

TIP: Always remember ‘The goldfish bowl technique’ where the teacher or a good student demonstrates the activity before asking the class to complete / perform it. This saves time as the teacher does not find him/herself having to use up valuable monitoring time in giving the instructions repeatedly to those students / groups who were unable to follow the spoken instructions. This is helpful not only with special needs students but with all students / learners (school, college, university, graduates, and professionals).

INTRODUCTION

“Imagining ourselves as teachers operating in new ways can have transformational consequences for our everyday teaching” Dornyei 2014 ([Zoltan Dornyei](#)).

ALI

Here the teacher tells a story. S/he stops every now and again to ask a question and elicit responses from the class before moving on with the story. This way the students are all actively listening and contributing, eager to see if their answer was right.

Once upon a time there was a [What was there? – Students give answers – car, horse, king, footballer]
There was a boy and his name was [What was his name? – Johnas, Frederick, Jan, Simon] His name was Ali. He was the son [Who was he the son of?] He was the son of a poor fisherman. One day he was [what was he doing?] He was walking along when he saw [What did he see?] He saw an old man [What was the man doing?] He was lying in the road. Ali [What did Ali do?] stopped to help the old man and [How did Ali help the old man? ...] he took him to hospital. The old man wanted to [What did the old man want to do?] He wanted to thank Ali and so he asked him [What did he ask him?] He asked him who he was. Ali replied: [What did he reply?...]I am “Mustapha, the teacher’s son.” One week later the old man [What happened to the old man?] The old man died and left [What did he leave? ...] all his money to Mustapha the teacher’s son. So [what happened to Ali?] Ali did not receive any of the money.

What is the moral of the story? Tell the truth / Don’t tell lies / Don’t be ashamed of who you are.

EXTENSION: The teacher can tell their own story using this technique. They can tell a narrative which revises a subject that a student has been learning – Science, History, Literature. The teacher can then ask the students to a) tell a story / anecdote using this technique (in pairs or in small groups) or write a revision text based on their subject to read out next lesson.

BACK TO BACK

Students stand in a circle and then mingle until the teacher stops singing. The students then turn to their nearest partner and stand back-to-back. They take it in turns describing what the other is wearing before turning to face each other to check the accuracy of their descriptions. The teacher then starts singing again, the students mingle and so it goes on.

NOTE: This is a practice activity which follows the presentation of vocabulary – (items of clothing) and description of people (She’s got blue eyes).

CHART DICTATION

Teacher dictates the following: *“Take a blank page and turn it horizontally. In the middle of the page draw a horizontal line about 10 cms long. Above the line draw a rectangle. In the bottom right corner draw an oval. In the top left corner draw a square. Below the line draw a diamond. To the right of the horizontal line and above the oval draw a triangle. Next to the rectangle, in the top right-hand corner, draw a star. To the left of the diamond, in the bottom left hand corner draw a circle. Between the square and the circle, to the left of the horizontal straight line draw a question mark”* The teacher asks the students to check in pairs while one comes up and draws the shapes on the board to check the correct completion of the task. Then the teacher dictates information to put with each shape. For example: *In the star write the name of your favourite pop star. On the horizontal straight line write your full name. In the diamond below the horizontal straight line write what you don’t like ... etc....*

The teacher then calls a student to the front and demonstrates asking about the chart.

“What is your full name? Ahmed what did you write in the star? What did you put above the horizontal line? What don’t you like etc.”

Students then do this in pairs – A asking and B answering before swapping and B asks and A answers. Then swap partners and repeat or report back on what was learnt about the original partner.

Primary Variation: Practice language such as:

Position – top left, bottom right,

Colour – the triangle is red, the square is blue, colour the rectangle yellow

Numbers – Number the shapes, what number is the square? The circle is number 8. What is number 2?

Favourite: What is your favourite shape? What are your favourite 3 shapes? Point to your favourite shape? Spell the name of your favourite shape.

Show: Show me a square. Show me a triangle.

Point: Point to the circle, point to the star.

Variation 1: Have the students write their own questions on a piece of paper or card. Collect them in and then use these as the content material for completing the chart.

Variation 2: Have the students come up to the board, draw a shape and label it in English. Check with the rest of the class that the name and spelling is correct. Start the activity as above.

Variation 3: Divide the board into eight sections. Have the subject teachers come up and draw in one of the sections something they use when teaching their subject. They then write the English words/labels for the drawings. E.g., A Biology teacher might draw a molecule on the board and then label it. Once the drawings are complete use these to complete the chart dictation. E.g., In the top left-hand corner draw a microscope. When all then drawings have been completed then give the questions for the

students to fill in their answers. E.g., “Under the microscope write one thing the students can see in their classroom.”

