

# Speaking and Listening Kit: Teacher Instructions

## Kit Should Contain:

- Speaking and Listening Kit Tutor Log
- Activity instruction cards
- 12 laminated index cards
- 6 mini-whiteboards
- 6 dry erase markers
- 2 whiteboard erasers
- 2 dice
- 6 laminated Mingle Grids
- 2 laminated Board Game Templates (low and high)
- 1 set of Grammar Tense Questions, cut apart and laminated\*
- 1 set of Wh- Questions, cut apart and laminated\*

\*The teacher may want to create more sets if tutors will work with more than 2-3 learners at a time

## Kit Assembly Instructions:

- 1) Print off and laminate the activity instruction cards.
- 2) Print off and laminate the Board Game Templates.
- 3) Print off the Mingle Grid, make six copies, and laminate them.
- 4) Print off and laminate the Grammar Tense Questions and Wh- Questions, and cut them apart.
- 5) Punch a hole in the corner of the activity instruction cards and hold together with a binder ring.
- 6) Laminate index cards.
- 7) Collect dice, dry erase markers, mini-whiteboards, and erasers.
- 8) Place all items in a small box.

## Kit Use Suggestions:

- 1) Provide tutor with the weekly topic and question suggestions to use with the activities.
- 2) Mark 2-3 specific activities that you would like the tutor to work on with the learners.
- 3) Check in briefly with the tutor before and after the pull-out sessions to respond to questions and comments.
- 4) If it is difficult to do in-person check-ins each time, use the Speaking and Listening Kit Tutor Log to share the names of learners for pull-outs, vocabulary words, selected activities, and to give special instructions and receive feedback from the tutors.
- 5) Add new activities to the instruction cards if you have other speaking and listening activities you would like the tutors to work on with your learners.

# Speaking and Listening Kit Tutor Log

Date: \_\_\_\_\_

Learner/s: \_\_\_\_\_

Weekly Vocabulary Words:

Today's Activities:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Teacher Comments: \_\_\_\_\_

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Tutor Comments: \_\_\_\_\_

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*Thank you so much!*

## Vocabulary Mingle

This activity gives learners an opportunity to familiarize themselves with new vocabulary in an interactive manner as they practice explaining the words in their own language and demonstrate active listening with their groupmates.

**Level:** Beginning, Intermediate, Advanced

**Materials Needed:** laminated index cards, dry erase marker, list of current vocabulary words

- 1) Write the vocabulary words on the index cards, one word per card.
- 2) Hold up a vocabulary word. Have the group of learners use their own words to explain what the word means, and come up with a couple example sentences that use the word.
- 3) Have each learner select a card. Give the learners a few minutes to decide how they will explain the word, and come up with an example sentence that uses their word.
- 4) Select a learner to model the mingle process with you. Have them show you their word, explain what it means, and give their example. After they are finished, respond to them saying, "Your word is \_\_\_\_\_. It means \_\_\_\_\_." Ask them if your explanation was correct.
- 5) Now show the learner your word, explain what it means, and give your example. After you are finished, have them respond to you by saying, "Your word is \_\_\_\_\_. It means \_\_\_\_\_." Give them feedback on whether or not their explanation was correct.
- 6) Have the group stand up and mingle together, sharing their words, definitions, examples, and retelling their partners what they heard them say. Ask them to try to talk to everyone in the group.

**Expansion:** For an additional challenge, have the learners swap words after they share their definition and example so that they end up working with all of the words.

**Variation 1:** For a single learner, the tutor and the learner take turns drawing a word and giving the definition and an example, while the other listens and retells it back.

**Variation 2:** For lower level learners, ask the learners to come up with an example sentence only, and have their partners repeat the sentence back. Lower level learners may also work with a partner to come up with the example sentence and take turns saying it as they mingle.

## Just a Minute

This activity helps learners develop their speaking fluency on a variety of topics in a low pressure environment.

**Level:** Intermediate, Advanced

**Materials Needed:** laminated index cards, dry erase marker

- 1) Have the group of learners brainstorm a list of topics that they are interested in talking about. As the learners say the topics, write them on the index cards. Alternatively, the tutor may provide topics that tie in with the current unit of study. Write only one topic per index card.
- 2) Divide the group into partners or groups of three. Have the learners decide who will speak first, second, etc.
- 3) Turn the cards face down and mix them up. Ask a learner to draw a card. The topic that is drawn is the first topic that will be talked about.
- 4) Start the timer, and the learners in the partners or groups who are speaking first talk about the selected topic for one minute. The goal is for them to try and talk continuously with only minor pausing for the whole time.
- 5) Set the first card aside, and have a second learner draw a card to select a new topic. The learners in the partners or the groups who are speaking second talk about the topic for one minute.
- 6) Continue the process until everyone has had an opportunity to talk at least once. If you have a small group, learners may each speak several times.

**Expansion:** After the first learner speaks about the selected topic for one minute, their partner must speak about the same topic for two minutes. If the learners are in a group of three, the third learner speaks about the topic for three minutes. When the next topic is drawn, the learner who previously spoke the longest begins the next round.

