

Interview

Have the pupils work in groups of 2-4 and plan questions that they want to know about you. Let them then interview you.

Who am I?

Tell the pupils that you are a famous person and that they have to find out who you are by asking questions. However, you may only answer “yes” or “no” to the questions. After your example the pupils are ready to take your place.

Communicative Bingo

Let the pupils suggest 16 animal names that you write on the board. Each pupil makes a grid of 9 slots like the one below and chooses 9 of the animal names into his / her bingo grid.

While they are doing this the teacher has the time to rip an A4 into 16 pieces by folding it in two and then every piece in two again three more times. On each piece of paper you, the teacher, write one animal name.

The pieces of paper are then put in a cap, hat or a box. The teacher goes around the class and lets one pupil at a time take one of the pieces and DESCRIBE the animal to the others. The one who guesses the animal can say the name and everyone crosses the name out in their grid. The first one to get three crosses in a row shouts BINGO!

You can continue with two bingos, three bingos and then the whole grid if time allows. The whole game usually takes about 20 minutes.

Improve the School

Have the pupils work in groups of 3-4 and plan how they would improve their classroom / school if everything was possible. At the end you ask how many improvements they have. Then the group with the least number start listing theirs. The other groups have to cross out the ideas in their papers in case have the same. The group with the most original ideas will be the winner.

Continuum

Prepare a list of questions that you can ask the pupils, where they have a choice of two opposite answers. After they hear the question they will move to the end of the classroom that represents their own answer to your question. Sometimes they will stand in between as they e.g. cannot make up their minds, or do both things. When the pupils have taken their stand, ask some of them to elaborate, why they chose to stand where they do. These examples show some suitable questions:

Do you listen to music while doing your homework?

Do you like mornings or evenings best?

Do you prefer to sit in a dark room or a light room?

Do you rather read at your desk or in your bed?

Which do you prefer, winter or summer?

Do you think English is fun?

Would you rather travel to the moon or go to live in the depth of the ocean?

My Coffeepot

Choose a simple word that the pupils know and describe it by exchanging the name of the item with the words "My coffeepot". For example: "My coffeepot is tall and green and it stands in the garden." Answer: "A tree." After a couple of examples the pupils can do the same.

One-Word Answers

Give the students an answer word and they have to make questions so that the given word on its own will be the answer. It's best to use groups again. See above "Improve the school". E.g.

A tree: What is green and stands in the garden?

What is tall and has leaves?