



EFFECT STIFTUNG



European Foundation For Education, Communication and Teaching

# Learning Activities

NON PREPARED

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## **NOTE**

Learning dialogues are an important part of each course as they contain all the information to be taught. In order to be successful, they must be accompanied by the other important elements of the course. These include posters containing key elements, learning activities for transfer and presentation, all of which are set out and explained in the teacher's manual which is created in the form of a Learnflow for each course.

The following elements are essential:

Text Dialogues

Learning Posters

Learning Activities

Selected Music

Detailed Lesson Plan

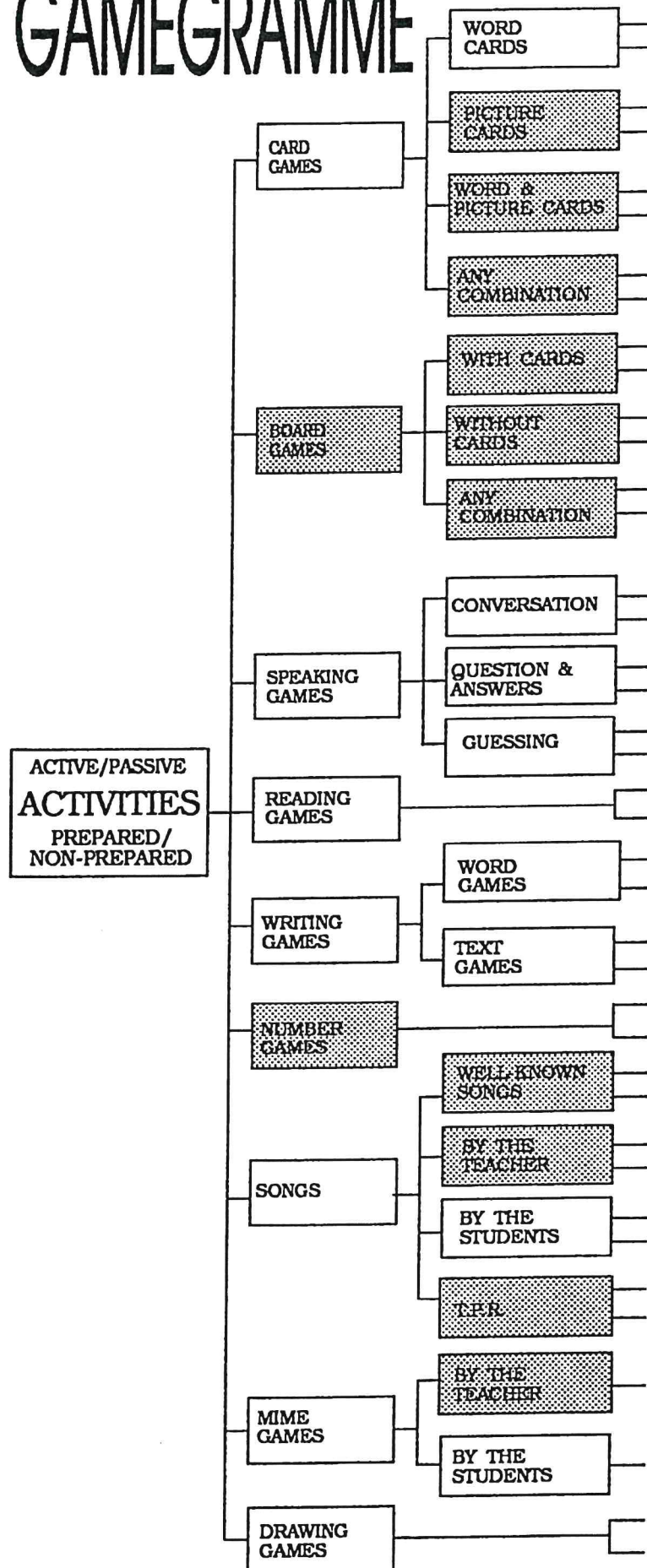
## FOREWORD

50 non-prepared games is intended for use in any classroom situation. The activities applicable to most learning situation require little or no preparation time in the classroom. Requisites are usually limited to pens, paper, and cards. Each activity has the following designations:

- Requisites: showing what you require.
- Size of Group: indicates the size of the playing group, not the size of the class which in most cases is unrestricted.
- Application: is general but some indication is given if the activity is particularly useful in a certain area.
- Goal: refers to the improved ability that the activity promotes.
- Benefits: shows what secondary effects in a positive sense the activity should produce.
  