**Variation 1:** For a single learner, the tutor and the learner take turns drawing a topic and speaking for a minute.

**Variation 2:** For lower level learners, select topics that the learners are very familiar with, and ask them to speak for 20-30 seconds at a time. You may also prompt them with questions if they struggle to generate enough speech to fill up the time.

## Small Talk

This activity helps learners practice question formation and prepare for making small talk and connecting with people during social encounters.

**Level:** Beginning, Intermediate, Advanced

**Materials Needed:** mini-whiteboards, whiteboard markers

- 1) Ask the group to tell you what they say when they meet someone for the first time. Explain that a good way to show that you are interested in engaging with another person is to ask them questions (but not too personal!) about themselves. This is called “small talk”.
- 2) Distribute the mini-whiteboards and markers. As a group, brainstorm two or three appropriate questions that can be used when meeting someone new. Have the learners write the questions on their mini-whiteboard.
- 3) Prompt the learners to come up with a couple of additional questions independently, and write them down on their whiteboards as well.
- 4) Ask one learner to stand up. Walk up to them and introduce yourself like you are meeting them for the first time. Ask them a few small talk questions, and give them the opportunity to ask you their questions.
- 5) Have everyone stand up and find a partner, greet one another, and ask each other their questions.
- 6) When most partners have wrapped up, signal everyone to find a new partner and repeat the process. Repeat several times so that the learners can build fluency and confidence in asking their questions.

**Expansion 1:** Once the activity is finished, bring the group back together and ask them if they heard any questions from the group that they would like to remember. Encourage them to write them down in their notebooks.

**Expansion 2:** As a group, come up with scenarios where learners may need to introduce themselves to someone new and make small talk. Choose one of the scenarios that the learners are interested in, and generate questions that are scenario specific.

**Variation 1:** For more advanced learners, require the learners to ask at least one new question per partner so that they are increasing the amount of questions per partner and expanding the length of time that they are talking.

**Variation 2:** For lower level learners, have the learners ask each other the same two or three questions. Practice the questions and answers as a whole group before they begin to mingle.

## Ball Toss

This activity provides learners with necessary speaking and listening repetition to become comfortable saying sentences, asking questions, or using vocabulary.

**Level:** Literacy, Beginning, Intermediate, Advanced

**Materials Needed:** mini-whiteboard, whiteboard marker, soft ball or beanbag

- 1) Write the model sentence on the board with blanks where the learners will insert variations (e.g. *Today I ate \_\_\_\_\_ for breakfast*). Read the model sentence and check learners' comprehension.
- 2) Ask a few learners to say the model sentence, filling in the missing information as they say it.
- 3) Learners form a circle.
- 4) Model for the learners how to say the sentence and then toss the ball to another learner. That learner says the sentence, filling in the missing information, and then tosses the ball.
- 5) The activity continues until all learners have one or two turns.

**Expansion:** To make this activity more challenging, when a learner catches the ball, they must repeat the sentence of the person who threw them the ball before saying their own sentence (e.g. *Today she ate rice and beans for breakfast. Today I ate eggs and bread for breakfast*). You can also make a rule where every learner must have a different sentence from the rest of the group, which encourages them to listen to one another closely.

**Variation:** Write a question on the board, and a model answer with blanks where the learners will insert their own answers (e.g. *Do you live in a house or an apartment? I live in a \_\_\_\_\_.*) Model for the learners how to ask the question, then throw the ball to a random learner. The learner answers, then asks the question and throws the ball to another learner. That learner answers, then chooses a new learner and asks them the question. This continues until all learners have asked and answered the question.

## Dice Questions: Version 1

This activity provides learners with practice answering questions in a structured and supported manner, giving every learner in the group equal opportunity to speak.

**Level:** Literacy, Beginning, Intermediate, Advanced

**Materials Needed:** mini-whiteboard, whiteboard marker, dice

- 1) Write the numbers one through six on the whiteboard, and write a different question behind each number.
- 2) Go over the questions as a group, and model some example answers for each question. If the learners need additional support with answering the questions, write out model answers with blanks where the learners will insert their own response.
- 3) Demonstrate rolling the dice, reading the question that responds to the number that you rolled out loud, and then answering the question.
- 4) Pass the dice to a learner. They roll the dice, read the question out loud, then say their answer to the question.
- 5) The dice goes around the circle until everyone has had a chance to roll the dice several times.

*Beginning level example: questions about family*

1. *Who lives with you?*
2. *How many people in your family live in Minnesota?*
3. *Where do the people in your family live? What countries?*
4. *Do you have children? How old are they?*
5. *What is a name that many people in your family have?*
6. *How many cousins do you have?*

*Intermediate/advanced example: Show students an object or picture. Ask questions that require different levels of critical thinking. For an object, ask questions about it and for a picture of a person, ask questions with she or he.*

1. *Describe: What does it/he/she look like, feel like, etc.*
2. *Compare: What/how is something like or different from something else?*
3. *Associate: What does it/he/she remind you of?*
4. *Analyze (only if the topic is a thing): What parts does it have? What is it made of?*
5. *Apply: What does it/he/she do? What might you use it for?*
6. *Argue for or against: good, bad, why?*

## Dice Questions: Version 2

This activity provides learners with practice question formation and response, giving every learner in the group equal opportunity to speak.

