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Mercan School

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**Mercan
Education**
美康[®]教育



GAME AND ACTIVITY BOOK

"GOOD TEACHERS ARE THE BEST THIEVES"

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Introduction

This book is meant as a reference for teachers, because there are just too many games to keep them all on track. This is by no means a comprehensive list of all the games that can be used, and teachers are encouraged to be creative and expand on the list. If you have any other games/activities that I have not mentioned please email me at frdbrick@gmail.com so that I can add them to the next edition of this book.

Many of the games that are in this book are games that I have found off the internet at the following websites.

- www.booglesworldesl.com
- www.edochan.com
- www.genkienglish.com
- www.mes-english.com
- www.eslgamesworld.com

The other games that are found in this book have come from other teachers that I have worked with in the past such as Jesse Walker, Brandon Folse, Elva Li, Lars Ojukwu and, the Teachers of Guadalquivir. Finally, there are also a number of games that I have made by adjusting to the failures or shortcomings of other ESL Games.

Note to the Teacher:

Before playing any of these games it's important that the students are very clear with the instructions on how to play. Generally, I write a simplistic example of everything that they will need to do on the board as well as a dialogue imitating the target vocabulary/grammar of the activity. After I have thoroughly explained the game/activity I will take a student or two to the front of the class to do a trial run of how to play. If you can speak Chinese, this is the time you could use this skill, but in a limited way. If you can't speak Chinese just remember to speak slow and use more examples, grab your best student to help you explain.

Below I have broken up the games into warm-up games, General Games, Review Games, Activities, and older students / adult activities. These labels are just how I usually remember the games. Just because I have put a game into the warm-up category does mean it can't be used in other areas or just because I have a game under the Adult category, doesn't mean that you can't employ it with a younger class with advanced English skills.

Finally, there is a section called Mercan Plans. In this section I have helped the teacher out by giving some suggestions for each class that they may teach. Not all of the books have suggestions, but all of the plans have an area to write suggestions. I suggest that after you teach a class you look at what you did right and what you did wrong and then write down your own suggestions in the book for future references.

Warm-Up Games

A warm-up should be done at the beginning of every class. The purpose of the warm-up is to get the students ready to learn and think in English. Warm-ups don't necessarily need to involve English, your main goal here is to gain the attention of the class and prepare them for the lesson you have planned. During your warm-up you can review old words, sing songs, or just do something silly. Warm-up games should never be longer than 10 minutes, unless you are way ahead of schedule or you have a review day.

1. Simon Says

This is probably the most obvious game there is for ESL and it can be used in so many different ways. I generally start with four simple commands: Sit down, stand up, jump and spin. Classes that I know I will have for a long time I will slowly build their action words through Simon Says by each week adding an extra two words and reviewing the words from the week before. This is a good way to help your students learn the commands that you will use every day in class, such as, open your book, listen, write, read and so on.

For teachers who don't know how to play, it is very simple. The teacher will give a command such as Sit-down or stand up. But in front of the command the teacher will add "Simon Says." So the teacher may start with something like "Simon says, 'sit down,'" then "Simon says, 'stand-up.'" If the teacher does not say "Simon Says" the students must not do the action. If a student does an action, when the teacher has not said "Simon says," or if the student does the wrong action, then he/she is out. The game continues until only one person is left.

Age: 4-12

Variations:

- a. After the students have experience playing I like to let another student be Simon.

2. Knock-Knock Race

Divide the class into two groups, and then divide the board into two sides, on each side draw a door. The two teams will stand at the back of the classroom. One person from each team will stand next to the door, drawn on the whiteboard. When the teacher says go, the next person in line from each team will race to the board and knock on the door. Then they will ask the person at the door the target question.

Samples Questions:

- What's your name?
- How old are you?
- How are you?

After the student asks the question and the student at the door answers correctly, the student who was at the door will run to the back of the line, and the student who knocked on the door will now step to the other side of the door and await the next

person from his team, who will then run to the door and knock on the door and ask the question. This relay race will continue in this manner until the person who was originally at the door is back at the door. The first team to complete a cycle wins. For the second time, change the target question and play again. Three times is usually plenty.

Age: 6-10

Variation:

- a. For older students you can make the questions a bit harder, but this game is usually only good for the younger students.

3. Opposites

As the name suggests this game involves student remember the opposites of words. How this works, is first you'll need to divide the class into two teams. Then one student from each team will come to the front. The teacher will yell out a word such as "cold," the student who responds with "hot" first will receive a point for their team. Don't be afraid to get creative with the opposites and do things like 21=12 or pencil=eraser.

Ages: All

Variations

- a. You can play with four teams all four students competing at the same time.
- b. You can do this as a one-on-one match
 - a. In this version one student from each team will come forward. The first student will yell out a word such as "cold" the other student will respond with "hot" and then another word "tall" and then the first student will respond with "short" followed by another word. This will continue until one of the students make a mistake.

4. Alphabet Relay Race

In this game you have two teams who are lined up at the back of the classroom. The first student in each line will have a marker. The teacher will start the game by yelling a random letter such as "S" the two students will race to the board and write the letter. After writing the letter the student will race back to the second student in line and give him/her the marker. The second student will race to the board and write the next letter in line and then return to the marker to the third person in the line. This will continue until the students reach Z (or whatever you have decided at the beginning of the game).

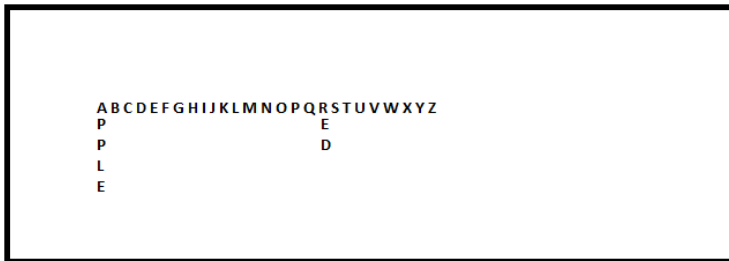
Ages: 4-12

Variations:

- a. For the older kids you can make each student write a word that starts with the letter they must write.

5. Alphabet Acronym Race

This game is good for students who have a decent vocabulary and have already mastered the alphabet. Usually I pair students up to do this, but it can be done as an individual activity as well. First, write the alphabet on the board and have students copy the letters on a piece of paper. Then I tell them that they will have 5 minutes to find a word that starts with each letter.



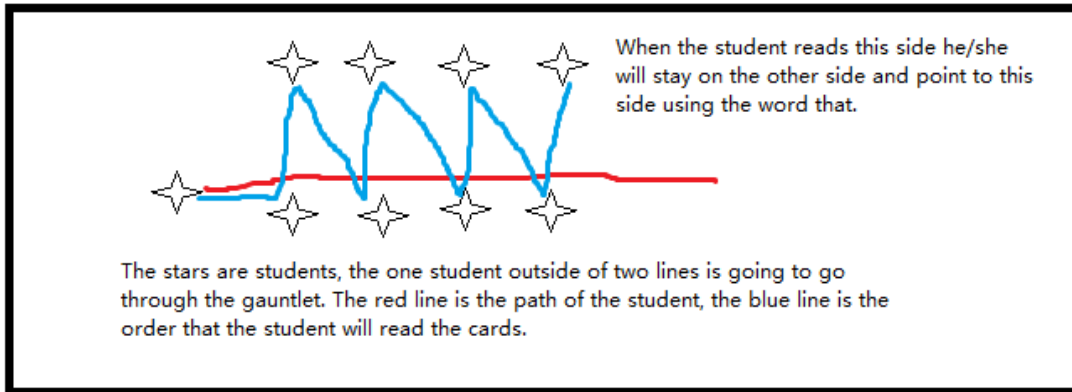
Age: 4-12

Variations:

- With younger kids I let them use their books so they can work with a partner to storm through the book.
- With older kids I give them restrictions such as a category (fruits) or a minimum letter count (only 7 letter words)

6. The Gauntlet

This game was inspired by Daniel for all of you who remember him. The Gauntlet works great for anytime that you are practicing this vs. that or these vs. those. First, have the class make flash cards for each of the target words, repeats are ok. Second, divide the class into sides and have them stand facing each other with about four feet of separation. Each student should hold their flash cards to their chest. Then pull one student out of the group. This student will have to stand closer to one side or the other. The student is then going to walk down the line of student's first reading the flashcard closer to him/her and then the one further away. The flashcard closer to the student should be read using "this," the one further away should use "that." So if you are practicing classroom objects you say something like "This is a pen; that is a book." Look at the picture below for a reference.



The teacher should time the student and record his/her time on the board. If the student makes a mistake they have to start from the beginning.

Age: 4-12

Variations:

- For more advance lessons you can draw multiple items on the flash cards to practice these vs. those.
- Make two groups like the one above and see which group can get through the gauntlet first.

7. Word Count Race

This game starts with two lines in the back of the class. It is similar to the Alphabet Relay Race except this time the student in the front of the line has to run to the board and write any word that he/she wants. Then the second person in line has to take the last letter of the word written and use it as the first letter in his/her word. Thus one team's words may look like this:

Bat: Tap: Pear: Read

The team with the most words after a set time wins. Words that are miss-spelled or repeated do not count. I usually let them play for three rounds but after the first round I give them two minutes to make a plan. This will get your kids discussing English words and how to spell them.

Age: 8-12

Variations:

- Instead of writing any word they have to write a word within a category.

8. Vocabulary Tennis

This is a fun game that can be used for pretty much any vocabulary. First divide the class into two groups. They can stay sitting in their chairs if you prefer. The teacher

will stand in the middle of the two groups and then give them a category. For example, “Jobs” then the teacher will point to one person in one of the groups. This person will say a word from the category such as “Banker” then the teacher will act as if the student just hit the tennis ball and slowly move his/her hand through the air to the other side of the classroom pointing at another student from team two. This student has to say another word from the category “Jobs” once the word is said you go back to the other side. If there is a repeat, the student takes too long, or says a word not belonging to the category then the ball drops and the other team gains a point.

Age: 8-14

Variations:

- a. This game can be played one-on-one if you don’t have too many students.
- b. The speed and difficulty of the words can always increase for higher level students.
 - a. For example: Older students only get 3 seconds to respond and they have categories such as Things you do when angry.

9. Don’t say Yes or No

This game was made to get students use to responding with more complete answers. Too many times a teacher asks a student a questions such as “Do you like cats?” and the student blankly responds “Yes” and that’s it!! Drives me nuts! With this game I place one student in front of the class and inform him/her that she will timed to see how long he/she can last. Once the teacher says start the students will start asking yes or no questions. The student must answer quickly and without saying yes or no. For example: “Do you like cats?” student responds: “I love cats, they are pretty.”

This game is good for the students to practice asking yes or no questions as well as for the student in the hot seat to practice expanding his/her responses.

Age: 6-18

Variations:

- a. For older students you can require them to expand on every question
- b. You can put a question limit instead of a time limit, so once you reach 10 questions your safe.

10. Drawing Letters on the Back

This game is generally for younger kids. Generally, I divide the class up into two teams, but you could do more if you want. Two students from each team come forward. One student stands facing the white board and the other student stands on the opposite side of the room with their back to the white board. The teacher then writes a letter on the board. The students facing the white board must race to their partners and write the letter on their partners back using their fingers. Their partners

then must guess what the letter is. The first student to guess earns a point for their team.

Age: 4-8

Variations:

- a. For students who have mastered letter by letter you can have your students write simple letters on their teammate's back. This can be harder than you think so I usually recommend writing only three or four letter words that you are sure your students know.

11. Word Mix

This game is actually quite old; however I stole from a game I saw on yahoo. It is good for all levels. You can divide the students into teams or you can have them do this individually. First, write 8 random letters on the board, such as, "A, B, F, K, L, I, T, E" then tell students they have two minutes to create as many words as they can using the letters you have provided. So students will write things like "Bait" "Bail" "Tail" and so on. The team with the most words wins.

Age: 6-18

Variation:

- a. With older students I assign a point value for longer words, so 4 letter words or less gets one point, 5 letter words gets two points, and so on.

12. Bad Grammar

This is a fun way to review the previous lesson. Let's say that you are reviewing There is There are. So you ask the question "How many dogs are there?" (Three) the student must respond with bad grammar. "There is three dog." This may seem counter-productive, but the kids love it and it actually makes them think consciously about some of the grammar structures, which isn't always good, but every now and again it's a good think to make them aware of sentence structure.

Age: 6-18

Variation:

- a. After one student uses bad grammar you can ask another to student to point out what was wrong with the response.

13. Charades

Divide the class into two teams; bring two students to the front of the classroom. Whisper the target word into their ears, or write the word on a piece of paper. When the teacher says "GO!" the students will start acting out the words for their classmates. Whichever teams yells out the correct answer first gains a point.

Age: 4-18

Variation:

- a. Hot Seat: this variation just changes who is acting. I place two chairs in front of the two teams and have one kid from each seat sit in front of their team. In this version of the game it is the responsibility of the team to act and the person in the hot seat must yell out the word.
- b. Using ideas or concepts instead of words can make the acting more interesting and challenging for older students.

14. Circle Race

This game is typically for younger students. First, divide the class into two teams. Make sure the two teams are sitting at their desks/chairs. Then have the students arrange their seats in a circle. So now there should be two teams sitting in two separate circles. The students will have to say the target sentence / vocabulary and then run a lap around the circle, when the student goes around and sits down the person to his/her right will stand up and say the target sentence/ vocabulary and then also run a lap. The first team to have all students run one lap around the circle wins. The target language maybe something like: "My mother is _____ and _____." Students should fill in two adjectives.

Age: 6-12

Variation:

- a. Students must ask every student in the circle a question to elicit the target sentence/ vocabulary. For example, if we are using the sentence structure above students would have to ask every student in the circle "What is your mother like?"

15. Question Game

All students stand in a circle, if there are too many students you can divide the class into two groups. The game is started when one student random points to another student and asks any question. The student that was pointed to must answer the question as quickly as possible and then point to another student, who must also answer the same question, but with a different response. If any of the students respond to slow, respond incorrectly, or repeat an answer they are out. After a student is out, a new question is asked and the game is continued. If the same question is used 10 times in a row, the question must be changed. The game is played until there is one student left.

For example if the first question is asks “What is your favorite animal?” each following student will have to pick a different animal. “My favorite animal is the dog”/my favorite animal is the cat” and so on. The key with this game is that it must be fast.

Age: 6-18

Variation:

- a. Another way to play this game is by requiring that each student after answer the question must then ask another different question. This can be difficult for the student and it is more time consuming.

16. Run and Touch the Color

This game is definitely for your youngest students. The teacher will call out a color, the students must run to find that color and touch it. So if the teacher yells white, all of the students may run to the white board and then wait for the next color.

Age: 4-8

Variation:

- a. You can add an object to the color. I usually review clothes with primary colors students. For example, blue shirt, everyone will grab the boy with the blue shirt. Be careful with this game it can be dangerous.

17. Group Grab

This game works best with bigger classes that have a lot of floor space. Put three chairs in the middle of the classroom. The teacher will lead the class by skipping around the chairs at the same time humming a tune or a song that the students know. When the teacher stops singing/humming he/she will yell out a number. The students must get into groups of said number as fast as possible. Whoever is not in a group loses. For example if the teacher yells three, students will run and make a group of three. I usually let the ones who lose play anyway.

Age: 4-8

18. Tongue Twisters

Just as the name suggests, you write four or five tongue twisters on the board and let your students practice them. Then time your students and see who is the fastest. Again it sounds silly but they love it.

Age: 8-18

19. Tiger

This is a flashcard game, and it works better if you have a lot of space to move in your classroom. Students should stand in a straight line facing the teacher, with their backs to the wall. The teacher will then begin to show the flashcards. Each card that the students read they must take one step forward. Inside the pack of flashcards is a “Tiger” card that the teacher has prepared before class. When the “Tiger” card shows the students must run back to touch the wall. The last student to touch the wall is out. Students who don’t step forward when reading the flashcards are also out.



Age: 4-10

Variation:

- a. When you show a flashcard students race to see who says it first. Whoever says it first can take a step forward. In this game whoever gets to the teacher wins. However if the student speaks when the “Tiger” card is pulled, then he/she must start from the beginning.

20. Around the World

This is another flash card game. Students will position their chairs in a circle. One student will stand up and stand next to the person on his/her right. The teacher will show these two students a flashcard. Whoever says the word first will continue on to the next person, whoever loses will remain in that seat (the loser does not go back to his/her original seat). This game will continue until one student is able to go around the entire circle and arrive back at his/her seat.

Age: 4-14

Variation:

- a. This can be used with vocabulary or with conjugations or regular and irregular verbs.

21. Chain Game

With a little adjustment this game can be used for all levels. Students stand in a circle, one student starts by saying one word such as “I.” The next student will say the word

the first student said and then add on one more. So the second student would say “I like,” the third student could say “I like pizza” and so on. Students who forget a word or who take too much time are out. The game continues until there is only one person left.

Age: 8-18

Variation:

- a. For older students you can have students tell a story. Each student must add one sentence.
- b. You can also direct the conversation to the past tense or future tense to help students work on mastering the verb conjugations.

22. Code Breaker

This is a simple game to get your students thinking critically. You can make a code of signals that represent the alphabet, and then right a message using the signals. You can either give the students on the board or divide the code up into four or five parts around the class and make students complete a task to get the code from their classmates. For example to get code one you have to say 5 colors, to get code two you have to know 5 months of the year, and so on. The first group or person to crack the code wins.

Age: 4-14

Variation:

- a. Simple code is assigning a number to the letters and then writing the code on the board and giving students a key such as A=1 , D= 4 and G=7.

23. Red Rover

There are four teams. Each team has their back to one of the four walls in the classroom. The teacher stands in the middle. The teacher will ask a question; whichever team answers correctly first gets to steal a member of another team. When only one team remains, or it is obvious that one team will win the game is over.

Age: 4-12

Variation:

- a. Instead of adding the student to their team teams can choose to eliminate another team’s member. The students generally enjoy this way more, but it can cause students to sit for long periods of time with nothing to do.

24. Telephone Game

Arrange two team lines on opposite sides of the classroom. The start of the line should be opposite of the whiteboard, and the end of the line should be near the whiteboard. Whisper the word to the person at the start of the line. Both teams will spread the message to the front of the classroom. When the person in the front of the classroom hears the word he/she will write the word on the whiteboard. If the teacher can hear the message being passed the team automatically loses.

Age: 6-16

Variation:

- a. Instead of passing one word you can pass a longer more complicated sentence to review certain grammar points.

25. Hot Potato Speaking

The hot potato in this game is usually a ball of some sort. Before the game starts the teacher selects a category such as sports. Students will begin to pass the ball around the classroom. Each time they catch the ball they must say a word from the category, if they say take too long or say a repeated word they will be out, also they will be out if they drop the ball. Anyone who throws the ball wildly will also be out.

Age: 4-16

Variation:

- a. As students catch the ball they must answer a question from the teacher.

26. Balloon with Words

Write your target words on a balloon and pass it around the classroom. When the student grabs the balloon he/she must say the word that their hand is touching.

Age: 4-8

27. Three Truths, Two Lies

This game is generally for older students, but with good classes and a clear explanation it can be played with younger students as well. Students must think of five things about themselves. Three are true and two are lies, or however you want to divide them. Then they will stand in front of the class and tell the class all of things. Their classmates will have to guess the lies.

Age: 8-18

Variation:

- a. Students have to try and fix the lie. For example student says "I'm 8" the classmate must say "She's not 8, She's 10"

28. Blind Student

As the name suggests one student should stand at the front of the classroom blindfolded. Then you should point to a student. The student you point to will have to say something about themselves. The blindfolded student will try and guess who is talking. If he/she guesses then the person talking becomes the blindfolded one. If the student does not guess then you will point to another student to say something about themselves.

