



Teacher's Guide

Learn & Play

Twinning Project 2018-2019





Dear readers,

This Teacher's Guide was created as a part of the eTwinning project 'Learn & Play', and represents the mutual work of 40 language teachers from 10 different countries.

Social, economic and global changes make it difficult to predict what the future might hold. Creativity is one possible response to these changes. Indeed, creative skills enable students to face the complex nature of life.

As a result, creativity has become significant in education, and is regarded as an important objective to be addressed in the curriculum. Nevertheless, creativity is not always promoted in schools. Rather, there are those who claim that many educational systems hinder creativity.

Indeed, institutional pressures often prevent teachers from engaging in creative teaching practices. Furthermore, there is a lack of guidelines for helping teachers to adopt pedagogical strategies that foster creativity.

Hence, the need has emerged for teachers to have models and tools for including creativity in their daily practices. In this context, the present study seeks to provide new models for promoting teachers' and learners' creativity. This project investigated the potential of Game-Based Learning (GBL) for promoting creative teaching practices in foreign language teaching.

This Guide is a compilation of ideas and activities that can be used in order to teach foreign languages with the use of GBL methodology.



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Read & Play





1. Jumble Story

Description:

In a jumble activity learners need to put sentences or paragraphs from a text, or pictures illustrating a text, into the correct order.

Students are given strips of papers containing a description of family members. They reorder it putting the sentences into the logical order ,write it ,then answer comprehension questions.

Materials needed:

- Worksheet
- Blank paper
- Writing kit

Duration:

- 30 minutes

Target age:

10-12 year old students

Aims:

- Developing reading comprehension
- identification of the components of a story — the beginning, middle, and end —in the order in which they occurred.



Worksheet N°1

My father's name is John. He is 37. He is tall and not fat. He has got small brown eyes and short brown hair.

I have got a cat. It's name is Leo. It is very fat and big.
I love my family.

My sister's name is Maria. She is one. She is small. She has got big green eyes.

My mother's name is Anna. She is 35. She is not tall and thin. She has got big blue eyes and long blond hair. She is beautiful.

My brother's name is Sam. He is 8. He is short. He has got blue eyes, small ears and short red hair.

My name is Bob. I am seven. My family is big. I have got a mother, a father, a sister and a brother.

1



1. Complete the table

	name	age	eyes	hair
mother				
father				
sister				
brother				

2. Answer the following questions

1. What is the name of Bob's mother?

2. Does he have two brothers?

3. What color are his father's eyes?

4. How old is his sister?

5. Does he have a dog?



2. Finding the right sentence

Description:

Students should be divided into 2 groups. The teacher writes 2 dialogues on the board, one for Team A and for Team B. But these dialogues should contain missing question sentences.

The students are given scrambled sentences to put them into the right gaps. The team who finishes it first, is the winner.

Additional activity

Students can act out the dialogues

Materials needed:

- Worksheet
- Board
- Writing kit

Duration:

- 30 minutes

Target age:

10-12 year old students

Aims:

- Developing reading comprehension
- Learn how to use question forms



Worksheet N°2

Dialogue 1

A: I lost my new pen.

B: _____

A: I don't know.

B: _____

A: I think I lost it today. I used it yesterday.

B: _____

A: I checked all my pockets.

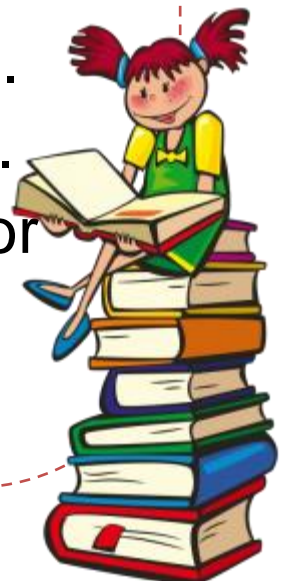
B: _____

A: Yes. It isn't there, either.

B: It's probably around somewhere.

A: Oh, well, it only cost me a dollar.

B: Only a dollar? Don't even look for it.





Dialogue 2

A: _____

B: Not yet.

A: _____

B: This is my favorite show.

A: Go do your homework.

B: _____

A: No! You can watch TV after you do your homework.

B: But the show will be over.

A: There will be another show next week.

B: _____

A: I said now! You know the rules.

B: I hate the rules! I can't wait till I grow up





Questions for dialogue 1	Questions for dialogue 2
When did you lose it?	Then why are you watching TV?
Did you look in your desk?	Have you done your homework?
Where did you lose it?	Can I do my homework later?
Did you check all your pockets?	Can I watch for 10 more minutes?



3. Reading Bracelet

Description:

Keep reading with different materials!. It can be every teacher's motto.

As a reading activity, you can prepare Reading Bracelet. Some students don't want to read texts, articles or poems. But these bracelets attract their attention. Students read alone first then read aloud and also fill in the gaps in the texts.

Students changed their bracelets and read new texts. It's a fun activity. Students love it.

Materials needed:

- Worksheet
- Writing kit

Duration:

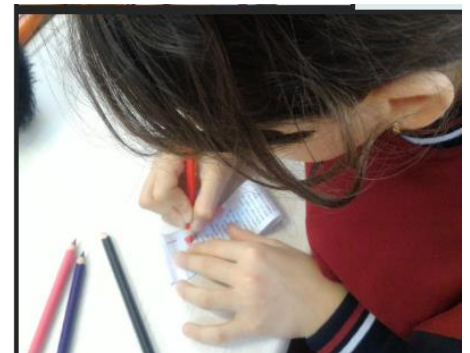
- 30 minutes

Target age:

-8- 12 year old students

Aims:

- Learn how to read at their own pace
- Develop learning strategies
- Enhance reading comprehension





Worksheet N°3

This is our classroom. It _____ light, clean and large. The room is nice. Its ceiling _____ walls are white, its floor is brown. There is one door and three windows in it. When it is _____, they are open. When it is _____ on the wall, they are shut. The door is always shut when we have our lessons. There is a _____ on the wall. We write on it. On the blackboard there _____ some words. They are English words. We read them: "We _____ to know English."

The big clock _____ the tower of the Palace of Westminster in _____ is often called Big Ben. But Big Ben is really the bell _____ the clock. It is the biggest clock bell in Britain. It weighs 13.5 tons. The clock tower is 318 _____ high. You have to go up 374 steps to reach the top. So the clock looks small _____ the pavement below the tower. But its face _____ 23 feet wide. It would only just fit into some classrooms. The minute-hand is 14 feet long.

There are many big _____ small libraries everywhere in our country. They have millions of books in _____ different languages. You can find there the oldest and the newest books. Every school has a library. Pupils come _____ the library to take books on different subjects. The school library where Oleg studies _____ good. It is a large clean room. There _____ four big windows in it. The walls are light blue. There are a lot of _____ shelves full of books. You can find _____ on literature, physics, history, chemistry, geography, biology and other subjects. There are books _____ English, too.



Clarkson _____ a large town. It has _____ than fifty thousand people living there. It sits next to a large river, the Clark River. Every day, people take _____ ferry from North Clarkson to South Clarkson to go _____ work. Most people live _____ North Clarkson. There _____ many trees and the streets are very broad. _____ the sun shines and the children run and play in the safe streets, North Clarkson is a wonderful place to live.

On Sunday, Tom gets _____ at 10 o'clock. Then he reads _____ newspaper in the kitchen. He _____ breakfast at 11.30 and then he telephones _____ mother in Scotland. In the afternoon, _____ 1.00, Tom plays tennis with his sister and after that, they _____ dinner in a restaurant. At 6.00, Tom swims for one hour and then he goes by bike to his brother's house. They talk and _____ to music.

Martin Benson _____ a journalist from Seattle. He is married _____ Jennifer and they have three _____ . They have two boys, Peter and Don, and a daughter, Alice. Martin Benson _____ 47 years old. He has short black hair and he has a beard. Jennifer has large glasses _____ she has long blonde hair. Peter is 15. He _____ short black hair, like his father. He is tall. His brother, Don, has fair hair and is not very tall. He _____ 13 years old.



4. Creating a story

Description:

Students like matching and unscrambling while learning so this game can be used as a material in classrooms especially with reading activities like below.

They are really amazing for making students pay attention and understand the story.

Before applying the activity, cut fragments from your story, mix them and get colorful papers like 4.

Then, divide the class into groups of 3 or 4. Distribute the story lines (fragments). Students are supposed to read all pieces and then try to bring the whole story together. Here it is better to write/find a story giving clues like "first, next, then, lastly" etc. so it is easier to guess and put the lines into correct order. After forming the story, students are to answer questions or do a True/False activity about the story. You can use the application **PLICKERS** for this activity, to make the lesson even more interesting.

Materials needed:

- Worksheet
- Board
- Writing kit

Duration:

- 30 minutes

Target age:

10-12 year old students

Aims:

- Developing reading comprehension
- Learn how to use question forms





5. Reading with Plickers

READING with PLICKERS

Plickers is an excellent site that a teacher can use with four skills of English. Here it is time to describe an example of it with reading skills.

First, make students read a short passage about the related subject of the unit(pic.1). The students take notes and try to skim for detailed information like where, when, how the story happens. Then, activate the plickers application on your mobile phone; show some questions about the story on the smart board (pic.2). The students have their own codes and they show the right answer by keeping the right option up (pic 3.). Lastly, check the answers quickly with your smart phone and let the students see their score on the smart board. It is an interesting and fun example of learning reading!

