USING GAMES
IN ENGLISH CLASSES

Games, Energisers
and Tools

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EVS Volunteer
2016 - 2017

INTRODUCTION

I am an English Teacher, project coordinator and teacher trainer from Turkey. I am a graduate of English Language Teaching Programme in Uludag University, Turkey. I worked as a language assistant in a primary and middle school in Palermo, Italy at the beginning of my teaching career. I have seven years English teaching experience in a High School in Turkey. I developed a language learning project and got grant for applying the activities with partner schools from Italy and Norway within Life Long Learning Programme, funded by European Commission, which provided us with mobilities for students and teachers among the participating schools. I also taught English to the teachers, directors, managers who lived in the local community I worked for and were to join international projects . Besides, I had 10 months education in Teaching and Learning for Democratic Citizenship in University College Lillebaelt in Odense, Denmark as a part of Erasmus Student Exchange Programme during which I had a four – month teaching internship in a middle school there. I also started studying at Education Management and Inspection in Sakarya University, Turkey. I participated in a Teacher Trainer Programme in University of Nevada, Reno, the United States where I had a six-week training on improving teaching and using online tools in class, which also provided me with observing English classes, assisting the English Teacher and country presentations during different classes in a High School there for a three weeks period.

I have also participated in different Teacher Training Programmes organized by different publications in Turkey and Poland. I am currently on an EVS Volunteering Programme in Dabrowa, Poland where I worked as an English Teacher and organized English Speaking Classes for young learners, teenagers and adults in Zespol Szkol w Dabrowie and Maria Curie Skłodowska Primary School by means of non-formal teaching methods which included games, conversational activities and some online tools that I gained during my learning period before and during EVS.   In addition to these after school English Speaking Classes, I also organized three trainings for English teachers, two of which was about using games and non-formal methods for English classes and one was on eTwinning as I wanted to share my knowledge and experience that I have gained during my teaching career, trainings that I have took part in before and during EVS.

This booklet is for English as well as all language teachers and features the games, ice-breakers and tools that I have used during my classes , some international youth exchanges , learning camps for students and teacher trainings. This publication is also an indicator of my gainings, reflections on my lessons and trainings as well as improvement as an English Teacher during my EVS, which will be disseminated through further projects and trainings in my local and national community by means of trainings, meetings and learning activities.

The games, non-formal methods and various tools helps teachers get rid of the routine teaching time, warm up the students before the lesson, give students a break from the usual curriculum, use the time affectively when there is a little time left to kill, to assess and summarize at the end of the teaching and last but not least, to make your classes more interesting for your students as games make learning more fun and fast. Teachers can use these games and non-formal methods for testing and teaching vocabulary, practicing conversation, learn tenses, improve syntax, making reading more fun , listening attentively and so forth. It is no doubt that when teachers use games and non-formal methods where the students are active and responsible learners, the classes are sure to be more fun, active, energetic and challenging which fosters learning.   I hope teachers will find the following games, icebreakers, methods and tools that they can use for practicing various language areas useful.

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Gmina Dabrowa

ACKNOWLEDGEMENT

Since the moment we were born, we have been learning. When I decided to take a year for EVS, my coordinator had asked me If I believed this EVS will benefit me in some ways, and my answer was 'It definitely will', since I believe that we learn all the time no matter where we are and what we do as long as we are exposed to new experiences. Another door in my teaching career was opened thanks to this EVS project; that is, I was able to work at a foreign school, help them speak English, provide them with various activities, organize Teacher Training Workshops, work in local projects, develop myself in terms of using non-formal methods for teaching English, be a learner of Polish Language which was totally new language with its extraordinarily pronounced sounds for me, share the culture, language, knowledge, love, laughters and friendship, feel like a part of a community that you are new in and last but not least write my first publication. My thoughts about writing a book in the field of Teaching English started when I was in middle school when my sister told me 'I believe you can write a book in the field of English for learners of English.' That was my first motivation as my sister told me this believeing that I have a good knowledge of English and should share it with others. From that time to this current moment, I can see that I have written a little publication for teachers of English.

This little publication is the beginning of my publication career that has been kicked off by my EVS experience.

I would like to express my gratitude to my mother who always supported my learning throughout life, my sister who supported me to write a publication in Teaching English, my friends who told me that I can write any book to share my life experiences with people who can benefit from them.

As for what really made me take action in writing a publication, I would like to express my deepest gratitude to the key people of the project 'School under Oaks' that is operated by Gmina Dabrowa with the fund from Erasmus+. I feel grateful to the Mayor of Gmına Dabrowa, Marcin Barcykowski, who appoved my volunteering in his organization where he works; the Coordinator of this project, Beata Perera, who always supported me with precious ideas throughout the work process and motivated me to write this publication, and last but not least, to the English Teacher Violetta Stokfisz who joined my trainings and has always been willing to share her ideas and feedback on teaching English with me.

