

D O
Y O U
H A V E
1 0 M I N U T E S ?



I'm going to London

Explain to students that they have to guess the rule of the game.

Say :

Hi, my name is Tanja, I am going to London and I'm bringing a tennis racket.

Start by saying your name and add a word that starts with the same letter as your first name.

You could write the sentence on the board to help students.

Then ask a student: *What are you going to bring to London?* Student has to say the sentence that is on the board

Hi, my name is _____, I am going to London and I'm bringing _____.

You will decide if he/she can come to London, depending on if he/she found the rule to the game.

You can say : *Sorry, you cannot come.*

Or

Yes, Wow ! You found the secret rule. You can come to London.

Ask all students of the class what they are bringing until all of the students have guessed the rule.

**You can play this game again by changing the rules : the word has to contain the letter a, the word has to be related to food, the word must end with the letter e...*

Tell a joke

Here are a few :

1. My parents recently retired. Mom always wanted to learn to play the piano, so dad bought her a piano for her birthday. A few weeks later, I asked how she was doing with it. "Oh, we returned the piano." said My Dad, "I persuaded her to switch to a clarinet instead." "How come?" I asked. "Because," he answered, "with a clarinet, she can't sing."
2. "What time does the library open?" the man on the phone asked. "Nine A.M." came the reply. "And what's the idea of calling me at home in the middle of the night to ask a question like that?" "Not until nine A.M.?" the man asked in a disappointed voice. "No, not till nine A.M.!" the librarian said. "Why do you want to get in before nine A.M.?" "Who said I wanted to get in?" the man sighed sadly. "I want to get out."
3. An old farmer had owned a large farm for several years. He had a large pond in the back forty, had it fixed up nice; picnic tables, horseshoe courts, basketball court, etc. The pond was fixed for swimming when it was built. One evening the old farmer decided to go down to the pond, as he hadn't been there for a while, and look it over. As he neared the pond, he heard voices shouting and laughing with glee. As he came closer he saw it was a bunch of young women skinny-dipping in his pond. He made the women aware of his presence and they all went to the deep end of the pond. One of the women shouted to him, "We're not coming out until you leave!" The old man replied, "I didn't come down here to watch you ladies swim or make you get out of the pond, I only came to feed my alligators." Old age and treachery will triumph over youth and skill every time!
4. A blonde and a brunette are driving down the highway in a convertible. The brunette knows that she's speeding so she asks the blonde if there's a cop behind them. The blonde looks behind her and sees a cop and tells the brunette. The brunette then asks if his he's got his lights on. The blonde replies "Yes...No...Yes...No...Yes...No"

Sing a children's song- with physical response

Swimming, swimming in my swimming pool
When days are hot, when days are cold in my swimming pool
Breast stroke, side stroke fancy diving too
Oh don't you wish you never had anything else to do

Actions:

- Swimming, swimming in my swimming pool (move arms as if doing the front crawl)
- When days are hot (wipe forehead), when days are cold (hug self and shiver) in my swimming pool (make a rectangle shape with hands)
- Breast stroke (move arms as if doing the breast stroke), side stroke (move arms as if doing the side stroke) fancy diving too (put arms in front and pretend to dive)
- Oh don't you wish you never had anything else to do!

Repeat song using actions for first line, then repeat using actions for first two lines (etc) until the whole song is done through actions only.

There was a farmer had a dog and Bingo was his name-o. B-I-N-G-O!
B-I-N-G-O! B-I-N-G-O! And Bingo was his name-o!

There was a farmer had a dog, and Bingo was his name-o. (Clap)-I-N-G-O!
(Clap)-I-N-G-O! (Clap)-I-N-G-O! And Bingo was his name-o!

There was a farmer had a dog, and Bingo was his name-o. (Clap, clap)-
N-G-O! (Clap, clap)-N-G-O! (Clap, clap)-N-G-O! And Bingo was his
name-o!

There was a farmer had a dog, and Bingo was his name-o. (Clap, clap,
clap)-G-O! (Clap, clap, clap)-G-O! (Clap, clap, clap)-G-O! And Bingo was
his name-o!