Materials needed:

- Mobile phones or tablets
- Plickers codes
- Application software





Worksheet N°4

At the weekend, the people from Weston enjoy walking along the bank of the Weston River. They also sail small boats on the water and if there is a little wind, they fly kites in the large park.

Most people live in North Weston. There are many trees and the streets are very broad. When the sun shines and the children run and play in the safe streets, North Weston is a wonderful place to live.

Every year, Weston grows in size because a lot of people come to live there. The government builds more houses and the streets get busier. Maybe in the future, if the town continues to grow, it will become a city!

Weston is a large town. It has more than fifty thousand people living there. It sits next to a large river, the Weston River. Every day, people take the ferry from North Weston to South Weston to go to work.

South Weston has a lot of shops and factories. People don't live there, but they come in the morning to work. There is also a big stadium where the Weston Tigers play. On Sundays, many people go to watch their favorite team.



Look at the following sentences. Are they **true** or **false**?

1. Nearly fifty thousand people live in Weston.
2. The Weston River is a big river.
3. Most of the houses are in South Weston.
4. The local sports team is the Weston Tigers.
5. The sports team plays on Saturdays.
6. There is a large park in Weston.
7. Many new people come to Weston to live.
8. Weston is now so big that it's a city.



6. The Hunters

Description:

First, let students read a passage about the subject and then put answers of comprehension questions to the board.

Choose two students and make them wear funny masks. Masks make this game fun!

Later, ask question one by one. The winner is the one who hits the right answer first!

Materials needed:

- Worksheet
- Board
- Answer sheet

Duration:

- 30 minutes

Target age:

-8-14 year old students

Aims:

- Enhance reading comprehension
- Learn new vocabulary



Worksheet N°5

Reading Passage

My name is Ben and I come from Australia. I am 24 years old and I live in a small town near Sydney called Branton.

I don't have a job now, but normally I clean shop windows. I am not married but I live with my very beautiful girlfriend, Maria, in a nice house in Branton. We don't have any children...maybe next year.

My girlfriend is an actress, but she isn't very famous. She acts in a small theatre in our town. At the weekend, we like to go swimming in a big lake near our house.

I normally get up at eight o'clock, but on Thursday I get up at six o'clock because that is the day when I go running in the park.



QUESTIONS	ANSWERS
1. Where is Ben from?	He is from Australia
2. How old is Ben?	He is 24 years old.
3. Is Ben married?	No, he is not married.
4. Does Ben have a girlfriend?	Yes, Ben has got a girlfriend.
5. What is the name of Ben's girlfriend?	Her name is Maria.
6. Does Ben live in a flat?	No, he lives in a house?
7. When does Ben get up?	He usually gets up at 6 o'clock in the morning.
8. What do they do at weekends?	They go swimming.



7. VISUALS

Description:

Visuals are important for students to learn something new easily. So you can play this game to learn physical appearances and to improve their reading skills. Put some visuals on the board and the texts on the desk about them. Choose two students. First the students read the texts and find the people's name than match them with the pictures. That's "who is who" game. After playing this game, the students don't use the name cards any more on the other step. They just match the text cards with the pictures.

The student, who completes matching first, is the winner. You can adapt this game to other topics. It's enjoyable.

Materials needed:

- Worksheet
- Board
- Cards

Duration:

- 30 minutes

Target age:

-8-14 year old students

Aims:

- Enhance reading comprehension
- Learn new vocabulary

Worksheet N°6



Mother Christmas and
Father Christmas kiss
under the mistletoe.



Poor Santa Claus fell
down the chimney!



The three bears and
singing Christmas carols.
They look really happy!



Anna mouse gave a lovely
Christmas present to her
friend Lilly.



8. MATCHING PAIRS

Description:

Select five to ten words from a book the students are reading. Print each word clearly and boldly on separate 3x5 inch index cards, making pairs of each word.

Shuffle the cards and place them face down in neat rows. Take turns turning up two cards at a time and reading the words aloud. If the two cards match, the player keeps them and takes a second turn. If they do not match, the cards are replaced face down and the next player takes a turn. Play until all the cards are matched. The player with the most pairs wins. If the child has trouble recognizing a word, say the word — do not ask the child to "sound out" the word.

You can control the difficulty of the game by the choice and number of words used: for very beginning readers, choose meaningful words that are visually distinctive: "ghost", "dark", "sister", and keep the number of words low. For a more challenging game, include some words that are less distinctive: "when", "what", "this", "that", but be careful not to overwhelm the child

Materials needed:

- Worksheet
- Cards

Duration:

- 30 minutes

Target age:

-8-14 year old students

Aims:

- build automatic recognition of whole words.
- Learn new vocabulary



Worksheet N°7

COW

GOAT

COW

SHEEP



HORSE

GOAT

PIG

SHEEP

DONKEY

HORSE



PIG

CHICKEN

DUCK

DONKEY

CHICKEN

DOG



DUCK

CAT

MOUSE

DOG

CAT

MOUSE



9. THE ALPHABET GAMES

Description:

Teaching the alphabet is foundational for reading and writing. While some kids learn letters very quickly, others need more repetition and time to learn letters

1. The Alphabet Game - While the music is playing, or, the teacher is singing, the students exchange the cards. When the music stops, each student with a card, has to name the letter on the card.

2. 'Go and find me the letter...' -The students are divided in 2 groups, 2 students, one from each group stand side by side, the teacher gives an instruction to find a certain letter, the students that first finds the letter, receives a point

3. 'Alphabet antics' game. Learners listen to a letter name and show the corresponding written letter on the card. Put learners into small groups and play in teams.

Materials needed:

- Flashcards
- Board
- Cards

Duration:

- 30 minutes

Target age:

-8-14 year old students

Aims:

- vocabulary: alphabet letter names, alphabet letter sounds, alphabet upper and lower cases, animals
- integrated skills: listening, speaking, reading, writing



Write & Play



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1. Let's guess

Description:

We have two teams. Each team has some animal cards.

They choose one card, write something about the animal's feature.

The other group read the sentences and try to guess the animal. If they guess it correctly, they get points.

- The animal flashcards are attached at the end of the Guide

Materials needed:

- Animal's Flashcards

Duration:

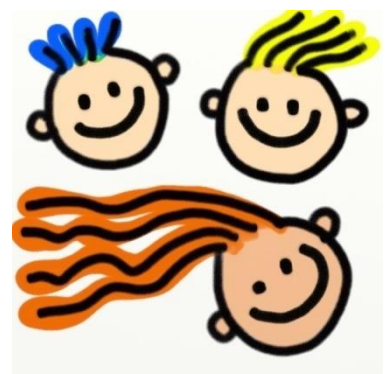
- 30 minutes

Target age:

8-16 year old students

Aims:

- Developing writing skills
- Practicing writing and reading comprehension





2. My Hero

Description:

Students choose their own hero,

During this ESL writing game, you r students should write a short essay together with your students, but in a slow-paced manner, sentence by sentence.

When writing, you will teach them the typical essay structure, such as introductory, supporting, and concluding sentences. As a result, your students will not be afraid of long essays, as they can easily break down the essay structure into smaller chunks.

Materials needed:

- Worksheet N 2

Duration:

- 30 minutes

Target age:

8-16 year old students

Aims:

- Developing writing skills
- Practicing writing and reading comprehension



Worksheet N°2

MY HERO

Handwriting practice area with a vertical red margin line and horizontal blue lines. Three black dots are placed on the left side of the lines to indicate starting points for writing.



3. Running dictation

Description:

The class should be divided in two groups- like boys vs. girls.

The teacher places a text on a nearby wall or desk. Each group has notebook ,group members stand in line. One member from each group runs to the spot where the text is placed and tries to memorize what is written on the papers.

When they are ready, they run to their notebook and try to write what they have read correctly. Fun and great activity to practice writing.

Materials needed:

- Notebooks
- Worksheet with a text
- Writing kit

Duration:

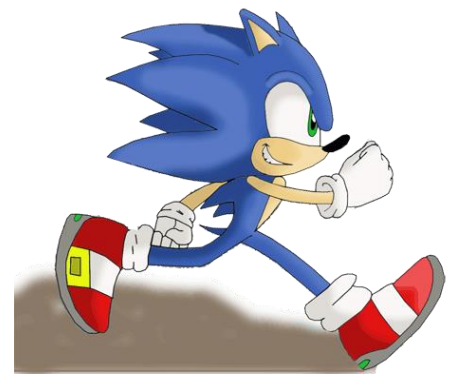
- 30 minutes

Target age:

8-16 year old students

Aims:

- Developing writing skills
- Practicing writing and reading comprehension





Worksheet N°3

Text 1:

My birthday is on 24th of May. I celebrate my birthday with my best friends; we go to the cinema and then we eat pizza. For my birthday I also have a cake with candles.

My best birthday present is a computer. I got it last year.

My party is like all my friends' parties.

Text 2:

Suddenly the carpet jumps! It moves and flies off into the air. 'Hey! What's happening?' A loud booming voice comes from the carpet. 'Welcome, O master. I am a magic carpet.' First they fly high up into the sky and then they land in a jungle. It is hot and wet and it's raining. 'It's raining! Yuck!' Then they fly to the desert. It is very, very hot and dry. 'It is very, very hot today!' After that they fly to the South Pole. There is lots of ice and snow. It's freezing.