I hope English Teachers will find this little booklet in which I shared my knowledge that I gained throughout my teaching career and EVS on using games in English and that has been published with the fund provided for the project 'School Under Oaks' that is run by Gmina Dabrowa within the scope of Erasmus+ Programme.

I believe good teachers never stop learning. To the teachers who keep learning for their students …

Seher Yumrutepe
EVS Volunteer
2016 - 2017
Gmina Dabrowa

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GAMES

1. BOARD RACE

Time: 1-2 minutes

Age: All

Level: Beginner to Advanced

Materials: Board, Board Markers

Language Area & Skill Level: Vocabulary

Description

Students race to write as many words as they can on a given topic on a board that is used for writing in the class. This activity can be used as a revision activity after teaching vocabulary.

2. CALL MY BLUFF / TWO TRUTHS AND A LIE

Time: 10-15 minutes

Age: All

Level: Beginner to Advanced

Materials: Post it notes, Pens and Pencils

Language Area & Skill Level: Speaking, Listening, Reading, Grammar

Description

Students write two truths and a lie about themselves on a piece of paper and exchange with their pairs and guess their partner's truths and a lie. At upper levels, they give reasons as to why. Students keep their poker faces not to reveal the fact so that their peer guess.

3. SIMON SAYS

Time: 5-8 minutes

Age: Young Learners and Teenagers

Level: Beginner to Advanced

Materials: Commands prepared beforehand

Language Area & Skill Level: Listening, Vocabulary

Description

A person in class becomes Simon and says commands. When the commands starts with 'Simon says', the students do it. When the command doesn't start with 'Simon Says', the students do not do the action. The ones who does it when Simon does not give the order are out of the game. Simon gives commands for funny actions. E.g. Kiss your tummy!

Time: 5 minutes

Age: All

Level: Beginner to Advanced

Materials: Jumbled Words and Sentences

Language Area & Skill Level: Grammar, Word Order, Spelling, Writing

Description

Students put the jumbled words or sentences in order in a given time. It is used for practicing and assessing the syntax.

5. HANGMAN

Time: 10 - 15 minutes

Age: Young Learners

Level: Beginner to Advanced

Materials: Board, Board marker, Paper, Pencils/Pens

Language Area & Skill Level: Vocabulary, Grammar

Description

One student draws a dash for each letter of the word, phrase or the sentence and the other student(s) tries to guess it by suggesting letters. If the letter does not exist in that word, phrase or sentence, the student draws a part of the hangman figure. If the student guesses the word at any time before the hangman figure is completed, he/she gets points.

6. PICTIONARY

Time: 10 - 15 minutes

Age: All

Level: Beginner to Advanced

Materials: Words prepared, a hat or bowl, board, boardmarker

Language Area & Skill Level: Vocabulary

Description

One student draws the word on a board or paper and the pair, team members guess the word. The pair or group with more correctly guessed words wins the game.

7. THE MIME

Time: 10 - 15 minutes

Age: Young Learners and Teenagers

Level: Beginner to Advanced

Materials: Vocabulary items and sentences prepared beforehand, a hat or bowl.

Language Area & Skill Level: Tenses, Vocabulary, Speaking

Description

One student from each pair or group draws a slip of paper on which there is a word or a sentence, mimes it and the other group members guess it. The pair or group with more guessed words or sentences wins the game. The vocabulary item can be a verb, adjective, adverb or any other vocabulary group that can be mimed.

8. HOT SEAT

Time: 15 - 20 minutes

Age: All ages except for very young learners

Level: Elementary to Advanced

Materials: Vocabulary items prepared beforehand.

Language Area & Skill Level: Vocabulary, Speaking, Listening

Description

One student from each group sits on one chair their backs to the board and facing their classmates. These are called 'the hot chairs'. There appears or is written a word on the board and the team mates describe the word to the students sitting in the hot chairs by using definitions, antonyms, synonyms etc except for saying, spelling, miming, pointing to or drawing the word and the students with their backs to the board try to guess the word. The first students guessing it right gets a point for his/her team. A time limit can be set to make it more challenging for students at upper levels.

9. WHERE SHALL I GO?

Time: 15 - 20 minutes

Age: All ages

Level: Elementary – Upper Intermediate

Materials: Directions for some destinations prepared before.

Language Area & Skill Level: Speaking, Listening, Vocabulary

Description

The teacher prepares the class or a suitable room as a town using buildings and roads made with cardboard paper. Students work in pairs. One student gets around the town with the directions given by her/his peer. The pair or group with more number of correct destinations arrived wins the game. The game can also played in a way that one student is blindfolded and his / her peer accompanies her / him by giving directions.

10. WHAT'S MY PROBLEM?

Time: 10 minutes

Age: All ages

Level: Elementary – Upper Intermediate

Materials: Ailments or problems prepared beforehand, Tape.