Age: 6-16

Variation:

- a. For younger kids you can have the classmates pretend to be other students. For example: Mary might say “My name is Bob” in a boy’s voice. Then the blindfolded student must guess if it is true or not. Younger kids like this version a lot because they can make funny sounds.

29. Beat the Desk for Syllables

When teaching new words I often break them up into individual syllables so that students can recognize the sounds that different letter combinations make. To help review the number of syllables each word has it can be fun to let your students clap or beat the desk of the syllables of the word as you read them. You can also put your students into pairs and have them review words by clapping each other’s hands for the syllables. Students should have already practiced the words several times before doing this as a warm-up activity.

Age: 6-10

30. Things in a Bag

This game is for the youngest learners and generally only works when studying things in the classroom, as you will need physical objects of the target vocabulary. Let’s say we are studying pencil, pen, book, notebook, eraser, and ruler. First, ask the students if they have any of these objects, take two or three from random students. Place the objects into the bag. Then slowly pull the objects out one by one asking the students what they are as you pull them out. Then ask the students how many you have of each object. After you are finished with this ask the students to close their eyes. Take a few of the objects and put them into the bag. Students then should open their eyes and guess what’s in the bag.

Age: 6-10

31. Number Claps

This is a simple game. Students stand in a circle, when the teacher says start one student will say “one” the student to his/her right will say “two” this will continue, however when the number “five” arrives the student must clap instead of saying the word. The following student will continue with the word “six.” This game continues until someone messes up. Once a student makes a mistake it starts over at one.

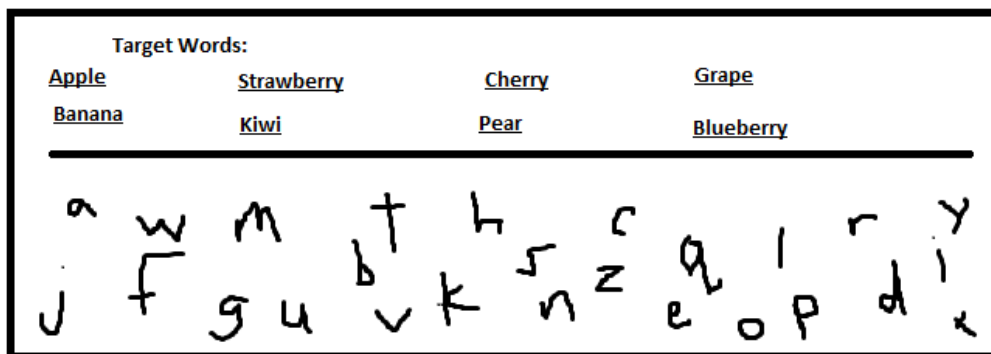
Age: 4-16

Variation:

- You can do multiples of three or any other combination of numbers.
- You can also play this games words and have a rule such as every four words the students must clap instead saying the word.

32. Board Slap

Write all of the letters on the board two times, but make sure that the students can reach the letters, don't write them to high on the board. Then divide the class into two teams, bring one student from each team to the wall opposite of the white board. Then yell out a word that you are reviewing. The students then run to the whiteboard and spell the word that you yell by slapping the letters in succession. If the students are lower level, I will write the target words on the top of the board so that they have a reference. Below is an example:



Age: 6-12

Variation:

- The teacher writes several words on the board, and then the teacher yells out a sentence. The students must slap the words in the order that the teacher yelled out.

33. Double Fists of Furry

Students stand in a circle with both of their fists in front of them. Then one student starts with the letter “A.” When the student says the letter “A” he/she raises his/her left

hand then the same student will say the next letter “B.” When he/she says the letter “B” he/she will raise their right hand. The following student will follow the same action first saying “C” then “D” raising the left hand for “C” and the right hand for “D.”

Age: 4-10

Variation:

a. You can change the letters for numbers or words.

34. Verb Review

The teacher gives the students a topic or a category. For example, things we do with our feet or things we do at night, then the student s must think of actions that agree with the category. You can make this as a competition between pairs or you can have students act it out and then tell you what they’re acting out.

Age: 4-12

35. I spy

This is the old I spy game that you know. One student goes to the class and tell his/her classmates what he/she spies. The student should say the following sentence “I spy something_____.” Then the other students will start guessing. If after 20 guesses the classmates can’t guess, then the student wins.

Age: 4-8

36. 20 Questions

You can play this as a class or divide students up into groups. One person think of an idea or an object, you choose. Then the students ask yes or no questions to try and figure out what their classmate is thinking. The students only get 3 guesses, so they should first ask enough questions to have a good idea of what their classmate is thinking. If after 20 questions or 3 guesses the students are unable to guess then the person thinking the word or idea wins.

Age: 8-18

37. Toilet Paper Madness

This is a good ice breaker game. Bring a roll of toilet paper with you to class, as soon as the class starts, hold the roll of toilet paper out to one of your students, tell him/her to take as much as they want. Do this to all of the students, once all of the students

have toilet paper, inform them that they must tell the class one thing about themselves for every sheet of TP they grabbed.

Age: 8-18

Variation:

- a. Instead of having them say something about themselves, you could have them do something else such as tell a story that has as many sentences as TP sheets.

38. Toothpicks

When I first played this game it was with toothpicks, but really anything can be used to substitute the toothpicks. Hand out 5 to 10 tooth picks to each of your students depending on how long you want to play the game. This is similar to the "don't say yes or no" game, but it's more involving. Once students have their toothpicks they will go around the classroom asking people questions, if someone answers with a yes or no they have to give the person who asked them a toothpick and vice-versa.

Age: 8-18

Variation:

- a. Change the taboo words from yes or no to using past tense verbs. So students must ask questions about the past, if another student uses present tense they have to give up a toothpick.

39. Run and Draw

Simple name for a simple game; divide the class into two teams. Then bring one student forward from each team and whisper a word to them. Students will then race to the board and start drawing the word you told them. Their respective teams will then shout out their guesses, whichever team guesses first will receive points.

Age: 4-12

Variation:

- a. Make students draw with their left-hand if they're righties and vice-versa if they are lefties.

40. What's missing?

To review past tense/present perfect send one or two students out of the classroom. While the students are out have the remaining students change the classroom in five ways. Then after the change is done, have the students reenter the classroom and tell the class what has been changed.

Age: 12-18

Variation:

- a. You can have the two students compete to see who can find the differences first.

41. Obstacle Course Run to the board

Divide the class into two teams. Take one person from each team and place them with their backs to the wall opposite the whiteboard. On the white board you should have your target vocabulary. The students will have to take their textbook and place it on their head. Then the teacher will yell out one of the target words. Students then must race to the board, without letting the book on their head fall, and slap the word that the teacher said.

Age: 4-12

Variation:

- a. You can have students slap a sentence that you say.
- b. Change the book on the head to a book between their legs.

42. Run to the word

This game is very simple and for your youngest learners. Place flashcards of your target vocabulary at different areas around the classroom. Then yell out one of the words students then must run to the word and touch it.

Age: 4-8

43. Loud Quiet find Card

First let one student go outside of the classroom. Tell him or her that you are going to hide the target word, but his/her classmates will find it. When the student goes out of the classroom, hide the flashcard somewhere in the classroom. Then have the student out in the hall return. The other students are going to say the target word repeatedly, but depending on how close the student is to finding the word the students will say the word louder or softer. So if the target word is "Apple" and the student is far from finding it the class will whisper "Apple, Apple, Apple" as the student gets closer the students will become louder. The kids love this game and they don't even realize they are practicing words.

Age: 4-10

44. Fake Speaker

Again have one student leave the classroom, and then the teacher should select one person to be “it.” Whoever is it will have to pretend to speak, but actually they will only mime the word spoken. Then the teacher will have the student come back in. The student that is in front of the class is looking for the student that is “it.” To find the person that is “it” he/she will have to say one of the target words, for example “apple.” When the student in front of the class says the word “apple” the rest of the class will repeat after him/her. The “it” student will mime the word but will not make a sound.

Age: 4-10

45. Catch the Card

This game works best with smaller classes. The student will stand in front of the teacher, and then the teacher will hold a flashcard in front of the student. Then the teacher will drop the flashcard, the student must say the word and catch the flashcard at the same time. I know I know it sounds silly, but they love the silly games.

Age: 4-8

46. Name Game

This game I learned on a cruise ship as a drinking game, but it seems to work as an English game for children as well. Everyone stands in a circle and the teacher starts the game by pointing to the student to the left or right and saying the student’s name. Then the student will choose to point back to the teacher or to the other side remembering to say the person’s name. Pretty easy, right? Well, the hard part is that when you point to a person you must use both hands, one hand on top pointing to the person that you are planning to say the name of, and the other hand is underneath pointing in the opposite direction. The key to this game is the hand on top, whichever way it’s pointing, is the person that you must say. First, have the students go in one direction as fast as they can to practice. Then tell the students that they can go in whatever direction they want. If a student takes too much time, or messes up the hand order, or says the wrong name then that student is out. The idea is you want to do it as fast as possible; this game is good at the beginning of a course, to help students learn each other’s name.

Age: 8-18

Variation:

- a. For older kids you can add more hand motions and add more rules, for example on the fifth person you have to point across the circle, or on the fifth person you change from the top hand to the bottom hand and on the tenth you have to touch your hip to the side that you want to say.

47. Freeze TAG

Five students are “it” when one of these students catches another student the student who was caught must quickly yell out a word that is on the board if he/she can’t then he/she becomes frozen. If he/she is able to yell out a word they can live to see another day. Students remain frozen until another student can successfully crawl between the frozen students legs. This game works better if you can have a clear marker for the students that are it.

General Games

The more I think about it there really isn’t much a difference between the General Games and the Warm-up Games; I guess the only difference that I see is that the general games are easily adapted to practice almost in vocabulary/sentence structure. The warm-up games are usually just used for reviewing vocabulary and should only be played for a maximum of 10 minutes. The general games can usually be played for a longer time depending on the class, but again to emphasize my point feel free to use the games as you like.

48. Harry Potter

This game is good for learning commands and verbs. Take a piece of paper and twist it up so that it resembles a wand then explain to your students that what your holding is not a paper at all, but actually it’s magic wand and then tell them whatever it tells you to do you must do. So the teacher should first demonstrate its powers walking around the room and tapping students on the head and giving them a command such as “Swim to the door” or “hop to the window.” After the demonstration let the students experiment with the wand, but it only works in English.

Age: 6-10

Variation:

- a. One variation that I have had a lot of success with is turning the game into a game of tag. One student with the wand will chase after the other students when they get touched by the wand the must freeze and do whatever action they are told to do. (walking rule makes it safer)

49. Circle Race #2

Much like the other Circle Race game students will sit in a circle. The teacher should write the target sentence structure on the board as a reference for the students (I like _____ because _____). When the teacher says go one student will stand up and say the sentence as fast as possible and then sit down. Once the student sits down the next student will stand up and do the same. In this manner the students will go

around the circle as fast as possible. The first group to have everyone speak will be the winner. If you have an assistant teacher place one teacher in each of the groups to make sure the students are actually practicing the sentences.

Age: 8-16

50. Trade Cards Games

This is easily one of the best games that you will have in your inventory. The students love it and it's so adaptable that it can be played for just about anything you want to study. I have had success with this game in a one on one class and in a class of 25.

First give the class a piece of paper. Then have them fold the paper into 8 sections. Then for each section have students draw a word from the target vocabulary and write the word underneath the picture. After the students have completed this have the students cut the paper up into 8 separate cards. Having these 8 cards will enable you to play any number of games.









Now that the students have 8 cards let's say they are 8 fruit words. Then write your structure on the whiteboard. Such as "I love _____" or "I hate _____." Then the teacher should do a demonstration of how to play. The teacher brings a student to the front of the classroom and shows the student one of his/her cards. The student will use the word on the card and plug it into the sentence structure. After the student has read the word he/she will show the teacher one of their cards. The teacher will do the same and plug the word into the sentence structure. After words the two will play "rock, paper, scissors" whoever wins gets the other persons card.









Students will play this game with each other after each victory or defeat they will go off and find another partner. Usually you will have your work cut out for you the first time you play, because some students will be too shy to find someone to play with, but the second time you play they will be off on their own looking for their next victim. I usually play this game for about 10-15 minutes and then at the end count up the cards and award a winner. Below is an example of how to set up the whiteboard.

White Board

I like _____

I don't like _____

 Apple	 Pear
 Banana	 Grape
 Strawberry	 Kiwi
 Cherry	 Blueberry

 Apple	 Pear
 Banana	 Grape
 Strawberry	 Kiwi
 Cherry	 Blueberry

Age: 4-19

Variation:

- For younger kids you just have them read the word, no sentence necessary
- For older kids you can place questions on the cards such as “ what would you do if _____ ”

51. Run Through Legs

This game is just for your youngest learners and should be closely monitored as it can be dangerous. First, you will need to clear a space so that students can move from one wall to the other side without any obstacles. Then, divide the class into two teams. The two teams should stand face to face. Then have the students sit down with their legs straight out in front of them. The bottom of team one's feet should match up with someone on team two's feet. Then the teacher should make sure that there is space between each set of legs. Each pair of students will be comprised of one person from each team, and each pair will be assigned a target word. Then once all of the pairs have a target word the teacher will begin to tell a story. If the teacher says one of the target words, the pair that represents the word will have stand up move to the outside and run to the front of the line, first touching the wall, then students will run between the pairs of students careful to avoid stepping on the legs (it's like a tire run). When one of the students reaches the other side and slaps the wall they win.

Age: 4-8

52. Hot Potato #2

This hot potato is the traditional hot potato that we all know and love. First have the students pass around the eraser. Close your eyes and randomly say stop, whoever is holding the eraser will have to complete the task you give them. I usually use this game when working on readings.

Age: 4-18

Variation:

- a. Teach the students reverse, faster and slower to add another dimension to the game.

53. Line-UP #1

Line-up is a game to use when practicing students ages or their parents age. Divide the class into two groups and then tell them they must line up in order from youngest to oldest, without speaking their native language. You can make them do it based off of age, the month they were born, or the year they were born.

Age: 6-14

Variation:

- a. Assign the students animal names or country names and then have them line up based on size, speed, or anything else you can think of, this is could for older students to practice superlatives.

54. Go Fish

Let's say you're working with fruits. Start off by having students make cards like they did in the card swap game above. They should fold their paper in 8 squares and draw the eight pieces of fruit that you have designated for the class lesson. Under the drawings the students should also clearly write the word. Then the cards should be cut up and given to the teacher. Put six sets together and mix them up real good to make a nice pack of Go Fish cards. You may need to make your own set of 8 to make a nice even number.

How to play go Fish: Now divide the class into groups of 8 and give each student four cards and tell them they want to try and get a set of three. They can get other cards by asking someone in there group if they have a fruit that they need. For example, student 1 would say: "Do you have apples?" student 2 can respond "Yes, I do" or "No, I don't" if student 2 has apples he must give all of his apples to student 1. Student 2 can continue to guess as long as he/she guesses correctly. Whoever has the most sets at the end wins.

Age: 6-12

55. Line UP#2

This game I usually use to describe people's appearances or personalities. Divide the class into two teams with each team lined up against opposite walls. One person will come to the front of the line, facing their team and when the teachers says go the student will describe the each person one by one using at least two adjectives for each person. The first person to finish describing each person in their team will earn a point for their team.

Age: 8-14

Variation:

- a. Make students tell lies, this helps so you don't have every student in the class calling the fat girl fat.

56. Duck-Duck Goose (She-He - IT)

Just like the game you know except change it to She/he depending on the sex of the child and "it" is the new goose. This helps students become aware of the pronoun difference that exists in English, but not in Chinese.

Age: 4-19

Variation:

- a. You can also just play the old duck-duck goose for the fun of it.
- b. Use other target vocabulary such as, Apple-apple banana.

57. Doctor-Doctor

This takes some preparation time before class. Make a set of cards with the target words such as (back-ache, stomach ache, and sore eyes) and so on. Then divide the class into two teams. Place two desks at the front of the class room and have one student from each team sit in the desk. This person is the doctor; the other students are holding the sickness cards. Then when the teacher says start the students will approach the doctor and act out the problem that they are having. The doctor will then give his/her diagnosis, if the diagnosis is corrects then the next patient can start acting. Whichever doctor can diagnose all of the patients first, gains a point for his/her team.

Age: 8-14

Variation:

- a. Change the name to weatherman, and have students act out the weather.
- b. Change the name to Psychologist, and practice emotions.

58. What time is it Mr. Wolf

This game is used for practicing the time. The teacher stands at one end of the classroom and the rest of the class stands with their backs to the wall opposite of the teacher. The students will ask the teacher "What time is it Mr. Fox?" then the teacher will respond with a time, such as, Six O'clock. Then the students will takes six steps forward. This will continue until the teacher yells midnight. Once the teacher yells midnight the kids will run back to the wall avoiding the teacher. If the teacher is able to touch one of the students they will join the teacher at the front of the classroom. This continues until all of the children are caught.

Age: 4-8

59. Fast and the Dead

Make a flashcard for each of the students in the class. Then have the students stand in a circle with the flashcards help up to their chest, with the picture facing out. The teacher stands in the middle and holds out his/her hand and then starts to spin in a circle, when the teacher stops whoever the teacher stops on will have to squat down. The two people on either side of the person selected will turn and face each other and race to say the other person's word. Whoever says the word first wins and the other is out.

Age: 6-14

60. Auction

This game can be used in many different ways, however generally I use it for reviewing the grammar structure of a certain lesson. First, write 15 sentences with grammar mistakes on the board. For example:

- A. She like dogs.
- B. He are my friends.
- C. We all be students.
- D. Is how you?

Then Divide the students into groups of three. Give each group a team name as well as \$100. Tell them that they are going to use their money to buy sentences. If a team thinks they know how to fix the sentence they can start to bid on it. The highest bidder will get an opportunity to fix the sentence. If they correctly fix the sentence subtract the money from their team and add the letter corresponding to the sentence that they corrected to their team account. If they answer incorrectly still subtract the money, but start taking bids again on the sentence. If no one bids on the sentence then skip it and come back to it at the end. The team with the most letters wins, if there is a tie then the team with the most money wins. You will need to explain to the students that the goal is to have the most sentences, because some students will spend 50 \$ on one

sentence. I usually tell them that the team with 5 sentences usually wins. Below is a picture of what your whiteboard should look like.

Start of Game

\$100 <u>Team Cool</u>	\$100 <u>Team Wierd</u>	\$100 <u>Team Fun</u>	A. I like dog. B. Who is they? C. What be it? D. There are many person. E. How cans he live? F. She is Tom. G. We are all friend. H. Come see he dog. I. They never comes here.
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Ten minutes into the game

\$55 <u>Team Cool</u>	75\$ <u>Team Wierd</u>	\$43 <u>Team Fun</u>	X I like dog. I like dogs. X Who is they? Who are they? X What be it? What is it? X There are many person. There are many people X How can he live? F. She is Tom. G. We are all friend. H. Come see he dog. I. They never comes here.
B C	D	A E	

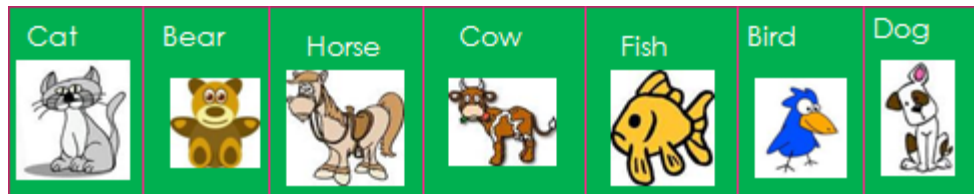
Age: 6-18

Variation:

- For older kids just make the sentences more complex.
- For the younger kids I sell Alphabet letters and see who can make the most words at the end.
- You can also sell words and see who can make the most sentences at the end.

