

# [English & Me]

## CULTIVATING YOUNG MINDS

Teachers are the key to the future!

- 1. CREATE AN ENGLISH SPEAKING ENVIRONMENT**
- 2. USE NATIVE RESOURCE MATERIALS**
- 3. BE CURIOUS & SHARE INFORMATION**
- 4. CONTENT LANGUAGE INTEGRATED LEARNING**



Written by Heather Bonte – Oct 2008

## CULTIVATING YOUNG MINDS....

As a teacher of the future adults of our world, you have one of the most important jobs there is. Although sometimes you might wonder by the size of your pay check. 😊 You have small human beings eager to learn and discover with you on a daily basis.

You CAN make a difference as a language teacher. Yet I'm going to disappoint you, because it isn't your knowledge which will make the difference.

The most important thing you can transmit to these young minds is:

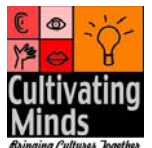
-SELF CONFIDENCE

-INTEREST EVEN PASSION FOR LEARNING

### **WHY you ask?**

In the long run, not many children passing through your classroom will remember anything about the difference between past progressive or past simple verbs.

BUT they will take with them the self-confidence and interest for English that ensues from your teaching style or method. This will not only form their character as human beings, but push them to pursue with eagerness and thirst their English language learning. It will open new horizons for them and hopefully they will be able to put their skills and knowledge to use where it matters whether that be in a working environment or for pleasure travelling .



## CULTIVATING YOUNG MINDS....

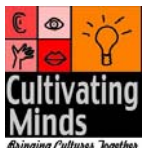
### **What does SELF CONFIDENCE have to do with language learning?**

A confident learner will take risks and only in taking risks can he/she make mistakes. Remember that we learn from our mistakes!

### **How could your passion for the English language, English speaking cultures or any other subject have any effect on your students' learning?**

Putting aside the English language, try to think back to your school years. Which teachers do you still remember? Usually, as human beings, our brains are triggered to remember the more positive experiences yet a negative experience can also have a lasting, unconscious effect on us. Make a list of the teachers that left their mark on you. Next to their names write down the particular reasons for your fond and/or horrible memories of them.

I think you will come to a conclusion similar to one I came to a couple years ago making the same list. These teachers had an “inner light” which we can name anything you like interests, pet peeves or hobbies that they let shine through in their teaching methods. I believe that my fondness for reading, which was also nurtured by my family, sparked when I was in 3<sup>rd</sup> grade and my teacher, passionate about literature, would read to us every day after lunch.



## CULTIVATING YOUNG MINDS....

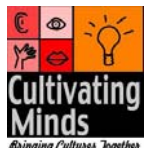
Do you think that 30 years later I can remember the capitals of the 50 states that I learned by heart that year with her? I can't.... yet I can remember crying as did almost all my classmates as she was reading "Where the Red Ferns Grows". And as did my children when I read it to them...

We are extremely emotional beings and as knowledge is the key to many things we can only become knowledgeable beings if the desire to explore and learn is cultivated in us as young students.

Parents play a key role in this, but as a teacher **YOU DO TOO!**

You have that "inner light" as I believe most of us do. And the most fabulous thing is... that "inner light" is what makes us unique. It is what makes each and every one of us capable of cultivating different aspects of our young students.

Look at your list again and I'm sure you can remember exactly what types of subjects/themes these teachers craved to talk about. Was your history teacher a Medieval freak or your Science teacher a green thumb? What lasting knowledge or skills did you leave their classroom with? **MORE IMPORTANTLY** What did they make you passionate about?



## CULTIVATING YOUNG MINDS....

Your “inner light” will only shine through with self confidence and realizing that you are a role model for your students. AND...

“You are the best teacher for your students!”

EXCUSES, EXCUSES...

**Your English isn't perfect.**

Guess what I'm native and I still make mistakes....

**Your English oral skills could be better. Your accent inhibits you.**

Practice makes perfect. The more you use the language the better you will get.

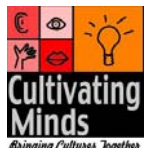
**You sing off key.**

You are not trying out for the Star Academy. Singing a song can be enjoyable for even those who aren't sopranos.

**You don't know where to start...**

Now this is an excuse I like.. because you have ridden yourself of all the nonsense excuses and you're ready for some action.

**Let's make teaching English as fun as learning it!**



## CULTIVATING YOUNG MINDS....

### A COUPLE IMPORTANT TIPS ....

#### **ENGLISH, ENGLISH, ENGLISH**

Never ever speak to your students in any other language. It will make your life much easier in the long run.

#### **TWO HEADS ARE BETTER THAN ONE**

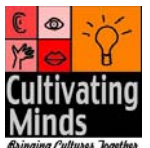
When possible, make sure you work with your students in groups. It will help in many ways as more attentive students will have a calming effect on the more energetic as higher level students will assist lower level. Group work is always more productive because of information sharing.

#### **DELAY HAND OUTS**

In order to increase your students' focus, make sure that you only give out written material once you have covered the theme verbally and followed up with some interactive activities.

