

O'ZBEKISTON RESPUBLIKASI OLIY VA O'RTA MAXSUS

TA'LIM VAZIRLIGI

BUXORO DAVLAT UNIVERSITETI

A.A.Haydarov G.P.Nazarova

A Practical Handbook of English Language Teaching

(usuliy qo'llanma)



Buxoro 2012

O'zbekiston Respublikasi Oliy va O'rta maxsus ta'lim vazirligi

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A Practical Handbook Of English Language teaching

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Contents

| | |
|--|-------|
| So'z boshi | 3 |
| Activities for improving writing skills..... | 4-24 |
| Activities for improving speaking skills..... | 25-36 |
| Activities for improving listening skills..... | 37-56 |
| Using games in teaching English..... | 57-72 |
| Activities for improving critical thinking skills..... | 73-79 |
| Used literature..... | 80-82 |

Soʻz boshi

Xorijiy tillarni oʻqitish jarayonida talabalarning kommunikativ faoliyatlarini rivojlantirish muhim ahamiyat kasb etadi. Kommunikativ tamoyillar xorijiy tillarni oʻqitishning barcha tomonlarini, yaʼni oʻqitishning maqsadi, bilimning koʻnikma va malakalarga boʻlgan nisbati, oʻqitish usullari, oʻquv materiallarni tanlash va taqsimlash kabilarni oʻz ichiga qamrab oladi.

Taʼlimning kommunikativ yoʻnalganligi ichki aqliy faollik bilan bogʻliq bilim va koʻnikmalarni oʻzlashtirish jarayonida talabalarning nisbiy nutqiy faolligiga muvofiq keluvchi taʼlimning texnik va tashkiliy shakllarining amalda qoʻllashda namoyon boʻladi.

Xorijiy tillarni oʻqitishning kommunikativ metodi talabalarning chet tilidan boʻlgan nutqiy faoliyatlarini rivojlantirishga qaratilgan boʻlib, ayni vaqtda kommunikativ metodikada taʼlim oluvchilarning qiziqish va ehtiyojlari juda ahamiyatlidir.

Darsning kompleks maqsadlarini qamrab olgan ushbu usuliy qoʻllanmada talabalarning yozma nutq koʻnikmalarini shakllantirish, ogʻzaki nutq malakalarini rivojlantirish, talabalarning tanqidiy fikrlash qobiliyatlarini oʻstirish kabi qator vazifalar belgilangan va ular oʻqituvchi tomonidan qay tarzda amalga oshirish yoʻllari va usullari koʻrsatilgan.

Qoʻllanmada alohida boʻlim sifatida ingliz tilini oʻrgatishda oʻyinlardan foydalanish nomi bilan alohida boʻlim mavjud. Unda oʻyin nima? Oʻyinlarning til oʻrgatishdagi roli nimada? kabi savollar qoʻyilib, dars jarayonida oʻyinlardan qanday foydalanish mumkinligi borasida oʻqituvchilarga koʻrsatmalar berilgan.

Zamonaviy dars o'tish metodikasi talablari asosida yaratilgan qo'llanma ingliz tili o'qituvchilari, bakalavr va magistratura ta'lim yo'nalishida tahsil olayotgan talabalarga mo'ljallangan.

Qo'llanma haqidagi fikr-mulohazalaringizni mualliflar bajonudil qabul qiladilar.

Activities for improving writing skills

Within the communicative framework of language teaching, the skill of writing enjoys special status—it is via writing that a person can communicate a variety of messages to a close or distant, known or unknown reader or readers. Such communication is extremely important in the modern world, whether the interaction takes the form of traditional paper-and-pencil writing or the most advanced electronic mail. Writing as a communicative activity needs to be encouraged and fostered during the language learner's course of study, and this work will attempt to deal the early stages of EFL writing. The view of writing as an act of communication suggests an interactive process which takes place between the writer and the reader via the text.¹ Such an approach places value on the goal of writing as well as on the perceived reader audience. Even if we are concerned with writing at the beginning level, these two aspects of the act of writing are vital importance; in setting writing tasks the teacher should encourage students to define, for themselves, the message they want to send and the audience who will receive it.

Students need to be personally involved in writing exercises in order to make the learning experience of lasting value. Encouraging student participation in the exercise, while at the same time refining and expanding writing skills, requires a certain pragmatic approach. The teacher should be clear on what skills he/she is trying to develop. Next, the teacher needs to decide on which means (or type of exercise) can facilitate learning of the target area. Once the target skill areas and means of implementation are defined, the teacher can then proceed to focus on what topic can be employed to ensure student participation. By

pragmatically combining these objectives, the teacher can expect both enthusiasm and effective learning.

The following ideas are helpful to make writing communicative:

- 1) Publishing in blogs, in newspapers, and on posters. Get learners to create individual and group profiles on social utility sites such as Facebook. Publish a class magazine of previous writing work.
- 2) Encouraging learners to write with a clear purpose and for a clear audience, for example in letters to newspapers, pen friends, to teachers and other students.
- 3) Finding challenging and rewarding tasks which can support a variety of learning aims and integrate other skills and language systems, such as summarising, project work, translation, writing up notes from interviews, and preparing a briefing or talk.
- 4) Using relevant and realistic tasks such as writing notes, recipes, e-mails, filling in forms and preparing signs for the class.
- 5) Responding to the content of the work that the learners give us as well as correcting the errors they make, by adding your own comments to their homework or establishing a dialogue through e-mail and learner diaries.
- 6) Making writing easier and more fun by doing group writing activities and group correction and editing of work. Process writing includes elements of this.
- 7) Supporting writing with reading. This not only helps learners develop the sub-skills they need but also helps them understand that good writing is a powerful and important communication tool.

There are a lot of techniques to teach writing. Here we give some techniques which can be used in all levels starting from beginner to advance.

Using mind maps.

Using mind maps is effective to develop writing. Mind maps can be used for a multitude of purposes. They can effectively be used to help support and develop students' writing skills. A mind map¹, or spidergram, is a strategy for making notes on a topic, prior to writing. It is a structured strategy, which shows the relationship of ideas, as opposed to an unstructured strategy, such as

brainstorming, in which students produce notes at random on paper. Having an organised display of information from the outset of the writing process may help some students, as it is more easily converted into a draft, whereas in brainstorming, the random recording of ideas might lead to problems with the structure of students' texts. Making a mind map should be a spontaneous pre-writing activity. Students start with a topic at the centre and then generate a web of ideas from that, developing and relating these ideas as their mind makes associations. Mind maps work well as their visual design enables students to see the relationship between ideas, and encourages them to group certain ideas together as they proceed. Mind maps work especially well when created in groups, since the discussion this engenders aids the production of ideas, and makes the task livelier and more enjoyable. The procedure for organizing mind map is the following:

1. **Choosing a topic.** Traditionally, students are given a topic to write on by the teacher. However, with certain classes, students may prefer to nominate the topic themselves. This can lead to greater interest in the task on the part of the student, as well as, perhaps, greater knowledge of the topic under study. The mind map strategy can be used to explore almost any topic, though discursive essays and narrative work particularly well as they front students' ideas and lend themselves to discussing ideas in groups. For instance, choose a discursive essay with the title "Why do people start smoking?" In this genre the language is used to give reasons and explanations. The discursive text is useful in highlighting this feature of English, and in raising awareness of the noun phrase, a particularly tricky area for intermediate students.

2. **Note making.** Once the topic has been introduced, students are encouraged to close their eyes and think about it for a minute or two, in silence. They then have two minutes in which to note down their ideas. If they do not know a word in English, they can write it in their native language at this stage. Then, working in groups, they can compare and discuss their ideas, perhaps adding to their mind maps as they go. This stage also provides the opportunity for peer teaching, as

other students may be available to provide the English word for the idea that was noted down in their native language.

3. Feedback. The next stage, in which the teacher makes a collective mind map on the board, is optional, but is useful for students who are new to the idea of mind maps, or for weak classes. It is also in this feedback stage that any remaining language problems can be ironed out. As the teacher elicits students' ideas, and reformulates expressions or corrects, students will learn how to express their ideas in English. Such personalisation is said to aid vocabulary learning. The map is fluid and changeable, and new connections or subgroups can be made, or branches added, as the students make suggestions. The end result should be an organised display of information, showing the central topic, and a number of subtopics and further points that stem from it.

4. Organising mind maps. In the next stage the students organise their mind maps into a linear format to decide the best way in which to present their points. They should first think about the overall structure, i.e. the order in which to relay the information, and then focus on the precise function each paragraph will have in their final text, as this helps to clarify their writing. This can be done in groups, or as a class with the teacher leading the discussion. However it is carried out, it is important to provide a context and audience. I told my class, who were writing about drugs, that they were writing for their college magazine. Having an audience in mind helps students to decide which ideas are most important, and also helps students to choose the appropriate style.

5. Writing. Students should then begin to write their compositions, working in pairs if they wish. After two paragraphs, they should exchange their compositions, so they become readers of each other's work. This allows for feedback, and possible re-writing. Once they have finished, they should again exchange their texts. This gives their texts a communicative purpose, as well as developing an awareness of the fact that a writer is always producing something to be read by someone else, rather than for the display of writing alone.

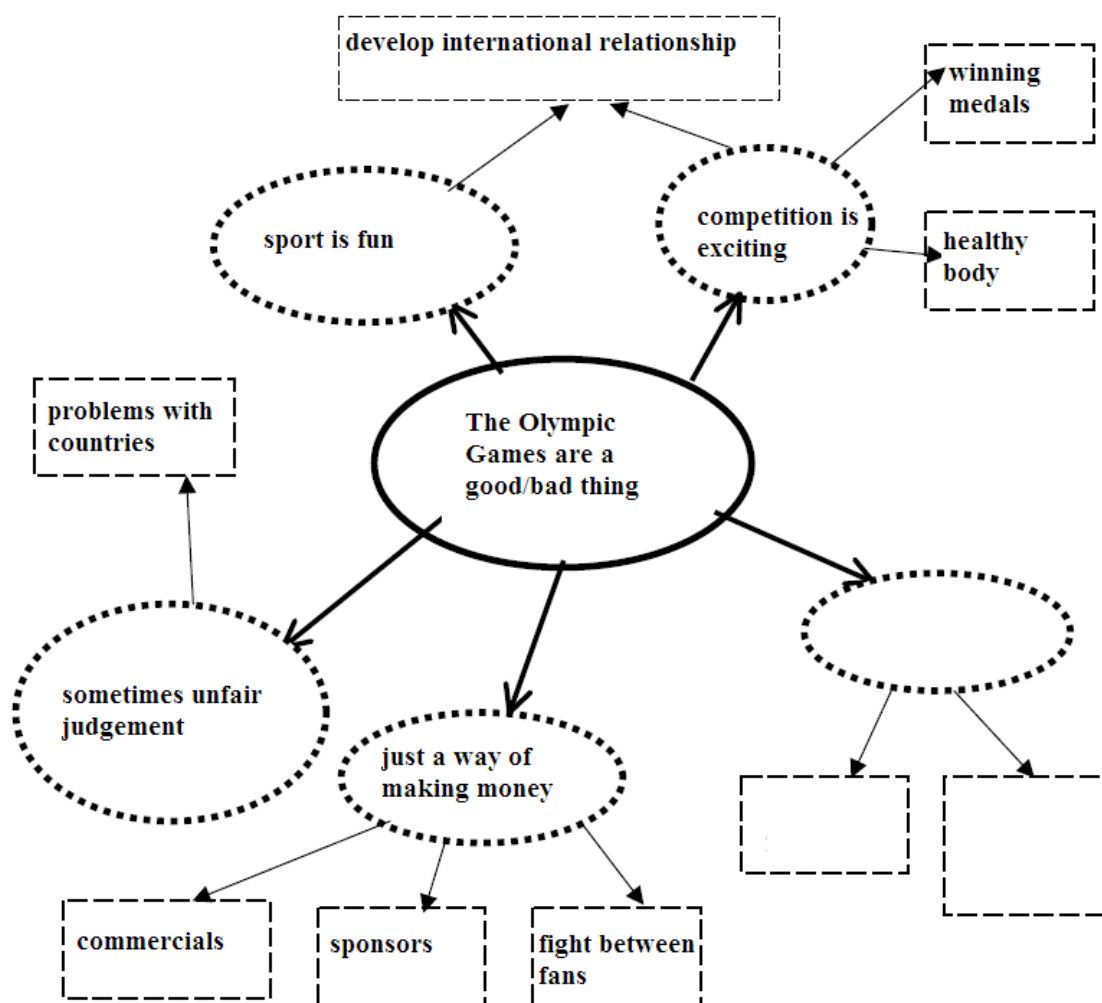
5. Continuation. Once students are familiar with the idea of making mind maps, they can be encouraged to use this skill for further writing activities. It is a useful technique and often improves the clarity and organisation of student texts.

