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WAKE UP WITH WARM-UPS

APPLE
PASS

CROSSWORD
GAME

ROPE
JUMP

BANANA
RACE

VOCAB
TIC TAC
TOE

JIGSAW
GUESSING



Lessons Learnt Journal

**O'ZBEKISTON RESPUBLIKASI
OLIV VA O'RTA MAXSUS TA'LIM VAZIRLIGI**

**NAMANGAN DAVLAT UNIVERSITETI
FILOLOGIYA FAKULTETI
INGLIZ TILI VA LEKSIKA-STILISTIKA KAFEDRASI**

Wake up with warm-ups

**Kollej, litsey, maktab o'qituvchilari va
oily o'quv yurtlari talabalari uchun**

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PREFACE

This manual's main function lies in offering many different kinds of warming up activities to complement foreign language lessons and make them more interesting and lively.

Learning is more effective if the learners are actively involved in the process. The degree of learner activity depends on the materials they are working on, the topic they are interested in and the interaction patterns they are involved in. Since the language is closely linked with our personality and culture, why not use the process of acquiring a new language to gain further insights into our personality and culture? This means, for example, making students to talk about their likes and dislikes may bring about a greater awareness of their values and aims in life.

HOW TO USE THE ACTIVITIES

This section deals with the importance of the atmosphere within the class or group, the teacher's role, and ways of organizing discussions, as well as giving hints on the selection and use of the activities in class.

ATMOSPHERE

Many of the activities in this manual are focused on the individual learner. Students are asked to tell the others about their feelings, likes or dislikes. They are also asked to judge their own feelings and themselves be interviewed by others. Speaking about one self is not something that everyone does with ease. It becomes impossible, even for the most extrovert person, if the atmosphere in the group is hostile and the learner concerned is afraid of being ridiculed or mocked. The first essential requirement for the use of learner-centered activities is a relaxed and friendly atmosphere in the group. Only then can the aims of these activities be achieved: cooperation and the growth of understanding.

Group or classes that have just been formed or are being taught by a new teacher may not develop this pleasant kind of group feeling immediately. In that case activities dealing with very personal topics should be avoided. The teacher may stimulate a good atmosphere by introducing both warming-up exercises and jigsaw tasks. Even in a class where the students know each other well, certain activities may take on threatening features for individual students. In order to avoid any kind of embarrassment or ill feeling, the teacher should say that anyone may refuse to answer a personal question without having to give any reason or explanation. The classes have to accept this refusal without discussion or comment. Although we have tried to steer clear of threatening

activities, there may still be a few which fall in to this category for very shy students. In any case Ts should be able to select activities which their students will feel at ease with. As a rough guideline teachers might ask themselves whether they would be prepared to participate fully in the activity themselves.

THE TEACHER'S ROLE

A lot of the activities will run themselves as soon as they get under way. The teacher then has to decide whether to join in the activity as an equal member (this may sometimes be unavoidable for pair work in classes with an odd number of students) or remain in the background to help and observe. The first alternative has a number of advantages: for example the psychological distance between teacher and students may be reduced when Ss get to know their teacher better. Of course, the teacher has to refrain from continually correcting the students or using her greater skill in the foreign language to her advantage. If the teacher joins in the activity, she will then no longer be able to judge independently and give advice and help to other group, which is the teacher's major role if she does not participate directly. A further advantage of non-participation is that the teacher may unobtrusively observe the performance of several students in the foreign language and note common mistakes for revision at a later stage. A few activities, mainly jigsaw tasks, require the teacher to withdraw completely from the scene.

Whatever method is chosen, the teacher should be careful not to correct students' errors too frequently. Being interrupted and corrected makes the students hesitant and insecure in their speech when they should really be practicing communication. It seems far better for the teacher to use the activities for observation and to help only when help is demanded by the students themselves; even then they should be encouraged to overcome their difficulties by finding alternative ways of expressing what they want to say.

USING THE ACTIVITIES

Once you have found a suitable activity for your class you should do the following:

1. Prepare your materials in sufficient quantity.
2. Read through the "procedure" section and if necessary note down the main steps. Think about how you are going to introduce the activity and whether your students will need any extra help.
3. Decide which role you are going to adopt (joining, helping and observing?)
4. Let the students give you feedback on the activity when it is finished.
5. Make a note of any problems arising as well as your own comments and those of your students.

T - Teacher

S - Student

Ss - Students



ACTION RACE

Age: till 11

Level: beginner

Time: 10 minutes

Focus: listening comprehension and speaking

This is a fun game using actions. Use actions like jump, hop, clap, run etc. Have the Ss split into two teams and sit in lines with a chair by each team and one chair at the other end of the room. One S from each team stands next to their chair and T calls an action, e.g. "Jump". Ss must jump to the chair on the other side of the room and back, sitting down in their chair Ss say "I can jump". First one to do it gets their team a point. (Submitted by Gareth Thomas).

ADVERBIAL ACTION:

Age: till 15-16

Level: all (activities and adverbs should be given according Ss' knowledge)

Time: 10 minutes

Focus:

T writes on the board an activity like "bush your teeth." She/He picks one S, they come to the front of the class. The T then shows the S a card with an adverb written on it like "slowly" or whatever. The chosen S then does the activity in the way of the adverb. The other S have to guess the adverb. The one who guesses right gets a point and mimes the next action which the T writes on the board. To help them you can give them a list of options, if you think they need some help. (Submitted by Libby McArthur)

ADVERB CHARADE

Age: till 15-16

Level: all

Time: 10-15 minutes

Focus:

The pieces of paper are distributed, so that each S receives 2. On one piece he writes a simple action, e.g. eating a banana, knitting, reading a paper: On the other an adverb, e.g. angrily, badly, cautiously, etc. All the pieces of paper are put in two piles face down. Each S teams up with a partner. The first pair of Ss come to the front of the class. One draws a piece of paper from the action pile, the other from the adverb pile. Both mime their action in the manner described by the adverb. The rest of the class guess. This can be played as a competitive team game.

AIMS IN LIFE

Age: all

Level: all

Time: 10-15 minutes

Focus: speaking, making notes, thinking about one's aims and expressing themselves

Each S fills in the blanks in the handout by first choosing the area of his aims, i.e. travel, job or family, etc. and then by making a few notes on what he wants to achieve within this area in the time specified. When everybody has filled in the handout with at least one aim for each of the three time periods given, small groups are formed. The Ss discuss and defend their aims in the groups/classes.

AGELESS

Age: all

Level: all

Time: 10-15 minutes

Focus: speaking, making notes, thinking about one's aims and expressing themselves

Each S talks about age, guided by the following questions: "What do you like about your present age? What did you like about being younger? What will you like about being 5/10/30 years older? What will you like about being elderly? What is the ideal age? Why? What could you say to someone who is not happy about his age? Do you often think about age/growing old/staying young? Does advertising influence your feelings?"

AIRPLANE COMPETITION

Age: till 11-13

Level: beginner and elementary

Time: 10-15 minutes

Focus: speaking, listening comprehension

First, have your Ss make some paper airplanes. Stand the Ss in a line and let them test fly their planes. For the competition, assign different classroom objects (e.g. table 5 points, door 10 points and trashcan 20 points). Ask an S a question and if s/he answers correctly then s/he can throw and try to hit one of the target objects to win points. This works well as a team game.

APPLE PASS

Age: till 15-16

Level: beginner and elementary

Time: 10-15 minutes

Focus: speaking, listening comprehension

Have all Ss sit in a circle. Use a fake apple and toss it to one S. But you must say one English word as you pass. The S then throws to another S and says a different English word. If the S you threw drops it, he/she is out. And the game keeps going until you have one winner. It can be played with different categories, such as Food, Animals, Etc. My Ss love it! (Submitted by Kim.S.).

ART GALLERY

Age: till 10

Level: beginner and elementary

Time: 10-15 minutes

Focus: listening comprehension

This is a great activity for reviewing vocabulary. Draw enough squares on the board for each S to be able to draw in. Have the Ss write their names above their squares. T calls out a word and the Ss draw it (could be simple nouns e.g. "dog, bookcase, train", verb structures e.g. "draw a man running, eating cake, sleeping") or adjectives ("draw a big elephant, an angry lion, an expensive diamond ring"). For each S give a score for his/her picture, and then move on to the next picture. The S with the highest score at the end is the winner.

ATTENTION

Age: till 10

Level: beginner and elementary

Time: 5-10 minutes

Focus: listening comprehension

Call out commands such as: Attention, salute, march in place...stop, sit down, stand up, walk in a circle, clap your hands...stop, run in place...stop, jumping jacks...stop, swim in place....stop, etc. At first Ss will copy you but later they should be able to do the commands without you. (Submitted by Tania Bibbo).

A + B = C

Age: all

Level: any level

Time: 10-15 minutes

Focus: vocabulary, spelling

Ss are given two letters of the alphabet and they must come up with words that include both of those letters. If the letters were "t" and

"I" for example, the S would say "T plus L = ..." and then finish with a word like "towel". The next person then has to do the same in a short amount of time. Keep going around the class until someone stumbles. The letters can be used in order or reversed, and the word can be any length, but must be one single word. Words cannot be said twice in one game.

A FEW OF MY FAVORITE THINGS

Age: all

Level: any

Time: 10-15 minutes

Focus: listening comprehension

At the risk of having the song stuck in your collective classroom head all day, this ice breaker is a good one for customizing to any topic. Whether you've gathered to talk about math or literature, ask your Ss to share their top three favorite things about whatever it is you're there to discuss. If you have time, go back around for the flip side: what are their three least favorite things? This information will be even more helpful if you ask them to explain why. Will your time together help to solve any of these issues?

ALPHABETICAL VOCABULARY REVIEW

Age: Any

Level: Any

Time: 5-10 minutes

Focus :Review of recently encountered vocabulary

Function: Warm up

Procedure

1. Write the alphabet on the board in a circle, in a 'V' pattern or in some other shape (e.g. in a spiral or the shape of a fish). Circle I, K, Q, X, Y, Z.

Short, auxiliary activities: ice-breakers; warm ups, breaks

2. Point to A and ask if anyone can remember a word or very

short phrase beginning with that letter - for example, something they learned in the lesson before or (if you are doing this activity as a closer) the lesson you are about to finish.

3. As soon as someone calls out an appropriate word, cross out the letter A and point to B. Ask for a recently learned vocabulary item that begins with *that* letter. Move briskly through the alphabet in this way. At each letter, allow a maximum of about seven seconds. Whenever no one calls out anything suitable within this time, move on to the next letter. As you continue through the alphabet in this way, periodically point to a letter you have already crossed out and ask *What was that word again?* When you come to the circled letters, ask just for a word - recently learned or not-which contains the letter somewhere.

4. When you reach the end of the alphabet, go back to any letters not crossed out and give Ss a bit more time to call out a word for each.

5. On the board, write any of the vocabulary that you think some of the class perhaps did not hear or might have forgotten and clarify meaning and usage as necessary.

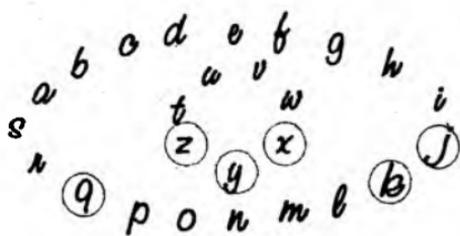
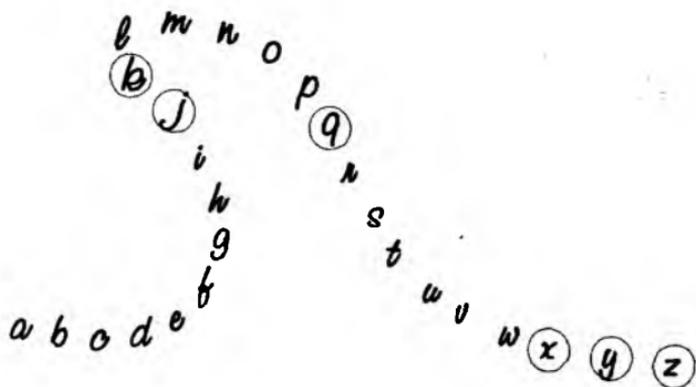
Variations

- Specify the vocabulary to be reviewed in different ways. For example, ask Ss to call out vocabulary from a recently read short story, or ask them only for words with two or more syllables.
- Choose a S who has not yet mastered the names of the letters of the alphabet and give him or her the job of calling out each letter as you point to it. Tell this S to give a hand signal if he or she wants any whispered help from Ss sitting nearby.
- For a longer review activity (about 15 minutes), ask Ss to work in pairs or threes. They arrange the alphabet any way they like and then use their notebooks to find the vocabulary that they need and include it on their sheets. Encourage them to be artistic

(but remind them not to be too slow). As Ss finish their lists, they stick them up on the wall. As more and more lists go up, Ss mill around looking at what others have done. Encourage questions about meaning. Ask everyone to sit down. Ask which lists are the fullest and which are the most artistic.

- For the difficult letters, ask Ss to think of a word which includes (rather than begins with) these letters. Or ask Ss to do this for all letters. (A disadvantage of this letter procedure, however, is that the beginnings of words are more likely to be stored in memory than anything in the middle.)

Example arrangements



ALPHABET IMPROVISATION DIALOGUES

Age: 13 and up

Level: Pre-intermediate-Advanced

Time :10 minutes

Focus: Spontaneity, listening intently to a partner, replying relevantly while following strict rules

Function :Warm up

Procedure

1. On the board, write the alphabet but leave out k, q, x and z.

2. Tell the class that in a minute, in pairs, they will be having 'alphabet'

dialogues like this one:

A: *Can I borrow some money?*

B: *Do you think I am rich or something?*

A: *Even a little would help.*

B: *Fifty pence?*

A: *Good. Thank you.*

B: *How do I know you will pay me back ?*

A: *I will. Don't worry. Please hurry. I need it now.*

B: *Just a minute, etc.*

Short, auxiliary activities: ice-breakers, warm ups, breaks and closers

That is, if A says something beginning with c, B's response must begin with the next letter of the alphabet, which is d; and A's response to that must begin with the next letter after d, which is e, and so on until they get through the alphabet (although they skip k, q, x and z).

3. Tell the Ss to pair up and begin.

4 End the activity when a few pairs have gone through the whole alphabet once.

Follow on

Students write alphabet dialogues for homework.

Tip

Step 3: Pairs may find it easier to get started if you say that the letter which S A starts with should be the first letter of S B's name. Or else write a few words on the board and say that the As can begin their dialogues with any one of those words, e.g. *Hello, If, Don't, Let's, Why.*

Variations

- Make the activity easier by saying that the letter that must be used can come at the beginning of *any* word: A: *Are you ready?* B: *I'm sorry, but ready for what?* A: *Can't you stop joking? Our wedding is today.* B: *I don't think you told me about it.*
- If you choose the easy option, put Ss in threes. Two Ss do the dialogue and one counts points: two points if the letter is used at the very beginning of the first word, one point if it is used somewhere else, minus one point if the alphabet rule is broken.
- Pairs play against pairs. Ss A and B take one role and Ss C and D take the other. When it is the turn of A and B, for example, either one can speak, depending on who has an idea first. (This usually speeds up the activity quite a bit.)
- Ss go through the alphabet backwards or, instead of going through the alphabet, Ss go through the letters of a word or phrase. For example, if the phrase is *Famous people*, S A says something beginning with *f*. B's reply must begin with *a*, A's to that must begin with *m*, and so on.

Ss each return to their original topic sheet, and read and discuss what is there with others who have chosen the same sheet. Deal with any language errors on the posters.

ABC SENTENCES

Age: 11 and up

Level: Elementary-Advanced

Time : 15-30 minutes

Focus: Accuracy in writing, listening to others

Function: Warm up, Ice-breaker, closer

Procedure

- Down the left side of their paper Ss write a word or phrase, e.g. one denoting a topic such as high fashion. They write sentences which have a connection with the topic.
- Ss list numbers instead of letters. Sentence 1 must contain the word one (e.g. There is only one sun), Sentence 2 must contain the word two (e.g. I have two thumbs) and so on.
- Make the activity more difficult by telling them that the first word of the sentence has to begin with the 'target' letter.
- The activity becomes easier if the letter can come anywhere in the sentence (e.g. I waShed my face this morning).

