

# **CHAPTER ONE**

## **Getting To Know You**

### **GOALS:**

**LEARNING THE NAMES OF EVERYONE IN THE CLASS.**

**ASKING BASIC QUESTIONS & FINDING OUT ABOUT OTHERS.**

**FEELING WELCOME, COMFORTABLE & READY TO PLAY.**

## Appreciation

*An inclusive bonding activity.*

**Level:** elementary **Time:** 5-10 minutes **Purpose:** make students feel welcome.

**Procedure:**

Students carry out the following activities:

1. Make a big circle so everyone can see the faces of all the group members.
2. Make eye contact and smile at every student in the circle.
3. Walk around the room and shake hands with every student.
4. Hug every student.
5. Give a compliment to every student.

**Comment:**

This is an energetic icebreaker, perfect for a first class with new students. Limit the time to 30-45 seconds for each activity.

**Key words:** eye contact, greeting, icebreakers.

## Clap, Click, Stamp, Woo!

*A collective warm-up!*

**Level:** elementary **Time:** 5-10 minutes **Purpose:** warm up the voice and body and focus the class.

**Procedure:**

1. Send a *clap* around the circle. After one full rotation, send it round 2 more times at greater speed.
2. Send a *click* (using thumb and middle finger) around the circle. After one full rotation, send it round 2 more times at greater speed.
3. Send a *stamp* around the circle. First stamp your left foot, then stamp your right foot. After one full rotation, send it round 2 more times at greater speed.
4. Send a “*Woo*” around the circle. Turn to the person on their left and say “Woo” in a loud voice. After one full rotation, send it round 2 more times at greater speed.
5. Finally, try all four actions – *clap, click, stamp, and “Woo”*. After one full rotation, send the four actions round 2 more times at greater speed.

**Key words:** focus, icebreakers, rhythm.

## Tuned In

*A great icebreaker to keep everyone alert.*

**Level:** elementary **Time:** 15 minutes **Purpose:** learn everyone's name.

### **Procedure:**

1. Make a circle. First, try the looking exercise. One student, let's call her Penny, starts by making eye contact with another student, let's call him John, and slowly walking towards him. By the time Penny has arrived, John should have made eye contact with another student and started his journey across the circle. Keep this movement going until students get accustomed to it.
2. Second, try the name exercise. The same procedure applies here, but students first say the name of a student before walking towards him or her. With a new class, give everyone labels to help them with the name calling.
3. Finally, try the ball version. This time students throw and catch a (soft) ball across the circle. At first, eye contact is made when a name is called, and then a ball is thrown underarm and at a moderate pace across the circle. Once students have mastered the activity, add one or two more balls.

**Key words:** eye contact, focus, names.

## No, My Name Isn't...

*Amuse and confuse your classmates with fake information before revealing who you really are.*

**Level:** elementary **Time:** 15 minutes **Purpose:** remind students it is okay to make mistakes.

### **Procedure:**

1. Ask and answer the following three questions in pairs:

What's your name? Where are you from? What's your hobby?

2. This time give false answers to questions before revealing true ones. For example:

Student 1: What's your name?

Student 2: My name's Bob. I'm lying. My real name's Eric.

Student 1: Hi Eric. I'm Kit. Actually, that's my sister's name. My name is Charlotte.

Student 2: Hi Charlotte.

Student 1: Where are you from?

Student 2: Amsterdam. Only joking. I'm from London. And you?

Student 1: I'm from New Zealand. No, I mean New York.

Student 2: What's your hobby?

Student 1: Synchronized swimming.

3. Try the exercise several times with different partners and different questions. After that, students walk around the room and introduce themselves to each other giving fake and then real information.

**Key words:** asking and answering questions, introducing, names.

## My Name Is...

*Students introduce themselves by demonstrating an action they like to do.*

**Level:** elementary **Time:** 10-15 minutes **Purpose:** learn peers' names, hobbies and characteristics.

### Procedure:

1. Make a circle. Think of an activity that begins with the first letter of your first or family name, i.e., 'My name is *Chris* and I like... (mimes the action of chopping and mixing) *cooking*'.
2. Go round the circle and have each student mime an action for the rest of the group to guess.
3. Now, think of an adjective of character that begins with the first letter of your first or family name, i.e., 'My name is *Chris* and I am... (mimes slowly swaggering in and posing) *cool*'.
4. Again, go round the circle and have each student mime an action for the rest of the group to guess.

### Comment:

If it is too difficult to think of an action that begins with the same first letter as your name, demonstrate any action. This activity works well using either the gerund form (i.e., *cooking*) or the infinitive form (i.e., *to cook*).

**Key words:** introducing, mime, names.

## Complimenting

*Tell your partner how great they are!*

**Level:** intermediate **Time:** 10-15 minutes **Purpose:** give and receive compliments.

### Procedure:

1. In pairs, students face each other and give and receive compliments. For example:

Student 1: Your hair looks nice.

