large (over 24 students), you may wish to have more than one student behind the counter of the restaurant. Or, you can use fast finishers to help out behind the counter. You will need to make extra copies of the menus for either of these variations to work.

If you want to make the activity more competitive, tell students working at the fast food restaurants that they only have a fixed amount of each food and drink to sell. As they sell each hamburger, for example, they should cross it off their stock list. This means that students may well discover where the cheapest hamburgers are sold, but when they turn up there to buy their meal, the restaurant has sold out. They will then have to hurry back to the second cheapest place, and so on.

If you feel that working in English currency is an additional complication which may slow down the activity, white-out the English currency on the menus and replace it with local currency. Each restaurant has three of the lowest prices. Remember to keep the same pattern when you replace these prices with local currency. The hamburgers, ice cream and coke are cheapest at Burger Queen. The cheeseburgers, orange juice and apple pie are cheapest at MacGregors. The hot dogs, milkshakes and lemonade are cheapest at Softees. Finally, the salad, pizzas and fries are cheapest at Burger Shed.

Who's it for?

Pre-intermediate level and above.

How long?

20 minutes.

How many?

Any class size: minimum of eight students.

What's it for?


Asking and telling how much something costs; listening; speaking; writing; reading.

Language needed?

Prices; *How much is ...?*; fast food (hamburger, hot dog, lemonade, ice cream, fries or chips, cheeseburger, milkshake, apple pie, orange juice, salad, coke, pizza); *Can I have ..., please?*


You were sitting in front of the teacher's desk. You were listening to the teacher. The person on your right was eating a sweet. The person behind you was looking out of the window.

9




You were eating a sweet. The person on your right was copying someone's homework. The person behind you was drawing a picture.

7




You were copying your friend's homework. The person on your right was reading a comic. The person behind you was cleaning their nails.

11




You were reading a comic. The person on your left was copying someone's homework. The person behind you was doing last night's homework.

12




You were doing last night's homework. The person on your left was cleaning their nails. The person behind you was thinking about football.

4




You were cleaning your nails. The person on your left was drawing a picture and the person behind you was writing a letter.

14




You were drawing a picture. The person on your left was looking out of the window and the person behind you was playing with their hair.

6




You were looking out of the window. The person behind you was sharpening a pencil. The person in front of you was listening to the teacher.

2




You were sharpening a pencil. The person in front of you was looking out of the window. The person on your right was playing with their hair.

8




You were playing with your hair. The person in front of you was drawing a picture. The person on your right was writing a letter.

16




You were writing a letter. The person in front of you was cleaning their nails. The person on your right was thinking about football.

3




You were thinking about football. The person in front of you was doing their homework. The person on your left was writing a letter.

1




You were furthest away from the teacher and you were sleeping. The person on your left was listening to a personal stereo.

13




You were listening to your walkman. The person in front of you was writing a letter and the person on your left was filling a pen.

5




You were filling a pen. The person in front of you was playing with their hair. The person on your left was making a paper plane.

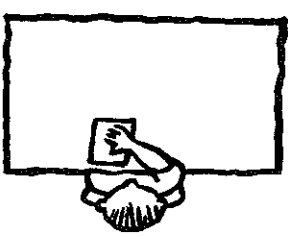
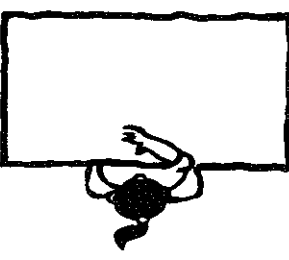
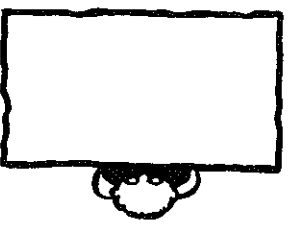
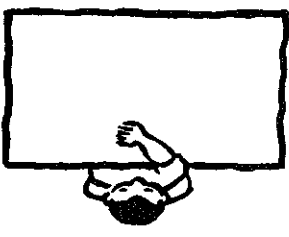
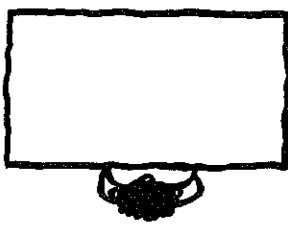
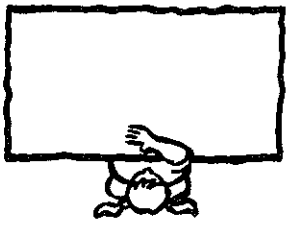
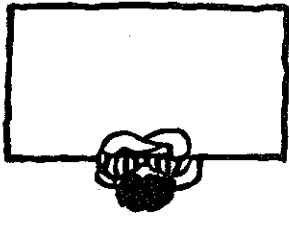
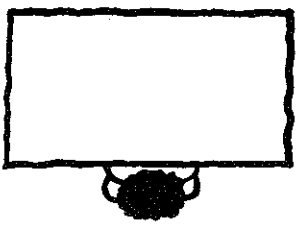
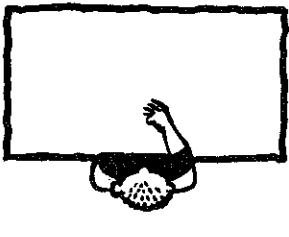
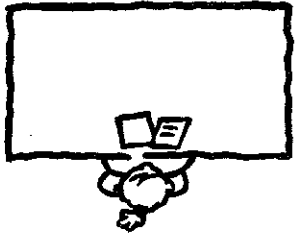
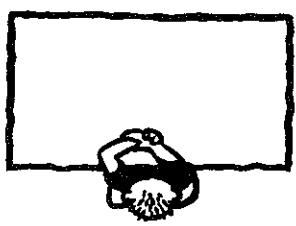
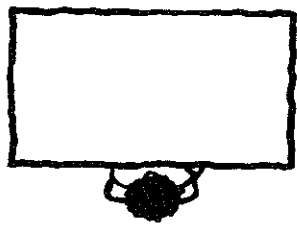
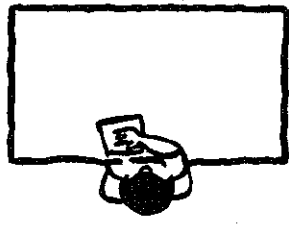
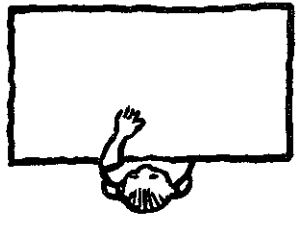
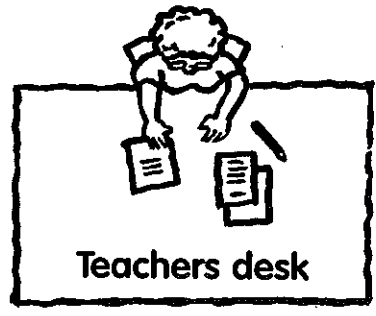
10



You were making a paper plane. The person in front of you was sharpening a pencil. The person on your right was filling a pen.

15





ACTIVITY

7.4

When the alarm went off

Preparation

The example activity is designed for a class of 16 students. Each student will need a blank **When the alarm went off** grid and a **When the alarm went off** card. If there are more than 16 students in your class, photocopy extra place cards and tell the class that at some of the tables on the grid there are two students. If there are between 12 and 15 students, leave out one or more of the cards in the back row.

In class

- 1 Give out a blank grid and a card to each student. Point out that every card has a number on it.
- 2 Explain that, the previous day, the fire alarm went off two minutes before lessons began and the head teacher/principal would like to know where everyone was sitting and what everyone was doing when the alarm went off.
- 3 Ask students to read their own place card. This will provide them with information about their own actions and those of two of the students sitting nearest to them. From the cards alone, two of the students should be able to identify their locations immediately: the student furthest away from the teacher's desk and the student directly in front of the teacher's desk. These two should fill in their number in the desk space provided.
- 4 Students get up from their desks and ask each other *What were you doing when the alarm went off?* They can then write the correct numbers on the desks in the blank grid.

Key

Td			
9	7	11	12
2	6	14	4
8	16	3	1
15	10	5	13

Advice

One way for students to solve the problem is to write the answers as they find them. Another way is for students to arrange themselves physically in the pattern of the correct answers. The first method involves competition. The second method emphasises co-operation. It is up to you to decide what the class requires.

It is highly likely that, if students are working competitively, some of them will finish before the others. However, these students are still useful sources of information for the slower members of the class. Alternatively, you could set a time limit at the start of the activity and stop everyone at the same time. The winner is the student who has managed to complete the largest correct number of desk spaces on the grid.

Who's it for?

Pre-intermediate level and above.

How long?

20 minutes.

How many?

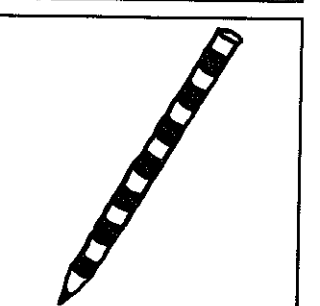
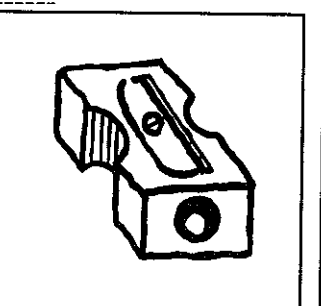
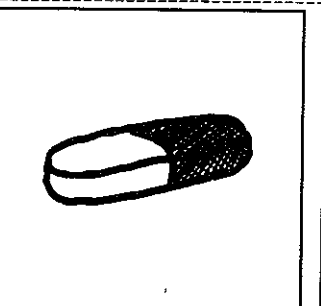
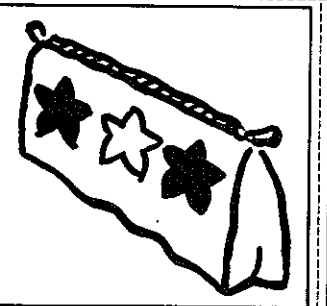
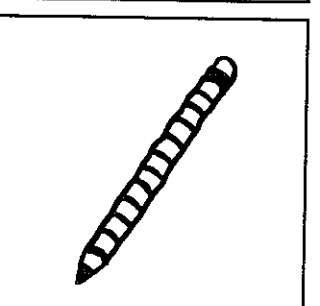
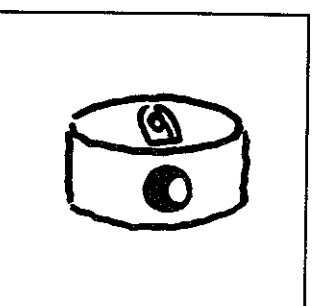
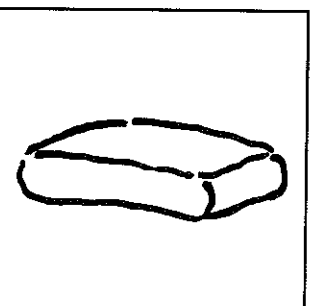
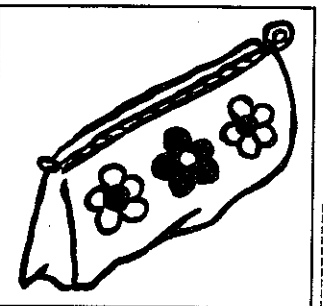
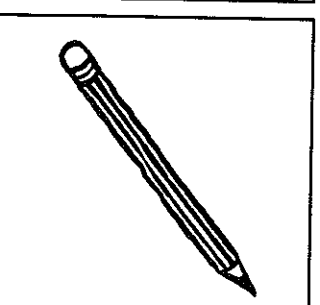
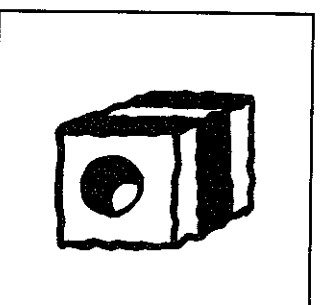
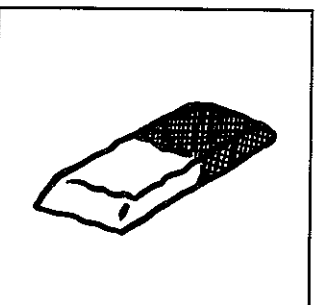
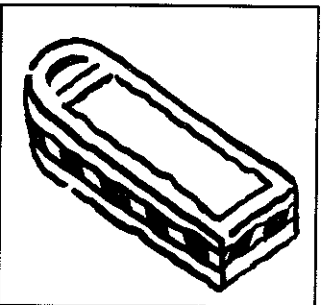
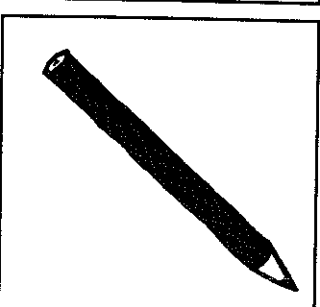
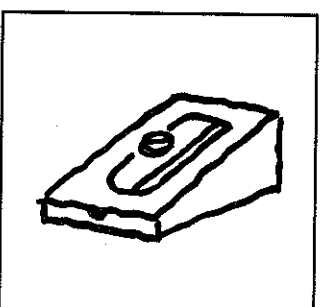
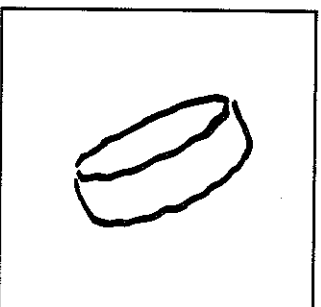
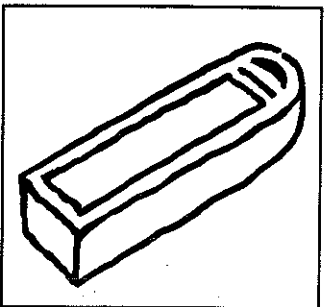
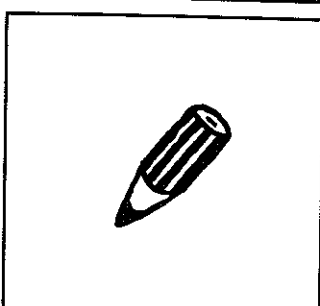
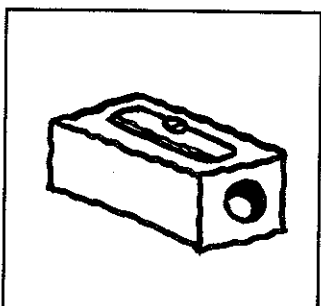
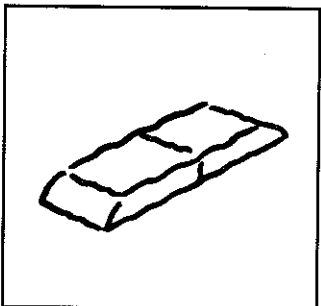
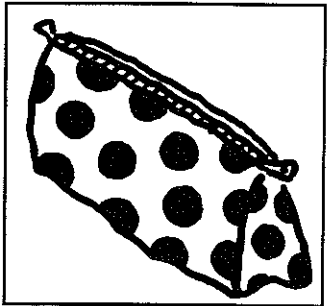
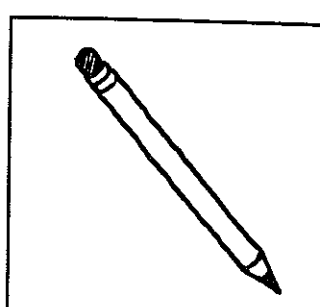
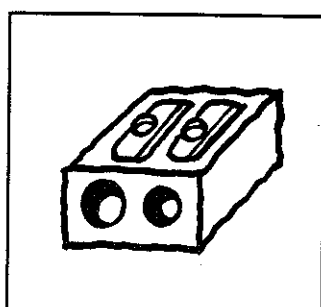
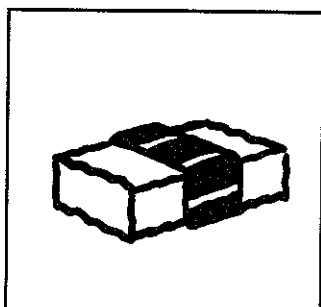
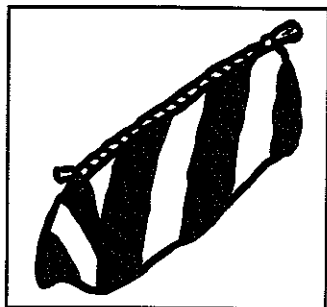
Minimum 12 students,
maximum 20.

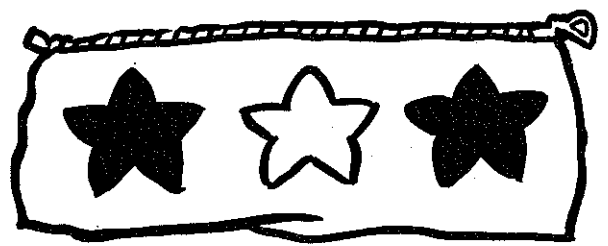
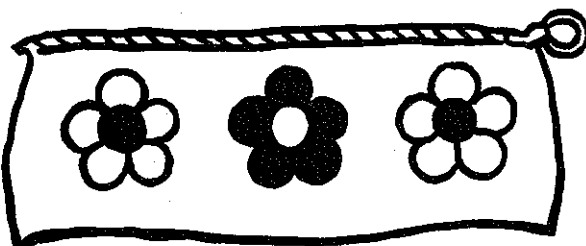
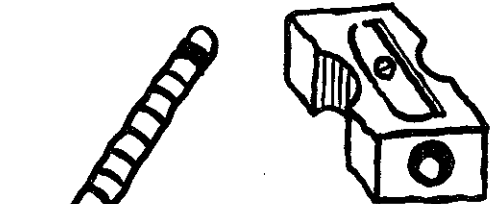
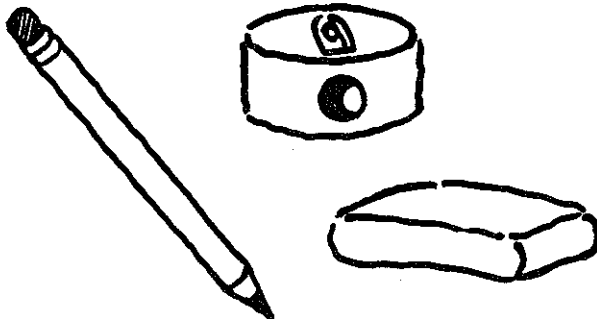
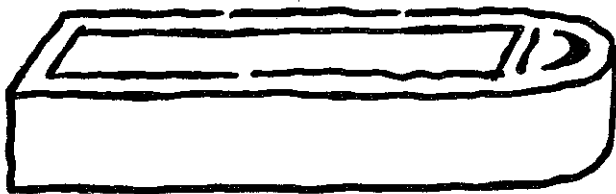
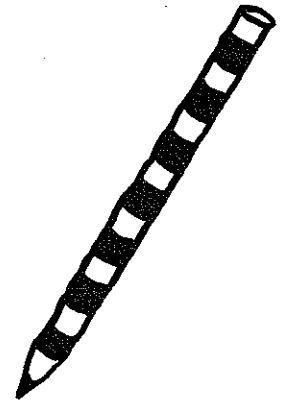
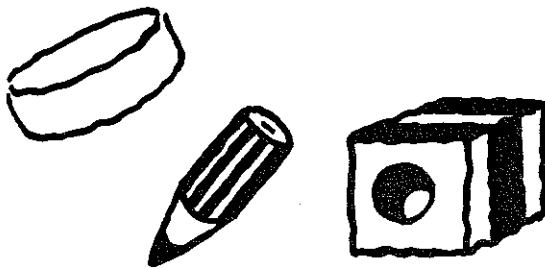
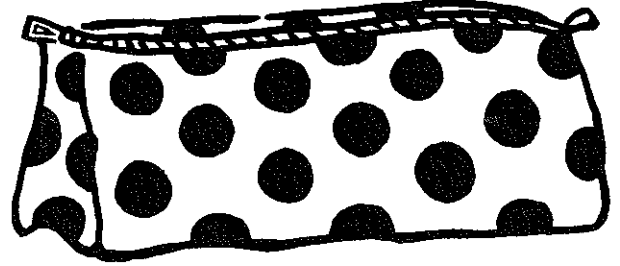
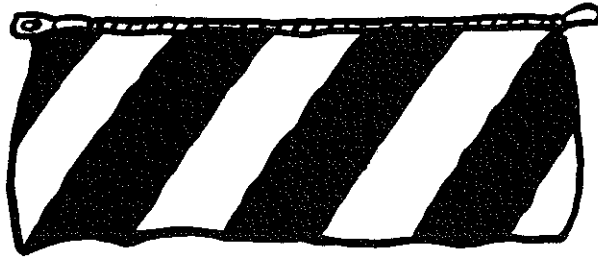
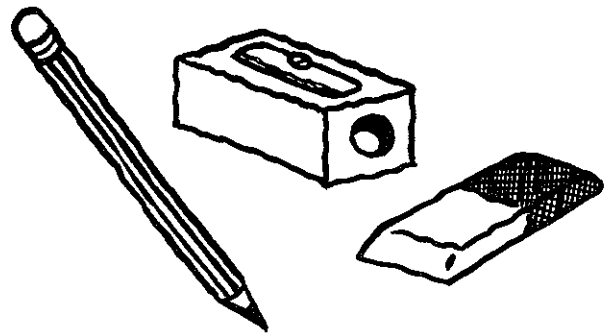
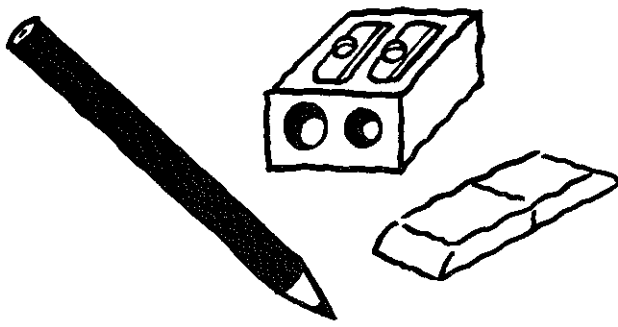
What's it for?

Listening; speaking; writing;
reading; problem solving.

Language needed?

Past simple and past continuous; *What were you doing when ...?*; *behind, in front of, on your left, on your right.*





7.3

ACTIVITY

BOX

That's mine!

Preparation

Make a copy of a large **That's mine!** picture for each student. Copy enough of the small **That's mine!** pictures so that each object in every large picture has a small picture to go with it. If, for example, there are 24 students in your class, you will need four copies of the sheet of large pictures and four copies of the sheet of small pictures. Arrange the pictures into five piles: large pictures, sharpeners, rubbers, pencils, and pencil cases. Then make new groups of five pictures with one from each pile. Make sure that the objects in the small pictures are not in the large picture.

In class

- 1 Divide the class into pairs. Give each student a set of five pictures which you arranged before the lesson: one large picture, one sharpener, one rubber, one pencil and one pencil case.
- 2 Explain that when students left school yesterday, they all took the wrong things home with them. They now want to get their own things back; these are the things in the large picture.
- 3 Students get their own things back by asking other students if they have any of their things and describing them in detail. If any student has a small picture which matches the description in their partner's large picture, they must give it to the real owner. Students mingle and move on to other partners until they have found their four missing objects.

Advice

If your students cannot cope with pattern and shape, you can simplify the activity by colouring the objects. If you do this, mount the pictures on card and cover them with plastic so that they can be used several times over a period of time; otherwise the preparation involved outweighs the usefulness of the activity.

If you do not trust your students not to look at each other's pictures during the activity, make it a rule at the beginning that they must stand back to back while they describe what they have lost.

This activity is suitable for classes of over 24 if you have enough space for students to mingle. If space is limited, tell half the class to remain in their seats while the other half move around.

Who's it for?

Pre-intermediate level and above.

How long?

15-20 minutes.

How many?

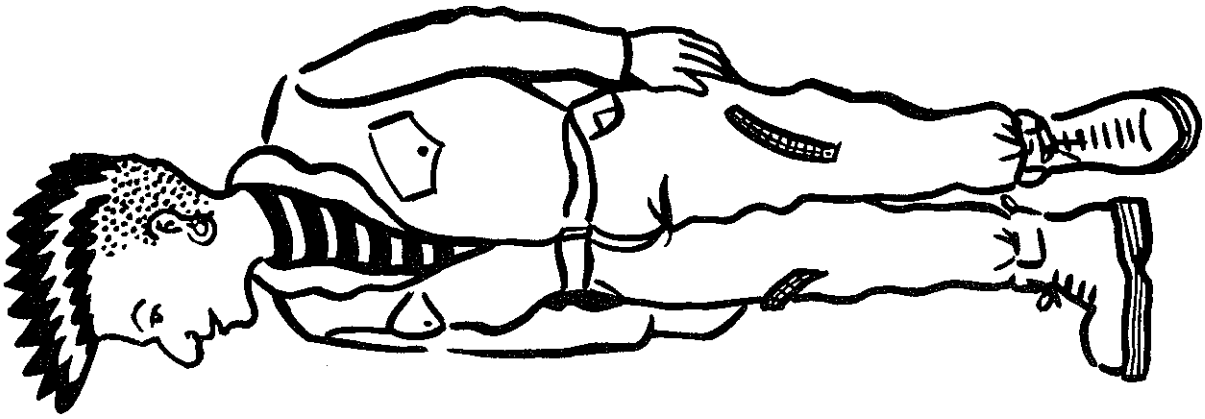
Any class size; minimum of six.

What's it for?

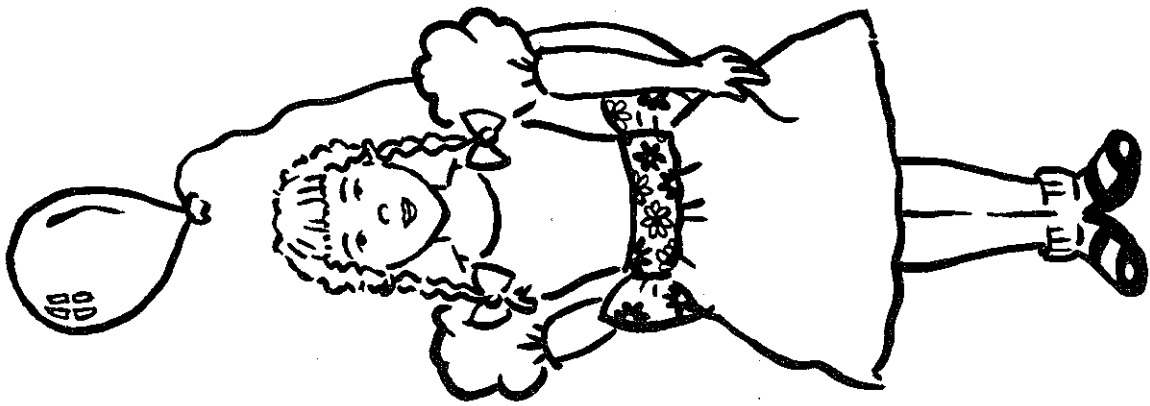
Listening; speaking; describing and identifying objects by shape, material, texture, pattern, colour.

Language needed?

