

Putting into Practice English through Drama

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Abstract

These presentations, on using creative games in the language classroom, will explore teacher beliefs about the nature of creativity, break down myths about creativity being difficult and only for the gifted few and will suggest strategies for getting students started on the process of creative speaking. There will be lots of strategies modelled for teachers to find their creative selves and to tap into the creative nature of all students. The emphasis will be on developing more competence in the speaking skills through USING the language and developing new structures, enriching their vocabulary, practising pronunciation with register and learning to COMMUNICATE in a relaxed atmosphere. Cooperation will be stressed as a vital element in the sustainable education for the creative 21st century learner. The plenary will offer teachers food for thought for changing their classroom practice while the workshop will be experiential where teachers will practice the activities through patterns of interaction.



Biodata

Susan Hillyard, B.Ed. Warwick University (U.K.) Worked in fifteen countries. Prof. Language IV at two major ITT colleges in Buenos Aires. Former Educational Advisor for The Performers Theatre Now a NILE Associate Trainer, training European teachers on intensive courses on methodology. Co-authored a Resource Book for Teachers "Global Issues" for OUP, and teaches on-line courses on *Creativity*, *TKT* and on *English in the World*, MA TESOL, New School Uni, New York. Member of writing team for on-line Module for *Inglés, Inglês, English: ESP for South American Teachers* for the British Council. Designed the Hong Kong, British Council *Summer School Courses for Teens* and co-authored the *TDI-TKT on-line course* for Pearson, New York. Executive Editor for Development for the LACLIL on-line journal. Coordinator, English in Action, Ministry of Education, City of Buenos Aires, Argentina.

Handouts

Creativity and innovation have been a key focus of attention across the globe in recent years. This is partly due to the need to further develop human capital.

Human capital includes those competences such as innovation and possessing knowledge which contribute to economic performance and social cohesion. Innovation and knowledge have been recognised as the driving forces for sustainable growth in the framework of the Lisbon strategy for the future of Europe.

Creativity is central to innovation. [www. europublic.com](http://www.europublic.com) (EC 2009)

Imagine a spectrum of language competency and be patient. The students are working on many levels with this kind of interactive work and it is unlikely they will "PERFORM" to your liking immediately. Use lots of games, for short periods of time, as ice-breakers, warm-ups, disguised drills, camouflaged recapitulation and community spirit development.

Always write your games on cards or in a special notebook under the following headings: title of game, objective, instructions to students, resources required, variations. This way you won't get stagnant and you'll raise your own awareness to keep topping it up as the years go by.

Below are some of the games we will cover today:

Songs:

My Mummy is a Baker
There were 10 in the Bed
Whose Pigs are These?
I Went to School

The Big Ship Sails...
In and Out those Pretty...
Hokey Pokey
There was a Princess

Dipping chants:

Dip, Dip, Dip,
Eaney, meaney, miney, mo
Bubble Gum, Bubble Gum.....

Clapping Games:

Name to name.
Word association
Ten Things that I must

Oo Ee Oo Ah Ah
My mother said....

Ball games:

Numbers
Alphabet
Months
Opposites

Tenses
Beginning /ending letters
Categories
Everything that's.....

Verbal Machines:

Themes

Emotions

Group Sculptures:

One word
An emotion
An event
Headlines

Proverbs
Titles
A photo

Pronunciation Exercises:

Treasure Hunt
Reading L1 in L2 accent
Foreign Newscasts
Transcripts with mistakes
Mmmmm.....
Vote for it !

Sounds fun
Hangman in PS
Favourite star in PS
Voiced and unvoiced Lists
Magic e
Moods

Pot Pourri:

"Invisible" letters **1,2,3 stare.....**

20 questions
Acronyms Sketch
Add-ons
Back-to-back changes
Balloon debate

Blind games

Blocking plans
Body letters
Cartoons

Changing hats

Crazy stories

Crowd Scenes

Excuse me, madam

Find Someone Who.....

Find your match!

Finish the Phrase

Fire to a ...