CLASSROOM OBJECTS

The teacher chooses objects from the class which the students will not know such as: air vent, chandelier, thermostat, spotlights, skirting board, extension lead etc.

S/he then points to them, saying their name / eliciting the words by breaking down into syllables, giving the opposite, sounds like etc...and then writing the words on the board.

S/he then drills the words with the students.

After which the teacher says the word and points to the object with the students copying him/her.

Example: Teacher (pointing to the plant pot): “*plant pot*”

Students (pointing to the plant pot): “*plant pot*”

The teacher repeats the procedure but this time the students have to point to and say any of the other objects on the list but not the one the teacher says and points to.

Example: Teacher: “*chandelier*” (pointing to it)

St A (points to the whiteboard) “*whiteboard*”

St B (points to the windowsill) “*windowsill*”

St C (points to the double plug socket) “*double plug socket*”

Variation 1

The teacher asks the students to go stand next to or near an object in the classroom for which they do not know the name.

The teacher elicits the name of the objects from the other students or if necessary, provides the word and then writes it on the board. These words are the ones used in the activity. This makes the activity even more student centred

Variation 2

One or more of the better students act as teachers after the teacher has demonstrated. This encourages student responsibility for learning.

CLOTHES

One of the students leaves the room. The other participants are asked:

What is X wearing?

What does X look like?

One of the students (or the teacher) writes down the vocabulary on the white board. The teacher adjudicates and offers extra expressions such as *long sleeves, stripped, bangles...*

The students then say what X is wearing and what X looks like.

One of the students or the teacher writes the descriptions on the white board.

For Example: *X has got long, brown hair. He has got blue eyes. He is quite tall. He is slim.*

X is wearing blue jeans. She is wearing silver earrings and a necklace.

Then X comes in and the teacher or one of the students check off how much of the description was correct. Did the students make good observers?

EIGHT SQUARE STORY

The teacher divides the board into 8 squares.

Students come up in turn to fill in each square with a drawing.

The students are only given 30 seconds.

This keeps the pace up and the drawings simple while encouraging those who say they cannot draw.

Then in pairs / threes, students makes up a story (written in full or in notes) which includes all the pictures (once only).

The groups come up to the board and tell their story with one of their number pointing to each picture as it is mentioned in the narrative.

Without a theme to the narrative the stories are much more imaginative. Lower-level students might need a theme to guide their 30 second drawings. For example: *My Weekend / Summer Holiday / a day in the life of*

Variation for Primary Pupils

The pupils fill in the squares on the board, or on paper which is then stuck to the board, or the pupils stand in a row holding the paper with their drawings in front of them. The teacher tells the story and the class point to picture or say the name of the pupil standing holding the corresponding picture.

As a class and with the teachers' prompting the pupils could tell the story with a couple of their classmates pointing to the pictures as they are described.

FRERE JAKUES – HOT AND COLD

Teacher sings the nursery rhyme in French and or own native language. Teacher can also teach the English version.

Just as the game *Hot and Cold* a student goes out of the room. An object is chosen and hidden in the classroom. The student who was outside now returns to the class. The class then starts singing Frere Jacques in English, French, or their mother-tongue. The softer the class sings the further away the student is from the object. The louder the class sings the nearer the student is to the object. The class continue singing the rhyme until the object is found.

*Frère Jacques, frère Jacques,
Dormez-vous? Dormez-vous ?
Sonnez les matines ! Sonnez les matines !
Ding, dang, dong. Ding, dang, dong.*

*Are you sleeping, are you sleeping,
Brother John? Brother John?
Morning bells are ringing! Morning bells are ringing!
Ding, dang, dong. Ding, dang, dong.*

Variation: Students use the tune of Frere Jacques to compose their own poems with action which they perform in front of the rest of the class. For instance, with younger pupils:

WE ARE MARCHING

*We are marching, we are marching.
Knees up high, Knees up high,
Can we go slow now? Can we go slow now?
Yes, you can. Slow and stop.*

WE ARE TEACHERS (for adults)

*We are teachers, we are teachers,
Working hard, working hard.*

*Can we have more money? Can we have more money?
I'm not sure, wait and see.*

Note: Each line is accompanied by appropriate actions

Variation: Pupils in small groups write their own four-line song to fit the tune. They then perform it in front of the class twice. The first time the others watch. The second time the others follow the teacher's actions.