Comment

On first impression it may seem that a very restrictive frame of rules such as in this activity or 'Write in the shape' (6.8) must restrict creativity. In fact, such frames do the opposite, which is a prime reason why traditional forms of poetry such as the rhyming couplet, the sonnet, the limerick and the haiku have remained popular with people wishing to express themselves creatively.

ACTING OUT PREPOSITIONS

Age: 7 and up

Level: All

Time 2-5 minutes

Focus: *Language that can be acted out, spatial prepositions, physical action verbs, parts of the body and objects in the classroom* Material (For one sub-activity) a class set of a handout

Function: Warm up, break, closer

Procedure

1. Now and again, in different lessons, ask Ss to stand. Call out a few commands such as those below and, as you do so, provide some sort of physical demonstration and ask Ss to follow along by acting out your commands as fully as they can. Each time, recycle expressions introduced in an earlier lesson and add a couple of new ones.

2. Write your commands on the board for Ss to copy down.

Follow on

In later lessons:

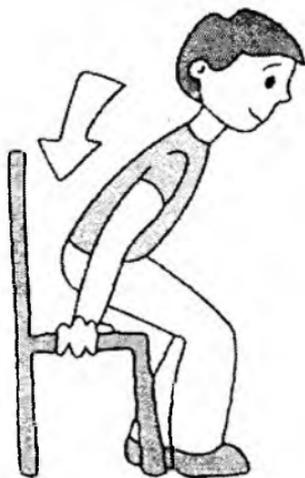
- Show/Explain key meaning relations such as the following:
 - *Near* includes *beside, just above/over/under/below/in front of/behind*.
 - *By* is similar to *near* except that it does not usually include *just above/under*.
 - *Below* is more specific than *under*. X is below Y means X is not touching Y.
 - *Underneath* is more specific than *under*. *Underneath* means *really under, probably hidden*.
 - *Behind* is not quite the same as *on the other side of*. *Behind* means *just on the other side of something and (potentially) hidden by it*.
- Call two or three Ss to the front of the class and ask them to call commands which the other Ss have to perform.
- Do 'LEGO' constructions' and 'Picture dictation - a basic version'

Variations

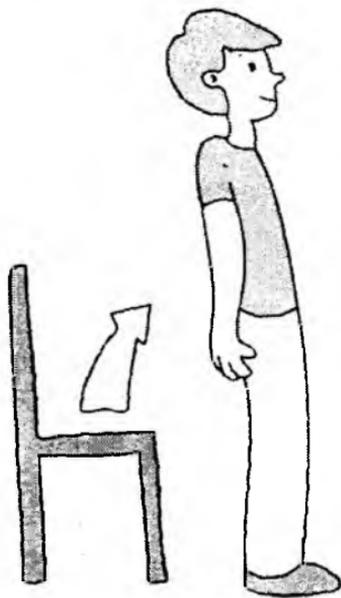
- Younger learners may find learning more interesting if target vocabulary generally (not just prepositions) is used in the context of a game such; i 'Simon says' for which the key rule is that Ss

should only act out. 1 command if it is in the form *Simon says*,..., e.g. *Simon says, 'Put your hand on your head'*. If you give the bare command, *Put your hand on your head*, they should do nothing. The object of the game, from your Ss' point of view, is not to let you trick them into performing bare commands. There is a forfeit each time someone is tricked, e.g. you erase one letter from a phrase on the board and when the phrase is all gone the game is over. Or do the opposite and build a word letter by letter, finishing the game when the word is complete. Or rub out elements of a drawing one by one. Or do the opposite and build up a drawing.

- ☞ In 'Do as I say, (not as I do)', a variation of 'Simon says', you give the command and, as you do so, either act out the corresponding action or try to trick Ss by acting out a *different* action from what you said SO that Ss have to listen carefully.



sit down



stand up

B

BACKS TO THE BOARD GAME

Age: all

Level: beginner, elementary, pre-intermediate, intermediate

Time: 10-15 minutes

Focus: asking questions and answer them

This one is good for higher level kids. Make two teams and stand one S from each team in front of the board, facing away from it. Write a word or draw a picture on the board (e.g. "hamburger") and the Ss have to explain that word to their team member (e.g. you can buy it in McDonalds, it's got cheese and ketchup in it). The first S out of the two standing in front of the board to guess the word wins a point for his/her team.

BADMINTON

Age: all

Level: beginner, elementary,

Time: 10-15 minutes

Focus: reviewing target vocabulary (words or communicative expressions).

Set a "court" into the classroom by placing a skip-rope tied up to two chairs. Make two small teams (the other Ss can be the crowd and or challengers). Give each S a flyswatter ("Racket"). Inflate a balloon (this will be the ball). Remember: the younger the Ss, the bigger the balloon must be (slower). Decide who serves and for every point one team scores, have the opposite team call out the flashcard or picture card by the T shown. Lots of fun! (NOTE: For very active Ss be careful since they might hit the others' faces when playing). (submitted by Salvador Domingo)

BANANA RACE

Age: 11-12

Level: beginner, elementary,

Time: 10-15 minutes

Focus: reviewing target vocabulary (words or communicative expressions).

Children just love this! It is basically a QUIZ game in which you ask children questions (Target Vocabulary) like: "What's this? What fruit is red and round? How many chairs are there in the classroom?" or the T simply draws items on the board, makes animal noises so that they guess. You can work with Ss or split the class into small groups/teams if you have a large class. The T draws on the board a race track and each team or S will be a BANANA waiting at the Starting Line. They will approach the Goal line as they answer each question. Each right answer equals a step towards the Goal Line. The BANANA who arrives there first, WINS! (Submitted by Salvador Domingo).

BANG!

Age: till 10

Level: beginner

Time: 10-15 minutes

Focus: reading, pronunciation

Materials: Small pieces of paper, shoe box or coffee can. Write words on pieces of paper and fold them in half (sight words, vocabulary, blends etc.). Also add a few cards that say "BANG!". Ss take turns picking cards and if they read the word correctly they get to keep the word. If they draw a BANG! card they yell BANG! and then return all their cards (except the BANG! card) to the can/box. Very simple but the kids love it and there are many variations for the game! (Submitted by Heather Gilbert).

BASKETBALL

Age: all

Level: any

Time: 10-15 minutes

Focus: reviewing target vocabulary (words or communicative expressions).

Ss take a shot at the trashcan/box/etc. First ask a question to S1. If s/he answers correctly then s/he can have a shot at the basket. If the S gets the ball in the basket then s/he wins 2 points. If the S hits the basket without going inside then s/he wins 1 point. The person who gets the most points is the winner. This can also be played in teams.

BET YOU CAN'T

Age: all

Level: any

Time: 10-15 minutes

Focus: reviewing target vocabulary (words or communicative expressions).

This game can be played in millions and millions of different ways, and essentially it's just this: go to the toy store and buy toy money. Give each S the same amount of money at the start. Have the Ss bet each other that they can't do something - like this: make each S stand up and walk around. Have them say, "I bet you can't (e.g. count to 20, run around the room 5 times, sing the ABC song, etc.)". Get the Ss to bet using the toy money. You'd be surprised how much even adult Ss enjoy this game.

BINGO

Age: all

Level: any

Time: 5-10 minutes

Focus: listening

Can be played with numbers, letters, pictures or even words. The winner is the first to either get a line or full house.

Hand out a blank grid with enough squares for the number of people in your class. The grid should have the same number of squares across and down. Give the Ss a few minutes to circulate through the class and get everyone's name written on a square. Depending on the number of blank squares left over, you can have them write their own name on a square, or your name, or give them one 'free' square. When everyone is seated again, have each person give a short self-introduction. You can draw names randomly or go in seating order. With each introduction, that S's name square may be marked on everyone's grid, as in Bingo. Give a prize to the first 2-3 Ss to cross off a row.

BLIND TOSS

Age: till 12-13

Level: beginner, elementary

Time: 5-10 minutes

Focus: memorizing vocabulary

Have Ss sit down in a circle. Place a mat on the floor with numbers and a flashcard (target vocabulary) on each number. Taking turns, each S gets blindfolded and tosses a beanbag so as to hit a number. S/he must call out that word the same number of times as the number indicates. For example: 4-dog, then "Dog, Dog, Dog, Dog! and the S gets the equal points (4). At the end, the S with the most points wins! Good for memorizing vocabulary since they are repeating words. (Submitted by Salvador Domingo).

BLINDFOLD COURSE

Age: all

Level: beginner, elementary, pre-intermediate

Time: 5-10 minutes

Focus: listening comprehension

Make an obstacle course in your classroom (use desks, chairs,

etc.), put a blindfold on a S and help guide him/her through the course by giving instructions (e.g. walk forward 2 steps, turn left, take on small step, etc.). This is a good pair game.

BLINDFOLD GUESS

Age: children

Level: beginner, elementary

Time: 5-10 minutes

Focus: pronunciation, vocabulary

Blindfold a S and give him/her an object to feel. The S must guess what the object is. This works well with plastic animals as they are a little challenging to guess (I always throw in a dinosaur to spice things up!).

BLINDFOLD QUESTIONS

Age: children

Level: beginner, elementary

Time: 5-10 minutes

Focus: asking questions

Put Ss in a circle, with one S, blindfolded standing in the middle. Turn the S around a few times. Tell the S to point at the person in front of him/her and ask a question (e.g. "How old are you?", "What's your favorite food?", etc.). After the reply the blindfolded S must guess the name of the S s/he is talking to.

BOARD SCRAMBLE

Age: children

Level: beginner

Time: 5-10 minutes

Focus: recognizing letters

T puts the whole alphabet on the blackboard in a scramble of letters here and there, but low enough that the Ss can reach it. Have two teams and call out a letter. The person that is able to find and circle it first wins a point for their team. To make things harder have

capitol and small letters. Even more challenging- have four teams all looking for the same letter. The kids just love it. You can do it with numbers and also words. (Submitted by Susie).

BOMB GAME

Age: till 15-16

Level: beginner, elementary, pre-intermediate

Time: 1-3 minutes

Focus: vocabulary

Set a timer with an alarm for 1-2 minutes then place it in a pencil case and pass to a S. The "bomb" has to make its way around the classroom. When a S is handed the "bomb" they must say an English word / shiritori style / categories / sentence / anything really, just adjust it to the grade you are teaching. The S holding the "bomb" when it explodes has to answer a question from the ALT / do something silly etc

BROKEN TELEPHONE

Age: till 15-16

Level: beginner, elementary, pre-intermediate

Time: 5 minutes

Focus: pronunciation, listening comprehension

This is a listening and pronunciation activity that always gets people laughing. The leader first must think of a sentence or phrase and whisper it to the person beside her. That person will then whisper what she heard to the next person. Each person can only say, "Can you please repeat that?" one time. When the message reaches the end of the chain that person must speak out loud. Oftentimes the message will be completely different when it reaches the end. Try to find out where the chain broke! In a big group you can send the message two ways and find out which team comes closest to the real message. (A famous example is the army message that started as "Send reinforcements, we're going to advance" and ended as "Send three and four pence, we're going to a dance.")

This game can also be played as the following way. Ss whisper different words to each other. A S whispers a word to another S, then the second one whispers to the third one something different and it lasts till the last S. Then a T asks a question. The answer to the question will be the word the S has been whispered. For example: a S was said by the first S a word "banana" and when T asks a question for example "How do you go to school" The S will answer "By banana". It is a joyful game. And if the question and the answer fit each other the S is considered a winner. And a T may let him/her ask questions instead of the T.

BRAINSTORM

Age: all

Level: beginner, elementary, pre-intermediate

Time: 5-10 minutes

Focus: speaking, expressing suggestions

Give a topic and ask learners to think of anything related to it. Write the responses for all to see, or ask a volunteer to do the writing. You can use this to elicit vocabulary related to your lesson.

Find out what your group knows about a topic before you begin a new lesson. Divide them into teams of four and present the topic. Ask them to brainstorm and list as many ideas or questions as they can come up with in a given amount of time. Here's the kicker---they cannot speak. Each S must write his or her ideas on the board or paper you've provided.

BUZZ

Age: all

Level: beginner, elementary

Time: 5-10 minutes

Focus: speaking, pronunciation

A counting game. Have the Ss sit in a circle. The Ss pass the ball around while counting (1, 2, 3, etc.). When the number reaches 7 the S must say buzz. Any number with a 7 in it must be buzz (7, 17, 27, 37, etc.) and any multiple of 7 must be buzz (14, 21, 28, 35, etc.).



CAN YOU ACTIONS

Age: all

Level: beginner, elementary

Time: 5-10 minutes

Focus: asking and answering questions

Use this game for teaching "Can you...?" "Yes, I can" "No, I can't". These actions are fun: wiggle, dance, run quickly, hop, skip, do a star jump, do a handstand, touch your toes, cross your eyes, snap your fingers, whistle, sing. E.g. Ask a S "Can you cross your eyes?". If the S replies "Yes, I can" then say "Ok, go!" and the S does the action. If the S says "No, I can't" say "Too bad. Ok, can you (wiggle)?".

CATEGORY SPIN

Age: children

Level: beginner, elementary

Time: 5-10 minutes

Focus: remembering words

Sit Ss in a circle. Spin a bottle or an arrow - the S that the arrow points to is first. The S needs to say a word from a pre-decided category. The next S will say last word plus his own and so on until it gets to the one who fails. For example: S1: "zebra", S2: "zebra cat", S3: "zebra cat dog".

CLAP AND SAY

Age 9 and up

Level: All

Time : 10 minutes

Focus "Rhythm, concentration, learning names

Function: warm up

Procedure

1. Everyone stands in a circle, 2. Begin the activity as follows:
 - a Everyone, all together, claps their hands twice.
 - b All together, everyone holds their hands apart (palms up) as if offering something to the group.
 - c The first person says their name into the space above their palms.
 - d Everyone claps their hands twice.
 - e The next person in the circle repeats Step (c).
 - f Everyone repeats Step (d) and so on around the circle like this:
Clap, clap, (name), clap, clap, (name)...
 - g Finish with two claps. 3 Go around the circle again in the same way, but a bit faster and without breaking the rhythm.

CATEGORY TAG

Age: children

Level: beginner, elementary

Time: 5-10 minutes

Focus: remembering words

Choose a category (e.g. food, weather, transportation, etc.). Ss run around the room and the T chases them. When the T tags a S s/he must name a word from the category (e.g. food: cheese, fish, bread, etc.). Give a time limit to answer (e.g. 5 seconds). If the S cannot answer or says a word that has already been used s/he sits out until the next round.

CATEGORY WRITING GAME

Age: children

Level: beginner, elementary

Time: 2-3 minutes

Focus: correct spelling

Divide the classroom into two or three groups. Each group chooses

their "captain". The T writes on the board a word like "FRUIT" or "COLORS" or "ANIMALS", etc. Each group has to tell their captain to write down as many words as they can which belong to that category. They have 1 or 2 mins. Each group takes 1 point for each word. Correct Spelling is very important in this exercise! (submitted by Eftychia Charalambous).

CHARADES

Age: children

Level: beginner, elementary

Time: 5-10 minutes

Focus:

Have a S come to the front of the class and whisper a word or show a word to that S. The S the acts out that word and the first S to guess can be the next player. This works very well with action verbs.

Variation: divide the class up into teams - the first S to guess wins a point for his/her team.

CLOTHES FUN

Age: children

Level: beginner, elementary

Time: 5-10 minutes

Focus: vocabulary

Ss form teams of 3. Each team has a bag with some clothes in it. The first team member puts on the clothes. He/She must say, "This is my shirt", "These are my trousers", "This is my hat" etc., with each item of clothing. Then when all the clothes are on, they say, "I'm dressed" and start removing the clothes, passing them to the next team member, who repeats the process. If you have some fancy high-heeled shoes and silly hats this is a really fun game! Very young beginner Ss will normally only say, "shirt", "hat" etc. but it's still a worthwhile game for the vocabulary. My Ss loved it!