Here we give an example of using mind map on the topic of “Sports”.

1.Choosing a topic. ‘The Olympic Games are a good/bad thing’. Students sit in pairs and decide what side to support.

2. Note making. Once the topic has been introduced, students are encouraged to think about it for a minute or two. They then have two minutes in which to note down their ideas. **3. Feedback.** The teacher elicits students' ideas, and reformulates expressions or corrects, students will learn how to express their ideas in English.

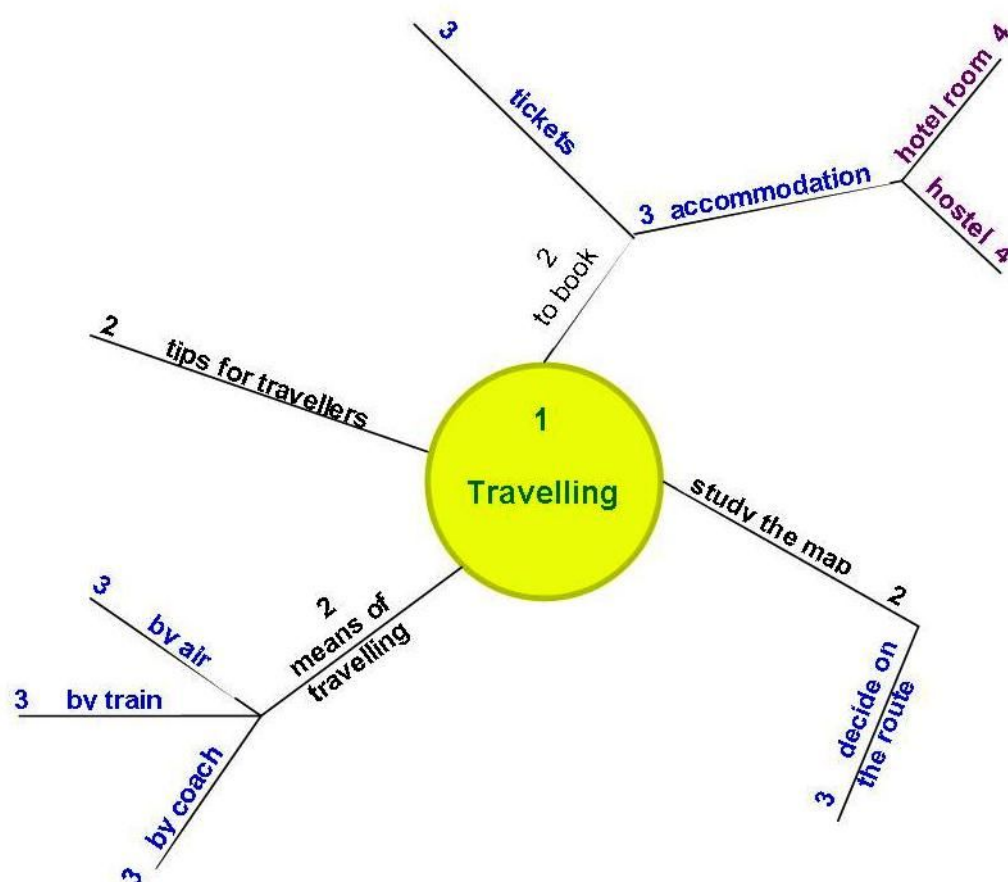
4. Organising mind maps. In the next stage the students organise their mind maps into a linear format to decide the best way in which to present their points.



5. Writing. Students should then begin to write their compositions, working in pairs or individually. In this case we chose working in pairs. After they write, pairs can exchange their writings in order to give feedback to each other.

Making mind maps it is very helpful for learners to develop their not only writing skills but also speaking skills. Before writing they can briefly tell their ideas using mind map.

Here is given one more example of mind map on the topic of ‘Travelling’



To make notes on a subject using a Mind Map, draw it in the following way:

1. Write the title of the subject you're exploring in the centre of the page, and draw a circle around it. Fig.1
2. As you come across major subdivisions or subheadings of the topic (or important facts that relate to the subject) draw lines out from this circle. Label these lines with these subdivisions or subheadings. Fig.2.

3. As you go deeper into the subject and uncover another level of information (further subheadings, or individual facts) belonging to the subheadings above, draw these as lines linked to the subheading lines, etc. Fig.3

Teaching creative writing

There are some activities which can be used to teach creative writing. In order to make students interested in writing a teacher should make the tasks more creative. The following tasks are examples and can be used in teaching creative writing. Students like to speak from different point of view imagining themselves like birds, animals and etc. They like to imagine unreal things which can be very handy for learning writing too.

Birds of a Feather

- 1) Have the students imagine that they are birds.
- 2) Tell them to write about a trip that they recently took, but from a bird's perspective. For example, if they went to another state, ask them to tell what it looked like from up in the sky and they can describe the places that they "landed" such as on a statue or on someone's head!
- 3) Another option is to write about an everyday experience such as going to the store, but from the perspective of a bird in a tree or sitting on a pole.



Making predictions

Directions:

1. Jessie and Freddie put on their snow suits. They got their hats, boots, and scarves. They went outside and began to roll the snow in three large balls. They

put the largest ball on the bottom and stacked the snow balls on top of each other. They went to look for two sticks.

MAKE A PREDICTION:

2. Sara and her Mother drove to the computer store. Sara had her money she had received for Christmas and the money she had saved. She waited a long time for this day. Finally, she would be able to look up all the things she needed for school on a computer and email her friends.

MAKE A PREDICTION:

3. The storm began suddenly. The lightening lit up the sky and the thunder roared loudly. The electricity was blinking on and off quickly.

MAKE A PREDICTION:

Using writing templates

Writing templates can also be used to foster writing in beginner stage. The following scheme will help them to organize the events of the story. For younger learners such activities may seem complicated and that's why it is better to use easier tasks for creative writing. To make writing more fun it is

better to use writing templates. These templates will help students to give ideas how to write and make writing task more exciting. Moreover, using such writing templates help them to a certain idea where to start and how to write. For writing stories there are several templates which can be very helpful for students for getting started. The templates can be chosen according to the learners' level of English.

Writing story templates

The Snowman's Vacation



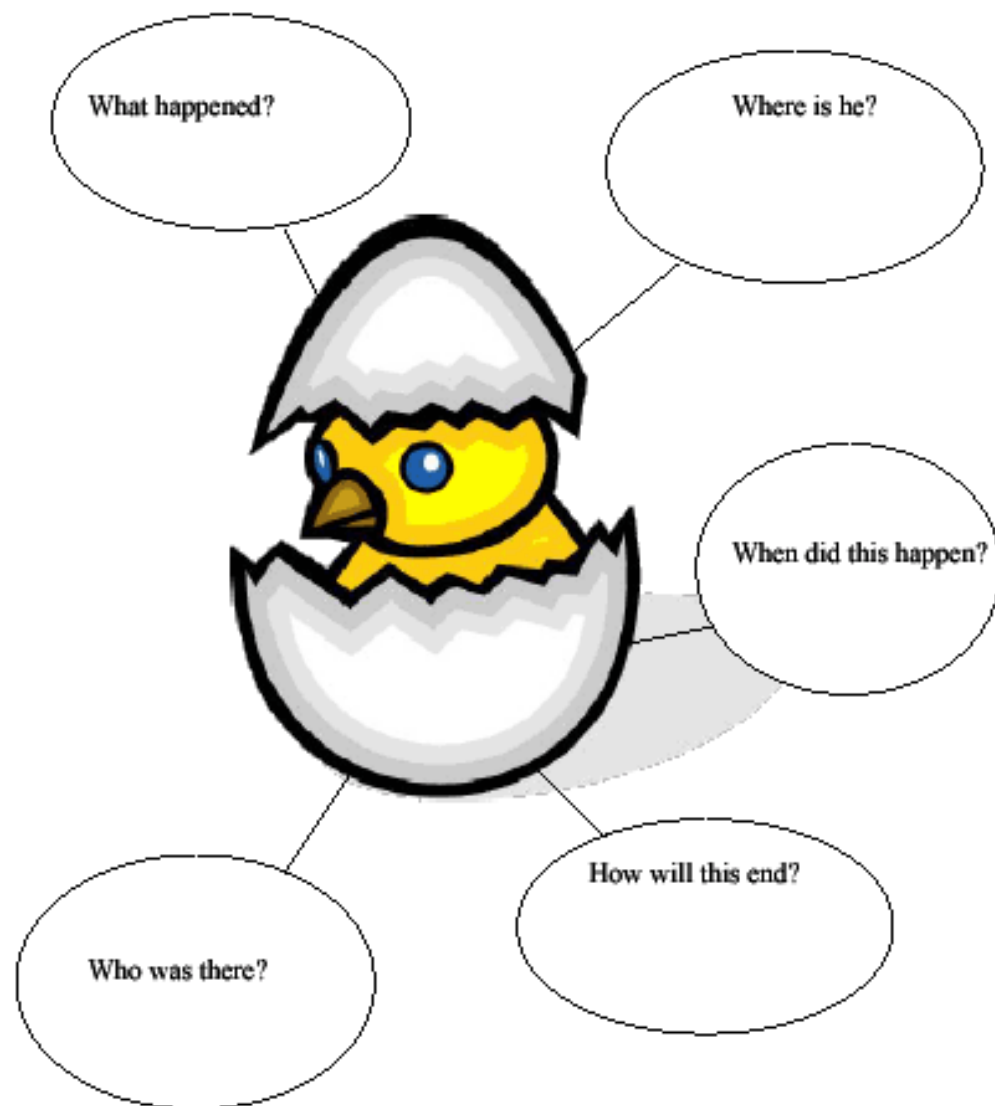
Where is he going?

When is he going?

When will this happen?

Who is he?

Where Am I?



Family tree template

My Family Tree



This is my father.

He is a _____.

He likes _____.

He is _____ years old.

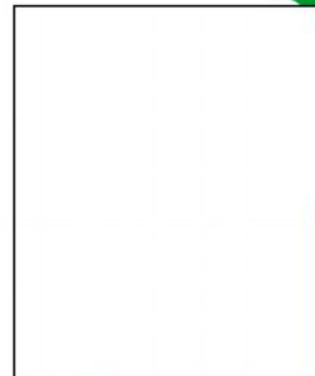
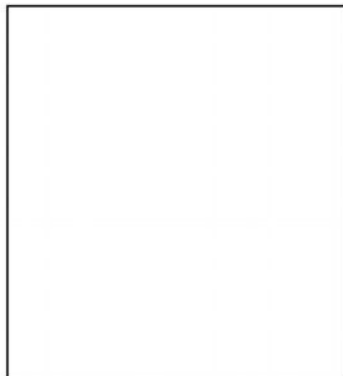
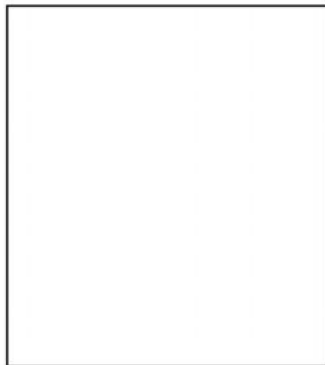


This is my mother.