61. Leap Frog

Divide the board up into seven or nine parts, depending on how many words you want to practice. Each part should have a picture of the target word as well as the word written below or above it. I usually have my students come up and draw the pictures for me. Below is an example of how my board is setup.



How to play:

Each student reads the word, or makes a sentence (cat eats fish). As they read the word or make a sentence they take one step towards the center. When students meet in the middle they play Rock paper scissors. The loser sits down and the winner keeps moving towards the other side.

Age: 6-16

Variation:

- For younger students I have them just say the words.
- Older students add longer sentences or add questions.
- Sometimes I just bring two students up and skip the rock, paper, scissors and see who can go from one side of the board to other fastest.

62. Re-order the Sentence

This is a simple game; first, divide the class into two teams then asks one student from each team to come forward. The students should have their backs turned to the wall while the teacher writes a sentence out of order on the board. When the students turn around they will race to the board and put the sentence in order.

Age: 8-16

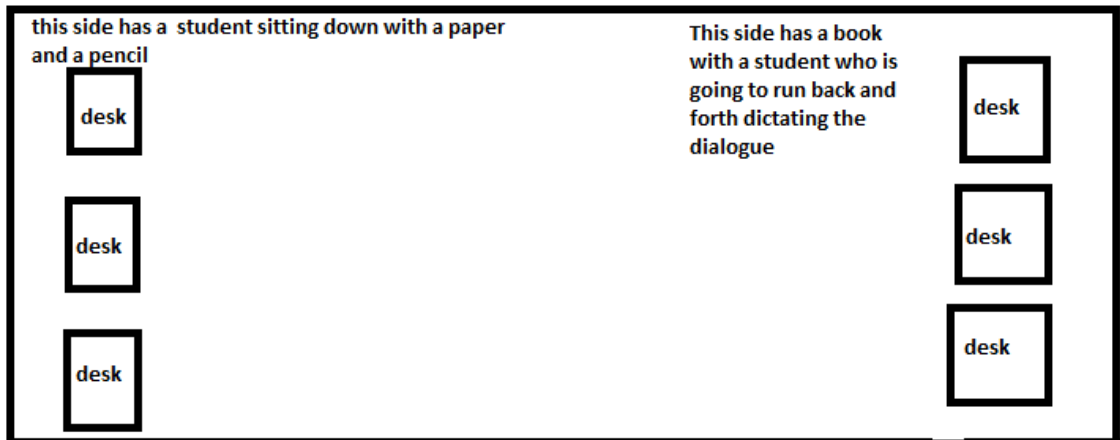
Variation:

- Turn it into a relay race, one student writes the first word then runs and gives the marker to another classmate who will run to the board and write the second word.

63. Dialogue Race

This is one of my favorite games for reading practice or just for a crazy class with too much energy. First divide the class into pairs. The pairs should be placed across from each other with each student having the back of his/her chair touching the opposing wall. One student should have a pencil and paper and the other student should have a book opened to a target text. The goal of this game is for the students to write all of the text on their partner's paper. The student with the book will have to read and remember as much of the text as possible, if he/she can only remember one word then they will have to copy one word at a time. So the student with the book will remember as much as possible and then run across the room to the student with the pencil and paper and tell them what he/she remembers. The student with the pencil and paper will write everything that he/she hears. Then the student with the book will run back to

remember the next part. Eventually the teacher will yell “change” in which case the students should change place, thus the “runner” becomes the “writer” and the “writer” becomes the “runner.”



Age: 6-18

Variation:

- a. For young kids I draw a map instead of using a text and they have to retell the map to their partner. So their partner will be drawing instead of writing words.

64. Bring the parts together

Let's say we are studying body parts. First, break the students up into groups of five. Then have one person in each group make a different part of the body. Then tell everyone to stand up with their drawing in their hand. Now you can start to play a type of musical chairs, where the children will dance around the chairs while holding their drawings. When the teacher yells out a key word, the students will have to run and form a complete body, in other words they will need a head, arms, legs and so on.

Age: 4-12

Variation:

- a. Same thing but with a face, plant, a school, whatever you feel works.

65. Liar Liar

Set this game up like the trade card game (Game #47). However you don't write the word on the same side as the picture. I usually use this game to study family members, friends and teachers. On one side of the picture I draw a picture of a family member, friend or a teacher and then on the back write the relation (father, mother, best friend) on the back. Then students go around the room and find a partner, they will show their partner a card and can either choose to tell the truth or lie. For example they show a picture of their mother and say "this is my best friend." The partner will then guess whether the other is saying the truth or not. If he/she guesses correctly then they get that person's card.

Age: 8-12

66. Reading Race

Reading can be very boring. In this game pair students up, then select a short section of reading, such as one paragraph. One student will read one word, and then the other will read the next. They will continue this way alternating back and forth until they have finished the text. I usually give them one minute to practice and then I pull out my phone and tell them the fastest time wins. I post all of the times on the board and this gets them really into the game. As a general rule of thumb any game that involves timing the students, will be a winner.

Age: 8-16

Variation:

- a. Have students read backwards, with a timer.

67. Body Match Up

This is a great game for little kids. Divide the class into pairs, and place two chairs in opposite's sides of the classroom. Then separate the pairs into two groups, one group for each chair. When the teacher starts the music the students will jog around the chair that they are standing next to. When the teacher stops the music he/she will yell out a body part, such as ear. Then the students must rush to find their partner at the other side of the class room and touch ear to ear. The last partner to do so is out. This continues until one pair is left.

Age: 4-12

Variation:

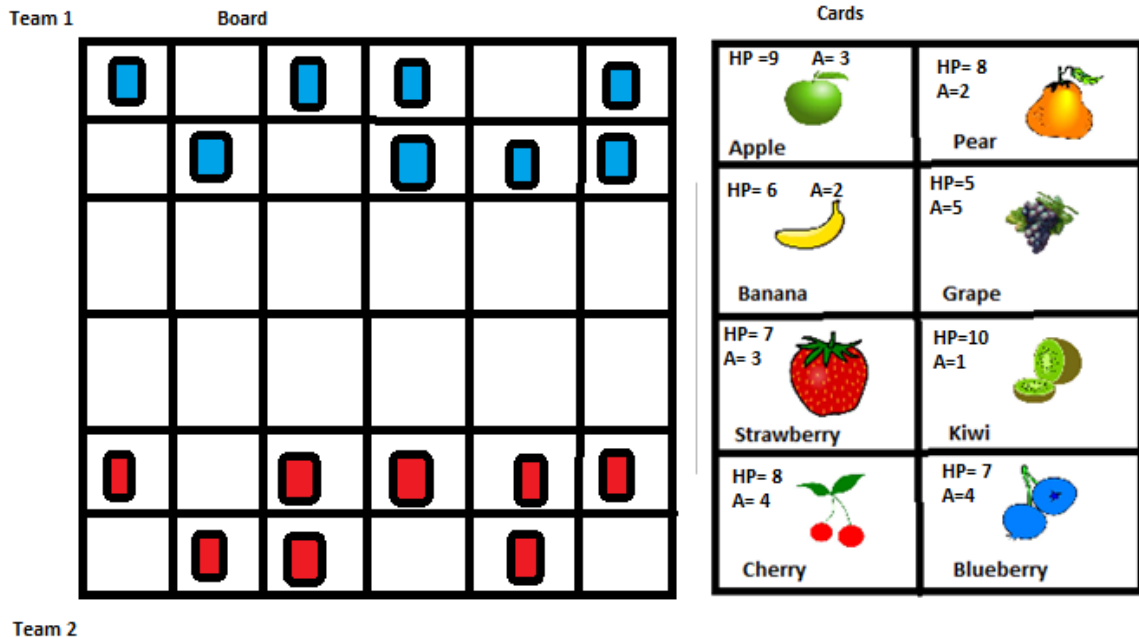
- a. You can say two body parts such as ear to knee.
- b. Make small cards of other target vocabulary and tape it to different parts of their body and play the same game.

68. Floor ESL Chess

This game is a bit complicated, but with children generally, the more complicated it is the more fun it is. First have the children make cards like they would in game 47. However these cards are going to be a little bit different. Let's say we're teaching animals. The students will make a set of cards using the following animals: cat, dog, rabbit, bear, horse, tiger, snake, and elephant. The same as before each card should have a picture of an animal and the name of the animal, but for this game you will have to add a HP Score and a A score (HP= Health Power; A = Attack). I usually make the HP score between 5-10 and the A score between 1-5. For example a bear may have an HP of 9 and A of 4, where as the Rabbit will have an HP of 5 and A of 2.

After the cards are made the next step is to make a game board. I usually draw a game board on the floor; the board should be 6x6. After the game board is made two students will sit at one board and place their 8 cards face down in the first two rows of their side. Then the teacher should write a target sentence structure on the board. Students will use this structure to move their cards. For example, for animals a sentence structure might be Bears eat berries. Now if a student wants to move one of their cards one space they must say what that animal eats. If the students are paying attention they will be able to remember which animals are where based on the sentences that their adversary makes.

When the students' cards are touching an adversary's card the next move they will have the option to attack. To attack a student will first make the required sentence and then he/she will place the card on their opponent's card. Then both students will turn their cards face up. Let's say that the two cards are the bear and the rabbit. The students will then play rock paper scissors. If the student with the bear wins that means he/she will take 4 points of HP from the rabbit, if the rabbit wins then the bear will lose 2 points of HP, students will play rock paper scissor until one of the animals is killed and removed from the board. When time is up, whoever has the most remaining cards wins. Below is a picture of the board and the cards.



Age: 6-14

Variation:

- Add a king card and the winner is the person who captures the king card
- When attacking you can only attack once then the other student will have a chance to make a sentence and runaway, but this way students will have to remember HP, which can be difficult.

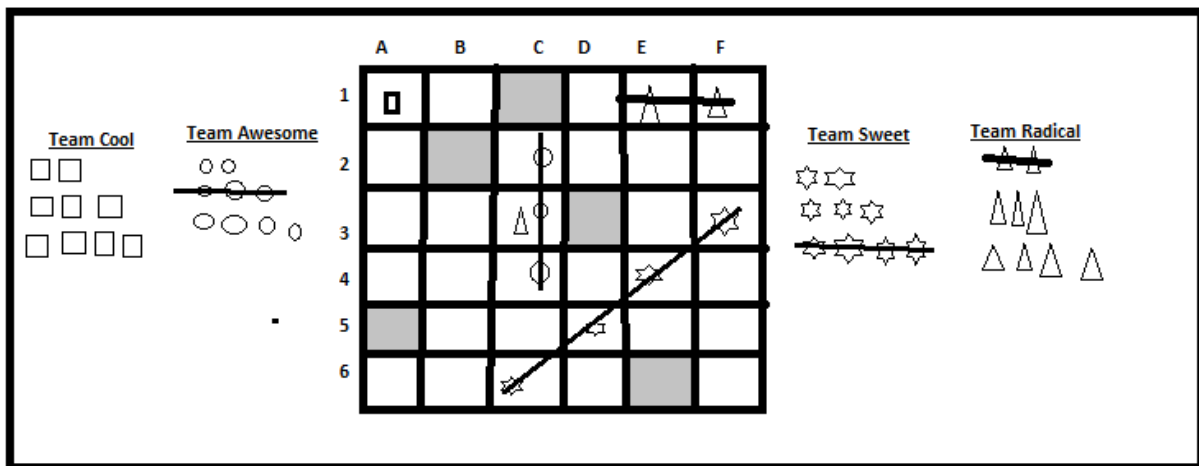
Review Games

These games are good for when you have finished a chapter or the book and you still have a teaching hour to kill. These games also work well with the review classes. The reason I generally save these games for review days is because their actual language learning value is a bit lower than other games, with the review games there is more focus on having fun and hopefully the students can learn a few things here and there. So generally you want to avoid playing these games too much, unless of course you can find a way to incorporate more English, while involving more students during game play.

69. Battleship

Just like the Battleship you played as a kid, but this game is generally played with four teams. First draw a grid on the board it should be 10 by 10; label the side with numbers and the top of the grid with letters. Then divide your class into four or five teams. Tell the class that each team needs to have one person copy the grid onto a piece of paper. While the students are copying the grid onto their paper you should go around the room and get a name from each team. Write the names of the teams on the board and assign each team a symbol, such as a circle or a diamond, or a star. Then under each team's name make three boats using the symbols for that team. So it will look something like this:

Team Radical



The two triangle box is the small boat, the three triangle boat is the medium boat and the four triangle boat is obviously the big boat. Then tell each team that they should draw in their boats on their own sheet of paper and be careful to not let other teams see their paper. After all of the teams have drawn their boats the game will start. Generally, I prepare a set of questions to review the chapter; if the students get the question right then they guess where other teams have hidden their boats. To guess a student will yell out a coordinate, and then the teacher will ask the other teams if they have a boat on that coordinate. If a team does then the teacher will draw the symbol in that coordinate so that other teams know if nobody has a boat in the coordinate that was guessed then the teacher will shade it in. Once a team has lost all of their boats they will be force to jump ship and swim to a nearby team and play with them.

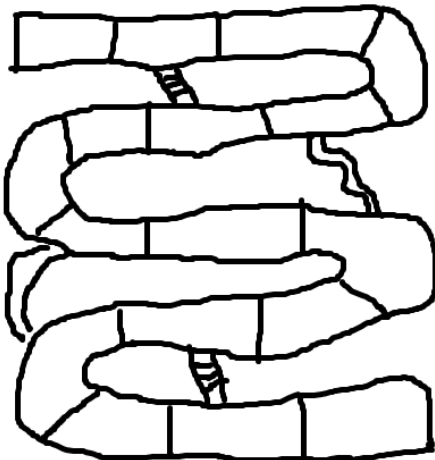
Age: 6-16

Variation:

- a. Draw the board on the floor, kids like when you do crazy things.

70. Snakes and Ladders

This game again is the same as you remember from a child. You can either play this on the white board or on the floor. First draw a huge board on the floor like the one below.



Add more ladders and snakes for more fun. Then write the target words or phrases into the boxes. Divide the teams into groups of three, one team starts by rolling the dice, whatever box the land on they have to make a sentence with that word.

Age 4-16

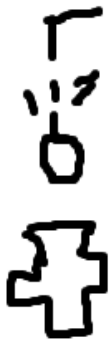
Variation

- a. For younger kids draw pictures and have them say the word.
- b. For older kids give them tasks such as "Say 3 irregular verbs in 10 seconds"
- c. If you two teams land on the same square, the two teams will play rock paper scissors and the loser will go back one space.
- d. Put this on the ground and make students walk the board.
- e. Each person in the team must make a sentence, with a time limit.

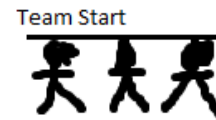
71. Mafia

The teacher should first draw a grid on the board. The grid should be 8x8 with letters on the top and numbers on the side. Then the teacher should copy the grid on another piece of paper to use as a key. On the board next to the grid the teacher

should right a key for what the students might find in the game. For example a bomb, a gun, or a health piece (below is a sample of the game board). Each team should have a magnet that they will use to navigate around the board. When it is a team's turn, they should first answer a question from the teacher; if they answer correctly they get to roll the dice. Then they will move their magnet around the board to land on different squares. IF they land on a gun they can use the gun to shoot another team or they can save it. If they land on a bomb they automatically lose one of their lives. If they get a health they can recover one of their lives. Each team starts off with three lives.



	A	B	C	D	E	F	G	H
1								
2								
3								
4								
5								
6								
7								



Age 6-16

Variation

- Students must be within in two squares of another team to use a gun.
- Add a sniper rifle, which can shoot another team from anywhere, add a nuclear bomb which can attack four squares at once, add a transporter that allows students to transport to any square.

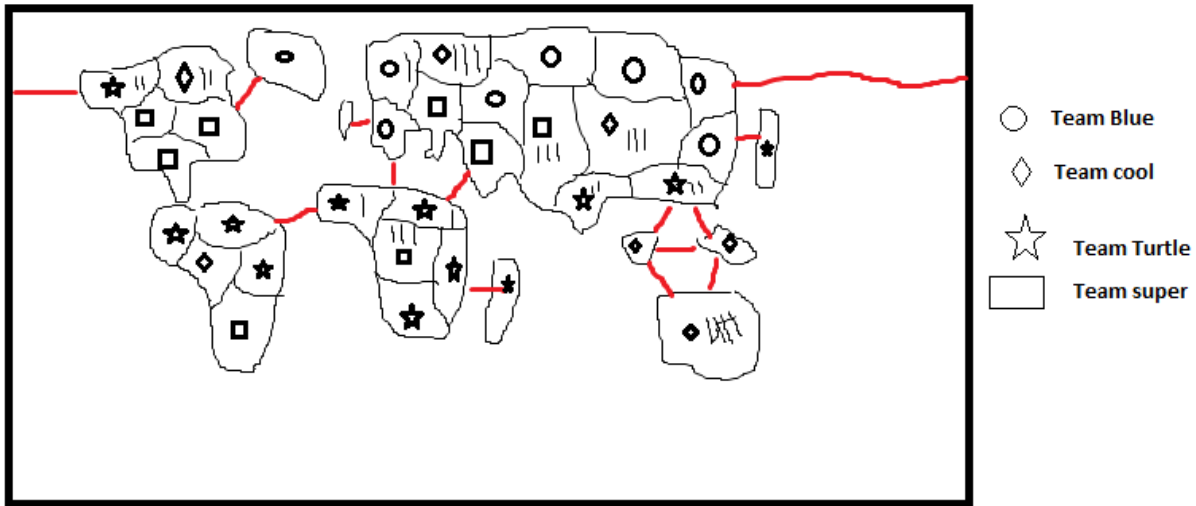
72. Risk

Just like the game risk, you draw a risk board on the whiteboard and divide the class into 6 or 7 teams of 2 or 3. Then give the students 10 people to place throughout the board. Troops will be marked by dashes on the country that a team owns. The first dash will be the symbol of the team, so if a team star has four troops on a country then the first troop will be represented by a star and the other three will be represented by dashes.

Each round the students get two or three questions, depending on how many they get right they can get more reinforcements. Also reinforcements depend on how many territories they own. If a team owns 9 territories, divide that number by 3 and that team will receive 3 reinforcements, in addition to the reinforcements that they get for answering the questions. So if a team has 9 territories and answered three questions

correctly, they will receive 6 reinforcements. A typical board will look like the board below.

To attack there are two methods, one way is to have the children play rock paper scissors and whoever loses, loses a troop, the other way is to use dice, three dice to the attacker and two for the defender. Match the highest dice with the highest dice and tie goes to the defender. So if the attacker rolls 6-4-4 and the defender rolls 5-4 both the attacker and defender lose one.



Age 10-18

73. Territory Grab

This is very similar to risk but there are no troops involved, so this game can be made a bit quicker. First divide the board up into several parts, the more the better. Then for each section write a target word. Then in opposite parts of the board draw symbols corresponding to each of the teams that are playing. Each team will take turns making sentences with words adjacent to their home base. For example: the circle team can use “run” to make a sentence, if the team can make a sentence correctly and quickly they gain that territory and can place there symbol on it. Then on their next turn they could use “Cow” to make a sentence, and in this manner slowly take over the board. Eventually all of the squares will be claimed by a team, when this happens teams can attack squares that are already taken. To attack a square that is already owned they will need to again make a sentence, after making the sentence they will play rock paper scissors with the team whoever wins gets the section. If a team loses their home base (their first section) then they lose all of their territories, to the team who took their base.



Age 6-16

Variation

- a. Make a rule that allows students to use two words in a sentence to gain two or three territories at once.