GAMBIT

In pairs students think of words beginning with the following letters and then have a conversation about that word.

St A: *G... greenhouse. I love gardening and I have two green houses in my garden.*

St B: *What is a greenhouse?*

St A: *It is a glass house where you can grow young plants or flowers.*

St B: *OK. What kind of plants or flowers do you grow?*

St A: *Well.....*

Students continue for a minute or two. Then the teacher gives the second letter – a – and the same procedure is followed. After all the letters have been given, the teacher elicits what the letters were, and asks what is the word: G - a - m - b - i - t What is a gambit?

A gambit is a word or phrase which helps us to express what we are trying to say. For example, we use gambits to introduce a topic of conversation, to link what we have to say to what someone has just said. If we never use gambits in our conversation, other people will think we are very direct, abrupt, and even rude – they will get a wrong picture of us as people.

If you have just heard that your teacher is going to get married, you could walk into the class and announce the fact, but you will have more effect if you start. *“Are you sitting down? You won’t believe this, but our teacher is getting married!”*

Gambits will make your English sound more natural, more confident, and will make you easier to talk to. Above all, you will not be misunderstood.

Variation: The teacher calls out the letters randomly – mixed up. They then ask the students to say the letters and when rearranged the letters make up which word.

HOW WELL DO YOU KNOW?

The teacher selects two students who know each other well or relatively well.

Student A goes out of the class.

Student B sits in front of the class.

The rest of the class ask questions to Student B about Student A.

InterEducation Workshop: Reference List of Activities

Michael Fennell MA (TESOL) PhD (Educ.)

The teacher with a good student or two good students writes the class questions and answers on the board.

When 10 questions have been asked and answered, have student B come in.

Student B now sits where Student A was, and Student A sits apart and behind.

The class then ask the questions to B. The teacher or good student writes the changes to the questions on the board.

For Example: *Has B visited England before?* Changes to *Have you visited England before?* A tick is given for each correct answer.

The number of correct answers out of 10 determines just how well the students know each other.

This practises question forms and question transformation: e.g.: *What is his favourite colour?* “Blue.”
What is your favourite colour? “Black.”

Variation for Primary Pupils:

The teacher writes the questions on the board. The questions can be simple and the answers one word.

For example:

What is B’s favourite colour?

What does B like to eat?

What does B like to drink?

How many brothers does B have? Etc....

Blue

Ice-Cream

Coca cola

2

IF I RECALL CORRECTLY

The teacher calls out “mingle, mingle, mingle, mingle, mingle” and the students walk round mingling, moving in and around each other. When the teacher stops the students stop moving and turn to the nearest person. The teacher then says and drills the following: *If I recall correctly* Students then use this to start a conversation with their partner.

This can be repeated with the following phrases:

If I remember rightly

If I am not mistaken

If my memory serves me well

Am I right in thinking ...?

Variation:

The teacher dictates the phrases – opening gambits. The students write them down. The teacher then drills them forwards and backwards. One of the stronger students could then take the role of the teacher and drill forwards and backwards. The students pair off and start a conversation with one of the gambits. This is then repeated in new pairs.

MOVE OVER IF YOU

Students stand in a circle. The teacher stands in the middle. S/he then says “Move over if you are wearing (blue trousers) (or) Move over if you have got (black hair).” Those wearing blue trousers / with black hair switch places. As these students move spaces the teacher / the one in the middle rushes into one of the empty spaces. The student who is left in the middle of the circle then gives the command “Move over if you are wearing ... if you have got....” and so it goes on.

PERSONAL / PROFESSIONAL

The teacher dictates to the students the instructions to draw a chart.

Take a completely blank piece of paper.

Turn it vertically.

Draw a large rectangle that fits just inside the page / almost fills the entire page.

Divide the rectangle into three columns, the first column is thin and the remaining two are of equal width.

Draw three equal rows.

In the top of the second column, first row, write the word PERSONAL in block capital letters.

In the top of the third column, first row, write the word PROFESSIONAL in block capital letters.

In the first row, first column, write the word past in small letters.

In the first column, second row write the word present in small letters.

In the third row, first column, write the word future in small letters.

The teacher then has one student come up and draw the chart on the board while the others check what they have drawn with their neighbour. This allows class correction / confirmation to show that everyone has completed the exercise as required. Here dictation and students helping each other replaces giving out handouts and adds an extra dimension to the activity using language in a more authentic way.