She is a _____.





She likes _____.


She is _____ years old.



Draw and write about your family

Writing about seasons template


| Seasons, weather & clothes | | | |
|--|--|---|--|
| Winter  | Spring  | Summer  | Fall  |
| <u>When is winter?</u> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> | <u>When is spring?</u> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> | <u>When is summer?</u> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> | <u>When is fall?</u> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
| <u>What's the weather like in the winter?</u> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> | <u>What's the weather like in spring?</u> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> | <u>What's the weather like in summer?</u> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> | <u>What's the weather like in fall?</u> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
| <u>What do you wear in the winter?</u> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> | <u>What do you wear in spring?</u> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> | <u>What do you wear in summer?</u> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> | <u>What do you wear in fall?</u> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |



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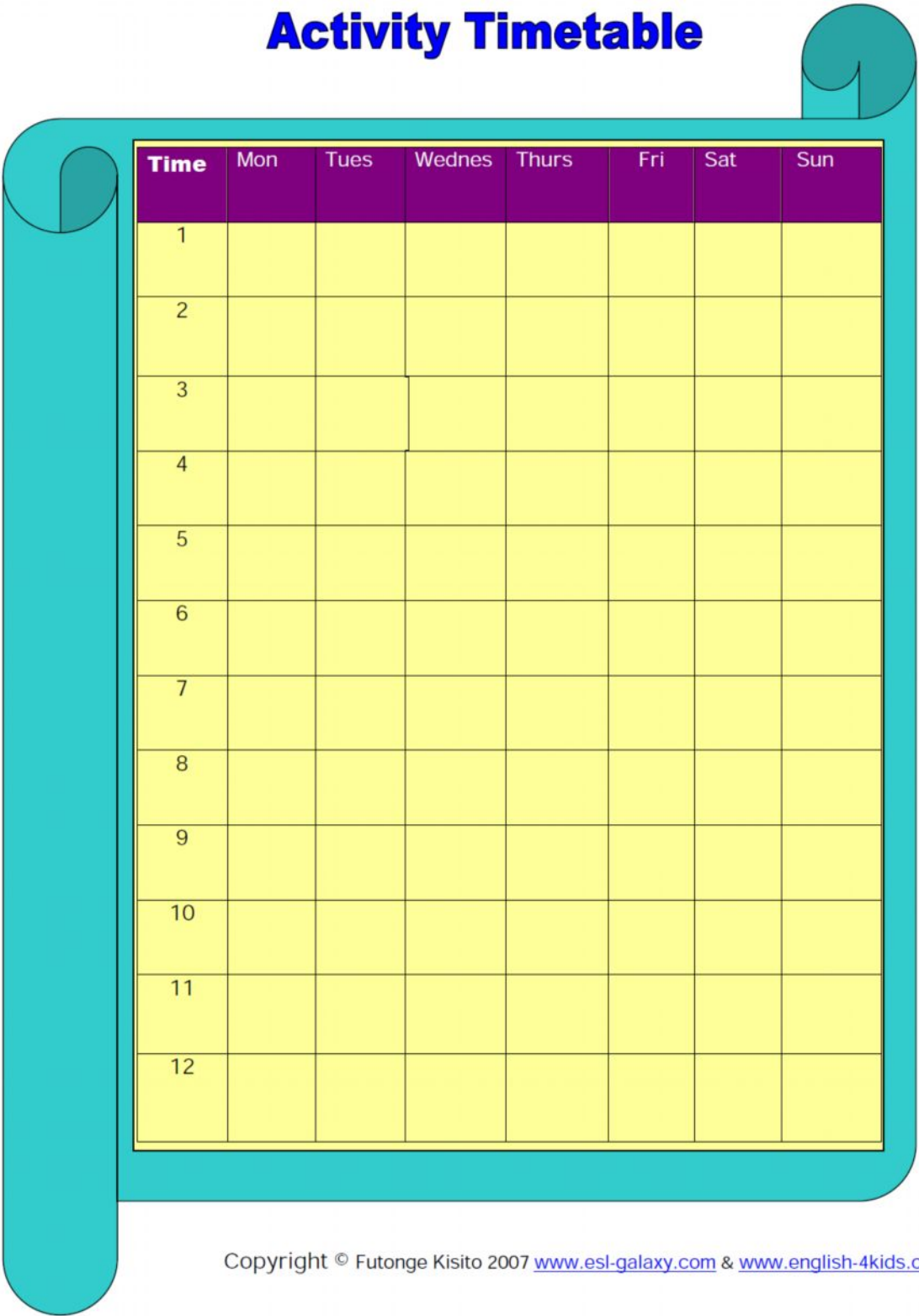


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“My working day” template

Activity Timetable



| Time | Mon | Tues | Wednes | Thurs | Fri | Sat | Sun |
|------|-----|------|--------|-------|-----|-----|-----|
| 1 | | | | | | | |
| 2 | | | | | | | |
| 3 | | | | | | | |
| 4 | | | | | | | |
| 5 | | | | | | | |
| 6 | | | | | | | |
| 7 | | | | | | | |
| 8 | | | | | | | |
| 9 | | | | | | | |
| 10 | | | | | | | |
| 11 | | | | | | | |
| 12 | | | | | | | |

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“A Day at the park” template



A Day at the Park!

Imagine you are going to an amusement park for an entire day. Describe the experience that you would have. Explain what rides you would go on. Tell about the things you would eat, who would go with you, and what things you would do while there.

[illegible]

Writing templates on difficult experiences in life



Lost!

Have you ever found yourself lost? Write about this experience. Where were you? Was anyone with you? Why did you get lost? How did you feel once you found your way?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Cannot Get
Comfortable!



At many times we feel uncomfortable. A noise or motion may annoy us. Another person's actions may also make us feel uneasy. Describe the last time you were uncomfortable. Tell about the Who, What, When, Where, How, and Why of the situation.

[illegible]

Using poetry in writing

Writing poem is also very effective activity for students to develop their writing skills.

“Diamond poetry”

Diamond poetry provides a creative language arts writing center activity that uses alternative assessment to test student knowledge of nouns, verbs, and adjectives. The theme season is the perfect topic to combine writing with revising grammar. Diamond poems are a great way to combine parts of speech, love of language, and an appreciation of nature. Diamond poems also encourage an understanding of relationships since the top and the bottom lines of the poem are dissimilar but related in some way.

Materials: White board, white board markers, a worksheet or poster with diamond poem guidelines, computer with word processing software, printer, scissors, glue, construction paper.

Group Activity (Modeling):

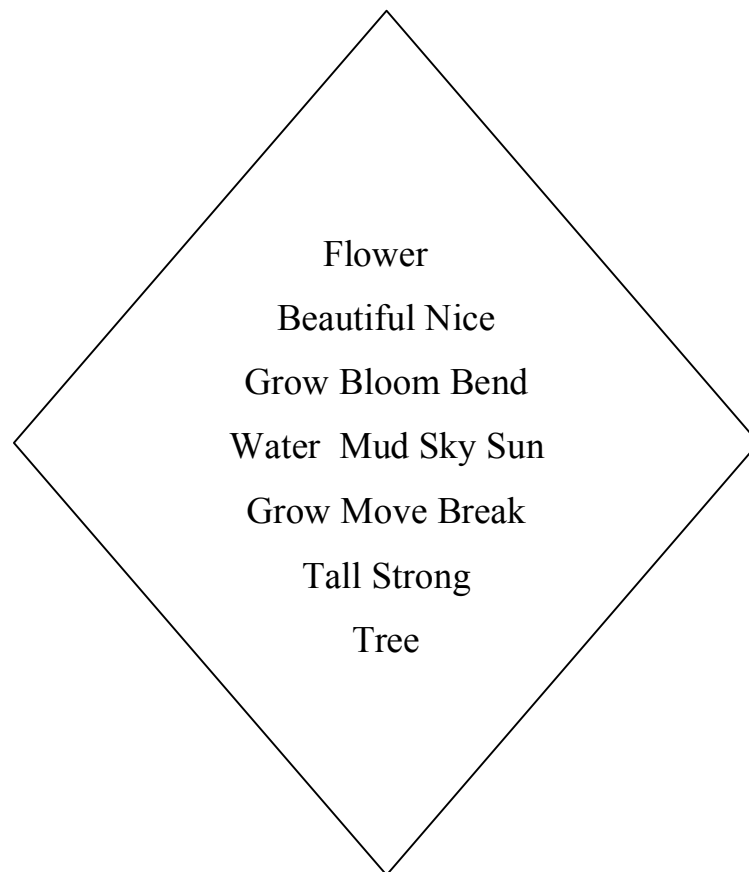
- 1) First brainstorm with students possible poetry topics. Write the topics on the board without commenting. (Possible topics: winter, spring, summer, autumn, flowers, sun, colors, etc.)
- 2) Encourage students to explain how seemingly different topics are related. For instance, students might notice that in spring the weather is very sunny, in winter it is cold, etc.)
- 3) Next, model the crafting of a seven-line diamond poem .
- 4) In the first line, students will write a one word concrete noun based on one of the brainstormed topics. For instance, a student might write the word “flower” at the top of his or her page
- 5) In line two, students should write two adjectives to describe the noun in the first line (Ex: beautiful, nice)
- 6) In line three, students should think of three verbs that tell what the noun in line one does (Ex: grow, bloom, bend)

7) Now students should skip down to line seven and write a noun that is seemingly different but related in some way to the first noun. (Ex: tree) This seventh line of poetry will end the poem.

8) Now going back to line four, students should write four nouns that are common to or that somehow connect the nouns in lines one and seven (Ex: Water, Mud, Sky, Sun)

9) In line five, students should write three verbs that tell what the bottom word does (Ex: grow, move, break)

10) Finally, in line six, students should write two adjectives to describe the noun in line seven. (Ex. Tall, strong)



If centered, the resulting poem will make the shape of a diamond.

Individual Activity:

1) At the writing center, provide a worksheet to guide students through the line-by line requirements of the assignment.

2) Students should now be able to write a diamond poem of their own.

3) Have students publish their final draft using word processing software such as Microsoft Word. If students use the **Center Justify** function, the printed poem will be the shape of a diamond. Students should use a moderately large font (such as 14) in a style of their choice.

4) Have students cut out their printed diamond poem.

5) Glue the printed diamond poems to bright construction paper for display.

Assessment: Be sure to provide students with assessment guidelines at the beginning of the activity.

a) Did the student use specific concrete nouns for the first, fourth, and seventh lines?

b) Did the student use vivid adjectives in the second and sixth lines?

c) Did the student use interesting verbs in the third and fifth lines?

d) Does the poem show a clear relationship between two seemingly unrelated nouns?

e) Is the final draft free of spelling errors?

f) Did the student use the center justify function in order to create a diamond shaped poem?

g) Did the student neatly cut out the diamond poem?

h) Is the finished poem glued to a bright piece of construction paper?

This type of composing a poem is real fun for students but teachers should take into account their level of knowledge. To compose such poems, students should have enough vocabulary and know parts of speech.