Following games

Freeze games

Give us a Clue

Good and Evil Conscience

Guess the Leader

Hairdressers

Height order

I touch my nose.....

Interviews

Introduce your pic self

Jumping left and right

Keep talking

Make friends/argue

Mantle of the Expert

Ministry of Silly Walks

Mirrors

Moods: say it like this

Mum-in-law's name order

Numbers/Pose

of their own

Ping-pong talk

Right for Right.....

Rituals

Robots

Running commentary

Statue Measures

Statues

Stepping out

Talk to Yourself!

Telephone conversations

The 3 faces of.....

The gloves with a life
This is not a.....
Tongue twisters
Two as one
Voice and Arms Demo
Watcha Know, Joe?

Where am I?
Whispers
Why?
Yes/No Interlude
Zoo story

Instructions for Teachers

A. Songs:

1. My Mummy is a Baker

(Students stand in two lines facing each other, do the actions to go with the words and can shoot each other on the last line and fall down. Then pair up the students and ask them to make up new verses and teach the rest of the class.)

My mummy is a baker
Yummy yummy X2

My daddy is a dentist
Ah-ah-ah X2

My sister is a show off
Honky ponky x2

My brother is a cowboy
Turn around
Touch the ground
And
BANG!!!!

2. Whose Dogs are These?

(This song works on animal names, sounds, names of those sounds and rhyming names of people. You can make a chart on the board with the headings here and fill in the blanks before you teach the song. After you have used the animals listed below you can ask Sts to work in pairs and make up some new verses to teach the rest of the class.)

Whose dogs are these? Wuff, wuff. (make the sound of a bark)
Whose dogs are these? Wuff, wuff. (make the sound of a bark)

They are Mr. Larks
I can tell them, by their barks
And they've trampled
All over my garden

cats - Pughs - mews
chicks - Heeps - cheeps
frogs - Roaks - croaks
pigs - Brunts - grunts
elephants - Crumpets - trumpets

3. There was a Princess Long Ago

(Have Sts stand in a closed circle and appoint a Princess to stand in the centre, a fairy to enter and wave her wand, a prince on a horse with a sword to ride around the circle and enter at the correct moment. The rest of the students mime the actions while they sing the song)

There was a princess long ago,
Long ago, long ago,
There was a princess long ago,
Long, long ago.

And she lived in a big high tower, etc.
One day a fairy waved her wand, etc.
The princess slept for a hundred years, etc.
A great big forest grew around, etc.
A gallant prince came riding by, etc.
He cut the trees down with his sword, etc.
He took her hand to wake her up, etc.
So every body's happy now, etc.

4. The Grand Old Duke of York

(Teach the song with the actions in a closed circle and then play it out in marching lines as though the Duke is leading his soldiers up the hill)

Oh, the Grand old Duke of York,
He had ten thousand men.
He marched them up to the top of the hill
And he marched them down again.

Chorus:

And when they were up they were up,
And when they were down they were down;
And when they only half-way up
They were neither up nor down.

Oh, the Grand old Duke of York,
He had ten thousand men.
They beat their drums to the top of the hill
And they beat them down again.

Repeat Chorus

B. Dipping Chants

1. Dip, Dip, Dip

Dip, dip, dip,
My blue ship,
Sailing on the water,
Like a cup and saucer,
O....U.....T spells OUT,
You're IN

2. Eaney, meaney, miney, mo

Eaney, meaney, miney, mo,
Catch a spider by his toe.

If he squeals,
Let him go.
Eaney, meaney, miney, mo.

3. Bubble Gum, Bubble Gum.....

Bubble Gum, bubble gum,
In the dish.
How many wishes do you wish?
(Ask that person to state a number between 1 and 9. Count on to that number pointing at each person as you do and that person is IT)

C. Clapping Games:

A. Slap, Clap, Snap (or Hitch Hike)

Rules: Open your mouth, smile, speak slowly and clearly, try to modulate.
Sit in a circle with no pens or books. (nobody outside)_Teach rhythm to everybody in the Circle._Two slaps on the knees with both hands, two claps in the air with both hands, Snap the fingers on each hand separately (so two in total) OR you can do the hitch hike sign with thumbs up on each hand separately.

