

### 1 Yes, let's!

This is an improvisation game that gets students moving and helps them memorise new vocabulary. Before playing the game, make sure they understand the use of *Let's ...* for making suggestions. Step in and suggest activities to mime if the group gets stuck. You can use this game to revise and extend vocabulary for daily routines (Student's Book page 30).

- 1 Ask students to stand in a big circle. Make a suggestion for doing an ordinary daily activity, e.g. *Let's brush our teeth*. Everyone shouts *Yes, let's!* and together they mime brushing their teeth.
- 2 Encourage students to make other suggestions (*Let's get dressed*). Everyone shouts *Yes, let's!* again and together they mime the action suggested.
- 3 The game follows this pattern until everyone has had a chance to contribute or once the group has run out of ideas.

#### Tip

Try to keep the pace of the activity moving quickly and make sure the students exaggerate the miming.

#### Alternative version

Do the same but instead of miming activities suggest real actions for miming: like *Let's sit down* or *Let's turn around*.

#### Extension

Use this activity to introduce or revise more vocabulary related to daily routines or actions, e.g. *Let's drive a car* or *Let's jump*.

- 1 Make the suggestion, everyone shouts *Yes, let's!* and students who already know the vocabulary mime the action. Congratulate them for already knowing it and encourage those who don't to imitate the actions of those who do. Together everyone repeats the suggestion saying *Let's ...* and *Yes, let's!*, then miming the activity.
- 2 Occasionally repeat the new vocabulary items at random moments to check for retention.

### 2 Body shape alphabet

This movement game gives students the opportunity to be inventive while reinforcing their comprehension of the sounds of the alphabet. It can also help students to learn to see themselves from the outside so they feel less self-conscious when their shapes are pointed out to the whole group. This exercise can be used as a revision of spelling (as in Exercise 4 in the Starter Unit) at any time students have difficulty spelling new vocabulary introduced throughout the units.

#### Solo version

- 1 Ask students to stand up. They should not be in a circle but they should have plenty of room to move.
- 2 Say the letter *A* and make the shape of an *A* with your body.
- 3 Students make an *A* shape with their bodies. Encourage them to do this as quickly as possible. When they've made the *A* shape they say *A* out loud.
- 4 Point out to the class some of the interesting and correct shapes. Students will find different solutions to making the shape of the letter with their bodies (using all or only part of their bodies: legs, arms, hands; choosing between capitals or small letters, etc.). Encourage students to be inventive.
- 5 Continue through the alphabet to *Z* using the same pattern: say the letter, students make the shapes and then they repeat the letter out loud. Encourage students to change shapes quickly. Take the time to point out the interesting shapes and congratulate them on their inventiveness.

#### Alternative version

Students work with a partner and make the shapes of the letters together with their bodies. Say the letter, they make the shape with their partner and repeat the letter out loud together once they have made the shape. Make sure they do this safely and suggest that they might like to use the floor or a wall for support as well.

#### Extension

- 1 Divide the class into groups of four. Then further divide the groups of four into two. Two of the students will be making shapes and the other two will be watching.
- 2 Say a word from the vocabulary list, e.g. *football*, that they should know how to spell, then say *Go!*
- 3 Students spell out the word with their bodies. The students watching try to see if the students making the shapes spell the word correctly.
- 4 Switch groups and repeat with another word from the vocabulary list.

### 1 Introductions

This is a game in two parts that can be used for practising the language for making introductions. Even though the students already know each other, it can help them make the structures automatic. The culturally specific gestures used in meeting new people can also be introduced as well. If in your country you typically give people a kiss on both cheeks then you use that. An alternative might be for people to shake hands which is most common in the English-speaking world. This might be a bit uncomfortable for some students but will allow them to experience the gestures of meeting someone from a different cultural context.

Everyone stands in a circle. Begin the game by looking across the circle and making eye contact with one of the students (Student 1). Cross the circle and have the following interaction:

Teacher: *Hi, I'm (your name). What's your name?*

Student 1: *I'm (Student 1's name).*

Teacher: *Nice to meet you, (Student 1's name)!*

Student 1: *Nice to meet you too!*

2 Now take Student 1 to meet someone else in the circle (Student 2). Establish the following pattern:

Teacher: *(Student 1's name), I want you to meet (Student 2's name).*

Student 1: *Hi, (Student 2's name). Nice to meet you!*

Student 2: *Hi, (Student 1's name). Nice to meet you too!*

3 Now Student 1 will take Student 2 to be introduced to someone else in the circle (Student 3). They should use the same pattern established in 2.

4 The game continues until the last two students come to the teacher to introduce the last student to the teacher.

### 2 Do it

This is an active game that involves practising the imperative. It also gives students an opportunity to be very inventive.