"Poems as Motivators to Write"

In this activity the teacher picks a poem that tells a story or that he/she knows would be of interest to the student population who are being taught. After reading the poem, the students are asked what the poem makes them think about. Teacher encourages different lines of thought and perspective by asking probing questions that are designed to help the children elaborate on their thoughts. Then he/she encourages the students to write some of their thoughts evoked by the

poem. Teacher should explain to them that many poems expressive feelings and that poem can stimulate thoughts and emotions in others.

“Creating Photo Essays”

Photo essays are a special type of writing; they tell stories with a group of photographs that are connected to a theme. One activity using photo essays as a type of writing includes having students pick a topic (in any content area) that they would like to "write" about. Tell them that they have to collect photographs or pictures that represent the topic. Once they have their collections and you gave them a chance to discuss the relevance of the photos to the topic, ask them to arrange the photos in such a way (sequentially, etc.) that tell a story or relay the message related to the topic they chose. Students love to express their thoughts about topics using this medium. If you have technology to complete this activity, you can have students cut and paste their story using photos or images that they find on the Internet. This is a great activity for group work. This type of activity can be applied in any level but the topic should be close to the students' interests.

Script Writing

This activity is very good for students as most of them like soap operas. This activity can be used to talk about students' favorite soap operas.

Main part. Brainstorming.

What is soap opera? Do you like soap operas? How often do you watch them?

How many soaps can you name? (Write down as many as you can)

There are 12 questions and 12 short texts for students to read and match. It's time to create their own soap opera now. In small groups they read five steps that explain how to create their soap.

Step1. Location. Think of a name for the location of the soap you are going to write.

Step2. Characters. Imagine that you are a member of one of the families on the soap opera. Decided what type of character you have and what crisis you're presently living through.

Step3. Script. Look again at the ingredients of a successful soap and write a scene for an episode, making sure you include lots of drama, an educational message, and a cliffhanger.

Step 4. Catchphrase.

Your scene must use three of the catchphrases. A catchphrase is a phrase that a particular character often says. (How about a nice cup of black coffee? You fool! You stupid idiot! It's the truth, I promise. I've got one of my headaches. You never listen when I'm talking to you. I'm going to say this once and once only. Don't you ever talk to me like that again! What exactly are you trying to say? All I want is for you to be happy. Now, what were you saying?)

Step 5. Performance

When your scene is ready, perform it.

"Journal Writing"

A good way to reinforce writing is to require that students write in journals. This can be done with all students especially after lessons that require reflections on the topics they covered. It gets students to think about what they talked about and it gets them to unleash their ideas about the topic in a non-threatening way. You can check the journals because if you want to know how students are approaching the topics they learn about in class. It also gives insight into how much they have processed and to what extent. Journal writing is a good way to get students to write what they are truly thinking.

"Move it"

This type of activity is good in the stage of **proofreading**. Peer checking gives more opportunity for students to check each other and learn from each other. At the end of each writing activity students can do proof reading activity and it can be done in the following way. This activity gives students an opportunity to move around as they proofread and edit their essays.

Goals: To help students learn the editing process.

Objectives: a) Students will learn the 5 steps of the editing process.

b) Students will learn how to peer edit.

Materials: Construction Paper (6 sheets,) one for each station, pens

1. Use each sheet of paper to write the following words for each station. One should be labeled Punctuation Station, the 2nd should say Intro, the 3rd should say Organization, the 4th should be labeled details, and the 5th should be labeled details. The 6th should be labeled rough draft. This is where students who don't ring there rough draft with them will write their rough draft.
2. Give each student a set of five random numbers. Tell students these are the order of the stations they will visit.
3. Have students go to each station for 10-15 minutes examining each other's papers for each of the stations edits. Tell the students it is important to give explain why they have chosen to edit what they have edited.

Assessment: Examine each paper to make sure the complete editing process was understood.

Thank You Mr. Restaurant

Description: Letter writing is an important task for students to learn to master. This activity helps students begin this process.

Goals: To write a letter to a local restaurant.

Objectives:

1. Students will learn the letter writing process.
2. Students will write letters to their favorite restaurant.

Materials: Paper, pens, addresses

Activities:

Stage 1 Students brainstorm their favorite restaurants and record those restaurants on the board.

Stage 2 Show the students how to write a letter including Dear... and Sincerely,

Stage 3 After students have decided on their favorite restaurants, they write down why they like to eat at the restaurant, and what they like to eat.

Stage 4 Using this information they write the letter and thank the manager for their service.

Stage 5 Teacher checks these for errors and have the students edit and rewrite them. Send them off to the restaurants.

Assessment: Check for spelling, grammar, and complete sentence structure.

Activities for improving speaking skills

English teachers need to have a wide range of activities to draw on so that students don't get bored of doing the same things everyday. When they are tired of the same activity, they shut down and don't produce great language. Instructors shouldn't simply jump into an activity. A teacher should think beforehand what the learning goal or goals of the class are, and teach these first. Many of the following activities get students to practice the language that is taught. Even if students understand the target language quite well, they still need to practice it in order to increase their fluency and accuracy.

Warmer Activities to Get Students Talking

Warmer activities get students talking, taking them out of their world of Uzbek, Russian, Spanish, Chinese, or French, and into English. These activities may or may not be related to the English lesson's target language. The first thing is to get students comfortable talking and interested in being in English class. Something exciting at the beginning of class also discourages people from coming late, as they don't want to miss anything.

Twenty Questions

Someone comes to the front of the class and chooses a word, such as "elephant" or "solar system", that the students must guess. Before they are allowed to try for the answer, they must ask about ten yes or no questions, such as, "Is it an animal?" or "Is it big or small?"

Pictionary

This works best in teams, where one from each side draws a picture of vocabulary on the whiteboard, such as "art gallery," given them by the teacher. Team members shout out their guesses, or must put their hands up, as per teacher instructions.

The Longest Sentence

Each student adds to the sentence started by the teacher or a student. This exercise is good for review, such as recently-taught food. It starts off with, "I like apples." The next learner says, "I like apples and bananas," and the third says, "I like apples, bananas, and strawberries," until it reaches the last student, who must say a whole series of target or review vocabulary.

Games and Competitions Build English Fluency

Games get people to forget about themselves and their lack of confidence in speaking English. Their fluency increases when they are focusing on something other than the language. If the activity has been set up well, they need to reveal the target language before the other team does.

Running Sentences

Sentences on the walls – Pairs of students are given a limited time to produce written target language on sheets of paper that the instructor has taped on walls around the room, school, and even hidden. The teacher has instructed them to write in a certain tense using the verbs that are written on the pieces of paper. Under "since," if they have been instructed to use to present perfect continuous, they must construct a sentence such as, "We have been jogging since 2:30."

Whisper Game/Broken Telephone

With the whole class, or as a race between two teams, the teacher brings one or two students out of the room and gives them a phrase or sentence they have to remember. The student(s) must whisper the sentence to the next in line, until it reaches the last, who must say or write the original sentence, hopefully fairly close to the original. This is great for practicing pronunciation and target language.

Information Gaps

This works well in a reading or writing class as well. Student A has information that Student B needs, and vice versa. Perhaps Student A has been given some questions about "Climate Throughout the Twentieth Century", and Student B has a chart that shows the climate information. The students must ask and answer questions based on this information, or fill out another box.

2 Lies and the Truth

Students learn new vocabulary with this exercise. Groups or pairs of students are given three or four vocabulary items, and make up two plausible though false definitions for each. The teacher has already given them the real definition, or they have to look it up in all-English dictionaries. In front of the whole class, the various groups give the three definitions, and the other groups guess which one is the correct definition.

Vocabulary or Grammar Review

Students need to practice many times before something becomes natural. These games combine speaking with other skills, such as writing and listening.

Hotseat

This is an old favorite of teachers and students. The teacher places one or, if students are in teams, two students in chairs at the front of the class with their backs to the board. They cannot look at the board. The instructor, or a student, writes a sentence containing target language on the board, and students must get the person in the chair to say the sentence. Similar to taboo and charades.

Run-and-Write

This activity is effective for a reading or listening class. The teacher pairs students and puts a reading about twenty paces from the closest students, even in the hallway if necessary. One of the pair, Student A, goes and reads a few words

at a time, memorizes them and returns to her/his partner, and tells Student B to write them down. Student A returns to the text and reads another chunk of words to be told to Student B, repeating as many times as necessary to finish the text. The text shouldn't be too long.

Jeopardy

It is a great activity for reviewing vocabulary and getting students to produce spoken and written language. Students start with the single word or phrase, such as "A limousine," and must form a question that gives that answer, such as "What is a long black or white car that people like Donald Trump use?"

Telephone

Instructions

1. Divide class into groups of 6 or more, and arrange each group in a straight line or row.
2. Ask for a volunteer listener from each group. Take them outside of the classroom and give them a message (one sentence or more, depending on student level).
3. Open the door, and let the students run to the first member of their group to whisper the message.
4. Each member passes the message, by whispering, to their neighbor.
5. When the message reaches the end, the last person should run to the board and write the message that they heard.

The winner could be determined in various ways: first team to pass a legible, complete message (even if it's wrong), first team to finish, first team with a message closest to the original.

Variations

Ask the last student to repeat the message to YOU, and write it on the board yourself. This is a good way to practice pronunciation, and to determine which sounds students have trouble with.

Word Challenge

Instructions

1. Have students get into teams of 4-10 people
2. One person from each team does rocks, paper, scissors
3. Winner says a word and opponent tries to write the word correctly
4. If they get it right, their team gets a point
5. If they get it wrong, the person who said the word can write it out for a point for their team
6. Have another person from each team play 'Word Challenge'

Variations

- Make an 'arena' in the middle of the class for two students to face off

Three Kingdoms

Instructions

1. Place a number of cards with the words "Who," "What," "Where," "When," "Why," and "How" face down
2. Among the cards is a "China" card
3. Divide the class into three groups and designate them as one of the ancient Korean kingdoms: Shilla, Baekje, and Goguryeo
4. All "kingdoms" start with 100 points
5. Groups take turns flipping over and one card at a time and make a question with the word

6. For every correct question they make, they get two "Army" cards, which have a power of ten
7. For every third correct question, they get a "Castle" card which grants 50 bonus points. (Ask: "**Who** do you want to attack?")
8. After making a correct question, groups can choose to continue taking Army cards OR they can choose to use up their army cards to attack another group and destroy their points
9. However, whoever turns over a "China" card will cause ALL groups to lose one Castle (-50 points) and ALL their Army cards!

Variations

Make smaller groups and include other "kingdoms" such as Gaya and Mahan. If you are teaching in other countries change names. For example, if you are teaching in China, you can change the "Kingdom" names to states or dynasties in Chinese history and have the "Huns" or "Mongols" as the killer card. Include other question words, not just the standard who, what, where, when, why, and how. Put grammar or trivia questions on cards. Assign each group a "capital city" as a starter castle and city names or specific castle names to "castle cards," this way you can also "**Who** do you want to attack?" and "**Where** do you want to attack?" or "**What** do you want to attack?"

The Hot Seat

Instructions

1. Break class into 4 or less teams
2. Place a 'hot seat' in front of the class and facing away from the board
3. Each team selects a leader
4. One team is up at a time and their leader sits in the hot seat
5. Write ten words on the board so the leader can't see them
6. Number the words 1-10
7. Each team member is assigned a word or words on the board

8. Some team members may have more than one word
9. Team members take turns communicating their word to the leader without saying the word with no spelling, writing, or drawing allowed
10. Team members can say 'pass' if their word is too difficult
11. Each team has 1 minute to get as many words as possible
12. The team with the most points at the end wins

Variations

Use simple words like animals or days of the week for weaker students. Use the word 'pass' as one of the words on the board to challenge strong students.