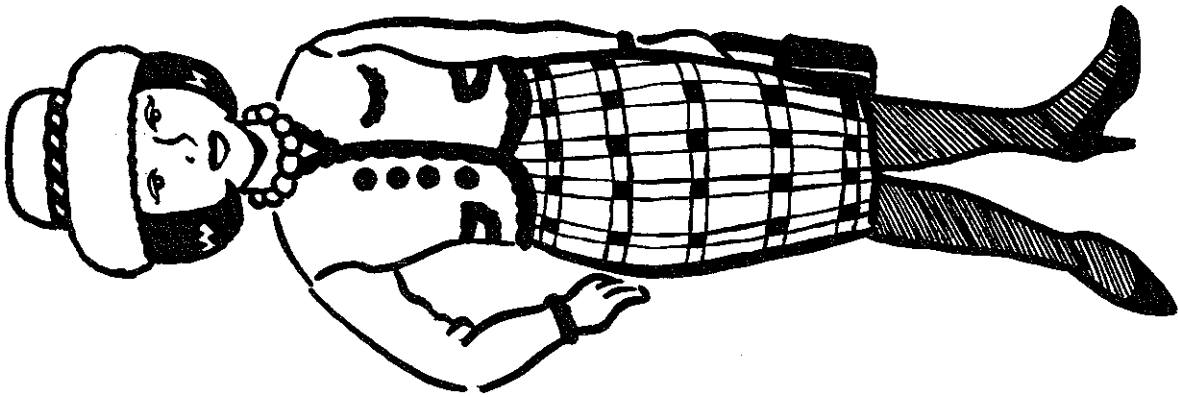
Have you got ...? What's it like?; it's made of ...; square, round, oblong, triangular, floral, striped, spotted, plain, long, short, it's got



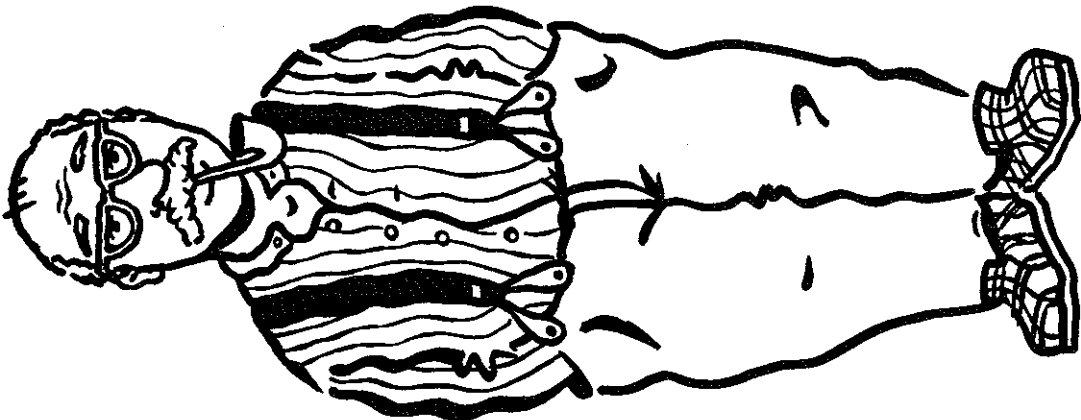
D



C



B



A

ACTIVITY BOX

7.2

Dictadraw

Preparation

This activity can either be performed in pairs, or in four groups. Each pair or group will need one of the **Dictadraw** pictures.

In class (groups)

- 1 Divide the class into four groups and ask for a volunteer from each group to be the group's artist.
- 2 On the back of each artist pin or tape a different drawing. Ask the four artists to face the board and give each of them chalk or a board pen. Tell them that the other members of their group will call out instructions.
- 3 Point out that the challenge of the activity is that the artists have to distinguish their instructions from those of the other groups.
- 4 After a pre-arranged amount of time, stop the activity and remove the drawings from the backs of the artists. The winner is the group whose board drawing most closely resembles the picture on the artist's back.

In class (pairs)

- 1 Divide the class into pairs. Explain that one student will be the artist and the other will be the guide.
- 2 Ask the guides to stand behind their artist partners. Distribute the pictures to the guides and ask them to pin or tape the pictures to their partner's back.
- 3 The guides describe the picture for their partner to draw. After a pre-arranged time, stop the activity and let the artists see the picture they were trying to draw.

Advice

The activity variations have a different emphasis: the groupwork activity is competitive, while the pairwork alternative emphasises co-operation. It is up to you to decide what your class needs.

You may think that working in groups will be very noisy. My experience is that it is surprisingly quiet after an initially noisy start. Students soon realise that excessive noise stops them from communicating the instructions clearly to their artist.

To avoid one student taking over the instruction-giving in groupwork, make it a rule that students take turns to give an instruction each.

If you do not have the luxury of a large white board, or if you wish groups to work in different parts of the room, pin A3 sheets of paper up in the four corners and have a group work in each corner.

If your students are working in pairs, you will probably find that the artists want a turn at giving the instructions and vice versa. Have spare copies of the **Dictadraw** pictures available in case this happens. Make sure that artists are not seated next to a pair of students working with the same picture.

Who's it for?

Pre-intermediate to upper-intermediate level.

How long?

10 minutes each time.

How many?

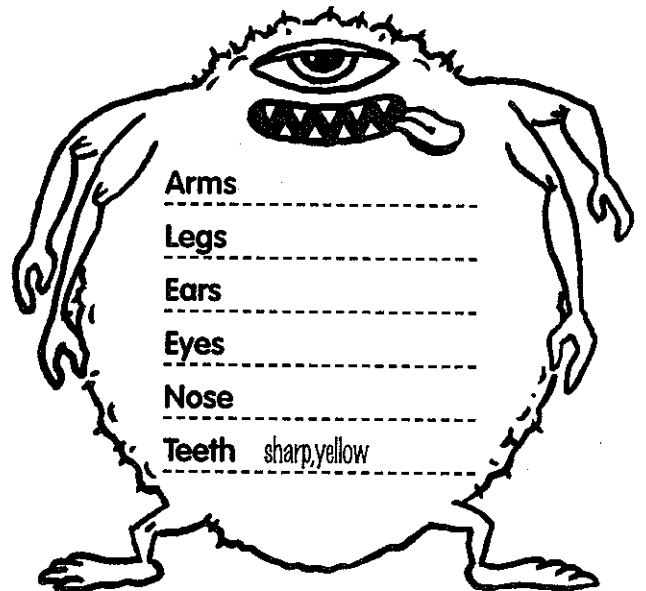
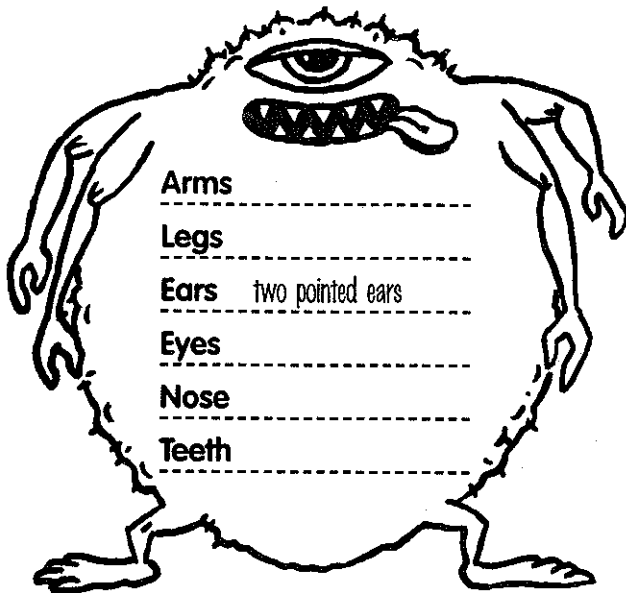
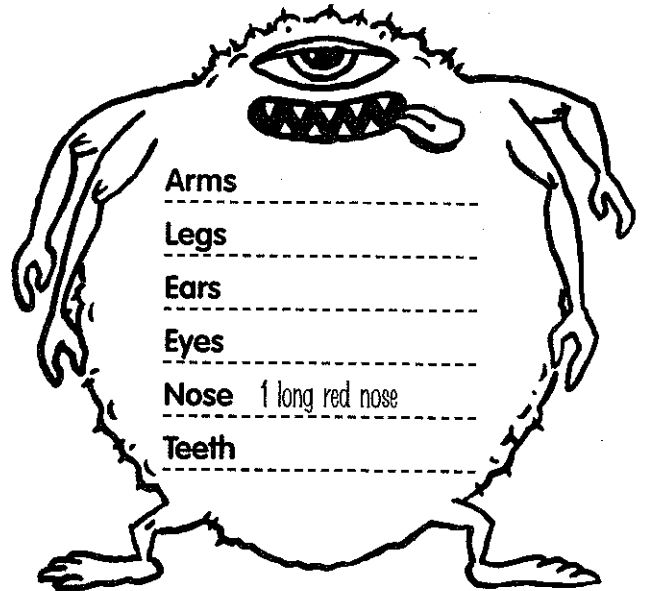
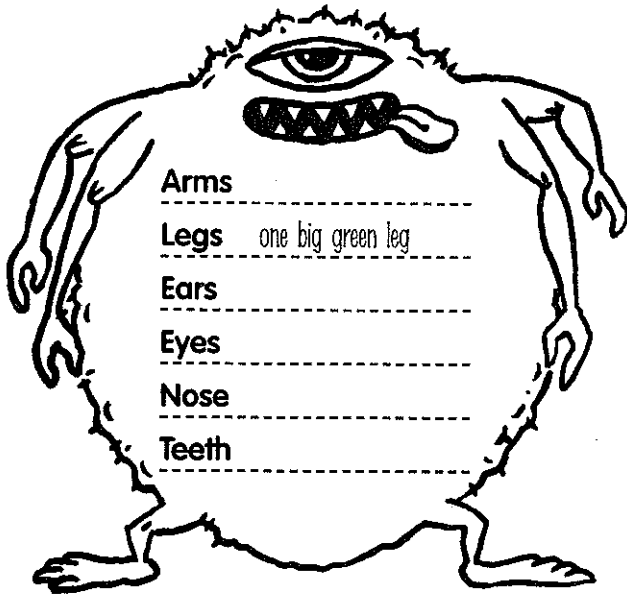
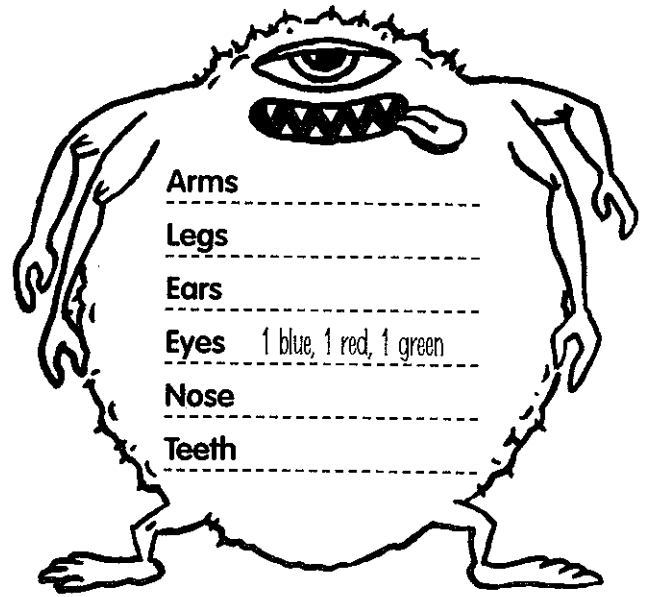
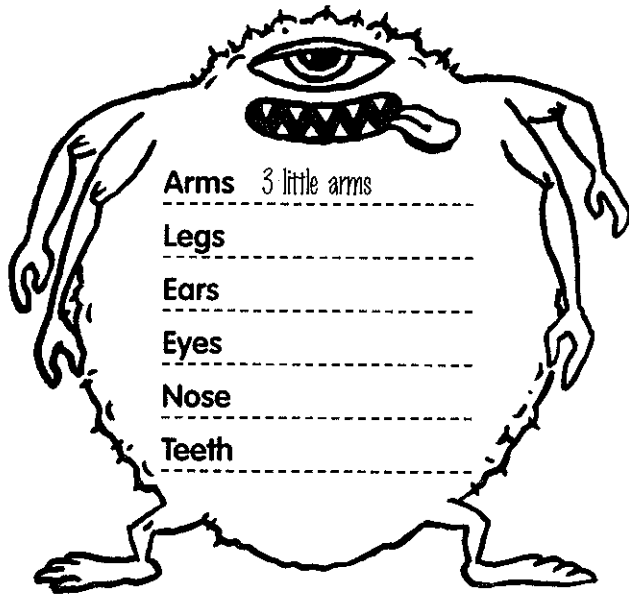
Any class size.

What's it for?

Describing appearance; giving clear instructions; co-operation; listening; speaking.

Language needed?

What does s/he look like?; fatter, thinner, shorter, longer, description of facial and bodily features; clothing.



ACTIVITY

Aliens

BOX

7.1

Preparation

Each student will need one of the **Aliens** pictures.

In class

1 Explain that students are going to find out more about an alien and what it looks like. Practise the question forms students will need to ask about arms and legs and facial features.

2 When you are happy with the question forms, give out an **Aliens** picture to each student. Stress that students must not look at each other's picture.

3 Explain that students each have only one piece of information on their paper. The only way to find out all the information is to get up and ask the other students in the class about the alien. They can only ask each student one question. If they get an answer to their question, they should write the information down in the right space. When they have all the information, they should sit down. The activity does not take long as students can answer more questions as they receive more information.

4 When students are all back at their desks, ask for feedback and write the answers on the board so that you can check spelling.

Extension

The activity lends itself well to extension work. Once students have the descriptive details, they can draw the alien and then expand the brief details into a paragraph about what it looks like. The alien can also be drawn, using the information on the **Aliens** pictures.

Depending on students' level, the descriptions can be extended with further information about what the alien eats, the sound it makes and where it lives, etc.

Advice

Your role during the information exchange is to monitor the language and to ensure that students do not simply show their papers to each other. If this is the first time students have ever done an activity like this, they may be more interested in finishing quickly. Instead of criticising students who cheated, praise students who tried to do the task correctly. Teachers are often tempted to give attention-seekers the attention they crave by singling them out for criticism, while students who tried to do what was requested are ignored.

Who's it for?

Beginner, elementary and pre-intermediate levels. This activity will probably appeal most to less sophisticated pupils in the 10-12 age range. Beginner classes may need the instructions in L1.

How long?

10 minutes for the initial activity; 30-50 minutes if the writing and drawing extensions are done.

How many?

A minimum of six students.

What's it for?

Asking and answering about appearance.

Language needed?

Alien; how many...?; What are they like?; number; colour; size; shape; eyes; nose; mouth; teeth; ears; arms; legs.

Pass the passive

Advice

If you have a large class, you will find it difficult to give every student more than one turn. Instead, divide the class into four teams. Appoint the weakest student in each team as captain. Accept answers only through the captain.

Students sometimes have difficulties with the difference between *made from* and *made of*. When a product is *made from* something, that material will change into another material during the process; for example, *glass is made from sand*, but *windows are made of glass*. It is a good idea to explain this before the game starts rather than slow it down with interruptions. If students are not yet ready for an explanation of this difference, the game can still be successfully played without explaining it.

The game is supposed to be played quickly. You do not have to write and rub out the answers on the board once students have grasped the idea of how to play. Tell students that they will only have three, or five or ten seconds (depending upon their level) to think of a substitution before they lose a life.

6.7

ACTIVITY

Pass the passive

BOX

Who's it for?

Pre-intermediate level and above.

How long?

10-15 minutes.

How many?

Any class size.

What's it for?

Substitution drills; listening; speaking; speedy response.

Language needed?Present simple passive; countries; materials (*wood, paper, cotton, metal, etc.*); foodstuffs (*milk, wheat, cocoa, etc.*); products (*cars, chairs, radios, etc.*); the difference between *made of*, *made from* and *made in*.**Preparation**

None.

In class

- 1 Ask students to look around the room and identify as many materials as possible. Write their suggestions (*paper, wood, plastic, etc.*) on the board in a list. Make sure that students understand that *material* in this context does not simply refer to only fabric or cloth, but can be any matter from which something is made.
- 2 Ask students to name products made from these materials which are not in the room. Write their suggestions next to the appropriate material in another list.
- 3 Supplement both lists with additional vocabulary if students run out of ideas. Time spent at this stage will make the game faster and more entertaining.
- 4 Clean the board and demonstrate the game. Give the name of a material to a student. This student must produce a sentence in the passive voice which includes the material and something made of, or from, this material:

Teacher: *Wood.*Student 1: *Chairs are made of wood.*

- 5 Write this first sentence on the board. Student 2 can now substitute *chairs* with another product, or *wood* with another material, or with the name of a country which is particularly famous for making the product. Student 2 can only make one substitution.

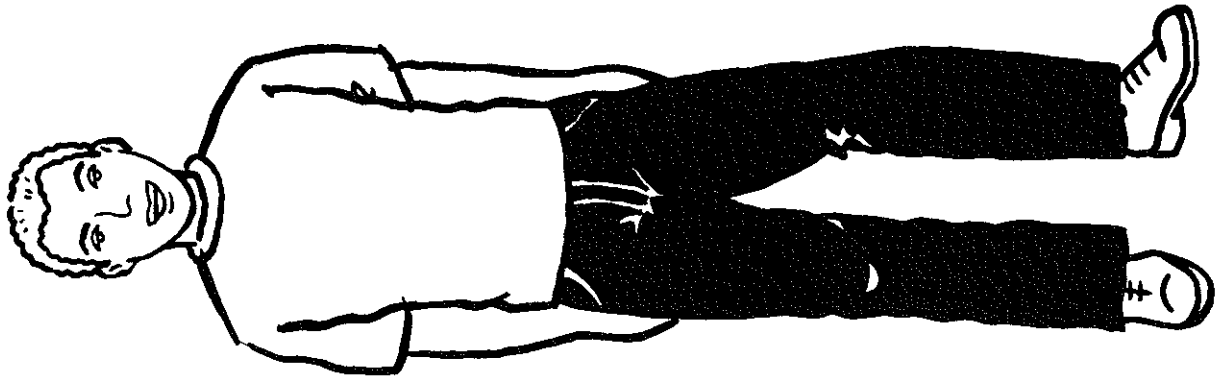
Student 2: *Chairs are made of plastic.*

- 6 Rub out *wood* on the board and replace it with *plastic*. The game continues thus, for example:

Student 3: *Bottles are made of plastic.*Student 4: *Bottles are made of glass.*Student 5: *Dishes are made of glass.*Student 6: *Dishes are made of metal.*Student 7: *BMW cars are made of metal.*Student 8: *BMW cars are made in Germany.*Student 9: *Beer is made in Germany.*Student 10: *Beer is made from hops.*

If students miss a turn, they lose a point or 'life', but they stay in the game. The winner is the player who has lost the fewest lives at the close of play.

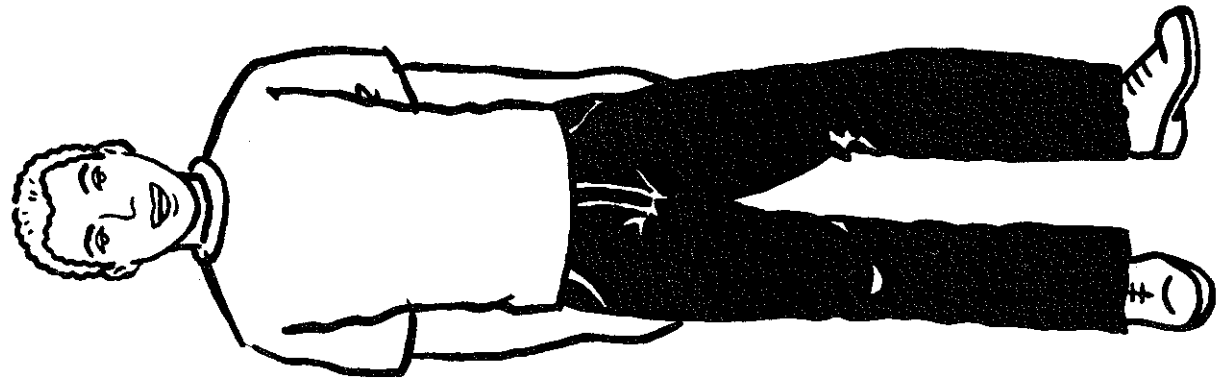
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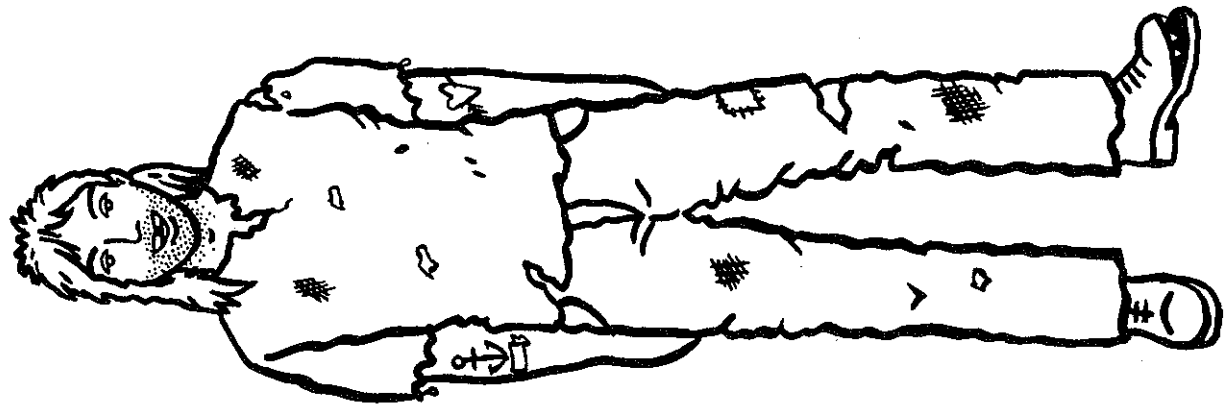
BEFORE



AFTER



BEFORE



6.6

ACTIVITY
All change
BOX**Who's it for?**

Lower-intermediate level.

How long?

15 minutes.

How many?

Any class size.

What's it for?

Describing change; speaking; listening; writing; co-operation.

Language needed?*Tattoos, beard, cut, shaved, fixed or mended, removed, cleaned; present perfect passive or causative form.***Preparation**

This is an activity for students working in pairs. You will need one copy of the **All change** 'before' picture and one copy of the 'after' picture for each pair of students.

In class

- 1 Tell the class that Mick is a young actor who never gets any parts. His agent has told him that if he makes some changes to his looks, he will get an important part in a new film. Mick agrees to change himself.
- 2 Divide the class into pairs. Ask students to sit back to back with their partner. Give out the 'before' picture to one student and the 'after' picture, to the other students. Stress that partners must not look at each other's picture. Students describe their picture to their partner and find out what changes have been made. If you wish, point out there are nine changes.
- 3 As students find each change, they should write it down in the target structure: either, *His hair has been cut, or, He's had his hair cut.*

Key

- 1 His hair has been cut. (He's had his hair cut.)
- 2 His beard has been shaved off. (He's had his beard shaved off.)
- 3 His clothes have been washed. (He's had his clothes washed.)
- 4 His teeth have been fixed. (He's had his teeth fixed.)
- 5 His tattoos have been removed. (He's had his tattoos removed.)
- 6 His trousers/shoes have been mended. (He's had his trousers/shoes mended.)
- 7 His T-shirt has been mended. (He's had his T-shirt mended.)
- 8 His shoes have been cleaned. (He's had his shoes cleaned.)

Extension

Classes sometimes like to discuss whether or not a person should change their image in order to get work. Would they have had their hair cut?

Advice

It is essential that students don't look at their partner's picture. In order to avoid this, you can give them all copies of the 'before' picture while you have a copy of the 'after' one. Students will direct all their questions to you in this case. However, this procedure is not recommended unless you really feel you have no choice.

ACTIVITY

6.5

What would you do if ...?

Preparation

None.

In class

1 Ask for a volunteer to leave the class. Give the other students a second conditional question, for example:

What would you do if I gave you a brick?

2 Students each have to think of a different answer which begins *I would ...*, for example:

I would keep a door open with it.

3 The student who was sent out returns. Tell this student to guess the 'if clause' after hearing all the 'would clauses'.

Example questions

- 1 What would you do with it if I gave you a brick?
- 2 What would you do with it if I gave you a bucket?
- 3 What would you do if you ruled the world?
- 4 What would you do if you were super-intelligent?
- 5 What would you do if your teacher started screaming?
- 6 What would you do if it never stopped raining?
- 7 What would you do if you were invisible?
- 8 What would you do if you were given £1000 to spend in a day?
- 9 What would you do if you saw a spaceship?
- 10 What would you do if you saw a ghost?

Alternative

Send one student out of the room and ask the others to guess what that student would do in one of the above situations. Bring the student back into the room and ask the question. The winners are those who guessed the student's response correctly.

Advice

Try to encourage students to give imaginative and creative responses to the questions. You may have to give a few examples to get them started.

Who's it for?

Intermediate level.

How long?

5-10 minutes.

How many?

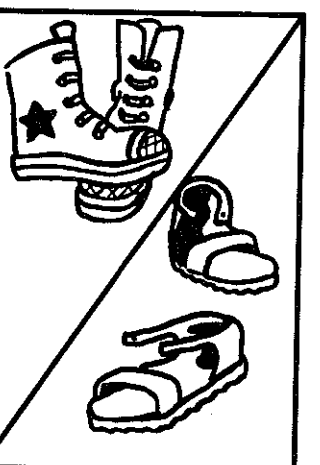
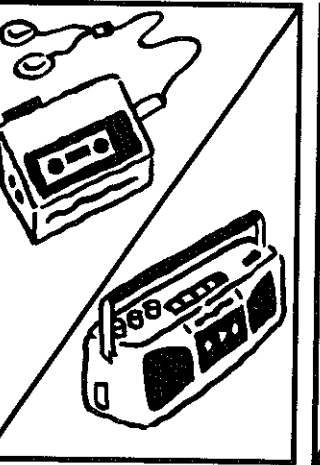
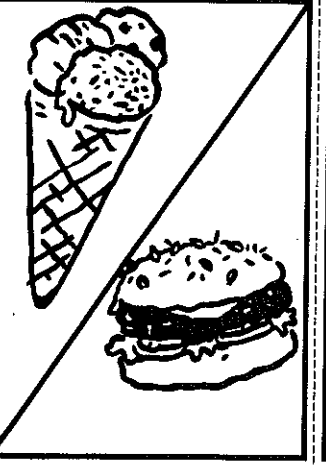
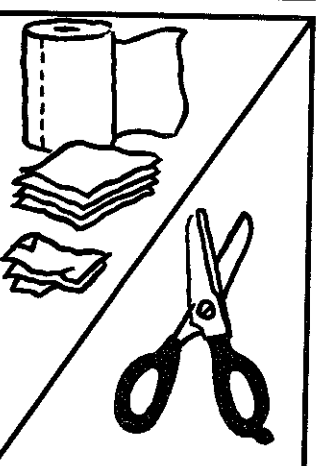
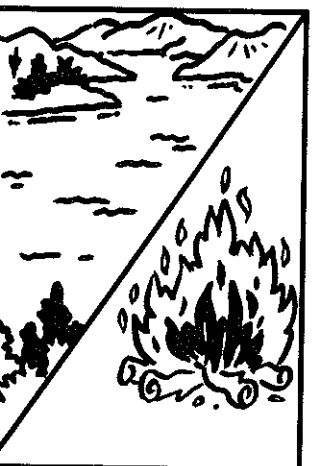
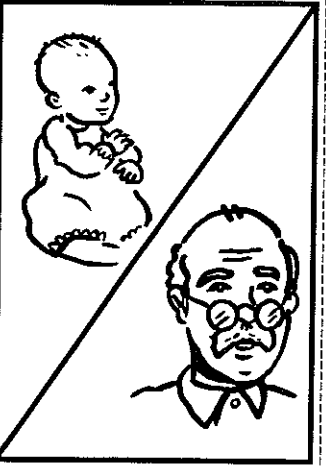
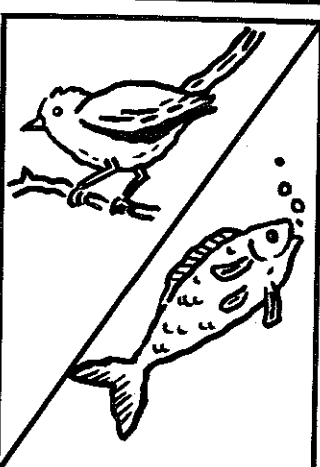
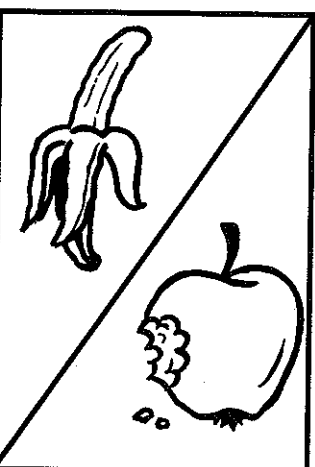
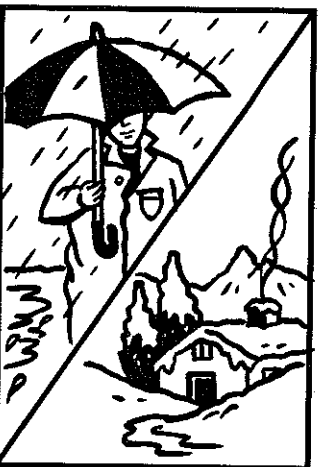
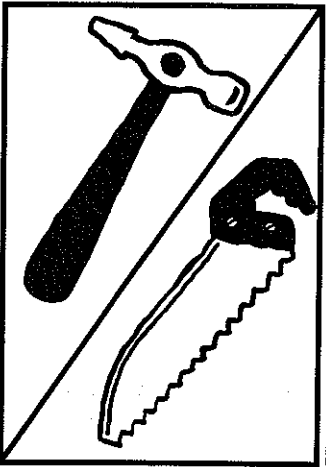
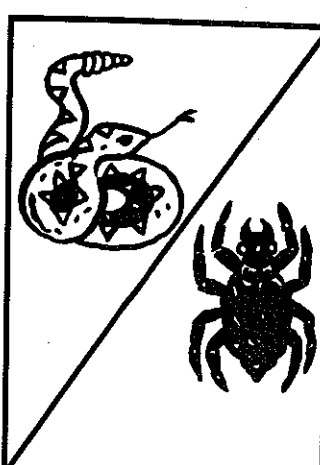
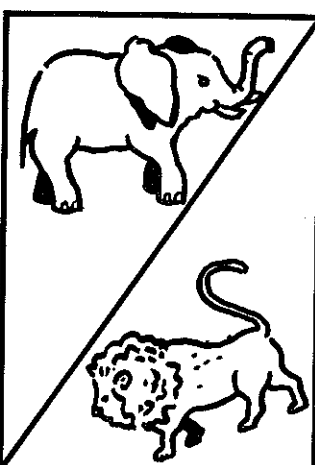
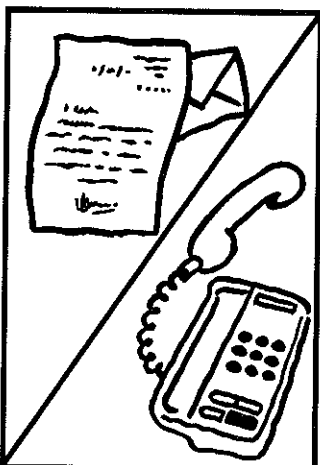
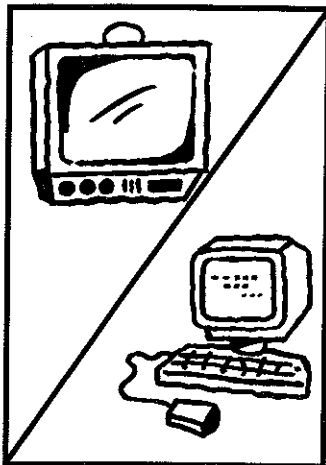
Any class size.