#### **TEXT BOOKS**

I've never ever seen anyone passionate about a text book, so if possible use them as little as possible during classroom time. Send it home as homework. Get parents involved!



## CULTIVATING YOUNG MINDS....

### ENGLISH AND ME PHILOSOPHY ....

#### 1) 4 KEYS TO TOTAL IMMERSION

- Living the language
- Having fun with it
- Sharing it
- Doing it over and over

#### 2) DOING IS WHAT IT'S ALL ABOUT

The famous saying....

Tell me once and I'll remember 10%

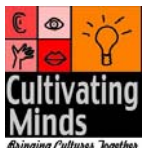
Have me read it and I'll remember 20%

Have me do it and I'll remember 100%

#### 3) KNOWLEDGE ISN'T KEY

The famous saying...

Knowing the answer is great, but knowing where to find it is even better.



## CULTIVATING YOUNG MINDS....


### **1. CREATE AN ENGLISH SPEAKING ENVIRONMENT**

Children's imagination and their thirst for exploration and play will make this task easy.

- Make each student select an English name that he/she goes by in English class all year long
- Decorate the classroom or a small pin up board that can be carried around with maps or pictures of different English speaking countries.
- Place your students in groups named after English-speaking countries UK, Australia, USA, Canada and South Africa
- Create a passport which will give you a good pretext to teach or review basic vocabulary
- Many activities and fun information quests can be derived from having different countries in your classroom. Thanks to internet, students have access to lots of information in the comfort of their own home.
- Use incentives to uphold an English speaking environment in class. Children are extremely receptive to positive reinforcement. Most english-speaking countries have stars in their flags... you could have an incentive chart in which you reward stars to groups.



## PASSPORT

Photo	<b>First name</b>	<b>Middle name</b>	
	<b>Last name</b>		
	<b>Date of Birth</b>	<b>Place of Birth</b>	
<b>Eyes</b>	<b>Hair</b>	<b>Height</b>	
<b>Occupation</b>			
<b>Hobbies</b>			
<b>Favourite food</b>			
<b>Current address</b>			
<b>Countries recently travelled</b>			

## INCENTIVE CHART

OCTOBER	Leaders get to.....
Australia	★ ★ ★
Canada	★
South Africa	★
United Kingdom	★
U. S. A.	★

## CULTIVATING YOUNG MINDS....

### 2. USE NATIVE RESOURCE MATERIALS

#### Deduction just like Sherlock Holmes

They will need to deduce again just like they did when they were young infants learning to speak their mother tongue. There will be vocabulary that they don't understand, but it will be logged in and further along they will learn the meaning from context. Now some children will be more reluctant, but they will catch on as it is a primary skill we all used in our life.

#### Culture

The advantage to using native materials is the fact that you are naturally passing on cultural aspects of the country while doing so. Children will be challenged yet enjoy doing the same activities as their English-speaking counterparts. They will be aware of the English-speaking trends like playing Top Trumps or doing Mad Libs. You might have to adapt the playing style or modify the rules in order to accommodate for a lower level of English, but it will be well worth your trouble.

It will also help you to analyse these materials before actually putting them to use in your classroom.

## THEME PREPARATION

Material: XXXXXX

Themes: XXXXXX

Classroom goals: teach/review/practice/stimulate

grammatical concepts

oral skills

listening skills

vocabulary

reading

teacher-student interaction

student interaction

Interactive Activities/Games:

Rhyme Me

Simon Says

I Spy

Role playing

Guess what?

Mime - Pictionary

Mad Libs

Hangman

BINGO

Mix Match sentences

Six Ws

Opposite/Synonym Game

Vocabulary: the vocabulary words in the material, notes and any extra vocabulary should be saved in an Excel document making it easily accessible for theme preparation.

## THEME PREPARATION EXAMPLE

Material: Book "Bear at Home" & Song "Here We Go Round the Mulberry Bush"

Themes: Home - Daily activities

Classroom goals: teach/review/practice/stimulate

**Present Tense & Pronouns:** Mad Libs

**Oral skills:** Guess What & Singing

**Listening skills:** BINGO & I SPY

**Vocabulary:** Rhyme Me

**Reading/Writing:** Hangman & Six Ws

**Teacher-student interaction:** all of the above

**Student interaction:** working in groups during activities

Interactive Activities/Games:

Rhyme Me

I Spy

Guess what?

Mad Libs

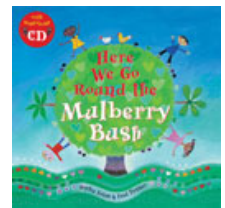
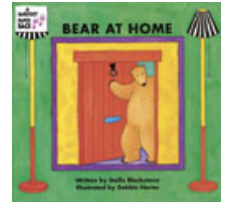
BINGO

Six Ws

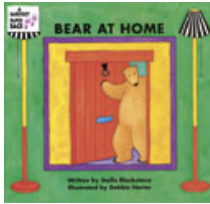
Hangman

Singing

Vocabulary: examples next two pages



# THEME PREPARATION EXAMPLE



## Bear at Home

Written by: Stella Blackstone

Illustrated by: Debbie Harter

Published by: Barefoot Books

This is bear's **house**,  
And this is the **key**.  
Open the **door**,  
And what do you see?  
This is the **kitchen**,  
All clean and **neat**,  
And this is the **dining room**,  
Where bear likes to **eat**.  
This is the **playroom**,  
With a great big **toy chest**,  
And this is the **sitting room**,  
Where bear likes to **rest**.  
This is the **hallway**,  
Where bear climbs the **stairs**,  
And this is the **library**,  
With bog, cosy **chairs**.  
This is the **bathroom**,  
With walls painted **bright**,  
And this is the **bedroom**,  
Where bear says **goodnight!**

## Extra Vocabulary

Basement

Attic

Garage

Garden

Sink

Refrigerator

Stove

Oven

Bin

Cupboard

Sofa

T.V.

