

Comparative Kinesthetics and Realia

By David Brown

This is my activity that was inspired by a game that uses blindfolds by Shelley Ann Vernon in 176 Language Games for Children. This can be used for any course requiring students to learn new vocabulary, while incorporating comparatives. I have found that this activity works best for younger students. This comparative activity is very noisy and active, so be sure there aren't too many desks in the way. There does not have to be a whole lot of material preparation on the part of the teacher. Your students will have a blast and it will help your students learn how to control their volume!

Activity Details

TIME: 20 to 40 minutes, depending on the level and age of your students.

MATERIALS NEEDED: VOCABULARY LIST, MARKERS, WHITEBOARD, VOCABULARY REALIA (OPTIONAL)

Preparation

Write the following on the whiteboard using different color markers, each group a different color:

LOUDER QUIETER (shhh) CLOSER |--|
FASTER SLOWER FARTHER |-----|
.....

Procedure

1. First, bring a student volunteer forward to help you demonstrate to the class. Tell the student to give you a vocabulary word from previous lessons and write it on the board. Tell them to say the word louder, quieter, faster, and slower. Use realia (Preferably related to the vocabulary list) or the student volunteer to demonstrate the meaning of each of the words to the class.
2. Write a review of the class vocabulary as a list on the board.
3. Go through each of the above words with each of the vocabulary words asking the class to say the word louder, faster, quieter, or slower.
4. For closer and farther have a student volunteer stay in one spot and go closer and farther.
5. Have the class stand up, have them come closer or farther away from you. You can incorporate slower and faster if it's safe to do so in your classroom.

Variations & Extensions

6. Another variation is that students can take turns being in front of the class giving commands to the rest of the class to walk closer or farther to them, or to say a vocabulary word louder or quieter.
7. Students can work in pairs with the vocabulary, taking turns saying the words and having each other say the words quieter or louder, or faster or slower. Faster can mean they repeat the word over and over, like duck duck duck duck duck, or duck...duck...duck... duck, louder or quieter. :) When one pair is done with one realia, they can pass it to the next pair and repeat.
8. It would be a great idea to incorporate sentence building activities or dialogues into this activity as well.