

ESL CLASSES - GAMES/SPECIAL ACTIVITIES

Objective: To improve learning by providing a relaxed, unthreatening atmosphere suitable to the adult learner.

➤ The Problem:

- In traditional classes, lecture is the primary form of instruction. The teacher is the focal point. Placed in a passive learning situation, students quickly become bored and learning suffers.
- Most adults learning a foreign language are self-conscious and nervous, particularly when required to speak.

➤ One Solution: Games and special activities are an excellent way to liven up your classes and improve learning because they:

- Stimulate interest and motivation and alleviate boredom
- Appeal to different learning styles
- Require the students to be active in the learning process and lessen the instructor's burden
- Encourage participation of all students
- Are fun & enjoyable!

➤ Also note that games and activities:

- Will be more effective if they are tied to student interests and goals and build upon their knowledge.
- May be varied to suit the students' English levels/abilities.
- Are suitable for individual, pair or group activities.

➤ Caveats

- Be sure to vary your activities so that all students are capable of accomplishing tasks and winning a game. A student who never wins will quickly become discouraged.
- Do not continue an activity if it is not working with your students. Flexibility is the key.

A system of rewards/points can be tied to the games to encourage performance. Rewards can be given to individuals, partners and teams. Your reward system can be simple (stickers, stars, candy, etc.) or complex. Find out what motivates your students and reward accordingly. As above, be sure that all students are rewarded so that none become embarrassed or discouraged.

Potential tools in the ESL trainer's toolkit:

- Letter Tiles (like those used for Scrabble) – A must! BRLC will supply letter tiles as funds allow, or you can make them from paper.
- Pictures – Obtained from magazines, etc. Any pictures of interest.
- Vocabulary Cards – A set consists of cards with words and corresponding pictures. (Cards from a *Pictionary*® game?)
- Paper/crayons/colored pens or pencils.
- Color charts.
- Map(s) – specific to students.
- Body Parts Chart.
- Food Chart/Menus from local restaurants.
- Coupons – cut from local newspaper.
- Theme Kits – (First Aid kit, Tool Kit, etc.).
- Weekly Grab Bag – Basket with items from around the house.
- Clock(s).
- Measuring tools: ruler, measuring cup, etc.

GAMES/ACTIVITIES – VOCABULARY & SPELLING

Word formation games are excellent for beginners because they get to create their own words. Using letter tiles appeals to the tactile senses and allows students to move the letters around until they recognize a word.

LETTERS/LETTER TILES

Basic (Beginner)

Have each student draw a letter tile. Then they must say a word(s) that starts with the letter(s) on the tile. Student with the most words wins.

Basic Enhanced (Advanced Beginner – Intermediate)

Give the class a category (food, family, work, etc). When they draw a letter tile, they must say a word(s) that starts with the letter and relates to the category. Student with the most words in the category is the winner

Variation (Intermediate)

Have each student or team draw about 20 letters, ensuring that each has some vowels. Set a time limit. Students form as many words as possible from their letters and write them down. When time is up, each person/team reads their list of words and spells them. The instructor or a volunteer student writes them on the board. The class determines if the word is correct. The person/team with the most correct words wins.

Variation (Advanced)

Provide each student/team with sufficient letters and have them create sentences. Restrict words to a specific grammatical category, such verbs or the past tense of verbs.

BOGGLE® (High Beginner-Advanced)

Game contains letter cubes and a timer. The cubes are shaken and each player/team forms as many words as possible from the letters showing before the timer goes off. Points are assigned for each correct word. Play continues until a set number of points are achieved or time runs out, your choice. The winner is the player/team with the most points.

Variation: To make the game more challenging for more advanced students, limit the length of the word to a minimum number of letters.

SCRABBLE® (Intermediate-Advanced)

The structure of *Scrabble*® adds another level of difficulty to forming words. Have the students/teams add their own score, and you have the added benefit of math practice!

Caveat: Be sure to explain the rules thoroughly so that the students understand how to form words, particularly those attaching to more than one other word.

WORD PYRAMID (High Beginner-Intermediate)

Start with a vowel tile. Have the students select other tiles which, added to the original vowel, will make a word. Player/team with longest pyramid wins.

