

Examples *warm ups*

(collected from various sources; see references)

1) Think of

- a) something you said/did to make someone happy
- b) a compliment you received
- c) something you said/did that irritated someone
- d) something you wish you'd done/said but didn't

2) Give me a letter

collecting words with that letter on blackboard; have a close look at the words (teacher closes board). How many can you reproduce on paper in the exact location on the board?

3) Finish the sentences as you wish (individually, then discuss in class/with your neighbour)

- a) It is a challenge for me to...
 - b) I'm going to...
 - c) I'm sure that...
 - d) Soon I'll...
 - e) I know that I can...
-
- a) I always feel good when....
 - b) The best time of the day is...
 - c) When I'm 64 I'll...
 - d) When you live in Germany, you should never...
 - e) At midday tomorrow it is fairly certain that...
 - f) Teachers should try very hard to...
 - g) I am really fed up with....
 - h) If I could turn back the clock, I'd
 - i) What I always dream of is...
-
- a) Being young is...
 - b) Being old is...
 - c) Love is...
 - d) A friend is...

4) How many words can you find?

TEACHER'SNAME (on blackboard)

Examples *warm ups*

(collected from various sources; see references)

5) Associations

Start by suggesting an evocative word: 'storm', for example. A student says what the word suggests to him/her - it might be 'dark'. The next student suggests an association with the word 'dark', and so on round the class. If there is time, after you have completed a chain of about 15-25 associations, take the final word suggested, write it on the board, and, together with the class, try to reconstruct the entire chain back to the original idea.

1

6) Reduce sentence

- a) ASK a student to come to the board and draw a woman looking at a window ledge three storey up – her son is crawling along the ledge
- b) WRITE on bb: *Anne came down the stairs and crossed the courtyard when suddenly she looked up and saw her tiny son in his brown dungarees crawling along the kitchen window ledge: she was just in time to catch him when he fell. (The beautiful and very tall lady was singing a good old song from former times and in doing so she looked flirtatiously at the incredibly handsome man who was sitting across from her at the oak table next to the loo and who was listening to her extremely attentively while drinking a large pint of Lager.)*
- c) REDUCE the sentence to one word. In any one go you may take out up to and including three consecutive words!

7) Abstract picture

Draw a big rectangle on the board. Draw in the rectangle a variety of squiggles (Schnörkel), doodles (Gekritzeln), shapes, and colours. Ask the class what they think the picture represents. Use your imagination, there's no right or wrong!

8) Correcting mistakes

Write grammatically or lexically incorrect sentences on blackboard and ask students to spot/correct the mistakes.

9) How many things can you think of that...?

Examples *warm ups*

(collected from various sources; see references)

- ... are small enough to fit into a matchbox?
- ... are bigger than you are?
- ... are round?
- ... are long and thin?
- ... make a noise?
- ... people enjoy looking at?

10) **It was the way she said it**

Take one word or short sentence and ask the students to say it in as many different ways as possible. Discuss what difference the intonation makes to the meaning in each case, or in what circumstances this intonation might be used

- a) I love you.
- b) Oh
- c) Hello
- d) Good morning
- e) Well
- f) Come here
- g) Please
- h) You
- i) Yes
- j) No

11) **Jumbled words/sentences**

12) **Describe your neighbour (requires even number of students!)**

Divide the class into pairs. Give each student the letter A or B. Tell the students A to close their eyes and put their heads on their arms or desk. Tell the A students that they should now try to describe their neighbour B's appearance to him or her from memory. B should help by asking questions and commenting.

If there is time, reverse roles and student B should try to describe the front and back of the classroom (or the teacher's appearance).

Examples *warm ups*

(collected from various sources; see references)

13) New comparisons

Teach the class a few 'as...as' similes commonly used, then suggest a few adjectives, and ask them to invent their own comparisons.

Conventional similes: as proud as a peacock, as good as gold, as warm as toast, as white as snow, as quick as lightning, as sweet as honey, as cold as ice, as light as a feather

Adjectives:

- a) happy, long, short, beautiful, clever, clean, tall, small, rich, strong
- b) free, lazy, wise, powerful, innocent, ugly, smooth, faithful, fresh, colourful
- c) juicy, graceful, brilliant, humble (*demütig*), irritable, sly (*listig*), rotten, romantic, obstinate, delicious

14) What are they talking about?