What's it for?

Speaking; lateral thinking.

Language needed?

Second conditionals;
recycled vocabulary.





6.4

ACTIVITY

I'd rather be a hammer than a saw**Who's it for?**

Intermediate level.

How long?

20 minutes.

How many?

Any class size.

What's it for?Expressing opinions;
speaking; listening.**Language needed?***I'd rather* + verb; *I'd prefer* + infinitive;
adjectives; comparative adjectives;
superlative adjectives; *as ... as*;
not so ...; the vocabulary on
the cards.**Preparation**

The game is best played in groups of four although larger and smaller groups are possible. Each group will need a cut-up set of the **I'd rather be a hammer than a saw** cards.

In class

- 1 Divide the class into groups of four and demonstrate the game with one group.
- 2 The cards are shuffled and placed face down in the middle of the table. Members of the group take turns to turn over the top card. This card will present them with a choice of two objects or activities; for example, dog and cat, or, running and dancing. The student with the card must state a preference for one of the objects or activities, using *I'd rather* plus any verb of their choice. They must also give reasons for their choice. Alternatively, they could use *I'd prefer* plus infinitive. Sentences must be begun within a time limit of ten seconds. If students manage to do this successfully, they get a point. The game continues until either all the cards have been used or you have called a halt. The winner is the student with the most points. For example, a student who turns over the card with cat and dog on it can respond in the following ways:

I'd rather be a cat than a dog, because cats are more independent.


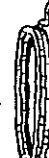





I'd prefer to have a dog than a cat because cats aren't so loyal as dogs.

I'd rather stroke a cat than a dog, because cats have the softest fur.








Advice

If you are not sure whether your students will be able to recognise and pronounce all the activities and objects on the cards, you can go through the cards with them first. However, you will lose the element of surprise which is part of the fun of the game.







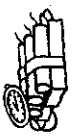
checklist

- Dr Wheeler
- Mr Carter 
- Miss Mason
- Rev. Wright
- Professor Fletcher
- Colonel Chandler
- Mrs Tyler 
- Candlestick
- Rope 
- Pillow
- Gun
- Dagger 
- Poison
- Bomb 
- Bedroom 
- Study
- Dining room
- Kitchen
- Living room 
- Bathroom
- Conservatory








checklist

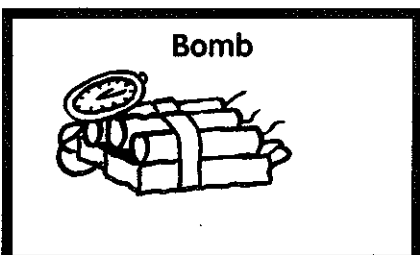
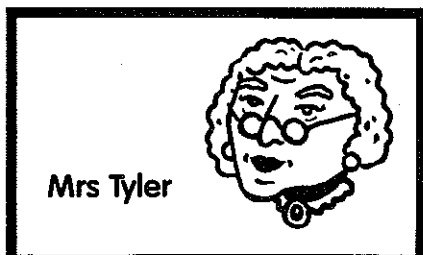
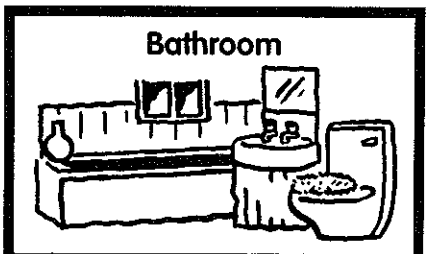
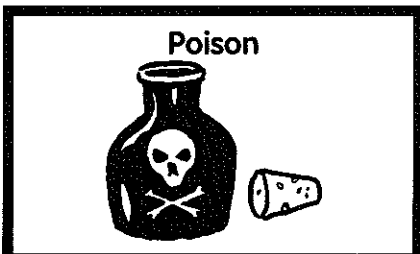
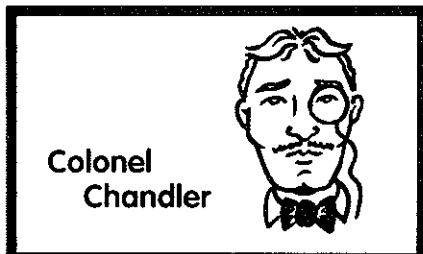
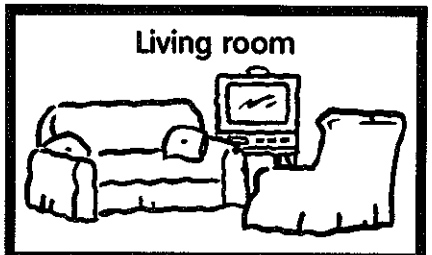
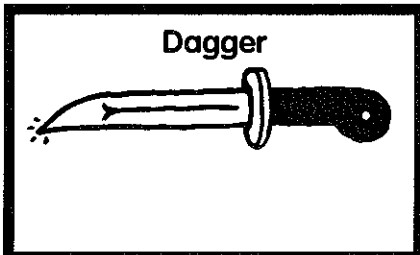
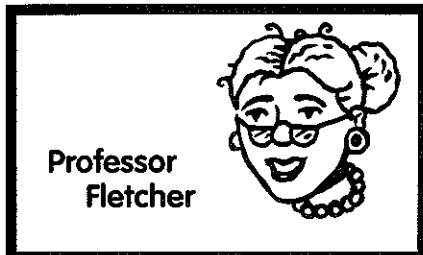
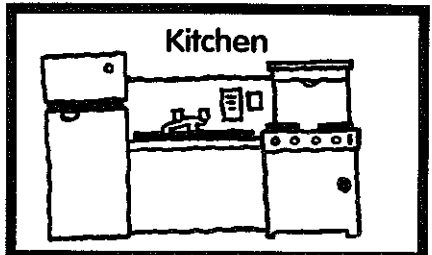
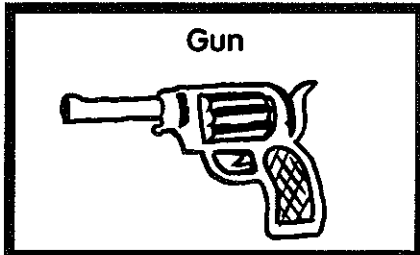
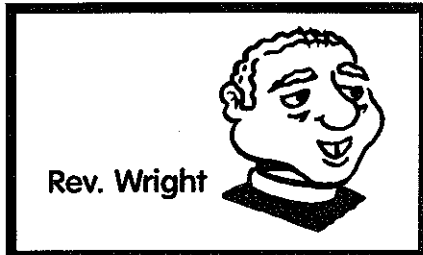
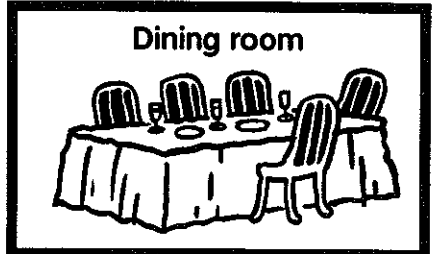
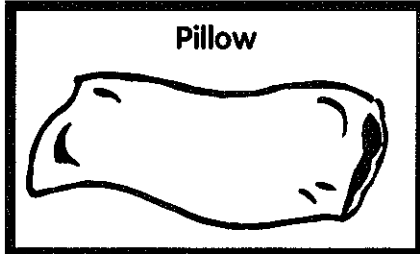
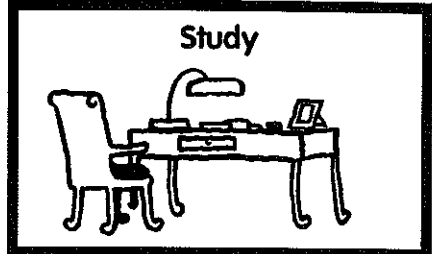
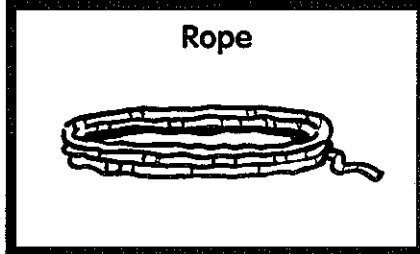
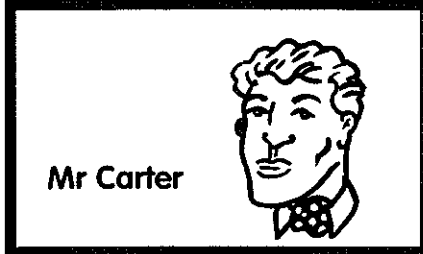
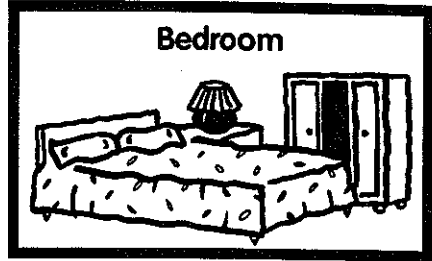
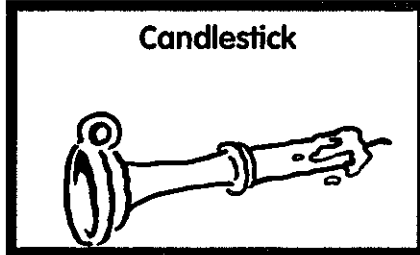
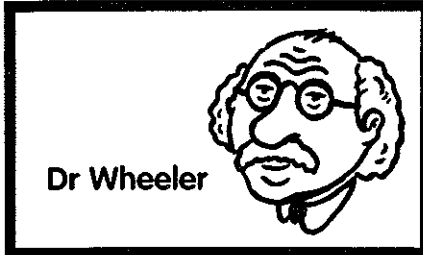
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It might have been murder

6 Both versions: When a student is ready to make an accusation (rather than a challenge), they use the expression *It must have been ...* (character's name) *in the ...* (room) *with the ...* (weapon). Check the envelope yourself. If the accusation was right, the student has won the game. If the accusation was wrong in any way, replace the cards in the envelope, say nothing and let the game continue. More able students will quickly realise that they can bluff by including cards in their challenges which they actually have in their hands.

Advice

Watch out for students who do not realise that the game is competitive and show their cards to a neighbour.

The murder cards will be more durable if they are mounted and laminated or covered with transparent, adhesive plastic.

This is a popular activity and students often want to play more than once. Have some extra copies of the checklists available in case another game is requested.

6.3

ACTIVITY
It might have been murder

Preparation

The game is best played in groups of six. If your class does not easily divide into groups of six, the game can also be played in threes; simply double the number of cards given to each player.

Each player will need a copy of the **It might have been murder** checklist; each group will need a set of the **It might have been murder** cards. An envelope for each group will be useful, but it is not essential.

In class

1 Divide the class into groups and give out the checklists. Make sure that students can pronounce and understand the three categories of items on the checklist: characters; weapons; rooms.

2 Show the class the murder cards and explain that each card represents an item on the checklist. Explain that a murder has been committed by one of the characters, in one of the rooms, with one of the weapons. At this point, remove one card from each category and place the three cards in the envelope, or in a safe place. Do this for each group. Make sure that students do not see which cards you select.

3 Ask one student in each group to distribute their remaining cards face down to the others. Students should not reveal their cards to anyone else in the group at any time.

4 Explain that the object of the activity is for students to discover which cards are in the envelope by challenging each other. They can begin the activity by crossing out on their checklist the cards they have in their own particular hand, as these cards are obviously not in the envelope.

5 The game can proceed in two different ways, depending on the time available. Fast version: the first student in the group makes a challenge, thus:

It might have been Dr Wheeler with the candlestick in the bedroom.

If any student in the group has any one of those cards, they hold it up and say, for example:

It can't have been Dr Wheeler. (Student shows Dr Wheeler card.)

All the other members of the group now cross Dr Wheeler off their lists. Make it clear that a student can only hold up one card, even if they have two or three mentioned in the most recent challenge in their possession. The next student in the group now makes the second challenge.

Slow version: instead of challenging the whole group, individual students challenge one another. The challenged student replies, *It can't have been ...*, if they hold one of the cards. They reply *Yes, it might have been ...*, if they don't hold any of the cards.

Who's it for?

Lower-intermediate level and above.

How long?

15 minutes for the fast version and 30 minutes for the slow version.

How many?

A minimum of six students is required; otherwise any class size.

What's it for?

Listening; speaking; deductive reasoning.

Language needed?

It might have been ... , It could have been ... , It can't have been ... , It must have been ... ; candlestick, rope, pillow, gun, dagger, poison, bomb.

Question	Friend 1	Friend 2	Friend 3

Question	Friend 1	Friend 2	Friend 3

6.2

Gridwork

Sample grids

<p>Do you like ...? hot dogs cabbage ice cream eggs meat</p>	<p>Did you ... this morning? make your bed wash your hair clean your shoes make your breakfast read the paper</p>	<p>What is your favourite ...? food music drink colour hobby</p>
<p>Would you like to be a/an...? doctor artist pilot dentist secretary</p>	<p>How many ... do you have? sisters brothers uncles aunts cousins</p>	<p>Are you frightened of ...? spiders the dark flying dogs heights</p>
<p>What colour is/are your ...? sweater shirt shoes socks skirt/trousers</p>	<p>Do you have a ...? pencil sharpener rubber ruler notebook</p>	<p>How long ago did you ...? get up drink coffee write a letter go to a circus read a poem</p>
<p>Have you ever ...? go to the USA ride a camel eat raw fish drink goat's milk drive a car</p>	<p>Are you going to ... tonight? computer games television a book your homework out</p>	
<p>What were you doing at ... yesterday? 7.00 am 9.00 am 2.30 pm 6.00 pm 9.00 pm</p>	<p>Do you have a/any ... in your room? pictures mirror plants television drawers</p>	

ACTIVITY

6.2

Gridwork

Preparation

The blank grid can be used for a large variety of question types. Make a copy of the blank **Gridwork** grid. Choose a question type that you want to practise and write the question in the top left-hand box. Then fill in the blanks under the question with language which will provide practice in the target question. (See below for examples which could be used with a variety of levels.) Note that students themselves can also provide the language needed to complete the target question.

You could prepare an OHP transparency of the completed questionnaire for demonstration purposes, but this is not essential.

In class

- 1 Quickly draw a copy of the grid on the board, or use the OHP transparency. Explain that each student has to interview three other students. They must record their information in the boxes with a tick (✓) or a cross (X).
- 2 Demonstrate the activity with more able students. Make sure that you provide clear models for the questions.
- 3 You may wish to specify a time limit for the information exchange. Tell students to write the names of their partners on the grid.
- 4 When the time is over, ask for feedback: *Who can tell me about Roberto?* Students transform the information they have been given into the third person and tell the class about their partner.
- 5 Some of the examples, eg *Can you swim ...?*, can be used as straightforward transfers from first to third person while others require more work. For example, *go to USA* requires students to change *go to been*. You can make the task as easy or difficult as you want by providing either the full question or just a prompt which has to be expanded by the student.
- 6 Note that with some of the examples, written answers, instead of ticks and crosses, have to be produced. For example, the answer to *What is your favourite food?* will be a written answer.

Advice

Watch out for lapses into L1 in monolingual classes. You must monitor carefully throughout the question stage. Any students you suspect of overusing L1 can be selected to give more information during feedback when English cannot be avoided.

Sample grids

Can you ...? Could you ...? swim type ride a horse draw use a computer	Are you wearing (a) ...? sweater jeans dress shirt socks	What is your ...? name age height weight shoe size
---	---	---

Who's it for?

Any level, depending on the complexity of the questions.

How long?

15-20 minutes, depending upon the depth of feedback.

How many?

Any class size.

What's it for?

Speaking; reading; information transfer; sentence transformation.

Language needed?

Interrogative, statement and negative forms of the target verb structure.

6.1

ACTIVITY

What did she say? BOX

Who's it for?

The example provided is for intermediate level, but this activity can be adapted for use with students from intermediate to advanced level.

How long?

20 minutes.

How many?

Any class size.

What's it for?

Transformation techniques; listening; speaking; writing.

Language needed?

Direct to indirect speech; back chaining of tenses and time references.

Preparation

You will need to prepare a short passage for dictation, unless you use the model provided.


In class


1 Divide the class into groups of six to eight students. Explain that you are going to stand just outside the open classroom door. Each group is to send one representative out to you. The representatives will hear a short sentence which they must remember: for example, *I am a teacher.*

2 When the representatives return to their group, the other members must ask, *What did she say?* The student representative transforms your words into indirect speech: *She said she was a teacher.* The group should then transform what they hear into the original utterance and write down *I am a teacher.*

The stages of the activity are probably best explained through a diagram on the board:

T  → S₁ teacher = direct speech = *I am a teacher.*

S₁  → S_s student = indirect speech = *She said she was a teacher.*

S_s  group = direct speech = *I am a teacher.*

3 Follow the demonstration on the board with a demonstration with one student. Stress that it is very important for each group to ask *What did she say?* as this provides the context for the transformed reply.

4 Make sure that a different group representative comes to the door each time, so that every member of the group has a chance to transform a sentence.

Model paragraph

Fill in the spaces with culturally appropriate information for your class.

I am a teacher. Every year I go on holiday. Last year I went to _____. I had a great time! I want to go there again next year. Perhaps I'll go to _____ instead. I'm going to book my holiday this week. I'll let you know my decision.

Advice

If the double transformation is too difficult, simply use a single transformation.

You may wish to hear the representatives' indirect speech version of your sentence before they leave you to return to their groups.

This activity should follow careful presentation of the rules which affect transfer from direct to indirect speech and vice versa. Do not use this activity to present the rules.

Silent dictation

Advice

You must be confident when doing the mime. If you collapse in laughter, you can't expect your students to take the activity seriously. You will also be actively discouraging them from ever miming anything themselves in class. You shouldn't expect students to attempt something that you are too embarrassed to try yourself.

When miming, you should make the movements as large, slow and as simple as possible, without it becoming ridiculous. Fast, fussy, little movements simply confuse students and you will be constantly asked to repeat the mime.

Two good sources for stories to mime are picture composition books and 'Mr Bean' videos (BBC publications). It is suggested that you show the video and divide the sketch into five or six sections by using the pause button. The 'Mr Bean' videos are readily available in a large number of countries. However, if the programmes have been recently televised, students may well guess the ending after the opening seconds.

5·7

ACTIVITY BOX

Silent dictation

Preparation

None, unless you want to rehearse the mime sequence. The more confident you are with the mime, the more responsive students will be and the better their writing.

In class

1 Tell the class that you are going to mime a short story in several stages. Explain that between each stage there will be two minutes for students to write about what they saw. At the end of the mime there will be ten minutes for editing, additions and rewriting. Students will then hand in their stories. Point out that writing on alternate lines will make editing easier.

2 Mime the story according to the procedure outlined above.

A Fishy Story

Stages in the story

1 A person carrying a lot of fishing gear gets into a boat. Mime the carrying and climbing into the boat. Make the boat rock slightly, put down the fishing gear and begin to row strenuously. Pause and monitor the writing for two minutes.

2 After rowing a long way, the person feels hot and stops to rest. Mime more rowing. Mop your brow and look tired. Lift the oars onto the side of the boat. Reach down and splash water on your face. Relax and let one hand dangle in the water. Pause and monitor for two minutes.

3 The person lifts the hand out of the water and notices that a ring is missing. Mime lifting the hand and shaking it dry. Reach for the oars and notice that the ring is missing. Look in the boat and over the side in panic and horror. Lean over the side of the boat and splash the water searching for the ring. Pause for two minutes and monitor the writing.

4 The person realises that the ring has gone forever and begins sadly to fish. Mime sadness and annoyance. Look at your watch and slowly get out the fishing equipment. Support the rod between your knees and bait the end of the line. Cast the line into the water. Pause and monitor for two minutes.

5 The person fishes for a long time and finally catches a fish. Sit quietly for some time and then mime a gentle tug on the line. Look pleased and start to reel in the fish. Take it off the hook. Hold it up and show with your eyes that it is at least 30 centimetres long. Put it into a basket in your boat. Pause and monitor for two minutes.

6 The person rows back to shore and prepares to cook the fish. When the fish is opened the person finds the ring inside the fish. Mime rowing back to the shore. Get out of the boat and lift the basket out. Collect and arrange some firewood. Get out some matches and light the fire. Warm your hands at the fire. Open the basket and lift out the fish by the tail. Lay the fish on the ground. Take out a knife from the basket and draw the knife slowly along the fish. Open the fish slightly. Look surprised and happy. Lift out the ring. Rinse it in the sea and replace it on your finger.

3 Pause for ten minutes. Encourage revision, addition and rewriting.

Who's it for?

Elementary to upper-intermediate level; the higher the level, the more sophisticated the story will be.

How long?

30-40 minutes.

How many?

Any class size.

What's it for?

Information transfer; narrative sequencing; revision; rewriting.

Language needed?

Past tenses; *ring, rowing, oars, fishing, boat*; students will flesh out the rest of the story with the language they already have, or will ask for the vocabulary they need or want.

Writing reality

Extension

When the brochures or leaflets start to arrive, each student can write a letter of thanks and say how the information has been used.

Information from tourist authorities can lead into other projects. Groups can organise holiday advertising campaigns, or debate the merits of their respective locations.

Advice

With a large class the postage bill could be expensive. If students, the school or you yourself are unwilling to pay for a large amount of postage, then one way round this is to get students all to write to the same organisation. Write the name of each student on a small slip of paper. Draw the winning student's name lottery-style and only send off this letter.

It is not recommended that you send more than one letter to the same address at the same time. If you only have four addresses, students should compose their letter as a group. Each member could write a different part of the letter and they could all sign it.

Useful addresses

The English Tourist Board
Correspondence Dept.
Thames Tower
Blacks Road
Hammersmith
London
England

Welsh Tourist Board
Correspondence Dept
PO Box 1
Cardiff
Wales
UK

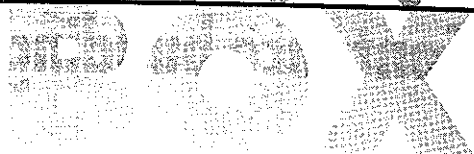
The Scottish Tourist Board
PO Box 705
Edinburgh
Scotland
UK

Northern Ireland Tourist Office
River House
48 High Street
Belfast
Northern Ireland
UK

ACTIVITY

5.6

Writing reality



Who's it for?

Pre-intermediate level and above.



How long?

50 minutes initially.



How many?

Any class size.



What's it for?

Genuine communication; requests for information; formal letters.



Language needed?

Functions of polite requests, *Would you mind ...?*, *Could you ...?*; opening and closing salutations for letters; layout of letters and envelopes; paragraphs.

Preparation

You should have at least four addresses to which students can write and be guaranteed a reply. Tourist authorities, embassies and consulates are, in my experience, always very obliging if they are replying to only one letter.

A very useful resource book for addresses is *Free Stuff for Kids*, Exley Publications Ltd, 16 Chalkhill, Watford, Hertfordshire, WD1 4BN, UK, which lists over 100 addresses in the UK to which students can write and be guaranteed a reply.

You will need envelopes and white, unlined paper. Also, someone must be prepared to pay for the stamps. Make sure before you start the activity whether the pupils, the school, or you will be purchasing the stamps.

In class

Use this activity when students are working on projects and need to find out information from outside sources. Information students receive can also be used for displays, reading, writing, quizzes and information exchange activities.

- 1 Elicit the layout and organisational features of a formal letter and write such a letter on the board. (See model letter below.) Higher level students will be able to suggest very quickly what they should say in a formal letter, but lower level students will need some help.
- 2 Students can work in groups, depending on how many letters the class needs to send. Organise groups according to students' particular interests.
- 3 Stress that the writing must be neat and that there must be no crossings out. Remind students that they are writing to real people. Advise them to work in draft first. If word processors are available, the letters can be typed.

Model letter

sender's address
date
receiver's address
Dear Sir or Madam
paragraph 1 The reason for writing (project/information/research)
paragraph 2 What do you want? (brochures/pictures/leaflets)
paragraph 3 Thank-you (for attention/kindness)
Yours faithfully
signature
name in capitals

ACTIVITY

5.5

Sentence building

Preparation

None.

In class

1 Explain to the class that the aim of this activity is to expand a single sentence into a descriptive paragraph.

2 Write this sentence on the board:

The woman stood by the door, looked at the sky and thought about her son.

3 Divide the class into seven groups and allocate a word from the sentence to each group:

1 woman 2 stood 3 door 4 looked 5 sky 6 thought 7 son

4 Group members must concentrate on the word they have been given and think how they could describe it. If the word is a noun, they could add an adjective, phrase or clause. If they are working with a verb, they could add an adverb, phrase or clause.