74. Heads up 7-up

Seven kids come to the front of the classroom and stand with their backs to the whiteboard. Above each student's head the teacher will write a target word. Then when teacher says "heads down" the students sitting down, will place their head on their desk and raise one of their thumbs up in the air. No one is allowed to look. Once all of the thumbs are up in the air, the students at the board will go around the room and touch one persons thumb. Once a seated student feels his/her thumb being pressed they will put it down, but they are still not allowed to look. Once all of the students at the board have pressed another student's thumb and returned to the board the teacher will tell the students with their heads down to look up and the seven students who had their thumbs pressed to stand up. These seven students will then get to guess who pressed their thumb by reading the target word above the person that they think did it. If the student guesses correctly then he/she will replace the student that pressed his/her thumb at the board. If they guess incorrectly the student will sit back down. Once all of the students have guessed the game starts again.

Age 4-14

Variation

- a. Have students use the target word in a sentence
- b. Students have to spell the word

75. Newspaper Sumo-Wrestling

Draw a square on the floor, or use the square tiles as a reference. Have two students stand back to back with their heels on the edge of opposite sides of the square. Then the teacher will ask the students a question or show them a flashcard. Whoever answers the question first will take a half step backwards. Then the teacher will ask another question. After three or four questions the students will be touching back to back. Then the teacher will have a countdown 3, 2, 1 go. When the teacher says go the two students will try and push each other out of circle using only their butts.

Age 4-10

Variation

- a. If a student answers all the questions, then there is no need for a butt push.
- b. Set-up a tournament bracket on the whiteboard to make it more interesting.

76. Flash Card Wrestling

Probably one of the most useless games there are, but it is hilarious, so you must play it at least once. Have the kids make a circle with their desks. Then grab two students from the class and have them stand at opposite ends of the circle, facing each other. Then using a clip, attach a flashcard to the back of the two students. When the teacher says go the students will race to see who can see the other students flashcard first and yell out what it is.

Age 4-8

Variation

- a. Students can't use any hands.
- b. Students can only use one hand

77. Chair Swapping Game

Long time classic at our school, most teachers who have been in China for longer than a month will know this game. First, have the students arrange their chairs into a circle. Then the teacher will stand in the middle of the circle and make a claim, such as "I like apples." Then the teacher will ask the class who likes apples, whoever raises their hands then must stand up. The teacher will very slyly walk over and take one of the standing student's chairs, and then the teacher will tell the students that they cannot sit in the same chair. Students should then race to sit in the remaining chairs. One student will be without a chair, he/she will stand in the middle of the circle and make another statement based on the target vocabulary/sentence structure of the class (I like, I don't like_____).

Age 6-18

Variation

- a. Students who disagree have to change chairs.
- b. For older kids play "Never have I ever", for example "I have never flown on a plane" whoever has flown on a plane must swap chairs.

78. Jeopardy

For all of you who don't know the game Jeopardy, first select four to five categories (Scrambled Sentence, Spell the Word, Complete the Sentence, Act it out). Then under each category write \$100, \$200, \$300, \$400, \$500. \$100 is the easiest question and thus \$500 is the most difficult. Students select the category and then the amount of money for the question that they want. If they answer incorrectly or they can't

complete the task then they lose the money for the question; if they complete the task they get the money. The team with the most money in the end wins.

<u>Act</u>	<u>Draw</u>	<u>Scramble Words</u>	<u>Complete the sentence</u>	<u>Team 1</u>
100	100	100	100	-200
200	200	200	200	<u>Team 2</u>
300	300	300	300	400
400	400	400	400	<u>Team 3</u>
500	500	500	500	500
				<u>Team 4</u>
				200

Age 8-18

Variation

- Different categories= Draw, Scramble words, Categories (You give them a category and they have 30 seconds to write 10 words), final jeopardy, make a sentence, give the conjugation.

79. Taboo

This game works if you prepare cards beforehand. The cards should be at least A4 size or bigger. On the card you should write a target word/ phrase and a 3-4 words that are forbidden to say. For example, the target word maybe snow and the taboo words would be cold, white, winter. One student will come to the front and the other students will try to get their teammate to say the target word without using the taboo words.

Age 10-18

Variation

- The biggest difference with this game is whether you have to people competing or whether you give them a time limit and let them do it one at a time. If you a Chinese teacher with you, it is easier to have two teams compete, but if not it's too hard to stop the students from cheating.

80. Statues

This game is a lot like the acting game, but with a twist. Generally, I divide the class into teams of three or four. Then one team will come to the front of the classroom. If they have 3 people in their team I will take two outside of the classroom and give them a target phrase, such as fighting an alligator. Then the students will come back in and their partner will have to look the other way. I give the other two students 10 seconds to get into position. After they are in position, they cannot move (hence the name

statues), when the students are set their partner can turn around. Their partner has 1 minute to guess the key phrase. If the partner guesses the phrase they get a point.

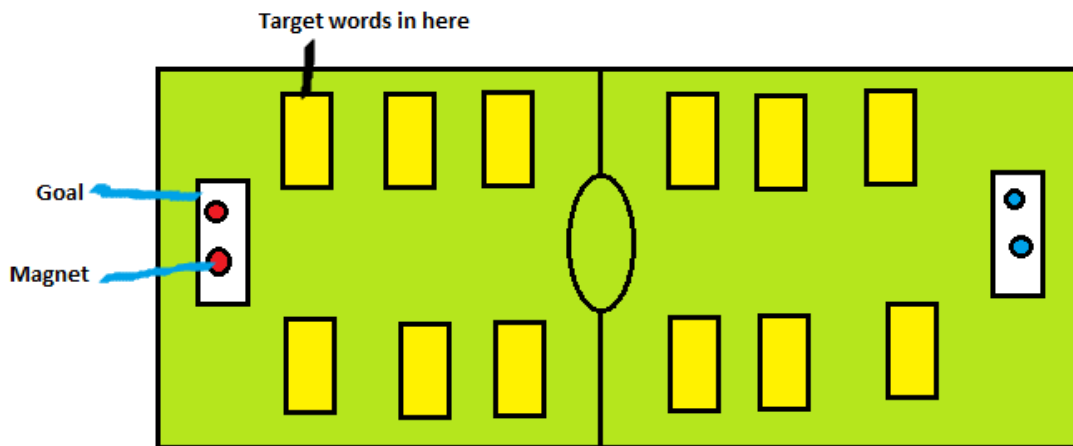
Age 8-18

Variation

- You can allow other teams to guess as well.
- You can give teams 3 chances to change their statue, but each time the change the partner has to turn around and wait until they are set.
- You can have competing teams give them a phrase instead of the teacher.

81. Soccer

For this game you need magnets and a ball. First set up the whiteboard the same as the board I have below.



Each of the yellow boxes should have a target word written in them. In this game there are two teams, the red team and the blue team. Depending on how many students you have in your class you may have 2,3,4,5 people controlling one player. In this game that I have above there are two red players and two blue players. To move the players forward they must make a correct sentence with the target word in the box. I usually give students a very strict time limit, so that when it's their turn they must very quickly give me the answer, otherwise they don't get to move forward. Once team blue crosses the mid-line they will have the opportunity to shoot a goal. To shoot a goal, I usually give students a ball or a paper airplane and have them throw it towards a goal on the board. There are three boxes after the midline, so obviously the closer you get to the goal, the closer you can stand to the white board when you want to throw the ball or the paper airplane. If two players meet in the middle I usually have them play rock paper scissors, whoever loses must start back at the beginning.

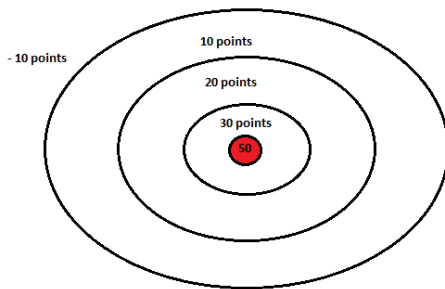
Age 8-14

Variation

- a. Don't make the students play rock paper scissors and they can shoot whenever they want, but if they make a mistake on a word or cannot make a sentence they have to go back to the beginning.
- b. You can also make a bigger field so that you have 3 on 3 or even 4 on 4.

82. Paper Airplane

Just like the game above, but much simpler. Everyone in the class gets to make a paper airplane. Then draw a target on the board like the one below.



Then divide the class into two sides. The teacher will present a review question to the class which ever person answers the question first, will get a chance to throw their airplane at the target. Students then get two throws at the target. Whatever points they get will count towards their team points. Whatever team has the most points at the

end of the game wins.

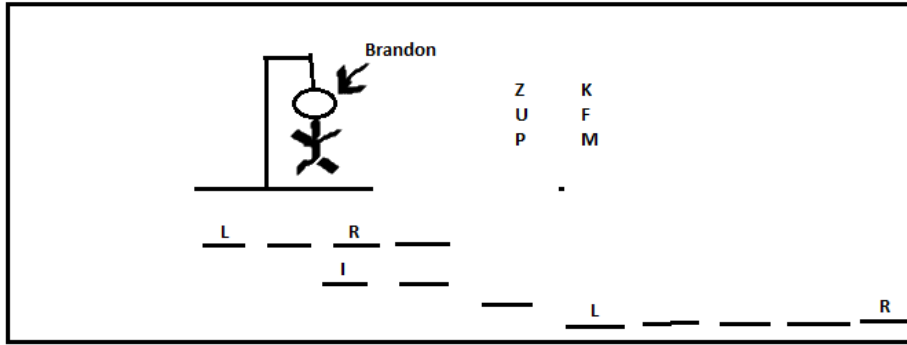
Age 8-14

Variation

- a. You can have individual scores for all of the students, if you have a smaller class.
- b. You can add categories to the questions inside of the target, so that the question depends on what the student hits.
- c. You can make the whole board a target and have students try to gain territories/points by throwing their airplanes at the different territories.

83. Hangman

Avoid playing this game if at all possible, but I know, I know sometimes there is no way to get around it. You spent a crazy night at the club and you got back home at like 3:00 am and now you're at your first class at 8:00am and your brain is not exactly functioning with 20 primary color students screaming at you, so the only thing you can think of is Hangman. In this case, it is forgivable to play Hangman. Just remember Hangman is a last option game. If you are going to play it there are ways to make interesting, such as using certain students in the class as the person being hanged, or playing hangman with sentences, or even letting the students create their own hangman puzzle.

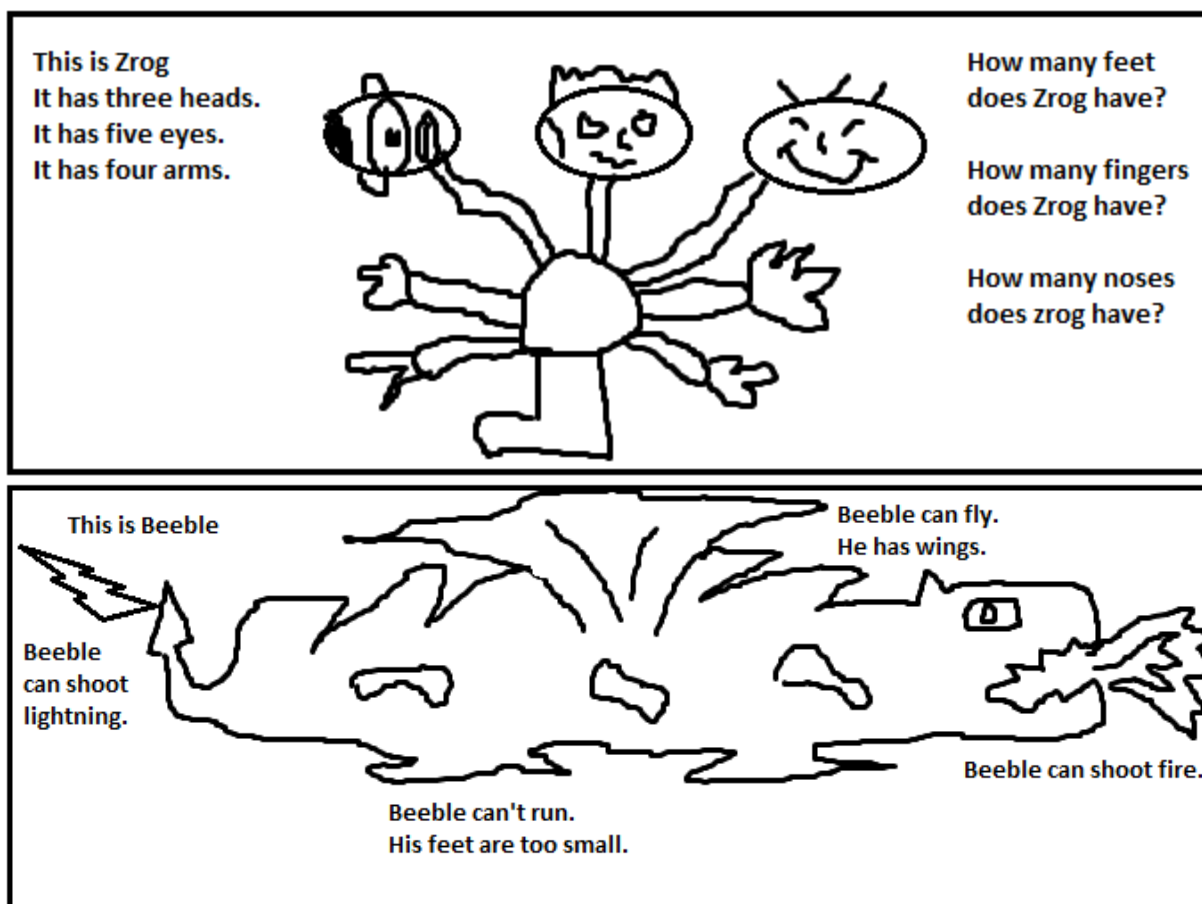


Activities

These can't really be called games, but they are fun to do and the students generally like them. I always try to pass them off as a game, so that the students think they are doing something fun.

84. Draw a Monster

This activity works well for younger kids learning body parts or I can/I can't. Usually, I first draw a monster on the board. My monster is quite famous now, because I draw the same monster in every class. Undoubtedly, some of the Chinese teachers will remember Beeble. So I first draw this figure on the board:



Then I use the picture to explain to the class what Beeble can do and what he can't do. Then I give the students a piece of paper and explain that they will have 5 minutes to draw their monster and then tell me what their monster can /can't do. If it's a good class I will have them tell their partners what their monster can do. If the class is practicing body parts I may draw a monster like this:

Then the same as with Beeble, you have students make their own monster and then describe how many hands, fingers, eyes the creature has. I try to get students to make creative names to help them understand that the letters can be combined any number of ways to make sounds and words that don't necessarily exist in the English language.

Age 4-10

Variation

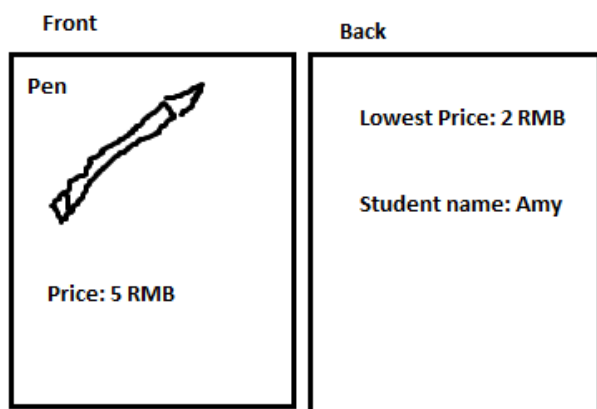
- a. Have the students tell you how to draw your monster. If you have enough time this usually works well too.

85. Make a New Animal

This is almost exactly the same as Beeble the monster, but I try to make students combine two or three animals, and then combine the names together. Afterwards have students practicing what these animals can do. For example, a Chickendog can run fast and lay eggs. This activity is also good to teach students different part so animals such as wings and tail.

86. Flea Market

This activity works if you have a class for two or three hours and are working on selling/buying things. First, I have all students make a set of 8 cards. On the eight cards they will draw eight items; underneath the eight items they must write the price of the item. On the back of the card they write the lowest possible price that they would accept. So one card might look like this:



After each student has eight of these types of cards (encourage them to make different objects), put them into groups of four. They will then combine all of their objects together and open a shop. They should make a small sign with the name of their store on it. Then tell them that everyone needs to make a budget sheet. Have them copy this from the white board.

Total Money: 1000 RMB	
Item	Price

Then tell the class that each shop must have one person who stays behind and collects the money, while the other members can go around to the other shops and buy things. Students must keep track of what they buy and how much they spent. Once they buy an item they get to keep the card. After about 5 minutes of the children buying things tell them to switch owners, so that everyone gets a chance to buy something. At the end of the class you can discuss who bought what and for how much money. It's very important that you write all of the things that need to be said on the board, so that the weaker student's have a reference for how to bargain.

Age 8-16

Variation

- Make the store owner also keep a record.

- b. Have students make up a marketing strategy, with older students you can go into this much deeper and have them make up things like slogan, discounts, and long term business strategies.
- c. Have them sell other things like services, houses, and or vacation packages.

87. Make a Country

Set this activity up by telling your students that a new island has been found and colonized within the last week. Then tell them that the people of this island are in a big debate about how to run the country. Then tell the students that the activity they are going to do today is to make a plan for this new island/country. Students will break up into groups and discuss the following questions on developing a new society.

What is the role of the government?

Who should be in government?

What kind of budget does the government have? How much should go towards education? Military? Healthcare?

What kind of education system should they have? Private or Public?

How many years do students have to study?

What kind of laws should this new country have?

How will you start the economy?

There are many questions you can place on the board. This is a good activity for your older kids. Generally, I give them one period to discuss the questions that I put up, and then the second period I have them tell me about what they decided for their country and why? This usually leads to some great discussions.

Age 14-18

Variation

- a. The only variation here is how many questions you give them. With my really high level students, I make them think of the questions themselves.

88. Build a School

This is similar to the above activity, but it is more geared towards the younger learners. I have students first draw the layout of their school, then give a name for their school and then make a schedule, complete with required and elective courses. Afterwards students present their school to the class and then we vote on which school looks like the best.

Age 10-14

89. Make a Business

Just as the title suggests, you'll have your students create a business. Depending on how advance your students are you can go as deep or as shallow as you want with this activity. With one of my classes I made this a five day project and we made small business proposals, and then the class acted as investors and voted on which projects they wanted to invest their money in. Investors were also required to ask questions about the project, so that they could make a better decision on whether or not to invest. For classes with lower English levels, a simple business name, product/service, and then an advertisement is enough. Then ask the other students if they would buy the product/service or not and why?

Age 12-18

90. Questionnaires

Ask anyone who has ever watched my classes and they know that my favorite activity is a questionnaire. I believe the questionnaires gives the students some freedom in their learning as well as confidence, and at the same time it allows me to rest. Questionnaires can be adapted for just about any class, but to give you an example let's say we are teaching Animals. I would draw a chart, such as the one below, and have the students copy it. Then the students have 10 minutes to fill the chart out by asking their classmates. Afterwards I ask questions regarding the answers they got from their classmates.

Good Animals

nice
cute
fun
loyal

Bad Animals

scary
messy
big
dangerous

Name	Like Animal	Why?	hate animal	Why?

1. What's your name?
2. What animal do you like?
3. Why?
4. What animal do you hate? Why?

I like dogs.
Because dogs are nice

I hate snakes.
Because snakes are scary

It's important to first pre-teach all of the vocabulary / sentence structures that will be used in this activity. One of the reasons that I love this so much is because after you pre-teach the new words, then teach the sentences you have already been in class for 15 minutes. Then you give the students the chart, by the time the students have finished copying the chart another 5 minutes has gone by. Then students will generally take around 15 minutes to fill out the chart, leaving you with a perfect ten minutes of discussion about the chart. It's a lot of repetition and a lot of talking using

words and sentences that are all understandable to the students. I do however suggest that you don't put as many names as I have. I find that 5 or 6 people is enough.