Language Area & Skill Level: Speaking, Listening, Grammar, Vocabulary

Description

Students have their problems sticked on their backs and everyone else in the class can see what their problem is except themselves seeing their own problems. Students work in pairs or groups and get advices from their peers or group mates and try to guess their own problems whether it is a health related problem or not.

11. WHO AM I?

Time: 10 minutes

Age: All ages

Level: Beginner to Upper Intermediate

Materials: Paper slips, tape, post it notes, pens / pencils.

Language Area & Skill Level: Speaking, Listening, Grammar, Vocabulary

Description

Students write the name of a celebrity, a famous cartoon character or any name that is known within their community on a post it or a paper. Then, they switch the papers without showing to one another and they stick it on the forehead of the other person. Each student ask the group 'Yes/No' Questions to find out who they are. If they get a 'No' as an answer, then it's another person's turn to continue asking questions. The players can guess who they are at any time during the game. It's important that students choose characters or celebrities of their own interest or a context can be decided before the game. E.g. Celebrities in the USA.

12. PORTRAIT

Time: 20 minutes

Age: Young Learners, Teenagers and Adults

Level: Beginner to Upper Intermediate

Materials: A4 Colorful Papers, boardmarkers, pens / pencils.

Language Area & Skill Level: Speaking, Listening

Description

Students draw portrait of themselves displaying facts about themselves such as what their characters are like, what they like, what their interests are etc, making this type of activity different from drawing typical portraits as they do not only draw their outlooking, but also something about themselves that is not visible at first sight. This activity can be used in a class where the students meet for the first time or to evaluate what they learned during a lesson or a set period of time. It can also be used for seeing the students' perceptions about their peers. The students check the drawings and explain it to their peers or the peers choose random drawings and try to interpret it to the class.

13. BINGO

Time: 15 minutes

Age: All ages

Level: Beginner to Upper Intermediate

Materials: Bingo Card Games, paper slips.

Language Area & Skill Level: Listening, Vocabulary

Description

Bingo is a chance game in which teacher draws pre-printed cards or paper slips from a bag or hat where there are many of the topic items that students have on their grid cards. The teacher prints all the items that are on the students' grid beforehand, cuts them and put them in a hat, bowl or bag. As he/she chooses the paper slips randomly, he/she reads it out and the students who have them crosses them out with the help of a pen, or small pieces of paper or thing to cover it. The student who has all the items on his/her grid drawn by the teacher – or any other student operating for this shouts out 'Bingo!' and he/she becomes the winner. It gives excitement to revision and assessment of vocabulary. The cards can be found online or prepared by the teacher or the students on a specific topic, which is also provided by some websites.

14. DOMINOES

Time: 15 minutes

Age: All ages

Level: Beginner to Advanced

Materials: Game Cards with questions, answers/pictures.

Language Area & Skill Level: Reading, Listening, Grammar.

Description

This activity consists of cards on which there are questions and answers at different levels. The previous card has a question the answer of which is on the next card. The students sit around a table where everybody can see the dominoes as they are connected more. The cards are given to the students and the student who has the card on which there is the 'Start sign' and a question starts with this card. When he/she reads out the question, the other students check their own cards and the student with the card on which there is the most probable answer to the question puts the card after the previous card so that everyone can see the question and the answer. Then he/she reads the question on the card so that the others can check their own cards and see if the answers on their cards can be reasonable for that question. The same type of work can be prepared with pictures and sentences. When the student reads out the sentence on one card, the others check their cards to find the picture that illustrates that sentence and the same procedure goes on for the next sentence until they find the last card. These cards can be prepared according to the topic covered.

15. TABOO

Time: 20 minutes

Age: Teenagers and Adults

Level: Pre-Intermediate to Advanced

Materials: Taboo Cards, tool/ gadget for countdown

Language Area & Skill Level: Speaking, Listening, Vocabulary

Description

The taboo cards consists of a picture that illustrates a word or only a word to be described along with three – four words that are forbidden to use to describe the word. The students work in two groups, sitting in a circle so that they have players from the other team on both sides to check if they use the forbidden words to describe the word or the picture unless their team utters any of those words while trying to guess what the word is. One player keeps the time that is one minute and the student from one team tries to describe the word to his/her team members. If the students describing the word do not break the game rules or the peers guess the word within the set time limit, the students from the same team continues playing the game. Otherwise, it is the other team's turn to describe and guess. The group with more words guessed wins the game. For lower levels; drawing, miming or speaking in the mother tongue can also be used to vary the game according to the level and the level of the vocabulary can be adapted according to the level or the topic covered. This game is used for revising and assessing the vocabulary in a fun way.

16. Scrabble / Mega Scrabble

Time: 20 minutes

Age: Young Learners, Teenagers and Adults.

Level: Pre-Intermediate to Advanced

Materials: Scrabble Tiles, Board / Life-Size Card Boards.