The teacher fills in three of the six boxes (covering all three tenses) with information about their life. They then initiate a conversation - reading out the statements to a student or students who then asks further questions to obtain more information about that statement and develop a conversation.

Students write notes in each of the boxes.

They then take it in turns to read out the notes as statements to their partners who ask them further questions about the statement, thereby generating a conversation practising the past, present, future tenses and aspects.

To make the activity even more authentic. The teacher starts the conversation by saying: “Guess what!” S/he elicits the response: “What?” S/he then continues with the statement: “I used to live in Vilnius.” The teacher then has the students use “Guess what!” “What!”

Note:

To make it more difficult the teacher can mix up the instructions so students can’t predict what is coming next. When there is only one or two empty boxes left, get a student to put their finger in that box and tell the others where the finger is (elicit the final instruction).

The activity can be extended by having the students get into new pairs or groups of threes or fours and share the information that they learnt about their first partner.

Variations:

The chart and the categories can also be simplified according to the level and interests of the students such as using School / Home

The categories can be changed – *Professional Career and Professional Challenges*.
For lower-level students it could be Family / Friends, School / Home.

Variation for Primary Pupils:

The teacher changes the column headings and box categories:

Numbers

Shapes

Numbers without Curves (4)

Numbers with Curves (8)

PHRASAL VERBS

The teacher dictates the following sentences inserting a “beep” to signify a gap for the phrasal verbs the phrasal verbs to be written.

1a. He turned up the heating.

1b. He turned up late for the meeting.

2a. I looked up the chimney.

2b. I looked up his number in the book.

3a. Please put out the cigarette.

3b. Please put out the cat.

4a. I ran into John in the park.

4b. I ran into a tree in the park.

5a. Hang up your coat and relax.

5b. Hang up and try again later.

6a. He took off his coat and relaxed.

6b. When the plan took off we relaxed.

7a. He broke down and cried.

7b. He broke down the door with a sledgehammer.

8a. We got on the first bus that came.

8b. We got on well and decided to be friends.

Dictate or write on the board the phrasal verbs (NOT in order) and the students have to complete the sentences with the correct phrasal verb.

The teacher then reads out the sentences with a beep and the students supply the correct phrasal verb and say whether it was literal or non-literal.

Variation: With advanced groups the students are not given the phrasal verbs but rather try and supply them themselves.

PHRASAL VERBS 2 (Monologue)

Read out the following monologue and the students write down the phrasal verbs they hear. Compare after first reading. Second reading slightly slower and then students compare again. Third reading for confirmation.

When I *set off* for work this morning my car *broke down*, so I had to take the bus. At the bus stop I *ran into* an old friend called Jason. He'd *come into* some money recently and was *setting up* a business. He offered to *take me on*, and I said I would *think it over*. When I got into work the boss, Mr. Pitchfork *blew up* at me. I was quite *taken aback* by his attitude but when I *got over* the initial shock, I offered to *make up* for being late, saying I would *stay on* after work. Then it *turned*

out he was actually angry because a client I had *taken on* had decided to *pull out of* a valuable contract. Mr Pitchfork said that because the deal had *fallen through*, I had *let the whole company down*. He *went on* at me until I finally *ran out of* patience with him. I said I wouldn't *stand for* it anymore and if he wanted to *take out* the company's problems on me, he could *lay me off* there and then. I never thought he'd *go through with* it, but he told me to *look for* another job. I *got on* the phone to Jason and said I wanted to *take him up* on his offer. He told me to *come over* immediately. I met my new colleagues and I think I'll *get on* with them. My line manager *came across* as a great guy and he *took to* me as well. So, everything *ended up* OK today. I'm *looking forward* to starting my new job.

PHRASAL VERBS 3

Divide the students into three groups or groups of three and hand out or dictate the following phrasal verbs:

A relationship:

Go out with / fall for / get on with / fall out with / make up / chat up / split up / run into / bring up / look after

A telephone conversation:

Look up / get through to / cut off / put through to / go on / run out of / make out / talk about / call back / hang up

A journey:

Set off / hold up / take off / check in / stop off / come back / pick up / get over / hang around / break down / run out of.

Group spokespersons then read out their monologue and the others have to write down all of the phrasal verbs used.

Variation:

Jigsaw dictation: The teacher goes round each of the three groups and reads out their phrasal verbs very quickly. The group scribbles down what they hear. Go on to the next group and repeat. Go on to the third group and read out their phrasal verbs. Then go back to the first group and repeat their phrasal verbs. Continue until all the groups have their phrasal verbs.