Variation: Tiles are not needed; you can do this exercise on the board. Rotate players/teams. The first player/team unable to form a word loses. Continue play until only one team is left – they win.

I
It
Pit
Spit
Spite
Stripe
Striped

WHEEL OF FORTUNE® (High Beginner-Advanced)

You can play it just like the TV show or modify to exclude bankrupts, etc.

Simple version: Place the appropriate number of blanks on the board to represent a word or phrase in a particular category. Rotate and have each student guess a letter – including vowels. If the letter is in the puzzle, they get another turn. If not, the turn passes to the next student. The first student/team to correctly guess the answer during his/her turn wins.

Variations: Use simple words with beginners. Use more complex words and phrases with more advanced students, but still try to ensure that the vocabulary is familiar.

CROSSWORD PUZZLES (Intermediate-Advanced)

Create your own, copy from *Hands-On-English*, or obtain from Internet websites. Good for individual work or pairs. Great when the instructor needs some quiet time!

Caveat: Be sure to explain how a puzzle works, particularly “down” and “across.”

CRYPTOGRAMS (Advanced)

A cryptogram is an encoded word, phrase, sentence or saying in which one letter is substituted for another throughout. The students must decipher the code based on knowledge of spelling, syntax and grammar.

Encode a phrase:

Example: *ebgo fbl b zpaazr zbeu*

Provide a hint: $z = l$

Answer: *Mary had a little lamb*

Make up your own or use the one shown daily in the *Times-News*. Be aware that those in the newspaper are tough and only suitable for advanced students.

JUMBLE (Beginner-Advanced)

Mix up the actual letters in a word and have the students unscramble the word.

Example: *yram = Mary*

Variation: Use several words that make up a phrase.

Example: *yram dha a lttlie bmal = Mary had a little lamb*

Variation: Indicate specific letters from each word that when unscrambled make up a word or phrase.

Example: *yram dha a lttlie bmal = battle*

Make up your own or use the one shown daily in the *Times-News*. Be aware that those in the newspaper are tough and only suitable for intermediate to advanced students.

SCATTEGORIES

Version 1 (Example attached.)

- Draw a grid on the board.
- Assign a category to each column and write it in the heading.
- Select a word and put one letter of the word in each vertical letter box
- Have students come up with a word beginning with each letter for each category.
- Continue until the grid is complete.
- Allow random responses, but call on students individually as needed to ensure participation by all.

Version 2

- Give each student a blank grid with a category heading in each vertical column.
- Select a word and have students put one letter of the word in each vertical letter box.
- Have students come up with a word beginning with each letter for each category.
- Time the exercise.
- When time is up, have students read their answers to the class.
- Assign one point to each correct answer.
- The student with the most points wins.

Variation

Instead of the teacher selecting the letter word, have a student pull a letter tile. All category words must begin with this letter. Repeat, as time allows, having a different student pull the tile each time.

Category ideas:

Ice-cream flavor	U.S. president	Type of transportation
First names	Fruit	Vegetable
Country	Appliance	Furniture
Color	Vegetable	Body part

Suggestions:

Depending on the level of the class, vary the letter words by length and difficulty of the individual letters. In a beginning class, keep the letter word simple and short. In an advanced class you might use a word that is longer and/or contains the less common letters like q, z, and y. May do as individual, pair or team activities.

SCATTEGORIES EXAMPLE

Letter	Name	Food	Clothing	Furniture	Color	Country	Body Party
B	BARBARA	BAGEL	BOOTS	BED	BLUE	BRAZIL	BACK
A	ANGEL	ASPARAGUS	ASCOT	ARMOIRE	AQUA	ARGENTINA	ARM
T	TED	TACO	TENNIS SHOES	TABLE	TEAL	TANZANIA	TOE

GAMES/ACTIVITIES – CONVERSATION STARTERS

The primary purpose of conversation starters is to get the students Speaking. They also improve Listening Comprehension and Vocabulary.

CIRCLES (High Beginner-Advanced) (Example attached.)

Form teams. Having three or four students per team is good, but there may be only one team if the class is small. Give each team – or have them draw - a diagram with a large circle in the center and several smaller circles overlapping the large circle. (Sample attached.) Have each team designate a Writer and a Reporter. Have the team Writer place the name of each team member in the overlapping portion of the circle. The team's goal is to find things they all have in common and things unique to each team member. The Writer puts the things in common in the center of the large circle; things unique to each person are written in the outside portion of the individual circles. Have the Reporter relate the information to the class.