Rug

Coffee Table

Dining Table

Chairs

Closet

Bathtub

Toilet

Sink

Bed

Dresser

Night stand

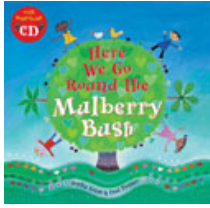
Lamp

Alarm clock

Desk

Books

## THEME PREPARATION EXAMPLE



### Here We Go Round the Mulberry Bush

Written & Illustrated by: Sophie Fatus

Sung by: Fred Penner

Published by: Barefoot Books

Here we go round the mulberry bush, the mulberry bush, the mulberry bush. Here we go round the mulberry bush, so early in the morning.

This is the way we jump out of bed, ..., ....

This is the way we wash ourselves, ..., ...

This is the way we brush our teeth, ..., ....

This is the way we comb our hair, ..., ...

This is the way we put on our clothes, ..., ...

This is the way we eat our food, ..., ...

This is the way we clean our bowls, ..., ...

This is the way we go to school, ..., ...

This is the way we wave good-bye, ..., ...

**Invent extra added verses....**

**This is the way we study at school, ..., ...**

**This is the way we eat our lunch, ..., ...**

**This is the way we play all day, ..., ....**

**This is the way we read a book, ..., ...**

**This is the way we watch T.V., ..., ...**

**This is the way we go to bed, ..., ...**

**Let each student stand up and say their favourite activity.**

### Extra Vocabulary

Alarm clock

Soap

Washcloth

Toothbrush

Comb

Brush

Trousers

Shirt

Pullover

Underwear

Socks

Shoes

Dress

Cereal

Bread

Jam

Milk

Juice

Bowl

Plate

Spoon

Glass

Car

Bike

Bus

Walk (by foot)

Car

Food

CULTIVATING YOUNG MINDS....

# INTERACTIVE GAMES AND ACTIVITY IDEAS

# RHYME ME

We love phonics.

We believe that it gives power back to the student. It gives them the keys to understand the complicated system of pronunciation in English. Most children love to imagine and construct and this is the best set of building blocks that you can give them. They naturally integrate rules and exceptions through trial, error and repetition.

## Rhyme Me

Activity type: Group work (the size of the groups depending on the amount of words)

Materials: 1 dictionary per group

Previous knowledge: alphabet (singing the alphabet song before starting the activity)

Activity description:

- 1) each group is assigned a pair of rhyming words found in the material
- 2) they must find by trial and error or whatever method they choose the complete list of rhyming words
- 3) they also need to know their meaning which can then be used to mime or play pictionary with the other groups
- 4) Groups that find the most words or find bonus words like "ite" has the same pronunciation as "ight" should be rewarded with some type of incentive

EXAMPLE: NIGHT SIGHT

Student Trial Error run

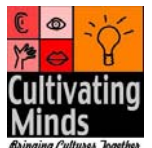
Aight	Ight	Right
Bight	Jight	Tight
Cight	Kight	Uight
Dight	Light	Vight
Eight	Might	Wight
Fight	Oight	Xight
Gight	Pight	Yight
Hight	Qight	Zight

Student Final list

Bight
Fight
Light
Might
Night
Right
Sight
Tight

Teacher suggestions

Alight	Kite
Alright	Knight
Bite	Site
Blight	Weight
Bright	White
Cite	Wright
Flight	
Fright	
Height	





## I SPY

“I spy with my little eye, something.... “

This is a game that started in the early 20<sup>th</sup> century often used by parents on long trips. What a great game for teacher/student interaction, listening skills and oral skills.

## I SPY

Activity type: Individual

Materials: book or poster with lots of visible objects

Previous knowledge: vocabulary found in the material if using method 2

Activity description:

- 1) each student listens to the riddle
- 2) each student wanting to make a guess raises their hand and waits to be called on
- 3) each correct answer is rewarded by some kind of incentive or the next turn to make a riddle for the class

Two methods:

### Method 1

teach new vocabulary

I spy with my little eye a truck that's blue.

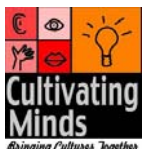
In this method the children don't necessarily know what truck means but they have the colour hint. They need to point to the object or indicate its location verbally. There might be more than one blue object meaning some trial and error which is good for expanding vocabulary.

### Method 2

review vocabulary

I spy with my little eye something blue beginning with T.

