

12.3 Simon says

LEVEL	Beginner to intermediate
AGE	6 and above
TIME	10–20 minutes
AIMS	Grammar: imperative verbs. Type: physical, verbal, aural.
PROCEDURE	<p>This well-known classic is always a success, especially with young learners up to 12 years old. It's a very competitive game, but the children get involved in it and love it. The teacher calls out instructions to the class. Only when the teacher says <i>Simon says</i> at the start of the instruction should the children perform the action. If any children perform the action when the teacher hasn't said <i>Simon says</i>, they are out and have to sit down.</p> <p>Examples (so these actions should only be done IF the teacher says <i>Simon says ...</i>):</p> <p style="padding-left: 40px;"><i>Raise your hand.</i> <i>Touch your left foot.</i> <i>Put your hands on your back.</i> <i>Clap your hands.</i> <i>Stamp your feet.</i> <i>Turn around.</i></p> <p>The winner is the last person standing.</p>
VARIATION 1	Instead of <i>Simon says</i> , you could use the word <i>please</i> . So, the children only do the action of you say <i>please</i> .
VARIATION 2	Let the children call out the instructions to you and to each other.
VARIATION 3	You can really get the children confused by performing actions yourself. With a high-level class, you could even perform actions that are different from what you are saying!
VARIATION 4	You can play 'Simon says' by turning the rules around. This way, if you DON'T say <i>Simon says ...</i> , children have to perform the actions, and if you DO , they shouldn't. This works well with children who are very familiar with the normal version of the game.

12.4 Do as I say

LEVEL	Beginner to intermediate
AGE	6 and above
TIME	10–20 minutes
AIMS	Grammar: imperative verbs. Type: physical, verbal, aural.
MATERIALS	Paper, pencils.
PROCEDURE	<ol style="list-style-type: none"> 1 You can make this activity as complicated as your class allows. Instruct the children to think of a scene they want a classmate to draw for them. Examples of scenes: <ul style="list-style-type: none"> <i>A house and its surroundings</i> <i>Children playing on the beach</i> <i>Animals in a zoo</i> <i>Whales playing in the ocean</i> <p>Let the children draft their own image, so it becomes easier for them to instruct another child, and they can compare drawings later.</p> 2 Make sure every child has a piece of paper and pencil for drawing. Ask children to work in pairs and instruct each other to make 'their' drawing. 3 Display all the drawings around the classroom, in pairs. Talk about them and what the differences are.
VARIATION	Blindfold the child who is drawing.

12.5 Go places

LEVEL	Beginner to intermediate
AGE	8 and above
TIME	20–30 minutes
AIMS	Grammar: imperative verbs (directions). Type: physical, verbal, aural.
MATERIALS	A town map (either existing or drawn by the children).
PREPARATION	Have the children agree on a map of a town or bring real maps of cities to class. The activity works well with maps of towns that the children know well (their home town, for instance) or big cities in their own country that they are familiar with.

PROCEDURE

- 1 Give each child a copy of the map.
- 2 Each of the children finds their home on the map or decides where they want to live in the town.
- 3 Choose a starting point. Children then talk in pairs and give each other instructions on how to get to their 'home'.

Go left at the end.

Turn around.

Turn right.

Go back.

Go straight on.

Cross the street.

Go around the corner.

Walk along this road.

Stop there.

12.6 Explain it to me**LEVEL**

Intermediate to post-intermediate

AGE

10 and above

TIME

10–20 minutes

AIMS

Grammar: imperative verbs.

Type: physical, verbal, aural.

PROCEDURE

- 1 This activity challenges learners to explain simple processes. (Elsewhere in this book, you will find more activities that practise talking about processes and that involve conjunctions and linking words.) Make a list on the board, OHP or interactive whiteboard, as follows:

boil an egg

make a salad sandwich

make a cup of tea

cross the road

switch on the computer

make a call on my mobile phone

Perhaps your class can add some of their own.

- 2 Get the children to choose a process in pairs, but to work alone at first and write down what they have to do to perform these tasks (*Get a pan. Fill the pan with water. Light the stove.*, etc.) You may have to allow them to use a dictionary or have access to the Internet. Then, let them compare their process with their partner and discuss whether they've forgotten anything.
- 3 Invite the children to share their process with the whole class.