Teach everybody the sign for START: e.g. Lights, sound, ACTION/Ready, steady GO!/One, two, three four/ One, two, three GO!/ Mouse, cat, dog/ Sofa, chair, table/ Red, blue, green (you could discuss the code with your class and let them choose depending on the theme of the unit)

Discuss a forfeit for spoiling the rhythm, speaking on the wrong action getting a wrong answer, dropping the ball, speaking out of turn etc.)

Once they all have the rhythm practice: slap, clap, SPEAK, SPEAK so they get the hang of speaking only on the snaps or Hitch Hikes.

Now introduce as many one word games as you can think of:

1. Lists:

Say the days of the week/months of the year/numbers/ clothing/ furniture/ animals/ going round the circle with each person repeating the previous word.

e.g. T: Monday Tuesday

St 1. Tuesday, Wednesday

St 2 Wednesday, Thursday

2. Word Association:

Say any word and next St has to add a word

e.g. T: Black white

St 1: white, snow

St 2: snow, cold

St 3: cold, weather

After a few rounds try to remember the connections by going round again but saying " She/he/ said....."

3. Name Game:

T: Susan to Carmen
C: Carmen to Vanessa
V: Vanessa to Nijin

If someone says wrong name or gets out of rhythm they swap places with the person. The chair keeps the name.....so Nijin could become Vanessa and has to use her name, while Vanessa becomes Nijin.

4 Living Spidergrams:

Ask for "hard" vocabulary from a chapter in the novel, from a unit, from a project

T: Hallowe'en
St 1: Witches
St 2: Pumpkin
St 3: Cauldron

5.Ten Things.....Clapping game:

(Use the same rhythm but cut it to one slap, one clap and hitch hike. Choose one person to be IT and the rest of the class counts from one to ten on the SLAP. Giving the person time to think of the next item)

Ten boys' names/things/ideas that I must know Wish me luck and away I go

1. 10 ways to stay awake in a boring meeting
2. 10 items of clothing to put your girlfriend off
3. 10 foods NOT to eat when on a diet
4. 10 things men do at home which gets on Mum's nerves.

D.Ball games:

(These games can be teacher lead or Sts can work without the teacher in the centre, throwing the ball to each other. Make it clear.

Rules: Open your mouth, smile, speak slowly and clearly, try to modulate. No repeats. Stand in a closed circle (nobody outside) Lay the ground rules for throwing the ball: Be accurate, gentle, ready to catch with your hands in front of your body. Discuss a forfeit for throwing badly, getting a wrong answer, dropping the ball, speaking out of turn etc.)

1. Lexical sets:

T stands in middle and throws ball to Sts saying a category e.g. **colours** and Sts throw ball back to T each time saying a colour. T pronounces the word clearly each time, before throwing the ball to the next St.