ROLE PLAYING (All Levels)

Role-playing is an excellent way to generate dialogue. Set up a scenario, assign roles, and let students interact. Lower-level students should be given written or modeled dialogues to repeat. More advanced students should generate their own dialogue.

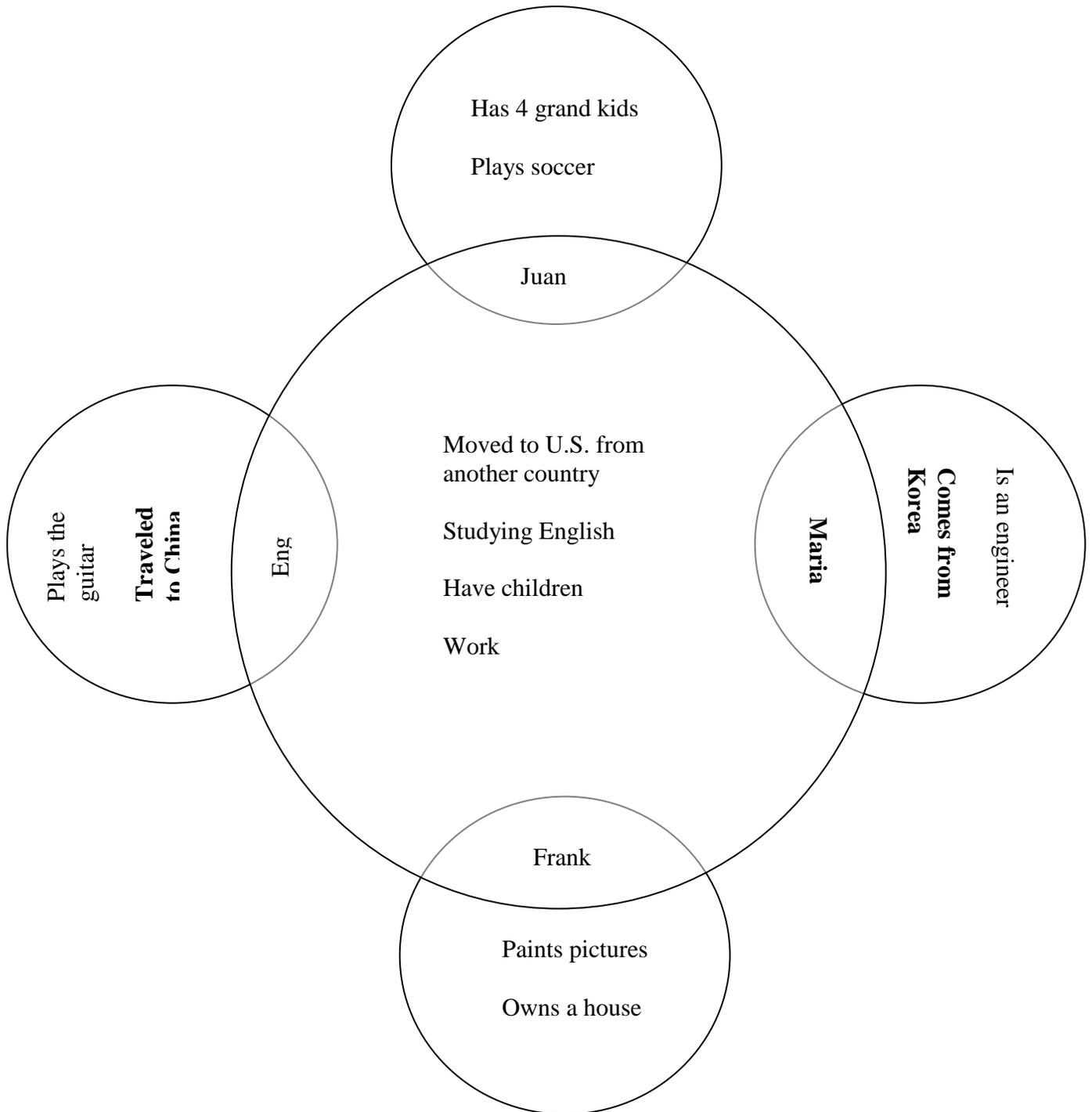
COME TO ORDER (Beginner)

This is a group activity – the more students the better. Have students organize themselves into a line according to specific criteria such as: *Date of birth, Alphabetically by first or last name, Age (if nobody objects!), etc.*

SURVEYS/PEOPLE BINGO (Beginner-Intermediate) (Examples Attached.)