4. The Snake

Description:

This activity can be adapted according to the needs and age of the students.

It usually starts with a written word, and a student can continue the string by writing a word that begins on the last letter from the previous word.

For older students that are more proficient in language learning the string should make a meaningful sentence.

It can be played in groups, using a worksheet, where students divided in groups try to make the longer string of words, or snake.

Or it can be played with the whole class using the board.

Materials needed:

- Worksheet
- Writing kit
- Board

Duration:

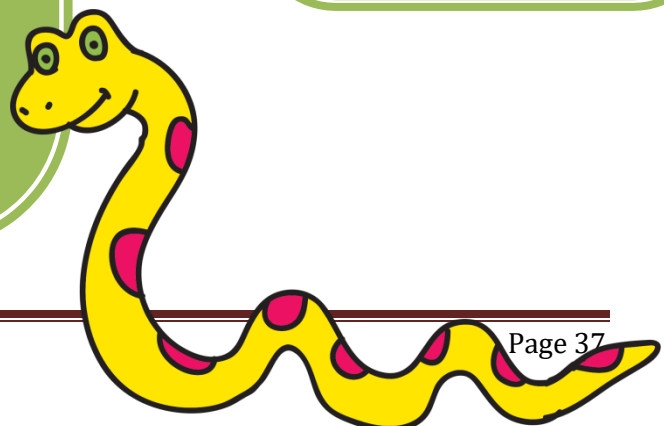
- 30 minutes

Target age:

8-16 year old students

Aims:

- Developing writing skills
- Students to be able to produce meaningful vocabulary by a given letter
- Developing critical thinking
- Promoting team spirit





Worksheet N°4.1

Teddybear



Worksheet N°4.2

Elephant



5. Pen pal letter

Description:

Letters, especially emails are the main source of communication between people around the world, and that's why email writing is a key to effective communication.

Explain to your students the difference between formal and informal emails, outline the structure and vocabulary, and encourage the students to write their own emails. They can write introductory letters to students from another school or they can write emails to each other based on a specified topic, such as organizing a surprise party for a friend's birthday.

Materials needed:

- Paper
- Writing kit

Duration:

- 30 minutes

Target age:

8-16 year old students

Aims:

- Developing writing skills
- Practicing writing and reading comprehension
- Learning how to express their thoughts



6. Let's start with a letter

Description:

Write the whole alphabet on the board. Dart like style, students throw a small piece of chalk towards the alphabet letters. Have the students work in pairs/small groups to make up as many words that start on the letter that was hit by the chalk. The team with the most words is winner.

Variation 1: Instead of one, the student throws at several letters, then they try to make as many words from the letters as possible (e.g. letters: g, h, a, t, p, e, c. Possible words: cat, peg, tea, hat, get, tap, pat, tag, at, pet, etc.). The team with the most words is the winner and wins a prize.

Materials needed:

- Paper
- Writing kit
- Board
- Chalk

Duration:

- 30 minutes

Target age:

7-16 year old students

Aims:

- Developing writing skills and skills to produce vocabulary
- Develop team spirit





7. The snowball fight

Description:

Students write a short description of themselves without writing their names. Then the students fold the paper into a ball.

On the teacher's sign, the students start the "fight", throwing the paper balls through the classroom.

When the fight stops, every student picks up the ball that is closest to him/her, unfolds it, reads it out loud and tries to guess whose it is.

Materials needed:

- Paper
- Writing kit

Duration:

- 30 minutes

Target age:

8-16 year old students

Aims:

- Developing writing skills
- Practicing writing and reading comprehension





8. Mind Map

Description:

Students are making sentences about colors.

Mind maps are a great way to brainstorm. These can be used in many different ways and can be an activity in and of themselves.

Here we used the mind map to brainstorm for a colors.

Mind maps can also be a work of art, to help students figure something out or possibly make a decision.

Materials needed:

- Board
- Chalk/markers
- Worksheets

Duration:

- 30 minutes

Target age:

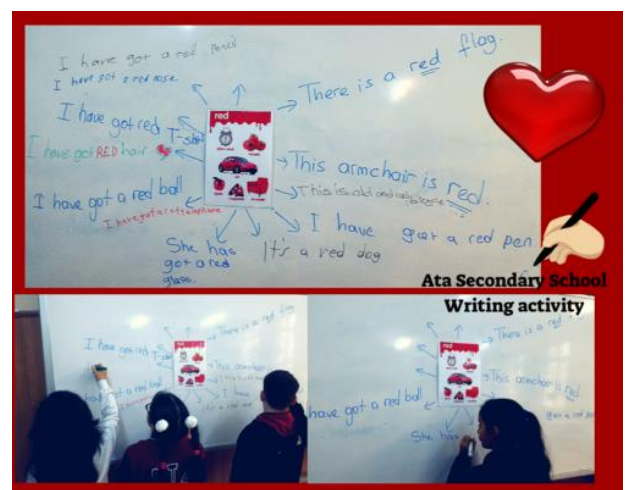
8-16 year old students

Aims:

- Developing writing skills
- Practicing writing and reading comprehension

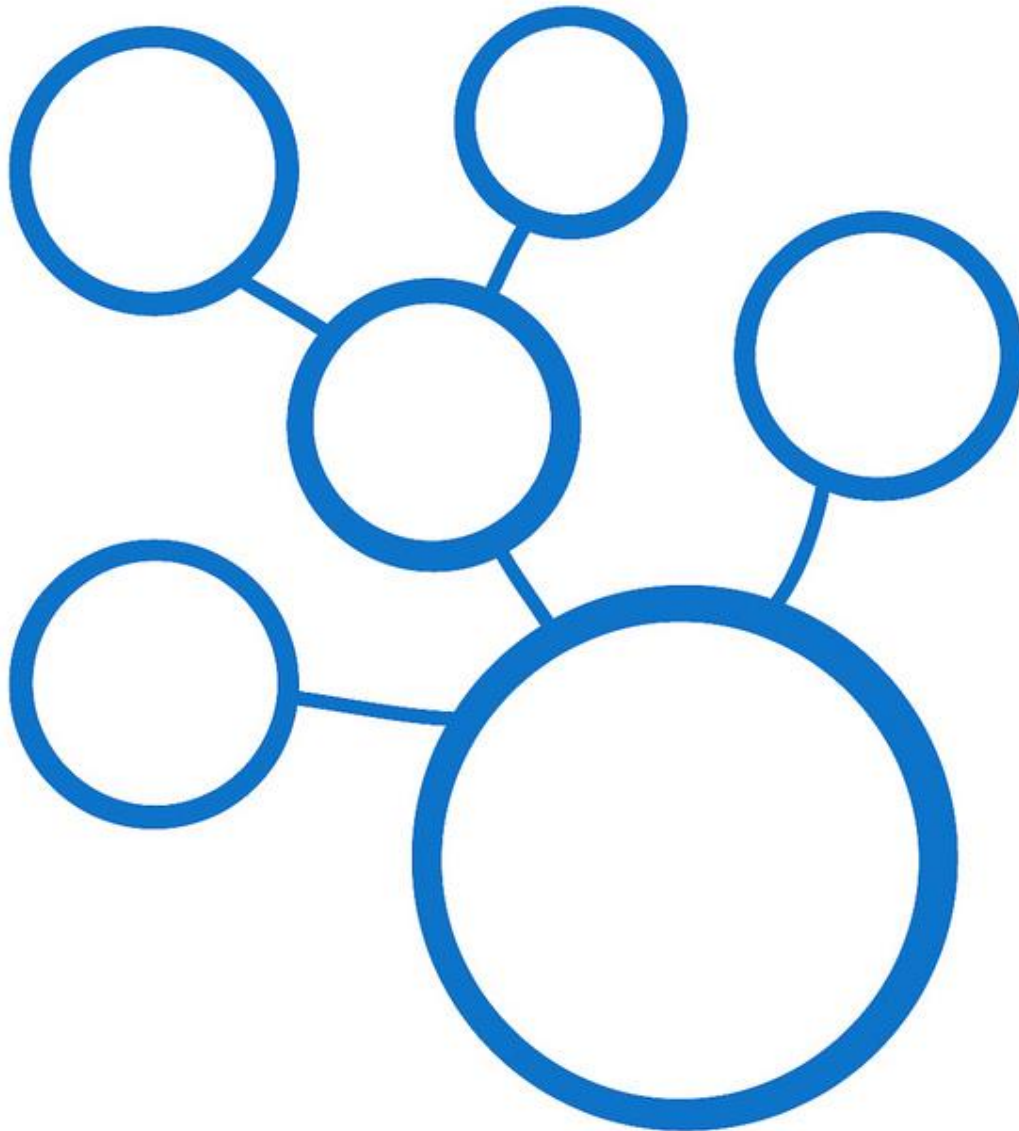


-Ata Secondary School-
Students try to write sentences about colors
By the help of this activity they try to make sentences like a game :)





Worksheet N°8.1





9. Pass the pen

Description:

Divide your class into two teams and into two lines standing facing the board

Say or point to a word on the board and say "Go"

Each student says the word while at the same time passing it down the line

The last students run up to the board to write and say it

Give a point to the first one to say it correctly

They then go to the front of the line

Continue

Materials needed:

- Paper
- Writing kit
- Board

Duration:

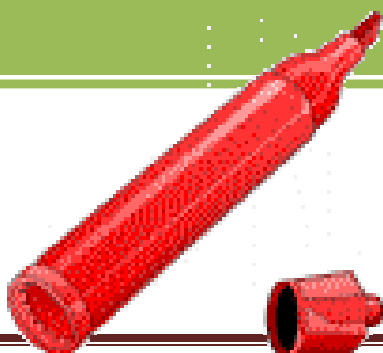
- 30 minutes

Target age:

8-16 year old students

Aims:

- Developing writing skills
- Develop creativity
- Strengthen team spirit





10. Arranging- Rearranging

Description:

A nice activity to practice writing.
You just need to take a sentence from
your lesson.