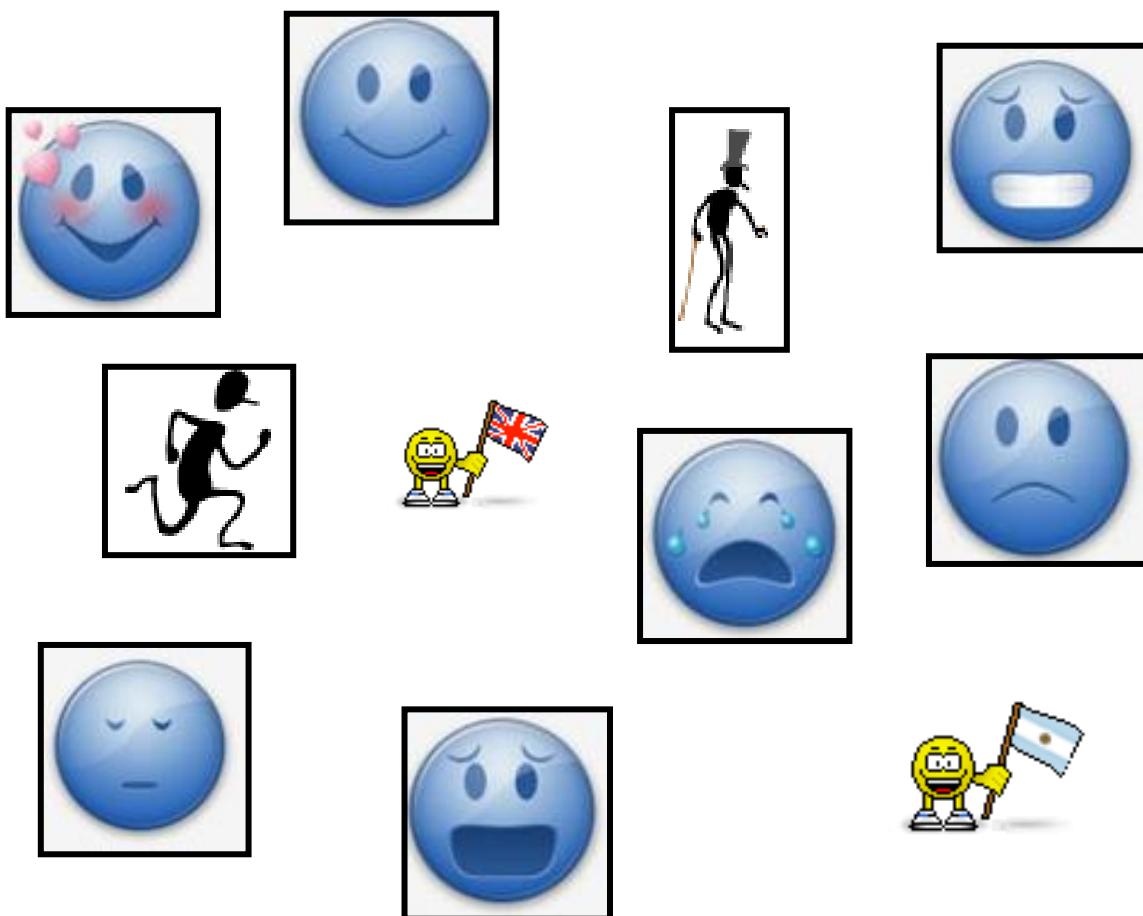
2. Changing Numbers:

1. T allocates a number to each St.
2. They say their numbers in order, throwing the number with their voices and their bodies up to the ceiling and bouncing the number on the floor.
3. Go round twice, encouraging them to enunciate and project their numbers with their voices. Insist on repeats if they are not working hard enough.
4. Go round once more and ask Sts to learn at least one other person's number.
5. Now, take the ball and throw it to another student, saying their number clearly
6. St catches it and throws to another St saying their number clearly.
7. Continue until a good rhythm is established
8. Now ask Sts to change positions but keep their numbers
9. Play again
10. Ask students why they chose the numbers they chose to throw to. This generates real reasoning and real talk.

E.Pronunciation games

Moods. Say it like this:

Create an eight or ten line dialogue, either from the course book or ask Sts to make one up with you and write it on the board. Learn it off by heart. Then discuss the interpretation of the icons below, saying what mood or adjective each one represents. Hold up the cards and ask the Sts to repeat the dialogue in a different way each time. They will naturally use the correct register, modulation, intonation etc.



Or you could hold up cards with the words: happy, sad, frightened, angry, fast, slow, romantic, surprised etc

F. Presentation Games

(These games lead Sts from confidence, through fluency to accuracy skills in presentation techniques.)

- **1.What d'ya know Joe?**

- Select a number of topics from your interests:
- eg. Sports, music, coin collecting, mystery stories, horses, astrology.....
- Write a list on the board
- Ask for a volunteer or DIP (use a dipping chant)

4. Class calls out
" What d'ya know Joe?"

5.Talk for 30 secs (60 secs, 2 mins) without stopping.