There was a farmer had a dog, and Bingo was his name-o. (Clap, clap,
clap, clap)-O! (Clap, clap, clap, clap)-O! (Clap, clap, clap, clap)-O! And
Bingo was his name-o!

There was a farmer had a dog, and Bingo was his name-o. (Clap, clap,
clap, clap, clap) (Clap, clap, clap, clap, clap) (Clap, clap, clap, clap,
clap) And Bingo was his name-o!

Isabelle Giroux CSRDN, Tanja Vaillancourt CSSH, *Do You Have 10 Minutes* 2009

Some ideas taken from eslcafe.com and Mel Shantz

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« You can't say No » Game

The title of the game explains it all. Eliminate as many students as you can by timing them. Who can « resist » the longest?

You can also ask students to play in teams of 2.

Here are some sample questions :

- *Do you come from Montreal ? Are you sure you don't?*
- *Are you single or married? So you're divorced. You're not interested in marriage?*
- *Do you like fast food? So you LOVE fast food. You think it's the best in the world?*
- *Have you been to Florida? So you haven't been to the United States?*
- *Which is more important - health or money? You said "health"?*
- *How many brothers and sisters do you have? Fifteen?*
- *Would you like to have a million dollars? So you're not interested in money?*
- *Are you more intelligent than your parents? So you're less intelligent? Did you say you were stupid?*
- *Do you like your teacher? Is he / she the best teacher you've ever had? The best in the world?*
- *What are your hobbies? So you like listening to folk music?*
- *Can you use a computer / play the piano? You can?*

The Whisper Game

This game is great for reviewing vocabulary.

Place two sets of flashcards on the board. Draw a line on the board to separate team A from team B. Have each team form a row, straight from the board to the back of the room. (At this point you should have two rows of students facing the board.) The teacher should move to the back of the rows and whisper 3 or 4 of the flashcards into the back two students ears at the same time.

The student at the back must whisper these cards to the student in front of him/her **IN THE ORDER HE/SHE HEARD THEM**. That student must whisper the flashcards to the student in front him, and so on, until the words have travelled all the way to the front of the row. The student at the front must jump out of his or her seat and grab the mentioned flashcards and stick them to the whiteboard in the order heard.

After that round is over, the students at the front of the class move to the seats at the back, and everyone else slides up a seat.

This game is a lot of fun, but it will make your class a little hyper!

Prepositions can be reviewed using this game too. Various preposition cards can be mixed in with the other words. The teacher can whisper a phrase such as "The cat is in the hat".

In a higher level class, flashcards with words, rather than pictures can be used.

Example of flashcards for *The Whisper Game*

Calendar

Helicopter

Blackboard

Eraser

Shoes

Castle

Keys

Dolphin

Living room

Bathroom

Shirt

Skirt

Dictionary

Pencil

Box

Glue

Folder

Digital camera

Hockey stick

Alibi

A crime has been committed last night by student A (choose a volunteer) and his alibi is student B (choose a volunteer).

Student A and Student B leave the class for a few minutes and discuss what they were doing last night.

Student A comes back to class (student B stays in the corridor) and students in the class him/her questions:

Examples of questions :

Where were you last night?

What did you do after?

Who did you see?

At what time did you get back home?

Who were you with?

What were you wearing?

Student B comes back to class (student A sits down and cannot look at Student B) and students ask him/her the same set of questions. If answers differ (that's where students start enjoying the game!), we declare Student A and B guilty of the crime. If their answers are the same (which rarely happens since students A and B are usually not ready for all the questions that students ask!), they are released!

Repeat the game by choosing two new students.

My name is...

This is a variation of the well known name-chain, where the first student says his/her name, the second student has to repeat the previous name and add his/hers and so on until the teacher repeats all the names.

To make it more fun - it can be done with absolute beginners as well - the students not only say their names but have to add a movement.

e.g.:

My name is Tom. (he coughs a bit)

His name is Tom (cough) and my name is Joe (claps his hands).

His name is Tom (cough) your name is Joe (clap) and I'm Sue (she hits her face a bit).

