Activities

Acquaintance Jigsaw

Round 1 - Groups interview one member at a time (~10 minute each)
Group members take notes for future use.
Round 2 - Students jigsaw so that new groups are comprised of one member from each previous group. Members take turns telling their new group members about each person from their first group, including themselves. (~10 minutes each)

Small Talk Rotation Lines

Students are given a list of questions and/or conversational prompts. They are lined up in two (or four) lines facing each other. After a certain period of time, the student at one end of one of the lines moves to the opposite end, so that all students have a new partner. Students then repeat the activity.

Social Tasks (Part#2),Photo Descriptions, Truth Detective, Recorded Intros, Guess the Classmate

Personal Photo Description, Q&A

Students bring at least five photos of things that are important to them. Students are provided with some basic photo description language (e.g. This photo shows…., The person (next to me, on the left, wearing the red shirt, etc.) is …., It's important to me because…). With partners or in groups, they take turns sharing one photo at a time. After each description their partner(s) ask questions. Depending on the level, language prompts for questions can be provided

Recorded Introductions

Students are given time to ask or review basic acquaintance questions with a partner. They then record a short introduction of each other using any kind of recording device. Optionally, the can discuss another topic together for an additional five minutes. Recordings are then uploaded so that classmates can listen to each other's recordings. Follow-up activities can include comprehension questions, text comments, and/or teacher feedback (e.g. pronunciation, language accuracy, topic discussion feedback)

Truth Detective

Instructions: Think of three things you can say about your life (at least one must be true, and at least one must be false. The other may or may not be true). These can be life experiences, something that a family member or friend did, free time activities, or personal preferences. Try to make statements that classmates would not know about you. Examples:

- When I was 10 years old, I fell out of a tree and broke my arm.
- My sister is married to a dentist.
- I spend about five hours/week watching cartoons.
- I am scared of dogs, but love cats.

Your group partners will have 10 minutes to ask as many detailed questions as possible. They will then try and determine which statements are true and which are false.

Guess the Classmate Activities

Short Version: Have students write a short list of words in a given time. (e.g. words that describe what you did last weekend). The teacher then collects the papers, reads a few and students guess who they think wrote it.

Longer Version: Have students fill out a worksheet similar to the one below. Make sure know students don't write their names on the paper. Collect all of the forms and have students pick one at a time (whole group or small group). Have students read the information and guess who is being described.

Three Words that describe you:

Your favorite….: Free Time Activity_____ Animal_____ Subject_____

Your Dream Job _____ Your Hero _____

Something people in this class don't know about you _____

Surveys

A fun and reliable speaking activity for a large class. The teacher models the activity using the example questions and a survey template drawn on the board. Students are then encouraged to write their own questions. During the survey part of the activity the teacher is free to monitor the students and also participate, having an opportunity to speak to students individually. As the students are finishing their surveys, the teacher can write a model report on the board.

Team category brainstorm

Divide the class into teams and take turns assigning each team a category (e.g. nouns that begin with 'g' or four legged animals that live in Africa). One person is chosen as the 'recorder' for the team. They stand at the board and write down suggestions from their teammates. Recorders cannot speak, but other team members can suggest spelling corrections and clarifications. The team with the most items listed on the board wins.

Variation: **Brainstorm Rummy**

Go around team by team asking them to say a word that they have brainstormed. You could also have students write the words on the board. Once that word is written, all team must cross it off their list. The team with the last unique word left wins.

Topic Brainstorm and Discussion

Think of a list of words (nouns, verbs, adjectives, phrasal verbs, etc.) related to ta particular topic (e.g. money). That list will depend on students´ level or only focus on a specific theme, but could include:

- Nouns: wallet, coin-purse, handbag, credit card, loan, cash, debit card, ATM machine
- Verbs: pay, buy, shop, spend, waste, ask for (a loan), make, earn, invest
- Phrasal verbs: take out (a loan, cash from the ATM), pay out, pay off, pay back, pay up
- Adjectives: rich, wealthy, poor, loaded, profitable, bankrupt, cheap, expensive

Post the words on a whiteboard or digital screen.Ask students to look at them and discuss any questions about what the words mean with each other, or look them up in a dictionary. Put students into pairs and ask them if they can add any words to the lists. Give them just a couple of minutes to do so. Having shared their additions with the rest of the class, tell them you would like them to write a "Money Questionnaire" using the words from their mind-maps to complete the following phrases, which can be repeated to create a questionnaire with ten questions.

- Have you ever...?

- Do you...?
- Did you...?
- Have you...recently?
- Would you...?