Write a sentence on the board in inverted commas; this represents a bit of a conversation that has been overheard. The students guess what the person is talking about and anything else they can infer about the situation (what sort of person the speaker is, relationship between speaker and hearer)

The students' solution can be presented through dramatisation: the students act through the situation in which the utterance occurred:

- a) "You idiot! We'll never get it back now!"
- b) "I don't approve, but if you must, you must."
- c) "I can't afford to, after what John's done."
- d) "Found it at last! But it is too late now."
- e) "You can't? Well, we'll just have to manage without."

Examples *warm ups*

(collected from various sources; see references)

15) What has just happened?

Write a series of exclamations on the board (not more than ten). In pairs or groups, students choose an exclamation, think of an event which might have caused someone to say it, and write down a brief description of the event, using the present perfect (e.g. "What?" – Someone hasn't heard what was just said.)

Then they choose another and do the same again. After two minutes, invite students to read out their sentences without identifying the exclamations that gave rise to them; the rest of the class guesses what the exclamations were.

Oh!	Oh?	Congratulations!
I'm sorry!	Great!	What?
No!	Thanks!	Welcome!
Never mind!	It's a deal!	Hello?
Goodbye!	Thank goodness!	Yes, of course!
Ouch!	Bad luck!	Are you serious?

16) Spontaneous response

Teacher: „I'll say something to you. It could be anything. Try to understand the situation or context behind what I'm saying, because you are to say something in response that makes sense and fits in. Don't just say 'Yes' or 'no' or 'what?', because you want to show what you can do in English. I might say, for instance,: 'Let's play football'. You could say in return: 'That's a good idea' or: 'But I want to watch TV.', or: 'Can't you see I'm doing my homework.' Or: 'All right. I'll be ready in five minutes. (evtl. vorher ein Mal muttersprachlich durchspielen: ‚Mensch, das ist aber ärgerlich!‘

β e.g.: *You know, Peter had an accident; can you carry this bag for me, please; last year, I made a birthday cake for my mother*

β evtl. Ball aufnehmen und Gespräch weiterführen

17) Buzz reading

As warming up activity the students start with a well-known text that they are told to read aloud all at the same time at individual speeds:

- *Read aloud all at the same time*
- *Read half loud only, you may cover your ears*
- *Just mutter, and move your lips; I must see your lips moving*
- *Everyone at their own speed/at individual speeds*

Examples *warm ups*

(collected from various sources; see references)

18) Total physical response

β In winter, when tangerines are inexpensive, every student gets one and is asked to do the following:

1. Look at the tangerine and marvel at it
2. Take a smell at it.
3. Weigh it in your hands.
4. Throw it in the air and catch it again.
5. Swap with your neighbour.
6. OK, lets start peeling it: press your thumb into the peel and slowly peel the tangerine
7. Lay the peel on one heap to the right of you.
8. No, to the left of you.
9. Actually, put it in front of you.
10. Peel away the white skin that we don't like to eat.
11. Now pick the tangerine to pieces, one piece after the other
12. Put the pieces on the table.
13. Arrange the pieces into a star.
14. Now build a circle.
15. Now build a rectangle.
16. Offer one piece to your neighbour. Say "Here you are". Say "Thank you" Say: "You're welcome"
17. Let's eat!

β We also might include the clothes:

1. Let's stand up again.
2. Everybody who is wearing socks shake their head.
3. Push down your socks and pull them up again.
4. Everybody who has a belt on stand on one leg.
5. Everybody who has a cardigan/jacket on sit down.
6. Does your cardigan/jacket have buttons? Shout „yes“.
7. Does your cardigan/jacket have a zipper instead? Shout „yes“.
8. Then zip it and zip it up again(unbutton it and button it up again).
9. Roll up your sleeves and roll them down again, etc.
10. Everybody wearing a blue pullover, carefully pull your neighbour's ear
11. Everybody walk on the spot and wave your hands
12. Those whose birthday is in May climb on the chair and down again

Examples warm ups

(collected from various sources; see references)

13. now: everybody: make five knee-bends
14. Those wearing a turtleneck walk around your neighbour
15. Take a deep breath
16. Shake your heads
17. All together: clap your hands and shout out loudly. I'm fit now! Sit down.