Rearrange it on the board. Putting the
first word in the back, the middle in
the front, etc.

Call two students to the board.

Have them put it in the correct order.

Continue

You could also do this on a piece of
paper, create multiple items,
photocopy it and hand them out to the
students. You can also make it more
like a game and give the student who
is the fastest to say it correctly a
point.

Materials needed:

- Animal's
Flashcards

Duration:

- 30 minutes

Target age:

8-16 year old students

Aims:

- Developing writing
skills
- Practicing writing
and reading
comprehension



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Worksheet N° 10

A BIKE	MOTHER	TWO	JUMP
THE	MY	I	CAN
CAN'T	TEACHER	BROTHER	SMALL
FISH	GREAT	HAVE	THE
RIDE	IS	OLDER	RABBIT.



11. Directions

Description:

Divide the class into groups of 4 to 5 students.

Each group should draw a map.

Then, they should give directions how to get to different places on the map and write some direction asking dialogues.

It is a nice activity for my students to practise their new vocabulary.

Materials needed:

- Paper
- Writing kit
- Drawing kit

Duration:

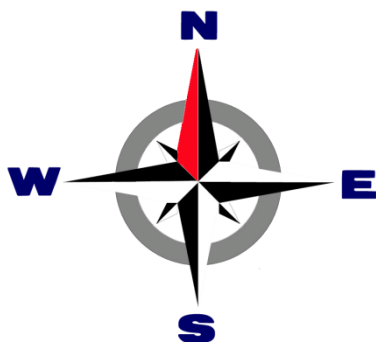
- 30 minutes

Target age:

8-16 year old students

Aims:

- Developing writing skills
- Practicing writing and reading comprehension





12. Blended story

Description:

The teacher divides the students into 4 groups. The teacher carefully explains the planned activity of the students.

One member of each group receives a sheet containing several sentences with which the story is started. His task is to read the beginning of the story, to fold the part of the sheet where the beginning is written and to write two sentences that extend the story.

The sheet gives it to the next student of his group, who also reads the extension, bends the sheet and continues the story. The procedure is repeated until all students from a given group complete.

At the end of the activity, students read their blended stories and discuss the activity.

1. What did we do today?
2. How did you feel?
3. What have we learned?

Materials needed:

- Paper
- Writing kit

Duration:

- 30 minutes

Target age:

12-16 year old students

Aims:

- - Students to be able to understand the notion of a story;
- - Understand the process of writing a story.
- - They can express consent and disagreement.
- - To know different ways of expressing abilities and capacities through work and leisure activities;
- - Know the different ways that you can contribute to the group work.



Worksheet N°12

She was a super famous model, tall and attractive. She has a lot of money and could buy anything that she wanted. But the only thing that she really wanted, could not be bought with money.

Then one day.....



13. Sprite

Description:

Divide your class into two or more teams depending on the size of the class

Say a vocabulary word from your lesson

One student from each team races up to the board to write it.

Instead of a board, you can use paper and pencil placed on a desk.

After they write it they say it

The first student to say it and write it correctly gets a point for their team

The other students seated can help them spell it correctly

Make sure that they correct any mistakes before sitting down

You could also have them draw a picture of the word as well as write it.

Materials needed:

- Board
- Markers/chalk

Duration:

- 30 minutes

Target age:

7-10 year old students

Aims:

- Developing writing skills
- Practicing writing and reading skills





SPEAK & Play





1. Who's Telling the Truth?

Description:

Have each student write three facts about themselves that nobody in the class knows on a piece of paper. Make sure each student includes his/her name on the top of the paper. Collect the sheets of paper and bring three students to the front of the room. Read aloud one of the facts that is true for one of the students in the front of the room. The class then proceeds to question the students in an attempt to determine who is telling the truth, and who is lying. Each student is allowed to ask one question to one of the three students. After a round of questioning, the students predict who is telling the truth.

Materials needed:

- Blank paper
- Writing kit

Duration:

- 30 minutes

Target age:

10-16 year old students

Aims:

- Developing speaking skills
- Enhancing listening comprehension
- Using language in an actual and meaningful context



Worksheet N°1

Three facts about me

A large rectangular area containing a sheet of yellow lined paper with a vertical red margin line on the left side, intended for writing three facts about oneself.



2. This is How We Roll

Description:

You can use this simple game as a get to know you at the start of school or later as a get to know you better activity.

All you need is one standard die and six questions – either ice breakers or ones that elicit opinions, experience or other personal thoughts. Be creative and choose the ones you'd like to hear your students answer. Give students a list of the questions, and make sure they are numbered on the paper. Then, have students take turns rolling the die. Whatever number they roll, that is the question they must answer. You could do this activity as a class, in smaller groups or as a public speaking activity. For the latter, have students prepare answers to each question as homework and then have them share in front of the class after they roll.

Materials needed:

- Dice
- Worksheet with questions

Duration:

- 30 minutes

Target age

7-12 year old students

Aims:

- Developing speaking skills
- Enhancing listening comprehension
- Using language in an actual and meaningful context



Worksheet N°2

1	What is your favorite food?
	What is your favorite color?
	What is your favorite subject?
2	What are you wearing?
	What is the name of your favorite singer?
	How old is your grandma?
3	Can you name five wild animals?
	Can you name five types of food?
	Can you name five school subjects?
4	Who is your favorite actor?
	What is your favorite sport?
	What is the name of your best friend?
5	What is your best friend wearing?
	What is the weather outside like?
	Do you like broccolli?
6	Haave you done something stupid?
	When is your birthday?
	How long have you studied English?



3. Just guess

Description:

Students are divided into 4 teams. Each team is composing its own, unique name.

A student from one team comes out and draws a card from the box with words, reads the animal's name in silence and begins by giving a description of the animal, a sentence after a sentence.

The team that first presses the buzzer button and gives the correct answer gets a point.

The team with the most correct answers is the winner in the game.

This game can be changed according to the words you need.

Materials needed:

- Cards
- Word box
- Buzzer buttons

Duration:

- 30 minutes

Target age:

7-10 year old students

Aims:

- Developing speaking skills
- Enhancing listening comprehension
- Identify animal vocabulary



Worksheet N°3

ELEPHANT	LION	MOUSE
CAT	HORSE	CHICKEN
DOG	FROG	DUCK
TIGER	MONKEY	FISH
RHINO	SHEEP	BIRD



4. Let's talk

Description:

For this game you need a poster with a certain number of covered fields, or simply take a few envelopes and mark them with numbers.

In each envelope put a sheet on which you have written a specific topic for speaking, such as Introduce yourself, or You are Hungry! Ask for directions to the restaurant.

Write the same numbers on small pieces of paper and place them in a small box.

The students come out and draw a sheet out of the box, then they pull out the theme for talking from the appropriate envelope, and discuss the subject.

To be more interesting, divide the students into teams, each team comes out and each point gets a point for each correct answer.

The team with the most points is the winner.

Materials needed:

- Envelopes
- Worksheet
- Small box

Duration:

- 30 minutes

Target age:

10-14 year old students

Aims:

- Developing speaking skills
- Enhancing listening comprehension
- Using language in an actual and meaningful context





Worksheet N°4

INTRODUCE YOURSELF	EXPLAIN HOW YOUR FAVORITE DISH IS PREPARED
YOU'RE HUNGRY. ASK FOR DIRECTIONS TO THE RESTAURANT	YOU'RE LOST AND WANT TO FIND THE HOTEL. ASK FOR HELP
YOU ARE FIGHTING WITH YOUR FRIEND. DESCRIBE THE SITUATION AND ASK FOR ADVICE.	DESCRIBE YOUR HOUSE
YOU ARE NOT INVITED TO A BIRTHDAY. TALK ABOUT YOUR FEELINGS	INVITE A FRIEND TO YOUR BIRTHDAY
DESCRIBE THE PLACE WHERE YOU LIVE	COMPLAIN ABOUT THE SERVICE IN A SHOP



5. Telling a story

Description:

The students divided into teams tell a story.

The students from one team go out and throw the dice. They read the beginning of the story, then one by one add sentences that extend the story.

Each student adds one sentence, which should be a logical continuation of the story.

For each sentence they receive one point.

The team with the most points is the winner in the game.

Materials needed:

- Worksheet
- dice

Duration:

- 30 minutes

Target age:

10-16 year old students

Aims:

- Developing speaking skills
- Enhancing listening comprehension
- Expressing creative thinking
- Following the sequences of a story



Worksheet N°5

One sunny day, three friends went....

She was at the supermarket, when she heard

It was the night before Christmas and Thomas was....

It was winter, a cold night, and one cat outside.....