This is fun if the students movements are strange - you may even let them think of it before they start the game.

Finally the teacher has to repeat all the names and movement preferably not in the seating order.

Pyramid

This is for those who love to play Taboo.

Preparation: You will need an over head projector and transparencies to play this game. Create a list of categories for which you can come up with 5 examples.

For example :

- Things that start with W (window, wow, weird, Wyoming, witch)
- things you can't see (love, air, kindness, stupidity, friendship)
- things that you listen to (news reports, speech, whistle, teachers, parents)
- things you eat for desert (chocolate mousse, apple pie, ice cream, yogurt, cookie)
- things that smell bad (garbage, fart, fish, morning breath, hockey bag)
- things that are soft (teddy bear, blanket, fur, baby's skin, feather)
- things that are yellow (sun, eggs, chick, sunflower, lemon)
- things that roll (ball, car, skateboard, bicycle, roller skates)
- comic books (Spiderman, Tintin, Asterix, Lucky Luke, Garfield)
- things that are sticky (glue, peanut butter, plaster, scotch tape, velcro)
- things that you recycle (milk carton, cereal box, tin cans, juice bottles, newspaper)
- things that you wear in winter (scarf, hat, mittens, boots, coat)
- sports (hockey, swimming, horseback riding, basketball, soccer)
- European countries (Spain, Italy, France, Germany, England)
- States of United States (New York, Washington, California, Vermont, Florida)
- Action verbs (talk, sit, jump, walk, eat)
- Body parts (nose, leg, shoulder, foot, toe)
- Means of transportation (train, plane, bicycle, foot, boat)
- Colours (blue, red, yellow, white, black)
- Words that start with the letter L (lollipop, laptop, love, little, leg)
- Things you find in a kitchen (dishwasher, sink, chair, table, dishes)
- Expensive cars (Ferrari, Porsche, Audi, BMW, Volvo)

It is good to have at least 20 categories each time you play. You can choose whatever you think will be most appropriate and useful for your students. Students can even help you make those lists.

To Play : Set up the overhead. Place two chairs facing each other, with one facing the overhead and the other with its back to the overhead. Divide your class into two teams. Two students from one team play at a time. One student (Student A) will be the guesser and the other (student B) the clue giver. Student B sits in the chair facing the OHP and student A sits with his/her back to the OHP. Give students 3 categories to choose from. Put the category square onto the OHP. Once you remove your hand, give the team 1 minute to get as many out of the 5 words as possible. They can use any words they want, in the target language, as long as NO PART of the word to be guessed it used. Give one point for each word correctly guessed. The team with the most points wins! Only the two team members sitting in the front of the room can speak.

NOTE: The guesser often looks to the non-participating team members to see if they are mouthing the words. Try to sit the playing team members so that the guesser can't see them easily. Don't give credit for the word if this happens !

Toilet paper

Great at the beginning of the school year !

Have a roll of toilet paper ready and ask students to take as many pieces as they would like. Once everybody has a piece, ask each student to share a piece of information about them. Or a quality

For example :

I live in Boucherville – I have a dog – My kitchen is green

Students who took many pieces have to share as many things as they took pieces.

You can do the same game with M&M candies.

What's fun about this game is that some students will want to take the whole roll...not knowing that they will have to talk more than other students.

Just do it !
- idea from Mel Shantz-

- Stand up
- Turn around in a circle
- Sit down
- Lean over to the right
- Lie down
- Run on the spot
- Spring in the air
- Pretend to throw something
- Pretend you are fishing
- Pretend you are hunting
- Raise your left hand
- Scratch your cheeks
- Jump #5 times
- Take off a shoe
- Pretend to open the door
- Touch the four corners of the room
- Smile
- Open your mouth wide
- Make a snowman
- Make a baby face
- Go forward
- Shake your arms
- Wink at your Partner
- Yawn
- Laugh

Say I LOVE ENGLISH

using the following commands – idea from Mel Shantz

- Holding your nose
- Loudly
- Softly
- Quickly
- Slowly
- More slowly
- Clearly
- Whispered
- Accenting the first word
- Accenting the last word
- With a rising tone
- With your tongue out
- Backwards
- While yawning
- With a seductive voice

You can't repeat

It's just a way to keep free-speaking classes going on those quiet days. Each student must say 5 things they've done that day. Anything - I ate breakfast, I put on a sweater, etc. The next student must do the same thing but they can't say anything the previous student has said. They find it funny and gets them talking. It can also give you ideas for further discussions.