In this method, the teacher must make sure that the word is common knowledge among the students. The teacher may or may not include a separate hint like colour or quantity.



## GUESS WHAT?

This game is great as children will get really involved in spontaneous speech and interact with each other in English.

They will need to use their listening skills and memory to keep track of all the clues.

### Guess What?

Activity type: Individual or Group

Materials: a hidden area and objects or flashcards representing objects

Previous knowledge: lots of vocabulary

Activity description:

- 1) a student sits behind the hidden area in front of the class. He/she will find the objects in this hidden area. The student starts with one object.
- 2) each student or group takes turns in asking a question that can only be answered by "Yes it is/does." or "No it isn't/doesn't."
- 3) after each reply the student or group gets a chance to guess at the object's name
- 4) teacher's should write the list of words used in two columns as a written reminder This is an excellent time to make any preposition corrections and confirm spelling.

**Example:** *vocabulary should be linked to a theme and later on in the year you could have a SUPER GUESS WHAT with a mixture from all themes covered over the year or the last trimester.*

Hidden object: tree

Teacher's written reminder:

Question types:

Is it living?

Is it blue?

Does it have live inside?

Can you find it in a park?

Can you find it in a garden?

Is it small?

Is it soft?

YES

Living thing

In a park

In a garden

NOT

Blue

Living inside

Small

Soft

IT'S A ????



## MAD LIBS™

This word game that often results in humorous stories when read aloud was invented by Leonard Stern and Roger Price in 1953 in the USA.

It is an excellent game for building reading, writing and comprehension skills, reviewing grammatical structures and expanding vocabulary.

### Mad Libs™

Activity type: Group

Materials: a short story with blanks and a list of words fitting into 4 categories to fill those blanks

Previous knowledge: lots of vocabulary

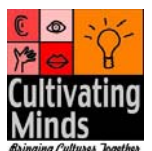
Activity description:

- 1) one student asks for the different types of words needed and fills the blanks in with the words given by his/her group
- 2) the group then reads their story
- 3a) the group then draws a picture of the story's outcome with their words
- 3b) the group then plays out the story in front of the rest of the class while one person from their group reads it aloud

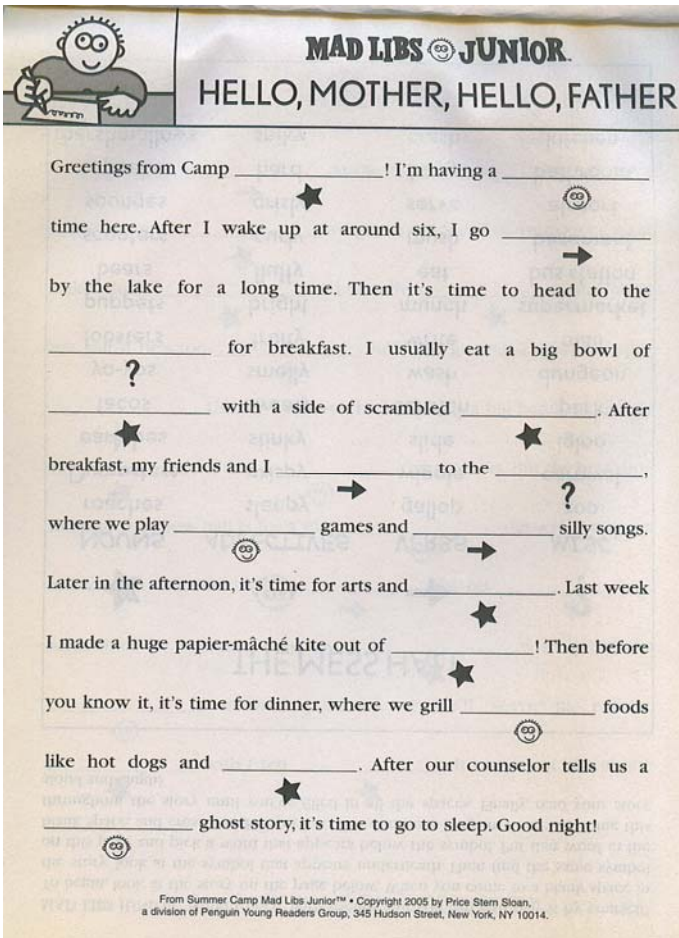
**Example:** on the next page, you'll find an example of a real Mad Lib that shouldn't be reproduced for copyright reasons as most of you know. I wanted you to have an idea of what Mad Libs were. If you don't want to purchase them ready made, then you can also make them up by yourself or use a familiar text transforming it into a Mad Lib.

The excerpt I have copied for you was published by the Price Stern Sloan Company with a copyright in 2005 and its title is "Summer Camp Mad Libs Junior"™

The advantage of making your own is finding exactly the vocabulary you need and not having to modify the list of words to your students' English level.