Language Area & Skill Level: Vocabulary

Description

This informal learning activity can be used to revise vocabulary. The game is originally a board game which can be played with 2-4 players. The students get points for each word that they create by using the tiles that has one letter on it, from left to right or downwards on a grid of squares. The teachers can also create a mega scrabble by preparing big pieces of card boards bearing a letter and creating the grid of squares on the ground. The first word must be at least two letters long and cover the center square. Any cardboard can placed on the board to form the next word which must join with the cluster of pieces of cardboards that are already on the board of game that is played on the ground. The teacher may skip creating a grid of squares and make the space usage more flexible as long as the words go from left to right in a row or downwards by joining one another. This is a fun vocabulary revising activity and can be used to revise any vocabulary item that has been taught.

17. Running Dictation

Time: 15 minutes

Age: Young Learners, Teenagers and Adults.

Level: Pre-Intermediate to Advanced

Materials: Texts prepared beforehand.

Language Area & Skill Level: Reading, Speaking, Listening, Vocabulary

Description

This activity makes reading more active and fun for those students who like moving. Teacher divides the class into groups of four or less and puts the texts on the different parts of the walls of the classroom and assigns each group with one text. It can be the same text for all or parts of a text if the text to be read is a long one. Each group sits within a reasonable distance from their own texts. One student from each group runs to the text, reads it, try to remember until they reach their group back, reads out the lines that he/she remembers and then goes back and do the same. One student from the group writes what he/she told upon returning from the text. Students take turns to run and write within the same group so that not the same student always writes or reads. The first group who completes the reading and dictating is the winner. After that, they get the text, check the missing words, spelling and punctuation. If the text is a part of a longer text to be read in the class that day, the groups share or summarize it to the rest of the class so that everyone could understand the other parts of the text that they do not have.

18. Memory Game

Time: 10 - 15 minutes

Age: All ages

Level: Beginner to Advanced

Materials: Game Cards with pictures and/or words.

Language Area & Skill Level: Speaking, Listening, Vocabulary

Description

The students try to find the pair of a card on which there can be words or pictures illustrating a category of vocabulary that will be or have been covered during a class. The pairs can be synonyms, antonyms, picture-word matching, picture-picture matching that can vary depending on the level and needs of the class. Teacher prepares and prints the cards beforehand and cuts them. If the class is large, the piles of game can prepared more than one so that groups can work at the same time.

19. DOBBLE

Time: 10 minutes

Age: All ages

Level: Beginner to Advanced

Materials: Dobble Cards prepared beforehand.

Language Area & Skill Level: Speaking, Listening, Vocabulary

Description

Dobble is a card game on which there are symbols about various topics and students play at the same time, trying to be the first to find the only matching symbol on both cards and he/she names it out. That's, this game is an observation and speed game. It's used for teaching and revising vocabulary in a fun way. The teacher prepares around 60 cards each of which has 8 big and small symbols – can be the same size as well - for 3-4 players. Therefore, the teacher can prepare 5 sets of cards to teach and/or to revise different vocabulary items. The students can have a card in the middle, one card for each of them and can turn them upside down at the same time; they can have the pile of cards in the middle and one card for each player and they can turn their cards upside down and take the first card on the top of the file if there are matching symbols.

20. SONG CONTESTS

Time: 15 minutes

Age: Young Learners, Teenagers and Adults.

Level: Pre-Intermediate to Advanced

Materials: Songs and lyrics prepared beforehand.

Language Area & Skill Level: Speaking, Listening, Vocabulary

Description

Songs can be used as a warm up before a new topic, to study tenses, cloze test activity for listening skills, speaking or a vocabulary activity. Songs can also be used as a competition tool. The students are divided into two groups of four or five. There appears a word on the board and the fastest group who raise hand, presses aa button, rings a bell or anything showing sign that they are ready starts singing a song in English. The operator could be another student or teacher who interrupts the song anywhere he/she wants after a while and the next group should find a song that has the last word that the other group stopped at. If the group cannot find a song that included that word in a given set of time such as 15-20 seconds – could be less, the turn is the other team's. The groups who can find more number of songs with those last words of the previous song wins the game. If the class is larger, the other students can play as an audience, applause, cheer up the teams and sing the songs along with the groups. Simpler song vocabulary can be chosen for lower levels or a set amount number of songs can be decided on to be included in the contest with the students.

21. Fruit Salad

Time: 10 minutes

Age: All ages

Level: Beginner to Advanced

Materials: Fruit names prepared beforehand.