Provide students with a simple grid or Bingo form. Select categories, such as married or single, number of children, hobbies, pets, job, etc. Have students mingle, obtain the required information from each student, and complete their form.

CIRCLES SAMPLE



STUDENT SURVEY SAMPLE

NAME	MARRIED OR SINGLE	NUMBER OF KIDS	TYPE OF PET	TYPE OF JOB/ WORK	MONTH OF BIRTH	NATIVE CITY/ STATE
Maria (student doing the survey)	Married	2	1 cat	fruit packer	May	Guadalajara, Mexico
Juan	Single	None	2 dogs	Bank teller	October	Mexico City, Mexico
Eng	Married	None	None	Waiter	December	Korea
Frank	Single	1	2 cats 1 dog	Unemployed	July	Berlin, Germany

PEOPLE BINGO

Instructions:

1. Before beginning the game, pre-teach or review vocabulary that the students need to know.
2. Determine if your students know how to play BINGO. Draw a BINGO card on the board. Explain the game or let one of the students explain.
3. Explain the rules of People Bingo. Tell the students to:
 - a. Ask your fellow students questions and fill in each blank with the name of a student who meets each criterion (answers “yes” to a question).
 - b. When you have filled in the blanks of five boxes in a row, diagonally, horizontally or vertically, call out “BINGO”.
 - c. If you are the first to call out “BINGO”, you are the winner. (Prizes are up to the tutor.)
4. Explain that all of the answers can be found by asking questions: “Do you...?”; “Are you...?”; “Can you...?”; “Have you?”; etc. Review how to use these question formats and model using various examples.
5. Have students mingle and ask each other questions, filling in the blanks as they go.

PEOPLE BINGO SAMPLE

Find Someone Who:

works in a hospital _____	knows how to fix a car _____	has a pet _____	likes to sing _____	speaks French _____
knows a famous person _____	owns a business _____	rides a bicycle _____	has more than three brothers _____	works in manufacturing _____
is married _____	knows how to sew _____	FREE SPACE	is afraid of heights _____	plays some kind of sport _____
exercises _____	likes spinach _____	knows how to swim _____	has a library card _____	has been to Europe _____
is a mother _____	plays soccer _____	uses the Internet _____	reads The Hendersonville Times-News _____	is a father _____

WHAT'S MY LINE? (Intermediate-Advanced)

Give each student a card with the name of an occupation. The group asks each student in turn questions to which he/she can only answer yes or no. The first student to correctly guess the occupation wins that round. The game continues until all occupations have been guessed.

WHAT AM I? (Intermediate-Advanced)

The same as *What's My Line?* except the word is an object. This exercise works well when the object is related to a specific category being studied, such as food.

TABOO (Intermediate-Advanced)

Give each student a card containing one word. He/she must define the word without using its name. The first student to correctly guess the object wins. Example: *It's a fruit. It's small and green. It has fuzzy skin. The inside has black seeds and looks like a star. (Kiwi)*

JEOPARDY® (Intermediate-Advanced)

Establish categories with multiple answers in each. Have each student select a category. Provide an answer to which the student has to provide the question: "What is...?", "Who is...?", "Where is?"

Variation: As on the TV show, vary the difficulty of the answers and assign point values accordingly. The student with the most points wins. Final Jeopardy is optional.

This game is also beneficial in teaching the interrogatives who, what, and where.

TRIVIA (Intermediate-Advanced)

Similar to Jeopardy but without the need for the students to form a question -- they simply guess the answer.

Variation: Call it **Twenty Questions** and limit the number of questions allowed.

CHARADES (Intermediate-Advanced)

Have a student act out a word or phrase – gestures only, no speaking, allowed - and the others guess the answer.