6. Continue with next presenter.

2.Tongue Twisters

Teach these by repeating them slowly, normal speed then fast, trying each three times. Have Sts stand up and try to produce them on their own.)

1. She sells sea shells on the sea shore.
2. A proper copper coffee pot.
3. Jane and John jump in their jackets.
4. Susan and Sandra sleep in school.
5. Around the rugged rocks the ragged rascal ran.
6. Red lorry, yellow lorry, red lorry, yellow lorry.
7. A big black bug bit a big black bear.
8. Peter Piper picked a peck of pickled peppers. Where's the peck of pickled peppers Peter Piper picked?

3. Crazy Stories

(Take well known fairy stories, tales, legends and rewrite them in a crazy way. They then read out or tell or role play their stories to the rest of the class.)

Once upon a time there was a girl called Cinderella who lived with her FOUR BROTHERS. They were all BEAUTIFUL. Cinderella worked in the house and her

brothers HELPED her all day long. One day an invitation arrived for them to go to the King's DISCO and the sisters BEGGED Cinders to go with them. Suddenly Cinderella's fairy GODFATHER appeared and waved his HOCKEY STICK to make a LEATHER JACKET and a MOTORBIKE for Cinders etc etc

G. True or False games

(These games take the place of written true or false exercises and can be used for any language items or subject/content material.)

1. Is it True for you?

Rules:

TRUE: Raise right hand

FALSE: Raise left hand

DON'T KNOW: Cross both hands on chest

Teach rhyme and have Sts join in with the actions with you until they are sure of it. Have your list of statements ready, beginning with easy statements and leading on to more "thinking" statements.

Right for right,
Left for wrong
Cross your heart
If you just don't know.

Lists

Adjectives: I'm tired, I'm hungry, I'm fat,

Nouns: I'm wearing a belt/ trainers/ ...

Tenses: I went out last night/I ate pizza for lunch/I'm going on holiday in.....

Likes: I like...../I hate.....

Comparisons.....is/are better than

Opposites.....on is the opposite of off

Content materials: Pigs can fly/ grass is green/ dogs moo/ birds swim/there are 26 bones in the wrist/ volcanoes sometimes lie dormant/the play "Othello" was written by Marlow etc etc

2. Jump to the Right. Jump to the Left (colours)

(This can be done with any vocabulary or structure you are studying)

1. Divide the board into 2 and write the word TRUE/CORRECT on the left side and FALSE/WRONG on the right side.
2. Make two lines of students stretching the length of the room, looking at the board
3. T calls out "This is RED!" while holding up a Blue Flashcard. Sts should jump to the right or left according to whether they think it is true or false.

H. Present Continuous games

(Revise the present continuous tense and focus on those verbs which lend themselves to mime. Write up a list on the board if you wish.)

1. Telling lies

1. Have students sitting in a closed circle.

2. Call one to you and whisper an action in her ear e.g. eat a hamburger. Or give the St a written command
3. Student mimes the action while the teacher says "I believe Maria is brushing her hair?"
4. The class has to shout out "No she's NOT! She's eating a hamburger"

VARIATION: Students can prepare their own in groups of 3 and play them out to the class.

2. Excuse me Madam/Sir

1. Have students sit in a closed circle.
2. Have them repeat and learn off by heart "Excuse me, Madam /Sir, what're you doing?" Try to make it as natural as possible.
3. T mimes an everyday activity in the centre of the circle (e.g. tying her shoe laces) and indicates one student to enter the circle and ask the question. The T carries on miming the tying of the shoe laces and says "I'm taking a shower" which is a lie.
4. The teacher sits down and the St now mimes the lie.
5. The teacher indicates that a further St should enter and ask the question.
6. The student continues to mime taking a shower but tells a lie e.g. "I'm playing tennis" which the 2nd St must begin to mime. Go right round the circle from left to right each side of the teacher until all the Sts have had a turn.