**Level:** Beginning, Intermediate, Advanced

**Materials Needed:** mini-whiteboard, whiteboard marker, dice

1) Write the numbers one through six on the whiteboard, and write a different question word behind each number.

**Example:**

1. *What*
2. *Where*
3. *When*
4. *Who*
5. *Why*
6. *How many*

2) Go over the question words as a group, and have the learners provide some example questions for each word.

3) Demonstrate rolling the dice and asking question that responds to the number that you rolled to the learner on your right.

4) The learner on your write answers your question, then takes the dice and rolls a new number. They ask a question that corresponds with the number that they rolled to the learner on their right.

5) The dice goes around the circle until everyone has had a chance to roll the dice several times.

**Variation:** For a single learner, take turns rolling the dice and asking each other questions. Tell them that they are not allowed to repeat questions.

## Follow-Up Questions

To keep a conversation going, learners need to be able to ask follow-up questions in English. This activity provides some support and structure as they practice using follow-up questions.

**Level:** High Beginning, Intermediate, Advanced

**Materials Needed:** mini-whiteboard, whiteboard marker

- 1) Explain to the group that asking multiple questions is a good way to keep a conversation moving forward and show that you are interested in what your conversation partner has to say.
- 2) Brainstorm a few questions that learners could ask one another to start a conversation. If possible, try to have the questions relate to the unit that the learners are studying. Write one question each at the top of the mini-whiteboards, leaving room underneath for additional questions.
- 3) Ask a learner one of the questions. After the learner answers, ask several follow-up questions to encourage them to expand their response and continue to talk.
- 4) Have the group tell you what questions they heard you ask. Write them down on the mini-whiteboard with the corresponding starting question. Read through the questions as a group, and ask if there are any other questions that could be added.
- 5) Go through each of the starting questions and have the learners generate a few questions for each that they could ask to keep the conversation going. Write the follow-up questions down under the corresponding starter question.

### Examples:

*"What did you do next?"*

*"Why do you say that?"*

*"How did that happen?"*

*"When did that happen?"*

*"What did you say?"*

*"Where did that happen?"*

*"Why is it your favorite?"*

*"Do you recommend it?"*

- 6) Put the learners into partners. One partner will ask a discussion question, then ask follow-up questions to try and keep their partner talking as long as possible. After they finish, have the partners switch roles and repeat the activity.
- 7) If possible, have the learners switch partners and repeat the activity several times.

**Variation 1:** For a single learner, generate one starter question and follow-up questions at a time. Begin by asking the learner the starter and follow-up questions, and then switch roles and have them ask you the same questions. After you finish up one series of questions, erase them and begin another. As the learner grows more confident, ask them to ask the questions first.

## Follow-Up Questions (continued)

**Variation 2:** For low level learners, work with only one starter question. Write the question on the mini-whiteboard and have the whole group practice saying it out loud, then answering it with a partner. Once they are comfortable asking and answering the starter question, add 2-3 follow-up questions, practicing asking and answering each of the questions as a whole group. Partner the learners off and then have them ask and answer the same questions with each of their partners so that they get repeated practice using the same language.

**Expansion:** To make this activity more challenging, have learners generate their own follow-up questions after they have practiced several as a whole group. Set a starter question, and then have the learner who is asking questions come up with their own follow-up questions independently. Afterwards, you can have the group share which questions they asked.

## Mingle Grid Interviews

This activity provides learners with repetition of questions and answers to develop confidence and speaking fluency. The writing aspect of the grid provides motivation to check for clarification and understanding.

**Level:** Literacy, Beginning, Intermediate, Advanced

**Materials Needed:** mingle grids, whiteboard markers, mini-whiteboard

- 1) Give each learner a copy of a mingle grid (high or low level). Explain that today they are going to practice asking and answering questions around a specific topic (the topic should reflect what they are working on in class).
- 2) Say an example question and write it on the mini-whiteboard. Have all of the learners copy the question into the top left box of the grid.
- 3) Ask the group to come up with three more questions that could be asked. Write each question on the mini-whiteboard, and have the learners copy them on their grids.
- 4) Go through each question one at a time, practicing asking and answering the questions as a group.
- 5) Model asking one learner the questions and writing down their answers on a grid.
- 6) Put the learners into partners or small groups. Each learner will take turns asking their partner the questions and writing the answers down on their grid.
- 7) When they are finished, have them switch partners and repeat the process.

**Expansion:** After everyone has completed their interviews, come back together as a group. Go through each question, asking the whole group or specific learners “What was \_\_\_’s answer to the question...?” Prompt the learners to respond using whole sentences.