1 Students work with a partner. One is the Speaker and the other is the Doer.

2 The Speaker can only say action verbs in the imperative: *stand up, walk, smile, touch your nose.*

3 The Doer does whatever the Speaker proposes.

4 Let this go on for a few minutes and then give them a signal to change roles.

Encourage the Speakers to play with how they give the instructions. The Speakers can play with the sounds of the words or give them some type of

emotional quality like *angry* or *happy*. The Doers will then do the actions in a way that interprets the quality of the Speakers voice through their movement. Speakers can play with timing as well. If they say something like *Sit doooooooooown* the Doer will use the elongated sound to do the action and it will become slower. At the end of the exercise you can ask them how they felt playing each role. Although one student is ordering the other around, the primary objective of the exercise is for students to try and remember all of the action verbs they can and to play with sounds and qualities of emotions. If they run out of ideas, they can repeat something they said before but change the way they say it. Alternatively, you could give the Speakers cards with the action verbs in the imperative on them.

### 3 The backchaining walk

This is an exercise which has been adapted to apply the backchaining technique to physical movement which can help students assimilate difficult grammar structures. By putting the emphasis on 'one step per word' the students are concentrating on something else which allows them to practise the structure without thinking too much about it.

1 Take an example sentence from one of the units to use as practice and establish the backchaining process. (*in town ... a good restaurant in town ... isn't a good restaurant in town ... There isn't a good restaurant in town.*)

2 Students stand. Tell them they are going to walk around the room and they can walk anywhere. They should try to avoid bumping into other people! Tell them that they are going to take a step with each word.

3 Backchain the sentence (as above) allowing for pauses between each section. Students walk taking a step with each word.

4 Repeat this time with the students also saying each word aloud as they take a step.

5 Repeat the process with a contrasting structure (*There are lots of good pizza places here*).

#### Adaptation

It is possible to adapt this so that students are taking a step with each syllable. This can help them with certain words like *restaurant* which only have two syllables.

### 1 The repetition exercise

This is an opportunity for students to drill the use of the present tense, *have got* and *is / are*, and the present continuous.

**Present simple / *have got* and *is / are***  
(observations about appearance):

- 1 Students work with a partner. They should face each other; they can be standing or sitting on the floor. It is important that they are able to see each other properly.
- 2 One student begins by making an observation about the other student, *You have got blue eyes*.
- 3 The partner repeats the statement in first person, e.g. *I have got blue eyes*.
- 4 The first student makes another observation about the appearance of the second student or, if nothing occurs to them, they repeat the statement they have just said until something new occurs to them.
- 5 Students continue the process for a few minutes and then give them a cue to change roles.

**Present continuous (observations about behaviour and actions):**

Students follow the same pattern but they use the behaviour and actions that are occurring at the present moment, *You are smiling. I am smiling*. Encourage students to play with how they say the sentences but make sure that it doesn't become about making judgements.

### 2 Translating the alien

This is an improvisation game that gives students the opportunity to be very creative. It's also a lot of fun. It uses *gibberish* which is a fictional language that has no actual meaning. In this scenario an alien ambassador from another galaxy has been visiting Planet Earth for the past week and now wants to give a press conference for all the citizens of Earth in order to say *thank you* and to tell them all the things it has enjoyed doing during its stay. The only problem is that the alien ambassador only speaks its own language and therefore needs an interpreter to translate into English everything that it says. This game is a great opportunity for students to revise a lot of the vocabulary.

- 1 Explain to the students what *gibberish* is and put them into pairs to practise the *gibberish* language. At this point it is not important that they try to communicate ideas as much as they have fun making up and playing with the sounds of a pretend language.
- 2 Students now make a list of things that an alien visiting Planet Earth for the first time would want to do. These are things that they have never done before on their own planet. They might

even be simple things like have a hot chocolate or play football.

- 3 Choose one pair to play the alien and the interpreter at the press conference. Tell the other students that they are reporters and that after the alien's speech they will be allowed to ask questions.
- 4 The alien makes a speech beginning by saying *thank you* in alien *gibberish* and then continues to list all of the new experiences it has had during its brief stay on Planet Earth. The interpreter translates into English using the past simple (e.g. *He had a hot chocolate*). This should follow a pattern where the alien says a sentence and then the interpreter translates that sentence before the alien speaks again. Let this go on for about eight to ten statements with translations.
- 5 Now give the rest of the class who are playing reporters the opportunity to ask questions.
  - A reporter asks a question in English. *Did you (go skiing)?*
  - The interpreter translates the question from English into *gibberish*.
  - The alien responds to the question in *gibberish*.
  - The interpreter translates the response back into English for the reporters.
- 6 Repeat this with any other pairs that want to try.

### 3 Whose story is it?

This is an exercise which gets students to speak about personal experiences.

- 1 Divide the class into groups of three or four students.
- 2 Tell the students that they will take it in turns to tell each other about something surprising that has happened to them recently. If they can't think of anything that's really happened – ask them to invent something. Give two or three minutes for each student to tell their story before giving them a signal to change storytellers.
- 3 After everyone has had a chance to tell their story, each group decides which story they want to use to tell the whole group. Now the students take turns repeating the story they have chosen. They should speak in the first person as if the experience really happened to them.
- 4 Ask one of the groups to stand at the front of the class. Each student tells the same story.
- 5 When they have finished, the rest of the class tries to guess whose story it is. You can adapt this by allowing the other students in the class to ask any of the storytellers questions.
- 6 Repeat the process with the other groups.