Student 2: Thank you. You always do well in this class.

Student 1: Thanks. I admire your effort, too.

This exchange should last 2 minutes, and during this time, check to see whether students are making eye contact with their partner as they give and receive the compliments.

2. Next, students who are receiving the compliment must repeat the phrase by turning the statement into a question, and this involves changing the pronoun, as shown:

Student 1: I like the way you styled your hair.

Student 2: **You** like the way **I** styled my hair?

Student 1: I like the way you styled your hair.

Student 2: **You** like the way **I** styled my hair? Thank you. I like your smile.

Student 1: **You** like **my** smile?

Note, students who are on the receiving end should say "Thank you" and offer a new compliment only if they feel they have received a genuine compliment, i.e., it is sincere and eye contact is made.

Ensure students try this activity with more than one partner.

**Key words:** eye contact, focus, repetition.

## Picture Speculation

*Share your life story through pictures.*

**Level:** intermediate **Time:** 20-25 minutes **Purpose:** speculate on classmates' lives.

### Procedure:

1. Show 9 'life' pictures on a screen or on a sheet of paper. Students must look at the pictures and ask questions to find out what each picture represents. The 9 pictures should consist of a variety of images – numbers, maps, places, people, cartoons, or abstract things, each one representing a different thing. For example, if you were born in July, one of the pictures might show the number 7, or if you are from Spain, or you went there on your last holiday, you might show a map of Spain.
2. Students prepare 9 pictures about their own lives. In groups of 4, one by one each student shares their pictures while others guess what each picture represents. On seeing the number 7, a student might ask the question, "Were you born in July?" or "Is 7 your lucky number?"
3. Once each group member has shared their pictures, have the students try it again in different groups.

### Variation:

Picture speculation works well as a written activity. In this case, students exchange pictures and write down a sentence stating what each picture represents.

**Key words:** asking and answering questions, observing, picture.

## Greeting

*Greeting your classmates has never been so much fun!*

**Level:** intermediate **Time:** 10-15 minutes **Purpose:** greet your classmates in different ways.

### Procedure:

1. Students form 2 lines on opposite sides of the room and each student faces someone in the other line. In this exercise, students walk across the space and greet their classmate in different ways. Each of these suggested greetings should last 10-15 seconds:

- You are pleased to see the other person – "Nice/Lovely to see you."
- You find the other person attractive but cannot stop to talk – "Hi there."
- You are unsure whether you know the other person – "Have we met before?"
- You have some terrible news to share with the other person – "Can I talk to you?"
- You have a bone to pick with the other person – "Hey, why haven't you returned my book?"
- You want to celebrate the other person's success – "Well done!" or "I knew you'd do it."
- You want to share some grief – "Sorry about your loss."
- You want to confide a secret – "Can I tell you something?"
- You are in hurry and cannot stop – "Can't stop. I'm late."
- You have lost your wallet – "I wonder if you've seen a blue wallet."

2. This time, students greet a different student every time they cross the circle.

**Key words:** eye contact, greeting, speech communication.

## Line Up

*An interactive activity where students must find their place in a line.*

**Level:** elementary **Time:** 10-15 minutes **Purpose:** encourage interaction

### Procedure:

1. Students must use questions to find their position in the line-up. The lowest value – shortest, smallest, lightest, etc. – is always positioned on the left of the line and the highest value – longest, tallest, heaviest, etc. – is on the right. Before making the line, students move around the space and ask each other the same question that the teacher first asks. So, if the teacher asks, “What is your shoe size?”, the students ask each other that question for 30 seconds, and then form the line. Once in line, elicit answers from a few students, before starting again with the next question. Here is an example of types of questions to ask:

What is your shoe size (in centimeters)?	How many people are in your household?
What is your weight (in kilograms)?	How long is your hair (in centimeters)?
How many countries have you visited?	What time did you go to bed last night?
How much money do you have on you?	How long is your journey to school? (in minutes)
What was your score in the last (English) test?	How many hours do you study in the evening?

**Key words:** asking and answering questions, icebreaker, speech communication.

## Find Someone Who

*Complete a small survey.*

**Level:** intermediate **Time:** 20 minutes **Purpose:** ask and answer Yes-No questions.

### Procedure:

1. Students complete a 5-minute survey by walking around the class and asking each other questions. They should also elicit further information by asking follow-up questions, for example, “Where do you live?” “In Tokyo” “Which part of Tokyo?” “West Tokyo” Here is an example:

Survey Questions	Answers	Extra Information
Where do you live?		
Who do you live with?		
What is your hobby?		
What is your favourite subject?		
What are you good at?		
What do you do in your free time?		
What foreign countries have you visited?		
What would you like to be in the future		

2. In small groups, students discuss the results and present any discoveries they have made to the class, i.e., “3 students live in West Tokyo” or “2 students are interested in table tennis.”

**Key words:** asking and answering questions, icebreaker, speech communication.