



Pearson

# Z poradnika praktyka

*Twoja dawka inspiracji  
na cały rok!*



## *5 simple lesson-savers*

The new school year is an exciting time. Students are buzzing with energy, enthusiasm and good intentions to work hard. Refreshed teachers are determined to give their students a love of learning and make each lesson matter. Despite all these good intentions, planning for a new group with diverse needs and personalities can be hit and miss. That's why I always have some tricks up my sleeve, for when students need some extra practice, a change of pace, an energy boost or to usher in a more positive atmosphere. Here are my top five objects which never leave my teacher bag, and how you can use them to save any lesson from disaster.

### No.1 **Dice**



**Dice discussions:** Put students in pairs or small groups and give them one dice. Assign each number (1-6) a topic and write it on the board. Students take it in turns to roll the dice and talk on that topic for an agreed amount of time, as well as asking and answering follow-up questions. Instead of topics, you could write question words or even items of vocabulary you want students to revise by using them in a sentence.

**Nonsense sentences:** Give each pair or group a dice and some animal flashcards. Assign each number a verb e.g. eat, have, go, like, can, be. Students roll the dice, turn over a flashcard and use both elements make a sentence. See who can make the funniest sentences and hold a class vote. Adapt to practise various vocabulary sets and target structures, for example times of the day and daily routine flashcards, meal times and types of food flashcards, etc.

## No.2 Slips of (scrap) paper



**DIY mingle:** Give every student 3 or 4 squares of paper. On each paper, they write down one interesting fact about themselves, e.g. *I have a pet spider, I went to Greece last year, I hate cheese*. Students scrunch up the papers and put them in a hat or similar. Students take one paper each and mingle, asking *yes/no* questions to find out who wrote the fact. When they find that person, they should ask at least 2 follow-up questions before taking another paper from the hat. Continue until all the papers have been used up. Use this as an ice-breaker, warmer, or to practise specific target language.

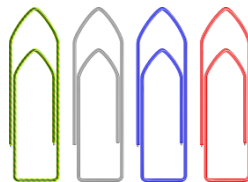
## No.3 Ball



**Fun feedback:** A ball is a great way to put responsibility into the hands of your students when conducting feedback. Instead of nominating students, throw the ball to a student to answer a question. That student then chooses the next person to answer by throwing the ball, and so on.

**Target practice:** Liven up lessons by giving feedback an element of competition. Draw a target on the board, with 5 points in the centre, 2 in the middle ring and 1 for the outer ring. When a student gives a correct answer, they throw the ball at the target, keeping track of their score throughout the lesson. I insist students throw from where they are sitting, a great way to encourage students to arrive on time and sit near the front of the classroom.

## No.4 Paperclips



**Question tokens:** Paperclips are a good alternative to counters when playing board games, but recently I've been using them to foster learner autonomy by encouraging students to rely less on the teacher and more on themselves and their peers. Depending on the length of the lesson, students get 2 or 3 paperclips each, aka question tokens. Each time they ask the teacher for help, they hand over one of their question tokens. The result is that students help each other, work much more collaboratively and develop self-study strategies they can use outside the classroom when the teacher isn't available. Make sure you monitor closely and do help out where it's warranted – it's not an excuse to sit back and relax!

## No.5 String



**How long is a piece of string:** String can add an element of chance to speaking tasks. Get a ball of string, and cut pieces of various lengths, from around 30 cm up to a metre. Keep these strings rolled up together as one big ball. Students select a string at random, and the length determines how long they should speak for – as they speak, they wind it around their finger, stopping only when they get to the end of the piece of string. This works great as an ice-breaker activity at the start of the semester, or can be used in pairwork speaking tasks – students take a string each before sitting down with their partner to carry out the task. All of these ideas add a fun, kinaesthetic element to regular classroom routines and activities, which are great for fidgety children, teenagers and adults alike. Good luck using them in your classroom, and happy teaching!

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