COLORS IN THE AIR

Age: children

Level: beginner, elementary

Time: 5-10 minutes

Focus: vocabulary

This is good for very young ones. Give each S 2 pieces of different colored paper (origami paper is ideal for this). T calls a color (e.g. "Blue") and the Ss with that color hold it up. (submitted by Jo Ruoss).

COLOR CIRCLES

Age: children

Level: beginner, elementary

Time: 5-10 minutes

Focus: vocabulary

A good activity for young kids. Get some pieces of A3 paper and draw a large circle on each one. Pin the circles on different walls in the classroom. Model the activity: Say "Blue", take a blue crayon, walk over to one circle and color a small part of the circle. Do this for each color you plan to teach. Then, say a color ("Blue") to a S and s/he should pick up the blue crayon and go over to the circle you colored in blue. Let him/her color it a little and then call him/her back. Continue with other Ss.

COLOR GAME

Age: children

Level: beginner, elementary

Time: 5-10 minutes

Focus: vocabulary

This is a good one for teaching the names of colors to young children. Arrange various colors of construction paper in a circle. Play some music and have the children march around the circle. Stop the music and all the children must sit down next to a color. Pick a color

and sing (to the tune of "Twinkle, Twinkle, Little Star"): "Who's beside the color (insert name of color)? Please stand up, if it's you." At that point, the child next to the color mentioned stands up. Continue until all of the children get a turn. (submitted by Josie Weisner).

COUNT-OFF

Age: children

Level: beginner, elementary

Time: 5-10 minutes

Focus: vocabulary

This game requires at least 10 kids or more. They stand in a circle or in lines. Gesture to one child and he or she says "1." Then move down the lines or a round the circle counting up to 20. After 20 restart at 1. For a higher level, choose kids at random. If they're too slow or get the wrong number, they're out. Makes a great elimination game. (submitted by Michael J. Lopez).

CROSS THE RIVER

Age: children

Level: beginner, elementary

Time: 5-10 minutes

Focus: vocabulary

Place flashcards on floor in winding manner. Each card represents a stepping stone in the river, as Ss must say word/phrase/question/etc in order to step on it and cross the river! (submitted by Michelle K).

CROSSWORD GAME

Age: children

Level: beginner, elementary

Time: 5 minutes

Focus: vocabulary

Write a long English word on the blackboard and set a timer for

4-5 minutes. Each S has to come up to the blackboard and write a word that fits like it would in a crossword. The S holding the chalk when the timer goes off is the loser OR Ss can work in two teams and the team with the most words when the timer goes off is the winner.

CAN'T SAY YES OR NO

Age: children

Level: beginner, elementary

Time: 5-10 minutes

Focus: vocabulary, asking questions and answering them.

In this game everyone is given a certain number of coins or squares of paper (about 10). Everyone moves around the room starting conversations and asking each other questions. The only rule is that you cannot say the words YES or NO. If you accidentally say one of these words, you have to give a coin or square to the person who you said it to. Try to trick each other by asking questions that you would almost always answer with a yes or no. Think of other ways to trick your friends. Sometimes asking two quick questions in a row works well. (Especially tag questions: Are you new here? This is your first time in America, isn't it?). This game is a great way to practise using small talk and to add variety to your vocabulary. It also makes everyone laugh.

This game also could be played as a chain drill. A T asks a Yes/No question and a S answers. Then the S ask a question from another S. The one who says Yes or No is out.

Also it could be played as a team work. Ss from different teams are paired and S from team 1 ask questions from his partner from the team 2. The S that wins gets a score for his team. Then S from team 2 asks questions from his partner from the team 1. And so on. The team that gathered more scores considered the winner.

CHAIN FAIRYTALE

Age: 12-16

Level: elementary, pre-intermediate

Time: 10-15 minutes

Focus: writing

This is a fun writing warm-up. Everyone has a piece of paper and writes the first sentence or two to start a fairytale (not one that already exists). Example: Once upon a time there was a frog that had no legs. He wanted to get married, but there were no female legless frogs in the land. After one minute the leader will say "SWITCH". At this time the writers have to put down their pens and pass the papers. They cannot finish their sentences. Then, the next writers will continue the story. After about ten minutes you will have as many silly stories to read as you have club members. The leader should warn the writers that they will soon have to wrap-up the story during the last two minutes so that each story has a conclusion. Read all of the stories out loud for a good laugh. You can extend this activity by trying to edit each other's writing and spelling errors.

Chain Fairytale also can be played just orally. The leader begins a story and Ss continues it adding a sentence turn by turn. The leader should say how many circles (saying sentences in the class) should be before finishing the story.

You can also divide the class into 2/3/4/5 groups (It is up you), give them time and the beginning of the tale. When time is over the groups should present their tales.

CATEGORIES

Age: 12-16

Level: elementary, pre-intermediate

Time: 10 minutes

Focus: vocabulary

For this game, one person thinks of a category, such as MOVIES. In a circle, everyone must take a turn thinking of a Movie title (in English of course). If someone takes too long to give an answer (the

leader should count to five) then that person is out and a new category begins. If someone gives an answer that doesn't make sense or is incorrect, he is also out of the game. For example, if the category is VEGETABLES and someone says "banana" that person is out. The game continues until only one person is left!

CRISS-CROSS

Age: 12-16

Level: beginner-intermediate, large group

Time: 10 minutes

Focus: answering questions

Learners must be seated in organized rows at least 4x4. Have the front row of learners stand. Ask simple questions like "What day/time is it?" Learners raise their hands (or blurt out answers) and the first person to answer correctly may sit down. The last standing learner's line (front-to-back) must stand and the game continues until 3-4 rows/lines have played. You can use diagonal rows if the same person gets stuck standing each time. To end, ask a really simple question (e.g. "What's your name?") directly to the last S standing. Variation for small group: the whole group stands and may sit one by one as they raise their hands and answer questions.

CATEGORIES

Age: all

Level: beginner-intermediate

Time: 5 minutes

Focus: vocabulary

Ss are given five categories (animals, fruits & vegetables, person's name, work-related word, country) and one letter of the alphabet (s, b, w, r, m). In a limited period of time, they must come up with as many examples of each category that start with that letter. When the first letter is done, check everyone's answers. If the S has a word that no one else has, that S gets a point. Then move on to the next letter.

COMMONALITY BETWEEN THINGS

Age: all

Level: beginner-intermediate

Time: 5 minutes

Focus: speaking

T says two different things and Ss have to find connection between them. E.g. "Pen" and "A new born baby". They are dependent. Baby is a new thing. Pen create a new thing.

CHILDHOOD DREAM

Age: all

Level: beginner-intermediate

Time: 5 minutes

Focus: speaking

Ask the Ss to share their childhood dream and then ask them to reflect on how their current coursework correlates with their current aspirations.

CHAIN STORY

Age: from 8-till ...

Level: elementary- intermediate

Time: 15 minutes

Focus: speaking

Small slips of paper with one noun/verb/adjective on each of them, as many pieces of paper as there are Ss. Each S receives a word slip. The T starts the story by giving the first sentence, e.g. "It was a stormy night in November." A S continues the story. He may say up to three sentences and must include the word on his slip of paper. The next S goes on.

COMMENTS

Age: from 11/12

Level: elementary- intermediate

Time: 15 minutes

Focus: writing and speaking

Every S writes his name on the top of a piece of paper. All the papers are collected, shuffled, and redistributed. Now every S writes a comment (a compliment, a question, a statement) under the name of the person. The papers are again collected and redistributed, so that everyone can write a second comment. The T/a S now collects all the papers. The papers are read out one after the other and a discussion follows. How did the people concerned feel? Were the comments fair/superficial/ critical/supportive? Instead of having the discussion after all the comments have been read out, a short conversation can follow each comment.

CLUSTERS

Age: from 11/12

Level: elementary- intermediate

Time: 5 minutes

Focus: listening

A list of commands for the T: a radio or cassette recorder for background music. The room should be cleared of tables and chairs. The Ss walk around the room while the music is playing. As soon as the music is switched off the T gives a command. E.g. "stand together in groups of five". When the Ss have sorted themselves into groups the music continues and everybody again walks around alone until the next command.

Possible commands: "Shake hands with as many people as possible", "Form a group with people of roughly the same height", "Stand together in groups of four and agree on a song you want to sing", "Mime a scene with at least three other people", "Find people whose birthday is in the same month as yours"

After about five to eight commands which involve everybody, the game can be finished off by calling out numbers, e.g. "seven". That means that separate groups of seven Ss have to be formed. Anyone who is not in a group of seven is out.

COMPARING IT AND ME

Age: 11 and up

Level: Elementary-Advanced

Time: 10 minutes

Focus :Comparing, contrasting, (optional) poetic metaphor

Function: Warm up

Because this warm up encourages Ss to think outside of normal classifications, it is a particularly good lead-in to many longer creative thinking activities.

Preparation

Bring an object to class - a soccer ball, for example, or a potato.

Procedure

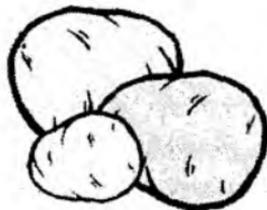
1 Ask if anybody can say one way in which your object is different from them, e.g. It is small but I am big. When you get one statement, try to elicit several more.

2 Ask everyone to think of from one to five ways in which they and the ball are similar, e.g. I am in this room. The ball is also here, and write these ideas down in sentence form. Say you will give them a minute or so to think. Add that they can use bilingual dictionaries.

3 Ask them what they have written.

Follow on

- As a warm up in later lessons ask your Ss to call out five things they have in common with the object of the day.
- Do this activity before you present a song or poem that draws analogies between two quite different things.



D

DIRECTIONS

Age: from 11/12

Level: elementary- intermediate

Time: 5 minutes

Focus: listening comprehension

Build a model of a town, including some streets. Use a radio controlled car (a toy) and give the controller to Ss. Practice directions, e.g. drive two blocks and turn right, and so on. (submitted by Francisco Amador).

DO AS I SAY, NOT AS I DO

Age: children

Level: elementary- intermediate

Time: 5 minutes

Focus: listening comprehension

A 'Simon says' game with a difference. First practice Simon Says with the Ss so that they understand the game and body parts. I find it works just as well omitting the 'Simon says'. Now tell them to do as you SAY, not as you do, and repeat playing the game - only this time, when you say 'touch your knees' etc, touch your ears instead, or any other part of your body. This is a good way to see who is listening to you correctly and who is just copying your movements. Ss find this game much more fun than the original. (submitted by Lisa Coleman).

DOG & CAT CHASE

Age: children

Level: beginner, elementary

Time: 5-10 minutes

Focus: listening comprehension

Have Ss sit in a circle. T walks around the outside of the circle

patting the Ss on the head saying "dog" each time. Suddenly, T says "cat" as s/he touches a S's head and then that S must chase the T around the circle. The T must try to sit in the S's spot before being tagged by the chasing S. If the T is tagged s/he must touch the heads again. If T makes it back without being touched then the chasing S walks around the circle touching heads. This can be done with any variation of words.

DRAW AND ROLL

Age: children

Level: beginner, elementary

Time: 5-10 minutes

Focus: listening comprehension, vocabulary

Split class into 2 teams. T says Draw a _____ and Ss should draw that vocabulary word. If the drawing is correct then the S rolls a dice for points. This game can be played 2 ways: The fastest person to draw the picture rolls the dice. Or the other way is too allow any S to roll the dice as long as the picture is recognizable and correct. I made my dice out of a box from the 100 Yen store. (Submitted by Tania Bibbo).

DRAW THE PICTURE

Age: children

Level: beginner, elementary

Time: 5-10 minutes

Focus: listening comprehension

In this activity members split up into pairs or small groups. One person looks at a scene from a magazine or book (the leader should cut out enough pictures, or bring in enough magazines for the club). The other person has a pencil and a blank piece of paper. The person with the picture will try to describe everything he sees to the drawer. This is good practice for using prepositions of place. When the

describer is finished, compare the drawings to the real thing! Whose is the closest to the original?

If your Ss are kids or beginners you can describe them the picture (easier one using there is/are) and they can draw it. Or let them draw and then ask to describe their pictures.

DESCRIBE THE PICTURE

Age: all

Level: beginner-intermediate

Time: 5-10 minutes

Focus: speaking

Show a picture and have learners take turns saying one descriptive thing about it. Beginners can make simple observations like "three cats" while advanced Ss can make up a story to go with the picture. They aren't allowed to repeat what someone else said, so they need to pay attention when each person speaks. Variation for individual: take turns with the T.

DAILY LIFE

Age: all

Level: beginner-intermediate

Time: 5-10 minutes

Focus: speaking

Groups of 3-5 Ss. Short dialogues on separate pieces of paper, some objects as props. Each group of Ss receives a different dialogue and has 5 minutes in which to organize the miming. They decide who takes which role, what props are needed. Every group performs their mime in turn. After each performance the Ss in the audience suggest what the mime was about.

Each group may speak just one sentence of the dialogue during the mime.

DESERT ISLAND



Age: all

Level: beginner-intermediate

Time: 5-10 minutes

Focus: speaking

The T tells the class about the situation and sets the task: "You are stranded on a desert island in the Pacific. All you have is the swim-suit and sandals you are wearing. There is food and water on the island but nothing else. Here is a list of things you may find useful. Choose the eight most useful items and rank them in order of usefulness."

A box of matches, a magnifying glass, an axe, a bottle of whisky, an atlas, some metal knitting -needles, a transistor radio with batteries, a nylon tent, a camera and five rolls of film, ointment for cuts and burns, a saucepan, a knife and fork, 20 meters of nylon rope, a blanket, a watch, a towel, a pencil and paper.

Work with a partner. You have 8 minutes. Ss presents their solutions and defend their choices against the other's arguments.

To enhance the fantasy nature of the exercise, more exotic and apparently useless item can be chosen for the original list. This will force the Ss to find new ways of using items, e.g. a bottle can be used for posting letters, a mirror as a signal device.

DEFINITION

Age: all

Level: elementary-intermediate

Time: 5-10 minutes

Focus: speaking

There should be dictionary in class. One S is asked to leave the room. The remaining Ss choose a word, whose meaning they don't know, from dictionary. The word is written on the blackboard. Each of the Ss now think of a definition for the word, only one S memorizing the dictionary definition. The S is called back in. Having been shown

the word he asks individual Ss for their definition. He can also ask additional questions about the meaning of the word. When he has listened to all /some of the definitions he says which one he thinks is the correct one.

Several unknown words are chosen and their correct definitions presented in random order. Words and definitions have to be *matched*.

T says a learned word and the S should say its definition. Pen-something that we write with.



EXERCISES

Age: children

Level: beginner, elementary

Time: 5-10 minutes

Focus: listening comprehension

This one is great for over excited Ss who need to burn off a bit of energy. It's also good for classroom commands and numbers. Stand the Ss in a line and call out instructions: "Jump 10 times", "Turn around 4 times" etc. Other good ones to use are: run (on the spot), hop, hands up & down, touch your (body part), stand up & sit down and star jump.

EXPLOSION

Age: all

Level: beginner, elementary, pre-intermediate

Time: 5 minutes

Focus: vocabulary

Give the Ss a topic and an object to pass around. Each S has to say a word in that topic (e.g. food - apple, cake etc.) before the time runs out. If the time limit ends the S left holding the object loses. (submitted by Ben).

EVERYDAY PROBLEMS

Age: from 12 till...

Level: elementary-intermediate

Time: 10-15 minutes

Focus: speaking, expressing themselves

Individuals Ss describe a problem they have, e.g. always forgetting their key, not being able to remember names, oversleeping, etc. The others try to suggest ways and means of helping with the problem. A supportive atmosphere is necessary so that Ss don't feel embarrassed or harassed.



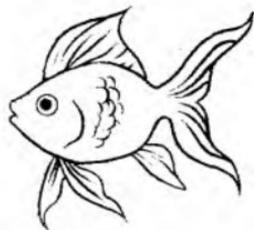
FISH

Age: all

Level: beginner-intermediate

Time: 10 minutes

Focus: answering questions



Before this game you need to have the Ss in pairs draw and cut out a picture of a fish for each pair. While they are doing that put 2 parallel lines of tape on the floor a few meters apart. Have Ss play in twos - each S behind a different line. T asks S1 a question. If the S answers it correctly s/he can blow once to propel the fish forward. Next, T asks S2. The S who blows the fish over the tapped line is the winner.