Language Area & Skill Level: Speaking, Listening, Vocabulary

Description

This game could be used for teaching fruits to a beginner class or as a warm up before a class. The students sit in circle and one person in the middle stands at the beginning of the game. Fruit names are prepared on piece of paper according to the number of the students so that every four or five students get the same fruit on the pieces of paper on which there are names of the fruits. These pieces of fruit names put in a bowl or hat and each student draws a fruit name or the students who sit in a circle are given the names of the fruits by the teacher so that the same fruit names do not go to the same people sitting next to one another. For instance, if the class has twenty students five fruit names can be written on equal number of papers – four slips for each fruit. The student in the middle will try to get a seat, so he/she will shout out one, two, three or four fruit names at the same time and the students who have that fruit or those fruit names will have to stand up and change their seats. The student in the middle can also shout out 'Fruit Salad', therefore making everybody stand up and change their seats. The rule in the activity is that everyone whose fruit name is uttered has to stand up and sit on another chair and meanwhile, the person in the middle will try to catch a chair; therefore another person will be in the middle.

22. How are you feeling today?

Time: 10 minutes

Age: All ages

Level: Beginner to Advanced

Materials: Dice with feelings – picture, drawing or both - on each side.

Language Area & Skill Level: Speaking, Listening, Vocabulary

Description

Students learn to express their feeling by using various adjectives. A big size dice can be prepared out of cardboard paper on which the vocabulary about feelings are written or there are faces showing feelings. One dice is prepared for each pair. One peer throws the dice, sees the feeling if it's a word he/she mimes it and says it. If it's a drawing, he/she utters it upon his/her friend's question. This material and activity can be used to teach feelings and also to revise it. Various dices can be prepared so that students have numerous adjectives to describe their feelings each day when the teacher asks how they are feeling that day.

23. The Alphabet Game

Time: 15 minutes

Age: Young Learners, Teenagers and Adults.

Level: Pre-Intermediate to Advanced

Materials: Board / Large Papers and Board Markers.

Language Area & Skill Level: Speaking, Listening, Vocabulary

Description

Students are divided into two teams. They line up in front of the board or large papers on the walls on which they will have the letters of the English Alphabet written from A to Z. Their task is to find a words beginning with each letter of the alphabet, that's one word per letter. The students take turns to run to the board, write the word with whichever letter they want, run back to their teams and hand the board marker to the next player. The fastest team who finds words for each letter is the winner. The team members can help their teammates to remember a word or they can just tell the word so that he/she can write. A time limit can be set to make it more challenging.

24. AM I TELLING THE TRUTH?

Time: 5 - 7 minutes

Age: Young Learners, Teenagers and Adults.

Level: Pre-Intermediate to Advanced

Materials: The Cards bearing sentences / Papers.

Language Area & Skill Level: Speaking, Listening, Grammar, Vocabulary

Description

Each student is given a card on which there is a sentence or students can form their own sentences. They work in pairs or groups, each student shares his/her sentence and the peer/other members try to guess if he/she is telling the truth or not. They explain further why they think it's the truth or a lie. All kinds of tenses and structures can be revised with this activity.

25. TALKING TO THE WALL

Time: 5 - 7 minutes
Age: Young Learners, Teenagers and Adults
Level: Pre-Intermediate to Advanced
Materials: Topics on slips of paper
Language Area & Skill Level: Speaking, Vocabulary

Description

Students face the walls of the classroom and between each student there should be a reasonable distance so that their own talking are not interfered by the others. They are given a topic on which they are supposed to talk for a set amount of time such as one minute or more. They talk to the wall, so no one listens to one another's talk. This activity is especially good for students who can be a little shy to talk to the other peers in the target language and on the given topic, and it also feels fun and crazy to talk to the wall.

26. SHOUT OUT

Time: 10 minutes
Age: Young Learners, Teenagers and Adults.
Level: Pre-Intermediate to Advanced
Materials: Topics on slips of papers.
Language Area & Skill Level: Speaking, Listening, Vocabulary

Description

Students are divided into two groups and they stand in two line facing one another with a distance between them, therefore they should speak loudly to make themselves heard by their peers standing on the other side. They are given different topics on each of which they speak for a set amount of time such as one minute or a minute and a half, but this time they talk to their peers facing themselves in the distance. Students feel comfortable to talk because when everybody starts talking at the same time, there's already a lot of noise and not the whole class is listening to them. The only person who is trying to hear and answer is the their peer on the other side. The topics may vary according to the interests of the group. This can be used as a warm up or as a break.

27. THINGS IN COMMON

Time: 5 minutes

Age: Young Learners, Teenagers and Adults.

Level: Preintermediate to Advanced

Materials: Features and / or Personality Traits.

Language Area & Skill Level: Speaking, Listening.

Description

This activity enables the teacher and the students learn more things about one another without asking any questions. The teacher prepares a list of sentences or phrases that he/she will read out loudly and these sentences say anything that can reveal the students features. The teacher assigns corners of places in the classroom before each sentence. As they hear the sentences and if they are true about themselves, they move to the assigned corners or places in the classroom. For instance, students who like horse riding go to that corner. Hence, they learn things about one another. This can be used at the beginning of a course to get to know the group better or to revise a language item such as grammar in a more fun and interactive way.