5 As students make their suggestions, add them to the sentence written on the board. The resulting description will be very long and probably amusingly incongruous.

An example sentence might be as follows:

The fat, old woman, wearing an egg-stained, cotton dress, stood drunkenly by the brand new, red door which was always locked, looked hopefully, through tear-filled eyes at the cloudy, grey sky and thought happily about her stupid, teen-age son, John, who worked in a lawnmower factory.

Give students similar sentences to expand for themselves. Examples include:

- 1 The man sat in the chair and looked at the cat feeding her kittens.
- 2 The boy stood by the window, staring at the tree and remembered his father.
- 3 The girl lay on the grass, gazing at the clouds and listened to her brother.

Extension

Ask students to use one of their sentences as an opening for a story. Why is the old woman outside the door? Why are her eyes tear-filled? Why is the door always locked? Why is she thinking happily?

Who's it for?

Lower-intermediate level and above.

How long?

30 minutes.

How many?

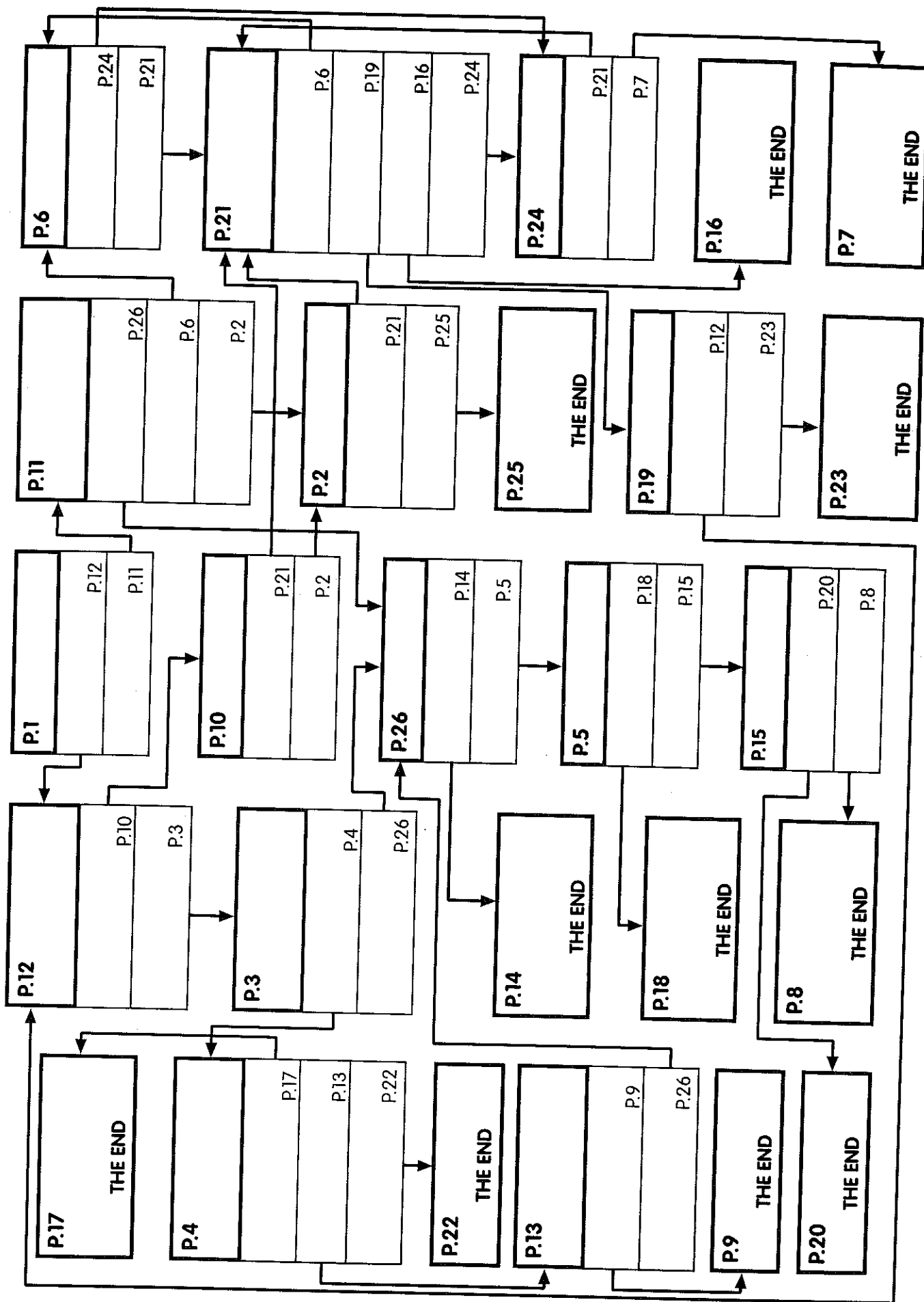
Any class size.

What's it for?

Description of people, places and events; text expansion; collaborative writing.

Language needed?

Past tenses; recycled grammar and vocabulary.



Tracker books

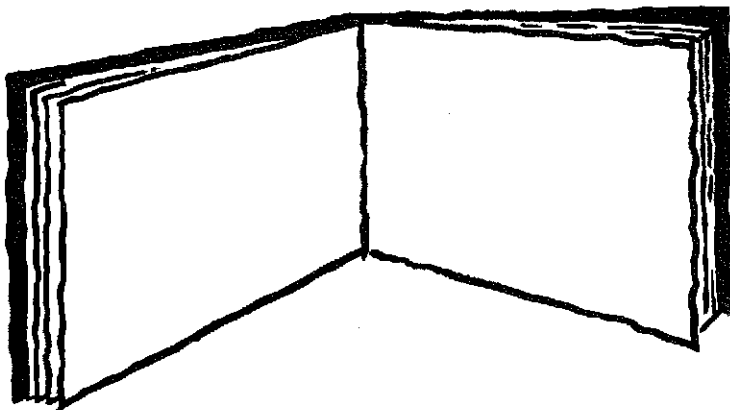
Extension

The entire storyline could be composed by students using the blank grid which accompanies activity 5.3.

Advice

If you are asking individuals to write their own books, you may wish to ask for 'shorter' pages as there is a considerable workload involved in writing one of these stories single-handed.

It is essential that the completed book be 'published' in some form for others to read. A poster is an easy way to do this. You could also stick students' work into a scrapbook. Smaller books can be made by cutting exercise books in half horizontally, or by stapling seven sheets of A4 paper together. Stick each page of the story onto a page of the book. Get a student to design a cover.



Acknowledgement

I was first inspired to use tracker stories in an EFL context after reading David Wray's book on writing in the *Bright Ideas* series (published by Scholastic) and seeing them used effectively by my colleague Nigel Bacon, formerly with the British Council, Bahrain.

5.4

ACTIVITY

Tracker books

BOX

Who's it for?

Lower-intermediate level and above.

How long?

50 minutes plus homework.

How many?

Any class size.

What's it for?

Narrative sequencing; text expansion; use of past tenses; developing atmosphere; organisational skills.

Language needed?

Past tenses; recycled grammar and vocabulary; *could, would, might*.

Information

A tracker book is an adventure story in which the reader is invited to make choices or decisions at various points in the story. These decisions affect the subsequent events of the story until the next decision has to be made. Examples are published in a variety of languages. In English the earliest examples include *The Fighting Fantasy Gamebooks* from Puffin.

Preparation

If possible, try activity 5.3 **Story maze** before using **Tracker books**. This is not absolutely necessary, but it will familiarise students with tracker stories and the idea behind them. If possible, have an example of a tracker book to show the class; it does not have to be in English. Again, this is not essential.

You will need a copy of the **Tracker book** plan for each student. This is similar to the blank maze for activity 5.3, but it is not identical in that it directs students to certain page numbers. The plan should be used in conjunction with the *Lost in space* maze; in fact you could even copy the page numbers from the **Tracker book** plan onto the *Lost in Space* maze.

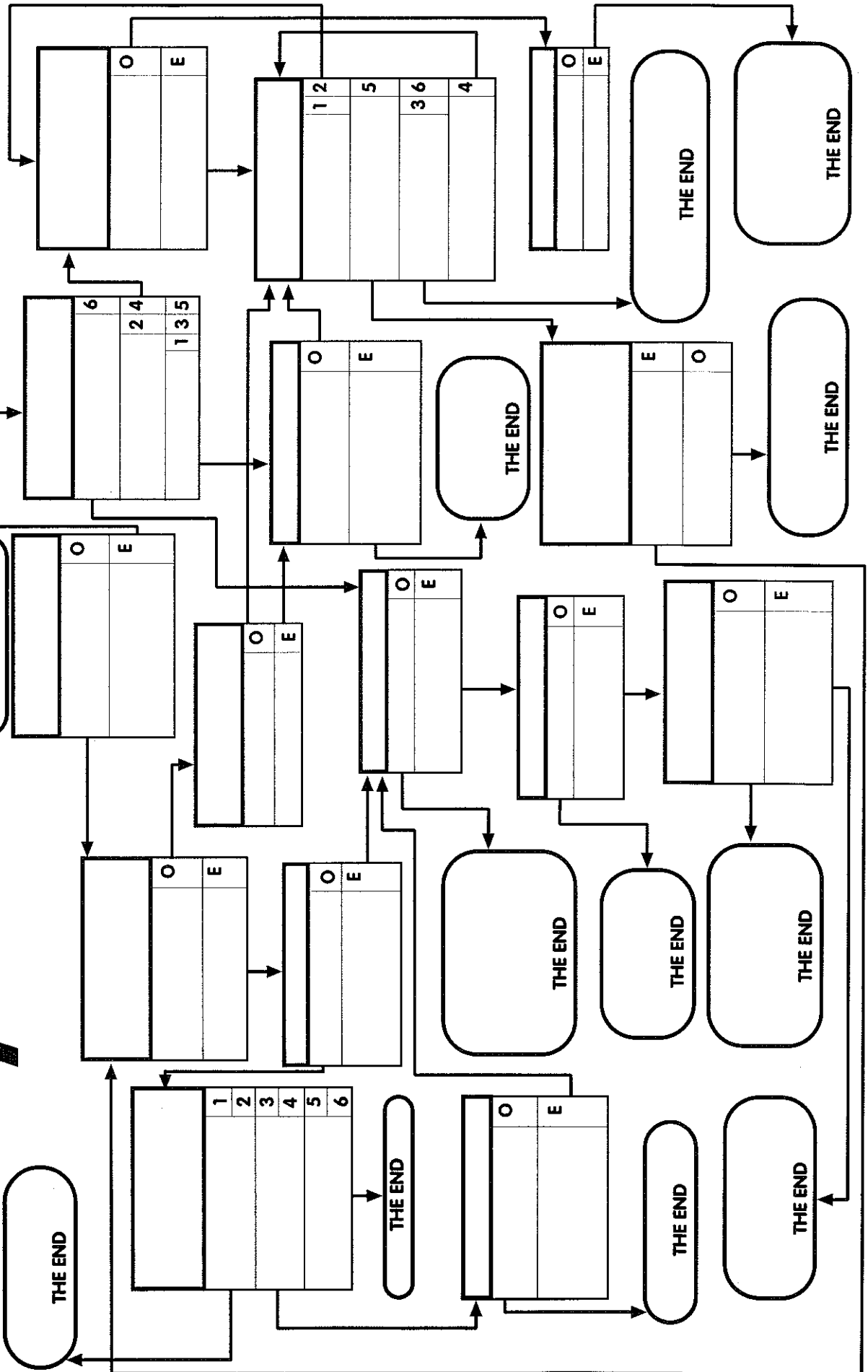
In class

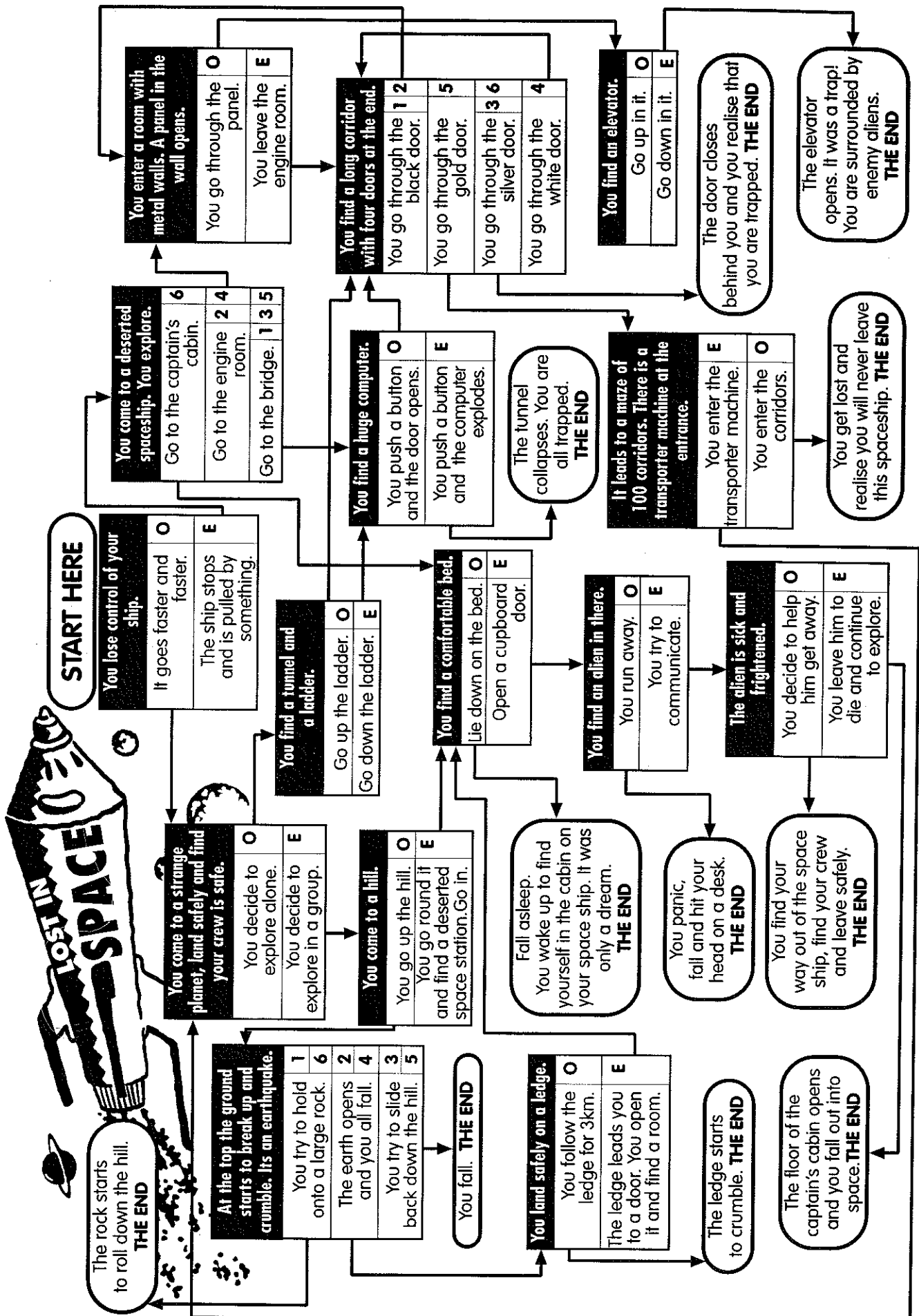
The object of this activity is to produce a 26-page book of the *Lost in space* story. This can be a single book produced by the whole class; alternatively, small groups, pairs, or individual students can produce their own books.

- 1 Give out a copy of both the **Tracker book** plan and the *Lost in space* maze to each student (unless students already have a copy). Ask students to focus on the information in the first box with a bold outline. Ask how this could be expanded to introduce, for example, the name of the captain, the name of the ship and the reason for the mission. Point out that the boxes with the fainter outlines are decisions which have to be made. If readers opt for the first decision, then on the **Tracker book** plan they will turn to page 12. If the second decision is made, then they will turn to page 11.
- 2 Guide students through one of the routes stressing that the boldly-outlined boxes are pages which have to be written and the more faintly-outlined boxes are decisions which have to be made at the end of the page.
- 3 Give each student responsibility for writing one or more pages. There are 26 pages to be written. If you have more than 26 students, ask some of them to work in pairs. Remind students to number their own page carefully. They should also clearly show, at the bottom of the page, the decisions with which readers are faced and which page should be read next after a decision is taken.
- 4 Before students start writing, agree with them what constitutes a page. Is it to be a number of words, or a number of lines? Also, for consistency's sake the class must agree at the outset on the appearance of the main characters.
- 5 When the work is completed, the book can be assembled or displayed poster-style for others to read.

Story maze

START HERE





ACTIVITY

5•3

Story maze

Preparation

Each group of six students will need a dice and a copy of the *Lost in Space* maze. The maze is more effective and easier to read if it is enlarged to A3 size, but this is not essential.

In class

- 1 Divide the class into groups of six students. Give out a dice and a copy of the *Lost in space* maze to each group.
- 2 Explain that each member of the group is going to write a story entitled *Lost in Space*. The diagram will give them their plots and the dice will help them to find these plots.
- 3 All the students in the group start at the title and move to the first heavily outlined box; this will reveal their first problem. Underneath the problem boxes are the decision boxes which are lightly outlined. (Note that the lightly underlined boxes under the first problem box are not really 'decision boxes' in the strictest sense.) Students in turn each throw the dice. If the dice shows an odd number, they must follow the *O* route. If it shows an even number they must follow the *E* route. Before they move on, they must copy down both the information they are given in the problem box and their decision. When there are more than two decisions, the number thrown on the dice corresponds to the decision of the same number.
- 4 It is highly likely that each student in the group will end up pursuing a different route through the maze and, subsequently, have a different storyline. When students have completed their route through the maze, they should expand the storyline into a full narrative.

Extension

Once students have been through a maze, they could construct their own storyline maze for another title. A blank maze is available on page 61.

Advice

Watch out for students who do not follow the instructions of the dice and aim for the shortest route through the maze.

It is helpful if students have something in which to shake the dice. I have found that the plastic tops from aerosol cans make useful cups for dice games.

Who's it for?

Intermediate level and above.

How long?

60 minutes.

How many?

Any class size.

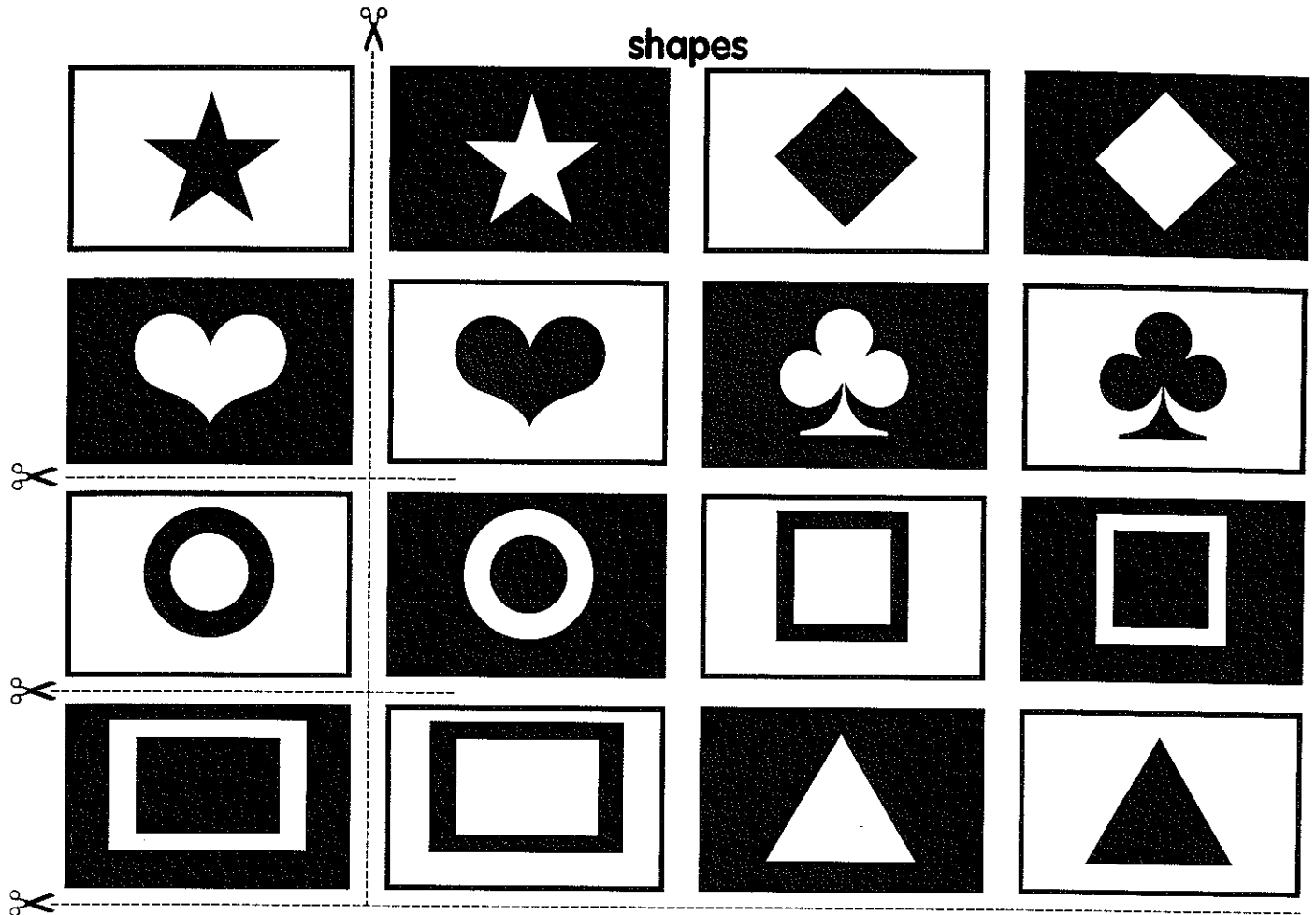
What's it for?

Planning a story; expansion of storyline.

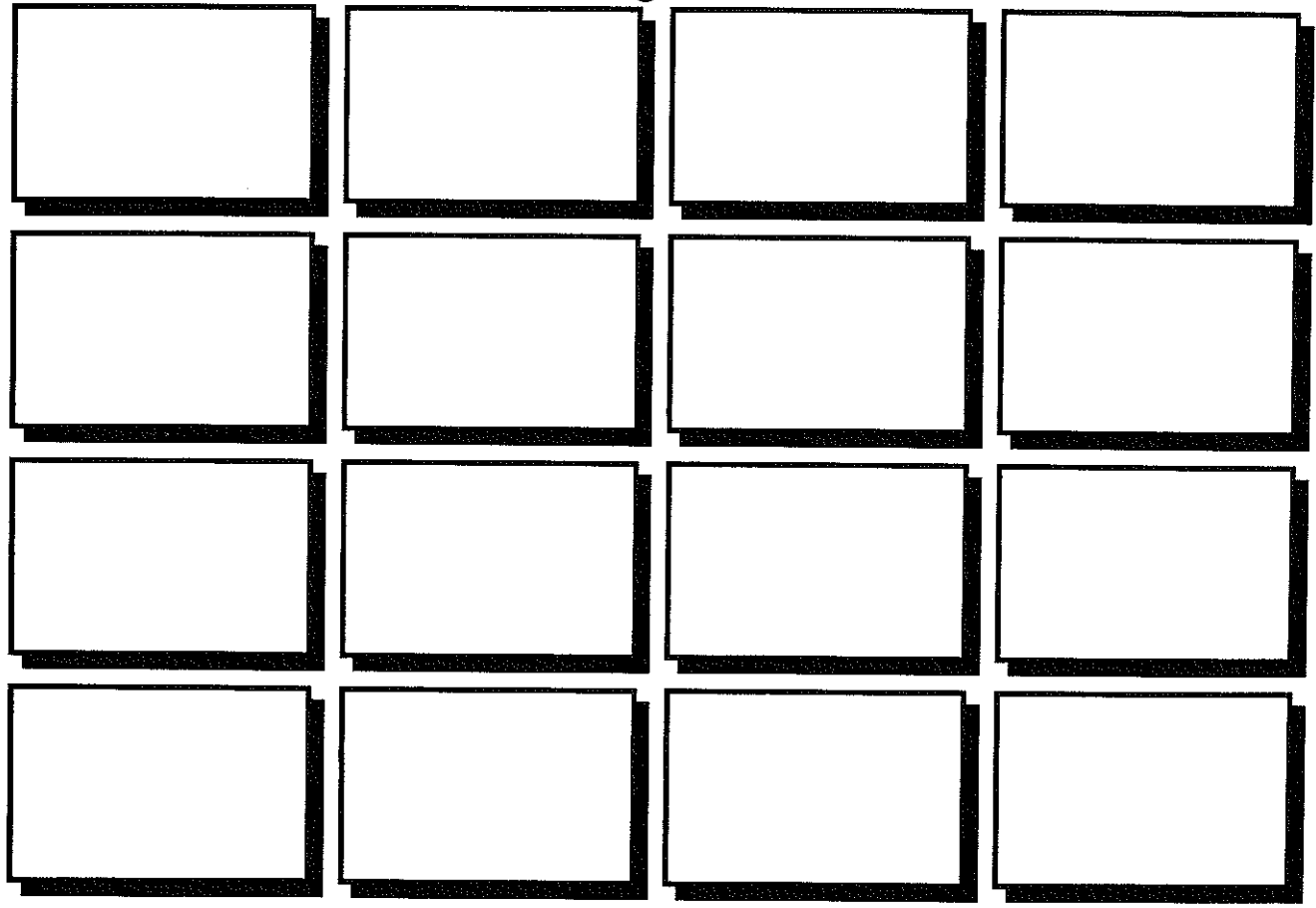
Language needed?

Recycled grammar and vocabulary; the vocabulary in the story maze; past tenses; the concept of odd and even numbers; spaceship vocabulary (*engine room, bridge, cabin, crew, alien, planet, transporter machine*); *rock, roll, crumble, earthquake, ledge, panic, lose control, tunnel, ladder, elevator, deserted, maze, corridor, collapse, trapped, surrounded.*

shapes



grid



ACTIVITY

5.2

Describe and arrange

Preparation

You will need a copy of the **Describe and arrange** shapes for each student. If you are going to ask students to perform the simpler task of drawing or arranging cards in four rows of four, then they will also need a copy each of the blank grid. The shapes need to be cut up and clipped together. Remember to make an extra set for you to use for demonstration.

In class

- 1 Divide the class into pairs. Give out a set of the **Describe and arrange** shapes to each student. Check that there are no vocabulary problems with the names of the shapes.
- 2 Arrange three or four of the cards from your set on your desk so that they can't be seen by the class. The cards can be arranged in a line or in a random layout.
- 3 Write the instructions on the board (or use an OHP). Students must follow these instructions if they are to discover your layout. Go round the class and check students' layouts. Invite students whose layout is not the same as yours to go to your desk and look at the way in which you have placed the cards.

An example for a random layout might be as follows:

The first card is the black heart. It is upside down in the centre of the table.

The white square is about 10 cm below the first card and about 20 cm to the right.

The black triangle is about 10 cm above the black heart. This card is on its side. The triangle is pointing to the right.

- 4 Divide the class into pairs. Tell students to arrange three or four cards on their desk in such a way that their partner cannot see the arrangement. They could use a book to mask the layout. Students then write the instructions for their partner to follow. They should also make a drawing of how they have placed their shapes so that they can check their partner's work.
- 5 Students exchange their instructions and try to discover their partner's layout. If they are laying out the cards in rows, they can read the instructions and then place the shapes in the empty boxes of the blank grid.

Advice

If it is impossible for students to mask their layout from the person sitting next to them, pair them up with other students working some distance away. You could also pair students up according to the speed with which they finish the writing. In this way no-one will be sitting waiting for a slower partner to finish.