# MAD LIBS™



**MAD LIBS JUNIOR**  
HELLO, MOTHER, HELLO, FATHER

Greetings from Camp \_\_\_\_\_! I'm having a \_\_\_\_\_  
time here. After I wake up at around six, I go \_\_\_\_\_  
by the lake for a long time. Then it's time to head to the \_\_\_\_\_  
\_\_\_\_\_ for breakfast. I usually eat a big bowl of \_\_\_\_\_  
\_\_\_\_\_ with a side of scrambled \_\_\_\_\_. After  
breakfast, my friends and I \_\_\_\_\_ to the \_\_\_\_\_,  
where we play \_\_\_\_\_ games and \_\_\_\_\_ silly songs.  
Later in the afternoon, it's time for arts and \_\_\_\_\_. Last week  
I made a huge papier-mâché kite out of \_\_\_\_\_! Then before  
you know it, it's time for dinner, where we grill \_\_\_\_\_ foods  
like hot dogs and \_\_\_\_\_. After our counselor tells us a  
\_\_\_\_\_ ghost story, it's time to go to sleep. Good night!

From Summer Camp Mad Libs Junior™ • Copyright 2005 by Price Stern Sloan,  
a division of Penguin Young Readers Group, 345 Hudson Street, New York, NY 10014.

## HELLO, MOTHER, HELLO, FATHER

★	☺	➔	?
NOUNS	ADJECTIVES	VERBS	MISC.
mushrooms	chewy	giggle	library
diapers	squishy	sing	funhouse
pickles	crunchy	chatter	arcade
puppies	gooey	splash	park
telephones	soft	walk	circus
clams	chunky	flip	pet shop
sardines	greasy	wiggle	museum
donuts	sweet	zip	bakery
olives	grumpy	jog	doghouse
termites	wrinkly	sprint	school
milkshakes	squiggly	dance	beach
clowns	wormy	wag	outhouse

# BINGO

Bingo is a much better game to play than the general lotto's you'll find for children. It ensures that children are listening as they can't copy their neighbor.

Bingo is a form of lottery that can be traced back to Italy in the year of 1530. Its random quality makes it a game full of suspense that your students will want to play over and over again.

## Bingo

Activity type: Individual

Materials: tokens and word cards

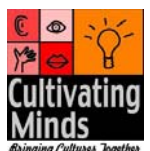
Previous knowledge: vocabulary

Activity description:

- 1) each student is given a word card (each word card should be unique) and tokens
- 2) the teacher or designated student selects the words from a bag and announces them
- 3) the students place a token on the words that they can find on their card
- 4) the first player with a straight line of 5 tokens wins the game
- 5) game cards can be exchanged or words thrown back into the bag and shuffled

**Example:** It is a simple task when using Excel, because just the slightest change by switching a column or adding a new word or two will make the result much different. The important thing is that every card be unique. A big vocabulary list will help you achieve this and give you a couple of fun sessions of BINGO before exhausting all the words.

The examples on the following page were made within less than 5 minutes using Excel.



# BINGO WORD CARDS

B	I	N	G	O
LIVING ROOM	BATHTUB	FRIDGE	SOFA	KEY
CHAIR	BED	GARDEN	PLANT	CLOSET
RUG	BOOK	OVEN	BEDROOM	TABLE
KITCHEN	NIGHT STAND	STAIRS	SINK	BIN
LAMP	LIBRARY	DOOR	SITTING ROOM	DRESSER

B	I	N	G	O
KEY	BATHTUB	WAKE UP	SOFA	LIVING ROOM
CLOSET	BED	GARDEN	PLANT	CHAIR
TABLE	BOOK	OVEN	BEDROOM	RUG
BIN	NIGHT STAND	STAIRS	SINK	KITCHEN
DRESSER	LIBRARY	DOOR	SITTING ROOM	LAMP

B	I	N	G	O
WASH	BOOK	OVEN	BEDROOM	TABLE
CHAIR	BED	GARDEN	PLANT	CLOSET
LIVING ROOM	BATHTUB	FRIDGE	SOFA	KEY
KITCHEN	NIGHT STAND	STAIRS	SINK	BIN
LAMP	LIBRARY	DOOR	SITTING ROOM	DRESSER

B	I	N	G	O
LIVING ROOM	BATHTUB	FRIDGE	SOFA	KEY
CHAIR	BED	GARDEN	PLANT	CLOSET
LAMP	LIBRARY	DOOR	GO TO SCHOOL	DRESSER
KITCHEN	NIGHT STAND	STAIRS	SINK	BIN
RUG	BOOK	OVEN	BEDROOM	TABLE

B	I	N	G	O
FRIDGE	BATHTUB	LAMP	SOFA	KEY
GARDEN	BED	KITCHEN	PLANT	CLOSET
OVEN	BOOK	RUG	BEDROOM	TABLE
JUMP OUT OF BED	NIGHT STAND	CHAIR	SINK	BIN
DOOR	LIBRARY	LIVING ROOM	SITTING ROOM	DRESSER

B	I	N	G	O
LIVING ROOM	SITTING ROOM	FRIDGE	BATHTUB	KEY
CHAIR	SINK	GARDEN	COMB HAIR	CLOSET
RUG	BEDROOM	OVEN	SAY GOODBYE	TABLE
KITCHEN	PLANT	STAIRS	NIGHT STAND	BIN
LAMP	SOFA	DOOR	LIBRARY	DRESSER

## SIX Ws HUNT

Or the Five Ws and One H, were really written for the first time in 1902 by Rudyard Kipling, reknowned author of “The Jungle Book”, in a poem accompanying the tale of "The Elephant's Child”.