'Get out' - the woman yelled, and Sarah

'If you want to be rich'- the fairy said to Jared then,



6. Let's investigate

Description:

It can be used in a variety of scenarios and tailored according to specific grammar or vocabulary points that you've been reviewing in class.

The basis of investigative journalist is for students to interview one another in pairs and present their findings. It can be used for groups at all skill levels from beginning to advanced, as long as you tailor it to their levels.

Beginners may do a simple version, asking their partners about their family structure, favorite colors and foods, pets and hobbies. Intermediate students could use investigative journalist to practice past tense structures by asking about their interlocutor's childhood. Advanced students might benefit from a murder mystery version of the game, where each student is assigned a character to play and the game concludes with the "murderer" being sussed out as a result of the questions.

Materials needed:

- Notebook
- Writing kit

Duration:

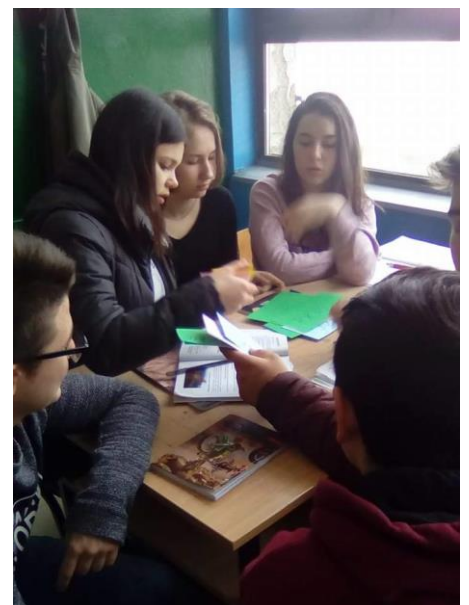
- 30 minutes

Target age:

6-16 year old students

Aims:

- Developing speaking skills
- Enhancing listening comprehension
- Expressing creative thinking
- Retelling facts





7. Toy Shop

Description:

For this activity the students brought their own toys and after the lesson the toys were donated to the local kindergarden.

Each toy had a price tag because we revised numbers from 1 to 100.

The students were given photocopied toy money. Some of the students acted as shop assistants and the others as buyers.

Materials needed:

- Toys
- Fake money

Duration:

- 30 minutes

Target age:

10-16 -year old students

Aims:

- Developing speaking skills
- Enhancing listening comprehension
- Using vocabulary in an actual context
- Following the sequences of a story





8. Guess who...?

Description:

Guess who is a version of 20 questions that focuses entirely on people.

Students draw the name of a famous person out of a hat (you'll need to prepare these slips in advance!) and their partner tries to guess who's on the paper by asking a series of yes/no questions.

Like yes, no, guess who can be turned into a tournament-style game.

Materials needed:

- Slips

Duration:

- 30 minutes

Target age:

10-16 year old students

Aims:

- Developing speaking skills
- Enhancing listening comprehension
- Expressing creative thinking
- Describing people





9. Tell card

Description:

Students choose and pick up a "Tell card", read the question given in the card and tell the answer to the whole class.

It is the activity for developing English speech at the lesson.

Materials needed:

- Worksheet

Duration:

- 30 minutes

Target age:

10-16 year old students

Aims:

- Developing speaking skills
- Enhancing listening comprehension
- Expressing creative thinking
- Following the sequences of a story

55 The ask and tell game 'tell' cards

tell cards	Tell the others about someone you were really friendly with at school.	Tell the others something about the town or village where you were born.	Tell the others anything you can remember about the first birthday you were attacked to.	Tell the others about some of the things that make you angry or annoyed.	Tell the others why your country would be a good place to visit in 5 years.
Tell the others about the types of clothes you like and don't like wearing.	Tell the others something about the flat/house where you live.	Tell the others about your last visit abroad.	Tell the others about any other places you have lived.	Tell the others one or two things you are quite good at.	Tell the others which person (and animal) you would most like to meet and why.
Tell the others about the sport/ game you have ever watched.	Tell the others something about your favourite relative.	Tell the others about the type of music you like and dislike.	Tell the others where you hope to go on holiday in the summer.	Tell the others about a teacher at school you looked up to.	Tell the others about your childhood.
Tell the others what you like doing in your free time.	Tell the others about any incident that made you feel embarrassed or ashamed.	Tell the others about the type of men/women you are attracted to.	Tell the others about a country you would not like to visit and why.	Tell the others something about one of your brothers, sisters or friends.	Tell the others about a good film you have seen recently.
Tell the others about a book you would recommend that they all read.	Tell the others where you usually go to buy clothes.	Tell the others about someone who has made a big impression on you.	Tell the others what things you find difficult to learn in English.	Tell the others what things from your country you would miss if you ever emigrated.	Tell the others about your favourite dish (and how to cook it).
Tell the others where you want to go and what you want to do when you were a teenager.	Tell the others your good points and two bad points about yourself.	Tell the others what you are planning to do after this lesson.	Tell the others where you spent last weekend.	Tell the others which jobs you think carry the most prestige in your country.	Tell the others a good way of learning new words in English.





Listen & Play





1. Numbers and fruit

Description:

The teacher marks each fruit with a corresponding number. Then tells the numbers and the students should say the correct fruit. The students will be able to count objects and write up to 10. The students will also be able to use one-to-one correspondence to find total numbers

One of these activities encourage support at home which will help the parents to become involved in the English their child is learning. In turn the children themselves should see that what they are learning can have a real impact on their lives outside of the classroom.

Materials needed:

- Numbers' Flashcards
- Fruit Flashcards

Duration:

- 30 minutes

Target age:

8-16 year old students

Aims:

- Developing listening skills
- Promoting listening comprehension





2. Find the word

Description:

Two students stand in front of the board.

The teacher writes the English words on the board.

The teacher pronounces the corresponding translation on the mother tongue and the students point the English word on the board.

The student that first points to the word, gets a point. The students with the highest number of points is a winner.

Materials needed:

- Board
- Chalk

Duration:

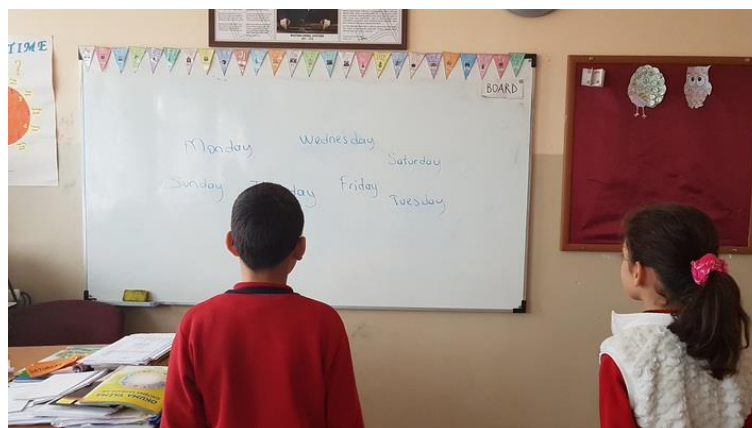
- 30 minutes

Target age:

8-16 year old students

Aims:

- Developing listening skills
- Connecting new knowledge to previous knowledge





3. Speaking charades

Description:

Students are divided into 4 groups, each group of 5 members.

Ordinarily, from each group, one student comes out and draws a card from the box with words.

He needs to read what has been written on the card and using his/her own words to describe the object / creature that has been written on the card.

The other members of the group are listening and should guess what is involved.

Each correct answer takes one point.

The group with the most points is the winner in the game.

Materials needed:

- Word box

Duration:

- 30 minutes

Target age:

8-16 year old students

Aims:

- Developing listening skills
- Connecting new knowledge to previous knowledge





Worksheet 3

Cat	Apple	Bus	Tiger
Book	Teacher	Monkey	Pizza
Bear	Pencil	ice cream	Mother
Bike	Spaghetti	Chocolate	Snake
Bird	Tomato	Radio	Computer
Doctor	School	Water	Fish
Nurse	Friend	Bird	Notebook



4. Tellers & Listeners

Description:

While asking the text given as homework to retell I divide my students into groups consisting of 3 students ,then I hand out cards giving them responsibilities : Listener, Teller, Observer.

Teller : tells story

Listener: listens and helps to retell with questions

Observer : watch a teller and a listener and evaluate them.

In 2-5 minutes when the time is over all Observers in the class stand up and give their reports : " Zaur is a teller .His mark is 5 . Farid is a listener .His mark is 4"

Materials needed:

- Cards
- Story worksheet

Duration:

- 30 minutes

Target age:

8-16 year old students

Aims:

- Developing listening skills
- Connecting new knowledge to previous knowledge





5. Let's whisper

Description:

This is an adapted version of the classic listening game Chinese Whispers. You can use this game to practice a variety of language points or vocabulary. Divide the students into equal teams and have each team sit in a row facing the board. Give the student sat at the back of each row a written conversation. The students at the back whisper the first sentence of their conversation to the student in front of them. That student whispers the sentence to the next student and so on down the line. When the sentence reaches the person at the front, that student stands up and writes the sentence on the board. If the sentence is incorrect, it is whispered down the line again. It's up to the students at the back when to whisper the next sentence. They can say each sentence quickly or wait until the sentence has been written on the board. The game continues until one team has written all the sentences of the conversation on the board correctly. That team wins the game. For young learners, use individual words rather than sentences.