Spin the Coin

Instructions

1. Lay out an arbitrary number of flashcards in a circle formation, making sure the edges of the flashcards are touching (i.e. no “holes” in the circle: taping the cards down helps)
2. Give each player some marker pieces (colored chips work well)
3. Prepare a 'coin' from cardboard, etc. with a line on each side, from the center of the coin to the edge
4. Spin the coin in the middle of the circle and have the first student slam their hand down on the coin
5. The line on the coin serves as a pointer and the student says the vocabulary word or grammar structure on the card the line points to
6. If they are right, they place one of their markers on the card
7. The first student to get rid of all of their markers wins.

Variations

Use pictures for less advanced students. Have special flashcards such as place your marker on any available card or remove 1 marker from a card. Only allow one marker on each card.

Sentence Jumble

Instructions

Preparation:

1. Make a series of sentences, three more than the number of teams in your class
2. Print the sentences in large text
3. Cut each sentence into separate words
4. Put each sentence into its separate envelopes
5. Number each envelope with a marker

Instructions:

1. Dividing the class into pairs or small groups
2. Give each team one envelope
3. Students arrange the words into a correct sentence, copy it into their notebooks, and put words back into envelope
4. When finished, students say the sentence, show their notebooks, and bring their envelope to the teacher
5. If sentence is not correct, they go back and fix the error
6. If sentence is correct, they can swap their envelope for a new one with a different sentence
7. The first team to unscramble all of the sentences is the winner

Variations

Use easy sentences for less advanced students and more complex sentences for more advanced students.

Running Dictation

Instructions

1. Break students up into groups of 3-4, or pairs for small classes

2. Put one sentence on a piece of paper for each team
3. One leader from each team goes to the board and tries to remember their sentence
4. The leader returns to their group and dictates the sentence while team members write it down
5. First team to finish correctly gets a point
6. Change words/sentences and switch leaders

Variations

Use pictures for children who can't spell and have them draw the picture instead of writing the words. Use multiple sentences for more advanced students and place sentences around the room and have each group member do one each. Groups have to put the sentences into the right order before turning in the paper

Run and Write

Instructions

1. Give each team a list of words
2. Have each team select a leader
3. Teacher says one word from list several times
4. Teams search for word, then have leader go to board and write word
5. Leaders must give teacher a Hi-five after writing the word correctly
6. First leader to give the teacher hi-five gets five points
7. Next leader to finished gets 4 points, next one 3, etc.

Variations

Use sentences for higher levels

Nim

Instructions

1. Prepare sets of at least 12 flashcards for each group
2. Lay out a number of flashcards in several rows

3. Any number of rows is possible
4. I like to use at least 12 cards in a 3x4 format
5. Players take turns saying and removing any number of cards from a single row
6. The player who has to take the last card loses

Variations

Play with the alphabet where the student who says “Z” loses. Play with numbers where a number is set ahead of time to be the last number. Have the loser perform a silly task

Minesweep

Instructions

1. Place a number of flashcards face down
2. Set one of the flashcards to be a whammy card
3. Students take turns flipping over and one card at a time and say the word/sentence
4. Whoever turns over the whammy card must perform a silly task
5. After someone pulls the whammy card, shuffle the cards and start again

Variations

Make the whammy card be a “safe” card, where everyone but the student who turned over the card has to perform the silly task. Have players get one point for each card they say/answer correctly. Play this game with regular playing cards to practice numbers, with one face card as the whammy. Combine playing cards with a list, using numbers 1-6 or so and having a numbered list on the side with six vocabulary words/grammar structures. If a student turns over a 3, they say the item that is third on the list.

Activities for improving listening skills

Listening is one of the most challenging skills for our students to develop and yet also one of the most important. By developing their ability to listen well we develop our students' ability to become more independent learners, as by hearing accurately they are much more likely to be able to reproduce accurately, refine their understanding of grammar and develop their own vocabulary.

The basic framework

The basic framework on which you can construct a listening lesson can be divided into three main stages.

- Pre-listening, during which we help our students prepare to listen.
- While listening, during which we help to focus their attention on the listening text and guide the development of their understanding of it.
- Post-listening, during which we help our students integrate what they have learnt from the text into their existing knowledge.

Pre-listening

There are certain goals that should be achieved before students attempt to listen to any text. These are motivation, contextualization, and preparation.

- Motivation

It is enormously important that before listening students are motivated to listen, so you should try to select a text that they will find interesting and then design tasks that will arouse your students' interest and curiosity.

- Contextualisation

When we listen in our everyday lives we hear language within its natural environment, and that environment gives us a huge amount of information about the linguistic content we are likely to hear. Listening to a tape recording in a classroom is a very unnatural process. The text has been

taken from its original environment and we need to design tasks that will help students to contextualise the listening and access their existing knowledge and expectations to help them understand the text.

- **Preparation**

To do the task we set students while they listen there could be specific vocabulary or expressions that students will need. It's vital that we cover this before they start to listen as we want the challenge within the lesson to be an act of listening not of understanding what they have to do.

While listening

When we listen to something in our everyday lives we do so for a reason. Students too need a reason to listen that will focus their attention. For our students to really develop their listening skills they will need to listen a number of times - three or four usually works quite well - as I've found that the first time many students listen to a text they are nervous and have to tune in to accents and the speed at which the people are speaking. Ideally the listening tasks we design for them should guide them through the text and should be graded so that the first listening task they do is quite easy and helps them to get a general understanding of the text. Sometimes a single question at this stage will be enough, not putting the students under too much pressure. The second task for the second time students listen should demand a greater and more detailed understanding of the text. Make sure though that the task doesn't demand too much of a response. Writing long responses as they listen can be very demanding and is a separate skill in itself, so keep the tasks to single words, ticking or some sort of graphical response.

The third listening task could just be a matter of checking their own answers from the second task or could lead students towards some more subtle interpretations of the text. Listening to a foreign language is a very intensive and demanding activity and for this reason I think it's very important that students should have

'breathing' or 'thinking' space between listening. I usually get my students to compare their answers between listening as this gives them the chance not only to have a break from the listening, but also to check their understanding with a peer and so reconsider before listening again.

Post-listening.

There are two common forms that post-listening tasks can take. These are reactions to the content of the text, and analysis of the linguistic features used to express the content.

- Reaction to the text

Of these two I find that tasks that focus students reaction to the content are most important. Again this is something that we naturally do in our everyday lives. Because we listen for a reason, there is generally a following reaction. This could be discussion as a response to what we've heard - do they agree or disagree or even believe what they have heard? - or it could be some kind of reuse of the information they have heard.

- Analysis of language

The second of these two post-listening task types involves focusing students on linguistic features of the text. This is important in terms of developing their knowledge of language, but less so in terms of developing students' listening skills. It could take the form of an analysis of verb forms from a script of the listening text or vocabulary or collocation work. This is a good time to do form focused work as the students have already developed an understanding of the text and so will find dealing with the forms that express those meanings much easier.

Using songs as a listening activity

There are different ways a teacher may use music and songs in language teaching. However it is up to both, teachers and students, to decide how much and in what ways these tools may be exploited. Tim Murphy (1996) recommends to start by using music and songs in small doses, as an experiment, trying to find out in what ways it might increase students' interests and motivation for learning. For instance, putting on some background music while students are doing a composition, or at the beginning or end of a class, will not only create a relaxing atmosphere, but also, will give teachers the opportunity to ask students about their musical preferences. In this way teachers can tune in to their students interests, becoming more sensitive to their tastes; allowing students, not the teachers, to choose the material which will have the greatest impact in their learning process. Students then would be more involved in the lessons, being responsible of the material they work with in class, while the teachers would be responsible to provide students with the necessary techniques; acting as a resource for the language learning process. In other words, the students would be in charge of the what, while the teacher would be in charge of the how, creating a mutual respect with an interaction of equal importance. The question now is: what techniques can a teacher provide to aid the language learning process?

Applying the framework to a song.

Here is an example of how you could use this framework to exploit a song:

- Pre-listening
 - Students brainstorm kinds of songs
 - Students describe one of their favourite songs and what they like about it
 - Students predict some word or expressions that might be in a love song
- While listening

- Students listen and decide if the song is happy or sad
- Students listen again and order the lines or verses of the song
- Students listen again to check their answers or read a summary of the song with errors in and correct them.
- Post-listening
 - Focus on content
 - Discuss what they liked / didn't like about the song
 - Decide whether they would buy it / who they would buy it for
 - Write a review of the song for a newspaper or website
 - Write another verse for the song
 - Focus on form
 - Students look at the lyrics from the song and identify the verb forms
 - Students find new words in the song and find out what they mean
 - Students make notes of common collocations within the song

Songs can be exploited in many ways:

1) **The Cloze or gap fill.** This is the most familiar and popular activity, and for that reason is probably overused. However, there are many important things to bear in mind when using them, and there are many different ways to use them.

- Have a point, be it vocabulary or prepositions or whatever.
- Don't cloze 3 or more in a row.
- For lower levels: give the first letter, miss out word endings, give dashes for letters, or give a glossary.
- Give vocabulary clues or synonyms for the missing words.

Get students to work in pairs to predict words before you play the tape.

- This is from a song workshop I gave some time ago. Take care with the copyright!
- Insert extra words which students then cross out as they listen.
- Change the words, as in "Careful Shouts" or "Countless Whiskies."
- Cloze unstressed, then stressed words in the same song, and have students discuss why one is easier than the other.
- Cloze several words in a row and Ss have to guess not only form (adj., adv., n., vb, prep.) but words, rhythm and rhyme.

2) **A-B activities.**

Students match beginnings and ends of lines, such as ."Another Day in Paradise" (simple) or "Private Investigations" & "If Only..." (more complicated).

3) **Mixed-up activities.** Generally, have the lines of the song on separate strips of paper

- Students put down strips as they hear them.
- Mixed-up lines/verses.
- Students try to organize in advance (use prompts).

4) **Dictation**

- Wall dictation
- Self-dictation (whole song blanked)
- Part Dictation

5) **Translation.**

- Class chooses a song from their own language.
- Groups translate.
- Check with other groups.
- Combine the best. Then work on rhyme and rhythm.

6) Jigsaw-listening

- Groups listen to different songs with the same (Luka/Behind the Wall) or different themes (Easy Street/Money for Nothing) and peer teach vocabulary, compare.

7) Composing

Listen to the song

- Students add verses of their own. Good songs for this are, "Imagine" & "Man Gave Names To All The Animals" by Bob Dylan.
- Students finish the line in each verse, then listen to check.
- In groups, students then write their own verse.

8) Writing

Put random words from the song on the board. Students try and write the "tale of the song."

- Students paraphrase the song
- Cut the song in half. Students predict the other half.

9) Pronunciation.

- He's got the whole world... /h/ sound
- Do I speak double Dutch to a real double duchess... /d/ sound

10) Vocabulary

- Miming verbs
- Dictionary work
- Matching

11) Listening.

- Give Ss word list. Ss number as they hear them.
- Sound discrimination, e.g. tempted/tended

12) Song Posters

Arrange lyrics and pictures, or just lyrics, or translate.

Activities for using songs as a listening task

Earth song

Michael Jackson.

1.Put the sentences in the order you hear

- _____ What about rain
- _____ That you said we were to gain...
- _____ What about sunrise
- _____ Did you ever stop to notice
- _____ What about killing fields
- _____ Is there a time
- _____ What about all the things
- _____ Did you ever stop to notice
- _____ What about all the things
- _____ This crying Earth these weeping shores?
- _____ All the blood we've shed before
- _____ That you said was yours and mine...

CHORUS

Aaaaaaaaaah Ooooooooooh

2) Fill in the gaps with the words you hear

What have we done to the _____
Look what we've done
What about all the _____
That you pledged your only _____
What about flowering _____
Is there a time
What about all the _____
That you said was yours and mine...
Did you ever stop to _____
All the children dead from _____
Did you ever stop to notice
This crying _____ these weeping shores?