Give me silly advice

Explain to your students that you need their advice, but that they should avoid giving you obvious advice, and try instead to give you strange or stupid advice.

Provide examples like: *"If your winter coat is not warm enough, you should pour hot coffee in the pockets"*

"If your pants are too big you should gain 50 pounds by only eating cake"; "If your nose is too big you should have surgery to make the rest of your face bigger", etc.

Even if your students have to struggle to express these ideas, it's a good exercise, and is almost always solidly entertaining.

1. « My winter coat is not warm enough »
2. « I can't afford to pay my rent »
3. « My cat makes me sneeze »
4. « My doctor scares me »
5. « I am allergic to asperin »
6. « I have a soar throat »
7. « My shoes don't fit anymore »
8. « I have gained 4 kilos »
9. « I broke a nail »
10. « I have a flat tire »
11. « My neighbour is acting strange »
12. « My little brother told my parents that I failed my English test »
13. « I missed the bus »
14. « The batteries in my MP3 are dead »
15. « I burnt the apple pie I was cooking »
16. « I didn't sleep last night »
17. « I lost my cell phone »
18. « I have a bad hair cut »
19. « I never have enough free time »
20. « I don't have enough money to buy lunch »
21. « We don't have electricity at our house »
22. « My computer broke down »
23. « My mom cut her finger and can't cook anymore »
24. « My fifteen-year old girlfriend is pregnant »
25. « My grandfather burps all the time »
26. « I am 16 but look like I am 12 years old »
27. « My scooter was painted pink »
28. « I share my room with my sister »
29. « I can't remember my password on my computer »
30. « I lost my favourite necklace »

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What did your teacher think about?

Prepare index cards with different topics (restaurant, shopping center, summer vacation, school, New-York, home, weekends...) and write ten words related to this topic.

Ask students to guess which words you wrote. They get one point for each word they have in common with you.

An example of a teacher card :

Restaurant

1. *waitress*
2. *menu*
3. *dessert*
4. *washroom*
5. *beverages*
6. *chef*
7. *tables*
8. *bill*
9. *glass*
10. *chicken*

You're so moody

Here's a game for communication skills.

Moods are listed on the left, sentences on the right. Go through the list and make sure students understand the "moods".

Cut up the list and place moods (left column) in a hat. (Give the students a copy of the list also to help them remember all of the different moods).

Give each student a sentence (listed on the right). Students have to say the sentence in the mood that was drawn.

<i>Happy</i>	<i>You are my best friend</i>
<i>Sad</i>	<i>Angela is the best teacher</i>
<i>Surprised</i>	<i>No one is going on the trip</i>
<i>Distressed</i>	<i>I studied all night long</i>
<i>Lovingly</i>	<i>You hurt my feelings</i>
<i>Ashamed</i>	<i>My dog is named Pepper</i>
<i>Tired</i>	<i>I hate going to the doctor</i>
<i>Excited</i>	<i>My sister is in Jamaica</i>
<i>Bored</i>	<i>Do you like your classes ?</i>
<i>Mysterious</i>	<i>You shouldn't say that</i>
<i>Cowardly</i>	<i>Who told you that</i>
<i>Unsympathetic</i>	<i>Is that true</i>
<i>Agitated</i>	<i>I can't believe it</i>
<i>Hopeful</i>	<i>Why are you bothering me</i>
<i>Enraged</i>	<i>Why is the sky blue</i>

This can be used to practice public speaking. You can start off by having students do facials with the "moods" then talk about intonation and gestures while playing this game.

Never ending story (folded paper)

This is the never ending story idea on paper. Each team member (teams of 4 to 6) takes a piece of paper, writes a line of a story at the top, folds it over once to cover the line and passes the papers clockwise.