## Partner Dictation

Often learners will have to verbally negotiate language when they are writing down messages or information while speaking on the phone or in person. This activity helps develop language around asking for and delivering clarification.

**Level:** Literacy, Beginning, Intermediate, Advanced

**Materials Needed:** laminated index cards, whiteboard markers, mini-whiteboards, erasers

- 1) Write a sentence that uses the week's vocabulary words on each of the cards. You can also write a sentence from a group text.
- 2) Place the cards face down in the middle of the table and mix them up.
- 3) Put the learners into partners. Explain that one partner will read and speak, and the other partner will listen and write. Give the learners who are listeners a mini-whiteboard and a marker.
- 4) Practice a few ways that partners can politely correct each other or ask for more information. For example, listeners could say phrases such as "Could you please repeat that?" or "How do I spell \_\_\_?" or "Did you say \_\_\_?" Readers could say phrases such as "Let me spell that for you" or "You need to change one word".
- 5) Have the partners who are the readers draw a card. They then read the sentence on the card out loud to their partner as their partner writes the sentence on the mini-whiteboard. The readers may not show their partners the cards, and may not take the markers and write themselves. If they need to correct their partner, they must do it verbally.
- 6) After the writer is finished, the reader shows them the card and they check that everything is written correctly. Then the writer erases the mini-whiteboard, and the reader draws a new card.
- 7) Place the cards back in the middle of the table, and have the partners switch roles. Repeat the activity.

**Variation 1:** For a single learner, take turns drawing cards and dictating to one another, changing roles with each card to keep the learner engaged.

**Variation 1:** For lower level learners, write a single word on each card. Review the words together as a group before putting them in the middle of the table and beginning the activity.

**Expansion:** For higher level learners, assign each learner 2-3 vocabulary words. Give each learner 2-3 laminated index cards. Have the learners generate sentences for their vocabulary words, and write one sentence per card. Then put the cards in the middle of the table and begin the activity.

## What Did They Say?

When it comes to developing strong communication skills, strengthening listening skills is critical. This activity helps learners practice listening to both questions and answers

**Level:** Literacy, Beginning, Intermediate, Advanced

**Materials Needed:** several small talk questions

- 1) Have the learners sit in a circle. Turn to the first learner and ask them a question (e.g. What did you do on Saturday?). If the question and/or answer are difficult for the learner to understand, stop and practice them together as a whole group.
- 2) After the learner responds, repeat their answer back to them (e.g. You went shopping and cleaned your house.) Have the learner confirm that you repeated their information correctly (e.g. Yes, that's right/correct).
- 3) Ask the next learner in the circle the same question, and repeat their information back to them. Model this with all of the learners in the group. Make a few mistakes when repeating information back so that learners are able to practice correcting you.
- 4) Turn to the first learner and ask a new question. Repeat their information back to them, and have them confirm that it is correct. Direct them to turn to the next learner in the group and ask them the same question.
- 5) After the second learner responds to the question, the first learner will repeat their information back, and the second learner will confirm if it's correct.
- 6) Have the second learner turn to the third learner, and repeat the question. Go around the circle until everyone has had the opportunity to ask and answer the question.
- 7) Start a new question going around the circle; and repeat the process with the new question.

**Variation 1:** For a single learner, take turns asking questions and repeating back the information. Increase the difficulty of the questions, or encourage the learner to generate questions on their own.

**Variation 2:** For low-level learners, keep the questions very simple and give multiple chances for the learners to practice the same question. After the question has gone around the circle, reverse the order. Use the same question, and have the learner who was last be first in the next round, with the circle going in the opposite direction.

**Expansion 1:** To keep all of the learners in the group engaged, after the learner answers the question, call on a random learner to repeat back the information. This ensures that everyone has to pay attention to the answers because they don't know when they will be called on to repeat the information.

**Expansion 2:** After the first round, have the learners take turns generating new questions.

## On the Spot

This small group activity gives learners opportunities to practice formulating questions and answering a wide variety of questions.

**Level:** Beginning, Intermediate, Advanced

**Materials Needed:** None

- 1) Choose one learner who will be “on the spot.” Their job is to answer all of the questions that they are asked.
- 2) Give the rest of the group a chance to think of some questions that they want to ask. They can write down some ideas in a notebook or on the mini-whiteboards.
- 3) Explain that all of the questions that are asked must be answered, and that the group can help the learner who is “on the spot” if they need help. However, they can’t help unless the learner asks for help answering the question.
- 4) The learners in the group take turns asking the learner who is “on the spot” the questions. If the learner is unable to answer, the group can chime in and assist with the answer.
- 5) After a few minutes, stop the activity and select another learner to be “on the spot.” Give the rest of the group a minute or two to generate some new questions, and then repeat the process with the new learner.

**Variation 1:** For low-level learners, have people in the group work together to generate questions.

**Variation 2:** Give the group a specific topic to ask questions about. Ideally, it will be a topic that they are currently studying in class, or one that is familiar to the learners. For example: family, community, work, personal information, childhood, future plans, etc.

