

## Mime What Happens

**Level:** All

**Age:** 4-10

**Organization:** whole class

**Aims:** To listen to a sequence of events; to show understanding through mime; to supply missing language in the sequence.

**Language focus:** in the example: present simple, clothes, places, actions, food, personal possessions

*Alternatives:* past simple, any other familiar vocabulary

**Materials** *Essential:* none

### Procedure

1. Invent a simple sequence of events about something that happens to the children. Tell the events to the children and get them to respond by miming what happens. Do this with them at first, eg *One day it's very cold. You put on your coat, your gloves and your hat. You get your bicycle and you ride to the park. Suddenly you see a friend. You're very happy and you wave to your friend. You get off your bike. You put your bike on the grass and you and your friend play foot boll together.*

You run, you kick the ball and, yes, you score a goal! Now you 're very tired and very hot. You buy an enormous ice cream. *Mmm, it's delicious! Suddenly you look at your watch. It's time to go home! You pick up your bicycle and wave good to your friend.* You ride your bicycle home.

2. Repeat the sequence. This time, if appropriate, do the mimes but leave gaps in the telling. Children do the mimes and also supply the words, eg T: *One day it's very* (mimes shivering) PP: cold

### Comments and Suggestions

- This activity can be graded depending on the language you use as well as whether you model the actions for children to copy.
- Through miming the events, children associate language and meaning kinesthetically, which helps to make it memorable.
- With younger children, it is best not to include more than four to six short sentences to mime, as more than this is likely to be confusing, eg *One day you go for a walk in the jungle. You hear a noise. You look behind the tree. Oh, no! There's a lion! You run away as fast as you can. Phew! Now you 're safe!* You also need to do the mimes each time you repeat the sequence with this age group.

- With older children, you can repeat the sequence, leaving more and more of the language for them to supply, until they are reconstructing the events independently. As a follow-up, you can ask them to write or complete a version of what happens or to prepare another similar sequence of events to tell the class in the same way.