CHORUS

3) Put the words in the right order

used / I / dream / to

stars / beyond / I / to / glance / used / the

where / don't / I / Now / know / we / are

far / drifted / Although / we've / know / I

CHORUS

4) Fill in the blanks with the following words.

*free – cry – joy – everything – nature – yesterday – trust – land – someone –
elephants – seas – man – death – children – planet – animals – forest*

Hey, what about _____
(What about us) = **after each line**
What about the _____
The heavens are falling down
I can't even breathe
What about _____
I have given you
What about _____'s worth
(ooo,ooo)

It's our _____'s womb
 What about _____
 We've turned kingdoms to dust
 What about _____
 Have we lost their _____
 What about crying whales
 We're ravaging the seas
 What about _____ trails
 (ooo, ooo)
 Burnt despite our pleas
 What about the holy _____
 Torn apart by creed
 What about the common _____
 Can't we set him _____
 What about _____ dying
 Can't you hear them _____
 Where did we go wrong
 (ooo, ooo)
 Someone tell me why

What about baby boys
 What about the days
 What about all their _____
 What about the man
 What about the crying man
 What about Abraham
 What about _____ again
 (ooo, ooo)
 Do we give a damn

CHORUS

Earth Song

The song lyrics to check the activities.

What about sunrise
 What about rain
 What about all the things
 That you said we were to gain.. .
 What about killing fields
 Is there a time
 What about all the things
 That you said was yours and mine...
 Did you ever stop to notice
 All the blood we've shed before
 Did you ever stop to notice

The crying Earth the weeping shores?

Aaaaaaaaaah Aaaaaaaaaah

What have we done to the world
 Look what we've done
 What about all the peace
 That you pledge your only son...
 What about flowering fields
 Is there a time
 What about all the dreams
 That you said was yours and mine...
 Did you ever stop to notice

All the children dead from war
Did you ever stop to notice
The crying Earth the weeping shores

Aaaaaaaaaah Aaaaaaaaaah

I used to dream
I used to glance beyond the stars
Now I don't know where we are
Although I know we've drifted far

Aaaaaaaaaah Aaaaaaaaaah
Aaaaaaaaaah Aaaaaaaaaah

Hey, what about yesterday
(What about us)
What about the seas
(What about us)
The heavens are falling down
(What about us)
I can't even breathe
(What about us)
What about the bleeding Earth
(What about us)
Can't we feel its wounds
(What about us)
What about nature's worth
(ooo,ooo)
It's our planet's womb
(What about us)
What about animals
(What about it)
We've turned kingdoms to dust
(What about us)
What about elephants
(What about us)
Have we lost their trust
(What about us)
What about crying whales

(What about us)
We're ravaging the seas
(What about us)
What about forest trails
(ooo, ooo)
Burnt despite our pleas
(What about us)
What about the holy land
(What about it)
Torn apart by creed
(What about us)
What about the common man
(What about us)
Can't we set him free
(What about us)
What about children dying
(What about us)
Can't you hear them cry
(What about us)
Where did we go wrong
(ooo, ooo)
Someone tell me why
(What about us)
What about babies
(What about it)
What about the days
(What about us)
What about all their joy
(What about us)
What about the man
(What about us)
What about the crying man
(What about us)
What about Abraham
(What was us)
What about death again
(ooo, ooo)
Do we give a damn

Post or pre- listening activity

What do you remember about Michael Jackson? Complete this table. Talk about what you wrote to your partner. Change partners and share what you heard.

| | My memories |
|-------------|-------------|
| His songs | |
| His clothes | |
| His dancing | |
| His face | |

Michael Jackson has died aged 50 after having a heart attack at his Los Angeles home. He was rushed to hospital, where doctors spent over an hour trying to save him. His brother Germaine told reporters: "The family request that the media please respect our privacy during this tough time." Jackson was perhaps the greatest singer and dancer the world has ever seen. He transformed the music industry forever. The pop icon greatly influenced generations of singers with his unrivalled professionalism. Michael was known as the king of pop and there is perhaps no one close to challenging his legendary status. He will be remembered forever for his talent, his unforgettable songs, and his Moonwalk dance. Tributes to Michael Jackson have poured in from all over the world. Pop star Madonna said: "The world has lost one of its greats, but his music will live on forever." Jackson's ex-wife Lisa Marie Presley said she was "so sad and confused". She added: "This is such a massive loss on so many levels, words fail me." Pop star Justin Timberlake wrote online: "We have lost a genius and a true ambassador of not only pop music, but of all music." Jackson began his career as a child in his family group The Jackson 5. He went on to become globally famous as a solo artist with smash hits such as Billie Jean and Bad. His album Thriller, released in 1982, is the biggest-selling album of all time. It has sold 65 million copies worldwide.

1.Put the sentences in the order you hear

_____ I'm a big big girl
_____ It's not a big big thing
_____ But I do do feel
_____ In a big big world
_____ That I do do will
_____ Miss you much
_____ If you leave me
_____ Miss you much

_____ It's so very
_____ leaves falling
_____ It's all so
_____ Cold outside
_____ Yellow and nice
_____ I can see the first
_____ Like the way
_____ I'm feeling inside

Chorus

_____ Why did it have to happen
_____ Outside it's now raining
_____ Why did it all have to end
_____ And tears are falling
_____ from my eyes

Chorus

_____ But when I open my eyes
_____ I have your arms
_____ Wooh like fire
_____ You are gone
_____ Around me

The song lyrics

I am a big big girl
In a big big world
It's not a big big thing
If you leave me
But I do do feel

That I do do will
Miss you much
Miss you much

I can see the first leaves falling
It's so yellow and nice
It's so very cold outside
Like the way I am feeling inside

Chorus

Outside it's now raining
And tears are falling from my eyes
Why did it have to happen
Why did all have to end

Chorus

I have your arms around me
Wooh like fire
But when I open my eyes
Your are gone

Chorus

Big Big Girl

Watch the video clip and discuss the following questions.

- 1) What is the topic of the song?
- 2) The characters of the video clip: Who are they? How do they look like?
What is their common point?
- 3) Give as many adjectives as you can to describe the singer's mood in this video?
- 4) What does the end of the video express?
- 5) What does Emilia denounce and what message does she want to convey?
- 6) What do you think about this video clip and issue raised in it? Do you agree with the singer? Give your opinion in a few words.

Show Me The Meaning of being lonely

Back Street Boys

Student A. Fill in the gaps while listening and then check your answers with Student B's worksheet.

So many words for the broken _____
It's hard to see in a _____ love
So hard to breathe
Walk with me and maybe
Nights of light so _____ become
Wild and free
I could feel the _____
Your every wish will be done
They tell me

Chorus:

Show me the meaning of being lonely
Is this the feeling
I need to _____ with
Tell me why I can't be there where you are
There's something _____ in my heart
Life goes on as it never ends
Eyes of stone _____ the trends
They never say forever gaze if only
Guilty roads to an endless love
There's no _____
Are you with me now
Your every wish will be done
They tell me

Chorus

There's _____ to run
I have no place to go
_____ my heart, body and soul
How can it be you're asking me to feel the things
You never show
You are missing in my heart
Tell me why I can't be there where you are

Chorus

Show Me The Meaning of being lonely

Back Street Boys

Student A. Fill in the gaps while listening and then check your answers with Student B's worksheet.

So many _____ for the broken heart
It's hard to see in a crimson love
So hard to _____

Walk with me and maybe
_____ of light so soon become
Wild and free
I could feel the sun
Your every _____ will be done
They tell me

Chorus:

Show me the meaning of being lonely
Is this the _____
I need to walk with
Tell me why I can't be there where you are
There's something missing in my _____
Life goes on as it never ends
Eyes of _____ observe the trends
They never say forever _____ if only
_____ roads to an endless love
There's no control
Are you with me now?
Your every wish will be done
They tell me
There's nowhere to run
I have no place to go
Surrender my heart, body and _____
How can it be you're asking me to feel the things
You never show
You are missing in my heart
Tell me why I can't be there where you are

Create your own listening activities with the following song.

You are not alone.

Michael Jackson

Another day has gone
I'm still all alone
How could this be
You're not here with me
You never said goodbye
Someone tell me why
Did you have to go
And leave my world so cold

Everyday I sit and ask myself
How did love slip away

Something whispers in my ear and
says

That you are not alone
For I am here with you
Though you're far away
I am here to stay

You are not alone
I am here with you
Though we're far apart
You're always in my heart
You are not alone

All alone
Why, oh

Just the other night
I thought I heard you cry
Asking me to come
And hold you in my arms
I can hear your prayers
Your burdens I will bear
But first I need your hand
So forever can begin
Everyday I sit and ask myself
How did love slip away
Then something whispers in my ear
and says
That you are not alone
For I am here with you
Though you're far away
I am here to stay
For you are not alone
I am here with you
Though we're far apart
You're always in my heart
And you are not alone

And girl you know that I'll be there
I'll be there

You are not alone
I am here with you
Though you're far away
I am here to stay
You are not alone
I am here with you
Though we're far apart
You're always in my heart

You are not alone
For I am here with you
Though you're far away
I am here to stay
For you are not alone
For I am here with you
Though we're far apart
You're always in my heart

For you are not alone

Whisper three words and I'll come
runnin'

Combining listening with other skills

(elementary level)

Picture Dictation

The teacher describes the picture of a classroom and students in groups draw the picture.

This classroom is very big and light. There are computers in it. Boys and girls like to play computer games very much. Our room is not very big but it's very nice. There is a map of England on the wall. There are a lot of pictures and flags in

our classroom. Pupils like this room. They speak English, sing songs and play games. Their classroom is big. There are a lot of maps on the walls. There are a lot of books on the shelves.

After they finish, groups exchange their pictures and compare with their own. At the end the teacher checks their work and marks them.

School uniform

Students listen to the text about school uniforms in UK and draw the picture. The text describes boys and girls uniforms. Group one draws girl's uniform and group two draws boy's uniform.

School uniforms in UK.

Boys wear white shirt, dark blue trousers and black shoes. Girls wear dark blue skirts and white blouse. In some schools both girls and boys they have to wear blue ties. Usually private schools have their own uniform but in public schools students don't have to wear uniforms.

Is Zizi's hair dark?

Students in pairs; one student reads the text, another one draws the picture. Then, they look at the original picture and compare it with their own work.

This is a robot-girl. Her name is Zizi. Her head is square. She has got short hair. Her hair is blond and curly. She has got a small nose and mouth. Her eyes are big. Her eyes are round.

Picture Dictation and Problem Solving

In this activity students listen and perform an action—that is, drawing a picture. Then, on the basis of the drawing, students are asked to solve a problem. Ask the students to take a sheet of paper and lay it lengthways. Check that they understand all the spatial terms in the dictation that follows. Dictate sentence by sentence—they draw what they hear.

The Quickest Way

Draw a line across your page from left to right—draw the line across the middle of the page. Above the line there are waves. In the top left-hand corner there is a sailing boat. Draw a man lying on the sand in the bottom left-hand corner. Top right-hand corner—there is a swimmer in the water. The swimmer is shouting,

'Help! Help!' Make a dotted line from the swimmer to the nearest point on the shore. Draw a dotted line from the man on the sand to the swimmer.

What's the quickest way for the man on the beach to reach the swimmer?

Ask the students to work in pairs and answer the above question.

Taking a Message

Each of the students in a class call the teacher one evening at a prescribed time, and write a sentence that is dictated to them over the telephone. Next day students share their sentences and put them in proper order to tell a story.

A man and his son had been to a party.

They were driving back together.

They had had a very good time.

It was raining and the road was wet.