3. Running Commentary

1. Have students sit in a closed circle.
2. Ask for a volunteer or DIP.
3. Have the St. mime a series of linked everyday exercises e.g. getting up in the morning, bathing, dressing, eating breakfast, leaving the house etc etc.
4. As St mimes, the T performs a running commentary e.g. Soraya is waking up.....she's opening her eyes.....she's switching off the alarm, she's stretching and complaining etc etc.
5. Ask for other kinds of series of actions and list them on the board.
6. Ask Sts to get into pairs. Label each other A and B. A performs the mime while B does the running commentary then they swap over so each has a try at both tasks.
7. T may ask if a pair wants to present to the group.

J. Miming Games

1. "Invisible" letters

1. T prepares a blank letter inside a blank envelope.
2. Teach the song "Postman Pat"
3. Appoint a postman to run around the inside of the circle while the class sings and he posts the letter in another Sts lap.
4. The St opens the letter and imagines the content. The St "reads" the letter expressing with body, face and voice what the content is.
5. The T asks the class for the contents and Sts suggest e.g. she has just won the lottery.
6. Then T asks more questions probing for details e.g. how much? What will she buy? Etc.

2. Mirrors

1. Arrange Sts in pairs
2. Explain one is the mirror and one is the real live person
3. Have the live person do a series of actions of an everyday activity while the other "mirrors" the actions in silence.
4. T asks if they want to present their work to the class.

3.Two as One

(Rule: The pair must move and speak in sync so it seems to be just one person.....quite tricky)

1. In pairs Sts link arms and imagine they are one person who is walking down the street and meeting a friend (another pair working as ONE).
2. He or she greets the friend and indulges in a few phrases of small talk before moving on to meet another friend.

4.Magic Spells

MATERIALS: a magic wand, a witch's hat (optional) and cards for visual support (optional)

PROCEDURE: if the vocabulary items are to be introduced with this activity, teacher will need to work as a model and students will join in. If the activity is used for revision, teacher will work as the "witch" or "wizard". As time goes by, students may also play the role of witches and wizards.

The spell goes:

"I touch my nose, I touch my ear, everybody is a TIGER here!" (magic wand helping in the "spell") the spell may be cast on the whole group or on individuals

"I touch my nose, I touch my ear "Marcos" is a LION here"

FOLLOW UP: you may use flashcards to check what animals you have performed during the activity and which you have not.

You may use this activity as a warm up or follow up activity in any class; students can learn the spell and take on the role of the witch or wizard.

5.This is notit's a.....

1. Have a ball or a scarf or a hockey stick or any everyday object.
2. Sit in a closed circle
3. Start a simple mime with the ball, saying this is not a ball it's aand mime a baby in your arms with the ball as the baby and the class must call out the new object.
4. Pass on the "baby" to the next St who mimes the ball as a baby and says " This is not a baby it's aand mimes a new object which the class should call out.
5. Continue all around the circle until everybody has had a turn with no repeats.
6. Now ask the class to tell you as you point to each St or say their name, "He/she said it was not aHe/she said it was a"

6. Clay Figures

1. Have the students imagine a ball of clay the size of a tennis ball on the desk.
2. Ask them to pull and stretch and knead it to soften it.
3. Ask them to form it bit by bit into a person. They should visualize the person deciding if it is a man, woman, girl, boy, baby, old person, profession etc etc Decide on colour of eyes, hair, clothes etc etc and work for some minutes with the clay. Don't rush this part.
4. Now get Sts in pairs and ask them to show and tell everything about their figure.
5. Now, each student rolls the clay back into a ball and they give instructions to each other to make a new figure.

K. Concentration Games

1.1,2,3 stare...

1. Have the Sts stand in a closed circle.
2. Teach and have them repeat the phrase "1,2,3 Stare" On the word STARE they look around the circle and STARE at some one else
3. If they coincide then they go into the centre of the circle and greet each other as you have taught them to do and ask a few personal questions before they return to their places.
4. Repeat as long as the interest remains.