Age 4-18

Variation

- a. Play this game with daily schedules, right 10 things that students do every day and then ask 5 students what time they do each of those things.
- b. Family member personalities, ask five people what each of their family members are like.
- c. For older students, you can do things with what would you do? And why?
 - a. What would you do if.....? Have ten questions like this and students must go around and ask five different students, then compare answers with the class afterwards.
 - b. This is good for reported speech (he said, she said).

91. Interviews

This is very similar to questionnaires; the main difference is that the student will only ask one other student questions. The other difference is that the questions are generally, on a much broader range. I like to do interviews for the first day of class so that students get to know their classmates.

Sample Questions

1. What is your name?
2. How old are you?
3. What is your favorite fruit?
4. What is your favorite subject?
5. How many people are in your family?
6. What color do you like?

Age 4-18

Variation

- a. For older kids and sometimes for younger kids, I have students pretend they are superstars or people with odd jobs.

92. Find someone who...

Make a list of 10 questions that look like this:

1. Find someone who likes monkeys.
2. Find someone who hates monkeys.
3. Find someone who loves dogs.
4. Find someone who has a dog.
5. Find someone who doesn't have a dog.

Students will have to go around the classroom asking other students questions like, do you like monkeys? Do you have a dog? And then write down the names of the student when they find them. Afterwards the teacher will ask students about who they found.

Age 6-18

93. Find the nationality

This game works if you're studying countries or nationalities. First, count how many students you have in your class. You'll need one country for each student, if however your students only know 9 countries and you have 18 students, and then you can always have one country for two students. Have your students copy this chart:

Country	Name
the U.S Canada England Belize New Zealand Singapore Australia India	

While the students are copying the chart you should make a paper slip for the number of students in your class. On each slip write a country, as I said before you may have to make doubles, so that everyone gets one. Then put the slips in to a hat and bag. The students will then draw for countries. Whatever country the student picks out is now the country that they are from. Then explain to the students that they are going to try and guess the country that their classmates are from. They should use this phrase, "You're from Canada, right?" If on the first guess, the student guesses right, he will write the name of the student next to the country. If he/she guesses wrong he/she will have to find another student to guess, before they can return the original student. After 10 minutes of playing, stop the game and see who has found the nationality of the most students.

Age 8-18

Variation

- To make this activity easier, you can turn it into a questionnaire.
- For older students, I let them first ask two questions to get clues, for example what is the capital of your country? Or what is the weather like in your country? After two guesses they have to guess the country.

Older Students/Adult Activities

Most these games/ activities don't have variations. Also these games/activities require a higher level of English.

94. Detective Game (Alibi)

This is probably my favorite game for students who can actually hold conversations. Whenever I'm having a terribly boring class, this is my ace in the hole; this is the game that brings them back from the dead. First, I divide the class into two groups; detectives and suspects. I explain that detectives are cops who look for the bad guys and that suspects are people that we think are bad, but can't know for sure.

Then I write on the board, "last night my dog was murdered at 10:00 p.m." I explain to the suspects that the detectives think they did it. Then I tell the detectives that the suspects claim they didn't do it, and in fact they have an Alibi and then I explain the word "Alibi" (a story/excuse for why you couldn't have committed the crime). Then I write the suspects alibi on the board, "We couldn't have killed the dog, because we were at a café last night."

After everyone knows the alibi, I send the suspects into another room, once they are out of the classroom, I tell the detectives that they need to all think of 10 questions about the café, such as, what time did you arrive? What was the name of the café? What did you order? They can ask any question, but all of the detectives must write the exact same 10 questions, because they are going to ask the suspects all the same questions to see if they get different answers.

After I have given the detectives their orders, I go to the suspects and tell them that they need to think of their story. I tell them that the detectives are going to ask them questions about the café, but they have no idea which questions, so they need to think of every possible detail about the café. I, of course, give them a few ideas, but not too many. This conversation should be in English.

Finally, while both groups are preparing the questions and their response I return to the classroom to organize the chairs. If there are 8 detectives and 8 suspects and I make 8 stations around the room that are spaced out from each other so that the suspects can't cheat and listen to their friends answers.

After everyone has finished preparing I bring the suspects back into the classroom and pair them up with a detective. The detectives will ask the suspect their 10 questions and record their answers. After all of the detectives have finished asking their questions, they will meet together and discuss the answers that they received.

If they suspects get all the answers right they are free to go. If there are more than three discrepancies, it's off to prison for them. But first, they must become detectives themselves and the detectives must become suspects to start round two of this game. This game usually takes two class periods if you switch suspects and detectives.

95. Devil's Advocate

For this activity you need two groups of students. One group will sit in their chairs in a circle. The other group will stand outside the circle across from one of the students. The devil's advocate will be the group in the middle. The teacher will then give a topic such as "poor people deserve government help," the devil's advocate will have to argue against whatever the teacher says and the person standing will have to argue for whatever the teacher says. The students will debate until the teacher says change, at which point they will move one student to the right and continue the same debate. This same debate will continue until the teacher says stop and changes the topic.

96. Talk for a minute.

Come to class with a bag/hat full of random words written on paper slips. Words should be things like; plant, hat, boots, sword, card. Then tell students that the moment they draw the word out of the bag/hat they will have one minute where they are not allowed to stop talking about the word that they drew.

Another option with this activity is to write words that are directly related to the topic that will be discussed in class.

97. Unexpected Consequences

This is a fun chain game that gets students using the "if clause". It starts like this; one student says, "If I were rich, I would be happy." The next student will say "If I were happy, I would never drink wine." The next student would then say "If never drank wine, I would hate life." This continues until the last student has a chance to speak. The teacher should note what the sentence started off with and how it ended.

98. Ink Blot

This is quite simple, go online and print up 10 inkblots. Make about four or five copies of each inkblot. Then divide your class into four or five groups and give each group a set of inkblots. Give them 10 minutes to discuss what each inkblot is and then afterwards have them present their beliefs to the class.

99. Eyewitness, Strange news

Before class go online and look up some strange headlines. You should have about 10 or so. You can also do normal headlines, but I find that the strange ones are more interesting for the students. Write the headlines on the board. Tell the students that you need a reporter for each of the headlines. After you have a volunteer for each

headline, tell the remaining students that you need an eyewitness for each of the headlines. Then give the students 5 minutes to prepare. The reporter should prepare some questions about the story and the eyewitness should think of what happened. Inform the reporter that he/she will have to write an article for the paper, so it is very important that he/she takes good notes. After the interview is over, you should provide the class with another set of headlines and let the reporter and interview switch places.

You can use this activity to practice the past tense or to practice reported speech. After the interview is over you can have the reporter tell the class what the eyewitness saw. Finally, I really enjoy this activity because of the writing portion of it. Most books, for the older kids have a section on newspaper writing, this activity is perfect for that.

100. Lateral thinking Questions

Before the students come into class write three or four lateral thinking questions on the board. Let students try to work them out. Then discuss what theories they have. Below is an example of a lateral thinking question.

A man lives on the twelfth floor of an apartment building. Every morning he takes the elevator down to the lobby and leaves the building. In the evening, he gets into the elevator, and, if there is someone else in the elevator -- or if it was raining that day -- he goes back to his floor directly. Otherwise, he goes to the tenth floor and walks up two flights of stairs to his apartment.

101. 20 Items

Write 20 items on the board. Then divide the class into groups of four and five. Tell them they are about to be stranded on an island. They can only take five of the 20 items to help them. The group should discuss which items they are going to take and why. After their discussion they will report their decision to the class.

102. Political Nightmares

Below are five political figures. Each of them has done some pretty bad things. You can either print up the things they did, or write them on the board before class. For each politician you'll need one student to pretend to be that politician and if you have many students you'll need an agent who helps the politician. You will also need a journalist or two whose goal is to destroy the politician. Go over each of the things that the politicians have done then give the students about 15 minutes to prepare for a live TV interview where the journalist will try to destroy the politicians career and the politician will try to salvage his career.

Director of EPA

1. You own three cars, one of which is a Ferrari.
2. You were seen dropping lifter in a park.
3. When asked what you thought about 'Green Peace' you were quoted as saying 'I believe that plants have as much right as humans to receive absolution.'
4. You own shares in 'McDonalds' who are responsible for cutting down large sections of the rain forest.
5. Earlier in your career you worked for a large oil company and helped cover-up an oil spill in Alaska.

Secretary of State

1. On a visit to Latin America you were quoted as saying, 'I wish I had studied Latin at school then I might be able to understand you guys.'
2. You thought East Timor was in Scotland.
3. On a visit to Germany you thought that the German Foreign Minister was a waiter and asked him to get you a cup of coffee.
4. When asked your opinion on China you were quoted as saying, 'I think it will provide a fantastic market for future US economic growth'.
5. In a recent interview with the French Foreign Minister you offended him and he called you 'xenophobic' to which you replied, 'Sorry, I don't speak French.'

Vice President

1. One day after you gave a speech on the importance of parents to teach their children morals your son was convicted for selling drugs.
2. When you were younger you were a supporter of pro-choice.
3. When asked your opinion on the wrongful execution of an inmate in Texas you said, 'Yes, that was a shame but we can't get it right all the time'.
4. On a recent visit to California you were quoted as saying 'California is a beautiful state. It's a pity about the people.'
5. In a debate on the future of race relations in the US you said, 'We need to forget about the past and move forward.'

Secretary of Education

1. You talk about the importance and good standard of state schools but both your children attend private schools.
2. On a visit to a school in a depressed area in Alabama you were quoted as saying 'I've never met so many ill-mannered children; they should be placed in a juvenile detention center.'
3. When asked about increasing class sizes in schools you replied '25, 35 - what's the difference?'
4. You were quoted as saying 'Mixed Schools are a bad idea because the girls distract the boys.'

5. When a Stanford professor allowed his students to use British spelling you said, 'This man should be sacked for a lack of patriotism; he obviously has no love of language.'

Secretary of Health and Human Services

1. You talk about the need for people to stop smoking due to healthcare costs but smoke yourself.
2. When asked about the ever increasing waiting list for Medicare patients needing operations, you were quoted as saying, 'Well, it's not my fault that people keep getting sick!'
3. In a debate on care for the disabled you said, 'The thing with disabled people is that they can't do the same things as you or I.'
4. When asked what the government planned to do to reduce the amount of hours worked by nurses and doctors in the public health sector you were quoted as saying, 'They should be grateful that they've got a job.'
5. You believe that there should be a move towards even more private health care with a reduction in the public sector - including Medicare.

Politicians

You are about to be interviewed by a journalist who has a reputation for embarrassing politicians and exposing their faults. If this interview goes badly you could be in danger of losing your job. Luckily someone who works for you managed to steal a copy of the journalists notes. You have ten minutes to think about the questions that the journalist is likely to ask you and to think of suitable answers that will hopefully save your job.

Journalists

You are about to interview a top politician and are keen to expose he/she as being inadequate for the job they do. The government has been under increasing pressure recently and cannot afford any more mistakes. You have worked very hard gathering information that these politicians would like to forget. This is your big chance to enhance your reputation and further your career.

103. Parole Hearing

First, divide the class into groups of four. For each group tell them that they are in prison for a certain reason; murder, robbery, embezzlement, tax evasion. Then give each group about five minutes so that they can tell each other their story of how and why they were put in jail. After the five minutes everyone should share their story with the class.

After everyone has shared their story, inform the class that there will be a parole hearing for each of the groups and that the students will be competing against the

members of their group to be set free. Then give the students five more minutes to prepare their story of why they are rehabilitated and why they deserve to be let free.

Finally, each student from each group will give their speech/ story of why they deserve to be let free. The students outside of the group begging for freedom will vote on which student deserves to be given parole.

104. Scholarship Winner

This is essentially the same as Parole hearing, but the students will be fighting for a scholarship. The difference here is that the groups will not be divided by what crime they did; they will be divided by what type of scholarship they are trying to receive. One may be an athletic scholarship for Yale; another may be a writers scholarship for Brown.

105. Superhero Powers

This game is either a complete success or a complete failure. I start it off by asking students what super powers they know. I make a big list on the board. Then I break the students up into groups of two or three. I inform the students that each person can choose one power. They should take 5 minutes to discuss which powers are best for them. After everyone has chosen a power, I tell them that their groups are going to fight other groups. Then I give them another 5 minutes to discuss their tactics to take on another group. Finally, I bring two groups to the front; the teacher will act as a sort of dungeon master, meaning that he/she will direct the fight by saying team one starts. One person from team one will tell the dungeon master what he/she is going to do? Then team two will have a chance to counter the attack or to attack themselves. This game generally only works if students have a really high level of English.

If there level is over then having a simple discussion of the best powers is always a good alternative.

106. Borrowers and Lenders

First, write ten items on the board, such as, a motorbike, a beach house, a sports car, an expensive watch. Then ask students which of these items they would lend to a friend and which ones they wouldn't lend. Then make sure they write down their answers on a piece of paper. After they have done this tell them they want to go around the room and ask their classmates to borrow these things. If a student wrote that he wouldn't lend something, he must refuse to lend it to a classmate at all costs. The object of the activity is to see which student can borrow the most items. Students should record what they borrowed and from who they borrowed it. After the activity is over the teacher and students will have a discussion of why the students decided to lend certain things and not other things and their reasoning behind each decision.

107. Promote a Vacation Package

You can do this one of two ways. The first way requires some preparation work. You'll need to do some research on the different vacation packages on the web. Print up all the information on where the vacation is, what the vacation includes, how much it costs, etc. Then pass out this information to groups of three in your class. It's best if each group has a different package. Give each group 45 minutes to prepare an advertisement for their vacation package.

The second way is to first let students create their own vacation package to somewhere they have been before. You should write on the board all the information that they should include. For example:

Where is the trip?
How many days is it?
How much money is it?
Where will they be staying?
What will they do?

The more questions you make them ask the better. Period one should be making the package, then period two have them prepare the advertisement for their package and then finally during period three they will present their advertisement package.

108. Dear Abby

I think most of you will know what Dear Abby is, but for those young ones out there, Dear Abby is a column in the newspaper where people can write to the newspaper asking for advice, without posting their name. The people searching for advice will generally sign off with a funny name, or name related to their problem, such as "sincerely, tired of my kids."

In the Eels classroom, I start this activity by telling everyone in the class to write a strange problem on a small piece of paper. I give them the example of "I saw my friend's mother feeding her cat money, what should I do? Sincerely, Confused." I then collect all of the strange problems and put them into a hat. Students will then draw from the hat. You can either have them write a response or simply read the response and then give advice.

109. GRE Words

This is a simple activity, every day at the beginning of class write five GRE words on the board and tell your students to take guesses at what they mean. They should

discuss in groups, why they think the word means what they think it means. Then after five minutes they will share their answers with the class. The team who comes closest to the exact meaning will get a point. The team with the most points wins.

For a fun day, you can also do this with some slang words or even made up words. I have written the words Splicklebog on the word and asked my students to write a definition along with two sample sentences for the word. It can be a lot of fun and a good way to start the class.

110. News Paper Headlines

This is similar to strange headlines, but a little different. Again find some headlines to put up on the board, but then break the students up into groups for 4 and have them discuss what might have happened. Then as a class discuss what each group came up with. Finally, read the actual story and see how close their guesses were to the real thing.

111. Debates

For my older student classes, I survived nearly six months purely on debates. You can do a debate on pretty much any activity and it works as a good pre-activity. Let's say you're going to be discussing Marriage in class. Well, start your class off with a debate about early Marriages. Tell one side that they are going to be fighting for people who believe that marriage should be illegal until the age of 25 and the other side will be fighting for no age limit on marriage. Give the students 5-10 minutes to prepare their arguments.

There are two ways that I have done this. The first is what I call "The hand of God." This means that when I point at a student, he/she will have to start talking. The moment I point at someone else, the person talking will stop and the new person that I'm pointing at will start. This is a good way to make sure that all students are paying attention and it also helps them work on impromptu speaking.

The other way of holding a debate, I got from Jesse Walker. What he use to do is give everyone in the group a role in the debate. So, let's say you have two groups of five. The first person would be in charge of an opening statement, the last person is obviously in charge of a concluding statement. The two or three in the middle will be in charge of rebuttals and support of original argument.

The students not involved in the debate will be the judge of what side wins. They should be prepared to explain their choice.

112. Odd One out Game

In the “previously prepared activities” section below we have an example of this game. Simply right four things on the board such as:

Dog
Pencil
Radio
Rock

Then let students discuss which of the four don’t belong together. There is no right or wrong answer to this activity. This is just to get students thinking. I like to try and choose four things that have nothing at all to do with each other and see how creative the students can be to find a connection.

113. Job Interview

This activity can be fun if you make the jobs that students have to interview for fun. If I have a class of 20 I will make 7 bosses and the rest will be interviewing for their job. I will make jobs like toilet cleaner, back scratcher, pretend boyfriend/ girlfriend, or wallet/ purse carrier. The students will get to choose which job they want to interview for (first come first serve policy). After all the students are signed up for an interview, I give the bosses and the interviewers about 5 minutes to prepare. The bosses should think of questions while the students who are going to interview should think of reasons why they are qualified for this job. After five minutes I bring one of the bosses to the front of the classroom and the interviews will start. After all of the interviews the boss should choose one to be his/her employee and then tell the class why he/she chose that person. I usually then have discussions with the class about whether or not the boss made the right decision or not.

114. There should be a Law

First have students think of some laws that they think are not necessary. Then divide the class into groups of three and tell them that they are now working for the government and it is their job to think of ten new laws and then give a good reason for each new law. After the group has decided on ten new laws they should think of a good reason implementing each new law as well as a punishment for those who break the new laws.

Games that I thought of too late and so now they are in this category

115. Emotional Reader

This is a great game for all levels; assign students an emotion or personality such as very sad or super angry. The students should then read the dialogue using the

personality or emotion that you assigned to them. The kids really love this especially if you can put emotions like shy and really outgoing together. You can also add emotions or personalities when you do role playing games. For example, an angry shop assistant and an extremely happy customer who wants to return an item.

116. Make a Date

First draw a big calendar in the middle of the whiteboard. Tell the students to copy the calendar exactly the same as yours. Then on the right side of the board write the target grammar used when asking or inviting someone to do something (Would you like to _____ on Sunday the 7th). Then on the other side of the board write the activities that you might invite someone to do, such as shopping, hiking, go to the movies. I usually ask the students to tell me these. So at this point your board should look something like this.

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Activities
 go fishing
 go shopping
 go hiking
 play basketball
 have a picnic
 watch a movie
 play chess
 ride bikes

Would you like to go _____ on _____
Wednesday the 10th.

Yes, I would love too.

I'm sorry, I can't. I have to _____.

Then when the board is set up and everyone has a calendar in front of them, tell your students to put an X on ten random squares. After they have written the X on these squares tell them that they cannot accept an invitation on the days with an X. They must reject the invitation, and then give an excuse. The students want to find 10 people who can accept their invitation. Once the invitation is accepted both students should write the name of the person that they are meeting on the day that they are meeting them. Under the name they should also write the activity that they will be doing. This game can be adjusted for younger kids, where they just have to invite 10 people and then write the activity, for older kids I add the Xs and the excuses.

S	M	T	W	T	F	S
	1	2	BOB 3 9pm bball	4 X	5	6
7	X	8	9	10	11 X	12
13						
14 X	15	16 X	17 X	18 X	19	20
Mary 21 8am	22 X	23	24	25 X	26	27
28	29	30	31 X			

Activities
 go fishing
 go shopping
 go hiking
 play basketball
 have a picnic
 watch a movie
 play chess
 ride bikes


Would you like to go _____ on _____
Wednesday the 10th.


Yes, I would love too.













I'm sorry, I can't. I have to _____.

117. Four in a Row

First draw a grid on the board it should be at least five by five. The grid should look like the one below.