## Group Memory Quiz

This small group activity helps learners improve their listening and recollection skills, as well as practice responding to questions.

**Level:** Beginning, Intermediate, Advanced

**Materials Needed:** mini-whiteboards, markers, erasers

1) Generate a list of 2-5 questions that tie into the current group theme.

**Example 1:**

(Low beginning level group, theme of family)

*How many sons do you have?*

*How many daughters do you have?*

*How many sisters do you have?*

*How many brothers do you have?*

**Example 2:**

(High intermediate level group, theme of jobs)

*What was your first job?*

*What is your dream job?*

*What is a job that you think you would hate?*

*What is one strength you have that makes you a good employee?*

*What is one area that you want to improve?*

- 2) Go around the group and ask each learner the questions. Take notes as the learners respond. Have everyone else in the group listen to the answers.
- 3) Give all of the learners in the group a mini-whiteboard and a marker.
- 4) Ask the group questions about the answers that they heard (e.g. "Who has two sons and one daughter?" "Who would hate to be a plumber?"). Have the learners write the name of the learner or learners who had that answer on their mini-whiteboards, then show their answers to the whole group.
- 5) Continue asking questions until everyone has gotten a few correct answers.

**Variation 1:** For low-level learners, have them point to the learner with the matching answer rather than writing names. Do a count so that everyone points at the same time.

**Variation 2:** To add an additional challenge, have the learners work together at the beginning of the activity to generate the 2-5 questions around the topic.

## Back-to-Back

This partner activity helps learners to develop listening skills that are necessary for phone calls and other methods of communication that aren't face-to-face.

**Level:** Beginning, Intermediate, Advanced

**Materials Needed:** mini-whiteboards, markers, erasers

- 1) Generate a short list of questions that relate to the group unit, or general information questions that learners will be familiar with. Write the questions down on mini-whiteboards (one whiteboard for each pair of learners in the group).
- 2) As a group, go over some phrases that learners can use when they don't understand what was said. Explain that it's not rude to ask for clarification, and that it can be very important to make sure that you are answering questions correctly and getting the accurate information from people in the community, particularly from doctors, teachers, managers, etc.

### Examples:

*"I'm sorry?"*

*"Pardon?"*

*"Excuse me?"*

*"Excuse me, can you repeat the question?"*

*"Excuse me, what was that?"*

*"Could you say that again?"*

*"I didn't catch that, could you repeat it?"*

*"Could you repeat that, please?"*

*"Could you say that slower, please?"*

*"I'm sorry. I didn't hear you."*

- 3) Pair up the learners and have them sit back-to-back. Give one of the learners in the pair the mini-whiteboard with the questions.
- 4) Tell the learner with the mini-whiteboard that they must interview their partner. If they or their partner don't understand, they must use the clarification phrases until they are able to understand one another.
- 5) After the pairs are finished with the interview, have the learners with the mini-whiteboards report their partners' answers back to the group (they can do this by memory, or you can allow them to take basic notes on the mini-whiteboards).
- 6) Have the learners switch roles and repeat the activity.

**Expansion:** For an additional challenge, give learners the mini-whiteboards and have them generate their own questions for this activity.

## Question Line-Up

This structured speaking activity gives learners the chance to practice asking and answering questions. The repetition that the activity provides builds comfort with the language, as well as confidence and fluency.

**Level:** Literacy, Beginning, Intermediate, Advanced

**Materials Needed:** 1-6 prepared questions

- 1) Write a question on a mini-whiteboard. Read it out loud as a group (e.g. Where are you from, what is your favorite color, what is your dream job). Ideally, the questions will relate to the topic being studied in group, or be ones that learners can use when making small talk.
- 2) Have the learners answer the question. Write a sentence frame for the answer on the board (e.g. I am from \_\_\_\_\_, my favorite color is \_\_\_\_\_, My dream job is \_\_\_\_\_), and have the learners practice it several times.
- 3) Add more questions and answers to the mini-whiteboard (for low level groups, use 1-3 questions; for higher level groups, use 4-6 questions). You may need to use multiple whiteboards.
- 4) Have the learners stand up and get into two lines, facing one another. One line will ask the questions, the other line will answer the questions.
- 5) When you say go, the learners in the question line ask their partner the questions. After everyone has finished talking, have the learners in one line shift over so that they have a new partner. The learner at the end of the line moves down to the opposite end.
- 6) Once everyone has a new partner, have the learners repeat step five. After repeating step five 2-3 times, have the lines switch roles. Repeat several more times.

**Variation 1:** For higher level learners, don't write sentence frames for the answers on the mini-whiteboard.

**Variation 2:** For higher level learners, give the group a topic and have the learners in the question line generate the questions themselves. Give them a set amount of time (30 seconds to 1 minute) to ask their partner as many questions as they can about the topic.

## Circumlocution Circus

This fun and high-energy game helps learners develop their ability to describe words that they don't remember or haven't learned yet.