The next student reads the first line and writes the next and again folds the paper (doubly) separately covering the first and second line. Again the students pass clockwise. The students should unfold and read only the previous one line, and then write the next line based on that.

After 5 minutes (or when teacher decides the activity is finished), read the stories ! Very funny results!

Funny Story

Each student is given a sheet of paper with some fields to fill in. They only fill in ONE field in order (from the top to the bottom) and fold the sheet over to the next continuous line

to hide what they have written. They then pass the paper on to the next student who fills in the next field and fold the paper over to the next line before handing the sheet to the third student. This continues until all the fields are hidden. The paper is then passed on once again. Each paper will contain an amusing story (sequence of events). This is read aloud by the student. If the student's reading is poor, then the teacher should read the story out again using correct intonation and stress to bring out the humour.

Name of a famous man or one in your class _____

met

Name of a woman famous or one in your class _____

at / in / on

Name of a Place _____

He said to her

" _____ "

She answered back to him

" _____ "

Consequence _____

Blip

Each student is given a VERB. (See that it is suitable for the level of the class).

In pairs or as a whole class, discover the VERB through QUESTIONS.

The nonsense word "BLIP" should be substituted for the target VERB.

Write sample QUESTIONS on the board

When / Where / Why / How do you blip?

Can you blip someone / something / somewhere?

Do you often blip?

Did you blip yesterday?

Are you blipping now?

Are you going to blip this weekend?

Have you blipped since you arrived in England?

Do you like blipping?

Do you blip with your hands?

If I saw you blipping, would you be embarrassed?

The aim of the game is not to guess the meaning of the word "Blip" straight away. When you think you know the meaning of the word "Blip", you could ask further questions which make the meaning of the word "Blip" clear to the rest of the class or which amuse the student who is answering the questions.

Sample Verbs

cook	live	cry	love	dance
read	draw	run	dream	shout
drink	sing	drive	sleep	eat
swim	fight	talk	fish	think
fly	undress	jump	worry	kiss
argue	paint	bathe	plan	complain
rest	diet	scream	explore	sew
fidget	smile	translate	hesitate	understand
iron	vacuum	joke	whisper	knit
win	move	yell	oversleep	zigzag

Person to Person – idea from Mel Shantz

- Back to back
- Shoulder to shoulder
- Hand to hand
- Elbow to elbow
- Knee to knee
- Ear to ear
- Pinky to pinky
- Thumb to thumb
- Cheek to cheek
- Finger to finger
- Forehead to forehead
- Palm to palm
- Heel to heel
- Head to head
- Bum to bum
- Foot to foot
- Wrist to wrist
- Back to heel
- Cheek to hand
- Ear to hand
- Shoulder to knee
- ...

Do the opposite – idea from Mel Shantz

- Stand up
- Talk quietly
- Run
- Push
- Don't shake
- Walk quickly
- Wake up
- Hop on your right foot
- Make a serious face
- Laugh
- ...

Soundeffects – idea from Mel Shantz

- a telephone
- a photocopier
- an old car starting
- a washing machine
- rain
- a computer
- Church bells
- a car horn
- a toilet flushing
- an electric guitar
- a gun shot
- a buzzer
- breaking dishes
- a meowing cat
- flowing water

Snowballs

This is a fun way to get students relaxed while at the same time getting to know the students a little better. It also helps show them that learning (as they'll be learning about each other in this activity) can be lots of fun. And it's really easy:

- 1) Have the students write down at least 3 facts about themselves (or as many as you want to have them write down).
- 2) Instruct the students to crumple up the papers on which they have just written their facts on each other.
- 3) Then shock them by telling them that now, they get to have a one minute 'snowball' fight and let them stand up and throw the crumpled fact papers at each other for a minute.
- 4) At the end of the minute, students grab whichever snowball is closest to them. Reconvene the class and then you can either:
 - a) have the students read the facts on the snowball they have and have to guess which student in the class the snowball belongs to
 - b) Or have the students read aloud the facts on the snowball they have and whoever wrote those facts has to tell the class it's theirs, rather than having the students guess.