β The following activity requires some courage:

- *Jessica, turn to Tom in the first row here. Stare hard at him (remember what the teacher sometimes does with you). Stick your tongue out at him. (Tom, just keep quite, don't do anything). Threaten him with your fist. Be friendly again. Wave at him with your left hand and smile. Pick up an imaginary glass from the desk and say "cheers" to Tom...*
- Meanwhile all other students might note down all verbs (and put them into the past tense).

β Morning Exercises:

<p>"Total physical response" #1</p> <ul style="list-style-type: none"> - Wake up in the morning. - Get up. - Stretch. - Put on your clothes. - Walk slowly to the bathroom. - Brush your teeth. - Walk to the kitchen. - Make some coffee. - Look for bread. - Complain – there isn't any! - Find an apple. - Bite the apple – mmm! - Put on your coat. - Finish the apple. - Throw the core into the waste bin. - Ah – you missed! - Open the front door. - Go out. - Close the door. 	<p>Total physical response" #2</p> <ul style="list-style-type: none"> - Walk down the street. - It's raining. - It's windy. - Walk to the sea. - Look out over the sea. - It's raining. - It's windy. - Find your boat on the beach. - Walk to your oar. - Push your boat into the water – it's heavy! - Quick, jump into your boat. - It's raining. - It's windy. - The boat's rocking. - Ooh – your feel a bit sick! - The storm's getting worse. - The boat rocks to the left! - The boat rocks to the right! - Be careful – here's a big wave! - Oh no! The wave knocks you into the water. - Swim – try to get back to the boat. - Watch the boat move away! - Look around – you are on your own! - Swim! - Swim. You're getting tired. - It's getting dark. - You're cold. - You're frightened. - You can see a light! Hurray! - Swim for the light. - Walk onto the dry land. - Run around and shout – you're saved! - Sit down and sleep! 	<p>"Total physical response" #3</p> <ul style="list-style-type: none"> - Wake up. - Try to remember where you are. - Look around – it's a beach. - Remember the boat – and the swimming! - Look more carefully – there's a small village. - Walk towards the village. - Creep quietly into the village. - Push open a door. - Peep inside. - Tiptoe over to the kitchen. - Notice the food. - Feel very hungry. - Take a piece of cheese – mmm! - Hear someone come in the door. - Decide whether to hide. - Too late! Cover your ears – they're screaming. - Run – they're chasing you! - Try to explain who you are. - Stop running. - It's OK – they believe you. - Shake hands. - Sit down. - Have a drink. - Have a meal. - Relax. - Go out. - Get in a car. - Someone is driving you home. - Hurray! You are safe back home. - Undress. - Get into bed. - Fall asleep. - Dream about the sea.
---	--	--

Examples *warm ups*

(collected from various sources; see references)

19) **Schlangenfresser** (suitable for outside!)

The whole class gets up and comes to the front where they are divided into two equal groups each forming a line which faces each other. The teacher asks words and small phrases in German and the front player of each line has to shout the English equivalent out. Both have then to go to the end of whichever line shouted the correct answer first.

20) **What I don't know or do, but would like to know or do!**

Everybody (including teacher) jots down a few sentences.

21) **Hard sell**

In pairs, think of arguments to persuade people to buy these objects, e.g. empty coke bottle – You could use it as a vase.

a snowball, a dirty comb, one sock, a used teabag, a broken plate, cold fish and chips, a clock with no hands, a house with no roof, a bucket with a hole, a piece of string

Examples *warm ups*

(collected from various sources; see references)

22) Well, do you know your classmates?

Do you know your classmates? What do you think, are these statements right or wrong?	right	wrong
1. Most students in this class prefer cats to dogs.		
2. At least half the class has seen "Borat".		
3. Most students in this class have more than one brother or sister.		
4. Most students in this class watch more than 10 hours of TV a week.		
5. Most students in this class have more than one Christian name.		
6. There is someone in this class who almost always gets up at half past five.		
7. At least half the class enjoys going to school.		
8. Most students in this class like strawberry-flavoured ice-cream.		
9. Only one person in this class has been to Sweden.		
10. No one in this class has ever broken their leg.		
11. Most people in this class used to have a teddy bear.		
12. Most students in this class believe that learning Latin is useless.		