Then have the students in groups write a monologue along the theme suggested using all the phrasal verbs.

PRONOUNS - Listening / Speaking / Creative Writing and Performance

The teacher asks the students to write I and Me in the centre of a blank page. The teacher then dictates a set of pronouns and asks the students to place them in relation to the I and ME.

You	We	Each other
It	Them	He
We	She	Myself
Somebody	One	Us

Once this is done, they show their paper to their partner(s) and explain the positioning of the pronouns. The teacher then asks the students to close their eyes and then dictates a list of pronouns and pronoun phrases. For example:

she	myself
us and them	me and you
somebody	they
us	mine
him	you and me

The students have to picture the person (s) for the pronouns and watch them drift across their mental screens. The teacher leaves 10 seconds between each.

The students then open their eyes and write down the pronouns or pronoun phrases they heard. Then in pairs, they select four to six of the pronouns or pronoun phrases and write a poem of six lines which incorporates the pronouns. The students recite the poems to the class using intonation, variation in tone and volume for instance.

SPIRAL (Description of places)

The teacher draws a large snail on the board:

Teacher asks: “What am I drawing?”

Students: “A snail.”

Teacher: “Yes, and if I take away its head what is it?”

Teacher elicits “It’s a spiral.”

Starting at the centre of the spiral and moving outwards the teacher writes the following words on the drawing: *home / street / neighbourhood / town or city / region, province or county / country.*

“In the centre of the spiral there is the place where you live... .. yes your home.

You leave your home. Where are you? The teacher elicits the word *street* from the students and writes it in the spiral a little further out from the word *home*... .. Teacher says: *Now you go further out from your street. Where are you?* This goes on until all the words are written in the spiral with the last word *country* right at the end of the spiral.

Students stand in circles and throw a rubber ball (or rolled up paper) to each other randomly around the circle. As they throw it, they have to give a word connected to the topic of *home*. It can be an adjective or a noun or a short phrase. For example: *comfortable, kitchen, three bedrooms*. After a minute or so the teacher shouts out *Street* and the students must give words related to street and so on and so forth. Note students should try to avoid repetitions.

The teacher can join in and provide new vocabulary such as *semi-detached*. If a student hears a word that they do not know. Then they stop the game and ask: *What does X mean?* The other students or the teacher give an explanation. The game then continues.

When all the words or selected words have been discussed, students in pairs discuss each of the categories. The teacher shouts out the topic – home – the students talk with their partners about their homes. After a minute or so the teacher shouts out the word ‘street’ and so the activity continues until all the categories have been discussed. The teacher monitors.

Class Feedback: The teacher asks the students *Say something that surprised you / that you didn’t know before / something you have in common*. As a variation, the students could turn to another partner and give an oral précis of what their first partner said.

Variation: The categories could be changed for example: *classroom, corridor, staff room, canteen/cafeteria, playground, environs*.

Variation for Primary Pupils: The categories could be the rooms in a house and then pupils must give the names of items of furniture or objects found in that room. For Example: *table, chairs, picture, light, desk*

SOUND /E:/

The class has to guess the words from five presentations (acting, drawing, giving, defining or describing) which are given by five classmates. For example *heard, early, bird, terminal, and universal*. Once the words have been guessed the teacher asks what they have in common: The sound / e: /.

All the students then stand up and follow the teacher’s instructions: *Inhale, exhale (x3)*. This is repeated with the students saying the / e: / when they exhale. This is repeated three times. Then the students, as they exhale, say the sound /e: / as if they are very frightened /petrified. This is done three times. After this when exhaling the students say the sound /e: / in a way that suggests they are very bored. Again this is done three times. The last set of choral repetition involves the students saying the sound as if they are very excited / ecstatic – again three times.

NOTE: This Total Physical Response activity can be used with any sound or emotion.

TELLING YOUR OWN STORY

The teacher tells a story or can read out a text from the students’ textbooks. The teacher stops every now and then to elicit possible guesses to what comes next or to answer questions as to what comes next. For example:

T: *A few years ago, I was studying... What was I studying?*

Sts: *Geography, History, English*

T: *I was studying English at university. The university was in the North of England the city of a famous football club. What was the name of the university?*

Sts: Manchester, Liverpool,

T: Liverpool university and I was staying in the student

Sts: accommodation, dormitories

T: the student halls of residences. One evening I was (and so it continues)

TOURISTS – Speaking and Listening / Role play / Acting

The teacher divides the class into groups of 5 or 6. From each group one student is the local resident, with the remaining 4 or 5 students given a number 1 to 4 or 5 and allocated the role of tourists. The local residents go and stand apart in the corners of the room. The others make groups in the middle of the classroom or at one end of the classroom facing their respective local resident.