A cat was crossing the road.

The man swerved to avoid the cat.

The car skidded on the wet road.

It crashed into a tree.

The man was killed.

His son was seriously injured.

Someone called for an ambulance.

It rushed the son to hospital,-

He was immediately taken to the operating theatre.

The surgeon washed and went into the theatre.

The surgeon saw the boy and shouted, 'My son! My son!'

Can you explain?

Advertising and Marketing

(intermediate level)

Activity 1. Students listen to six different TV commercials with attention to the use of music, repetition of key words, and number of speakers. Then they analyze

the effects of these techniques have on the listeners and choose the best one. Finally, they explain their choice.

Activity 2. Students listen to six different TV commercials. On their answer sheet, they choose among four types of sponsors or products and identify the picture which goes with the commercial.

Activity 3. Students listen to six different TV commercials. Then in groups decide which changes could be done in these ads in order to make them more motivating.

Activity 4. Students listen to six different TV commercials. After listening they identify four motives which companies use to appeal to their customers.

Activity 5. Students listen to a short radio advertisements for jobs that are available. Then they check the job qualifications against their expectations.

Using games in learning English

What Is a Game?

"A game is an activity with rules, a goal and an element of fun. There are two kinds of games: Competitive games, in which players or teams race to be the first to reach the goal, and co-operative games, in which players or teams work together towards a common goal. The emphasis in the games is on successful communication rather than on correctness of language." (Toth, 1995)

Why Use Games in Class Time?

Games are fun and children like to play them. Through games children experiment, discover, and interact with their environment. (Lewis, 1999) Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language. For many children between four and twelve years old, especially the youngest, language learning will not be the key motivational factor. Games can provide this stimulus. (Lewis, 1999) The game context makes the foreign language immediately useful to the children. It brings the target language to life. (Lewis, 1999) The game makes the reasons for speaking plausible even to reluctant children. (Lewis, 1999) Through playing games, students can learn English the way children learn their mother tongue without being aware they are studying; thus without stress, they can learn a lot. Even shy students can participate positively. The following rules are very essential for using games in class.

- A game must be more than just fun.
- A game should involve "friendly" competition.
- A game should keep all of the students involved and interested.

- A game should encourage students to focus on the use of language rather than on the language itself.
- A game should give students a chance to learn, practice, or review specific language material.

An EFL learner is someone who is learning English but does not live in an English speaking country while an ESL learner does live in an English speaking country. Both types of English language learner have a lot in common, and benefit from the use of games in the classroom, but sensitivity to the different circumstances and goals of each group should be used in selecting and presenting the games.

EFL learners will generally have similar backgrounds, but varied motivations. They are usually stable as regards to income, residence, and schedules. They are also usually literate in their first language. They may be learning English as a foreign language for a hobby or for their work. Aside from those studying for academic requirements, there is less emphasis on writing and literacy in English, and more on verbal communication. Academic EFL students will often want to focus on tests and test practice. When selecting games for EFL classes select according to students' interests. For EFL learners who will be taking exams check if the test has a speaking component and if it does games can be very helpful in preparing for this. If speaking is not tested in the exam focus on English games that will support listening, skimming, reading, and writing skills. These students genuinely enjoy language games that are both relevant and still a break from the drudgery of exam prep. Quiz games and trivia games based on English vocabulary and grammar rules are excellent ways to work on exam topics while injecting some fun into the class. For those who study English as a hobby, or conversational English, almost any speaking or listening game will be of interest. Rhythmic chants, songs, and rhyming games are a lot of fun with these students. You can also work in some reading and writing painlessly, by playing

build-a-sentence or build-a-story games and then having them actually write up the sentence or story they have just composed.

Business students will appreciate games as a relief from the grind of daily work, but you will have greatest success if you connect them to the goals of the course and business situations in which the students hope to use their English. Role-plays and skits can be especially helpful with advanced business students, as they often bring out aspects of cross cultural communication that are taken for granted and not mentioned in books.

How to Organize Your Class

- Think ahead. If you mix up the rules or get confused, the children will rebel. The class can fall over blame. Rehearse games yourself or with friends before class. (Lewis, 1999)
- Distinguish noise from chaos. To prevent noise, make students sit near the teacher and explain clearly what they are going to do.

The Role of the Teacher

- Preparing the materials in sufficient quantities.
- Explaining clearly what is to be done.
- "Checking" answers at the end of an activity.
- Making sure everyone participates.
- Controlling the time of each game.

Some Practical Activities to use in English classes

Vocabulary game: Broken sentences

(Lewis & Bedson, 1999)

In this activity, students have to put together sentences which have been broken up into two halves.

Method:

Copy and cut up some sentences as below, so there is one sentence for each pair of students in the class. (If there is an odd number, the teacher can take part.) Students walk around the room trying to find their "pair." Once they have, they sit down.

Check by getting each pair to read out their sentence.

I am going to the zoo..... to see the wild animals.

Let's go to the travel agent..... to book our summer holiday.

I need some soap..... to wash my hands.

You'll need a saucepan..... to boil those potatoes.

You'd better take a torch..... to see in the dark.

I need a ruler..... to draw straight lines.

Variation: In this activity, we can also break up the sentences into three parts.

I won't get..... married until I'm..... at least 25.

I'd change my..... name if I weren't..... happy with it.

I won't be able to..... arrive before..... Friday, I'm afraid.

I'd get a..... dog, only my son..... is afraid of them.

The homophone game (intermediate/advanced)

(Lewis & Bedson, 1999)

This activity is for pairs or groups. Before starting, explain what homophones are, namely words that sound the same but have different meanings and spellings, e.g., I, eye. Before starting, tell each pair/group to write the numbers 1-20 in a column on a separate piece of paper.

Read out the words one at a time. After you have read out each word, allow the pairs/groups 20-30 seconds to try to write down two possible words. Continue in this manner until all 20 words have been read out. Check orally. If you wish, get one person from each pair/group to write their answer on the board. Try to get them to explain the different meanings.

Drawing a picture

Divide the students into pairs or groups. One or two students come to the blackboard and get ready to draw the picture. Give one picture to each group to see except the student who is ready to draw. Other students describe the objects in the picture, and the student who didn't see the picture draws it according to his classmates' description. The group who finish drawing in the shortest time, and whose picture is most similar to the original is the winner. When teachers prepare their lesson, like teaching a new grammar point or reading of a text, they will need some extra ingredients to make it into a smooth, integrated unit. The need for short activities:

- A quick warm-up for the beginning to get your students into the right mood for learning.
- An idea for a brief vocabulary review before starting a new text.
- A light filler to provide relief after a period of intense effort and concentration.
- A brief orientation activity to prepare a change of mood or topic.

Newspaper Crazyies

Newspaper Crazies takes newspaper or magazine articles as the starting point for regular and irregular verb recognition. You'll need some newspapers or magazines

The Bell Game

The Bell Game challenges students to pronounce target lesson words correctly in a competitive game. You'll need a deck of cards that contains each target word for the lesson(s), and two small bells. The goal of the activity is given a written regular word, the student can say the word with automaticity.

Slap That Word!

Slap that Word is a fun game you can play with children that will help them associate and reinforce written and spoken words that have been introduced during your lessons. You'll need these materials: fly swatter, word wall (words written on a chalkboard or white board). The goal of the activity is that given a spoken word, the student will quickly be able to recognize the word's written form.

Simon Says

A fun, classic young learner's game is "Simon Says". In this classic game, one student tells the other students what to do by beginning: "Simon says ... touch your nose / count to five , etc.". If the student says "touch your nose" and the students perform the command they are out. Of course, this game takes a lot of attention on the part of the teacher.

Cops and Robbers Tag

This game helps young learners work on various objects vocabulary and practice the use of the present perfect while having some fun and blowing some steam off.

The basic concept is that of "cops and robbers" with each student being either a cop or a robber. Young learners try either to steal objects or catch the thief.

Bad Fruit: A Shoppers' Nightmare

Level: Easy to Medium

This is an oral communication activity appropriate for EFL learners in elementary/primary school. (It's optimal for grades 3-6). This game is designed for practicing "shopping" dialogues and vocabulary.

Materials: "produce" and play money.

Object of Game: To accumulate as many products as possible.

Students are divided into clerks and shoppers. The 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). The 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. Students 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. Students with that product must then put ALL their products in a basket at the front of the room. The remaining students continue shopping. Students who had to dump their products must begin again from scratch (with fewer units of currency). The student with the most products at the end wins. Students then switch roles.

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

Alternative play for more advanced students: 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.

What's the Question?

Level: Any Level

Type of Activity: listening and speaking

Purpose: review question forms previously studied in class

Procedure:

Form two teams (three will work, but two seems to add just the right amount of competitive tension).

Explain the game, with a few examples of answers in search of questions. Ask, 'What's the question?', and get students to correctly say the corresponding questions for your answer. Have two players--one from each team--come to the front. Style it like a game show if you like, with the students standing side-by-side. If you have access to bells or buzzers, it's even more fun. Next, read an answer to a question and say, 'What's the question?' The fastest player to respond wins a point for her/his team. New contestants come to the front for a new round.

Rationale: This game forces the students to think backwards a little, so they must provide a grammatically perfect question. All too often, they are used to answering rather than asking questions, so this is challenging and useful as review.

Chain Spelling (Shiri-tori)

Level: Easy to Medium

The teacher gives a word and asks a student to spell it, and then a second student should say a word beginning with the last letter of the word given. The game

continues until someone makes a mistake, that is, to pronounce the word incorrectly, misspell it or come up with a word that has been said already, then he/she is out. The last one remaining in the game is the winner.

This game can be made difficult by limiting the words to a certain category, e.g.. food, tools, or nouns, verbs, etc.

Bang Bang

Level: Easy

Divide the group into two teams. Explain that they are cowboys and they are involved in a duel. One student from each team comes to the front. Get them to pretend to draw their pistols. Say "how do you say..." and a word in their mother tongue. The first child to give the answer and then "bang bang", pretending to shoot his opponent is the winner. He remains standing and the other one sits down. I give 1 point for the right answer and 5 extra points if they manage to "kill" 4 opponents in a row.

Editor's Note: Instead of saying the word in the students' mother tongue, it would be possible to use a picture or to say a definition ("What do you call the large gray animal with a long nose?")

Battle Ships - A Vocabulary Game

Level: Easy to Medium

Preparation:

Divide the students in to groups of four or five. Then ask the student to make the name for their ships for example with the names of animals, cities, movie stars or let them find their own favorite names. Ask them to choose the Captain and the Shooter. The captain's duty is to memorize his ship's name, so he can reply if

somebody call his ship's name. The shooter's duty is to memorize the names of the ships of 'their enemies', so he can shoot them by calling their ship's name.

Activity:

Arrange all the captains in a circle, the ships' crews must line up behind their captains. The shooter is the last crew member in line. The teacher must decide a lexical area of vocabulary, this vocabulary will be used to defend their ships from the attacks. Every students (except the shooters) must find their own words. The lexical area for example, "Four Legged Animals". Give the students 1-2 minutes to find as many possible words as they can and memorize them. Start the game by calling a ship's name, for example the ship name is "THE CALIFORNIAN". The captain of THE CALIFORNIAN must reply with a word from the lexical area given, for example he says "TIGER" followed by his crews behind him one by one, "COW"; "SHEEP" until it is the shooter turns and he calls out the name of another ship and the captain of the ship called must reply and his crews must do the same thing. No word can be repeated.

If the captain is late to reply (more than 2 seconds) or his crew can not say the words or a word repeated or the shooter shoots the wrong ship (his own ship or the ship that has already been sunk) the ship is sunk, and the crew members can join the crew of another ship. The teacher can change the lexical area for the next round. In the last round there will be two big groups battling to be the winner.