If 16 pictures will take up too much of your lesson time, use eight or even four. This will also reduce photocopying.

If you do not wish to work with shapes, replace the diagrams with, for example, stick characters or cartoons of animals taken from comic or painting books.

Describe and arrange can also be used as an oral activity. Students tell each other where to place the cards rather than write instructions.

Who's it for?

Pre-intermediate level and above.

How long?

20 minutes.

How many?


Any class size.


What's it for?


Writing; reading; communication; co-operation.


Language needed?


Star, diamond, heart, spade, circle, square, rectangle, triangle, line, diagonal, horizontal, vertical, next to, after that, between, under, upside down, centre, corner, imperatives; giving information about location in written form.


1  past present future


2  earth air fire
water


3  day dawn night
evening


4  light dark


5  blue red green
yellow


6  hot cold warm
cool


7  fast slow steady


8  alone with others
in a crowd


9  leaving arriving staying


10  moving still


11  dry sunny stormy
breeze wet


12  wind breeze still


13  natural light artificial light

14  music machines silence
nature voices

15  aggression peace friends
enemies

16  trees desert mountains
flowers rivers

17  city village one house
deserted

18  fear pleasure anger
disappointment



Writing to music

Preparation

You will need an evocative piece of instrumental music of about 5-8 minutes in length and a means of playing it. Classical music works well, but I have had my best results from modern electronic music, such as that composed by Vangelis or Jean Michel Jarre. You will need a copy of the **Writing to music** worksheet for each student.

In class

- 1 Give out a worksheet to each student. Check that they understand all the vocabulary.
- 2 Explain that you are about to play a piece of music. While students are listening, they should imagine themselves to be somewhere else - a place which is appropriate for this music. As they listen, they should circle the adjective which is most suitable for their feelings and their imagined setting.
- 3 Point out that there is no need for students to choose a word on every line, nor should they feel that they have to respond line by line. The response should be as genuine as possible and personal to them only. Encourage students not to communicate in any way with those around them.
- 4 When the music is finished, ask students to tell those sitting near them about their imagined setting. Make sure they realise that there is no right or wrong response. Invite students who wish to do so to share their response with the class.
- 5 Ask students to write a description of the setting which they imagined. They can add any details they wish to the skeleton supplied on the worksheet. While they are writing, play the music softly and repeatedly in the background.

Advice

Some of the responses can be very personal and it is, therefore, difficult to mark such work. You are advised simply to write a comment on the creative use of language, or the effectiveness of the description rather than cover the work with corrections of spelling or punctuation. At a later date, you could look at the work again with students for their errors. By this time, they will have distanced themselves from the activity.

Who's it for?

Pre-intermediate level and above. The more sophisticated the class, the more sophisticated the results will be. It is advisable to use this activity with students who know and trust you and each other.

How long?

50 minutes.

How many?

Any class size.

What's it for?

Descriptive writing; affective response to music.

Language needed?

Students must already know and be able to use the words on the **Writing to music** worksheet. They will write using the language already in their possession.

4•7

Homophone stories

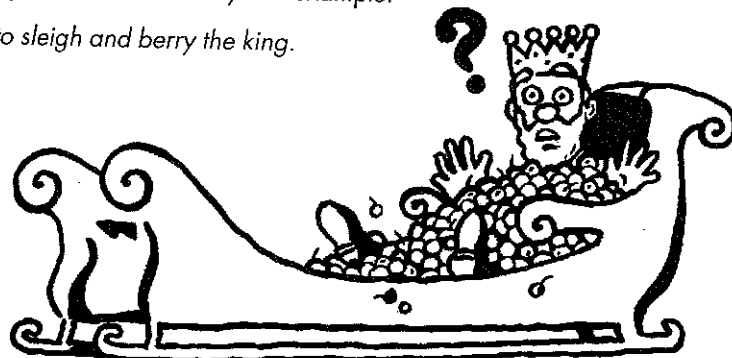
Key

pale/pail	blue/blew	alone/a loan
knight/night	hair/hare	sword/soared
throne/thrown	fair/fare	hole/whole
to/two	straight/strait	place/plaice
tale/tail	chaste/chased	day's/daze
l/aye/eye	flawless/floorless	peace/piece
know/no	stare/stair	bear/bare
pain/pane	bow/bough	heart/hart
sent/scent	wondered/wandered	breaking/braking
which/witch	here/hear	taut/taught
read/red	slay/sleigh	see/sea
write/right	bury/berry	read/reed
so/sew	wait/weight	mail/male
meet/meat	made/maid	fate/fete
rode/road	weak/week	wrote/rote
through/threw	poor/paw	ant/ant
night/knight	plain/plane	needs/kneads
eight/ate	for/fore/four	boy/buoy
dew/due	dear/deer	new/knew
faint/feint	so/sow	flower/flour
sun/son	great/grate	sweet/suite
peeking/peaking	would/wood	there/their
saw/sore	feat/feet	pair/pear
sight/site	knows/nose	

Extension

An amusing extension of this activity is to ask students to draw cartoons of some of the strange images presented in the story. For example:

She asked me to sleigh and berry the king.



Drawing cartoons will help to consolidate the different meanings and provide some fun after a session which has been quite heavy in terms of workload.

ACTIVITY

4•7

Homophone stories

Preparation

If students are going to use *The Sting in the Tale*, provided below, you will need a copy for each student. If they are not using this example, then you will need to prepare a story of your own. It is a good idea to provide dictionaries for reference if your students do not have their own.

In class

- 1 Explain, or elicit the meaning of, the word *homophone* (two words with the same pronunciation, but with different spellings and meanings). Ask students if they can give you any examples.
- 2 Give out a copy of *The Sting in the Tale* to each student. Explain that it contains several examples of incorrectly used homophones. Ask students to circle the words which they think are the incorrect homophones and tell them to rewrite the text with the correct version of the words.
- 3 Tell students that they should keep a record of each pair of words and be able to use both words correctly.

The Sting in the Tale

The pail night sat on the thrown and began two tell this tail. 'Aye didn't no that she would give me such pane when eye first met her. She scent me a letter, witch I red at once. She begged me to right back and sew I asked her to meat me. She road threw the knight and we met at ate when the due was still on the grass and the feint son was peaking over the hills. I couldn't believe what I sore. She was a beautiful site! Her eyes were blew and her long hare was fare and strait. She looked chased and floorless!

'She gave me a long stair. I responded with a bough and wandered why she was hear. Then she asked me to sleigh and berry the king, her husband. She could weight no longer. Her request maid me week. I am a paw, plane man, but my love fore my deer queen was sow grate that I said I wood do it. It was not an easy feet, heaven nose, but at last I got him a loan and ran him through with my soared. I dug a deep whole in a plaice in the garden.

'Since then I haven't had a daze piece. I can hardly bare it. My hart is braking and my nerves are taught. You sea, I reed her male because I fear four my fete. Last weak she rote to an ant to say that she will marry once more, but first she kneads a buoy to do some digging for her. Her knew flour bed is very suite, but she'd prefer it if their were a pear.'

Who's it for?

The example provided is for upper-intermediate, but the activity can be adapted for lower-intermediate and above.

How long?

30-40 minutes.

How many?

Any class size.

What's it for?

Raising awareness that spelling can affect meaning; increasing familiarity with frequently occurring homophones; writing; error correction; reference skills.

Language needed?

Homophone and its meaning; frequently used homophones, such as those in the example story.

4•6

Wordgraphs

Advice

Ask students to look at their graphs at the start of the next lesson and check with them via a quiz or mini-test whether their appraisals of the previous lesson were correct. Encourage students to revise their graphs.

You can also display students' graphs in poster form and check after several lessons whether students feel the same way about the words.

Suggestions for other categories include:

- I like this word.
- I have used this word before.
- I can pronounce this word.
- I know a synonym for this word.
- I know an antonym for this word.
- I can translate this word into my language.
- I can put this word into a sentence of my own.
- I think this word is useful.
- I think this word is easy to remember.

Wordgraphs

Preparation

None.

In class

This activity is most useful after vocabulary has been presented and met in context, for example, a reading text. The idea is that students each place the new words on grids or graphs according to their own personal feelings about the words. In subsequent lessons they can be encouraged to revise the positions of the words on the graph.

1 Draw a graph like that below on the board. Write the numbers 0-10 both up the vertical axis and along the horizontal axis. Get students to copy the graph into their notebooks.

2 Write the new words from the lesson next to the graph. Also choose two statements which you would like students to think about, for example: *I can spell this word* and *I know the meaning of this word*.

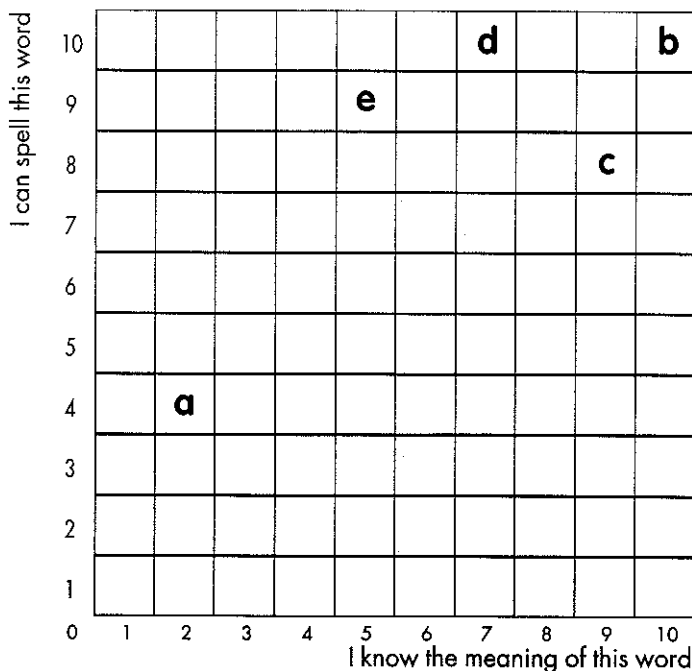
3 Ask students to give word a) a score on the vertical axis. This axis shows how confident students are about spelling. If they are sure that they can spell the word in future lessons, they should give themselves a score of 10. If they are less than 100% confident, they should choose a score which reflects how they feel.

4 Ask students to move along the horizontal axis. This shows how confident they are about the meaning of the word. If they are 100% sure that they can remember the meaning of the word and use it appropriately in future lessons, they should give themselves a score of 10. If they are less confident, they should give themselves a suitable score. They then place the letter a) on the graph in a position which indicates both scores.

5 Students continue in this way until they have placed all the words on the graph.

Example

- a hirsute
- b chubby
- c angelic
- d portly
- e dapper



Who's it for?

Elementary level and above.
You may need to give lower levels the instructions in LI.

How long?

10-15 minutes.

How many?

Any class size.

What's it for?

Increasing learner awareness and self-correction of vocabulary; developing affective strategies for recalling vocabulary.

Language needed?

Any vocabulary that has been presented or worked on recently.

definitions

over-concerned with the appearance of the home	a married woman who does the cooking, cleaning and shopping and who does not work outside the home	a person who is employed to run the home	boat fitted up as a place to live on
all the persons living in a house at the same time	work done to maintain a house, cooking, cleaning, etc.	forbidden to leave a house or to receive visitors	paid for by the company or bar owner
be ready to receive guests at any time	every seat sold in a theatre or cinema	receive very great applause	unable to leave the house because of ill health
party given by someone who moves to a new house	a person who enters your home to rob you	quickly become friends with someone	a scheme or plan not likely to work

target words

houseproud	housewife	housekeeper	houseboat
household	housework	be under house arrest	on the house
have an open house	a full house	bring the house down	housebound
housewarming	housebreaker	get on like a house on fire	house of cards

Cover the word

Advice

If the example is unsuitable for your class, white-out the target words and replace them with vocabulary of your choice and matching definitions. This is an activity you could use frequently and you are advised to photocopy directly onto card if possible, or mount the paper on card and store in an envelope.

You can make the activity more challenging by only supplying the words and asking students to write the definitions. Make sure that dictionaries are available. This works well as a group activity. Different groups work with different words or phrases. (I have found this particularly useful with colour idioms.) When the cards are completed, each group works with a set of cards made by a different group.

4.5

ACTIVITY

Cover the word

Who's it for?

The example provided is for intermediate level, but it can be adapted for use at elementary level and above.

You may need to give lower levels the instructions in L1.

How long?

20-30 minutes.

How many?

Any class size.

What's it for?

Reinforcing meaning; associating words and definitions.

Language needed?

This activity helps to introduce new vocabulary, so students do not need to have met any of the words before. However, they must be able to understand the language used in the definitions.

Preparation

The game is for students working in pairs. You will need a copy of the word sheet for each pair of students. Cut the sixteen definitions out and clip them together to the target words. Make sure that the definitions are in random order. If you intend to use the extension activity, you will either need scissors with you in class, or you will have to cut up both the target words and the definitions before the lesson.

In class

- 1 Give out a copy of the **Cover the word** target words and their definitions to each pair of students. Ask them to put the pile of definitions to one side and ignore these for the time being.
- 2 Tell students to look at the target words. Ask whether they think they know the meaning of any of the words. Do not agree or disagree with any suggestions they offer. This is a chance for you to assess whether the activity is going to take more or less time than you allowed and replan accordingly.
- 3 Ask students to unclip the pile of definitions and spread them on their desks. Explain that when they find a definition which matches a word, they should cover the word with that definition. While students are doing this, monitor the activity carefully. When you see a definition in the wrong place, do not say anything; simply remove it and replace it with the other definitions on the desk. Fast finishers could help you with the monitoring process, but make it clear to student helpers that they should not speak.
- 4 When each pair has the definitions in place, move on to the next stage of the activity. Students continue to work in pairs. Student A points to a definition and Student B must remember the word which is underneath. They check to see whether the guess was correct by lifting the definition and then replacing it. Student B gets a point if the answer is right. If it is wrong, Student A gets a point.
- 5 Collect all the papers if you are not using the extension activity. Call out each definition in turn and ask for the corresponding word. Students can either write the word or tell you.

Extension

Cut up the target words and give each pair of students a set. (They now have sixteen word cards and sixteen definitions.) Student A takes the definitions and arranges them in four rows of four, taking care that Student B cannot see the arrangement. Student A now reads the first definition in the top row to Student B, who must put the corresponding word in that position on his or her desk; there must be no further speaking. Student A then reads out the next definition and Student B must put the second word in place. At the end of the activity students compare their arrangement of words and definitions. They should match. The game can also be played with Student A arranging the words first.

You can also hold a class race, and find out how quickly pairs of students can match the words and their definitions after a random shuffling of all 32 cards.

4.4

6 Ask students if they can locate the words they put into the grid. When they find words, they circle them and rewrite them in the list at the sides.

b	c	s	g	t	f	p	q	boat
f	a	c	a	c	t	v	e	ship
g	r	o	c	k	e	t	n	plane
h	b	o	x	b	s	r	a	
k	b	t	z	u	j	a	l	
m	a	e	w	s	h	i	p	
n	o	r	n	v	a	n	y	
b	i	c	y	c	l	e	d	

7 When everyone understands how to play the game, remove the grid from the board. Give out the photocopies of the blank grids. Ask students to make their own version of the wordbox. Point out that the words should not be in the same place as they were in the wordbox they have just made. Tell students that they can add other words to the lists if they wish. They can then exchange wordboxes with other students or they can be given to other classes.

Extension

Give out the photocopies and ask pairs of students to make wordboxes for different word fields which they have encountered in the past: colours; nationalities; weather; comparatives; food and drink; clothes; furniture; animals; family words; jobs; nature; alternatives for 'nice'; feelings; parts of the body; irregular verbs, etc. Either ask students to think of their own words or elicit suggestions from the class.

There are two ways to play this game. The first simply gives the vocabulary field which the game is focusing upon and no other information. The second supplies a list of the words which are hidden in the grids. The first alternative is far more challenging.

Advice

To reduce the amount of photocopying it is useful to mount ten of the grids on card and then cover them with adhesive plastic film or laminate. Students then work with non-permanent OHP pens. Errors can be removed with a paper tissue and the cards can be wiped clean at the end of the lesson and used again.

You may wish to work with words which are not related to a particular vocabulary field, but which are causing your students spelling difficulties. The writing and rewriting element of the activity can help to reinforce spelling.

4.4

ACTIVITY

Wordboxes

Preparation

Each student, or pair of students, will need a copy of the grid which accompanies **Hide and seek** (activity 2.4). You will need to white-out the numbers along the top and down the left-hand side. You may find it easier to demonstrate the activity if you put one of these grids onto an OHP transparency; otherwise you will have to copy it onto the board.

In class

- 1 Tell students the vocabulary field you wish them to work with: for example, transport. Ask them to suggest as many words as they can which could go into that field. A field of 12-20 words is sufficient. As students suggest words, write them up on the board. Do not write the list in the centre of the board; use the sides.
- 2 When the list is complete, or the class's suggestions are exhausted, begin to create a wordbox; write one of the words in the grid. Cross off the word from the list.
- 3 Invite a student to add another word from the list to the grid. Explain that the word can go in any direction: horizontally, vertically, or diagonally. The word can join your first word if necessary. The student can either come and write the word on the board, or instruct you where to write it; this adds another oral dimension to the activity. Again cross off the word from the list.
- 4 Invite another student to add a third word. Continue in this way until as many words as possible from the original list are in the grid. As each word is added to the grid, cross it off the list at the side of the board. Encourage students to suggest changes to the grid if, by moving a word to another position, they will be able to include more words from their list in the final grid. They may not be able to use all of the words from their original list.

Who's it for?

Elementary level and above.

How long?

30-50 minutes, depending on whether students make their own games.

How many?

Any class size.

What's it for?

Recycling vocabulary fields; spelling; writing; co-operation; organisation.

Language needed?

Vocabulary students have worked with before: *horizontally, vertically, diagonally.*

train		c	s		t				car
ship		a	c	a					rocket
plane		r	o	c	k	e	t		bicycle
canoe		b	o		b		r		surfboard
boat			t		u		a		bus
skates			e		s	h	i	p	motorbike
van			r				n		scooter

- 5 When students can get no more words into the grid, ask them for letters and fill the remaining spaces in the wordbox. Discourage the use of Q, X and Z.



a	b	c	d	e	f	g	h	i
j	k	l	m	n	o	p	q	r
s	t	u	v	w	x	y	z	



4.3

ACTIVITY

Categories

Preparation

You will need a set of the **Categories** alphabet cards. Mount them on card and cut them out.

In class

1 Students write the following headings:

- Name
- Country or town
- Something to wear
- Animal
- Fruit or vegetable
- Famous person

2 Explain that you are going to shuffle the alphabet cards and invite a student to tell you when to stop. Tell the class the letter at which you stopped.

3 Students have one minute to come up with one word in each category. For the letter C, for example, someone might come up with: *Charles, chimpanzee, China, cauliflower, coat, Clinton.*

The winner is the first student to write six words. After an initial demonstration, the game can be played in small groups, with members of the group taking turns to supply the target letter. The game can also be played in teams.

Suggestions for other categories include:

- Rivers and mountains
- Jobs and occupations
- Feelings
- Sports
- Song titles
- Uncountable nouns
- Furniture
- Birds, fish and insects
- Buildings
- Parts of the body
- Adjectives
- Food and drink

Advice

You may wish to avoid preparation and not use the alphabet cards. In this case, simply recite the letters in your head and ask a student to tell you when to stop. However, students tend to enjoy using the cards.

Who's it for?

Elementary level and above.

How long?

5-10 minutes.

How many?

Any class size.

What's it for?

Recycling vocabulary; reference skills if dictionaries are available.

Language needed?

The titles of the different categories and previous exposure to some words in each category. If the suggested categories are too difficult, replace them with categories with which your students will have fewer problems.

Meaning bluff

Preparation

This activity can usefully pre-teach vocabulary which might be needed in a subsequent lesson. You are advised to look ahead in the syllabus or coursebook and find out if there are any reading texts with new vocabulary in them. Alternatively, you could select ten words which you are certain students do not know and which will be useful for them. Obscure words may be fun, but there is little point in students wasting their energies on words which they are probably never going to use actively.

Dictionaries are useful. If they are not available, you will have to write the words onto cards and include a clear, simple definition with a context if possible.

In class

- 1 Divide the class into two teams.
- 2 Dictate to each team in turn the words with which they will be working. This means that students will have the correct spelling and pronunciation. If you are giving the words in written form, make sure you give guidance for pronunciation.
- 3 Tell students to look the words up in the dictionaries if they have them.
- 4 When students are confident that they understand the meanings of the words, ask them to write or prepare two false definitions for each word. When preparation is complete, the first team calls out their first word and then gives three definitions. Remind them to give all three definitions with equal confidence and make all three definitions equally interesting. The other team then guesses which definition is correct; points are given if they guess correctly.

Example definitions

Word: widget

Definition 1: A verb. To widget means to move around in your seat a lot and play with things on your desk. (false)

Definition 2: A noun. A widget is a small plastic toy which is often given away free inside packets of food. (true)

Definition 3: A noun. A widget is a small animal like a rat found in Scotland. It moves quickly and is difficult to catch, but is delicious to eat. (false)

Advice

Make sure that students leave the lesson with an accurate record of the new words and their true definitions. There is a danger that the colourful false meanings may be more memorable than the true ones, but if the vocabulary is to be recycled later in the course, this danger is removed.

If your class is small, it will probably not be a problem to let members of each team prepare definitions of their words together. However, if your class is large, you may have to subdivide the teams so that groups of two or three students are working on one or two words only.

Who's it for?

Any level, but the game is more challenging and more rewarding for intermediate level and above.

How long?

20 minutes.

How many?

Any class size.

What's it for?

Acquiring new vocabulary; looking at and writing definitions; raising awareness about clues to meaning.

Language needed?

Present simple; parts of speech.

mal-

a) bad
b) doesn't work in a satisfactory way
c) bad professional act

a) malevolent
b) malfunction
c) malpractice

bene-

a) something good for you
b) someone who performs good acts
c) someone who receives generosity

a) beneficial
b) benefactor
c) beneficiary

auto-

a) a book about you, written by you
b) your name written by you
c) a machine which doesn't need you

a) autobiography
b) autograph
c) automatic

self-

a) thinking only of yourself
b) giving yourself the best
c) no waiter

a) selfish
b) self-indulgence
c) self service

in-

a) can't keep a secret
b) can't be seen
c) if you can't stand something, it is this

a) indiscreet
b) invisible
c) invariable

mis-

a) wrong idea or action
b) give the wrong facts
c) say something badly

a) mistake
b) misinform
c) mispronounce

-tion

a) learning and teaching
b) facts, figures, news
c) tendency or leaning

a) education
b) information
c) inclination

pre-

a) before a wedding
b) judgement before or without facts
c) to see the future

a) pre-nuptial or pre-nuptial
b) prejudice
c) predict or premonition

co-

a) someone who writes a book with you
b) someone who flies a plane with you
c) working together

a) co-author
b) co-pilot
c) co-operation or co-operative

dis-

a) to vanish
b) to take apart
c) to take your clothes off

a) disappear
b) dismantle
c) disrobe

ir-

a) not normal
b) once started it cannot go back
c) a new one cannot be found

a) irregular
b) irreversible
c) irreplaceable

pro-

a) to speak strongly for an idea
b) a person who gives money for a play or film
c) demonstration

a) promote
b) producer
c) protest

con-

a) talk with someone for advice
b) check accuracy
c) change a person or thing

a) consult
b) confirm
c) convert

sub-

a) employ others to do your work
b) under the ground
c) below what is required

a) subcontract
b) subterranean
c) sub-standard

il-

a) against the law
b) cannot be read
c) does not make sense

a) illegal
b) illegible
c) illogical

super-

a) outside of a ship or plane
b) more than needed
c) outside display

a) superstructure
b) superfluous
c) superficial

inter-

a) between nations
b) between languages
c) between worlds

a) international
b) interpreter
c) interplanetary

bi-

a) speaking two languages
b) having two wives or husbands
c) agreement or talks between two groups

a) bilingual
b) bigamous
c) bi-lateral

un-

a) not nice
b) not good for you
c) not normal

a) unpleasant
b) unhealthy
c) unnatural

im-

a) cannot be done
b) cannot be believed
c) not likely to happen

a) impossible
b) implausible
c) improbable

ante-

a) someone or thing that comes before
b) small room leading into a big room
c) before birth of a child

a) antecedent
b) antechamber
c) antenatal

post-

a) after birth of a child
b) written after your signature in a letter
c) after death

a) post-natal
b) postscript
c) posthumous

medi-

a) 9th-12th centuries
b) neither good or bad
c) to go between two people with help and advice