- AN = Active Non-prepared refers to those activities which are physically active and require full body movement.  
PN = Passive Non-prepared refers to those activities which can be performed sitting, kneeling or standing.

Most of the activities, although designated to categories, can be adapted to suit other categories; e.g. most of the speaking games can be used as writing games, most of the miming games can be used as speaking and writing games. If activities are particularly suited for visual and kinesthetic learners, this has been indicated. It is not advisable to use activities from the same category back to back. A variety in the choice and application of the activities must be the ultimate aim. All the activities presented have been used in various subjects in classroom application. We wish you continuing success on the path to educational excellence.

# GAMEGRAMME



## CARD GAMES

### MAGIC CHARACTERS (PN)

Each participant writes 8 adjectives describing the subject in question, 1 on each card. The cards are placed in a bag or box mixed, the teacher pulls out 8 cards and presents them to a participant who must construct an adequate description.

<u>Requisites</u>	Cards, pens, bag or box
<u>Size of Group</u>	Irrelevant
<u>Application</u>	General
<u>Goal</u>	Practise terminology
<u>Benefits</u>	Verbal and written abilities, creativity, language aptitudes

### CONFUSIONS (PN)

Subjects or subject areas are written on cards and allocated one to each student. The student is given a couple of minutes to think about the subject. The subjects are not known to the other members of the group. The students talk about their subjects trying not to be distracted by the others and ignoring the subject of the other person so that the conversation is not coherent. After a short period of time each student is asked to write down what the other students were talking about.

<u>Requisites</u>	Cards, pens, paper
<u>Size of Group</u>	Irrelevant
<u>Application</u>	General
<u>Goal</u>	Practise vocabulary and understand subject
<u>Benefits</u>	Concentration, verbal ability, self confidence, and assertion

## PIECES OF EIGHT (PN)

Each player takes 8 key elements from a text and writes one on each card. Players then exchange the cards randomly still keeping 8 in all. They prepare a verbal presentation in which all of the 8 words are used. It must make sense. Variation: Afterwards all eight words should be used in as few sentences as possible in an amusing manner.

<u>Requisites</u>	Cards, pens, paper
<u>Size of Group</u>	Irrelevant
<u>Application</u>	General, variant: language courses
<u>Goal</u>	Practise vocabulary, understand subject
<u>Benefits</u>	Verbal ability, self-confidence, and assertion

## 30 BINGO (PN)

The students choose a total of 30 words from the text. One word is written on one card. Then the students choose 16 of the words, write them on cards and place them in a square which must be 4 cards x 4 cards. The teacher then pulls the word cards out of a hat and Bingo is played in the usual way.

<u>Requisites</u>	Cards, pens, hat
<u>Size of Group</u>	Irrelevant
<u>Application</u>	General
<u>Goal</u>	Internalise vocabulary
<u>Benefits</u>	Group dynamics

## SPEAKING GAMES

### DOs AND DON'Ts (PN)

A bottle is spun. When it stops the person must say something good or bad about the subject in hand. In language courses this could be something good or bad about a fictitious person.

<u>Requisites</u>	Bottle
<u>Size of Group</u>	Irrelevant
<u>Application</u>	General
<u>Goal</u>	Presenting opinions, evaluations, descriptions; for language subjects: descriptive adjectives of persons and attitude
<u>Benefits</u>	Impartiality, equal opportunity of statement

### 007 WORD GAME (PN)

Key words are chosen from the text and one word is allocated to each student (if you really want to make it difficult, two words per student). The class then converses, each student trying to make the other students say his word or words. In order to keep count, 5 or six cards could be distributed to each person, These must be surrendered if the secret word is spoken.

<u>Requisites</u>	Cards or buttons
<u>Size of Group</u>	Irrelevant
<u>Application</u>	General
<u>Goal</u>	Reinforcement and use of subject material
<u>Benefits</u>	Group dynamics, flexibility, creativity, concentration

## QUICKY (PN)

Played in groups of two or three. One person presents a word, the other must name two words beginning with the same letter or ending with the same letter, between 5 and 10 seconds is allocated for this task.