This game can be used as an ice-breaker. It is so completely different from what a teacher would normally let student do (i.e., go wild for a minute) and it gets them relaxed and laughing.

Clip three pictures

This is a really good way to get students to be creative.

- 1) Print out about 30 pieces of clip art or gather a number of images together. The number will vary depending on the number of students.
- 2) The students select three images each.
- 3) The students write a story that connects the images together.
- 4) You can modify this recipe by adding rules - the story must be about you or the story must be circular (the last picture must be connected back to the first picture), etc....
- 5) To mix things up you can set a time, say 10 minutes. After 10 minutes the students trade the pictures to the left and write a new story with a new set of pictures. It's fun to hear two different stories come from the same set of images.

This really gives students the chance to be creative. Have fun!

What do I have in my bag ?

Teacher prepares a bag full of items (20) and takes them out one by one by naming them. Then, he/she puts them back and asks students to write down all the objects they saw in the same order they were taken out of the bag.

Great memory game!

Speedy vocabulary

- Divide the class into groups of 4 or 5.
- Write the alphabet on the board.
- Decide on a category - eg. nouns, adjectives or verbs.
- Each group takes turns to choose a letter and give a word from the category immediately.
- If the answer is wrong or there is a delay, they lose a turn.
- If the answer is correct, strike the chosen letter off and write the group number next to it.
- Once all the letters have been struck off, count the number of letters each group got and reward accordingly.

The Conversation Game

Students work in pairs. Each partner is given a strip of paper with an unusual sentence written on it. They keep this concealed. If possible they try to learn the sentence off by heart.

Then they start conversing about any subject, but their real object is to get their given sentence into the conversation without their partner realising and before their partner is able to do the same. To do this successfully they have to move the topic of conversation towards a context in which their sentence could naturally occur.

Sample sentences for strips:

The farmer was very tired

Michael Jackson was a great artist

The coke bottles were full

She kissed him on the nose

The policeman came right away

The dog slipped and broke its leg

The plane landed on time

To win the game, you have to continue speaking for a while **after getting your sentence into the conversation without being correctly challenged.** You can also win by **correctly challenging your partner as soon as you think they are reciting their sentence.** If your challenge is wrong, you lose the game. It is therefore good strategy to set traps for your partner by including strange sentences in the conversation which differ from your given sentence.

Simon Says

Students should only obey the commands if you preface each one with *Simon says*. If you omit the preface *Simon says* any student who obeys the command can no longer participate in the game. The last student to remain in the game is the winner.

- *Simon says: "hands up", "hands down", "thumbs up", "thumbs down", "fingers up", "fingers down".*
- *Simon says: "touch your eyes / ears / nose / mouth with the forefinger / middle finger / ring finger / little finger / of your (right)(left) hand.*
- *Simon says: "put your right hand / left hand / both hands on your right / left knee."*
- *Simon says: "shut / open your eyes", "stand up / sit down", "stand on your right / left leg".*
- *Simon says: "bend your knees / body", "straighten your knees / body".*
- *Simon says: "fold your arms", "put your arms by your side".*
- *Simon says: "wave your right hand", "STOP", "jump up and down", "STOP".*
- *Simon says: "point at the ceiling / floor with the forefinger/ middle finger / ring finger / little finger / of your right / left hand.*

Find your partner

The teacher prepares SELF-ADHESIVE ADDRESS LABELS.

Each label contains a real person's name or the name of a character from fiction or television cartoons. Each named person should have a natural partner, for example if you write a label with the name ROMEO, there should also be a label with the name JULIET stuck on somebody's back. Examples :

<i>ROMEO</i>	<i>JULIET</i>
<i>POPEYE</i>	<i>OLIVE</i>
<i>Micky Mouse</i>	<i>Minnie Mouse</i>
<i>TOM the cat</i>	<i>JERRY the mouse</i>
<i>John Lennon</i>	<i>Yoko Ono</i>
<i>Richard Burton</i>	<i>Elizabeth Taylor</i>
<i>Tarzan</i>	<i>Jane (jungle girl)</i>
<i>Prince Charles</i>	<i>Princess Diana</i>
<i>Barbie</i>	<i>Ken</i>
<i>Céline</i>	<i>René</i>
<i>Angelina</i>	<i>Brad</i>
<i>Homer</i>	<i>Marge</i>
<i>Donald Duck</i>	<i>Daisy</i>

If you have an odd number of students in your class, stick a label on your own back, but let the students do the questioning.