FLY SWATTER GAME

Age: all

Level: beginner-intermediate

Time: 5 minutes

Focus: vocabulary

Divide the Ss into 2 teams. Give the first in each team a fly swatter.

Write the same array of answers on the board for each side. Ask S A a question (a letter, blend, word, math problem, number, definition, etc.). The first one to slap the write answer on the board wins a point. They get three questions and then they pass it to the next one. When the first player gets back to the front. Change the answers and do it again!

FOLLOW THE LEADER

Age: children

Level: beginner, elementary

Time: 5 minutes

Focus: vocabulary

Ss line up behind the T and follows him/her around the classroom. The T does an action and shouts out the word for that action. The Ss copy the action and repeat the word. Good actions include: wave, hello, goodbye, it's cold/hot, stop, go, run, hop, skip, crawl, walk backwards, jump, sit down, stand up.

FACT OR FICTION

Age: all

Level: beginner-intermediate

Time: 15 minutes

Focus: speaking

In this game, one person tells a short story about themselves or someone they know or heard about. Usually it is something funny or crazy. It can be a true story, or something made up.

Example: Josh tells a story about his Uncle Leo who sleeps in the nude. One day Uncle Leo was sleepwalking and he went outside and took his dog for a walk. The next door neighbor was coming home late from work and saw him! She called the police and he got arrested for being naked in public.

Everyone around the room has to say whether they think Josh's

story is fact (true) or fiction (made up). Josh reveals the truth when everyone has guessed. Members can take turns telling a story.

For beginners and elementary level Ss it is better to play this game using sentences. Not stories. Otherwise they may not understand. For example: T: Tom gets up at 5 o'clock and does morning exercises

FUTURES

Age: from 11-12

Level: beginner-intermediate

Time: 15 minutes

Focus: speaking and writing

Each S receives 2 copies of the chart. He is asked to fill in one with Good Things, the other with Bad things by writing examples in each square. When Ss have finished, they form groups to share and discuss their hopes and fears for the future. Each group can focus on one time period and report the good and bad feelings of their group. Instead of writing, the Ss can draw sketches. It is important to see the connection between the various squares. What happens in the world now may well affect our children in 20 years' time.

FIND SOMEONE WHO...

Age: from 9-10

Level: beginner-intermediate

Time: 15 minutes

Focus: speaking, asking questions and getting answers

Each S receives a handout. Everyone walks around the room and questions other people about things on the handout. As soon as smb. finds another S who answers "yes" to one of questions, he writes his name in the space and goes on to question someone else, because each name may only be used once. If a Ss overhears smb. answering "yes" to another person's question he is not allowed to use that name himself. After a given time (15 minutes) or when smb. has filled in all the blanks, the questioning stops. Ss read out what they have found

out. They can preface their report with "I was surprised that X liked..."
"I never thought that Y liked..."

FLASH THE PICTURE

Age: Any

Time: 5 minutes

Level: Post-beginner-Advanced

Focus: Nouns and prepositions especially, but other elements of language too, depending on the picture

Material: A large picture on stiff paper or a copy on OHP transparency

Function: Warm up, lead-in

This activity is particularly useful for getting everyone's attention at the beginning of a lesson or at the beginning of a new unit of work after a lesson has begun. It is also a good way of exploiting a picture that relates to a theme or text you plan to use later in the lesson.

Procedure

- ☉ Find two pictures which (1) show the same things but in different places or (2) show basically the same things but with a dozen or so minor differences (e.g. in one picture a woman has a scarf and in the other she does not). Display the picture (and keep it displayed). Flash the other one. Elicit differences.
- ☉ Write a description of a picture which differs in about a dozen details from the picture you are going to flash. Make a class set of the text. hand it out and give everyone time to read it. Flash your picture. Elicit differences between the text and the picture.
- ☉ For a longer, more competitive activity, form mixed-proficiency teams of four or five. In each team, choose as secretary one of the team's least proficient members. Tell everyone they will have to whisper within their teams so that competing teams will not be able to hear them. Flash the picture for just a few seconds.

Secretaries write lists of people and objects seen. Call time. Collect the lists. Declare a winner. Hold up the picture and elicit comment about it. Repeat with two or three other pictures.

FROM LETTERS TO GRAMMAR

Age : 11 and up

Level: Elementary-Advanced

Time : 5-10 minutes

Focus : Aural recognition of letters of the alphabet, the structure of phrases

and clauses, oral accuracy, (variations) vocabulary review

Function: Warm up, closer

Procedure

1. Explain the rules, as follows:

a You will call out letters in groups of four, e.g. *A, D, I, F*. Add that you will avoid infrequent letters such as X.

b When you call out a set of four letters, everyone should try to think of a grammatical and meaningful four-word phrase or sentence that uses each letter as the first letter of a word. The order of the letters is not important, so *A dog in France* and *I found a dollar* are both acceptable.

c After they have had time to write down an idea or two, you will call time and ask what they have written.

2. Start with an example of just three letters.

Variations

☉ Say that you are going to call out short 'initials' of phrases they have met sometime during the previous week, or in a particular song they have heard or in a story they have recently read. Say that you will award points for any grammatical combination of words but give an extra point if they have been able to 'read your mind' and say the precise phrase you were thinking of.

☉ Form groups of four or so. Everyone prepares a few initials of recently learned phrases. They all take turns being 'T' (as in the first Variation).

FIND THE WORDS IN THE PICTURE

Age: 12 and up

Level: Pre-intermediate-Advanced

Time: 15-20 minutes

Focus: Review of lexical sets (mainly of concrete nouns and adjectives)

Material: Photographs, a word list, (optional) answer keys

Preparation

Collect or make the following:

- ☉ a class set of different A4 photographs that exemplify recently learned vocabulary you want to recycle (e.g. straw hat, bushy beard, plump, wrinkles, bald); mark each picture with a different number (1,2,3 oo?)
- ☉ (optional) a set of a key, i.e. a copy of each picture with the target words written on, for example with the word wrinkles written on or near the face of an old person

Procedure

1. Put the pictures on the walls and number them.
2. Hand out the word lists.
3. Ss walk round the class and look for the words in the pictures. Next to each word on their list, they write the number of the picture in which the word is exemplified.
4. Bring the class together and ask which pictures go with which words.

Follow on

Stick the keys on the board or wall. Ss walk around and check their work against them.

G

GIVE ME GAME

Age: children

Level: beginner, elementary

Time: 10 minutes

Focus: speaking, vocabulary

You can use with objects or flashcards. This works well with plastic fruit: Gather and elicit the different kinds of plastic fruit you have. Then throw all the fruit around the classroom (it's fun just to throw the whole lot in the air and watch the chaos of the Ss scrabbling to pick them up). Once the Ss have collected the fruit (they'll probably do their best to hide it in their pockets, etc.) T says "Give me an apple". The S with the apple should approach the T and hand him/her the fruit "Here you are". Avoid having the fruit thrown back to you as they can go anywhere and takes a long time to finish this game.

GOOD T

Age: from 12

Level: elementary - intermediate

Time: 10-15 minutes

Focus: speaking, vocabulary

Each S receives the handout listing 10 qualities of a good T. He is asked to rank them in order of importance. Meanwhile the T draws the following table on the board:

| Quality | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|------------|----|-----|------|-----|----|---|---|----|---|----|
| Discipline | II | III | IIII | III | II | I | | II | I | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |

Each S calls out his ranking of the qualities, which is marked on the table (e.g. as shown, of the 20 Ss who participated, two felt that this quality was the most important, four the second, etc.) the end result shows the spread of opinion and clusters of similar rankings.

Each quality is now discussed in turn and Ss who give it a high or very low ranking are called upon to explain why. It is hoped that many Ss will be able to give examples in order to back up their statements.

GUIDED INTERVIEWS

Age: from 12

Level: elementary - intermediate

Time: 10-15 minutes

Focus: speaking

Each group receives a handout of the answers and tries to work out the appropriate questions. Solutions are read out.

Handout

Holidays

Ask your partner questions about his/her last holiday. Use the following notes to help you.

Where? How long for?
Stay where? With whom?
Like it?-Why? Why not?
Sightseeing? Sports?
Food? Go again? Do anything special? Bad points?

B

You can either answer your partner's questions by using the following notes or by talking about a holiday you really had. Iceland, 2 weeks, camping, group of Ss, very nice-nice people from different countries.

A bit, hiking, swimming in lakes a bit boring, no fruit perhaps, climb a volcano, see a glacier, rain, cold.

. Hobbies

You can either answer your partner's questions by using the following notes or by talking about your real hobbies.

Photography, surfing, playing chess, take photos on holidays, play chess with a friend once a wee, surfing in summer, father plays chess, got camera as birthday present, surfing is fun, can play chess anywhere, film is expensive, need someone with a car for surf board

. Hobbies

Ask your partner about hi or her hobbies. Use the following notes to help you, but you can ask other questions as well.

What hobby? Others? How much time? How started? Why these? Bad points?

Other types of guided interview can be developed by specifying the question forms that have to be used or the topics to be asked about. Some examples of interview-guiding worksheets for pair work are given below.

Smoking, Quality of life, Old and young under one roof, Single-parent families, Weather, Handicapped people, The best T I have ever had, Keeping fit, The right to die, Illness, Minorities, Changing jobs, Moving house, Letter-writing, Favourite films, Eating out, Clothes, Plans and ambitions, Pets, Saving things, Old and new things, Public and Private transport, Wildlife protection, Hunger, Loneliness, My friends, Unforgettable day in my life.

Interview: Here are 12 answers given in an interview. Think of questions that fit these answers and decide what the person who was interviewed is like.

1. Yes, I did. 2. This is quite true. 3. No. Gardening. 4. I can do either, but I prefer the first. 5. I can't answer that question. 6. Frogs

and snakes. 7. New Zealand, Iceland, Malta. 8. As often as possible, but I am not very good at it yet. I need to find someone to practice with. 9. I don't care which 10. I wouldn't be able to tell on from the other. 11. Never 12. That was the nicest thing that ever happened to me.

GROUP INTERVIEW

Age: from 12

Level: elementary - intermediate

Time: 10-15 minutes

Focus: speaking

In groups of 4-6 Ss, one S (who either volunteer or is drawn by lot) is questioned by all the other group members. This activity is made more difficult and more interesting if the person interviewed is not allowed to answer truthfully. After the questioning the Ss should discuss how much these "lies" revealed and how the Ss interviewed felt during the questioning.

GROUPINGS

Age: from 12

Level: elementary - intermediate

Time: 5 minutes

Focus: grouping

Each S receives one item of information and has to find his partner(s) who hold(s) the remaining item(s). Proverb matching, (Each S receives half a proverb card and has to find the S holding the other half. Together they have to think of a story/situation which illustrates their proverb, so that the others may guess the proverb); Sentence matching; Picture matching; Mini dialogues; Word building (six letters are scrambled and three letters written on each card. The two partners have to make up the word. Ex: "mmr" "sue" - "omh" "tde"); Film title matching ("High" - "Moon", "American" - "Graffiti", "West" - "Side" - "Story" (the last one for groups)); Personality matching ("William" -

"Shakespeare", "Isaac"-"Newton", "Sherlock"-"Holmes"), Word matching ("Butter"-"Fly", "Birth"-"Day", "Ice"-"Cream"); Holidays and their dates matching. For groups: Object matching (car, lorry, bus, bicycle- means of transport; bowl, basket, box, bag- containers), Pets matching, furniture matching, Drinks matching, Clothes matching, Buildings matching, Flowers matching, Holidays matching, etc. Country and product(s) matching ("Israel"-"grapefruit"). Alternatively, capitals and flags may be added for the forming of groups. Job and tool(s) matching ("T", "chalk", "textbook"; "secretary", "typewriter", "file"). Families (Mr. Baker, Mrs. Baker, Jim Baker, Janet Baker)



HOT SEAT

Age: from 12

Level: elementary - intermediate

Time: 5-10 minutes

Focus: vocabulary and expressions

In this game, the club is split up into two teams. One member from each team sits facing the group. The leader holds up a word (or writes it on the board if you are in a classroom) for all of the team members to see except for the two players in the hot seats. The teams must try to get the person in the hot seat to guess the word or phrase. The first person to guess correctly gets to stand up and a new member from their team takes the hot seat. The person on the other team has to remain in the hot seat until she gets an answer first. You can keep score or just play for fun. This game can also be played in pairs. One pair member closes their eyes while the leader shows the word to the other pair members. The first pair to get the word right gets a point. Warning! This is a loud game because people tend to get excited and yell!

HOW MANY?

Age: 12 and above

Level: All

Time: 10 minutes

Focus: Terms for numbers, parts of the body, clothing and accessories, (variation) relative quantifiers such as more and the most

Procedure

1. Divide your class into groups of about four or five, all, ideally, having the same number of members.
2. Ask Ss to count how many heads they have in their group, then noses, hands, then toes. Choose categories that will yield the same results in each group, if they are the same size.
3. Move on to categories that may yield different results for different groups, e.g. the number of pockets, trainers, glasses, rings, chains, sleeves, visible scars, shirt buttons, pencils, shoelaces, pocket flaps, logos, partings in their hair.

Variation

With learners who know many/few, more/fewer, the most/the fewest, ask them to discuss (for each category of thing) who has more or fewer than who, who has the most or the least, who has the highest or lowest number of each thing, who has an odd number of them and who has an even number of them and so on.



ISPY

Age: children

Level: beginner, elementary

Time: 5-10 minutes

Focus: vocabulary and expressions

T says "I spy with my little eye something that begins with B". Ss try to guess the object (e.g. "book"). Colors are a good alternative for younger Ss ("... my little eye something that is red").

IFYOUHADAMAGICWAND

Age: from 12

Level: elementary-intermediate

Time: 5-10 minutes

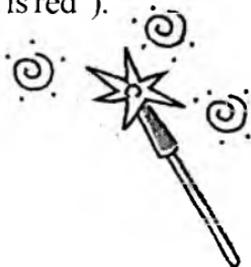
Focus: speaking, writing

Magic wands open up amazingly creative possibilities. Pass a magic wand around your classroom before you begin a new topic and ask your Ss what they would do with a magic wand. What would they want revealed? What would they hope to make easy? Which aspect of the topic would they want to fully understand? Your topic will determine the kinds of questions you can ask to get them started.

If you won the lottery

What would your Ss do to effect change in your given topic if money were no object? This warm up lends itself well to social and corporate topics, but be creative. You might be surprised by its usefulness in less tangible areas as well.

If I had a million dollars... This gives Ss a chance to practice large numbers and the second conditional. Write these sentences on the board and read them aloud: If I had 1000 dollars I would (buy a new computer.) If I had 100,000 dollars I would (buy a sports car.)



If I had 1,000,000 dollars I would (buy a luxury apartment in Paris.) Put the Ss into pairs and have them take turns, explaining what they would do with their money.

If You Could Take a Different Path: Wouldn't it be great if simply stating the desire for a new path could inspire it to action? Find out if your Ss are in your classroom to find a new direction.

IDEAL DAY

Age: from 12

Level: elementary-intermediate

Time: 5-10 minutes

Focus: speaking, writing

Ss are asked to write a description of an ideal day. They can choose freely the places they would like to be in, their activities and the company they would like to have. Some Ss read out their description. Other topics: My ideal flat/house. An ideal holiday. An ideal friend.

IDENTITY CARD

Age: from 12

Level: elementary

Time: 5-10 minutes

Focus: speaking, writing

The Ss are grouped in pairs and each of them receives a blank identity card. The two Ss in each pair now interview each other in order to fill in the blanks on the identity card. Each S introduces his partner to the class using the identity card as a memory aid.

The paired interviews can be conducted without identity cards. Each S must find out those things from his partner which he thinks are important or interesting.

The task "Find out five things about your partner that one could not learn just by looking" can be given before the interviewing starts.

Each S draws a portrait on the identity card. All the cards are

exhibited on the classroom wall.