Put pairs together and ask them to ask each other their questions, noting down each pair´s answers. Give them a time limit. Change pairs. Repeat. Change pairs one last time (time permitting). Ask pairs to review the answers and write a general statement for each question based on the results. Examples could be, "Everyone questioned uses an ATM" or "Only one person was robbed" or "Four out of six people took out a loan recently". Ask pairs to share the most interesting/most surprising results with the rest of the class.

Category Activities

- Categories Wordlists

Students work with partners. One partner is given a list of words from a particular category. They give clues (without using hands or gestures) to their partner and try to guess as many words as possible within in given time limit.

- Guess the category

Students work with partners. One partner is given a category (e.g. things people have in their pockets and words related to tennis). They must list items in that category while their partner guesses. The person giving the clues cannot describe the category or use their hands or gestures.

- Scattergories

Divide the class into groups of three or four people each. On the board, write five or more categories. Give the students a letter (H); their task is to come up with one example of each category that begins with that letter (hot dog, hamburger, hotel receptionist, helpful, hyena, Havana). When a group has one example for each category written down, they say “Stop the bus!” and you check. If their answers are good you can continue with the same categories but a different letter. Another version is giving them a time limit and seeing how many unique examples of each category they can come up with in that time (“unique” meaning no other group writes it).

Category Timebomb

- The teacher gives students a particular category (e.g. animals with tails, what will you do this weekend). Students have to give an example from that category as a time bomb device is passed around. Whoever is holding the device when the bomb goes off, must complete an extra task (e.g. impromptu speech or sing a song)

Group Sort

Come up with a list of different ways of grouping students together. Have your class stand and gather around an open area on the floor. Here are some ideas for grouping your students:

- whether they were born in the summer, winter, spring, or fall
- whether they prefer to eat instant noodles, pizza, kimpab, or hamburgers
- whether they prefer basketball, skiing, martial arts, soccer, or baseball
- whether their favorite color is red, blue, orange or green

Then divide your students and send them to the appropriate area in the room. This can be down with the whole class or in groups of 12~15. Optionally, once in their groups, you can have students ask questions about their grouping topic (e.g. Why is your favorite color red? How many red shirts do you have?). As an extension, you have students think of their own categories.

Simple Story Sequencing

Tell students a simple story and then have them sequence actions based on what they heard.

Example: Adam didn't bring his English homework to school. His teacher told him to write a composition about why he didn't hand in his homework. Adam went home and wrote the following composition.
Last night I did my homework and left it on the desk in my room. The first thing I did in the morning was to put my homework in my backpack. Then I got dressed, had breakfast and ran out of the house to catch the bus. On the way to the bus, I realized I didn't have my backpack. Of course I ran back home to get it. After that my mom drove me to school because I was going to be late. Finally I got to school, I forgot my backpack in the car. What a day!!
….. a. Adam's mom drove him to school.
….. b. He ran out of the house to catch the bus.
….. c. Adam did his homework.
…..d. Adam realized he forgot his backpack at home.
…..e. Adam put his English homework in his backpack.
…..f. Adam ran home to get his backpack.
…..g. Adam forgot his backpack in the car.

Picture Dictations
Find a large magazine photo or textbook illustration that shows a specific setting (a city, park, kitchen, school, office, hospital, store etc) and several people engaged in a variety of activities. Don't show learners the picture. Pre-teach any unfamiliar vocabulary you will use to describe the picture. Orally describe the picture, using level-appropriate sentences, and pausing between lines to allow learners to draw the picture while you describe it. Include some negative statements such as "The woman isn't wearing a hat." and confirm that learners don't draw in response. Describe the picture a second time to allow learners to check their work. When finished, learners compare their pictures to the original and to each other's pictures. For higher level learners, pictures can be given to them and they can describe them to their partners.

Find the Photo Differences
Have students work in pairs. Give each pair two pictures that look similar, but include several differences. Students do not show the photos to each other. They have to describe the picture and find both similarities and differences. After this activity, tell the students to put the pictures side by side so that they can check whether the differences they found really exist or not.
If this is too difficult for students, you can give the two pictures to both students and have them work together to find the differences.
For advanced Students, have the students work together to write descriptions of the differences

Sources of 'What's the Difference' Photos:
http://www.nick.com/sam-and-cat/games/ (search "spot the difference)
http://www.spotthedifference.com/
http://www.tmz.com/category/whats-the-big-frigin-difference/

Flyswatter Vocabulary
Prepare a list of 12-15 vocabulary words learners have recently been studying. Using many colors of board markers, and using large script, randomly scatter the words across the board. Count off learners into two teams. Line the teams up, each person standing behind the next, with the first person in the line facing the board, standing about six feet away. Give the first person of each team a plastic flyswatter. Read aloud a definition or description of each word. The first person to swat the correct word on the board with their flyswatter earns a point

for his/her team. Learners can swat the word as soon as they figure out which word it is. After each word, the learners with flyswatters hand their flyswatters to the person behind them and rotate to the back of the line.