<u>Requisites</u>	None
<u>Size of Group</u>	2 or 3
<u>Application</u>	Subjects with large amounts of vocabulary or objects
<u>Goal</u>	Repetition and reinforcement of vocabulary
<u>Benefits</u>	Flexibility, creativity under time pressure

## THE WHISPERING GAME (AN)

Key vocabulary is chosen from the subject matter and written on cards. Each student receives a card. One student sits in front of the group and at the count of three the rest of the students shout their word or phrase. The students try to stipulate a word spoken by a person. If successful, they exchange places and the words are redistributed.

<u>Requisites</u>	Cards and pens
<u>Size of Group</u>	Irrelevant
<u>Application</u>	General
<u>Goal</u>	Acquisition and reinforcement of vocabulary
<u>Benefits</u>	Group dynamics, concentration and listening skills



## ALPHABETICAL SENTENCES (PN)

One student presents a statement pertaining to the subject matter. The second student continues the dialogue by presenting a sentence beginning with the same letter as the first letter of the verb in the original statement. Example: "Deep frozen foods stored for long periods of time loose weight." - "Should special attention be paid to the period of time frozen foods are stored?" - "But of course..."

<u>Requisites</u>	None
<u>Size of Group</u>	2 or 3
<u>Application</u>	General
<u>Goal</u>	Repetition and anchoring of factual knowledge
<u>Benefits</u>	Language flexibility and concentration

## IT WASN'T ME (PN)

Groups of 2 or 3 are formed and presented with a situation usually a process or procedure where certain things have gone wrong. Their task is to find suitable alibis or reasons why they are not responsible for what has gone wrong.

<u>Requisites</u>	None
<u>Size of Group</u>	2 or 3
<u>Application</u>	General (especially useful for procedures and processes, trouble shooting)
<u>Goal</u>	Reinforce procedures and corrective measures
<u>Benefits</u>	Verbal communication, flexibility, creativity

## BEHIND THE WALL (AN)

A particular procedure, process or action is conducted behind a wall or curtain. The participants must explain what is happening through the noises that they can hear.

<u>Requisites</u>	None
<u>Size of Group</u>	Irrelevant
<u>Application</u>	General
<u>Goal</u>	Repetition of procedures, processes and actions
<u>Benefits</u>	Listening abilities, concentration, creativity

## BALL AND CHAIN (AN)

The teacher throws a ball to a participant presenting a word or a phrase. The participant returns the ball adding another part to the sentence. The sentence is then continued by either the teacher adding a further word or phrase and throwing the ball to another student or repeating the first student's statement and parting the ball on to another student.

<u>Requisites</u>	Ball
<u>Size of Group</u>	Irrelevant
<u>Application</u>	General, especially language courses (grammar)
<u>Goal</u>	Transfer of knowledge and sentence structure
<u>Benefits</u>	Particularly useful with kinesthetic learners

## CCN CONVERSATIONAL CABLE NETWORK (PN)

In groups of two or three students organise and present a radio programme on a designated subject matter. The programme can be in the form of an interview, a report, a commentary, or a talkshow discussion.

<u>Requisites</u>	None
<u>Size of Group</u>	2 or 3
<u>Application</u>	General
<u>Goal</u>	Reinforcement and transfer of subject matter
<u>Benefits</u>	Language abilities, teamwork, creativity

## As AND Bs (PN)

The teacher presents a participant with two letters of the alphabet. The participant must then state as many words as possible related to the subject matter that begin with one of these two letters. If another participant can add a further word, they decide who gets the next two letters of the alphabet and what those letters are.

<u>Requisites</u>	None
<u>Size of Group</u>	Irrelevant
<u>Application</u>	General
<u>Goal</u>	Vocabulary practice
<u>Benefits</u>	Group dynamics

## CONVERSATION LINE (PN)

The teacher presents a statement to a student. She in turn talks about the statement for at least fifteen seconds at which point she may add a further subject and designate another student to give a 15 second description. Defaulters must reiterate as precisely as possible any previous descriptions.

<u>Requisites</u>	None
<u>Size of Group</u>	Irrelevant
<u>Application</u>	General
<u>Goal</u>	Reinforcement of subject,
<u>Benefits</u>	Verbal communication, short term memory

## HERE AND THERE (PN)

Groups of two or three are formed. The participants imagine that they are flies. One participant is then told where she is and she must describe what she can see.