28. QUESTIONS AND ANSWERS

Time: 10 - 15 minutes
Age: Young Learners, Teenagers and Adults.
Level: Pre-Intermediate to Advanced
Materials: Papers bearing questions.
Language Area & Skill Level: Speaking, Listening, Grammar.

Description

Teacher prepares questions and stick them on the board or wall with the front page facing the wall so that students do not see the questions. The students sit in a semi-circle in front of the wall and by taking turns, they come to the board/wall, pick a question, read it loudly and answer that question. The level or the structure may vary depending on the level of the group. The group members may ask further questions such as 'Have you ever eaten sushi?' and if the student answers 'Yes', the students in the semi-circle may ask 'Where, when etc' questions. This can be used for the group to get to know one another or as a revision activity. The teacher should pay attention to the fact that the questions are related to the group interest in terms of content.

29. DESCRIBE AND DRAW

Time: 10 minutes
Age: Young Learners, Teenagers and Adults.
Level: Pre-Intermediate to Advanced
Materials: Pictures, papers to draw and pens/pencils.
Language Area & Skill Level: Speaking, Listening, Vocabulary

Description

The students work in pairs and they have a picture. One student will be looking at the picture and describing it to his/her peer so that the peer can draw the picture. The pair with the drawing closest to the original one wins. The type of the picture is decided upon depending on the level of the students. If the level of the students are lower, students can be provided with the expressions showing the location of the item on the picture, such as on the bottom, at the right corner etc. If you have students who like drawing, this activity is worth trying.

30. TONGUE TWISTERS

Time: 5 - 10 minutes
Age: All ages
Level: Pre-Intermediate to Advanced
Materials: Tongue Twisters prepared beforehand.
Language Area & Skill Level: Speaking, Listening, Vocabulary

Description

Tongue twisters are a fun break for practicing the structure and pronunciation. As the students try to tell the tongue twisters, they are supposed to repeat it several times, therefore they remember the vocabulary, improve the pronunciation and have fun. The tongue twisters can be chosen from simple ones to the longer and complicated ones. The students compete to say the whole tongue twister without a break and pronunciation mistake. The students are divided into two groups and they are shown a tongue twister. They have the right to repeat it only three times and the team member who pronounces correctly and fully gets a point for the team. The team members take turns for the next tongue twisters. As they are challenging, students have fun learning.

31. ICEBERG

Time: 15 minutes
Age: Teenagers and Adults.
Level: Pre-Intermediate to Advanced
Materials: Large-size Papers, post it notes, pens/pencils.
Language Area & Skill Level: Vocabulary, Speaking,
Listening.

Description

This activity consists of iceberg figures put on the walls of the classroom.
This iceberg represents the easily recognizable or known things about
somebody/something and the things not visible at first sight, but still exist.
This activity can be used to work on vocabulary used to describe the
personality or on topics like stereotypes about countries. The students use
post it note papers and pens/pencils to write adjectives and they can stick
them on the iceberg taking the fact that the most visible features about
somebody/something should be sticked close to the top and more discreet
ones to the bottom. If it is about each person in class and the topic is
personality traits, the regarding students can go to their own station to
check what adjectives and where their peers posted and they can evaluate
and give feedback to one another in groups. This activity can be good to get
to know the students in the group or see the students' perceptions about one
another during an academic year. It can also be used to check the pre-
knowledge about a specific topic and do it again at the end of a topic, such as
countries.

32. INTERVIEWING CELEBRITIES

Time: 15 minutes

Age: Young Learners, Teenagers and Adults.

Level: Beginner to Advanced

Materials: Questions.

Language Area & Skill Level: Speaking and Listening.

Description

One student is chosen to pretend to be a celebrity and sits in front of the group in a semi-circle. The class students pretend to be fans or journalists. They ask questions and the celebrity answers. The level and the type of the questions may vary depending on the class level and curriculum development. For instance, they may ask 'Yes–No' Questions if they learned such questions for a specific tense, they may practice it. The celebrities can be chosen according to the group's interest or the student in the middle can decide who he/she would like to be. This activity can be used to make a revision of what the students have learned.

33. SILENT MOVIE

Time: 15 - 20 minutes
Age: Teenagers and Adults.
Level: Pre-Intermediate to Advanced
Materials: Papers bearing various movie names.
Language Area & Skill Level: Vocabulary and Speaking.

Description

The students are divided into two teams. Teacher prepares numerous papers on which there are the names of the movies. One member from each team uses body language in order to enable students to guess the word or phrase he is trying to tell. After they guess the name of the movie correctly, the guessing students have to say a phrase or sentence from the movie. The team with more correctly guessed movie names and sentences from it wins the game. This game is good for teachers who uses movies a lot in teaching English. The movie names are chosen among the ones the students have already watched. The movie names and sentences should be uttered in English. The teacher checks the correction.