2. Mum-in-law's name order

1. Have Sts think of the initial letter of their Mum or Mum in Law's (or any family name)
2. Have them mingle and tell others this letter without speaking or mouthing the letter.
3. They can draw the letter in the air, draw it on each other's backs or hands or make the letter with their bodies but they must NOT speak.
4. Still without speaking they must get themselves into alphabetical order according to the letter they have chosen. Check order is correct by asking each St to tell name they have chosen.

3. Guess the Leader

1. Have the Sts sit in a closed circle in silence
2. Ask them to follow carefully and in silence your movements with your hands.
3. Lay your hands on your knees and begin to do a series of movements, usually abstract movements, like raising your hands above your knees, closing your fists, opening them slowly, moving your hands up towards the ceiling and pointing with one finger etc etc Ask the Sts to follow you in unison. Explain there should be complete silence and everybody concentrating and working at exactly the same speed.
4. Repeat the exercise twice with T as leader, then ask for one of the Sts to lead the exercise.
5. Ask for a volunteer (or dip) to go outside the door and to cover their ears while the class chooses a secret leader to lead the next round.
6. Start the next round and when concentration is good, walk out of the classroom to fetch in the volunteer.
7. The volunteer may stand outside or inside the circle to discern who is the leader. It is the responsibility of the class to try to bluff and to stop her finding out.
8. Allow 2 mins and ask for the leader's name. If wrong give a second chance.
9. Repeat the rounds as many times as you wish.

3. Robots

1. Have the Sts sit in a closed circle.
2. Ask for a volunteer or DIP.
3. Explain this is your robot and you are the programmer. Mime some "programmimg" movements and "teach" the robot a simple code for simple movements, e.g.

Forward= take one step forward and stop Backward=take one step backward and stop Left= turn one quarter turn to the left and stop Right= turn one quarter turn to the right and stop

4. Ask the ROBOT to close their eyes and to practise this series of movements to your commands while moving the robot around the centre of the circle.

5. Explain that the robot, with eyes closed, must move around the centre of the circle with you giving the commands and when the robot reaches a person that person must use a silly voice or a different character voice to say "Good morning, how are you? Can you guess my name?"
6. Tell robot to close her eyes and tell everybody to change places.
7. Play the game and ask the robot to guess who it is.
8. Play with a number of Sts.

Extension:

1. Have Sts play the robot and programmer in pairs using only:
 - a) letters of the alphabet
 - b) animal/furniture/colour etc names
 - c) sounds made by the body e.g. stamping, clapping, clicking, shuffling
 - d) Sounds made with the voice e.g. tutting, clucking, sighing, shushing
 - e) Animal sounds e.g. barking, cheeping, trumpeting, mooing
2. They can all work at once and then present their invention to the class in pairs.
3. They can go to stand at the far ends of the room and try to guide their partner through an obstacle course made of desks and upturned chairs. The first to meet up are the winners.

5. **Changing Clothes**

Have the students sit facing each other in pairs. Ask them to observe each other carefully, making a mental note of the other's appearance. Tell them to turn their backs on each other and, without peeping, each must change three things about their appearance. Tell them to turn to face each other again and then tell each other what items were changed. If you wish you can revise the vocabulary for clothing and accessories beforehand. You may also want to revise the use of useful verbs like to take off, put on, to change, to move, to alter.

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Online resources

<http://www.dramex.org/http://esldrama.weebly.com/resources--links.html>

<http://improvincyclopedia.org/>

<http://learnenglishkids.britishcouncil.org/en/language-games>

<http://www.hltmag.co.uk/may01/sart3.htm>

<http://prosities-eslflow.homestead.com/roleplaysdramatheatre/games.html>

<http://www.artsonthemove.co.uk/resources/gamesmethods/games.php>

<http://www3.kcn.ne.jp/~msheff/booksdrama.html#games>

http://groups.yahoo.com/group/EVO_Drama_2011/

<http://www.dramaresource.com/games/game-of-the-week>

<http://tesoldrama.wordpress.com/?s=TESOL>

<http://englishthroughdrama.blogspot.com/>

<http://www.d4lc.org/>