<u>Requisites</u>	None
<u>Size of Group</u>	Irrelevant
<u>Application</u>	General
<u>Goal</u>	Reinforcement of subject matter
<u>Benefits</u>	Verbal communication, visualisation

## BUGGED (PN)

Played as "Here and there" but instead of seeing the learner tells what she can hear.

<u>Requisites</u>	None
<u>Size of Group</u>	Irrelevant
<u>Application</u>	General
<u>Goal</u>	Reinforcement of subject matter
<u>Benefits</u>	Verbal communication, auditive perception

## PARTY LINE (PN)

Students are paired off and conduct a conversation as per telephone on a certain subject. The other members in the class can interfere, ask questions or make comments. The 2 students conversing try to deal with the problems and continue their conversation.

<u>Requisites</u>	Toy telephone (not essential)
<u>Size of Group</u>	2 plus class
<u>Application</u>	General
<u>Goal</u>	Practise vocabulary, understand subject
<u>Benefits</u>	Verbal communication, concentration, flexibility, self-confidence, assertion

## BEFORE AND AFTER (PN)

Possible titles of books or chapters referring to the designated subject are presented by the students. Then, in pairs or individually, the students prepare a foreword or a postscript for this book. Variant: This can also be done in writing.

<u>Requisites</u>	None, Variant: pens and paper
<u>Size of Group</u>	Individual or pairs
<u>Application</u>	General
<u>Goal</u>	Practise and understanding of subject matter
<u>Benefits</u>	Foster speaking and writing abilities, creativity

## SUCCESSOR (PN)

What would you do if you inherited a particular situation relative to the subject. Each student is given a situation of this nature and has to plan what they would do and why. The presentation is given verbally. Variant: in writing.

<u>Requisites</u>	None, variant: pens and paper
<u>Size of Group</u>	Individual or pairs
<u>Application</u>	General
<u>Goal</u>	Application and transfer of subject matter
<u>Benefits</u>	Verbal communication; variant: written communication

## THE SHRINK GAME (PN)

One participant plays the shrink, the other the patient. The shrink presents the vocabulary to the patient, the patient says the first association connected with the subject that comes into their head. At any time the shrink can say why did you say that and the patient must explain.

<u>Requisites</u>	None
<u>Size of Group</u>	Pairs
<u>Application</u>	General
<u>Goal</u>	Practise and reinforce vocabulary, promote opinions and definitions
<u>Benefits</u>	Association of ideas, creativity, flexibility, and spontaneity

## WHAT WOULD YOU DO, IF IT HAPPENED TO YOU (PN)

Learner A leaves the room. A particular situation is decided upon and A returns to ask each participant the question: "What would you do if it happened to you?" The answer should contain reasonable solutions. When all the participants have been asked the question, A should have guessed the situation.

<u>Requisites</u>	None
<u>Size of Group</u>	Irrelevant, can also be played with several groups in one room
<u>Application</u>	Especially suitable for social subjects i.e. discrimination, harassment, procedures; in language courses especially for conditionals
<u>Goal</u>	Spontaneous brainstorming to generate ideas; in language courses: reinforce grammar structure
<u>Benefits</u>	Group dynamics

## WHO, WHY, WHEN, WHERE (PN)

One participant thinks of a situation or thing and prepares the answers to the questions "why, when, where and who". They can be a little bit vague. The other participant listens to the answers and tries to discover what the situation or thing is.

<u>Requisites</u>	None
<u>Size of Group</u>	2 or 3
<u>Application</u>	General
<u>Goal</u>	Repetition and reinforcement of vocabulary
<u>Benefits</u>	Creativity

## INSIDE-OUT (PN)

Each participant is taken in turn. Each student presents a personal question about the chosen student. This question is not answered by the student but by the other students. The chosen student decides which answer she likes most or dislikes most.

<u>Requisites</u>	None
<u>Size of Group</u>	Irrelevant, can also be played with several groups in one room
<u>Application</u>	Especially suitable for communication training, personality development and in language courses with fictitious answers
<u>Goal</u>	Self recognition, image, personality development
<u>Benefits</u>	Recognition of how other people see you and to break down inhibitions



## HOLDING THE BABY (AN)

Active music is played and the participants move around the room or stand in a circle throwing the baby (ball, bean bag, cushion) to each other. When the music stops, the person left holding the baby fulfils a task, answers a question, completes a statement related to the subject in question. The task is given by the person who held the baby last or the last person to drop the baby.