*I keep six honest serving-men  
(They taught me all I knew);  
Their names are **What** and **Why** and **When**  
And **How** and **Where** and **Who**.*

This is a fabulous activity that will make your students active participants in the language learning process. It is especially useful when dealing with Science and Social Studies. Yet the 6 Ws apply to any subject if you think about it. You could use the Six Ws to learn about any grammatical concept like nouns or prepositions.

You’ll be surprised not only by what students will find when left to research a subject, but their capacity to remember the facts and share it. You as a teacher might even learn a thing or two.

### Six Ws

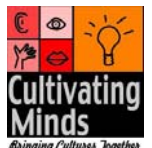
Activity type: Group

Materials: classroom material, reference books, internet, A3 sized paper

Previous knowledge: none whatsoever

Activity description:

- 1) the teacher picks a theme and each group picks or is assigned a W
- 2) the group needs to come up with one or more W questions and each student comes back with the reply and content to support their reply the next day
- 3) the group then forms a complete reply with a written explanation, drawing or images and place it on a A3 sized paper which will be presented to the whole class
- 4) display in the classroom or hallway the Six Ws Hunt results which will push students to add images and make it look nice by decorating their A5 paper



## SIX Ws HUNT (younger children)

### JOBS or OCCUPATIONS

#### WHAT? GROUP

What is a job?

What types of jobs are there?

#### WHY? GROUP

Why do people need a job?

#### WHEN? GROUP

When do you start a job?

#### WHERE? GROUP

Where are jobs?

Where do you find a job?

#### WHO? GROUP

Who has a job?

#### HOW? GROUP

How do you learn a job?

How do you find a job?



## SIX Ws HUNT (older children)

### VOLCANOES

#### WHAT? GROUP

What is a volcano?

What do volcanoes do?

What kinds of volcanoes exist?

#### WHY? GROUP

Why do they exist?

Why do they erupt?

#### WHEN? GROUP

When were they formed?

When do they erupt?

#### WHERE? GROUP

Where can you find volcanoes?

Where do they erupt?

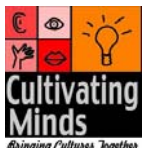
#### WHO? GROUP

Who studies volcanoes?

#### HOW? GROUP

How were they formed?

How can we predict their eruptions?



## SIMON SAYS

A great game to increase childrens' listening skills and verify their comprehension levels.

You could even use this game on a daily basis when you need your students to be paying attention. You can transform it by using your own name to make general classroom activities more fun. Make it "Ellen (teacher's name) says". Ellen says get out your pencils. Ellen says stop talking. Ellen says put on your listening ears. Students are generally more compliant when they feel their participating in a group activity or game.

As being role models is important... we often add please to Simon says. Simon says please touch your nose. Children acquire politeness through role modelling and repetition. Simon says is the perfect game for that.

## Simon Says

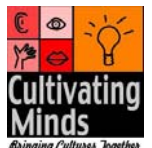
Activity type: Individual

Materials: none whatsoever

Previous knowledge: vocabulary such as action verbs

Activity description:

- 1) the teacher or a selected student is the "IT" or Simon if you prefer
- 2) "Simon says please" is the magic word and any other command given is not correct
- 3) students can be disqualified on two accounts: they obey when "IT" says something other than "Simon Says Please" or they do the wrong thing
- 4) teachers need to play an active role as judge observing and disqualifying when needed
- 5) the "IT" is disqualified if they demand unreasonable things from their fellow students
- 6) the last student remaining becomes the "IT" or receives some kind of reward



# HANGMAN

This is a common game used in classrooms around the world which seems to originate from Victorian times.

It is a guessing game in which the players suggest letters in an attempt to guess the hidden word or phrase.

This is an excellent game to review the alphabet and vocabulary. It also is good for oral skills and creating student interaction in English.

## Hangman

Activity type: Individual











Materials: none whatsoever

Previous knowledge: vocabulary

Activity description:

- 1) teacher starts as hangman or appoints a student to start
- 2) the hangman chooses a word, draws the gallows like sample on next page and draws blank lines for each letter in the word
- 3) students are allowed to guess letters either by raising their hands or in a organized fashion like going up and down rows
- 4) the first student to guess the word or complete it becomes the new hangman
- 5) if 10 or more guesses were wrong then the hangman wins and comes up with a new word

# HANGMAN

- 1  Word: \_ \_ \_ \_ \_  
Misses:
- 2  Word: \_ \_ \_ \_ \_  
Misses: e
- 3  Word: \_ \_ \_ \_ \_  
Misses: e,t
- 4  Word: \_ A \_ \_ \_ A \_  
Misses: e,t
- 5  Word: \_ A \_ \_ \_ A \_  
Misses: e,o,t
- 6  Word: \_ A \_ \_ \_ A \_  
Misses: e,i,o,t
- 7  Word: \_ A N \_ \_ A N  
Misses: e,i,o,t
- 8  Word: \_ A N \_ \_ A N  
Misses: e,i,o,s,t
- 9  Word: H A N \_ \_ A N  
Misses: e,i,o,s,t
- 10  Word: H A N \_ \_ A N  
Misses: e,i,o,r,s,t

## PICTIONARY or MIME GAME

These are another example of word guessing games which reinforce team work, student interaction and spontaneous English speaking.