**Level:** High Beginning, Intermediate, Advanced

**Materials Needed:** blank slips of paper

### Procedure:

- 1) Have the learners generate a list of 10-20 words that everyone understands. These can be based on a topic, or can be general.
- 2) Break into small groups of three learners.
- 3) Give each small group a set of blank cards. Have the learners in each group write down the list of words on the cards, one word per card.
- 4) Have the groups put the cards face down on the table and mix them up.
- 5) Ask the groups to choose a learner who will go first. Explain that the first learner will pick a card, and then explain the word on their card to their group. They can use as many words as they need to, but they cannot say the original word. The first learner will get through as many word cards as they can in this round.
- 6) Model picking up a card and explaining it until the group is able to guess the word. Remind them that they can look at the list of words on the board to help them remember.
- 7) Give the learners 1-3 minutes for the round. When the round is finished, have them replace the cards in the middle of the table and mix them up.
- 8) Ask the groups to choose a learner that will go second. Explain that the second learner will pick up a card, and then say only one word to get their group to guess the word. They can use synonyms, words that have a similar sound, or words that remind them of the word on the card. If their group is unable to guess after one word, they may say a second word. The second learner will get through as many cards as they can in their round.
- 9) Model picking up a card and saying one word prompts until the group is able to guess the word. Remind them that they can look at the list of words on the board to help them remember.
- 10) Give the learners 1-3 minutes for the round. When the round is finished, have them replace the cards in the middle of the table and mix them up.
- 11) Ask the groups to choose a learner that will go third. Explain that the third learner will pick up a card, and then act out the word on the card. They cannot say anything. The third learner will get through as many cards as they can in their round.
- 12) Model picking up a card and acting out the word until the group is able to guess the word. Remind them that they can look at the list of words on the board to help them remember.
- 13) Give the learners 1-3 minutes for the round.
- 14) Bring everyone back together. Discuss which words were the most difficult, and why.

## Total Physical Response (TPR)

Total Physical Response (TPR) is a method of teaching that connects language with physical movement. Movement in language learning is an excellent way to boost memory. This listening activity helps to build learners' understanding of language, and allows them to demonstrate understanding in a physical and low-pressure manner. Movement while learning also contributes to lowering learner stress levels.

**Level:** Literacy, Beginning

**Materials Needed:** A list of 4-8 movement-based commands

1) Tell the group to listen and watch. Say a command while doing the movement associated with it.

**Examples:**

*Stand up.*

*Sit down.*

*Pick up your pencil/notebook/pen.*

*Put down your pencil/notebook/pen.*

*Give your friend your pencil/notebook/pen.*

*Turn around.*

*Listen.*

*Look around*

The commands can also be based on vocabulary that the learners are currently studying in class. For example, if they are learning language associated with cooking, example commands could be:

*Cut the vegetables.*

*Wash the dishes.*

*Stir the rice.*

*Pour the water.*

- 2) Say the command while doing the movement, and have the group copy the movement.
- 3) Say the command without moving, and have the group continue to do the movement. Repeat until they can do the movement with ease.
- 4) Repeat steps 1-3 with several other command phrases.
- 5) Mix up the order of the commands while the group acts out the accompanying movements.

**Expansion 1:** Call on a learner to come to be the teacher. The learner will call out commands while the rest of the group follows. Encourage other learners to volunteer.

**Expansion 2:** If you have time, ask the learners to come up with additional commands and movements associated with them. Practice the new commands together as a group, then add them into the mix of commands.

## I Don't Know!

It can be embarrassing and difficult for learners to admit that they don't know the answer to a question in group. This activity helps learners to become more comfortable with expressing uncertainty.

**Level:** High Beginning, Intermediate, Advanced

**Materials Needed:** laminated index cards, markers

- 1) Ask the group a question that you know that they won't be able to answer (e.g. "When is my birthday?" "What is my favorite color?" etc.).
- 2) Once learners aren't able to answer the question, write "I don't know" on the whiteboard.
- 3) Elicit other ways that they can respond to a question they don't know how to answer and write those on the whiteboard (e.g. I'm not sure, I have no idea, I've never thought about it, etc.). Explain that there is nothing wrong or embarrassing about not knowing the answer to a question.
- 4) Go around the group and have the learners practice answering the original question using one of the phrases.
- 5) Give each of the learners a laminated index card and a marker, and have them write down a question that other learners won't be able to answer.
- 6) Once the learners have written the questions, ask them to stand up and mingle, asking each other their question and using one of the phrases from the board to respond.
- 7) Bring everyone back together and remind them that it's alright if they don't know an answer; they can still respectfully respond.

**Expansion:** After the mingle, ask the learners what they would say if they don't know the answer, but know where to find the information. For example, if you ask them the birthday of another learner in group, write phrases that learners can use to follow up expressing uncertainty to indicate that they will find the answer (e.g. I'm not sure, but I'll go check. I don't know, but I can find out. I have no idea, but if you hold on, I can go find the answer). Have the learners take turns asking one another questions about another learner in the room, and finding out the answer.