Same or Different

Have students work with partners or groups. The task is for them to create a list of ways in which they are the same or different from their partner(s). The teacher can leave this as an open-ended task or provide things for students to ask questions about.

Possibilities include:

- Birth month, place, time
- Favorite sport, food, color, animal, TV show, etc.
- Number of siblings
- How often they eat ice cream, play video games, etc.

Provide students with the language prompts they need to ask questions (e.g. When were you…, What is your favorite…, How many…do you have, How often do you..). Have them record similarities and differences on a graphic organizer. They can then change groups and share their findings with their new partners.

Country Comparisons

This is a tasks to practice comparison and superlative language like

A is _____er than B A is more/less _____ than B, A is as _____ as B.

A is the _____est/ most_____ __(noun)___.

Divide the class into teams of 4-6 students. Have the students name as many adjectives as they can and write them all on the board. Then, ask them to name 8-10 countries (write those on the board too). Give them 10 minutes to make sentences using the adjectives and the countries (ie Canada is colder than Japan, Russia is the biggest country...) It's better if they have just one student writing the team's sentences so that they actually work as a team. At the end of the ten minutes, each correct sentence is a point for that team- if you want to encourage originality, tell them that no other team can have the same sentence as them. Then switch it up- I had them name animals and famous people too (famous people can be really funny- especially if they count you as famous)

Problem Solving: Analysing real or hypothetical situations, decision making, logic puzzles

Logic Problems

Provide students with a logic problem or riddle that they need to discuss together in order to solve.

Example: Danny's Family Danny is having a birthday party with 6 of his family members. They are his grandmother, mother, aunt, brother, father, and uncle. Their names in random order are Ben, Julie, Mike, Betty, Jane, and Luke.

Listen to the clues to discover the names of Danny's family members.

Clues:

1. Ben is not Danny's uncle.
2. Danny's grandmother's name starts with B.
3. Luke is not Danny's brother.
4. Julie is not his aunt.
5. Danny's father's name is Mike.

Secret Code

This task provides students with pronunciation and listening practice. The teacher gives a secret code

table like the one below to the students. When the teacher reads "12, 15, 19, 20", that goes a word "l, o, s, t". Any student who get that word will raise a hand and say that word loud. If the answer is correct, s/he will get a point. Because students, sometimes get confused with fourteen and fifteen when listening, this task requires them to listen carefully. With the second table, you can have another version of task . When the teacher reads “r, l, h, g”, that goes a word "l, o, s, t".

For pronunciation skills, one of the students reads his/her secret code to the others just like the teacher does. That would work too.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
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

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
z	y	x	w	v	u	t	s	r	q	p	o	n	m	l	k	j	i	h	g	f	e	d	c	b	a

What would you do…?

This can be down as a coin flick game, card picking activity, or simple list of questions. Provide students with a choice of ‘What would you do…’ questions and depending on their level, either have them discuss freely or work with a partner to prepare responses. Possible questions include ‘What would you do if…

….you were 300cm tall
….you were principal of this school
…. you could go home early today
…. you could choose any superpower

The teacher can brainstorm additional possible questions with students beforehand.

Creative Tasks: Role play, extrapolation, voice over dialogues, storytelling storyboards

4-3-2

Story retelling Divide the class into two groups. Give each group a different story. Let them read the story and prepare their retelling. Let students line up in two lines facing each other. For the first round, students retell the story for 4 minutes. The second time, change partners, and retell the story for 3 minutes and for the last round retell the story in 2 minutes.

1st//3rd/2nd Person Story Retelling -

First Round:

Students work in pairs answering a basic question like ‘What did you do last weekend?’ with 5 different sentences (I went, I ate, etc.). Any speaking topic or language structure can be targeted (e.g. tell a travel story/story progressing words, what were you doing in 2015/past progressive). Their partner must remember and repeat the sentences ‘You went, You ate, etc.)