Pictionary was first published in the USA as a board game in the 1980's and then become so popular they created a game show for children and adults.

Mimes or the performance of pantomime originates at its earliest in ancient Greece. A world of difference in time periods, but quite a similar result when working with them in the classroom.

### **Pictionary or Mime game**

Activity type: Group

Materials: blackboard and chalk

Previous knowledge: vocabulary

Activity description:

- 1) teacher prepares bags with unique vocabulary cards (one bag per team)
- 2) the first team appoints an artist who goes to the blackboard or an actor who goes in front of the class
- 3) the first 60 seconds of drawing or acting all guesses are reserved for the artist's/actor's team
- 4) if they fail then the next 60 seconds of drawing/acting time until the word is found is reserved for the remaining teams
- 5) if they fail then guessing is opened to all teams until the word is found

## ROLE PLAYING & STORYTELLING CHAIN

Interactive play in groups is always great fun. Children have great imaginations and this type of acting activity will bring it out.

### **Role Playing**

Activity type: Group

Materials: none

Previous knowledge: none

Activity description:

- 1) teacher announces the theme
- 2) students in turn decide the background, actors and then act out different roles
- 3) this can be done in different groups and then presented by each group to the whole class or done as an entire class

### **Storytelling Chain** *impossible for anyone to be left aside*

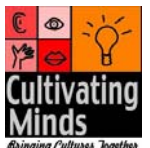
Activity type: Group

Materials: none

Previous knowledge: none

Activity description:

- 1) teacher chooses a theme or subject while students sit or stand in a circle
- 2) the students start by setting the background where, what it looks like, what they hear, who's there, how they feel, etc... (Six Ws) and once the background is set then let the story begin. As one student finishes their idea or sentence they touch the next student who continues with the story.
- 3) the stories turn out all different ways just like when you play the famous game of telephone. You never know what the next person will say.



## MIX AND MATCH

### Sentences, Opposites & Synonyms

It is always a great idea as a teacher working on one's own classroom preparation not prompted by text books to have a general idea of the grammatical concepts the students need to work on over the year. Keeping an active record of the different vocabulary they acquire while doing all these wonderful interactive activities will make developing new games and/or activities easier.

In my opinion Excel is the most efficient tool for that (example on the next page). In just a couple clicks, you can come up with vocabulary cards and bingo cards and lots of great props for classroom games.

The vocabulary cards are especially important in the games below. Always make sure you integrate new vocabulary and student's proposals too in the Excel file.

### **Mix and Match**

Activity type: Group or individual

Materials: numbered bags of vocabulary words, paper and pencil/pen

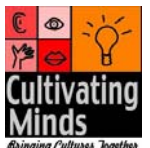
Previous knowledge: none

Activity description:

- 1) the bags are given out to the different students or groups
- 2) rules of the game decided by the teacher must be stated in the beginning
- 3) students are given a limited time to do one, two or all of the following

- a) make up correct sentences
- b) find opposites
- c) find synonyms

- 4) The group or student finding the most wins the game and reward.



# VOCABULARY

## Excel Worksheet 1

T1	WAKE UP
T1	BEDROOM
T1	BED
T1	BASEMENT
T1	BRUSH TEETH
T1	CLEAN
T1	WASH YOURSELF
T1	JUMP OUT OF BED
T2	JOBS
T2	TEACHER
T2	TEACH
T2	LEARN
T2	DESK
T2	SCHOOL
T2	FIREMAN
T2	DOCTOR
T2	HELP
T3	BODY
T3	TALL
T3	FAT
T3	EXTREMETIES
T3	HEAD
T3	ARM
T3	LEG

## Excel Worksheet 2 linked to Worksheet 1

Vocab	Word type	Opposite 1	Opposite 2	Synonym 1	Synonym 2
WAKE UP	VERB ACTION	GO TO SLEEP			
BEDROOM	NOUN				
BED	NOUN				
BASEMENT	NOUN	ATTIC		CELLAR	
BRUSH TEETH	VERB ACTION				
CLEAN	VERB ACTION				
WASH YOURSELF	VERB ACTION				
JUMP OUT OF BED	VERB ACTION				
JOBS	NOUN	JOBLESS			
TEACHER	NOUN				
TEACH	VERB				
LEARN	VERB				
DESK	NOUN			BUREAU	
SCHOOL	NOUN				
FIREMAN	NOUN				
DOCTOR	NOUN				
HELP	VERB ACTION				
BODY	NOUN				
TALL	ADJECTIVE	SMALL			
FAT	ADJECTIVE	THIN		OVERWEIGHT	
EXTREMETIES	NOUN				
HEAD	NOUN				
ARM	NOUN				
LEG	NOUN				
TRUNK	NOUN				
CHEST	NOUN				
ORGANS	NOUN				
HEART	NOUN				
BREATHE	VERB ACTION	HOLD BREATH		INHALE	EXHALE
LIVE	VERB	DIE		SURVIVE	



## COMMON CLASSROOM ACTIVITIES

Singing, Card games, Board games,  
Arts & Crafts and Drawing

These are the most common activities that most teachers use at some point in time in their classroom. There isn't much more that we can do here except maybe give you some hints on how you can get the most out of each of them.