 **Bob**

 **Fred**

	Never	Almost never	Sometimes	Often	Usually	Always
Sports						
Music						
Movies						
Books						
Homework						
Daily Schedule						

This is a very simple game, for the student to claim a square he/she must use a word from the top and use it with one for the side. So if you wanted the square in the top left, you could say "I never play baseball." Once a student gets four in a row he/she gets one point.

118. Tic-Tac-Toe

All	Nearly All	Most
Many	A lot of	Some
Not many	A few	Few

Draw the board on the board and have your students copy it onto a piece of paper. This is just a simple game of tic-tac-toe but you must use the word in the square before you take it. I usually have my student's play best out of 5 or 7 so that get enough practice.

Mercan Book Plans

As I mentioned above these plans are made to give new teachers ideas for class. Primary colors through connect one are complete with ideas for every lesson. Also Interchange one is complete. The other books I filled in the grammar focus and sample vocabulary but left the games and activities portion blank. I did this for two reasons; the first is so that you can write down your own suggestions and ideas. So after every class, take a few quick notes in this book so that you remember for each lesson which games/activities were useful and which games and activities were not. The second reason is because I don't want to write any more.

1. Primary Colors One

For the primary color books you will have two hours to review one unit. In most cases the students are very, very familiar with the material that you are reviewing, so it is very important that you have some games ready for these classes. Below I have given some suggestion for each class, you still need to do some of your own preparation but this should get you going in the right direction. I generally start off with a silly warm-up game or I play "Simon Says" then I just play a few of the games that I have written below. If you ever run into a situation where you are not prepared for the class you can have your students act out the story in the book, but this is generally only a 15 minute activity.

Also remember that you usually won't see the same Primary Colors students twice in a row, and even if you do there will be a gap of almost two months before you run into them again, so don't be afraid of repeating games with primary colors. In fact the lesson plan for unit 1 and unit 2 could be combined and used on pretty much any primary colors class.

a. Unit One

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Hello! Goodbye I can make I can say	Children, red, Sing, Goodbye, sit wave One,two,three , four	1. Game #56 Duck duck Goose 2. Game #16 Group Grab 3. Game #28 Blind Student 4.Game #17 Run and Touch the color
Pay Attention: There is not much in this unit, but you can play games with hello and goodbye, as well as numbers. You only see primary colors once every four weeks, so feel free to unload all of your games.		

b. Unit Two

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
In my ____ This is/that is I can	Classroom, marker, eraser, board, chair, table, balloon, birthday cake	1. Game #4 Alphabet Race 2. Game #11 Draw Alphabet on Back 3. Game # 30 Things in a bag 4. Game #19 Tiger
Pay Attention:		

c. Unit Three

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
I can I can't	Verbs, bike, slide, dive, swim, run, jump, hop	1.Game#1 Simon Says 2.Game #48 Harry Potter 3. Game #26 Balloon with words
Pay Attention:		

d. Unit Four

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
How many We can	He, they, green, cat, dog, picture, bathtub, shower	1.Game #19 Tiger 2. Activity: Draw a house and label the rooms 3. Game #33 Double fists of furry with Alphabet. 4. Game #75 Newspaper Sumo Wrestling
Pay Attention:		

e. Unit Five

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
This is my____.	Ears, fingers, body, toes	1. Game #84 Draw a monster 2. Game #67 Body Match up 3. Game #64 Bring the parts together
Pay Attention:		

f. Unit Six

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
I'm wearing_____ I have He has She has	Clothes (boots, sweater)	1. Game #49 Circle Race#2 (I'm wearing) 2. Game #41 Obstacle course run to the board

		3. Game #51 Run through the legs
Pay Attention:		

2. Primary Colors Two

a. Unit One

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
What's that? What's this? This is , that is	Town, car, bus, sandwich, drink, banana,	1. Game #50 Trade Cards Game (review vocab words using this is) 2. Game #4 Alphabet Relay Race 3. Game #60 Auction (Auction off letters to make words)
Pay Attention: With this lesson I usually review the welcome lesson as well as Unit 1 so I have more vocabulary to go over. Also an alphabet review is good at this point, because they should have learned most of the alphabet in PC1		

b. Unit Two

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
His, her, our	Jump, hop, clap, our , eleven , twelve, mouse	1. Game#42 Loud Quiet find the card 2. Game #76 Flash Card Wrestling 3. Game #41 Obstacle course run to the board
Pay Attention: In this lesson we extend the total numbers to 20 so number games are a good way to start the class.		

c. Unit Three

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
	Bear, boy, girl, garden , kick, yell, come, brown, green, red, white, yellow	1. Game #35 I spy 2. Game #28 Blind Student 3. Game #11 Draw letters on backs
Pay Attention:		

d. Unit Four

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Multiple adjectives,	Bird, cow, horse, duck, hen, legs, fly, climb, read, write, walk, drive, fast high	1. Game #85 Make a new animal
Pay Attention:		

e. Unit Five

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
	Crocodile, monkey, tiger, boat, fruit, grass, people	1. Emotional Reading
Pay Attention:		

f. Unit Six

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
	Apple cheese, coconut ice cream, milk, orange, pear	1. Game 20 Around the world
Pay Attention:		

3. Mercan Book

Most teachers like teaching the Mercan Book the most, because it allows the teacher more freedom to teach what they want. There isn't really a strict grammar sequence that you have to follow, so you have many options on how to use the target vocabulary.

The Mercan book you will have two hours a week, every week. This is important because you don't want to play the same games / activities every week. If it's a game that they like hold onto it and bring it back three or four weeks later. Also remember that many times after a Mercan Book finishes it will start a Connect book which will probably be your class. So you will have this class for a quite a while.

a. Unit One

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
1. What is up? 2. What is your name? 3. How are you doing? 4. Where are you from?	1. Feelings (fine, made, bored, tired, alright, great)	1. Game #2 Knock-Knock Race 2. Game #47 Harry Potter 3. Game #32 Board Slaps
Pay Attention:		

b. Unit Two

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
1. That is vs. This is 2. Class Commands	1. Classroom words (desk, pencil, paper, blackboard)	1. Game #1 Simon Says 2. Game #6 The Gauntlet 3. Game #38 Run and Draw 4. Have students do Dialogue D

		changing the key words.
Pay Attention: Make sure students understand the difference of This and That and when to use them; any game that practices this difference is a good choice.		

a. Unit Three

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
I do/ You do/We do He/she/it does Do you like___? I like/ I don't like	Elementary, middle school, high school, math, science, history, art	1. Game #42 Loud Quiet Find Card 2. Game #76 Chair Swapping Game 3.Game#88 Questionnaire
Pay Attention: I try to add in "because" in this chapter. I like math because it's fun; I don't like history because it's boring.		

b. Unit Four

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
What do...eat? What does a/an...eat?	Elephant seal lion penguin bear, monkey	1. Game #60 Leap Frog 2. Game #13 Charades 3. Game #66 Body Matchup, but give half the class an animal card and the other half a food card, when the music stops they must find their partner (pandas with bamboo)
Pay Attention:		

c. Unit Five

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
There is a/an.... There are.... What is in the__	Living room; kitchen bedroom radio refrigerator	1. Draw a House; ask students where objects are in the house. 2. Game #49 Trade the card game (cards are the objects in the house students must ask where is this?)
Pay Attention: make sure your students know when to use is vs. Are.		

d. Unit Six

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Where is...? It is ... Where are....? They are....	Bathtub sink washer pan wardrobe curtain	1. Game #72 Territory Grab (most squares should be prepositions and rooms) 2. Game #79 Statues (prepositions)
Pay Attention: with this lesson you want to first review the rooms from unit 5 then work on the prepositions.		

e. Unit Seven

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Want/would like to +v	Hamburger French fries ice-cream yogurt	1. Make a menu 2. Game #14 Circle Race (target sentence " I want to eat")
Pay Attention:		

f. Unit Eight

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Play basketball/football/ping-pong/soccer/golf	Football badminton ,watch a movie , surf the net	1. Game #1 Simon Says 2. Game #25 Hot Potato Speaking 3. Game #61 Re-order the sentence
Pay Attention: make sure you point out which words use "play" and which words use "go" (I go biking, I play soccer)		

g. Unit Nine

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
I like/hate... He/She likes/hates	Carrots tomatoes mushroom pineapples	1. Game #53 Go fish After go fish give the cards back and have students add HP and A then play Game #67 Floor Chess, with the killer tomatoes taking on the beastly garlic
Pay Attention:		

h. Unit Ten

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
There is/are.... I have... He/She/It has...	Mom uncle cousin One fourteen	1. Number Puzzles (1,3,5,_,_ or 1,2,3,5,_,_ or 1,2,4,7,_,_) 2. Game #31 Number claps 3. Draw a family tree 4. Put five kids in a group and tell them they are a family, they must tell you who each person in the family is and what is one thing they like.
Pay Attention:		

i. Unit Eleven

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions

Adverbs of degree: a lot , very much, at all ,a little,a bit	Driver teacher scientist businessman	1. Game #20 Around the world 2. Game #47 Harry Potter 3. Game#48 Circle Race #2 (My father is a _____, My mother is a _____)
Pay Attention:		

j. Unit Twelve

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Be 动词: am is are I am You are He is She is It is	Cook secretary artist musician nurse clerk	1. Game #13 Charades 2. Game #73 Heads-up Seven up 3. Game # 60 Leap Frog (draw the board on the ground and write family jobs or family members in the square, if it is family member they should say My father is a <u>soldier</u> , if it is a career they should say Cook is a <u>boring</u> job, you will have to pre-teach 3 or 4 adjectives to describe the jobs)
Pay Attention:		

4. Connect One

a. Lesson 1

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
What's your name?		
Pay Attention: See Lesson 2		

b. Lesson 2

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
How are you?	Good morning, good afternoon, good evening	1. First day activity: I write My name, age, my job and my hobby on the board. Then ask students to tell me what the question is. What's your name? How old are you? What do you do? Who do you like to do? Then I tell students that they need to ask 3 other people these questions. But they MUST lie when answering questions.
Pay Attention: I generally combine lesson 1 and lesson 2 together.		

c. Lesson 3

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
this is(name)		1. Game #45 Name Game
Pay Attention:		

d. Lesson 4

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Names	Alphabet	1.Game #4 Alphabet Relay Race 2.Game #5 Alphabet Acronym Race
Pay Attention:		

e. Lesson 5

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
his/her Who's this?	classmate, best friend, computer partner	1. Game #64 Liar, Liar
Pay Attention:		

f. Lesson 6

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
He's/She's...	model, soccer player, cartoon character	1. Game #60 Leap Frog
Pay Attention:		

g. Lesson 7

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
How old...? He's not/She's not...	seventeen, twenty, thirteen	1. Number Puzzles 2. Game#52 Line up #1
Pay Attention:		

h. Lesson 8

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Where...from? You're/I'm not...	Peru, Colombia, Australia	1. Game #92 Find the Nationality
Pay Attention:		

i. Lesson 9

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
This is/That's+possessive	backpack, camera, brush	1. Game#49 Trade Cards Game
Pay Attention:		

j. Lesson 10

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
What's this/that?	a video game, an MP3 player, a laptop	1. Game #58 the fast and the dead
Pay Attention:		

k. Lesson 11

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
What are these/those?	bicycle, comic books, posters	1. Game #6 The Gauntlet
Pay Attention:		

l. Lesson 12

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Where's/Where are...? It's not/They're not...	wastebasket, dresser, chair	1. Have students draw their classmate's rooms. They must use each preposition from the lesson 2 times.

Pay Attention:

m. Lesson 13

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Are you...?	newsstand, bus stop, restaurant	1. Floor ESL Chess, students make cards of the places and say what they can do at each place to move a step.

Pay Attention: I usually teach them what I can do at each of the places, for example, buy a newspaper, take a bus, and have some food.

n. Lesson 14

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Is it...?	across from, in front of, behind	1. Draw a city

Pay Attention:

o. Lesson 15

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Is she/Are they...?	skating rink, candy store, video arcade	1. Game #50 Card Trading Game, but a little different. Students will try to guess the card that their partner is holding by saying Is he at the skating rink? If their partner is holding skating rink, then they get the card, if not then they look for another partner.

Pay Attention:

p. Lesson 16

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Suggestions for others Suggestions for you +others	tired, Sit down, thirsty	1. Arrange the classroom so that there are two rows of desks facing each other. Have all students make a flash card to represent tired, thirsty and so on. Then play a version of Game 6 the gauntlet, where students walk through the middle giving advice to each person's picture. Fastest time wins.

Pay Attention:

q. Lesson 17

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
have/has	sister, cousin, parents	1. Act as a family; introduce your family to the class. 2. Draw your family tree with some people's names missing, and then write sentences on the side that give your students hint on how to fill in the family tree.
Pay Attention:		

r. Lesson 18

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
What's...like?	handsome, funny, crazy	1. Game#55 Line-up #2
Pay Attention:		

s. Lesson 19

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
We're/They're...Our/Their...	noisy, quiet, happy	1. Game #61 Leap frog on the floor, write places in the boxes, and students have to use adjectives to describe each place to move on.
Pay Attention:		

t. Lesson 20

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
It has...	bathroom, garage, yard	1. Draw your partner's house. 2. Game #69 battleship- key questions what is in the <u>bathroom</u> ?
Pay Attention:		

u. Lesson 21

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
There's There are... There's no There are no...	board, printer, screen	1. Game # 60 Auction sentence errors focusing on there's there are

Pay Attention:

v. Lesson 22

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Is there a Are there any...?	athletic fields, tennis courts, cafeteria	1. Game #73 Territory Grab, write all the key words into the territories students have to use them in a sentence to capture the territory

Pay Attention:

w. Lesson 23

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
on/at	geography, history, health	1. Game #89 Questionnaires about which subjects students like and why?

Pay Attention:

x. Lesson 24

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
What time...?	Spelling contest, picnic, soccer game	1. Game #81 soccer

Pay Attention:

y. Lesson 25

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
is/isn't; are/aren't in short answers	Belize, England, India	1. Game #12 Bad Grammar 2. Game #44 fake speaker

Pay Attention:

z. Lesson 26

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
isn't/aren't in statements	American, British, Brazilian	1. Game #78 Jeopardy

Pay Attention:		

aa.Lesson 27

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
When is...?	November, December, February	1. Race to see who can say them all the fastest, then do it backwards. 2. Teach weather with this lesson then play one of the previous games.
Pay Attention:		

bb.Lesson 28

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
in/on	September twelfth, January fifth, May t twentieth	1. Game #116 Make a Date
Pay Attention:		

cc.Lesson 29

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
What's it like?	interesting, boring, crowded	1. Game #118 Tic-tac-toe
Pay Attention:		

dd.Lesson 30

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
can/can't	dance, skateboard, draw	1. Game #77 chair swapping game
Pay Attention:		

ee.Lesson 31

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions

What color is/are...?	clothes	1. Game #64 Bring the parts together 2. Game #71
Pay Attention:		

ff. Lesson 32

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
love/like/don't like	rap, classical, pizza	Ultimate Surveys
Pay Attention:		

5. Connect Two

a. Lesson 1

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Pay Attention:		

b. Lesson 2

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
There is/There are...Is there a/Are there any...?		
Pay Attention:		

c. Lesson 3

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
be good at	artistic, musical, athletic	
Pay Attention:		

d. Lesson 4

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
like+a lot very much a little don't like+very much at all	boring, cute, active	
Pay Attention:		

e. Lesson 5

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Simple present statements with I	get up, eat breakfast, do my homework	
Pay Attention:		

f. Lesson 6

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Do you+ (verb)...?	collect stamps, talk on the phone, hang out at the mall	
Pay Attention:		

g. Lesson 7

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Simple present statements with I/he/she	have,practice,teach	
Pay Attention:		

h. Lesson 8

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
doesn't	sleep late eat out	

	stay home	
Pay Attention:		

i. Lesson 9

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Does he/she...?	surf, do karate, go biking	
Pay Attention:		

j. Lesson 10

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
They+verb:statements Do they +verb: questions	gloves, goggles, knee pads	
Pay Attention:		

k. Lesson 11

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Imperatives	sunscreen, hiking boots, blanket	
Pay Attention:		

l. Lesson 12

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
What time/When...?	cook hot dogs, go canoeing, tell stories	
Pay Attention:		

m. Lesson 13

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions

her/him/it/them	classical,reggae,jazz	
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Pay Attention:

n. Lesson 14

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
How much is/are...?	space map, travel vest, wall calendar	

Pay Attention:

o. Lesson 15

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
like/don't like+to(verb)	go camping ,write poetry, do crossword puzzles	

Pay Attention:

p. Lesson 16

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Adverbs of frequency	Usually ,hardly ever, never	

Pay Attention:

q. Lesson 17

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Present continuous affirmative statements	buy souvenirs ,take pictures, visit a museum	

Pay Attention:

r. Lesson 18

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions

Present continuous negative statements	Eat in the picnic area. Stand in line. Stay on the bike path.	
Pay Attention:		

s. Lesson 19

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Present continuous Yes/No questions	collecting seashells flying a kite, sailing a boat	
Pay Attention:		

t. Lesson 20

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Present continuous What questions	necklace,ring,scarf	
Pay Attention:		

u. Lesson 21

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Where+(be)...going?	amazing,fascinating,thrilling	
Pay Attention:		

v. Lesson 22

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Simple present vs. present continuous	open presents, Sing songs. relax at home	
Pay Attention:		

w. Lesson 23

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
want/don't want+to(verb)	an action movie a comedy a documentary	
Pay Attention:		

x. Lesson 24

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
What questions about people	slim,curly,average	
Pay Attention:		

y. Lesson 25

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Countable and uncountable nouns	broccoli,cheese,butter	
Pay Attention:		

z. Lesson 26

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
How much How many...?	spoons,knives,pasta	
Pay Attention:		

aa. Lesson 27

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
some/any	ham,jelly,mayonnaise	

Pay Attention:		

bb.Lesson 28

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
would like	vegetable soup, iced tea, milkshake	
Pay Attention:		

cc.Lesson 29

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
What's the weather like?	cloudy,rainy,cool	
Pay Attention:		

dd.Lesson 30

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
can(for possibility)	mountains, islands, hot Springs	
Pay Attention:		

ee.Lesson 31

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Who+ (verb)...?	Germany,Greece,Morocco	
Pay Attention:		

ff. Lesson 32

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
What+(noun)...?	one hundred, one thousand,	

	twenty-five thousand	
Pay Attention:		

6. Connect Three

a. Lesson 1

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Simple present: Yes/No questions and short answers; What,Who,and How questions and answers		
Pay Attention:		

b. Lesson 2

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Present continuous and simple present		
Pay Attention:		

c. Lesson 3

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
have to/don't have to		
Pay Attention:		

d. Lesson 4

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
would like to	Chess Club, Computer Club, Literary Magazine Club	

Pay Attention:

e. Lesson 5

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Simple statements: regular verbs past		

Pay Attention:

f. Lesson 6

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Simple statements: irregular verbs past		

Pay Attention:

g. Lesson 7

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Simple past Yes/No questions	buy raffle tickets, go on rides, win prizes	

Pay Attention:

h. Lesson 8

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Simple past statements :negative		

Pay Attention:

i. Lesson 09

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
was/were statements	embarrassed,exhausted,homesick	
Pay Attention:		

j. Lesson 10

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Was/Were...?	watch whales from a tour boat, spend a week at a ski resort, discover New York on a city tour	
Pay Attention:		

k. Lesson 11

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Wh-questions with did		
Pay Attention:		

l. Lesson 12

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Wh-questions with was/were vs.with did		
Pay Attention:		

m. Lesson 13

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Comparative adjectives		

Pay Attention:

n. Lesson 14

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Comparative adjectives: more...than		

Pay Attention:

o. Lesson 15

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Superlative adjectives:- est		

Pay Attention:

p. Lesson 16

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Superlative adjectives: the most		

Pay Attention:

q. Lesson 17

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Adverbs of manner	thumb,wrist,elbow	

Pay Attention:

r. Lesson 18

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions

Clauses with when	a cold,the flu,allergies	
Pay Attention:		

s. Lesson 19

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
How often...?		
Pay Attention:		

t. Lesson 20

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
should/shouldn't	Protect your skin, Be active, Prevent cavities	
Pay Attention:		

u. Lesson 21

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
be going to		
Pay Attention:		

v. Lesson 22

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Wh-questions with be going to		
Pay Attention:		

w. Lesson 23

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Which one Which ones...?		
Pay Attention:		

x. Lesson 24

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Whose...?Possessive pronouns		
Pay Attention:		

y. Lesson 25

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Past continuous statements		
Pay Attention:		

z. Lesson 26

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Past continuous+when		
Pay Attention:		

aa. Lesson 27

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Past continuous questions		

Pay Attention:

bb.Lesson 28

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Past continuous vs. simple past	mystery,fantasy,adventure	

Pay Attention:

cc.Lesson 29

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Directions;locations	grocery store, bakery, nail salon	

Pay Attention:

dd.Lesson 30

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
There was a There were some; There wasn't any There weren't any; Was there a Were there any...?		