Do you know your classmates? What do you think, are these statements right or wrong?	right	wrong
1. Most students in this class like cats better than dogs.		
2. Most students in this class have more than one brother or sister.		
3. Most students in this class watch more than 10 hours of TV a week.		
4. Most students in this class have more than one forename.		
5. There is someone in this class who almost always gets up at half past five.		
6. At least half the class likes going to school.		
7. Most students in this class like chocolate ice-cream.		
8. Only one person in this class has been to England.		
9. No one in this class has ever broken their leg.		
10. Most people in this class had a teddy bear as a child.		

Examples *warm ups*

(collected from various sources; see references)

23) Picture dictation

Der Lehrer beschreibt ein Bild, die Schüler malen es währenddessen. Zum Schluss wird das Original auf Folie gezeigt. Garantierte Lacher.

24) Five words

Jeder Schüler bekommt einen Zettel und notiert sich FÜNF verschiedene Wörter (davon höchstens ein Name). Entweder man tauscht nun den Zettel mit dem Nachbarn oder der Lehrer sammelt alle Zettel ein, mischt sie und verteilt sie bzw. lässt sie ziehen. Die Aufgabe besteht darin, aus den fünf Wörtern eine lustige, dramatische, alberne etc. Geschichte zu erzählen. Je weniger die Wörter miteinander zu tun haben, desto schwieriger wird es, desto kreativer und damit interessanter sind dann aber auch die Geschichten. Nach einer entsprechenden Bedenkzeit nennt man, bevor man anfängt, zuerst die fünf Wörter, die dann auch in der Geschichte extra betont werden.

25) My world map

- Make A4 or A3 copies of a world map, one per student.
- Make a list of 10-15 nouns to use in the dictation (from concrete to abstract)
- students write words in the map where they think they belong to
- in pairs or threes students finally compare and discuss their placements

26) Flash the picture

1. Flash or show the picture for a very short time – a second or less.
2. Ask students to say what they saw.
3. Repeat steps 1 and 2.
4. Show the picture for three or four seconds.
5. Repeat step 2.
6. Display the picture and keep it in full view: elicit comments: What is shown? What is it for? What has just happened? What is going to happen? Peoples motives for what they are doing? Personal associations?, etc.

Examples *warm ups*

(collected from various sources; see references)

27) Tongue twisters

1. Give papa a cup of proper coffee in a copper coffee cup.
2. Swan swam over the sea,
Swim, swan, swim!
Swan swam back again
Well swum, swan!
3. Which wristwatches are Swiss wristwatches?
4. She sells sea shells by the sea shore.
The shells she sells are surely seashells.
So if she sells shells on the seashore,
I'm sure she sells seashore shells.

28) Cartoon

- β discuss a cartoon relating to current affairs
- β <http://cagle.msnbc.com/politicalcartoons/main.asp>

29) Letter on the board

1. Ask a student to pick a letter between A and Z (but not X). If the student says S (or whatever), write a large S on the board.
2. Ask the students to give you five nouns that start with S. Write these nouns on the board.
3. Pair the students up (one or more threesome is ok) and ask them to decide who is A and who is B.
4. Tell them that in minute each A has to choose one of the topics on the board and talk about it to their partner for 30 (60) seconds. Tell them they should not worry about grammatical accuracy. They should say anything that comes to their mind even if it is just odd words and phrases. If A gets stuck, b can prompt with questions and suggestions.
5. Call START. Stay at the front and time 30 (60) seconds. Then call STOP.
6. Swap roles

Examples *warm ups*

(collected from various sources; see references)

30) Camping trip

You need at least two people who already know how to play the game. Play begins by one person saying "I'M GOING ON A CAMPING TRIP AND I'M GOING TO BRING...(at this point the person talking picks anything s/he would like to bring on the trip. Let's use a sleeping bag as an example) A SLEEPING BAG". The next person says "I'M GOING ON A CAMPING TRIP AND I'M GOING TO BRING...(at this point the person talking picks anything s/he would like to bring on the trip, but it must begin with the letter "G", since the last letter of the first person 'camping accessory' was a "G". For example let's say the second person wanted to bring a "GUARDIAN" they can bring that so everyone says "OKAY YOU CAN BRING THAT ON OUR CAMPING TRIP". Say the third person hasn't caught on to the game yet and says, "I'M GOING ON A CAMPING TRIP AND I'M GOING TO BRING HOT DOGS". Everyone should say, "NO, YOU CAN'T BRING HOT DOGS" and play continues to the next player until everyone has caught onto the game.

