

Creating a new rubric of the blog is another resolution of mine, but as soon as I'm a mess, I can't really promise it'll last (although making the problem public might help), well, ta dam! I'm going to come up with ideas week review. Sounds cool, but they are not actually my ideas but technically anything that was my personal intake during the week and has anything to do with ELT. If there's anyone here reading it, please get vocal and leave comments.

Idea #1 . This is the activity for informal gatherings like speaking clubs and discussions, because it requires at least 5 participants. It took me almost a year to figure out how to use Dixit game to the full. We played it a couple of times with my learners and sts and we ended up saying one word per hour which is not something an English teacher might be particularly happy abt. Well, the idea is: I create a list of proverbs/idioms/saying, I guess 20 is ok for one round of a game, hand out the list, sts go through the list, make sure they understand everything, and while playing they need to use an item from the list. The proverbs/idioms are vocabulary items I never really deal in my classroom so it might be a good chance to go through them. Each item is going to be thought abt, pronounced and articulated many times during the game and this is actually the point)). I'll see how it works and write the results here.

Idea #2. This academic year is all about teaching vocabulary and speaking, and I'm desperate for some breakthrough in both of these skills, if I'm not able to achieve any results, I swear I'll quit my job. The second idea is all abt recycling vocabulary, esp the one we've learnt during the class. As soon as I've started working only with pairs or mini-groups, by the end of the class, I ask each student to write 5 taboo cards, with the target word on the top and three most associated words, thus we'll get 10 at the end of each class and start the next one with them. First of all, there's this conscious raising moment, that it's the student who chooses which words s/he wants to create a card for; 2) the emergent language goes on the cards as well; 3) the next class begins with these cards, and as in taboo the students can explain the word without mentioning most associated words/or only with associated words but make it real speedy; 4) and this makes me feel good abt using cards in the classroom)))

Idea #3. This one is so simple, but silly me...couldn't think of it myself. I now know how to store reusable cards/small handouts... in envelopes with the grammar/vocab point written on it!!! This is something which people should get a Nobel prize for. I used to keep the cards in boxes, and it's no surprise I never really reused them, because looking for them in a huge mess of cards takes as much time as looking for them and cutting.

Idea #4. [Peppa Pig](#) - a sensational cartoon, love every bit of it, going to show it to each of my students for no particular reason, just for fun and good English (it's only 5 min anyway)

Idea #5.

I'm not a film watcher myself, but most people are so it's time I started doing something about it, and these are

[the ideas and movies](#)

I'm going to exploit to the full.

Idea #6. It's something I got from the book called Speaking by Kathleen Bailey (if I ever have time for book reviews this will be the first one . Well, basically this is the idea for a seating arrangement that never came to my mind. It's called *tango seating*, it's best for **information gap tasks**-

if you picture a couple sitting down in desks facing the opposite directions, with their right shoulders together, so that they can speak to and hear one another, but neither can see what is on the other person's desk or lap, here it is: tango seating))

I promise to check out everything and write the results of what actually worked)