Pay Attention:

ee.Lesson 31

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Why don't we We could for suggestions; I'd rather for preferences	go people-watching, take a helicopter ride, visit a famous landmark	

Pay Attention:

ff. Lesson 32

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Clauses with because		
Pay Attention:		

7. Connect Four

a. Lesson 1

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
simple past and past continuous		
Pay Attention:		

b. Lesson 2

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
be going to , would like to ,want to ,have to	Do karate ,visite museums ,get good grades	
Pay Attention:		

c. Lesson 3

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
when clause of time +simple past	do karate ,visite museums ,get good grades	
Pay Attention:		

d. Lesson 4

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
used to and not anymore	contact lenses glasses anymore	
Pay Attention:		

e. Lesson 5

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
future with will and won't	replace smart screen	
Pay Attention:		

f. Lesson 6

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
future probability with will probably or probably won't	be rich be famous live alone	
Pay Attention:		

g. Lesson 7

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
future possibility with might or might not	be a reporter ,be an art model,	
Pay Attention:		

h. Lesson 8

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
will and be gang to do ,might or will probably	make money, see the u.s.,get a job	
Pay Attention:		

i. Lesson 09

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Would you like to...,	escape expect rescue	
Pay Attention:		

j. Lesson 10

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
can /could for permission and requests	digital camera , lend ,sharp	
Pay Attention:		

k. Lesson 11

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
if with will /will probably/won't/might	fly a kite, go biking ,have a barbecue	
Pay Attention:		

l. Lesson 12

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
clause of time with before /while/after	sightseeing surfing postcards	
Pay Attention:		

m. Lesson 13

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
gerunds as subjects/gerunds as objects	bed late ,chores , soccer	
Pay Attention:		

n. Lesson 14

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
too and either	creative forgetful hardworking	

Pay Attention:

o. Lesson 15

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
who clauses	unusual talent strange habit interesting collection	

Pay Attention:

p. Lesson 16

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
tag question and answers with be tag questions and answers with the simple present	trustworthy cruelly Peruvian	

Pay Attention:

q. Lesson 17

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
present perfect	do make play	

Pay Attention:

r. Lesson 18

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Present perfect with he, she, they.	make a movie, support a charity, record a song	

Pay Attention:

s. Lesson 19

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions

present perfect yes/ no questions with ever		
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Pay Attention:

t. Lesson 20

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
how long has /how long have/ since and for		

Pay Attention:

u. Lesson 21

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
present perfect with never	dye explore skydiving	

Pay Attention:

v. Lesson 22

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
simple past present perfect		

Pay Attention:

w. Lesson 23

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
has already /hasn't ...yet	decide on a career ,boyfriend vacation	

Pay Attention:

x. Lesson 24

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions

tag questions with the simple past and present perfect		
Pay Attention:		

y. Lesson 25

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
good /better /the best/ bad /worse /the worst	awful excellent messy	
Pay Attention:		

z. Lesson 26

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Superlative+...have ever...		
Pay Attention:		

aa. Lesson 27

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
As...as... /not as ...as...	athletic outgoing active	
Pay Attention:		

bb. Lesson 28

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
would ...rather for preferences		
Pay Attention:		

cc. Lesson 29

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
if clauses with could ...would		
Pay Attention:		

dd.Lesson 30

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
unreal conditional with f clauses	eavesdrop trespass shoplift	
Pay Attention:		

ee.Lesson 31

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
infinitives to give a reason	solve mysteries, make discoveries ,make furniture	
Pay Attention:		

ff. Lesson 32

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
indefinite pronouns		
Pay Attention:		

1. Interchange one

a. Unit One

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
what where who how questions; yes-no questions.	good morning hello good-bye	1. Game #36 Toilet paper madness 2. Start the class off by asking the students what questions they ask someone when they first meet. Write the questions on the board. Then tell students that they must ask three people these questions. Afterwards have them

		report to the class what they learned from one of their classmates.
Pay Attention: Not much to do in the first class, most students are very aware of the grammar, for the first class it's very important that you start a good precedent. I try to do something that gets the kids up and moving and interacting with their classmates.		

b. Unit Two

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Time expressions (at in on around nearly late until before after).	Cashier, dancer, pilot, cowboy	1. Game #35 20 questions, guess the job 2. Game #95 Talk for a minute about a job. 3. Game #88 Questionnaires about Daily lives of people with certain jobs (tell your students to pretend they are lumber jacks, and cowboys and what not, and then they do questionnaires based on whatever job they have)

Pay Attention: This lesson the focus is on describing jobs and what do people with those jobs do as well as describing daily schedules.

c. Unit Three

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
How much -question; this that these those one ones.	happy fun loving	1. Game #85 Flea Market 2. Role-play= Bad clerk vs. scared customer 3. Make an advertisement for strange items

Pay Attention:

d. Unit Four

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Yes -no questions and WH-questions with DO.	pop jazz horror films	1. Make a survey in class, have a neighbouring class take the survey 2. Listen to different types of music in class (15min. tops/ bring lyrics)

Pay Attention:

e. Unit Five

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Quantifiers (all nearly many most...); present continuous.	cousin father niece	1. Make family tree 2. Divide the class into groups of five, each five is a family. Give them a family

		theme such as (athletic, artsy) Then have each group tell the class about their family. 3. Present continuous, questionnaire (what is your mom doing now? What is your dad doing now? What is hu jintao doing now?) 4. Tic-Tac- Toe
Pay Attention:		

f. Unit Six

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Adverbs of frequency; questions (how often; how long; how well; how well).	football soccer softball	1. Make a fitness plan for a week and present it to the class. 2. Game #79 Statues 3. Game #116 Four in a row 4. Make a survey, like the one on page 41, but do it to find out if you are a good student or not. Then have students take the survey.
Pay Attention:		

g. Unit Seven

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Simple past Yes-no questions and WH-questions with regular and irregular verbs.	read watch fish	1. Game #21 Chain Game with past tense verbs. 2. Game #58 Fast and the dead with irregular verbs.
Pay Attention:		

h. Unit Eight

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
There is ...there are ... one any some; count and non-countable nouns; how many; how much.	barber shop theater borrow books	1. Draw a city on the board with help from the students. They speak you draw. 2. Game #78 Taboo to review the places in town. 3. Divide the students into groups and have them come up with 10 new rules for a town.

Pay Attention:

i. Unit Nine

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Describing people, modifiers with participles and prepositions.	Appearance: long brown hair, short blond hair, young elderly, handsome, pretty, short, pretty tall.	1. Game #54 Line up 2 2. Bring in Pictures of random people and have your students describe them. 3. Play Guess Who

Pay Attention:

j. Unit Ten

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
present perfect Yes-no and wh-questions ;short answer with regular and irregular past participles	bicycle class hill	1. Game #39 What's missing? 2. Game #76 Chair Swapping Game (I have never _____) 3.

Pay Attention: Make sure your students know the difference between present perfect and past simple.

k. Unit Eleven

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Conjunctions (and but though however); modal verbs (can and should).	cheap quiet boring	1. Make an advertisement for Taiyuan 2. Game #73 Territory Grab, put the adjectives into the territories

Pay Attention:

l. Unit Twelve

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Modal verb should for suggestions; modal verbs (can could may) for requests.	cold cough the flu	1. Game #57 Doctor-Doctor 2. Game #108 Dear Abby

Pay Attention:

m. Unit Thirteen

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
So Too Neither either; modal verbs can could may for request.	coffee pizza noodles	1. Design a menu 2. Role Play with Attitude (depressed waiter – schizophrenic customer)

Pay Attention:

n. Unit Fourteen

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
How far, how big, how high, how deep, how long, how cold.	beach desert lake	1. Game #105 Superhero Powers, adjust this game by drawing three islands on the board each island has its special characteristics (#1= lots of mountains and fresh fruits but harsh weather #2= no fruit, but many animals to hunt, but lions are also a threat on this island) Make a story for each island and then have the students compare which one would be the best /worst/most comfortable island to live on.

Pay Attention:

o. Unit Fifteen

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Future with present continuous and Be going to.	picnic play barbecue	1. Game #116 Make a Date

Pay Attention:

p. Unit Sixteen

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Describing changes with the present tense, the past tense, the present perfect.	dye my hair ,gain weight , grow a beard	1. Students Imagine they are 80, and then tell their partners their life story, then the partner will share with the class the story she/he heard. After everyone has shared, then students will discuss

		how different events changed their lives.
Pay Attention:		

2 .Interchange Two
q. Unit One

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Past tense ;used to	beach paint snake	
Pay Attention:		

r. Unit Two

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Too many; too much ; fewer ;less; more ;not enough.	taxi traffic subway	
Pay Attention:		

s. Unit Three

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
not...enough ,too ,as.....as,(not)as much / many ...as, wish	noisy dark convenient	
Pay Attention:		

t. Unit Four

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
simple past VS. present perfect.	garlic fish beef	
Pay Attention:		

u. Unit Five

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions

would you mind...	backpack cash shorts	
-------------------	----------------------	--

Pay Attention:

v. Unit Six

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
will for responding to requests;	mess towel coat	

Pay Attention:

w. Unit Seven

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
imperatives and infinitives for giving suggestions	disk drive hacker mouse	

Pay Attention:

x. Unit Eight

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Adverbial clauses of time, after, before.	dancing anniversary cake	

Pay Attention:

y. Unit Nine

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
conditional sentences with IF clause	feel hungry feel safe lose touch	

Pay Attention:

z. Unit Ten

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
clause with because pass	creative efficient critical	
Pay Attention:		

aa. Unit Eleven

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
passive with BY ; passive without BY	cars cattle coffee	
Pay Attention:		

bb. Unit Twelve

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
past continuous vs. simple past;	luckily sadly strangely	
Pay Attention:		

cc. Unit Thirteen

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Relative clause; participles as adjectives.	absurd bizarre dumb	
Pay Attention:		

dd. Unit Fourteen

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
might, may ,could ,must, maybe , perhaps ,possible, probably ,definitely		

Pay Attention:

ee. Unit Fifteen

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
If clause; past modals.	agree dislike find	
Pay Attention:		

ff. Unit Sixteen

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Reported speech: requests; reported speech: statements.	joke lie complaint	
Pay Attention:		

3 .Interchange Three

a. Unit One

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Relative pronouns Clauses with it + adverbial clauses with when	Personality words, Love and Marriage Snapshot	
Pay Attention:		

b. Unit Two

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
comparisons with adjectives ,verbs ,nouns ; past participles	aerobics instruct politic psychiatric	
Pay Attention:		

c. Unit Three

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
If clauses and gerunds;	favor phone call favor	

indirect requests.		
Pay Attention:		

d. Unit Four

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
past continuous vs. simple past; past perfect	disaster coincidence triumph	
Pay Attention:		

e. Unit Five

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Supposed to; expected to; acceptable to.	anxious comfortable excited	
Pay Attention:		

f. Unit Six

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
keep gerund, need gerund; need+ passive infinitive		
Pay Attention:		

g. Unit Seven

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
passive in the present continuous and present perfect	famine inflation poverty	
Pay Attention:		

h. Unit Eight

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions

would rather ;would prefer;	house painting pet-sitting house cleaning	
-----------------------------	---	--

Pay Attention:

i. Unit Nine

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Have or get something done; making suggestions with gerunds.	house painting pet-sitting house cleaning	

Pay Attention:

j. Unit Ten

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
referring to time in the past with adverbs and prepositions	epidemic invention achievement	

Pay Attention:

k. Unit Eleven

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Time clouse: Before, after, once, the moment, as soon as, until.	sensible naïve carefree	

Pay Attention:

l. Unit Twelve

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Giving reasons with because, since, because of, due to.	slender affordable clever	

Pay Attention:

m. Unit Thirteen

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
would have ,should have ,could have ,	criticism excuse warning	
Pay Attention:		

n. Unit Fourteen

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
the passive to describe process with is/ are +past participle	stunt person photo editor film editor	
Pay Attention:		

o. Unit Fifteen

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
Should be, ought to be, must be, has to be, and has got to be.	graffiti illiteracy noise pollution	
Pay Attention:		

p. Unit Sixteen

Grammar Focus	Sample Vocabulary	Game/ Activity Suggestions
complex noun phrases containing gerunds; would like to have +past participle	adaptable cynical timid	
Pay Attention:		

Previously Prepared Extra Activities

Below are some of the activities that I have found off the internet and used with success in some of my classes. These I generally use for last second lesson plans, say if I'm late, or taking a class for someone at the last second and I have no idea what the kids are studying.

The sites that I mentioned at the very beginning of this book are full of these types of activities. If you happen to stumble onto any other good games or activities, please email me so that I can add them to the next addition of this book.

Find Someone Who Past Tense

A sheet:

Hint: Did you ...?

Find someone who:

- Drank coffee this morning.
- watched TV yesterday.
- grew up in the country.
- played basketball or soccer in the last week.
- who skipped breakfast.
- took the bus to school.
- cut their hair in the last month.
- had a date in the last week.
- took a trip last summer.
- went shopping on the weekend.

Find Someone Who Past Tense

B sheet:

Hint: Did you ...?

Find someone who:

- read the newspaper this morning.
- watched the news yesterday.
- grew up in the city.
- played a computer game in the last week.
- who ate breakfast.
- took the subway to school.
- fixed something in the last month.
- had a drink with friends in the last week.
- went to the beach last summer.
- went hiking on the weekend.

Classroom English

Important Questions:

Can you repeat that please?
How do you spell _____?
What does _____ mean?
Can you give me an example?
How do you say _____ in (my Language)?

One student picks up a card with a strange word. Write the spelling, meanings, examples, and native language translation of these words.

Word:
Meaning:
Example:
My language:

Word:
Meaning:
Example:
My language:

Word:
Meaning:
Example:
My language:

Word:
Meaning:
Example:
My language:

Word:
Meaning:
Example:
My language:

Word:
Meaning:
Example:
My language:

Word:
Meaning:
Example:
My language:

Word:
Meaning:
Example:
My language:

I am reading a book about *mammals*.

Meaning: A mammal is an animal that gives milk to its babies.

Examples: dogs, lions, horses, humans.

Learner's Language: _____

I am reading a book about *herbivores*.

Meaning: A herbivore is an animal that eats only plants.

Examples: cows, deer.

Learner's Language: _____

I am reading a book about *reptiles*.

Meaning: A reptile is a cold-blooded animal.

Examples: lizards, snakes.

Learner's Language: _____

I am reading a book about *carnivores*.

Meaning: A carnivore is an animal that eats only meat.

Examples: lions, great white sharks.

Learner's Language: _____

I am reading a book about *amphibians*.

Meaning: An animal that is born in water but can live on land.

Examples: frogs

Learner's Language: _____

I am reading a book about *omnivores*.

Meaning: An omnivore is an animal that eats both plants *and* animals.

Examples: human, bear.

Learner's Language: _____

I am reading a book about *insects*.

Meaning: An insect is an animal that has six legs and three body sections.

Examples: ant, grasshopper, bee.

Learner's Language: _____

I am reading a book about *mollusks*.

Meaning: A mollusk is an animal that has a soft body.

Examples: octopus, oyster, snail.

Learner's Language: _____

How do you express yourself?

How do you express yourself . . .

. . . when you are angry with your teacher?

When I am angry with my teacher, I _____.

. . . when you are angry with your parents?

. . . when you are angry with your friends?

. . . when you are angry with a stranger?

. . . when you are sad?

. . . when you are excited?

. . . when you are happy?

. . . when you are disappointed?

. . . when you are bored?

. . . when you are nervous?

How do you feel About It?

I can't stand it

I don't mind it.

People

People who smoke. _____

People who complain. _____

People who brag. _____

People who swear. _____

People who burp. _____.

People who fart. _____

People who spit _____

People who lie _____

People who fight _____

People who stare _____

Actions

Cleaning my room _____

Cooking _____

Doing homework _____

Watching the news _____

Waiting _____

Writing letters _____

Cleaning toilets _____

Washing _____

Sweeping _____

Getting nagged _____

Introverts and Extroverts

Rearrange the following tendencies under the headings introverts and extroverts:

are talkative are outgoing are shy are quiet
like being alone like going to parties are bored when alone
feel stress with others feel comfortable with others
say hello first wait till somebody says hello have many friends
enjoy working with others enjoy working alone
feel energetic when talking to strangers express themselves when angry
feel stress when talking to strangers are silent when angry
start conversations with strangers

Introverts

Extroverts

What are some other tendencies of introverts and extroverts? Which are you? Check the characteristics that best describe you?

Finding Someone Who Has a Lot In Common

We have a lot in common.

We have nothing in common.

I have a lot in common with _____.

Answer these questions:

What do you do in your free time?

What kind of music do you like?

Who is your favorite actor?

What are some things that people have in common? Make a list as a class:

- (1) _____
- (2) _____
- (3) _____
- (4) _____
- (5) _____
- (6) _____
- (7) _____
- (8) _____

Among your friends and family, who do you have a lot in common with?

Person:

Things we have in common: _____

As a class walk around and find three people that you have a lot in common with (three things in common)

Name:

three things

in common

Name:

three things

in common

Name:

three things

in common.

Now present your results to the class:

I have a lot in common with _____

We both like ...

We both play

We both come from

Mercan School | Previously Prepared Extra Activities

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You're Not My Type

Which of the following do you think are good personality characteristics and bad characteristics.

shy	outgoing	easygoing	obnoxious
trustworthy	punctual	funny	messy
picky	whiney	irritable	neat
talkative	well-read	well-traveled	stubborn
irrational	rational	emotional	obsessive
aggressive	bossy	thoughtful	affectionate
shallow	romantic	honest	hard-work
perverted	addictive	cold-hearted	loose-lipped
capable	caring	fascinating	well-spoken
high-strung	moody	depressed	mischievous
phony	conceited	humble	sadistic
down-to-earth	cruel	generous	clever
kind	malicious	strict	conservative

You're Not My Type

With your group decide if the personality traits on the list are good or bad.

Good Personality Traits

Bad Personality Traits

Group's opinion:

Best traits in a friend: _____

(choose 5)

Best traits in a father: _____

(choose 5)

Best traits in a mother: _____

(choose 5)

Best traits in a teacher: _____

(choose 5)

Your Opinion:

My ideal partner is _____ (choose 5)

People's Personality

Look at the following list of personality traits. Decide if they are good or bad.