<u>Requisites</u>	Ball, bean bag, cushion or "baby" , music
<u>Size of Group</u>	Irrelevant
<u>Application</u>	General
<u>Goal</u>	Reinforcement and transfer of subject matter
<u>Benefits</u>	Group dynamics, verbal communication
<u>Comment</u>	Suitable for kinesthetic learners

## UNRULY (PN)

One participant leaves the room and the others decide on a rule or rules which must be adhered to. The participant returns and by asking questions must discover what the rules are. The students giving the answers must adhere to the rules at all times.

<u>Requisites</u>	None
<u>Size of Group</u>	Irrelevant, can be played with two or three groups in 1 classroom
<u>Application</u>	General, especially for laws, rules and regulations
<u>Goal</u>	Reinforcement of rules and regulations
<u>Benefits</u>	Creativity, flexibility, verbal communication

### HARRY LIME (PN)

A subject is designated. One student asks the questions, the other answers the questions through the intermediary. The intermediary can change the questions, modify the answers and consult both parties.

<u>Requisites</u>	None
<u>Size of Group</u>	Groups of three
<u>Application</u>	General
<u>Goal</u>	Practise vocabulary and apply subject
<u>Benefits</u>	Verbal communication, team work and creativity

### PURPOSES (PN)

Two teams are formed. Each team chooses an object or procedure and in chain form give hints as to its use or application - as obscure as possible. The other team try to guess what it is.

<u>Requisites</u>	None
<u>Size of Group</u>	2 teams of at least three
<u>Application</u>	General
<u>Goal</u>	Practise and transfer of subject matter
<u>Benefits</u>	Creativity, verbal communication and visualisation

## READING GAMES

### SANDWICH (AN)

A certain number of pages are designated from the text. Anyone can begin by saying: I am looking for the word between ... stating the word before and after the word to be found. The first person to state the word reads the complete sentence and presents two new words which sandwich the word to be found.

<u>Requisites</u>	Texts
<u>Size of Group</u>	Irrelevant
<u>Application</u>	General
<u>Goal</u>	Revision of text
<u>Benefits</u>	Reading abilities

### REVOICED (PN)

One student reads the text using a funny voice (priest, child, old person, football reporter etc.). After reading for a short while they designate a new person and a new voice.

<u>Requisites</u>	Texts
<u>Size of Group</u>	Irrelevant
<u>Application</u>	General
<u>Goal</u>	Revision of text
<u>Benefits</u>	Reading abilities, creativity

## BUTT IN (PN)

Each student receives a secret word preferably a word which appears frequently in the text e.g. "the, a, an, in, on, to". One person begins to read, when your word appears in the text, you must take over reading on the word after. At the end of the game the group has to guess who had which word.

<u>Requisites</u>	Texts and list of secret words (can be on cards)
<u>Size of Group</u>	Irrelevant
<u>Application</u>	General
<u>Goal</u>	Revision of text
<u>Benefits</u>	Reading abilities, concentration, initiative

## MIND READER (PN)

This activity presupposes that the text has been read at least once (e.g. active or passive concert). One page from the text is chosen and in groups of two or three the students try to reconstruct the text as exactly as possible. One student may see the text, the others may not. Remark: The student with the lowest reading ability should be the one who can see the text.

<u>Requisites</u>	Texts and list of secret words (can be on cards)
<u>Size of Group</u>	Irrelevant
<u>Application</u>	General
<u>Goal</u>	Revision of text
<u>Benefits</u>	Reading abilities, concentration, initiative

## WRITING GAMES

### LETTER LITTER (PN)

Each student writes down 10 key words. Then one student begins and talks about the subject for 30 seconds. During this time the others can cross off the letters in their lists that are used to begin the verbs in the sentences spoken by the first student. After 30 seconds the next student begins the 30 second lecture. The first one to cross off all the letters of their ten words is the winner. It is permissible to cross off your own letters while you are speaking.

<u>Requisites</u>	Pens and paper
<u>Size of Group</u>	Irrelevant
<u>Application</u>	General
<u>Goal</u>	Repetition and reinforcement of terminology
<u>Benefits</u>	Concentration, spelling and speaking skills

### CONCERTINA (PN)

Student A writes a sentence on a piece of paper and gives it to student B. B continues by adding another sentence and then folds student A's sentence out of sight. C adds another sentence and folds student B's sentence out of sight. All students start at the same time. Papers are passed clockwise.