VARIATION:

Also can be played with a different 'rule' each time. One player makes up a rule, and then says something like: "I would take apples but not potatoes" The other players then try to figure out the rule. It will take several different clues: "I would take a Corvette but not a Camaro" "I would take beer but not Coke" etc. Once a player thinks they have figured out a rule, they ask the first player whether or not they would take a certain item to verify their idea: "You would take Fruit Loops but not Corn Flakes, right?" "Right" Play continues until everyone gets the rule figured out. Then someone else picks a rule and a new game begins. The rules can be anything, and are only limited by the creativity of the players.

[P.S. the rule in this example was double letters]

Examples *warm ups*

(collected from various sources; see references)

31) Milling/market place

β *Walk about the room. Whenever the music stops, talk with the person next to you about the following:*

elementary

- What do you like best about being in school?
- How important are clothes for you?
- Do you believe in aliens?
- What is your favourite pop singer?
- What is your dream job?
- Which famous person would you like to meet? Why?
- Name three things that make you happy.
- What is your favourite subject?
- What makes you really angry?
- What is the last movie that you saw?

advanced:

- What was or is your favourite book? What is it about? What do you like in particular about it?
- What are the disadvantages of being young?
- What is the best way to improve your English?
- If you could have lunch with anyone in the world, who would you choose?
- Would you like to live in America? Why (not)?
- Name three things that make you happy.
- What are you good at?
- What gets you really angry?
- Who was the best teacher that you have ever had. Why?
- Do you think life was better or worse in the past?
- Are you an optimist or a pessimist? Give examples.
- Is there ever an excuse for crime?
- What stories have been in the news recently?
- Tell your partner about a time something good happened to you.
- Tell your partner about a time something terrible happened to you.
- What personality trait do you respect in others?
- What makes a good presentation?
- Do you think people are basically cruel or kind?
- Do you believe that war is ever justified?
- What problems do celebrities face?

β Weitere "discussion topics" findet man z.B hier: *Conversation Questions for the Classroom* <http://iteslj.org/questions/>.

Examples *warm ups*

(collected from various sources; see references)

32) Finding connections

- β talk to your neighbour and find out what you have in common
- β what do these things have in common? (a wedding and an ant; a snowflake and a coin; the number 25 and the colour purple; name of a student and the President of the United states)

33) Pair work: ordering activity

- β Hand out picture story with the respective sequences being jumbled up: Discuss with your neighbour what goes where.

34) Use your imagination: the lost button

- β Preparation: Select a variety of buttons including plain, fancy, brass, and plastic. You will need about five more buttons than you have students in your class as well as a strong bag for storage.
- β In class, the students pass around the bag and select a button.
- β Ask the students to close their eyes and imagine:
 - The button
 - The garment
 - The owner
 - The loss of the button
- β It is important not to prompt; the results will be hopelessly derivative of your example if you do.

35) Spot the mistake

- β Students receive nearly identical pictures and by describing the scenes to each other have to find the differences in the picture

36) Jigsaw puzzle

- β Pictures a cut into four pieces. Each student gets on piece. The students must study their piece of picture and then talk to other students and find out who has pieces of the same picture. Finally they should put all their pieces of picture together to make the whole picture.

