

# Teacher training session: CLAP TO TEACH ENGLISH

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## ACTIVITIES:

### CLUMPS NUMBERS

When the leader calls out a number, everyone must get in a group of the same size as the number.

Body part clumps: same as above except leader shouts out number and a body part. E.g. three noses, the players form groups of three and touch their noses together.

### SHAPES- NUMBERS, LETTERS AND THINGS

This exercise calls for instant reaction from the entire group to an order from the tutor telling them to form a shape. They must act as one unit, but nobody should speak, although member of the group may physically guide others to complete the required shape quickly. The tutor only gives the order once so that the group must listen and then move swiftly and silently into the shape. As soon as one shape is completed the tutor gives the order for the next shape and so on. Speed, discipline and economy of movement are required. Some examples are: square, equals sign, question mark, circle, number 8, etc.

### HUMAN BINGO

Give the participants a piece of paper with as many questions as people are in the activity. All the questions start with "Find someone who..." The participants have to answer the questions asking their partners. They can't put more than twice the same name in the questionnaire. The first one filling all the questions is the winner.

### CROSS THE RIVER

An icebreaker to start people talking and presenting as a follow up to Human Bingo. People can only cross the river if they have done something on Human Bingo and must tell/show the group before swimming across.

### DIGITS

Players stay in a tight circle. One player starts counting ONE and sits down, another player continues TWO and sits down, etc.. until the group is sitting down. Nobody knows who's speaking so if two or more players say the same number at a time, the whole group stands up and they have to start counting again.

## **ALPHABET MIME**

Students are placed in pairs facing each other. The leader calls out a letter from the Alphabet for example "B". Students take turns miming words that begin with "B" to each other. Repeat with other letters.

## **I FEEL.....WHEN.....**

Elicit all the adjectives (feelings words) from the players and write them on the board. Players take it in turns to make sentences, i.e.: "I fell embarrassed when I speak English in front of a lot of people". When all the adjectives are finished put the class into groups and give them 5 adjectives each on paper taken from the board. The team must then mime each adjective with the rest of the class guessing which feeling it is.

## **FAMILY POTRAITS**

Optional preparation: have players write five descriptive adjectives about other people in the group. Encourage long legged, short sighted, hungry, rich, etc. Collect descriptions and request more as you compile a list on the board. Then explain that you are going to use these descriptions in family portraits. Organize the players into groups of four. Ask one group to create a "family portrait" based on a type of family indicated by the leader. After three seconds the players freeze in their portrait. Take a picture or pretend to. Quickly move on to the next group and form another portrait.

## **WHAT'S YOURS LIKE?**

Put the class into small groups, choose an item that everyone has (e.g: car, mobile, hair, nose, mother....) A chosen member leaves the group while the rest choose the noun and on returning must ask "What's yours like?" until they work out the item chosen by the group. Answers must be one adjective, e.g: dark, long, curly, greasy.....

## **MIRRORS**

Players stand in pairs face to face and decide who will be player one and who will be player two. Player one is the leader and begins to move slowly, player two is the reflection and must try to mirror player one's movements. After a few minutes the roles are changed. Players should work towards the changes being impossible to see and therefore who is leading and who is following. This activity demands that the players see the "whole" of the other player, to concentrate and to work together. Another option is to state a place where the action takes place i.e. on the farm, in the changing rooms, at the hairdressers.



## VOCAL MIRRORS

In pairs the players perform the mirror exercise i.e. one player being the reflection of the other. Comment: This activity makes the players really work together. They should start slowly and gradually try to increase the rate.

Option: Ask them to choreograph perfect simultaneous speech. Let them practice before leaving the room and coming back in to see if you can tell who the leader is and who is the mirror.

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Comment: Teacher can pre-teach simple actions with flashcards/drawings and use these to keep the game fluid. Alternatively compile the actions beforehand from the kids suggestions.

Variation 1

Get players to speed up and start to eliminate if they hesitate, repeat or make a mistake. The other. The players then take the activity one step further by including vocal reflection by speaking at the same time and saying the same thing.

## INTERVIEW TWINS

The guest must answer the interviewer's questions at the same time saying the same thing, trying to develop a "twin connection".

## NAME 6

Players sit in a circle, passing around a rolled newspaper, or a plastic bottle. One player is in the centre. This player must name six items of a category chosen by the group before the newspaper makes a complete circle. If the player names the six items, the person holding the newspaper goes into the middle of the circle and the game starts again with a new category.

## POWER STATION (ELECTRICITY)

Two teams line up in front of each other, all the members in each team hold hands. The leader says words belonging to a category, e.g. fruits, colours, etc. When the leader says a word that doesn't belong to the category the team that first identifies it, must all raise their hands and shout: ELECTRICITY. To win the point it isn't enough for just one person to get the answer right, it must involve the whole team.



### **THIS IS A BOOK.**

Everyone in a circle. Teach this dialogue:

A: This is a book

B: a what?

A: A book

B: a what?

A: a book!

B: OOOH a book!

Make sure that the group establishes a steady rhythm with this dialogue. Then the first person uses an actual book. After the line, oohh a book! player A passes the book to player B who then turns to player C on their other side and they repeat the dialogue. Introduce new objects.

### **OOGILY BOOGILY BOP**

People in a circle. The leader of the game stands on the centre of the circle. She/he points to one person saying “Oogily Boogily Bop”. The person pointed must say BOP before the leader finishes his/her sentence. Do it several times until the group is trained.

Introducing actions: if the leader points to somebody saying: ELEPHANT, the person pointed mimes the trump of the elephant and produces the noise of the elephant. The people close to him/her mime the ears of the animal.

Introduce more elements: monkey, palm tree, etc

### **WHAT ARE YOU DOING?**

Players stand in a circle with enough room to move their elbows. Player One steps forward and begins miming an activity, any activity such as shearing a sheep. Player Two, to the right asks player One, ‘What are you doing?’ Player One is to answer without hesitating with the first action which comes to mind OTHER than the one they are doing i.e. tying my shoelaces. Player Two then begins doing the thing announced by player One and is asked by player three ‘What are you doing?’

### **SILENT FAIRY TALE/ FILM**

In groups choose a famous film or fairy tale (make sure the titles aren’t duplicated). Your group challenge is to tell a fairy tale without using any language. You may use actions and drama only. No sounds. The other groups must be able to guess from your performance what the title is.

Note: Create three short scenes.

Additional activity: after the first performance they have to repeat their performance in under a minute.

### **ALL THOSE.....**

Simple game where everyone is seated in a circle and the leader stands in the middle. When the leader says "all those wearing blue change" everyone wearing the colour blue must change seats; the leader will also try to find a seat so that one person will be left without a seat standing in the middle. Start the game focused on clothing e.g. all those wearing jumpers change, then combine items of clothing with colours, all those with blue bras etc.

Alternatives: all those with two sisters, all those with a dog, all those who like pizza, all those who have been to Benidorm.