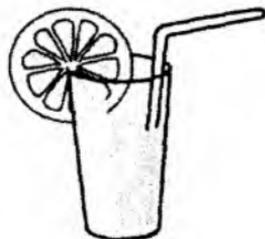
If the interviews are done at the beginning of a course or seminar a question about individual expectations can be added.

With a very simple identity card this activity is suitable for beginners as well. An appropriate card might look like this

| | |
|-----------------|---------------------------|
| Name: | Three things I like |
| Family: | |
| Hobbies: | Three things I don't like |
| Pet: | |

J

JUICE



Age: children

Level: beginner, elementary

Time: 5- minutes

Focus: speaking

Bring a small bottle of juice (e.g. orange juice) to class. At some point during the lesson take out the bottle and have a sip. This almost certainly will cause a mini-riot of kids asking for some. Here's an ideal opportunity to teach "Can I have some juice, please?". Say this sentence to the first S and get him/her to repeat it - only give him/her some if the sentence is said correctly. Brink juice along every week, and before long your Ss will be requesting a drink in perfect English! (If you don't want your Ss to be drinking out of the same bottle as you bring along a few plastic cups).

JOB PRESTIGE

Age: from 12

Level: elementary-intermediate

Time: 5-15 minutes

Focus: speaking, writing

The T outlines the task. "You are going to be given a list of 14 occupations. You have to rank them according to two criteria. First arrange them in order in which these jobs are regarded and paid for in our society. Secondly make a list in which you show how important you think each job should be."

Dentist, taxi driver, secretary, school teacher, policeman, lawyer, journalist, university professor, actor, nurse, shop-assistant, librarian, engineer, farmer.

"Work with your neighbor. You should -as far as it is possible- reach agreement in both ranking. Where you cannot agree, mark the difference of opinion on your list." The results are presented by the Ss and noted on the board. The first list will probably be very similar in each case, with cluster of high prestige and low prestige job emerging clearly. The ranking of the jobs according to the importance allotted to them by individual Ss may differ wildly and should stimulate a discussion on the criteria for "upgrading" or "downgrading" certain occupations.

JIGSAW GUESSING

Age: from 12

Level: elementary-intermediate

Time: 5-15 minutes

Focus: speaking, writing

Each group receives a piece of paper with questions on it. The solution to each question is a word. All the Ss in the group try to make a new word out of the first letters of the individual words they have found. As soon as the group words have been formed, they are written on the blackboard. The first letters of all the groups words give the solution to the whole puzzle.

The puzzles in Part 2 are designed for seven groups of four Ss each. The group solutions are 1: Year (Yawn, Eat, Accident, Ride); 2: Apple (Afternoon, Pear, Postman, Like, Elephant); 3: Desk (Dear, eleven, Song, knife); 4: Into (Indian, name, tea, old); 5: Lamp (Love,

answer, moon, pen); 6: Over (Orange, valley, end, rich); 7: Hand (Happy, Australia, new, difficult).

The first letters of the group words form Holiday (read backwards from group 7-1)

K

KNOCK-KNOCK

Age: children

Level: beginner, elementary

Time: 5 minutes

Focus: speaking



This can be used at the beginning of each class. Teach the Ss to knock on the door before entering the classroom. There are 2 variations for the next step: 1. When the S knocks, T says "Who's there?". The S replies "It's (Timur)" and then the T says "Come in (Timur)". 2. When the S knocks the T must guess who it is "Is that (Timur)?" The S replies yes or no - if no, the T continues guessing. Having your Ss develop their own knocking styles makes this even more fun.

KIMBERLEY'S GAME

Age: children

Level: beginner, elementary

Time: 5-15 minutes

Focus: speaking, writing

Bring around 20 objects to class. T shows them to the Ss one by one, confirming the name of each object. Then the objects are put away. Ss have to write down the names of all of the objects. (toothbrush, facecloth, film, mirror, bandaid, book, tuna, fork, knapsack, thread, headband, headphones, perfume, tape, cassette, watch, blowdryer, scissors, stapler, comb, disk, remote control, cards)

KILL THE TEXT (THEN BRING IT BACK TO LIFE)

Age: 11 and up

Level: Elementary-Advanced

Time: 10 minutes; 15 minutes with the optional Step 5

Focus: Accuracy in speech and (optionally) writing; listening to others

Function: Closer; Variation 3 is a pre-reading/pre-listening activity

Procedure

- Ss who volunteer are likely to be among the most proficient. In order to give your least proficient Ss a chance to speak, begin to call on Ss by name after one volunteer has said a sentence and thus enabled you to clearly demonstrate how the activity works. Call mainly on your less proficient learners but each time you erase one of their words, ask Did anyone else have a sentence for that word? This gives the more proficient Ss a chance to participate.
- > between Steps 2 and 3, allow time for Ss to write a sentence using one of their words.
- ☉ Use this activity to preview the content of a listening or a longer reading text. For example, use a short extract from a short story. After Step 5, elicit guesses and other comments about the likely character and plot of the work as a whole. Tips (Steps 3-4)
- ☉ Bits of cheerful banter help the activity along. For example,
- ☉ S: fruit. I like fruit. T: Which kind especially?
- ☉ Just to keep everyone on their toes, occasionally ask particular Ss to repeat a sentence that another S has just said or even a sentence that another S said some time before.
- ☉ If it turns out that there are some words that no one has chosen, ask who can spontaneously think up statements for them.
- ☉ It is particularly important to do Steps 1-4 briskly. Quickly move to another S if anyone is struggling to think of something to say.



LABEL IT

Age: children

Level: beginner, elementary

Time: 5-15 minutes

Focus: speaking, writing

This works well with newcomers of all ages who need an introduction to basic vocabulary. As long as the learners are able to identify beginning letter sounds, they should be able to do this activity. To familiarize my Ss with names of objects found in the classroom, I label everything with an index card that has the item's name on it. Then I have them repeat what I read as they point to the item. The next day, I remove the cards and go through them one at a time and we place them on the correct item together. The third day, I let them label whatever they can on their own. I continue this for a few days. When they are able to independently label most of the items, I surprise them by having them labeled incorrectly. Then they have to straighten out the mess. You can adapt this to any noun-based vocabulary list (e.g. types of foods, body parts, parts of a room in a house, animals, etc.) that you can post pictures of. Your website has amazing flashcards and pictures that can be printed out and used for this. (submitted by KMMP).

LAST LETTER, FIRST LETTER

Age: all

Level: beginner-intermediate

Time: 5-10 minutes

Focus: speaking, vocabulary

(A popular Japanese game called Shiri Tori). Have the Ss sit in a circle with you. T starts by saying a word, then the S to the T's right must make a word that starts with the last letter of the word that the T said (e.g. bus --- steak --- key --- yellow --- etc.). Continue around the circle until someone makes a mistake.

LINE TRUE OR FALSE

Age: children

Level: beginner, elementary

Time: 5-15 minutes

Focus: vocabulary

Put a line of tape on the floor and designate one side "True" and the other "False". Hold up an object or flashcard and say its word. If Ss think they have said the correct word they jump on the True side, if not they jump on the false side. Incorrect Ss sit out until the next game.

LIFESTYLE

Age: from 10-11

Level: beginner-intermediate

Time: 5-15 minutes

Focus: speaking, presenting things

Ss are asked a day or so beforehand to bring along 3 objects which are important or significant for them. Ss work with a partner. Each of them explains the use/purpose of the three objects he has brought with him and says why they are important and significant for him. A few of the Ss present their things to the class and explain their significance and purpose. Instead of things drawings and pictures/photos cut from the magazines can be used as well.

LIE DETECTOR

Age: from 11/12

Level: elementary-pre-intermediate

Time: 5-15 minutes

Focus: speaking, writing

The Ss are divided into groups. One member of each group leaves

the room. In their absence the groups decide on a set of five to eight questions they want to ask the Ss. These can either be personal (What do you feel about corporal punishment) or factual questions. In these case of factual questions the Ss asking them must not know the answers either. Then the Ss who went outside now return to their groups. They have to answer all questions, except one, truthfully; in one case they may lie. The rest of the group has to decide which answer was a lie. They have to give reasons to justify their opinion. The S tells them if they were right.

LETTER ON THE BOARD

Age: 11 and up

Level: Elementary-Advanced

Time: 5 minutes or less

Focus: Spontaneity, fluency, holding the floor, sticking to a topic

This short fluency-in-pairs speaking activity gets Ss speaking ad lib on a small set of topics. It requires no preparation and so readily serves as a warm up, break or closer.

Procedure

1. Ask a S to pick a letter between A and Z (but not X). If the S says S (or whatever), write a large S on the board.

2. Ask the Ss to give you three nouns that start with S. They might, for example, say sports, skateboard, summer. Write these nouns on the board.

3. Pair the Ss up (one or more threesomes is OK) and ask them to decide who is A and who is B.

4. Tell them that in a minute each A has to choose one of the topics on the board - summer, for instance - and talk about it to their partner for 30 seconds. Tell them they should not worry about grammatical accuracy.

They should say anything that comes into their heads even if it is just odd words and phrases. If A gets stuck, B can prompt with questions or suggestions.

5. *Call Start.* Stay at the front and time 30 seconds. Then call Stop.

6. Say that B has to choose a different topic and follow the same rules.

7. *Call Start,* time 30 seconds and call Stop.

8. (Optional) If you have any trios, do the activity one more time to make sure that all the Ss have had at least one chance to speak.

Follow on

- Once Ss have got used to speaking for 30 seconds (or whatever time you start with), make the time limit a bit longer.
- Ss take turns speaking to a large group or to the whole class.

LISTS FROM PICTURES, PICTURES FROM LISTS

Age: 14 and up

Level: Pre-intermediate-Advanced

Time: 15-20 minutes

Focus: Adjectives and abstract nouns pertaining to faces and emotions, speaking, (variation) verbs Material Photographs, coloured pencils

Preparation

Collect photographs of 'emotional faces' (one per group of four), sheets of blank paper, and coloured markers or crayons.

Procedure

1. Divide your class into groups of four or so, each group with its own secretary.

2. Give each group a photograph and a sheet of paper. Ask groups not to look at other groups' photographs.

3. Groups brainstorm adjectives and abstract nouns for the face(s) in their picture. For example, a picture showing three happy teenagers jumping with joy triggered these words: happiness, joy, enthusiasm, friendship, freedom, crazy, strength, energy, jealous. The secretary writes down all the words suggested.

4. Collect the photographs and ask groups to exchange lists.

5. Give each group another sheet of blank paper. (Have extra sheets ready in case any groups need a replacement sheet in Step 6.)

6. The groups draw a scene in which all the emotions in their new list would be likely. For the list in Step 3, one group of Ss drew a wedding scene. (Optionally, hand out markers and crayons.)

7. Collect the new drawings and the lists of words.

8. Display the drawings and lists (on the walls, for example) along with the photographs, all mixed up.

9. In pairs, Ss decide how the photographs, lists and drawings might match up. Add that different matches are possible, but each should be believable and justifiable.

10. Bring the class together. Discuss the various ways that pairs have matched up photographs, lists and drawings.

Variations

- At pre-intermediate level, ask for adjectives only. At intermediate level, ask for abstract nouns only.
- Have coloured paper on hand so that, in Step 6, Ss can choose a colour they feel is appropriate to the words on their list.
- Hand out photographs of scenes in which various actions are depicted so as to include a focus on verbs.

Tip

Find out who your best drawers are and place them in different groups so that each group not only has a secretary but also an 'artist in residence'.

Note: A number of the activities that follow involve use of reproductions of photographs. A good source is www.google.com: just choose the 'images' option and do an 'advanced Google search' using keywords for the kind of scene you would like.



MACHINE

Age: children

Level: beginner, elementary

Time: 5-15 minutes

Focus: speaking

This is good for practicing emotions and sounds. Pick one S to start. Give that S an emotion or a feeling to act. They must do an action and make a noise. One at a time Ss can add to it and you essentially create a "machine". This is a really fun game! (Submitted by N. Budoy)

MAKE WORDS GAME

Age: all

Level: beginner-intermediate

Time: 5-15 minutes

Focus: speaking, writing, spelling

Write a few random letters on the board. Have the Ss work in pairs/small groups to make up as many words from the letters as possible (e.g. letters: g, h, a, t, p, e, c. Possible words: cat, peg, tea, hat, get, etc.). The team with the most words is the winner.

MONTHS MARCH

Age: children

Level: beginner, elementary

Time: 5-10 minutes

Focus: speaking

For some reason my kids LOVE this game and request it every week! You'll need a fairly long classroom with space for everyone to march up and down. T stands at one end of the room against the left wall. Line the Ss up along side T and T says "Go!". As you all march

together, T starts calling out the months in order ("January", "February", etc.). Ss repeat each month (T:"January" Ss:"January"). March along at a slow pace, but smartly (backs straight, arms swinging). At certain points T suddenly shouts "Stop!". Everyone must stop and be EXACTLY in line with the T. If someone is out of line order them back in line and then continue marching where you left off. Turn around each time you reach the end of the room and continue the march. Once finished start again, but this time walk briskly. You can do it the final time running! This is even more fun when there are tables, etc, in the room that the Ss need to climb over/under. After a few lessons you shouldn't have to chorus the words - just get the Ss to chant together as they march.

MYSTERY OBJECT

Age: from 10

Level: beginner, elementary

Time: 5-10 minutes

Focus: speaking

Bring an item that is so unusual that the learners are not likely to recognize what it is. Spend some time eliciting basic descriptions of the item and guesses about what it is and how it's used. If possible, pass the item around. This is an activity in observation and inference, so don't answer questions. Just write down descriptions and guesses until someone figures it out or you reveal the mystery.

MYSTERY IDENTITIES

Age: all

Level: beginner-intermediate

Time: 5-10 minutes

Focus: speaking

Write the names of famous people or places (or use animals or fruits for a simplified version) onto 3x5 cards. Attach a card to each learner's back. Give them time to mingle and ask each other questions

to try to figure out their tagged identities. This is usually limited to yes/no questions, although beginners might be allowed to ask any question they can. Be at least 90% sure that the learners have heard of the items on the cards and especially the ones you place on their own backs

MINUTE MYSTERIES

Age: from 11/12

Level: elementary-intermediate

Time: 5-10 minutes

Focus: speaking

The T gives the Ss a scenario and the Ss have to figure out what happened. The Ss can ask any question that has a yes/no answer. A man is lying face down in the desert with a pack on his back. He is dead. How did he die?

Solution: The man had just jumped out of a plane and the pack was a parachute that failed to open. There is a lady who lives on the 50th floor of an apartment building. Every day she likes to go shopping, so she takes the elevator all the way down to the ground floor and heads out to shop. When she returns, she takes the elevator up to the 10th floor and then walks the rest of the way to the 50th floor. On rainy days, she takes the elevator all the way to the top. Why? Solution: The lady is very short. While she can reach the ground floor button in the elevator, she sure can't reach the 50th floor button! On sunny days she can reach the 10th floor button and has to walk the rest of the way up. On rainy days she carries an umbrella and uses it to reach the 50th floor button.

MAROONED

Age: from 10

Level: beginner-intermediate

Time: 5-10 minutes

Focus: speaking

This icebreaker is a great introduction when people don't know

each other, and it fosters team building in groups that already work together. Who would you want with you on a deserted island?

MEETING SOMEONE

Age: all

Level: beginner-intermediate

Time: 5-10 minutes

Focus: speaking

Ask the Ss to share about one musician, telling what draws them into that kind of music or musician's personality and then conjure a fantasy story about meeting them.

MEMORY LANE

Age: from 11/12

Level: all

Time: 5-10 minutes

Focus: speaking

Ask the Ss to list 3 major world events that happened the year which they were born, then have the others guess the year and post a short response about it.

MYSTERY NAME TAGS

Age: from 11/12

Level: beginner, elementary-intermediate

Time: 5-10 minutes

Focus: speaking

First of all the class agrees on the **type** of information that should be given on the name tags. (e.g. first name(s), surname, marital status, children, pets, hobbies, hates, favourite country, emblem) Each S now draws/writes a "mystery name tag", by encoding the information for these nine points in abbreviations or symbols. Then they should present their name tags. Or one Ss can present the second one while the S whose name tag is being presented just listens and corrects the information if it is wrong.