## Shhh...True/False

This silent activity gives learners a chance to develop their listening skills. It is helpful for learners who are not comfortable sharing answers aloud in group develop confidence in their listening abilities.

**Level:** Literacy, Beginning

**Materials Needed:** None

- 1) Begin with a true statement that everyone in the group will know (e.g. My name is Jill). Give a thumbs up to show that it's true, and have the learners also give a thumbs up. Explain that a thumbs up means that it's a good sentence.
- 2) Say a false statement that everyone in the group will know (e.g. My name is Laura). Give a thumbs down to show that it's false, and have the learners also give a thumbs down. Explain that a thumbs down means that it's not a good sentence.
- 3) Repeat this several times, modeling the correct hand signal.
- 4) Move around the room making true and false statements while the learners show their answers by showing a thumbs up or thumbs down.
- 5) As the learners become more comfortable, speed up the statements so learners can practice listening to fast speech.

### Examples:

*This is a chair/table/book/pencil.*

*This is blue/red/black/green.*

*Her/his name is \_\_\_\_\_.*

*Today is/yesterday was/tomorrow will be \_\_\_\_\_.*

*This month is/last month was/next month will be \_\_\_\_\_.*

*Today is sunny/rainy/cloudy/hot.*

*It is 10:00/10:30.*

**Expansion:** Ask a learner to stand up and make true/false statements for the whole group. Join the group in holding up the answer cards.

**Variation:** Break the group into partners. Have each learner take turns making true/false statements for their partner, while their partner listens and shows them the answer with a thumbs up or a thumbs down. Switch roles.

## Speaking Board Game

This interactive activity allows learners to practice turn-taking and sentence or question formation.

**Level:** Literacy, Beginning, Intermediate, Advanced

**Materials Needed:** Board Game Template (low or high), dry erase marker, dice, counters

- 1) Choose either the low or high board game template. In each space, write a vocabulary word or words that the learners will be familiar with.
- 2) Give each of the learners a counter.
- 3) Roll to see who goes first. The learner with the highest number will start.
- 4) The first learner rolls the dice and moves their counter the designated amount of spaces. Have the learner read the word on the space where they land out loud, and say it in a sentence.
- 5) The dice moves to the second player, and the process is repeated.
- 6) Continue the game until all of the learners have reached the end.

**Variation 1:** When the learners land on a space, they must ask the group a question using the vocabulary word.

**Variation 2:** Write a day, time, or month in each space (for example: 2018, last week, Friday, April, right now, next year, 3:00, etc.). When the learners land on a space, they must say a sentence about what they did, are doing, or will do at that time, using the correct grammatical structure.

**Variation 3:** Write topics on each of the spaces (for example: food, sport, hobby, fruit, month, etc.) and have the learners share their favorite of the topic when they land on it. They can expand to explain why it is their favorite. You can also have learners share a short story about the topic when they land, or ask a question that relates to the topic.

**Expansion:** Have the learners help you brainstorm the words to write on the board.

### Examples:

*Adjectives (Name something that is...)*

*Food (I like... I don't like...)*

*Daily Activities*

*Skills (I can... I can't...)*

*Adverbs of Frequency (I always... I never...)*

*Emotions (I feel \_\_\_\_ when...)*

## Ask Me a Question: Grammar Time!

This activity helps learners become comfortable with asking and answering basic questions using a variety of verb tenses.

**Level:** Beginning, Intermediate

**Materials Needed:** Sets of Grammar Tense questions and answers cards, cut apart

- 1) Give the learners the set of grammar tense questions and answers. Explain that they will need to find the questions, and then match them up with the answers.
- 2) Have the learners work together in pairs to match up the questions and the answers.
- 3) Ask the pairs to divide the questions up according to verb tense: past tense verbs together, present continuous verbs together, etc.
- 4) Check the work as a whole group. Hold up and read a question, and have the pairs hold up and read the matching answer.
- 5) Model having one learner in the pair ask their partner the question from the question card, and their partner or other group members answering the question using the sentence frame on the answer card.
- 6) After all of the questions are asked, the learners will switch roles. Do this until everyone has had an opportunity to ask and answer all of the questions.

**Expansion:** With their partner or in a small group, have the learners generate one or two more questions and answers for each verb tense. Have them find a partner from another pair and ask the new questions.

## Ask Me a Question

This activity helps learners become comfortable with asking and answering basic conversation questions while building an awareness of wh- question words.

**Level:** Literacy, Beginning

**Materials Needed:** Wh- Questions and answers cards, cut apart

- 1) Give the group the set of Wh- questions and answers. Explain that they will need to find the questions, and then match them up with the answers.
- 2) Have the learners work together to match up the questions and the answers.
- 3) Check the work as a group. Hold up and read a question, and have the groups hold up and read the matching answer.
- 4) Model having one learner in the group ask their partner or other group members the question from the question card, and their partner or other group members answering the question using the sentence frame on the answer card.
- 5) After all of the questions are asked, the learners will switch roles. Do this until everyone has had an opportunity to ask and answer all of the questions.