Generous

Well-traveled

Stingy

Moody

Kind

Mean

Reliable

Honest

Ambitious

Rude

Good Traits

Well-educated

Warmhearted

Lazy

Outgoing

Easygoing

Stubborn

Unreliable

Deceitful

Intelligent

Polite

Greedy

Impatient

Hardworking

Shy

Ignorant

Thoughtful

Affectionate

Arrogant

Obnoxious

Bad Traits

Which of these traits describe you?

Which of these traits describe your father? Your mother?

Complete these sentences:

My ideal friend is . . .

My ideal partner is . . .

PERSONALITY FLAWS

Match the word and the definition.

Miser	_____	Someone who complains a lot.
Bore	_____	Someone who is messy.
Bully	_____	Someone who is cheap.
Whiner	_____	Someone who is clumsy.
Slob	_____	Someone who spreads rumors.
Pervert	_____	Someone who has no friends.
Idiot	_____	Someone who is stupid.
Bum	_____	Someone who has no money.
Grump	_____	Someone who threatens other people.
Weirdo	_____	Someone who always borrows things.
Loser	_____	Someone who likes strange sex.
Snob	_____	Someone who is not interesting.
Gossip	_____	Someone who is strange.
Mooch	_____	Someone who is always angry.
Klutz	_____	Someone who thinks they are better than everyone else.

Problems and Solutions

Problems:

One problem is that . . . (sentence)

One problem is . . . (noun)

Solutions:

One solution is to . . . (verb)

We could . . . (verb)

I think we should . . . (verb)

I recommend that . . . (verb)

Agreeing:

I think it's a good idea.

I agree with _____.

I am for _____.

Disagree:

It's a good idea but _____

I disagree with _____ because

I am against it because _____

The problem with that is . . .

Activity:

You are the management staff of a large resort hotel. Lately, you have had a lot of problems. You must discuss these problems with the other managers and then come up with solutions.

The hotel is on an island surrounded by beautiful beaches, coral reefs, and mountains. It seems like the perfect place to have a hotel but . . .

Problem Cards

Theft: There is a lot of theft at the hotel. Someone is stealing food from the kitchen, money from front desk, and sports equipment from the gym. Guests have also complained that somebody stole their wallets.

Guests are bored: Guests have complained that there is nothing to do. There are no activities at night. In the day, there are few sports and nothing to see.

Complaints about the food: The guests have complained that the food tastes terrible. They also complained that the food is the same every night. Some vegetarians were very angry because every dinner has meat.

There are few guests: Very few people know about the hotel. And the guests who do come say it is too expensive.

Complaints about the staff: Many guests say that the staff is rude and unhelpful. The staff members argue with each other. Sometimes they swear at the managers.

Many things are broken: The roof leaks and many TVs in the room don't work. Sometimes there is no electricity or hot water.

The hotel is difficult to get to: There are no buses coming from the airport to the hotel. The taxi from the airport to the hotel is very expensive.

Management Discussion

Problem:

Possible Solutions:

Management Recommendation:

Problem:

Possible Solutions:

Management Recommendation:

Problem:

Possible Solutions:

Management Recommendation:

Problem:

Possible Solutions:

Management Recommendation:

Problem:

Possible Solutions:

Management Recommendation:

Problem:

Possible Solutions:

Management Recommendation:

Problem:

Possible Solutions:

Management Recommendation:

Sample Dialogue

Manager 1: Thank you for coming. I wish to discuss the problems that we have been having recently. And then if anybody has some ideas, please share them.

Manager 2: One problem is theft. Somebody is stealing money from the front desk and food from the kitchen. As well, somebody is going into the guest rooms and stealing their luggage.

Manager 3: One solution is to change the locks. If we do that the thief won't be able to get in.

Manager 4: I disagree. The problem with that is that we already have locks and the thief can get into the rooms. Even if we change the locks we may still have problems.

Manager 2: We could hire a security guard for each floor. Then we would have no problems.

Manager 4: I think that's a good idea.

Manager 3: That's a good idea, but security guards are very expensive. We can't afford one security guard on each floor. I think we should hire a few security guards and install some video cameras.

Manager 1: I agree with installing cameras. It'll be a lot cheaper.

Manager 2: I am for installing cameras too.

Manager 3: Good. Then why don't we recommend installing cameras and hiring a few security guards.

Activity: Underline the phrases on problems, solutions, agreement and disagreement

Dear Mr. Gunn,

At the latest management meeting, we discussed the problems we are having at the hotel and possible solutions to these problems. I am writing this letter to give you our recommendations.

One problem we have is _____

Another problem we have is _____

I hope this discussion will help to solve our problems. I look forward to hearing your decision.

Yours sincerely,

Regrets

Try to explain these two idioms in your own words :

(1) There is no use crying over spilt milk.

Look at these phrases which ones do you use:

- (O) I regret doing ...
- (O) I should have ...
- (O) I wish I had ...
- (O) If I could do it all again, I would ...

]

Has there ever been a time when you regretted doing something? Talk about these situations with your group. Tell your group members what you think you 'should have' done:

- (1) Staying up late.
- (2) Buying something on an impulse.
- (3) Going on a trip.
- (4) Not studying enough.
- (5) Eating something.
- (6) Wasting time playing games.
- (7) Answering the telephone.
- (8) Getting angry with someone.
- (9) Watching too much TV.
- (10) Playing a sports game.
- (11) Not standing up for yourself.
- (12) Opening an email.
- (13) Not calling someone.
- (14) Arguing with your parents..
- (15) Not bringing something with you.
- (16) _____

Telephone English

There are three mixed up telephone calls. Sort them out and rewrite them:

This is Sara speaking.

I'm sorry, but you have the wrong number.

No. She went out for lunch. Can I take a message?

Not it's 736-3224.

Hello. Is Jenny there please?

Hello. Is Sara there please?

Hi is Kevin there please.

Hi. Sara. My name is John I'm calling about the ad in the newspaper.

She just stepped out.

Is this 736 –2334?

Yes, tell her to call Dave please.

Will she be back soon?

The Great Dinner Party

You and your group are going to have a dinner party for 10 'guests'. You must choose your guests from among the list below. On a separate piece of paper write down the guest names and your reason for choosing them:

Albert Einstein	Cleopatra	Li Po	Confucius
Leonardo de Vinci	Russel crowe	Mikhail Gorbachev	Gandhi
Picasso	Hitler	Deng Xiopeng	Madonna
Aristotle	Socrates	Dalai Llama	Sharon Stone
Nina Simone	Julius Caesar	Bob Marley	John Lennon
Adam	Ivan the Fool	J.S. Bach	Karl Marx
Marquis de Sade	Cinderella	Chris Gunn	Freud
Jesus	Bhudda	Doris Lessing	Hideyoshi
Fidel Castro	Lenin	Marie Currie	Park Chunghee
Leonardo di Caprio	Harrison Ford	Xanthippe	Juliet
Nelson Mandela	Florence Nightingale	Sean Connery	Mata Hari
Brad Pitt	Julia Roberts	Galileo	Joan D'arc
Harry Potter	Edith Piaf	Shakespeare	Helen of Troy

GUEST LIST:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

What are you going to have for dinner?

What beverages are you going to serve?

What are you going to wear?

What are you going to do after dinner?

The Martian Colony

Your group is in charge of the Martian colony. Your colony is divided into workers, leaders, soldiers, entertainers, and scientists. Your government has decided to genetically modify babies to fulfill these roles in society. What genetic traits will you modify? What bionics will you use? How will you change their character and physical condition?

Leaders:

Workers:

Entertainers:

Soldiers:

Scientists:

The Purpose Of Education

Consider elementary school, high school, and university. Decide the following:

The primary purpose of education is to . . .

The primary purpose of education should be to . . .

- | | | |
|--|--|--|
| <input type="radio"/> to have fun | <input type="radio"/> to become well-rounded | <input type="radio"/> to make friends |
| <input type="radio"/> to learn job skills | <input type="radio"/> to increase IQ | <input type="radio"/> to meet boy/girl friends |
| <input type="radio"/> to learn social skills | <input type="radio"/> to prepare for living | <input type="radio"/> to become open-minded |
| <input type="radio"/> to prepare for tests | <input type="radio"/> in society | <input type="radio"/> to become cultured |
| <input type="radio"/> to make connections | <input type="radio"/> to learn how to learn | <input type="radio"/> to learn how to research |
| <input type="radio"/> to develop your body | <input type="radio"/> to develop artistic skills | <input type="radio"/> _____ |

As a group decide what the primary purpose(s) is/are or should be.

purpose is

purpose should be

elementary school

high school

university

Your group has been appointed to the Ministry of Education. Your assignment is to make changes in the school system. How will you improve the quality of education? Are your changes fair? Are they efficient?

What are some of your best memories of high school? Worst? How about elementary school?

The Odd One Out Game

Which of the following doesn't belong. Please state your reason. After you have made your reasons, the class will compare their reasons and if you have a unique reason. Your group will get 1 point.

(1) cat dog turtle elephant

Reason:

(2) lion cat tiger bear

Reason:

(3) human dolphin shark whale

Reason:

(4) angry happy violence jealous

Reason:

(5) war flood drought plague

Reason:

(6) eagle owl bat penguin

Reason:

(7) doctor psychologist priest poet

Reason:

(8) archeologist sociologist historian paleontologist

Reason:

(9) helicopter airplane bus bird

Reason:

(10) novel newspaper magazine radio broadcast

Reason:

Board Games Templates

The following templates are good to practice specific vocabulary or grammar structures. Generally I find that students can only do a board game for 15 minutes at the most. So a ten minute warm-up game followed by a 15 minute board game and then the final 20 minutes reviewing the game usually make for a nice class. Board games are also a good way to complement a review section.

For younger kids you can have board games that require them to say the name of the picture or a very basic sentence such as “I can fly” or “I can’t eat rocks”. For the older students board games can be a good way to review specific parts of grammar or to review a chapter.

Usually the best bet is to have dice, but sometimes we don’t have enough dice for all of the students in class. So you have three options. Option number is to have the students make their own dice; this can be fun for younger students but sometimes very time consuming. You can find templates for dice fairly easily on line. Be sure to save the dice if you decide to take this route. Another option is to flip a coin or an eraser, heads is 2 steps tails is one step. For some board games this is not practical, so you should check the board first. Finally, if you have nothing you can always play rock paper scissors. If a student wins with rock he/she moves three steps, if a student wins with scissors he/she moves 2 steps and if a student wins with paper then he/she moves one step.

Your students will also need to make markers for themselves. This is very simple either they use an eraser or the cap of their pen. If all else fails have them cut a small piece of paper and write their name on it.



Finally the most important part of the board games is that you review the questions/ words on the board after the students have played.

Below are a few board games that you can copy and use right away, however if you would like to make a custom board game both of the sites below have a program that allow you to add in your own board game.:

- www.mes-english.com
- www.booglesworldesl.com

past Tense Tail

Rules: Roll the dice and move your piece. You must make a past tense sentence with the words in the square. You must also use an expression of time. Example, if my first roll is a two: / played baseball last week.

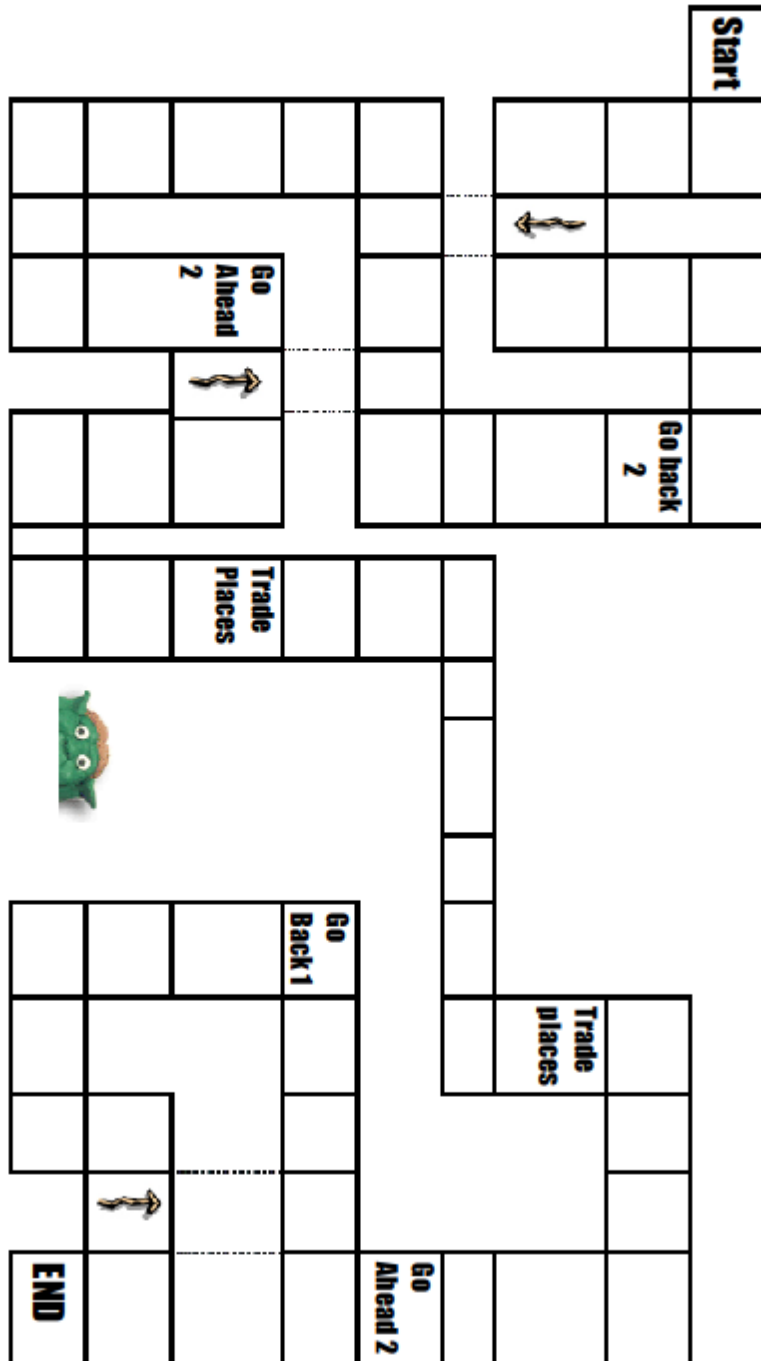
Start	go school	point house		do homework	Go back 2 score goal win prize get A+
	play baseball	meet friends			
	read book	buy bread			
					
	sing song	clean room		get angry	
	fix bike				
	play piano	Go Ahead 2 		get angry	
	go park			finish homework	
	catch cold	see movie		go skiing	
				say hello	
				make snowman	
				go hiking	
				ride horse	
				take bus	
				write letter	
				send email	
				climb tree	
				study math	
				drink milk	
				call friend	
				brush teeth	
				kiss frog	
				watch game	
				start homework	
				eat bug	
				take picture	
				find money	
				say thanks	
				listen music	
				win game	
				END	

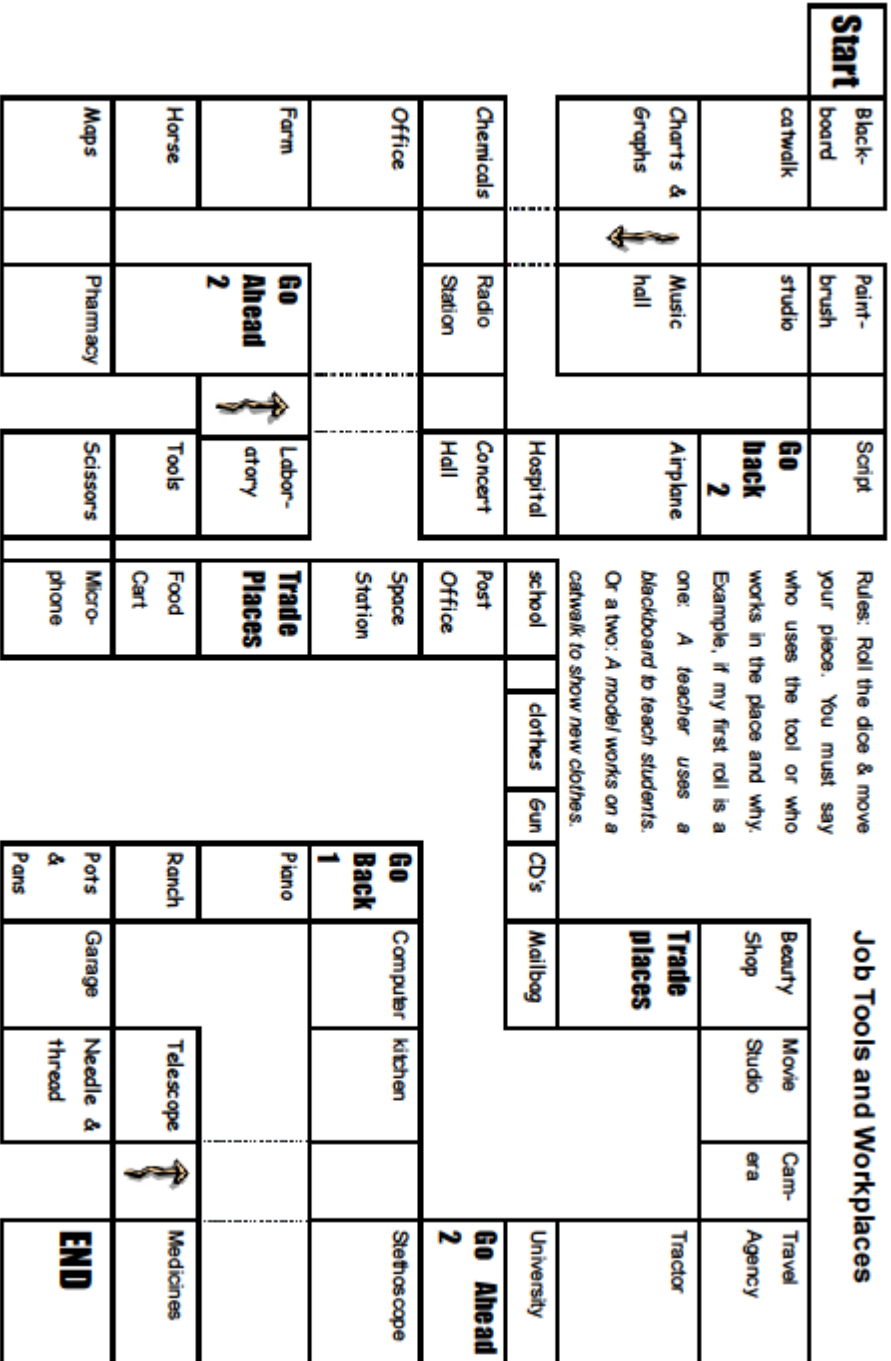
When you roll the dice you have to use the expression below:

- (1) yesterday
- (2) last week
- (3) two days ago
- (4) last month
- (5) two months ago
- (6) last year



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Appendix 1: Daily Lesson Plan

Mercan Daily Lesson Plan

Student Name:	Goal of Lesson Plan:
Course Name:	
Date:	
Lesson #:	

Activity One Time:	<ul style="list-style-type: none">•Details ••Purpose •
-----------------------	---

Activity Two Time:	<ul style="list-style-type: none">•Detail ••Purpose •
-----------------------	--

Activity Three Time:	<ul style="list-style-type: none">•Details ••Purpose •
-------------------------	---

Activity Four Time:	<ul style="list-style-type: none">•Details ••Purpose •
------------------------	---

Homework:

Teacher-Class Evaluation

Activity One Time:	Strength	Overall Evaluation:
	Weakness	
Activity Two Time:	Strength	Overall Evaluation:
	Weakness	
Activity Three Time:	Strength	Overall Evaluation:
	Weakness	
Activity Four Time:	Strength	Overall Evaluation:
	Weakness	
Student Progress/ comments:		
Improvements:		