NAME GAME

Age: all

Level: any

Time: 5-10 minutes

Focus: speaking

Good for a first class. Sit the Ss in a circle. Point to yourself and say your name "I'm Jason". Then Ss say their names around the circle.

NAME MEMORIZING GAME

Age: all

Level: elementary-intermediate

Time: 10-15 minutes

Focus: speaking

Have children sit in a circle. Start by saying "my name is.." and then answer a question about yourself. For example "My name is Jo and I like the color Purple." The next person says "This is Jo and he likes the color purple and my name is Rose and I am 8 years old." The next person says "That is Jo he likes Purple, this is Rose and she is 8 and I am Jeremy and I like the color blue." It's a chain and the kids have to repeat what the last people have said about themselves. It's really hard to be the last person in the circle! (Submitted by Danielle)

NUMBER CODES

Age: children

Level: beginner, elementary

Time: 5-10 minutes

Focus: listening comprehension

Cut out some squares and write numbers from 0-9 on them. Put the numbers in a box and then instruct the Ss to place the numbers in a line as you call them out. This also works well for phone numbers.

NUMBER GROUP GAME

Age: children

Level: beginner, elementary

Time: 5-10 minutes

Focus: listening comprehension

Play some music and have your Ss walk around the classroom. Stop the music suddenly and call out a number (up to the number of Ss in your class). The Ss must quickly get together in a group of that number. Any Ss who didn't make it sit out until the next round.

NAME CROSSWORD

Age: all

Level: any

Time: 5-10 minutes

Focus: spelling

Write your name across or down on the board being sure not to crowd the letters. Ss take turns coming to the board, saying their name, and writing it across or down, overlapping one letter that is already on the board. It's usually best if you allow Ss to volunteer to come up rather than calling on them in case a letter in their name isn't on the board yet, although the last few Ss may need encouragement if they're shy.

NAMES

Age: all

Level: elementary-intermediate

Time: 5-10 minutes

Focus: remembering words

It is played as a chain drill. T says her name and an adjective that begins with the first letter of her name. Then the Ss who sits first on the right hand says T's name and adjective and adds his/her name and her adjective. E.g. T: Michel-merry, S: Michel - merry, Bob-brave. And so on. The last Ss says all the names and adjective. If there are many Ss in your class you may divide them into 2.

NAME EXPLANATION

Age: from 11

Level: elementary-intermediate

Time: 10-15 minutes

Focus: speaking

Introduce yourself and tell us about how or why you have the name you have. It could be your first, middle or nickname.

NAME CIRCLE

Age: all

Level: beginner-intermediate

Time: 5-10 minutes

Focus: memorizing

Class sitting in a circle. The T begins by giving her name. The S sitting to the left of the T continuously by first pointing at the T and saying, "This is Fred Smith/Mrs Henderson", then at himself giving his own name. In this way everybody in the circle has to give the names of all the people sitting to their right before introducing themselves. Those Ss whose names have been forgotten by the person whose turn it is, have to stand up. They may sit down again when their names have been recalled correctly. A toy animal can be used to relax the atmosphere. It is handed from one person to the next in the circle and likewise introduced each time. With more advanced learners more complex statements can be used, e.g. "The girl with green pullover is Jane", "The boy with the glasses sitting next to her is Jim".

NAMES

Age: from 11

Level: elementary-intermediate

Time: 5-10 minutes

Focus: speaking

Each S writes his full name on a piece of paper. All the papers are

collected and redistributed so that everyone receives the name of a person he doesn't know. Then Everyone walks around the room and tries to find the person whose name he holds. Simple questions can be asked, e.g. "Is your name...?", "Are you...?". When everyone has found the partner, he introduces him to the group. Also when everyone has found his partner, he asks him a few questions about his family, background, hobbies, etc. When he introduces him to the group, these are mentioned as well.

O

ODD ONE OUT

Age: children

Level: beginner, elementary

Time: 5-10 minutes

Focus: speaking

Write some groups of four words on the board, and have Ss discuss in pairs which words do not belong in the group. For added difficulty, make each odd word belong to another group in the list, so Ss have to reallocate them. Here is a very simple example:

1. Monkey cow brown octopus
2. Train car bus broccoli
3. Coat scarf sheep jacket
4. White red bicycle orange
5. Potato pants onion cabbage

To make the activity more productive, give the S an extra point if he or she can use the word in a sentence.



PASS

Age: children

Level: beginner, elementary

Time: 5-10 minutes

Focus: vocabulary

Sit the Ss with you in a circle. T holds up an object or flashcard and says its name (e.g. "Pen"). T passes it on to the next S who also says its name and passes it on to the next S.

Variations: change directions, speed rounds, have many objects going round at the same time.

PICTIONARY

Age: children

Level: beginner, elementary

Time: 5-10 minutes

Focus: vocabulary

Good for reviewing vocabulary. Pick a S and show him/her a picture or whisper a word into his/her ear. The S draws the picture on the board and the first S to guess the picture gets to draw the next picture. This can also be played in teams with a point system.

PICTURE FUN

Age: children

Level: beginner, elementary

Time: 5-10 minutes

Focus: speaking, imaging

Have Ss cut out a picture of a person in a magazine. Ss should describe the person, how old they are, what their job is, what their

hobbies are, etc. and then present that person to the class. This is good for practicing adjectives. (Submitted by Kelly).

PREPOSITION TREASURE HUNT

Age: children

Level: beginner, elementary

Time: 5-10 minutes

Focus: speaking, listening comprehension

For prepositions of location and yes/no question practice. You need something sticky, like 'Blue Tack' (used for sticking posters to the wall) that you can roll into a ball and stick on anything. Model first: give the Blue Tack to a S and indicate that they should put it in a difficult-to-find place. Leave the room and give them a few moments to hide the Blue Tack (e.g. on the underside of a desk, on the wall behind a curtain. etc.). Then come back in and ask yes/no questions to locate it (Is it on the desk?. Is it near the desk?. Is it in the front half of the classroom? Is it under the chair? etc.). When you finally find it have a S take the questioner's role. In a large class try having Ss play in pairs.

PUPPET CONVERSATION

Age: children

Level: beginner, elementary

Time: 5-10 minutes

Focus: speaking

Hand puppets really liven up a classroom, especially for young learners who are shy when talking to the T. You'll probably find that some Ss prefer talking to the puppet than to you! Fun puppet characters (such as Buratino) that talk to Ss can produce unexpected results. I always use Buratino at the beginning of my young classes. Here's what I do: 1. Buratino is sleeping in a bag. Each S has to shout "Wake up Buratino!" into the bag. Buratino only wakes up when the whole class shout together into the bag. 2. Buratino says hello to each



S and asks them questions (their names, how they are, how old they are, etc.). Ss reply and asks Buratino the same questions. 3. Ss and Buratino sing the 'Hello Song' together. 4. Buratino says goodbye to each S individually and then goes back to sleep in the bag. The actual lesson can now start.

PAIR INTERVIEWS

Age: children

Level: beginner, elementary-intermediate

Time: 5-10 minutes

Focus: listening comprehension, speaking

Pairs interview each other, using specified questions for intermediates and easier questions for elementary Ss and beginners. Then they take turns introducing their partner to the whole class. Be sensitive to privacy when asking for personal information.

PLUS ONE, TWO, THREE

Age: children

Level: beginner, elementary

Time: 5-10 minutes

Focus: speaking

The first S says "Yesterday I went to the store and I bought [something]." The next person adds to the first by saying "Yesterday I went to the store and I bought [something] and [something else]." But, any S can add up to three individual items at a time.

PHOTO SCAVENGER HUNT

Age: from 11

Level: elementary-intermediate

Time: 10-15 minutes

Focus: speaking

The photo hunt is on! You can ask Ss to post a picture of any significance to them (ex. a person), and explain its importance.

PERSONALITIES:

Age: from 11/12

Level: elementary-intermediate

Time: 10-15 minutes

Focus: speaking, discussion

The T writes the following list of (20-30) names on the board or the overhead projector. She asks the Ss to select the six personalities they would like to invite to their classroom to give a talk and rank them in order of preference. They write their choices in order on pieces of paper. All the papers are collected.

Mahatma Gandhi, Mao Tse Tung, William Shakespeare, Queen Elizabeth I, Margaret Thatcher, Mohammad Ali, Buffalo Bill, John Travolta, Ronald Reagan, Erica Jong, Miss Piggy, Elvis Presley, Liv Ullmann, Johann Sebastian Bach, David Copperfield, Frank Sinatra, Naomi James, Charles Dickens, Walt Disney, Winston Churchill, Fidel Castro, Michael Jackson, Bill Clinton, Abraham Lincoln, George Washington.

When the final list for the whole class has been compiled, Ss who selected the most popular personalities are asked to explain their choice.

The activity could be continued with the Ss writing out interview questions they would like to ask the person of their choice. The T will be far more successful in devising a list which is geared towards her Ss' knowledge and interests.

PASSING ON

Age :13 and up

Level: Pre-intermediate-Advanced

Time: 5-10 minutes

Focus: Imperatives, use of vocabulary related to clothing and parts of the body

Procedure

1. Everyone stands in a circle or line. If you are all in a line, you should stand in the middle.

2. Pass an object such as a book or a pen to the person on your left and another object to the person on your right saying Pass it on, please.

3. When everyone has got the idea, explain that now people will 'pass on' commands that others have to carry out. As an example, start with something like Touch your nose! or Touch your trousers!, which Ss in turn first do and then repeat to a neighbor. Encourage Ss to be really quick.

4. Send a command left and another one to the right.

5. When a command gets back to you, stop it and pass on a new one.

6. Get everyone's attention. Say that now each of them should start a command chain in the same direction, all at the same time. Add that everyone should stop talking once their own command has returned to them.

7. Repeat Step 6, with commands going in the opposite direction.

Follow on

- Explain that the basic idea will now be to say something different from what you have touched. For instance, you touch your head but say Foot. Then the person next to you has to do the opposite very quickly such as touch their foot and say Head, then say a different 'opposite command' to their neighbour, who also does its opposite and then says a new opposite command to their neighbour and so on. Before starting this phase for real, stage a brief demonstration. Then begin.
- If your Ss are very good at this and seem to be enjoying it, ask them to start a new round at different points of the circle simultaneously. To make the activity more energetic, tell everyone to touch with their nose or an elbow rather than with their hands.



QUESTION CHAIN

Age: children

Level: beginner, elementary

Time: 5-10 minutes

Focus: listening comprehension, speaking

Have the Ss sit in a circle. T asks the S next to him/her a question (e.g. "What's your name?" "Do you like chocolate cake?" etc.) and the S has to answer the question and then ask the S next to him/her the same question. Continue around the circle and then start a new question. It helps to use a ball to pass around as the questions are being asked and answered.

QUESTION BALL

Age: children

Level: beginner, elementary

Time: 5-10 minutes

Focus: listening comprehension, answering questions

Have the Ss sit in a circle. Throw/Roll a ball to one S and ask a question. The next step has 2 variations.

Variation 1: S1 throws the ball back to the T and the T throws to another S asking a different question.

Variation 2: S1 throws the ball to a different S and asks that S the same question.

QUESTION OF THE DAY

Age: children

Level: beginner, elementary

Time: 5-10 minutes

Focus: writing, speaking

Ask 1-2 simple questions and give learners 5 minutes to write their answers. Randomly choose a few people to share their answers with the group.

QUALITIES

Age: from 11/12

Level: elementary-intermediate

Time: 5-10 minutes

Focus: speaking

The T presents the group with the following list, either writing it on the blackboard or the overhead projector, or distributing it as a handout:

Reliability, being a good listener, strength, honesty, intelligence, generosity, caution, being funny, stubbornness, helpfulness

Each Ss should think about how important he considers each quality. He then rearranges the list in order of importance, starting with the most important quality. Ss sit together in small groups and talk about their ranking of the qualities. A group consensus should be aimed at. The whole class aims to find a ranking order for the qualities which everyone agrees to (optional).

The same procedure can be followed for different lists, which have been adapted to group interests and the age of the Ss. Suggestions: reasons for wanting/keeping a pet, things to make a holiday worthwhile, qualities a good car should have, reasons for watching TV, qualities of good parents/friends/politicians/scientists/nurses/doctors, etc.

QUESTION-QUESTION IMPROVISATION

DIALOGUES

Age: 13 and up

Level: Intermediate-Advanced

Time: 10 minutes

Focus: Question formation, spontaneity, listening intently to a partner, replying relevantly according to rules

Function: Warm up, closer

Procedure

1. Divide the class into pairs and say that in a minute they will be having conversations totally composed of questions.
2. Gve an example conversation. For example:

A: How are you?->B: What did you say?->A: How are you?->B: Why do you ask? Do I look ///?-> A: Don't you feel ill?-'B: Are you a doctor?

3. Teach the class a repertoire of questions that can be especially useful:

What did you say? Can you say that again? Are you deaf? Am I mad? Can we stop this? Why do you ask?

4. Explain that if someone answers without using a question, they lose a point.

5. The conversations begin.

Variation

Ss work in threes. Two conduct a dialogue and one keeps score and keeps track of time. They change roles at regular intervals.



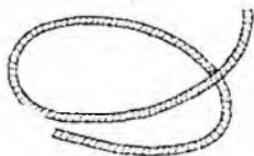
ROPE JUMP

Age: children

Level: beginner, elementary

Time: 5-10 minutes

Focus: vocabulary



You need a rope for this one! Have Ss stand behind each other in a line. Hold a rope (have a S hold the other end) at a height that the Ss should be able to jump over. On the other side of the rope spread out some objects or flashcards and a box. Call out the name of one of the objects/flashcards to the first S. S/he has to jump over the rope, pick up the correct object and put it in the box. For other rounds you can hold the rope down low, so Ss have to crawl/roll under.

RHYTHMIC READING

Age: from 11

Level: elementary-intermediate

Time: 5-10 minutes

Focus: reading

This activity is fast-paced and lively, and improves their word recognition, speed, and confidence in reading. Choose a reading passage (one page if using a basic text, maybe one paragraph if using a more advanced one). Start a rhythm (clapping or tapping on your desk). Choose one S to start. Each S must read one sentence (or word, if you want), exactly on the beat and pronounced correctly. *Immediately after the first S finishes, the next one starts with the next sentence, and so on.* If someone misses a beat or stumbles over words, they lose a 'life' or they are 'out'. If you use the 'out' method, it isn't so bad, because the 'out' Ss help to keep the beat and follow along. In my experience, all Ss, whether 'out' or not, have focused intently on the reading - waiting like hawks to hear someone's mistake. Of course you can vary the tempo, making it much easier or much harder. This can also be played as a team game (which team can make it to the end of the passage, on beat, with no stumbles or mispronunciations?). Good luck! (Submitted by Melanie Mitchell).

RHYTHM RECAP

Age: children

Level: beginner, elementary

Time: 5-10 minutes

Focus: listening comprehension

When it's time to recap what you've just taught, recap with rhythm. Remember the old game where you sat in a circle, slapped your knees, clapped your hands and snapped your fingers? Slap, slap, clap, clap, snap right, snap left.



SECRET S

Age: children

Level: beginner, elementary

Time: 5-10 minutes

Focus: spelling

Ss form 2 different groups in the class, each group prepares 3 questions to ask. Other group members try to give answers to these questions without saying the letter 'S'. The group which does not say this letter wins the game. (Submitted by Gamze Yildiz).

SHIRT GAME

Age: children

Level: beginner, elementary

Time: 5-10 minutes

Focus: answer questions

Divide the children into two teams and give a man's shirt to each team. Be sure each shirt has the same amount of buttons down the front. At the signal, the first person on each team puts on the shirt and buttons all of the buttons down the front. The one who is buttoned-up first gets to answer the question you ask. Of course a question equals points. If the answer is incorrect, the person from the other team gets a chance to answer.

SHOPPING

Age: children

Level: beginner, elementary

Time: 5-10 minutes

Focus: asking and answering questions

This can be used with a wide range of objects (plastic fruit works very well). Gather all the Ss and show them all the objects you have.