Conversation Questions for the ESL/EFL Classroom

A Project of The Internet TESL Journal

If this is your first time here, then read the Teacher's Guide to Using These Pages. If you can think of a good question for any list, please send it to us.

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- Tsunami
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- War
- Weather
- What if ...?

- Would you ever ...?

Conversation Questions - Music

- Are you a good dancer?
- Are you a good singer?
- Can you concentrate on other things when you are listening to music?
- Can you play a musical instrument?
 - If so, what do you play?
 - How long have you been playing?
 - Are you good at it?
- Can you play the drums?
- Can you play the guitar?
- Can you read music?
- Do you enjoy music videos?
- Do you know the Beatles? If so, do you like them?
- Do you like all kinds of music?
- Do you like American rock bands?
- Do you like country music?
- Do you like jazz?
- Do you like to listen classical music?
- Do you like to listen country music?
 - Who is your favorite country singer?
- Do you like to listen to Broadway musicals?
 - What is your favorite Broadway musical show?
- Do you like punk music?
- Do you like singing karaoke? How often do you sing karaoke?
- Do you like to dance?
- Do you like to sing karaoke?
- Do you listen to music while doing your homework?
- Do you sing while taking a bath?
- Do you think there is a relationship between drugs and music? How about violence and music?
- Have you ever been to a concert?
- How does music make you feel?
- How many CD's do you have?

- How much time do you spend listening to music?
- If you could play any musical instrument, what would it be?
- If you could start a band, what type of music would you play?
Why?
- If you were a song, what song would you be and why?
- Is live music popular in your country?
- Is there any kind of music that you hate?
- Should music lyrics be rated similar to the way movies are rated?
- What are some concerts you have been to?
- What are some special or traditional musical instruments in your country?
- What do you think the world would be like without music?
- What is one of your favorite songs?
 - Why do you like it?
 - When did you first hear it?
 - Who sings it?
- What is your favorite kind of music?
- What kind of music do you listen to to cheer you up?
- What kind of songs do you like to sing?
- What kinds of music do people listen to in your country?
- What kinds of music do you dislike?
- What was your favorite music 5 years ago? 10 years ago? How have your musical tastes changed?
- When was the last time you went dancing?
- When was the last time you went to a concert?
- Which do you prefer, songs in English or songs in your own language?
- Who is your favorite singer or group?
- Why do you think music is important and how does it affect different people?
- Do you prefer rock music or romantic music?
- Do you think music can heal sick people?
- Do you think that animals can enjoy music? How do you know?
- Do you think that music can help make world peace? How?
- What do you think the next piece of music technology will be, after digital technology?

- If you could invent a new instrument, what would it sound like?

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GAMES/ACTIVITIES – GRAMMAR/SYNTAX

These exercises help students understand Grammar and Syntax and build Vocabulary.

CREATE A SENTENCE (Intermediate-Advanced)

Make up small cards with one word – either a noun or a verb - on each. Group the words by part of speech and put them into a baggie, envelope, or other container. Have each student pull a card from each container. Set a time limit and have each student create a sentence using both words. Have the students read their sentences to the class.

Variations: With lower level classes use nouns and verbs only. You might add modifiers, (adjectives/adverbs) for intermediate students and prepositions, etc. for advanced students.

Variation: (See expanded version noted under Writing.)

Note: Lists of words are provided in the back of this manual.

COMPLETE THE SENTENCE (High Beginner–Advanced)

Write a partial sentence on the board leaving a blank for the part of speech you are teaching, such as adjectives. Use more difficult parts of speech with the more advanced students.

Example: *The girl next door is _____.*

Students have to think of an adjective to complete the sentence.

Example: *the girl next door is pretty.*

Variation: The students have to think of an adjective that begins with each letter of the alphabet – alphabetical in order.

Example: *The girl next door is attractive, big, clever, dumb, elegant.....*

You could make this a game by rotating and eliminating students as they fail to come up with a word. The last student able to make a correct word wins.

GAMES/ACTIVITIES – PRONUNCIATION

To improve Pronunciation in order to increase the students' Speaking and Listening Comprehension skills.

