

Activities

I. Vocabulary, Grammar, and Pronunciation

A. The Fly Swatter Game:

This activity can be used with numbers, the alphabet, times, prices, minimal pairs or new vocabulary words. Write 15-20 examples from the topic you're working on (letters, body parts, etc.) randomly all over the board. Divide the class in to two teams and have them line up facing the board. The first person from each team gets a fly swatter. Call out a word from the board, ie. elbow. The first person to swat the word on the board with the fly swatter wins a point for their team. Continue the game until everyone has had a turn or until the fun runs out! Keep score.

B. What Did You Do Game:

This game is great for practicing the simple past tense. Write commands on strips of paper such as: write in your note book, stand up, walk around, dance, hop on one foot, etc. Give each student a slip of paper. Each student will act out what is on the slip of paper. Then have everyone ask all together: "What did you do??!!" The student must answer in the past tense complete sentence. (e.g. I stood up.)

C. Body Part Practice:

Head, Shoulders, Knees and Toes; Hokey Pokey; Twister; labeling each other's body's with post-it notes

D. Memory/Concentration Game:

Make two pictures of each vocabulary word you're practicing. Turn them face down and take turns choosing two cards, trying to find a match. The key is to identify each picture every single time you turn over a card. The person who gets the most matches is the winner.

E. Go Fish:

Make two pictures of each vocabulary word you're studying. Use them to play Go Fish (If you have *living room*, you have to ask for the other *living room*). Another way to play is with minimal pairs (*sheep, sheep, ship, ship*) This can also be a way to practice grammar: you can write the simple form and the past tense of the words you've studied, so if you have *eat* you have to ask for *ate* to make a pair, etc.

II. Reading

A. Team dictation:

Write a list of 5-10 sentences that have to do with what you're working on. Explain that partner A will be the reader and partner B will be the writer. The trick is that

the list of sentences is on the other side of the room. All the partner B's must walk (not run!) over to the paper, read a sentence or a part of a sentence, then walk back (not shout across the room) and tell partner A what to write. Partner B must go back and forth as many times as it takes to get all the information. If you want, you can have them switch jobs halfway through. If there is just one student, you can give the dictation in the standard way and then let the student look and make corrections afterwards.

B. Sentence Scramble:

Create sentences based on the level of your class. Write each word of the sentence on an index card. Give each student one part and have them stand up and arrange themselves in order to make a good sentence. Remind them that you can narrow down what the first word might be if you find the words that begin with capital letters. You could also have them arrange the pieces on the table individually or in pairs.

C. Song Lyrics

Choose a song that is relatively slow and clear. Type up the lyrics and then cut them apart into several sections. Have students listen to the song and arrange the lyrics in order.

III. Writing:

A. A, B, C Story:

Tell your students to take out a piece of paper and tell them that they can write a story about anything you want. Tell them that each line of the story must begin with the next letter in the alphabet. In other words, the first sentence must begin with 'A,' the second with 'B,' and so on. It is also possible to start with a letter in the middle in the middle of the alphabet like 'H.' Here is an example of such a story:

*Almost 300 years ago there lived a princess in a castle far away.
But her stepmother was an evil witch who was extremely jealous of
the princess' beauty. Carefree and fun loving, the princess
never suspected that her stepmother would lock her in the highest
tower of the castle.*

B. Post cards:

Have students write and address postcards (to each other, to you, to themselves, to a friend, whatever)

C. Sending away for Free stuff

Find something to send away for, ie. free bumper stickers, anything off of a cereal box, etc Have students write a letter, address the envelope, include the self addressed stamped envelope, etc.

D. Once Upon a Time:

Tell your students to take out a piece of paper and start writing a story about anything they want. They must start their story with “once upon a time”. Every four to five minutes fold your piece of paper showing only the last two lines they wrote. Then pass your paper to the person next to you. Continue this about five or six times. Then share the stories with the rest of the class

E. Picture Pass:

Have students get out a clean piece of notebook paper. Each person draws a picture in the very top of the paper, and passes their paper to the next person in the circle. That person looks at the picture and writes a sentence about what is happening. Then they fold down the paper so you can't see the picture and pass it to the next person. That person draws a picture about the sentence that is written, folds the paper so all you can now see is their words. It goes on and on like this, alternating between drawing and writing until you get back to the original person who started it. Then you unfold everything and see how the story changed or stayed the same.

IV. Listening and Speaking

A. Conversation Rotation:

Create questions that are the appropriate level for your students. Write down these questions on separate cards. Arrange students in two lines facing each other. One line of people will do the asking, and the other line of people will answer. Give everyone in the asking line a question. They will ask the person across from them, and the answerers will have 1 minute to respond. Even if they think they're finished, they have to keep talking for the full minute. When time is up, ask them to put the questions down in front of them and rotate. They will all move over one place, pick up the next question, and continue in this way until everyone has asked and answered every question.

B. Story Sequence:

Create a story about whatever themes you're working on (going to the doctor, applying for a job, etc.) Draw 5 pictures that illustrate the story. As you tell the story, have the student/students arrange the pictures in order. Then have them retell the story using the pictures as a guide.