34. YOU HAVE A POST!

Time: 5 minutes
Age: All ages
Level: Pre-Intermediate to Advanced
Materials: Envelopes, small-size papers, pens/pencils.
Language Area & Skill Level: Writing, Grammar and Vocabulary

Description

Teacher gives out envelopes, pieces of paper and pens/pencils to the students. The students write notes to their mates in the class on various topics. For instance, they can write what they like doing with that friend, what kind of positive personality traits he/she has etc. This activity can be done towards or at the end of a school year to reflect on the students' perceptions about one another. They can write their names at the end or prefer being anonymous. We used this activity during a Youth Exchange and this activity makes the communication in the target language more natural and reveals the most popular or most liked person in the class and students get messages even from the mates that they do not expect a message from. It's like having posts on their Facebook Profile Wall, but on real papers and envelopes this time. Students enjoy reading the positive messages from their peers.

ENERGISERS

1. MY CHAIR

Time: 15 minutes
Age: All ages
Level: Beginner
Materials: Chairs
Language Area & Skill Level: Speaking, Listening,
Vocabulary.

Description

Students sit in a circle and there is one chair free. The student sitting on the left side of the chair moves to the right side by putting a hand on the seat, saying 'My chair!' and sitting on that chair immediately. The second student does the same for the chair that was left by his/her peer. The third student does not do the same, but has to shout out a name of a student among the group and that student runs to the seat that was reserved by that peer. Whenever, there's an empty chair on the right side of a student, the row goes on like this. The key is to be quick, because if you are too slow to say a name or change the chair, you are out of the game. The main aim here is to make a new group of learners learn one another's names and get to know one another. This activity can be used in a class where students meet for the first time or to check if they remember. The activity can also be adapted to any vocabulary item to revise.

2. HI! MY NAME IS …

Time: 10 minutes
Age: All ages
Level: Beginner
Materials:
Language Area & Skill Level: Speaking, Listening, Grammar.

Description

This activity is simply introducing oneself with a body movement or gesture and remembering the actions of the other students along with their names. These actions accompanying the introduction can be something that identifies the person, shows a fact about that person or can be anything that does not tell much about them. Students stand in a circle, the student starts introducing himself/herself and makes a body movement or gesture. The student standing next to the first speaker repeats what the first student's name is along with the body movement or gesture he/she made and does the same for himself/herself. As it goes further, the upcoming students have to remember more number of the names and movements / gestures; the last student in the circle repeating all names and gestures therefore. This activity can be used as a warm up activity for a new group or the first English lesson at beginner's level. Depending on the topics covered, students can also add what they like, what they can do etc. so that the activity can also be used in the further lessons, this time without repeating the names.

3. SPIDER NET

Time: 15 minutes
Age: All ages
Level: Beginner
Materials: Knitting yarn.
Language Area & Skill Level: Speaking, Listening, Vocabulary

Description

It's a kind of name and introducing oneself game. This game can be used as a warm up for a new class or evaluation at the end of an English class. Students stand in a circle and they are given a knitting yarn or a rope long enough to reach everyone. The first student introduces himself/herself and/or tells something about him/her and he/she holds one end of the yarn tight and throws the yarn to any person by saying his/her name so that that person can catch the yarn. The next person repeats first person's name and what he said in order to learn something about him/her and the same procedure about himself/herself and the game goes on till the yarn reaches the last person and last person says the name of the previous person, what the previous person said about himself/herself and the last person says the things about himself/herself according to the content of the game. For example, they can say something outstanding about themselves whether it is a word or sentence such as "I am interested in horseriding." or only "Horseriding."
This can also be done to reflect on people, to evaluate a lesson so that students can reflect on what they have learned. When the circle is observed from the top, a net can be seen that connected them.

ONLINE TOOLS

1. PREZZI

Time: 15 minutes
Age: Young Learners, Teenagers and Adults.
Language Level: Beginner - Advanced
Materials: A PC
Language Area & Skill Level: Writing, Speaking, Using Technology.

Description

It is a web-based presentation tool that gives people to make presentations in a more creational, interactive way that keeps the listeners' attention more as the presentation gives a whole design as to what the speech is about and the presentation flows throughout the presentation and makes the presentations more interesting and engaging. Teachers can use this tool to make their lessons more interesting when they are teaching a topic and / or they can ask students to present their tasks by using prezzi so that some students who are into technology can be more active in English lessons if the case is different.

2. ACTIONBOUND

Time: 15 -30 minutes

Age: Teenagers and adults

Level: Beginner - Advanced

Materials: PC, Mobile Phone, Printed Codes

Language Area & Skill Level: Reading, Speaking, Using Technology

Description

It is an application that is used on mobile phone and leads you to some points in real life with guiding questions and tasks. While creating the game, it gives out some codes at the stations where you are looking for to get to the next point which will lead you to the destination or the end of the task. It makes students move within and / or outside of a building and teachers can use this mobile app to assess the students knowledge on a topic they taught in a more fun way.