It is not recommended that you directly correct students' errors in pronunciation during conversation. Continual correction will inhibit students and discourage them from speaking. Remember that the primary goal is for them to communicate in daily living situations, not worry about perfect grammar and speech. The best way to teach correct pronunciation in these situations is through modeling – continually saying the words correctly.

However, in order for students to understand and be understood, they will need to discriminate sounds in English. As discussed in Basic Tutor Training, the use of minimal pairs and such will help students in this area.

As students gain more advanced skills and want to improve their pronunciation, some problem areas may need to be emphasized for the students to grasp the phonetic differences. Rather than directly teach the pronunciation rules, use special exercises to help the students grasp the rules themselves. Example:

THE SOUNDS OF -ED IN THE PAST FORM OF VERBS

The Rules:

ed = /d/ after voiced consonants –*b, -g, -j, -m, -n, -l, -r, -th, -v, -z, -w, -y*

Examples: lived, showed, listened.

ed = /t/ after unvoiced consonants; –*p, -k, -f, -s, -ch, -sh, -x*

Examples: missed, watched, helped, faxed.

ed = /id/ separate syllable after –*d* and –*t*

Examples: waited, invited, needed.

Do not teach these rules and expect your students to remember them. Instead, try an exercise which will help the students distinguish the sounds.

Sample Exercise: (Intermediate-Advanced)

Select a story written in the past tense.

Read the story to the students.

Have the students read the story out loud. (Rotate students.)

Put a chart on the board:

/d/

/t/

/id/

Have the students go through the story and pick out each verb.

Ask the class to decide under which heading each verb belongs and write it in the appropriate column.

/d/

/t/

/id/

rubbed

capped

faded

paged

poked

padded

played

laughed

lifted

ruined

faced

pitted

fazed

pushed

twisted

RECORD THE STUDENT

As anyone who has heard him/herself on tape knows, our voice sounds very different to us when recorded than when we are speaking. Record your students – one at a time - reading text or just talking, then play it back and let them critique themselves.

MUSIC

Music is a great teaching tool for listening discrimination and aiding pronunciation. Sing the Alphabet Song. Play CDs. Etc. (See miscellaneous section.)

RHYMES

Try rhyming poems. Dr. Seuss books are great.

Remember - Teach Sounds First!

GAMES/ACTIVITIES – READING/LISTENING

Improve Reading and Listening Comprehension skills, as well as Vocabulary.

THE REPORTER (Intermediate-Advanced)

Have each student bring in a news item from a newspaper, magazine or internet article and read it to the class, then encourage discussion and ask questions to assess comprehension.

DICTATION (Beginner-Advanced)

Beginners:

Say words and have the students write them down. Speak slowly and repeat. Rotate and have students read what they have written.

Variation: Have students write their words on the board.

Intermediate- Advanced

Read a story to the class and have the students write down what they hear. Include punctuation. Speak slowly and repeat each sentence. Rotate and have students read what they have written.

Variation: As students read what they wrote, write the story on the board so that they can see the correct words/spelling.

GAMES/ACTIVITIES – WRITING

Improve Writing Skills, including Grammar and Syntax, and Vocabulary.

THE WRITER

Assign a topic and ask students to write a short story. This can be any topic – serious or comic: Each student will read the story to the class.

Topic Ideas:

Describe your ideal job.

Write a letter to a friend.

Write a letter to a business regarding a faulty product.

Describe your pet.

Note: You could use the Language Experience Technique with Beginning students.

CREATE A STORY (Intermediate-Advanced)

(Basic version, *Create a Sentence*, noted under Grammar and Syntax.)

Make up small cards with one word on each. Group the words by part of speech and put them into a baggie, envelope, or other container. Have each student pull a card from each container. Group students into teams and have them write a short story using all of the words of the group members. Set a time limit. Have a member of each group read the story to the class.

Variations: With lower level classes use nouns and verbs only. You might add modifiers, (adjectives/adverbs) for intermediate students and prepositions, etc. for advanced students.

GAMES/ACTIVITIES - PICTURES

Depending on the activity, pictures can help your students improve various skills ranging from knowledge of basic Vocabulary to advanced Speaking, Listening Comprehension and Writing.

Cut pictures from magazines, newspapers, coloring books; a used *Pictionary*® game; vocabulary cards; the Oxford Picture Dictionary.