Examples *warm ups*

(collected from various sources; see references)

37) Stranger on the train

This activity promotes oral fluency practice & specific oral language practice at the same time: Get the students to imagine they are strangers in a train compartment - get them sitting opposite each other in groups of four. Elicit what people usually talk about on the train – the weather, where they are going/coming from etc. Tell them you are going to give them a line to memorise & that it's secret – give them out, students memorise & you take them back in. Then explain what they have to do - to say their lines as naturally as they can in the conversation without the others guessing it is their line. So they have to direct the conversation so that they can say their line naturally, without the others noticing. They must have one conversation & not split into two as the others will miss their lines when they come to say them. The lines you give them could contain a language item that you have recently been looking at or off-the-wall sentences (e.g. My girlfriend sleeps in the garden). when I first started learning Spanish, I had to do this activity & my line was 'Yo tampoco' (Me neither) - so I had to wait for a negative to say my line. I managed it & felt good about getting my sentence in naturally. At the end of the activity the students then tell each other what they thought were each others' lines. It's an activity that you can use again & again & it's lots of fun!

phrases		
Yes, that's a good idea.	Now that does sound interesting.	I love it.
I don't really know.	Sorry about that.	I hate it.
No, I don't think so.	That sounds really good.	OK.
Me neither.	I see things a little differently.	Would that be a problem?
Me too.	Certainly.	For God's sake!
What nationality are you?	Fantastic!	Actually, very often.
I travel a lot. Do you?	It only takes a couple of minutes.	I can't follow you.
Can I help you?	That's one way of looking at it.	Sounds great!
No, I don't think so.	Are you sure?	I can't believe what you say!

Examples *warm ups*

(collected from various sources; see references)

38) **Shipwrecked**

(in groups of 4-5)

You are on board a ship that has run aground on a reef. You'll have to leave the ship and swim ashore to a small island not too far away. It is not possible to take a lot of things with you as you have only got one sack to fill with the items you find most essential. The sack will only hold ten items. Which items?

Task 1: Discuss which items you want to take and why. Make a list of the ten items and arguments why you find these particular items valuable if you should survive on the desert island for an indefinite period of time as you have no idea when you will be rescued.

Task 2: When you have finished your list, your group members must take turns telling the other groups about the chosen items and the reasons why you have chosen them.

You can use phrases like:

If we have a....., we can.....

We must have a, because.....

so that we.....

The other groups can ask questions and be critical about your choice.

If the others can accept your choice and your arguments, you'll get one point. The person with the most points win.

Examples *warm ups*

(collected from various sources; see references)

39) Imagination

- Sit down comfortably and try to relax
- close your eyes
- try to breathe calmly and smoothly
- try to breathe deep into your stomach, then let the air out again
- take a breath and exhale (several times): in and out, in ...
- imagine you are opening a door
- go through that door
- it is the entrance door of your school
- forget everything you normally associate with school
- forget all the feelings you normally have
- imagine you are entering a beautiful place, the most beautiful you've ever seen
- it's a bright, friendly place
- you meet friends that you like a lot that you enjoy being together with
- imagine now you are entering a classroom within which you feel good and safe and comfortable
- here you can relax, feel safe
- you see the teacher and you recognise you are actually looking forward to the new lesson, to all the new things you are going to learn
- it will be interesting and fun
- slowly, very slowly come to the here and now
- open your eyes and settle down to today's lesson

40) Flashlight

If I could do right now what I want to do I would ... (everybody finishes the sentence)

Examples *warm ups*

(collected from various sources; see references)

41) **All alone in the Southern Ocean: What would you do?**

Introduction: The following hypothetical scenario has been designed for students to discuss in small groups. It encourages them to listen to their peers, clarify their thinking, articulate their point of view, challenge other viewpoints and finally reach consensus.

Ask students to consider the scenario in randomly-chosen groups of four.

The Scenario: A large ship is sinking in the Southern Ocean, 150 kilometres south of Hobart. You have managed to board a lifeboat with nine other people, all of whom are strangers to you. Most of these people were not able to reach their cabins to get warm clothing and are in street clothes.

The temperature is only 8 degrees and there are strong winds and high waves. The lifeboat has no motor, so it must be rowed. Even if you attempt to row back to the coast of southern Tasmania, it is likely that you will have to spend several days at sea.

The Southern Ocean is foggy with low, heavy clouds. The lifeboat is dangerously overloaded so you must dump 40 kilograms of weight. You must decide by consensus which items you will remove. For safety reasons, you may not suspend any items from the lifeboat. You may not remove any of the people.