3. KAHOOT!

Time: 5 - 10 minutes

Age: All ages

Level: Beginner

Materials: PC, Tablet or Mobile Phone, Internet.

Language Area & Skill Level: Reading, Vocabulary, Using Technology.

Description

Kahoot is a free, web-based tool that enables teachers and students to prepare exciting quizzes. It can be used for evaluation or in some cases to check the pre-knowledge of the students before teaching a specific theme. Teacher opens an account, prepares the quiz, sets the number of seconds for each question to be answered and gets a pin for the game. Students go on the kahoot website by their mobile phones, tablets or computers and enter the game pin and start answering the questions. This tool provides teachers with a more exciting way to evaluate the students' knowledge on a topic and quizzes become more fun for the students.

4. WORDPRESS

Time: 20 - 30 minutes

Age: Young Learners, Teenagers and Adults

Level: Beginner - Advanced

Materials: PC

Language Area & Skill Level: Writing, Grammar and Vocabulary.

Description

It is an online blog creation and content management system. Teachers can do their writing lessons by using this tool in order to be able to check them quicker and save paper. Students can find it interesting because they create articles of their own and it functions as a portfolio of their learning process. I have kept a blog for which I wrote articles about the activities that I have done and events I have participated in. I can go back to it, edit t anytime and readers can view it. Students can be advised to use it to keep their achievements and/or for writing classes. They will have an online permanent collection of their work.

5. GLOGSTER

Time: 20 minutes
Age: Teenagers and Adults
Level: Beginner - Advanced
Materials: PC, Photos
Language Area & Skill Level: Writing, Vocabulary, Using Technology

Description

IIt is an online, web-based tool that teachers can use to give virtual poster preparing tasks on any topic in English such as introducing oneself, animals, countries and so forth. I used glogster to create a poster about my EVS experience and I suggest it is a useful tool to motivate students work in visual materials to learn a language.

6. CANVA

Time: 20 - 30 minutes
Age: All ages
Level: Beginner - Advanced
Materials: PC
Language Area & Skill Level: Writing, Design, Visual
Intelligence, Technology use

Description

Canva is an online web-based tool used for creating blog graphics, flyers, posters, invitations, cover photos and so forth that can be downloaded and printed. The teachers can ask their students to use this tool for such visual tasks in English classes to make the learning permanent because they will enjoy adding the photos and texts they like to the material they are forming and will be proud to show them to the peers or give them out to the public.

COMMENTS
BY THE PROJECT WORKERS
AND THE TEACHERS

"This publication is the record of methods implemented and tested by Seher during her EVS project. It was a pleasure to see her journey from school education teacher to non-formal facilitator. I hope Seher will keep writing and experimentinting with different teaching styles."

Beata Perera
The Project Coordinator
A fan of "non-formality"

"During my cooperation with EVS volunteer Seher Yumrutepe, I had a chance to observe non – formal methods and variety of games used by my Turkish friend. I am impressed how skilfully Seher incorporated all the games and other non – formal situations into all her EVS tasks and activities. I was also the lucky one who participated in her workshop "Gaming……" and gained a lot of knowledge about non – formal education. I learned a lot from Seher and thanks to her I started using those methods at my English lessons. As a teacher I really appreciate the fact that I could cooperate with such good teacher."

Violetta Stokfisz
English Teacher
Zespol Szkol w Dabrowie

"The methods Seher presented are inspiring and they make the students interested in the lessons. I strongly recommend them to all English teachers."

Magda Szary
English Teacher
Szkola Podstawowa
im. Marii Sklodowskiej Curie
w Szczepanowie

"Szkolenie było świetne, bardzo dziękuję! W czasie szkolenia bardzo dużo się nauczyłem i zrobiłem bardzo duży postęp, a to wszystko w miłej atmosferze! Podobał mi się sposób przekazywania wiedzy przez prowadzącą Seher — szybkie przedstawienie podstawowych informacji, reszta przekazywana w praktyce. Dużo zadań i ćwiczeń. Prowadząca zawsze dostępna aby pomóc uczestnikom i udzielić zrozumiałych wskazówek — wszystko na plus! Informacje zdobyte na szkoleniu są dla mnie cenne i sądzę, że wykorzystam je w przyszłości w mojej pracy. Seher to profesjonalistka."

("Training was great, thank you so much! During training, I learned a lot and made a lot of progress, and all in a relaxed atmosphere! I liked the way the knowledge was conveyed by the leader Seher - a quick presentation of basic information, the rest passed on in practice. Lots of tasks and exercises. The facilitator is always available to help participants and give you clear instructions - all in a positive way! The information I get for training is valuable to me and I think I will use it in my future work. Seher is a professional.")

Jacek Luczak
Librarian Teacher
Gimnazjum z Oddziałami Dwujęzycznymi
im. Jana Dałkowskiego w Strzelnie

www.ug-dabrowa.pl