

# Contents

<b>Introduction</b>	<b>I</b>
<b>1 Maintaining discipline in the classroom</b>	<b>12</b>
Basics of maintaining order	12
Routines for improving discipline	22
1.1 <i>Jobs for friendship pairs and very useful persons</i>	22
1.2 <i>Spatial anchoring</i>	23
1.3 <i>Noise control: the disappearing word</i>	24
1.4 <i>Confiscating things</i>	25
1.5 <i>Behaviour charts</i>	26
Peer mediation: structured discussion of conflictual behaviour	27
1.6 <i>Writing scenarios</i>	29
1.7 <i>Discussing ground rules</i>	32
1.8 <i>Asking questions about people's stories and thinking of solutions</i>	33
1.9 <i>Dry run, with role reversal and solutions brainstorm</i>	36
<b>2 Short, auxiliary activities: ice-breakers, warm ups, breaks and closers</b>	<b>42</b>
2.1 <i>Clap and say</i>	43
2.2 <i>Passing on</i>	44
2.3 <i>Flash the picture</i>	45
2.4 <i>Alphabetical vocabulary review</i>	46
2.5 <i>Surprise questions</i>	49
2.6 <i>From letters to grammar</i>	50
2.7 <i>Comparing it and me</i>	51
2.8 <i>Kill the text (then bring it back to life)</i>	52
2.9 <i>Question-question improvisation dialogues</i>	53
2.10 <i>Alphabet improvisation dialogues</i>	54
<b>3 Mainly speaking</b>	<b>57</b>
Oral fluency in pairs and groups: instructing, conversing, interviewing	57
3.1 <i>LEGO® constructions</i>	57

3.2	<i>Describe and draw . . . the opposite</i>	59
3.3	<i>The same but different</i>	60
3.4	<i>Newspaper pictures</i>	61
3.5	<i>My map of the world</i>	63
3.6	<i>Be someone else</i>	65
3.7	<i>Picture interviews</i>	67
3.8	<i>Tell me about it</i>	70
3.9	<i>Stories from pictures</i>	72
3.10	<i>Graffiti</i>	73
	Holding forth, being in the spotlight	75
3.11	<i>Letter on the board</i>	75
3.12	<i>30-second stimulus talks</i>	76
3.13	<i>Pitching a wonderful new product</i>	77
3.14	<i>Questions to the head</i>	82
3.15	<i>The third degree about a text</i>	83
3.16	<i>Simulation and presentations by groups</i>	84
3.17	<i>Performing stories from sounds</i>	87
<b>4</b>	<b>Mainly listening</b>	<b>89</b>
	Using your own voice	89
4.1	<i>Ticking differences</i>	89
4.2	<i>General knowledge quizzes</i>	90
4.3	<i>Picture dictation – a basic version</i>	92
	Using recordings	94
4.4	<i>Which one was it?</i>	94
4.5	<i>Who said what, when and why – using film excerpts</i>	95
4.6	<i>Where do these words go?</i>	96
4.7	<i>Interactive song dictation</i>	98
<b>5</b>	<b>Mainly reading</b>	<b>101</b>
	Reading tasks for authentic English	102
5.1	<i>Mind-map the text</i>	102
5.2	<i>Listening for the differences</i>	104
5.3	<i>Put it in order</i>	105
5.4	<i>Take a good song and make it better</i>	107
5.5	<i>Quiz with a difference</i>	109
5.6	<i>Horoscopes</i>	110

Students read out or tell stories	III
5.7 <i>Reading aloud</i>	III
5.8 <i>What comes next?</i>	114
5.9 <i>Imagine that!</i>	119
<b>6 Mainly writing</b>	123
6.1 <i>What's the number?</i>	124
6.2 <i>ABC sentences</i>	125
6.3 <i>Writing from a medley</i>	126
6.4 <i>Connecting the Top 50</i>	127
6.5 <i>Fake biographies</i>	129
6.6 <i>What a story!</i>	131
6.7 <i>Put yourself in the picture</i>	132
6.8 <i>Write in the shape</i>	135
6.9 <i>Draw the text</i>	137
6.10 <i>Diary questions</i>	138
<b>7 Learning and reviewing vocabulary</b>	142
Activities completable in one or two lessons	144
7.1 <i>Mime the text</i>	144
7.2 <i>What can I see in English?</i>	145
7.3 <i>How many?</i>	146
7.4 <i>Find the words in the picture</i>	147
7.5 <i>Lists from pictures, pictures from lists</i>	148
7.6 <i>My schoolbag, and yours?</i>	149
7.7 <i>The best . . .</i>	150
7.8 <i>What can you hear and smell in the picture?</i>	152
Activities that can roll from lesson to lesson	153
7.9 <i>Acting out prepositions</i>	153
7.10 <i>Memory poster circles</i>	156
7.11 <i>Physical action vocabulary and metaphor</i>	159
<b>8 Literature</b>	161
Writing poetic texts: learning about basic features of poetic writing	162
8.1 <i>Writing haikus</i>	162
8.2 <i>Writing limericks</i>	164
8.3 <i>Word association poems</i>	166

First encounters with poetic texts: preparing for reception, hearing/reading	167
8.4 <i>From words to predictions</i>	167
8.5 <i>Find the poem</i>	169
8.6 <i>Gradual reveal</i>	172
Learning a poem really well: reading out loud and/or memorising	174
8.7 <i>Starting and ending with dashes</i>	174
8.8 <i>Picture poem</i>	176
8.9 <i>Technicolour reading: recital in voice groups</i>	178
Exploring the meanings of literary texts: reading, thinking, discussing	180
8.10 <i>Poem picture metaphor</i>	180
8.11 <i>From sketch to discussion of a short story</i>	181
8.12 <i>Literature interpretation mandala</i>	183
8.13 <i>Summarap</i>	184
8.14 <i>Card quiz game on a novel</i>	185
8.15 <i>Two short texts on a similar topic</i>	188
<b>9 Building the skills of discussion and debate</b>	<b>191</b>
Fluency under pressure and other prerequisites of debating	193
9.1 <i>Timed topic talks</i>	193
9.2 <i>Pro and con presentations</i>	196
9.3 <i>Challenge the assertion!</i>	199
9.4 <i>Just a minute!</i>	202
Additional prerequisites of debating	204
9.5 <i>Collecting small-scale debate topics</i>	204
9.6 <i>Exploring small-scale debate topics</i>	204
9.7 <i>Controversy role plays</i>	206
9.8 <i>The PMI brainstorm</i>	208
9.9 <i>Great art debate</i>	210
9.10 <i>Research notes</i>	212
Doing debating	214
9.11 <i>Single switch debating</i>	214
<b>References</b>	<b>219</b>
<b>Index</b>	<b>221</b>