Questions must be of the type that can either be answered with YES or No:

Am I man or a woman? Alive or dead? European or American? Real or fictitious? Am I a character from a cartoon or a book? Am I rich? Am I famous? Have I been in the news recently? Am I someone from your country? Britain? Do I work in sport / music / entertainment / the cinema / the theatre?

What's my job ? - Guessing game

- Do you work indoors or outdoors? / in a trade or profession? / in a factory or an office?
- Do you work with your hands? Do you wear a uniform? Do you work long hours?
- Do you work from 9-5? Do you work regular hours? Do you work at weekends?
- Do you work with people or machines? Are you in a service industry?
- Do you sell something? Do you earn a lot of money? Must you have good qualifications to do your job?

JOBS - GROUP 1			
1. police officer	2. nurse	3. farmer	4. shopkeeper
5. scientist	6. artist	7. princess	8. dressmaker
9. civil engineer	10. bricklayer	11. caretaker	12. accountant
JOBS - GROUP 2			
1. singer	2. cook	3. secretary	4. student
5. driver	6. engineer	7. president	8. painter
9. chiropodist	10. fishmonger	11. receptionist	12. mathematician
JOBS - GROUP 3			
1. actor	2. teacher	3. manager	4. soldier
5. gardener	6. musician	7. writer	8. chemist
9. social worker	10. surgeon	11. bee-keeper	12. newsagent
JOBS - GROUP 4			
1. doctor	2. housewife	3. baker	4. pilot
5. factory worker	6. cowboy	7. builder	8. dentist
9. solicitor	10. secret agent	11. dustman	12. air-hostess

Long lost relative

As a group, 1) ask each person to turn to the person on their right and greet him/her as if they really didn't want to be there. Yeah, you know what I mean - you can't wait to get out of there! Then everyone (simultaneously to create lots of fun and excitement) turn to the same person and greet him/her as if (s)he is a long lost, deeply loved relative who has just returned home and you're about to see the person for the first time in years! In fact, you thought you may never see this person again until this very moment. Okay, now ask everyone (again simultaneously) to turn to the same person and greet him/her as if this person just told you that you won the state lottery for 50 million dollars and you have the ONLY winning ticket.

Dictionary story

Students point and pick 5 new words in the dictionary and they write a short story with them.

List of activities

Legend :

♥ I love it !	? Don't know yet...will have to try out with another group	∅ Not for me !
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- | | |
|---|-------|
| 1. I'm going to London... | _____ |
| 2. Tell a joke | _____ |
| 3. Sing a children's song | _____ |
| 4. You can't say no | _____ |
| 5. The whisper game | _____ |
| 6. Alibi | _____ |
| 7. My name is | _____ |
| 8. Pyramid | _____ |
| 9. Toilet paper | _____ |
| 10. Just do it ! | _____ |
| 11. Say I love English | _____ |
| 12. You can't repeat | _____ |
| 13. Give me silly advice | _____ |
| 14. What did your teacher think about ? | _____ |
| 15. You're so moody | _____ |
| 16. Never ending story | _____ |
| 17. Funny story | _____ |
| 18. Blip | _____ |
| 19. Person to person | _____ |
| 20. Do the opposite | _____ |
| 21. Sound effects | _____ |
| 22. Snowballs | _____ |
| 23. Clip three pictures | _____ |
| 24. What do I have in my bag ? | _____ |
| 25. Speedy Vocabulary | _____ |
| 26. The Conversation game | _____ |
| 27. Simon Says... | _____ |
| 28. Find your Partner | _____ |
| 29. What's my job ? | _____ |
| 30. Long Lost Relative | _____ |
| 31. Dictionary story | _____ |