Describing Appearances & Characteristics of People

Level: Easy to Medium (Low to low intermediate)

Each student is then give one sheet of paper. One student sits at the front of a room. He/she describes a person and the rest of the class draws the person being described. It is more interesting if the person being described is known by everyone. Once the student has finished describing that person then he/she reveals who it is and each student shows his/her drawing. The laughter from this

is hilarious as the impressions tend to make the character in question look funny. It is a good idea to encourage students to ask the interviewee student questions about who they are describing.

Sentence Race

Level: Any Level

A good game for large classes and for reviewing vocabulary lessons.

Procedure

Prepare a list of review vocabulary words. Write each word on two small pieces of paper. That means writing the word twice, once on each paper. Organize the pieces like bundles, 2 bundles, 2 sets of identical words. Divide the class into 2 teams. get them to make creative team names. Distribute each list of words to both teams. every student on each team should have a paper. Both teams have the same words. When you call a word, 2 students should stand up, one from each team. The students must then run to the blackboard and race to write a sentence using their word. The winner is the one with a correct and clearly written sentence. This is always a hit with kids. For more advanced students, use more difficult words.

Paper Airplane Game

Level: Any Level

Draw a target (with points - like a dart board) on the white board or use a cardboard box in the middle of the room. Then, students make paper airplanes and launch them after they answer your question in the form of a sentence. I don't expect my beginners/low intermediate students to form complete sentence so I help them to form correct sentences. To my surprise they will repeat the sentence several times (while I'm helping them) just so they can throw their airplane. For

beginner and low intermediate classes, I recommend formulating questions that lead to 1 or 2 types of answers. This allows for better memorization. For example, use CAN/WILL questions and write the beginning part of the answer on the board "I can/will...". I recommend giving a prize to make the target points mean something, thus peaking their interest.

Pictionary

Level: Any Level

Write out series of categories like professions (doctor, bus driver, etc.), animals, foods, actions (fishing, haircut, etc.) then divide the class into groups of 2. One student draws and the other guesses. Next turn, the guesser draws and drawer guesses. This game works best with the arbitrary stop watch (30 seconds). This is designed for one lesson. Then for another day take the same categories (or create new ones) and play the same game except students, this time, act it out (no speaking or noises).

Spelling Contest

Level: Any Level

First, if you have a large class you have to divide it in 2 teams. then the teacher says a word or a sentence depending on the level for the students to spell. Students should spell these correctly with not even one mistake. The team that has more points is the winner

What's the Meaning?

Level: Medium to Difficult

The teacher may need a dictionary do this activity. Choose a word which is long, difficult, and unknown to the students, a good word to begin with is: warmonger. Without using a dictionary, your students write down a definition. (They can

work out the definition in groups of three). Allow them a few minutes to think and write. Collect the definitions and read them aloud. When you have finished reading, they will have to vote which of those is the correct one. (It doesn't matter if none of them is the correct one) After they have voted and none of the groups guessed the meaning you read the correct one aloud. The idea of this game is to let students be creative and practice writing skills. Then you can have the students to discuss their writings.

Collocation Order

- **Aim :** to develop speaking skills, to teach collocations
- **Time :** 5 minutes
- **Level :** beginner/intermediate
- **Material:** papers, pins
- **Procedure:**
 1. Play this game, before starting the lesson in every session.
 2. Have a collocation written on a paper (e.g. to make a promise) but don't show this to the students.
 3. Cut the chunk to leave each word alone in the sentence (to / make / a / promise).
 4. Pin each word / piece to a student's sweater casually and these (e.g. four students for to/make/a/promise) students are to find their right place in the order of the idiom hidden.
 5. Then the rest of the students try to guess the meaning of the collocation.
 6. Every week, another group of collocations can be used (collocations with take, have, break, get, make etc.).

Some examples of collocations:

- to take a seat
- to take a look

- to take someone's place
- to have a problem
- to have time
- to have a drink
- to break the rules
- to break someone's heart
- to break a record

The Rest of the Story

- **Aim :** to develop speaking skills
- **Time :** 20 minutes
- **Level :** intermediate
- **Material:** papers
- **Procedure:**
 1. Give the students a sentence from a story.
 2. Let the students guess the rest of the story.
 3. Then give another sentence and let them guess again.
 4. Continue until the story is finished.
 5. Let the one who guesses the right ending read the original story aloud in the classroom.

Odd Dreams

- **Aim:** to develop speaking skills
- **Time:** 15 minutes
- **Level:** Advanced
- **Material:** papers, a hat
- **Procedure:**
 1. Write different kinds of dreams on little pieces of papers and put them in a hat.

2. Choose a student to be the "dream juror."
3. Divide the rest of the class into the groups of three or four.
4. Let each group take one dream from the hat.
5. Let the groups interpret the dreams they have.
6. After 5 minutes each group will tell their interpretations to the dream juror aloud.
7. The dream juror says whether he/she likes the interpretation or not.
8. After all the groups interpreted their dreams, the dream juror chooses the best three groups (so as to avoid a strict competition).

Some examples of dreams to write on the papers for groups to interpret.

- A man has a dream in which a dog chases him in a dark jungle.
- A little girl has a dream in which she tries to escape from someone.
- In his dream, an old man speaks with an angel.
- In her dream, a boy travels in Egypt and rides a camel.
- A worker has a dream in which he has 12 children.
- A boy is lost in the middle of a crowded city in his dream.
- In his dream, a boy takes a photo of a mockingbird.

Activities for improving critical thinking skills

Critical thinking is not an easy concept to define as it can mean quite different things to different people in different contexts and cultures. Despite this fact, we believe that EFL instructors can greatly benefit both themselves and their students by attempting to understand and incorporate some of its key elements into their classrooms. Generally speaking, to think critically about an issue is to consider that issue from various perspectives, to look at and challenge any possible assumptions that may underlie the issue and to explore its possible alternatives. More specifically, when we think critically about a given topic, we are forced to consider our own relationship to it and how we personally fit into the context of the issue. This type of thinking does not always come easy, but we feel well-informed instructors can help a great deal in encouraging its development in their students. The overall benefit to the classroom is twofold. Firstly, classes which involve elements of critical thought tend to be generally more interesting and engaging. For example, two possible discussion topics related to a unit on the environment. Topic one asks students to summarize the main issues covered in the class in preparation for a final writing activity. Topic two asks students to outline the draft of a letter to be sent to the city's mayor addressing their concerns about environmental issues in and around the city. Secondly, using issues that encourage critical thinking helps to give the classroom a more meaningful and cohesive environment. Students who feel that they are working together will be more likely to attend classes and will be more involved while they are there.

Problem Solving

Problems exist everywhere, both inside the classroom and out, and their resolution is a popular source of conversation in all countries and cultures. Analyzing a somewhat complex problem like a city's poor public transport system can offer students a myriad of opportunities to analyze an issue critically. By asking students to look at pro's and con's and costs and benefits an instructor

is forcing them to consider real world problems that impact their daily lives in a critical way.

First the class must identify a problem that is relevant to their lives and interests.

Some examples might include:

The high cost of education at their school

Overcrowding in the city

Local noise pollution

Corruption of city officials

Preserving historical monuments

Next, the class should work together to clearly define the problem. This step is important for the completion of the task and the instructor needs to work to make sure everyone is starting with a similar definition. Divide the class into pairs, groups, or teams and ask them to list the root causes of the problem. The instructor should then identify two or three causes that seem appropriate to the task and ask the students to discuss steps for their correction. Here the instructor must ask the students to keep in mind the real-world consequences to their actions and prevent solutions from becoming imaginary. With a little work from the instructor, the students' ideas can be collected into an action plan which can be posted around class or sent to an appropriate official for review. This works particularly well in a university setting where an instructor's colleague can write a response to the class. Problems are everywhere but the instructor must think through the steps in the process clearly before introducing a given problem to the class. Student generated solutions need to be as concrete and realistic as possible. Working with an outside agent (city official, university representative, lawyer) for correspondence is helpful as it lends weight and a sense of accomplishment to the project.

Problem solving activities

Activity 1

Think about your every day problems and share your ideas with your pair.

Activity 2

Discuss your ideas in small groups and write them on the poster.

Activity 3

Discuss them with whole group.

Activity 4

Define the sources/causes of the problems.

Activity 5

Find solution.

Activity 6

Present your poster to the class.

While discussing, students fill in the following table:

| PROBLEM | SOURCES/CAUSES | SOLUTION(S) |
|--------------------------|---|--|
| Eg. Being late to school | a) staying up late b) not doing tasks on time c) transport problems | Going to bed earlier Be prepared on time Go out of the house earlier to walk ... |
| | | |
| | | |

We are going to Britain

At the beginning of the class students watch a short episode about London and its sights. After watching it, there is a problem solving activity where students decide which sight they would go if they were in London.

A Day In London

The procedure:

- 1) Students are divided into small groups.
- 2) The task for solving: Imagine you are in London for one day. You arrive at Heathrow airport at 9 am and you are to come back at 9 pm. You have twelve hours to spend around London. Besides, you have 5 pounds each and a car with full tank. Decide how you are going to spend your time. Plan and make a schedule of your activities.
- 3) Each group chooses a speaker and presents their schedule.

During students' work the teacher should monitor around to see if each student's choice is taken into consideration. The topic "A Day In London" can be changed in accordance with student's knowledge.

CITY AND VILLAGE. Debate class.

1. The debate topic "City or Village. Where would you live?" is given to students as a home task so that they could bring more evidence to support or oppose both ideas by filling in the following table:
- 2.

| LIVING IN A CITY | | LIVING IN A VILLAGE | |
|------------------|---------------|---------------------|---------------|
| ADVANTAGES | DISADVANTAGES | ADVANTAGES | DISADVANTAGES |
| | | | |
| | | | |

3. Students are divided in to two groups "City" and "Village".
4. Students share all the evidence they brought as it was given as a home task.
5. Students choose the strongest arguments.
6. Both sides share their opinions and present their arguments. In this case there are some options. Groups can choose a speaker and he/she is given a certain time to make a speech where he uses all the arguments they chose in their group. While speaking his/her group members can present him/her

some additional arguments which come to their mind and he/she can add them in his/her speech.

7. The teacher follows-up with a summary of the opinions and views expressed by all sides and an assessment of their strengths and weaknesses.
8. In the final step, the class and the teacher express their opinions on which side made the case most convincingly.

Descriptive Drawing Lesson

With just a pencil and piece of paper for each student, you can at a moment's notice fill a class period with a fun and educational activity. This interesting twist on a guessing game promotes critical thinking skills in your students. Students can either work individually or in pairs during this activity.

Step By Step Directions

Each student should have a piece of paper and a pencil out, ready to draw an item based on the teacher's description. Although some students may complain that they are not good at drawing, explain that they are to do the best they can. Provide the students simple descriptive directions for drawing an object such as a key, a pencil or an umbrella. Be sure to use creative adjectives in your description of the object as a way to model for the students how to describe objects.

Guessing Game

Once you have finished describing the object for students to draw, have the students compare pictures with each other to attempt to guess what the object is. When making a guess, have the student explain why they think it may be whatever they think it is. For example, a student may say that they think the object is a pencil because of how long and straight it is and how it has a point only on one end.

Reinforce Careful Listening Skills

As you continue to have your students draw and guess different objects, explain to them how important it is to listen carefully. If appropriate, you may consider not repeating any directions, to cause each student to listen even more carefully. Ask the students what helps them understand what to draw, demonstrating the need for clarity in communication. With extra time, have the students take turns describing objects for the rest of the class to draw. This can be done in small groups, pairs or as a whole class, depending on how much time you want to spend on the activity. The smaller the group, the faster the activity will be completed, as more students get a chance to describe an object at once.

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