PICTURE CARDS (Beginner)

Obtain or make set of cards consisting of a picture card showing a simple item and a corresponding word card containing the name of the item. Have one student select a picture card. The next student must find the corresponding word card.

SHOW AND TELL

Show a picture to the class and:

Have students name the item(s) in the picture. (Beginner)

Have students group pictures according to category – fruit, furniture, clothing, etc (Beginner – Intermediate)

Have students tell a story about the picture. Have more than one student describe the same picture and encourage different versions.
(Intermediate - Advanced)

Have students write a story about the picture then read their story to the class.
(Intermediate – Advanced)

Variation: Have students bring in a picture they choose – family, home, vacation, whatever - and tell the class about it.

WANTED POSTERS/PICTURE ID (High Beginner-Advanced)

Place several pictures containing diverse people where all students can see them. Describe the “wanted” person. The first student/team to correctly identify the person wins.

Example: *Wanted: Bugsy Malone. Straight, brown hair. Brown eyes. Large, crooked nose. Approximately 5’7” tall. Pierced nose with large, gold ring.*

Variation: Use pictures of household objects, cartoons, whatever. Vary vocabulary depending on the level of your student.

GO FISH! ® (Beginner-Low Intermediate)

Have two pictures of each item – either copies or different but recognizable as the same item. Example: two pictures of a dog. Shuffle cards and deal six, face down, to each player. Place the remainder of the cards face down in the “pond.” The object is for each player to form pairs of cards. Rotate turns. The first player chooses another player and asks for a particular card. Example: “Do you have a bottle of milk?” If Player 2 has the appropriate card, he must give it to Player 1. If Player 1 gets the card he asked for, he lays the pair face down on the table and gets another turn. If Player 2 does not have the card, he tells Player 1 to *Go Fish!*, and Player 1 must choose a card from the “pond.” If it matches what he asked for, he gets another turn. If not, the turn passes to the next player. The game continues until one player has paired all of his/her cards or until all of the cards have been made into pairs (your call). The player with the most pairs wins.

SIMPLE DRAWING EXERCISE (Beginner – Advanced)

Instructor picks a category. The students do a drawing and the other students have to identify the objects in the drawing. This works well with topics familiar to all students such as jobs, family, and food. Optional: Have the class vote on the best drawing.

PICTURE DICTATION (Beginner-Advanced)

Instructor describes something. The students draw what they hear from the description. The instructor should speak slowly and repeat the description several times. The students show their pictures. Optional: class votes and the student with the best (most accurate) picture wins.

For lower level students the story should be simple and use a common topic.
Example: I see a family. There is one son and two daughters. They have a car and a dog.

With more advanced students you can use something less familiar.

Example: *Last night I saw an alien. He had a large, round body with 5 legs underneath. Had no head but did have 3 big eyes in the middle of his body. Above the eyes he had a small, pointed nose. On parts of his body he had short spiky hair.*

Variation: Pair students. Have each student dictate a story to the other, and then discuss the pictures.

CRAZY STORIES (Intermediate – Advanced)

Show each student or team 3 completely unrelated pictures, have them make up a story that contains all 3, then share their story with the class.

Variation: In a higher-level class, give each student a different picture and have the class make up a run-on story, each adding on to the previous stories.

GAMES/ACTIVITIES – KITS/GRAB BAGS

Kits and grab bags provide visual, concrete reinforcement for students learning new, specialized Vocabulary and Dialogue. They are excellent tools to use with your Tactile Learners.

HOME EMERGENCY KITS

Tool Kit

Suggested items: hammer, tape measure, screw driver(s), nails, screws, etc.
Have students identify the parts of the tool kit. The one who names the most tools wins the kit

First Aid Kit

Suggested items: Band Aids, gauze, aspirin, antiseptic, etc.
Have the students identify the parts of the kit. They should be able to point to the body part where you would use the kit content.
Examples: Band Aid – finger, Gauze – arm/leg, Aspirin crème – cut

It would be advisable to precede this exercise with the body parts chart. The body part chart could be used by the student to indicate the location of the first aid item.

WEEKLY BAG GRAB

This fun game could be done on a repetitive basis. The teacher should grab some household items and bring them in a basket. The items could be random or based on category.