a) medieval
b) mediate
c) mediate

-ful

a) large supply
b) generous
c) not a good use of resources

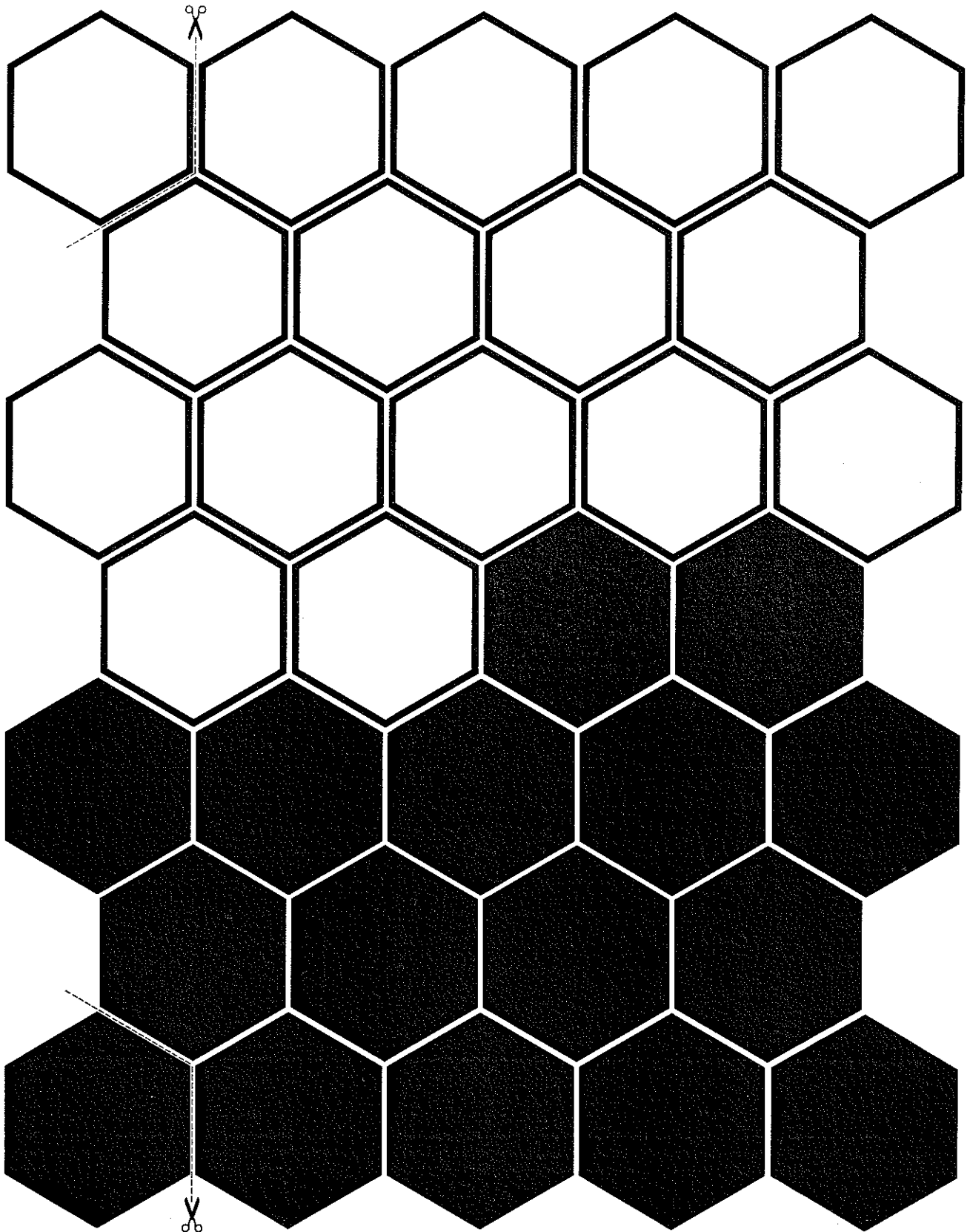
a) plentiful
b) bountiful
c) wasteful

-ness

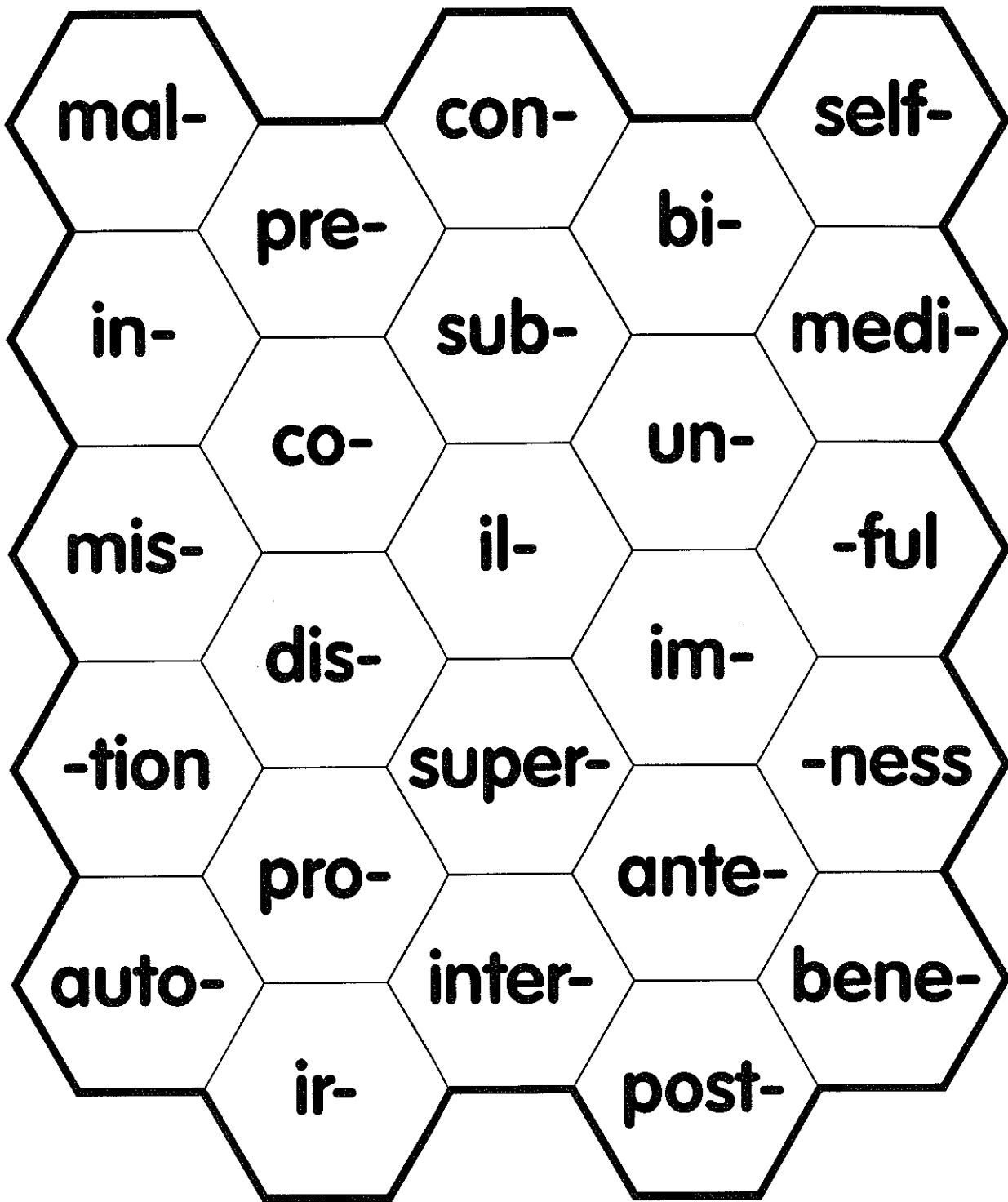
a) anxiety, fear
b) despair
c) not strength

a) nervousness
b) hopelessness
c) weakness

White covering hexagons



Black covering hexagons



Patchworking

Advice

This game transfers to lower levels very easily. Instead of using prefixes and suffixes, put letters of the alphabet on the board. In order to win a hexagon, students must supply a word in a particular category beginning with that letter. For example, if the letter is A, ask for an animal or country or food beginning with A. Alternatively the question could be a definition or synonym; for example, *Give me an A who paints pictures* (Artist).

If you are making copies for small groups, stick everything on card before you cut it out. This will make the copies more durable and you will be able to use the sets many times; this makes the initial preparation more worthwhile.

Try extending the activity by getting groups of students to make further sets for you to use with either them or with other classes. Students will have to do the research, check the answers and write the question cards for other groups to use.

Acknowledgement

This game was inspired by the British television quiz *Blockbusters*. The use of this game in a variety of EFL contexts with young adults was first demonstrated to me by Pauline Sibbald, British Council, Oporto.

4.1

ACTIVITY

Patchworking

BOX

Who's it for?

Advanced students, but it can be adapted for use at any level.

How long?

30-50 minutes.

How many?

Any size class.

What's it for?

Comprehension and meaning checks; definition and synonym recognition; listening; speaking; reference skills if played with a dictionary.

Language needed?

Phrasal verbs; suffixes, prefixes or target words students have met before. This game can also be used to introduce unknown vocabulary with older students, but only if they are equipped with dictionaries. Otherwise, frustration will lead to discipline problems.

Preparation

If you are going to play the game as a whole class activity, transfer the playing board to an overhead transparency. You will need two board pens in different colours, one for each team.

The game can also be played in smaller groups with one student in each group acting as the questioner. If you are going to play in small groups, you will need a copy of the board and the questions for each group, plus covering hexagons for the two teams.

The example of **Patchworking** provided on the following pages deals with words beginning with certain syllables and prefixes or ending with certain suffixes. If this game is unsuitable for your students, white-out the letters in the hexagons and write in your own categories, then prepare suitable question cards.

In class

- 1 Divide the class into two teams if you are playing with the whole class, or into small groups. Show the **Patchworking** board to the class on the OHP or give out a copy of the board to each group. Explain that the letters in each space are letters which start or end the answers to the questions they will be asked.
- 2 Explain that the object of the game is for teams to make their way across the board and reach the other side. The black team travels down the board; the white team travels across it. Every time a question is answered correctly, the team can claim the space and cover it with either a black or white hexagon. This means that the other team cannot land on it. So, as well as trying to win hexagons, teams are trying to block each other's way across the board.
- 3 If you are playing in small groups, appoint a questioner for each group and give out the questions. Point out to the questioner that each question card has three questions on it to choose from, and that the answers are also to be found on the card. This is to avoid arguing and loss of discipline, and it helps to keep up the pace of the game. The questioner should also be given a set of the black and white hexagons for scoring purposes.
- 4 Teams decide which is black and which is white. The first team enters the patchwork by asking the questioner for a question on a particular suffix or prefix. The questioner asks the team the question and accepts the first answer. If the answer is correct, the questioner places a hexagon of the right colour on the space. The next team may now try for a hexagon.
- 5 If you are playing as a whole class activity, then take the role of the questioner yourself. Shade in the spaces projected onto the board with board pens as teams win hexagons.

ACTIVITY

3•7

The words we hate

Preparation

The activity is for groups of four students. Each group will need a large sheet of paper and coloured pens to write with. You may need to bring dictionaries to class if your students do not own them.

In class

- 1 Ask students to go through their exercise books or files and make a note of five to ten words which they have misspelt in the past few weeks and which they feel might still be a problem for them.
- 2 Make it clear that their list is personal to them and it does not matter whether their neighbour has a different list.
- 3 Make sure that students have access to dictionaries. Ask them to check the correct spellings. When this has been done, divide the class into groups of four and give out the large pieces of paper and the marker pens to each group. Ask one member of each group to write *Our Hate List* at the top of their piece of paper. Then ask the members of each group to write their words onto their paper. They should not write the words in any special order but should try to cover the paper in a random way. Encourage students to make their writing as large as possible and to be adventurous with the lettering.
- 4 When the 'hate posters' are finished, display them on the walls of the classroom for as long as possible. Tell students that, in future lessons, when they feel confident with one of the words on their list and that they will no longer make a mistake with it, they can cross it off the poster. They are not allowed to cross another student's words off. In the meantime, the posters will serve as a useful wall dictionary.

Advice

Don't worry if the same word is written several times by different students. It is useful for both you and them to see that certain spelling problems are shared.

Encourage students to add words to the posters in future lessons.

Who's it for?

Any level.

How long?

Initially 10-20 minutes, but this is an ongoing project.

How many?

Any class size.

What's it for?

Error correction; monitoring progress; dictionary work.

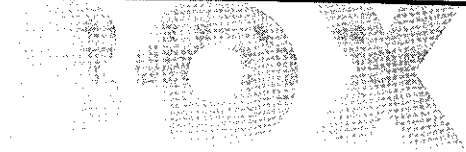
Language needed?

Access to the correct spelling of words which have been misspelt in the past.

ACTIVITY

3-6

Forced to finish



Who's it for?

The activity works best with pre-intermediate level and above. Beginners will not have enough vocabulary to make the game interesting.

How long?
5-10 minutes.

How many?
Any class size.

What's it for?
Spelling and vocabulary work.

Language needed?
Words of students' own choice; / challenge the team!

Preparation

You may wish students to bring dictionaries to class if you are playing this in small groups in order to solve disputes over challenges.

In class

Divide the class into two teams. Award each team three points or 'lives'. Explain the following rules to the class.

- 1 The aim of the game is not to complete a word.
- 2 The first player from Team 1 thinks of a word and then calls out only the first letter.
- 3 The first player from the Team 2 thinks of a word beginning with that letter, does not say the word, and adds a second letter. It is highly unlikely that the two students are thinking of the same word.
- 4 The second player from Team 1 now thinks of a word beginning with those two letters, does not say the word and adds a third letter.
- 5 Consultation within teams is permitted.
- 6 The game continues until one team is forced to complete a word, when they lose a point or 'life'. The first team to lose all their lives has lost the game.
- 7 At any point in the game one team can challenge another over spelling or whether it is possible to make any word at all with the letters present. A life is lost by the other team if the challenge is a good one. However, if the challenge is bad, the challenging team loses a life.

A game with a challenge may go as follows:

Team 1: H (they are thinking of hospital)

Team 2: A (they are thinking of hand)

Team 1: P (they are thinking of happiness)

Team 2: H (they are thinking of haphazard)

Team 1: They challenge because they think Team 2 is bluffing.

Team 2: They reveal the word they were thinking of and win the game.

Advice

It is recommended that you demonstrate the game with a more able student before you divide the class into teams. The game can also be played by students working in pairs.

ACTIVITY

3.5

Speller's bluff**Preparation**

If you are leading this activity, prepare beforehand either, a list of words with which students appear to be having spelling problems, or a list of ten words which they have passively encountered. You will need a minimum of ten words.

Have dictionaries ready to bring to class if students do not have their own.

In class

1 Divide the class into two teams. Dictate the words on your list to the two teams. Team 1 writes the first word on the list; Team 2 writes the second etc. Tell students not to worry about spelling at this stage.

2 When the lists are complete, tell students to look the words up in the dictionary and find the correct spelling. When they have done this, they must prepare three versions of each word in their teams. One word will be correctly spelt and two will be incorrect, but phonetically possible, or almost possible. You may have to demonstrate an example of what you mean, eg *teacher, teecher, teatcher*.

3 When the two teams are ready, Team 1 challenges Team 2 with three spellings of their first word. The spellings can be written on the board, or on paper, or spelt letter by letter. Team 2 must vote for one of the spellings. If most members choose the correct spelling, the team gets a point. However, if most choose an incorrect spelling, they lose a point.

Advice

In large classes this game can be played in pairs. It is more difficult to monitor correct spelling, but it is not impossible.

Make sure that each student leaves the lesson with a list of the words correctly spelt.

Who's it for?

Any level, but beginners may need the explanation and rules in L1.

How long?

20 minutes.

How many?

Any class size.

What's it for?

Spelling; error awareness; dictionary skills.

Language needed?

The pronunciation of the words you or your students select.

SEAT

field

SIT

big

SAT

thanks

SET

meant

MARCH

heart

COUGH

hot

WOULD

stood

PORT

four

FOOD

cook

MUCH

enough

ANOTHER

brother

TURN

bird

TAKE

eight

MINE

while

KNOW

boat

BOY

point

HOUSE

town

HERE

ear

PURE

cure

WHERE

air

BINGO
cook
eight
field
heart
while
town

BINGO
heart
cook
town
field
enough
eight

BINGO
boat
eight
thanks
cure
brother
stood

BINGO
cure
field
stood
thanks
boat
brother

BINGO
town
field
cook
eight
big
heart

BINGO
meant
four
point
air
stood
bird

BINGO
stood
heart
boat
brother
thanks
cure

BINGO
brother
cook
cure
boat
stood
thanks

BINGO
bird
point
meant
four
boat
air

BINGO
four
bird
air
meant
brother
point

BINGO
while
bird
big
ear
enough
hot

BINGO
ear
point
hot
big
while
enough

BINGO
air
meant
bird
point
thanks
four

BINGO
field
heart
eight
town
hot
cook

BINGO
hot
meant
while
enough
big
ear

BINGO
enough
four
ear
while
hot
big

3.4

ACTIVITY

Phonic bingo

Preparation

Copy a **Phonic bingo** card for each of your students or for pairs of students. It doesn't matter if some (pairs of) students have the same card. If any of the words are new or unsuitable in any way, write them out and replace them with words which share the same phonic symbol and which are familiar to your class.

As the caller, you will need two copies of the caller's cards. Cut one set into individual cards, leave the other set as a master sheet. Each caller's card has the word to be called in large letters and the partner word from the students' cards in small letters. This is so that the pace of the game does not slacken should a student be invited to be the caller.

In class

1 Explain how to play **Bingo**, if necessary. Give out the cards and make sure that each student, or pair of students, has six small objects or pieces of crumpled paper or card to cover their squares with. Alternatively they can use pencil and then rub out their marks.

2 Tell students that on each card there are six, fairly short words with different vowel sounds. Ask them quietly to say their six words aloud and to check with you if they have any pronunciation worries.

3 Explain that you will be calling out other different words. If students have a word on their card which they think shares the same vowel sound, they should cover that square and remember (or make a note of) the word which they heard.

4 As each word is called, place the caller's card on the corresponding card on the master sheet. This will enable you to monitor the game's progress.

5 Explain that the game stops when someone has covered their six squares. This person must then call out the six pairs of words. If they all match, this student is the winner and becomes the caller for the next game.

Advice

You may wish to pre-teach or check the sounds on the sixteen cards before you begin the game.

Instead of calling out the caller's words, you may wish to write them on the board. This makes for a more challenging game.

After each game change the cards around so that everyone is playing with a different card.

If you are working in an environment where phonic symbols are actively taught, the game can be played in a different way. The caller writes the symbol on the board; players cover a word if it has this sound.

Who's it for?

Pre-intermediate, but it can be adapted for use with any level.

How long?

15 minutes.

How many?

Any class size.

What's it for?

Sound and spelling association; writing; remedial spelling; reading; listening. Phonic symbols are not necessary, but if students are required to know them or are interested, they could be incorporated.

Language needed?

Target words; the difference between vowels and consonants.

Cluster noughts and crosses

After the game has been played by the whole class, it can be played in small groups or pairs. Students can prepare their own lists of words to use against each other; they can use dictionaries, or ask their classmates or you to check spellings.

Sample lists

-ough-

cough
through
thought
drought
enough
dough

-ph-

elephant
graph
epitaph
telephone
phrase
phantom

-ious

anxious
serious
dubious
superstitious
religious
studious

kn-

knock
knee
knife
knuckle
knight
knit

-ible

terrible
horrible
compatible
edible
sensible
visible

-able

understandable
lovable
flammable
durable
desirable
valuable

-ent

competent
ingredient
supplement
intelligent
obedient
dependent

-ant

relevant
elephant
abundant
stimulant
hesitant
defendant

-sc-

science
conscience
conscious
scissors
discipline
ascent

3•3

ACTIVITY

Cluster noughts and crosses

Preparation

This is a difficult game to play off the top of your head. Preparing a list of target words which your particular class has met before, prior to the lesson will ensure a faster pace. Sample lists for upper-intermediate level are found at the end of the activity.

Who's it for?

Upper-intermediate or advanced students, but it can be adapted for use at any level.

How long?

10-15 minutes.

How many?

Any class size.

What's it for?

Remedial spelling; focusing upon problem clusters and sequences, double or silent letters.

Language needed?

Target words which students have met before.

In class

1 Draw a **Cluster noughts and crosses** grid of nine squares on the board and number the squares. Divide the class into two teams; the noughts and the crosses. Explain the rules if necessary; the winning team is the first team to make a line of three noughts or three crosses in any direction across the board.

2 In each of the nine squares write a cluster or sequence of letters which currently causes students difficulty. For example:

-ough-	-ph-	-ious
1	2	3
kn-	-ible	-able
4	5	6
-ent	-ant	-sc-
7	8	9

Sample clusters include: -ough-; -ph-; -ious; kn-; -ible; -able; -ent; -ant; -sc-; wh-; -tch; -eau-; -ou-; -ie-; -ei-; -ous; -eous; -ck; -ea-; -ance; -ence; hard and soft c (/s:/ and /k:/); double letters; silent letters.

3 Teams take turns to tell you the number of the square they are playing for. In order to win the square, they must spell the word that you give them. The word you give them must contain the letters shown in the square. The letters should provide them with the help they need to spell the word correctly.

Extension

Draw the noughts and crosses grid on the board with a cluster in each square. This time do not say the word, but give a definition or a clue. Team members must guess the word and then spell it to win the square. For example: *Which words has -eous in it and means very polite?* (courteous)

Advice

If your two teams are large, appoint captains as this will reduce the noise level. Tell team members not to call out their answers. Explain that you will only accept answers given by their captain. Appoint weak spellers as captains; these students will have to listen carefully to their team mates' suggestions.

Do not introduce words which students are unlikely to understand simply because they fit into the appropriate group of words. The game will grind to a halt while you explain the meaning of such words.

Words which sound different but have similar spelling can be included, for example, *through* and *thought*.

ACTIVITY

3•2

Chainspell

Preparation

None, unless you wish to prepare a list of target or problem words in advance. The game is played at the board in four teams; four different coloured board pens or chalks are useful, but not essential.

In class

- 1 Divide the class into four teams. Ask teams to line up with the first person in the line facing the board. If possible, give each team a different coloured pen to work with.
- 2 Explain that you are going to ask the teams to spell words which they have either recently met, or with which they have had problems.
- 3 Explain that the first team member can write only the first letter of the word; they must then hand the pen to the second team member and go to the back of the line. The second team member can either correct the letter that has just been written, or write the next letter; but they can't do both. Then, the pen must be given to the next team member. The game continues in this way until the team is confident that the word is correctly spelt.
- 4 Give the correct spelling and award a point to teams which have correctly spelt the word. Continue the game with up to five other words.

Advice

If your board is rather small, or your class is too big to have students all working at the board, try pinning large A3 sheets on the wall in different parts of the room.

Watch out for students who get carried away and try to write the whole word in one go. If this happens, the game will lose its potential for discussion. Take points off any team which tries to do this.

Don't do any more than six words. **Chainspell** can be a stirring activity; so, make sure that you follow it with a settling activity, or with the end of the lesson. Your class is guaranteed to leave the room smiling, and so are you!

Who's it for?

Any level.

How long?

5-10 minutes.

How many?

Any class size.

What's it for?

Spelling and error correction of words students have seen before.

Language needed?

Target words; *rub out, correct*.

3•1

ACTIVITY

Masterspell

BOX



Who's it for?

Pre-intermediate level and above.
However, the activity can be used with elementary or beginner levels if you can explain the instructions in L1.



How long?

Maximum 15 minutes.



How many?

Any class size.



What's it for?

Spelling of words already known; cluster recognition.



Language needed?

Letters of the alphabet; the target words; *correct* or *right letter*, *correct* or *right place*.

Preparation

None, unless you wish to prepare a list of possible target words before the lesson. Two different coloured board pens or chalks are useful.

In class

- 1 Decide on a four-letter word that you know students have seen before and that they understand.
- 2 Write four crosses (xxxx) on the board to symbolise the letters of the target word.
- 3 Ask students to guess the word. It is highly unlikely that they will guess it correctly the first time. Write their guess under the four crosses.
- 4 To the right of the four crosses make a column to indicate any letter in students' guess which is in the target word but in the wrong place. Next to that make a second column to indicate any letter in their guess which is in the same place in the target word. Use ticks (✓) to indicate the number of right letters. Point out to the class that ticks in the second column need not be in the same place as the letter in the target word.
- 5 Students make further guesses until they find the target word you have chosen. An example game is provided below; you may want to go through this with the class.

Example game

Target word: *leaf*

	XXXX	right letter in wrong place	right letter in right place
1st guess	h a n d	✓	
2nd guess	f a c e	✓✓✓	
3rd guess	f o o t	✓	
4th guess	b o o k		
5th guess	b e a r		✓✓
6th guess	b e a t		✓✓
7th guess	l e f t	✓	✓✓
8th guess	l e a f		✓✓✓✓

Advice

Once students have mastered how to play the game, they may wish to play in pairs. If you have some target words ready for them, this will get pairwork off to a quick start.

The same game can be played with five-letter words, although it may take fifteen or sixteen guesses to get the target word. Four-letter targets can usually be guessed in less than ten tries.

ACTIVITY

2·7

Running treasure hunt

Preparation

The activity is for teams of 4-8 students. You will need a copy of the puzzle below for each team. Label the copies *Team 1* etc.

In class

- 1 Stick the copies of the puzzle around the room as far apart as you can. Divide the class into teams and make sure that each team knows where their particular puzzle is.
- 2 Explain that each team will send a member, one at a time, to look at the puzzle. The first team member will look at the first clue and try to memorise it. This person will then return to their team and repeat the clue so that everyone can write it down. When this has been done, the second team member will look at the second clue, try to memorise it and take it back to the group. The activity continues until all the clues have been relayed back and written down.
- 3 At the same time, the team must also try to solve the mathematical problem; this means that students never lose sight of the fact that the passage they are dictating has meaning as well as form.

Puzzle

What is the treasure?

- 1 My first is the fourth letter of 2 x 50.
- 2 My second letter is the second letter of minutes in an hour.
- 3 My third is the sixth letter of millimetres in a metre.
- 4 My fourth is the first letter of 1,000 x 1,000.
- 5 My fifth is the second letter of your teacher's eyes plus ears.
- 6 My sixth is the last letter of the days in the week.
- 7 My seventh is the seventh letter of pence in a pound.
- 8 My eighth is the first letter of sides in a hexagon. What is the treasure?

Key

- | | |
|------------|-----------|
| 1 hunDred | 5 fOur |
| 2 slxty | 6 seveN |
| 3 thousAnd | 7 hundreD |
| 4 Million | 8 Six |

(Answer: Diamonds)

Advice

Running treasure hunt sounds as if it could be a very noisy activity, but experience has shown that it is usually carried out at whisper pitch, as no group wishes to be heard by another. Reinforce this message at the start of the activity; remind students that shouting the answers can only benefit other teams.

Who's it for?

Lower-intermediate students, but it can be adapted for use at any level.

How long?

20-30 minutes.

How many?

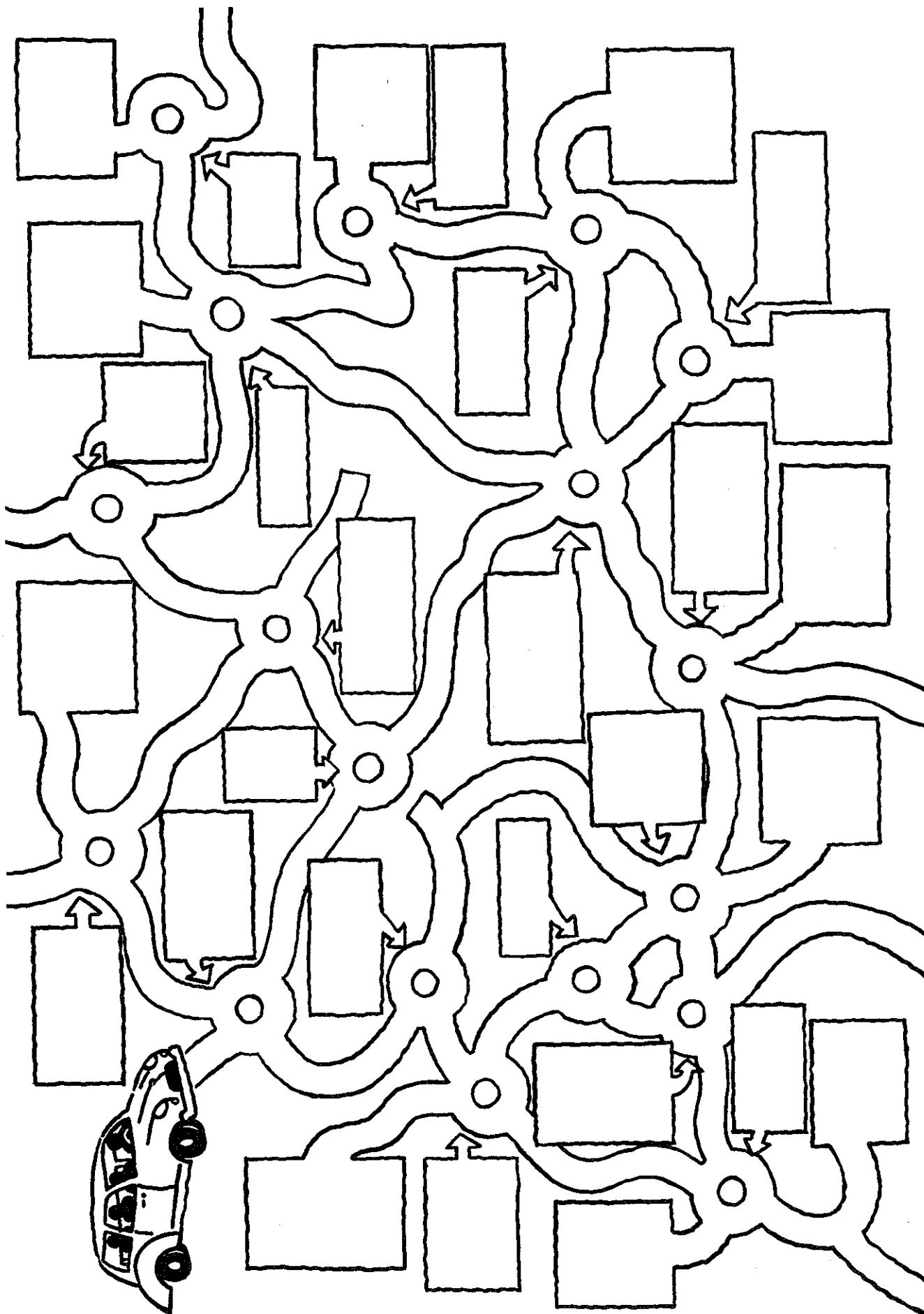
Any class size, as long as there is space for students to leave their seats.

What's it for?

Reading; speaking; listening; writing; simple mathematics.

Language needed?

Add, divide, multiply, subtract or take away, total; cardinal or ordinal numbers; any lexical areas which have number associations which students have already met.