Materials needed:

- Board
- Chalk

Duration:

- 30 minutes

Target age:

8-16 year old students

Aims:

- Developing listening skills
- Connecting new knowledge to previous knowledge





6. Letters hunt

Description:

This game is best for beginners who need work on their vocabulary. It involves running around, so pull this one out when your students are restless.

To play, call out a letter. Students must run to find an object that begins with that letter sound. The first person to find it must hold the object up and call out the name. If they're correct, you'll call out another letter. If they're wrong, the round continues.

To mix this one up a bit, try calling out words. In this case, students must find an object beginning with the first, last or middle letter sound. They'll need to break the word down in order to figure it out and this works well with slightly more advanced students

Materials needed:

- Board
- Chalk

Duration:

- 30 minutes

Target age:

8-16 year old students

Aims:

- Developing listening skills
- Connecting new knowledge to previous knowledge





7. Messaging

Materials needed:

- Board
- Chalk

Duration:

- 30 minutes

Target age:

8-16 year old students

Aims:

- Developing listening skills
- Connecting new knowledge to previous knowledge

Description:

Take one student out of the room and give them a phrase to repeat. That student then enters the room and whispers the message to the next person. This continues until everyone has heard the message. The last person should write what they heard on the board.

For even more fun, divide the groups into teams and see which team can get the closest to the original message. You can even give them two different messages.





8. Odd one out

Description:

You can use this fun listening game to practice a variety of vocabulary. Ask the students to stand in a circle. Explain to the students that you are going to say lexical sets of words. If they hear a word that does not belong to that set, they must stop what they are doing. Ask all the students to do an animal action, e.g. hop like a frog, dance like a monkey, jump like a kangaroo, etc. As the students are doing the action, they listen to you call out sets of words, e.g. run, speak, hear, read, look, banana. When the students hear a word that doesn't belong to the set, they stop doing the action, e.g. when the students hear the word 'banana'. The last person to stop is out of the game. If a student stops on the wrong word, they are also out of the game. Repeat with different lexical sets, e.g. nouns, adjectives, prepositions, etc. The last student left standing wins the game. It is a good idea to play an example round with the students before they begin the game. To make the game harder, you can use similar sounding words. You could also ask the students why the word doesn't belong to the lexical set when everyone has stopped, e.g. 'A banana is a fruit. The other words are verbs.'

Materials needed:

- Board
- Chalk

Duration:

- 30 minutes

Target age:

8-16 year old students

Aims:

- Developing listening skills
- Connecting new knowledge to previous knowledge





9. Fruit Salad

Description:

Assign each student one of three or four fruits that you write on the board. These can be anything from apples and oranges to pineapple, papaya or watermelon. Have everyone set up their chairs in a circle or a line and call out a fruit. If you say “grapes,” then all the grapes stand up and change seats. Keep calling out fruit and having the students switch spots.

When you call “fruit salad,” everyone must get up and change places. This is when you sit down in a chair. Everyone else will sit and one student is left standing. That student then has to call out the fruit names to mix everyone up. To make it a little more challenging, you can have the “loser” do something silly like dance, recite a poem, etc.

Materials needed:

- Board
- Chalk

Duration:

- 30 minutes

Target age:

8-16 year old students

Aims:

- Developing listening skills
- Connecting new knowledge to previous knowledge





10. Different chairs

Description:

For this listening game, you will need an audio conversation, script and some listening comprehension questions. The conversation can come from the course book you use in class. You may wish to use one long conversation or several short ones. The game is similar to musical chairs. Organize the chairs into a circle. There should be one less chair than there are students in the class. To begin the game, ask the students a listening comprehension question based on the audio conversation you have prepared. Then, start playing the audio conversation. The students walk around the circle of chairs listening to the conversation. When a student hears the answer to the question, they sit down. There may be one or several students who sit down. At this point, pause the audio. If it is just one student who sits down, ask them for the answer to the question. If it is a few students who sit down, ask them to whisper the answer to you individually. If a student's answer is correct, they remain seated. If not, they stand back up. Next, ask another question that can be answered in the next part of the audio conversation. The students who have remained standing start walking around the chairs again until they hear the answer to your new question on the audio. Carry on like this until there is one student left standing. That student is out of the game. Remove a chair from the circle. Everyone stands up and the game continues until there are only two students competing for one chair to become the ultimate winner.

Materials needed:

- Board
- Chalk

Duration:

- 30 minutes

Target age:

8-16 year old students

Aims:

- Developing listening skills
- Connecting new knowledge to previous knowledge



11. Sit down/ Stand up

Description:

The students are arranged in two rows.

The teacher gives orders such as: Sit down, Stand Up, Clap Your Hands ...

The students do as they hear from the teacher. Every student who will make a mistake, retrieves from the game and sits in his/her place.

The student who will remain the last and will not make a mistake is a winner in the game.

Materials needed:

- Board
- Chalk

Duration:

- 30 minutes

Target age:

8-16 year old students

Aims:

- Developing listening skills
- Connecting new knowledge to previous knowledge





12. Snake

Description:

The students are divided into two groups. At first, students from one group come out and draw a single word. Pupils as arranged should continue the game so that each next pupil should say a word that starts on the last letter of the word that his predecessor said.

The group that will form a longer string is the winner in the game.

Materials needed:

- Board
- Chalk

Duration:

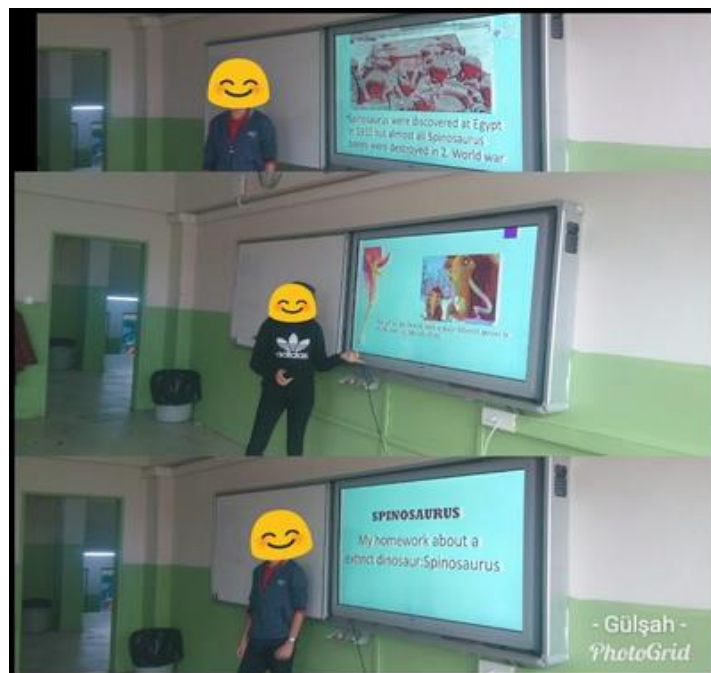
- 30 minutes

Target age:

8-16 year old students

Aims:

- Developing listening skills
- Connecting new knowledge to previous knowledge





13. Question or Challenge

Description:

This is a useful listening game to practice or review question and answer structures. Before you begin, pre-teach or review the question and answer structures with the class. Next, have the students stand in a circle. Tell the students that they are going to practice the questions and answers they just studied in class. Throw the ball to a student. When the student catches the ball, ask him or her a question, e.g. 'Can you swim?' The student who catches the ball must answer the question appropriately, e.g. 'Yes, I can.' Then, the student throws the ball to another student and asks them a similar question (e.g. Can you ride a bicycle?), and so on. If a student says a grammatically incorrect question or answer, they are out of the game. When this happens, restart the game with a new question. The last two students left in the game win. You could also have the students repeat the same question, e.g. 'How old are you?' This game helps students with their listening skills as they never know who will be next. Therefore, they have to pay attention and listen to each question.

Materials needed:

- Board
- Chalk

Duration:

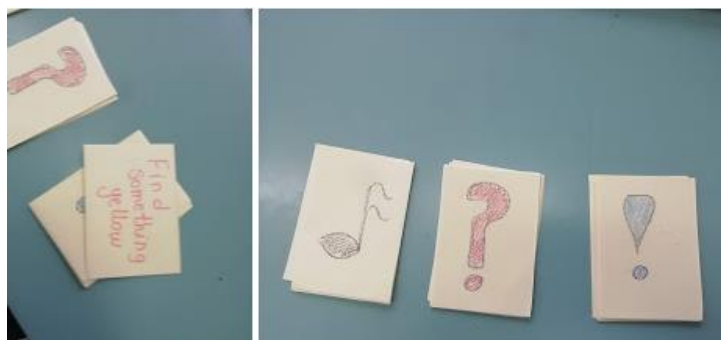
- 30 minutes

Target age:

8-16 year old students

Aims:

- Developing listening skills
- Connecting new knowledge to previous knowledge





14. Simon says...

Description:

Simon Says is a classic game that is traditionally played by kids and families, although it can also work with college students and adults as a lighthearted icebreaker

One student plays the role of "Simon", and he or she stands facing the crowd. Simon explains the rules: "I am Simon. I will give you instructions to do various actions, and you must imitate my actions. I will instruct you to do various things by saying 'Simon says, do something', where something is an action like touching your head, waving your hand, and so on.