<u>Requisites</u>	Pens and paper
<u>Size of Group</u>	3-4
<u>Application</u>	General
<u>Goal</u>	Sentence structure, practising content, spelling
<u>Benefits</u>	Spontaneity, creativity, team work

## MINCING WORDS (PN)

Participants take key words from the subject, mix up the letters and write them on cards e.g. mincing words = mingcin sword. The cards are then hung on the wall and the students decipher the words and write down definitions.

<u>Requisites</u>	Cards, pens and paper
<u>Size of Group</u>	1 or 2
<u>Application</u>	General
<u>Goal</u>	Repetition and reinforcement of terminology
<u>Benefits</u>	Writing skills, fantasy and spelling

## SENTENCED (AN)

Approx. 10 key sentences are split and written on cards (between 5 and 7 cards per sentence). Each student receives a card which is placed behind their back. The students may not see their own card but can look at all the other students' cards. The students must rebuild the sentence by getting into the right position in line.

<u>Requisites</u>	Sentences, cards and pens
<u>Size of Group</u>	Irrelevant, should not be lower than number of cards per sentence
<u>Application</u>	General, especially useful for rules, regulations and grammatical structure
<u>Goal</u>	Reinforcement of sentence structure, regulations;
<u>Benefits</u>	Team work, visualisation

## HAT-TRICK (PN)

Each student writes down 3 key words on a piece of paper and places them in a hat. Then in groups of two or three 6 words are drawn from the hat and the group must write a report, description, dialogue or play where the six words are used and defined. This can be read or acted out later.

<u>Requisites</u>	Cards, pens and paper
<u>Size of Group</u>	Twos or threes
<u>Application</u>	General
<u>Goal</u>	Repetition and reinforcement of subject
<u>Benefits</u>	Writing skills, creativity, team work

## SONGS

### THE POLL SONG (PN)

The class is divided into pairs or threes. Each group develops an opinion poll in which positive and negative opinions in connection with the material being learnt are required. They then write a song to any tune which incorporates the answers.

<u>Requisites</u>	None
<u>Size of Group</u>	Pairs or threes
<u>Application</u>	General; especially suitable for communication, social and business skills
<u>Goal</u>	Form and voice opinions, communication skills
<u>Benefits</u>	Group dynamics, team work, creativity

### TEXT TUNES (PN)

Several pages of text including essential information are chosen. In groups of two or three the students write a song to any tune which incorporates all the information. Words may be rearranged but the essential content must remain.

<u>Requisites</u>	None, pages of text
<u>Size of Group</u>	2 or 3
<u>Application</u>	General
<u>Goal</u>	Reinforcement and revision of material
<u>Benefits</u>	Communication skills, team work



## CHAINGANG-SONG (PN)

The teacher distributes key words and phrases to individual students, 1 or 2 per student. He then sings the first verse of the song and the students create and present their verses. Recommended tunes are: London Bridge is falling down, Brother John (Frère Jaques), Military chant, Variant: can be performed as Rapp.

<u>Requisites</u>	Tune
<u>Size of Group</u>	Irrelevant
<u>Application</u>	General
<u>Goal</u>	Practise and reinforce key words and phrases
<u>Benefits</u>	Language abilities, self-confidence, communication

## MIMING GAMES

### SYMBOLIC WORDS (AN)

Each participant receives a word or phrase and thinks up a corresponding gesture associated with that word or phrase. The first player presents the word together with the gesture and then presents the word and gesture of the second player. The second player then repeats the first player's word and gesture as well as his own and adds a further word and gesture belonging to another participant. The chain reaction continues until someone defaults at which point the game starts again. The defaulter must name each word and where necessary/possible give a description.

<u>Requisites</u>	None
<u>Size of Group</u>	Irrelevant
<u>Application</u>	General
<u>Goal</u>	Associative reinforcement of vocabulary
<u>Benefits</u>	Group dynamics particularly suited for kinesthetic learners

### MIME PROCEDURES (AN)

Each participant chooses a group of words which are connected (process or procedure) and presents them through mime. The other participants guess the words and describe the procedure.