2.6

ACTIVITY

Where shall we go?

Who's it for?

Lower-intermediate students, but it can be adapted for use at any level.

How long?

20 minutes. The extension will take 40-50 minutes.

How many?

Any class size.

What's it for?

Simple problem solving with numbers and deduction; problem setting; writing; reading.

Language needed?

How many ...?, The number of ...; simple lexical sets which have fixed associations with numbers and which students have already met – for example, days in the week, minutes in an hour, spots on a dice, members in a team, etc.

Preparation

This is for groups of four. Copy a **Where shall we go?** maze for each group of students. Each group will also need one token (or coin). You may also wish to prepare an OHP transparency of the maze for demonstration purposes.

In class

1 Divide the class into groups and give out the copies of the **Where shall we go?** maze. Explain that the aim of the activity is to find out where the young people in the car were at the end of their journey. Point out that group members are not competing against each other; they are working as a team.

2 Explain how to carry out the activity to the class.

- a The first member of the team enters the maze and decides which junction/roundabout the team will try first. The token is moved to that junction. The first team member reads the question which is at the junction and answers it on behalf of the others.
- b The answer will give the number of the route which the second team member must follow. At the next junction, the second member reads the question and decides which route the third member must follow. Members of the team are allowed to double back if they did not like the answer given previously.
- c The journey continues, team member by team member, junction by junction, until the team has discovered the final destination.

3 Check the final destination with the class. If all goes well, there will be fifteen questions to answer and the final destination will be the zoo.

Advice

Some of the questions in the maze provided may be too difficult, or may be beyond the class's world knowledge, or may not be culturally appropriate. In this case, simply white-out the offending question and its correct answer and substitute something more relevant or immediate. Make sure you replace the distracters with something which resembles the right answer. You may wish to include questions which refer specifically to the class you are teaching, or the room or building in which you teach, for example *How many Marias are there in this class?* or *How many stairs are there to our room?*

Extension

A blank maze can be found on page 26. After finishing the game, the natural extension is to get groups to make their own games which can be played or displayed.

Do not be too dismayed if monolingual groups seem to use a lot of L1 when making their own games. They will still be forced to agree on the wording of the problems and the answers, and will have to write in English and any consultation with the teacher must be in English.

Acknowledgement

The idea of using this format for EFL skills work was initially inspired by Jenny Tyler and Graham Round's work on numbers. Other ideas are included in *Number Puzzles* (Usborne Press).

ACTIVITY

2.5

Grey elephants from Denmark

Preparation

This depends on whether you are doing this activity orally (no preparation), or via written instructions which are given to each student separately (minimal preparation).

In class

1 Tell students that you are going to try to read their minds and guess what they are going to tell you at the end of the activity. Make a great show out of writing *grey elephants from Denmark* on a piece of paper without letting anyone see what you have written.

2 Then, turn the paper face down on your desk and give the class their instructions. There are five different ways that these could be presented.

- a Lead the activity yourself and give the instructions orally one at a time to the class; students do the puzzle step by step simultaneously.
- b Dictate the instructions to the class; students do the puzzle after the dictation.
- c Write the instructions one at a time on the board; students do the puzzle step by step simultaneously.
- d Write out the instructions before the lesson. Give each student a copy; students read the instructions and do the puzzle.
- e Give the instructions to half the class; these students then dictate or give the instructions to a partner who hasn't got them.

Instructions (The information in brackets is for the teacher only.)

- 1 Think of a number from 2 to 10. (for example, 7)
- 2 Multiply your number by 9. (in this case 63)
- 3 Add the two numbers of your total together. ($6+3=9$: the total will always be 9)
- 4 Take 5 away from your answer. (4: The answer will always be 4)
- 5 If your answer is 1, it equals A. If it is 2, it equals B. 3 equals C. 4 equals D. (D: the answer will, of course, always be D)
- 6 Think of a country in Europe beginning with your letter. (this can only be Denmark)
- 7 Think of an animal, not a bird or a fish, beginning with the second letter of your country. (99 times out of 100 this will be elephant)
- 8 Think of the colour of your animal. (Elephants are always grey: you are almost guaranteed to end up with *grey elephants from Denmark*.)
- 9 At this stage, you can produce the sentence which you wrote at the start of the activity. You will have proved that you can read students' minds!

Advice

In some cultures students may have no difficulties at all with the mathematics but will have problems when it comes to naming *Denmark*. Take general knowledge about Europe into account.

My experience of this activity is that students prefer to have some written record of the instructions because they want to try it out on friends who are not in their class after the lesson.

Acknowledgement

Many thanks to June Seward, I.T.C., Bahrain, for sharing this activity with me.

Who's it for?

Pre-intermediate level and above.

How long?

5-20 minutes depending upon the variation chosen.

How many?

Any class size.

What's it for?

Simple mathematics; following oral or written instructions.

Language needed?

Multiply, divide, add, take away or subtract, equals, numbers.

	0	1	2	3	4	5	6	7	8	9
0										
10										
20										
30										
40										
50										
60										
70										
80										
90										

ACTIVITY

2.4

Hide and seek

Preparation

Photocopy a grid for each student. An OHP transparency of the grid will be useful for demonstration purposes, but it is not essential.

In class

- 1 Give out the grids. Point out that each square has a reference number from 0-99, made up of the vertical number plus the horizontal one. Check that students can identify the grid reference for a selection of the squares.
- 2 Copy a grid quickly onto the board or use the OHP transparency to demonstrate the game. You will need to take the role of 'Seeker' with one student hiding the treasure from you.
- 3 Explain that students are going to work in pairs. One player in each pair hides some treasure which the other player must find (seek). Explain that 'Hiders' have ten gold rings which they must draw in ten squares in their grids, they must make sure that their partner does not see where they have hidden them.
- 4 'Seekers' must ask their partners if there is a ring hidden in a particular square by giving the reference number of the square, for example, *Is there a ring in square 52?* If there is a ring in the square, the 'Hider' must admit this and the 'Seeker' can then draw the ring on their copy of the grid. If the square is empty, the 'Seeker' marks the empty square with an X.
- 5 Divide the class into pairs. Make sure that partners know whether they are hiding or seeking the treasure.

Extension

- 1 If you want to practise with even bigger numbers, students label the vertical side of the grid with hundreds and the horizontal side with a selection of ten numbers from 0-99. Make sure that the whole class is working with the same selection of numbers.
- 2 Instead of hiding ten rings in the grid, tell 'Hiders' to hide five different four-letter words. The words can be written in any direction. 'Seekers' must ask if there is a letter hidden in a particular square. 'Hiders' must tell 'Seekers' which letter they have found. 'Seekers' then write this letter in the correct square on their copy of the empty grid.

Advice

Do not wait for every pair of students to find the treasure if your class is large. Instead, give a time limit. The winning 'Seeker' is the student who has found the most rings in that time.

'Seekers' and 'Hiders' will probably want to change roles and play the game again. In order to reduce the amount of photocopying, reduce the size of the grid on the photocopier and make two smaller grids on one piece of A4 paper. Students who are quick at copying could make their own grids in their exercise books. Alternatively they can use pencil, which they can rub out after each game.

Who's it for?

Elementary and pre-intermediate levels.

How long?

Maximum 20 minutes.

How many?

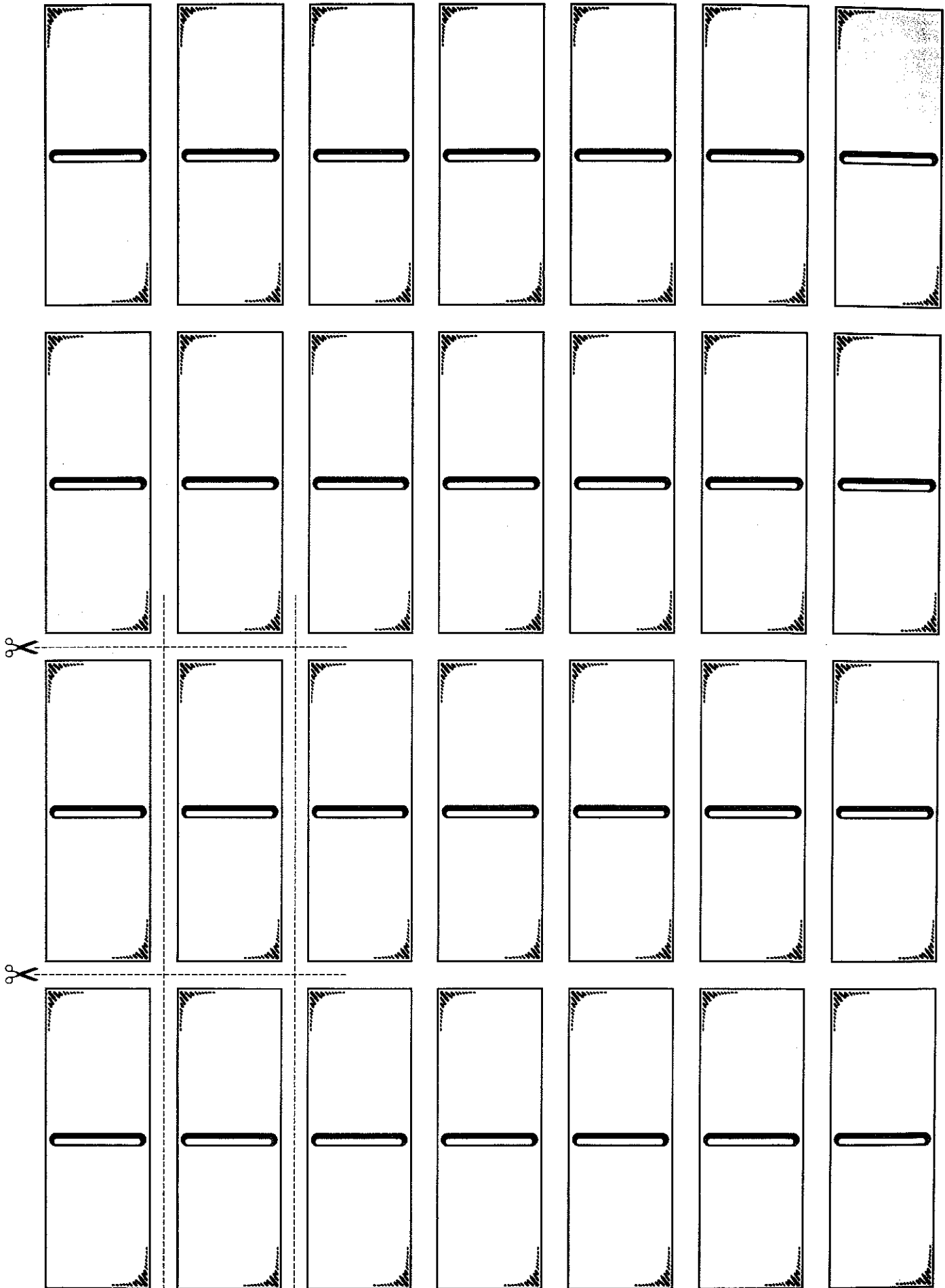
Any class size.


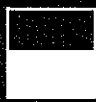








What's it for?

Practice in saying numbers 1-99.

Language needed?

1-99; *Have you got ...?*,
Is there ...?



$\frac{5}{1}$ <hr/> 0.1	75% <hr/> 0.2	four fifths <hr/> $\frac{1}{3}$	0.75 <hr/> ten percent	$\frac{2}{1}$ <hr/> twenty five percent	$\frac{4}{3}$ <hr/> seventy five percent	four fifths <hr/> eighty percent
 <hr/> 33.3%	25% <hr/> $\frac{1}{10}$	0.8 <hr/> $\frac{1}{5}$	one half <hr/> 	80% <hr/> 0.1	$\frac{4}{3}$ <hr/> 	 <hr/> three quarters
one third <hr/> 	50% <hr/> one third	 <hr/> one tenth	 <hr/> 0.25	 <hr/> $\frac{1}{2}$	0.2 <hr/> 20%	$\frac{5}{4}$ <hr/> 0.25
$\frac{10}{1}$ <hr/> 10%	0.5 <hr/> twenty percent	three quarters <hr/> 	one half <hr/> 	$\frac{3}{1}$ <hr/> one quarter	0.8 <hr/> fifty percent	$\frac{4}{1}$ <hr/> one fifth

2•3

ACTIVITY

Fraction dominoes **BOX**

Advice

Do not assume that everyone knows how to play the game. My own experience is that there are always one or two students who do not realise that the matching faces have to be placed next to each other. A demonstration game is time consuming, but it will pay off later, in this lesson and in future lessons, should you wish to use dominoes for any other language point.

You are advised to stick the sets on card before you cut them out. This is an activity you may wish to use many times in the future. The sets will be far more durable and easier to sort if they are backed with different coloured card and laminated or sealed with clear plastic for protection.

If you do not have the time to mount and protect your sets, try photocopying the sets onto different coloured paper. Again, this will make sorting the sets easier for you if you want to use them again.

ACTIVITY

2•3

Fraction dominoes

Preparation

The game is for groups of four students, but smaller groups are possible. Copy one set of dominoes for each group of students. Each set must be cut up and held together with an elastic band.

In class

Divide the class into groups and give out the sets of dominoes. Explain the following rules or demonstrate the game with one group before students play the game in their groups.

- All the dominoes are spread face down in random order on the table. Each player in turn takes seven dominoes from the spread. The players may look at their own dominoes, but they should try to hide them from the other players.
- The first player lays down one domino, for example, the domino which has *twenty per cent* at one end and *0.5* at the other. The second player may lay down a domino if they have one which matches either end of the first domino, that is, the quantities shown are of equal value. They may only play one domino. The matching faces must be placed next to each other; so, for example, the second player places their domino with $\frac{1}{2}$ next to the first player's domino showing *twenty per cent*. If the second player does not have a domino which matches the first, they must miss a turn.
- When the second player lays down a domino, this will, again, leave two ends to the line. The third player can lay down a domino if they have one which matches either of those exposed ends. The game continues until a player has managed to get rid of all their dominoes.
- If a point is reached when nobody is able to lay down a domino, then the winner is the player with the lowest amount left in their hand.

Extension

There is a blank set of dominoes on page 20. Possible other sets include dots and numbers, words and cardinal numbers, words and dots, fractions and words, ordinals and cardinals, fractions and pie charts.

As well as numbers, the blank dominoes can be used for picture/word, colour/word or alphabet/picture sets. (See also **Phonic bingo** (3.4).)

You need seven different functions (a-g) to make a set of dominoes and the permutation for any set is below:

a/a						
a/b	b/b					
a/c	b/c	c/c				
a/d	b/d	c/d	d/d			
a/e	b/e	c/e	d/e	e/e		
a/f	b/f	c/f	d/f	e/f	f/f	
a/g	b/g	c/g	d/g	e/g	f/g	g/g

Who's it for?

Pre-intermediate level and above. The example provided is for lower-intermediate.

How long?

Maximum 20 minutes.

How many?

Any class size.

What's it for?

Recognition and matching of similar numerical concepts expressed in different terms or symbols.

Language needed?

Fractions, percentages and decimals expressed in words and symbols.

2.2

ACTIVITY

Alphabet quiz

BOX

Preparation

Make a copy of the **Alphabet quiz** below (or prepare a similar one) for each student. Alternatively, copy the quiz onto an OHP transparency.

Who's it for?

Beginner and elementary levels; especially non-Roman alphabet users.

How long?

Maximum 10 minutes.

How many?

Any class size.

What's it for?

Letters of the alphabet A-Z and their sequence; reading, listening and speaking.

Language needed?

A-Z; after, before, next to, between; cardinal and ordinal numbers; *What's before ...?*, *What's missing?*, *What's next?*

- 1 What is letter nine in the alphabet?
- 2 What is the letter after twelve?
- 3 What is before and after letter ten?
- 4 What is two letters after P?
- 5 What is two letters before F and two letters after F?
- 6 What is between R and U?
- 7 What is five letters before X?
- 8 What is between H and J?
- 9 What is missing N-O-P-* -R?
- 10 What is next - L-M-N?
- 11 What is the seventeenth letter of the alphabet?
- 12 What is the thirteenth letter of the alphabet?

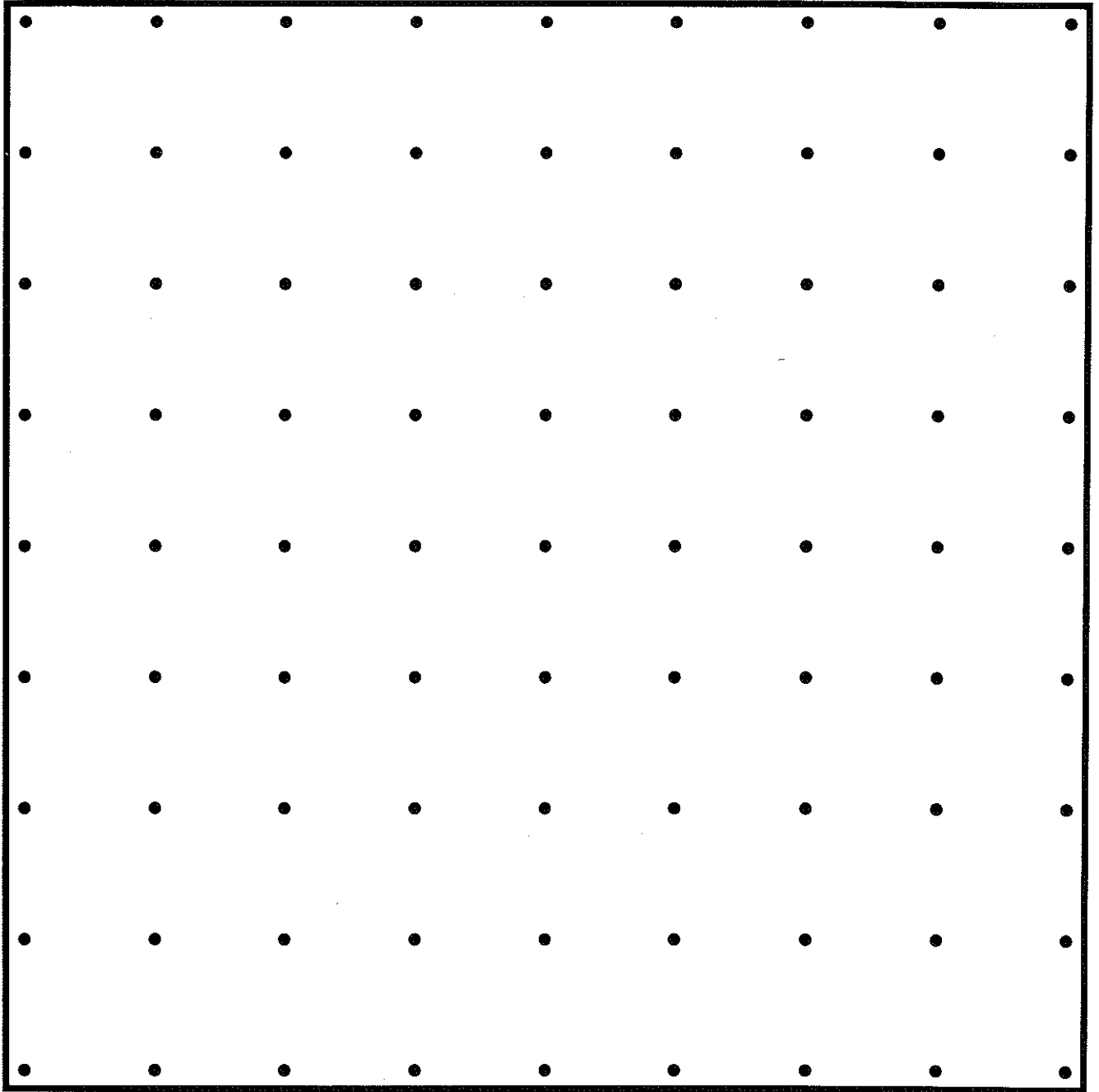
In class

- 1 Revise the alphabet. Organise the class into two to four teams according to class size. Give out the copies of the quiz or display the OHP transparency if you wish students to see the questions.
- 2 There are three ways in which you can use the questions.
 - a Divide large classes into three or more teams. The winning team is the team with the most correct answers in the allotted time.
 - b Divide small classes into two teams. Ask each team alternate questions and award points for each correct answer. The winning team is the team with the most points.
 - c Read out the questions instead of letting students see them. The focus then changes from reading to listening.

Advice

Appoint team captains when playing the game in teams. Say that you will only accept answers from the captain of each team. If you make one of the weakest students the captain, you will provide this student with extra listening and speaking practice. Using a captain also keeps the noise level down by ensuring that students do not call their answers out.

Once students have been introduced to the game, they can write quizzes for their own class, or for another class, to use.



2•1

ACTIVITY

Alphaboxes

BOX

Who's it for?

Elementary levels; especially non-Roman alphabet users. Lower levels may need explanations in LT.

How long?

Maximum 20 minutes.

How many?

Any class size.

What's it for?

Alphabetical order; writing letters of the alphabet.

Language needed?

Join, line, dot, box; letters of the alphabet a-z, A-Z.

Preparation

Copy an **Alphaboxes** grid for each pair of students. You may also like to make an OHP transparency of the grid to demonstrate the activity. You will also need two different coloured board pen or chalks (or OHP pens) for the demonstration.

In class

- 1 Draw a grid on the board, five dots across and five dots down (or use an OHP transparency of the grid). Bring two students to the front for demonstration purposes. Tell the first student to draw a line joining two dots. Then, invite the second to draw a line using a different colour. Explain that the two players must try and complete squares and, at the same time, prevent their partner from completing squares.
- 2 Players take turns to draw lines until one of them draws a line which completes a square; this square then belongs to that student. When students complete their first square, they write a small letter *a* in their colour in the square. They may also add another line to the grid.
- 3 As students complete further squares, they should write the letters in alphabetical order. So, one student is aiming to complete a red alphabet, for example, while the other is aiming to complete a blue alphabet, perhaps.
- 4 The object of the game is for players to make as many squares as possible on the board and to fill them with the letters of the alphabet in their colour.
- 5 When everybody is happy with the demonstration on the board, give each pair of students a photocopy of the grid. Make sure that partners each have a different coloured pencil.
- 6 Explain that if a student has all 26 small letters on the board and there are still lots of squares to play for, the game can continue with capital letters.

Advice

If coloured pencils are not available, let one student in each pair work in pen and one in pencil. Do not let them both work in pencil as it makes counting the final scores extremely difficult.

Once students have mastered the concept of this game, you can use it as a filler, or warmer, or an activity for fast finishers.

To reduce the amount of photocopying, reduce the size of the grid and put two grids on one sheet of A4.

ACTIVITY

1.6

Question boxes

Preparation

Prepare a square of paper, 10 cm x 10 cm, for each student.

In class

- 1 Give each student a square of paper. Students divide this square into four smaller squares by folding or by drawing lines. They then number the four squares.
- 2 Explain that you are going to read out four questions; students must write answers to the questions in the corresponding numbered square. The questions are:
 - 1 If I gave you £1000, what would you do with it?
 - 2 If you had been born with a special talent, what would you have liked it to be?
 - 3 If you had been born an animal, which one would it have been?
 - 4 If your house caught fire, which one thing would you rescue?
- 3 When students have answered the questions, collect all the squares and then redistribute them at random. Students leave their seats and mingle. They try to find the writer of the answers in their possession by asking each other questions in the target structures. When they find the writer, they should ask for some more information and reasons for the answers.
- 4 At the end of the activity ask students what they have learnt and what they can remember about any of the people they talked to.

Advice

Allow enough time for students to think about and write each answer.

Make sure that students don't simply show their square to other students and ask if they wrote it.

Students in smaller classes can write the answers to the four questions on separate papers. Collect the answers in four piles. Give each student one piece of paper from each pile; they may then have to find four different writers. The activity will take much longer, but there will be more questioning.

Who is it for?

Upper-intermediate students, but it can be adapted for use at any level.

How long?

Maximum 20 minutes.

How many?

Any class size.

What's it for?

Asking and answering questions; skills work.

Language needed?

In this example, second and third conditionals.

1.5

ACTIVITY

Find someone who ...



Preparation

Write the following five questions on the board or prepare a copy for each student. If necessary, adapt the questions so that they include vocabulary which students have already met.

Who's it for?

Intermediate students, but it can be adapted for use at any level.

How long?

30 minutes maximum, including modelling and feedback.

How many?

Any class size. See advice below for groups of 20+ students.

What's it for?

Exchanging personal information; asking and answering questions.

Language needed?

The tense of the questions (in this example the present perfect simple and the simple past); Wh- questions and interrogatives.

1 Find someone who has visited a foreign country.	
Name _____	When? _____
2 Find someone who has had a nightmare.	
Name _____	What? _____
3 Find someone who has won a prize.	
Name _____	What? _____
4 Find someone who has had an embarrassing experience.	
Name _____	What? _____
5 Find someone who has met a famous person.	
Name _____	Who? _____

In class

- 1 Either, give out the copies of the questions, or draw students' attention to the questions on the board. Practise the questions needed. In this example students will be practising the present perfect *Have you ever ...?* followed by a question in the simple past.
- 2 Set a time limit of ten minutes (or more if your class is large). Students leave their seats and mingle. They find people who have done the five things and note down information about each one.
- 3 When the time limit is up, or when most students have finished (whichever is soonest), ask the class for feedback.

Advice

This can be a noisy activity as everyone will be talking at once. If there are 20+ students in your class, or you are working in a small space, let only half the class move around; the other half can remain in their seats.

Class Contract

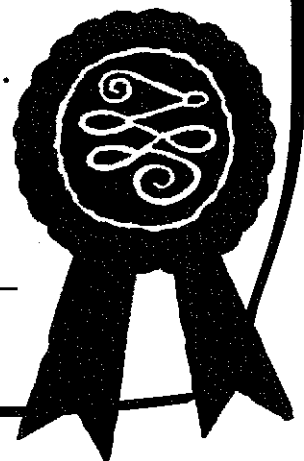
The students of class _____ promise

- 1
.....
- 2
.....
- 3
.....
- 4
.....
- 5
.....

The teacher of class _____ promises

- 1
.....
- 2
.....
- 3
.....
- 4
.....
- 5
.....

Signed _____



1.4

ACTIVITY

Promises, promises

BOX

Who's it for?

Mature teenagers; pre-intermediate and above. The higher the level, the more rewarding the discussion will be.

How long?

A time limit could be established at the outset: thirty minutes maximum, for example. However, if the discussion is positive and students are working enthusiastically, ask them if they want to extend the time. This should not be a teacher-dominated activity.

How many?

Any class size.

What's it for?

Negotiation of behaviour and codes of conduct; rules; student and teacher expectations; co-operation.

Language needed?

Present tense of *be*: *A good student/teacher is/isn't ...*; present simple: *A good student/teacher does/doesn't ...; should; must.*

Preparation

Copy a **Promises, promises** class contract for each student and one for yourself.

In class

1 Begin by asking students about teachers they have liked and why they have liked them. Ask them not to mention teachers by name and try to avoid them mentioning teachers they have not liked. Then ask about what, in general, they like and do not like teachers to do. This will move the discussion from the concrete to the abstract. Do not criticise any opinions; simply listen to what students say.

2 Move the discussion on to students; ask them to guess what you like students to do and what you do not like. Confirm whether their guesses are correct or not.

3 Give out the photocopies. Tell students that you are all going to make a contract about behaviour. They must agree to three or four of your conditions and you will agree to three or four of theirs.

4 Set up a discussion about students' expectations and your own. When a consensus is finally reached, everyone writes down the conditions on their copy of the contract and signs it. Sign all the contracts yourself too. A copy of the class contract can be displayed throughout the course.

Advice

It is always reassuring if young people know exactly where they stand at the beginning of a course. Changing the rules later will only confuse them and make them resentful. However, if the first lesson focuses only upon the teacher's requests and rules, it can foster resentment about the oneness of the arrangement.