The items from which you must choose:

- A first aid kit, 4 kilograms
- 8 oars, each 3 kilograms
- 4 wet suits, each 3 kilograms
- 2 ten-litre containers of water, each 10 kilograms
- 4 woollen blankets, each 1 kilogram
- 30 cans of salmon, each 500 grams
- 5 hooded raincoats, each 1 kilogram
- A large battery-operated torch, 2 kilograms
- 2 buckets for bailing, each 1 kilogram
- A large red cotton sheet, 1 kilogram
- 5 magazines, each 200 grams

Total: 90 kilograms

You have twenty minutes to reach consensus. Be prepared to justify your decision.

Examples *warm ups*

(collected from various sources; see references)

42) Conundrums (riddles, brain-teasers, mind-bogglers)

Question 1: At what time of day was Adam created?

Question 2: What belongs to you, but is mostly used by others?

Question 3: A hunter hangs up a small tin can, walks straight away 100 paces, puts on an impenetrable blindfold, turns around 3 times, fires one shot and hits the can. How is this possible?

Answer 1: A little before Eve.

Answer 2: Your name.

Answer 3: He hangs the tin on the end of his rifle.

43) Balloon debate

You are a (more or less) well-known person and at the moment you are in a hot air balloon which is losing height rapidly and will soon crash because it is overweight; therefore, one after another will have to be thrown out to keep the balloon airborne. Ultimately, only one person will survive. You have to convince the others that you should be allowed to stay in the damaged hot-air balloon.

Britney Spears	Dieter Bohlen	Father Christmas
George W. Bush	teacher's name	Brad Pitt

Examples *warm ups*

(collected from various sources; see references)

44) Six-word-stories

- β Allegedly Hemingway once said that his best story is only six words long:
“For sale: baby shoes, never worn.”
- β Here are some more: show one six word story after the other
(transparency):
 - Longed for him. Got him. Shit.
 - Wasted day. Wasted life. Dessert, please.
 - The baby’s blood type? Human, mostly.
 - Nevertheless, he tried a third time.
 - Thought I was right. I wasn’t.
 - TIME MACHINE REACHES FUTURE!!! ... nobody there ...
 - “Kiss me.” “?” “Kiss me ...” “?!!” “Oh, sorry.”
 - Mind of its own. Damn lawnmower (*Rasenmäher*).
 - Served the pie (*Auflauf*), watched him die.
 - He didn’t. She did. Big mistake.
 - They awaited sunrise. It never came.
 - It was a dark, stormy ... aaaaarggh!
 - Failed SAT. Lost scholarship. Invented rocket.
 - Lie detector eyeglasses perfected: Civilization collapses.
 - Clones demand rights: second Emancipation Proclamation.
- β With RPS determine who is going to start:
 - Rock wins against Scissors,
 - Paper wins against Rock
 - Scissors wins against Paper
- β Take turns in telling your partner a story containing these six words.
- β Afterwards ask each time whether someone has a particularly good story.

45) Two Minute Mysteries

<http://www.squidoo.com/minutemysteries#module3153236>

<http://www.mysterynet.com/>

Examples *warm ups*

(collected from various sources; see references)

References *Warm Ups*

LINDSTROMBERG, Seth (2004): *Language Activities for Teenagers*. CUP: Cambridge.

Mc KAY, Penny; GUSE, Jenni (2007): *Five-Minute Activities for Young Learners*. CUP: Cambridge.

MEDGYES, Péter (2002): *Laughing Matters. Humour in the language classroom*. CUP: Cambridge.

SEYMOUR, David; POPOVA, Maria (2003): *700 Classroom Activities*. Macmillan Publishers: Oxford.

UR, Penny (1981): *Discussions that work. Task-centred fluency practice*. CUP: Cambridge.

UR, Penny; WRIGHT, Andrew (1992): *Five-Minute Activities. A resource book for short activities*. CUP: Cambridge.

“Warmers”, in: Developing Teachers.com. URL:

http://www.developingteachers.com/newsletterplans/News_warmers_nov1999.htm,
abgerufen am 02/XI/08.

**Weitere Beispiele/Kommentare/Anregungen/Korrekturen ...
sind willkommen bei:**

Dr. Claudia Boerger

Moderatorin für Unterrichtsentwicklung

Landesinstitut für Schule, Bremen

boerger@gymnasium-horn.de