Partners: A-B C-D

Second Round:

Students then change partners and must repeat the sentences of their original partner (John went, He ate, etc.). The new partners must also remember what they're hearing.
Partners: A-C - B-D

Third Round

Each person is partnered with the person whose story they heard in the second round. They tell each other their partner's own story. Their partner then tells them how accurate they were.
Partners: A-D B-C

Korea Tour Planning

At the beginning of class, students watch a tourism commercials advertising Korean tourism. Ask them to watch each one and pay attention to what they see; what the Korean National Tourism Board thinks best represents Korea. After each commercial, make a quick list of everything that was shown: Finally, discuss which of the commercials appeals to them most and why.
The task: Plan a seven-day tour of Korea
Next, announce that each group is a travel agency, and they want to design a seven-day package tour of Korea. They must decide the following:

- What is the theme of the tour? Who is their target audience?
- Where will they go? What will they see? How will they get there? Where will they stay?
- What kind of food will they eat? Approximately how much will this tour cost?
- Transportation expenses, hotel costs, admission fees, etc.)
- Why should someone choose their tour instead of another one?

Extension: Have students create an advertising campaign for the tour that they created. They can ceate posters, digital slideshows, or role play TV commercials.

Role Plays

Including a roleplay task at the end is a conversation lesson can be a powerful way to get students to work on their communicative skills and tie the contents of a lesson together. Unlike skits, role plays aren't scripted out in detail. Instead students are give a general scenario with different elements and suggested ideas. Before asking them to perform a role play, prepare the students by reviewing key vocabulary and asking questions. The questions should incorporate the major parts of the role play and the vocabulary involved. There is an abundance of role play materials available online. These will be linked to on our course website.

Focus on Communication Accuracy: voice recognition, text-to-speech, gap fills (online and off)

Minimal Pair Pronunciation Practice

Students are given a handout with sets of minimal pairs. The teacher can lead 'listen & repeat' style practice. Native speaker recordings are available for the minimal pairs on the following pages. Students then practice saying a pair while their partner guesses with which word(s) was spoken. This can be done as singles, doubles, or triples (e.g. Seat - Sit: Singles - seat or sit ; Doubles - seat, sit or seat, seat or sit, seat or sit, sit, Triples - sit, seat, sit or seat, seat, sit). Help learners distinguish between similar sounds at the beginning of words (pat, bat), in the middle of words (lift, list), and/or at the end of words (have, half).
Variation: Same or Different? Have each learner make two 3" x 3" cards, one labeled SAME, one labeled DIFFERENT. Read word pairs aloud, where some pairs are two different words (minimal pairs) and some are the same word read twice. As you read, each learner holds up their SAME or DIFFERENT card.

Same or Different Numbers?

Follow the same procedure above, using number pairs (14/40; 90/19, 15/15)

Extension: Use a voice recognition tool like Google Translate to check whether student's pronunciation is

accurate enough to be recognized. This can be done with minimal pairs or with practice sentences like the ones below.

Practice Sentences

- It's really too late to wait.
- What's the lowdown on the raw fish law?
- After a week, I think these leeks reek.
- Sue went to the zoo and saw some sheep.
- The crew didn't' have a clue.
- If we flee, we'll be free.
- Did Blake break the plate?
- Did Susan feel fear when she saw one more mole?
- The hail got in my hair.
- The meal was a mere five dollars.
- There were very many berries in the valley.
- There's a ban on putting fans in a van.
- There was a lot of pressure to measure the major explosion.
- Put the sheet on the seat before you sit on it.
- The frog would leap from one leaf to another .
- Most of you must bowl with the red ball.
- She won't want to walk there.
- I wish she wasn't a witch.
- The big cap is a simple symbol.
- I only have half of the fee.
- Please sit in the soft seat.
- We hissed as we watched the conclusion.
- We ditched the party and washed our car.

Minimal Pairs Consonants

	A	B	C
1	lice	rice	
2	law	raw	
3	low	row	woe
4	late	rate	wait
5	leek	reek	week
6	lane	rain	wain
7	led	red	wed
8	lie	rye	why

	A	B
1	clue	crew
2	blue	brew
3	glass	grass
4	flee	free
5	blow	bro
6	clock	crock
7	block	Brocke
8	bled	bread

	A	B
1	belly	berry
2	mole	more
3	hail	hair
4	heel	hear
5	fool	four
6	file	fire
7	deal	dear
8	meal	mere
9	cuddle	cutter
10	rebuttal	rebutter

Challenge Words: World Swirl Rural Fairly

	A	B
1	cold	cord
2	hold	hoard
3	called	card
4	malt	mart
5	world	word
6	ilk	irk
7	mild	mired
8	film	firm