Ask a S "What do you want?" (or maybe "What would you like?" to higher levels). The S should reply (e.g. "An apple, please"). T then says "Here you are" and the S finishes with "Thank you!". At the end collect the objects by playing the 'Give Me' game.

SHOPPING GAME

Age: children, (optimal for grades 3-6).

Level: beginner, elementary

Time: 5-10 minutes

Focus: practicing "shopping" dialogue and vocabulary

This is an oral communication activity appropriate for EFL learners in elementary/primary school. Materials: "produce" and play money. Object of game: To accumulate as many products as possible.

Ss are divided into clerks and shoppers. Clerks set up "stands" to allow easy access for all shoppers (e.g. around the outsides of the room with their backs to the wall). Shoppers are given a set amount of money* (e.g. dollars, euros, pounds, etc.) and begin at a stand where there is an open space. Ss shop, trying to accumulate as many items as possible (each item is 1 unit of currency). Periodically, the instructor will say "stop" (a bell or other device may be needed to attract attention in some cultural and classroom contexts) and call out a name of one of the products. Ss with that product must then put ALL their products in a basket at the front of the room. The remaining Ss continue shopping. Ss who had to dump their products must begin again from scratch (with fewer units of currency). The S with the most products at the end wins. Ss then switch roles.

*It is recommended giving Ss as much money as possible since Ss who run out can no longer participate.

Alternative play for more advanced Ss: Clerks set the price of items. Shoppers have the option of negotiating the price. There are two winners in this version: The shopper who accumulates the most products and the clerk who makes the most money.

SILENT BALL

Age: children,

Level: beginner

Time: 5-10 minutes

Focus:

If the Ss are being loud and off task play this game with them. It really works and they love to play it. Have all the Ss stand up and give one S a ball (make sure it is soft). Have the Ss toss the ball to each other without saying a word. Any S who drops the ball or talks must sit down. (Submitted by Samantha Marchessault)

SIMON SAYS

Age: children,

Level: beginner, elementary

Time: 5-10 minutes

Focus: review body parts

A good review for body parts ("Simon says touch your knees"). You could change Simon to your name to avoid confusion. When T says a sentence without the word "Simon" (e.g. "Touch your knees") then Ss shouldn't follow that instruction. If a S makes a mistake s/he has to sit out until the next round.

SLAM

Age: children,

Level: beginner, elementary

Time: 5-10 minutes

Focus: vocabulary

Sit the Ss in a circle and place some objects or flashcards in the middle of the circle. Tell Ss to put their hands on their heads. T shouts out the word of one of the objects and the Ss race to touch it. The S who touches it first get to keep the object. The S who has the most objects at the end of the game is the winner.

SMELLS GAME

Age: children, (optimal for grades 3-6).

Level: beginner, elementary

Time: 5-10 minutes

Focus:

Preparation: Take eight small, empty jars; opaque jars work best (e.g., plastic vitamin containers). Put good-smelling things (e.g., shampoo, syrup) in four of the jars and bad-smelling things (e.g., vinegar, strong dried herbs) in the other four. Only a small amount is needed. Place all the jars in a big paper bag. Execution: Write "It smells good" and "It smells bad" on the board. You can also draw a happy face and a disgusted face to clarify things. Teach the phrases. Each S then comes up to T, one at a time. S is then blindfolded and you hold an open jar under his/her nose. S must say whether it smells good or bad. Great fun! (Submitted by Max Becker-Pos).

SNOWBALLS

Age: children

Level: beginner, elementary

Time: 5-10 minutes

Focus: vocabulary

The T or the Ss draw on the board items related to the Target Lesson (fruits, animals, veggies, etc.) Make two teams. One S from each team gets a wet tissue ("Snow ball") and stands up. The rest of the class picks a card which can not be seen by the two Ss standing, who will throw their "snow ball" as they hear the other Ss call an item out (eg: "Apple!"). The team whose participant hits closer to the item called out, gets a point. (Submitted by Salvador)



SPELLING BEE

Age: children

Level: beginner, elementary

Time: 5-10 minutes

Focus: spelling



Have all your Ss stand at the front of the class. Give S1 a word to spell. The S orally spells the word and the T writes it on the board as it is being spelt. If the spelling is wrong the S is knocked out of the game. The last S standing is the winner. This also works well as a team game.

SPIN THE BOTTLE

Age: children

Level: beginner, elementary

Time: 5-10 minutes

Focus: answering questions

Sit Ss in a circle with a bottle in the middle. T Spins the bottle. When it stops spinning the S it is pointing to has to answer a question. If the answer is correct then that S can spin the bottle. This is a good class warm up activity.

SQUEEZE

Age: children

Level: beginner, elementary

Time: 5-10 minutes

Focus:

Divide the Ss into two teams with their desks facing each other. The Ss closest to the T must keep their eyes open, the other Ss close their eyes. The Ss on each team must all hold hands except for the two on the ends. The two farthest away from the T will be reaching for a small object, like a koosh ball or bean bag. The T flips a coin for the Ss whose eyes are open. When it lands on heads the Ss must

squeeze the hand of the next person, and then the next person and so on. When it reaches the S on the end s/he must quickly reach for the object. The team who picks up the object first wins a point. Then the line rotates, the Ss with their eyes open move to the next seat. The Ss who reached for the object come to the front. (Submitted by Lynette Jackson)

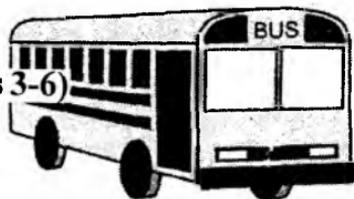
STOP THE BUS

Age: children, (optimal for grades 3-6)

Level: beginner, elementary

Time: 5-10 minutes

Focus: vocabulary



All Ss need pencil and paper to play this game. The T writes a letter on the board, and shouts, "Start the bus." The Ss then write down as many words beginning with this letter as they can think of. When one S shouts out, "Stop the bus!" everyone has to stop writing. The Ss all get one point for each word. The S who has the most words wins an extra 2 point. This may or may not be the one who shouted, "Stop the bus." (Submitted by Katie McArthur)

STORY PASS

Age: children, (optimal for grades 3-6).

Level: beginner, elementary

Time: 5-10 minutes

Focus: writing and speaking

Put up a picture or a first sentence as a writing prompt. Divide Ss into small groups and have them create a story from that prompt. Each S takes a turn writing one sentence to add to the story and passes it on to the next S. Keep it going around in the group until they have finished it (it may be helpful to have a length limit or time limit so the stories don't get too out of control!). Vote on the best story, based on creativity and flow. (Submitted by Christina Deverall)

SHOW & TELL

Age: all

Level: any level

Time: 5-10 minutes

Focus: speaking

A learner brings an item from home and talks about it in front of the group. Give learners enough advance notice to prepare and remind them again before their turn. Have a back up plan in case the learner forgets to bring an item. Beginners may only be able to share the name of an item and where they got it. Be sure to give beginners specific instructions about what information you want them to tell

SING A SONG

Age: till 17

Level: beginner, elementary

Time: 5-10 minutes

Focus:

If you're musically inclined, or even if you're not, songs can be a lively way to get everyone involved

SIMILARITIES

Age: all

Level: beginner-intermediate, group

Time: 5-10 minutes

Focus: speaking

Give each person one or more colored shapes cut from construction paper. They need to find another person with a similar color, shape, or number of shapes and form pairs. Then they interview each other to find 1-2 similarities they have, such as working on a farm or having two children or being from Asia. They can share their findings with the class if there is time.

SNOWBALL FIGHT

Age: all

Level: any literate level, group

Time: 5-10 minutes

Focus: speaking

Give learners a piece of white paper and ask them to write down their name, country of origin, and some trivial fact of your choice (such as a favorite fruit). Have everyone wad the pages into 'snowballs' and toss them around for a few minutes. On your signal, everyone should unwrap a snowball, find the person who wrote it, and ask 1-2 more trivial facts. Write the questions on the board so the Ss can refer to them. Remember that each learner will need to ask one person the questions and be asked questions by a third person, so leave enough time. Variation for small groups: learners can take turns introducing the person they interviewed.

SHIRITORI

Age: all

Level: any literate level, group

Time: 5-10 minutes

Focus: vocabulary

The T starts by saying a word. For example "book". The first S has to say a word that starts with the last letter of the word (eg "king"), and so on.

SUBSTITUTION

Age: all

Level: any literate level, group

Time: 5-10 minutes

Focus: grammar and vocabulary

Write a fairly long sentence on the board, and replace any word

with any other you can think of - so long as the original sentence's grammatical accuracy is retained. Then, have a S change another word, and then another, and so on. Encourage your class to be creative, and think of words that produce crazy - yet grammatically sound - sentences. For example:

- 14 chimpanzees were taken to a sanctuary in Ontario last Friday.
- 14 butchers were taken to a sanctuary in Ontario last Friday.
- 14 butchers were taken to a circus in Ontario last Friday.
- 14 butchers were carried to a circus in Ontario last Friday.

SOMETHING ELSE

Age: all

Level: any literate level, group

Time: 10-15 minutes

Focus: speaking

T explains the basic idea of the activity: "Suppose you weren't you but something else entirely, e.g. an animal or a musical instrument. Just think what you would like to be and why, when I tell you the categories." Possible categories are: colours, days of the week, kind of weather, musical instrument, months, countries, cities, articles, of closing, songs, kinds of fruit, flowers, kind of literature, pieces of furniture, food, toys, building, a landscape, etc.

STRIP STORY

Age: all

Level: any literate level, group

Time: 5-10 minutes

Focus: speaking

Each S receives a strip of paper with one sentence on it. He is asked not to show his sentence to anybody else to memorize it within two minutes. After 2 minutes all the strips of paper are collected in again. The T briefly explains the task: "All the sentences you have

learnt make up a story. Work out the correct sequence without writing anything down". From now on the T should refuse to answer any question or give any help. The Ss present the sequence they have arrived at. A discussion follows on how everybody felt during this exercise.

SELF DIRECTED INTERVIEWS

Age: all

Level: any literate level, group

Time: 5-10 minutes

Focus: speaking

Each S writes down 5 to 10 questions that he would like to be asked. The general context of these questions can be left open, or the questions can be restricted to areas such as personal likes and dislikes, opinions, information about one's personal life, etc. The Ss choose partners, exchange question sheets and interview one another using these questions. It might be quite interesting to find out in a discussion with the whole class what kind of questions were asked and why they were chosen. Instead of fully written-up questions each S specifies three to five topics he would like to be asked about, e.g. pop music, food, friends, sport, free time, books, TV, fashion, traveling, pollution..

SURPRISE QUESTIONS

Age :11 and up

Level: Elementary-Advanced

Time: 5-10 minutes

Focus: Dramatic intonation and rhythm, the grammar of two kinds of Wh-questions

Function: Warm up, closer, lead-in to activities involving the use of the relevant types of Wh- question

Procedure

1. On the board sketch two people, A and B, facing each other. A says I saw Karim up in a tree. B says You saw who up in a tree?!

2. Say that B is very surprised by A's sentence. Invite the class to guess why.

Accept any suitable guess - e.g. Karim is 90 years old, Karim is a baby, Karim is a dog. If no one offers a suitable reason, give one yourself.

3. Say that people ask questions like B's especially when they have heard something but find it hard to believe and want confirmation and/or more information.

4. Model the pronunciation of the sentence, showing exaggerated disbelief.

5. Lead repetition practice. Encourage Ss to exaggerate the stress and pitch pattern.

6. Ask how - if B wasn't surprised - this surprise question would be changed into a normal question. The answer is Who did you see? Point out that the question word has been moved to the front of the question, which is where question words are in normal Wh- questions.

Follow on

- Introduce a new dialogue of the following form: A: Nargiza ate a hamburger. B: Who ate a hamburger?! Ask why B might be surprised - e.g. Nargiza is a vegetarian. Ask too how this second surprise question could be changed into a normal Wh- question. (The wording stays the same; only the intonation changes.) Give or elicit the rule about when we do and do not use a do/does/did in Wh- questions. Here is how it may be formulated in light of work on surprise questions:

'Think of the surprise question. Where is the Wh- word? In a normal Wh-question, the Wh- word is at the front. If it is not at the front in the surprise question, you have to move it there to make a normal Wh-question. And if you do move it, you put in a do/does/did (if there is no other auxiliary already). But if the Wh- word is already at the front in the surprise question, the grammar of the normal and the surprise questions are exactly the same - there is no do/does/did.'

☞ Ask Ss to:

a. write own surprise question dialogues

b. think of one or more reasons why Person B could be surprised

c. rewrite their dialogue so that the question is a normal Wh-question

Example dialogues

A: *Nodir threw his TV out of his window.*

B: *Nodir did what?!*

A: *Dracula has stopped drinking blood.*

B: *Who has stopped drinking blood?!*

A: *Shahlo drinks 2 cups of coffee a day.*

B: *Shahlo drinks how many cups a day?!*

A: *I failed my test because the moon was full.*

B: *You failed your test why?!*

A: *Abror went on holiday with Sardor.*

B: *Who went on holiday with who?!*

(Note, 'double surprise' questions like this cannot be straightforwardly changed to normal Wh- questions.)





THERE IS/THERE ARE

Age: all

Level: beginner, elementary

Time: 5-10 minutes

Focus: speaking

To practice there is/there are. Give your Ss a list of questions, and have them go around the school, park in order to answer the questions. Questions could be:

How many doors are there in the school?

How many Ts are there in the school in this moment?

How many plants are there in the hall?

How many tables are there in the classroom?, etc. (Submitted by Claudian Torres)

TIME BOMB

Age: all

Level: any literate level, group

Time: 5-10 minutes

Focus: speaking

You need a timer (such as an egg timer) for this exciting game. Set the timer, ask a question and then throw it to a S. S/he must answer and then throw the timer to another S, who in turn answers and then throws it to another S. The S holding the timer when it goes off loses a life. This can also be done with categories (e.g. food, animals, etc.).

TINGO TANGO

Age: children till 18

Level: all levels

Time: 5-10 minutes

Focus: speaking

Sit with Ss in a circle after teaching any topic. Give a bean bag to one S in the circle to start passing around when another S (sitting looking out) begins to chant "tingo, tingo, tingo, tanç o". When s/he says "tango" the S who ends up with the bean bag must either answer a question or ask one about the topic learned. (Submitted by Maria Pineda)

TORNADO

Age: all

Level: any literate level, group

Time: 5-10 minutes

Focus: answering questions

Supp lies: flashcards (pictures or questions on one side, numbers on the other), 'Tornado Cards' (flashcards with numbers on one side and a tornado picture on the other). Stick the numbered cards on the board with either pictures or questions on the back (depending on the age group) facing the board. Also include 6 Tornado cards and mix them in with the picture cards. Ss then choose a number card. If they answer the question correctly then their team can draw a line to draw a house. If they choose a tornado card then they blow down their opposing teams part drawing of a house. The first team to draw a house wins. (submitted by Sally Lloyd).

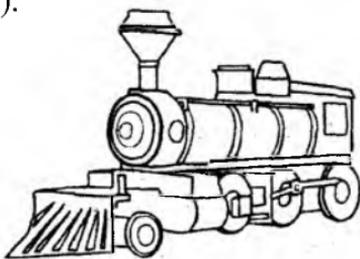
TRAIN RIDE GAME

Age: children

Level: beginner

Time: 5-10 minutes

Focus: learning instructions



Have Ss form a train (standing in line holding onto each other). Choo choo around the classroom and call out instructions (e.g. faster, slower, turn left/right, stop, go).

TOUCH



Age: children

Level: beginner

Time: 5-10 minutes

Focus: speaking

Have Ss run around the classroom touching things that T orders them to do (e.g. "Touch the table" "Touch a chair" "Touch your bag"). Colors work well for this, as Ss can touch anything of that color (e.g. "Touch something green").

TYPHOON

Age: children

Level: beginner

Time: 5-10 minutes

Focus: speaking

Have the Ss put chairs in a circle, with one less than the number of Ss. The S left standing has to ask the others a question, e.g. Do you have glasses? If the answer is yes, then the Ss with glasses have to get up and switch chairs, giving the one standing a chance to sit. If the answer is no, the S remains sitting. Lots of fun, and the kids seem to love it and always ask for it. Be careful that they don't get too excited and knock over any chairs. (submitted by Kirk Davies).