The teacher calls out “Number 1” and number 1 students go to their local resident and make a request as a tourist. The resident answers, making up the information if not known. For example: Student 1: “Excuse me, where can I catch the bus to Exeter?” Local Resident: “Ok, you go straight along here, turn left and it is the first street on the right.” Student 1: “Please could you repeat that.” Local Resident: “Yes, you go straight along here, turn left and it is the first street on the right.” Student 1: “What number is the bus for Exeter?...” and so, the conversation develops.

The teacher then calls out or signals for “Number 2” and the number 2 students go up to the local residents and make their requests. Number 1, meanwhile **does not** stop talking but keeps up his/her conversation, pressing his/her request. So now numbers 1 and 2 are making requests at the same time to their local residents. After a minute or so, the teacher calls out or signals for “Number 3” and the number 3 students go up and make a request. So now you have three tourists each making their request – at the same time – to their local resident. Thus, it continues with numbers 4 and 5 until the end of the activity when each of the local residents is dealing with 5 different requests, all at the same time!

Variation: The teacher can change the scenario according to the learning context. For example, instead of tourists the situation could be - break time in a playground asking their friend to join in a game, organise a game, or to get something from the teacher / PE teacher.

WH QUESTIONS

The teacher elicits from the students the Wh questions (When, Why, Who, What, Whose, Which, Where, How).

The teacher or a good student writes these on the board.

For example: *What is your family name?*

When do you eat dinner?

Why do you like to teach?

Who is your favourite singer?

What do you love to do at the weekend?

Whose car do you drive?

Which city do you live in?

Another student asks each question three times of the teacher who each time gives a different piece of information.

I eat dinner when I get home. I eat when I am hungry. I usually eat at 8.00.

I like to mix with young people. English is my favourite subject. I am a good teacher.

After each set of three questions and answers, the class then recalls what the teacher said.

X eats dinner when he gets home, when he is hungry, usually at 8.00

Students then in pairs do the same but with their own different Wh questions.

Repeat switching partners as many times as you feel suitable.

Variation 1: after a switch of partners have each recall what was learnt about the first partner.

Variation 2: A asks a Wh question. B answers. A follows up on this and develops a conversation around it.

NOTE: This can be done with the students standing in rows: The end students moving up to the front of the row and all students moving down one to form new pairs and repeating the procedure. This is a good exercise for students getting to know the teacher and each other to build trust and a sense of ease of working / learning together.

WORD FAMILIES (a visualization activity)

The teacher dictates a list of words all relating to a particular family or field. For example:

Mother to mother somebody motherly motherly motherhood to treat your
 mother right Mother Russia mother speak
 the mother of all wars expectant mother mother and baby a working mother great
 grandmother mother superior mother nature mother country mother-in-law
 surrogate mother a nursing mother Mother Earth

The students then discuss the meaning of the words. The teacher elicits or provides the meaning for those not known.

The teacher then asks the students to close their eyes and the teacher reads out a selection of these words leaving five to 10 seconds in between. Students have to visualize the mental images and feelings that are conjured up with the words.

A young mother
A mother duck
Mother of seven children
Mother and child
A mother goddess
Grandmother
The Queen Mother
A mother-to-be
To treat your mother right
A working mother
Necessity is the mother of invention
Don't you mother me!
Mother Nature

Students open their eyes and then write down those words they remember and discuss with their partner what came to mind with each of them.

The teacher then sets a follow up written activity for instance writing a description of some of the images, a letter to their mother, a story involving some of the words and phrases.

X MET Y AT THE [Writing a story in the past tense]

Students are given a blank piece of paper.

At the top of the paper, they write the name of a boy/ man.

T: Write the name of a boy / man.

The students then fold over the paper so that the boy's / man's name is covered up. They pass the paper on to their neighbour.

T: Write the name of a girl / woman.

The paper is then folded over again to cover up the name of the girl / woman. The paper is passed on to the neighbour.

T: Write the name of a place (room, building, city, location)

The paper is then folded over again and passed on.

This process is repeated for the following instructions:

Write what he said to her.

Write what she said to him.

Write what they did together.

After the paper is passed on for the final time, the students open their papers and read out to the class the stories using the following narrative framework which the teacher has written on the board.

X

Met

Y

At the

He said to her....

She said to him...

And they