Learners of quite a young age know what they do and don't like about teachers. For example, some students do not like teachers who shout, while others are made angry by teachers who take a long time to mark work which they produced promptly. Nobody likes teachers who lose their work. Teachers may not like pupils who call out in class or stand up, or they may hate lateness or chewing-gum.

From these simple likes and dislikes it is possible to negotiate a contract which will set up a code of conduct for both students and the teacher and will, therefore, help to establish rapport.

If there are any school rules which it is not in your power to change, do not agree to do the impossible. The contract is more about the way you and the class will treat each other during the course.

Note that teachers must honour their side of the bargain and not be seen to be using the contract to manipulate their students.

My birthday is on

I was born in 19

January
NAMES · DAYS

February
NAMES · DAYS

March
NAMES · DAYS

April
NAMES · DAYS

May
NAMES · DAYS

June
NAMES · DAYS

July
NAMES · DAYS

August
NAMES · DAYS

September
NAMES · DAYS

October
NAMES · DAYS

November
NAMES · DAYS

December
NAMES · DAYS

1-3

ACTIVITY

Birthday line-up

Preparation

Make a copy of the **Birthday line-up** worksheet for each student.

In class

- 1 Give out the photocopies. Ask students to write at the top of the paper the date of their birthday and the year in which they were born.
- 2 Select five students and bring them to the front of the class. Ask them *When is your birthday?* The other students have to listen to the information (without writing anything) and then arrange the five students in order; the student with the birthday which is earliest in the year goes on the left.
- 3 Students leave their seats and mingle. They ask each other for their birthdays (day and month only) and record the information on their photocopies.
- 4 When students have found out everyone's birthday, they arrange themselves in a line; the student with the birthday which is earliest on the left. Get them to use the information on the worksheet to tell each other where to stand. Check that students are standing in the correct order; get everyone, in turn, to say their birthday again. Make a record yourself so that no birthdays are left unacknowledged during the course.

Extension

A second line could be formed according to age. For this activity students will need to know the year in which they were born as well as the day and the month; they should also be able to use the construction *When were you born?* You should end up with a line-up of students which has the oldest on the left and the youngest on the right. This line could then be used for some simple comparative work, eg *X is older than Y*, *Y is younger than Z*.

Advice

Higher level classes can do the activity without the worksheet.

Do not get involved in teaching the structure *When were you born?* grammatically. Students will get confused by the passive voice. Teach it as a whole phrase.

Arabic-speaking students may not be able to tell you their date of birth according to the Gregorian calendar and may be vague about their age. Arabic-speaking parents tend to say that a child is two once they have entered their second year of life. It is, therefore, advisable to ask these students to check the dates with their parents before attempting the line-up activity.

Who's it for?

Elementary students and above who know their dates of birth.

How long?

Maximum of 30 minutes with a large class.

How many?

Any class size.

What's it for?

Asking and recording information about ages; developing rapport and organisational skills.

Language needed?

How old are you?, *When is your birthday?*, *When were you born?*, months; days; ages; ordinal numbers; *on + day*, *in + month and year*.

Name: _____
Age: _____ years _____ months

Address: _____

Favourite music: _____

What makes you laugh: _____

Most embarrassing moment: _____

Hopes for the future: _____

Name: _____
Age: _____ years _____ months

Address: _____

Favourite music: _____

What makes you laugh: _____

Most embarrassing moment: _____

Hopes for the future: _____



Name: _____
Age: _____ years _____ months

Address: _____

Favourite music: _____

What makes you laugh: _____

Most embarrassing moment: _____

Hopes for the future: _____

Name: _____
Age: _____ years _____ months

Address: _____

Favourite music: _____

What makes you laugh: _____

Most embarrassing moment: _____

Hopes for the future: _____

1.2

ACTIVITY

I'd like you to meet ...

Preparation

Make a copy of the **I'd like you to meet ...** questionnaire for each student.

In class

- 1 Give out the questionnaires and revise the question forms needed to complete them; do this on the board if necessary. When everybody feels confident with the questions, divide the class into pairs.
- 2 Give students a realistic amount of time to ask questions, answer and record the answers.
- 3 When the time is up, ask each student to introduce their partner to the class, to another student or to their group using the notes in their completed questionnaire.

Advice

Before feedback begins, tell the class that there will be a quiz about the information they hear; this will discourage students' attention from wandering. This means that you should take notes while monitoring the feedback.

It is not advisable to use this activity with classes of over thirty students, as the feedback can take too long.

Do not use this activity to present for the first time question forms, the third person or any other grammar needed to carry out the activity; the personal information will get lost in the explanation of the grammar. Use only the language which students have met before; this will give you the opportunity to diagnose how well they use it and whether or not remedial work is needed.

Who's it for?

Intermediate students, but it can be adapted for use at any level.

How long?

The example provided will take forty minutes from preparation to the end of the feedback.

How many?

Suitable for large classes but the feedback should be given within small groups if there are 20+ students in the class, with teacher monitoring. In smaller classes the feedback could be channelled through the teacher.

What's it for?

Asking for and giving information about yourself and somebody else.

Language needed?

Wh- questions and inverted questions; names; ages; transfer from written to spoken language; transfer from first person to third person.

Class Coursebook Teacher

	lesson 1	lesson 2	lesson 3	lesson 4	lesson 5
What did we do?					
Opinion					
Homework					
reading					
writing					
listening					
speaking					
spelling					
grammar					
punctuation					
pronunciation					
roleplay					
vocabulary					
exam practice					
video					
fest					
project					
homework					

Class diaries

Who's it for?

Any level, but the entries will be more sophisticated from the higher levels.

How long?

15 minutes when you introduce the diary:
3-5 minutes at the end of each lesson,
once the pattern is established.

How many?

Any class size.

What's it for?

Ice breaking; getting and recording information; writing; reading; listening; speaking; learner training.

Language needed?

How do you spell that?, Can you repeat that?, What did we do?, What is the homework?, Did you like the lesson?, Was the lesson easy?; the names of common classroom activities.

Preparation

Make a copy of the **Class diaries** poster for the class. Enlarge it to A3 size, if possible. Pin or stick the poster in a prominent place near the front of the room.

In class

1 Twenty minutes from the end of your first lesson, show the class the poster. Tell students that posters like this will be a record of what they accomplish in class and their feelings about their work; each poster covers five lessons. Make the entries for the first lesson yourself, but in other lessons ask one student to ask the questions and write the information the other members of the class provide on the poster. Ask a different student to do the writing each lesson.

2 Write the name of the class, their coursebook and your name in the spaces provided. Then ask the class about the activities in the lesson. Lower level classes can simply provide page and exercise numbers; higher level classes can suggest skills which they have used; mature classes may mention affective areas, such as teamwork or confidence building; the information they give you record in the *What did we do?* space. You can also record new vocabulary here if you wish.

3 Ask for the class's opinion about the lesson. Find out how many students found it easy: they can indicate this with a show of hands. If you have a mature class, you could ask whether students enjoyed the lesson. Record their opinion in the space provided. This could simply be a number, eg 20/30 easy, or a smiling, neutral or frowning face.

4 Ask if there is any homework for the lesson. Record the information in the *Homework* space.

5 Check the grid at the bottom of the poster with the class. Look at the list of activity types and get students to tell you which things they did in the lesson. Use ticks for activities which took place in the lesson and crosses for those which did not. Again, each poster covers five lessons. If necessary, for lower levels, use mime or L1 in the first two or three lessons to make clear the different activities. You will soon be able to use their English names.

Advice

The diary provides enough space for five lessons. Remember to change the lesson numbers in any further copies. You may wish to correct each completed poster before you pin a new one on top.

Younger, less able, students will need a little help with the diary for the first two or three lessons. Keep entries brief for them (perhaps, only page or exercise numbers) and allow a little longer for completion of the poster.

The diary is a useful tool in many ways. In the first lesson students find out about the types of activity which can occur in language lessons. At the end of each lesson the diary serves as a brief settling activity; it makes students reflect on what they have just done. It also provides a final speaking, listening and writing activity for the lesson. The final poster of your course should have a written contribution from every student; this can serve as an ongoing record of their standard of writing and spelling. Students who miss lessons should be encouraged to read the poster to find out what they missed.

SECTION 6: GRAMMAR ACTIVITIES

Focuses on points of grammar. In each case a specific grammar point is being practised and in many subliminal drilling is taking place without students realising. **Gridwork** (6·2) is extremely flexible and can be adapted for a large range of finite grammar points.

SECTION 7: CONTROLLED COMMUNICATION ACTIVITIES

Offers a range of activities in which the context of each activity controls the language being used. So, although there is opportunity for freer fluency work, most of the language used will be in the target structure using lexis which you can pre-teach.

SECTION 8: LONGER PROJECTS

Differs from the previous section in that you cannot predict or control the language output in any way. Students will respond according to their own diverse views and beliefs. Some of the written activities can be edited and refined at a later stage but, largely, students will be using language which they already have in their possession and asking for new words as the need to use them arises. The activities in this section give students a chance to use English fluently and imaginatively and to express their own views.

About half the activities are accompanied by one or more photocopiable resource pages. Wherever possible, you should consider the possibility of mounting reusable copies on card and protecting them with, either, laminate (expensive) or adhesive clear plastic (relatively inexpensive). The effort made at this stage will pay off subsequently as photocopying costs, time and labour will be reduced in future. In some cases you may prefer to copy the photocopiable page onto an OHP transparency; this again, will reduce photocopying costs. If making large numbers of photocopies is unavoidable, then consider using the reduce facility found on modern photocopiers; you will get twice as many smaller copies from an A4 sheet of paper. Suggestions for reducing the amount of photocopying are given whenever appropriate.

In most cases, the photocopiable pages are meant to be adapted. If any language point is inappropriate for your class, but the activity itself is useful, simply white-out the item using typist's correcting fluid and substitute with something more relevant to your class.

The age range of pre- and early teens has its own particular joys and rewards as well as its own problems. Your students are at an age where physical appearance may well be deceptive; they look like young adults, but still act like children. Their sense of humour may strike you as cruel or silly at times and their attention span can be extremely short unless interest is genuine. However, this is the age range which can surprise you the most and, if interest is caught, students of this age can be fired with enthusiasm. The activities in this book will, I hope, help to emphasise the rewards of this stimulating age group and provide you and your students with productive and rewarding fun!

Can I photocopy the activities?

Can I change the activities to suit my class?

How will this book help me?

Are the activities for special age groups?

None of the activities is tied to a specific age. This is because levels of maturity can differ so enormously both from culture to culture, and also within a single culture. Some young people will be happy to draw and colour until the age of 14, others will consider it an insult. Some 11-year-olds can handle the honesty required to discuss their feelings about a piece of music, while some groups of 14-year-olds will treat the whole idea as a joke. Wherever an activity would suit a more, or less, sophisticated group, this has been indicated. Ultimately only you, the class teacher, can decide whether the class has the appropriate level of maturity to enjoy a particular activity.

How is the book divided?

There are eight sections in the book.

SECTION 1: GETTING TO KNOW YOU

Includes activities which can be used as ice breakers and warmers at the start of a course. Name-learning activities are, of course, included, but there are also activities which can assist diagnostic assessment, others which are linked with learner training and others which are designed to develop rapport and understanding between the teacher and the class.

SECTION 2: LETTERS AND NUMBERS

Deals with the alphabet and basic numeracy and will probably be of greatest use to teachers of students from countries where the Roman alphabet is not standard. Some activities, such as **Fraction dominoes** (2.3) and **Running treasure hunt** (2.7) can be adapted to other concepts.

SECTION 3: SPELLING AND PRONUNCIATION

Includes activities which check or reinforce spelling, and which encourage students to check their own progress and make their own sound associations with words. Please note that certain pronunciation activities are based on UK received pronunciation. Teachers of Antipodean or North American varieties, in particular, may have to alter the materials slightly to fit their own variety of English.

SECTION 4: VOCABULARY AND MEANING

Deals primarily with meaning although there is, inevitably, an overlap with the previous section. Examples are provided with most of the activities, but you are encouraged to adapt the basic idea to suit the level of the class. For example, **Patchworking** (4.1) is illustrated with an example pitched at an advanced level, but the activity itself can work well with elementary classes if the questions are simplified and deal with basic vocabulary rather than prefixes and suffixes.

SECTION 5: WRITING ACTIVITIES

Provides opportunities for students to write both subjectively and objectively, for real and imagined readers. In some cases the aim of the activity is fluency, in others accuracy. Sometimes students write alone, sometimes they write in teams. Note that sections 2, 3 and 8 also include writing activities; you should not feel that this section alone provides the only opportunity.

Introduction

This book has been written for teachers of students in the 11-14 age range, especially those teachers either new to the profession or new to this particular age range. There is no such thing as, either, a typical teacher, or, a typical student. It is, therefore, highly unlikely that every single one of the 55 activities included will be instantly appropriate for every teacher in every classroom setting. Instead, you will find a spread of activities extending from the tried and trusted, more traditional games (**Noughts and Crosses** and **Dominoes**, for example) to others which are more unusual; a spread which, it is hoped, will provide a mixture of reassurance and challenge.

The book is meant to augment rather than supplant an existing coursebook. Your coursebook is probably providing your pedagogic 'main meal', whereas *Activity Box* is a useful supplier of 'starters', 'snacks' and 'desserts'.

The activities provide opportunities for students to work as individuals, pairs, small groups, teams and as a whole class. Any activity for this age range has to take group dynamics, as well as pedagogic content into account. One of your primary aims might just as easily be to foster co-operation as to teach the present simple.

The activities range in length from ten minutes to projects spread over three or four lessons. There are also some ongoing activities which take a few minutes from every lesson. Some of the activities are designed to further skills work, some provide practice in a specific grammar point while others encourage fluency. All the activities develop areas other than the purely linguistic. Some develop co-operation, others competition. Some depend on memory or concentration, some are designed to develop good learning strategies, while others provide the opportunity to have a good laugh. It is important to remember that we are not just teachers of English, we are teachers of young, impressionable people. Any activity we bring into the classroom will, inevitably, carry a hidden agenda or an additional benefit other than its linguistic content. This additional benefit is mentioned at the start of every activity and highlighted in the map of the book on pages v-viii.

What all the activities have in common is an element of fun, play or challenge. This may involve problem solving, physical activity, display or competition; all of which are elements which can help to hold the interest of this age range.

Almost all the activities can be used with large classes; suggestions on how to organise particularly large groups are given within the activities themselves. Some of the activities will benefit from L1 introductions and this is indicated whenever appropriate. However, it is possible to use only English for explanations although it must be appreciated that with lower levels, such as beginner and elementary classes, this will slow down the activity. The book was written with monolingual groups in mind, largely because my own experiences have been primarily in this environment. However, many of the activities have been used with multilingual groups, too. You are advised to adjust the suggested timing if you are working with a multilingual group; add a little time for explanation and introductions.

Is this book for me?

What is this book for?

What kinds of activities are there?

How long are the activities and what are they for?

What kind of class can I use the book with?

SECTION 7

CONTROLLED COMMUNICATION ACTIVITIES

Activity	Main language area	Level	Time	Dynamics	Additional benefits
7-1 Aliens	Appearance; parts of the body; questions; integrated skills	Beginner to pre-intermediate	10 minutes or 30-50 minutes	Whole class (minimum of 6)	Art work; imagination; creativity
7-2 Dictadraw	Clothing and appearance; giving detailed instructions; listening; speaking	Pre- to upper intermediate	10 minutes per drawing	Any class size (pairs and groups)	Clarity; co-operation; artwork; physical response
7-3 That's mine!	Describing objects, pattern, shape and texture; listening; speaking	Pre-intermediate and above	15-20 minutes	Whole class (minimum 6, no maximum size)	Co-operation; competition
7-4 When the alarm went off	Interrupted past action; prepositions of location	Pre-intermediate and above	20-30 minutes	Whole class (best with large classes)	Organisation; problem solving; memory training; physical response
7-5 Fast food	Prices; menus; food and drink; integrated skills	Pre-intermediate and above	20 minutes	Whole class (minimum 8, no maximum size)	Problem solving; memory training; courtesy
7-6 Which school do you go to?	Directions to and locations of rooms; prepositions; integrated skills	Pre-intermediate and above	15 minutes	Whole class (minimum 8, no maximum size)	Organisation; co-operation
7-7 Meet my class	Appearance; clothing; location; names; listening; speaking	Pre-intermediate and above	15 minutes	Whole class (minimum 4, no maximum size)	Co-operation

SECTION 8

STUDENT-CENTRED ACTIVITIES AND LONGER PROJECTS

Activity	Main language area	Level	Time	Dynamics	Additional benefits
8-1 Photostories	Narrative; dialogue; summary writing	Pre-intermediate	3 x 60 minutes	Whole class (minimum 4, no maximum size)	Organisation; physical activity; creativity; imagination
8-2 Picture gallery	Language of emotions and feelings; speaking; listening	Lower-intermediate and above	20 minutes	Whole class (difficult with large classes)	Genuine communication; building rapport; ice breaking
8-3 Wall newspapers	Writing articles; integrated skills	Pre-intermediate and above	30-50 minutes initially, then ongoing	Any class size (individual work)	Interview techniques; note-taking; organisation; reference skills; translation
8-4 Listen and tell	Listening; speaking; past events; narrative sequences	Intermediate and above	20 minutes, plus 5 minutes per student	Any class size (whole class)	Genuine communication; sharing experiences; musical element
8-5 She's leaving home	Integrated skills; letter writing; giving advice; making suggestions	Intermediate and above	60 minutes or 2 x 30 minutes	Whole class (minimum 4, no maximum size)	Problem solving; subjective response; roleplay
8-6 Read all about it!	Integrated skills; direct and indirect speech; language of emotions	Intermediate and above	60 minutes or 2 x 30 minutes	Whole class (minimum 4, no maximum size)	Roleplay; teamwork; imagination; editing and feelings
8-7 The good food guide	Recording facts and impressions; report writing; integrated skills	Intermediate	40-50 minutes	Any class size (groups)	Genuine research; production of useful resource

SECTION 5 WRITING ACTIVITIES

Activity	Main language area	Level	Time	Dynamics	Additional benefits
5-1 Writing to music	Adjectives; description of setting; writing; listening; speaking	Pre-intermediate and above	50 minutes	Any class size (individually)	Affective response to music; building rapport; imagination; creativity
5-2 Describe and arrange	Precise instructions; location and position; shapes; writing; reading	Pre-intermediate and above	20 minutes	Any class size (pairs)	Co-operation
5-3 Story maze	Planning and expanding narrative; space vocabulary; past tenses	Intermediate and above	60 minutes	Any class size (groups of 4-6)	Imagination; creativity; organisation
5-4 Tracker books	Narrative sequencing; past tenses	Lower-intermediate and above	50 minutes, plus homework	Any class size (individually, pairs or groups)	Organisation; co-operation; collaboration
5-5 Sentence building	Describing people, places and events; connectors; clauses	Lower-intermediate and above	30 minutes	Any class size (teams)	Collaboration; comic relief
5-6 Writing reality	Formal letters of request and thanks	Pre-intermediate and above	50 minutes	Any class size (individually)	Genuine communication
5-7 Silent dictation	Information transfer; narrative sequencing	Elementary to upper-intermediate	30-40 minutes	Any class size (individually or groups)	Editing; revision skills

SECTION 6 GRAMMAR ACTIVITIES

Activity	Main language area	Level	Time	Dynamics	Additional benefits
6-1 What did she say?	Direct to indirect speech and vice versa; listening; speaking; writing	Intermediate to advanced	20 minutes	Any class size (groups of 4-8)	Concentration; memory training; teamwork; hidden drilling
6-2 Gridwork	Questions; statements; negatives; 3rd person transfer; integrated skills	Any level, depending on questions	15-20 minutes	Whole class (minimum 4, no maximum size)	Exchange of real information; hidden drilling
6-3 It might have been murder	Modals used for hypothesis and deduction; listening; speaking	Lower-intermediate and above	15-30 minutes, depending on version	Any class size (groups of 3-6)	Memory training; hidden drilling
6-4 I'd rather be a hammer than a saw	Stating preferences; comparatives and superlatives; listening; speaking	Lower and upper intermediate	20 minutes	Any class size (groups of 4)	Expression of opinions
6-5 What would you do if ...?	Second conditionals; speaking; listening	Intermediate and above	5-10 minutes	Any class size (whole class)	Lateral thinking
6-6 All change	Describing change: causative form; passive voice; listening; speaking	Lower-intermediate	15 minutes	Any class size (pairs)	Co-operation
6-7 Pass the passive	Present simple passive; countries; materials; commodities	Pre-intermediate and above	10-15 minutes	Any class size (teams)	Competition; speedy response; hidden drilling

SECTION 3

SPELLING AND PRONUNCIATION

Activity	Main language area	Level	Time	Dynamics	Additional benefits
3-1 Masterspell	Spelling; alphabet; reading and speaking	Elementary and above	15 minutes	Any class size (pairs or teams)	Self-testing; logic; memory training
3-2 Chainspell	Spelling; correction; writing; reading	Elementary and above	5-10 minutes	Any class size (teams)	Comic relief; self-correction; teamwork
3-3 Cluster noughts and crosses	Problem clusters; silent letters; speaking; reading; listening	Any level	10-15 minutes	Any class size (pairs or teams)	Remedial work; testing
3-4 Phonic bingo	Phonetics; reading; listening	Any level	15 minutes	Whole class (minimum 4, no maximum size)	Memory training
3-5 Speller's bluff	Error awareness; speaking; listening	Any level	20 minutes	Any class size (teams)	Dictionary work
3-6 Forced to finish	Spelling; listening; speaking	Any level	5-10 minutes	Any class size (teams)	Teamwork; memory training
3-7 The words we hate	Error awareness; writing; reading	Any level	10-20 minutes initially, then ongoing	Any class size (individually)	Dictionary work; monitoring progress; reference skills; self-correction

SECTION 4

VOCABULARY AND MEANING

Activity	Main language area	Level	Time	Dynamics	Additional benefits
4-1 Patchworking	Definitions; synonyms; listening; speaking	Elementary and above	30-50 minutes	Any class size (pairs or teams)	Reference skills; testing
4-2 Meaning bluff	New vocabulary; definitions; writing; listening; speaking	Any level (intermediate recommended)	20 minutes	Any class size (teams)	Reference skills; deduction
4-3 Categories	Lexical sets; speaking; listening	Elementary and above	5-10 minutes	Any class size (teams)	Comic relief
4-4 Wordboxes	Recycled vocabulary; spelling; writing	Pre-intermediate and above	30-50 minutes	Any class size (pairs or teams)	Co-operation; organisation
4-5 Cover the word	Definitions; reinforcement of vocabulary; reading; speaking	Elementary and above	20-30 minutes	Any class size (pairs)	Memory training
4-6 Wordgraphs	Responding to new vocabulary; writing	Elementary and above	10-15 minutes	Any class size (individually)	Affective response to vocabulary; self-correction; assessment
4-7 Homophone stories	Homophones; reading; writing	Lower-intermediate and above	30-40 minutes	Any class size (pairs or groups)	Dictionary work; creativity; imagination

Map of the book

SECTION 1 GETTING TO KNOW YOU

Activity	Main language area	Level	Time	Dynamics	Additional benefits
1-1 Class diaries	Present simple; past simple; classroom vocabulary; writing	Any level	15 minutes, then 3-5 minutes	Any class size (whole class and individual work)	Ice breaking; learner training; information gathering
1-2 I'd like you to meet ...	Questions; 1st and 3rd person; names; ages; speaking and listening	Any level	40 minutes	Any class size (pairs)	Ice breaking; oral evaluation
1-3 Birthday line-up	Ages; birthdays; questions; speaking and listening	Elementary and above	30 minutes	Any class size (whole class)	Developing rapport; organisation and co-operation
1-4 Promises, promises	Present simple; modals; speaking; listening	Pre-intermediate and above	30 minutes or longer	Any class size (whole class)	Negotiation; co-operation; developing rapport
1-5 Find someone who ...	Wh- questions; interrogatives; integrated skills work	Any level depending on questions	30 minutes	Any class size (whole class)	Movement; genuine communication
1-6 Question boxes	2nd and 3rd conditionals; question forming; integrated skills work	Any level, depending on questions selected	20 minutes (whole class)	Any class size	Ice breaking

SECTION 2 LETTERS AND NUMBERS

Activity	Main language area	Level	Time	Dynamics	Additional benefits
2-1 Alphaboxes	A-Z; a-z; formation of letters; alphabetical order	Beginner and elementary	20 minutes	Any class size (pairs)	Competition
2-2 Alphabet quiz	A-Z; prepositions of position and location; numbers; listening and speaking	Beginner and elementary	10 minutes	Any class size (teams)	Competition
2-3 Fraction dominoes	Numbers: fractions, decimals and percentages	Pre-intermediate and above	20 minutes	Any class size (groups of 3-4)	
2-4 Hide and seek	Numbers 1-99; listening; speaking	Elementary to pre-intermediate	20 minutes	Any class size (pairs)	Memory training; problem solving
2-5 Grey elephants from Denmark	Simple arithmetic; numbers; integrated skills work	Pre-intermediate and above	5-20 minutes	Any class size (individually or teams)	Problem solving
2-6 Where shall we go?	Lexical sets associated with numbers; writing	Pre-intermediate and above	20 minutes plus a 40 minute extension	Any class size (groups of 3-4)	Problem solving; devising problems
2-7 Running treasure hunt	Simple arithmetic; integrated skills work	Pre-intermediate and above	20-30 minutes (teams)	Any class size	Problem solving; movement

CONTENTS

SECTION 4

VOCABULARY AND MEANING

4.1	Patchworking	38
4.2	Meaning bluff	43
4.3	Categories	44
4.4	Wordboxes	46
4.5	Cover the word	48
4.6	Wordgraphs	51
4.7	Homophone stories	53

SECTION 5

WRITING ACTIVITIES

5.1	Writing to music	55
5.2	Describe and arrange	57
5.3	Story maze	59
5.4	Tracker books	62
5.5	Sentence building	65
5.6	Writing reality	66
5.7	Silent dictation	68

SECTION 6

GRAMMAR ACTIVITIES

6.1	What did she say?	70
6.2	Gridwork	71
6.3	It might have been murder	74
6.4	I'd rather be a hammer than a saw	78
6.5	What would you do if ...?	81
6.6	All change	82
6.7	Pass the passive	84

SECTION 7

CONTROLLED COMMUNICATION ACTIVITIES

7.1	Aliens	86
7.2	Dictadraw	88
7.3	That's mine!	90
7.4	When the alarm went off	93
7.5	Fast food	96
7.6	Which school do you go to?	99
7.7	Meet my class	102

SECTION 8

STUDENT-CENTRED ACTIVITIES AND LONGER PROJECTS

8.1	Photostories	105
8.2	Picture gallery	107
8.3	Wall newspapers	108
8.4	Listen and tell	110
8.5	She's leaving home	111
8.6	Read all about it!	115
8.7	The good food guide	118

ACKNOWLEDGEMENTS	120
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ACTIVITY

Contents

MAP OF THE BOOK v

INTRODUCTION 1

GETTING TO KNOW YOU

SECTION 1

1.1	Class diaries	4
1.2	I'd like you to meet ...	6
1.3	Birthday line-up	8
1.4	Promises, promises	10
1.5	Find someone who ...	12
1.6	Question boxes	13

LETTERS AND NUMBERS

SECTION 2

2.1	Alphaboxes	14
2.2	Alphabet quiz	16
2.3	Fraction dominoes	17
2.4	Hide and seek	21
2.5	Grey elephants from Denmark	23
2.6	Where shall we go?	24
2.7	Running treasure hunt	27

SPELLING AND PRONUNCIATION

SECTION 3

3.1	Masterspell	28
3.2	Chainspell	29
3.3	Cluster noughts and crosses	30
3.4	Phonic bingo	32
3.5	Speller's bluff	35
3.6	Forced to finish	36
3.7	The words we hate	37