<u>Requisites</u>	None
<u>Size of Group</u>	Irrelevant
<u>Application</u>	General
<u>Goal</u>	Reinforce terminology for procedures and processes
<u>Benefits</u>	Self-confidence, useful for kinesthetic learners

## STAR-OUT-LET (AN)

One or two participants present a short sketch which is continued by one or two other participants. The continuation must be from a different view point, e.g. two managers discuss a problem concerning unions. Continuation: Two union members discuss the same problem concerning management. The sketches are then continued by two other groups who propose solutions from management and from unions.

<u>Requisites</u>	None
<u>Size of Group</u>	1-3
<u>Application</u>	General
<u>Goal</u>	Awareness of problems from various viewpoints, solution finding
<u>Benefits</u>	Spontaneity, self-confidence, creativity, language abilities

## SILENT MOVIES (AN)

One participant whispers a phrase, word or situation. The second student mimes the word, phrase or situation to the rest of the group who then guess what it is.

<u>Requisites</u>	None
<u>Size of Group</u>	Irrelevant
<u>Application</u>	General
<u>Goal</u>	Reinforce terminology
<u>Benefits</u>	Self-confidence, useful for kinesthetic learners

## DRAWING GAMES

### QUICK ON THE DRAW (PN)

Teams of 3-4 students are formed. Each team sends a representative to the teacher who has a list of key words on cards. The teacher shows one key word to the representatives who then dash back to their group and draw the key word. The other members of the group try to guess the word. The first group that shouts out the word correctly, gets the point.

<u>Requisites</u>	Pens, paper, cards with key words
<u>Size of Group</u>	3 to 4
<u>Application</u>	General
<u>Goal</u>	Revise and reinforce key words, especially suitable for lists
<u>Benefits</u>	Visualisation, fantasy, ideal for visual and kinaesthetic learners

### PICTURE INSTALMENTS (PN)

Each participant thinks of 3 or 4 objects or key words which can be drawn. Then in groups of 3 to 5 one student begins to draw their picture in instalments (four or five). The others try to guess what the drawing represents. The sooner they guess, the more points they receive.

<u>Requisites</u>	Pens, paper
<u>Size of Group</u>	3-5
<u>Application</u>	General
<u>Goal</u>	Repetition and reinforcement of material
<u>Benefits</u>	Visualisation, creativity, group dynamics

## CRAZY MIXED UP THINGS (PN)

Pictures of objects related to the subject are drawn on cards by the students, whether the name of the object is written under the picture or not is determined by level, subject and requirements of the group. The pictures (between 7 and 10) are placed in a particular sequence. One participant leaves the room, the pictures are rearranged, the student re-enters and must describe which object was in which position and the function of that object. This activity can be performed in pairs or any size group.

<u>Requisites</u>	Pens and cards
<u>Size of Group</u>	Pairs or any size group
<u>Application</u>	General; particularly good for procedures and related objects
<u>Goal</u>	Practise termini, application and procedures
<u>Benefits</u>	Visualisation, short-term memory and verbalisation

## SNAP SHOT (PN)

Each student draws a picture, presenting the subject material to be learnt in picture form. They then take a partner and exchange pictures. Variant No. 1: The drawer explains to her partner the content of her own picture. Variant No. 2: The partner looks at the picture for a few minutes, gives it back to the drawer and then describes it, trying to give as much descriptive detail of the drawing as possible.

<u>Requisites</u>	Pens, paper
<u>Size of Group</u>	2 or 3
<u>Application</u>	General, especially suited for lists of things and animate subjects
<u>Goal</u>	Repetition and reinforcement of material
<u>Benefits</u>	Visualisation, visual recall, descriptive abilities

## DRAWN OUT (PN)

One participant begins a drawing and asks question with an interrogative pronoun. The next person answers the question and adds a bit to the drawing, asking the next person a question with an interrogative pronoun. They in turn answer the question, add to the drawing and the game continues.

<u>Requisites</u>	Pens, paper
<u>Size of Group</u>	Irrelevant
<u>Application</u>	General but more suitable for language courses
<u>Goal</u>	Repetition of subject material, practise questions with interrogative pronouns
<u>Benefits</u>	Communicative skills, fantasy

## HYROGLYPHICS (PN)

The students convert a text into picture stories which are then reconverted into text.

<u>Requisites</u>	Pens, paper, texts
<u>Size of Group</u>	Individuals
<u>Application</u>	General
<u>Goal</u>	Memorisation of context
<u>Benefits</u>	Communicative skills, visualisation, fantasy