QUESTIONS

Age: all

Level: any level

Time: 5-10 minutes

Focus: asking questions

One person thinks of an object (person, place, or thing). Everyone takes turns asking yes/no questions until someone can guess correctly (or until 20 questions are asked). The difficult part is that you cannot ask "wh" questions!

Example: PINEAPPLE. Does it talk? No. Does it make life easier? No. Do you eat it? Yes. Is it something you would eat for dinner? No. Etc... If someone makes a mistake in forming the question, other club members can help turn it into a proper question.

THREE WORDS

Age: all

Level: any level

Time: 5-10 minutes

Focus: speaking

This is a fast warm up that's easily adaptable to any topic. Ask your Ss to come up with three words they associate with the new topic. The value in this for you, as a T, is that you'll discover very quickly where your Ss' heads are. Are they excited about this? Nervous? Unenthusiastic? Completely confused? It's like taking the temperature in your classroom.

TIME MACHINE

Age: from 11/12

Level: elementary-intermediate

Time: 5-10 minutes

Focus: asking questions and answering them, speaking

This is an especially good warm up in history classrooms, of course, but it could be used very effectively for literature too, even math and science. In a corporate setting, it could be used to understand the causes of a current problem. If you could go back in time, or forward, where would you go and why? Who would you talk to? What are the burning questions?

Need to get your Ss on their feet and moving? Try these top 10 active ice breakers when you need to wake up your class.

TABLE TOPICS

Age: from 11/12

Level: elementary-intermediate

Time: 5-10 minutes

Focus: asking questions and answering them, speaking

You can use either a box of Table Topics TM or invent your own provocative questions; they are sure to inspire lively conversation.
(e.g. What's your favourite quotation?)

TELL US ABOUT YOURSELF

Age: from 11/12

Level: elementary-intermediate

Time: 5-10 minutes

Focus: asking questions and answering them, speaking

How do you primarily identify yourself? (Are you a parent first, a professional 1st, a Christian first, a S 1st, etc.) What is your zodiac sign?

TWO LIES AND A TRUTH

Age: from 11/12

Level: elementary-intermediate

Time: 5-10 minutes

Focus: asking questions and answering them, speaking

Ss are to list three interesting things about themselves. Two must be lies and one must be true. Other Ss must vote to determine which interesting thing is a lie

TOWN PLAN

Age: from 11/12

Level: elementary-intermediate

Time: 5-10 minutes

Focus: asking questions and answering them, speaking

The Ss work in pairs. Each partner receives a copy of the town plan, version A for the first S and B for the second. The Ss ask each other for information which is missing from their plan i.e. the names of some streets. (A has to find London Road, Aston Street, Rat Lane, Pen Street, Cocoa Lane, Station Square and fair fields; B has to find Park Street, North Street, Nottingham Road, High Street, Milk Lane, Trent Crescent and River Drive) and the location of certain buildings and other places marked on the map (A has to find Rose Park, the Old bridge, and the Tower Hall; B has to find the Post Office, the department store and Window Common). They must describe the way to these places starting at the point indicated on the map.

THREE ADJECTIVES

Age: from 11/12

Level: elementary-intermediate

Time: 5-10 minutes

Focus: speaking

On a piece of paper each S writes down three adjectives which he feels describe himself. All the papers are collected. The T/a S reads out the paper one after the other. With each set of adjectives the group speculates who wrote them. The S concerned should be free to remain anonymous.

Ss may be asked to write down three adjectives which characterise his state of mind.

Adjectives: active, alive, angry, awful, bad, beautiful, big, black, blond, blue, boring, brown, busy, careful, cheap, clean, clever, cold, dangerous, dark, dead, deep, difficult, dirty, easy, empty, exact, exciting, expensive, fair, famous, fantastic, far, fast, fat, fit, free, friendly, funny, golden, good, great, green, grey, happy, hard, hungry, ill, intelligent, interested, interesting, international, jealous, late, left, little, lonely, long, loud, lovely, lucky, nasty, near, neat, new, nice, noisy, nosy, old, open, orange, polite, poor, pretty, quick, quiet, ready, red,

right, rough, rude, short, slow, small, special, strange, strong, stupid, sweet, tall, terrible, thick, thirsty, tiny, tired, unfair, unfriendly, unhappy, warm, weak, wet, white, wild, wrong, yellow, young.

30-SECOND STIMULUS TALKS

Age: 11 and up

Level :Lower- intermediate-Advanced

Time :Less than 5 minutes

Focus: *Holding the floor, speaking in longer and longer turns, speaking to a group, encouraging Ss to take an interest in each other Material (In later lessons) Things brought in by Ss*

Preparation

Decide what thing of yours you are going to talk about in Step 4.
Procedure (as in a low-intermediate class)

Setting the activity up

1. Explain that everyone will be giving one or more very short talks about an object.

2. Offer them a few opening and closing phrases such as:

I'm going to talk about or I've decided to talk about or
I've brought with me and That's it or That's all I want to say.

3. Teach some easy audience questions such as:

Can you tell me more about?

4. Give a very short talk yourself, one of no more than 30 seconds, and speak very slowly. For example:

I've decided to talk to you about my bicycle bell. I've brought it in so you can see it. It's very old. I like the sound it makes. I never clean it. That's it.

The prime aim here is not to give a really interesting talk about your object but rather to show your Ss that talking about an object is easy.

5. Ask Ss to bring in photos, objects, talismans, mascot toys and so on. S presentations

6. In later lessons, invite one or more Ss who have brought something in to sit at the front and 'show and tell' in English.

Follow on

- Once Ss have got used to speaking for 30 seconds (or whatever time you start with), make the time limit a bit longer.
- Try to elicit more and more audience questions.

Tips

- Call Ss up to present when there is a good, relaxed atmosphere in class.
- If a S is still talking fluently after 30 seconds have gone by, allow them to continue. But if they do go over, as soon as they start hesitating, gently bring them to a halt by congratulating them for speaking longer than the specified time. The point of initially specifying a 30-second time limit is to make Ss approach the task thinking it will be relatively easy to do.



"UHM" GAME

Age: from 11/12

Level: elementary-intermediate

Time: 5-10 minutes

Focus: speaking

One S at a time is chosen and given a specific subject (pickle, grass, football, etc). The objective is for the S to talk about/describe the subject for as long as possible without pausing or using fillers such as "uhm". This is a great game for building speech skills and kids love it! (Submitted by Maggie)

UNSCRAMBLE

Age: from 11/12

Level: elementary-intermediate

Time: 5-10 minutes

Focus:

Write a word on the board that has all its letters mixed up (e.g. "lrocsmaos" = "classroom"). Ss have to unscramble the word. This works well in a team game. Variation: use letter blocks / letter shapes instead of writing on the board.

USES AND ABUSES

Age: from 11/12

Level: elementary-intermediate

Time: 5-10 minutes

Focus: speaking

T and the class prepare two lists (of about 20 items), which are written up by secretaries from the 2 teams. List A contains people and animals, list B, objects.

Example:

A: teacher, mother, shop-assistant, baby, elephant, crocodile, soldier, dustman, farmer, old woman, nurse.

B: book, waking stick, plaster, 50p coins, pen, loaf of bread, car, cactus, apple pie, glass of beer, safety pin.

The 2 teams sit facing each other. The secretary from team 1 starts by inserting one word from a list A and one from list B into one of the 2 sentence patterns:

What can a/an A do with a/an B? Why does a/an A need a/an B?

The Ss in team 2 must find three answers quickly for team 1. The secretary crosses out the words that have been used. The game is finished when all the words have been used up.



VANISHING OBJECTS GAME

Age: children

Level: beginner, elementary

Time: 5-10 minutes

Focus: speaking

Place a number of objects in front of the Ss. Give them a few moments to memorize the objects and then tell them to close their eyes. Take away one of the objects and then tell the Ss to open their eyes again. The first S to guess the missing object can win that object (for 1 point) and take away an object in the next round.

VOCAB TIC TAC TOE

Age: children

Level: beginner, elementary

Time: 5-10 minutes

Focus: speaking

Draw a basic tic tac toe board on the white board with new vocabulary in each block. Each word is missing one, two or three letters depending on Ss level. One S from each team is called up and must fill in the missing letter(s) and say the word aloud. The team with three in a row wins. (submitted by Shawn).

VACATION NEEDS

Age: all

Level: elementary-intermediate

Time: 5-10 minutes

Focus: speaking

Ask the Ss to respond to the question about distance and fun in the Discussion Thread Area: "Where would you like to go on a vacation right now if you could?"

VITA TRADING

Age: children

Level: beginner, elementary

Time: 5-10 minutes

Focus: speaking

Ask the Ss to upload their vitas to share with the whole group. Then each S will read the others' vitae and come up with 5 words to describe each S in a forum.



WORD CHAIN

Age: children

Level: beginner, elementary

Time: 5-10 minutes

Focus: vocabulary

Have the Ss to sit with T in a circle. T says a word (or sentence) and then the next S repeats that word and adds a new word. S2 then says the 2 words and adds another. Continue going around the circle until the list gets too long to remember!

WHAT TIME IS IT MR. WOLF (VARIATION)

Age: children

Level: beginner, elementary

Time: 5-10 minutes

Focus: speaking

This variation is easier to play in a classroom setting. Have Ss stand in a circle around Mr. Wolf (either T or S), who is blind-folded and facing one direction. The Ss ask 'What time is it Mr. Wolf?'. If Mr. Wolf says 'It's 4 o'clock,' then the Ss march in a circle 4 steps. If Mr. Wolf says, 'It's dinnertime,' then he or she grabs the S who is in

front of them. And that S becomes Mr. Wolf. As another variation, and to teach Ss times of meals, 6 o'clock could be breakfast, 12 o'clock could be lunch and 7 o'clock could be dinner. So when Mr. Wolf said, 'It's 12 o'clock,' Mr. Wolf would eat a S. (Submitted by Wilhelm)

WHITEBOARD DRAW RELAY

Age: children

Level: beginner, elementary

Time: 5-10 minutes

Focus: speaking

Make 2 teams and line them up as far away from the board as possible. Call out a word to the first members of each team, and they have to run to the board, draw the picture and run back to his/her next teammate. The process is repeated for each S and the team that finishes first is the winner.

Variation: T whispers the words. The S can only run back to his/her team when his teammates guess what the picture is.

WINDOW GAME

Age: children

Level: beginner, elementary

Time: 5-10 minutes

Focus: speaking

You can only do this if your classroom has a window that you can stand outside of and look into the classroom (don't try this on the 10th floor!). Model first: stand the Ss in front of the window and go out of the room. Wave to them through the window and silently mouth some words (so it seems like they can't hear you through the glass). Look at a flashcard and then mouth the word a few times. Go back in and the S who first tells you the word you were saying can have a turn.

WORD RECOGNITION GAME

Age: children

Level: beginner, elementary

Time: 5-10 minutes

Focus: spelling

Write some words the Ss have learned in previous lessons on some cards (postcards are ideal). Have all the Ss stand at one end of the room and the T in the middle. Hold up one card and Ss come forward and whisper the word in the T's ear. If correct they can go over to the other side of the room. Ss can have as many guesses as possible.

WHO AM I?

Age: all

Level: beginner, elementary

Time: 5-10 minutes

Focus: speaking

In this game, the leader prepares cards with famous people's names on them. The leader tapes one card on the back of each member. Then everyone pretends they are at a party and asks each other questions to find out their own identities. When someone guesses their own name correctly, the name-tag gets taped to their front and they continue to chat with the party guests until everyone is wearing the nametag on the front.

WHO AM I?

Age: all

Level: any level

Time: 5-10 minutes

Focus: speaking

Ss say what fruit/ animal/color/ bird/country/ hero/ car/flower/ celebraty/ gadget they are and explain why they think so?

WHERE IN THE WORLD?

Age: all

Level: any level

Time: 5-10 minutes

Focus: speaking

It's good when you have Ss from various countries, but it's also fun when they are all from the same place. Everyone is capable of dreams that cross borders.

WHICH JOB

Age: from 10

Level: elementary-intermediate

Time: 5-10 minutes

Focus: speaking

The Ss work together in groups. Each group writes down the ideal job for himself and for everybody else in the group. The job lists are read out and discussed in the groups. Ss explains why they feel the "ideal jobs" suggested for them would/ would not be ideal.

WHAT WOULD HAPPEN IF...?

Age: from 10

Level: elementary-intermediate

Time: 5-10 minutes

Focus: speaking

Every S receives one or two slips of paper with sentences like these on them: "What would happen if a shop gave away its goods free every Wednesday?" "What would you do if you won a trip for two to a city of your choice?" One S starts by reading out his question and then asks another S to answer it. The second s continuous by answering or asking a third S to answer the S`s question. If he has answered the question he may then read out his own question for smb. else to answer. This activity is finished when all the questions have been read out and answered.

The Ss can prepare their own questions. Some more suggestions:
What would happen,

If everybody who told a lie turned green? If people could get a driving license at 14? If girls had to do military service? If men were not allowed to become doctors or pilots? If children over 10 were allowed to vote? If gold was found in your area? If a film was made in your school/in your place of work? If headmaster had to be elected by Ts and pupils? If smoking was forbidden in public places?

What would you do,

If you were invited to the Queen's garden party? If a photograph of yours won first prize at an exhibition? If you saw your teacher picking apples from her neighbour's tree? If a salesman called at your house and tried to sell you a sauna bath? If your horoscope warned you against traveling when you want to go on holiday? If it rained everyday of your holiday? If you found a snake under your bed? If you got lost on a walk in the woods? If you were not able to remember numbers? If somebody hit a small child very hard in your presence? If you found a \$20 note in a library book? If your friend said she didn't like the present you had given her? If you suddenly found out that you could become invisible by eating spinach? If you broke an expensive vase while you were baby-sitting at a friend's house? If you invited somebody to dinner at your house but they forgot to come? If you forgot you had asked four people to lunch and didn't have any food in the house when they arrived? If you noticed that you hadn't got any money on you and you had promised to ring your mother from a call box at exactly this time? If you could not sleep at night?

XYZ

YESTERDAY

Age: from 10

Level: elementary-intermediate

Time: 5-10 minutes

Focus: speaking

Have a learner stand in front of the group and make one statement about yesterday, such as "Yesterday I went shopping." Then let everyone else ask questions to learn more information, such as "Who did you go with?" "What did you buy?" "What time did you go?" etc. Try this with 1-2 different learners each day.



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TOWN PLAN



First find out all the names of the streets, parks and unnumbered buildings from your partner. Then write eight more names of places on the map (use the boxes numbered 1 to 15): a cinema, a supermarket, a school, an Indian restaurant, a library, a hospital, a pub, a bus station. Don't let your partner see what you have written, because he has to find these places. You have to find the following places, which your partner has written in: a Chinese restaurant, a police station, a bookshop, a petrol station, a kindergarten, a doctor's surgery, a hairdresser's, a swimming pool.



First find out all the names of the streets, parks and unnumbered buildings from your partner. Then write eight more names of places on the map (use the boxes numbered 16 to 30): a Chinese restaurant, a police station, a bookshop, a petrol station, a kindergarten, a doctor's surgery, a hairdresser's, a swimming pool. Don't let your partner see what you have written, because he has to find these places. You have to find the following places, which your partner has written in: a cinema, a supermarket, a school, a hospital, a pub, a bus station, an Indian restaurant, a library.

FOR NOTES

FOR NOTES

Ilmiy-uslubiy nashr

M. Alimova , H. Muhammadiyeva, Y.Kuchkarova

Wake up with warm-ups

O'QUV-USLUBIY QO'LLANMA

"VODIY MEDIA"

tahriri ostida nashrga tayyorlandi

Muharrir: Dilmurod JUMABOYEV
Texnik muharrir: Ibrohim RUSTAMOV
Dizayner: Ibrohim YUSUPOV
Musahhih: Jobir MAHMUDXO'JAYEV

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