**Expansion:** Ask the learners to sort the questions by Wh- question word (what, why, where, when, who, how). Have them explain what the question word asks about (e.g. *Where is for questions about places. Who is for questions about people.*) Have the learners generate one or two more questions and answers for each question word.

## **1, 2, 3 Speak!**

Free speaking can be challenging for learners of all levels. This activity helps learners to develop comfort with speaking for longer periods, and to improve their ability to add details and information to a story.

**Levels:** Literacy, Beginning, Intermediate, Advanced

**Materials Needed:** None

- 1) Tell the learners the speaking prompt. This can be a personal experience, what they've learned in group, describing a picture, or talking about a current event.
- 2) Give the learners a few minutes to think about what they are going to say.
- 3) Break the learners into two equal groups. Have the two groups line up facing one another.
- 4) Explain that one side of the line is going to speak first, and the other side will listen first.
- 5) Have the speakers respond to the prompt for 30 seconds.
- 6) Direct the learner at the end of the speaking line to move to the other end. Everyone else in the speaking line moves down one person so that each speaker has a new partner.
- 7) Have the speakers respond to the same prompt, this time for 60 seconds. They should add more details and expand on what they said during the first round.
- 8) Direct the learner at the end of the speaking line to move to the other end. Everyone else in the speaking line moves down one person so that each speaker has a new partner.
- 9) Have the speakers respond to the same prompt, this time for 90 seconds. They should add more details and expand on what they said during the first and second round.
- 10) Switch roles so that the speakers become listeners, and repeat steps 5-9.

**Variation:** For lower level learners, use shorter increments of time (e.g. 10-20-30 seconds).

## 3, 2, 1 Speak!

Summarizing stories and speaking concisely can be a steep challenge for learners. This activity assists learners in developing their verbal summarizing skills.

**Levels:** Beginning, Intermediate, Advanced

**Materials Needed:** None

- 1) Tell the learners the speaking prompt. This can be a personal experience, what they've learned in group, describing a picture, or talking about a current event.
- 2) Give the learners a few minutes to think about what they are going to say.
- 3) Break the learners into two equal groups. Have the two groups line up facing one another.
- 4) Explain that one side of the line is going to speak first, and the other side will listen first.
- 5) Have the speakers respond to the prompt for 90 seconds.
- 6) Direct the learner at the end of the speaking line to move to the other end. Everyone else in the speaking line moves down one person so that each speaker has a new partner.
- 7) Have the speakers respond to the same prompt, this time for 60 seconds. They will need to decide which parts of their response they want to cut out in order to fit it into the allotted time.
- 8) Direct the learner at the end of the speaking line to move to the other end. Everyone else in the speaking line moves down one person so that each speaker has a new partner.
- 9) Have the speakers respond to the same prompt, this time for thirty seconds. They will need to decide which parts of their response they want to cut out in order to fit it into the allotted time.
- 10) Switch roles so that the speakers become listeners, and repeat steps 5-9.

**Expansion 1:** Ask for volunteers to stand up in front of the group and share their response in 10 seconds.

**Expansion 2:** Have the learners write one sentence that summarizes their response, and then share it with a partner or with the whole group.

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Mingle Grid - High Level

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**Start**

**Finish**

**Start**

**Finish**

**What did you do this morning?**

**What did you do yesterday?**

**What will you do tomorrow?**

**What will you do this weekend?**

**What do you never do?**

**What do you do every day?**

**What do you do sometimes?**

**What do you see right now?**

**What are you doing right now?**

**How do you feel today?**

**This morning I \_\_\_\_\_.**

**Yesterday I \_\_\_\_\_.**

**Tomorrow I will \_\_\_\_\_.**

**This weekend I will  
\_\_\_\_\_.**

**I never \_\_\_\_\_.**

**Every day I \_\_\_\_\_.**

**Sometimes I \_\_\_\_\_.**

**Right now I see \_\_\_\_\_.**

**Right now I am \_\_\_\_\_.**

**Today I feel \_\_\_\_\_ because  
\_\_\_\_\_.**

<b>What is your name?</b>	<b>Why do you feel _____?</b>
<b>When do you go to sleep?</b>	<b>When do you start class?</b>
<b>Where do you live?</b>	<b>Where are you from?</b>
<b>What is this?</b>	<b>How old are you?</b>
<b>Who is that?</b>	<b>Who is this?</b>
<b>Why are you learning English?</b>	<b>How many _____ do you have?</b>

<p><b>My name is _____.</b></p>	<p><b>I feel _____ because...</b></p>
<p><b>I go to sleep at _____.</b></p>	<p><b>I start class at _____.</b></p>
<p><b>I live in _____.</b> <b>I live at _____.</b></p>	<p><b>I am from _____.</b></p>
<p><b>This is a _____.</b> <b>This is an _____.</b></p>	<p><b>I am _____ years old.</b></p>
<p><b>That is _____.</b></p>	<p><b>This is _____.</b></p>
<p><b>I am learning English because...</b></p>	<p><b>I have _____.</b></p>

