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dialogues and pictures. Prepositions, colours, how many, what's this?, etc. Energy level: 2/5 Noise level: 2/5 Ages: 5 to 12 Organisation: Sitting down pairwork or small group game Time: 5 to 10 minutes Functional incidental language: 'Close your books', 'It's your turn', 'Hold up your thumbs' / 'Thumbs up', 'Ask the question', 'Continue in pairs', 'Switch', 'Take turns' / 'One turn per person', 'That's right', 'Try again.' Materials and preparation: The students will need one textbook per one or two people. If you are not using textbooks, the game can also be played with any book or magazine that has pictures. In a large class, you might want to do a larger photocopy of the book page for the demonstration stage. Procedure: After bookwork, ask students to close their books but keep them on the tables. Hold up a copy of the book opened to the page you have been using so that everyone can see it, swirl your hands in front of the page and slam a thumb down on a picture. Ask the students a question that you have been practising recently that you are hiding the information for, e.g. 'What colour eyes does he have?', 'Is he happy?', 'How many apples are there?', 'What is the elephant holding?' Take answers from the class, then let them open their books to check. Continue with students coming up to the front of the class, slamming their own thumb(s) on the pictures, and asking the class questions. Drill the questions and answers as a class. Arrange the class into pairs or small groups and let them continue the game with one book open per group. Variations: Instead of covering pictures in the book, students can cover letters or words, for example, to help memorise a dialogue or test spelling. Exit drill/entrance drill Description: This is a fun way of ending or starting the class that gives you individual time with the students and also means the students won't be wildly running in and out of class. Aim: Revision of the language of the class. Giving personal attention to the students. Possible language points: Anything you have covered in this or the previous class(es), e.g. What's your favourite? How old are you? Energy level: 2/5 Noise level: 2/5 Ages: 4 to 12 Organisation: Standing up whole-class game Time: 5 to 10 minutes Useful incidental language: 'Paper, scissors, stone, go!', 'Paper wraps stone', 'Scissors cut paper', 'Stone crushes scissors', 'Go to the back of the row', 'Come in please', 'Goodbye. See you next week.'

Materials and preparation: None Procedure: Line the students up near the door. Ask the student at the front of the row a question. After they answer correctly, play Paper Scissors Stone with them. This simple game has many slight variations (it is also known as Janken and Rock, Paper, Scissors). Still, I find this works best for adding language: the people playing say 'paper' as they hold out their hand with their flat palm down, 'scissors' as they hold out two fingers, 'stone' as they hold out their fists, and then shout 'Go!' as they choose any of those three. Scissors beat paper, paper beats stone, and stone beats scissors. If the student loses Paper Scissors Stone against you, they go to the back of the row and wait to try again. (If you want to be strict, you can also make them go to the back of the row if they answer the question you asked them wrongly.) If they win, they can leave after they have said goodbye. In a large class, to save time, you can let several people or even the whole class leave every time someone wins against you, but make sure each person says goodbye to you individually. This could be people near the front of the line or who would answer the question the same as the student at the front (e.g., other people with blonde hair, birthdays in May, who have a cat, etc.).