If Simon begins the sentence by saying "Simon says" then the player is required to do the action. If he does not begin with "Simon says" the player is not allowed to do the action. So, it is the best activity to study the imperatives.

If you do something without me saying 'Simon says', then you are eliminated for that round."

Materials needed:

- Board
- Chalk

Duration:

- 30 minutes

Target age:

8-16 year old students

Aims:

- Developing listening skills
- Connecting new knowledge to previous knowledge





15. The Sentence Hop

Description:

The teacher places the cards on the floor.

Individually, students stop and jump on one leg word-to-word trying to create the longest sentence that is grammatically and meaningfully accurate.

The student who will form the longest sentence is the winner in the game.

Materials needed:

- Cards

Duration:

- 30 minutes

Target age:

8-16 year old students

Aims:

- Developing listening skills
- Connecting new knowledge to previous knowledge





Worksheet N°15

I

You

He

She

They



We

Can

Can't

A

Fish

Monkey



Is

Are

Isn't

Jump

Dance

In



The

A

Sky

River

Long

Deep



High

Ride

Bike

Horse

Cook

Delicious



Dinner

Spaghetti

Nice

Blue

Clear

To



16. Singing a song

Description:

The teacher gives them a text sheet with verses from a certain song that lacks the words from the song.

The students carefully listen to the song and try to fill the missing words.

The teacher allows them to listen to the song as many times as needed to fill the missing words.

At the end the correct answers are presented before the whole grade.

Materials needed:

- Worksheet
- CD player

Duration:

- 30 minutes

Target age:

8-16 year old students

Aims:

- Developing listening skills
- Connecting new knowledge to previous knowledge

4





Worksheet N°16

Beyonce Listen

Listen to the song here in my heart
A _____ I start but can't complete
Listen to the sound from deep within
It's only beginning to find _____

Oh, the time has come for my _____ to be
heard
They will not be pushed aside and turned
Into your own all 'cause you won't
Listen

Listen, I am alone at a _____
I'm not at home in my own home
And I've tried and tried to say what's
on _____
You should have known



Oh, now I'm done _____ you
You don't know what I'm feeling
I'm more than what you made of me
I followed the _____ you gave to me
But now I've gotta find my own

You should have listened, there is someone
here inside
Someone I thought had died so long ago
Oh, I'm _____ out and my dreams will be
heard
They will not be pushed aside on words
Into your own all 'cause you won't
Listen



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Completing this work has required the time and energy of many people. I would like to sincerely thank the following persons:

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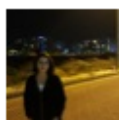
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Language and Literature, Music



GÖKÇE SALDAMLİ

Yeşilevler Şehit Duran Keskin İlkokulu, Seyhan, Turkey

Pre-school Subjects



Gülriz Doğrul

ATAYURT ORTAOKULU, Silifke, Turkey

Art, Citizenship, Drama, Environmental Education,
Foreign Languages, Geography, History, History of
Culture, Language and Literature, Music, Special Needs
Education



GÜLŞAH ÖZDEMİR

Şehit Öğretmen İzzet Yüksel Orta Okulu, Çekmeköy, Turkey

Drama, European Studies, Foreign Languages,
Language and Literature

Learn & Play eTwinning Project



HAKAN DAL 

Elit grup okulları, BURSA, Turkey

Art, Cross Curricular, Drama, Environmental Education, Ethics, European Studies, Foreign Languages, History of Culture, Media Education, Music, Natural Sciences, Physical Education, Primary School Subjects



HAMZA EVMEZ (Founder) 

Orhan Gazi ilkokulu KARATAY KONYA, Karatay, Turkey

Cross Curricular, Environmental Education, Ethics, European Studies, Foreign Languages, Informatics / ICT, Language and Literature, Natural Sciences, Physical Education, Primary School Subjects



Handan Görçek

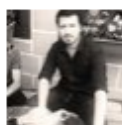
Şehit Öğretmen İzzet Yüksel Orta Okulu, Çekmeköy, Turkey

Foreign Languages



HANİFE KÜÇÜKGÜLDAL

Dadağlı Ortaokulu, Sarıgöl, Turkey



İBRAHİM EMİR YAMAN

Saray İlkokulu, Pursaklar, Turkey

Primary School Subjects



inci süzer

Ziya Gökalp İlkokulu, Osmangazi, Turkey

Art, Cross Curricular, Drama, Environmental Education, European Studies, Foreign Languages, History of Culture, Informatics / ICT, Media Education, Music, Natural Sciences, Primary School Subjects, Technology



Manel Boualia

Ecole préparatoire EL MANAR Kairouan, Kairouan, Tunisia

Art, Citizenship, Design and Technology, Drama, Ethics, Foreign Languages, Geography, History, History of Culture, Informatics / ICT, Language and Literature, Media Education, Music, Physical Education, Pre-school Subjects, Social Studies / Sociology, Technology



Maria Dunin-Borkowska

Zespół Szkół Specjalnych nr 78 przy IP CZD, Warszawa, Poland

Foreign Languages, Special Needs Education



Mila Protuger Anastasova

NATIONAL AGENCY FOR EUROPEAN EDUCATIONAL PROGRAMMES AND MOBILITY, Skopje, North Macedonia

Biology, Drama, Foreign Languages, Philosophy / Logic, Technology



Nadia Massariello Tibello

ICS "Manzoni-Radice" di Lucera, Lucera (Fg), Italy

Learn & Play eTwinning Project



Rukiye Demirel

İbni Sina Ortaokulu, Çukurova, Turkey

Citizenship, Environmental Education, Ethics,
Geography, History, History of Culture, Media
Education, Religion, Social Studies / Sociology



SAYDAM KARAMAN

Özel Antalya Has Okulları, Konyaaltı, Turkey

Art, Citizenship, Design and Technology, Environmental
Education, Foreign Languages, Health Studies, Home
economics, Informatics / ICT, Language and Literature,
Music, Natural Sciences, Physical Education, Pre-school
Subjects



Sevda Keskin

Nenehatun Ortaokulu, Osmaniçik, Turkey

Foreign Languages



Svitlana Kuzkina

Chervona Sloboda school № 1, Chervona Sloboda, Ukraine

Environmental Education, Foreign Languages, Health
Studies, History of Culture, Music, Physical Education



Svitlana Lenarska

Cherkasy Collegium "Berehynia", Cherkasy, Ukraine

Art, Cross Curricular, Environmental Education, Foreign
Languages, Health Studies, Primary School Subjects



Tuğba ÇİÇEK

Seydikemer Şehit Gürcan Akan İlkokulu, Seydikemer, Turkey

Cross Curricular, Drama, Environmental Education,
Foreign Languages, Music, Primary School Subjects

Learn & Play eTwinning Project



Zeynep Kaya

Şehit Hazım Bey İlkokulu, Burdur, Turkey

Foreign Languages



Özge Kılıç

ATATÜRK İLKOKULU, Marmaris, Turkey

Öznur Kaymak

Kartal Doğa Anaokulu, Kartal, Turkey

Foreign Languages



BUNNY

Learning 2gether



Cat

Learning 2gether



Dog



Fish

Learning 2gether



Hamster

Learning 2gether



Parrot

Learning 2gether

Pets Flashcards

Content:

- cat
- dog
- fish
- hamster
- bunny
- turtle

<http://learning-2gether.weebly.com/>

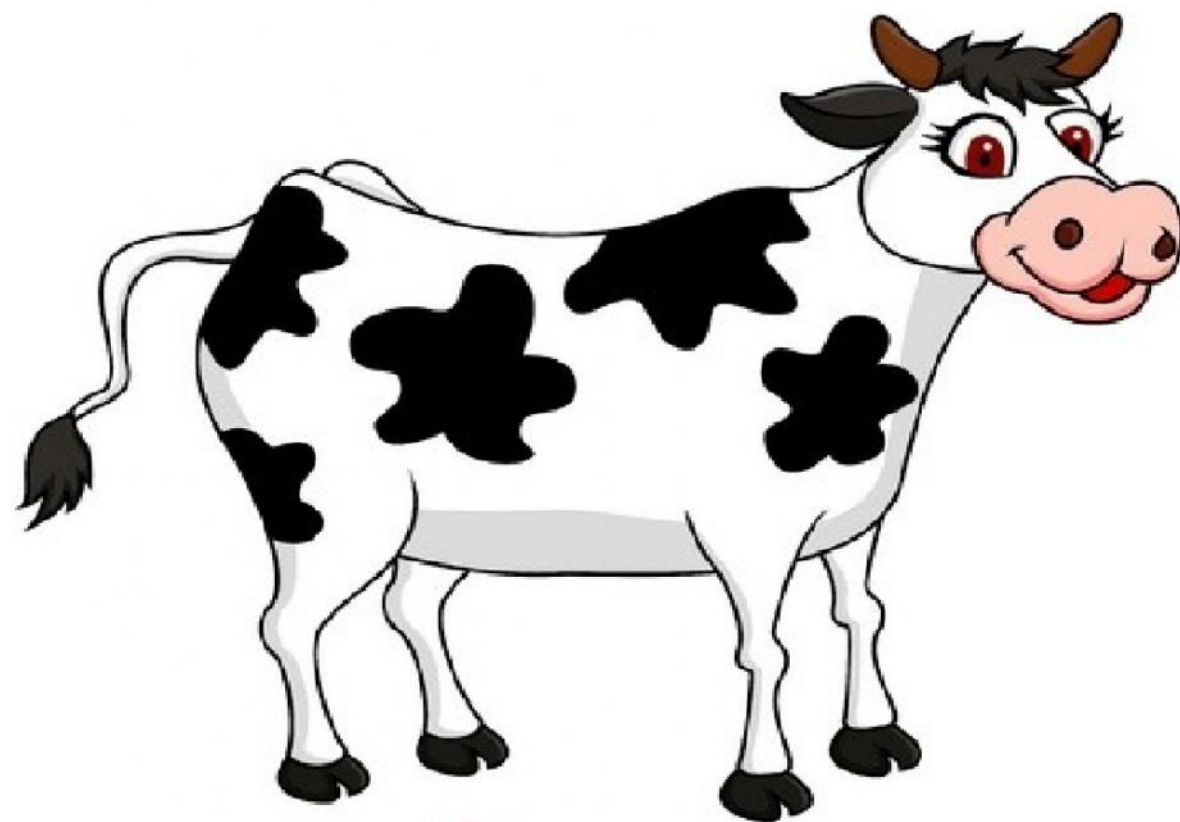


Turtle

Learning 2gether



Chick



Cow



Donkey



Duck

Farm Animals

Content:

-duck

-cow

-horse

-pig

-hen

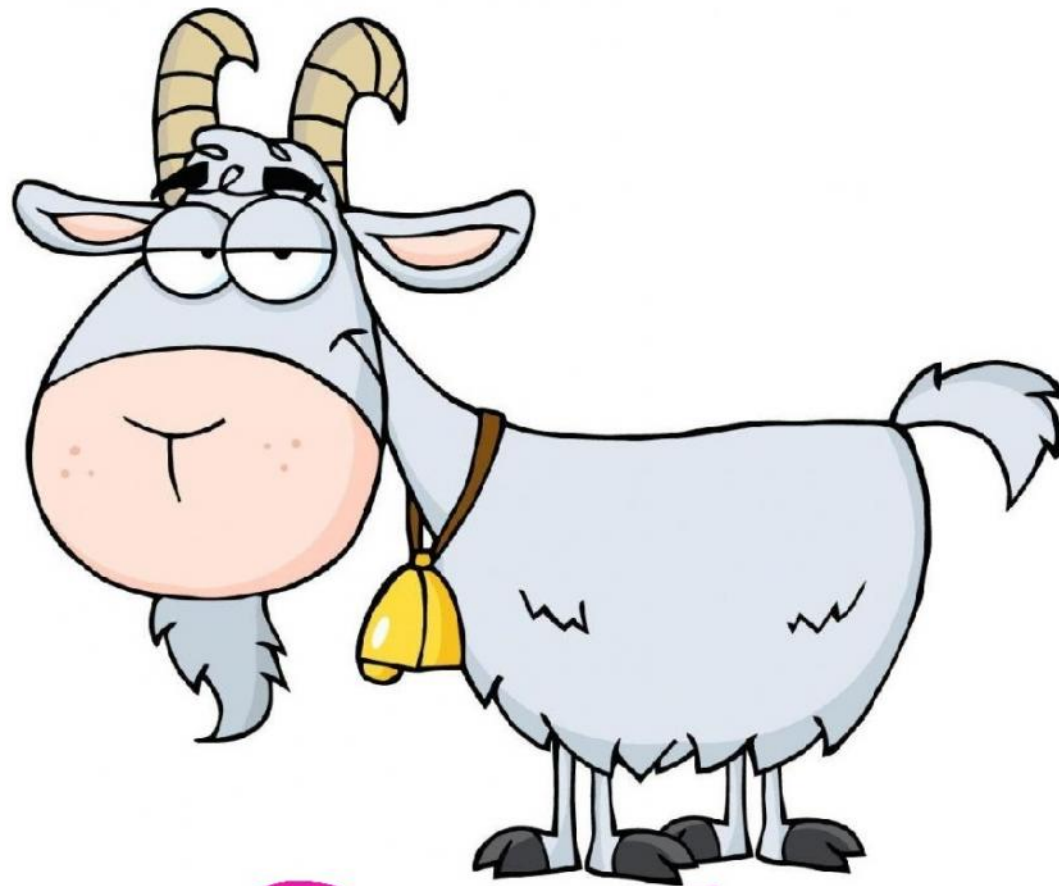
-donkey

-chick

-sheep

-goat

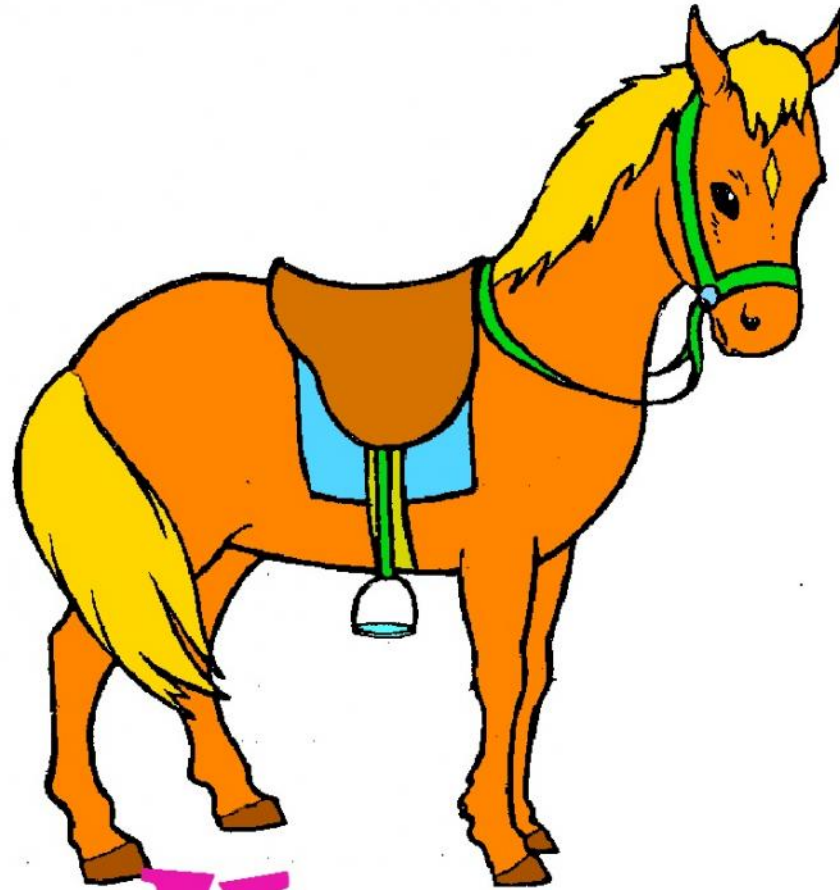
<http://learning-2gether.weebly.com/>



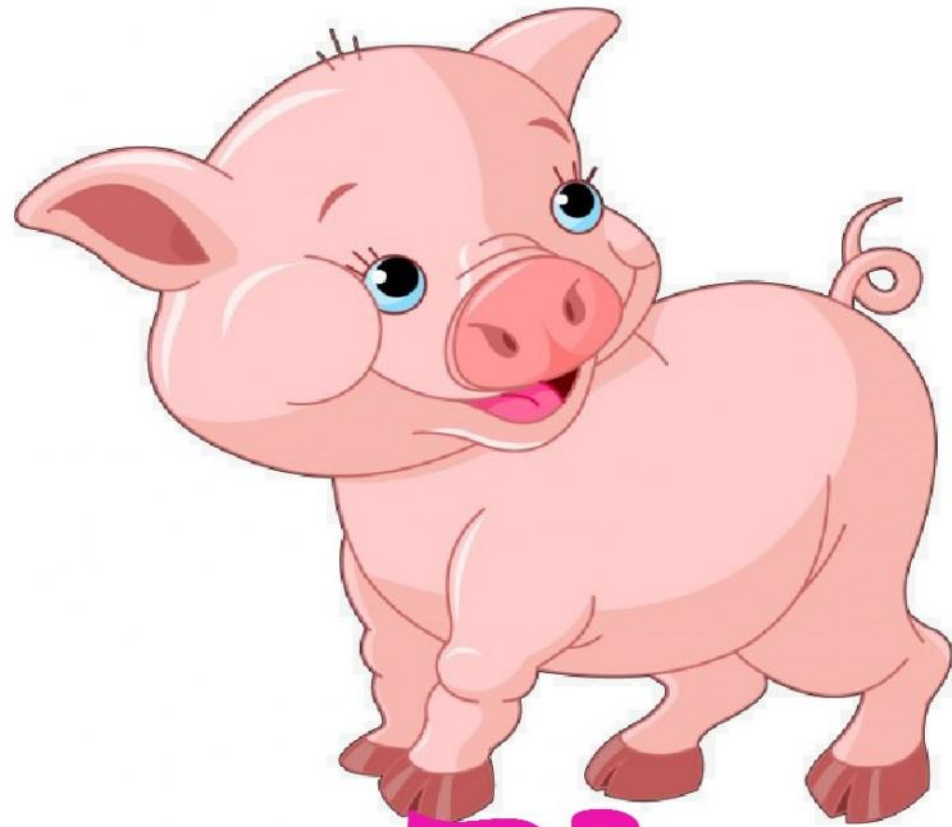
Goat



Hen



Horse



Pig



Sheep