### Singing

This is a must and if you don't do it then you should be doing it at all ages. Music is a language in itself and it helps children overcome their fear in speaking and correct their pronunciation. Everything sounds better when you sing it!

Activity type: Group

Materials: music (not essential)

Our hint: allow children to only listen to or sing along with the music with words a couple times. From then on it should be a musical version without words and if you can't find that then just go A CAPPELLA. That is the only way you will get children to really learn and truly sing the words. This is especially true when preparing school performances for other students or their parents.

## COMMON CLASSROOM ACTIVITIES

### Arts & Crafts

Arts & crafts in English is a popular trend in teaching. Although, that doesn't necessarily make it an efficient language learning activity. We believe that the activities found in the numerous text books published recently demanding colouring, cutting and pasting are busy work. They in no way at all stimulate childrens' imagination and they certainly don't stimulate language learning.

Activity type: Individual

Materials: depends on the project

Our hint: our advice here is to go with real arts and crafts projects

- 1) Choose a project relating to the current theme or a current holiday. You can find tons of projects on the internet, in reference books no matter what language or just using your own imagination.
- 2) Translate if necessary to English and simplify the instructions so that your students can easily understand and write them down. Verify this by doing the project yourself following your own instructions.
- 3) Now give the material to your students, verbally explain the instructions, have them write down what they understood in a format you have given them (Project Name, Materials needed, Time required, Instructions) and then have them start. As they work, you may check one by one their written instructions and answer any questions they might have in English.

### Drawing/Colouring

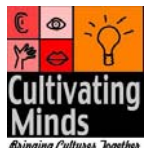
This is an activity used way too much in classroom time. In our opinion, it is busy work. All classroom time should be dedicated to observing, listening and speaking in English.

Activity type: Individual

Materials: paper, markers, crayons

Our hint: if drawing/colouring is necessary then our advice is too make it relative to the current theme, use children's imagination and ask them to write a short explanation or name the different parts of their drawing.

Ex. Have them draw their dream house and label the different rooms/furniture in their future home



## COMMON CLASSROOM ACTIVITIES

### **Card Games**

We love card games especially TOP TRUMPS. With a little imagination, any card game or set of flashcards can be used in an interactive way. The great thing about card games is they have to be played quickly which stimulates spontaneous English speaking in the classroom.

Activity type: Group

Materials: cards

Our hint: don't be afraid to make up your own rules or adapt them so they fit your students' learning level.

### **Board Games**

These are fun activities to play in small groups and you'll find many games out on the market. You'll find a couple games big enough to involve the whole class such as Twister or the large versions of Snakes and Ladders.

Activity type: Small groups

Materials: board games

Our hint: spend a little time with each group observing and correcting if necessary their English.

## CULTIVATING YOUNG MINDS....

### 3. BE CURIOUS & SHARE INFORMATION

#### SCHOOL

Many of our suggestions or ideas can be used in cross-curriculum teaching methods that have become a reality for many schools around the world. You'll notice that we always talk about using themes and developing your language classes around them.

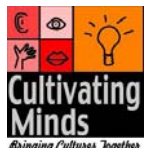
Even if this method, on a larger scale, isn't possible in your school, it is still possible for you as a teacher to communicate and share with other teachers. Showing interest in their curriculum will also prompt them to be interested in yours. Try a theme from the Science programme and share your results and you'll see just how successful cross-curriculum teaching is.

#### HOME

Asking questions or giving small research assignments to be done on students' free time is a great way to indirectly involve parents and get students to share information in the classroom.

Example: Your theme is Occupations (Jobs)

Do your students know what their parents do? Send them home to find out and you'll see that 90% of parents don't have the typical text book occupation like baker, fireman or doctor.



## CULTIVATING YOUNG MINDS....

### 4. CONTENT LANGUAGE INTEGRATED LEARNING

We know it sounds complicated, but it really isn't.

“CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focussed aims, namely the learning of content, and the simultaneous learning of a foreign language.” (Marsh, 1994)

Basically, CLIL can be performed by any teacher with enough imagination and motivation.

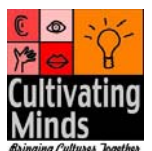
It demands a good understanding and grasp of the English language knowledge needed to be transmitted in each level which instead of being transmitted through form will be transmitted through meaning.

Second language acquisition is best integrated by students when taught in conditions similar to their first.

Many of our games and ideas support the natural acquisition of grammatical or linguistical concepts. The games/activities are all used by native students in the classroom.

Using theme based teaching in groups will of course stimulate students' desire to learn while naturally discovering new aspects of their second language.

Give students an active role in the language learning process and you will learn things too!



## CULTIVATING YOUNG MINDS ....

As Nike says.....

# JUST DO IT!

For questions, comments, idea sharing....

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