Examples:

Kitchen – Spatula, whisk, meat thermometer, measuring cup, pots, pans
Bathroom – Soap, toothbrush, deodorant, tissues, shampoo
Dining Room – Plate, bowl, utensils, candle, placemat
Play room – games, toys, stuffed animals

GAMES/ACTIVITIES – MISCELLANEOUS

FIELD TRIPS (All Levels)

Take it on the road! A field trip provides your students with a concrete experience in a real life situation. A trip to the supermarket is ideal for teaching the names of foods, pricing, coupons, etc. Go to a restaurant to teach appropriate dialogue and reading a menu. Keep it relevant to your students.

EMERGENCY PHONE NUMBER LIST (All Levels)

This exercise can be connected to sessions on health and/or emergencies. Have students bring in a list of their emergency numbers. The list could include:

- Fire
- Police
- Doctor
- Dentist
- Babysitter
- Spouse cell phones
- Spouse work number

Can be done as a game - the student with the most comprehensive list wins.

NEWSPAPERS (Beginners-Intermediate)

The newspaper is a great resource to teach a variety of topics including the weather, job-hunting, shopping (coupons and ads), current events, etc. The *Times-News* can provide an instruction kit with ideas – call BRLC if you want one.

COUPON GAME (Beginners-Intermediate)

Bring in the Sunday paper coupon section. Have students cut out coupons for food they will buy. Have them name the food and add up the cost of the coupons. The student who saves the most money wins. Good to use in sessions on food and/or money.

SIMON SAYS (Beginners-Intermediate)

Instructor says “Simon says” followed by whatever instructions you want. Excellent for teaching action vocabulary. Vary complexity of commands based on students’ skill level.

Examples: *Simon says stand up; Simon says go to the blackboard.*

SINGING/MUSIC (All Levels)

Children’s songs demonstrate the effectiveness of learning when words are linked to music. As adults we can readily recite the words to many songs because the tune and the words are linked in our minds.

Singing

Simple tunes can be used on the beginner level to teach vocabulary. Teacher should sing – if you dare! - a short (3-4) verse song. Words or pictures might go with the song. This activity needs some research and creativity – your input is welcome!

Example: The *Alphabet Song* for low beginners.

Example: *The Hokey-Pokey* is a great for teaching body parts! “You put your right foot in, you put you right foot out, you put your right foot in, and you shake it all about. You do the Hokey-Pokey, and turn yourself around. That’s what it’s all about!” Repeat verse with various body parts.

Music

Example: Holiday music – creates camaraderie and teaches culture.

Example: Pop tunes are excellent for helping advanced learners improve their listening comprehension and learn slang/idioms.

Example: Play music that may be familiar to all and ask students to share the feelings or memories elicited by the music. Classical music may work well for this exercise.

COLOR CHART (Beginners)

Give each student a few cards (no colors should be duplicated among the students). Ask them to hold up the color card you call out. They should repeat the name of the color. Have the students draw color cards for the clothing they are wearing then identify the color name.

FRUIT/VEGETABLE CHART (Beginners-Intermediate)

“What I like to eat” is a good icebreaker that will get students to share information. Ask students to point out their favorite food and pronounce the name. As they progress, you could use a menu from a local restaurant for identifying the names.

MAPS (Beginners-Intermediate)

Icebreaker

Have the student go to the map and point out their native country, state (where applicable), and city. Ask them to share some information about their country/town, etc.

Directions

Maps are ideal for teaching direction. After teaching the appropriate vocabulary, ask each student to provide directions from point A to point B. Example: Tell us how to go from BRLC to the Main Library. A local map can be used and has the additional advantage of helping students become familiar with the area they live in.

Culture

Ask students to identify states and other information on a U.S. map.

BODY PARTS CHART (Beginners-Intermediate)

As you point to the body parts, have the student provide the name. Ask students to approach the chart and see how many parts they can name. The student who identifies the most parts wins. This exercise can progress to identification of ailments tied to the body part. (Chart attached.)

Head	–	Ache
Nose	–	Cold/Runny/Stuffed Up
Ear	–	Ache
Neck	–	Cough
Eye	–	Allergies/Pink Eye
Chest	–	Cough/Cold
Stomach	–	Upset
Throat	–	Sore/Cough