	A	B	C	D	E
1	Sue	zoo	shoe	chew	Jew
2	cass	Kaz	cash	catch	
3	sear	zir	sheer	cheer	Jeer
4	sane	zane	Shane	Chain	Jane
5	lease	Lee's	leash	leech	
6	sip	zip	ship	chip	gyp
7	seep		sheep	cheap	jeep

	A	B	C	D
1	bee	pee	fee	vee
2	berry	perry	ferry	very
3	buy	pie	fie	vie
4	bile	pile	file	vile
5	bail	pale	fail	veil
6	bay	pay	fay	vay
	bane	pain	feign	vane
8	best	pest	fest	vest

	A	B
1	major	measure
2	pressure	pleasure
3	Confucian	confusion
4	ledger	leisure

Lsts and audio recordings at: http://pufspronunciation.blogspot.com/

Minimal Pairs Vowels

	A	B
1	seat	sit
2	peak	pick
3	eel	ill
4	leave	live
5	meal	mill
6	peel	pill
7	reach	rich
8	teen	tin
9	seek	sick
10	deep	dip
11	liter	litter
12	beaker	bicker

	A	B
1	boat	bought
2	low	law
3	hole	hall
4	close	clause
5	bowl	ball
6	woke	walk
7	won't	want
8	coast	cost
9	shown	Shawn
10	oaf	off

	A	B
1	bird	bored
2	curd	chord
3	Dirk	dork
4	burn	born
5	were	war
6	fur	for
7	heard	hoard

	A	B
1	and	end
2	bland	blend
3	ham	hem
4	tamper	temper
5	land	lend
6	gassed	guest
7	pan	pen
8	spanned	spend

	A	B
1	bat	bet
2	had	head
3	paddle	pedal
4	shall	shell
5	gnat	net
6	mat	met
7	pack	peck
8	mash	mesh
9	rack	wreck
10	past	pest

	A	B
1	pool	pull
2	fool	full
3	cooed	could
4	shooed	should
5	Luke	look

	A	B
1	hut	hoot
2	nun	noon
3	rough	roof
4	duck	duke
5	does	dues

Day#9 ***Technology and Focus on Communication Fluency: Speaker's corner, student recordings, and peer commenting***

Speaker's Corner

This is a fluency activity that is suitable for relatively high-level students in schools or classes that suppot the use of technology and/or shared online spaces. Introduce the concept of Speaker's Corner by showing videos from the 'You Are Here' YouTube Channel
https://www.youtube.com/user/youareherecafe/
Give the students a list of topics they can discuss. Possibilities include:

- What are the best and worst parts of school?
- Where else would you like to live? Why?
- What's your dream job? Why?
- If you could travel back in time, where and when would you go?

Divide them into groups of two or three and give them some time to prepare what they are going to say. If enough recording devices are available, pair teams up with each other so that one teach can take turns recording the other. Videos can then be uploaded to a private communal space (like a class Band). Students are encouraged (or required) to watch and comment on their classmates videos. For lower level students, the speaking task can be simplified and additional language prompts can be provided.

Other recording Tasks

Using basic mobile technology, students can audio and/or video record a variety of speaking tasks. This can include introductions, basic storytelling, interviews with each other, and other spoken tasks described above. Students can be allowed to record multiple times until they are satisfied before posting on an online space and sharing their recordings with their classmates. This process of repetition, self-observation, and refinement tends to improve the quality of student output. The existence of an 'audience' for their work and the social engagement of commenting also creates additional motivation.

Day#10

Task Based Assessment and Review: Kahoot, LMS (Schoology) portfolios

Task-based assessment is easy, straightforward and, above all, meaningful for students and teachers alike. Simply put, one begins by looking at the appropriate completion of any given task first, and at the accuracy of the language used to complete it second. If the student can achieve a particular goal, or "outcome," using English, then the student passes. We will discuss in class which tasks covered during this course would be most suitable for offline assessment purposes. We will also explore some of the online assessment options that are available now and will likely play greater role in coming years.

Online Assessment Tools

Flashcards - Sites like Quizlet are primarily used as powerful study aids for vocabulary building, but can also be used to generate quizzes and track student progress.
Mobile Quizzes- Teachers can create mobile friendly quizzes at GetKahoot.ocm which students play 'gameshow-style' with mobile devices. Aside from assessment, this can be useful for review activities.
Learning Management Systems - Sites like Schoology.com and Eliademy.com provide robust tools for tracking individual student progress, compiling grades, and offering cumulative feedback on which areas the class has mastered or not.